TEN SCHOOLS
PROGRAM:

Pioneer of Prevention
and Intervention
To provide an instructional program and an organizational design that is language intensive and will reverse the pattern of poor academic achievement of African American and other students in predominately Hispanic, Black, Asian and other Non-Anglo (PHBAO) Schools.
PurPOSE OF THE TEN SCHOOLS PROGRAM

- Demonstrate that all children can achieve their highest potential when the conditions for learning are at optimum

- Improve the academic achievement of TSP students in reading, math and language arts
OPTIMUM CONDITIONS FOR LEARNING

- Culturally responsive instruction
- Qualified teachers
- Knowledgeable administrators
- Intensified instructional focus on the language development
- A professional learning community
- Engaged, knowledgeable, supportive parents
LAUSD implemented the Ten Schools Program (TSP) in 1987 for ten of the lowest achieving elementary schools:

- Predominantly African American Student Population (60% or greater)
- All Schools Located in South Central Los Angeles
Barrett Elementary
Bright Elementary
Compton Avenue Elementary
Flournoy Elementary
Griffith Joyner Elementary
King Elementary
McKinley Avenue Elementary
93rd Street Elementary
96th Street Elementary
112th Street Elementary
116th Street Elementary

118th Street Elementary
STATE SCHOLASTIC AUDIT
SCHOOLS – 2002

Avalon Gardens Elementary
Horace Mann Middle School
Johnnie Cochran Middle School
As a result of the increase of Latino students in LAUSD, the student population is no longer predominantly African American in most TSP schools; however, all TSP schools have significant numbers of African American students.
CERTIFICATED STAFF COMMITMENT FORM

- Personal and Professional Qualities
  - Professional Appearance
  - Regular and Consistent Attendance
  - Punctuality
  - Collegial Working Relationship
  - High Expectations and Respect for all Students
- Attend 20 days of professional development and all other required meetings outside of the instructional day
CERTIFICATED STAFF COMMITMENT FORM

- Instructional and Professional Performance
  - Commitment to implementing, developing and maintaining:
    - The instructional focus outlined in the TSP guidelines
    - An integrated program based on grade level (and beyond) standards
TSP as an incubator for leadership in the District.
- Paraprofessionals become Teachers
- Teachers are recruited to be Coaches, Literacy Experts
- Teachers become Assistant Principals
- Assistant Principals become Principals
- Principals promote to Directors and higher, at the Local District and Central level
Improve our use of research and evaluation to hold us accountable to an improvement cycle.

- API Scores
- CA State Standards (CST)
- CST ELA Reporting Clusters
- CST Overall Result Matrix
- Individualized Student Data Profiles
- Standards Based EO Portfolio
MEETING AYP AND API

• (AMO’s) Annual Measureable Objectives for 2006-2007
  • ELA 24.4%
  • Math 26.5%
• AMO’s for 2007-2008
  • ELA 35.2%
  • Math 37.0%
# API BASE SCORES

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# CST ELA Cluster Summary

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Name: _____________________________
Grade: 4th
Room: ______
Year: ______

TSP Template
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**English Language Arts**
- Advanced 402-600
- Proficient 350-392
- Basic 300-349
- Below Basic 269-299
- Far Below Basic 150-268

**Mathematics**
- Advanced 414-600
- Proficient 350-400
- Basic 300-349
- Below Basic 245-299
- Far Below Basic 150-244

**Name:** Teacher
**Grade:**  4
**Room#**
**Year:**

TSP Template
**Individualized Student Data Profile**

**CST Cluster/Open Court Alignment**

**2007-2008**

**Grade 4**

- **Student’s Name:** RAMIRO
- **Teacher’s name:**
- **Room#:**

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- **Recommended for:** Intersession? **X** Yes  No  Extended Learning Program? **Yes**  No  Student Success Team? **X** Yes  No  TSP Template
Improve our engagement of parents and community in the work of teaching and caring for our children.

- Provide a nurturing environment for students and parents
- Boys to Men/Girls Club – Character Building
- Monthly Attendance Assemblies
- Monthly - Student performance
- Counselor provides “Back in Control” Parent Training
- Nurse provides Health Awareness Programs for Students and Parents
Guiding Principle # 4

(continued)

Improve our engagement of parents and community in the work of teaching and caring for our children.

- Psychologist provides Parent Education training
- Well-equipped Parent Centers that are instructionally focused
- Classified staff supporting students
- Pupil Services and Attendance Counselor- Family Crisis Intervention
- Coordinator- Reading is Fundamental/Program/Parent Meeting focused on instruction (AEMP), ESL, Reading Volunteer
- Literacy Coach- Parent Literacy Training, Literacy Night
- Math Coach- Math Night, Parent Training
The Boys to Men Club was created in 2004 by a group of dedicated men at 96th Street Elementary School. The initial purpose of the club was to validate the “at-risk” male population as students, as young men, and as positive contributors to society. The focus was strictly on social development with academics being a subsequent beneficiary.
All Boys to Men members must accept and practice the following three values

- Respect
- Responsibility
- Community
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Continually improve the physical and emotional safety of the learning environment for children and adults to enhance learning and achievement.

- Morning Reading Program – with student Librarians
- Counselor or PSA Counselor Psychologist first line intervention (Suspension DATA)
- All classrooms completely equipped for 21st Century
- Computer Labs
- Wonders of Reading Library
- New playground equipment for the yard and Kindergarten area
Continually improve the physical and emotional safety of the learning environment for children and adults to enhance learning and achievement.

- Supervision is appropriately allocated – including volunteer, highly visible adult presence during critical periods, morning, recess, lunch, and after school
- Strong ties with community activists
- Safety/Play Leaders
- Active and Engaged students councils
- EIS/Tutoring and other enrichment
- Saturday School
- Welcoming clean environment, without graffiti
- Vandalism almost non existent
# Suspension Data

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WHAT IS WORKING?

- Effective use of resources to address social/emotional needs of students
  - Full time counselor, nurse
  - A-basis assignment
  - Community Liaisons
  - Library Aide
  - Attendance Counselor
Given the significance of the challenges of the communities they serve, the participating schools have made gains in:

- academic achievement
- improved student and teacher attendance
- reduced number of suspensions
It is not surprising that some comparable schools (in geographic proximity) have similar data.
WHY?
They, as well as other inner-city schools, have been beneficiaries of the District’s commitment to providing resources to schools in PI status.
Pioneering reforms implemented by the Ten Schools Program:

- Extended Professional Development (20 days)
- Reduced class size
- Block Grant approach to funding schools
- Open Court Reading Program
Pioneering reforms implemented by the Ten Schools Program (continued):

- Milepost Assessments
- Parent Community Liaisons
- Teacher/Staff Commitment Agreements
- Effectiveness Survey
- Intervention
Contrary to conventional wisdom, rather than resist change, the TSP enthusiastically embraced District mandates:

- Coaches
- Periodic Assessments
- Learning Walks
- Models for Collaboration
- Distributive Leadership
WHY?
FROM TEN SCHOOLS PROGRAM INNOVATION TO DISTRICT-WIDE IMPLEMENTATION

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<tr>
<td>Instructional Coordinators</td>
<td>Coaches</td>
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FROM TEN SCHOOLS PROGRAM INNOVATION TO DISTRICT-WIDE IMPLEMENTATION

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We need to redirect efforts to improve the teaching and learning through more effective professional development.
Pearson Achievement Solutions will offer a school site research-based professional learning program (Learning Teams) for the 13 elementary schools in the Ten Schools Program.
Pearson Achievement Solutions will assist in building the instructional capacity of teachers, administrators and help meet the academic goals of African American and Latino students.
It is a systematically developed, evaluated, and published program that includes an explicit protocol, well-developed supporting settings, and a monthly design for those settings to train administrators and teacher facilitators, and will provide experienced implementation support.
7-STEP PROTOCOL

- Step 1 – Use data to identify specific and common student needs to work on together
- Step 2 – Formulate a clear objective for each common need and identify related student work to be analyzed
- Step 3 – Identify and adopt a promising instructional focus to address each common need
7-STEP PROTOCOL

- Step 4 – Plan and complete necessary preparation to try the instructional focus on the classroom
- Step 5 – Deliver instruction. Try the group’s agreed-upon instructional focus in the classroom
Step 6 – Analyze student work to see if objective is being met; better understand the need and evaluate instruction

Step 7 – Reassess: continue and repeat cycle or move on to another area of need.
EXPECTED PROGRAM OUTCOMES

- Gains in student achievement significantly surpassing the average rate of gain among similar schools.
- Highly effective teacher workgroup meetings:
  - Constructive planning
  - On-going evaluation
  - More refined teaching strategies/skills
EXPECTED PROGRAM OUTCOMES

- Stronger collective commitment towards improved:
  - Teaching
  - Learning
  - Student achievement

- Higher expectations and increased efficacy among staff for student achievement
EXPECTED PROGRAM OUTCOMES

- Greater capacity among teacher/staff to provide effective instructional leadership
- Sharper focus on academic goals/outcomes
- Build capacity of Instructional Coordinator to take on the role of Program Advisor
WHY ACHIEVEMENT SOLUTIONS?

- The program supports both the Board’s Vision and the District’s Mission.

Guiding Principle #1

   Improve our use of research and evaluation to hold us accountable to an improvement cycle

- Pearson Achievement Solutions:
  - Monthly meetings with instructional leadership team to analyze data and plan instruction
Guiding Principle #2

Improve the knowledge, skills, ability, and ethical and professional performance of employees on a continual basis

- Pearson Achievement Solutions:
  - Monthly meetings at school sites with administrative team and support staff to problem solve, strategize implementation of instructional plan, and plan leadership team meetings
  - Monthly TSP Principals’ meeting to study, receive professional development, discuss goals, and analyze student achievement
Guiding Principle #3

Improve the use of internally and externally derived innovations to drive a substantial and sustainable organizational change

- Pearson Achievement Solutions:
  - Leadership Teams participate in Summer Institute, and follow-up Institute in January
  - 20 days of Professional Development outside of school calendar
Guiding Principle #4

Improve our engagement of parents and community in the work of teaching and caring for our children

- Pearson Achievement Solutions:
  - Trainer of Trainer model for TSP Parent Liaisons in determined focus area
COMPONENTS OF THE TSP THAT SUPPORT THE LEARNING TEAMS MODEL

- Skilled & Dedicated Instructional Leadership (administrative team)
- Dedicated Teaching Staff
- Belief in Mission/Goals of the Program
- Nurturing Environment for Entire School Community
- 20 Additional Professional Days
- Strong Support for Implementation of Learning Teams Model
In effect, if encouraged and supported, the TSP will continue to serve in partnership with the local districts and central offices to address the socio/emotional and academic needs of students severely impacted by poverty.
The TSP will continue to be an impetus for change and a guiding light for the TSP schools as well as other inner-city schools.