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EDAD 618

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November 25, 2013

**EDAD 618 Culture of teaching and learning:**

**Leading for assessment and accountability**

Case Study Part 3: Action Plan

The results of case study 1 targeted two specific variables: Hispanic students and socioeconomically disadvantaged students in regards to obtaining proficient or advanced on the 2013 California Standards Tests. Across the board, the data showed that when students were designated with only one of these variables, they would perform at levels less than that of their peers who had neither of the variables. When both variables were present, students performed at a level that was much than that of their peers who were identified as being neither Hispanic nor low SES. For example, on the life science CST, the target group (Hispanic and low SES) had 33% proficient and advanced while the non-target group (non-Hispanic and not low SES) performed at 64.2% proficient and advanced. With just one of the variables, the groups performed similarly at 51.7% for having low SES and non-Hispanic and 56.0% for not being low SES and Hispanic on the life science CST. In the CST for geometry, 9th graders who did not have either variable performed at 55% proficient and advanced while the target group performed at 18%. When either variable was present but not both, the students performed at 25% for low SES and 20% for Hispanic. Given this data, having both variables of low SES and Hispanic increases the likelihood that the student will perform at significantly lower levels than their peers who do not have both variables.

This is alarming given the fact that of the 1584 students who identify as Hispanic at Vista High School, 81.7% of those students are also socioeconomically disadvantaged. The demographics of the school have also been changing. For the past decade, the number of Hispanic students, currently at 62.2% of the population, has been increasing by an average of 2.5 percentage points every year. The percentage of the total population of Vista High students who are Hispanic and are socioeconomically disadvantaged is 51%. As a school, there is work to be done to improve the success of low SES Hispanic students.

There are a few best practices that are being implemented at Vista High School to support learning of these students. Currently the school is working to improve professional learning communities (PLC). The Western Association of Schools & Colleges (WASC) recommended that PLCs were developed to support the learning of students. The goal of the PLCs is to provide a collaborative framework in which teachers can improve their teaching through data driven practices. Teachers are able to analyze the assessments by demographic in same subject to improve the learning of socioeconomically disadvantaged Hispanic students. Another best practice that is being implemented is Instructional Rounds. Through this process, a school wide problem of practice is developed that allows the teachers to focus on specifically on one concept that will help students and their learning. Educators throughout the district then observe the learning occurring at the school in relation to the problem of practice to develop the next level of work that the school site should focus on. Both of these best practices can help teachers provide improved instruction that will help socioeconomically disadvantaged Hispanic students.

When researching best practices in part 2 of the case study, Vista High School low SES Hispanic students would benefit from teacher development of assessments that will align with Common Core State Standards (CCSS). Because the new assessments will evaluate student higher order critical thinking, it is crucial that the assessments reflect this fact. This will also support the PLCs that are already occurring on campus. This will provide the PLCs with a common language when creating assessments. Providing teachers with time to create these assessments is critical in making sure that the tests will support CCSS. This will benefit socioeconomically disadvantaged Hispanic students because teachers throughout the school will be able to implement the same writing standards regardless of the content.

As stated in the second part of the case study, increasing the enrollment of Advancement Via Individual Determination (AVID) at Vista High School could help to decrease the gap in student achievement of socioeconomically disadvantaged Hispanic students. In order to do this, there will have to be an investment in the promotion of the program, professional development, and increased sections of AVID classes. To achieve this goal, I intend to create flyers that will promote an event for 8th middle school students who will be enrolling in the high school about the importance of AVID. The event, “Celebrating Future Dreamers”, will include the parents and their children. Because the families may have little siblings, daycare and food will be provided for these families. At this event, students and their parents will learn about the importance of college and setting a path for success. They will also learn through research-based evidence that enrollment in AVID can increase graduation rates, enrollment in Advance Placement and International Baccalaureate classes, and acceptance to colleges. Professional development will be provided to 3 teachers and an administrator to provide them with the skills to prepare students these after they graduate high school. Increasing the amount of sections of AVID will also require teachers to fill those positions. Giving low SES Hispanic students the opportunity to fully understand AVID classes will allow students and their families to understand the importance of high school and higher education.

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| Action Plan for Socioeconomically Disadvantaged Hispanic Students  Vista Unified School District  Vista High School  Presented by: Cyrus Ortiz-Luis | | | | |
| Current status and Rationale: Assessment data *(and other information/observations*)  On the 2013 CST, socioeconomically disadvantaged Hispanic students performed much lower than their non-socioeconomically disadvantaged non-Hispanic counterparts. | | | | |
| Goal One (*Use SMART criteria*):  Improve assessment strategies used for students during PLC meetings that occur each month. | | | | |
| Action steps  (*Limit to 2 or 3 action steps*) | Person(s) responsible  (*Positions, not names*) | Resources:  Materials and/or Personnel | Timeline | Funding *(Optional for this assignment*) |
| Provide training for teachers in creating tiered assessments | Principals, teachers | 6 teachers will train staff: $200/each | Buyback day | $1,200 |
| Design/create/implement common assessments based on Common Core State Standards | Teachers, Department chairs | Teacher time ($60 per teacher) | Jan-Mar | Teacher total: $7,000 |
| Meeting time to reflect on common assessment | Teachers, department chairs | Teacher time ($30/teacher) | Mar | Teacher total: $3,500 |
| Evaluation and Indicators of success *(toward achieving goal)*  Reflection through PLC meetings. Implementation of assessments based on CCSS. Collection and analysis of data from common assessments. | | | | |

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| Action Plan for Socioeconomically Disadvantaged Hispanic Students  Vista Unified School District  Vista High School  Presented by: Cyrus Ortiz-Luis | | | | |
| Current status and Rationale: Assessment data *(and other information/observations*)  On the 2013 CST, socioeconomically disadvantaged Hispanic students performed much lower than their non-socioeconomically disadvantaged non-Hispanic counterparts. | | | | |
| Goal Two (*Use SMART criteria*):  Increase enrollment in AVID by next school year. | | | | |
| Action steps  (*Limit to 2 or 3 action steps*) | Person(s) responsible  (*Positions, not names*) | Resources:  Materials and/or Personnel | Timeline | Funding *(Optional for this assignment*) |
| Increase promotion of AVID program in middle schools | Principals, middle school counselors | Create flyer and video for middle schools | Concurrent | $500 |
| Training in AVID for teachers | 3 teachers and 1 assistant principal | Travel expenses, registration for training | Texas - Dec 12-14, 2013 | $4,000 |
| Event “Celebration Future Dreamers” with middle school parents to promote program | Principals, teachers, interpreters | Gym  Custodial staff for setup | Feb | Food $2000  Childcare $500 |
| Provide full time AVID teacher | Principal, assistant principals, district office | HR | May | $38-50k FTE |
| Evaluation and Indicators of success *(toward achieving goal)*  Parent/student evaluation of event, enrollment numbers of students into AVID program. | | | | |

If the demographic trends continue, it will be increasingly difficult to manage the gap between socioeconomically disadvantaged Hispanic students and their peers. Through collaborative efforts between teachers, parents, and students the achievement gap can be reduced. While there is no silver bullet that will cure the gap in achievement, more resources need to be allocated to help the increasing amount of students who will be disenfranchised if nothing is done to help these struggling students.