

Summary from Analysis of Profile Data



Chapter 2

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School and Community Profile

Overall Summary from Analysis of Profile Data

Kennedy High School is dedicated to improving student achievement for all students in all grade levels. Kennedy's mission is to provide students with the skills needed to be positive contributors to the 21st century. Indicators of that goal are proficiency in state standards, passage of the California High School Exit Exam (CAHSEE), and meeting graduation requirements as well as the Expected School-wide Learning Results (ESLR's). To gauge student progress, the faculty and administrators regularly analyze available data and formulate plans to improve student achievement. Over the past three years, the JFK stakeholders have noted a fluctuation in test scores, and have been responding to this during the self-study process.

In 2008, Kennedy High became a Program Improvement (PI) Year 1 school. Kennedy is still above the required API score needed to meet the AYP target. Students with disabilities did not meet the mathematics growth target in 2007. Our students with disabilities also failed to meet the required participation rate of 95%. In 2007-08, our 10th grade ELL students did not meet the required goals for proficiency in either English or mathematics. We plan to address these areas of concern in our Action Plan.

Adequate Yearly Progress (AYP)

The Federal No Child Left Behind Act (NCLB) requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the California High School Exit Exam (CAHSEE) for 10th grade students in English Language Arts (ELA) and mathematics.
- Percent proficient on the CAHSEE for 10th grade students in ELA and mathematics
- Academic Performance Index (API) as an additional indicator
- Graduation rate

Kennedy is still above the required API score needed to meet the AYP target. The 2007-08 CAHSEE test scores for 10th grade students showed that English Language Learners did not meet the required goals for proficiency in English and mathematics. In addition, students with disabilities did not meet the mathematics growth target in 2007. In 2007 our students with disabilities also failed to meet the required participation rate of 95% for Special Education students taking the CAHSEE. We plan to address these areas of concern in our Action Plan.

Action Plan Items to Improve AYP Include:

- *As a staff we must continue to change our delivery of instruction, increasing our differentiation of instruction and decreasing lecture mode, and to utilize research-based instructional delivery practices.*
- *All staff members, with the support of the Literacy and math coaches, as well as Department Chairs, must continue to review CAHSEE data, benchmark periodic*

assessments, and CST data to coordinate appropriate staff development that focuses on our students' Critical Areas of Academic Need (CAAN's).

- *Professional development must continue to focus on lesson design, alignment of curriculum to state content standards, and strategies for differentiated instruction.*
- *Professional development must also consider special education students in the following areas: awareness of Special Education Law and its implications, collaboration, review of Individualized Education Plans (IEP's), and effective teaching techniques..*
- *Effective intervention strategies must also be explored for all students.*
- *The testing coordinator must continue to monitor the testing participation rate of students.*
- *Test taking strategies must also be integrated and practiced in the classrooms.*

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measurement of the academic achievement and progress of school in California. API scores range from 200 to 1,000 with a statewide target of 800. Kennedy met API growth targets in 2006-07, experiencing a dramatic 17-point increase from 655 to 672. However, in 2008, we did not meet our API growth target. In 2007-08, API growth dropped 7 points, and the school failed to meet its growth targets. The subgroups that showed significant declines were African Americans (-27), whites (-33), and English Learners (-2). None of our significant subgroups met or exceeded its growth target. Only two avoided a minus score: Latinos, whose group recorded zero change, and Students with Disabilities, who demonstrated a 13-point gain. This data further demonstrates the achievement gap. Latinos, African

Americans, English Language Learners, and Special Education students are performing below their Asian and white counterparts. . Emphasis must continue to be placed on improving student performance in both mathematics and English Language Arts (ELA).

Action Plan Items to Improve API Include:

- *Engaging in professional development that focuses on effective intervention for low-achieving students such as scaffolding and differentiated instruction.*
- *Modifying instructional strategies to meet the needs of our underperforming students.*
- *Allocating time to develop standards-based lesson modifications that address the needs of all students.*
- *Embracing Culturally Responsive and Relevant Education (CRRE) as a method of closing the achievement gap.*
- *Continuing to engage in professional development targeted to our EL and Special Education population.*
- *Dedicating professional development to the development and implementation of standards-based lessons.*
- *Dedicating professional development to the evaluation of quarterly assessments.*

Completion Rate

Analysis of data shows that Kennedy's completion rate increased from 79% in 2006 to 83% in 2007. In addition, our attendance rate has also increased from 90% in 2005 to 94% in 2008. While the increase in both our graduation and attendance rates are heartening, we need to intensify our efforts to help our "at risk" students secure a high school diploma by:

- *Increasing our efforts in obtaining accurate exit data for students no longer enrolled at Kennedy High School.*

California Standards Test (CST)

The analysis of CST data results over the past few years has propelled our school-wide movement towards intervention programs, Smaller Learning Communities (SLC's) and school-wide reform and redesign. Scores in English Language Arts have remained stable, and above that of the district, over the past three years. Improvements have been made in mathematics. However, Kennedy's math scores remain below that of the district and the state. The scores in Social Studies and Science demonstrated an overall decline in 2008. When examining the student performance data based on ethnicity, it becomes apparent that an achievement gap exists among our Kennedy students. The 2008 CST data shows that the scores of "proficient" or "advanced" in Science were 25% for African Americans and 18% for Latinos, compared to 59% of Asians and 41% of white students. (The white subgroup fell to 41% from 56% in 2007). In Social Science, 26% of African American students scored at the "proficient" or "advanced" levels, and 23% of Latinos, compared to 38% of white and 45% of Asian students. The 2008 data did show an overall improvement among our "Economically Disadvantaged" students. **However, the data demonstrates a lack of significant difference in the achievement gap between our "Economically Disadvantaged" students and their "Economically Advantaged" counterparts, which we believe demonstrates that all Kennedy students have equal access to a quality education.**

Action Items to Address These Concerns:

- *Continue to support effective, research-based intervention programs.*
- *Analyze the effectiveness of existing intervention programs.*
- *Continue to explore ways to improve student achievement in mathematics, and evaluate instructional strategies that support all students.*
- *Provide our faculty and staff with research-based instructional strategies.*
- *Expand our current intervention programs to appeal to more students. This can include the possibility of establishing Saturday School.*

California High School Exit Exam (CAHSEE)

In the 2007-08 school year, Kennedy had an 87% cumulative pass rate in the CAHSEE English Language Arts portion and an 81% cumulative pass rate in mathematics. This data takes into account the several opportunities that students have during one academic year to pass the CAHSEE. In 2008, 79% of tenth grade students passed the mathematics portion of the CAHSEE, and 77% passed the English Language Arts portion of the CAHSEE. The data further shows that 75% of students who completed at least 24 hours of our CAHSEE Beyond the Bell after-school tutoring classes passed the ELA portion of the exam, and 81% passed mathematics. In 2008, 81% of Reclassified English Learners, passed the English section, and 72% passed the math. In the class of 2008, only 26 students failed to meet the CAHSEE requirement, meaning that, ultimately, few of our students fail to pass this exam.

A comparison of 2007 and 2008 scores for English Learners, Special Education, and African American students shows an increased passing rate. In 2007, 28% of 10th grade EL students passed the English Language Arts portion, compared to 36% in 2008. In mathematics, 32% of EL 10th grade students passed in 2007, but that figure rose to 50%

in 2008. Of Special Education students taking the ELA portion, 30% passed in 2007 and 29% passed in 2008. Of African American students taking the mathematics portion, 19% passed in 2007, and 32% passed in 2008.

An analysis of data demonstrates that our students perform better on the CAHSEE than the CST. We believe that some of this disparity is because the CAHSEE is a requirement for graduation, while the CST is not. Some students have the perception that the CST has little or no consequence, and as a result, they lack the motivation to perform well. In response, Kennedy High School's part-time testing coordinator provides teachers with important CST data and testing support, so that teachers may modify their instruction and meet the needs of all students. During Homeroom, also known as "Cougar Time," teachers review CST performance with students individually. In addition, members of the administrative staff make PA announcements to stress the importance of testing. Administrators conduct periodic classroom observations to ensure that teachers are implementing standards-based instruction. During professional development, teachers discuss and share best practices. In addition, our math and Literacy Coaches work with the faculty to improve instructional practices, and thereby improve student achievement.

Action Items to Address the CAHSEE Pass Rate Include:

- *Continue our efforts to integrate a thematic-based, school-wide writing initiative.*
- *Continue efforts to review pacing plans and to implement standards-based instruction.*
- *Focus our intervention to address the needs of students in Algebra I. We need to increase student participation in and completion of CAHSEE intervention classes.*
- *Increase student participation in and completion of CAHSEE intervention classes.*

- *Communicate with all stakeholders in regards to the importance of CST testing and its results.*

California English Language Development Test (CELDT)

The percentage of reclassified English Learners has more than doubled in the past three years. In 2004-05, we had a reclassification rate of 6%; in 2007-08, that increased to 17%. *This rate of reclassification was the highest in LAUSD's Local District 1 and higher than that of the State.* Despite recognition for this from Local District 1, the Kennedy faculty and staff continue to see room for improvement.

Action Items to Address CELDT Performance:

- *Continue to use intervention strategies that will close the achievement gap among English Learners categorized as Preparing for Redesignation (PRP)..*
- *Identify the effective teaching strategies used by teachers of sheltered classes, for use in the core subjects.*
- *Make certain teachers are aware of the PRP students in their classes.*
- *Make certain that teachers are aware of the redesignation criteria for all English Learners.*
- *Continue to utilize and implement the SDAIE strategy-of-the-month.*

Critical Areas of Academic Need

The Kennedy stakeholders realize the fact that mathematics and English Language Arts are the foundation of student success in all other academic areas. JFK is committed to embracing these areas as two our critical areas of need. Through further analysis of data,

JFK has seen the achievement gap widen between African American and Latino subgroups, compared to the Asian and White student population.

In response to the decline in student achievement, LAUSD has mandated the use of benchmark periodic assessments aligned with both the state standards and pacing plans. Extended opportunities include the Beyond the Bell CAHSEE tutoring program, CAHSEE Boot Camp, and additional teacher tutoring services. Using student performance data, the John F. Kennedy High School staff identified three critical areas of need that will guide our school's ongoing focus on student academic achievement. The critical areas of academic need raised by data analysis are:

I. English Language Arts

Kennedy's ELA scores on the CST are higher than the District, but lower than those of the State. Over the past three years, CST scores have remained consistent, and there is a need to improve them. Reading and writing across the curriculum must be addressed in order to improve student achievement. We must also increase the use of SDAIE strategies to engage all of our students.

II. Mathematics

Although Kennedy has seen improvements in our students' performance in mathematics, this continues to be an area of need. The proficiency levels for mathematics are lower than those of both the district and the state. There is a need to improve math skills to insure that students pass Algebra in their first year of high school. Students must demonstrate proficiency on the CAHSEE, and successfully complete graduation requirements.

III. The Achievement Gap

Our data shows that Latino, African American, Special Education, and English Learner students' scores are lower than those of their Asian and white counterparts in all subjects and grade levels. The ELL students show an achievement gap in CST and CAHSEE scores. Our Special Education students failed to meet their required goals for proficiency on the CAHSEE in both English and mathematics. The African American and Latino students show an achievement gap in math and science CST scores. All students need to perform at the proficiency levels or above in each CST component. Although improvements have been made in closing the achievement gap among "Economically Disadvantaged" and "Economically Advantaged" students, we must continue to sustain and maintain our focus in addressing this area of concern. We must also improve student overall achievement as indicated by AYP and API, proficiency levels or above on state testing, and successful completion of A-G required courses.

The WASC Self Study process has afforded us the opportunity to closely examine all aspects of our instructional program. As we have collaborated to analyze data and draw conclusions, we have developed an Action Plan (Chapter 5) that we believe comprehensively and appropriately speaks to the issues raised in this chapter.

Questions Raised by the Data Analysis

1. What professional development can we offer our teachers that would improve the performance of Special Education students in English Language Arts and mathematics?
2. How effective are our current intervention programs?
3. How can we increase the level of equity and access to our Advanced Placement and Honors courses?
4. How can we increase the number of student completing A-G courses with a grade of C or better?
5. How well are we mentoring students performing at the “Basic” and “Far Below Basic” levels on the CST and CAHSEE?
6. How can we increase the number of students who eligible and enter a four-year college or university?
7. How can the entire faculty assist the math and English departments in addressing the critical areas of academic need?
8. How can we build a master schedule that provides students with a cohesive smaller learning community (school-to-career) as well as a college preparatory experience?
9. How can we increase parental involvement, specifically with students who are failing two or more classes?
10. How can we close the achievement gap?