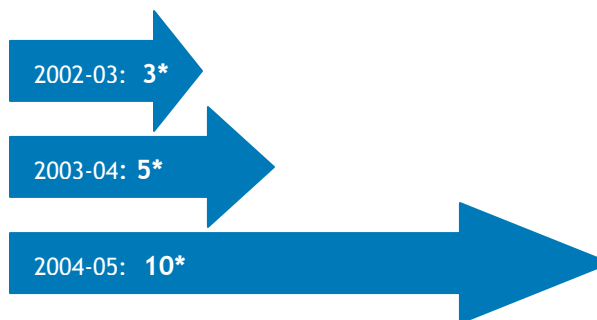


On the Right Track 4: Program Improvement Schools and Districts Making a Difference in Student Achievement

Lee Mathson Middle School Alum Rock Union Elementary School District

Enrollment	492
Grade span	7-8
Location	San Jose
County	Santa Clara

Source: California Basic Educational Data Systems (CBEDS) and Academic Performance Index, 2004-05.



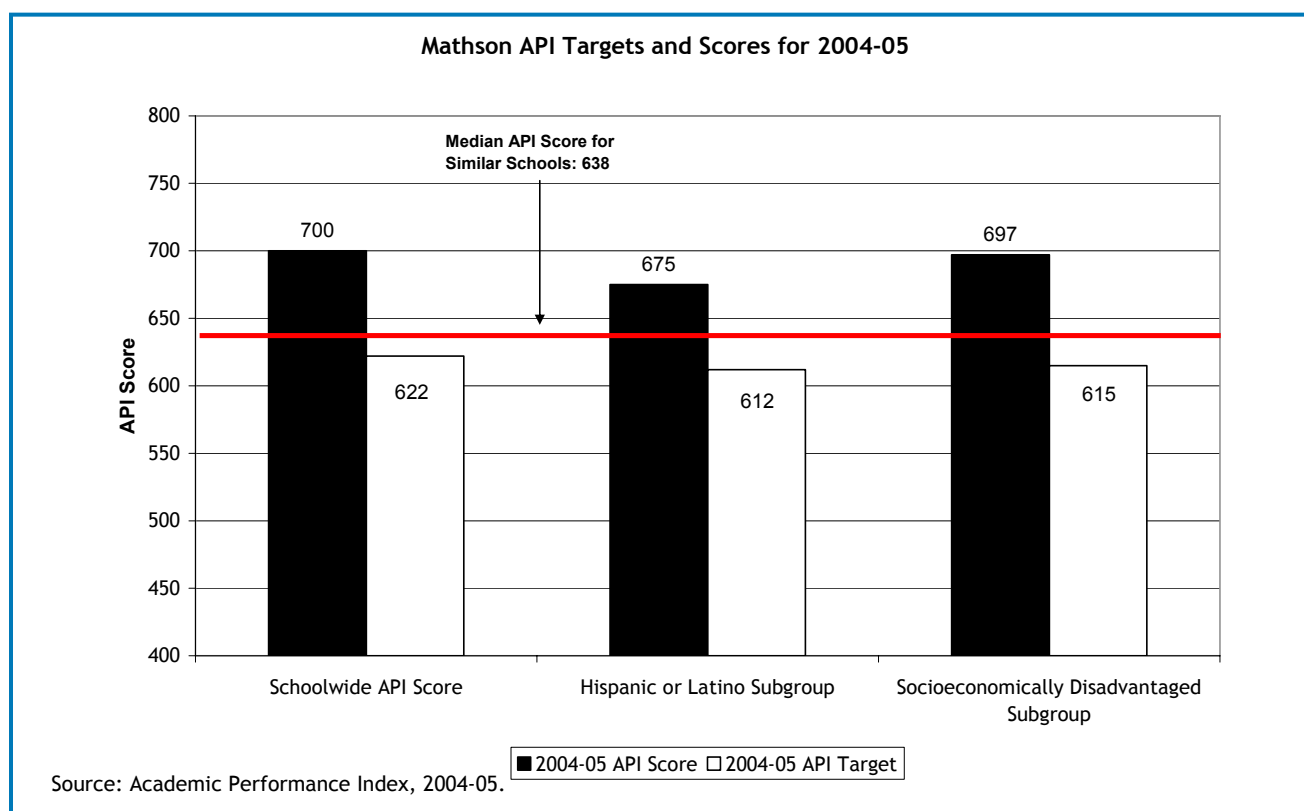
*Similar Schools Rank, 2002-03 to 2004-05

Decile Rankings

	2002-03	2003-04	2004-05	Growth Over 3 Years
Similar Schools Ranking	3	5	10	+7
Statewide Ranking	1	2	5	+4

Source: Academic Performance Index, 2002-03 through 2004-05.

2004-05 API: Schoolwide and Subgroup Scores



Source: Academic Performance Index, 2004-05.

How Mathson Targets Academic Rigor

Key to Improved Student Performance:

Ask the question, "What kind of answer will demonstrate that the student understands the standard? How can we make this standard accessible to all?"

- **Focus on the California blueprint and identify the power standards.**
State standards provide a common goal for teachers and students to attain.
- **Ensure staff understand the standards and what students are expected to know.**
This helps teachers focus their instruction and collaborate to meet standards.
- **Focus on understanding student readiness.**
Equip teachers with the necessary instructional strategies to respond to where students are while bringing them to the standard.
- **Set high expectations for all students.**
Mathson sets the goal for CELDT 1 students to end the year as a CELDT 3. The goal for CST 1s and 2s is to move three academic years in one.

Students

Vision Statement:

Defy the myth.

	Mathson	Statewide Average
Percent student eligible for free/reduced meals	87%	49%
Percent students with parent education level at high school degree or greater	45%	79%
Percent minority students	98%	69%
Percent English learner (EL) students	64%	25%
Percent Spanish speaking EL students	91%	85%
Percent EL students with Beginning or Early Intermediate English fluency	12%	20%
Percent EL students with Intermediate English fluency	32%	33%
Percent EL students with Early Advanced or Advanced English fluency	56%	48%
Percent special education students	9%	11%
Percent students with Specific Learning Disability (SLD) or Speech or Language Impairment (SLI)	87%	74%
Percent students with non-Specific Learning Disability (SLD) or Speech or Language Impairment (SLI) disability	13%	26%

Source: California Basic Educational Data Systems (CBEDS), 2004-05.

How Mathson Uses Student Performance Data

- **Target instruction based on student data.**
Mathson uses “Cruncher” software, which displays CST and CELDT data in various ways, to determine grouping, target instruction, and set goals for all students.
- **Provide interventions and targeted assistance within and outside of the school day.**
Mathson has homework centers, reading programs, and Saturday school sessions for students who are far below grade level.
- **Continually assess and evaluate.**
This includes student progress, instructional programs, and new strategies to meet changing student needs. Mathson moves students into new groupings as they make progress during the year.

Teachers

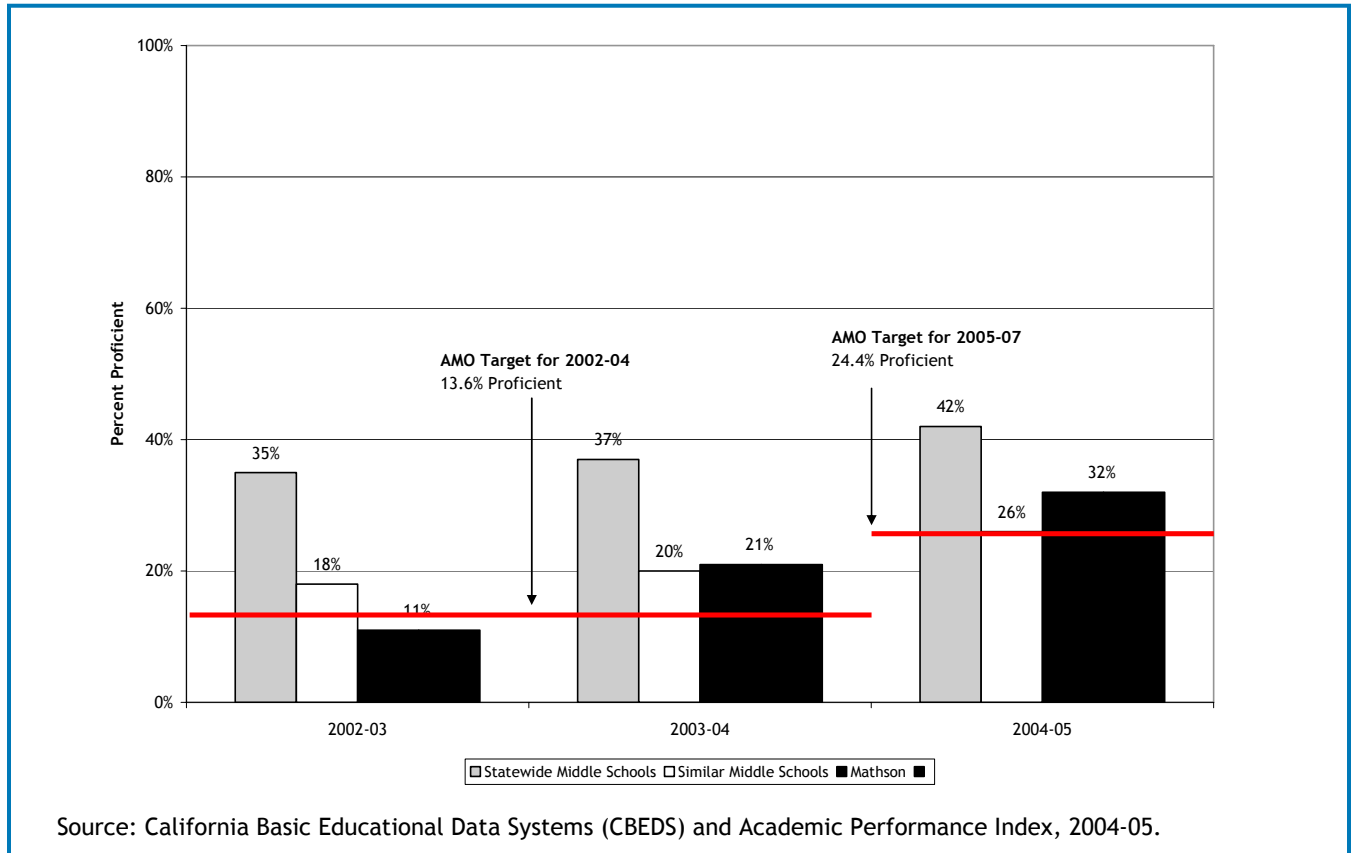
	Mathson	Statewide Middle School Average
Total Administrators	2	2
Total Pupil Services (counselors, nurses, etc.)	0	2
Total Teachers	24	31
Students per Teacher	21	23
Average Years in Education	9	12
Percent of First or Second Year Teachers	33%	14%
Percent Teachers with greater than Bachelor's Degree	42%	85%
Percentage with Full Credential	79%	91%
Total Paraprofessionals	5	11
Total Office Staff/Clerical	2	5

Source: California Basic Educational Data Systems (CBEDS). 2004-05.

How Mathson Staff Collaborate

- **Use collaboration to develop a common language and share instructional strategies.**
Mathson teachers have both formal and informal discussion about instructional strategies, assessments, and performance data.
- **Integrate teacher collaboration with reform efforts.**
Mathson credits its recent focus on collaboration with starting their reforms, which include drafting a memorandum of understanding with the union to build collaboration into the school day through a late start schedule.

Annual Measurable Objective (AMO) Progress Over Time: CST ELA



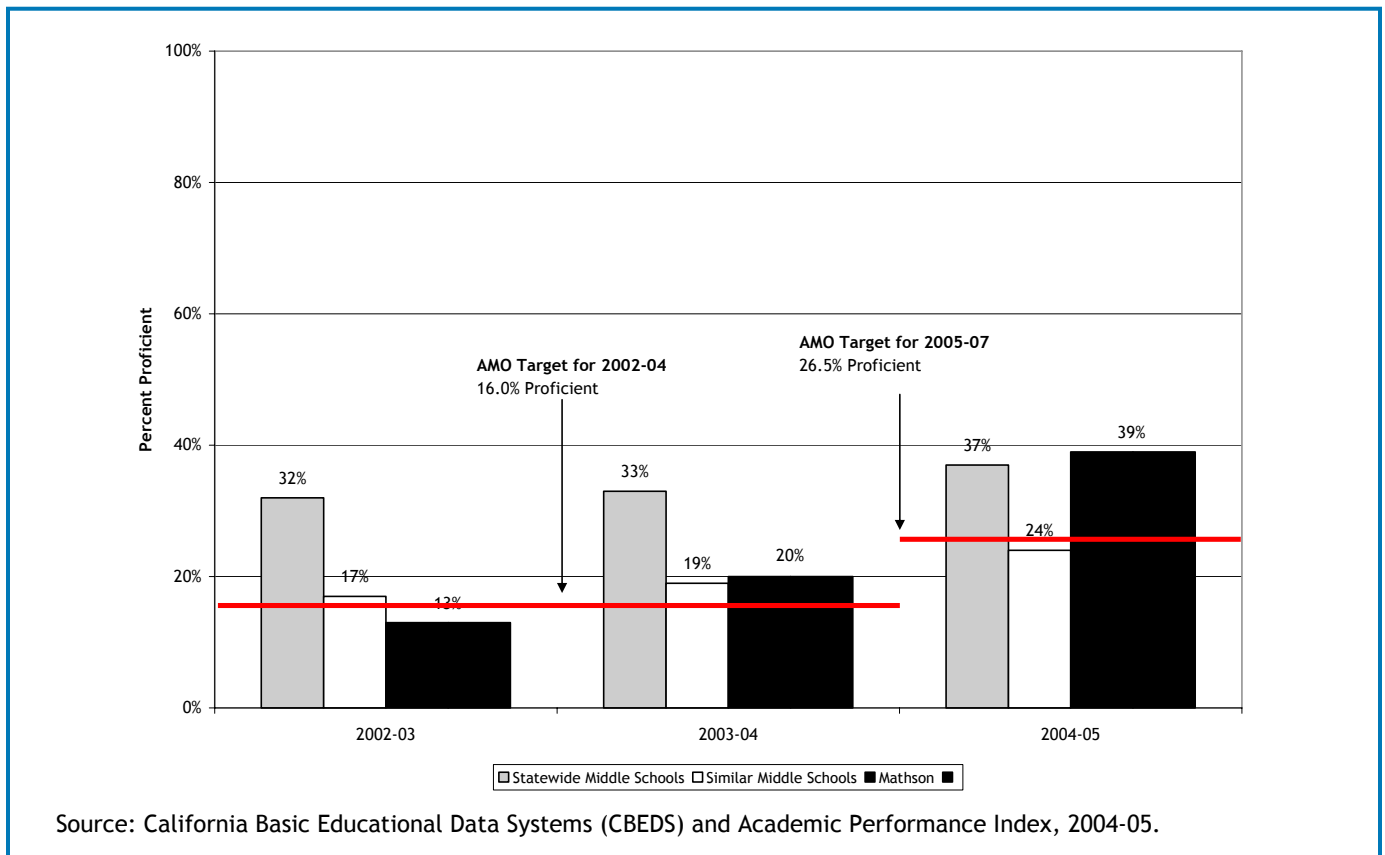
How Mathson Targets ELA Achievement

- Group students using multiple assessment measures.**
 Mathson uses a combination of their CELDT, CST, and local program assessment scores to facilitate appropriate instruction.
- Provide literacy and language interventions within the school day.**
 Mathson increased their day by 50 minutes to offer interventions within the school day; literacy interventions focus on accelerating language acquisition.
- Target students on their way to ELA proficiency.**
 Mathson students on their way to proficiency participate in a 5-week Saturday Academy to become proficient in writing.
- Weave language development across core content curriculum.**
 The staff begins with the understanding that language must not be a barrier to learning.

Key to ELA Success:

Let student language and literacy needs drive the make-up of the instructional program.

Annual Measurable Objective (AMO) Progress Over Time: CST Math



How Mathson Targets Mathematics Achievement

- Design math instruction designed to provide lots of teacher-student interaction.**
 Mathson uses guided instruction and interactive practice to focus on acquiring math skills.
- Don't focus on basic skills.**
 Mathson focuses on conceptual understanding and standards acquisition instead of basic skills.
- Provide math interventions within the school day.**
 Mathson increased their day by 50 minutes to offer interventions within the school day. They also offer additional support through after-school homework centers.
- Target students on their way to mathematics proficiency.**
 Mathson students on their way to proficiency participate in a 5-week Saturday Academy to gain proficiency in essential math standards.

Key to Math Success:

Emphasize guided and interactive practice.
