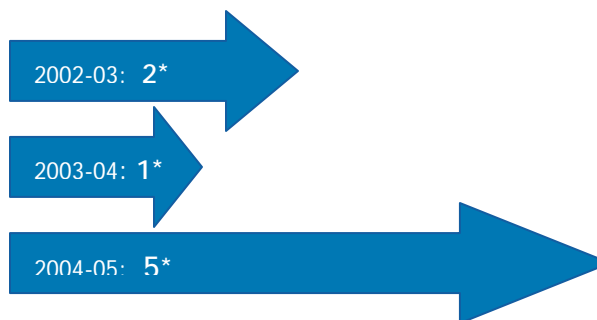


On the Right Track 4: Program Improvement Schools and Districts Making a Difference in Student Achievement

Rio Linda High School Grant Joint Union High School District

Enrollment	1,918
Grade span	9-12
Location	Rio Linda
County	Sacramento

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



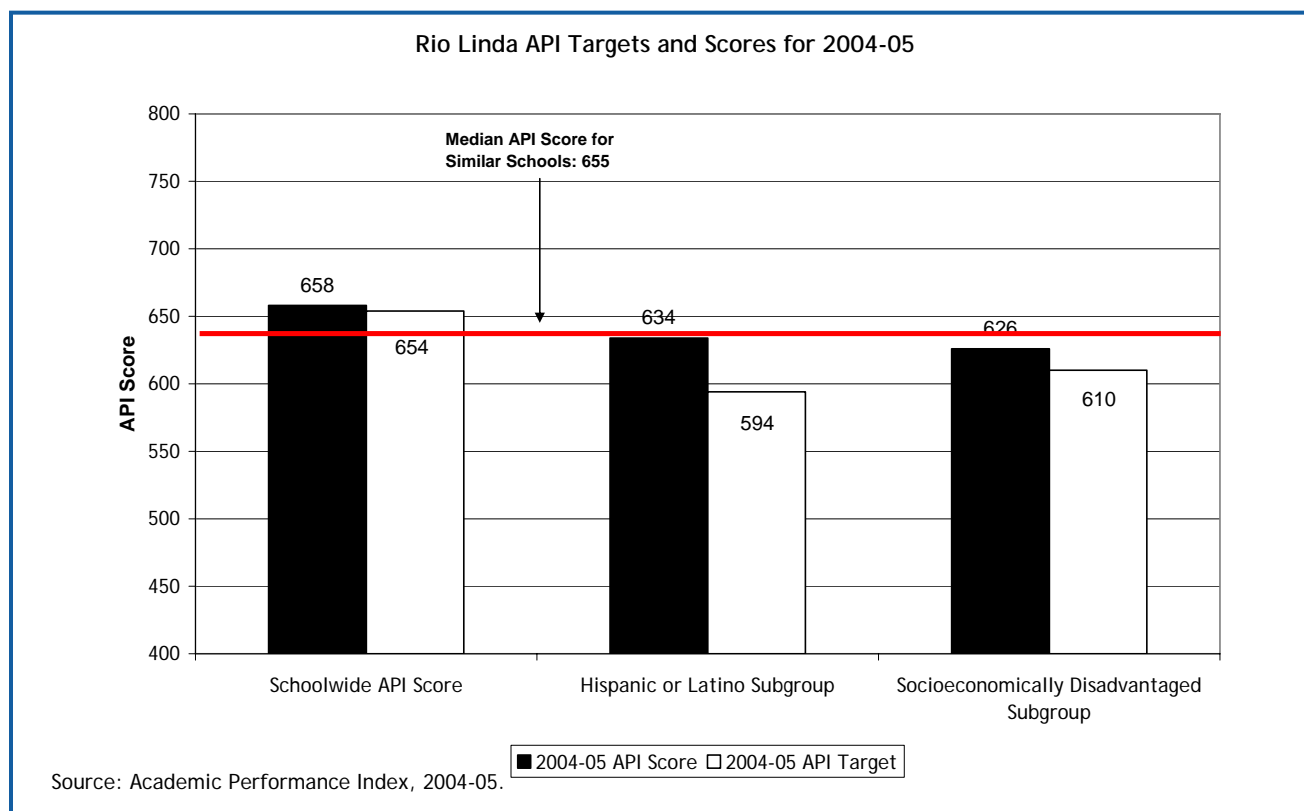
*Similar Schools Rank, 2002-03 to 2004-05

Decile Rankings

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

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

2004-05 API: Schoolwide and Subgroup Scores



How Rio Linda Targets Academic Rigor

Key to Improved Student Performance:

Raise the academic bar, but give students a way to get there.

- **Decrease the number of basic courses and increase the number of higher-level classes available to students.**
Rio Linda increased the number of higher-level math classes and Advanced Placement (AP) classes available to students to increase academic rigor school-wide.
- **Provide additional ways for students to access the core curriculum.**
In addition to support classes during the school day, the “Any Time School” after school program is available to all students and covers all Rio Linda’s core curriculum courses.
- **Find a way to protect instructional time from interruptions.**
Rio Linda created an extra advisory period that meets once per week where students receive information about their grades, transcripts, and testing. This also automatically organizes the school for testing purposes.

Students

Vision Statement:

Rio Linda High School’s mission is to simultaneously prepare students for the world of work and higher education.

	Rio Linda	Statewide Average
Percent student eligible for free/reduced meals	48%	49%
Percent students with parent education level at high school degree or greater	81%	79%
Percent minority students	55%	69%
Percent English learner (EL) students	18%	25%
Percent Spanish speaking EL students	40%	85%
Percent EL students with Beginning or Early	14%	20%

How Rio Linda Uses Standards to Improve Student Outcomes

- Focus on developing understanding of the connection between the standards and student outcomes.**
 Rio Linda initially brought in staff developers to train staff on standards-based curriculum and how to focus on developing a clear understanding between the standards, instruction, and student outcomes using explicit, direct instruction (EDI).
- Create specific learning objectives that relate standards to classroom instruction.**
 After creating a schoolwide methodology for instruction, Rio Linda staff are expected to build a methodology of assessment to check for student understanding of the learning objective into every lesson.
- Use multiple sources of data to assess areas of student weakness.**
 This includes the California Standards Test (CST, end of course benchmark data, and an eighth grade assessment that provides data on students entering high school.) Rio Linda staff uses data to identify the focus for support classes.

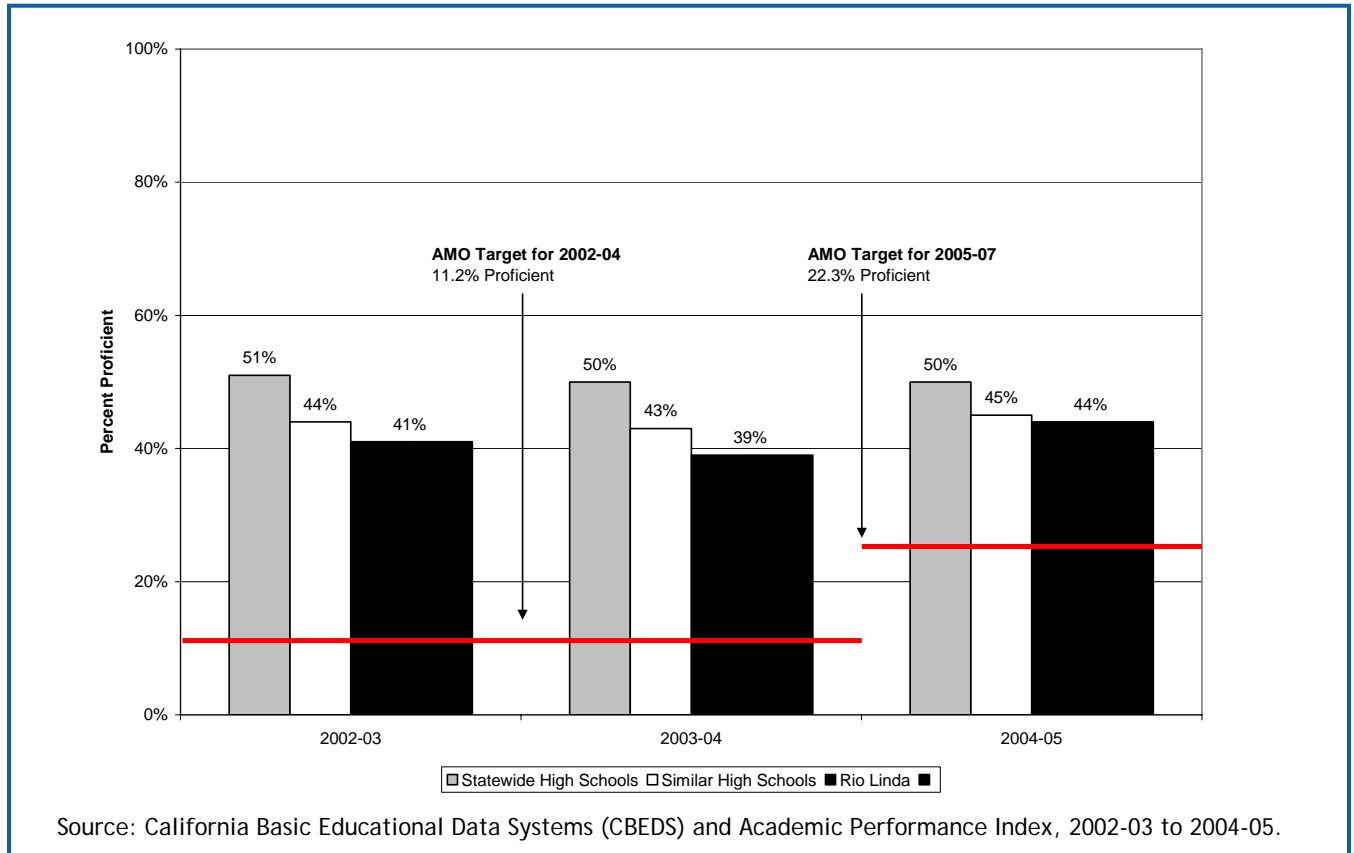
Teachers

	Rio Linda	Statewide High School Average
Total Administrators	4	4
Total Pupil Services (counselors, nurses, etc.)	5	3
Total Teachers	84	48
Students per Teacher	22	22
Average Years in Education	14	14

How Rio Linda’s School Leadership Team Impacts Instruction

- Create a leadership team that is driven by staff.**
 Rio Linda created a School Leadership Team (SLT) composed of administrators and teachers that is responsible for putting together and presenting staff development. The 15 members represent nearly every discipline in the school.
- Assess school needs as a school team, not just as an administrative team.**
 Rio Linda’s newly implemented SLT started a group effort to identify school needs: a cohesive format for lesson planning, a safety net for struggling students, and getting students ready for high school and beyond.
- Don’t ask teachers to change how they teach—ask them to teach more effectively.**
 The SLT is responsible for putting together and presenting staff development. Initially, Rio Linda focused on learning how to make teaching methods more effective and how to build student assessment and pacing into classroom instruction.

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



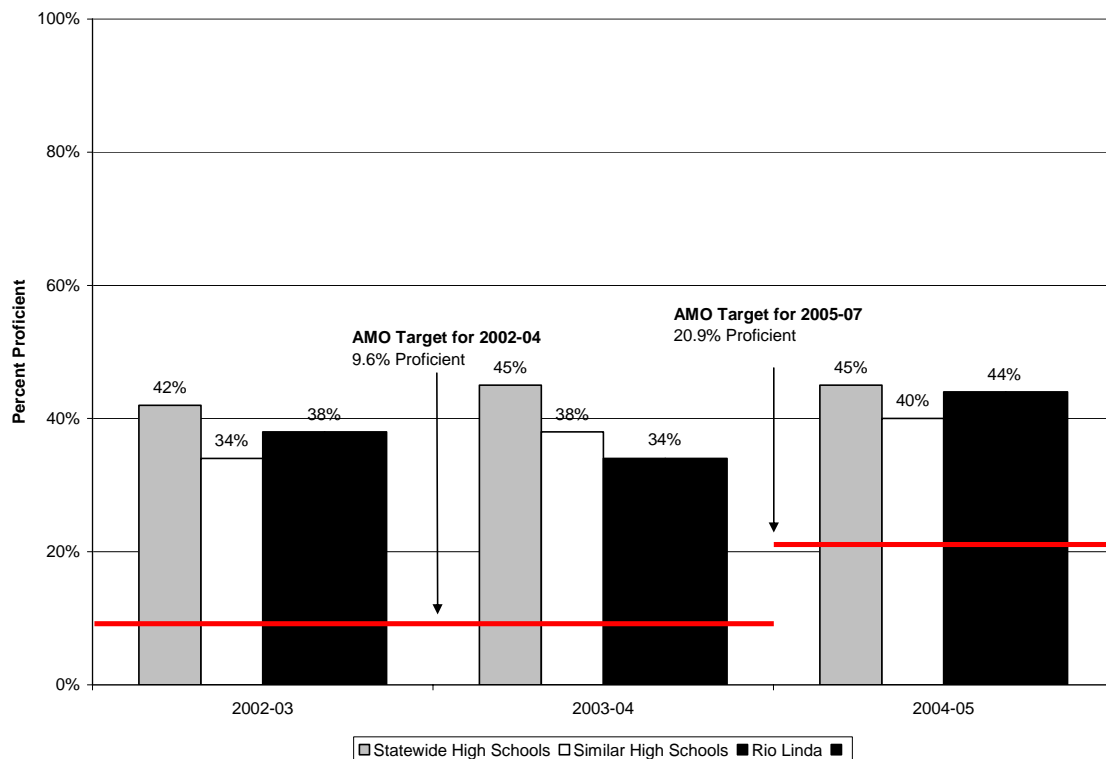
How Rio Linda Targets ELA Achievement

- Change the courses offered to reflect the changing needs of students.**
 Rio Linda offered 14 reading classes for students needing remedial assistance in 2004, but today the number of students requiring that assistance has decreased to 3 reading classes. They have also changed their adopted curricular program as students have progressed.
- Provide both breadth and depth in the ELA program.**
 Rio Linda's ELA program provides diverse offerings, from word recognition to enrichment programs, and includes a remediation program targeted to the lowest achieving students.
- Challenge teachers to focus curriculum on standards and frameworks.**
 The process for redesigning Rio Linda's curricular offerings has been led by departments and teachers, resulting buy-in and support from staff for progress towards school goals.

Key to ELA Success:

Use student needs to drive the instructional program.

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



Source: California Basic Educational Data Systems (CBEDS) and Academic Performance Index, 2002-03 to 2004-05.

How Rio Linda Targets Mathematics Achievement

- Provide support classes to supplement the math program.**
 Rio Linda implemented a remediation program which targets the lowest achieving students to ensure all students have access to algebra.
- Focus on building cohesiveness across teachers and courses.**
 After creating a schoolwide methodology for instruction, Rio Linda staff work together to build cohesiveness between math courses, both in terms of lesson planning and assessment of learning objectives.
- Use teachers to train teachers—don't rely on outside support to change school culture.**
 Rio Linda found that the school culture changed significantly once teachers were teaching each other about how to use key instructional elements to focus on the connection between standards and student outcomes.

Key to Math Success:

Adding advanced opportunities for students is key. Build rigor at the same time as providing remediation supports.
