



Compton Unified School District

Pupil Achievement

Comprehensive Review
August 1999

Administrative Agent
Larry E. Reider
Office of Kern County
Superintendent of Schools

Chief Executive Officer
Thomas E. Henry

1.1 Curriculum Management – Policy

Professional Standards

The district through its adopted policy provides a clear operational framework for management of the curriculum.

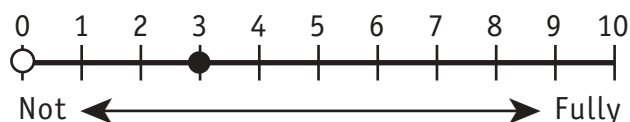
Progress on Recommendations and Recovery Steps

- 1.a. The district has contracted with CSBA to update district policies. The Division of Curriculum and Instruction has also organized a committee that includes teachers, administrators and board members that will provide input into the development of new and updated policies. This process will begin in July.
- 1.b. The district has included the CCMAC 22 standards concerning curriculum development and revision in their draft policies. These will not be ready for review until the next 6-month review.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 4
New Rating: 3

Implementation Scale:



1.2 Student Objectives – Core Curriculum Content

Professional Standard

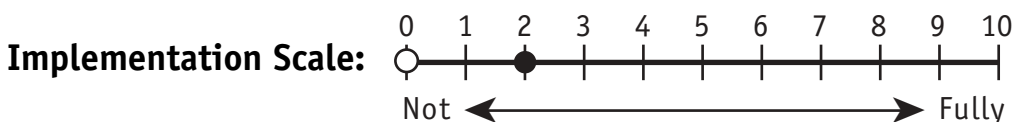
The district has clear and valid objectives for students, including the core curriculum content.

Progress on Recommendations and Recovery Steps

- 1.a. The district has contracted with CSBA to update its policies. In addition, the Division of Curriculum and Instruction has organized a committee to review the draft policies.
- 1.c The district has included the development of this menu of curriculum documents in phase I. Most documents are still in development as of the date of this review.
- 1.d The district has included in phase I the development of time allocations in each of their curriculum guides. Most documents are still in development as of the date of this review.
- 1.e The district is in the very early stages of aligning the curriculum to student expectations. It is crucial that all the School Operations Division and the Curriculum and Instruction Divisions work cooperatively in this process and that staff buy-in is emphasized. This process is still in development as of the date of this review.
- 1.f The district has documented a variety of workshops that have been provided to teachers and principals. An organized approach to this training would augment an aligned curriculum. The current staff development plan provides little direction, coordination or follow through.
- 2.a The district has selected a uniform district-wide format for its curriculum guides; examples were provided the team. This format should be evaluated with staff throughout the system as to its appropriateness for CUSD.
- 2.b The district is in the early stages of establishing student outcomes. These outcomes should be developed cooperatively between Divisions and should be grade specific. Once established, these outcomes should be the focus for staff buy-in and support.
- 2.c The district has begun Phase I involving the design of curriculum. The district needs to include provisions for special needs students. This was still in development as of the date of this review.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 6
New Rating: 2



1.3 Allocation of Resources – Objectives

Professional Standard

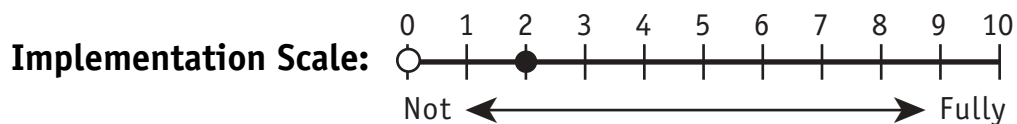
The district directs its resources fairly and consistently to accomplish its objectives.

Progress on Recommendations and Recovery Steps

1. A Budget for the 99/00 is in an early development stage.
- 2.e. Program policies are in the process of being reviewed by the district's board policy committee.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 3
New Rating: 2



1.4 Multiple Assessment Tools – Program Adjustment

Professional Standard

The district has adopted multiple assessment tools, including diagnostic assessments, to evaluate, improve, or adjust programs and resources.

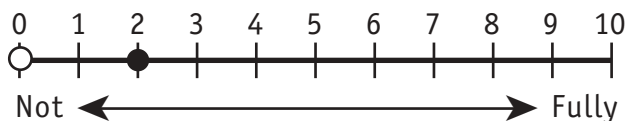
Progress on Recommendations and Recovery Steps

- 1.a-d The district has contracted with CSBA to update their policies. The Division of Curriculum and Instruction has organized a committee that will review these policies. This needs to be reevaluated in the next 6-month review.
- 2.a-b The district uses many testing tools and is in the process of developing a plan for the appropriate use of these data in addressing student needs.
- 3.a-c The district has provided staff development included in a staff development plan. The next 6-month review should assess its implementation.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 3
New Rating: 2

Implementation Scale:



1.5 Preparation of Students – Expectations and Practices

Professional Standard

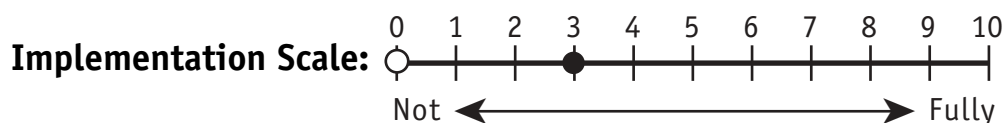
Expectations and a practice exist to improve the preparation of students and to build a school structure with the capacity to serve all students.

Progress on Recommendations and Recovery Steps

1. An instructional model, Key Results Program, has been developed and has begun to be implemented focusing the principals and educational administrators on instructional practices with expectation of principals spending 40 percent of their time in the classroom. The principals' administrative duties have increased. Under school operations, educational administrators' training has increased and has been focused on best instructional practices and assessment; systematic coordination with Curriculum and Instruction and Assessment Divisions is in design stages. The Key Results Program focuses on quality curriculum and instruction; follow-up with evaluation outcomes of such observations is in the design stages.
2. Quality in-service opportunities have been made available to educational administrators through School Operations. Follow-through and change in instructional expectations and practices remain to be determined and coordinated with appropriate district division.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 7
New Rating: 3



1.7 Staff Development – Improved Instruction/Curriculum

Professional Standard

Staff development provides staff with the knowledge and the skills to improve instruction and the curriculum.

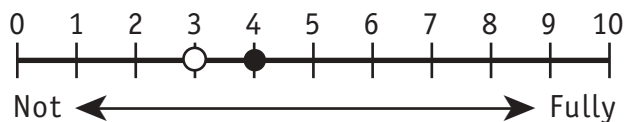
Progress on Recommendations and Recovery Steps

- 1.a-g The district is beginning to use test data to design and align its curriculum and staff development program. The district has developed a draft staff development plan which is to be coordinated with all categorical programs and assessment results. The next 6-month review will refine this plan and allow coordination among all district services.
- 2.1a-d The district has contracted with CSBA to update its policies. The Division of Curriculum and Instruction has formed a committee consisting of teachers, administrators and board members that will be reviewing these policies. Draft copies of new policies were provided the review team. Representatives from the Division of School Operations should also be included in this committee. The recommendations cited here will be addressed once the final policies have been adopted.

Standard Implemented: Partially

Previous Rating: 3
Self Rating: 5
New Rating: 4

Implementation Scale:



1.8 Staff Development – Purpose, Goals, Evaluation

Professional Standard

Staff development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

Progress on Recommendations and Recovery Steps

- 1.a. Teams composed of supervisors, district staff and school staff visited each school to document progress being made on school action plans. Written summaries provided schools with specific and directed feedback. Examples were provided.

Monthly reports and feedback reports are given to principals and teachers. Examples were provided.

An all-principals meeting and goal setting session was held (agenda provided) as the initial evaluation session. Principal expectations, 5 year recovery plan, expected key results and vital signs were reviewed. Documentation of the focus of these meetings was provided.

The district provided documentation that feedback and coaching training are done through classroom visitations held at each job-alike meeting. Principals practice observing, monitoring and providing written feedback to support student learning. Copies of feedback are left with teachers.

Assistant principals practice coaching and feedback through classroom visitations at each monthly meeting. Teachers were given copies of written feedback. Sign-in sheets only were provided; an agenda was not documented.

Schools meet in clusters to share student progress and to participate in instructional training. No evidence of these results was shared at the time of the review.

Leadership Teams present school plans and discuss progress and individual school areas of need.

Principals receive regular training on utilization of test data to guide instruction. No actual examples of the test data analysis were provided. This information could not be verified.

Informal sessions allow teachers and administrators an opportunity to discuss latest research. Sessions review standards and development of portfolios.

Supervisors visit schools and conduct coaching rounds with principals.

The principals participate in training on use of test data through UCLA's Center X and the California School Leadership Academy provided by the California Department of Education.

- 1.b. Supervisors visit schools and accompany principals on classroom visitations. Verbal and written feedback is given on the quality of the instruction based on standards and goals in the school's action plan.

Key results summaries provide written feedback to administrators and leadership teams on the effectiveness and progress of the school action plans.

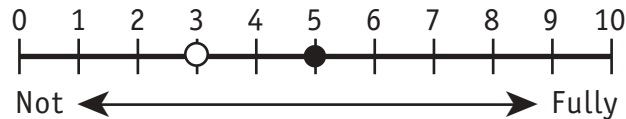
Principals provide written feedback to teachers at the school sites hosting the meeting. The feedback is based on the school action plans. Agendas and sign-in sheets were provided.

There was a lot of documentation presented; however, direct support to make changes was not evident nor coordination of District Division services in the areas of School Operations, Curriculum and Instruction and Assessment.

Standard Implemented: Partially

Previous Rating: 3
Self Rating: 8
New Rating: 5

Implementation Scale:



1.9 Evaluations – Improving Job Performance

Professional Standard

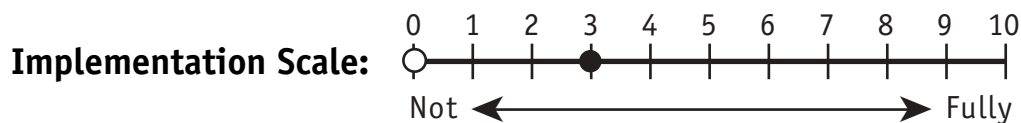
Evaluations provide constructive feedback for improving job performance.

Progress on Recommendations and Recovery Steps

- 1.a. While the district is making strides in providing documentation of testing efforts, these efforts tend to be paper trails rather than substantial assistance to principals and teachers in the use of test data, test guides, and curriculum guides.
- 1.b. The district provided documentation that the evaluation criteria for teacher supervision as well as principal evaluation contain “the knowledgeable use of test data, test guides, and curriculum guides.” Evaluation is clearly a thorough multistage process.
- 2.a. District provided documentation that the principals are required to spend at least 40 percent of their time on instructional improvement. However, the process appears to be a paper process at this time. No evaluative data is available at this time.
- 2.b. Several check lists are provided from principals to teachers addressing observation criteria, reading instructional strategies, climate, classroom management, teaching skills and climate. The effectiveness of this process had yet to be determined.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 8
New Rating: 3



1.15 Utilization of Assessment Information

Professional Standard

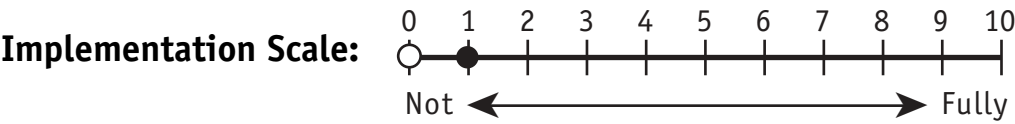
The administration and staff utilizes assessment information to improve learning opportunities for all students.

Progress on Recommendations and Recovery Steps

- 1. Training in analysis of testing results was provided to new principals on a one-on-one basis by School Operations. Test data results were presented at principal meetings. The beginning of a Curriculum and Instructional Staff Development Plan was initiated and needs to become a district-coordinated Staff Development Plan. A comprehensive program of assessment is in the research stage.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 4
New Rating: 1



1.20 Administrative Support and Coaching – Teachers

Professional Standard

Administrative support and coaching is provided to all teachers.

Progress on Recommendations and Recovery Steps

- 1.a. School Operations (elementary and secondary) conduct weekly school Key Results Visitations to assist teachers and administrators to improve the instructional program. District support staff participate in the weekly school Key Results Visitations.
- 1.b. The Leadership Team presented the plan of action to improve student achievement. This feedback of the presentation was given to each school. No documentation was provided of this activity nor was any documentation provided from teachers that this follow-up was provided directly to them.
- 1.c. The district indicated that it holds Job-Alike Meetings; however, no documentation was provided.

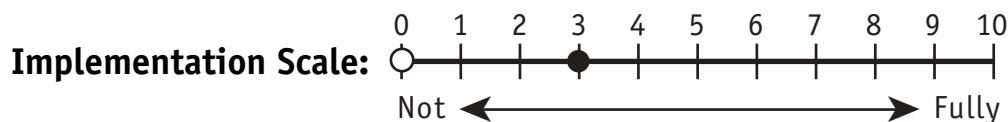
Agendas of principals meetings were provided along with mid-year evaluations.

The district indicated that monthly reports are required of each principal. Monthly report criteria was enclosed. Visitation log examples were provided that document that visitations to schools and coaching opportunities with principals do occur.

- 1.d. School visitation logs were provided as proof of coaching; additional documentation is warranted.
- 1.e. The district cited numerous staff development workshops that have been provided. A master teacher schedule that includes adding an algebra class was provided as proof of curricular support. More support is needed. Documentation from teachers is still needed to evaluate if these activities are being successful.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 6
New Rating: 3



1.21 Professional Development – Personnel Evaluation

Professional Standard

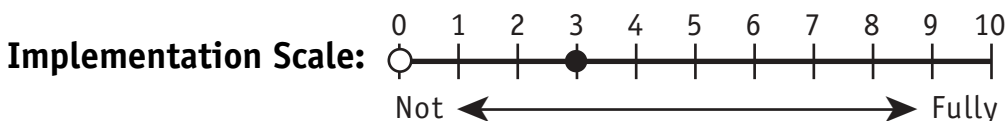
Professional development is linked to personnel evaluation.

Progress on Recommendations and Recovery Steps

- 1.a. While the district is making strides in providing documentation of training efforts, these efforts tend to be paper trails rather than substantial assistance to principals.
- 1.b. The district indicated follow-up with principals in the areas of training in the use of test data, test guides, and curriculum guides. However, there was no indication from principals that helpful assistance has been provided.
- 2.c. The district provided documentation that the evaluation criteria for teacher supervision as well as principal evaluation contain “the knowledgeable use of test data, test guides, and curriculum guides.” Evaluation is clearly a thorough multistage process.
- 2.d. While a great deal of documentation is provided regarding principal monitoring, very little substantial evidence was provided of actual assistance other than oversight.
- 2.e. The district provided documentation that the principals are required to spend at least 40 percent of their time on instructional improvement. However, the process appears to be a paper process at this time. No evaluative data is available at this time.
- 2.f. Several check lists are provided from principals to teachers addressing observation criteria, reading instructional strategies, climate, classroom management, teaching skills and climate. The effectiveness of this process had yet to be determined.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 8
New Rating: 3



1.23 Initial Student Placement – Procedures

Professional Standard

Initial placement procedures are in place to ensure the timely and appropriate placement of all students with particular emphases being placed on students with special needs.

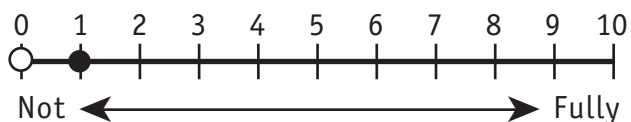
Progress on Recommendations and Recovery Steps

- 1.a The district is in the process of updating its board policies in all areas. Particular attention is being focused on the bi-lingual program to meet the requirements of new legislation.
- 1.c No documentation was provided that the draft proposal of the Office of Special Needs for additional funds and personnel to reduce the special education backlog has been adopted. Systems have been put in place to better track assessment request and referrals' five-day turn around time. Systems were created that provide uniform reporting (evidence verified), timely service and the monitoring of the total number of students served. Several psychologists have been released and, according to staff, more responsive personnel have been hired.
- 2.a-c The district has contracted with CSBA to update its policies. The Implementation Plan for Prop 227 was provided. A further review of bi-lingual policies will be addressed in the next 6-month review.
- 4.a-d The district did not provide documentation that it has implemented this recommendation. However, district administrators have verbally indicated that these non-compliant items have been resolved. Evidence was provided that the LEP staff requirements are in compliance, funds are being spent within compliance guidelines. Procedures to ensure program compliance still need to be developed.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 6
New Rating: 1

Implementation Scale:



1.26 Technology – Integrated into Curriculum

Professional Standard

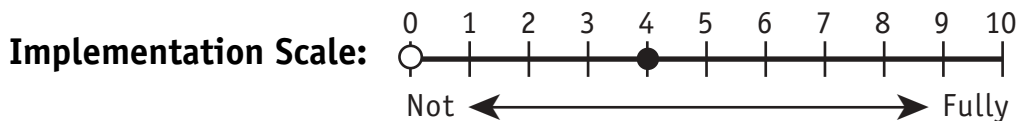
The district has adopted a plan for integrating technology into the curriculum.

Progress on Recommendations and Recovery Steps

- 1.a The district has redesigned its technology plans to meet the requirements of this recommendation. However, the plan was not developed with input from all divisions. This plan has not become an integral part of the planning and decision making process.

Standard Implemented: Partially

Previous Rating: 0
Self Rating: 6
New Rating: 4



2.4 Categorical and Compensatory Programs – Supplement

Professional Standard

Categorical and compensatory program funds supplement and do not supplant services and materials to be provided by the district. (Title 5, 3940)

Progress on Recommendations and Recovery Steps

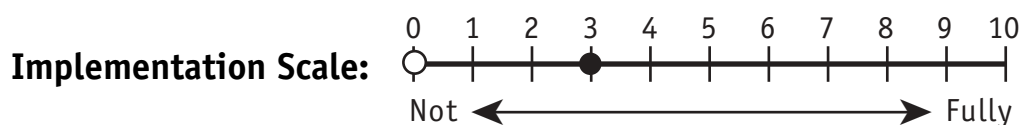
- 2.b. The backlog of initial and triennial assessments have been reduced from over 800 to just under 200. There have been over 1,007 assessments completed. While some progress has been made, the district still needs to implement an effective identification and placement process for student placement.

Standard Implemented: Partially

Previous Rating: 0

Self Rating: 5

New Rating: 3



2.6 General Instructional Programs

Legal Standard

The general instructional program adheres to all requirements put forth in (EC 51000-52950)

Progress on Recommendations and Recovery Steps

- 1.a-d The district has reviewed all of EC 51000-52950 and is in the process of reviewing compliance. These recommendations will also be addressed in the next 6-month review.

Standard Implemented: Partially

Previous Rating: 5
Self Rating: 7
New Rating: 6

