

NCLB Hearing Panel 2006-2007

Final Report of Findings

Wilson School

No Child Left Behind Law

The Federal No Child Left Behind (NCLB) law requires Districts to provide assistance to schools that fail to meet their Adequate Yearly Progress (AYP) after several successive years and to impose increasingly restrictive sanctions when schools continue not to meet AYP.

Background of Student Performance Data

In 2006, Wilson met 16 of the 17 NCLB/AYP criteria. The seventeenth criterion indicates that the percent of English learners meeting the criteria of 24.4% was 24.1%. Wilson was identified as a Program Improvement School Year 3.

In 2005, Wilson met 13 of the 17 NCLB/AYP criteria. The four areas in which Wilson did not meet the adequate language arts performance level of 24.4% were: Schoolwide (21.6%), Hispanic Latino subgroup (20.1%), Socio-Economically Disadvantaged (21.1%), English Learners (18.9%). Wilson was identified as a Program Improvement School Year 2.

In 2004, the criteria for adequate yearly progress were 13.6% for language arts and 16% for mathematics. The state report shows that Wilson met 17 of 17 criteria. The law states that Program Improvement Schools meet this requirement for two consecutive years.

In 2003, Wilson was identified as a Program Improvement School Year 1.

Wilson has exceeded their Academic Performance Index (API) target each year since 2000 in all other areas.

Male students are consistently performing below the female students.

The Work of the NCLB Hearing Panel

The NCLB Hearing Panel was convened in October 2006 to investigate Wilson School's situation, consider the sanctions written into the NCLB law, decide what action is necessary to sufficiently improve the education program based on the finding of facts, and write a final report that includes a rationale explaining (a) the interventions that will be continued and/or (b) any new recommended interventions (at least one of which must be NCLB sanctioned as described in Article 23.1 of the N-MUSD/N-MFT Collective Bargaining Agreement). The methods used included interviewing parents and staff, viewing records, and visiting classrooms. The findings, sanctions, recommendations, and other

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interventions are based on the conclusions of the panel from its study of the school.

Findings of School Visitation

Through review of all evidence it was determined that:

- The implementation of Professional Learning Communities (PLC) has improved student performance.
- Staff recognizes and has empowered themselves to make a difference for their students.
- The staff is committed to constant improvement.
- There is a desire to seek solutions.
- There has been substantive staff development that has resulted in increased student performance.
- Staff has not participated in AB466 Training in English/Language Arts.
- The learning environments in most primary grade classrooms are supportive of student achievement.
- Upper grade teachers report that classroom behavior is negatively impacting learning.
- There is inconsistent instructional support to upper grade classrooms.
- Flag Deck is taking approximately 10 minutes from the instructional day, each day.
- Some classroom schedules indicated Accelerated Reader as part of the protected language arts' instructional minutes.
- Leadership Team meeting minutes with discussions leading up to collaborative decisions and site budgets are not distributed to all staff.
- Classroom schedules vary throughout the day as to when core content is being taught.
- The Teacher on Special Assignment (TOSA) is often pulled away from instructional duties to help with administrative tasks.
- Parents feel welcomed.
- There is a strong parent education program.
- Parents report that students feel the environment is safe and caring.
- A large number of students participate in the after-school programs.
- After the Public Appeals Hearing the Panel requested and received an updated instructional day schedule showing kindergarten with 255 minutes. However, after review, the instructional minutes are actually 240 minutes.
- Staff and parents communicated they feel that class sizes are too large in the upper grades.

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NCLB Program Improvement (PI) Year 3 Recommended Interventions

The Panel must make a recommendation to implement one or more of the following sanctions:

- Replaces school staff
- X Implements new curriculum
 - Decreases management authority at school level
 - Appoints outside expert
- X Extends school year or day
 - Restructures internal organizational structure of school

After careful consideration, the panel recommends the following sanction:

- X Implements new curriculum:
 - A consistent and sequential English Language Development (ELD) curriculum, supported by staff development, which builds academic language, reading and writing.
- X Extends school year or day:
 - Increase the school day for kindergartners to at least the District average.

Other Recommended Interventions

(Please note: recommendations are not listed in order of importance.)

1. Participate in AB 466 training for English Language Arts.
2. Review and monitor instructional minutes to assure that class schedules are consistent with what has been submitted to the District.
3. Consider holding Flag Deck one or two days a week instead of daily.
4. Review schedules for the most effective time to teach ELD, language arts and math.
5. TOSA time should be protected to support instruction.
6. If used, assure that Accelerated Reader is a supplementary program and not part of the core language arts' protected time.
7. Communicate and distribute minutes from Leadership Team meetings to all staff.
8. Train all teachers in a classroom management program (i.e. Rick Morris, Lee Canter, etc.).

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9. Communicate the site budget to all stakeholders once a trimester.
10. Provide consistent in-class support for all upper grade classrooms to reduce student/teacher ratio.
11. Explore ways to engage the boys in learning, i.e. review library books to determine if they are materials of interest to boys; consider a single-gender class in the upper grades; and/or provide parents with a clear understanding and tools to motivate their male children to achieve in school.
12. Work with the District to provide consistent substitutes, who are Houghton Mifflin trained, when a teacher is absent.

Rationale for Recommended Interventions

The Panel recognized Wilson's continued progress in academic performance over the last several years. Their inclusion in Program Improvement Year 3 was due to a .3 percent shortfall in language arts in the English Language Learner Subgroup. This group had a population of 328 students. Three-tenths of a percent calculates to one student. However, the Panel noted a need for a more aggressive sequential ELD program to develop academic language and support student learning in all content areas. Students at low-performing schools need as much opportunity as possible for academic instruction and language development. Ultimately, these changes will lead to increased student achievement.

Fiscal Impact

- Additional instructional support to upper grades for student/teacher ratio.
- AB466 Training to be provided by the District.
- Substitute training.
- Classroom management training.
- Cost of ELD materials.
- Transportation.

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Respectfully submitted by the NCLB Hearing Panel,

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