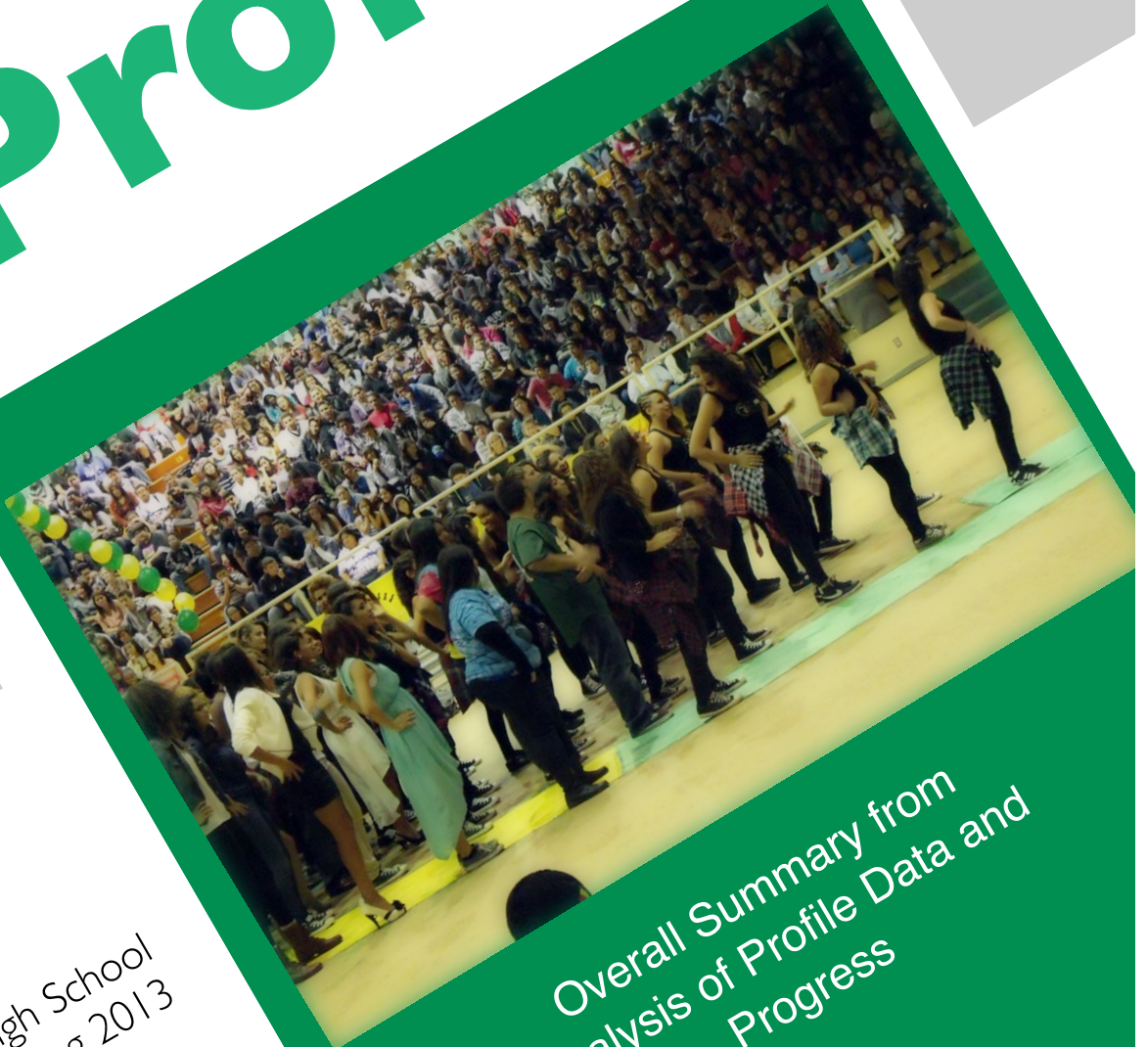


# Chapter 3

## School/Community

# Profile



Eisenhower High School  
Focus on Learning 2013

Overall Summary from  
Analysis of Profile Data and  
Progress

## IMPLICATIONS OF THE DATA WITH RESPECT TO STUDENT PERFORMANCE

Overall, student performance on the California Standards Tests and the California High School Exit Exam has improved significantly at Eisenhower High School over the last six years. However, even with positive growth since the last full self-study, Eisenhower realizes that there is still much work to be done to bring larger numbers of our students to acceptable levels of proficiency. A school-wide student achievement data analysis event was held in October of 2013 to provide staff members with the information needed for an effective school self-study. Using the school's cafeteria as a meeting place, every staff member was provided the school's student CST and CAHSEE data for the past 4 years. In addition to overall Eisenhower student performance data on these standardized tests, staff was presented with student subgroup achievement data. Divided up by Focus Group, the staff conducted a "jig-saw" activity to identify Areas of Strengths and Areas in Need of Improvement on the English Language Arts CSTs, Math CSTs, Science CSTs, Social Studies CSTs, and CAHSEE. Focus Groups were asked to analyze data by both department and student subgroup. Responses were collected, disaggregated, and then disseminated electronically. A limited number of paper copies were distributed to Focus Group leaders for reference during Focus Group meetings. Through this data analysis activity, staff realized that in many disciplines student progress has stalled. In some cases, gains made a few years ago have been reversed. From the analysis conducted by Eisenhower's staff, there were 3 identified critical learner needs:

### IDENTIFIED CRITICAL LEARNER NEEDS

1. An achievement gap exists between African American students and the total Eisenhower student population on the California High School Exit Exam and the various California Standards Tests.

**Schoolwide Learning Outcome Addressed: Eisenhower High School will prepare their students to be RESPONSIBLE individuals who are accountable for their academic success.**

2. There has been limited academic progress made by English Language Learners in their core classes and on standardized tests since the last full self-study.

**Schoolwide Learning Outcome Addressed: Eisenhower High School will prepare students to be RELEVANT thinkers who actively pursue understandings of the world around them.**

3. There is a need to increase the level of rigor in core courses campus wide, along with the need to increase the number of rigorous classes attempted by student subgroups. The data available for African American students, English Language Learners, and Students With Disabilities on higher level Math and Science CSTs is sparse.

**Schoolwide Learning Outcome Addressed: Eisenhower High School will prepare students to be RIGOROUS learners who approach life with intellectual curiosity.**

## DATA TO SUPPORT FINDINGS

### Language Arts California Standards Tests

Among the Areas of Strength identified by staff was the significant increase of students performing at the Proficient level at every grade level on the English Language Arts CST. Over the past four years, there has also been a decrease in students performing at the Far Below Basic level at every grade level on the English Language Arts CST. Staff felt that ninth and tenth grade students are making greater improvements on their English Language Arts CSTs. There are increasing numbers of students able to perform at the Basic level of proficiency, demonstrating an improvement in achievement across all grade levels in English Language Arts.

Areas in Need of Improvement identified by staff following examination of the school's Language Arts CST included the need to identify why eleventh grade students do not perform as well as ninth and tenth grade students on the English Language Arts CST. Staff members also indicated that the increases in the percentage of students performing at Advanced levels in the eleventh grade are small. Any gains made by student subgroups on the 11<sup>th</sup> grade English Language Arts CST were also small.

Of special concern to Eisenhower High School are the achievement gaps between African American and Hispanic students on the 9<sup>th</sup> and 10<sup>th</sup> grade English Language Arts CST. In 2013, 43% of African American students scored at the Proficient or Advanced levels on the 9<sup>th</sup> grade English Language Arts CST. That is a ten percent difference from the Hispanic subgroup on the same

test; 53% of Hispanic students scored at the Proficient or Advanced level. The achievement gap is even greater on the 10<sup>th</sup> grade English Language Arts CST. In 2013, 38% of Hispanic students scored at the Proficient or Advanced level on the 10<sup>th</sup> grade English Language Arts CST, fifteen percent more than the percent of African American students who scored at the Proficient or Advanced levels on the same test; 23%.

**2013 English Language Arts CST % Proficient/ Advanced**

<b>Student Group</b>	<b>9<sup>th</sup> Grade English Language Arts CST</b>	<b>10<sup>th</sup> Grade English Language Arts CST</b>	<b>11<sup>th</sup> Grade English Language Arts CST</b>
<b>African American</b>	43%	23%	30%
<b>Hispanic</b>	53%	38%	31%
<b>Achievement Gap</b>	-10%	-15%	-1%

Over the past four years, the percentage of English Language Learners scoring at the Proficient or Advanced levels on any of the English Language Arts CSTs has dropped. In the 9<sup>th</sup> grade, 7% fewer English Language Learners earned a Proficient or Advanced score over the past four years. The drop for English Language Learners earning a Proficient or Advanced score on the 10<sup>th</sup> grade English Language Arts CST was 8%, and 2% for 11<sup>th</sup> grade students over the same four years.

**2013 English Language Arts CST % Proficient/ Advanced**

<b>Student Group</b>	<b>9<sup>th</sup> Grade English Language Arts CST</b>	<b>10<sup>th</sup> Grade English Language Arts CST</b>	<b>11<sup>th</sup> Grade English Language Arts CST</b>
<b>All Students</b>	53%	36%	31%
<b>English Language Learners</b>	11%	1%	7%
<b>Achievement Gap</b>	-42%	-35%	-24%

### **Math California Standards Tests**

The overall increase of students performing at the Basic, Proficient, and Advanced levels combined on the Algebra I CST is an Area of Strength. Over the past four years, that percentage rose from 46% in 2010 to 55% by 2013. Staff recognized that there has been a decrease in the percentage of students

performing at the Far Below Basic level on the General Math, Algebra I and Algebra II CST.

Algebra II CST scores were identified by Eisenhower’s staff as being an Area in Need of Improvement. In 2010, 26% of Algebra II students performed at the Proficient or Advanced levels. In 2013, that percentage dropped to 23%. Because of the sparse data available for the Summative High School Math CST, staff also recognized the need to have more students enroll in higher-level math courses.

**Summative Math CST**

<b>Year</b>	<b>Total # of students tested</b>	<b># of African American students tested</b>
<b>2010</b>	71	11
<b>2011</b>	66	5
<b>2012</b>	123	10
<b>2013</b>	73	8

The achievement gaps that exist between African American and Hispanic students on any of the Math CSTs appear to be much smaller than the achievement gaps that exist on the English Language Arts CSTs. In 2013, 30% of Hispanic students scored at the Proficient or Advanced levels on the Algebra I CST. That is only a 5% difference from the 25% of African American students who scored at the same levels on the same test.

**2013 Math CST % Proficient/ Advanced**

<b>Student Group</b>	<b>Algebra I</b>	<b>Geometry</b>	<b>Algebra II</b>
<b>African American</b>	25%	11%	18%
<b>Hispanic</b>	30%	14%	34%
<b>Achievement Gap</b>	-5%	-3%	-16%

**Science California Standards Tests**

Student performance on the Earth Science, Life Science, and Chemistry CSTs is an Area of Strength for Eisenhower High School. Over the past four years, there has been a 12% increase in the percentage of students performing at the Proficient and Advanced levels on the Earth Science CST. There has been an 11% increase in the percentage of students performing at the Proficient and Advanced levels on the 10<sup>th</sup> Grade Life Science CST. In Chemistry, there

has been an amazing 19% increase in the percent of students scoring at the Proficient and Advanced levels.

The science department would like to see positive growth in moving greater numbers of students from the Basic level to the Proficient level year after year. Student performance on the Biology and Physics CST were also identified as areas in need of improvement. Both Biology and Physics CST scores have remained relatively static over the past few years.

### **Social Sciences California Standards Tests**

Improved student performance on the World History CST is an Area of Strength. In 2010, only 24% of World History students performed at the Proficient or Advanced levels on the annual CST. By 2013, that percent rose by thirteen percentage points to 37%. Along with the positive gains made by students performing at the Proficient and Advanced levels, 11% fewer World History students are scoring at the Far Below Basic level over the past four years.

Recognizing the drop in student performance from the 2012 to the 2013 testing cycle on the United States History CST, staff identified student performance of the United States History CST as an Area in Need of Improvement. United States History students made gains on the 2012 CST, however, the percentage of students performing at the Proficient or Advanced levels dropped by 5% in 2013. Changes in the United States History curriculum and assessment will need to be made to move an increased number of students to Proficient levels.

### **California High School Exit Exam**

Overall, there have been significant yearly gains in the percentage of students scoring at a Proficient level on the Math portion of the CAHSEE. While the percentage of students passing the Math portion of the CAHSEE increased by 8.7% over the past four years, the percentage increase of students scoring at the Proficient level was even greater: 13%. Gains made by Hispanic students on the Math portion of the CAHSEE are definitely a source of school pride. In 2010, only 42.5% of Hispanic students scored at the Proficient level on the Math portion of the CAHSEE. By 2013, a 23.5% gain was made by these students, as 66% of Hispanic students earned a Proficient score. Gains made by African American students on the Math portion of the CAHSEE have not been as substantial. In 2010, only 30% of African American students scored at the Proficient level. By 2013, the percent only increased by 5 percentage points to 35%.



**Math CAHSEE % Proficient**

<b>Year</b>	<b>Overall</b>	<b>Hispanic</b>	<b>African-American</b>
<b>2010</b>	39%	42.5%	30%
<b>2011</b>	51.5%	55%	41.5%
<b>2012</b>	47.1%	48.7%	33.6%
<b>2013</b>	52%	66%	35%
<b>4 Year Improvement</b>	+13%	+23.5%	+5%

The percentage of Eisenhower students passing and scoring at the Proficient level on the English Language Arts CAHSEE has remained relatively static over the past four years. In 2010, 48% of students earned a proficient score on the English Language Arts CAHSEE, that percent dropped slightly by .9% four years later in 2013. An Area of Strength for Eisenhower High School is the 5% increase of African American students scoring at the proficient level on the ELA CAHSEE over the past four years. An Area in Need of Improvement is Hispanic student performance on the ELA CAHSEE. While the overall student pass rate has remained around 80% over the past four years, Hispanic student proficiency has decreased by nine percent. In 2010, 52% of Hispanic students scored Proficient on the ELA CAHSEE, that percent dropped to 43% in 2013.

**English Language Arts CAHSEE % Proficient**

<b>Year</b>	<b>Overall</b>	<b>Hispanic</b>	<b>African-American</b>
<b>2010</b>	48%	52%	30%
<b>2011</b>	50%	51.5%	41.5%
<b>2012</b>	48.8%	44.2%	33.6%
<b>2013</b>	47.1%	43%	35%
<b>4 Year Improvement</b>	-.9%	-9%	+5%

**IMPORTANT QUESTIONS RAISED BY ANALYSIS OF STUDENT PERFORMANCE**

- Why do eleventh grade students perform poorly compared to underclassmen on the English Language Arts CSTs?
- Why do African American students at Eisenhower High School not perform at the same levels on standardized tests as the overall student population?

- How can the Eisenhower staff better serve African American students to improve student achievement?
- Why has the English Language Learner student population showed little to no growth across the disciplines on the CSTs?
- How can PLCs be strengthened to better address student performance?
- How can Common Core aligned teaching strategies be used to promote academic achievement for all students?
- Is there adequate cohort growth in subject area departments?