

Evaluation Report

Students and Teachers Achieving Results (STAR)

Ingrid Roberson
Evaluator

This document has the reports for the following school years:

2004-2005

2003-2004

2002-2003

Summary of Findings

The STAR Schools Initiative provides a comprehensive plan and coordinated program for addressing the issue of low academic achievement at 47 elementary, middle, and high schools. SFUSD realigns district resources to provide targeted interventions, that is, additional resources, schools personnel, and district support.

SFUSD

Program Evaluation &
Research Department

Evaluation
Report

**Students and
Teachers
Achieving
Results (STAR)**

2004-2005

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EXECUTIVE SUMMARY

SUMMARY OF FINDINGS

Completing its fourth year, the STAR Schools Initiative provides a comprehensive plan and coordinated program for addressing the issue of low academic achievement at 47 elementary, middle, and high schools. SFUSD realigns district resources to provide targeted interventions, that is, additional resources, schools personnel, and district support.

This summative evaluation is guided by the overarching priority of the STAR Schools Initiative which is to promote academic achievement. Performance on the California Standards Test (CST) is analyzed to assess progress towards improved academic achievement for each individual school, each cluster of STAR schools (Phases I through IV) and the program as whole.

Increased Academic Achievement for All Students

STAR schools increase the percentage of students meeting the California state standards over five years.

Overall, across the K-12 continuum, 91% (43 schools out of 47) in English language arts and 95% (38 schools out of 40) in mathematics have an increased percentage of students at or above grade level. The following are highlights:

- Ninety percent (27 out of 30) of elementary schools in the STAR program have improved their performance on the California Standards Test – English Language Arts from 2001 to 2005. Ninety-three percent (28 out of 30) of elementary schools in the STAR program have improved their performance in the Mathematics from 2002 to 2005.
- A 100% (10 out of 10) of middle schools in the STAR program have an increased percentage of students at or above proficient on the California Standards Test in both English Language Arts and Mathematics.
- At the high school level, 85% (6 out of 7) have an increased percentage of students at or above proficient on the California Standards Test-English Language Arts.

Overall, the STAR Schools Initiative accomplishes its priority to promote the academic achievement of students as demonstrated on the California Standards Test.

PROGRAM DESIGN

PROGRAM DESCRIPTION

In response to community concerns regarding the lowest performing schools in the San Francisco Unified School District (SFUSD), the district implemented a program to provide additional support to these schools. SFUSD launched the Student and Teachers Achieving Results (STAR) Schools Initiative in the 2001-2002 school year. Completing its fourth year, this initiative provides a comprehensive plan and coordinated program for addressing the issue of low academic achievement at 47 elementary, middle, and high schools as listed below in Table 1.

TABLE 1: SCHOOLS PARTICIPATING IN STAR PROGRAM

Elementary (30)	Middle (10)	High (7)
<ul style="list-style-type: none"> • Bret Hare • Willie Brown*** • Bryant**** • Dr. G. W. Carver • Cesar Chavez • Cleveland • Dr. William Cobb** • Dr. Charles R. Drew • El Dorado • Fairmount • Leonard R. Flynn • Glen Park • Golden Gate • Hillcrest** • Starr King • Malcolm X • Marshall • McKinley • Harvey Milk • Monroe • John Muir • Rosa Parks*** • Paul Revere • Sanchez • Junipero Serra • Sheridan** • John Swett • Treasure Island • Willie Brown*** • Daniel Webster 	<ul style="list-style-type: none"> • Luther Burbank • Gloria R. Davis Academy • James Denman • Everett • Benjamin Franklin • Dr. Martin Luther King Jr. Academic • James Lick • Horace Mann Academic • Enola D. Maxwell • Visitacion Valley 	<ul style="list-style-type: none"> • Balboa** • Philip & Sala Burton Academic • Galileo Academy of Science & Technology • International Studies Academy • Thurgood Marshall Academic • Mission • John O'Connell Technical

** School entered STAR program in 2002-2003; ***entered in 2003-2004; and ****entered in 2004-2005.

PROGRAM OBJECTIVES

The STAR Schools Initiative specifies two main programmatic goals:

1. To insure equitable access to an adequate education.
2. To increase academic achievement for all students.

PROGRAM STRATEGIES, RESOURCES AND ACTIVITIES

The design of the STAR Schools Initiative draws upon recent research on the district's role in successful school reform. A growing body of research demonstrates that districts do matter in the improvement process as schools are still administered under local education agencies (Massell and Goertz, 1999). Studies increasingly identify exemplary districts such as District 2 in New York City under then-Superintendent Tony Alvarado that are effective agents of change for instructional improvement (Elmore, 1997). Findings from the school-district relations literature reveal the following enabling factors of effective districts: 1) increasing capacity through investment in human, social and physical capital, 2) balancing central authority and school autonomy, 3) understanding the change process, and 4) providing leadership for change (Marsh, 2000).

SFUSD realigns district resources to provide targeted interventions as identified in the effective districts literature. These interventions are divided into three categories with the specific components within each category listed below in Table 2.

TABLE 2: STAR SCHOOL INITIATIVE INTERVENTIONS

Additional Resources	Additional School Personnel	Additional District Support
<ul style="list-style-type: none"> • Test preparation packets • Home learning packets • Time for Kids and Write Time for Kids** • Book of the Month** 	<ul style="list-style-type: none"> • Instructional reform facilitator • Long-term substitute • Music or art specialist • Parent liaison • School advisor** • School nurse** • Learning Support Consultant** 	<ul style="list-style-type: none"> • School site plan principal interview • Instructional walk-through • Principal leadership development workshops • Teacher targeted professional development • Coaching support for every new STAR teacher • Support from content specialists

** Implemented in 2002-2003 during the 2nd year of the STAR program.

Starting in its fourth year, each STAR school's performance is reviewed in terms of its Academic Performance Index score, achievement gap, and participation in federal and state intervention programs. STAR schools are then clustered into five categories. There are

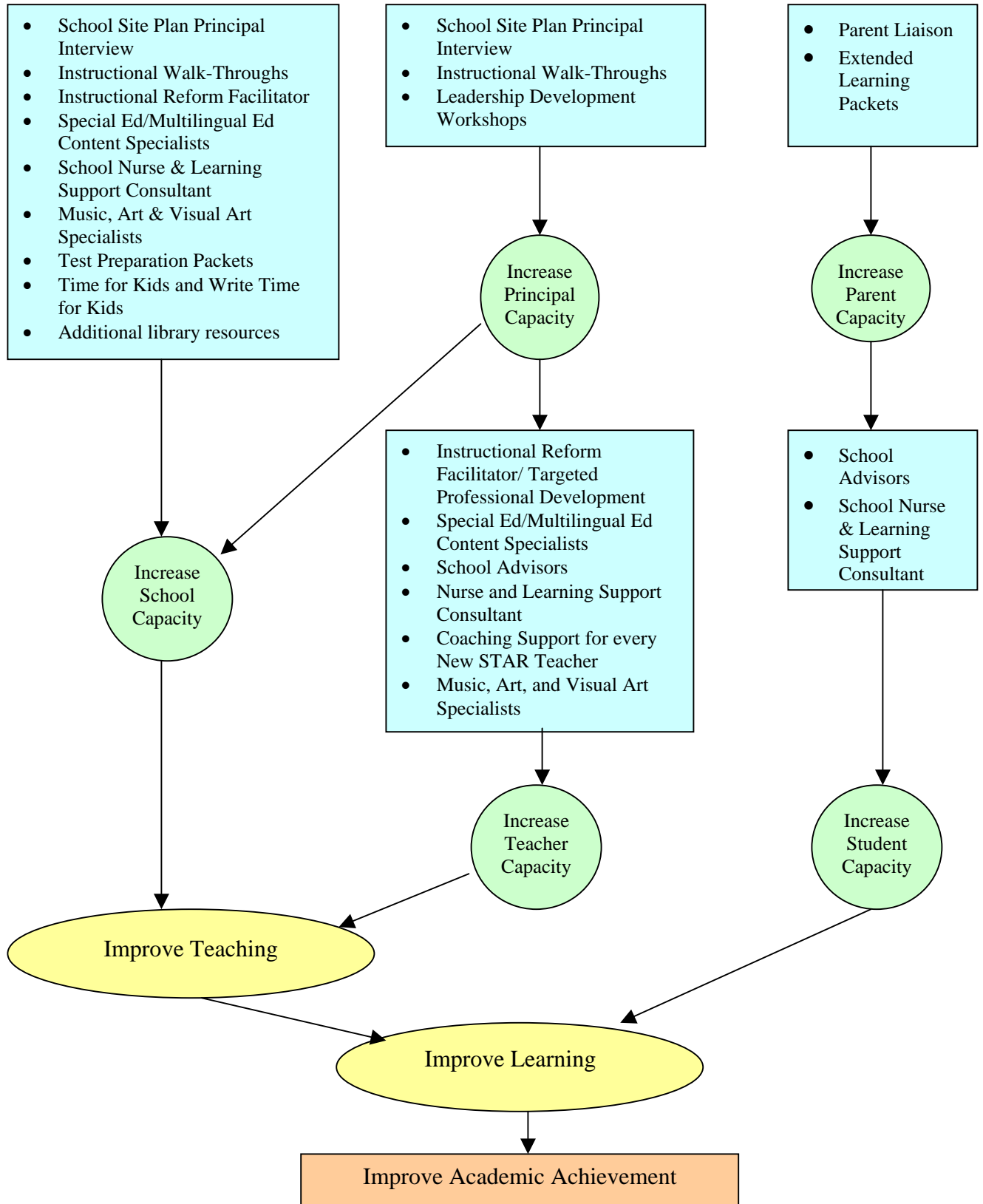
three levels of intervention associated with these categories that can be labeled as intensive intervention, extra intervention and standard intervention. Phase I schools are in need of intensive school-wide intervention which is achieved by becoming Dream Schools. Schools in Phase II are in need of extra intervention above the standard intervention such as more support in academic planning, leadership development, and program placement. Phase III schools continue to receive standard STAR interventions as described in Table 2. Schools in Phase IV are designated to exit from STAR whereas schools in Phase V are identified for entry into the program.

While the STAR Schools Initiative has matured to include differentiated interventions based on performance indicators, the STAR theory of action remains the same. The STAR theory of action delineates the change process as increasing the capacity for change at all levels (school, principal, teacher, parent, and student) through additional instructional resources, school personnel and district support (see Graph 1):

- *Increasing school capacity:* technical assistance from district and school specialists focuses reform efforts on instructional alignment, coordination, and improvement.
- *Increasing principal capacity:* professional development and technical assistance transform principals from an administrative leader to instructional leader who is able to support standards-based teaching and learning in the classroom.
- *Increasing teacher capacity:* professional development shifts teacher attitudes and beliefs about student learning in an era of high expectations for all students. They add to teacher knowledge and skills in such areas as standards-based lesson plans, differentiated instruction, and data analysis.
- *Increasing parent capacity:* parent education through workshops, outreach and materials inform them about the California standards, the schooling process, and their part in supporting student learning.
- *Increasing student capacity:* health professionals attend to the mental and physical health needs of students, which affect a student's ability to learn.

Additional school personnel, district support, and instructional resources work together to increase the capacity of all players to be change agents for school improvement. No one program component is expected to be a "silver bullet" for school change. The synergy created among program components is expected to enable students to meet high standards.

GRAPH 1: STAR CONCEPT MODEL



EVALUATION DESIGN

EVALUATION METHODOLOGY

At SFUSD, the Program Evaluation and Research Office employs an approach to evaluation that is participatory (Cousins & Earl, 1992), utilization-focused (Patton, 1986, 1994), and integrated with processes of continuous improvement and program planning (Fetterman, Kaftarian & Wandersman, 1996). Our approach is based on the idea that participation of program directors and coordinators in the evaluation process is key to insuring that program planners and managers use evaluation data to support decision-making. The involvement of program directors and coordinators has the potential to encourage program staff to think more systematically about the relationship between program activities and objectives. Such systematic reflection would be aimed at building a “culture of learning” (Patton, 1997, p. 147) to lead to continuous program improvement.

Evaluations are designed to address both program implementation (formative evaluation) and outcomes (summative evaluation) and are question-driven. Evaluators and program staff collaborate to develop evaluation questions that are linked to the program objectives and activities, and to the interests of all program stakeholders. In addition, research on the best practices in the project’s domain of activity informs the evaluation framework.

EVALUATION OBJECTIVES

This summative evaluation is guided by the overarching priority of the STAR Schools Initiative which is to promote academic achievement. Achievement data is collected for all 47 STAR schools. Performance on the California Standards Test (CST) is analyzed to assess progress towards improved achievement for each individual school, each cluster of STAR schools (Phases I through IV) and the program as whole.

Performance on the CST is the indicator used to assess academic achievement. Since many factors influence standardized test scores, any change in student academic performance cannot be attributed with a high degree of confidence to a single intervention.

EVALUATION FINDINGS

This summative evaluation is guided by the overarching priority of the STAR Schools Initiative which is to promote academic achievement. Performance on the California Standards Test (CST) is analyzed to assess progress towards improved academic achievement for each individual school, each cluster of STAR schools (Phases I through IV) and the program as whole.

INCREASED ACADEMIC ACHIEVEMENT FOR ALL STUDENTS

STAR schools increase the percentage of students meeting the California state standards over five years.

Overall, across the K-12 continuum, 91% (43 schools out of 47) in English language arts and 95% (38 schools out of 40) in mathematics have an increased percentage of students at or above grade level. The following are highlights:

- Ninety percent (27 out of 30) of elementary schools in the STAR program have improved their performance on the California Standards Test – English Language Arts from 2001 to 2005. Ninety-three percent (28 out of 30) of elementary schools in the STAR program have improved their performance in the Mathematics from 2002 to 2005.
- A 100% (10 out of 10) of middle schools in the STAR program have an increased percentage of students at or above proficient on the California Standards Test in both English Language Arts and Mathematics.
- At the high school level, 85% (6 out of 7) have an increased percentage of students at or above proficient on the California Standards Test-English Language Arts.

Overall, the STAR Schools Initiative continues to achieve its priority to promote the academic achievement of students at these schools. Tables 3 through 6 present data on performance on the California Standards Test for individual STAR schools. Graphs 2 through 9 present CST data for clusters of STAR schools. Table 7 and 8 present CST data for the STAR program as a whole as compared to the district and the state.

ACHIEVEMENT ANALYSIS BY SCHOOL

TABLE 3: ELEMENTARY SCHOOLS' 5-YEAR PERFORMANCE ON CST ENGLISH LANGUAGE ARTS

ES (n= 30)	Percent At or Above Proficient					Percentage Change	
	2001	2002	2003	2004	2005	04-05	Overall
Golden Gate	12.4	16.9	12.5	26.3	52.5	26.2	40.1
Sheridan**	21.6	25.6	26.2	36.6	58.5	21.8	36.9
Harvey Milk	14.1	15.8	27.4	28.8	44.7	15.9	30.6
Glen Park	18.6	21.1	23.7	32.8	43.8	11.0	25.2
McKinley	20.5	20.8	30.6	26.2	42.3	16.1	21.8
George W. Carver	17.3	20.1	26.9	23.7	33.7	10.0	16.4
Sanchez	10.8	10.2	11.2	16.2	26.4	10.2	15.6
Junipero Serra	15.4	17.0	27.4	22.7	29.4	6.8	14.0
Monroe	21.9	20.1	28.6	28.3	34.4	6.1	12.5
Cleveland	18.1	18.5	23.1	15.6	29.8	14.2	11.7
Daniel Webster	14.9	14.8	20.8	16.0	25.2	9.2	10.3
Cobb**	16.1	19.7	20.9	29.5	26.3	-3.3	10.2
John Swett	11.7	13.5	15.7	19.4	21.4	1.9	9.7
Paul Revere	10.6	11.1	12.4	17.6	19.5	1.9	8.9
Malcolm X	9.9	10.7	10.2	14.1	18.3	4.2	8.4
Leonard Flynn	10.4	10.9	15.5	17.7	18.8	1.2	8.4
Starr King	8.9	8.3	14.3	16.2	16.7	.5	7.8
Fairmount	15.1	16.2	21.6	17.9	22.4	4.4	7.3
Marshall	10.9	13.8	18.9	22.5	18.0	-4.4	7.1
Cesar Chavez	15.6	15.9	15.7	21.8	22.4	.5	6.8
El Dorado	25.4	24.6	25.1	28.6	30.9	2.3	5.5
Hillcrest**	15.8	14.3	17.8	22.9	21.2	-1.7	5.4
Dr. Drew	11.4	10.1	13.5	9.8	16.3	6.5	4.9
Treasure Island	20.6	20.3	17.0	21.3	25.1	3.8	4.5
Bryant	18.9	18.2	18.6	14.5	21.9	7.4	3.0
John Muir	18.1	15.7	23.6	17.9	20.4	2.5	2.3
Bret Harte	21.4	16.7	19.6	17.9	23.6	5.7	2.2
21 Century***	16.5	15.3	13.3	9.3	13.9	4.6	-2.6
Rosa Parks***	31.0	29.2	27.1	30.9	28.1	-2.7	-2.9
William De Avila****	30.3	30.9	23.8	13.7	18.1	4.4	-12.2

Ninety percent (27 out of 30) of elementary schools in the STAR program have improved their performance on the California Standards Test – English Language Arts from 2001 to 2005. Furthermore, in 2001, only 26% (8 out of 30) of elementary STAR schools have 20% or more of their students performing at or above proficient on the CST-ELA. By 2005, 73% (22 out of 30) have 20% or more of the students performing at or above proficient in English Language Arts, and 8 schools have 30% or more of the students performing at grade level standards.

TABLE 4: ELEMENTARY SCHOOLS' 4-PERFORMANCE ON CST MATHEMATICS

ES (n= 30)	Percentage At or Above Proficient				Percentage Change	
	2002	2003	2004	2005	04-05	Overall
McKinley	13.4	30.8	33.0	54.5	21.5	41.1
Sheridan**	24.3	26.2	39.0	62.8	23.8	38.5
Milk	15.5	32.7	25.9	52.7	26.8	37.2
Golden Gate	36.8	24.2	50.0	71.0	21.0	34.2
Revere	10.1	19.6	18.4	36.2	17.9	26.1
Webster	23.3	39.8	31.2	46.8	15.6	23.5
Drew	11.5	19.7	13.3	32.4	19.1	20.9
Glen Park	19.1	31.8	38.0	37.9	-.1	18.8
Marshall	12.1	38.4	34.0	30.7	-3.3	18.6
Chavez	23.4	24.4	31.9	41.9	10.0	18.5
Monroe	28.7	34.9	42.4	46.9	4.5	18.2
Carver	26.2	40.1	27.9	44.4	16.5	18.2
El Dorado	23.7	28.6	37.9	41.8	4.0	18.1
Flynn	13.7	21.1	26.2	31.0	4.8	17.3
Serra	22.0	34.4	25.3	39.0	13.8	17.0
Starr King	12.3	32.5	26.3	28.6	2.3	16.3
Bryant****	16.4	27.9	29.0	32.1	3.1	15.7
Cleveland	27.8	43.4	24.5	42.9	18.5	15.1
Muir	18.3	30.0	25.1	32.1	6.9	13.8
Malcolm X	19.9	8.6	15.8	33.3	17.6	13.4
Bret Harte	19.1	24.7	17.9	30.4	12.4	11.3
Cobb**	20.4	20.3	37.4	31.4	-6.0	11.0
Sanchez	21.4	22.2	29.5	32.0	2.5	10.6
Treasure Isl	16.9	19.4	20.6	26.6	6.0	9.7
Hillcrest**	23.4	33.0	32.3	32.3	0	8.9
Fairmount	17.2	26.9	18.5	25.4	6.9	8.2
Swett	16.4	22.9	22.3	20.2	-3.1	3.8
21 Century***	14.2	12.4	12.4	14.8	2.4	0.6
Parks***	38.6	36.7	32.4	38.5	6.1	-0.1
De Avila****	25.3	33.5	9.5	12.5	3.0	-12.8

Similar to school improvement in English Language Arts, 93% (28 out of 30) of elementary schools in the STAR program have improved their performance on the California Standards Test – Mathematics from 2001 to 2005. In 2001, 46% (14 out of 30) of elementary STAR schools have 20% or more of their students performing at or above proficient on the CST-Mathematics. By 2004, 93% (28 out of 30) have 20% or more of the students performing at or above proficient in Mathematics, 10 of which have 40% or more of their students performing at or above grade level.

TABLE 5: SECONDARY SCHOOLS' 5-YEAR PERFORMANCE ON CST ENGLISH LANGUAGE ARTS

Secondary (n=17)	Percentage At or Above Proficient					Percentage Change	
	2001	2002	2003	2004	2005	04-05	Overall
Vis Valley	13.0	13.9	20.7	24.9	31.8	6.9	18.8
ML King	19.1	19.1	24.8	31.7	34.9	3.2	15.8
Denman	25.3	22.9	30.2	31.1	37.5	6.3	12.2
Maxwell	6.4	6.6	12.6	19.2	18.1	-1.1	11.7
Everett	10.4	9.0	16.5	16.2	17.7	1.6	7.3
Davis	2.1	2.4	5.1	7.1	8.9	1.9	6.8
Burbank	13.5	13.9	13.6	16.3	19.8	3.5	6.3
Mann	14.9	15.1	20.8	18.1	19.6	1.5	4.7
Lick	18.7	19.4	18.5	14.2	20.2	6.0	1.5
Franklin	6.4	6.8	8.7	7.2	7.7	.5	1.3
Galileo	21.60	21.10	23.30	30.00	45.3	15.3	23.7
Balboa	8.30	7.70	9.80	17.90	25.4	7.5	17.1
Mission	7.40	8.50	11.80	15.20	18.8	3.6	11.4
ISA**	19.20	17.60	18.50	17.80	22.6	4.8	3.4
T. Marshall	20.30	20.40	24.60	21.80	23.3	1.5	3.0
O'Connell	19.80	12.80	17.50	14.40	19.9	5.6	0.1
Burton	30.70	28.50	26.60	26.80	28.5	1.6	-2.2

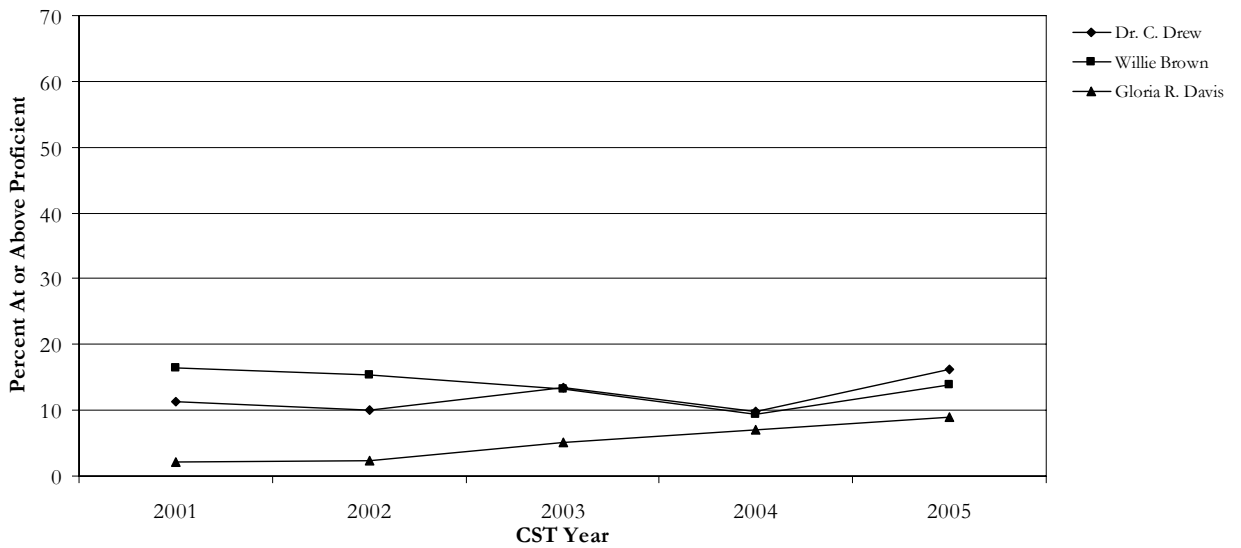
TABLE 6: SECONDARY SCHOOLS' 4-YEAR PERFORMANCE ON CST MATHEMATICS

Secondary (n= 10)	Percentage At or Above Proficient				Percentage Change	
	2002	2003	2004	2005	04-05	Overall
Lick	15.2	16.3	12.8	26.4	13.6	11.2
ML King	23.5	27.2	33.1	33.0	-.1	9.5
Visitation Valley	24.5	21.6	28.4	32.1	3.7	7.6
Burbank	11.9	12.3	12.6	18.8	6.2	6.9
Franklin	14.0	12.9	20.7	20.8	.1	6.8
Davis	2.1	3.1	3.1	6.1	2.9	4.0
Maxwell	5.6	9.0	10.8	9.4	-1.4	3.8
Everett	9.0	13.5	10.3	12.8	2.5	3.8
Denman	23.6	24.9	28.4	27.1	-1.3	3.5
Mann	13.3	13.3	13.7	14.3	.6	1.0

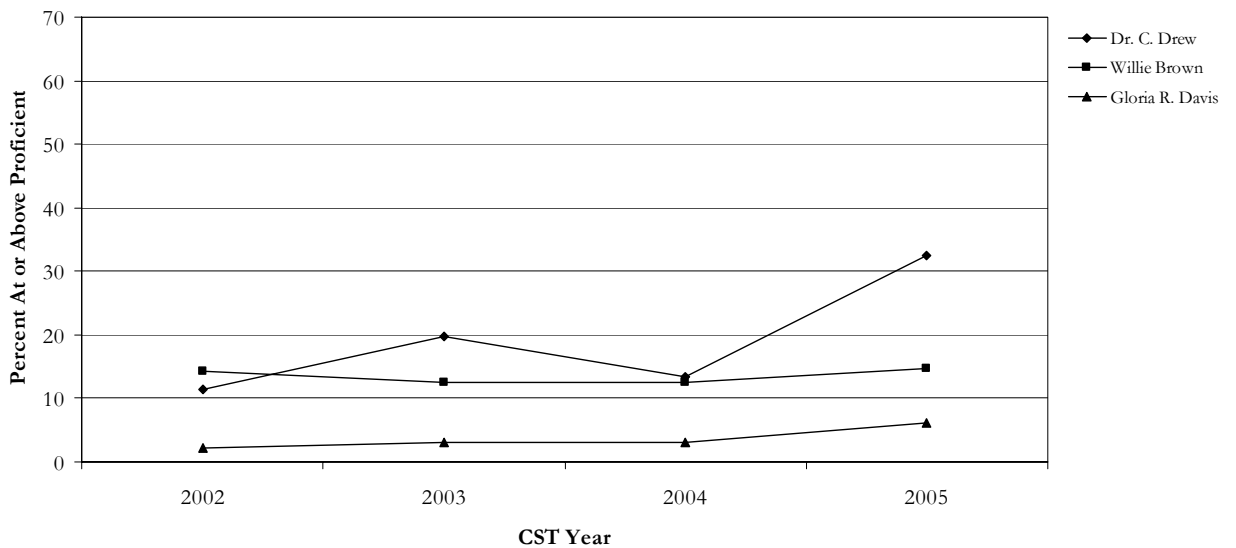
A hundred percent (10 out of 10) of middle schools in the STAR program have an increased percentage of students at or above proficient on the California Standards Test in both English Language Arts and Mathematics over the five years. At the high school level, 86% (6 out of 7) have an increased percentage of students at or above proficient on the California Standards Test-English Language Arts.

ACHIEVEMENT ANALYSIS BY PHASE

GRAPH 2: PHASE I SCHOOLS' 5-YEAR PERFORMANCE ON CST ENGLISH LANGUAGE ARTS

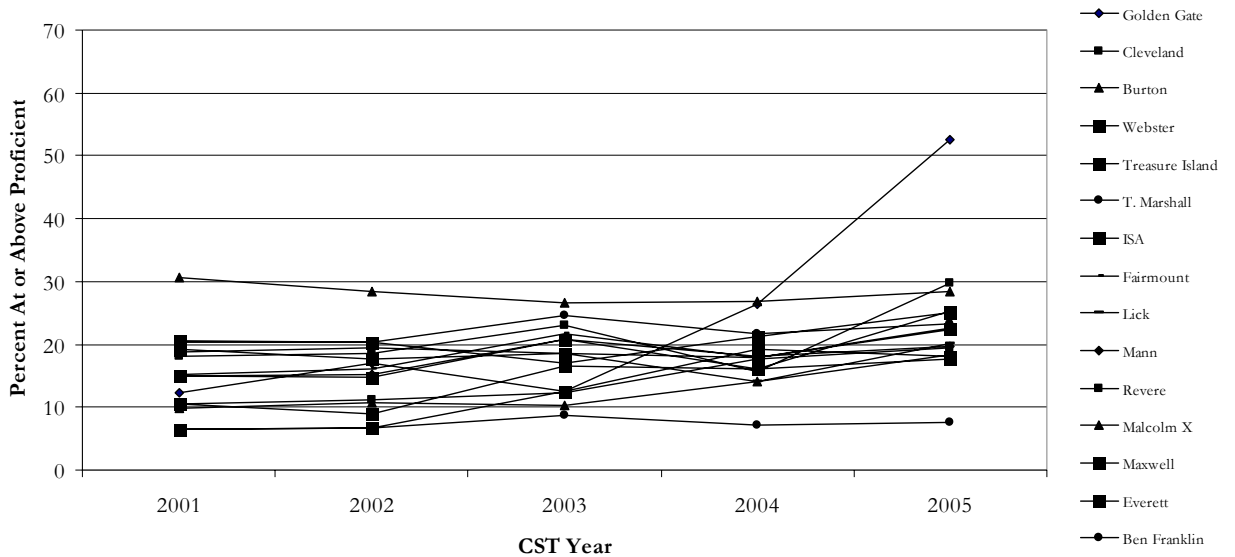


GRAPH 3: PHASE I SCHOOLS' 4-YEAR PERFORMANCE ON CST MATHEMATICS

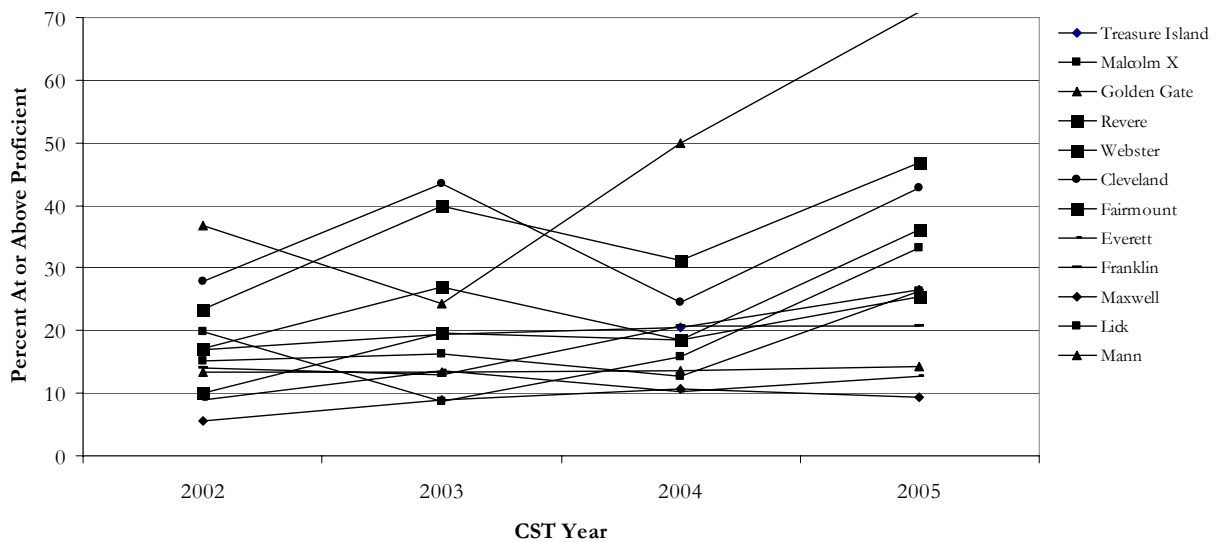


As demonstrated in the above graphs, Phase I Schools, prior to receiving intensive school-wide intervention, were on a downward path in percentage of students performing at grade level in either English language arts or mathematics. After one year as Phase I Schools, all three schools increased the percentage of students demonstrating proficiency in both the CST English Language Arts and Mathematics from 2004 to 2005.

GRAPH 4: PHASE II SCHOOLS' 5-YEAR PERFORMANCE ON CST ENGLISH LANGUAGE ARTS

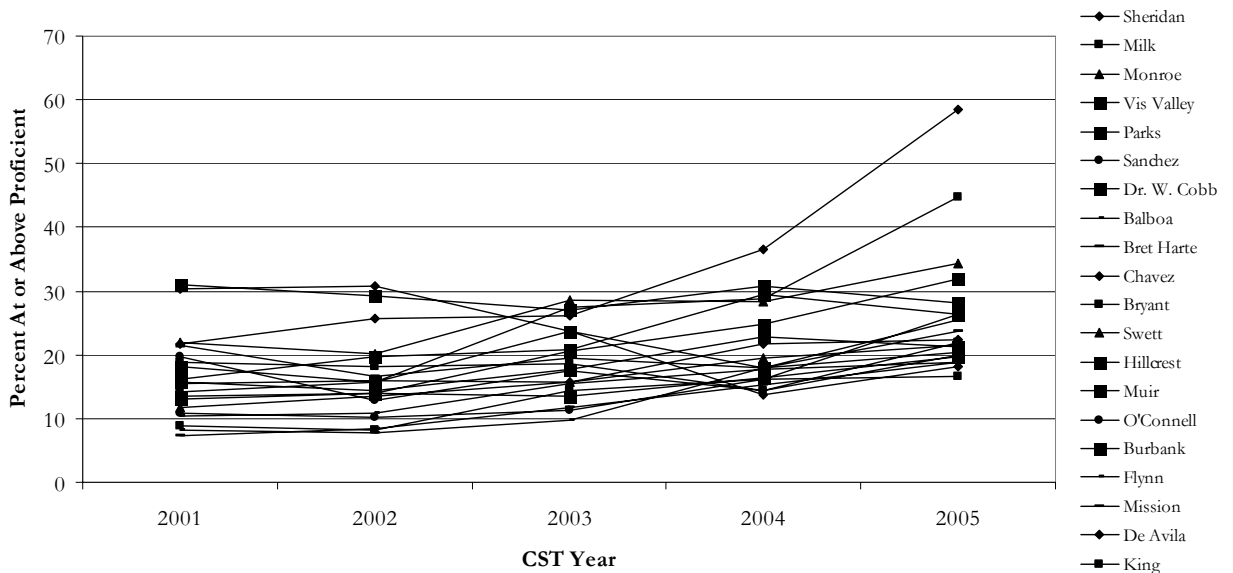


GRAPH 5: PHASE II SCHOOLS' 4-YEAR PERFORMANCE ON CST MATHEMATICS

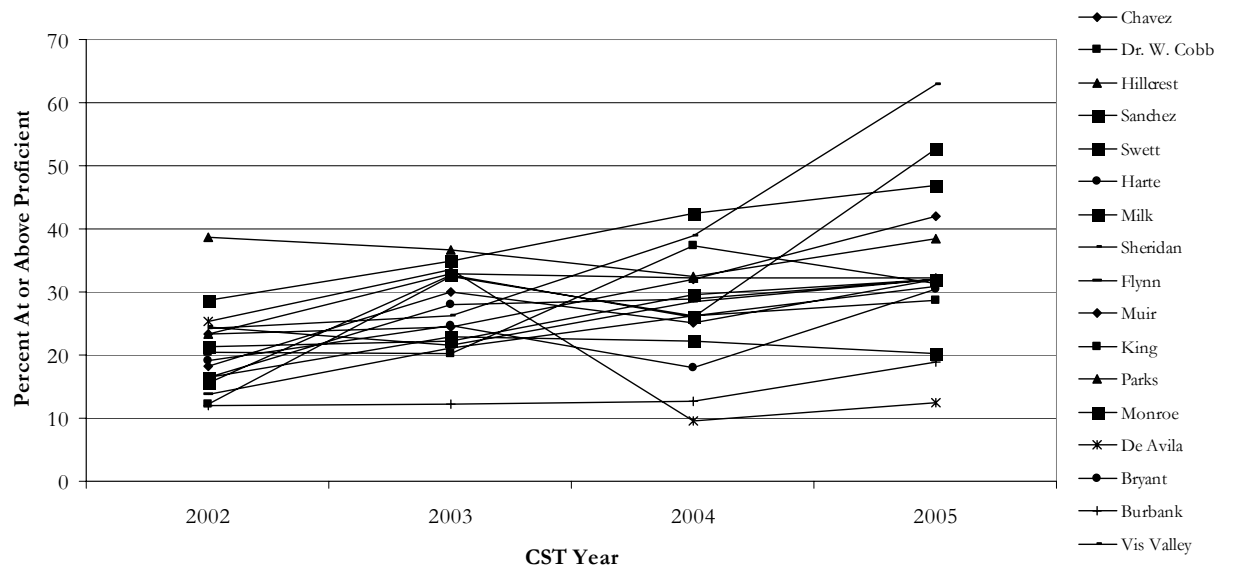


Prior to receiving extra intervention Phase II Schools tend to show inconsistent or no improvement in increasing the percentage of students performing at grade level in either English language arts or mathematics. After one year as Phase II Schools, the overwhelming majority of these schools increase the percentage of students demonstrating proficiency in both the CST English Language Arts and Mathematics from 2004 to 2005. Unlike Phase III and IV Schools, only a few Phase II schools break the 30% threshold in English language arts or mathematics. Based on their performance, most of the Phase II Schools continue to need extra intervention.

GRAPH 6: PHASE III SCHOOLS' 5-YEAR PERFORMANCE ON CST ENGLISH LANGUAGE ARTS

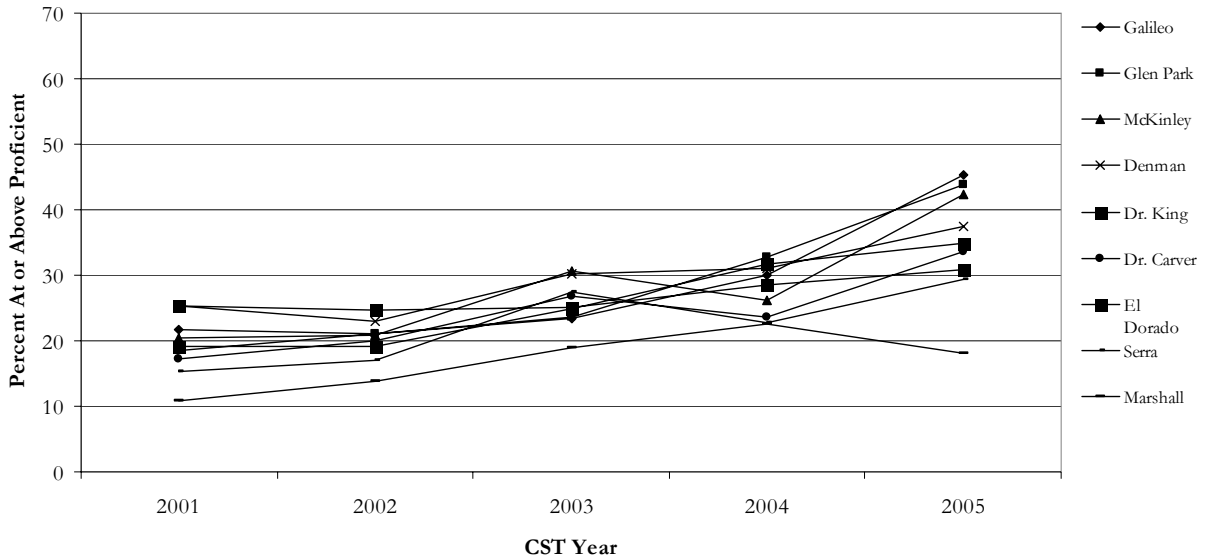


GRAPH 7: PHASE III SCHOOLS' 4-YEAR PERFORMANCE ON CST MATHEMATICS

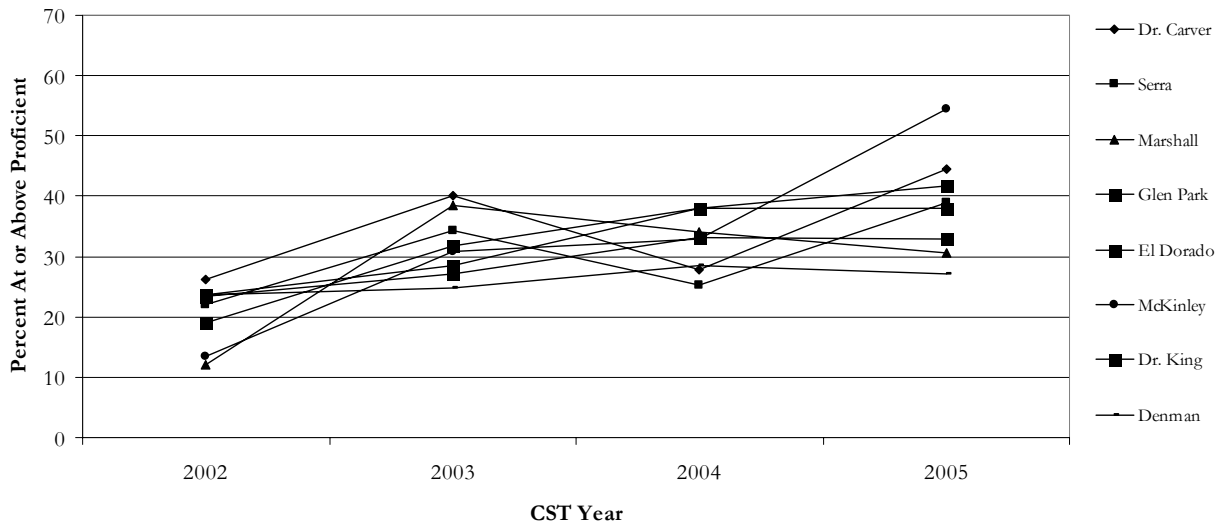


Phase III Schools start with 10-30% of their students at proficiency in 2001 for English Language Arts and in 2002 for mathematics as depicted in Graphs 6 and 7. By 2005, 13 out of 17 Phase III Schools have 30% to 63% of the students at grade levels in mathematics. However, parallel progress is not made in English language arts. By 2005, only 4 out of 17 Phase III Schools have more than 30% of their students performing at proficient. Therefore, without comparable improvement in both content areas, Phase III Schools are identified as still needing standard STAR interventions.

GRAPH 8: PHASE IV SCHOOLS' 5-YEAR PERFORMANCE ON CST ENGLISH LANGUAGE ARTS



GRAPH 9: PHASE IV SCHOOLS' 4-YEAR PERFORMANCE ON CST MATHEMATICS



Phase IV Schools demonstrate steady improvement in increasing the percentage of students at or above proficiency in 2003, 2004, and 2005. Similar to schools in Phase III, schools in this category start with 15-25% of their students at grade level in 2001 for English language arts and in 2002 for mathematics. However, by 2005, 8 out of 9 Phase IV Schools have 30-55% of their student at grade level in both English language arts and mathematics. Based on their performance, Phase IV Schools are identified as ready for exit out of the STAR Schools Initiative.

ACHIEVEMENT ANALYSIS BY PROGRAM

TABLE 7: STATE, SFUSD, AND STAR COMPARISON ON CST ENGLISH LANGUAGE ARTS

Grade	CALIFORNIA			SFUSD			STAR		
	% At or Above Proficient			% At or Above Proficient			% At or Above Proficient		
	04	05	Change	04	05	Change	04	05	Change
2	36	42	6	38	45	7	19	27	8
3	30	31	1	33	36	3	17	21	4
4	40	47	7	43	50	7	22	32	10
5	40	43	3	46	46	0	27	26	-1
6	36	38	2	38	42	4	18	21	3
7	36	43	7	42	50	8	23	27	4
8	33	39	6	38	43	5	19	24	5
9	37	43	6	41	48	7	28	37	9
10	35	36	1	42	41	-1	20	27	7
11	32	36	4	38	46	8	19	22	3

STAR schools increase the percentage of students performing at or above proficiency on state standards from 2004-2005 in nine out of ten grade levels. Furthermore, at the second, third, fourth, ninth and tenth grades, STAR schools outperform both the State and the district in increasing the percentage of student meeting grade level standards from 2004 to 2005.

TABLE 8: STATE, SFUSD, AND STAR COMPARISON ON THE CST MATHEMATICS

Grade	CALIFORNIA			SFUSD			STAR		
	% At or Above Proficient			% At or Above Proficient			% At or Above Proficient		
	04	05	Change	04	05	Change	04	05	Change
2	51	56	5	55	61	6	34	43	9
3	48	54	6	52	61	9	32	41	9
4	45	50	5	49	54	5	26	32	6
5	38	44	6	40	50	10	20	31	11
6	35	40	5	40	46	6	18	23	5
7	33	37	4	43	47	4	21	22	1

STAR schools increase the percentage of students meeting state standards from 2004 to 2005 at all six grade levels. At the second, third, fourth and fifth grades, STAR schools outperform the State in increasing the percentage of students meeting grade level standards.

SFUSD

Program Evaluation &
Research Department

Evaluation
Report

**Students and
Teachers
Achieving
Results (STAR)**

2003-2004

Ingrid Roberson
Evaluator

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EXECUTIVE SUMMARY

SUMMARY OF FINDINGS

Goal 1: To Insure Equitable Access to an Adequate Education

In its third year, principals continue to perceive the STAR program as useful.

Principals continue to perceive the STAR Schools Initiative as useful. The majority of principals rated each individual STAR intervention as useful in Year Three with the lowest percentage being 52% for the Book of the Month to the highest being 100% for the Instructional Reform Facilitator and Coaching Support for New Teachers. Clustering interventions into their respective categories,

- 81-100% of principals rated additional school personnel as useful,
- 57-100% of principals rated additional district support as useful, and
- 52-69% of principals rated additional instructional materials as useful.

Principals continue to perceive additional school personnel as the most useful category of STAR interventions.

While principals appreciate all three categories of additional resources, they continue to identify additional school personnel as the most useful in terms of its impact on student achievement. Throughout the three-year life of the STAR Schools Initiative, the Instructional Reform Facilitator (IRF), Long Term Substitute (LTS), and Parent Liaison (PL) have been seen as the critical triad to the continued success of this program. The Instructional Reform Facilitator and Long Term Substitute affect change where it matters most – in the classroom. The Parent Liaison addresses the need for a positive home-school connection in support of student learning.

- 100% of principals identify Instructional Reform Facilitators as one of three interventions critical to the continued success of the STAR program.
- 87% (28 out of 32) of principals identify IRFs as the first critical support.
- 47% of principals consider both the Long Term Substitute and the Parent Liaison to also be critical to the success of STAR.

Principals suggest that Phase IV: Graduation should be a slow process.

With respect to Phase IV: Graduation from the STAR program, principals suggest that the graduation from STAR be a gradual process, not pulling services and support all out at once (i.e. “do not drop cold turkey”). Given the number of supports provided through the STAR program, principals also suggest early notification so that they can plan accordingly for the following academic year without the additional instructional materials, school personnel and district support. Furthermore, a plan of action and a monitoring mechanism may be needed

to insure that graduates of the STAR program continue to improve. Principals suggest that additional school personnel be the last category of interventions removed as they graduate out of the STAR program.

Goal 2: To Increase Academic Achievement for All Students

STAR schools increase the percentage of students meeting the California state standards over four years.

Overall, across the K-12 continuum, 78% (35 out of 45) in English Language Arts and 84% (32 out of 38) in Mathematics have an increased percentage of students at or above grade level. The following are highlights:

- 79% (22 out of 28) of elementary schools in the STAR program have improved their performance on the California Standards Test – English Language Arts from 2001 to 2004. 82% (23 out of 28) of elementary schools in the STAR program have improved their performance in the Mathematics from 2001 to 2004.
- 90% (9 out of 10) of middle schools in the STAR program have an increased percentage of students at or above proficient on the California Standards Test in both English Language Arts and Mathematics.
- At the high school level, 57% (4 out of 7) have an increased percentage of students at or above proficient on the California Standards Test-English Language Arts.

RECOMMENDATIONS

- As school approach graduation, there should be a STAR monitoring mechanism so that schools know at each stage their status towards meeting exit criteria.
- As schools graduate out of the STAR program, additional school personnel should be gradually removed from the school site over a two year period. Additional instructional materials might be removed from the school site immediately upon graduation.
- As schools graduate, schools should be involved in the planning of the phase-out process, identifying their site specific needs in prioritizing STAR interventions.
- After schools graduate, there should be a monitoring mechanism to avoid “back-sliding” into district high priority status. Furthermore, former STAR schools should continue to receive information on best practices for continued instructional improvement.

As STAR enters its fourth year with five phases, including a graduation phase, issues of sustainability come to the forefront in insuring schools continued success as the move out of high priority status. The issue of sustainability must be taken seriously, requiring a well thought-out plan for phase-out that involves a collaborative decision-making process between district and site leadership.

PROGRAM DESIGN

PROGRAM DESCRIPTION

In response to community concerns regarding the lowest performing schools in the San Francisco Unified School District (SFUSD), the district implemented a program to provide additional support to these schools through the Student and Teachers Achieving Results (STAR) School Initiative. At public hearings and input sessions held on the Working Draft of *Excellence for All*, African American and Latino parents described the disproportionate numbers of their children that had to attend schools with very low achievement levels, high principal and teacher turnover, teachers with emergency credentials, and teachers with little or no teaching experience. These parental concerns were supported by the State Consent Decree Monitor's criticism that SFUSD did not have effective plan for addressing its lowest performing schools. The district responded to these concerns by identifying a list of research-based strategies in the final version of the *Excellence for All* that was adopted by the Court in April 2001.

SFUSD launched the STAR Schools Initiative in the 2001-2002 school year, incorporating the strategic interventions described in *Excellence for All*. This initiative provides a comprehensive plan and coordinated program for addressing the issue of low academic achievement at 45 elementary, middle, and high schools. Schools participate in the district program if they participate in California's Immediate Intervention/Underperforming Schools Program (II/USP), receive a state rank of 1, 2, or 3, or meet only one or none of the academic targets on the principal's evaluation.

SFUSD implements this initiative under the following core beliefs:

- An under-performing school can become a school with high student achievement;
- Strong leadership at the school site is a key component of whole school change;
- Central Office must position resources to support instructional improvement at the school site; and
- Under-performing schools commonly have similar issues and concerns. Likewise, successful schools share core elements that are linked to student achievement.

Through a combination of targeted interventions at the school site, the STAR Schools Initiative aims to transform low performing schools into high achieving ones.

PROGRAM OBJECTIVES

The STAR Schools Initiative specifies two main programmatic goals:

1. To insure equitable access to an adequate education.
2. To increase academic achievement for all students.

PROGRAM STRATEGIES, RESOURCES AND ACTIVITIES

The design of the STAR Schools Initiative draws upon recent research on the district’s role in successful school reform. A growing body of research demonstrates that districts do matter in the improvement process as schools are still administered under local education agencies (Massell and Goertz, 1999). Studies increasingly identify exemplary districts such as District 2 in New York City under then-Superintendent Tony Alvarado that are effective agents of change for instructional improvement (Elmore, 1997). Findings from the school-district relations literature reveal the following enabling factors of effective districts: 1) increasing capacity through investment in human, social and physical capital, 2) balancing central authority and school autonomy, 3) understanding the change process, and 4) providing leadership for change (Marsh, 2000).

SFUSD realigns district resources to provide targeted interventions as identified in the effective districts literature. These interventions are divided into three categories with the specific components within each category listed below in Table 1.

TABLE 1: STAR SCHOOL INITIATIVE INTERVENTIONS

Additional Resources	Additional School Personnel	Additional District Support
<ul style="list-style-type: none"> • Test preparation packets • Home learning packets • Time for Kids and Write Time for Kids** • Book of the Month** 	<ul style="list-style-type: none"> • Instructional reform facilitator • Long-term substitute • Music or art specialist • Parent liaison • School advisor** • School nurse** • Learning Support Consultant** 	<ul style="list-style-type: none"> • School site plan principal interview • Instructional walk-through • Principal leadership development workshops • Teacher targeted professional development • Coaching support for every new STAR teacher • Support from Multilingual Education, Special Education, and Teaching and Learning content specialists

** Implemented in 2002-2003 during the 2nd year of the STAR program.

The STAR theory of action conceptualizes the change process as increasing the capacity for change at all levels (school, principal, teacher, parent, and student) through additional instructional resources, school personnel and district support (see Graph 1):

Increasing school capacity: technical assistance from district and school specialists focuses reform efforts on instructional alignment, coordination, and improvement.

Increasing principal capacity: professional development and technical assistance transform principals from an administrative leader to instructional leader who is able to support standards-based teaching and learning in the classroom.

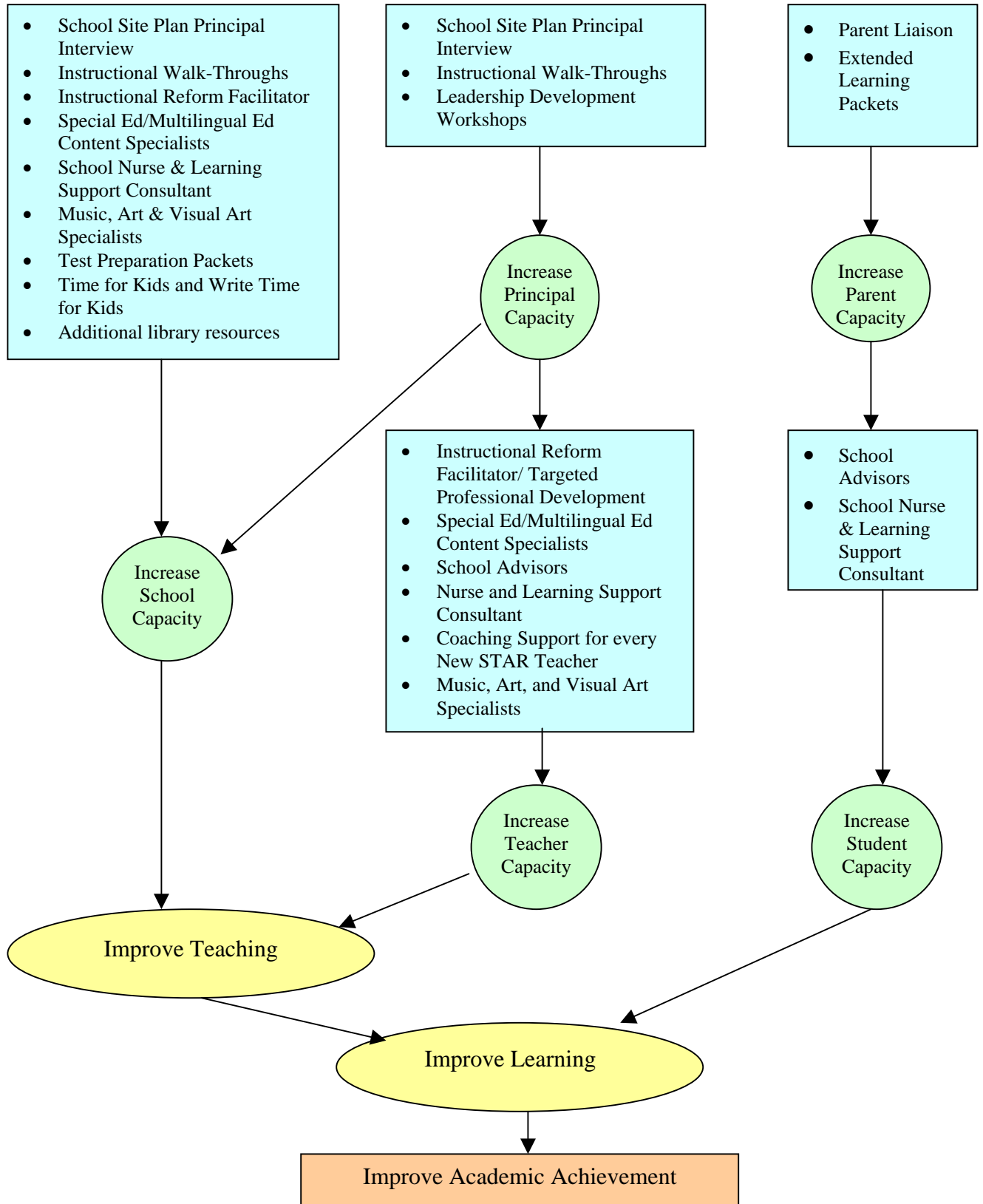
Increasing teacher capacity: professional development shifts teacher attitudes and beliefs about student learning in an era of high expectations for all students. They add to teacher knowledge and skills in such areas as standards-based lesson plans, differentiated instruction, and data analysis.

Increasing parent capacity: parent education through workshops, outreach and materials inform them about the California standards, the schooling process, and their part in supporting student learning.

Increasing student capacity: health professionals attend to the mental and physical health needs of students, which affect a student's ability to learn.

Additional school personnel, district support, and instructional resources work together to increase the capacity of all players to be change agents for school improvement. No one program component is expected to be a "silver bullet" for school change. The synergy created among program components is expected to enable students to meet high standards.

GRAPH 1: STAR CONCEPT MODEL



EVALUATION DESIGN

EVALUATION METHODOLOGY

At SFUSD, the Program Evaluation and Research Office employs an approach to evaluation that is participatory (Cousins & Earl, 1992), utilization-focused (Patton, 1986, 1994), and integrated with processes of continuous improvement and program planning (Fetterman, Kaftarian & Wandersman, 1996). Our approach is based on the idea that participation of program directors and coordinators in the evaluation process is key to insuring that program planners and managers use evaluation data to support decision-making. The involvement of program directors and coordinators has the potential to encourage program staff to think more systematically about the relationship between program activities and objectives. Such systematic reflection would be aimed at building a “culture of learning” (Patton, 1997, p. 147) to lead to continuous program improvement.

Evaluations are designed to address both program implementation (formative evaluation) and outcomes (summative evaluation) and are question-driven. Evaluators and program staff collaborate to develop evaluation questions that are linked to the program objectives and activities, and to the interests of all program stakeholders. In addition, research on the best practices in the project’s domain of activity informs the evaluation framework. The evaluation design involves a mix of qualitative and quantitative data collection and analysis methods, such as standardized measures and tests, focus groups, surveys, and on-site observation. Each evaluation design involves the triangulation of multiple sources of data brought to bear on crucial evaluation questions.

EVALUATION OBJECTIVES

This evaluation is guided by formative and summative evaluation questions linked to the stated priority areas and specific objectives of the STAR Program. There are two overarching priorities of the STAR School Initiative: (1) to provide supplemental support and services and (2) to promote academic achievement. The major questions that will be addressed are directly related to these priorities. The following data are collected and analyzed.

Surveys of Principals

All principals at STAR schools are asked to complete a survey. The survey addresses following topics: 1) impact of interventions on student academic achievement, and 2) improvements to the program, particularly the phase out plan as schools begin to exit STAR status.

Achievement data

Achievement data is collected across all 45 STAR schools (see Table 2). Performance on the California Standards Test (CST) and growth on the California Achievement Test (CAT-6) are analyzed to assess progress towards improved achievement.

TABLE 2: SCHOOLS PARTICIPATING IN STAR PROGRAM

Elementary (28)	Middle (10)	High (7)
<ul style="list-style-type: none"> • Bret Hare • Dr. G. W. Carver • Cesar Chavez • Cleveland • Dr. William Cobb** • Dr. Charles R. Drew • El Dorado • Fairmount • Leonard R. Flynn • Glen Park • Golden Gate • Hillcrest** • Starr King • Malcolm X • Marshall • McKinley • Harvey Milk • Monroe • John Muir • Rosa Parks*** • Paul Revere • Sanchez • Junipero Serra • Sheridan** • John Swett • Treasure Island • 21st Century*** • Daniel Webster 	<ul style="list-style-type: none"> • Luther Burbank • Gloria R. Davis Academy • James Denman • Everett • Benjamin Franklin • Dr. Martin Luther King Jr. Academic • James Lick • Horace Mann Academic • Enola D. Maxwell • Visitacion Valley 	<ul style="list-style-type: none"> • Balboa** • Philip & Sala Burton Academic • Galileo Academy of Science & Technology • International Studies Academy • Thurgood Marshall Academic • Mission • John O'Connell Technical

** Entered STAR program in 2002-2003; ***Entered STAR program in 2003-2004.

Limitations of the Data

Performance on the CST and growth on the CAT-6 are the indicators used to assess academic achievement. Since many factors influence standardized test scores, any gains in student academic performance cannot be attributed with a high degree of confidence to a single intervention.

EVALUATION FINDINGS

The evaluation findings and analysis section of this report is organized according to the formative and summative evaluation questions which are linked to the goals of the Students and Teachers Achieving Results (STAR) Initiative. For each goal, the evaluation questions are presented followed by the findings. “Issues to Consider for Continuous Improvement” are further discussed in the next section of this report.

GOAL 1: TO INSURE EQUITABLE ACCESS TO AN ADEQUATE EDUCATION

Table 3 outlines the formative and summative evaluation questions for Goal 1.

TABLE 3: GOAL 1 EVALUATION QUESTIONS

Goal/Objective	Evaluation Questions
To provide students at low performing schools with equitable access to an adequate education through supplemental supports.	<ul style="list-style-type: none"> • Do principals continue to perceive the program as useful? • What program supports do they perceive as most useful and how do they support high quality instruction? • As schools begin to exit STAR, what should the phase out plan look like in order to insure continued access to an adequate education?

Do principals perceive the STAR program as useful?

In its third year, principals continue to perceive the STAR program as useful.

Principals continue to perceive the STAR Schools Initiative as useful. Principals are asked to rate each individual STAR intervention on a scale of one to four: 1 being “not at all useful,” 2 being “a little useful,” 3 being “somewhat useful,” and 4 being “very useful.” The majority of principals rate each individual STAR intervention as useful in Year Three with the lowest percentage being 52% for the Book of the Month to the highest being 100% for the Instructional Reform Facilitator and Coaching Support for New Teachers (see Table 3). Clustering interventions into their respective categories, 81-100% of principals rate additional school personnel as useful, 57-100% rate additional district support as useful, and 52-69% rate additional instructional materials as useful.

TABLE 4: PERCENTAGE THAT RATED INTERVENTION AS USEFUL IN YEAR THREE

Intervention	Percentage Useful	Number Of Principals
Instructional Reform Facilitator	100%	31 out of 31
Coaching Support	100%	22 out of 22
School Advisor	96%	25 out of 26
Long Term Substitute	91%	35 out of 32
School Nurse	87%	20 out of 23
Learning Support Consultant	86%	19 out of 22
Parent Liaison	81%	25 out of 31
Special Education Specialist	74%	20 out of 27
Test Preparation Packets	69%	22 out of 32
Music, Art, or Visual Art Specialist	67%	14 out of 21
Time for Kids and Write Time for Kids	64%	18 out of 28
Multilingual Education Specialist	57%	13 out of 23
Home Learning Packets	55%	16 out of 29
Book of the Month	52%	14 out of 27

Useful is a rating of “very useful” and “somewhat useful” combined.

In its third year, the STAR program provides schools with supplemental supports that are still seen as useful as no one intervention receives less than 50% of principals rating it as useful. For example, the STAR Schools Initiative places priority on enhancing teacher quality through targeted professional development. School-level and district-level personnel provide teachers with continuous, classroom-embedded professional development through the following providers: 1) instructional reform facilitator, 2) peer assistance and review coach, 3) content specialists (teaching and learning, multilingual education, and special education), and 4) school nurse and learning support consultant. STAR supports change at the individual and organizational level, pushing school communities to focus on whole school reform efforts.

What program supports do they perceive as *most* useful, and how do they support high quality instruction?

Principals continue to perceive additional school personnel as the most useful category of STAR interventions.

While principals appreciate all three categories of additional resources, they continue to identify additional school personnel as the most useful in terms of its impact on student achievement (see Table 5). Throughout the three-year life of the STAR Schools Initiative, the Instructional Reform Facilitator (IRF), Long Term Substitute (LTS), and Parent Liaison (PL) are increasingly seen as the critical triad to the continued success of this program. The Instructional Reform Facilitator and Long Term Substitute affect change where it matters most – in the classroom. The Parent Liaison addresses the need for a positive home-school connection in support of student learning.

TABLE 5: PERCENTAGE THAT IDENTIFIED INTERVENTION AS MOST USEFUL

Intervention	Y1 Percent	Y2 Percent	Y3 Percent
Instructional Reform Facilitator	45%	76%	100%
Long Term Substitute	34%	39%	47%
Parent Liaison*		27%	47%

**Not included on the 2001-2002 survey*

In Year Three, 100% of the principals that completed the survey identify Instructional Reform Facilitators as one of three interventions critical to the continued success of the STAR program. In fact, 87% (28 out of 32) of principals rank IRFs as the first critical support. Instructional Reform Facilitators support the core of schooling, that is, teaching and learning. Principals describe IRF's as "orchestrating" school reform, focusing their efforts on curriculum and instruction, data analysis, and professional development as captured by these following quotes:

The IRF provides on-going support to operationalize systemic change and increase academic achievement.

The IRF was of primary importance. She was key in helping to implement Reading First and Houghton Mifflin.

The IRF provides critical support to department heads, teacher and curriculum administrators for improvement of standards-based classroom instruction.

Data drives instruction and our IRF collects and disaggregates data frequently.

Long term substitutes provide teachers with needed release time for professional development (e.g. individual meetings with IRF or Reading First Coach) and planning time (e.g. grade level meetings), contributing to high quality instruction and a more coherent curriculum. Placed at a school for an entire academic year, they provide students with instructional continuity as indicated in these two quotes:

Long Term Subs [provides] continuity of learning for students based on common expectations and relationships.

LTS allows for continuity in classroom and allows for a little breathing room with supervision.

From parent workshops to home visits, parent liaisons are the critical link between school and home. PLs inform and empower parents to fully participate in their child's learning where school-based (i.e. back-to school night or parent-teacher conferences) and home-based (i.e. reading together or discussing the school day) parent participation are both acknowledged and appreciated as exemplified by the following quotes:

Parent Liaison provides needed and necessary communication between school, home, student and outreach organizations.

Parent Liaison brings the parent community into the fold of attending to children's learning.

Across the three years, an increasing percentage of principals identify these three additional school personnel as critical to the continued success of the STAR program.

As schools begin to exit STAR, what should the phase out plan look like?

Entering its fourth year in 2004-2005, there are now five phases of the STAR Schools Initiative (see Table 6). Phase I schools are in need of school-wide intervention which is achieved by becoming Dream Schools. Schools in Phase II are also in need of extra intervention attained through more support in academic planning, leadership development, and program placement. Phase III schools continue in the STAR program with no change in interventions. Schools in Phase IV are designated to exit from STAR whereas schools in Phase V are identified for entry into the program.

TABLE 6: FIVE PHASES OF THE STAR SCHOOLS INITIATIVE

Phase	Criteria	Schools
I. School-wide Intervention	<ul style="list-style-type: none"> • Located in Bayview-Hunter’s Point • State API ranking of 1-1 • Declining enrollment and resegregation • Consent Decree Monitor’s List 	3
II Extra Intervention	<ul style="list-style-type: none"> • School Assistance and Intervention Team • Program Improvement, Year 3 • State API ranking of 1-1 • Consent Decree Monitor’s List 	18
III. Continuation	<ul style="list-style-type: none"> • Under watch in II/USP or HPSG or CSR • Program Improvement, Year 2 • State API ranking of 1 or 2 • Consent Decree Monitor’s List 	20
IV. Graduation	<ul style="list-style-type: none"> • Not under any state or federal watch or sanctions • Improved API ranking • Statewide ranking above 2 • Not on Consent Decree Monitor’s List 	4
V. Entrance	<ul style="list-style-type: none"> • Consent Decrees Monitor’s List 	1

Principals suggest that Phase IV: Graduation should be a slow process.

With respect to Phase IV, principals suggest that the graduation from STAR be a slow process, not pulling services and support all out at once (i.e. “do not drop cold turkey”). Given the number of supports provided through the STAR program, principals also suggest early notification so that they can plan accordingly for the following academic year without the additional instructional materials, school personnel and district support. Furthermore, a plan of action and a monitoring mechanism may be needed to insure that graduates of the STAR program continue to improve as suggested by the following quote:

As schools meet criteria for exiting program, there should be a check off of as the requirements have been met. Also, there should be a plan of action to continue to remain off STAR status. Former STAR schools should continue to receive information concerning best practice and initiatives that will help schools to continue to improve.

As illustrated in the above quote, principals want to “avoid back-sliding” into STAR program status. Therefore, a well thought-out phase-out plan is critical to their being able to continue upon a trajectory of improvement after graduation from STAR.

Principals recommend that additional school personnel be the last intervention removed.

According to principal survey comments, additional school personnel should be the last category of interventions removed from the school sites:

Things should be the first thing out. People should be kept as long as possible. They have made the biggest difference.

Phase out gradually the support provided that added to the success of the school. Maintain during the first year of exiting Long Term Substitute, IRF, and arts program.

The above quotes are consistent with survey results across three years (see Table 7). Principals tend to rate additional school-based personnel as “very useful”, including the Instructional Reform Facilitator, Long Term Substitute, Parent Liaison, School Advisor, School Nurse, Learning Support Consultant and Music/Art Specialist.

TABLE 7: INDIVIDUAL MEANS FOR INTERVENTIONS OVER THREE YEARS

Intervention	Y1 Mean	Y2 Mean	Y3 Mean
Coaching Support	3.85	3.88	3.95
Instructional Reform Facilitator	3.90	3.69	3.94
School Advisor*		3.90	3.81
Long Term Substitute	3.50	3.63	3.63
School Nurse*		3.55	3.67
Learning Support Consultant*		3.68	3.50

TABLE 7: INDIVIDUAL MEANS FOR INTERVENTIONS OVER THREE YEARS CONTINUED

Intervention	Y1 Mean	Y2 Mean	Y3 Mean
Parent Liaison	3.25	3.72	3.37
Special Education Specialist*		3.27	3.09
Test Preparation Packets	3.76	3.86	2.92
Time for Kids and Write Time for Kids*		3.48	2.86
Music, Art, or Visual Art Specialist*		3.42	2.79
Multilingual Education Specialist*		3.43	2.74
Home Learning Packets	3.67	3.67	2.69
Book of the Month*		3.21	2.56

4-point scale: 1 – Not at all useful, 2 – A little useful, 3 – Somewhat useful, and 4 – Very useful

**Not included on the 2001-2002 survey*

Of all three categories of support, school-based personnel are seen as the best support for student learning. The following quotes attest to how additional school personnel attend to the whole child including their academic, emotional, and physical well-being:

Advisor helps maintain positive school climate and student motivation and attitude.

Nurse and Learning Support Person [are] the heart and soul of the program, they fill a huge need.

While the interventions within the category of additional district support tend to fall in the middle in their perceived usefulness, Coaching Support (PAR program) has been highly rated as an effective intervention over the three years (see Table 7). In comparison, the category of additional instructional materials tends to receive the lowest rating (see Table 8). Additionally, a more substantial percentage of principals rate additional instructional materials as “not at all useful” or “a little useful” for its impact on student achievement (see Table 8).

TABLE 8: PERCENTAGE THAT RATED INTERVENTION AS NOT USEFUL IN YEAR THREE

Intervention	Percentage Not Useful	Number Of Principals
Book of the Month*	48%	13 out of 27
Home Learning Packets	45%	13 out of 29
Time for Kids and Write Time for Kids**	36%	10 out of 28
Test Preparation Packets	31%	10 out of 32

Not Useful is a rating of “Not at all useful” and “A little useful” combined.

According to principals then, in prioritizing interventions for the STAR program overall, additional school personnel should be slowly phased-out of STAR schools. However, some principals also suggest that school sites have input into their individual phase-out process as each school has its own distinct needs for successfully graduating out of the program as exemplified in the following quotes:

I would prefer a percentage phase out in terms of money or services and let sites choose in concert with district leadership. The site has their own needs and history regarding component effectiveness.

Decrease support and interventions but based on site specific needs.

Schools should keep the same level of support for the 1st year and then have site input make decisions as to what to phase out for the 2nd year.

Overall, principals rate the STAR Schools Initiative to be useful as a program. Furthermore, they report that the additional school personnel are the critical component in its continued success and as schools exit out of the program, additional school personnel should be slowly phased-out as they learn to be successful without the additional instructional materials, school personnel, and district support.

GOAL 2: TO INCREASE ACADEMIC ACHIEVEMENT FOR ALL STUDENTS

STAR schools increase the percentage of students meeting the California state standards over four years.

Overall, across the K-12 continuum, 78% (35 schools out of 45) in English Language Arts and 84% (32 schools out of 38) in Mathematics have an increased percentage of students at or above grade level. The following are highlights:

- 79% (22 out of 28) of elementary schools in the STAR program have improved their performance on the California Standards Test – English Language Arts from 2001 to 2004. 82% (23 out of 28) of elementary schools in the STAR program have improved their performance in the Mathematics from 2001 to 2004.
- 90% (9 out of 10) of middle schools in the STAR program have an increased percentage of students at or above proficient on the California Standards Test in both English Language Arts and Mathematics.
- At the high school level, 57% (4 out of 7) have an increased percentage of students at or above proficient on the California Standards Test-English Language Arts.

Table 9 through Table 20 present data on performance on the California Standards Test and growth on the California Achievement Test for individual STAR schools as well as the STAR program as compared to the district and the state.

TABLE 9: ELEMENTARY SCHOOLS - PERFORMANCE ON CST - ELA

ES (n= 28)	2001 Proficient	2002 Proficient	01-02 Change	2003 Proficient	02-03 Change	2004 Proficient	03-04 Change	Over 4 Years
Sheridan**	21.60%	25.60%	4.00%	26.20%	0.60%	36.60%	10.40%	15.00%
Milk	14.10%	15.80%	1.70%	27.40%	11.60%	28.80%	1.40%	14.70%
Glen Park	18.60%	21.10%	2.50%	23.70%	2.60%	32.80%	9.00%	14.20%
Golden Gate	12.40%	16.90%	4.50%	12.50%	-4.40%	26.30%	13.80%	13.90%
Cobb**	16.10%	19.70%	3.60%	20.90%	1.20%	29.50%	8.60%	13.40%
Marshall	10.90%	13.80%	2.90%	18.90%	5.10%	22.50%	3.60%	11.60%
Swett	11.70%	13.50%	1.80%	15.70%	2.20%	19.40%	3.70%	7.70%
Serra	15.40%	17.00%	1.50%	27.40%	10.40%	22.70%	-4.70%	7.30%
Starr King	8.90%	8.30%	-0.60%	14.30%	6.00%	16.20%	1.90%	7.30%
Flynn	10.40%	10.90%	0.50%	15.50%	4.60%	17.70%	2.20%	7.30%
Hillcrest**	15.80%	14.30%	-1.50%	17.80%	3.50%	22.90%	5.10%	7.10%
Revere	10.60%	11.10%	0.50%	12.40%	1.30%	17.70%	5.30%	7.10%
Carver	17.30%	20.10%	2.80%	26.90%	6.80%	23.70%	-3.20%	6.40%
Monroe	21.90%	20.10%	-1.80%	28.60%	8.50%	28.30%	-0.30%	6.40%
Chavez	15.60%	15.90%	0.30%	15.70%	-0.20%	21.80%	6.10%	6.20%
McKinley	20.50%	20.80%	0.30%	30.60%	9.80%	26.20%	-4.40%	5.70%
Sanchez	10.80%	10.20%	-0.60%	11.20%	1.00%	16.20%	5.00%	5.40%
Malcolm X	9.90%	10.70%	0.80%	10.20%	-0.50%	14.10%	3.90%	4.20%
El Dorado	25.40%	24.60%	-0.80%	25.10%	0.50%	28.60%	3.50%	3.20%
Fairmount	15.10%	16.20%	1.10%	21.60%	5.40%	18.00%	-3.60%	2.90%
Webster	14.90%	14.80%	-0.10%	20.80%	6.00%	16.00%	-4.80%	1.10%
Treasure Island	20.60%	20.30%	-0.30%	17.00%	-3.30%	21.30%	4.30%	0.70%
Rosa Parks***	31.00%	29.20%	-1.80%	27.10%	-2.10%	30.90%	3.80%	-0.10%
Muir	18.10%	15.70%	-2.40%	23.60%	7.90%	17.90%	-5.70%	-0.20%
Drew	11.40%	10.10%	-1.30%	13.50%	3.40%	9.80%	-3.70%	-1.60%
Cleveland	18.10%	18.50%	0.40%	23.10%	4.60%	15.60%	-7.50%	-2.50%
Bret Harte	21.40%	16.70%	-4.70%	19.60%	2.90%	17.90%	-1.70%	-3.50%
21 Century***	16.50%	15.30%	-1.20%	13.30%	-2.00%	9.30%	-4.00%	-7.20%

** Entered STAR program in 2002-2003; ***Entered STAR program in 2003-2004.

The California Standards Test is an indicator of performance. 79% (22 out of 28) of elementary schools in the STAR program have improved their performance on the California Standards Test – English Language Arts from 2001 to 2004 (see Table 9). In fact, only six schools have not improved their performance on the CST-ELA over the four years, two of which entered the program in its third year. Furthermore, in 2001, only 25% (7 out of 28) of elementary STAR schools have 20% or more of their students performing at or above proficient on the CST-ELA. By 2004, 54% (15 out of 28) have 20% or more of the students performing at or above proficient in English Language Arts.

TABLE 10: ELEMENTARY SCHOOLS - PERFORMANCE ON CST - MATH

ES (n= 28)	2002 Proficient	2003 Proficient	02-03 Change	2004 Proficient	03-04 Change	Over 4 Years
Marshall	12.10%	38.40%	26.30%	34.00%	-4.40%	21.90%
McKinley	13.40%	30.80%	17.40%	33.00%	2.20%	19.60%
Glen Park	19.10%	31.80%	12.70%	38.00%	6.20%	18.90%
Cobb**	20.40%	20.30%	-0.10%	37.40%	17.10%	17.00%
Sheridan**	24.30%	26.20%	1.90%	39.00%	12.80%	14.70%
El Dorado	23.70%	28.60%	4.90%	37.90%	9.30%	14.20%
Starr King	12.30%	32.50%	20.20%	26.30%	-6.20%	14.00%
Monroe	28.70%	34.90%	6.20%	42.40%	7.50%	13.70%
Golden Gate	36.80%	24.20%	-12.60%	50.00%	25.80%	13.20%
Flynn	13.70%	21.10%	7.40%	26.20%	5.10%	12.50%
Milk	15.50%	32.70%	17.20%	25.90%	-6.80%	10.40%
Hillcrest**	23.40%	33.00%	9.60%	32.30%	-0.70%	8.90%
Chavez	23.40%	24.40%	1.00%	31.90%	7.50%	8.50%
Revere	10.10%	19.60%	9.50%	18.40%	-1.20%	8.30%
Sanchez	21.40%	22.20%	0.80%	29.50%	7.30%	8.10%
Webster	23.30%	39.80%	16.50%	31.20%	-8.60%	7.90%
Muir	18.30%	30.00%	11.70%	25.10%	-4.90%	6.80%
Swett	16.40%	22.90%	6.50%	22.30%	-0.60%	5.90%
Treasure Isl	16.90%	19.40%	2.50%	20.60%	1.20%	3.70%
Serra	22.00%	34.40%	12.40%	25.30%	-9.10%	3.30%
Drew	11.50%	19.70%	8.20%	13.30%	-6.40%	1.80%
Carver	26.20%	40.10%	13.90%	27.90%	-12.20%	1.70%
Fairmount	17.20%	26.90%	9.70%	18.50%	-8.40%	1.30%
Bret Harte	19.10%	24.70%	5.60%	17.90%	-6.80%	-1.20%
21 Century***	14.20%	12.40%	-1.80%	12.40%	0.00%	-1.80%
Cleveland	27.80%	43.40%	15.60%	24.50%	-18.90%	-3.30%
Malcolm X	19.90%	8.60%	-11.30%	15.80%	7.20%	-4.10%
Parks***	38.60%	36.70%	-1.90%	32.40%	-4.30%	-6.20%

** Entered STAR program in 2002-2003; ***Entered STAR program in 2003-2004.

Similar to school improvement in English Language Arts, 82% (23 out of 28) of elementary schools in the STAR program have improved their performance on the California Standards Test – Mathematics from 2001 to 2004 (see Table 10). Only five schools have not improved their performance on the CST-Mathematics over the four years, two of which entered the program in its third year. In 2001, 46% (13 out of 28) of elementary STAR schools have 20% or more of their students performing at or above proficient on the CST-Mathematics. By 2004, 79% (22 out of 28) have 20% or more of the students performing at or above proficient in Mathematics, 12 of which have 30% or more of their students performing at or above grade level.

TABLE 11: MIDDLE SCHOOLS - PERFORMANCE ON CST - ELA

MS (n=10)	2001 Proficient	2002 Proficient	01-02 Change	2003 Proficient	02-03 Change	2004 Proficient	03-04 Change	01-04 Change
Maxwell	6.40%	6.60%	0.20%	12.60%	6.00%	19.20%	6.60%	12.80%
ML King	19.10%	19.10%	0.00%	24.80%	5.70%	31.70%	6.90%	12.60%
Vis Valley	13.00%	13.90%	0.90%	20.70%	6.80%	24.90%	4.20%	11.90%
Everett	10.40%	9.00%	-1.40%	16.50%	7.50%	16.20%	-0.30%	5.80%
Denman	25.30%	22.90%	-2.40%	30.20%	7.30%	31.10%	0.90%	5.80%
Davis	2.10%	2.40%	0.30%	5.10%	2.70%	7.10%	2.00%	5.00%
Mann	14.90%	15.10%	0.20%	20.80%	5.70%	18.10%	-2.70%	3.20%
Burbank	13.50%	13.90%	0.40%	13.60%	-0.30%	16.40%	2.70%	2.90%
Franklin	6.40%	6.80%	0.40%	8.70%	1.90%	7.20%	-1.50%	0.80%
Lick	18.70%	19.40%	0.70%	18.50%	-0.90%	14.20%	-4.30%	-4.50%

TABLE 12: MIDDLE SCHOOLS - PERFORMANCE ON CST - MATH

MS (n= 10)	2002 Proficient	2003 Proficient	02-03 Change	2004 Proficient	03-04 Change	02-04 Change
ML King	23.50%	27.20%	3.70%	33.10%	5.90%	9.60%
Franklin	14.00%	12.90%	-1.10%	20.70%	7.80%	6.70%
Maxwell	5.60%	9.00%	3.40%	10.80%	1.80%	5.20%
Denman	23.60%	24.90%	1.30%	28.40%	3.50%	4.80%
Visitacion Valley	24.50%	21.60%	-2.90%	28.40%	6.80%	3.90%
Everett	9.00%	13.50%	4.50%	10.30%	-3.20%	1.30%
Davis	2.10%	3.10%	1.00%	3.10%	0.00%	1.00%
Burbank	11.90%	12.30%	0.40%	12.60%	0.30%	0.70%
Mann	13.30%	13.30%	0.00%	13.70%	0.40%	0.40%
Lick	15.20%	16.30%	1.10%	12.80%	-3.50%	-2.40%

More dramatic improvement occurs at the middle school level (see Table 11 and Table 12). 90% (9 out of 10) of middle schools in the STAR program have an increased percentage of students at or above proficient on the California Standards Test in both English Language Arts and Mathematics over the four years.

TABLE 13: HIGH SCHOOLS - PERFORMANCE ON CST - ELA

HS (n=7)	2001 Proficient	2002 Proficient	01-02 Change	2003 Proficient	02-03 Change	2004 Proficient	03-04 Change	01-04 Change
Balboa	8.30%	7.70%	-0.60%	9.80%	2.10%	17.90%	8.10%	9.60%
Galileo	21.60%	21.10%	-0.50%	23.30%	2.20%	30.00%	6.70%	8.40%
Mission	7.40%	8.50%	1.10%	11.80%	3.30%	15.20%	3.40%	7.80%
T. Marshall	20.30%	20.40%	0.10%	24.60%	4.20%	21.80%	-2.80%	1.50%
ISA**	19.20%	17.60%	-1.60%	18.50%	0.90%	17.80%	-0.70%	-1.40%
Burton	30.70%	28.50%	-2.20%	26.60%	-1.70%	26.80%	0.20%	-3.90%
O'Connell	19.80%	12.80%	-7.00%	17.50%	4.70%	14.40%	-3.10%	-5.40%

** Entered STAR program in 2002-2003.

At the high school level, 57% (4 out of 7) have an increased percentage of students at or above proficient on the California Standards Test-English Language Arts (see Table 13). Overall, across the K-12 continuum, 74% (28 out of 38) in English Language Arts and 76% (34 out of 45) in Mathematics have an increased percentage of students at or above grade level.

TABLE 14: CST-ELA - STATE AND DISTRICT COMPARISON

Grade	CALIFORNIA			SFUSD			STAR		
	% At or Above Proficient			% At or Above Proficient			% At or Above Proficient		
	03	04	Change	03	04	Change	03	04	Change
Gr. 2	36%	36%	0	38%	37%	-1%	20%	20%	0
Gr. 3	33%	30%	-3%	35%	33%	-2%	17%	17%	0
Gr. 4	39%	40%	1%	43%	43%	0	24%	24%	0
Gr. 5	36%	40%	4%	39%	45%	6%	20%	27%	7%
Gr. 6	36%	36%	0	36%	38%	2%	18%	18%	0
Gr. 7	36%	36%	0	37%	42%	5%	20%	24%	4%
Gr. 8	30%	33%	3%	33%	37%	4%	18%	19%	1%
Gr. 9	38%	37%	-1%	44%	40%	-4%	22%	28%	6%
Gr. 10	33%	35%	2%	37%	41%	4%	17%	20%	3%
Gr. 11	32%	32%	0	41%	38%	-3%	20%	19%	-1%

STAR schools perform on par with the state and the district in English Language Arts (see Table 14). With respect to increased percentages of student at or above grade level, both the district and STAR experience positive change in percentage of student at or above proficient in five grade levels. In terms of maintenance, that is no change in percentages, both the state and STAR have four grade levels with maintained percentages. While the state has two grade levels and the district has four with decreased percentages of proficient students, STAR has only one grade level, 11th grade, with a decreased percentage of students at or above proficient, providing more evidence for the effectiveness of STAR interventions.

TABLE 15: CST MATH – STATE AND DISTRICT COMPARISON

Grade	CALIFORNIA			SFUSD			STAR		
	% At or Above Proficient			% At or Above Proficient			% At or Above Proficient		
	03	04	Change	03	04	Change	03	04	Change
Gr. 2	53%	51%	-2%	54%	55%	1%	35%	34%	-1%
Gr. 3	46%	48%	2%	52%	51%	1%	31%	32%	1%
Gr. 4	45%	45%	0	48%	49%	1%	28%	26%	-2%
Gr. 5	35%	38%	3%	37%	39%	2%	19%	20%	1%
Gr. 6	34%	35%	1%	40%	39%	-1%	19%	18%	1%
Gr. 7	30%	33%	3%	36%	42%	6%	15%	21%	6%

STAR schools perform almost as well as the state and the district in Mathematics (see Table 15). The district has more students at or above proficient in five out of six grade levels whereas the state and STAR have increased percentages of proficient students in four grade levels. Overall, findings from analyses of individual STAR schools and of the STAR program as a whole on the California Standards Tests indicate that interventions do have an impact on student achievement.

TABLE 16: ELEMENTARY SCHOOLS – GROWTH ON CAT-6 MATCHED

	MEAN Reading NCE			MEAN Mathematics NCE		
	2003	2004	Change	2003	2004	Change
Bret Harte	36.0	36.9	0.9	45.1	40.5	*-4.6
Carver	41.8	38.2	*-3.6	56.3	42.5	*-13.8
Chavez	33.3	39.2	*5.9	42.2	48.9	*6.7
Cleveland	38.8	39.5	0.7	49.4	43.1	*-6.3
Cobb**	44.4	43.4	-1.0	39.6	41.2	1.6
Drew	33.2	32.1	-1.1	43.9	40.4	*-3.5
El Dorado	40.9	40.4	-0.5	46.4	49.7	3.3
Fairmount	37.7	38.7	1.0	43.3	40.1	-3.2
Flynn	39.3	39.0	*-0.3	49.3	44.0	*-5.3
Glen Park	41.4	47.0	*5.6	49.6	52.3	2.7
Golden Gate	32.5	46.2	*13.7	42.9	56.3	*13.4
Hillcrest**	37.4	40.0	*2.6	44.4	42.8	-1.6
Malcolm X	29.8	27.5	-2.3	37.5	32.6	*-4.9
Marshall	39.8	40.1	0.3	50.2	50.3	0.1
McKinley	47.5	45.4	-2.1	46.4	45.9	-0.5
Milk	41.5	43.6	2.1	48.4	45.3	-3.1
Monroe	40.0	42.4	*2.4	49.6	50.9	1.3
Muir	39.0	39.9	0.9	48.3	48.6	0.3
Rosa Parks***	42.4	42.9	0.5	50.0	48.3	-1.7
Revere	35.6	33.2	*-2.4	40.5	39.9	-0.6
Sanchez	36.3	36.7	0.4	41.9	41.7	-0.2
Serra	41.8	40.5	-1.3	53.7	46.7	*-7.0
Sheridan**	44.5	42.7	-1.8	51.4	48.1	-3.3
Starr King	39.3	36.6	-2.7	44.9	43.0	-1.9
Swett	36.4	37.3	0.9	44.7	39.7	*-5.0
21 Century***	36.2	33.6	*-2.6	37.1	32.6	*-4.5
Treasure Isl	35.4	40.9	*5.5	40.8	45.9	*5.1
Webster	35.2	34.7	-0.5	47.6	45.8	-1.8

* Indicates statistically significant.

The California Achievement Test is an indicator of growth. At the elementary level, 54% (15 out of 28) of schools show a gain on the CAT-6 in English Language Arts whereas 32% (9 out of 28) show a gain in Mathematics.

TABLE 17: MIDDLE SCHOOLS – GROWTH ON CAT-6 MATCHED

	MEAN Reading NCE			MEAN Mathematics NCE		
	2003	2004	Change	2003	2004	Change
Burbank	35.4	36.5	1.1	38.5	38.9	0.4
Davis	30.3	32.4	2.1	33.5	30.3	*-3.2
Denman	45.9	45.2	-0.7	47.9	48.9	1.0
Everett	36.8	37.2	0.4	36.2	36.0	-0.2
Franklin	32.6	35.2	*2.6	33.4	39.4	*6.0
ML King	44.0	44.9	0.9	47.5	48.7	1.2
Lick	38.6	37.2	-1.4	41.2	39.5	*-1.7
Mann	38.4	36.7	*-1.7	40.2	36.6	*-3.6
Maxwell	39.3	38.0	-1.3	41.6	35.8	*-5.8
Visitation Valley	42.1	42.8	0.7	44.8	45.4	0.6

* Indicates statistically significant

As compared to elementary schools, a higher percentage of STAR middle schools show positive gains on CAT-6 Reading and Mathematics. 60% of middles school in Reading and 50% in Mathematics show growth on the CAT-6 from 2003 to 2004.

TABLE 18: HIGH SCHOOLS – GROWTH ON CAT-6 MATCHED

	MEAN Reading NCE			MEAN Mathematics NCE		
	2003	2004	Change	2003	2004	Change
Balboa	38.6	38.6	0.0	43.4	42.7	-0.7
Burton	43.8	48.6	*4.8	50.4	51.1	0.7
Galileo	43.9	47.9	*4.0	52.2	54.6	*2.4
T. Marshall	44.4	44.8	0.4	51.3	50.9	-0.4
ISA**	41.8	41.8	0.0	42.5	43.5	1.0
Mission	35.3	36.9	1.6	38.5	39.7	1.2
O'Connell	38.2	38.6	0.4	37.6	38.5	0.9

* Indicates statistically significant

Finally, high schools show the most growth on the CAT-6 in both Reading and Mathematics as compared to the elementary and high school level. 86% of high schools in Reading and 71% in Mathematics show growth on the CAT-6 from 2003 to 2004.

TABLE 19: CAT-6 READING DISTRICT COMPARISON MATHCED

Grade	SFUSD Mean NCE				STAR Mean NCE			
	N	03	04	Change	N	03	04	Change
Gr. 3	3664	47.1	44.5	-2.6	1105	39.2	36.8	-2.4
Gr. 4	3756	44.5	46.8	2.3	1157	35.9	37.8	1.9
Gr. 5	3681	46.3	49.0	2.8	1071	37.2	39.9	2.7
Gr. 6	3638	48.0	48.1	0.1	1183	39.0	37.8	-1.2
Gr. 7	3638	47.1	49.9	2.8	1377	38.2	40.8	2.6
Gr. 8	3772	49.4	48.8	-0.5	1392	40.6	39.9	-0.7
Gr. 9	3584	46.2	50.2	4.0	1699	40.4	44.1	3.7
Gr. 10	4094	51.8	53.7	1.9	1494	40.7	42.1	1.4
Gr. 11	3512	53.2	53.5	0.3	1351	42.9	45.1	2.3

STAR schools' growth on the CAT-6 Reading is similar to that of San Francisco Unified School District. STAR schools show gains in reading at six grade levels. While STAR schools have decreased means at three grade levels, both third and eighth grade are down across the district.

TABLE 20: CAT-6 MATH –DISTRICT COMPARISON MATCHED

Grade	SFUSD Mean NCE				STAR Mean NCE			
	N	03	04	Change	N	03	04	Change
Gr. 3	3751	56.1	56.8	0.6	1147	45.3	46.3	1.0
Gr. 4	3882	56.9	54.5	-2.5	1212	45.8	42.5	-3.3
Gr. 5	3800	54.1	52.9	-1.3	1108	44.6	42.6	-2.0
Gr. 6	3715	51.4	53.3	1.9	1229	41.2	40.2	-1.0
Gr. 7	3716	52.1	52.4	0.3	1408	41.1	41.0	0.0
Gr. 8	3836	52.5	53.6	1.1	1414	41.4	41.9	0.6
Gr. 9	3646	52.8	54.8	2.0	1733	45.5	47.3	1.8
Gr. 10	4025	57.6	60.6	3.0	1458	44.5	47.2	2.7
Gr. 11	3466	61.3	59.8	0.6	1325	50.7	49.1	-1.6

On CAT-6 Mathematics, STAR schools' show gains that are almost similar to that of the district. While the district posts positive change in mathematics in seven grade levels, STAR schools only post positive change in four grade levels.

ISSUES TO CONSIDER FOR CONTINUAL IMPROVEMENT

As STAR enters its fourth year with five phases, including a graduation phase, issues of sustainability come to the forefront in insuring schools continued success as the move out of high priority status. One finding that warrants attention for future planning is that additional school-based personnel is the category of interventions that are perceived as critical to the continued success of individual schools and the STAR program.

The following are recommendations for the STAR program:

RECOMMENDATIONS

- As school approach graduation, there should be a STAR monitoring mechanism so that schools know at each stage their status towards meeting exit criteria.
- As schools graduate out of the STAR program, additional school personnel should be gradually removed from the school site over a two year period. Additional instructional materials might be removed from the school site immediately upon graduation.
- As schools graduate, schools should be involved in the planning of the phase-out process, identifying their site specific needs in prioritizing STAR interventions.
- After schools graduate, there should be a monitoring mechanism to avoid “back-sliding” into district high priority status. Furthermore, former STAR schools should continue to receive information on best practices for continued instructional improvement.

Overall, the STAR Schools Initiative continues to be successful in supporting high priority schools for program improvement. The issue of sustainability must be taken seriously, requiring a well thought-out plan for phase-out that involves a collaborative decision-making process between district and site leadership.

SFUSD

Program Evaluation &
Research Department

Evaluation
Report

**Students and
Teachers
Achieving
Results (STAR)**

2002-2003

Ingrid Roberson
Evaluator

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EXECUTIVE SUMMARY

SUMMARY OF FINDINGS

Goal 1: To Insure Equitable Access to an Adequate Education

Three themes emerged from the interviews and focus groups:

STAR invests substantially in school staff.

The STAR Schools Initiative placed priority on enhancing teacher quality through targeted professional development. School-level and district-level personnel provided teachers with continuous, classroom-embedded professional development through the following providers: 1) instructional reform facilitator, 2) peer assistance and review coach, 3) content specialists from teaching and learning, multilingual education, and special education, and 4) school nurse and Learning Support Consultant. STAR sought to provide the support necessary for teachers to implement the core curriculum.

STAR provides high-quality instructional materials to teachers and parents.

The STAR Schools Initiative addressed the issue of equitable access to high quality instructional materials for its lowest performing schools. The program provided schools with the following standards-based instructional materials in the targeted content area of English Language Arts: 1) Book of the Month, 2) Time for Kids and 3) Time Write for Kids as well as check points for teaching to the standards through the following 1) Home Learning Packets and 2) Test Preparation Packets.

STAR shifts district support to its lowest performing schools.

The STAR Schools Initiative shifted the priorities of all district level departments to its lowest performing schools. For example, the Chief Academic Office made explicit that STAR schools were to receive level one support, the most intensive support available from that office. This commitment to the STAR schools permeated into other departments, signaling a real shift where the barometer of success was no longer the achievement of the highest performing schools, but rather the improvement of the lowest performing schools.

Two themes emerged from the surveys:

Teacher and principals perceive the STAR program as useful overall.

Teachers and principals perceived that STAR Schools Initiative as useful as indicated by the high means for individual strategic interventions during Year One and Year Two of the program (see Table 3). Respondents rated STAR interventions on a scale of 1 to 4: 1 being “not at all useful,” 2 being “a little useful,” 3 being “somewhat useful,” and 4 being “very useful.” During both years, teachers and principals rated all interventions as being “somewhat” to “very” useful. In Year Two, teachers rated the majority of interventions (10 out of 14) as “very useful” as indicated by means over 3.5. In Year Two, principals also

rated the majority of interventions (9 out of 14) as “very useful” as indicated by means over 3.5.

Teacher and principals overwhelmingly perceive additional school personnel as the most useful STAR intervention.

While teachers and principals clearly appreciated all three categories of additional resources (school personnel, district support, and instructional materials), they both perceived additional school personnel as the most useful, specifically the instructional reform facilitator, long term substitute, parent liaison, school nurse and school advisor.

Goal 2: To Increase Academic Achievement for All Students.

STAR schools increase the percentage of students meeting the California state standards.

Thirty-eight schools involved in the STAR program for two years showed an increase in the percentage of students performing At or Above Basic as well as At or Above Proficient on the California Standards Test. The following are highlights:

- At the elementary school level, 82% of schools in English Language Arts and 91% of schools in Mathematics increased the percentage of students performing At or Above Proficient.
- At the middle school level, 78% of schools in English Language Arts and 89% of schools in Mathematic increased the percentage of student performing At or Above Proficient.
- At the high school level, 86% of schools in English Language Arts increased the number of students performing At or Above Proficient.
- Across all 38 schools, 82% of schools in English Language Arts and 90% of schools in Mathematics increased the percentage of student performing At or Above Proficient
- In Grades 2nd through 4th, as compared to both the state and the district, students at STAR schools showed more growth in the percentage of students performing At or Above Proficient in English Language Arts.
- In Grades 2nd, 3rd, 4th, 6th, and 7th, as compared to the state, students at STAR schools showed more growth in the percentage performing At or Above Proficient in Mathematics

Overall, real gains have been made at STAR schools in increasing the percentage of students meeting the California state standards in both English Language Arts and Mathematics.

RECOMMENDATIONS

Procedural Recommendations

- Create communication structures (e.g. STAR newsletter, STAR emails, etc.) that provide timely information on the implementation of all program components to all program providers and end-users.
- Create profiles or portraits of best practices for each of the additional school personnel and district support providers to be disseminated to principals and teachers.
- Provide professional development at the start of the school year on best practices around STAR school personnel and district support providers.

Evaluative Recommendations

- Implement standardized feedback forms for support providers and school staff for timely mid year corrections.
- Distribute evaluation report to support providers and school staff so that all players can gain a clearer picture of the STAR program.
- Add case studies to the evaluation to create profiles of schools that effectively integrate all STAR supports and services for improved student achievement.
- Based on profiles of schools that effectively integrate all STAR supports and services, create benchmarks for progress for all STAR schools.

PROGRAM DESIGN

PROGRAM DESCRIPTION

In response to community concerns regarding the lowest performing schools in the San Francisco Unified School District (SFUSD), the district implemented a program to provide additional support to these schools through the Student and Teachers Achieving Results (STAR) School Initiative. At public hearings and input sessions held on the Working Draft of *Excellence for All*, African American and Latino parents described the disproportionate numbers of their children that had to attend schools with very low achievement levels, high principal and teacher turnover, teachers with emergency credentials, and teachers with little or no teaching experience. These parental concerns were supported by the State Consent Decree Monitor's criticism that SFUSD did not have effective plan for addressing its lowest performing schools. The district responded to these concerns by identifying a list of research-based strategies in the final version of the *Excellence for All* that was adopted by the Court in April 2001.

SFUSD launched the STAR Schools Initiative in the 2001-2002 school year, incorporating the strategic interventions described in *Excellence for All*. This initiative provided a comprehensive plan and coordinated program for addressing the issue of low academic achievement at 39 elementary, middle, and high schools in its first year and 44 schools in its second year. Schools participated in the district program if they participated in California's Immediate Intervention/Underperforming Schools Program (II/USP), received a state rank of 1, 2, or 3, or met only one or none of the academic targets on the principal's evaluation.

SFUSD implemented this initiative under the following core beliefs:

- An under-performing school can become a school with high student achievement;
- Strong leadership at the school site is a key component of whole school change;
- Central Office must position resources to support instructional improvement at the school site; and
- Under-performing schools commonly have similar issues and concerns. Likewise, successful schools share core elements that are linked to student achievement.

Through a combination of targeted interventions at the school site, the STAR Schools Initiative aimed to transform low performing schools into high achieving ones.

PROGRAM OBJECTIVES

The STAR Schools Initiative specified two main programmatic goals:

1. To insure equitable access to an adequate education.
2. To increase academic achievement for all students.

PROGRAM STRATEGIES, RESOURCES AND ACTIVITIES

The design of the STAR Schools Initiative draws upon recent research on the district’s role in successful school reform. A growing body of research demonstrates that districts do matter in the improvement process as schools are still administered under local education agencies (Massell and Goertz, 1999). Studies increasingly identify exemplary districts such as District 2 in New York City under then-Superintendent Tony Alvarado that are effective agents of change for instructional improvement (Elmore, 1997). Findings from the school-district relations literature reveal the following enabling factors of effective districts: 1) increasing capacity through investment in human, social and physical capital, 2) balancing central authority and school autonomy, 3) understanding the change process, and 4) providing leadership for change (Marsh, 2000).

SFUSD realigned district resources to provide targeted interventions as identified in the effective districts literature. These interventions are divided into three categories with the specific components within each category listed below in Table 1.

TABLE 1: STAR SCHOOL INITIATIVE INTERVENTIONS

Additional Resources	Additional School Personnel	Additional District Support
<ul style="list-style-type: none"> • Test preparation packets • Home learning packets • Time for Kids and Write Time for Kids* • Book of the Month* 	<ul style="list-style-type: none"> • Instructional reform facilitator • Long-term substitute • Music or art specialist • Parent liaison • School advisor* • School nurse* • Learning Support Consultant* 	<ul style="list-style-type: none"> • School site plan principal interview • Instructional walk-through • Principal leadership development workshops • Teacher targeted professional development • Coaching support for every new STAR teacher • Support from Multilingual Education, Special Education, and Teaching and Learning content specialists

* Implemented in 2002-2003 during the 2nd year of the STAR program.

The STAR theory of action conceptualizes the change process as increasing the capacity for change at all levels (school, principal, teacher, parent, and student) through additional instructional resources, school personnel and district support (see graph 1):

Increasing school capacity: technical assistance from district and school specialists focuses reform efforts on instructional alignment, coordination, and improvement.

Increasing principal capacity: professional development and technical assistance transform principals from an administrative leader to instructional leader who is able to support standards-based teaching and learning in the classroom.

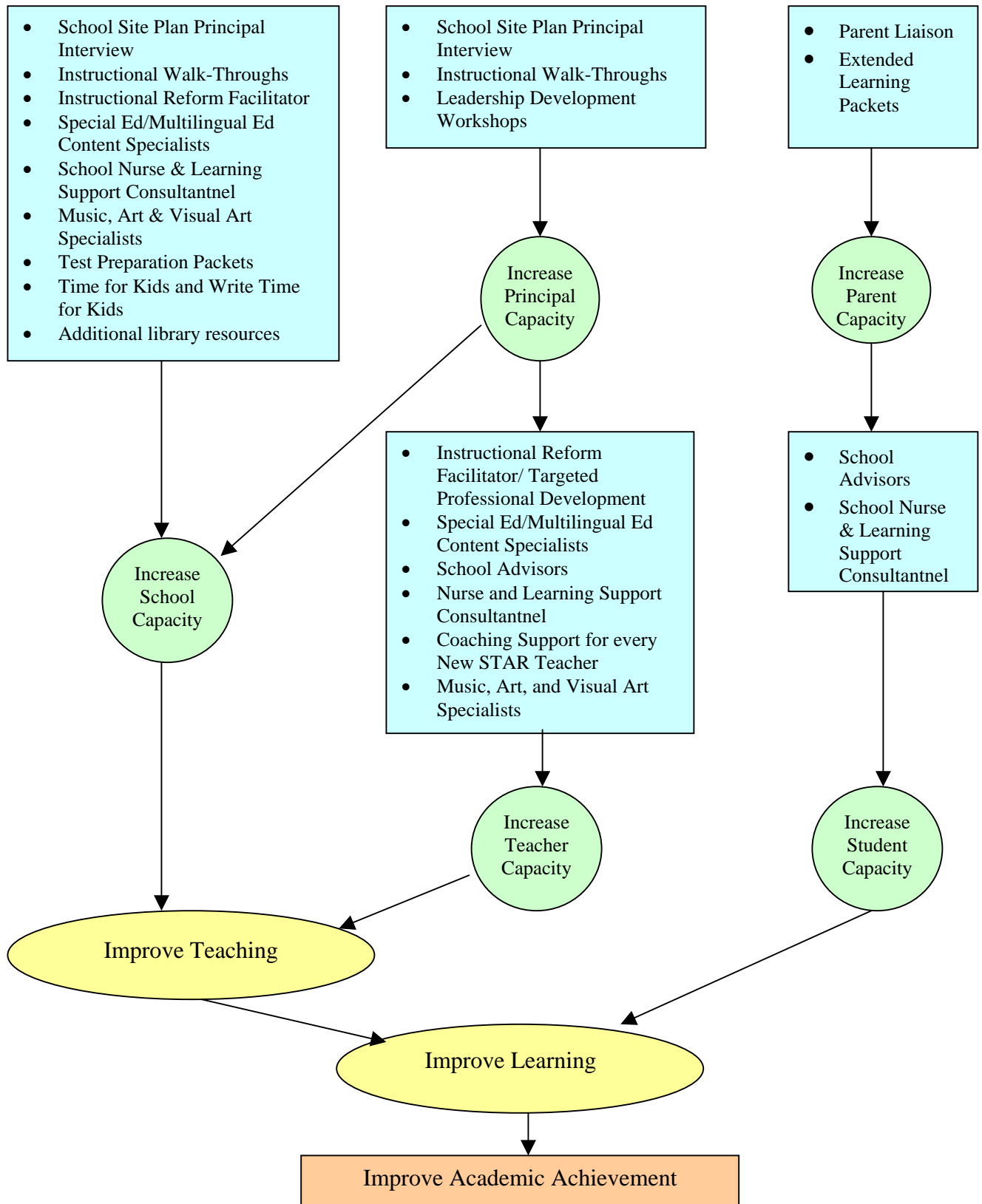
Increasing teacher capacity: professional development shifts teacher attitudes and beliefs about student learning in an era of high expectations for all students. Professional development and technical assistance add to teacher knowledge and skills in such areas as standards-based lesson plans, differentiated instruction, and data analysis.

Increasing parent capacity: parent education through workshops, outreach and materials inform them about the California standards, the schooling process, and their part in supporting student learning.

Increasing student capacity: health professionals attend to the mental health needs of students, which affect a student's ability to learn.

Additional school personnel, district support, and instructional resources work together to increase the capacity of all players to be change agents for school improvement. No one program component is expected to be a "silver bullet" for school change. The synergy created among program components is expected to enable students to meet high standards.

GRAPH 1: STAR CONCEPT MODEL



EVALUATION DESIGN

EVALUATION METHODOLOGY

At SFUSD, the Program Evaluation and Research Office employs an approach to evaluation that is participatory (Cousins & Earl, 1992), utilization-focused (Patton, 1986, 1994), and integrated with processes of continuous improvement and program planning (Fetterman, Kaftarian & Wandersman, 1996). Our approach is based on the idea that participation of program directors and coordinators in the evaluation process is key to insuring that program planners and managers use evaluation data to support decision-making. The involvement of program directors and coordinators has the potential to encourage program staff to think more systematically about the relationship between program activities and objectives. Such systematic reflection would be aimed at building a “culture of learning” (Patton, 1997, p. 147) to lead to continuous program improvement.

Evaluations are designed to address both program implementation (formative evaluation) and outcomes (summative evaluation) and are question-driven. Evaluators and program staff collaborate to develop evaluation questions that are linked to the program objectives and activities, and to the interests of all program stakeholders. In addition, research on the best practices in the project’s domain of activity informs the evaluation framework. The evaluation design involves a mix of qualitative and quantitative data collection and analysis methods, such as standardized measures and tests, focus groups, surveys, and on-site observation. Each evaluation design involves the triangulation of multiple sources of data brought to bear on crucial evaluation questions.

EVALUATION OBJECTIVES

This evaluation is guided by formative and summative evaluation questions linked to the stated priority areas and specific objectives of the STAR Program.

There are two overarching priorities of the STAR School Initiative: (1) provide supplemental support and services and (2) promote academic achievement. The major questions that will be addressed are directly related to these priorities.

DATA COLLECTION METHODS

Multiple sources of data were gathered to help answer evaluation questions. Both qualitative and quantitative data were collected and analyzed.

Qualitative Data Collection Methods

To assess the success of the implementation and impact of the STAR, three qualitative data collection methods were used: (1) interviews with the program administrators, (2) focus groups with district and school site support personnel, (3) document review of summary sheets and (4) surveys of principals and teachers.

Interviews with the Program Administrators and Directors

A semi-structured interview was conducted with each program administrator or director responsible for a particular program component of the STAR Schools Initiative. Participants addressed the following topics: 1) the history of the program, 2) its implementation over two years, 3) evidence of its success, and 4) recommendations for the program.

Focus groups with District and School Personnel

Focus groups were conducted with district-level and school-level STAR program personnel who provided professional development or technical assistance to schools. Participants addressed the same topics (see above) as program administrators and directors for comparison.

Document Review of Instructional Walk-Through Summary Sheets

All summary sheets from instructional walk-throughs were collected and analyzed, focusing on the successful implementation of standards-based instruction and school-wide instructional program.

Surveys of Principals and Teachers

All principals at STAR schools were asked to complete a survey. Teachers from a random sample of elementary, middle, and high STAR schools were asked to complete a survey. Participants addressed the following topics: 1) impact of interventions on student academic achievement, and 2) improvements to the program.

Quantitative Data Collection Methods

Performance and gains on the California Standards Test (CST) from Spring 2002 to Spring 2003 were analyzed to assess progress towards improved achievement.

Limitations of the Data

Gains on the CST are the indicator used to assess academic achievement. Since many factors influence standardized test scores, any gains in student academic performance cannot be attributed with a high degree of confidence to a single intervention.

EVALUATION FINDINGS

The evaluation findings and analysis section of this report is organized according to the formative and summative evaluation questions which are linked to the goals of the Students and Teachers Achieving Results (STAR) Initiative. For each goal, the evaluation questions are presented followed by the findings. Supports and barriers to implementation of the program goals are further discussed in the next section of this report under “Issues to Consider for Continuous Improvement”.

GOAL 1: TO INSURE EQUITABLE ACCESS TO AN ADEQUATE EDUCATION

Table 2 outlines the formative and summative evaluation questions for Goal 1.

TABLE 2: GOAL 1 EVALUATION QUESTIONS

Goal/Objective	Evaluation Questions
To provide students at low performing schools with equitable access to an adequate education through supplemental supports.	<ul style="list-style-type: none">• How has the program supported high quality instruction?• Do teachers and principals perceive the program as useful?• What program supports do they perceive as most useful?

How has the program supported high quality instruction?

STAR invests substantially in school staff.

The STAR Schools Initiative placed priority on enhancing teacher quality through targeted professional development. School-level and district-level personnel provided teachers with continuous, classroom-embedded professional development through the following providers: 1) instructional reform facilitator, 2) peer assistance and review coach, 3) content specialists (teaching and learning, multilingual education, and special education), and 4) school nurse and Learning Support Consultant. STAR sought to provide the support necessary for teachers to implement the core curriculum.

The instructional reform facilitator supported all teachers at the school in site identified instructional areas of improvement. Professional development was designed and delivered for the differentiated needs of teachers, from the beginner to the veteran teacher, from the intern to the clear credential teacher. At the individual level, facilitators modeled best practices and provided timely feedback to teachers based on observations. At the school level, facilitators collected school data, analyzed assessment results, focused reform efforts, and researched instructional programs and materials.

In recognition of the high percentage of new and non-credential teachers at these schools, STAR provided intensive support to each teacher (approximately 200) new to a STAR school through the Peer Assistance and Review (PAR) program. Sixteen coaches supported teachers by conducting formative assessments, providing professional development using the coach and mentor model, and conducting summative evaluations as aligned with the California Teaching Standards.

Content specialists complimented the above broad-based professional development by supporting teachers in delivering differentiated instruction specific to English language learners and special education students. The Multilingual and Special Education departments assigned approximately one content specialist to five STAR schools. Both departments required content specialists to devote at least a half-day on a weekly basis to each STAR school, demonstrating the investment in teacher knowledge and skills.

To truly transform instruction at STAR schools, the STAR program also invested in the professional development of and technical assistance to principals. STAR supported the shift from administrative leaders to instructional leaders through the following: 1) leadership development workshops, 2) school site plan conference, and 3) instructional walk-throughs.

Principals attended a seminar series in school leadership conducted by Mike Rutherford, entitled *Creating the Learning Centered School* and *Coaching and Mentoring Peak Performers*. These workshops aimed to focus principal efforts on the core technology of schools – teaching and learning. These seminars were complimented by workshops given by Doctor Lorraine Monroe and the Lorraine Monroe Leadership Institute, building principal knowledge and skills in supporting good teaching. For example, principals were instructed in the Blackboard Configuration (Aim, Do Now, Lesson Steps, and Homework) which when properly implemented explicitly informs and focuses students, teachers, and principals on the purpose and process of a lesson.

The school site plan conference and instructional walk-through worked together to focus principals on instructional improvement, putting into practice knowledge and skills learned in leadership workshops. During the school site plan conference, district-level resource people met with principals individually to review their school site plan, providing comprehensive feedback at the time of the conference. This conference served as a starting part for an on-going conversation about instructional improvement that would take place during the school year with instructional walk-throughs. The same team of district-level resource people conducted instructional walk-throughs, focusing on school-identified areas of improvement and providing feedback based on observations.

STAR provides high-quality instructional materials to teachers and parents.

The STAR Schools Initiative addressed the issue of equitable access to high quality instructional materials for its lowest performing schools. The program provided schools with standards-based instructional materials in the targeted content area of English Language Arts through the following: 1) Book of the Month, 2) Time for Kids and 3) Time Write for Kids. Across the K-12 continuum, STAR schools received multiple copies (five for K-3, five for 4-5, and five for middle and high school) of the Book of the Month with titles taken from the California List of Recommended Literature.

Starting in the 2002-2003 school year, the program placed a special emphasis on student exposure to reading and writing expository text through *Time for Kids* and *Write Time for Kids*. Each teacher at the elementary and middle school level received a classroom set of *Time for Kids* (30 *Big Picture* editions for K-1, 26 *News Scoop* editions for 2-3, and 26 *World Report* editions for 4-8) on a weekly basis. Each grade level at these schools also received a *Write Time for Kids* kit with the following instructional materials: teacher resource notebook, resource CD-ROM, lesson plan notebook, 30 student activity cards, and overhead transparencies. These two STAR program components allowed teachers to present an at grade-level program of nonfiction reading and writing skills to students.

The STAR Schools Initiative also provided teachers and parents with learning packets to inform them of their child's standing relative to the California standards. Parents received a letter in January, informing them of the Extended Learning Packets and their purpose. In the beginning of the second semester of the school year, each student took home one reading and one math lesson every week for ten weeks. Extended Learning Packets were from Curriculum Associates entitled *Comprehensive Assessment of Reading Strategies* and *Comprehensive Assessment of Mathematics Strategies*. The Extended Learning Packets assessed students' strengths and weaknesses in 12 key reading and mathematics strategies (e.g. 8 strategies for Grade Level 1 - Book 1). After the ten-weeks of Extended Learning Packets and before state and district tests, teachers administer one reading and one math lesson every week for eight weeks. Test Preparation Packets were also from Curriculum Associates entitled *Test Ready Plus Reading* and *Test Ready Plus Mathematics*. Test Preparation Packets offered instruction, practice, and preparation for standardized or proficiency tests in reading and mathematics. These packets served as external checkpoints for both teachers and parents, making the critical link between district and school inputs into the learning process and student outputs.

STAR shifts district support to its lowest performing schools.

The STAR Schools Initiative shifted the priorities of all district level departments to its lowest performing schools. For example, the Chief Academic Office made explicit that STAR schools were to receive level one support, the most intensive support available from that office. This commitment to the STAR schools permeated into other departments, signaling a real shift where the barometer of success was no longer the achievement of the highest performing schools, but rather the improvement of the lowest performing schools. Another example of this commitment was when the district reviewed the alignment of its preschool, after-school, and summer school programs with the needs of its lowest performing students.

District support to STAR schools translated into professional development and technical assistance. The distinction between these two types of support was the target of the intervention, classroom or school. District professional development focused on enhancing teacher quality through targeted professional development provided by content specialists and coaching support for new teachers by Peer Assistance and Review coaches. At another level, district support aimed to enhance STAR school instructional programs through technical assistance. The school site plan conference, the instructional walk-through, and content specialists highlighted the need for coherent and consistent instructional programs as exemplified from the following excerpt taken from a summary sheet:

Focus on ONE standard to address school-wide. Since your data identifies gaps in reading comprehension, we suggest that you select one reading standard to narrow the scope of your work. What current practice addresses that standard? Is it being implemented consistently school-wide? What does it look like at each grade level? Have all teachers been trained in the same model of this practice? What structures are in place or can be put into place to ensure consistent, school-wide implementation? What available resources can support this implementation? Can all member of your school community articulate your focus? What is the expected level of implementation of this best practice? What will be your STANDARD of implementation? *Summary Sheet, Year Two.*

District resource specialists supported change at the individual level and at the organizational level, pushing school communities to focus on whole school efforts. The shift in district level support to low performing schools represented a more fundamental shift in district expectations where it reasonably expects all students to achieve at high levels.

Do teachers and principals perceive the STAR program as useful? What program supports do they perceive as most useful?

Teachers and principals perceive STAR program as useful overall.

Overall, teachers and principals perceived that STAR Schools Initiative as useful as indicated by the means for individual strategic interventions during Year One and Year Two of the program (see Table 3). Respondents rated STAR interventions on a scale of 1 to 4: 1 being “not at all useful,” 2 being “a little useful,” 3 being “somewhat useful,” and 4 being “very useful.” During both years, teachers and principals rated all interventions as being “somewhat” to “very” useful. In Year Two, teachers rated the majority of interventions (10 out of 14) as “very useful” as indicated by means over 3.5. In Year Two, principals also rated the majority of interventions (9 out of 14) as “very useful” as indicated by means over 3.5.

TABLE 3: MEANS FOR INTERVENTIONS

Intervention	Teachers		Principals	
	Y1 Mean	Y2 Mean	Y1 Mean	Y2 Mean
Instructional Reform Facilitator	3.85	3.59	3.90	3.69
Long Term Substitute	3.78	3.75	3.50	3.63
Parent Liaison	3.39	3.52	3.25	3.72
Coaching Support	3.60	3.52	3.85	3.88
Test Preparation Packets	3.20	3.33	3.76	3.86
Home Learning Packets	3.06	3.40	3.67	3.67
School Advisor*		3.76		3.90
Multilingual Education Specialist*		3.26		3.43
Special Education Specialist*		3.36		3.27
Book of the Month*		3.55		3.21

Time for Kids and Write Time for Kids**	3.55	3.48
School Nurse**	3.90	3.55
Learning Support Consultant**	3.74	3.68
Music, Art, or Visual Art Specialist**	3.83	3.42

* Implemented in Year One; not included in 2001-2002 survey. **Implemented in Year Two.

Teacher and principal perceptions of the most useful interventions were strikingly similar. For both teachers and principals, additional school personnel proved to be critical to the continued success of the STAR program (see Table 4 and Table 5).

TABLE 4: TEACHERS MOST USEFUL INTERVENTIONS

Y1 Intervention	Percentage	Y2 Intervention	Percentage
Instructional Reform Facilitator	36%	Long Term Substitute	46%
Long Term Substitute	25%	School Advisor	43%
		Instructional Reform Facilitator	33%
		School Nurse	28%
		Parent Liaison	25%

TABLE 5: PRINCIPALS MOST USEFUL INTERVENTIONS

Y1 Intervention	Percentage	Y2 Intervention	Percentage
Instructional Reform Facilitator	45%	Instructional Reform Facilitator	76%
Long Term Substitute	34%	Long Term Substitute	39%
		Parent Liaison	27%
		Coaching support for every new teacher	24%

Teacher and principals overwhelmingly perceive additional school personnel as the most useful STAR intervention.

While they clearly appreciated all three categories of additional resources, school personnel, district support, and instructional materials, teachers and principals perceived additional school personnel as the most useful, specifically the instructional reform facilitator, long term substitute, parent liaison, school nurse and school advisor.

The instructional reform facilitator (33% of teachers and 76% principals) and long term substitute (46% of teachers and 39% of principals) affected change where it mattered most – in the classroom. On any given day, instructional reform facilitators modeled best practices, provided timely feedback on teacher practices, analyzed school assessment data, and investigated research-based programs and materials. The following quote captured their critical role in reform efforts:

With many new or fairly new teachers and many school-wide reform efforts, the Instruction Reform Facilitator is able to work more closely with teacher to improve student performance. *Principal 23, Year Two.*

As demonstrated by the above quote, instructional reform facilitators had their hands on the instructional pulse of STAR schools whereas long term substitutes insured its steady beat. Teachers appreciated the familiar face of the long-term substitute, indicating that the Substitute supported instructional continuity as indicated in the following two quotes:

This gives consistent support to teachers and student from someone known to and familiar with the school community. *Teacher 12, Year Two.*

This position gives students a sense of stability in the classroom when teachers are out. *Teacher 19, Year Two.*

Long term substitutes also provided needed release time for teachers to observe one another, contributing to a more collaborative culture and therefore a true learning community, as well as for teachers to plan with one another, contributing to a more coherent curriculum among and between grade levels.

Both groups identified parent liaisons (25% of teachers and 27% of principals) as a particularly useful intervention during Year Two of the STAR Schools Initiative. Parent liaisons were a critical link between home and school, informing parents about and empowering them in the schooling process. For example, all student spaces for an incoming class were filled for the first time in several years at one STAR School. The parent liaison there worked tirelessly in informing potential parents about the instructional programs of her school.

Teachers placed a premium on the advisors (43% of teachers) and nurses (28% of teachers) who support student mental and physical health. Advisors and nurses were added to the long list of interventions during Year Two of the initiative in response to feedback from the formative evaluation during Year One of the STAR program. Teacher felt that qualified professionals were needed to meet the health needs of students, a feeling that continues as indicated in the following quotes:

Our kids have lots of physical problems and little contact with medical help. *Teacher 1, Year Two.*

Invaluable! Our community needs this. Some kids only see medical professionals only after the nurse has recommended. *Teacher 10, Year Two.*

Teachers perceived the mental and physical well being to be a prerequisite to a child's ability to learn. It should be noted that teachers rated these two additional school personnel as "very useful" with a mean of 3.90 for nurses and 3.76 for advisors.

Principals (24%) identified the only non-school personnel program component as a critical intervention, specifically coaching support for new teachers. Principals appreciated the

coaching support provided by the Peer Assistance and Review program as demonstrated in these quotes:

Coaching for new teachers in district. Tremendous support for new teachers, which would be too time consuming for site administrator. Coaching/mentoring improved drastically all of my new teachers. *Principal 11, Year Two.*

Extremely valuable for new teachers and administrators. Provides a way to get a career off on the right foot. *Principal 13, Year Two.*

The above quotes indicated the intense support that new teachers typically required and the improbability that they would have received such intensive, individually targeted instructional support from the site administrator.

Teachers and principals rated the STAR Schools Initiative to be effective as an overall program. Furthermore, they reported that the additional school personnel were the critical component in its continued success. The instructional reform facilitator and long term substitute were effective in improving instruction and instructional alignment between and among the grades. The school advisor and school nurse were effective in enhancing students' ability to learn by attending to their emotional and mental health.

GOAL 2: TO INCREASE ACADEMIC ACHIEVEMENT FOR ALL STUDENTS

STAR schools increase the percentage of students meeting the California state standards.

Thirty-eight schools involved in the STAR program for the past two years showed an increase in the percentage of students performing At or Above Basic as well as At or Above Proficient on the California Standards Test, supporting previously presented evidence of the shift towards high-quality, standards-based instruction. The following are highlights from Tables 6-10:

- At the elementary school level, 82% of schools in English Language Arts and 91% of schools in Mathematics increased the percentage of students performing At or Above Proficient.
- At the middle school level, 78% of schools in English Language Arts and 89% of schools in Mathematic increased the percentage of student performing At or Above Proficient.
- At the high school level, 86% of schools in English Language Arts increased the number of students performing At or Above Proficient.
- Across all 38 schools, 82% of schools in English Language Arts and 90% of schools in Mathematics increased the percentage of student performing At or Above Proficient
- In Grades 2nd through 4th, as compared to both the state and the district, students at STAR schools showed more growth in the percentage of students performing At or Above Proficient in English Language Arts.

- In Grades 2nd, 3rd, 4th, 6th, and 7th, as compared to the state, students at STAR schools showed more growth in the percentage performing At or Above Proficient in Mathematics.

TABLE 6: STAR ELEMENTARY SCHOOLS - PERFORMANCE ON CST

ES (n=22)	CST – ELA				CST – Math			
	% At or Above Basic	% Change	% At or Above Proficient	% Change	% At or Above Basic	% Change	% At or Above Proficient	% Change
Bret Harte	53.4	-0.1	19.6	3.0	54.3	8.8	24.7	5.6
Carver	62.9	-2.8	26.0	6.8	76.0	8.4	40.1	13.9
Chavez	41.6	-0.5	15.7	-0.1	53.0	7.0	24.4	1.1
Cleveland	57.9	3.1	23.1	4.6	68.5	12.4	43.4	15.5
Drew	53.4	9.0	13.5	3.4	42.9	11.3	19.7	8.2
El Dorado	64.0	7.3	25.1	0.5	55.8	8.4	28.6	4.9
Fairmount	50.9	4.1	21.6	5.3	52.7	12.1	26.9	9.7
Flynn	50.8	1.2	15.5	4.6	57.4	19.6	21.1	7.4
Glenn Park	62.1	1.9	23.7	2.6	54.5	5.4	31.8	12.7
Golden Gate	51.7	-.6	12.5	-4.4	50.7	-7.1	24.2	-12.7
Malcolm X	36.2	-11.2	10.2	-0.5	35.9	11.6	8.6	-11.3
Marshall	64.8	13.3	18.9	5.1	69.8	21.4	38.4	26.3
McKinley	65.3	17.3	30.6	9.8	63.3	14.5	30.98	17.4
Milk	58.2	4.8	27.4	11.6	57.8	14.2	32.7	17.2
Monroe	66.0	6.9	28.6	8.5	60.7	9.0	34.9	6.2
Muir	56.7	9.6	23.6	7.9	61.1	17.1	30.0	11.7
Revere	46.8	2.5	12.4	1.3	46.2	12.6	19.6	9.5
Sanchez	42.9	-2.3	11.2	1.1	47.5	2.6	22.2	0.8
Serra	61.1	9.6	27.4	10.4	61.9	16.1	34.4	12.4
Swett	56.0	11.0	15.7	2.3	49.5	9.0	22.9	6.5
Treasure	52.2	-1.2	17.0	-3.3	46.0	-3.9	19.4	2.5
Webster	52.4	5.1	20.8	6.0	60.2	5.4	39.8	16.4

As indicated in Table 6, at the elementary school level, 82% of schools in English Language Arts and 91% of schools in Mathematics increased the percentage of students performing At or Above Proficient. 68% of schools in English Language Arts and 91% of schools in Mathematics increased the percentage of students performing At or Above Basic.

TABLE 7: STAR MIDDLE SCHOOLS - PERFORMANCE ON CST

MS (n=9)	CST – ELA				CST – Math			
	% At or Above Basic	% Change	% At or Above Proficient	% Change	% At or Above Basic	% Change	% At or Above Proficient	% Change
Burbank	49.1	5.6	13.6	-0.3	38.7	-1.6	12.3	0.4
Davis	41.3	11.0	5.1	2.7	23.7	8.9	3.1	0.9
Denman	68.2	8.9	30.2	7.3	57.0	5.0	24.9	1.4
Everett	48.2	9.7	16.5	7.5	43.5	6.4	13.5	4.4
Franklin	30.4	5.7	8.7	1.9	40.1	1.2	12.9	-1.0
ML King	66.2	8.4	24.8	5.7	63.2	8.7	27.2	3.7
Lick	55.1	8.8	18.5	-0.9	44.1	2.4	16.3	1.0
Mann	61.9	9.8	20.8	5.7	46.5	3.3	13.3	0.0
Maxwell	43.1	12.5	12.6	5.9	33.1	6.7	9.0	3.4

As indicated in Table 7, at the middle school level, 78% of schools in English Language Arts and 89% of schools in Mathematics increased the percentage of students performing At or Above Proficient. 100% of schools in English Language Arts and 89% of schools in Mathematics increased the percentage of students performing At or Above Basic.

TABLE 8: STAR HIGH SCHOOLS - PERFORMANCE ON CST

HS (n=7)	CST – ELA			
	% At or Above Basic	% Change	% At or Above Proficient	% Change
Balboa	36.2	6.6	9.8	2.1
Burton	66.8	-3.0	26.8	-1.7
Galileo	60.1	6.4	23.3	2.2
ISA	58.4	9.8	18.5	0.9
T. Marshall	63.8	2.8	24.6	4.2
Mission	36.3	8.0	11.8	3.3
O'Connell	55.6	11.0	17.5	4.7

As indicated in Table 8, at the high school level, 86% of schools in English Language Arts increased the percentage of students performing At or Above Proficient as well as At or Above Basic.

TABLE 9: CST-ELA - STATE AND DISTRICT COMPARISON

Grade	STATE			DISTRICT			STAR		
	% At or Above Proficient			% At or Above Proficient			% At or Above Proficient		
	02	03	Change	02	03	Change	02	03	Change
Gr. 2	32	36	4	33	38	5	14	19	5
Gr. 3	34	33	-1	36	35	-1	16	17	1
Gr. 4	36	39	3	39	43	4	17	23	6
Gr. 5	31	36	5	32	39	7	16	19	3
Gr. 6	30	36	6	29	36	7	12	17	5
Gr. 7	33	36	3	34	37	3	17	20	3
Gr. 8	32	40	8	32	33	1	14	18	4
Gr. 9	33	38	5	38	44	6	19	23	4
Gr. 10	33	33	0	39	37	-2	18	17	-1
Gr. 11	31	32	1	38	41	3	18	21	3

As indicated in Table 9, 9 out of 10 grade levels showed an increase in the percentage of students performing At or Above Proficient from 2002 to 2003 on the CST – English Language Arts. In fact, in Grades 2nd through 4th, as compared to both the state and the district, students at STAR schools showed more growth in the percentage of students performing At or Above Proficient in English Language Arts.

TABLE 10: CST MATH – STATE AND DISTRICT COMPARISON

Grade	STATE			DISTRICT			STAR		
	% At or Above Proficient			% At or Above Proficient			% At or Above Proficient		
	02	03	Change	02	03	Change	02	03	Change
Gr. 2	43	53	10	43	54	11	23	36	13
Gr. 3	38	46	8	41	52	11	22	32	10
Gr. 4	38	45	7	36	48	12	17	27	10
Gr. 5	29	35	6	32	37	5	16	18	2
Gr. 6	32	34	2	35	40	5	15	18	3
Gr. 7	30	30	0	32	36	4	14	15	1

As indicated in Table 10, all five grade levels showed an increase in the percentage of students performing At or Above Proficient from 2002 to 2003 on the CST – Math. Furthermore, in Grades 2nd, 3rd, 4th, 6th, and 7th, as compared to the state, students at STAR schools showed more growth in the percentage performing At or Above Proficient.

Overall, real gains have been made at STAR schools in increasing the percentage of students meeting the California state standards in both English Language Arts and Mathematics. Next year should show continued growth on the California Standards Test and in addition, the California Achievement Test (with two years of comparable data).

ISSUES TO CONSIDER FOR CONTINUAL IMPROVEMENT

Supports and barriers to implementation of the program are discussed in this section of the report. Procedural and evaluative recommendations are made for its continuous improvement.

The STAR Schools Initiative is a comprehensive program with multiple program components. The successful implementation of the program is supported by the following:

- District commitment to supporting low performing schools in the context of standards-based reform.
- School understanding of the need for a district low performing schools program, providing strategic interventions for school improvement.

At the district level, there has been a shift in the expectations for students where all students are expected to achieve at high levels. This requires schools that can support learning at high levels. Therefore, among district administrators and support providers, there is a clear commitment to redirecting significant resources to STAR schools. STAR schools are a priority across the district for each department. The following is an example of how priority translates into supplemental services. STAR schools received priority in district funds to maintain their curriculum materials due student and teacher mobility. STAR schools also received priority in state and federal book fund programs such as Reading Is Fundamental. Two STAR schools participated in the RIF program with 200 students each receiving three books to take home. STAR schools with new librarians received individualized professional development and intensive assistance for the annual library orders from Library Support Services.

At the school level, additional school personnel along with teachers and principals understand the need for a low performing schools program. Additional school personnel provide supplemental services that assist the students in achieving at high levels. For example, instructional reform facilitators realize that they are at schools to affect change that is measurably tied to enhanced teaching and learning. When providing professional development to teachers, they seek to transform teaching that is aligned with the California standards. When providing technical assistance, they seek to transform systemically instructional programs tied to the standards. This theme emerges from all groups of additional school personnel and district support providers that STAR aims to transform instruction.

However, the STAR Schools Initiative needs to fine-tune its strategic efforts at school improvement. Barriers to program implementation include the following:

- Lack of understanding of how to best use additional supports and services tied to school improvement.
- Lack of coordination among various STAR supports and services for a truly coordinated and coherent effort.

While there is a conceptual understanding of the purpose of supplemental supports and services, there is a lack of detailed understanding of how to best use these additional resources. The STAR Schools Initiative has provided multiple people at the school site to assist in a variety of areas. However, teachers and principals may be overwhelmed by the number of new faces streaming in and out of the school. Comments from the teacher and principal survey signal this assistance ambiguity:

Need assistance in coordinating the roles and goals of STAR staff. *Principal 6, Year Two.*

We need a job responsibility list of what should be doing. *Principal 33, Year Two.*

Clear job descriptions of support personnel. *Teacher 7, Year Two.*

It would be very helpful to have job descriptions for these positions. Increase accountability and specific roles that each position is to play at the school site. *Teacher 10, Year Two.*

It should be noted that rather detailed job descriptions were available for each of the support personnel. The issues it seems is not writing job descriptions but communicating the specific goals and objectives of each position to school site staff and assisting school site staff in how to best use these positions. For example, there was a wide range of tasks assigned to the parent liaison from mainly bus duty to yard duty at one end and parent education workshops and home visits at another end.

Another barrier to effective and efficient implementation of the STAR program is the lack of coordination among STAR supports. The STAR program does not provide time at the school site for support providers to meet and coordinate efforts on a continual basis. This was an issue that emerged during the formative evaluation conducted during Year One of the program. For example, instructional reform facilitators noted that there was a real overlap in job duties resulting in duplicated work or worse gaps in service. They called for increased coordination and communication among personnel. The Chief Academic Office responded to this by holding a Support Providers and Instructional Reform Facilitators Meeting during September 2002, but this initial meeting should be the starting point for a conversation among support providers. Some schools have initiated their own coordination efforts by starting a Coordination Service Team where STAR provided personnel are included with other service providers in a conversation of how to best coordinate different program services for students.

The following are recommendations for the improvement of the STAR program:

PROCEDURAL RECOMMENDATIONS

- Create communication structures (e.g. STAR newsletter, STAR emails, etc.) that provide timely information on the implementation of all program components to all program providers and end-users.

- Create profiles or portraits of best practices for each of the additional school personnel and district support providers to be disseminated to principals and teachers.
- Provide professional development at the start of the school year on best practices around STAR school personnel and district support providers.

EVALUATIVE RECOMMENDATIONS

- Implement standardized feedback forms for support providers and school staff for timely mid year corrections.
- Distribute evaluation report to support providers and school staff so that all players can gain a clearer picture of the STAR program.
- Add case studies to the evaluation to create profiles of schools that effectively integrate all STAR supports and services for improved student achievement.

These recommendations are for the continued improvement of the STAR Schools Initiative. Overall, teachers and principals perceived this initiative to be useful as indicated by the means for individual strategic interventions during Year One and Year Two of the program (see Table 3). They especially appreciated the additional school personnel, finding them to be the most effective for enhanced student achievement. The issue for the program is further refinement where the energy of the various program components is effectively harnessed, resulting in a synergistic effort.