Rigor

Relevance

Relationships

Intensity

Coherence

Focus

Whatever it Takes
Changes in the Past 12 Years in Students We Serve

- 73% Hispanic
- 22% White
- 3% Other
- 13% English Learners
- 23% R-FEP
- 31% Soc Econ Dis

Then
Changes in the Past 12 Years in Students We Serve

- 86% Hispanic
- 10% White
- 3% Other
- 10% English Learners
- 20% R-FEP
- 70% Soc Econ Dis

Now
Narrowing the Achievement Gap: Gaining on the Goal of 800
AP Tests Taken & Percent of 10th – 12th Enrollment

2002: 1,284 (16%)
2003: 1,591 (18%)
2004: 1,758 (19%)
2005: 1,921 (20%)
2006: 1,748 (20%)
2007: 1,977 (22%)
2008: 2,311 (22%)
2009: 2,318 (22%)
2010: 2,283 (22%)
2011: 2,724 (29%)
2012: 3,080 (34%)
## CAHSEE Senior Pass Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>99.8%</td>
<td>99.8%</td>
</tr>
<tr>
<td>2008</td>
<td>99.3%</td>
<td>99.5%</td>
</tr>
<tr>
<td>2009</td>
<td>99.6%</td>
<td>99.8%</td>
</tr>
<tr>
<td>2010</td>
<td>99.6%</td>
<td>99.8%</td>
</tr>
<tr>
<td>2011</td>
<td>99.8%</td>
<td>100%</td>
</tr>
<tr>
<td>2012</td>
<td>99.91%</td>
<td>99.94%</td>
</tr>
</tbody>
</table>
College Eligibility:
A-G Course Completion Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>27.7%</td>
</tr>
<tr>
<td>2007</td>
<td>35.4%</td>
</tr>
<tr>
<td>2008</td>
<td>40.1%</td>
</tr>
<tr>
<td>2009</td>
<td>41.0%</td>
</tr>
<tr>
<td>2010</td>
<td>44.4%</td>
</tr>
<tr>
<td>2011</td>
<td>48.4%</td>
</tr>
<tr>
<td>2012</td>
<td>52.3%</td>
</tr>
</tbody>
</table>
### 4-Year Cohort Dropout Rate

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WUHSD</strong></td>
<td>6.6%</td>
<td>5.8%</td>
<td>5.8%</td>
</tr>
<tr>
<td><strong>LA County</strong></td>
<td>18.9%</td>
<td>16.5%</td>
<td>15.1%</td>
</tr>
<tr>
<td><strong>CA State</strong></td>
<td>16.6%</td>
<td>14.7%</td>
<td>23.8%</td>
</tr>
</tbody>
</table>
## Attendance Rates

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal</td>
<td>94.60%</td>
<td>95.60%</td>
<td>96.22%</td>
<td>96.57%</td>
<td>96.19%</td>
</tr>
<tr>
<td>LS</td>
<td>95.20%</td>
<td>95.57%</td>
<td>96.28%</td>
<td>96.13%</td>
<td>96.17%</td>
</tr>
<tr>
<td>PHS</td>
<td>94.67%</td>
<td>94.85%</td>
<td>94.56%</td>
<td>95.09%</td>
<td>96.51%</td>
</tr>
<tr>
<td>SF</td>
<td>95.77%</td>
<td>96.31%</td>
<td>96.35%</td>
<td>96.56%</td>
<td>96.84%</td>
</tr>
<tr>
<td>WHS</td>
<td>94.25%</td>
<td>93.98%</td>
<td>94.58%</td>
<td>94.75%</td>
<td>95.00%</td>
</tr>
<tr>
<td>WUHSD</td>
<td>94.93%</td>
<td>95.43%</td>
<td>95.73%</td>
<td>95.93%</td>
<td>96.02%</td>
</tr>
</tbody>
</table>
PLC Work 2002 – Present: Foundation of Common Core Work

- **Formative & Summative Assessments**
  - Districtwide Common Assessments (4 or more per year)
  - Site-based Interim Assessments
  - Protocol for **Collaborative** Analysis of Results
  - Inclusive Process to develop *Guide to Instructional Direction* (3 editions)
  - Annual **CSTs**

- **Collaborative Analysis of Data**
  - Analysis of transparent & timely student performance data within & between schools
  - Treasure Hunt in search of **Best Practices**
District Support Role: Amplify the Culture

- Built Capacity through developing Teacher Leaders (Leadership Training for Course Leads)
- Brought Decentralized Departments together to collaboratively develop Common Assessments and address Support Issues
- Supported additional Site-Based Collaboration
- Supported a Culture of Inquiry
  - Safe Discussion of Transparent Data and Needs
  - Collegial, not Competitive
  - Student-Centered
Meeting Challenges through Distributed Leadership

- Revised Department Chair Description
- Subject Course Leads
- Team of District Curriculum Assessment Coaches
- Intervention Specialist
- On-Site Technology Support (2)

40% of Teachers in Leadership Positions
Systematic Intervention Support: Guiding Principles

- **Intervention** rather than remediation
- Intervention that is **systematic**
- Intervention that is provided in a **timely** manner
- Intervention that is **directed** rather than invited
- **Prevention** is the best Intervention
Time & Support

• Alternative Bell Schedules
  – Daily Targeted Embedded Support
    • Within the School Day
    • Schoolwide, Course-alike, & Teacher Intervention
    • Now, not waiting for Summer School
  – Student-Centered, Teacher-Driven
  – Teacher Collaboration
    • Time built into schedule each week on-site
    • Additional time at district outside of site time
PLCs built on Collaborative Culture of Trust

• Employee Associations

• Board of Trustees

• Parent/Community Associations

• Lateral Teacher Networks across Schools

• Articulation with Partner Elementary Districts
System of Articulation

- Whittier Union High School District partners with five elementary districts
- WUHSD pays for all sub costs for the two ELA days and two Math days each year
- Classroom Visitations of Middle & High School Teachers in Spring
- Agenda collaboratively developed by both
  - Special Math CCSS Implementation: Three days with all 8th grade teachers to reinforce and align CCSS Math content in 2013/14
Common Core:
Focus of PLCs for Last 3 Years

• Summer Professional Learning (3 summers)
  – New learning to build foundational knowledge
  – Course-alike teacher teams designing Brief Constructed Responses & Performance Tasks
    • ELA, Math, **AND** Science, Social Science & World Language

• Best Practices
  – Quarterly Course Lead Collaboration at District Office
  – Review assessments and results, including BCRs & PTs
  – Continual capacity building of teacher leaders
Common Core:
Focus of PLCs for Last 3 Years

- Curriculum Assessment Support Coaches
  - Team that provides ongoing on-site targeted support
  - Local CCSS Experts: Gentle Pressure for Continued Change

- Open Collaboration Time
  - Site-based course-alike teams provided as much time as desired to collaborate during summer and during the school year (Funded by Title 2)
Final Thoughts

• PLC Structure has allowed for transition to CCSS

• WUHSD is not Charles Darwin HSD where only the fittest survive

• WUHSD creates a culture of hope

Demographics do not Determine Destiny
Rigor

Relevance

Relationships

Intensity

Coherence

Focus

Whatever it Takes