



Grossmont Union High School District Operational Bulletin

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Title: A Student Cohort Approach to Addressing “At Risk”
Students and the Identification of Students

Routing:
Principal
Vice Principals
Teachers
Counselors

Issuing Department: Office of the Superintendent

Reference:

Summary

We all have celebrated the success of our students on the STAR tests and the increases in our school APIs. Our increases are a good start at recapturing the recognition of the Grossmont Union High School District as one of the premier school districts in the State.

At the same time we have significant challenges in front of us. 25% of our students are scoring at Far Below and Below Basic on the CST in English Language Arts and our disaggregated data points to a continuing and significant achievement gap. That gap for African American students is 99 API points, 85 points for Latino students and 145 points for English Learners. These and other statistics provided to principals and management teams at the beginning of the school year, are reflective of an achievement gap that has not changed significantly in the past decade.

Cohort Model

To address the needs of students at “high risk”, GUHSD will pilot a model program that has at its core the targeting of resources to cohorts of “at risk” students. These resources would provide targeted reading and mathematics intervention, combined with additional strategic interventions to address social, economic and emotional issues for students at risk.

Our goal will be to work during this school year with teams of teachers and staff within this intervention framework to develop a strategic design that can be implemented on a larger scale in 2010-11. This is a clinical approach to intervention that targets those students in most need of assistance – students who are failing three or more classes and/or students who are at far below or below basic in ELA and mathematics achievement on the CST.

Identification of Students

The first step in this process is to identify the cohort of “at-risk” students in each school using a two-step process:

1. The District will compile a list of all students who scored Far Below and Below Basic in ELA and mathematics on the STAR test, 2009.
2. All teachers are to submit the names of all students who are in danger of failing their class (D or Fail) at the four week mark using the Performance Profile. This will allow school teams to assemble an identified cohort of students for intervention within the next two weeks.

This cohort will become the targeted students for 2009-10. The objective is to begin targeted reading and mathematics intervention and a range of social and student-team building programs in late October. The priority for these cohorts will be 10th grade students.

Summary

Grossmont Union High School District's high schools face the same challenges of other high schools in California: an achievement gap with student achievement scores that remain well below expectations. And, despite our best efforts we have not broken through with students who have traditionally been unsuccessful in school for a wide range of reasons.

We have to effectively address students scoring at Far Below and Below proficiency in the coming months and years in order to move the entire District to a higher and competitive level with surrounding school districts.

I sincerely believe together, we can move these cohorts of students to significantly higher levels of achievement in a single year and produce an even more powerful program next year to drive student achievement.

I want to thank each teacher and staff member in advance for helping to realize this vision for Grossmont students and parents.

Bob Collins
Superintendent
Office of the Superintendent

APPROVED: Bob Collins