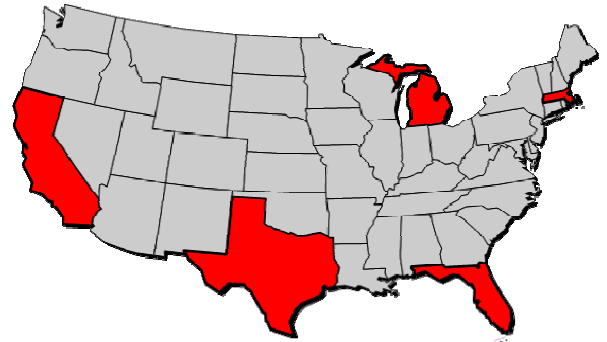


CASE STUDY

Core Practices in Math & Science: An Investigation of Consistently Higher Performing Schools in Five States

Doig Intermediate School

Garden Grove Unified
School District
(California)



Introduction

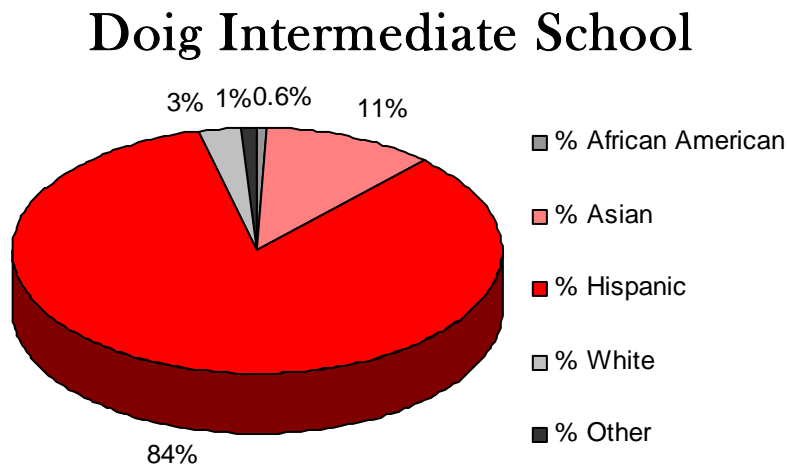
Since 1999, the National Center for Educational Achievement (NCEA) and its affiliated research teams have studied over 500 public schools across the country in an effort to identify and disseminate effective practices embraced by higher performing schools that distinguish their campuses from their average-performing peers. Building on the foundation established by this previous research, NCEA sought in the current study to focus specifically on educational practices in the areas of mathematics and science in five states: California, Florida, Massachusetts, Michigan, and Texas.

Criteria used in school selection in the current study included three years of state assessment data in mathematics and science (2004, 2005, and 2006), campus demographic make-up, percentage of economically disadvantaged students, school size, and geographic location. In addition, all of the schools selected for participation met the state and federal requirements for Adequate Yearly Progress (AYP) in 2006. Schools categorized as higher performing based on the selection criteria were those “beating the odds” with consistently better student achievement over three years, when compared to peer campuses with a similar student population. Therefore, a list of the state’s highest performing schools may contain schools different from those selected for this study.¹

In order to illuminate the roles of different members in a school community, for each selected school, NCEA researchers interviewed district-level administrators, school administrators, and classroom teachers. To supplement the interview data, researchers collected pertinent documents, observed secondary level algebra classes, and invited participants to take part in the NCEA *Self-Assessment* online.

¹ For more detailed information about the school identification process and the list of higher performing schools included in the study, please see the full cross-case report at <http://www.nc4ea.org>.

Figure 1: Student Demographics



District and School Profile

Established in 1965, the Garden Grove Unified School District (USD) is the seventh largest school district in California and serves students from seven cities: Anaheim, Cypress, Fountain Valley, Garden Grove, Santa Ana, Stanton, and Westminster. With a total enrollment of 48,450 students, the Garden Grove USD operates a total of 70 schools, including 47 elementary schools, ten intermediate schools, seven high schools, and two alternative continuation schools. Approximately 60% of the students in the district qualify for the free and reduced-price lunch program.

Garden Grove educators have seen many changes in student demographics over the years. While in the past 80% of the students were Caucasian, the district now serves a highly diverse student population, including a large number of English language learners. Students of Hispanic descent account for 55% of the district's student population, followed by 28% Asian. Among the Asian students, Vietnamese is the largest subgroup. The Garden Grove Unified School District was the finalist for the Broad Prize for Urban Education in 2002 and 2003 and won the Prize in 2004.

Serving 851 students in seventh and eighth grades, Doig Intermediate School is a Title I school and a national demonstration school for AVID (Advancement via Individual Determination). Approximately 84% of the student population receive free and reduced-price lunch. With a large percentage of English language learners, the two largest subgroups among Doig's enrolled students are Hispanic (84%) and Asian (11%) (Figure 1).

As a strong proponent of higher standards, NCEA recognizes school efforts to move more students to the state's higher standard of achievement by accounting for those students in the analysis of consistent higher performance. Tables 1 and 2 summarize performance at both the state's proficient and advanced standards attained by the students at Doig Intermediate School for the years of 2004, 2005, and 2006. The state averages included in the tables represent student performance among schools with a student population similar to Doig, particularly based on the percentage of economically disadvantaged students.

Table 1: Performance Trends based on Proficiency Standard

Grade	2004		2005		2006	
	7	8	7	8	7	8
Mathematics	37%	N/A	42%	N/A	40%	N/A
Science	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	37%
State Average for Similar Schools (Math)	17%	N/A	21%	N/A	24%	N/A
State Average for Similar Schools (Science)	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	20%

Table 2: Performance Trends based on Advanced Standard

Grade	2004		2005		2006	
	7	8	7	8	7	8
Mathematics	11%	N/A	13%	N/A	10%	N/A
Science	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	15%
State Average for Similar Schools (Math)	3%	N/A	5%	N/A	5%	N/A
State Average for Similar Schools (Science)	Not Tested	Not Tested	Not Tested	Not Tested	Not Tested	6%

*Results for the 8th-grade math test were not included as students were allowed to choose between two versions of the test.

Theme 1

Student Learning: Expectations & Goals

Prioritizing academic achievement as well as college and career readiness, educators in the Garden Grove Unified School District establish focused goals that encompass provision of opportunities and support.

- Educators in Garden Grove embrace the ultimate objective of every student completing high school, meeting college entrance requirements, and having the key to a four-year college education or technical training for skilled

careers. To attain their ambitious objective, district leaders establish a small number of long-term academic goals clearly defined in terms of student proficiency and progress. Because the goals are constant and small in number, school-level educators can easily embed them in various subject areas. Regarding the importance of having sustained goals, one leader commented, "Districts tend to look for quick fixes, which result in immediate feel-good but do not get you there. Don't be afraid to step out there and say, this is what we want, even when you are going to look bad because you are so far from it."

- District wide, educators create expanded opportunities for all students. Concerning the district's large student population in poverty, one district leader expressed, "Our students are every bit as bright and capable as any other students and students in affluent areas. What they haven't had are the same opportunities. People will talk about an achievement gap, but that's really a result of an opportunity gap. So filling those opportunity gaps is what is going to erase the achievement gap." Recognizing the necessity for the school district to supply families with needed opportunities, for instance, Garden Grove educators create pre-school programs to ensure academic readiness for incoming kindergarteners. District-wide efforts to instill student college readiness include equal access to rigorous coursework, availability of the AVID program in every intermediate and high school, administration of the PSAT for all 10th-grade students to inspire a college outlook, and financial sponsorships for SAT preparation classes for all high school juniors.
- District goals include clear expectations and essential support for members of the entire school system. In addition, the expectations are measurable, primarily anchored in student performance on state and district standardized tests. One district leader stated, "We need to hold ourselves accountable at each grade level, to make sure that we help the students meet the state standards and become proficient because a high school teacher cannot place a far-below-basic student in math in algebra or geometry and expect the student to be successful." To enable the staff to meet expectations and vertical accountability, the district office creates opportunities and resources for improvement. For instance, through a backward-mapping process, district administrators clarify sound student placement criteria for educators. The district office also provides focused training on strategies for teachers to sustain students who may not be accustomed to enrolling in rigorous courses.
- At Doig Intermediate School, administrators prioritize their academic goals to align with those established by the district office. Instead of only preparing students for seventh and eighth grades, educators at Doig aim for high school and college readiness. The principal stated, "We really want and expect students to achieve success in the university and graduate from the university. So we want to make sure that we prepare them as such." In addition to rigorous instruction, another practice in such preparation work is the

counselor's classroom visits to present high school coursework, "A-G" admission requirements for the University of California system, and benefits of college education.

To effectively address district-wide academic goals, educators in Garden Grove engage in standards-based and vertically aligned curriculum development, revision, and implementation.

- As educators are accountable for teaching the state standards, district administrators lead the development of curriculum materials to encompass standards and to guide instruction. The district curriculum serves as a way of helping students reach proficiency at each grade level and, ultimately, successfully graduate from high school. Describing the district leadership as curriculum-minded and achievement-focused, one school educator expressed, "Our district stepped up to the state's calling and developed the curriculum in a timely manner as requested by the state. We excel in student achievement as a district because of that." Standards-based materials provided to teachers in every core subject include information about scope and sequence of courses, quarterly pacing charts, textbook correspondence, and suggested instructional strategies and resources.
- To manage a large number of state standards for each subject and grade level, curriculum developers prioritize the standards to narrow the scope. Using blueprints for the California Standards Test (CST) as a preliminary guide to determine heavily tested areas, educators identify focus standards to emphasize in instruction. Teachers in the district also identify additional focus standards that may not appear on the CST Blueprints. The identification does not eliminate non-focus standards; instead, teachers address them in conjunction with the focus standards.
- Revision of the district curriculum is needs-based and often occurs concurrently with changes at the state level. For example, with new textbook adoptions and updated CST Blueprints, educators revise curriculum materials to ensure continuous alignment with standards. To maintain consistency, mid-year revision is uncommon and primarily needs-driven. For instance, when district administrators discerned that teachers did not fully utilize the language arts program, curriculum leaders created articulated and text-aligned pacing to more effectively address program expectations. One leader commented, "If we changed the curriculum every year, with so many content areas, both core and elective, it would be a moving target due to the constant revision."
- Through involvement of teachers from multiple grade levels, teacher input and vertical alignment become an integral part of the curriculum development process. In addition to identifying focus standards, teachers have the opportunity to represent their schools in the curriculum "consult" process to draft curriculum materials, collect input from colleagues, and conduct

curricular revision. Participation from teachers facilitates curricular alignment across grade levels. For instance, for the writing rubric in secondary education, teachers from each grade level study various writing strands to ensure accumulation of skills and differentiated levels of challenging language.

- Implementation of the standards-based curriculum is consistent throughout the district and involves school-site enhancements within the district framework. One school educator stated, "Curriculum implementation is rather self-regulated. It's so ingrained in the core subjects district-wide that there is no other way in the teacher's mind." Guided by the district framework, teachers at Doig Intermediate School collaboratively strengthen curricular alignment, for instance, by creating more detailed pacing. According to a leader at Doig, "District curriculum documents have planted seeds in teachers' minds. So when they get together to develop their own, it's higher quality because they have seen good examples."

Theme 2

Staff Selection, Leadership, & Capacity Building

To serve the diverse student population, district administrators actively increase diversity in the staff and provide continuous instructional support.

- With a focus on diversity to provide role models for students, leaders in Garden Grove engage in active staff recruitment. As the student population becomes increasingly diverse, one district leader stated, "We really try to bring in more diversity in our teaching staff and in our principals, because we want our students to see themselves in the face of the school staff and say 'I can be successful like them.'" In addition to visiting local universities and recruitment fairs, district leaders work with a large number of interns, especially for high-need areas such as special education and secondary math. School leaders are on the lookout for competent candidates as well. For instance, the principal at Doig Intermediate often alerts district administrators about quality substitute teachers or student teachers on his campus.
- Following staff recruitment and selection, educators in Garden Grove view staff development as essential to move the entire school system forward, particularly in terms of implementing instructional strategies to achieve active participation and accommodate student needs in rigorous courses. A district leader expressed, "The work we are doing is not rocket science, but it is extremely difficult. Our teachers and principals are working extremely hard, wanting to learn new strategies. They care about the students and consider themselves as having a chance to make a difference." The district office

introduces a main focus every year and provides ongoing workshops after school. One science teacher at Doig expressed that the training becomes “a part of the tool box that you have.” Examples of strategies include checking for understanding and helping students gain independence via scaffolding before they become self-regulatory learners.

- In addition to staff development, the district office supports instruction with specialized personnel. One district leader expressed, “We are developing people in our curriculum office who can then go out to the school site with a lot of expertise in curriculum.” For instance, after instructional training, district-level staff provides follow-through assistance in effective implementation. Support personnel also serve as a particularly important component in the district’s investment in new teachers. To aid prompt adaptation to instructional responsibilities, for instance, Teachers on Special Assignment (TOSAs) work closely with new teachers at school sites to provide ongoing support such as co-planning, co-teaching, model lessons, conferences, and reflective conversations. TOSAs are curricular and instructional experts for each subject area who do not have their own classrooms but spend every day in various classrooms.

Collegial collaboration across and within schools enables teachers to support each other and their students.

- Collaboration is prevalent throughout the district and strengthens vertical curricular articulation. As district educators work towards preparing students for college and careers, collaboration among feeder schools increases. The district office coordinates transition meetings as well as the Strategy Academy where teachers discuss strategies that support students across levels. Leaders and teachers at Doig Intermediate School engage in two-way conversations and visitations with their feeder schools. For instance, teachers at Doig and the elementary feeders conduct mutual “action walks” to observe teachers and students. One school leader expressed, “There has to be communication and the articulation piece, in order to take the step forward.”
- Educators at Doig exhibit a long-standing collaborative spirit that focuses on student needs. Before the fully-formed state standards were in place, teachers at Doig initiated a collaborative effort to enhance curricular consistency using common instructional content, assignments, and assessments within departments. The collaboration continues in the present with constant teacher discussions, within and across departments as well as school wide, regarding instructional strategies, performance data, lesson planning, and uniform pacing and sequencing. The current principal also continues to stress collegial collaboration because “if we are able to work together in a collaborative effort, we are more likely to make better decisions for the team and for our students, than if we try to work in isolation.”

- School schedules include formalized teacher collaboration time. Based on the agreement between the teachers' union and the district office, educators develop site-specific plans to include collaboration time on the master schedule. At Doig, teachers teach longer class periods to allow formal collaboration on two early release days every month. A school leader shared, "When teachers have focused time, they are able to make huge differences by working together because they truly know what the students need. They realize they can work to share the load because the challenges are great." Leaders at Doig also make days available for teachers to co-plan and co-teach. Oftentimes, teachers take the initiative to meet informally after school. One first-year math teacher expressed, "The teachers are all very supportive and always willing to stay after school to help. All of the teachers at the school help each other, not just the math department."

Theme 3

Instructional Tools: Programs & Strategies

Student placement guidelines are data-based and emphasize equal access and flexibility.

- Equal access to challenging courses for all students underlies the district's student placement policy. A district leader commented, "Any students who demonstrate that they are able, even though it may take some extra help and support to meet the standards of the rigorous class, are put in that rigorous class." With the goal to challenge each and every student, the district policy does not dictate fixed or tracked course placement. Students can move from one level to another, although the district office requires justification when students move down from challenging course enrollment. "The district model is to push students higher whenever possible. So if they have any chance of going into a higher class, that's where we want to put them."
- District guidelines rely on data, rather than subjective judgment, to determine student readiness to undertake a course and to ensure consistency and equality in placement practices. Data used in placement include test scores on the state and district standardized exams, and supplementary teacher recommendations. With test scores converted into a point system to reflect proficiency levels and indicate prior achievement against the state standards, school leaders enroll students in appropriate courses without over-acceleration.
- In math education, the district-defined coursework sequence allows placement flexibility and leads educators in the transition to the state framework of algebra readiness by the eighth grade. Working backwards from student completion of at least Algebra II in high school, the district curriculum office

establishes a math sequence that allows multiple pathways for students. Also established are profiles of students who fit the different paths as well as methods to provide support. One district leader commented, “We have the same target, but now we say here are different paths. Students can still end up where we want them to be, but there are several different ways they can go.” For instance, while the majority of students take algebra in eighth grade, they can enroll in the course in seventh, eighth, or ninth grade based on their performance data. Students receive support in the form of elective companion courses and opportunities to repeat classes without disruption to the path to college readiness.

- At Doig Intermediate School, educators do not segregate classes but grant all students access to higher level classes to prepare for college preparatory courses in high school. One administrator shared, “We feel that students can manage with appropriate companion classes to support them. So it wasn’t just placing them in there; it’s giving them support during the school day, and before and after school.” In math, students take pre-algebra in seventh grade and algebra in eighth grade. 7th-grade students who are ready for algebra take the accelerated path; so do 8th-grade students ready for geometry. Pre-AP courses in history and science, which prepare students for AP courses in high school, are also accessible to every student who is ready.

Instructional resources, strategies, and arrangements enhance student mastery in rigorous courses and foster a college focus.

- As educators increase the level of rigor for all courses and as students enroll in courses that challenge and stretch, teachers utilize a variety of strategies to ensure understanding. One science teacher at Doig expressed, “We are trying to put a lot of rigor into our classrooms because the lower students need the rigor also.” At Doig, teachers engage in tactics that enhance understanding among students with different ability levels, including mainstreamed special education students and English language learners. For instance, science teachers consciously break down content and questioning into steps to accommodate students with lower math and language skills. Teachers also design worksheets and activities to encompass different levels of difficulty, “for students who aren’t quite getting it, those who pretty much get it, and those who really understand it.”
- At Doig Intermediate School, teachers embrace commonality and consistency in instructional practices to prepare students for high school and beyond. Faithful adherence to the district curriculum, common assessments, and collaborative conversations allow teachers to align their instruction and utilize similar strategies. The principal commented that common practices “maximize those best practices and readiness to go forward. Students can use the common strategies and be reinforced by teachers to get better throughout the day. We are looking at not just within the four walls in one classroom, but

being able to go department wide and school wide.” For example, school-wide, students utilize interactive notebooks to classify and summarize higher level information. Teachers also do “pair share,” in which students discuss and re-explain concepts to peers immediately after the instruction to demonstrate understanding.

- The district office makes available instructional programs and courses that concentrate on instilling college readiness in students. For instance, AVID at the secondary level is a way to prepare for and support students in rigorous high school classes to meet A-G requirements, particularly students who are historically under-served in 4-year colleges. Educators also stress study skills as part of equipping students with college readiness. At the intermediate level, students have access to study skills classes that strengthen abilities such as organization, self-discipline, and motivation.

Theme 4

Monitoring: Compilation, Analysis, & Use of Data

Monitoring of progress towards district goals begins with setting measurable targets and relies on benchmarking and data analysis.

- The district office monitors its established goals and initiatives, remains honest about progress made, and aims for continuous improvement. In describing the district’s goal setting, the superintendent shared, “Be very thoughtful and specific about what your goal is. Then break that down into pieces that are measurable, that you can truly hold yourself accountable to. It has to be something that you can know if you’ve achieved it, and you can say each year, ‘are we on course?’ ‘how are we doing?’” School sites adopt similar strategies in establishing goals and specify evidence educators will gather to measure progress.
- To hold themselves accountable, educators in Garden Grove rely heavily on the district-wide quarterly benchmark assessments, created and revised based on pacing and focus state standards. At the secondary level, benchmarks are available for the core subject areas. Student performance on the benchmark assessments correlates strongly with their performance on the state tests. One school educator commented, “Because we have the benchmarks, and because the district keeps track of those benchmark exams, there is an accountability to stay on track.” Benchmark assessments also ensure rigor in challenging courses that prepare students for high school, college, and beyond.

- District-level examination of progress entails effective monitoring of school administration based on the overarching district goals. Frequent communication between district and school administrative teams often includes data review to ensure, for instance, rigorous instructional delivery, compliance of student placement policies, and student progress. Furthermore, the district office produces annual reports of student growth with disaggregated data. As school leadership has access to a multitude of data reports, one district leader commented, “Typically, the principals are the first ones to notice what worked and what they need to keep working on, when they get their data. They are very analytical of what’s happening.”
- Another layer of data-based district progress monitoring, conducted by both district and school leaders, is instructional monitoring. Holding teachers accountable for student performance on benchmark assessments, district curriculum leaders and support staff regularly visit classrooms to ensure faithful replication and implementation of instructional strategies. Through administrative walkthroughs, formal evaluative observations, and assistance from department chairs, school administrators monitor instruction daily. At Doig, overall patterns derived from data analysis inform within-department monitoring and focus administrators’ time in the classroom. A school leader commented, “Observations in the classroom and interaction of team collaboration further point to what we can truly improve on.”

With the ultimate goal to enhance student achievement, educators in Garden Grove engage in frequent parent communication and education.

- Serving families facing many socio-economical and linguistic challenges, district and school administrators strive to provide opportunities for parents to become better advocates for their children. One district leader expressed, “We are trying to empower our parents the way parents who have more advantages and are more used to dealing with our system have, so that we put them on an equal playing field...to request their children to be placed in rigorous classes.” Therefore, Garden Grove educators actively explain the education and accountability system to parents, particularly in terms of requirements for graduation and college admissions. For instance, Doig Intermediate School hosts College Nights to elucidate course sequences and college requirements. In addition, to ensure full understanding, educators present events for parents in multiple languages.
- School-level educators maintain constant communication with parents about student performance. By cluing the parents in about the type of support students require at home, educators increase parental involvement steadily. The principal at Doig commented, “When we look at parents, students, and schools really working together, we see the cycle of student achievement go

right off the chart.” At Doig, educators build a support network to further increase parental awareness of resources available at school, such as the after-school homework program that can substitute for a home environment not conducive to learning. The school staff also contacts parents to further monitor inadequate student performance, such as absence for tutoring, as well as to inform them about positive behaviors. For instance, the principal calls parents to deliver compliments for academic improvement and participation.

School-level educators conduct focused and consistent student monitoring with assistance and resources from the district office.

- The district administration facilitates site-based student monitoring with easy and prompt data access. Trained in data analysis and collaborative data discussions, teachers and school leaders access the district’s online data system that provides disaggregated data reports, broken down by significant subgroups or organized by school, class, and standard. One school leader commented, “The data reports clearly identify standards our students struggle with, and then we can go zero in on these specific standards.” In addition, to strengthen teacher buy-in and use of data, the district office demonstrates a strong commitment to making state and district assessment data available instantaneously.
- Educators at Doig Intermediate School conduct data analysis based on ongoing formal and informal assessments to monitor student performance. Regular grade checks and daily quick checks are in place to keep students on task and on track. In addition to district benchmarks, educators at Doig administer common school benchmark assessments on a quarterly basis for the core subjects. A school administrator commented, “The assessments give us a good opportunity to really take a look at how students are performing, to then drive our instruction by making instructional decisions based on student needs, which are often visible in terms of strengths and weaknesses.”
- Students at Doig Intermediate School are responsible for monitoring their own performance, setting goals, and deciding on next steps. To ensure that monitoring does not end with a score, teachers at Doig pass on performance data during ongoing reflective conversations with students, in which, according to a school leader, “students are analyzing and charting within their classrooms. So they know how many questions away they are from reaching ‘proficient,’ where they are, and where they need to go.”

Theme 5

Recognition, Intervention, & Adjustment

As part of administrative monitoring of instruction, support and interventions are available for struggling teachers.

- The district's consistent monitoring includes interventions for teachers in the forms of training and follow-up support. For instance, when district administrators recognize insufficient use of instructional programs, they design training and bring teachers in. After teachers return to their campuses, the district office continues to provide in-class support for those having difficulties in implementation.
- For teachers who struggle with daily instruction, administrators rally support to strengthen their capacities. Site administrators create an individualized improvement plan and note areas of improvement as well as provision of support. For example, a leader at Doig Intermediate expressed, "Each situation is different and unique in terms of what the individual's needs are. When we look at providing support, it's important to include opportunities for learning as well as for practicing in order to enhance the struggling teachers' repertoire of instructional strategies." At Doig, school leaders coordinate to provide struggling teachers with opportunities such as more frequent collegial collaboration and observation on campus, targeted staff development training, and assistance from district-level consultants and support staff.

With support and resources from the district office, student interventions abound in Garden Grove and stress early remediation and minimal disruption to core instruction.

- With measurable academic goals, educators in Garden Grove focus on early identification and intervention. For instance, recognizing the role of early childhood readiness in sustaining a successful education career, the district office makes pre-school programs available. The introduction of AVID in intermediate grades provides early support for students' journey to college education. In addition, to effectively prevent drop-out, district-level counselors target 7th-grade students who are far-below-basic to strengthen learning strategies and amend familial dynamics causing obstacles.
- Once identified as struggling according to district provided data, students have multiple opportunities to receive needed support while remaining in class and completing regular coursework. At Doig, "teachers will jump on the case and get students into interventions." The principal commented, "Our students are very fortunate here. We offer solid programs during the regular school day and want to do more. And the teachers have responded by participating in the extended day opportunity to provide before and after school assistance for

students,” in language arts, math, and study skills. In addition, students struggling in math and English classes enroll in companion classes as electives. In addition to formalized programs, Honor Society students with high GPA’s offer volunteer peer tutoring, and every teacher is available before or after school to assist students. District-organized intervention programs at the intermediate level include summer school in math and writing as well as courses for English language learners and special education students.

- In addition to data, the district office provides curricular and instructional support for student intervention plans. For instance, pacing guides are available for summer school programs. To ensure effective support for students, the district office provides training for teachers working specifically with struggling students, such as those enrolled in math companion classes. This training informs teachers how to present concepts using varying methods, different from those used in regular core classes, to increase student understanding. Teachers with special education students and English language learners in their mainstream classes also receive training to accommodate student needs and allow access to the core curriculum.

Summary of Findings

Student Learning: Expectations & Goals

Embracing the goal of equipping students with readiness for college and skilled careers, educators in the Garden Grove Unified School District clearly define a small number of long-term academic objectives. For the entire school system to achieve the ambitious goal, district administrators concentrate on providing support and opportunities to both students and school-level staff. Furthermore, to ensure student preparation at each grade level and, ultimately, for post-secondary options, educators engage in curriculum processes that emphasize alignment with the state standards and vertical articulation.

Staff Selection, Leadership, & Capacity Building

To serve the student population effectively, leaders in the Garden Grove Unified School District conduct active recruitment and development efforts to produce staff members who meet students’ needs and serve as role models. Student needs also compel educators to collaborate collegially on campus and throughout the district. Collegial collaboration among the teachers at Doig Intermediate School further ensures the availability of support to help them address challenges and concerns.

Instructional Tools: Programs & Strategies

Stressing the practice of enrolling students in challenging courses, educators in the Garden Grove Unified School District develop placement guidelines based on performance data and emphasize equal access and flexibility in order to provide students extended opportunities. To ensure student performance and learning in rigorous courses, educators make use of instructional practices and programs that accommodate various student needs and foster a strong post-secondary outlook in the students.

Monitoring, Compilation, Analysis, & Use of Data

Educators in the Garden Grove Unified School District hold themselves accountable to their established academic goals. Monitoring of objectives begins with setting goals that are measurable and continues with constant collection of data with instruments such as benchmark assessments to determine student progress. To ensure student progress, district and school administrators visit classrooms as a way to ascertain rigor in instruction, stress ample parent education and increased parental involvement, and provide easily accessible student data.

Recognition, Intervention, & Adjustment

Consistent monitoring of instruction and student performance in the Garden Grove Unified School District entails prompt provision of intervention for those who are struggling. For struggling teachers, support comes in the forms of collegial collaboration on campus, targeted staff development, and assistance from support personnel. For students, support is also abundantly available and emphasizes early intervention and minimal interruption to regular instruction.



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