

SUCCESS with the MEASURING UP® Program A Case Study

School: Gateway East Community Day School
District: Grossmont Union High School District

The Gateway East Community Day School (grades 9-12) provides an education in an extended school year for students on a suspended expulsion order from the district, an involuntary transfer from one of the comprehensive sites, or a student on probation.

Gateway East Community Day School's student population is 59% White, 24% Hispanic or Latino, and 18% African American. School-wide, 38% of the students qualify for the free and reduced-price meal program.

The California-customized Measuring Up® program was implemented as the only assessment intervention program. Both Measuring Up ePath® (electronic formative assessment and record-keeping) and the Measuring Up® instructional student worktexts were used.

CAHSEE Results

CAHSEE RESULTS	MATHEMATICS			ENGLISH LANGUAGE ARTS		
	2004-2005	2005-2006	% Change	2004-2005	2005-2006	% Change
Gateway East School	76.00%	81.82%	5.82%	69.23%	100.00%	30.77%
Grossmont Union District	83.55%	83.86%	0.31%	80.00%	81.79%	1.79%
District Scores without Gateway East	76.47%	76.07%	0.40%	72.71%	72.36%	0.35%

The change in District scores from the 2004-2005 school year to the 2005-2006 school year are not significant, but the changes in both mathematics and ELA are significant for Gateway students. The mathematics scores at Gateway are not significantly below those of the district in 2005-2006, and Gateway has elected to continue with the Measuring Up® Program. It is unclear why the mathematics results, although significant, are less impressive gains than the ELA results. Several other factors are being studied.

The change in ELA results are clearly highly significant, moving Gateway School's performance above district level significantly. 100% of Gateway students passed the ELA CAHSEE in 2005-2006, compared with 81.79% of students across the district.

Removing Gateway East School from the District scores lowers the district's scores significantly in both ELA and math, although much less so in math.

Conclusions and Recommendations of the Staff

Gateway East continues to use the following methodology with the Measuring Up® Program as their only assessment intervention practice. The formative assessments used in conjunction with the full-length Diagnostic Practice Tests (DPT) provided informed instruction reports for teachers at Gateway. Once teachers identified "needs improvement" strands, they followed up with specific assignments in the print worktexts that targeted standards not mastered. Mini-formative assessments, created in Measuring Up ePath® by the teachers, guided instruction throughout the year. The full-length DPTs were used to practice and give last minute remediation and practice as the CAHSEE grew closer.

The improvement in ELA scores at Gateway East was highly significant, while the improvement in math scores, although significant, was not at the same high level. Since no other differences in methodology were used, results are attributed to the Measuring Up® Program. Additional studies on math intervention methodologies as a result of assessment intervention are being conducted.

For additional information on the Measuring Up® Program, please contact us at 800-822-1080 or visit us at www.PeoplesEducation.com.