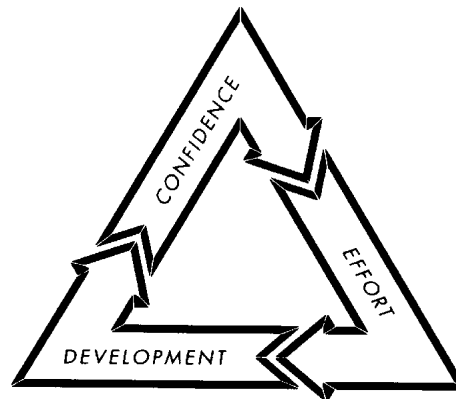




A Campaign for Proficiency

Worcester, Massachusetts



EFFICACY
I N S T I T U T E

182 Felton Street
Waltham, MA 02453
(781) 547-6060
Fax (781) 547-6077
www.efficacy.org



The Efficacy Institute Inc.

Our Vision & Mission

Our Vision is a nation dedicated to producing successive generations of citizens prepared to constructively participate in the society of their time.

Our Mission therefore, is development. We work to release the inherent intellectual capacity of all children, and to affirm their right to learn.

We commit ourselves to break the cycle of underdevelopment that afflicts far too many children, especially children of color and the economically disadvantaged. We will eradicate the myth that they are incapable of learning at high levels by demonstrating the truth of their capacities to rapidly build knowledge and skills.

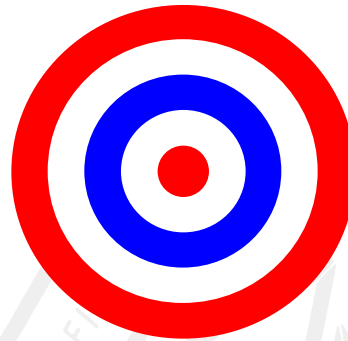
We appeal to the most positive and powerful human instinct: *develop the children*. We, all adults, are responsible for managing their development, and we can learn how to do it.

Our ultimate objective is freedom. Developed people are free to find meaning, to build quality lives and to leave a legacy of wisdom and humanity.

I N S T I T U T E



The Mission



The **mission** is Proficiency for *all* students in each subject area, and development of strong character.

Define **Proficiency** at each *grade level*, and what constitutes strong character, then *accelerate* all students to those targets.

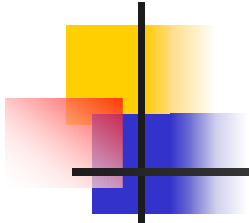


A Campaign for Proficiency

A Campaign for Proficiency is a community-wide effort to get all children to Proficiency.

We can no longer place all the responsibility for our children's education on the schools. Preparing children for the world is the responsibility of the entire community—especially those in leadership positions.

Community and school leaders must work together to decide what to do and how to do it. But we cannot take no for an answer; all of our children must move to proficiency if they are to live successful lives in the 21st century.



We want children to be in positions to lead quality lives, that is, lives filled with meaning as well as accomplishment.

We regard development of both **intellect (academic proficiency)** and **strength of character** as prime means to that end.



EFFICACY
I N S T I T U T E



Academic Proficiency

Solid academic performance for each subject assessed. Students reaching this level have demonstrated competency over challenging subject matter, including:

Knowledge

Subject-matter knowledge (facts, concepts and procedures)

Application Skills

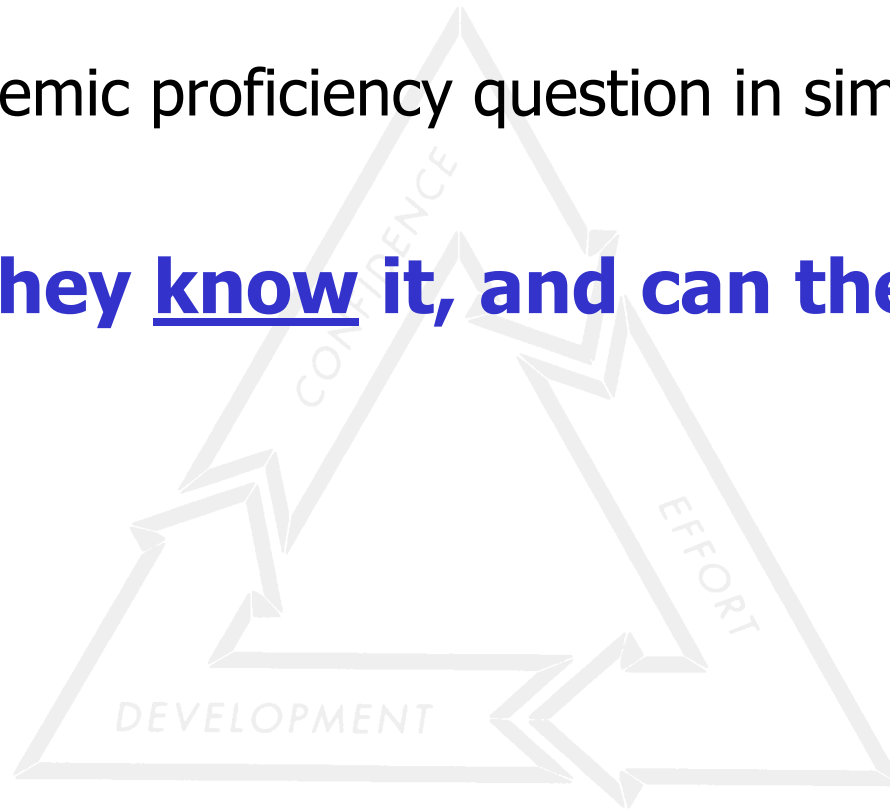
- Application of such knowledge to real-world or novel situations, and
- Reasoning Skills: analytical skills appropriate to the subject matter; and/or demonstration of the capacity to synthesize and evaluate.

Adapted from: National Assessment of Educational Progress (NAEP)



The academic proficiency question in simple terms:

Do they know it, and can they use it?



EFFICACY
I N S T I T U T E

2002-2004 MCAS Results

English Language Arts Grade 4

% of Students Performing at the Proficient/Advanced & Warning/Failing Levels

Perf. Level	Worcester				State			
	'02	'03	'04	Impr/Dcl ('03-'04)	'02	'03	'04	Impr/Dcl ('03-'04)
Proficient/Advanced	40%	44%	33%	-11	54%	56%	56%	0
Needs Imprvmt.	45 %	42%	48%		37%	34%	35%	
Warning/Failing	15%	14%	19%	-5	10%	9%	10%	-1

2002-2004 MCAS Results

English Language Arts Grade 7

% of Students Performing at the Proficient/Advanced & Warning/Failing Levels

Worcester

State

Perf. Level	Worcester				State			
	'02	'03	'04	Impr/Dcl ('03-'04)	'02	'03	'04	Impr/Dcl ('03-'04)
Proficient/Advanced	37%	37%	39%	+2	64%	66%	68%	+2
Needs Imprvmt.	40%	44%	40%		28%	28%	25%	
Warning/Failing	23%	18%	21%	-3	9%	7%	7%	0

2002-2004 MCAS Results

English Language Arts Grade 10

% of Students Performing at the Proficient/Advanced & Warning/Failing Levels

Perf. Level	Worcester				State			
	'02	'03	'04	Impr/Dcl ('03-'04)	'02	'03	'04	Impr/Dcl ('03-'04)
Proficient/Advanced	40%	38%	37%	-1	59%	61%	62%	+1
Needs Imprvmt.	32 %	38%	39%		27%	28%	27%	
Warning/Failing	25 %	22%	22%	0	14%	11%	11%	0

2002-2004 MCAS Results

Mathematics

Grade 4

% of Students Performing at the Proficient/Advanced & Warning/Failing Levels

Worcester

State

Perf. Level	'02	'03	'04	Impr/Dcl ('03-'04)	'02	'03	'04	Impr/Dcl ('03-'04)
Proficient/Advanced	29%	28%	21%	-7	39%	40%	42%	+2
Needs Imprvmt.	46%	51%	49%		42%	44%	44%	
Warning/Failing	25%	21%	30%	-9	19%	16%	14%	+2

2002-2004 MCAS Results

Mathematics Grade 8

% of Students Performing at the Proficient/Advanced & Warning/Failing Levels

Perf. Level	Worcester				State			
	'02	'03	'04	Impr/Dcl ('03-'04)	'02	'03	'04	Impr/Dcl ('03-'04)
Proficient/Advanced	13 %	15%	14%	-1	34%	37%	39%	+2
Needs Imprvmt.	29 %	26%	29%		33%	30%	32%	
Warning/Failing	56 %	58%	56%	+2	33%	33%	29%	+4

2002-2004 MCAS Results

Mathematics Grade 10

% of Students Performing at the Proficient/Advanced & Warning/Failing Levels

Worcester

State

Perf. Level	'02	'03	'04	Impr/Dcl ('03-'04)	'02	'03	'04	Impr/Dcl ('03-'04)
Proficient/Advanced	25 %	32%	30%	-2	44%	51%	57%	+6
Needs Imprvmt.	34%	31%	34%		31%	29%	28%	
Warning/Failing	38 %	36%	33%	+3	25%	20%	15%	+5

2004 Worcester MCAS Results by Race/Ethnicity

Percentage of Students Scoring **At/Above the Proficient Level** in English Language Arts

Grade-Level	% of Black Students	% of White Students	% of Latino Students	% of Asian Students
Grade 4	27% [32%*]	45% [63%*]	15% [27%*]	35% [58%*]
Grade 7	24% [45%]	49% [75%]	25% [36%]	53% [72%]
Grade 10	27% [37%]	50% [69%]	20% [29%]	42% [62%]

*Statewide MCAS Results

2004 Worcester MCAS Results by Race/Ethnicity

Percentage of Students Scoring **At/Above the Proficient Level** in Mathematics

Grade-Level	% of Black Students	% of White Students	% of Latino Students	% of Asian Students
Grade 4	14% [18%*]	29% [48%*]	7% [18%*]	30% [54%*]
Grade 8	5% [14%]	19% [45%]	5% [12%]	30% [57%]
Grade 10	19% [31%]	41% [63%]	13% [26%]	45% [73%]

*Statewide MCAS Results



Strength of Character

You can think of building strong character as a proficiency too.

People with strong character understand that their behavior matters. Strong character is grounded in knowledge of the principles of proper conduct, and results in young people *choosing* their actions out of a desire to have a constructive impact on their families and their communities.

Knowledge

- Learn principles of proper conduct
- Tell right from wrong in a wide variety of situations

Conduct

- Choose actions based on principles, even in the face of peer pressure to do otherwise
- Influence others toward principled behavior



Adult Proficiency

Proficiency is a useful construct to think about the development of grown-ups, too.

A definition of *Adult Proficiency*:

Demonstrated capacity, based on *subject matter knowledge* and *application skills* to move students in a school/community to reading, writing and math proficiency (or higher).



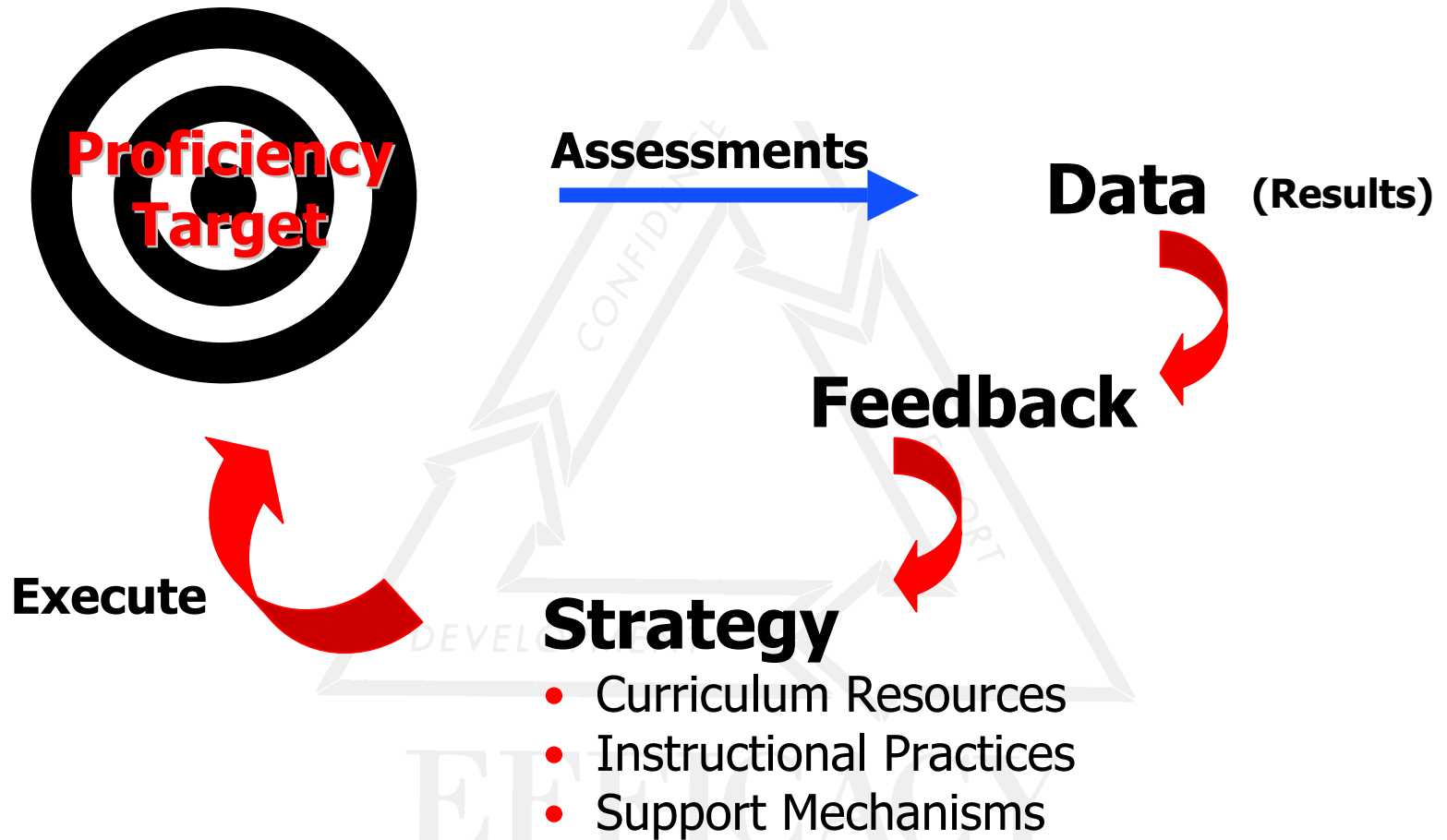
A Mission Strategy for *Systemic* Education Reform

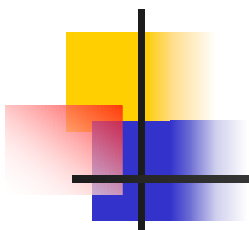
What's the formula for change?

Leaders must:

- **Build Consensus on the Mission: Proficiency and Strong Character for *All* Children**
- **Build **Belief** that the Mission can be Accomplished**
- **Install the **Self-Directed Improvement System™ (SDIS™)** to Drive Strategies for Achieving Proficiency**

The Self-Directed Improvement System





The **Mission** is Proficiency;

the **Method** is a system of self-directed improvement, executed with equal force in the schools and in community institutions.

EFFICACY
INSTITUTE



A Campaign for Proficiency

A Campaign for Proficiency is a community-wide effort to get **all** children to Proficiency.

Proficiency is the foundation for a quality life in the 21st century; simply put, when children are proficient they have **academic** knowledge and the skills to apply that knowledge in the real world, as well as strength of **character**—knowledge of principles of proper conduct and the discipline to use them in real life.

Getting all children to proficiency requires the aligned effort of adults—in our homes, in our communities and in our schools.



The Role of Community Leadership

- Establish, then take responsibility for specific, targeted proficiency outcomes.
- Educate the community on the *mission of proficiency* and why it is essential.
- Establish the Data Stream. Disseminate data throughout the community on progress toward the targeted outcomes.
- Establish a structure of operations, and responsibility—mechanism by which we can hold ourselves and everyone involved responsible for results.



Visit Us...

To learn more about:

- Our Organization
- Our Products & Services
- Additional Resources



www.efficacy.org

EFFICACY
I N S T I T U T E