



PASADENA UNIFIED SCHOOL DISTRICT
Planning, Innovation, Accountability & Support Programs
OUR CHILDREN. LEARNING TODAY. LEADING TOMORROW.

LCAP WORK GROUP
March 24, 2016

LOOKING AT DATA PROTOCOL

FACTS

Describe what you see without making evaluations or interpretations of the data.

- As students matriculate % of students met decreased
- Meeting standard is stagnate from MS – HS
- Foster youth performance has lowest of meeting standards in Language Arts and Math than any LCAP group except EL and SPED
- Dual languages almost twice as high district wide and homeless
- The highest the grade the lower % meeting standards
- The reclassification of EL students at the high school indicates more individual help is needed throughout the lower grades – 2-5 as well.
- Huge concern at brain drain b/t grade levels at all levels of school
- 3-5 actually decrease (but not testing same standards) b/t trimester
- MS Honors not doing well (worse than general ed. counterparts)
- Math I & II are an issue – is this due to the test format or due to kids not understanding the materials?
- Asians meeting SBAC math % higher – elem. Almost equal: met/not met
- District ELA 6-11, 6th down, 7th up
- GATE subgroup % higher
- Secondary math is in trouble
- ELA seems to decrease in achievement from elementary to middle and then improve in high school - Similar trend in Math though not as strong
- ELA/Performance Math gaps
- Significant decline of students enrolled from 2013 to 2015 – 3433 less
- Only 2.1% of English Learners meet standards
- Black and Hispanic students – glaring gap!
- Foster Youth – did better in ELA than Math
- EL's – did better in Math than ELA
- 2014-15 SBAC Mathematics performance – 50 + % not met – not good obviously
- Meaningful participation barely over 10% feel for 7,9,11
- Drop since 2010 in high expectations & caring adult relationships
- EL's are doing better in Math than in ELA

- Foster Youth do better in ELA than in Math
- Big gap between homeless & foster youth performance
- Grades 3-5 appear to do poorer than K-2
- Being GATE – still not meeting standard
- Our African-American and Latino students are failing miserably
- Students not meeting the performance standard in Math/English
- Latino/Black Students disproportionately
- AA:EL – huge disparity with Math & ELA, even more with Foster Youth, EL and low income
- Math – rates of proficiency decreases not yet proficient increases.
- EL, Foster Youth and Special Ed have lowest proficient rates
- High School increased on new assessment
- Elementary and Middle significant drop
- ELA-EL, Foster Youth & Special Ed have lowest proficiency levels
- English Learners
 - Asian & non economically disadvantaged have higher rates of proficiency
 - Overall low rates of proficiency
- ¼ of EL became proficient in less than 5 years
- ELA weak in 3rd grade & 2nd trimester 5th
- Secondary scores bad across board – worse than SBAC 2015 scores??
- Elementary 27% meaningful participation
- Healthy
 - 61% school connectedness
 - 48% academic motivation
- Benchmarks
 - Significant drop in students meeting benchmarks from 2-5
 - Math is decreasing

INTERPRETATIONS & WONDERINGS

Identify questions that the data raises for you. What does the data suggest? What does the data reveal?

- What factors can we as a system change?
- The data reveals that special efforts and programs are needed for FY, EL and Special Ed
- Even GATE aren't meeting the standards
- More timely reporting home when a weakness is determined
- Low number of test questions which only allows for PASS/FAIL
- Brain drain!
- Why GATE kids doing so poorly
- We're losing a certain caliber of kids @ MS – they come back @ HS
- There is a change a paper/pen test k-1 & computer in 2 in affecting the test score
- Worried about integrated math
- Worried about class size at middle school – Math & English
- Need to do more to guarantee teachers meet as grade level + as Departments
- Income doesn't affect outcome for ELA
- More support to secondary for ALL groups by IA's
- How are Homeless identified?
- What is happening?
- Where were the responses from?
- What can our District do to help EL's Language Acquisition?
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- Start as young as possible
- High Quality important
- Troubling
- Why are students not feeling that they are meaningfully participating?
- Why 20 students feel they have less expectations and less caring adult relationships now – possibly...higher class sizes, less staff results in less personal connection w/students which may produce ripple effects on student feeling like they don't have meaningful participation, less caring adult relationships, less high expectations, etc.
- However, that meaningful participation is so low, I question content?
- The % meeting standard by ethnicity is the exact same on the SBAC Math Performance and the ELA Performance sheets.
- The data suggests the need for increased classroom assistance
- Who is doing well in PUSD?
- How are those students successful?
- Do teachers have enough resources to meet student need?

- Why are they failing?
- What can we do?
- What are we doing/or not to address the student populations?
- What programs?
- Why is elementary higher?
- What targeted goals for those students
- State Assess: What does the big drop between 12/13 & 14/15 look like @ each grade level
- Early Ed high quality has proven long-term positive impact
- Are the #'s of students accurate?
- Why did Asian students do so much better than all others in ELA & Math?
- Can “Meaningful Participation” be better defined?
- Can class size be another measure?
- What happens from 1s to 2nd grade?
- Shouldn't we be using state/SBAC benchmark tests that align with summative SBAC?
- Arts Integration and Arts Programming are shown to improve these areas – where/how is that listed in LCAP as a goal?
- We need Professional Development for teachers in Arts Integration and Common Core
- Benchmarks
 - Why? Structure of class setting? Less material interaction (arts integration) more standardized & rote learning?
- Increase in class size/adult child ratio a factor? Less ability to move, let alone learn in new ways.

IMPLICATIONS

What does this mean for our work?

- Readers
- School high standards
- We need to identify and provide special programs to raise academic achievement, homeless, FY, ELL
- Much of support – for Foster Youth social-emotional and to focus
- Expand
- Coordinate Early Intervention Services and extend through fifth grade
- More support of libraries
- High quality preschool
- GATE Instruction – what is happening?!!
- Reduce class size in Math, ELA, Science for 9th grade
- Healthy Kids survey seems to imply that from 2009-10 to 2014-15 connectedness has decreased, perhaps due to increase in class size
- More art integration does close gap for target schools
- More refined individual implementation of instruction – teacher support
- More academic support for foster-youth, not just foster youth
- Where do teachers/counselors get the time
- NEED intervention services for grades 2-6, especially with jump in class size
- More support for EL, foster, Special Ed
- Support for individuals and/or if class size is not reduced small group learning stations or district support for teachers
- More IA's in classroom
- Hire 100 extra teachers to reduce class size – approx.. calculated cost = 8.6 million
- Learn from our past successes
- Class size, support, 100% LDRT's
- Collaborative teaching environment
- Increased opportunities to develop Language (Saturday School, Summer school, language labs?)
- High quality Early Education
- Need to find ways for students to feel more connected
- Smaller class sizes in 9th grades English & Math (Class size reduction)
- School facilities need to be better maintained and security needs to be increased
- AA & Hispanics not served in any capacity
- More resources must be placed in area of weakness
- We need to find ways to spend this funding in areas of needs
- Spend the cash on these students
- Latino and Black students need services that empower them.

- Smaller class sizes in Math and English for 9th grade – 9th grade class size reduction
- Make students who receive S:C money an actual priority
- Math – know at what grades/content proficient drops
- What do classroom teachers think about what they need to be more effective?
 - Class size
 - Time for individual support
 - Time to work with colleagues
- We need to attract, support & sustain highly qualified teachers, librarians & staff
- Focus on EL, economically disadvantaged is appropriate
- Student engagement through Arts Integration as part of core curriculum as emerging proven practice with impact.
- Oral Language development, usage, depth also impacts academic motivation – student voice & choice
- Shake up the Instructional Coaches – taking best teachers out of classrooms
- Attract, retain highly qualified teachers in classroom
- Benchmark assessments don't give teachers the granular data they need to improve instruction
- Teachers need time to review the data from their classes & plan how to respond
- Arts addresses learning gaps in Math & ELA through arts integration
- Also, it has been shown to create a school environment that feels connected, is motivating, and is meaningful. Creativity is one of the most desired 21st century skills desired by employers. Innovators need arts to help them imagine change.
- Find ways to be a solutions partner with teachers & administrators – provide more arts to students and arts integration PD for teachers to provide more tools for the work they need to do.