

BOARD OF EDUCATION

Attachment: Information

7

PALO ALTO UNIFIED SCHOOL DISTRICT

Date:

10.14.14

TO: Board of Education

FROM: Glenn "Max" McGee, Superintendent

SUBJECT: Superintendent's Minority Achievement and Talent Development Advisory Committee

STRATEGIC PLAN INITIATIVE

Governance and Communication

RECOMMENDATION

This item does not require action and is for discussion purposes. The Board will be asked to provide feedback about the information presented.

BACKGROUND

Palo Alto Unified School District has acknowledged an achievement gap exists and has taken intentional action in the past to close this gap. Evidence for the achievement gap is based primarily on standardized test results from the School Accountability Report Card (SARC) that identifies the percentage of students who are proficient and advanced at each school for English Language Arts and Mathematics disaggregated by racial ethnic groups and also by the category of "socio-economically disadvantaged." As the attached report presented to the Board last year indicates, there is a significant difference in the percentage of students reaching "proficient and advanced" between students of color and their peers and between the socio-economically disadvantaged and their peers. Additionally, concerns have been raised that students of color are underrepresented in Advance Placement classes at the high schools. Also, in 2012 the California Department of Education (CDE) notified us that there existed disproportionate identification of students for Special Education programming and services based on 2010-11 data. At that time the district implemented a plan to ameliorate this situation and was required to set aside 15% of its IDEA funds to provide "coordinated intervening services." According to an April 2013 memo from CDE to Dr. Kevin Skelly, "the CDE has determined that . . . PAUSD no longer meets the criteria for significant disproportionality." In any case, we will be compiling current statistics to see if PAUSD has disparate enrollment in either special education or advanced classes. Recently published research findings have highlighted disproportionality on a national scale; and if it does exist here, we want to address it immediately.

In looking at the snapshot of the 2012-2013 SARC data, it is evident the achievement gap in PAUSD is evident at the middle and high school levels. Because no one elementary school has a large enough number of African-American students to qualify as a disaggregated group by state definition, their scores are not reported. There is a gap between Latino students and their peers and the socio-economically disadvantaged and their peers at all levels, but generally it is larger in the middle and high schools, especially in mathematics. Given that we are a unit district, it is important to note the achievement gap is not just a high school problem or issue, since most of our high school students have come up through our entire system. Thus, a system-wide solution is necessary.

In addition to the achievement gap, we need to be concerned about providing all students, especially students of color and the economically disadvantaged, access and opportunities to develop their talents. Also, districts, including PAUSD, need to identify talented students in their early years and to assure the supports, programs, and services are in place to assure these talents are developed and advanced. Nationwide, this is not the case. As the authors of the monograph, "The Achievement Trap," note:

There are far fewer lower-income students achieving at the highest levels than there should be, they disproportionately fall out of the high-achieving group during elementary and high school, they rarely rise into the ranks of high achievers during those periods, and, perhaps most disturbingly, far too few ever graduate from college or go on to graduate school ... Unless something is done, many more of America's brightest lower-income students will meet this same educational fate, robbing them of opportunity and our nation of a valuable resource.

Some important findings from this report are:

- *In elementary and high school, lower-income students neither maintain their status as high achievers nor rise into the ranks of high achievers as frequently as higher-income students.*
- *Among those not in the top academic quartile in first grade, children from families in the upper income half are more than twice as likely as those from lower-income families to rise into the top academic quartile by fifth grade. The same is true between eighth and twelfth grades.*
- *High-achieving, lower-income students are:*
 - *Less likely to graduate from college than their higher-income peers*
 - *Less likely to attend the most selective colleges*
 - *More likely to attend the least selective colleges*
 - *Less likely to graduate when they attend the least selective*
 - *Much less likely to receive a graduate degree than high-achieving students from the top income half.*

The authors conclude: *"The highly visible national struggle to reverse poor achievement among low-income students must be accompanied by a concerted effort to promote high achievement within the same population . . . The time is at hand for targeting public policies, private resources, and academic research to help these young strivers achieve excellence and rise as high educationally as their individual talents can take them."*

The research report "Mind the (Other) Gap," from Indiana University's Center for Economic and Educational Policy, cites additional evidence and similar concerns regarding what they call the "Excellence Gap," the disparities between high-achieving, low-income students and their peers. They offer two recommendations:

1. Make Closing the Excellence Gap a National and State Priority.

Wyner, Bridgeland, and Dilulio (2009) estimate that 3.4 million high-achieving children live in households below the national median in income, over 1 million of whom qualify for free or reduced-price meals. They found evidence that, compared to upper-income children of similar ability, these children are more likely to show decreased achievement in later grades and drop out of high school, and they are less likely to attend college and earn a degree. Given the well-documented personal and economic costs of academic underachievement, this study illustrates the immediate and long-term dangers posed by festering excellence gaps. Clearly this is an important national issue, and the scope of the problem is large. Whenever discussing education policy at any level, two questions should always be asked:

How will this affect our brightest students?

How will this help other students begin to achieve at high levels?

2. Acknowledge that Both Minimum Competency and Excellence Can be Addressed at the Same Time

Data continue to emerge supporting the notion that focusing too tightly on minimum competency will not automatically lead to excellence. At the same time, no one argues that focusing tightly on excellence will automatically get all students up to minimum competency. So we ask the challenging question: Why not focus on both? If this country can put people on the moon using 1960s technology, creating educational systems that bring students to competency and promote their ability to excel in certain areas does not seem impossible.

They conclude with this observation:

Martin Jenkins once wrote, [T]he conservation of intellectual capital is one of the major obligations of education . . . this responsibility is particularly incumbent upon schools serving [African American] youth . . . We can ill-afford to squander our intellectual capital by neglecting the development of those highly endowed individuals who are best fitted to assume positions of leadership . . . To identify exceptional individuals, to provide opportunity for their development, to stimulate them to their highest achievement, to assure that their potentialities become actualities, are both an obligation of and an opportunity for teachers of [African American] youth.

After compiling the data for this report, Jenkins' thoughts resonated with us for two reasons. First, in the sentences above, "African American" can be replaced with "Hispanic," "poor," or "ELL" and be similarly relevant. Second, Jenkins published his comments 60 years ago, yet the problems persist and, in some cases, appear to be worsening.

Yet continuing to pretend that a nearly complete disregard of high achievement is permissible, especially among underperforming subgroups, is a formula for a mediocre K-12 education system and long-term economic decline.

As noted above, individual PAUSD schools, and the district as a whole, have a history of past efforts to address the achievement gap. Some have been successful at the site level, but the systemic problem persists. Clearly, it is time to tackle this problem as a "collective community." Doing so successfully, will have enduring benefits for our students, schools, and greater community and ideally will inform other districts across the country.

Purpose

The purpose of this Advisory Committee is to prepare a set of strategic, evidence-based recommendations that, when implemented, will enable the PAUSD community to assure underrepresented minority students and other students from disadvantaged circumstances have the necessary opportunities, conditions, and supports that will empower and enable them to succeed as well as both realize and maximize their full potential. The report will identify critical issues and, for each issue, develop strategic recommendations that will include specific metrics for evaluating the extent to which each strategy was successful, suggested timelines for implementations, an individual or role (current or future) to lead each strategy, and cost estimates for implementing each recommendation. The Advisory Committee will also be asked to articulate any potential policy issues the Board should consider developing and adopting.

Board Policy 1220 and the Administrative Regulation (attached) are relevant to the work of this Advisory Committee: "The superintendent or designee may establish advisory committees which shall report to him/her in accordance with law, Board policy, and administrative regulation." Moreover, we need to make it clear that the Advisory Committee advises and that the final decisions regarding recommendations are up to the Board and superintendent. The policy reads: "Citizen advisory committees shall serve in an advisory capacity; they may make recommendations, but their actions shall not be binding on the Board or Superintendent."

To prepare this report, the Advisory Committee will analyze existing data including standardized achievement test scores, grades, enrollment in challenging middle and high school classes, placement in the special education system, participation in extra-curricular activities, and the like; gather testimony from families and students, faculty and staff, recent graduates and older alumni, and an array of other community members; research best practices; learn from experts in the field; discover what similar districts are doing and have done in their efforts; and identify the existence and current use of an array of community supports and assets.

The Advisory Committee will generally meet on Tuesday, late afternoons or evenings when there are no Board meetings, with the goal of presenting their report to the Superintendent, ideally by April 2015. Advisory Committee membership will consist of two administrators, four faculty and staff, four students, four parents, and four members of the community at large. The Committee will be co-chaired by a PAUSD administrator and a member of the community. Appropriate staff will be assigned to support the work of the committee and will be accountable for assuring the report is completed in a timely manner. The Superintendent will meet with the Advisory Committee and review their final report with the intention of reporting to the Board of Education in April or May 2015.

Finally, BP 1220 notes:

The membership of citizen advisory committees should reflect the diversity of the community and represent a diversity of viewpoints.

The Superintendent or designee shall provide training and information, as necessary, to enable committee members to understand the goals of the committee and to fulfill their role as committee members."

To this end, a draft of an application template and a list of training and informational resources follow.

Application

Name: _____

Contact Information: _____

Classification (check that which best fits):

- Student
- Parent
- Faculty Member (list grade/department and school)
- Staff Member (list assignment and school(s))
- Recent graduate (classes of 2010 – 2014)
- Alumni
- Community Member

Why are you interested in being a member of the Advisory Committee?

What can you contribute to the Advisory Committee in terms of experience and/or expertise?

Please list a few readings or other examples of resources you would recommend to the Advisory Committee to inform their work:

Are you interested being interviewed to be a co-chair? What special skills and experience do you have that would make you a successful co-chair?

Time Commitment

With membership comes an expectation for regular attendance. Meetings will be held on most, but not all, Tuesday afternoons or evenings on which there are not Board meetings. There will also be meetings or hearings on other evenings or perhaps even a weekend as well as a significant amount of work with specific subcommittees that members will schedule themselves. Below is a list of Tuesday meeting days through April. Please indicate specific dates or times when you are NOT available to serve:

	<u>4:00 – 6:00 pm</u>	<u>7:00 – 9:00 pm</u>
November 4	<input type="checkbox"/>	<input type="checkbox"/>
November 11	<input type="checkbox"/>	<input type="checkbox"/>
December 2	<input type="checkbox"/>	<input type="checkbox"/>
December 16	<input type="checkbox"/>	<input type="checkbox"/>
January 6	<input type="checkbox"/>	<input type="checkbox"/>
January 20	<input type="checkbox"/>	<input type="checkbox"/>
February 3	<input type="checkbox"/>	<input type="checkbox"/>
February 17	<input type="checkbox"/>	<input type="checkbox"/>
March 3	<input type="checkbox"/>	<input type="checkbox"/>
March 17	<input type="checkbox"/>	<input type="checkbox"/>
March 31	<input type="checkbox"/>	<input type="checkbox"/>
April 14	<input type="checkbox"/>	<input type="checkbox"/>
April 28	<input type="checkbox"/>	<input type="checkbox"/>

Resources for Committee Members

The Achievement Gap Initiative at Harvard University

<http://www.agi.harvard.edu/>

Achievement Trap

http://www.civcenterprises.net/medialibrary/docs/achievement_trap.pdf

Improving Students' Relationships with Teachers to Provide Essential Supports for Learning

<http://www.apa.org/education/k12/relationships.aspx>

Mind the (Other) Gap:

http://www.jkcf.org/assets/1/7/ExcellenceGapBrief_-_Plucker.pdf

Minority Student Achievement Network

<http://msan.wceruw.org/>

Still Separate and Unequal: Examining Race, Opportunity and School Achievement in "Integrated" Suburbs

http://msan.wceruw.org/documents/resources_for_educators/Relationships/Still%20Separate%20and%20Unequal.pdf

Teaching Diverse Students Initiative

<http://www.tolerance.org/tdsi/>

CITIZEN ADVISORY COMMITTEES

The Board of Education recognizes that citizen advisory committees enable the Board to better understand the interests and concerns of the community.

The Board shall establish citizen advisory committees when required by law, to strengthen the effectiveness of district and school operations, or to enhance student learning. The purpose of any such committees shall be clearly defined and aligned to the district's vision, mission, and goals. The Board may dissolve any advisory committee not required by law when the committee has fulfilled its duties or at any time the Board deems it necessary.

- (cf. 0000 - Vision)*
- (cf. 0200 - Goals for the School District)*
- (cf. 0420 - School Plans/Site Councils)*
- (cf. 0420.1 - School-Based Program Coordination)*
- (cf. 0430 - Comprehensive Local Plan for Special Education)*
- (cf. 2230 - Representative and Deliberative Groups)*
- (cf. 3280 - Sale, Lease, Rental of District-Owned Real Property)*
- (cf. 5030 - Student Wellness)*
- (cf. 6020 - Parent Involvement)*
- (cf. 6174 - Education for English Language Learners)*
- (cf. 6175 - Migrant Education Program)*
- (cf. 6178 - Career Technical Education)*
- (cf. 9130 - Board Committees)*

The Superintendent or designee may establish advisory committees which shall report to him/her in accordance with law, Board policy, and administrative regulation.

Citizen advisory committees shall serve in an advisory capacity; they may make recommendations, but their actions shall not be binding on the Board or Superintendent.

The membership of citizen advisory committees should reflect the diversity of the community and represent a diversity of viewpoints.

The Superintendent or designee shall provide training and information, as necessary, to enable committee members to understand the goals of the committee and to fulfill their role as committee members.

Within budget allocations, the Superintendent or designee may approve requests for committee travel and may reimburse committee members for expenses at the same rates and under the same conditions as those provided for district employees.

- (cf. 3350 - Travel Expenses)*

Legal Reference: (see next page)

CITIZEN ADVISORY COMMITTEES (continued)

Legal Reference:

EDUCATION CODE

- 8070 Career technical education advisory committee
- 11503 Parent involvement program
- 15278-15282 Citizens' oversight committee
- 15359.3 School facilities improvement districts
- 17387-17391 Advisory committees for use of excess school facilities
- 35147 School site councils and advisory committees
- 41505-41508 Pupil Retention Block Grant
- 41570-41573 School and Library Improvement Block Grant
- 44032 Travel expense payment
- 52176 Advisory committees, limited-English proficient students program
- 52852 Site council, school-based program coordination
- 54425 Advisory committees, compensatory education
- 54444.1-54444.2 Parent advisory councils, services to migrant children
- 56190-56194 Community advisory committee, special education
- 62002.5 Continuing parent advisory committees

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

- 52012 School site council

GOVERNMENT CODE

- 810.2 Tort claims act, definition employee
- 810.4 Tort claims act, definition employment
- 815.2 Injuries by employees within scope of employment
- 820.9 Members of local public boards not vicariously liable
- 6250-6270 California Public Records Act
- 54950-54963 Brown Act

UNITED STATES CODE, TITLE 42

- 1751 Note Local wellness policy

COURT DECISIONS

- Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

Management Resources:

CSBA PUBLICATIONS

- Maximizing School Board Leadership: Community Leadership, 1996

WEB SITES

- CSBA: <http://www.csba.org>
- California Department of Education: <http://www.cde.ca.gov>

CITIZEN ADVISORY COMMITTEES

Committee Charge

When committees are appointed, committee members shall receive information including, but not limited to:

1. The committee members' names
2. The procedure to be used in the selection of the committee chairperson and other committee officers
3. The name(s) and contact information of staff member(s) assigned to support the work of the committee
4. The goals and specific charge(s) of the committee, including its topic(s) for study
5. The specific period of time that the committee is expected to serve
6. Legal requirements regarding meeting conduct and public notifications
7. Resources available to help the committee perform its tasks
8. Timelines for progress reports and/or final report
9. Relevant Board policies and administrative regulations

Members of advisory committees are not vicariously liable for injuries caused by the act or omission of the district or a committee and are not liable for injuries caused by an act or omission of a committee member acting within the scope of his/her role as a member of the committee. However, a member may be liable for injury caused by his/her own wrongful conduct. (Government Code 815.2, 820.9)
(cf. 3530 - Risk Management/Insurance)

Committees Subject to Brown Act Requirements

The following committees shall comply with Brown Act requirements pertaining to open meetings, notices, and public participation, pursuant to Government Code 54950-54963:

1. Advisory committees established pursuant to Education Code 56190-56194 related to special education
(cf. 0430 - Comprehensive Local Plan for Special Education)
2. Other committees created by formal Board of Education action
(cf. 9130 - Board Committees)
(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)
(cf. 9323 - Meeting Conduct)

CITIZEN ADVISORY COMMITTEES (continued)**Committees Not Subject to Brown Act Requirements**

The following committees are exempt from the Brown Act but must conform with procedural meeting requirements established in Education Code 35147:

1. School site councils established pursuant to Education Code 41507, 41572, or 52852 related to student retention, school or library improvement, or school-based program coordination
(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
2. District or school advisory committees established pursuant to Education Code 52176 related to programs for students of limited English proficiency
(cf. 6174 - Education for English Language Learners)
3. School advisory committees established pursuant to Education Code 54425(b) related to compensatory education
(cf. 6171 - Title I Programs)
4. Any district advisory committee established pursuant to Education Code 54444.2 related to migrant education programs
(cf. 6175 - Migrant Education Program)
5. School site councils established pursuant to Education Code 62002.5 related to economic impact aid and bilingual education
6. School committees established pursuant to Education Code 11503 related to parent involvement
(cf. 6020 - Parent Involvement)

Meetings of the above councils or committees shall be open to the public. Any member of the public shall have the opportunity to address the council or committee during the meeting on any item within its jurisdiction. Notice of the meeting shall be posted at the school site or other appropriate accessible location at least 72 hours before the meeting, specifying the date, time, and location of the meeting and containing an agenda that describes each item of business to be discussed or acted upon. (Education Code 35147)

CITIZEN ADVISORY COMMITTEES (continued)

The above councils or committees shall not take action on any item not listed on the agenda unless all members present unanimously find that there is a need to take immediate action and that this need came to the council's or committee's attention after the agenda was posted. In addition to addressing items on the agenda, members of the council, committee, or public may ask questions or make brief statements that do not have a significant effect on district students or employees or that can be resolved solely by providing information. (Education Code 35147)

Councils or committees violating the above procedural requirements must, at the demand of any person, reconsider the item at the next meeting, first allowing for public input on the item. (Education Code 35147)

Any materials provided to a school site council shall be made available to any member of the public upon request pursuant to the California Public Records Act. (Education Code 35147; Government Code 6250-6270)

(cf. 1340 - Access to District Records)

Committees created by the Superintendent or designee to advise the administration and which do not report to the Board are not subject to the requirements of the Brown Act or Education Code 35147.

(cf. 2230 - Representative and Deliberative Groups)

College Readiness Report: A-G Completion, College-Going rates



Diana Wilmot, Ph.D.
Charles Young, Ed.D.

December 10, 2013

Palo Alto Unified School District

PAUSD Class of 2013 876 Graduates – 452 at Paly, 424 at Gunn



Highlights

- We reached Strategic Plan Goal #4 that 85% of graduates would complete A-G coursework with a C- or better.
- College enrollment has increased and continues to be higher than the national trend for students in all subgroups.



November 13, 2012

Palo Alto Unified School District

Agenda

- Review progress on college readiness measures:
 - A-G Completion (Strategic Plan Goals 4 & 5)
 - College-going rates
- Discuss findings with Board



November 13, 2012

Palo Alto Unified School District

Strategic Plan Goal 4

By 2012, the percentage of graduates meeting the UC/CSU A-G course requirements will be 85% or better.



October 25, 2011

Palo Alto Unified School District

A-G Course Requirements

Definition: 15 college prep courses with a grade of C-minus or better, including:

Area	Subject	Time
A	History/Social Science	2 years
B	English	4 years
C	Math, through Algebra 2	3 years (4 years recommended)
D	Lab Science	2 years (3 years recommended)
E	World Language	2 years (can be waived with SATII or AP exam)
F	Visual and Performing Arts	1 year
G	College Prep Elective	1 year

Goal 4: Increase A-G completion for all graduates



PAUSD Graduates in Class of 2013 Meeting A-G

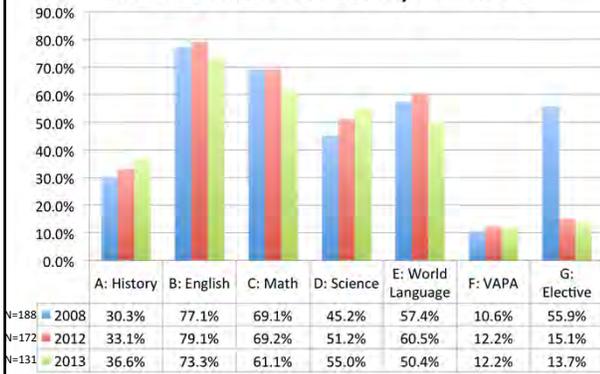
Underrepresented Groups	Number meeting A-G	Number of Graduates	% meeting A-G
Socio-economically Disadvantaged	20	43	46%
English Learners	14	27	52%
Redesignated Fluent in English Proficiency	145	166	87%
Students with IEP	37	84	44%
VTP Program	14	28	50%
Students of parents without a college diploma	26	63	41%

Comparison Data - % Meeting A-G

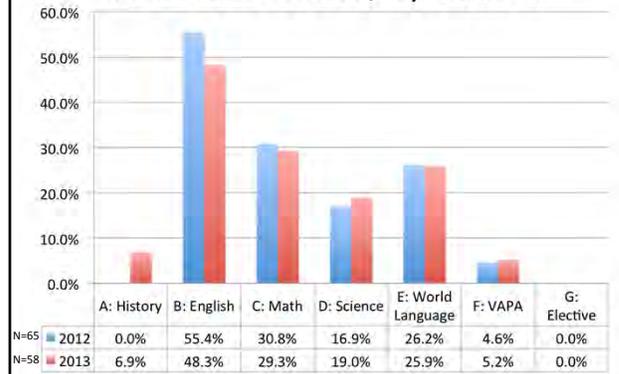
Underrepresented Groups	PAUSD (2013)	Santa Clara County (2012)	State (2012)
Socio-economically Disadvantaged	46% (n=43)	29% (n=6,081)	30%
English Learners	52% (n=27)	22% (n=3,769)	23%

What do we know about students who are missing the A-G requirements?

Graduates Missing A-G Coursework by Course

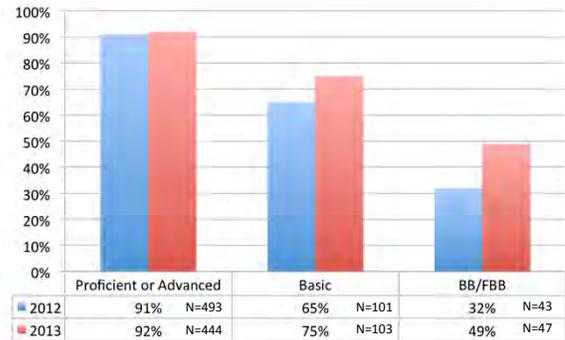


Graduates Missing 1-2 A-G Coursework, by Course

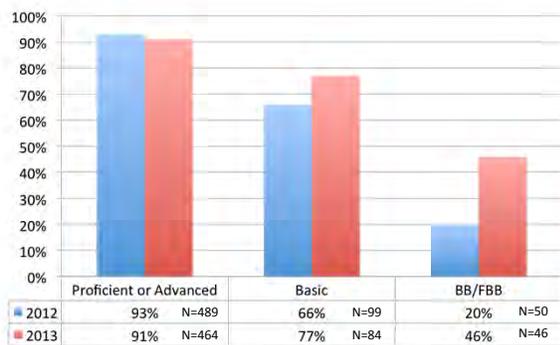


What is the “chance” of meeting A-G if a student scores below proficient in Elementary School?

Post-hoc Analysis for ELA in Elem: CST Proficiency and % Meeting A-G



Post-hoc Analysis for Math in Elem: CST Proficiency and % Meeting A-G



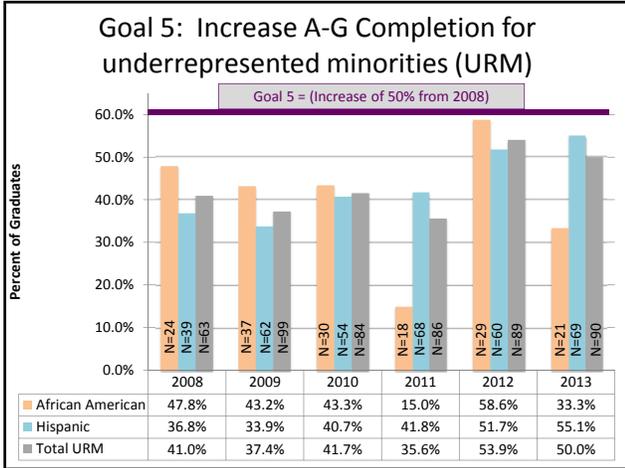
Strategic Plan Goal 5

By 2012, the percentage of underrepresented minority students who graduate meeting the UC/CSU A-G course requirements will be increased by 50% or more.



November 13, 2012

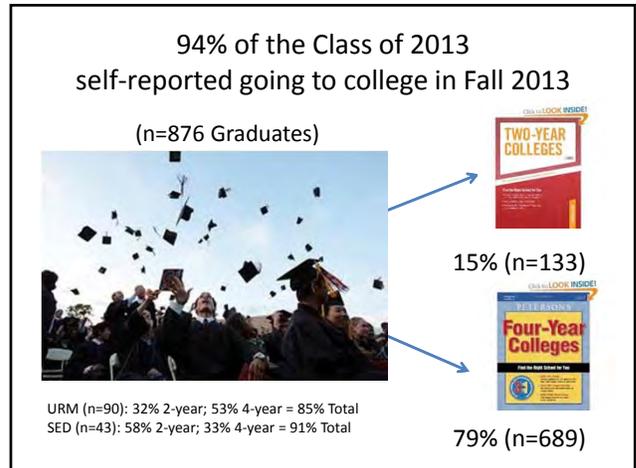
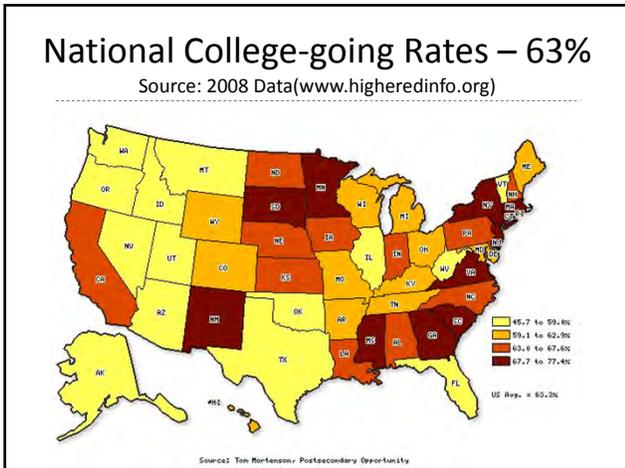
Palo Alto Unified School District



Comparison Data - % Meeting A-G*

URM - Underrepresented Minorities	PAUSD (2013)	PAUSD (2012)	Santa Clara County (2012)	State Data (2012)
African-American	33.0% (n=21)	58.6% (n=29)	29.4% (n=523)	28.6%
African-American and SED	* (n=3)	54.5% (n=11)	27.7% (n=253)	25.3%
Hispanic	55.1% (n=69)	51.7% (n=60)	23.6% (n=5,593)	28.0%
Hispanic and EL	* (n=9)	30.0% (n=10)	16.4% (n=2,345)	19.7%
Hispanic and SED	31.8% (n=22)	36.7% (n=30)	20.9% (n=3,662)	26.7%

*All 2012 Data is taken directly from Dataquest (dq.cde.ca.gov). No reported results are included for disaggregated data with less than 10 students.



Self-reported College Enrollment by Parent Education Level (Class of 2013)

	% 2-year college	% 4-year college	% College
Grad School (n=615)	10%	85%	95%
College Degree (n=172)	18%	75%	93%
Some College (n=32)	50%	33%	83%
High School Diploma (n=30)	63%	25%	88%
No H.S. Diploma (n=8)	67%	33%	100%
Declined (n=10)	24%	67%	92%

83% of Class of 2013 who didn't meet A-G self-report going onto college

(n=131 Graduates)



60% (n=78)



23% (n=30)

URM (n=45): 53% 2-year; 29% 4-year = 82% Total
 SED (n=23): 78% 2-year; 9% 4-year = 87% Total

Next Steps

- Reduce number of D's and F's
- Ongoing instructional improvement at elementary and middle school levels
- Continue to offer credit recovery options
- Continue to examine the effectiveness of district initiatives for college readiness
- Monitor Class of 2016 progress towards more rigorous graduation requirements
- Construct robust alternative pathways for students



To access data related to this board report, please go to:

- http://pausd.org/community/ResearchEvaluation/student_achieve.shtml

College Readiness Report: A-G Completion, College-Going rates



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