

PUSD Approach to Excellence Mid-Year Report

Due Date Feb. 6, 2008

Instructional Division- Closing the Achievement Gap (CAG) Team

Approach to Excellence Strategy: Student Achievement	
Project Manager: Meg Abrahamson	Date: 2/06/08
Expectations/Scope: (Describe the outcomes/deliverables/scope that have been defined and outlined for the Supt's Priority Monitoring Plan) The CAG team has identified two primary actions in terms of next steps towards addressing our achievement gap. The first step is to identify research based instructional strategies that have been identified as having positive impact on the academic performance for our student subgroups. Additionally, we have identified the import of providing information and training on other factors that influence and have positive impact on student academic performance. This would include such culture climate issues as student and teacher relationships, expectations and overall learning environment.	
Strategies Implemented: (What strategies/actions have been implemented so far?) CAG team has engaged in the following activities: <ul style="list-style-type: none">▪ Time has been given to gathering researched based resources on effective instructional strategies and best practices that positively impact and influence student learning for our underserved student sub groups.▪ This has been accomplished through the participation in PD focusing on the achievement gap<ul style="list-style-type: none">▪ Team members have attended LACOE and CDE sponsored PD that is developed and focused on the achievement gap of specific subgroups so as to focus the conversation.▪ Shared professional readings.▪ Identified and developed/ing five different PD workshops with specific focus for teachers in PUSD that aligns with the needs schools identified in their SPSA in both their Tier III and Tier II indicators.<ul style="list-style-type: none">-Robust Vocabulary -Academic Language-Linguistic Strategies -Math Instructional Strategies-Understanding the Metacognitive Development of our Underserved Students▪ Robust Vocabulary PD has been provided at three sites on "A" Mondays and 36 secondary History and Science teachers have received this training as well.▪ Tentative dates have been identified/scheduled for teacher workshops beginning in March and school sites will be offered the other four workshops for their "A" Mondays in addition to the paid workshops.	
Data Collected and Analyzed: (What data have been collected and analyzed? These data can be qualitative or quantitative.) <ul style="list-style-type: none">▪ CAG meeting agendas▪ PD calendar and registration for PD.▪ Review of Quarter assessment data▪ The CAG team has shared qualitative data/information from information received and learned at PD. This has guided the conversations and assisted in the focus of the workshops for teachers (to begin in March)▪ Initially the team reviewed the CST reports to quantify and discuss the areas of greatest needed that also were reflected in the PD requested within the school SPSA.	

Data Analysis Results:

(What are the findings of the data analysis? What is working and what is not? Explain reasons for progress or lack of progress.)

- The analysis and review of the SPSA indicates an interest and need for focused PD
 - Quarter assessment data disaggregated by subgroups indicates and confirms the greatest “gap” exists at our secondary level.
 - We do not have interim “hard” data to the impact of the initial trainings for “Robust Vocabulary”.
 - Working with sites who have received this training to gather interim assessment data as well as quarterly data to monitor and assess progress
- Lack of data is also related to delay in team getting into the schools to do the trainings.
- Scheduling Professional Development can be challenge do to already full PD calendar.

Mid-Year Changes:

(Based on the data analysis, what strategies need to be modified to meet the expectations?)

No changes are recommended and monitoring needs to continue.

- We need to get out there to provide support to the teachers
- Not having “B’ Mondays as an option presents a challenge- will provide trainings after school and through “A” Mondays

Support Needed:

(Is there support from others that is needed or could help the work be easier/faster/better?)

- None at this time.

Note: There is significant overlap between the different teams within the Instructional Division which presents a duplication of effort as well as a challenge for people who are members of multiple teams-- to attend as active members on each team. What the CAG team is focused on is also be supported through other teams and departments (i.e., LADD office – Robust Vocabulary)...