



San Diego Unified

SCHOOL DISTRICT

**Quarterly Update:
English Learners, Students with
Disabilities, African-American
Students, and Counseling**

November 10, 2015

The Promise of Public Education



How do current organizational structures support improving learning outcomes for each and every student?



Essential Questions



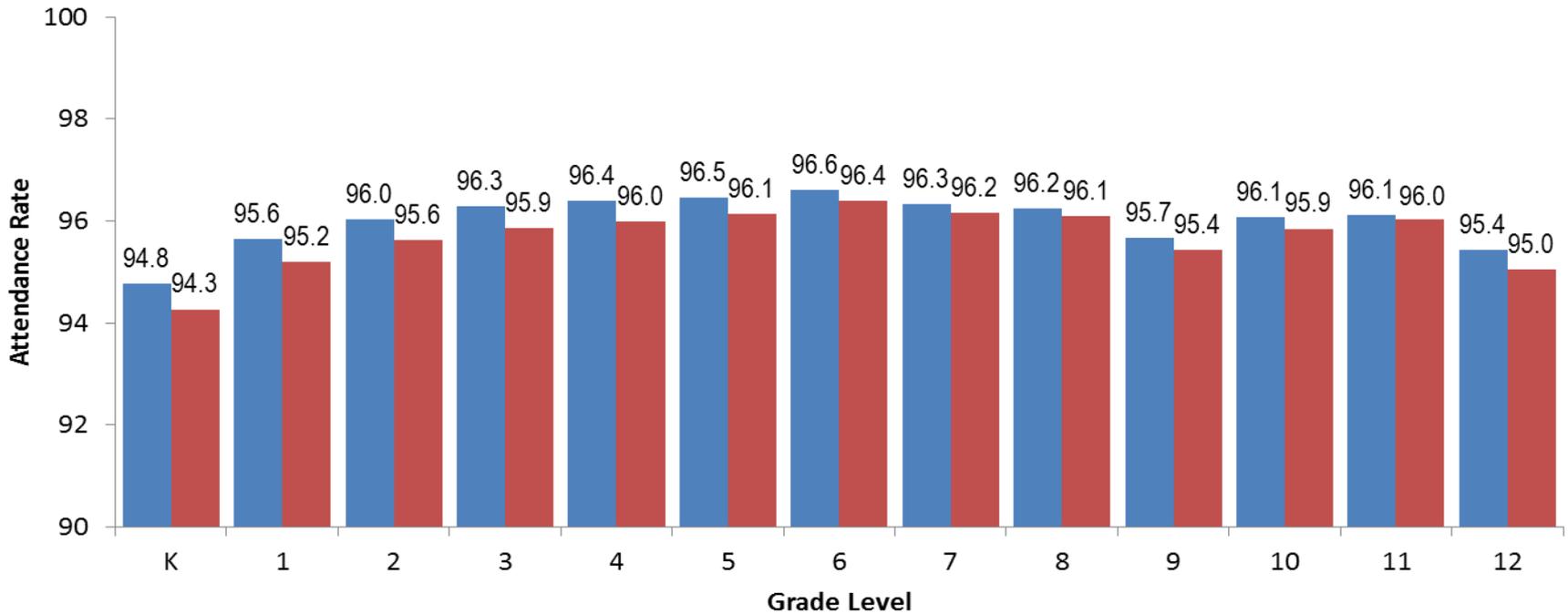
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- **How do we create school and classroom environments that inspire students to attend school every day?**
 - **How do we create school and classroom environments that reduce elevated suspension and expulsion rates?**
 - **Does the data reveal any patterns that may suggest groups of students at higher risk for failure?**
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Attendance Rates by Grade Level



Districtwide

■ 2013/14 ■ 2014/15



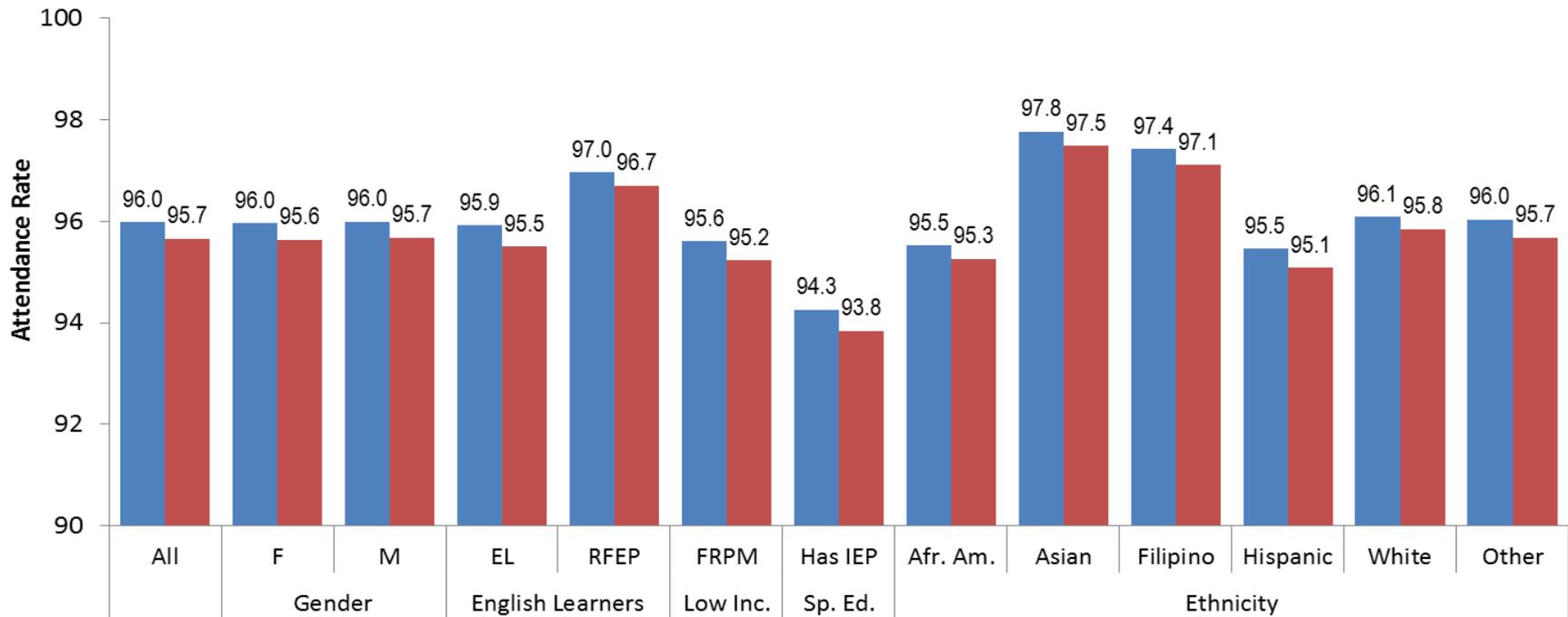
Note: 2013/14 was the first year teachers used PowerSchool to take attendance, which may have led to errors or omissions in reporting absences.

Attendance Rates by Student Group



Districtwide

■ 2013/14 ■ 2014/15



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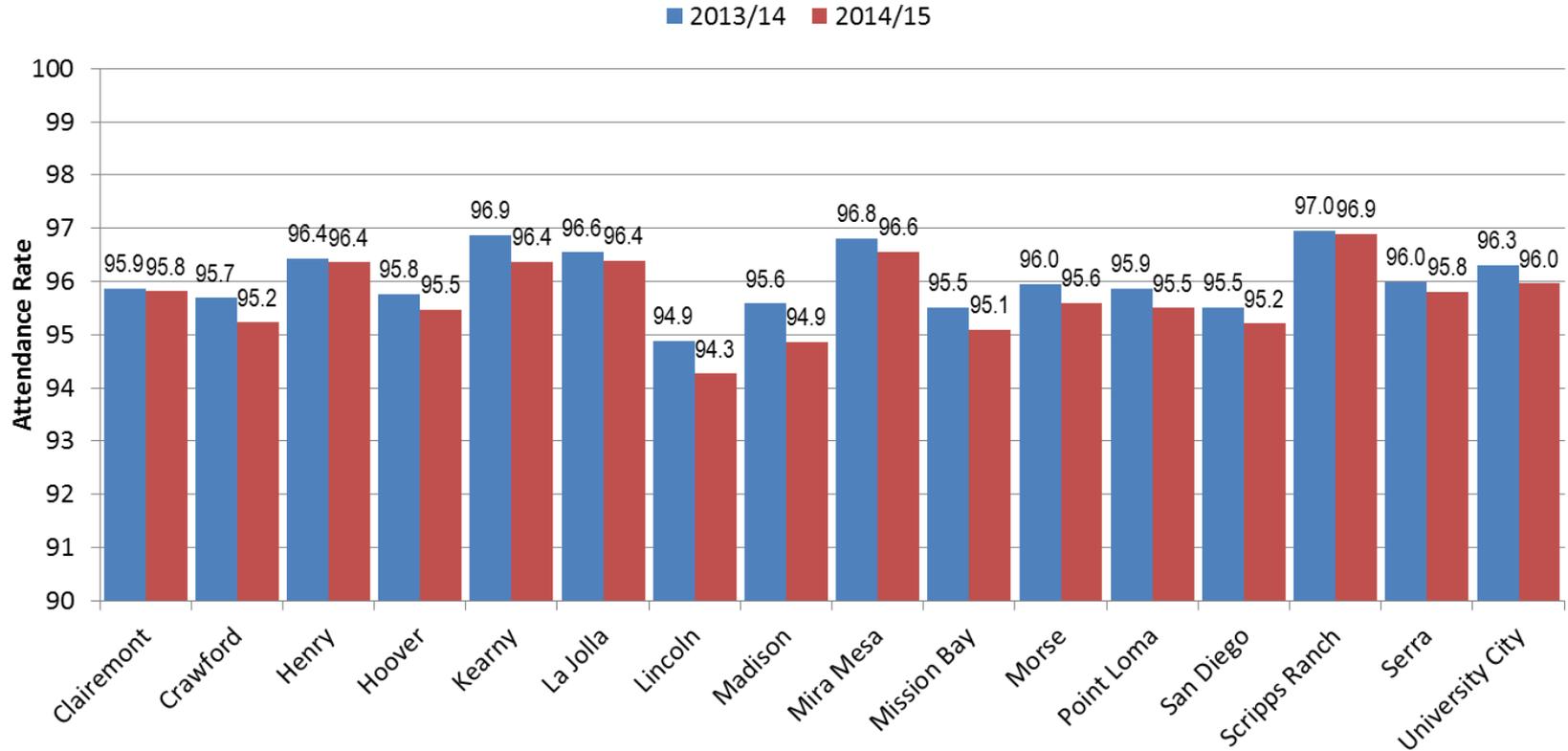
How do we create school and classroom environments that inspire students to attend school every day?



Data on Attendance and Chronic Absenteeism indicates...

- Overall attendance by grade is stable at **96%**
 - *96% is the threshold for student academic success*
- Lower rates at Grades **K, 1, 9, and 12**
 - *83% of chronically absent in Grades K and 1 are unable to read on-level by Grade 3. (In School + On Track, 2015)*
 - *Students who cannot read on-level in Grade 3 are 4 times more likely to drop out than students who can. (In School + On Track, 2015)*
- English Learners attend at the **same** rate as the district average
- Lower attendance rates and highest chronic absenteeism for **Latinos, students with disabilities, socio-economic status (SES), and African American students**

Attendance Rates by Cluster



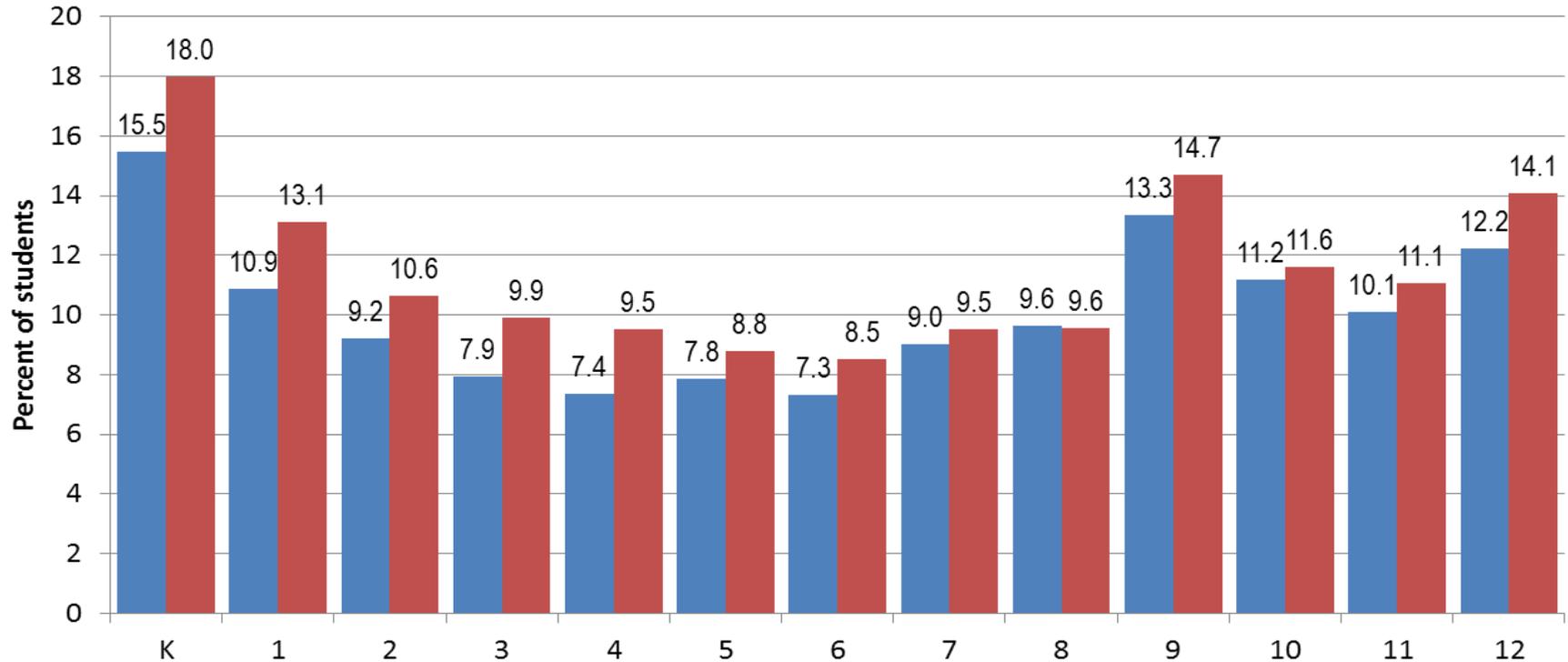
Chronic Absentees by Grade Level

Students absent 10% or more of days enrolled



Districtwide

■ 2013/14 ■ 2014/15



How do we create school and classroom environments that inspire students to attend school every day?



- All but **Henry Cluster** (stable rate) experienced less than a 1% (2 days) decrease in attendance rates
 - *Missing school, whether excused or unexcused, can leave Grade 3 students unable to read proficiently, grade 6 students failing classes, and Grade 9 students headed toward dropping out.* (Attendance Works, 2013)
- Chronic absenteeism rates increased for all clusters at varying rates
 - *A student who is chronically absent has missed more than 18 days of school for any reason.* (In School + On Track, 2015)
 - *Research indicates that chronic absence, at any age, is a red flag that the student is at risk academically and if the problem is left unaddressed, the student will drop out of school.* (Attendance Works, 2013)

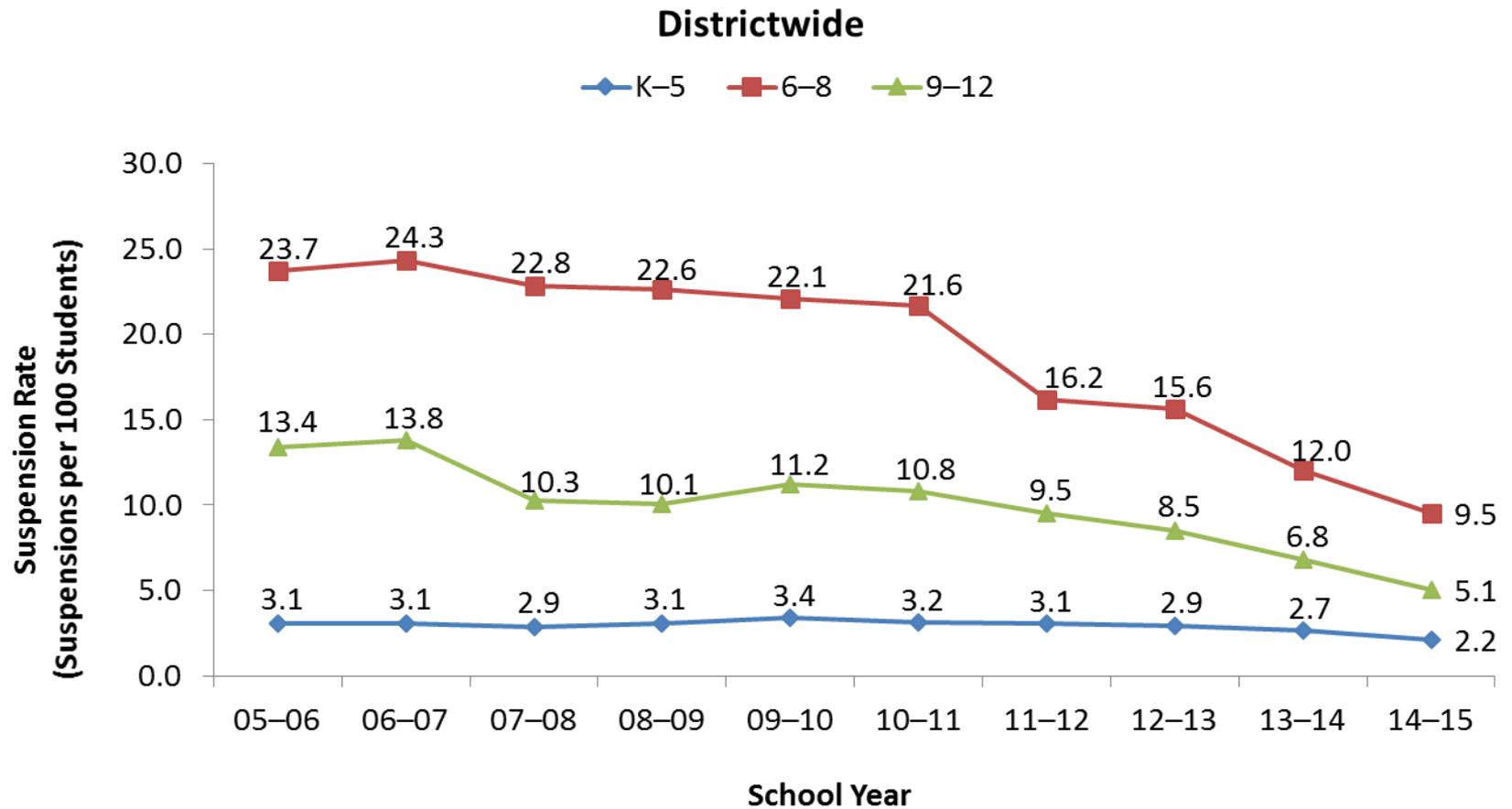
How do we create school and classroom environments that inspire students to attend school every day?



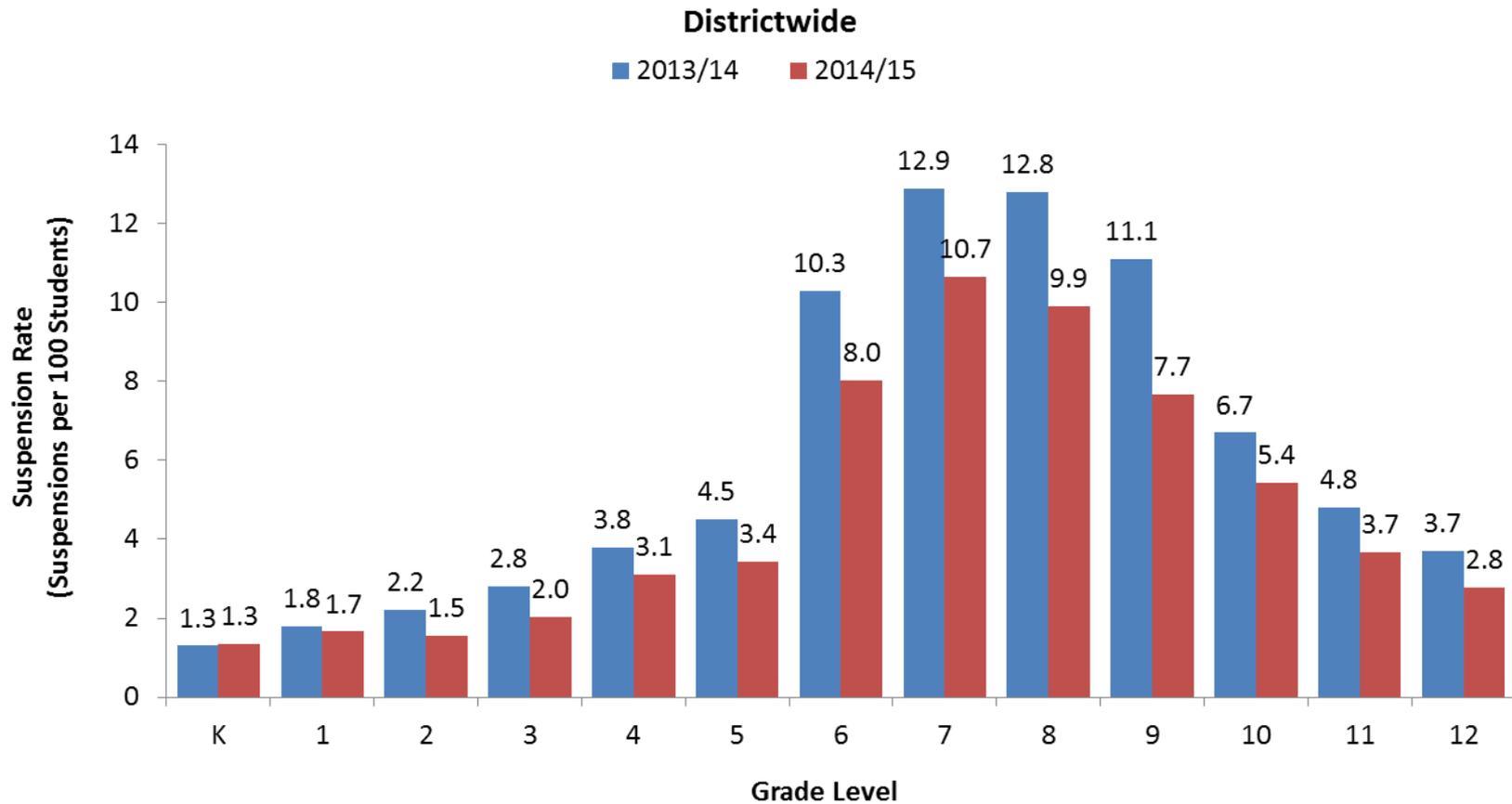
- Intervene early to stop patterns of absenteeism
- Reach out to families and engage them about the importance of school attendance
- Enhance district systems for tracking and monitoring student attendance
- Use a tiered approach to reducing chronic absence
- Develop discipline policies that keep students in school and reduce disproportionality in suspensions/expulsions
- Create new partnerships between community, school district, and social services to provide tailored support to best serve the needs of students and their families

-In School + On Track: Elementary and Secondary California Attorney General's Report (2015)

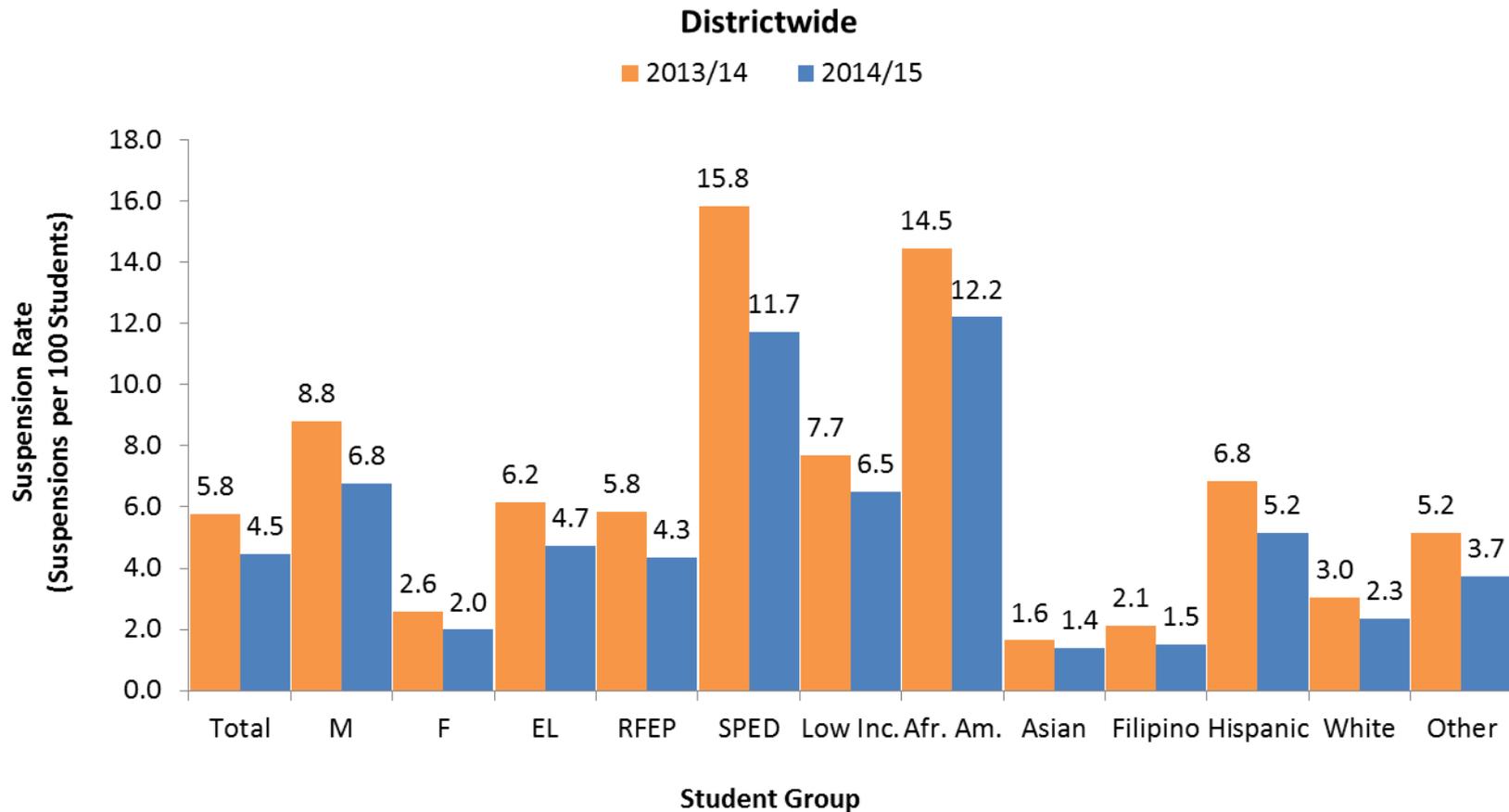
Suspension Rates by Grade Level Group and Year



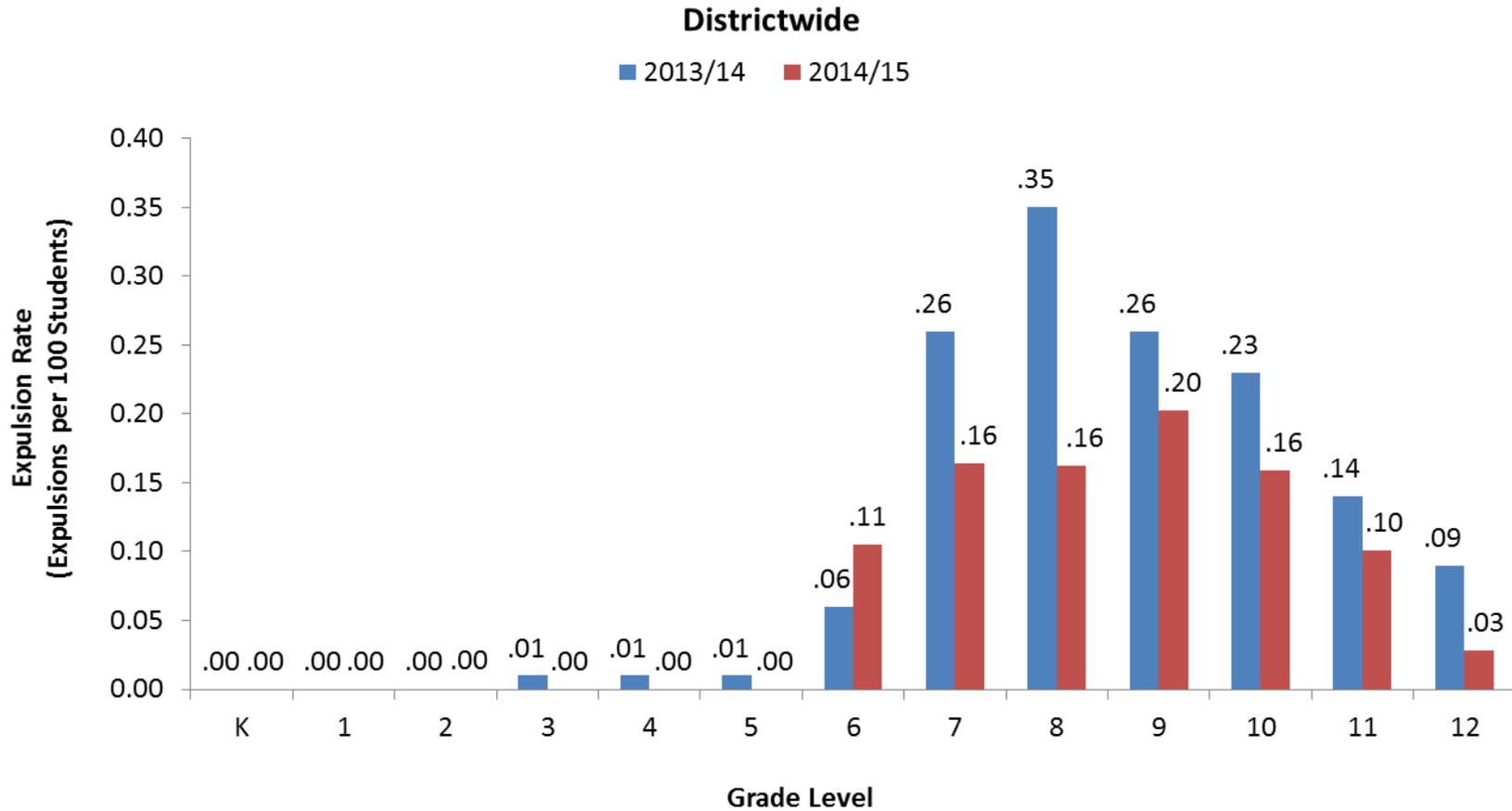
Suspension Rates by Grade Level



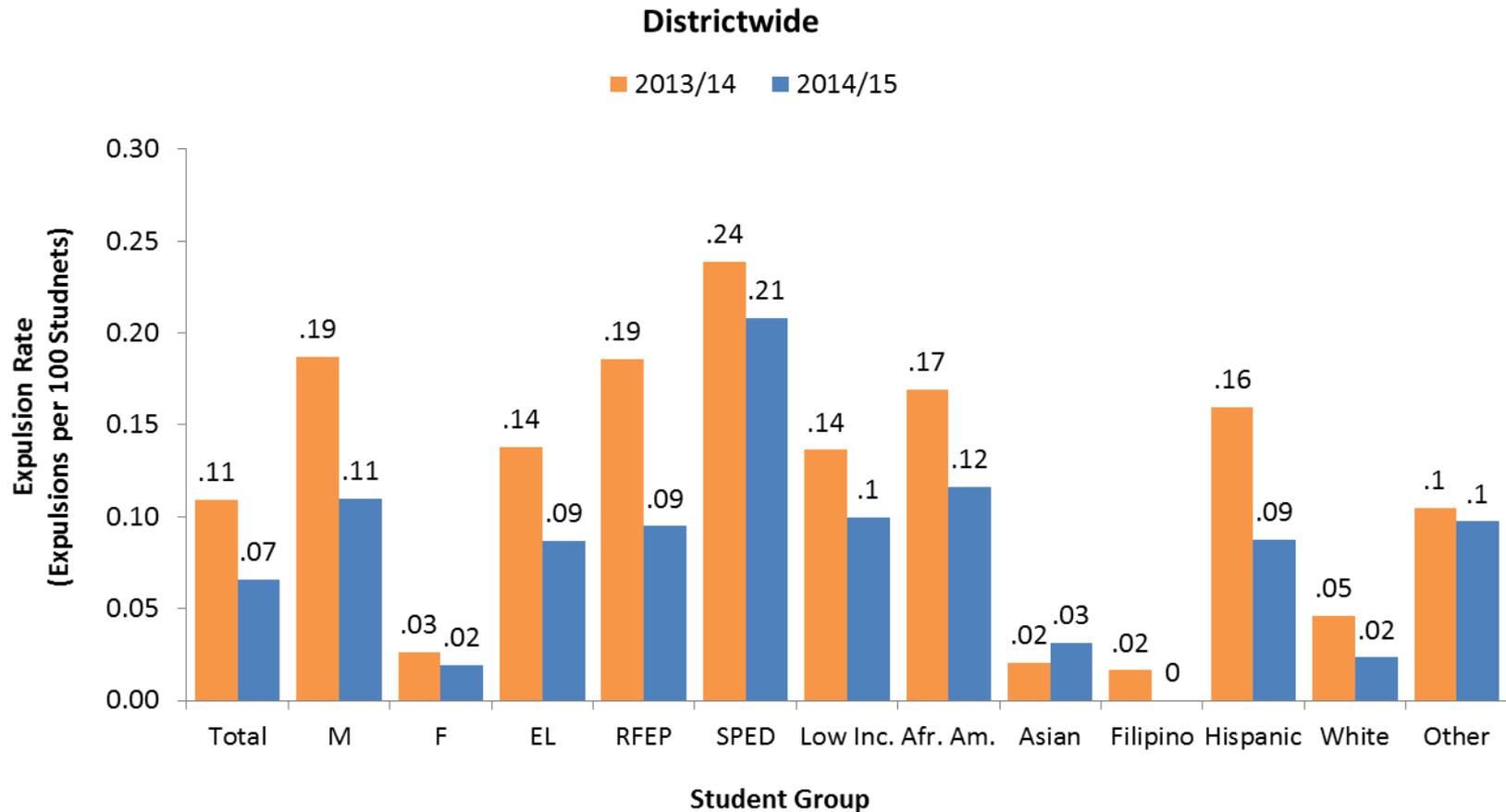
Suspension Rates by Student Group



Expulsion Rates by Grade Level



Expulsion Rates by Student Group

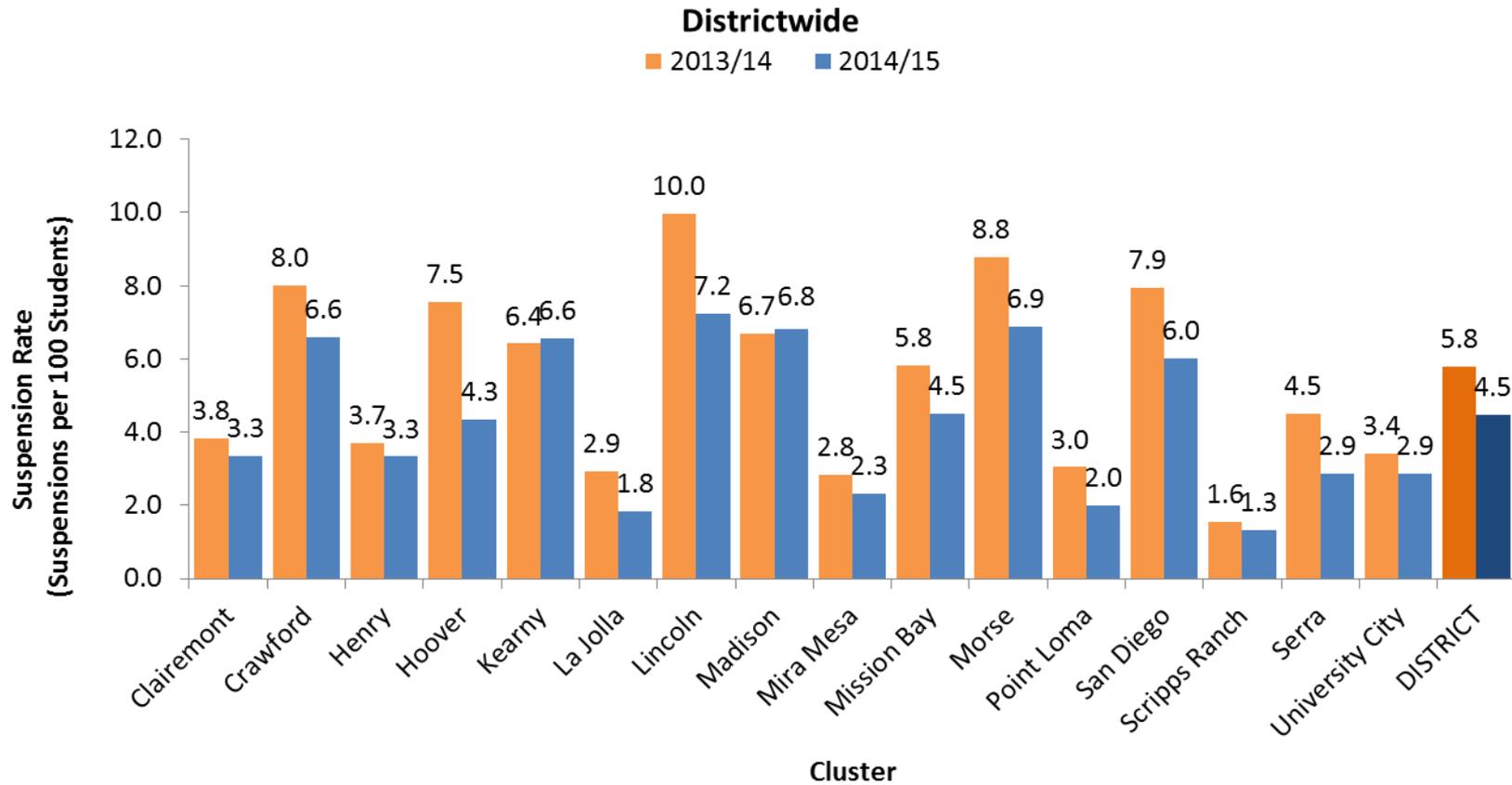


How do we create school and classroom environments that reduce elevated suspension and expulsion rates ?

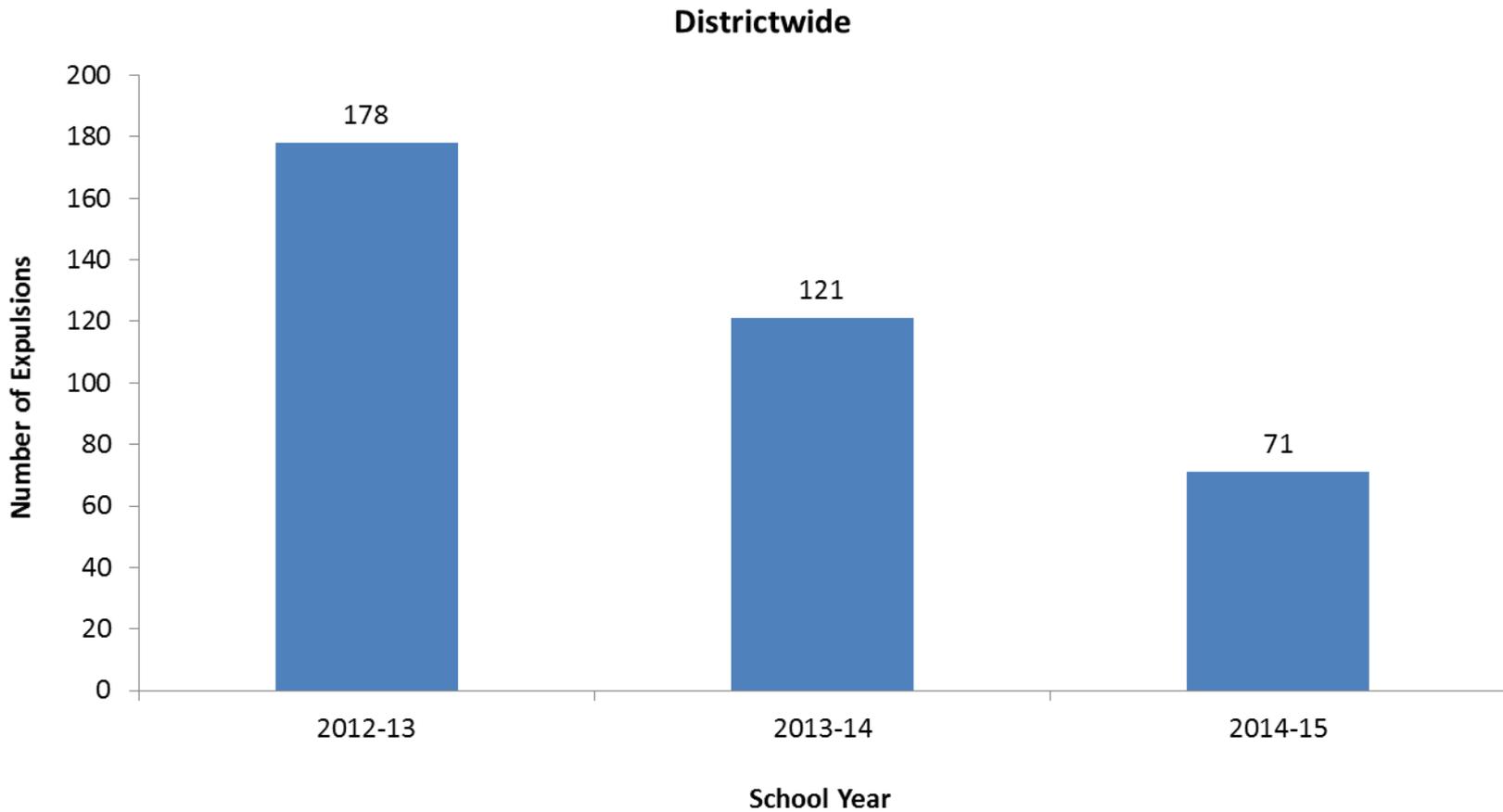
Data on Suspensions/Expulsions indicates...

- Overall rates continue to decrease for all student groups
- Higher rates predominate in **Grades 6-10**
 - *A negative impact on graduation rates, the learning environment, and rates of juvenile crime and delinquency in the larger community. (Civil Rights Project – Harvard, 2015)*
- **Males, African American students, and students with disabilities** supersede other student groups
 - *Disparities have a disparate impact on both the academic achievement and life outcomes of historically disadvantaged children, inflicting on them a legacy of despair rather than opportunity. (Civil Rights Project – Harvard, 2015)*

Suspension Rates by Cluster



Expulsion Count by Year





How do we create school and classroom environments that reduce elevated suspension and expulsion rates ?

- Overall rates continue to decrease for all student groups
- Greatest reductions for suspension rates: **Hoover, Lincoln, Morse, and San Diego Clusters**
- The district reduced the number of expulsions by 41%
 - *The extensive use of suspension and expulsion is strongly associated with lower student achievement, engagement, greater truancy and dropout.* (Gregory, Skiba, & Noguera, 2010)



How do we create school and classroom environments that reduce elevated suspension and expulsion rates ?

- Mine the discipline data for lessons about what works, what doesn't work, including a review of discipline data, disaggregated by race, disability, gender to the school level.
- Provide effective training and professional development for staff to meet the legal responsibility and thus avoid unjustifiable use of disciplinary exclusion.
- Implement practical alternative strategies.
- Build capacity and skills to provide effective behavioral supports for students who need such help to stay in school and to be successful academically and socially.
- Protect the civil rights of students and ensure that all schools provide equal educational opportunity.

Are We Closing the School Discipline Gap? (Civil Rights Project, UCLA – 2015)

Does the data reveal any patterns that may suggest groups of students at higher risk for failure?

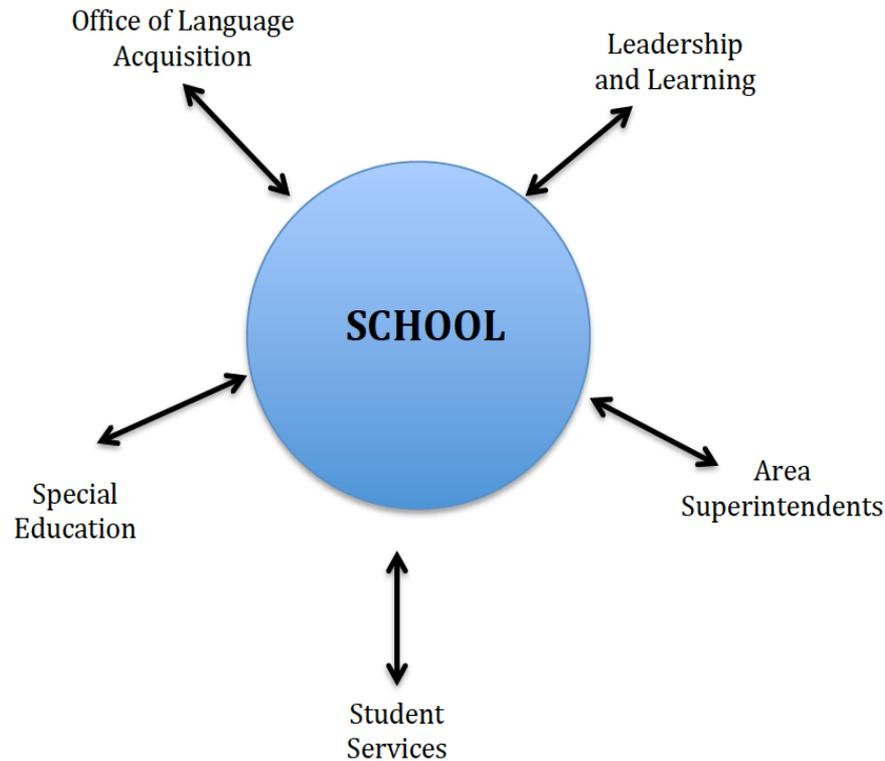


- **Grade 9** and **African American students** are absent more frequently and are suspended/expelled at higher rates
- Students attending school in the **Madison and Lincoln Clusters** are more likely to miss instruction due to low attendance and chronic absenteeism
- Discipline rates are higher in the **Lincoln** (suspension) and **San Diego** (expulsion) **Clusters** and have the highest number of **English Learners** enrolled
- **Students with Disabilities** experience the lowest attendance rate, highest chronic absenteeism rate, highest suspension/expulsion rates, and represent the majority of Long-Term English Learners

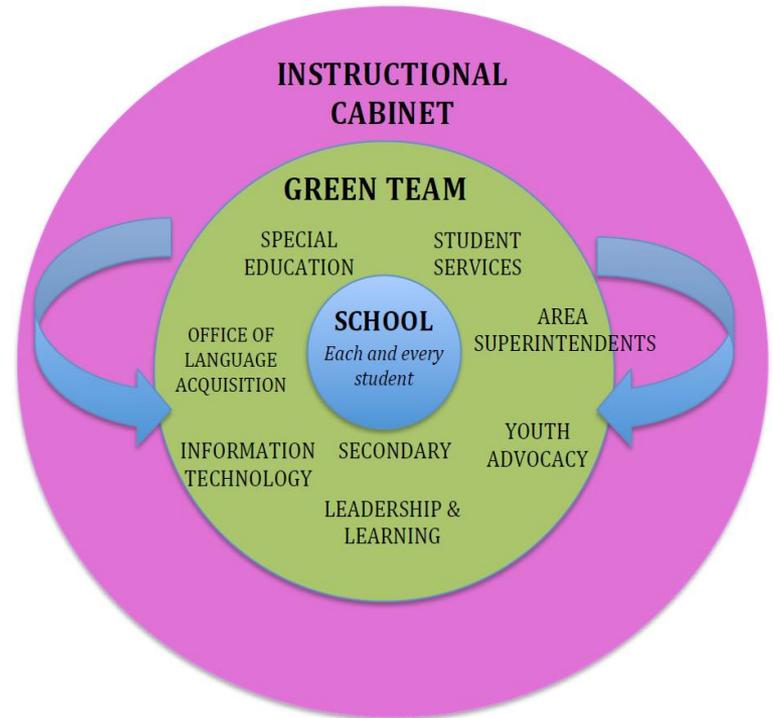
The Story of our work is changing...



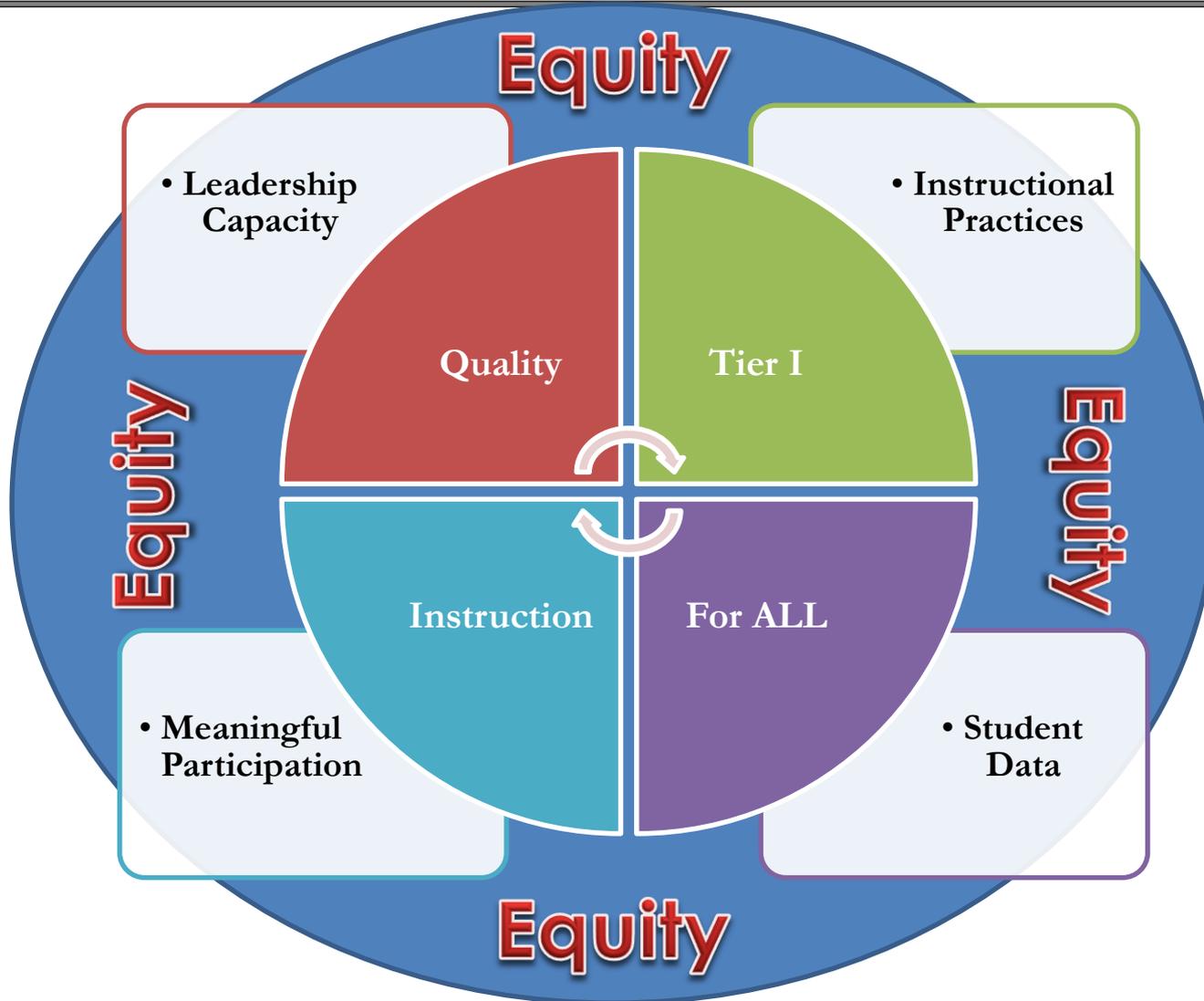
THEN



NOW



A Coordinated Team Approach Using the Cycle of Continuous Improvement



The Promise of Public Education



How do current organizational structures support improving learning outcomes for each and every student?



Elementary and Secondary Counseling Updates

Collaboration and Alignment for the Whole Child (TK-12)



- Organizing counseling and guidance for effectiveness in supporting each and every student
- Providing sites with specific resources and professional development based on elementary and secondary needs
- Communicating with schools and all departments/ divisions to have shared responsibility for each student
- Participating with Area Superintendents to support sites



Counseling and Guidance Department Supports



- Provides follow up on EP 10: Suicide Risk/Self-Harm
- Manages the Crisis Response Team
- Member of the Program Governance Team
- Coordinates projects with outside agencies and community partners
- Organizes professional development opportunities



Elementary Roles and Responsibilities



□ Resource School Counselors

- Provides support by Area (1 and 3; 2 and 5; 4 and 6)
- Mentors and supports elementary school counselors
- Monitors elementary fieldwork placements
- Identifies Academic/Social-Emotional/Career resources and strategies
- Collaborates with other departments to support the whole child



Elementary – Imagine the Possibilities



- Beginning the dialogue about excellence in services at the elementary level
 - What does that look like?
 - Where are there models to study?
 - How are all voices included in this conversation?
 - What is working currently in district model and what may need to be adjusted?

- Continuing to seek places within district that showcase best practices at the elementary level.



Office of Secondary Schools Head Counselors



- ❑ Provides support for:
 - SDUSD UC 'a-g' Diploma requirements, Master Schedule development
 - Coordinates and Manages districtwide College Courses
 - Manages: 1) Naviance 2) NCAA 3) Scholarships
 - Provides direct support for new Secondary Counselors
 - Coordinates events and projects with outside agencies and community partners
 - Organizes professional development opportunities



Secondary Roles and Responsibilities



□ Head Counselors:

- Provide support via high school clusters
- Mentor and support secondary counselors
- Monitor secondary fieldwork placements
- Provide support for Academic/Career resources
- Collaborate with sites to ensure Equity is reflected in student schedules
- Collaborate with other departments to support every student
- Support post-secondary student goals



Secondary – Building Capacity



- Working to ensure educational equity and access for all students in all schools
 - *Monitoring student progress toward graduation*
 - *Supporting students in preparing post-secondary plans*
 - *Working with College Board around AP Potential data and access*
- Collaborating with school sites and departments:
 - College Courses and New Legacy Program
 - Transcript Committee
 - Building Online Monitoring Tools
 - Supporting Schools with NCAA updates and course list
 - Team Family for Equity support
 - Graduation requirements presentations for DELAC and other presentations needed



Special Education Plan for Student Success for Students Ages Birth to 22



EARLY CHILDHOOD

*Implement a timely and appropriate referral process

*Coordinate effective transitions from infant (ages 0-2) to early childhood (ages 3-5)

*Link early childhood to school-aged services promote a meaningful articulation to TK and K

ELEMENTARY TO HIGH SCHOOL

*Develop quality IEPs for authentic participation in learning

*Align IEPs to Common Core State Standards (CCSS)

* Differentiate learning across educational environments

GRADUATION & ADULT TRANSITIONS

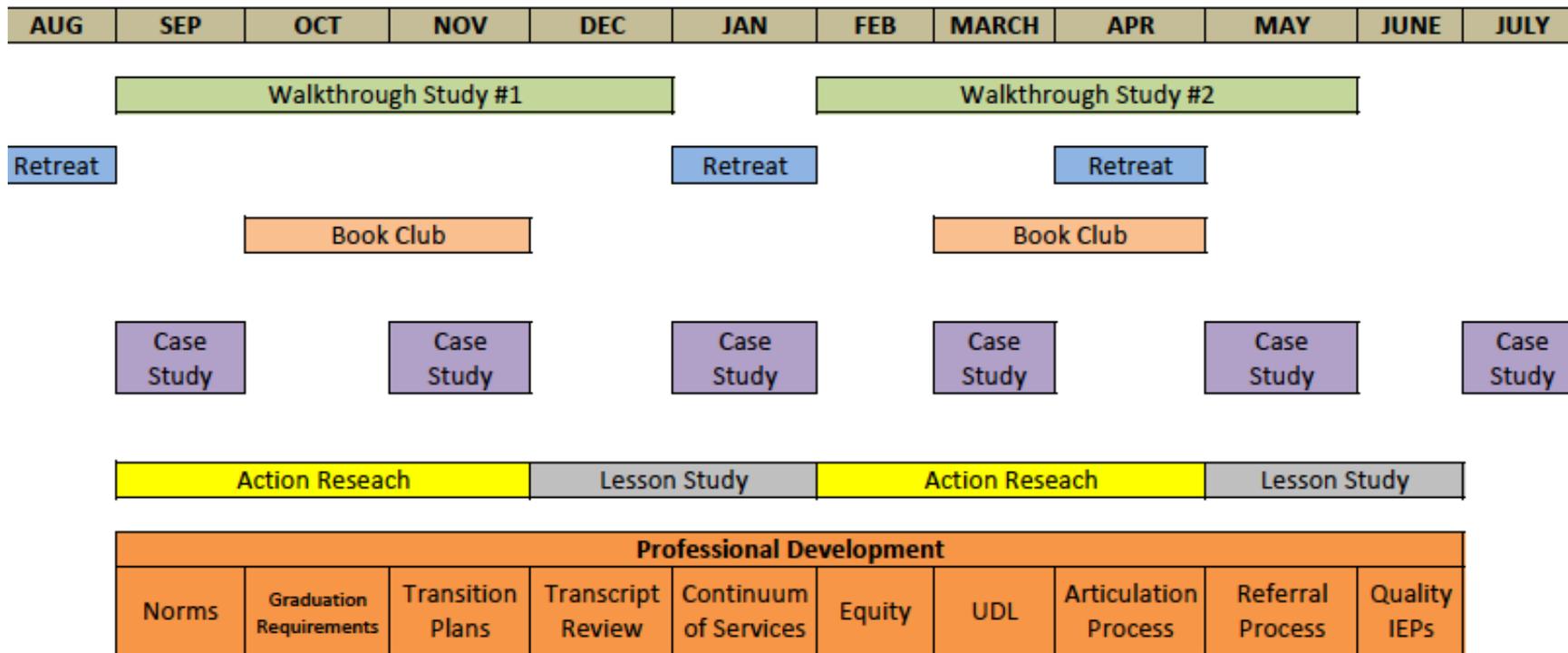
*Provide a planned and individualized course of study

*Develop and implement relevant transition plans to prepare students to be college, career, and/or community ready

Special Education Division Professional Development Plan



SPECIAL EDUCATION PROFESSIONAL DEVELOPMENT 2015-2016



*Special education team members have capacity to lead change for desired outcomes

Youth Advocacy



Blueprint Task Force (partnership with AAAE)

4 Implementation Teams

- Academic Achievement
- Cultural Proficiency
- Parent and Community Engagement
- Student Celebrations and Concerns

Latino Advisory Committee

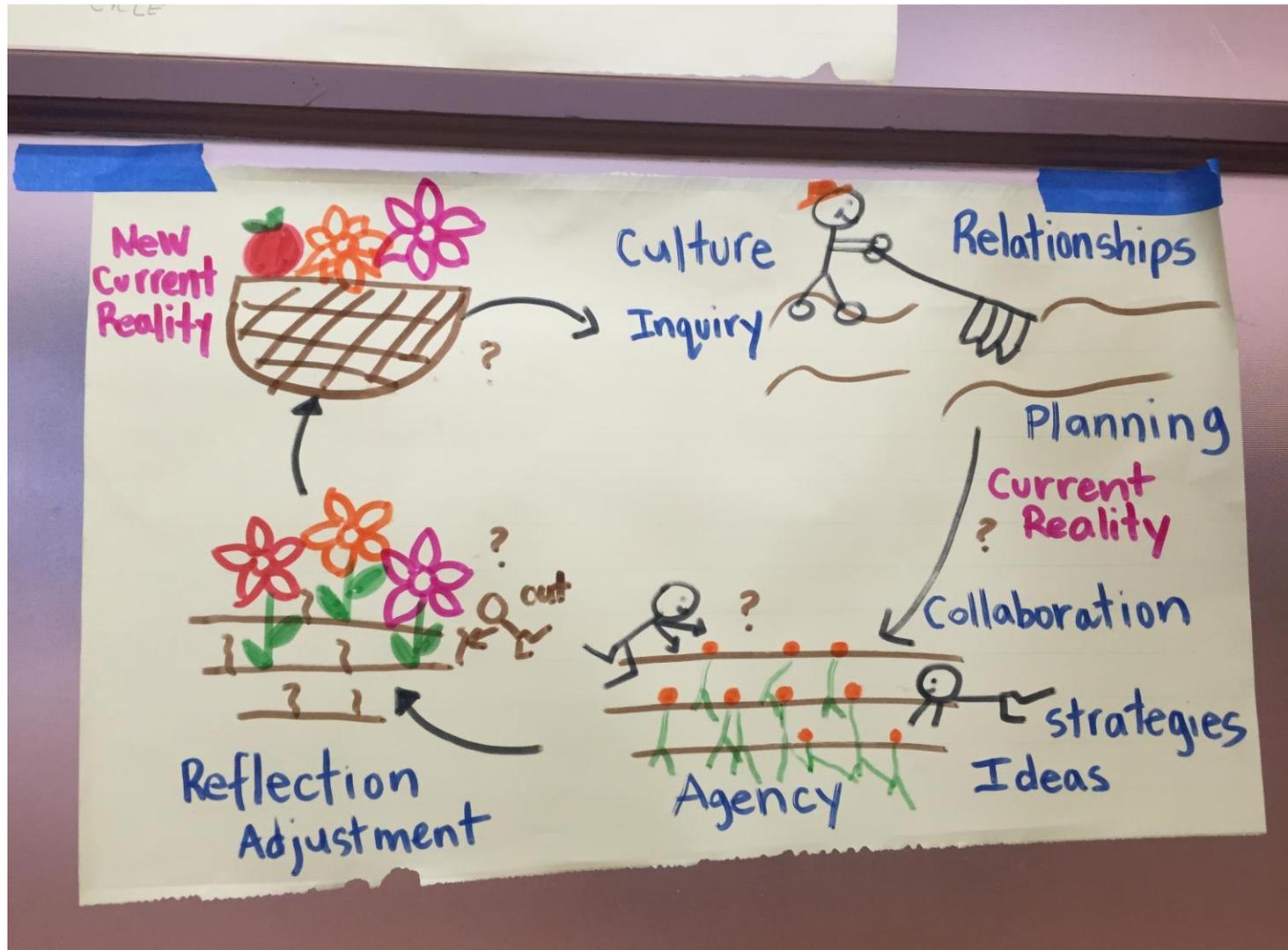
Explorations into:

- English Learners and Biliteracy
- Parent Engagement around LCAP
- Cultural Proficiency

Other Strategies

- Restorative Practices
- LGBTQ Training and Supports
- Student Mentoring
- Ethnic Studies
- Diversity in Staffing

Office of Language Acquisition



How do we create school and classroom environments that foster academic success?



Data on English Learners indicates...

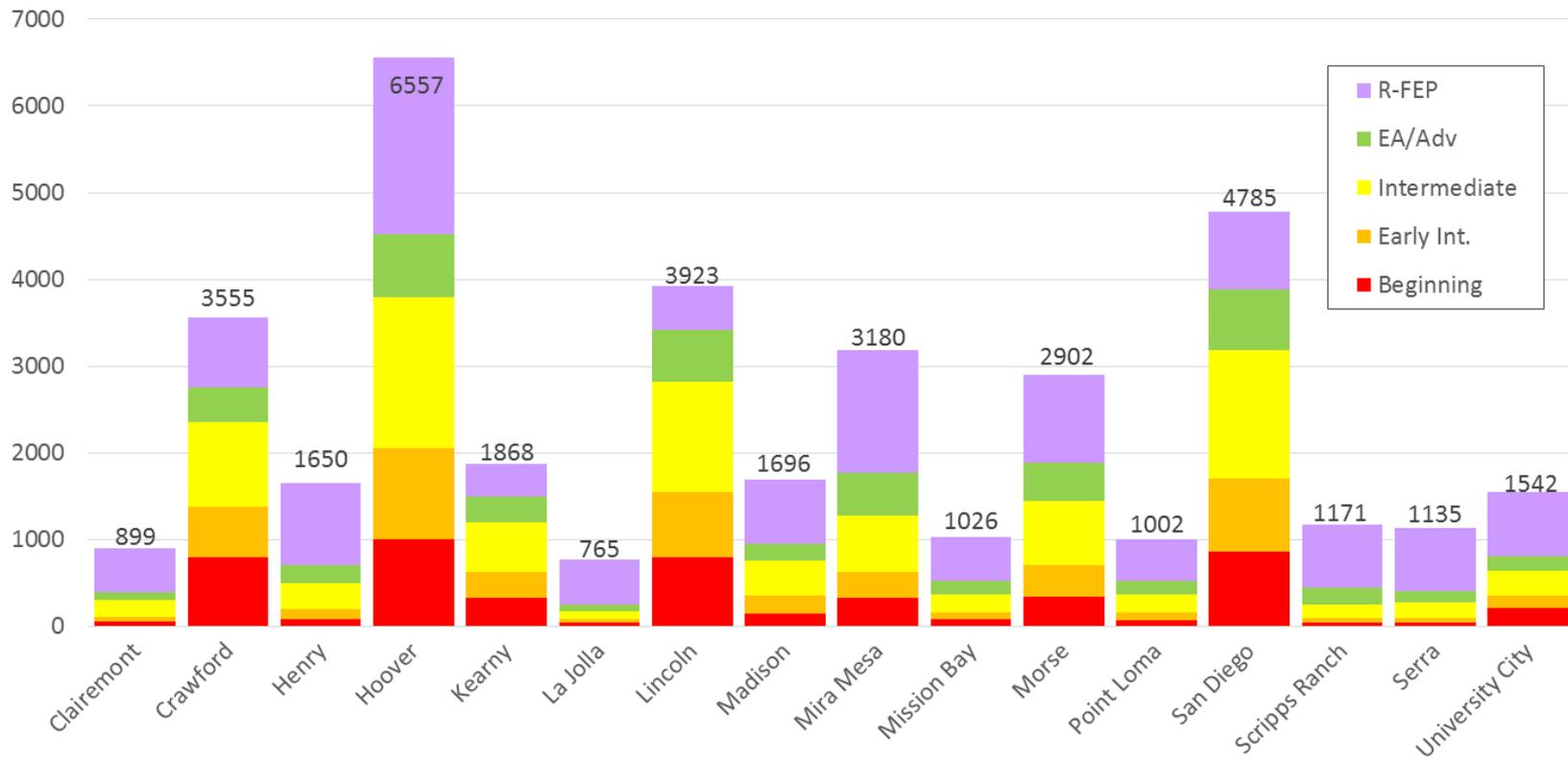
- Reclassification rates and English proficiency levels increasing
- Students improved one or more proficiency levels on CELDT at all levels... except the intermediate level
- Highest enrollment of English Learners in **Hoover, San Diego, and Lincoln Clusters**
- 55% of Long-Term English Learners are at **Intermediate or Early Advanced Proficiency Levels**
- 61% of Long-Term English Learners are **Students with Disabilities**, almost half of which are at the **Intermediate Proficiency Level**

“When English Learners reach high school, these students have higher drop out rates than their English proficient peers.” (Chapman, Laird, Ifill, KewelRamani, 2014)

Number of Current and Former English Learners by Cluster



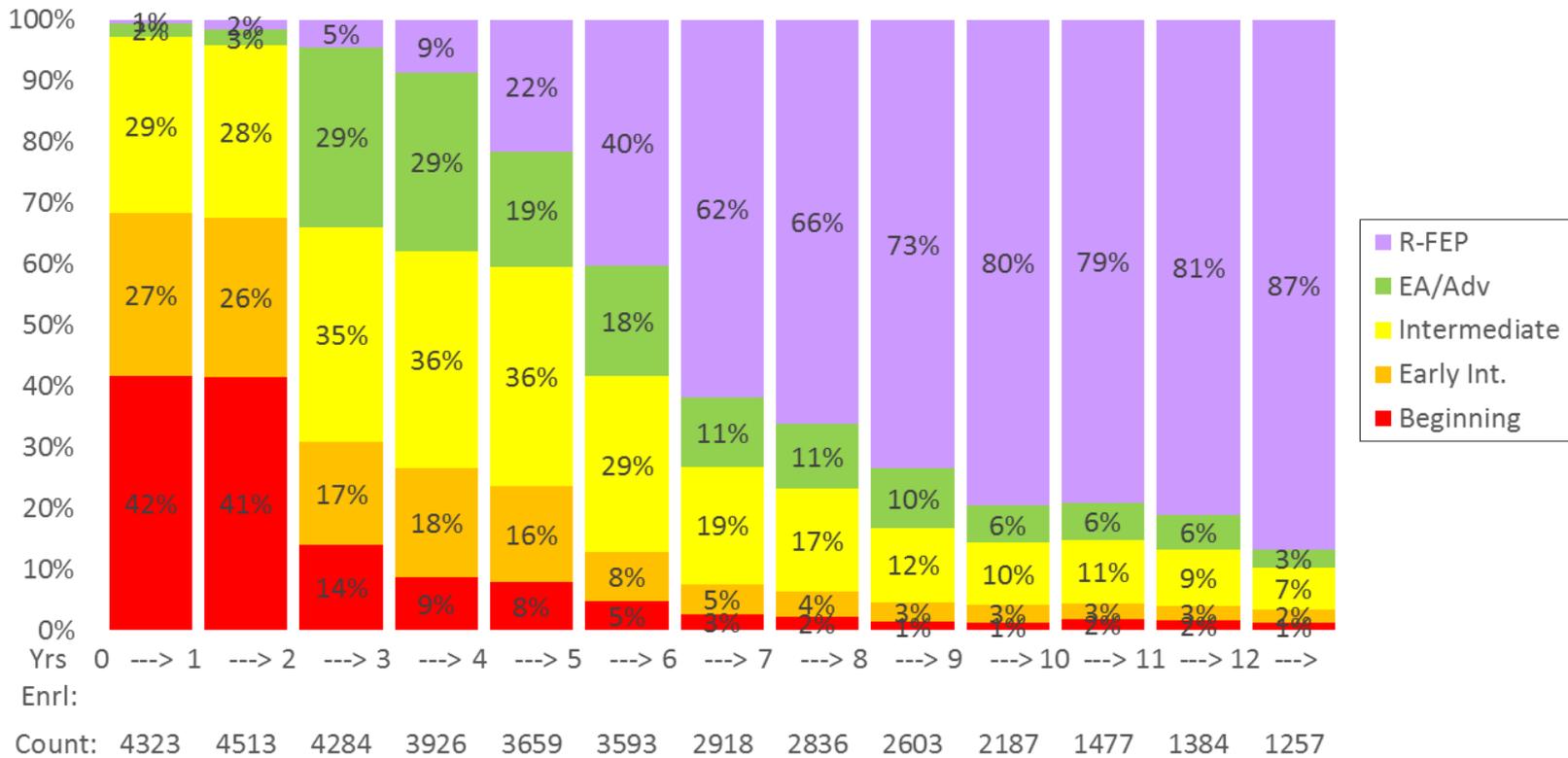
Current Students who Entered SDUSD as English Learners



English Language Proficiency by Years of District Enrollment



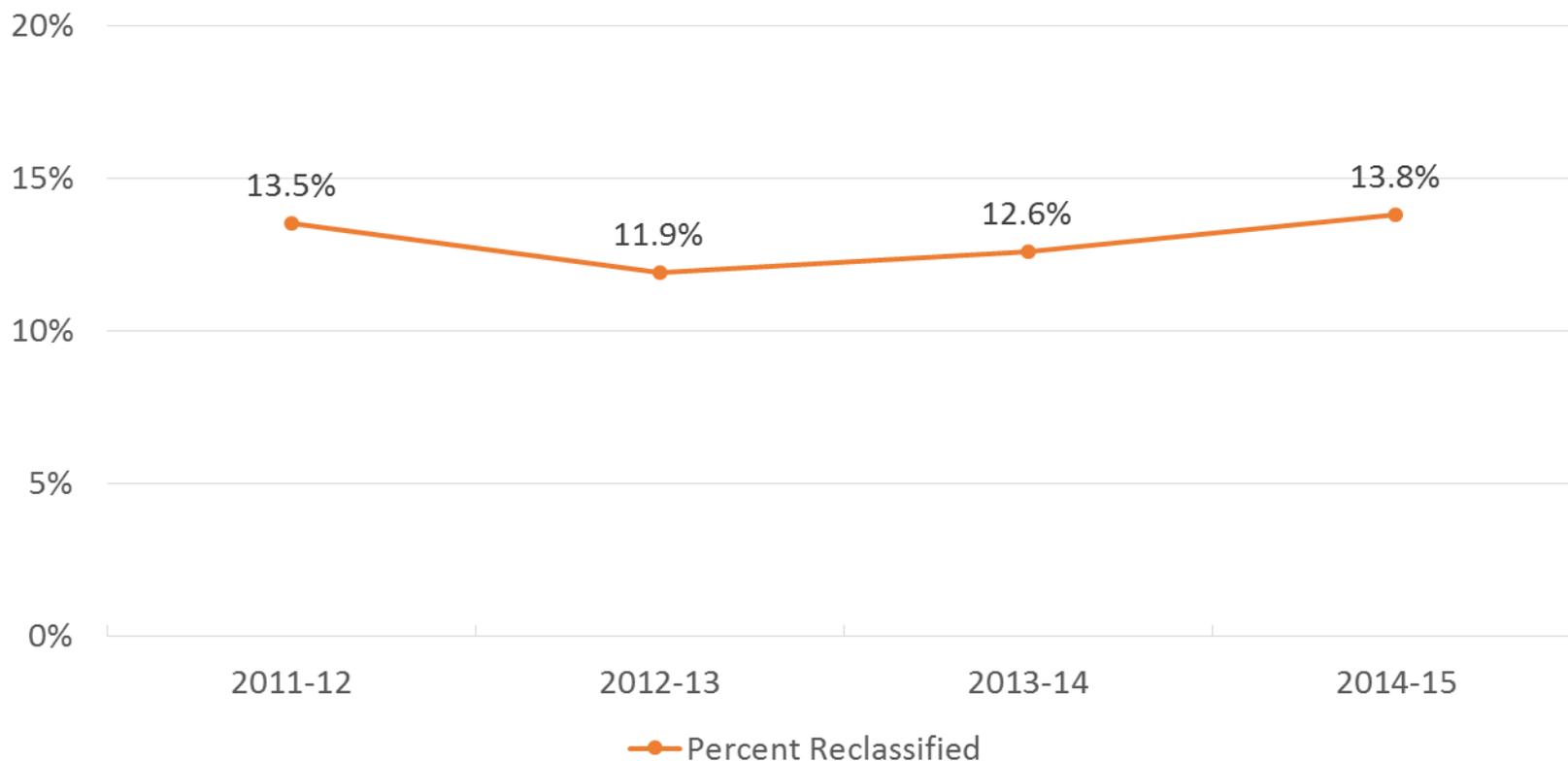
Current Students who Entered SDUSD as English Learners



Percent of English Learners Reclassified by Year



Reclassifications During Each School Year*



*Differs from CDE's reported AMAOs, which capture reclassifications March to March.

Theory of Action to Support Each and Every Student



- To build a cohesive team, we will collectively...
 - Share a singular vision
 - Adopt a common approach
 - Use common language
 - Coordinate effort

***While maintaining the essence of each department's work**