



Public School Choice 4.0 Academy Session Report

SESSION 2 REPORT – SCHOOL PLAN PRIORITIES

NAME OF SCHOOL: 42ND ST. ELEMENTARY SCHOOL

DATE OF SESSION 2: 10/3/12

NAME OF ORGANIZATION REPORTING: E.M.G. ENTERPRISE

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: BEVERLY MATTHEWS, KARIMU MCNEAL

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/9/12

• INTERPRETING DATA AS A STEP TO BUILD HIGH OF LEARNING

PART ONE - STUDENT PERFORMANCE: WHERE IS THE SCHOOL NOW?

The parents were divided into small groups to review and discuss the information contained in the **School Report Card** and offer ideas and recommendations that would help the school move forward and eventually reach 100% for all students. This section of the report will contain all the different recommendations and written feedback from the different parent groups that participated in the workshop. Upon reviewing the **School Report Card** which is broken up into four groups i.e., Progress, Readiness, Learning Environment, & Student groups. The recommendations, analysis, and comments are as follows:

Group One: Readiness-School Performance

Data Points discussed – English and Math

Math went down by 7% - school wide

English went up by 2% - school wide

The following were comments from parents about the data inspected through the School Report Card:

- Our children are not proficient
- We parents want more for our children. These children get lost in the shuffle.
- How does the school retain advance learners?
- Our children scored even lower in math.
- Need more social programs through LAUSD to engage children in learning.
- Advance math skills being taught before the child has fully mastered the very basics
- Children failing in 5th grade are set up for failure in middle school
- Social promotion is hurting the children
- Need more supplies for the children
- Lack of commitment by majority of parents
- Need creative learning environments
- Tutoring – how do you get parents to invest time?
- Need incentives to motivate children to learn



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- Elementary school should end in the 6th grade not the 5th grade
- Get children to read more.
- Are our children learning
- More workshops to engage teachers on how to engage the students to learn
- Loss of engagement in the classroom
- Need parenting workshops to help children @ home.
- Our children are failing in both math & English
- Queremos la puntuación básica del CST. Sea en 90% (**We want the basic scoring for the CST**)
- Aprobar la materia de Ingles al 90% es muy importante y también para los padres saber todos los estudiantes ***están a ese nivel***. (Approve the English courses/programs at the 90% rate is important and also important for the parents to know that all students ***are proficient at that rate***.)

Group Two: Student Groups – School Performance

Data Points discussed:

1. African American
2. Special Ed
3. English Language Learners (ELL)

The following were comments from parents about the data inspected through the School Report Card:

- ELL parents not satisfied with their percentage of improvement
- Need more tutoring for all students
- Students are not being motivated to learn
- Have teacher call parents to invite them to a meeting at school
- Some students need one on one
- African American male students need more support
- Low LAUSD average—need more staff training
- LAUSD average not far to reach
- Math – acknowledge the improvement
- Special Ed students are not being academically successful in English and math
- Students need to be assessed to see if they are in the right grade
- African American Parents need a committee that represents our students—what about an executive order.
- El Requisito del distrito es muy bajo pedimos que sea mas alto. Sobre el aprendizaje es muy bajo pedimos que los maestro sea mas estrictos sobre el aprendizaje con los estudiantes (**The requirements from the District are very low and we ask for them to be higher. The learning taking place is too low; we ask that the teachers are stricter about the learning that takes place with the students.**)



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- Queremos mas ayuda para matemáticas estamos muy bajos **(We need more help on math. We are very low.)**

STUDENT GROUP – SCHOOL PERFORMANCE

African American scoring proficient or advance in...

	2009-10	2010-11	LAUSD AVERAGE	Comments
English language arts	26%	28%	44%	Over 70% not prof. or adv.
Math	31%	35%	49%	
<i>Special Education Students</i>				
English Language Arts	3%	11%	29%	Over 85% not prof. or adv..
Math	8%	4%	40%	
<i>English Learners</i>				
Scorning proficient on the CELDT	26%	24%	26%	Decreased in 2010-11; met district avg in 2009-10
Scoring basic or above in CST-ELA	56%	59%	58%	Increase in 2010 and above district average
Passing English with a "3" or "4"	41%	31%	33%	Huge decrease from 2009-10 to 2010-11.

The above data indicates that there were increases, decreases, LAUSD averages were met, not met and surpassed, but there's still a lot of work and analysis to be done.

Group Three: Learning Environment – What are other important things to learn about this school?

Data points discussed:

1. Teachers at this school for at least 3 years
2. Students with 96% or higher attendance

The following were comments from parents about the data inspected through the School Report Card:

- Reduce long term subs
- Teachers should teach, because when parents get their children at home they have their subjects they have to teach them for life.
- All of this homework, parent cannot be the teacher for their life.
- Pro's & Con's to split grade levels
- Need exact number of teachers that are here for 3 years or more
- How many students were absent 7 days or less?



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- Have incentives and mandates for attendance
- Attendance equals dollars

LEARNING ENVIRONMENT – What are other important things to know about this school?

	2009-10	2010-11	LAUSD AVERAGE	Comments
Teachers at this school for at least 3 years	82%	84%	82%	Above LAUSD average! Increased each year
Students with 96% or higher attendance	41%	46%	64%	Improved but did not meet LAUSD avg.

Group Four: PROGRESS – Are the students meeting California standards in English language arts and math?

Data Points discussed:

1. English language arts
2. Math

The following were comments from parents about the data inspected through the School Report Card:

- Math and English are two of the most important subjects and we’ve made some progress but not a lot. Something is wrong.
- 70% of African American students are English speakers. Math word problems should not be an issue, but our poor performance in English language arts—it affects the African American poor performance in math. Why are their scores so low?
- Make sure students have supplies and books
- We need more parent involvement at home with children’s studies. Learning should not be limited to 8:00 a.m. -2:00 p.m. Continue it at home.
- There is a slow progress in closing the gap but it still isn’t good enough.
- There are some students that are slipping in-between the cracks that need special attention.
- We need tutoring on site.
- More parent workshops will increase parent involvement.
- Research suggest that the schools with the greatest student learning going on, are those which do not isolate the teachers, but instead encourages professional dialogue and collaboration. Teaching in effective schools is a collective, rather than individual enterprise. (Freiberg and Knight, 1987).
- Spatial scattering and isolation throughout school buildings.
- Working in the same place at the same time, they do not observe each other. Hard to supervise instruction.



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- Inadequate induction of the new teacher.
- Inadequate resources
- Different work assignments
- Unclear expectations
- Unstaged careers
- Lack of dialogue about instruction and parent involvement in school wide curriculum and instruction.

Prop. #1: Supervision cannot rely on existing work environment of schools to stimulate instructional improvement.

Prop. #2: Supervision cannot assume that the teachers will be reflective autonomous and responsible for their own development.

Prop. #3: Supervisors who hold formal leadership roles will have to redefine their responsibilities from controllers of teachers to instruction to involvement of the teachers in decision about school instruction.

LEARNING ENVIRONMENT –Are students meeting California standards in English language arts and math?

	2009-10	2010-11	LAUSD AVERAGE	Comments
English language arts	26%	29%	50%	Averages are low; some progress made.
Math	34%	40%	62%	Averages are low; some progress made.



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PART TWO - SCHOOL PLAN PRIORITIES BRAINSTORM

Listed below are the various comments that parents communicated during the small group activities as verbal statement or in writing through a post-it note and/or the activity handout. The major themes included parent education, staff supervision, safety and instruction. Participants were asked to think about some of the sample priorities in the PSC brochure that parents, students and community have presented as important changes required at a school to improve student performance outcomes. Participants were then asked to reach an agreement with their small groups on the 3-5 priorities that they believe will improve the performance of students and ultimately, the school. The participants brainstormed their ideals and wrote their ideals down in the cloud exercise. Listed below are the written comments from the cloud group exercise. Not all comments were prioritized and are listed below for the writing team consideration of supporting evidence.

Brainstormed written comments by parents developed into themes that include parent assistance, instructional support and resources as listed in the columns below:

Parent Assistance	Instructional Support	Resources
Parent education "My Student and Me"	We need accredited Teachers	Consistency of Teachers "Effort From All"
More Parent Assistance Thru Donations	Listen to students complaints	Attendance – Why aren't the students coming to school?
Progress Report Before Report Card goes out	Priority for African American Males	More resources for safety in school
	Priority for African American Students	Que los maestros dediquen mas tiempo a los estudiantes
	Teach the students	More computers
	Advancement	More Teacher's Aid
	Better Technology	Full-time nurse
	Mas responsabilidad de la directora/	Tutoria gratis/free tutoring
	Respectful teacher to students	Full-time Psychologist
	Make sure students are evaluated on learning disabilities	Mas ayuda a los estudiantes
	End the isolation of teachers Coach the teachers	Inadequate resources
	Lack of dialogue, i.e. instructional	More Field Trips & Incentives for Students
	Instructional supervision	



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PART THREE: SCHOOL PRIORITIES THAT LEAD TO A HIGH PERFORMING COMMUNITY OF LEARNING

Participants were divided in small groups of 2-5, and were asked to think about some of the sample priorities in the PSC brochure that parents, students and community have presented as important changes required at a school to improve student performance outcomes. Participants were asked to reach an agreement with their small groups on the 3-5 priorities that they believe will improve the performance of students and ultimately, the school. The participants brainstormed their ideals and wrote their ideals down in the cloud exercise. A reporter for each group shared at least one important priority with the group as listed below. Parents commented on needing everyone working together, the need to increase attendance, working with children with disabilities, instructional supervision and need for more resources.

A. Brainstormed Comments about School Priorities as mentioned by parents and noted on share out notes taken by support facilitator:

1. It Takes a Village to Raise a Child
2. Parent education for parent & student
3. Improve student education by sharing best practices
4. More drills at home (Increase math scores)
5. No must place teachers; more qualified teachers/staff development
6. More support for students

B. Concerns about School Priorities as mentioned by parents and noted on share out notes taken by support facilitator:

1. Supervision
2. Classroom supervision
3. Parent Workshops – parents in class room
4. Student Expectation
5. Safety
6. Uniform
7. Acceptance
8. New Teachers – they have to go through an interview committee – have parent representative

Priorities from group work on a scale from 1-3 based on importance as provided by group cloud exercise written by parents.

C. Themes: Supervision of instruction and reading/language arts

List of Priorities listed as #1	List of Priorities Listed as #2	List of Priorities Listed as #3
Supervision cannot rely on existing work environment of schools to stimulate	Supervision cannot assume that the teachers will be reflective, are autonomous	Supervision who holds formal leadership roles will have to redefine their roles, their



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List of Priorities listed as #1	List of Priorities Listed as #2	List of Priorities Listed as #3
instructional improvement	and responsible for their own development.	responsibilities from controllers to teachers of instruction to involve al of the teachers in decisions about school instruction
Getting students to read more. Improvement in Reading/Language arts. Provide incentives to motivate not only the students but the parents to be active in meetings & events. Maybe if the school had an athletic program (i.e. basketball football, soccer team etc.) not only would it motivate the kids to be active but also incorporate academics.	Increasing reading & math scores...have more drills in the home, classroom? Spelling 'B's" – math challenges!	Parenting classes teach parents to become better parents so when there are meetings such as this one, the room will be full because we all love our children.

- Please see written comments by parents in the brainstorming section to get a full picture of the written and verbal comments by the parents.
- Principal Pittman-Ridgeway listened to written and verbal comments and followed-up with programs currently in place that address priorities and brainstorming comments that is reflective in the planning team dialogue session and report.



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Session 2 Report – Dialogues with Planning Teams

NAME OF SCHOOL: 42nd Street Elementary School

DATE OF SESSION 2: 10/3/12

NAME OF ORGANIZATION: EMG Enterprise

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: BEVERLY MATTHEWS & KARIMU MCNEAL

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10-9-12

Dialogue One – Dialogue between first Planning Team and participants

The Public School Choice Parent facilitator opened up the dialogue by asking the parents to read out loud and discuss briefly the “Support your child’s Education” icons, which are part of the “Quality Education for Every Child” brochure. Parents made comments about the 4 sections of the School report card which were **PROGRESS, READINESS, LEARNING ENVIRONMENT**, and **STUDENTS GROUPS**. The discussion was very detailed and lengthy as transcribed on the School Priorities section of this report.

Parents also discussed the importance of the CST scores. The parents mentioned that the CST scores are very low and they wanted a workshop to help them understand the CST report. After discussing the CST scores the parents decided that they needed to talk to the teacher to gain insight on how to help their child at home. The parents noted that these scores are key components to make sure that our kids reach the next grade level.

Parents discussed certain data points and what they really meant. One of the data points discussed under the **LEARNING ENVIRONMENT** section was, “Teachers at 42nd street Elementary School 3 years. The percentage was 84%, which was higher than the district average of 82%—which also meant that 42nd Elementary school did not have a lot of new teachers. The high percentage also meant that the kids had a sound foundation at the school.

Also, under the **LEARNING ENVIRONMENT SECTION** the parents discussed the data point of “Students with 96% or higher attendance. Based on the attendance percentages – 41% -2009-2010 & 46% - 2010-2011—they’re very low. It’s much lower than the district average of 64%. The parents recognized that this data is indicating that we need to improve. It also gives us a glimpse into why our scores are low. Kids need to come to school to learn. Also, the school is losing money each day that a child does not attend school. 54% of the students have been absent 7 days or more. Attendance=\$\$\$\$\$

The parents also discussed the combination classes-such as 4th & 5th graders being combined. Some parents said it was a good idea because it made the students more academically sound for the next grade, because the child wanted to keep up. Then on the other hand, the parents felt that it might intimidate the student that’s below grade level in their academics.



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As the parents participated in the “Cloud” activity there was continued dialogue about what the students should be able to do by the second grade. The parents felt that the students should be able to write a paragraph. Also, the parents wanted workshops on how to write a grammatically correct paragraph so they could help their kids at home. By having this kind of workshop, the parents felt that this would increase parent participation at the school.

As the “Cloud” activity continued, a discussion evolved about the great concern regarding the African American sub group which is at the bottom. The parents wanted to know what exactly the school is doing for this sub-group. **Mrs. Ridgeway stated that since the school is predominantly African American, everything that was being done at the school was benefiting the African American sub-group.** The parents didn’t think so based on the low percentages outlined in the **Student Report Card**. The parents do not feel that it’s the child’s fault for their low performance rate. Also, the parents wanted to tell Dr. Deasy that the African American parents are concerned about not having the support groups for African American parents. Especially since the SEL parents do not have CEAC anymore.

As the dialogue continued through the “Cloud” activity it was expressed that the Special Ed group needs added attention. This population drops out frequently. Their scores are very low. There’s no tutoring for Special Ed students at 42nd Street Elementary school. Sometimes Special Ed students are not diagnosed early because of the parent’s denial. Sometimes the parent finds out that their child is Special Ed and it’s too late to help the child’s academic growth.

In addition to the African American and Special Ed population being of great concern, the ELL population was of great concern also. Not only are the school’s percentages low, based on the **School Report Card** for the ELL population at 42nd Elementary School, it was brought out that the District averages are low. The parents concluded that this means that the teachers are not receiving the proper knowledge to teach the kids and thus there is a need for Professional Development for teachers to help them with ELL students. Parents indicated that there needs to be more parent involvement to help the teachers with the ELL students and workshops for the parents as well.

As Session 2’s workshop activities concluded, the planning team representative, Mrs. Ridgeway, Principal of 42nd Elementary School was introduced. This second dialog session was open up by Mrs. Ridgeway upon re viewing the parent’s priorities. The following question was asked of Mrs. Ridgeway:

1. Question: What is the school doing to make sure that our kids excel to the next level of comprehension and also the next grade level?

- ❖ There’s Bell to Bell Instruction.
- ❖ There is a one (1) hour enrichment program in place at 42nd which helps the student with their homework.



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- ❖ The curriculum is not going to be dummed down any longer.
 - ❖ Based on our math instruction our goal is not to see 5th graders using their fingers to compute.
 - ❖ 2nd-5th graders will know how to write grammatically correct paragraphs when they leave 42nd street.
 - ❖ All instruction is evidence base i.e., Where is the answer -Prove it – Justify it.
 - ❖ “Thinking Maps and Graphic Organizers” are used to improve comprehension.
 - ❖ Teachers are observed every day. Parents are welcome to come into the classroom and observe instruction. Teachers have to build a relationship with the parents so the child can succeed.
 - ❖ Students participated in several reading programs which increased their excitement in reading and increased comprehension.
 - ❖ Teachers collaborate on strategies to improve the academic level of the students.
 - ❖ Intervention happens in the classroom.
2. The parents wanted to know, ***“What does a typical day of dialogue look like at 42nd Street School between faculty, staff and the kids”? Is there positive dialogue with the children? Are the people at the school that are interacting with the children expressing high expectations?*** The typical every day dialog with students per Ms. Ridgeway is as follows:
- ❖ The kids are asked what are their goals, dreams, and ambitions.
 - ❖ Ms. Ridgeway wants the kids to know that in order to get a job, you have to have chores, responsibility, and expectations.
 - ❖ Students are taught to respect themselves, one another, and people. It’s not about manipulation.
 - ❖ We tell the kids, “It’s not about what you want to do, “it’s about following directions.”
 - ❖ Why don’t you want to be smart. The kids become isolated when they feel that they cannot read, write or do math.
 - ❖ Competition is good.



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3. Parents also wanted to know, ***“How will you enforce the uniform policy?”***
Ms. Ridgeway said that it’s a challenge to get the students to wear their uniforms. When Ms. Ridgeway asks the students why don’t they wear their uniforms the children respond by saying that “their parent did not wash the uniform”. So Ms. Ridgeway tells the child how to wash their uniforms. She expresses to the parent and child that uniforms change the culture of the school. By wearing uniforms it cuts down fights, increases camaraderie, and instills a sense of pride. It’s also the responsibility of the parents to make sure that their child wears their uniforms.
4. Upon further dialogue, parents also wanted to know how to work in the classroom. They want a workshop on how to work in a classroom because, intervention happens in the classroom.
5. The parents also asked about transparency regarding the hiring of teachers. Transparency is important to Ms. Ridgeway, so there’s an interview committee comprised of staff and parents. Also there’s a “Parent Leader” which works with the Parent Center Director to make sure there is transparency within a school.
6. As the Public School Choice Session 2 was coming to a close, there were several comments made by the parents. The parents wanted to make sure that these comments were recorded. The comments are as follows:
 - ❖ Every parent needs to see this important data so they can help their child and school improve and succeed.
 - ❖ We all have to come together and use strategies for our kids to achieve and increase their academic levels.
 - ❖ African American male students are the lowest performing on all academic levels. What is the school doing for African American students to come up to par? We need some specific strategies for these students. ***We need a deliberate service.***
 - ❖ ***Mandate parents to come to meetings.*** We need more parent involvement at home.
 - ❖ Parents expressed their concern about how long it takes their child to complete their homework. Ms. Ridgeway stated the following:
“Homework should not take 3 to 4 hours to complete. Homework should not take longer than an hour to complete. The parents are given a homework packet and they can divide the packet up as they see fit so that their child is not overburdened.”
 - ❖ As the dialogue between Ms. Ridgeway and the parents came to an end, a parent expressed that her child entered 42nd Street Elementary school as proficient and now the child is FBB (Far below basic). What happen? Ms. Ridgeway stated that ***she wants to identify why the child went from proficient to FBB by looking at the CST data, class tests, homework and instruction to see just what is happening and make strategic improvements.***