Dr. Rau’s Entry Plan: Report to the Board & Community

December 15, 2015

Hitting the ground learning...
PURPOSE:

To ensure a comprehensive understanding of the school district and its community, the development of an entry plan provides a new Superintendent with the opportunity to learn about the district and the community through a formal and structured approach.
OBJECTIVES:

✓ Establish a community presence

✓ Learn about the district’s culture, its strengths, values, challenges, and opportunities for growth

✓ Gather and review critical information from a variety of stakeholders

✓ Understand the district’s history while identifying issues that impact student achievement

✓ Create a network of community supports and contacts to support the district

✓ Develop a set of recommendations for specific goals and strategies in response to input gathered during the entry plan process
## INTERVIEW MEETINGS

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Board of Directors</td>
<td>9</td>
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<tr>
<td>Building Principals</td>
<td>18</td>
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<tr>
<td>Alternative School Leaders</td>
<td>8</td>
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<tr>
<td>Elected Leaders</td>
<td>4</td>
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<tr>
<td>College and University Leaders</td>
<td>8</td>
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</tbody>
</table>
INTERVIEW MEETINGS

Community Leaders: 21
Union Leaders: 2
Parent Meetings: 19
Central Office Staff: 22
Group Meetings: 4
COMMON THEMES – SDOL STRENGTHS

School Climate and Culture

• Caring and dedicated teachers and staff
• Administrators are accessible
• Families enjoy the neighborhood school structure
• Family oriented district
• Good communication from school to home
• Collaboration between Central Office staff is high
• Central Office is responsive to crisis and other requests for support
• Growing culture of accepting feedback between schools, teachers and central office
• Central office visits schools regularly
COMMON THEMES – SDOL STRENGTHS

Curriculum and Academics

- Excellent music and arts programs
- IB/Honors Program
- Excellent data and data systems
- Central office has content level knowledge
- Many after-school/extra-curricular programs available

Resources

- Many support services for families (power packs, parent academy, translations)
- Instructional materials are available for teachers
- Special Education services
- Free breakfast and lunch
AREAS OF CONCERN

School Climate and Culture

• Need a college going culture
• Bullying continues to be a concern
• Need to increase parent involvement
• Relationships between central office and school principals need to improve
• Culture of low expectations/compliance
• Suspensions are too high
• Lose students when they enter middle schools – MS performance is particularly low
• Teachers don’t feel respected
• High number of teacher absences related to climate and culture of district
• Administrators are not familiar with AFSCME contract
AREAS OF CONCERN

Curriculum and Academics

- Class sizes are too large at the elementary level, especially grades k-2
- Band and orchestra access at the elementary needs to increase
- Insufficient physical fitness opportunities
- Transition programs for 5th to 6th and 8th to 9th needs to be strengthened
- Need for foreign language instruction in elementary schools
- Students do not read or write enough
- Lack of consistency in delivery of curriculum
- Need to use data to differentiate needs of students
- Special needs/ELL students are not growing
- Tracking system limits students and institutionalizes low expectations
- Too much time spent on assessments
- Provide building leaders opportunities to share best practices
- Reduce central office mandates
- No social studies curriculum
- Academic/achievement gap/cultural understanding gap
- High performing student scores are stagnant
- Need to increase performance of historically underperforming students
- Need to increase access to early childhood education
- SDoL should work more collaboratively with local colleges and universities
AREAS OF CONCERN

Resources

• Staff does not mirror the student population
• Inequity of resources across the district
• Technology needs updated
• Facilities issues for non-renovated schools
• Lack of crossing guards creates dangerous conditions
• Central Office is lean; people doing multiple jobs
• Lack of professional development opportunities for support staff
## PA VALUE ADDED ASSESSMENT SYSTEM (PVAAS) MATH GROWTH

**Report:** District Launchpad  
**District:** Lancaster School District

<table>
<thead>
<tr>
<th>Math</th>
<th>PSSA, Grade 4</th>
<th>PSSA, Grade 5</th>
<th>PSSA, Grade 6</th>
<th>PSSA, Grade 7</th>
<th>PSSA, Grade 8</th>
<th>Keystone</th>
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</table>

**Numbers**= Quintiles across the state. (1 lowest quintile, 5 highest quintile)

**Colors**= The amount of growth of the students in that quintile.  
**Red:** Did not meet the growth standard  
**Green:** Met the growth standard  
**Blue:** Exceeded the growth standard
### PA VALUE ADDED ASSESSMENT SYSTEM (PVAAS) READING GROWTH

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**District:** Lancaster School District

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<tbody>
<tr>
<td><strong>Reading/ELA</strong></td>
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<tr>
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<td><strong>Diagnostic</strong></td>
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**High School**

Keystone Exams (these tests have not been changed)

### Keystone 11th Grade Pass Rates by Ethnicity

<table>
<thead>
<tr>
<th>Test</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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</thead>
<tbody>
<tr>
<td><strong>Keystone Literature % Passing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>44.5%</td>
<td>41.1%</td>
<td>41.12%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>38.5%</td>
<td>34.8%</td>
<td>36.45%</td>
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<tr>
<td>White</td>
<td>71.9%</td>
<td>65.6%</td>
<td>58.33%</td>
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<tr>
<td><strong>TOTAL 2015</strong>: 44% of all students met standard for ELA</td>
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<tr>
<th>Test</th>
<th>2013</th>
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<th>2015</th>
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<tbody>
<tr>
<td><strong>Keystone Algebra I % Passing</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>27.9%</td>
<td>29.0%</td>
<td>39.25%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>24.1%</td>
<td>25.8%</td>
<td>31.23%</td>
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<tr>
<td>White</td>
<td>59.8%</td>
<td>57.4%</td>
<td>52.05%</td>
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<tr>
<td><strong>TOTAL 2015</strong>: 39% of all students met standard for Algebra 1</td>
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</table>

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<tr>
<th>Test</th>
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<tbody>
<tr>
<td><strong>Keystone Biology % Passing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>6.9%</td>
<td>16.0%</td>
<td>27.62%</td>
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<tr>
<td>Hispanic</td>
<td>5.7%</td>
<td>16.7%</td>
<td>24.83%</td>
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<tr>
<td>White</td>
<td>36.5%</td>
<td>51.1%</td>
<td>42.47%</td>
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<tr>
<td><strong>TOTAL 2015</strong>: 27% of all students met standard on Keystone Biology</td>
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</table>
Biology CDTs October 2015

- Buehrle (6): 100%
- Campus (834): 85%
- Phoenix (48): 96%

Overall Score Color:
- Red
- Green
- Blue
CDT October 2015
Percent of Group Scoring "On Course Level" or Above

<table>
<thead>
<tr>
<th></th>
<th>Literature</th>
<th>Algebra I</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>18.0%</td>
<td>10.9%</td>
<td>15.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>18.2%</td>
<td>7.7%</td>
<td>11.4%</td>
</tr>
<tr>
<td>White</td>
<td>35.6%</td>
<td>12.6%</td>
<td>25.9%</td>
</tr>
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</table>
Percent of Students Enrolled in College at Any Time During the First Two Years After High School

Effective Date = April 16, 2015

Percent of High School Graduates

Class

2007 2008 2009 2010 2011 2012

53% 56% 50% 48% 50% 54%
Percent of Students Enrolled in College at Any Time During the First Year After High School

Effective Date = April 16, 2015

Percent of High School Graduates

<table>
<thead>
<tr>
<th>Class</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Institutions</td>
<td>48%</td>
<td>48%</td>
<td>42%</td>
<td>43%</td>
<td>46%</td>
<td>47%</td>
<td>46%</td>
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</table>
NEXT STEPS

1. • Review and revise testing assessment calendar

2. • Review and revise our curriculum to ensure college and career readiness

3. • Review the math and literacy program (reading and writing) across levels to increase time reading and writing

4. • Increase professional learning opportunities for teachers

5. • Revise the transition planning from elementary to middle and middle to high to address parent concerns

6. • Work with university partners to review our curriculum
7. • Provide high level IB framework across 6-12 grades

8. • Increase opportunities for central office and school leaders to collaborate and share practices

9. • Conduct a traffic study around schools to review crossing guards

10. • Work with schools to develop positive school climate, reduce suspensions, and improve teacher attendance

11. • Create a college going culture across all levels, including the focus of school counselors to college and post-secondary planning

12. • Engage building leaders and staff on all district committees to enhance voice and collaboration among staff

13. • Review ESL programs
Hitting the ground learning...