



Public School Choice 4.0 Academy Session Reporting

SESSION 2 REPORT – SCHOOL PLAN PRIORITIES

NAME OF SCHOOL: DORSEY HIGH SCHOOL

DATE OF SESSION 2: 10/6/12

NAME OF ORGANIZATIONREPORTING: Building Skills Partnership

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: JUAN CARLOS VENEGAS

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

• INTERPRETING DATA AS A STEP TO BUILD HIGH OF LEARNING

Part One- Interpreting Data

During this part of the session, the participants reviewed the School Report Card for **Dorsey High School**. The Report Card covered school years 2009-2010 and 2010-2011. After going over what the data meant, the facilitator then asked the participants to be divided into several group (four different groups) and come up with priority areas.

The participants were divided into four different focus groups.

1. **Learning Environment**
2. **Student Groups**
3. **Readiness**
4. **Progress**

GROUP ONE: LEARNING ENVIRONMENT

The following are the data points reviewed by the participants:

1. The Attendance and Suspension rates of Students

Students with 96% attendance or higher rates

2009-10	2010-11	LAUSD Average
29%	34%	56%

Students suspended one or more times

2009-10	2010-11	LAUSD Average
15%	13%	6%

The following are both written and verbal feedback:

- “Students need options.”
 - “Too many students are being suspended. They are not looking for other disciplinary and/or prevention options prior to being suspended.”
 - “Students lack motivation towards attendance.”



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- “Too many students are truant.”
 - “We need to find more options and motivate students.”
- Motivate students and the parents so that they would not be absent.
- We would like for there to be more clarity on the options available before a student is suspended.
- Teachers should inform parents when a student is not doing what they are supposed to before they are disciplined or reported to the dean or counselor.
- There needs to be more options in keeping the students in school rather than suspending them.
- There needs to be a better system to make sure students do not leave the campus once they are dropped off.

2. Teacher Attendance and Parent Participation:

Teachers at this school for at least 3 years

2009-10	2010-11	LAUSD Average
71%	61%	81%

Staff with 96% or higher attendance

2009-10	2010-11	LAUSD Average
58%	75%	62%

Parent Participation: *In 2010-11, students, staff, and parents were surveyed about their experiences at their school. Here is what the **parents** said...*

- Only 88 parents (6% responding) were surveyed for this report.
 - 81% said they felt welcomed at this school.
 - 80 felt that the school offers them opportunities to participate in councils, parent organizations.
 - 45% talk to the teacher of their children.
 - 78% felt that their child is safe on school grounds.

The following are both written and verbal feedback:

- “Only 45% of Parents meet and talk with their child’s Teachers.”
 - “Everyone has someone to represent them. Whether it’s an Uncle, Coach, Older Sibling or Family Member, and we need to reach out to them so that they can get more involved.”
 - “We need more Parent Involvement.”
- “Teachers are not helping students.”
 - “We need responsive teachers that are willing to really help students.”
 - They say things like: “if you don’t get it, then too bad” (In relation to a student learning and trying to understanding the curriculum).



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- Work on the miscommunication between parents and the school. Parents are missing out on a lot of information relevant to their children’s progress.
- There is a drug problem on Dorsey’s campus that needs to be addressed because it is affecting the Learning Environment at Dorsey.
- Teachers need to be better prepared because they are teaching 6th and 7th grade curriculum.

GROUP TWO: READINESS

The following are the data points reviewed by the participants:

1. Students Achieving a “C” or Better In All A-G courses:

	2009-10	2010-11	LAUSD Average
Graduates passing all A-G courses with “C” or better	16%	22%	25%
Students on track to complete A-G requirements with a “C” or better	17%	20%	27%

2. Take the ACT or SAT by 12th grade and achieve a minimum score:

	2009-10	2010-11	LAUSD Average
Students who took the SAT or ACT	38%	42%	47%
Students achieving at least 1400 on the SAT or 19 on the ACT	15%	16%	38%

The following are both written and verbal feedback:

- Students should achieve a “B” or better in all courses.
- Dorsey should encourage students to achieve above average.
- Students should take the ACT and/or SAT more than once, so that they see where they need to improve.
- There should be more ACT/SAT workshops and/or pre and practice tests.

GROUP THREE: PROGRESS

The following are the data points reviewed by the participants:

1. Math Proficiency

2009-10	2010-11	LAUSD Average
2%	5%	16%



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The following are both written and verbal feedback for math:

- “Scores are too low: Only a 3% increase in 2010-11 from 2009-10.” (5% vs. 2%)
- “This means that **95%** of students are not comprehending”
- “This is a ‘**sad situation**’ at Dorsey and district wide.”

2. English Language Arts

2009-10	2010-11	LAUSD Average
20%	20%	37%

The following are both written and verbal feedback for ELA:

- “Students are not reading enough.”
- “If you can’t comprehend English, then how will you comprehend math.”

This focus group had a big issue with the proficiency level of Dorsey students in the areas of reading comprehension and math. The following are their **written** comments:

- 95% of students are not learning math and/or understanding it.
- Dorsey is only showing minimal improvement in math proficiency rates; only a 3% increase from 2009-10 to 2010-11.
- The district as a whole is too low (only 16%).
- If students are not reading and comprehending at high or adequate levels, then this brings down other areas, because you have to be able to read and comprehend.
- The percentage of English language arts proficiency is steady at 20%. It is not improving. This is still too low.
- LAUSD English language arts proficiency average is too low at 37%.
- English Learners need more help and resources.

GROUP FOUR: STUDENT GROUPS

The following are the data points reviewed by the participants:

1. African American Students (scoring proficient or advanced in...):

	2009-10	2010-11	All Dorsey Students	LAUSD Average
English Language Arts	30%	27%	29%	43%
Math	17%	26%	28%	32%

2. Latino Students

	2010-11	All Dorsey Students	LAUSD Average
English Language Arts	30%	29%	43%
Math	30%	28%	32%

The following are both written and verbal feedback that came out of this focus group:



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- “Math skills are important as they are an essential tool in the success of students at higher levels such as AP classes and at 2 and 4-year colleges.
- “Teacher turnover is too high.” (A 10% drop from 2009-10 of Teachers at this school for at least 3 years.)
- Parent should get involved more by “taking the time to take their child to a bookstore.”
- “There is a lack of preparedness at Elementary and Middle School. Kids are not prepared coming into Dorsey.”
- “Attendance is an issue. The suspension rates are too high as well.”
- There should be a strong focus in improving the Math proficiency rates for all students at Dorsey for math is the gatekeeper to getting into college.
- There should be a focus in the proficiency rates of English Learners and students in special education.
- 1/3 of the student population at Dorsey is proficient in math and English, which is unacceptable.

Part Two - School Plan Priorities of the Participants

During this part of the session, the participants shared their priorities for the school through written and verbal feedback.

1. **Reading Comprehension**
 - a. **Need more tutoring programs.**
2. **Better collaboration with local Colleges/Universities and Community Organizations.**
3. **Critical Thinking Skills**
 - a. **This will enable Dorsey Students to ask deep thought provoking questions and that will allow them to communicate more effectively.**
4. **Campus Safety**
5. **Clean campus**
 - a. **Beautification projects**
6. **Better trained Teachers that can address the needs of Dorsey Students in and out of the classroom.**
7. **Parent Engagement:**
 - a. **Listen to their needs**
 - b. **Take their input serious**
 - c. **Have a better outreach plan to get more parents involved.**
 - d. **Better communication between faculty, students, and parents**
 - e. **More volunteer opportunities for parents**
8. **Have a good evaluation program for Teachers**
 - a. **Release ineffective Teachers**
 - b. **More Teacher Assistants**
 - c. **Qualified in their area of focus (History, English, Math, etc...)**
 - d. **Professional development of Teachers**
9. **Develop the study skills of Dorsey Students**
 - a. **Time management skills**



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- b. Note taking skills
 - c. Listening skills
 - d. Develop better test taking skills of students
- 10. Competent and effective counselors**
- 11. Improve test scores**
- a. Close the achievement gap of African-American students
 - b. Have more pre/prep ACT, SAT, and CAHSEE test/prep



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SESSION 2 REPORT – DIALOGUES WITH PLANNING TEAMS

NAME OF SCHOOL: Dorsey High School

DATE OF SESSION 2: 10/06/12

NAME OF ORGANIZATION: Building Skills Partnership

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION:

JUAN CARLOS VENEGAS

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

During this part of the session, planning team representatives shared their plan priorities for the school. The presenter for **Dorsey High's** plan was Assistant Principal, Ms. Tracy Murray.

The focus of the planning team, according to Ms. Murray is to improve the API scores of the lower performing students.

Their areas of focus under the new plan were presented as follows:

- a) Develop strategies for teachers to affectively teach their students with a focus on English Reading, Comprehension, and Composition.
- b) Under this plan there would be a strong focus on English Learners.
- c) Improve the 'First Time' CAHSEE passing rates.
 - i. By providing after school tutoring and test preparation.

The new plan would develop the following strategies that they have identified as "The 3 Major School Wide Strategies." Those 3 strategies are as follows:

1. **Accountable Talk, Cornell Notes, and Thinking Maps.**
2. **Individual Academic Plans during Advisory.**
 - a. *Instruction*
 - i. *Professional Development of teachers*
 1. *Develop Better Teaching Strategies*
 - b. **Counselors**
 - i. *Trained*
 - ii. *Master Planning Institute*
3. **Performance Assessments and Project-Based Learning.**
 - a. *Accountability*
 - i. *Master Scheduling*
 - ii. *Targeting Student Success*
 - iii. *SLC's*

Other areas of focus under the new plan were outlined by Ms. Pendleton and they are as follows:

1. **Project Based Learning:** Connecting the curriculum to the real world.
For example: the Business Academy get projects that real world business are doing and interns at the Public Defender's office are getting hands on experience on what goes on in those respective professional fields.
2. **Support New Ideas**



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- a. Change Student Culture: Understand that Dorsey Students are scholars.
- b. Parent Participation and Engagement
 - i. More volunteer opportunities
3. **Everyone on Board**
 - a. Staff and Teachers getting on the same page and everyone buy in to the new plan
4. **Community Partnerships**
 - a. Develop/begin relationships with Community College and Universities as well as Community Based Organizations.

After Ms. Pendleton presented the new plan's focus, the participants had the following concerns and questions:

1. In regards to "Everyone being on board," one parent wanted to have some clarity on how specifically this would affect the counselors?

Response: The focus is to improve the school in general. Counselors would follow the policies under the "***Individual Academic Plans during Advisory.***"

2. Another concern of the Parents revolved around SLC's. One of the Parents wanted to know how the SLC's were branching out to the community.

Response: The plan will have everything outlined.

3. Another of the concerns of the Parents was the focus on the Foster Student population.

Response: The plan will have everything outlined.

4. Another concern of the participants was the gains and successes of African-American Students.

Response: This issue will be addressed under the plan of Academic English Mastery Program (AEMP). This program includes math teaching and 'Code Switching.'