

Applicant PR Award # Pasadena Unified School District
U165A170030

School District City, State Urbanicity Pasadena Unified School District
Pasadena, California
Urban

Project Title/Name Pasadena Unified School District K-12 Arts, STEAM, Dual Language Immersion, & Early College Programs

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Grant Award Amount **Total: \$ 14,478,893.00** over 5 years

- Year 1 \$ 3,566,322.00
- Year 2 \$ 2,967,238.00
- Year 3 \$ 2,644,045.00
- Year 4 \$ 2,621,600.00
- Year 5 \$ 2,679,688.00

School and Grades Served	Theme	Isolated and Targeted Minority/ies	Number of Students
John Muir High School (9-12)	Early College	Minority groups and low SES	2,063
Altadena Elementary (K-5)	Visual and Performing Arts	Minority groups and low SES	604
Washington Middle School (6-8)	STEAM, signification revision to add Spanish Dual Language Immersion	Minority groups and low SES	1,453

Project Description:

Pasadena Unified School District will develop two new magnet schools and significantly revise one magnet school to create articulated magnet programs that attract/retain students from elementary through high school. Population Served: PUSD in Pasadena, California serves 16,633

in 28 schools. The student population is 60.9% percent Hispanic, 12.5% percent African American, 7.1% percent, 16.6% percent White, 0.2% American Indian, and 2.6% two or more races. 59% of students qualify for free or reduced lunch. The project will serve approx. 3,904 students at three schools.

The external evaluation team will examine the impact of 1) Early College High School and 2) magnet programs on student achievement with a rigorous quasi-experimental design. The first study will build on the research of the Early College High School Initiative Impact Study (Berger et al., 2013) which found strong evidence that Early College students were more likely to graduate high school, enroll in college, and earn a college degree than comparison students. The second study will build on the research of Bifulco (2009) who found that students who attended magnet schools achieved higher scores in reading and math. Both studies are designed to meet the “What Works Clearinghouse Evidence Standards with reservations.”

Both quasi-experimental studies are designed to meet the “What Works Clearinghouse Evidence Standards with reservations” by using propensity score matching methodology to ensure baseline equivalence on a wide range of variables including prior achievement scores. To measure school implementation, the research team will create a fidelity index and threshold for adequate implementation based on artifacts incorporating the various variables to measure quality. Sample size: 1,666.

To examine the effects we will use a regression-based approach with bias adjustment via propensity score matching. Additionally we adopt the double-robust regression to control for prior indicators relevant to treatment status and achievement in both the matching model and the analysis model and to increase the robustness of the estimates.

The studies will produce evidence of promise on a link between 1) Early College and 2) Quality magnet implementation on increased academic achievement, contributing to the evidence-base on magnet schools and the current body of research aligned directly with the priorities and selection criteria of the Magnet Schools Assistance Program.

Project Goals

1. Decrease in overall percentage of socioeconomically and racially isolated groups (to near district averages).
2. High quality magnet theme integrated curriculum and instruction.
3. Increased academic achievement (English language arts, mathematics, graduation rates).
4. Fully developed magnet themes and courses of instruction,
5. Increased magnet theme proficiency.

6. Increased high school graduation rates.

7. Increased college enrollment.