



EQUITY ANALYSIS: STUDENT ACHIEVEMENT AND TEACHER ACCESS

January 2021

EXECUTIVE SUMMARY





INTRODUCTION

The following report presents a summary of academic and behavioral outcomes data from Pasadena Unified School District (Pasadena USD) over a five-year period from 2015 to 2020. It attempts to presents these data through a lens of student equity and opportunity by showing outcomes segmented by specific student groups (race, gender, special education status, and Limited English Proficiency (LEP) status. The goal of this report is to provide Pasadena USD with the insights and evidence to take action to support the promotion of equity for all students within the district. The following outcomes are considered:

Figure 1.1: Data Overview

OUTCOME	DEFINITION
Academic Outcomes	
SBAC ELA Proficiency	Whether a student scored a level 3 or above on the Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) assessment, given to students in Grades 3-8 and Grade 11 as part of the California Assessment of Student Performance and Progress (CAASPP) accountability system. No SBAC data is available for the 2020 school year, as testing requirements were waived due to the COVID-19 pandemic and associated school closures.
SBAC Math Proficiency	Whether a student scored a level 3 or above on the SBAC Mathematics assessment, also for Grades 3-8 and 11 as part of CAASPP.
No Course Failures	Whether a student did not fail a course in a given year, as defined by receiving an F grade in all or the majority of course terms. It applies to students in Grades 6-12 only.
Behavioral Outcomes	
Disciplinary Incidents	Whether a student had a reported disciplinary incident (of any type) during a given year. Specifically, we present data on the proportion of students <i>without</i> an incident.
Out-of-School Suspensions (OSS)	Whether a student received an OSS during a given school year. Specifically, we present data on the proportion of students <i>without</i> an incident.

KEY FINDINGS

-  **There are consistent opportunity gaps in academic outcomes and behavioral outcomes in the district**, with the following groups persistently underrepresented: Black students, Hispanic students, English Learners, and students receiving special education services.
-  **There are substantially fewer opportunity gaps in teacher assignment.** Racial groups and economically disadvantaged students have similar rates of having a teacher with experience and advanced education. The largest gap is for English Learners, where they are less likely than non-English Learners to have experienced teachers.
-  **Identification of students for special programming shows evidence of inequity.** Nearly a quarter of White and Asian students are identified as gifted, compared to just 5-6 percent of Black and Hispanic students. Conversely, Black (16%) and Hispanic (12%) students receive special education services at a rate higher than White (9%) and Asian students (5%).
-  **Among racial groups, gaps are greatest in Math proficiency, followed by ELA and course failures.** Behavioral outcomes (having disciplinary incidents or out-of-school suspensions) show less of a gap, but disparities still exist. While the large majority of students, regardless of race, do not receive a disciplinary incident or suspension, students of certain groups (LEP students, special

education, Black students) are more likely than their peers to receive one, even if the proportion of students overall is low.



LEP students lag their peers substantially in ELA and Math proficiency and slightly on behavioral outcomes. However, there are important grade-level trends in behavioral outcomes. In elementary school, before many LEP students are reclassified, there are few if any gaps in discipline and OSS rates. Beginning in Grade 6, when discipline and OSS become more common and more former LEP students have been reclassified, the disparities in behavioral outcomes grow. By Grade 8, current LEP students have substantially more reported behavior issues than non-LEP students.



Underrepresentation of certain student groups has been persistent over time in Pasadena USD, as it has in districts throughout the country. While all racial groups have seen their performance improve from 2015 to 2019, the gap between Black and White students grew by two points, while the Hispanic-White gap shrank by one point.

RECOMMENDATIONS

Based on our findings, Hanover Research recommends that Pasadena USD consider the following recommendations.



Integrate discussion and examination of equity into district processes and frameworks, from academic to research allocation decisions.



Provide support to students in underrepresented groups. Hanover's analysis shows that students in certain demographic groups (Black/African American, Hispanic, LEP, SPED, and Economically Disadvantaged) are underrepresented among students with successful academic outcomes in Pasadena USD. Hanover recommends the district to utilize the provided interactive tool which allows to evaluate the equity situation at individual schools and prepare for targeted interventions.



Review special education and gifted education identification processes. Data show significant disparities in identification rates by race and socioeconomic status.



Target supports early in students' school careers. Evidence shows that disparities can worsen over time as students get older.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
Introduction	2
Key Findings	2
Recommendations	3
SECTION I: ACADEMIC OUTCOMES	5
Race	5
Gender	8
LEP Status	11
Special Education	14
Economic Disadvantage	17
SECTION II: BEHAVIORAL OUTCOMES	20
Race	20
Gender	22
LEP Status	24
Special Education	26
Economic Disadvantage	28
SECTION III: PROGRAM ACCESS	30
Race	30
Gender	33
LEP Status	36
Special Education	39
Economic Disadvantage	41
SECTION IV: TEACHER QUALITY	44
Race	44
Gender	48
LEP Status	52
Special Education	56
Economic Disadvantage	60

SECTION I: ACADEMIC OUTCOMES

The following section describes academic outcomes in Pasadena USD segmented by race. Outcomes include SBAC ELA and Math proficiency and the number of students without a course failure in a given year. Results are presented by race, English proficiency status, and special education status.

RACE

As a district, Pasadena USD is 61 percent Hispanic, 17 percent White, 12 percent black, 5 percent Asian, and 6 percent students of other races (American Indian/Alaska Native, Filipino, Native Hawaiian/Other Pacific Islander, multiple races, or not reported).

SBAC ELA PROFICIENCY (RACE)

Across grade levels, substantial gaps exist between SBAC ELA proficiency rates for Black and Hispanic students and their White and Asian peers. Black and Hispanic students performed comparably on SBAC ELA in 2019, with proficiency rates approximately 35 percentage points below White students and 45 points below Asian students. While all racial groups have seen their performance improve from 2015 to 2019, the gap has remained mostly stable. The gap between Black and White students grew by two points, while the Hispanic-White gap shrank by one point.

Figure 1.1: SBAC ELA Proficiency by Race

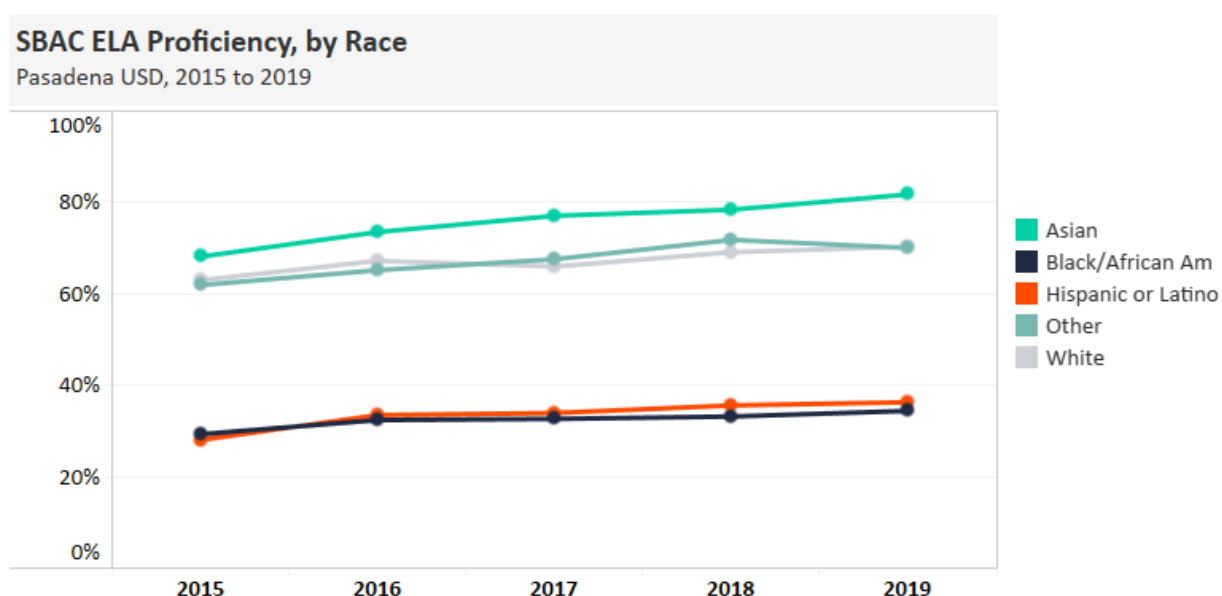


Table: SBAC ELA Proficiency by Race

Race	2015	2016	2017	2018	2019
Asian	68%	74%	77%	78%	82%
Black/African Am	29%	32%	33%	33%	34%
Hispanic or Latino	28%	33%	34%	36%	36%
White	63%	67%	66%	69%	70%
Other	62%	65%	68%	72%	70%

The plots above show by the percentage of Pasadena USD students meeting the criteria for SBAC ELA Proficiency, broken down by race. Data shown are for school years 2015 to 2019.

SBAC MATH PROFICIENCY (RACE)

Similarly, gaps between groups exist for SBAC Math performance, with the disparity even greater than for ELA. In 2019, White students were 36 percentage points more likely to be proficient in Math than Hispanic students and 39 points more likely than Black students. Asian students led White, Hispanic, and Black students by 20, 56, and 59 points respectively. The gap between White and Black/Hispanic students increased by 1-2 percentage points from 2015 to 2019.

Figure 1.2: SBAC Math Proficiency by Race

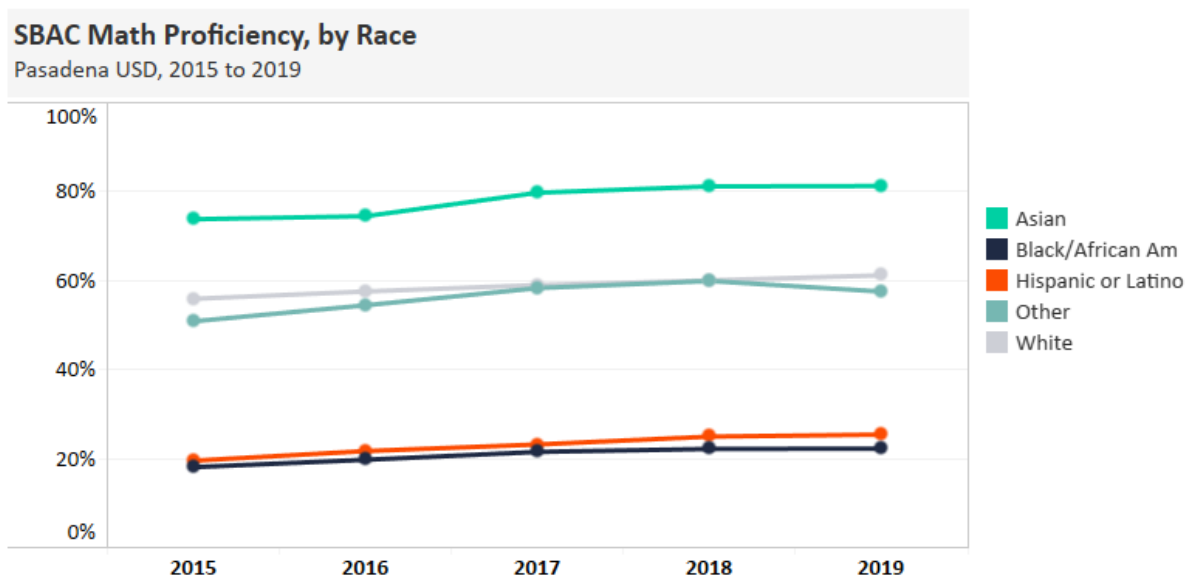


Table: SBAC Math Proficiency by Race

Race	2015	2016	2017	2018	2019
Asian	74%	74%	80%	81%	81%
Black/African Am	18%	20%	21%	22%	22%
Hispanic or Latino	20%	22%	23%	25%	25%
White	56%	58%	59%	60%	61%
Other	51%	54%	58%	60%	58%

The plots above show by the percentage of Pasadena USD students meeting the criteria for SBAC Math Proficiency, broken down by race. Data shown are for school years 2015 to 2019.

COURSE FAILURES (RACE)

Despite marked improvements in 2020, Black and Hispanic students are substantially less likely than White and Asian students to not have failed any courses in a year (i.e., they are *more* likely to have failed a course). Ninety percent of White students and 95 percent of Asian students did not fail a course in 2020, compared to 71 percent of Black students and 68 percent of Hispanic students. Put another way, Black and Hispanic students are approximately three times *more* likely to have a course failure than White students. Districtwide, the percentage of students without a course failure increased from 2015 to 2020, with notable increase for Black students (8 points), Hispanic students (6 points), White students (4 points), and Asian students (3 points).

Figure 1.3: Percentage of Students not Failing a Course by Race

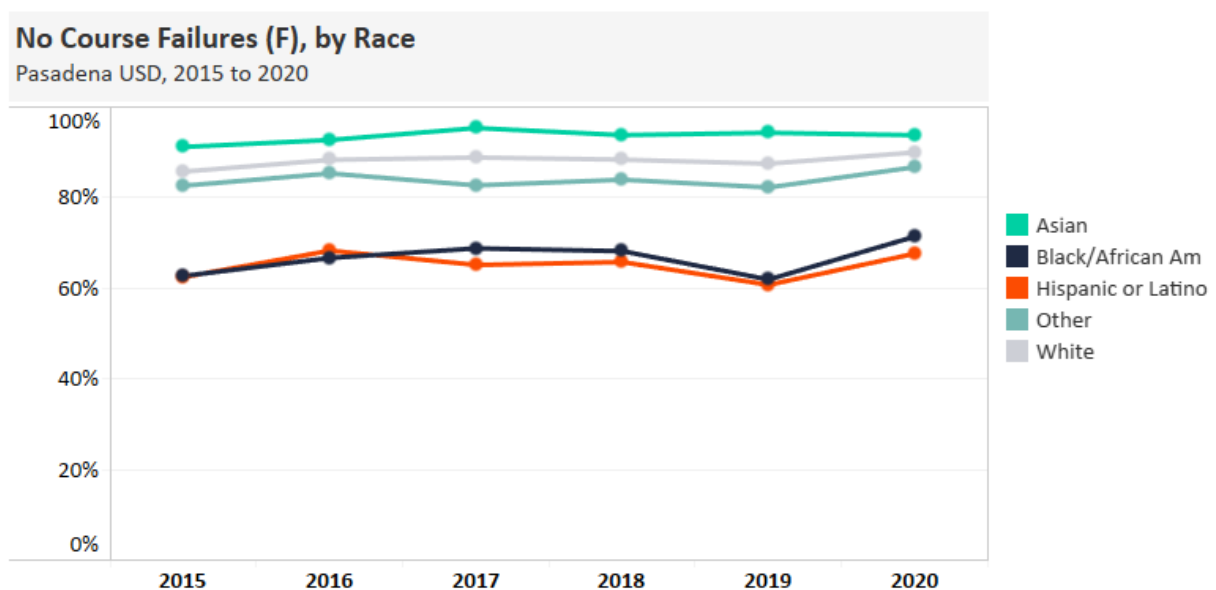


Table: No Course Failures (F) by Race

Race	2015	2016	2017	2018	2019	2020
Asian	91%	93%	95%	94%	94%	94%
Black/African Am	63%	67%	69%	68%	62%	71%
Hispanic or Latino	62%	68%	65%	66%	61%	68%
White	86%	88%	89%	88%	87%	90%
Other	83%	85%	83%	84%	82%	87%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No Course Failures (F), broken down by race. Data shown are for school years 2015 to 2020.

GENDER

SBAC ELA PROFICIENCY (GENDER)

Female students were more likely than male students to be proficient on SBAC ELA in 2019, by about eight percentage points. This gap has decreased slightly since 2015, as both groups have increased their proficiency rates.

Figure 1.4: SBAC ELA Proficiency by Gender

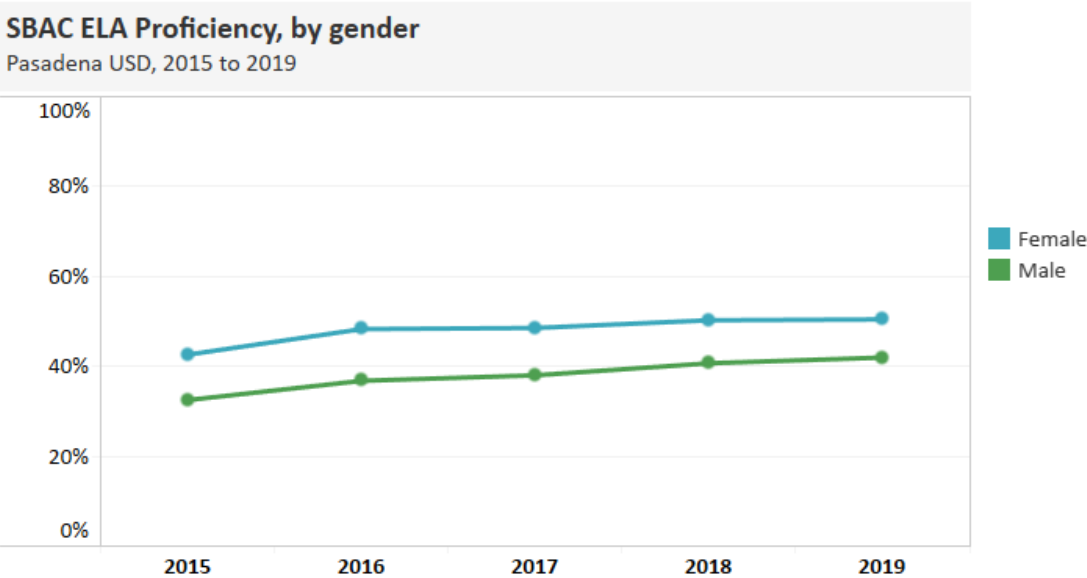


Table: SBAC ELA Proficiency by gender

	2015	2016	2017	2018	2019
Female	43%	48%	49%	50%	50%
Male	32%	37%	38%	41%	42%

The plots above show by the percentage of Pasadena USD students meeting the criteria for SBAC ELA Proficiency, broken down by gender. Data shown are for school years 2015 to 2019.

SBAC ELA PROFICIENCY (GENDER)

There is virtually no gap between male and female students for proficiency rates on the SBAC Math exam. Both groups have increased their proficiency rates from 2015 to 2019.

Figure 1.5: SBAC Math Proficiency by Gender

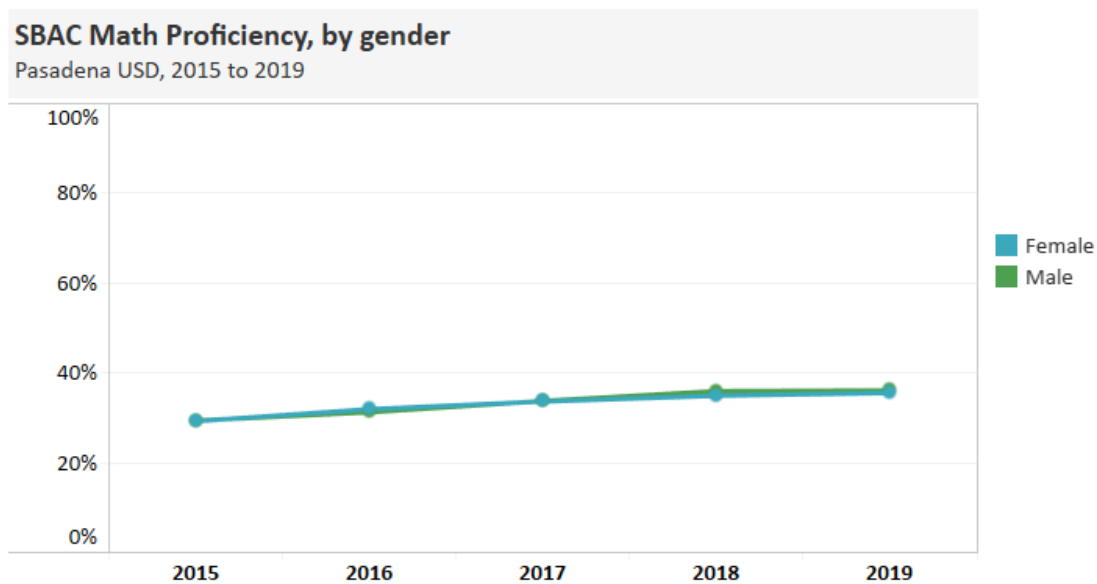


Table: SBAC Math Proficiency by gender

	2015	2016	2017	2018	2019
Female	29%	32%	34%	35%	36%
Male	29%	31%	34%	36%	36%

The plots above show by the percentage of Pasadena USD students meeting the criteria for SBAC Math Proficiency, broken down by gender. Data shown are for school years 2015 to 2019.

COURSE FAILURES (GENDER)

There is a persistent gap of 8-11 percentage points between male and female students for course failures. In 2020, female students were about eight points more likely to have not failed a course compared to male students. This gap has tightened somewhat over time, and in general course failures decreased from 2015 to 2020.

Figure 1.6: Percentage of Students not Failing a Course by Gender

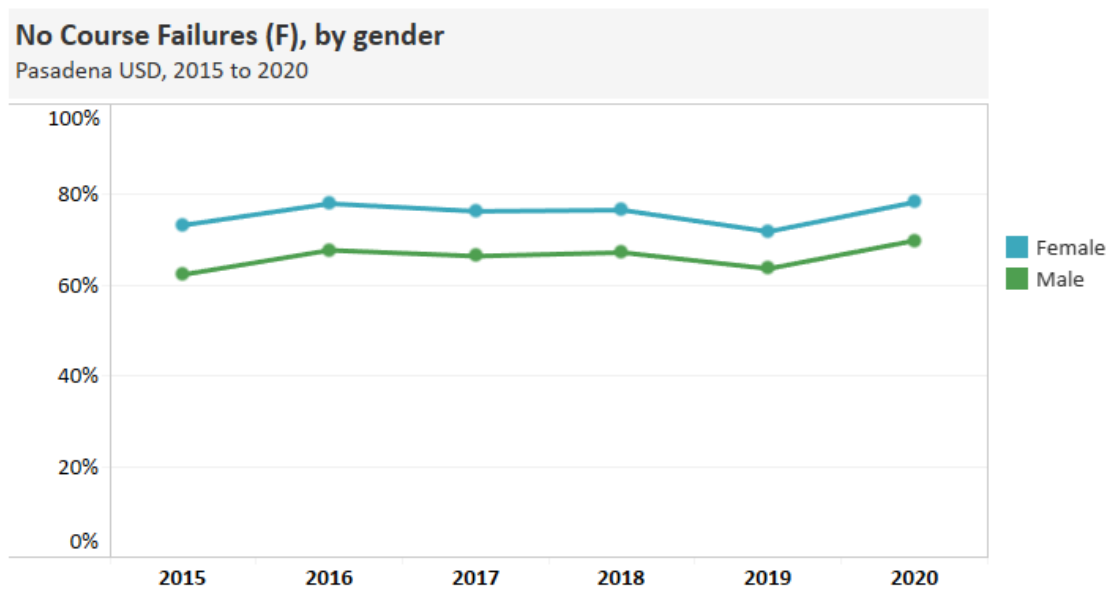


Table: No Course Failures (F) by gender

	2015	2016	2017	2018	2019	2020
Female	73%	78%	76%	77%	72%	78%
Male	62%	68%	66%	67%	64%	70%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No Course Failures (F), broken down by gender. Data shown are for school years 2015 to 2020.

LEP STATUS

Across Pasadena USD, 16 percent of students are currently classified as English Learners, referred to here as students with Limited English Proficiency (LEP). This percentage is as high as 28 percent in Grade 1 and as low as 9 percent in Grade 12.

SBAC ELA PROFICIENCY (LEP)

Current LEP students achieved proficiency on SBAC ELA at a much lower rate than their non-LEP peers in 2019, trailing by 45 percentage points. Only seven percent of current LEP students were proficient.

Figure 1.7: SBAC ELA Proficiency by LEP Status

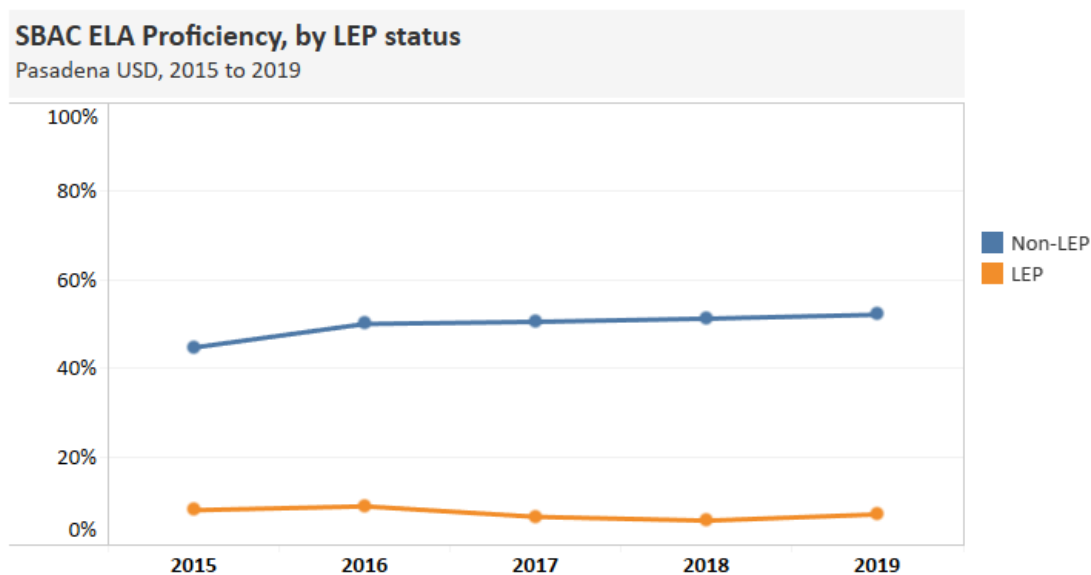


Table: SBAC ELA Proficiency by LEP Status

Lep	2015	2016	2017	2018	2019
Non-LEP	45%	50%	51%	51%	52%
LEP	8%	9%	6%	6%	7%

The plots above show by the percentage of Pasadena USD students meeting the criteria for SBAC ELA Proficiency, broken down by LEP status. Data shown are for school years 2015 to 2019.

SBAC MATH PROFICIENCY (LEP)

Similar gaps exist for Math. In 2019, current LEP students were 32 percentage points less likely to be proficient than non-LEP students. While the percentage of non-LEP students proficient in Math increase from 34 percent in 2015 to 40 percent in 2019, the proficiency rate for current LEP students fell from 11 percent to 8 percent over the same period.

Figure 1.8: SBAC Math Proficiency by LEP Status

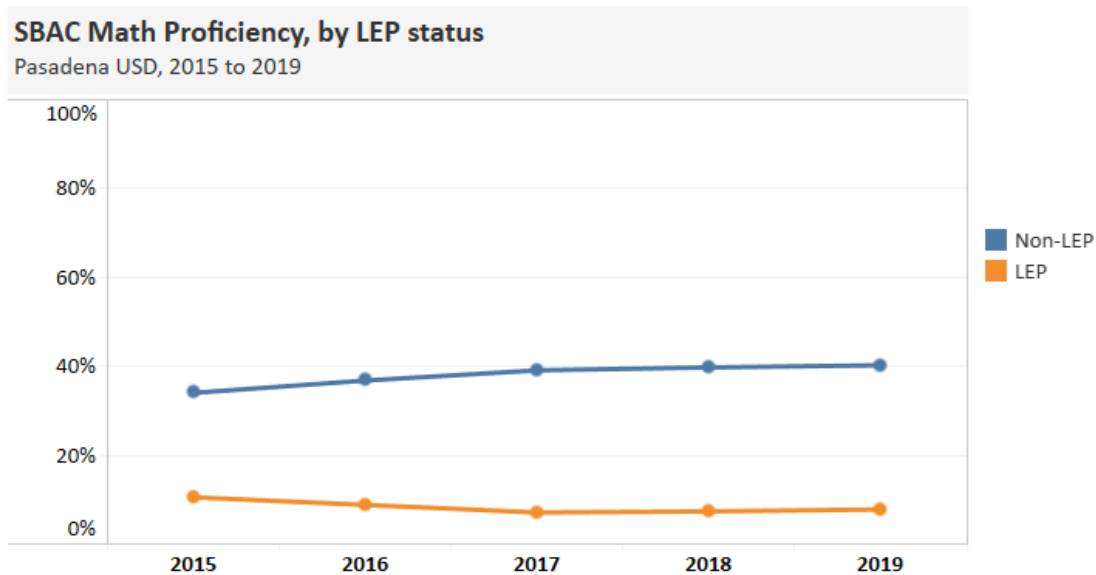


Table: SBAC Math Proficiency by LEP Status

Lep	2015	2016	2017	2018	2019
Non-LEP	34%	37%	39%	40%	40%
LEP	11%	9%	7%	7%	8%

The plots above show by the percentage of Pasadena USD students meeting the criteria for SBAC Math Proficiency, broken down by LEP status. Data shown are for school years 2015 to 2019.

COURSE FAILURES (LEP)

Only 50 percent of current LEP students did not fail a course in the 2020 school year, compared to 77 percent of non-LEP students. This gap widened slightly from 2015 to 2020, though both groups became less likely to have a course failure.

Figure 1.9: Percentage of Students not Failing a Course by LEP Status

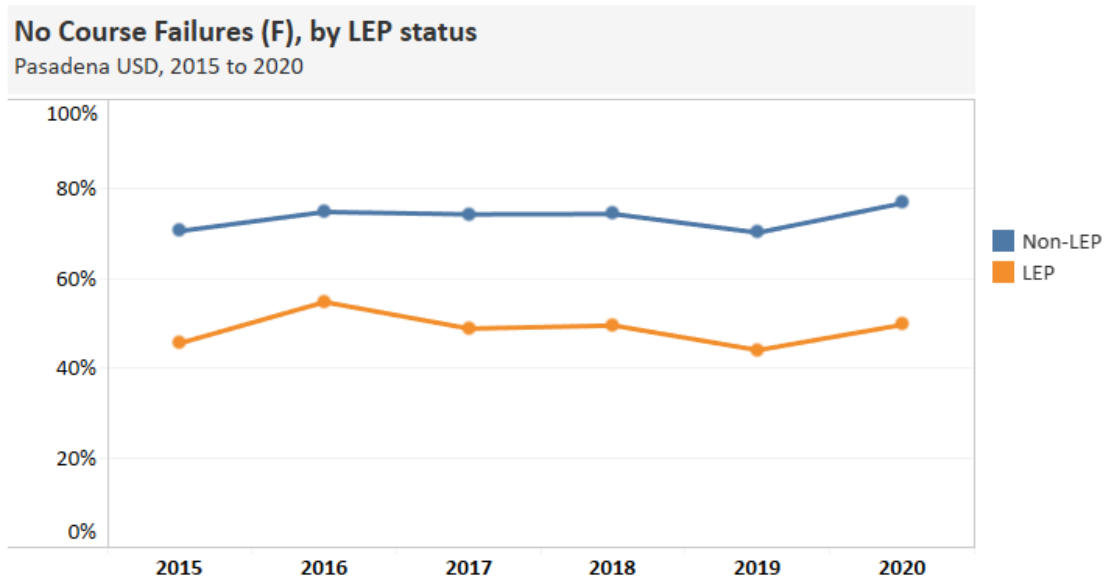


Table: No Course Failures (F) by LEP Status

Lep	2015	2016	2017	2018	2019	2020
Non-LEP	71%	75%	74%	74%	70%	77%
LEP	46%	55%	49%	50%	44%	50%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No Course Failures (F), broken down by LEP status. Data shown are for school years 2015 to 2020.

SPECIAL EDUCATION

Across the district, approximately 13 percent of students are designated as receiving special education services.

SBAC ELA PROFICIENCY (SPECIAL EDUCATION)

Special education students were less likely than their non-special education peers to achieve proficiency on SBAC ELA. In 2019, 18 percent of special education students reached proficiency, compared to 50 percent of all other students. This 32-point gap was similar to prior years, remaining consistent since 2015.

Figure 1.10: SBAC ELA Proficiency by Special Education Status

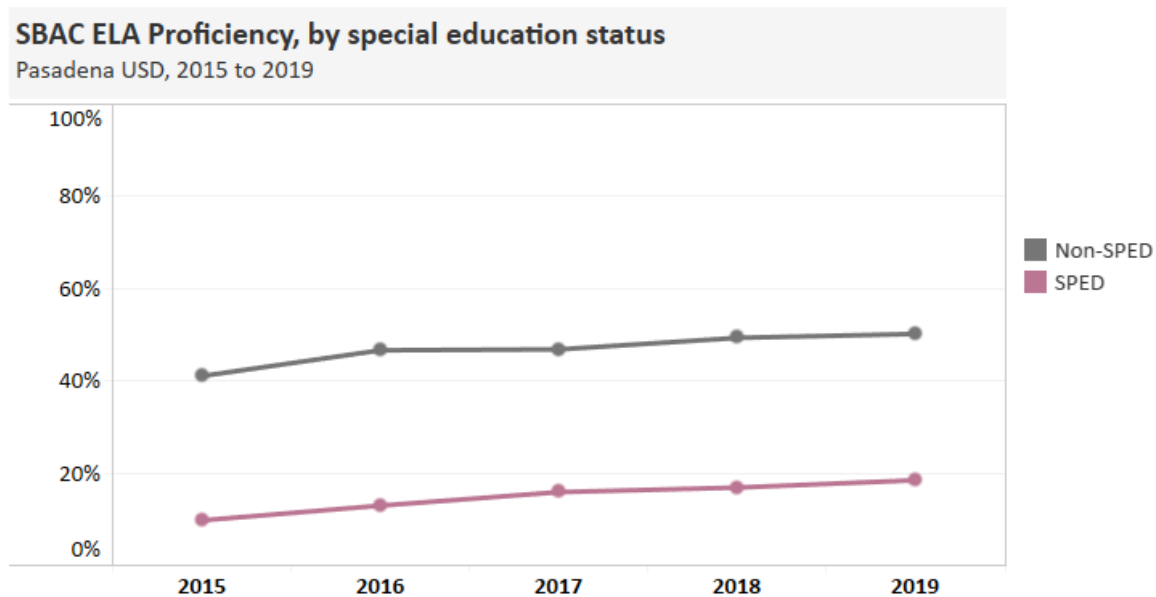


Table: SBAC ELA Proficiency by special education status

	2015	2016	2017	2018	2019
Non-SPED	41%	47%	47%	49%	50%
SPED	10%	13%	16%	17%	18%

The plots above show by the percentage of Pasadena USD students meeting the criteria for SBAC ELA Proficiency, broken down by special education status. Data shown are for school years 2015 to 2019.

SBAC MATH PROFICIENCY (SPECIAL EDUCATION)

Non-special education students outperform special education students by about 22-25 points on SBAC math, though the gap is smaller than in ELA. Proficiency rates for both groups of students have grown from 2015 to 2019.

Figure 1.11: SBAC Math Proficiency by Special Education Status

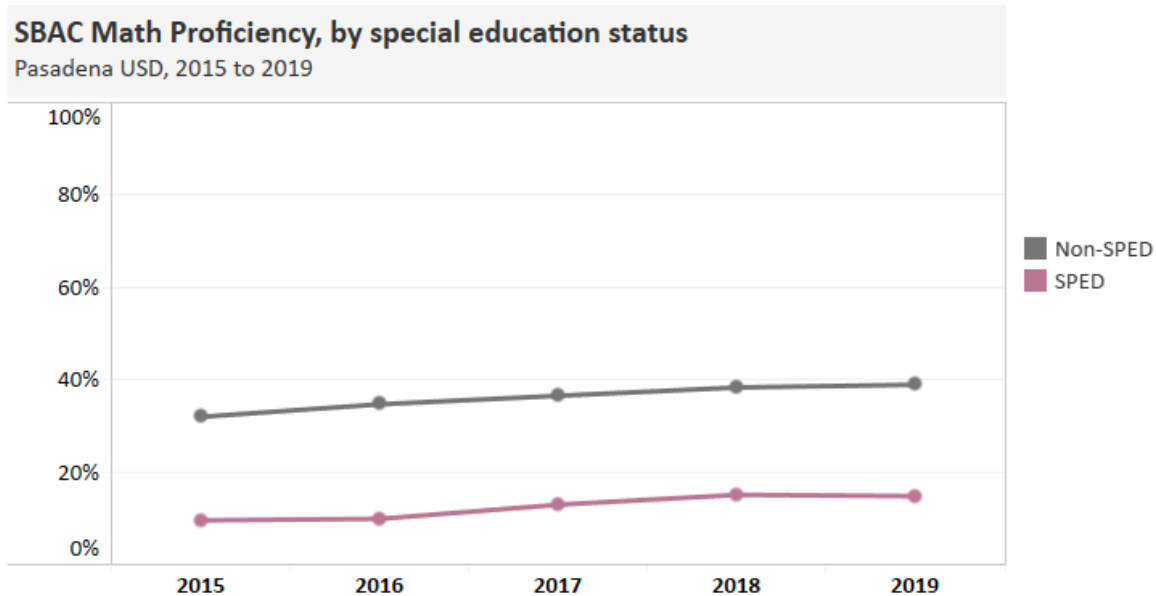


Table: SBAC Math Proficiency by special education status

	2015	2016	2017	2018	2019
Non-SPED	32%	35%	37%	38%	39%
SPED	10%	10%	13%	15%	15%

The plots above show by the percentage of Pasadena USD students meeting the criteria for SBAC Math Proficiency, broken down by special education status. Data shown are for school years 2015 to 2019.

COURSE FAILURES (SPECIAL EDUCATION)

Non-special education students are also more likely to not fail a course in a given year than special education students. This gap of 4-7 percentage points has been consistent from 2015 to 2020. In 2020, 75 percent of non-special education students met this standard compared to 68 percent of special education students. Put another way, special education students are *more* likely to have course failures than other students, though the majority of all students do not have course failures.

Figure 1.12: Percentage of Students not Failing a Course by Special Education Status

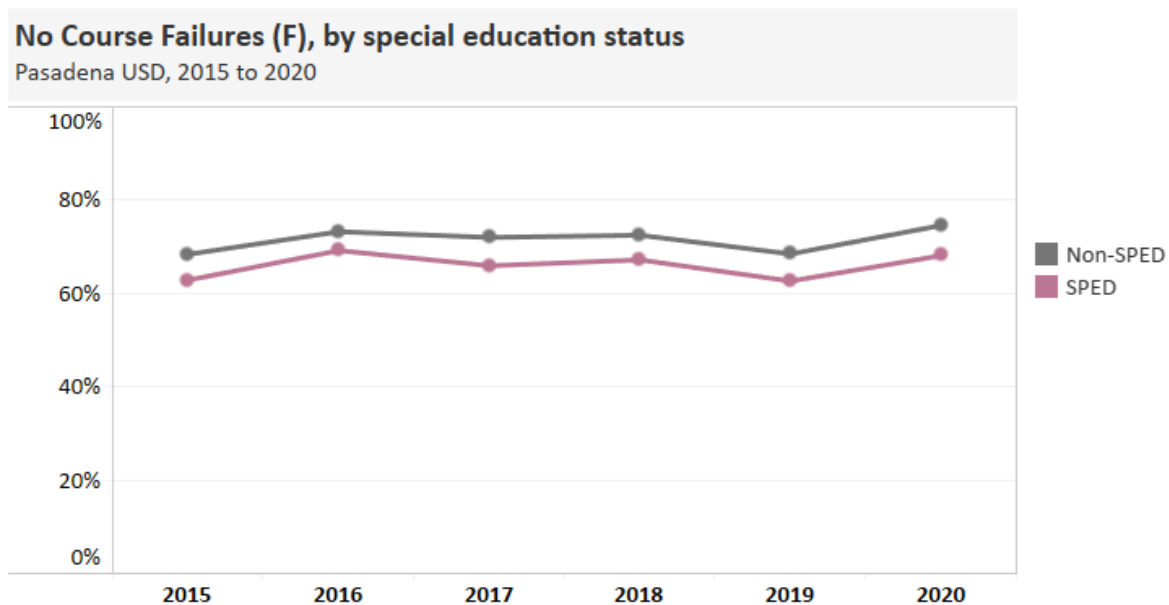


Table: No Course Failures (F) by special education status

	2015	2016	2017	2018	2019	2020
Non-SPED	68%	73%	72%	72%	68%	75%
SPED	63%	69%	66%	67%	63%	68%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No Course Failures (F), broken down by special education status. Data shown are for school years 2015 to 2020.

ECONOMIC DISADVANTAGE

Across the district, approximately two-thirds of students are designated as Economically Disadvantaged (ED).

SBAC ELA PROFICIENCY (ECONOMIC DISADVANTAGE)

ED students were less likely than their non-Economic Disadvantage peers to achieve proficiency on SBAC ELA, with a gap of over 30 percentage points. In 2019, 34 percent of ED students reached proficiency, compared to 66 percent of all other students. This 32-point gap was similar to prior years, remaining consistent since 2015.

Figure 1.13: SBAC ELA Proficiency by Economic Disadvantage Status

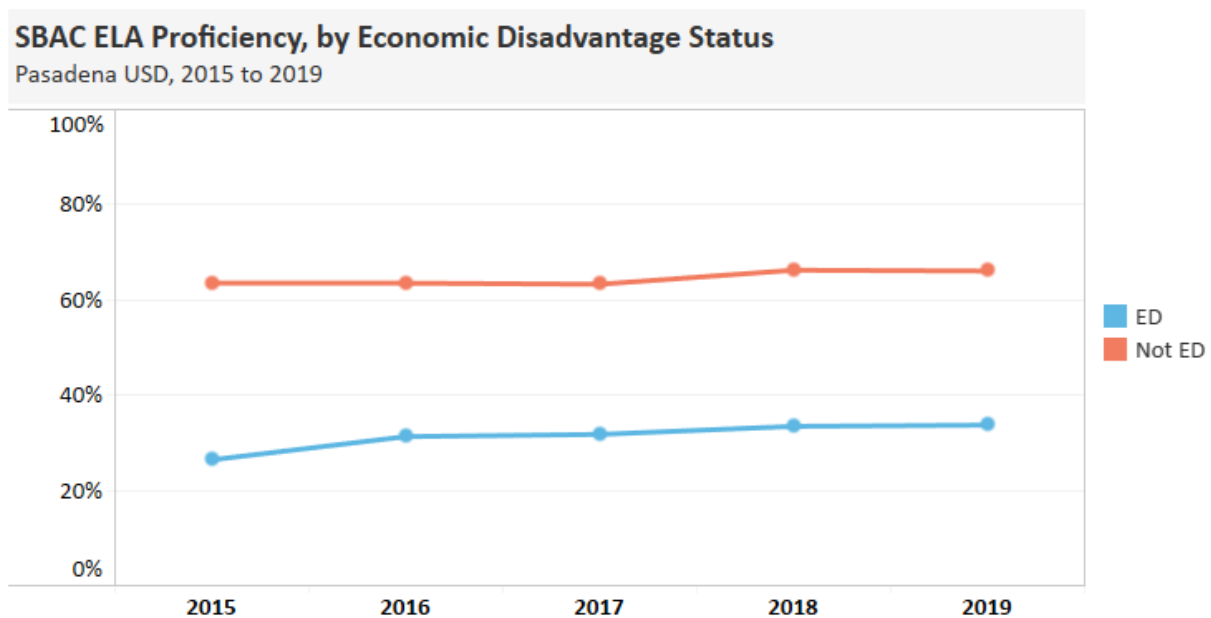


Table: SBAC ELA Proficiency by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019
Not ED	64%	64%	63%	66%	66%
ED	26%	31%	32%	33%	34%

SBAC MATH PROFICIENCY (ECONOMIC DISADVANTAGE)

Non-ED students also outperform ED students by over 30 points on SBAC math. Proficiency rates for ED students have grown by slightly more than proficiency rates for non-ED students.

Figure 1.14: SBAC Math Proficiency by Economic Disadvantage Status

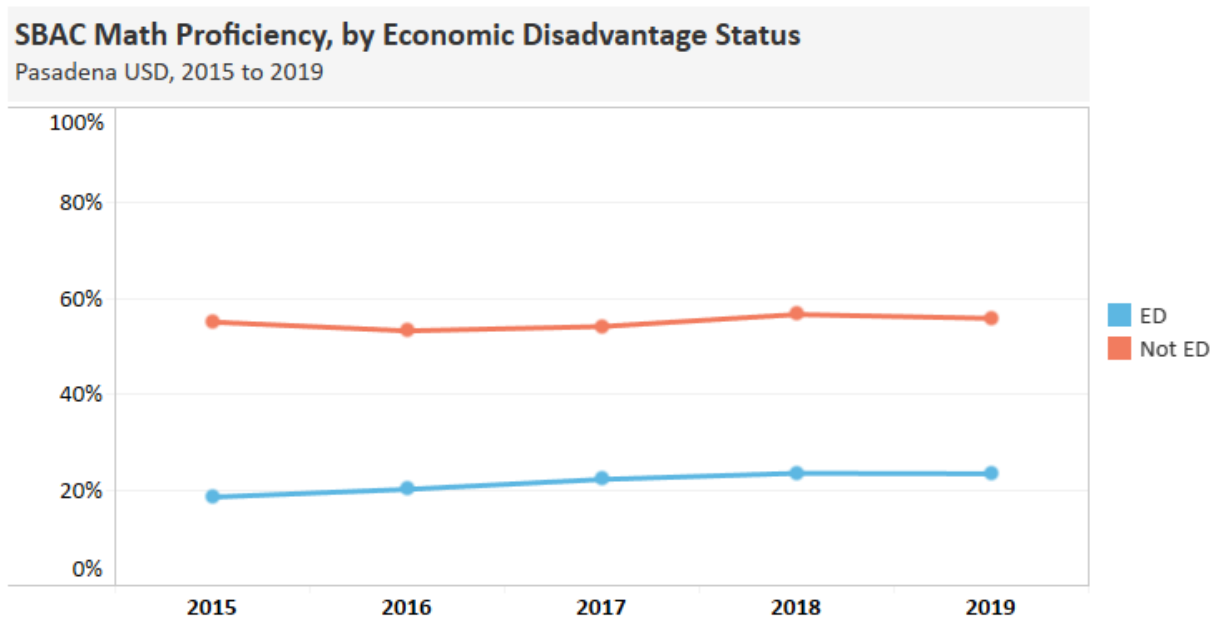


Table: SBAC Math Proficiency by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019
Not ED	55%	53%	54%	57%	56%
ED	18%	20%	22%	23%	23%

COURSE FAILURES (ECONOMIC DISADVANTAGE)

Non-ED students are also more likely to not fail a course in a given year than ED students. This gap of about 20 percentage points has been consistent from 2015 to 2020. In 2020, 88 percent of non-ED students met this standard compared to 68 percent of ED students. Put another way, ED students are *more* likely to have course failures than other students, though the majority of all students do not have course failures.

Figure 1.15: Percentage of Students not Failing a Course by Economic Disadvantage Status

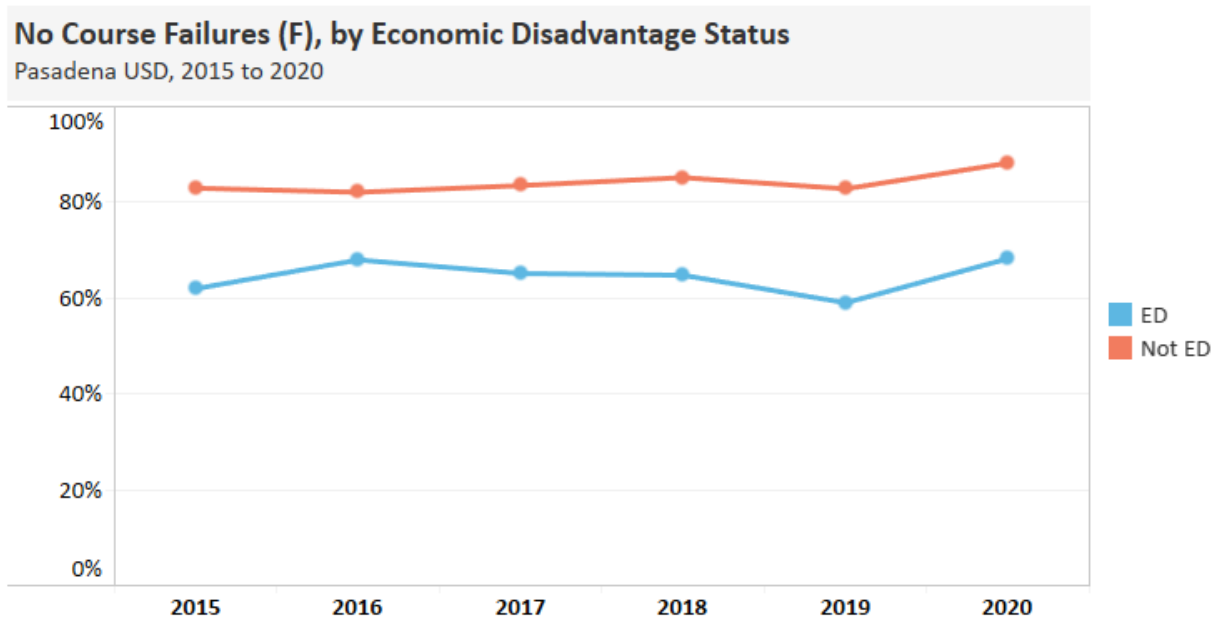


Table: No Course Failures (F) by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019	2020
Not ED	83%	82%	84%	85%	83%	88%
ED	62%	68%	65%	65%	59%	68%

SECTION II: BEHAVIORAL OUTCOMES

The following section describes behavioral outcomes in Pasadena USD segmented by race. Outcomes include whether a student had a reported disciplinary incident in a given year and whether they received an out-of-school suspension (OSS). Results are presented by race, English proficiency status, and special education status.

RACE

DISCIPLINARY INCIDENTS (RACE)

Across all racial groups, at least 75 percent of students did not have a disciplinary incident in the 2020 school year. Nearly all Asian students (97 percent) met this standard, followed by white students (92 percent), Hispanic students (86 percent), and Black students (75 percent). While most students do well in this regard, there are notable gaps, particularly for Black students compared to their White and Asian peers. This gap narrowed from 2015 to 2019, from a 23-point gap between White and Black students in 2015 to a 17-point gap in 2020. All groups saw an increase in the percentage of students meeting this standard over five-year period, and disciplinary incidents in the district overall fell (but at a higher rate for Black students).

Figure 2.1: Percentage of Students Without a Disciplinary Incident by Race

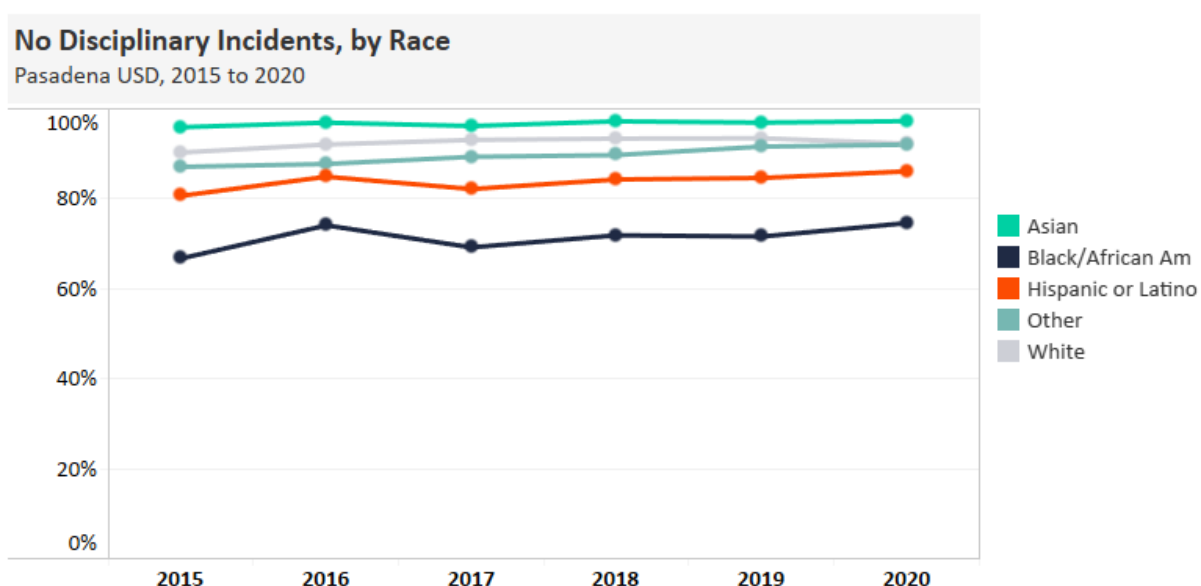


Table: No Disciplinary Incidents by Race

Race	2015	2016	2017	2018	2019	2020
Asian	96%	97%	96%	97%	97%	97%
Black/African Am	67%	74%	69%	72%	72%	75%
Hispanic or Latino	81%	85%	82%	84%	85%	86%
White	90%	92%	93%	93%	93%	92%
Other	87%	88%	89%	90%	92%	92%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No Disciplinary Incidents, broken down by race. Data shown are for school years 2015 to 2020.

Notably, the disparities across race also persist within gender, as shown in the table on the following page.

Figure 2.2: Percentage of Students Without a Disciplinary Incident by Race and Gender, 2015-2020

	Asian	Black/ African Am	Hispanic or Latino	White	Other
Female	99%	77%	88%	95%	93%
Male	95%	66%	80%	90%	87%
Grand Total	97%	71%	84%	92%	90%

OUT-OF-SCHOOL SUSPENSIONS (RACE)

Only a small portion of students received an out-of-school suspension (OSS) in the 2020 school year, but disparities still exist across racial groups. While upwards of 97 percent of Hispanic, White, and Asian students did not receive an OSS, only 93 percent of Black students met the same standard. Put in reverse, this means that Black students were approximately six times *more likely* to receive an OSS than White students and over twice as likely as Hispanic students. The percentage of Black students not receiving an OSS increased markedly from 2015 (88 percent) to 2020 (93 percent).

Figure 2.3: Percentage of Students Without an OSS by Race

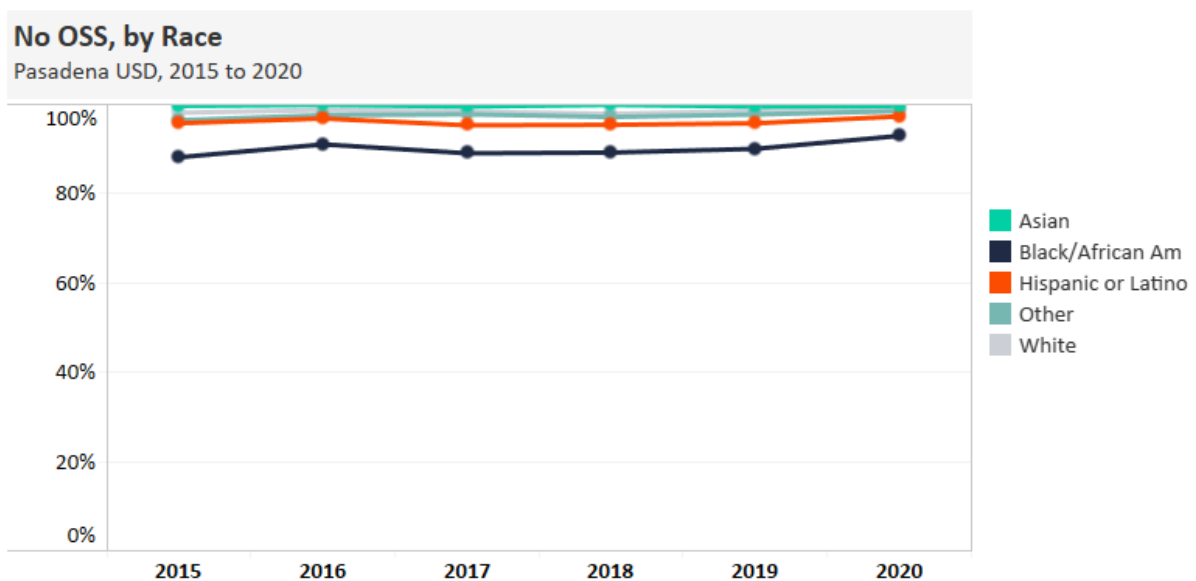


Table: No OSS by Race

Race	2015	2016	2017	2018	2019	2020
Asian	100%	100%	100%	100%	100%	100%
Black/African Am	88%	91%	89%	89%	90%	93%
Hispanic or Latino	96%	97%	95%	95%	96%	97%
White	98%	99%	98%	98%	99%	99%
Other	96%	98%	98%	97%	98%	98%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No OSS, broken down by race. Data shown are for school years 2015 to 2020.

GENDER

DISCIPLINARY INCIDENTS (GENDER)

Most students, regardless of gender, did not have a reported disciplinary incident. Female students are more likely than male students to not have had a reported disciplinary incident in a given year, though this gap narrowed to its closest point in 2020. Across 2015 to 2020, about 86-90 percent of female students did not have a disciplinary incident, compared to 77-84 percent of male students.

Figure 2.4: Percentage of Students Without a Disciplinary Incident by Gender

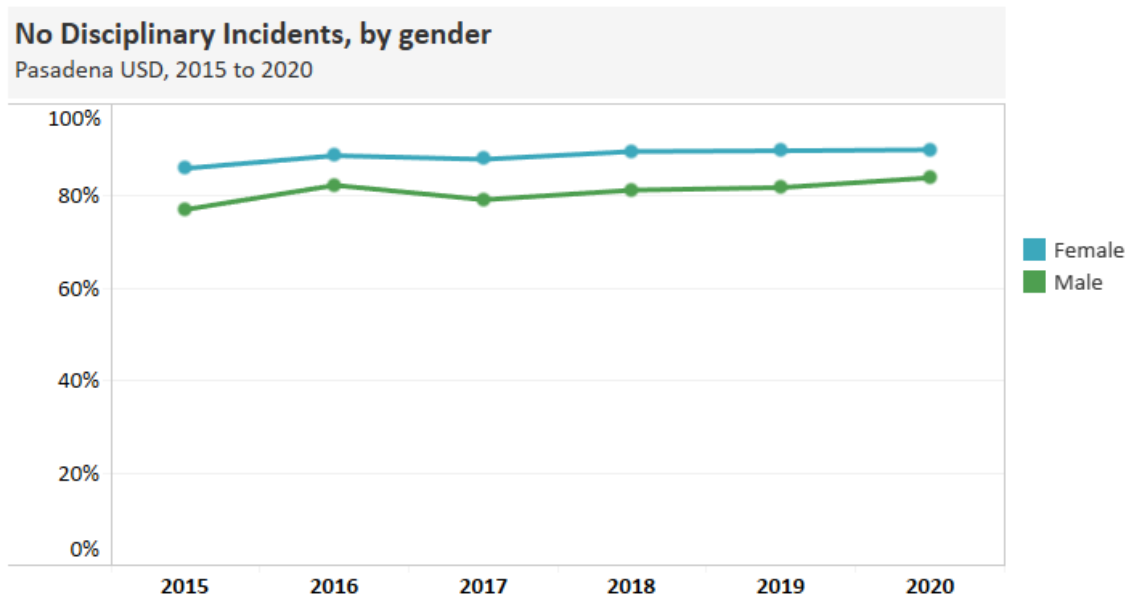


Table: No Disciplinary Incidents by gender

	2015	2016	2017	2018	2019	2020
Female	86%	89%	88%	90%	90%	90%
Male	77%	82%	79%	81%	82%	84%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No Disciplinary Incidents, broken down by gender. Data shown are for school years 2015 to 2020.

OUT-OF-SCHOOL SUSPENSIONS (GENDER)

The majority of students did not receive an OSS regardless of gender, with female students slightly more likely than male students to meet this standard. While the number of students with OSS is small, there is substantial disparity. For example, in 2020, approximately four percent of male students received OSS compared to approximately two percent of female students, meaning male students were twice as likely to be suspended.

Figure 2.5: Percentage of Students Without an OSS by Gender

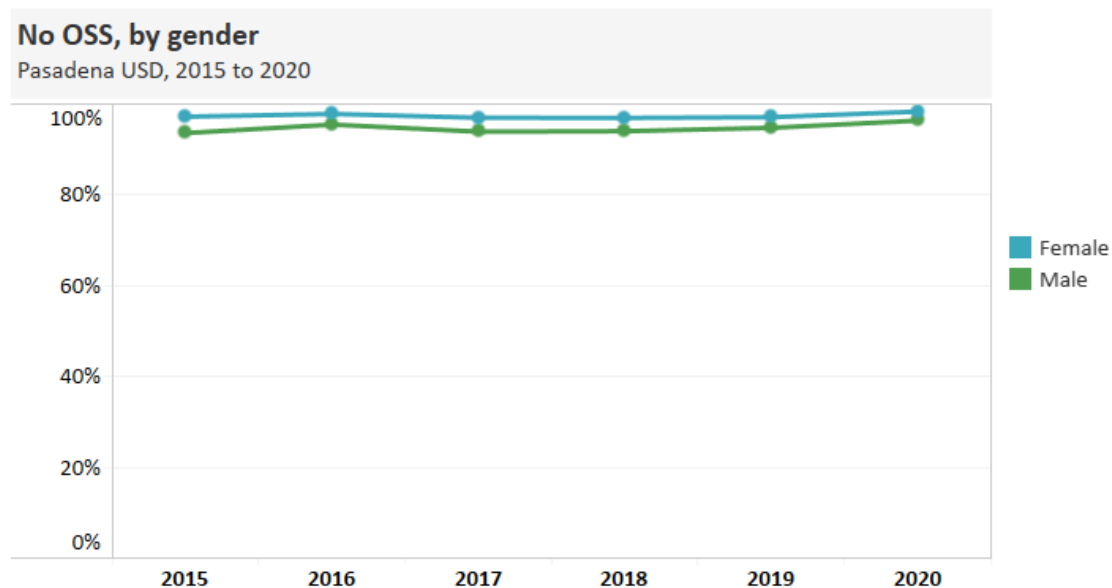


Table: No OSS by gender

	2015	2016	2017	2018	2019	2020
Female	97%	98%	97%	97%	97%	98%
Male	94%	95%	94%	94%	95%	96%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No OSS, broken down by gender. Data shown are for school years 2015 to 2020.

LEP STATUS

DISCIPLINARY INCIDENTS (LEP)

LEP students were slightly less likely than non-LEP students to not have a reported disciplinary incident – a difference of three percentage points in 2020.

Figure 2.6: Percentage of Students Without a Disciplinary Incident by LEP Status

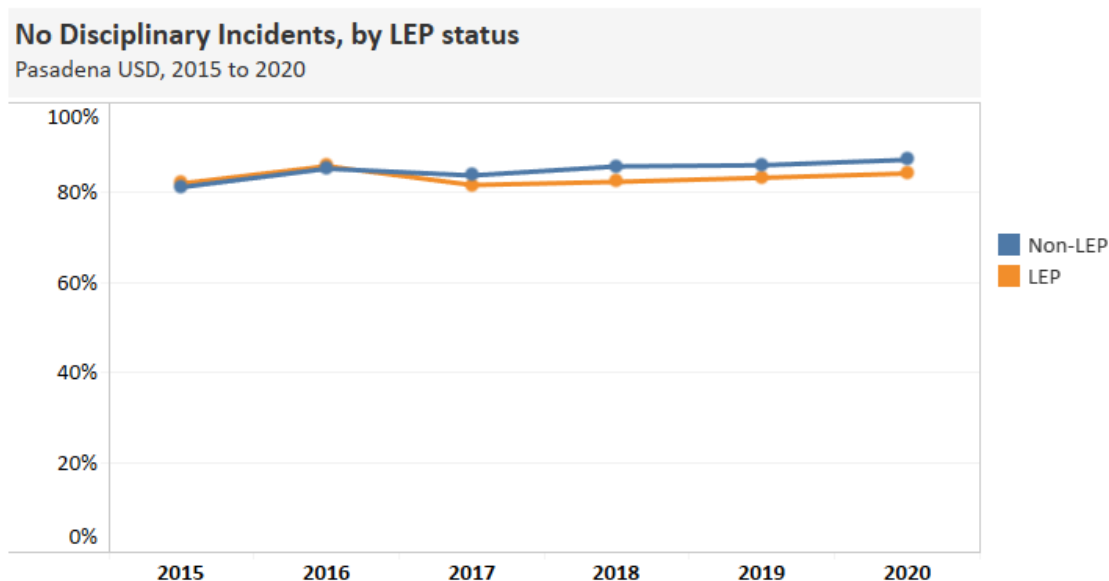


Table: No Disciplinary Incidents by LEP Status

Lep	2015	2016	2017	2018	2019	2020
Non-LEP	81%	85%	84%	86%	86%	87%
LEP	82%	86%	82%	82%	83%	84%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No Disciplinary Incidents, broken down by LEP status. Data shown are for school years 2015 to 2020.

This aggregated analysis, however, masks differences at particular grade levels. As the figure below shows, LEP students substantially underperform non-LEP students on this metric after elementary school, peaking at a gap of over 20 percentage points in Grade 8.

Figure 2.7: Percentage of Students Without a Disciplinary Incident by LEP Status and Grade

	1	2	3	4	5	6	7	8	9	10	11	12
Non-LEP	96%	95%	93%	93%	92%	75%	70%	71%	75%	79%	82%	84%
LEP	96%	94%	95%	93%	90%	58%	51%	49%	63%	62%	70%	78%

OUT-OF-SCHOOL SUSPENSIONS (LEP)

LEP students were also two percentage points less likely than non-LEP students to not have an OSS, a small gap.

Figure 2.8: Percentage of Students Without an OSS by LEP Status

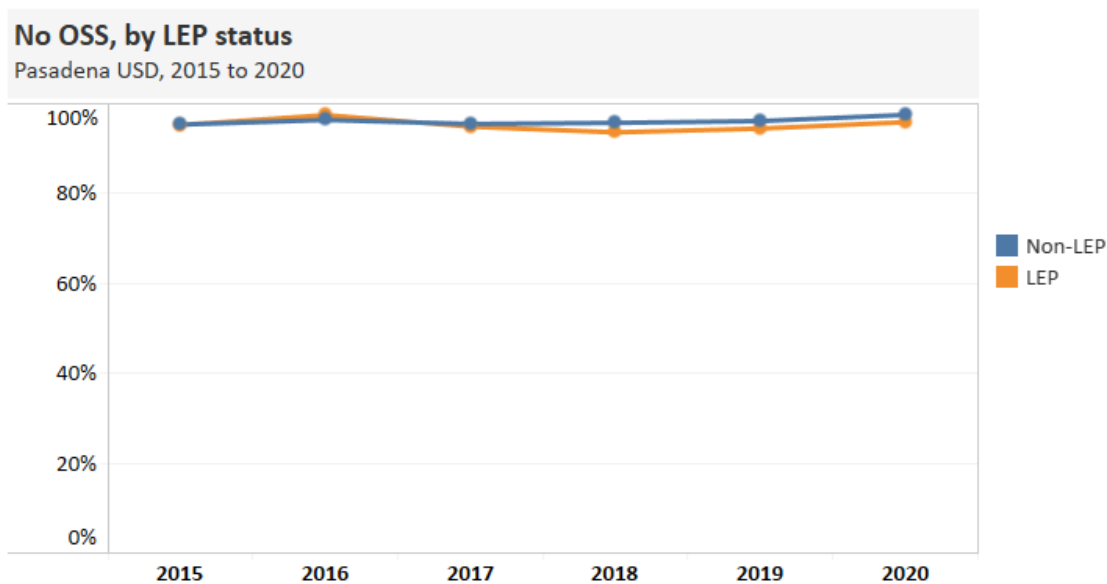


Table: No OSS by LEP Status

Lep	2015	2016	2017	2018	2019	2020
Non-LEP	95%	96%	96%	96%	96%	98%
LEP	95%	97%	95%	94%	94%	96%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No OSS, broken down by LEP status. Data shown are for school years 2015 to 2020.

Just as with incidents, this obscures some differences by grade level and LEP status. Seventeen percent of current LEP students in Grade 8 received an OSS, compared to just eight percent of non-LEP students.

Figure 2.9: Percentage of Students Without an OSS by LEP Status and Grade

Table: No OSS by LEP Status and Grade

	1	2	3	4	5	6	7	8	9	10	11	12
Non-LEP	99%	99%	98%	98%	98%	94%	92%	92%	94%	95%	96%	97%
LEP	99%	98%	99%	98%	97%	90%	86%	83%	90%	90%	91%	94%

SPECIAL EDUCATION

DISCIPLINARY INCIDENTS (SPECIAL EDUCATION)

Special education students were less likely to not have a reported disciplinary incident (i.e., more likely to have had one) than their peers, though over three-quarters of special education students did not have an incident in 2020. Eighty-eight percent of non-special education students met this standard. The gap between special education students and others on this metric was at its narrowest point (seven points) in 2016 and at its widest in 2018 (13 points).

Figure 2.10: Percentage of Students Without a Disciplinary Incident by Special Education Status

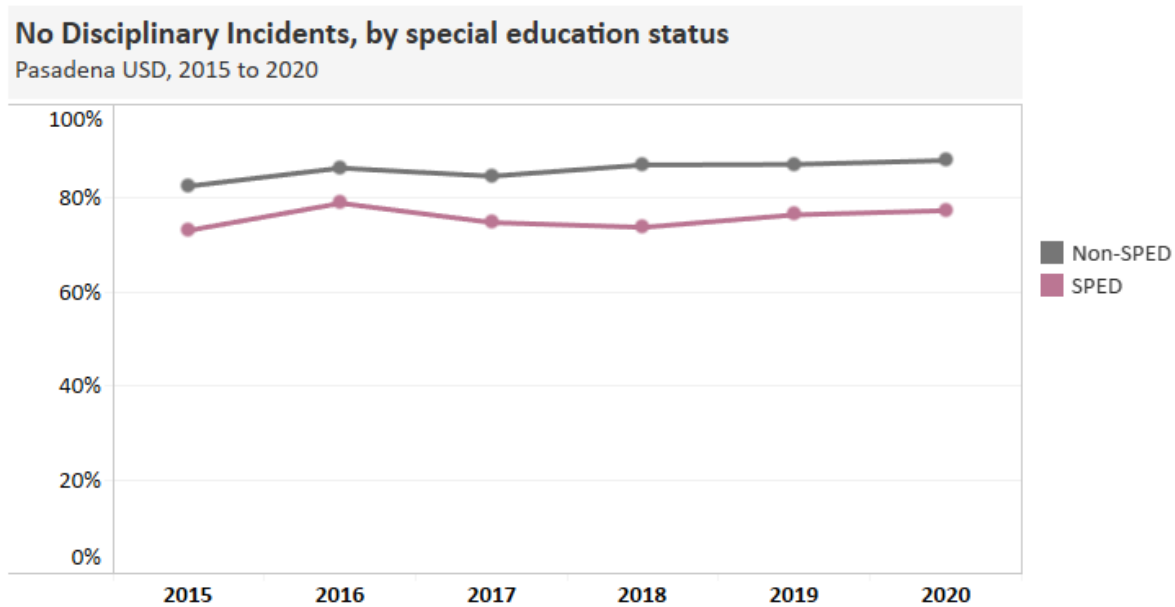


Table: No Disciplinary Incidents by special education status

	2015	2016	2017	2018	2019	2020
Non-SPED	83%	86%	85%	87%	87%	88%
SPED	73%	79%	75%	74%	76%	77%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No Disciplinary Incidents, broken down by special education status. Data shown are for school years 2015 to 2020.

OUT-OF-SCHOOL SUSPENSIONS (SPECIAL EDUCATION)

Non-special education students are very likely to not receive an OSS, while special education students are as well but to a lesser extent. Ninety-eight percent of non-special education students did not receive an OSS in 2020, compared to 93 percent of special education students. This 4-6-point gap has been consistent since 2016, showing that special education students are *more* likely to be suspended than their non-special education peers.

Figure 2.11: Percentage of Students Without an OSS by Special Education Status

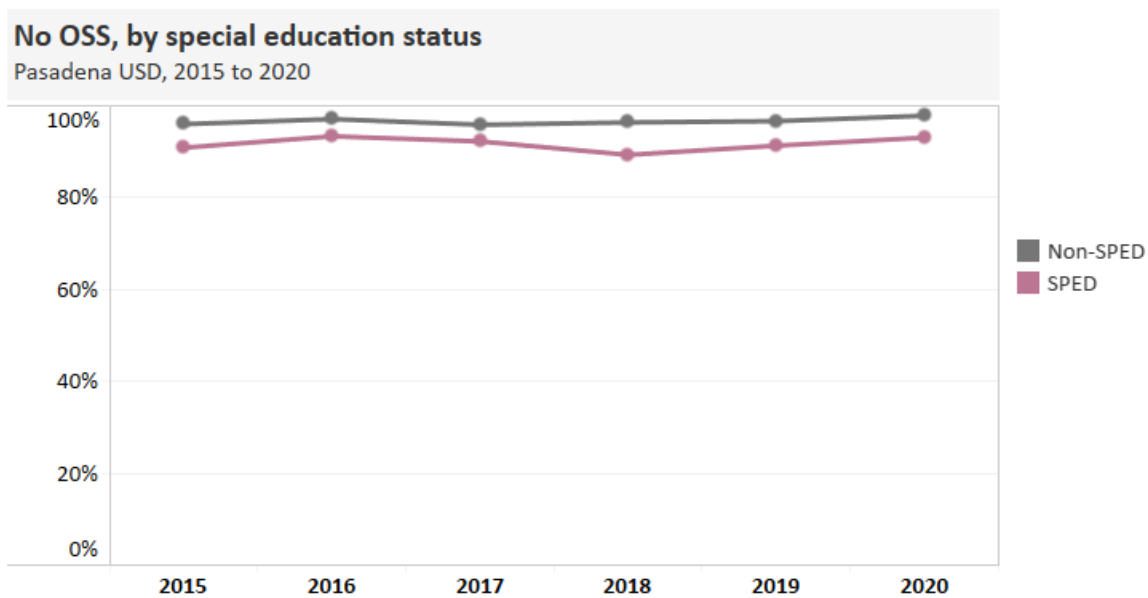


Table: No OSS by special education status

	2015	2016	2017	2018	2019	2020
Non-SPED	96%	97%	96%	96%	97%	98%
SPED	91%	93%	92%	89%	91%	93%

The plots above show by the percentage of Pasadena USD students meeting the criteria for No OSS, broken down by special education status. Data shown are for school years 2015 to 2020.

ECONOMIC DISADVANTAGE

DISCIPLINARY INCIDENTS (ECONOMIC DISADVANTAGE)

Economically Disadvantaged (ED) students are less likely to not have a disciplinary incident than non-ED students, though the majority of students in both groups meet these criteria. In 2020, 84 percent of ED students met these criteria, compared to 93 percent of non-ED students. In other words, ED students are about twice as likely as non-ED students to have a disciplinary incident in a given year.

Figure 2.12: Percentage of Students Without a Disciplinary Incident by Economic Disadvantage Status

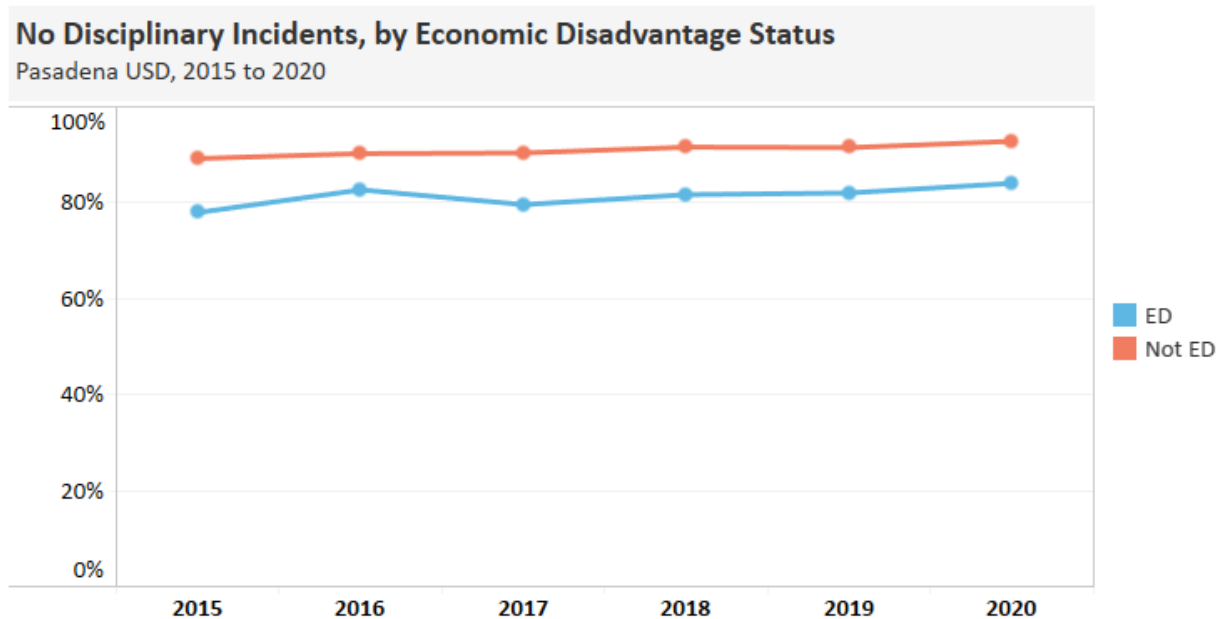


Table: No Disciplinary Incidents by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019	2020
Not ED	89%	90%	90%	92%	91%	93%
ED	78%	83%	80%	82%	82%	84%

OUT-OF-SCHOOL SUSPENSIONS (ECONOMIC DISADVANTAGE)

Similarly, most ED (97%) and non-ED (99%) students do not receive an out-of-school-suspension, though ED students are about twice as likely to receive a suspension.

Figure 2.13 Percentage of Students Without an OSS by Economic Disadvantage Status

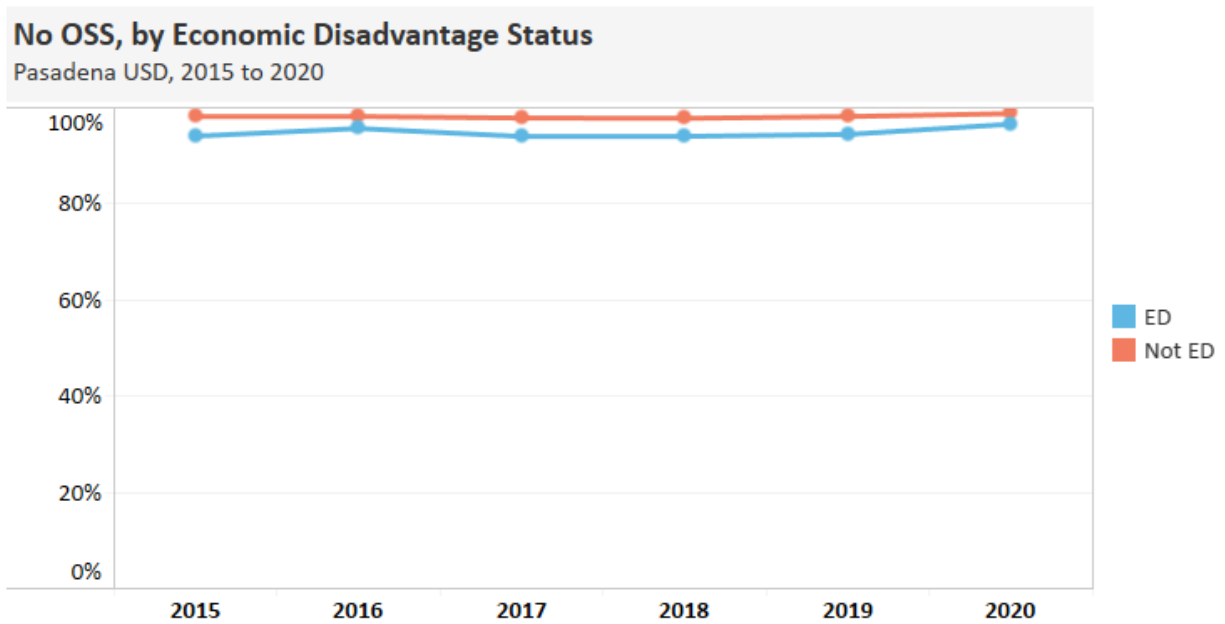


Table: No OSS by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019	2020
Not ED	98%	98%	98%	98%	98%	99%
ED	94%	96%	94%	94%	94%	97%

SECTION III: PROGRAM ACCESS

RACE

GIFTED IDENTIFICATION (RACE)

White and Asian students are much more likely than their African American and Hispanic peers to be identified as gifted. Over 20 percent of White/Asian students are identified as gifted, compared to 5 and 6 percent of African American and Hispanic students respectively. This gap has been consistent, though it expanded to its widest point in 2020.

Figure 3.1: Gifted Identification by Race

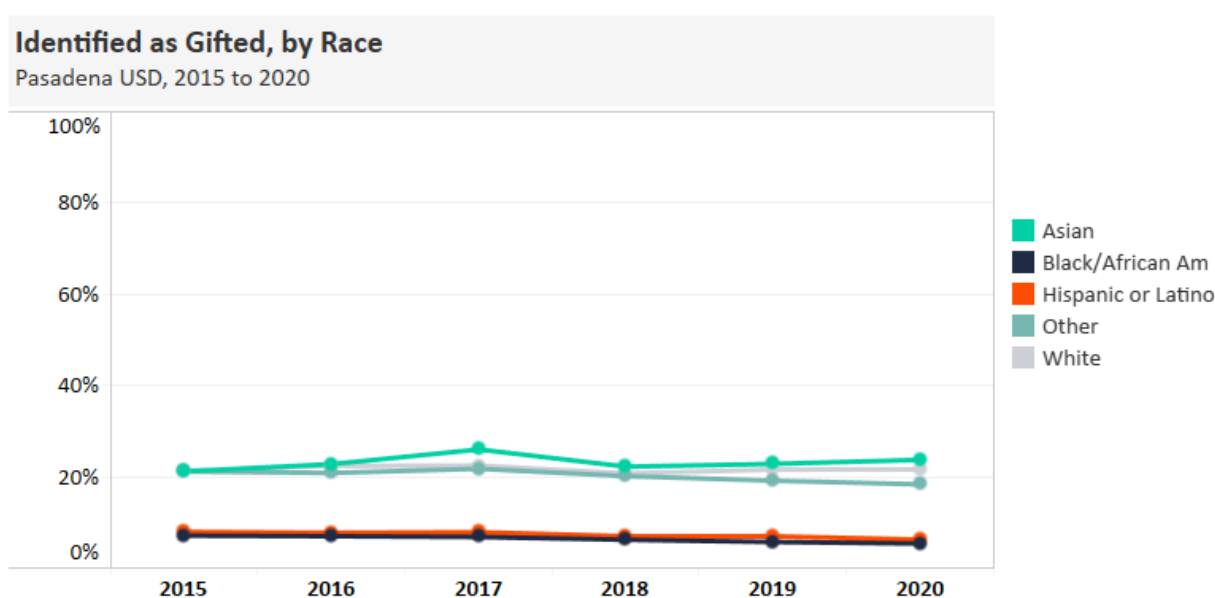


Table: Identified as Gifted by Race

Race	2015	2016	2017	2018	2019	2020
Asian	21%	23%	26%	22%	23%	24%
Black/African Am	7%	7%	7%	6%	6%	5%
Hispanic or Latino	8%	8%	8%	7%	7%	6%
White	21%	22%	22%	21%	22%	22%
Other	21%	21%	22%	20%	19%	18%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Identified as Gifted, broken down by race. Data shown are for school years 2015 to 2020.

SPECIAL EDUCATION IDENTIFICATION (RACE)

Conversely, African American and Hispanic students are much more likely to receive special education services than White and Asian students. Sixteen percent of African American students received special education services in 2020, compared to nine percent of White students and just five percent of Asian students. Hispanic students were slightly lower at 12 percent, though still higher than White/Asian students.

Figure 3.2: Special Education Identification by Race

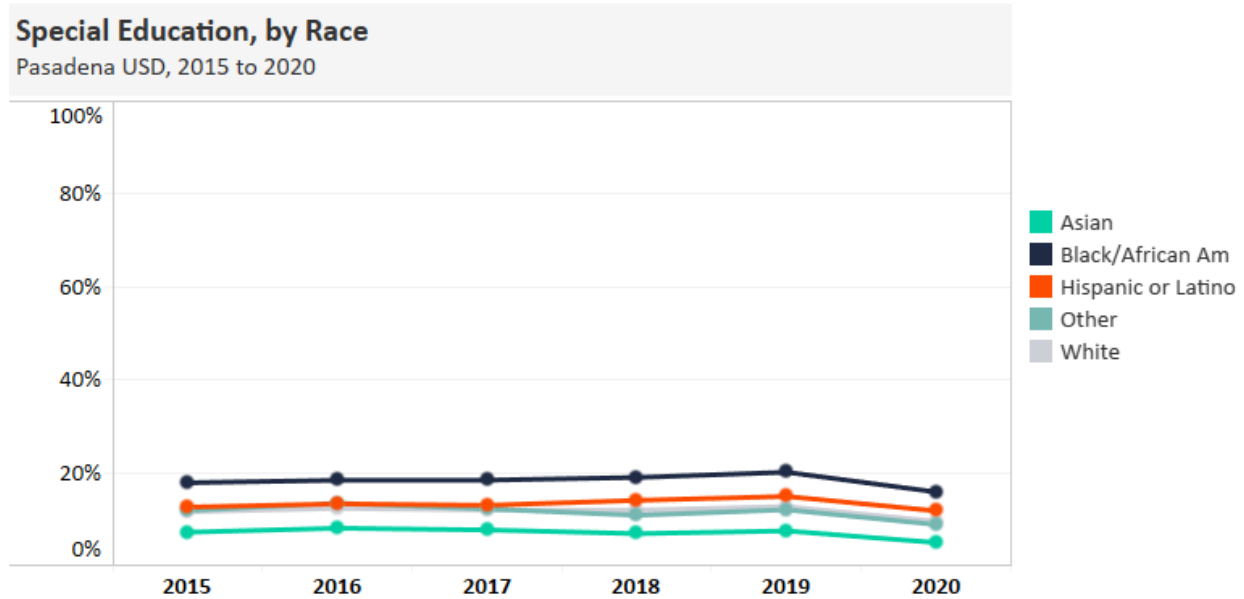


Table: Special Education by Race

Race	2015	2016	2017	2018	2019	2020
Asian	7%	8%	8%	7%	7%	5%
Black/African Am	18%	18%	18%	19%	20%	16%
Hispanic or Latino	13%	13%	13%	14%	15%	12%
White	12%	12%	12%	12%	13%	9%
Other	12%	13%	12%	11%	12%	9%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Special Education, broken down by race. Data shown are for school years 2015 to 2020.

AP COURSE ENROLLMENT (RACE)

Nearly one in three White and Asian high school students was enrolled in an AP course in 2020, compared to 16 and 17 percent of Hispanic and African American students respectively. Overall, White and Asian students are nearly twice as likely to take AP courses in high schools than African American and Hispanic students, a gap that has been consistent but growing.

Figure 3.2: AP Course Enrollment by Race

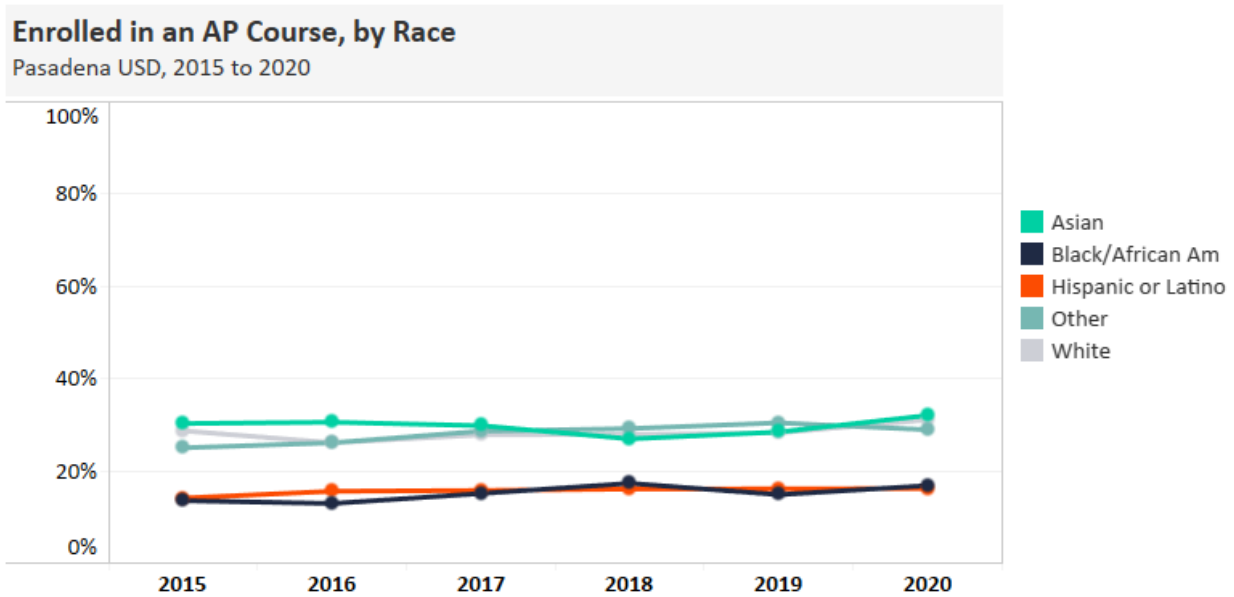


Table: Enrolled in an AP Course by Race

Race	2015	2016	2017	2018	2019	2020
Asian	30%	31%	30%	27%	28%	32%
Black/African Am	14%	13%	15%	17%	15%	17%
Hispanic or Latino	14%	16%	16%	16%	16%	16%
White	29%	26%	28%	28%	28%	31%
Other	25%	26%	29%	29%	30%	29%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Enrolled in an AP Course, broken down by race. Data shown are for school years 2015 to 2020.

GENDER

GIFTED IDENTIFICATION (GENDER)

Female and male students are identified as gifted at similar rates – about 11 percent of all students in the 2020 school year.

Figure 3.4: Gifted Identification by Gender

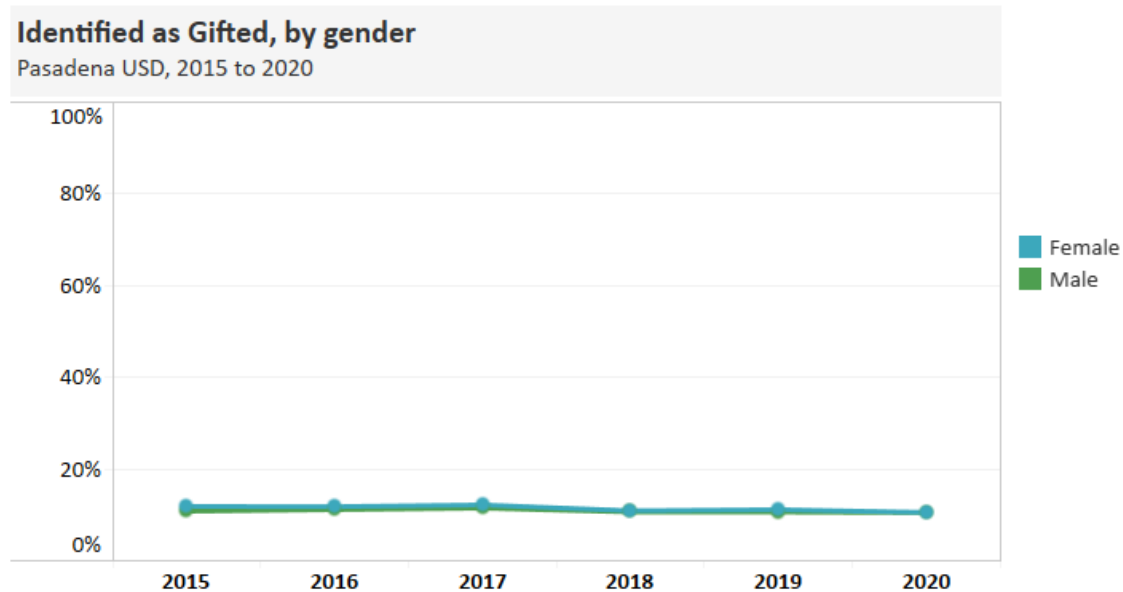


Table: Identified as Gifted by gender

	2015	2016	2017	2018	2019	2020
Female	14%	14%	13%	12%	12%	11%
Male	12%	13%	13%	12%	12%	11%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Identified as Gifted, broken down by special education status. Data shown are for school years 2015 to 2020.

SPECIAL EDUCATION IDENTIFICATION (GENDER)

Male students are nearly twice as likely as female students to participate in special education programming, a gap that has been consistent across years.

Figure 3.5: Special Education Identification by Gender

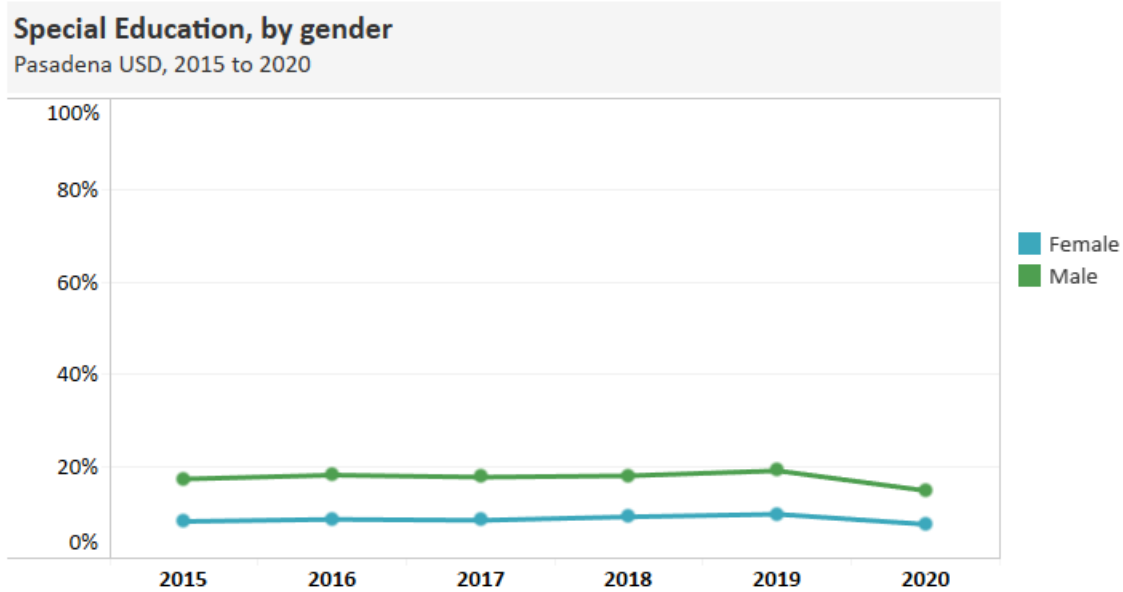


Table: Special Education by gender

	2015	2016	2017	2018	2019	2020
Female	8%	8%	9%	9%	10%	8%
Male	18%	18%	18%	19%	19%	15%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Special Education, broken down by special education status. Data shown are for school years 2015 to 2020.

AP COURSE ENROLLMENT (GENDER)

Female students in high school are slightly more likely to be enrolled in an AP course than male high school students. In 2020, 23 percent of female students took an AP class, compared to 17 percent of male students.

Figure 3.6: AP Course Enrollment by Gender

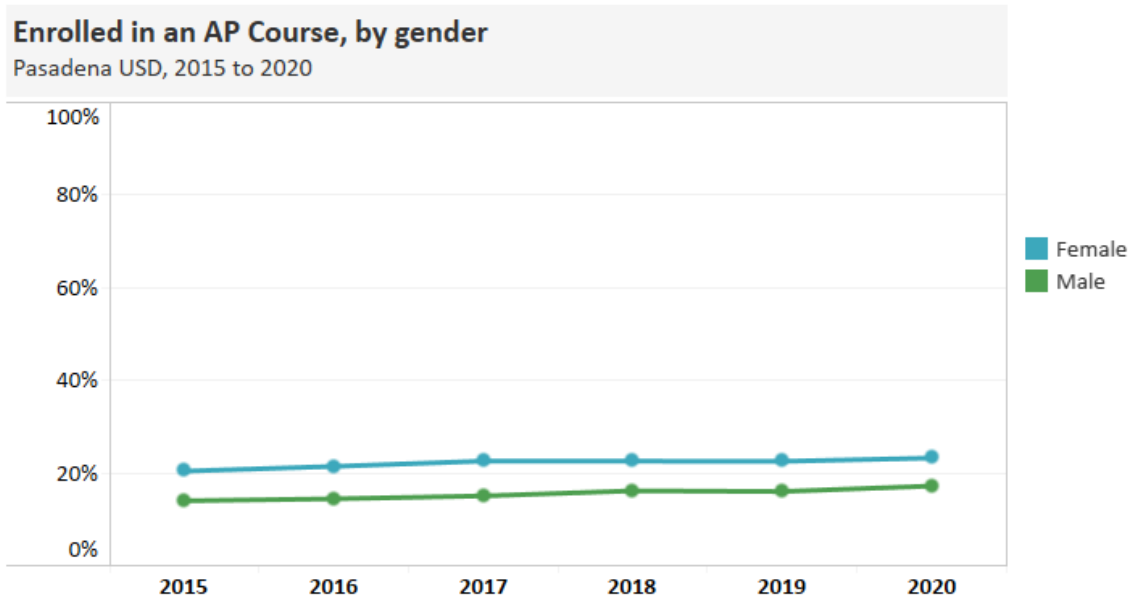


Table: Enrolled in an AP Course by gender

	2015	2016	2017	2018	2019	2020
Female	20%	21%	23%	23%	23%	23%
Male	14%	14%	15%	16%	16%	17%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Enrolled in an AP Course, broken down by special education status. Data shown are for school years 2015 to 2020.

LEP STATUS

GIFTED IDENTIFICATION (LEP)

Nearly no current LEP students are identified as gifted, compared to 13 percent of their non-LEP peers – a significant disparity.

Figure 3.7: Gifted Identification by LEP Status

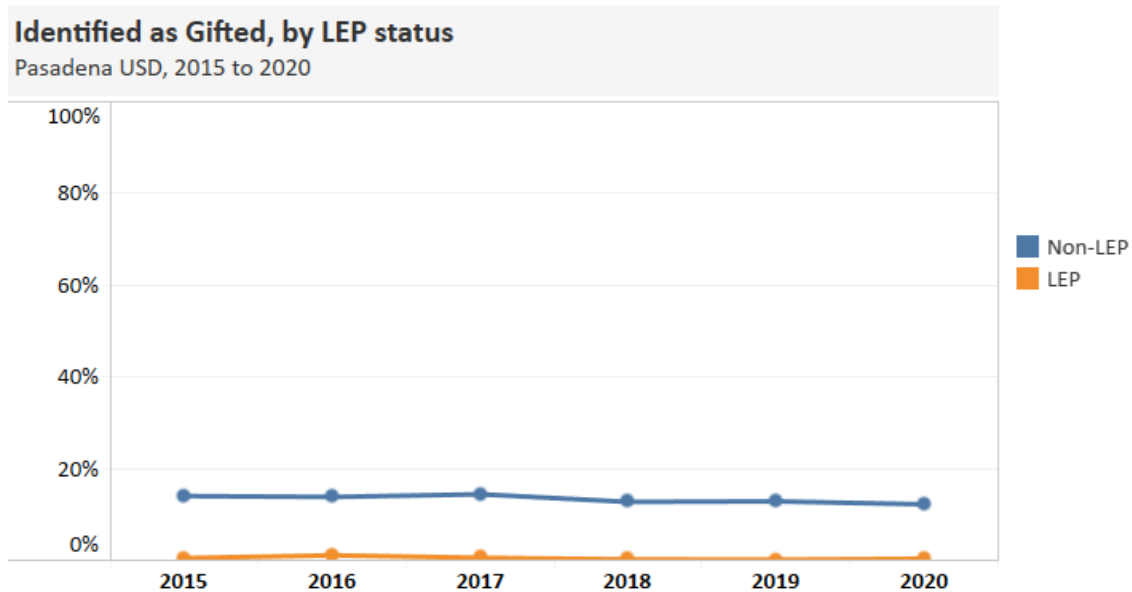


Table: Identified as Gifted by LEP Status

Lep	2015	2016	2017	2018	2019	2020
Non-LEP	16%	16%	16%	14%	14%	13%
LEP	1%	1%	1%	0%	0%	0%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Identified as Gifted, broken down by LEP status. Data shown are for school years 2015 to 2020.

SPECIAL EDUCATION IDENTIFICATION (LEP)

Approximately one quarter of current LEP students are identified for special education services, compared to 10 percent of non-LEP students. This gap has been relatively consistent since 2015.

Figure 3.8: Special Education Identification by LEP Status

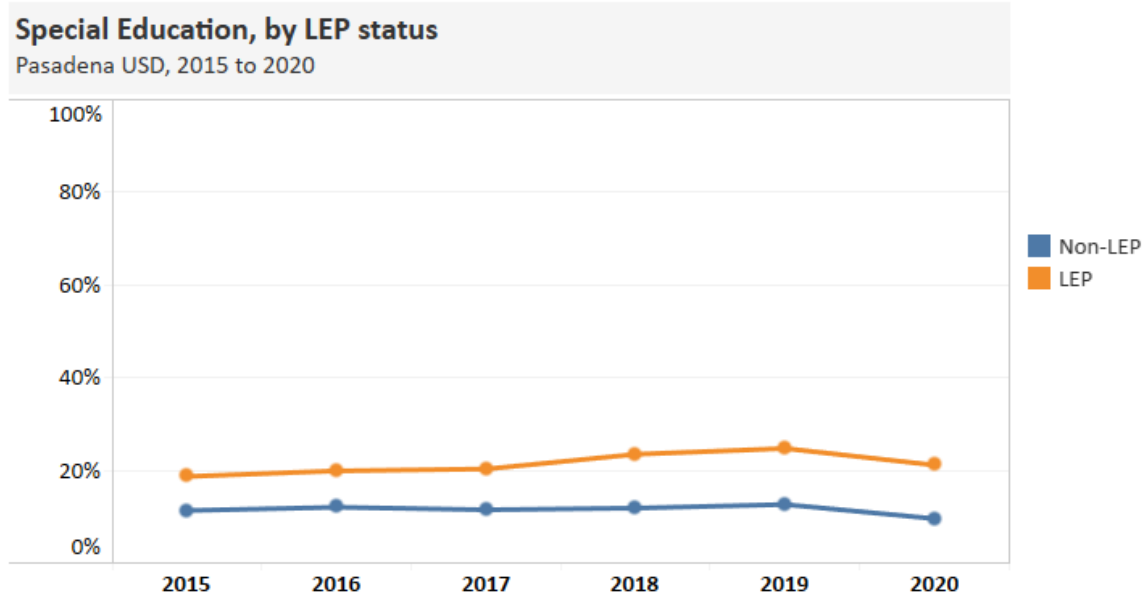


Table: Special Education by LEP Status

Lep	2015	2016	2017	2018	2019	2020
Non-LEP	11%	12%	12%	12%	13%	10%
LEP	20%	21%	22%	26%	26%	22%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Special Education, broken down by LEP status. Data shown are for school years 2015 to 2020.

AP COURSE ENROLLMENT (LEP)

Among high school students, next to no current LEP students enroll in AP courses, compared to about 20 percent of all other students. This disparity is exacerbated, however, by the fact that by high school only a small number of current LEP students remain, and they are likelier to be low-performing than students who were reclassified earlier.

Figure 3.8: AP Course Enrollment by LEP Status

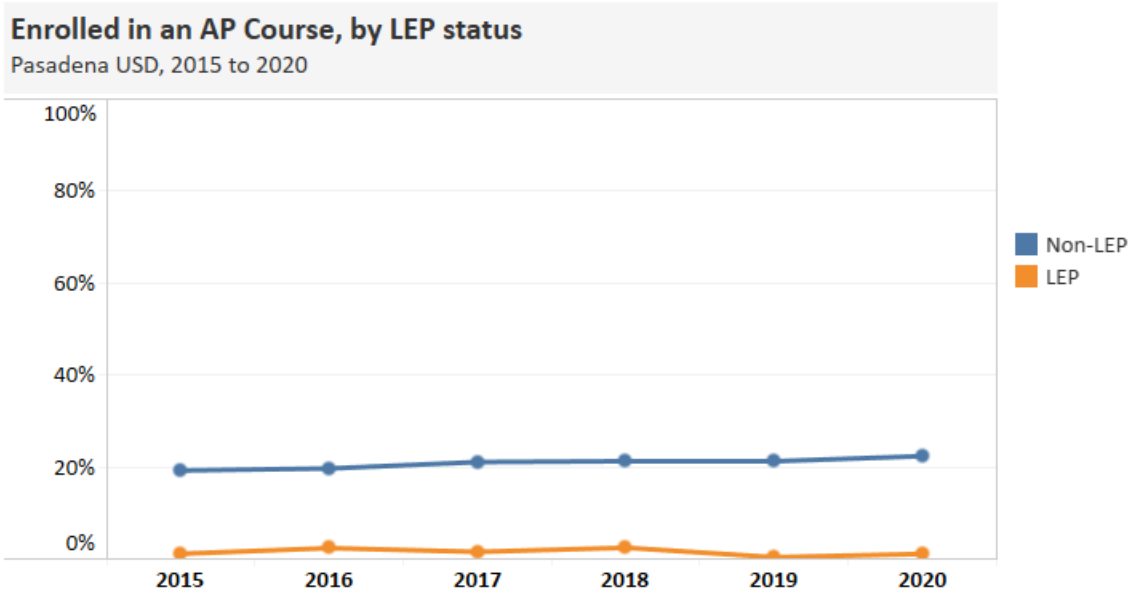


Table: Enrolled in an AP Course by LEP Status

Lep	2015	2016	2017	2018	2019	2020
Non-LEP	19%	20%	21%	21%	21%	22%
LEP	1%	2%	2%	2%	0%	1%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Enrolled in an AP Course, broken down by LEP status. Data shown are for school years 2015 to 2020.

SPECIAL EDUCATION

GIFTED IDENTIFICATION (SPECIAL EDUCATION)

Special education students are much less likely to be identified as gifted (3%) than non-special education students (13%).

Figure 3.9: Gifted Identification by Special Education Status

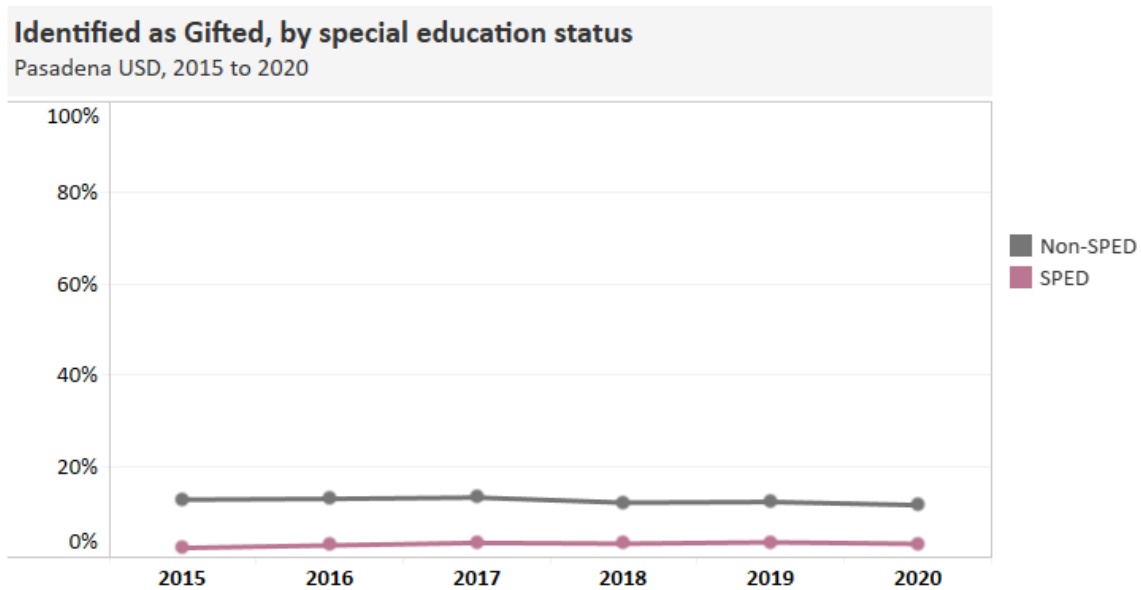


Table: Identified as Gifted by special education status

	2015	2016	2017	2018	2019	2020
Non-SPED	15%	15%	15%	13%	13%	13%
SPED	2%	3%	3%	3%	4%	3%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Identified as Gifted, broken down by special education status. Data shown are for school years 2015 to 2020.

AP COURSE ENROLLMENT (SPECIAL EDUCATION)

Special education students are much less likely to be enrolled in an AP course than non-special education students. Approximately 20 percent of non-special education students in high school take an AP course, compared to just 3-5% of special education students.

Figure 3.10: AP Course Enrollment by Special Education Status

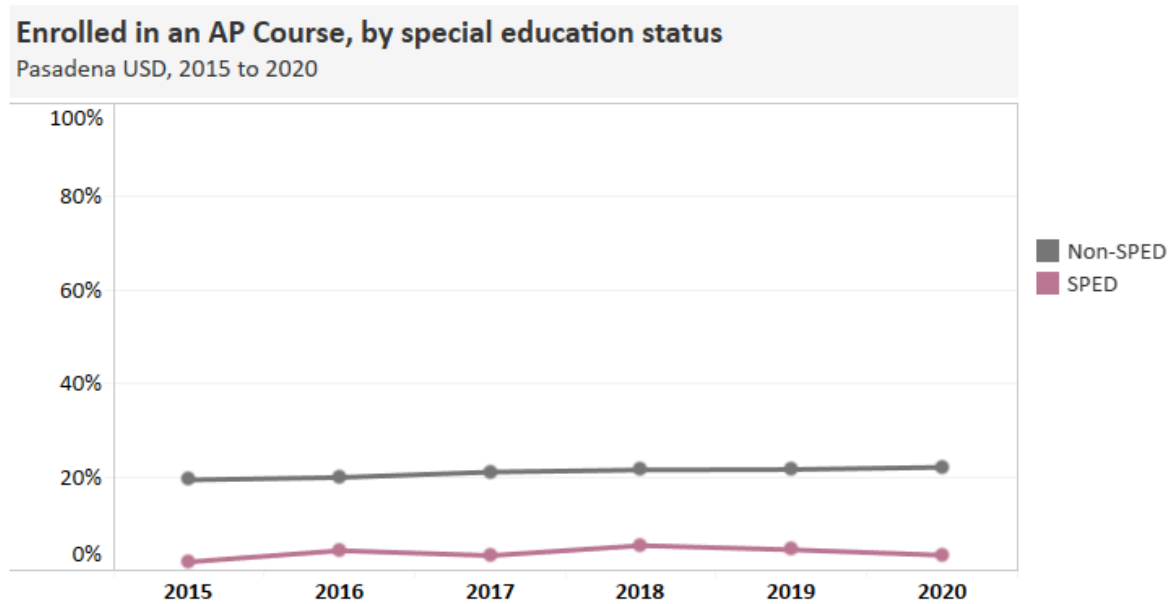


Table: Enrolled in an AP Course by special education status

	2015	2016	2017	2018	2019	2020
Non-SPED	19%	20%	21%	21%	22%	22%
SPED	2%	4%	3%	5%	4%	3%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Enrolled in an AP Course, broken down by special education status. Data shown are for school years 2015 to 2020.

ECONOMIC DISADVANTAGE

GIFTED IDENTIFICATION (ECONOMIC DISADVANTAGE)

Economically Disadvantaged (ED) students are identified as gifted at a far lower rate (6% in 2020) than non-ED students (20%). This disparity of approximately 300% has been consistent over time.

Figure 3.11: Gifted Identification by Economic Disadvantage

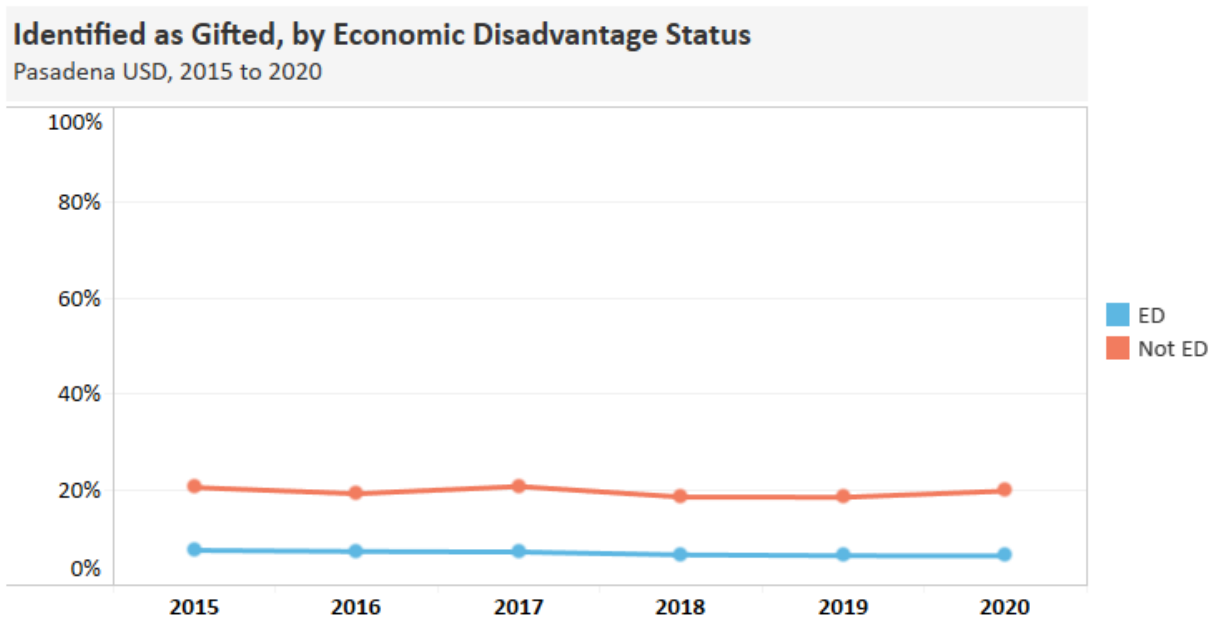


Table: Identified as Gifted by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019	2020
Not ED	20%	19%	21%	18%	18%	20%
ED	7%	7%	7%	6%	6%	6%

SPECIAL EDUCATION IDENTIFICATION (ECONOMIC DISADVANTAGE)

ED students are slightly more likely to participate in special education services than non-ED students. In 2020, 12 percent of ED students were identified as special education, while nine percent of non-ED students were.

Figure 3.12: Special Education Identification by Economic Disadvantage

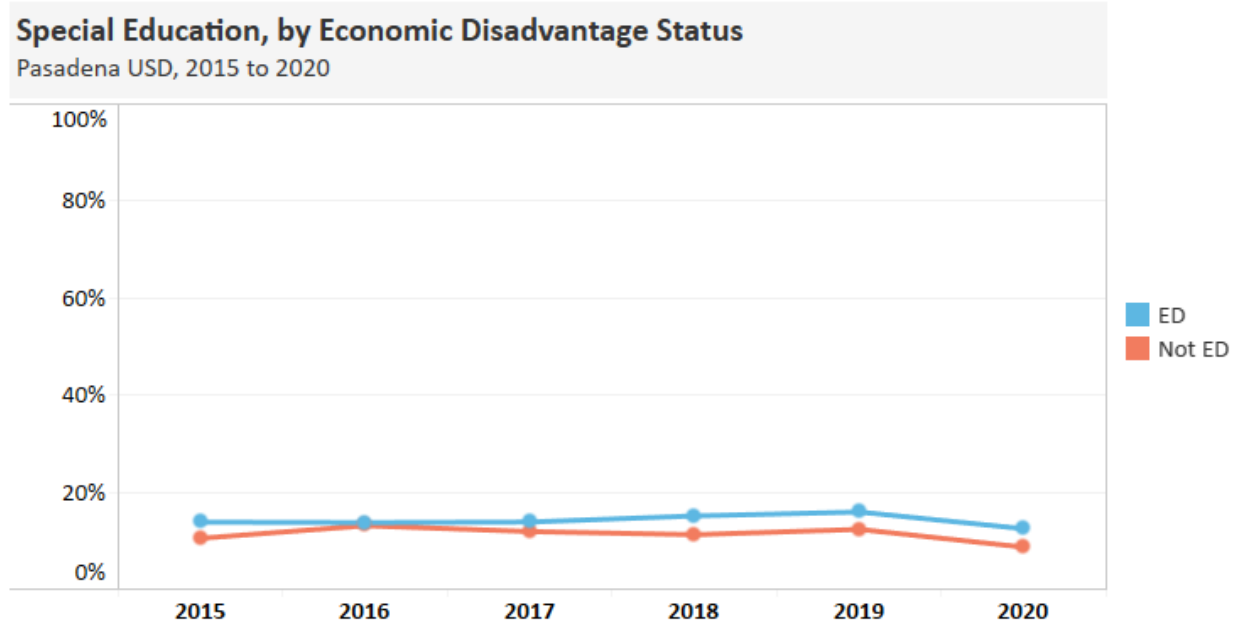


Table: Special Education by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019	2020
Not ED	10%	13%	12%	11%	12%	9%
ED	14%	14%	14%	15%	16%	12%

AP COURSE ENROLLMENT (ECONOMIC DISADVANTAGE)

Non-ED students are more likely than ED students to be enrolled in an AP course in high school, by about 10 percentage points. In 2020, just 17 percent of ED high school students took an AP course, compared to 28 percent of non-ED students. This gap was at its narrowest in 2016 (six percentage points) and highest in 2015 and 2020 (11 percentage points).

Figure 3.13: AP Course Enrollment by Economic Disadvantage

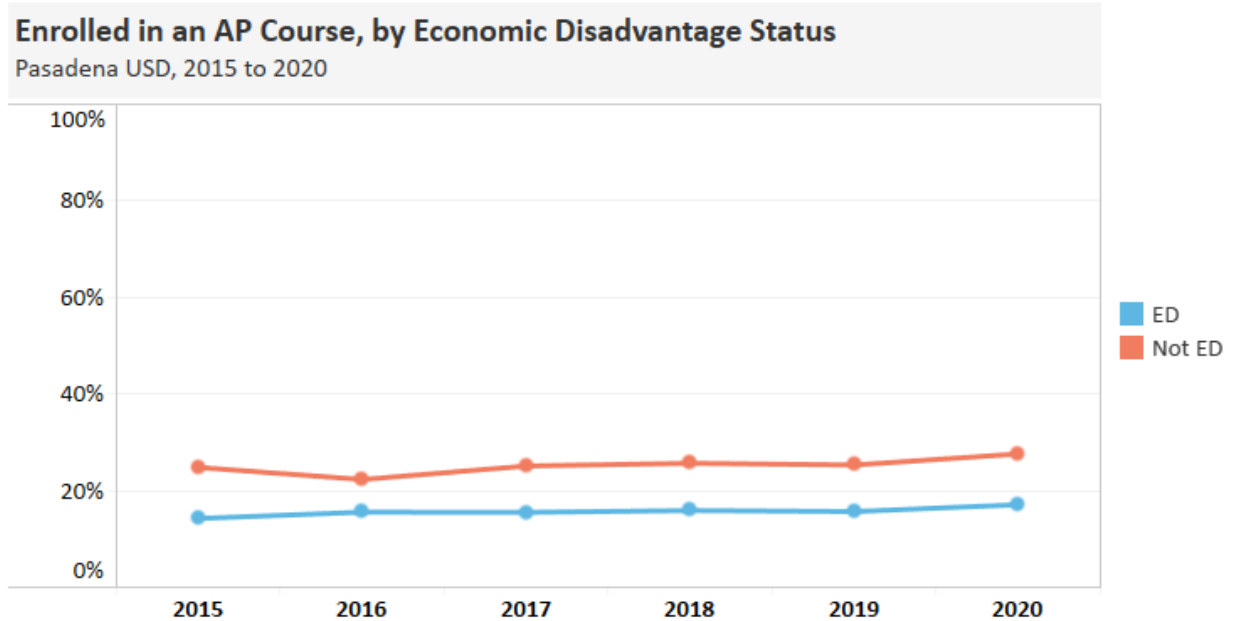


Table: Enrolled in an AP Course by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019	2020
Not ED	25%	22%	25%	26%	25%	28%
ED	14%	16%	15%	16%	16%	17%

SECTION IV: TEACHER QUALITY

The following section describes measures of teacher quality and characteristics, including teacher experience, education, and race. For elementary students, we note if the child's teachers meet these criteria, while for secondary students we note if the student has *at least one* teacher meeting the criteria. About 45 percent of teachers are missing race information.

RACE

TEACHER EXPERIENCE (RACE)

There are not major differences in the proportion of students having at least one teacher with at least five years of experience, with the exception of Asian students, who have a slightly lower percentage. White, Hispanic, and African American students are roughly equal.

Figure 4.1: Teacher Experience (5 Years) by Race

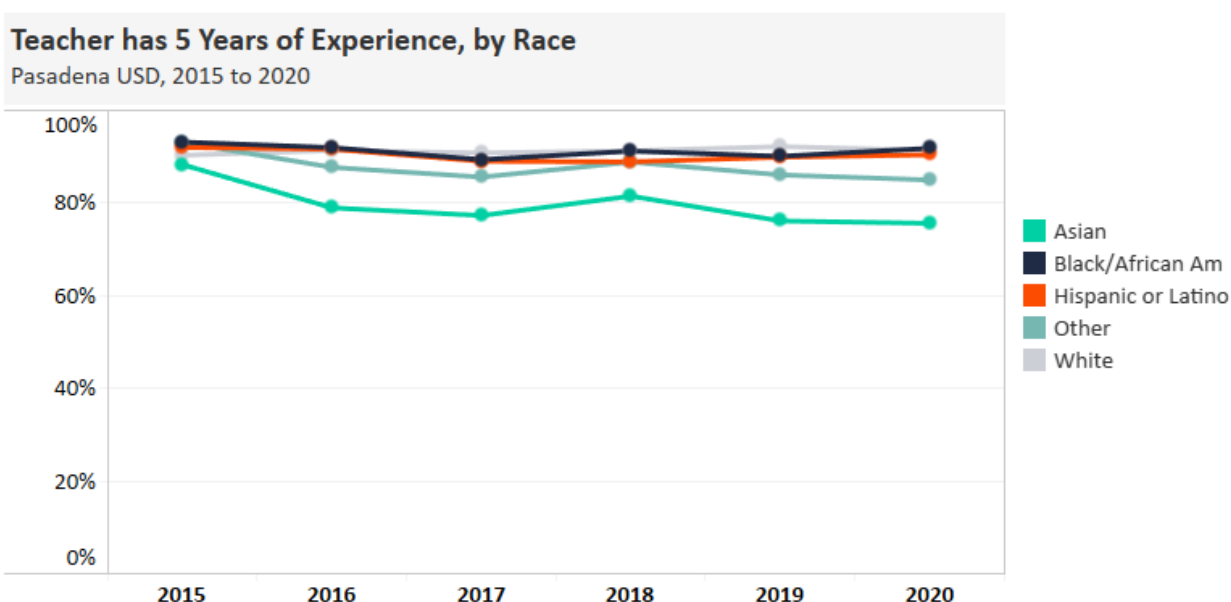


Table: Teacher has 5 Years of Experience by Race

Race	2015	2016	2017	2018	2019	2020
Asian	88%	79%	77%	82%	76%	76%
Black/African Am	93%	92%	89%	91%	90%	92%
Hispanic or Latino	92%	92%	89%	89%	90%	90%
White	90%	91%	91%	91%	92%	91%
Other	93%	88%	86%	89%	86%	85%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has 5 Years of Experience, broken down by race. Data shown are for school years 2015 to 2020.

The same applies for teachers with 15 years or more of experience; White, Hispanic, and African American students are more likely to have teachers with more experience than Asian students.

Figure 4.2: Teacher Experience (15 Years) by Race

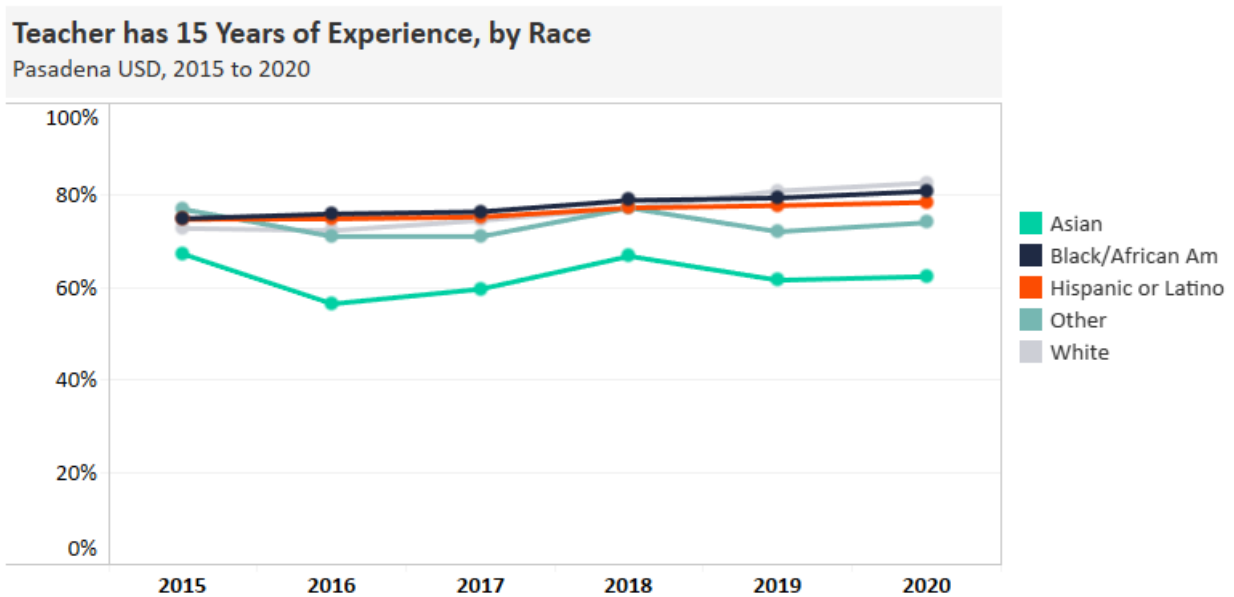


Table: Teacher has 15 Years of Experience by Race

Race	2015	2016	2017	2018	2019	2020
Asian	67%	56%	60%	67%	62%	62%
Black/African Am	75%	76%	76%	79%	79%	81%
Hispanic or Latino	75%	75%	75%	77%	78%	79%
White	73%	72%	75%	77%	81%	83%
Other	77%	71%	71%	77%	72%	74%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has 15 Years of Experience, broken down by race. Data shown are for school years 2015 to 2020.

TEACHER EDUCATION (RACE)

Students of all races are about equally as likely to have at least one teacher with a master's degree, approximately three-quarters of all students. This trend has been stable across years, though Asian students lagged other students in this regard prior to 2020.

Figure 4.3: Teacher Education by Race

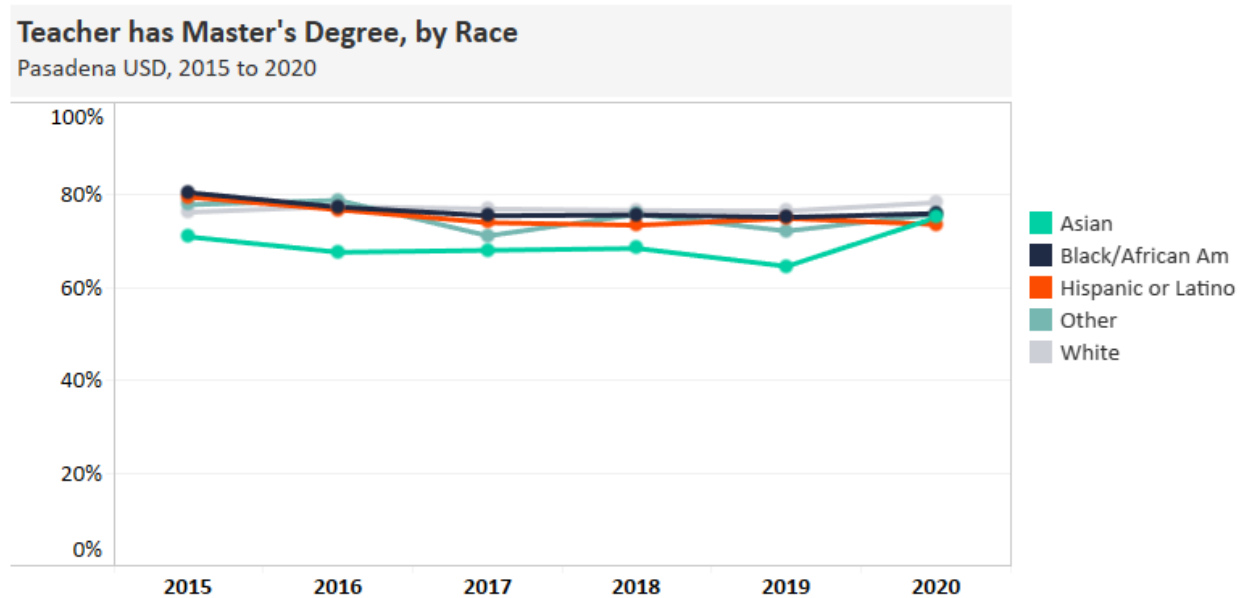


Table: Teacher has Master's Degree by Race

Race	2015	2016	2017	2018	2019	2020
Asian	71%	68%	68%	68%	65%	75%
Black/African Am	81%	77%	76%	76%	75%	76%
Hispanic or Latino	80%	77%	74%	74%	75%	74%
White	76%	78%	77%	77%	77%	78%
Other	78%	79%	71%	76%	72%	76%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has Master's Degree, broken down by race. Data shown are for school years 2015 to 2020.

TEACHER RACE (RACE)

Over 80 percent of White students have at least one teacher of the same race as them, far more than students of other racial groups. In 2020, half of Hispanic students had at least one Hispanic teacher, while African American (42%) and Asian students (24%) lagged in this regard. Race data are missing for close to half of all teachers.

Figure 4.4: Student-Teacher Racial Match by Race

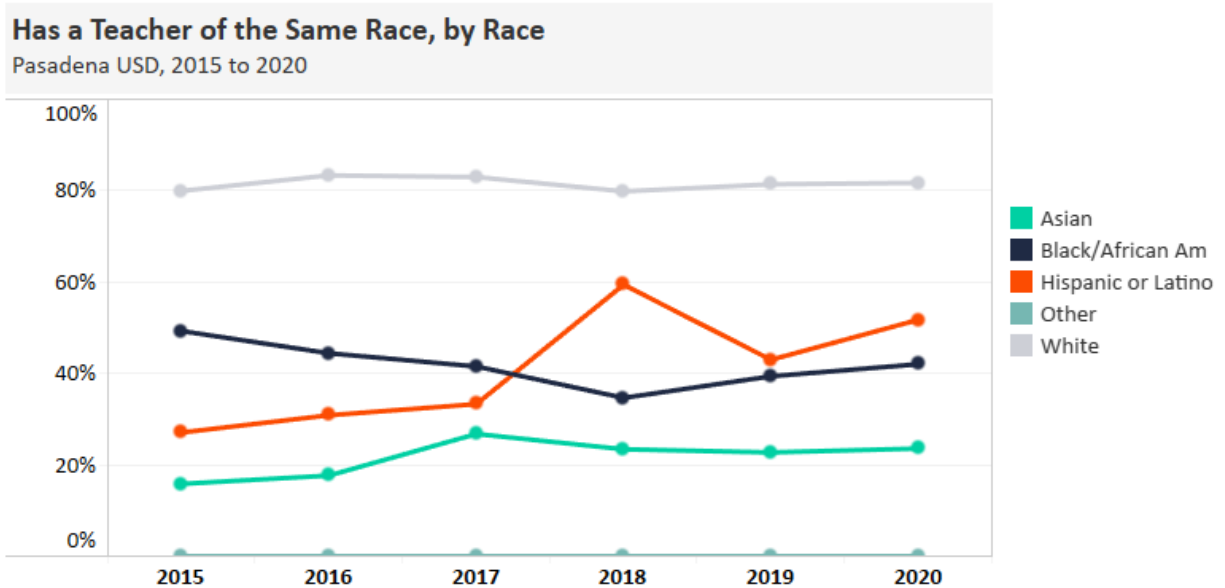


Table: Has a Teacher of the Same Race by Race

Race	2015	2016	2017	2018	2019	2020
Asian	16%	18%	27%	23%	23%	24%
Black/African Am	49%	44%	42%	35%	39%	42%
Hispanic or Latino	27%	31%	33%	59%	43%	52%
White	80%	83%	83%	80%	81%	82%
Other	0%	0%	0%	0%	0%	0%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Has a Teacher of the Same Race, broken down by race. Data shown are for school years 2015 to 2020.

GENDER

TEACHER EXPERIENCE (GENDER)

There are no major differences by gender in the proportion of students with at least one teacher with at least five years of experience.

Figure 4.5: Teacher Experience (5 Years) by Gender

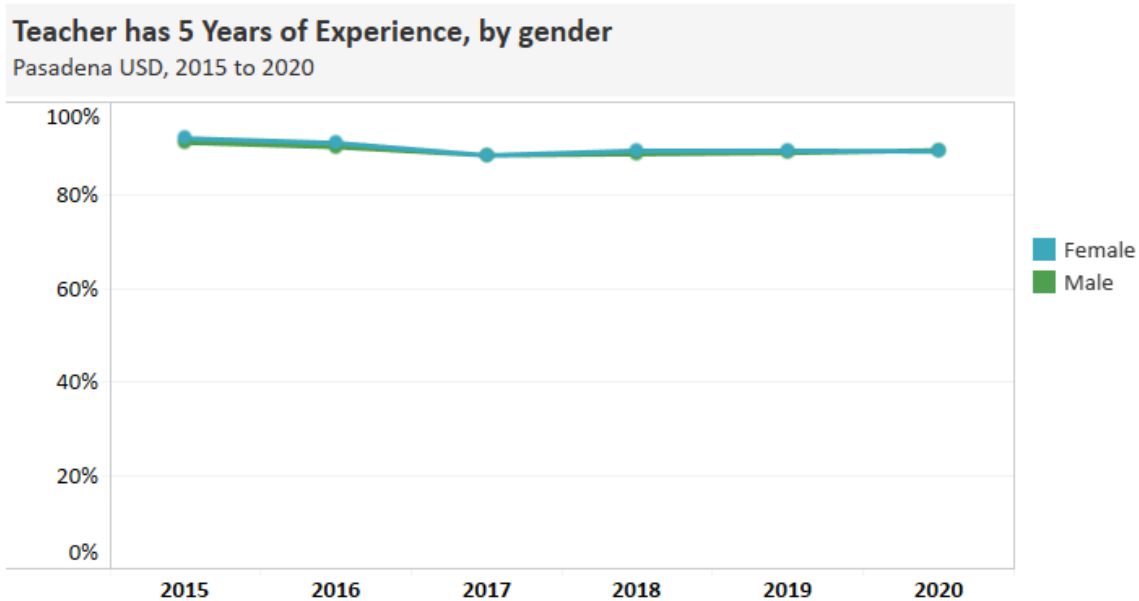


Table: Teacher has 5 Years of Experience by gender

	2015	2016	2017	2018	2019	2020
Female	93%	92%	90%	91%	91%	91%
Male	92%	91%	90%	90%	90%	91%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has 5 Years of Experience, broken down by special education status. Data shown are for school years 2015 to 2020.

There are not differences either in students' likelihood to have a teacher with 15 years or more of teaching experience, though in 2016 and 2019 this gap was 2-3 percentage points.

Figure 4.6: Teacher Experience (15 Years) by Gender

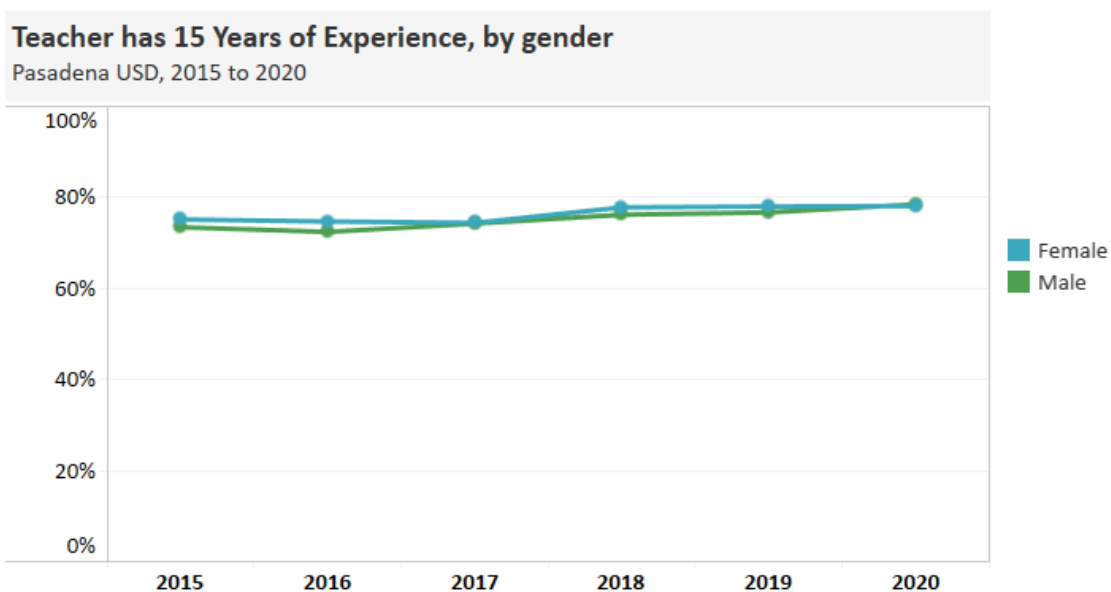


Table: Teacher has 15 Years of Experience by gender

	2015	2016	2017	2018	2019	2020
Female	77%	77%	76%	79%	80%	80%
Male	75%	74%	76%	78%	78%	80%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has 15 Years of Experience, broken down by special education status. Data shown are for school years 2015 to 2020.

TEACHER EDUCATION (GENDER)

There are not substantial differences between male and female students in their likelihood to be taught by a teacher with a master's degree.

Figure 4.7: Teacher Education by Gender

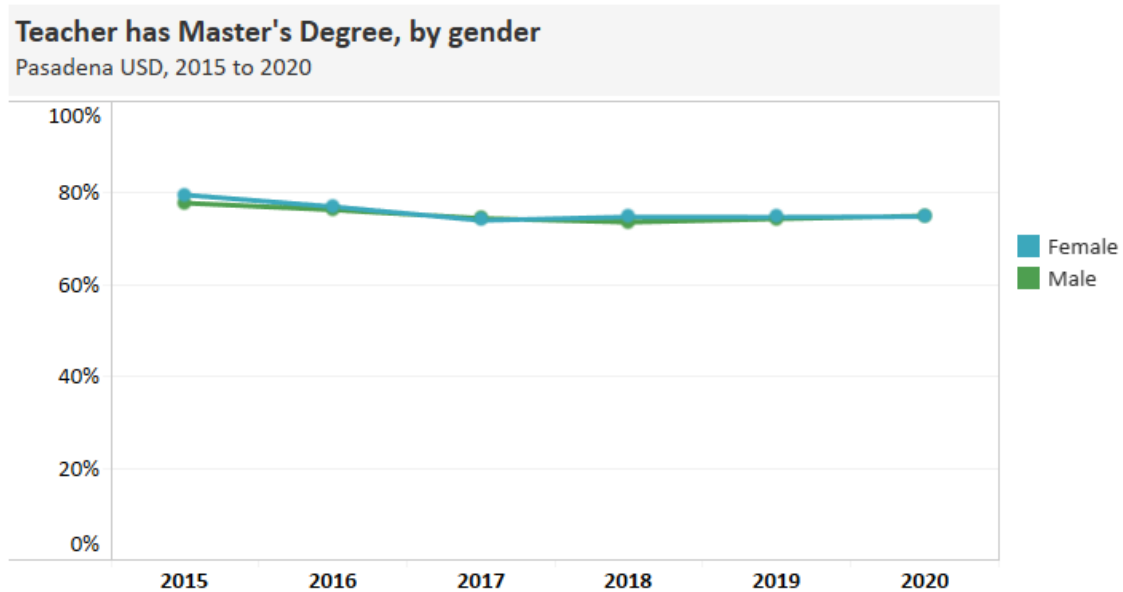


Table: Teacher has Master's Degree by gender

	2015	2016	2017	2018	2019	2020
Female	81%	80%	77%	78%	77%	78%
Male	80%	79%	78%	77%	76%	77%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has Master's Degree, broken down by special education status. Data shown are for school years 2015 to 2020.

TEACHER RACE (GENDER)

There are no substantial differences by gender in students' likelihood to have at least one teacher the same race as them.

Figure 4.8: Student-Teacher Racial Match by Gender

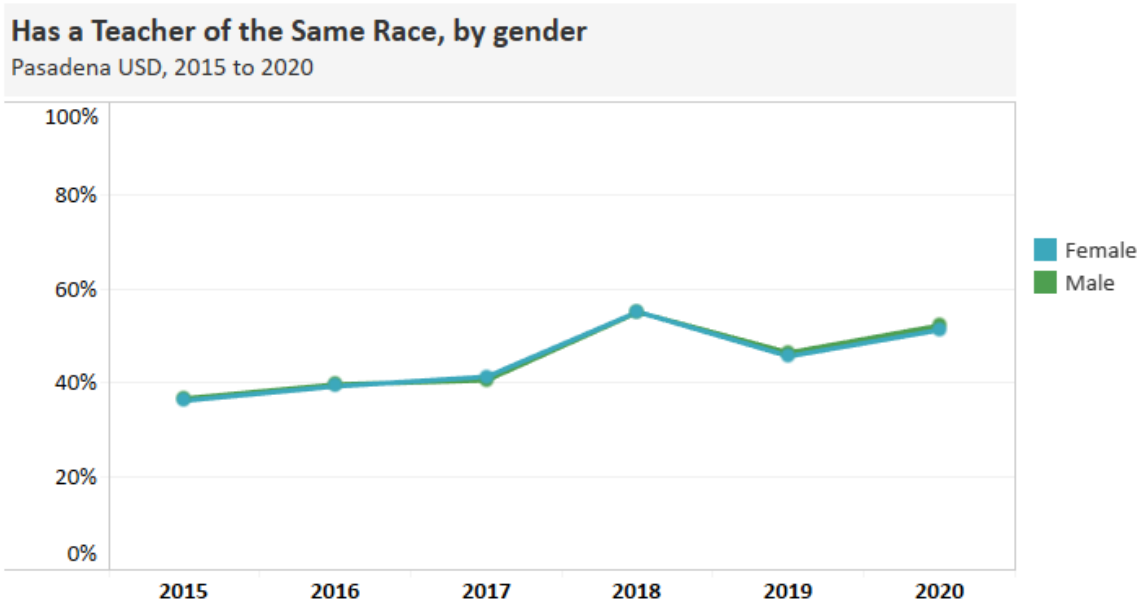


Table: Has a Teacher of the Same Race by gender

	2015	2016	2017	2018	2019	2020
Female	37%	39%	42%	57%	46%	52%
Male	37%	40%	41%	57%	47%	53%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Has a Teacher of the Same Race, broken down by special education status. Data shown are for school years 2015 to 2020.

LEP STATUS

TEACHER EXPERIENCE (LEP)

There is a small but persistent gap between LEP students and non-LEP students in teacher experience. From 2015 to 2020, there was a 2-7 percentage point gap in the likelihood of LEP students to have at least one teacher with at least five years of experience. This gap was largest in 2019 before closing sharply in 2020. Over 85 percent of students in both groups have at least one teacher meeting this criteria.

Figure 4.9: Teacher Experience (5 Years) by LEP Status

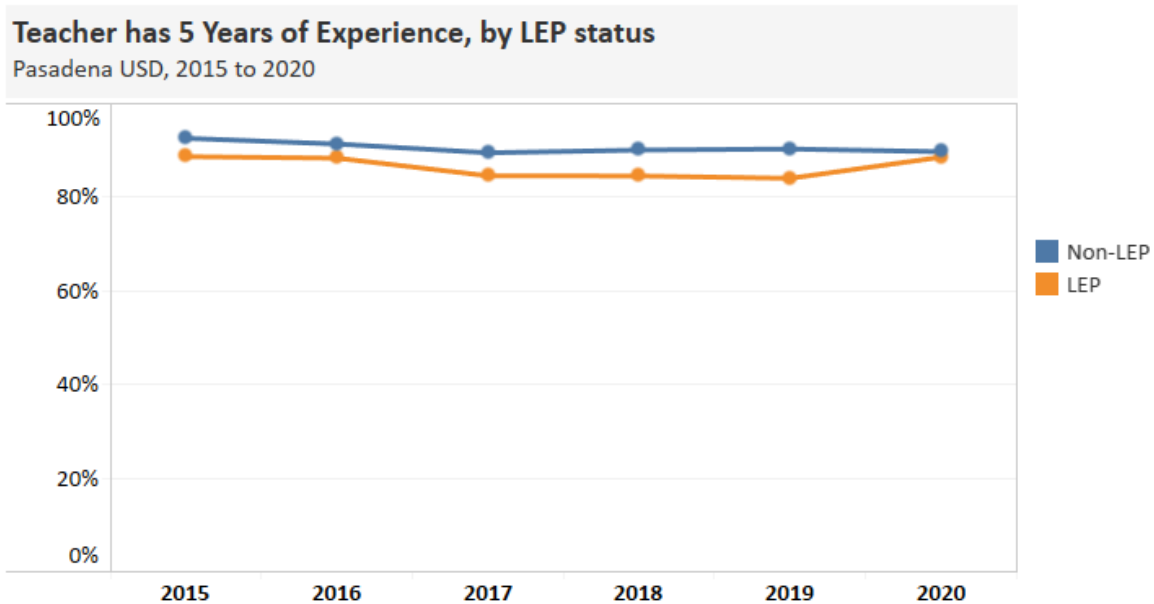


Table: Teacher has 5 Years of Experience by LEP Status

Lep	2015	2016	2017	2018	2019	2020
Non-LEP	93%	92%	91%	91%	92%	91%
LEP	89%	90%	86%	86%	85%	89%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has 5 Years of Experience, broken down by LEP status. Data shown are for school years 2015 to 2020.

This gap is larger for teachers with at least 15 years of experience. Non-LEP students were seven percentage points more likely than LEP students to have at least one very experience teacher. The gap was as high as 11 percentage points in 2019.

Figure 4.10: Teacher Experience (15 Years) by LEP Status

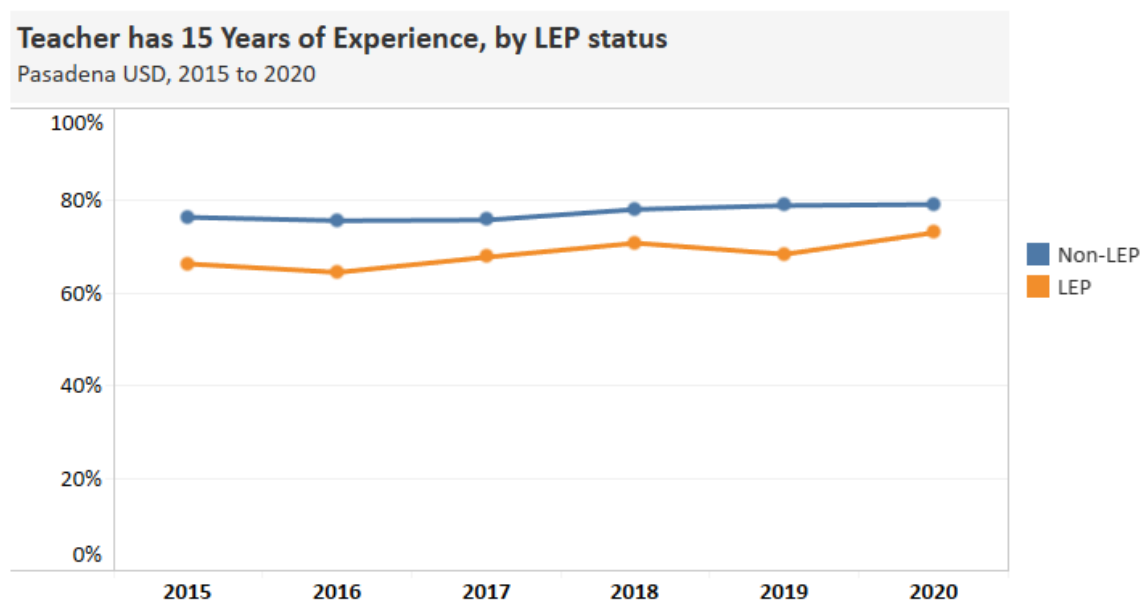


Table: Teacher has 15 Years of Experience by LEP Status

Lep	2015	2016	2017	2018	2019	2020
Non-LEP	78%	77%	78%	79%	81%	81%
LEP	68%	66%	69%	72%	70%	74%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has 15 Years of Experience, broken down by LEP status. Data shown are for school years 2015 to 2020.

TEACHER EDUCATION (LEP)

LEP students are substantially less likely than non-LEP students to have a teacher with a master's degree. In 2020, 68 percent of LEP students had at least one teacher with an advanced degree, compared to 79 percent of non-LEP students.

Figure 4.11: Teacher Education by LEP Status

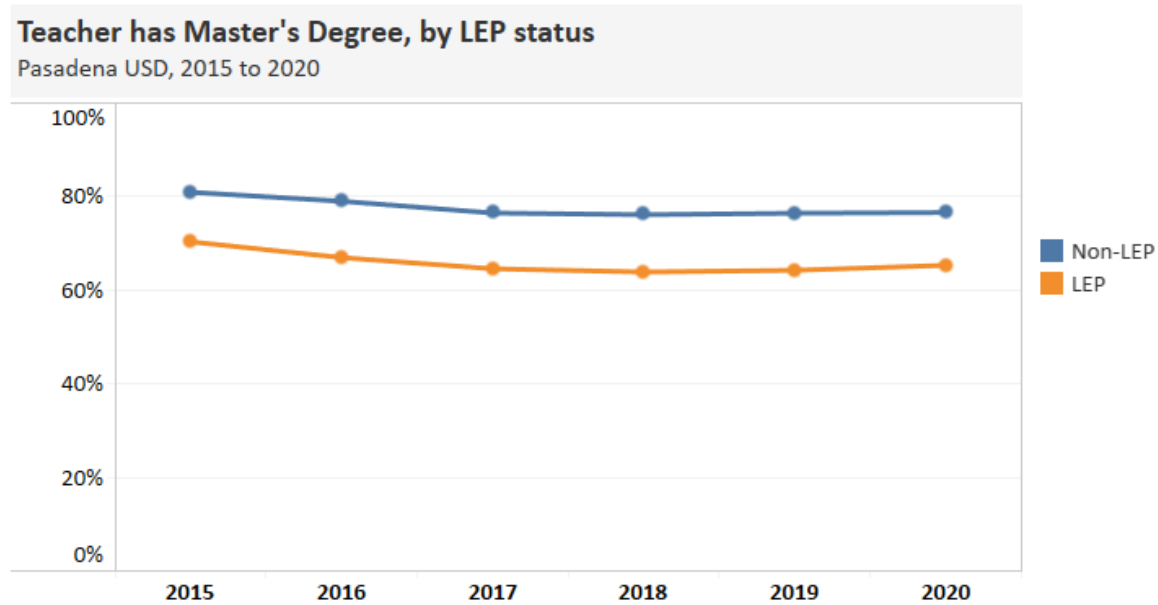


Table: Teacher has Master's Degree by LEP Status

Lep	2015	2016	2017	2018	2019	2020
Non-LEP	83%	82%	79%	79%	79%	79%
LEP	72%	70%	69%	68%	65%	68%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has Master's Degree, broken down by LEP status. Data shown are for school years 2015 to 2020.

TEACHER RACE (LEP)

LEP students are assigned at least one teacher of their own race about as commonly as non-LEP students, though there has been a small gap that has shifted direction from 2015 to 2020.

Figure 4.12: Student-Teacher Racial Match by LEP Status

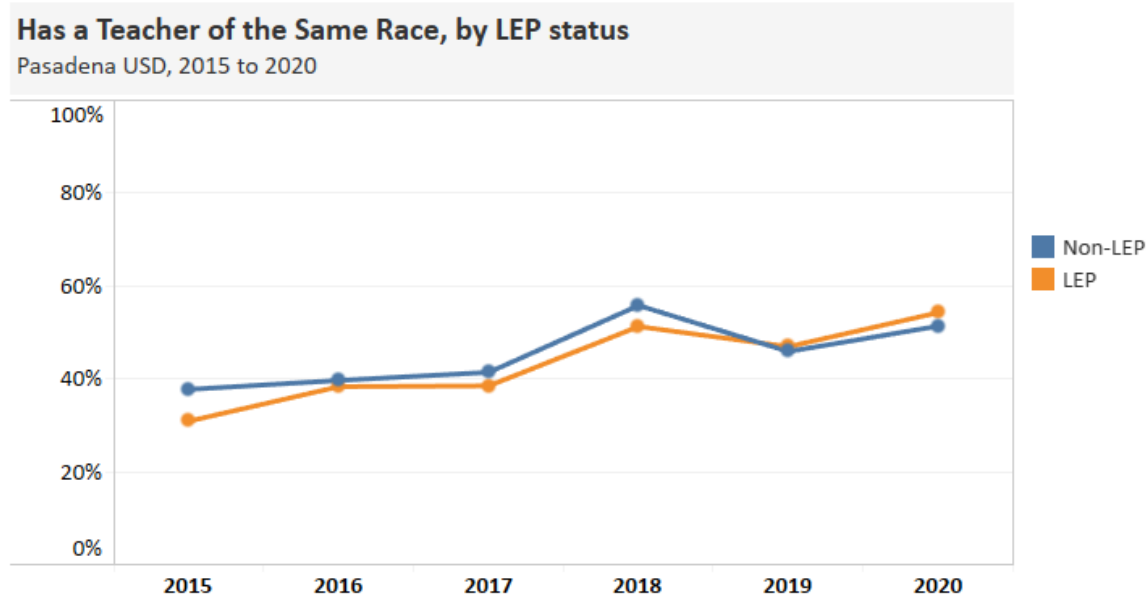


Table: Has a Teacher of the Same Race by LEP Status

Lep	2015	2016	2017	2018	2019	2020
Non-LEP	38%	40%	42%	57%	47%	52%
LEP	31%	39%	39%	53%	48%	55%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Has a Teacher of the Same Race, broken down by LEP status. Data shown are for school years 2015 to 2020.

SPECIAL EDUCATION

TEACHER EXPERIENCE (SPECIAL EDUCATION)

There are not large gaps by special education status in students' likelihood to have at least one teacher with at least five years of experience. In 2020, 89 percent of special education students had at least one such teacher, compared to 91 percent of all other students.

Figure 4.13: Teacher Experience (5 Years) by Special Education Status

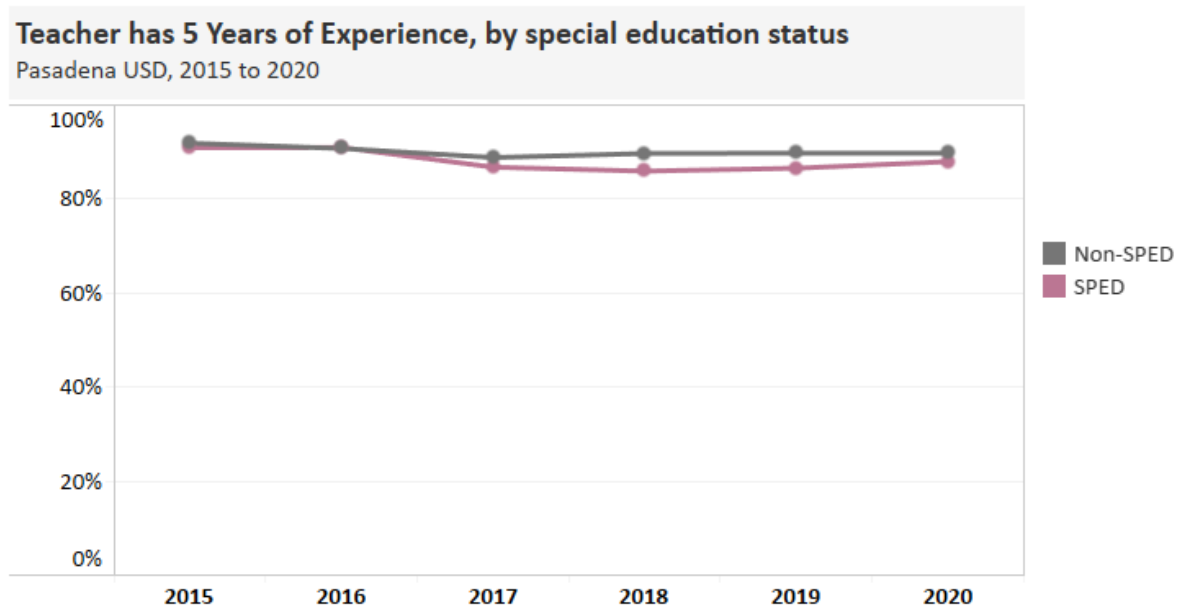


Table: Teacher has 5 Years of Experience by special education status

	2015	2016	2017	2018	2019	2020
Non-SPED	93%	92%	91%	91%	91%	91%
SPED	91%	91%	88%	86%	87%	89%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has 5 Years of Experience, broken down by special education status. Data shown are for school years 2015 to 2020.

This gap expands slightly when looking at teachers with at least 15 years of experience, with special education students about five points less likely than their peers to have at least one very experienced teacher. At least three-quarters of students have a teacher that meets these criteria.

Figure 4.14: Teacher Experience (15 Years) by Special Education Status

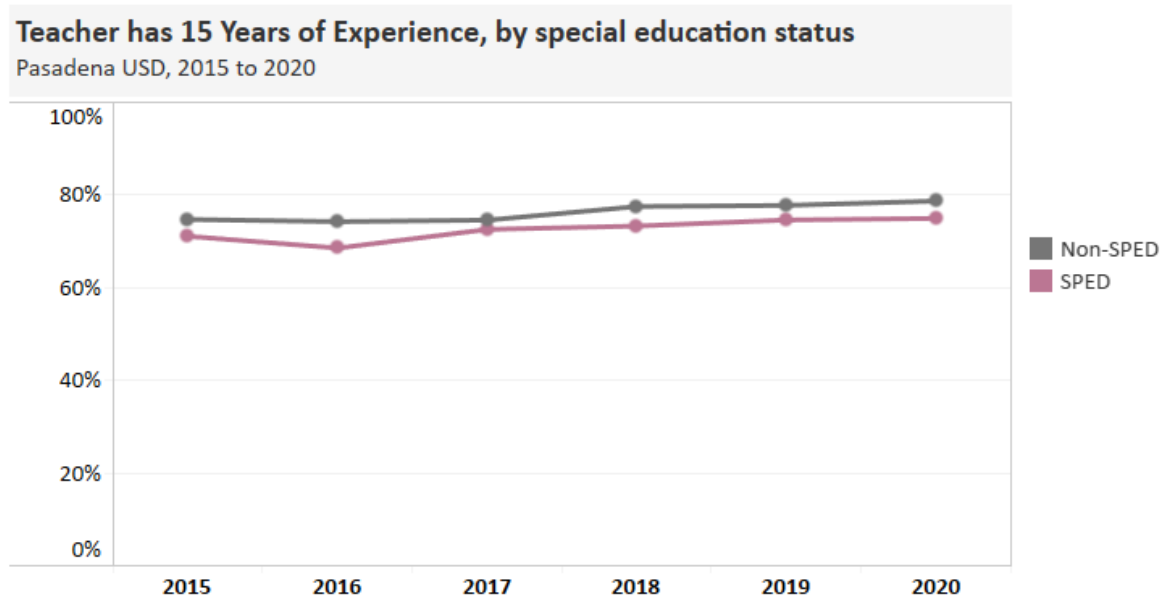


Table: Teacher has 15 Years of Experience by special education status

	2015	2016	2017	2018	2019	2020
Non-SPED	76%	76%	77%	79%	80%	81%
SPED	72%	69%	74%	74%	75%	76%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has 15 Years of Experience, broken down by special education status. Data shown are for school years 2015 to 2020.

TEACHER EDUCATION (SPECIAL EDUCATION)

From 2015 to 2020, special education students were 2-6 percentage points less likely than their peers to have at least one teacher with a master's degree, a small but persistent gap. Most students, regardless of special education status, have at least one teacher with an advanced degree.

Figure 4.15: Teacher Education by Special Education Status

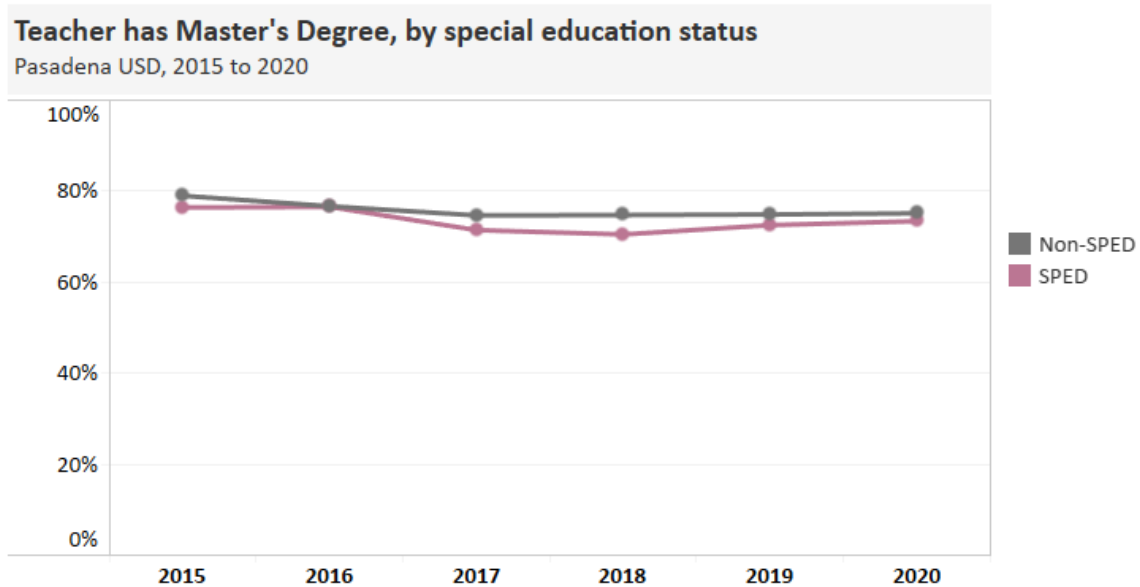


Table: Teacher has Master's Degree by special education status

	2015	2016	2017	2018	2019	2020
Non-SPED	81%	80%	78%	78%	77%	78%
SPED	77%	78%	73%	72%	74%	75%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Teacher has Master's Degree, broken down by special education status. Data shown are for school years 2015 to 2020.

TEACHER RACE (SPECIAL EDUCATION)

Special education students are about as likely as all other students to have at least one teacher of their same race.

Figure 4.16: Student-Teacher Racial Match by Special Education Status

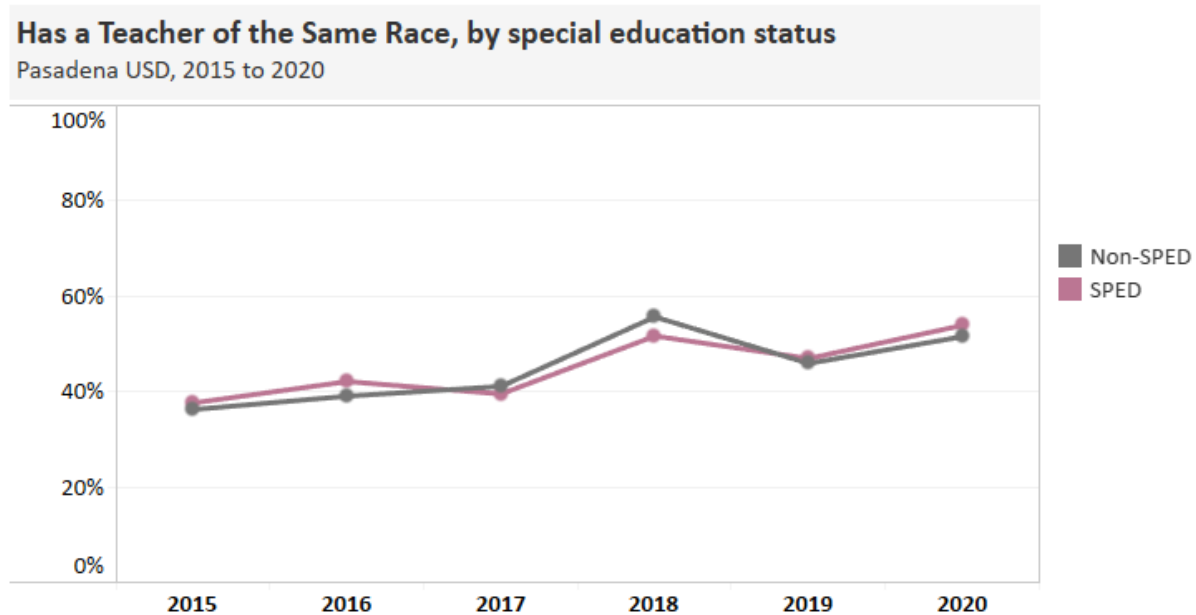


Table: Has a Teacher of the Same Race by special education status

	2015	2016	2017	2018	2019	2020
Non-SPED	37%	39%	41%	57%	47%	52%
SPED	38%	42%	40%	53%	48%	54%

The plots above show by the percentage of Pasadena USD students meeting the criteria for Has a Teacher of the Same Race, broken down by special education status. Data shown are for school years 2015 to 2020.

ECONOMIC DISADVANTAGE

TEACHER EXPERIENCE (ECONOMIC DISADVANTAGE)

Economically Disadvantage (ED) students are slightly more likely than non-ED students to have at least one teacher with five years of experience, a gap that expanded to five percentage points in 2020. This gap has been small but is evidence that ED students do not receive less experienced teachers.

Figure 4.17: Teacher Experience (5 Years) by Economic Disadvantage Status

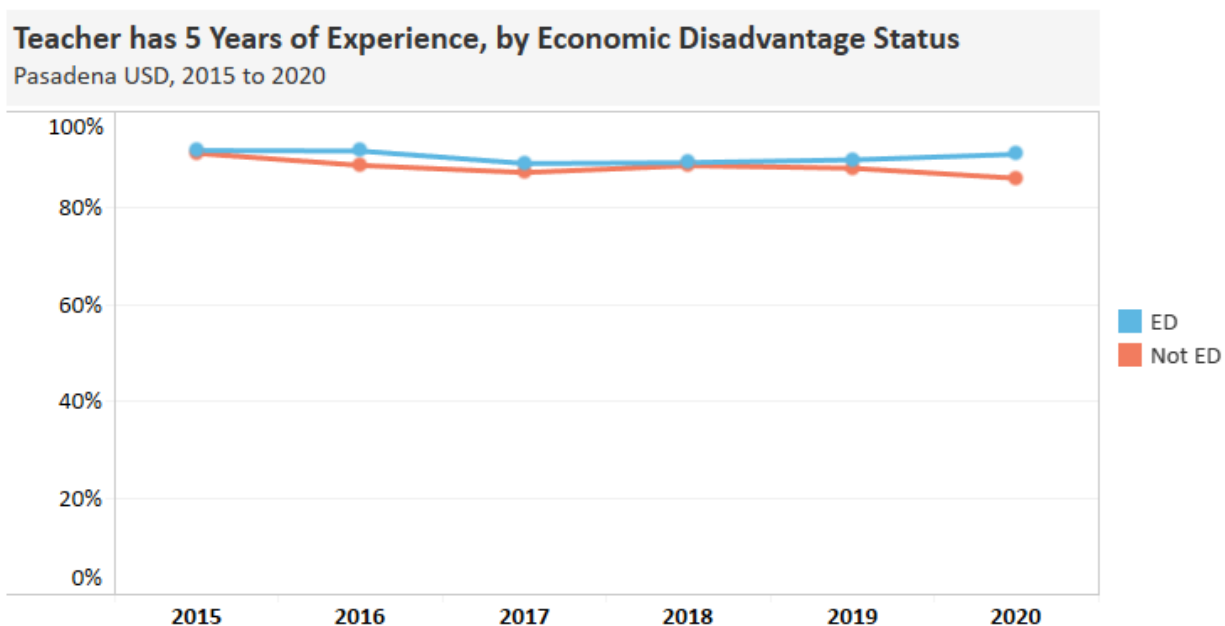


Table: Teacher has 5 Years of Experience by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019	2020
Not ED	91%	89%	87%	89%	88%	86%
ED	92%	92%	89%	89%	90%	91%

Similarly, ED students are *more* likely to have a teacher with at least 15 years of experience, a gap of 1-5 percentage points.

Figure 4.18: Teacher Experience (15 Years) by Economic Disadvantage Status

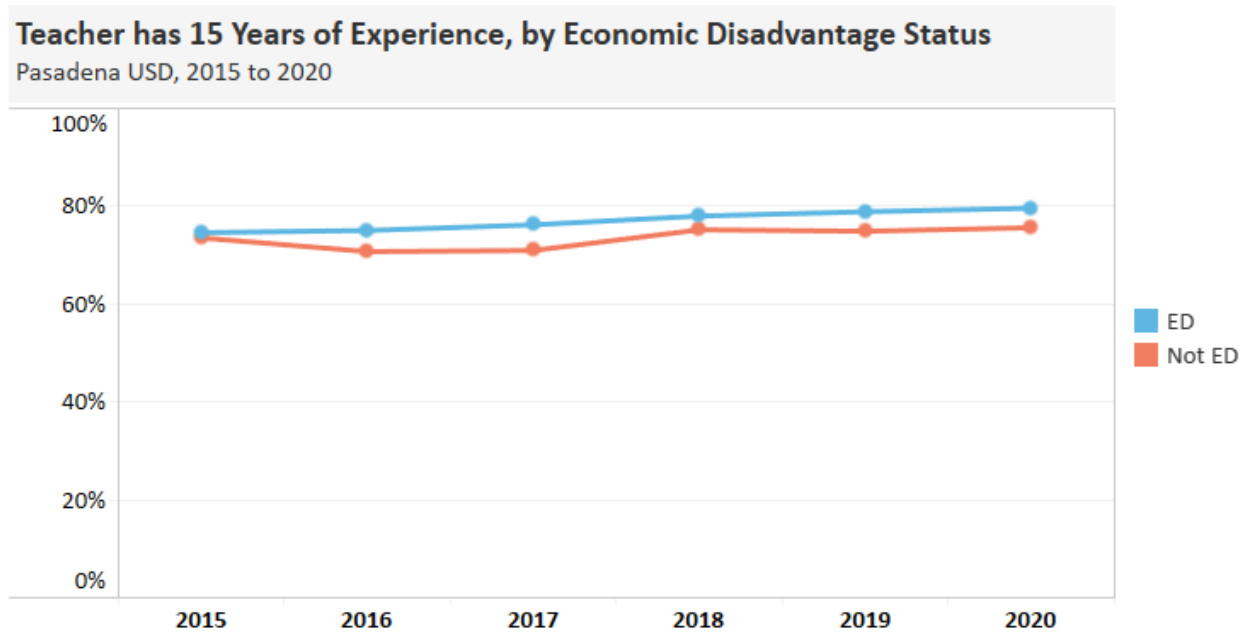


Table: Teacher has 15 Years of Experience by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019	2020
Not ED	74%	71%	71%	75%	75%	76%
ED	75%	75%	76%	78%	79%	80%

TEACHER EDUCATION (ECONOMIC DISADVANTAGE)

ED students are just as likely as non-ED students to have at least one teacher with a master's degree.

Figure 4.19: Teacher Education by Economic Disadvantage Status

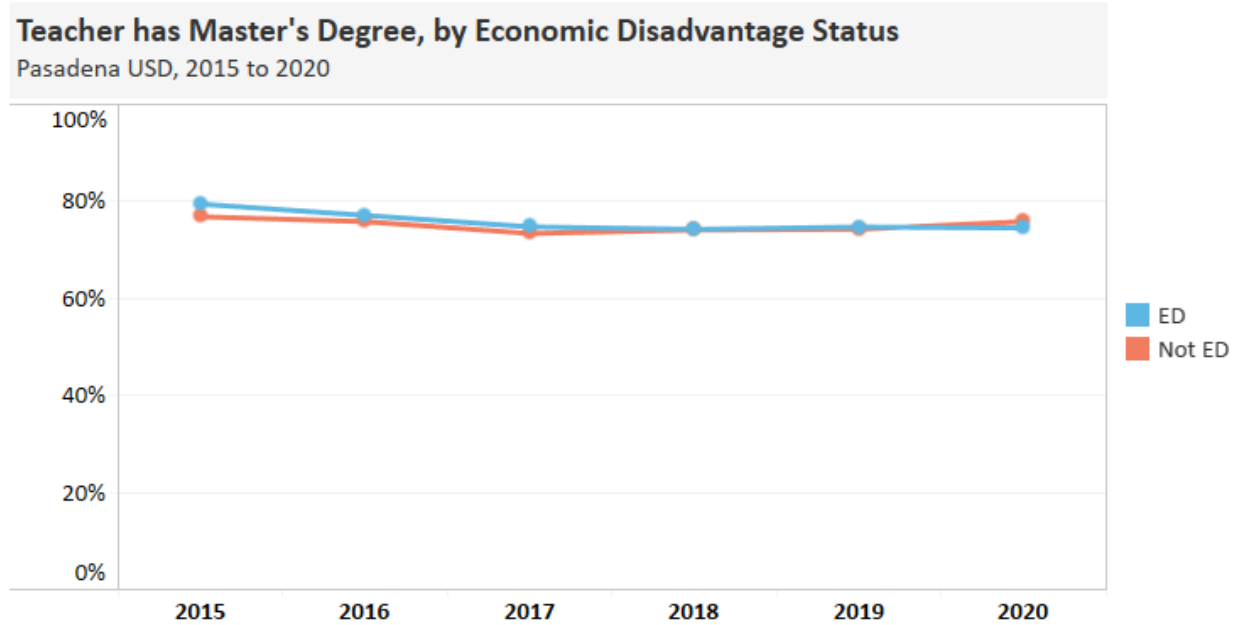


Table: Teacher has Master's Degree by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019	2020
Not ED	77%	76%	73%	74%	74%	76%
ED	79%	77%	75%	74%	75%	75%

TEACHER RACE (ECONOMIC DISADVANTAGE)

ED students are slightly less likely than their peers to have a teacher of the same race, a gap of three percentage points in 2020 and as high as 12 points in 2016.

Figure 4.20: Student-Teacher Racial Match by Economic Disadvantage Status

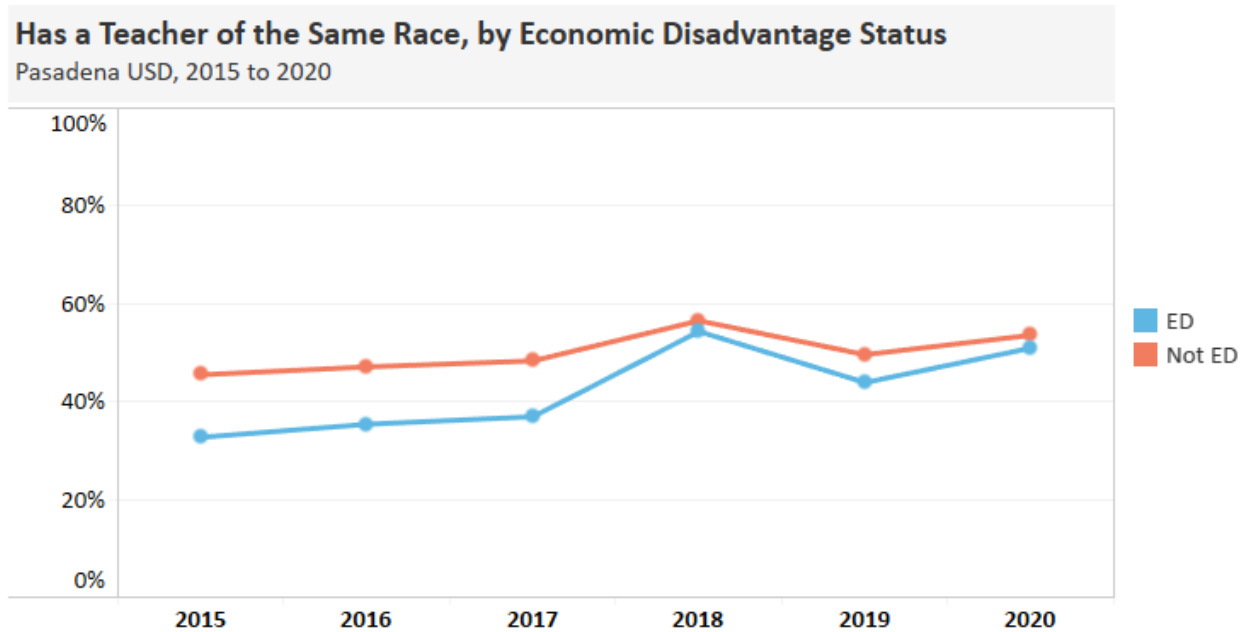


Table: Has a Teacher of the Same Race by Economic Disadvantage (ED) Status

	2015	2016	2017	2018	2019	2020
Not ED	45%	47%	48%	57%	50%	54%
ED	33%	35%	37%	54%	44%	51%

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- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

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- **Family and Community Engagement:**
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- **Talent Recruitment, Retention & Development:**
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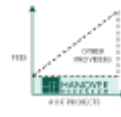
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