

Access Points – Parents and Practice in Partnership: All Students Ready for College and Career



The Education Trust–West

Tami Pearson, Ed.D.
Sheilagh Polk

The Education Trust West

Mission Statement

The Education Trust – West works for the high academic achievement of all students at all levels, kindergarten through college, and toward forever closing the achievement gaps that separate low-income students and students of color from other youth.

Our basic tenet is this: All children will learn at high levels when they are taught to high levels.



EdTrust West – Our Work

Practice

Outreach


Policy & Research

Five Access Points

1. Relationships
2. Data
3. Navigating the School System
4. Ensuring ALL Students are Ready for College and Career
5. The Student

1. Relationships

Creating a successful educational environment for ALL students is a partnership. The school has a job and the parents have a job. And it works best when folks are working together.



In order for this to happen, both parties have to take responsibility for their part of that relationship. Though, it should be noted that the initial efforts must come from the school. They are the perceived power holder in the dynamic.

What Schools Can Do


- Make sure the phone system and the office personnel are welcoming (this includes translation)
- Let parents know from the start that you value them and their input – be respectful and mindful of their culture and any other situations
- Open your campus and classrooms
- Have meetings in the community where parents may feel more comfortable – convenient times, convenient locations
- Host regular on campus events for parents to attend – creating a sense of community
- Communication is key... BEFORE there is a problem
- Conduct home visits

What Parents Can Do

- Know your administrators and your teachers
- Attend events and meetings held by your school
- Let teachers know you are going to be present and involved – and then do it
- Return calls from school in a timely manner
- Engage regularly with your child about their experiences at school
- Ensure your school has a community communication system and engage it regularly
- Hold the line on College and Career for ALL students
- Find other like-minded parents/CBOs and work together

2. Data

What Does All of This Mean?



Parents need to understand the data relative to their individual student AND the data relative to their child's school.

Schools and parents should always examine the disaggregated data.

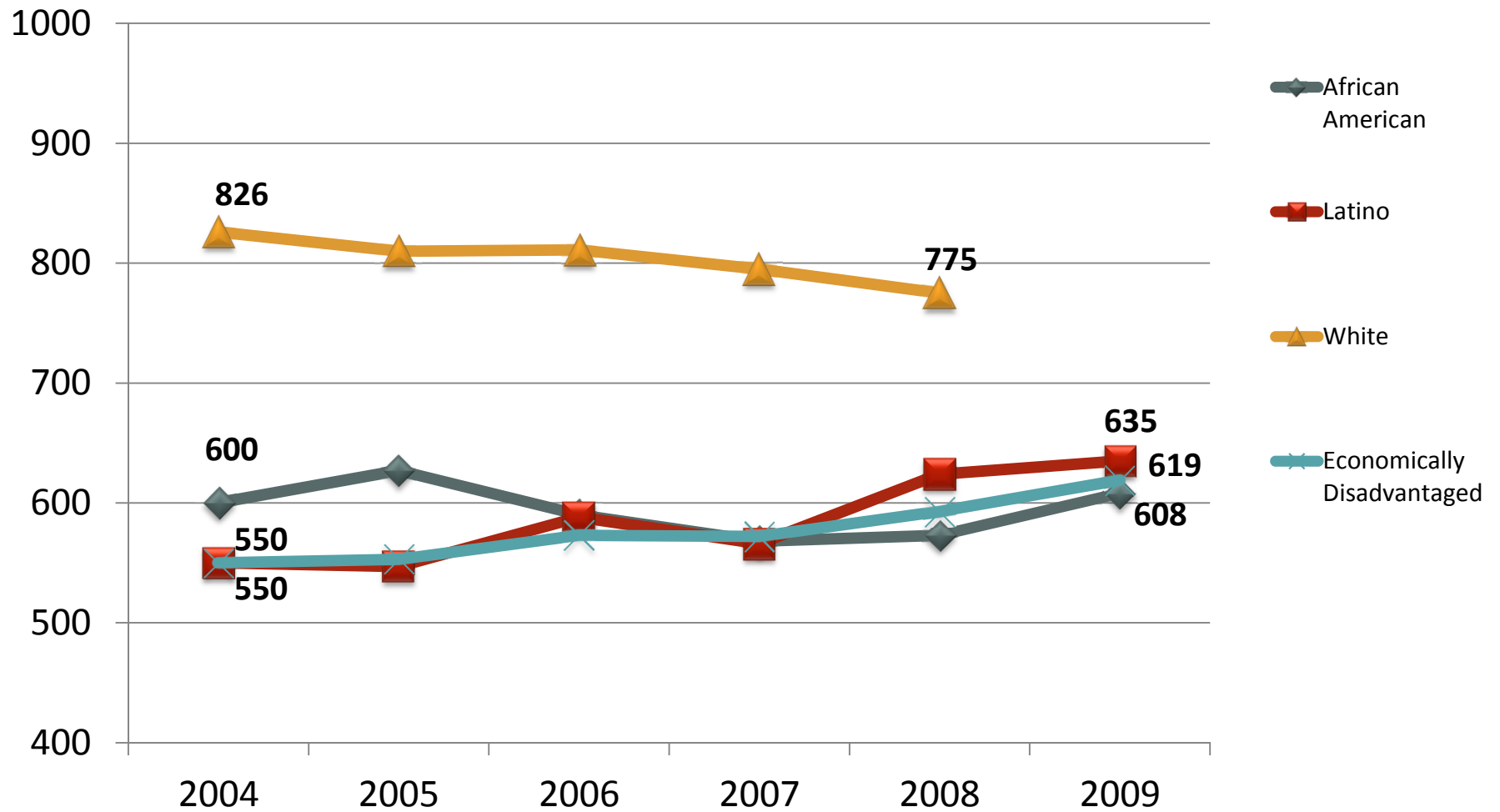
The Student Level Data

- The Student Report
 - http://www.startest.org/pdfs/STAR.CST_interpretation_guide-English.2009.pdf
- Classroom
 - Grades
 - Tests and assignments
- Tests
 - SAT
 - Advanced Placement

The School and District Level Data

- What data is important
 - Academic Performance Indicator (API)
 - Adequate Yearly Progress (AYP)
 - CST scores
 - Early Assessment Program (EAP) scores
 - Graduation rates
 - A-G rates

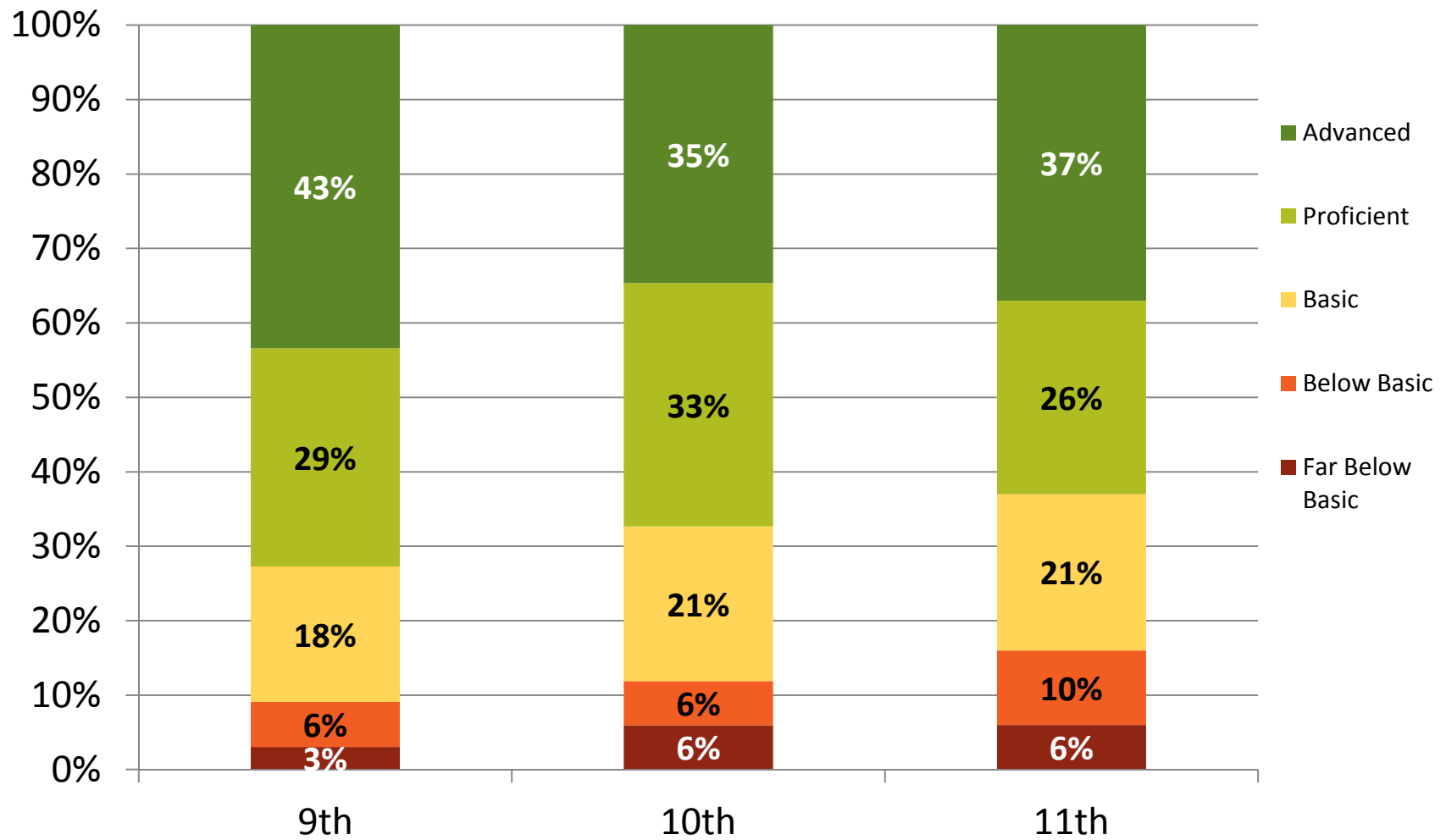
API



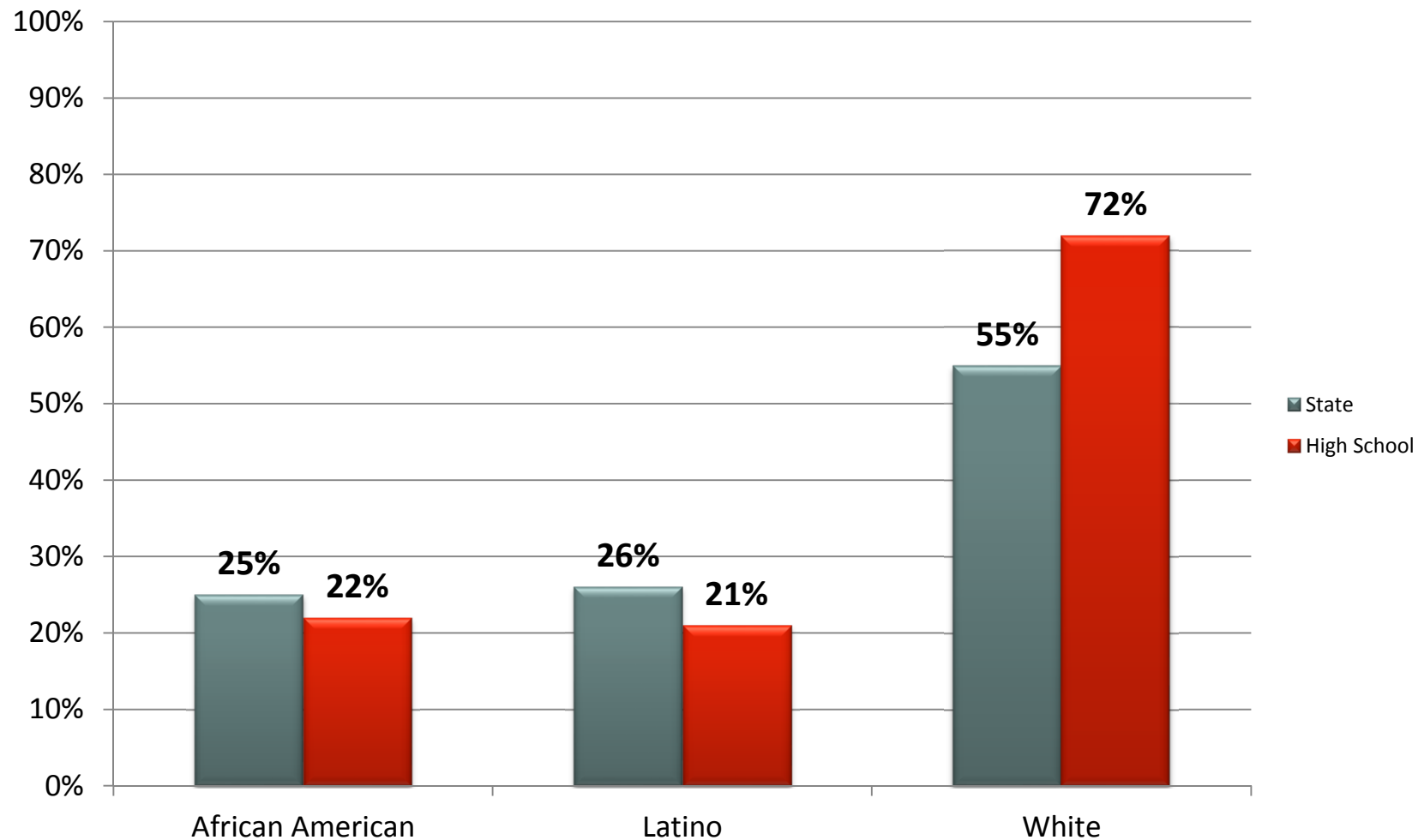
AYP – Annual Measurable Objectives (AMOs)

- Participation rates (95%)
 - All Students
 - Racial/Ethnic groups
 - Low SES
 - Special Education
 - ELL
- Percent Proficient
 - CSTs – Elementary/Middle Schools
 - CAHSEE – High School
- Graduation Rates (Growth of 1/10 of 1%)
- California – API (Growth of 1 point)
- Up to 46 different criteria

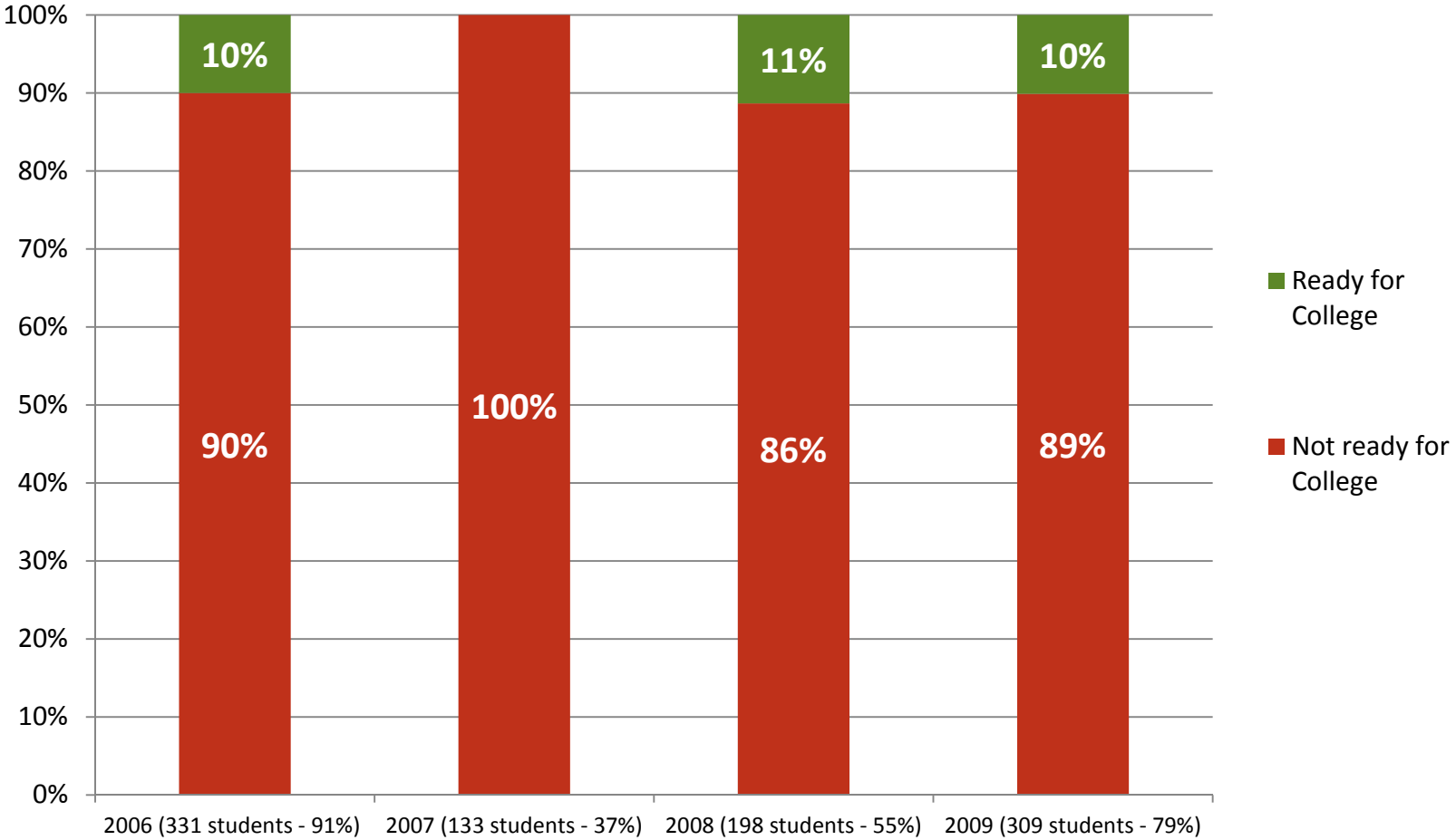
2009 CST ELA Results



2008-2009 11th Grade ELA CST Proficiency

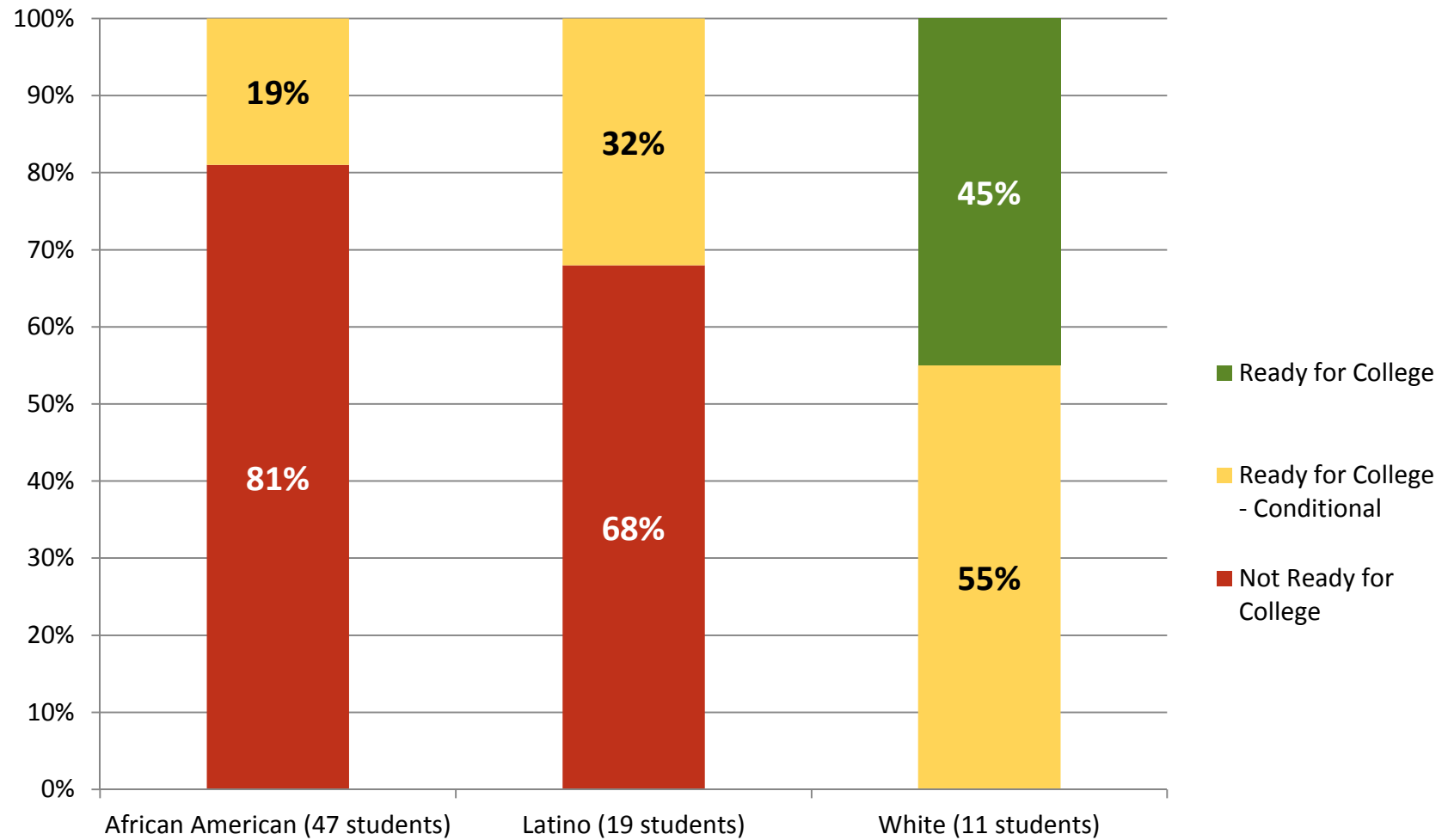


EAP ELA - 2009

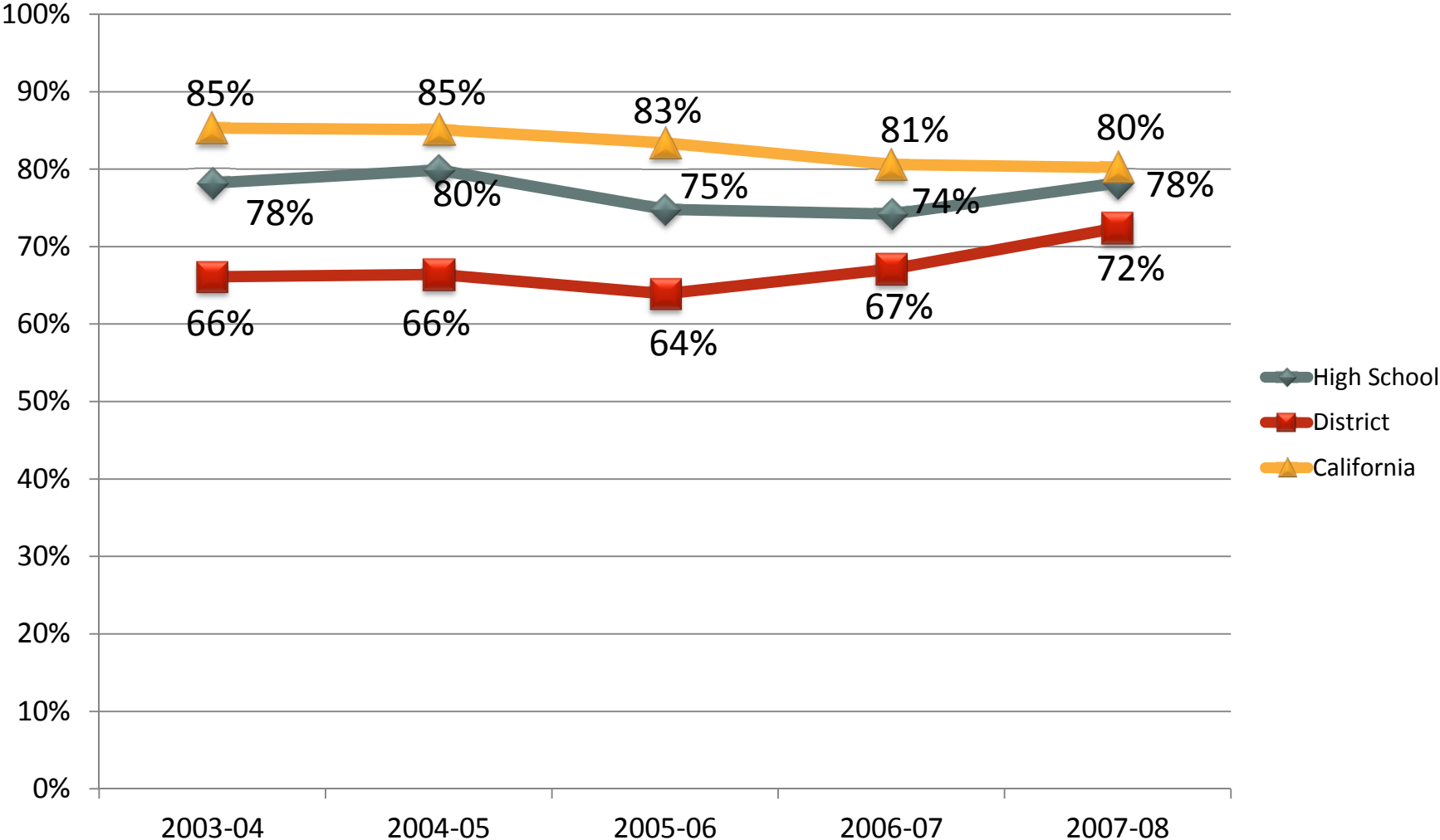


Source: California State University, Early Assessment Program data

EAP Math - 2009

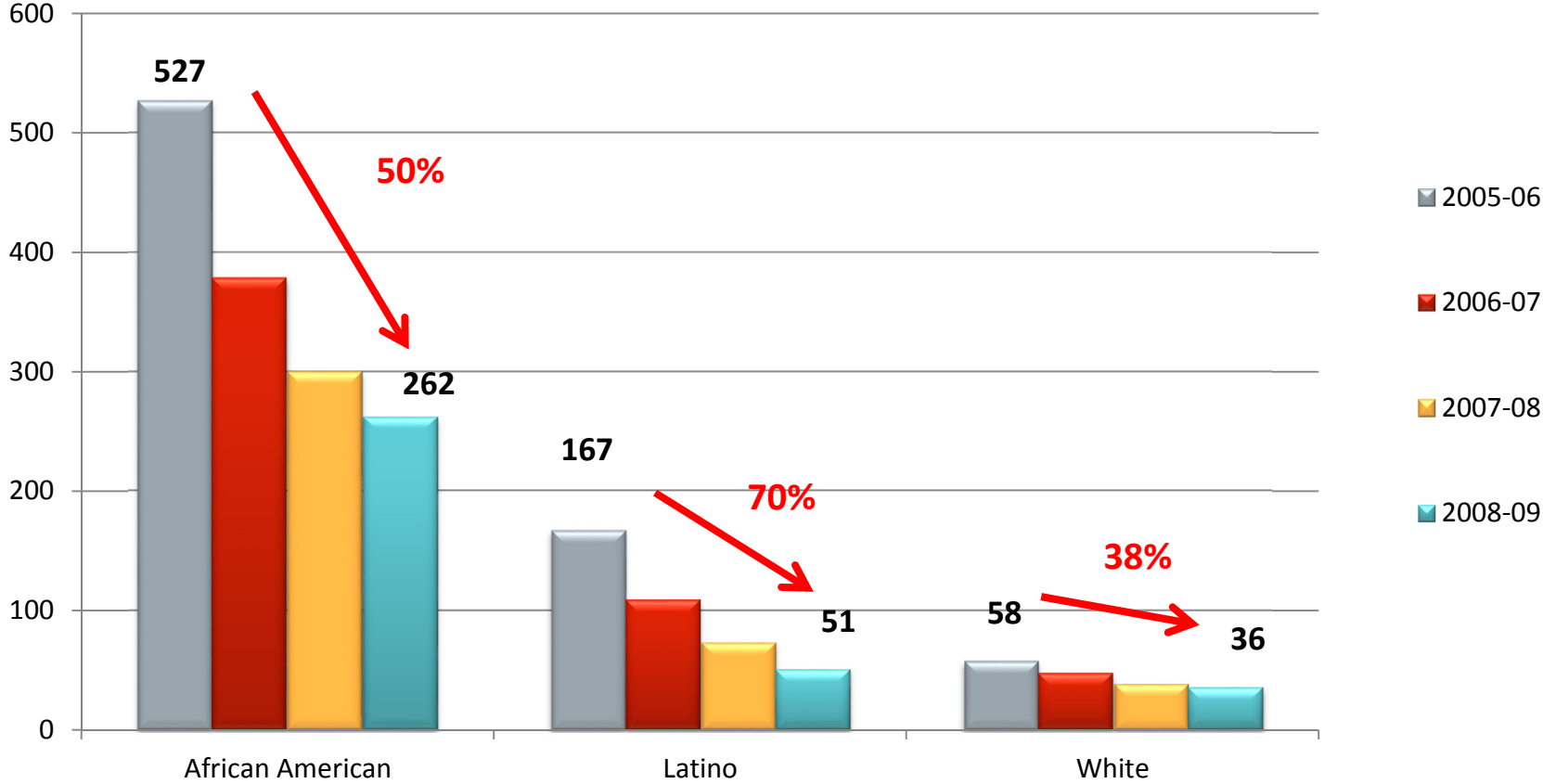


Graduation Rates



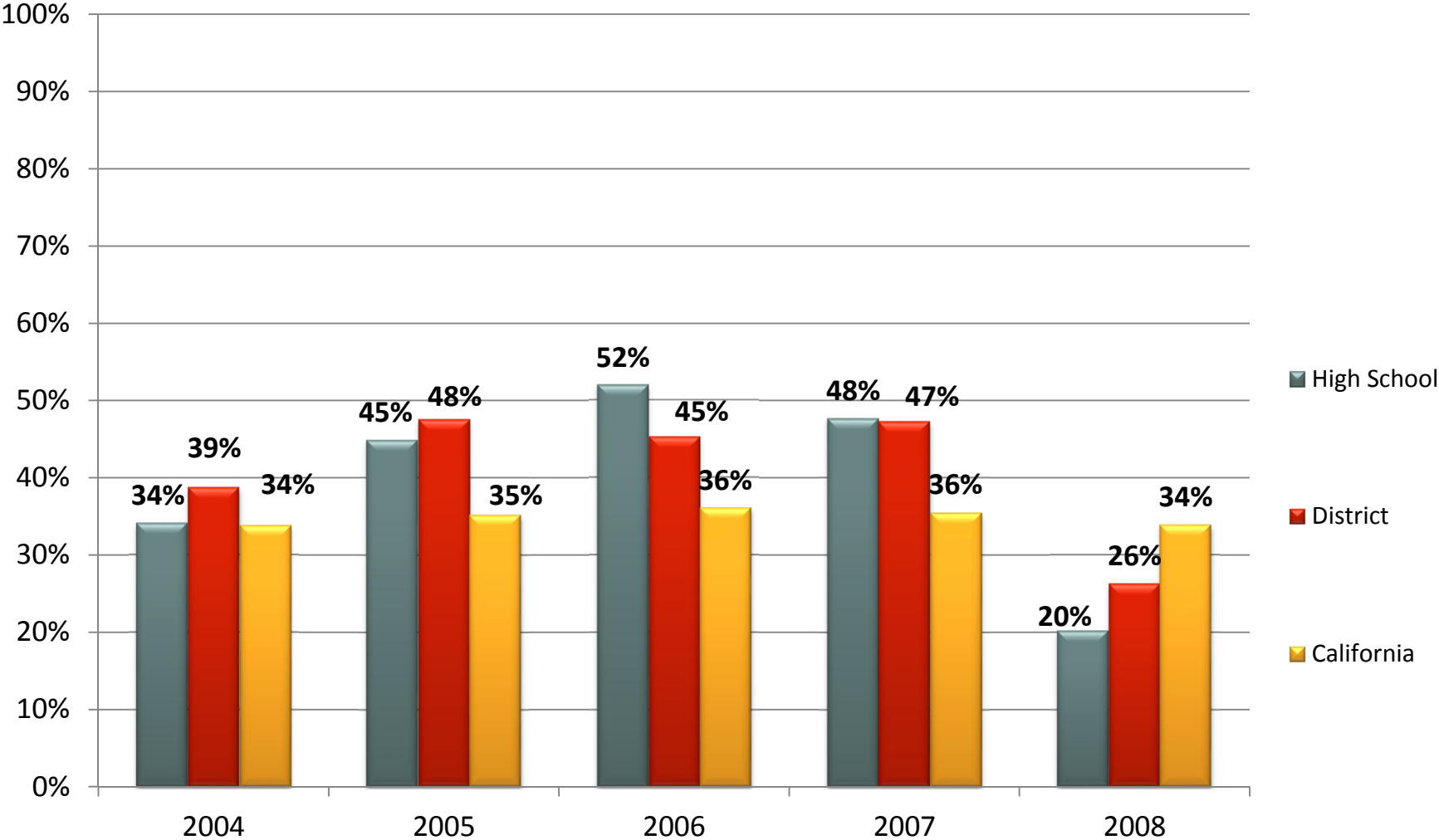
Source: EdTrust West analysis of California Department of Education data.

Class of 2009 – From 9th to 12th Grade by Ethnicity



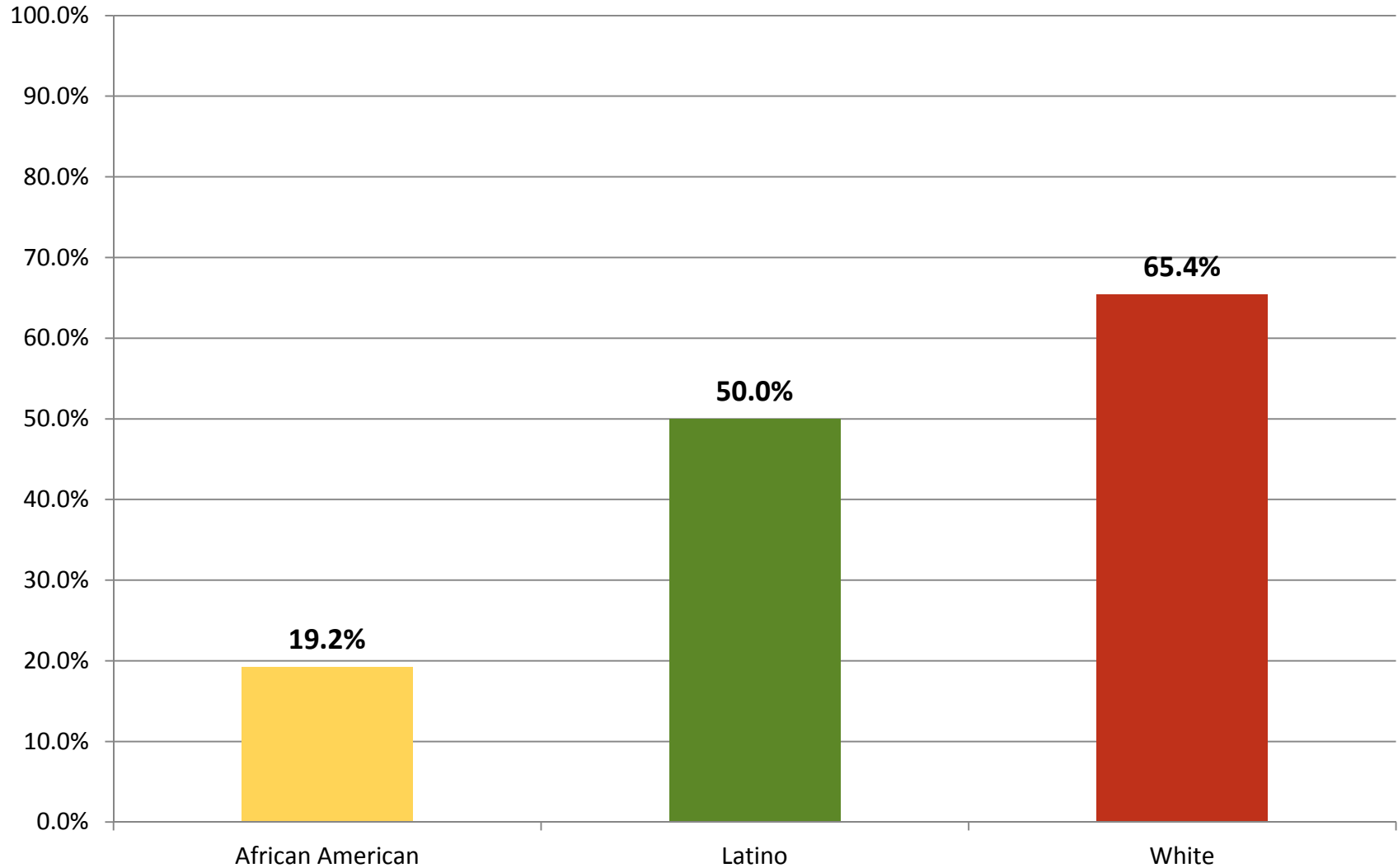
Source: EdTrust-West analysis of California Department of Education data.

A-G Rates



Source: EdTrust-West analysis of California Department of Education data.

A-G Rates by Ethnicity



Where Can You Find the Data?

- School and District
 - www.cde.ca.gov
 - www.edtrustwest.org (Raising the Roof)
- SARC
 - District website

What Schools Can Do


- Have counselors review the data with students and parents
- Have parent meetings discussing data
- Use the data to drive reform on the campus
- Make information and data easily available in understandable formats with explanations of the purpose and what parents and community can do with the information
- Stop using acronyms and “eduspeak”

What Parents Can Do

- Add the data to your advocacy tool box and allow it to lead the frame in your dialogues with schools and districts
- Make sure ALL parents on campus understand the data and what it means
- Hold train-the-trainer data sessions for new parents
- Hold school officials accountable when data is not so great and congratulate them when it improves

3. Navigating the School System

High schools can be very complicated and intimidating institutions



One way to begin to understand your child's high school is to understand your students' educational experiences

Transcript Analysis

- Teams of 2-3 people
- Each team will review 3 student transcripts
- Answer the 19 questions for each student
- Note observations, patterns, questions on the back of the paper

UC/CSU A-G Requirements

Subject	UC/CSU
A - Social Studies	2 years – 1 year of World History; 1 year of US History or ½ year US History and ½ year of Civics/Government
B - English	4 years – college-prep English
C - Math	3 years – including Algebra 1, Geometry, Algebra 2
D - Lab Science	2 years – Biology, Chemistry, Physics
E - World Languages	2 years – same language
F - Visual/Performing Arts	1 years
G - Electives	1 year – college-prep elective
Total	15 credits

Transcript Exercise

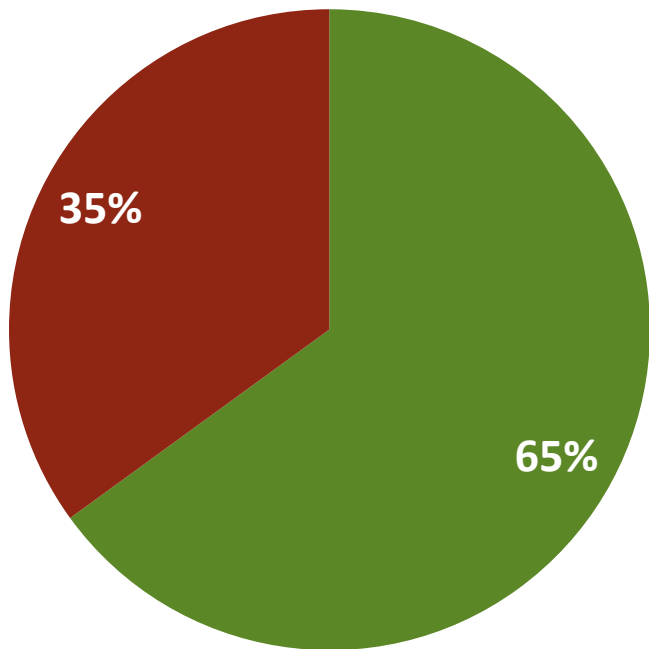
- What barrier or chokepoints prevented the student from pursuing higher level courses (E.g., persistent failures, repeated enrollment in courses, lower level courses, and illogical course sequence)?
- What other things did you notice about the students' path through high-school by looking at the transcript?

Probing Questions

- What is it going to take to put into place the resolution to adopt a college and career preparatory curriculum for all students?
 - What changes need to be made?
 - Which interventions will be needed?
 - What challenges exist in closing gaps?
 - What quick fixes can we make now?
 - What recommendations can we make for the school?

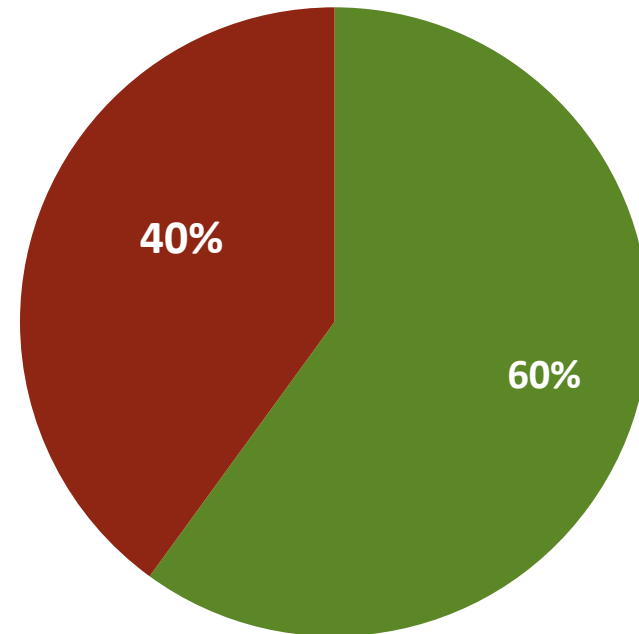
Class of 2009 A-G Access and Success

Access



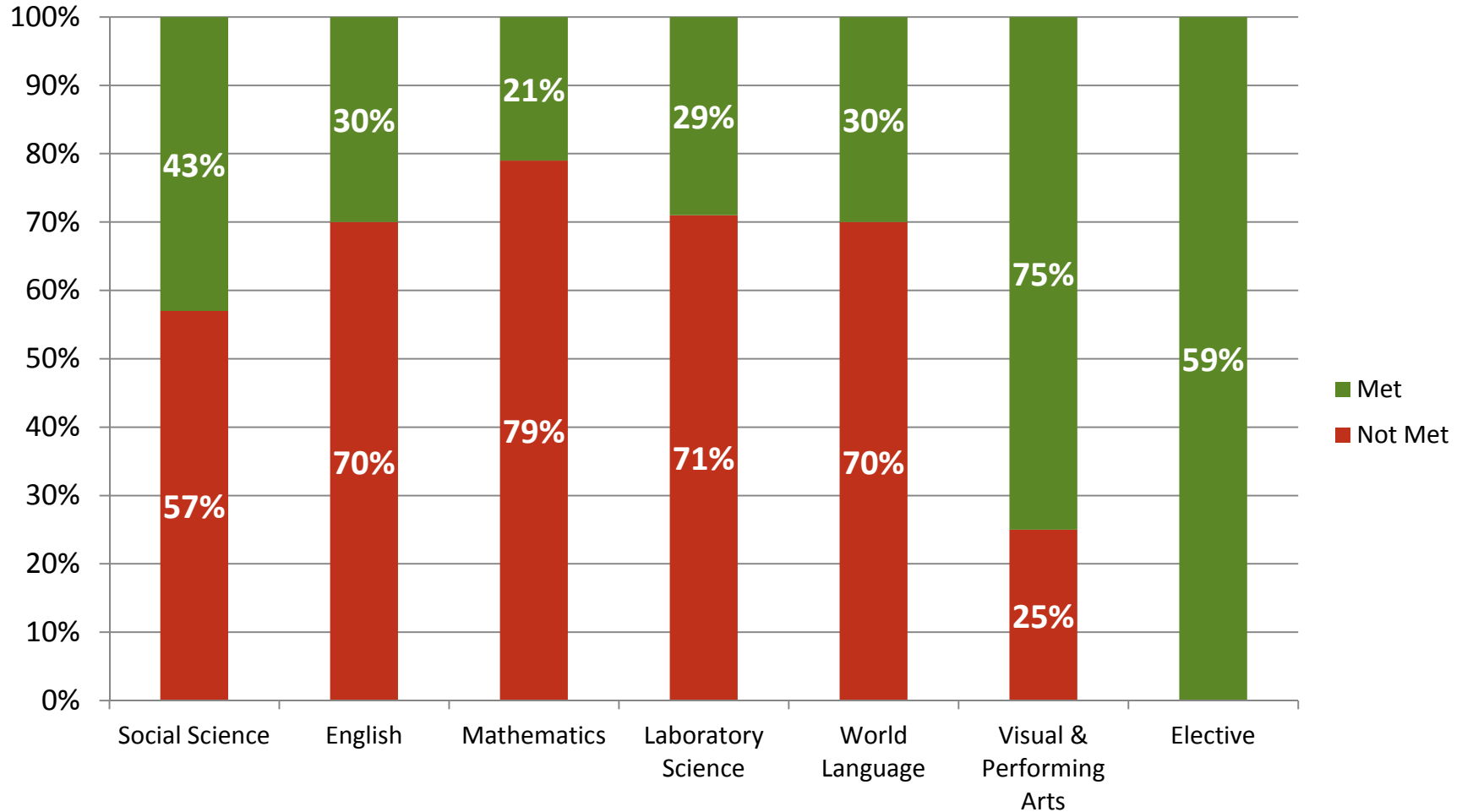
- Access A-G Courses
- Did Not Access A-G Courses

Success

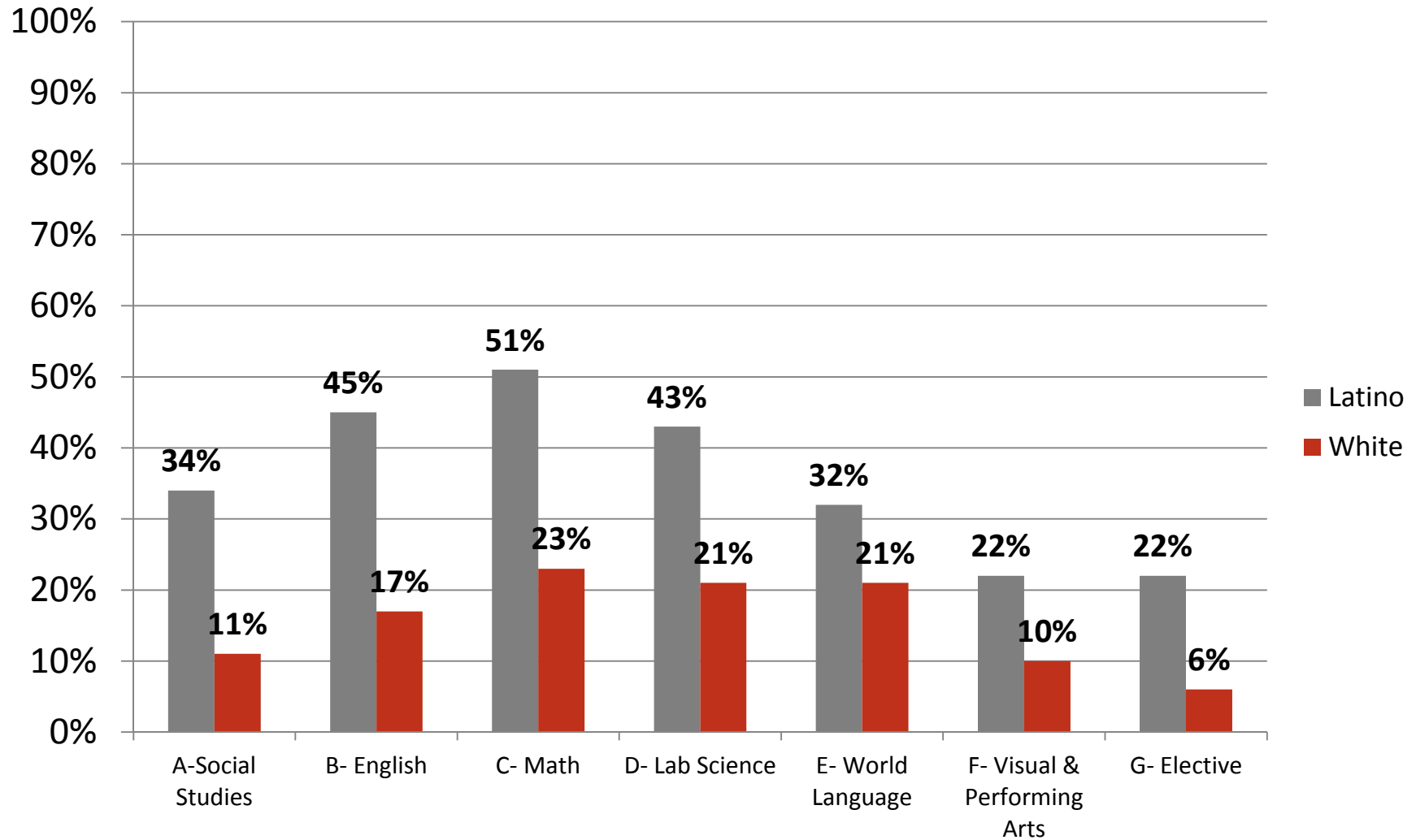


- Met UC/CSU Requirements
- Did Not Meet UC/CSU Requirements

Chokepoints to A-G by Subject Area



A-G Subject Chokepoints – by Ethnicity



Assignments

- How can you tell if your student is receiving grade-level content?
- The Standards
 - How do you use standards in life?
 - For safety
 - For living
 - It is the same in education

What Schools Can Do

- Open the campus up to parents
- Provide trainings to parents and community organizations
- Encourage parents to sit in on students' classes
- Improve communication between teachers and parents – thoughtful, purposeful, and do not leave it up to chance

What Parents Can Do

- Learn the standards
- Review your student's work regularly to ensure it meets the standard
- Dialogue early and often with your child's teacher to make sure they understand the standard
- Understand the teachers plan of action for ensuring all students learn the standard
- Ensure that ALL parents understand the importance of standards and aligned instruction and assignments
- Ensure your child is taking the necessary courses to be prepared for college
- Go to the campus and sit in on your child's classes

Senior Schedules Lacking Rigor

Student A

Fall Semester	Spring Semester
Expository Composition	Modern Literature
Principles of American Democracy	Economics
Service Learning	Service Learning
Auxiliary Cheer	Auxiliary Cheer
Auxiliary Cheer	General Work Experience
General Work Experience	General Work Experience

Student B

Fall Semester	Spring Semester
Expository Composition	Modern Literature
Principles of American Democracy	Economics
Leadership	Leadership
Store Manager/Ownership	Customer Service Representative
Softball	Softball
Service Learning	Service Learning
Service Learning	

4. Ensuring All Students Are Ready for College and Career

What does this mean in California:

Completing the UC/CSU A-G course requirements
with a C or higher

UC/CSU A-G Requirements

Subject	UC/CSU
A - Social Studies	2 years – 1 year of World History; 1 year of US History or ½ year US History and ½ year of Civics/Government
B – English	4 years – college-prep English
C - Math	3 years – including Algebra 1, Geometry, Algebra 2
D - Lab Science	2 years – Biology, Chemistry, Physics
E - World Languages	2 years – same language
F - Visual/Performing Arts	1 years
G - Electives	1 year – college-prep elective
Total	15 credits

What Does it Mean?

- How to track it
- How to get students started early enough
- What are the pitfalls and how to avoid them
- High expectations for ALL students
- 21st Century literacy for parents, educators, and students
- Access and Success

What Does it Take?

- Identifying colleges that meet the needs of the student
- Application process
- Financial Aid

What Schools Can Do

- Hold parent meetings about college readiness and financial aid
- Start college-going culture in elementary school
- Take field trips to colleges
- Form partnerships with parent groups such as PIQE (Parent Institute for Quality Education)

What Parents Can Do

- Review your students' transcripts to see what is happening at your school.
- Set goals your child around being college and career ready.
- Ensure your child is getting the support they need.
- Know who is teaching your child.
- Hold the line on college and career ready for ALL students.

5. First Things First – The Student

The student has to be an active participant in their journey towards post-secondary life

What Schools Can Do

- Develop student empowerment plans
- Encourage and make space for student led reform groups
- Do not use only the student as the messenger to the parent
- Hold student led conferences

What Parents Can Do

- Review your child's transcript on a regular basis to track what is happen
- Talk regularly with teachers and counselors about your student's path
- Set goals, in collaboration with teachers and counselors for your child to graduate ready for college and career
- Ensure your child is receiving the support they need

Breakout Session

- Spend five minutes discussing with a partner three things that you can take from this workshop and implement in your community
- Share out one thing you will do



Questions and Answers

Download this presentation on our website!
www.edtrustwest.org



Stay connected.
Place your contact
information in the **EdTrust**
bag on your way out.



The Education Trust–West

1814 Franklin Street, Suite 220
Oakland, Calif 94612
510/465-6444