

The Education Trust – West Educational Opportunity Audit Report of Findings

Montebello Unified School District
March 5, 2009



The Education Trust

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Action Already Taken by MUSD's School Board

- Resolution Number 8 (2006-07)
 - September, 2006
 - “Resolution to Create K-12 Educational Equity That Leads to a More Rigorous High School Curriculum for All Students”

Goals

- Committed to eliminating the achievement and opportunity gaps among all students
- Adopt a college/career preparatory course sequence as a graduation requirement for all students
- Class of 2013 (current 8th grade students)

Education Trust – West's Role

- Educational Opportunity Audit
 - Transcript Analysis
 - Other Artifacts
 - Visit High Schools
 - Focus Groups
 - Data Team
 - Community Conversation

Good News!

MUSD Stakeholders agree that all students should be prepared for college and career!

Focus Groups

- Students
 - Implement A-G as the graduation requirement for all students
 - Believe all students should be prepared and have the option to attend college if they choose.
 - More rigorous senior year
 - Could do more if more is expected of them
 - Good teachers care about kids

Focus Groups

- Parents
 - All students must be enrolled in A-G course sequence
 - More information on what is needed for college
 - Better communication
 - Parents want to be part of the solution

Focus Groups

- Teachers/Counselors
 - Believe all students can achieve at high levels
 - Need support to help all students succeed in the rigorous courses
 - Want consistency/alignment in same subjects
 - Effective and meaningful Professional Development
 - Time to collaborate

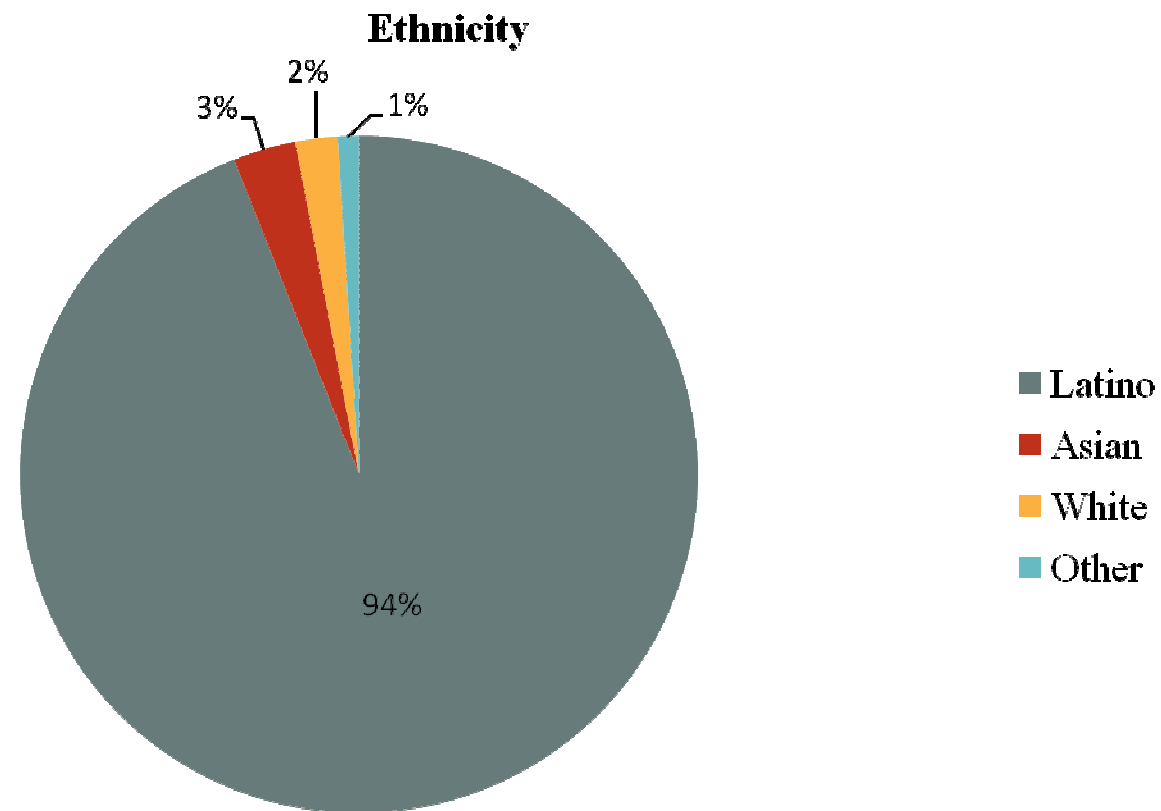
Community Conversation

- A-G courses should be rigorous and demanding
- Additional college workshops for parents
- Critical skills must be developed early (elementary school)
- Encourage active parent participation

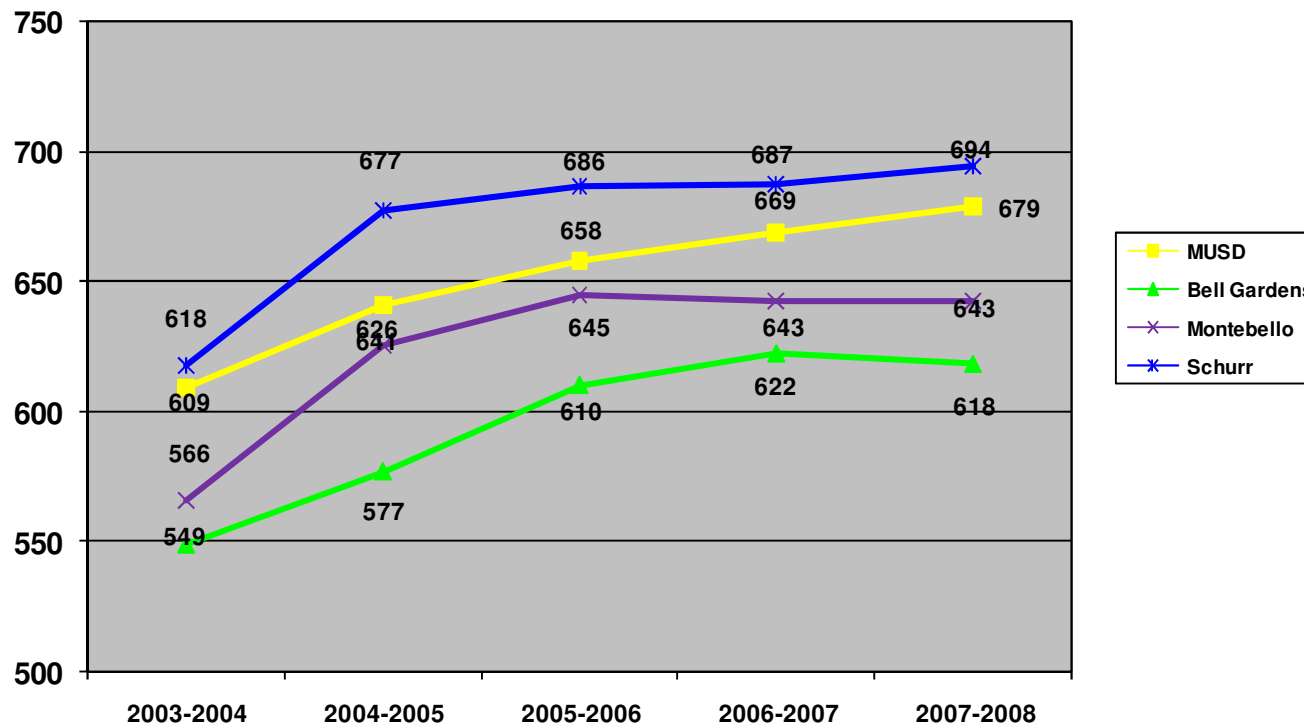


Where is the District Currently?

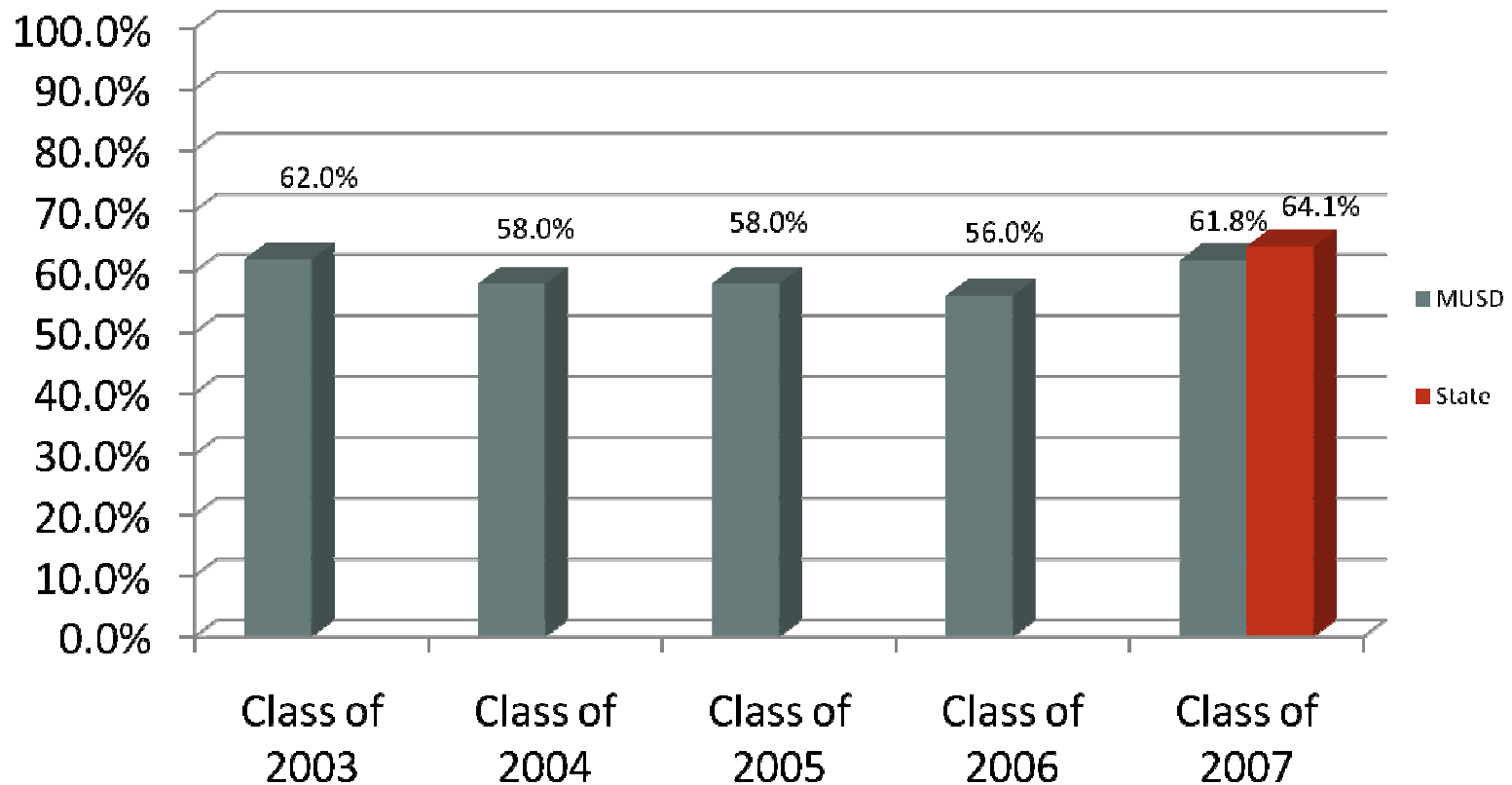
MUSD is Composed Mostly of Latino Students



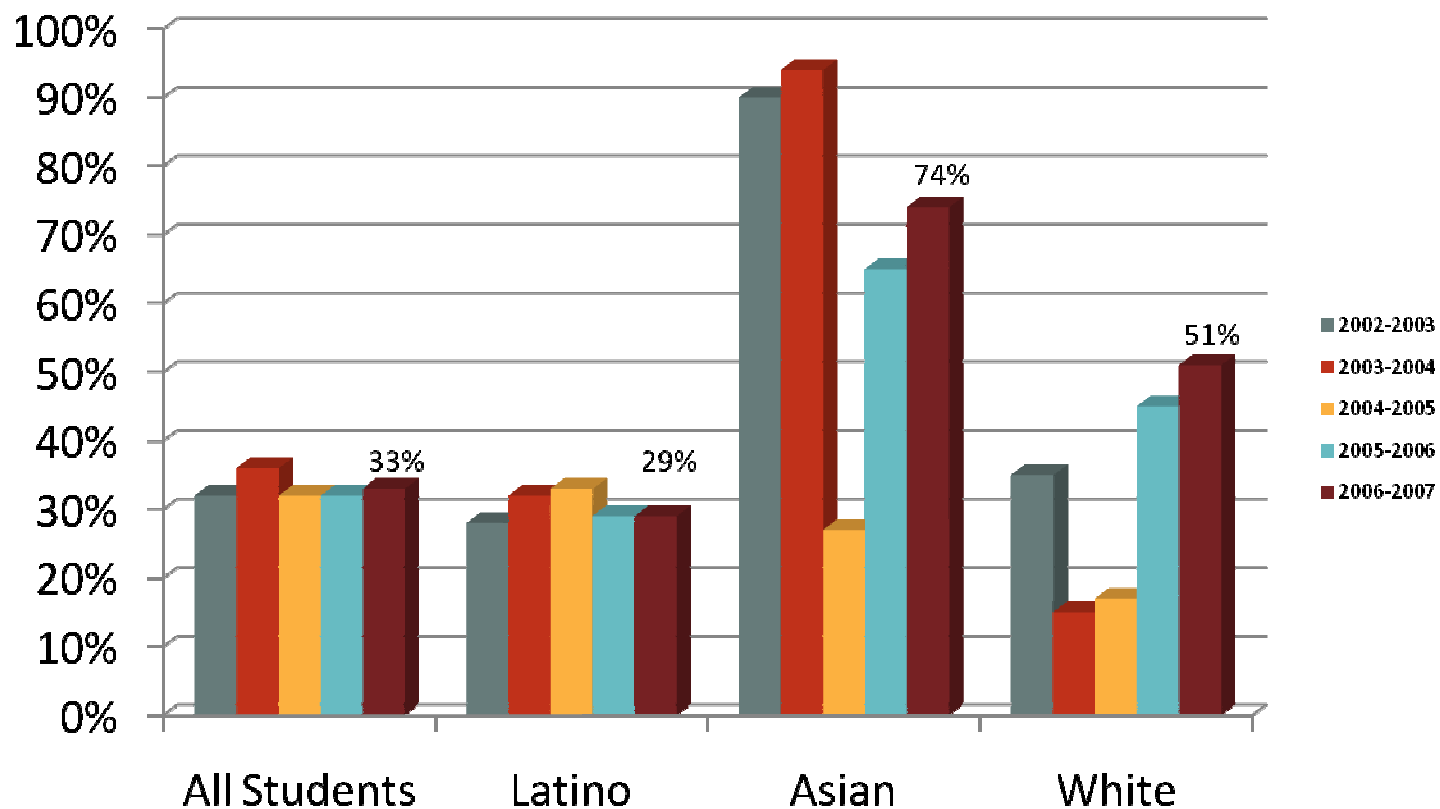
MUSD High Schools Show Significant API Growth Over 5 Years



Slightly More Than 60% of 9th Graders are Graduating Four Years Later Using Manhattan Institute Technology



MUSD Students Meeting UC/CSU A-G Requirements by Ethnicity

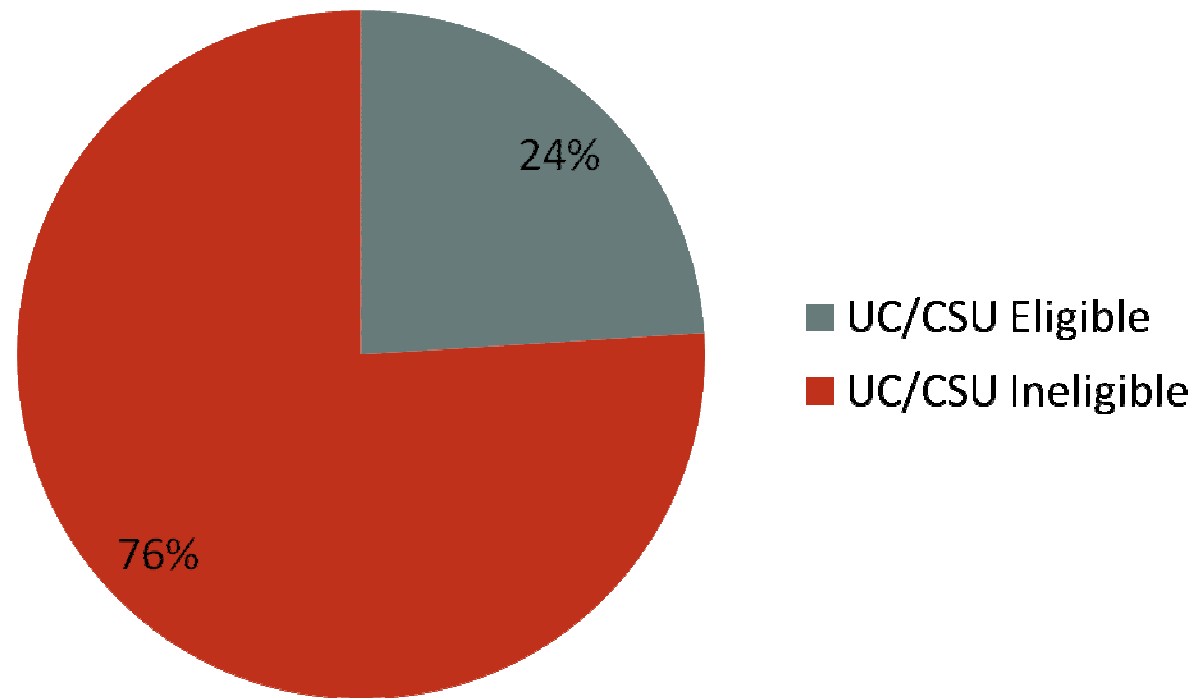




And the Class of 2008 transcripts tell us...

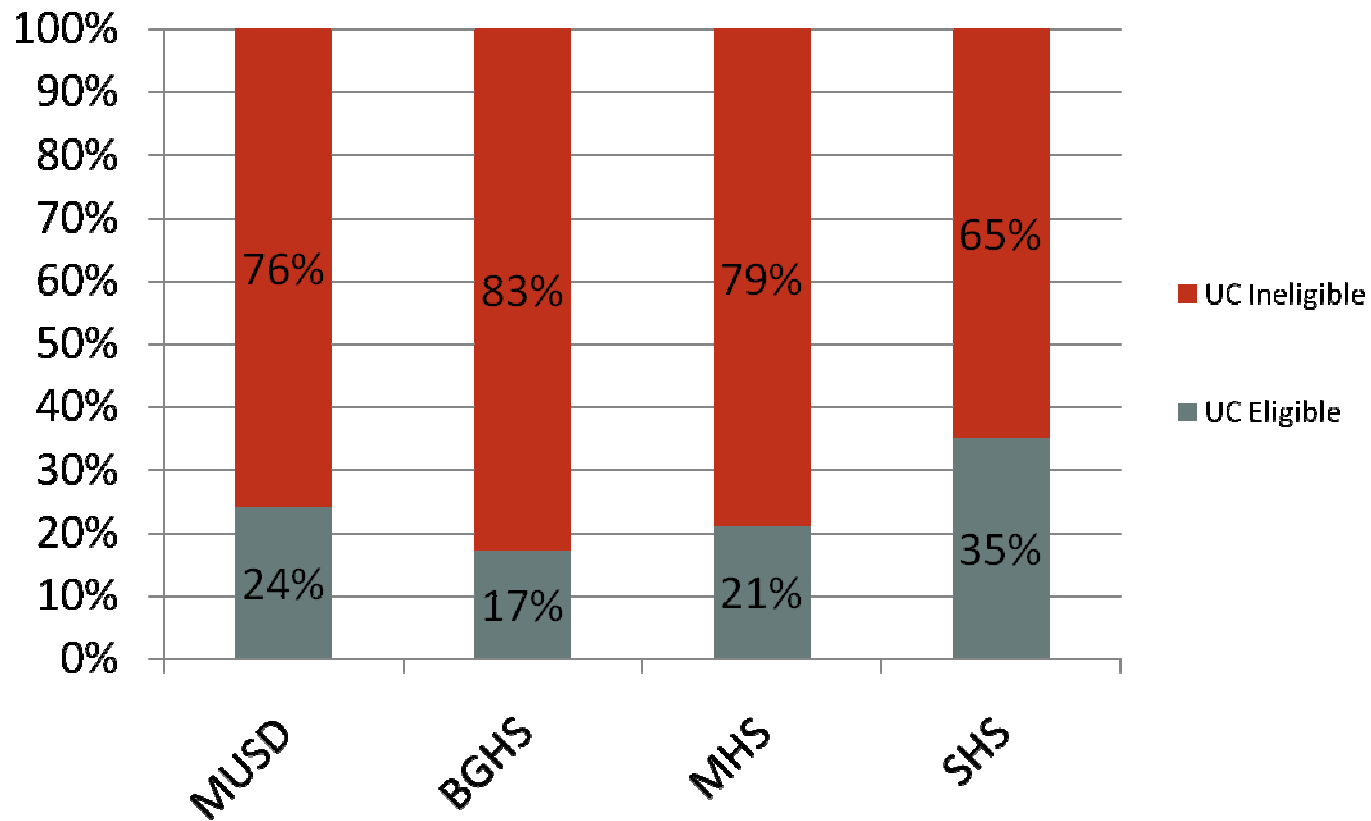
Class of 2008 Projected UC/CSU A-G Eligibility


Less Than ¼ of MUSD Seniors are on Track to Meet A-G Requirements for UC/CSU



2007-08 Projected UC Eligibility By School

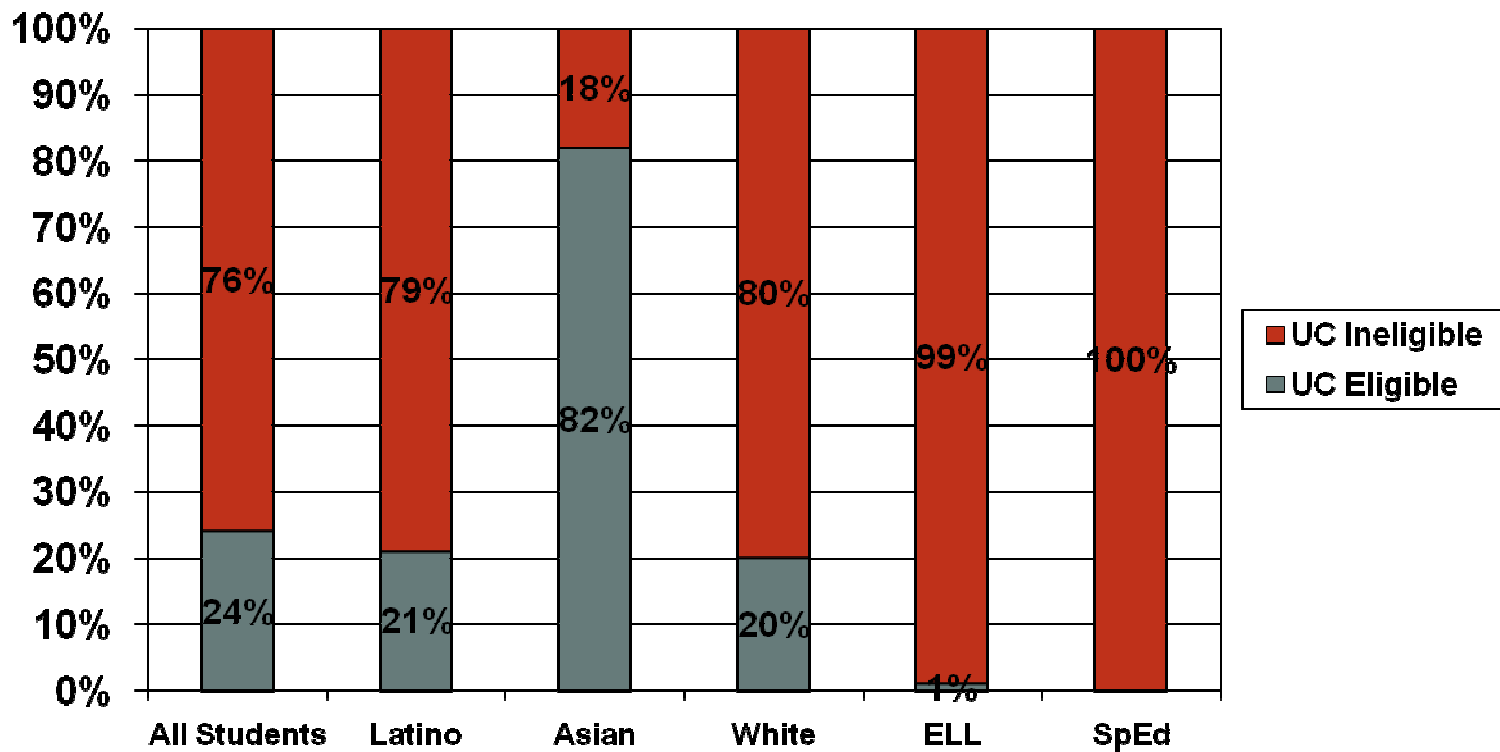
The Percent of Students on Track to Meet A-G Requirements Varies by High School






Disaggregated by demographics and
special populations...

A Small Percentage of MUSD Students Are Meeting the UC/CSU A-G Requirements 2007-08 Seniors Transcript Analysis

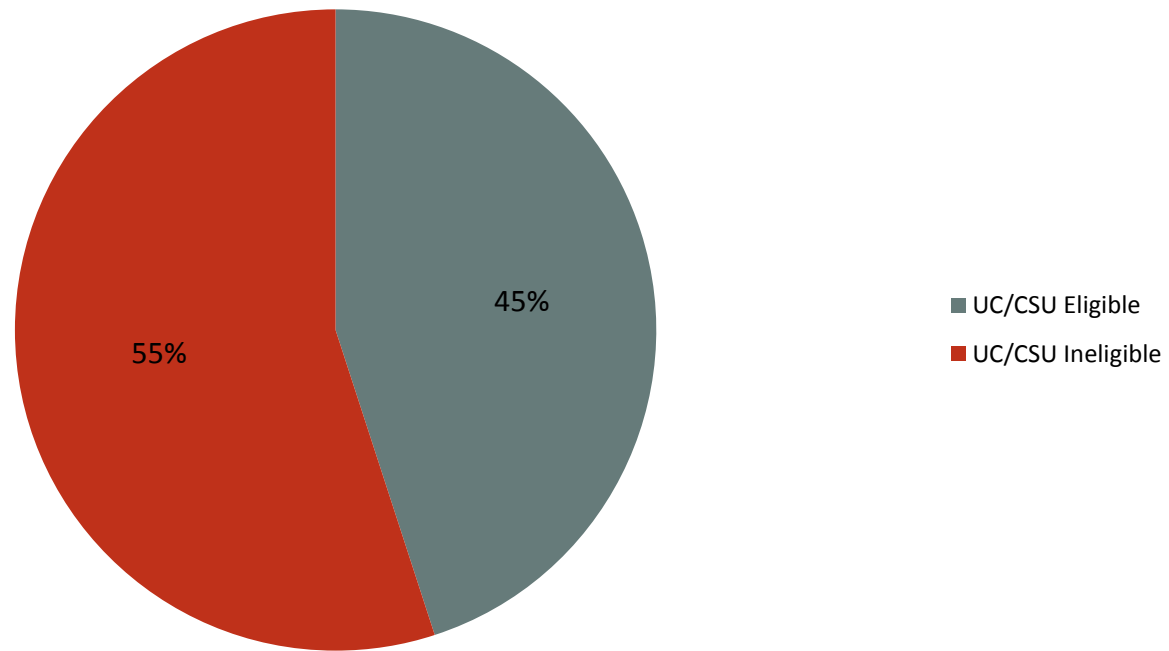




What about students in programs
designed to get students into college?

AVID

Only 45% of AVID Students are On Track to Meet UC/CSU Eligibility

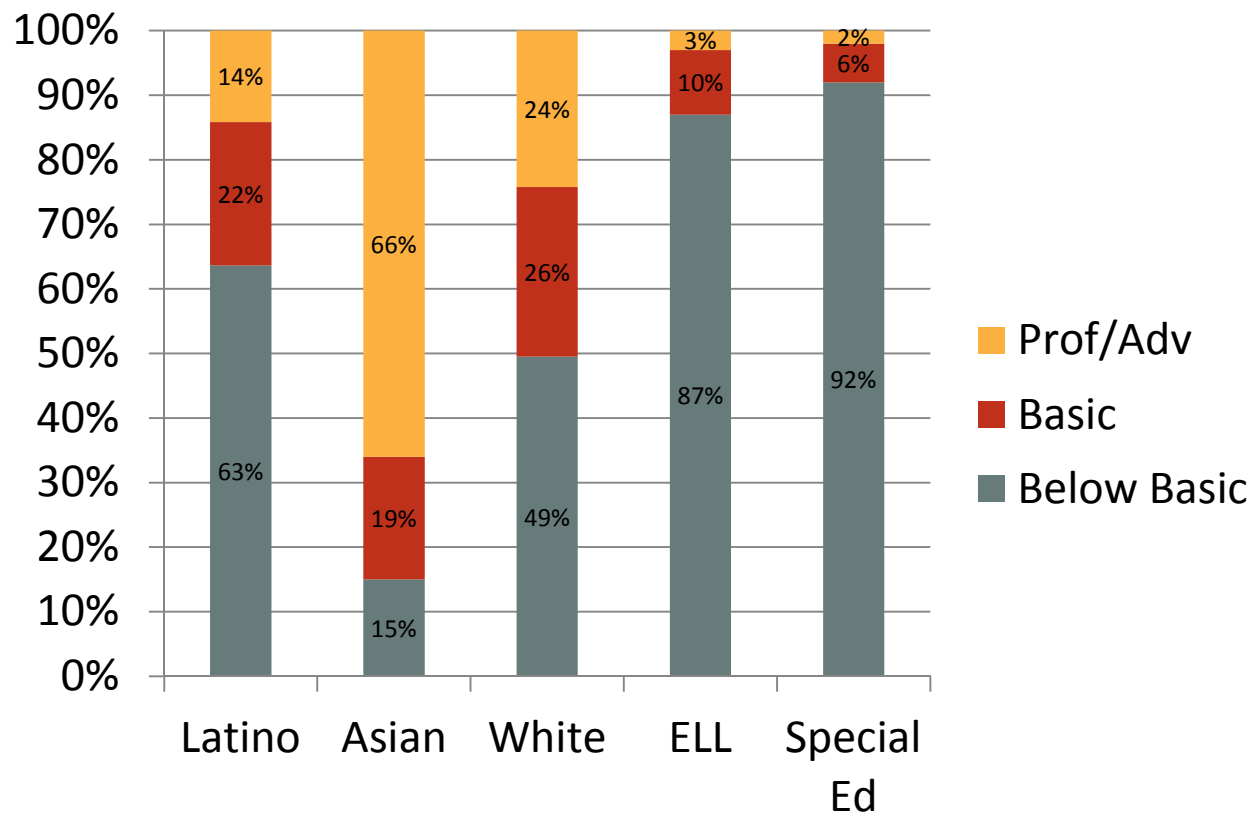




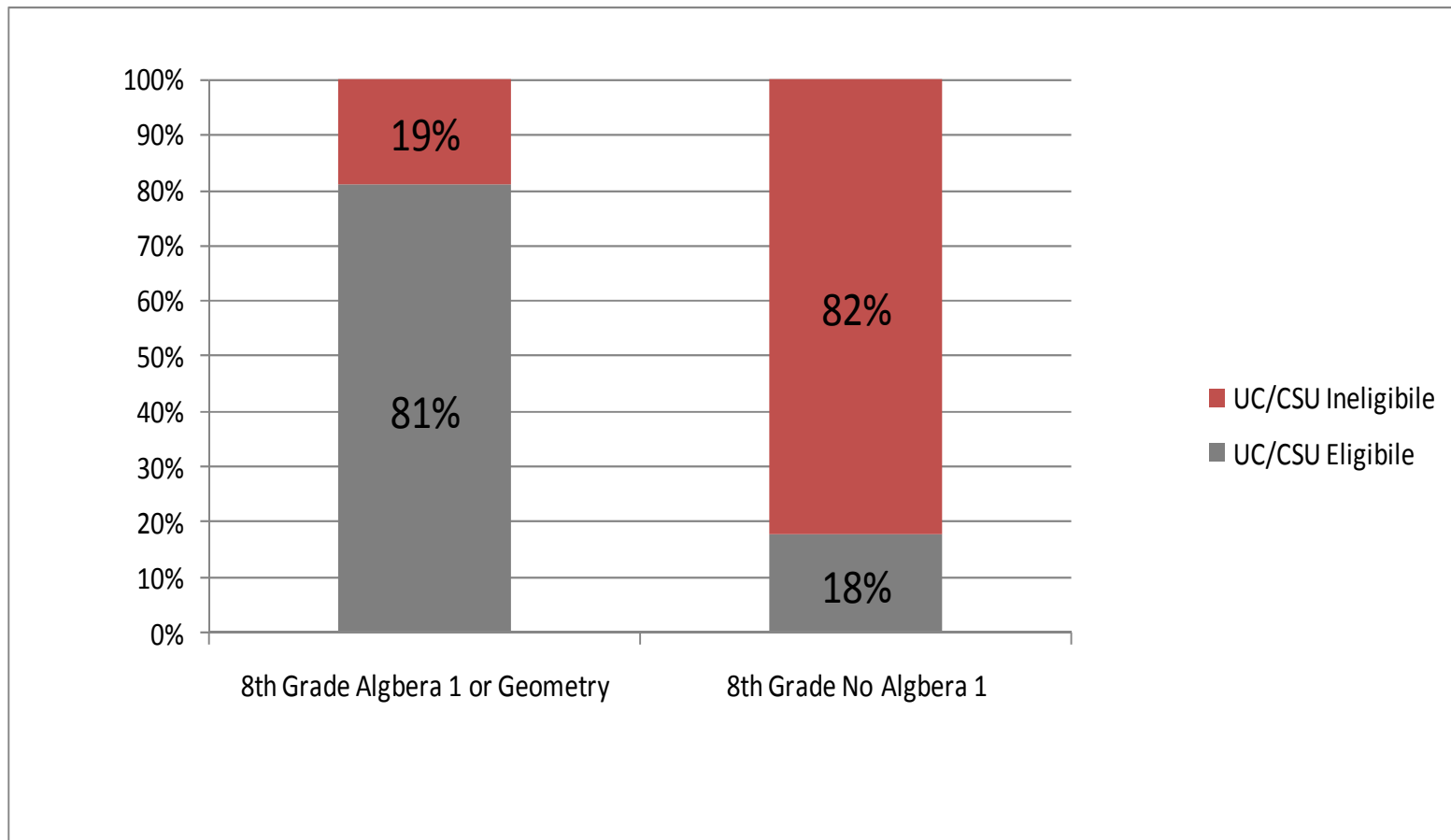
That was the big picture ... but what about
in the classroom?

2007-08 Algebra I CST Grades 7-11

A Large Percentage of Latino, ELL and Special Education Students Are Not Reaching the “Basic” Level

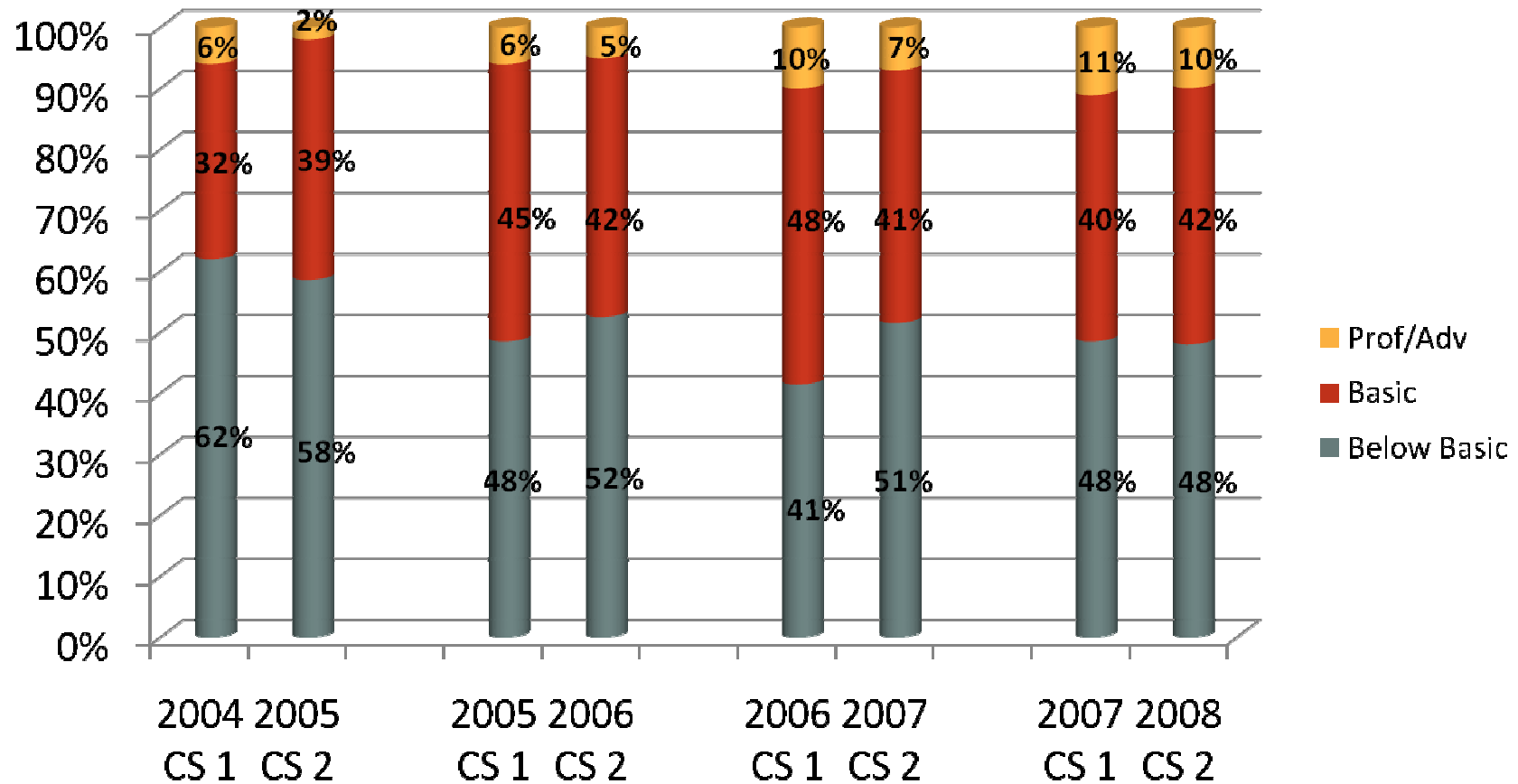


MUSD Students are More Likely to Meet the College Prep Requirements If They Pass Algebra 1 in 8th Grade



Coordinated Sciences 1 & 2 Cohort Data

Students in Coordinated Science Do Not Demonstrate Proficiency



Barriers and Chokepoints to College and Career Readiness

- Regressive Math Sequence
- Low Grades
- Repeating Courses
- Course-taking Patterns
- ELL
- Special Education
- Lack of Rigor in Senior Year

Senior Schedules Lacking Rigor

Student A	Student B	Student C
Concert Band	Senior Math	Late Arrival
Library Practice	Teacher Asst	Concert Band
Office Practice	Short Story	Marching Band
American Gov't	Office Practice	Senior Math
Marching Band	Early Departure	Office Practice
Teachers Asst	Early Departure	Latin Amer. Lit
Art Fundamentals		Food Service
		Early Departure

What Else is Needed?

- Effective supports/interventions (AVID)
- Master schedules built for students
- Better use of time
- Science labs
- Closer examination of middle school – prepare students for rigors of high school
- CTE facilities (Applied Technology Center)

What's Next: Removing Barriers and Improving Access

- Change Graduation Requirements
- Identify Early Warning Systems
 - Response to Intervention (RtI)
 - Pyramid of Interventions
- Supports for students
 - Multiple Pathways
- Support for teachers
 - CEE
 - Collaboration time driven by teachers

Removing Barriers and Improving Access

- ELL students
 - Comprehensive, multi-year plan
 - Site ELL coordinators
 - SDAIE
- Parent and community outreach
 - Community Partners
 - Parent Outreach
- Thoughtful Resource Allocation



Strong foundation for development of the Blueprint

“You need a door, or a window. The A-G curriculum gives you that opportunity. I can’t imagine not having it. Students will find the motivation, they only need the opportunity.

Personally, I didn’t see myself in college until my sophomore year. I had kept up in my school work, but I didn’t know what I would do after graduation. It was that persistence; that I had to keep doing well and the bar being raised so high, that made me realize that I was college material.”

- Cesar Lopez, Senior, Lincoln High, San Jose Unified



The Education Trust – West

www.edtrustwest.org

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