

# **The Education Trust – West Educational Opportunity Audit Report of Findings**

San Marcos Unified School District  
January 11<sup>th</sup>, 2010



The Education Trust

Dr. Linda Murray

# Educational Opportunity Audit – Goal

San Marcos Unified School District is committed to eliminating the achievement and opportunity gaps among all students

# The Education Trust – West's role

## Educational Opportunity Audit

- Transcript Analysis
- Master Schedule Analysis
- School Visit
- Community Conversation
- Focus Groups
- Data Team Meeting

# The good news!

SMUSD stakeholders agree that students should be prepared for college and career!

# Focus group & community conversation findings

- Students
- Parents
- Teachers
- Counselors
- Community Members

# What SMUSD students said

- Their success is directly correlated to their connections to teachers, counselors, and other school staff
- A majority of students feel prepared for life after high school
- Some students felt isolated by lower than normal expectations and less options after high school
- All students expressed a strong desire to pursue some form of postsecondary education

# What SMUSD parents said

- They want their students exposed to college and career preparatory curriculums
- Expectations are communicated clearly to most students
- Parents want to be informed consistently about students' progress, via Edline, emails, phone calls or other effective means of communication

# What SMUSD teachers said

- They feel that students are provided with a rigorous, college-prep experience
- While most students are prepared for post-secondary success, there are still areas of improvement in interventions for struggling students
- Resources are varied between comprehensive high schools; MHHS offers staff and students additional resources that SMHS does not
- They would like to see increased autonomy for professional development opportunities



# What SMUSD counselors said

- District-wide collaboration provides them with more effective counseling practices and outcomes
- They acknowledged their part in communicating high expectations and available supports to all students and their families through various means
- They are proud of the college-going cultures of the schools and expansions of college exploration options for students
- They feel that students in special populations would benefit from additional supports

# Community Conversation

- Suggested scaling up AVID and AP because of the exposure to support and high rigor coursework associated with these programs
- Students should take above and beyond the current SMUSD graduation requirements in order to truly prepare for life after high school
- Interventions must be timely and targeted to students who are truly struggling
- Relationships between students and staff are crucial; students who feel supported are more likely to succeed

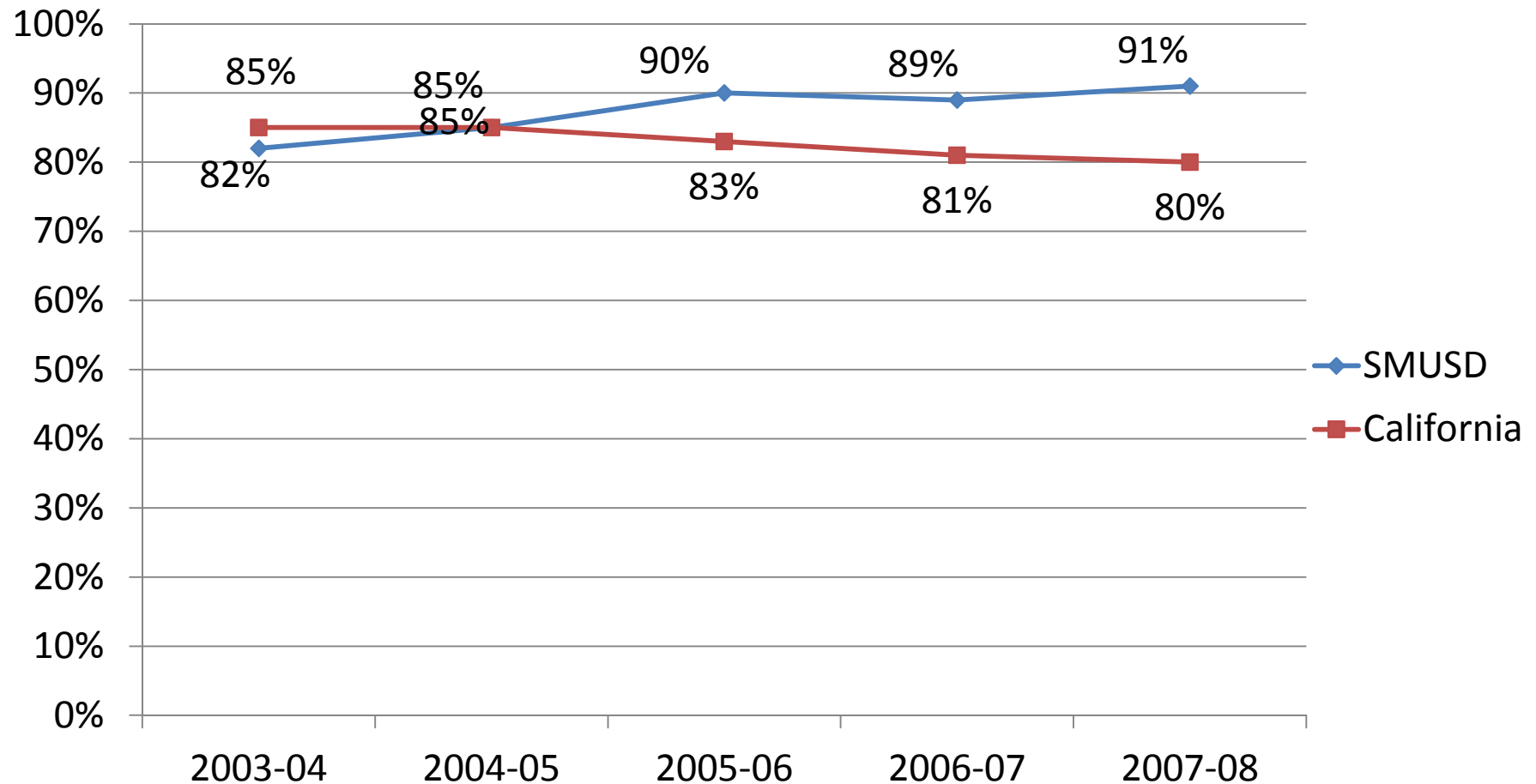


# Where is SMUSD Currently?

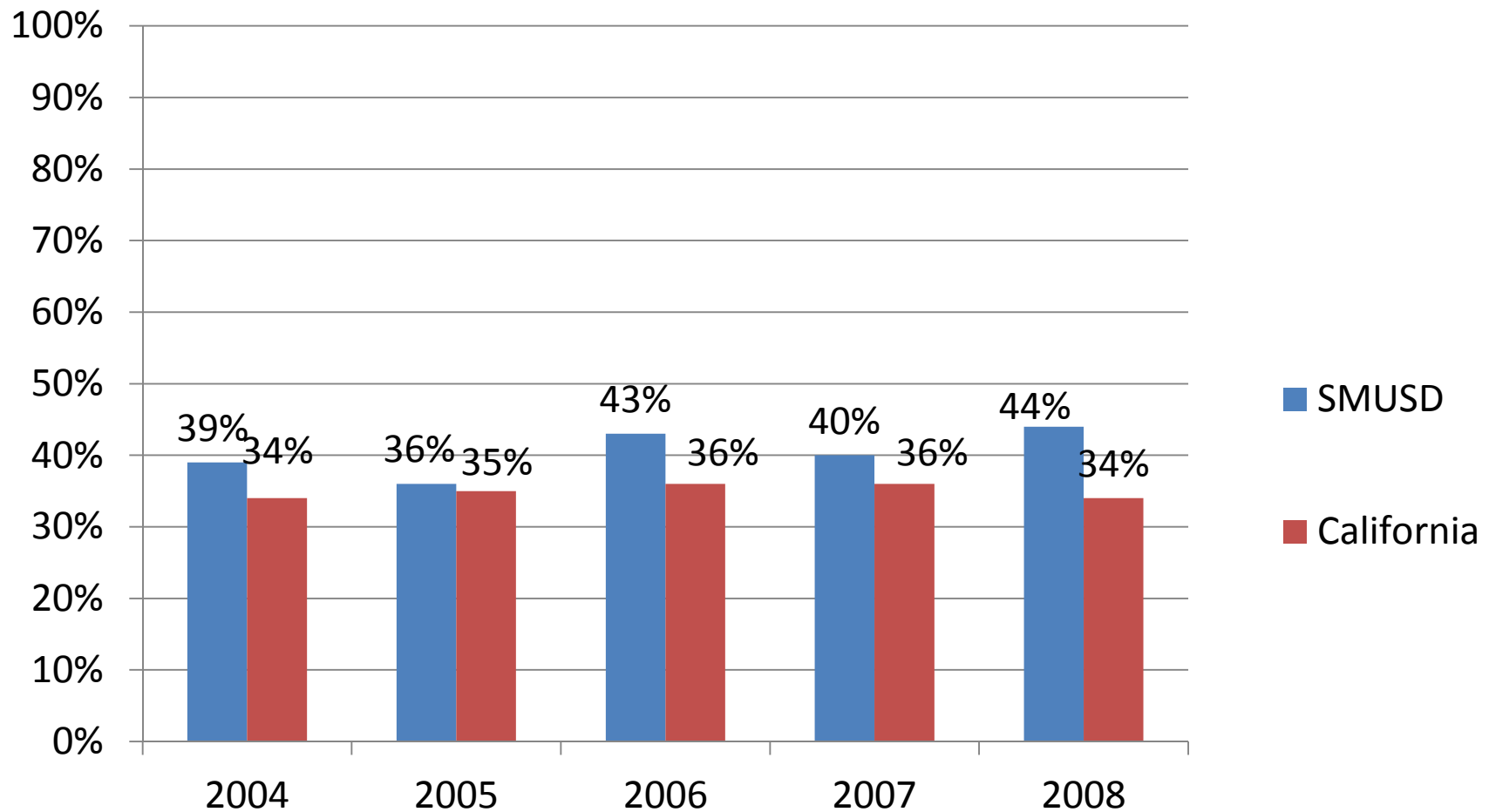


# **Overall Graduation Rates...**

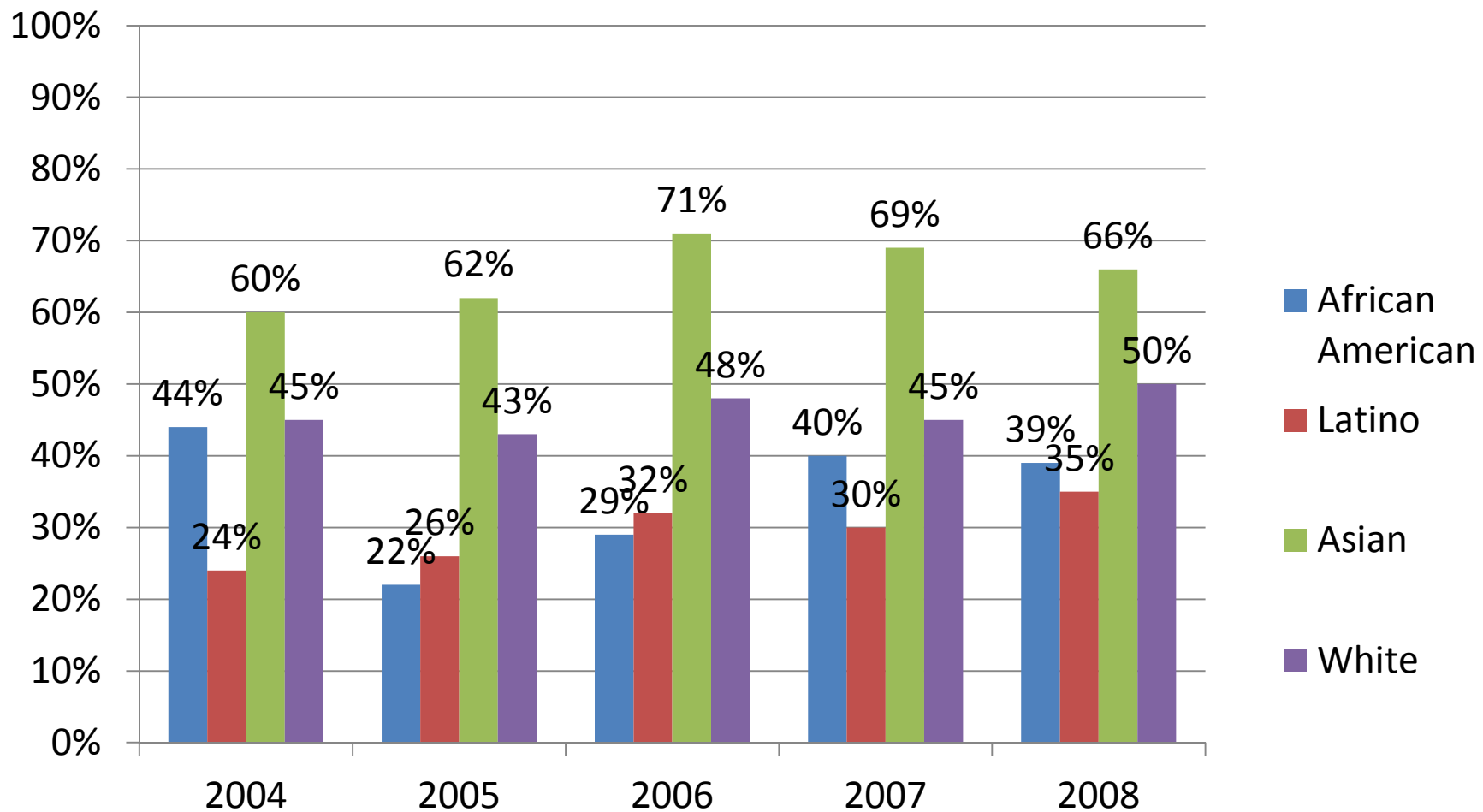
# SMUSD graduation rates, 2003-2008



# A-G Graduation Rates For SMUSD and California



# Class of 2009 A-G Graduation Rates by Student Subgroup



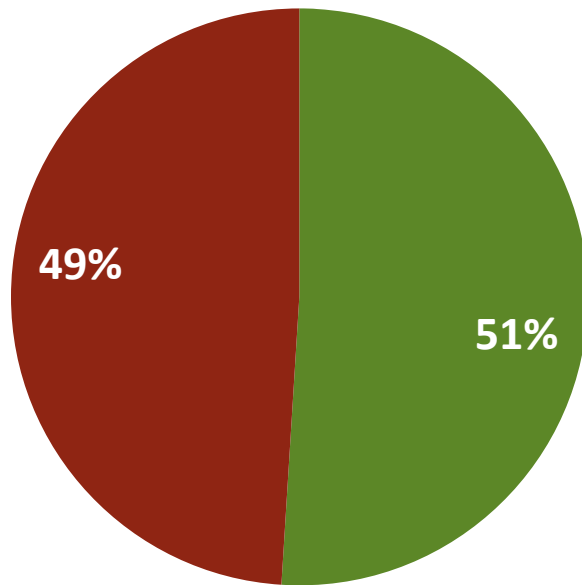


**And the class of 2009  
transcripts tell us...**



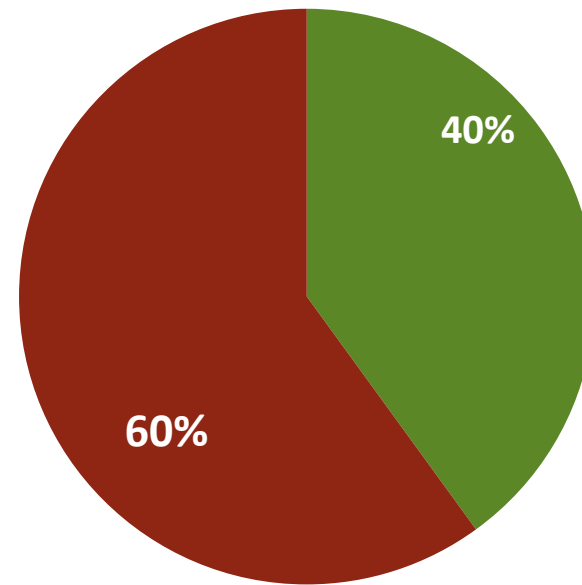
# Class of 2009 A-G enrollment and success

## Enrollment



- Enrollment in full complement of A-G courses
- Did not enroll in full complement of A-G courses

## Success

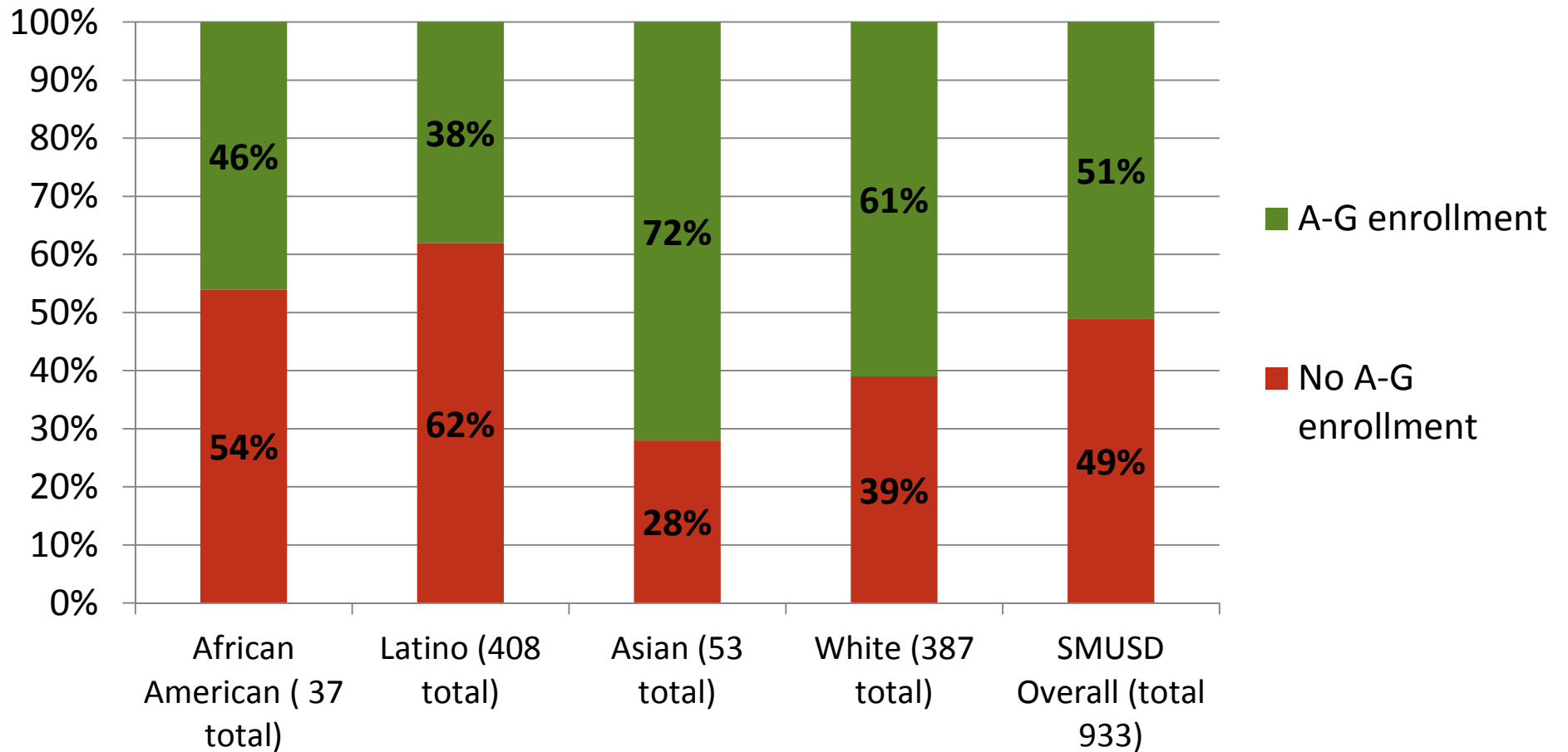


- Met UC/CSU requirements
- Did not meet UC/CSU requirements

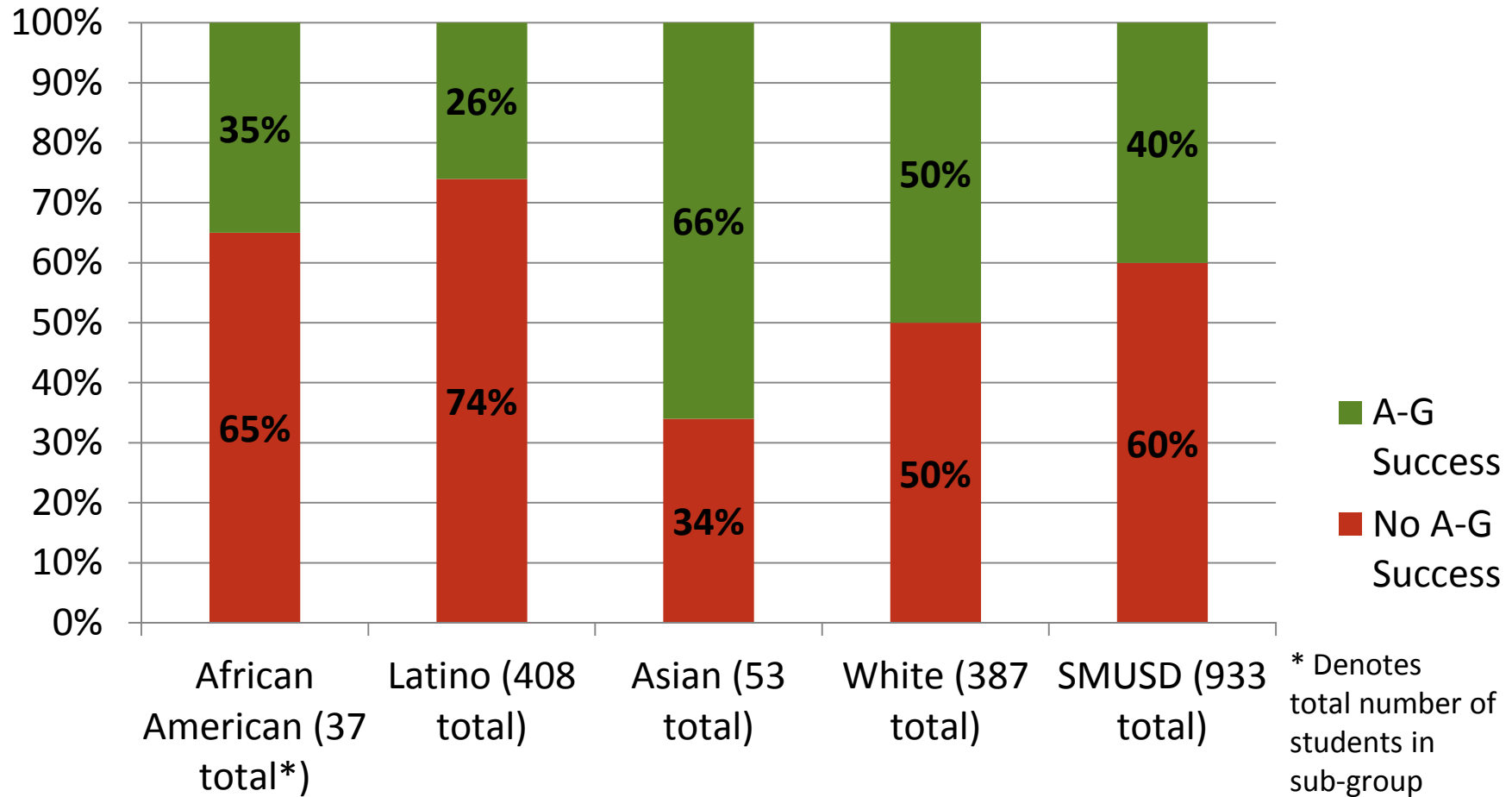


**Disaggregated by demographics  
and special populations...**

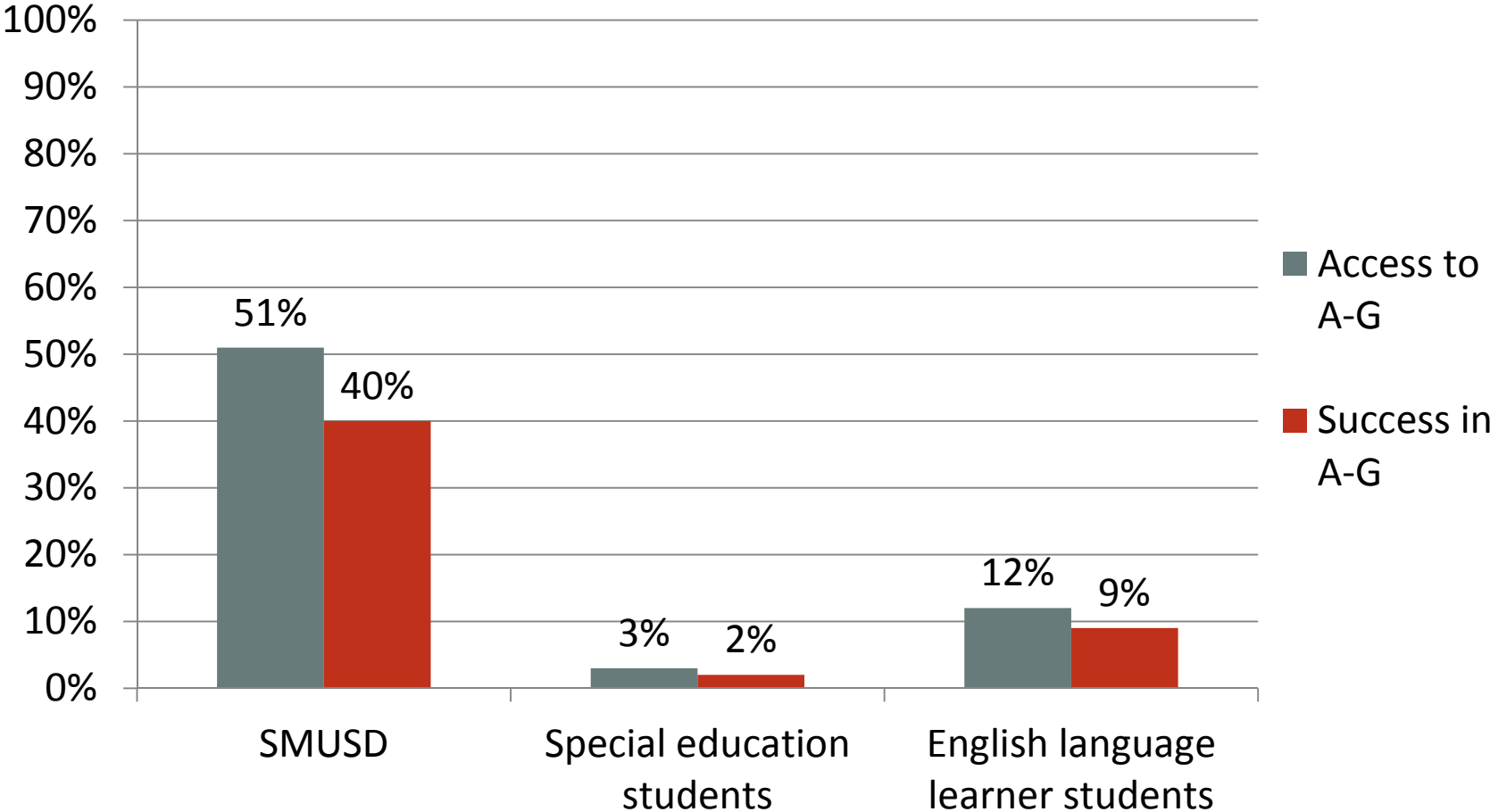
# Enrollment in college and career readiness curriculum by ethnicity




# Class of 2009 UC/CSU A-G eligibility by student subgroup



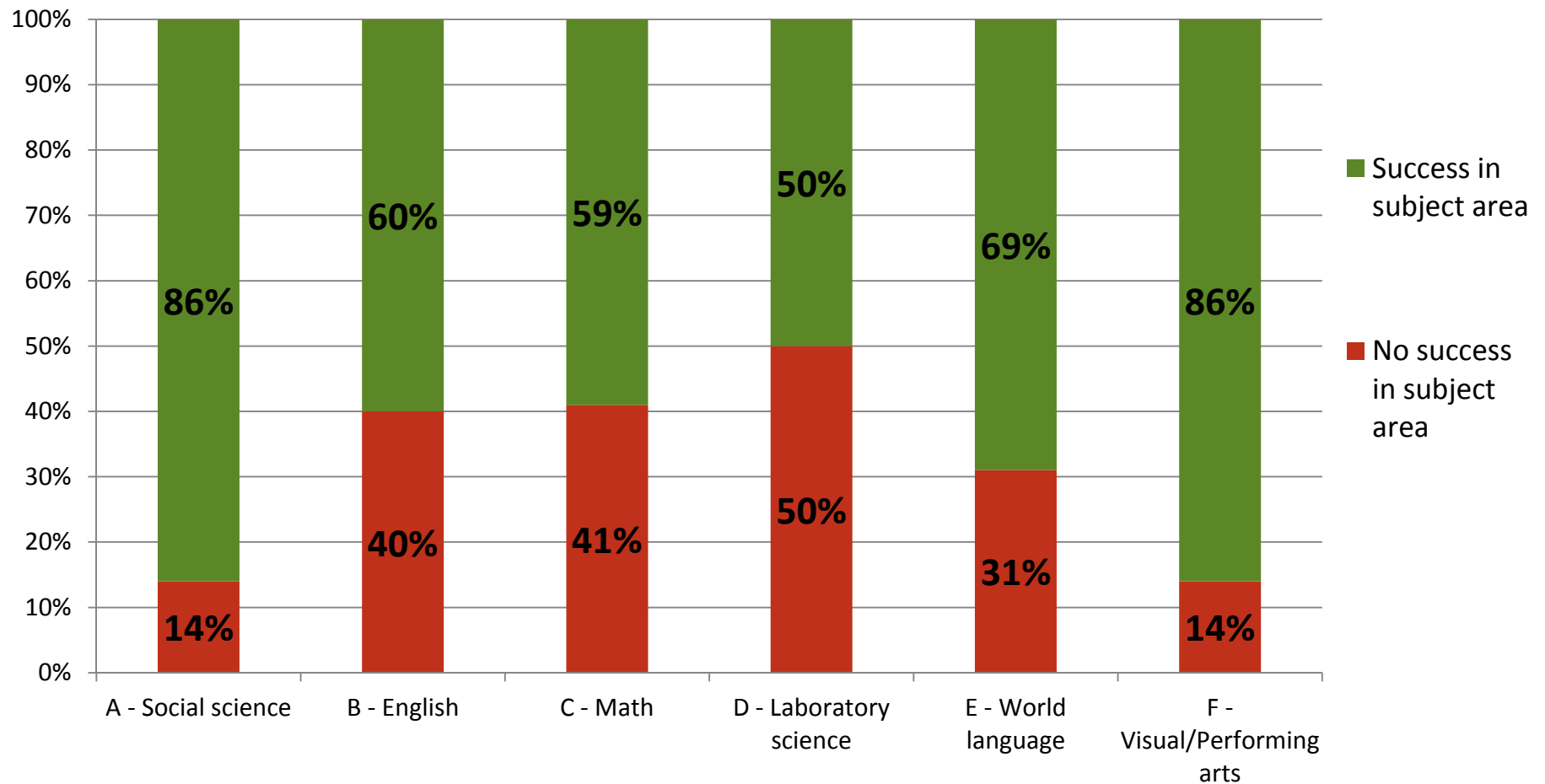
# ELL and SPED enrollment and success



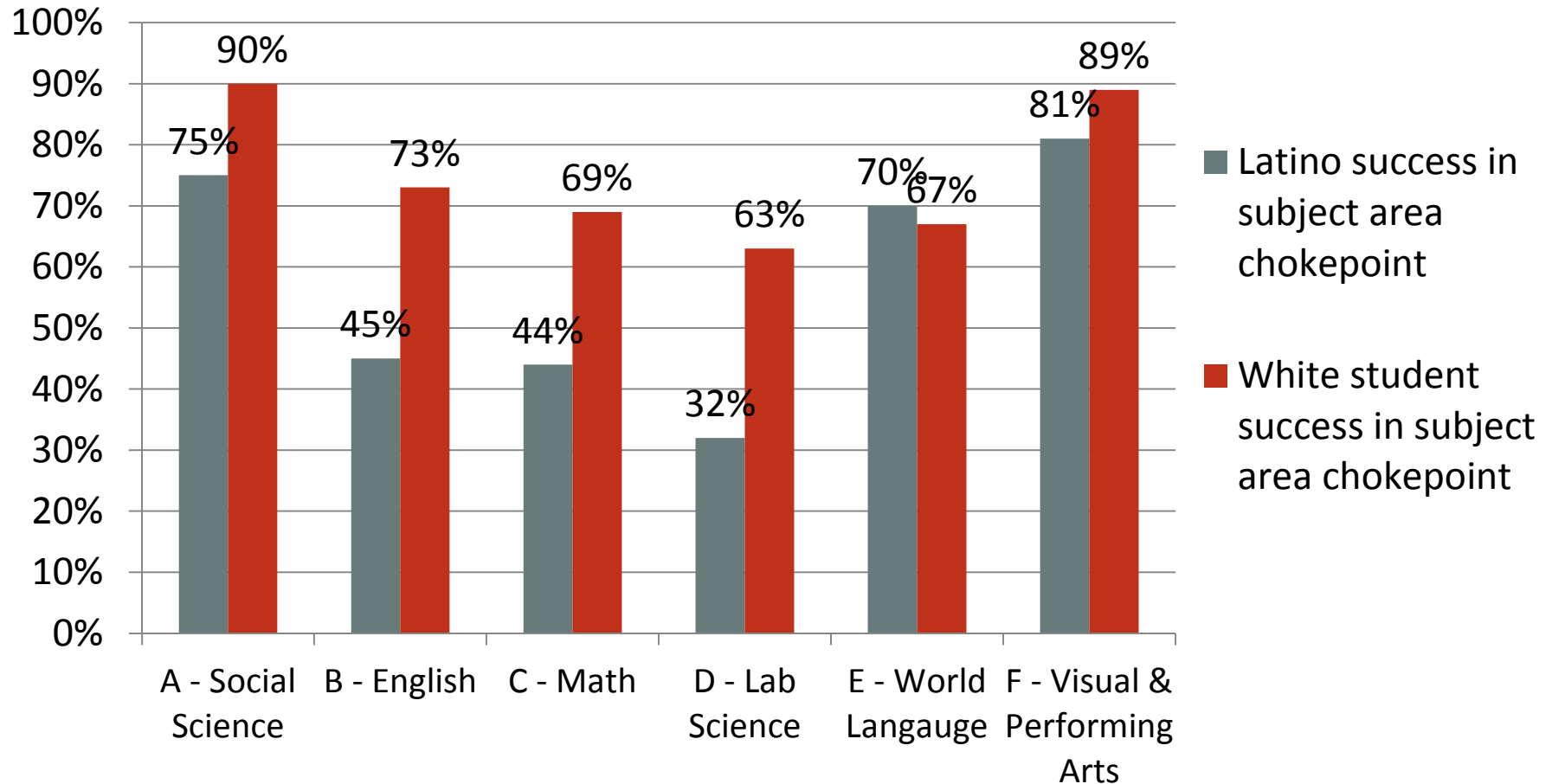


**In which areas did students  
experience the most frequent  
chokepoints?**

# Subject-area chokepoints to college and career readiness



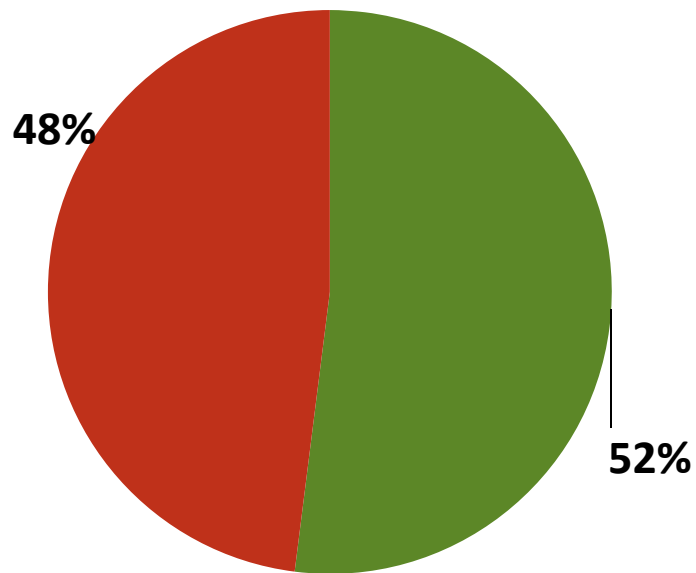
# A-G subject chokepoints – by ethnicity





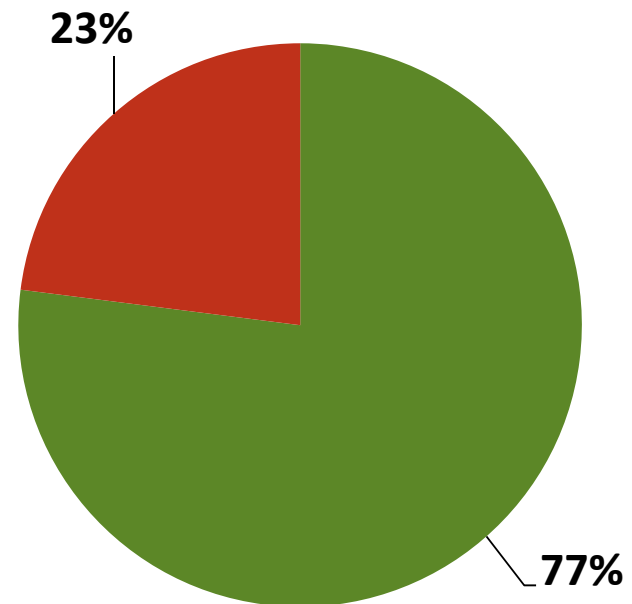
# Highest-level math enrollment by ethnicity

Latino



■ College prep or above  
■ Below college prep

White

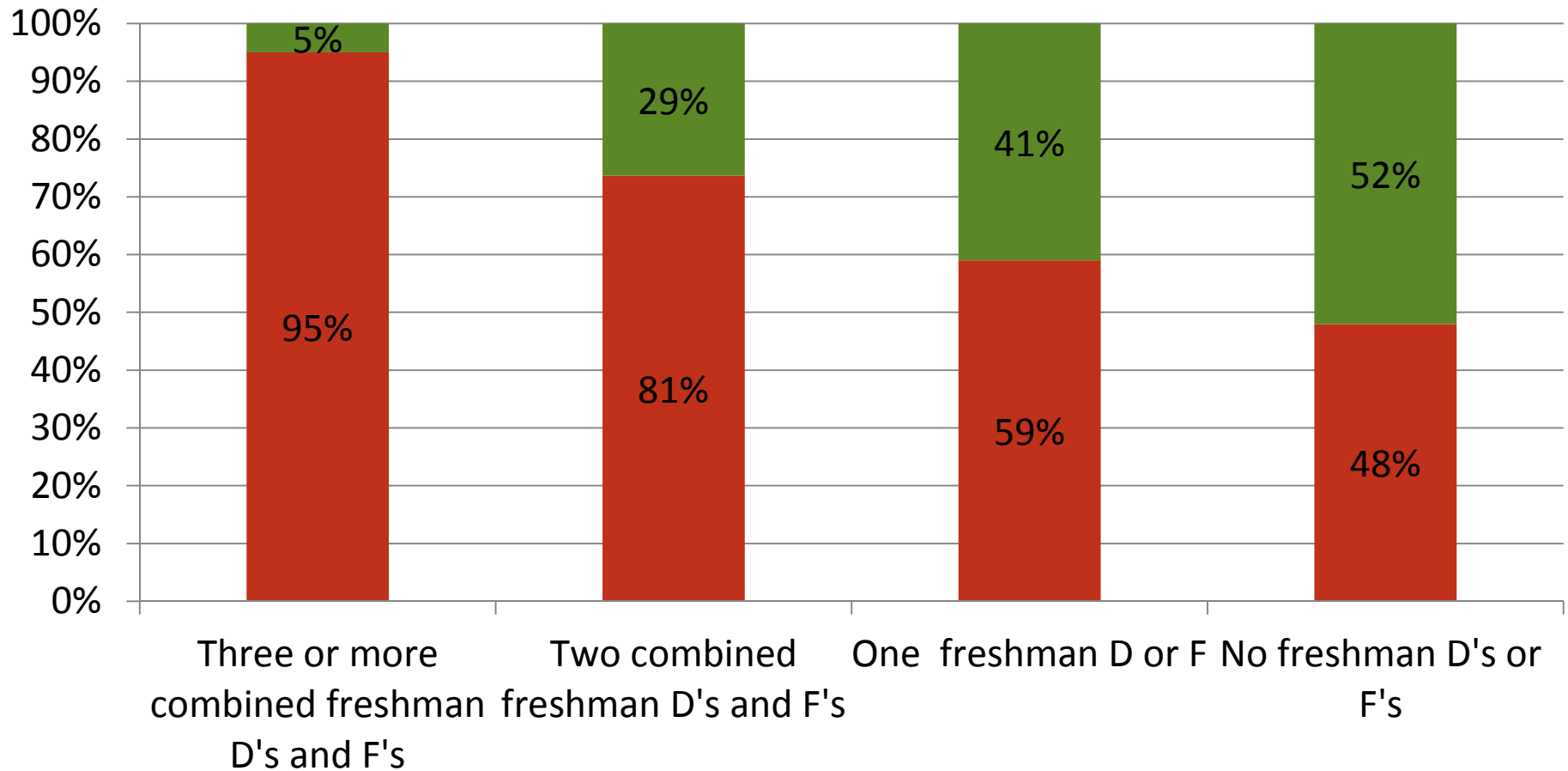


■ College prep or above  
■ Below college prep

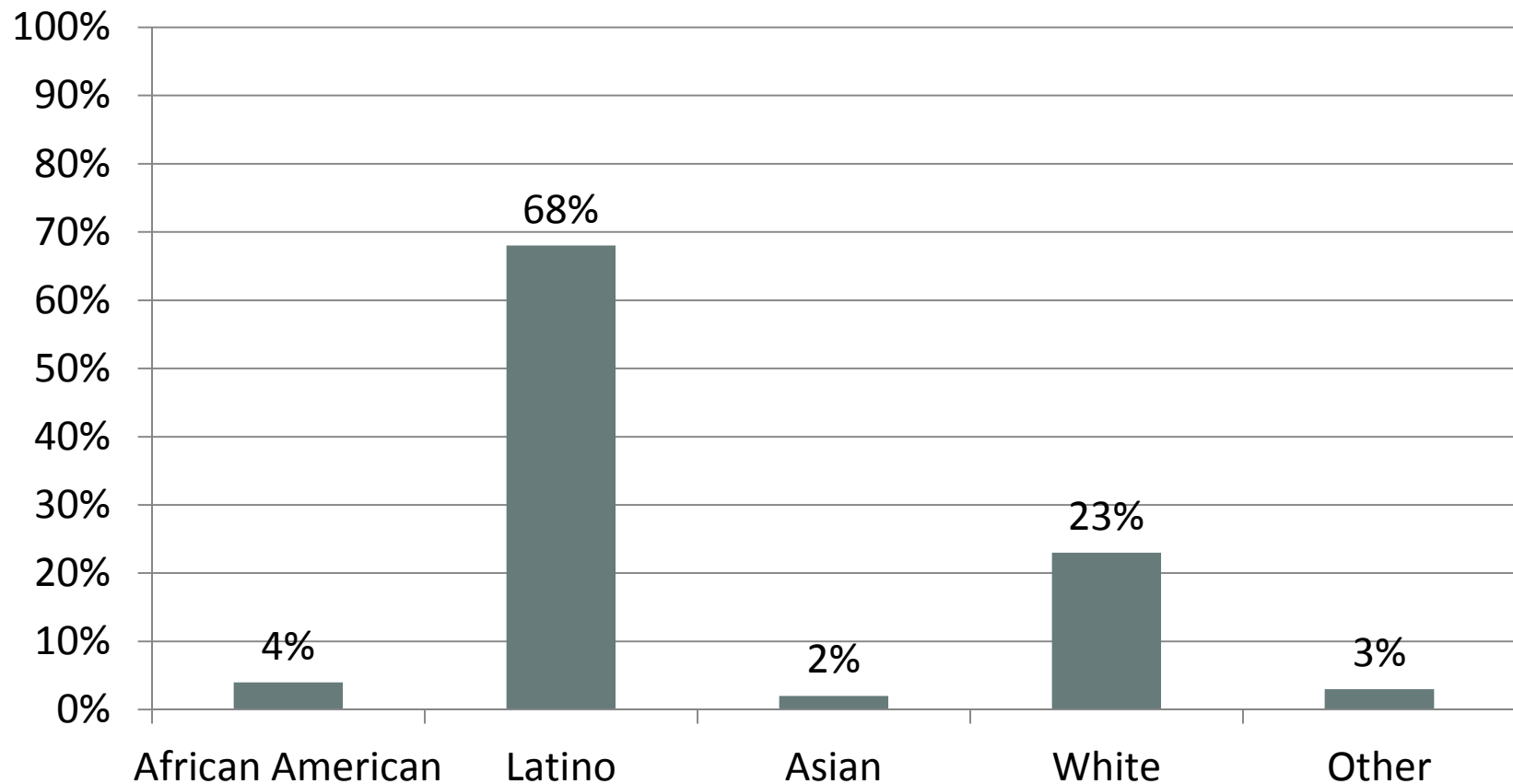


# Indicators of needed support

# Freshman year grades and A-G success

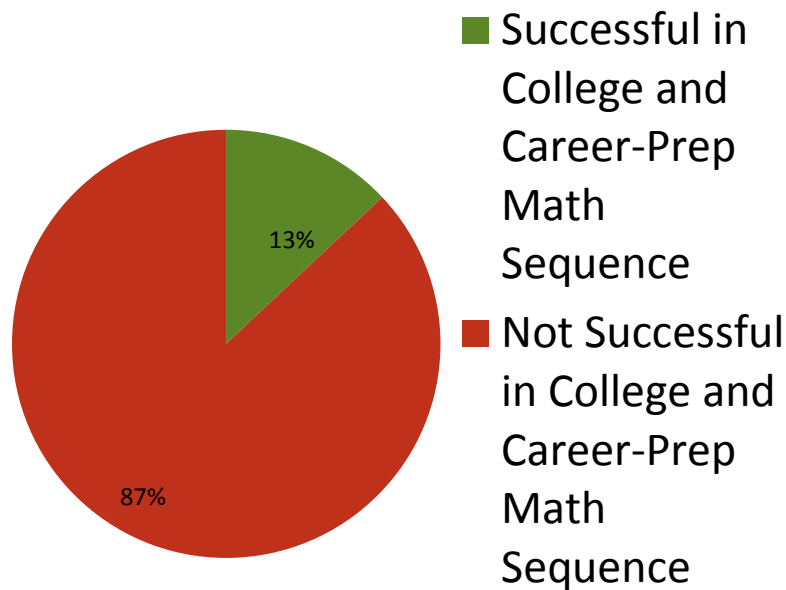


# Freshman enrollment in non A-G Essentials of Algebra by ethnicity

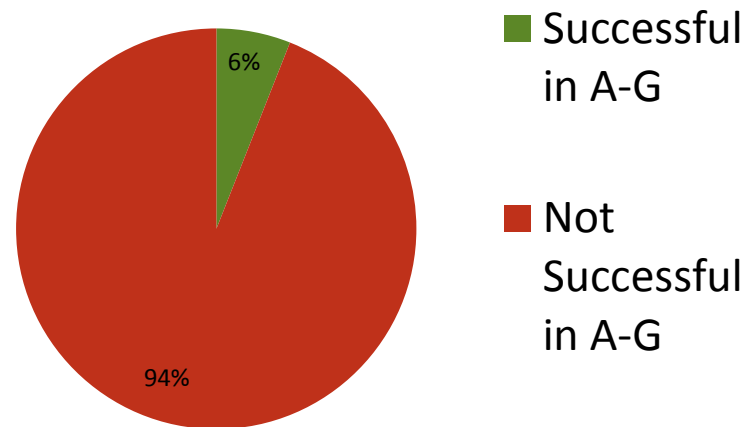


# Outcomes for students enrolled in Essentials of Algebra as freshman

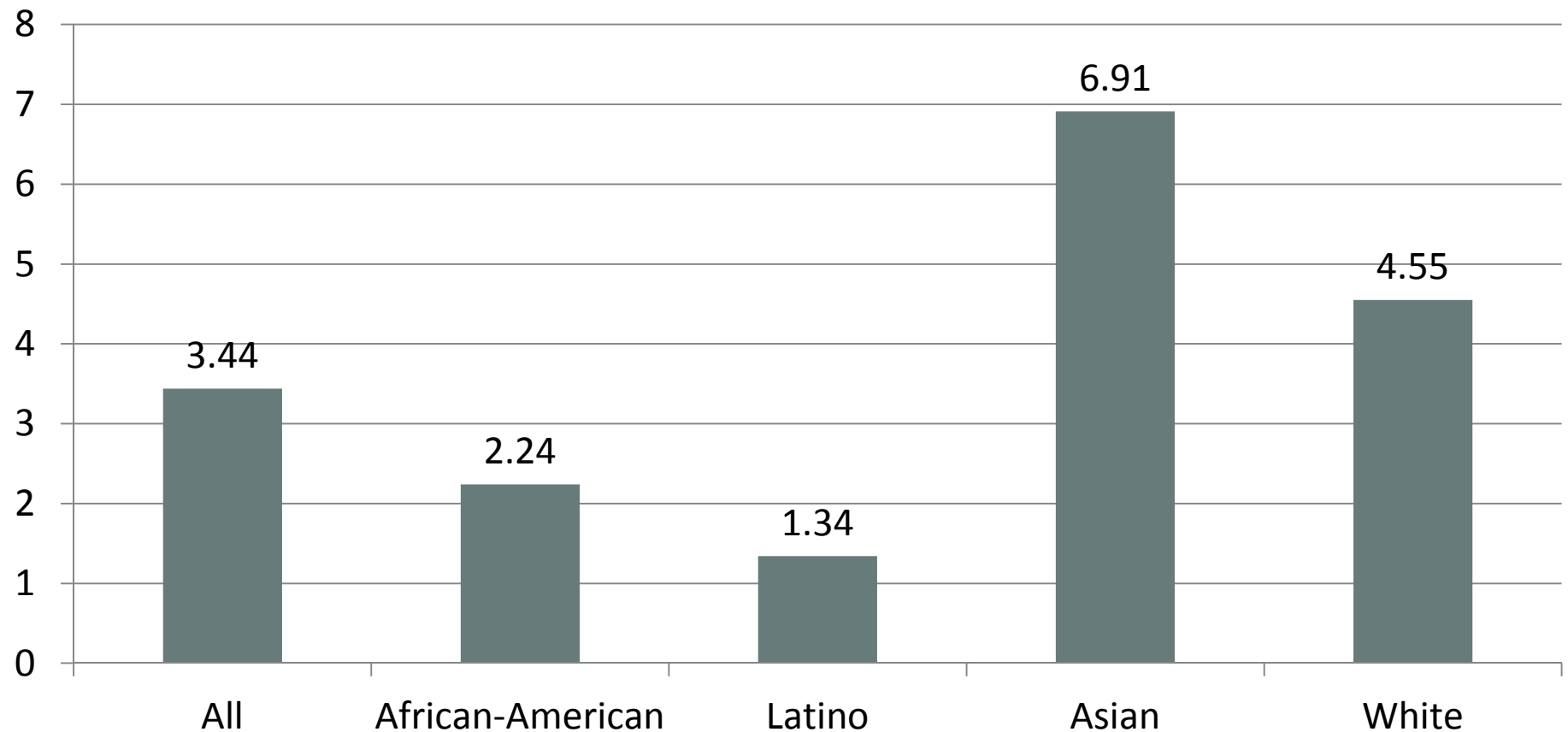
Students Enrolled as freshman in Essentials of Algebra



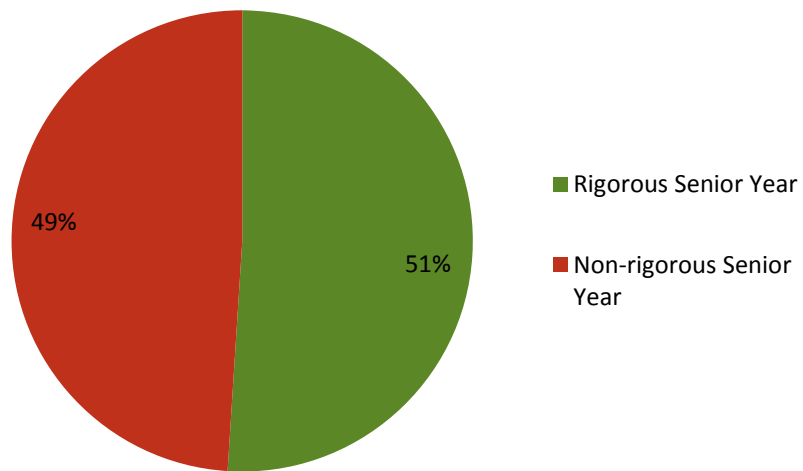
Students Enrolled as freshman in Essentials of Algebra



# Average combined AP and honors course completion by ethnicity



# Senior year rigor



# Senior Schedules

## Student A

Fall Semester	Spring Semester
AS 2 English Language Arts	AS 2 English Language Arts
AS 2 HSS	AS 2 HSS
Earth Science	Earth Science
Physical Education 10-12	Physical Education 10-12
Teacher Aide	Teacher Aide
Open Period	Open Period

## Student B

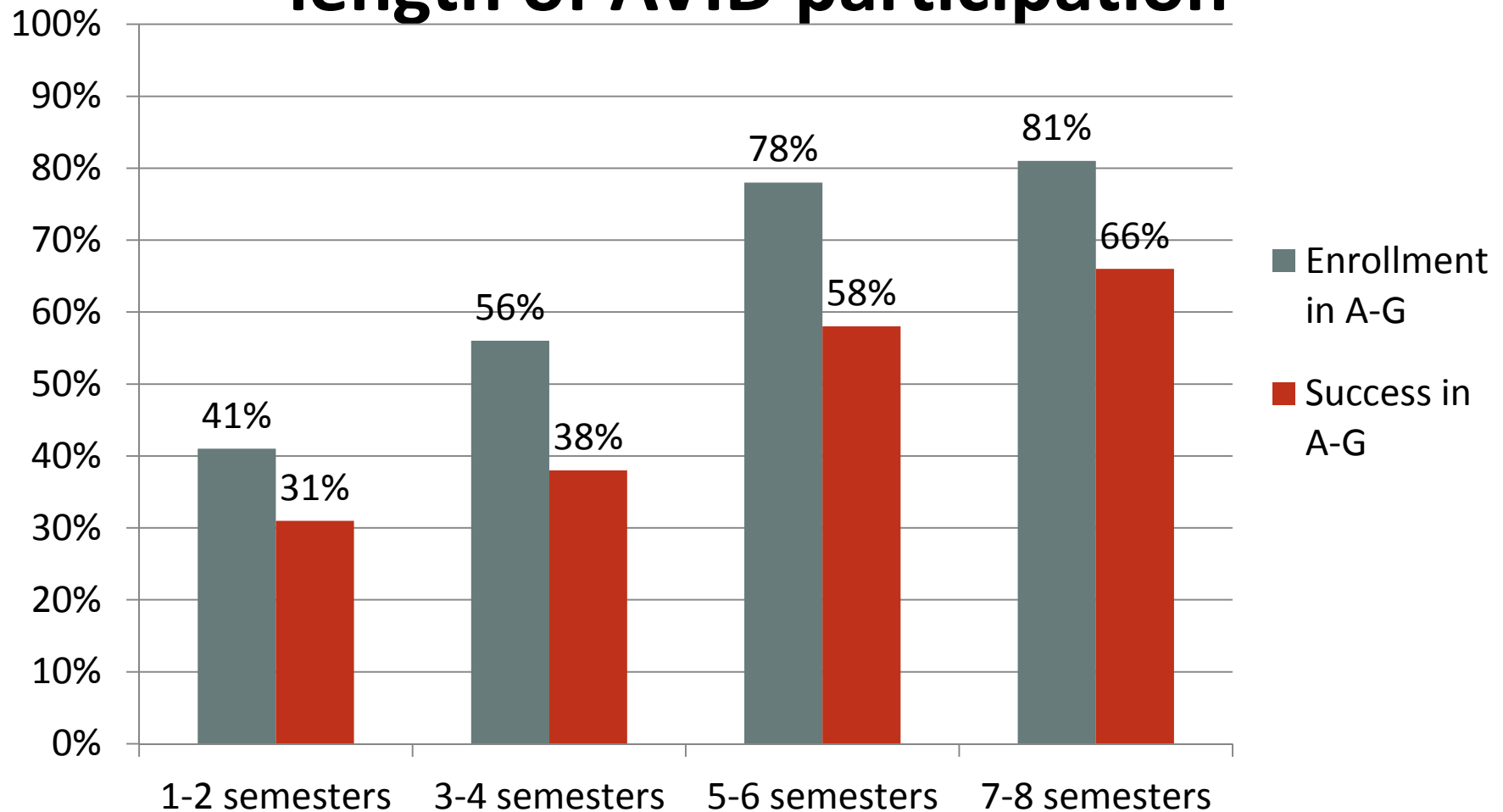
Fall Semester	Spring Semester
AS 2 English Language Arts	AS 2 English Language Arts
AS 2 HSS	AS 2 HSS
Jazz Ensemble	Jazz Ensemble
Teacher Aide	Teacher Aide
Spanish 3	Wind Ensemble
Open Period	Open Period





# Other findings...

# A-G enrollment and success outcomes, by length of AVID participation





**Overall, what is getting in the way  
of college and career readiness?**

# Barriers & chokepoints to college and career readiness

- Many students experience D or F grades as chokepoints to A-G completion
- Lack of senior year rigor
  - Students take only 5 courses, per school policy
  - Many students are not enrolled in any Math during their senior year
  - For students who did enroll in higher level Math senior year, many complete first semester but not second semester

## Barriers & chokepoints to college and career readiness (con't)

- Students who struggle in Math or Science often complete lower-rigor courses that are not A-G approved (Oceans, Foundations of Geometry, Intermediate Algebra)
- Few students complete both A-G coursework and a CTE pathway
- Students make up coursework in summer school, where questions remain about course rigor/consistency

# What else is needed?

- Access to college-prep coursework, with supports as needed to be successful
- Master schedules built for students' needs – to achieve A-G completion by graduation, without requiring outside coursework (Palomar/Mira Costa)
- CTE Courses with appropriate levels of rigor, additional courses approved by UCOP
- Professional Development for teachers and counselors (differentiated)



# **Implications for the Blueprint**

# Curriculum and Instruction

- Align SMUSD graduation requirements with the UC/CSU requirements
- Standardize grading policies and curricular expectations
- Enroll more special education students in A-G coursework
- Rework the master schedule
- Strengthen senior-year schedules



# Professional Development

- Evaluate and implement schoolwide professional development
- Expand use of Edline
- Create opportunities for elementary, middle school, and high school staff members to collaborate on best practices

# Student Supports

- Examine how to meet the needs of special populations
- Develop a college-going culture throughout the district
- Evaluate intervention and support programs
- Implement an advisory period

# Other

- Evaluate current staffing

# Questions and answers



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