


Education Trust – West Educational Opportunity Audit San Marcos Unified School District



The Education Trust

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The Context for the Educational Opportunity Audit and Blueprint Design:


Ready for Career = Ready for College

“In the agricultural age, post-secondary education was a pipe dream for most Americans. In the industrial age it was the birthright of only a few. By the space age, it became common for many. Today, it is just common sense for all.”

--National Commission on the High School Senior Year, 2001

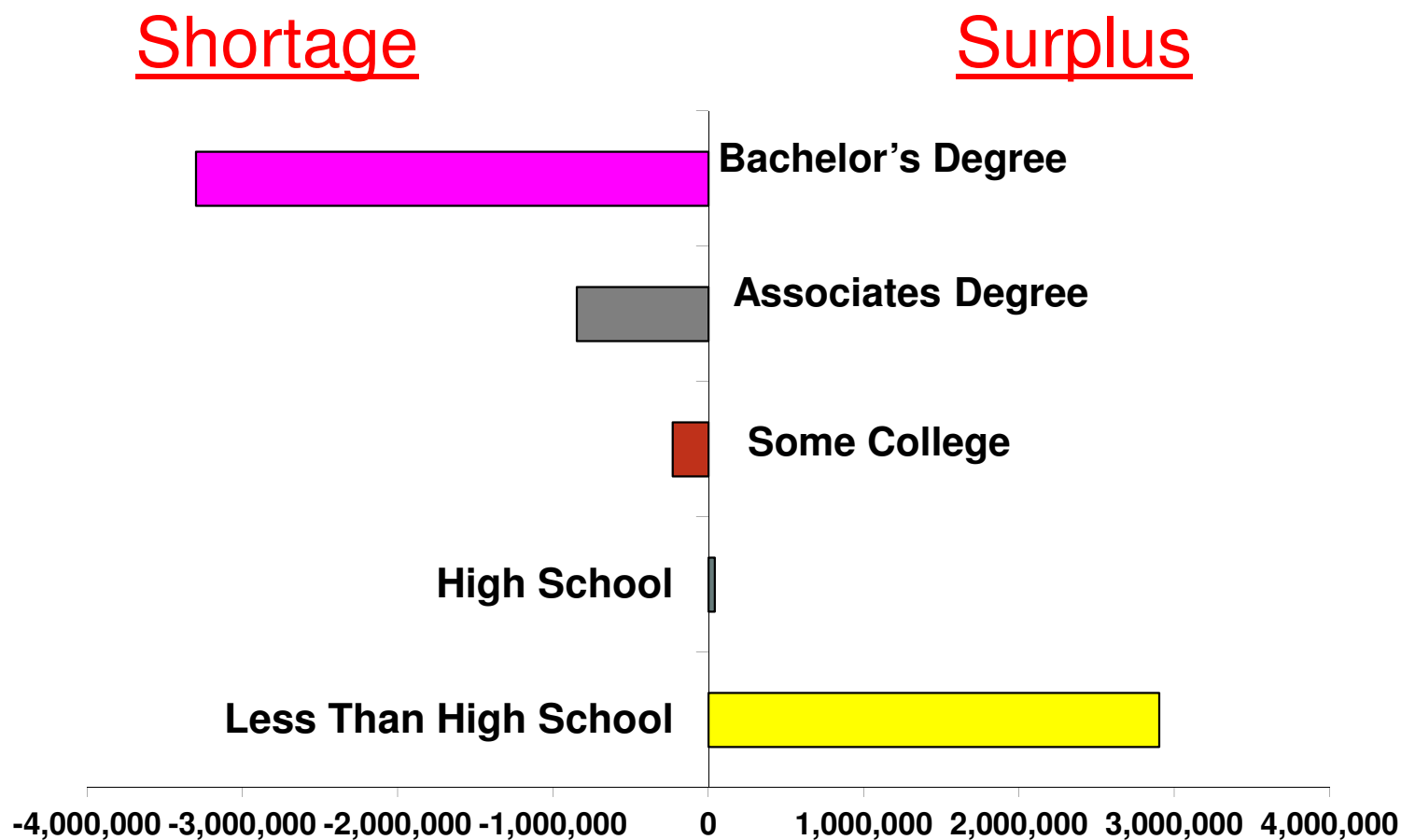


Report after report confirming same bleak news – America is losing ground because there are not enough well-educated young people to take on jobs the 21st century demands.



This is especially true as the percentage of students who historically have not attended college (ELL, Hispanic, low-income) continues to increase. And baby boomers retire.

Growing Need for Higher Levels of Education:



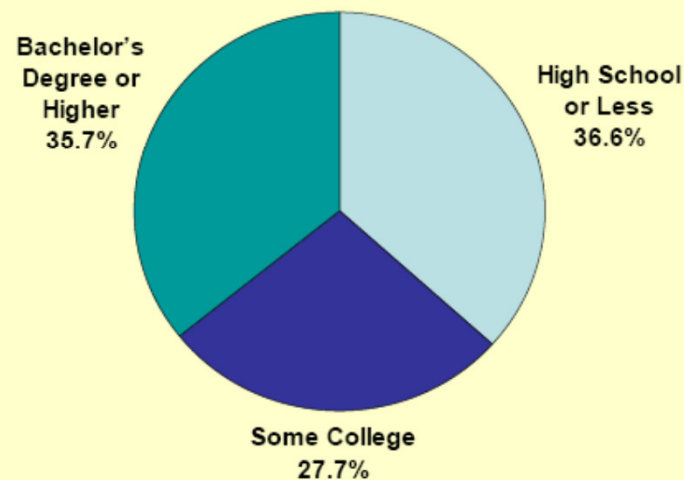
Source: Analysis by Anthony Carnevale, 2006 of Current Population Survey (1992-2004) and Census Population Projection Estimates

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More Post-Secondary Education Needed for the New Jobs

Figure 4-7. Nearly Two-Thirds of New Jobs Are Expected to Be Filled by Workers with Some Post-Secondary Education

Projected Employment Change, by Educational Attainment

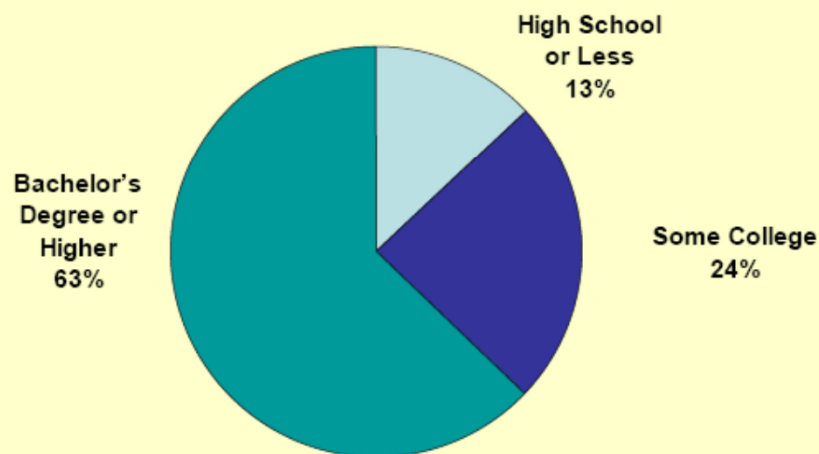


Source: Bureau of Labor Statistics, Employment Projections program, National Employment Matrix 2004-2014.

High Growth, High Wage Jobs – Bachelor's Degree or Higher is Needed

Figure 4-8. Most New High-Growth, High-Wage Jobs Are Expected to Be Filled by Workers with a Bachelor's Degree or Higher

Projected Employment Change In High-Growth, High-Wage Jobs,
by Expected Educational Attainment



Source: Bureau of Labor Statistics, Employment Projections program, National Employment Matrix 2004-2014.

Even in Jobs We Don't Expect

Plumbing-Heating-Air Conditioning

- Four or five years of apprenticeship and/or post-secondary training
- Algebra, plane geometry, trigonometry and statistics
- Physics, chemistry, biology, engineering economics.

Construction and Engineering

- Four or five years of apprenticeship and/or post-secondary training
- Algebra, plane geometry
- Critical thinking, problem solving, reading and writing

Culinary Arts


- SAT, ACT or Accuplacer test
- Math – Algebra, ratios, conversions, accounting
- Science
- Writing skills
- High school diploma
- Foreign Language

California Is Now An ADP State

- January, 2008 – California signed on to the American Diploma Project
- Governor, State Superintendent, UC's, CSU's, Community Colleges, Independent Colleges, Business, CTE

What is the ADP?

- 35 States belong to the network
- California is currently in first phase
 - Aligning high school English and math content with skills and knowledge needed to go directly into credit bearing college courses
 - Align graduation requirements with college and career readiness
 - Assessments aligned with college readiness
 - High schools held accountable



A college ready/career ready curriculum helps students know more and do better, regardless of their path after high school.



**All Students can be successful in a
college/career preparatory curriculum.**



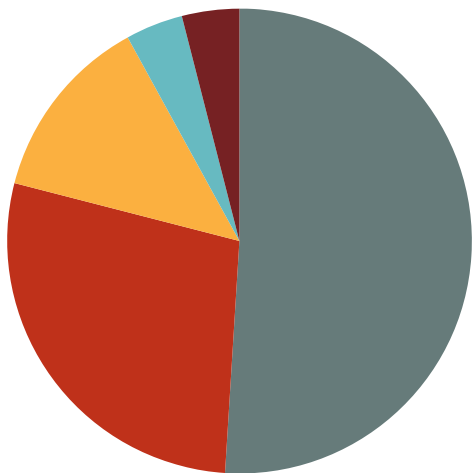
It Can Be Done!

A Case Study: San Jose Unified School
District

SJUSD Information

- **30,900 students**
- **6 comprehensive high schools,**
- **1 continuation high school**
- **6 middle schools**
- **1 K-8 magnet school**
- **26 elementary schools**

San José Unified Demographics



- Hispanic
- White
- Asian
- African Amer
- Other

- **51% Hispanic**
- **28% White**
- **13% Asian**
- **4% African/American**
- **4% Other**

✓ **39% Low SES**


✓ **28% EL**

- **87% Spanish Speaking**

SJUSD Graduation Requirements

Course	Years	Credits
English	4.0	40
Mathematics	3.0	30
Science (2 lab)	3.0	30
Social Science	3.5	35
Foreign Language	2.0	20
Visual Performing Arts and Applied Arts	2.0	20
Physical Education	2.0	20
Other Electives	2.0	45
Total		240

*40 hour Community Service Requirement



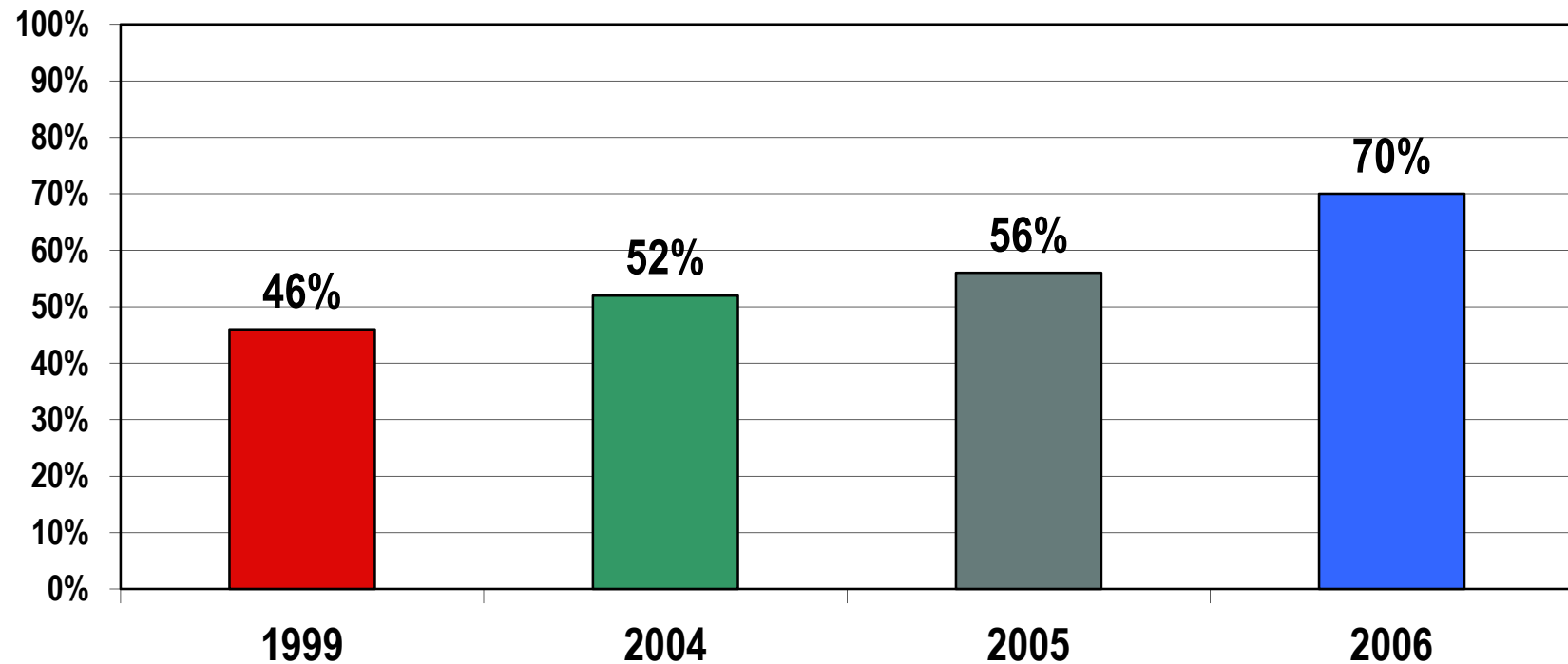
**Dispelling myths about what happens to
students when the college/career ready
curriculum is expected for ALL.**



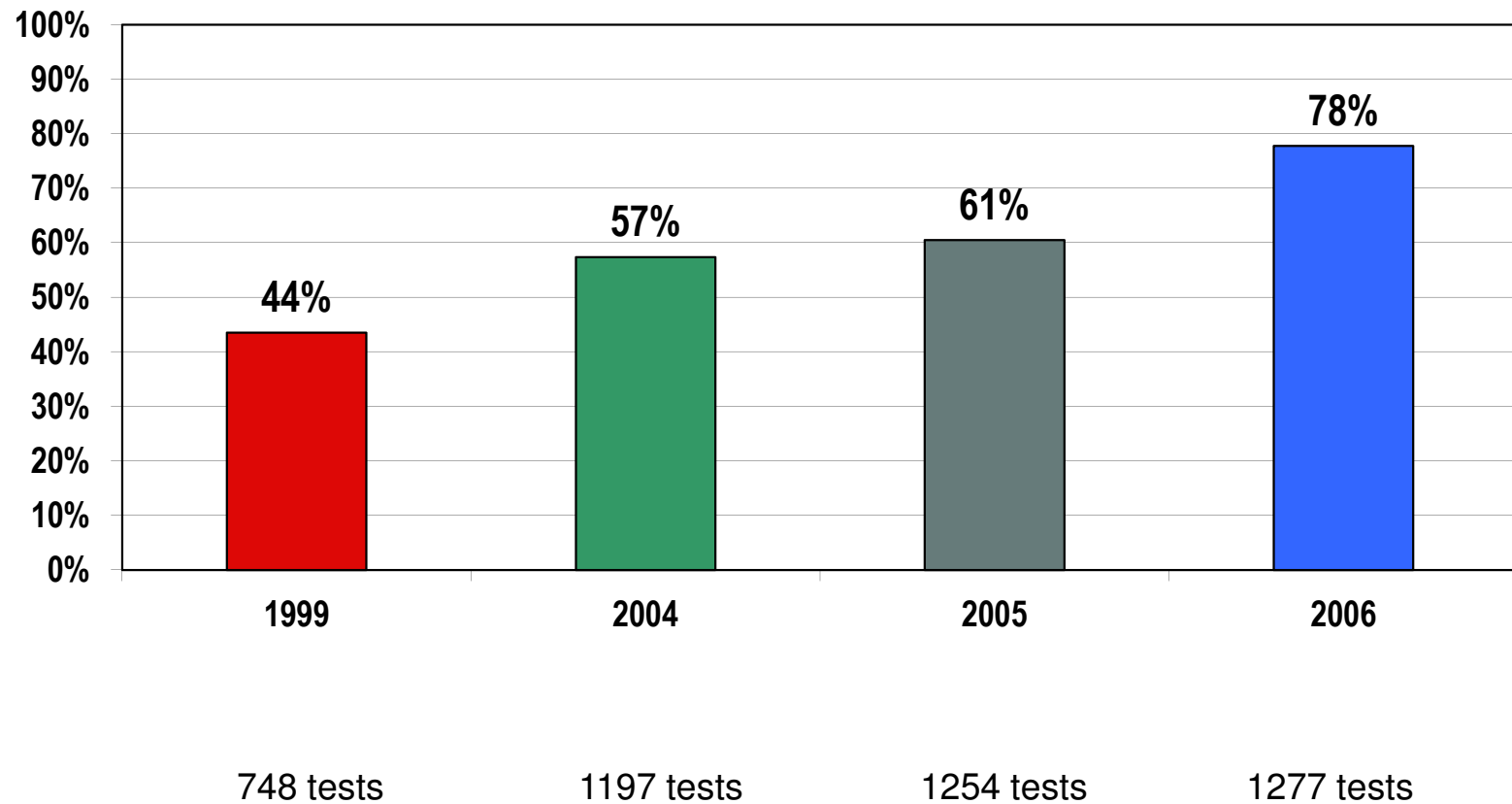
Myth:

**Requiring a rigorous course of study for
all high school students will result in a
watered down curriculum.**

Seniors who take at least one AP course



Senior AP scores of 3 or higher

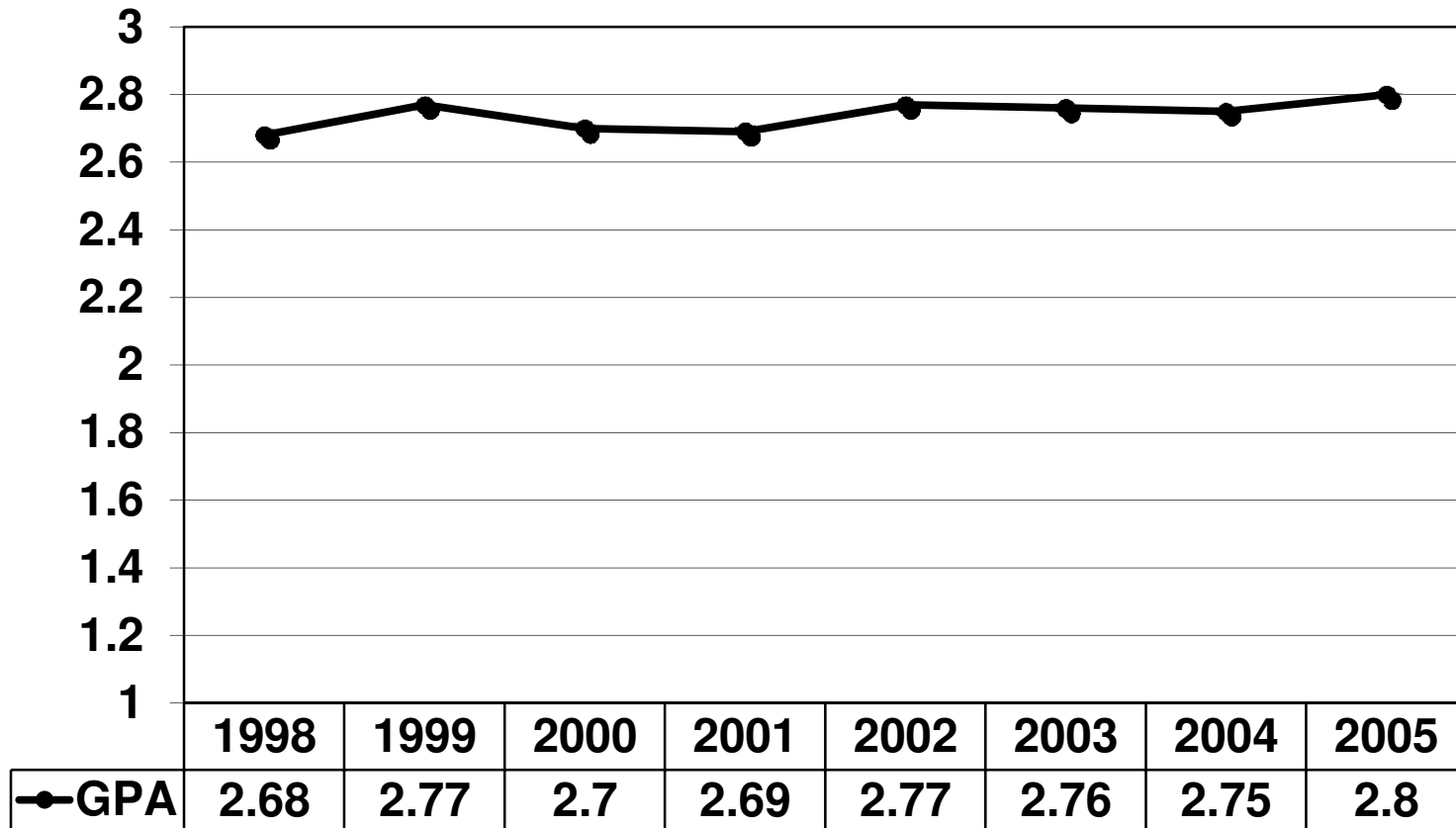




MYTH:

Grades will plummet if all students are expected to complete a college-ready/work-ready curriculum.

Mean GPA for All SJUSD Graduating Seniors

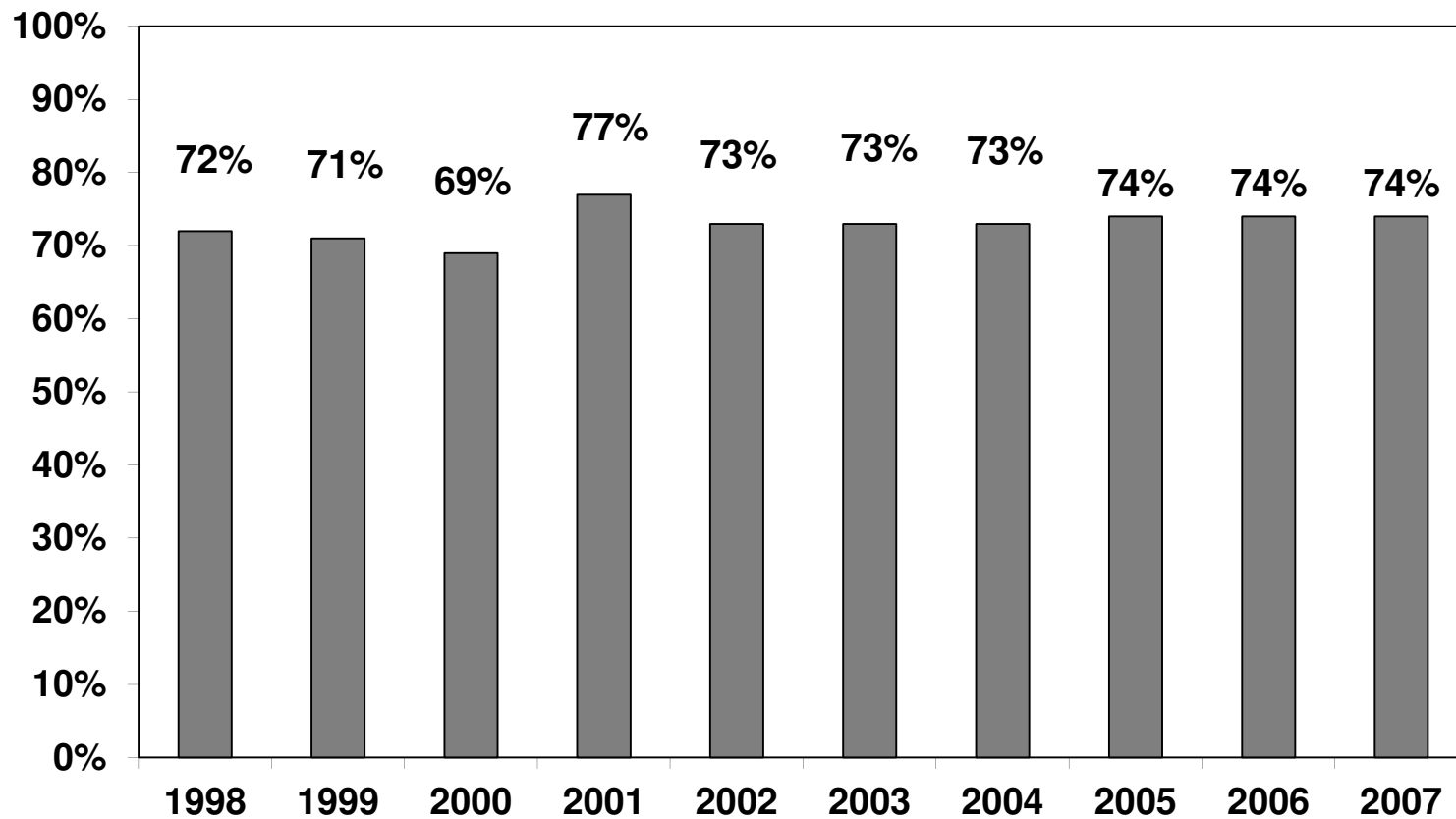




MYTH:

**Tough graduation requirements will cause
non college bound students to
disengage and drop out.**

SJUSD Graduation Rates



Estimated completion rate using Manhattan Institute methodology



Myth:

**There is no room in student's schedules
to take the A-G courses and CTE
courses.**

Electives do not have to be sacrificed for A-G completion

9 th	10 th	11 th	12 th
English 9	English 10	English 11	English 12
<i>Band</i>	World History	US History	Gov't/Econ
Geometry	Algebra 2	Trig/Precalc	Calculus
Biology	Chemistry	Physics	Art/Drama...
Spanish 1	Spanish 2	Spanish 3	<i>Band</i>
PE	<i>Band</i>	<i>Band</i>	PE

 UC/CSU A-G requirement

 CA State HS requirement



Additional Elective (i.e., Agriculture, Applied Arts, Band, Choir, Debate, Drafting, Foreign Language, Technology, Woodshop, Yearbook, etc.)

Sample Schedules

9 th	10 th	11 th	12 th
English 9	English 10	English 11	English 12
<i>Elective</i>	World History	US History	Gov't/Econ
Algebra I	Geometry	Algebra 2	Statistics
Art/Drama...	Biology	Chemistry	<i>Elective</i>
<i>Elective</i>	<i>Drafting 1</i>	Spanish 1	Spanish 2
PE	PE	<i>Drafting 2</i>	<i>CAD</i>

 UC/CSU A-G requirement

 CA State HS requirement



Additional Elective (i.e., Agriculture, Applied Arts, Band, Choir, Debate, Drafting, Foreign Language, Technology, Woodshop, Yearbook, etc.)

Sample Schedules - ELL

9 th	10 th	11 th	12 th
ELL	ELL (Eng. 9 summer)	English 10 (Eng. 11 summer)	English 12
Art	World History (SDAIE)	US History (SDAIE)	Gov't/Econ
Algebra I (SDAIE)	Geometry (SDAIE)	Algebra II	Statistics
ELL	Biology (SDAIE)	Chemistry	Physics
<i>Elective</i>	ELL	<i>Elective</i>	<i>AP Spanish*</i>
PE	<i>Elective</i>	PE	<i>Elective</i>

*Can test out of foreign language requirements

 UC/CSU A-G requirement



 CA State HS requirement




Additional Elective (i.e., Agriculture, Applied Arts, Band, Choir, Debate, Drafting, Foreign Language, Technology, Woodshop, Yearbook, etc.)

Even students who fail a course can still complete the A-G sequence

9 th	10 th	11 th	12 th
English 9	English 10	English 11	English 12
<i>Algebra Support</i>	World History	US History	Gov't/Econ
Algebra I – “F”	Algebra I	Geometry	Algebra II
Biology	Algebra Support	Environmental Science	Chemistry
<i>Elective</i>	<i>HVAC 1</i>	<i>HVAC 2</i>	Art/Drama...
PE	CAHSEE Prep - ELA	PE	<i>HVAC Intern</i>
	Spanish 1	Spanish 2	

 UC/CSU A-G requirement
 CA State HS requirement

 Additional Elective (i.e., Agriculture, Applied Arts, Band, Choir, Debate, Drafting, Foreign Language, Technology, Woodshop, Yearbook, etc.)



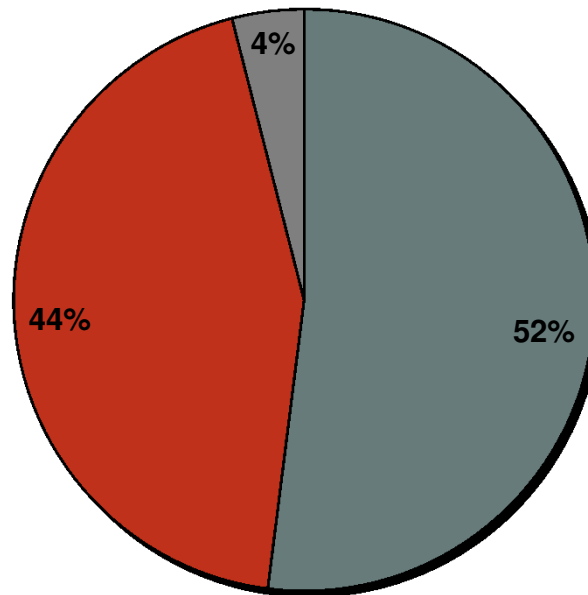
THE REALITY IS:

A college-ready/career-ready curriculum for all students will result in dramatic increases in the numbers of students, both minority and non-minority, who are eligible to enter UC/CSU directly out of high school.

Senior Exit Survey-

96% surveyed/88% responded

SJUSD 2005 Senior Exit Survey Post Secondary Plans



■ 4 yr. University

■ 2 yr. College/ Career Tech

■ Other

Student Quotes

- *When I got to high school – I didn't know I needed to take these classes. There was so much college talk I realized how important it was to take the a-g courses.*
- *Having everyone take a-g classes meant they're available. Without the a-g requirement, many kids would slip through the cracks.*
- *My teacher stood up in front of the class and said, "This class is going to be tough, you will get into college and I'm here to support you."*

“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

“They showed me how to fill out a McDonald’s application in my Life Skills Class. I think that they should have at least taught me how to fill out a college application or at least tell me what the ‘A-G’ requirements are,”

- Gabriela Perez, 17, Garfield High School, LAUSD



The Education Trust – West Signature Toolkit: Educational Opportunity Audit and Blueprint Design: Moving from Rational to Action

Purpose: To determine current levels of high school preparation and to identify the changes necessary to implement a college preparatory curriculum for all students.

Step I: District Demonstrates Commitment to College/Work Readiness

School Board must pass a Resolution which includes:

That every high school graduate is ready for the workplace, for college, or for advanced vocational training.

Step II: The Educational Opportunity Audit - Uncovering gaps

- Understanding the current level of preparation high school students receive by:
- Study of student transcripts
- Examination of artifacts including course catalogs, master schedules, class load analysis and other artifacts.
- Surveys and interviews with key district leaders.
- Stakeholder focus groups and community conversations.

ETW Role

- Facilitate each piece of the audit
- Data analysis
- Conduct focus groups with all stakeholders
- Data Team
- Report findings

District Role

- Provide artifacts
- Create Data Team to engage the data in audit process
- Assist with focus group logistics
- Engage entire community in dialogue about reform



**The TRANSCRIPT ANALYSIS -
What is the Approach and What is
Learned?**

Transcript Analysis

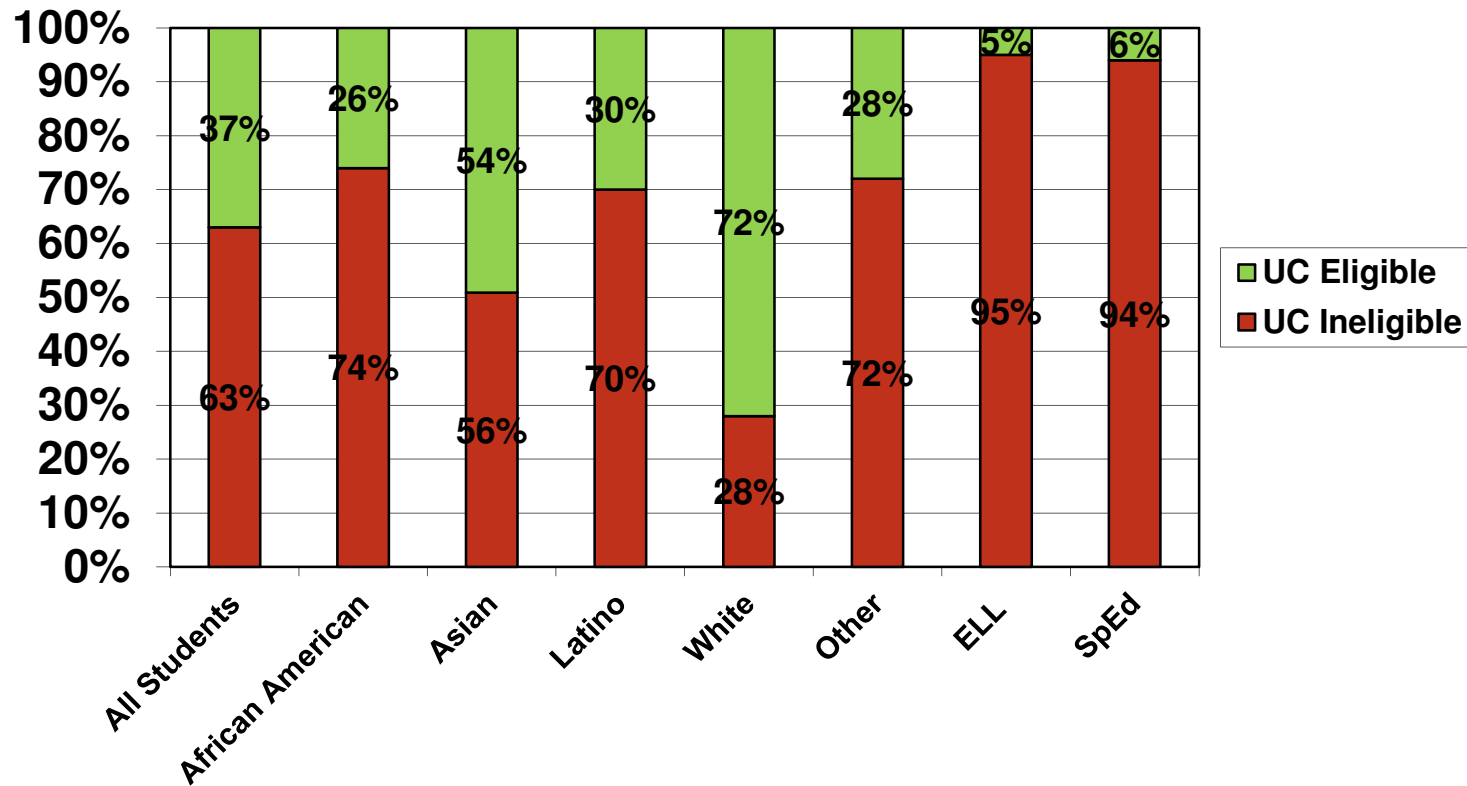
Senior Class

- Eligible for UC/CSU
- Chokepoints
- Course-taking patterns
- Interventions

Transcript Analysis

Senior Class 2007-2008

UC Eligibility by Subgroup

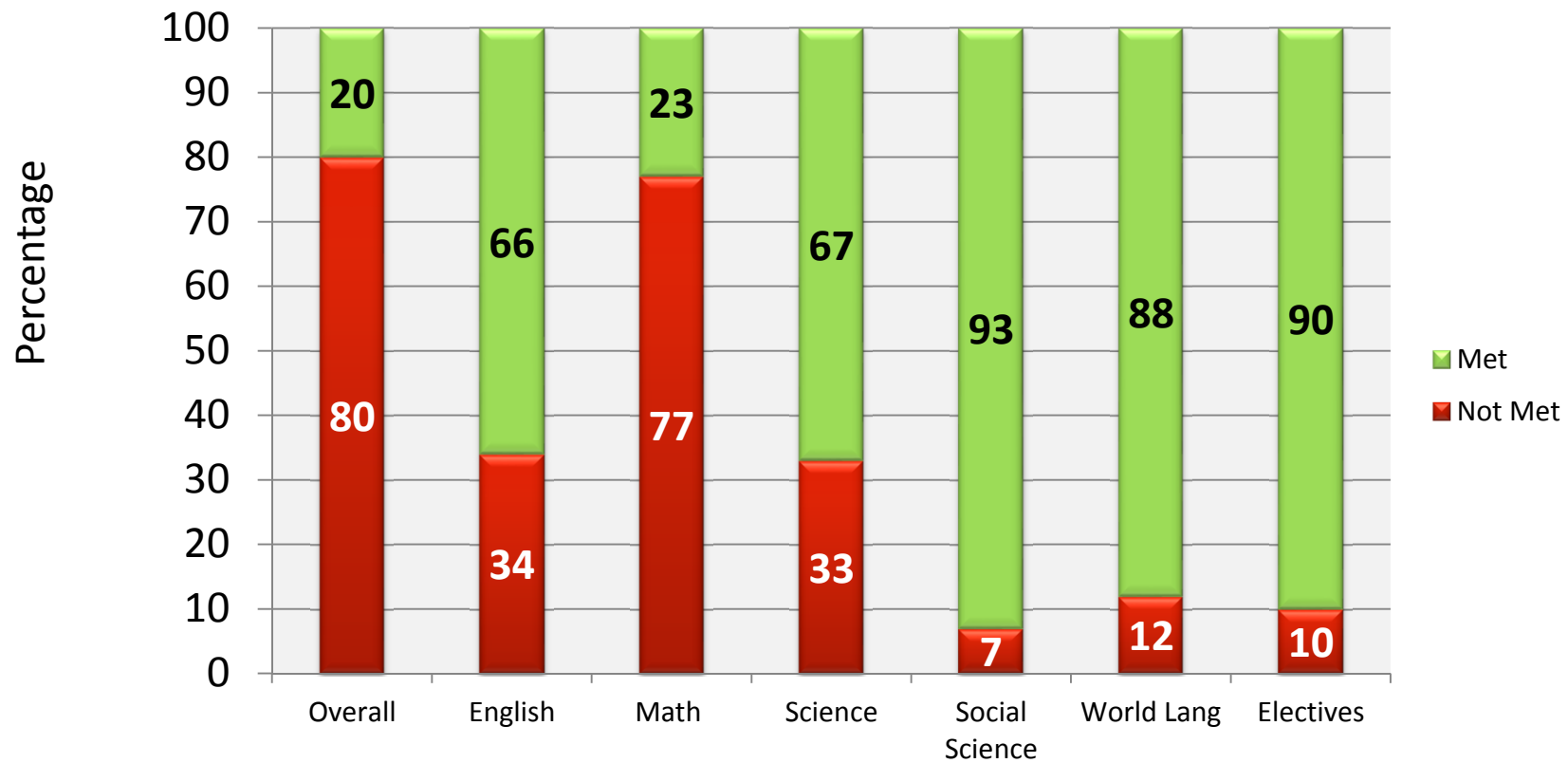


Transcript Analysis

INTERVENTIONS/CHOKEPOINTS

- Repeated failures in math, especially Algebra and Geometry
- Students struggling in Algebra rarely went any further in math, most dropped to a lower course for their second math credit (Algebra is the state graduation requirement)
- Math Intervention of choice: repeat the course, (up to 6 semesters of failing Algebra!), or drop to less challenging course

Chokepoints to UC A-G eligibility, by subject area



Transcript Analysis

PATTERNS

- Students 'getting by' with academic minimums and no clear pathways.
- Only 2 clear tracks: college track and non-college track.
 - Students who start HS in non-college track, rarely move up into college-track.
 - The only real movement between tracks is to drop down from college coursework to less rigorous after struggling.

Examples of senior schedules that lack rigor

Student A	Student B	Student C
School Service School Service School Service Geog/Global Studies Eng Lang Arts 4 (Gr 12) Off Campus School Service Advisory	Weight/ Resist. Training School Service Fashion Design School Service School Service Off Campus Eng Lang Arts 4 (Gr 12) Advisory	Team Sports Off Campus Sociology Off Campus Spanish 3A Off Campus Eng Lang Arts 4 (Gr 12) Advisory

Other Artifacts

- Course catalog
 - High school course access, prerequisites and grading polices differ across schools.
- Master Schedule
 - ELL students' needs not being met
- Class load analysis
 - Class sizes not balanced
- Student handbooks
- Bell schedules

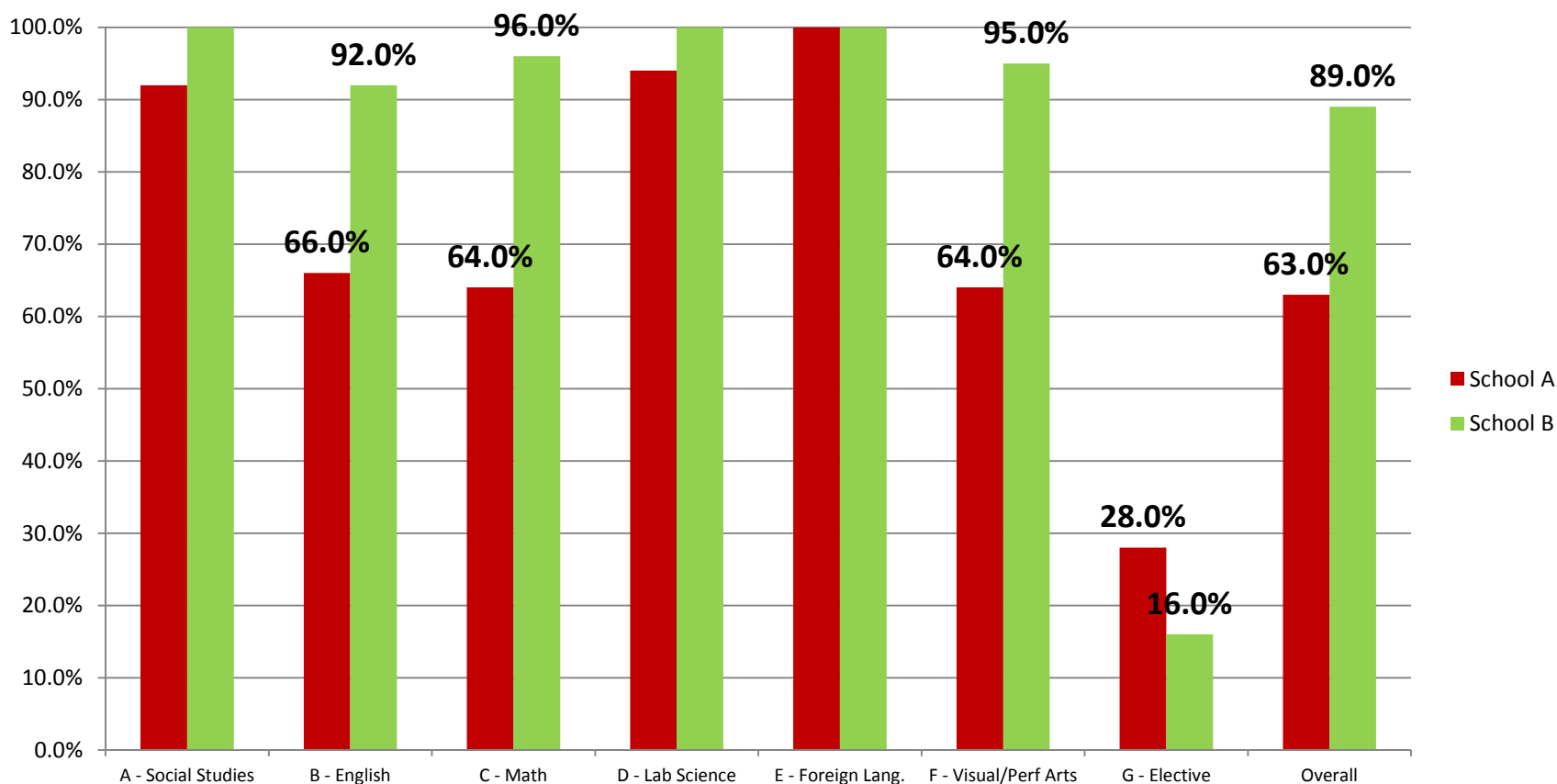
Master Schedules

- Are the foundation of schools
 - Teacher assignments
 - Course conflict
 - Class load analysis
 - Registration process
 - Number of sections offered

Students Do Not Have Opportunities to Enroll in Courses Needed For College and Career

Percent of Courses Which Meet UC/CSU A-G Requirements

2 California High Schools - Percent of Courses Within Each Subject Area Meeting UC/CSU A-G Requirements






Eliminate classes preparing students for nothing

What are students actually getting by the time they get to high school?

Our Current Favorites:

- Opportunity English
- Opportunity Math
- Newcomer Math
- Office Practice
- Library Practice
- Algebra II Prepared
- Science Elective
- Street Law
- Career with Child I, II
- Problem Solving Math
- School Security
- Home Rest
- Early Release
- Exploratory



Next: Provide a representative sample
to a data team to study and report
findings.

Data Team

- Analyze representative sample of current senior transcripts
- Identify choke points, interventions, and vocational/academic pathways with a small sample of 2007-2008 seniors
- Data Team
 - Teachers
 - Counselors
 - Administrators
 - Program Coordinators: English Learners, Special Education, Alternative Education

Surveys and Interviews

- Budget
- Career Technical Education
- College Going Culture
- Curriculum and Instruction
- Facilities
- Human Resources
- Professional Development
- Safety Nets and Interventions
- Special Populations



PUBLIC ENGAGEMENT AUDIT COMPONENTS

Approach

- Student Focus Groups
- Teacher Focus Groups
- Counselors Focus Groups
- Parent Focus Groups
- Community Conversations



Step III: THE BLUEPRINT DESIGN PROCESS

How do we get from here to there????

Blueprint Design Process

- The Audit is not meant to produce a list of recommendations. Instead, it serves as a baseline for the Blueprint for Implementation of the College-Ready and Work-Ready Curriculum for All Students.
- The Blueprint will be the district's detailed Action Plan to implement college/work ready high school preparation for all students.

Approach to the Planning Process

- The Working Committees
- The Superintendent's Steering Committee

Blueprint Design Process

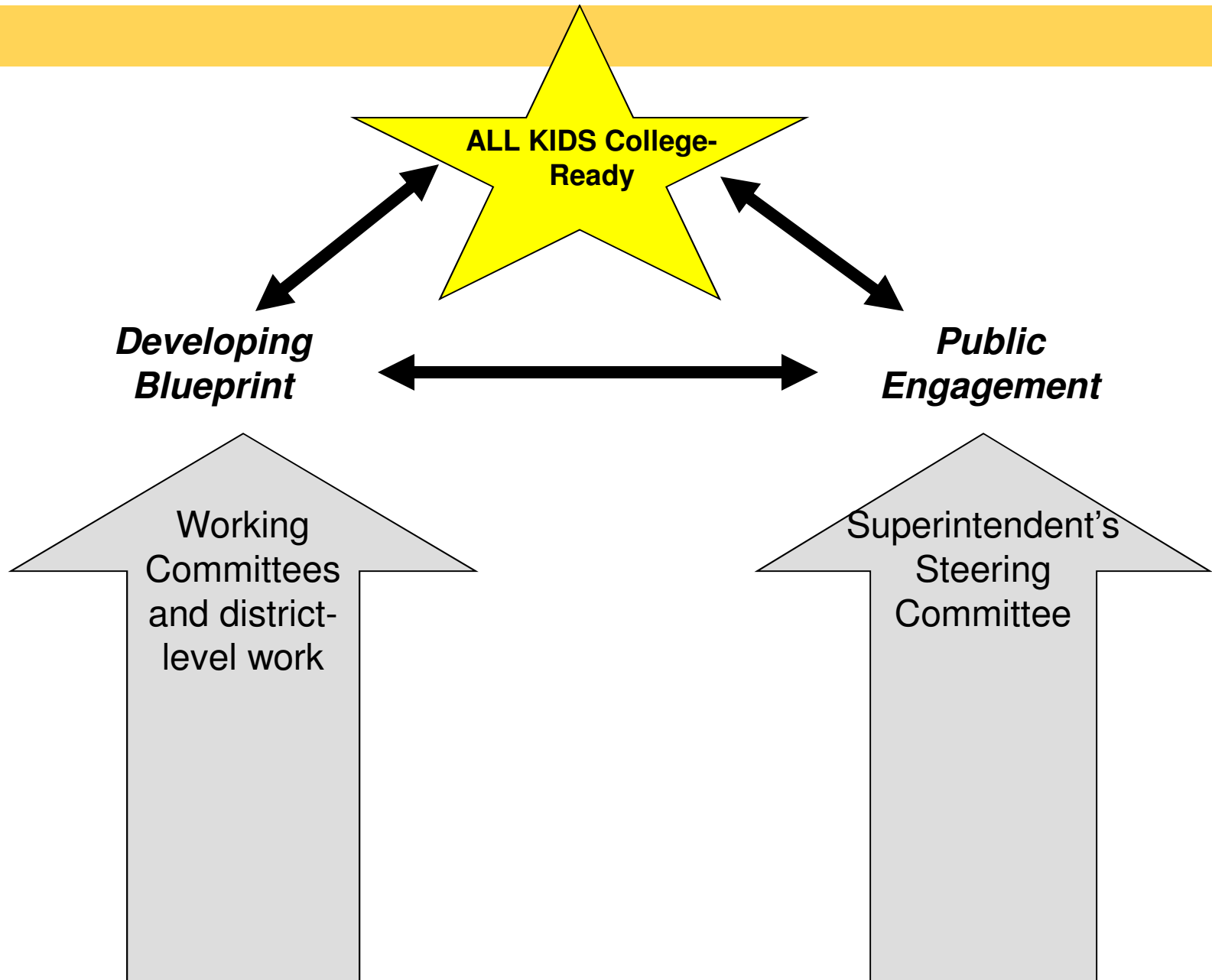
- Blueprint Working Committees review Audit findings and create action plan for:
 - Curriculum & Instruction.
 - Student Safety Nets & Intervention.
 - Professional Development.
- District department heads review Teacher Recruitment & Staffing, Funding, and Facilities findings and create action plans to move the reform

Blueprint Working Committees Receive Guiding Questions Based on Audit Findings To Focus Thinking

- Working Committees
 - Curriculum and Instruction
 - Professional Development
 - Safety Nets, Interventions and Special Populations
- Departments
 - Budget
 - Facilities
 - Human Resources

Blueprint Design Process

- Superintendent's Steering Committee reviews audit findings, and the Working Committee Action Plans and creates the plan for ongoing public engagement
 - This committee is made up of: working committee members, school board members, administrators, teachers and community stakeholder reps from business, trades, higher ed, and CBOs



High School Reform

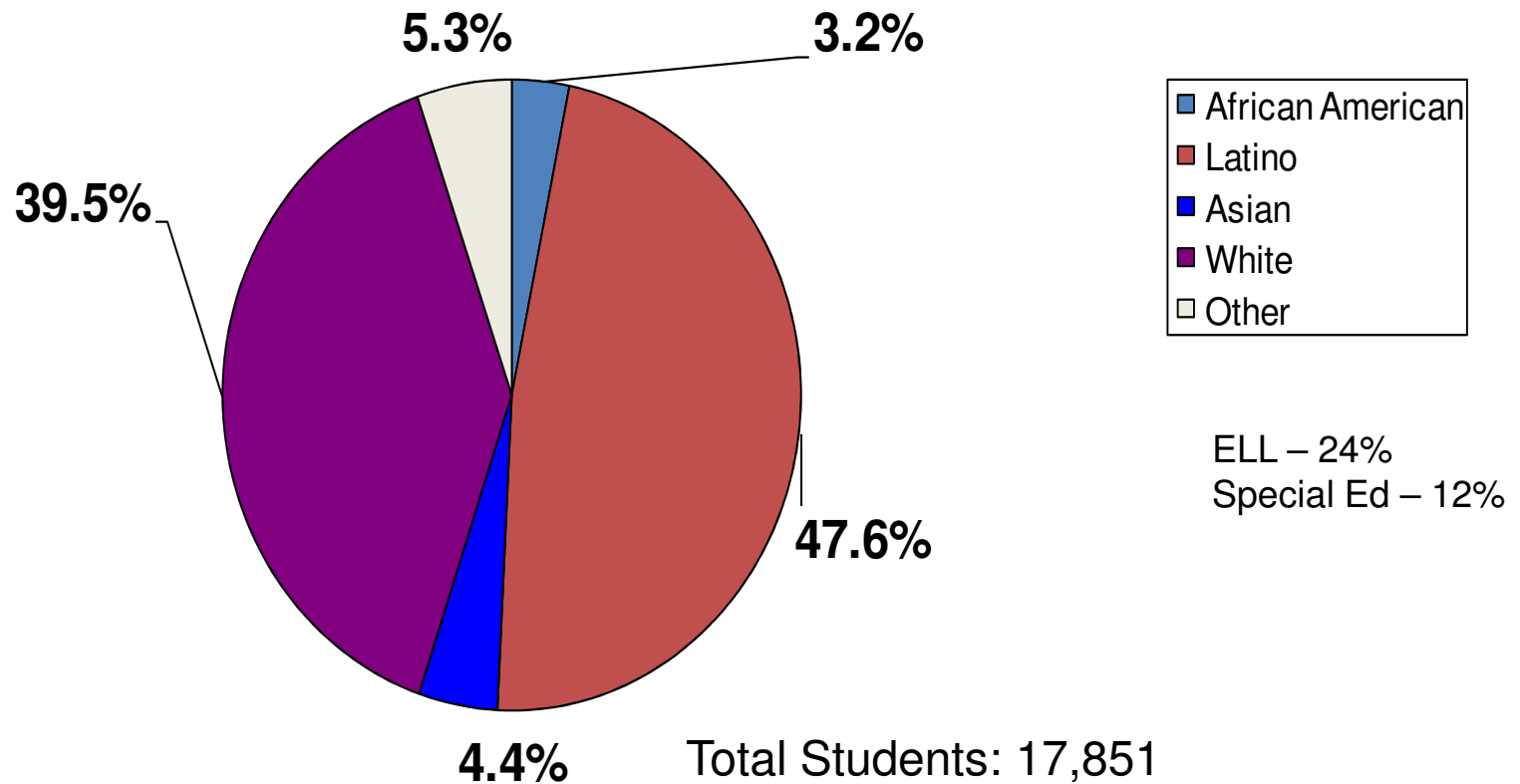
Review

- Rationale
 - College and Career readiness are the same
 - San Jose story
- Educational Opportunity Audit and Blueprint Design
 - Audit – 9 - 12 months
 - More work on ETW's end
 - Blueprint – 9 - 12 months
 - Developed by the district
- Questions

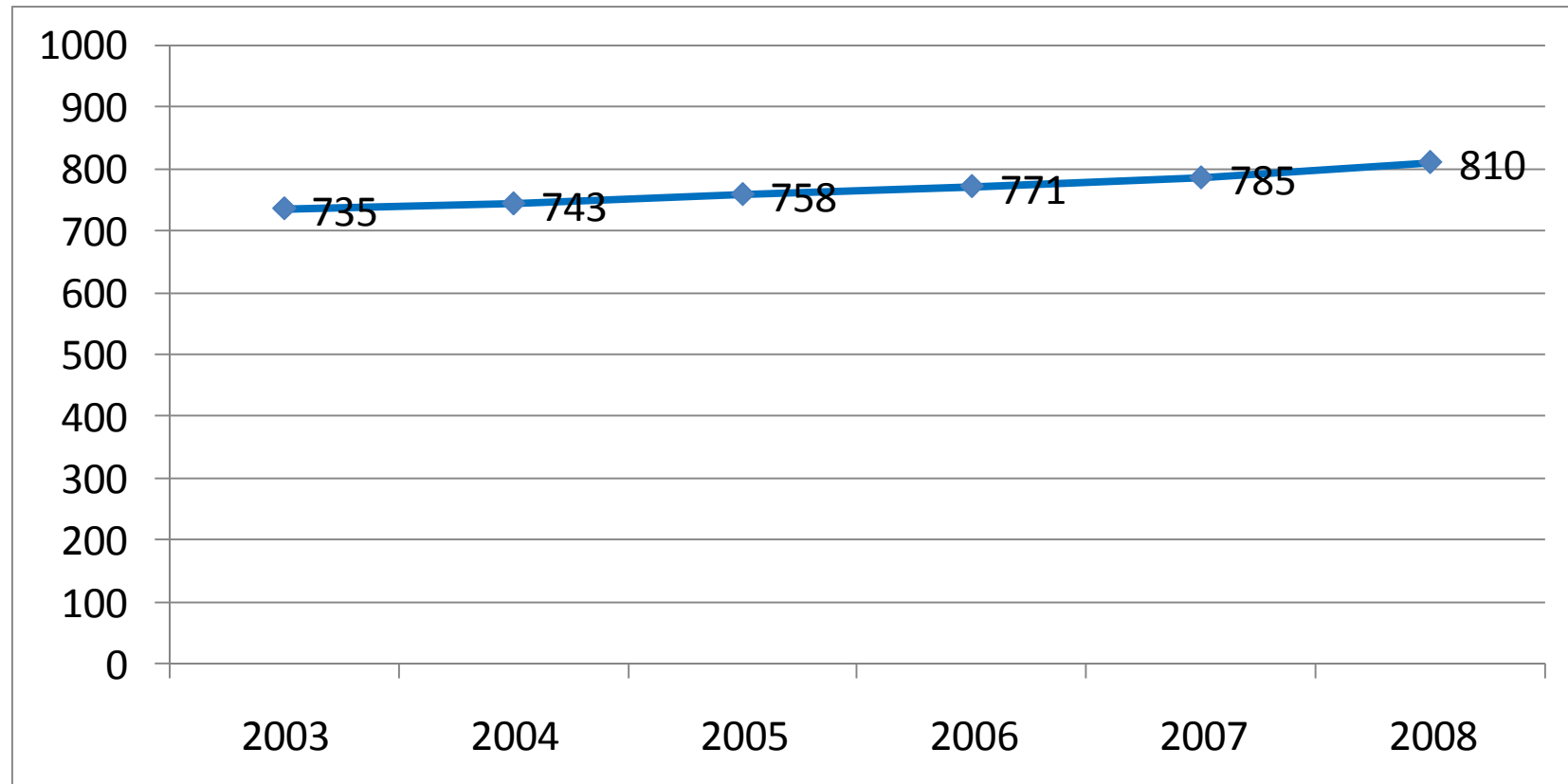
SMUSD Graduation Requirements

Subject Area	SMUSD Graduation Requirements	UC/CSU "A-G" Requirements
a. Social Studies	Social Studies – 40 credits	College Prep World History/Cultures/Geography - 10 College Prep US History/Government – 10
b. English	English – 40 Credits	College Prep English/Language Arts – 40
c. Mathematics	Mathematics (including Algebra I) – 20 credits	College Prep Elementary Algebra - 10 College Prep Geometry - 10 College Prep Intermediate Algebra II - 10
d. Sciences	Science – 20 credits	College Prep Biology or Chemistry or Physics (10 Life Science, 10 Physical Science) - 20
e. Foreign Language	Foreign language – OR	Same College Prep Foreign Language – 20
f. Visual Performing Arts	Visual/Performing Arts – 10 credits	College Prep Visual Performing Arts – 10
g. Electives	Electives – 70 credits	College Prep Elective – 10
Physical Education	Physical Education – 20 credits	None
Required Testing	Passage of the CAHSEE	SAT reasoning or ACT with writing and SAT Subject exam
Other	10 Units of Practical Arts	
Total	230 credits	150 credits

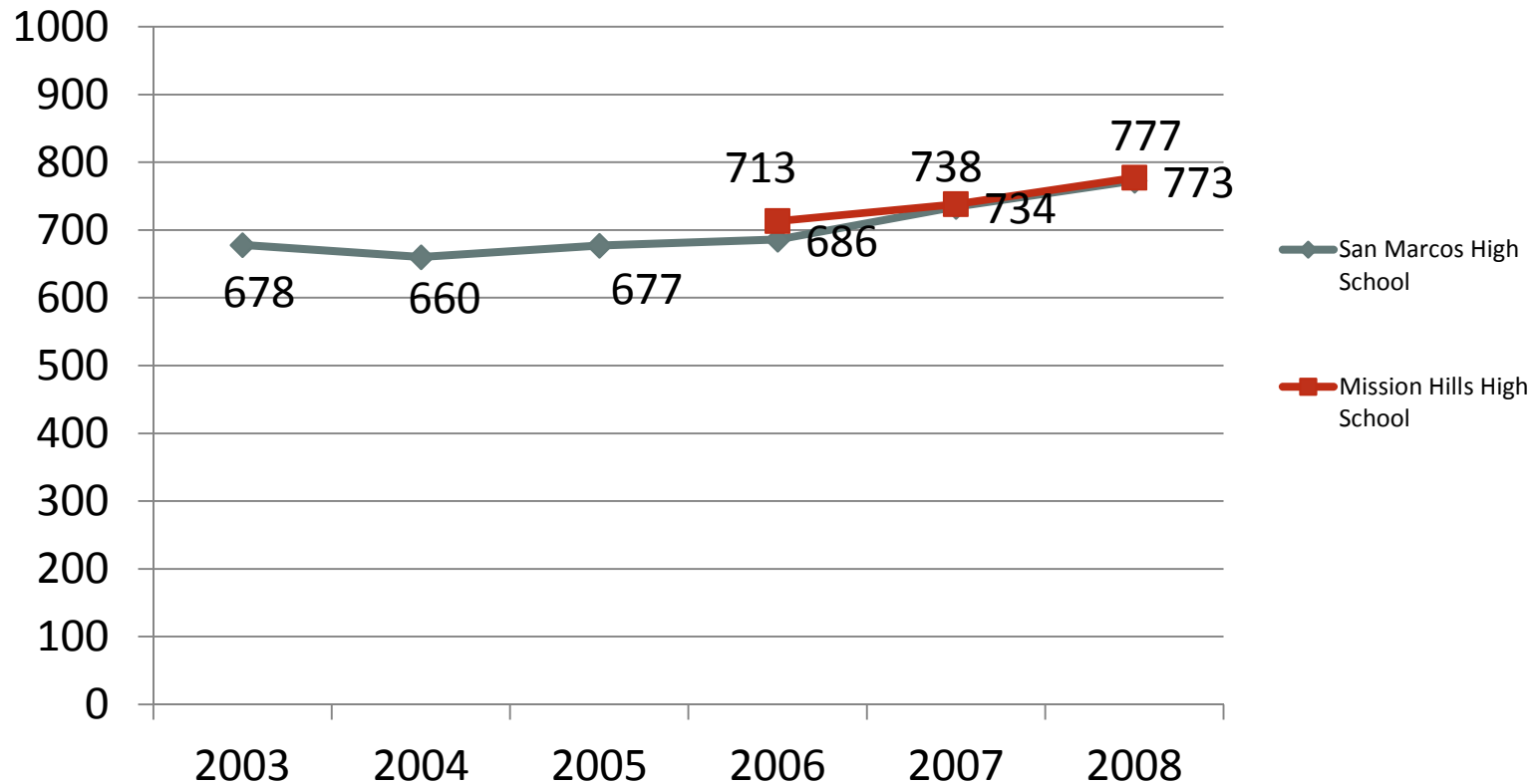
San Marcos Unified School District – Enrollment 2007-08



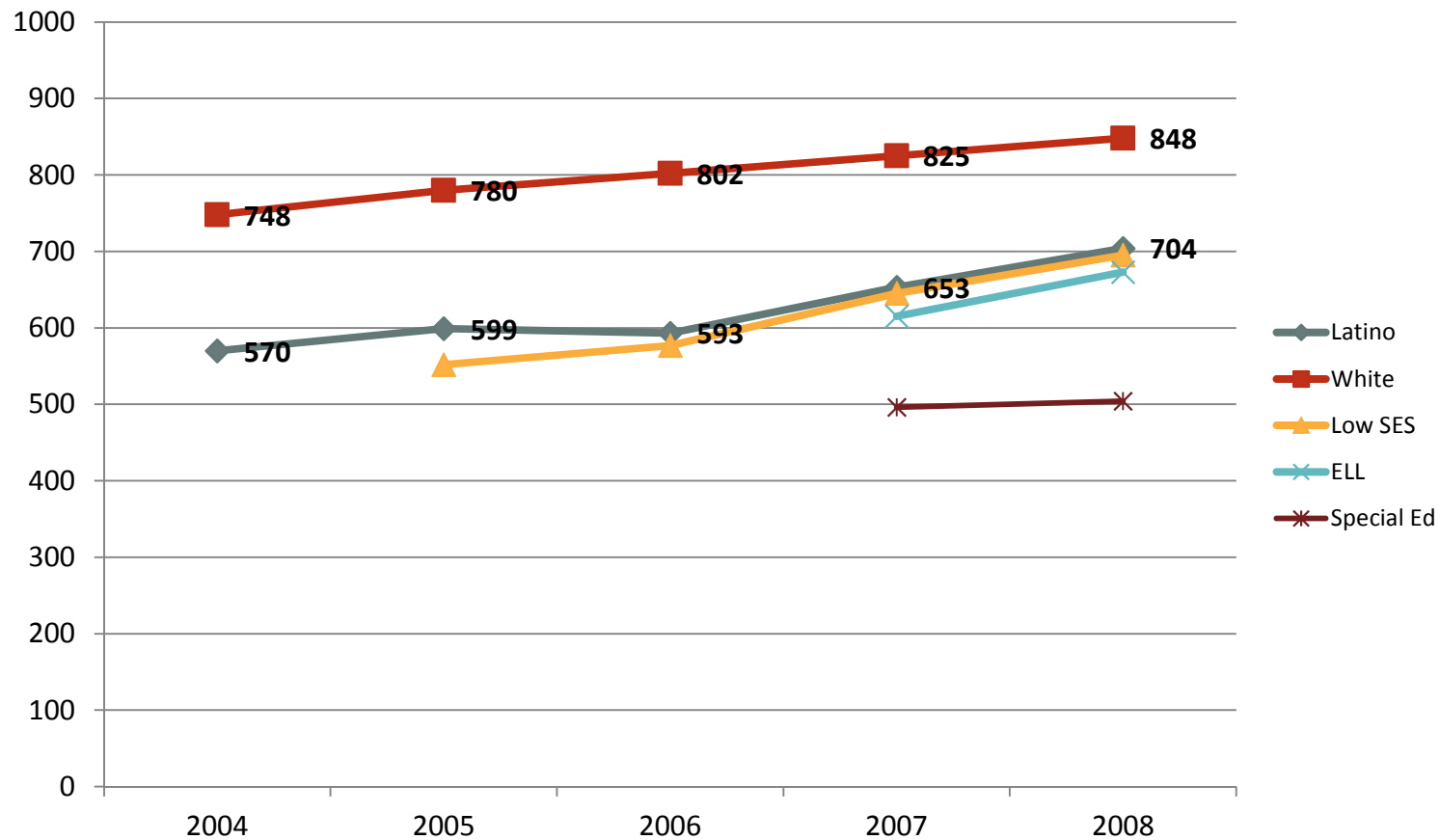
SMUSD – API Growth 2003-08



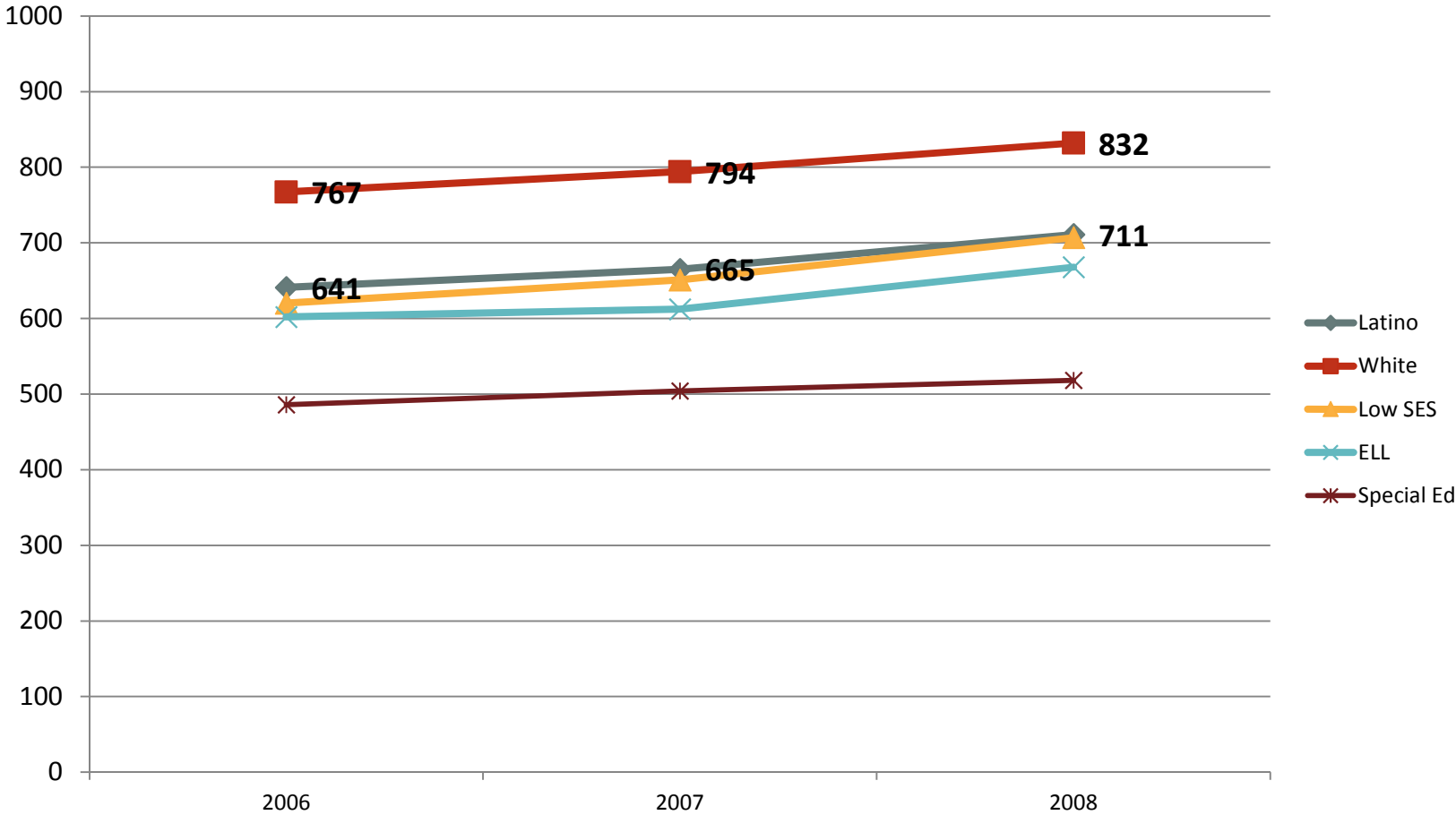
SMUSD – San Marcos & Mission Hills High Schools API Growth 2003-08



SMUSD - San Marcos High School API Growth by Ethnicity

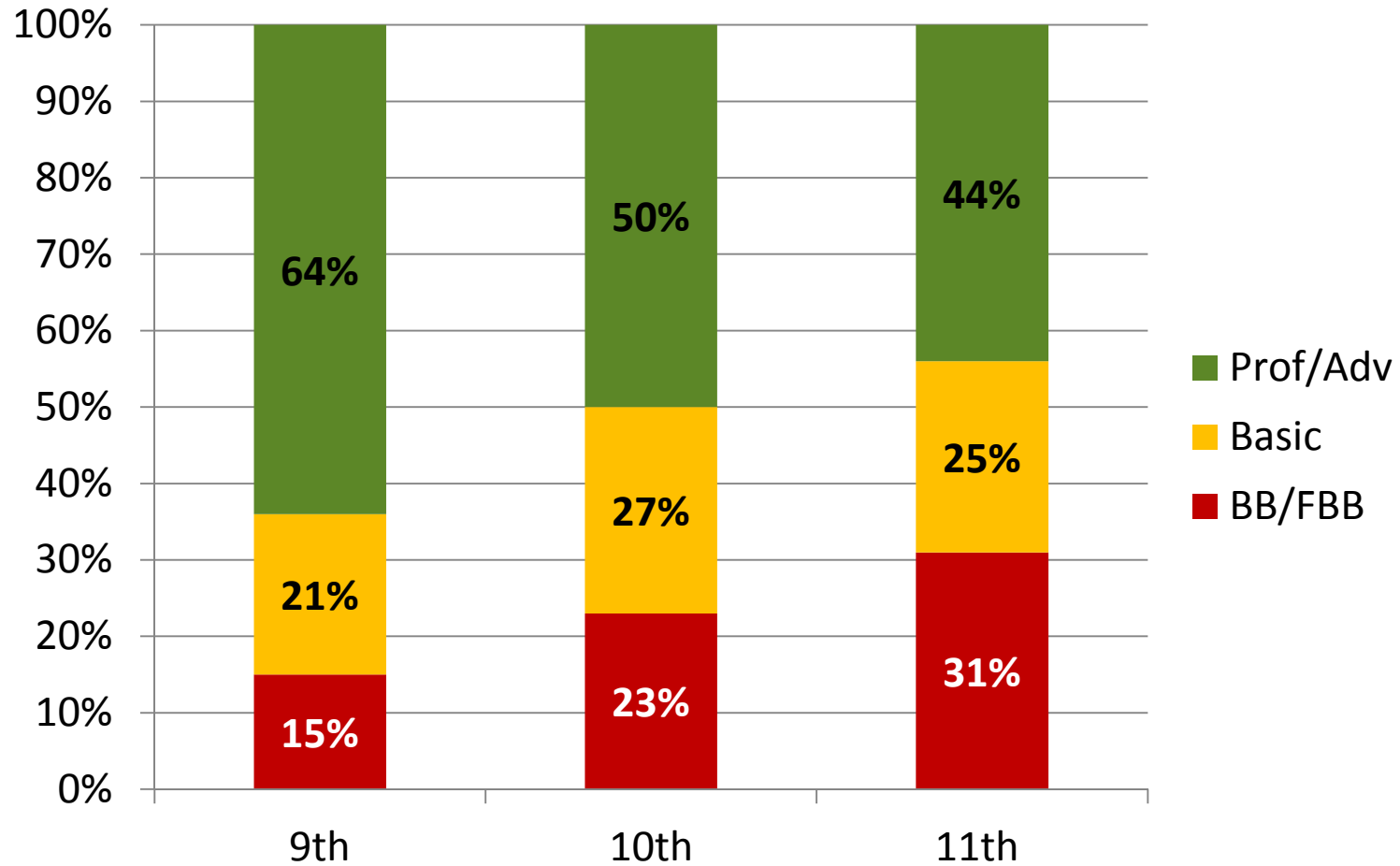


SMUSD – Mission Hills High School API Growth by Ethnicity

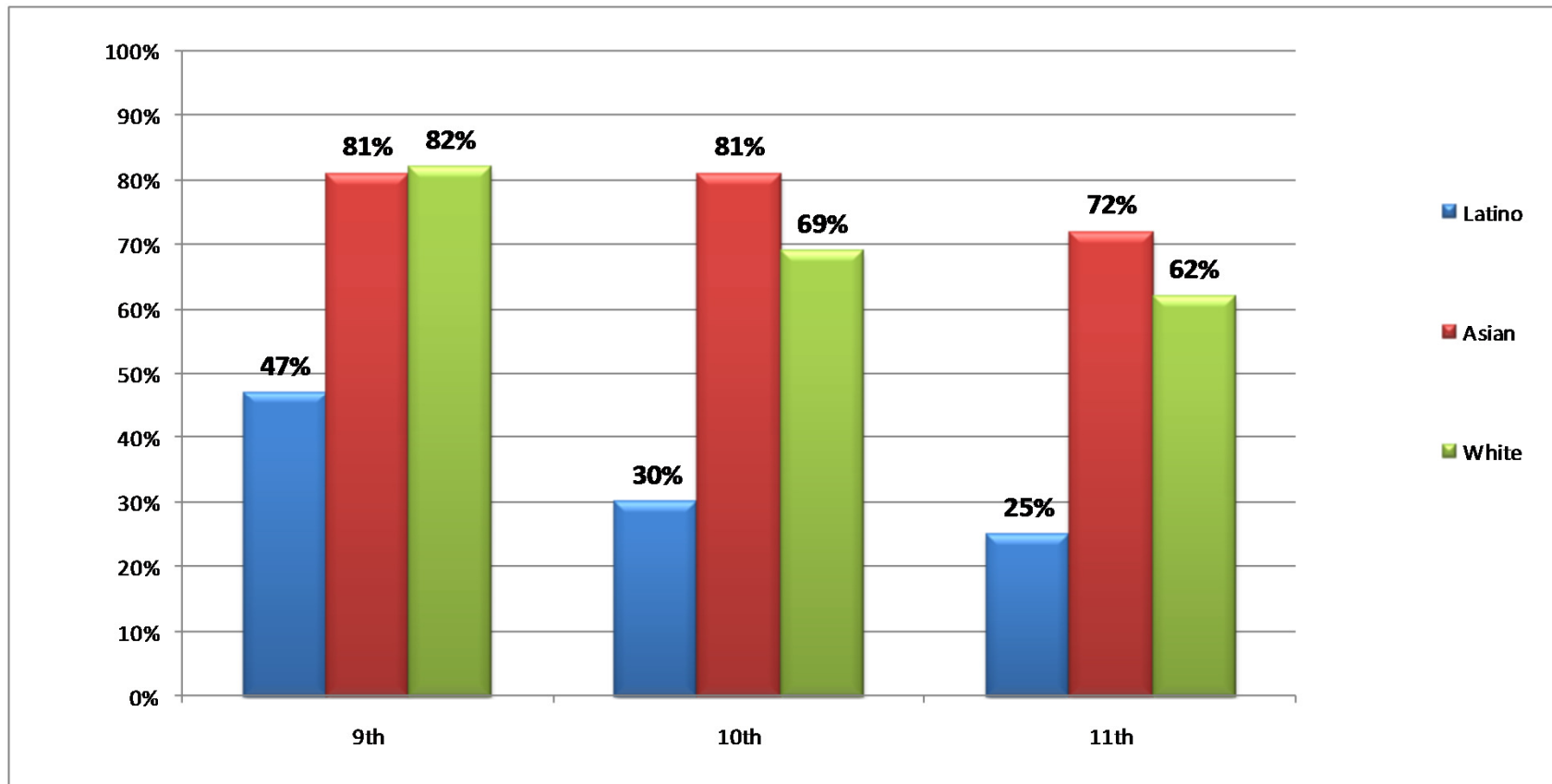


Source: California Department of Education data, 2009

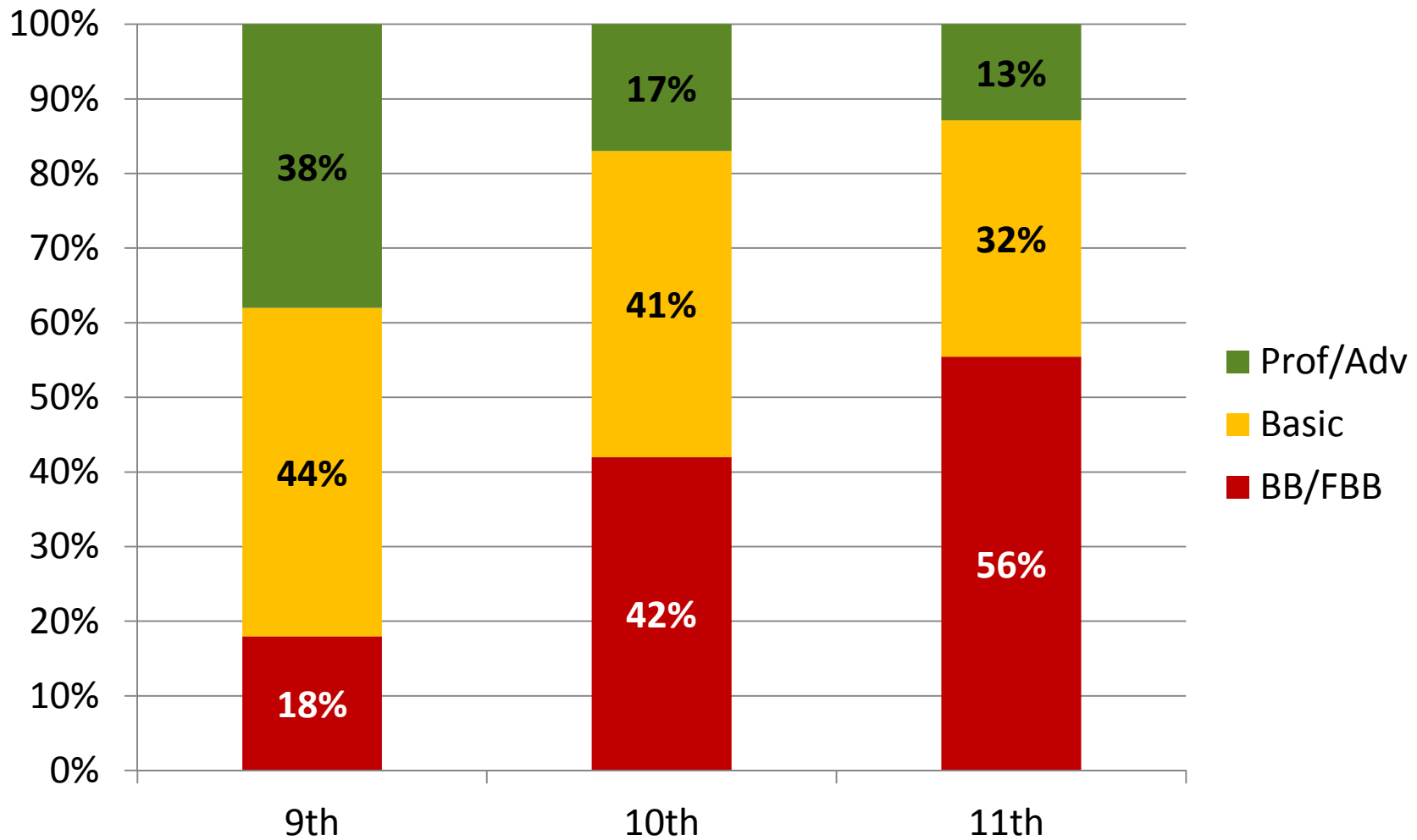
SMUSD – 2008 CST ELA



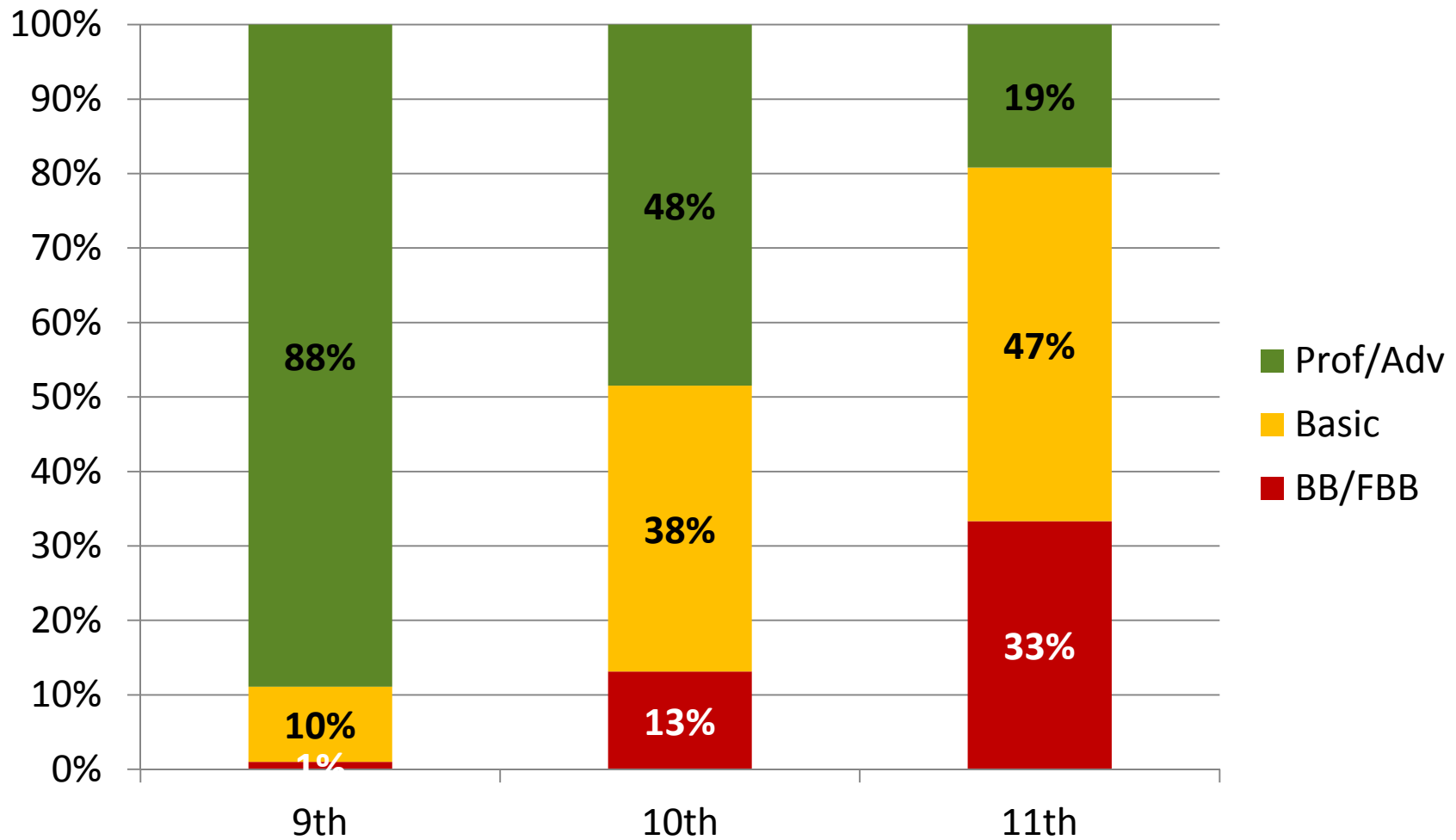
SMUSD – 2008 CST ELA Proficiency



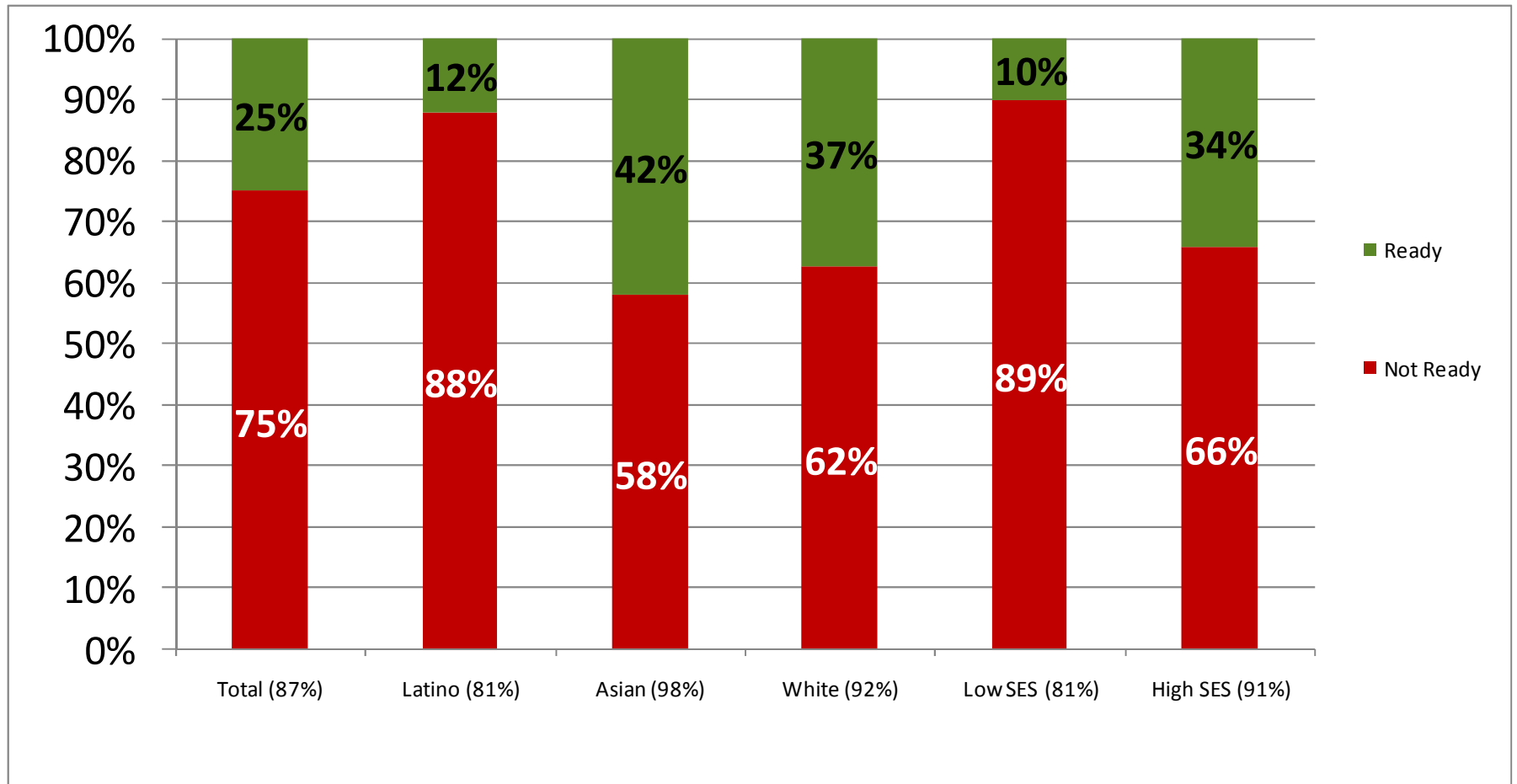
SMUSD - 2008 CST Algebra I



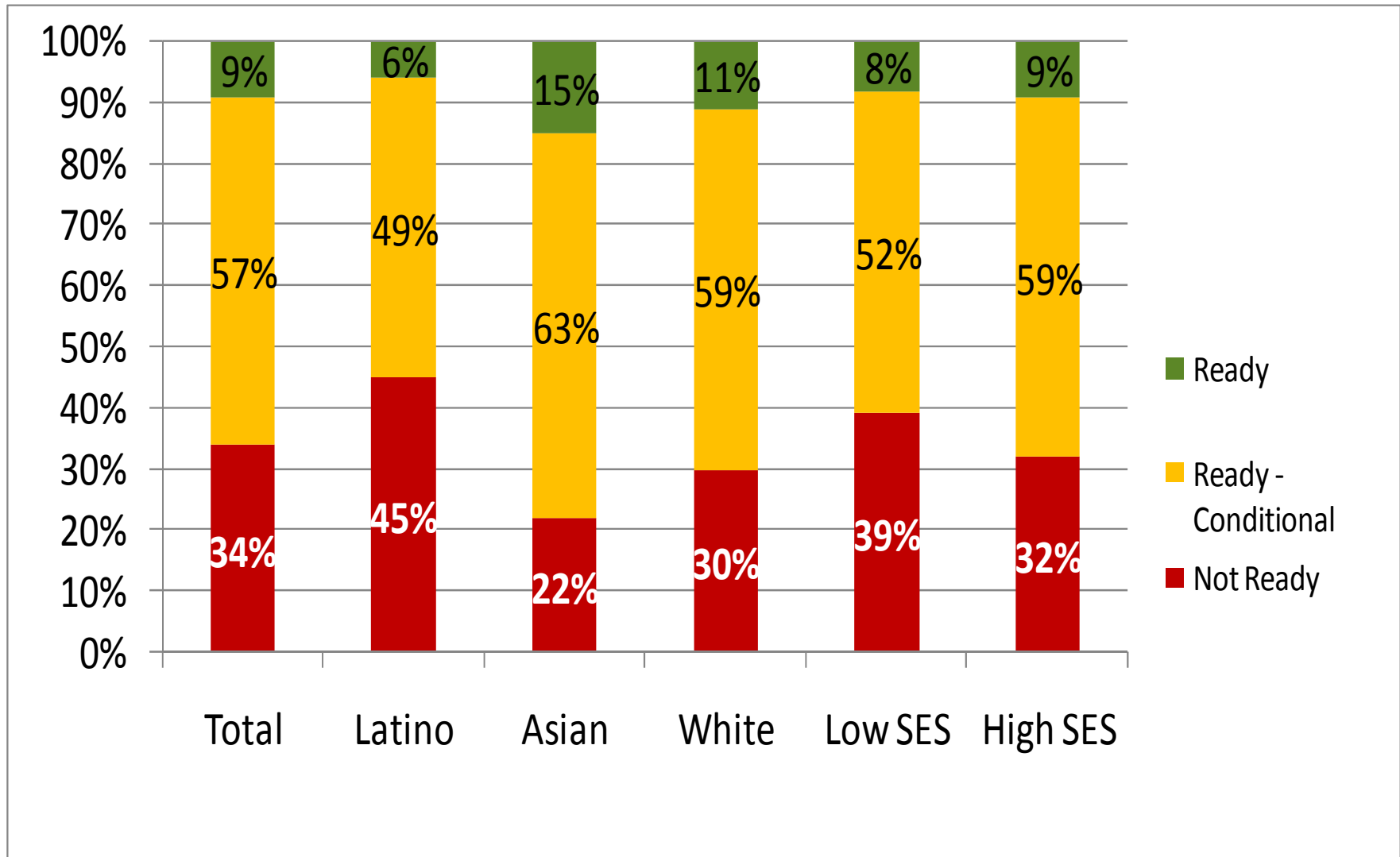
SMUSD – 2008 CST Algebra 2



SMUSD – EAP English 2008



SMUSD – EAP Math Total 2008



SMUSD – Graduation Rates & A-G Mastery 2007-08

