

Ventura Unified School District Blueprint Design Steering Committee



May 6, 2008

Dr. Linda Murray
Dr. Tami Pearson



Why is Ventura Unified School District examining the educational opportunities for all its high school students?

Ready for Career = Ready for College

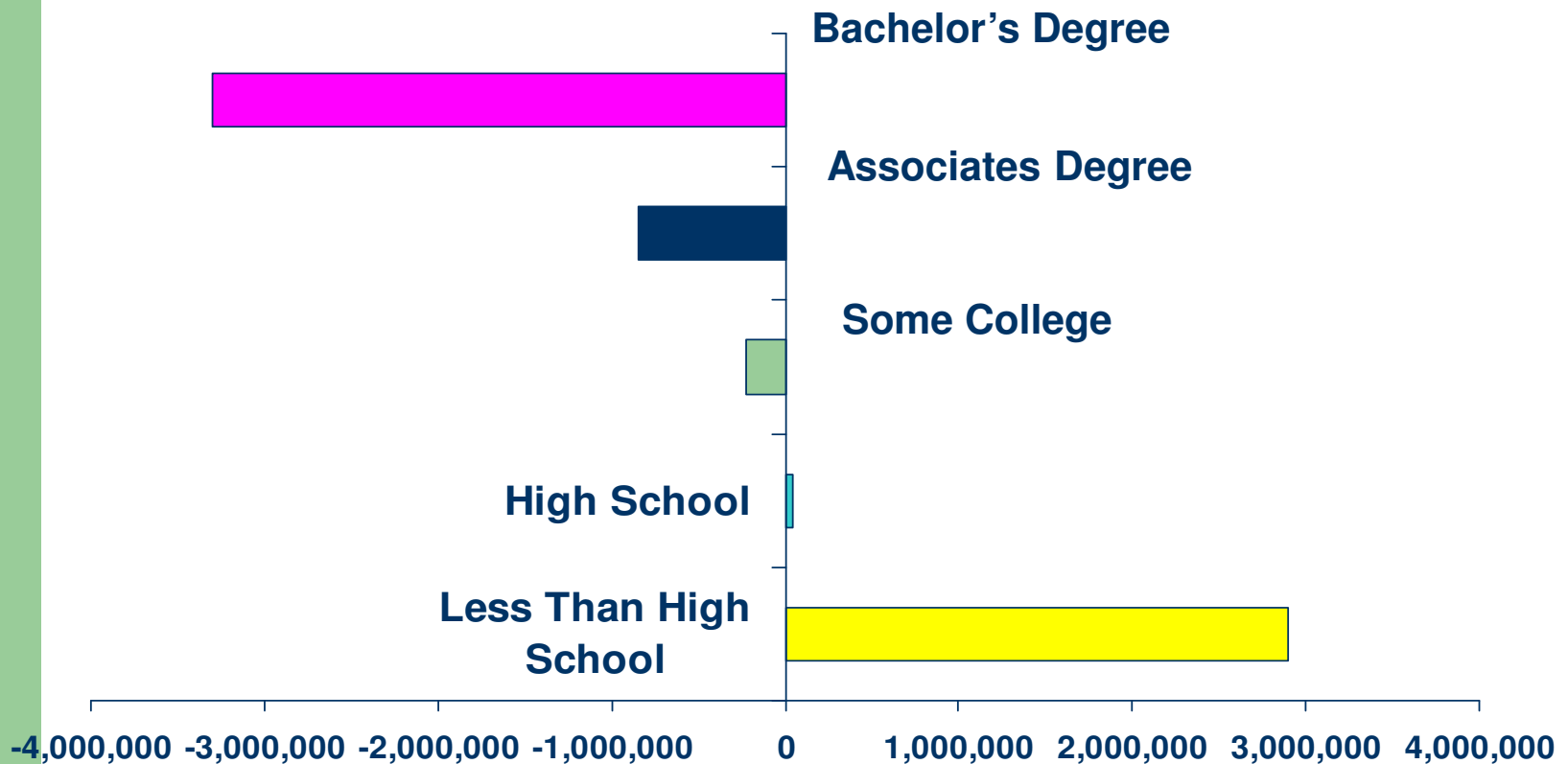
“In the agricultural age, postsecondary education was a pipe dream for most Americans. In the industrial age it was the birthright of only a few. By the space age, it became common for many. Today, it is just common sense for all”

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

Growing Need for Higher Levels of Education: Projections of Education Shortages and Surpluses in 2012

Shortage

Surplus



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

Despite Fears of Outsourcing

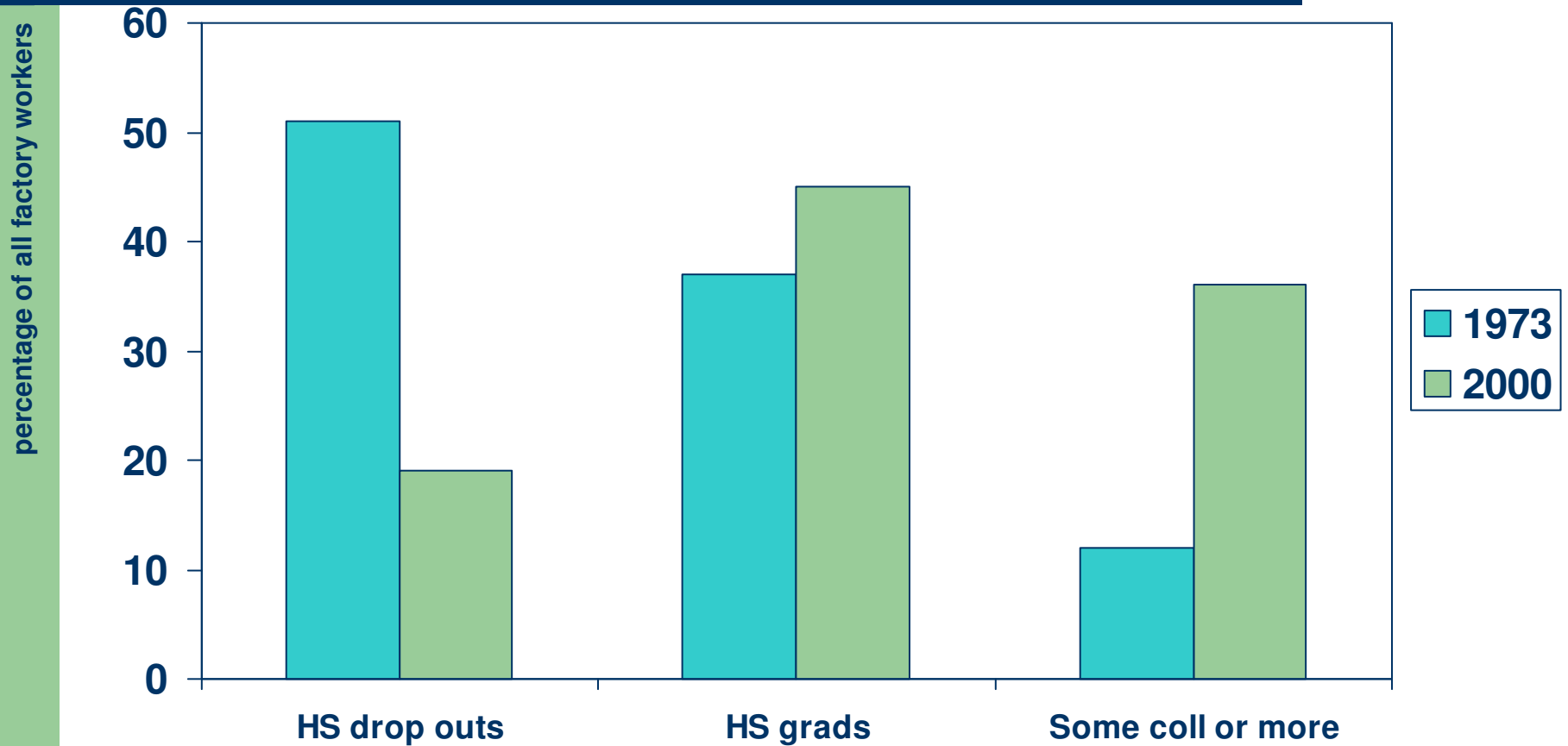
- 43 percent of the jobs in the next 30 years may be in highly paid managerial, professional and management related occupations – nearly twice the proportion of 30 years ago.
- Jobs in technical support specialties, including skilled construction trades and crafts, will also remain strong.
- Lower-skill jobs, such as equipment operators, assembly line workers, and manual services workers will fall in proportion to only 23.1 percent of the total.

For Students to Have Real Choices:

- They'll need access to 2- and 4- year colleges and universities.
- They'll need to be prepared for good jobs with a meaningful career ladder, a wage sufficient to support a family, and insurance benefits.

▪

Factory Jobs Are Going to Workers With More Education (1973-2000)



Source: Carnevale & Desrochers, "The Missing middle: Aligning Education and the Knowledge Economy," Educational Testing Service, April 2002.

Higher Skill Demands Require Earlier and More Rigorous Preparation. . . Even in Jobs We Don't Expect

Requirements for Airplane Manufacturers

- Four or five years of apprenticeship and/or postsecondary training;
- Algebra, geometry, trigonometry and statistics, computers and electronics;
- Average earnings: \$40,000 per year.

Requirements for Sheet Metal Workers

- Four or five years of apprenticeship.
- Algebra, geometry, trigonometry and technical reading.

Requirements for Auto Technicians

- A solid grounding in physics is necessary to understand force, hydraulics, friction and electrical circuits.

Even in Jobs We Don't Expect

Plumbing-Heating-Air Conditioning


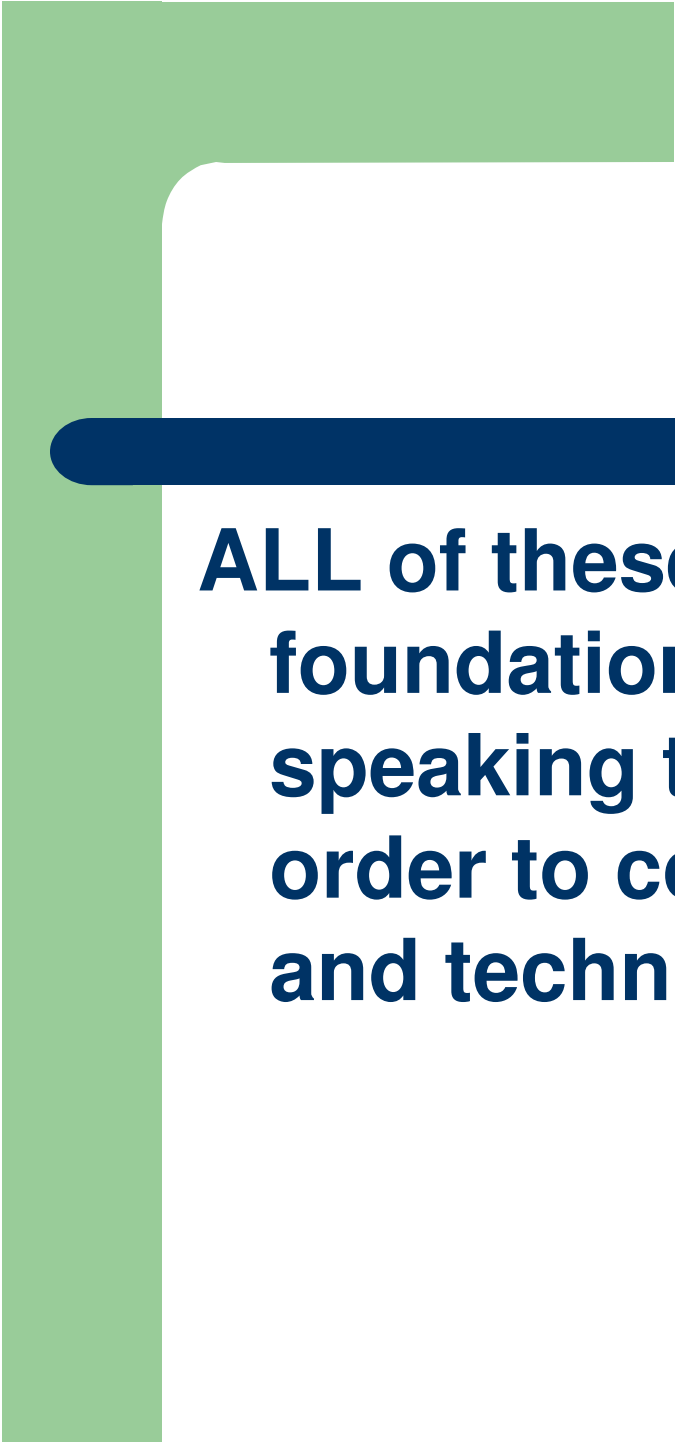
- Four or five years of apprenticeship and/or post-secondary training
- Algebra, plane geometry, trigonometry and statistics
- Physics, chemistry, biology, engineering economics.

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





ALL of these jobs require a strong foundation of reading, writing and speaking the English language in order to comprehend instructions and technical manuals

American Diploma Project Interviews with Employers:

- They mostly want the same things that higher education wants!
 - Strong Reading Ability – read/comprehend informational and technical texts
 - Emphatic about literature – understanding other cultures is necessary with diverse customers and co-workers
 - Writing ability key
 - Mathematics Imperative – data, probability, statistics and competent problem solvers. Algebra I, Geometry and Algebra II.

Benchmark Courses for Career Success

- **Algebra II** for highly paid professional jobs or well-paid white collar jobs.
- **Geometry** for well-paid blue-collar jobs and low-paid/low-skilled jobs
- **4 Years of English** that is at least at grade level for the vast majority of jobs.

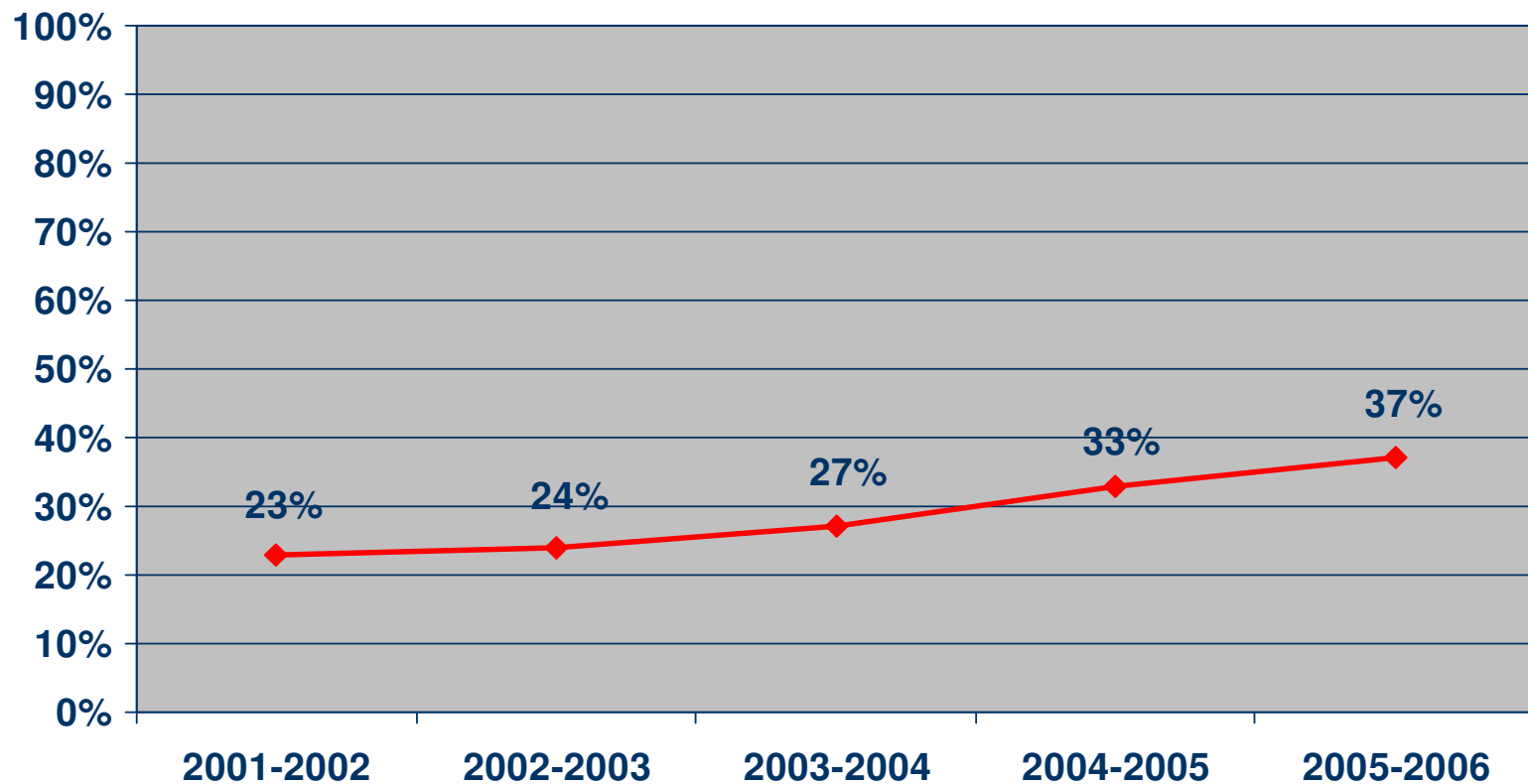


**In California, that means
providing the College-
Ready/Career-Ready Curriculum
to All**



How Well are Ventura USD Students Prepared for College and Career?

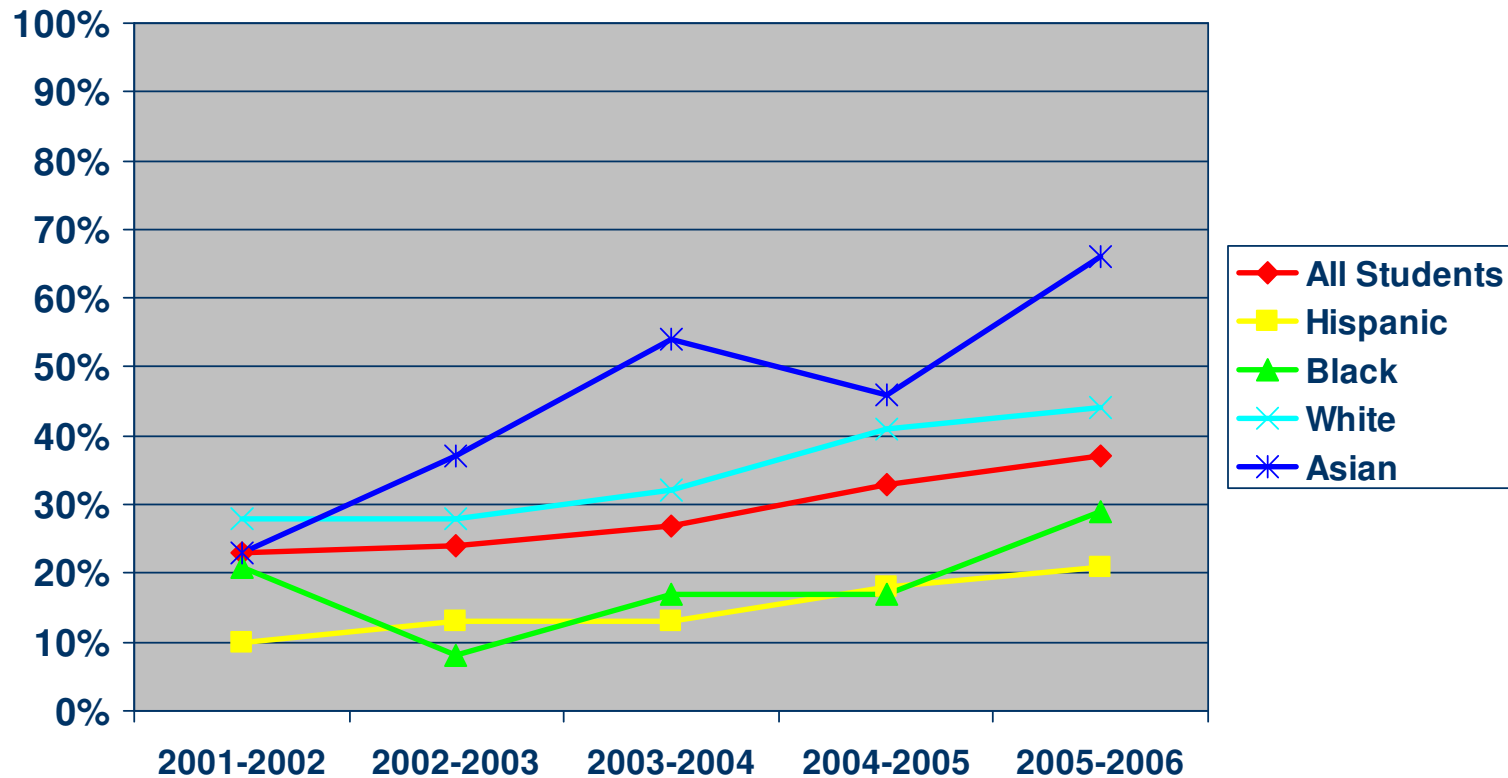
VUSD Graduates Past 5 Years District-wide UC/CSU Eligible* Population



*Eligible upon completion of 15 required courses approved by UCOP with a C or higher.

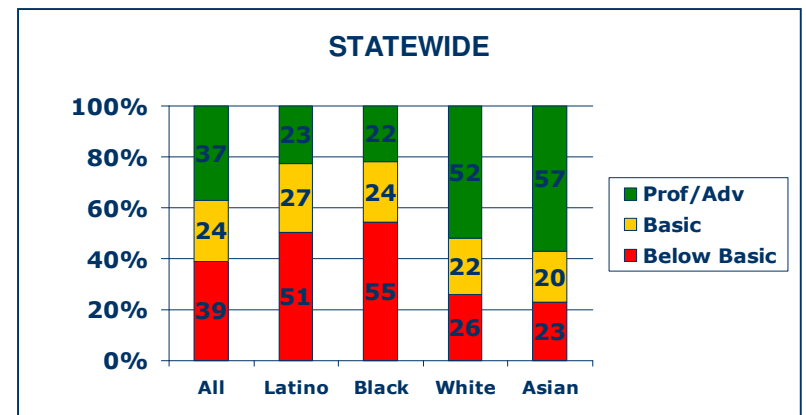
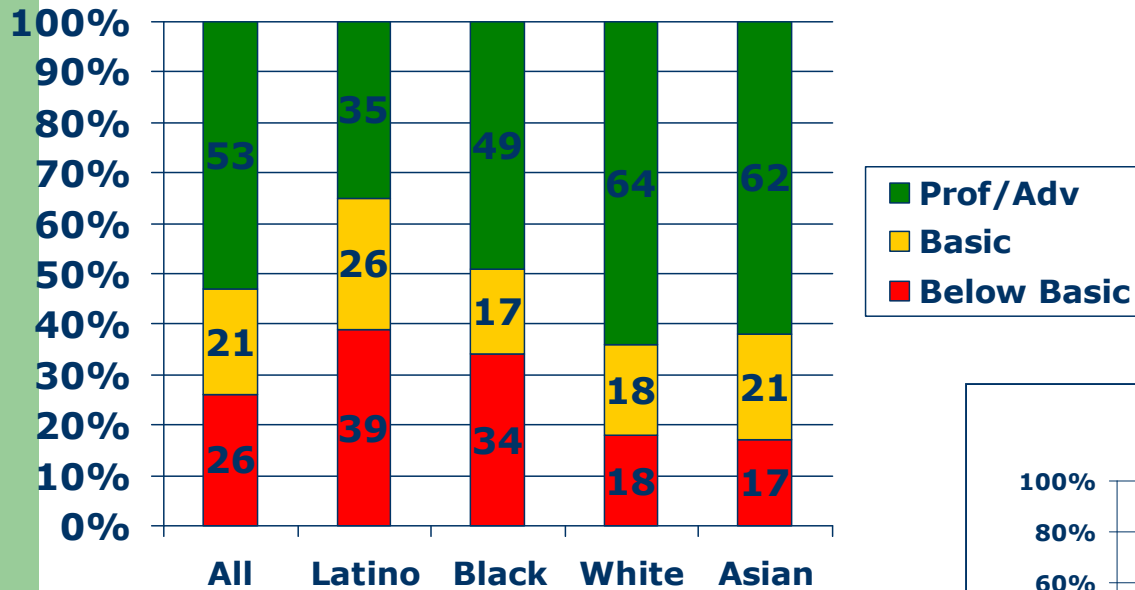
VUSD UC/CSU Eligible Population*

2002-2006

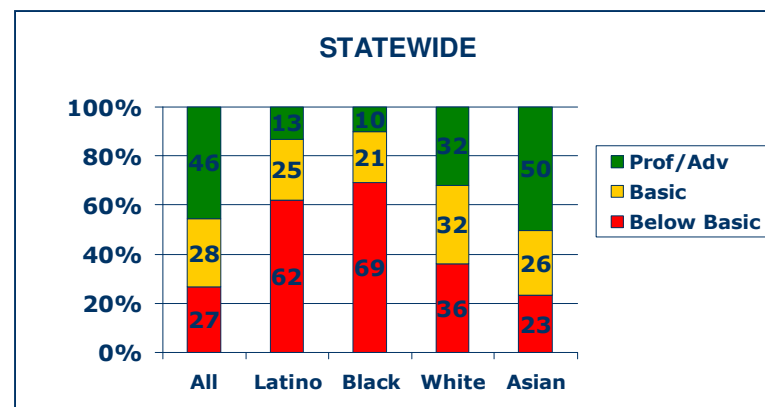
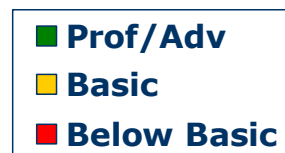
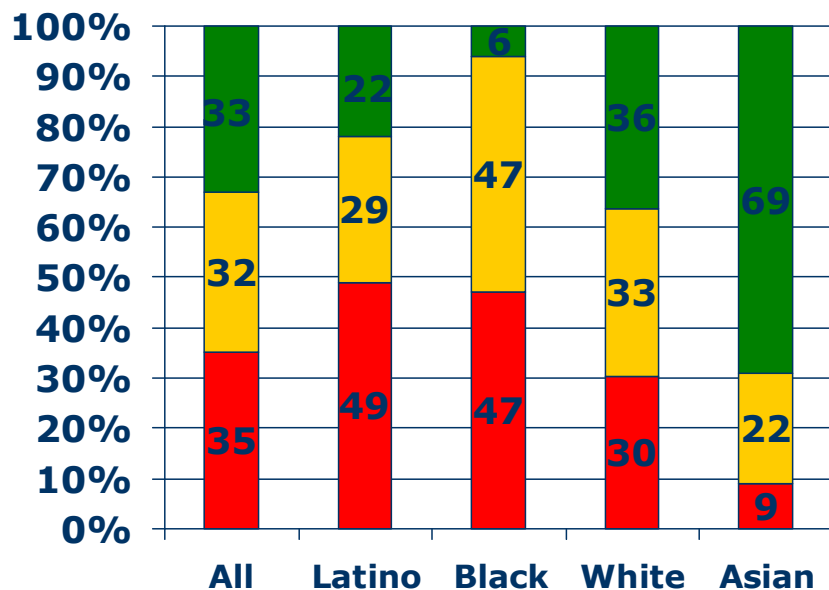


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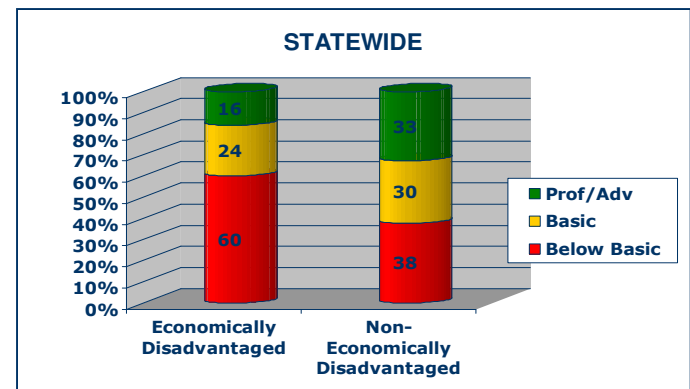
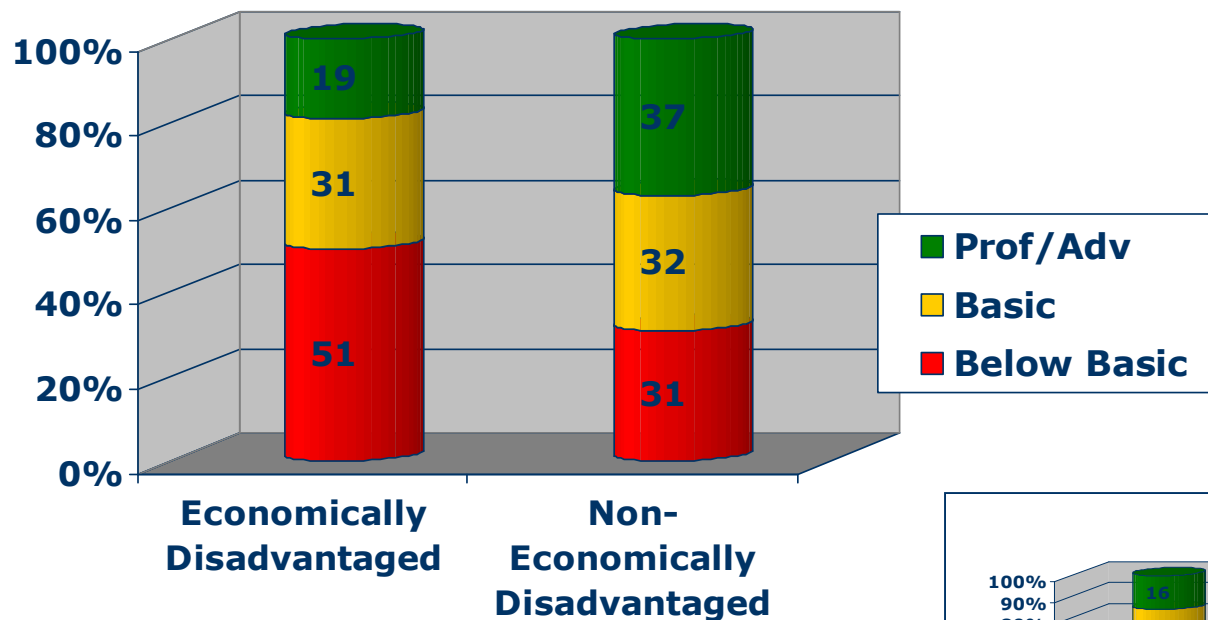
VUSD ELA 11th Grade 2007 CST by Ethnicity



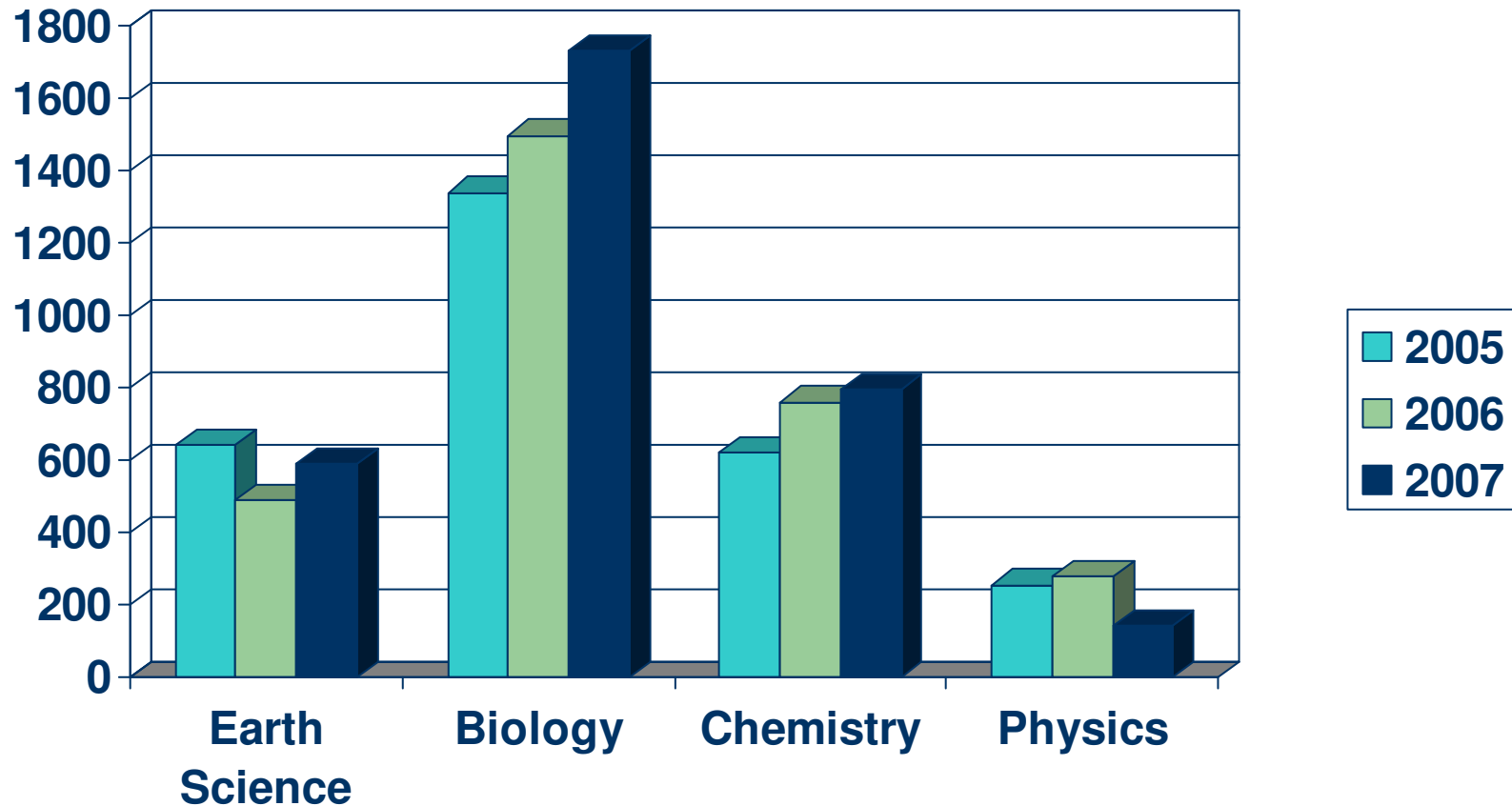
VUSD Algebra II (Grades 8-11) 2007 CST By Ethnicity



VUSD Algebra II (Grades 8-11) 2007 CST by Economic Status

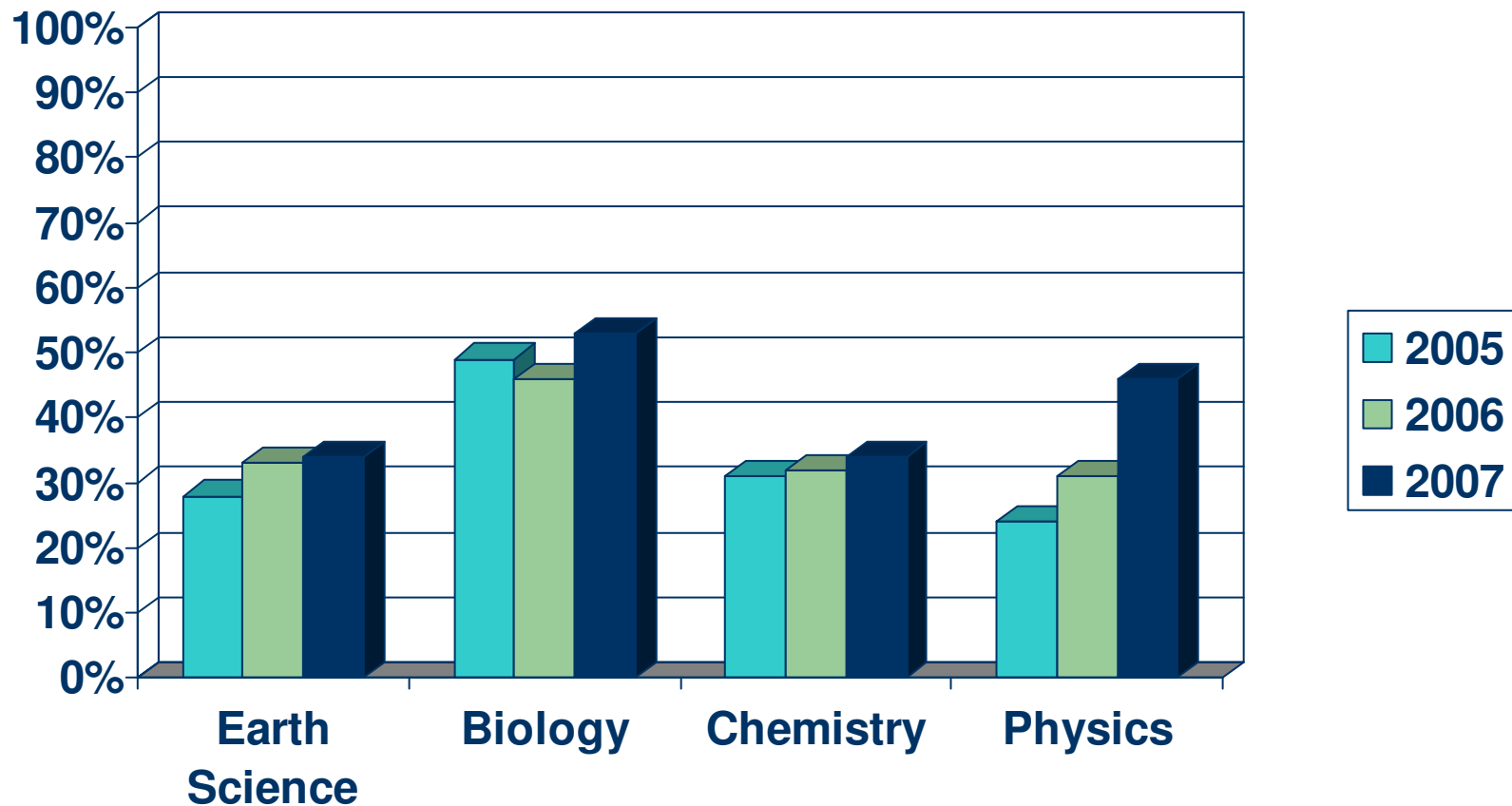


VUSD Science CST Tests Taken



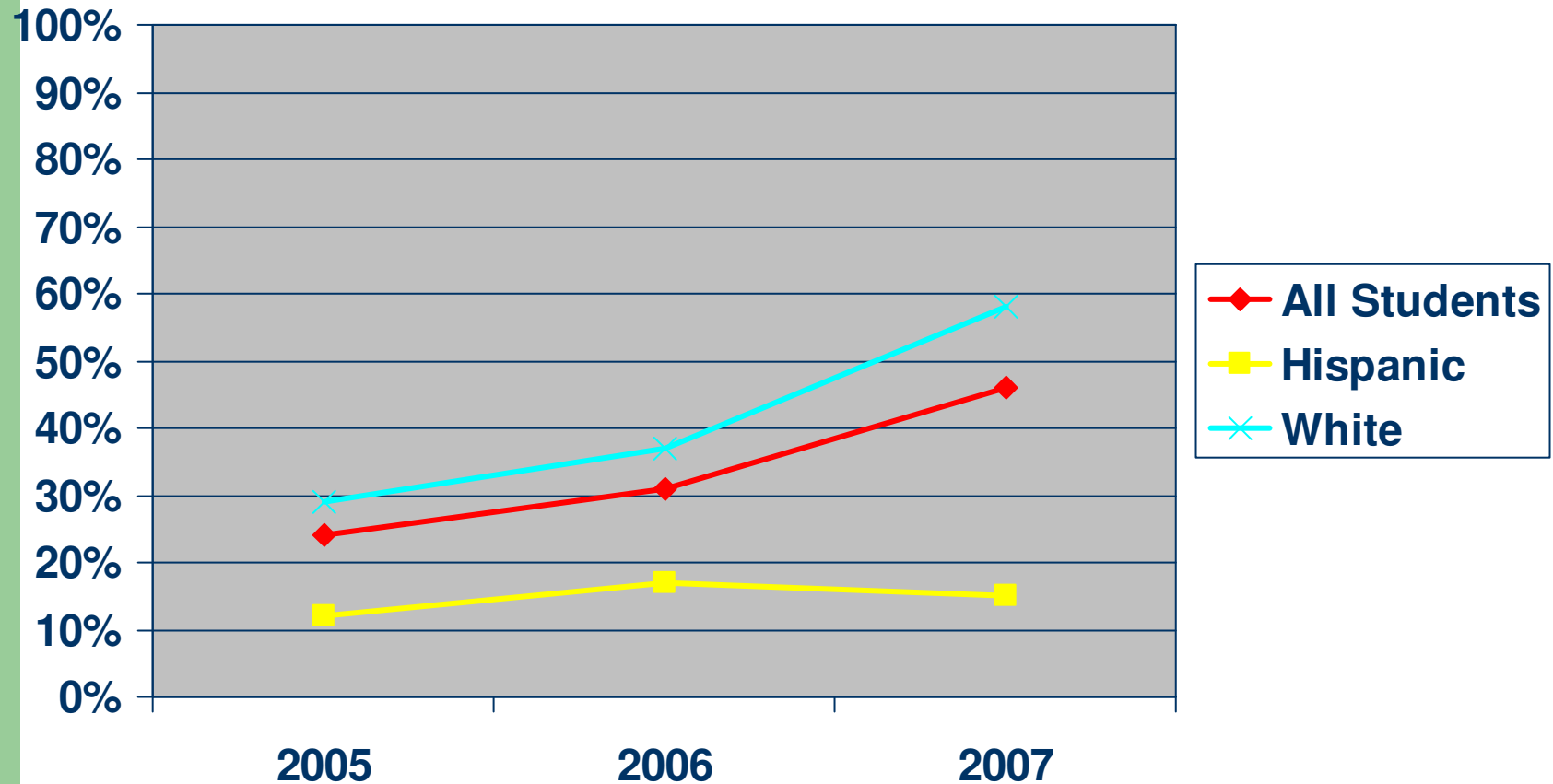
Source: EdTrust West analysis of California Department of Education data, 2008

VUSD Science CST Percent Proficient/Advanced



Source: EdTrust West analysis of California Department of Education data, 2008

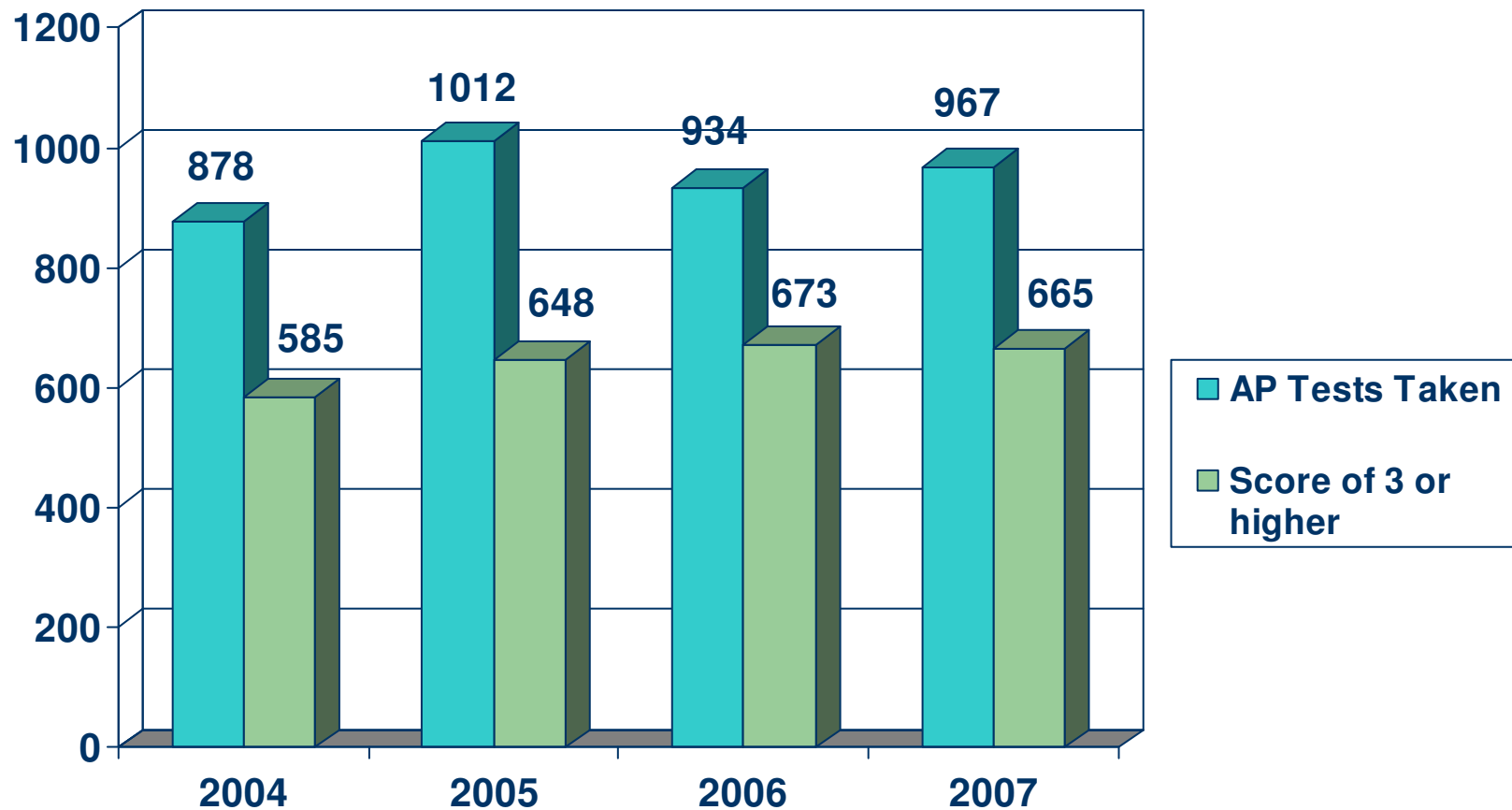
VUSD Physics CST Percent Proficient/Advanced



Source: EdTrust West analysis of California Department of Education data, 2008

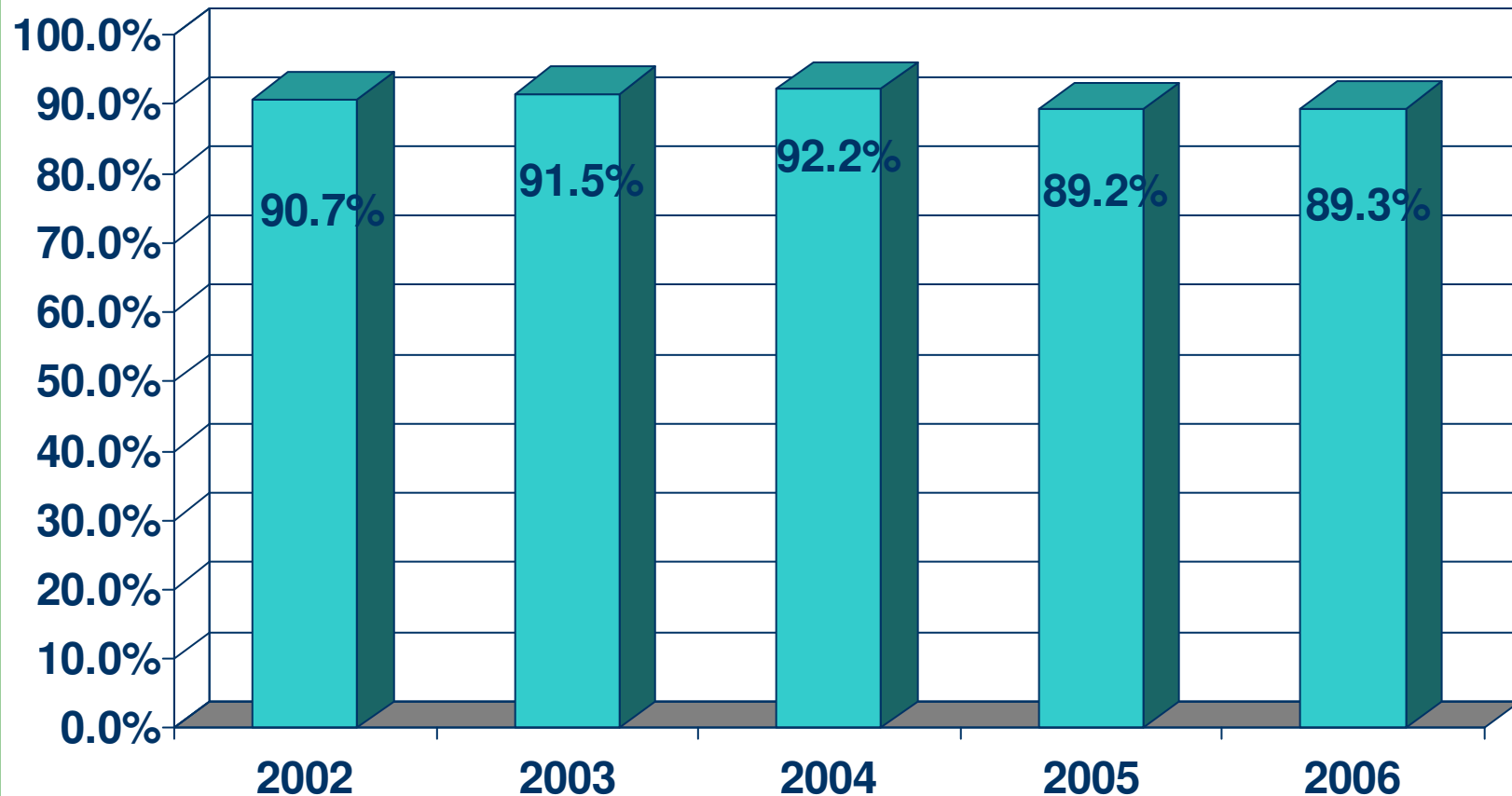
VUSD

AP Tests Taken & Success



Source: EdTrust West analysis of California Department of Education data, 2008

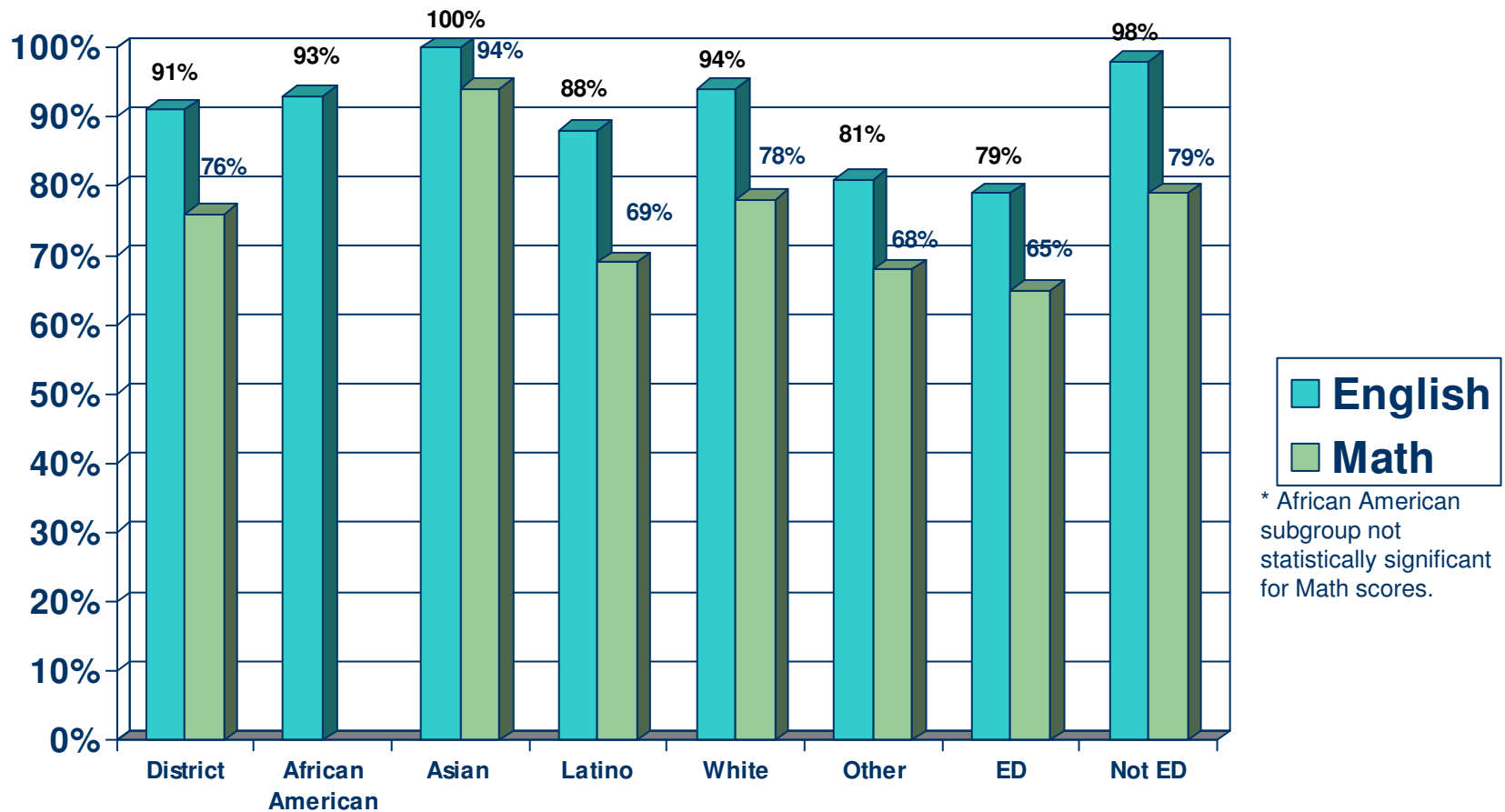
VUSD Graduation Rates 2002-2006



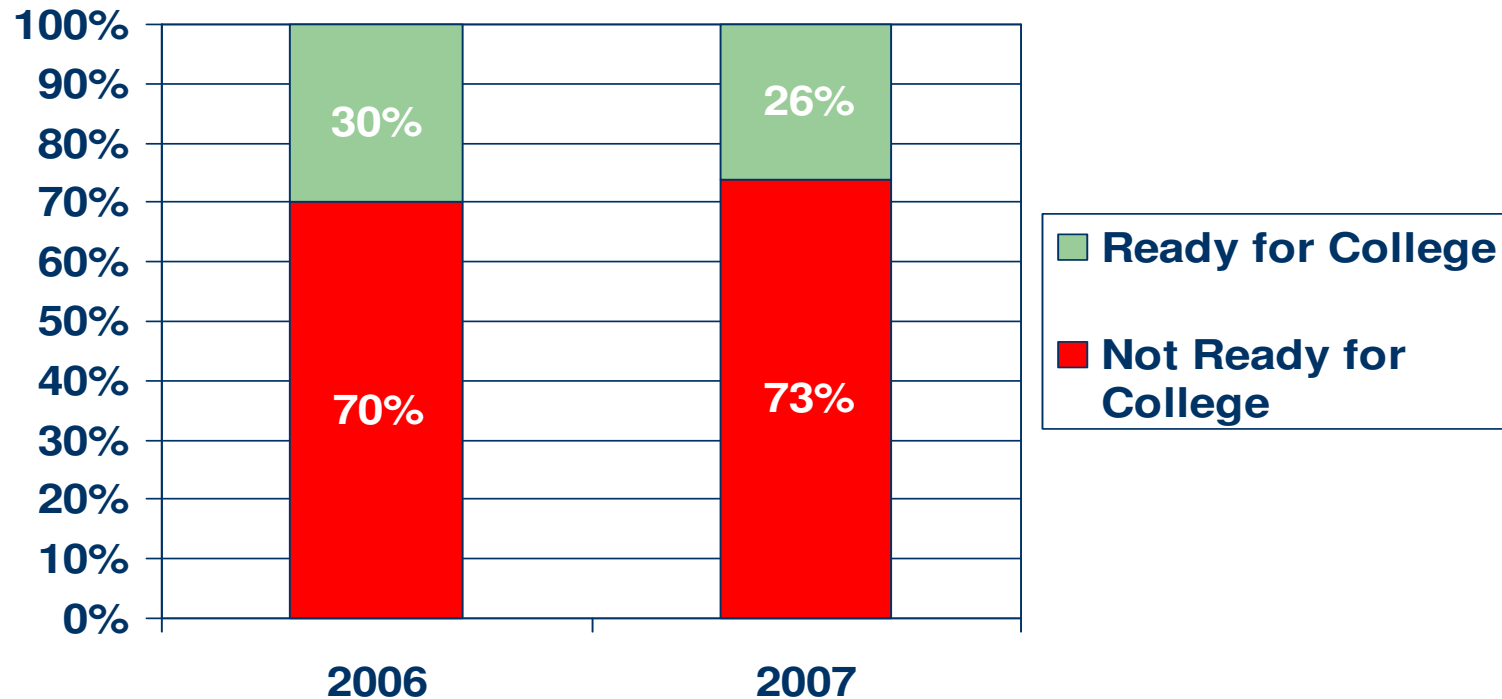
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VUSD

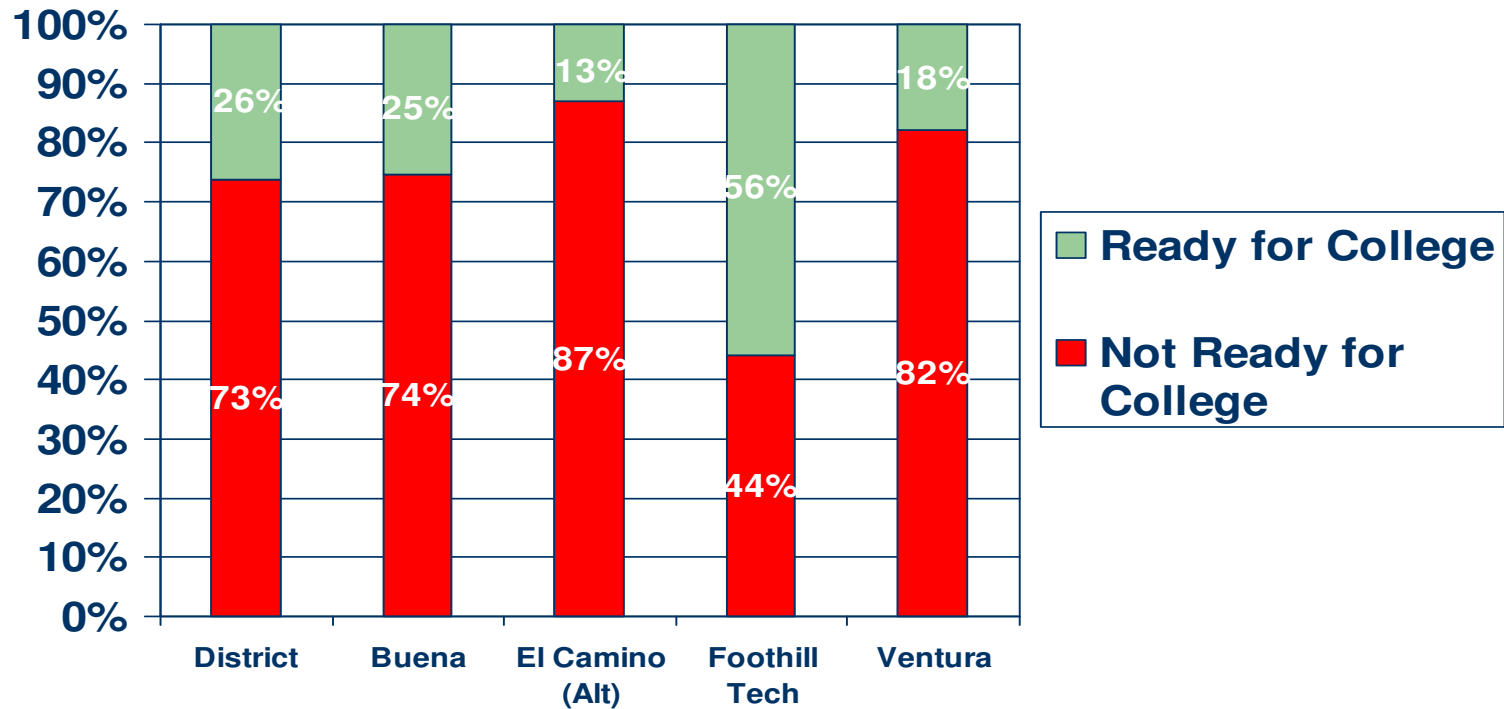
Subgroup Participation in EAP Tests 2007



VUSD EAP English Results 2006, 2007

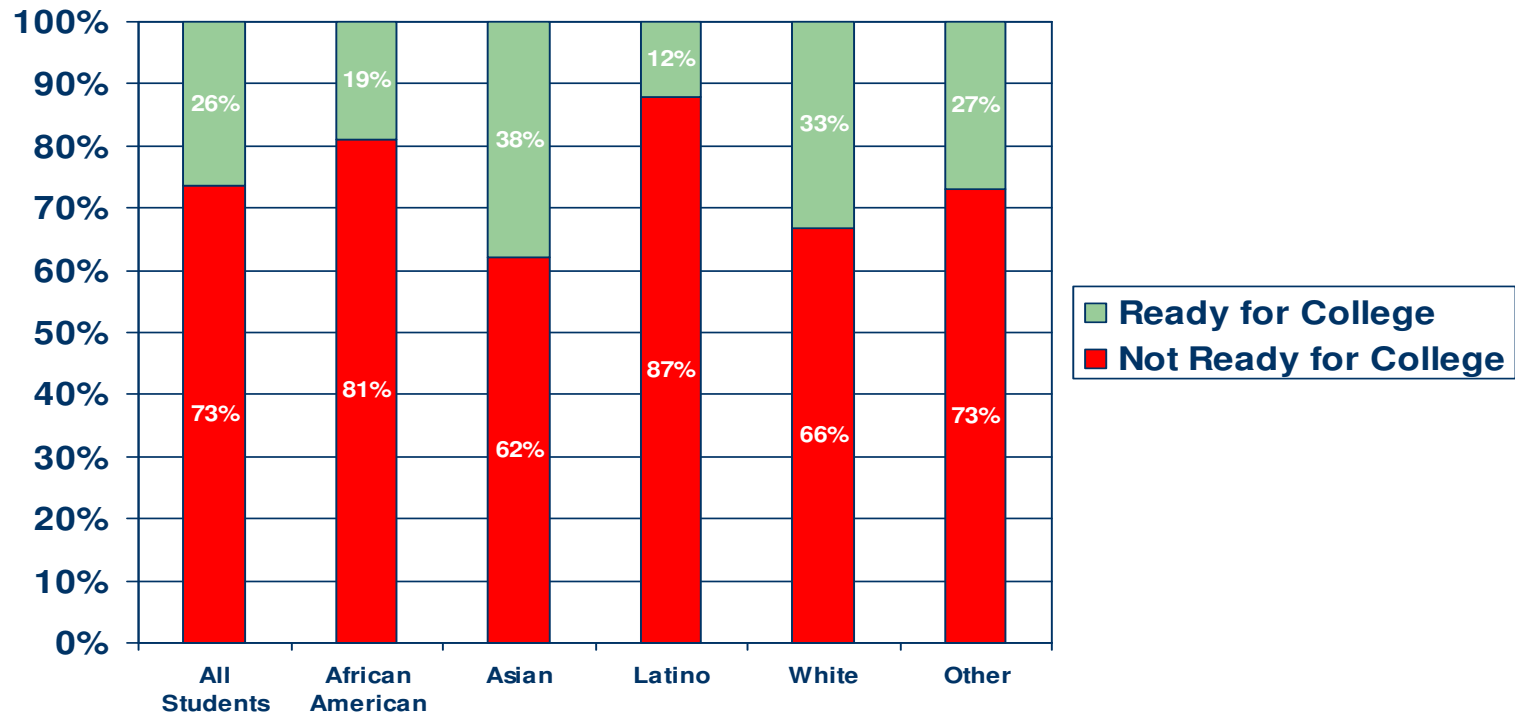


VUSD EAP English Results by School 2007



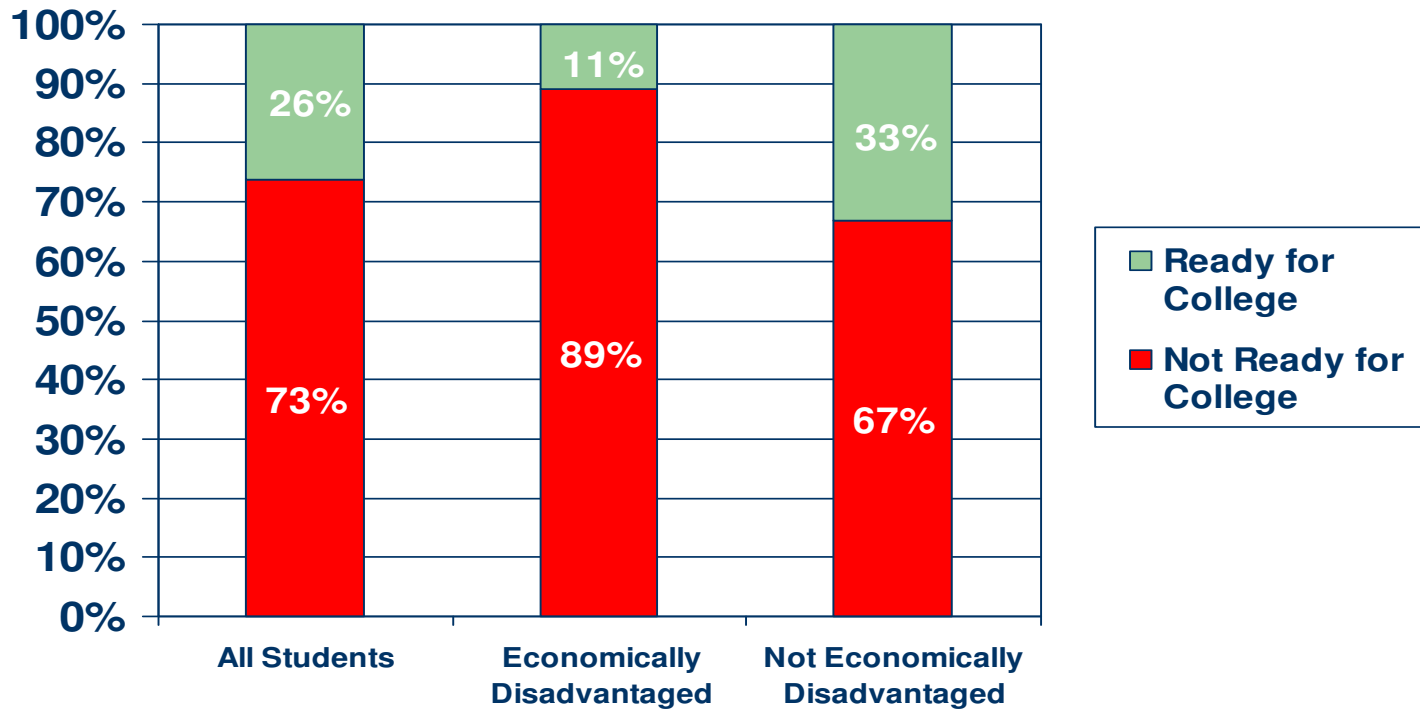
VUSD

EAP English Results by Ethnicity 2007



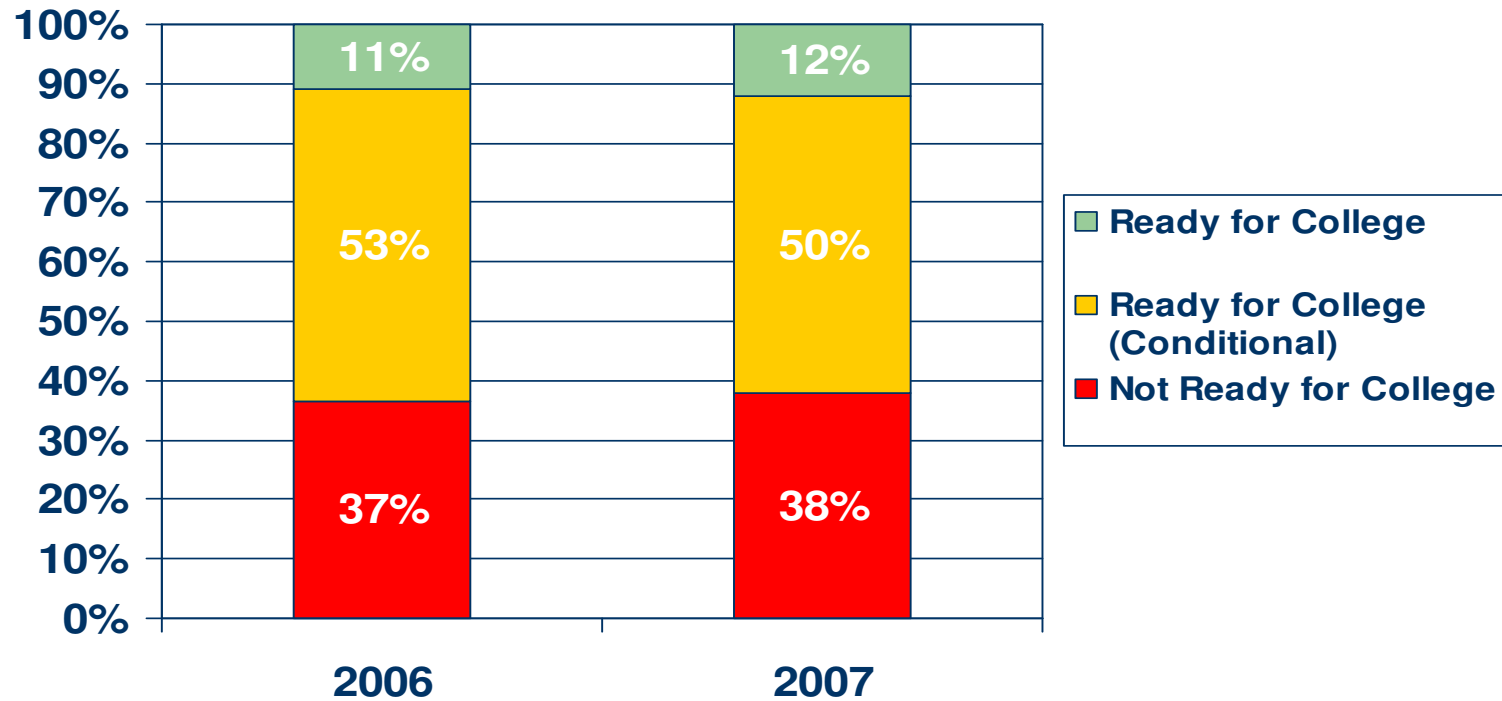
VUSD

EAP English Results by Economic Status 2007

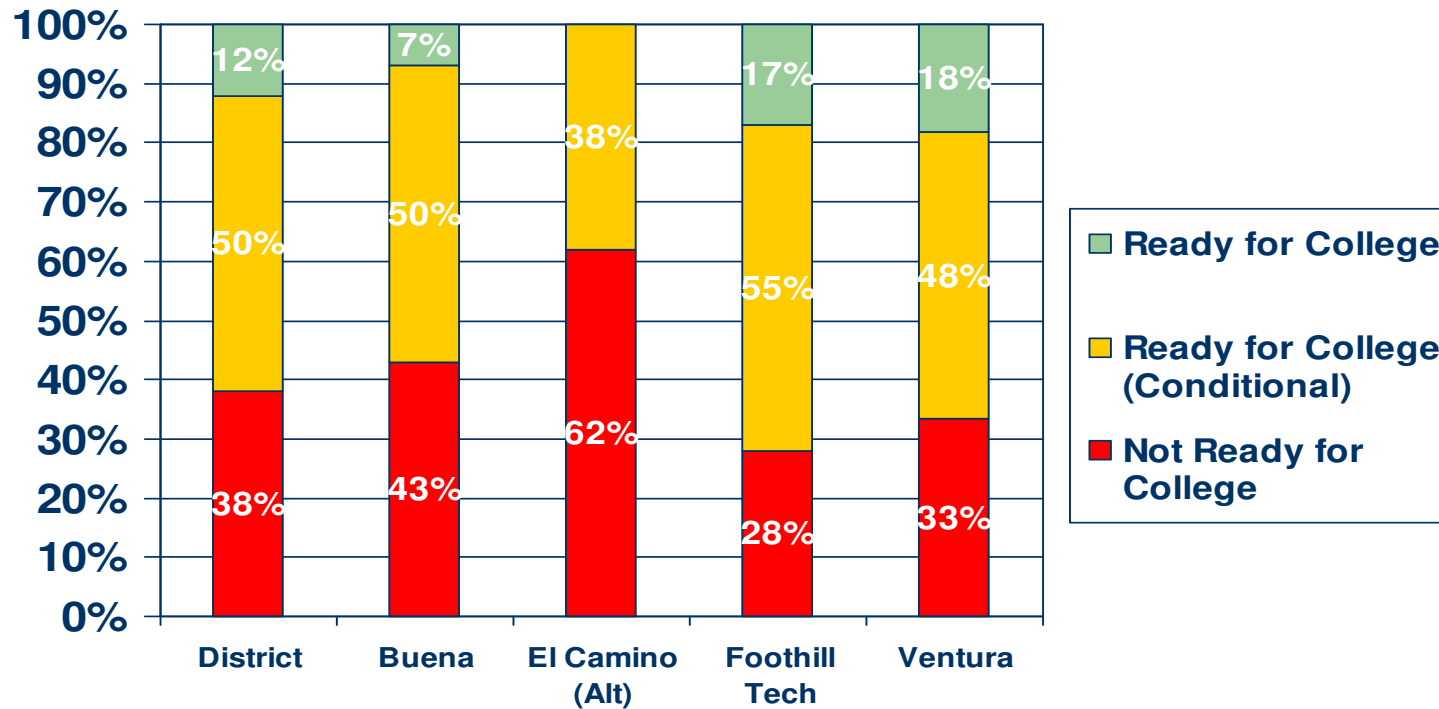


VUSD

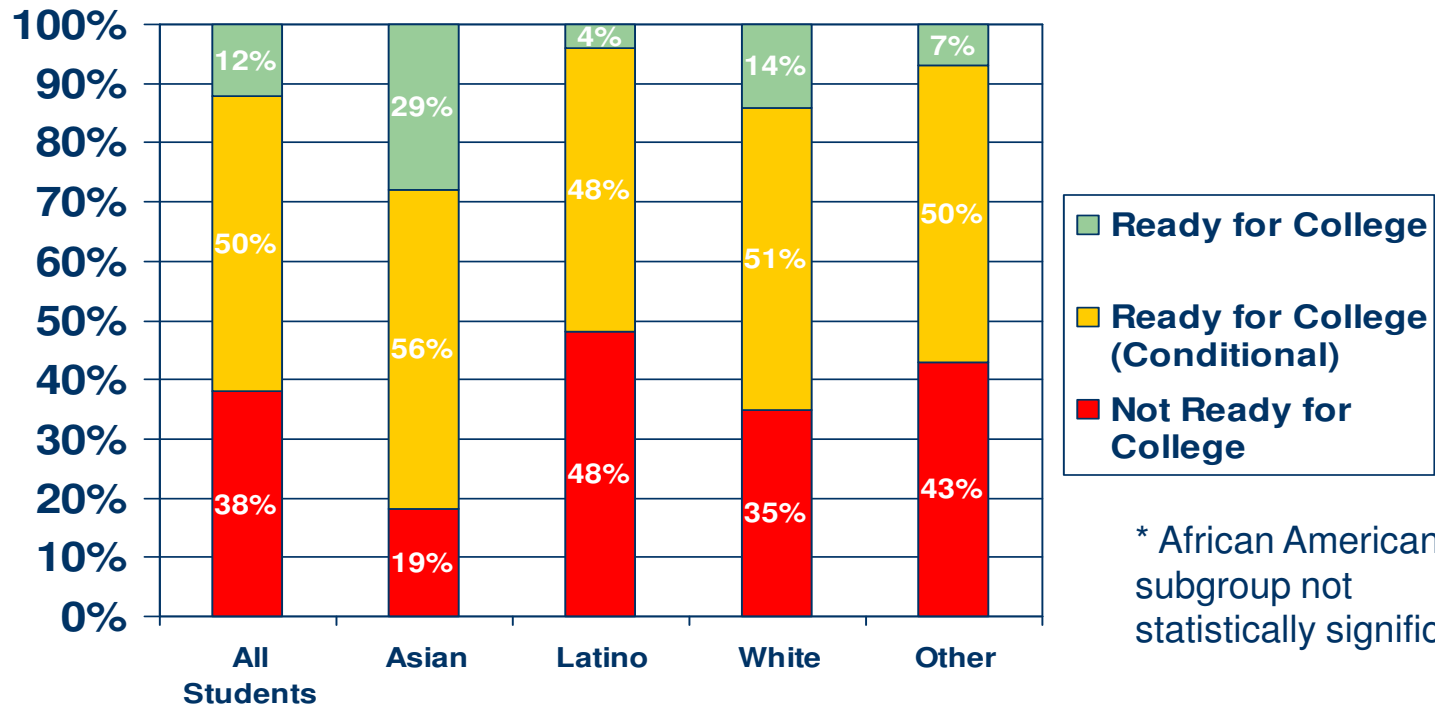
EAP Math Results 2006, 2007



VUSD EAP Math Results by School 2007



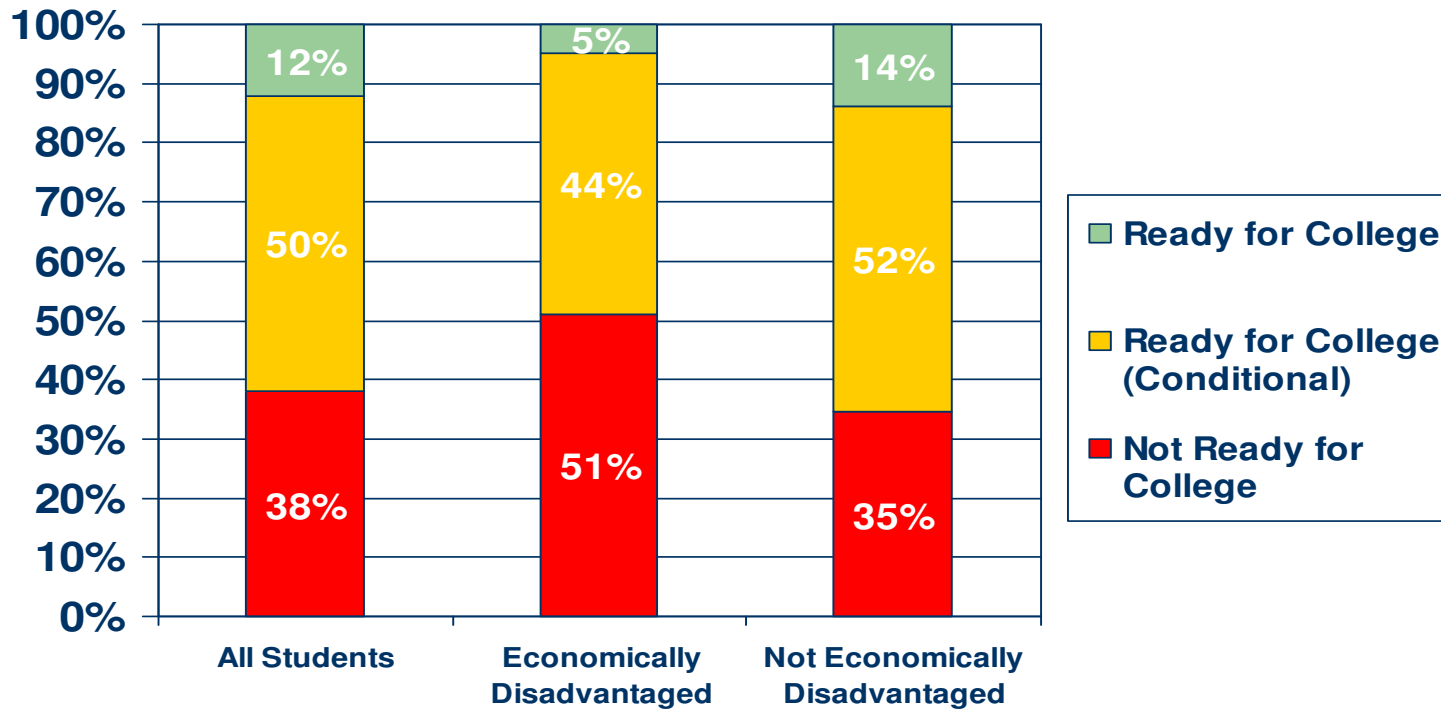
VUSD EAP Math Results by Ethnicity 2007



* African American subgroup not statistically significant.

VUSD

EAP Math Results by Economic Status 2007





High School Reform

Educational Opportunity Audit and
Blueprint Design

ETW Role

- Analyze transcripts and other school artifacts
- Facilitate the Data Team through each piece of the Transcript Study
- Conduct Surveys of key district departments
- Conduct focus groups with all stakeholders
- Facilitate community engagement process
- Aid in the development of the blueprint by school site and central office staffed committees
- Provide status reports to steering committee

VUSD Role

- Create Data Team to engage in a study of student transcripts
- Create Steering Committee for the process comprised of key stakeholders from the school and community
- Create Committees to develop the Blueprint for Reform implementation plan
- Engage entire community in dialogue about reform

ETW Meeting Timeline

- March 2006 – Board meeting to develop College-ready, Work-ready, Life-ready Curriculum
- June 2006 – First round of Focus Groups
- July 2006 – Course-taking analysis begins
- October 2006 – Second Round of Focus Groups
- October 2006 – Transcript Study #1
- January 2007 – Preliminary Audit Report
- March 2007 – Transcript Study #2
- March 2007 – Community Conversations
- May 2007 – Final Audit Report
- October 2007 – Data Team #2
- October 2007 – Community Conversation
- May 2008 – Steering Committee
- May 2008 – Community Conversation #2



Educational Opportunity Audit Initial Findings

Student Focus Group Themes

- Academic Challenge
 - Want to be challenged more!
 - Challenge levels different in general and college preparatory classes
 - Elective programs are important motivators
 - Very positive about teachers and classes
- Preparation for the Future
 - Most kids want college
 - Variety of options available upon graduation
 - Some feel they are well-prepared
 - More time with counselors
 - “Lack of rigor” in homework
- School Climate
 - “We can do more!”
 - Too many students drift
 - Very positive about BARK zone and FIRE program

Teacher Focus Group Themes

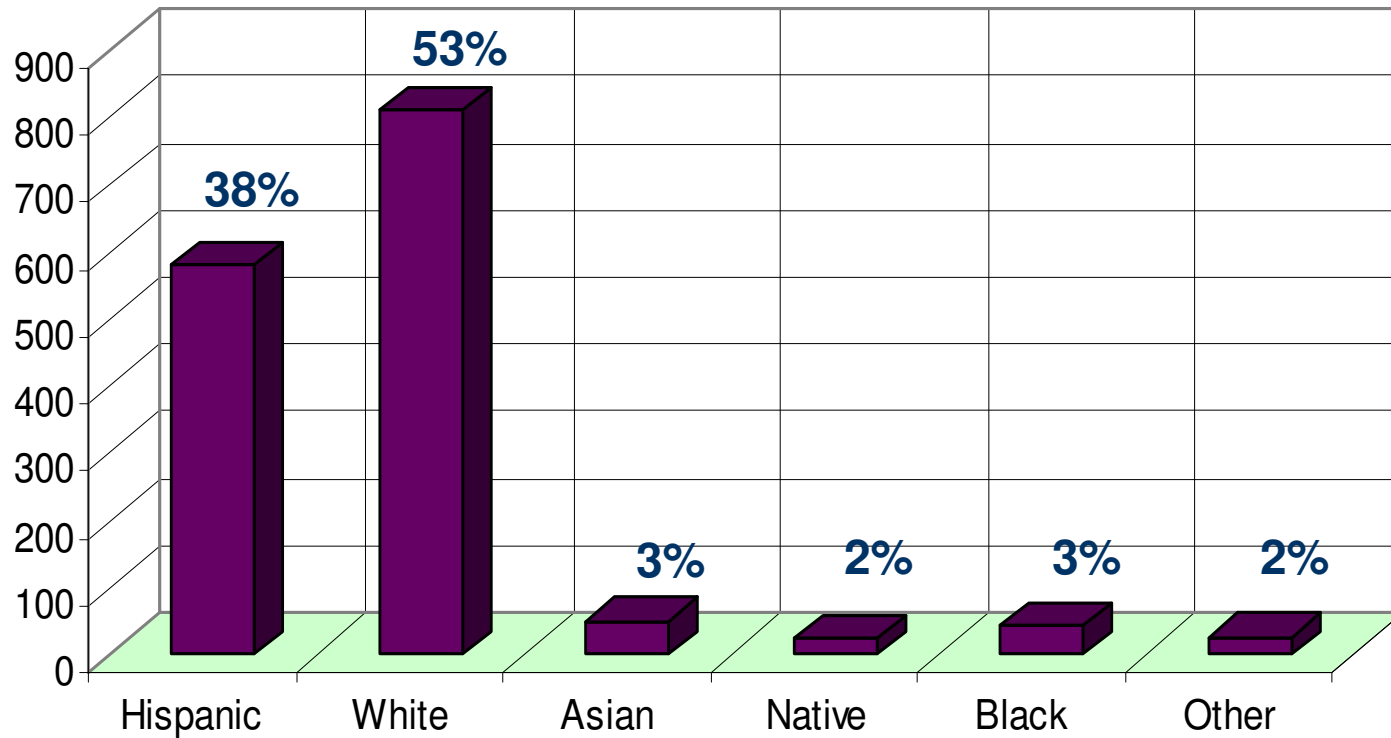
- Purpose of high school
 - Open opportunities for postsecondary training/education
 - Rigor and relevance
 - Increase diversity in AP and Honors level classes
 - Students are capable of much more
 - Focus on both academic preparation and career-technical education
- Student Engagement
 - Huge population of students not involved in activities
 - Heavy academic load
 - Lack of relevance
- Challenges facing teachers
 - Too few students on grade-level
 - Interventions are imperative
 - More time to collaborate
 - Frequent policy changes
 - Useful Professional Development

Parent and Community Member Focus Group Themes

- Choice in High School
 - Challenging Courses
 - Array of electives
 - More career-technical education courses
 - Honors students rise to the challenge
- Challenge of High School
 - Many students do not know what is expected of them
 - Not enough counselors to guide postsecondary options
 - Relevance
- Purpose of High School
 - Variety of postsecondary options
 - “Rigor is important!”
 - “Life-readiness” and relevance

ETW Transcript Review

Ventura Unified School District
2006 - 2007 Senior Class
Demographics



Source: The Education Trust – West Analysis 2006

ETW Transcript Review

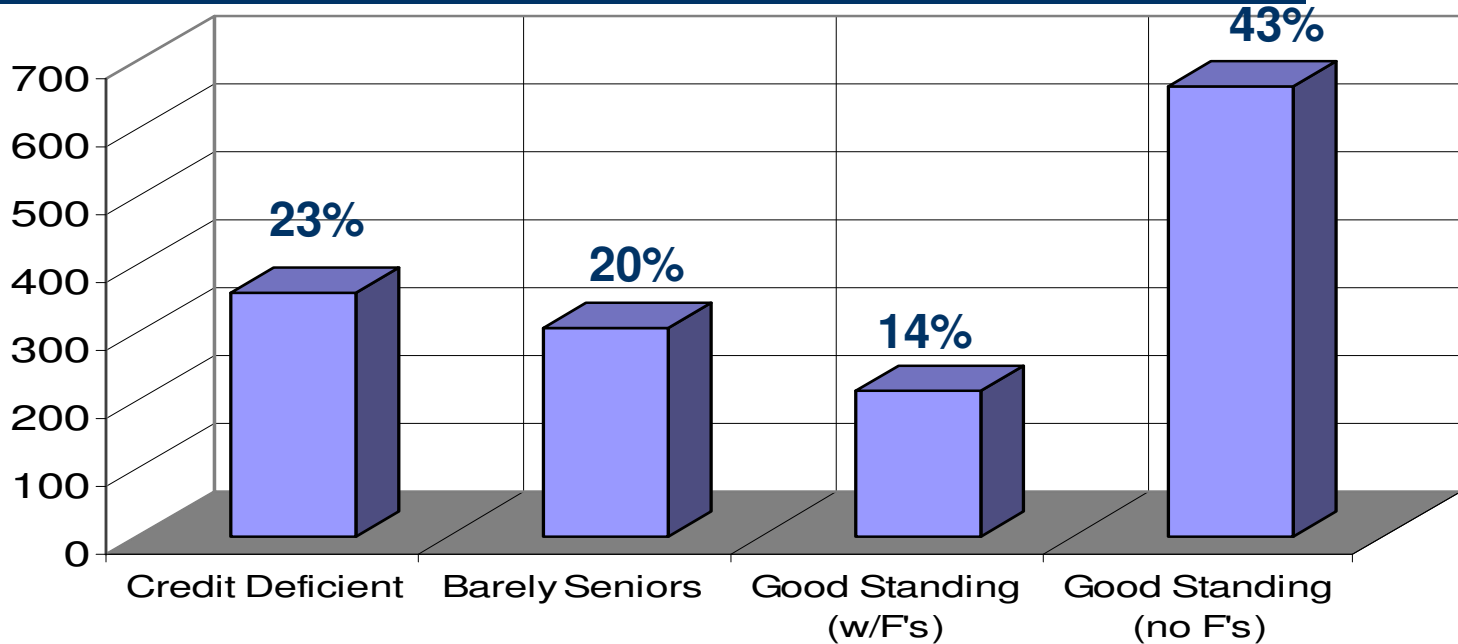
Ventura Unified School District
2006 - 2007 Senior Class

Separated 2006-2007 Senior Class

- Credit Deficient (0-159.5 credits attained)
- Barely Seniors (160-179.5 credits attained)
- Good Standing w/Failures (180+ credits attained)
- Good Standing no Failures (180+ credits attained)

ETW Transcript Review

Ventura Unified School District
2006 - 2007 Senior Class Status



Credit Deficient – (0-159.5 credits)

Barely Seniors – (160-179.5 credits)

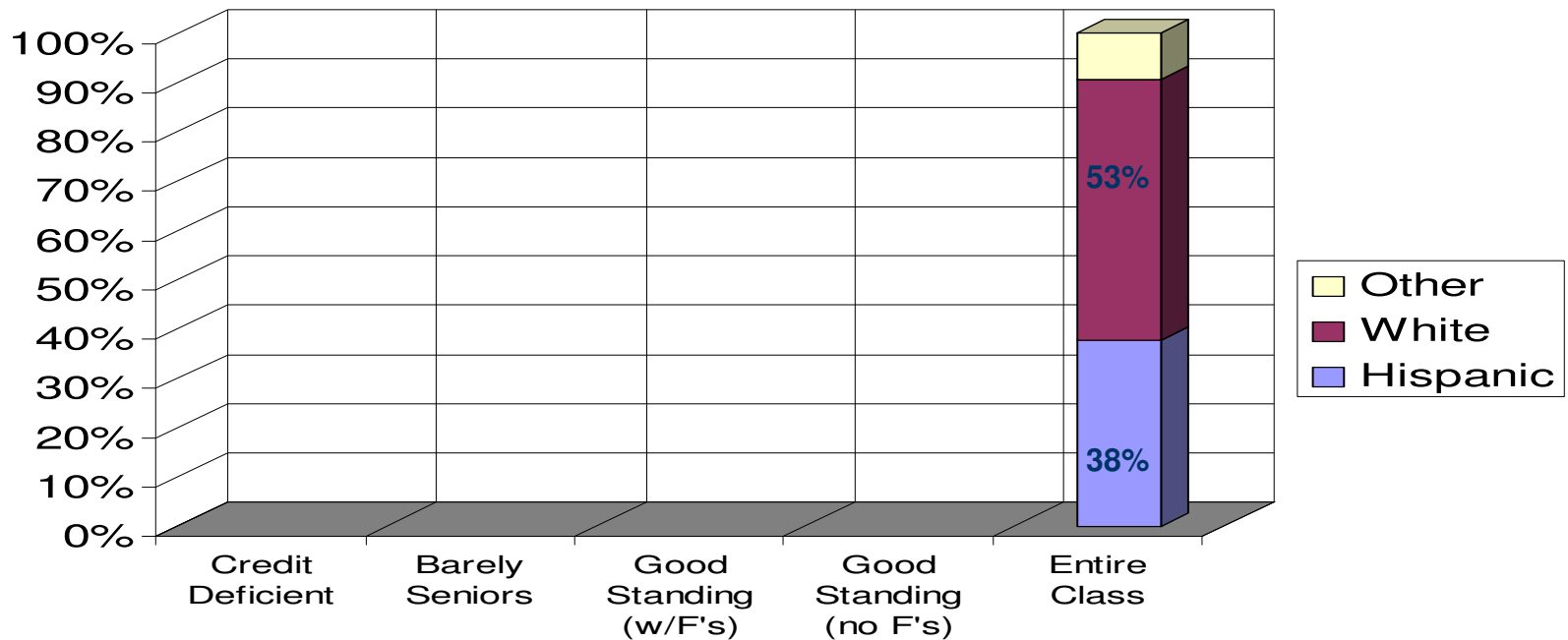
Good Standing w/F's (180+ credits)

Good Standing no F's (180+ credits)

Source: The Education Trust – West Analysis 2006

ETW Transcript Review

Ventura Unified School District 2006 - 2007 Senior Class Status



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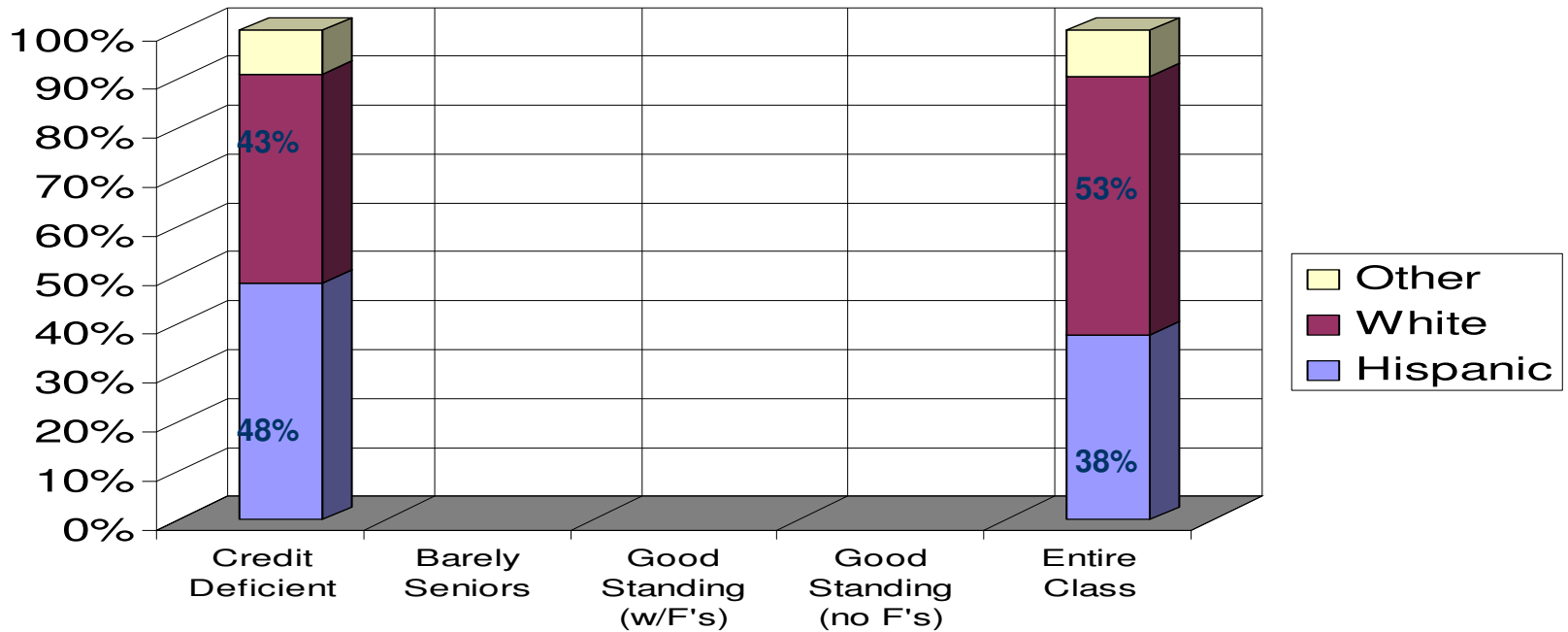
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Source: The Education Trust – West Analysis 2006

ETW Transcript Review

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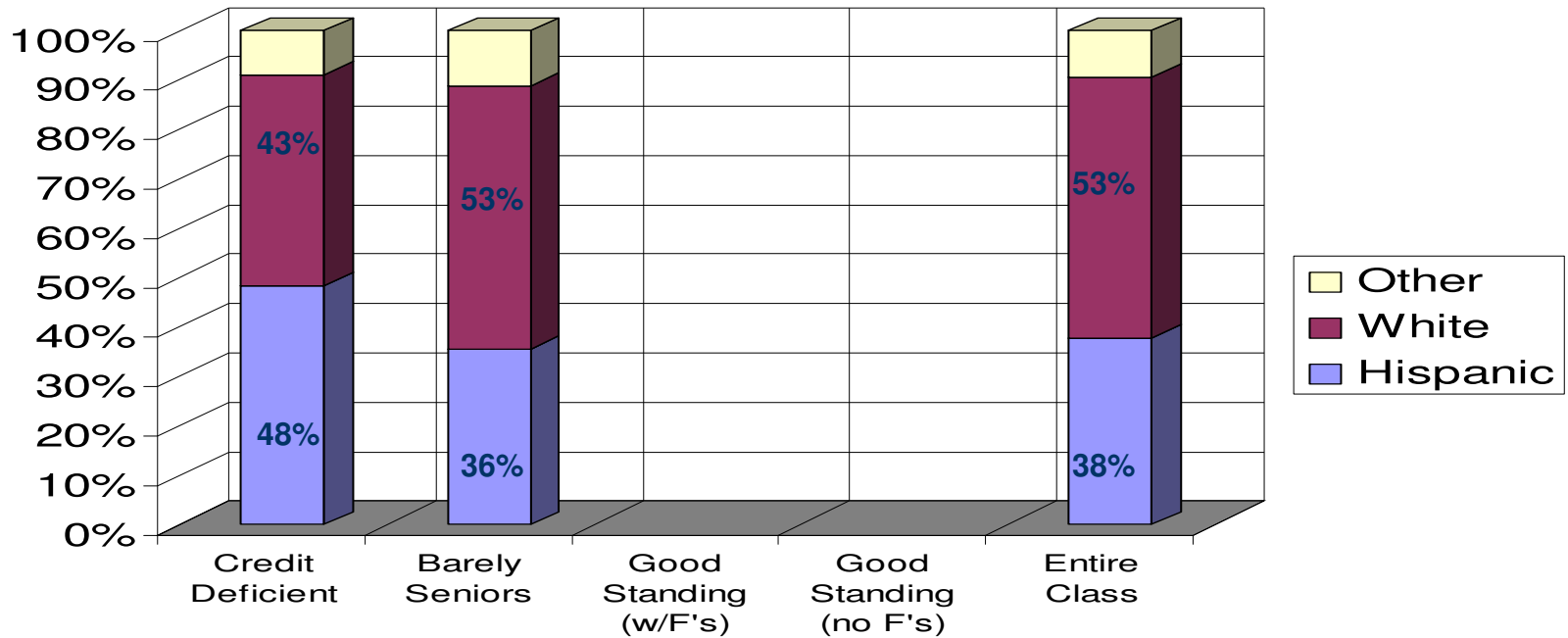
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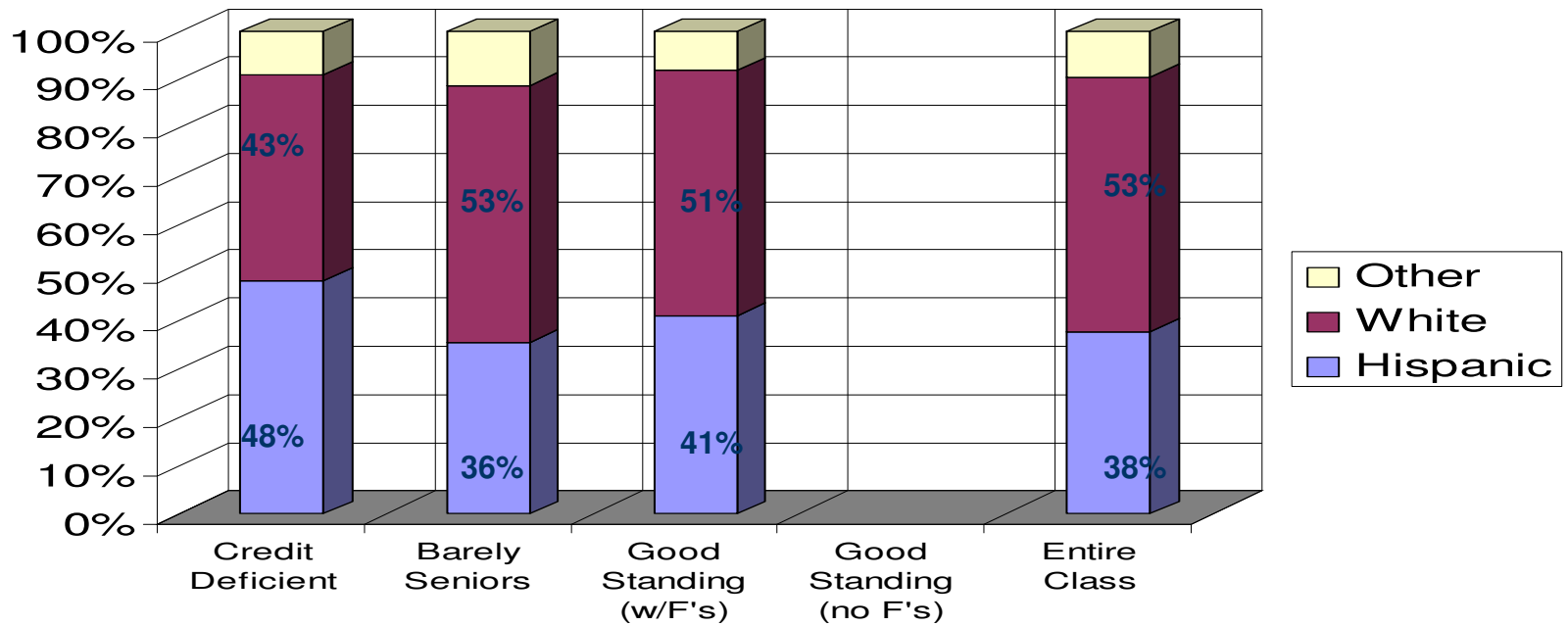
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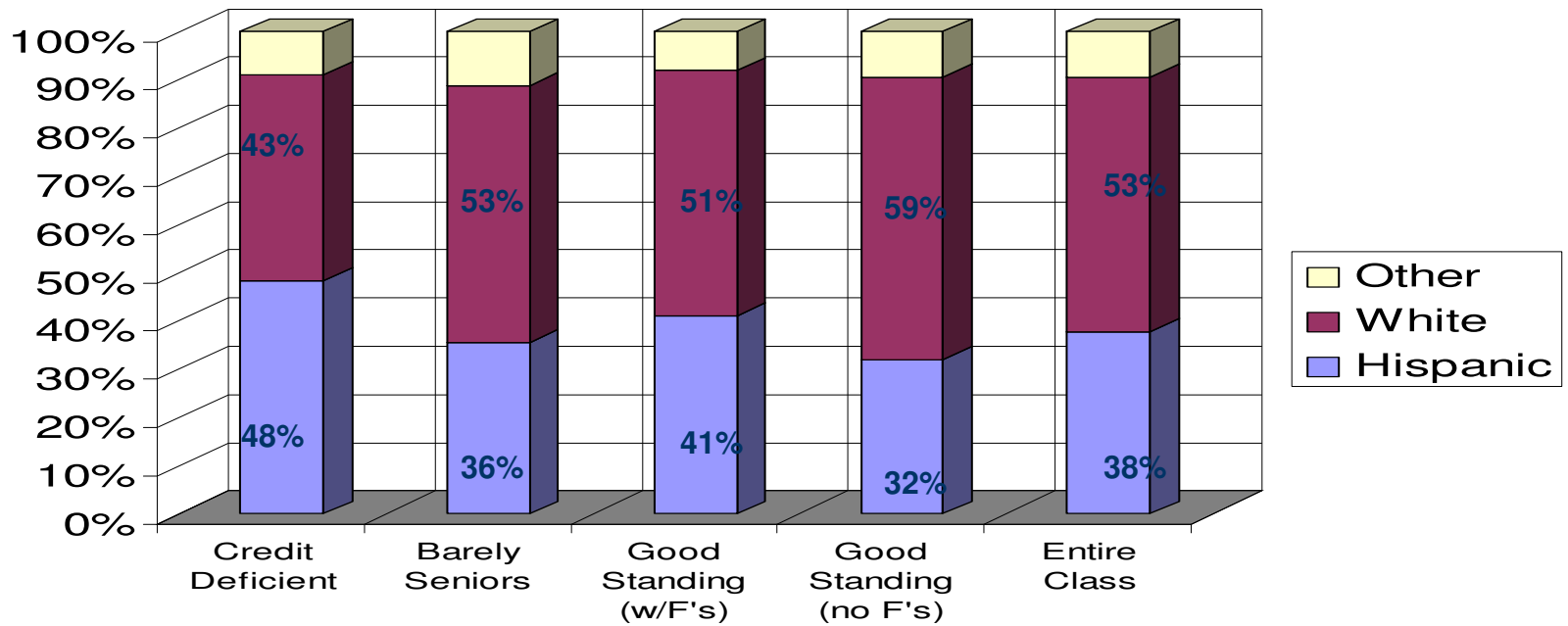
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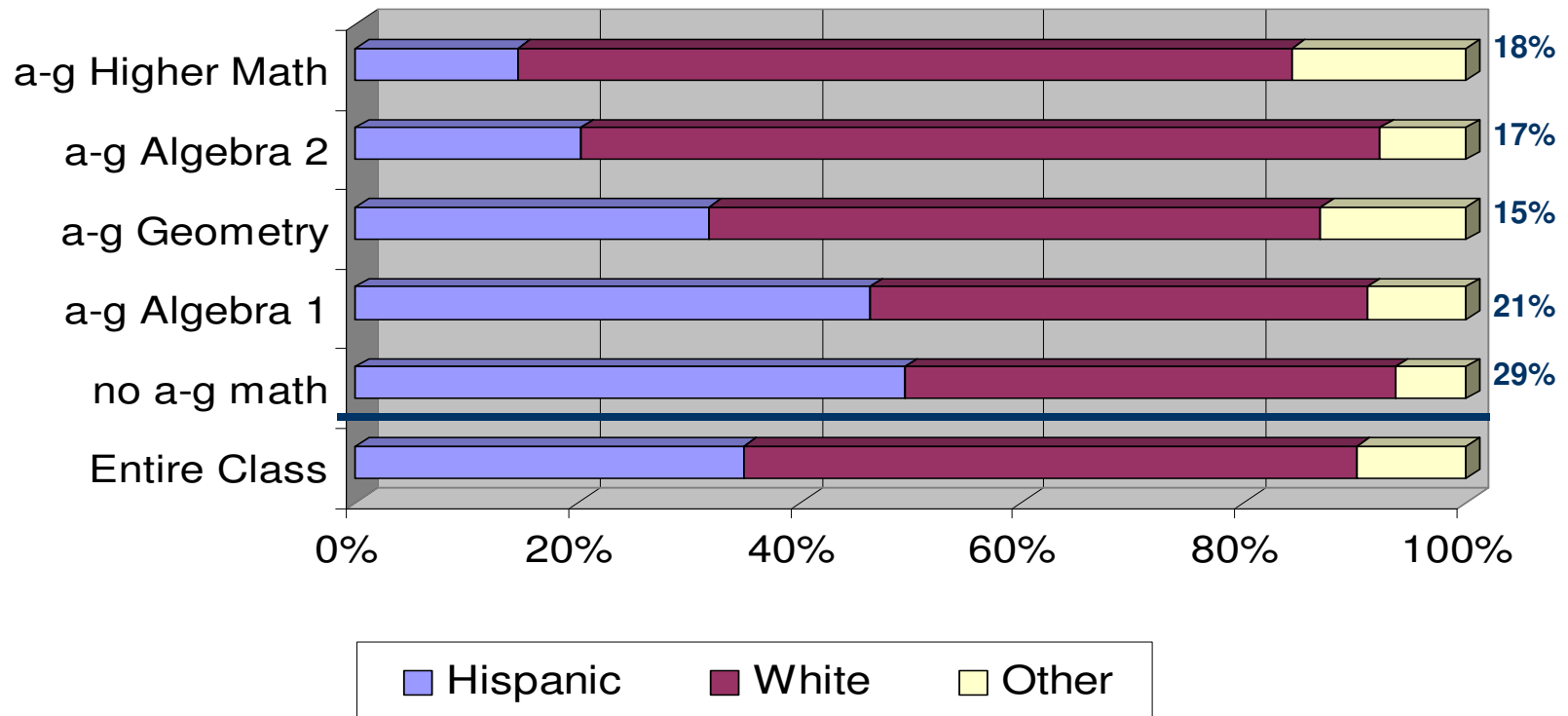
Barely Seniors – (160 -179.5 credits)

Good Standing no F's (180+ credits)

Source: The Education Trust – West Analysis 2006

ETW Transcript Review

Ventura Unified School District – VHS and BHS
2006 - 2007 Highest a-g Math Course Attainment



Source: The Education Trust – West Analysis 2006

* Special Education students removed from analysis.

VUSD Data Team Transcript Study 1

English Language Arts Findings

- Students who are in general level classes stay on the same track throughout high school
- Students who do not perform well in college prep courses are dropped down to general level
- Large group of 10th graders enrolled in general level courses after taking college prep in 9th grade
- Students receiving low grades are enrolled in general level classes although scoring high on CST
- Many interventions are not listed on the transcripts
- Low grades in ELA courses

Source: Transcript Study conducted by The Education Trust – West on 10/31/06.

VUSD Data Team Transcript Study 1

Mathematics Findings

- Most students are not enrolled in math beyond Algebra 1
- Some students are enrolled in lower level math courses after completing Algebra 1
- Most students meet graduation math requirement and enroll in electives
- Unclear placement criteria for math courses
- Many 9th graders enroll in Algebra 1A after passing 8th grade Algebra 1
- Repeated failures in Algebra 1
- Enrolled in the same course multiple times without evidence of supports
- Very few interventions noted on transcript
- Debate about Algebra A/B as an intervention
- Many students were enrolled in the A/B sequence over multiple years

Source: Transcript Study conducted by The Education Trust – West on 10/31/06.

VUSD Data Team Transcript Study 1

Science Findings

- Many 9th graders not enrolled in science course
- “11th grade gap” – many 11th graders not enrolled in science
- Most meet graduation requirements and do not later enroll in lab science courses
- Unclear placement criteria for science courses
- No specific interventions except for “regressive scheduling”
- Students who were not successful in College Prep Conceptual Physics enrolled in general level Physical Science and still not successful.
- A-G designations not in catalogue for courses

Source: Transcript Study conducted by The Education Trust – West on 10/31/06.

VUSD Data Team Transcript Study 1

All Other Subjects Findings

- Patterns are established in 9th grade for UC/CSU pathway; Students did not move from their course track
- Few students follow through on the second year of foreign language
- No interventions for struggling students in foreign language
- Elective choices are not A-G approved

Source: Transcript Study conducted by The Education Trust – West on 10/31/06.

VUSD Data Team Transcript Study 1

Summary of Findings for Blueprint Development

- Students do not move from course track established in 9th grade
- High failure rates in English Language Arts and Mathematics
- Few supports or interventions available and/or listed on transcripts
- Unclear placement criteria for courses
- Patterns of repeated failure, particularly in math
- If not successful in college prep course, students are enrolled in general level

Source: Transcript Study conducted by The Education Trust – West on 10/31/06.

VUSD Data Team Transcript Study 1

Data Team Observations for Blueprint Development

- Improved Communication
 - Graduation planning to begin in middle school; 6-7 year graduation plan
 - Better articulation between middle and high schools
 - Form community partnerships
 - Create common vision in district for all high schools
 - Parent education on college preparation

Source: Transcript Study conducted by The Education Trust – West on 10/31/06.

VUSD Data Team Transcript Study 1

Data Team Observations for Blueprint Development

- Interventions/Supportive Structures
 - Support Systems and Interventions for all students
 - Add early bird and late bird intervention classes
 - Reading support across the curriculum
 - Interventions for courses outside of math and ELA
 - targeted to student needs
 - Student mentoring programs

Source: Transcript Study conducted by The Education Trust – West on 10/31/06.

VUSD Data Team Transcript Study 1

Data Team Observations for Blueprint Development

- Course Offerings
 - Ensure courses are not watered down as more rigor is required
 - Research schools that have abolished tracking
 - Establish rigorous pathways that add relevance to academics

Summary of Findings for Blueprint Development

- Address counseling needs
- Increase relevance of curriculum via career pathways, meaningful homework, and career/life skills
- Intensify intervention programs
- Use technology tools
- Implement meaningful professional development
- Address the need to challenge students
- Continue tutoring programs and expand them

Source: Focus Group conducted by The Education Trust – West on 10/30/06 and 06/07/06.

The Education Trust-West

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