The Education Trust – West Educational Opportunity Audit Report of Findings

Westchester High School
February 23, 2010

The Education Trust

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Educational Opportunity Audit – Goal

Westchester High School and LAUSD are committed to eliminating the achievement and opportunity gaps among all students.

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Some Key Actions Taken by LAUSD to Achieve This Goal

- iDesign
- Partnership with LMU Family of Schools
- Board Resolution for Class of 2016 – A-G requirements aligned with LAUSD Graduation requirements
- **Engagement with ETW to analyze students' educational experiences through Westchester High School Educational Opportunity Audit**

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The Education Trust – West's Role

Educational Opportunity Audit

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

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The Good News!

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

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Focus Group & Community Conversation Findings

- Students
- Parents
- Teachers
- Counselors
- Community Members

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What WHS Students Are Saying:

- Most want to go to college, and believe everyone should have the chance to choose whichever postsecondary option is right for each student
- Most students need more information about what it takes to go to college and get the information early
- Students do not feel very challenged in their courses
- Students would like to see academics be as much as a priority as athletics

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What WHS Parents Said:

- Parents believe that all students must be placed on-track with the A-G curriculum upon entering into high school
- Parents want improved communication with both administration and teachers
- Parents would like to see an increase in school-wide parental involvement
- Parents need more and better information about what it takes to get into college

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What WHS Teachers Said:

- All students should be prepared for both college and career
- Teachers must have consistent and high expectations for all students, in order to prepare them for life after high school
- Teachers would like a more focused and coherent approach to meaningful professional development
- Additional parent and neighborhood involvement would help to engage the entire Westchester community

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What WHS Counselors Said:

- Counselors believe that students could be successful in a college and career preparatory sequence, provided that students have supports in place when they struggle
- Counselors would like a more opportunities for meaningful professional development
- Counselors would like opportunities for individual counseling, to help keep students on track for success
- Counselors have concerns about the skills many students lack upon entering high school

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Community Conversation

- Raise expectations for all students—Increase academic rigor prepare all students for college and career success
- Put student needs at the heart of school planning – schedules, and resources
- Broaden the resources provided to students and families to ensure all students have equal access to college-prep information
- Improve communication between the school, and students and their families to forge true partnerships among these stakeholders

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Where is WHS Currently?

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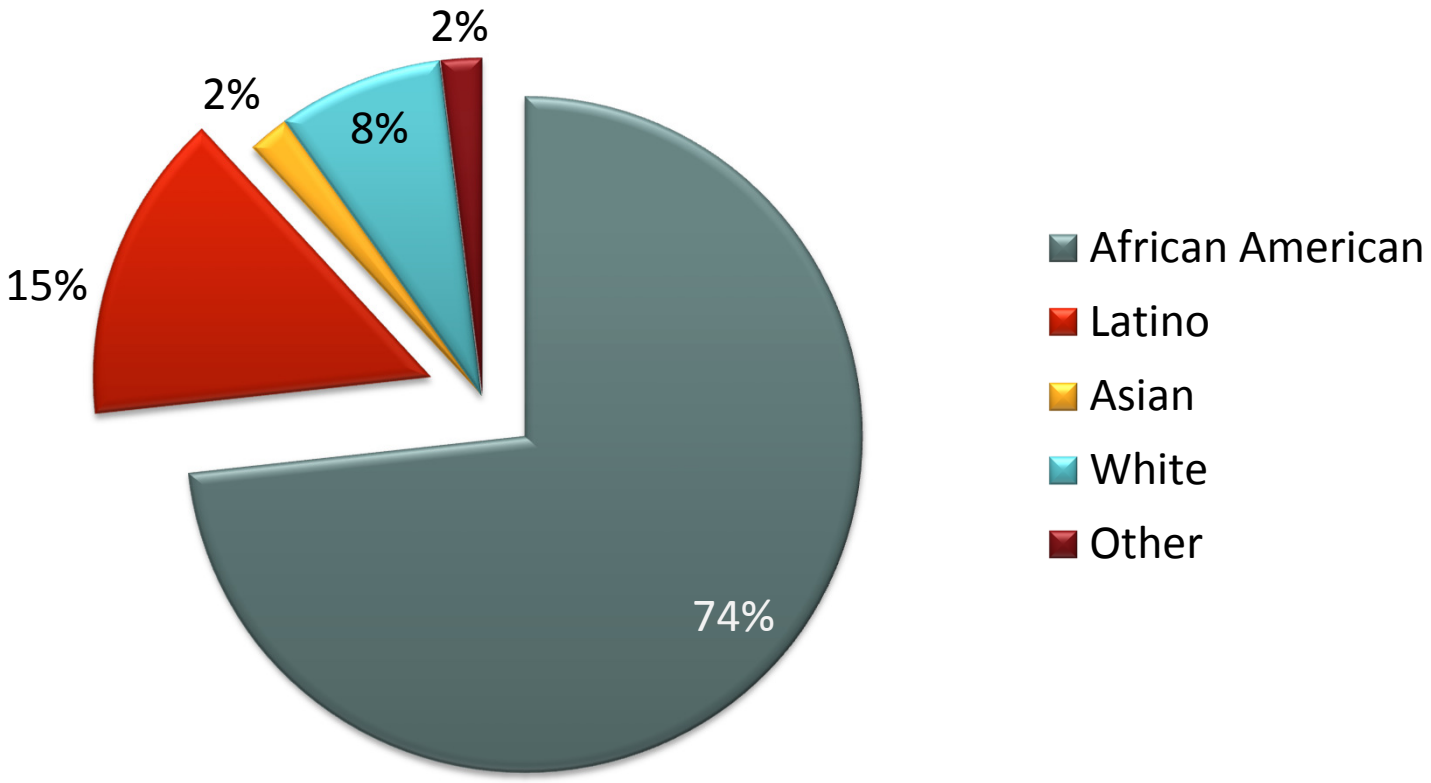
WHS Enrollment by Ethnicity for 2008-09



Source: California Department of Education data.

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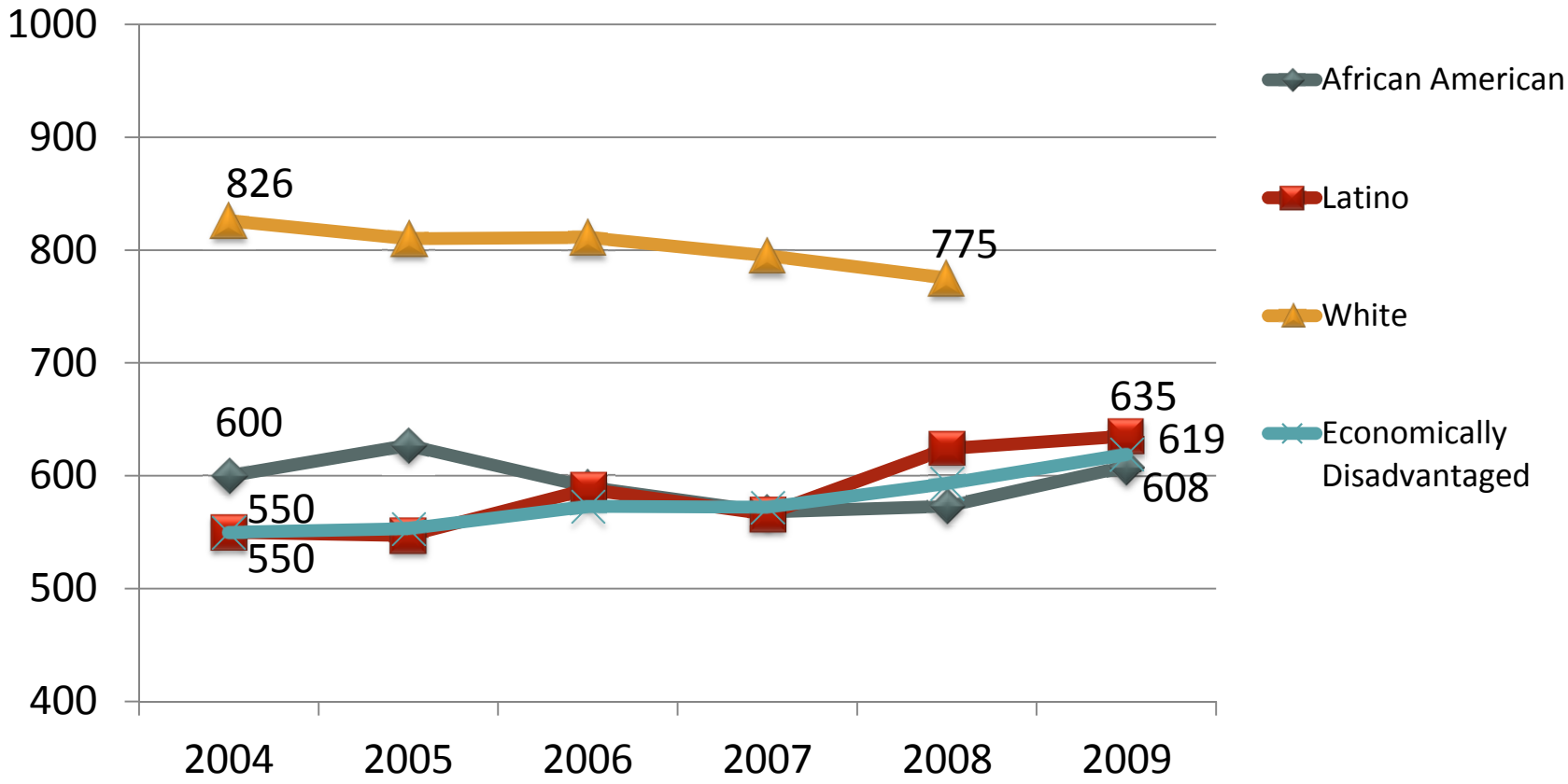
WHS Growth API Data 2004-2009



Source: California Department of Education data.

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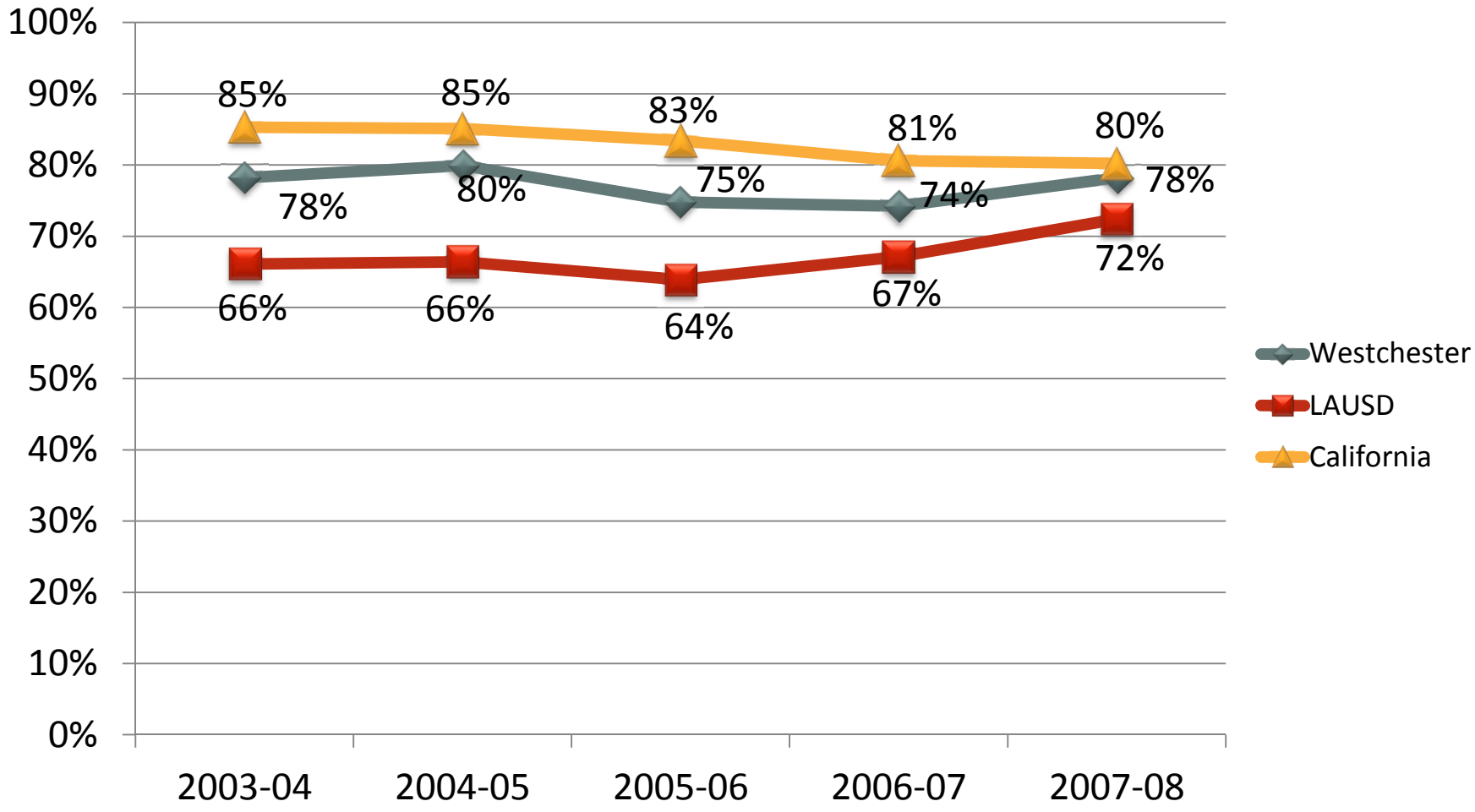
WHS Graduation Rates



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

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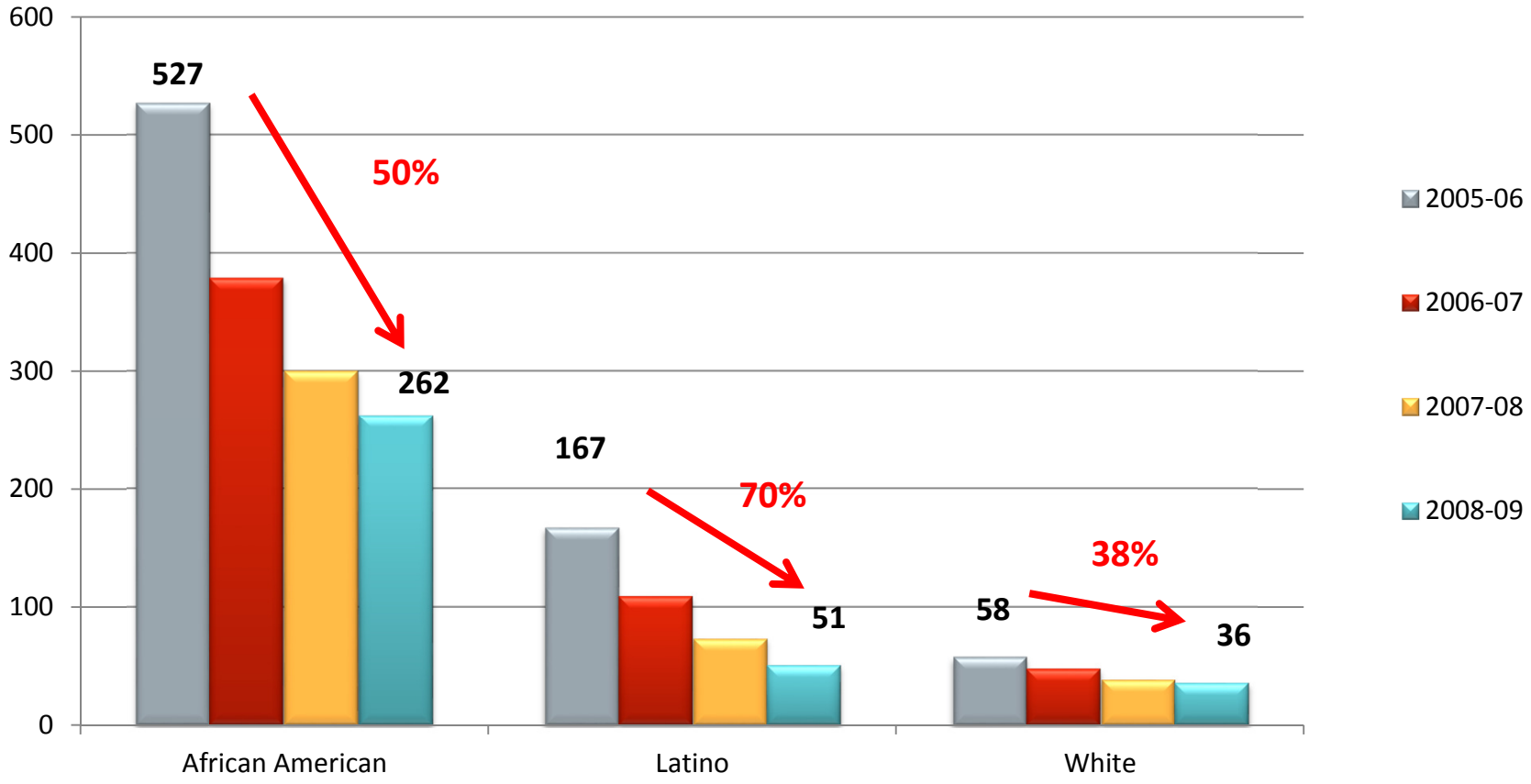
WHS Class of 2009 – From 9th to 12th Grade by Ethnicity

The Loss of Some Students is Staggering



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

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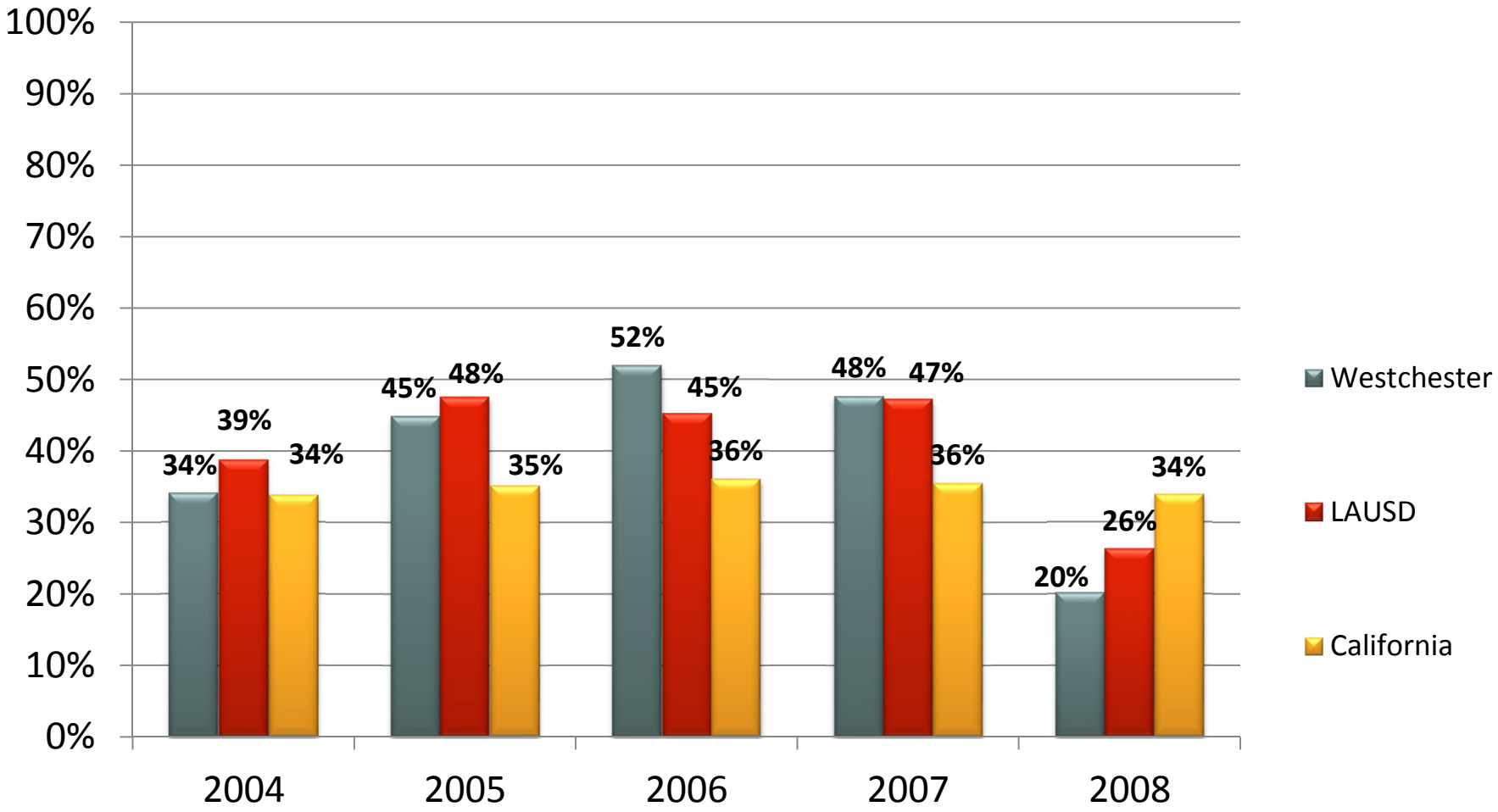
College-Ready Graduates at WHS, LAUSD and California



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

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And the Class of 2009 Transcripts Tell Us…

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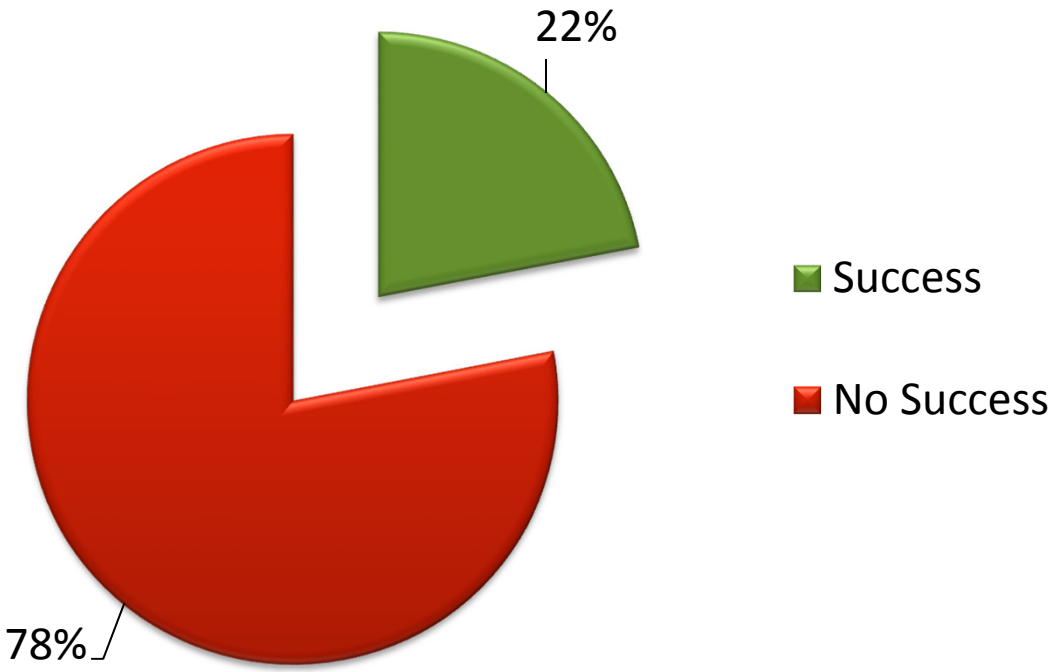
Class of 2009 UC/CSU A-G Eligibility

Only a Small Percentage of all WHS Graduates Achieve UC/CSU Eligibility by Graduation



Source: EdTrust-West analysis of WHS transcripts.

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Disaggregated by Demographics and Special Populations…

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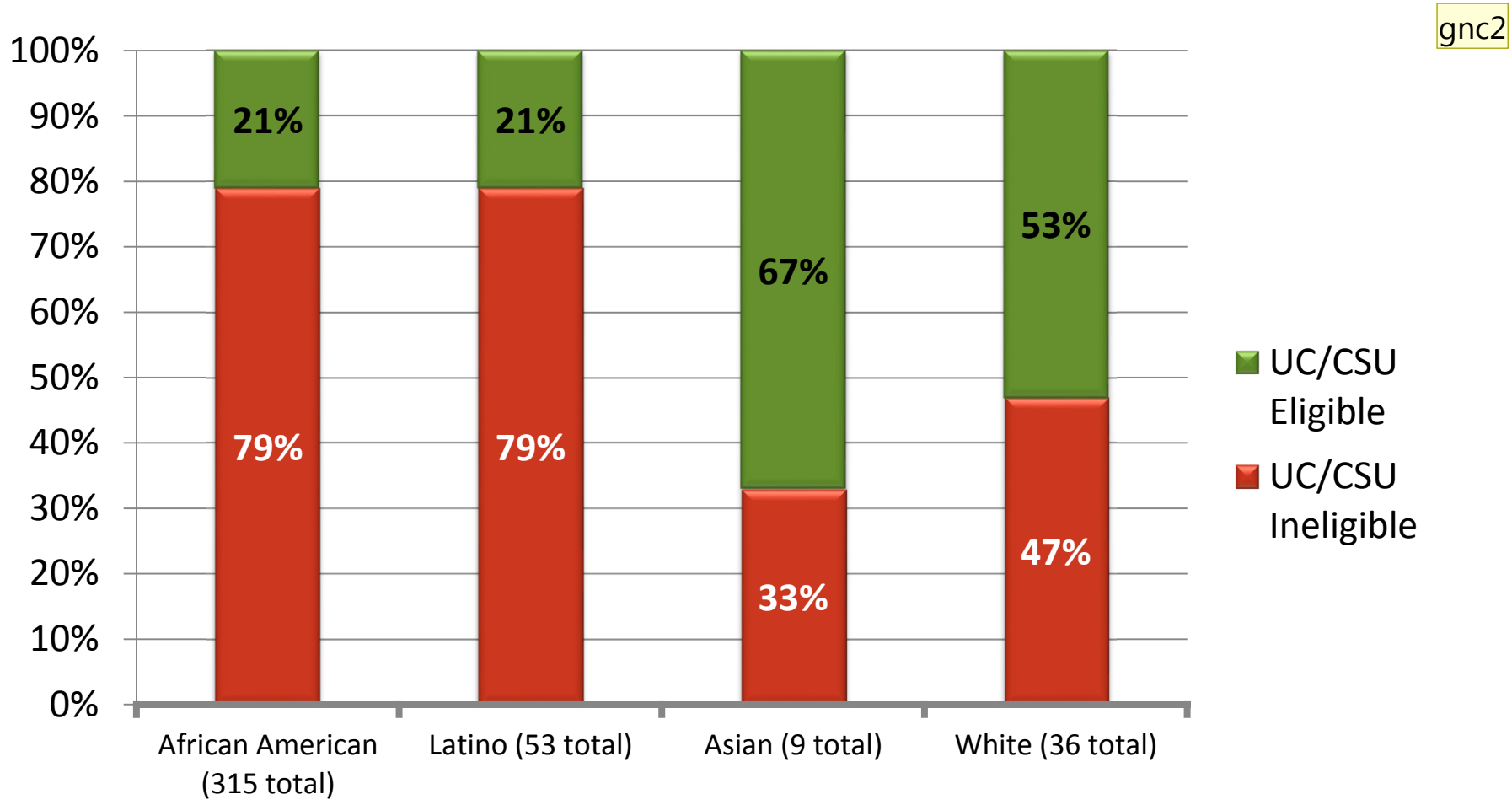
WHS Class of 2009 Graduates who Met UC/CSU A-G Requirements - The Gaps are Wide



Source: EdTrust-West analysis of WHS transcripts.

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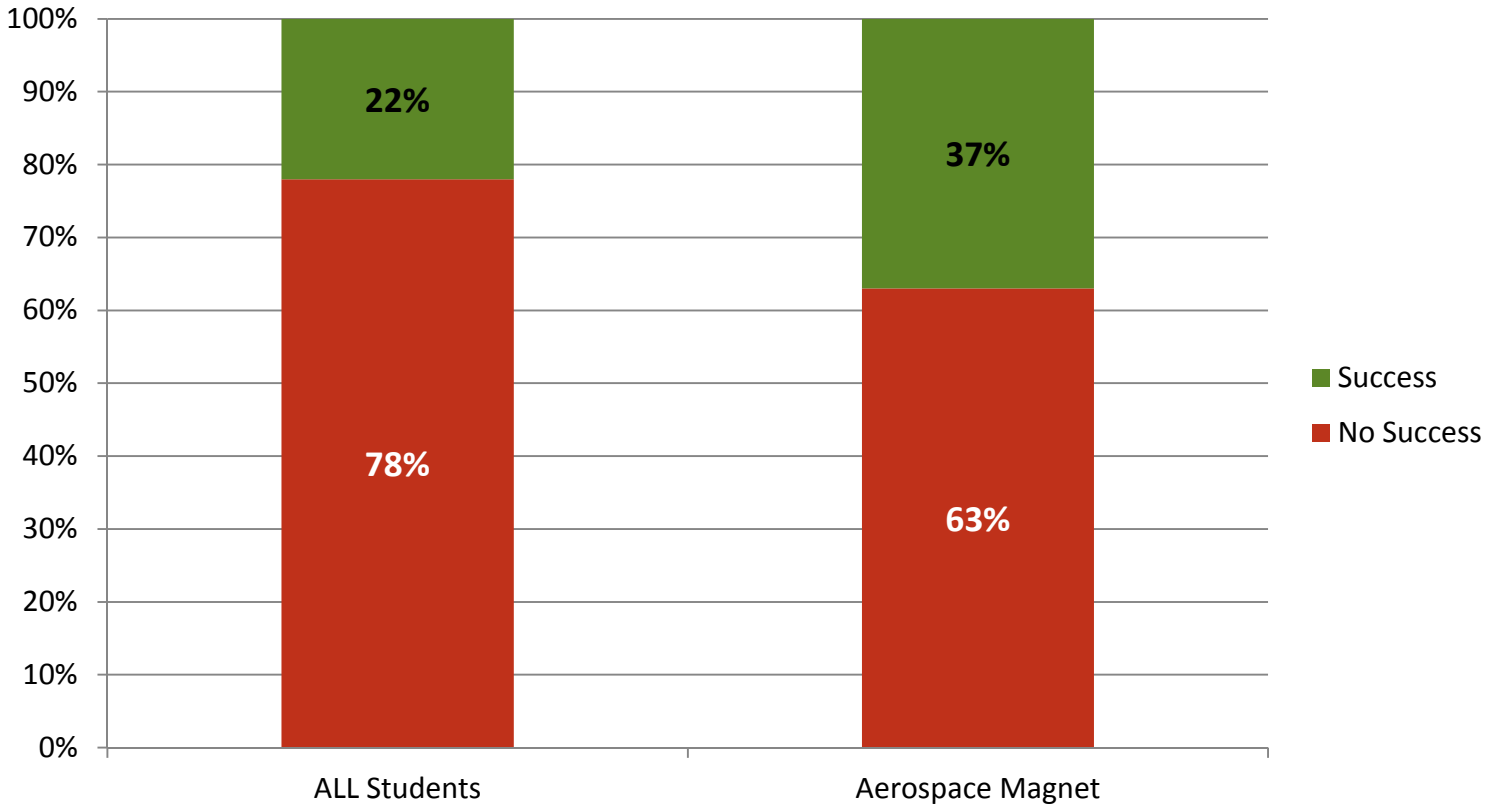
Gabriel Neill-Craft, 2/12/2010

Aerospace Magnet Students' A-G Rates Versus All WHS Students



Source: Ed Trust–West analysis of WHS senior transcripts

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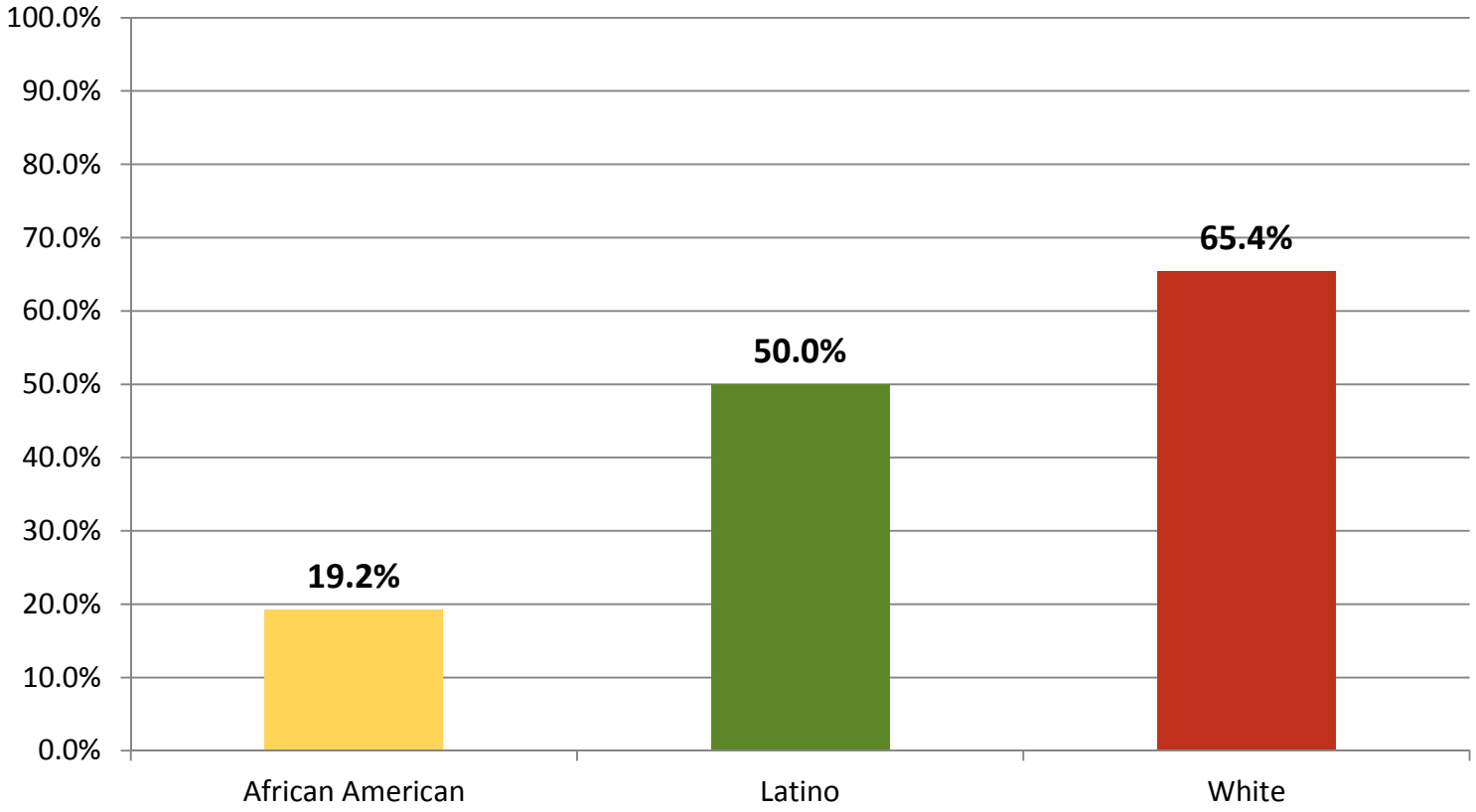
Aerospace Magnet Students' A-G Rates by Ethnicity

Even within the Magnet Program, Disparities Exist for Students of Color



Source: Ed Trust–West analysis of WHS senior transcripts

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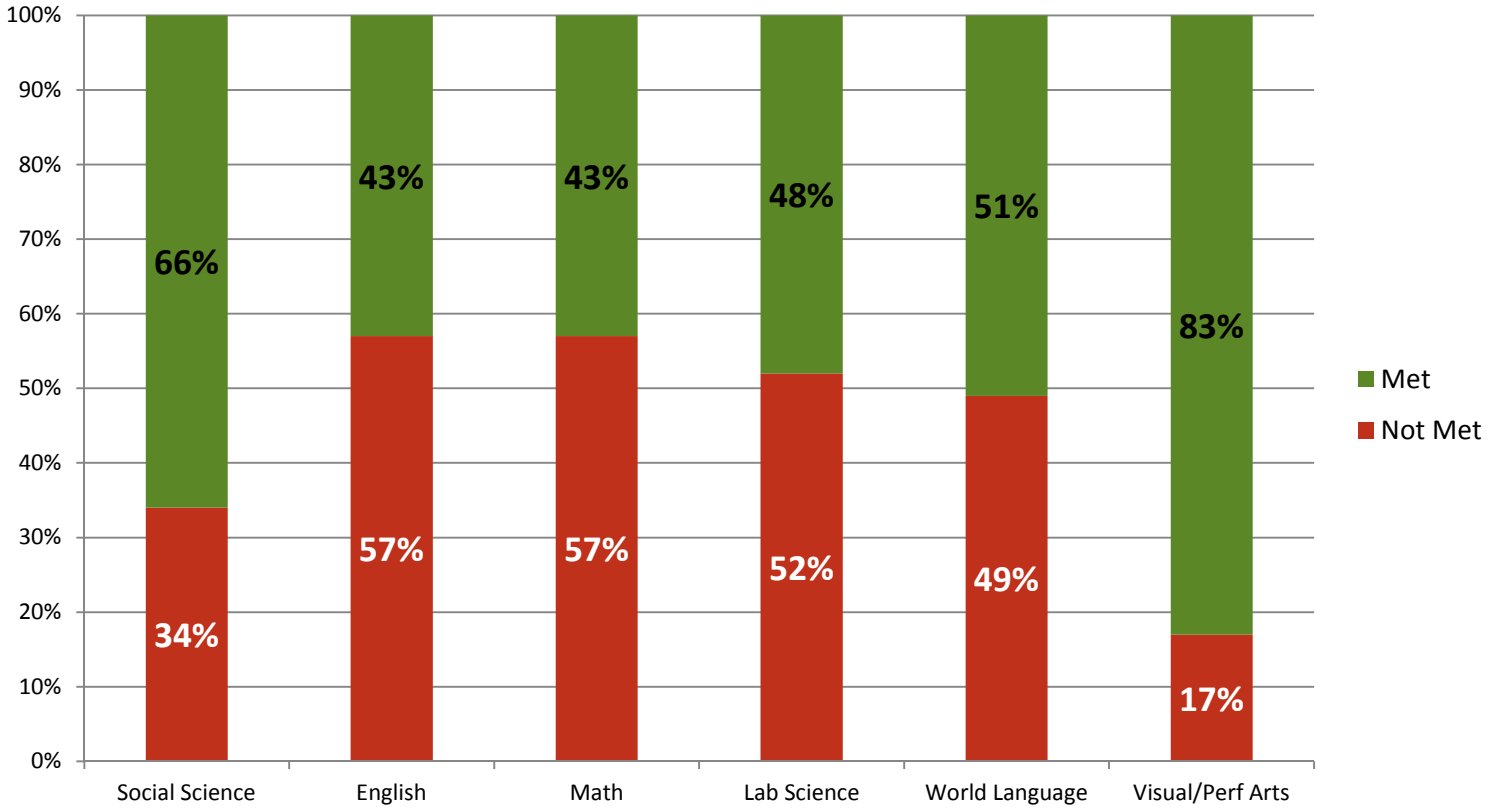
Lack of Success in Core Subjects are the Most Frequent Chokepoints to UC/CSU Eligibility for WHS Students



Source: Ed Trust–West analysis of WHS senior transcripts.

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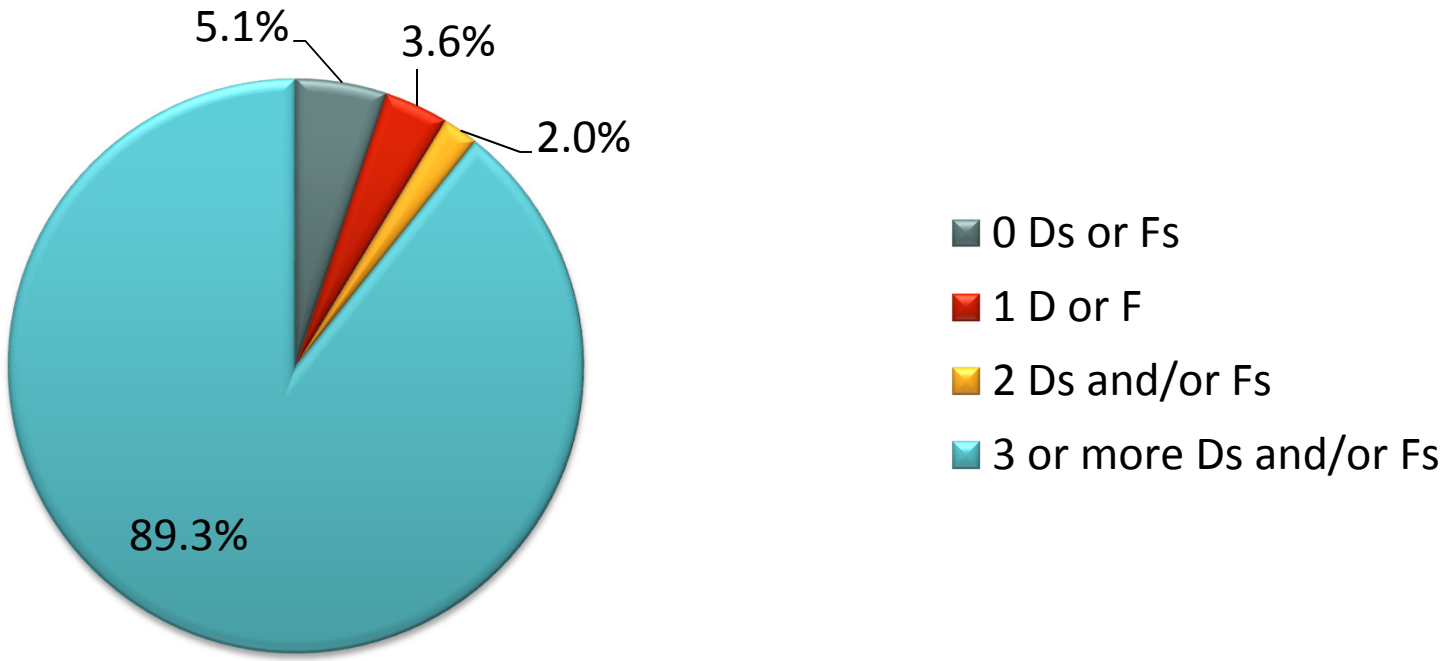
Low Grades are a Cause for Great Concern

Rates of Course Completion with Grades of D or F:

Only One-Tenth of WHS Graduates Completed High School with 0-2 Ds and/or Fs



Source: EdTrust-West analysis of WHS transcripts.

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Decisions Adults Make Impact Students!

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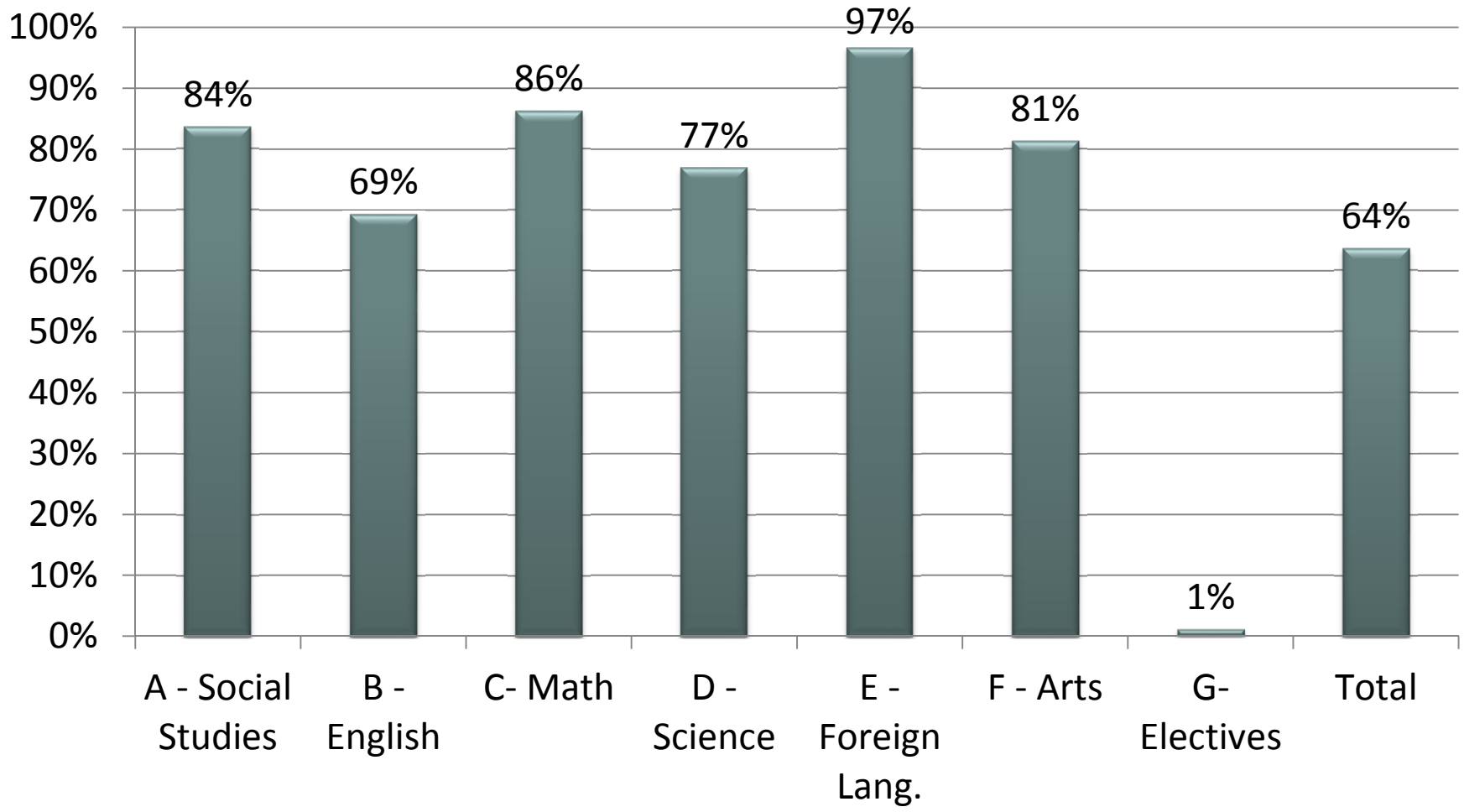
Percentage of Courses Approved to Meet UC/CSU A-G Requirements

Currently, WHS Does Not Offer Enough College-Prep Courses



Source: EdTrust-West analysis of WHS master schedule.

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That Was the Big Picture … but What about in the Classroom?

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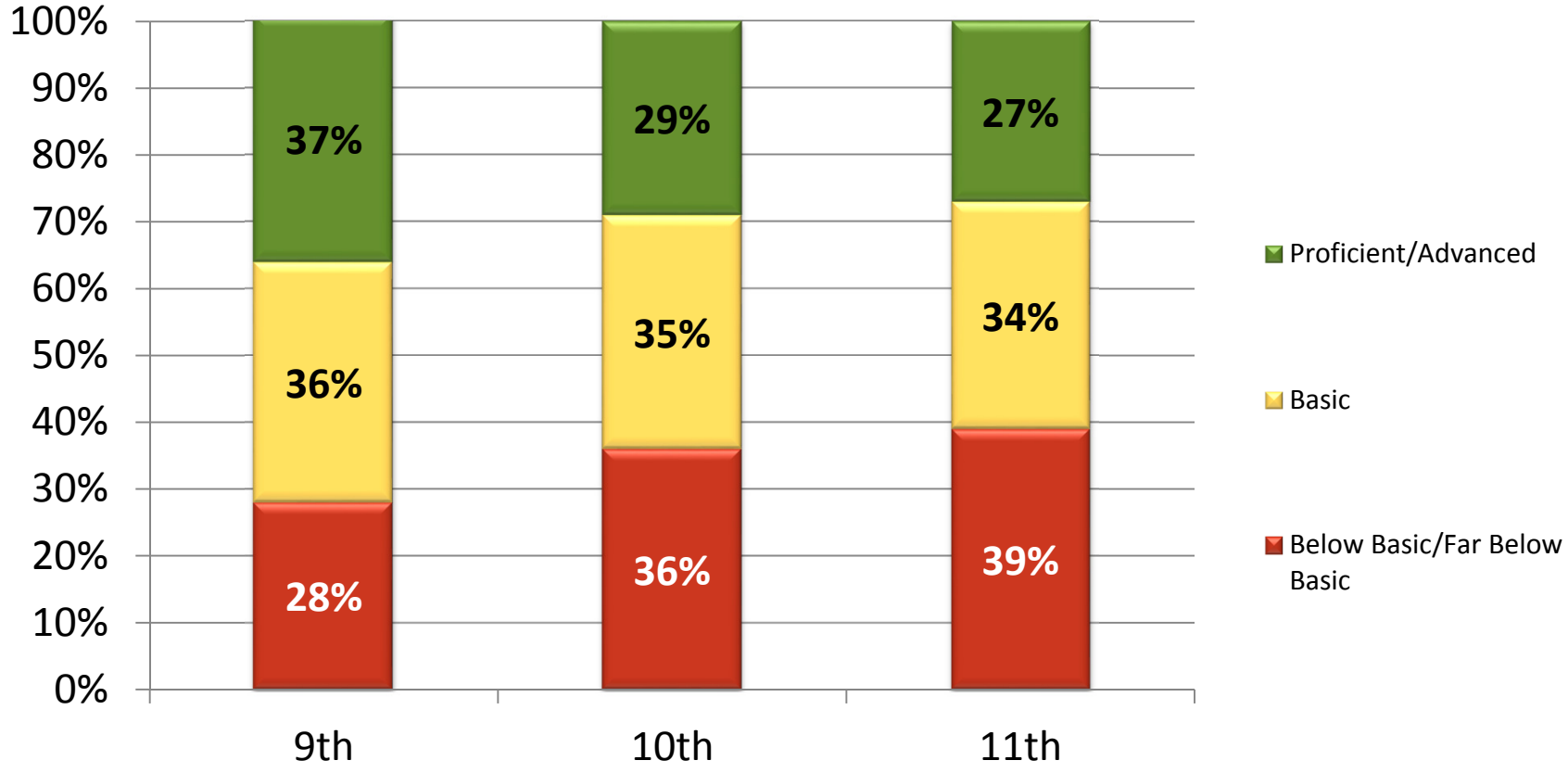
2009 WHS ELA CST Results

Nearly Two-Thirds of Each Grade Level is at or Below the Basic Level of Proficiency



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

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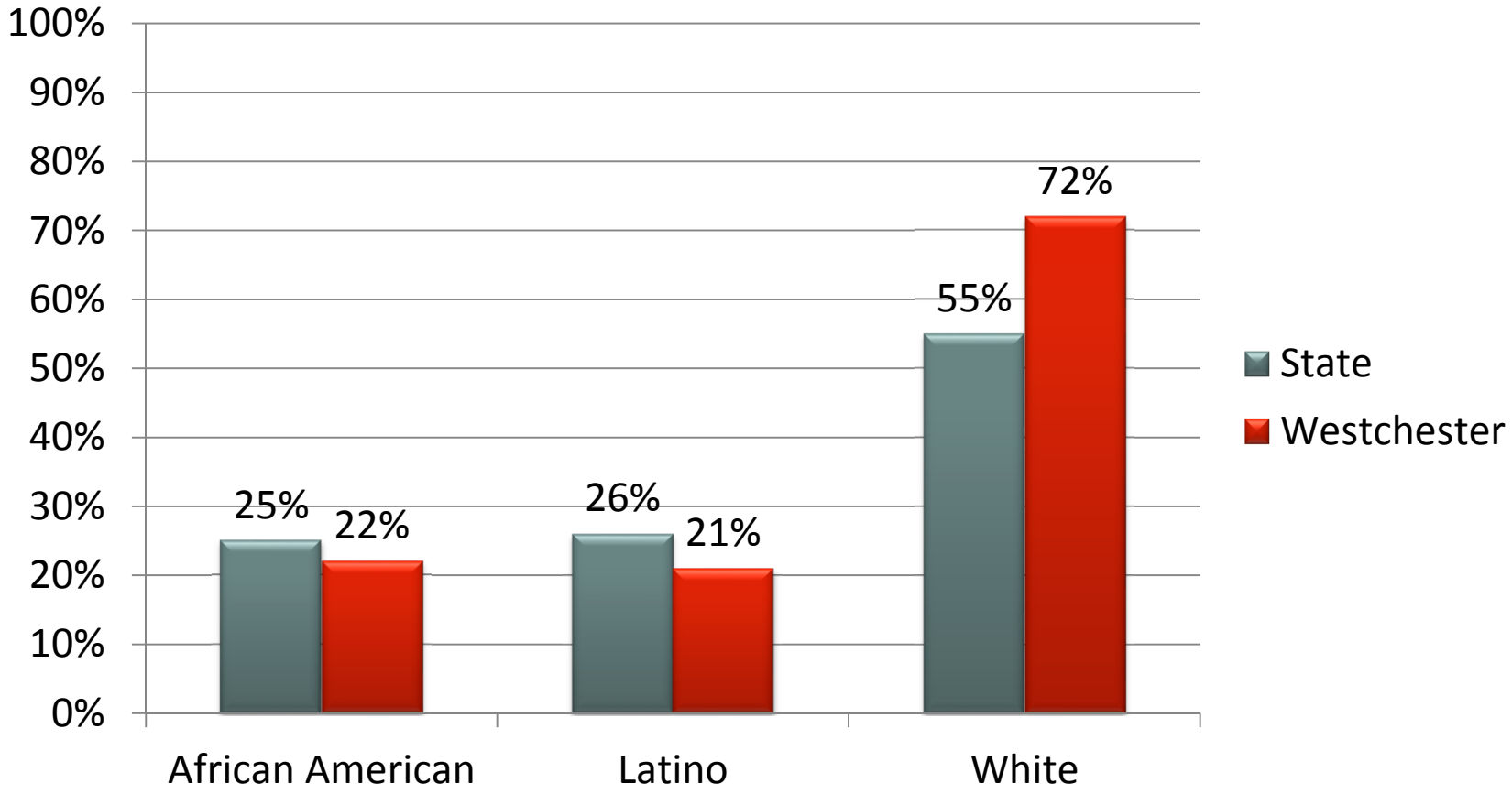
2008-2009 11th Grade ELA CST Proficiency Scores – The Gaps Remain



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

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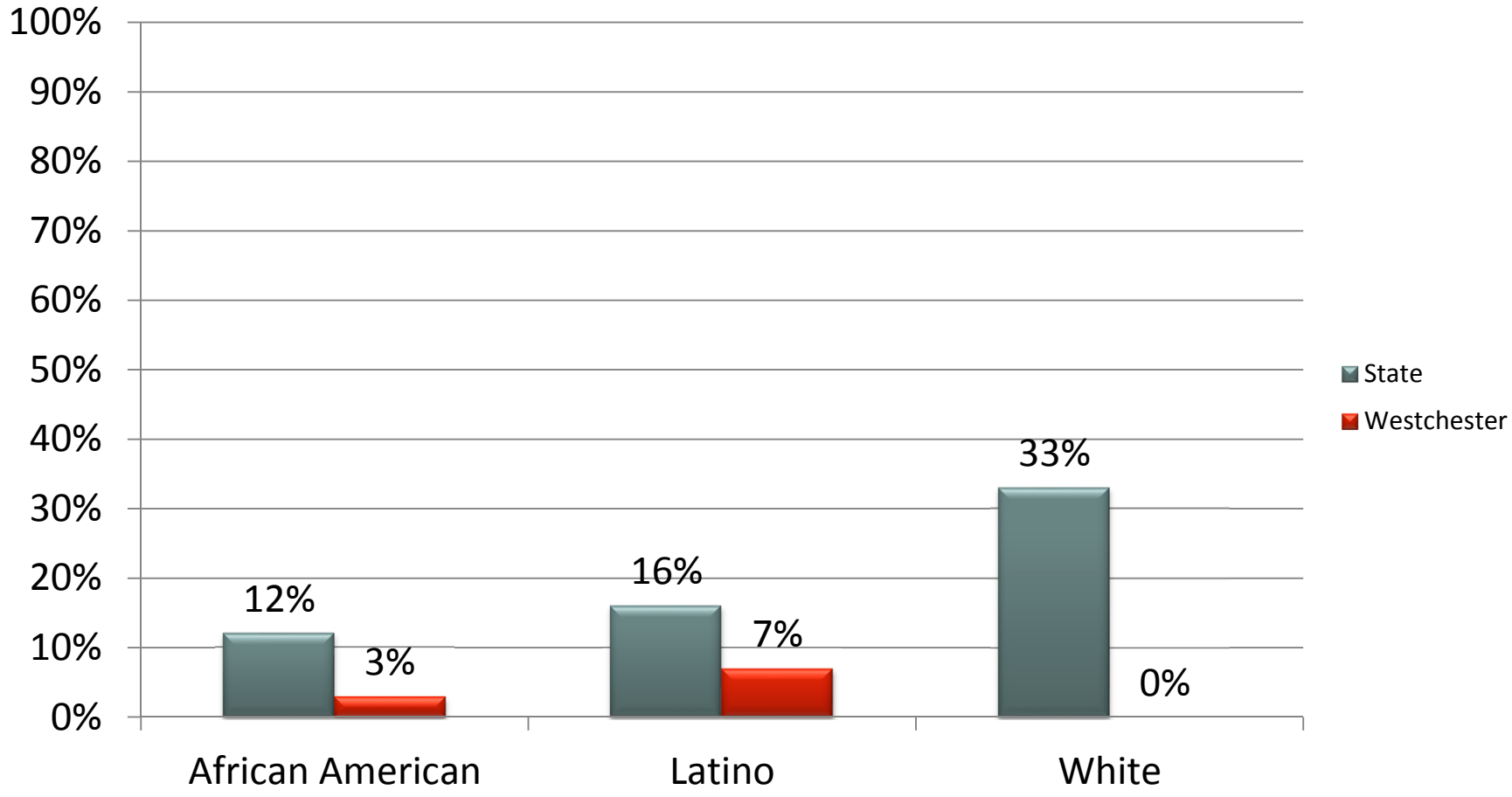
WHS 2008-09 Algebra 2 CST Proficiency Rates by Ethnicity

Yet No White Students Achieved Proficiency



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

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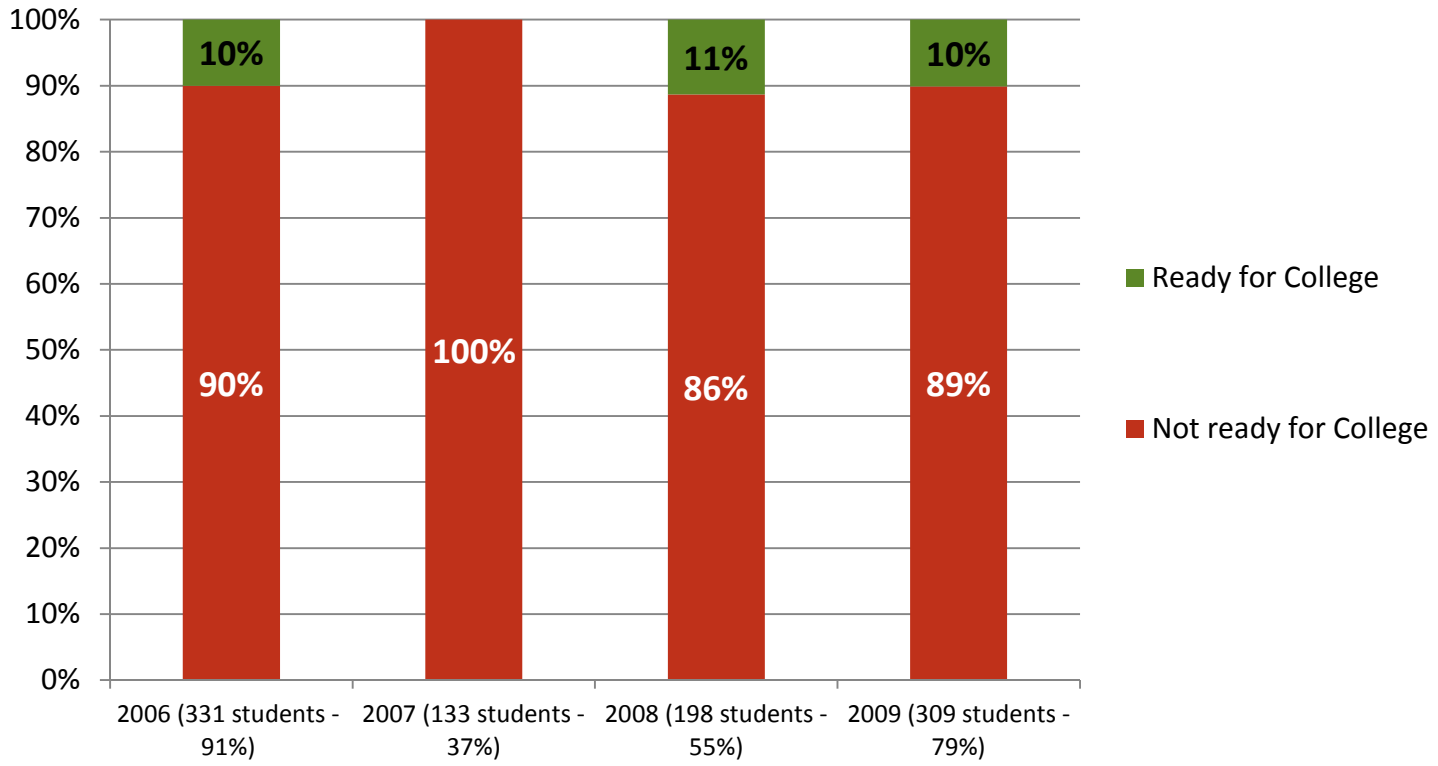
In 2009, about 90 Percent of Eleventh-Grade WHS Students Who Took the EAP Were Considered Not Ready for College English



Source: California State University, Early Assessment Program data

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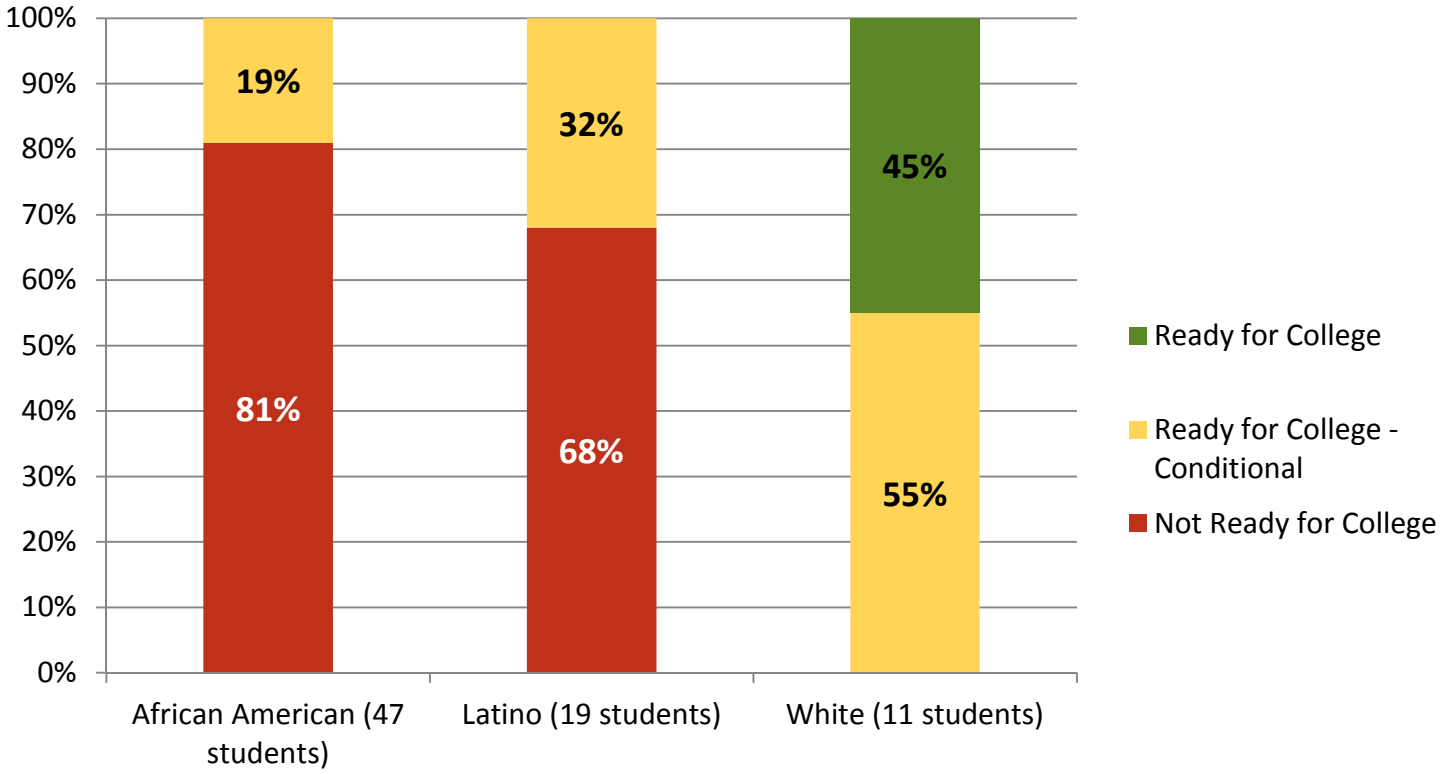
2009 EAP Math Results

African-American and Latino Eleventh-Graders Are Not Prepared for College-Level Mathematics



Source: California State University, Early Assessment Program data

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Barriers & Chokepoints to College and Career Readiness

- Low grades – many students earning multiple Ds and Fs during high school
- Lack of formalized interventions for struggling students
- Students not reaching proficiency on CST
- CTE courses are not completed in connected pathways
- Lack of senior year rigor

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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	

Source: EdTrust-West analysis of WHS transcripts.

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What about Current WHS Students?

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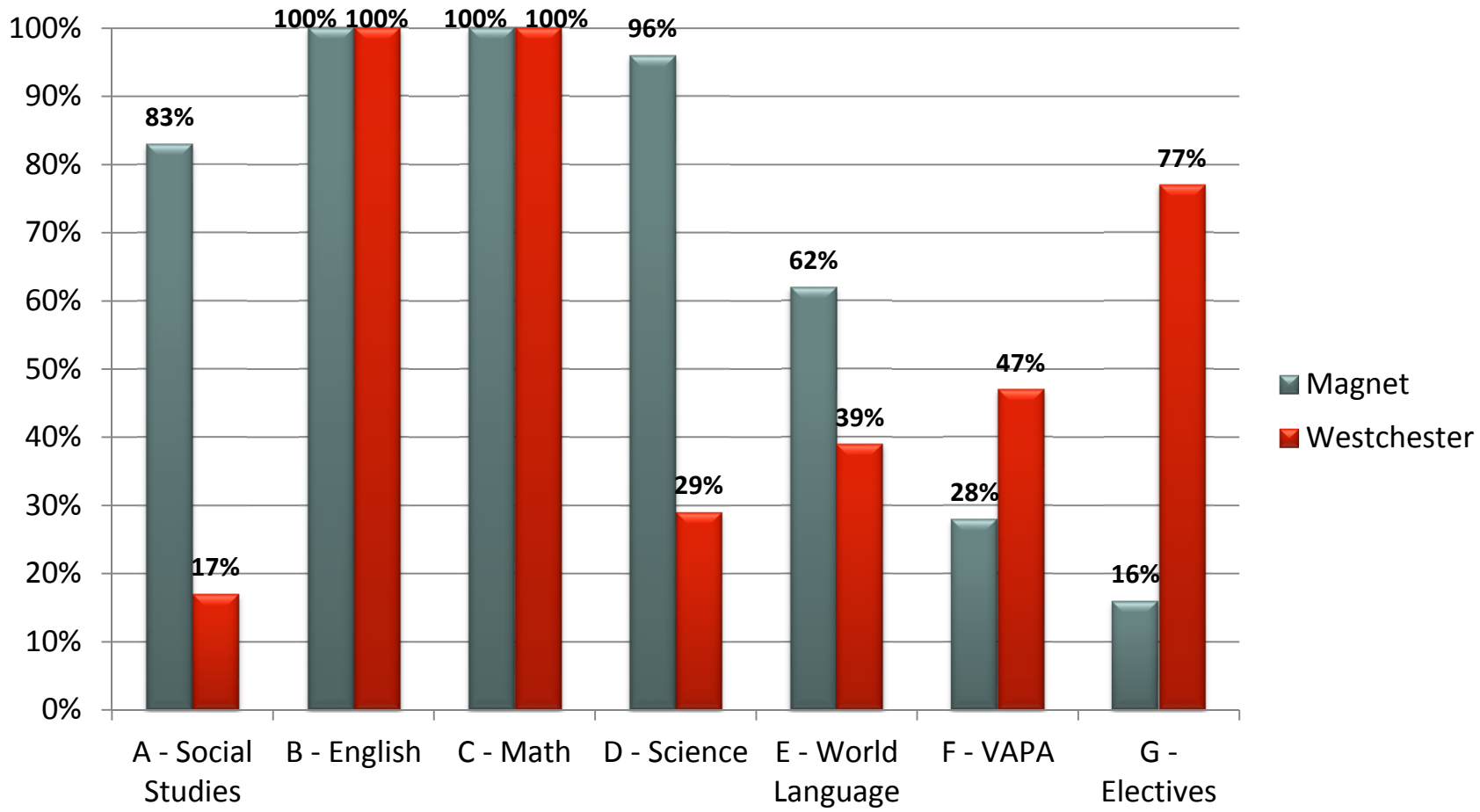
Current Course Enrollment in A-G courses for 2009-10 Ninth-Graders, by School Type



Source: EdTrust-West analysis of WHS transcripts.

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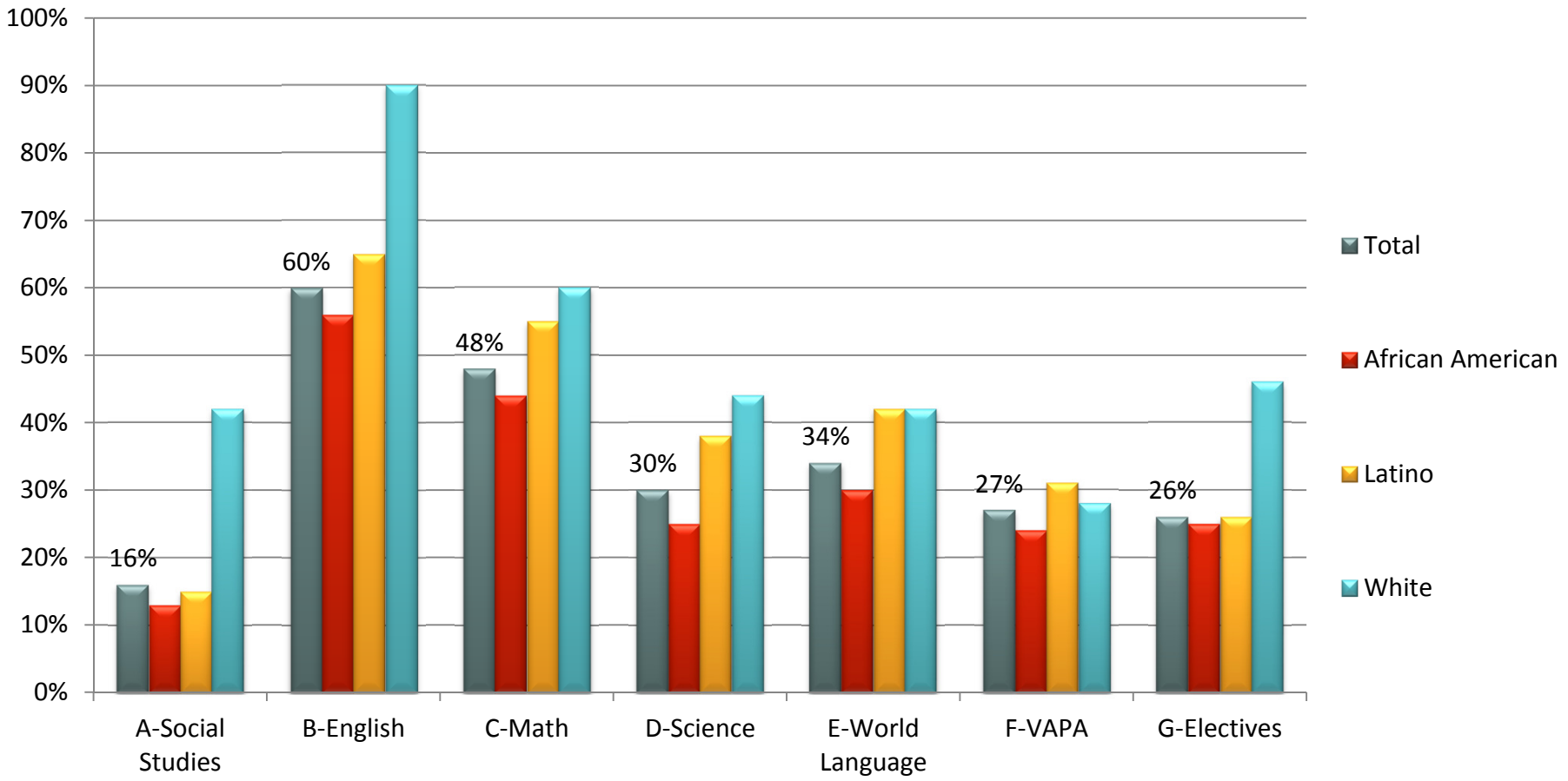
Percentage of Current Tenth-Graders Meeting A-G Course Requirements in Ninth-Grade, by Ethnicity

Discrepancies Exist between Student Groups, Particularly in English



Source: EdTrust-West analysis of WHS transcripts.

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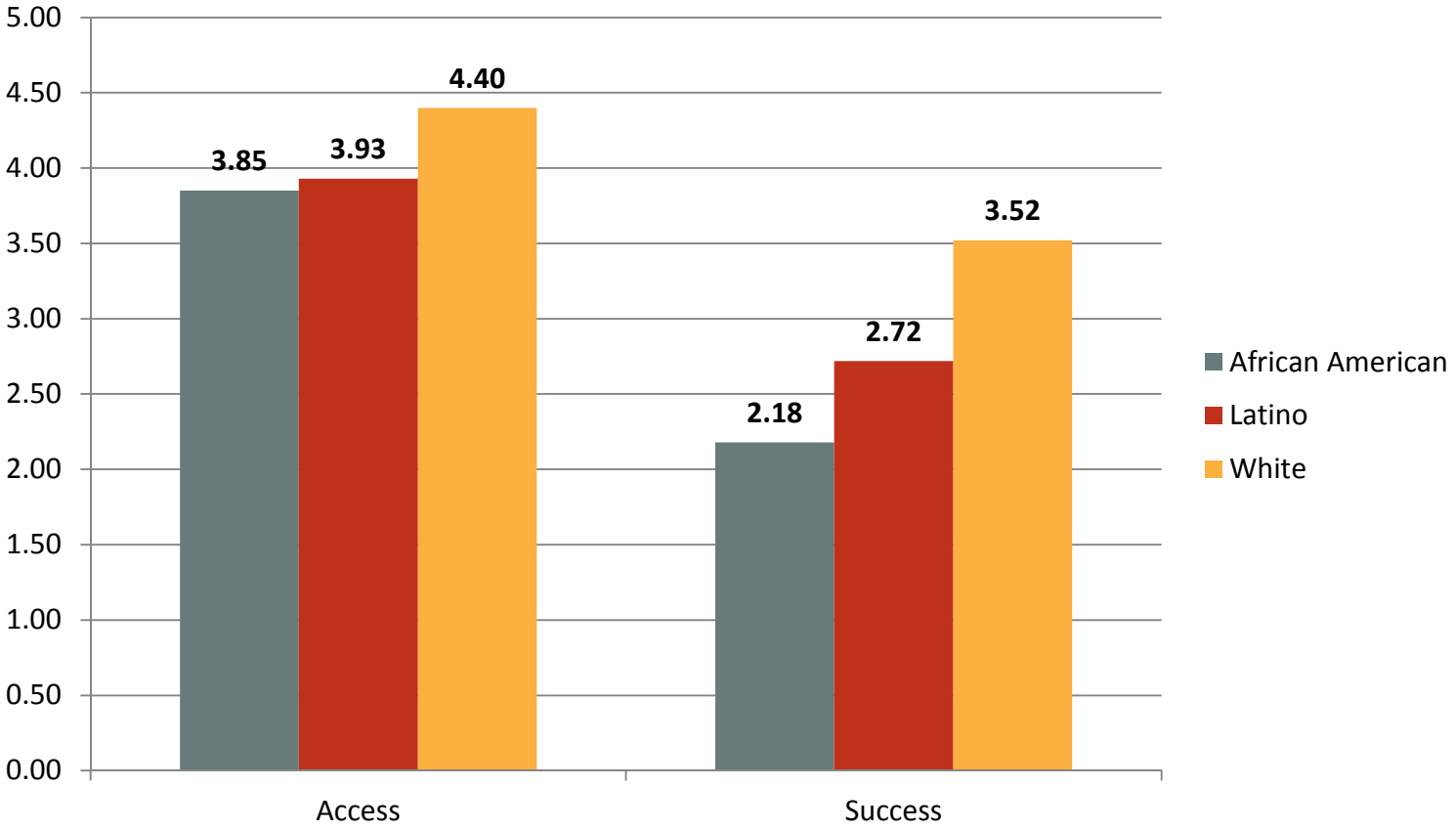
Ninth-Grade Access and Success in A-G Courses for Current Tenth-Grade Students, by Ethnicity

Access is Fairly Equal, but Success Varies Significantly by Student Group



Source: EdTrust-West analysis of WHS transcripts.

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What Else is Needed?

- Effective & timely supports/interventions for struggling students
- Master schedules built for students' needs – to achieve A-G completion by graduation
- Formalized CTE sequences and review for potential A-G certification
- Professional Development for teachers and counselors

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What's Next?

- WHS should carefully examine ETW recommendations
- Develop an action plan to address key priorities that would align WHS with LAUSD goal of all students graduating A-G ready by 2016
- Provide all students both access to A-G courses and ensure their success

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"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."

California High School Student

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Parents Only Debrief & Community Building Session to Immediately Follow Room S 1

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