

# Westchester High School: Comprehensive Tools for Sustainable Change

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Education Trust – West  
November 3, 2008



# WHS/LMU/ETW Partnership

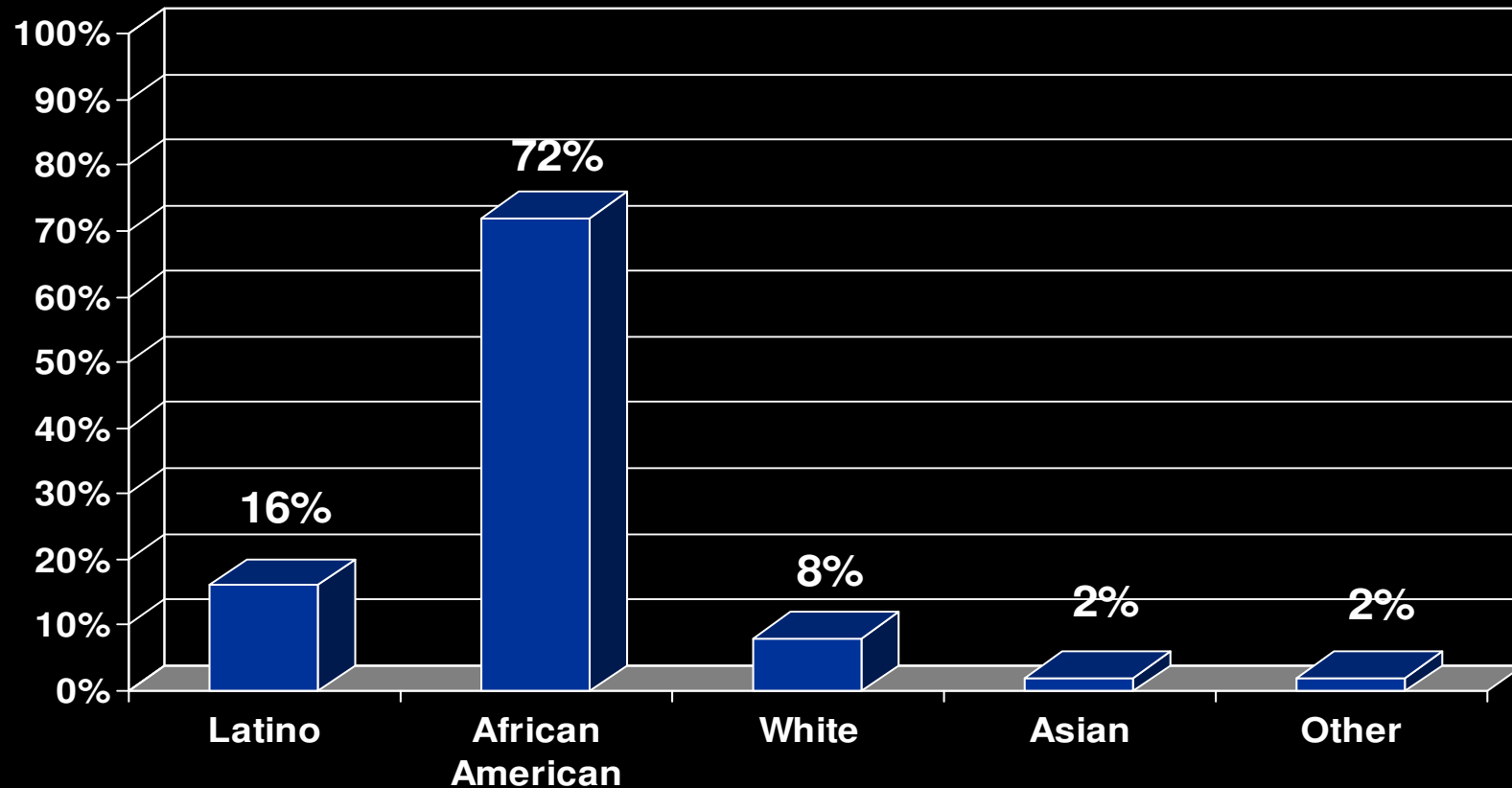
- Who we are
- Why we are here
  - Larger picture
  - Tonight



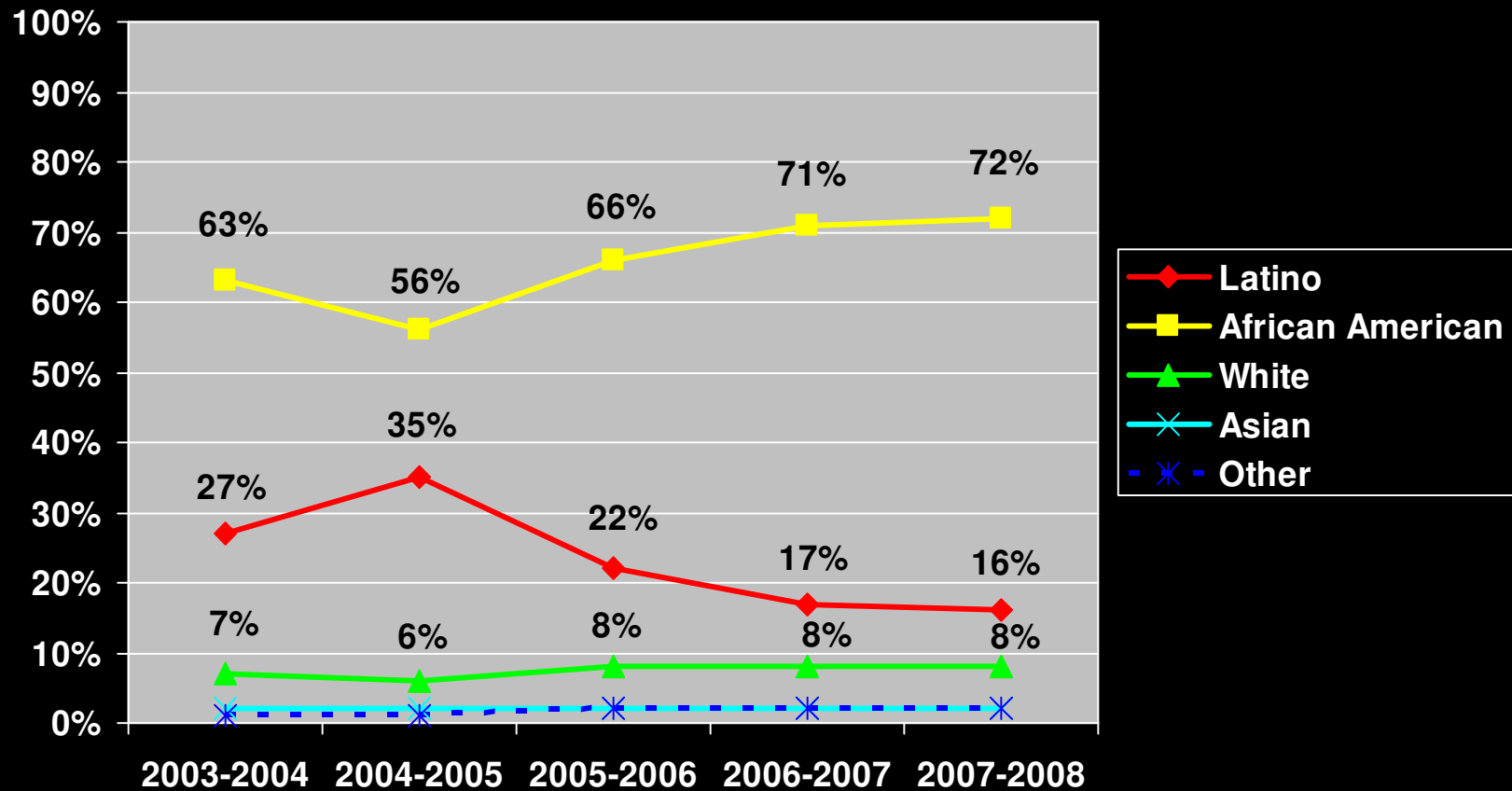
# Current Westchester High School Achievement Data



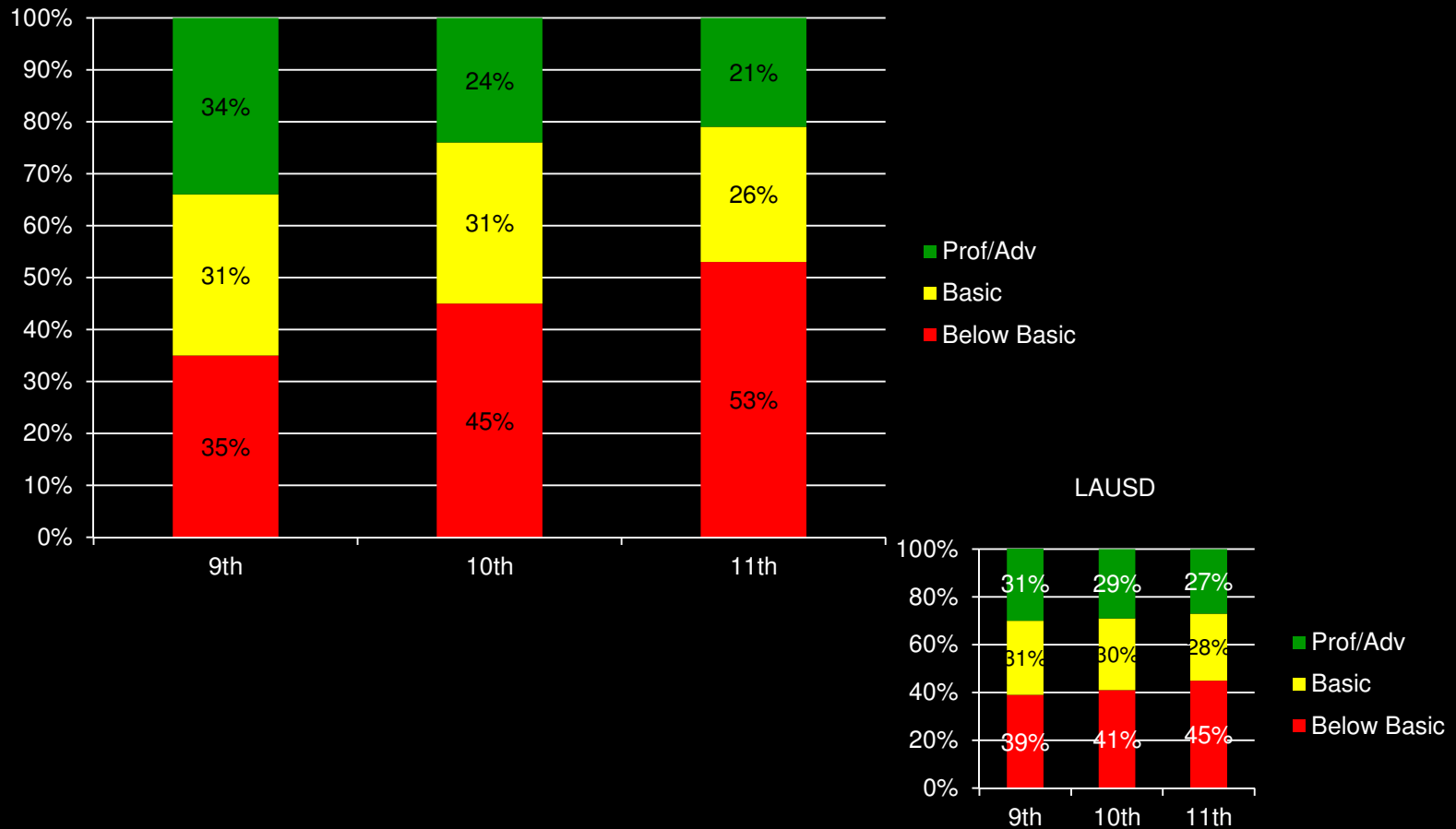
# 2007-2008 Westchester Enrollment by Ethnicity



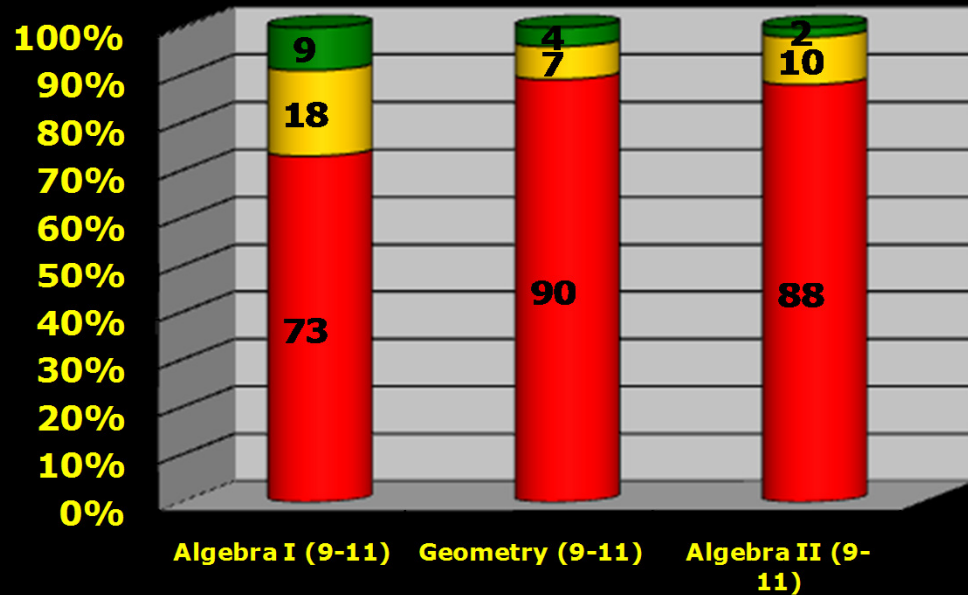
# 5-Year Westchester Enrollment by Ethnicity



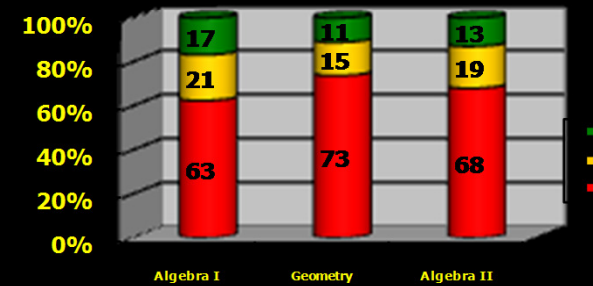
# Westchester CST ELA Results by Grade



# Westchester Math 2008 CST All Students



LAUSD

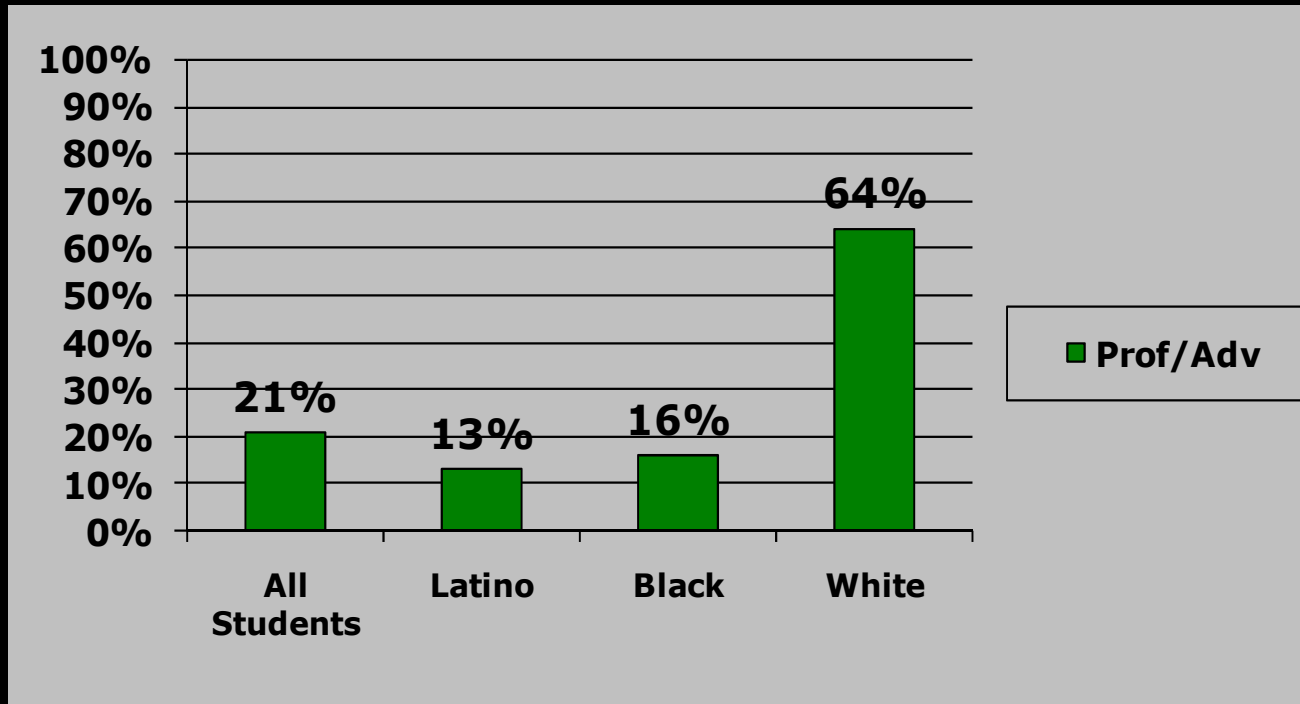


**Underneath those averages. . .**





# Westchester ELA 11<sup>th</sup> Grade By Ethnicity CST 2008

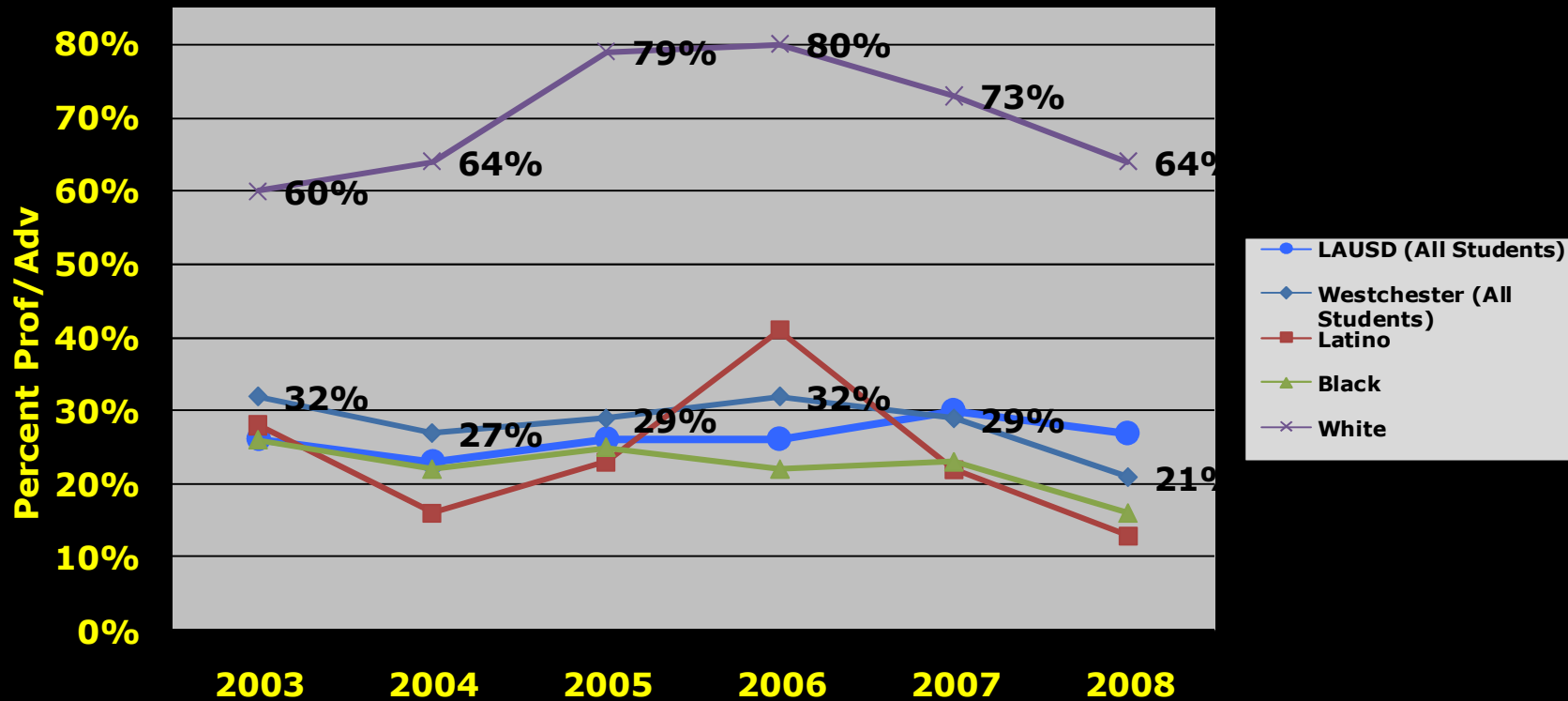


\*Asian subgroup not statistically significant

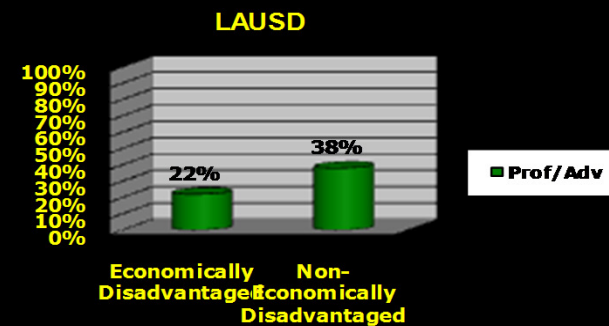
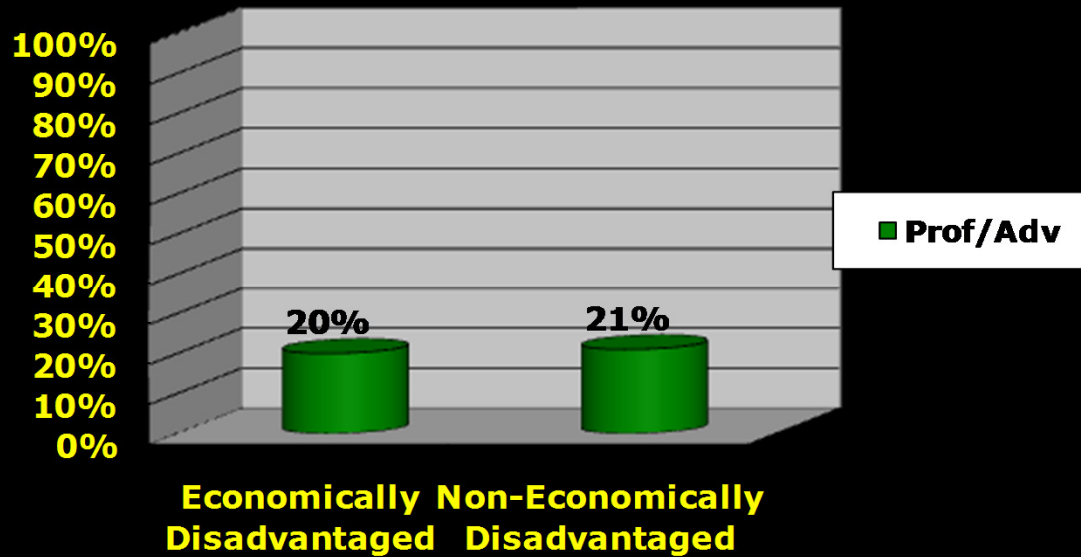


# Westchester ELA 11<sup>th</sup> Grade

## By Ethnicity CST 2003-2008

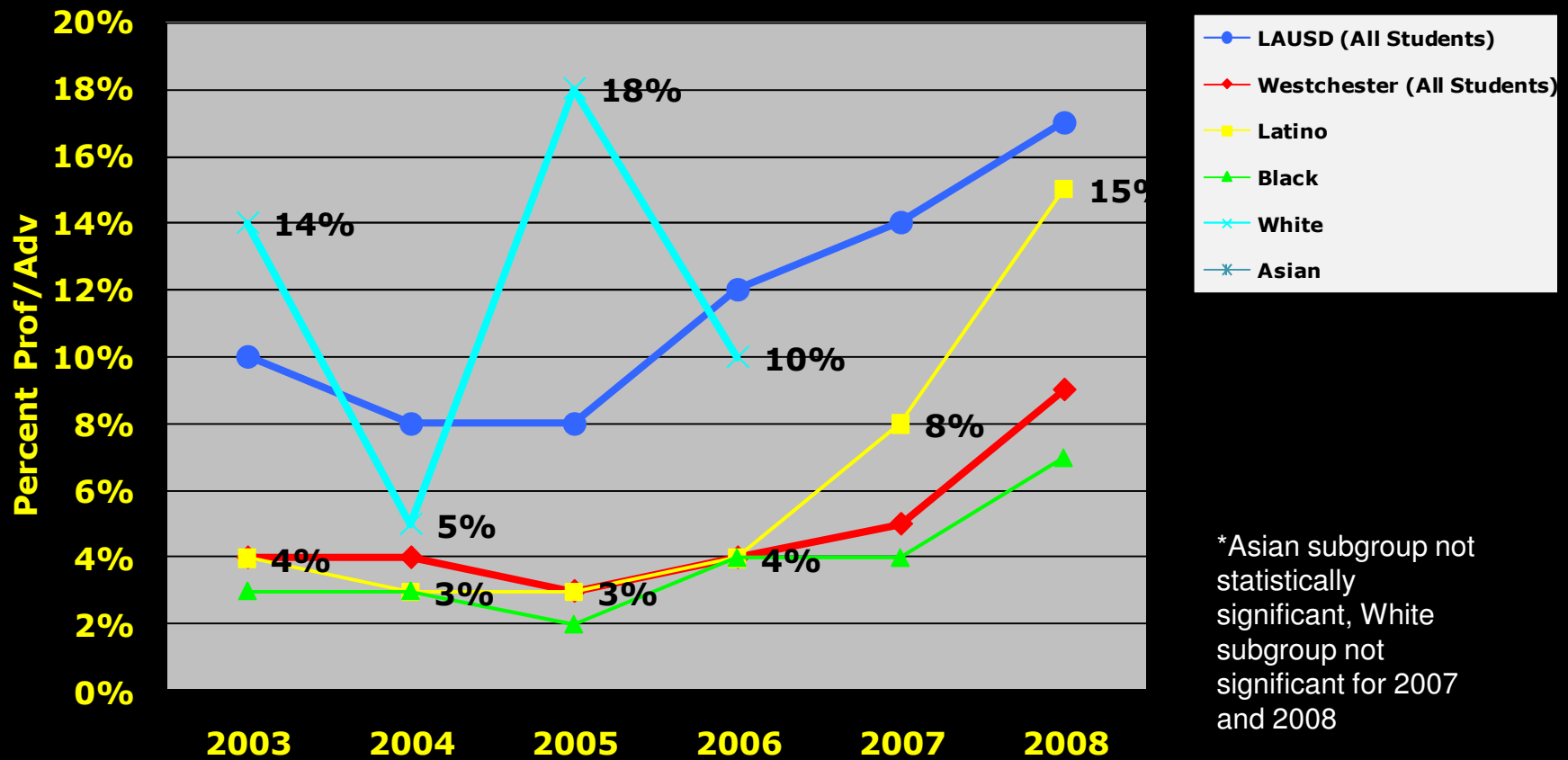


# Westchester ELA 11<sup>th</sup> Grade by Economic Status CST 2008

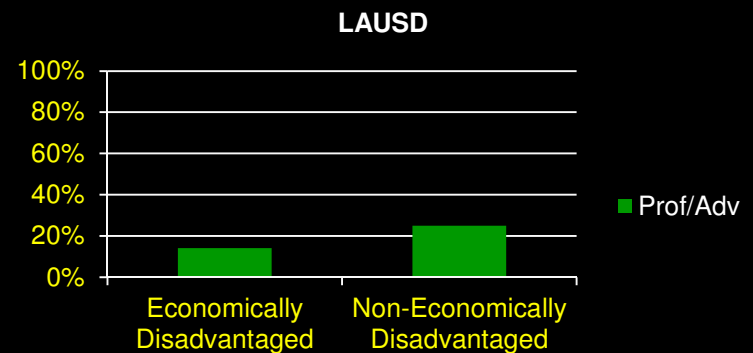
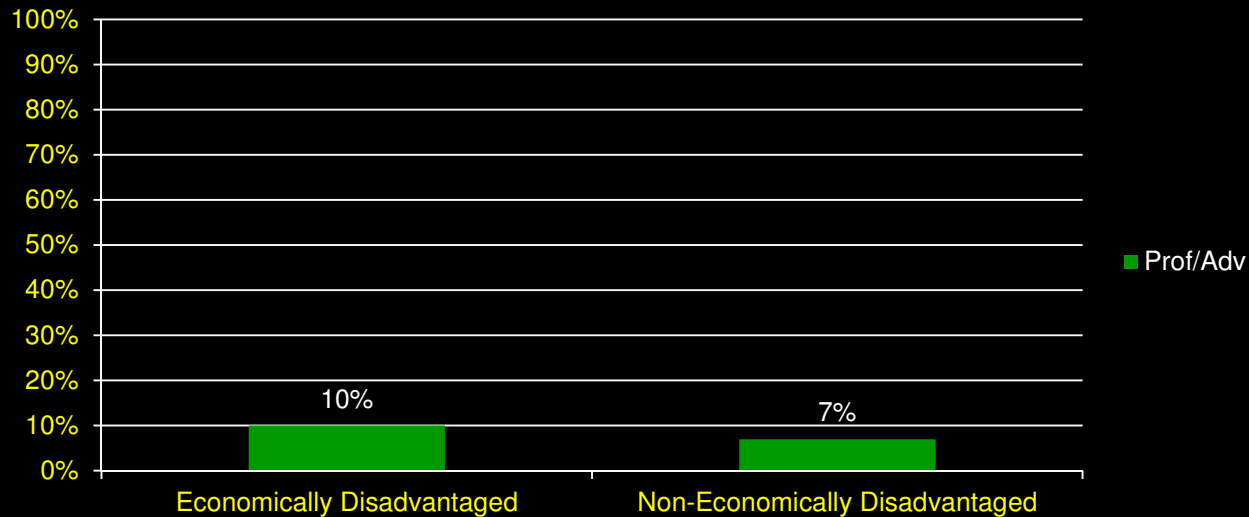


# Westchester Algebra I (Grades 9-11)

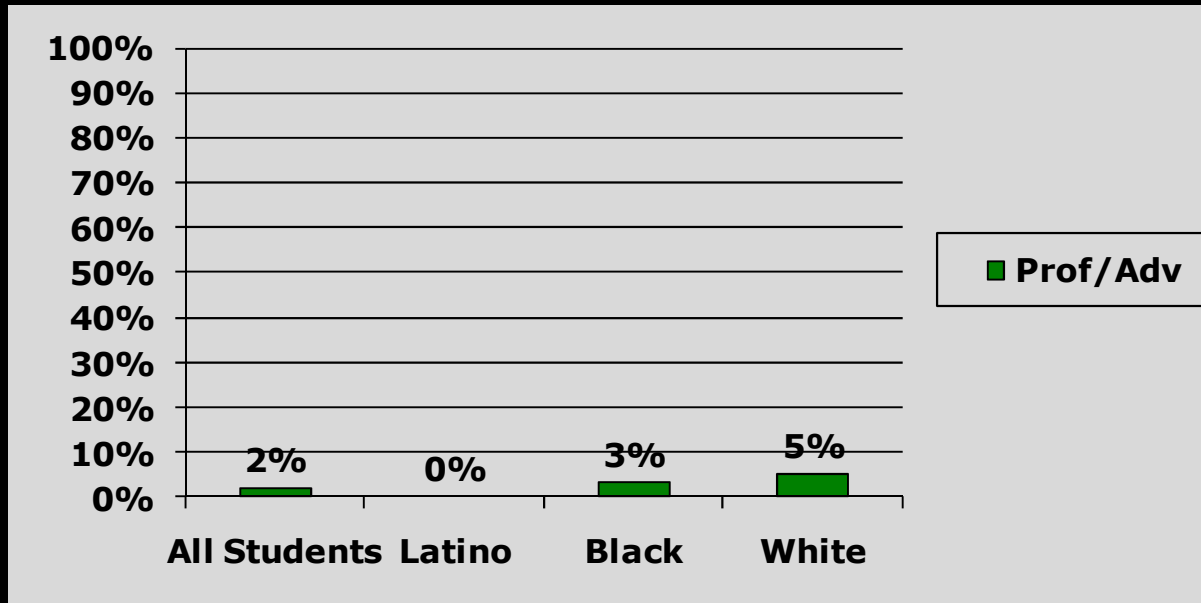
## By Ethnicity CST 2003-2008



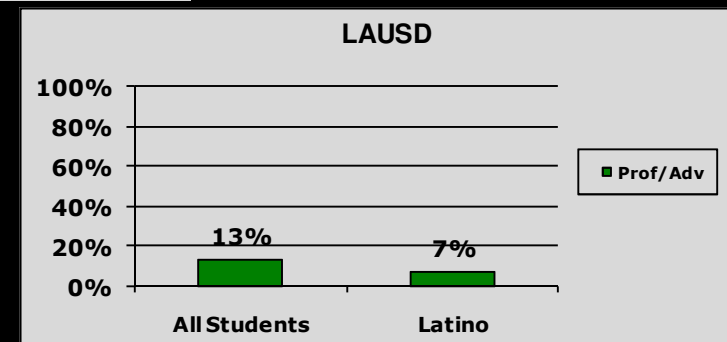
# Westchester Algebra I (Grades 9-11) by Economic Status CST 2008



# Westchester Algebra II (Grades 9-11) by Ethnicity CST 2008

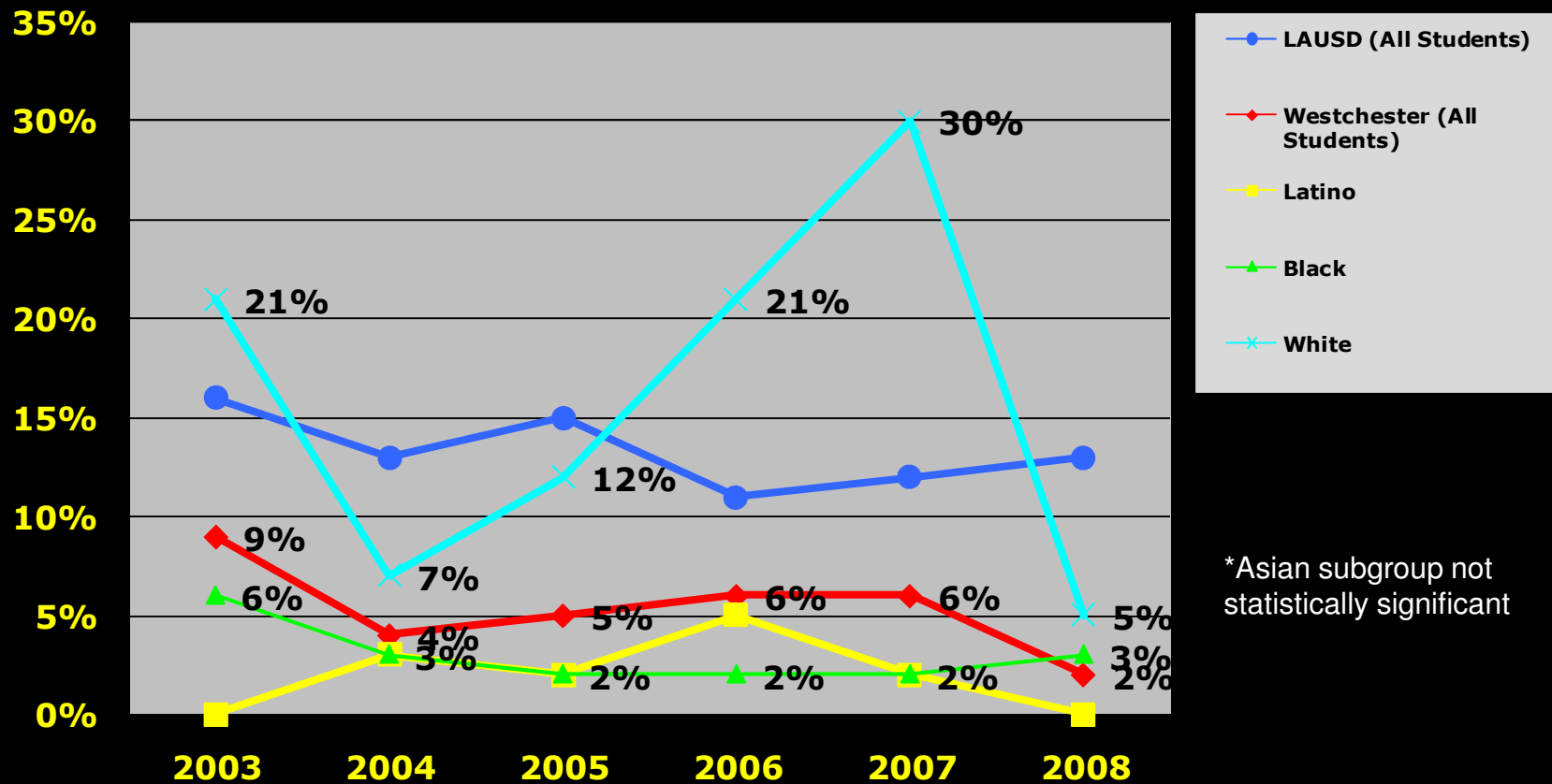


\*Asian subgroup not statistically significant



# Westchester Algebra II (Grades 9-11)

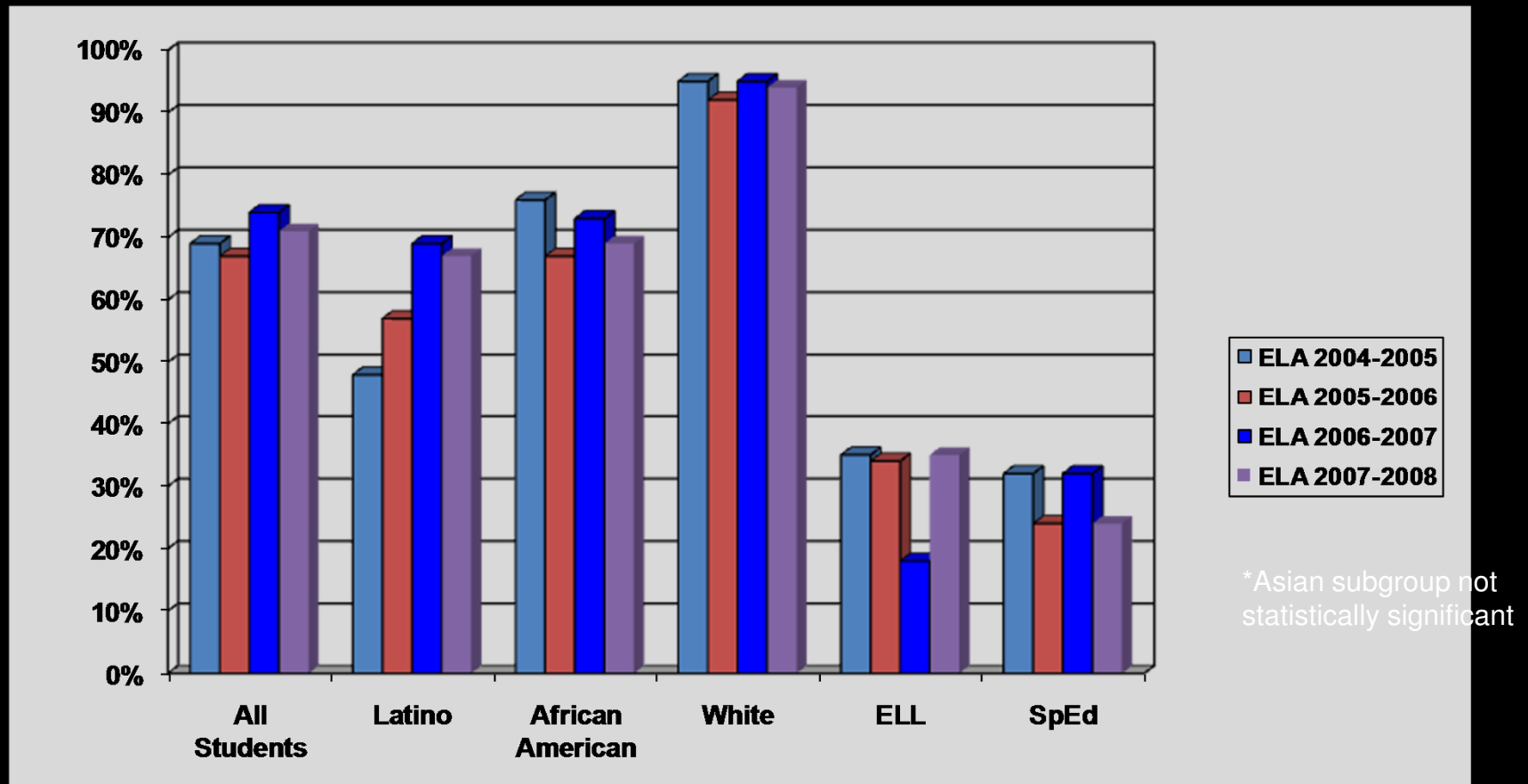
## By Ethnicity CST 2003-2008



\*Asian subgroup not statistically significant

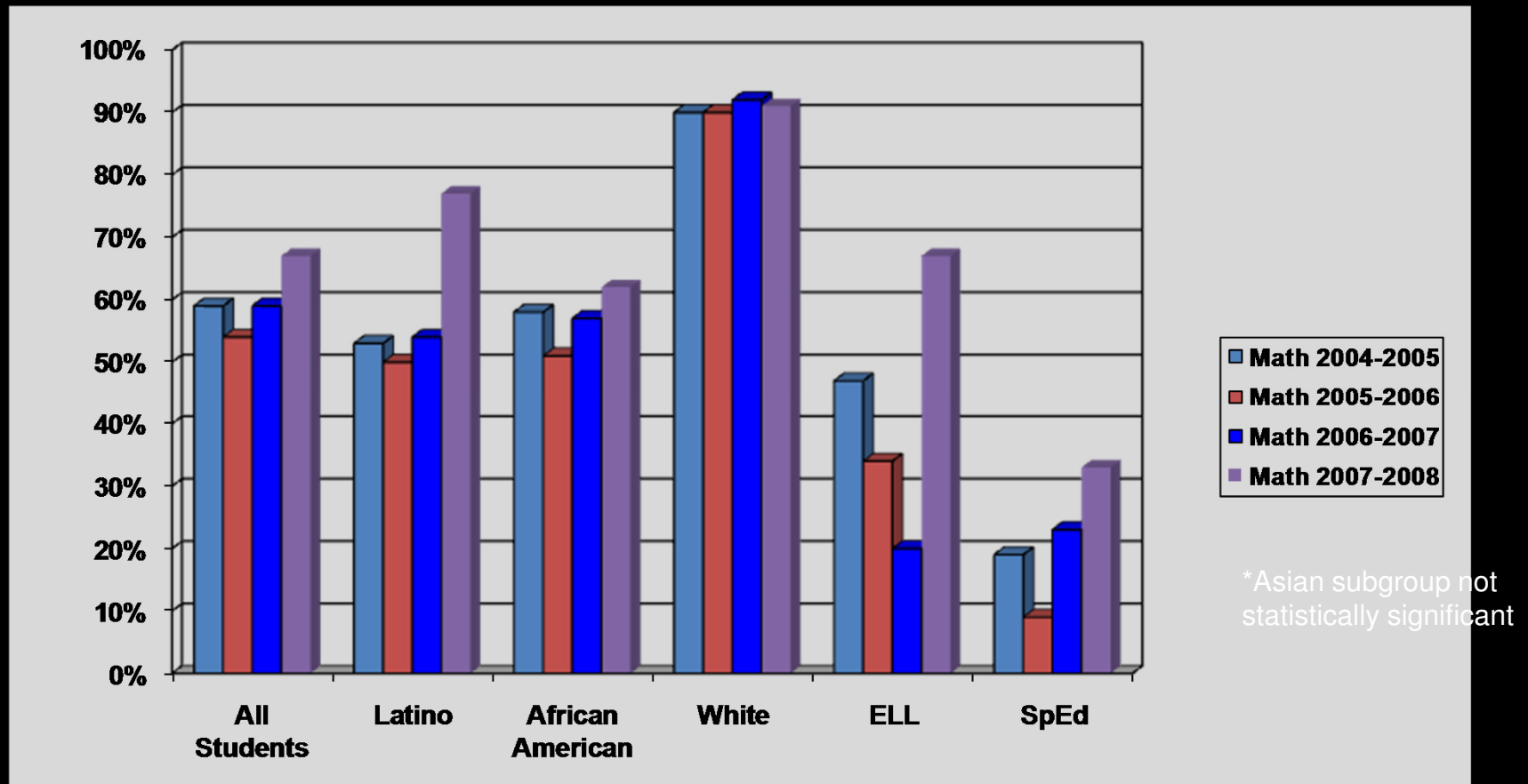


# Westchester CAHSEE ELA 10<sup>th</sup> Grade Pass Rates



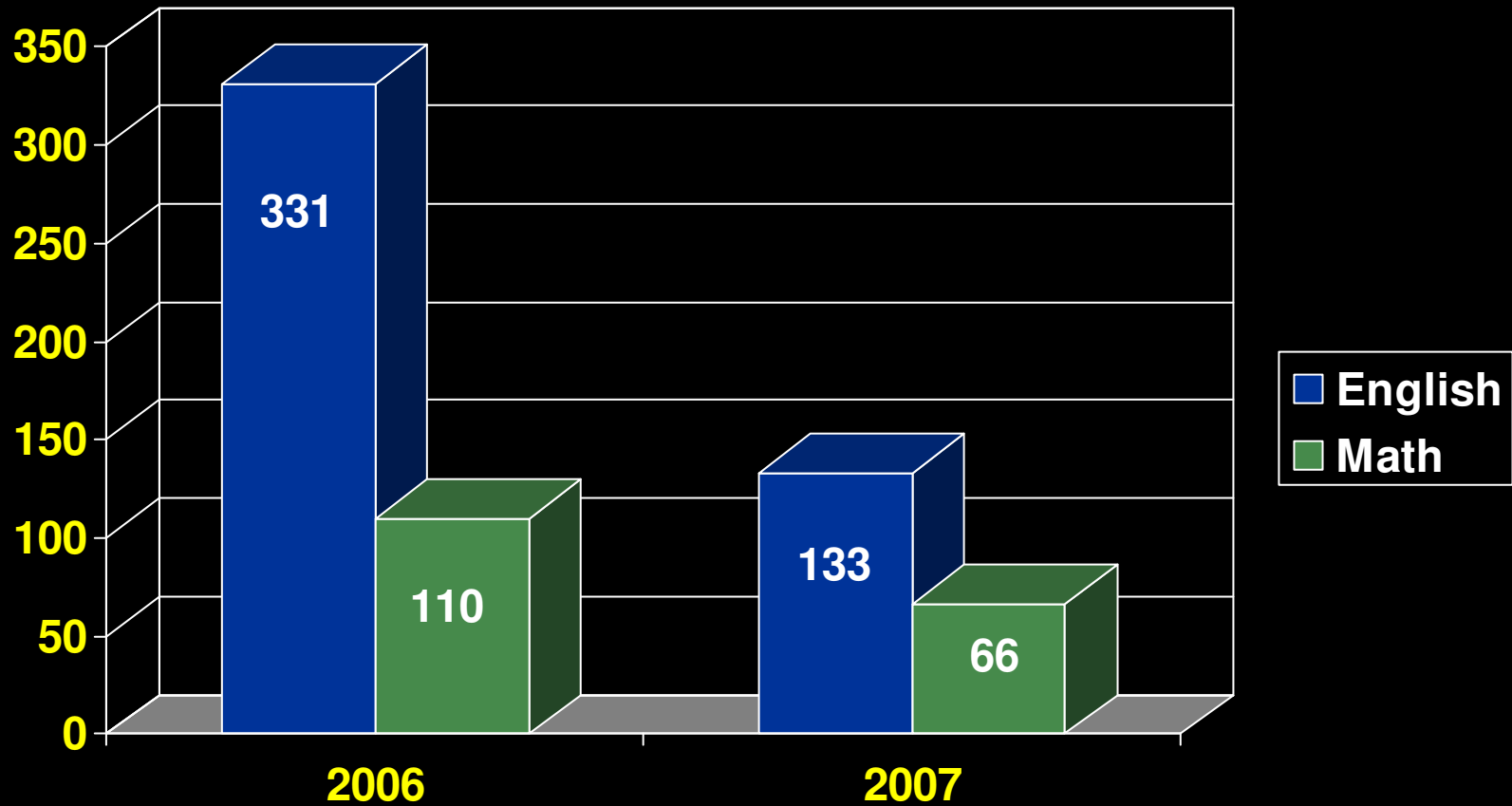


# Westchester CAHSEE Math 10<sup>th</sup> Grade Pass Rates



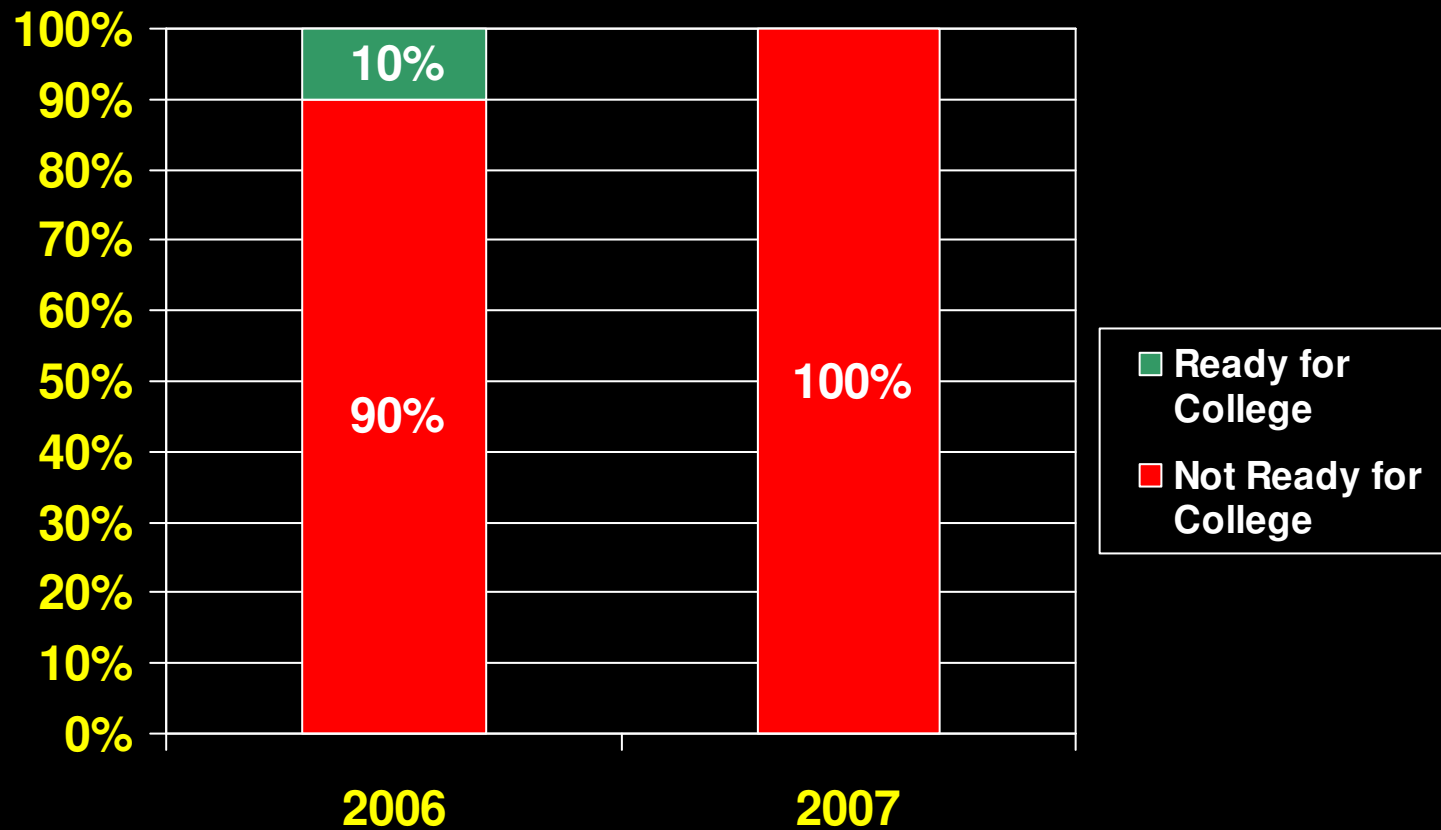
# Westchester

## EAP Test Takers 2007



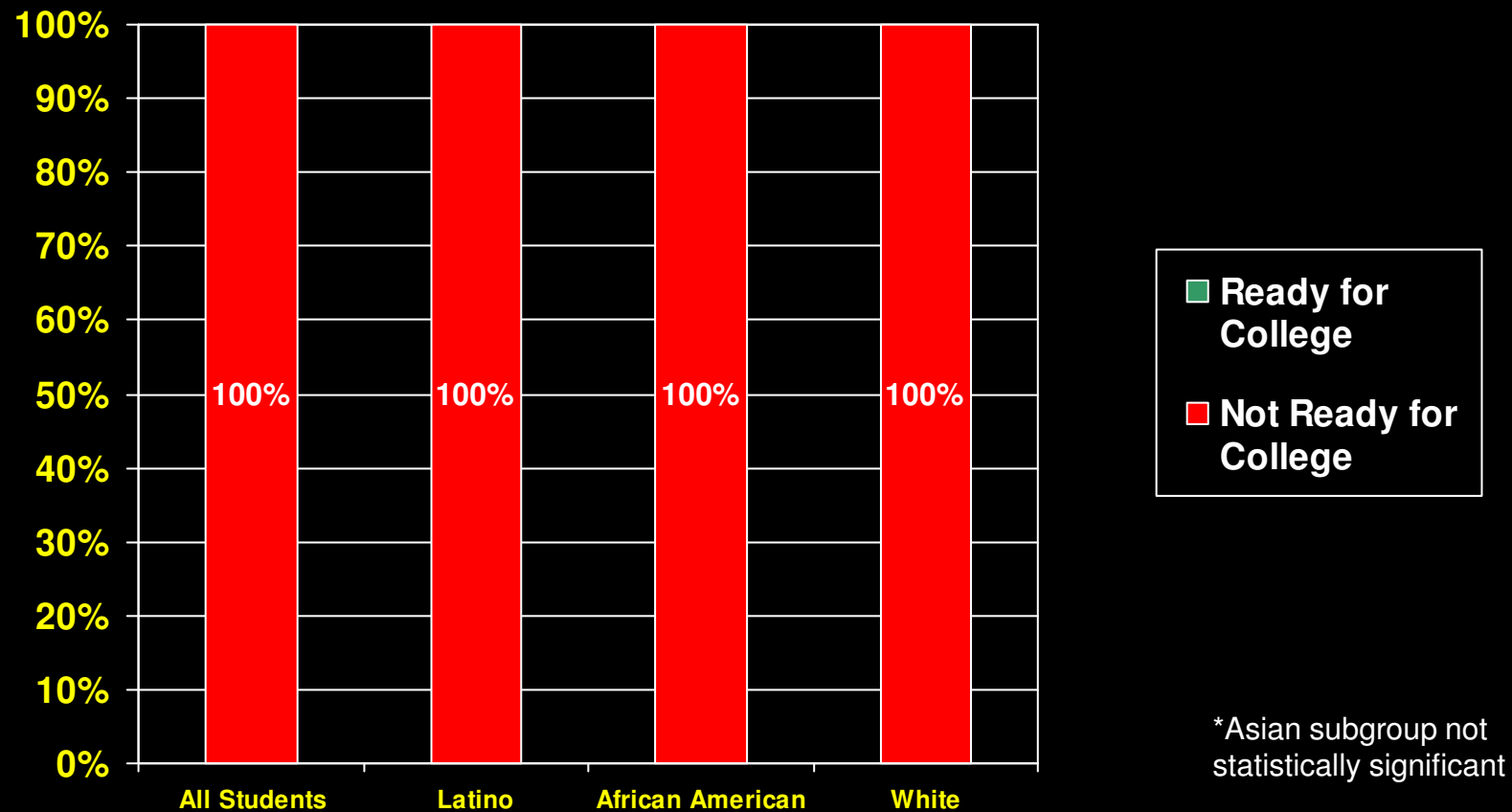
# Westchester EAP English Results

## 2006, 2007



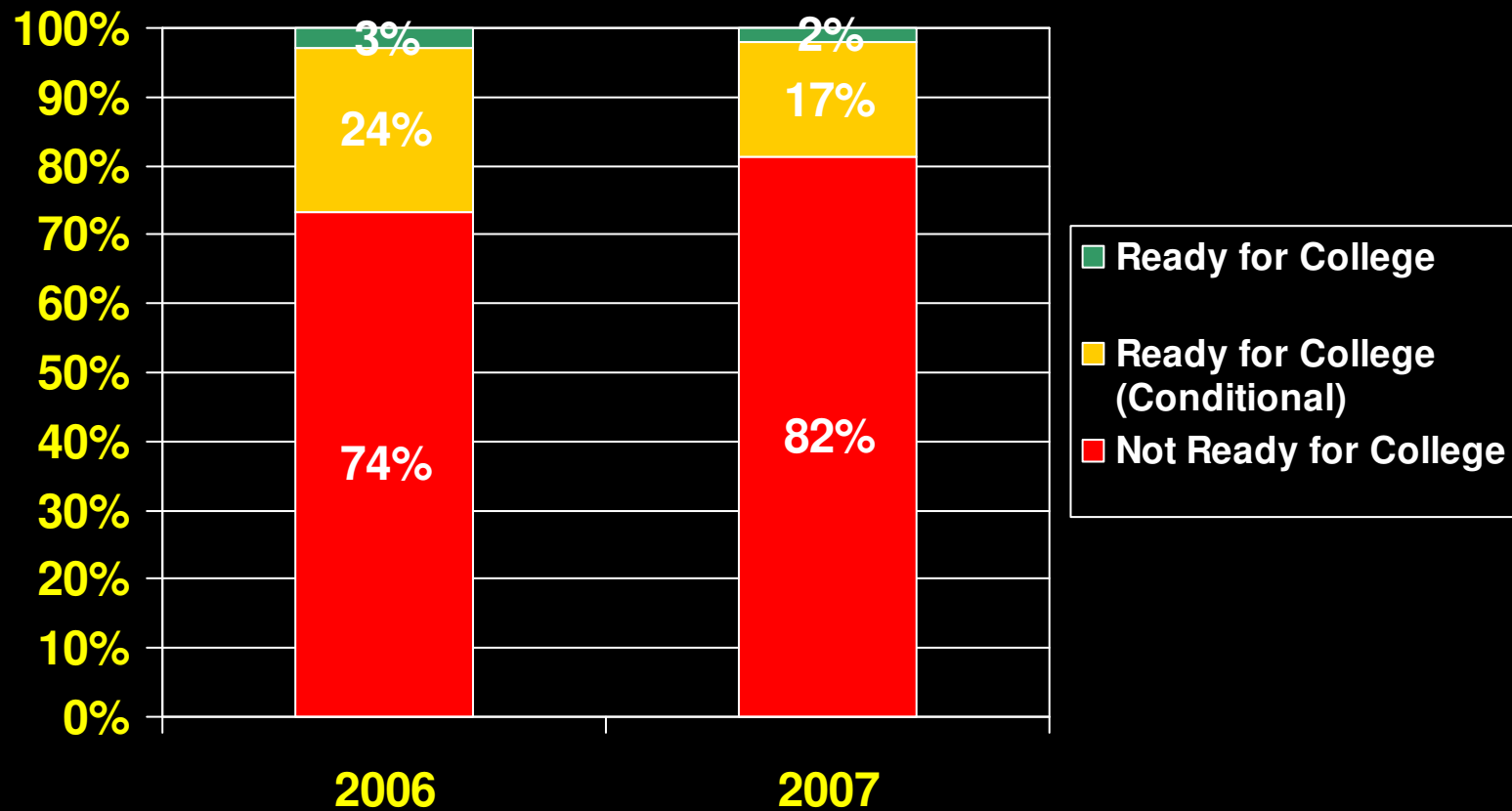
# Westchester

## EAP English Results by Ethnicity 2007



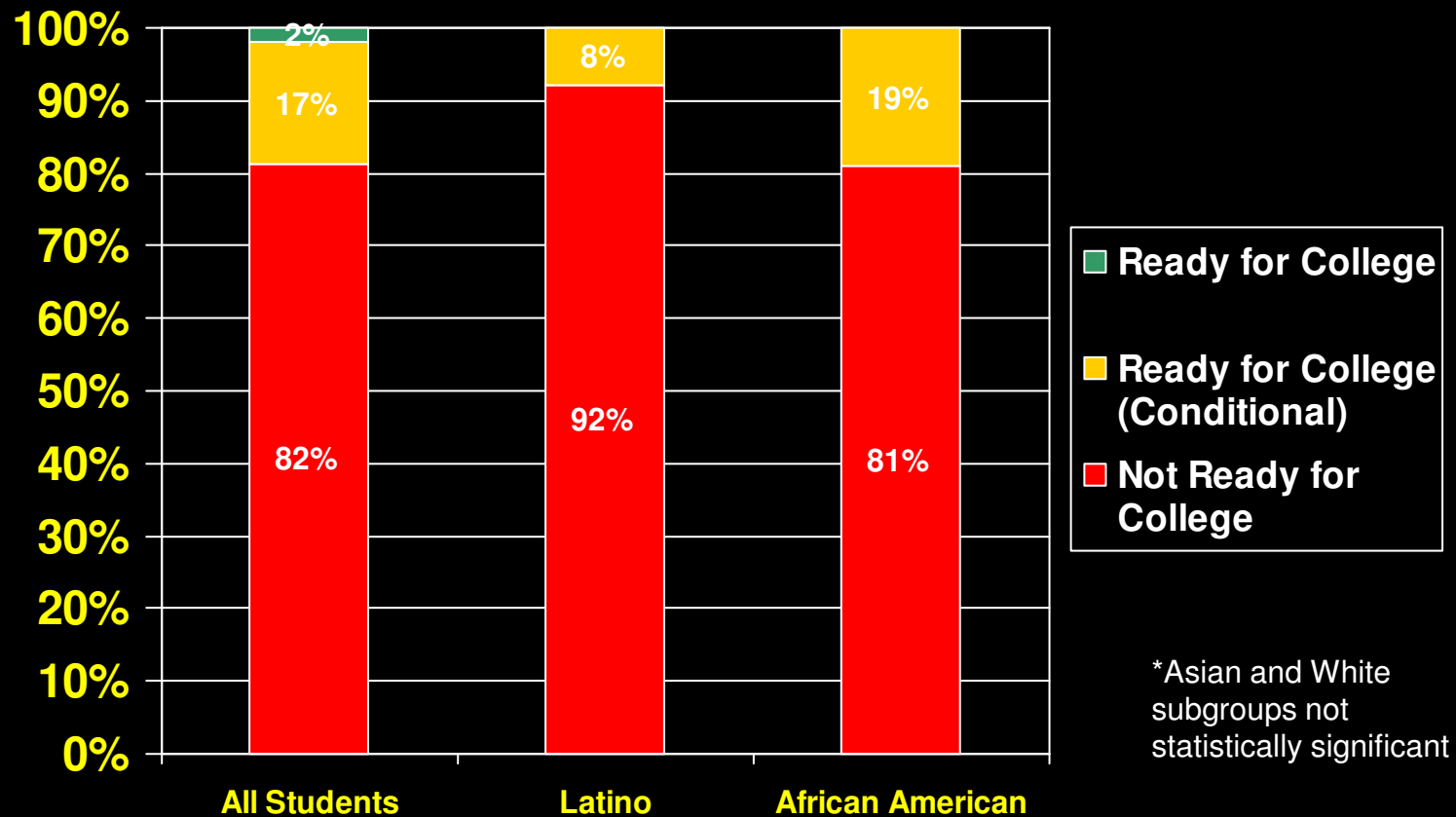
# Westchester EAP Math Results

2006, 2007



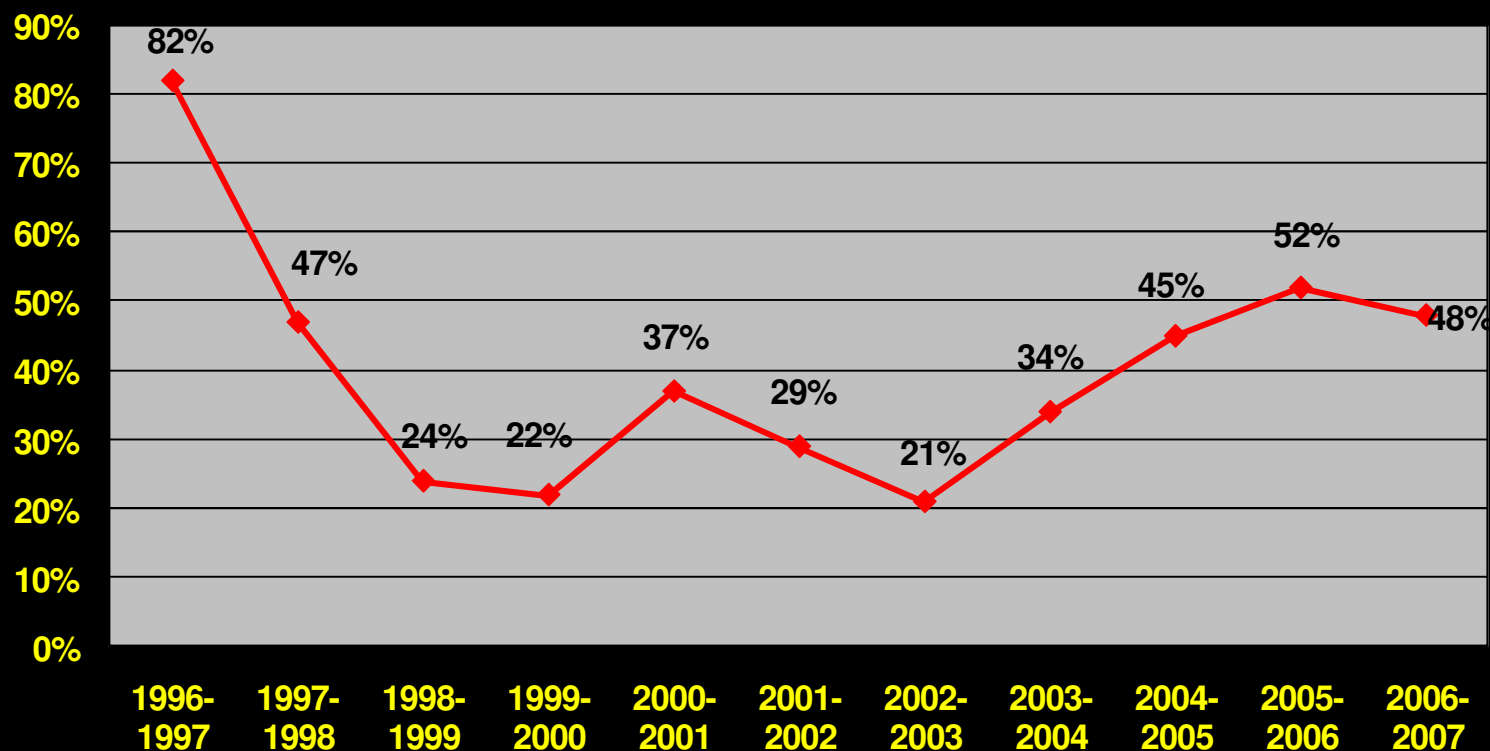
# Westchester

## EAP Math Results by Ethnicity 2007



# Westchester Graduates Past 10 Years

## School-wide UC/CSU Eligible\* Population

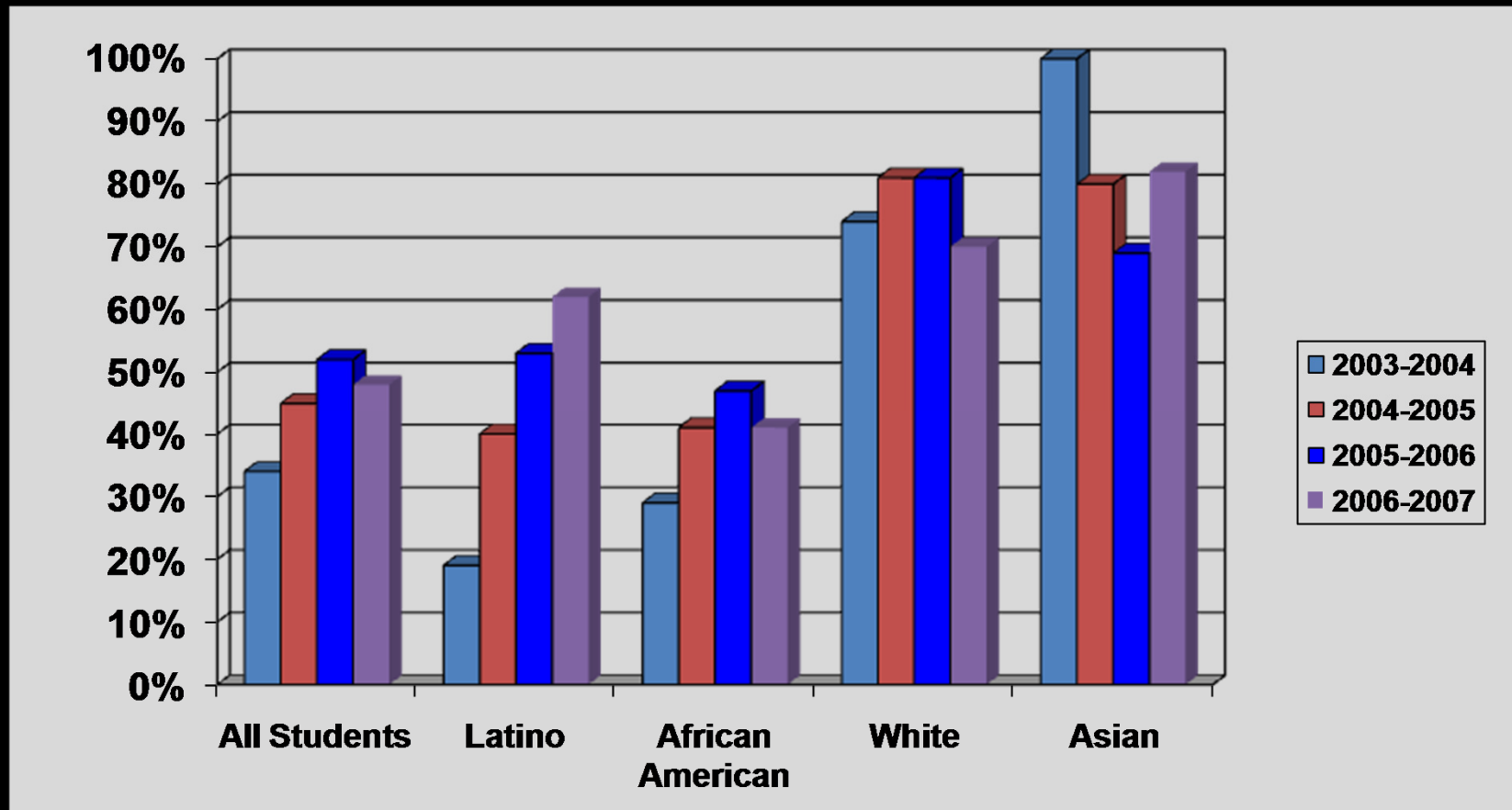


\*Eligible upon completion of 15 required courses approved by UCOP with a C or higher.



# Westchester UC/CSU Eligible Population\*

## 2003-2007



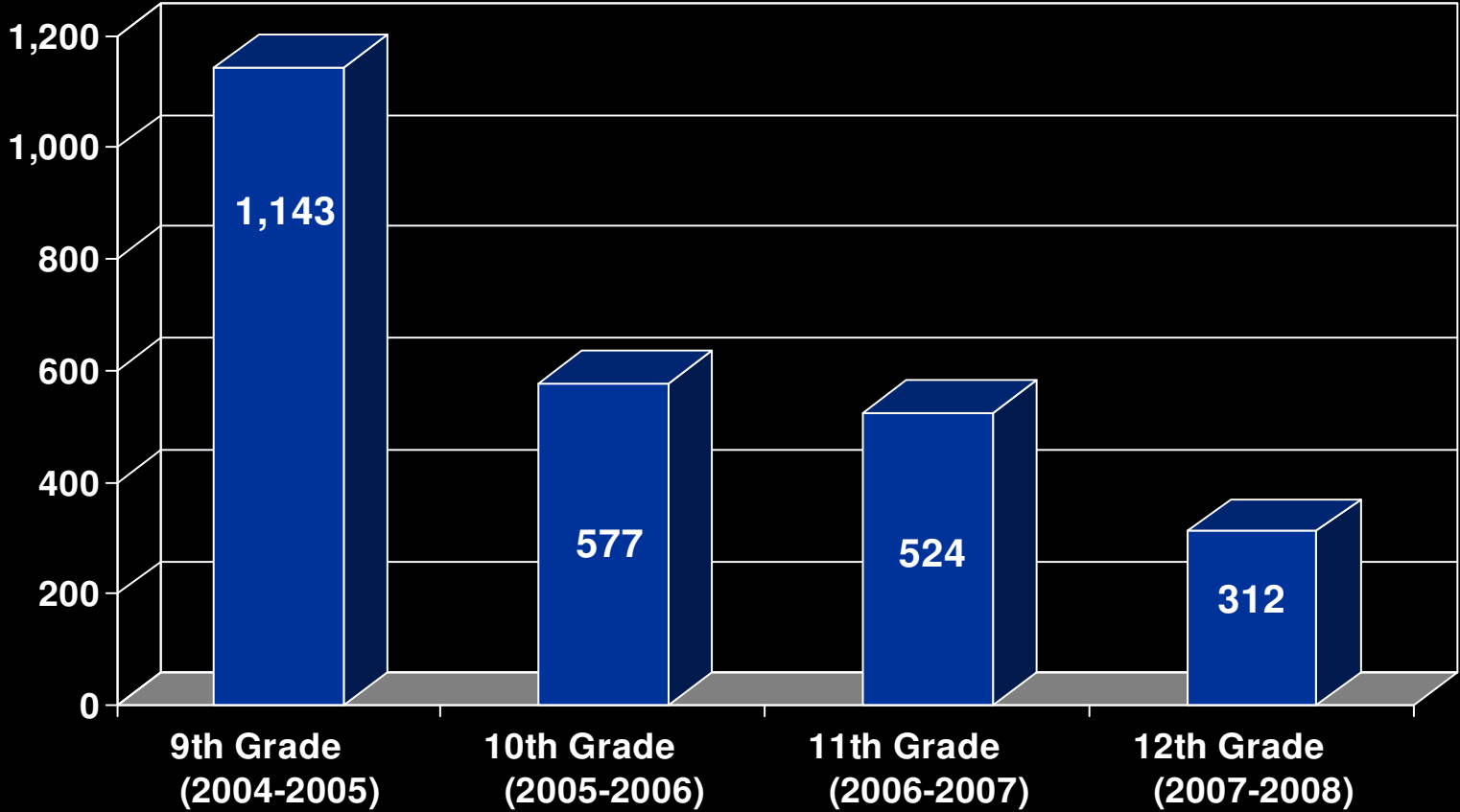
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# Westchester Senior Class of 2007-2008

From freshman year until now



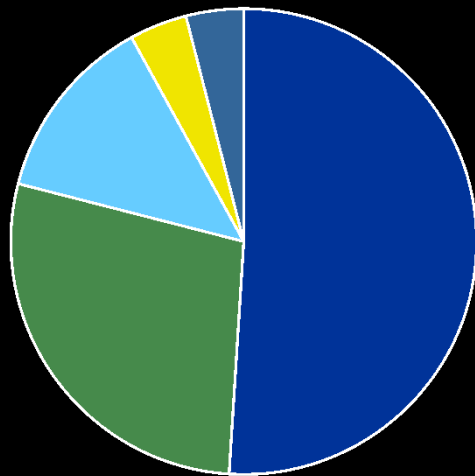
Source: EdTrust West analysis of California Department of Education data, 2008



It can be done!



# 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

Source: EdTrust West analysis of California Department of Education data



2008 by The Education Trust-West

# **SJUSD Information**

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



# SJUSD Graduation Requirements

<b>Course</b>	<b>Years</b>	<b>Credits</b>
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
<b>Total</b>		<b>240</b>

\*40 hour Community Service Requirement



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

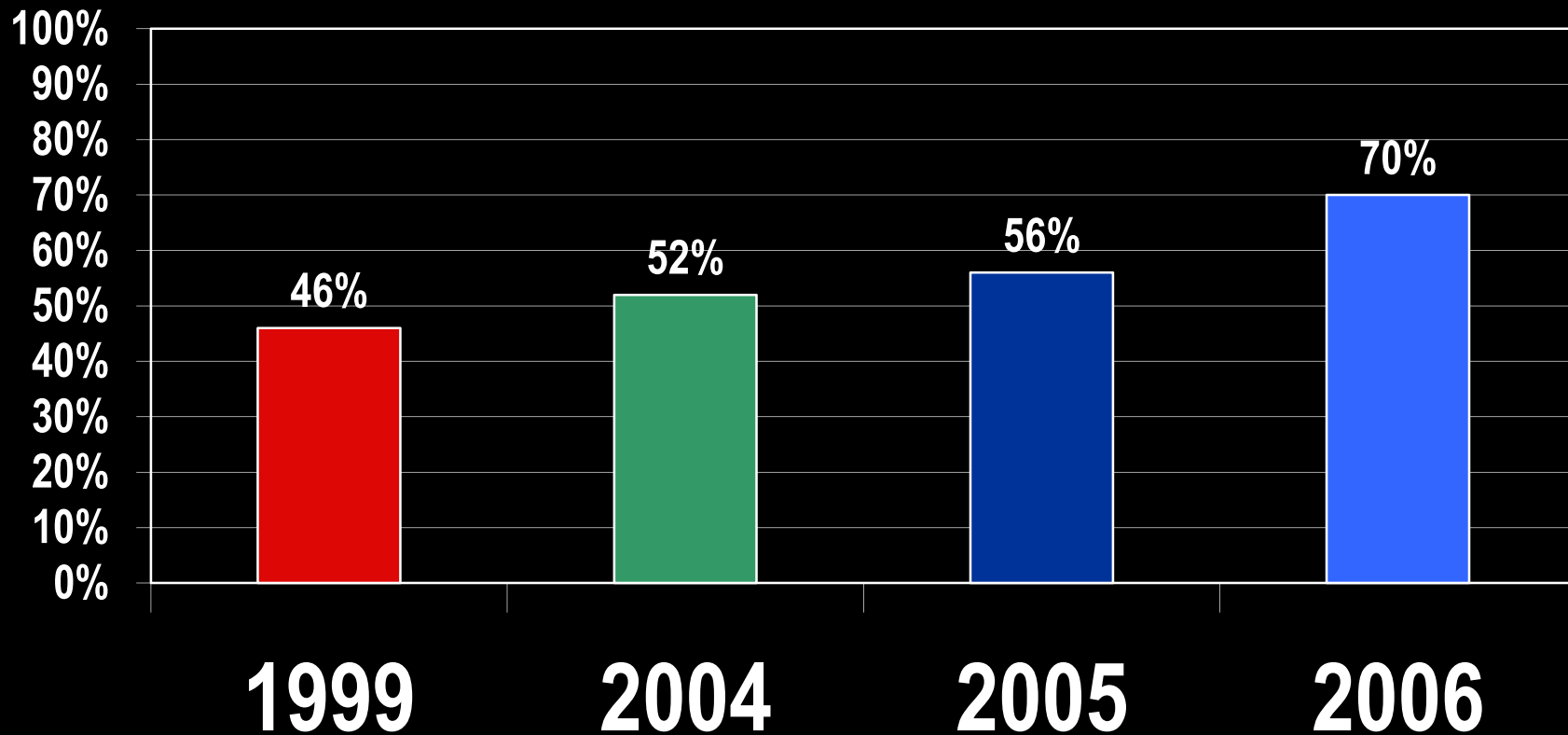
A Case Study: San Jose Unified



**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



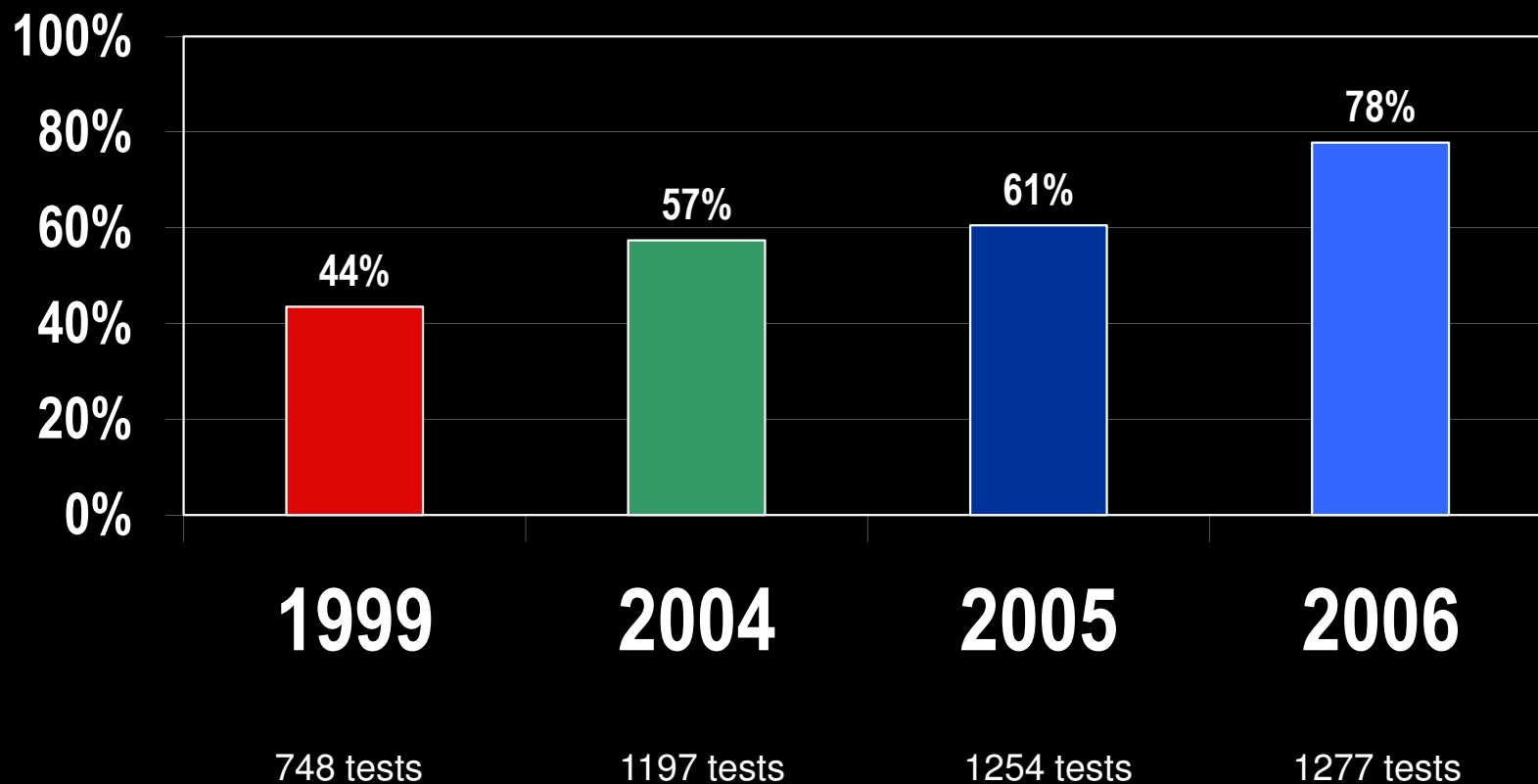
Source: EdTrust West analysis of California Department of Education data



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# Senior AP scores of 3 or higher



Source: EdTrust West analysis of California Department of Education data

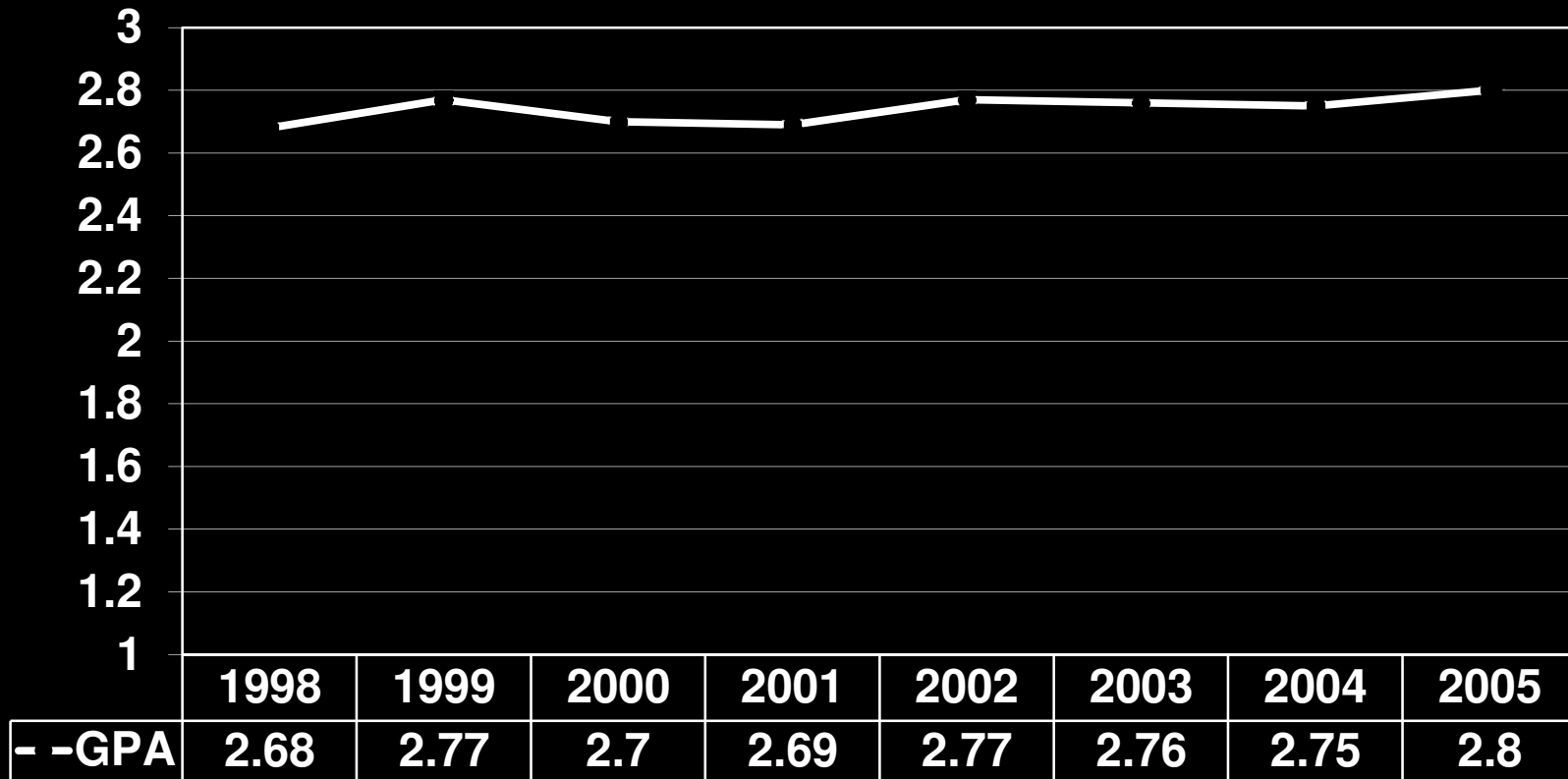


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**MYTH: Grades will plummet if all students are expected to complete a college-ready/work-ready curriculum**



# Mean GPA for All SJUSD Graduating Seniors



Source: EdTrust West analysis of San Jose District data

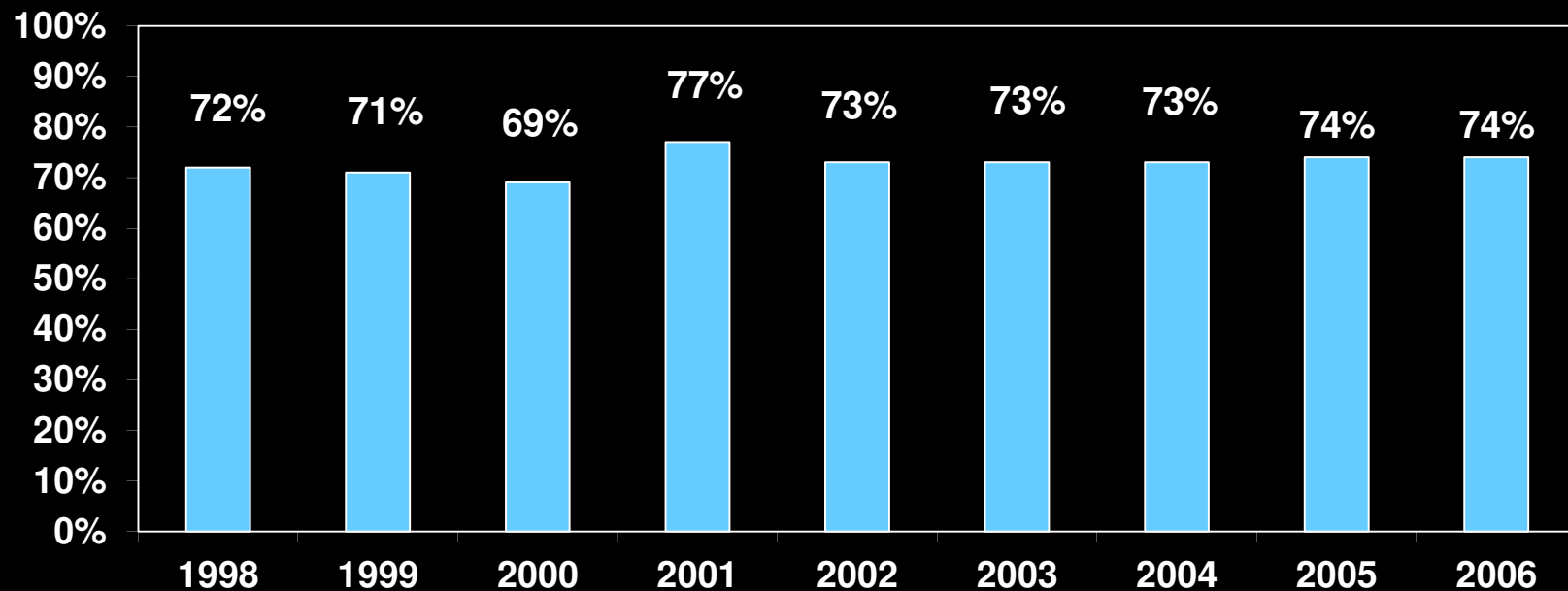


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**MYTH: Tough graduation requirements will cause non college bound students to disengage and drop out**



# SJUSD Graduation Rates



Estimated completion rate using Manhattan Institute methodology

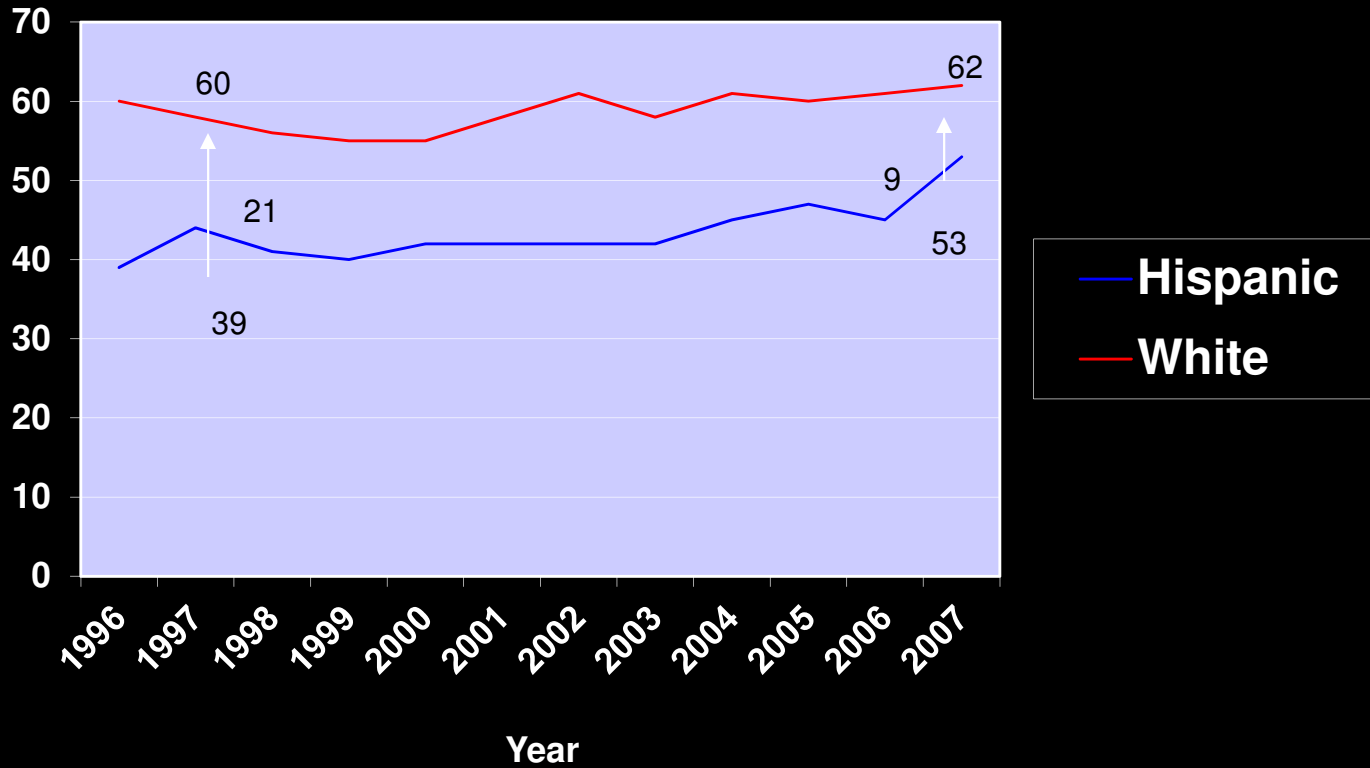


**MYTH: Requiring traditionally  
underrepresented students to take a  
rigorous academic course load will result  
in huge failure rates**



# Closing the Gap

% of Students Earning at Least 5 Credits in AP/IB



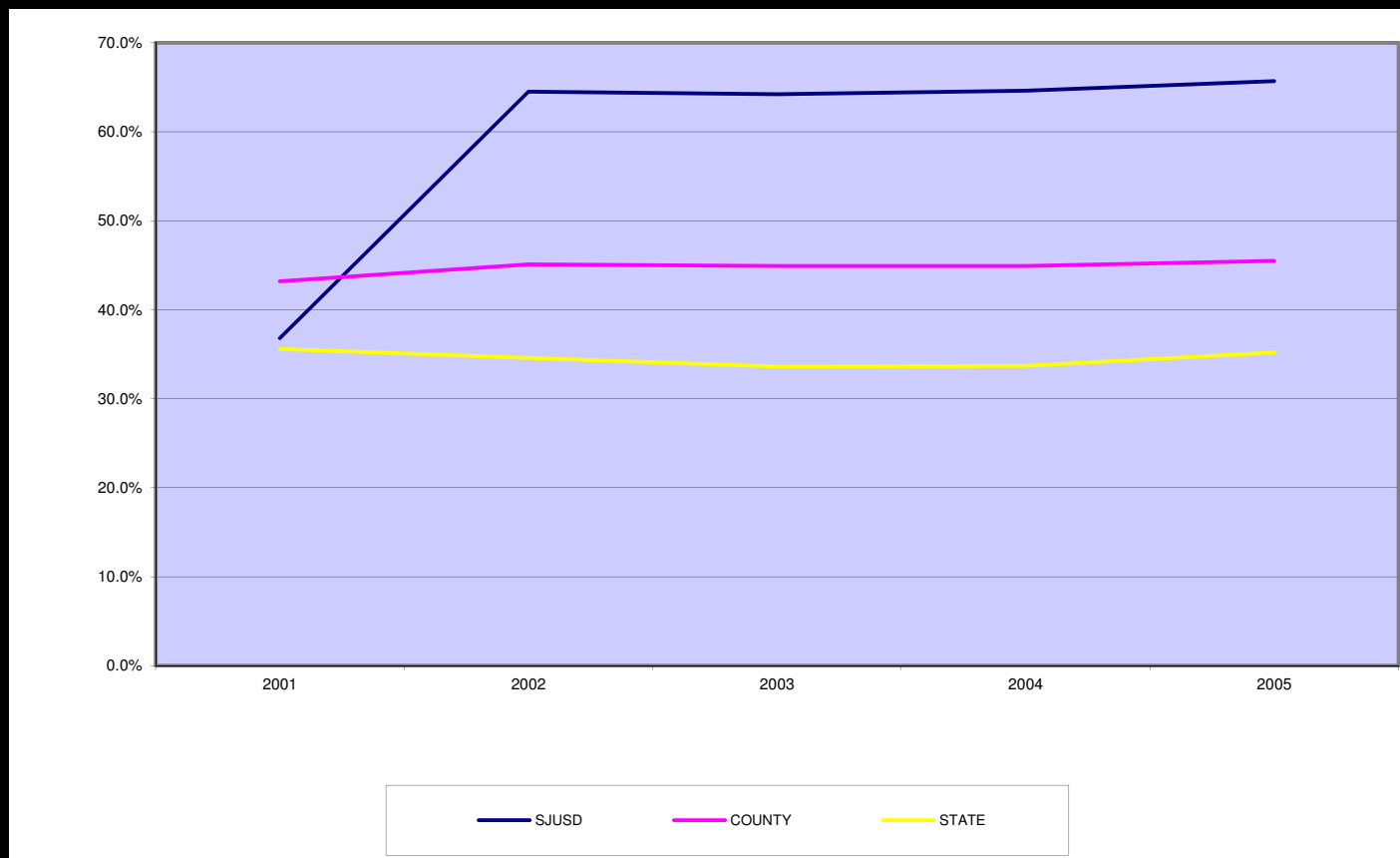
## THE REALITY IS:

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.





# All 12<sup>th</sup> Grade Graduates 2001-2005 Completing all Courses Required with a “C” or better for UC/CSU Entrance

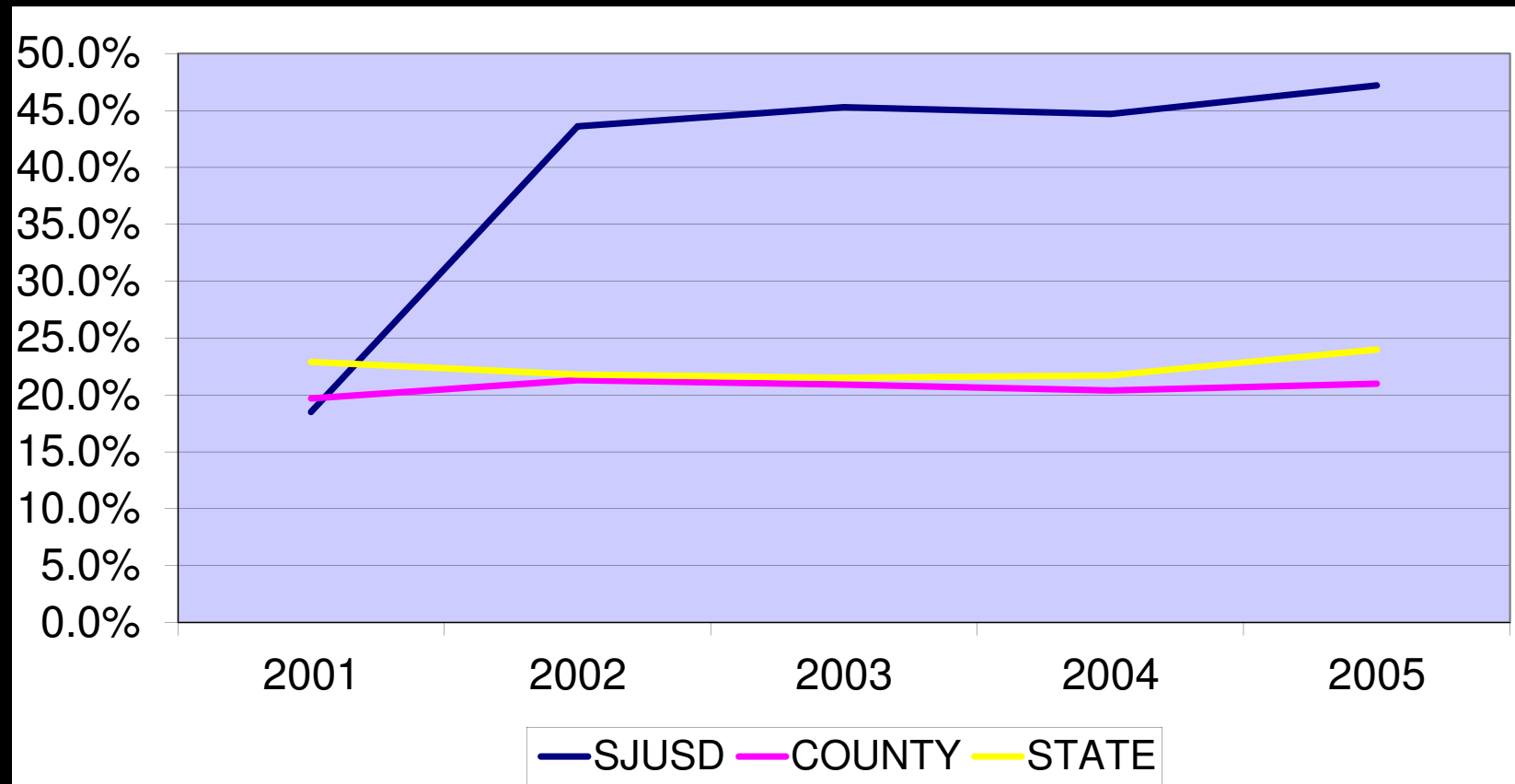


Source: EdTrust West analysis of California Department of Education data



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# 12<sup>th</sup> Grade Latino Graduates 2001-2005 Completing all Courses Required with a "C" or better for UC/CSU Entrance

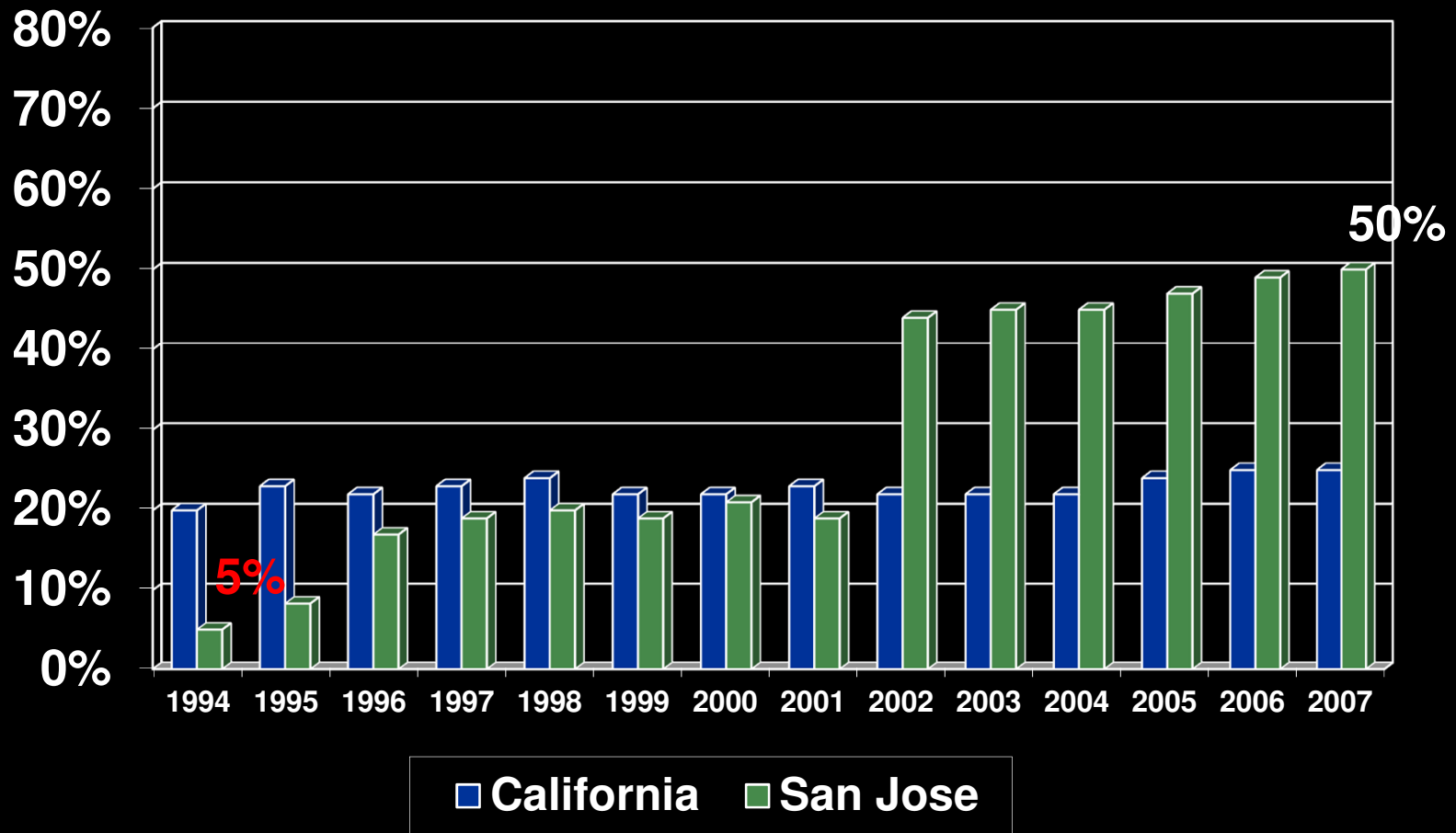


Source: EdTrust West analysis of California Department of Education data

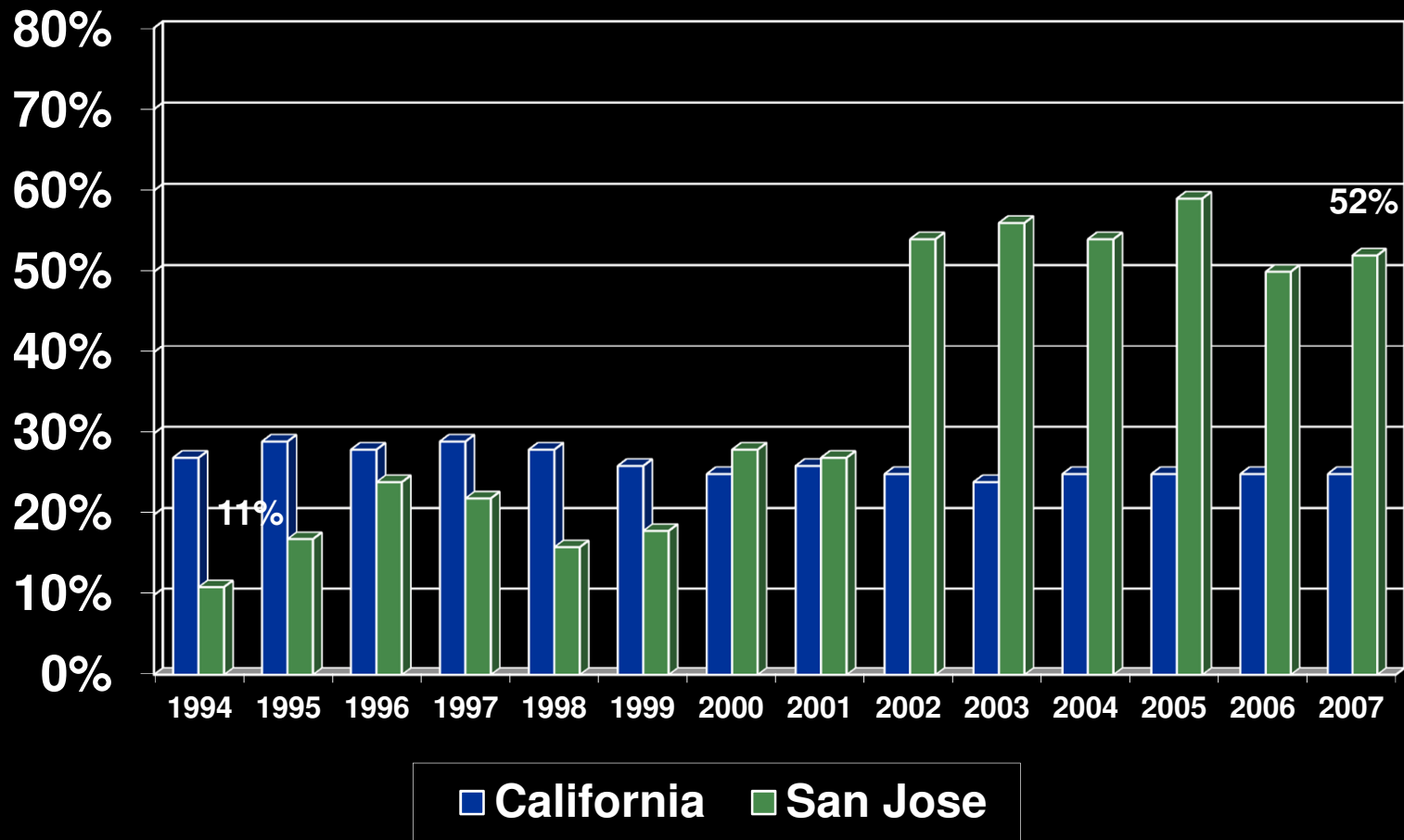


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# Latino Graduates College-Ready San Jose vs. California



# African American Graduates College-Ready San Jose vs. California



# 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.





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 school leaders.
- Stakeholder focus groups and community conversations.



# ETW Role

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



# School 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

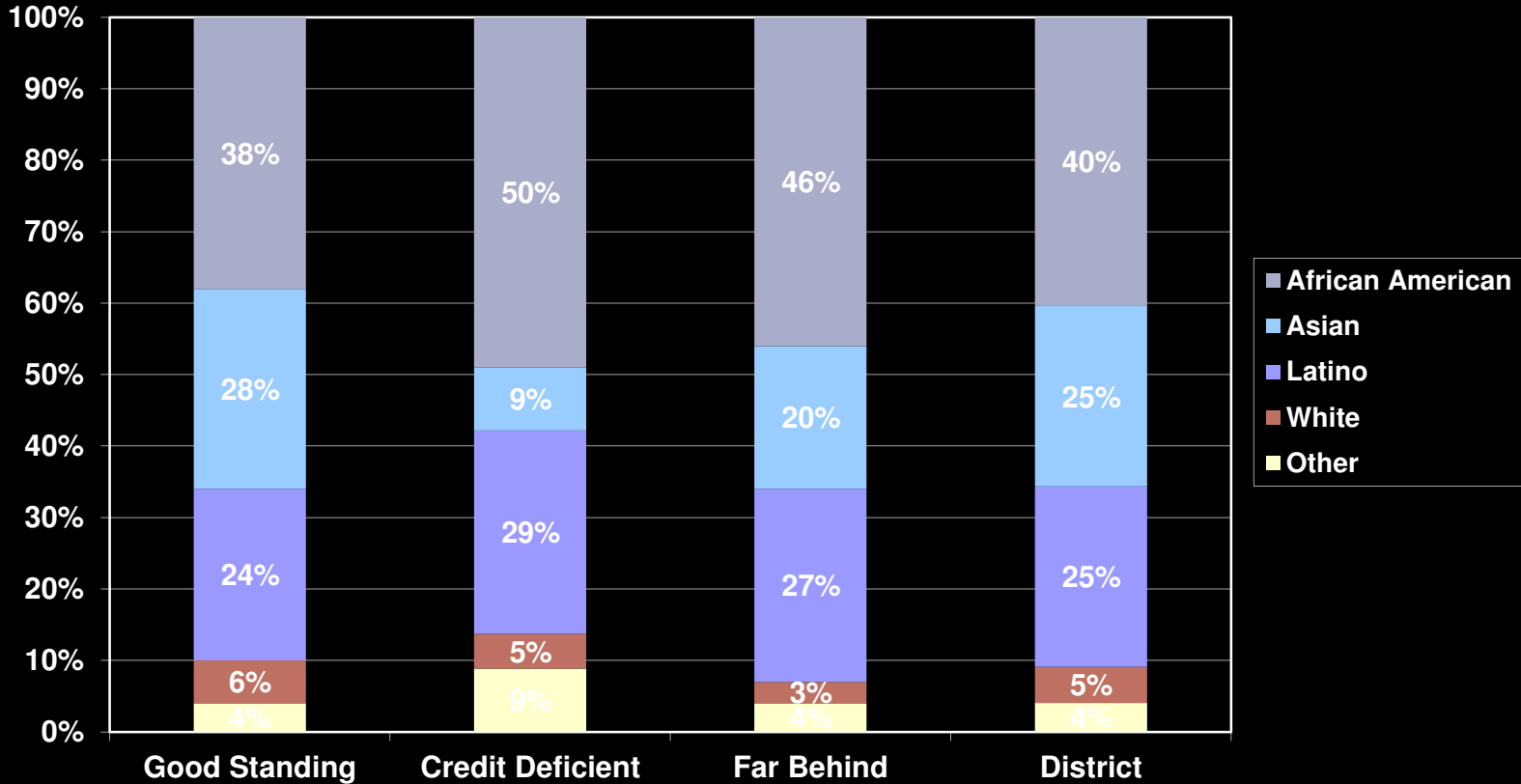
Separate Senior Class (230 credits required for graduation)

- Good Standing (170+ credits attained)
  - UC “A-G” On Track
  - UC “A-G” Ineligible
- Credit Deficient (130-169 credits attained)
- Far Behind (0-129 credits attained)



# Transcript Analysis

## Senior Class Status by Ethnicity



*Good Standing (170+ credits)*

*Credit Deficient (130-169 credits)*

*Far Behind (0-129 credits)*

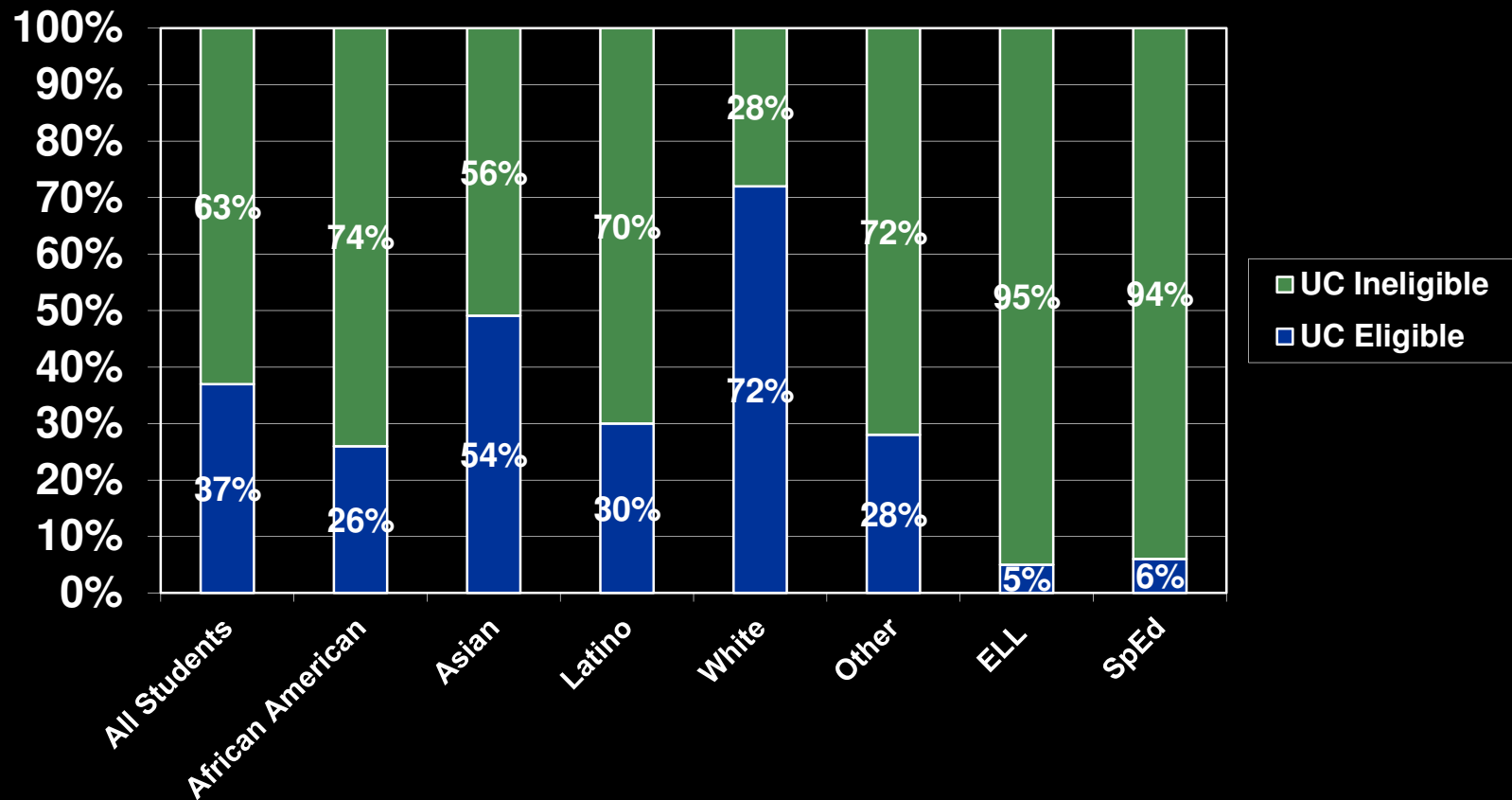
\* Source: EdTrust West analysis of 2007-08 transcripts



# Transcript Analysis

## Senior Class 2007-2008

### Projected UC Eligibility by Subgroup



\* Source: EdTrust West analysis of 2007-08 transcripts



# 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.





**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



# 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 handbook
- Bell schedule



# SURVEYS AND INTERVIEWS

- Curriculum and Instruction
- Professional Development
- Human Resources
- Facilities
- Budget
- Safety Nets and Interventions
- Special Populations



# PUBLIC ENGAGEMENT AUDIT COMPONENTS



# Approach

- Student Focus Group
- Teacher Focus Group
- Counselors Focus Group
- Parent Focus Group
- Community Conversation



# What Students said:

- School is not hard academically and many kids slide by doing the minimum.
- Students could be doing more if more was asked of them.
- Eliminate the general track: not challenging



# What Teachers said:

- Echoed student sentiments that the community accepts mediocrity from its schools.
- Teachers concur that students exit high school ill prepared.
- Hold high hopes for students who are motivated and put forth effort, but expressed concern for students not engaged in school or school activities.





# What Parents/Community said

- Lack of clarity around what the choices are for their students in high school.
- Concerned that students aren't challenged to succeed at high levels.
- Want their children to be prepared for college and career.
- Suggested more committed parental involvement to help motivate students



**ALL KIDS College-Ready**

*Developing  
Blueprint*

*Public  
Engagement*

Working  
Committees  
and district-  
level work

Superintendent's  
Steering  
Committee

**High School Reform**

# Review

- 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



**Join us November 13-15 in Washington, D.C. for  
the 19<sup>th</sup> Education Trust National Conference.**

*It's Up to Us: Going the Distance to Close Gaps and  
Raise Achievement for All*

*It's Up to Us... Are You Up to It?*

*[www.edtrustwest.org](http://www.edtrustwest.org)*



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