The Education Trust-West Opportunity Audit: Identifying and Bridging Gaps in College and Career Readiness

Using High School Transcript Data to Promote Systems Change

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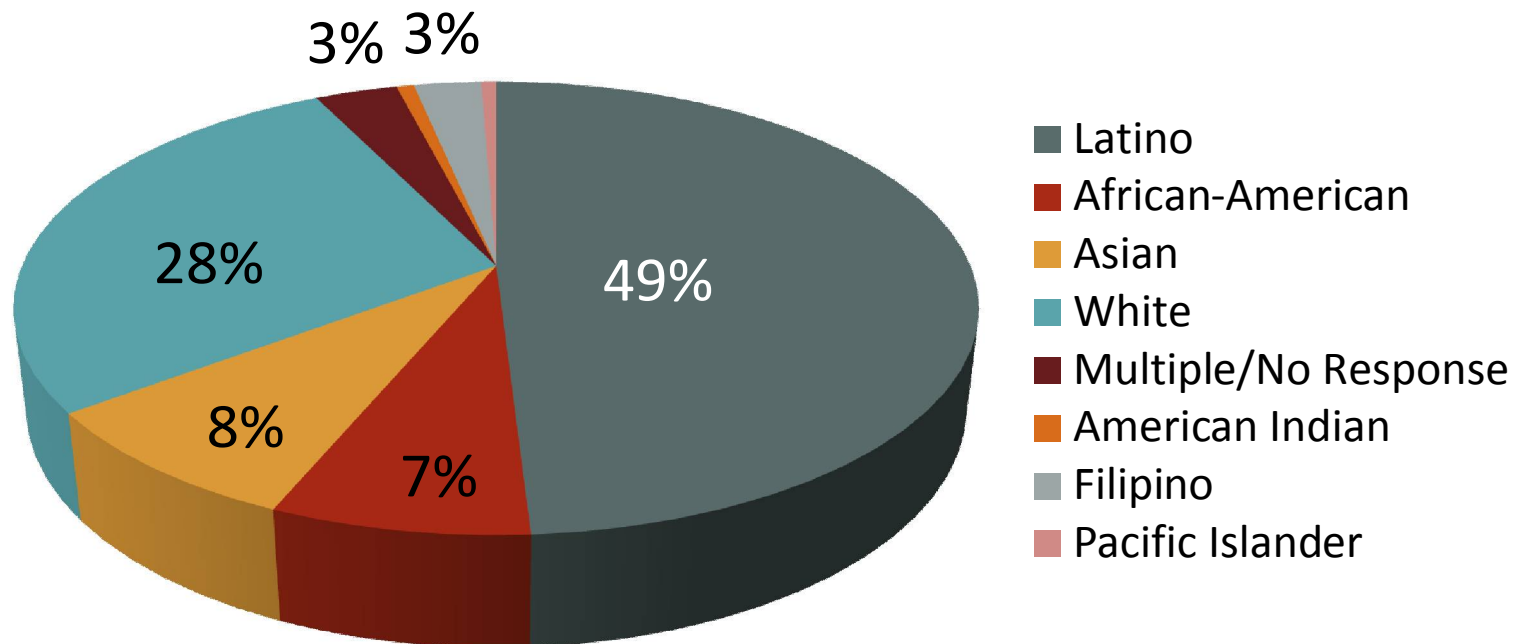
The Education Trust—West

Agenda

California achievement and college-readiness

Educational Opportunity Audit and Blueprint

Large-scale electronic transcript audit

K-12 Enrollment in California

- Latino
- African-American
- Asian
- White
- Multiple/No Response
- American Indian
- Filipino
- Pacific Islander

49% — 28% — 8% — 7% — 3% — 3%

- 6.25 million students served
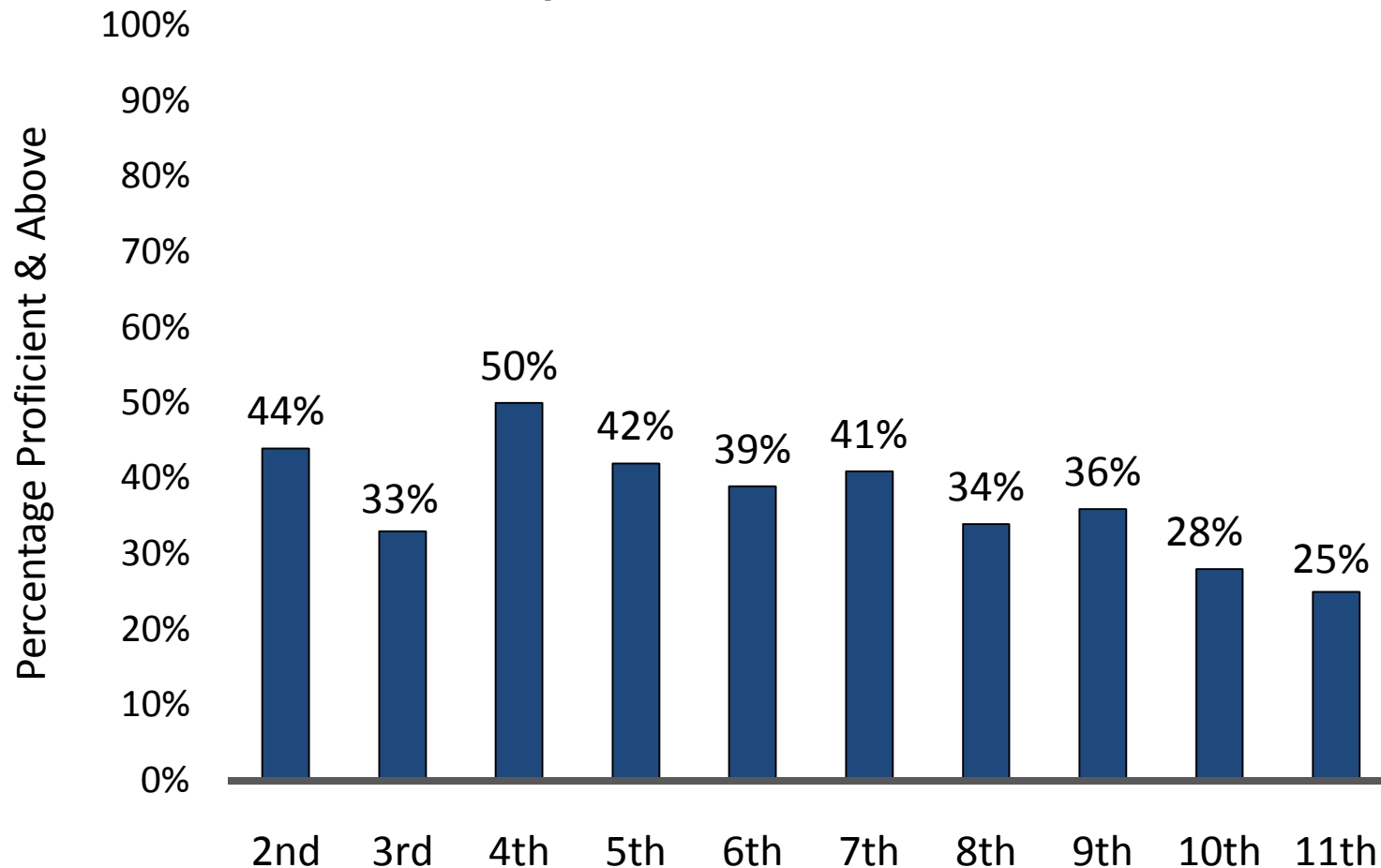- 54% Economically disadvantaged

- 24% (1.3 million) English Learners - More ELs than the entire student population of 39 states
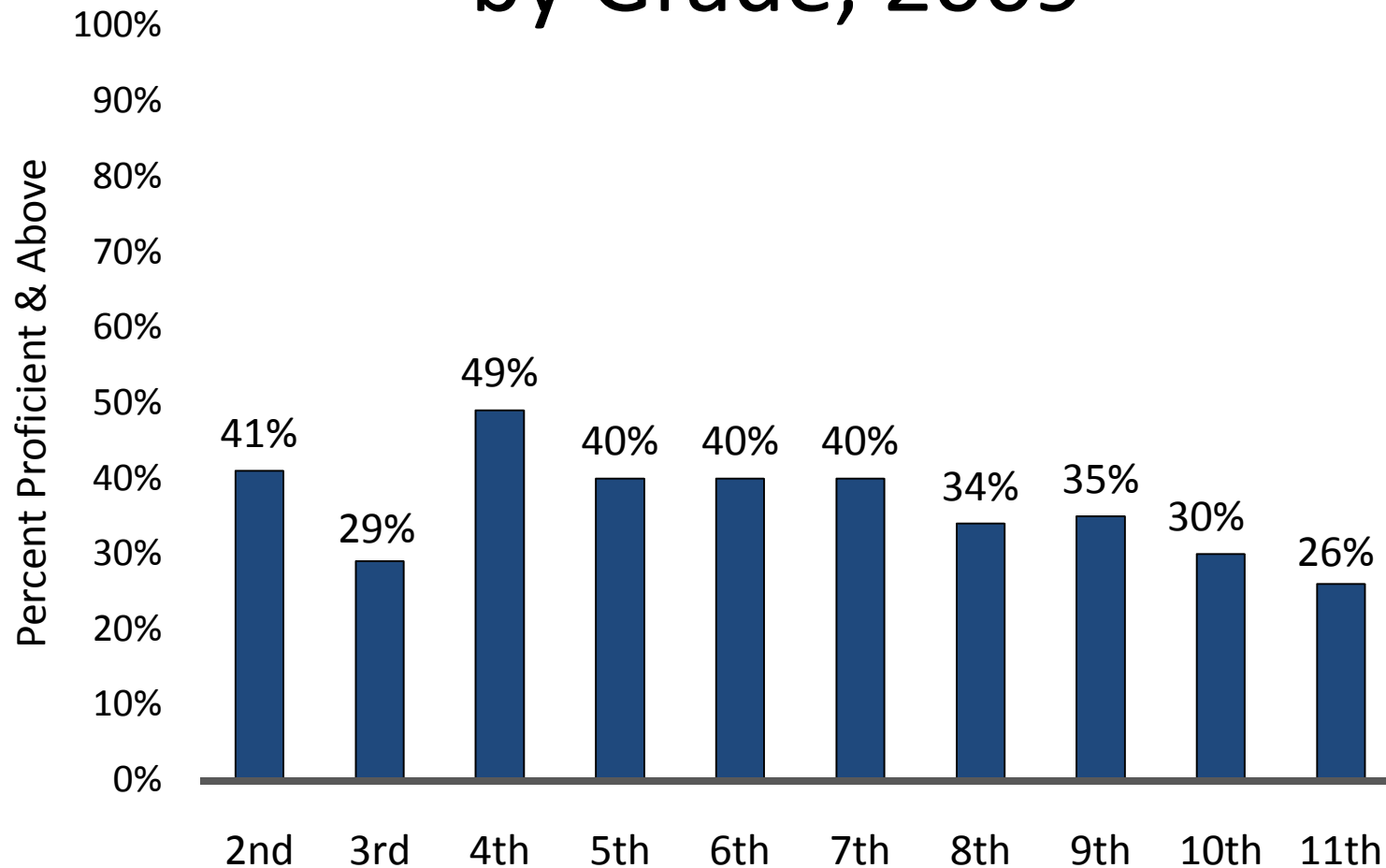
ACHIEVEMENT DATA

What do we know about the performance of students in California?

African-American ELA Proficiency, by Grade, 2009

Source: California Department of Education, 2009

Latino ELA Proficiency, by Grade, 2009

Source: California Department of Education, 2009

Achievement Gaps Through the Grades
African-American and White Students, 2009

	Grade	African-American Students Scoring Proficient + Advanced	White Students Scoring Proficient + Advanced	Gap Between AA and White Students (Percentage Points)
English Language Arts	2	44%	68%	24
	4	50%	78%	28
	8	34%	66%	32
	11	25%	55%	30
Math	2	49%	77%	28
	4	51%	78%	27
	Algebra I EOC	16%	39%	23
	Algebra II EOC	12%	33%	21

Achievement Gaps Through the Grades
Latino and White Students, 2009

|	Grade	Latino Students Scoring Proficient + Advanced	White Students Scoring Proficient + Advanced	Gap Between Latino and White Students (Percentage Points)
English Language Arts	2	41%	68%	27
	4	49%	78%	29
	8	34%	66%	32
	11	26%	55%	29
Math	2	53%	77%	24
	4	56%	78%	22
	Algebra I EOC	20%	39%	19
	Algebra II EOC	26%	33%	7

COLLEGE READINESS:

What do we know about how well California's high school students are prepared for higher education?

College-ready Standards in California

- California's high school graduation requirements are **not** college-ready

- The state's two largest systems, UC and CSU, require a more rigorous set of courses

	High-School Graduation Requirements	UC/CSU "A-G" Requirements
English	3 years	4 years
Math	2 years, including Algebra I	3 years, including Algebra I, Algebra II, and Geometry
Science	2 years, including biological and physical sciences	2 years of lab science, in at least 2 of these 3: biology, chemistry and physics
History/ Social Studies	3 years, including 1 year of U.S. history & geography; 1 year of world history, culture, and geography; ½ year of American govt. and civics; and ½ year of economics	2 years, including 1 year of world history, cultures and geography; 1 year of U.S. history, or ½ year of U.S. history and ½ year of civics or American govt.
Arts	1 year in either art or foreign language	1 year
Foreign Language		2 years
Other	2 years of PE	1 year of a college-prep elective

High School Graduates and A-G Graduation Rates, by Race/Ethnicity, 2007-08
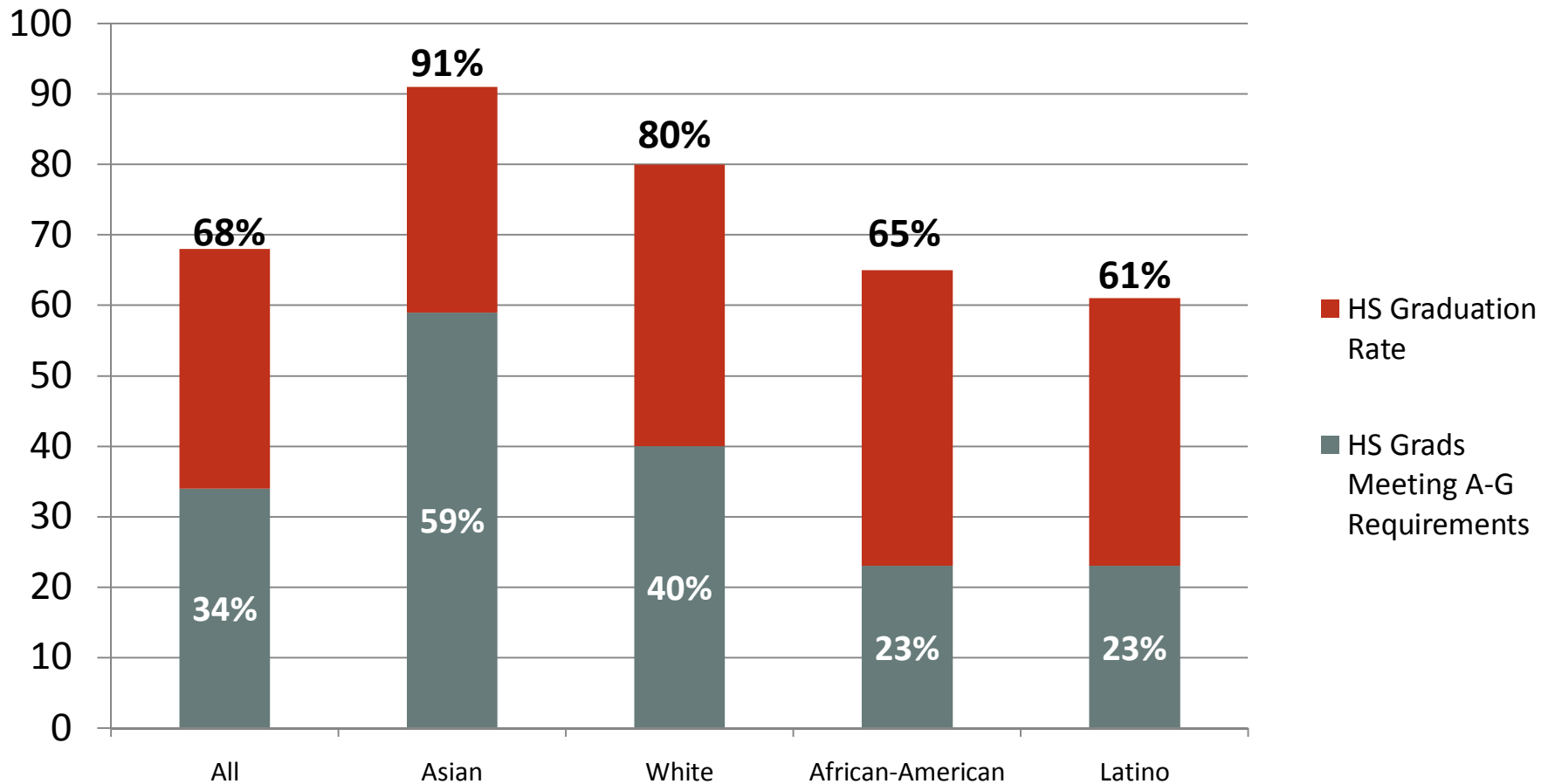
Source: California Department of Education, 2009; Graduation rates calculated using Averaged Freshman Graduation Rate (AFGR; Raising the Roof data tool)

Early Assessment Program (EAP)

- Implemented in 2004 by the California State University, in partnership with the State Board of Education and California Department of Education

- Goal: to provide high school seniors with an early indication of whether or not they are ready for college level courses

California Early Assessment Program (EAP)
English Results by Ethnicity, 2009
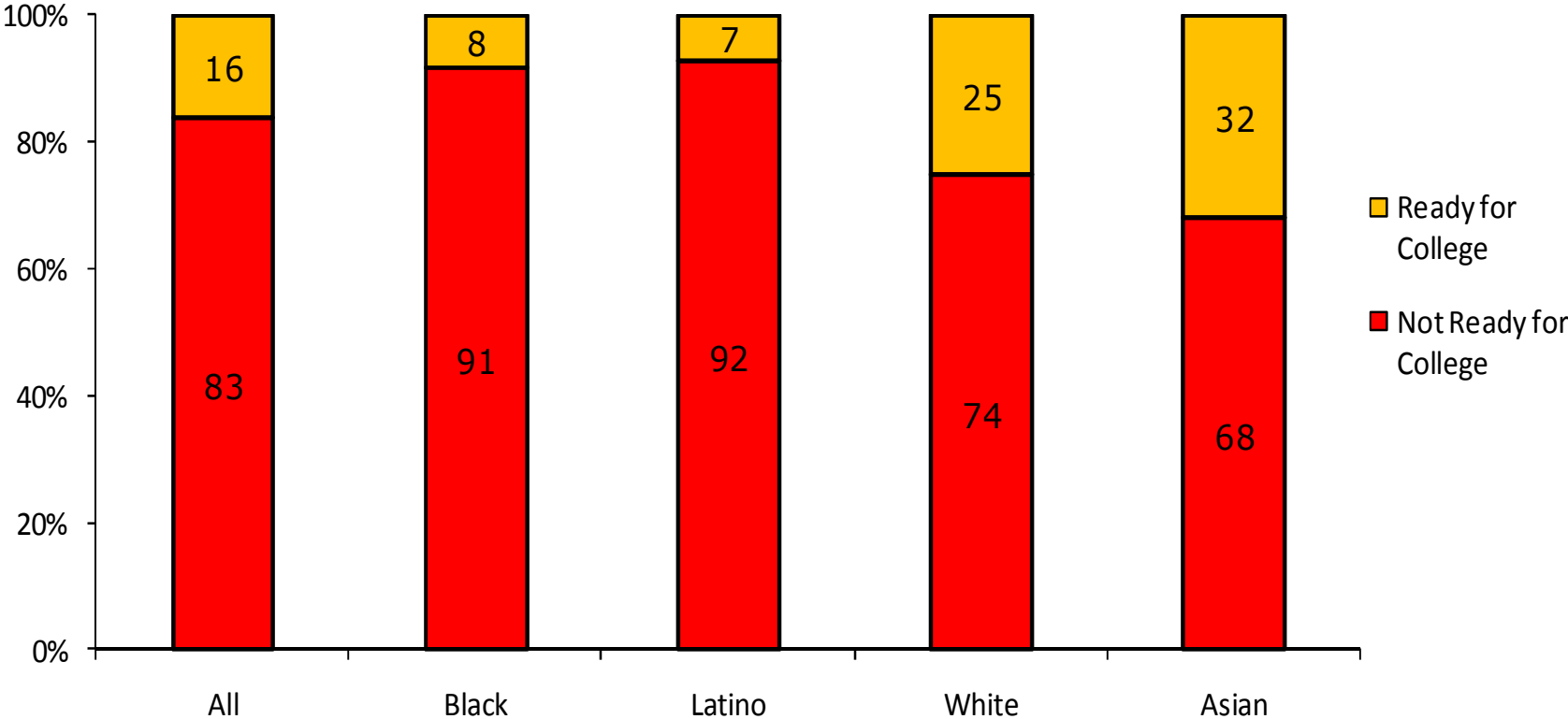
Source: California State University, Early Assessment Program data, 2009

COLLEGE ACCESS AND SUCCESS

African-American and Latino

Access and Success Rates in

Higher Education

Eye of the Needle:
African American Students

- In 2008, **17%** of African-American public high school graduates in CA enrolled in a UC or CSU as first-time freshmen.

- African-American students represent a scant **3%** of UC undergraduate enrollment and **6%** of CSU undergraduate enrollment, despite the fact that African Americans represent **8%** of the California population between the ages of 18 and 24.

- College admission is no guarantee of success. Six-year graduation rates for African-American first-time freshman are low, ranging from **29-33%** percent in the CSU system and **70-73%** in the UC system (depending on the source).

Eye of the Needle:
Latino Students

- In 2008, **14%** of Latino public high school graduates in CA enrolled in a UC or CSU as first-time freshmen.

- Latino students represent only **16%** of UC undergraduate enrollment and **25%** of CSU undergraduate enrollment, despite the fact that Latinos represent **45%** percent of the California population between the ages of 18 and 24.

- College admission is no guarantee of success. Six-year graduation rates for Latino first-time freshman range from **41%** in the CSU system to in the **72%** in the UC system

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Educational Opportunity Audit and Blueprint

Large-scale electronic transcript audit

The Education Trust – West Educational Opportunity Audit and Blueprint

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

Background of the Opportunity Audit

- Built on pioneering work in San Jose Unified
- Initiated in 2005
- Conducted with 9 districts in California
- Also conducted with demonstration schools in Hawaii as part of a statewide movement toward college and career readiness for all

Opportunity Audit and Blueprint Process

Step I:
District Demonstrates Commitment to College/Career Readiness

Step II:
The Educational Opportunity Audit – Uncovering Gaps

Step III:
Blueprint Design Process – Implementing Change

Step I:

District Demonstrates Commitment to College/Work Readiness

School board policy or resolution which changes the graduation requirements, aligning them with <u>college and career</u> preparation requirements

Step II:

The Educational Opportunity Audit – Uncovering Gaps

Understanding the current level of preparation high school students receive by:

- ➤ High school transcript analysis
- ➤ Examination of artifacts including course directories, master schedules, and district policies
- ➤ Surveys and interviews with key district leaders
- ➤ Stakeholder focus groups and community conversations

Step II:

The Educational Opportunity Audit – Uncovering Gaps

SAMPLE AUDIT FINDINGS

- Lower achievement exists in some groups of students, specifically Latino and African-American students. For example, these students are far less likely to be enrolled in rigorous college preparatory courses.

- Students 'getting by' with academic minimums

- Only two clear tracks: college track and non-college track. Students who begin in non-college track rarely move up to college track.

Step II:
The Educational Opportunity Audit – Uncovering Gaps

CHOKEPOINTS Preventing UC/CSU Eligibility

- Repeated failures in math, especially Algebra and Geometry

- Students struggling in Algebra rarely went any further in math, most dropped to a lower course to complete remaining required credits

- Math interventions of choice: Repeat the course, (up to 6 semesters of failing Algebra!), or drop to less challenging course

Step III:

Blueprint Design Process – Implementing Change

- Develop "Blueprint" through working committees that review audit findings and create action plan for:
  - ➢ Curriculum and instruction
  - ➢ Student supports and interventions
  - ➢ Professional development

- District leaders review teacher recruitment and staffing, funding patterns, and facilities findings and create action plans to move forward the reform

- The Blueprint will be the district's detailed action plan to implement college and career ready high school preparation for all students

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Educational Opportunity Audit and Blueprint

Large-scale electronic transcript audit

Large-Scale Electronic Transcript Analysis

- Initially piloted in a small suburban district of ~10,000 students district-wide
  - 700 high school seniors
  - High correlation between electronic and hand analysis

- Next step was applying analysis in a large urban school district of ~130,000 students district-wide
  - 44% Latino, 25% White, 13% African-American, 9% Asian
  - 29% English Learner
  - 63% free/reduced lunch eligibility
  - 6,300 seniors in 34 high schools

Steps in the Process

1. Collect and organize data into relational database
2. Clean data, with district input as needed
3. Establish key questions *(e.g. how many students are accessing the full college-ready course sequence?)*
4. Write queries and output reports
5. Vet results against a small sample of physical transcripts
6. Refine queries as necessary

Electronic student transcript

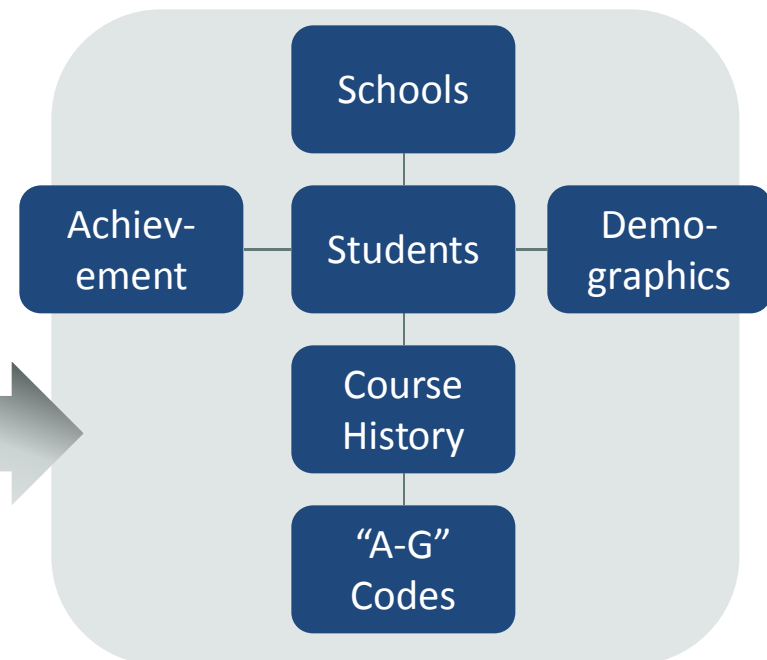**Data we received from the district:**

Master schools list

Student-level course history

Student demographics

Student achievement

Data we created:

Master course list with "A-G" UC/CSU-eligible course coding
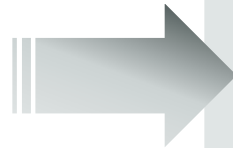
This step required:

• Careful review of course catalog / courses approved by UC and CSU

•Additional coding to identify semester vs. year-long courses, credit recovery courses, etc. (with input from district)

Student transcript database

Schools

Achiev-ement

Students

Demo-graphics

Course History

"A-G" Codes

Electronic student transcript

Student transcript database
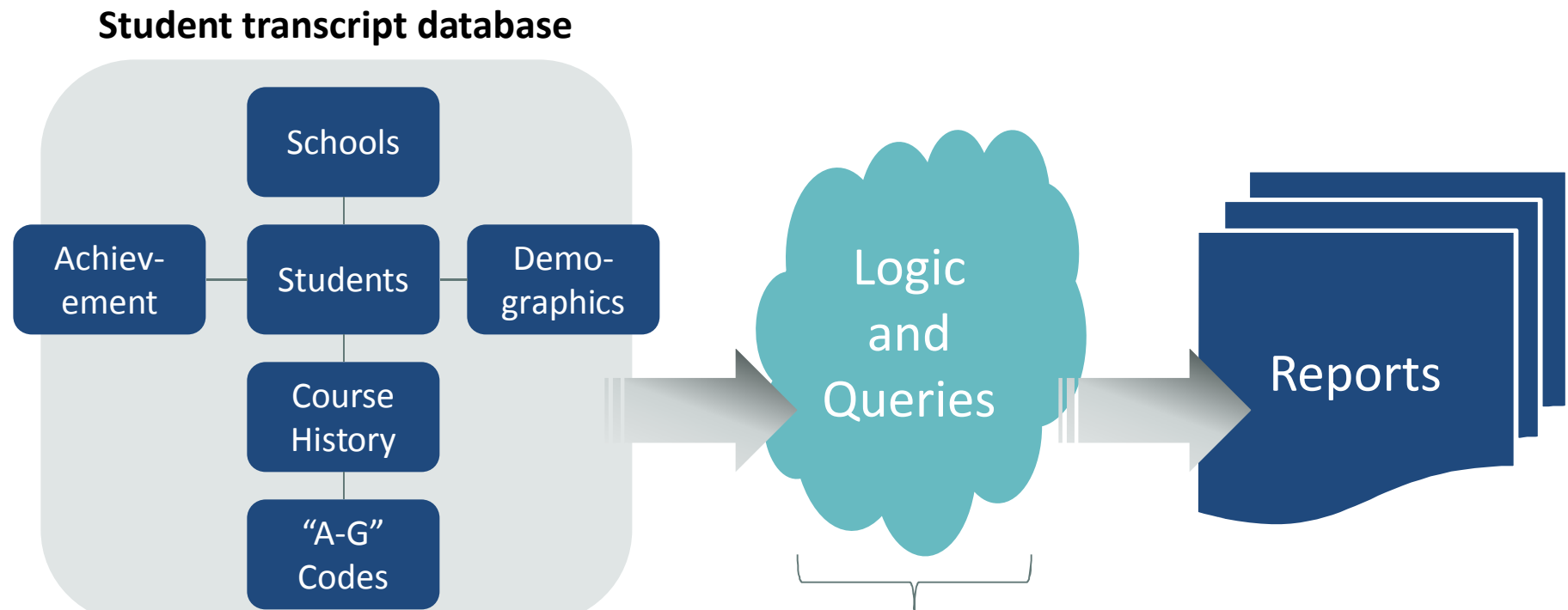
In this step, we codify "A-G" course-taking requirements. For example, this checks to see whether students have taken the necessary lab sciences, 4 years of English, and so on. This step also considers validation rules—e.g., passing Algebra II "covers" an earlier failing grade in Algebra I.
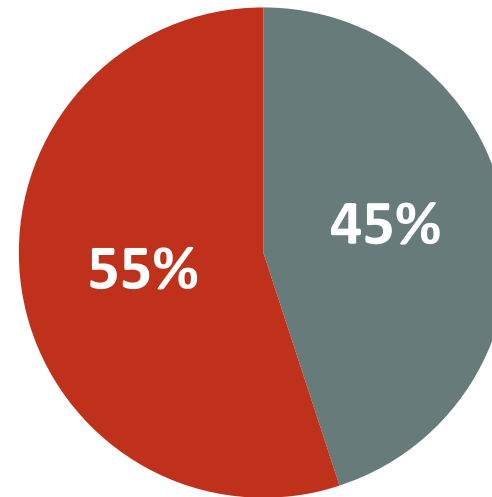
How many students had access to and successfully completed college-ready coursework?

Access to (enrollment in) the full "A-G" sequence

- 34% No Access
- 66% Access
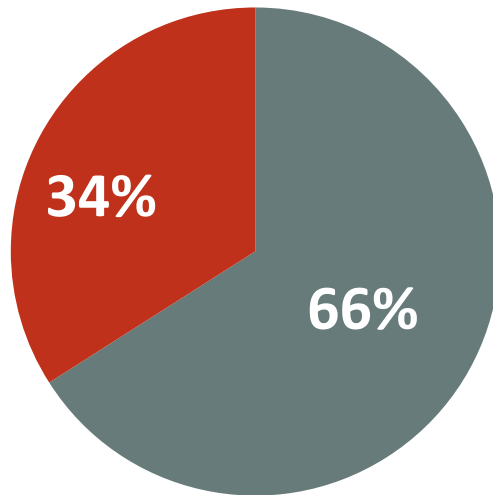
■ Access ■ No Access

Access to *and* success (passing grades) in the full "A-G" sequence
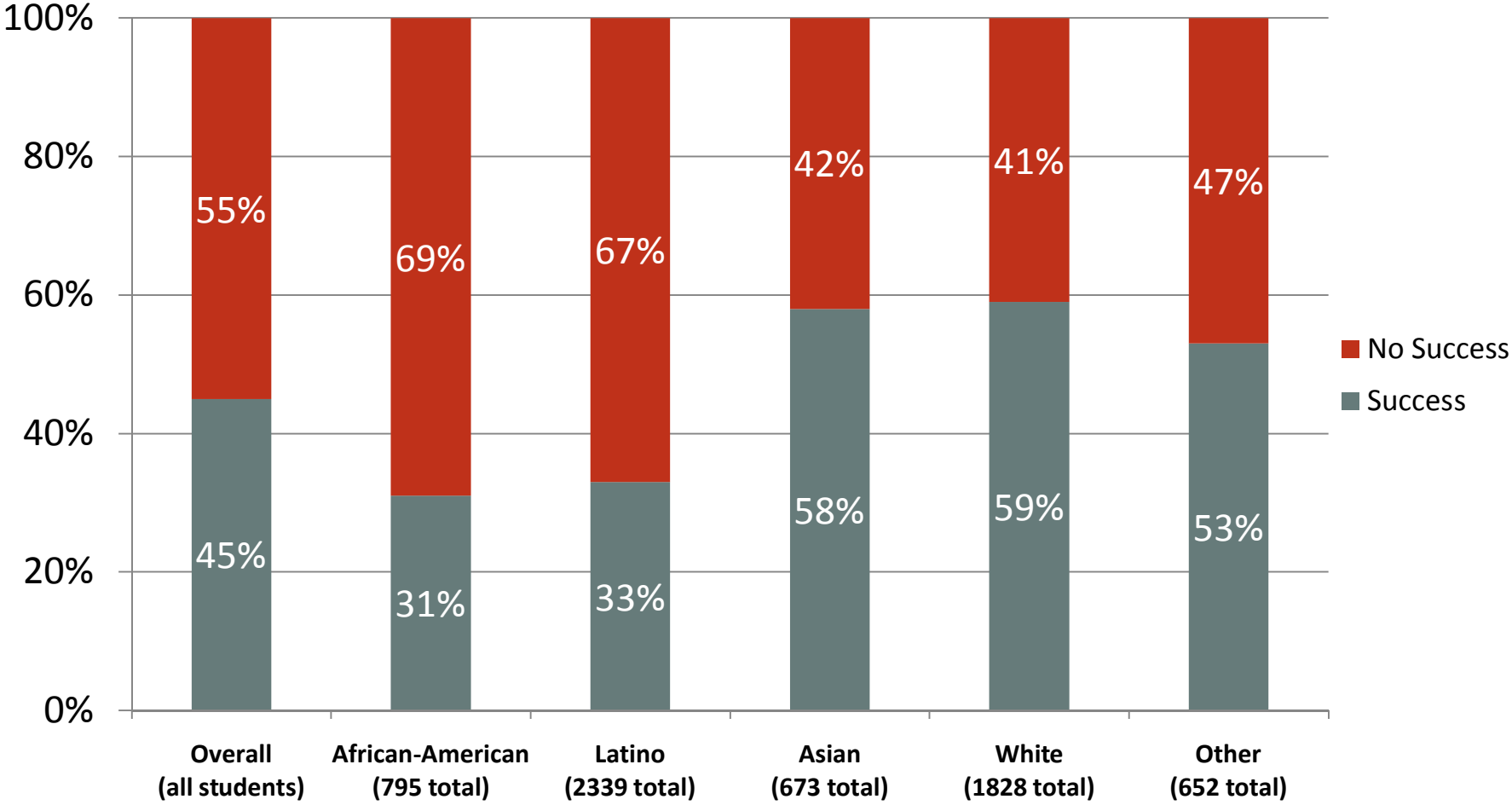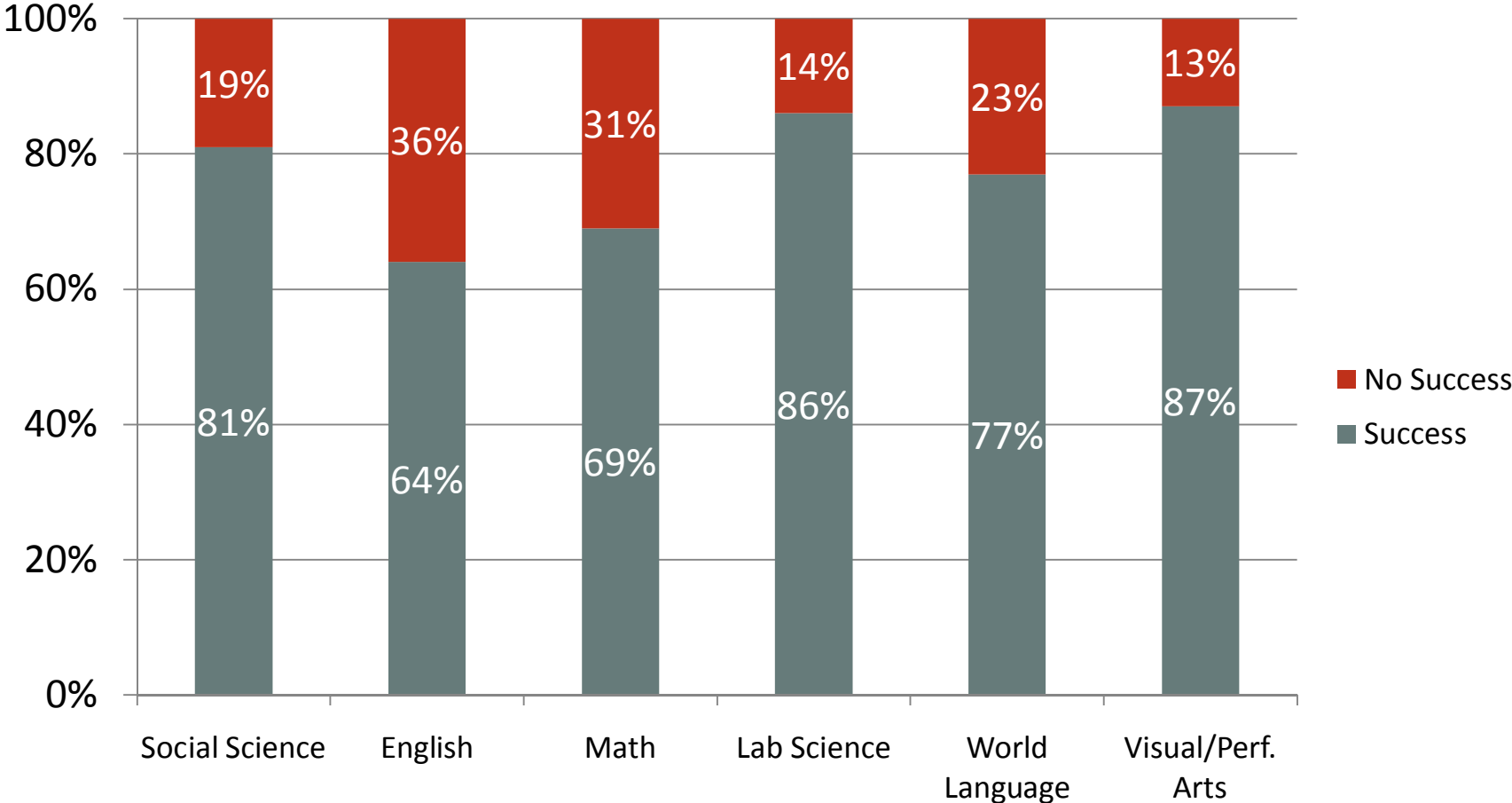
- 55% No Success
- 45% Success

■ Success ■ No Success

How does <u>access</u> to college-ready coursework vary by race/ethnicity?
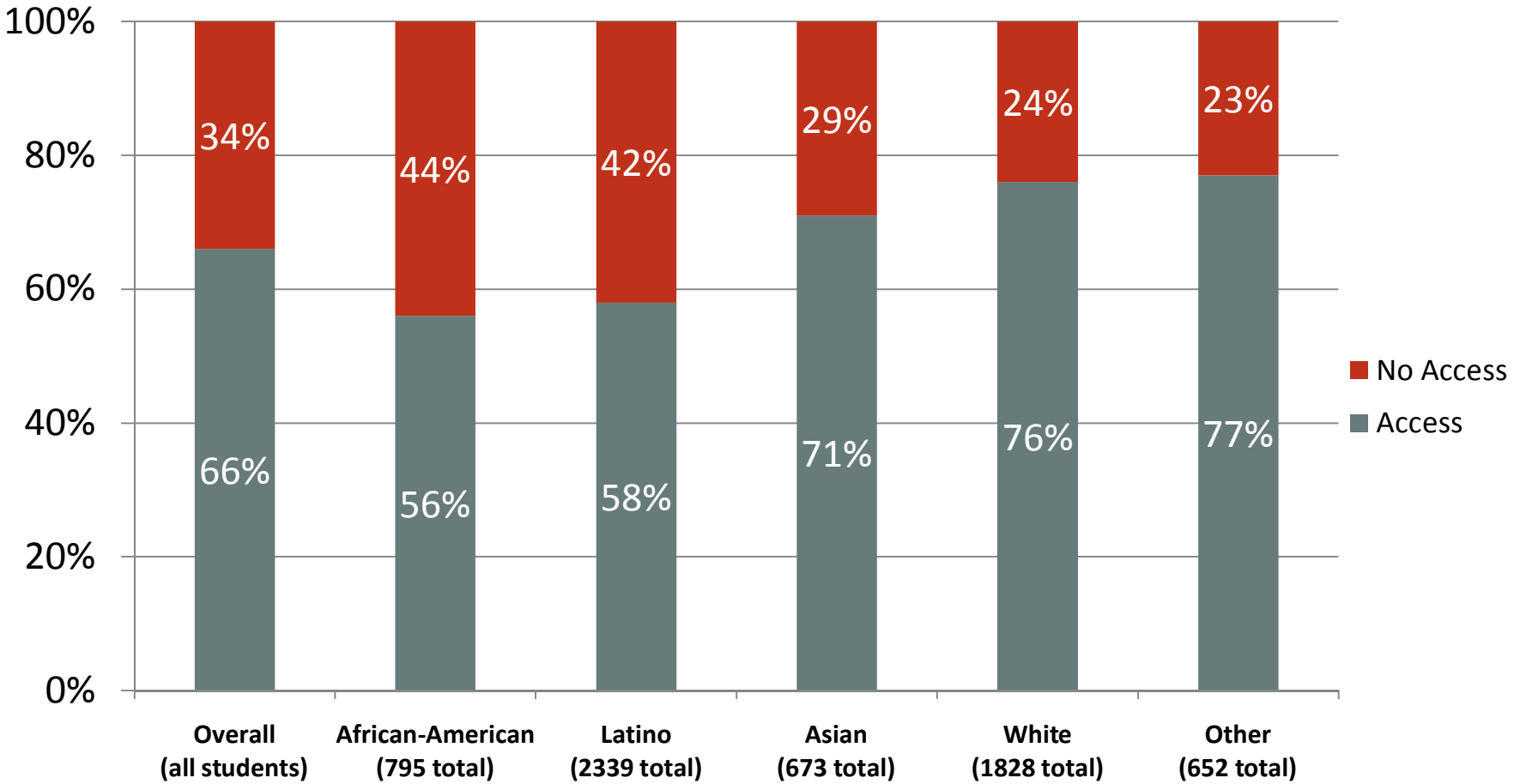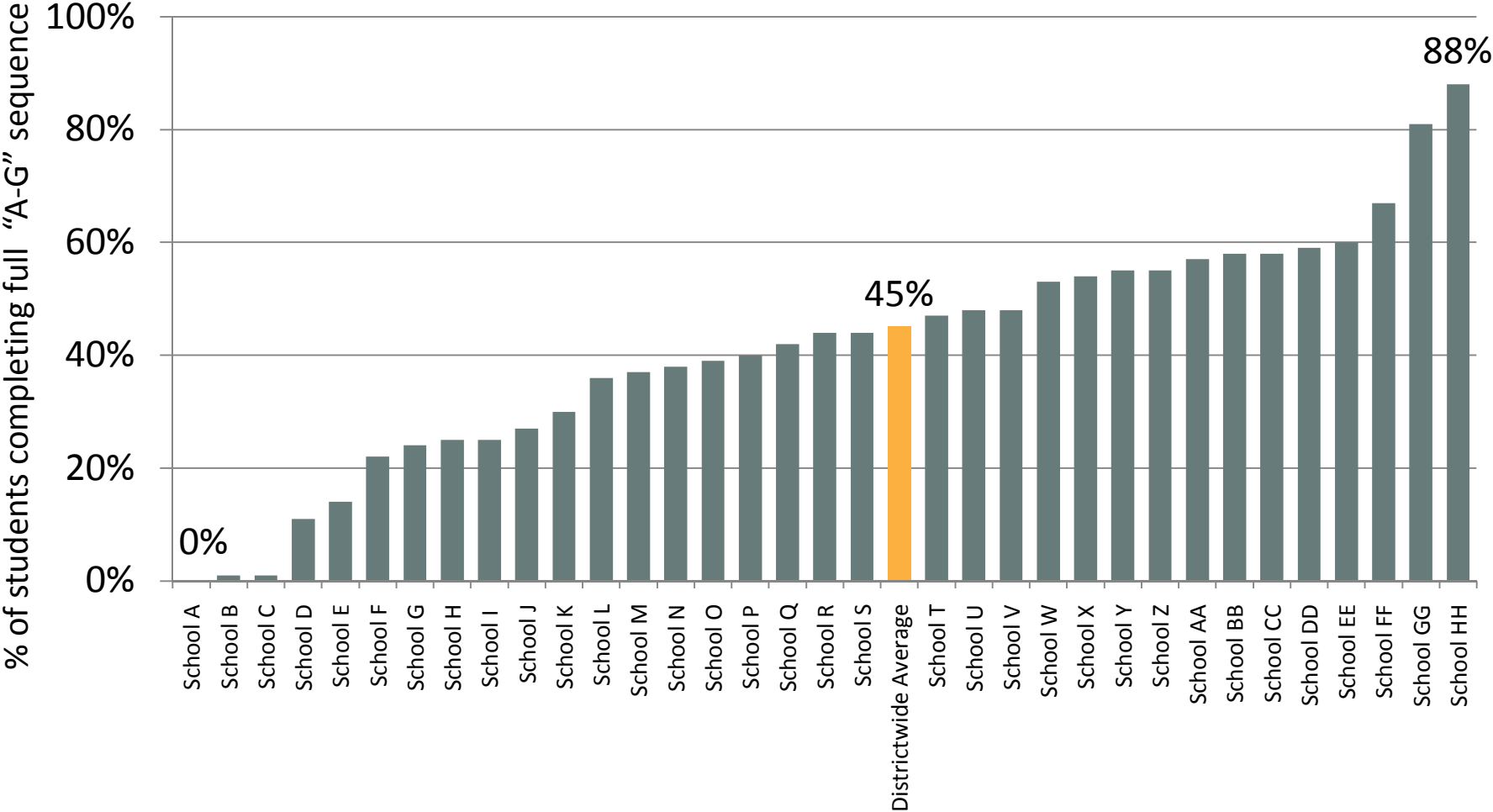
How does <u>success</u> in college-ready coursework vary by race/ethnicity?
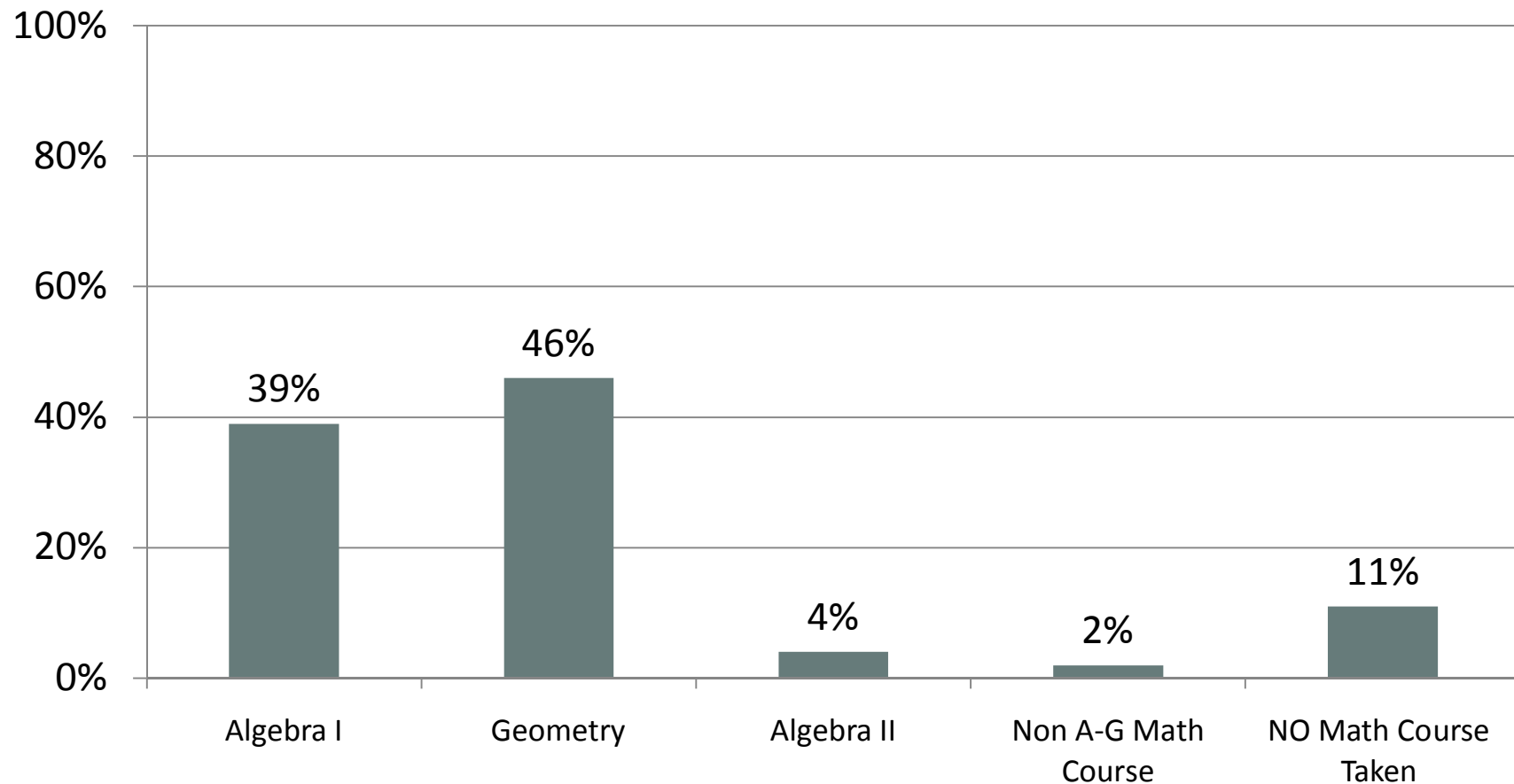
How does <u>success</u> in college-ready coursework vary by course area?

How does <u>success</u> in college-ready coursework vary by school (n = 34 schools)?

Further research questions

- Are students across schools receiving equal access to rigorous ninth grade courses? Twelfth grade?

- What patterns of "tracking" are evident?

- Does participation in CTE courses allow for multiple pathways to college readiness, or does it serve as a barrier?

- How does 8th grade Algebra I enrollment/passage impact later completion of college-ready coursework?

- What impact do D's and F's have on graduation status and completion of college-ready coursework? Are sufficient interventions and remediation opportunities offered?

Recommendations

- Graduation requirements must be aligned with college readiness requirements

- Ensure that all districts store transcripts electronically in their student information systems

- Mine data for course-taking patterns, interventions, and barriers to access and success

- Mine data for evidence of equitable access to college and career preparatory curriculum

- Further investigate patterns of inequity at the district and school levels

- Use evidence to inform policies and programmatic changes

Looking Forward

- Systemic analysis of current patterns in college and career readiness

- Building regional capacity to support the implementation of college and career ready requirements

- Using lessons learned from our work to inform policy

Feedback/Questions?