

Education Equity Audit: Advancing Equitable Outcomes for College & Career Readiness in SRCS

Sarah Feldman, Ed.D.
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The Education Trust–West

A young girl with dark, curly hair is shown from the side, leaning over a desk and writing on a piece of paper with a pen. She is wearing a floral patterned shirt. The background is bright and out of focus, suggesting a window or outdoor light. A white text box is overlaid on the lower left of the image.

The Education Trust–West is a nonprofit educational equity organization focused on closing opportunity and achievement gaps through research, data, policy analysis, and advocacy.



Equity means recognizing the historical and systemic disparities in opportunities and outcomes

and providing the resources necessary to address those disparities and ultimately dismantling the systemic barriers.



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How Ed Trust-West Achieves its Mission

Translate complex
 education data

Seek to influence
policy

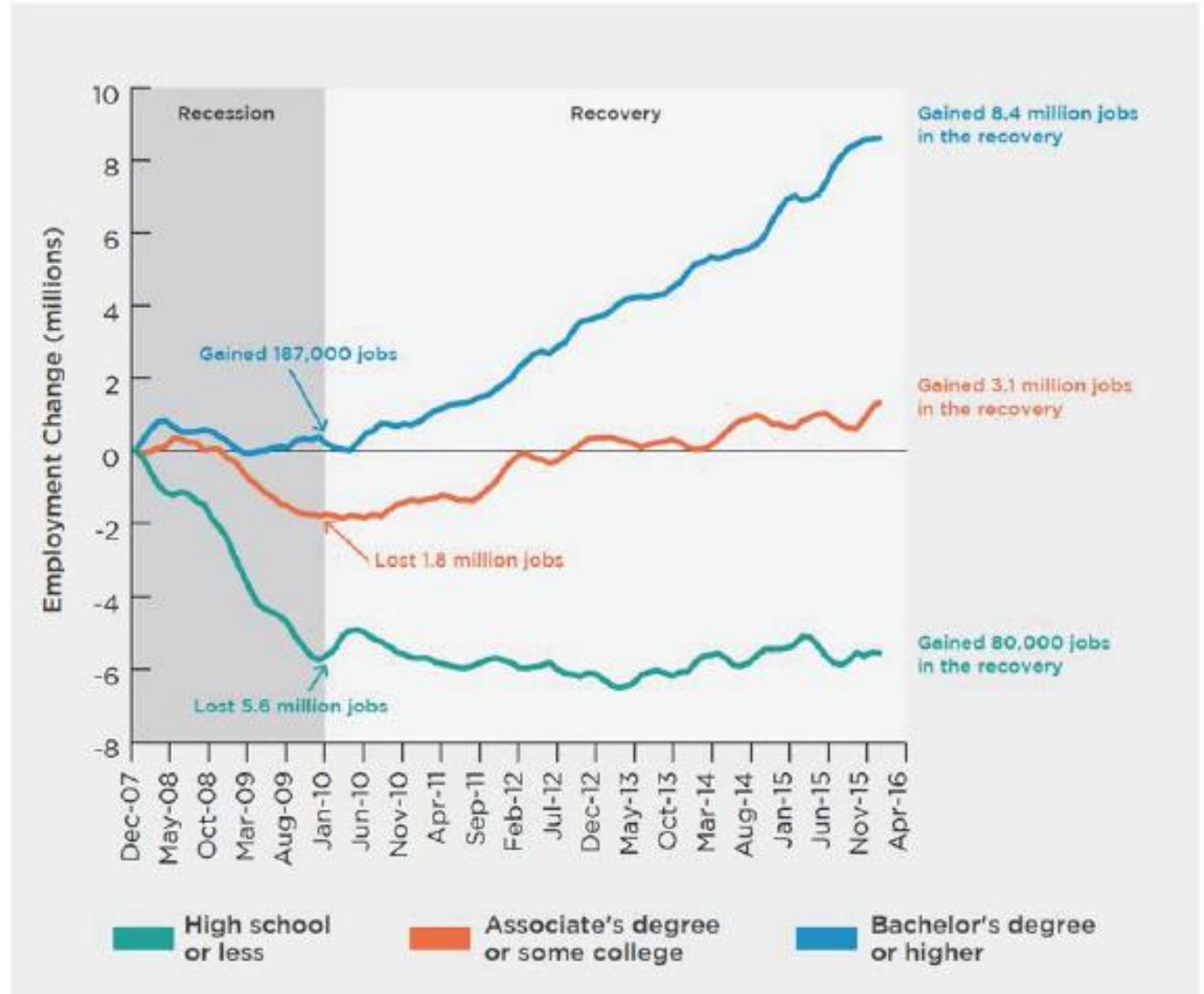


Share research-supported
real world examples of practice



A graphic reminder of why educational success *for all* is more important than ever

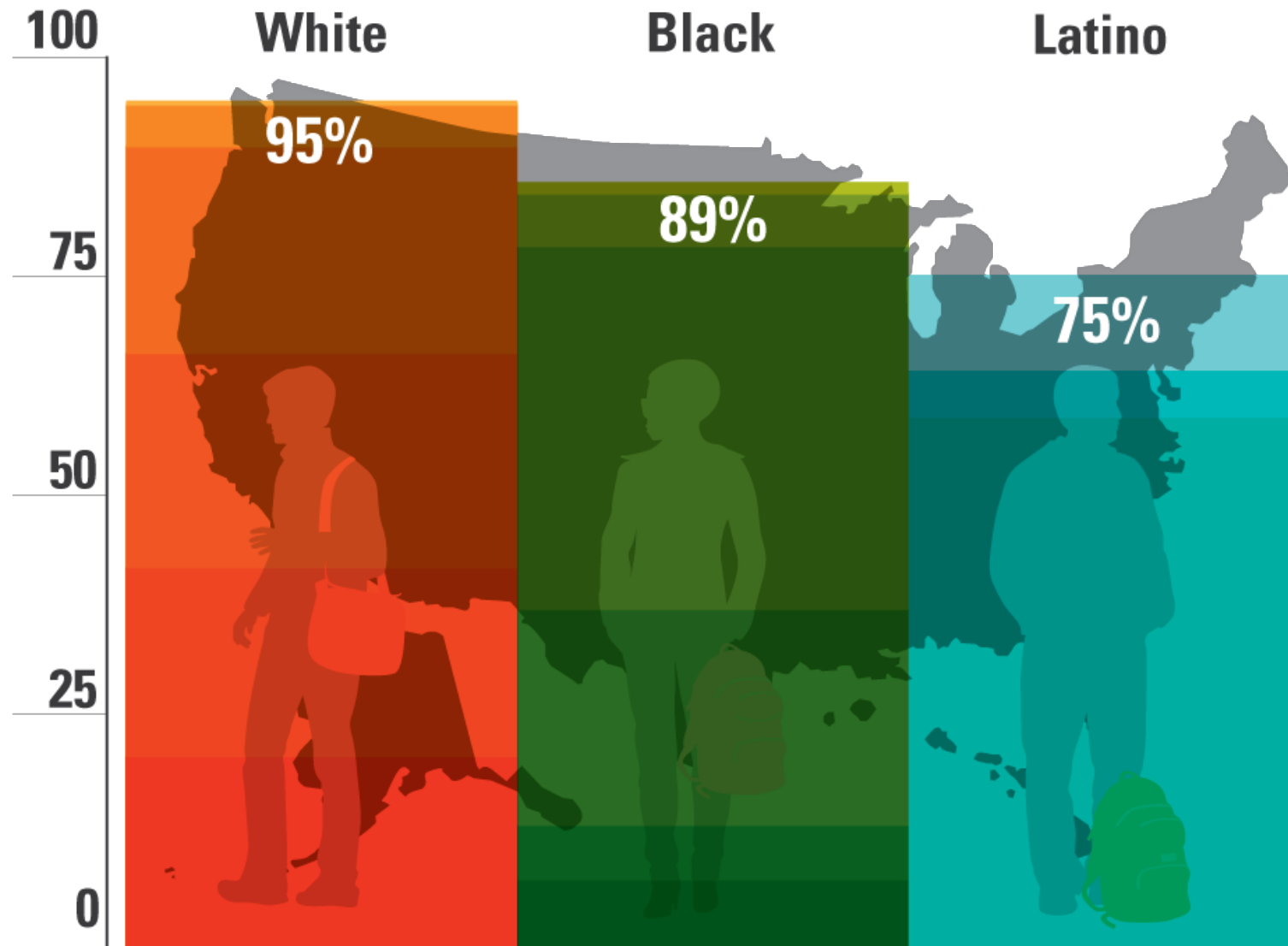
- **Bachelor's degree or higher:** gained jobs during recession, gained most jobs in recovery.
- **Associate's/some college:** lost jobs in recession, gained jobs later in recovery.
- **H.S. diploma or less:** lost most jobs in recession, did not regain those jobs in recovery.



Source: Georgetown University Center on Education and the Workforce analysis of *Current Population Survey* (CPS) data, 2007-2016.

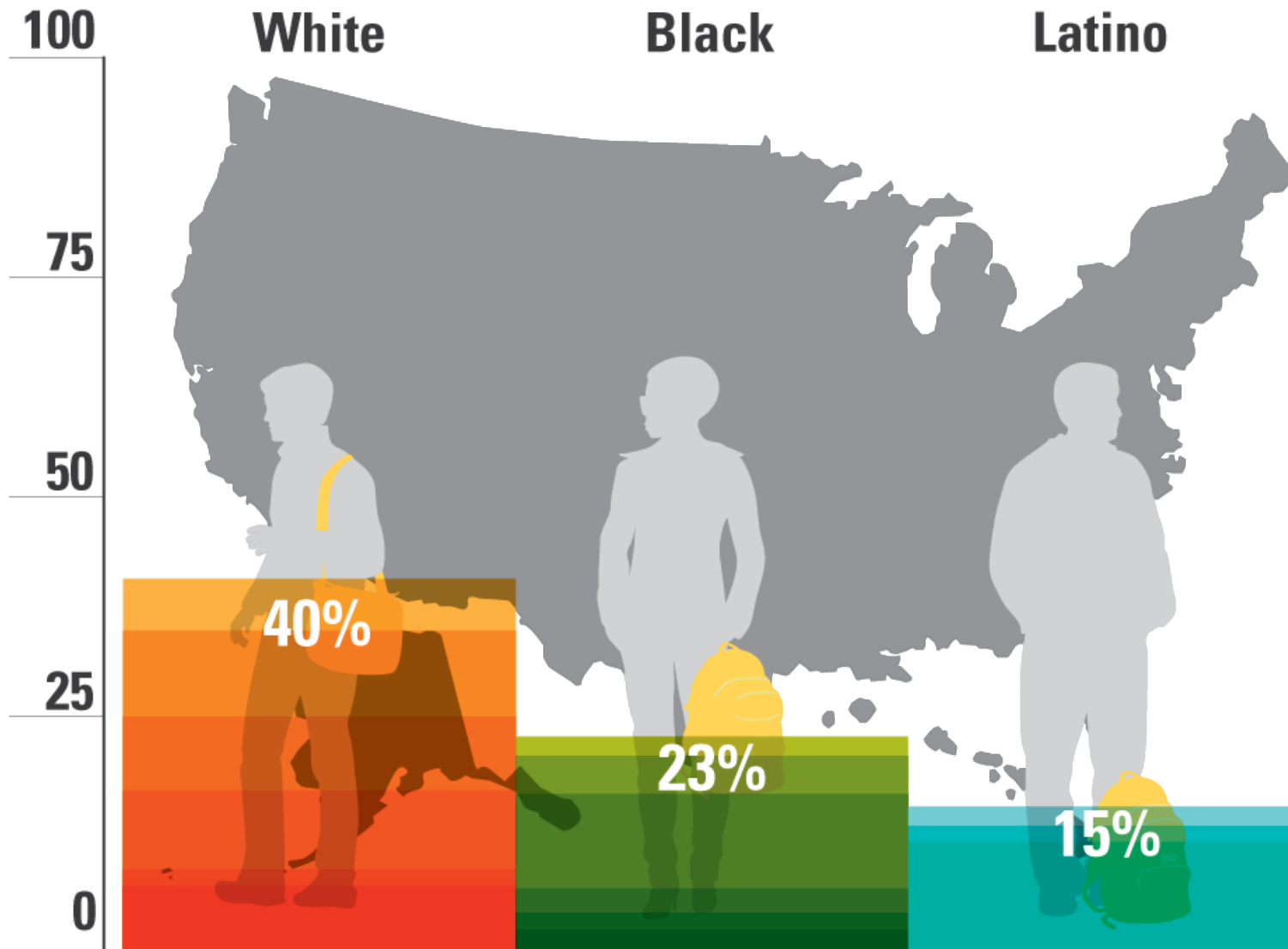
Percent of U.S. adults with a high school diploma, by race

2012



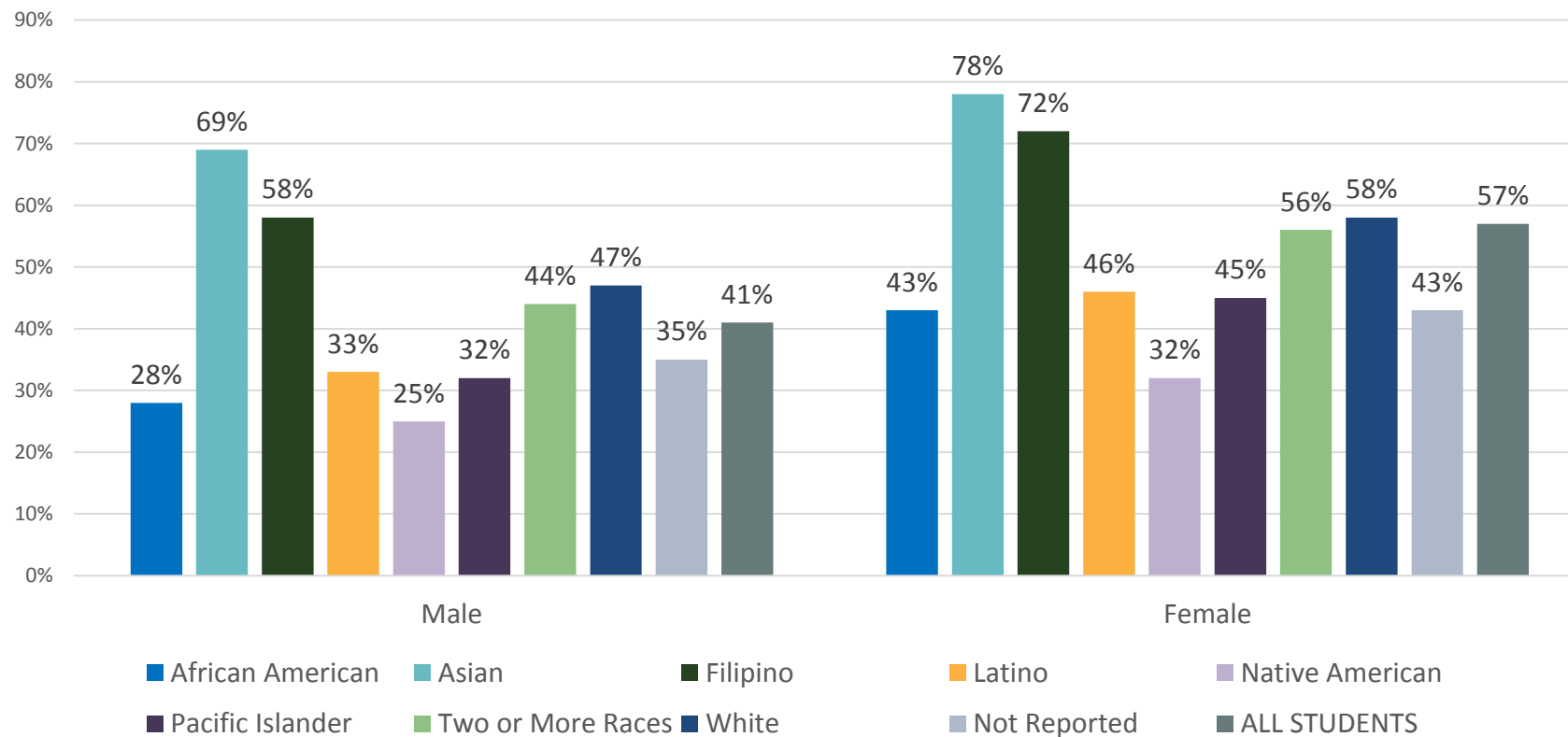
Percent of U.S. adults with a B.A. or more, by race

2012



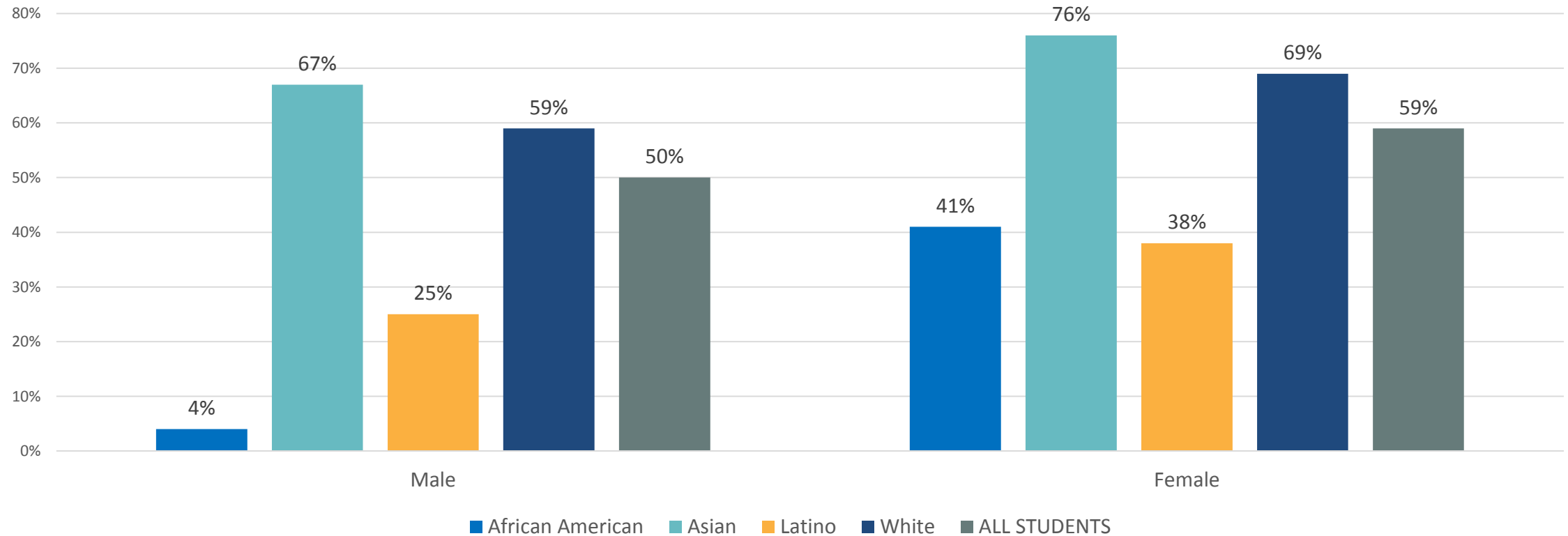
12th Grade A-G Completion, by Ethnicity and Gender (California, 2016-17)

200,911 12th Grade Graduates Completing the A-G Course Sequence Required
for UC/CSU Eligibility



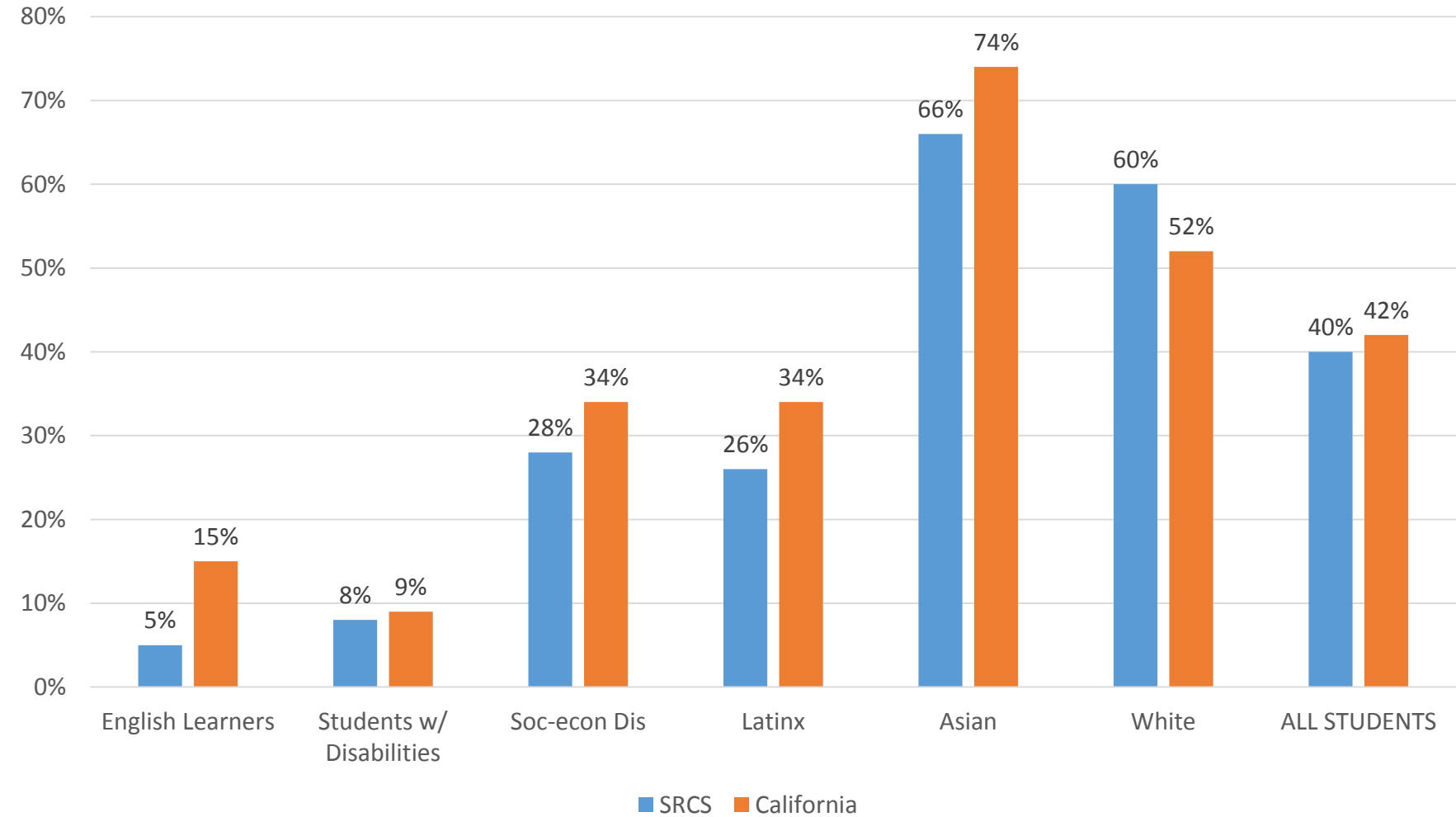
12th Grade A-G Completion, by Ethnicity and Gender (Marin County, 2016-17)

1,187 12th Grade Graduates Completing the A-G Course Sequence Required for UC/CSU Eligibility out of 2,165 Total Graduates



California Dashboard: College/Career Indicator

% of High School Graduates Deemed “Prepared” on the College/Career Indicator



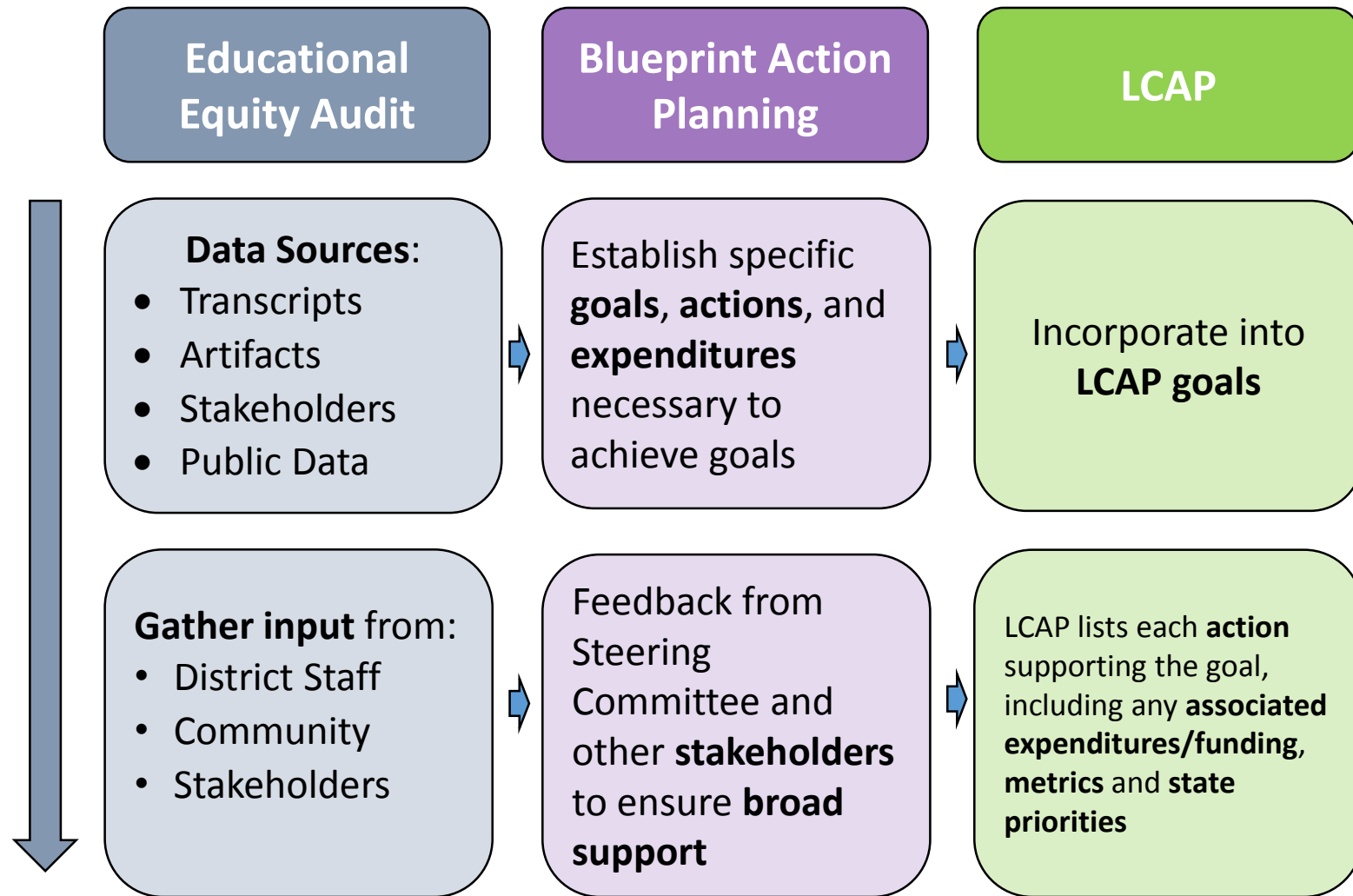
Source: California Department of Education, California School Dashboard, 2018 (accessed Dec. 2018).

San Rafael City High School District

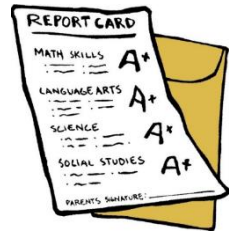
LCAP Goal #1

Each student receives rigorous instruction and support and is held to high expectations so that they can foster critical thinking, collaboration, creativity, and communication skills in order to master the Common Core State Standards while continuing to be college, career and community ready.

How Ed Trust-West Works with Districts in California



Transcript Analysis Reports



1. Student Demographics
2. Characteristics of AP/IB Course Takers.
3. A-G Course Access and Performance
4. Number of A-G Subject Areas Passed
5. Percentage of All A-G Subject Areas Passed
6. A-G Subject Area Passing Rates
7. Students Who Fell One Subject Area Short
8. Percentage of Students “On-Track” for A-G Eligibility
9. Early Indicators – 9th Grade
10. Career and Technical Education Pathways
11. Classes Taught by Years of Experience
12. A-G Class Offerings
13. CTE and A-G Eligibility



Data from Stakeholders



Focus
Groups



Surveys



Interviews

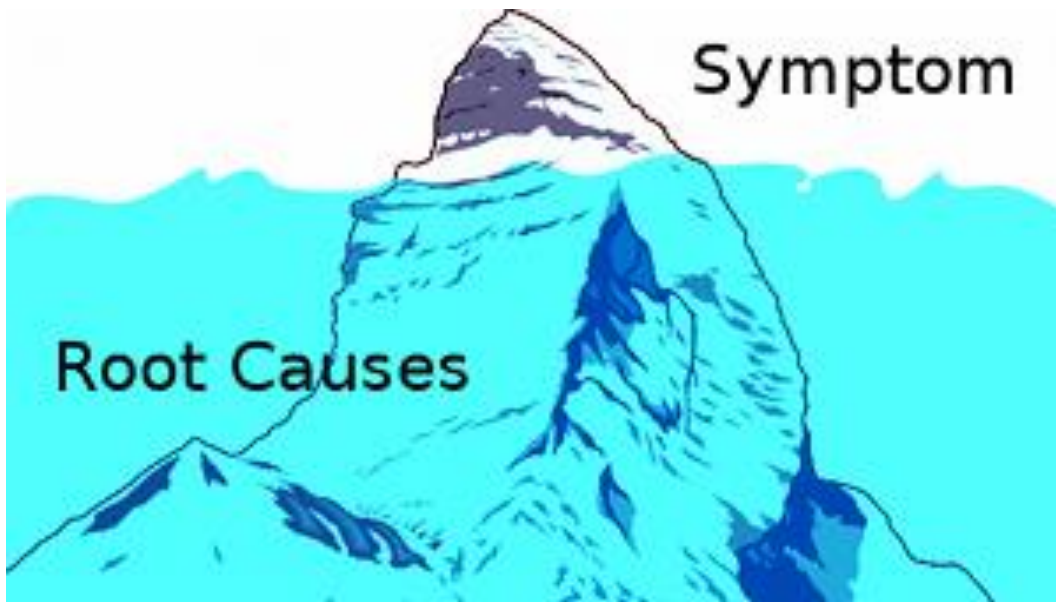


Community
& Data
Meeting

Experiences, opportunities, expectations, perceptions



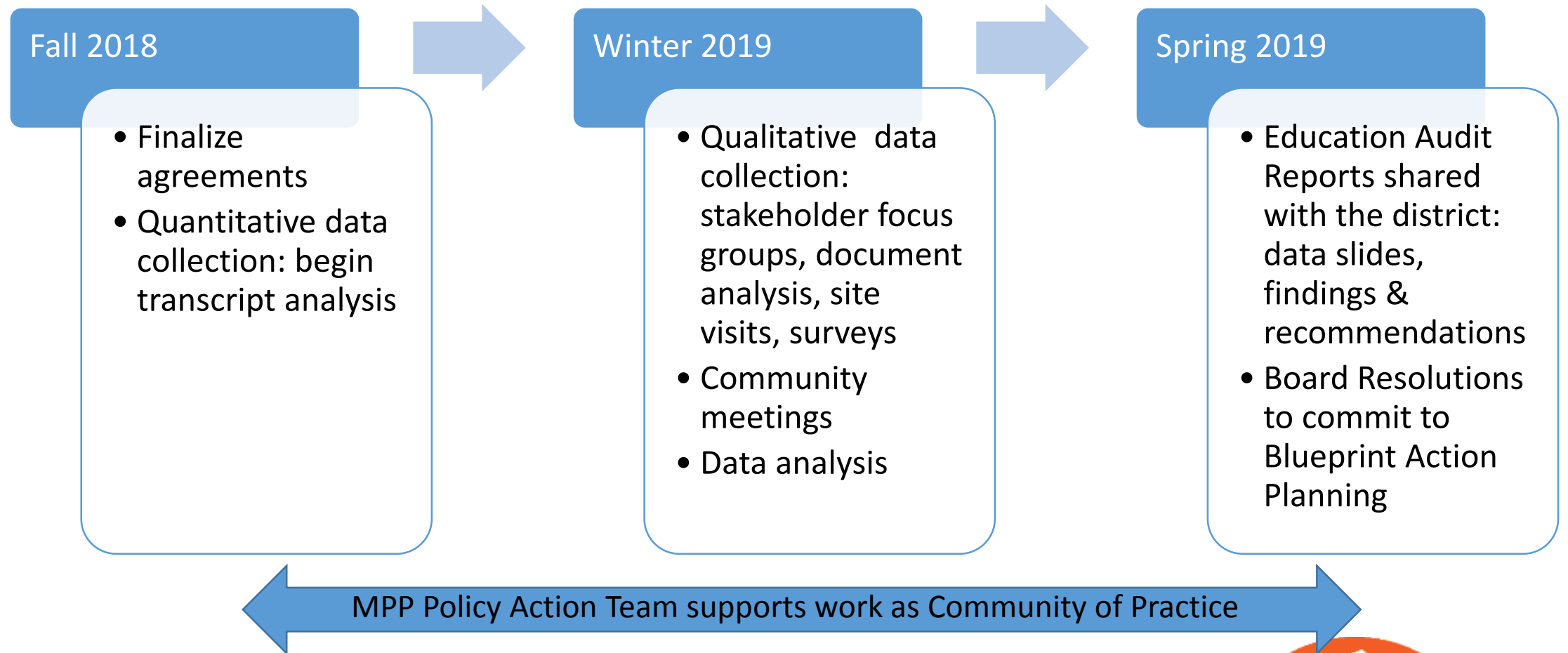
Phase 2: Blueprint for Equity Action Planning



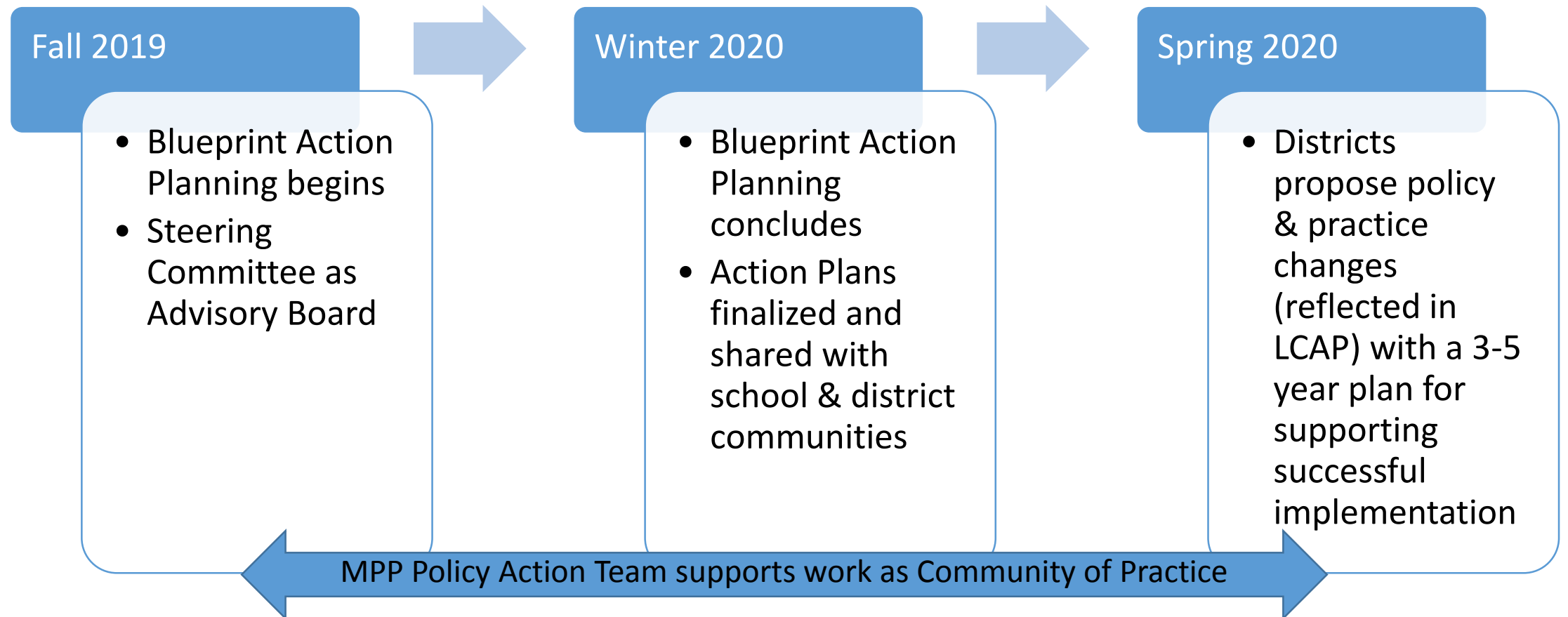
- Co-facilitate with district
- Data-driven
- Discussion & reflection
- Uncovering underlying issues
- Identify actions needed address root causes of inequities
- Broad ownership



Proposed Timeline – Year 1 (2018-2019)



Proposed Timeline – Year 2 (2019-20)





For additional questions, contact:

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