

20 mins

EDUCATION PARTNER ANALYSIS

ANÁLISIS DE SOCIOS EDUCATIVOS

Adopting A-G+ as the floor in MVLA Adopción de A-G como piso en MVLA

Roles:

Person with the **closest birthday** to January 24, 2024 - Please **facilitate** for equitable participation in the discussion.

Person with the **furthest birthday** from January 24, 2024 - Please **record** ideas on the document as best as possible.

Funciones:

Persona con el **cumpleaños más cercano** al 24 de enero de 2024: **facilite** la participación equitativa en la discusión.

Persona con el **cumpleaños más lejano** desde el 24 de enero de 2024: **registre** las ideas en el documento lo mejor posible.

Instructions:

Discuss any/all/some of the ed partners suggested and also get more specific as appropriate (i.e., parents of students with special needs, AP Teachers, etc)

Come to **consensus on three insights** your group discussed that were ‘new’ or had the most energy in the discussion to share with the group when we return.

Instrucciones:

Discuta cualquiera/todos/algunos de los socios educativos sugeridos y también sea más específico según corresponda (es decir, padres de estudiantes con necesidades especiales, maestros AP, etc.)

Llegue a un **consenso sobre tres ideas** que su grupo discutió y que fueron “nuevas” o que tuvieron más energía en la discusión para compartir con el grupo cuando regresemos.

EDUCATION PARTNER ANALYSIS

Adopting A-G as the Floor in MVLA

An education partner analysis (known as a “stakeholder analysis” outside of education) is a process that organizations utilize as part of the change process. The purpose is to help identify areas of potential strength and agreement as well as concerns and potential resistance to the proposed change.

This activity is meant to be a thinking exercise within our mixed groups to help us consider as many different perspectives on setting A-G as the floor in MVLAHSD. You don’t have to agree with a statement or convince others of the merit of a perspective. You can simply brainstorm as many different ideas as you can together about how different groups within our ecosystem may perceive or react to this proposal.

ANÁLISIS DE SOCIOS EDUCATIVOS

Adopción de A-G como piso en MVLA

Un análisis de socios educativos (conocido como “análisis de partes interesadas” fuera de la educación) es un proceso que las organizaciones utilizan como parte del proceso de cambio. El propósito es ayudar a identificar áreas de potencial fortaleza y acuerdo, así como preocupaciones y resistencia potencial al cambio propuesto.

Esta actividad pretende ser un ejercicio de pensamiento dentro de nuestros grupos mixtos para ayudarnos a considerar tantas perspectivas diferentes sobre cómo establecer A-G como piso en MVLAHSD. No es necesario que esté de acuerdo con una afirmación ni que convenza a otros del mérito de una perspectiva. Simplemente pueden intercambiar ideas sobre tantas ideas diferentes como puedan sobre cómo los diferentes grupos dentro de nuestro ecosistema pueden percibir o reaccionar ante esta propuesta.

RESULTS FROM OUR A-G THOUGHT EXCHANGE

RESULTADOS DE NUESTRO INTERCAMBIO DE PENSAMIENTOS A-G

(AI Generated Summary)

The responses indicate a strong desire for a comprehensive review of MVLA's A-G programming, with a focus on equity and accessibility. Suggestions include expanding the number of A-G courses, revising existing courses to align with A-G approval, and eliminating non-A-G courses. There is a call for more Universal Design for Learning (UDL) and language supports, particularly for English Language Learners (ELL) and neurodiverse students. Respondents also highlight the need for more math course options and skill development. The idea of making A-G the minimum standard is supported, with the belief that this would better prepare all students. There is a desire for more detailed data on student performance, broken down by race and ethnicity, to better understand achievement gaps. Flexibility in course delivery, including online and asynchronous options, is suggested to support students in completing A-G requirements. The need for more ELL-supported science classes and a clear pathway for students to fulfill A-G requirements is also emphasized. Respondents also suggest the need for life skill classes as part of A-G programming.

(Resumen generado por IA)

Las respuestas indican un fuerte deseo de una revisión exhaustiva de la programación A-G de MVLA, con un enfoque en la equidad y la accesibilidad. Las sugerencias incluyen ampliar el número de cursos A-G, revisar los cursos existentes para alinearlos con la aprobación A-G y eliminar los cursos que no son A-G. Hay un llamado para más Diseño Universal para el Aprendizaje (UDL, por sus siglas en inglés) y apoyos lingüísticos, particularmente para los estudiantes del idioma inglés (ELL, por sus siglas en inglés) y los estudiantes neurodiversos. Los encuestados también destacan la necesidad de más opciones de cursos de matemáticas y desarrollo de habilidades. Se apoya la idea de hacer que A-G sea el estándar mínimo, con la creencia de que esto prepararía mejor a todos los estudiantes. Existe el deseo de contar con datos más detallados sobre el rendimiento de los estudiantes, desglosados por raza y etnia, para comprender mejor las brechas de rendimiento. Se sugiere flexibilidad en la impartición de cursos, incluidas las opciones en línea y asincrónicas, para ayudar a los estudiantes a completar los requisitos de A-G. También se enfatiza la necesidad de más clases de ciencias apoyadas por ELL y un camino claro para que los estudiantes cumplan con los requisitos de A-G. Los encuestados también sugieren la necesidad de clases de habilidades para la vida como parte de la programación A-G.

GROUP 1: PETER, JACQUIE, MARILU, ALBA

Education Partner	Support/Strengths The benefits or advantages of adopting an “all students college ready” policy at MVLA.	Concerns/Areas of Resistance The consequences or challenges of adopting an “all students college ready” policy at MVLA.	Other things to consider...
Parents/Families	CT Programs	AI Concerns.Technologies- Are we looking that far out as a school district?	User friendly way to find out A-G track
Students	Students that have the foundation of math do better in life in all areas.	Vulnerable Populations: AVHS students, Mckinney Vento, ELD, Probation (reduced graduation credit track) Impact graduation rates and increase the educational gap Students would need to be academically prepared (beginning middle school)	College Mentors are needed (both in high school and college)
Teachers		Parent concern that teachers would treat students different if not on track or struggled to be college ready	
Counselors		We would need to hire more academic counselors to manage the caseload of all the students on A-G track.	AVHS has no academic counselor.
Board of Trustees			
Other... add as needed			

GROUP 2: TRACEY, FELITIA, CINDY ZINN

Education Partner	Support/Strengths The benefits or advantages of adopting an “all students college ready” policy at MVLA.	Concerns/Areas of Resistance The consequences or challenges of adopting an “all students college ready” policy at MVLA.	Other things to consider...
Parents/Families	We believe supporting as many students as possible being A-G is important.	Ensuring that students understand they might need to feel okay about themselves with not earning As, with adult support.	What do we mean by “policy?” Do we mean eliminating non-A-G classes? Changing graduation requirements? A goal that we increase from 80%?
Students		Students may be experiencing pressure from teachers to get “As” as a misunderstanding of the purpose of A-G as the “floor”--We need to ensure that the adults are VERY clear about the purpose.	How will students experience this policy change? Will it increase competitiveness?
Teachers	We want to set A-G as a goal as a values perspective is important to share. We believe opportunity is essential for all students, regardless of their background or “label” We want students to know that they are included in the highest level education offered	Worry about students who are older, coming into the US and providing enough support to be successful academically and socially. How do we provide the education they deserve without creating additional barriers? How do we avoid perpetuating the toxic competitive nature of our district as we think about increasing the requirements for students, in policy and practice?	Need to clarify with staff what A-G means. It may be overly difficult right now We will need to align classes in terms of curriculum, expectations, and grading in order to grade equitably and reduce Ds and Fs for all students. This is different than asking students to take A-G classes—they still need to earn Cs or better.
Counselors			
Board of Trustees			
Other... add as needed			

GROUP 3: GWEN BYARD, SEMI GURBIEL, PAULA

Education Partner	Support/Strengths The benefits or advantages of adopting an “all students college ready” policy at MVLA.	Concerns/Areas of Resistance The consequences or challenges of adopting an “all students college ready” policy at MVLA.	Other things to consider...
Parents/Families	<p>Make sure the parents understand the college ready policy and have them agree that they have reviewed it - helps parents to support their kids.</p> <p>Extra layer of support for the parents - the school is supporting this policy not just parents needing to understand it and make sure the students fulfill it.</p> <p>Sometimes the parents don't know if the students are having challenges in the classes but it's important for teachers to let parents know if the students aren't performing according to this policy.</p> <p>If teachers know that kids are failing in a class they should send a note to the parents and there should be a way - make sure they know the email was received and parent saw the note. So parents will know if the student isn't performing up to this level.</p> <p>Teachers and school should motivate the students to take honors and AP classes - not just A-G classes - not discourage students from taking them.</p>	<p>Language barriers</p> <p>Some parents don't have higher level of school and don't know how to support their kids. The parents know a different way of learning the homework - not requiring kids to do work the same way the teacher tells them to do it.</p> <p>Teacher is perfect - they can't be wrong - this is what some parents think. Maybe they aren't correct in some cases.</p> <p>Technology challenge for parents - they don't know how to navigate the systems online. Difficult to manipulate - just use the phone but maybe not the laptop/ Chromebook. Maybe they don't have an email. Maybe give information on text vs email or Whats app.</p> <p>Make all the websites friendlier - like Aeries and Parentsquare - hard to get access.</p> <p>Harder to motivate the students to take harder classes - honors and AP - they would rather take the easier classes.</p> <p>Bring back regular parent-teacher classes - mandatory - motivate parents and teachers to communicate.</p>	
Students	<p>The students have more choices of what to do after high school</p> <p>Employers will be using AI and other advanced technologies - good to have more advanced classes to cover topics like this.</p> <p>More opportunities to get into a university - 4 year</p> <p>Challenges challenge the students more - learn study and analytical skills</p>		
Teachers			
Counselors			
Board of Trustees			

GROUP 4: WILLIAM, MYRTLE, TERI, NEENA

Education Partner	Support/Strengths The benefits or advantages of adopting an “all students college ready” policy at MVLA.	Concerns/Areas of Resistance The consequences or challenges of adopting an “all students college ready” policy at MVLA.	Other things to consider...
Parents/Families		<ul style="list-style-type: none"> What is stopping or why are the students who are not a-g eligible, needing to learn more about what that 20% is We need to understand that a-g completor is not for every students 	<ul style="list-style-type: none"> Thought it was standard, as it is talked about a lot Who are the 20% and what are the support systems to prepare them to be success. It needs to be a yes and. (does this include modified grade or strong scaffold and routines in classes)
Students			
Teachers		<ul style="list-style-type: none"> What are the support structures in place before pushing them in to a-g profile. What happens if a student cannot pass Alg. II (what other math or path can they take?) 	<ul style="list-style-type: none"> Students who realized they didn’t “need” a-g, decided not to take that 3rd year of math (as an example
Counselors			
Board of Trustees			
Other... add as needed	<ul style="list-style-type: none"> All students must take 6 courses and all of them are a-g??? 	<ul style="list-style-type: none"> We need to take time to identify what are the specific needs of the class and how they would thrive best, and to give permission to make this decision 	<ul style="list-style-type: none"> Do we need to change our grad requirements Other topics that we should prioritize: <ul style="list-style-type: none"> Interventions for struggling students Special education (stu needs met in comprehensive h.s. With their own peers

GROUP 5: KIP GLAZER, JOHN PANZER, MARA STARKEY

Education Partner	Support/Strengths The benefits or advantages of adopting an “all students college ready” policy at MVLA.	Concerns/Areas of Resistance The consequences or challenges of adopting an “all students college ready” policy at MVLA.	Other things to consider...
Parents/Families	<p>Love the idea. Necessary to be competitive. Support the idea.</p> <p>If we have 50% pass rate, that's a 50% success, not a 50% failure – and piloting ways for the other 50% to succeed with additional support.</p>	<p>How can we put in necessary supports for students for who it might be a challenge</p> <p>Are we meeting the goals for all subgroups?</p> <p>Parents may be concerned about do-ability of these goals – need to demonstrate effectiveness.</p>	<p>Notes: Access for all. Once students reach high school and are on a certain type of course group, they stay there (doesn't serve to get access to A-G.</p> <p>What about emotional well-being? Does “failure” create emotional problems for students in challenging classes or is it on balance better to be exposed to the A-G classes.</p> <p>Don't just drop students in with no supports if they need them – ex: supervised study classes to address just the gaps / concepts that specific students need, not re-taking the entire class, in order to pass and meet A-G requirements.</p> <p>Takes 3-5 years overall to go through process to change models and become the “new norm”.</p>
Students			
Teachers			
Counselors			
Board of Trustees			
Other... add as needed			

GROUP 6: AMBER, DANIE, JANE, ANDREA

Education Partner	Support/Strengths The benefits or advantages of adopting an “all students college ready” policy at MVLA.	Concerns/Areas of Resistance The consequences or challenges of adopting an “all students college ready” policy at MVLA.	Other things to consider...
Parents/Families	<ul style="list-style-type: none"> This district has great support, but all students could benefit from these supports! (Sorry we didn't get to the Positives yet!) 	<ul style="list-style-type: none"> Very limited math curriculum, Q: What comes after 8th Grade Math? Algebra or Special Education Math? ELL support for Geometry? Teachers- Most are so kind and welcoming, but there sometimes can be a feeling of exclusion. “These students are not A-G capable.” Support that students need in Math and or Language it may not be there (in the catalog) ELL Support? What happened to Remedial math? Why isn't there a business math? More diversity of choice may be needed; one size does not fit all ELL support is not consistent across the district- can we work on this as a district? There is diversity of skills among students, so can we have this diversity with more support? Including support for teachers. (UDL) (Co-Teaching) (Push in services) 	<ul style="list-style-type: none"> Could math have lateral options? E.g. business math or statistics in lieu of going Algebra I → Geo → Algebra II More built in supports for SWD's, ELL's and frankly all students to access content (UDL Model) “ALL classrooms should have FM audio systems, visual supports etc)
Teachers		<ul style="list-style-type: none"> One of the barriers to success is math Students were able to support each other and learn soft skills when you are in a class that has more diversity; I wonder' if we change the accelerated pathways. . would this benefit all students? Support for teachers in terms of UDL, language support, co-teaching, push in services. 	<ul style="list-style-type: none"> CTE Business Math? We have many teachers who have CTE credentials who can teach a Business Math Pathway.
Other... add as needed		<ul style="list-style-type: none"> Can we look at counting more courses as A-G if the teacher is covering the state standards for another subject matter course- for example- Engineering- Could it also count for math or perhaps physics? Echo concerns around math- it feels like there is more flexibility in other subject areas, but in math, there is no flexibility Reading levels! How do we process? Skill levels? Could MVLA partner better with middle schools? The idea of 	

GROUP 7: KRISTINE, NIKKI, LEYLA, ARIANA, AZUCENA

Education Partner	Support/Strengths The benefits or advantages of adopting an “all students college ready” policy at MVLA.	Concerns/Areas of Resistance The consequences or challenges of adopting an “all students college ready” policy at MVLA.	Other things to consider...
Parents/Families		<p>Could be too narrow? We have a diverse group of students coming in from a variety of backgrounds</p> <p>Very ambitious goal</p> <p>Need to work with k-8 partners to prepare students</p> <p>Increase counselor ratio to help students succeed on this journey</p> <p>Different styles of classes - Accounting vs higher math</p> <p>Not a choice</p> <p>Exceptions for non-diploma track</p> <p>English learners may not qualify</p> <p>Criteria needs to be flexible</p>	
Students			
Teachers			
Counselors			
Board of Trustees			
Other... add as needed	Room for a variety of different classes	<p>Variety of concerns if focus is A-G heavy</p> <p>How does are ELL, SPed supported?</p>	