



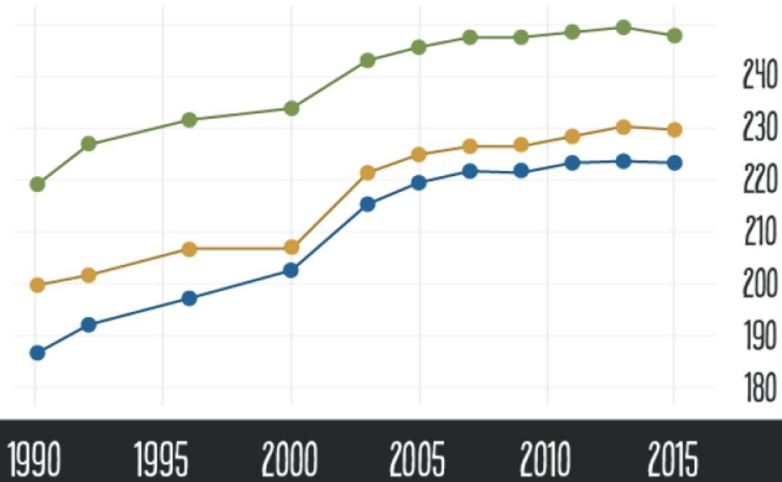
## Pushing our Thinking and Actions to Meet the Moment

**Robin Avelar La Salle**

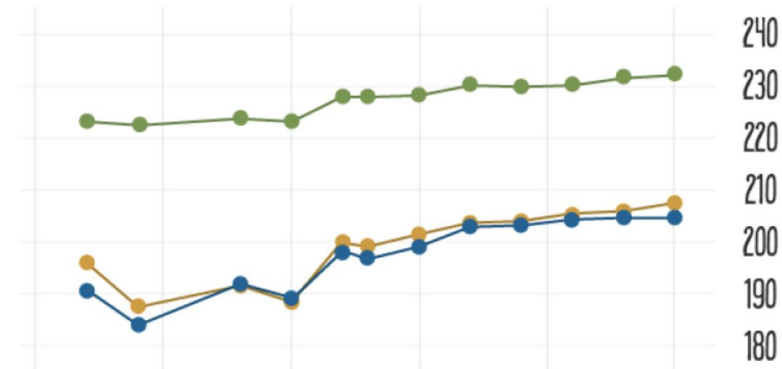
# Don't demographics determine destiny???



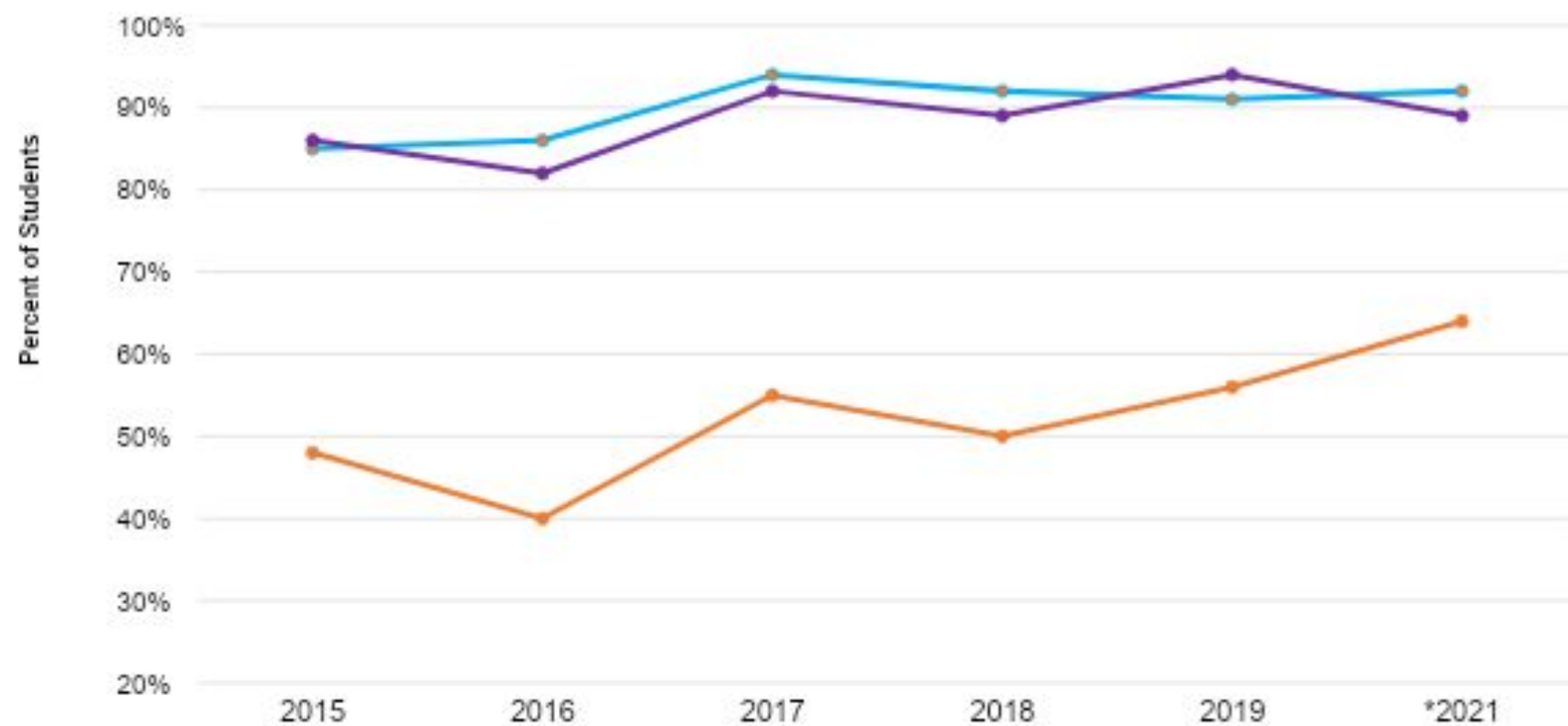
FOURTH  
GRADE  
MATH

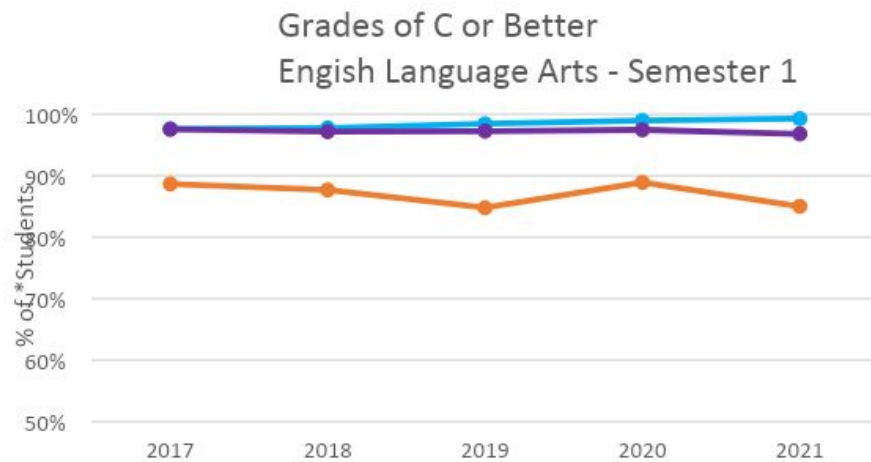


FOURTH  
GRADE  
READING

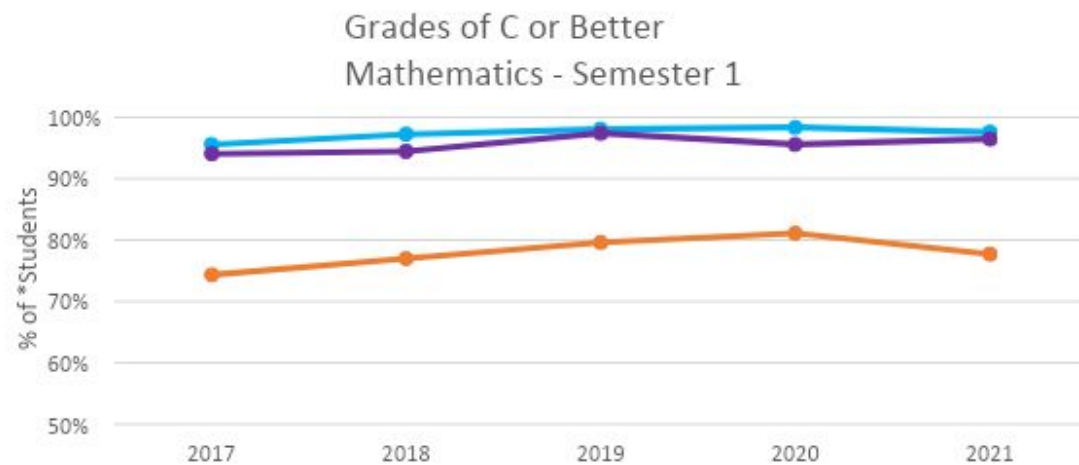


At or Above Grade Level in English Language Arts  
Test: CAASPP, Grades 11

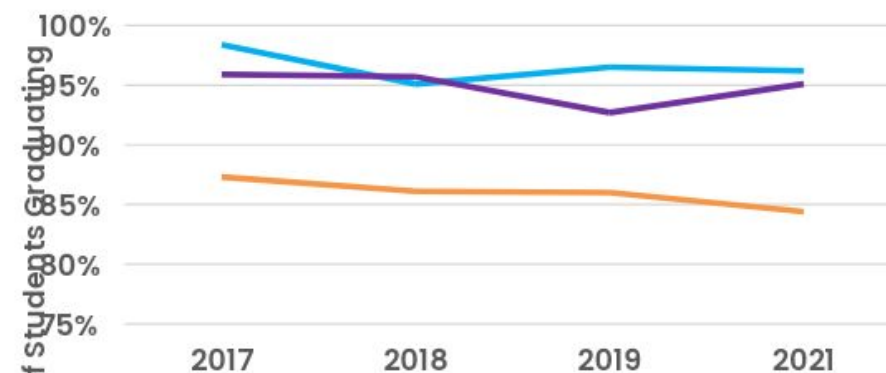




*\*Does not include English Learners or Special Education*



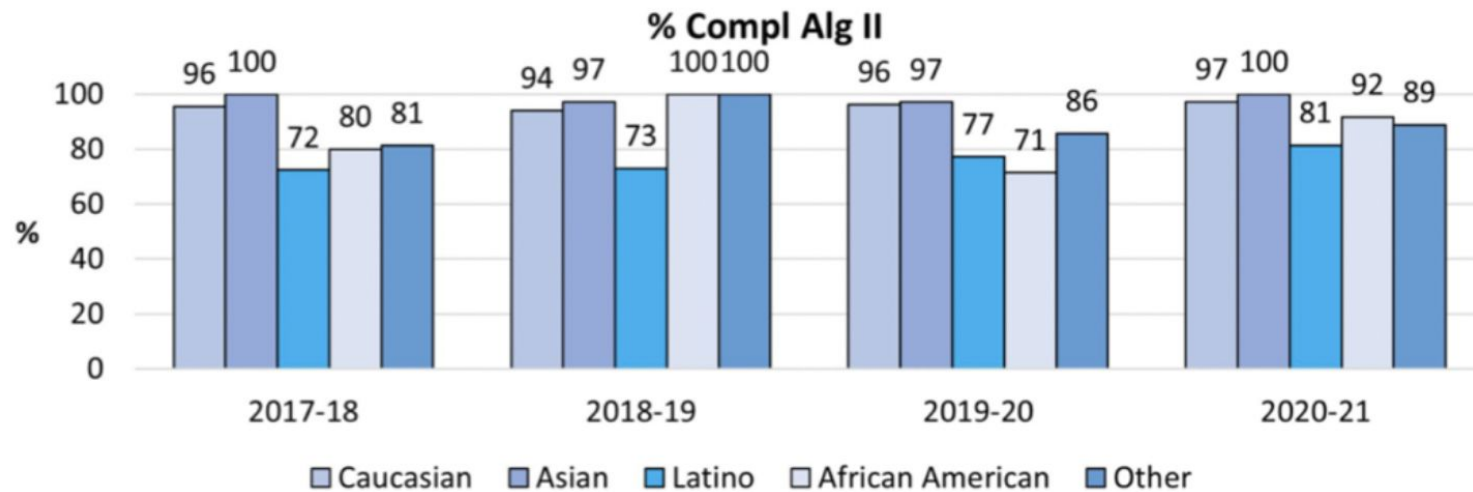
## Graduation Rates



# Algebra II/IIH Completion

## With a C or Better

### Indicator 3

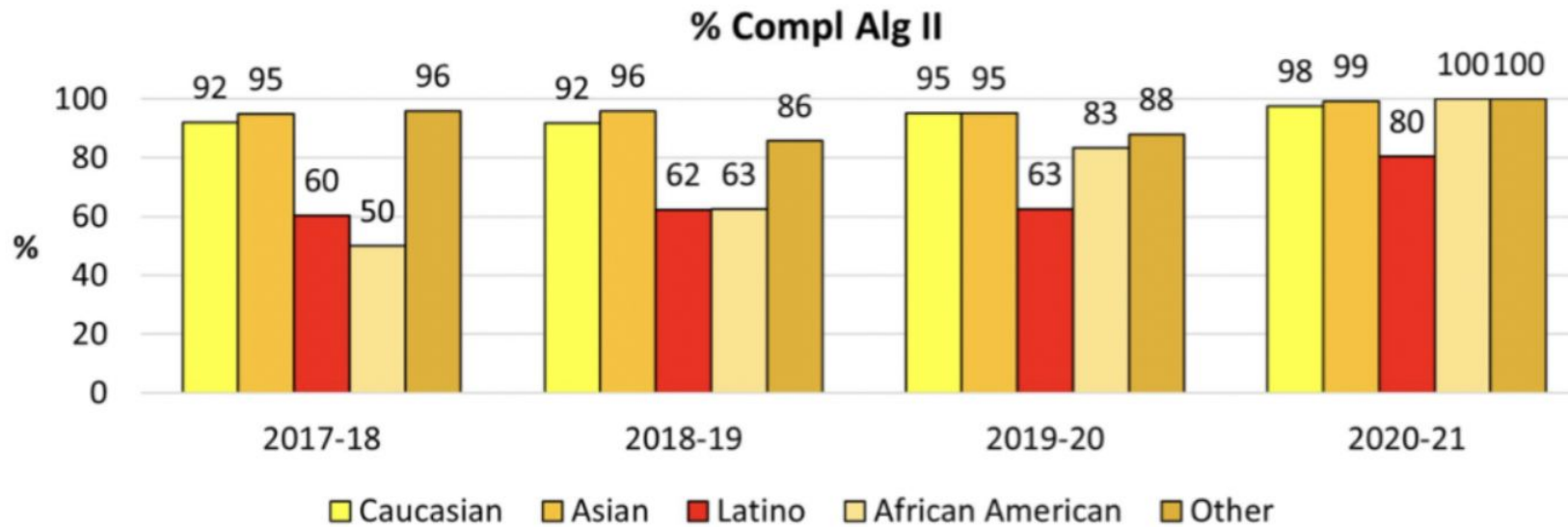


*Los Altos High School: Algebra II completion with a C or better over the past four academic years. (via Mountain View–Los Altos Union High School District)*

# Algebra II/IIH Completion

## With a C or Better

### Indicator 3



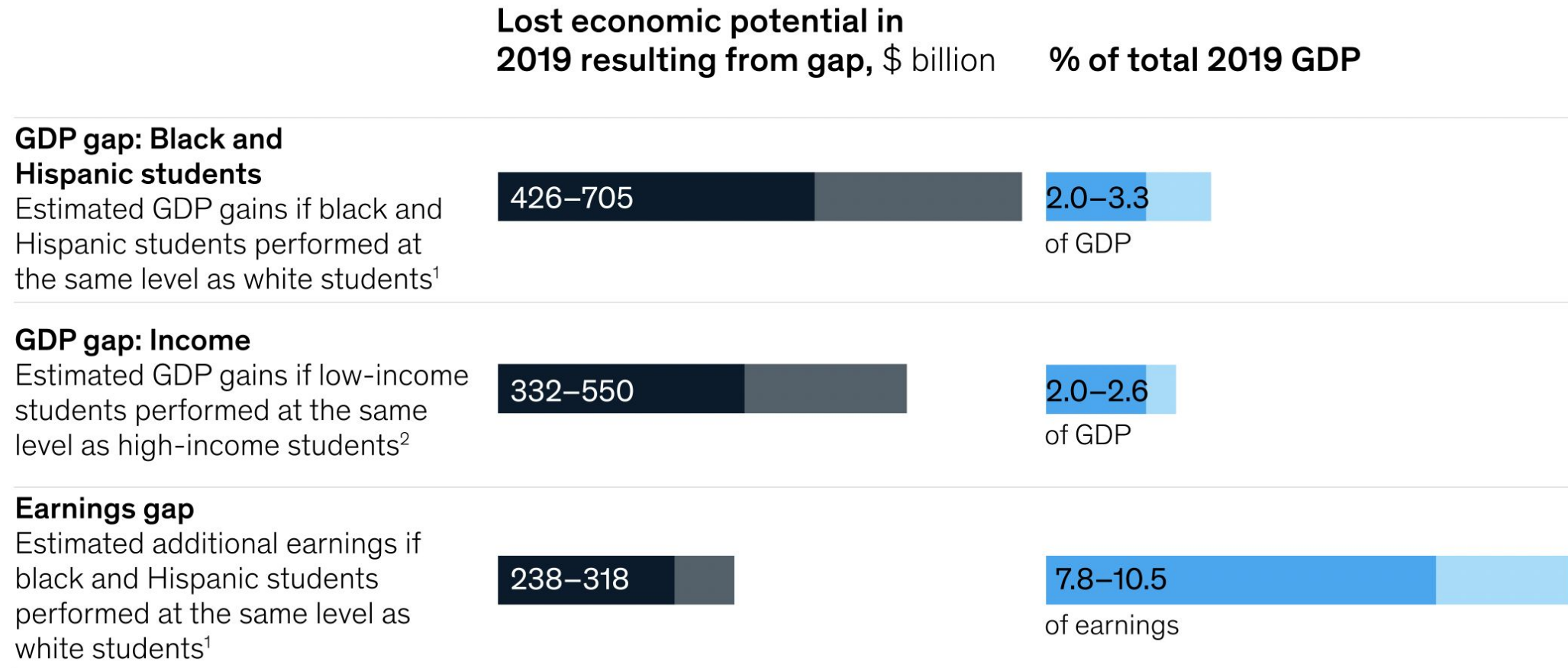
*Mountain View High School: Algebra II completion with a C or better over the past four academic years. (via Mountain View–Los Altos Union High School District)*



# Tale of Two Boys



# The US economy would be significantly larger in 2019 if it had closed achievement gaps in 2009.



<sup>1</sup>NAEP 8th-grade math score: comparison of average scores of black and Hispanic students with white students.

<sup>2</sup>NAEP 8th-grade math score: comparison between low-income (eligible for free lunch) students and high-income students.

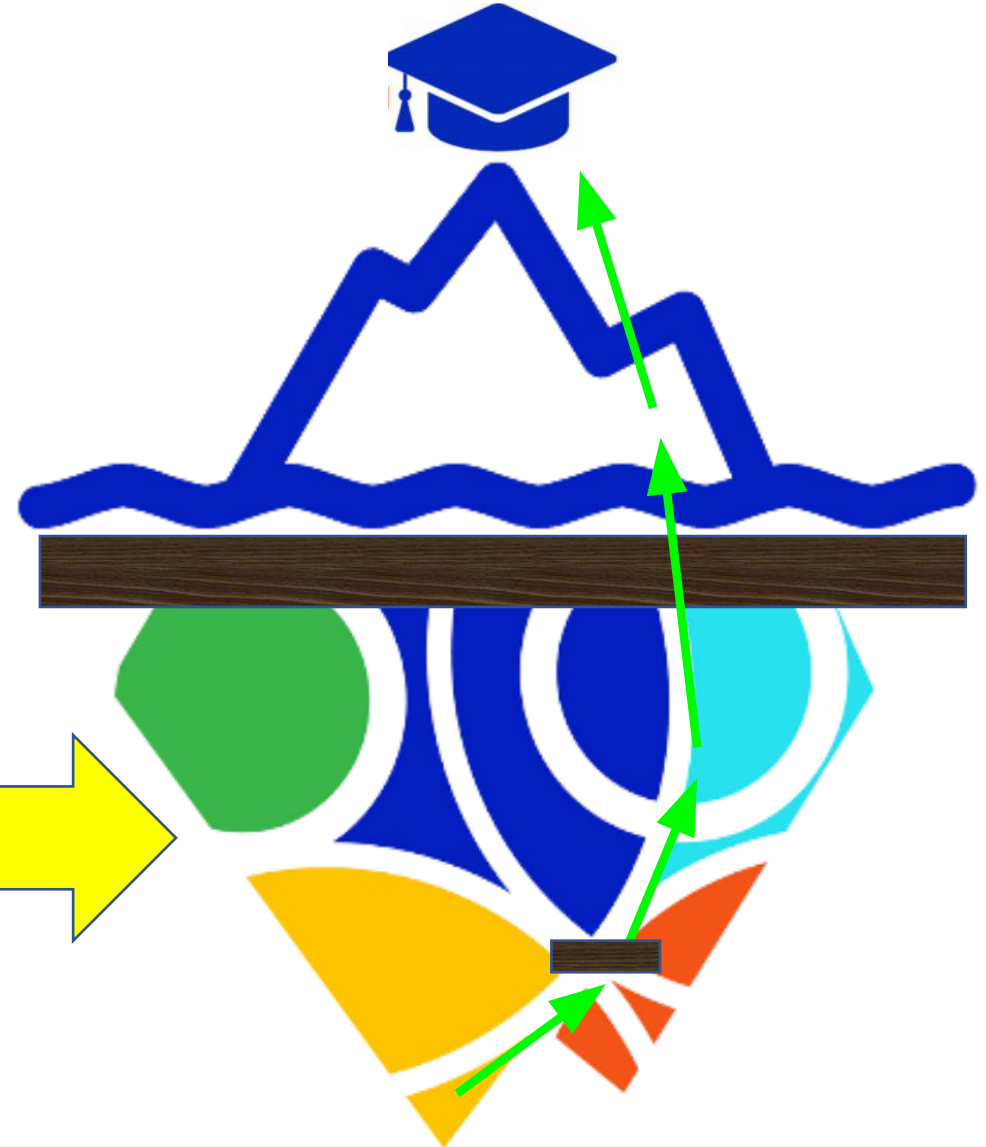


# Our Study of Studies



“Every system is perfectly designed to get the results it currently gets.”

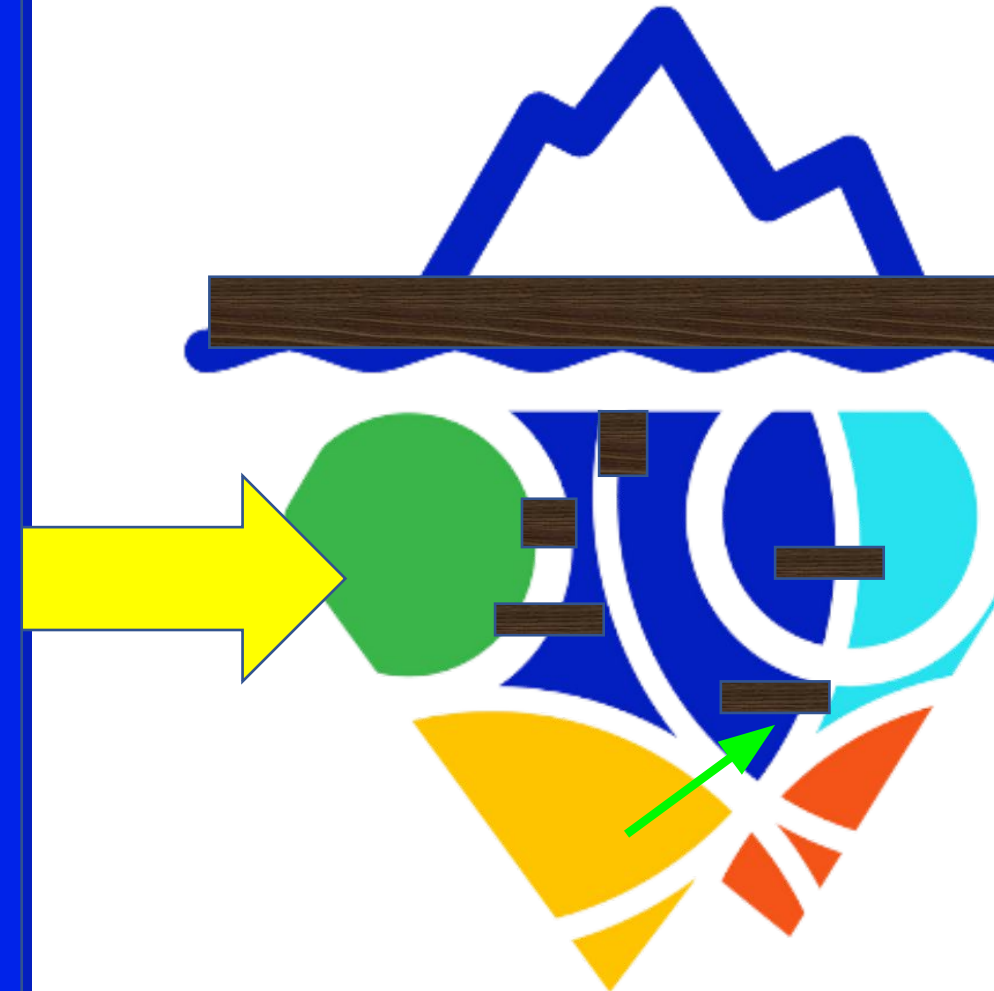
– W. Edwards Deming



# Systemic Inequity Traps



What are the reasons why  
your district is not at  
**X Marks the Spot?**



# Catch-up Program Design Options



New  
Tracking

## Goal is ON-TIME learning with peers

- All students in grade-level core, plus supports WITHIN the same school day, plus aligned expanded day

## Slow-down, simplify instructional goals

- “Meeting students where they are”
- Slow group inference

## Accelerated learning taught WITHIN core lessons

- Preview/Review
- Ex: Multiplication Tables not memorized by 9<sup>th</sup> grade?

## Learning Loss and Unfinished Learning

- Diagnose “gaps”
- Teach missing skills before moving to grade-level

## Frequent PROGRESS MONITORING on grade-level content

- Focus is feedback on teaching-learning success

## Assessments from remedial programs

- Focus is testing skills in isolation, not grade-level

## Values STUDENT ENGAGEMENT as LEARNING ACCELERANT

- Interests, well-being, emotional connection

## Values materials/software implementation

- May not even involve a live teacher or other professional

## ACTIVE and FUN

- Relevant, social, supportive

## Passive and boring

- Often worksheets, packets, software or repetitive drills

## ONE COHERENT DESIGN

- Triangle with care including **tutoring** to specs

## A mash-up of well-meaning efforts

- Activity but not accomplishment

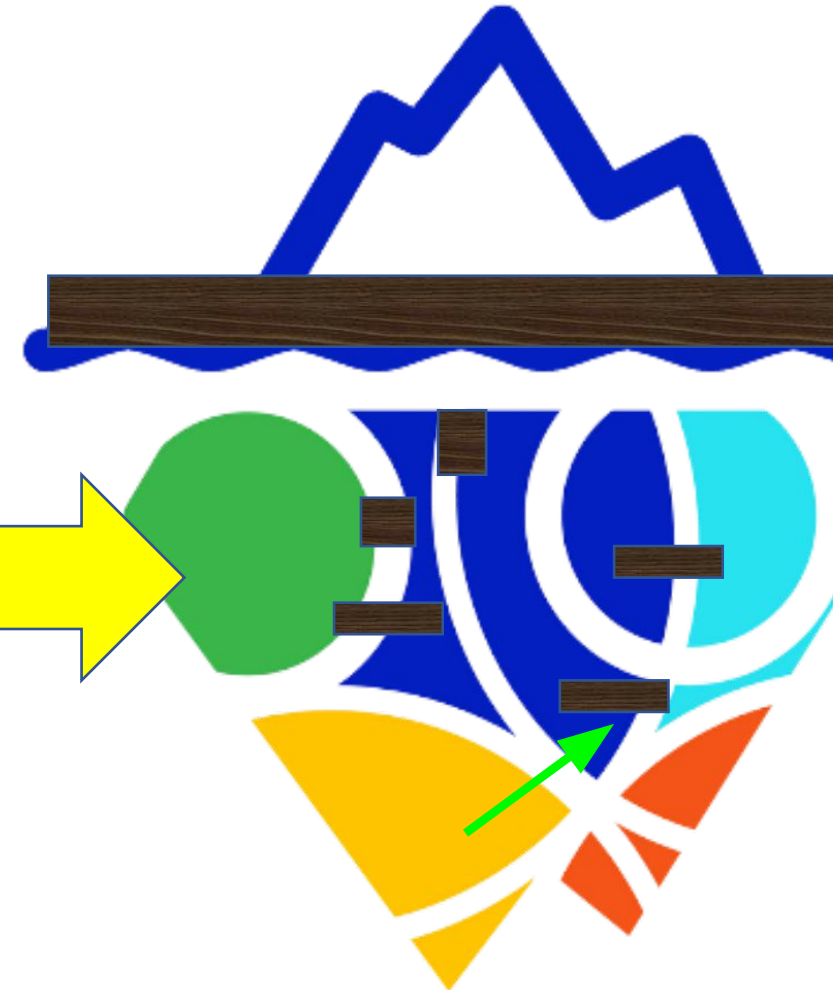
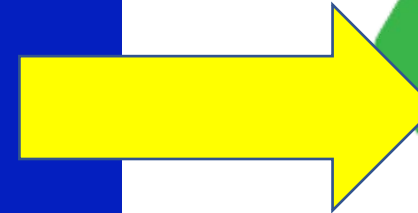
Remedial Support	Impact
ELD	<p>Limited: Evidence suggests effective for newcomers, not for LTELs.</p> <p>At MVHS: ELD I: 15 Newcomers, ELD II: 34 students -3 st. in US schools from 5-7 yrs, ELD III: 23 students-1 st. in US schools for 9 yrs, ELD IV: 29 students- 6 st. in US schools from 6-11 yrs</p> <p>At LAHS: No ELD</p> <p>Students, especially incoming 9<sup>th</sup> graders without # of yrs. in US schools data are in ELD. Schedules include support classes. BASIC English and SDAIE content classes</p>
Sped or AVHS as LTEL Interventions	Not effective. Not appropriate.
Enhanced Math	<p>Limited</p> <p><b>Did students enrolled in Alg. 1 Enhanced at both high schools show improvement in their math grade the following year?</b></p> <p>35/62 students (56%) in Alg. 1 Enhanced at LAHS and MVHS showed no positive effect on following year's math grade (although argument could be made that Algebra does not correlate to Geo as much as Alg. 2)</p> <p>Algebra II Enhanced did not seem to have much of an effect either way (neg or pos) on the next year's grades or no grade was reported.</p>
Math Mastery	<p>Not effective.</p> <p>Used mainly as placement for ELs, mostly Latino. Intended for students with little formal education. Placement does not match that intent.</p>
AVHS as a Sped Intervention	Ineffective and inappropriate. AVHS serves as placement for SPED students with a wide a range of learning difference. A typical profile is a behavioral challenge with parents who will not resist placement.
AVHS as a small school alternative to the comprehensive HS or a 9 <sup>th</sup> grade intervention	Ineffective. AVHS is not comparable as long as students have no access to a-g curriculum. Placing incoming 9 <sup>th</sup> graders based flawed because of the use of subjective feeder grades as placement criteria, and because it immediately takes underserved students off a-g track.

Accelerating Support	Notes
Open Access Policy	Not effective. While the policy is intended to encourage underserved students to challenge themselves to take upleveled courses, especially in math, in practice, when upleveling occurs, it is mostly with non-Latino/SED students.
Summer Academy/Bridge	Effective: Summer math programs increase the likelihood that students will be upleveled in math in fall. District heavily recruits underserved students.
504 Plans	Effective. Serving mostly non-Latino/SED/EL students, 504 plans serve to prevent students from moving to AVHS and provides supports to increase student success.
AVID	<p>Effective. All graduate a-g complete. However about 25% plan to attend a 2 year college rather than a 4 year.</p> <p>Caution: Evidence suggests that AVID recruitment and retention practices favor Latino students, but generally stronger students rather than typical “C” students. The message students may receive is the focus on taking Honors and AP classes over a-g completion and 4 yr college attendance out of high school</p>

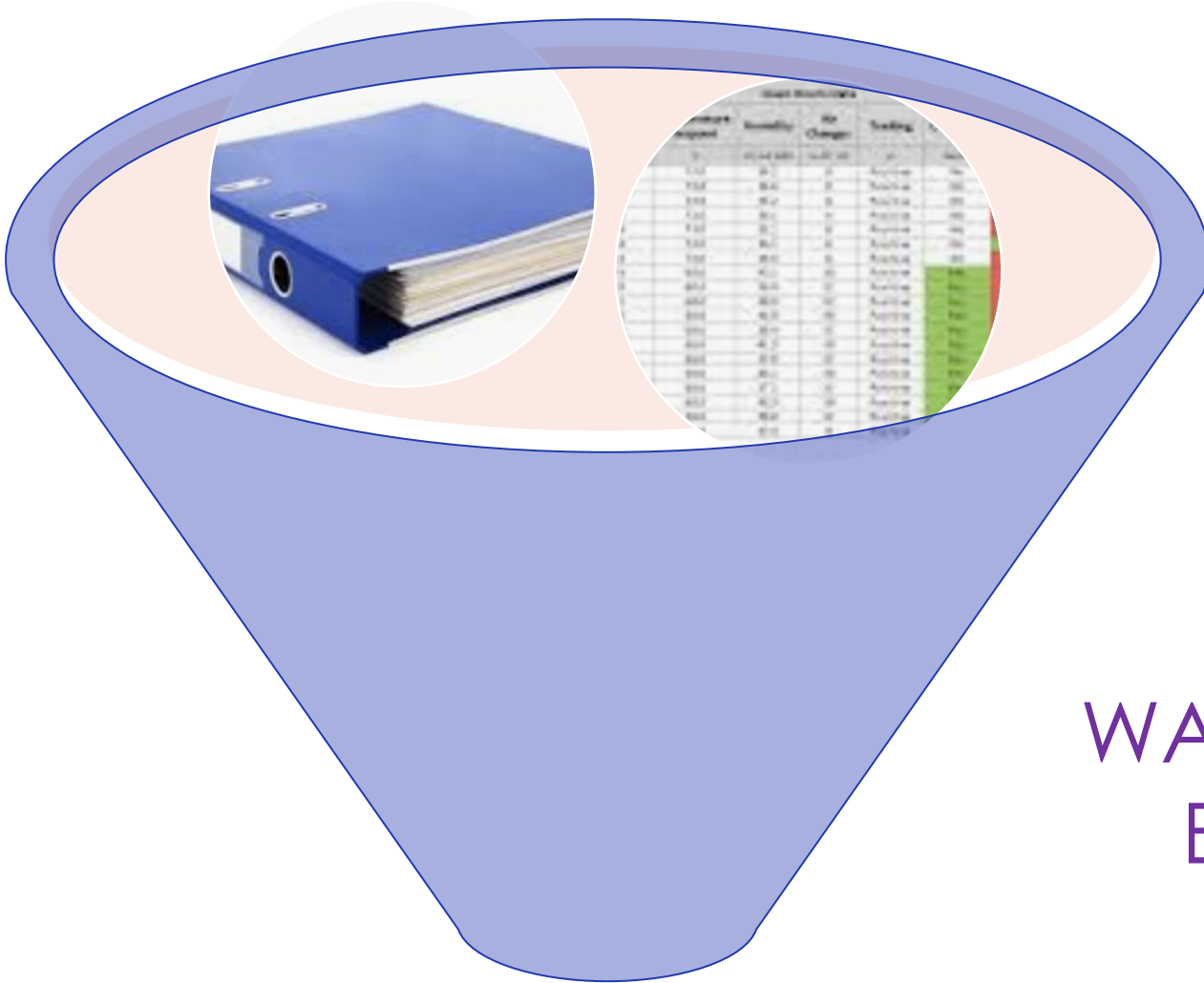
# Back to Our Findings



- Lack of parental involvement
- No calibration on expected outcomes
- Student misbehavior or apathy
- Inadequate professional learning
- Not prioritizing the most important things
- Ineffective instruction
- Weak progress monitoring system
- Union or other political pushback
- Poor adult-student relationships
- Poorly-designed programs and initiatives



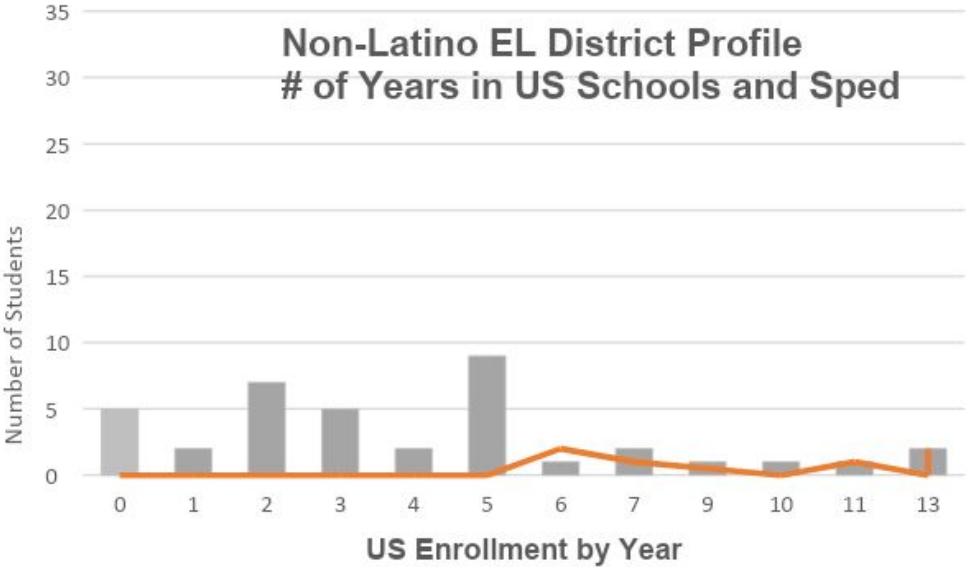
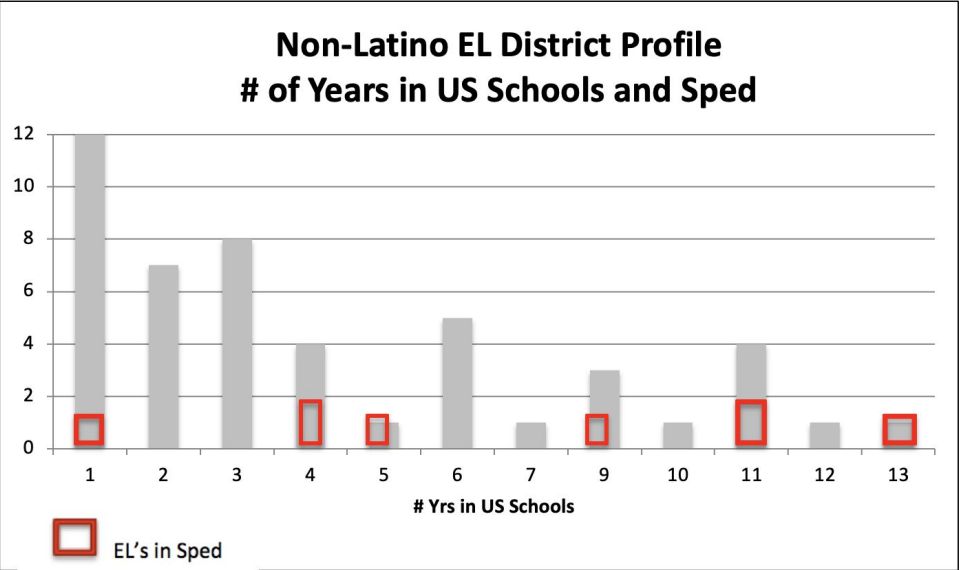
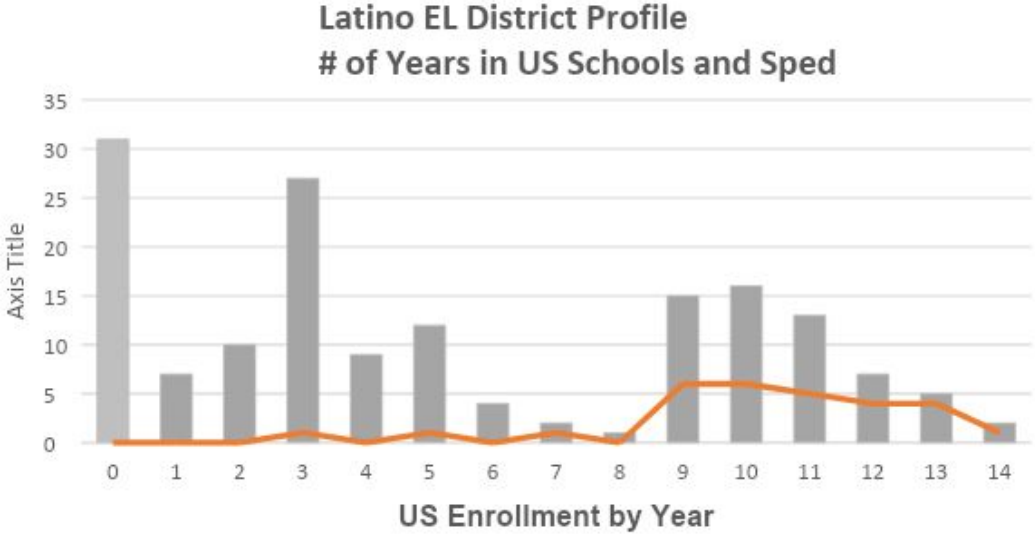
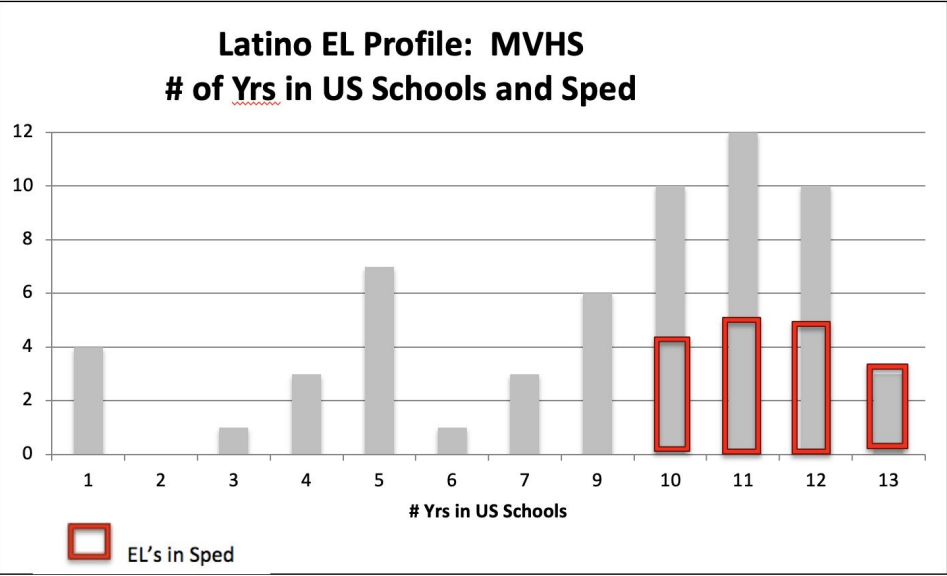




THE  
WALLPAPER  
EFFECT

ANSWERS---□SOLUTIONS

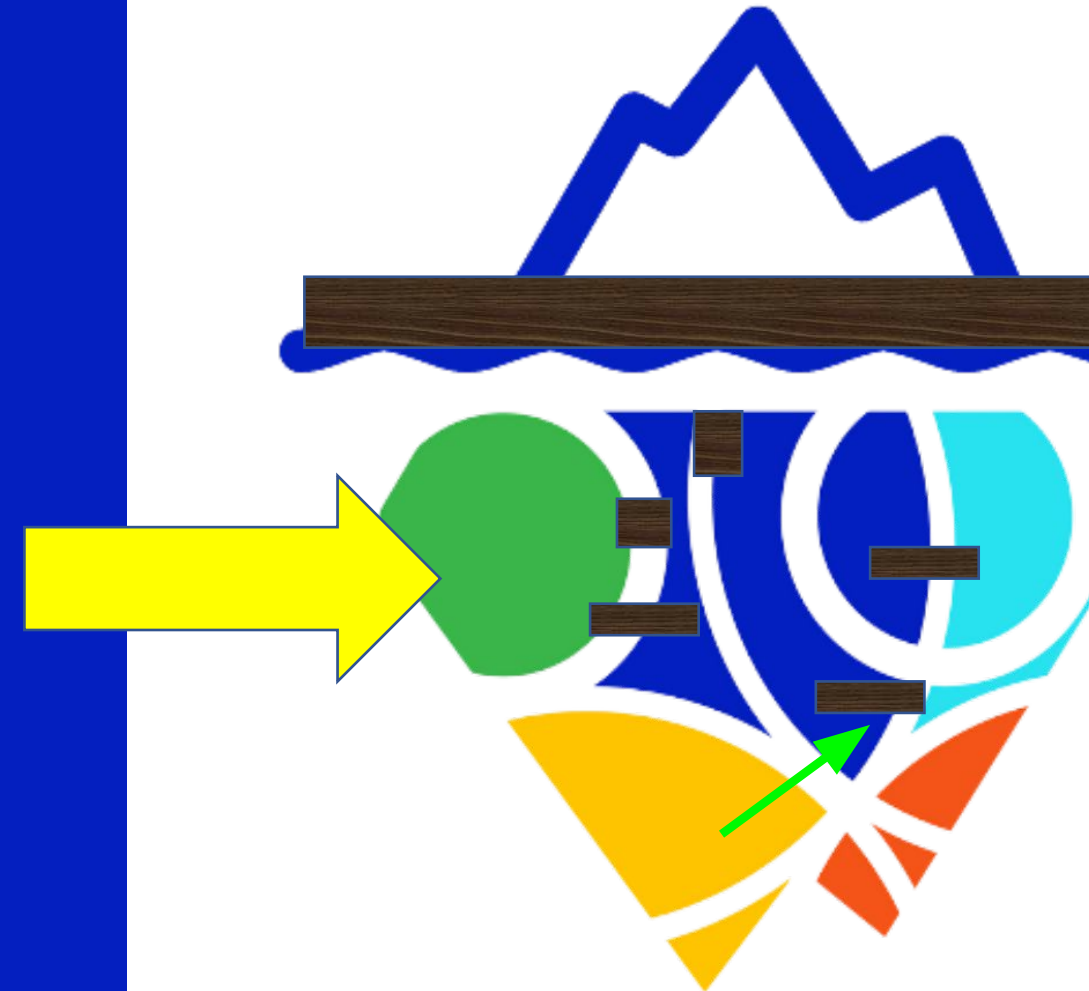
# 



# Systemic Inequity Traps



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# What factors explain the achievement profile?

## Major Conclusions

The most appropriate way to characterize Latino/SED/EL students is “underserved.”

Misalignment of programs and outcome expectations between feeders and MVLA is leading to inaccurate beliefs about student potential for Latino/SED/EL students.

Misunderstandings about how to interpret student achievement profiles results in a culture of remediation rather than acceleration for underserved students.

Immense pressure to accelerate high SES Asian/White students, especially in math, results in a district culture centering expectations around Honors/AP and top-tier university acceptance over a-g completion and 4 year college attendance after high school.

The range in income levels of MVLA families creates both opportunity and challenges for Latino/SED/LTEL students.

*\*Community pressure for academic press promotes a culture of high expectations*

*\*There is no way for most Latino homes to compete with the out-of-school experiences that advantage high SES students in school.*

*\* Virtually ALL students graduate*

*\* Virtually all non-Latino students graduate competitive for top-tier universities*

*\* Most Latino students graduate non-university ready. Of those who graduate university-ready, most do not attend 4 year institutions.*

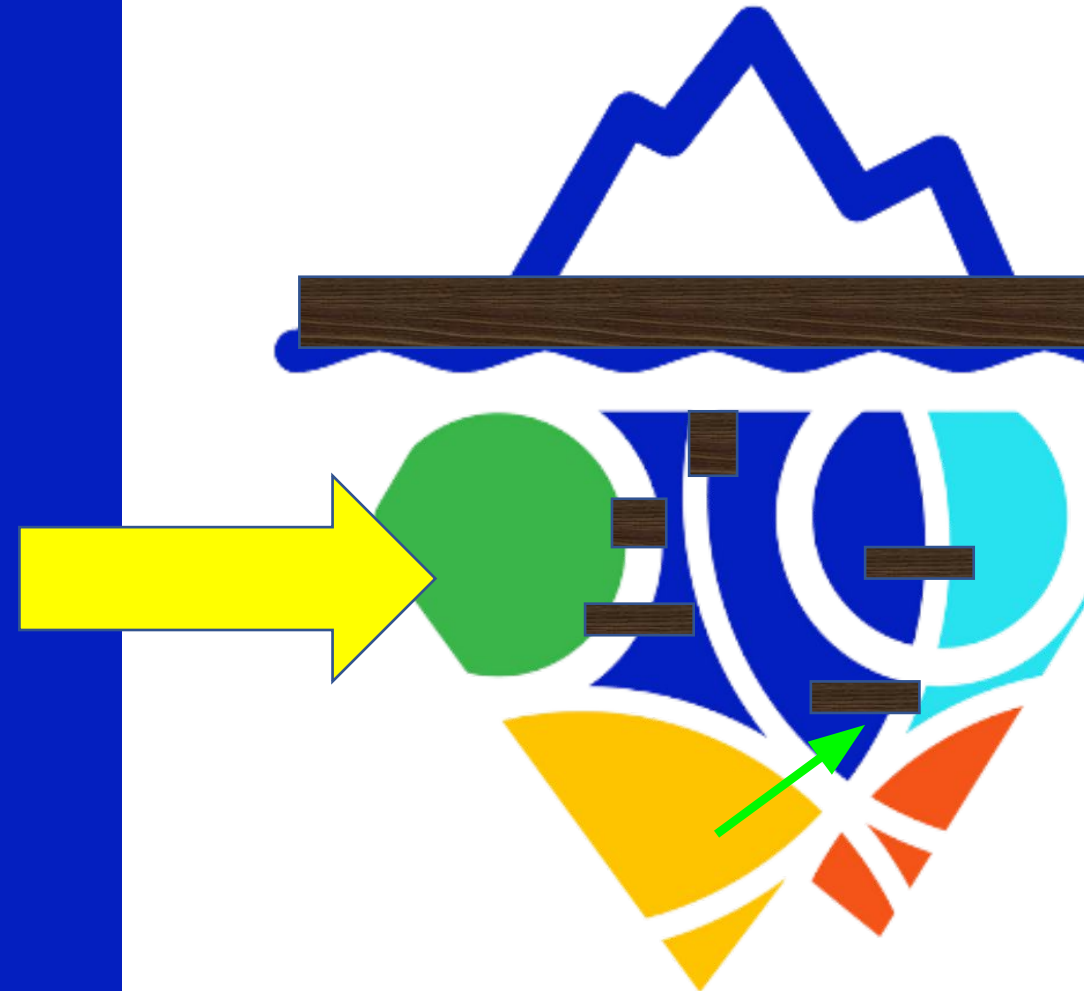
Students are achieving success on metrics that everyone, including students, believes are intended for them based on explicit or tacit messaging from school and home.

**Guerilla Market the expectation, fill the opportunity gap with services, and change the result.**

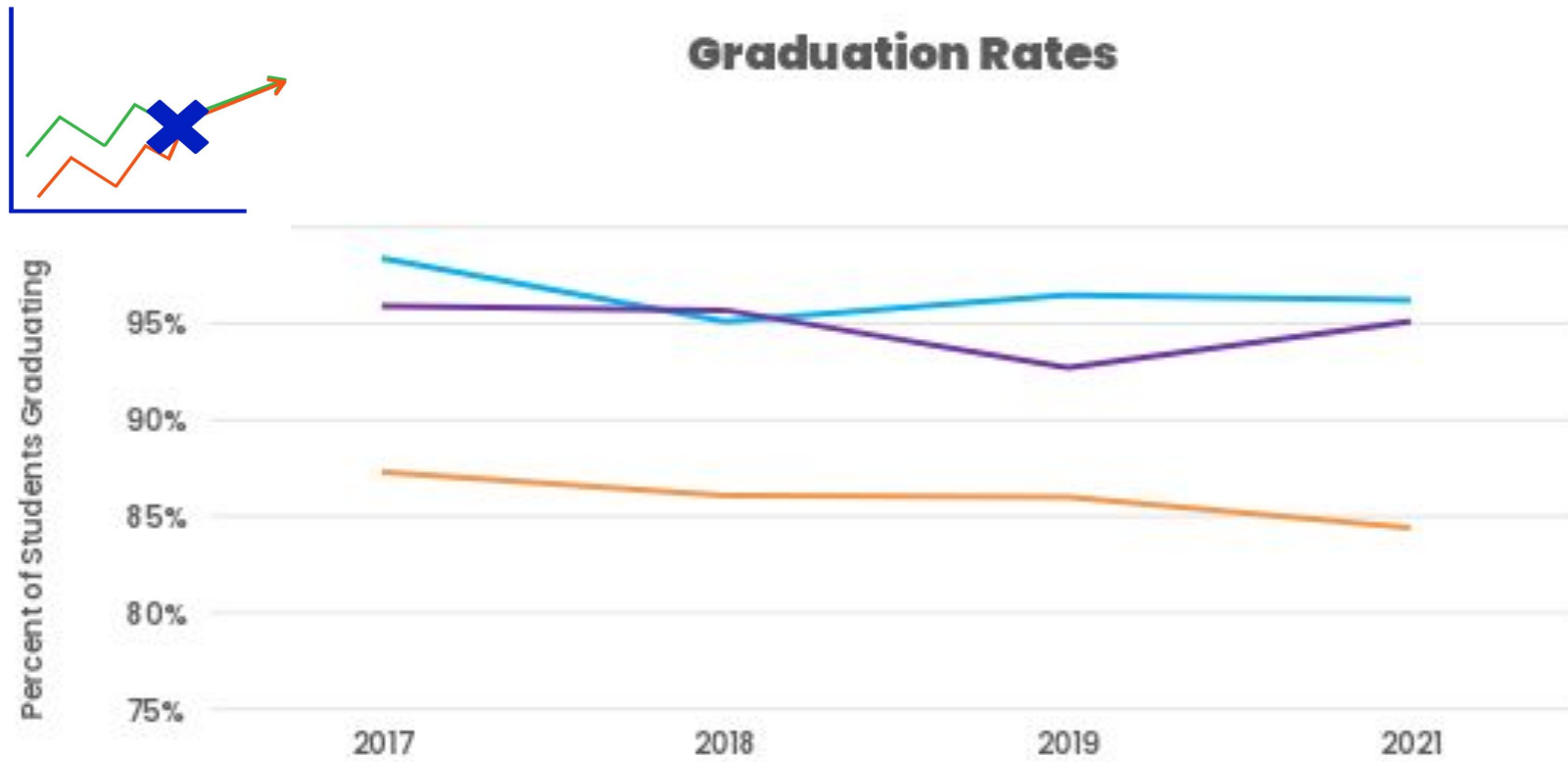
# Systemic Inequity Traps



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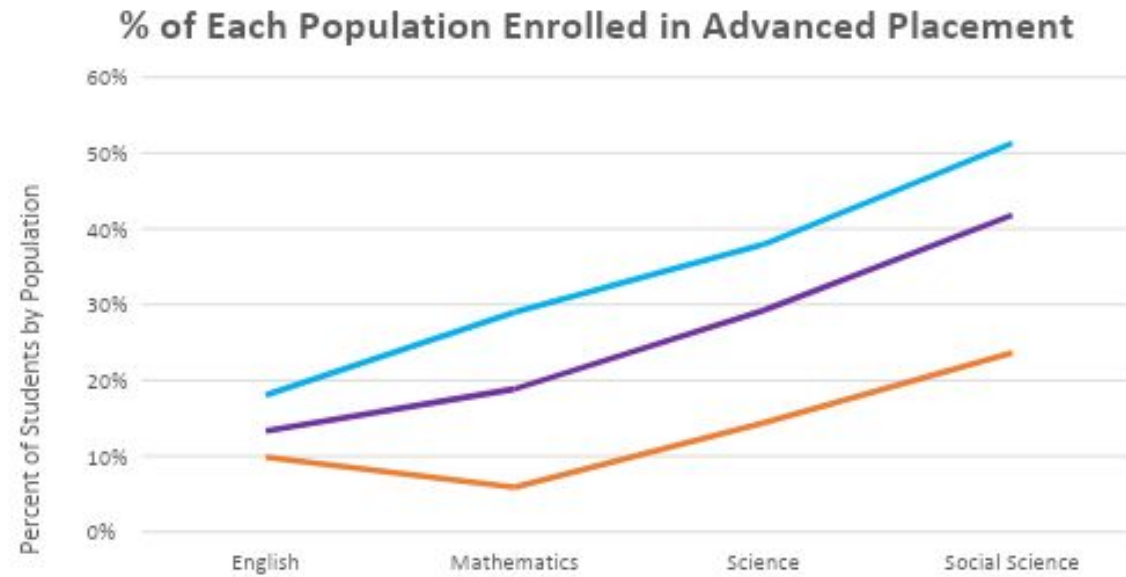


# What's the Floor?

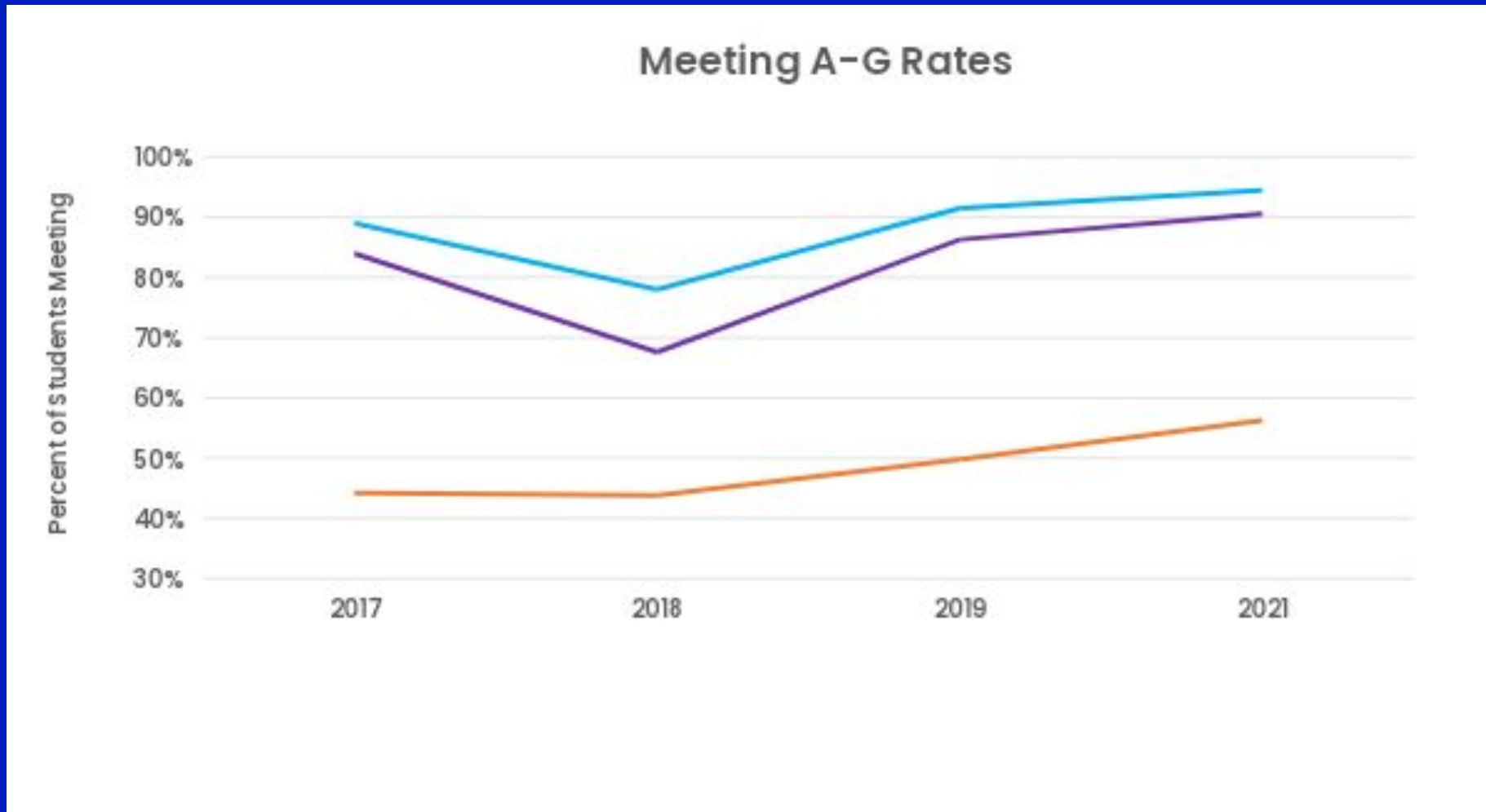




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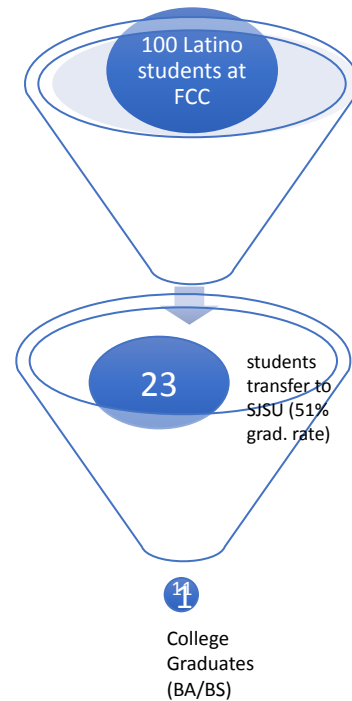


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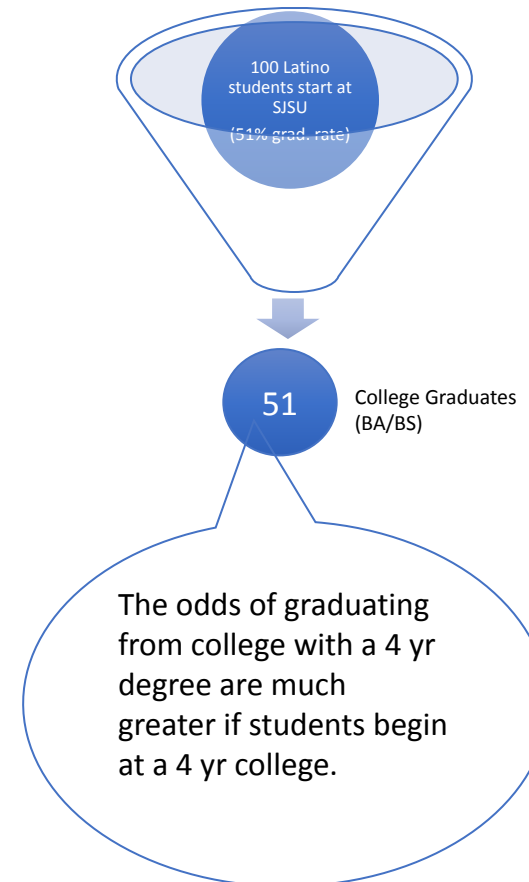


# “Imperfect” Latino 4 yr College Graduation Scenarios

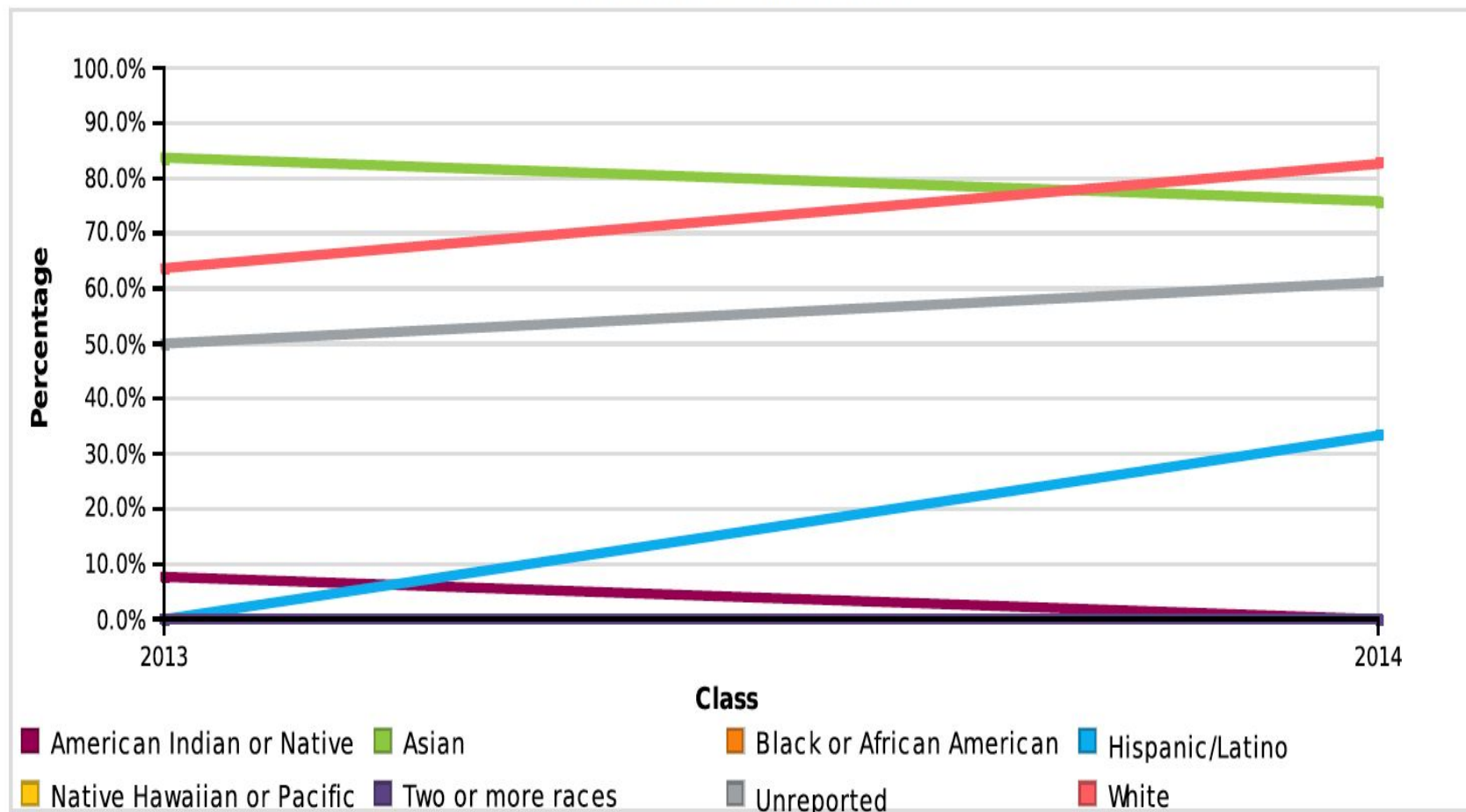
**#1: Latino Students starting at Foothill CC (23% transfer rate)**



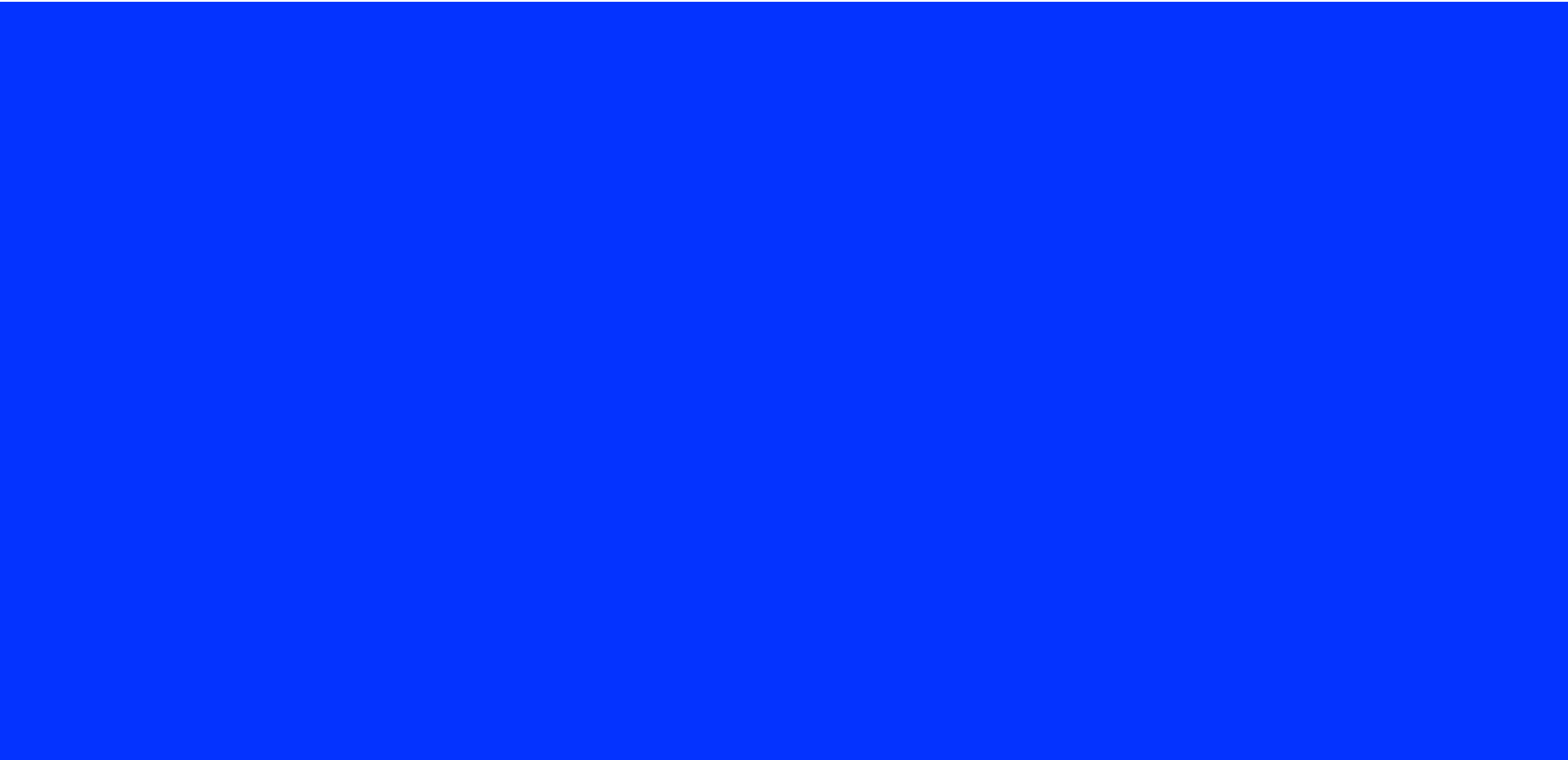
**#2: Latino Students going to San Jose State**



Students Who Have Completed a Degree Within Six Years by Race/Ethnicity  
Effective as of : April 16, 2021



**Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation  
for All Classes by Number of Students**





## **Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation for All Classes by Number of Students**





# #1 Systemic Inequity Trap!



X Marks the Spot

Powerful Learning and Support (TLC)

DO Admin ☐ Site Admin

**Weak  
Equity  
Leadership  
Column**

Board and Superintendent



# Align Against Systemic Inequity Traps



Systems  
(Design)

Leadership

Systems  
(Design)

Extreme SES  
Range  
Pressures

Acceleration vs  
Remediation

New Tracking

Leadership

Stigmatization

AVHS Function

Language and  
Beliefs

Quiet the  
Noise

# **Pushing our Thinking and Actions to Meet the Moment**

**Orenda**

