College Readiness Among African-American Students

The Education Trust-West

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Goals and Objectives

• Walk away with understanding of ETW tools for increasing college readiness among African-American students in districts/schools.

• Call To Action: Break the cycles of low-expectations and low-achievement and promote college readiness in your community or school site.
Agenda

• Review college readiness statistics for African-American students in CA
• Discuss the Educational Opportunity Audit, a district reform effort undertaken by the Education Trust-West to increase access to college for low-income students and students of color
• Activity: Examining transcripts to monitor college readiness
• Discussion/Questions
The Education Trust – West

*Mission Statement*

The Education Trust – West works for the high academic achievement of all students at all levels, kindergarten through college, and toward forever closing the achievement gaps that separate low-income students and students of color from other youth.

Our basic tenet is this: All children will learn at high levels when they are taught to high levels.
College Readiness

• ACCESS of required coursework (All 15 A-G courses)

• SUCCESS in required coursework (All 15 A-G courses)

• PARTICIPATION and SUCCESS in college placement exams
# Reviewing UC/CSU A-G Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>UC/CSU “A-G” Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Social Studies</td>
<td>College Prep World History/Cultures/Geography - 10</td>
</tr>
<tr>
<td></td>
<td>College Prep US History/Government – 10</td>
</tr>
<tr>
<td>b. English</td>
<td>College Prep English/Language Arts – 40</td>
</tr>
<tr>
<td>c. Mathematics</td>
<td>College Prep Elementary Algebra - 10</td>
</tr>
<tr>
<td></td>
<td>College Prep Geometry - 10</td>
</tr>
<tr>
<td></td>
<td>College Prep Intermediate Algebra II - 10</td>
</tr>
<tr>
<td>d. Sciences</td>
<td>College Prep Biology or Chemistry or Physics (10 Life Science, 10 Physical Science) - 20</td>
</tr>
<tr>
<td>e. Foreign Language</td>
<td>Same College Prep Foreign Language – 20</td>
</tr>
<tr>
<td>f. Visual Performing Arts</td>
<td>College Prep Visual Performing Arts – 10</td>
</tr>
<tr>
<td>g. Electives</td>
<td>College Prep Elective – 10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>None</td>
</tr>
<tr>
<td>Required Testing</td>
<td>SAT reasoning or ACT with writing and SAT Subject exam</td>
</tr>
<tr>
<td>Other</td>
<td>Students must earn a “C” or above in each of the required classes to meet eligibility requirements.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150 credits</strong></td>
</tr>
</tbody>
</table>
California High School Graduation Rates and A-G Graduation Rates, by Ethnicity, 2008

Source: California Department of Education, 2009; Raising the Roof-Graduation rates calculated using Averaged Freshman Graduation Rate (AFGR)
Let’s further examine this statistic...

• In 2004, **47,631** African-American students entered high school in the ninth grade

• Four years later in 2008, only **26,026** graduated from high school with a diploma, and **6,060** were eligible to apply to UC/CSU

• Keep in mind, these 6,060 students met only the BASIC requirements to apply to UC/CSU and does not guarantee admission.

Source: California Department of Education, 2009
Gatekeeper Course: Algebra II

Percentage of African-American and White students reaching proficiency in Algebra II (2009)

Source: California Department of Education, 2009; Enrollment rates for all grades; Proficiency rates for Algebra II among 11th graders
## SAT Scores

<table>
<thead>
<tr>
<th></th>
<th>READING</th>
<th>MATH</th>
<th>WRITING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>439</td>
<td>428</td>
<td>436</td>
<td>1303</td>
</tr>
<tr>
<td>White</td>
<td>543</td>
<td>549</td>
<td>539</td>
<td>1631</td>
</tr>
<tr>
<td>Average UC-admitted freshman SAT score*</td>
<td>530-665</td>
<td>561-692</td>
<td>532-676</td>
<td>1623-2033</td>
</tr>
</tbody>
</table>

Source: The College Board, College-Bound Seniors: State Profile Report, 2009; Data includes only college-bound seniors in 2009 who graduated HS and took SAT; *ranges include differences between UC campuses

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California Early Assessment Program (EAP) English Results, by ethnicity 2009

Source: California State University, Early Assessment Program data, 2009
Report after report confirming the same bleak news – America is losing ground because there are not enough well-educated young people to take on jobs the 21st century demands.
More Post-Secondary Education Needed for the New Jobs

Figure 4-7. Nearly Two-Thirds of New Jobs Are Expected to Be Filled by Workers with Some Post-Secondary Education

Earlier & More Rigorous Preparation is Required
...Even in Jobs We Don’t Expect

<table>
<thead>
<tr>
<th>Plumbing-Heating-Air Conditioning</th>
<th>Construction and Engineering</th>
<th>Culinary Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four or five years of apprenticeship and/or post-secondary training</td>
<td>Four or five years of apprenticeship and/or post-secondary training</td>
<td>SAT, ACT or Accuplacer test</td>
</tr>
<tr>
<td>Algebra, plane geometry, trigonometry and statistics</td>
<td>Algebra, plane geometry</td>
<td>Math – Algebra, ratios, conversions, accounting</td>
</tr>
<tr>
<td>Physics, chemistry, biology, engineering economics.</td>
<td>Critical thinking, problem solving, reading and writing</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High school diploma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foreign Language</td>
</tr>
</tbody>
</table>
Why the focus on college readiness for African-American students?

• African-American students represent 3% of the UC undergrad population, and 6% of the CSU undergrad population (a combined 27,900)

Source: California Postsecondary Education Commission, 2008

Source: California Postsecondary Education Commission, 2009; African-American college-aged population in CA is total number between 18-24, regardless of high school graduation status; CSU and UC enrollment numbers are total undergraduate student enrolled in UC and CSU systems each year.
Where does that leave the rest of our African-American youth?

• Community College
  – Enrollment in community colleges
    • The six-year graduation rate from CSU’s for African-American community college transfers is only 6%!

• Workforce
  – African-American high school graduates earn approximately $19,000 less per year than their peers who go on to earn a Bachelor’s degree.
  – High school graduates face higher unemployment rates

• Juvenile Detention/Prison

Source: Bureau of Labor Statistics, California Postsecondary Education Commission, 2008; California State University, Analytic Studies, 2008
Breaking the Cycle

Where do we begin intervening to make substantial improvements in our educational system and increase the future opportunities for African-American youth?
The Educational Opportunity Audit is a district reform effort undertaken by ETW to increase access to college for low-income students and students of color.
The Education Trust – West Educational Opportunity Audit (EOA): Unwrapping the Audit Process

Purpose

• Assess current levels of student preparation for college and career readiness
• Assess school capacity
• Identify the changes necessary to implement a college preparatory curriculum for all students
The Education Trust – West Educational Opportunity Audit (EOA): Unwrapping the Audit Process

Components

• Examining student performance trends
• Examining students’ journey through high school
• Examining school organization around teaching and learning
• Examining attitudes and beliefs of key stakeholders
• Examining institutional practice
Transcript Review as a Tool for Monitoring College Readiness
Transcripts as a Tool For Monitoring College Readiness

Why the transcript?

**Access** - Identify which courses students are being placed into

**Success** - See which courses/ programs/ subgroups of students are successful and unsuccessful

**Identify patterns** of access and success that may not be otherwise evident
Transcripts as a Tool For Monitoring College Readiness

Transcript review exercise
“Anywhere” High School Class of 2009
UC/CSU Chokepoints – by Subject Area

Source: EdTrust-West analysis of transcript data.
Transcripts as a Tool For Monitoring College Readiness

Examples of which transcripts to analyze?

- Senior transcripts of most recent graduating class (Full 4 year access and success)
- Freshman transcripts of current year (freshman access)
- Current sophomore transcripts (freshman year success and access – freshman year is key)
Transcripts as a Tool For Monitoring College Readiness

Other transcript analysis considerations

• Sample sizes (randomized or “census”)
• Subgroups and special populations
• Monitoring progress and setting indicators
Questions?

• Questions about the transcript review/analysis?
• Questions about the other tools or the Educational Audit Process
Percentage of courses approved to meet UC/CSU A-G requirements. Currently, “Anywhere” High School does not offer enough college-prep courses.

Source: EdTrust-West analysis of master schedule.
The Odyssey Ninth Grade

Low-level Assignment: Knowledge Level

Divide class into 5 groups:

**Group 1** designs a brochure titled "Odyssey Cruises". The students **listen** to the story and write down all the places Odysseus visited in his adventures, and lists the cost to travel from place to place.

**Group 2** designs a map routing Odysseus's trip home and tells what happened at each place he stopped on the map.

**Group 3** researches all the gods and goddesses that are in the story and tells how each affected Odysseus's trip home.

**Group 4** draws pictures of each adventure.

**Group 5** takes the names of the characters in the story and gods and goddesses in the story and designs a crossword puzzle.
The Odyssey  
Ninth Grade

Mid-level Assignment: Application Level

• Why do you think Homer begins the work by having Zeus discuss Aigísthos' murder?

• What customs can we see dealing with how one is to treat strangers?

• What does Telémakhos' treatment of his mother show about the views of the Akhaíans toward women?

• What kind of limits do the gods have?

• Many people questions whether the Akhaïans believed there was such a thing as free will. Reread Zeus' comments on Aigísthos. Did he chose what he did or did the gods choose it?
The Odyssey          Ninth Grade

High-level Assignment: Analysis/Synthesis Level

Comparison/Contrast Paper Between Homer's Epic Poem, *The Odyssey* and the Movie "0 Brother Where Art Thou"

By nature, humans compare and contrast all elements of their world. Why? Because in the juxtaposition of two different things, one can learn more about each individual thing as well as something about the universal nature of the things being compared.

For this paper 2-3 page paper you will want to ask yourself the following questions: what larger ideas do you see working in *The Odyssey* and "0 Brother Where Art Thou"? Do both works treat these issues in the same way? What do the similarities and differences between the works reveal about the underlying nature of the larger idea?
The Odyssey  Ninth Grade

High-level Assignment: Analysis/Synthesis Level

Your thesis will take a position on the "larger idea" then you'll break that larger idea into smaller, but related ideas, i.e., components of the larger idea-those will form the basis for the topic sentences of each of your body (or developmental) paragraphs. Then, in the space of your body paragraphs, you'll use specific, concrete support from both The Odyssey and "O Brother Where Art Thou."

Some "larger ideas" you might want to consider:
Women, or the feminine elements in the works/ Men, or the masculine elements in the works/ War, or fighting, aggression
Mentors, teachers, leaders/ Fortune, wealth/ Fate, free-will
The role of characters' personas, shadows, animas/The role of characters' ids, egos, superegos/ Love, Lust, desire/ Homecoming/ Journeys/
Relationship between parents and children/ Stupidity, Ignorance/
Intelligence, Scheming/ Manipulation, Persuasion/ Your Ideas!
And after the Educational Opportunity Audit?
Blueprint for implementation

• Uses findings from Educational Opportunity Audit report to develop comprehensive plan for improvement
• Steering Committee
• Working Committee
Examples of how schools have used the blueprint process to improve college readiness

Data showing district has overrepresentation of African-American students in special education.

District closely examines its institutional practices for categorizing Special Education students.
Examples of how schools have used the blueprint process to improve college readiness.

Students who are athletes not having access to the more rigorous courses available due to master schedule.

Schools taking a look at their master schedules and ensuring that all students have access to rigorous course sections regardless of their athletic commitments.
Examples of how schools have used the blueprint process to improve college readiness.

- African-American and Latino students not accessing AP/Honors coursework.
- District opening up AP/Honors courses for all students and ensuring equity in this process.
Moving Forward...
Examples of what can be done at the school, district, state level to increase college access among African-American students

- Improved models of accountability
- Increased expectations for all students
- Defined four-year plan for each student that tracks progress of A-G requirements
Examples of what can be done at the school, district, state level to increase college access among African-American students

• Community mobilization
• Systematized professional development for administrators, counselors, and teachers
• A-G aligned graduation requirements at the district level
Those most impacted by the reform we seek must have a seat at the table in determining the course that reform will take.

GET INVOLVED
What YOU Can Do

• Review your students’ transcripts to see what is happening at your school.
• Set goals your child around being college and career ready.
• Ensure your child is getting the support they need.
• Know who is teaching your child.
• Hold the line on college and career ready for ALL students.
The Education Trust—West

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