Improving Achievement, Closing Gaps, and Preventing Dropouts: Where are we? What do we need to do?

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The Education Trust—West

Orange County Dropout Prevention Summit
Anaheim, CA
February 19, 2009
California is hobbled by twin achievement gaps...
...first, between our state and the rest of the nation
2007 NAEP Grade 4 Reading
Average Overall Scale Scores by State

2007 NAEP Grade 4 Reading
Average Latino Scale Scores by State

Proficient Scale Score: 238

2007 NAEP Grade 8 Math
Average Overall Scale Scores by State

Proficient Scale Score: 299

National Average
California

2007 NAEP Grade 8 Math
Average African American Scale Scores by State

Proficient Scale Score: 299

Let’s be clear.
It’s not our demographics.
2007 NAEP Grade 8 Math
Average White Scale Scores by State

Proficient Scale Score: 299

National Average

California

...second, between low-income students and students of color and their more advantaged peers
CALIFORNIA
8th grade ELA, CST 2008
By Ethnicity

Source: California Department of Education, 2008
CALIFORNIA
11th grade ELA, CST 2008
By Ethnicity

Source: California Department of Education data, 2008
CALIFORNIA
Algebra I (Grades 7-11), CST 2008
By Ethnicity

Source: California Department of Education data, 2008
CALIFORNIA
Algebra II (Grades 7-11), CST 2008
By Ethnicity

Source: California Department of Education data, 2008

[Bar chart showing performance by ethnicity and proficiency level for Algebra II in Grades 7-11, CST 2008]
By the end?
CALIFORNIA
Reported Graduation Rates, Class of 2007

Graduation Rate: 68%
Other Graduation Rate: 81%

Source: California Department of Education data, 2008
CALIFORNIA
More Accurate Graduation Rates, Class of 2007

Source: Education Trust-West Analysis of CDE data, using the Manhattan Institute methodology
What are they graduating with?
COLLEGE-READY GRADUATION RATES
9th graders graduating four years later with A-G mastery*
Class of 2007

*Students who have completed the A-G course sequence with a “C” or better in each class.

Source: ETW’s Raising the Roof, 2008, Manhattan Institute Methodology
COLLEGE READY GRADUATION RATES
CALIFORNIA
Class of 2004-Class of 2007

Source: ETW’s Raising the Roof, 2008, Manhattan Institute Methodology
COLLEGE READY GRADUATION RATES
CALIFORNIA, By Ethnicity
Class of 2004- Class of 2007

Source: ETW’s Raising the Roof, 2008, Manhattan Institute Methodology
CALIFORNIA
4-Year High School Dropout Rate, By Ethnicity
Class of 2007

Source: California Department of Education data, 2008
CALIFORNIA
Grade 12 Dropouts
Class of 2004—Class of 2007

Source: ETW analysis of CDE data, using Manhattan Institute Methodology
Source: California Department of Education, 2008
Of Every 100 9th Graders in California:

20 Enroll in community college
13 Enroll in a 4-year state university

Class of 2007

Source: California Educational Opportunity Reports: African American and Latino, 2007. UCLA IDEA and UC ACCORD
Of Every 100 African American 9th Graders in California:

18 Enroll in community college
9 Enroll in a 4-year state university

Class of 2007

Source: California Educational Opportunity Reports: African American and Latino, 2007. UCLA IDEA and UC ACCORD
Of Every 100 Latino 9th Graders in California:

17 Enroll in community college
7 Enroll in a 4-year state university

Class of 2007

Source: California Educational Opportunity Reports: African American and Latino, 2007. UCLA IDEA and UC ACCORD
It doesn’t have to be this way

Two things we could do right now to better understand this issue, raise achievement, and prevent dropouts
1) Prioritize accurate information

Build a comprehensive, longitudinal data system with unique student identifiers
Bring CALPADS and CALTIDES fully online

Link to Higher Ed and social service

Utilize Federal Stimulus money
2) Raise academic rigor for all students

Align high school graduation requirements with the UC/ CSU A-G course sequence
Black & Latino Students: Fewer Enrolled in Necessary A-G Courses by 12th Grade

Many Senior Schedules Lack Any Rigor

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concert Band</td>
<td>• Senior Math</td>
<td>• Late Arrival</td>
</tr>
<tr>
<td>• Library Practice</td>
<td>• Teacher Assistant</td>
<td>• Concert Band</td>
</tr>
<tr>
<td>• Office Practice</td>
<td>• Short Story</td>
<td>• Marching Band</td>
</tr>
<tr>
<td>• American Government</td>
<td>• Office Practice</td>
<td>• Senior Math</td>
</tr>
<tr>
<td>• Marching Band</td>
<td>• Early Departure</td>
<td>• Senior Math</td>
</tr>
<tr>
<td>• Teacher Assistant</td>
<td></td>
<td>• Office Practice</td>
</tr>
<tr>
<td>• Art Fundamentals</td>
<td></td>
<td>• Latin American Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Food Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Early Departure</td>
</tr>
</tbody>
</table>

Source: EdTrust—West Transcript Analysis of unnamed Southern California District
The success of San Jose Unified dispels debilitating myths about what kids—and adults—can achieve.
San José Unified Demographics

- 51% Hispanic
- 28% White
- 13% Asian
- 4% African/American
- 4% Other

- 39% Low SES
- 28% EL
- 87% Spanish Speaking

Source: EdTrust West analysis of California Department of Education data
SJUSD Seniors who take at least one AP course

Source: EdTrust West analysis of California Department of Education data
SJUSD Senior AP scores of 3 or higher

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
<th>Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>44%</td>
<td>748 tests</td>
</tr>
<tr>
<td>2004</td>
<td>57%</td>
<td>1197 tests</td>
</tr>
<tr>
<td>2005</td>
<td>61%</td>
<td>1254 tests</td>
</tr>
<tr>
<td>2006</td>
<td>78%</td>
<td>1277 tests</td>
</tr>
</tbody>
</table>

Source: EdTrust West analysis of California Department of Education data
SJUSD Graduation Rates

Source: Ed Trust West analysis of CA Dept of Ed data, 2007, using Manhattan Methodology
SJUSD
Latino Graduates College-Ready
San Jose vs. California, 1994-2006

Source: EdTrust West analysis of California Department of Education data
SJUSD
African American Graduates College-Ready
San Jose vs. California, 1994-2006

Source: EdTrust West analysis of California Department of Education data
What about CTE?
## A-G, CTE, and Room for Electives

<table>
<thead>
<tr>
<th>Subject</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Prob / Stat</td>
</tr>
<tr>
<td>Science</td>
<td>Physical Science</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td>Social Studies</td>
<td>World History</td>
<td>US History</td>
<td>American Govt / Economics</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Spanish 1</td>
<td>Spanish 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE</td>
<td></td>
<td>Computer Technology</td>
<td>Computer Programming 1</td>
<td>Computer Programming 2</td>
</tr>
<tr>
<td>Elective</td>
<td>Academic Lit/ Multicultural Ed</td>
<td></td>
<td>Art 1</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td>PE Rest</td>
<td>Culinary Arts</td>
</tr>
</tbody>
</table>
The divisions between “college-ready” and “work-ready” are increasingly irrelevant and immaterial.
## Ready for Career is Ready for College

<table>
<thead>
<tr>
<th>Tool and Die Makers</th>
<th>Sheet Metal Workers</th>
<th>Auto Technicians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>Algebra</td>
<td>Physics</td>
</tr>
<tr>
<td>Geometry</td>
<td>Geometry</td>
<td>Force</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Trigonometry</td>
<td>Hydraulics</td>
</tr>
<tr>
<td>Statistics</td>
<td>Technical Reading</td>
<td>Friction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electrical circuits</td>
</tr>
</tbody>
</table>
## Even in Jobs We Don’t Expect...

<table>
<thead>
<tr>
<th>Plumbing Heating-Air Conditioning</th>
<th>Construction and Engineering</th>
<th>And ALL require strong fluency and literacy skills in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Algebra</td>
<td>• Algebra</td>
<td></td>
</tr>
<tr>
<td>• Plane Geometry</td>
<td>• Plane Geometry</td>
<td></td>
</tr>
<tr>
<td>• Trigonometry</td>
<td>• Critical thinking</td>
<td></td>
</tr>
<tr>
<td>• Statistics</td>
<td>• Problem Solving</td>
<td></td>
</tr>
<tr>
<td>• Physics</td>
<td>• Reading and Writing</td>
<td></td>
</tr>
<tr>
<td>• Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Our Country: Growing Need for Higher Levels of Education

Projections of Education Shortages and Surpluses in 2012

Shortage

- Bachelor’s Degree and Above
- Associates Degree
- Some College
- High School

Surplus

- Less Than High School

Ultimately, good systems always and aggressively tackle the myth that “Closing the achievement gap is unfair...and unachievable.”
May be unfair.

If ours were a just nation, we wouldn’t allow so many of our children to live in such miserable circumstances.
But it is not un-achievable.