



College Readiness Among African-American Students

The Education Trust-West

WRCEBC Conference

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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.

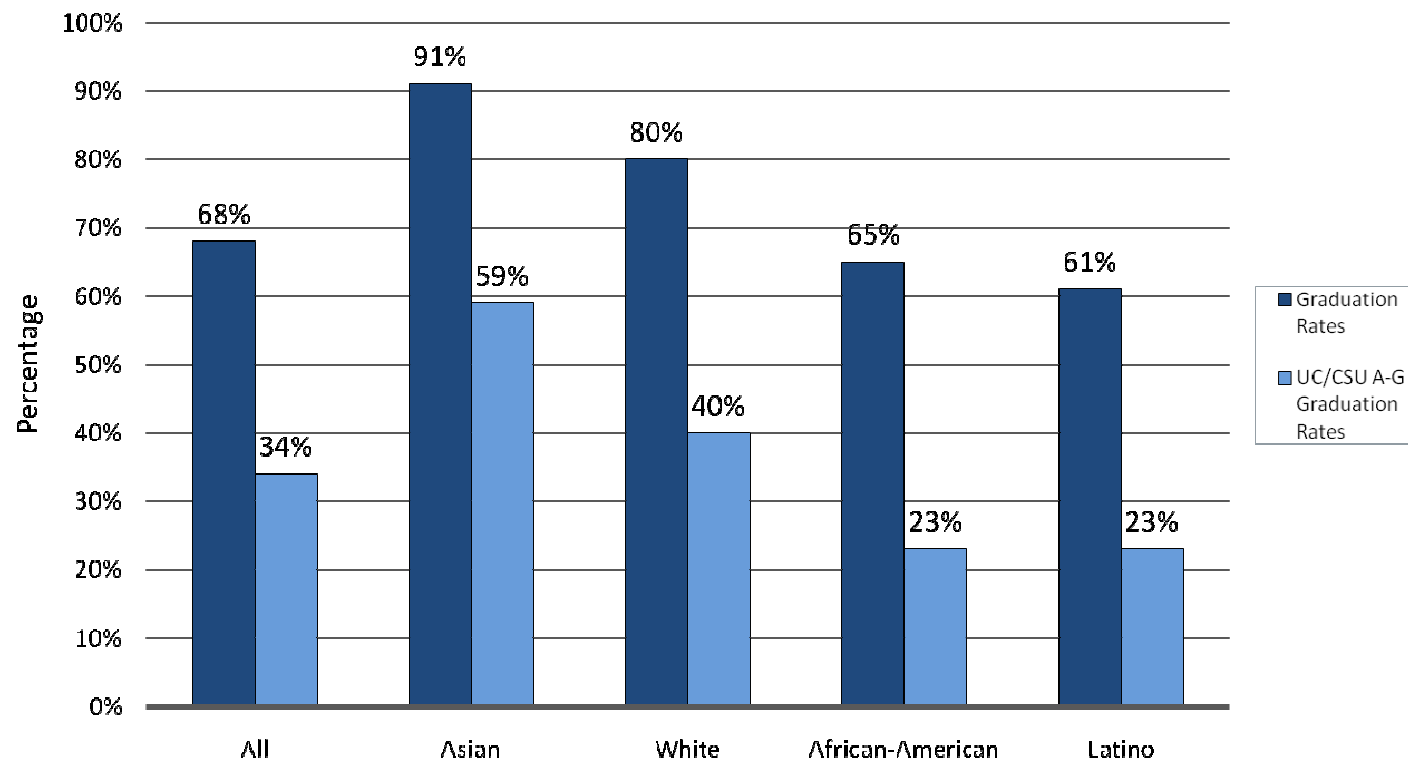
College Readiness

- 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

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

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)

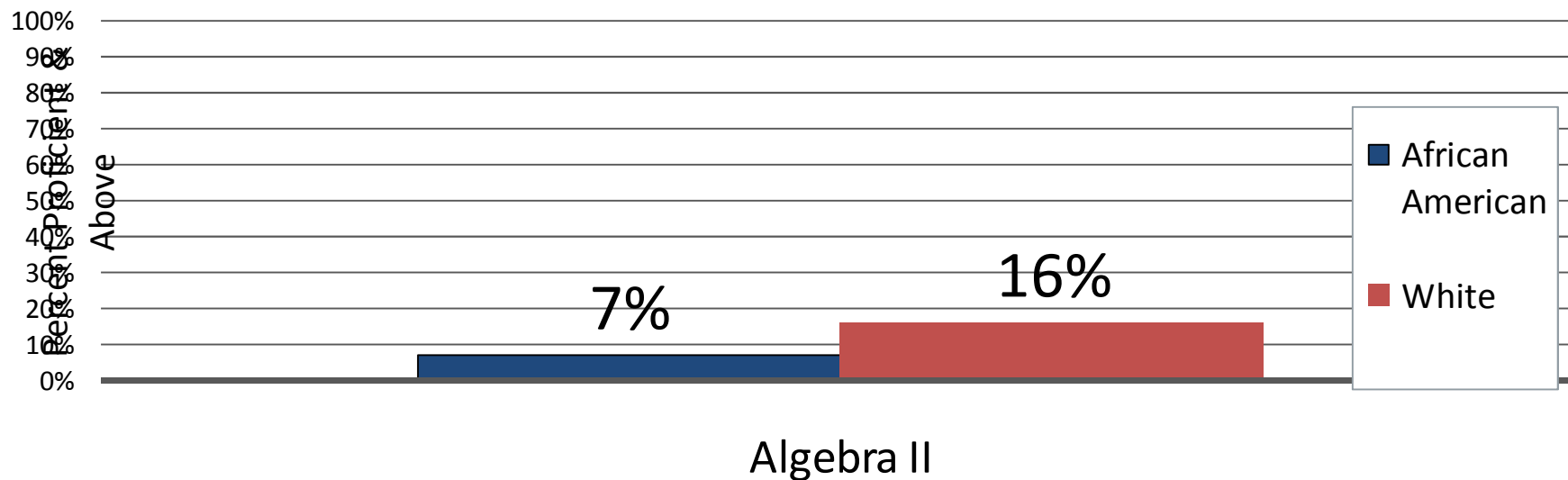
Let's further examine this statistic...

- 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)



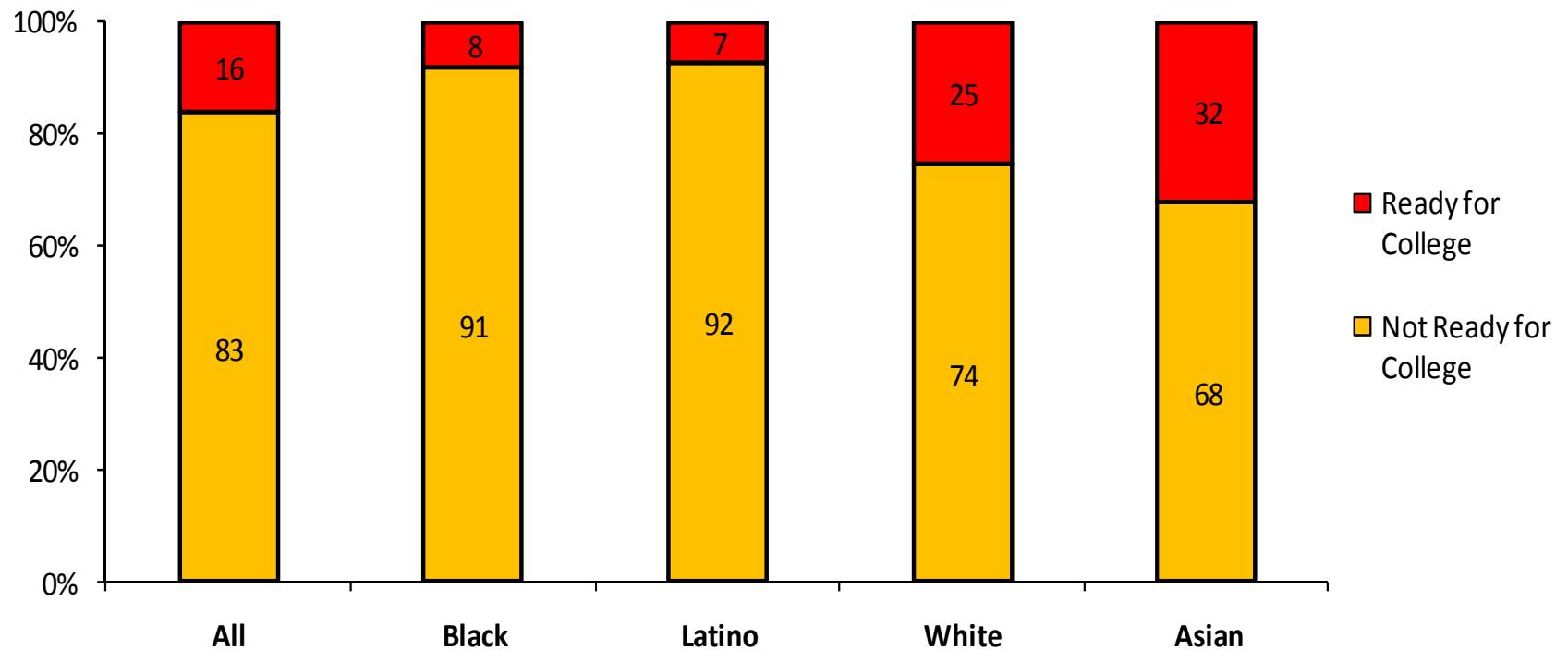
Source: California Department of Education, 2009; Enrollment rates for all grades; Proficiency rates for Algebra II among 11th graders

SAT Scores


	READING	MATH	WRITING	TOTAL
African-American	439	428	436	1303
White	543	549	539	1631
Average UC-admitted freshman SAT score*	530-665	561-692	532-676	1623-2033

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

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



Source: California State University, Early Assessment Program data, 2009

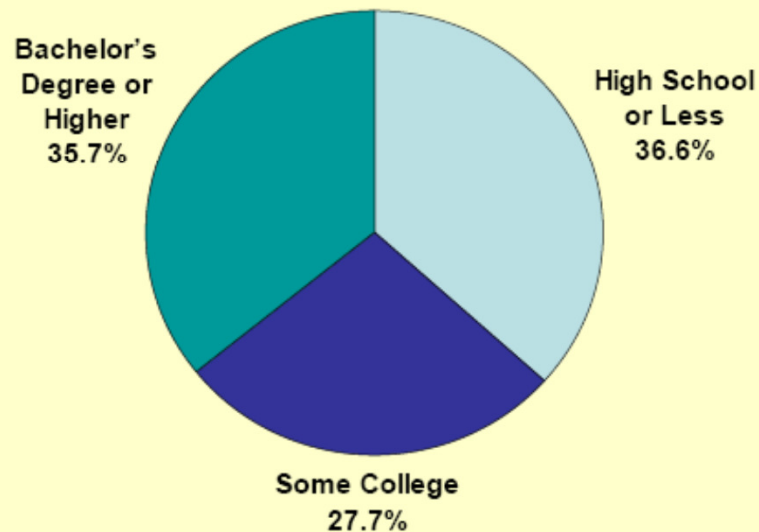


Report after report confirming the same bleak news – America is losing ground because there are not enough well-educated young people to take on jobs the 21st century demands.

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

Projected Employment Change, by Educational Attainment



Source: Bureau of Labor Statistics, Employment Projections program, National Employment Matrix 2004-2014.

Source: America's Dynamic Workforce. US Department of Labor (August 2006). Retrieved from: http://www.dol.gov/asp/media/reports/workforce2006/ADW2006_Full_Text.pdf

Earlier & More Rigorous Preparation is Required

...Even in Jobs We Don't Expect

Plumbing-Heating-Air Conditioning

- Four or five years of apprenticeship and/or post-secondary training
- Algebra, plane geometry, trigonometry and statistics
- Physics, chemistry, biology, engineering economics.

Construction and Engineering

- Four or five years of apprenticeship and/or post-secondary training
- Algebra, plane geometry
- Critical thinking, problem solving, reading and writing

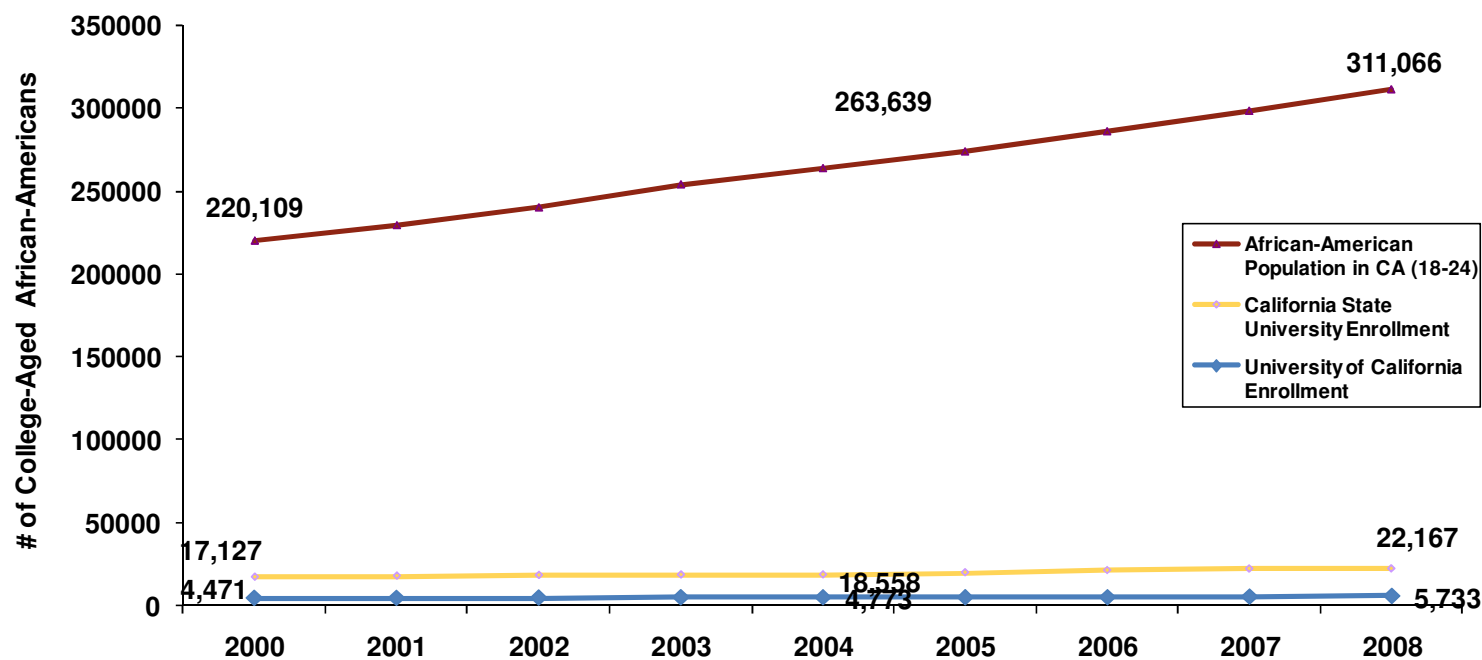
Culinary Arts

- SAT, ACT or Accuplacer test
- Math – Algebra, ratios, conversions, accounting
- Science
- Writing skills
- High school diploma
- Foreign Language

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)

Trends in Population and College Enrollment among African-Americans in CA (2000-2008)



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

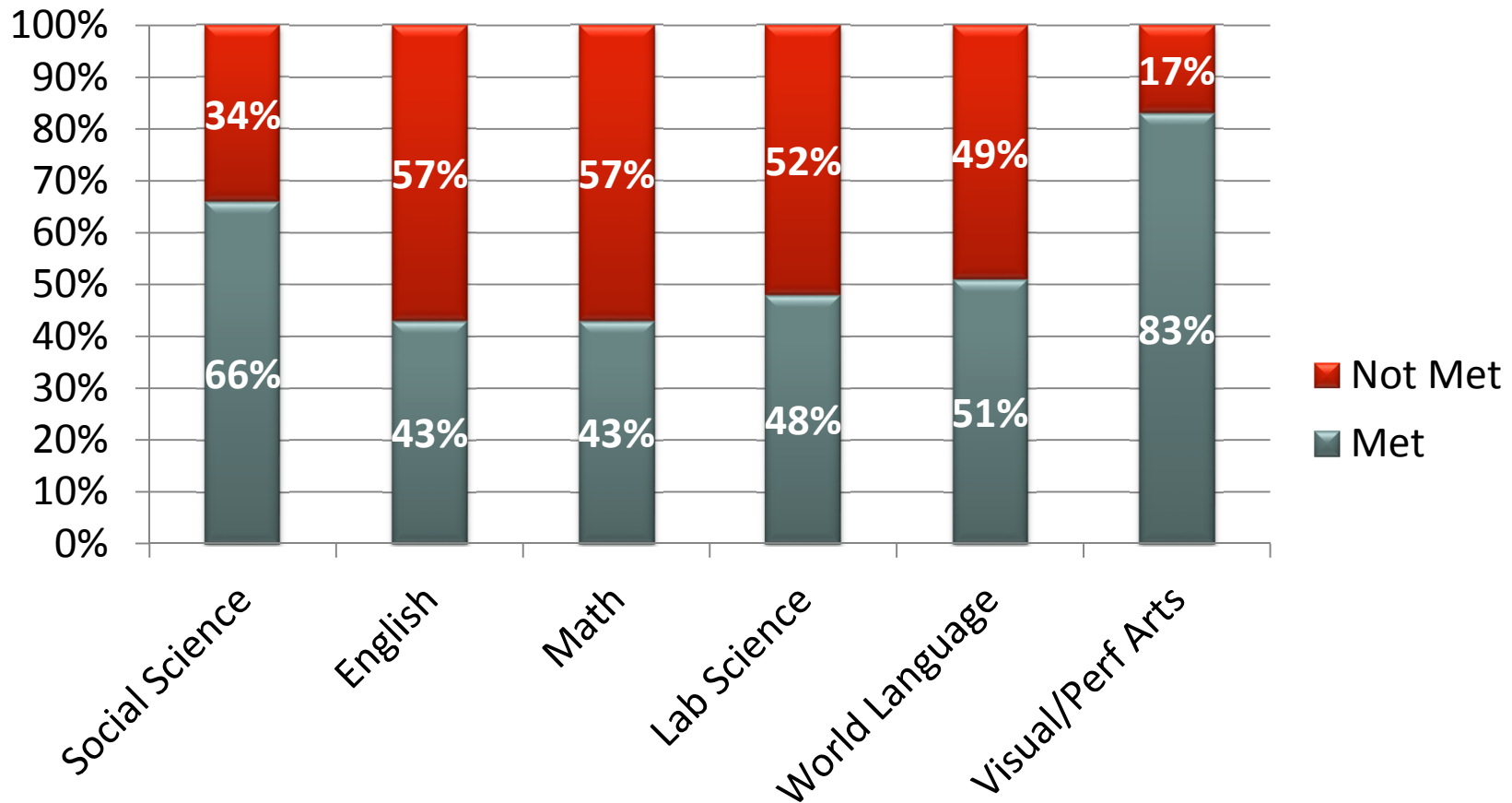
Identify patterns of access and success that may not be otherwise evident



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

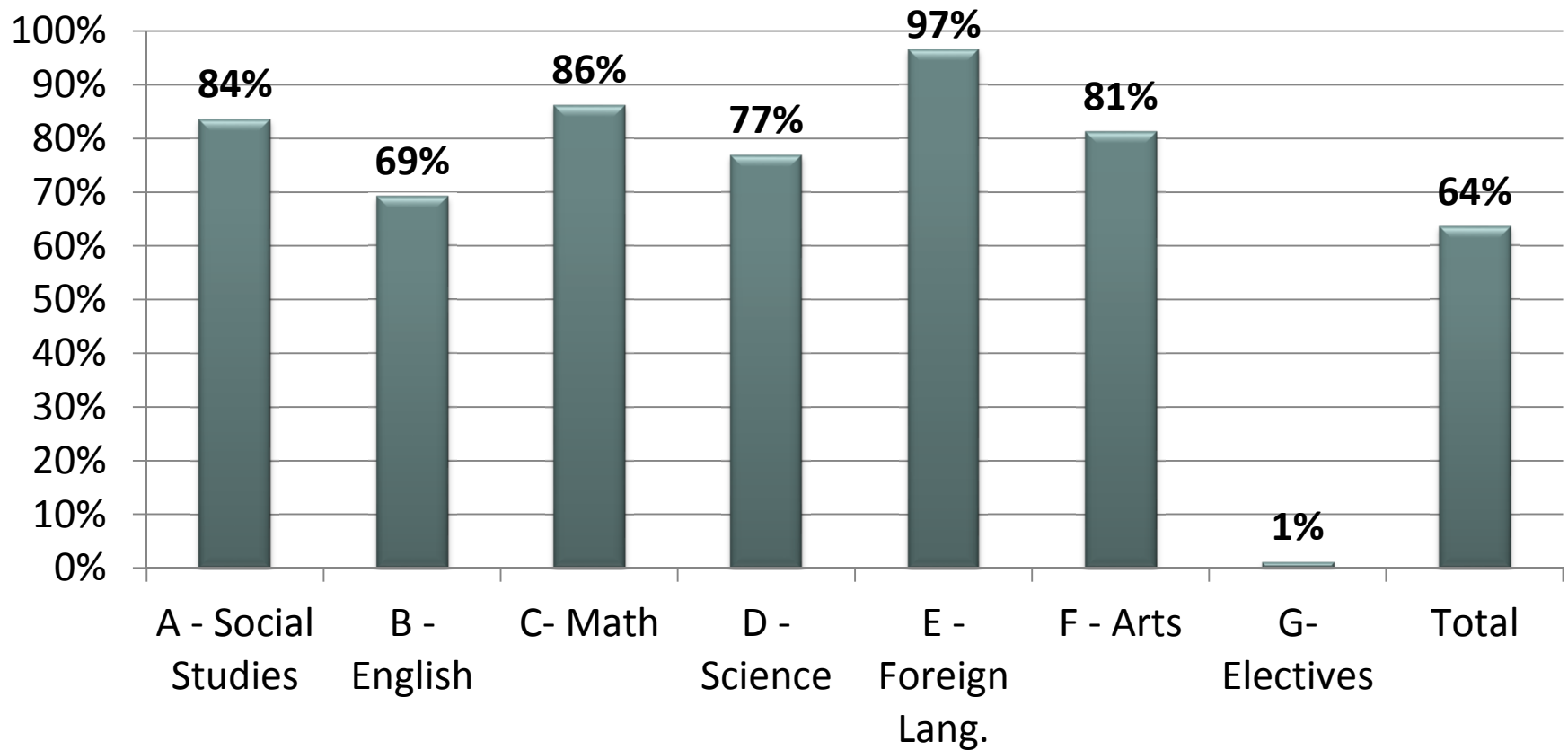
Other transcript analysis considerations

- 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.

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 question whether the Akhaians believed there was such a thing as free will. Reread Zeus' comments on Aigísthos. Did he choose what he did or did the gods choose it?

High-level Assignment: Analysis/Synthesis Level

Comparison/Contrast Paper Between Homer's Epic Poem, *The Odyssey* and the Movie "O 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 "O 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?

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

Closing the gaps in opportunity and
achievement, pre-K through college.

The Education Trust—West

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