Creating a College-Going Culture to Promote Achievement

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Senior Practice Associate
Education Trust-West

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Current State of K-16 Education in California

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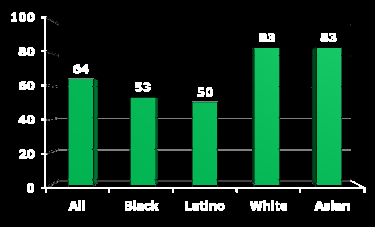
GRADUATION RATES

9th graders who completed high school four years later
Class of 2007



Source: ETW's Raising the Roof, 2008, Manhattan Institute Methodology

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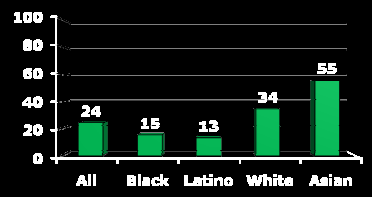
COLLEGE-READY GRADUATION RATES

9th graders who graduated 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

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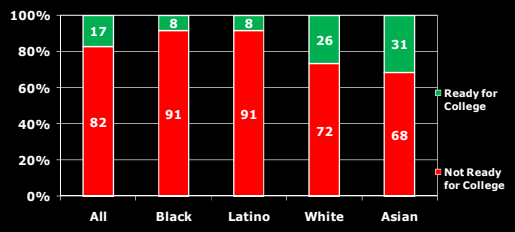
Most Students Not College Ready
California 2008 EAP English



Source: California State University, Early Assessment Program data, 2008

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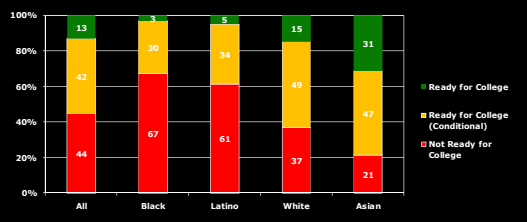
Big College Readiness Gaps
California 2008 EAP Math



Source: California State University, Early Assessment Program data, 2008

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Degrees Awarded to Latinos Statewide

- 26% -- of Associates Degrees Awarded Went to Latino Students.
- 17% -- of Bachelors Degrees Went to Latino Students.
- 12% -- of Masters Degrees Awarded Went to Latino.
- 5% -- of Doctoral Degrees Awarded to Latino Students.

Source: CPEC, 2007

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Moving Toward Solutions

- Graduation Requirements Aligned with A-G
- Creating a College-Going Culture to Promote Achievement

Dispelling myths about what happens to students when the college/career ready curriculum is expected for ALL.

A Case Study: San Jose Unified

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Myth: Requiring a rigorous course of study for all high school students will result in a watered down curriculum.

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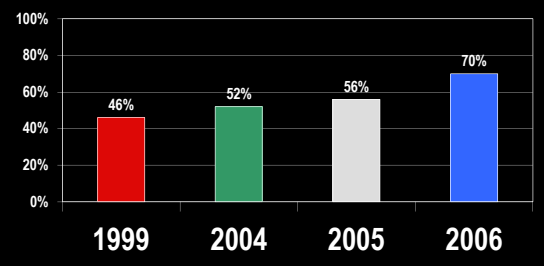
Seniors who take at least one AP course



Source: EdTrust West analysis of California Department of Education data

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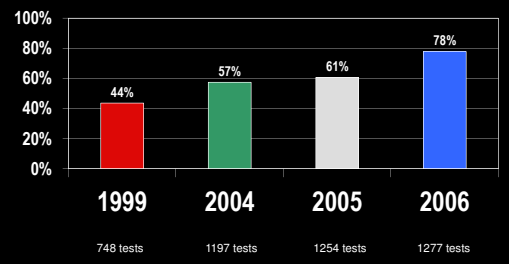
Senior AP scores of 3 or higher



Source: EdTrust West analysis of California Department of Education data

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MYTH: Grades will plummet if all students are expected to complete a college-ready/work-ready curriculum

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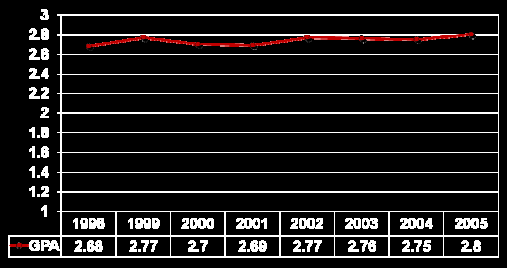
Mean GPA for All SJUSD Graduating Seniors



	1998	1999	2000	2001	2002	2003	2004	2005
GPA	2.68	2.77	2.7	2.69	2.77	2.76	2.75	2.8

Source: EdTrust West analysis of San Jose District data

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MYTH: Tough graduation requirements will cause non college bound students to disengage and drop out

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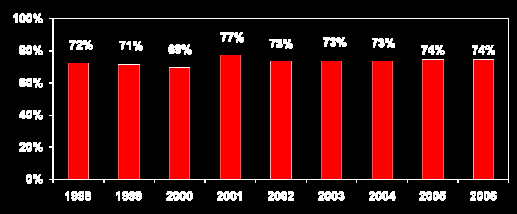
SJUSD Graduation Rates



Estimated completion rate using Manhattan Institute methodology

Source: Ed Trust West analysis of CA Dept of Ed data, 2007

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THE REALITY IS:

A college-ready/career-ready curriculum for all students will result in dramatic increases in the numbers of students, both minority and non-minority, who are eligible to enter UC/CSU directly out of high school.

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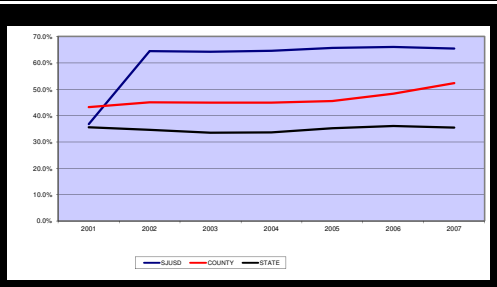
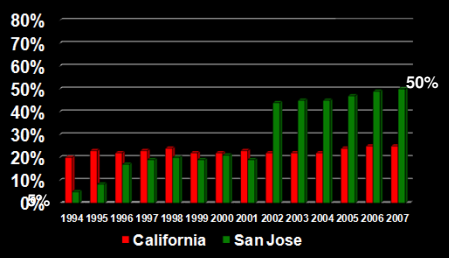
All 12th Grade Graduates 2001-2007 Completing all Courses Required with a "C" or better for UC/CSU Entrance



Source: EdTrust West analysis of California Department of Education data

Latino Graduates College-Ready San Jose vs. California



Source: EdTrust West analysis of California Department of Education data

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"You need a door, or a window. The A-G curriculum gives you that opportunity. I can't imagine not having it. Students will find the motivation, they only need the opportunity.

Personally, I didn't see myself in college until my sophomore year. I had kept up in my school work, but I didn't know what I would do after graduation. It was that persistence; that I had to keep doing well and the bar being raised so high, that made me realize that I was college material."

- Cesar Lopez, Senior, Lincoln High, San Jose Unified

Source: *Students Speak Out*, The Education Trust – West, 2005.

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"They showed me how to fill out a McDonald's application in my Life Skills Class. I think that they should have at least taught me how to fill out a college application or at least tell me what the 'A-G' requirements are,"

- Gabriela Perez, 17, Garfield High School, LAUSD

Source: Alcalá, Christian and Rivera, Selene "Coalition Demands Access to Higher Education", CS March 24, 2005.

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The American Diploma Project (ADP):
CA is the 31st state to join the ADP Network, a coalition of reform-minded states working to close the gap between what is demanded of students in high school and the education they need to be successful in college and careers.

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The policy alone is not enough.

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What do we know about schools who create a college-going culture to promote achievement?

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Schools Dispelling the Myth

Every K-12 School needs to create a college-going culture of achievement

Ralph J. Bunche Elementary School
Compton Unified School District
Carson, California

- 417 students in grades K-5
- 99% African American and Latino
- 40% English Language Learner
- 93% Low-Income

Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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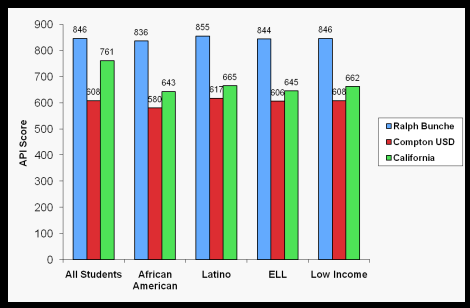
Ralph Bunche Students Outpacing District and State 2007 API



Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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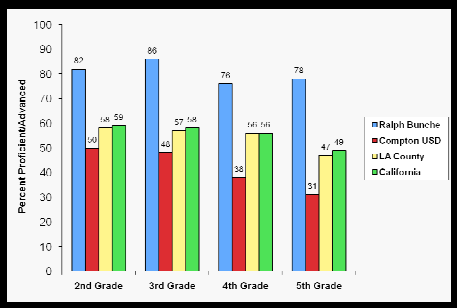
Ralph Bunche Success at Every Grade Level
Math 2007



Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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KIPP San Francisco Bay Academy
San Francisco, California

- 257 students in grades 5-8
- 79% African American and Latino
- 81% Low-Income

Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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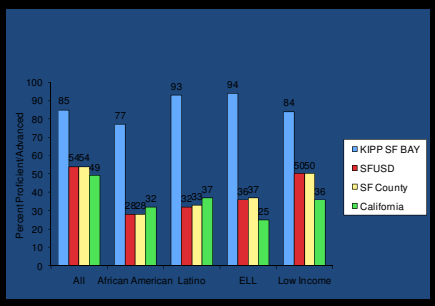
5th Graders' High Achievement at KIPP SF Bay Academy
Math 2007



Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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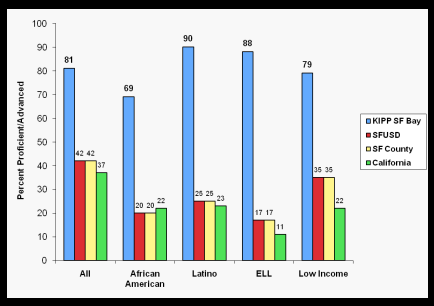
5th Graders' High Achievement at KIPP SF Bay Academy Science 2007



Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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Abraham Lincoln High School

San Jose Unified School District
San Jose, California

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Abraham Lincoln High School
San Jose Unified School District, California

- 1741 students in grades 9-12
- 60% Latino
- 34% Low-Income

Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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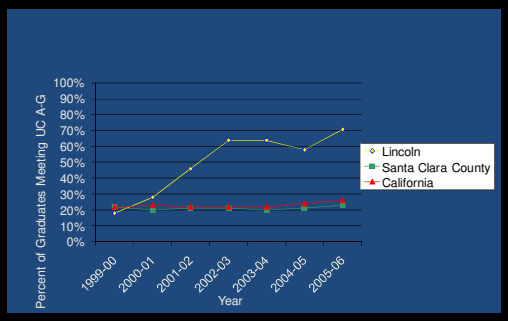
Lincoln High Graduating Latino Students College-Ready at Significantly Higher Rates than the County



Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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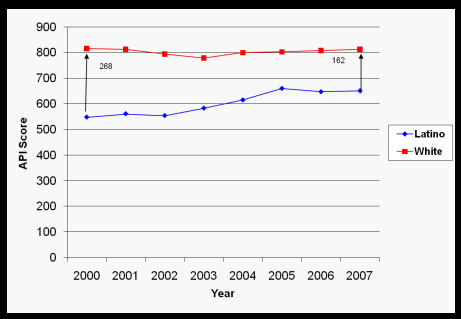
Gap Closing at Lincoln High School



Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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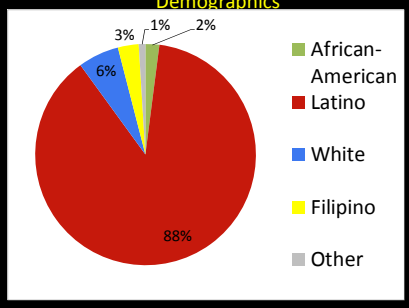
Santa Maria High School Demographics



Source: California Department of Education, 2008

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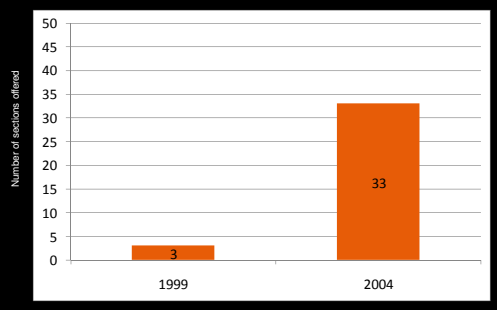
Santa Maria High School
AP Course Offerings



Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

"It's a philosophy: you are going to college-- get on board."

- Nadia Ventura, Santa Maria High School Counselor, College Board 2004 Inspiration Award Winner

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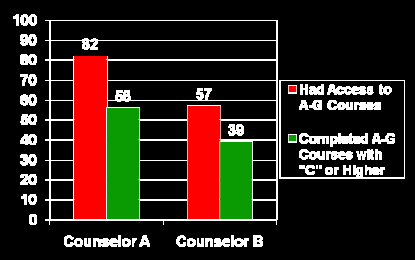
Los Altos High School, Hacienda Heights

- The Education Trust – Gaining Traction Gaining Ground High Impact High School, 2005
- College Board – Inspiration Award Honorable Mention, 2006
- 65% Latino
- 2007 – 35% UC/CSU A-G eligibility
- 2008 – 60% UC/CSU A-G eligibility

Dramatically Different Opportunities for Latino Students Based on Counselor Assignment



Los Altos High School in Southern California 2007-2008 School Year

Source: EdTrust West analysis of transcript data

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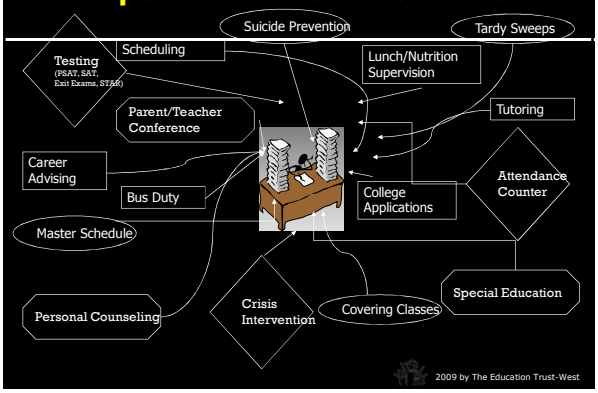
Responsibilities of a Counselor



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#1: Practice Effective Collaboration

Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

#2: Establish an Achievement-Oriented School Climate

Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

#3:Provide Academic and Financial Outreach for Parents

Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

#4: Offer College-Focused Interventions

Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

#5: Partner with Colleges and Community

Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

#6: Share School Leadership

Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

#7: Provide Systemic, Multilevel Counseling Interventions

Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

#8: Use Data to Support Student Achievement

Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

#9: Contribute to School Policies and Practices

Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

#10: Help Counselors to Counsel

Source: College Board Advocacy. *Inspiration & Innovation: Ten Effective Counseling Practices from the College Board's Inspiration Award Schools*, November 2008.

So, what do we learn?

Some schools and institutions that have same mission, same focus and serve essentially same students…get far better results.

The key is building the will to make these the rule rather than the exception.

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