

Achievement in California: 2003-2012

A Story of Slow, Incremental Growth and Persistent
Achievement Gaps

The Education Trust – West Analysis of STAR 2012 Data



The Education Trust–West

For questions or other inquiries, contact:
information@edtrustwest.org

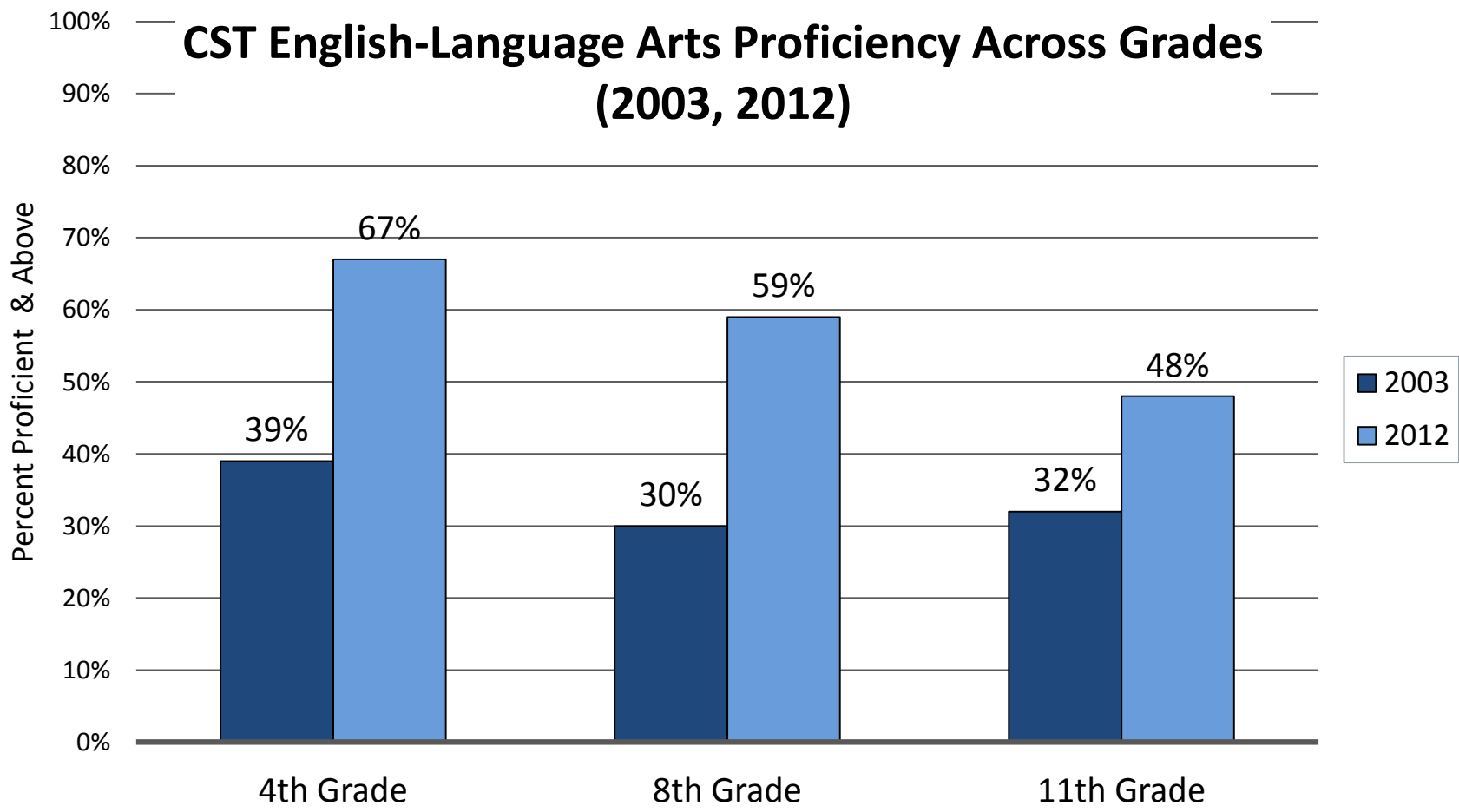
Key Findings from 2012 CST Analysis

- 1. Improved achievement, gaps persist:** Although there has been slow, incremental growth in student performance, it is not enough to close persistent gaps. Gaps remain, and are actually growing between ELs and non-ELs.
- 2. Declining achievement through grade levels:** Gaps are narrowing between high-need students and their more advantaged peers in the elementary core subjects; however, middle and high school student achievement is low for all students, particularly traditionally underserved students.
- 3. Gaps by proficiency bands:** If we look at achievement by proficiency band, we see even greater disparities, with low-income students and students of color disproportionately represented at the lower bands of proficiency.

Key Findings from 2012 CST Analysis

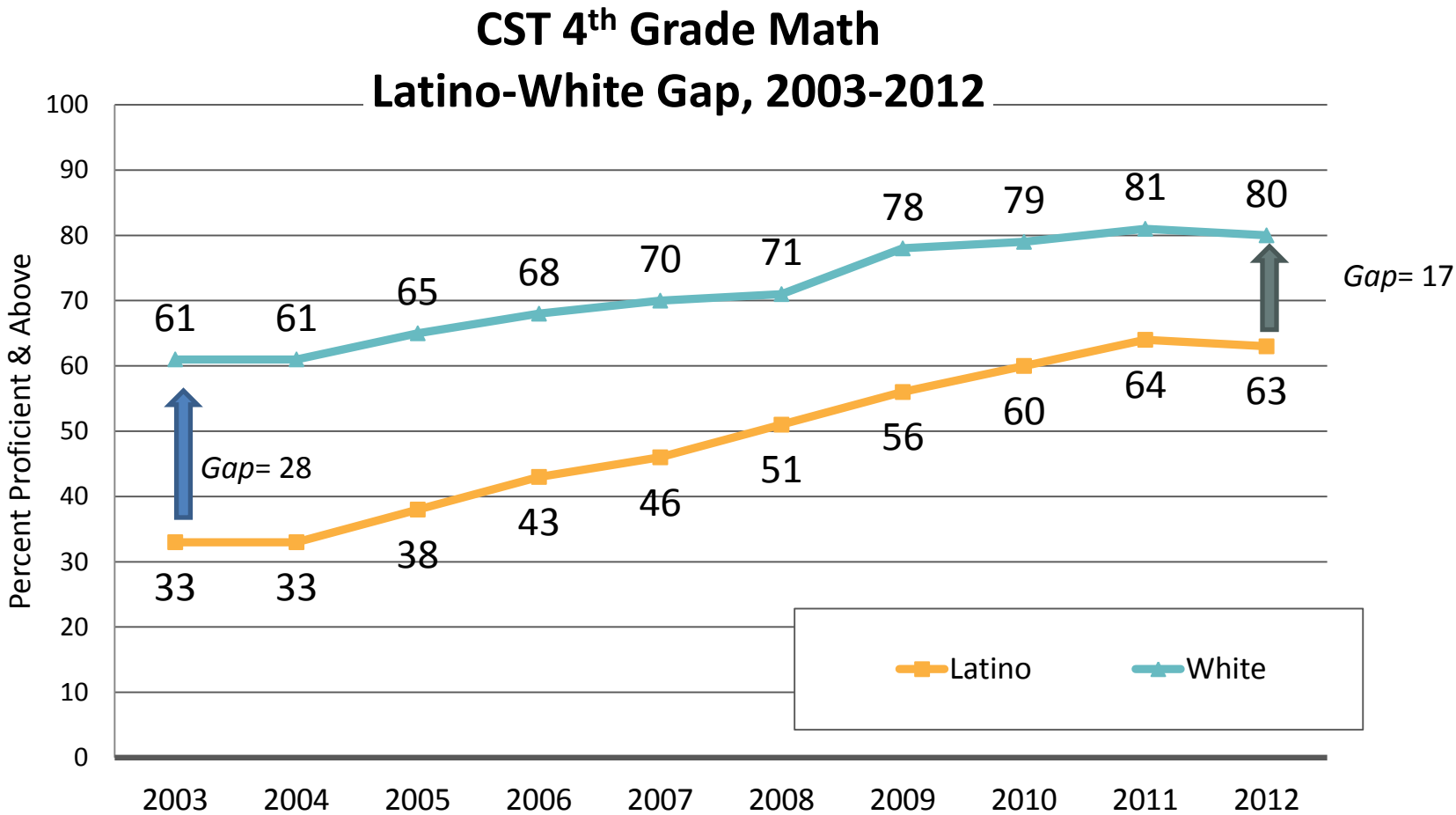
- 1. Improved achievement, gaps persist**
- 2. Declining achievement through grade levels**
- 3. Gaps by proficiency bands**

SUMMARY: More California students are at grade level or above in English-language arts (ELA) today than in 2003; however, as students progress through grade levels, performance dramatically declines.



Source: California Department of Education, 2012

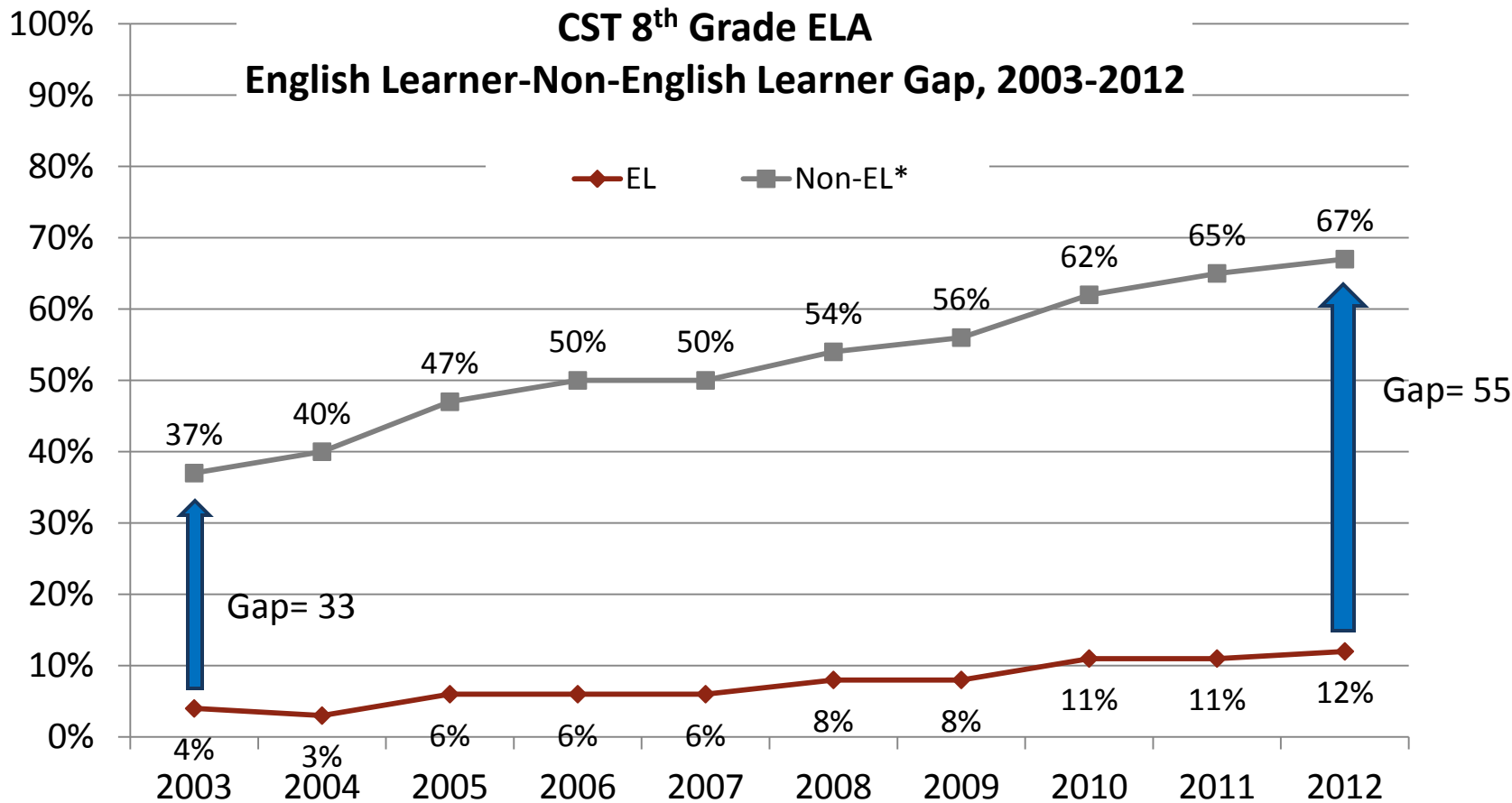
SUMMARY: The proficiency gap between Latino and white fourth graders has narrowed by 11 percentage points in math since 2003. From 2003-2012, proficiency rates for Latino fourth graders in math improved at a faster rate than for their white peers.



Source: California Department of Education, 2012

Gaps between ELs and non-ELs continue to grow, whereas gaps between other groups of students tend to be narrowing.

SUMMARY: The proficiency gap between English learners and non-English learners in 8th grade ELA has grown by 20 percentage points between 2003 and 2012. Most 8th grade EL students struggle to reach proficiency in grade-level reading and writing standards.



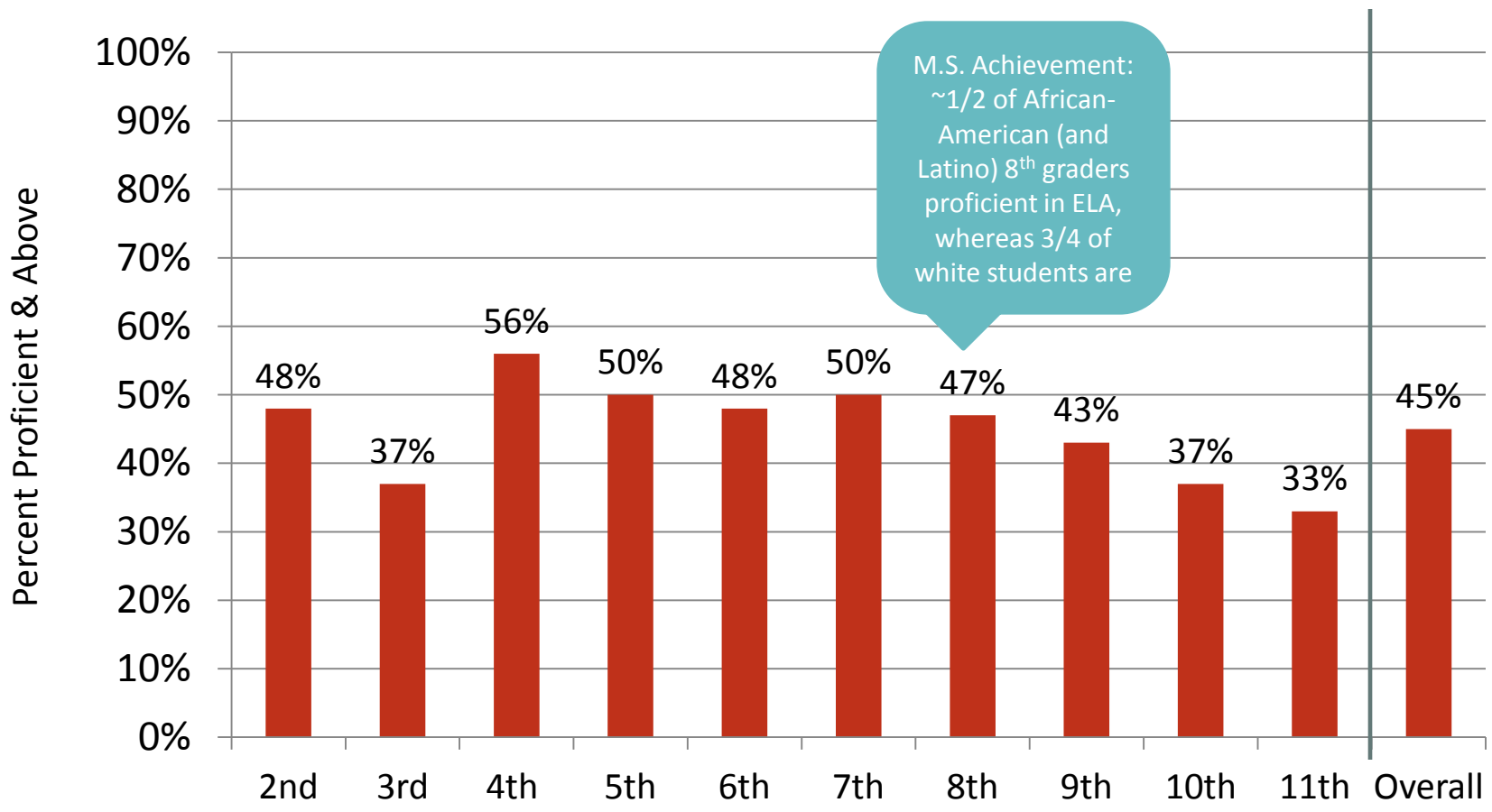
*Note: Non-ELs include Fluent-English Proficient and English Only students

Source: California Department of Education, 2012

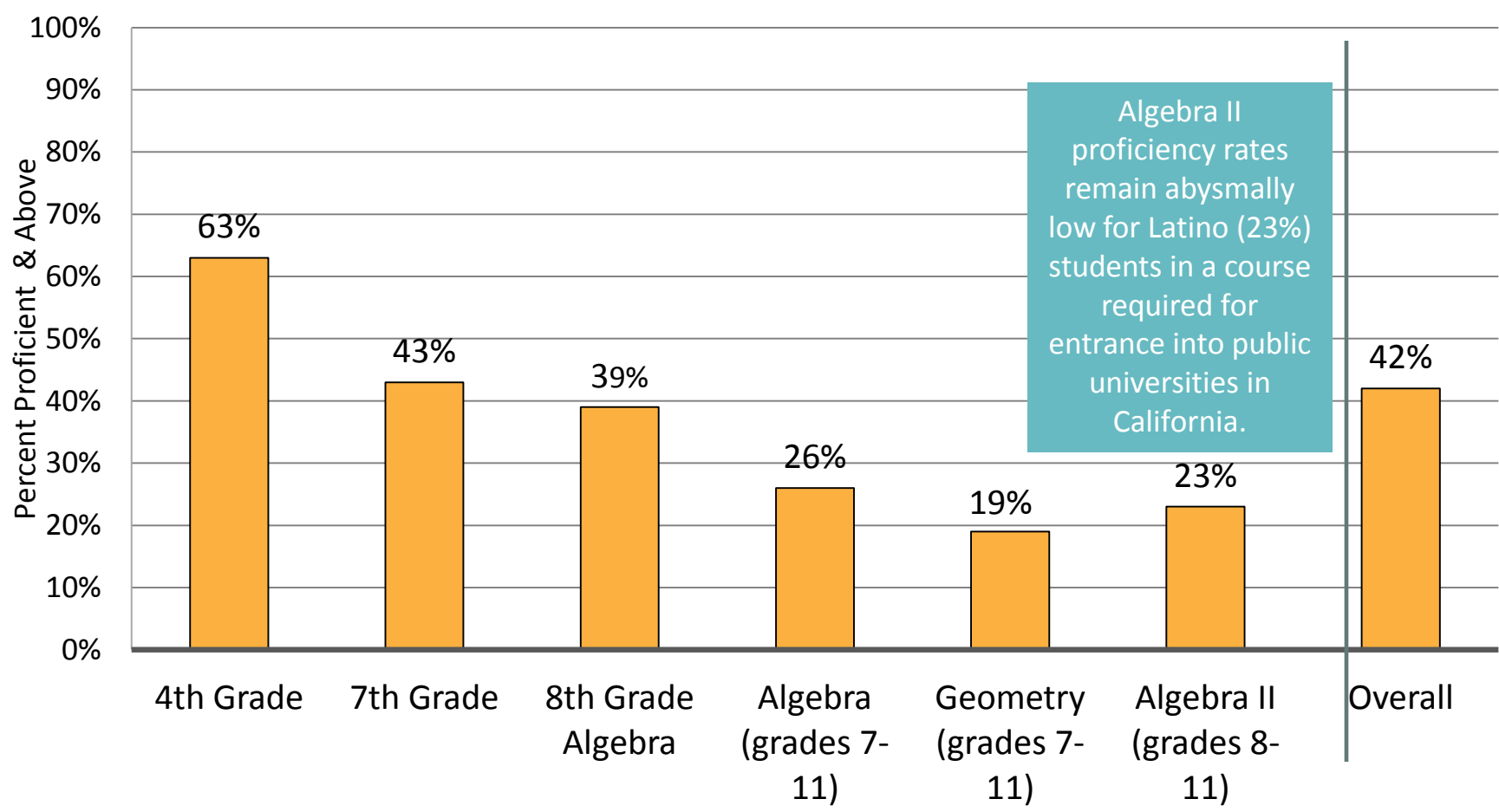
Key Findings from 2012 CST Analysis

1. Improved achievement, gaps persist
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Declining achievement through the grade levels: African-American English-Language Arts Proficiency by Grade, 2012



Declining achievement through the grade levels: Latino Mathematics Proficiency Across Grades, 2012



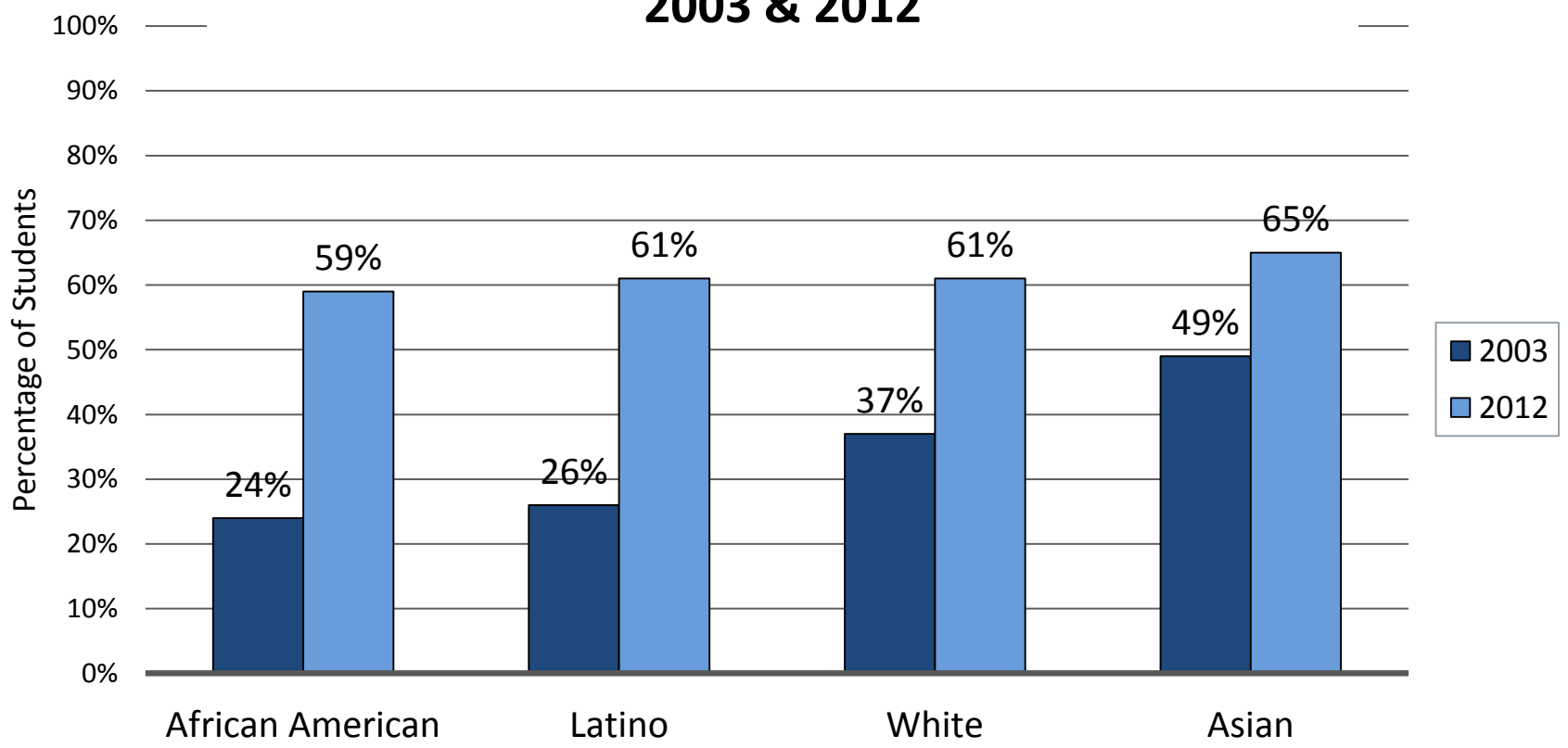
Source: California Department of Education, 2012

Middle School Achievement – Parenthesis:

We see mixed results when we look at 8th graders accessing and succeeding in Algebra I.

SUMMARY: Although a higher percentage of white and Asian 8th graders take Algebra I, the percentage of Latino and African-American 8th graders taking Algebra I has more than doubled since 2003. And, the percentage of African-American 8th graders taking Algebra I has increased by 12 points since 2010.

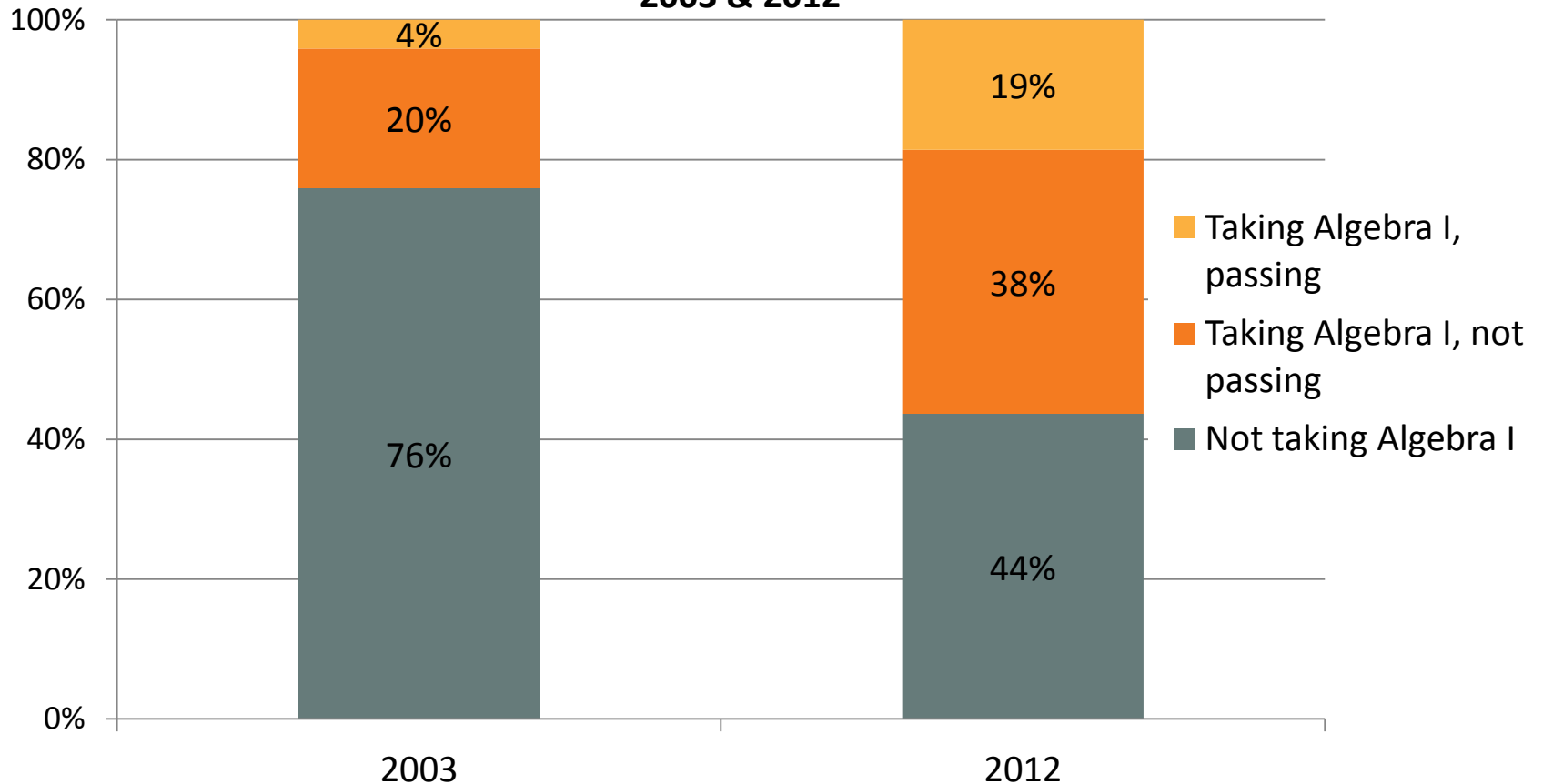
% of 8th Graders Taking Algebra I, by Race/Ethnicity, 2003 & 2012



Source: California Department of Education, 2012. This represents the number of 8th grade students taking Algebra I out of the total number of 8th grade students tested in any math subject, by subgroup.

SUMMARY: Access to Algebra I among African-American eighth graders, for example, has dramatically expanded since 2003, with higher percentages of students both taking and passing the test.

8th Grade Algebra I African-American Enrollment and Pass Rates, 2003 & 2012



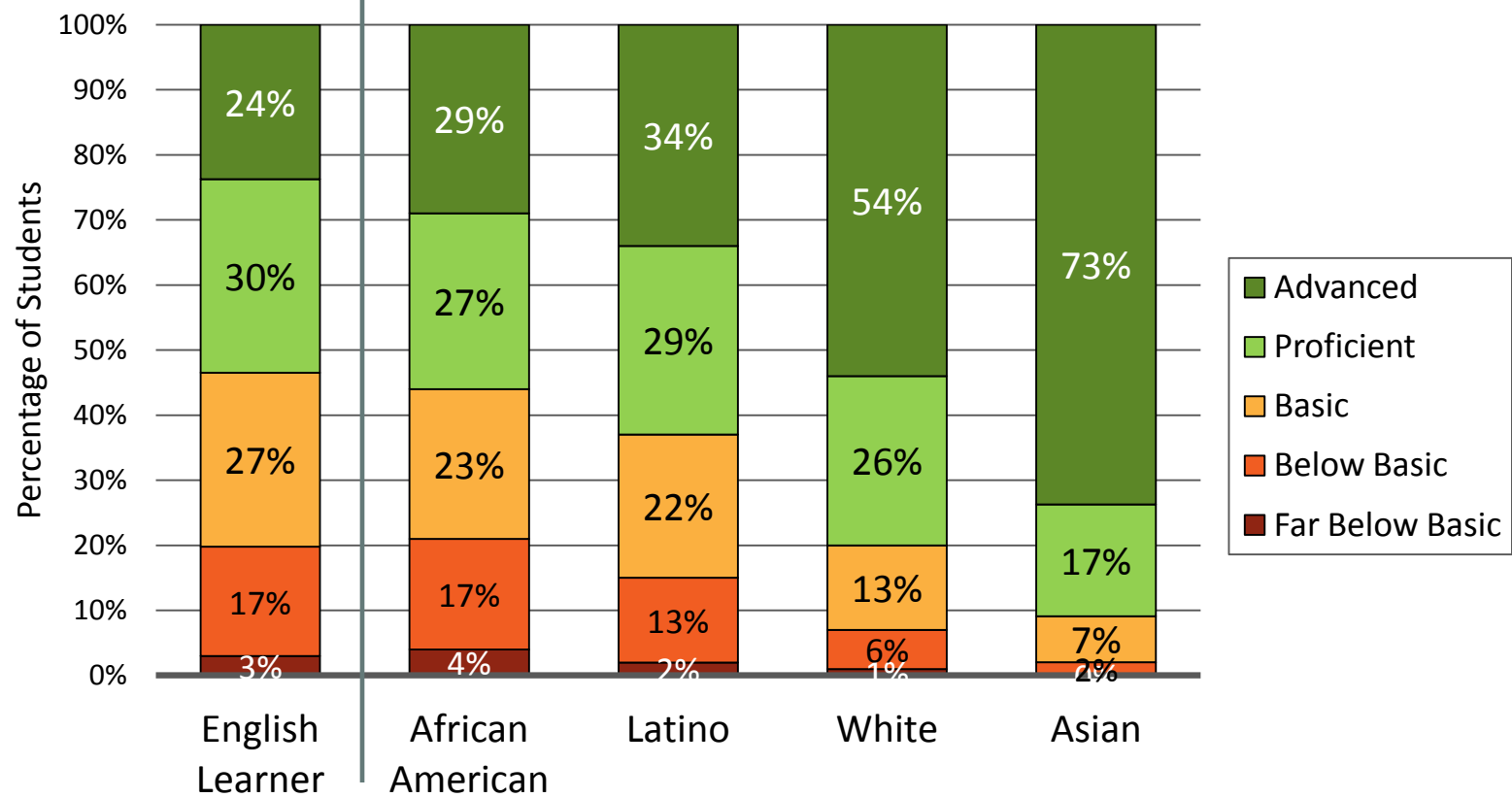
Source: Ed Trust – West analysis of California Department of Education data, 2012.

Key Findings from 2012 CST Analysis

1. Improved achievement, gaps persist
2. Declining achievement through grade levels
3. Gaps by proficiency bands

SUMMARY: Although Latino 4th graders have improved at a faster rate than their white peers in math (see earlier slide), just 1/3 of them scored at the “advanced” level, while more than 1.5 times as many white students score advanced (and more than 2 times as many Asian students).

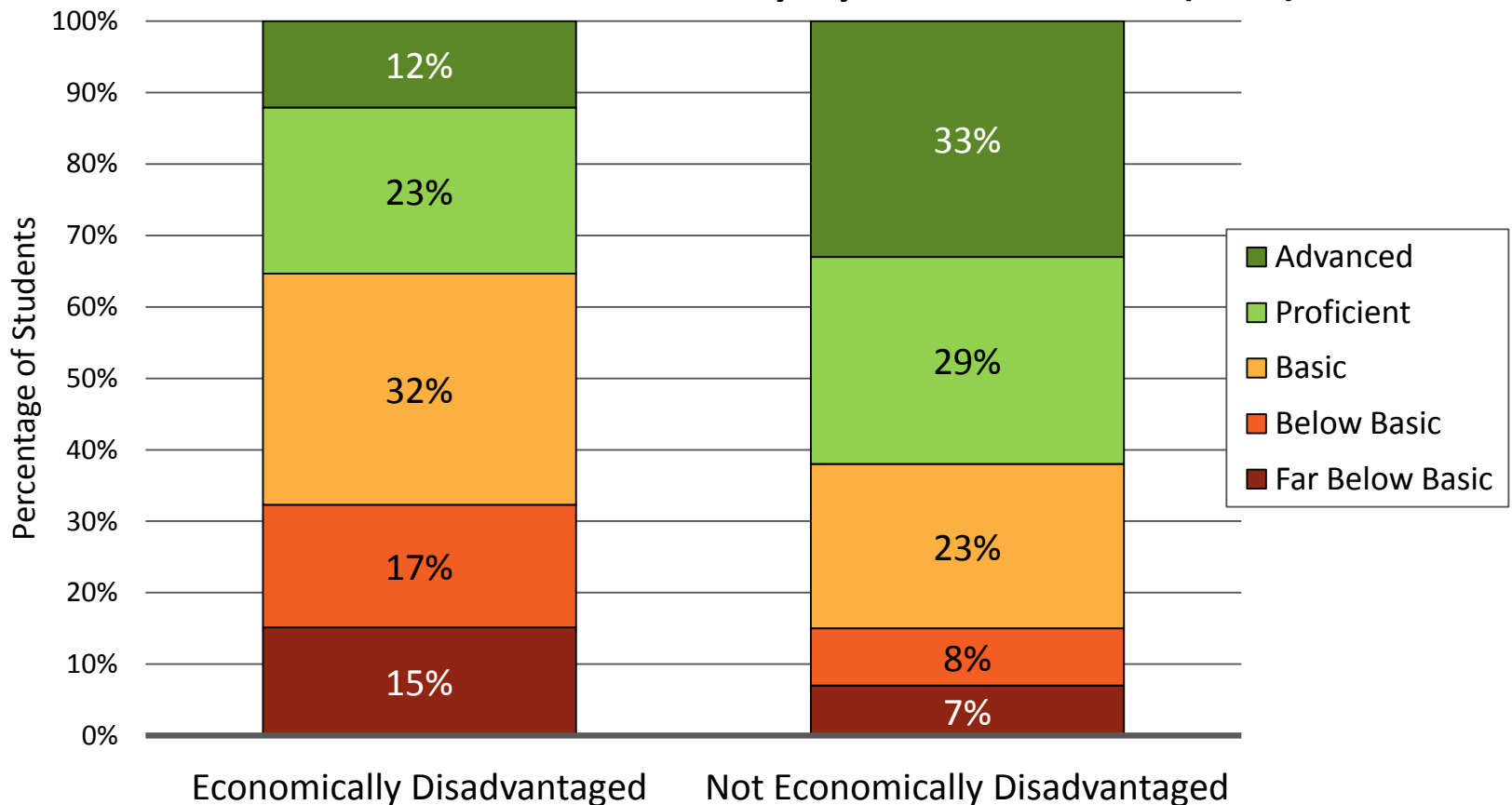
CST 4th Grade Mathematics Proficiency, by Ethnicity (2012)



Source: California Department of Education, 2012

SUMMARY: Two-thirds of low-income 11th graders are not meeting grade-level expectations as compared with slightly more than one-third of their higher-income peers.

CST 11th Grade ELA Proficiency, by Economic Status (2012)



Source: California Department of Education, 2012

Questions?

Contact

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