

Futures At Risk: Latino Student Achievement in California

October 1, 2010

Presentation to the
California Latino School Boards Association and
California Latino Intersegmental Convocation

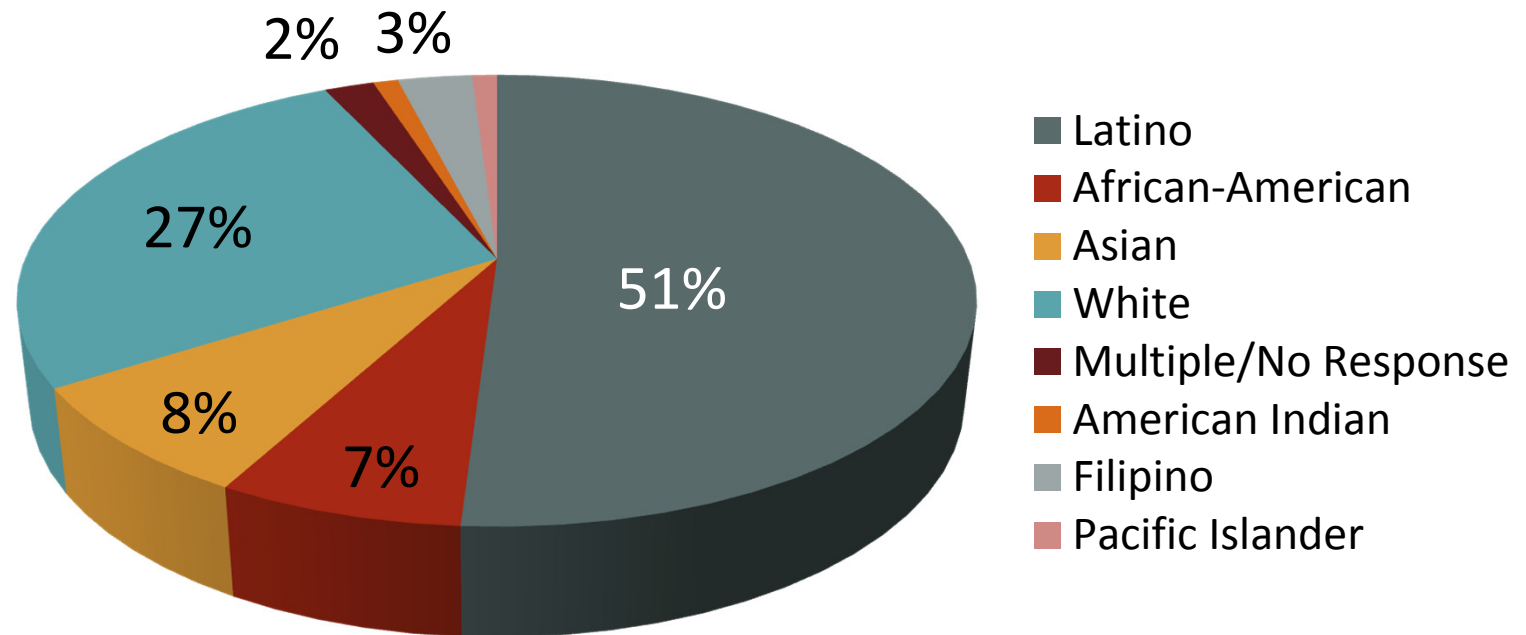
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The Education Trust

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K-12 Enrollment in California, 2009-10



- 6.25 million students served*
- 54% Economically disadvantaged

- 1.3 million English learners* - More English learners than the entire student populations of 39 states

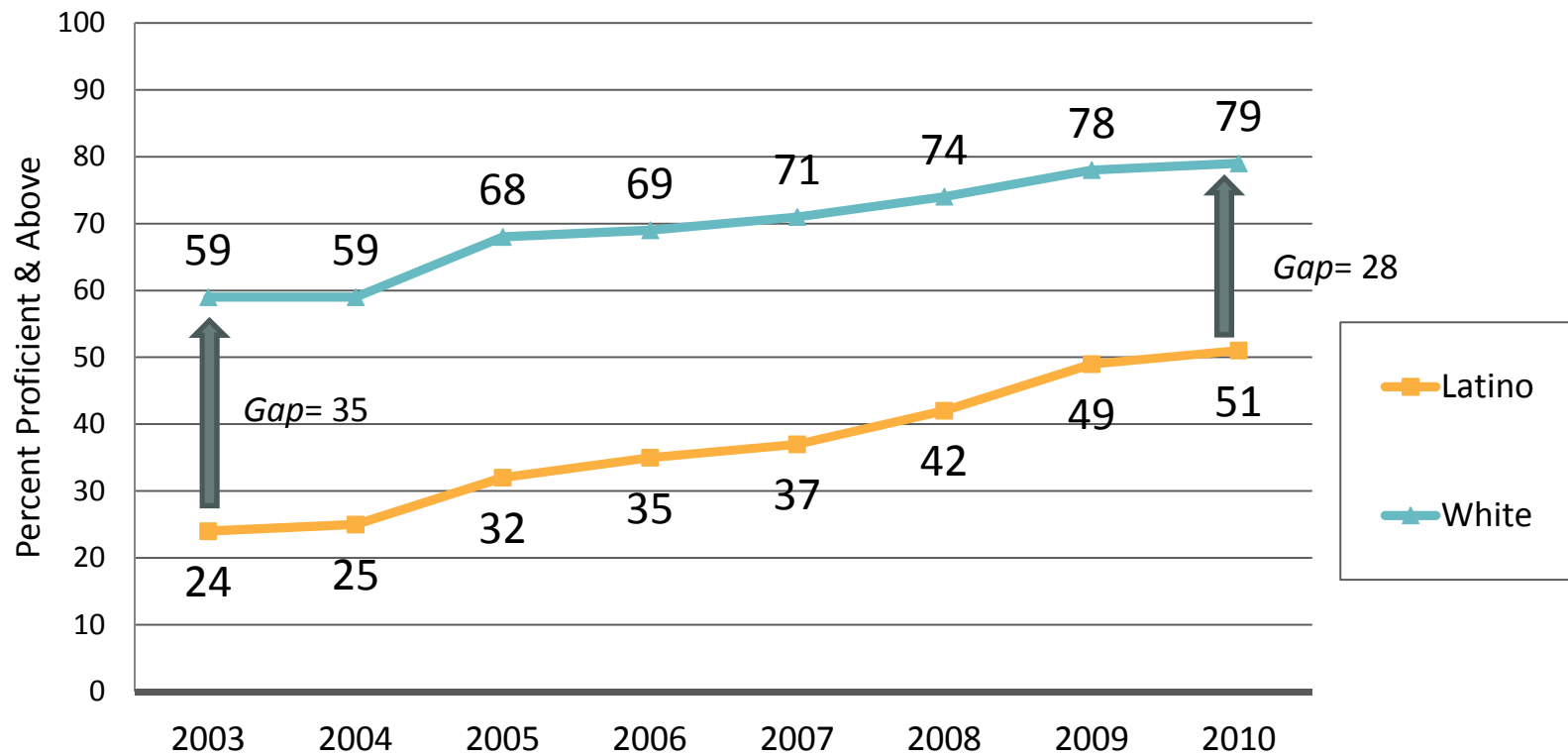


STUDENT ACHIEVEMENT DATA

What do we know about the
academic performance of Latino
students and English learners in
California?

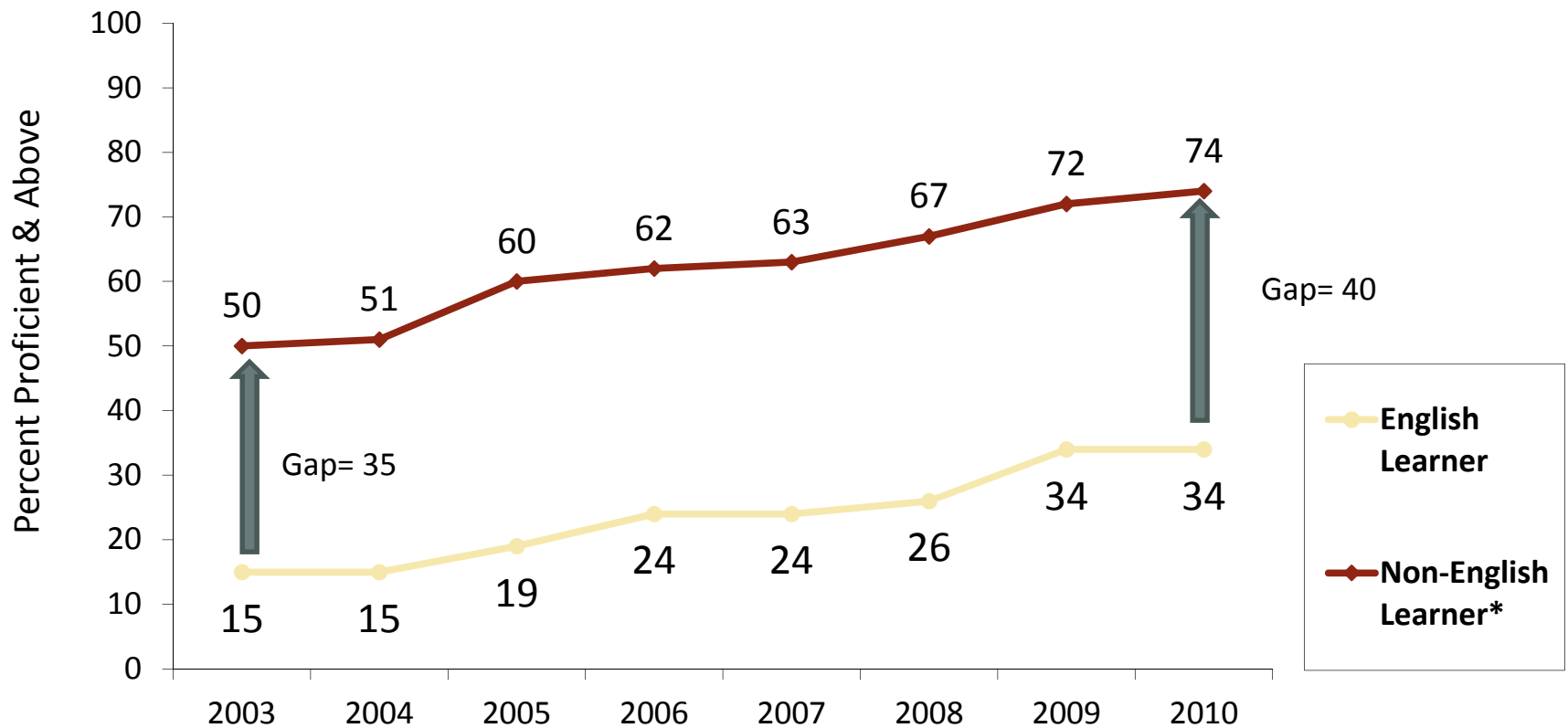
Latino Student Achievement Gap

4th Grade English-Language Arts, 2003-10



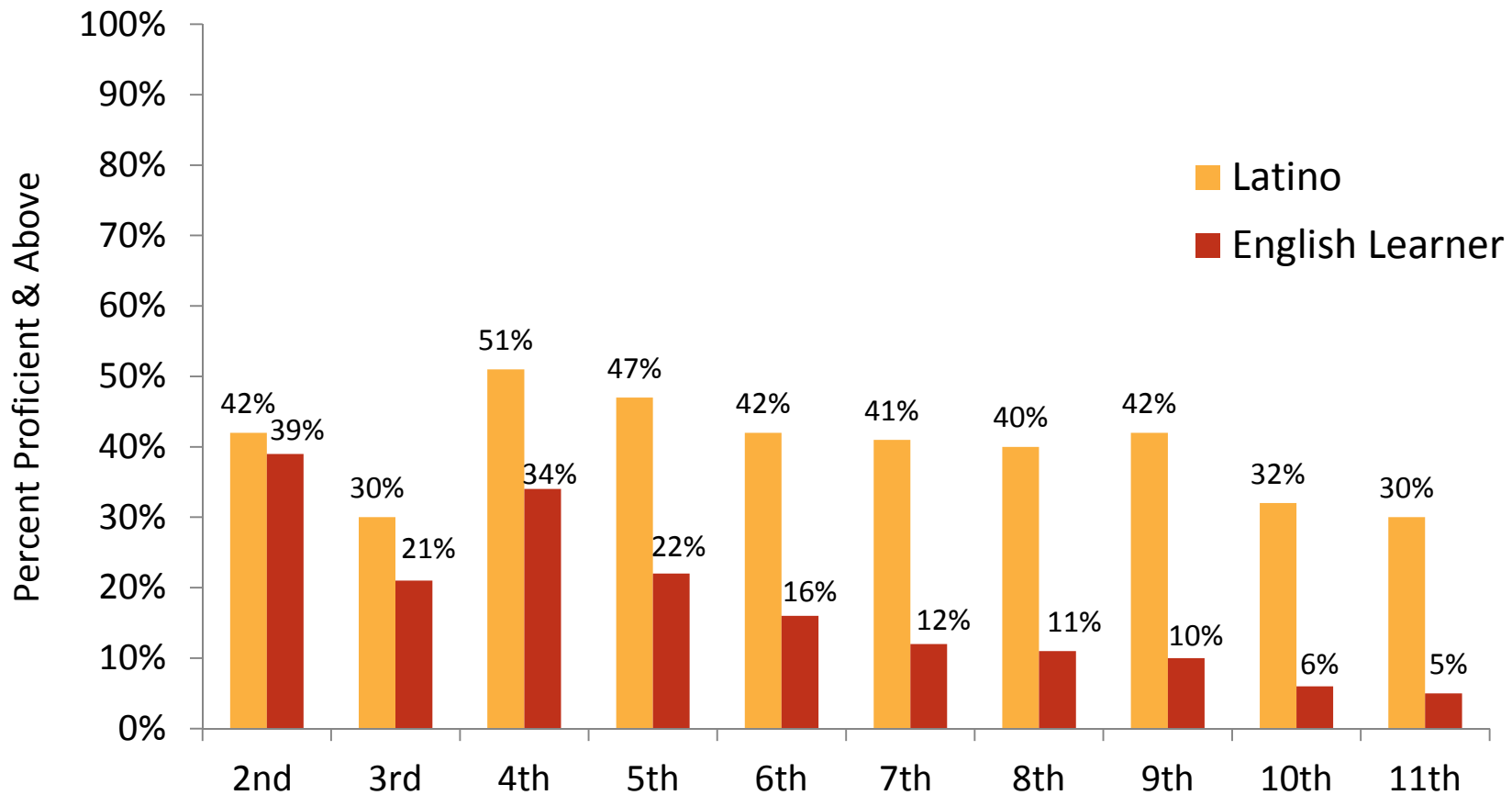
English Learner Achievement Gap

4th Grade English-Language Arts, 2003-2010



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

Latino and English Learner Students English-Language Arts Proficiency by Grade, 2010



Achievement Gaps Through the Grades

Latino and White Students, 2010

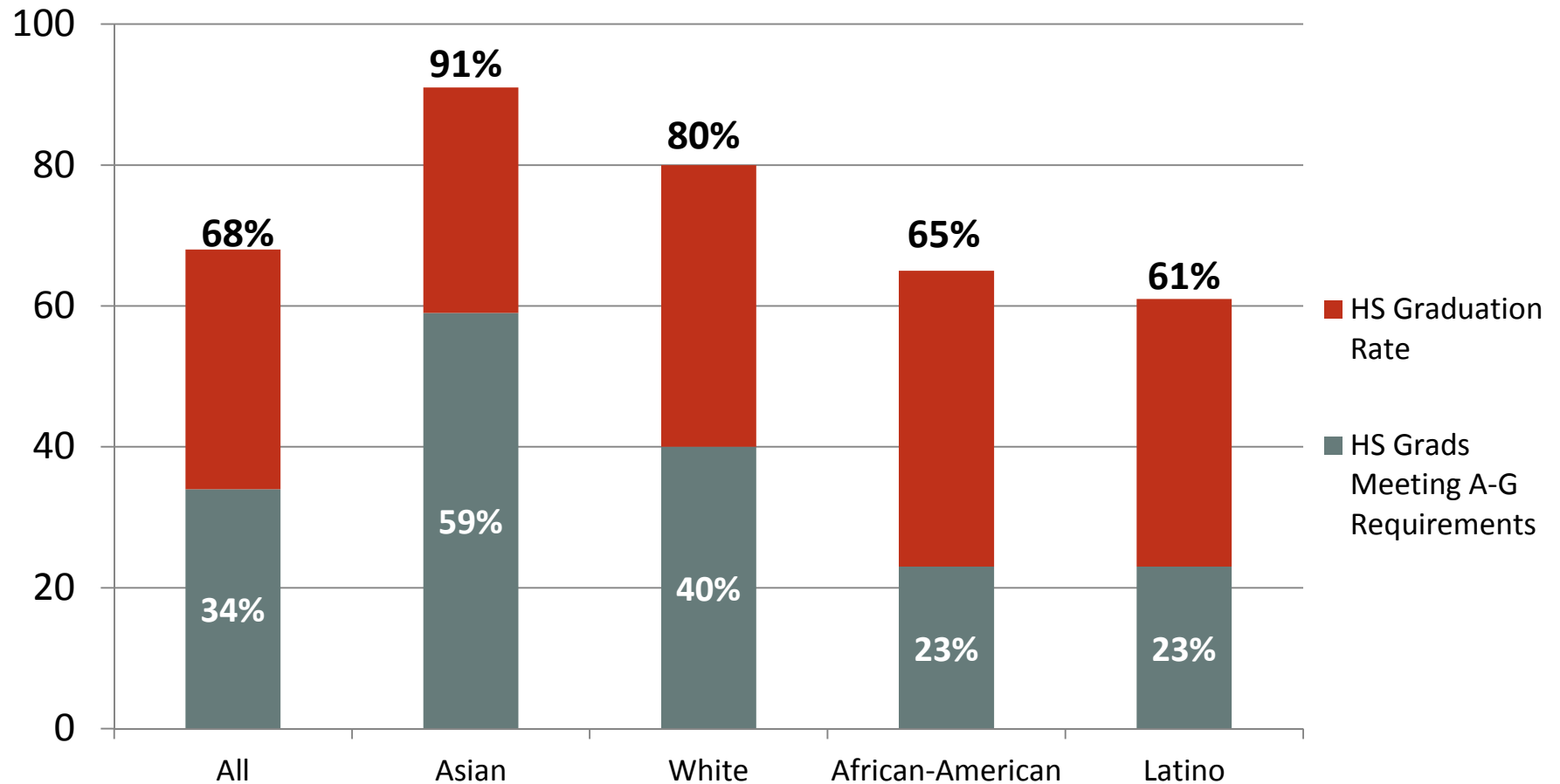
Grade		Latino Students Scoring Proficient + Advanced	White Students Scoring Proficient + Advanced	Gap Between Latino and White Students (Percentage Points)
English- Language Arts	2	42%	68%	26
	4	51%	79%	28
	8	40%	71%	31
	11	30%	58%	28
Math	2	53%	76%	23
	4	61%	79%	18
	Algebra I EOC	21%	42%	21
	Algebra II EOC	20%	37%	17



COLLEGE READINESS

What do we know about how well
California's Latino high school students
are prepared for higher education?

High School Graduates and A-G Graduation Rates, by Race/Ethnicity, 2007-08



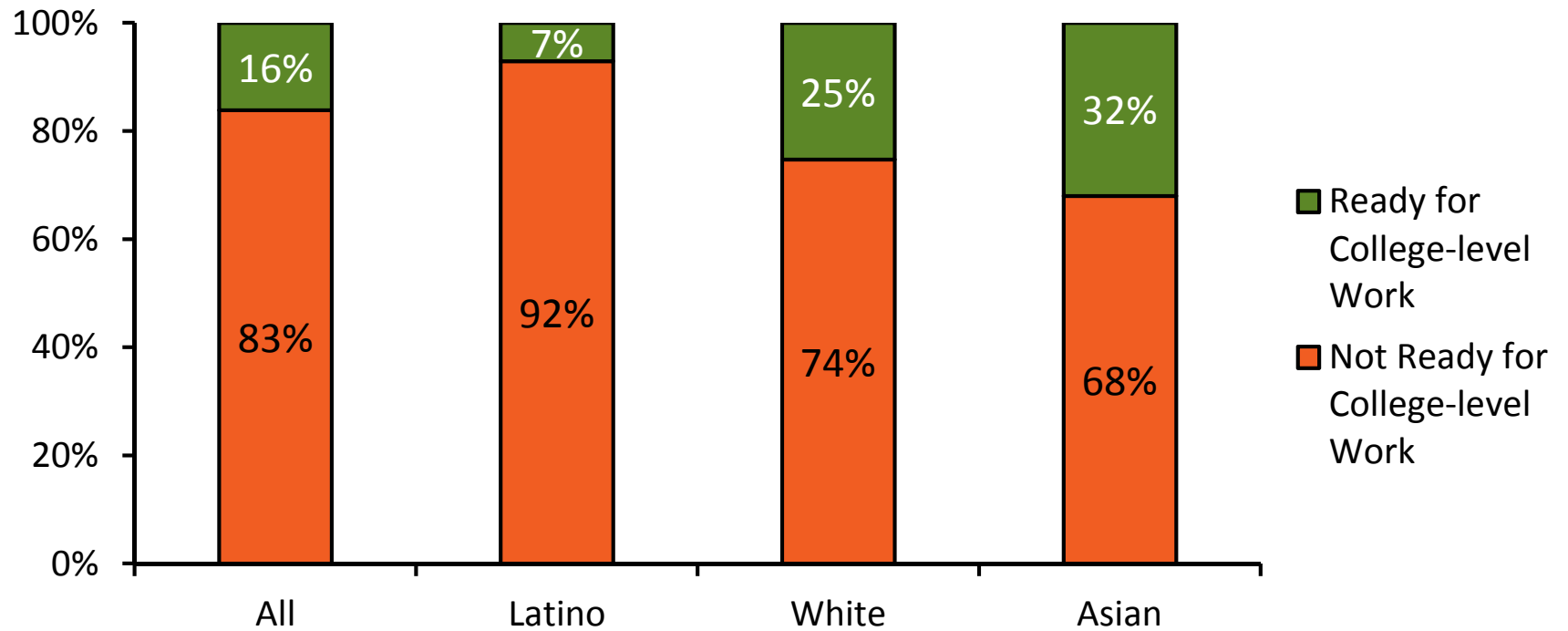
Source: California Department of Education, 2009; Graduation rates calculated using Averaged Freshman Graduation Rate (AFGR; Raising the Roof data tool)

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Early Assessment Program (EAP)

- Implemented in 2004 by the CSU, in partnership with the state Board of Education and CDE
- **Goal:** to provide HS seniors with an early indication of whether or not they are ready for college level courses
- EAP is much more rigorous than the CAHSEE (6th, 7th and 10th grade standards)
- Augmentation of CST 11th Grade ELA & Algebra II & Summative Math with 15 additional multiple choice questions and an essay

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



Note: Overall, 82% of California 11th graders participated in the 2009 EAP.



COLLEGE ACCESS AND SUCCESS

Latino Access and Success Rates in Higher Education

Eye of the Needle

Latino Students

- In 2008, **14%** of Latino public high school graduates in CA enrolled in a UC or CSU as first-time freshmen.
- Latino students represent only **16%** of UC undergraduate enrollment and **25%** of CSU undergraduate enrollment, despite the fact that Latinos represent **45%** percent of the California population between the ages of 18 and 24.
- College admission is no guarantee of success. Six-year graduation rates for Latino first-time freshman range from **41%** in the CSU system to in the **72%** in the UC system

Projected Impact on Underrepresented Student Enrollment at UC Berkeley

	2009-10 (Estimate)	2010-11 (Projected)	Percent Change In Enrollment
Freshman fall enrollment: California residents	3725	3150	-15.4%
Freshman fall enrollment: Out-of-state and int'l students	575	950	+65.2%
Total fall freshman enrollment	4300	4100	-4.7%
Latino students	498	410	-17.7%
First generation students	681	580	-14.8%
Students from schools with low API scores	577	480	-16.8%



RECOMMENDATIONS FOR CHANGE

Where do we go from here?

Not Rocket Science

- Learn from success and hold districts accountable for failure.
- Quality Teachers: Identify and assign the most effective teachers to the highest need students and remove ineffective teachers.
- School Stability: Protect high-poverty schools with large percentages of Latino students from staffing and instructional instability.
- Academic Rigor: Guarantee access to college and career-ready coursework and provide students with the additional supports necessary for success.
- Reform the reclassification process for English Learners.
- Target resources equitably, with real accountability.

Top and Bottom Performers:

Overall CST Proficiency Rates for Latino 4th Graders, 2010

		District	% of Latino Students Scoring Proficient & Advanced
English-Language Arts	Top-Performing Districts	Manteca Unified (<i>San Joaquin County</i>)	69%
		Glendale Unified (<i>Los Angeles County</i>)	62%
		Desert Sands Unified (<i>Riverside County</i>)	61%
	Lowest Performing Districts	West Contra Costa Unified (<i>Contra Costa County</i>)	42%
		Hayward Unified (<i>Alameda County</i>)	40%
		Stockton Unified (<i>San Joaquin County</i>)	36%
Math	Top-Performing Districts	Manteca Unified (<i>San Joaquin County</i>)	75%
		Hacienda La Puente Unified (<i>Los Angeles County</i>)	71%
		Garden Grove Unified (<i>Orange County</i>)	71%
		Long Beach Unified (<i>Los Angeles County</i>)	70%
	Lowest Performing Districts	West Contra Costa Unified (<i>Contra Costa County</i>)	51%
		Visalia Unified (<i>Tulare County</i>)	49%
		San Francisco Unified (<i>San Francisco County</i>)	49%
		Hayward Unified (<i>Alameda County</i>)	47%
		Stockton Unified (<i>San Joaquin County</i>)	47%

Note: Districts only included analysis if 2008-09 enrollment was ≥ 5 percent Latino and if free or reduced-price lunch rates ≥ 40 percent.

Top and Bottom Performers:

Gains in Latino 4th Grade CST Performance, 2003-10

		District	Change in Proficiency Rate Among Latino Students (% Point Increase)
English-Language Arts	Top-Gaining Districts	Manteca Unified (<i>San Joaquin County</i>)	+46
		Desert Sands Unified (<i>Riverside County</i>)	+39
		Fontana Unified (<i>San Bernardino County</i>) Oakland Unified (<i>Alameda County</i>)	+37
	Lowest Gaining Districts	Fairfield-Suisun Unified (<i>Solano County</i>)	+19
		Hayward Unified (<i>Alameda County</i>)	+17
		Stockton Unified (<i>San Joaquin County</i>)	+16
Math	Top-Gaining Districts	Oakland Unified (<i>Alameda County</i>)	+44
		Manteca Unified (<i>San Joaquin County</i>)	+42
		Compton Unified (<i>Los Angeles County</i>)	+41
	Lowest Gaining Districts	Elk Grove Unified (<i>Sacramento County</i>) Hayward Unified (<i>Alameda County</i>) Pomona Unified (<i>Los Angeles County</i>)	+18
		Riverside Unified (<i>Riverside County</i>)	+17
		Stockton Unified (<i>San Joaquin County</i>)	+12

Note: Districts only included analysis if 2008-09 enrollment was ≥ 5 percent Latino and if free or reduced-price lunch rates ≥ 40 percent.

Top and Bottom Performers: Overall CST Proficiency Rates for Latino 8th Graders, 2010

District		% of Latino Students Scoring Proficient & Advanced	
English-Language Arts	Top-Performing Districts	Manteca Unified (<i>San Joaquin County</i>) Hacienda La Puente Unified (<i>Los Angeles County</i>)	57%
		Glendale Unified (<i>Los Angeles County</i>)	51%
		Corona-Norco Unified (<i>Riverside County</i>) Downey Unified (<i>Los Angeles County</i>)	50%
	Lowest Performing Districts	Compton Unified (<i>Los Angeles County</i>)	28%
		Oakland County (<i>Alameda County</i>)	27%
		West Contra Costa Unified (<i>Contra Costa County</i>)	26%

Note: Districts only included analysis if 2008-09 enrollment was ≥ 5 percent Latino and if free or reduced-price lunch rates ≥ 40 percent.

Top and Bottom Performers: Gains in Latino 8th Grade CST Performance, 2003-10

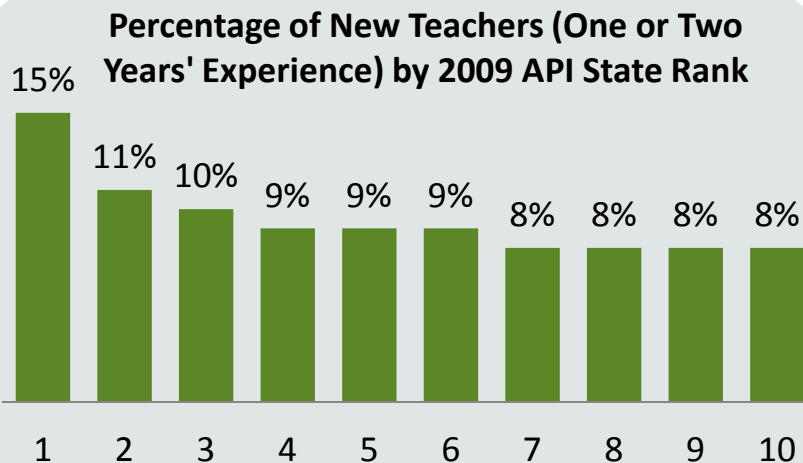
District		Change in Proficiency Rate Among Latino Students (% Point Increase)	
English-Language Arts	Top-Gaining Districts	Manteca Unified (<i>San Joaquin County</i>)	+40
		Hacienda La Puente Unified (<i>Los Angeles County</i>)	+39
		Corona-Norco Unified (<i>Riverside County</i>)	+33
	Lowest Gaining Districts	Fairfield-Suisun Unified (<i>Solano County</i>)	+17
		Compton Unified (<i>Los Angeles County</i>)	+16
		San Jose Unified (<i>Santa Clara County</i>) West Contra Costa Unified (<i>Contra Costa County</i>)	+15

Not Rocket Science

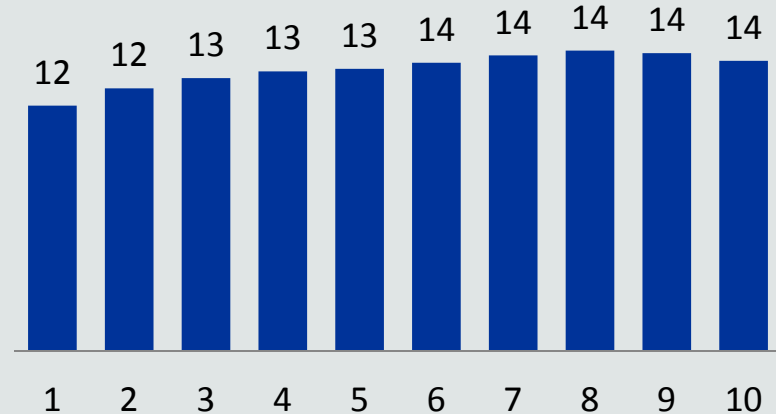
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Teacher quality is about *effectiveness*, not just experience

- Yet many in California are still focused on equalizing years of experience
- Data reveal, however, that average years of experience are similar across schools



Average Years of Teacher Experience by 2009 API State Rank



But we *do* see more first-year teachers in the lowest-achieving schools

Teacher effectiveness should inform critical decisions:

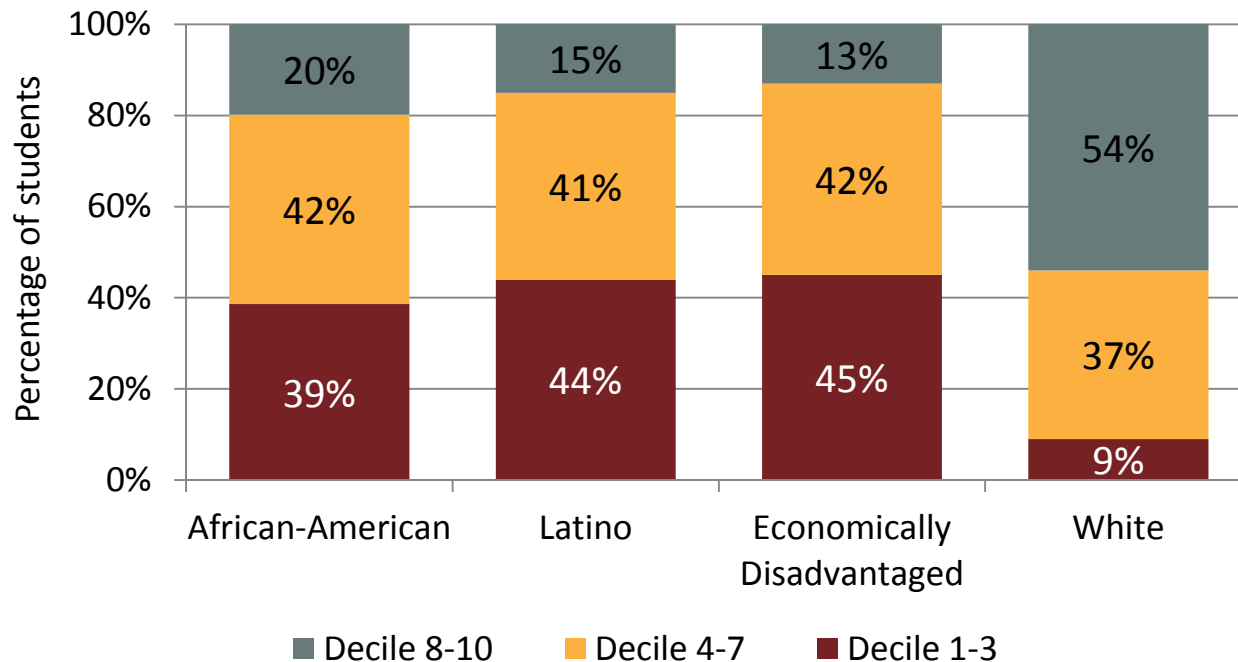
- ✓ **Tenure:** Good evaluations that include student data should inform decisions about tenure. These decisions should be made actively rather than passively, and the time horizon for these decisions should be extended.
- ✓ **Teacher assignment and transfer:** We should find ways to attract and place top teachers in schools serving our highest-need students. And we should prevent ineffective teachers from transferring into these schools.
- ✓ **Teacher retention:** We should find ways to recognize, differentially compensate, develop, and retain our best teachers.
- ✓ **Reductions-in-Force:** We should cut the least effective teachers first, which will require changes to our “last-in, first out” laws.

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Latino students in poverty, not just low-achieving schools, deserve protection

Percentage of subgroups attending schools, by 2009 API decile

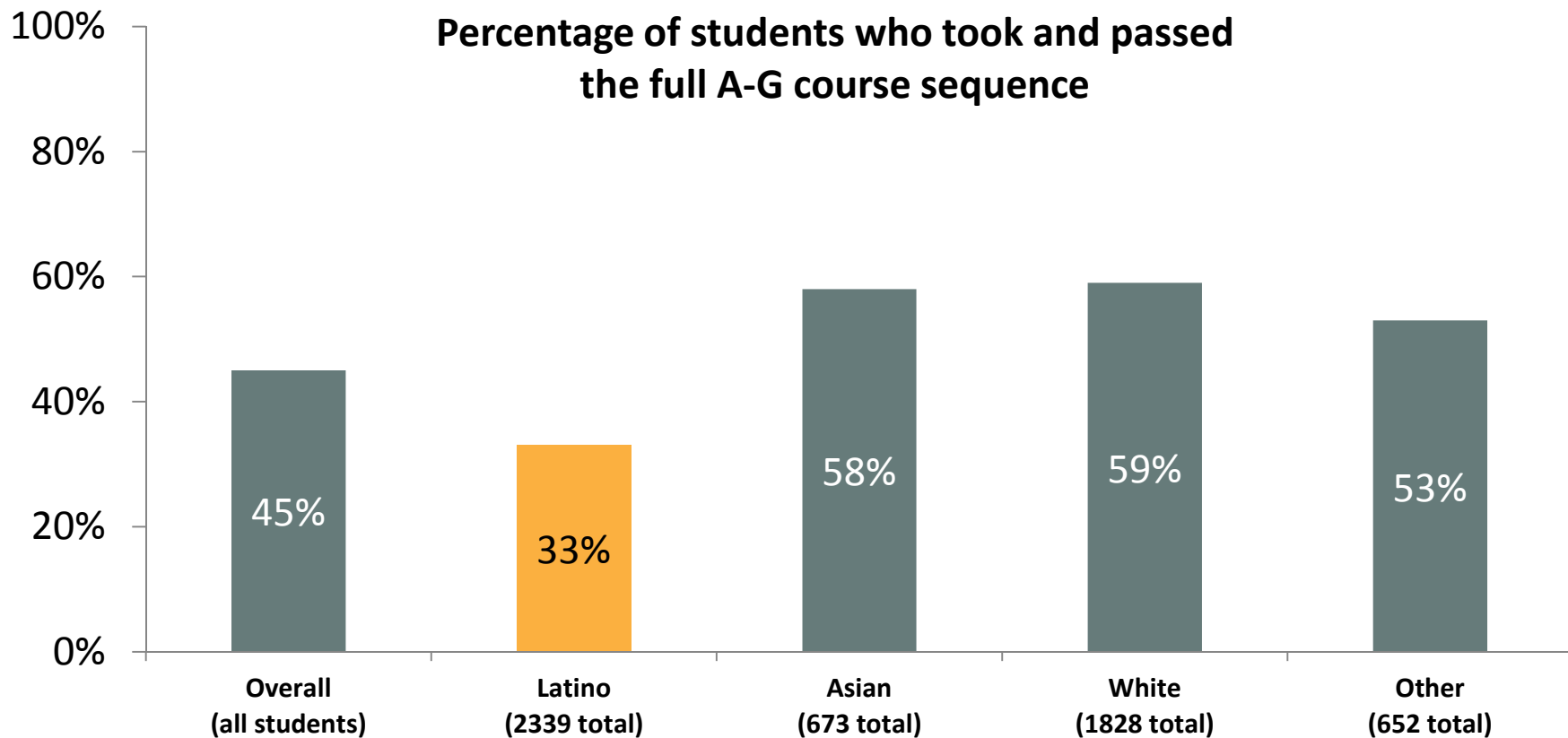


*Latino and economically disadvantaged students are almost **four times** more likely to attend one of the state's lowest performing schools than a white student.*

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Our analysis of transcripts in one urban district reveals unequal access to and success in A-G courses



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California should set a clear standard for reclassifying English learners

- The longer students remain classified as ELs, the worse they fare (as evidenced by declining achievement results in upper grades)
- Current reclassification policies and criteria developed at district-level → hodge-podge processes and rates across state
- State must ensure all ELs receive high-quality instruction and additional support to become proficient in English as early as possible

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California education funding

- The state's fiscal crisis continues.
 - K-12 is deeply affected by this: 2011 budget proposals would reduce general purpose funding by \$1.5 billion, putting school funding at 2005 levels
- California's Title I students receive \$127 less per child than national average.
 - California receives only 70 cents for every dollar received by New York. If California were to be funded at New York's level, this would mean almost \$750 million per year for our most at-risk students
- But across California districts with 5000+ students, there is huge variation in funding and salaries:
 - Range in average teacher salaries: \$54,200-\$85,500*
 - Range in average per-pupil expenditures: \$6,400-\$13,700*

*Source: Education Data Partnership (Ed-Data)

**Source: Education Data Partnership (Ed-Data), The amount reflects the Subtotal, Expenditures rather than the Total Expenditures shown in the Financial Reports for District.

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Upcoming Developments

- Updated Common Core State Standards
 - Curriculum
 - Standardized Tests
 - Professional Development
- Reauthorization of the Elementary and Secondary Education Act (ESEA) / NCLB

Questions?

For more information,
visit www.edtrustwest.org



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