

# **Futures At Risk: Latino Student Achievement in California**

**October 7, 2010**

Presentation to the  
National Council of La Raza School Network

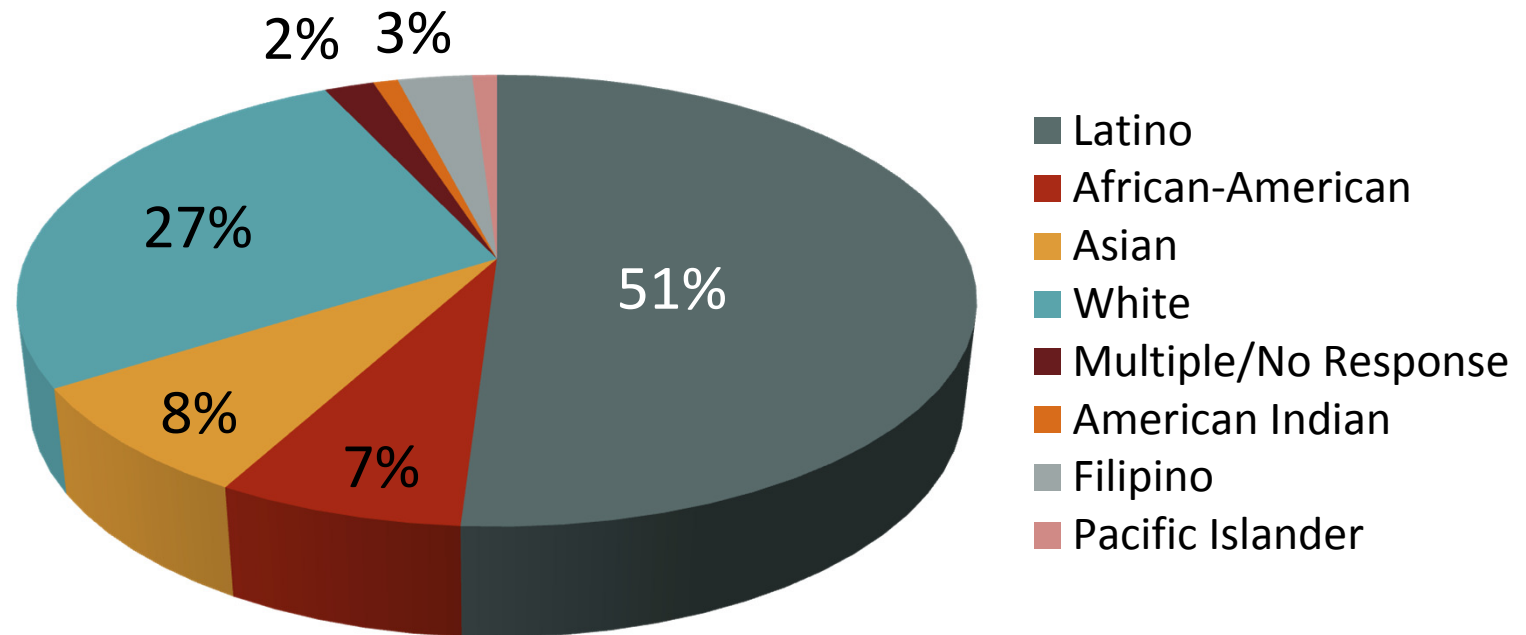
**Dr. Arun Ramanathan, Education Trust—West**



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

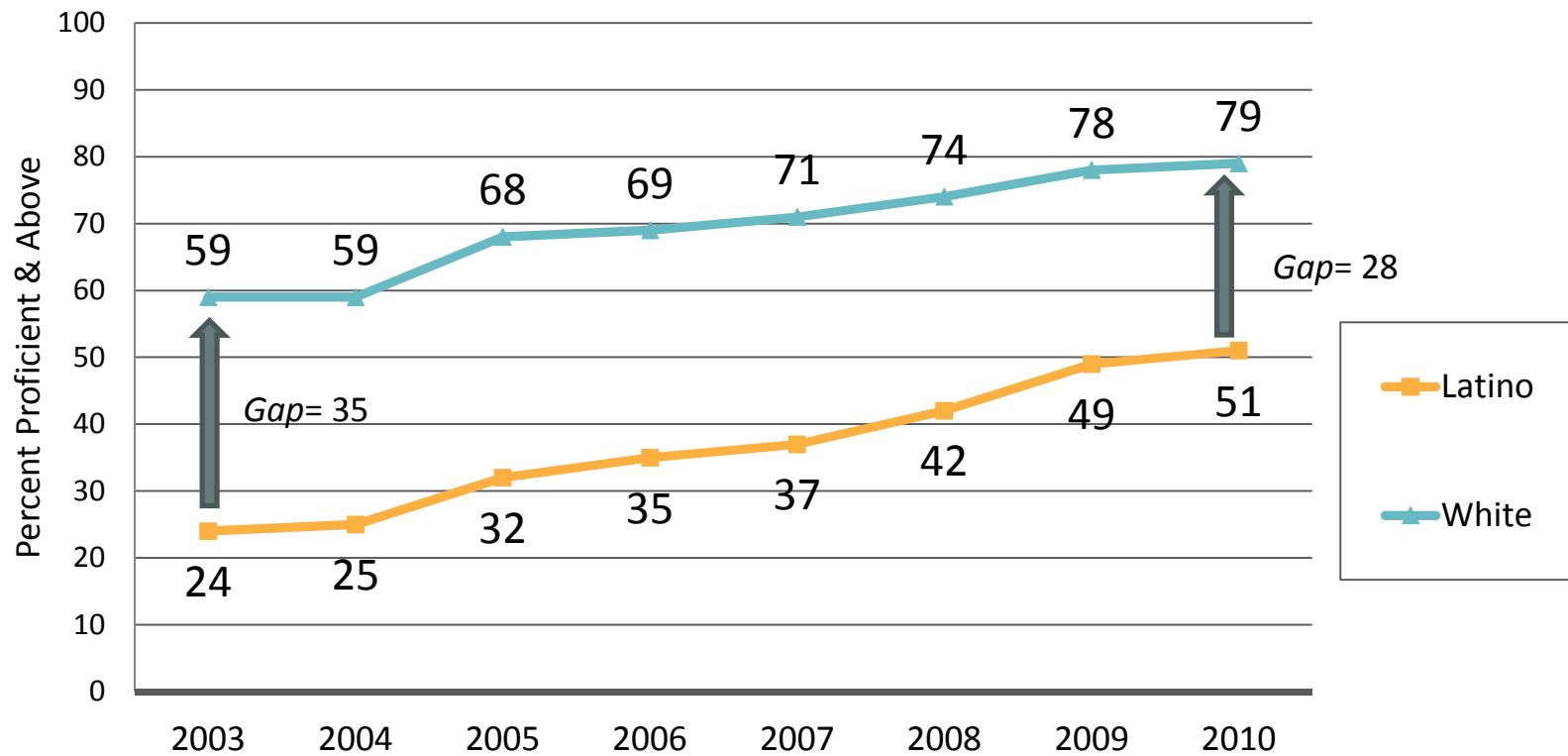


# K-12 EDUCATION PIPELINE

How well does our K-12 college and career pipeline work for Latino students in California?

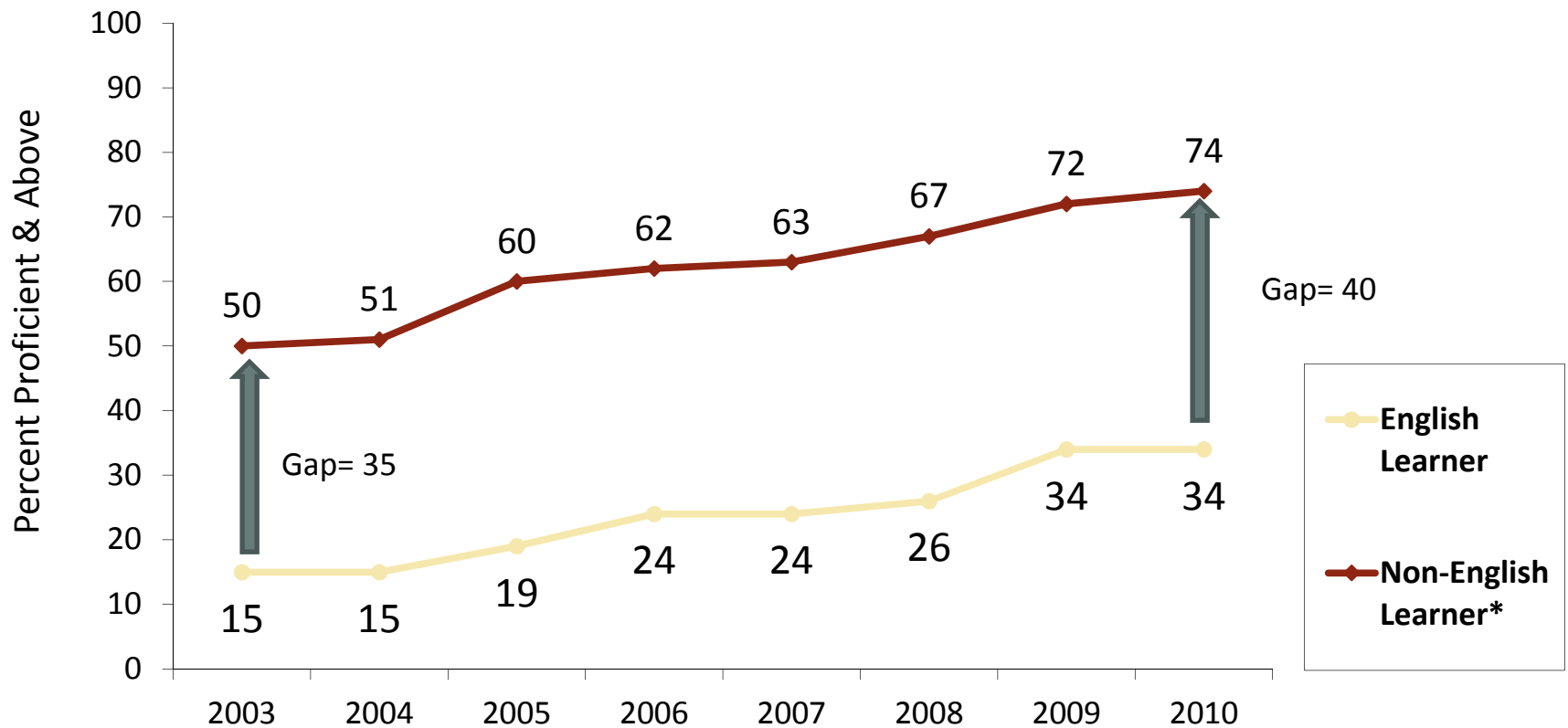
# Latino Student Achievement Gap

## 4<sup>th</sup> Grade English-Language Arts, 2003-10



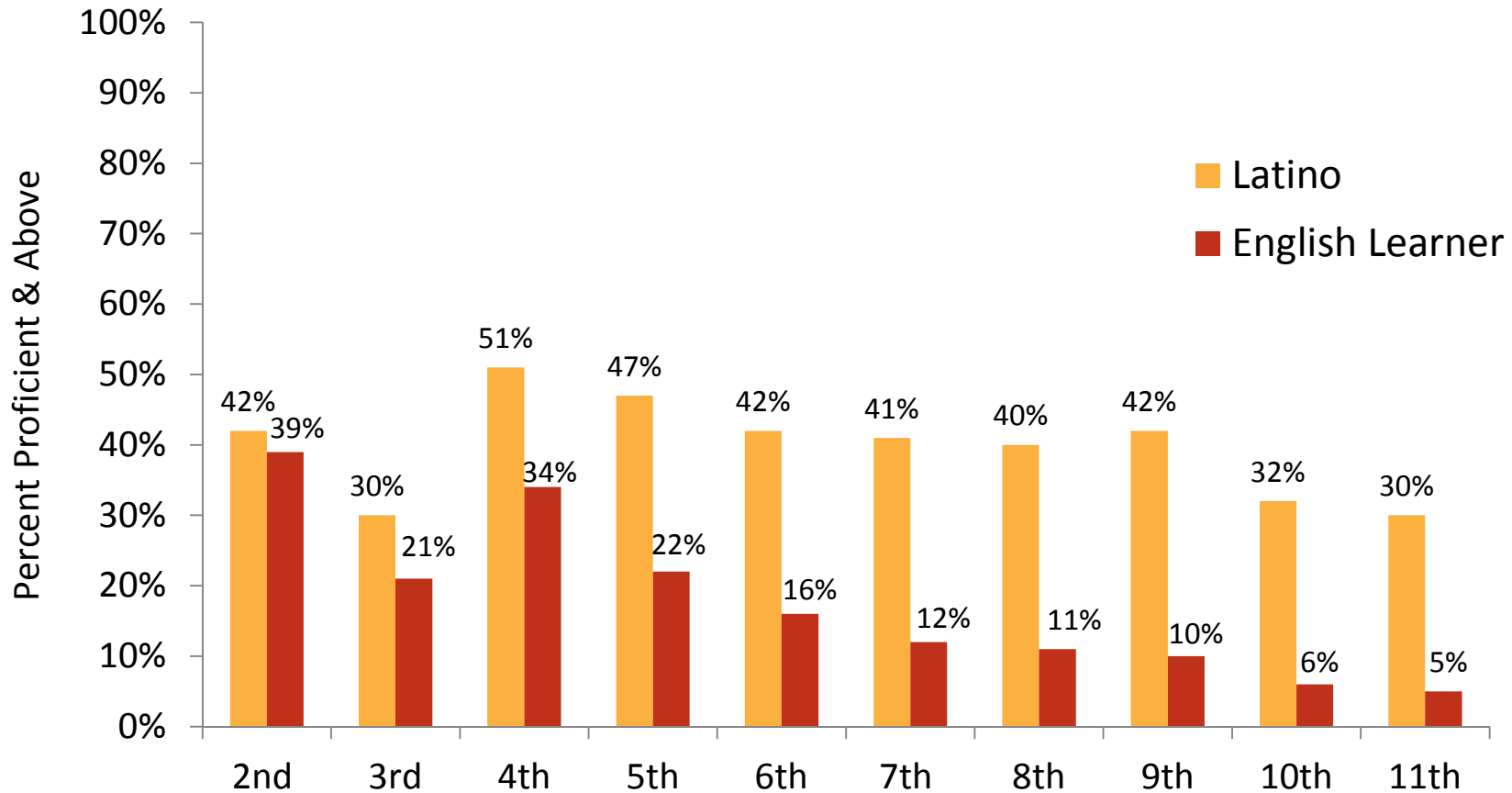
# English Learner Achievement Gap

## 4<sup>th</sup> 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)
<b>English-Language Arts</b>	2	42%	68%	26
	4	51%	79%	28
	8	40%	71%	31
	11	30%	58%	28
<b>Math</b>	2	53%	76%	23
	4	61%	79%	18
	Algebra I EOC	21%	42%	21
	Algebra II EOC	20%	37%	17

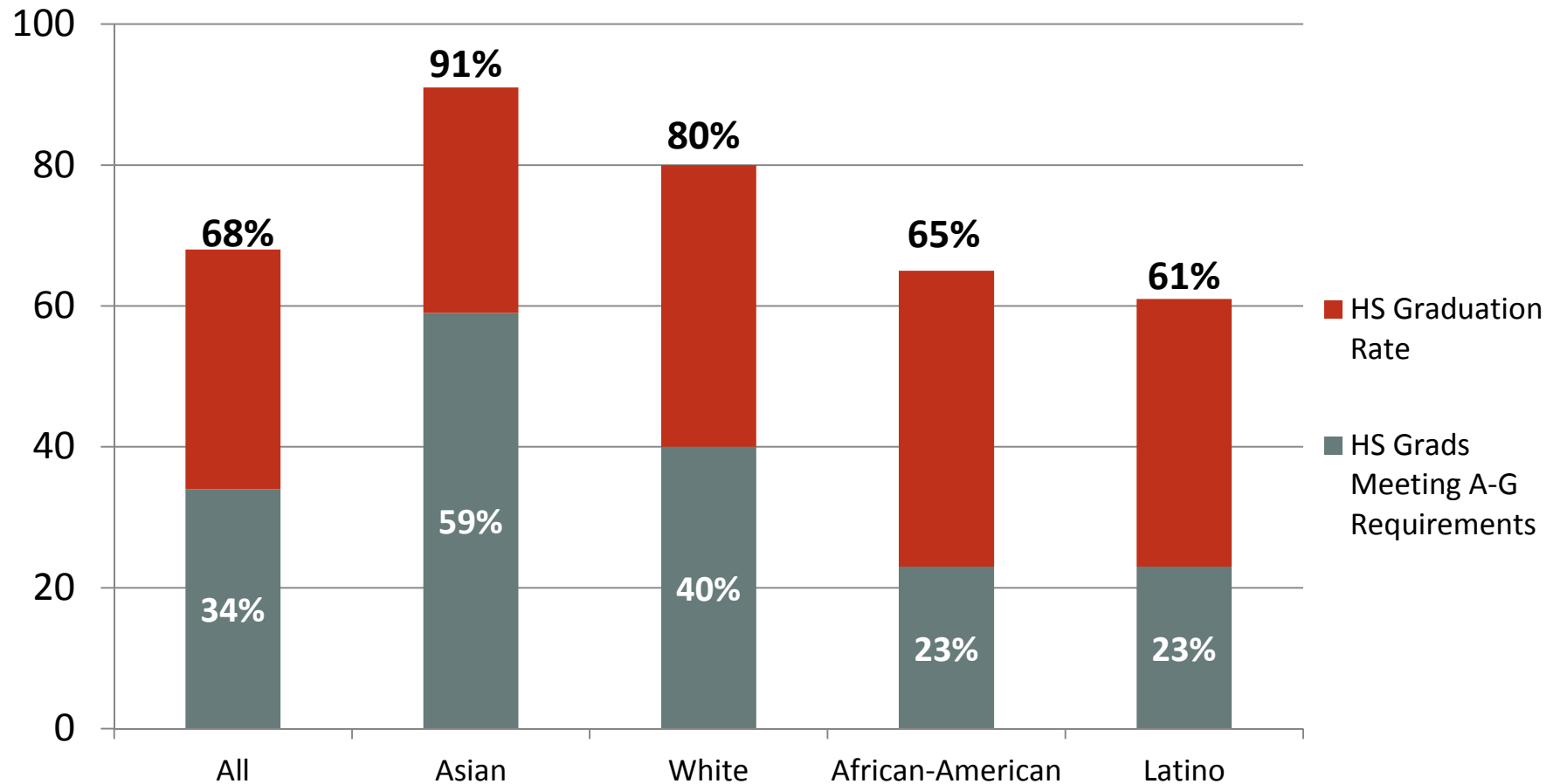


# COLLEGE READINESS

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



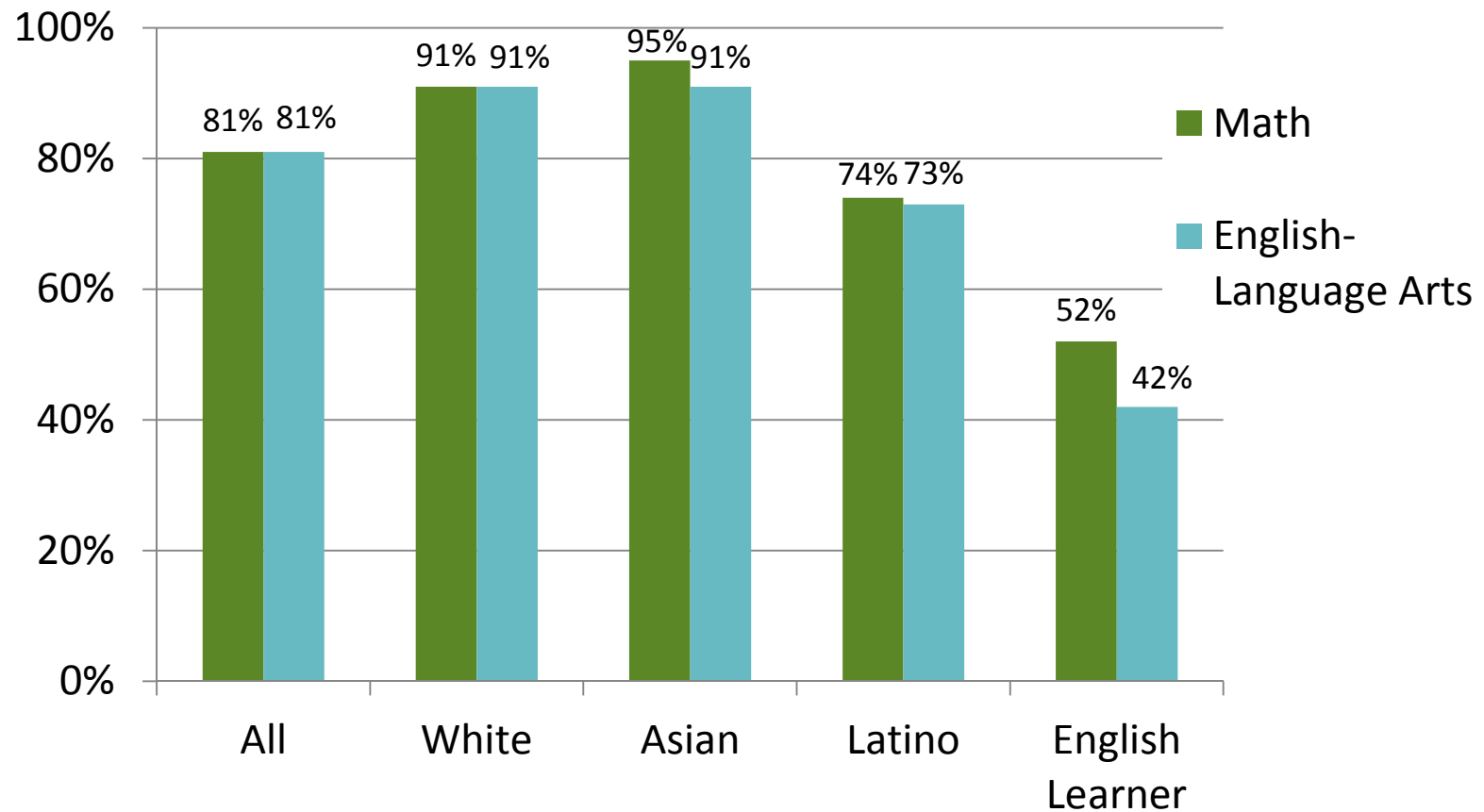
# High School Graduates and A-G Graduation Rates, by Race/Ethnicity, 2007-08



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

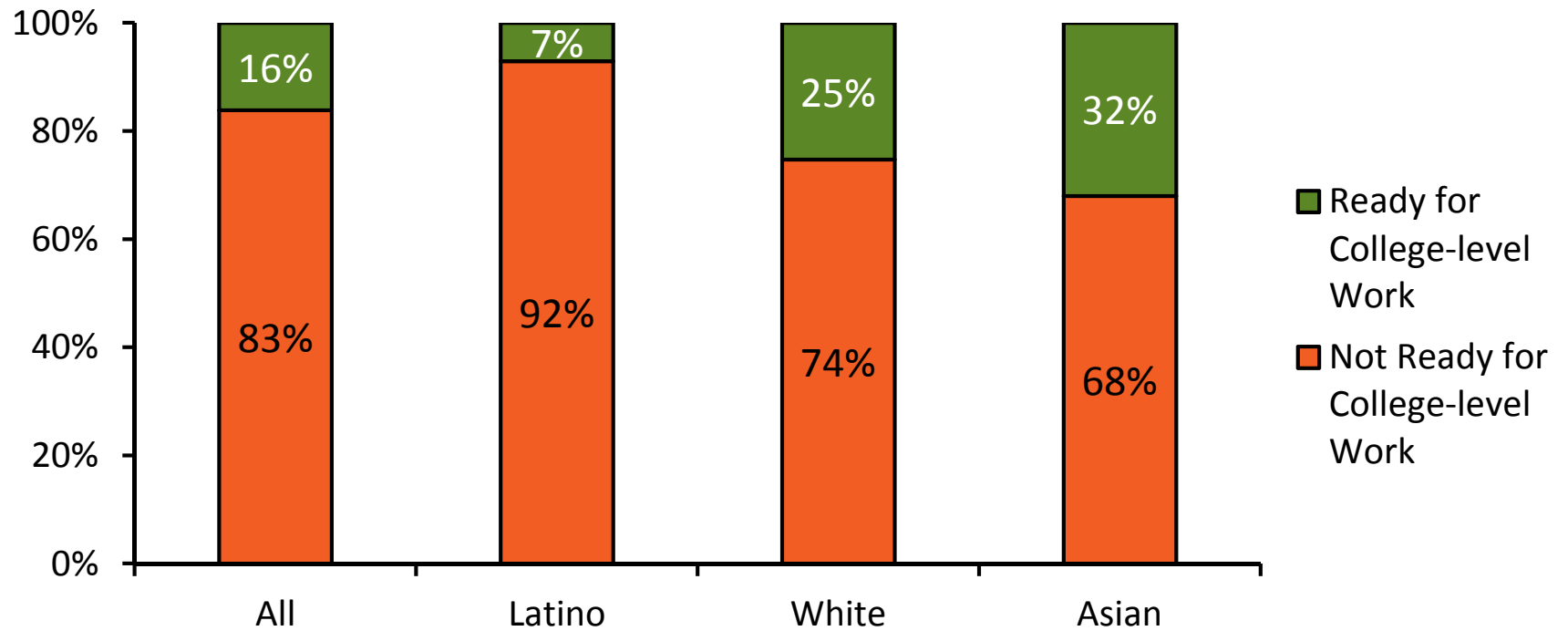
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# California High School Exit Exam (CAHSEE) 10<sup>th</sup> Grade Pass Rates, by Race/Ethnicity, 2010



Note: These are the combined results from 2010. "Combined" indicates results for all exam administrations in the selected school year.

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



*Note: Overall, 82% of California 11<sup>th</sup> 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.
  - The more than 43,000 Latino dropouts significantly outnumbered the 32,000 who were eligible to apply to a UC/CSU.
- 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



# RECOMMENDATIONS FOR CHANGE

Where do we go from here and what  
is the role of our accountability  
systems?

# 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.
- ❑ Target resources equitably, with responsible timelines for improvement and evaluation with real accountability.
- ❑ 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.

# Top and Bottom Performers:

## Overall CST Proficiency Rates for Latino 4<sup>th</sup> Graders, 2010

		District	% of Latino Students Scoring Proficient & Advanced
<b>English-Language Arts</b>	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%
<b>Math</b>	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> )	70%
		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  $\geq 5$  percent Latino and if free or reduced-price lunch rates  $\geq 40$  percent.



# Top and Bottom Performers:

## *Gains* in Latino 4<sup>th</sup> Grade CST Performance, 2003-10

District		Change in Proficiency Rate Among Latino Students (% Point Increase)	
<b>English-Language Arts</b>	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
<b>Math</b>	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  $\geq 5$  percent Latino and if free or reduced-price lunch rates  $\geq 40$  percent.

## Top and Bottom Performers: Overall CST Proficiency Rates for Latino 8<sup>th</sup> Graders, 2010

District		% of Latino Students Scoring Proficient & Advanced	
<b>English-Language Arts</b>	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  $\geq 5$  percent Latino and if free or reduced-price lunch rates  $\geq 40$  percent.

# Top and Bottom Performers:

## *Gains* in Latino 8<sup>th</sup> Grade CST Performance, 2003-10

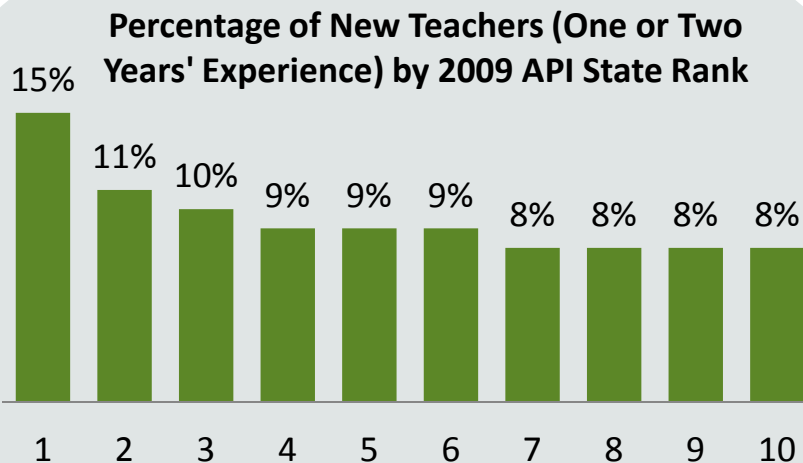
District		Change in Proficiency Rate Among Latino Students (% Point Increase)	
English-Language Arts	Top-Gaining Districts	Manteca Unified ( <i>San Joaquin County</i> )	+40
		Hacienda La Puente Unified ( <i>Los Angeles County</i> )	+39
		Corona-Norco Unified ( <i>Riverside County</i> )	+33
	Lowest Gaining 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

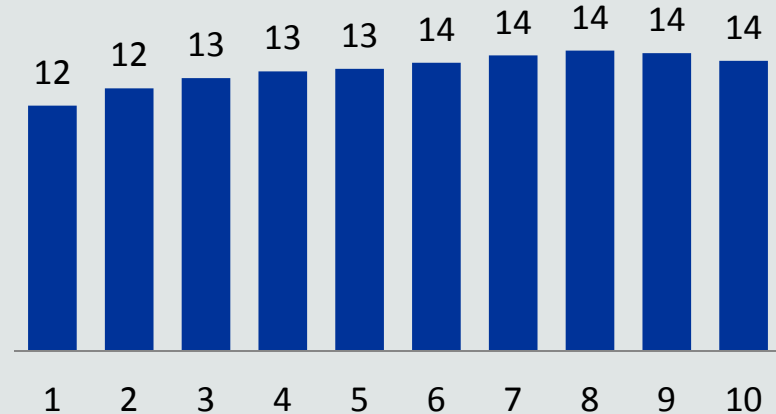
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- Reform the reclassification process for English Learners.

# 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 underlie the evaluation process

- ✓ **Good evaluations that include student data.** These decisions should be made actively rather than passively, and the time horizon for these decisions should be extended.
- ✓ **Evaluations should inform critical human resource decisions:**
  - ✓ **Assignment and Transfer:** Identify most effective teachers and place them in our highest need schools.
  - ✓ **Teacher retention:** Recognize, differentially compensate, develop, and retain our best teachers and those in shortage areas such as math and science.
  - ✓ **Reductions-in-Force:** Use effectiveness rather than seniority to make critical staffing decisions.

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- Reform the reclassification process for English Learners with real accountability for results

# Reform or Close the Dropout Factories

- Current accountability model rewards low performance with additional dollars and increased flexibility.
  - This year, 188 schools were targeted by the state for turnaround. Many received federal School Improvement Grants (SIG) of up to \$6 million over three years.
    - 70% of these schools were on previous lists of low-achieving schools and received, collectively, \$265 million in state turnaround grants over the previous 6 years.
- Schools that improve from low to moderate levels lose dollars and flexibility even though their student populations do not change.



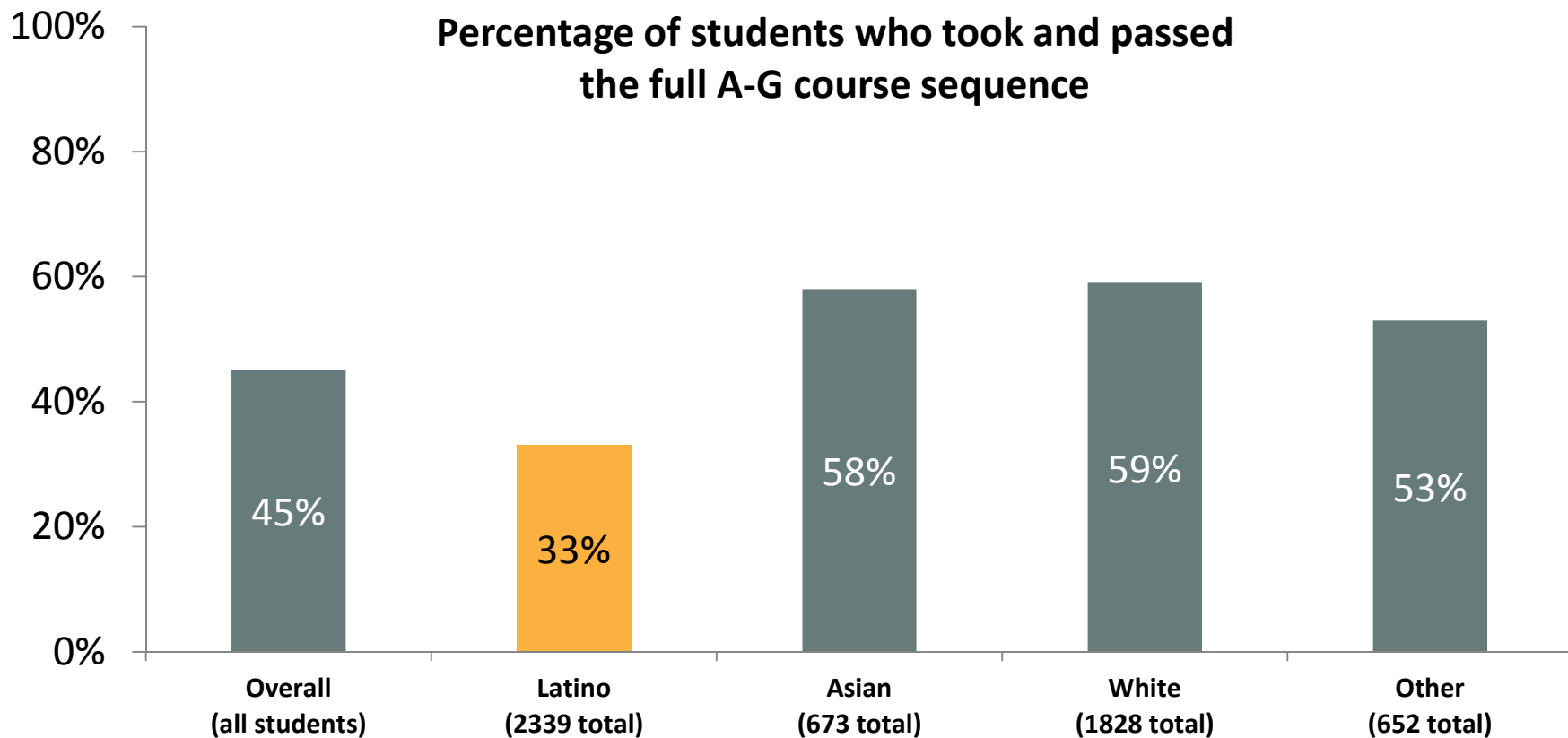
# Use School Improvement Funding Wisely

- Fund research to evaluate the use of dollars.
- Benchmark against similar schools.
- Provide realistic timelines for improvement.
- Provide increased regulatory and funding flexibility.
- Maintain consistent funding and flexibility to support long-term improvement for our highest need students and communities.
- Provide real accountability for failure.

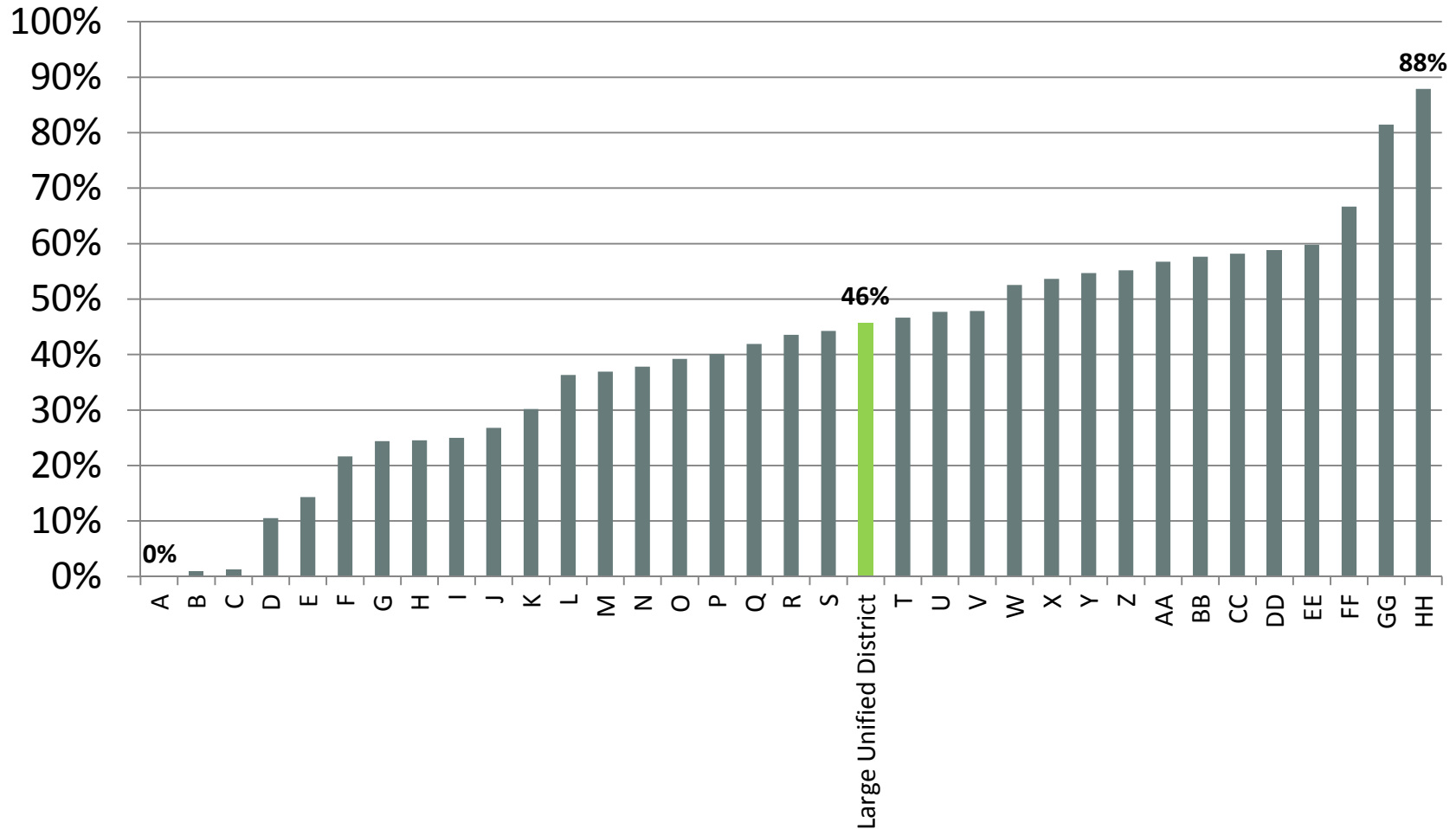
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# Our analysis of transcripts in one urban district reveals unequal access to and success in A-G courses

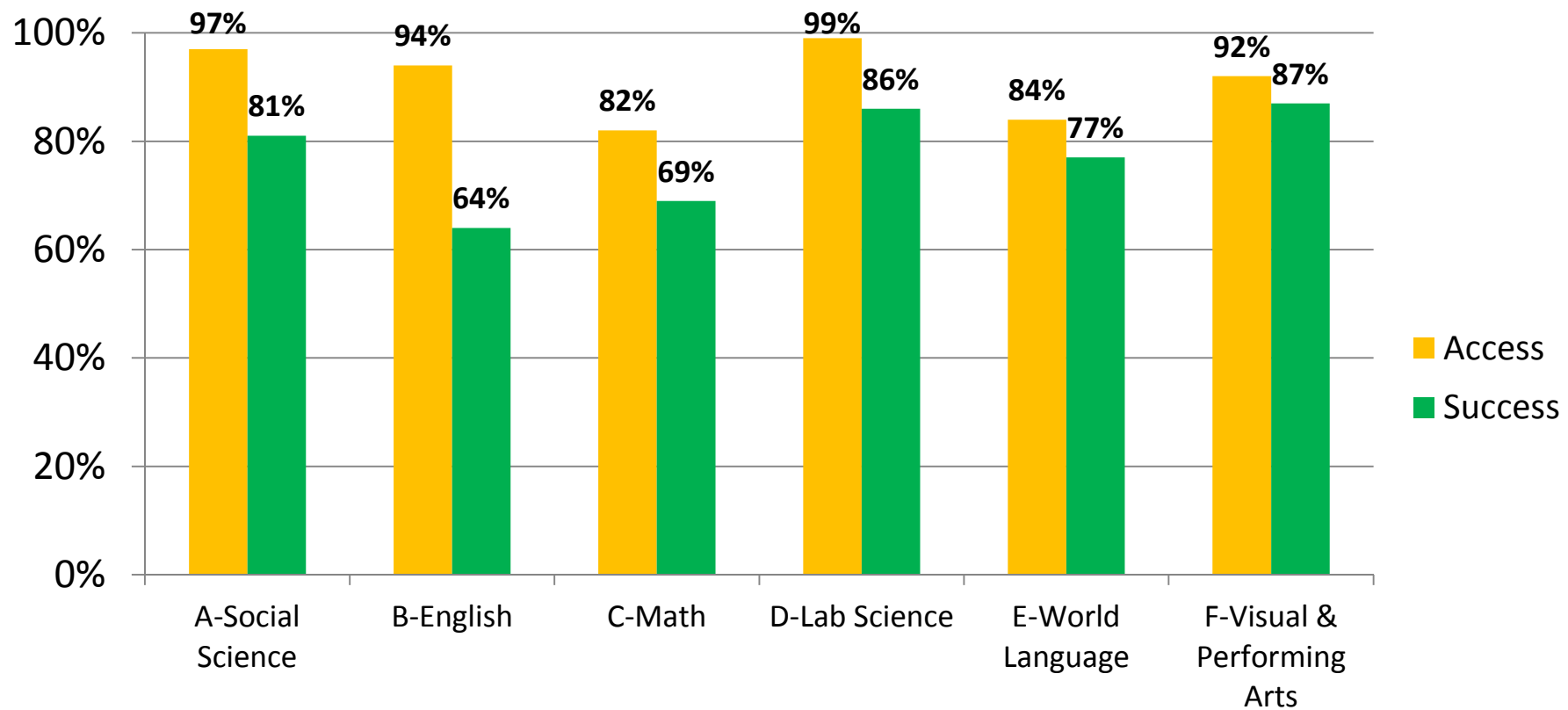


# Large Unified School District A-G Success Rates, By School



Source: Ed Trust-West analysis of large unified school district transcript data.

# Use Data to Identify Choke Points in Students' Access and Success



Source: Ed Trust-West analysis of large urban district transcript data.

# Use Data to Identify Choke Points in Students' Access and Success cont'd

In our analysis of transcripts, those students who passed 5 out of 6 courses, tended to fail English, Math, and Social Science:

Unsuccessful Course	# students
Level A (Social Science)	189
Level B (English)	433
Level C (Math)	227
Level D (Lab Science)	32
Level E (World Language)	166
Level F (Visual Performing Arts)	127

Source: Ed Trust-West analysis of large urban district transcript data.

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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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# 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](http://www.edtrustwest.org)



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