

Tracking and Attacking California's Achievement and Opportunity Gaps

October 8, 2010

Presentation to the
MESA Board of Directors Meeting

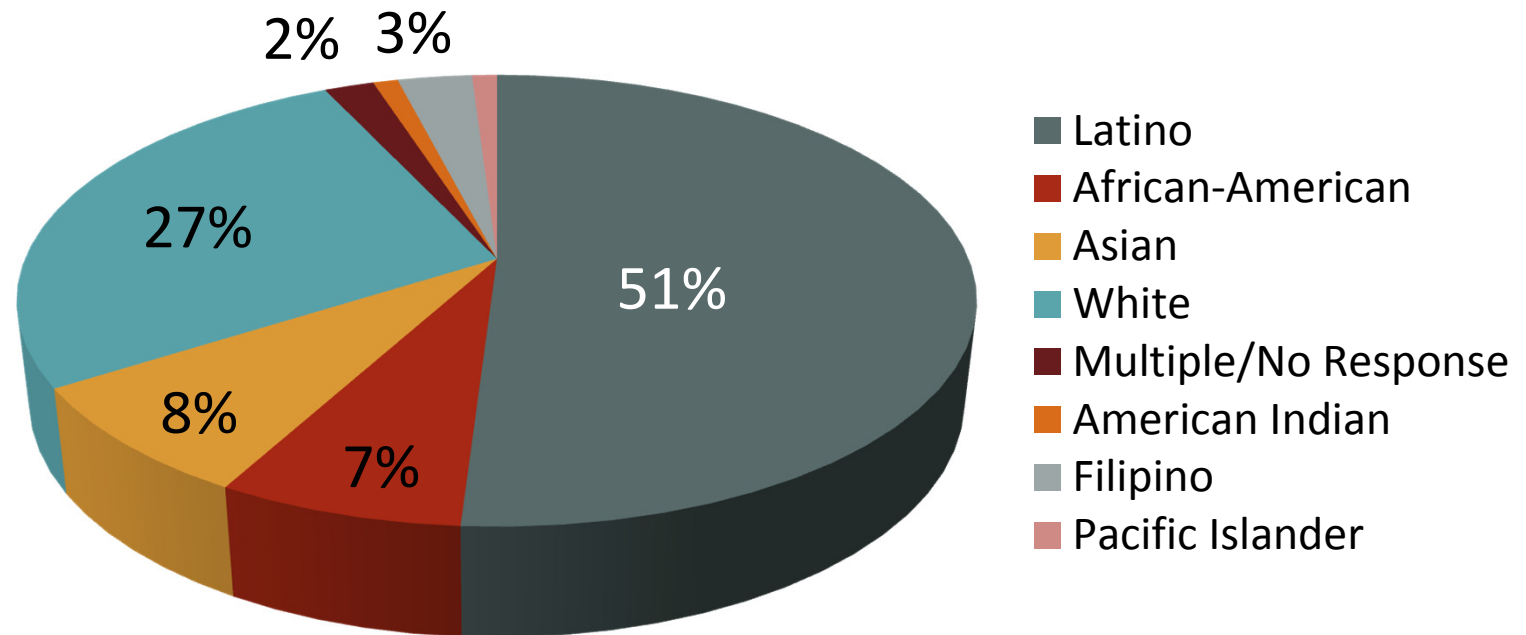
Dr. Arun Ramanathan, Education Trust—West



The Education Trust

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K-12 Enrollment in California, 2009-10



- 6.25 million students served*
- 54% Economically disadvantaged

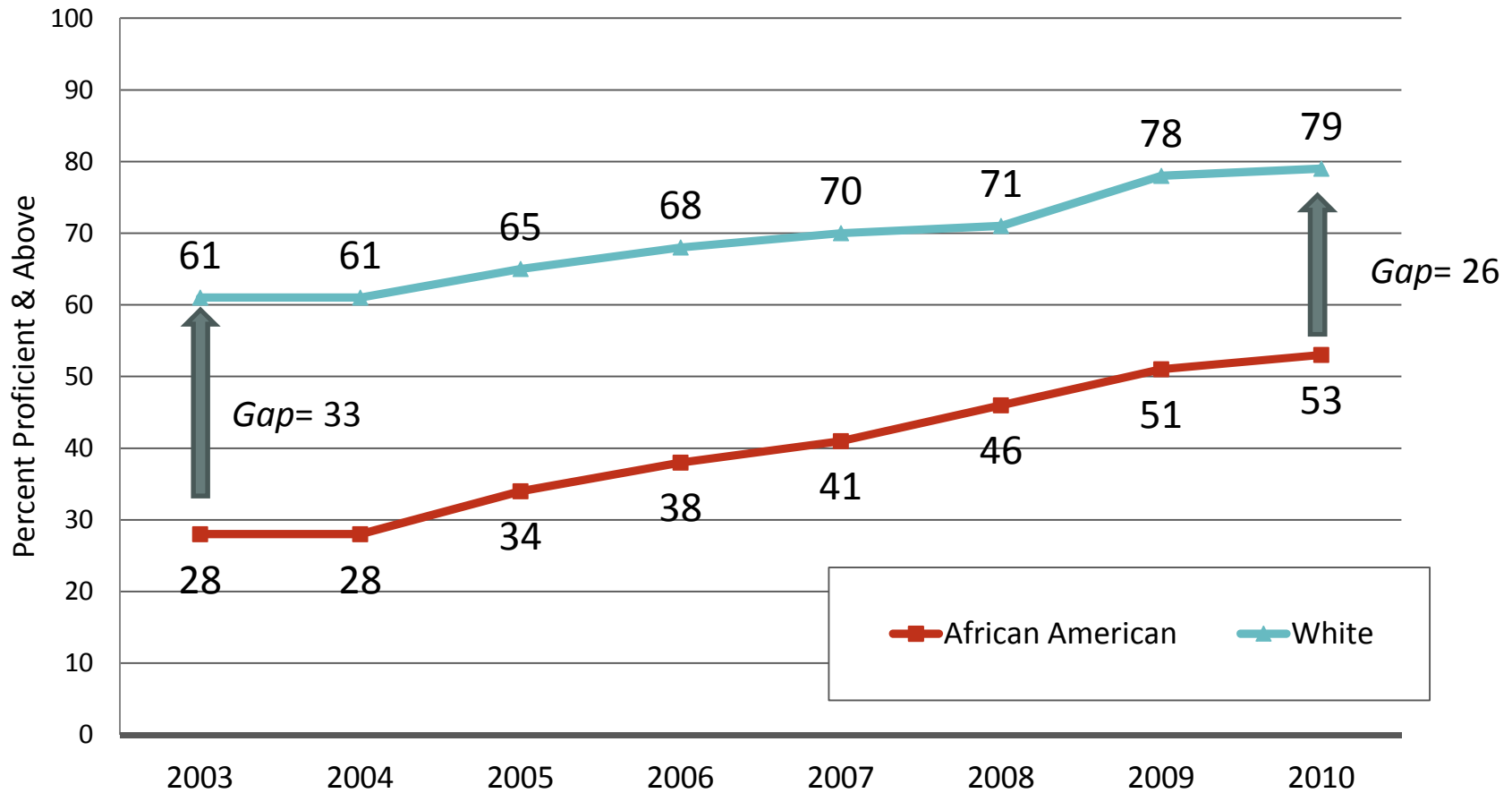
- 1.3 million English learners* - More English learners than the entire student populations of 39 states



K-12 EDUCATION PIPELINE

How well does our K-12 college and career pipeline work for low-income students of color in California?

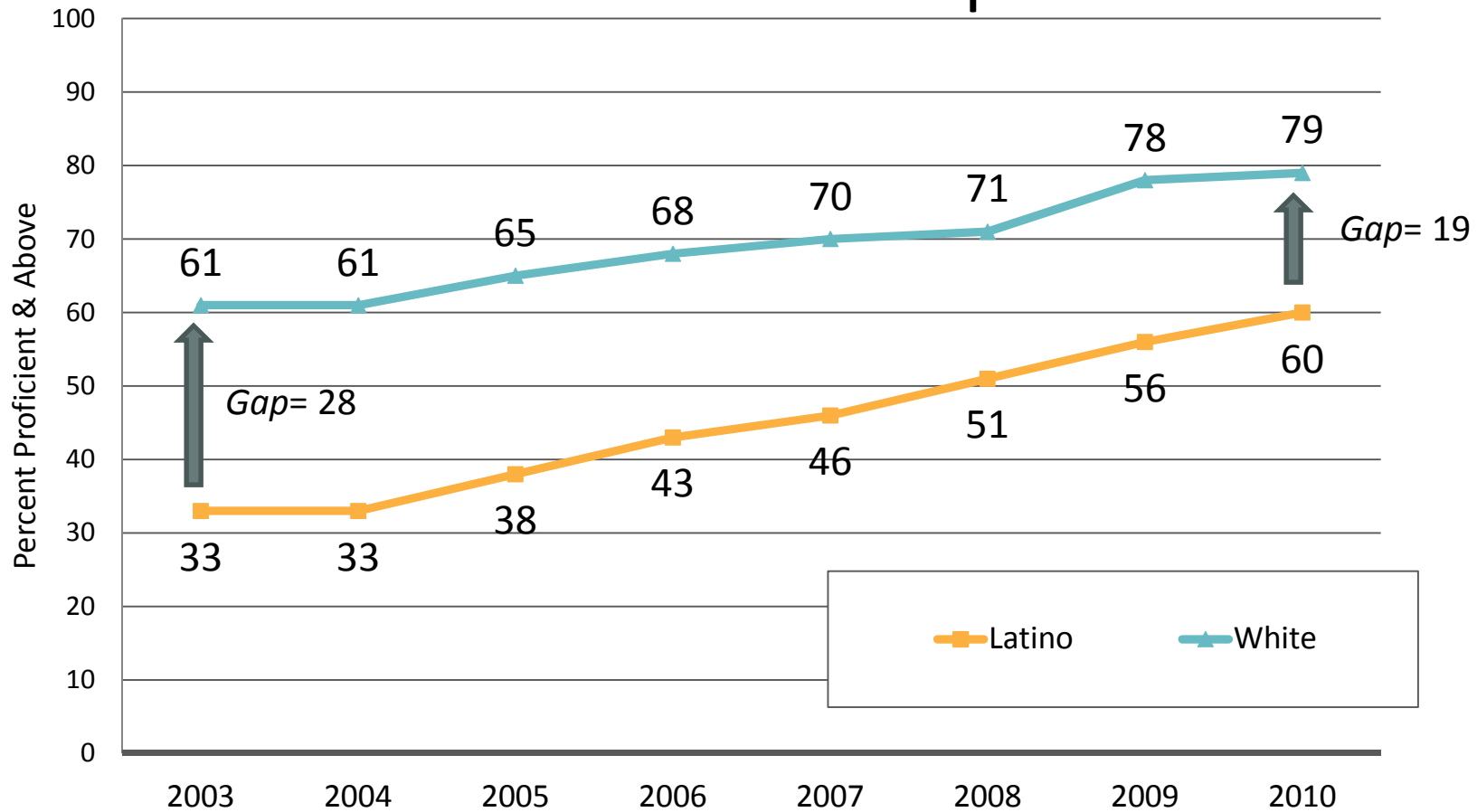
CST 4th Grade Mathematics African American-White Gap



Source: California Department of Education, 2010

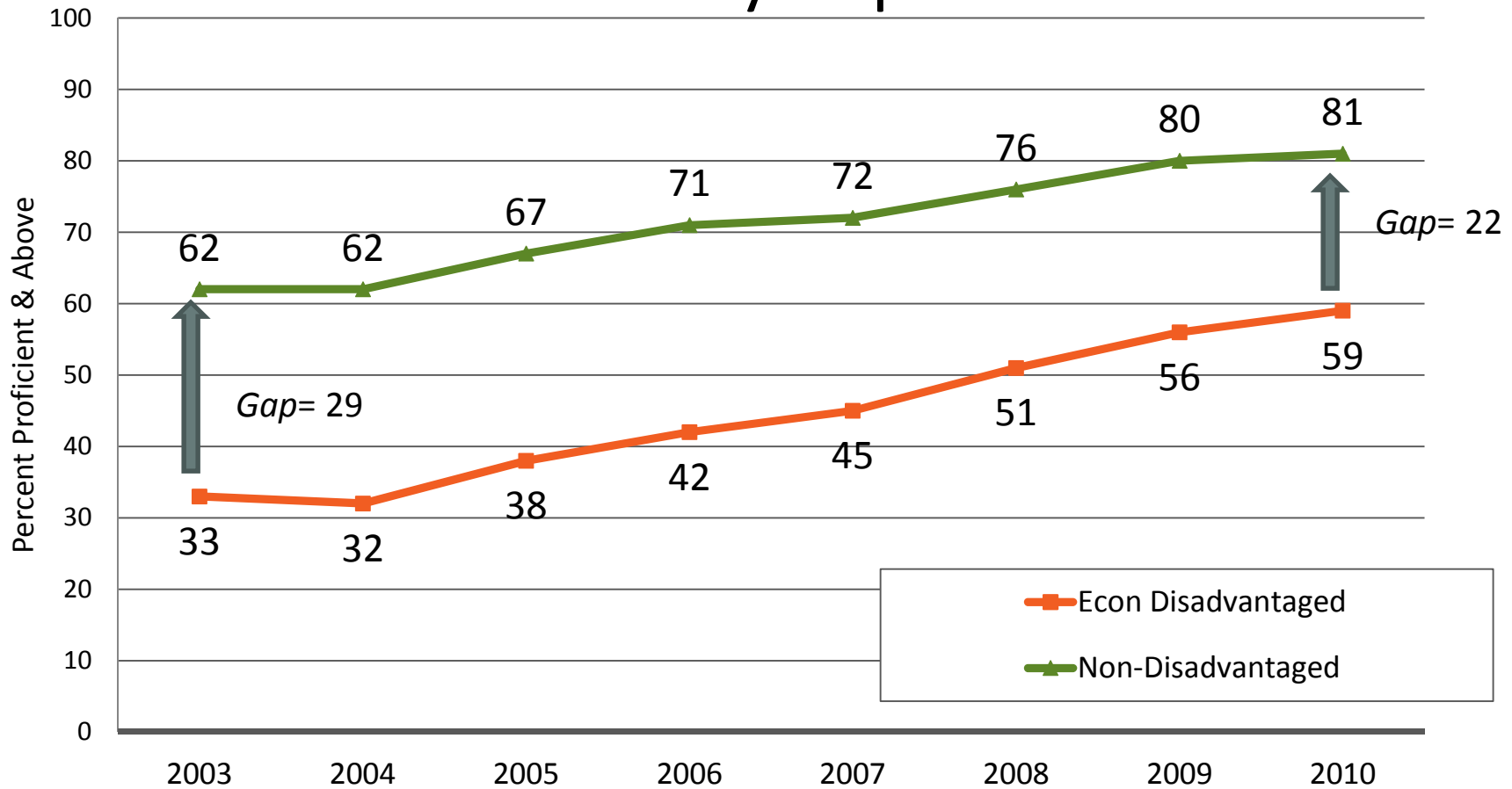
CST 4th Grade Mathematics

Latino-White Gap



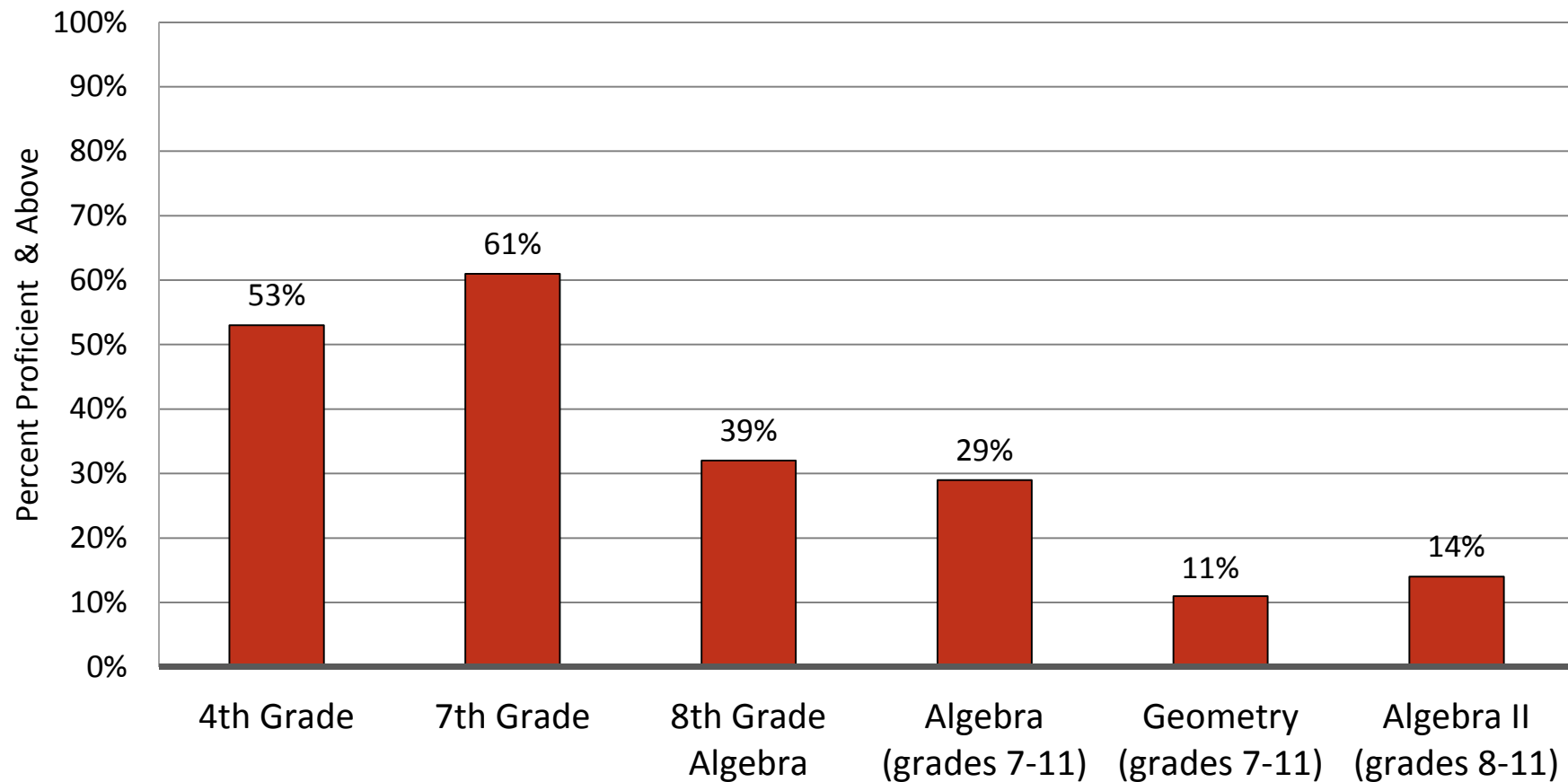
Source: California Department of Education, 2010

CST 4th Grade Mathematics Poverty Gap



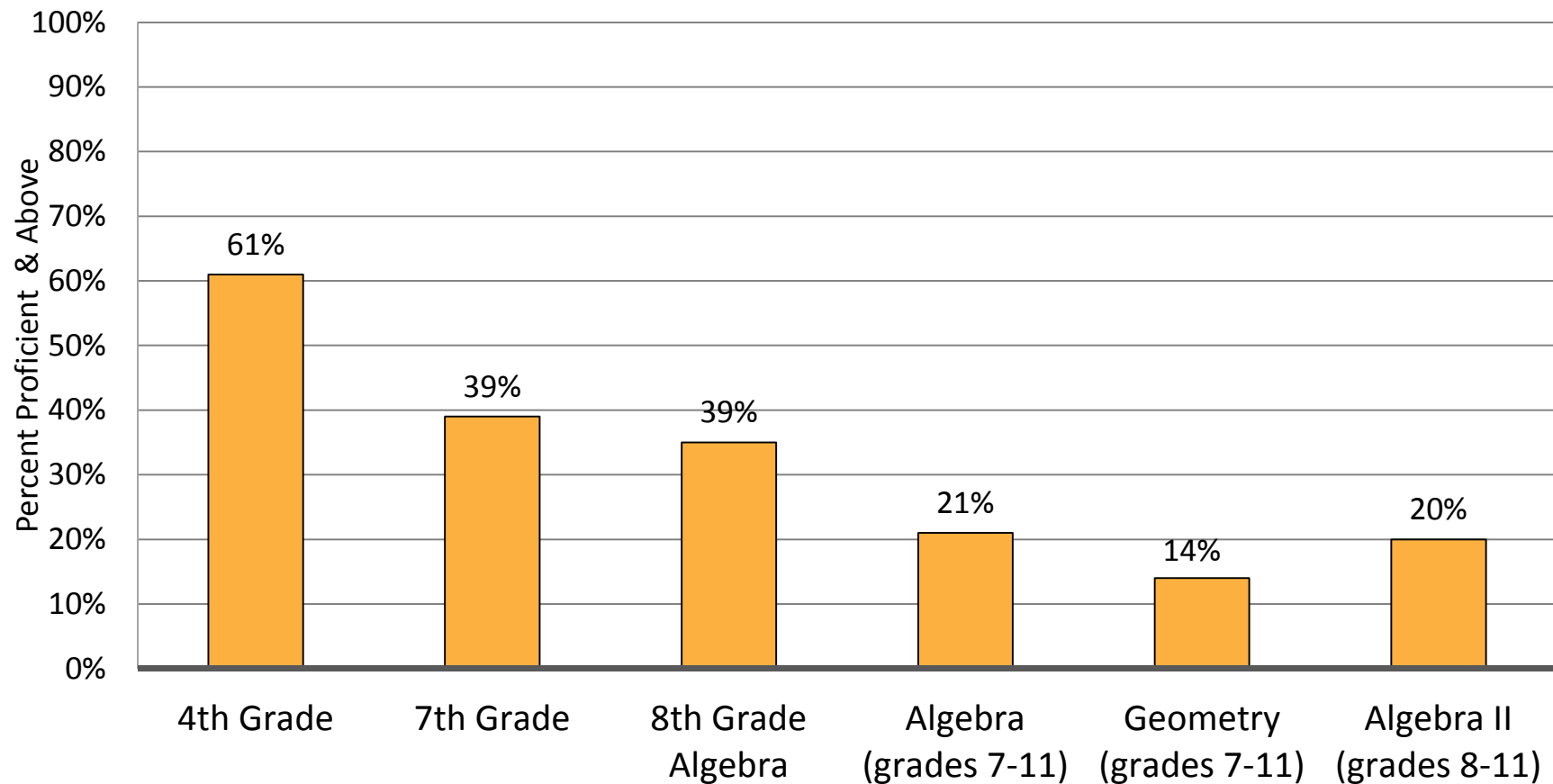
Source: California Department of Education, 2010

African-American Mathematics Proficiency Across Grades, 2010



Source: California Department of Education, 2010

Latino Mathematics Proficiency Across Grades, 2010



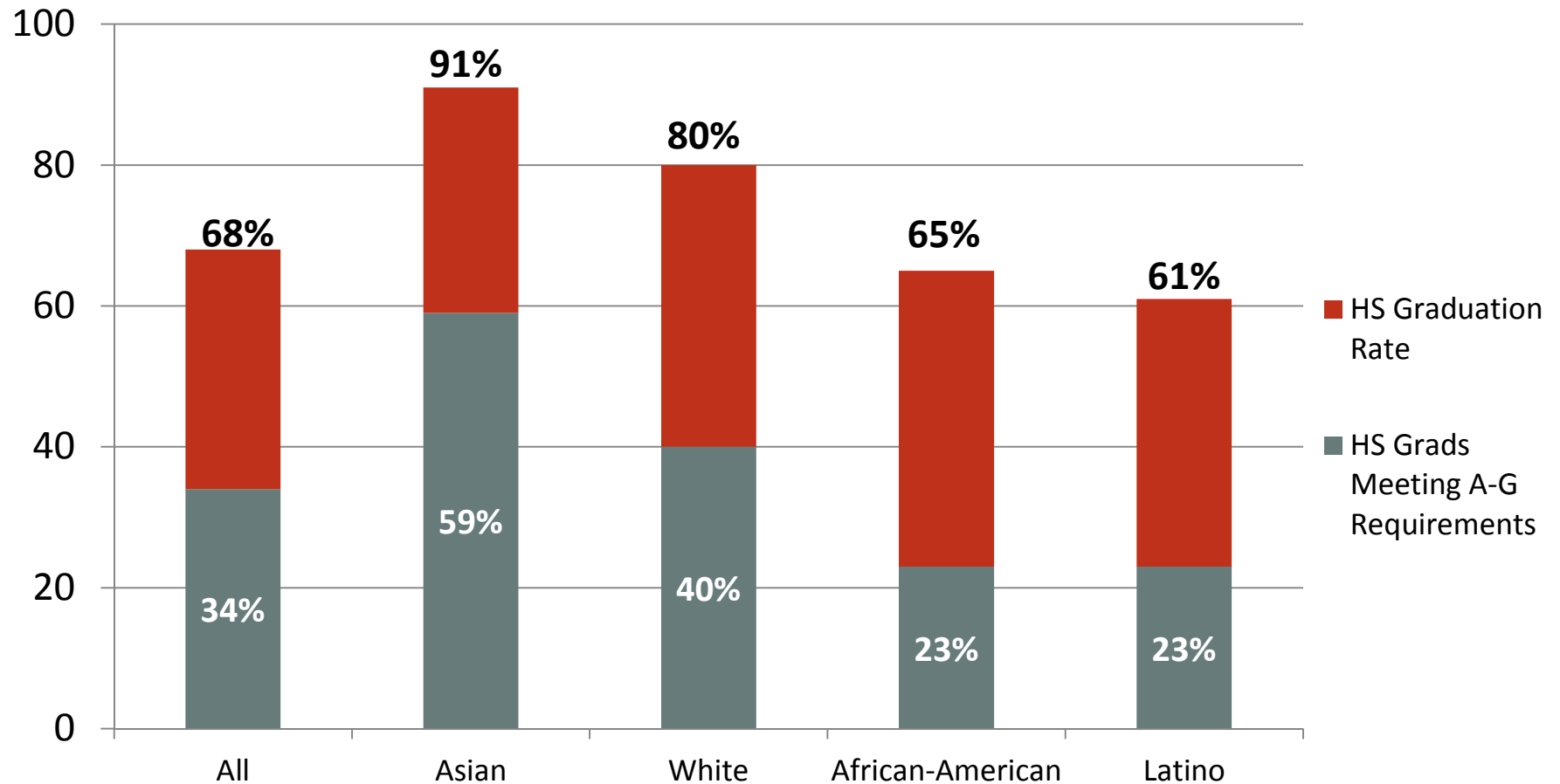
Source: California Department of Education, 2010



COLLEGE READINESS

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

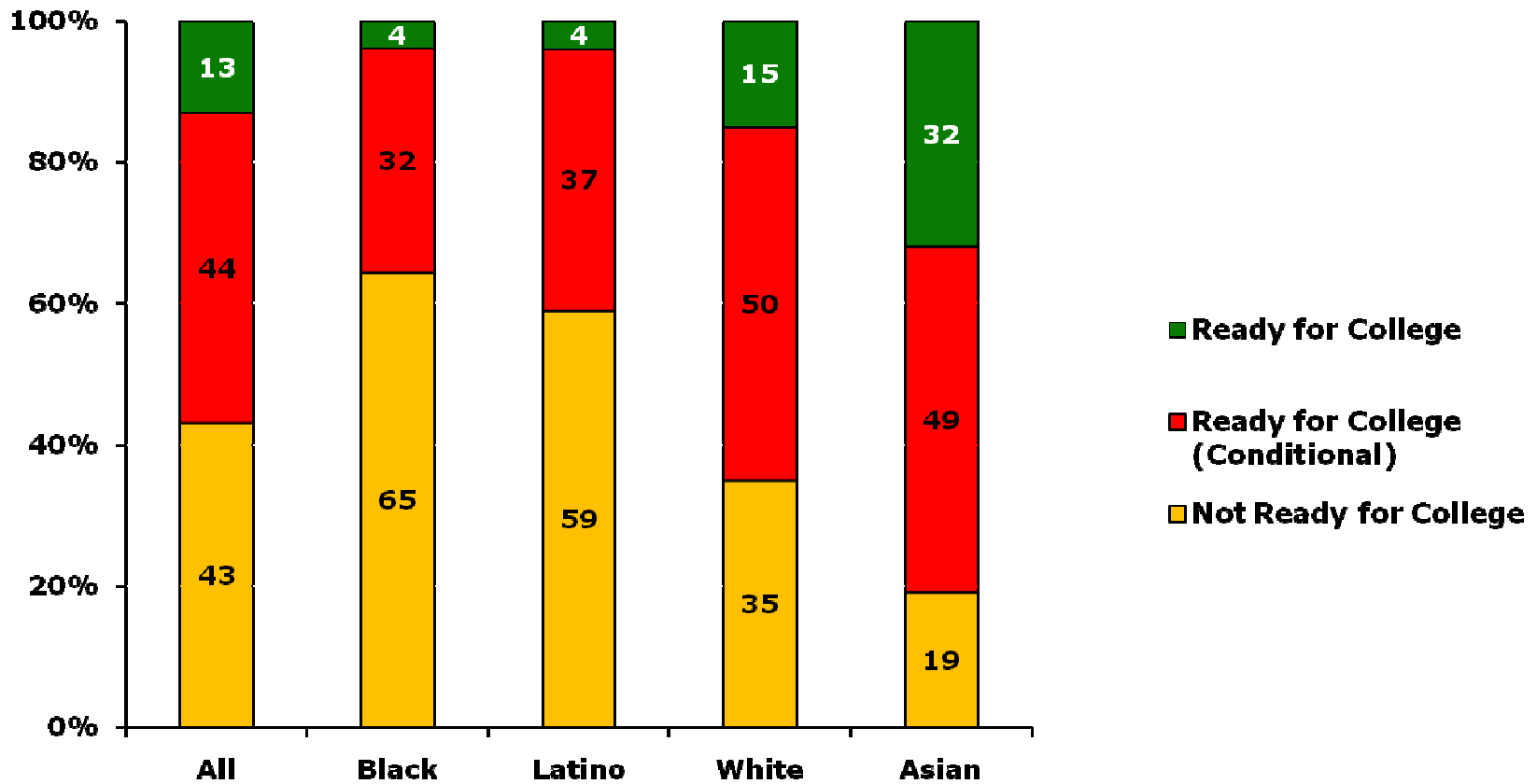
High School Graduates and A-G Graduation Rates, by Race/Ethnicity, 2007-08



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 Early Assessment Program Math Results, by Race/Ethnicity, 2009





COLLEGE ACCESS AND SUCCESS

African-American and Latino Access and
Success Rates in
Higher Education

Eye of the Needle: African American Students

- In 2008, **17%** of African-American public high school graduates in CA enrolled in a UC or CSU as first-time freshmen.
- African-American students represent a scant **3%** of UC undergraduate enrollment and **6%** of CSU undergraduate enrollment, despite the fact that African Americans represent **8%** of the California population between the ages of 18 and 24.
- College admission is no guarantee of success. Six-year graduation rates for African-American first-time freshman are low, ranging from **29-33%** percent in the CSU system and **70-73%** in the UC system (depending on the source).

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

Community College Transfer Rates to Four-Year Institutions Appallingly Low Statewide

Race/Ethnicity	2 Yr	3 Yr	4 Yr	5 Yr	6 Yr
Latino	3%	9%	17%	25%	31%
Native American	3%	10%	20%	25%	30%
Pacific Islander	4%	13%	22%	29%	34%
African-American	5%	12%	21%	29%	34%
Filipino	6%	13%	24%	32%	37%
White	6%	16%	28%	38%	43%
Asian	10%	24%	38%	50%	56%
Unknown	7%	17%	28%	37%	44%
Total	6%	15%	26%	35%	41%

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%
African American students	121	105	-13.2%
First generation students	681	580	-14.8%
Students from schools with low API scores	577	480	-16.8%

Source: University of California Undergraduate Enrollment Task Force



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

Top and Bottom Performers: Overall CST Proficiency Rates for **African-American** 4th Graders, 2010

		District	% of African-American Students Scoring Proficient & Advanced
Math	Top-Performing Districts	Corona-Norco Unified (<i>Riverside County</i>)	72%
		Vista Unified (<i>San Diego County</i>)	65%
		Long Beach Unified (<i>Los Angeles County</i>)	64%
	Lowest Performing Districts	Stockton Unified (<i>San Joaquin County</i>)	39%
		Lodi Unified (<i>San Joaquin County</i>)	37%
		Hayward Unified (<i>Alameda County</i>) San Francisco Unified (<i>San Francisco County</i>)	31%

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 African-American 4th Grade CST Performance, 2003-10

		District	Change in Proficiency Rate Among African-American Students (% Point Increase)
Math	Top-Gaining Districts	Compton Unified (<i>Los Angeles County</i>) Palm Springs Unified (<i>Riverside County</i>)	+40
		Fresno Unified (<i>Fresno County</i>) Long Beach Unified (<i>Los Angeles County</i>) Oakland Unified (<i>Alameda County</i>)	+34
		Sacramento City Unified (<i>Sacramento County</i>)	+31
	Lowest Gaining Districts	Pomona Unified (<i>Los Angeles County</i>)	+7
		Elk Grove Unified (<i>Sacramento County</i>)	+6
		Hayward Unified (<i>Alameda County</i>)	+4

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 African-American 8th Graders, 2010

		District	% of African-American Students Scoring Proficient & Advanced
End-of-Course Algebra I	Top-Performing Districts	Elk Grove Unified (<i>Sacramento County</i>)	25%
		Riverside Unified (<i>Riverside County</i>)	24%
		Vista Unified (<i>San Diego County</i>)	23%
	Lowest Performing Districts	Palm Springs Unified (<i>Riverside County</i>) San Francisco Unified (<i>San Francisco County</i>) Stockton Unified (<i>San Joaquin County</i>)	12%
		Compton Unified (<i>Los Angeles County</i>) Colton Joint Unified (<i>San Bernardino County</i>) Moreno Valley Unified (<i>Riverside County</i>) Oakland Unified (<i>Alameda County</i>) Rialto Unified (<i>San Bernardino County</i>)	11%
		West Contra Costa Unified (<i>Contra Costa County</i>)	4%

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Top and Bottom Performers:

Overall CST Proficiency Rates for **Latino** 8th Graders, 2010

District		% of Latino Students Scoring Proficient & Advanced	
End-of-Course Algebra I	Top-Performing Districts	Manteca Unified (<i>San Joaquin County</i>)	37%
		Hacienda La Puente Unified (<i>Los Angeles County</i>) Elk Grove Unified (<i>Sacramento County</i>)	31%
		Visalia Unified (<i>Tulare County</i>) Glendale Unified (<i>Los Angeles County</i>) Garden Grove Unified (<i>Orange County</i>)	30%
	Lowest Performing Districts	Corona-Norco Unified (<i>Riverside County</i>) Pomona Unified (<i>Los Angeles County</i>)	13%
		Compton Unified (<i>Los Angeles County</i>)	12%
		West Contra Costa Unified (<i>Contra Costa County</i>)	7%

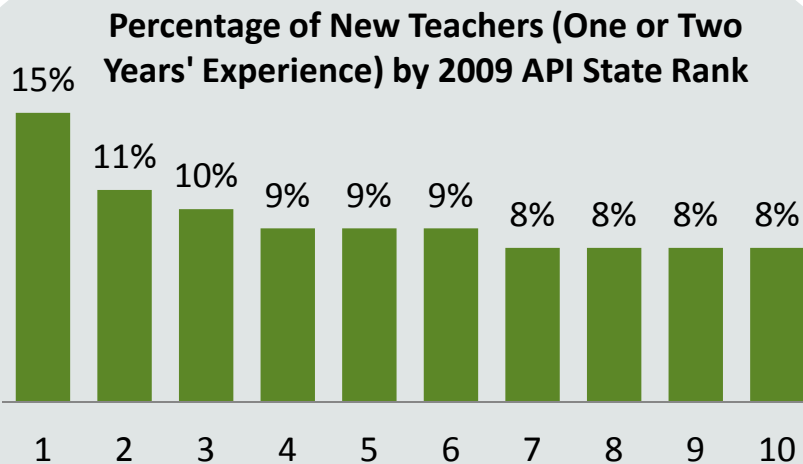
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Not Rocket Science

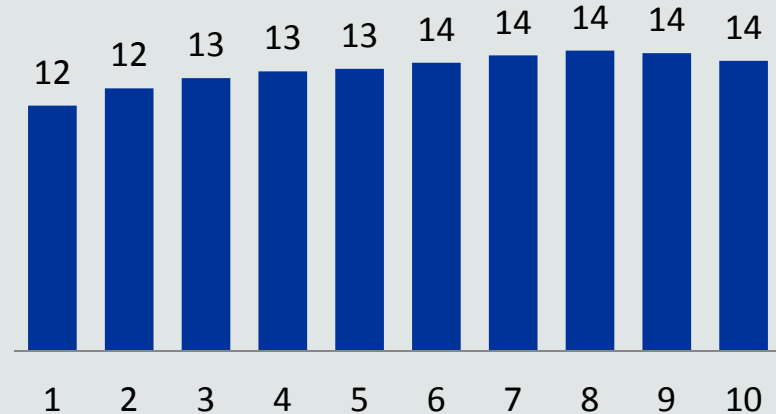
- Learn from success and hold districts accountable for failure.
- Quality Teachers: Identify and assign the most effective teachers to the highest need students and remove ineffective teachers.
- School Stability: Protect high-poverty students and schools from staffing and instructional instability.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

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

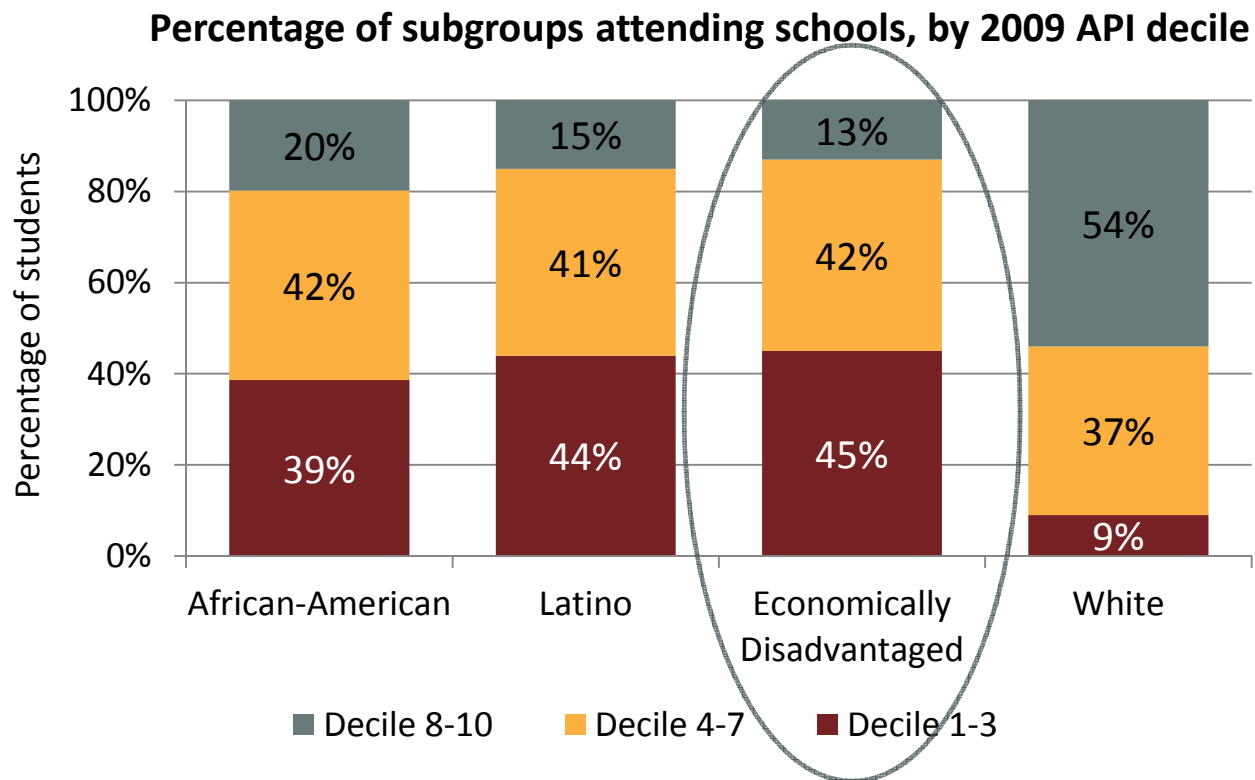
Teacher effectiveness should underlie the evaluation process

- ✓ **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.

Not Rocket Science

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Students in poverty, not just low-achieving schools, deserve protection

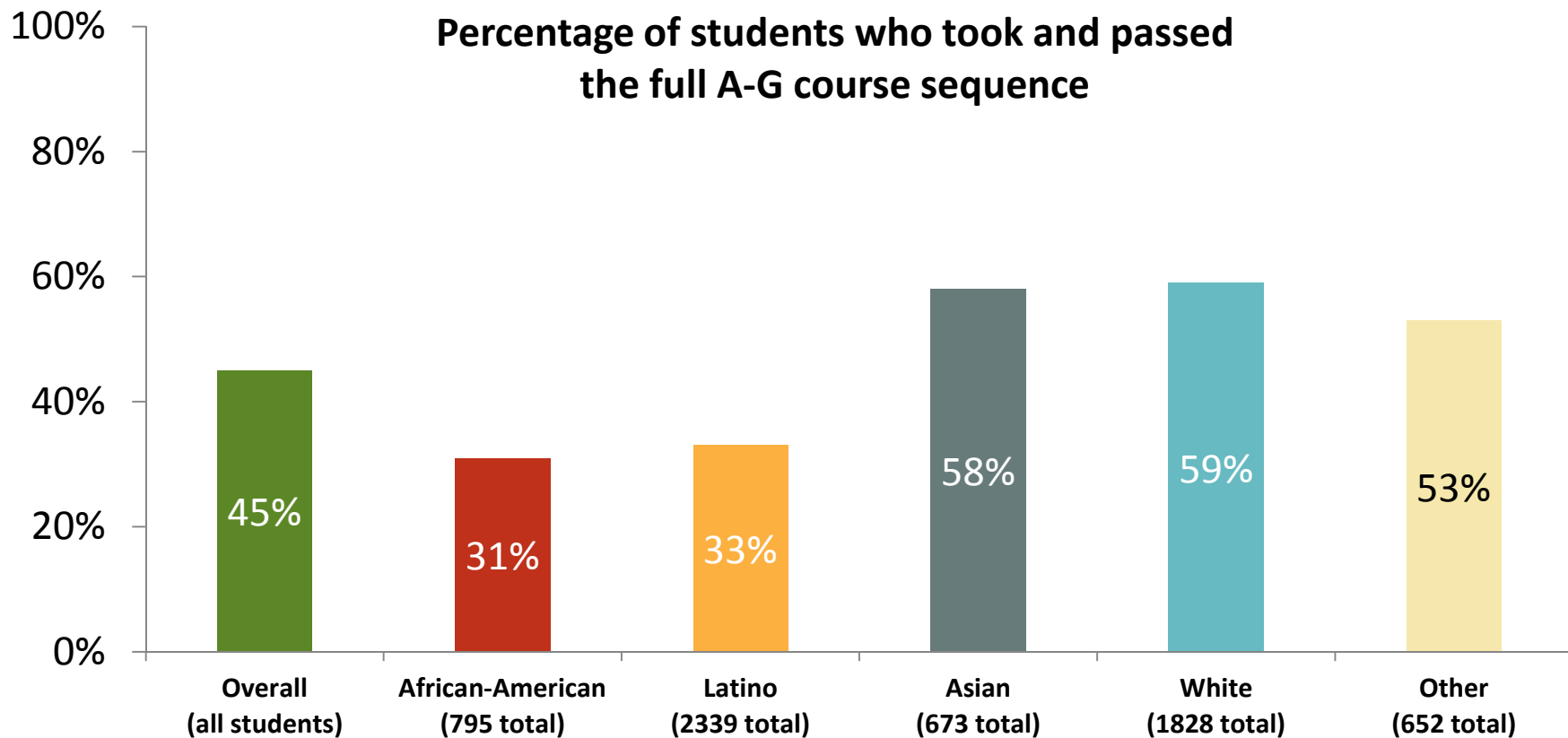


While 45% of economically disadvantaged students are in low-achieving schools, more than half are in Decile 4-10 schools.

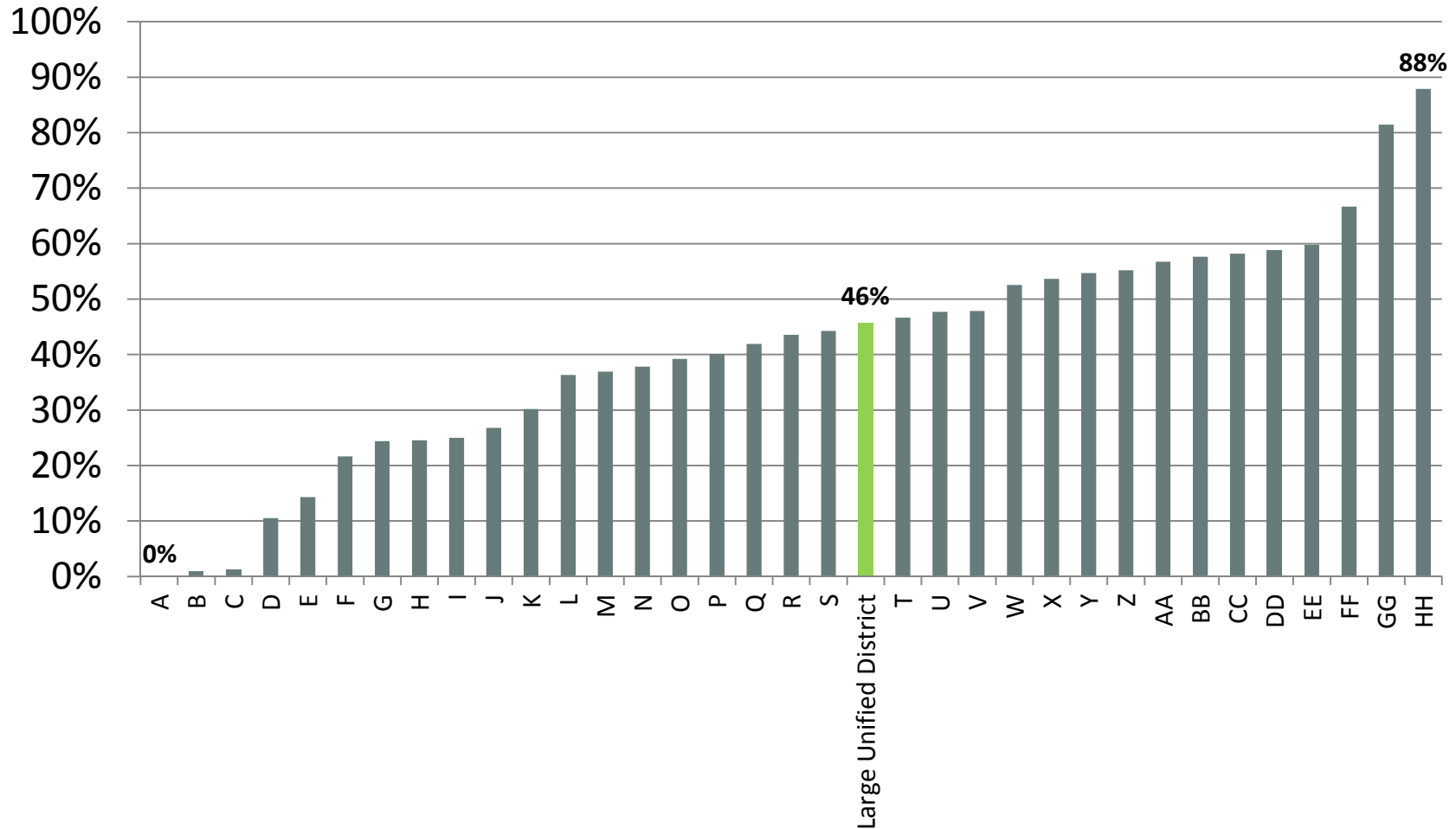
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Our analysis of transcripts in one urban district reveals unequal access to and success in A-G courses

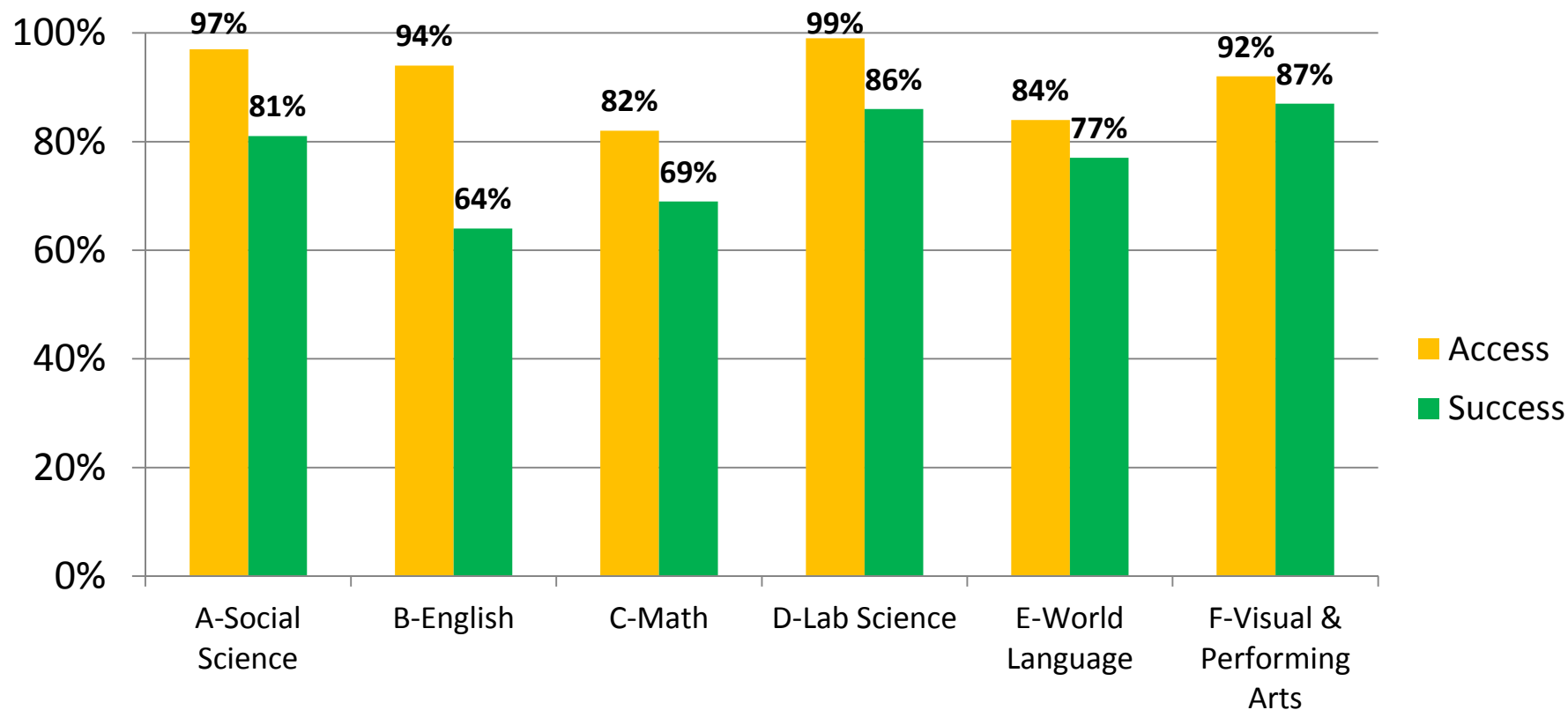


Large Unified School District A-G Success Rates, By School



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

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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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.

Not Rocket Science

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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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