


# IMPROVING COLLEGE ACCESS and SUCCESS: LESSONS LEARNED

Linda Murray  
The Education Trust-West



The Education Trust-West

Foundation for a College Education  
MARCH 12, 2009



# Closing the Achievement Gap K-12 and To Ensure Post-Secondary Success

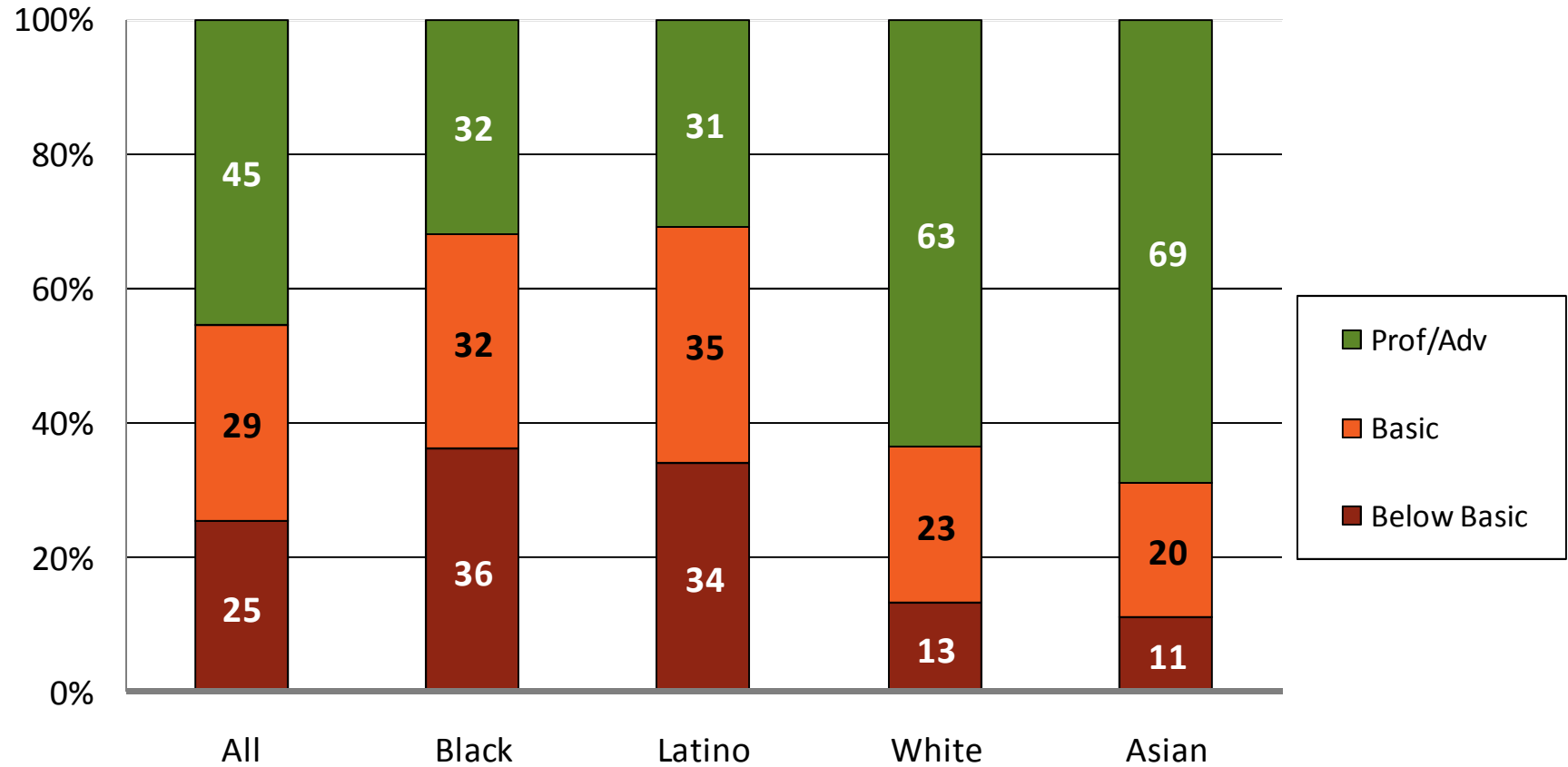


Where are we now?

# CALIFORNIA

## 8<sup>th</sup> grade ELA CST 2008

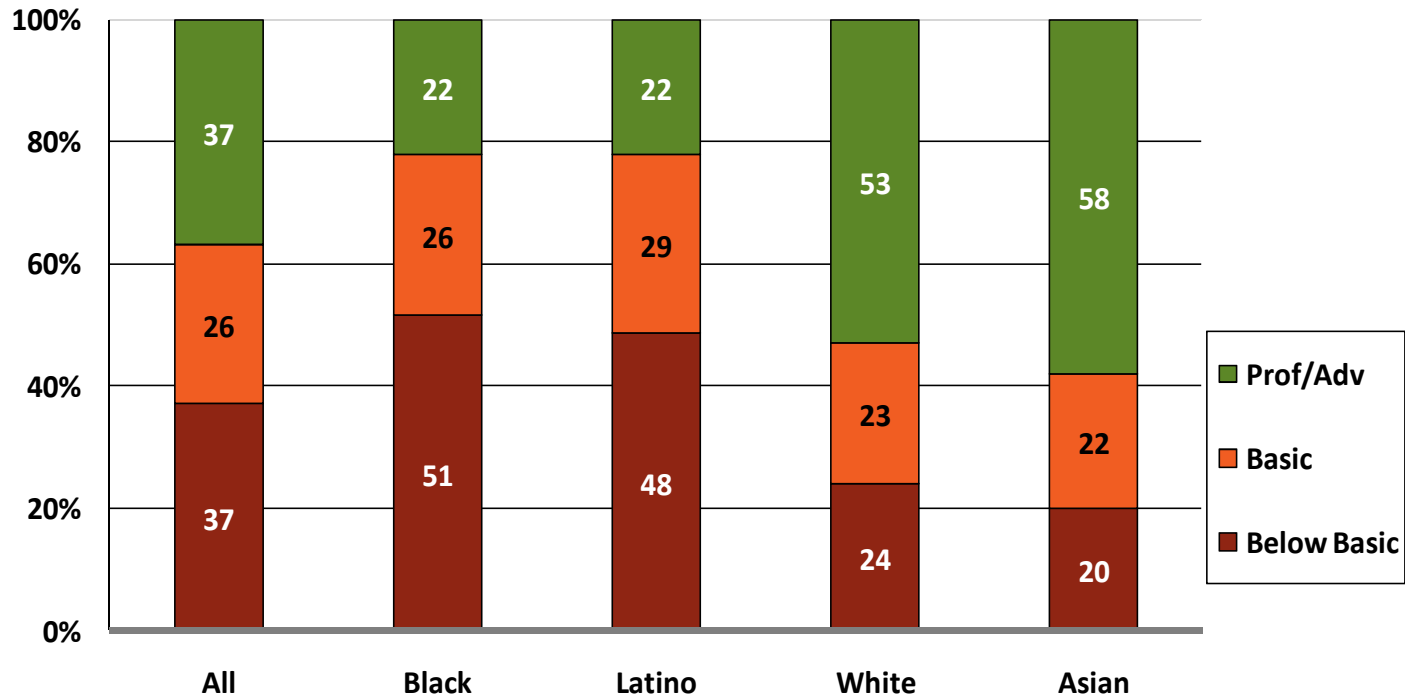
### By Ethnicity



# CALIFORNIA

## 11<sup>th</sup> grade ELA CST 2008

### By Ethnicity



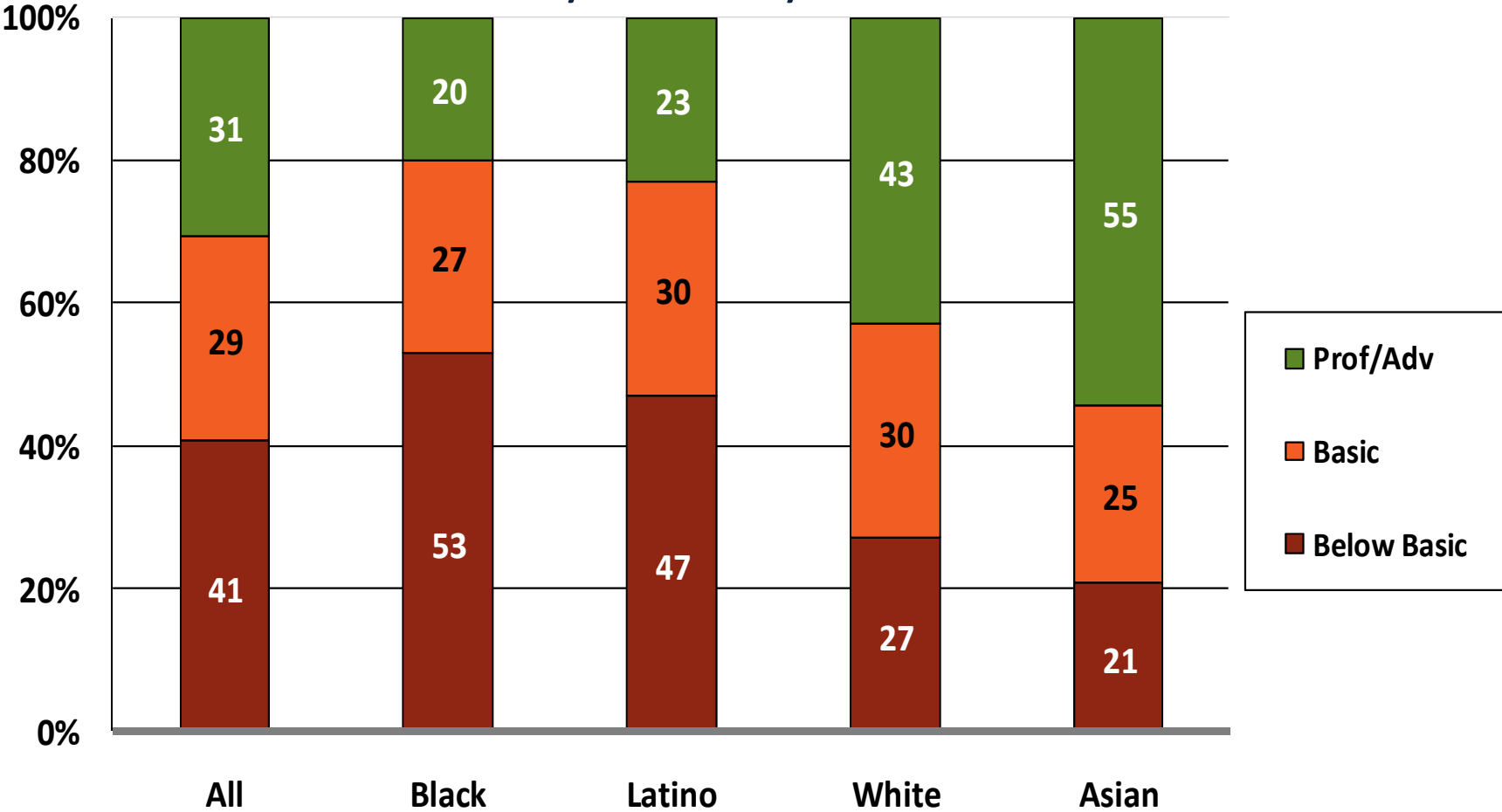


# A Look at Math.

# CALIFORNIA

## 8<sup>th</sup> grade General Math CST 2008

### By Ethnicity

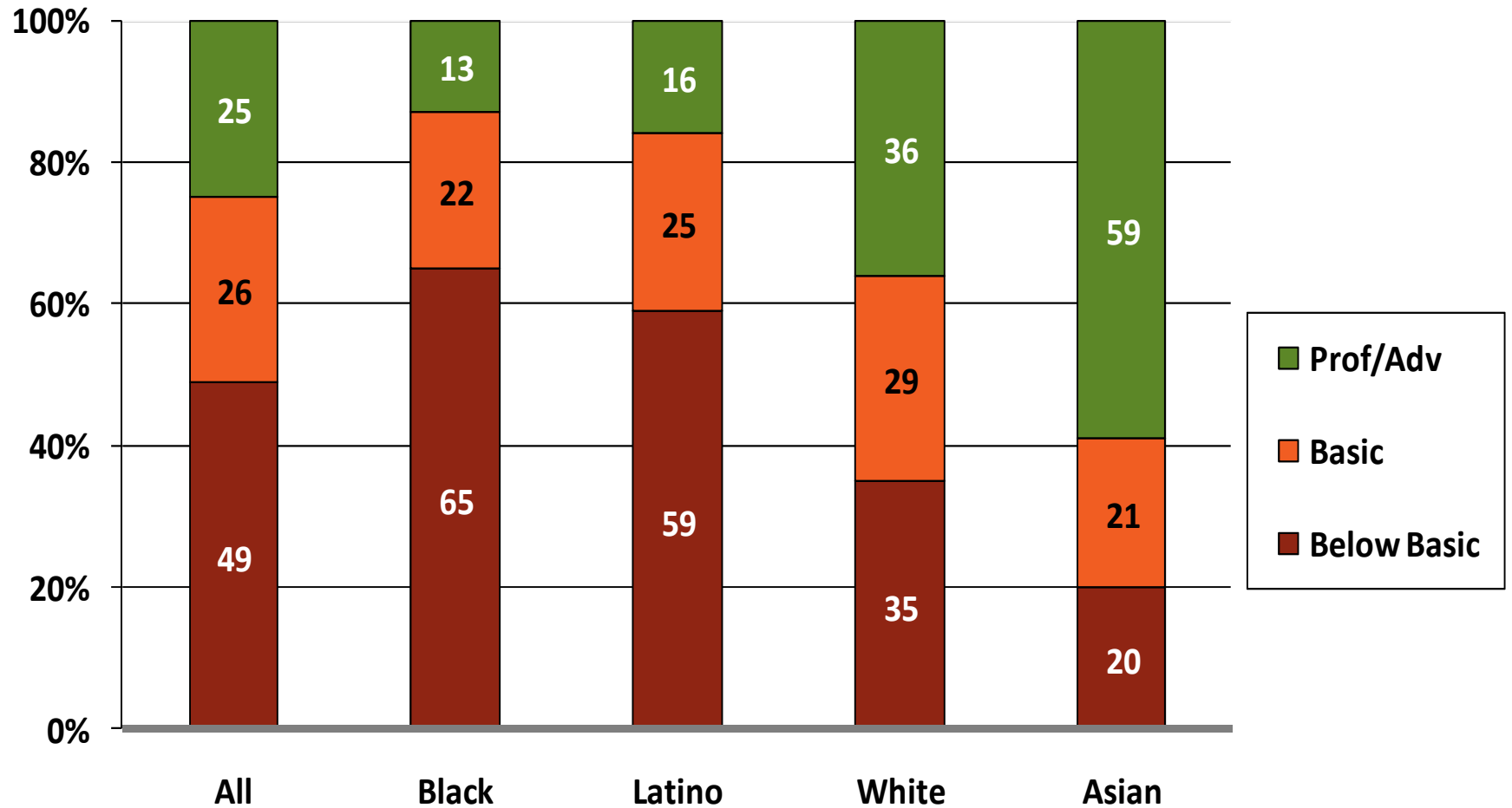


Source: California Department of Education, 2008

# CALIFORNIA

## Algebra I (Grades 7-11) CST 2008

### By Ethnicity

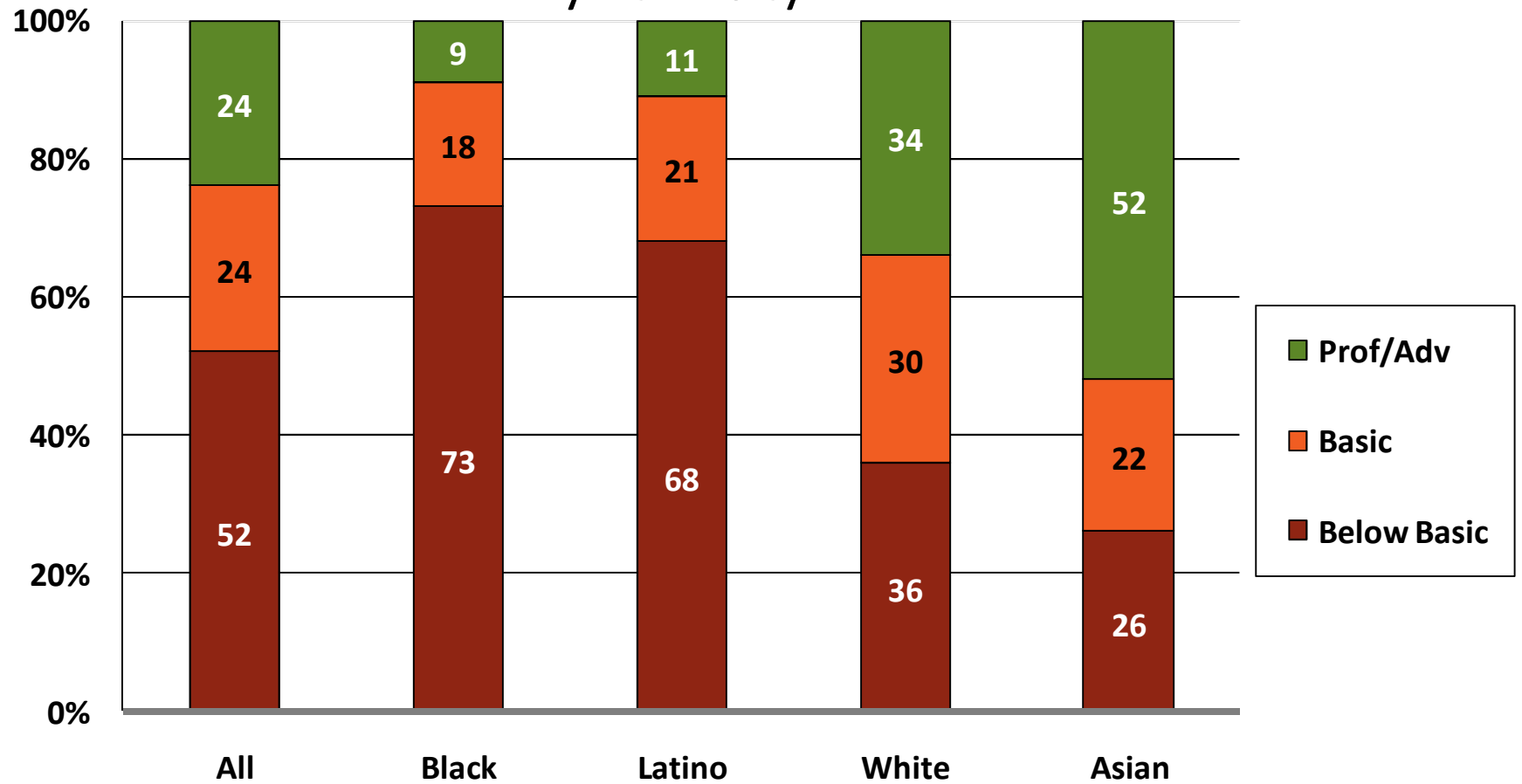




# CALIFORNIA

## Geometry (Grades 7-11) CST 2008

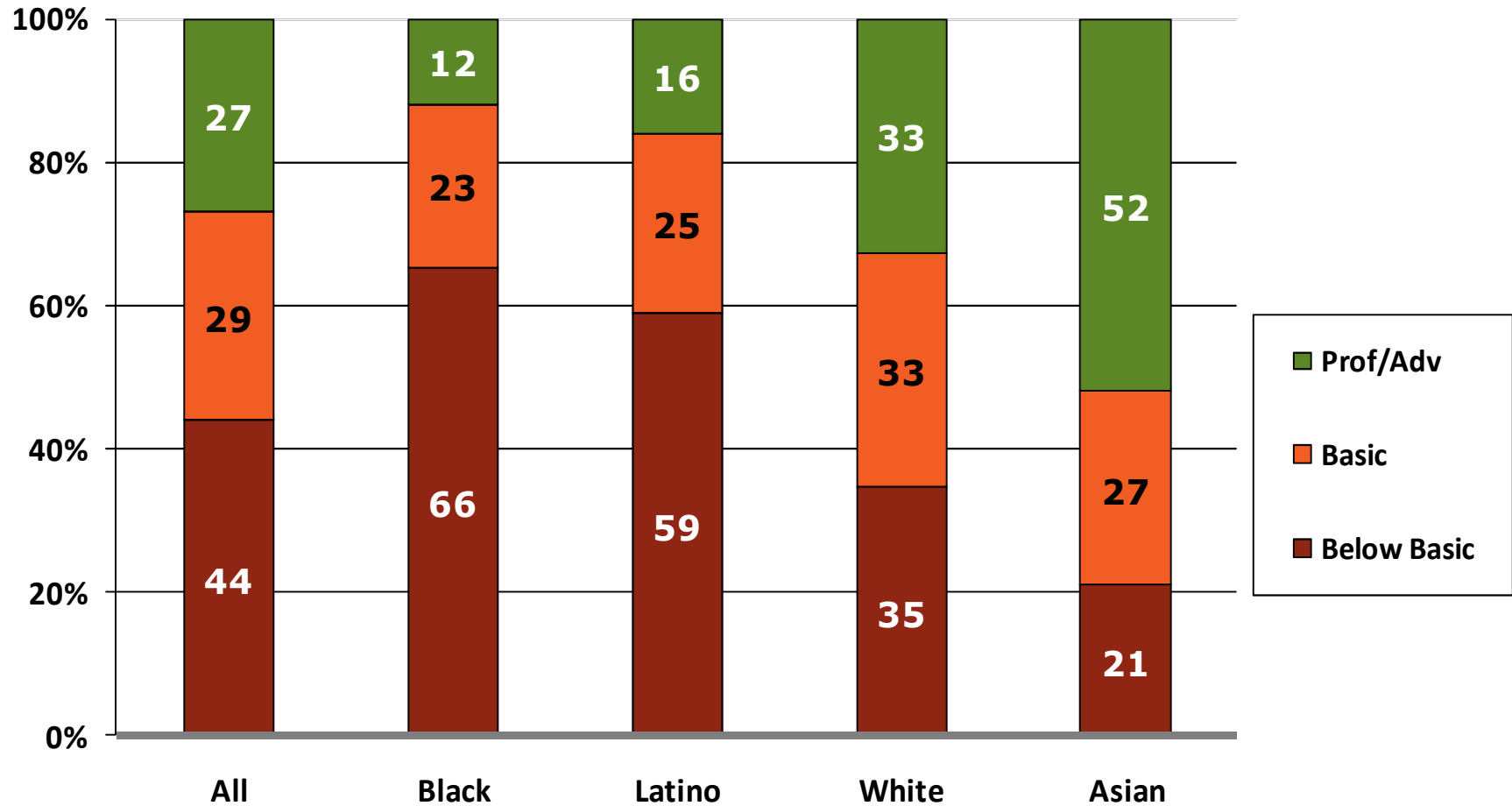
### By Ethnicity



# CALIFORNIA

## Algebra II (Grades 7-11) CST 2008

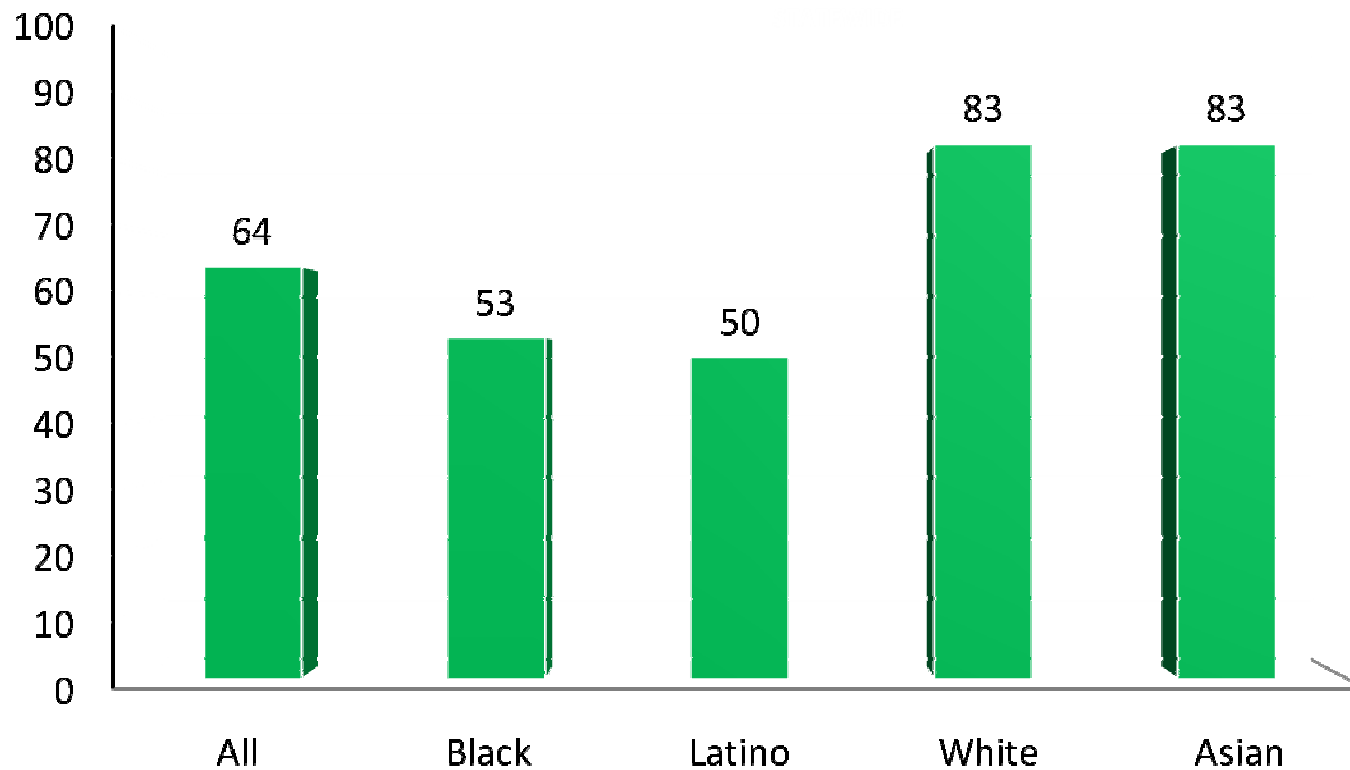
### By Ethnicity





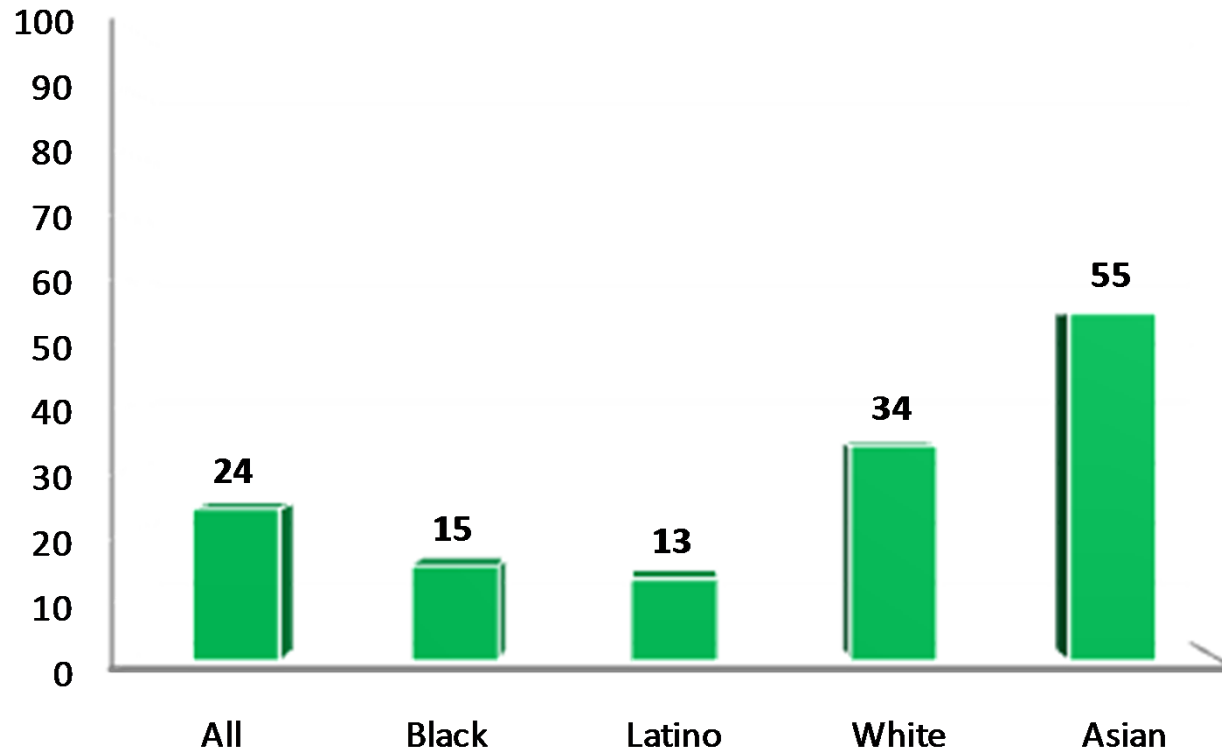
By the end?

# Few Ever Graduate California: Class of 2007




# Even Fewer Graduate College Ready. \*

## California: Class of 2007



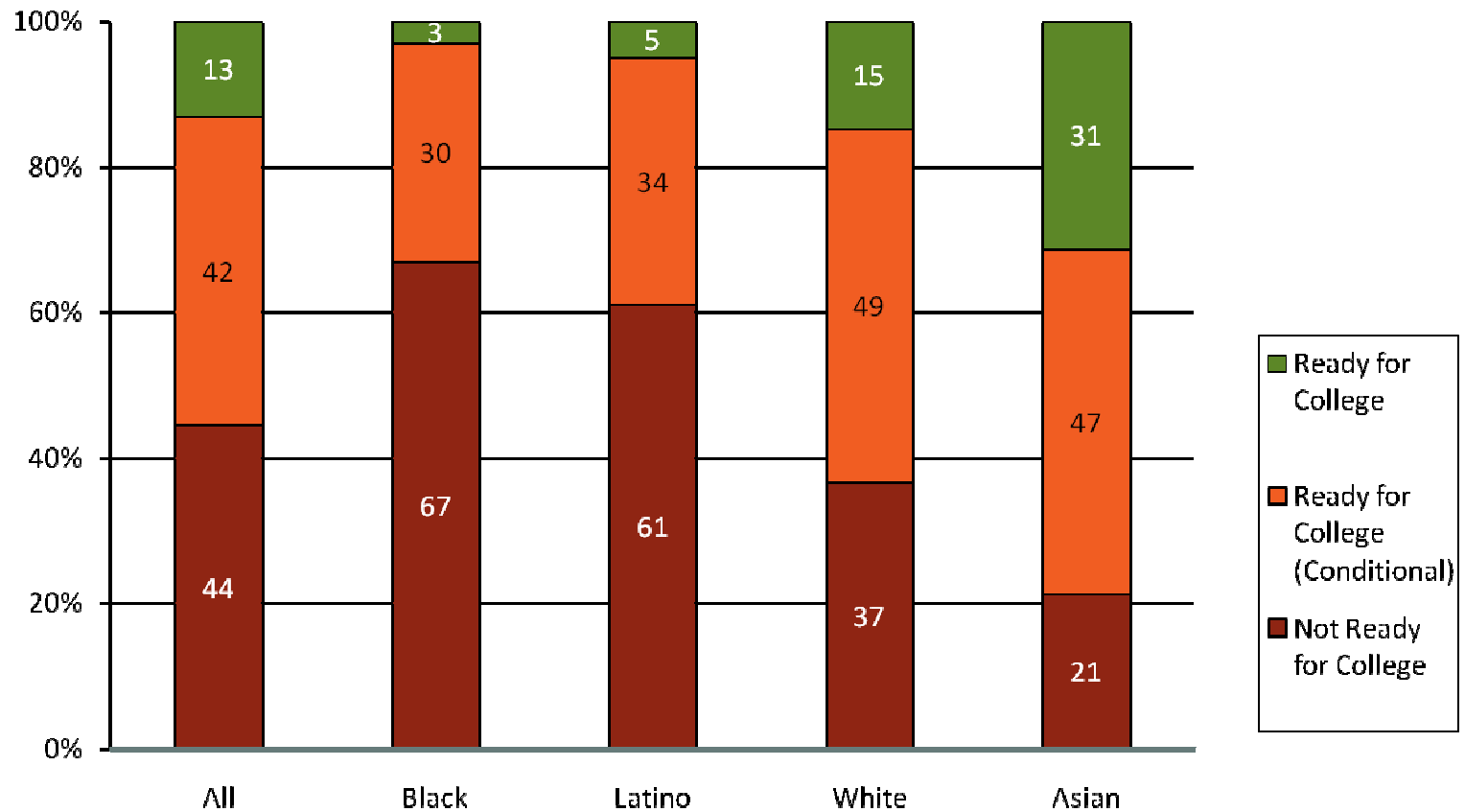
\*Includes 9<sup>th</sup> graders who have completed the A-G course sequence with a “C” or better in each class four years later.



Even for our college bound students,  
they aren't very college ready.

# Readiness for College English

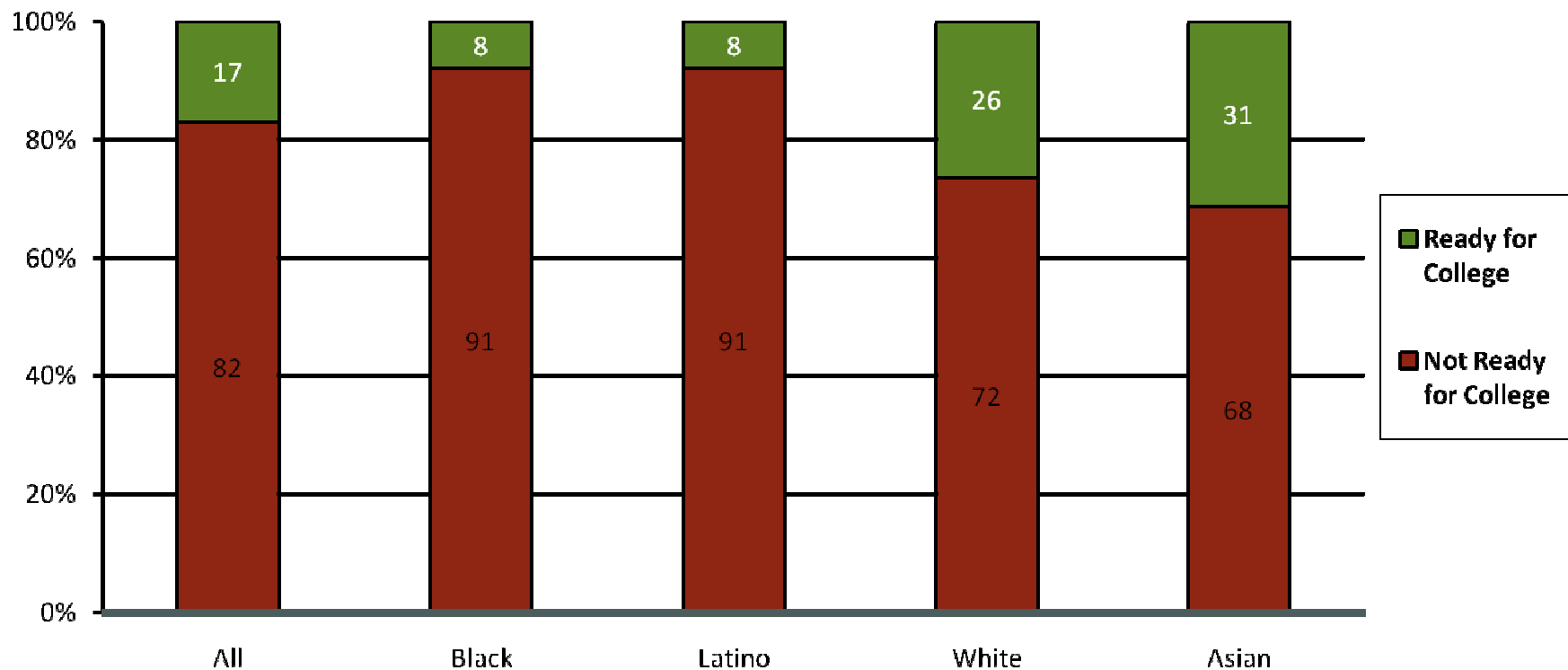
11<sup>th</sup> graders, by Ethnicity



# Readiness for College Mathematics

## 11<sup>th</sup> graders in Math, by Ethnicity

### Most Students Not College Ready







Add it all up. . .

# Of Every 100 9th Graders in California:

## Class of 2007

**20** Enroll in  
community college

**13** Enroll in a 4-year  
state university

# Of Every 100 African American 9<sup>th</sup> Graders in California:

**Class of 2007**

- 18** Enroll in  
community college
- 9** Enroll in a 4-year  
state university

# Of Every 100 Latino 9<sup>th</sup> Graders in California:

**Class of 2007**

**17** Enroll in community  
college

**7** Enroll in a 4-year  
state university


Add it all up....

## Degrees Awarded 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.



These gaps begin before children  
arrive at the schoolhouse door.




But, rather than organizing our educational system to ameliorate these gaps, we organize it to exacerbate the problem.

**Without changes Pre-K thru 12 and beyond, gaps will grow early and fast.**


What do we know about schools  
and districts that get kids into  
college and colleges that succeed  
with them.

Six Lessons about  
*ACCESS*  
*TO AND SUCCESS IN POST-*  
*SECONDARY*






1. High performing schools and institutions focus on what they *can* do, rather than what they *can't*.



Some schools and districts get all caught up in “correlations”.

# Spend endless time tracking:

- Percent of babies born at low-birthweight;
- Percent of children born to single moms;
- Percent of children in families receiving government assistance;
- Education levels of mothers; and...




Educators in high-performing high  
poverty schools and districts don't  
do that.


They focus on what they can do, not  
on what they can't.



They look at their “critical”  
data...and act.



2. They don't leave anything about teaching and learning to chance.



In schools throughout California, an awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.

# Result? A System That:

- Doesn't expect very much from MOST students; and,
- Expects much less from some types of students than others.



# Middle School Example: 7<sup>th</sup> Grade High Level Writing Assignment

Essay on Anne Frank

Your essay will consist of an opening paragraph which introduced the title, author and general background of the novel.

Your thesis will state specifically what Anne's overall personality is, and what general psychological and intellectual changes she exhibits over the course of the book

You might organize your essay by grouping psychological and intellectual changes OR you might choose 3 or 4 characteristics (like friendliness, patience, optimism, self doubt) and show how she changes in this area.

# 7<sup>th</sup> Grade Low-Level Writing Assignment

The "ME" Page	
My name:	
Three words which describe me best:	
Three words others would use to describe me:	
My best feature:	
A neat expression:	
My best friend:	
My favorite food:	
A chore I hate:	
Something I wish would happen at my home:	
My hero:	
My favorite sport:	
A car I want:	
The best thing about my school:	
My biggest secret:	
A television character I act like:	
My worst fear:	
A contest I want to win:	
My favorite movie star:	
My heartthrob:	
A political office I would like to hold:	
Something I want to buy:	
My chosen career:	
My favorite beverage:	
A place I want to visit:	
A school subject I adore:	
My favorite book:	
A nightmare I have:	
Someone I would like to have as a relative:	
A movie I would like to be the star in:	
Something I would like to do for my family:	
A teacher I respect:	
What I would do if I were in Hollywood:	
A friend I would like to have:	
What I would do to change our school:	
My dream for America:	

My Best Friend:

A chore I hate:

A car I want:

My heartthrob:

# Using the SAME TEXT BOOK

## College-prep assignments from:

### **School A, District A, California**

1467 students enrolled in  
2005

- 82% White
- 6% Asian
- 4% Latino
- 2% Black
- 2% Low-Income

### **School B, District B, California**

2001 students enrolled in  
2005

- 45% White
- 4% Asian
- 48% Latino
- 1% Black
- 27% Low-Income

## Same Text Book:

### High-Level college-prep assignment.

- Describe the fundamental problems in the economy that helped cause the Great Depression. Consider agriculture, consumer spending and debt, distribution of wealth, the stock market
- Describe how people struggled to survive during the Depression
- How did Hoover's belief in "rugged individualism" shape his policies during the depression?


## Same Text Book:

Low Level college-prep assignment.

- Role play (Meet the Press) & interview key people of the era
- Draw a political cartoon highlighting a major event of the time
- Share excerpts from noted literary authors- Lewis, Fitzgerald, Hemingway, Hughes
- Listen to jazz artists of the 20's
- Construct a collage depicting new inventions



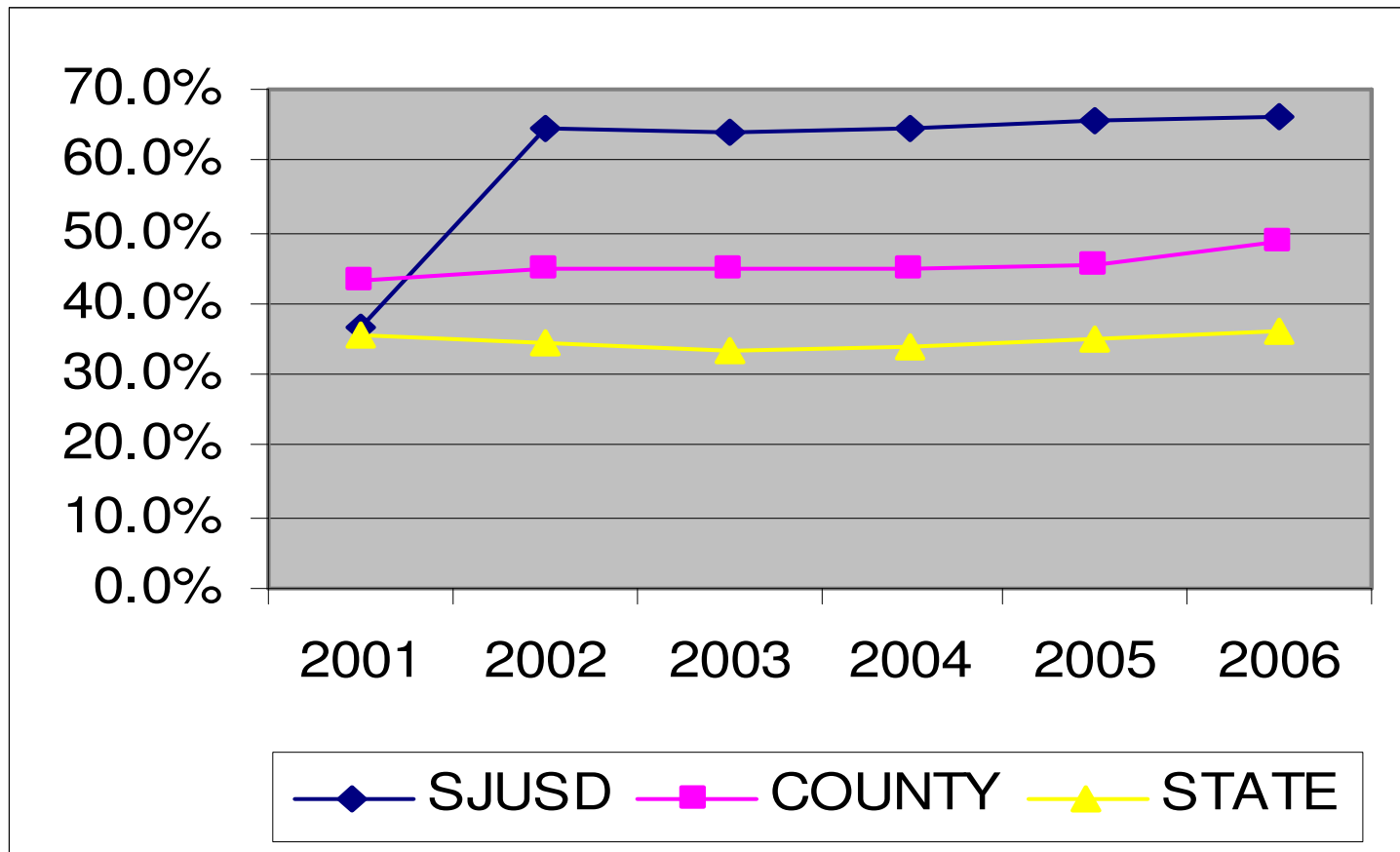
3. They set their goals high.



Even when high schools start with  
high drop out rates, high impact  
high schools focus on preparing all  
kids for college and careers

Education Trust 2005 study, “Gaining Traction, Gaining Ground.”

# All 12<sup>th</sup> Grade Graduates 2001-2006 Completing all Courses Required with a “C” or better for UC/CSU Entrance





# Even for Jobs We Don't Expect...

## **Plumbing Heating-Air Conditioning**

Algebra  
Plane Geometry  
Trigonometry  
Statistics  
Physics  
Chemistry  
Biology  
Engineering  
Economics

## **Construction and Engineering**

Algebra  
Plane Geometry  
Critical thinking  
Problem Solving  
Reading and  
Writing

**And ALL require  
strong reading,  
writing and  
speaking of the  
English  
language**

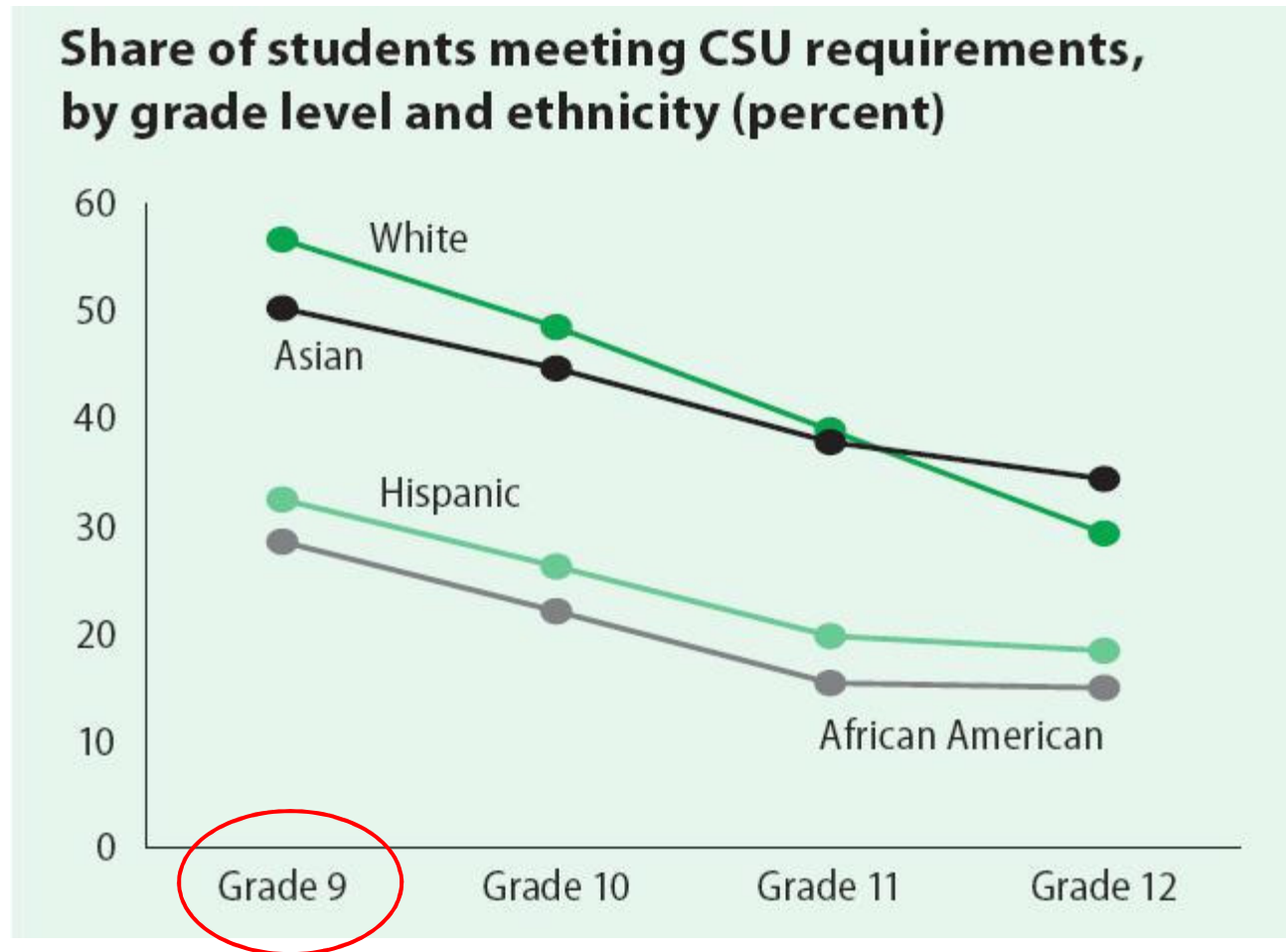
Sources: Plumbing : Shapiro, D., and Nichols, J. *Constructing Your Future: Consider a Career in Plumbing, Heating, Ventilation, Air Conditioning (HVAC)* PHCC Auxiliary 2005 downloaded March 13, 2006  
<http://www.phccweb.org/PDFs/PHCC20pg.pdf>, Construction: California Apprenticeship Council *Division of Apprenticeship Standards 2001 Annual Legislative Report* Downloaded March 15, 2006  
<http://www.dir.ca.gov/das/DASAnnualReport2001/LegRep2001.pdf#search='architecture%2C%20construction%2C%20engineering%20%28ace%20pathway%29%20course%20outline'>

# What are students actually getting by the time they get to high school?

Our Current Favorites:

- Algebra Art
- Exploratory
- Street Law
- Career with Child I, II
- Problem Solving Math
- School Security
- Home Rest
- Early Release
- Opportunity English
- Opportunity Math
- Newcomer Math
- Office Practice
- Library Practice
- Algebra II Prepared
- Algebra Readiness
- Science Elective

# White & Asian Students: On Better Track to Meet CSU Requirements




Source: Finkelstein, N.D. and Fong, A.B. (2008). *Course-taking patterns and preparation for postsecondary education in California's public university system among minority youth*. (Issues & Answers Report, REL 2008-No. 035). Washington, DC: US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from <http://ies.ed.gov/ncee/edlabs>



# How Does This Happen?

At least in part, decisions adults make.



4. High performing schools are obsessive about time, especially instructional time.

## 2007-08 California High School Calendar

September, 2007							October, 2007							November, 2007							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
December, 2007							January, 2008							February, 2008							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
March, 2008							April, 2008							May, 2008							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
June, 2008							July, 2008							August, 2008							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	

## 2007-08 California High School Calendar – Less Summer Vacation

**September, 2007**

S	M	T	W	TH	F	S

**October, 2007**

S	M	T	W	TH	F	S

**November, 2007**

S	M	T	W	TH	F	S

**December, 2007**

S	M	T	W	TH	F	S

**January, 2008**

S	M	T	W	TH	F	S

**February, 2008**

S	M	T	W	TH	F	S

**March, 2008**

S	M	T	W	TH	F	S

**April, 2008**

S	M	T	W	TH	F	S

**May, 2008**

S	M	T	W	TH	F	S

**June, 2008**

S	M	T	W	TH	F	S

**July, 2008**

S	M	T	W	TH	F	S

**August, 2008**

S	M	T	W	TH	F	S

## 2007-08 California High School Calendar – Less Weekends and Holidays

**September, 2007**

S	M	T	W	TH	F	S

**October, 2007**

S	M	T	W	TH	F	S

**November, 2007**

S	M	T	W	TH	F	S

**December, 2007**

S	M	T	W	TH	F	S

**January, 2008**

S	M	T	W	TH	F	S

**February, 2008**

S	M	T	W	TH	F	S

**March, 2008**

S	M	T	W	TH	F	S

**April, 2008**

S	M	T	W	TH	F	S

**May, 2008**

S	M	T	W	TH	F	S

**June, 2008**

S	M	T	W	TH	F	S

**July, 2008**

S	M	T	W	TH	F	S

**August, 2008**

S	M	T	W	TH	F	S



## 2007-08 California High School Calendar – Less Special Schedules and Professional Development Days

September, 2007

S	M	T	W	TH	F	S

December, 2007

S	M	T	W	TH	F	S

March, 2008

S	M	T	W	TH	F	S

June, 2008

S	M	T	W	TH	F	S

October, 2007

S	M	T	W	TH	F	S

January, 2008

S	M	T	W	TH	F	S

April, 2008

S	M	T	W	TH	F	S

July, 2008

S	M	T	W	TH	F	S

November, 2007

S	M	T	W	TH	F	S

February, 2008

S	M	T	W	TH	F	S

May, 2008

S	M	T	W	TH	F	S

August, 2008

S	M	T	W	TH	F	S



## 2007-08 California High School Calendar – Less Testing Days

**September, 2007**

S	M	T	W	TH	F	S

**October, 2007**

S	M	T	W	TH	F	S

**November, 2007**

S	M	T	W	TH	F	S

**December, 2007**

S	M	T	W	TH	F	S

**January, 2008**

S	M	T	W	TH	F	S

**February, 2008**

S	M	T	W	TH	F	S

**March, 2008**

S	M	T	W	TH	F	S

**April, 2008**

S	M	T	W	TH	F	S

**May, 2008**

S	M	T	W	TH	F	S

**June, 2008**

S	M	T	W	TH	F	S

**July, 2008**

S	M	T	W	TH	F	S

**August, 2008**

S	M	T	W	TH	F	S

## How much time is left for instruction?


State Ed Code Instructional Minutes Requirement	64,800 minutes
Actual Instructional Minutes	51,027 minutes
Total Hours per Year	850 hours
Total Days (8 hour school day)	106 days
Total days per subject (6 period day)	<b>18 days</b>



5. Leadership is hugely important.

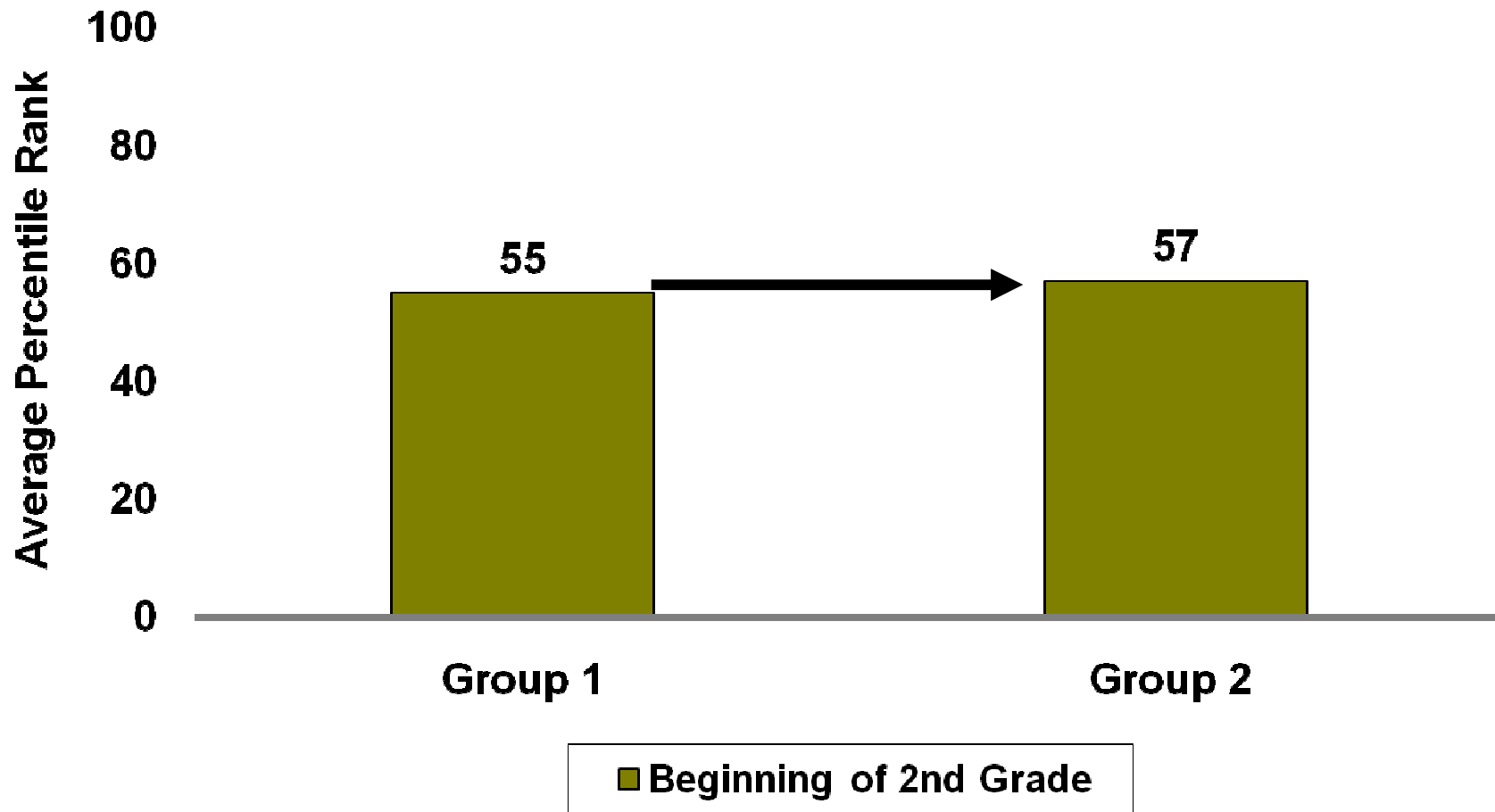
Principals are ever-present. But not the only leaders in the school. High Performing Principals Empower Teachers to:

- Teachers regularly observe other teachers;
- Teachers have time to plan and work collaboratively;
- New teachers get generous and careful support and acculturation;
- Teachers take on many other leadership tasks at the school.



6. Good schools and institutions know how much teachers matter, and they act on that knowledge.

# Students Who Start 2nd Grade at About the Same Level of Math Achievement...

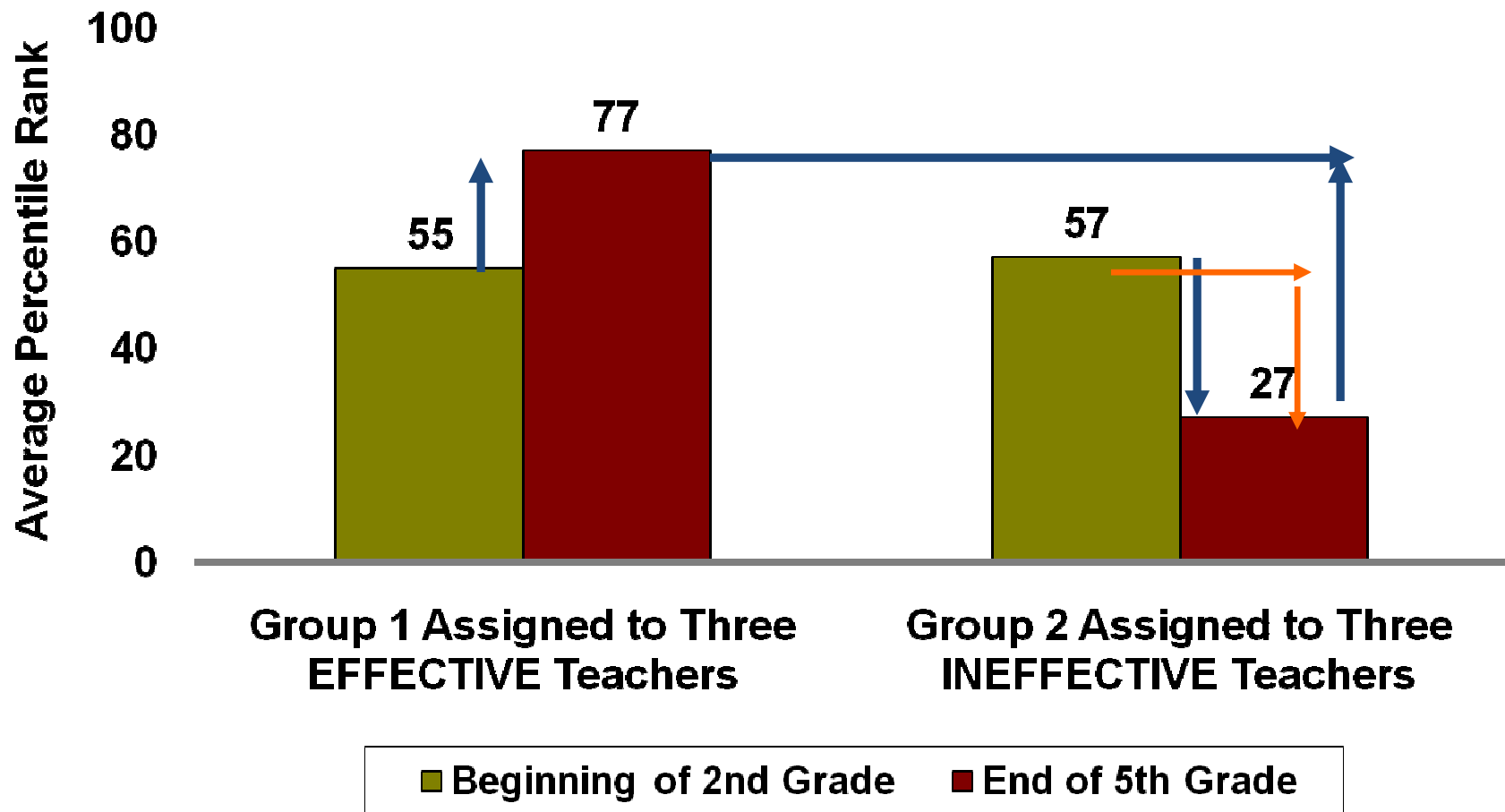


Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.

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# ...Finish 5<sup>th</sup> Grade Math at Dramatically Different Levels Depending on the Quality of Their Teachers

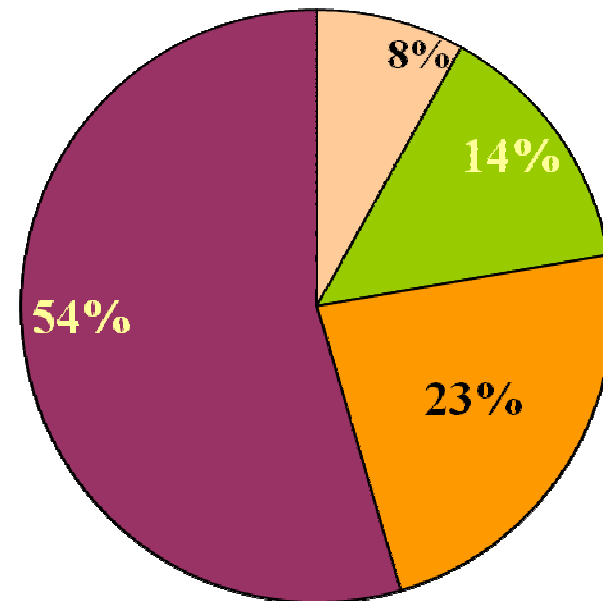




They focus on equity.


# Most Intern Teachers Work in Our Lowest Performing Schools

- 54% of all interns are teaching in schools with the lowest API scores, compared to only 8% of interns in schools with the highest API scores.



**Minority Quartiles**

- Highest Achievement Quartile
- Third Achievement Quartile
- Second Achievement Quartile
- Lowest Achievement Quartile



Bottom Line:  
We can't be serious about  
closing the Achievement  
Gap while allowing the  
Teacher Quality Gap to persist,  
and grow.

# So, what do we learn?

Some schools 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.



# The Education Trust—West

1814 Franklin Street, Suite 220

Oakland, CA 94612

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