“Mobilizing for Success: Getting Students Ready for College & Career”

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The Education Trust

The Education Trust

National PTA 4th Emerging Minority Leaders Conference : No Leader Left Behind

Saturday, 7th November 2009

The Education Trust: Who We Are

- Non-profit advocacy organization

- Our mission: High academic achievement for all students at all levels, Pre-K-college; and to forever close the gaps in achievement and opportunity that separate low-income students and students of color from their peers.

Source:

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The Education Trust: What We Do

- Raise our voice in national and state policy debates
- Help teachers improve instruction in their classrooms.
- Maintain a relentless focus on improving the education of all students.

Source:

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Presentation Outline

- Understanding "College and Career-Ready" equals the same preparation
- *Why* community leaders need to advocate for high-quality schools?

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College and Career-readiness are one in the same.

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Today's complex workplace requires *every* high school student to learn the same knowledge and skills.

Even jobs once thought of as "non-academic" demand a rigorous academic foundation:

- Automotive Technicians
- Plumbers
- Electricians
- Manufacturers
- Mechanics

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Job Requirements

Tool and Die Makers	Sheet Metal Workers	Auto Technicians
Four or five years of apprenticeship and/or postsecondary training	Four or five years of apprenticeship	
Algebra, geometry, trigonometry, and statistics	Algebra, geometry, trigonometry, and technical reading	Solid grounding in physics necessary to understand force, hydraulics, friction, and electrical circuits
Average earnings: $40,000 per year		

Job Requirements

Plumbing, Heating, Air-conditioning	Construction and Engineering
Four or five years of apprenticeship and/or postsecondary training	Four or five years of apprenticeship and/or postsecondary training
Algebra, plane geometry, trigonometry, and statistics	Algebra and plane geometry
Physics, chemistry, biology, engineering, and economics	Critical thinking, problem solving, reading, and writing

All of these jobs require a strong foundation of reading, writing, and speaking the English language in order to comprehend instructions and technical manuals.

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, 3006 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'

Too many of our children of color, and low-income kids are not ready for college, or career.

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Employers report that many new hires with a high school diploma are "deficient" in important basic skills

Writing	72%
Math	54%
Reading Comprehension	38%

Source: Casner-Lotto, J & Barrington, L., *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce* (2006)

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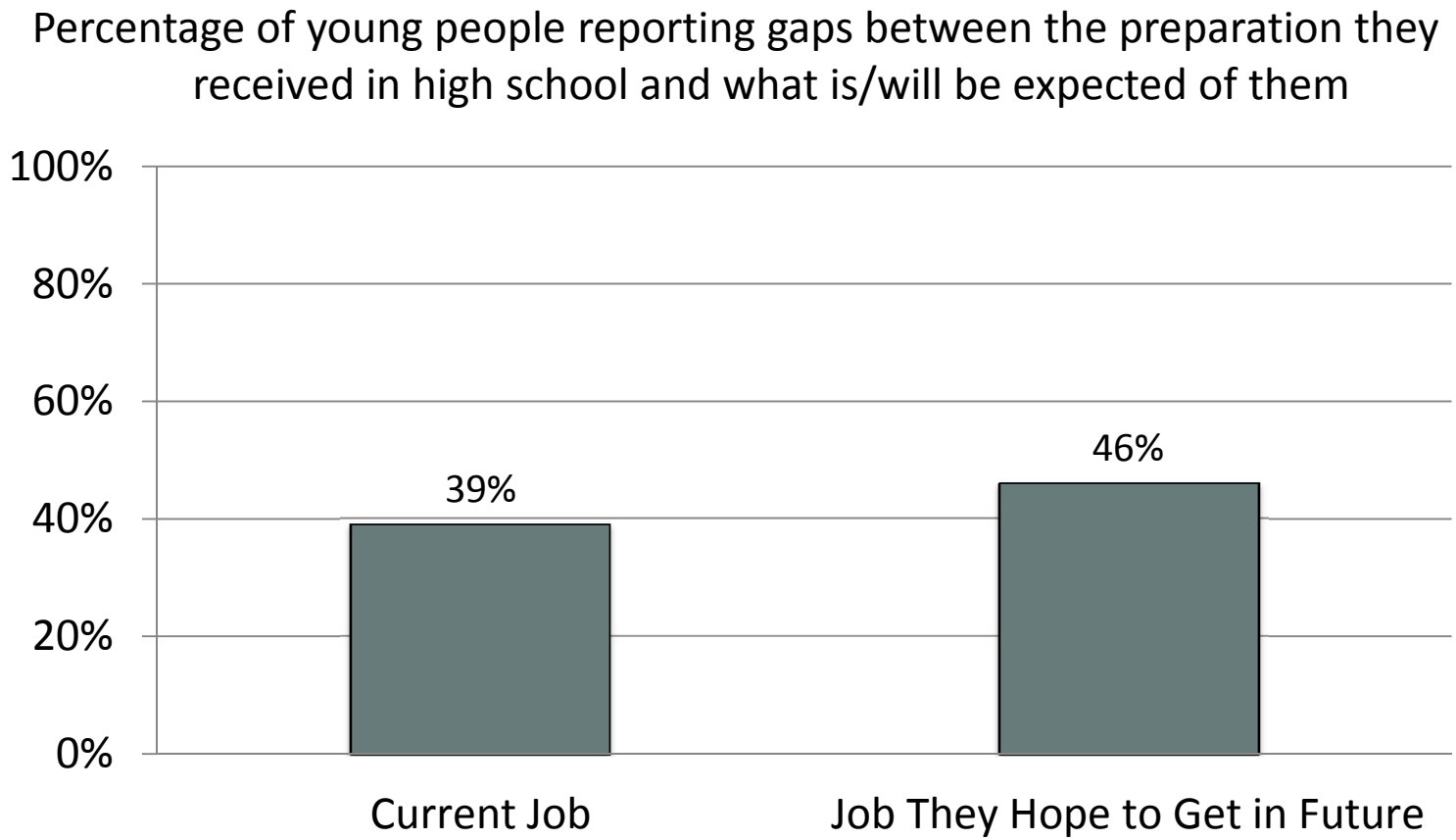
Many high school graduates in the workforce do not feel prepared to do the work expected of them



Source: Achieve, Inc. *Rising to the Challenge: Are High School Graduates Prepared for College and Work?* (2005)

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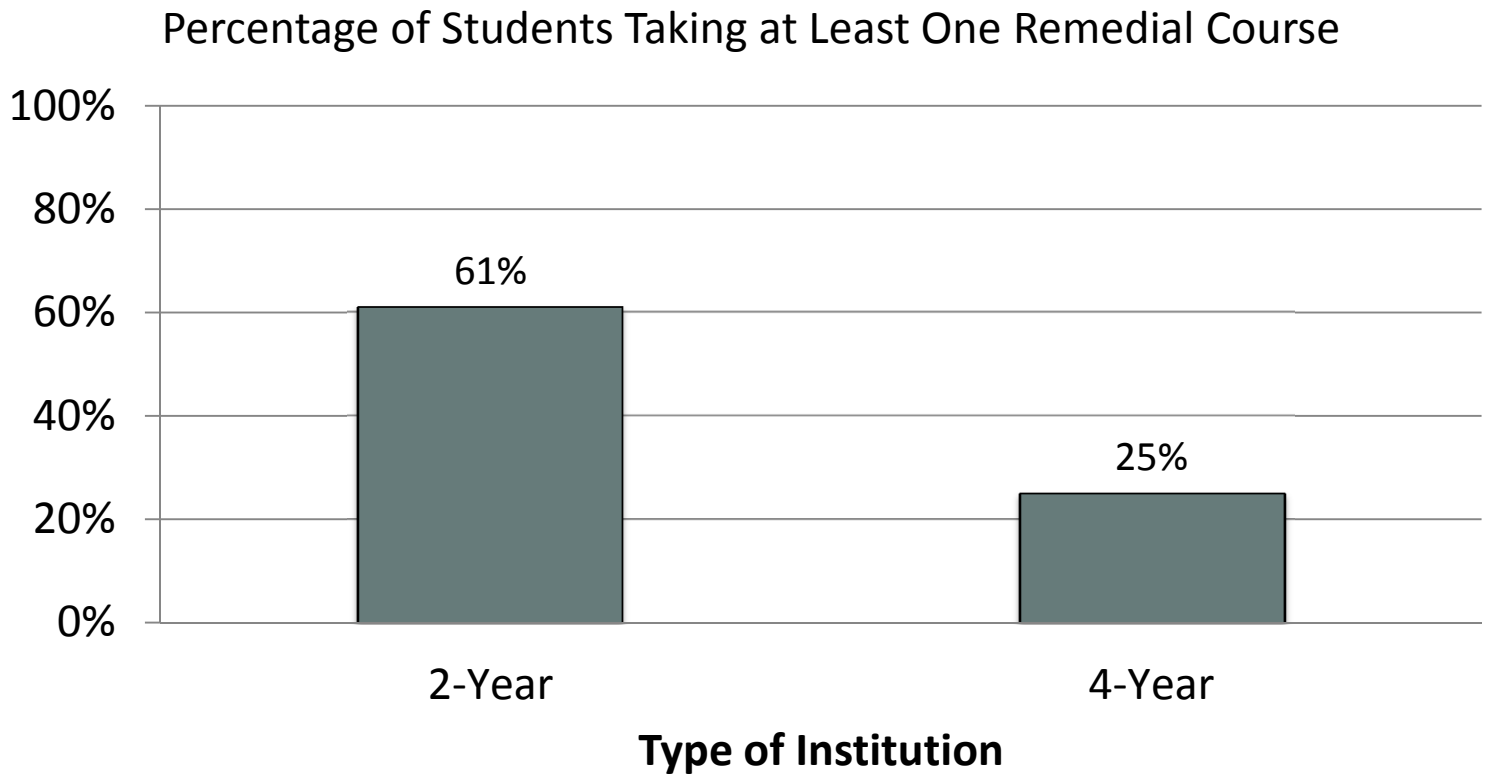
Even when they get to college, many students aren't ready to take credit-bearing courses



Source: U.S. Department of Education, National Center for Education Statistics. (2004). *The Condition of Education 2004, Indicator 18.*

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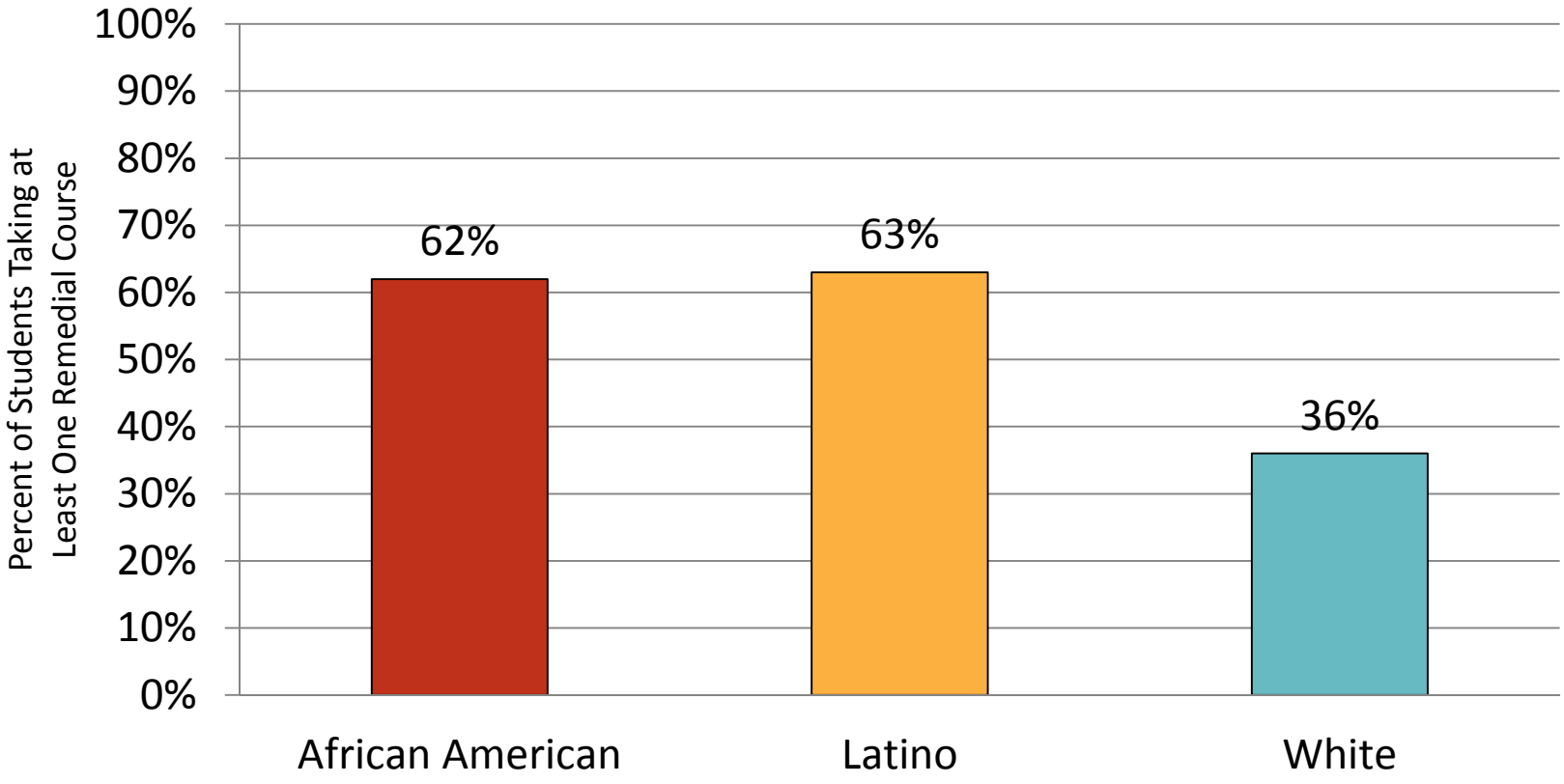
Minority Students More Likely to Need Remediation



Source: U.S. Department of Education, National Center for Education Statistics. (2004). *The Condition of Education 2004, Indicator 18.*

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Students Requiring Remediation in College Earn Degrees at Lower Rates

	Earned BA or Higher
No Remediation	58%
Remedial Reading	17%
Remedial Math	27%

Note: Data represent all 12th-graders who enrolled in postsecondary education

Source: NCES, *The Condition of Education 2004, Indicator 18*

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How Does This Happen?

High Schools are *not* preparing all students.

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Too *few* students are taking college-prep curriculum.

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The single biggest predictor post-high school success is the QUALITY AND INTENSITY OF THE HIGH SCHOOL CURRICULUM

Cliff Adelman, *The Toolbox Revisited*, U.S. Department of Education

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What is a college-prep curriculum?

A college and career path in high school usually includes the following courses:

4 years of English;

3 years of Mathematics including Algebra 1, Geometry and Algebra 2;

3 years of Natural Sciences

3 years of Social Studies; and

2 years of Foreign Language

Source:

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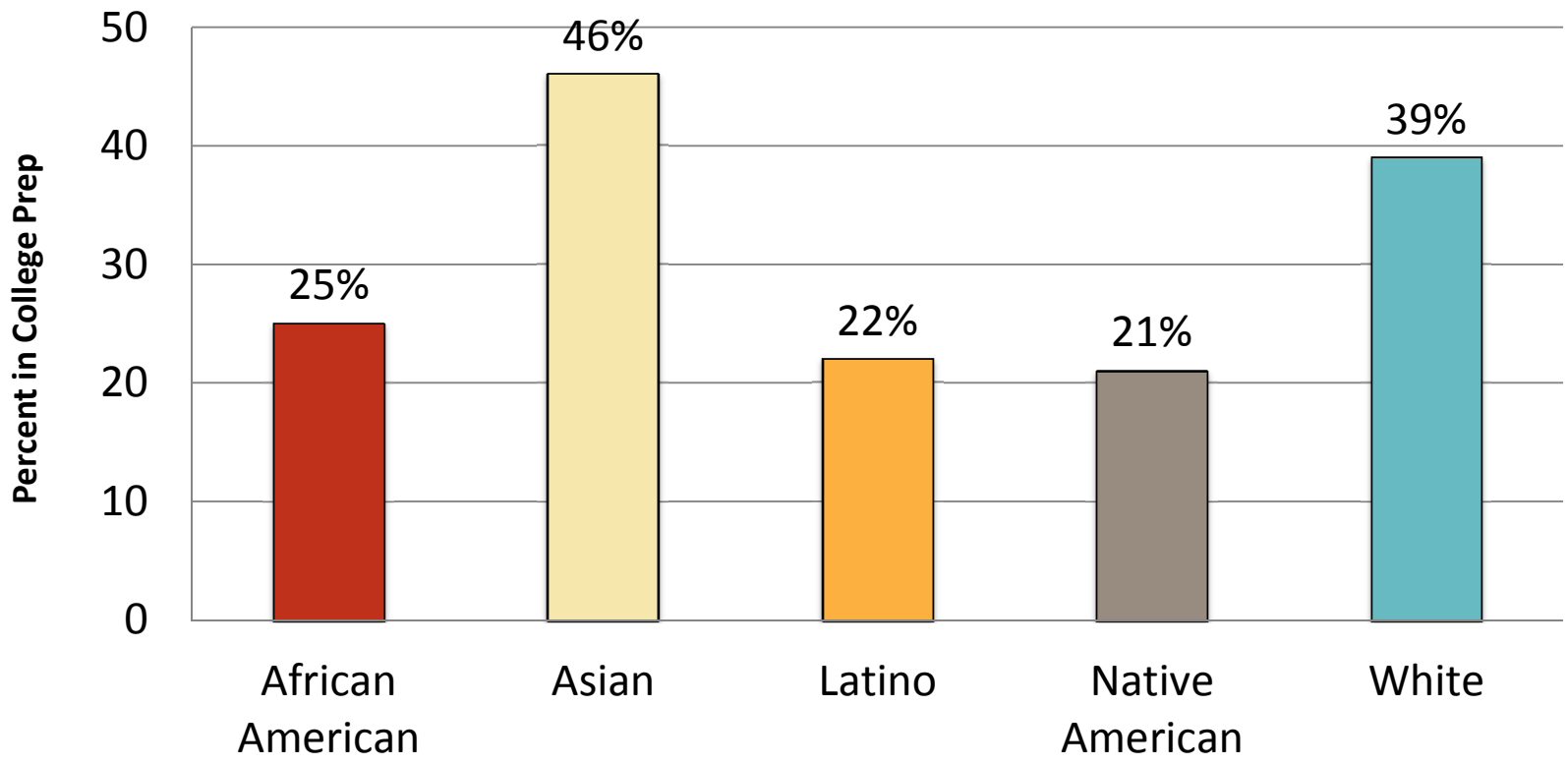
African-American, Latino, and Native American H.S. grads are less likely to have been **enrolled** in a full college-prep track



Note: Full College Prep track is defined as at least: 4 years of English, 3 years of math, 2 years of natural science, 2 years of social science and 2 years of foreign language

Source: Jay P. Greene, Public High School Graduation and College Readiness Rates in the United States, Manhattan Institute, September 2003. Table 8.

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Poor, inadequate guidance and course scheduling

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Imani's Journey

- African-American female
- 4 years of English
- 3 years of Math
- 2 years of Social Studies
- 2 years of science (no lab)

Source: Education Trust – West Analysis

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After one successful semester of Algebra 1A, *regression* to Pre-Algebra. Why?

- A scheduling error?
- No political currency?
- Low expectations?

9th Grade		10th Grade		11th Grade		12th Grade
Algebra 1A (s1)	B	Algebra 1A (s1)	C	Algebra 1B (s1)	C	No Math
Pre-Algebra	B-	Algebra 1A (s2)	D	Algebra 1B (s2)	D	

Source: Education Trust – West Analysis

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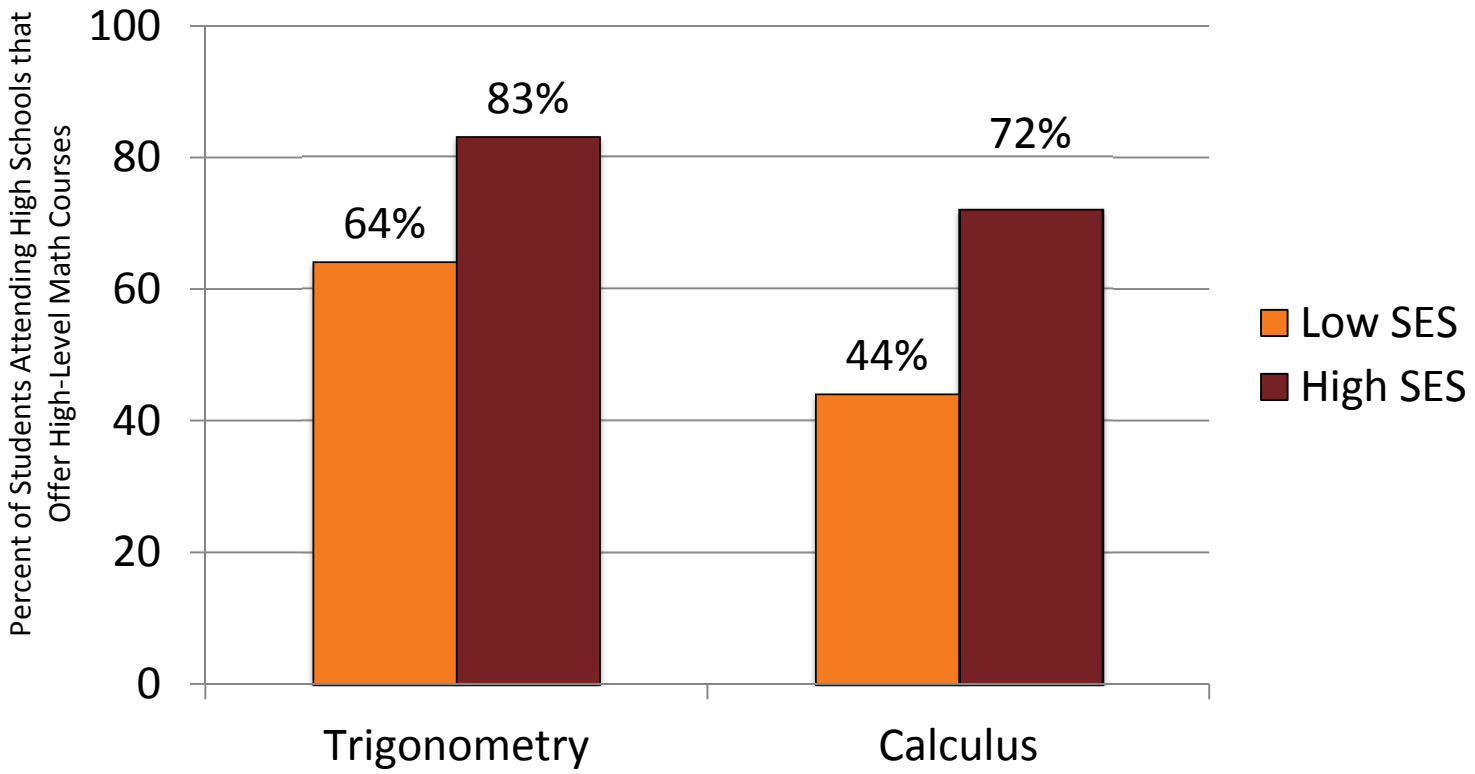
Low-SES Students are Less Likely to Attend High Schools that **Offer** High-Level Math Courses



Source: Clifford Adelman, U.S. Department of Education, The Toolbox Revisited, 2006.

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Ed Trust Transcript Study: Our Current Favorites

- Algebra Art;
- Pre-Spanish;
- Future Studies;
- Exploring;
- Principles of PE;
- Teen Living;
- Life Management;
- Food Fundamentals;
- Winter Activities.

Source: Education Trust Analysis of High School Transcripts; 2005

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High Schools are false advertising; too many courses are not rigorous.

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Even when courses are considered “college-prep”, often the quality of the classroom assignments is questionable.

Source:

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The Odyssey Ninth Grade

Comparison/Contrast Paper Between Homer's Epic Poem, *The Odyssey* and the Movie "0 Brother Where Art Thou"

By nature, humans compare and contrast all elements of their world. Why? Because in the juxtaposition of two different things, one can learn more about each individual thing as well as something about the universal nature of the things being compared.

For this 2-3 page paper you will want to ask yourself the following questions: what larger ideas do you see working in *The Odyssey* and "0 Brother Where Art Thou"? Do both works treat these issues in the same way? What do the similarities and differences between the works reveal about the underlying nature of the larger idea?

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The Odyssey Ninth Grade

Divide class into 3 groups:

<u>Group 1</u> designs a brochure titled "Odyssey Cruises". The students *listen* to the story and write down all the places Odysseus visited in his adventures, and list the cost to travel from place to place.

<u>Group 2</u> draws pictures of each adventure.

<u>Group 3</u> takes the names of the characters in the story and gods and goddesses in the story and designs a crossword puzzle.

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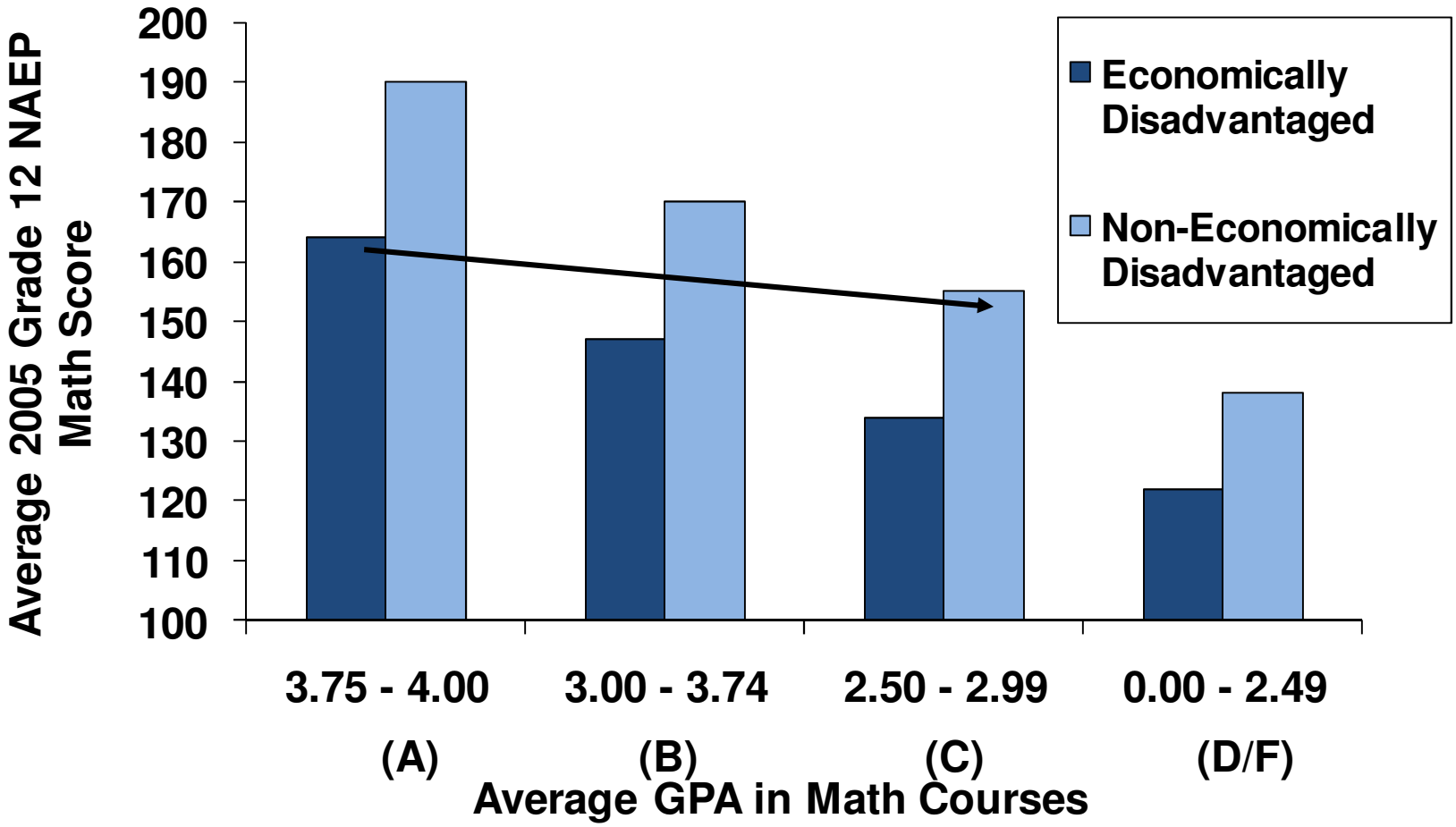
Economically Disadvantaged "A" Students Score at About the Same Level as More Affluent "C" Students



Note: Economically disadvantaged refers to students who are eligible for free and reduced lunch.

Source: U.S. Department of Education, NAEP Data Explorer, High School Transcript Study, 2005
http://nces.ed.gov/nationsreportcard/hstsnde/

Inadequate instruction

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Low-Income & Minority Children Do Not Have the Same Access to High Quality Teachers

"…abundant evidence that teachers with stronger credentials tend to teach in schools with more advantaged and higher performing students and, to a far lesser extent, that similar matching occurs across classrooms within schools."

Note: These data are from North Carolina

Source: Clotfelter, Ladd, & Vigdor (2007), "How and Why Do Teacher Credentials Matter for Student Achievement?" (Working Paper) http://www.caldercenter.org/PDF/1001058_Teacher_Credentials.pdf p.5

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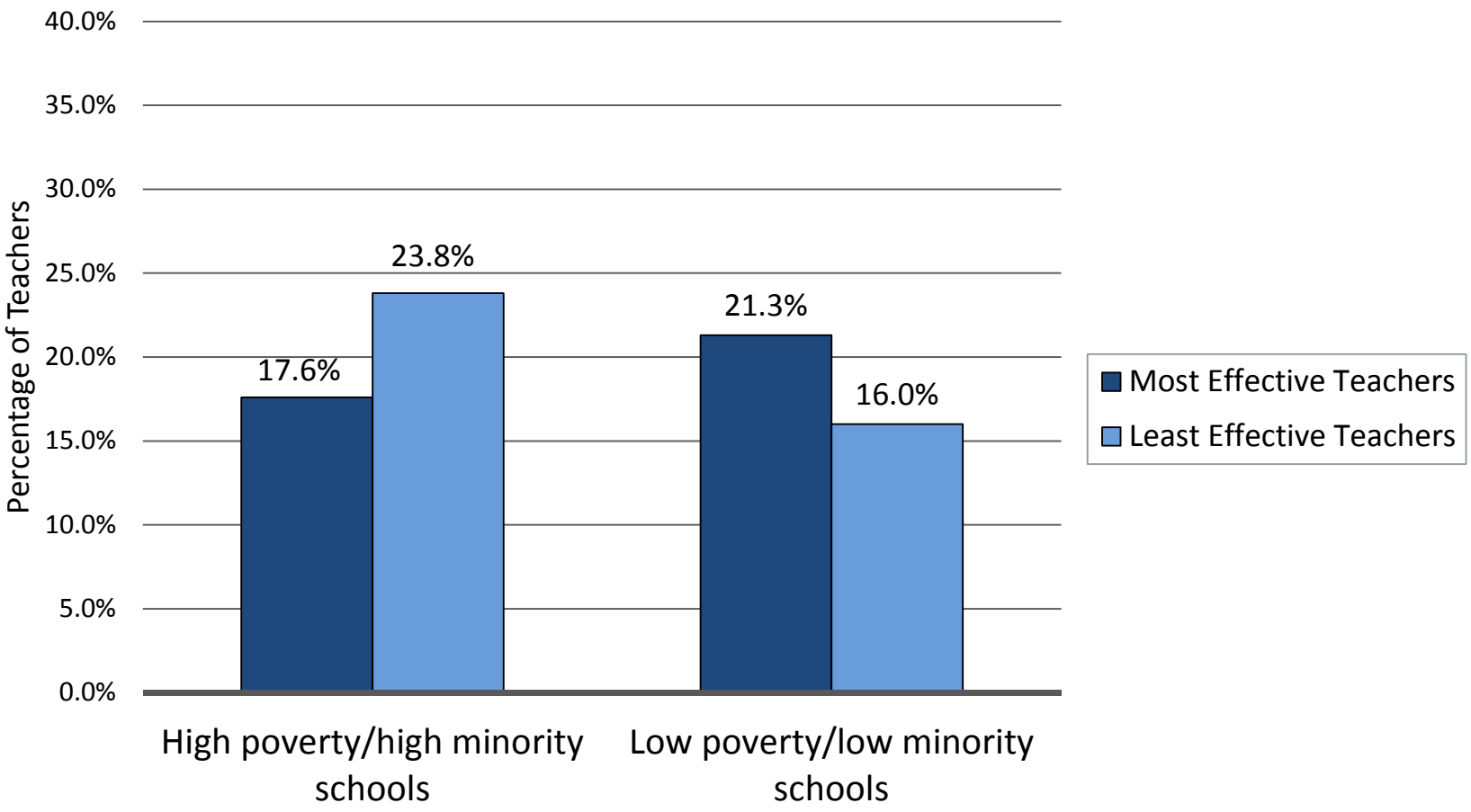
Tennessee: High poverty/high minority schools have fewer of the "most effective" teachers and more "least effective" teachers



Note: High Poverty/High minority means at least 75% qualify for FRPL and at least 75% are minority.

Source: Tennessee Department of Education (2007). "Tennessee's Most Effective Teachers." http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf

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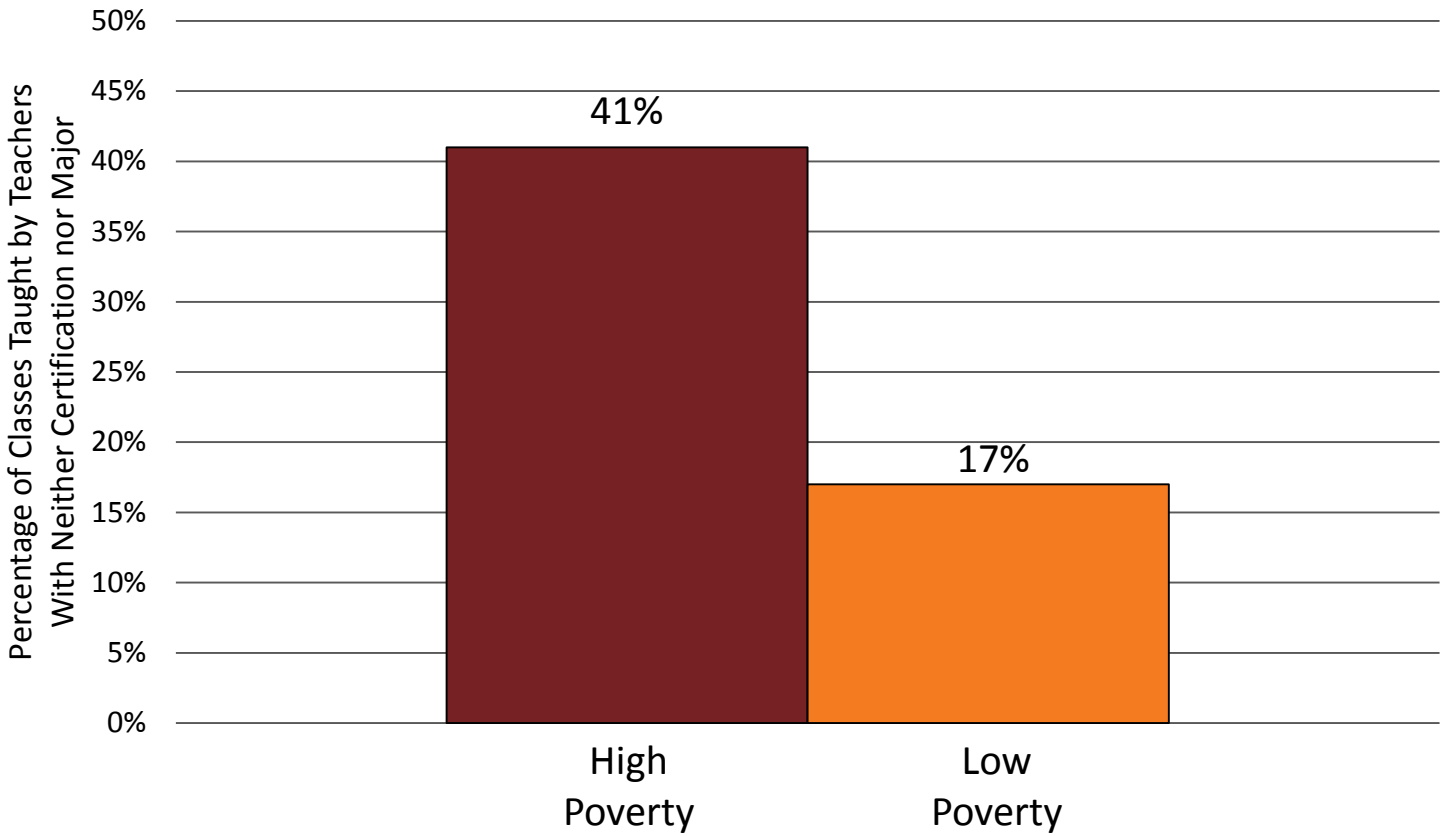
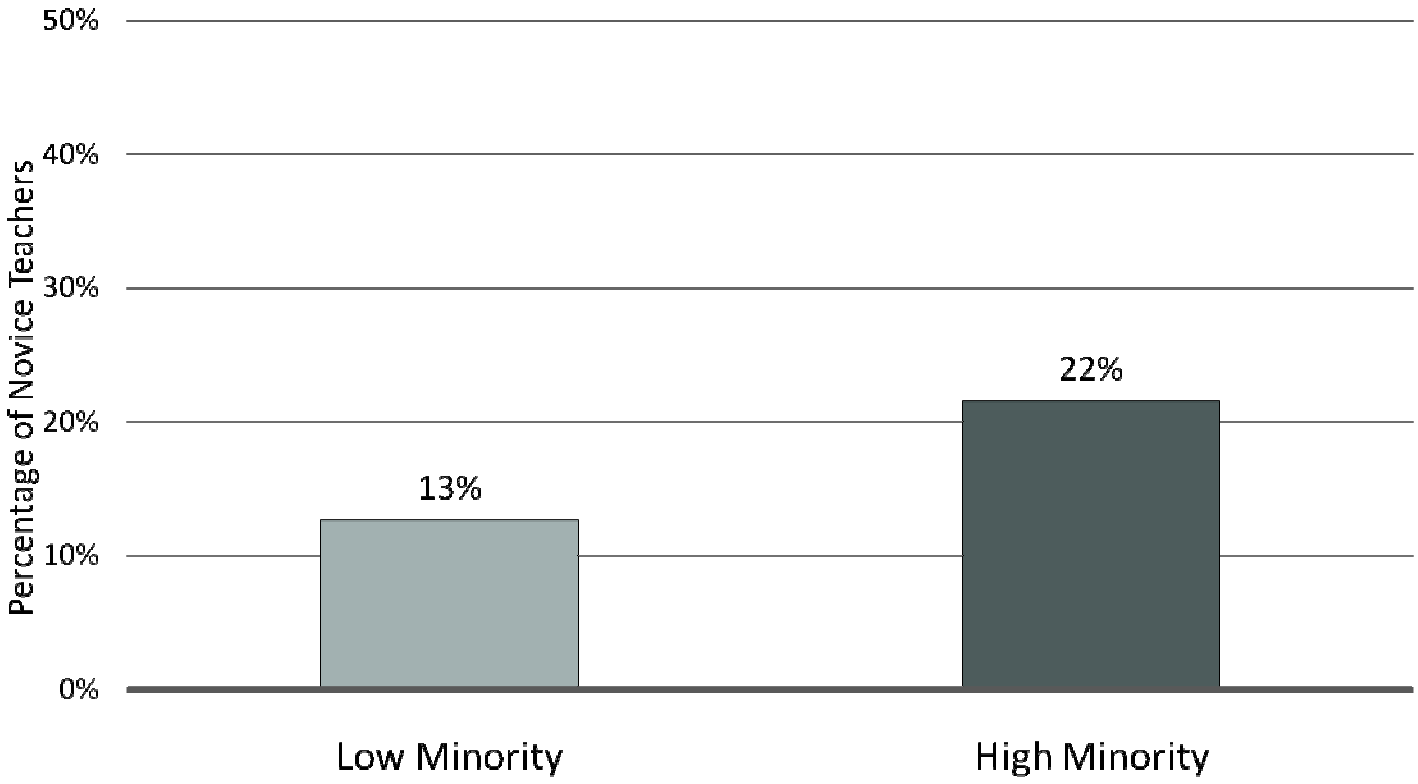
Core classes in high-poverty secondary schools are more likely to be taught by out-of-field teachers



Note: Data are for secondary-level core academic classes (Math, Science, Social Studies, English) across United States.
High-poverty ≥75% of students eligible for free/reduced price lunch. Low-poverty school ≤15% of students eligible.

Sourc The Education Trust, *Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools*, (2008)
e:

Students at High-Minority Schools More Likely to Be Taught by Novice Teachers



Note: Novice teachers are those with three years or fewer experience.
High-minority ≥ 75% students non-white. Low-minority ≤ 10% students non-white.
Sourc Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania (2007)
e:

These patterns are not inevitable. By asking the right questions in your communities and school districts, you can ensure that all students are college and career-ready.

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There are examples of high-performing, high poverty, low-income schools who are proving everyday that it can be done.

Source:

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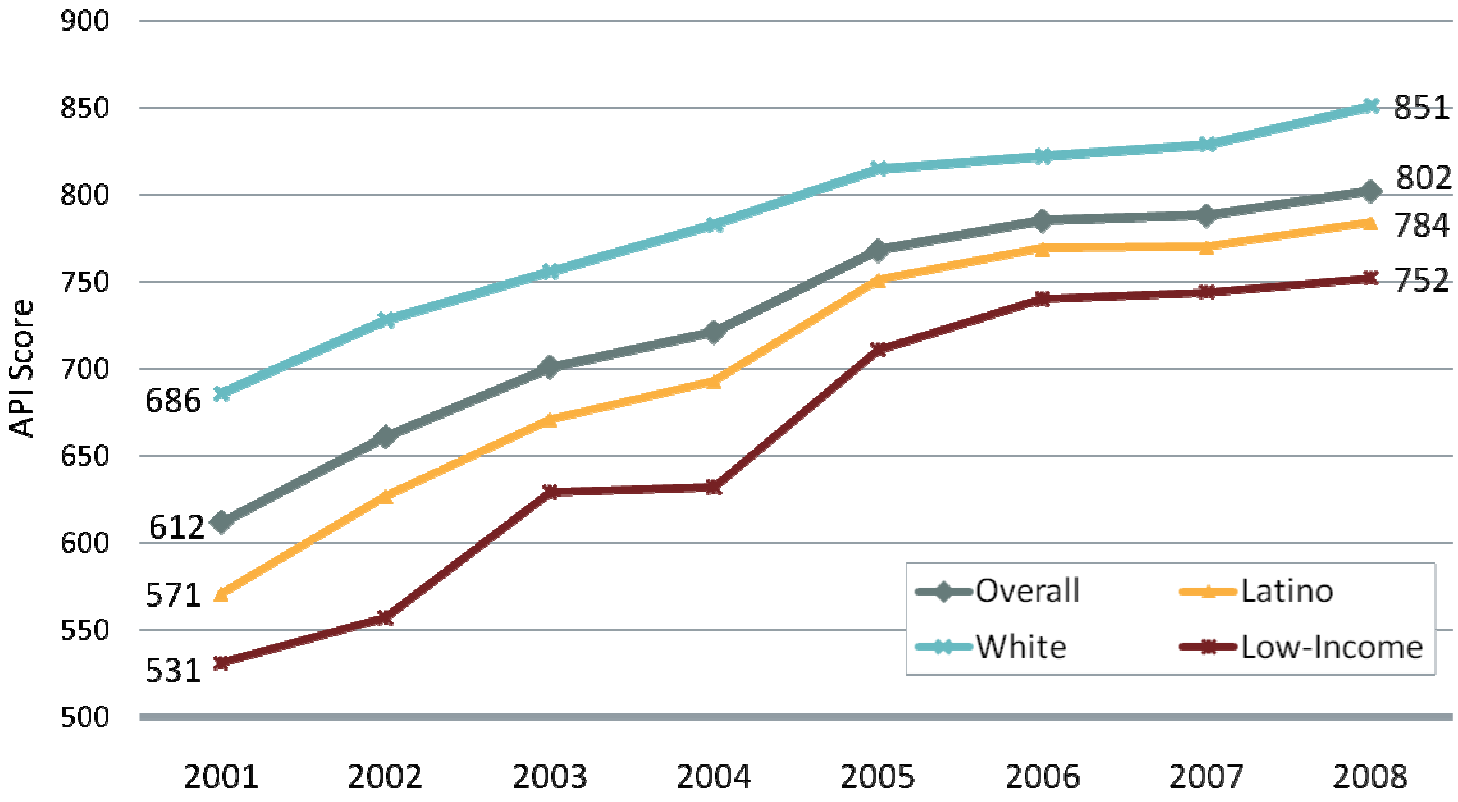
Imperial High
Imperial, California

- 850 students in grades 9-12
  - 71% Latino
- 27% Low-Income
- 13% ELL

Sourc California Department of Education
e:

Continual Improvement at Imperial High

California Academic Performance Index (API)



Source: California Department of Education

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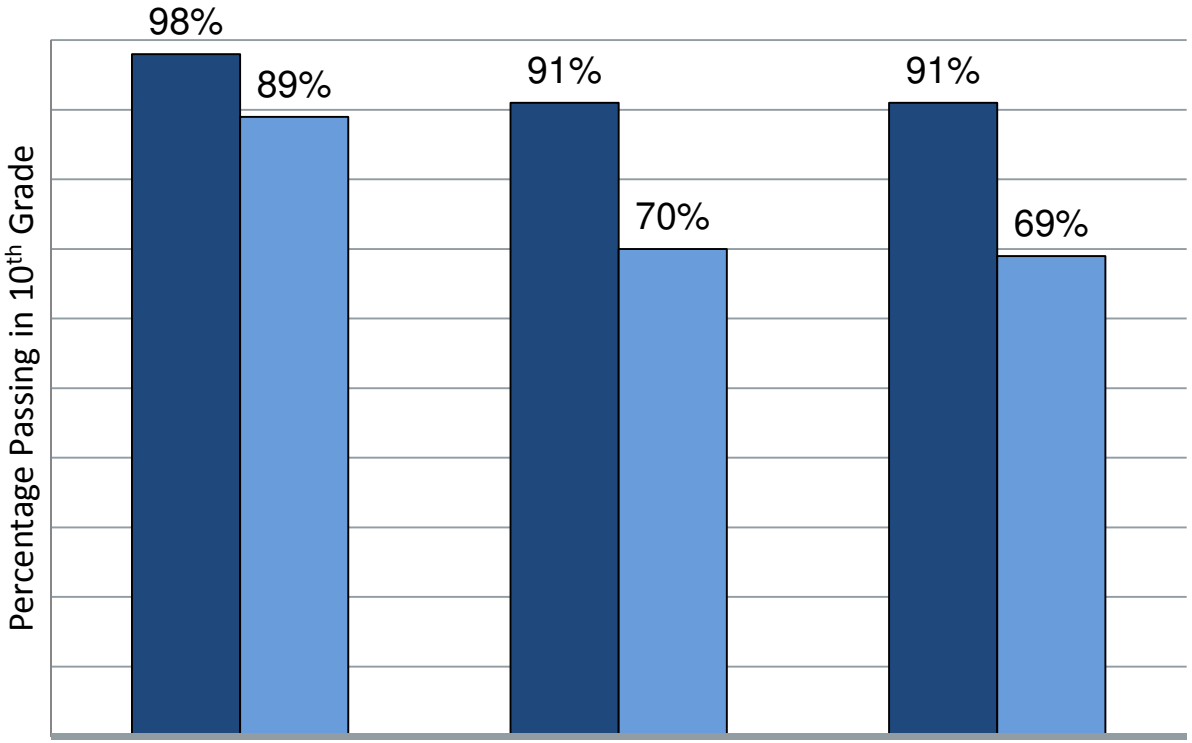
High Performance at Imperial High

California High School Exit Exam – Math (2008)



Source: California Department of Education

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Elmont Memorial Junior-Senior High

Elmont, New York

- 1,945 students in grades 7-12
  - 77% African American
- 27% Low-Income

Source: New York Department of Education

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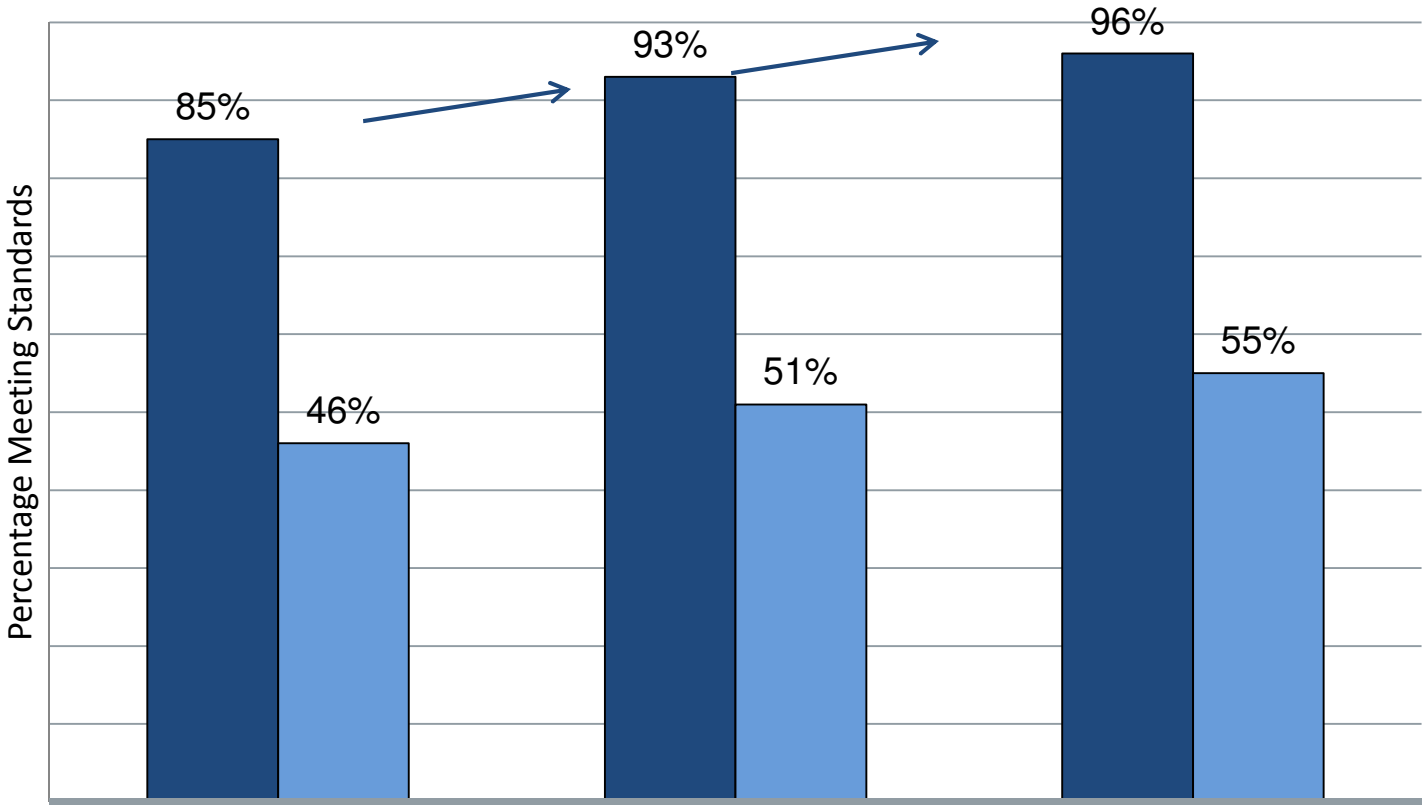
Improvement and High Performance at Elmont Memorial Junior-Senior High

African-American Students – Secondary-Level Math



Source: New York Department of Education

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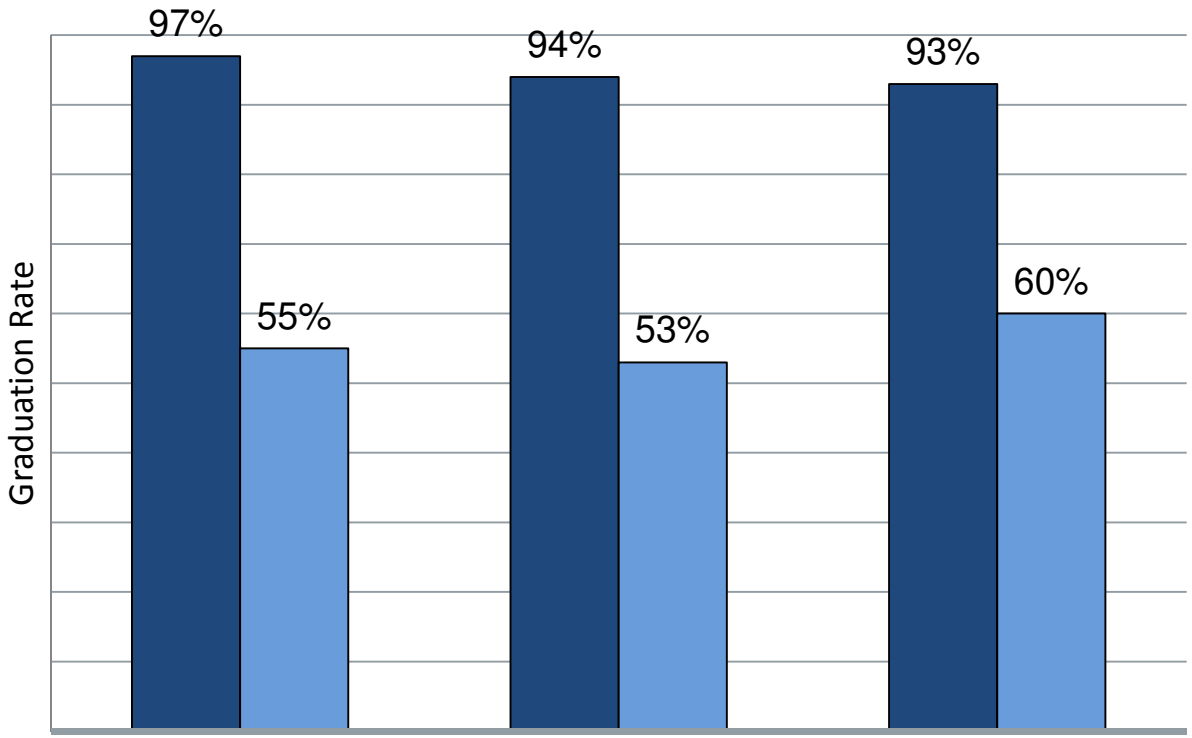
More Students Graduate at Elmont Memorial Junior-Senior High

Class of 2007



Source: New York Department of Education

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Why Communities Matter?

Key Findings

- Data suggest that organizing is contributing to school-level improvements, particularly in the areas of school–community relationships,
- Parent involvement and engagement,
- Sense of school community and trust,
- Teacher collegiality, and teacher morale.

Source: ORGANIZED COMMUNITIES, STRONGER SCHOOLS: A PREVIEW OF RESEARCH FINDINGS
Annenberg Institute for School Reform at Brown University, March 2008

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Community Organizing Matters

- "Successful organizing strategies contributed to increased student attendance,
- Improved standardized-test-score performance,
- And higher graduation rates and college-going aspirations in several sites."

Source: ORGANIZED COMMUNITIES, STRONGER SCHOOLS: A PREVIEW OF RESEARCH FINDINGS
Annenberg Institute for School Reform at Brown University, March 2008

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Community Organizing Matters

- Findings suggest that organizing efforts are influencing policy and resource distribution at the system level.

- Officials, school administrators, and teachers in every site reported that community organizing influenced policy and resource decisions to increase equity and build capacity, particularly in historically low-performing schools."

Source: ORGANIZED COMMUNITIES, STRONGER SCHOOLS: A PREVIEW OF RESEARCH FINDINGS
Annenberg Institute for School Reform at Brown University, March 2008

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What Can You Do to Improve Educational Outcomes in Your Community?

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High-Performing Schools and Districts

- Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it
- Provide teachers with common curriculum, assignments
- Have a regular vehicle to assure common marking standards
- Assess students every 4-8 weeks to measure progress
- Act immediately on the results of those assessments

Are Your Schools Preparing All Students?

- Are the university-required courses **available** at your school?

  Ask the school counselors, the principal to see the master schedule, which shows all the classes being offered

- If students are not getting access to those courses, what is preventing them?

Source:

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Student Supports

- Are all the teachers in your schools highly qualified?

  Ask your district for information on teacher Licensure and Highly Qualified credentials of your teachers and paraprofessionals.

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Take Action

- PTA members are already engaged at many of the schools. Start with your local PTA leadership to connect with your schools—including principals, and go from there to superintendents and school board members, and state legislators.

Source:

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Resources

-A Guide to Homework

-Web Resources

-Work Keys

www.edtrust.org

Key Points

Questions?

Post- Surveys

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Closing the gaps in opportunity and achievement, pre-k through college.

Selected Resources for Parents Interested In School Reform

ACHIEVE Math Works Advocacy Toolkits www.achieve.org/mathworks
Math Works makes the case that all students—regardless of their plans after graduation—should take rigorous math courses throughout high school. Topics include *"All Students Need Advanced Math," "Advanced Math Equals Career Readiness," and "Exposing the Myth: Advanced Math Does Not Increase Drop Out Rates."*

GreatSchools.net http://www.greatschools.net/
GreatSchools.net is a very interactive, parent-friendly website that has information on choosing a school, elementary, middle, and/or high school; comprehensive information of individual school assessments; and valuable parent feedback.

College Board's Plan for College www.collegeboard.com/parents/plan/
College Board's Web site bursts with information for parents and students about how to prepare for college while in high school. They offer a high school action plan that begins in ninth grade, a college-prep glossary, and articles to help parents and students prepare for college.

"Closing the Achievement Gap—School, Community, Family," by Tory Read. *Connections*, The Annie E. Casey Foundation, 2008. http://www.aecf.org/~/media/PublicationFiles/5Connections_r10.pdf
Strong relationships among schools, families, and communities are necessary if schools that serve low-income children are to help young people graduate ready to succeed in life. This article describes successful community-school partnerships and identifies the key elements of successful community schools.

"Organizing For School Reform: How Communities Are Finding Their Voices and Reclaiming Their Public Schools," by Kavitha Mediratta, Norm Fruchter, Anne C. Lewis. New York: Institute for Education and Social Policy, 2002. http://steinhardt.nyu.edu/iesp.olde/publications/pubs/cip/org_schl_reform.pdf
66 community groups organized to improve public education in low-performing schools and districts. Learn how they challenged school systems that serve children poorly. The profiles at the end of the article are especially helpful.

"Dual enrollment and advanced placement: Partners for student success," by Joni L. Swanson. *Principal Leadership* 26, 2007. http://www.nacep.org/confdownloads/swanson_executive_summary.pdf
The Geneseo school district in Illinois implemented the 2010 Initiative, a multiyear plan for all students to graduate with college credit or a vocational certificate. Learn their multi-step approach to career and college readiness for all students.

"What Schools Want Parents to Know," Center for Comprehensive School Reform and Improvement, 2006.
http://www.centerforcsri.org/files/TheCenter_NL_Sept06.pdf
This short report describes steps parents can take to become involved in schools in effective ways.

"College Readiness Begins in Middle School," by George L. Wimberly, and Richard J. Noeth. American College Testing, 2005. http://www.act.org/research/policymakers/pdf/CollegeReadiness.pdf
Students should begin planning for college as early as sixth grade. Learn how schools can foster parent involvement and help students through the many steps in postsecondary planning.

"Schools Involving Parents in Early Postsecondary Planning," by George L. Wimberly and Richard J. Noeth. American College Testing, 2004. http://www.act.org/research/policymakers/pdf/involve_parents.pdf
Beginning no later than middle school, schools should help parents become actively involved in planning for their student's life *after* high school. This report offers practical ideas that schools can use to deliver key information to parents, including college planning and financial aid.

Community Organizing Produces Positive Effects on Student Achievement, Educational Practices and Policies, and Resource Distribution. http://www.annenberginstitute.org/pdf/MottPR.pdf
Findings of Landmark Six-Year Study from Annenberg Institute for School Reform by Kavitha Mediratta, Seema Shah, and Sara McAlister 2009

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