What's Right For Kids
Tracking and Attacking California's
Achievement and Opportunity Gaps

Wednesday, April 28, 2010

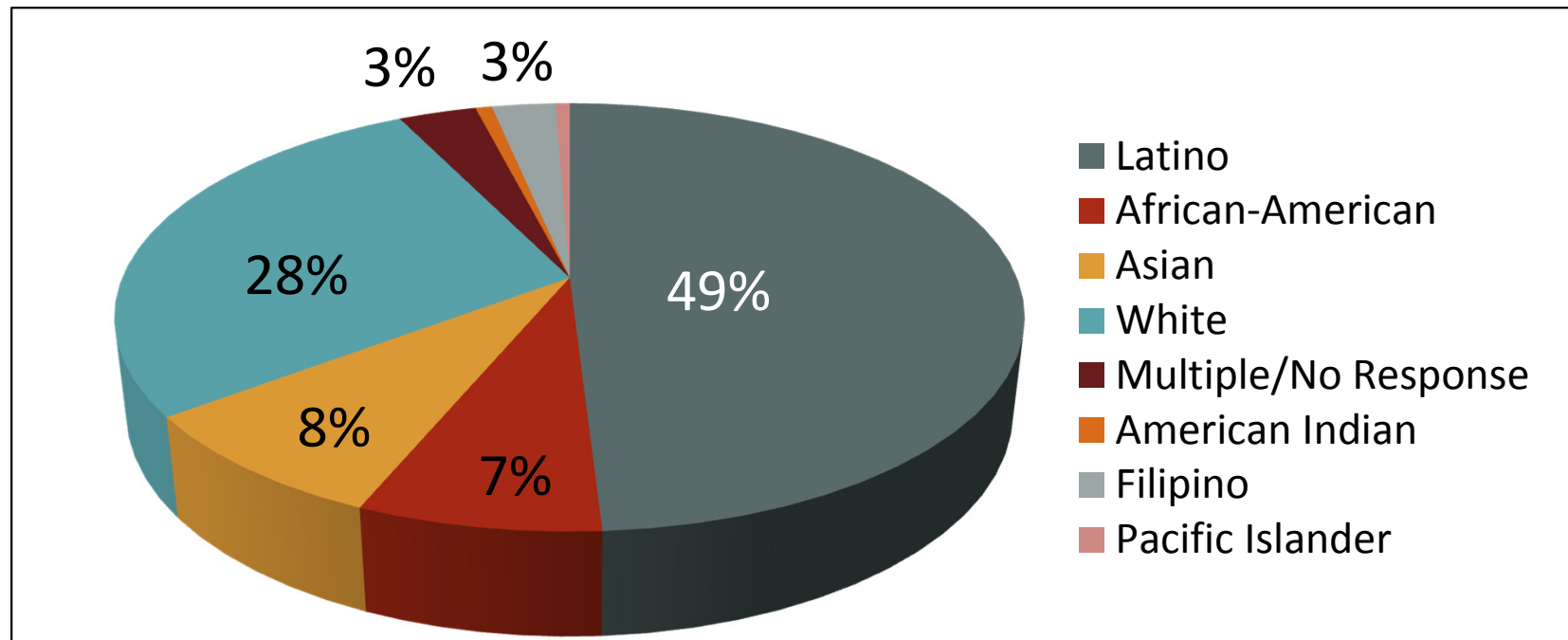## Presented by: Dr. Arun Ramanathan
Education Trust-West

The Education Trust

K-12 Enrollment in California
2008-09

- 6.25 million students served
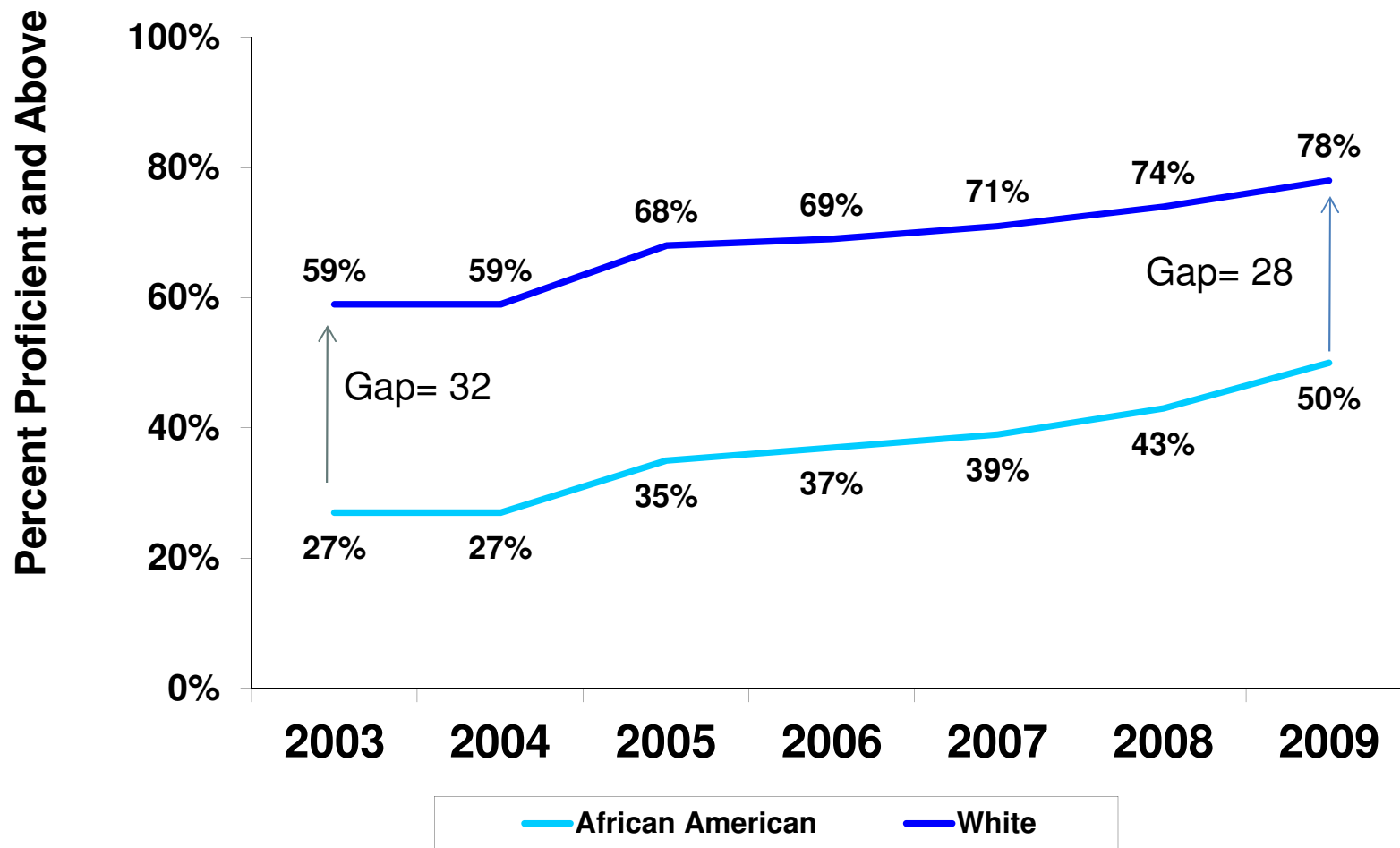- 54% Economically Disadvantaged
- 24% English Learners

ACHIEVEMENT DATA

What do we know about the overall performance of students in California?

What do we know about the achievement of different subgroups in California?
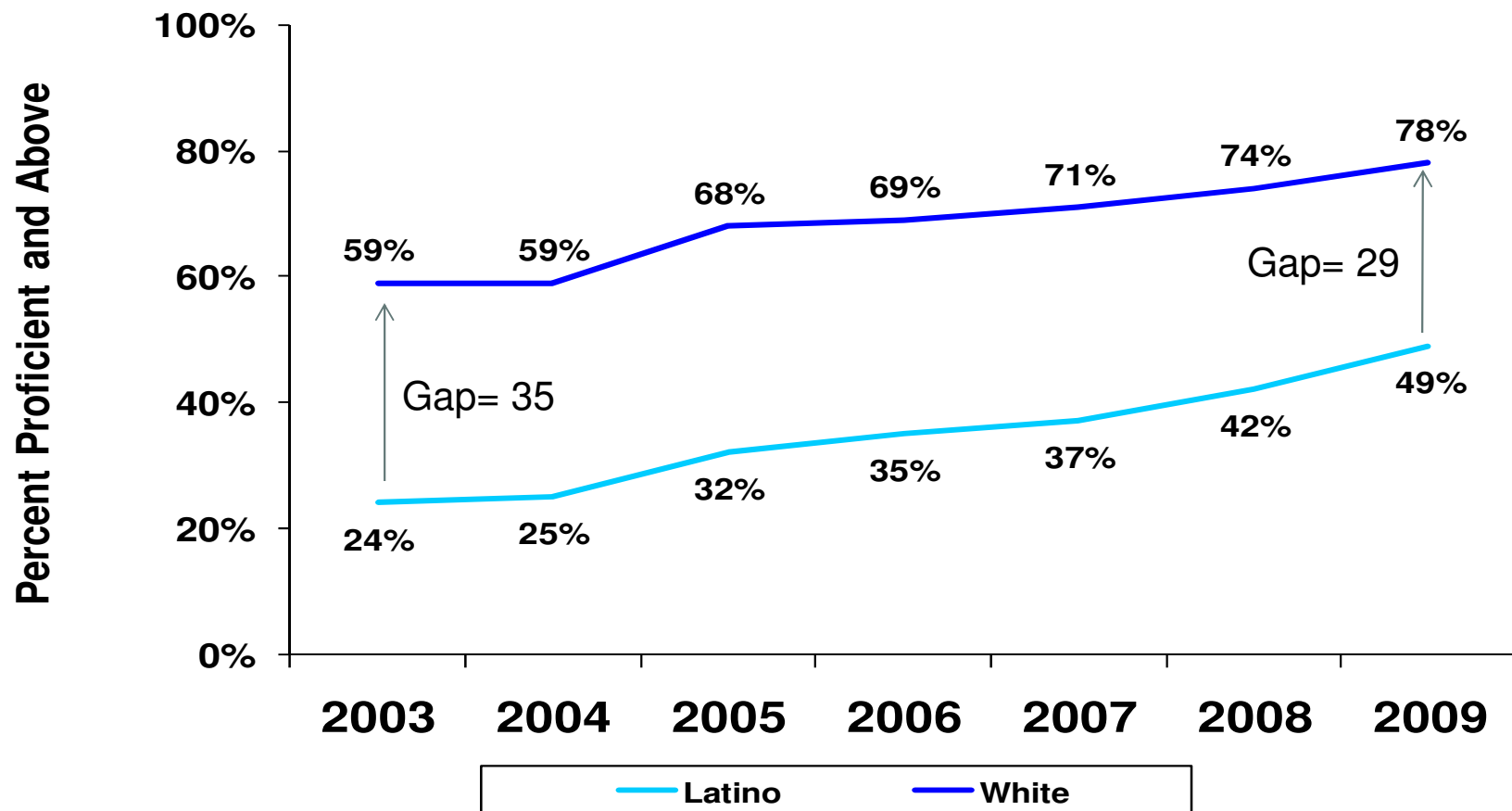
African-American Achievement Gap
CST 4th Grade English-Language Arts, 2003-2009

Percent Proficient and Above

Year	African American	White
2003	27%	59%
2004	27%	59%
2005	35%	68%
2006	37%	69%
2007	39%	71%
2008	43%	74%
2009	50%	78%

Gap= 32

Gap= 28

— African American   — White

Latino Achievement Gap
CST 4th Grade English-Language Arts, 2003-2009

Percent Proficient and Above

White line: 59%, 59%, 68%, 69%, 71%, 74%, 78%

Latino line: 24%, 25%, 32%, 35%, 37%, 42%, 49%

Gap= 35

Gap= 29

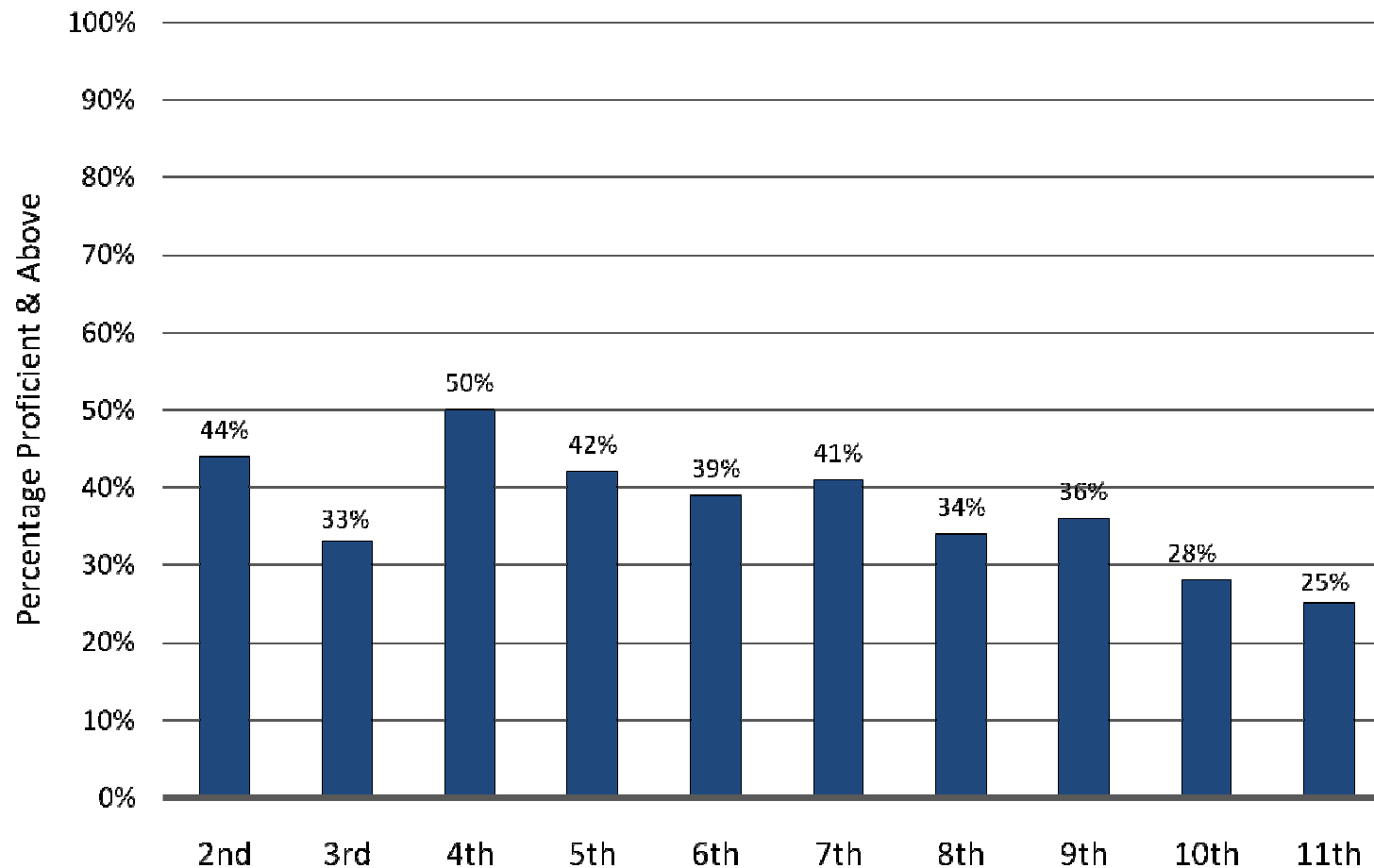2003 2004 2005 2006 2007 2008 2009

Legend: —— Latino —— White

ELL Achievement Gap
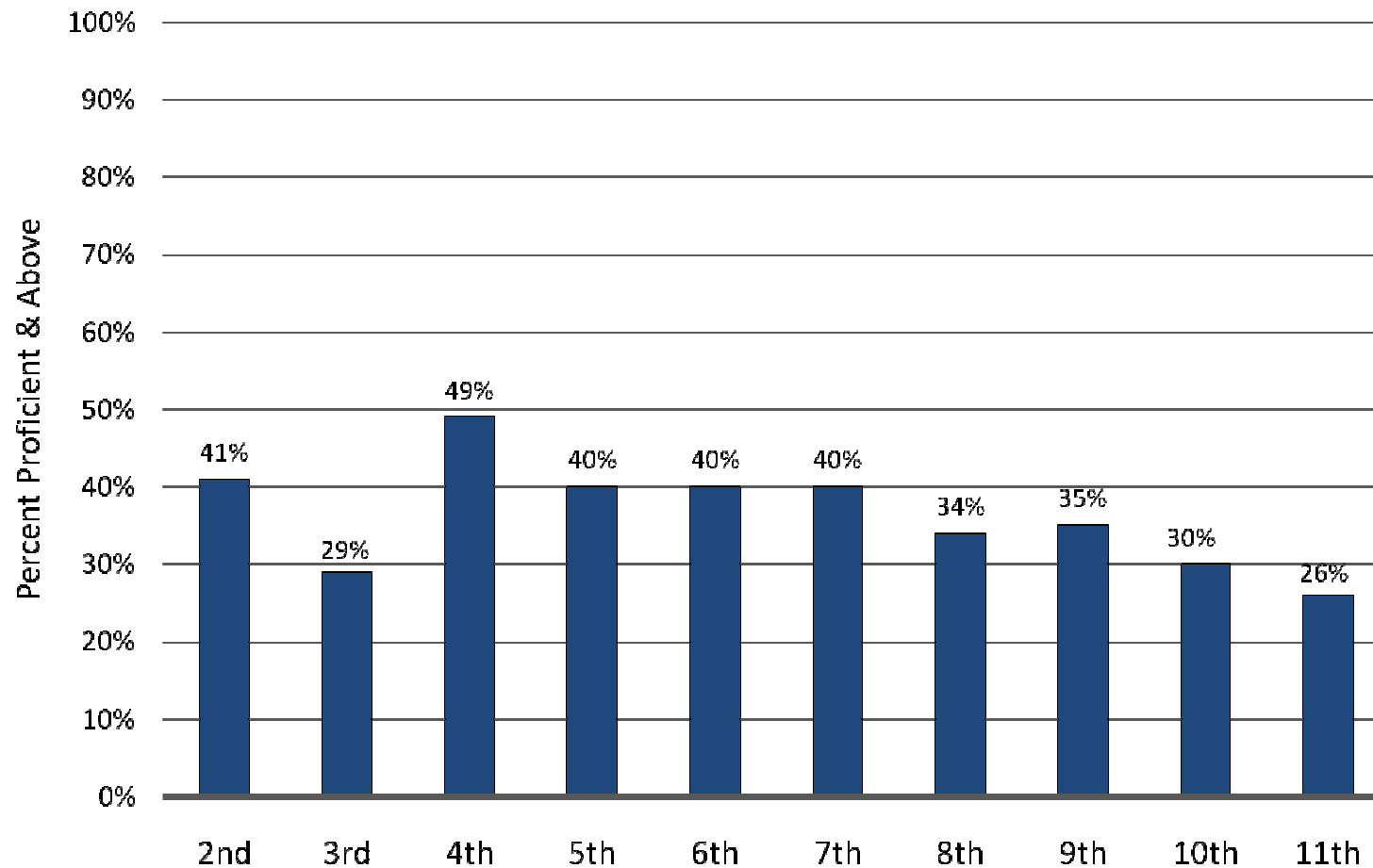## CST 4th Grade English-Language Arts, 2003-2009
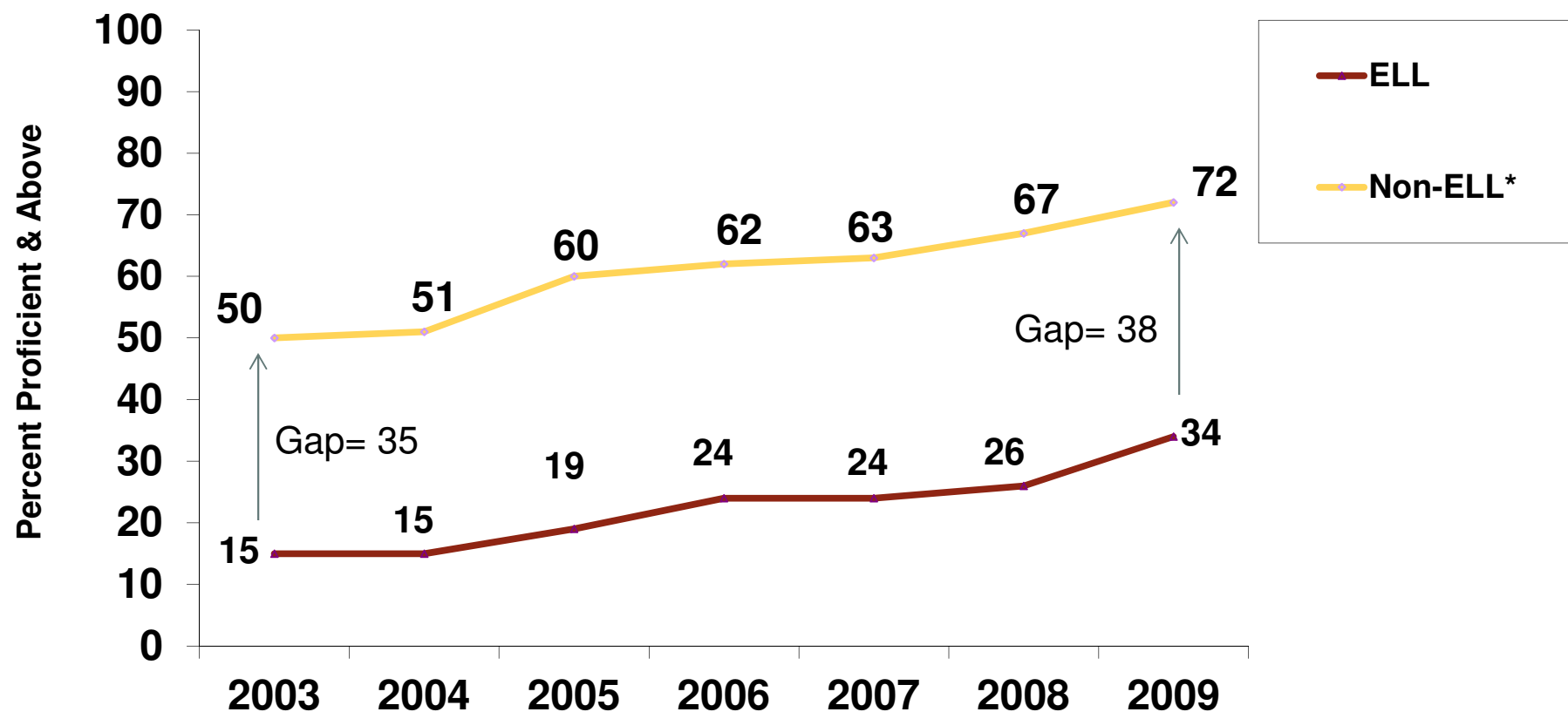
Note: Non-ELLs include Fluent-English Proficient and English Only students

African-American ELA Proficiency, by grade, 2009

Source: California Department of Education, 2009

Latino ELA Proficiency, by grade, 2009

Source: California Department of Education, 2009

Achievement Gaps Through the Grades
African-American and White Students, 2009

	Grade	African-American Students Scoring Proficient + Advanced	White Students Scoring Proficient + Advanced	Gap Between AA and White Students (Percentage Points)
English Language Arts	2	44%	68%	24
	4	50%	78%	28
	8	34%	66%	32
	11	25%	55%	30
Math	2	49%	77%	28
	4	51%	78%	27
	Algebra I EOC	16%	39%	23
	Algebra II EOC	12%	33%	21

Achievement Gaps Through the Grades
Latino and White Students, 2009

	Grade	Latino Students Scoring Proficient + Advanced	White Students Scoring Proficient + Advanced	Gap Between Latino and White Students (Percentage Points)
English Language Arts	2	41%	68%	27
	4	49%	78%	29
	8	34%	66%	32
	11	26%	55%	29
Math	2	53%	77%	24
	4	56%	78%	22
	Algebra I EOC	20%	39%	19
	Algebra II EOC	26%	33%	7

Note: Districts were only included in the analysis if they were "Unified" districts , where 2008-09 enrollment was ≥5 percent Latino.
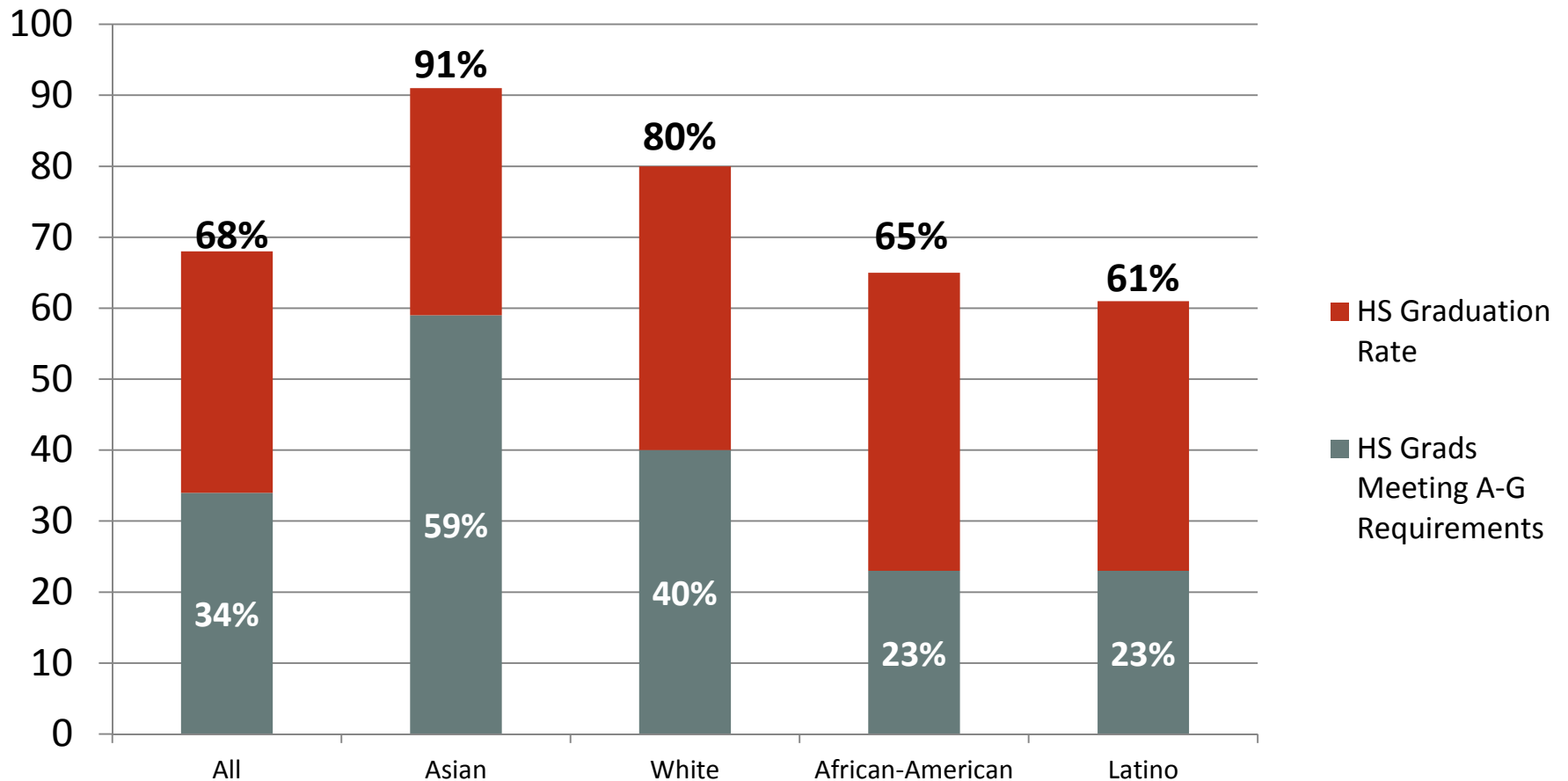
COLLEGE READINESS:

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

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

Legend:
- ■ HS Graduation Rate (red)
- ■ HS Grads Meeting A-G Requirements (gray)

| Category	HS Grads Meeting A-G Requirements	HS Graduation Rate
All	34%	68%
Asian	59%	91%
White	40%	80%
African-American	23%	65%
Latino	23%	61%

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

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
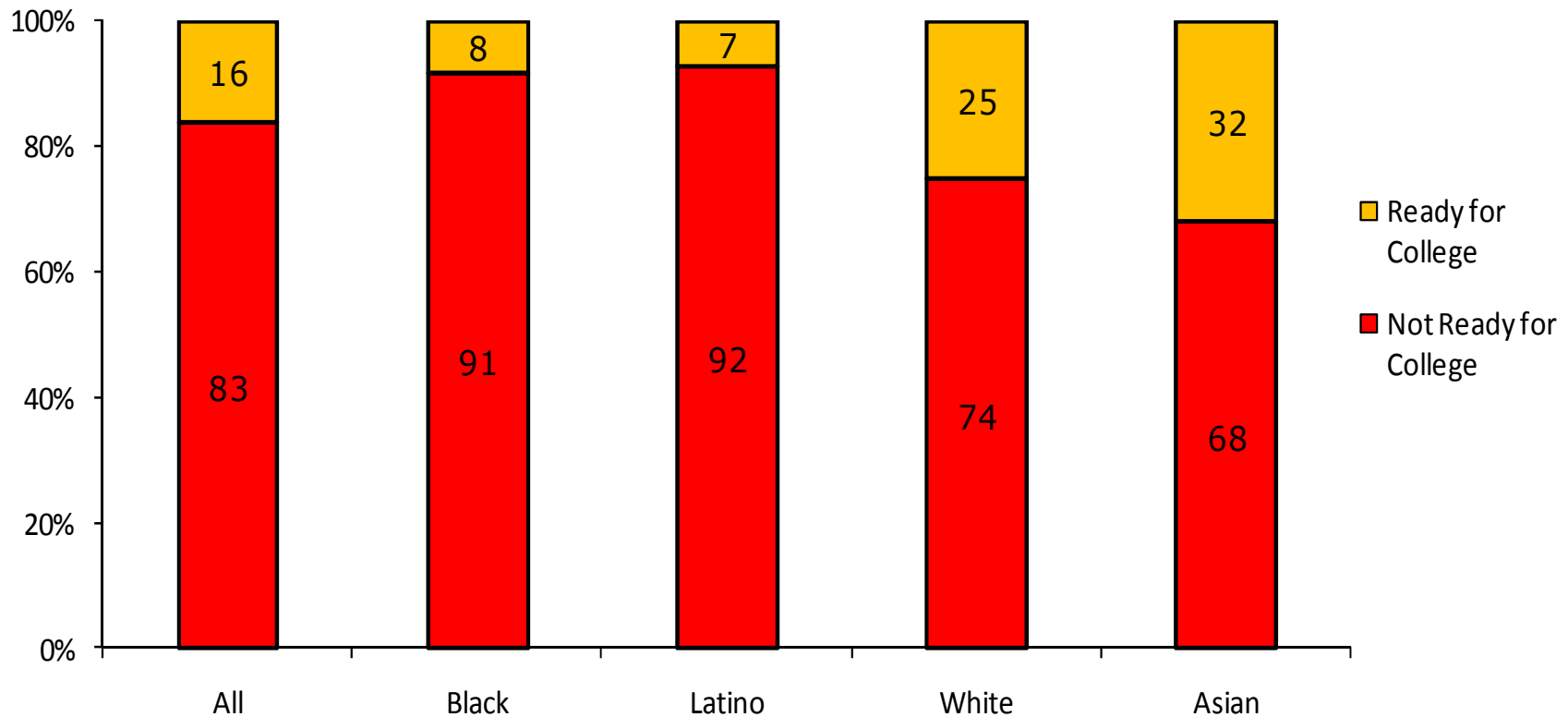
Source: California State University, Early Assessment Program data, 2009

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.

- 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

Common Sense Reform

- 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, high-need 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 based on need.

Top and Bottom Performers: Overall CST Proficiency Rates for African-American 4th Graders, 2009

		District	% of AA Students Scoring Proficient + Advanced
English Language Arts	Top-Performing Districts	Vista Unified (San Diego County)	72%
		Corona-Norco Unified (Riverside County)	70%
		Riverside Unified (Riverside County)	60%
	Lowest Performing Districts	Fresno Unified (Fresno County)	39%
		Lodi Unified (San Joaquin County)	38%
		Stockton Unified (San Joaquin County)	35%
Math	Top-Performing Districts	Corona-Norco Unified (Riverside County)	70%
		Vista Unified (San Diego County)	65%
		Riverside Unified (Riverside County)	63%
	Lowest Performing Districts	Hayward Unified (Alameda County)	36%
		San Francisco Unified (San Francisco County)	36%
		Stockton Unified (San Joaquin County)	36%

Note: Districts were only included in the analysis if they were top 50 enrolled "Unified" districts , where 2008-09 enrollment was >5 percent African American.

Top and Bottom Performers: Overall CST Proficiency Rates for Latino 4th Graders, 2009

		District	% of Latino Students Scoring Proficient + Advanced
English Language Arts	Top-Performing Districts	Temecula Valley Unified (Riverside County)	80%
		Irvine Unified (Orange County)	78%
		Torrance Unified (Los Angeles County)	72%
	Lowest Performing Districts	Hayward Unified (Alameda County)	36%
		Stockton Unified (San Joaquin County)	37%
		San Bernardino Unified (San Bernardino County)	38%
Math	Top-Performing Districts	Temecula Valley Unified (Riverside)	82%
		Clovis Unified (Fresno County)	73%
		Torrance Unified (Los Angeles County)	72%
	Lowest Performing Districts	Hayward Unified (Alameda County)	39%
		San Francisco Unified (San Francisco County)	42%
		Moreno Valley Unified (Riverside County)	49%

Note: Districts only included analysis if :they were top 50 enrolled "Unified" districts , where 2008-09 enrollment was >5 percent Latino.

Top and Bottom Performers: *Gains* in African-American 4th Grade CST Performance, 2003-09

		District	Change in Proficiency Rate Among AA Students (% Point Increase)
English Language Arts	Top-Gaining Districts	Vista Unified (San Diego County)	+36
		Compton Unified (Los Angeles County)	+31
		Riverside Unified (Riverside County)	+30
	Lowest Gaining Districts	San Juan Unified (Sacramento County)	+13
		Elk Grove Unified (Sacramento County)	+13
		Hemet Unified (Riverside County)	+11
Math	Top-Gaining Districts	Palm Springs Unified (Riverside County)	+34
		Compton Unified (Los Angeles County)	+32
		San Diego Unified (San Diego County)	+31
	Lowest Gaining Districts	Hesperia Unified (San Bernardino County)	+9
		Hayward Unified (Alameda County)	+9
		Elk Grove Unified (Sacramento County)	+3

Note: Districts were only included in the analysis if they were top 50 enrolled "Unified" districts , where 2008-09 enrollment was >5 percent African American.

Top and Bottom Performers: *Gains* in Latino 4th Grade CST Performance, 2003-09

		District	Change in Proficiency Rate Among Latino Students (% Point Increase)
English Language Arts	Top-Gaining Districts	Desert Sands Unified (Riverside County)	+37
		Hacienda La Puente (Los Angeles County)	+33
		Glendale Unified (Los Angeles County)	+32
	Lowest Gaining Districts	Poway Unified (San Diego County)	+13
		Hayward Unified (Alameda County)	+13
		Saddleback Valley Unified (Orange County)	+16
Math	Top-Gaining Districts	Santa Ana Unified (Orange County)	+35
		Oakland Unified (Alameda County)	+33
		Palm Springs Unified (Riverside County)	+33
	Lowest Gaining Districts	Poway Unified (San Diego County)	+13
		Fremont Unified (Alameda County)	+10
		Hayward Unified (Alameda County)	+10

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Highest and Lowest African-American A-G Graduation Rates, by District, 2009

	District	A-G Graduation Rate
Top Districts	Corona-Norco Unified (Riverside County)	43%
	Pomona Unified (Los Angeles County)	35%
	Fresno Unified (Fresno County)	35%
Bottom Districts	Stockton Unified (San Joaquin County)	9%
	Fontana Unified (San Bernardino County)	8%
	Vista Unified (San Diego County)	8%

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Highest and Lowest Latino A-G Graduation Rates, by District, 2009

	District	A-G Graduation Rate
Top Districts	Poway Unified (San Diego County)	46%
	Oakland Unified (Alameda County)	42%
	San Ramon Valley Unified (Contra Costa County)	38%
Bottom Districts	Stockton Unified (San Joaquin County)	9%
	Fontana Unified (San Bernardino County)	9%
	Hesperia Unified (San Diego County)	10%

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