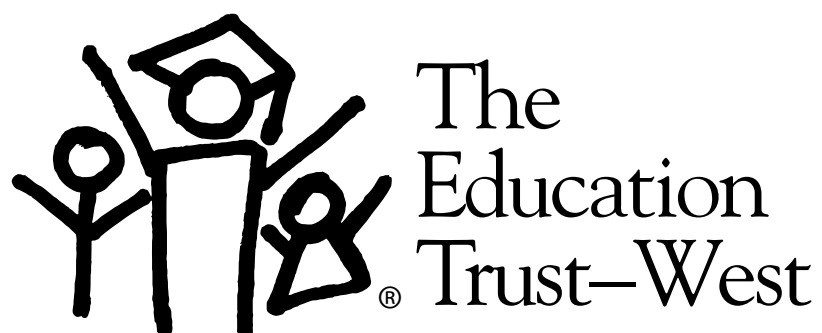# MAKING CALIFORNIA DATA WORK:

A PARENT AND COMMUNITY GUIDE TO FINDING THE TRUTH IN DATA

An easy guide for collecting and analyzing California's school data to improve student achievement

2008

The Education Trust—West

The Education Trust–West

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Part I
Finding the Truth in Data

There's a lot that parents and communities can do to help their schools work better. But to improve your schools, you first need to understand what's going on in them. You need facts. That's where data comes in. It not only tells you what's happening in your school now, it can help explain why it's happening, what can be done to raise achievement, and show you what good things can happen when educators, parents, and community members work together for the good of all students.

Data about our schools is more important, and more abundant than ever. But analyzing and understanding how to use data can be overwhelming. Indeed, it is often difficult even to know where to start. And then, what comes after the data? How can it be used to inform the way decisions get made in public education?

The good news is, we have data in the first place. For decades, parents and community members struggled to get even the most basic information about their schools. Only the most persistent—or the luckiest—could get data about the performance of all students in a school, not just their own child, or the opportunities all students were given to perform well. Many others received data based on overall averages, averages that could mask glaring achievement and opportunity gaps between different groups of students. Some received no data at all.

Fortunately, over the last ten years federal and state laws have begun to change things—most notably the No Child Left Behind Act of 2001 (NCLB). NCLB is the most recent reauthorization of the Elementary and Secondary Education Act (the ESEA) Its predecessor was the Improving America's Schools Act of 1994 (the IASA). Under NCLB, parents and community members have a right to know more about their schools than ever before.

Prior to NCLB, following federal direction under the IASA, California passed the Public Schools Accountability Act of 1999 (PSAA), and began publishing data about the performance of groups of students in California. We could see for example, how well schools were teaching Latino, African-American, low-income, and English Language Learner students. And then NCLB required California to tell us more, not just about student performance, but how well schools were serving students in the first place.

NCLB will be reauthorized within the next couple of years. Many of its provisions may change. For sure, though, parents will not give up the right to know whether schools are performing well for their children, and for all groups of students.

But let us be clear. You will want to know more. The data that districts must report under NCLB and PSAA, while plentiful, will not give you a complete picture of your child's school. There's more you can learn with the data that's available today, like:

- whether your child is placed in the high-level classes that will help her achieve.
- whether certain students are disproportionately placed in special education programs or being placed out of school altogether through suspension.
- whether your district and school receive their fair share of education dollars.
- whether other schools serving similar populations of students are doing better than yours.

The Education Trust—West, the California Department of Education (the CDE) and other organizations have developed several publicly available web-based tools to help you answer these, and many other questions. This guide will show you how to work with the tools, and use them to work for change in your schools.

Making California Data Work: A Parent and Community Guide

This guide shows parents, students, advocates, educators and other community stakeholders how to paint a portrait of what happens to students as they journey from kindergarten through college. And it demonstrates the ways you can conduct analyses of state performance and district level data. It helps you dig into the deepest levels of analysis you can get to with the data currently made publicly available—data drilled down to school-level performance indicators.

Before we begin though, it's important to note the limitations of the data that we have today. You will invariably want more information than what we can now know about public schools in California. As you work to improve your school community, you will want to be able to understand, for example, which programs and interventions work best for your children. You will want to know exactly how many students in your community drop out of school. And you'll want to know whether state and local policymakers are spending education monies on programs and practices that would lead to the greatest improvements in student achievement and reduce dropout rates.

The problem is, no matter how deep we dig into the current data made available in California, we cannot answer these and many more questions, because California doesn't have a comprehensive data system that will tell us the answers.

California's current data system, though vast, does not monitor individual student progress year to year as students journey throughout California's classrooms, grades and schools. It does not connect data about students in our public schools with other data sets like pre-kindergarten programs or with data about higher education and the workforce, nor does it link to social service or finance data sets. Without these linkages we cannot know for sure how many students drop out of our high schools, or which reading programs work best, or which professional development programs help our teachers the most. And we certainly cannot tell whether our schools are providing students with all the right skills they'll need for life after high school.

If California is serious about raising achievement and closing gaps, we need a data system that allows us to understand more than we do now. A better data system would allow us to better understand the problems and, most importantly, to identify and inform the solutions.

California has some plans to build this kind of comprehensive data system and to deliver timely, reliable, relevant and user-friendly information to educators and stakeholders. The Governor, CDE and Legislature are working on creating an independent data commission to govern and oversee a new data system so that the data is accessible, and student and teacher privacy is always protected. Your voice will be important in this ongoing push for the development of a good data system. There are friends to help you. For more information about what you can do, please see the next page describing The Information Alliance, a partnership formed to push for the implementation of a comprehensive data system in California.

While California takes steps to develop and implement a better data system, this guide is your companion for good ways to explore answers to your questions with the data we have today. And don't get us wrong—even though we need better data, there is lots of good data available now.

Good luck data-mining. Have fun. And remember, our team at the Education Trust—West is always here to help.

Pushing for a Better Data System

INFORMATION ALLIANCE
FOR EDUCATION

LEARNING WHAT WORKS TO HELP EACH CHILD SUCCEED

Imagine a data system that tells us whether California's students are on track to succeed in college and beyond.

Imagine a system that could identify troubled students so we can help them *before* they drop out of school.

Imagine a system that allows policy-makers to know which programs and policies are most effective and dramatically improve student achievement.

We have the ability to create that system right now. Our children deserve no less.

The Challenge

Like a jigsaw puzzle with the pieces strewn randomly across the kitchen table, our current education data systems are scattered and frag-mented, making it difficult to see the full picture clearly. As a result, we don't know what's working effectively and what's not.

We have much of the information we need. It simply isn't organized in a way that helps us learn from what's working and make the best decisions for our children's education.

Access to good information is essential as California prepares to invest new resources to improve education at all levels. Real-time feedback will help us get the most out of every future education dollar we spend.

The First Step

The first step in developing a state-wide learning system is to create a governing commission and a statutory framework that bring together the pieces for a complete picture of students' journey from pre-K through college and into the workforce. Such a commission would:

- Connect existing information on early and K-12 education, higher education, social services and workforce needs.
- Establish access and privacy protocols to protect individual records and ensure that useful information is made available to educators, researchers, policy-makers and the public.
- Identify and report what is working and what isn't so that decision-makers can make improvements in real time by targeting resources and policies in ways that matter most.

About the Information Alliance for Education

The Information Alliance for Education is working to ensure that California's leaders have the information they need to make the best decisions about education and workforce development.

CHILDREN
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The
Education
Trust–West

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Silver Giving
Foundation

Why Is Data Important?

Without data, you are just another person with an opinion.

Data is at the heart of any successful school improvement process. Good data can tell you:

- whether your child is on track to graduate from high school and pass classes along the way.
- whether your child is mastering the skills and knowledge she needs to succeed in later grades, in college, and in the workforce.
- whether your child will have access to the opportunities she needs to learn, including qualified teachers, a rigorous curriculum, and adequate resources.
- whether achievement gaps exist between certain groups of students—that is, whether some students do well while others lag behind.
- whether student achievement has improved or declined over time, and whether achievement gaps between groups have increased or decreased.
- whether other area schools with students like yours are doing well, so that you can learn from their best practices.

Once you have the data to answer these and many other questions, you will be better prepared to support the hard work of school improvement. You will be able to explain many of the obstacles your school faces. You will also know more about why those problems exist, and you will find concrete examples of ways to address the issues.

Where Can I Get Data?

Today, a lot of school data is available on the Internet. The Education Trust—West's data tool, *Raising the Roof*, is a user-friendly place to start. It brings all of the information available from the California Department of Education together in an easy to understand format that lets you navigate the waters of your school or district's achievement and demographic information, as well as the trends and gaps which exist across the board in California.

There are other ways to access data on the internet. The California Department of Education (CDE) website has a portal called *DataQuest* that directs you to the even more specific information about individual schools, districts, tests, and scores. From here you can also find links to the websites for your local district and you individual schools.

This guide will show you how to use *DataQuest, Raising the Roof*, and other websites, as a step in learning about what happens to students in your community as they journey through California's public school system. The Data Resource List on page 85 provides the web address for the California Department of Education as well as other useful data tools.

How Can I Use Data to Understand What's Happening in my School and District?

Finding good data is the first step. The next step is to analyze the data in order to find the answers to your questions about your school. We'll teach you how to do this using simple data-collection tables and worksheets.

Once you've found the answers to your questions, you'll need to communicate your message clearly and effectively to other parents and community members, educators, school board members, journalists, policymakers, and anyone who has the power to impact education reform. We'll teach you how to convey your message using simple, yet effective graphs.

How Can I Use Data to Improve my School and District?

This is the hardest part of the process, and the most important. The data you uncover may be difficult, even painful, for people to hear. It may reveal significant differences in achievement and opportunity between students of different races and income levels. It may challenge people's long-held notions about what's going on in their schools. It may even lead some people who have not heard all the facts to incorrectly place the responsibility for the achievement gap on low income and minority students, rather than on

the schools and districts that have failed to give them what they need to be successful.

A clear, accurate, and thorough argument, one based on the data, is the best and only way to communicate the truth about our schools, the truth about who's being taught at high levels, and who's being denied the opportunity to learn. Knowing the truth is the only way we can begin to improve.

If you're nervous about presenting your findings in your community or to your school's leadership, we can help. Our staff can give you tips over the phone on how to proceed. Or someone can come out to your community to help in person. There are also a number of community-based organizations that can help you organize and share your message. We can help you find those, too. Give us a call.

Hints for Help in Using Data Effectively

Before we start, we offer some proven tips:

1. Get a group of people together to work with.

It's easier to do this work with a group of people, for example, parents with children in the same school, or a community group concerned about schools in a particular area. Each person will bring his or her own skills, abilities, and knowledge to the group. And more hands make lighter work. (Don't wait until you have a group, though. One passionate person alone can make change happen for kids.)

Keep in mind that there are many community-based organizations already collecting and using data for school improvement. If you can join up with such a group, you can learn from their expertise and benefit from their resources. They in turn will benefit from your energy and interest in seeing schools educate all students. The list of community based-organizations on page 88 provides some of the organizations that you can join.

2. Establish clear goals.

Before you start gathering data, your group should have a conversation to find out as much as you can about the schools you are interested in. Try to develop a common understanding of what you are looking for and what you are trying to accomplish. This will save you time and energy, and will improve the quality of your work.

3. Be persistent.

Sometimes people will tell you they do not have what you are looking for, but that won't always be true. If you know you are in the right place, tell the person that you know you have a right to this information. If you think you might not be in the right place, ask where you can get what you need.

4. Do your homework.

The more exact you are about the data you're looking for, the easier it will be to get it. Know what data your school or district is required to collect and make public, and get as much data as you can on your own before asking your school or district.

5. Keep records.

Once you track down a data report, print it out and make a dated copy. If you speak to somebody by phone or in person, always ask for his or her name and keep track of it.

6. Check and double-check everything.

If you are going to use your data publicly, you must be accurate. Data reported on the CDE website is often updated so check back quarterly. Whenever possible, you should use official data provided by the school system or state. If you use data from other sources, make sure that you can verify everything.

Have different people on your team check the data. Finally, have someone who was not involved in the data collection and analysis do a final check. Remember also to check your spelling and grammar.

7. Don't give up.

This work won't be easy, but it needs to be done. The consequences to our children, communities, state, and nation are too severe not to do everything in our power to make schools work for all students.

So let's get started!

Your Notes

Your Notes

Part II
Achievement in California

The best way to improve schools is to speak honestly about the data, in order to identify areas for action and improvement. Above and beyond everything else, the purpose of data analysis should be to improve academic results for ALL students. Data measure results, and are a signaling device, pointing out students and schools that need help. The data raise questions about why the achievement gaps exist and how we can close the gaps.

School and district data will tell you about the quality of public education in your community and shine a light on ways to make sure all students meet high standards. But you must first know what to look for. This section of the Ed Trust—West Parent and Community Guide will show you what to look for, and how to find it.

In this section, we will walk through all sorts of analyses about student achievement and progress—or lack thereof—in California's schools.

Before we begin our exploration, let's take a quick look at what you have a right to know, and walk you through the two primary web tools you can use to get even more data and information about your schools.

Your Right to Know: What Districts, By Law, Have to Tell You

The No Child Left Behind Act requires districts to report on student achievement and learning opportunities every year. Reports must be disseminated to all schools in the district and all parents of students attending these schools. They must be made widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies. They must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. These reports are called School Accountability Report Cards, or SARCs.

District report cards can be found online at http://www.cde.ca.gov/ta/ac/sa. Here is a snapshot from the front page of LAUSD's Cleveland High School's SARC:
Report cards must contain the following information for the district as a whole and for each individual school:

Achievement

- The overall percentage of students meeting state proficiency standards.
- The percentage of students meeting state standards reported separately by race/ethnicity, income, disability status, and English proficiency.
- A comparison between state wide achievement goals and the actual achievement of each group of students.
- The percentage of students in each group who participated in achievement tests.
- A comparison between the achievement of each group of students at the school, district, and state levels.
- A comparison of the current year's assessment results to the results from the year before, reported separately for each group of students.

Graduation

- The graduation rate and dropout rates for high school students, as required by NCLB.
- A comparison between the graduation rate of each group of high school students at the school, district, and state levels.

Additional Indicators

- The performance of all students on the additional indicator chosen by the state to determine Adequate Yearly Progress (AYP) for elementary and middle schools. most states have chosen to report attendance rates. In California, the state has chosen to use API. See page 26 for more information about API.
- A comparison between the performance of elementary and middle school students on the additional indicator at the school, district and state levels.

Schools in Need of Improvement

- The number and percentage of schools in the district identified as needing improvement.
- The name of each school identified as needing improvement and how long each school has been identified.

Teachers

- The professional qualifications of all teachers, as defined by the state.
- The percentage of teachers with emergency or provisional credentials.
- The percentage of core academic classes not taught by highly qualified teachers.
- A comparison of the percentage of core academic classes not taught by highly qualified teachers in high-poverty schools and low-poverty schools.
- The new reporting requirements of CA Senate Bill 687 mandate that schools report average teacher salary, as opposed to simply reporting district averages, which masks intradistrict teacher salary gaps. For more information, see page 70.

For more information on NCLB, see "Improving Your Schools: A Parent and Community Guide to NCLB" on our website at www.edtrustwest.org and click on the tab called "NCLB in California," or call us if you need help understanding the law.

How Can You Find Out More?

The SARCs give you important information. But quite frankly, most district SARCs are cumbersome and hard to read. You have the tools to find out exactly what you want to know, and to display your results in user friendly ways.

In a moment we're going to walk you through actually performing detailed analyses about achievement, teacher quality and curriculum. But first, we want to walk you through a quick tutorial in working with the two web tools that you'll mostly want to use to paint the portrait of what happens to students in your community as they journey through elementary, middle school, high school and beyond.

The first web tool is our very own, Raising the Roof. Then we'll walk you through the California Department of Education's on-line tool, Data Quest.

Part II

Achievement in California

Part II

Achievement in California

How to Use *Raising the Roof*

To help make sense of all the data about California's schools (and there's a lot of data available!), our team at The Education Trust—West developed—and recently revamped—a web-tool to help learn more about what is happening in your school, district and state. Raising the Roof uses the data available from the California Department of Education, analyzes it using credible research methodologies, then repackages the data to be more user-friendly and story-telling.

Our site allows you to "raise the roof" from the public schoolhouses in California and look inside by exploring detailed data on achievement, teacher qualifications and curricula. Raising the Roof is also known for its ability to quickly identify—and celebrate—school success, by finding high-poverty and high-minority schools throughout the state that are high-performing on key indicators.

We'll start at the Raising the Roof home page at http://rtr.edtrustwest.org, and then walk through the seven major sections: Search, Key Questions, our brand new, first-of-its-kind Grad Rate Tool, Custom Data, Advanced Search, Favorites, and A-G Opportunity Index.

Section 1: Search

From here, the Search Page, you may begin your investigation in one of three ways:

1. You May Search for a School or District

If you are looking for information about a specific school or district:
- Enter the name into the first field,
- Click on the GO button
- From here, a list will pop up with schools or districts containing the word you entered, or if you entered a district, all the schools in that district will become available in this list.
- NOTE: Scrolling over any school in this list will bring up a quick and handy snapshot POPUP about that school.

- Scroll down the list and select your choice and continue exploring.

2. Or You Might Ask a Question Using the Query Tool

The Raising the Roof Search Page also gives you the option of exploring our 'Canned Query' tool by providing an example from this tool upfront. Note: The 'Canned Tool' example changes every time you come to the Raising the Roof home page.

3. You Could Dig Deeper Using the Custom Data Tool

This third option will allow you to connect to the ADVANCED SEARCH page to search for schools or districts with specific demographic and achievement factors.

Section 2: Key Questions

Another way to explore Raising the Roof is to use our Key Questions to find information on student achievement, teachers, or high school specific data. These queries can help you answer a range of questions, such as:

- Which districts in San Mateo County have the smallest achievement gap between White and Latino students?
- Which school districts in Los Angeles County have the lowest average teacher salaries?
- Which high-poverty and high-minority schools in California have the highest percentage of their students graduating college ready?

To get to these queries, first click on the KEY QUESTIONS page. Then, simply click on the achievement, teachers, or high schools buttons on the left-hand side page.

Here is a snapshot from the Achievement page:

Here is a snapshot from the Teachers page:

Here is a snapshot from the High School page:

Section 3: Graduation Rates: The First-of-Its-Kind Tool

High school graduation rates are tricky. Since California does not yet have the capability to track individual students over time, we cannot know the actual graduation rate. Instead, everybody—researchers and policymakers alike—use estimates. As we talked about on page 2 of this guide, California is taking some good steps to begin telling the honest truth about graduation and dropout rates. In the meantime though, estimates are our best alternative. But not all estimates are created equally.

The estimated graduation rate that the state reports for NCLB purposes isn't very accurate. For example, it doesn't take into account those kids that just leave

school without officially being recorded in the system as a "dropout." So it tends to overestimate the number of graduates. It also does not require disaggregating graduation rates by race.

There are better estimates than the state uses, such as the Manhattan Institute Methodology, Cumulative Promotion Index (CPI), and Averaged Freshman Graduation Rate (AFGR) which come closer to a more accurate estimate. These methodologies do a better accounting of the number of students from every subgroup that come into high school in the 9th grade and graduate four years later at the end of the 12th grade. Think of them as an analysis of the 9th grade cohort, to see if those students graduate on time. It's important to remember that these other methodologies are estimates, too, because California does not have a data system that assigns a unique student identifier for every student so we really know which schools and classrooms they're in. But the methodologies do give us a better picture of how many high school students disappear from our schools every year.

We've gathered all of the graduation rate methodologies in one place. And our tool is the first of its kind to use each methodology at the same time to reveal alternative pictures of graduation rates in California. Our tool goes even deeper, because graduating with a high school diploma is important, but in this economy, students need to graduate high school ready for college and career. So, our tool adds another indicator—whether all students are graduating college and career ready.

Section 4: Custom Data

SEARCH | KEY QUESTIONS | CUSTOM DATA | ADVANCED SEARCH | GRADUATION RATES | FAVORITES

You can dig even deeper. Our Rasing the Roof tool allows you to create customized queries and explore the details of specific schools or districts in California, such as, "How do the API scores of Latino students compare to those of White students at San Jose Unified School District from 2001 to 2007?" (Don't worry, we explain more about API later in this guide.)

From the SEARCH page, or any other page on Raising the Roof, click on CUSTOM DATA at the top of the page. From here, you will be able to select the years, schools or districts, and types of data that you are interested in comparing.

Here is a snapshot of the Custom Data page:

Step 1: Select School Years
• Click on "School Years"
• Click on the school year(s) of interest

Step 2: Select Schools and/or Districts
• Click on "Find Schools and Districts"
• Enter the name of your school or disctict into the text box
• Click on your school from the list that appears (by scrolling over the names of the schools, a pop up window will open so that you can confirm your selection)

Step 3: Select Data
• Click on "Find Data" to search for data by typing it into a search window.
• Click on "Browse Achievement Data" to browse through data sorted by API, CAHSEE and CST. (We'll explain all of these acronyms later in this guide.)
• Click on "Browse Demographic Data" to browse through data about student and school demographics, such as average class size and percent of students eligible for free or reduced lunch.
• Click on "Browse High School Data" to browse through data specifically about high schools, such as graduation rates.
• Click on "Browse Teacher Data" to browse through data specifically about teachers, such as average teacher salary and percent of fully credentialed teachers.

Each time you click on a year, school or district, or type of data, it is added to YOUR QUERY on the right side of the screen. To see the results of your query, scroll down to the bottom of the page. To delete an item from your query, double click that item under YOUR QUERY. To start over, click, CLEAR at the top of the page.

Section 5: Advanced Search

And still, Raising the Roof allows you to study even more, and design your own analyses. The ADVANCED SEARCH page allows you to conduct advanced searches of schools meeting your specific criteria. For example, you could use this page to identify all high schools in Los Angeles Unified School District that are high-poverty, high-minority and high-performing.

To do this, just check the desired criteria, and select "search."

A results page will pop up with all of the schools that meet the criteria:

From here, you can click on any of the schools to get quick information on demographics and achievement.

Section 6: Favorites

If you're like our team at the Education Trust—West, you'll want to study schools and districts constantly. And you'll want to build on your analyses, not have to start from scratch every time. *Raising the Roof* can help. This section of our site will allow you to save schools and districts as your "favorites" and to save data from the queries you've conducted. To do this, you'll need to become a registered user. Just click the "Register" link on the top right of any of the Raising the Roof pages. To register, you'll need to provide your name and email address and choose a username and password.

Once you are a registered user, you can search for and save schools and districts to expedite future searches:

This will also allow you to save and then return to your saved custom queries by clicking on the "saved queries" button on the bottom right side of the "Custom Data" page. Just make sure to log in each time you visit *Raising the Roof* so that you can access your saved data!

Section 7: College Ready Opportunity Index: The First-of-Its-Kind Tool

The College Ready "A-G" Opportunity Index is an EdTrust—West tool to answer the question: Is your school or district offering enough spots in enough college-ready courses so that all students could take the classes they'll need for life after high school?

How To Use DataQuest

The California Department of Education makes public the scores of all of California's students through their website called DATAQUEST http://data1.cde.ca.gov/dataquest/. This section will walk you through the DataQuest website to generate a report containing the California Standards Test scores of a specific school's subgroup population of Latino students in the 2006-2007 school year. (We explain more about Standards Tests later in this guide.)

This is the DataQuest homepage:

To Create a Report:

FROM THE HOMEPAGE:

• Select a LEVEL by choosing from the dropdown menu next to the word "Level." (We will choose "School.")
• Select a SUBJECT by choosing from the dropdown menu next to the word "Subject." (We will choose "STAR Test Results" under "Test Scores.")

The choices will look like this:

• Press SUBMIT to continue your search.

The following page will appear on your screen:

NEXT:

• Select the YEAR you are interested in.
• Type in the NAME of the district, school, county or state you are interested in.

The following page will appear on your screen:

NEXT:

• Confirm that the agency (school or district) appears in the SELECT AN AGENCY window. If it does not, select the correct agency from the dropdown menu.

NOTE: On the previous page you entered the name of the agency you were interested in—for example, Cleveland High School—and DataQuest searched all of California for schools containing the name "Cleveland" and then presented the entire list of such schools. Cleveland High School in Los Angeles Unified School District was not the first school on the list, so we had to click on the dropdown menu and select "Grover Cleveland High" from the list of "Cleveland" schools. When generating reports, be sure to double-check that agency in this window is the correct one.

• Select the REPORT you are interested in

NOTE: This example uses California's specific test scores as the optional REPORT to generate. Selecting "Star CST Results" will take you to the STAR homepage and generate a report for your agency's California Standards Test (CST).

• Press SUBMIT to continue your search.

The following page will appear on your screen:

NOTE: The above report is an example of a California Standards Test (CST) report generated for Cleveland High School for the year 2007, and the scores shown are for ALL STUDENTS. As you continue your search for more specific information, such as test scores of different ethnic or socioeconomic subgroups, you will need to use the dropdown windows to find your selection and then press the VIEW REPORT button

at the top of this page for every inquiry you make. We suggest printing out each report generated and creating a paper file to help keep track of your data as well as to confirm that you generated the report you were looking for. We will continue with the Latino subgroup for our example.

NEXT:

• Select the GROUP you are interested in. (Example: Ethnicity, Economic Status, Disabilities, etc. For our example, we will choose "Ethnicity.")
• Select the SUBGROUP you are interested in. (Example: African American, Hispanic or Latino, White, etc. For our example, we will choose "Hispanic or Latino.")
• Press VIEW REPORT (Reminder: This final step is very important to assure that DataQuest generates a new report for the next subgroup you have inquired about.)

The following page will appear on your screen:

Reading this page:

Reported Enrollment - This is the number of students who were enrolled on the first day of testing, whether or not the students were tested.

Students Tested - This is the number of students with valid test scores for the subject area reported.

% of Enrollment - This is the number of students with valid test scores divided by the number of students enrolled on the first day of testing.

Mean Scaled Scores - This is the average of the scaled scores for all students who took grade-level CSTs. The scaled scores for each grade and subject area range between 150 (low) to 600 (high). Scaled scores are used to equate the CSTs from year to year and to determine the performance levels.

% Proficient and Above - Although California designates its students into five different performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic, the SUBGROUP reporting for individual schools displays "% Proficient and Above." The target is for all California students to score at Proficient or above.

NEXT:

• Scroll down the report page to view all California Test Scores (English-Language Arts, Math, Algebra I, History, etc.) recorded for the subgroup you are interested in.

NOTE: The above example shows the English-Language Arts CST scores for the Latino students at Cleveland High School. From this we see that:
• 35% of Latino 9th graders were "proficient and above" in 2007
• 31% of Latino 10th graders were "proficient and above" in 2007
• 36% of Latino 11th graders were "proficient and above" in 2007

This exercise has been a guide and an example for accessing California's public school data. The California Department of Education's website, DataQuest, provides detailed information about the CDE's publicly available data, test scores, individual tests, student demographic details and definitions, as well as an extensive help page for using the site and for understanding the information posted.

Exploring the DataQuest website will allow the user a greater understanding of the vast amounts of information available and exploring the Education Trust—West's California Data Guide will show you how to use and study that data.

Now that you know the basics of the web tools you'll frequently use,

Let's Begin Our Analysis!

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Let's Begin!

Are California Students Meeting Standards?

We feature California data below to present a snapshot of educational quality in the state. The data focuses on three key areas to developing an understanding of educational quality:

• Overall student achievement compared to the rest of the nation
• Student achievement in California by race and economic status
• Achievement gaps in California over time

The patterns revealed by this data are typical of those found in our communities across the state.

Now, let's begin our exploration and answer some important questions.

To get a picture of California student performance relative to their peers in other states, we'll look at California 4th grade Reading scores and 8th Grade Math scores in 2007 on the NAEP, the National Assessment of Education Progress. The National Center for Education Statistics (NCES), the primary government entity for collecting and analyzing education data nationwide, developed the NAEP, better known as the "The Nation's Report Card." Since 1969, NAEP has assessed students in reading, writing, math, science, and history to answer the following questions:

• How well are our students performing?
• How well are our students doing compared to other states? Other countries?
• Has performance improved over time?

The NCES website can take you directly to the Nation's Report Card where you can look up information about California's performance,

now and over the last several decades. The webpage can be found at http://nces.ed.gov/nationsreportcard/states/profile.asp and will look like this:

Information collected from NAEP's "State Profile" of California reveals student characteristics, racial demographics and overall information about schools and districts. From this report we have generated the following bar graphs for a quick glance at 4th grade Reading and 8th grade Math in California:

NAEP 4th Grade Reading, California 2007

All Students

Adv/proficient: 23
Basic: 30
Below Basic: 47

Source: National Center for Education Statistics, NAEP, 2007
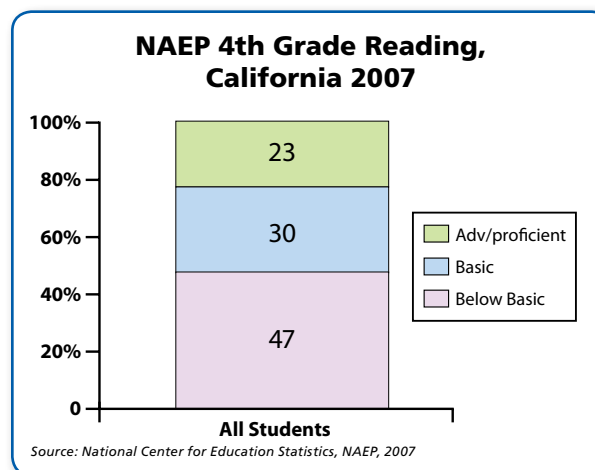
Reading the Graph: As we can see from the above graphs, only 23% of our 4th grade students read at the proficient level on NAEP, and a whopping 47% have not been taught basic reading skills. The picture is no better for 8th grade Math: a mere 24% of our 8th grade students can do NAEP math at the proficient level, while 41% have not been taught even basic math skills.

**NAEP 8th Grade Math,
California 2007**

Adv/proficient	24
Basic	35
Below Basic	41

100%
80%
60%
40%
20%
0

All Students

Source: National Center for Education Statistics, NAEP, 2007
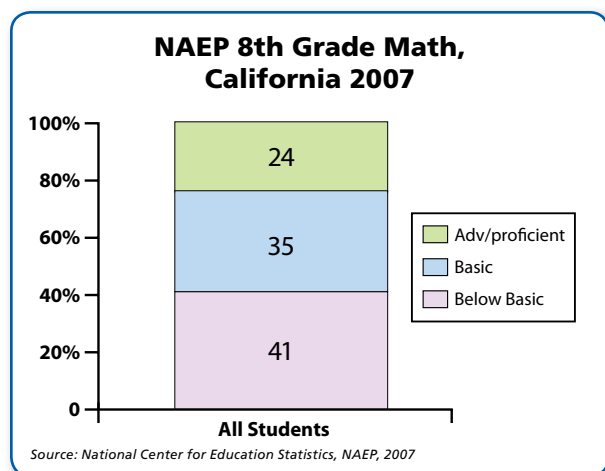
On the next page, we'll learn how these California student scores compare to those of students across the country.

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Achievement in California

Part II Achievement in California

How Do California Students Compare to Their Peers Across the Nation?

We will continue to look at NAEP scores in 4th grade Reading and 8th grade Math, but let's get an idea of how these scores hold up against students in other states.

NAEP is the only assessment we can study to compare California's students to students in other states. This is because, as we'll discuss more later in this section, California's state assessments measure student performance on California's state standards. Since California's state standards are unique to California, and Texas' standards are unique to Texas, Maryland's unique to Maryland and so on, we can't compare California's performance on its assessments to student performance on state tests in Texas or Maryland or any other state. It'd be like comparing apples to oranges. So, instead we use NAEP, because a statistically sound sample of students in every state takes the NAEP in reading and math. Using The NAEP Data Explorer, an interactive state and national data site found at http://nces.ed.gov/nationsreportcard/nde/criteria.asp, we generated the following data and used Excel to create the following charts.

We saw earlier that 23% of California 4th graders were able to read at a proficient level, according to the 2007 NAEP scores. We can also use NAEP Data Explorer to compare California students to students in other states and to the national average.

**2007 NAEP Grade 4 Reading
California Compared to the Nation**

Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/
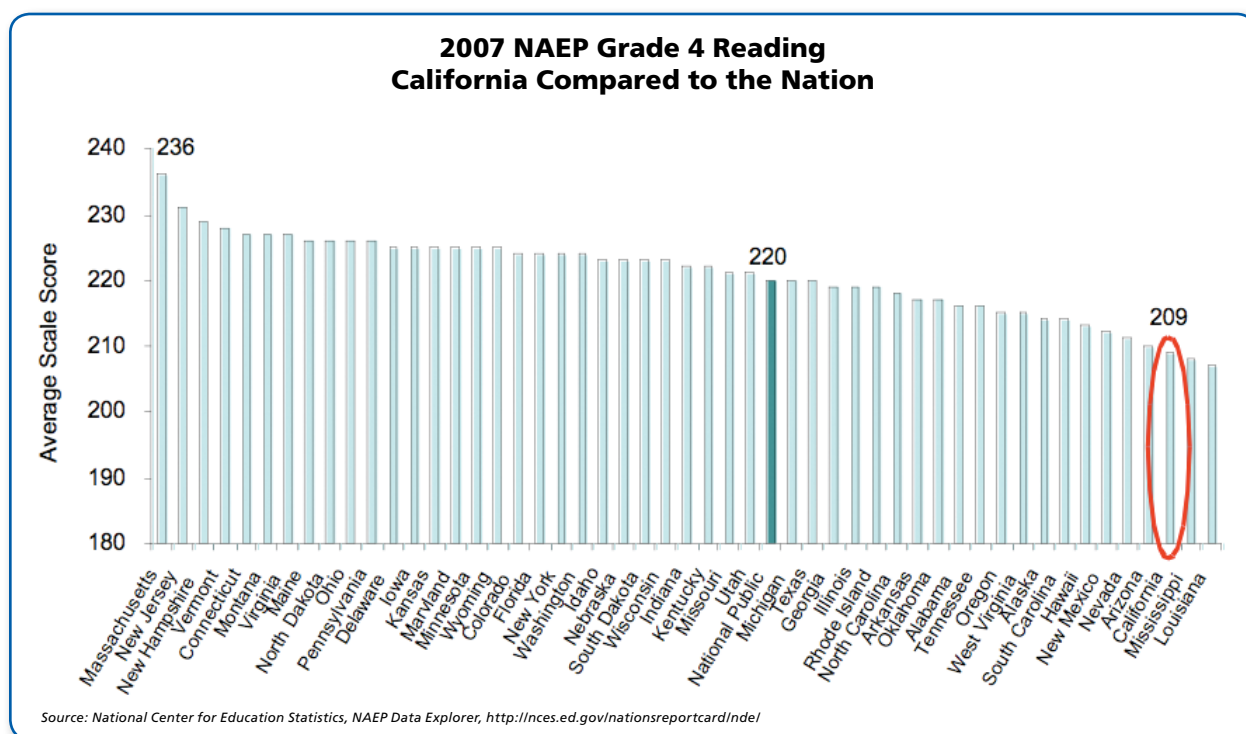
Reading the Graph: The chart above shows that the reading level of California's 4th graders is very close to the bottom when compared to the rest of our nation's 4th graders. In fact, California performed better in 4th grade reading than only two states—Mississippi and Louisiana. We can also see that California's average score on the 4th grade reading NAEP was 209, while the national average was 220 and the highest performing state, Massachusetts, had an average score of 236. Every 10 points on the NAEP is about the same as a year's worth of learning. So students in Massachusetts are reading somewhere in the range of 2½- years ahead of their California peers.

Now let's rank California's 8th graders in Math:

2007 NAEP Grade 8 Math
California Compared to the Nation

Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/
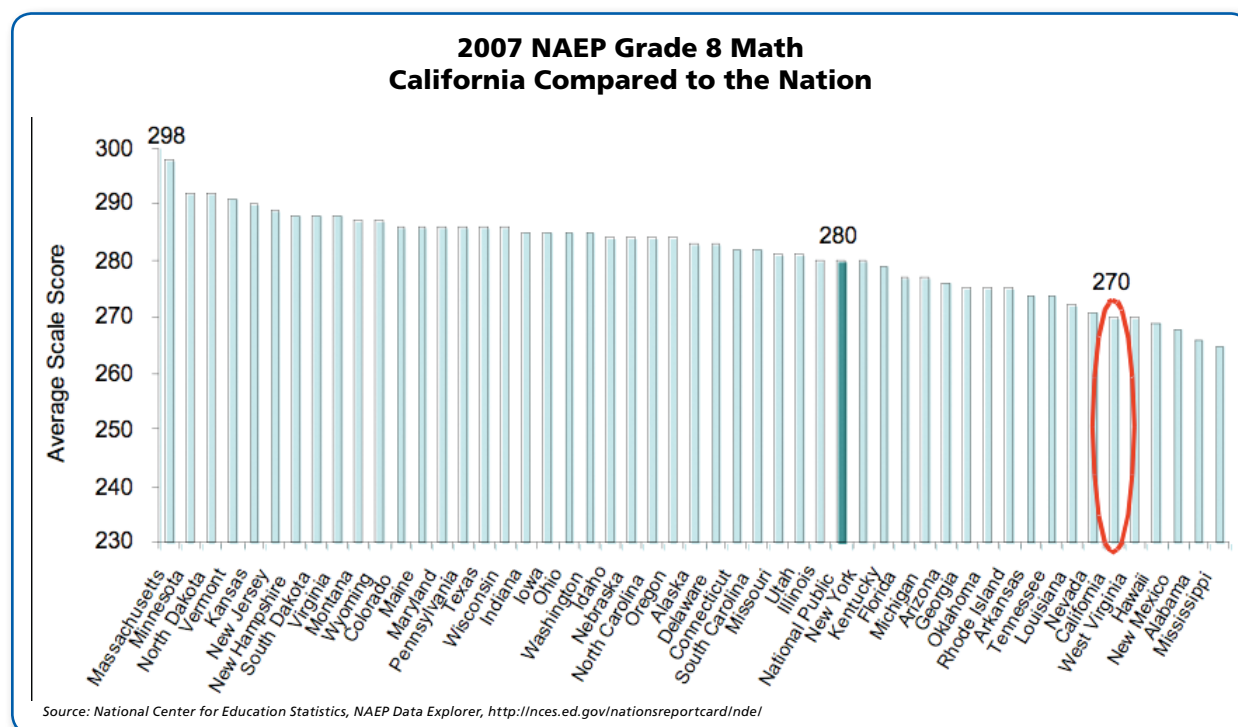
Reading the Graph: California's 8th graders are also close to the bottom when we look at their NAEP Math scores. We saw earlier that 24% of California's 8th graders were performing at a proficient level in 2007 on the NAEP assessment. The above chart shows us that the 8th graders in 44 other states were performing at a higher level.

On the next page we explore achievement gaps separating California's students from their peers across the country.

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Achievement in California

Are There Achievement Gaps Between Groups of Students in California and Their Peers in Other States?

Data on overall achievement are important. The NAEP data showed us a snapshot of how our 4th and 8th graders are doing overall in reading and math, and how they compare to students across the nation. However, to get the whole story for California we need to look at the achievement of different groups of students to see whether some groups are consistently performing better than others.

Some states are far more successful in teaching students of color and low-income students than others. Here is what NAEP Data Explorer shows us about Latino 4th graders in California in 2007 compared to Latino 4th graders throughout the rest of the country. The following chart shows the average scaled scores of Latino 4th graders across states in reading—performing better only than Latinos in Oregon:

2007 NAEP Grade 4 Reading
California's Latino Students Compared to the Nation

Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/
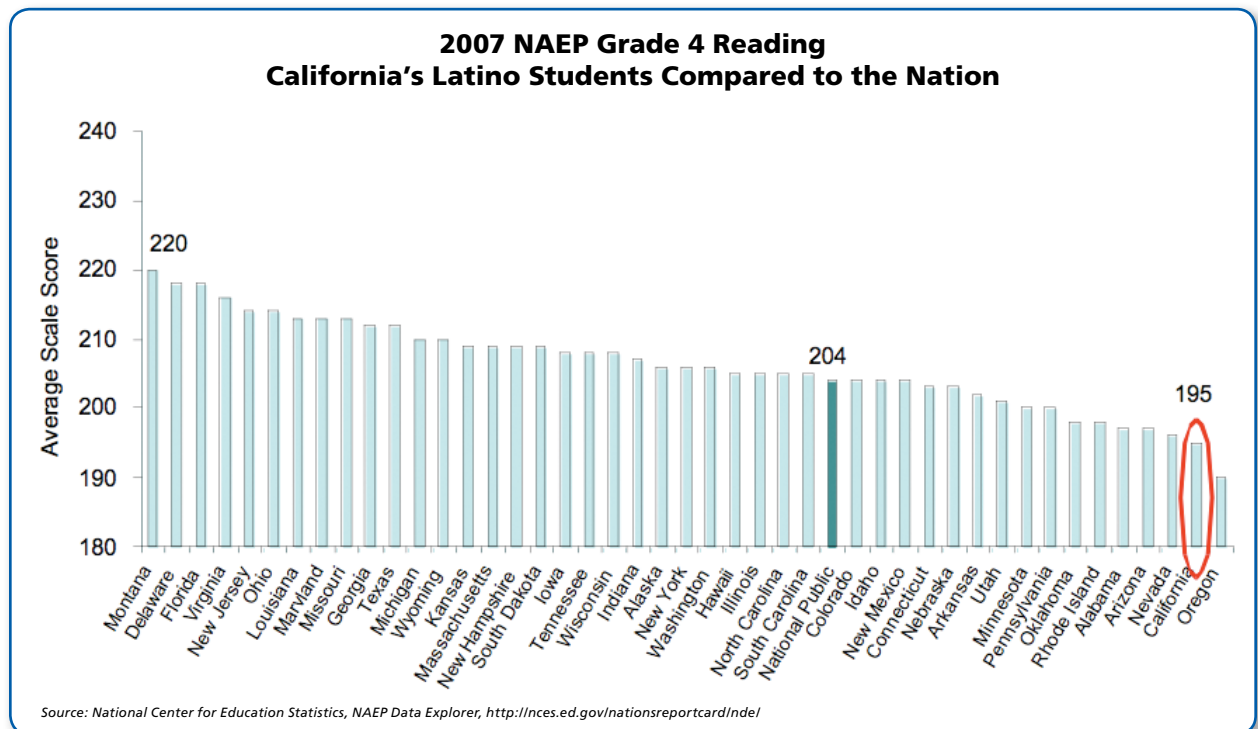
Now let's see how California's African-American 8th graders are doing in reading compared to the rest of the country—they are reading better only than their Latino peers in Alabama, Arkansas, Michigan and Wisconsin:

2007 NAEP Grade 8 Reading
California's African American Students Compared to the Nation

Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/
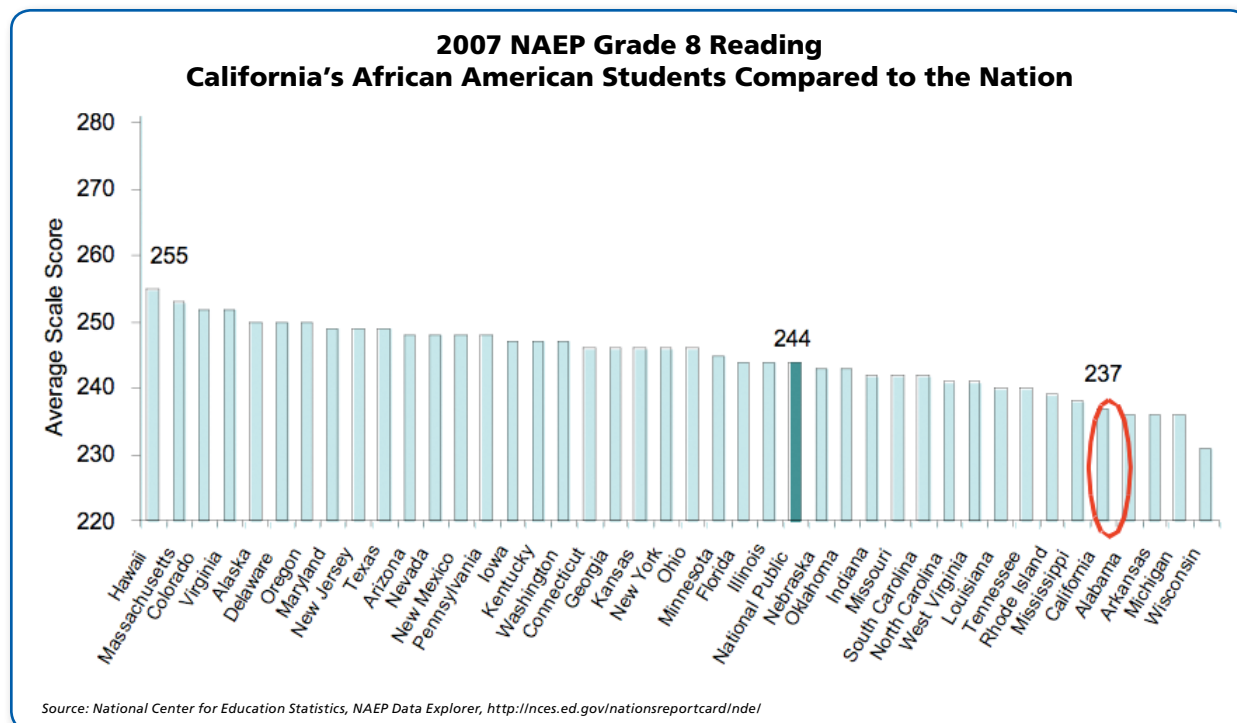
We can also compare how California's low-income students compare to poor students in the rest of the country. The following chart shows the average scaled scores of poor 8th graders across states in reading:

2007 NAEP Grade 8 Reading
California's Poor Students Compared to the Nation

Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/
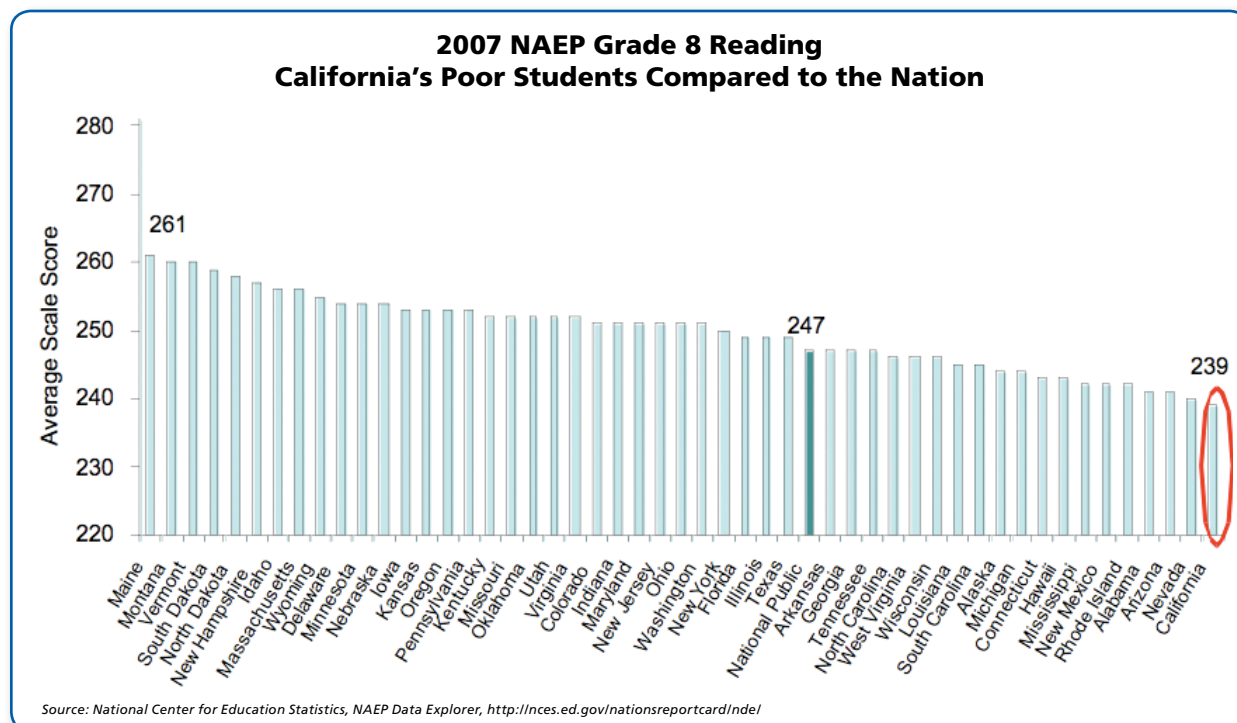
Reading the Graph: As we can see, California ranks last in 8th grade reading for low-income students. Low-income 8th graders in every other state performed better than California's low-income 8th graders in reading on the 2007 NAEP.

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How are California's Students Performing on Our California Standards Tests (CSTs)?

California adopted content standards that specify what all California children should know and be able to do in each grade level and each subject. Standards are an incredible advocacy tool because finally we know what our kids should know. Before standards, "what was taught to whom" varied across communities, with low-income students and students of color taught to much lower educational standards than their more advantaged peers—we just didn't have the data to show it. Now though, we can measure student performance on those standards, to answer the question: Are students learning what we want them to know? California measures student knowledge of state standards by using the California Standards Tests (CSTs).

We will look at a snapshot of student performance in English Language Arts and Mathematics on the CSTs. These assessments are administered to students in California public schools and results are released publicly every year. They were developed specifically to assess students' knowledge of the California content standards.

What Are the Tests?

The California Standards Test (CST):
This annual, end-of-course test is based on California's grade level, academic content standards—what teachers are expected to teach and what students are expected to learn. It measures student achievement from grades 2-11. (However, California's 2nd graders will not be tested after the 2006-2007 school year.) These tests may include English Language Arts, mathematics, social studies and science, depending on the grade level. The results have been made public and can be found at http://star.cde.ca.gov along with more detailed information about the test.

How is the CST data labeled?

Student performance on these state assessments are reported by grouping of achievement levels. These levels indicate what students know and are able to do. The ultimate goal of No Child Left Behind and California's Public Schools Accountability Act is for every student to reach at least a "Proficient" level of achievement. "Proficient" can be thought of as being at "grade level." In other words, a student who is proficient knows and is able to do what the state has determined that a student at that grade level should know and be able to do.

NCLB requires states to define at least three separate achievement levels:

- "Advanced" and "Proficient" achievement
- "Basic" achievement
- "Below Basic" achievement

California's test results for the California Standards Test (CST) and the Academic Performance Index (API) are divided into five performance bands:

- "Advanced" achievement
- "Proficient" achievement
- "Basic" achievement
- "Below Basic" achievement
- "Far Below Basic" achievement

In this data guide, we will use California terminology: advanced, proficient, basic, below basic and far below basic because those are the categories you will see when you look at data for your school. It is the goal for all of California's students to reach "Proficient" or "Advanced" in each subject.

Achievement levels are described on the Department of Education website at http://www.cde.ca.gov. The Education Trust—West staff can also help if you need a clearer understanding of the terminology.

The California High School Exit Exam (CAHSEE): This assessment tests mathematics standards from 6th and 7th grades, as well as Algebra I, and English Language Arts standards through the 10th grade. Beginning with the Class of 2006, students must pass the CAHSEE in order to

receive a high school diploma. To pass, students must answer 60% of the questions correct in English, and 55% correct in math. Students who do not pass the CAHSEE will receive a certificate of completion in lieu of a diploma. The initial administration of the CAHSEE takes place in the 10th grade, and students have multiple chances to pass—at least 7 during their high school years. The most recent results as well as more detailed information about the test are posted at: http://cahsee.cde.ca.gov

What Does a Snapshot of Student Achievement on California Standards Tests Look Like?

Let's take a quick look at California student performance overall on the CSTs. We'll turn to DataQuest to gather some data. Remember to check page 15, HOW TO USE DATAQUEST, for an introduction to collecting CST data.

We used DataQuest here to provide us with information about different racial and ethnic groups in California and their 2007 English Language Arts scores from the CST.

**8th Grade English, by Ethnicity
California Standards Test 2007**

Adv/proficient | Basic | Below Basic

	African American	Latino	White	Asian
Adv/proficient	27	26	62	64
Basic	34	36	25	23
Below Basic	39	37	13	14
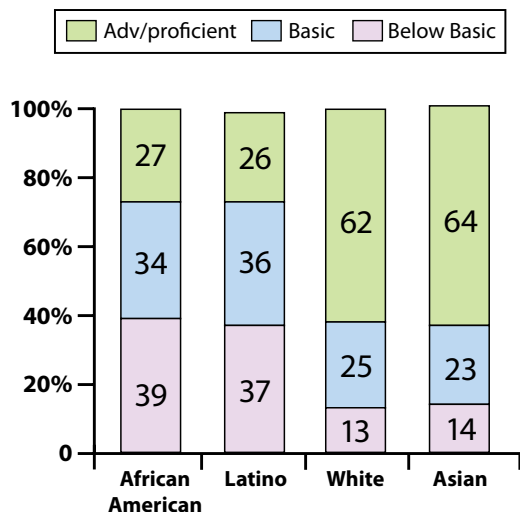
Reading the Graph: As we see from the graph above, throughout California, there is a significant gap between the achievement of White and Asian students and their Latino and African-American peers. While 62% of White and 64% of Asian 8th graders are reaching proficiency in English Language Arts, 27% of African-American and 26% of Latino 8th graders are meeting the standards.

Let's look at 4th graders' math scores on the CST's, cutting the data by economic status.

**4th Grade Math, by Economic Status
California Standards Test 2007**

Adv/proficient | Basic | Below Basic

	Economically Disadvantaged	Non-Economically Disadvantaged
Adv/proficient	45	72
Basic	27	18
Below Basic	27	9
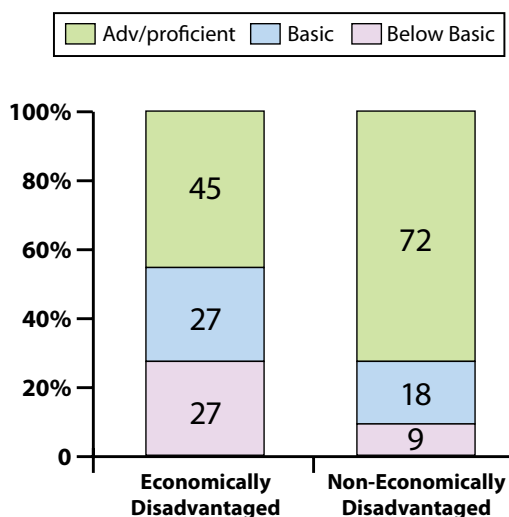
Reading the Graph: California's low-income 4th graders are scoring "below basic" in math at three times the rate of their more affluent peers. And while 72% of wealthier students do math at grade level, only 45% of our economically disadvantaged students are proficient.

Are Achievement Gaps in California Closing?

In 2007, the California Department of Education produced data which show how all California students combined, in grades 2-11, are progressing over time on the California Standards Test. Although all groups are improving, we have not made dramatic progress in closing the achievement gaps in recent years.

The graph below shows some of the details of improvement over time on the Math section of the California Standards Test for 4th graders.

4th Grade Math, by Ethnicity
California Standards Test 2007
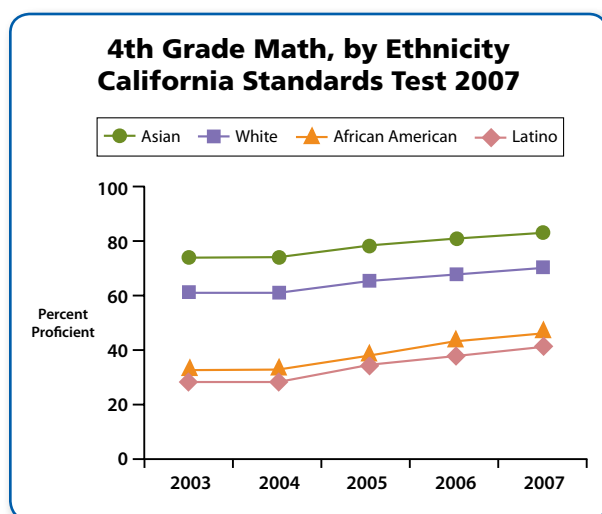
Reading this Graph: The above graph shows that all groups of students are improving, and the achievement gap is beginning to close. The gap between White and African-American students scoring at or above proficient in 2003 was 33 points, and in 2007 it is 29 points—the gap is closing by 4 points. The gap between White students and Latino is closing at the same rate—in 2003 the Latino-White gap was 28 points and in 2007 it was reduced to 24 points.

How Do We Make Sure Student Improvement Happens?

A Quick Look At California's Assessment and Accountability System

We've been talking about examining student performance on state assessments. That's important, especially to shine a spot light on what's happening in our schools. But the goal of public education is to teach students, and the goal of our students is to learn. To make sure that happens, states, schools and districts must be held accountable for results. That's what the federal and state laws like the NCLB and PSAA are really about—holding states, schools and districts accountable for improving student performance.

Our state and federal accountability systems are based largely on student performance on standards assessments like the CSTs and the CAHSEE. The federal accountability system under NCLB uses AYP or Adequate Yearly Progress to measure school performance on state standards assessments, and California's accountability system under the PSAA uses the Academic Performance Index or the API, to do the same.

The Academic Performance Index (API): A school's API is a weighted average of student results on California's standardized tests and the scores can range from 200 to 1000. The results tell us whether a school's achievement levels are improving overall with a target goal of an 800 API. Your school's results as well as more information about this index are posted at: http://api.cde.ca.gov

Adequate Yearly Progress (AYP):

The NCLB Act uses Adequate Yearly Progress (AYP) across the nation as a "signaling" system. Similar to API, it looks at whether school assessment scores are meeting overall achievement growth. More importantly, however, it requires schools to report whether all students—of every race, socio-economic level, and special education and English Learner status—are reaching benchmark goals for achievement. This is a crucial component to identifying and eliminating the achievement gaps in California schools.

Why do we need API and AYP?

Though NCLB may well be changed once it's reauthorized over the next couple of years, AYP currently requires that all schools, and ALL groups within all schools, are at or above proficient in both math and English by the year 2014. In contrast, now API sets a target of 5% growth every year, meaning the targets are always based on that school's previous level of performance. These are recent changes: Until last year the API actually codified low expectations by making subgroup targets only 80% of the schoolwide target. (Give us a call if you want to discuss this more.) Even under the new API system, though, it would take schools years—we've been finding several schools where it'd be more than 20 years—for them to achieve the state goal of 800. AYP pushes schools to do more—to actually close the achievement gap by 2014.

Note: For more information see our report "AYP + API: Why the New Federal Measure is a Crucial Component to California's Accountability System" which can be found at http://www2.edtrust.org/edtrust/etw/ca+nclb. Additionally, for an Education Trust—West statement on recent changes to the API accountability system, please visit http://www2.edtrust.org/EdTrust/etw/ca+press.

Part II

Achievement in California

Your Notes

Part II

Achievement in California

How to Find Out About Achievement in Your School?

After looking at California achievement data overall, let's shift gears and see what the data say about school-level performance. As was the case with state and national public education data, school-level is available online through several sources. We're going to show you how to use some of them.

Speaking honestly about these data is the only way to identify what is happening at your school and make improvements that will ensure all students are learning at proficient levels. Let's walk through the steps.

A Sample School: Cleveland High School

To walk you through using the vast amounts of data in California, we will go through a series of data collection exercises about a real school in California, Grover Cleveland High School in Los Angeles Unified School District. But we aren't pointing the proverbial finger at Cleveland High. To the contrary, the patterns you will discover are typical in schools throughout California. Indeed, as you'll see, Cleveland High is doing better than most.

This exercise will help you learn to undertake your own data collection and analysis. We have included tables, charts and graphs to illustrate the data and to give you an idea of how to organize your data visually so that your audience can easily understand your presentation.

Resources:
We will use the following online resources in this section on achievement:

1. *Raising the Roof:* Education Trust—West's newly revised, web-based data tool provid-

ing detailed data on California's schools and districts, http://rtr.edtrustwest.org

2. *DataQuest:* California Department of Education Searchable website with achievement and demographic data. http://data1.cde.ca.gov/dataquest/

For step-by-step instructions on how to use these online resources, see the *How to Use Raising the Roof* and *How to Use DataQuest* sections on pages 10 through 17 in this guide.

Cleveland High School Snapshot

First, we used the steps outlined in "*How to Use Raising the Roof*" to obtain this snapshot of Cleveland High School:

Note: After entering 'Cleveland' in the school search box, *Raising the Roof* produced a list of all schools with 'Cleveland' in the title. Scrolling over each of them with your cursor reveals a popup window with quick demographic and achievement information about each school.

Next, click on Cleveland High School to generate the following snapshot:

Cleveland (Grover) High

District: Los Angeles Unified
Address:8140 Vanalden Ave.
Reseda,CA 91335-1136
See GreatSchools.net data

Data for 2006-2007 school year

Enrollment	3,865
API	730
Free /reduced price meals percentage	68%
Percentage of teachers fully credentialed	93.4%
Percentage A-G graduates	60.4%
A-G Opportunity Index	1
High school graduation rate (district only)	NA
CAHSEE Math Percent Passed	76%
CAHSEE English Percent Passed	68%

Taking this snapshot one item at a time, we see that at Cleveland High School:
• 3865 students were enrolled in 2007.
• The School had an overall API of 730. (For more information on Cleveland's API see page 36).
• About 68% of Cleveland's students are on the free and/or reduced meals program (which is how California classifies its "low-income" students)
• About 93% of teachers at Cleveland High are fully credentialed
• Of 12th graders graduating from Cleveland, about 60% of them have completed the A-G course sequence, which allows them to be eligible or college ready for admission into the UC/CSU university system. (For more information about A-G and college-readiness, see pages 52 through 59 of this guide.)
• The A-G Opportunity Index is an EdTrust—West measurement of the relation between the A-G (or college-ready) course opportunities that the high school offers its students, and the number that it would

have to offer in order to provide each student with an A-G curriculum, assuming 30 students per class. Cleveland High School has an A-G Opportunity Index of 1; this means that 100% of its students at Cleveland High have access to the A-G course series.
• Since we're looking at a school (as compared to a district), we do not have a good estimate of the overall graduation rate. For more information on this, see the Graduation Rates sections on pages 45 through 48.
• 76% of Cleveland's students passed the Math portion of the California High School Exit Exam in 2007, and 68% passed the English portion.

RAISING THE ROOF
Explore California Public School Data

Now let's look at Cleveland High School's student body demographics.

Continuing in our exploration of *Raising the Roof*:
• Click on the Custom Data tab at the top of your screen.
• Click on 2006-2007 school year for the latest data.
• Click on "Find Schools and Districts" and enter "Cleveland." You should notice that your selections will appear under the "Your Query" section on the right of this page.
• Click on "Browse Demographic Data"
• Scroll down and select the demographics you are interested in. As you select them, they will appear in the "Your Query" window to the right of the screen.
• Additionally, as you add data elements to the query, a chart will form at the bottom of the screen with search results:

| | Percent African-American | Percent Asian | Percent Hispanic | Percent white |
| Cleveland (Grover) High | 7 | 13 | 58 | 17.9 |

Note: As you build your query, this chart will expand. At any time, you may click on the "Download Excel Table" button to get the data in Excel format. Additionally, scrolling over any of the data elements listed in *Raising the Roof* will provide you with a pop-up window that briefly explains the data.

From the Excel chart generated by *Raising the Roof*, we generated the following pie chart for a clear picture of the student body demographics at Cleveland High School:

Cleveland HS Demographics

Hispanic, 58%
Black, 7%
Other, 4%
White, 18%
Asian, 13%
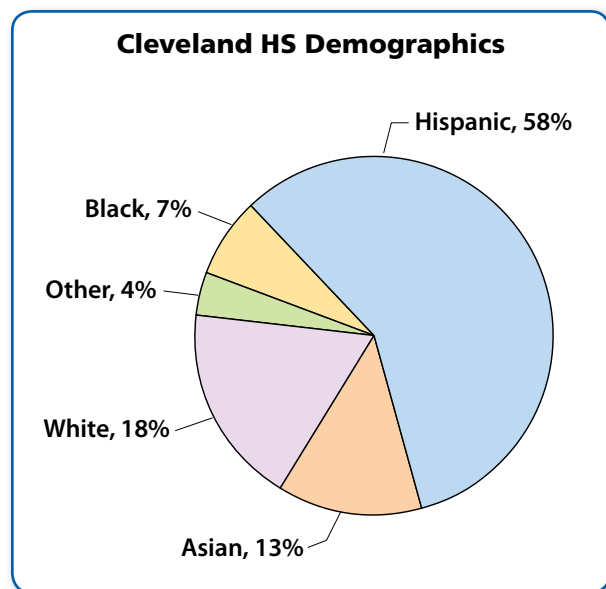
Overall scores at One High School

First, we will look at overall assessment scores at Cleveland. These scores show the average performance of all students in the school on a particular test. Overall scores are commonly used to compare schools, and they can provide valuable information when all students in a school are members of the same racial/ethnic or income group. However, overall scores cannot tell you much about what is happening to different groups of students within the school. We will focus on that later.

Cleveland High School: CST-English Language Arts

Return to DataQuest

http://data1.cde.ca.gov/dataquest/

(For more information, see How to Use DATAQUEST in the introduction of this guide.)

- Go to the DataQuest homepage
- Under "Level," select "School"
- Under "Subject" Select "STAR Test Results"
- Select "Submit"
- Select the time frame of interest
- Enter the name of your school
- Select "Submit"
- Confirm that your school has been selected from the list
- Select "STAR/CST Results "
- Select "Submit"

We generated Cleveland's school-level report for the 2007 CST's. Here is a snapshot from the results page for Cleveland:

The STAR report presents achievement level information for 9th, 10th, and 11th graders at Cleveland High School. 12th graders are not tested by the California Standards Test. We will focus on the 10th graders from 2007 and how they performed on the English Language Arts test.

English Language Arts, proficiency overall

School: Grover Cleveland High School
District: Los Angeles Unified School District
Subject: English Language Arts
Grade/Level: 10
Test: California Standards Test
Year: 2007

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Achievement Level	Percent of Students
Advanced	20%
Proficient	24%
Basic	28%
Below Basic	18%
Far Below Basic	9%

English Language Arts, 10th Grade Proficiency Levels

ANALYSIS: Remembering that the ultimate goal is for ALL students to at least be proficient, we can see that 44% of 10th graders tested at Cleveland High School performed at proficient or above in English Language Arts in 2007. Nearly a third of students at Cleveland did not reach the basic level.

DATA DISPLAY: Bar graphs are often the easiest way to convey this type of analysis. In this graph, the bar represents all of the 10th graders and each band is the percentage of students performing at each achievement level. We have also combined the groups to simplify the picture a little bit and to give a clear idea of what is happening with Cleveland's 10th grade English test-takers. "Proficient/Advanced" is now one group, as those are the students considered performing at grade level. We have also combined "Below Basic" and "Far Below Basic."

English Language Arts, proficiency overall

School: Grover Cleveland High School
District: Los Angeles Unified School District
Subject: English Language Arts
Grade/Level: 10
Test: California Standards Test
Year: 2007

Reading this Graph: 55% of Cleveland High's 10th grade students are scoring below the state standard level of proficiency on the English Language Arts section of the California State Standards Test in 2007. 44% are performing at or above grade level (proficiency).

Cleveland High School: CAHSEE Mathematics

Now we'll look at another assessment, the California High School Exit Exam (CAHSEE), and this time we'll focus on math. As we mentioned previously, beginning with the Class of 2006, California students must pass the CAHSEE to receive a high school diploma. The exam is pass-fail and is divided into two parts: English Language Arts (reading and writing) and Mathematics. We will investigate the math passing rate of ALL the students who took the test during the 2006-2007 school year at Cleveland High. This will include 10th, 11th and 12th graders since students repeat the test if they fail the first time.

The CAHSEE has its own website, http://www.cde.ca.gov/ta/tg/hs/, where you can investigate detailed information about the test itself as well as your school's scores. We will use *Raising the Roof*, however, to get a quick picture of Cleveland's overall CAHSEE math passing rates.

Return to

RAISING THE ROOF
Explore California Public School Data

(See "How to Use *Raising the Roof*" for more information.)

- From the Raising the Roof homepage (http://rtr.edtrustwest.org/)
- Select "Custom Data"
- Click on "School Years"
- Click on the school year(s) of interest
- Click on "Find Schools and Districts"
- Enter the name of your school into the text box
- Click on your school from the list that appears (by scrolling over the names of the schools, a pop-up window will open so that you can confirm your selection)
- Click on "Browse Achievement Data"
- Click the "+" next to "California High School Exit Exam (CAHSEE)"
- Click "CAHSEE Math percent passed (overall)"
- Scroll down to see your results

The results will appear and you will have the option to convert them into an Excel chart, as we have done here:

	CAHSEE Math percent passed
Cleveland High	76%

CAHSEE Math percent passed (overall)
School: Grover Cleveland High School
Grade/Level: 10,11,12 (all test administrations)
Test: California High School Exit Exam
Subject: Math
Year: 2007

ANALYSIS: In 2007, 76% of Cleveland High School students passed the math section of the CAHSEE. This may seem like a high number especially after considering the proficiency levels of the California Standard Test, as we did earlier. What this number means, however, is that 24% of Cleveland's students need to take the exam again and pass it in order to graduate. And of course, this is for Cleveland overall. It may well be the case that when we disaggregate the data, as

we will in the following pages, some groups are failing at even higher rates. We'll look into this in a few pages.

DATA DISPLAY: A simple pie chart will help us to see the CAHSEE math passing rate for Cleveland's students.

CAHSEE, Overall Math Percent Passed (Overall)

Fail, 24%

Pass, 76%
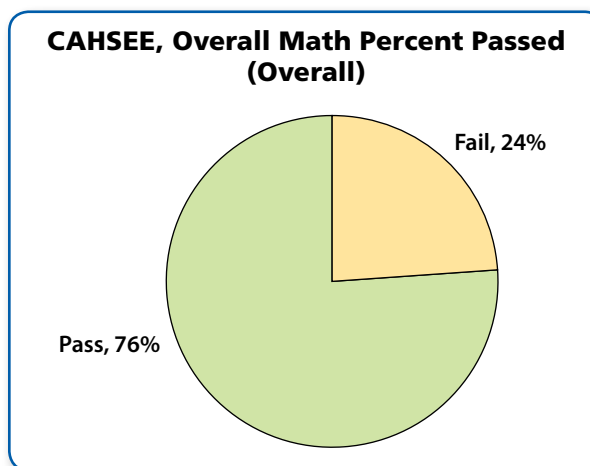
Reading this Graph: 76% of Cleveland High School students passed the Math portion of the California High School Exit Exam in 2007.

Overall Scores, Over Time at One High School

Beyond looking at a snapshot of test scores about any moment in time, it is important to know whether achievement at Cleveland High School is getting better or worse. Ideally, to get a picture of a school's performance "trend" we would be able to follow groups of students (or "cohorts") as they progress through school to measure their achievement over time. Unfortunately, as we discussed, California's data system does not use unique student identifiers at this time, and therefore, we are unable to track individual students over time.

Cleveland High School: CST-English Language Arts, Over Time

Since we don't yet have a student-level data system, the next best method for gathering student achievement data over time is to compare the same class from one year to the next. We will investigate how the 9th graders who took the CST English Language Arts test in 2005 scored and compare that to how that same group scored in 2006 as 10th graders and again in 2007 as 11th graders. This won't be exactly the same group because some students will leave the school and other new students will join the school, but this will give us a rough idea of how things are going, from year to year.

Return to **DataQuest**

http://data1.cde.ca.gov/dataquest/

(See "How to Use *DataQuest*" for more information.)

- From the *DataQuest* homepage
- Under "Level," click on "School"
- Under "Subject," select "STAR Test Results" (which is under the heading, "Test Scores"
- Select "Submit"
- Enter the name of your school
- Select the time frame of interest
- Select "Submit"
- Confirm your school has been selected from the list
- Select "STAR/CST Results"
- Select "Submit"

We will use a similar table as the one for overall CST scores in 2007 at Cleveland, but this time we'll leave room for three years.

English Language Arts, proficiency overall

School: Grover Cleveland High School
Subject: English Language Arts
Grade/Level: 9, 10, 11
Test: California Standards Test
Years: 2005, 2006, 2007

Achievement Level	9th Grade 2005	10th Grade 2006	11th Grade 2007
Advanced	19%	23%	30%
Proficient	20%	21%	23%
Basic	26%	24%	20%
Below Basic	23%	18%	15%
Far Below Basic	11%	14%	12%

Reading the Table: In 2007, 53% of Grover Cleveland High School 11th graders performed at or above proficient in English-Language Arts. This is an increase from 2005 when 39% of that class, as 9th graders performed at grade level.

English Language Arts, Proficiency Overall
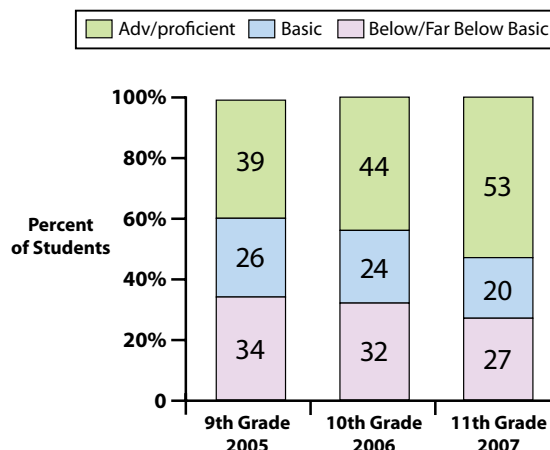
Reading the Graph: The percentage of the 9th grade class of 2005 who performed at grade level in English-Language Arts increased from 39% to 44% as those students moved on to 10th grade. This group increased another 9 percentage points by the end of 11th grade.

Now let's go back to the CAHSEE math results and see how they have changed over time.

Cleveland High School: CAHSEE Mathematics, Over Time

Return to

RAISING THE ROOF
Explore California Public School Data

- From the *Raising the Roof* homepage http://rtr.edtrustwest.org/
- Select "Custom Data"
- Click on "School Years"
- Click on the school year(s) of interest
- Click on "Find Schools and Districts"
- Enter the name of your school into the text box
- Click on your school from the list that appears (by scrolling over the names of the schools, a pop-up window will open so that you can confirm your selection)
- Click on "Browse Achievement Data"
- Click the "+" next to "California High School Exit Exam (CAHSEE)"
- Click "CAHSEE Math percent passed (overall)"
- Scroll down to see your results

Overall CAHSEE Math percent passed, over time

School: Cleveland
Subject: Math
Grade/Level: 10, 11, 12 (all test administrations each year)
Test: California High School Exit Exam
Years: 2003, 2004, 2005, 2006, 2007

	CAHASEE Math Percent Passed (Overall)
Cleveland (2003)	42
Cleveland (2004)	80
Cleveland (2005)	80
Cleveland (2006)	78
Cleveland (2007)	76

Reading this Table: The percentage of students passing the math portion of the CAHSEE has increased from 42% in 2003 to 76% in 2007, yet passage rates have been slowly decreasing since 2005.

ANALYSIS: Earlier we saw that 76% of Cleveland High School's students had passed the math portion of the California High School Exit Exam. Now we see that this is a significant improvement, up from 42% in 2003. We also see however, that scores seem to have peaked in 2004 and 2005, and have been slightly decreasing since.

DATA DISPLAY: Change over time is best displayed using a simple line graph. Let's show Cleveland's changes in CAHSEE math passing rates over the last five years.

CAHSEE, Overall Math Percent Passed, Over Time
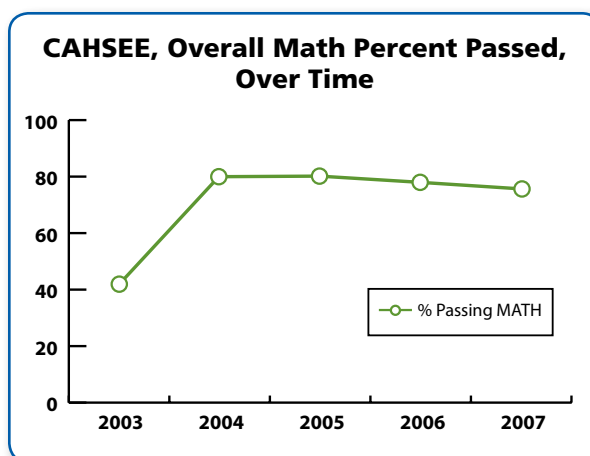
Now that we have looked at the overall achievement picture at Cleveland High School in English on the CSTs and in math on the CAHSEE, let's find out what is happening with the different subgroups in this school.

NOTE: The California Department of Education, in order to protect student confidentiality, does not report results for any group of 10 or fewer students. As you investigate your school's subgroups, you will find a * in the field if that group had too few students in that reporting year.

Part II
Achievement in California

LOOKING BENEATH THE AVERAGES

Are there achievement gaps between different groups of students?

Looking at overall school performance is important, but the truth is, averages often mask huge disparities between groups of students. So, we'll go deeper.

Before we go on, we need to point out that many people, and perhaps people in your community, won't be surprised to discover achievement gaps separating low-income and minority students from their peers. Achievement gaps have become familiar to so many that we risk accepting them—thinking that they're inevitable—and maybe even placing the blame on the low-achieving students themselves. It is important always to remember that these gaps are not inevitable. All students can achieve high standards, and it is the responsibility of schools and districts to do what's necessary to make sure this happens.

That is why NCLB and API requires schools and districts to report how ALL groups of students are achieving. You can now get achievement data by race, poverty level, disability status and limited English proficiency (LEP), to determine if there are achievement gaps between these different groups.

The following exercises in this Data Guide may uncover achievement gaps that exist in your school. They may also lead you to find out what school factors may be contributing to these gaps. Knowing what these factors are is the first step to ensure that your school serves all of its students.

NOTE: You may not find data for every group in your school. This could simply be because there are no students in that group

enrolled in your school, or too few students of a particular group, in which case the school is exempt from publicly reporting their scores to protect these students' privacy. If you have questions about why there is no data for a particular group, you should ask your school, or call us.

Looking Beneath the Averages:

A Look at One School's API Performance

In diverse schools, overall test scores can hide more than they reveal. Consider Cleveland High School, a racially and economically diverse school. Remember the "snapshot" we got of Cleveland when we started out our search? We included the school's 2007 overall API score of 712. However, when the API scores were disaggregated by race and family income, a different story emerged.

The overall scores masked a wide range of performance between different groups. We used *Raising the Roof* to generate the following disaggregated API data: While the White and Asian students at Cleveland received above the statewide API target of 800, the African-American API score was 664. The Latino API score was 646. Low-Income students at Cleveland had an API of 661 in 2007. Therefore, Cleveland's African American-White gap in 2007 was 172 points on the API. The Latino-White gap was a whopping 190 points.

So what do these gaps mean? Each year under the API system, a school must set a growth target for each group of students. The growth target is 5 percent of the distance between a school's API score and the statewide performance target of 800. Because of new changes to the API calculation of annual targets, subgroups targets at each school in California are set by calculating 5% of the distance from where the subgroup performs to the statewide goal of 800. Therefore, Latino students at

Cleveland, with an API score of 646, will have a growth target this year of 8 points on the API, requiring them to grow to an API of 654 over the next year. If these targets sound low, it's because they probably are. Even if the Latino students at Cleveland meet their targets every year, it will take them until 2036 to reach the 800 API proficiency target for Latino students.

The overall schoolwide API scores hid the Latino-White achievement gap from public view. That's why disaggregating data is important. We can't fix a problem we don't know about. Data are your ammunition to push for change.

Cleveland High's API Scores 2006, by Ethnicity

	API Score
All	712
White	836
Latino	646
Asian	832
African American	664
Low-Income	661
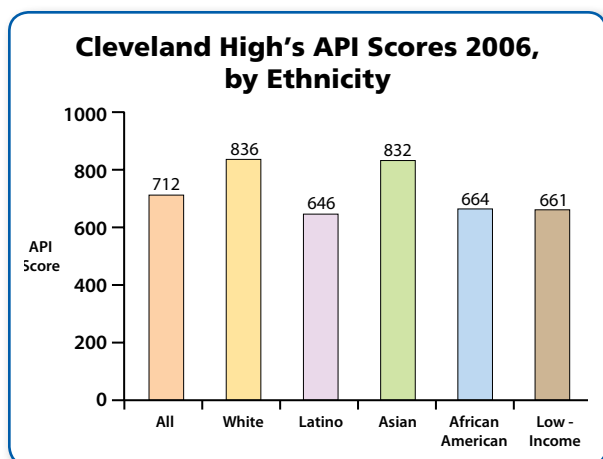
The Achievement Gap in English Language Arts, by Ethnicity

Now let's look at test scores broken down by ethnicity. With disaggregated scores, you can compare the different groups to each other and to the overall average to uncover possible achievement gaps in your school.

We will stay with Cleveland High School and with the California Standards Test in English Language Arts.

RAISING THE ROOF
Explore California Public School Data

Return to
(See "How to Use *Raising the Roof*" for more information.)

- From the *Raising the Roof* homepage http://rtr.edtrustwest.org/
- Select "Custom Data"
- Click on "School Years"
- Click on the school year(s) of interest
- Click on "Find Schools and Districts"
- Enter the name of your school into the text box
- Click on your school from the list that appears (by scrolling over the names of the schools, a pop up window will open so that you can confirm your selection)
- Click on "Browse Achievement Data"
- Click the "+" next to "California Standards Test"
- Click "CST ELA percent proficient" for all subgroups of interest (in this case, we chose African American, Latino, White, Asian and Overall)
- Scroll down to see your results

English Language Arts, proficiency overall

School: Cleveland High School
Subject: English Language Arts
Grade/Level: All (Grades 9, 10, 11, 12)
Test: California Standards Test
Years: 2005, 2006, 2007

Reading this table: At Cleveland High School in 2007, 39% of African-American, 34% of Latino, 72% of White and 77% of Asian students are proficient in English, or you

	PERCENT OF STUDENTS				
	Overall	African American	Latino	White	Asian
PERCENT PROFICIENT	48	39	34	72	77

could say they read at grade level..

ANALYSIS: We had initially learned that 48% of Cleveland's students overall were at grade level in the English Language Arts section of the California Standards Test in 2007. We see from this table, though, that there are differences among ethnic groups. African-American and Latino students are on grade level at much lower rates than their White and Asian schoolmates. For example, White students are testing proficient at over double the rate of their fellow Latino students.

DATA DISPLAY: A Bar graph will allow us to display several data points, in this case, to show achievement gaps between ethnic groups at Cleveland High School.

Reading this Graph: 34% of Latino students were proficient in English Language Arts in 2007 compared to 72% of their White counterparts.

Cleveland High School's Achievement in English Language Arts 2007, by Ethnicity
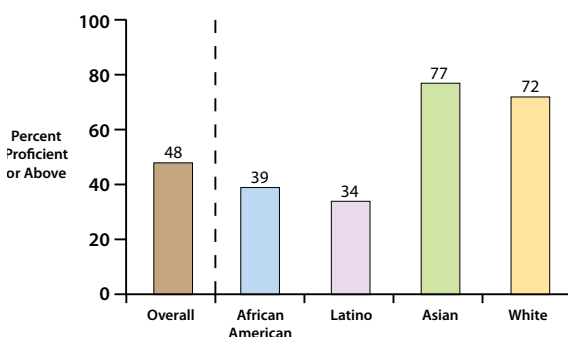
The Achievement Gap in Math, by Ethnicity

Earlier we saw that 76% of ALL students were passing the CAHSEE Math in 2007. Let's try to determine the passing rates of different groups of students.

Return to

RAISING THE ROOF
Explore California Public School Data

(See "How to Use *Raising the Roof*" for more information.)

- From the *Raising the Roof* homepage (http://rtr.edtrustwest.org/)
- Select "Custom Data"
- Click on "School Years"
- Click on the school year(s) of interest
- Click on "Find Schools and Districts"
- Enter the name of your school into the text box
- Click on your school from the list that appears (by scrolling over the names of the schools, a pop-up window will open so that you can confirm your selection)
- Click on "Browse Achievement Data"
- Click the "+" next to "California High School Exit Exam (CAHSEE)"
- Click "CAHSEE Math percent passed" for all subgroups of interest (in this case, we chose African American, Latino, White, Asian and Overall)
- Scroll down to see your results

Here is what we found on *Raising the Roof* for Cleveland High:

English Language Arts, proficiency overall

School: Cleveland High School
Subject: Math
Grade/Level: All (Grades 10, 11, 12)
Test: CAHSEE Math
Years: 2007

	PERCENT OF STUDENTS				
	African American	Latino	White	Asian	Overall
PERCENT PASSED	71	70	88	95	76
PERCENT FAILED	29	30	12	5	24

Reading this Table: 71% of African-American and 70% of Latino students, compared to 88% of White and 95% of Asian students, passed the Math portion of the CAHSEE in 2007.

ANALYSIS: Earlier we noted that 76% of Cleveland students passed the math portion of the CAHSEE in 2007. Now we see a gap which was hidden by that average. Looking beneath that average score, we find that 71% of African-American and 70% of Latino students passed CAHSEE, compared to 88% of White and 95% of Asian students.

DATA DISPLAY: We will use a bar graph to display these results.

Cleveland High School CAHSEE Math Passing Rates, by Ethnicity
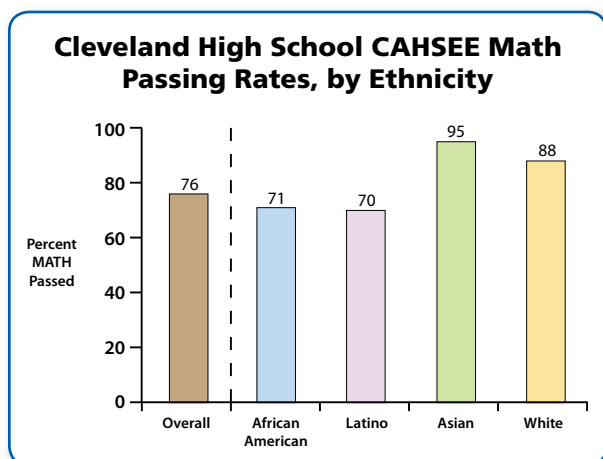
Reading this Graph: 88% of Cleveland's White students passed the CAHSEE math portion in 2007 compared to 70% of Latino students and 71% of African-American students.

Next: We will do the same type of analysis to identify gaps by income level.

Looking Beneath the Averages: By Income Level

Race-based reporting is important, but can ignore gaps between low-income students and their more affluent peers. There are many ways to define low income, but the method most frequently used by schools, districts and states, including California, is eligibility for the free or reduced-price lunch program. The STAR reporting system classifies this group as "Economically Disadvantaged." Again, like the disaggregated data for race and ethnicity, only "% proficient and above" is reported for economic status.

The Achievement Gap in English Language Arts, by Economic Status

We will stay with Cleveland High School and with the California Standards Test, English Language Arts section, again using the *Raising the Roof* web tool.

Return to

RAISING THE ROOF Explore California Public School Data

(See "How to Use *Raising the Roof*" for more information.)

- From the *Raising the Roof* homepage http://rtr.edtrustwest.org/
- Click on the Custom Data tab at the top of the page
- Click on "School Years" and select the year you are interested in
- Click on "Find Schools and Districts"
- Enter the name of your school
- Select your school from the list generated (Note: scroll over the school on the list and check the pop up information to be sure you are selecting the right school).
- Click on "Browse Achievement Data"
- Click on the "+" next to "California Standards Test (CST)"
- Click on "CST ELA Percent Proficient (economically disadvantaged)" and "CST ELA Percent Proficient (non-economically disadvantaged)"

From the *Raising the Roof* query table we generated the following information for Cleveland High School:

	CST ELA percent proficient (economically disadvant	CST ELA percent proficient (non-economically disad
Cleveland (Grover) High	37	73

CST Scores by Economic Status, 2007

School: Cleveland High School
Subject: English Language Arts
Grade/Level: All Grade Levels
Test: California Standards Test
Years: 2007

ACHIEVEMENT LEVEL	PERCENT OF STUDENTS	
	Low-Income	Non Low-Income
Proficient and Above	37%	73%

Reading this Table: 37% of low-income students at Cleveland High are reading at grade level compared to 73% of their more affluent peers.

ANALYSIS: There is a gap between the scores of low-income students and the school's Non-Economically Disadvantaged students.

DATA DISPLAY: Bar graph. We will adapt the bar graph that we used earlier for

achievement by race and ethnicity to show the gap for family income level.

Cleveland High Achievement in English by Economic Status, 2007
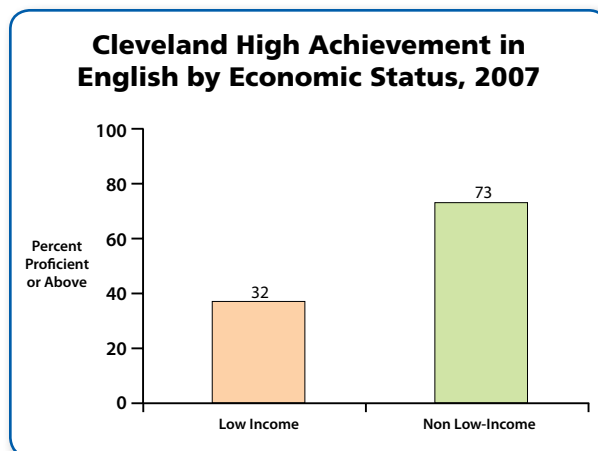
Reading this Graph: 37% of low-income students are proficient or above in English,, compared to 73% of students who are not economically disadvantaged.

The Achievement Gap in Algebra, by Economic Status

Now we will return to the *Raising the Roof*, using the steps outlined above to look at economic achievement gaps in Algebra I at Cleveland High School in 2007. From *Raising the Roof*, we generated the following data:

CST Scores by Economic Status, 2007

School: Cleveland High School
Subject: Algebra I
Grade/Level: All Grade Levels
Test: California Standards Test
Years: 2007

ACHIEVEMENT LEVEL	PERCENT OF STUDENTS	
	Low-Income	Non Low-Income
Percent Proficient	30%	44%

Example for reading this table: 30% of low-income reached proficiency on the Algebra I CST, compared to 44% of their more affluent peers.

ANALYSIS: When we look at 2007 Algebra I test score data for Cleveland High School by income level of students, we find that more affluent students are reaching proficiency in Algebra I at a higher rate than their economically disadvantaged peers.

DATA DISPLAY: Again we will use a bar graph to show the gap between these groups.

Cleveland High Achievement in Algebra 1 by Economic Status
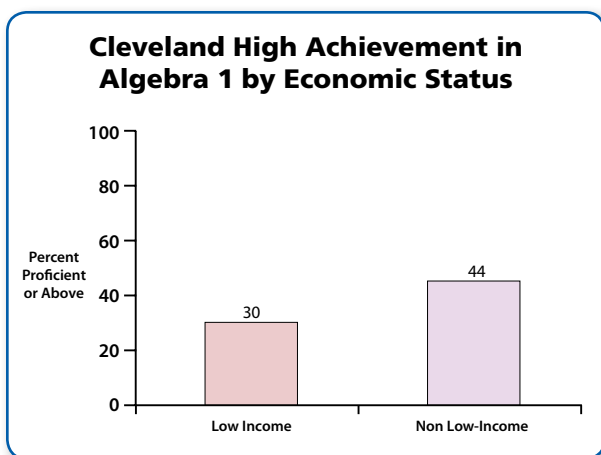
NEXT: NCLB and the PSAA also require schools to report on the performance of students learning English. We will look at these next.

Looking Beneath the Averages: By English Language Fluency

The Achievement Gap in Geometry, by English Language Fluency

Now we will look at Geometry scores for Cleveland High School, but this time we will break it down by the performance of students learning to speak English. Again, we will use Raising the Roof.

Return to

(See "How to Use *Raising the Roof*" for more information.)

- From the *Raising the Roof* homepage http://rtr.edtrustwest.org/
- Select "Custom Data"
- Click on "School Years"
- Click on "2006-2007" or the school year(s) of interest
- Click on "Find Schools and Districts"
- Enter the name of your school into the text box
- Select the time frame you want to look at and click "Go"
- Click on your school from the list that appears (by scrolling over the names of the schools, a pop-up window will open so that you can confirm your selection)
- Select "STAR/CST Results "
- Click on "Browse Achievement Data"
- Click the "+" next to "California Standards Test (CST)"
- Click "CST Geometry percent proficient (English Learner)" and "CST Geometry percent proficient (English Only)"
- Scroll down to see your results

NOTE: For more information on the different classifications of English proficiency in California schools, go to http://star.cde.ca.gov/star2007/aboutSTAR_subgroups.asp. English-Language Fluency, as a category under the STAR reporting system, is broken down into six groups, or classifications of different levels of English proficiency. In this exercise we will compare the proficiency levels of those classified as "English Learner" to those classified as "English Only."
Our *Raising the Roof* report generated the following information:

CST Scores by Economic Status, 2007

School: Cleveland High School
Subject: Geometry
Test: California Standards Test
Year: 2007

Reading this Table: 22% of English Learners are proficient in Geometry compared to 50% of those considered English Only in 2007.

Geometry CST 2007 by English Proficiency
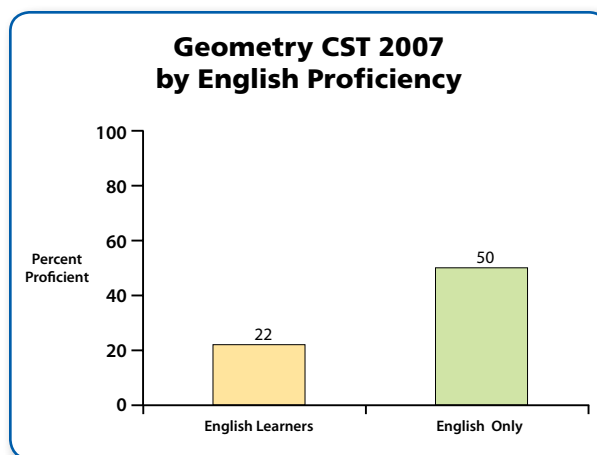
ACHIEVEMENT LEVEL	PERCENT OF STUDENTS	
	English Learner	English Only
Proficient and Above	22%	50%

ANALYSIS: The achievement gap between English Learners and their English Only peers mirrors achievement gaps that exist between students of different ethnicities and income levels. Cleveland students who are considered English Only are proficient in Geometry at over twice the rate of the English Learner students in their school.

DATA DISPLAY: Again, a bar graph will help us to clearly display these gaps.
Reading this Graph: Cleveland High students classified as "English Only" are proficient in Geometry at more than double the rate of their "English Learner" peers.

Now we'll look at English achievement for students in special education programs using DataQuest.

Looking Beneath the Averages: By Special Education Status

The Achievement Gap in English Language Arts, by Special Education Status

Return to DataQuest

http://data1.cde.ca.gov/dataquest/

(See insert HOW TO USE DATAQUEST for more information.)

- From the *DataQuest* homepage
- Under "Level," select "School"
- Under "Subject, select "STAR Test Results" (under the heading, "Test Scores")
- Click "Submit"
- Select the time frame you want to see
- Enter the name of your school
- Click "Submit"
- Confirm that your school has been selected from the list
- Select "STAR/CST Results "
- Click "Submit"
- Under "Group," select "Disabilities"
- Under "Subgroup" select "Students with no reported disability"
- Select "View Report" and print by clicking on "Print Report"
- Repeat for "Subgroup" "Students with Disability"
- Select "View Report" and print

Cleveland High School 10th Grade Achievement in English Language Arts by Disability Status, 2007

School: Cleveland High School
Subject: English Language Arts
Grade/Level: 10
Test: California Standards Test
Year: 2007

ACHIEVEMENT LEVEL	PERCENT OF STUDENTS	
	Students with Disabilities	Students with NO Disabilities
Proficient and Above	2%	47%

Reading this Table: 2% of 10th graders in special education are proficient in English Language Arts, compared to the 47% of those not in special education.

ANALYSIS: Here we learn that at Cleveland High, only 2% of 10th grade students in special education programs are meeting California standards in English Language Arts in 2007 compared to 47% of their non-special ed peers.

DATA DISPLAY: Bar graph.

10th Grade ELA CST by Disability Status
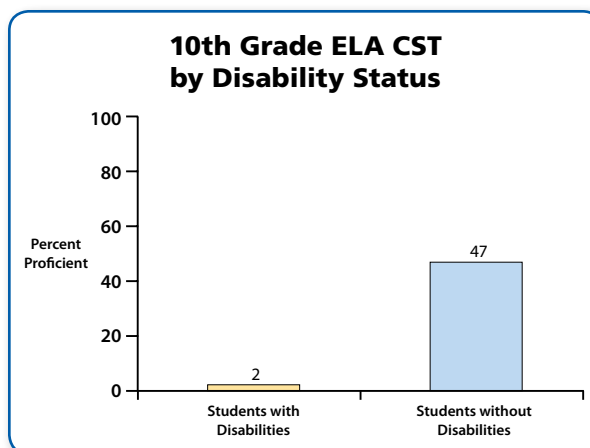
Are Achievement Gaps Closing?

In this next example, we will look at how different racial and ethnic and income groups are performing over time. Just as we looked at overall achievement over time to find out if student performance was improving at Cleveland High School, we will now look at disaggregated data over time to see if the achievement gaps at Cleveland have increased, decreased or stayed the same.

Now we will return to *Raising the Roof*, using the steps outlined above to look at English Language Arts proficiency rates at Cleveland High School from 2004 through 2007. From *Raising the Roof*, we generated the following data:

Cleveland High School: English Language Arts, proficiency rates over time

School: Cleveland High School
Subject: English Language Arts
Grade/Level: all grave levels
Test: California Standards Test
Year: 2004, 2005, 2006, 2007

PERCENT PROFICIENT OR ABOVE				
	2004	2005	2006	2007
African American	26	38	37	39
Latino	20	25	25	34
Asian	58	66	66	77
White	67	72	72	72

Reading this Table: In 2004, 20% of Latino students at Cleveland were proficient in English compared to 67% of White students.. In 2007, 34% of Latinos and 72% of White students were performing at grade level in English Language Arts.

ANALYSIS: We now have some very important information about Cleveland High School. Although there is still an achievement gap between the Asian and White students and their African-American and Latino peers, there have been some positive changes.

The African American-White gap in 2004 was 41 percentage points and in 2007 it is 33, with both groups showing improvement in this time period. The Latino-White gap in was 47 and in 2007 it is 38—again revealing improvement for both groups and some "gap closing." Although African-American and Latino students still lag behind their White and Asian peers at Cleveland, some success in "gap closing" can be identified. We display some of Cleveland High's successes below.

HOW DO WE CLOSE GAPS: What we want to see in all of our schools is student achievement improving for all groups, while simultaneously accelerating the growth of students furthest behind. In other words, with achievement gaps truly closing at Cleveland, White and Asian students continue to improve while Latino, African-American students improve at a faster rate.

DATA DISPLAY: A line graph will help us show the specific data points for each group and how those points (or % proficient) of each group changes from 2004 to 2007.

English Language Arts, by Race/Ethnicity, Over Time
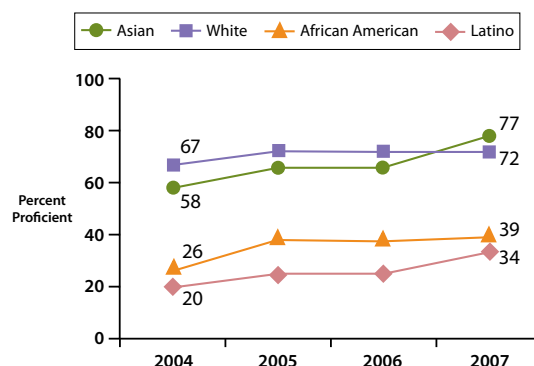
Reading this Graph: We see in the graph above that all racial groups at Cleveland High are improving ELA proficiency in recent years. Latino student proficiency rates have improved from 20% to 34% in four years, or 14 percentage points.

English Language Arts, by Race/Ethnicity, Over Time
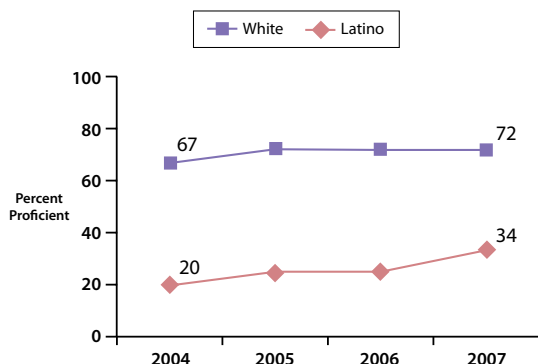
Reading this Graph: In 2004, 20% of Latino students at Cleveland were proficient in English compared to 67% of White students at that school. The Latino-White gap was 47 percentage points in 2004. In 2007, 34% of Latinos and 72% of White students were performing English at grade level, closing the gap from 47 to 38 percentage points in four years.

NOTE: As discussed in the analysis above, the line graph above shows the achievement gap closing between African-American and Latino students and their White and Asian peers. This is outlined by the data points for each of these groups getting closer together from 2004 to 2007. These changes are not dramatic, but some gap closing is important to recognize and to highlight in all of our schools and districts.

Next: We will look at another way to think about achievement, high school graduation rates.

What's Happening with Graduation Rates?

We will now check out another way to examine achievement gaps. We will study "attainment rates" or "graduation rates" to answer the question about whether students advance through the system and graduate on time.

NCLB requires high schools to report their graduation rates to the public, but how each state calculates graduation rates—the methodology it uses to study dropouts—is different state to state. And these "official" rates or statistics often mask the problem of how many students really disappear from high schools along the way to graduation. California, for example, reported an 83% graduation rate for the class of 2005 to the federal government. As you'll see below, this seriously understates what is, in truth, a big problem.

California and the CDE use "Graduation Rates based on the National Center for Education Statistics (NCES) Definition" which looks only at the number of "reported" dropouts to calculate the graduation rate for high schools, districts, counties and the state as a whole. It reports some disaggregated data for ethnic subgroups, but does not report a graduation rate, at all, for low-income students or for students with limited English proficiency.

So there are two big problems with California's definition. First, what if a student, let's call him Brian, just slips between the cracks, doesn't really tell any adult in the school, and simply stops coming to school? In that case, most high schools won't code Brian as "drop out." Or what if Brian says he's transferring to another school, but doesn't really enroll in the next school? Brian won't be considered an "official" drop out there, either. There are a host of other examples of students like Brian just disappearing from school and never getting counted as a drop out. This is mostly because the current California method doesn't require much more than word of mouth to determine whether kids like Brian graduate from high school. And the assumption

Part II
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is often that if a student disappears from any particular high school, he didn't really drop out. Rather, it is assumed he's in another school someplace else. It's just that we don't have the data system to confirm it. (For more on the limits of California's data system, see page 2 of this Guide.)

California is not alone in its inaccurate graduation rate reporting. A recent Education Trust analysis revealed disturbing patterns about how many states across the nation calculate graduation rates. Some states rely on bad definitions of graduation rates. Others make little effort to accurately account for students who drop out of school. And others still provide no data at all. The final result: extremely unreliable graduation-rate information that erodes public confidence in schools and their leadership and threatens to undermine the important work of high school reform.

For more information on graduation rate calculations nationwide, go to www.edtrust. org and see "Graduation Matters: Improving Accountability for High School Graduation."

Let's take a snapshot of how the CDE publicly reports graduation rates for California as a whole.

SCHOOL TOTALS:	Dropouts Gr.9 (02.03)	Dropouts Gr.10 (03.04)	Dropouts Gr.11 (04.05)	Dropouts Gr.12 (05.06)	Dropouts Gr.9 (02.03) through Gr.12 (05.06)	Grade 12 Graduates (05.06)	Graduation rate*
GROVER CLEVELAND HIGH	37	22	7	49	115	659	85.1
DISTRICT TOTAL:	4,088	4,384	2,500	5,124	16,076	28,441	83.9
COUNTY TOTAL:	5,469	5,995	4,064	9,801	25,329	85,006	77.0
STATE TOTAL:	12,418	12,481	12,211	32,804	69,914	349,094	83.3

The above snapshot from *DataQuest* tells us that 83% of California's High School students graduated in 2006, based on the NCES definition, which, as stated previously, only accounts for the number of officially reported dropouts. Cleveland High School, according to this definition, is reporting an 85.1% graduation rate.

But we have better methodologies that provide a more accurate lens into graduation patterns.

Getting Honest About Graduation Rates

To get a more accurate picture of graduation rates we will want to use the Grad Rate Tool on *Raising the Roof*. Our tool incorporates the three most commonly accepted graduation rate methodologies, as we describe below. And goes even further.

In today's and tomorrow's economy students don't need to just graduate from high school. They need to graduate from high school ready for college, career and civic participation. The best way to make sure that happens in California is to graduate with the A-G college ready course sequence.

So our first-of-its-kind graduation rate web tool doesn't just show the more accurate ways of reporting "regular" graduation rates. It also uses those methodologies to explore whether students are graduating ready for college and career. In Section III of this guide on pages 55 through 58, we'll explore what courses students take to see become college- and career-ready.

But right now, we're going to explore "regular" graduation rates to answer the question: How many 9th grade students in California graduate from high school with the minimum high school diploma within four years.

The methodologies that *Raising the Roof* uses to answer this question are:

The State's Estimate (NCLB Reported)—the "official" method
This is the rate that the California Department of Education reports annually to the US Department of Education for NCLB. This rate is based on the number of reported dropouts each year, which are typically under-counted, and dramatically inflates graduation rates. Additionally, the state does not calculate nor report any graduation rates broken down by subgroup.

Averaged Freshman Graduation Rate (AFGR)
This is the method suggested by the federal government for states to use if they don't have a longitudinal data system to track individual students. It looks at the number of high school graduates in any given year and compares it to the number of ninth graders who started four years earlier. It is a slightly more accurate measure than the official method used by the state for NCLB reporting but does not compensate for any student mobility.

Manhattan Institute
This methodology compares the number of students in each state and each racial/ethnic group who are enrolled in the 9th grade to the number of students in those groups who receive a regular diploma four years later. It accounts for state population changes, as well as for the tendency of 9th grade students to be held back more than students in other grades. It is one of the most widely accepted estimates for calculating graduation rates.

Cumulative Promotion Index (CPI)
Another widely-used estimate—coined by the Harvard Civil Rights Project—the CPI compares the number of 10th graders in one year to the number of 9th graders in the previous year to estimate the percentage of 9th graders who were promoted. He then performs the same calculation for the other grades (11th to 10th, 12th to 11th, and graduates to 12th) and multiplies these four ratios to arrive at an estimated graduation rate.

Let's take a closer look at California and the Los Angeles Unified School District.

Return to

RAISING THE ROOF
Explore California Public School Data

(For more information, see "How to Use *Raising the Roof*" in the introduction of this guide.)

- From the *Raising the Roof* homepage http://rtr.edtrustwest.org/
- Click the "Graduation Rates" tab at the top of the screen.
- California graduation rates and A-G

California's 2006 Graduation Rates - Compare the Methodologies

	Statewide							
	NCLB Reported		AFGR		Manhattan Institute		CPI	
	All	A-G	All	A-G	All	A-G	All	A-G
All Students	83.3%	NA	76.1%	27.0%	65.0%	24.1%	69.1%	27.0%
Black	The CDE does not report, and NCLB does not require, any disaggregated graduation rates.		67.2	18.1%	52.3%	14.6%	62.5%	18.1%
Latino			69.9%	16.4%	50.2%	13.7%	59.2%	16.4%
White			82.4%	35.1%	81.5%	34.4%	84.5%	35.1%
Asian			94.5%	56.9%	84.9%	52.4%	100.0%	56.9%

graduation rates will appear automatically:
- To search by district, enter the name of your district in search window (Remember, *Raising the Roof* only does this calculation at the district level)
- Click "Find"
- If given more than one option, make sure the correct district is selected
- Click "Go"

Search By District

2006 Graduation Rates-find a district's reported overall rate, and then broken down by subgroup using better estimates.

Search: Los Angeles Unified [Find] Los Angeles Unified School District

	Los Angeles Unified							
	NCLB Reported		AFGR		Manhattan Institute		CPI	
	All	A-G	All	A-G	All	A-G	All	A-G
All Students	62.8%	NA	52.4%	24.9%	45.0%	20.4%	39.6%	24.9%
Black	The CDE does not report, and NCLB does not require, any disaggregated graduation rates.		56.0%	23.7%	50.3%	19.8%	39.3%	23.7%
Latino			47.5%	19.4%	38.8%	15.1%	34.6%	19.4%
White			71.0%	45.4%	72.5%	43.7%	59.9%	45.4%
Asian			81.3%	63.1%	78.3%	57.4%	71.8%	63.1%

ANALYSIS: First we look at the overall district graduation rate, and find that according to the Averaged Freshman Graduation Rate (AFGR) methodology, Los Angeles Unified School District's graduation rate is 52%. Comparing this percentage to the CDE official reported district-level graduation rate of 63% shows a huge discrepancy.

Among student subgroups, there are huge graduation rate gaps in LAUSD. Using the AFGR methodology, we can see that approximately 81% of Asian students and 71% of White students graduated from high school in 2006. But only about 48% of Latino students and 56% African-American students who enter Los Angeles Unified School District as 9th graders graduate four years later.

For now, skip the A-G graduation rates columns. We'll dig into those on pages 55 through 58 in Part III of this guide.

DATA DISPLAY: We will again use a simple bar graph to display the achievement gap revealed by our use of the Manhattan Institute graduation rate formula for LAUSD.

**Los Angeles Unified School District
Graduation Rate
AFGR Methodology, 2006**
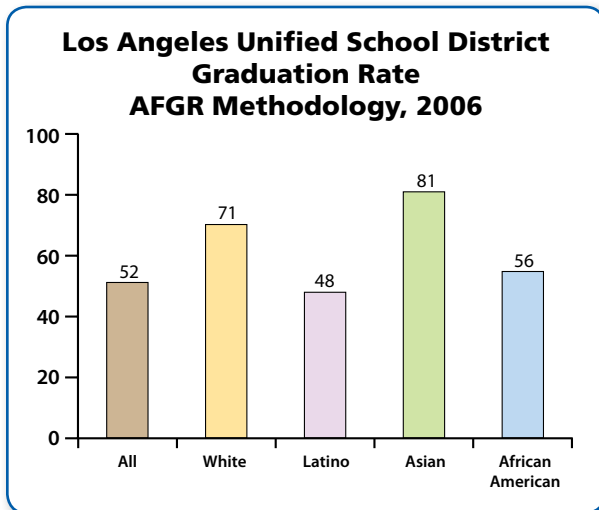
Reading this Graph: In 2006 in LAUSD, only 56% of LAUSD's African-American students graduated compared to 71% of their White peers.

College Graduation Rates

As discussed above, Latino and African-American students are less likely to finish high school. What happens to them if they do make it to college?

Let's look at graduation rates in our public colleges in California. The Education Trust's web tool, College Results Online, can easily highlight this important information.

College Results Online

Here you can:

- Compare the graduation rates of similar institutions—colleges and universities that share many characteristics and serve similar student populations.
- Learn about universities' records graduating diverse groups of students.
- Examine overall graduation rates and see how those rates have changed over time.

While there are many ways to explore college graduation rates through College Results Online, we will take a quick look at the different graduation rates for Latino and White students attending UC schools in 2005.

- From the College Results Online homepage http:/www.collegeresults.org
- Click on "Enter College Results Online"
- Click on "Customized Group Search"
- Under "Option A" Enter "University of California" (or any school or group of schools)
- Under "institutions" select the school(s) you wish to look into
- Click on the arrows between the boxes and be sure your school(s) have moved to the "Selected Institutions" box
- Click "Generate Report"

- From the generated report, scroll down to select "Graduation Rate Gaps"
- Select the groups you wish to compare

Main	Overall	Latino Grad Rate	White Grad Rate	Gap
University Of California-Berkeley	87.1	76.3	86.6	10.3
University Of California-Los Angeles	87.4	80.3	88	7.7
University Of California-Davis	80.1	75.6	82.1	6.5
University Of California-San Diego	84.6	77.7	84	6.3
University Of California-Santa Cruz	70.1	64.9	71	6.1
University Of California-Irvine	80	74.8	79.7	4.9
University Of California-Santa Barbara	78.7	76.5	80.5	4
University Of California-Riverside	65.3	64	65.6	1.6

- Click on "Refresh Data Table"

ANALYSIS: From this snapshot we learn that in 2005, every school in the University of California system was graduating White students at a higher rate than it was Latino students. At UC Berkeley, for example, 87% of White students graduated within 6 years compared to 76% of Latino students. That is a difference, or gap, of over 10 percentage points. Again, what this tells us is that when Latino students successfully complete high school with the course requirements and skills needed to get into the UC system, they are still less likely to graduate from college than their White peers.

NEXT: Knowing that there are achievement gaps and graduation rate differences at your school is only half the story. You need to find out why these gaps exist. In the next section, we will look at what opportunities to learn Cleveland High School offers its students. We will focus on opportunity in three key areas: rigorous curriculum, teachers, and funding.

Part II

Achievement in California

Your Notes

Your Notes

Part III
Opportunity

Do all students have the important opportunities to learn in school?

If you've identified achievement gaps at your school, district, or in your state, you need to ask why they exist. When confronted with the data on achievement gaps, many adults might say they are not surprised at what has been revealed. Some might even claim that the achievement gaps are expected because these students were from the poorest homes with the least parental involvement and experience many other social problems that hinder children's ability to do well in school.

While some students face more challenges outside of school, the truth is that they get less in school, too. Indeed, in California and throughout the nation, the educational system provides students of color and low-income students with the fewest opportunities to learn and the least access to the important resources that contribute to academic success.

While poverty and social problems should not—and cannot—be overlooked, there are other resources that can make high achievement for all students possible inside of schools—factors that can overcome the effects of poverty and factors that schools have the power to influence. We will focus on the resources that students need most in order to succeed at the highest levels: a rigorous curriculum, strong teachers, and equitable funding.

A Look At CURRICULUM QUALITY

To be well-prepared for either college or the workforce, students need to be challenged with a rigorous high school curriculum. Unfortunately, too many students are put in less challenging classes where they don't develop the skills they need to do well after high school, whether they continue their education or go directly to work.

Most people understand that college-going students need a college-going curriculum. It's always been that way. But now, students going directly into the workforce need a that college ready curriculum, too. In other words, college ready means career ready. Our economy has evolved. Over the past two decades, the technological age has brought about a fundamental shift in the workplace that has wiped out decades-old ideas about entry-level skills. In 1950, 20% of jobs were classified as skilled. Now, about 85% of jobs are classified as skilled. Expectations for college readiness and career readiness have merged.

Research by the American Diploma Project found that employers want the same high-level skills that college-bound students need. Employers are demanding strong reading and comprehension ability to understand informational and technical texts, as well as strong writing and research skills. An extensive literature background is also important for understanding other cultures and interacting with diverse customers and co-workers. Well-developed math skills are also crucial in this new workforce, including proficiency in Algebra I, Geometry and Algebra II, data analysis, probability and statistics.

Technical careers that in the past did not require college-level skills have tougher entrance requirements today. For example, Sheet Metal workers must complete a four or five year apprenticeship requiring geometry, trigonometry and technical reading. Automotive technicians must have a solid grounding in physics to understand force, hydraulics, friction and electrical circuits. Avionics technicians must know physics, chemistry, advanced mathematics, computers and electronics. Tool and Die Makers must complete a four- or five-year apprenticeship and/or postsecondary training requiring algebra, geometry, trigonometry and statistics. Air Conditioning and Refrigeration technicians must complete a five-year apprenticeship including electrical theory, computer literacy, thermodynamics, pneumatics and even customer relations.

For almost every path students will choose to take after they leave high school, they need a rigorous curriculum. In this new economy, ready for career and ready for college mean ready for life.

In California High Schools, A College- and Career- Ready Rigorous Curriculum Means "A-G"

The A-G curriculum is a sequence of 15 required (plus 3 more recommended) high school courses. Any student wishing to study at a four-year public college in California must complete these courses. But, remember, it is clear that A-G is important for all students, regardless of the path they take after high school. At a minimum, A-G includes:
Note: To understand more about what is taught in each of these classes, you can read the standards on the California Department of

Education website at: http://www.cde.ca.gov/be/st/ss/index.asp. To understand more about the importance of the A-G curriculum, go to www.edtrustwest.org.

A	History/Social Science	2 Years (1 year of world history, 1 year of U.S. history or half year of U.S. history and a half year of Civics)
B	English	4 Years
C	Math	3 Years required, 4 years recommended (Algebra, Geometry, Algebra II required)
D	Science	2 Years required, 3 years recommended (2 of the courses must be Biology, Chemistry or Physics)
E	Foreign Language	2 Years (same language), 3 years recommended
F	Visual/Performing Arts	1 Year
G	College Prep Elective	1 Year

A Deeper Look At Curriculum Quality at One High School

Now let's return to Cleveland High School and look at curriculum quality and access. Because of NCLB and API requirements, the achievement data was fairly easy to get. And NCLB further requires states to define teacher quality and report on the qualifications of their teachers to the public. But information on placement, student course-taking and curriculum rigor are not posted publicly and are proving harder to find. In this section we will use some of our more familiar tools, *DataQuest* and *Raising the Roof*, as well as a couple of new resources, to dig through Cleveland High School's data on course enrollment, A-G (college-prep) curriculum mastery, and special placement.

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Opportunity

A Look at Individual Course Enrollment: Do Students Take The Courses They'll Need for Life After High School?

Next we will examine what is available on the CDE site to find out which students are enrolled in the more rigorous math and science courses at Cleveland High School. Currently, course enrollment data are somewhat limited and this example will use what the CDE calls "Upper level math and science courses."

Return to **DataQuest**
(See "How to Use *DataQuest*" for more information.)

- Go to the *DataQuest* homepage http://data1.cde.ca.gov/dataquest/
- Under "Level," select "School"
- Under "Subject," select "Subject area/courses"
- Select "Submit"
- Enter the name of your school
- Select the time frame of interest
- Select "Submit"
- Confirm your school has been selected from the list
- Select "Enrollment in selected math, science courses by school"
- Select "Submit"

NOTE: As is the case with many of the reports generated by the CDE through DataQuest, this disaggregated data appear in a format which separates total number of males enrolled in certain classes from the total number of females. This snapshot from the online report looks only at the female population of Cleveland High.

Cleveland Female Students Enrolled in Upper Level Math and Science Courses, by Race/Ethnicity

| School | Female | | | | |
Ethnic Group	Intermediate Algebra	Advanced Math	1st Year Chemistry	1st Year Physics	9-12 Enrollment
GROVER CLEVELAND HIGH 19647331931864					
AM IND	0 (0.0 %)	2 (50.0 %)	1 (25.0 %)	0 (0.0 %)	4
ASIAN	55 (25.1 %)	95 (43.4 %)	61 (27.9 %)	39 (17.8 %)	219
PAC ISLD	2 (22.2 %)	2 (22.2 %)	3 (33.3 %)	1 (11.1 %)	9
FILIPINO	20 (23.8 %)	18 (21.4 %)	21 (25.0 %)	9 (10.7 %)	84
HISPANIC	159 (14.3 %)	80 (7.2 %)	159 (14.3 %)	27 (2.4 %)	1,110
AFR AM	20 (15.7 %)	13 (10.2 %)	20 (15.7 %)	6 (4.7 %)	127
WHITE	85 (22.9 %)	110 (29.6 %)	78 (21.0 %)	42 (11.3 %)	371
MULT./NO RESP	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)	19
School Total	341 (17.6 %)	320 (16.5 %)	343 (17.7 %)	124 (6.4 %)	1,943
District Total	17,096 (16.7 %)	9,786 (9.6 %)	18,657 (18.3 %)	4,686 (4.6 %)	102,182
County Total	45,741 (17.7 %)	34,381 (13.3 %)	41,999 (16.3 %)	11,510 (4.5 %)	258,435
State Total	173,792 (17.9 %)	140,397 (14.4 %)	142,775 (14.7 %)	49,319 (5.1 %)	973,386

Source: California Department of Education, 2007

Reading this Table: Of the 1,110 Hispanic females enrolled in Cleveland High in 2007, 80 of them, or 7.2%, were taking Advanced Math.

ANALYSIS: African-American and Hispanic female students at Cleveland are enrolling in higher-level mathematics and science courses at a much lower rate than their Asian and White peers. White female students are over four times more likely to be taking "Advanced Math" than their Hispanic female peers. As previously discussed, challenging math and science courses give students a much greater chance to succeed in their lives, in work and in college.

DATA DISPLAY: We will use simple pie charts to focus on Cleveland students' access to high-level subject matter in math and science in 2007. NOTE: To get the enrollment percentages for White and Hispanic females, we added up the numbers enrolled in each course and divided that number by the total female population for that ethnic group.

Cleveland Female Students Enrolled in High-Level Math and Science

Hispanic Female Course Enrollment

Higher-level math/science 38%

Lower math/science 62%

White Female Course Enrollment

Higher-level math/science 85%

Lower math/science 15%

Source: California Department of Education, 2007

A Look at Course Sequence: Do Students Take The Full Sequence of Courses They'll Need for Life After High School? An Exploration of A-G College-Ready Graduation and Attainment Rates.

We will continue to investigate curriculum opportunities at Cleveland, and this time we will look directly at the numbers of students from different racial and ethnic groups finishing high school with mastery of the full sequence of course need for admission into the state's four-year public colleges and universities, meaning they got a grade of C or better in the "A-G"/college-ready curriculum. First we will check out how the CDE reports these data.

Reading these Graphs: 85% of Cleveland's female White students are enrolled in higher-level math and science courses compared to 38% of Hispanic females. It's important to note that since we are looking at all females at Cleveland High in 9th thru 12th grades, we do not expect ALL of these students to be enrolled in higher level math; yet you would want to expect the percentage of students to be consistent across racial groups, which is not the case at Cleveland High.

THE STATE'S REPORTING OF COLLEGE READY GRADUATION RATES

CDE reports the percentage students who have finished the 12th grade having mastered the A-G course sequence. This kind of CDE reporting does not account for the students that dropped out. Rather, it answers the question, of those students that made it through the 12th grade, what percentage got a C or better in the A-G course sequence.

Remember earlier on page 50 of this Guide, we found that Latino and African-American students graduate from high school with a basic or "regular" diploma at lower rates than their White and Asian peers. Now, you'll see even a more disturbing pattern: Too few students are graduating high school at all, and of those that do finish don't finish with the course they'll need for success after high school.

Part III Opportunity

Let's examine what DataQuest tells us about school and district college ready graduation rates.

Return to **DataQuest**
(See "How to Use *DataQuest*" for more information.)

- From the *DataQuest* homepage http://data1.cde.ca.gov/dataquest/
- Under "Level," select "School"
- Under "Subject," select "Graduates"
- Click "Submit"
- Select the time frame of interest
- Enter the name of your school
- Select "Submit"
- Confirm that your school has been selected from the list
- Select "Grads and Grads with UC/CSU required Courses by Gender and Ethnicity"
- Select "Submit"

You'll see the following table. It shows the CDE's reporting for Cleveland High School, the district total (for the district Cleveland is in, Los Angeles Unified School District), the County total (LA County), and the State Total.

The following snapshot was taken from the report generated by DataQuest:

Cleveland High School Graduates with UC/CSU Required Courses, by Ethnicity, 2006

SOURCE: CALIFORNIA DEPARTMENT OF EDUCATION, 2007

Reading the Table: 80% of the White students and 81% of the Asian students who graduated from Cleveland High School in 2006 had mastered the A-G requirements, as did only 46% of Latino and 52% of African-American students. At LAUSD, 60% of White students and 73% of Asian students graduate with A-G, compared to 39% of Latino and African-American students. In LA County, 43% of White students, and 65%

of Asian students graduate with A-G compared to 30% of African-American and Latino students. And for California as a whole, 40% of White students and 60% of Asian students graduate with A-G compared to 25% of Latino and African-American students.

ANALYSIS: African-American and Latino students at Cleveland High School and throughout the state are far less likely to have graduated successfully completing the A-G requirements than are their White and Asian counterparts. Just like the opportunity gap seen between Latino and White females when we looked at their enrollment in higher-level math and science courses, the opportunity gap in A-G completion rates hobbles Latino, African-American and low-income high school students. It will seriously impact their chances of success in life and work.

It's important to note that when compared to the state, however, Cleveland is doing far better with all groups of students when it comes to graduating them A-G or college-ready. Let's graph these results.

DATA DISPLAY: A Bar Graph will show the differences in successful A-G completion at Cleveland among groups and compared to the district and state.

Cleveland High School Graduates with UC/CSU Required Courses, by Ethnicity, 2007
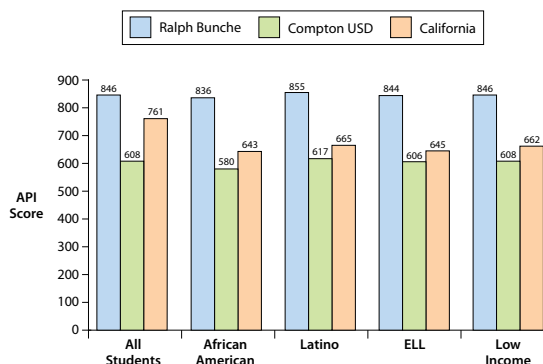
Reading the Graph: In 2006, 60% of Cleveland High graduating seniors met the A-G requirements. Looking further, a full 80% of Cleveland's White graduates were college-ready, compared to only 46% of Latino graduates. While similar gaps exist across the district and the state, we can see from this chart that Cleveland is graduating a higher percentage of ALL groups of students college-ready than the district and the state. Take a look at Cleveland's African-American students for example. They graduate college ready at twice the rate of their African-American peers statewide.

GETTING HONEST ABOUT COLLEGE-READY GRADUATION RATES AT THE DISTRICT LEVEL

The Education Trust—West's *Raising the Roof* allows you to study graduation rates even deeper than the state-level analyses. It allows you to determine whether 9th graders graduate on time college-ready. Remember though, even with our first-of-its-kind tool, there are limits on the analyses. Without a student level identifier documenting where every individual student in California goes to school, even our tool has to use estimates. But at least with our tool, we can get much clearer—albeit still rough—pictures of California's graduates than what the state provides.

Raising the Roof's Grad Rate Tool uses the three common graduate rate methodologies discussed earlier in this guide as the basis for the next set of analyses. We've modified them

so that we can learn more about what skills students have upon graduation. We've added A-G completion rates as an indicator in the methodologies to estimate college-ready graduation rates, and then we compare them to the college-ready estimates that the state reports.

In this way our analyses go deeper than the state's official reporting, because our methodologies account for students that drop out of high school. Instead of looking at just the percentage of students that made it through the 12th grade having completed A-G, we look at the percentages of 9th graders that come in as freshman and then graduate four years later with A-G. We're answering the question: How many students graduate on time from our high schools college and career ready? For more information on these methodologies, and how we modify them to determine A-G college ready graduation rates, see the Graduation Rate section in the Part II of this data guide.

A-G Graduation Rates, Statewide Class of 2006
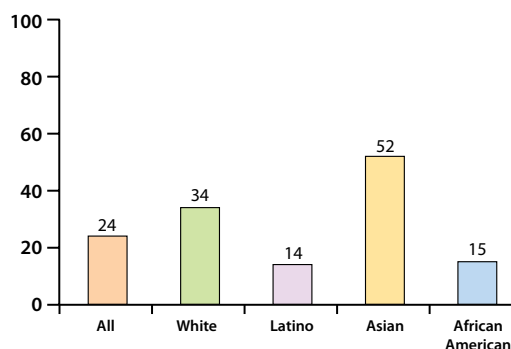
Let's take a quick look at what *Raising the Roof* tells us about college ready graduation rates using the more accurate methodologies. Using our *Raising the Roof*, we can see that White and Asian high school 9th graders will graduate on time having mastered the A-G curriculum at far greater rates than their African-American and Latino peers. Only 14% of Latino students and 15% of African-American high school students graduate on time with the knowledge and skills that will most likely help them succeed in life, compared to 52% of Asian students and 34% of White students. This is a big difference from what we've just learned the state reports. The state numbers say over a quarter of

Part III
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our Latino and African-American twelfth grad-ers mastered A-G, and overestimates White and Asian graduates by 6 and 8 percentage points, respectively. Remember that's because the state numbers just look at the 12th grade class, they don't account for the students we've lost between the 9th and 12th grades.

Let's take a deeper look at Los Angeles Unified School District's more accurate "College-Ready graduation rates."

Return to

RAISING THE ROOF
Explore California Public School Data

- From the *Raising the Roof* homepage http://rtr.edtrustwest.org/
- Click on "Graduation Rates"
- Enter the name of your district in "Search by District" section
- Click "Find"
- If given more than one option, make sure the correct district is selected
- Click "Go"
- For more help using the Graduation Rate Tool on the Education Trust—West's *Raising the Roof* website, see the "How to Use *Raising the Roof*" section on page 10 of this data guide.

The following snapshot was taken from the report generated by the Grad Rate Tool on *Raising the Roof*:

Los Angeles Unified								
	NCLB Reported		AFGR		Manhattan Institute		CPI	
	All	A-G	All	A-G	All	A-G	All	A-G
All Students	62.8%	NA	52.4%	24.9%	45.0%	20.4%	39.6%	24.9%
Black	The CDE does not report, and NCLB does not require, any disaggregated graduation rates.		56.0%	23.7%	50.3%	19.8%	39.3%	23.7%
Latino			47.5%	19.4%	38.8%	15.1%	34.6%	19.4%
White			71.0%	45.4%	72.5%	43.7%	59.9%	45.4%
Asian			61.3%	63.1%	78.3%	57.4%	71.8%	63.1%

Reading this Table: The district reports a high school graduation rate of 63%, but using more accurate estimates, we have estimates for LAUSD's graduation rate that range from 40% to 53%.

ANALYSIS: The report generated by the *Raising the Roof* Grad Rate Tool shows some differences between the graduation rates and college readiness of different racial groups in Los Angeles Unified School District for the Class of 2006. Regardless of which estimate you use, African-American and Latino students are graduating from high school A-G college ready at much lower rates than their White and Asian peers.

Using the Averaged Freshman Graduation Rate (AFGR) methodology, for example, we see that while 45% of White students and 63% of Asian 9th graders graduate on time having mastered A-G, only 19% of Latino students and 24% of African-American 9th grade students com-pleted the curriculum within four years. This means that they are far less likely to complete the curriculum that will help them succeed, in college and in work and in life—indeed, only about 1 in 5 Latino and 1 in 4 African-American 9th graders will be college-ready and graduate on time. Keep in mind, however, 45% of White students succeeding isn't exactly something to be proud, of either.

Part III Opportunity

A Lesson from San Jose Unified About the Importance of a Strong Curriculum

Don't buy into the myth that race or income is to blame for low levels of college- and work-ready graduates. A number of California schools and districts with high percentages of low income and minority students are doing much better in preparing their students for life after high school.

San Jose Unified decided that students should not have to fight for access to A-G courses. About half of this urban district's 31,000 students are Latino and 43% are low-income. Nine years ago, after an intensive process of public engagement, the school board and superintendent made the A-G curriculum its graduation requirements. San Jose is now the model for what can be gained by aligning high school graduation to college preparation.

Since making the policy change, San Jose has consistently seen impressive results. High school reading and mathematics scores improved significantly, generally at much higher rates than the rest of the state. Graduation rate gaps have decreased. Overall graduation rates have increased for all groups of kids, rising from 72% in 1999 to 74% in 2006. And San Jose shows the benefits of this strategy reach throughout the system. The achievement gap between Latino and White ninth graders (who were fourth graders when the policy was implemented in 1998) has decreased by 24% in math and a whopping 48% in English. We at The Education Trust-West call this "trickle-down rigor!"
For more on San Jose's success, see www.edtrustwest.org.

Source: 2007 Education Trust—West analysis of California Department of Education data.

Continuing our Exploration of Curriculum Quality and Opportunity Gaps

Now, we will look at some other ways in which students are separated from each other within the schoolhouse.

A LOOK AT SPECIAL PLACEMENT

Within any school, students can be divided up in many different ways. The most obvious division is by grade. But there are other ways students can be divided as well, even within a grade. Some students can be placed in programs for the "gifted and talented." And others, students with "specified learning needs" might be provided with special education services. For many students, "out of school suspensions" can represent a kind of placement out of school altogether.

Certain groups tend to be over-represented in some special placements and under-represented in others. African-American students, for example, tend to be over-represented in special education and in suspensions, and under-represented in gifted and talented programs. California does not, and is not yet required to, report all of the details on placement data. One way to get it might be to ask your school if they have kept a record. However, this data is available through the U.S. Department of Education's Office for Civil Rights (OCR), and we'll walk you through using it below.

NOTE: If your group chooses to look at special education, you should look carefully at the details. Some reasons for placement are clearly apparent, for example, physical handicaps like deafness or severe mental disorders that require special accommodations. Others are not so visible such as mild mental retardation or learning disabilities.

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Some students need extra help that is not available in traditional classrooms, and special education programs can be a good place to get that help. Sometimes, however, students are placed in special programs for reasons other than their ability to learn. For example, some students are placed in special education because of behavioral problems, and once they have been labeled as "special ed" it can be very hard to get back into the mainstream.

The precise reason for a special education placement will have a large impact on what programs are offered, and ultimately will have a large impact on whether or not the identified student is able to access the general curriculum and ultimately get a high school diploma. The California Department of Education uses the identifier "Specific Learning Disability" to define "a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations."

SPECIAL PLACEMENT AT ONE HIGH SCHOOL

Now let's look at Cleveland High School's special placement data.

Start with **ED**.gov | U. S. Department of Education
Promoting educational excellence for all Americans

- From the US Department of Education homepage, www.ed.gov
- Click on "About Ed" on the left side of the page
- Click on "Offices"
- Click on the "Homepage" for the Office for Civil Rights
- Click on "Civil Rights Data" on the right side of this next screen

- Click on the "2006 Civil Rights Data Collection"
- Click on "View the Data"
- Click on "View the Data" again
- Click on "Reported Data"
- Select the tables/reports you are interested in.
- Scroll to find your specific district and school within the tables
- Under "Select Dimensions" in the upper left corner of each table, choose the data elements you wish to search.

We used "Student Enrollment, students participating in Gifted/Talented programs Table 7/8A" and "Students with Disabilities Table 10A" to retrieve the following information about Cleveland and the state of California:

Special Placement
Agency: Cleveland High School and California
Grade/Level: All
Years: 2006

	School Enrollment	Gifted/ Talented Enrollment	Specific Learning Disability	Suspensions
African American	7%	5%	13%	19%
Latino	58%	30%	76%	65%
White	18%	33%	6%	8%
Asian	17%	32%	2%	8%

Reading this Table: Out of all students enrolled in "Gifted and Talented" programs at Cleveland High School in the year 2006, 33% of them were White while only 5% of them were African-American.

ANALYSIS: We can see that at Cleveland High School, White and Asian students have greater representation in gifted and talented students, while African Americans and Latinos are more likely to be classified with a learning disability and to be suspended.

Gifted and Talented: White students make up 18% of the total enrollment at Cleveland, but 33% of the Gifted and Talented enrollment. Conversely, Latino students make up 58% of the student body but only 30% of Gifted and Talented enrollment.

Learning Disability: While 17% of Cleveland's student body is Asian, just 2% of students with a "specific learning disability" are. Conversely, while 58% of Cleveland's student body is Latino, 76% of students with a "specific learning disability" are Latino.

Suspensions: While 7% of Cleveland's student body is African American, 19% of students suspended in 2006 were African American. Conversely, 18% of students at Cleveland are White, but only 8% of suspended students are.

Cleveland is not different from most schools across the entire state and nation. Minority students are disproportionately placed in special education classes or removed from school entirely via suspension. They are also far less likely to be enrolled in "gifted and talented" programs.

DATA DISPLAY: Bar Graph: A simple bar graph will help display the different placement opportunities at Cleveland High School

Cleveland High School, Special Placement by Race/Ethnicity, 2006

Single Placement, Cleveland 2006
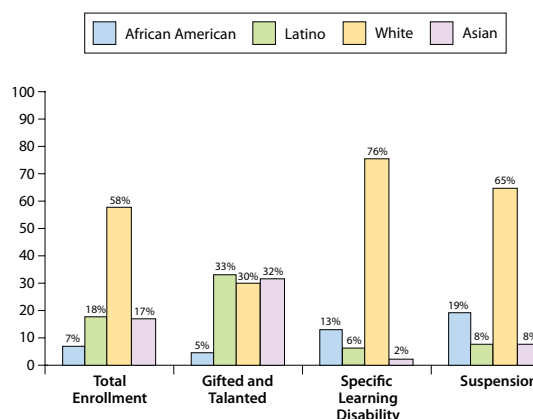
Reading this Graph: Latino students make up 58% of the school's total enrollment, but only 30% of the gifted and talented enrollment.

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Let's Continue our Exploration into California's Opportunity Gaps.

A look at TEACHER QUALITY.

Teachers matter the most when it comes to student achievement. While teacher characteristics like experience, certification and education are not perfectly correlated with actual effectiveness at improving student learning in the classroom, they are certainly related. Yet, as we'll see below, California's low-income, Latino and African-American students get less than their fair share of our most prepared teachers.

In California, research shows that low-income and minority students are disproportionately taught by the least prepared teachers. A study by the Center for the Future of Teaching and Learning found high-minority students in California are five times more likely to be taught by under-qualified, under-prepared, and least-experienced teachers. This trend is having a profound impact on student achievement for our already most-disadvantaged students. We call gaps in disparate access to strong teachers, the teacher quality gap.

Research shows that if we closed the teacher quality gap—if we could provide five good teachers in a row to low-income students, we could close the achievement gap. Unfortunately, the opposite is also true. Ineffective teachers can do lasting damage to their students. (For more research on teacher quality and the teacher quality gap, please see Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality, June 2006, Thinking K-16: The Real Value of Teachers, Winter 2004, and Thinking K-16: Good Teaching Matters, Summer 1998 at www.edtrust.org.)

What NCLB Says About Teacher Qualifications

Under NCLB, parents have a right to know the qualifications of the teachers in their schools. Districts must publicly report on the percentage of classes taught by teachers who are not highly qualified, in the district as a whole and in each individual school. Districts must also report on the percentage of teachers with emergency or provisional licenses at the school and district levels, and on the professional qualifications of teachers at the school and district levels. These qualifications include factors such as the degree earned in college or the kind of license they hold.

NCLB also requires that the state, districts, and schools take concrete steps to make sure that low-income and minority students get their fair share of good teachers. California, like all other states, must develop and implement a plan to ensure that poor and minority children are not taught at higher rates than other children by teachers who are inexperienced, uncertified, or are not knowledgeable about the subject they're teaching. Districts must publicly report on the percent of classes taught by teachers who are not highly qualified, both in the schools educating the most low-income students and in the schools educating the fewest low-income students. If fewer classes in high-poverty schools are being taught by highly qualified teachers, the district must correct this imbalance by doing such things as recruiting qualified teachers to low-income schools and offering teachers training to become highly qualified. At the school level, principals must certify in writing every year whether the school is meeting state goals for increasing teacher quality. For more information on California's compliance with NCLB's teacher reporting requirements, see *Enough To Do the Job?: Critical Questions about California's Latest Teacher Equity Plan*, November 2006 by the Education Trust—West; and *Too Little Thought, Too Little Action: California's Teacher Equity Plan Falls Short*, December 2006 by the Education Trust—West

Teacher Quality in One High School:
Grover Cleveland High School's Teachers Compared to Other Teachers in the District: A look at Credentials.

Return to

RAISING THE ROOF
Explore California Public School Data

(For more information, see "How to Use *Raising the Roof*" in the introduction of this guide.)

- From the *Raising the Roof* homepage
- Select "Custom Data"
- Click on "School Years"
- Click on "2006-2007" or the school year(s) of interest
- Click on "Find Schools and Districts"
- Enter the name of your school into the text box
- Click on your school from the list that appears (by scrolling over the names of the schools, a pop up window will open so that you can confirm your selection)
- Click on "Browse Teacher Data"
- Select "Percentage of Teachers who are Fully Certified"
- Scroll down to see your results

The following snapshot was taken from the report generated by *Raising the Roof*:

	Percentage of teachers fully credentialed
Cleveland (Grover) High	93.4
Los Angeles Unified	92.1

Reading this Table: Cleveland High School teachers are credentialed at about the same rate as LAUSD districtwide. For example, 93% of teachers at Cleveland are fully credentialed compared to 92% at Los Angeles Unified School District overall.

DATA DISPLAY: We will use bar graphs to compare the percentage of fully credentialed teachers at Cleveland to those in LAUSD overall.

Teacher Qualifications, Cleveland HS and LAUSD, 2007

Fully Credentialed

	Cleveland High	Los Angeles Unified
	93.4%	92.1%
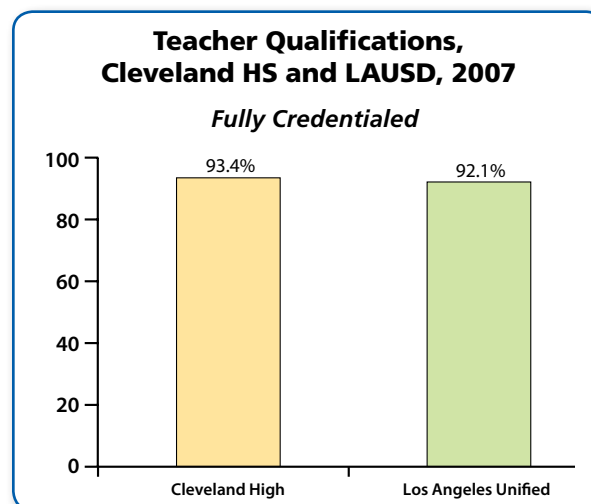
Reading this Graph: The percentage of fully credentialed teachers is almost equal in Cleveland High and in Los Angeles Unified School District. The difference is only slightly more than 1%.

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Other Important Indicators of Teacher Quality

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RAISING THE ROOF
Explore California Public School Data

(For more information, see "How to Use *Raising the Roof*" in the introduction of this guide.)

There are other important indicators worthy of study as you explore the qualifications of teachers in your school or district. *Raising the Roof* can help. By clicking on *Raising the Roof* you can analyze indicators like:

- The average years of teaching experience in your school, and compare those averages to the district and state. In doing so, you'll be able to answer the question:
    o Are the teachers in my school new to the profession, and are more experienced teachers teaching in other schools and neighboring districts?

Browse Teacher Data

Average Years in District
Average Years Teaching
District intern percentage
Emergency credential percentage
Percent of teachers with BA
Percent of teachers with BA + 30
Percent of teachers with HS diploma
Percent of teachers with MA
Percent of teachers with MA + 30 hours
Percent of teachers with PhD +

- The percentage of teachers teaching courses in their field, and compare those percentages to the district and the state. In doing so you can answer the question:
    o How many teachers in my school are teaching subjects that they didn't major or minor in during their college studies?
- The percent of teachers with higher education credentials like Master's Degrees or Ph.D's. In doing so, you'll be able to answer the question:
    o How many teachers in my school hold advanced degrees, and do neighboring schools and districts have teachers with greater levels of advanced degrees?
- The percent of teachers teaching with an intern credential, or those that are on waivers. In doing so, you'll be able to answer the question:
    o Do the teachers in my school meet the basic requirements for entry into the teaching profession?

Your Notes
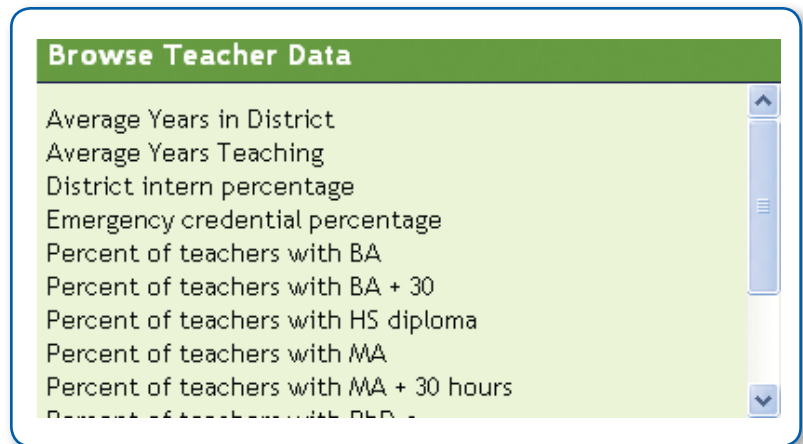
Let's Continue our Exploration into California's Opportunity Gaps.

A Look at Resource Equity

Now, we'll explore the state and local education dollars available from district to district in California.

FUNDING EQUITY IN CALIFORNIA'S SCHOOLS

In order to attract and retain qualified teachers, develop challenging curricula and engage in all of the other activities that contribute to student success, districts need adequate financial resources. The vast majority of public education dollars come from the state and locality.

In many cases, districts educating the most low-income and minority students have fewer state and local education dollars than the districts educating more White and affluent students. This inequity hinders many high-poverty and high-minority districts and schools from providing their students with the services that students in more affluent districts and schools regularly receive, much less the additional services needed to assist struggling students.

Funding inequities in California can be investigated several different ways. Let's first compare Los Angeles Unified School District's per-pupil spending to neighboring districts, the gap between the districts. We will then discuss how to learn more about teachers' salary inequities at schools within the same district.

FUNDING GAPS *between* DISTRICTS

We will look at whether Los Angeles Unified School District is receiving an equitable share of education dollars. In doing so, we answer the question: Are the funds it has available per pupil comparable to those of neighboring districts? This area of analysis is important because per pupil funding often varies widely within a metropolitan area.

While some states do collect and publicly report on school district finances, they are not required to do so. Fortunately, California's Education Data Partnership, with EdSource, known as Ed-Data, publishes data on per-pupil funds in every school district in California. You can conduct a search of the funds available in your district, all districts within a county, and all districts in the state. You can also search by districts similar to yours.
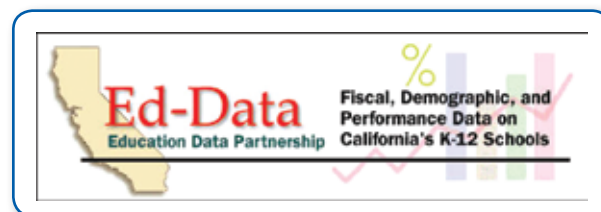
- Start with the site's homepage: http://www.ed-data.k12.ca.us/welcome.asp
- Click on "Teacher Salaries"
- From the "Select Reports" scroll-down menu, select "Compare District Finances"
- Select your search parameters
- Click on "Click to Compare"

From Ed-Data, we generated financial information for all unified school districts in California. For this analysis, we will compare per-pupil funds for California's five largest school districts.

Per Pupil Funding in California's 5 Largest School Districts
Year: 2006

District Name	Per Pupil Funds
Los Angeles Unified	$9,465
San Diego Unified	$8,345
Long Beach Unified	$8,137
Fresno Unified	$8,505
Santa Ana Unified	$8,629

Reading this Graph: Los Angeles Unified had $9,465 in per pupil dollars compared to Long Beach Unified, which has $8,137 in funds per pupil.

ANALYSIS: Compared to other large unified school districts, LAUSD has significantly more federal, state and local education dollars per pupil. Compared to Long Beach Unified, for example, LAUSD spends $1,328 more per pupil. That works out to a difference of $33,200 for a typical classroom of 25 students, and $531,200 fewer for a typical school of 400 students.

DATA DISPLAY: A simple bar graph will clearly show the funding differences between California's five largest school districts.

Comparison of Per Pupil Funding in California's Largest Districts, 2006
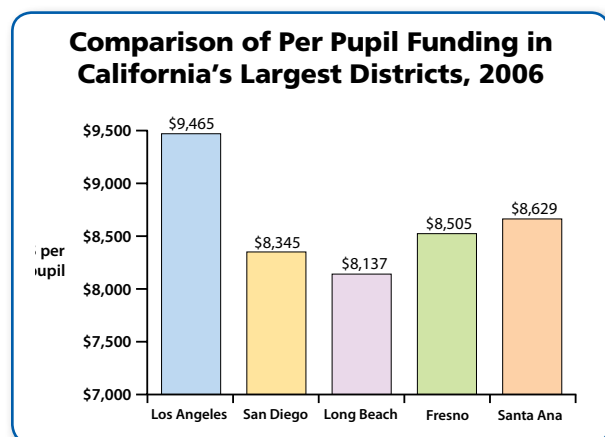
For a recent analysis of funding gaps between districts in California compared to other states, see the 7th Annual Funding Gap report by the Education Trust on www.edtrust.org

FUNDING GAPS *within* DISTRICTS

Funding gaps between school districts like those described above—inter-district funding discrepancies—have been the subject of much debate. Less attention, however, has been paid to the funding gaps separating schools within the same school district. These hidden gaps compound the injustices facing California's low-income and minority students. First, we spend less in the districts in which poor and minority students are concentrated. Then, we make matters worse by spending significantly less on the schools within those districts that serve the highest percentage of these students.

Large funding gaps exist *within* districts. This is in part because teacher salaries represent the lion's share of education monies, and those monies are distributed inequitably. More experienced and more highly credentialed teachers are more likely to work in whiter and more affluent schools—and because of those qualifications they get paid more. This drives huge funding gaps between schools—between schools within the very same school district. We call this California's Hidden Teacher Spending Gap, and you can read more about it in our 2005 report series posted on www.edtrustwest.org and www.hiddengap.org.

How do intra-district funding gaps happen? Traditionally, teacher salaries are determined by what is called a "single salary schedule" which ensures that teachers who have more qualifications—credentials, experience, education level, professional development—are paid more. And as we learned on pages 64 through 66 of this guide, teachers with the greatest qualifications are concentrated throughout California in schools serving the fewest low-income, Latino and African-American students. Since those higher-qualified teachers are also more expensive, the result is big differences in what schools in the very same district spend on teachers. Worse yet, until recently no published report examined these intra-district teacher spending gaps. It was a blind spot in most funding analyses that simply compare per-pupil expenditures across districts. Until a few years ago, when the Education

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Trust—West studied intra-district teacher spending gap and released the first-of-its-kind analysis of the results.

We found that high-poverty and high-minority schools spend tens of thousands of dollars less on teacher salaries than low-poverty and low-minority schools of similar size and in the same school districts every year. In many cases, the difference is hundreds of thousands of dollars. A complete district-by-district comparison of funding gaps within districts resulting from teacher salary expenditures throughout California can be found in Appendix B of our *California's Hidden Teacher Salary Gap* report at www.hiddengap.org. District and school leaders committed to tackling this problem are frequently paralyzed in combating this trend because the common sense strategies they might employ—more pay, smaller workloads, and the like—are often prohibited by the single salary schedule and other provisions of the contract.

When we know that quality teaching is the most critical means by which to close achievement gaps, it flies in the face of reason to spend more money teaching affluent students than poor and minority students. If we are truly committed to providing equitable access to quality education for all students, then these teacher spending gaps, are not only illogical, but morally wrong.

How to Find Funding Gaps in Your District

For analyzing the funding gaps in your school district resulting from difference in spending on teachers, please go to www.hiddengap.org.

![Shortchanging Poor and Minority Schools: CALIFORNIA'S HIDDEN TEACHER SPENDING GAP]

Once you're on hiddengap.org, you can access school-level teacher salary averages which reveal substantial gaps in spending on teachers between high- and low-poverty and high- and low-minority schools within the same district. First, you'll find district-specific reports, detailing Hidden Gaps in twelve of California's largest districts. And, our new tool *Find the Truth: Uncover your School's Gap* will help you learn more about hidden teacher salary gaps at your school.

From www.hiddengap.org, under "Uncover Your School's Gap," select "School-Level Salary Data" and enter the name of your district. The database will breakdown the schools in your district into elementary, middle, and high schools. We generated this report about Los Angeles Unified School District:

High Schools

School	Estimated Average Salary	Percent poor	Percent minority	Poverty gap (amount shorted)	Minority gap (amount shorted)
Banning (Phineas) Senior High	$53,884	71%	94%	$257,091	$285,449
Bell Senior High	$55,733	94%	99%	$12,896	$53,553
Belmont Senior High	$55,614	82%	92%	$39,248	$83,878
Birmingham Senior High	$53,547	60%	73%	$330,299	$361,278
Bravo (Francisco) Medical Magnet High	$61,665	84%	61%	$0	$0
Canoga Park Senior High	$54,043	72%	83%	$174,667	$195,671
Carson Senior High	$55,113	43%	64%	$92,151	$120,467
Central City Value	$58,027	59%	99%	$0	$0
Chatsworth Senior High	$55,763	40%	52%	$4,419	$29,776
Cleveland (Grover) High	$54,590	68%	65%	$166,974	$196,136
Crenshaw Arts-Technology High	$45,184	74%	100%	$53,079	$54,136

ANALYSIS: To get the "Estimated Average Salary" for each of these schools, we combined teacher-level data published by the CDE with specific district-level teacher salary schedules to create a "best estimate" of the average teacher salary for each school. We then used these averages to compare salaries between schools serving the greatest numbers of African-American, Latino, and low-income students, to those with the least. The discrepancy is multiplied by the number of teachers in the school and the total represents the gap. At Cleveland High, for example, which is 68% low-income and 65% minority, students are shorted more than $196,000 worth of teacher salary

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dollars compared to the average teacher salary of high schools in LAUSD with the smallest minority population. For more information, or help accessing your school's teacher salary information, give us a call.

Steps California is taking to make the hidden teacher spending gap not so hidden anymore: Senate Bill 687

After the release of the EdTrust—West intra-district funding gap reports and the *Hidden Gap* web tool, a coalition including the Education Trust-West, EdVoice, PICO California, and Public Advocates sponsored legislation to reveal disparities that persistently shortchange poor and minority children from receiving equitable resources. Senate Bill 687, authored by Senator Joe Simitian (D-Palo Alto), requires the reporting of actual expenditures made at each school on the School Accountability Report Cards (or SARCs), lifting the veil of secrecy and ensuring that the school board and the public know where the dollars are really being spent. The bill was signed into law in September of 2005. While this bill is an essential tool in uncovering—and correcting—the within-district spending gaps, preliminary research has shown that many schools are not complying with SB 687.

Let's Wrap it Up: Creating a Data Message for One High School

What Have We Learned About Cleveland High School?

Here is a list of some of the things we have learned through our data analysis of Grover Cleveland High School, Los Angeles Unified School District, and California.

HINT: Keep in mind that this is only a partial list of what you can learn through collecting and analyzing data. Be open to possibilities! They are endless.

Our analysis of Cleveland High School achievement data shows:

- Grover Cleveland High School has relatively high success overall, and achievement levels for all groups have risen over the past five years.
- There are large achievement gaps within Cleveland High School and Los Angeles Unified School District. African-American and Latino students are less likely to be proficient than their White and Asian classmates, and the scores of low income, English learners, and students with disabilities lag behind other groups across the district and state.
- The achievement of all racial/ethnic groups at Cleveland High School has improved over the last five years, resulting in a slight closing of the Black-White and Latino-White achievement gaps.
- Cleveland High School has higher graduation rates than the district, county or state—but even the most generous estimates indicate that large numbers of students are not graduating on time, if at all.

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We also have important information about opportunities to learn at Cleveland High School:

- White and Asian students at Cleveland High are far more likely than their Latino or African-American peers to be enrolled in higher-level math and science classes, and are also more likely to be in the school's gifted and talented program. Latino and African-American students are more likely to be placed in special education programs and to suspended. They are far less likely to master the A-G college-ready course sequence than are their White and Asian peers.
- Cleveland High School has a slightly higher percentage of fully credentialed teachers compared to the district overall.
- While Los Angeles Unified School District receives more education dollars per pupil than other comparable districts, Cleveland High School receives a disproportionately low share of this funding to spend on teacher salaries.

The picture that emerges from these data may be hard to look at. But the data point us in the right direction for reform.

WHAT'S NEXT?

Now that we've collected and analyzed the data, it's time to act. In the case of the high school we studied together in this guide, Grover Cleveland High School, the data has told us that while the school has shown measurable improvement in raising student achievement for all subgroups, achievement gaps continue to exist—some groups of students aren't achieving to the same levels as others. Research and our extensive experience also make it clear that in order to close these gaps, we need to target school improvement efforts on what opportunities to learn underachieving students are being given.

At all schools throughout California, this will mean working specifically to make sure all students have access to challenging curriculum and highly qualified teachers. It will also mean finding ways to support disengaged students so they stay in school and graduate on time with their classmates.

The data offers a good place to begin a community conversation about school improvement. It shows where the school is doing well, while at the same time shining the light on where it needs to improve. This will be the first time many community members have seen the data presented in this way. It's important to make sure everyone understands that *this is not about assigning blame—it's about working together to make schools better.*

School Improvement Plans

Many schools are, or will be, required by state or federal law to develop a school improvement plan if they have persistent achievement gaps and consistently low student performance. A School Improvement Plan is developed by the district to address student achievement gaps. Generally, a team of teachers, administrators and parents, usually called a School-Site Committee, analyzes test data and school characteristics in order to determine the best ways to close the achievement gaps. The Plan includes specific goals and programs, training and materials to achieve those goals. The Plan is revised and updated every year so that the district can monitor the progress at the school. A detailed description of the steps undertaken to create a school plan can be found here: http://www.smmusd.org/edservices/schoolimprov2.html.

If your school has a School Improvement Plan, it is important to review that Plan to make sure it includes goals that matter most for your students. For instance, in the High Schools, does it provide access to A-G certified courses for all students? Is there a plan to hire qualified teachers to teach A-G certified courses? What programs are in place to help students achieve a "C" or better in those A-G certified courses?

At the middle school, some questions you might ask are: What is the plan to have all students pass A-G level Algebra by the end of grade 8? What programs are in place to make sure all students will be able to pass Algebra? How are ELL students being prepared for the rigor of the A-G curriculum in high school?

At the Elementary School, what programs are in place to close achievement gaps? How are teachers monitoring English Language Learner student progress for re-designation by the third grade? What support systems are in place so students in grades 5 and 6 are on track to take Algebra in middle school?

Even if your school is not required to create a School Improvement Plan, it's still a good idea to engage your school community in long-term planning to help make the program stronger and make young people have the best academic preparation possible. This can be a daunting task for many communities. After all, a school system has many moving parts and dimensions. It may seem hard to know where to begin.

Fortunately, there are places to go for guidance on drafting a school improvement plan. NCEA: The National Center for Educational Accountability (NCEA) provides user-friendly, web-based tools for looking at districts and schools, including an interactive self-audit. Check out NCEA's best practices framework at http://www.just4kids.org/en/research_policy/best_practices/framework.cfm. And of course, you can always call us at The Education Trust—West for help, too.

You might also learn from other community organizations that have been particularly active in local school improvement efforts. CEE: Communities for Educational Equity (CEE), an alliance of community groups in Los Angeles, helped to persuade the Los Angeles Unified School District to adopt a proposal that makes the A-G curriculum available to all LAUSD students. A list of the organizations that make up CEE is at the end of this section. Many of these organizations have developed tools for educating parents and youth about the benefits of the A-G Curriculum and how to access it.

Other community groups outside of California might be helpful as well. The Boston Plan for Excellence in the Public Schools was an instrumental part of drafting the Boston Public Schools for Whole-School Change, a copy of which can be found at the Boston Plan's website, www.bpe.org. Two education

funds have been particularly active in looking at teacher quality and distribution: the Public Education Fund, Chattanooga at www.pefchattanooga.org and the Philadelphia Education Fund at www.philaedfund.org.

These are just a few of many wonderful community-based organizations that are helping to improve their schools. See pages 88 and 89 for many more.

California schools have it in their power to educate all children to high standards and it our state's responsibility to make sure they do. Thousands of high-performing schools serving mostly low-income students and students of color across the nation demonstrate that this is possible. It takes hard work, focus and dedication, but schools that have persistent achievement gaps can and must change their way of doing business.

In the end, we hope you'll see this Guide as a tool for change. Armed with data, parent and community groups can work to:

- Change attitudes about why some students are not meeting standards.
- Change policies to make sure that all school systems are 100% focused on getting 100% of their students to high standards.
- Change practices within schools to make sure that all students are given a fair opportunity to learn.

Most institutions are reluctant to change on their own. But public schools are your schools. Parents, community leaders and you have the power to change them.

Good luck. And be sure to call any of our staff at the Education Trust—West if you need help. The first thing we can do is find schools and districts that show us that it's possible for low-income students and students of color to learn at the highest levels. There are plenty of examples throughout California of schools and districts that are doing what it takes to get all students to high levels of achievement. Next, this guide will show you how to find and explore them.

This takes us to the final chapter of this Data Guide….SUCCESS.

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Part IV
Success: Seeing is Believing

Across the state, there are schools and districts that are successfully closing gaps and teaching low-income students and students of color to the highest standards. This section of Making California Data Work outlines how to find high-performing schools with similar demographics and how to develop a school improvement plan in partnership with the teachers and administrators at your school.

Finding schools that are succeeding with all students not only proves that closing the achievement gap is possible, it also provides concrete information on what practices and policies work, and key data for you to use in your own school improvement plan. Leraning about high-performing schools allows you to find out about the ways in which they are improving student performance through better curriculum, teacher quality and professional development, and extra resources for struggling students.

Where are Schools Succeeding with ALL Students?

It is important to study success stories to show that all students can meet high standards when given adequate opportunities to learn, and to learn from their experience and journey. High-performing schools' successes dispel the myth that poor children and children of color cannot learn at the highest levels. And they provide lessons for other schools and districts to follow. We will now take a look at a few examples of places where educators and students are "Dispelling the Myth" and then we'll discuss some of our findings about how they reached success. We found these schools through an analysis of state data. And then we saw it for ourselves.

These schools provided us the generous opportunity to visit their schools and study their practices that lead to improved student achievement. We share our findings below.

Dispelling the Myth Elementary Schools

Take a look at **Ralph Bunche Elementary School** where 99% of students are African American or Latino and 93% are low-income, and the students are outpacing their peers throughout the district and state.

Ralph Bunche Students Outpacing District and State 2007 API

Legend: Ralph Bunche, Compton USD, California

	All Students	African American	Latino	ELL	Low Income
Ralph Bunche	846	836	855	844	846
Compton USD	608	580	617	606	608
California	761	643	665	645	662
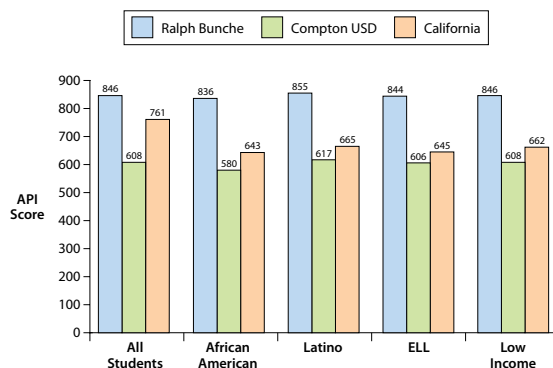
Ralph Bunche Success at Every Grade Level Math 2007

Legend: Ralph Bunche, Compton USD, LA County, California

	2nd Grade	3rd Grade	4th Grade	5th Grade
Ralph Bunche	82	86	76	78
Compton USD	50	48	38	31
LA County	58	57	56	47
California	59	58	56	49

Part IV
Success: Seeing is Believing
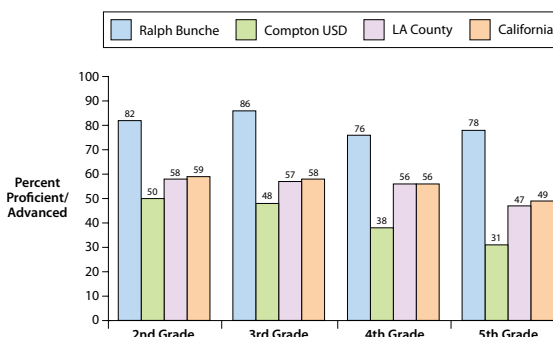
"The Bunche Way" is how principal Synee Pearson describes the strategies educators use to close the achievement gap at Bunche Elementary in the Compton Unified School District. The "Bunche Way" is working: In just four years, Latino and African-American API has grown by almost 130 points. Now Latino and African-American students boast an API of 855 and 836 respectively—exceeding the statewide API goal of 800. The percentage of Bunche students proficient in math outpaces state averages by at least 25 percentage points, at every grade level.

Educators hard at work in "the Bunche Way" do not wait for yearly or quarterly state and local administered assessments. Rather, Bunche teachers develop and score their own weekly skills tests to monitor student progress, and help students before they start to slip far behind. "The Bunche Way" knows that a college-bound culture cannot start early enough; even the kindergarten classes at Bunche are named after universities. Put in a nutshell, educators at Bunche explain that the "The Bunche Way" is about "no excuses"—they do whatever it takes so all students will achieve at the high levels.

Or take a look at **Stagg Street Elementary School** in Los Angeles Unified School District, where 73% of students are Latino and 74% are low-income and over 90% of them are proficient in math.

Stagg's 4th Graders Outperform District, County and State Math 2007

In 1999, Stagg Street Elementary School, in the Los Angeles Unified School District, ranked in the bottom 30% of all elementary schools in California, with an API school score of 514. Over the next eight years their API soared to 839. Now Stagg ranks in the top 20% of schools statewide. Indeed, Stagg outperforms the district, county and state in every grade level for every group of students, in both English and math.

Principal Tricia Brandon attributes Stagg's extraordinary success in part to her team's focus on data that they use to develop 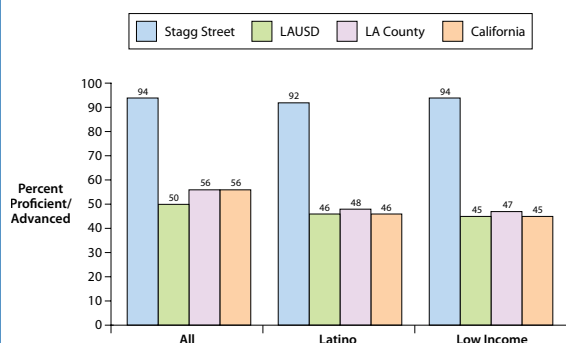individual learning plans for every Stagg student. Collaboration amongst teachers and school leaders is also crucial to student success at Stagg. Teachers participate in intensive "lesson studies" where they present their individual lessons to a group of their colleagues for feedback and advice to make sure they're providing a rigorous content to all of their students. To make sure students get the right interventions and supports when they need them, a school-based team at Stagg monitors formative and diagnostic data, and carefully studies programs and interventions. If the analysis of the data show that any program is ineffective in helping students achieve at high levels, that program is stopped. The bottom line at Stagg is an ever-present, laser-focus on students' instructional needs.

Stagg's 4th Graders Outperform District, County and State ELA 2007

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Success: Seeing is Believing

Dispelling the Myth Middle Schools

At **Hill Middle School** in Long Beach Unified School District, where 72% of students are African American and 75% are low-income, the school's API has risen by over 100 points in five years and Hill outpaces the district in API scores for all subgroups.

Hill Middle Outpaces the District API 2007

Legend: Hill | Long Beach Unified

Subgroup	Hill	Long Beach Unified
All Students	795	729
Latino	784	697
African American	716	688
White	866	834
Asian	840	797
Low Income	777	691

API Score
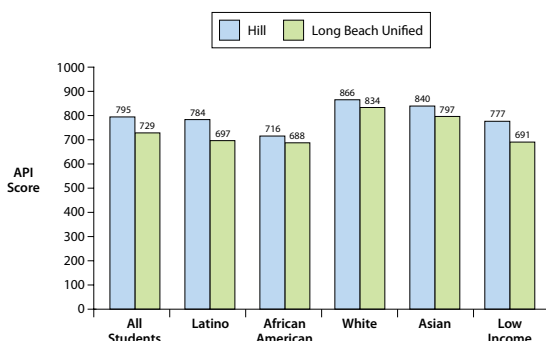
Growth Over Time at Hill Middle: Latino Students Improve from 6th to 8th Grade English Language Arts

Legend: Hill | Long Beach Unified | LA County | California

Percent Proficient/Advanced

	Hill	Long Beach Unified	LA County	California
Latino 6th Graders in 2005	41	26	22	23
Latino 8th Graders in 2007	60	28	24	26

Hill Middle, a National Blue Ribbon School in the Long Beach Unified School District ranks among the highest-improving schools in all of California. Hill's schoolwide API grew by nearly 100 points in the last five years. Now Hill's API exceeds district averages for every group of students. Student performance on the California Standards tests posted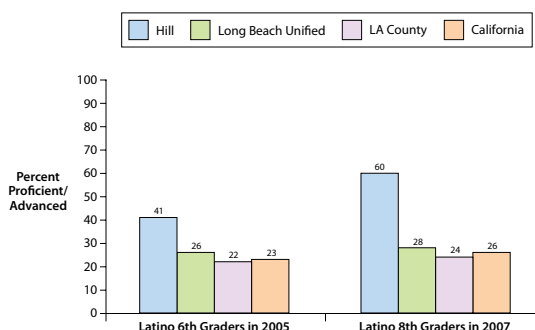 similar gains. For example, as 6th graders, 41% of Hill's Latino students were proficient in English Language Arts, and by the time those students finished the 8th grade, 60% of them reached proficiency.

Principal Peter Davis attributes the continuous improvement at Hill in part to the use of data by everyone— including and especially students. Working with their teachers, students at Hill set individual academic goals and track their progress toward meeting them using formative and diagnostic assessment results in their own "data tracker" portfolio. The campus culture at Hill promotes an environment where students feel safe to learn, are respectful and respected and academic achievement is always put first.

Or take a look at **KIPP San Francisco Bay Academy,** a charter school in San Francisco where 79% of students are African American or Latino and 81% are low-income. At KIPP SF Bay Academy, students are outshining their peers in the district, county and state.

5th Graders' High Achievement at KIPP SF Bay Academy Math 2007

Legend: KIPP SF BAY | SFUSD | SF County | California

Percent Proficient/Advanced

	KIPP SF BAY	SFUSD	SF County	California
All	85	54	54	49
African American	77	28	28	32
Latino	93	32	33	37
ELL	94	36	37	25
Low Income	84	50	50	36
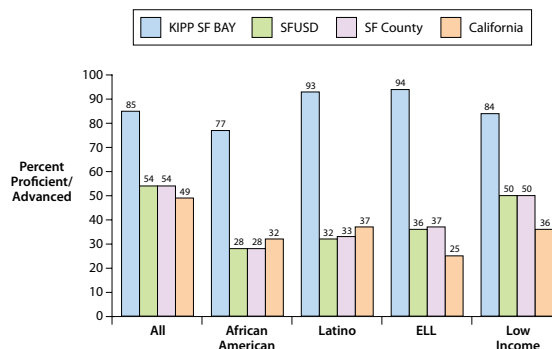
5th Graders' High Achievement at KIPP SF Bay Academy Science 2007

Legend: KIPP SF BAY | SFUSD | SF County | California

Percent Proficient/Advanced

	KIPP SF BAY	SFUSD	SF County	California
All	81	42	42	37
African American	69	20	20	22
Latino	90	25	25	23
ELL	88	17	17	11
Low Income	79	35	35	22

**Part IV
Success: Seeing is Believing**
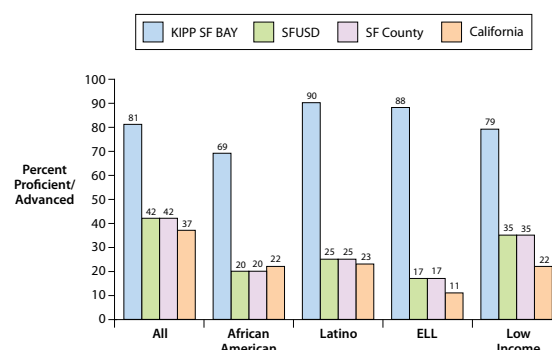
Knowledge is power for the students attending KIPP San Francisco Bay Academy in the San Francisco Unified School District. KIPP SF Bay is the highest-performing middle school in San Francisco. When students entered KIPP at the 5th grade, the majority of them performed in the bottom quartile in mathematics. But by the end of their 5th grade year in 2007, a full 85% of them reached proficiency. These gains translate to science, too. Latino, African-American, low-income and English Language Learner students at KIPP SF Bay outperform their peers across the district, county and state by at least 40 percentage points in science.

Principal Lydia Glassie attributes KIPP's tremendous growth in student achievement in part to its novel use of extended time and structuring the school to meet her students' needs. This provides KIPP's teachers with time to examine data, determine areas of concern, and drive instructional change. When their deep analysis showed that students needed stronger critical thinking and writing skills, educators at KIPP designed intensive workshops to make sure students are ready to transition from KIPP into high school and beyond.

A Dispelling the Myth High School

High levels of success are possible in high schools, too. **Abraham Lincoln High School** in San Jose Unified School District, where 60% of students are Latino, has among the highest college-ready graduation rates in all of California. Latino students' successful completion of the full college-ready course sequence has grown over 50 percentage points since 1999, far outpacing district, county and state attainment rates. During the same time period, the Latino-White achievement gap on the API at Lincoln has closed by over 160 points.

Gap Closing at Lincoln High School
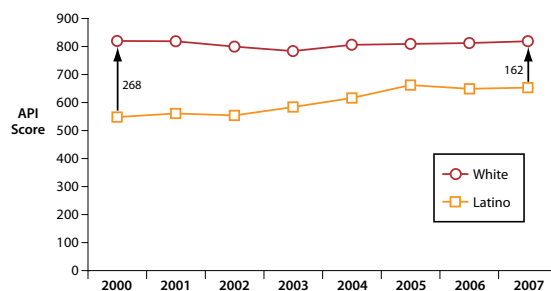
Lincoln High Graduating Latino Students College-Ready at Significantly Higher Rates that the Country and State
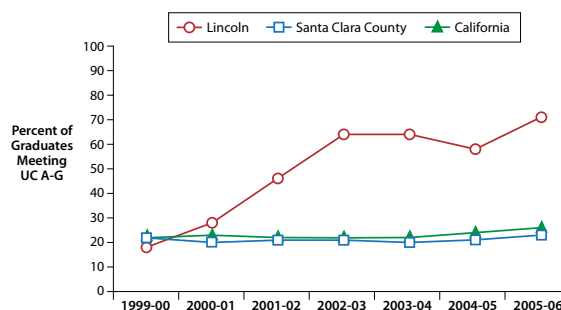
At Lincoln High "college-ready" means "career-ready" too. All students at Lincoln access a career-tech course sequence through its Visual and Performing Arts Academy where courses are UC/CSU "A-G" certified as college ready.

Data takes center stage for the academic practitioners at Abraham Lincoln High School. Principal Jackie Zeller credits improved academic outcomes to their focus on state, district and school assessment results. Educators mine data constantly and then adapt their instructional strategies to meet students' needs. For example, based on data analysis, Lincoln's staff changed the bell schedule to incorporate a 35-minute advisory period twice a week so students can meet with any adult of their choosing for help in overcoming academic and other challenges. In so doing, educators at Lincoln make sure that every student feels supported, and that no one falls through the cracks on the road to graduation.

Part IV

Success: Seeing is Believing

Finding Your Own Success Stories

To find more examples of high performing schools in your community, explore The Education Trust—West's interactive database, *Raising the Roof* at http://rtr.edtrustwest.org. Using the *Raising the Roof* website, you can find schools and districts that are high-poverty, high-minority and are out-performing other schools and districts in the state. You can also find schools that are closing the achievement gap between different groups of students or have the greatest number of students taking the A-G curriculum.

Here are some examples of the kinds of data you can find using the KEY QUESTIONS tool on the *Raising the Roof* website:

Reading this table: The above "snapshot" from *Raising the Roof* shows high-poverty/high minority schools in California with API scores in the top quarter of the entire state.

Click on each school to find out more.

Which Elementary Schools in Los Angeles County are Both High-Poverty and High-Minority, and are Scoring in the Top Quarter of all Schools in the State on the Academic Performance Index?

1 High-Performing Schools and Districts That Are Also High-Poverty and High-Minority

Find [both high poverty and high minority ▾] [elementary schools ▾] in [Los Angeles County ▾] that are dispelling the myth by scoring in the top [quarter ▾] of districts in the state.

[Go]

School	District	City	API	Free/reduced price meals percent	Percent non-white
Bunche (Ralph) Elementary	Compton Unified ➕	Carson	846	93	100
Bursch Elementary	Compton Unified ➕	Compton	845	97	100
Willard Elementary	Pasadena Unified ➕	Pasadena	841	71	90
Stagg Street Elementary	Los Angeles Unified	Van Nuys	839	74	86
Lemay Street Elementary	Los Angeles Unified	Van Nuys	836	74	93
Clifford Street Elementary	Los Angeles Unified	Los Angeles	835	86	96
Baxter (Albert) Elementar	Bellflower Unified ➕	Bellflower	829	72	93
Garvanza Elementary	Los Angeles Unified	Los Angeles	823	92	99
Watts Learning Ctr (Char)	Los Angeles Unified	Los Angeles	822	80	100
Halldale Elementary	Los Angeles Unified	Torrance	819	71	94
Commonwealth Avenue Elementary	Los Angeles Unified	Los Angeles	819	89	99
Elysian Heights Elementary	Los Angeles Unified	Los Angeles	817	80	94
Baldwin Academy (Elem)	Hacienda la Puente Unified ➕	La Puente	816	82	98
San Jose Street Elem.	Los Angeles Unified	Mission Hills	815	68	93
Merced Elementary	West Covina Unified ➕	West Covina	815	70	90
La Primaria Elementary	Mountain View Elementary ➕	El Monte	810	81	99
Kelso (William H.) Elementary	Inglewood Unified ➕	Inglewood	807	81	99
Sterry (Nora) Elementary	Los Angeles Unified	Los Angeles	806	82	92
Melrose Avenue Elementary	Los Angeles Unified	Los Angeles	805	71	86

Reading this Table: This snapshot from *Raising the Roof* lists the high-poverty AND high-minority schools in California where students are passing the math portion of the CAHSEE at the highest rates.

Click on each school to find out more.

**Which High-Poverty and High-Minority High Schools in California
Have the Highest Percentage of Students Passing the Math Section
of the California High School Exit Exam?**

5 High Poverty and High Minority Schools and Districts With Success on the High School Exit Exam

Find [both high poverty and high minority ▼] [high schools ▼] in [California ▼] with the highest percentage of students passing the High School Exit Exam in [math ▼].

[Go]

School	District	City	▽ Percent Passing Math High School Exit Exam	Free/reduced price meals percent	Percent non-white
Riverdale High	Riverdale Joint Unified	Riverdale	75	79	81
Fowler High	Fowler Unified	Fowler	70	75	82
Los Amigos High	Garden Grove Unified	Fountain Valley	69	73	95
Selma High	Selma Unified	Selma	68	68	88
Village Academy	Pomona Unified	Pomona	67	87	97
Sanger High	Sanger Unified	Sanger	65	69	82
Le Grand High	Le Grand Union High	Le Grand	65	80	89
Downtown Business High	Los Angeles Unified	Los Angeles	65	79	99
Livingston High	Merced Union High	Livingston	64	76	90
Santiago High	Garden Grove Unified	Garden Grove	63	75	95
McFarland High	McFarland Unified	Mcfarland	63	79	94
Farmersville High	Farmersville Unified	Farmersville	62	82	90
Mission Bay Senior High	San Diego City Unified	San Diego	62	71	82
Animo Leadership High		Inglewood	61	91	100
Williams High	Williams Unified	Williams	61	73	82

Reading this Table: This "snapshot" lists the high poverty and high-minority high schools in California who are preparing their students for college at the highest rates.

Click on each school to find out more.

> **Which High-Poverty and High-Minority Schools in California Have the Highest College Ready Rraduation Rates (i.e., have the highest percentage of students who have completed the A-G curriculum with a "C" or better)?**
>
> **2** A-G Attainment Rates for High-Poverty and High-Minority Schools and Districts
>
> Which [both high poverty and high minority ▾] [schools ▾] in [California ▾] have the [highest ▾] percentage of their students graduating with A-G?
>
> [Go]
>
> | School | District | City | Percentage A-G graduates | Free/reduced price meals percent | Percent non-white |
> |---|---|---|---|---|---|
> | Century High | Santa Ana Unified | Santa Ana | 100 | 70 | 99 |
> | Santa Ana High | Santa Ana Unified | Santa Ana | 100 | 67 | 99 |
> | Animo Leadership High | | Inglewood | 100 | 91 | 100 |
> | Foshay Lrng. Ctr (K-12) | Los Angeles Unified | Los Angeles | 99 | 87 | 100 |
> | Edison-McNair Academy | Ravenswood City Elementary | East Palo Alto | 90 | 70 | 99 |
> | Thirty-Second St. Perf. Arts | Los Angeles Unified | Los Angeles | 86 | 77 | 92 |
> | Tri-C Community Day | Los Angeles Unified | Los Angeles | 75 | 72 | 98 |
> | Environmental Charter | | Lawndale | 61 | 79 | 94 |
> | Riley (Thomas) High (Alt) | Los Angeles Unified | Los Angeles | 60 | 88 | 99 |
> | North Hollywood Senior High | Los Angeles Unified | North Hollywood | 60 | 73 | 84 |
> | Delhi Educational Pk High | Delhi Unified | Delhi | 59 | 83 | 85 |
> | Downtown Business High | Los Angeles Unified | Los Angeles | 59 | 79 | 99 |
> | Woodlake High | Woodlake Union High | Woodlake | 54 | 82 | 80 |
> | Elizabeth Learn Ctr (K-12 | Los Angeles Unified | Cudahy | 54 | 84 | 99 |

There are other ways to mine data on high-performing schools and districts throughout the nation. The Education Trust has created *Dispelling the Myth* on line to find those high performers. Click on www2.edtrust.org/edtrust/dtm/ for more information. You'll then see a map of the country and can click on any state in the nation to mine their school data.

Your Notes

Part IV

Success: Seeing is Believing

Your Notes

Data Resource List

CALIFORNIA Data Resources:

The CDE: The California Department of Education's website is the statewide source of data collection, analysis and reporting and is available at http://www.cde.ca.gov. This site contains many data tools including: The Academic Performance Index (API) which is the cornerstone of California's Public Schools Accountability Act of 1999 and measures the academic performance and growth of schools on a variety of academic measures including: the 2004-05 base API; previous API bases and growth; API reports and data files; information on the API program such as the law and its description; and related sites such as the Public Schools Accountability Act, No Child Left Behind Act, Adequate Yearly Progress, Alternative Accountability System and the Immediate Intervention Underperforming Schools.

DATAQUEST: Dataquest is a tool on the Department of Education website that helps you find facts about California schools and districts by level (i.e., state, county, district, school) and subject such as test scores, school performance or school staffing. http://data1.cde.ca.gov/dataquest/

STAR: The Standardized Testing and Reporting (STAR) program for which test results are used for student and school accountability purposes helps measure how well students are learning basic academic skills. California's homepage for the No Child Left Behind Act of 2001 (NCLB) serves as a clearinghouse for information on California's ongoing implementation of NCLB and includes California's Consolidated State Performance Report and Improving Teacher Quality, an update on California's plan and proposed regulations on "highly qualified teachers."

RAISING THE ROOF: The Education Trust—West data tool *Raising the Roof* lets users explore data on student achievement, curricula, and teacher qualifications in California's schools. This is where you can find answers to your questions, including which schools are having success with their low-income students and students of color? Which schools are closing achievement gaps? Which districts have the most equitable distribution of teachers? http://rtr.edtrustwest.org.

ED-DATA: The Education Data Partnership (Ed-Data) provides fiscal, demographic and performance data on the California K-12 schools. http://www.ed-data.k12.ca.us.

JUST FOR THE KIDS – CALIFORNIA (JFTK-CA): JFTK-CA is an affiliate of the National Center for Educational Accountability (NCEA). They provide free, easy-to-understand data on every public school in California to help schools and communities raise student achievement. www.jftk-ca.org/

GREATSCHOOLS: www.greatschools.net is another source of school information on elementary, middle and high schools. It provides information about public, private and charter schools in all 50 states and detailed school profiles for California. Much of the information is offered free of charge, but in order to access the most detailed information, you must join for a fee.

SCHOOL WISE PRESS: www.schoolwisepress.com offers free resources for researching school performance; it also sells School Profiles.

FEDERAL Data Resources:

NCES: The National Center for Education Statistics (NCES) is the U.S. Department of Education's primary source of data collection, analysis, and reporting, and is available at http://www.nces.ed.gov. Along with data reports and publications, the NCES website contains numerous data tools, including:

The Common Core of Data, which allows users to create tables easily with school-, district- and state-level data on such areas as enrollment, special placements, staffing, and high school completion. http://www.nces.ed.gov/ccd/

EFSC: The Education Finance Statistics

Center, which provides information on school district finances and allows users to compare the finances of their district with the finances of similar or nearby districts. http://nces.ed.gov/edfin/

NAEP: The NAEP Data Tool, which provides information on how students in every state perform on the National Assessment of Educational Progress, which is known as the "Nation's Report Card." http://www.nces.ed.gov/nationsreportcard/

OCR: The U.S. Department of Education's Office for Civil Rights provides school- and district-level data on special student placements. http://205.207.175.84/ocr2000r

IDEA: The U.S. Department of Education's Office of Special Education Programs provides state-level data on special education enrollments, educational environments, teachers, and exiting. http://www.ideadata.org

CENSUS: The U.S. Census Bureau collects, analyzes and reports on a wide variety of population data. http://www.census.gov

Other Data Resources

SCHOOL MATTERS: The School Information Partnership collects and reports all the school-, district- and state-level data that is required to be publicly reported under the No Child Left Behind Act as it becomes available. http://www.schoolmatters.com/

JUST FOR THE KIDS: Just for the Kids allows users to identify how their school's academic achievement compares with other schools in their state with similar or more disadvantaged student populations. http://www.just4kids.org

The EDUCATION TRUST:

Education Watch Online is an interactive state and national data site that allows users to compare student achievement and opportunity data across states and for the nation. http://66.43.154.40:8001/projects/edtrust/index.html

Dispelling the Myth Online allows users to mine school-level achievement data in almost every state. This interactive website allows users to select demographic and performance criteria to conduct rapid searches for high-achieving or high-improving schools for all subjects and grades where state assessment data is available. http://www2.edtrust.org/edtrust/dtm/

College Results Online allows users to examine overall graduation rates and see how those rates have changed over time, learn about universities' records in graduating diverse groups of students, and compare the graduation rates of colleges and universities that share many characteristics and serve similar students populations. http://www.collegeresults.org/

Their Fair Share shows how hidden salary gaps in Texas shortchange poor and minority students. This web tool allows you to search by district to find school demographics, teacher salary gaps and differences in teacher experience and turnover at the district- and school-level. http://data.theirfairshare.org/

SARCs: Local educational agencies (LEAs) are required to publish School Accountability Report Cards (SARCs). In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare SARCs (School Accountability Report Cards) and disseminate them to the public. You will also hear them called "the school report card." SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. All public schools with enrollment reported in the California Basic Educational Data System (CBEDS) are required to prepare and disseminate a "school report card." Pursuant to Proposition 98 and NCLB, all charter schools are also required to prepare and disseminate a SARC.

According to state and federal law, local educational agencies (LEAs) must annually update and disseminate SARCs to provide current information to parents and other members of the public. The California Department of Education interprets "annually" to mean "once in each school year."

SARCs are required to be prepared and disseminated in languages other than English. When 15 percent or more of the pupils enrolled in the school speak a single primary language other than English, all notices, reports, statements, or records sent by the school or district to the parent or guardian of any such pupil must, in addition to being written in English, be written in this primary language and may be responded to by the parent or guardian in English or in the primary language. In addition, federal law requires that schools and districts effectively communicate with all parents and guardians, regardless of the percentage of students who speak a language other than English.

In September of 2005, SB 687 was signed into law requiring California public school districts to report the actual salaries of teachers at individual schools instead of masking teacher spending by reporting district-wide average salaries. To learn more about school-level teacher spending inequities within districts, read our reports at www.hiddengap.org.

Data Resource List

Some of California's Community-Based Organizations

ACORN: The Association of Community Organizations for Reform Now. Information can be found at www.acorn.org

LULAC: The League of United Latin American Citizens, www.lulac.org, has National Educational Services Centers (LNESC) in San Francisco, Los Angeles and Pomona. Contact information for these Centers can be found here: www.lulac.org/programs/centers.html

MALDEF, the Mexican American Legal Defense and Education Fund, can be found at www.maldef.org

NAACP, the National Association for the Advancement of Colored People, can be found at www.naacp.org. California branches of the NAACP can be found by through this webpage: www.naacp.org/unitfinder/community.html

PICO National Network (formerly known as Pacific Institute for Community Organizations) is a national network of faith-based community organizations and can be found on the Internet at www.piconetwork.org/

PIQE, the Parent Institute for Quality Education, can be found on the Internet at www.piqe.org/

THE URBAN LEAGUE: California Urban League affiliate organizations can be found at www.nul.org/affiliatelisting.html

Other Statewide Resources
At www.slocoe.org/resource/calpage1.htm there is a list of all school districts with websites.
- Public Policy Institute of California, website: www.ppic.org
- Policy Analysis for California Education, website: http://pace.berkeley.edu/

- Justice Matters, website: www.justicematters.org
- California Tommorow, website: www.californiatomorrow.org
- The Campaign for College Opportunity, website: www.collegecampaign.org

NORTHERN CALIFORNIA COMMUNITY BASED ORGANIZATIONS (CBO)
- Latino Issues Forum, web site: www.lif.org
For a list of Bay Area CBOs, see the Latino Issues Forum Resource Plaza: www.lif.org/OCEP_plaza/resource_plaza.html
- Bay Area Coalition for Equitable Schools, web site: www.bayces.org
- Oakland Kids First, website: www.kidsfirstoakland.org
- Oakland Community Organizations, website: www.oaklandcommunity.org
- Youth Alive, website: www.youthalive.org
- Youth Together, website: www.youthtogether.net
- Spanish Speaking Citizens Foundation, website: www.sscf.org
- The Unity Council, website: www.unitycouncil.org
- Parents for Public Schools, telephone: 415-468-7077
- Bay Area Parent Leadership Action Network (PLAN), www.parentactionnet.org/
- Jamestown Community Center, website: www.jamestownsf.org
- Coleman Advocates for Children and Youth, website: www.colemanadvocates.org
- Sacramento Area La Raza Network, website: www.larazanetwork.org/

CENTRAL CALIFORNIA COMMUNITY BASED ORGANIZATIONS (CBO)
- Barrios Unidos, website: www.barriosunidos.net/
- Chicano Youth Center, telephone: 559-497-8552
- Fresno County Youth Service Council, telephone: 559-237-3223
- Fresno Reads, website: www.csufresno.edu/scs/reads/
- Teen Outreach for Technology, telephone: 559-291-4842

- Fresno Center for New Americans,
    website: www.fresnocenter.com/
- Centro La Familia Advocacy Services, Inc.,
    website: www.centrolafamilia.org/
    about.html
- Youth in Focus,
    website: www.youthinfocus.org/

**SOUTHERN CALIFORNIA COMMUNITY
BASED ORGANIZATIONS (CBO)**
- Community Coalition,
    website: www.ccsapt.org
- Families in Schools,
    website: www.familiesinschools.org
- Inner City Struggle,
    website: www.innercitystruggle.org
- Alliance for a Better Community,
    website: www.afabc.org
- African American Parent/Community
    Coalition for Education Equity (AAP/CCEE),
    website: www.aapccee.org
- United Way of Greater Los Angeles,
    website: www.unitedwayla.org
- Advancement Via Individual Determination
    (AVID), website: www.avidonline.org
- Association of Black Social Workers,
    website: www.nabsw.org
- Boyle Heights Learning Collaborative (BHLC),
    website: www.bhlc.net/
- California Association for Bilingual
    Education (CABE),
    website: www.bilingualeducation.org
- Californians for Justice (CJ),
    website: www.caljustice.org/cfj_live/
    index.php
- Central American Resource Center (CARECEN),
    website: www.carecen-la.org
- Coalition for Essential Schools,
    web site: www.ces-la.org/
- Consortium for Appropriate Dispute
    Resolutions in Special Education (CADRE),
    website: www.directionservice.org/cadre/
- East LA Community Corporation (ELAAC),
    www.elacc.org/
- Los Angeles Small Schools Collective,
    www.essentialschools.org/cs/schools/
    view/ces_centers/71
- Project GRAD LA,
    website: www.projectgradla.org
- Salvadoran American Leadership and
    Educational Fund (SALEF),
    website: www.salef.org
- UC/ACCCORD,
    website: http://ucaccord.gseis.ucla.edu/

California's Community Based Organizations

Data Resource List

Your Notes

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