



Key Indicators of Educational Success



The Education Trust—West

June 20, 2013

LOW-INCOME STUDENTS AND LATINO AND AFRICAN-AMERICAN STUDENTS ARE THE MAJORITY IN CALIFORNIA.



3^{OUT}
OF **5** Students in California are African-American or Latino.



**What are the outcomes for
these students?**

California Achievement Trends

	African-American	Latino	White
3 and 4-year-olds attending preschool	53%	43%	59%
2 nd grade proficiency in English language arts	48%	48%	73%
8 th grade proficiency in English language arts	46%	48%	75%
Middle and high school proficiency in Algebra I	21%	26%	45%
High school students graduating in 4 years	66%	73%	86%
9 th graders who graduate from high school 4 years later having completed the A-G courses needed for admission to UC/CSU	19%	20%	39%
High school graduates who enroll in a California public postsecondary institution (including community colleges)	45%	47%	52%

**What are some of the reasons
for these outcomes?**

Schools That Beat the Odds...

	African American	Latino	ABM* Latino
2 nd grade proficiency in English language arts	48%	48%	70%
8 th grade proficiency in English language arts	46%	48%	75%
Middle and high school proficiency in Algebra I	21%	26%	25%

*Aspire Berkley Maynard K-8 (Oakland, CA)

	African American	CCUH** AA	Latino
High school students graduating in 4 years	66%	95%	73%
9 th graders who graduate from high school in 4 years successful with A-G courses for UC/CSU	19%	37%	20%
High school grads who enroll in a CA public postsecondary institution (2-year & 4-year)	45%	n/a	47%

**Culver City High School (Culver City, CA)

What Contributes to School Success?

- **Culture of High Expectations/Focus on Equity**
 - College-Going Culture/*College for Certain*
 - Relentless effort to ensure all students are growing and achieving
- **Faculty Commitment to Track Student Growth and Achievement**
 - Use of data to identify areas of need for individual students and student subgroups
 - Weekly grade level team meetings
- **Strong home-school connections**
 - Parents informed of students' progress and enlisted to support them

**How do we know if students
are successful in school?**

Academic Indicators

- Attendance
- School enrollment
- Student achievement
- Access to and success in rigorous courses
- College and career knowledge and readiness
- Appropriate English learner services
- Special education services and accommodations

Socio-emotional and broader school health indicators

- Disciplinary action
- School “connectedness”
- Physical activity
- Mental health needs and services

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Attendance

- Chronic absenteeism (missing 10% or more of school year – about 18 days a year or 2 days every month)
- Truancy (missing more than 30 min. of instruction without an excuse 3 times during the school year)
- Habitual Truant (missing 10% or more of school year without an excuse)

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School Enrollment

- Preschool
 - State Preschool and Head Start
 - Early academics, including pre-literacy and early math
 - Important early learning skills, such as paying attention, managing emotions and completing tasks
 - Research: every dollar invested in high-quality early learning programs can save \$7.
- School choices and options

School Enrollment:

Charter School Basics

- 1,000+ schools in CA, 484,000 students
- Must be “chartered” or authorized by a district school board, county office of education board or state board of education. Chartering body oversees the school’s fiscal and academic standing.
- Many charter schools are “stand-alone” schools, but many are operated by Charter Management Organizations (can be for-profit or non-profit)
- Charter schools are publically funded (based on student attendance), and tuition-free to students
- Enrollment can not be restricted and schools cannot discriminate
- Sometimes theme-based

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Student Achievement

- Early literacy
- Elementary reading proficiency (e.g. 3rd grade)
- Algebra I proficiency
- California High School Exit Exam (CAHSEE)
- Early Assessment Program (EAP) in 11th grade

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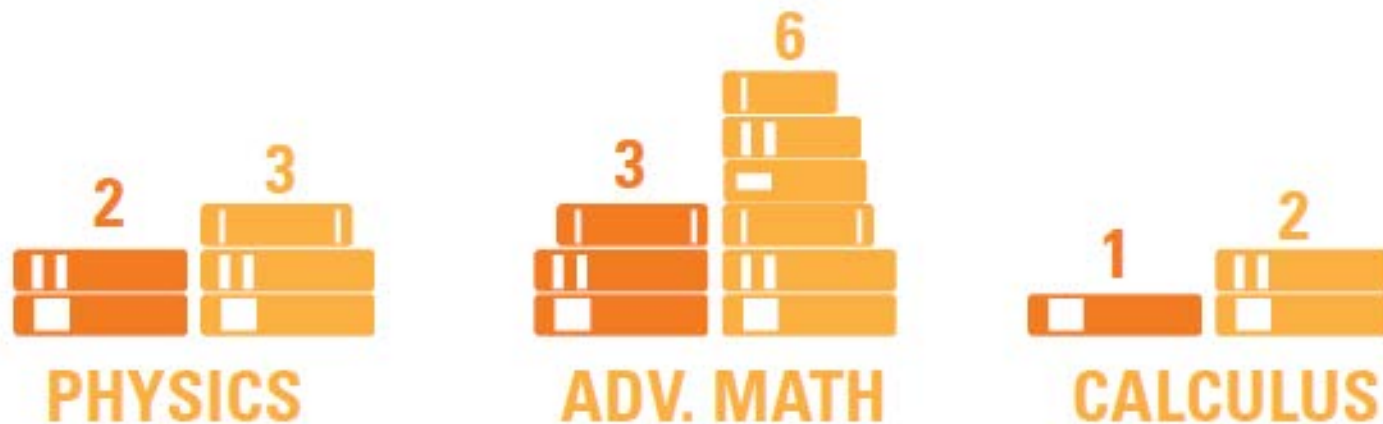
Access to and success in rigorous courses

- A-G courses required for UC/CSU eligibility
- Access to the Common Core State Standards
- Next Generation Science Standards

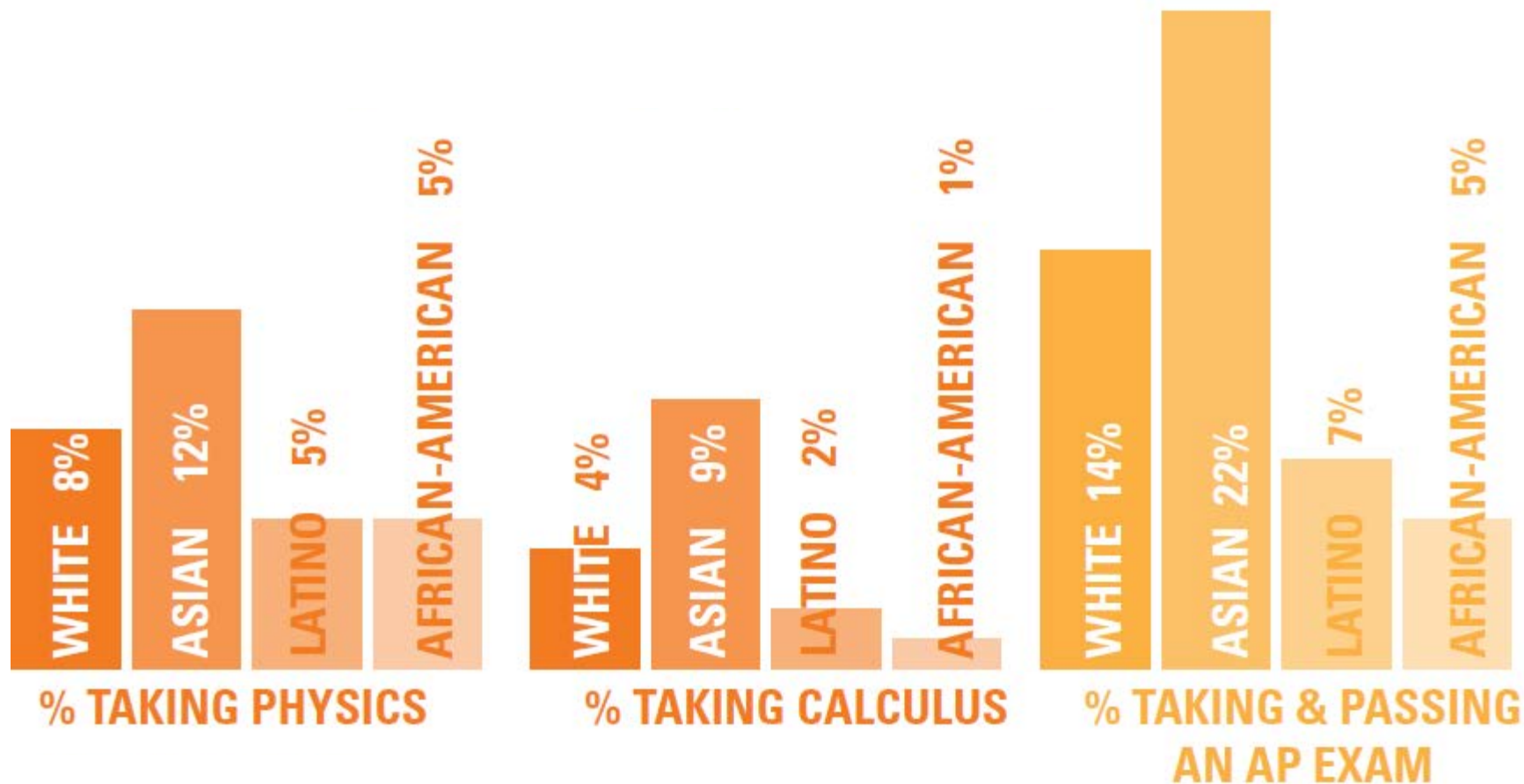
A-G AREA	SUBJECT	CA HIGH SCHOOL GRADUATION	A-G REQUIREMENT
A	History and Social Science	3 years (1 year WH + ½ year Civics, ½ year Econ + U.S. History)	2 years (1 year WH + 1 year US History or ½ year US History & ½ year Civics)
B	English	3 years	4 years (all a-g)
C	Mathematics	2 years (including Algebra 1)	3 years (Algebra I, geometry, Algebra II)
D	Science	2 years (one biological; one physical)	2 years (lab sciences)
E	World Language	1 year of either World Language, VAPA or CTE	2 years (in same language)
F	Visual and Performing Arts	1 year of either World Language, VAPA or CTE	1 year (dance, drama/theater, music, visual art)
G	Elective	n/a	1 year
N/A	Career & Technical Education (CTE)	1 year of either World Language, VAPA or CTE	
N/A	Physical Education & Health	2 years P.E.	None

OF RIGOROUS COURSES OFFERED PER 1,000 HIGH SCHOOL STUDENTS

■ HIGH-POVERTY SCHOOLS ■ LOW -POVERTY SCHOOLS



SOURCE: CIVIL RIGHTS DATA COLLECTION, 2009-2010. US DEPT. OF EDUCATION, OFFICE OF CIVIL RIGHTS. ANALYSIS BY EDUCATION TRUST – WEST.



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Common Core Key Instructional Shifts

The CCSS are more focused, coherent, and highly-interrelated between content areas and grade levels.

ELA and Literacy	Mathematics
Building knowledge through content rich non-fiction	Greater focus: Fewer topics at greater depth
Reading, Writing, and Speaking grounded in evidence from text	Coherent progressions through grade levels: each standard is an extension of prior learning
Regular practice with complex texts	Conceptual understanding of key concepts
Academic language in all core coursework	Procedural Skill and Fluency in Calculation
Emphasis of literacy across content areas	Flexibly applying math in context and within other content areas

Source: Adapted from Adapted from Student Achievement Partners, 2011. (<http://www.achievethecore.org/steal-these-tools>)

English Language Development Standards

Shifts reflect the underlying belief that students can engage in cognitively demanding content, regardless of English language proficiency level

Previous ELD Standards (1998)	CCSS-Aligned ELD Standards (2012)
Language acquisition is an individual process.	Language acquisition is a developmental linguistic and social process.
Language is a structure of functions.	Language is action, subsuming structure and function.
Second language acquisition is a linear and progressive process aimed accuracy and grammatical correctness.	Second language acquisition is a non-linear and complex developmental process aimed at comprehension and effective communication.
Use of simplified texts with minimal context	Use of complex texts with ample context and temporary supports
Use of activities that pre-teach content or simply “help students get through texts”	Activities that scaffold students’ development and autonomy as part of learning and development
Isolated, discrete structural features of language	Exploration of how language is purposeful and patterned to do its particular rhetorical work
Traditional grammar as a starting point to access texts	Multimodal grammar addressed within a context of texts and academic tasks
Literacy foundational skills as one-size-fits-all, neglecting linguistic resources	Literacy foundational skills targeting varying profiles of ELs, tapping linguistic resources.

Source: Adapted from Karen Cadiero Kaplan’s presentation to the SBE on July 18, 2012

Next Generation Science Standards

- Core content designed to be taught in context and in an integrated way, rather than as isolated facts
- Reflects how science is practiced in the real world
- Concepts build across the grades, so students build on what they've already learned
- Engineering and technology are integrated into the standards

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College and career knowledge and readiness

- Meaningful college and/or career course pathways
- College application
- FAFSA completion

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ELL Designation & Support

- Home Language Survey → CA English Language Development Test (CELDT)
- Monitoring (CELDT each October)
- Reclassification
 - English proficiency on CELDT (Advanced or Early Advanced)
 - Basic skills (usually California Standards Test ELA proficiency)
 - Teacher recommendation
 - Parent consultation
- Services/Supports
 - CCSS – academic language across all curriculum
 - Structured English Immersion (specific classes for beginning ELD levels with certified teachers) unless parent requests placement in mainstream English class(es).
 - English Language Development & content instruction with SDAIE (Specially Designed Academic Instruction in English) techniques (also GLAD) for English Learners (e.g. multi-sensory learning; repetition; practice with oral language; access to native English speakers)
- State Seal of Biliteracy

Academic Indicators

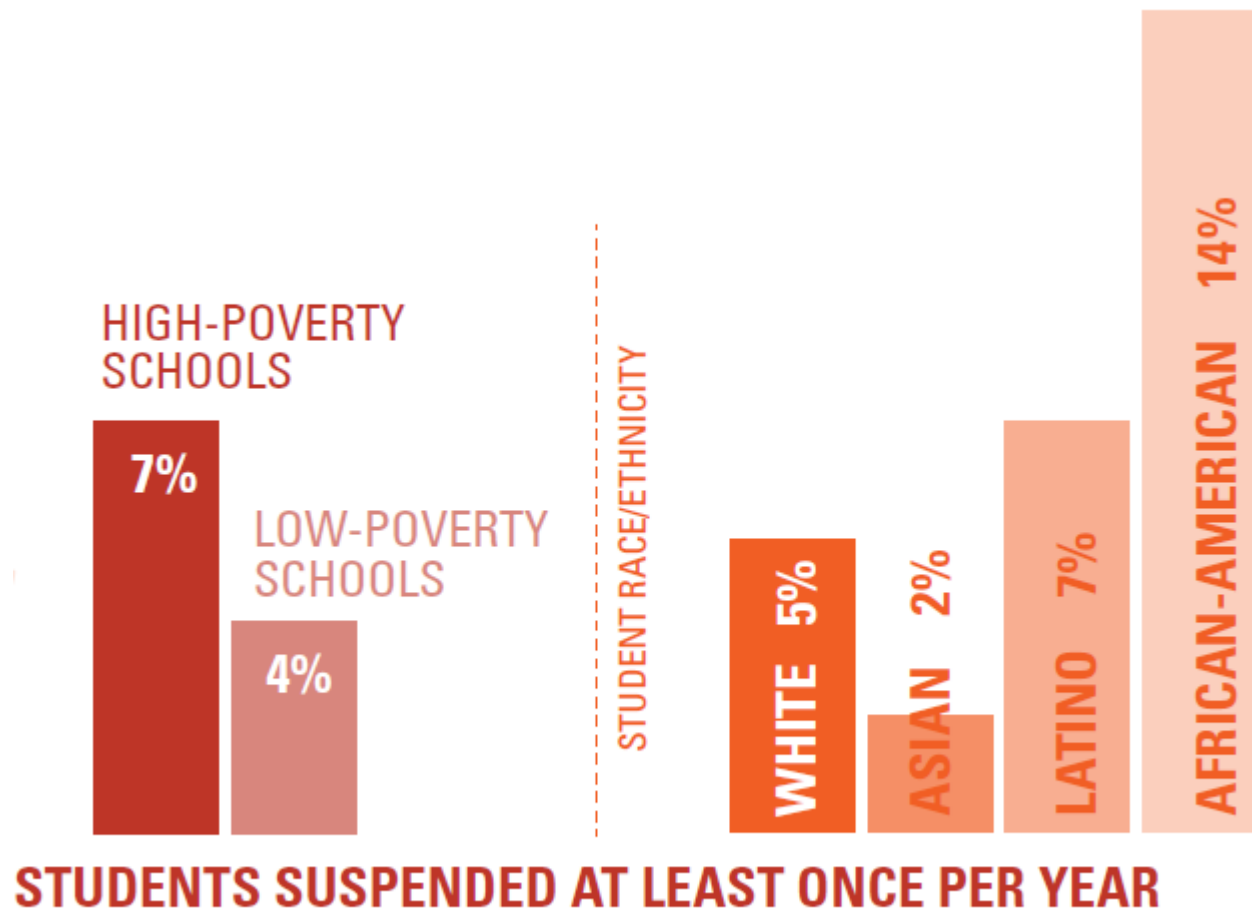
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Special education services and accommodations

- Appropriate SPED identification, plan, and supports
- Individuals with exceptional needs include:
 - Hearing impaired and/or visually impaired/Speech or language impaired
 - Severely orthopedically impaired/Health impaired (e.g., acute illness)
 - Autistic-like behaviors
 - Intellectual disabilities (e.g., cognitive challenges)
 - Severely emotionally disturbed
 - Learning disabilities (e.g., dyslexia, dyscalculia, dysgraphia, dyspraxia, Visual Processing Disorder and Auditory Processing Disorder)
- Student designation is determined through an assessment process and student placement and services are determined by an IEP (Individual Education Plan) team that includes a parent, teacher, administrator, special education teacher/specialist.
- Can waive the high school exit exam requirement
- Difference between accommodations & modifications

Socio-emotional and broader school health indicators

- **Disciplinary action**
 - In and out of school suspension
 - Frequency of suspension
 - Expulsion
- School “connectedness”
- Physical activity
- Mental health needs and services



SOURCE: CIVIL RIGHTS DATA COLLECTION, 2009-2010. US DEPT. OF EDUCATION, OFFICE OF CIVIL RIGHTS.
ANALYSIS BY EDUCATION TRUST – WEST.

Socio-emotional and broader school health indicators

- Disciplinary action
- **School “connectedness”**
 - California Healthy Kids survey defines this as being treated fairly, feeling close to people, feeling happy, feeling part of school, and feeling safe at school
- Physical activity
- Mental health needs and services

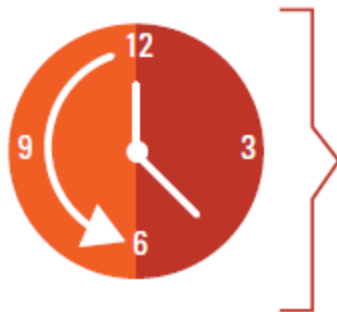
Socio-emotional and broader school health indicators

- Disciplinary action
- School “connectedness”
- **Physical activity**
 - State physical fitness test (grades 5, 7, 9)
- Mental health needs and services

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- **Mental health needs and services**

School conditions affecting students in poverty...



60% of districts shortened
their school year in
2010-2011.

SOURCE: "UPDATE ON SCHOOL DISTRICT FINANCE IN CALIFORNIA," 2011.
LEGISLATIVE ANALYST'S OFFICE.

NEARLY HALF OF CALIFORNIA HIGH SCHOOLS HAVE REDUCED



instructional time since 2008, with
high-poverty schools more likely to do so.

SOURCE: TURNING BACK THE CLOCK, 2011. EDUCATION TRUST – WEST.



Teachers are the most important in-school factor affecting student achievement.



TEACHERS ABSENT > 10 DAYS PER YEAR



HIGH-POVERTY SCHOOLS



LOW-POVERTY SCHOOLS

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ANALYSIS BY EDUCATION TRUST – WEST.

Thank you! Questions?

For more information,
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