Key Indicators of Educational Success
LOW-INCOME STUDENTS AND LATINO AND AFRICAN-AMERICAN STUDENTS ARE THE MAJORITY IN CALIFORNIA.

57% LOW-INCOME

3 OUT OF 5 Students in California are African-American or Latino.
What are the outcomes for these students?
California Achievement Trends

<table>
<thead>
<tr>
<th>Category</th>
<th>African-American</th>
<th>Latino</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 and 4-year-olds attending preschool</td>
<td>53%</td>
<td>43%</td>
<td>59%</td>
</tr>
<tr>
<td>2nd grade proficiency in English language arts</td>
<td>48%</td>
<td>48%</td>
<td>73%</td>
</tr>
<tr>
<td>8th grade proficiency in English language arts</td>
<td>46%</td>
<td>48%</td>
<td>75%</td>
</tr>
<tr>
<td>Middle and high school proficiency in Algebra I</td>
<td>21%</td>
<td>26%</td>
<td>45%</td>
</tr>
<tr>
<td>High school students graduating in 4 years</td>
<td>66%</td>
<td>73%</td>
<td>86%</td>
</tr>
<tr>
<td>9th graders who graduate from high school 4 years later having completed the A-G courses needed for admission to UC/CSU</td>
<td>19%</td>
<td>20%</td>
<td>39%</td>
</tr>
<tr>
<td>High school graduates who enroll in a California public postsecondary institution (including community colleges)</td>
<td>45%</td>
<td>47%</td>
<td>52%</td>
</tr>
</tbody>
</table>
What are some of the reasons for these outcomes?
## Schools That Beat the Odds...

<table>
<thead>
<tr>
<th></th>
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<th>ABM* Latino</th>
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*Aspire Berkley Maynard K-8 (Oakland, CA)

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

**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
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
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)
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
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
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
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
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
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
<table>
<thead>
<tr>
<th>A-G AREA</th>
<th>SUBJECT</th>
<th>CA HIGH SCHOOL GRADUATION</th>
<th>A-G REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>History and Social Science</td>
<td>3 years (1 year WH + ½ year Civics, ½ year Econ + U.S. History)</td>
<td>2 years (1 year WH + 1 year US History or ½ year US History &amp; ½ year Civics)</td>
</tr>
<tr>
<td>B</td>
<td>English</td>
<td>3 years</td>
<td>4 years (all a-g)</td>
</tr>
<tr>
<td>C</td>
<td>Mathematics</td>
<td>2 years (including Algebra 1)</td>
<td>3 years (Algebra I, geometry, Algebra II)</td>
</tr>
<tr>
<td>D</td>
<td>Science</td>
<td>2 years (one biological; one physical)</td>
<td>2 years (lab sciences)</td>
</tr>
<tr>
<td>E</td>
<td>World Language</td>
<td>1 year of either World Language, VAPA or CTE</td>
<td>2 years (in same language)</td>
</tr>
<tr>
<td>F</td>
<td>Visual and Performing Arts</td>
<td>1 year of either World Language, VAPA or CTE</td>
<td>1 year (dance, drama/theater, music, visual art)</td>
</tr>
<tr>
<td>G</td>
<td>Elective</td>
<td>n/a</td>
<td>1 year</td>
</tr>
<tr>
<td>N/A</td>
<td>Career &amp; Technical Education (CTE)</td>
<td>1 year of either World Language, VAPA or CTE</td>
<td>None</td>
</tr>
<tr>
<td>N/A</td>
<td>Physical Education &amp; Health</td>
<td>2 years P.E.</td>
<td>None</td>
</tr>
</tbody>
</table>
# OF RIGOROUS COURSES OFFERED PER 1,000 HIGH SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>High-Poverty Schools</th>
<th>Low-Poverty Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Adv. Math</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Calculus</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Common Core Key Instructional Shifts

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

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

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

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

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

Source:
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
College and career knowledge and readiness

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

- 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
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
STUDENTS SUSPENDED AT LEAST ONCE PER YEAR

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
Socio-emotional and broader school health indicators

- Disciplinary action
- School “connectedness”
- Physical activity

- Mental health needs and services
School conditions affecting students in poverty...
60% of districts shortened their school year in 2010-2011.


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.

Low-income, African-American, and Latino students in California's largest district are... twice as likely to be assigned one of the least effective teachers.

TEACHERS ABSENT > 10 DAYS PER YEAR

HIGH-POVERTY SCHOOLS

1 OUT OF 3 (32%)

LOW-POVERTY SCHOOLS

1 OUT OF 4 (27%)

Thank you!

Questions?

For more information, visit www.edtrustwest.org
Contact jlafor@edtrustwest.org or chahnel@edtrustwest.org

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