

UC/ACCORD

RESEARCH TO MAKE A DIFFERENCE

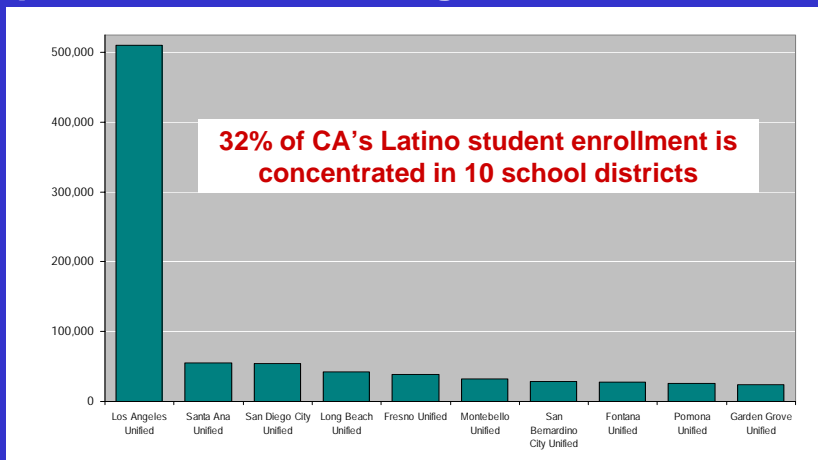
Accountability for Educational Outcomes: A Conversation for All Stakeholders

Dr. Julie A. Mendoza, Co-Director
California Opportunity Indicators Project
and UC ACCORD Post-Doctoral Scholar

August 25, 2005

Where is Latino Student Enrollment Concentrated in CA?

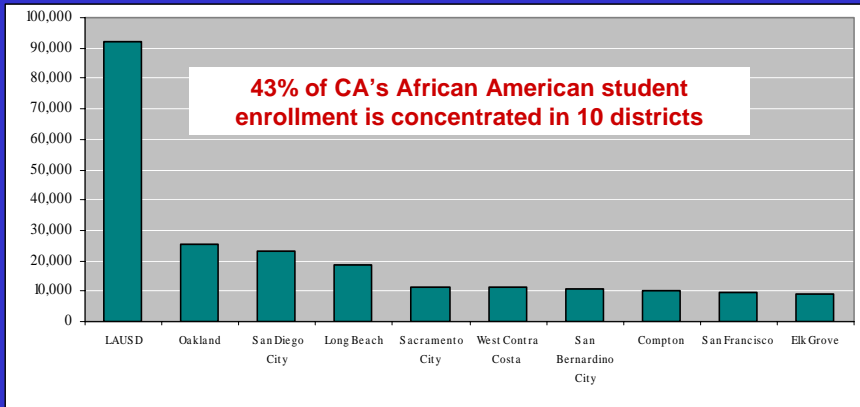
Top 10 Districts with Largest Latino Enrollment



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Where is African American Student Enrollment Concentrated in CA?

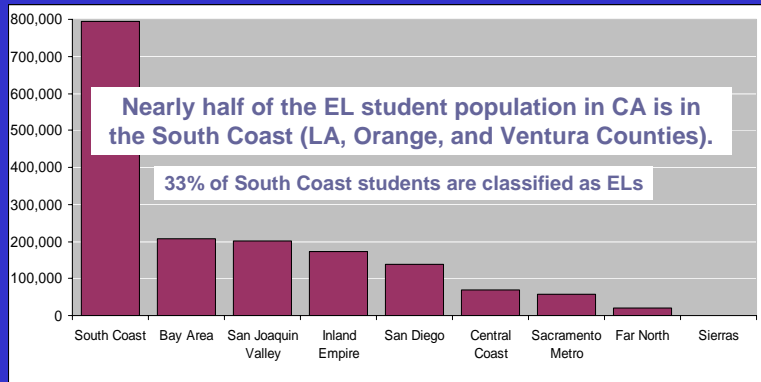
Ten School Districts with Largest Enrollment



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English Learners in CA Schools

Number and Location of EL Students, Fall 2003



Source: Fall 2003 CELDT in Public Policy Institute of California Research Brief (April, 2005)

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One out of three migrant students in U.S. lives in CA



There are 300,000 migrant students enrolled in CA schools during the regular school year and 178,000 attending summer/intersession classes.

Source: CA Department of Education, Overview of Migrant Education, 2004

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College Opportunity Ratio (COR)

Indicator that reports the effectiveness of the state's high schools in producing college-ready graduates

COR = 9th graders: Grads 4-years later: A-G graduates

For example:

300 9th graders in Fall '98:

200 Grads in Spring '02:

100 Grads passed A-G requirements

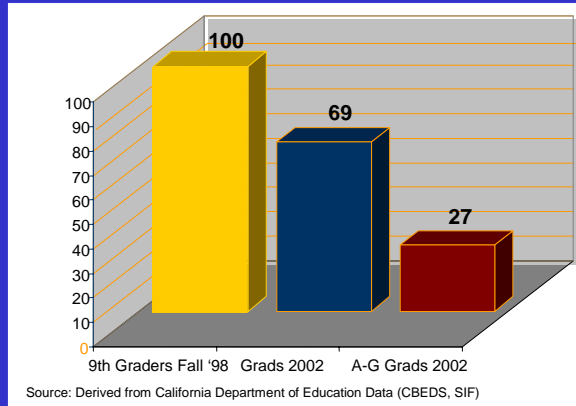
COR = 100:67:33

SOURCE: Oakes, J.; Mendoza, J. and Silver, D. (2004). California Opportunity Indicators: Informing and Monitoring California's Progress Toward Equitable College Access. www.ucaccord.org

College Opportunity Ratio (COR)

California's 2002 Public HS Average COR
for *all* Racial/Ethnic Groups (n=854)

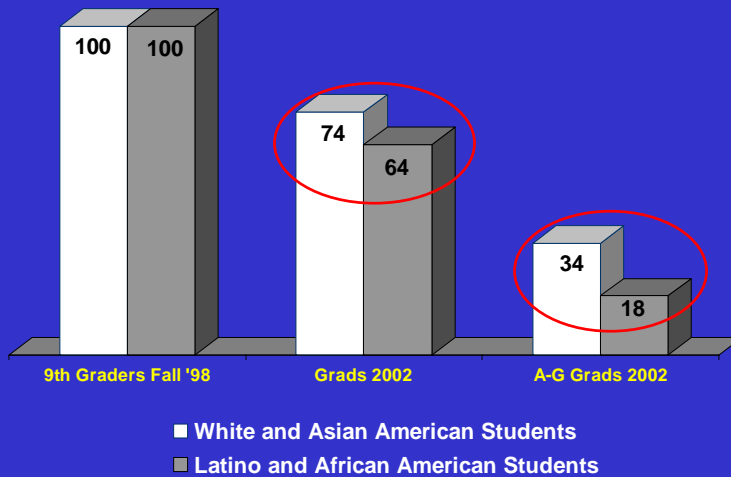
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Average State COR 2002: Disparities Among Racial/Ethnic Groups



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Counties vary in their success in helping college-hopeful 9th graders complete four-year college-prep coursework.

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2002 College Opportunity Ratio (COR)

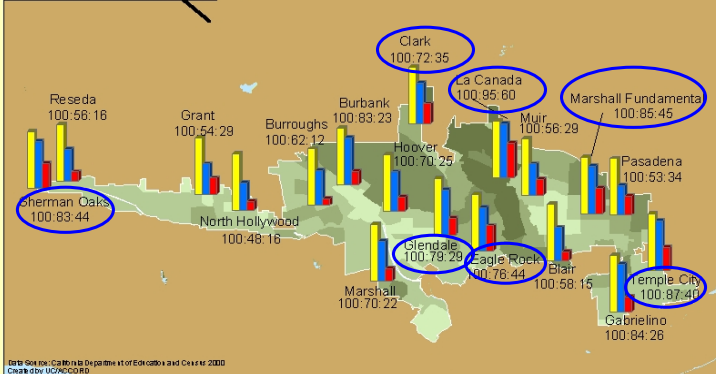
California Public High Schools Prepare Few Underrepresented 9th Graders for College



State average COR

100 : 69 : 27

Senate District 21
Jack Scott

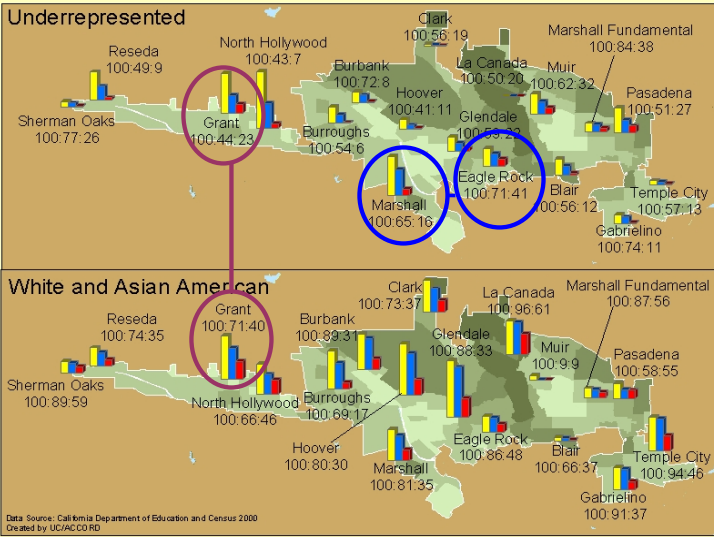


DATA SOURCE: CALIFORNIA DEPARTMENT OF EDUCATION AND COLLEGE
CHART BY UCACCORD

College Opportunity Ratio (COR):

9th graders ____ : # Graduates four years later ____ : # College-ready graduates ____

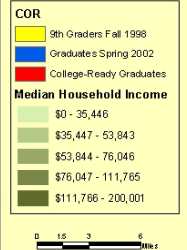
2002 College Opportunity Ratio (COR)



Senate District 21
Jack Scott

Underrepresented:
Students from groups with low UC participation -- African American, Latino, and American Indian

College-Ready:
Graduates completing courses required for CSU and UC admissions with a grade of C or better.

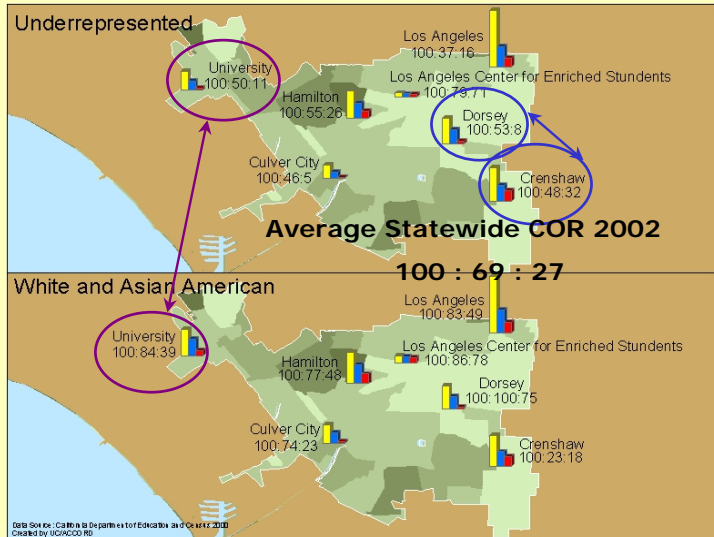


Data Source: California Department of Education and Census 2000
Created by UC/ACCORD

College Opportunity Ratio (COR):

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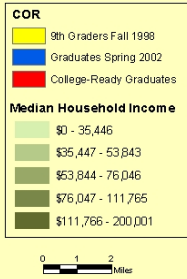
2002 College Opportunity Ratio (COR)



Assembly District 47
Karen Bass

Underrepresented:
Students from groups with low UC participation -- African American, Latino, and American Indian

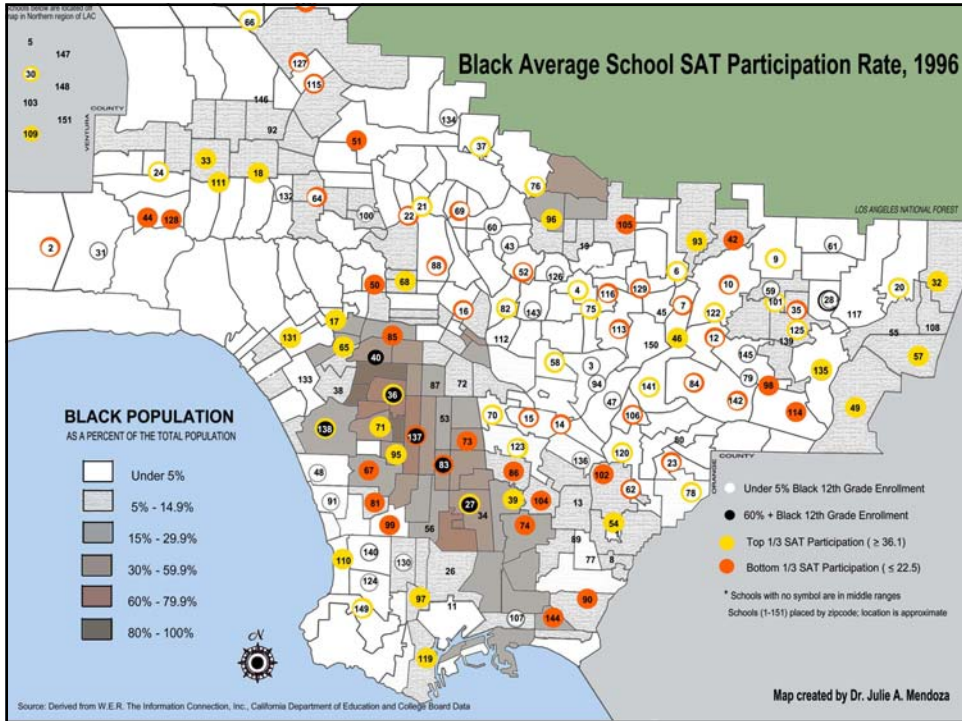
College-Ready:
Graduates completing courses required for CSU and UC admissions with a grade of C or better.



Data Source: California Department of Education and Census 2000
Created by UC/ACCORD

College Opportunity Ratio (COR):

9th graders ___ : # Graduates four years later ___ : # College-ready graduates ___

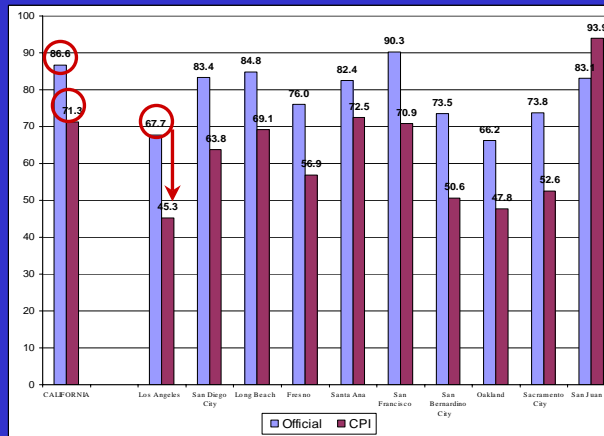


Critical Conditions for Student Achievement and College-Going

- Safe and adequate school facilities.
- “College-going” school culture.
- Rigorous academic curriculum.
- Qualified teachers.
- Intensive academic and social supports.
- Opportunities to develop a (multicultural) college-going identity.
- Family-school college-going connections.

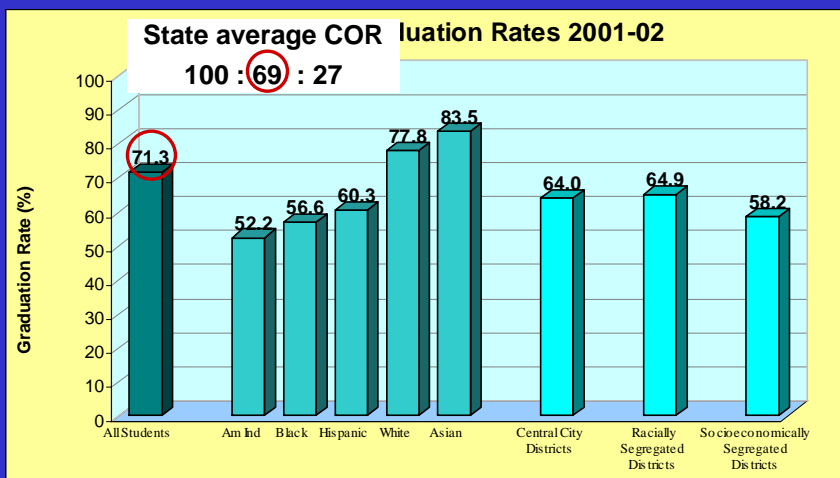
SOURCE: Oakes, J. (2002). Critical Conditions for Equity and Diversity in College Access: Informing Policy and Monitoring Results. www.ucaccord.org

Graduation Rate Estimates Differ Depending on Methodology Used

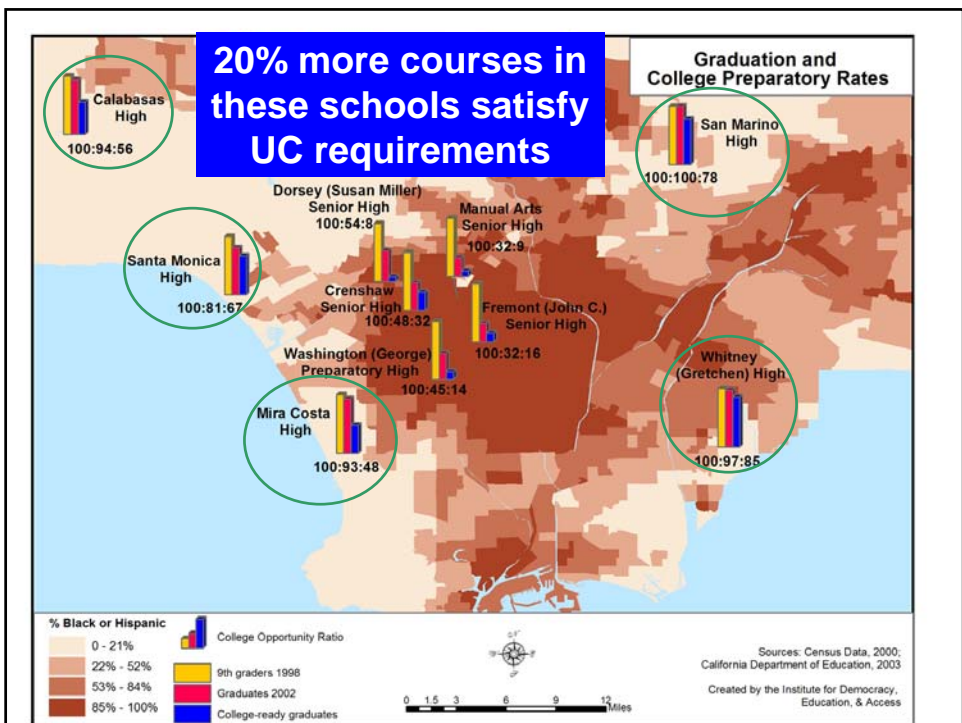
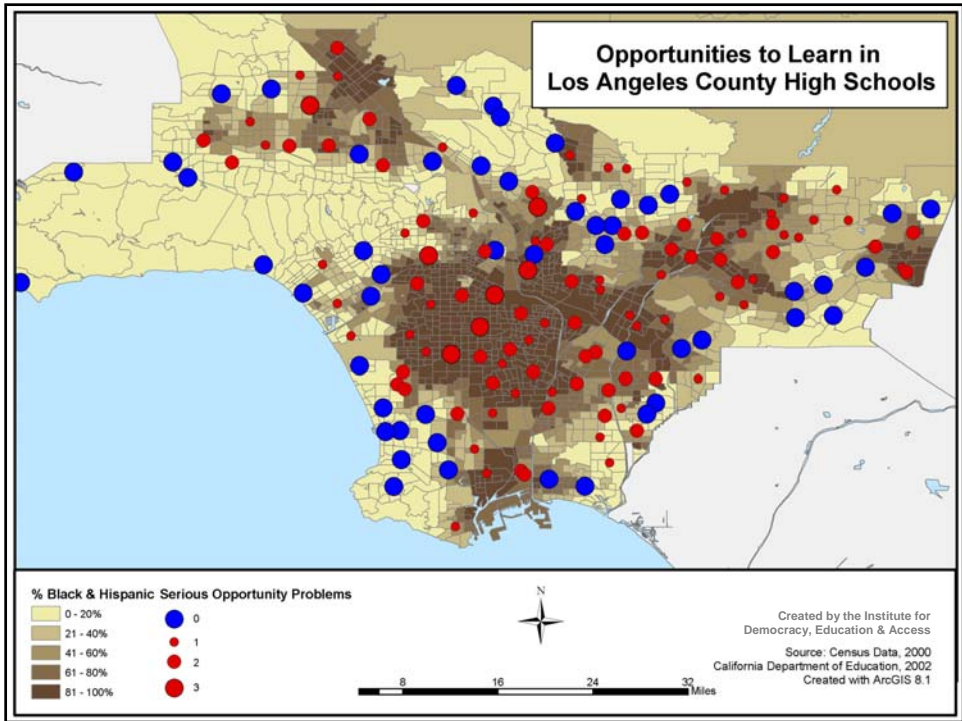


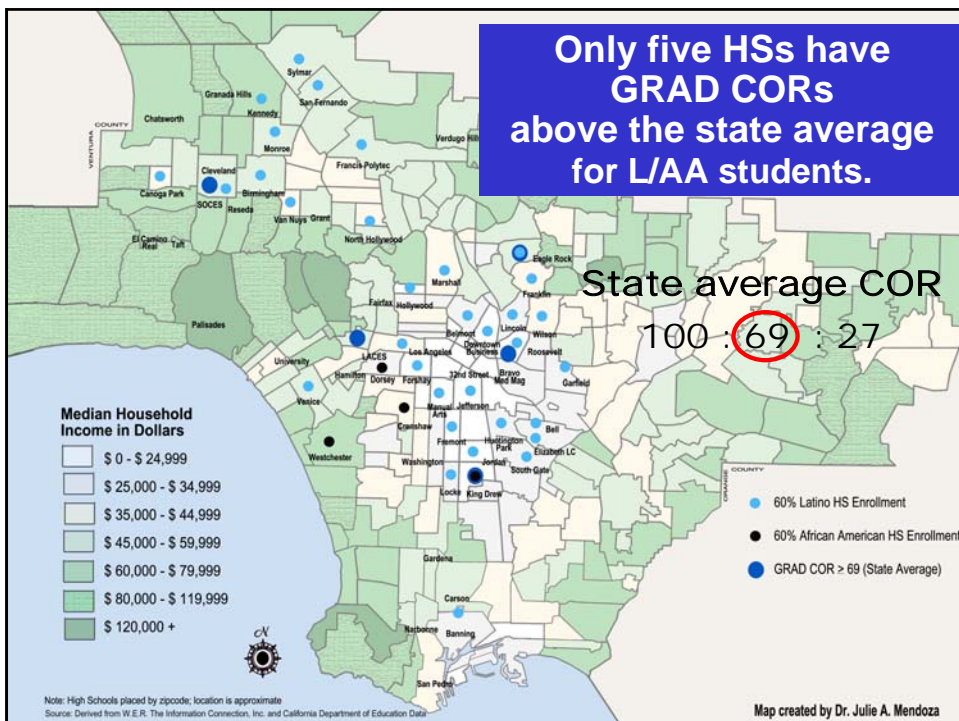
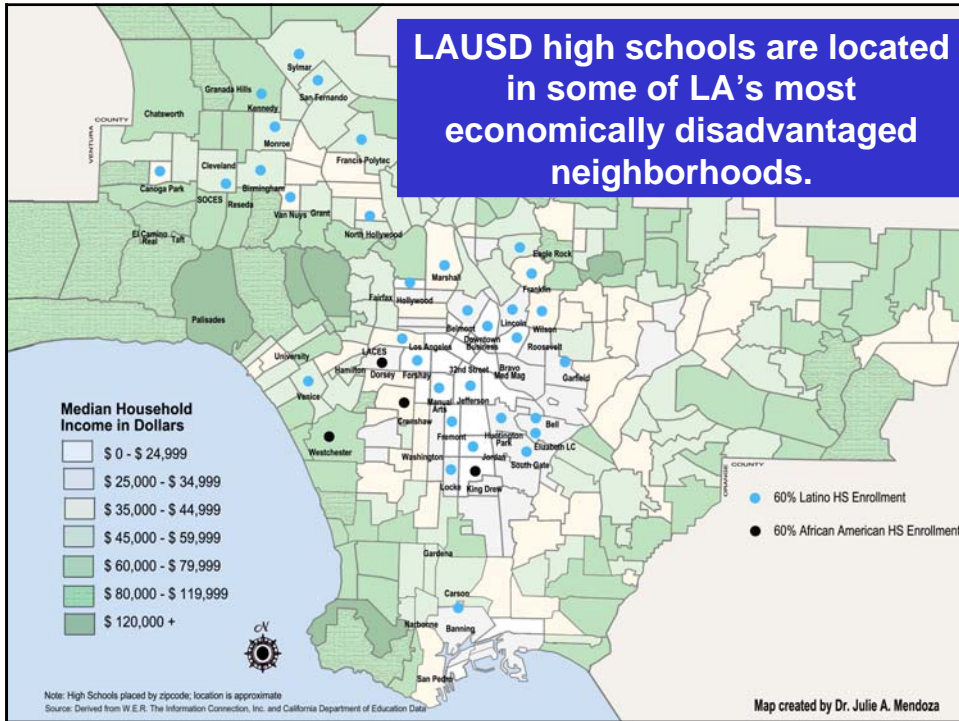
SOURCE: Dr. Christopher B. Swanson, The Urban Institute

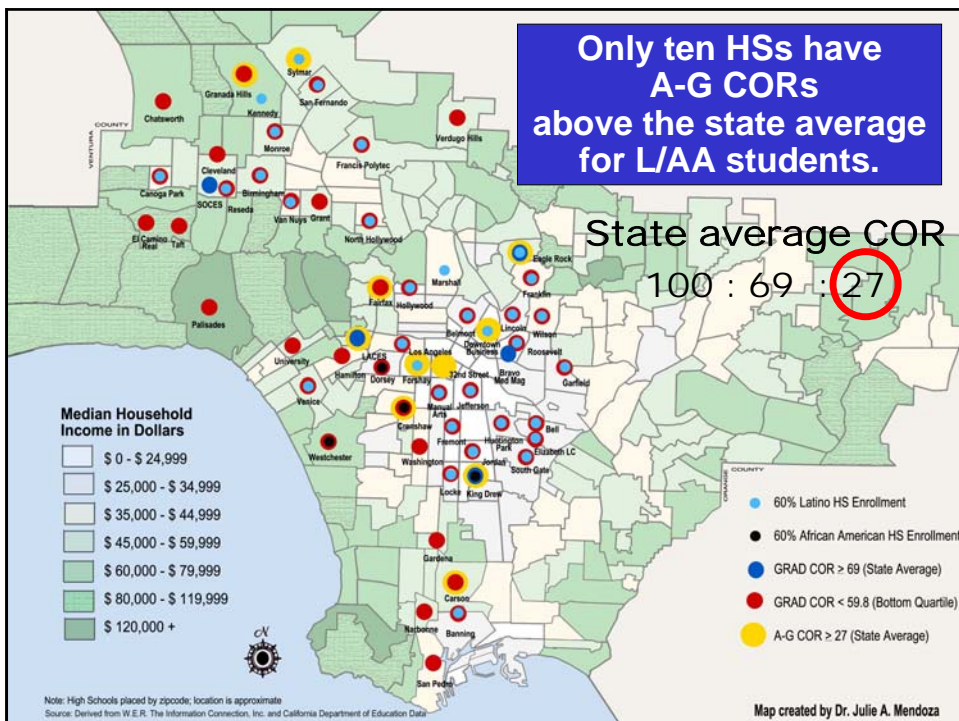
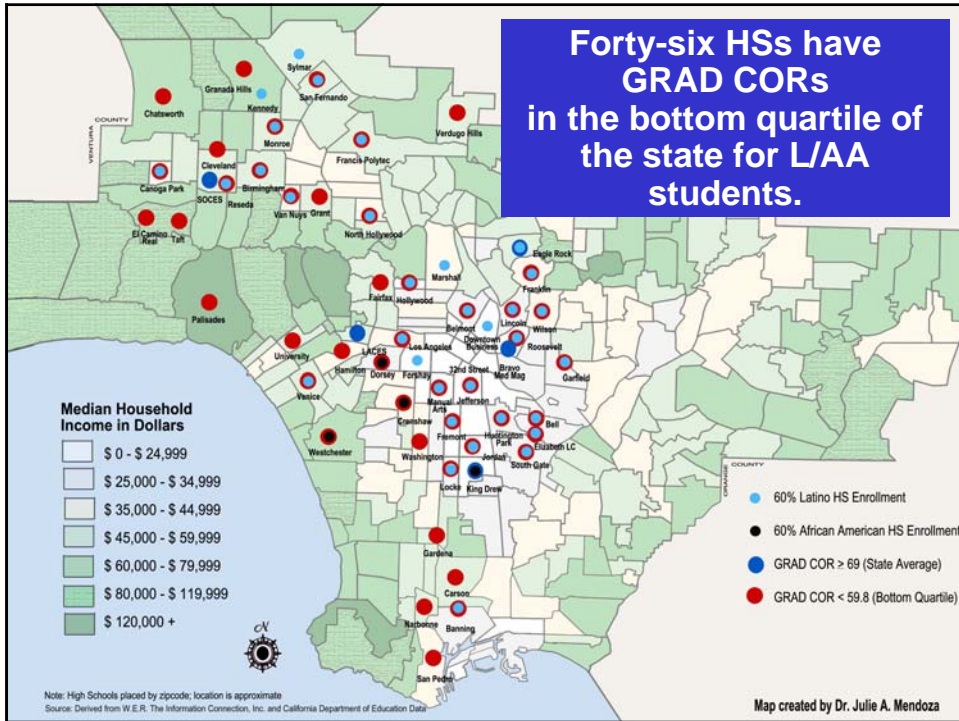
Cumulative Promotion Index (CPI) Graduation Rate Estimates

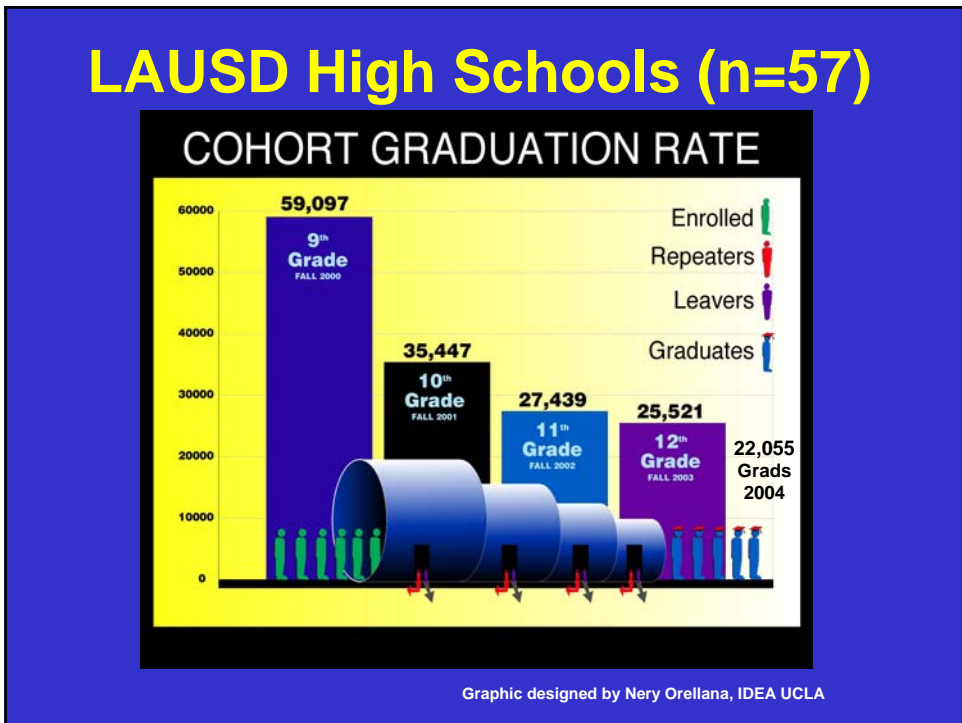
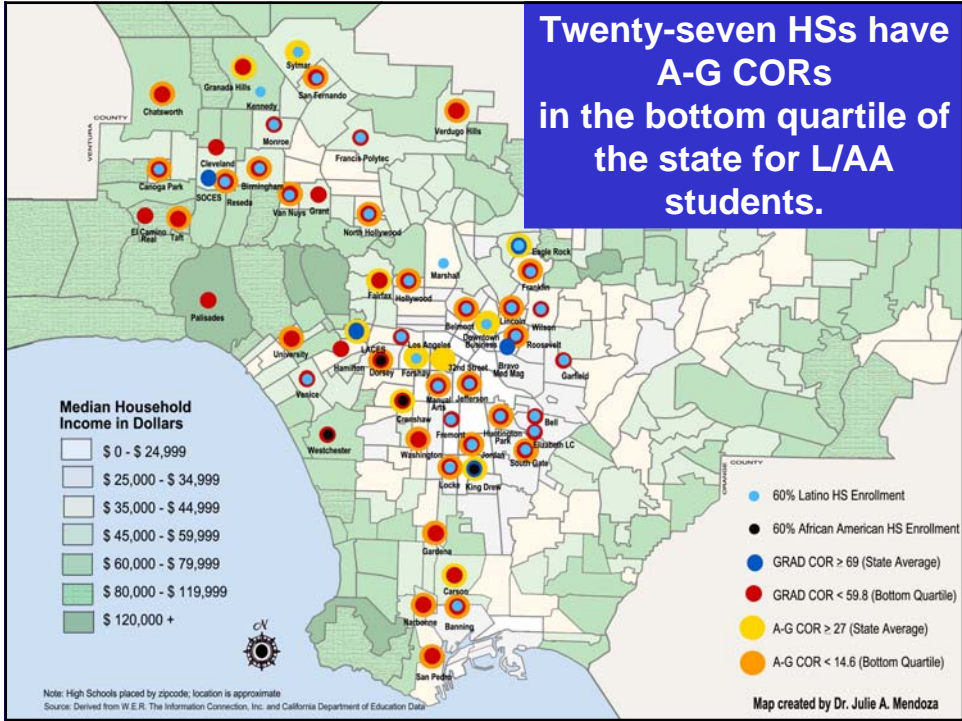


SOURCE: Dr. Christopher B. Swanson, The Urban Institute









Who Stays in LAUSD High Schools? Who Doesn't?

Only 43% of all 9th graders who entered LAUSD high schools in Fall 2000 were enrolled 3-years later.

	9 th Graders Fall '00	Seniors Fall '03	(CR)
All	59,097	25,521	-33,576 (.43)
Latino	41,934	17,018	-24,916 (.41)
Afr Am	7,554	3,031	-4,524 (.40)
White	5,835	3,111	-2,724 (.53)
Asian/PI	3,605	2,293	-1,312 (.64)
Am Ind	169	68	-101 (.40)

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LAUSD High School Exit Patterns for Students Entering Ninth Grade in Fall 2000

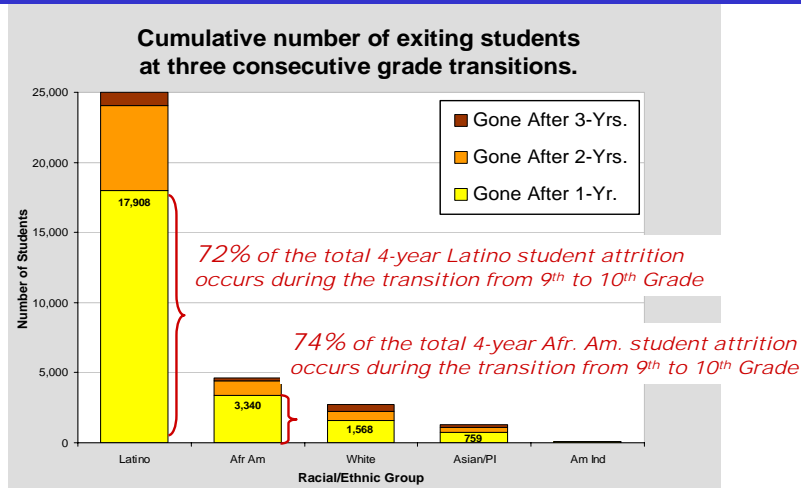


Chart created by Dr. Julie A. Mendoza

Continuation Rates for LAUSD Latino Students, by Gender and Language Fluency

Only 41% of all Latino 9th graders who entered LAUSD high schools in Fall 2000 were enrolled 3-years later.

	9 th Graders Fall '00	Seniors Fall '03	(CR)
LATINO	41,934	17,018	-24,916 (.41)
Gender			
Females	19,870	9,124	-10,746 (.46)
Males	22,064	7,894	-14,170 (.36)
Language			
English only	24,431	11,940	-12,491 (.49)
LEP	17,503	5,078	-12,425 (.29)

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Continuation Rates for LAUSD African American Students

Only 40% of all African American 9th graders who entered LAUSD high schools in Fall 2000 were enrolled 3-years later.

	9 th Graders Fall '00	Seniors Fall '03	(CR)
Afr. Am.	7,554	3,031	-4,523 (.40)
Gender			
Females	3,748	1,688	-2,060 (.45)
Males	3,806	1,343	-2,463 (.35)

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Characteristics of all students who exit LAUSD between 9th-10th Grade

- 76% of all students (n=23,793) who leave high school between 9th-10th grade are Latino.
- 70% participate in the free/reduced lunch program.
- 68% are born in California.
- 30% have attended US schools for nearly a decade.

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Why Students Drop Out

- Students drop out for many different reasons
- Dropout “symptoms” often appear in elementary school
- Dropping out influenced by both individual and institutional factors

SOURCE: Rumberger, R. (2004). Why Students Drop Out of School. In Orfield (Editor), *Dropouts in America: Confronting the Graduation Rate Crisis* (pp.131-156).

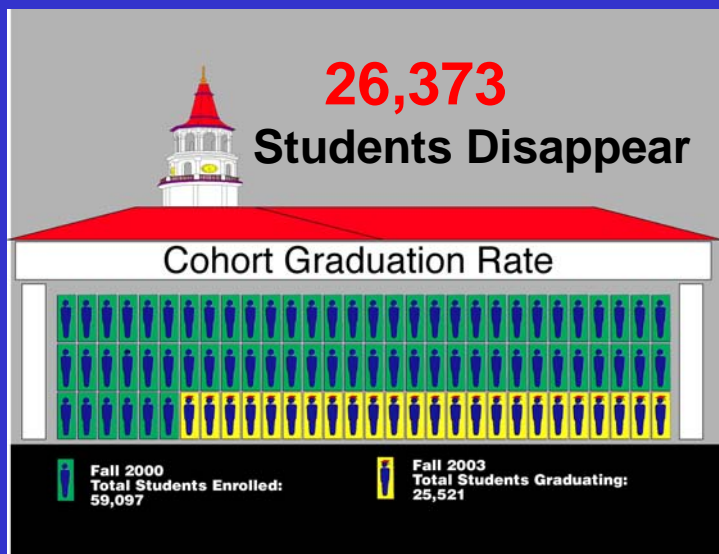
Who Graduates from LAUSD High Schools? Who Doesn't?

After accounting for legitimate transfers, only 44% of *all* 9th graders in the Fall 2000 cohort graduated 4-years later.

	Fall '00	Fall '03	Cohort Grads	Cohort Grad Rate
All	59,097	25,521	23,055	44%
Latino	41,934	17,018	15,132	41%
Afr Am	7,554	3,031	2,743	43%
White	5,835	3,111	2,944	58%
Asian/PI	3,605	2,293	2,170	67%
Am Ind	169	68	66	46%

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Keeping Track of the Leavers



Graphic designed by Nery Orellana, IDEA UCLA

LAUSD Leave Code

- L1 = Same school
- L2 = Another LAUSD school
- L3 = Another Public School in CA
- L4 = Private school in CA
- L5 = Other state/Out of United States
- L7 = Graduate
- L8 = Unknown/Deceased

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Missing LAUSD Students, by Race/Ethnicity

All Students	26,373	100%
Latino	20,081	.76
Afr Am	3,337	.13
White	1,935	.07
Asian/PI	943	.04
Am Ind	77	.003

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Policy Recommendations

- Develop a Council of Research Advisors.
- Require schools to publicly report continuation rates.
- Require schools to report 4-year graduation rates.
- Carefully monitor how schools “L-out” students.
- Map important educational outcomes.
- Ensure LAUSD’s dropout prevention and intervention strategies address the educational needs of all students (LEP/Special Ed/Gender).

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