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

32% of CA’s Latino student enrollment is concentrated in 10 school districts

Dr. Julie A. Mendoza
Where is African American Student Enrollment Concentrated in CA?

Ten School Districts with Largest Enrollment

- LAUSD
- Oakland
- San Diego City
- Long Beach
- Sacramento City
- West Contra Costa
- San Bernardino City
- Compton
- San Francisco
- Hesperia

43% of CA’s African American student enrollment is concentrated in 10 districts.

English Learners in CA Schools

Number and Location of EL Students, Fall 2003

- Nearly half of the EL student population in CA is in the South Coast (LA, Orange, and Ventura Counties).
- 33% of South Coast students are classified as ELs.

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

Dr. Julie A. Mendoza

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

College Opportunity Ratio (COR)
California’s 2002 Public HS Average COR for all Racial/Ethnic Groups (n=854)
100:69:27

Source: Derived from California Department of Education Data (CBEDS, SIF)

Average State COR 2002:
Disparities Among Racial/Ethnic Groups

Source: Derived from California Department of Education Data (CBEDS, SIF)
Counties vary in their success in helping college-hopeful 9th graders complete four-year college-prep coursework.

Dr. Julie A. Mendoza

2002 College Opportunity Ratio (COR)

State average COR
100 : 69 : 27

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

College Opportunity Ratio (COR):
# 9th graders___ ; # Graduates four years later___ ; # College-ready graduates___
2002 College Opportunity Ratio (COR)

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

College Opportunity Ratio (COR):
# 9th graders___ # Graduates four years later___ # College-ready graduates___

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

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.

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
20% more courses in these schools satisfy UC requirements
LAUSD high schools are located in some of LA’s most economically disadvantaged neighborhoods.

Only five HSs have GRAD CORs above the state average for L/AA students.

State average COR
100 : 69 : 27
Forty-six HSs have GRAD CORs in the bottom quartile of the state for L/AA students.

Only ten HSs have A-G CORs above the state average for L/AA students.
Twenty-seven HSs have A-G CORs in the bottom quartile of the state for L/AA students.
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.

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

Dr. Julie A. Mendoza

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

72% of the total 4-year Latino student attrition occurs during the transition from 9th to 10th Grade

74% of the total 4-year Afr. Am. student attrition occurs during the transition from 9th to 10th Grade

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.

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

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.

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

Dr. Julie A. Mendoza
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.

Dr. Julie A. Mendoza

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

### Reasons for Dropping Out

<table>
<thead>
<tr>
<th>Any School Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not like school</td>
<td>20%</td>
</tr>
<tr>
<td>Could not get along with teachers</td>
<td>15%</td>
</tr>
<tr>
<td>Could not get along with students</td>
<td>10%</td>
</tr>
<tr>
<td>Felt not safe at school</td>
<td>5%</td>
</tr>
<tr>
<td>Expelled from school</td>
<td>3%</td>
</tr>
<tr>
<td>Felt not belonging in school</td>
<td>2%</td>
</tr>
<tr>
<td>Needed to care for a family member</td>
<td>2%</td>
</tr>
<tr>
<td>Needed to support family</td>
<td>2%</td>
</tr>
<tr>
<td>Got married or planned to get married</td>
<td>2%</td>
</tr>
<tr>
<td>Any Job Reason</td>
<td>Percentage</td>
</tr>
<tr>
<td>Could not work and go to school at same time</td>
<td>15%</td>
</tr>
</tbody>
</table>


---

**Schools with the highest number of students that exit system are located in LA’s most EDUCATIONALLY disadvantaged neighborhoods.**

---

**Map Details:**

- **Legend:**
  - Less than 25%
  - 25% to 50%
  - 50% to 75%
  - Over 75%
  - No Data

**Legend Colors:**

- Purple
- Blue
- Green
- Red
- Orange

**Data Sources:**

- 2000 US Census Summary File 3
- USGS 2006 Geographic TIGER Data
- Los Angeles Unified School District
- California Department of Education

**Designed By:** Julie A. Mendoza and Vince Ibarra
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.

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

Dr. Julie A. Mendoza

Keeping Track of the Leavers

26,373 Students Disappear

Graphic designed by Nery Orellana, IDEA UCLA
Drag and drop to add image

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

Dr. Julie A. Mendoza

Missing LAUSD Students, by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>26,373</td>
<td>100%</td>
</tr>
<tr>
<td>Latino</td>
<td>20,081</td>
<td>.76</td>
</tr>
<tr>
<td>Afr Am</td>
<td>3,337</td>
<td>.13</td>
</tr>
<tr>
<td>White</td>
<td>1,935</td>
<td>.07</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>943</td>
<td>.04</td>
</tr>
<tr>
<td>Am Ind</td>
<td>77</td>
<td>.003</td>
</tr>
</tbody>
</table>

Dr. Julie A. Mendoza
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).

Dr. Julie A. Mendoza

Co-Director, California Opportunity Indicators Project

mendoza@gseis.ucla.edu

UCLA/UC ACCORD
1041 Moore Hall
Box 951521
Los Angeles, CA 90095
Tel: (310) 267-4412