



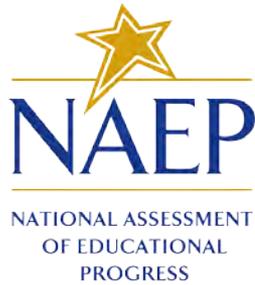
NAEP
12th GRADE
PREPAREDNESS
COMMISSION

The Nation's Report Card and 12th Grade Academic Preparedness

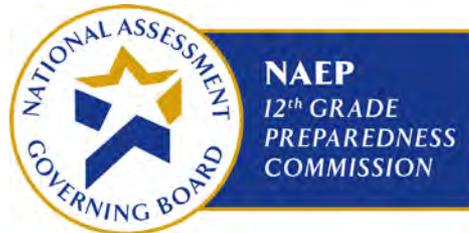
June 20, 2011 Sacramento, California



- An independent, non-partisan board
- Sets policy for and oversees NAEP



- The only continuing, nationally representative, state-comparable measure of student achievement



- Created to increase awareness about academic preparedness, as measured by NAEP



What is NAEP?

NAEP: Gold Standard in Assessing Achievement

Assesses what students know and can do:

SUBJECTS

Reading, Mathematics, Writing,
Science, U.S. History, Civics,
Geography, Economics, the Arts,
Technology and Engineering Literacy,
Foreign Language

GRADES

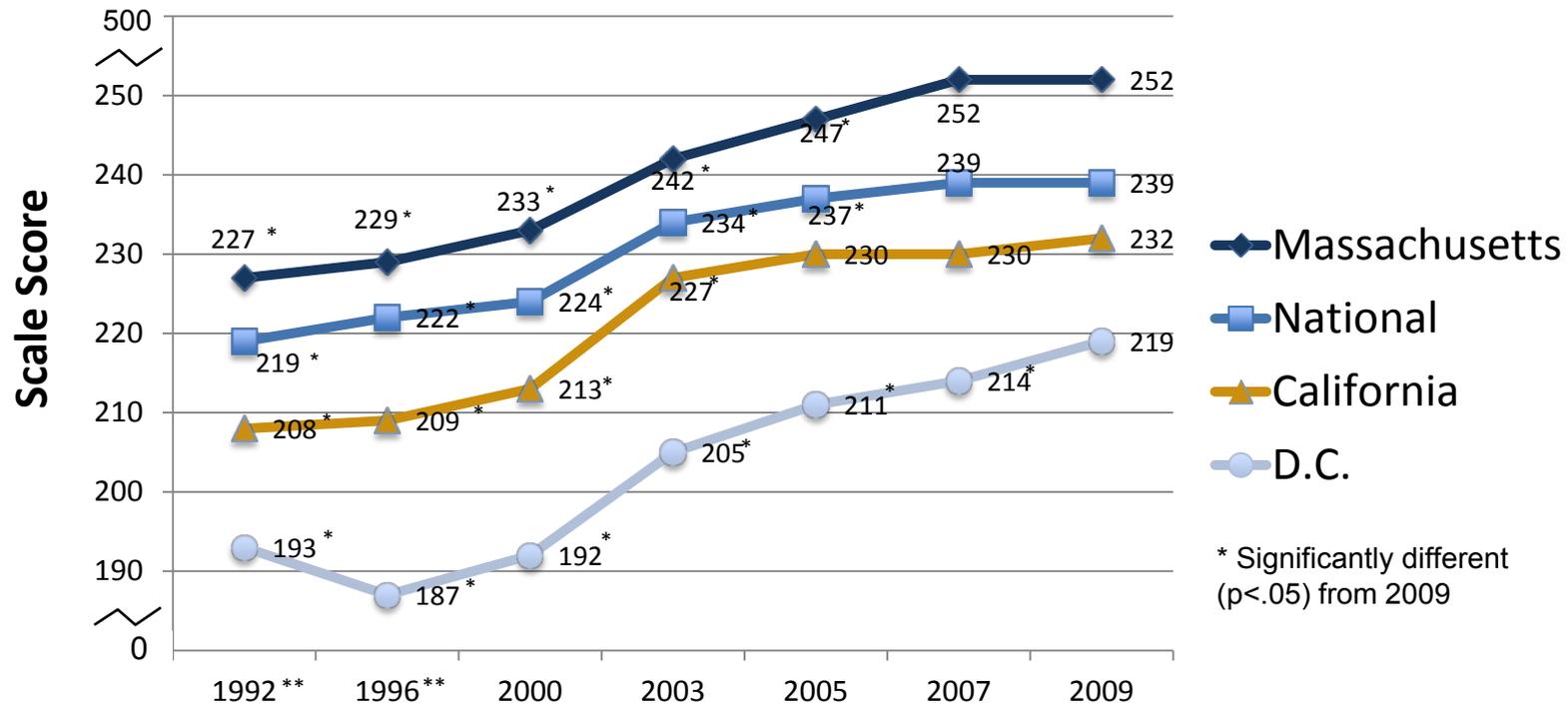
4, 8, and 12

RESULTS

Student Achievement Data for
- the Nation
- States
- 21 Urban Districts (Fresno, Los Angeles, San Diego)

NAEP Provides California with Data in Comparison to the Nation and Other States

California: Grade 4 Mathematics Scores



** Accommodations were not permitted.

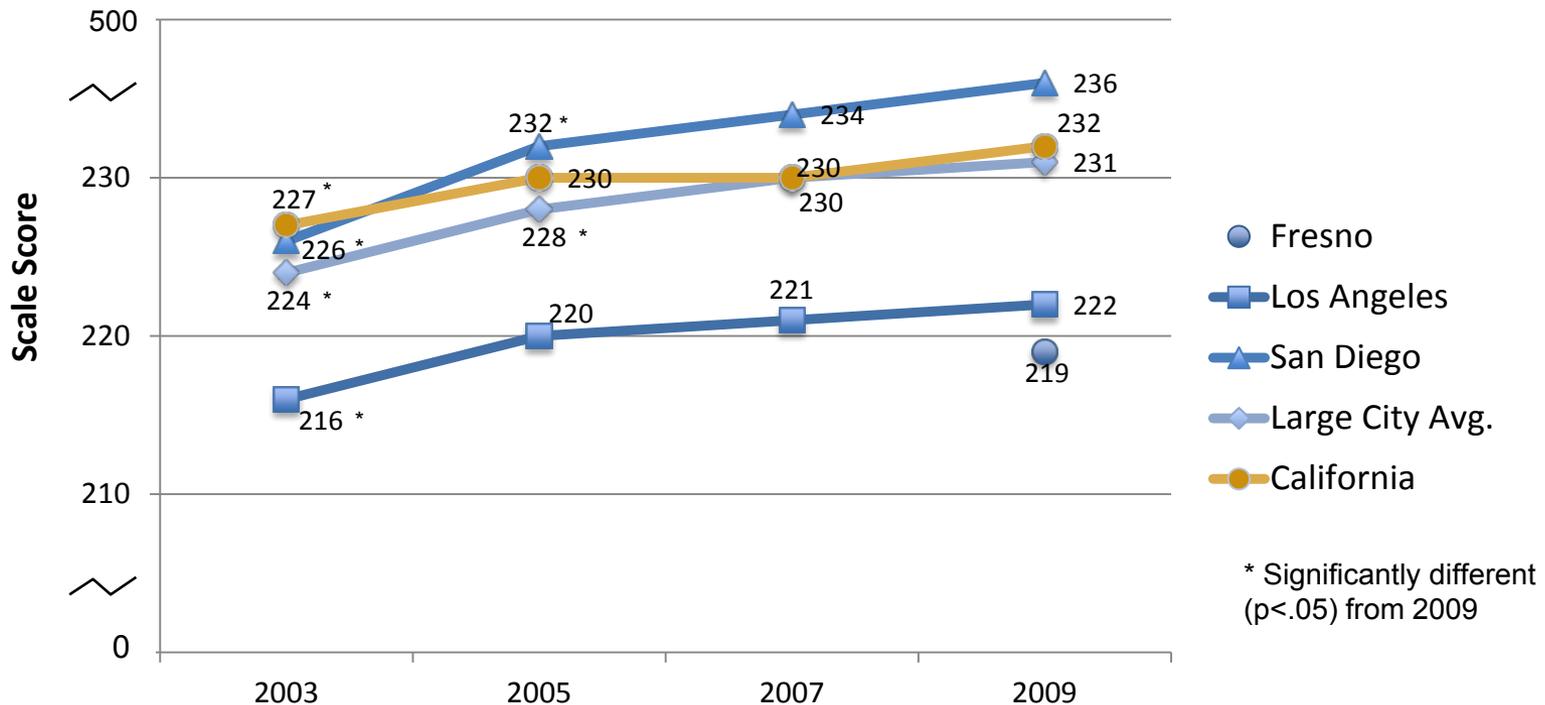
* Significantly different (p<.05) from 2009

Source: National Center for Education Statistics, 2009



NAEP Allows Comparison Between Urban Districts Within California and Across the Nation

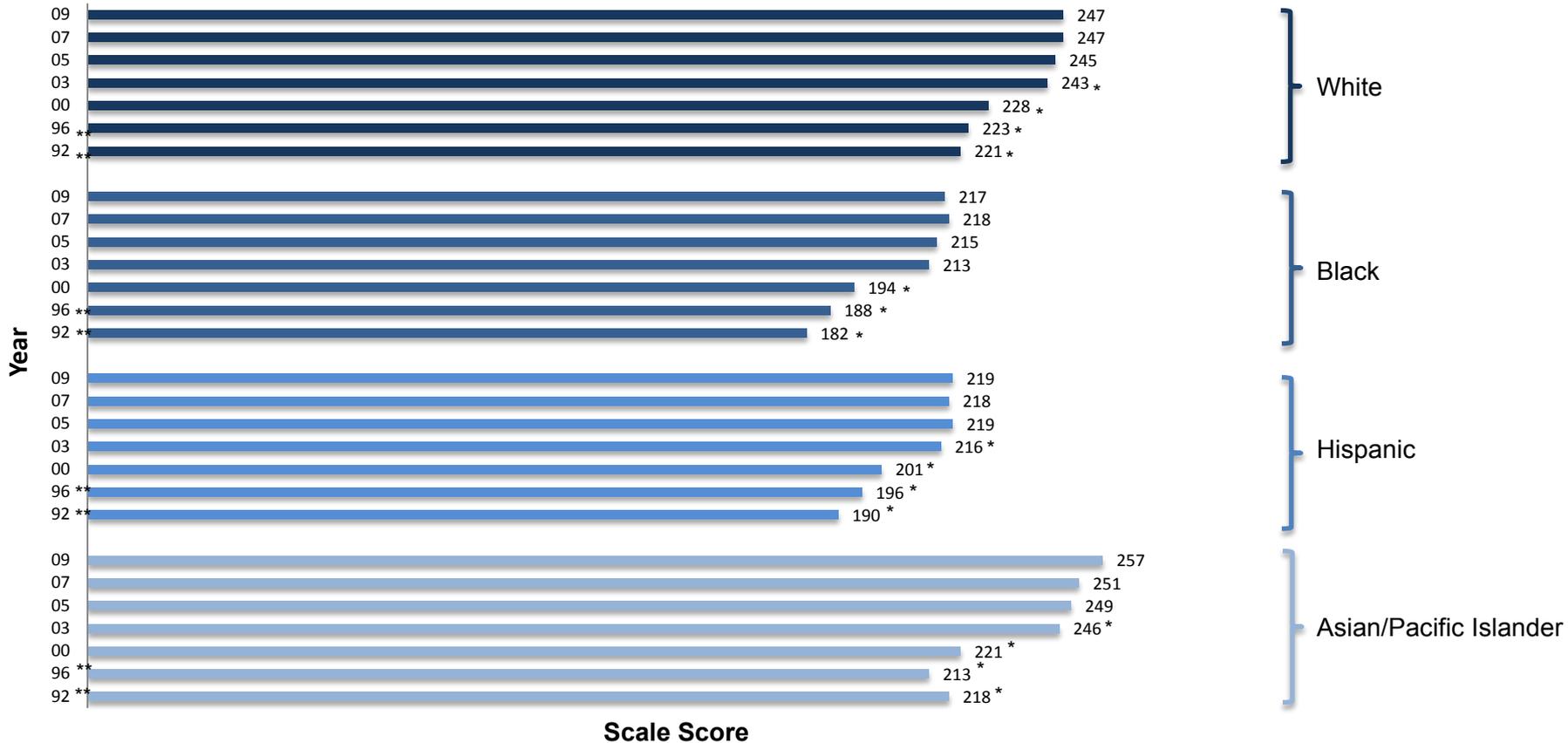
California: Grade 4 Mathematics TUDA Scores



Source: National Center for Education Statistics, 2009

NAEP Reports on Student Achievement Gaps

California: Grade 4 Math Scores by Race/Ethnicity



** Accommodations were not permitted.

* Significantly different ($p < .05$) from 2009

Source: National Center for Education Statistics, 2009

NAEP Provides Unique Benefits to States

- ★ Progress over time
- ★ Rich information, no cost to the state
- ★ Minimal burden on schools
- ★ No test preparation

NAEP Provides Unique Benefits to States

- ★ NAEP will put California's state results in international context.
- ★ NAEP provides state-comparable achievement data for all states.
- ★ **NAEP is the only source of national and state-comparable student achievement data at the 12th grade.**
 - 11 state pilot at 12th grade in 2009 – reading and math
 - Administered every two years beginning in 2013

NAEP and 12th Grade Academic Preparedness

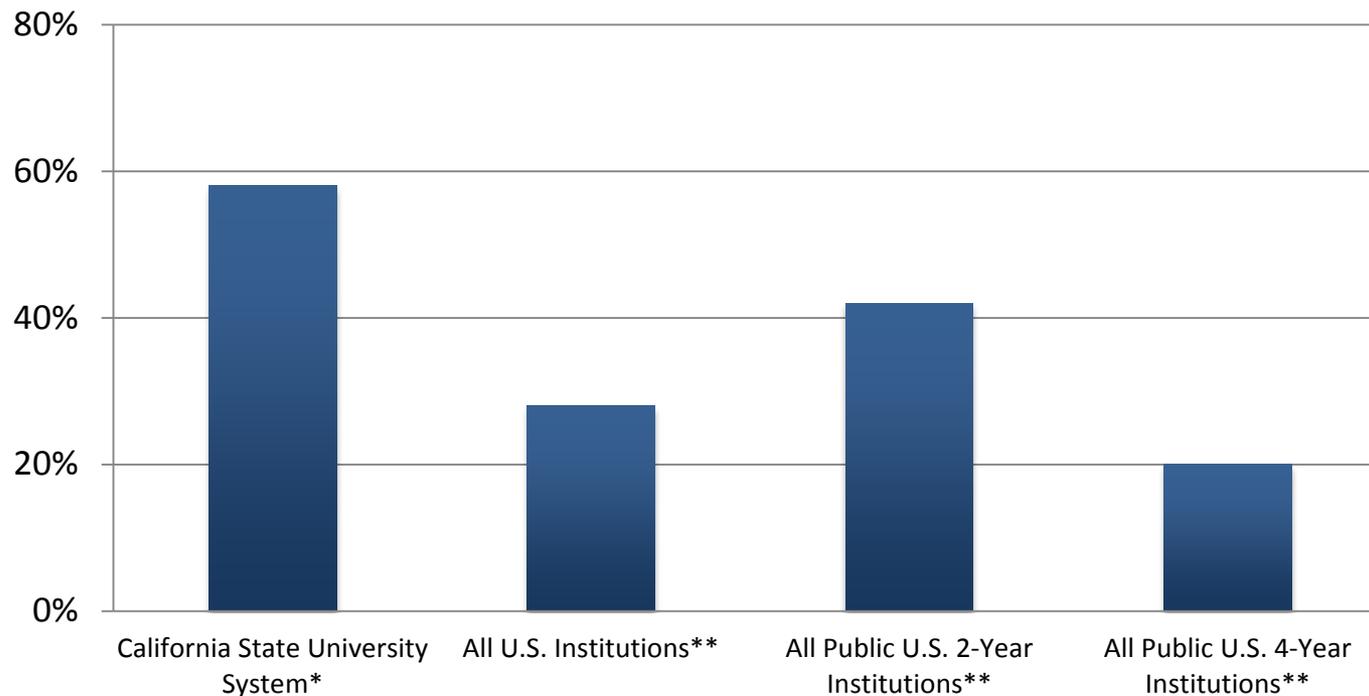
National Blue-Ribbon Panel: Recommended NAEP Report on 12th Grade Preparedness

The panel's rationale:

- ★ Grade 12: transition to postsecondary education and training.
- ★ The nation needs an indicator of 12th grade student preparedness.
- ★ NAEP—trusted for quality and integrity.
- ★ NAEP—uniquely positioned to serve as preparedness indicator.

Many High School Graduates Are Not Prepared for Entry-Level College Courses

Percentage of Freshman College Students
Taking Any Remedial Course
(reading, writing, mathematics)



Source: *California State University, 2009; **NCES, 2004

Costs of Remediation Are High and Far-Reaching

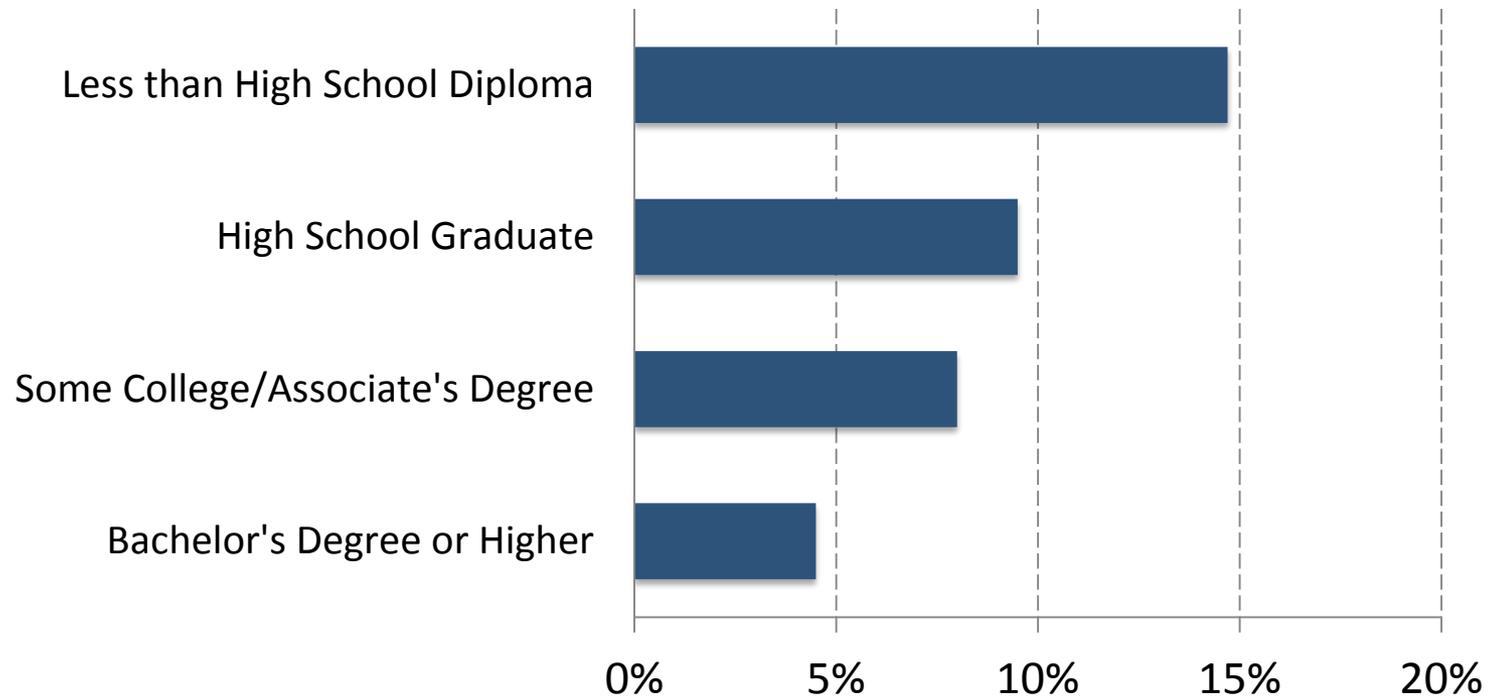
California – A Case in Point:

- ★ **\$274 million** in remediation costs to CA public postsecondary institutions
- ★ **Potentially hundreds of \$millions in:**
 - Remediation costs to CA businesses
 - Diminished annual earnings
 - Reduced state and local tax receipts
 - Increased social welfare costs

Source: Pacific Research Institute, “The High Price of Failure in California,” 2008

Education Level is Related to Employment

Unemployment Rate by Education Level



Source: U.S. Department of Labor, Bureau of Labor Statistics, May 2011

Our Global Competitiveness Hinges on Our Graduates' Academic Preparedness

“Because other nations have...the competitive advantage of a low wage structure, the United States must compete by optimizing its knowledge-based resources, particularly in science and technology....”

–National Academy of Sciences, “Rising Above the Gathering Storm”

What We Know, What We Don't Know

What We Know



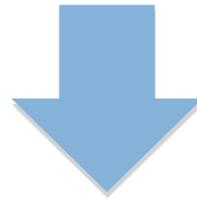
On a daily basis we know:

- ★ The changes on the stock market
- ★ The number of bushels of wheat produced
- ★ The price of gold

What We Don't Know:

Are the nation's 12th graders well-prepared academically for college and job training?

The U.S. has no common definition or measure of 12th grade preparedness



Governing Board program of research:

Transform 12th grade NAEP into indicator of preparedness for postsecondary education and training

The Governing Board's Preparedness Research

The Governing Board's Work on Preparedness: Underway for Nearly a Decade



The Governing Board's approach: rigorous, comprehensive, and methodical in making NAEP a preparedness indicator.

Working Definition of Preparedness

- ★ The knowledge and skills needed to **qualify for placement** into entry-level college-credit courses or job training, **without the need for remediation** in math or reading
- ★ Assumption: 12th graders need training beyond high school to qualify for a career
- ★ **“Preparedness”** versus **“Readiness”** – NAEP measures *academic* proficiency
- ★ Academic skills for college and for job training not necessarily the same

A Comprehensive Plan: More than 30 Studies in Five Research Areas

- ★ **Content Comparison**
- ★ **Statistical Linking**
- ★ **Standard Setting**
- ★ **Benchmarking**
- ★ **Higher Education Survey**

Early Research Results Are Promising

★ Content Comparison

Significant overlap between NAEP and ACT, SAT, and other tests

★ Statistical Linking

Preliminary: NAEP and SAT math = about .90 correlation

Florida study: 12th grade state NAEP and

- ACT, ACCUPLACER, COMPASS, SAT, and WorkKeys
- Employment and salary data
- Course grades in college and job training programs

Standard Setting: 12 studies in five job training programs and college placement

★ Job training

- ★ Automotive Master Mechanic
- ★ Computer Support Specialist
- ★ HVAC Technician
- ★ Licensed Practical Nurse
- ★ Pharmacy Technician

★ Criteria

- ★ Significant numbers, stable or growing positions
- ★ Range of occupations
- ★ Training beyond high school, not bachelor's degree
- ★ Range of reading/math skills
- ★ Compensation with growth potential
- ★ Familiar to public

Other Research Study Types

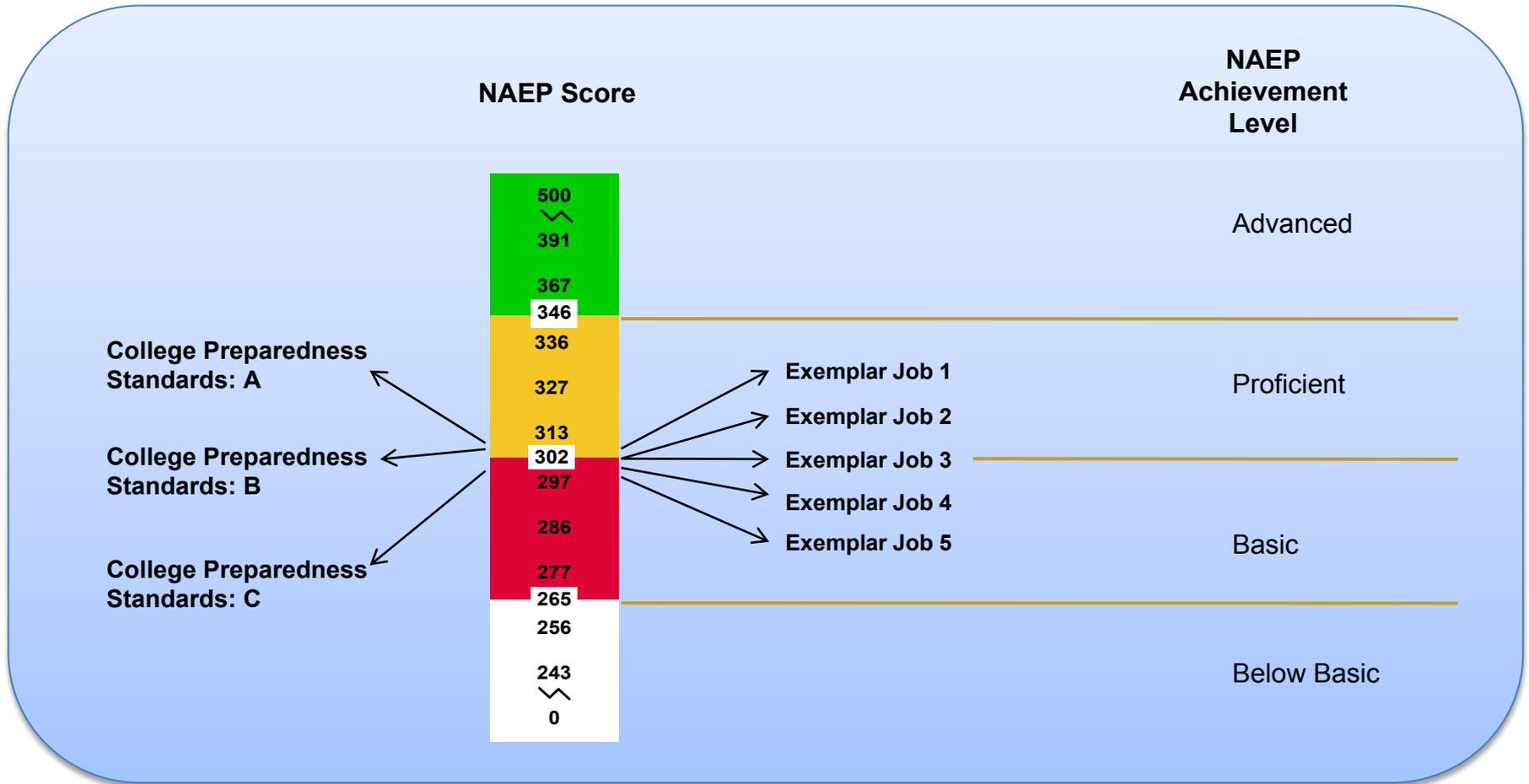
★ Benchmarking

Seeking partners for collaboration—job training, military, higher ed., etc.

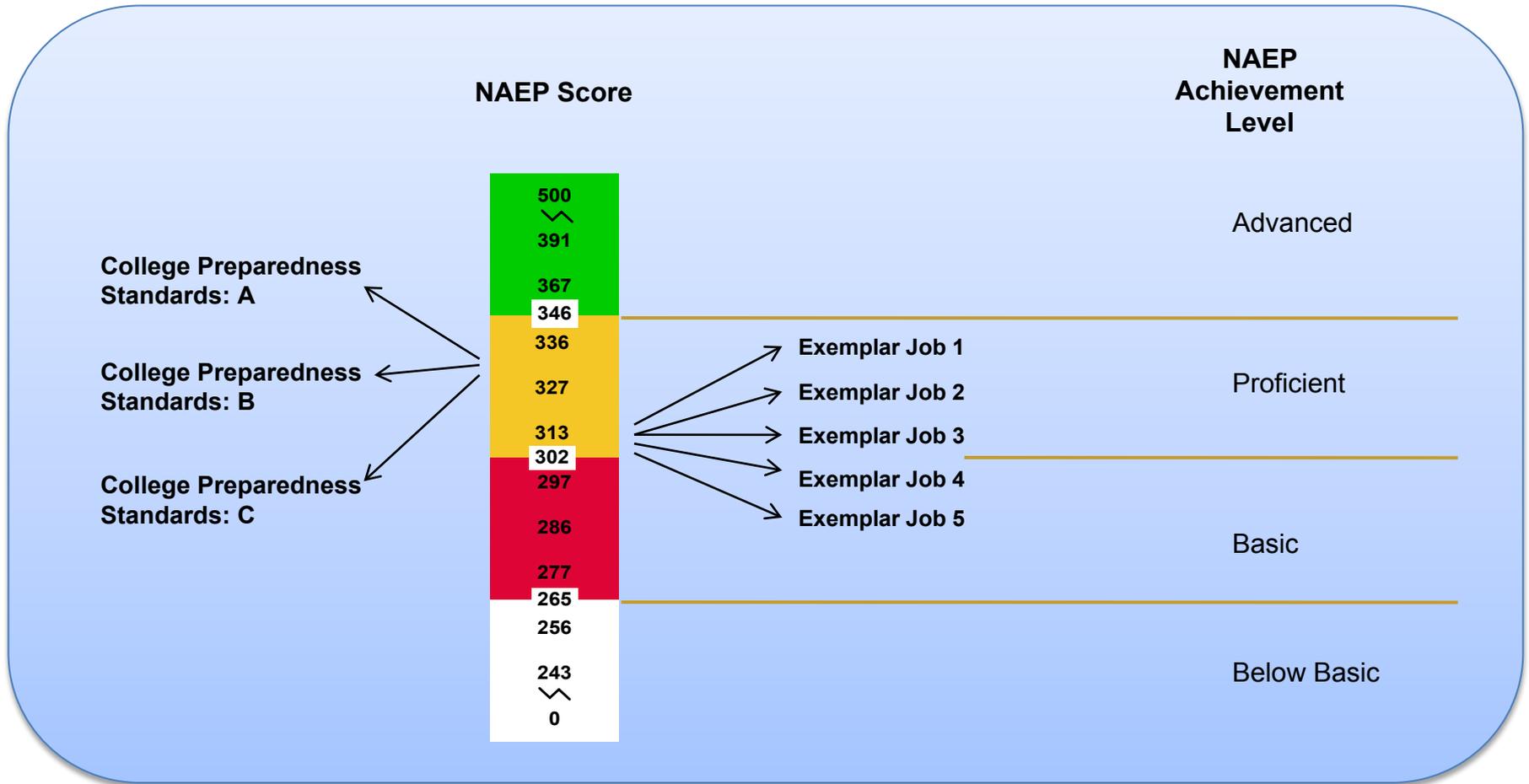
★ Higher Education Survey

Tests and cut-scores used to place freshmen

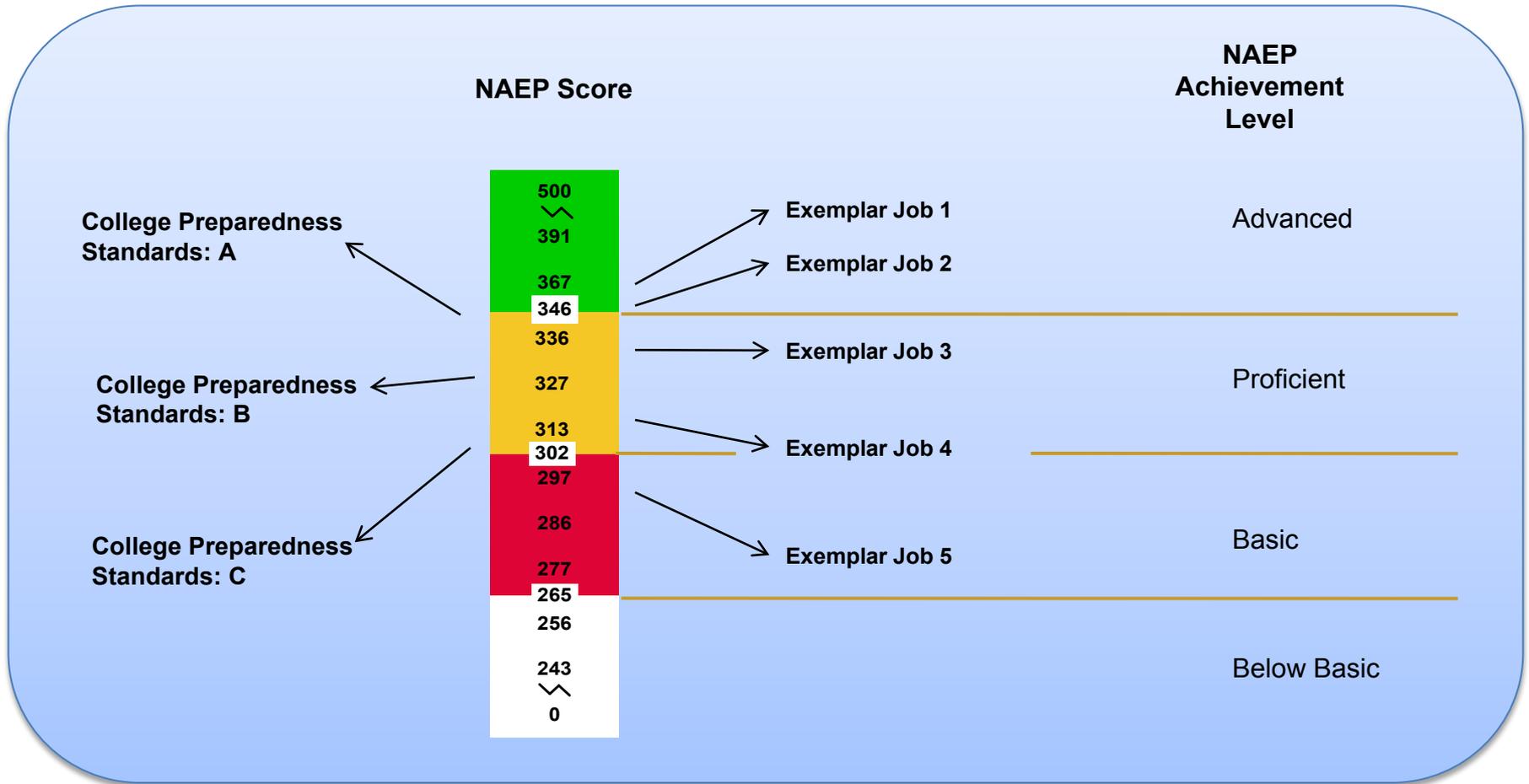
Scenario 1: Results Converge



Scenario 2: Results Converge but in Different Ranges on Scale



Scenario 3: Results Are Dispersed Across Scale



Implications

- ★ Potential relevance and use of this research in California?
- ★ Additional research to consider?
- ★ Potential partners for additional research?
- ★ Research to consider were California to volunteer for 12th grade NAEP at the state level in 2013?

For More Information...

- ★ National Assessment Governing Board:
www.nagb.org
- ★ NAEP 12th Grade Preparedness Commission:
www.nagb.org/commission
- ★ Preparedness Research and Resources:
www.nagb.org/commission/researchandresources



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June 20, 2011 Sacramento, California



Are Our Nation's 12th Graders Prepared for College and Job Training?

June 20th, 2011
Alice Perez



California Community Colleges

- ▶ In 2009–10, the 112 California Community Colleges enrolled 2.7 million students.
- ▶ Community college students come close to mirroring the diversity of California's population. Roughly:
 - 7 percent are African American
 - 11 percent are Asian
 - 30 percent are Latino
- ▶ The Los Angeles Community College District alone educates almost 3 times as many Latino students and nearly 4 times as many African–American students as all of the UC campuses combined.

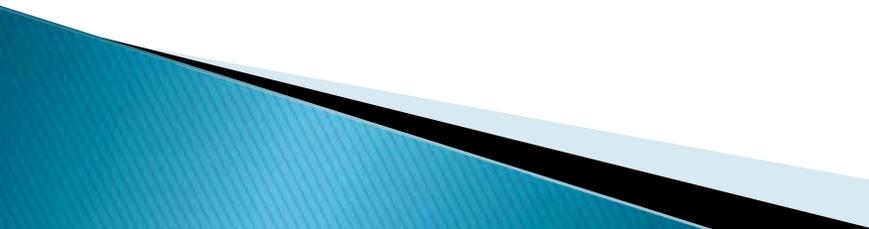
In 2009–10, community colleges awarded:

- ▶ 80,000 associate degrees
 - ▶ 130,000 certificates
 - ▶ 92,000 students transferred to a four-year college or university.
 - ▶ 54 percent of CSU graduates that year and 28 percent of UC graduates were transfers from a community college.
 - ▶ CCC transfer students account for 48 percent of UC's bachelor's degrees in science, technology, engineering and mathematics (STEM) fields.
- 

California Community College Students

- ▶ 47% of community college students are of traditional college age (18–24)
 - ▶ 25% are age 35 or older
 - ▶ In 2009–2010, 6% were concurrently enrolled high school students
- 

2010 Early Assessment Programs (EAP)

- ▶ 84% of CA's 11th grade public HS students (378,870 out of 451,575 students) took the English EAP
 - ▶ 21% demonstrated readiness for college
 - ▶ 79% did not demonstrate readiness for college
- 

- ▶ 178,667 of 231,357 eligible students took the math EAP
 - ▶ 15% were determined college-ready
 - ▶ 42% were identified as conditional
 - ▶ 43% not yet college-ready
- 

Academic Remediation

- ▶ There is a very strong correlation between academic preparation in K–12 and success in higher education.
 - ▶ 85% of students entering the California Community Colleges (CCC) need remediation.
 - ▶ Extra levels of basic skills is a major impediment to degree completion.
- 

Costs of Remediation

- ▶ \$274 million in remediation costs to CA public postsecondary institutions
- ▶ Potentially hundreds of \$millions in:
 - Remediation costs to CA businesses
 - Diminished annual earnings
 - Reduced state and local tax receipts
 - Increased social welfare costs

What are we doing to improve student readiness for college and careers?

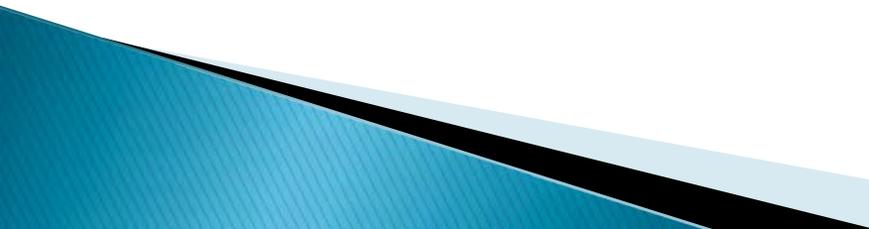
- ▶ Student Success Taskforce
 - ▶ Early Assessment Program
 - ▶ The Basic Skills Initiative
 - ▶ Centralized Assessment Project, CCCAssess
- 

Assessment – Aid in Workforce Development

- ▶ Career counseling
 - ▶ Training
 - ▶ Career Development
- 

- ▶ California's economic vitality and quality of life depends on the education and skills of its workers.
 - ▶ California Community Colleges continue to train students for jobs that provide good wages and benefits, meet vital state needs, and result in making a meaningful contribution to society.
 - ▶ Students who earn a vocational degree or a certificate see their earnings almost double after three years on the job.
- 

In what ways is the preparedness research being conducted for NAEP relevant and useful to California Community Colleges?

- ▶ Studies of content alignment and of placement instruments and cut scores are very aligned with our needs.
 - ▶ Studies surrounding “multiple measures,” studies about the efficacy of “self placement,” and studies about accelerated pathways through remediation would be helpful.
 - ▶ The standards established by NAEP would contribute to the discussion of college and career readiness.
- 

- ▶ Aligning the NAEP with other assessments such as SAT, ACT, Compass, AccuPlacer, WorkKeys.
 - ▶ Setting standards for entry into job training programs and for placement in college credit-bearing courses or remedial courses.
 - ▶ Survey of higher education cut scores related to reading and mathematics.
- 

- ▶ Ensuring that high school students are well prepared is one of the most important things we can do in today's global, competitive economy.
 - ▶ We need a productive, efficient workforce: adaptable people with a capacity for critical thinking and a strong foundation of math and communication skills.
 - ▶ Paraphrasing Thomas Jefferson, we need educated citizens for a vibrant democracy. Today's young people need more than a diploma; they need the academic tools to succeed in a career, lead a fulfilling life, and participate meaningfully in civic affairs.
- 

Thank You





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Los Angeles Urban League

NAEP Regional Symposium

June 20, 2011



HOMELESSNESS

Rate Rates

HEALTH CARE CRISIS

Active Gangs

Double Digit

**Violent
Crime**

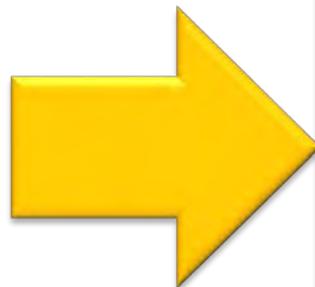
Substance Abuse

Adult & Childhood Obesity

The Los Angeles Urban League: Our Profile

OUR VISION

Neighborhood Transformation
Using Holistic Models to Build Self Sustaining Neighborhoods



OUR BRAND

EXCELLENCE

People | Programs | Services

INNOVATION

Leading Edge/ 21st Century Models & Practices

INTEGRATION (HOLISTIC)

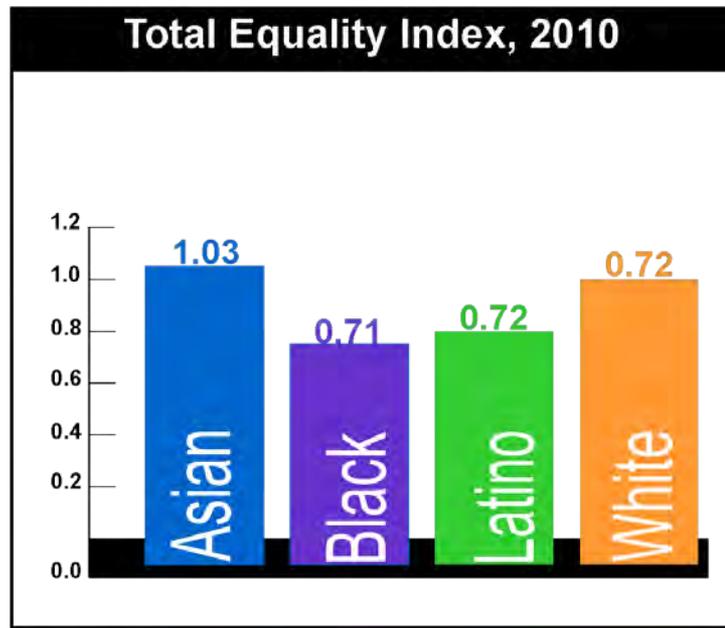
Internal (Programmatic Services)
External (Community & Stakeholders)
Messaging

COLLABORATION

Partnership Driven

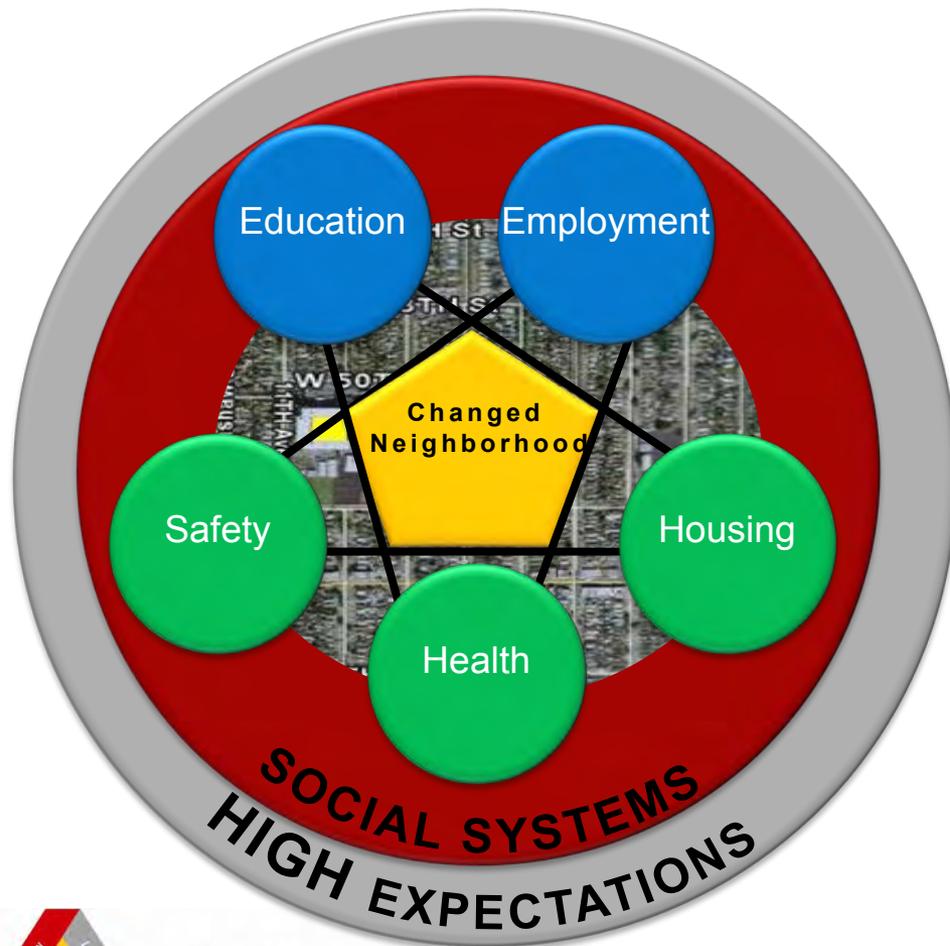
The State of African Americans

Racial Equality Index	Asian	Black	Latino	White
Education	0.99	0.79	0.69	1.00
Economic	0.86	0.59	0.62	1.00
Health	1.64	0.73	0.97	1.00
Criminal Justice	1.05	0.70	0.77	1.00
Housing	0.91	0.68	0.73	1.00
Civic Engagement	0.47	1.02	0.50	1.00
Total Equality Index	1.03	0.71	0.72	1.00



Our Work

Neighborhoods @Work®: Theory of Change



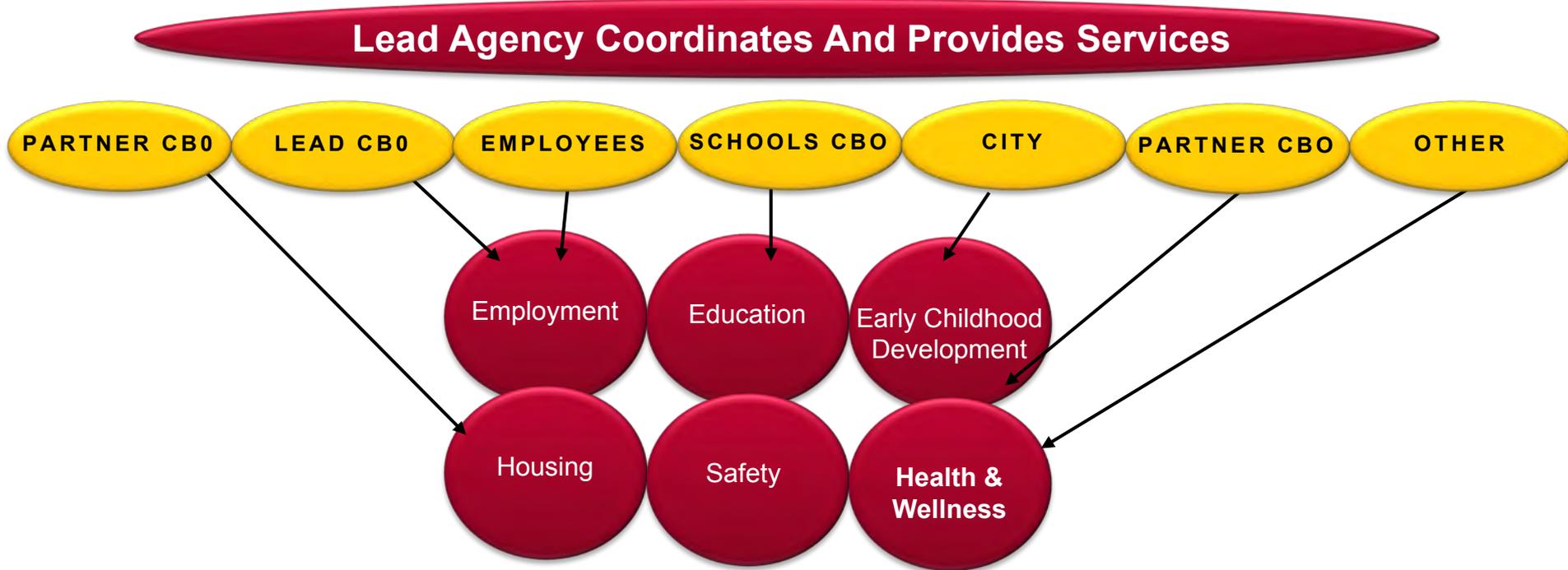
For a neighborhood to change:

- Residents must have the **foundation** to take advantage of opportunities
 - Residents are **SAFE**
 - Residents are **HEALTHY**
 - Residents have stable **HOUSING**
- **Opportunities** should exist for residents to improve their lives
 - Youth receive first-class **EDUCATION**
 - Good **JOBS** are available for residents
- **Social Systems** support change
 - Local Leaders advance & sustain change
 - Formal and informal institutions support struggling residents
- Residents have **high expectations** that change is possible
 - There is a shared urgency for change
 - Residents believe in the change process

Neighborhoods @Work® The Role for LAUL

- **Articulate a vision for success** – Work with the community to develop definition of “success” for the neighborhood
- **Define the neighborhood’s assets** – Understand the unique strengths of the neighborhood on which to build
- **Leverage best-in-breed models/programs** – Use existing services and community organizations to achieve the vision
- **Develop and get buy-in on a strategy** – Determine key leverage points, depth, and sequence working with the community
- **Attract funding** – Seek *multi-year* funding for the entire strategy (not just LAUL programs) to ensure full implementation
- **Coordinate implementation/collaboration**
 - Connect families, based on their needs and assets, into the work
 - Partner with high-potential local providers, recruit new providers, and provide services directly
 - Build social capital, local leadership, and neighborhood institutions
- **Advocate** – Be strong advocates for the schools, neighborhood, and its residents to break down barriers to implementation and foster equity
- **Monitor performance** – Set goals for reaching equity and work with partners to track and achieve specified targets

PLACE BASED MODEL FOR COMMUNITY IMPROVEMENT (LA Urban League as Lead/Convener)



TO ADDRESS INTER-RELATED NEEDS AND TRANSFORM SYSTEMS



TO DRAMATICALLY CHANGE THE OUTCOMES OF A NEIGHBORHOOD

THE PLACE

70 Blocks Surrounding Crenshaw High School



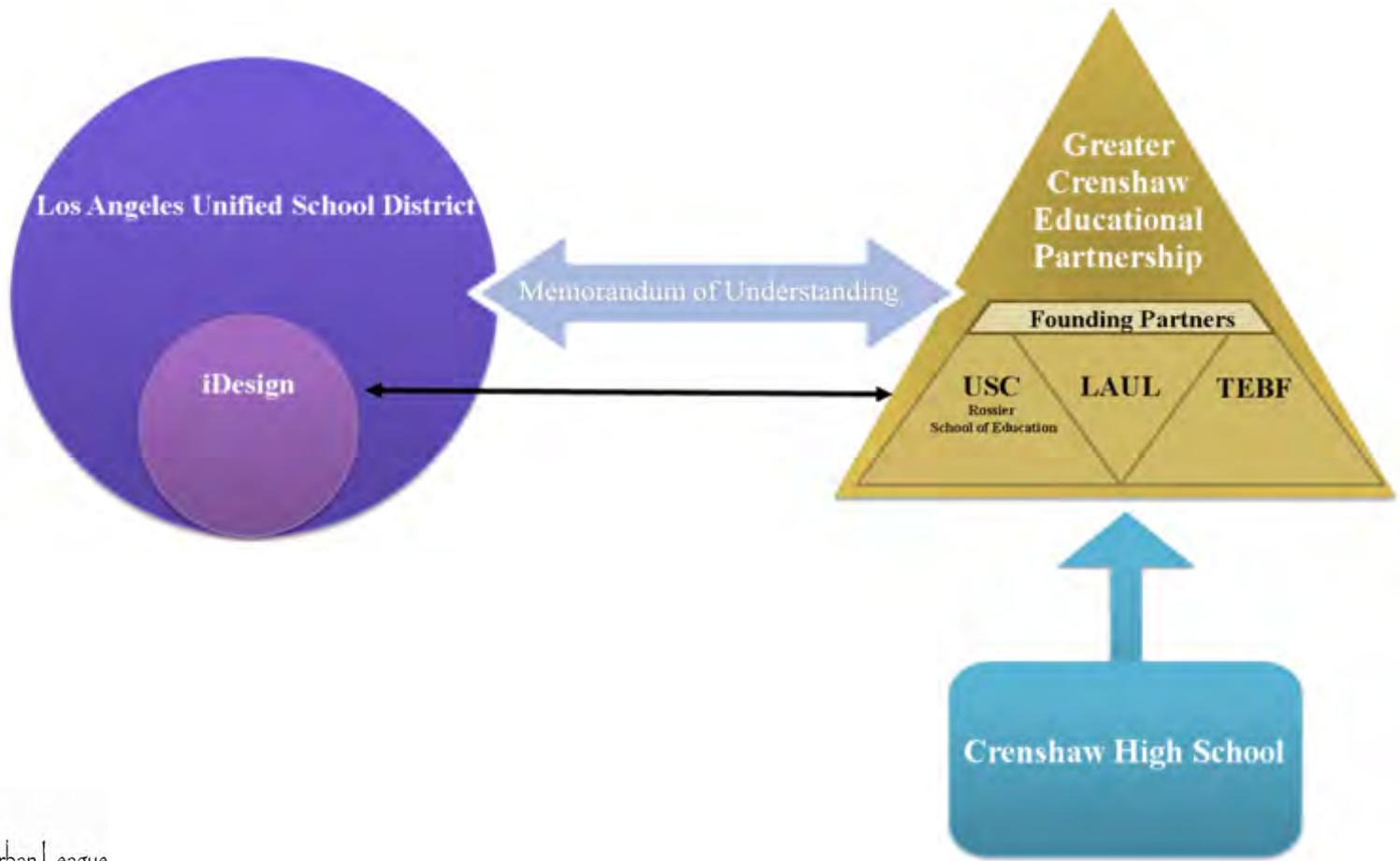
The Rationale

- Crenshaw High School is focal point for strategy
- Near LAUL facilities and programs (leverage)
- Neighborhood has significant but addressable needs
- High African American concentration (65%+)

- 1 Crenshaw Senior High School
- 2 LAUL Headquarters
- 3 Milken Family Literacy Center
- 4 LAUL West Adams Worksource Center

A New Approach to Educational Governance

The Greater Crenshaw Educational Partnership

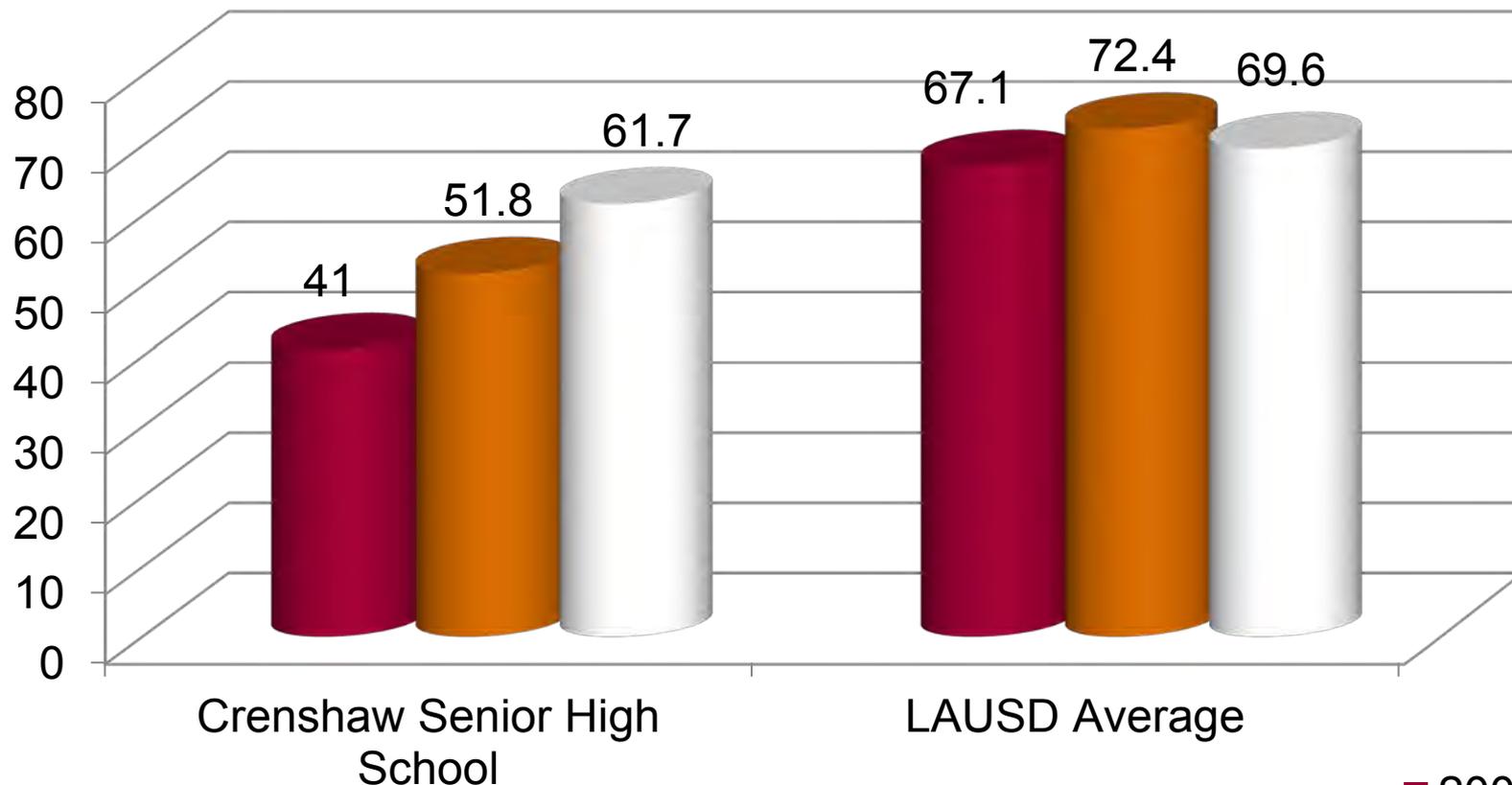


THE RESULTS – SO FAR

- Built 35 person LA Urban League Neighborhoods@Work Division/Team
- Created more than 165 collaborative partnerships (in first 36 months)
- Secured multi-year financial commitments
- Achieved year 1, 2 and 3 metrics for the plan, including 57% graduation rate increase for Crenshaw High and 25% reduction in violent crime rates
- Secured early support for model replication

Success

Graduation Rate Increase

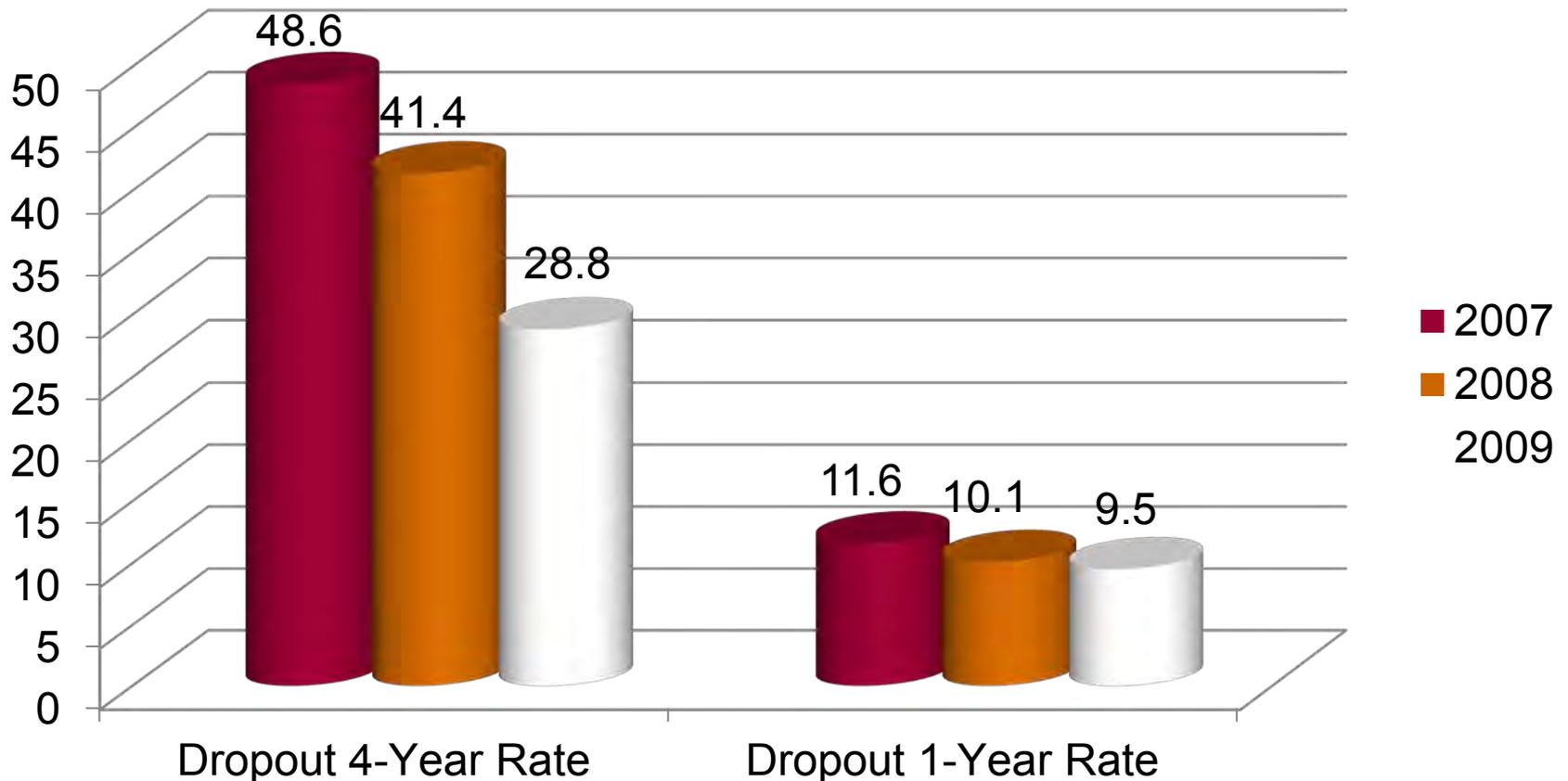


Graduation rates at Crenshaw Senior High School rose 20.7 percentage points, with a 50% increase in two years.

■ 2006-7
■ 2007-8
■ 2008-9

Success

Dropout Rate Decrease



In 2009, the four-year dropout rate for Crenshaw Senior High School fell to 28.8%, a 41% reduction from 2007 (compared to LAUSD's rate of 29.6% the same year).

College Readiness

GRADE in 2009-10	% Taking A-G Courses	% A-G with C or Above
9 th Grade	77.1%*	27.5%
10 th Grade	74.9%*	16.3%
11 th Grade	44.4%	11.8%
12 th Grade	38.2%	13.4%

* The growth at grades 9 and 10 reflect the impact of the 9th grade SLC, which was created to prepare students for upper-division work.

The Takeaways

- Holistic, place-based reform is extremely promising and should be key element of social change approaches
- Maslow's Hierarchy Applies: Safety trumps almost everything else!
- Place-based efforts requires organizations that are on the ground (no parachuting)
- Multi-year horizon is required (runs contrary to most funding philosophies today)
- Measure everything you can!
- Community outreach is the 6th discipline
- School reform models (beyond charters) must be carefully considered and rapidly scaled: Will sharpen performance of both charters and traditional schools
- We must orient ourselves to realities of 21st Century: Schools are at the heart of a community: Failing schools = Failing community = Failing nation

NAEP- Other Research Opportunities

- **The Parent Advocate and its Importance to College Readiness**
 - Cultural Parenting Profiles
 - Development of a Guide of Key Learnings from each Culture

- **A comprehensive study on how the following disciplines impact educational outcomes:**
 - Health
 - Employment
 - Safety
 - Housing



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