



# The Achievement Gap

MARCH 2018

## **My Experience:**

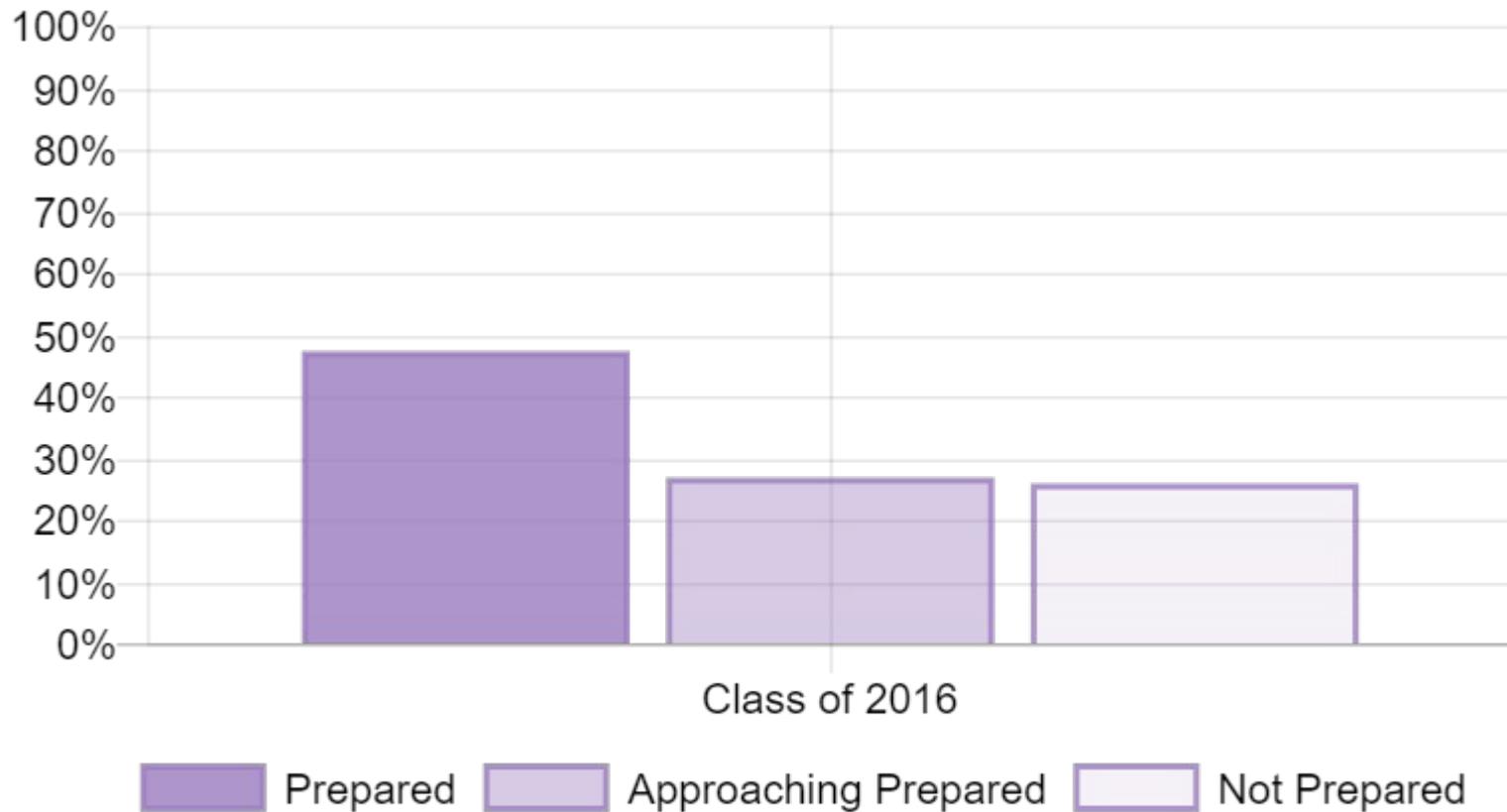
- English Language Learner (1-7 grade)**
- Special Education (4-9 grade)**
- First Generation College student**

# LCAP:

Unduplicated Count: **62.36%** (2017-18)\*

- Free and reduced lunch
- Homeless and foster youth
- English language learners
- Socially disadvantaged students

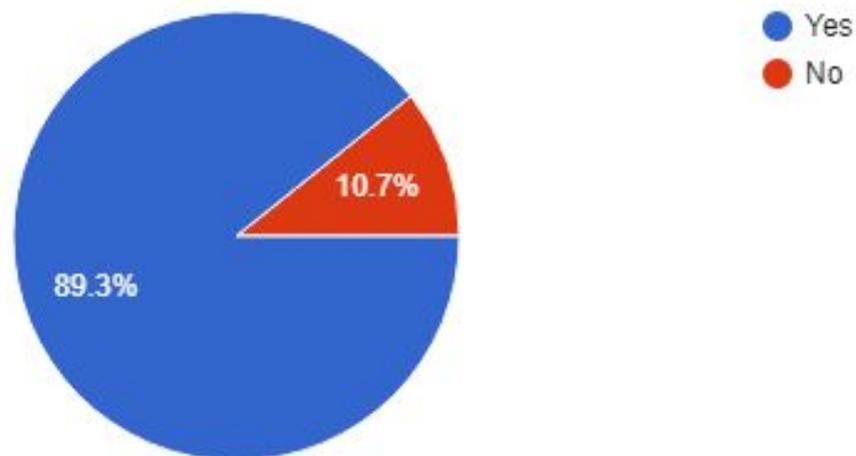
\*SVUSD receives **additional funding**



This graph comes from the California School Dashboard, which shows the SVHS class of 2016

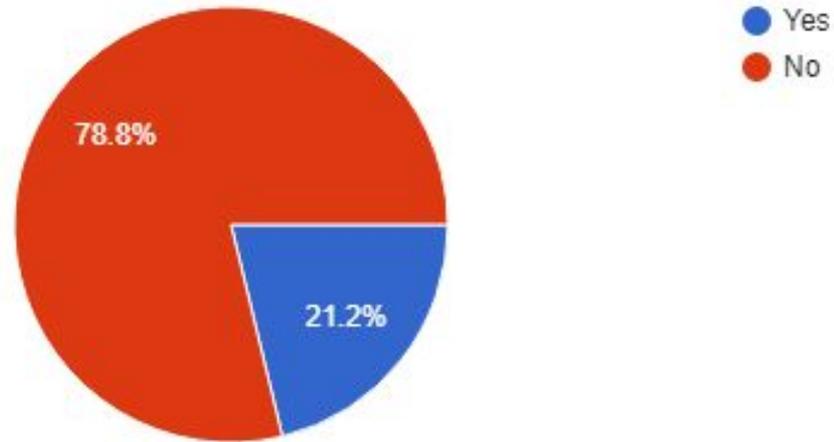
## Has AVID encouraged you to take AP or honors classes?

28 responses



Do you feel like the school administration has good communication with students?

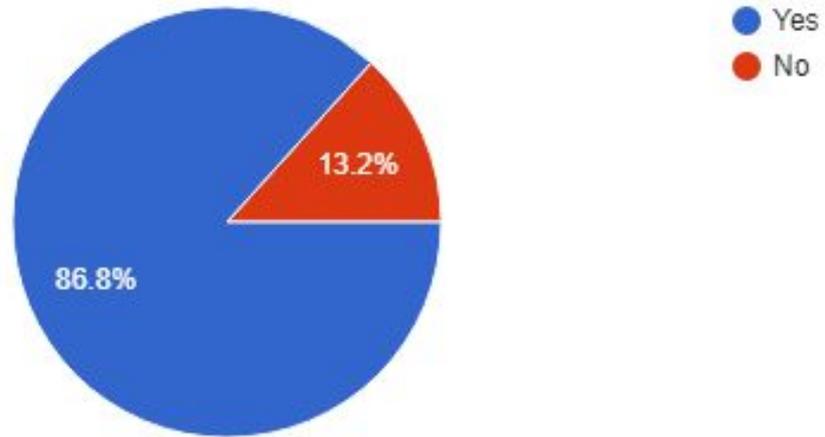
151 responses



This diagram comes from a student survey that I conducted, which consist of a broad selection of students

## Is there a gap between minority and white students?

151 responses



This diagram comes from a student survey that I conducted, which consist of a broad selection of students

# Student Comments:

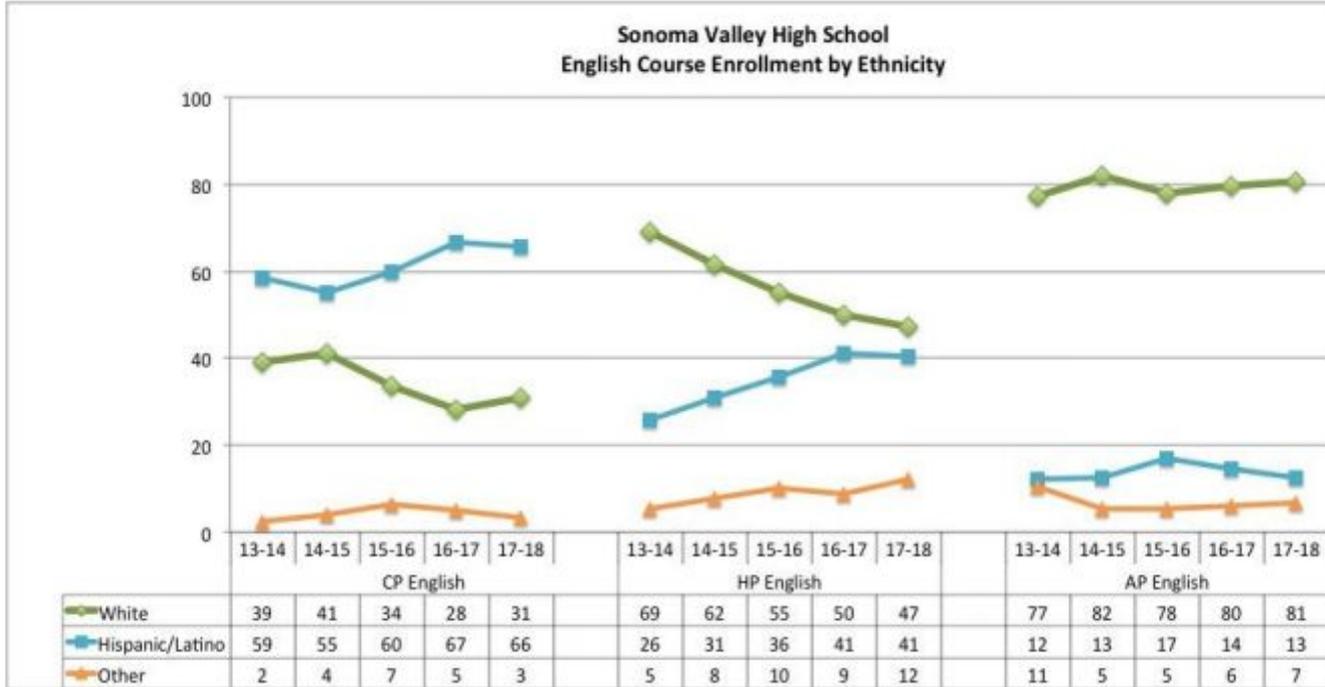
“I did not know that AP classes were very important for high school”

“According to a 2017 article from Inside Higher Ed, just over **16% more white people graduate from college than hispanics**. As such, these parents are more likely to expect the same from their children and, as such, will push them to take these higher level classes.”

“There tends to be a **stereotype** that Latin students **cannot get to the level of other** “superior races, white.”

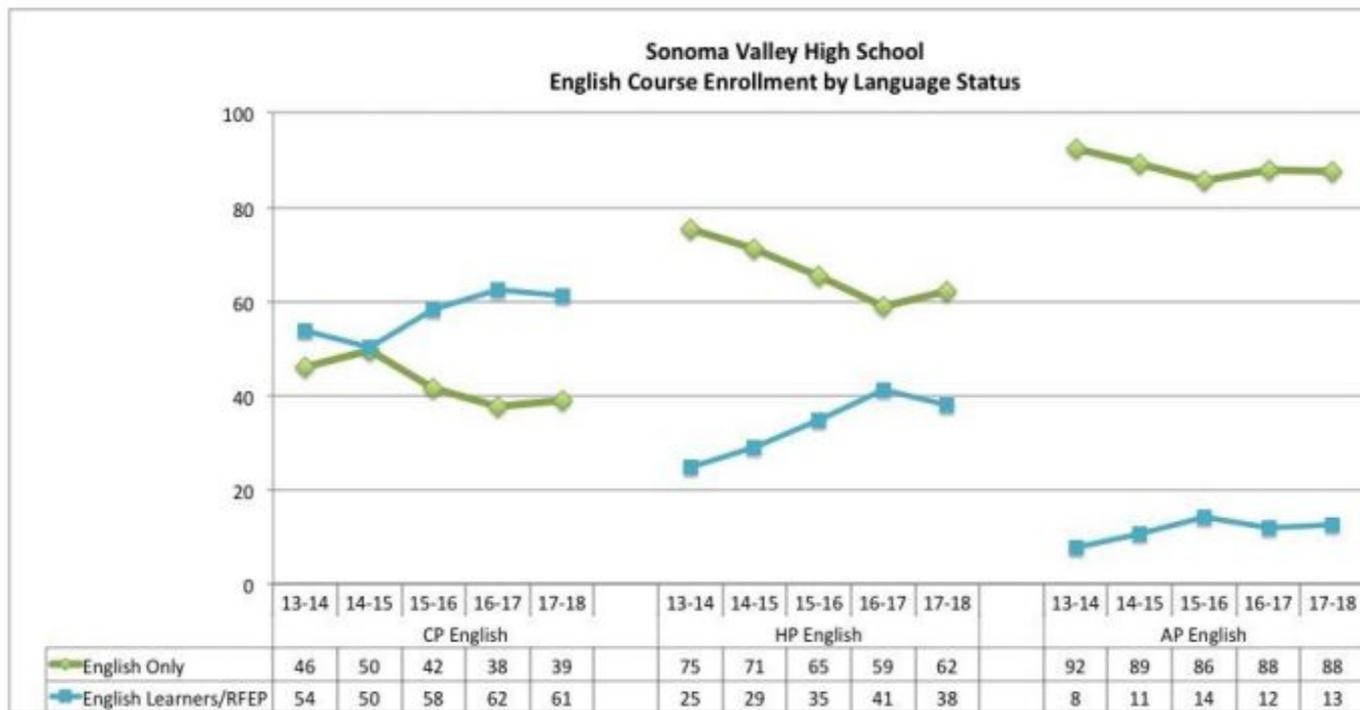
“The school can definitely try and teach in a **different form**. The material can also be more **diverse** as in teaching about different cultures and their background.”

# CP/Honors/AP Enrollment Data Trends (Ethnicity)



This chart is courtesy of Sonoma Valley High School

# CP/Honors/AP Enrollment Data Trends (Language)



This chart is courtesy of Sonoma Valley High School

**“It’s been about changing the mindset about who is a gifted student, knowing who has the potential but needs a little more support going into it.”**

- LIZ PERRY: Gifted Education Coordinator at Case Elementary School

# General Solutions/ What we need to focus on:

- a. Encourage/ Allow Special Ed, minority students to take **AP courses**
- b. Accessible **support** for disadvantaged students
- c. Improve **communication** with **all** parents
- d. Train teachers on how to teach diverse learners
- e. Make **Gifted Education** testing **mandatory** to all students
- f. Not only enrolling minority students in advanced classes, there is a responsibility to make sure that they receive **support** and **encouragement** to succeed in those classes.

# What other **successful** districts have been doing:

“It’s very **hard** to keep your child on track for college if you haven’t been to college yourself,” Principal Nicole Costigan said. “That’s the biggest challenge. Families don’t know enough about the education system so they can be a little hands-off. **We work really hard to get them involved.**” (Ebscohost).

**Berkeley High School** has made various changes to create a safer and more supportive environment. They used **two methods** to target unconscious bias: 1. They encouraged class discussions on “equity, race, and difference,” 2. They held staff workshops, specifically one that was focused on analysing one’s unconscious bias.

According to the Education week: the **school district in Elk Grove**, a suburb of Sacramento CA, pledged **“\$860,000+”** in overhauling the gifted and advanced-course procedures that unintentionally discriminate against poor and minority students. In the process, teachers and administrators are learning how to see students’ potential in new ways.”

- “Administrators found students who had been identified for gifted programs or participated in accelerated coursework in elementary school often lost their momentum in middle school, particularly if they were from low-income or minority families.” (Education Week)

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**Thank you!**