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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. memo	Tom Rudin to J.B. Buxton and Kendra Brooks re: Information on Test Preparation (partial) (1 page)	02/18/2000	P6/b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Andrew Rotherham (Education)
OA/Box Number: 21294

FOLDER TITLE:

Test Prep

2011-0103-S

rc152

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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Closing the Achievement Gap

Providing Free, High Quality Test Preparation Courses to High Need Students

Summary

As part of his effort to open the doors of college to all Americans, President Clinton's FY2001 budget invests \$10 million to help low-income high school students achieve on college entrance exams. The College Test Preparation for Low-Income Students initiative will provide access to high quality test preparation for the Scholastic Achievement Test (SAT) and the American College Test (ACT). College entrance exams are an important component of college admission and participation in higher education is widely acknowledged as a key to economic success. Unfortunately, low-income students tend to score lower on the exams and lack access to the same high quality test preparation as their wealthier classmates. Under this program, funds will be made available on a competitive basis to high-poverty high schools and school districts that partner with organizations that have proven track records in SAT/ACT preparation. Students who demonstrate a commitment and level of achievement necessary for college entrance and are from families with incomes no greater than 200% of poverty would be eligible for the program. The program would serve approximately 25,000 students across the country.

Background

Research from the College Board finds a difference of over 200 points between students with family incomes over \$70,000 and those with incomes of \$10,000 or below. In 1999, African-American, Hispanic, and Native American students made up only about one in twenty of the students who had very high scores on the SAT, which are scores typical of students admitted to highly selective colleges and universities.

Low-income students often attend schools that lack the kind of challenging coursework that students need and deserve and which help can prepare students for success on college entrance exams. In addition, by performing poorly on these exams—or failing to take them altogether—students miss out on scholarship and other financial aid opportunities.

In recognition that the SAT and ACT is an important component to college access for low-income students, a number of programs have emerged across the country to address the need for low or no cost, high quality test preparation.

The NAACP has highlighted this issue as an emerging problem and called for increasing access to test preparation services for disadvantaged students, as well as offering one-day college clinics that provide test preparation and other college readiness services. Last year, at the urging of California State Senator Hayden, California introduced the College Preparation Partnership Program to offer free or low-cost college test preparation courses. California school districts that receive grants to run programs are able to use the money either to contract with an outside college prep service, or to use the money to train the

teaching staff to teach college exam prep instruction. In FY1999, 483 sites in 111 school districts provided test preparation services.

Other programs representative of local efforts to address this issue include:

- ***The DC public schools Saturday STARS Program.*** A collaboration between Princeton Review, a for-profit test-preparation company, and the DC public school system, the STARS program provides SAT preparation, academic enrichment, remediation and credit toward graduation.
- ***The Kaplan Good Sports Scholars Program.*** The program targets lower-income high school athletes and uses sports as a motivational tool to graduate from high school and enter college. The Good Sports program offers SAT preparation, college guidance and motivational workshops.

The President Proposal: College Test Preparation for Low-Income Students

The College Test Preparation for Low-Income Students initiative will provide access to high quality test preparation for the SAT and the ACT. The President has requested \$10 million for this program in the Department of Education's Fund for Improvement in Education, which supports a wide variety of activities aimed at stimulating reform and improving teaching and learning.

This initiative would offer competitive grants to high poverty high schools or school districts that partner with test preparation companies or non-profits with proven track records, including an established curriculum, to offer comprehensive and sustained test preparation services for low-income students.

Scope of program. The program would require high poverty high schools and school districts to partner. Programs would have to offer a minimum of 25 hours of instruction over no less than 4 weeks to ensure rigor and quality and discourage one-time preparation activities, which research shows are ineffective.

Use of Funds. Funds could be used to support on-site programs, online or computer-based programs, or test-preparation course materials for low-income students.

Student Eligibility. Students would be eligible for the program if they had a family income no greater than 200 percent of the poverty line and had demonstrated a commitment and level of achievement necessary for college entrance.

Competitive Priority. Priority will be given to programs that also offer other relevant services such as college counseling, application assistance, and financial aid counseling.

Funding. \$10 million to support districts and schools around the country. Partnerships would be given \$400 per eligible student and would be required to provide a 50% match with 25% allowed in-kind. The program would support approximately 25,000 students contingent upon the size of per student allocation and the cost of preparation services.



The College Board

Educational Excellence for All Students

The College Board

1233 20th Street., N.W., Suite 600
Washington, DC, 20036

PHONE: 202-822-5912 FAX: 202-822-5920

Fax Cover Sheet

DATE:	Friday, February 18, 2000	TIME:	3:14 PM
TO:	J.B. Buxton Kendra Brooks	PHONE:	
		FAX:	202-456-5581
FROM:	Tom Rudin		
RE:	Information on Test Prep in California		
CC:			

Number of pages including cover sheet: 8

Notes:

Hope you find this helpful. Please call me at 202-822-5912 if you have questions or comments.



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The College Board
Educational Excellence for All Students

Inter-Office Memorandum

TO: J.B. Buxton
Kendra Brooks

DATE: February 18, 2000

FROM: Tom Rudin *TR*

cc: Alani Heaps

SUBJECT: Information on Test Preparation
in California

Per our telephone conversation on Monday, I am providing some additional information on test preparation activities in the state of California.

The individuals best informed on the test prep efforts in California are the following:

- [001]
- 1) Ron Fox, Program Manager, CA State Dept. of Education, [REDACTED] P6(b)(6). Ron recently assumed responsibility for the Test Prep program. *Shirley Hazlit - manager*
 - 2) Bill Vasey, Division Director, Professional Development and Curriculum Support, CA State Dept. of Education, (916) 657-2532. Before he got his promotion, Bill was the former unit manager for the Test Prep activities.
 - 3) Kris Zavoli (408) 452-1400 and Lorraine Shoaf [REDACTED] P6(b)(6), both of whom are on the College Board staff in our Western Regional Office and have been working on test-prep initiatives..

Because the program is only about one year old, there is little evaluative information on the impact of the test prep efforts in the state. Program data are being collected and some evaluation results should be available this summer. Jean Ludwig is the State Department of Education staff associate doing the evaluation; she reports to Ron Fox.

I am attaching the legislative language from a proposed amendment in California to establish a statewide college test-taking program. This bill includes ideas for a broad and more comprehensive test-prep initiative than currently exists in the state. You may find this of interest.

We hope this information is useful, and we will share more when it becomes available. Please do not hesitate to call if you have questions or comments. We look forward to working with you on the federal test preparation efforts.

Attachment

**AMENDMENTS TO ASSEMBLY BILL NO. 666
AS AMENDED IN SENATE AUGUST 24, 1999****Amendment 1**

Strike out lines 1 to 3, inclusive, of the title and
insert:

An act to add Article 8.1 (commencing with Section 54753) to Chapter 9 of Part 29 of the Education Code, relating to pupil testing.

Amendment 2

On page 3, strike out line 1 and insert:

SECTION 1. Article 8.1 (commencing with Section 54753) is added to Chapter 9 of Part 29 of the Education Code, to read:

**Article 8.1. College Admissions Testing
Opportunity Program**

54753. (a) The Legislature hereby finds and declares that students from several social groups and disadvantaged economic backgrounds remain seriously underrepresented in admissions to the California State University and the University of California, and the independent colleges and universities of the State of California, and that efforts to promote the increased eligibility of these students to these institutions must begin at the earliest opportunity for intervention during the educational process. The Legislature also finds and declares that research conducted by the California Postsecondary Education Commission has identified, among other barriers, that the lack of test-taking opportunities in school districts maintaining high schools with high populations of students from these social groups and disadvantaged economic backgrounds and the failure of these students to participate in meaningful numbers during test-taking opportunities are contributors to the low admissions levels. The Legislature further finds and declares that the Superintendent of Public Instruction and the local boards of education should, as recommended by the Joint Committee for Review of the Master Plan for Higher Education, take all necessary steps to encourage secondary school students to take the core curriculum required by the University of California and the California State University in order that their eligibility for admission to four-year postsecondary educational institutions is maintained.

(b) It is the intent of the Legislature by enacting this

article to improve college attendance rates, and to enable these students to take advantage of the development and implementation of effective innovative testing methods by test sponsors designed to increase the number of students taking these college admissions tests. It is not the intent of the Legislature that this program be designed exclusively for the purpose of preparing students to take a particular test.

54754. The Superintendent of Public Instruction shall establish a statewide college test-taking program for eligible regular public high schools in accordance with the requirements of this article. The goals of the program shall include all of the following:

(a) The promotion of testing programs in order that the numbers of pupils, especially those pupils who have pursued a college preparatory course of study or who are otherwise reasonably prepared for college-level work, attending the regular public high schools identified pursuant to Section 54754.3 who take college admissions tests will increase, and in order that pupils potentially eligible for matriculation to four-year postsecondary educational institutions are not excluded because they fail to take the tests.

(b) Use of aggregate data from college admissions test results to determine changes in course content, or course taking patterns that may be needed to increase the number of pupils from underrepresented high schools who gain admittance to four-year postsecondary educational institutions so that their numbers approach the average admissions rate for all high school pupils.

(c) Encouragement of schools and school districts to make available to the California Postsecondary Education Commission the results of site specific school testing information in order to further the compilation of test-taking data.

(d) An increase in information from, and services provided by, testing companies and postsecondary institutions to high schools with high percentages of pupils who do not enter four-year postsecondary educational institutions, and to the pupils who attend those schools and their parents or guardians.

(e) Strong encouragement to each college admissions test company to provide for pupil testing at each participating high school during the regular schoolday on dates selected by the Superintendent of Public Instruction.

(f) Use of information gained from the initial college admissions test preparation pilot projects to assist participating high schools to engage in those activities which are most cost effective in increasing the number of pupils from underrepresented high schools who take, and demonstrate competence on, college admissions tests.

(g) An increase in high school staff capabilities to counsel and assist pupils in college preparatory and college admissions test preparation activities through eligible staff participation in any applicable existing statewide staff development

programs.

54754.3. For purposes of this article, the Superintendent of Public Instruction shall, each year, do all of the following:

(a) Make a projection regarding the number of schools that can be funded based on the amount of funding appropriated for the purposes of this article.

(b) Notify school districts of the high schools within their jurisdictions that would be deemed low-performing subject to the provisions set forth in Section 52052.

(c) Select a single date, after consulting with college admissions testing companies and school administrators, for inschool administration of college admissions tests in the high schools that receive funding under this article.

54754.5. A school district that elects to participate in the program established by this article shall apply to the Superintendent of Public Instruction on behalf of the high schools in the district that have been identified as potentially eligible for funding pursuant to subdivisions (a) and (b) of Section 54754.3.

54754.7. The school district shall provide assurances to the Superintendent of Public Instruction that any high school within the district for which funding is requested shall comply with all of the following conditions:

(a) Funds allocated pursuant to this article shall be expended at the selected high schools only to carry out the purposes of this article.

(b) Information on the structure and content of each college admissions test, as provided by the test companies, shall be provided to all pupils at the high school and test preparation guidance and instruction shall be provided to each participating pupil.

(c) Opportunity shall be given to each college admissions testing company to administer its test at the high school during a regular schoolday on the date selected by the Superintendent of Public Instruction pursuant to subdivision (c) of Section 54754.3.

(d) Per pupil costs of onsite testing shall not exceed the per pupil costs commonly paid by pupils for college admissions tests.

(e) The cost of testing for all pupils participating in the program shall be paid from funds allocated to the high school under this article, or from other available funds.

(f) College admissions testing companies shall be requested to provide information packets, in-service training for teachers, parent information, and student study packets.

(g) A goal of increasing the number of underrepresented pupils at participating high schools who take the preliminary and actual college admission tests so that the number of pupils from participating high schools who take the tests equal the average for all high schools in the state within three years shall be

established.

(h) Information needed by the Superintendent of Public Instruction in order to evaluate the progress of the program and to determine and increase its effectiveness shall be provided as requested.

(i) Information on test results shall be reviewed annually and used, where appropriate, to change course content and course taking patterns so that the number of students qualified for admission to four-year postsecondary educational institutions shall be increased.

(j) Substantial in-kind services and available school district funds shall be provided to supplement funding allocations made by the Superintendent of Public Instruction to school districts and participating high schools under this article.

54755. It is the intent of the Legislature that the governing board of each school district operating a college admissions test program pursuant to this article shall establish and maintain test preparation activities for the benefit of pupils and parents or guardians. A plan for test preparation activities shall be adopted at a public meeting of the governing board and shall include, but need not be limited to, all of the following:

(a) Activities and materials for pupils designed to enable them to comprehend the requirements of college admissions tests, including a review of nonsecure test content, a review of test-taking strategies, the computation of raw scores, the interpretation of test scores, and special preparations, as appropriate.

(b) Activities and materials designed to encourage 9th, 10th, and 11th grade pupils to participate in college preparatory programs, to take preliminary college admissions tests during regular school hours at the schoolsite, and to assist them to evaluate their performances, improve their test taking strategy, identify areas where academic improvement may be needed prior to taking the college admissions test and enroll in enriched, honors, the International Baccalaureate Program and advanced placement courses that are beneficial to their academic progress.

(c) Activities and materials for teachers and counselors designed to facilitate their assistance of pupils to learn from the testing experience, including an evaluation of the test component contents, the review of test strategies, study designs for developing appropriate test preparation activities, and guidelines for the interpretation of group data and test results.

(d) Activities and materials for parents designed to assist and encourage their involvement with the test-taking and college decisionmaking experience of their children, including clear and easily understood descriptions of the role, uses, the interpretation of college admissions tests, and information on the details and requirements of the examination process and college and university admissions application procedures.

54755.5. Each college admissions testing company that serves pupils attending a high school participating in the program established by this article shall do all of the following:

(a) Administer the college admissions test at each high school participating in the program during school hours on dates selected by the Superintendent of Public Instruction pursuant to subdivision (c) of Section 54754.3.

The college admissions test shall be administered by the college admissions testing company using the same standards and procedures as are currently used for national test date administrations of the test.

(b) Provide testing information to participating high schools, pupils, and parents or guardians in amounts and quality equal to that provided to other schools, pupils, and parents or guardians.

(c) Establish testing fees to be charged for pupils at participating high schools that are no higher than fees charged other pupils.

54756. The Superintendent of Public Instruction shall submit a report to the Legislature on January 1 of each year regarding the implementation and effectiveness of the college admissions test program established by this article. The report shall include data on all of the following:

(a) Any increased pupil participation in college admissions test taking in schools that receive funding under this article.

(b) Any improvements in pupil performance on each of the commonly accepted college admissions tests, including performance on subtests.

(c) Any increase in the numbers of pupils from schools participating in the program that enroll in four-year postsecondary educational institutions.

(d) The levels of support provided by test sponsors to high schools participating in the program.

54756.5. The Superintendent of Public Instruction shall each year allocate the funds appropriated for the support of this article until the appropriation is depleted, to school districts that are participating in the college admissions testing opportunity program.

54756.7. (a) It is the intent of the Legislature that the college preparation and college admissions test preparation program established by this article be funded in the annual Budget Act, beginning with the Budget Act for the 2001-02 fiscal year, from new or redirected funds that are appropriated for that purpose.

(b) The Legislature finds and declares that funding appropriated for this program does not constitute "moneys to be applied by the state for the support of school districts and community college districts" for purposes of Section 8 of Article XVI of the California Constitution.

42550

01/19/00 3:03 PM
RN0001292 PAGE 6
Substantive

54756.9. This article shall become operative on July 1,
2001.

Amendment 3

On page 3, strike out lines 2 to 27, inclusive, and
strike out pages 4 to 7, inclusive

- 0 -

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DISD in depth

Self-starters study for SAT online

02/22/2000

By Brian Boney / Special Contributor to The Dallas Morning News

As education has moved online, so have Scholastic Aptitude Test preparation programs.

Your views

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Thoughts? Suggestions?
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Companies that for years relied on scheduled classes and workbook exercises have added online courses to enhance their overall approach. Still others have created courses solely for Web-based instruction, a medium that brings with it benefits and drawbacks.

Trent Anderson, vice president and publisher for Kaplan Inc., said the value of online SAT preparation depends a lot on the student doing the preparing.

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"If you're good at self-scheduling, then an online program will work for you," he said. "It's more flexible than a scheduled class. It works best for those who are self-motivated to get things done."

Students who can't get regular school work done without supervision may need more structure than a Web course can provide. "A scheduled class with a teacher forces those students to get their work done," he said. "It's very important to be consistent with our course. You can't study it all at the last minute."

He also said courses on the Web help those students who don't have access to a class. "Not everybody can get to a center, so the Web provides the course to a greater number of people," he said. "But it's best if you can use the Web to supplement the class."

Jeff Rubenstein, a spokesman for The Princeton Review, said that although Web-based preparation has its advantages, there's no substitute for a traditional practice exam.

"Realize the real test is a paper-and-pencil test. That's why you need to take practice with pencil on paper," he said. "You need to be able to look at all the answers and all the questions. That way you can compare them and see where you're lacking."

Richard Rome, who has privately tutored students in the Houston area on the SAT for 15 years, is in the process of creating a Web-based



on the SAT for 15 years, is in the process of creating a Web-based program. He said that, just like in a preparation class, an online program must have a means of diagnosing where a student's problem areas are.

"It's very easy to find out what questions you missed, but it's much harder to tell why you missed them unless you rework all the problems," he said. "You should be able to know whether you're better at vocabulary, word association or context, not just whether you're good on the verbal part. That's something you can always get from a good teacher, but online it's much harder."



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Getting a jump on the SAT**Students and parents look for ways to improve test scores**

02/22/2000

By Brian Boney / Special Contributor to The Dallas Morning News

Your views

Metropolitan forum

Feedback

Thoughts? Suggestions?
 Tell us what you think.

Danny Reisch sees the equation clearly: To have the widest choice of colleges, he needs the highest score he can get on the SAT.

So Danny, now a junior at Cistercian Preparatory School in Irving, has been taking classes to prepare for the SAT, the measuring stick colleges use most when choosing freshmen.

[Self-starters study online](#)

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THE DALLAS MORNING NEWS

"I'm willing to put the time in now to improve the choices of where I can go," he said of the courses he's been taking through The Princeton Review, one of several national companies that prepare students for the SAT. "I'm taking classes now so I can save lots of time, money and stress later."

Like many students his age, Danny is preparing to take the SAT in May. He decided to enroll in an SAT class because he saw what a similar course did for his older brother, Jon, who eventually enrolled at Texas A&M University.

"My brother took courses, and he said they helped him improve his score by 200 points," Danny said. "I've learned tips on how to concentrate, how to strategize. . . . I want to go in with a clear idea of what's on the test so I can perform at my peak."

The SAT is so important to colleges that many companies have found a lucrative specialty in teaching the ins and outs of the tests. Students and their parents are often willing to pay \$1,000 or more for programs that say they'll improve test scores. Prep courses vary from a traditional class setting to workbooks to sites on the Internet.

The prep-course teachers, many of whom scored high on the test themselves, say there are no tricks to mastering the SAT. But they say that by knowing the test's design, the areas of knowledge it actually examines and how to focus, students can improve scores by as much as 300 points.

as 300 points.

However, a spokesman for the nonprofit company that administers the SAT said students should beware of courses that promise high scores. Kevin Gonzalez of the Educational Testing Service said that coaching is no substitute for knowledge of the subject areas.

"You have to know the material," he said. "The test also is constantly evolving. We're always preparing for the future."

Mr. Gonzalez said the SAT includes questions that don't count toward the final score. Answers to the questions enable ETS to study how different groups of students perform.

ETS also tries to weed out questions that it believes too many students answer correctly. And so, Mr. Gonzalez said, any preparatory classes or exercises need to tell students what their strengths and weaknesses are.

"We suggest you take the PSAT. It's a good diagnostic tool and a fairly good predictor of how well you'll do on the main test," he said. "The PSAT shows where you're good and where you're not."

The first thing that teachers such as Brenda Kirby tell their students is to relax. Too many students rush through the tests, a sure way to drop scores.

Ms. Kirby teaches an SAT course at Mountain View College, under the sponsorship of the University of Texas at Arlington. Her students vary widely in age and purpose, she said.

Some want good test scores to help them qualify for scholarships, and others are trying to get into selective private schools.

"I've got some high school seniors. I've got some seventh- and eighth-graders. Sometimes parents take the class so they can help their kids," said Ms. Kirby, math department chairwoman at Skyline High School.

Jennifer Lynn, executive director of the North Texas region for The Princeton Review, suggests that students take practice exams.

"Don't practice on the real thing," she recommended. "Get an understanding of how long the test is," and learn to use the time to best advantage.

Charles Thornburgh, president of Test Takers, a California-based company, said most students who have problems with the test don't understand how to take it.

The SAT attempts to test logic and reason, not just lessons learned. That's why "it's important to learn the language of the SAT," he said.

Test teachers caution that students can overstudy, especially on the math exam. For example, students take advanced math courses, such as calculus, during their sophomore and junior years, thinking the tougher courses will prepare them for the SAT. But on a test that

focuses mainly on geometry and basic algebra, which many students may have taken years before, advanced classes are useless.

Richard Rome, a private SAT tutor from Houston, said test classes can serve as refreshers.

"Most students have wonderful recall, but so many have geometry early in high school," he said. "By the time they take the test, they've forgotten much of their earlier math skills. Instead of remembering all these theorems, they need to be able to solve problems."

Mr. Rome said students also can become too reliant on technology.

He said students often use calculators to do simple problems on the SAT - but then mess up by forgetting basic steps such as converting miles into feet.

"It's the simple things you need to practice, not all the high-level math," he said. "That's not on the test."

The verbal portion of the SAT also has its own pitfalls. Ms. Lynn said that too often, students spend too much time on literature and grammar when vocabulary is the key.

"You need to improve your reading efficiency," she said. "You should jot down vocabulary words you can't pick up and define right away. You should find something you enjoy reading, like The New Yorker or a Tom Clancy novel, and read 20 minutes a day."

But no matter what math or verbal practice students choose, Ms. Kirby says the main goal of test preparation is to get over one's fear of the SAT.

"The main thing to remember is that the test really isn't that hard," she said. "The misconception is that you need all these advanced math and English skills. But the test really just requires analytical skills. It's just a matter of getting the students to think through the problems."

Brian Boney is an Arlington-based free-lance writer and a frequent contributor to Education Extra.

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College Test Preparation for Low-Income Students Congressional Justification

Ensuring equal access to higher education is essential in today's economy, when advanced education is so often the key to economic success. For many low-income students, however, admissions tests remain a stumbling block. Low-income students tend to score lower on admissions tests like the SAT and ACT, and they do not have the same access to quality test preparation programs as their wealthier classmates. The College Test Preparation for Low-Income Students initiative will provide funding to pay the costs of rigorous preparation programs, including on-site programs, online programs, PC-based systems, and course materials for low-income students. Competitive grants would be given to local educational agencies or schools, which would be expected to establish partnerships with test preparation companies or community-based organizations with proven track records, including an established curriculum, for preparation services. Students would be eligible for the program if they had a family income no greater than 200 percent of the poverty line and had demonstrated a commitment and level of achievement necessary for college entrance. For example, applicants could require students to have satisfied minimum college entrance requirements. A competitive priority would be given to applicants that couple test preparation with other relevant services such as college counseling, application assistance, and financial aid counseling. The request for FY 2001 is \$10 million.

MEMORANDUM

DATE: 2/8/00
TO: KENDRA BROOKS
WHITE HOUSE DOMESTIC POLICY
FROM: JEFFREY JOHNSON
NAACP, NATIONAL YOUTH COUNCIL COORDINATOR
RE: NAACP NATIONAL BOARD OF DIRECTORS MEETING

The Board's Education Committee Meeting is scheduled to take place 9-11am on Friday February 18, 2000 at the Marriott Metro Center. The meeting will be held in Solon D and I have included a schedule for the entire Board weekend, which includes the address for the hotel.

It would be extremely helpful for the Education Committee to hear from you how this proposed program was put together, the connection with the President's State of the Union, the ultimate goal of the program, and the ways in which the Association can support the effort. I'm sure that there are some additional pieces of information that you may like to share. I know that the committee will have questions around the current language of the CJ, so please ease their minds upfront about the current language. Let me know if I can provide you with any additional information that would be helpful for your presentation. FYI: I have not, as you have requested shared the CJ with anyone thus far, but would like the committee to have the opportunity to review the document prior to the Board Meeting. Please advise.

Thanks again for your assistance with this issue. I look forward to our continued cooperation on this and other related initiatives.

2/8/00

1

**NAACP ANNUAL MEETING/BOARD/TRUSTEES
COMMITTEE
MEETINGS**

February 17-19,2000

**MARRIOTT METRO CENTER
775 12th Street, N.W.
Washington, D.C. 20005
(202) 737-2200**

SCHEDULE OF ACTIVITIES

Thursday, February 17,2000

9:00 a.m. – 6:00 p.m.

**Chairman's Office
Tokyo Room**

**President/CEO's Office
New York Room**

**General Office
London Room**

**Press Office
Washington Room**

3:00 p.m. – 6:00 p.m.

**Election Supervisory Committee
Montreal Room**

4:00 p.m. – 6:00 p.m.

**Image Awards Committee
Paris Room**

Friday, February 18, 2000

7:30 a.m. – 9:00 a.m.	Budget/Reimbursement & Compensation Committee Salon A
8:00 a.m. – 5:00 p.m.	Election Supervisory Committee Montreal Room
8:00 a.m. – 10:00 a.m.	Political Action/Legislative Salon B
9:00 a.m. – 11:00 a.m.	Health Committee Salon C
9:00 a.m. – 11:00 a.m.	Personnel Committee Potomac Room
9:00 a.m. – 11:00 a.m.	ACT-SO Committee Vintage Room
9:00 a.m. – 11:00 a.m.	EDUCATION COMMITTEE Salon D
10:00 a.m. – noon	Legal Committee Salon B
10:00 a.m. – noon	Convention Planing Committee Paris Room

FRIDAY, FEBRUARY 18, 2000

10:30 a.m. – 12:30 p.m.	Crisis Board Meeting Salon A
12:30 p.m. – 2:00 p.m.	Board/Trustees Luncheon Salons C – D
2:00 p.m. – 2:30 p.m.	Special Board Meeting for Election of SCF Trustees Paris Room
2:30 p.m. – 4:30 p.m.	Labor Committee Salon D
2:30 p.m. – 5:00 p.m.	National Youth Work Committee Salon A
2:30 p.m. – 5:30 p.m.	Committee on Branches/Youth Work Salon B
2:30 p.m. – 4:00 p.m.	Spingarn Committee Vintage Room
2:30 p.m. – 4:00 p.m.	Religious Affairs Potomac Room
3:30 p.m. – 5:30 p.m.	Special Contribution Fund Trustees Meeting Paris Room

FRIDAY, FEBRUARY 18, 2000

- | | |
|------------------------|---|
| 4:30 p.m. – 6:00 p.m. | Criminal Justice Committee
Vintage Room |
| 6:30 p.m. – 8:00 p.m. | Board/Trustees Dinner
Paris Room |
| 8:15 p.m. – 10:00 p.m. | Presentation of James Weldon
Johnson's "GOD'S TROMBONES"
Grand Ballroom |

"The Essence of Joy Choir and LAF Traveling Repertory will present GOD'S TROMBONES." The presentation will feature spiritual songs and Lyric sermons collected by Harlem Renaissance Scholar and NAACP stalwart – James Weldon Johnson.

SATURDAY, February 19, 2000

- | | |
|-----------------------|--|
| 7:30 a.m. – 9:00 a.m. | National Housing Corporation
Board Room |
| 9:00 a.m. – noon | NAACP Annual Meeting
Grand Ballroom |
| 1:00 p.m. | Press Conference
Paris Room |

SATURDAY, FEBRUARY 20, 2000

1:00 p.m. – 2:30 p.m.

Board/Trustees Luncheon
Salons C/D

1:30 p.m. – 3:30 p.m.

Women in the NAACP
Montreal Room

3:00 p.m. – 7:00 p.m.

Board of Directors Meeting
Salons A/B**February 2, 2000**



AT&T

News of AT&T's
Community and
Business
Connections

Winter 1999-2000
Volume 5, Issue 2

Partners

ACCESSING
TECHNOLOGY

BUSINESS
OPPORTUNITIES

COMMUNITY-BASED
INITIATIVES

Page 3

Page 7

Page 2

Memo Mon. AT&T:
Baltimore City

INSIDE

globally competitive, while also impacting minorities, their businesses and their communities.

AT&T Bridges The Gap Through Innovative Programs

National Urban League Helps CLOSE the DIGITAL DIVIDE

A RECENT REPORT BY THE
COMMERCE DEPARTMENT, "FALLING
THROUGH THE NET: DEFINING THE
DIGITAL DIVIDE," said that while 37.7
percent of whites have access to the
Internet at home or work, only 19.9 per-

cent of African Americans and 16.6 per-
cent of Hispanics have such access.

With a grant from the AT&T
Foundation, the National Urban League
is working to bridge that gap by making
inner city residents more technically

State Senator Bobbie
Halverson, standing,
looks on as navigator
instructor Claudette
Terry, seated center,
gives students a
demonstration during
AT&T's Cyber Navigator
Camp Program.

(continued on page 2)

AT&T Bridges The Gap...

(continued from page 1)

savvy. AT&T provided the National Urban League with a \$210,000 grant for its Digital Campus program that will strengthen the marketable technology skills of its constituents. Sites of the initial programs are: Atlanta, Houston and Washington, D.C. According to the NUL's Director of Technology, Programs and Policy, B. Keith Fulton: "The National Urban League has been delivering technology-based programs to low-income communities since 1968.

The Digital Campus Program is the latest evolution in our commitment to leave no community behind in the 21st century."

Here's how the program works. The grant will finance three digital campus centers. At these facilities, an average of 600 workers will receive technical training each year. The trainees, in turn, will gain entry-level jobs in the information technology and communications sectors.

The program also calls for participants to get Net savvy: the grant will enable adults and youth to receive instruction at Internet-enhanced technology labs and use Web-based training software.



From left to right, Washington Mayor Anthony Williams, Secretary of Commerce William Daley and Esther Silver-Parker, president of the AT&T Foundation, tour the Greater Washington Urban League's technology resource center during a visit promoting private sector investment.

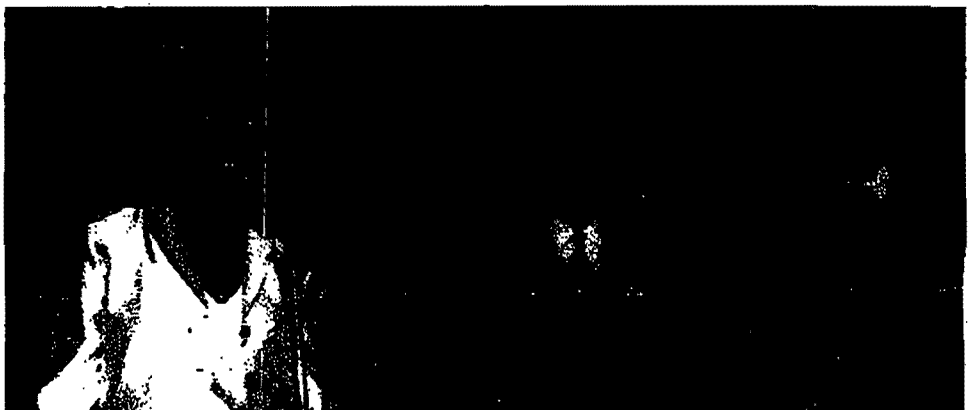
P

THE NAACP Races Toward The FUTURE

FOR THE PAST NINETY YEARS, THE NAACP HAS BEEN IN THE FOREFRONT OF ADVANCING THE LIBERTIES OF AFRICAN AMERICANS. This noted civil rights organization always played a part in the struggle for inclusion of African Americans in the American dream by knocking down the legal barriers in all areas of civil rights, such as housing, employment and education.

"As the NAACP celebrates its historic 90th year, it is fitting that they, too, are advancing into the 21st century with plans to establish seven technology centers across the country," says Karen Wilson, Chief Development Officer at the NAACP Corporate Headquarters in Baltimore, MD. The aim of the NAACP in developing the centers is to provide access to computer technology and training in local communities and to build capacity and skills levels in the areas of technology advancement. The launching of this initiative will benefit not only the NAACP volunteers and members, but the families and children in the communities of the pilot sites as well.

AT&T, sharing in these goals, is the lead sponsor of the NAACP/AT&T Technology Centers and is fully funding the \$350,000 needed to establish the seven centers of the pilot project. AT&T, through its Learning Network program, is also supplying resources and assistance in developing the customized curriculum being designed specifically for the NAACP/AT&T Technology Centers. AT&T ALLIANCE volunteers, along with other AT&T employees, will



provide training and technical assistance in the seven centers that will be located in Baltimore, Miami/Ft. Lauderdale, Dallas, Philadelphia, New York, Seattle and Chicago.

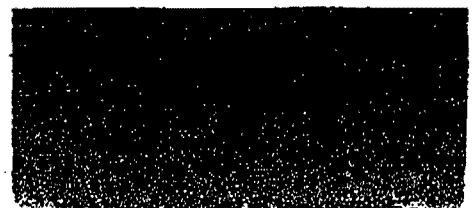
Wilson adds, "The program will teach computer literacy, as well as give individuals and families access to computers and the Internet. Not only do African American children and families need exposure to computer technology and the Internet, the parents need the training and support to allow them to work with their children on the Internet and support them with the technology. This initiative intends to make technology accessible for those parents and other family members who cannot afford to purchase computers and who have either never been exposed or have had minimal exposure to computer technology." Through the technology centers, the NAACP will also promote Family Technology Nights at NAACP chapter locations.

The NAACP will launch this initiative

Esther Silver-Parker, President, AT&T Foundation, addresses the NAACP's 90th Annual Convention in New York City, as, center, Kwesi Mfume, President of the NAACP and Julian Bond, right, Chairman of the NAACP, listen attentively.

in January, 2000. They will host a Mini Camp at the National Office January 3-14 for all participating vendors. The Mini Camp will address: SAT Preparation class/testing (16 hours of computerized training), Microsoft Office software overview (with adult interaction), Learning Center introductions (both text/computerized programs — secondary/middle school age children), and NAACP Family Night (surfing the Internet program).

P



South Side Chicago, IL — December

SAT AND COLLEGE ADMISSIONS

WHEREAS, the Scholastic Assessment Test (SAT) and the American College Test (ACT) tests are utilized as a predictor of success in Colleges and Universities; and

WHEREAS, major emphasis is placed on the SAT and ACT scores by Colleges and Universities in order to determine admission; and

WHEREAS, the SAT is an often unreliable indicator of College Graduation rates and assessment of course placement; and

WHEREAS, African-American, other minorities, and women generally score lower on the SAT test; and

WHEREAS, the findings of several research studies demonstrate that SAT preparation courses can significantly increase test scores;

NOW THEREFORE BE IT RESOLVED, that the NAACP work through its Education Department, Youth Councils and College Chapters to insist that College and University Admissions Offices de-emphasize the SAT as the primary factor in the Admissions process.

BE IT FURTHER RESOLVED, that the NAACP call upon the Testing Industry to develop an Admissions Test with direct correlation to high school curriculum.

BE IT ALSO RESOLVED, that the Testing Industry initiate a national study on the correlation between SAT scores, college matriculation, and college graduation; by convening a group of national education and civil rights organizations to initiate dialogue around the results of the study.

BE IT FINALLY RESOLVED, that in the interim of structural changes, the NAACP partner with a SAT coaching and training infrastructure to provide free and reduced cost SAT preparation for students of color, similar to those programs currently subsidized by the state of California, to increase test scores and college admission for as long as this poor indicator of success is administered.

INCREASING ACCESS TO HIGH QUALITY SAT/ACT TEST PREPARATION AND COLLEGE FOR LOW-INCOME HIGH SCHOOL STUDENTS

January 27, 2000

As part of his effort to open the doors of college to all Americans, the President's FY2001 budget calls on Congress to invest \$10 million to help low-income high school students gain admission to college. The College Tests Preparation for Low-Income Students initiative will provide access to high quality test preparation for the Scholastic Achievement Test (SAT) and the American College test (ACT). College entrance exams are an important component of college admission and participation in higher education is widely acknowledged as a key to economic success. Unfortunately, the SAT and ACT often hinder access to participation in selective institutions for low-income students, who tend to score lower on the exams and who lack access to the same high quality test preparation as their wealthier classmates. Under this program, funds will be made available on a competitive basis to high schools and districts that partner with organizations that have proven track records in SAT/ACT preparation. Students eligible for the program have family incomes no greater than 200% of poverty and have demonstrated a commitment and level of achievement necessary for college entrance.

PROVIDING GREATER ACCESS TO COLLEGE FOR LOW-INCOME HIGH SCHOOL

STUDENTS. Research from the College Board finds a difference of over 200 points between students with family incomes over \$70,000 and those with incomes of \$10,000 or below. In 1999, African-American, Hispanic, and Native American students made up only about one in twenty of the students who had very high scores on the SAT, which are scores typical of students admitted to highly selective colleges and universities. Low-income students often attend schools that lack the kind of challenging coursework that students need and deserve and which help can prepare students for success on college entrance exams. In addition, high quality test preparation courses, which many students are using to boost SAT/ACT scores, are often beyond the reach of disadvantaged students.

INVESTING IN WHAT WORKS TO SECURE HIGH QUALITY TEST PREP FOR ALL.

Last year California introduced the College Preparation Partnership Program that offers very low cost or free college test preparation courses. **HOW MANY STUDENTS/SCHOOL ARE INVOLVED THIS YEAR?** President Clinton is proposing a \$10 million initiative that would offer competitive grants to high schools based on the California model. The Administration's proposal would require high poverty high schools to partner with test preparation companies or non-profits with proven track records, including an established curriculum, for preparation services. Funds could be used to support on-site programs, online or computer-based programs, or course materials for low-income students. Students would be eligible for the program if they had a family income no greater than 200 percent of the poverty line and had demonstrated a commitment and level of achievement necessary for college entrance. Priority will be given to programs that also offer other relevant services such as college counseling, application assistance, and financial aid counseling. This initiative would provide access to the same education opportunities for underrepresented minorities that are equivalent in scope and quality available to many youngsters from the nation's most academically successful groups.

Here for Bruce

President excited about this program

Thank you Hillary Clinton / Jeff Johnson

State of the Union: let's give them the same high quality test preparation for free as wealthy counterparts.

Tell you about how we got where we are, why we're doing this, etc.

How we want to structure the program

Take questions

Why we did this

Another component of opening the doors to college

Recognition that SAT is used as a predictor of success by colleges

Recognition of the gaps in attainment on the test by income

Interest in providing same high quality test prep for poor kids as wealthy counterparts

What we want to see happen

See test taking on SAT go up

Higher admission rates

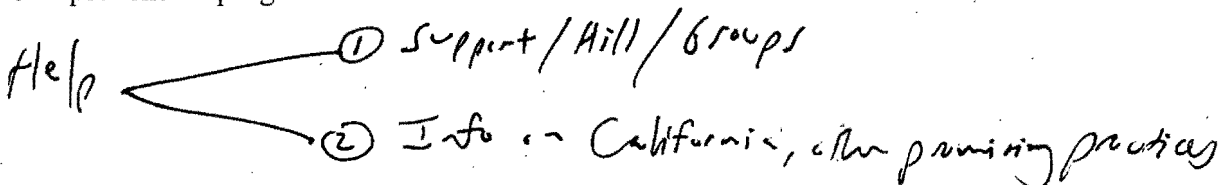
Better preparation for college

Not interested in taking focus away from high quality coursework, rigorous classes, excellent teachers

How it might work

Partnerships between schools and/or districts and test prep companies or nonprofits with a proven track record and sustained, high quality program.

Comprehensive programs

Help 
① Support / Hill / Groups
② Info on California, alternative practices

In class, PC based. Web-based

Evaluation and dissemination

College Test Preparation for Low-Income Students. Ensuring equal access to higher education is essential in today's economy, when advanced education is so often the key to economic success. For many low-income students, however, admissions tests remain a stumbling block. Low-income students tend to score lower on admissions tests like the SAT and ACT, and they do not have the same access to quality test preparation programs as their wealthier classmates. The College Test Preparation for Low-Income Students initiative will provide funding to pay the costs of rigorous preparation programs, including on-site programs, online programs, PC-based systems, and course materials for low-income students. Competitive grants would be given to local educational agencies or schools, which would be expected to establish partnerships with test preparation companies or community-based organizations with proven track records, including an established curriculum, for preparation services. Students would be eligible for the program if they had a family income no greater than 200 percent of the poverty line and had demonstrated a commitment and level of achievement necessary for college entrance. For example, applicants could require students to have satisfied minimum college entrance requirements. A competitive priority would be given to applicants that couple test preparation with other relevant services such as college counseling, application assistance, and financial aid counseling. The request for FY 2001 is \$10 million.

SUBJECT : Preparatory courses for college admissions tests

SOURCE : Author

DIGEST : This bill establishes a six-year pilot program, to be administered by the State Department of Education, to provide matching grants to public high schools to operate or contract for the operation of college admissions tests preparation courses. The bill appropriates \$10 million from the General Fund to support this pilot program.

Assembly Amendments made various changes in response to the Governor's requests. They further clarify the program and add an appropriation.

ANALYSIS : Standardized college admission tests are a major factor in the eligibility and admission of students to higher education institutions. The University of California (UC), in addition to a number of other provisions, requires freshmen applicants to take the Scholastic Aptitude Test I (SAT I) or American College Test (ACT) and three required Scholastic Aptitude Test II Subject Tests (SAT II) as a condition of eligibility. The California State University (CSU) requires freshmen applicants with a grade point average of 2.99 or below to take the SAT I or the ACT; applicants with a GPA of 3.0 or better are not required to take these tests. A variety of independent colleges and universities also require these tests.

This bill establishes a six-year pilot program to provide matching grants to public high schools to operate or contract for the operation of college admissions test preparation courses. Specifically, this bill:

1. Establishes a matching grant program, to be administered by the State Department of Education (SDE), to allocate funds to public high school sites to operate preparation courses for college admission tests. Provides that every \$2 in state funds must be matched with \$1 by

participating schoolsites, which can come from federal, local, private, or other state sources. A schoolsite may assess participating students up to five dollars; these funds may be used for the matching requirement.

- 2.Requires participating schoolsites to be identified through a competitive process administered by the SDE. Priority must be given to schoolsites with low college attendance rates, high numbers of low-income pupils, and demonstrated school-based efforts to improve the schoolsite's college preparatory curriculum and college attendance rates. Grants may also be awarded to any high

schoolsite to provide assistance to low income pupils at that site with preparation for college admissions examinations.

- 3.Requires funds allocated by this program to be used for college admission test preparation courses, or financial assistance with test fees, for pupils that are expected to complete coursework required for admission to the University of California (UC) or the California State University (CSU) and who have the academic skills to complete the coursework.
- 4.Requires participating school districts to provide a program for college entrance examination preparation or to enter into contracts for college admissions test preparation courses for public high school students. Provision of these preparation courses may include contracting with existing commercial preparation course providers, public or private postsecondary institutions or directly with school district employees.
- 5.Requires the content of the college admissions test preparation course provided by this program to be determined by the school district of the schoolsite at which it occurs (the bill does, however, specify minimum content requirements). The course must include at least 20 hours of direct pupil instruction, outside of the normal school curriculum, that may include instruction provided remotely by technology.
- 6.Requires the SDE to conduct, and the State Board of Education approve, an evaluation of this program, as

specified, and report its findings to the Legislature by January 1, 2004. The program would sunset in six years on January 1, 2005. Requires a pre- and post-practice examination of participating pupils to assist in determining the effectiveness of each test preparation course.

Comments

Background. The Legislature recently held hearings examining the role of the SAT and ACT in shaping college admissions and the role of preparatory courses in improving students' overall test scores. A variety of preparatory approaches are available including expensive, private commercial multi-week courses, school district programs, and higher education institution initiated programs. Although administrators of the SAT and ACT indicate that commercial preparation courses have minimal effects on

scores, test preparers indicate otherwise. Data from one private company -- The Princeton Review -- indicates that the average SAT score increases by approximately 140 points (out of a total 1600) for students taking their courses.

This bill is intended to (1) provide low-income students access to the types of programs that will assist them in increasing their SAT/ACT scores and, consequently, their eligibility for college and for college financial aid (which often takes these scores into account), and (2) evaluate after five years, the effectiveness of these test preparation courses for this group of students.

SAT Scores and Family Income. Data from The College Board, 1994 Report indicates the following relationship between SAT scores and income:

Score	Family Income	1994 SAT
(Verb. + Math = 1600)		
	Over \$70,000	1000
	\$60,000-\$70,000	948
	\$50,000-\$60,000	929
	\$40,000-\$50,000	911
	\$30,000-\$40,000	885

\$20,000-\$30,000	856
\$10,000-\$20,000	812
Under \$10,000	766

FISCAL EFFECT: Appropriation: Yes Fiscal Com.: Yes
Local: No

The bill appropriates \$10 million to the Superintendent of Public Instruction for the grant program.

SUPPORT: (Verified 8/27/98)

American Federation of State, County and Municipal
Employees, AFL-CIO
The College Board
California State University
UC Student Association

California Teachers Association
California Postsecondary Education Commission
Los Angeles Unified School District

ASSEMBLY FLOOR:

AYES: Ackerman, Aguiar, Alby, Alquist, Aroner, Ashburn,
Baca, Battin, Bordonaro, Bowen, Bowler, Brewer, Brown,
Bustamante, Campbell, Cardenas, Cardoza, Cedillo,
Cunneen, Davis, Ducheny, Escutia, Figueroa, Firestone,
Floyd, Frusetta, Gallegos, Goldsmith, Granlund, Havice,
Hertzberg, Honda, Kaloogian, Keeley, Knox, Kuehl,
Kuykendall, Leach, Lempert, Leonard, Margett, Martinez,
Mazzoni, Migden, Miller, Morrissey, Murray, Napolitano,
Olberg, Oller, Ortiz, Pacheco, Papan, Perata, Poochigian,
Prenter, Richter, Runner, Scott, Shelley, Strom-Martin,
Sweeney, Thompson, Thomson, Torlakson, Vincent,
Washington, Wayne, Wildman, Woods, Wright, Villaraigosa
NOES: Baldwin, Baugh, McClintock, Morrow, Pringle
NOT VOTING: House, Machado, Takasugi

Abstract

A College Board-sponsored survey of a nationally representative sample of 1995-96 SAT® takers yielded a data base for more than 4,000 examinees, about 500 of whom had attended formal coaching programs outside their schools. Several alternative analytical methods were used to estimate the effects of coaching on SAT I: Reasoning scores. The various analyses produced somewhat different estimates. All of the estimates, however, suggested that the effects of coaching are far less than is claimed by major commercial test preparation companies. The revised SAT I does not appear to be any more coachable than its predecessor.

Effects of Coaching on SAT® I: Reasoning Scores

"New SAT proves more coachable than old," proclaimed the January 8, 1995, edition of the *Philadelphia Inquirer*. Undoubtedly, this announcement also appeared in some form in other major newspapers. The assertion is, however, altogether inconsistent with changes that have been made to the SAT I: a greater emphasis on critical reading, the elimination of antonym questions to measure vocabulary, a reduction in the number of analogy items, more generous time limits, and the use of some math questions that require examinees to construct (rather than choose) answers. For a variety of reasons, all of these modifications should, if anything, render the revised SAT less coachable¹ than its predecessor. Nonetheless, two of the major purveyors of commercial coaching currently boast (on their Web sites) of large average score increases (verbal and math combined):

- 120 points by the Kaplan Educational Centers
Nov. 26, 1997
www.kaplan.com/precoll/courses.html
- 140 points by the Princeton Review
Nov. 25, 1997
www.review.com/college/sat/satCourse.efm

1. "Coaching" can take many forms ranging from short-term cramming and practice aimed solely at honing test-taking skills to long-term instruction focused on the development of knowledge and abilities (Cole, 1982; Anastasi, 1981; Messick, 1982). We have sidestepped the definition of coaching here by simply considering it to entail any and all activities conducted in special preparation programs offered to students outside their schools.

The appeal to test takers is reinforced by Princeton Review's guarantee of 100-point increases and by Kaplan's claim that 28 percent of its students improve by at least 170 points upon retesting. Other companies make similar claims.

To date, however, coaching companies have, to our knowledge, documented their claims only by surveying previous customers to ascertain score changes after coaching. Although sometimes verified by prestigious accounting firms, these survey results do not constitute scientific studies. At a minimum, it is necessary to compare these score changes with those exhibited by uncoached test takers, who, for a variety of reasons (test practice, regression effects, and real growth in the abilities measured by the test, for instance) also show improvements upon retesting. As documented elsewhere (e.g., Powers, 1993), studies published in scholarly journals simply do not support current claims about the effectiveness of coaching for the SAT: in total, the average reported effect for the Princeton Review and for the Kaplan Educational Centers, for example, is about 25-40 points on the verbal and math portions of the SAT—less if only the best designed studies are used to gauge impact. All of this evidence, however, was collected for the pre-1994 version of the SAT, not the revision that was introduced in April, 1994. Therefore, as pointed out in a special report on the new SAT (College Board, 1994), until there is carefully controlled research, no one will know for certain whether or not the new test is more or less coachable than the old one. The primary aim of the study reported here was to estimate the effects of commercial coaching on the revised SAT, now known as the SAT I: Reasoning Test and hereafter referred to as the SAT I.

Method

Sample

The source of data for the study was a survey of 1995-96 SAT I test takers, undertaken to update prior estimates of students' involvement in SAT I test-preparation activities, including commercial coaching (Powers, *Preparing for the SAT I: Reasoning Test—An Update*). The survey involved a stratified random sample of some 6,700 SAT I registrants—1 in every 200 seniors who registered for the October, November, or December 1995 SAT I administrations, and 1 in every 200 juniors who registered for the May or June 1996 administrations. An analysis of replies from some 4,200 respondents, about

63 percent of the initial sample, revealed that nearly 12 percent attended coaching programs offered outside their schools. A total of 220 examinees reported that they had attended a program given by one of two major test-preparation firms, and 287 had attended some other formal programs conducted by other companies, other organizations, or colleges and universities.

Data

Besides information about students' test-preparation activities (e.g., which of a variety of activities they had engaged in, and, for coaching programs, the name of the offerer, the duration of the program, and the dates of enrollment), we also collected a variety of other information about survey respondents. This information included:

- test takers' evaluations of their earlier test scores as estimates of their abilities (pretty good, somewhat low, or much too low);
- test-takers' accounts of how nervous they were when taking the test (extremely, very, somewhat, slightly, not at all);
- test-takers' estimates of how important it was to attain good scores on the SAT I (extremely, very, somewhat, slightly, not at all); and
- test-takers' reports of the colleges that they regarded as their "first choices."

To make use of the information about test takers' first-choice colleges, we obtained information from SAT I test files about the SAT I scores of students applying to these schools. Specifically, for each of the approximately 1,800 different colleges and universities mentioned by study participants as their first choices, we retrieved the mean SAT I verbal and math scores for 1997 college-bound seniors who requested ETS to send their scores to these institutions.

Test score histories for all survey respondents were obtained from test score files. Information included the dates of, and performance on, the PSAT/NMSQT, the SAT, and the new SAT I. Along with test scores we also retrieved examinees' responses to the Student Descriptive Questionnaire (SDQ), which all SAT I takers are asked to complete when they register to take the test. This questionnaire provided a variety of information about students' backgrounds and experiences. For our purposes, the most important elements were:

- years of study in each of several major areas (art and music, English, foreign languages, mathematics, and natural sciences)

- average grades for courses in each subject area
- overall cumulative grade average
- most recent rank in high school
- educational aspirations
- best language (English or other)
- parents' education and income
- ethnicity
- sex

Interest in these particular variables stemmed from their potential relationship both to SAT I scores and to participation in coaching programs. Without controlling for each of them (and thus the variables for which they may be proxies), it is not possible to obtain credible estimates of the impact of coaching. Even with such control, however, the results of our analyses would not be entirely unequivocal. Other (potentially numerous) important but uncontrolled differences between coached and uncoached test takers could make coaching appear to be more (or less) helpful than it really is. Nonetheless, the availability of several variables that relate strongly to SAT I scores should serve to reduce dramatically any effects of self-selection to coaching programs. Scores on the PSAT/NMSQT and on any prior SAT were anticipated to serve this function especially well.

Because much of our data was based on student self-reports, we recontacted a sample of 350 respondents approximately two weeks after receiving their responses to our test preparation survey. For this follow-up, we re-asked some of the initial survey questions in order to assess, if not the validity of student reports, at least their consistency. With respect to participation in coaching programs, for example, 96 percent of 139 follow-up respondents were consistent in their initial and subsequent responses regarding attendance at coaching courses.

Data Analyses

Initially, we identified a few carefully selected individual cases in order to make one critical point. Although sometimes thought to reflect the value of coaching, anecdotal accounts are, at best, insufficient and, most likely, very misleading estimates of the impact of coaching.

Next, we examined the simple raw gains (and losses) made by coached students and, subsequently, compared these changes with those exhibited by uncoached test

takers. Finally, we employed a variety of more sophisticated analytic methods to account for the fact that, as will be shown, coached and uncoached students differed systematically with respect to a variety of characteristics that are related to SAT I scores. These systematic differences are themselves of interest because they illuminate the bases on which students decide to enroll in coaching courses.

With regard to the more elaborate statistical analyses, two distinct approaches were followed. The first involved the use of analysis of covariance-related procedures; the second a variety of matching procedures. In some cases, both kinds of procedures were combined. The second strategy entailed the use, as comparison groups, of subsets of uncoached students who closely matched the backgrounds and other characteristics of coached test takers. These comparison groups were established with the aid of matching procedures such as those discussed by Rosenbaum (1995). Coached and (matched) uncoached groups were then compared with respect to their SAT I performances, with appropriate covariates included in order to maximize precision.

In all, six different formal computational models were used to derive estimates of the effects of coaching, both for all coached students and for those who attended major commercial coaching programs—those offered by each of two major test preparation companies and by all other programs combined. “Raw” changes in test scores were also compared for coached and uncoached examinees. (Except for lower precision, this analysis should agree, at the means at least, with the results of a repeated measures analysis.) We felt that the “real” coaching effects should lie within the range of estimates computed from the various methods. For all analyses we used only control variables that were antecedent—either logically or temporally—to decisions to attend coaching programs. Attending coaching programs did not therefore affect examinees’ standing on them. Thus, their use as control variables could not increase any existing bias in the estimates of coaching effects. These variables included such demographic and background characteristics as sex, ethnicity, parental education, course-taking histories, high school grades, and earlier test scores.

To the extent that not all relevant variables have been observed, measured, and included in the various analyses, coaching effects will be underestimated, provided that unobserved variables relate in the same way, say positively, both to SAT I performance and to participation in coaching programs. Effects will be overestimated if relevant unmeasured control variables relate in opposite ways to SAT performance and to participation in coaching.

Analytical Models

Several different alternative procedures were used to analyze the data. We have not attempted to provide detailed descriptions of these procedures. Instead, we have provided references for the reader who may be interested in more information about the methods.

Model 1: Repeated measures. The first model employed was a simple repeated measures (RM) design. Only earlier SAT I scores (or PSAT/NMSQT scores) were used as the control variable. Thus, this design assumes that all “selection bias” is completely captured in the observed between-group differences in precoaching test score means. The model provides only a baseline comparison rather than a serious estimate of the effects of coaching. For this model, we included only test takers who had either previous SAT I scores or PSAT/NMSQT scores. (When both scores were available, we used SAT I scores.) Selection bias as used here refers to the fact that treatment status (i.e., membership in the coached or uncoached groups) is related to both measured and unmeasured characteristics (ability level and motivation, for example) that may themselves be related to treatment outcomes (Barnow, Cain, and Goldberger, 1980; Murnane, Newstead, and Olsen, 1985). Selection bias is of concern whenever the assignment to treatment and control groups is nonrandom (as is the case here) and/or is nonrandom conditional on the observable control variables that are used in the computational model.

Model 2: Analysis of covariance. The second computational technique reported here, the analysis of covariance (ANCOVA), makes the strong assumption that conditioning on covariates (i.e., adjusting for between-group differences) can render the coached and uncoached groups equivalent, as if there had indeed been random assignment to groups. The supposition here is that all relevant control variables have been included in the ANCOVA model and thus the analyses will yield unbiased estimates of the effects of coaching.

The assumption underlying the repeated measures model is that between-group differences in pretest scores completely capture any between-group differences on all other unmeasured variables that are related to self-selection. The ANCOVA model, on the other hand, does not make this assumption. Instead, it bases its adjustments on a total of nine covariates—two “dummy” variables indicating race/ethnicity (Asian, underrepresented minority, and white), earlier test scores in math and verbal, father’s education, high school GPA, math grades (in the math equation), social science grades (in the verbal equation), and a variable reflecting the difference between an examinee’s SAT I pretest

score (either verbal or math) and the mean SAT I score of applicants to the examinee's "first choice" college.

Model 3: Instrumental variable selection. The third method used here, the instrumental variable selection model (IVSM), was suggested by Barnow, Cain, and Goldberger (1980) for use in program evaluation. The IVSM attempts to correct for unmeasured selection effects by using information from two equations—the selection equation and the estimation equation. This analysis used the same variables as used for the ANCOVA model. Greene's (1992) Limited Dependent Variables computer program (LIMDEP) provided a way to implement the procedure. Although economic statisticians, particularly Heckman (1979), have devoted considerable attention to the development of methods to estimate and control for selection bias, there have been few applications of these procedures in educational research. Some notable exceptions are discussed by Murnane et al. (1985). Other economic statisticians, e.g., Greene (1981, 1997), Barnow et al. (1980), Olsen (1980), and Murnane et al. (1985), have contributed further to the early developmental work of Heckman. The variation of the original Heckman model that was used here, the IVSM approach, was suggested by both Barnow et al. (1980) and Murnane et al. (1985) to obtain not only plausible effect estimates in the presence of selection bias, but also unbiased estimates of the standard errors of these effects. Obtaining computationally efficient and unbiased estimates of the standard errors of treatment effects has proven to be difficult in much of the early work using the Heckman models. The latter accomplishment therefore represents a significant advance.

Model 4: Heckman model. The "pure" Heckman model, like the two-equation IVSM discussed above, assumes that the treatment model is incompletely specified because of two critical unmeasured variables. The first can be defined as the pretreatment "true ability" to achieve the outcome (Barnow et al., 1980); the second describes who was assigned to treatment and control groups. If an observed variable, say "t," were the only variable used to assign individuals to groups, then an unbiased estimate of the treatment effect could be obtained even without an accurate measure of "true ability." With random assignment, there would be no need to include a measure of "t" as a covariate in the outcome equation, since it would be uncorrelated with treatment status. Unfortunately, in naturalistic experiments such as this coaching study, precise measures of "t" are not available. Typically, therefore, a composite variable "t" is formed to predict who is treated and who is not. This model of the selection process, known as the selection equation, is the first of two equations of interest. Unfortunately, except when individuals are as-

signed to treatments either randomly or on the basis of some known observed variable, this equation is typically specified only incompletely. Usually, only proxies for "true ability," which we will call "w," are available. That is, typically neither "w" nor "t" is completely specified, as is the case for the situation we have in this coaching study. Thus, there is error in both "w" and "t," which in turn is likely to be correlated. It is necessary, therefore, to apply certain restrictions in order to purge the treatment effect, "z," in our second equation, i.e., the structural or outcome equation for the coaching effect, from any preexisting group differences in "w."

The Heckman model assumes that the errors from the two equations are normally distributed and derives a theoretical function (the so-called mills ratio) using, from the selection equation, the estimated probability of selection (i.e., being coached) and the information on who is actually coached. The validity of this derivation requires strong normality assumptions with respect to the two error distributions in the population. Assuming that the relatively strong assumption of normality of errors is correct, then the mills ratio can be entered into the outcome equation as an additional predictor. In theory, the use of this variable will purge the treatment estimate of the biasing effect of the correlated errors from the two equations. Although the parameter estimates in the Heckman model are believed to be consistent if the assumptions hold, the standard errors are not generally correct. The procedure employed here to estimate the Heckman model uses a maximum likelihood solution (Greene, 1997), which yields the correct standard errors. More technical details for the Heckman procedure are given in Appendix A.

Model 5: Propensity matching. The propensity matching model (PMM), suggested by Rosenbaum and Rubin (1983), uses the predicted probability from a probit equation to "match" students from the coached and uncoached groups on their relative probability of being coached. The objective here is to match (a) the distributions of the probability of being coached for students in the coached group with (b) a similar distribution of probabilities from the noncoached group. To the extent that this is possible, then the effects of self-selection bias can be reduced, if not eliminated. To work, this method typically requires a large reservoir of untreated (here, uncoached) students, from which a subsample can be identified that matches the probability distribution of treated (i.e., coached) students. However, even a large reservoir of uncoached students, which would facilitate good matches to coached examinees, does not guarantee that self-selection bias can be eliminated completely, as matching can be performed only on the basis of those variables that have been mea-

sured. As with other models, there may be numerous, relevant unmeasured variables related to self-selection into the coaching group that are not be considered in the analysis. This is clearly the case here, because most of the available background and ability variables (the same as those used for the ANCOVA and IVSM analyses) showed relatively modest relationships to decisions to attend coaching programs.

In the application used here, a nearest-neighbor matching procedure was implemented, where the nearest neighbors from above and below a given coached individual's probability were selected as matches for that individual. In a few cases only one nearest neighbor was chosen, if one of those was not sufficiently close. Before the matching was carried out, the average estimated probability of being coached (for those individuals who had *actually* been coached) was .21. These average probabilities are based on estimates from the probit selection equation. The average estimated probability of being in the coached sample for those who were actually in the *uncoached* sample was .10. After matching was carried out, the average estimated probability of an uncoached student being in the coached sample was .18, suggesting a considerable reduction in potential bias following the matching. Our model of the selection process left much to be desired, however. Although the prediction of who would be coached was statistically significant, it was not, on the basis of the available background and ability variables, very accurate. Like the IVSM, the propensity model matches only on observed variables, but unlike the IVSM, it includes no mechanism for dealing with correlated error that results from a failure to include relevant variables in the selection equation and that may bias the coaching effects equation. Also, by its nature, the PMM significantly reduces sample sizes.

The third, fourth, and fifth methods used here, the IVSM, the Heckman, and the PMM, share one feature: They all entail modeling the selection process to control selection bias. Each method also requires the estimation of two equations. The first, a probit equation, attempts to predict from background, ability, and other measures, a student's membership in the coached versus the uncoached groups. Then, each method uses the estimated probability of membership, or a transformation of it, in a second step. The instrumental variable selection model (IVSM) uses this probability estimate as an instrumental variable in the second stage of a two-stage least squares procedure (Greene, 1981; Barnow et al., 1980). The PMM uses this estimate as a one-dimensional matching variable. The objective in the IVSM approach is to purge the explanatory variable of interest (i.e., the indicator of whether the student was coached

or not) of possible selection bias due to correlated errors between the first (i.e., modeling) equation and the second (i.e., coaching effects) equation. If the residual (error) from the modeling equation is positively correlated with both SAT I performance on retesting and self-selection into the coaching group, ordinary least-squares, single-equation approaches to estimating coaching effects, e.g., analysis of covariance, will overestimate coaching effects (Greene, 1997).

Model 6: The Belson model. The sixth method used to estimate coaching effects was the so-called "Belson model." This method, which entails making adjustments on the basis of only the control-group regression equations (Belson, 1956), yields an estimate of coaching/self-selection when effect sizes are correlated with covariates. The approach has been recommended for situations in which the comparison group is much larger than the treatment group, as it was in our data set (Cochran, 1969). It also avoids some of the assumptions on which ANCOVA is based.

This procedure was used by Stroud (1980) in a reanalysis of data from a study of the effects of commercial coaching that was sponsored by the Federal Trade Commission (Sesnowitz, Bernhardt, and Knain, 1982), and later by Powers (1985), for a study of the effects of coaching for the GRE Aptitude Test. Here, this approach entailed the prediction of SAT I scores from the variety of background data, including previous test scores, that were available. These regression equations were established on the basis of only those examinees who did *not* attend coaching programs. Next, these baseline equations were used to predict the expected SAT I scores of each *coached* test taker as if he or she had *not* been coached, given his or her standing on each of the predictor variables. For each coached test taker, the effect of coaching (or, more precisely, the combined effect of coaching and self-selection to attend coaching) was defined as the difference between the actual (post-coaching) SAT I score and the score predicted from the regression equations based on uncoached students.

Initial input for all regression equations was a missing data correlation matrix based on all available variables for the uncoached sample. Only variables that correlated with both SAT I scores and with attendance at coaching programs were used in the analyses. Next, a total of 11 distinct patterns of data were identified for coached test takers. For instance, some coached examinees had only PSAT/NMSQT scores and no other background data, some had information for all variables, and so on. PSAT/NMSQT scores and/or previous SAT I scores—by far the best predictors of latter SAT I scores—were available for all but 60 coached test takers. Using data for uncoached students only, a regression equation was

TABLE 1

"Case Histories" for 10 SAT I Takers

Case	Early Test Results				Intervening Test Preparation	Later SAT Results				"Effect"	
	PSAT/NMSQT		SAT			First		Second			
	V	M	V	M	Coached Test Takers	V	M	V	M	V	M
1	47(0)	52(0)	380	460	Coached by major company	470	570			+90	+110
	10/94		1/95		4/95-6/95	6/95					
2	60(0)	57(0)	640	650	Coached by major company	620	620			-20	-30
	10/94		4/95		8/95-9/95	10/95					
3	57(0)	59(0)	550	710	Coached by major company	550	720			0	+10
	10/94		4/95		9/95-10/95	10/95					
4	51(0)	59(0)			Coached by major company	480	540	510	590	-30, 0	-50, 0
	10/94				3/95-6/95	6/95		10/95			
5	67(0)	77(0)			Coached by major company	650	700	670	710	-20, 0	-70, -60
	10/94				3/95-5/95	5/95		10/95			
Uncoached Test Takers											
6			360	440	Used <i>Taking the SAT</i> and	510	520			+150	+80
			12/94		other test prep. materials	10/95					
7	56(0)	55(0)	430	490	Nothing except take the	590	540			+160	+50
	10/94		1/95		PSAT/NMSQT and SAT as	10/95					
					practice						
8	66(0)	69(0)	570	670	Read <i>Taking the SAT</i> and	670	800			+100	+130
	10/94		5/95		reviewed math and English	10/95					
					coursework on own						
9			670	560	Nothing except take the	670	560			0	0
			5/95		SAT for practice	11/95					
10			340	400	Used test prep. books and	280	350			-60	-50
			4/95		received special test prep.	10/95					
					in class						

Note: Multiple entries for "effects" indicate changes for first and second retests.

computed for each of these patterns to establish SAT I score expectations for each of the 11 different subsamples of coached test takers. In total, 469 coached students fit one of the 11 patterns. A total of 31 test takers who had neither pre-coaching test scores nor background data were excluded from the analyses.

Baseline regression equations provided very good predictions of latter SAT I scores. For SAT I verbal scores, multiple *R*s ranged from .88 to .93 for all patterns for which PSAT/NMSQT or earlier SAT I scores were available. For two patterns for which only background and questionnaire data were available, the multiple *R*s were .59 and .66. For SAT I math scores, the corresponding multiple *R*s ranged from .87 to .94 when earlier test scores were available, and .67 and .72 when they were not.

After individual effect estimates (i.e., differences between actual and predicted SAT I scores) were computed for each coached test taker, they were combined over all patterns of data. Mean effects were calculated for each of the three major categories of coaching courses, i.e., for each of two major coaching companies, and for all other kinds of courses combined. Finally, individual effect estimates were correlated with each background and questionnaire variable, and with ear-

lier test scores, to ascertain if coaching may have been more effective for some kinds of test takers than others.

Results

Case Studies

Table 1 presents histories for 10 SAT I takers in our study. These cases were purposely selected to illustrate several points:

- Some test takers are remarkably consistent in their performance on the SAT I over time. For example, one SAT I taker shown in Table 1 (Case 9) obtained exactly the same SAT I verbal and math scores on two separate occasions five months apart. Most examinees, however, are much less consistent.
- There are indeed coached test takers who show dramatic score improvements after being coached. Case 1, for instance, shows a total increase of 200 points when June 1995 SAT I scores are compared to scores earned six months earlier, prior to

coaching. (The computed gains—a total of 50 points—are less impressive, however, when earlier PSAT/NMSQT scores are used as the precoaching baseline.)

- Not all coached students exhibit dramatic improvements. Some (Case 3, for example) show little or no improvement after participating in coaching courses. Still others (Cases 2, 4, and 5) seem to lose ground.
- Some *uncoached* students also display large increases upon retesting, even with little intervening preparation. Cases 6 and 8, for instance, each show a total increase of 230 points upon retesting (either 5 or 10 months later). These test takers reported that they prepared by reading the College Board's test familiarization, *Taking the SAT I: Reasoning Test*, and either reviewing math and English course work or using other test preparation materials.

In summary, the cases discussed above illustrate a variety of possible outcomes with respect to the effects of coaching (or the lack of it). It is probable, however, that the experiences of some examinees (Case 1, for instance) exert an undue influence over other test takers' perceptions of the usefulness of coaching. This conjecture is consistent with the tendency of decision makers to weigh confirmatory evidence more heavily than equally relevant disconfirmatory evidence (Wason and Johnson-Laird, 1972). Of all the cases we have selectively marshaled here, the one that may stand out is the single instance illustrating a substantial improvement.

Score Changes²

As noted above, the case histories we chose to make our point—that examining individual cases is at best insufficient and probably misleading—were by no means randomly selected, or even remotely representative of the study sample. Examining the test score changes of all test takers in our sample who took the SAT I and either the PSAT/NMSQT or the SAT I previously revealed that

- 12 percent of 427 coached examinees improved their SAT I verbal scores by 100 points or more upon retesting (mean gain = 29, *sd* = 59)

2. For what we will refer to as raw score changes, we have used earlier SAT I scores, if available, as a baseline. If not, we have used PSAT/NMSQT scores, to which we have added a zero as the final digit in order to make them comparable to SAT I scores. This technique has also been used in several of the other analyses that employ precoaching test scores.

- 16 percent made equally large increases on the SAT I math exam (*m* = 40, *sd* = 58)

In contrast,

- 8 percent of 2,773 uncoached test takers improved by 100 or more points when retaking the verbal test (*m* = 21, *sd* = 52)
- 8 percent also improved by this much on the math test (*m* = 22, *sd* = 51)

But, for 36 percent of coached (and 38 percent of uncoached) examinees, SAT I verbal scores either decreased or remained exactly the same upon retesting. For the math portion, 28 percent of coached (and 37 percent of uncoached) examinees either made no improvement or else decreased upon retesting. With these data, the picture becomes somewhat clearer: Coached students were somewhat more likely than their uncoached counterparts to exhibit large score increases on both portions of the SAT I. However, examinees in both groups were much more likely to show *no increases* (or *decreases*) than they were to make large increases.³

TABLE 2

Mean Pre-SAT I, Post-SAT I, and Gain Scores for All Coached and Uncoached Examinees

Group	Test		Gain
	Pre	Post	
Verbal			
Coached (<i>n</i> = 427)	500 (92)	529 (97)	29 (59)
Uncoached (<i>n</i> = 2733)	506 (101)	527 (101)	21 (52)
Math			
Coached (<i>n</i> = 427)	521 (100)	561 (100)	40 (58)
Uncoached (<i>n</i> = 2733)	505 (101)	527 (101)	22 (50)

Note: Standard deviations are in parentheses.

In short, it is inadequate to estimate the effects of coaching on the basis of simple score changes for coached students only. However, though more defensible, even *comparisons* of score changes for coached and uncoached students, as shown in Table 2, are not entirely satisfactory either. As we will show next, coached and uncoached students differ with respect to a variety of characteristics, any one of which can contribute to biased estimates of the effects of coaching. To

3. By comparison, the 419,000 students who tested as juniors in the spring of 1996 and again as seniors in the fall of 1996 improved their verbal scores by an average of about 12 points and their math scores by about 16 points. About 4 percent improved their verbal or math scores by 100 points or more (College Board, 1997).

TABLE 3

Demographic and Background Characteristics of Coached and Uncoached Examinees

Characteristic ¹	Coached	Uncoached	χ^2
Female (%)	59	59	0.0
Ethnicity (%)			
American Indian	1	1	
Asian American	21	8	
African American	11	9	
Mexican American	3	4	89.7*
Puerto Rican	0	1	
Other Hispanic	3	3	
White	58	72	
Other	4	3	
Best Language (% English)	95	98	18.2*
Father's Education (%)			
High school or less	13	26	
Some college, A.A., B.A.	40	49	116.2*
Some graduate school or degree	47	25	
Mother's Education (%)			
High school or less	18	31	
Some college, A.A., B.A.	49	51	89.6*
Some graduate school or degree	34	18	
Parents' Income (%)			
Less than \$40,000	23	39	
\$40,000 - \$80,000	34	43	156.0*
More than \$80,000	43	18	
GPA (%)			
A- to A+	46	41	
B- to B+	45	48	25.2*
C+ or lower	9	11	
Degree Goal (%)			
Bachelor's or less	15	25	
Master's or higher	69	55	36.2*
Undecided	16	20	

reiterate, if coached students differ from their uncoached counterparts on characteristics that relate to SAT I performance, then estimates will be inaccurate—either too high or too low.

Who Seeks Coaching?

Tables 3 and 4 reveal the many ways in which all coached and uncoached test takers in the study sample differed from one another. In short, according to Table 3, coached and uncoached students differed with respect to:

- ethnicity (coached students were more likely to be Asian American)
- best language (coached students' best language was slightly less likely to be English)

TABLE 3 *continued*

Characteristic ¹	Coached	Uncoached	χ^2
Took PSAT/NMSQT (%) (as indicated on SDQ)	92	84	23.0*
Years Studied Various Subjects (Mean)			<i>F</i>
Arts and music	1.9	1.8	2.1
English	3.8	3.7	0.2
Foreign languages ²	3.1	2.8	54.4*
Mathematics ³	3.7	3.6	13.9*
Natural sciences ⁴	3.4	3.3	7.6*
Social science/history ⁵	3.4	3.3	3.2
Mean SAT Scores at First-Choice Colleges			
SAT-V	552	525	4.3*
SAT-M	566	533	3.2*
Mean PSAT/NMSQT Scores (sds)			
Verbal	51.0 (9.1)	50.7 (10.0)	0.6
Math	51.9 (10.1)	49.7 (10.0)	15.7*
Pre-SAT Score Means (sds)			
Verbal	487 (97)	512 (101)	11.5*
Math	522 (103)	518 (97)	0.2

1. *ns* range from 388 to 520 for coached students and from 2396 to 3556 for uncoached students. For pre-SAT scores, however, the *ns* were 198 and 1496 for coached and uncoached examinees, respectively.

2. Coached students were significantly more likely ($p < .05$ or higher) than uncoached students to have studied Chinese, Greek, Hebrew, Italian, Japanese, Korean, Latin, Russian, Spanish, but *not* French.

3. Coached students were significantly more likely ($p < .05$ or higher) to have studied trigonometry, pre-calculus, calculus, and computer math, but *not* algebra or geometry.

4. Coached students were significantly more likely ($p < .05$ or higher) to have studied chemistry, physics, and other science courses, but *not* biology or geology/earth/space science.

5. Coached students were significantly more likely ($p < .05$ or higher) to have studied U.S. history, world history, European history, ancient history, anthropology, economics, geography, psychology, sociology, and other social science/history, but *not* government/civics.

* $p < .01$

- parents' education (coached students' parents had more formal education)
- parents' income (coached students came from more affluent families)
- grades (coached students had slightly higher grades in high school)
- degree goals (coached students had slightly higher aspirations)
- previous test taking (coached students were more likely to have taken the PSAT/NMSQT)
- course-taking history (coached students had taken slightly more years of foreign language, mathematics, and science)
- previous test scores (coached students had slightly

TABLE 4

Test Preparation and Test Reactions of Coached and Uncoached Examinees

Characteristic	Coached	Uncoached	t^2
<u>Test Preparation (%)</u>			
Read <i>Taking the SAT</i>	57	58	0.4
Tried sample test	51	51	0.1
Got College Board's <i>Real SATs</i>	21	9	81.2*
Got College Board's <i>Intro. the New SAT</i>	9	6	11.7*
Got College Board's video <i>Inside the SAT I</i>	2	2	0.3
Got other test prep books	62	28	239.9*
Got special SAT prep in class	39	32	9.3*
Attended special prep given by school	19	18	0.5
Tutored privately	15	5	75.0*
Used test prep software	26	18	18.8*
Used study aids	49	21	186.5*
Accessed test prep online	2	1	1.8
Used videos or related resources	2	2	0.0
Reviewed material from math courses on own	35	39	3.6
Reviewed material from English courses on own	30	33	1.9
Previously took the PSAT/NMSQT	88	80	18.3*
Previously took the SAT I	73	54	73.2*
Other	16	12	7.3*
<u>Perception of Most Recent Previous SAT or PSAT/NMSQT Scores</u>			
Pretty good estimates of my abilities	20	32	
Somewhat too low compared with my abilities	54	50	45.7*
Much too low compared with my abilities	26	18	
<u>Nervousness Taking Most Recent SAT I</u>			
Extremely nervous	13	8	
Very nervous	22	15	
Somewhat nervous	31	29	34.9*
Slightly nervous	20	26	
Not at all nervous	13	21	
<u>Importance of Good SAT Scores</u>			
Extremely important	52	40	
Very important	37	41	
Somewhat important	10	17	29.8*
Slightly important	1	2	
Not at all important	0	1	

Note: For coached examinees, *ns* ranged from 397 (for perception of most recent previous scores) to 534 (for test preparation). For uncoached examinees, comparable *ns* ranged from 2782 to 3733.

* $p < .01$

higher PSAT/NMSQT math scores and slightly lower precoaching SAT I verbal scores)

- college choices (coached students listed as their "first choices," colleges whose applicants had higher mean SAT I scores)

Also, as Table 4 reveals, in addition to attending coaching programs, coached students were more likely than uncoached students to have prepared for the SAT I in a variety of other ways. They were about twice as

likely to have used study aids and to have obtained the College Board's book of practice tests, *Real SATs*, as well as other test preparation books. They were also slightly more likely to have tested previously and to have used a number of other test preparation resources.

Coached students also reported more often than uncoached students that they regarded their most recent previous PSAT/NMSQT or SAT I scores (i.e., those earned before the test they had just taken) as serious underestimates ("much too low") of their abilities. Uncoached students were more likely to report that their

TABLE 5

Effects of Coaching (All Programs) Based on Alternative Models of Analysis

Analysis Model	n Coached	SAT I Verbal		SAT I Math	
		Mean Effect	Standard Error	Mean Effect	Standard Error
Propensity matching model (PMM)	233	6	5	15**	4
Instrumental variable selection model (IVSM)	235	6	4	16**	3
Analysis of covariance (ANCOVA)	235	6	4	18**	3
Comparison of raw changes (RC)	427	8**	3	18**	3
Repeated measures (RM)	427	8**	3	18**	3
Belson model	469	8	9	26**	9
Heckman model†	237	12**	4	13*	6

Note: The *ns* for the uncoached comparison groups were 309 for the PMM, 1659 for IVSM, ANCOVA, and Heckman, 2733 for RC and RM, and 3494 for Belson. The total group analyzed here included 22 to 34 examinees (for the various models) who attended college- or university-based coaching programs. Because of the small number, these examinees were not included in subsequent analyses of major programs.

* $p < .05$, ** $p < .01$

† The Heckman model tends to be quite sensitive to what variables are included in both the selection and the structural equations. Part of this sensitivity is due to the high colinearities between the estimates of the selection effect (λ) and the dummy variable z . The estimates reported in the table were based on the same selection and structural equation as used in the instrumental variable approach. Other Heckman models characterized by different specifications yielded somewhat different estimates. The estimates of the coaching effects for mathematics varied from 13 to 18 while the corresponding estimates for verbal were 5 to 12.

TABLE 6

Effects of Coaching by Major Programs

Program/Analyses Model	n Coached	SAT I Verbal		SAT I Math	
		Mean Effect	Standard Error	Mean Effect	Standard Error
<u>Company A</u>					
ANCOVA	42	12	8	13	8
IVSM	42	13	8	11	8
Raw change	76	14*	7	5	8
Repeated measures	76	14*	6	5	6
PMM	41	14	9	12	8
Belson	82	15	17	17	21
Heckman	42	19*	8	9	8
<u>Company B</u>					
PMM	55	5	8	32**	7
IVSM	56	7	7	33**	7
ANCOVA	56	7	7	35**	7
Raw change	106	8	6	33**	6
Repeated measures	106	8	5	33**	5
Belson	113	9	17	38	25
Heckman	56	14*	7	31**	8
<u>Other programs</u>					
IVSM	115	-1	5	11*	5
PMM	115	0	6	9	5
ANCOVA	115	0	5	13**	5
Raw change	213	4	4	15**	4
Repeated measures	213	4	4	15**	4
Belson	240	4	16	23	13
Heckman	115	5	5	8	8

Note: The *ns* for the uncoached comparison groups were 309 for the PMM; 1659 for IVSM, ANCOVA, and Heckman; 2733 for RC and RM; and 3494 for Belson.

* $p < .05$, ** $p < .01$

earlier scores were "pretty good" estimates. Finally, coached students reported being somewhat more nervous about taking the SAT, and they tended to place more importance on getting good scores than did their uncoached classmates.

Although all of the differences mentioned above are statistically significant, they are, with few exceptions, "small" (or "small" to "medium") in Cohen's (1988) terms. The only difference that can be considered as "medium" to "large" concerns the greater likelihood of coached than of uncoached examinees to obtain other books on test preparation.

Estimates of Coaching Effects

Table 5 provides estimates, for each analytic model, of "coaching effects" for all coaching programs combined. As is clear, the estimates do vary somewhat according to method of analysis, both with respect to their size and their precision. Some of this variation results, undoubtedly, not only from the different methods of analysis, but also from the use of slightly different samples and sets of variables for each method. Nonetheless, the effect estimates for SAT I verbal scores are remarkably consistent, ranging from 6 to 12 points; the range of effects for math scores is 13 to 26 points.

As pointed out earlier, the various models were expected to yield somewhat different results. For the repeated measures model, estimates are adjusted for between-group differences in initial status on only pretest scores. These estimates, therefore, may contain more bias than other estimates. The assumption underlying the repeated measures model is that between-group differences in pretest scores completely capture any between-group differences on all other unmeasured variables that are related to self-selection.

For the ANCOVA model, the most important covariates in the estimation model (for SAT I math) were earlier SAT I math scores, math grades, GPA, and the difference between the earlier SAT I math score and the mean SAT I math score at the examinee's first choice college. The important covariates in the verbal equation were earlier SAT I verbal scores, the difference between this score and the mean score at the first choice college, and grades in social science courses. The inclusion of additional control variables in the ANCOVA model, as compared to the repeated measures model, led to only a slight reduction in the estimated coaching effects for SAT I verbal scores, but no change for math scores.

For SAT I verbal scores, the IVSM yielded overall estimates that were virtually identical to those obtained for the ANCOVA model, suggesting that there was little correlated error between the selection model equation

used in the first stage and the coaching effects equation used in the second. This in turn suggests that the potential omission of relevant unmeasured variables may not have been a major problem here. Also, the IVSM math estimates were only slightly lower than the ANCOVA estimates. This suggests the possibility of a slight correlated error across the selection equation and the coaching effects equation, which was adjusted by the IVSM procedure but not by the single-equation ANCOVA model. The reduction, however, was relatively trivial, as the two methods produced essentially the same results.

The propensity matching model yielded overall SAT I verbal effect estimates that are virtually the same as those computed from the ANCOVA and IVSM analyses. The estimates for SAT I math scores are only slightly lower than the ANCOVA and IVSM estimates. Using a much larger portion of the cases, the Belson model yielded verbal score effect estimates that are very similar to the ANCOVA and IVSM results; the estimates for math score effects, however, are the largest of any that were computed.

In summary, if two outlier estimates are discounted (i.e., the Belson model estimate for math scores and the Heckman estimate for verbal scores), then, on average, coaching seems to affect SAT I verbal scores by about 6–8 points, and SAT I math scores by about 13–18 points (or about twice as much as for verbal scores). By commonly used standards (Cohen, 1988), these effects can be regarded as small.

Table 6 shows a breakdown of results by major coaching programs.⁴ This analysis serves mainly to illustrate the consistencies and differences among methods of estimation. For example, for each offerer, the Belson estimates tend to be larger than others, especially for math scores.

Differential Effects by Examinee Subgroups

As stated above, one of the advantages of the Belson model is that it enabled us to obtain estimates of coaching effects according to examinee background

4. Because the effects of coaching on SAT I performance are small for both of the major programs included in the study, and because sample sizes did not permit separate estimates for the variety of the other smaller companies, we have not identified the companies in our analyses. The hope is that this will discourage the misuse of our findings in ways that might provide a business advantage to any one firm over the variety of other test preparation programs and services, whose effects we were unable to estimate.

characteristics. Correlations of the individual effect sizes (residuals) with examinee characteristics revealed statistically significant, though slight, relations with several variables. Effects for SAT I math correlated negatively with PSAT/NMSQT math scores ($r = .12$, $p < .05$), suggesting that initially lower-scoring examinees may have benefited slightly more from math coaching than did their higher-scoring counterparts. Math coaching effects also correlated positively with high school grades in both English ($r = .14$, $p < .01$) and math ($r = .12$, $p < .05$) and with mean SAT I scores of other test takers who applied to the student's first-choice college ($r = .13$, $p < .05$). Effects for SAT I verbal correlated with number of years of English taken ($r = .13$, $p < .01$), with grades in English ($r = .16$, $p < .01$), with English best language ($r = .11$, $p < .05$), and with both mother's and father's education ($r = .12$ for each, $p < .05$). Thus, there is some indication in our data that some test takers may have benefited slightly more than others from coaching. For instance, students who had obtained good grades in their high school courses seemed to benefit slightly more than students who received lower grades. It seems plausible that the same traits that enabled students to get good grades also served them well in coaching classes. In any case, however, the size of any differential effects appears to be quite small.

Appendix B gives, for selected methods of analysis, estimates of coaching effects by gender, ethnicity, and initial score level. As is clear, effects do not vary substantially according to these classifications. The only exception is that, as mentioned above, effects on math scores appear to be greater for examinees who scored low initially.

Discussion

The major limitation of the study described here is its observational (or nonexperimental) nature: There was no random assignment to treatments, the most effective procedure for controlling differences between treatment and control groups. In addition, although our initial survey sample was representative of all SAT I takers, examinees on whom our analyses are based are less so, as more than a third of the initial sample chose not to respond. The major (known) effect of this nonresponse was to render our study sample somewhat more able on

average (in terms of SAT I scores) than the population of SAT I takers. Thus, there is slightly more uncertainty in our estimates of coaching effects than our analyses may suggest. Despite these shortcomings, we believe that our controls were relatively effective in accounting for most of the relevant preexisting differences between coached and uncoached test takers, and that, at least for the responding sample, our estimates are reasonably defensible.

The major strength of the study, we believe, is its use of "real" SAT scores, i.e., scores from actual operational administrations of the PSAT/NMSQT and SAT I. To generate precoaching baseline data, other coaching studies have sometimes administered special editions ("retired" or publicly disclosed forms) of the SAT I under nonoperational conditions; still other studies have administered "SAT-like" tests that, although yielding scores corresponding to the SAT scale, were not equivalent to the SAT I. The motivation of test takers for these precoaching examinations has been called into question, and in at least some studies, examinees appear not to have been as motivated as if the test had actually counted (Messick, 1980).

From the outset, we fully expected that, because they were based on different sets of variables, on different samples of examinees, and on different analytical models, the alternative analyses described above would lead to somewhat disparate estimates of the effects of coaching. A willingness to entertain multiple estimates is consistent, we believe, with Tukey's (1996) advice to be open to more than a single answer, depending on the assumptions underlying the analyses, and with Rosenbaum's (1995) strategy of employing multiple control groups. Our expectation, however, was that *all* of the estimates generated in this study would be more defensible (and probably substantially lower) than the raw-gain-score "effects" based on only coached students as reported by coaching companies.

Our expectations were confirmed. The various analytical models did yield estimates that were not entirely consistent, though estimates were generally far less variable than we had anticipated. As noted, there were several likely reasons for the variation: the models rested on different assumptions, employed alternative treatments of missing data, used slightly different samples, and made adjustments on the basis of different sets of control variables. Nonetheless, despite the slight variation among the alternative estimates, two findings are clear:

1. There is an effect of coaching, and as with the previous version of the SAT, the effect is larger for the math than for the verbal part of the exam.
2. The variability among the estimates computed here—21 to 34 points over all programs for verbal and math scores combined—is far less than the discrepancy between these estimates and the claims made by the Kaplan and Princeton Review programs, for example.

What accounts for the disparity between our computations and the assertions of the coaching companies? Undoubtedly, the single most significant factor is the way in which “effects” are calculated by coaching companies. Score *changes* made by coached students—the most often reported information—are simply not effects at all. As asserted earlier, at the very least, some comparison is needed with the scores of uncoached test takers, who also often improve upon retesting. According to Cook and Campbell (1979), the simple one-group pre/post design, the basis for most claims about coaching, is likely to be adequate only in very rare circumstances. Studies of coaching’s effect on SAT I scores is not one of these circumstances: Few if any of several plausible threats to the interpretation of study results (history, maturation, selection, and statistical regression, for example) can be discounted by this design.

There must also, however, be other reasons for the discrepancies between the claims of coaching schools and the results of more rigorous analyses. Even our analysis of simple change scores for coached students does not agree with claims made by coaching schools: We found far fewer large gains by coached students than has been suggested in the advertisements of coaching schools. We can only speculate on the reasons. One plausible explanation is that coached examinees who register large score increases are more likely to respond to surveys by coaching schools than are examinees who do not exhibit such large increases. This selective reporting of outcomes is likely to be a significant factor in the higher effect estimates given by coaching companies. Based on survey data, our results are also subject to nonresponse bias. However, we have no strong reason to believe that nonresponse bias skewed our estimates in the opposite direction.

The confidence we place in our estimates stems in part from the more rigorous methods of data collection and analysis that we have used. It also results from the correspondence of our estimates with the results of several previous meta-analyses of the effects of coaching for an earlier version of the SAT (Messick and Jungblut, 1981; DerSimonian and Laird, 1983; Kulik, Bangert-Drowns, and Kulik, 1984; Becker, 1990). Al-

though the test has changed, the revision is not, most observers would probably agree, radically different from its predecessor and, as suggested earlier, the putative result of the modifications is a less coachable test. Thus, the earlier research still provides a basis for comparison that is at least somewhat relevant.

In particular, our results are extremely similar to those obtained by Becker, whose analysis is arguably the most comprehensive of the several available quantitative summaries of coaching studies. Combining the results from a total of 48 separate studies, Becker concluded that, on average, coaching increased SAT verbal scores by about 9 points and SAT math scores by about 19—less if only the best designed studies are considered. Our estimates (medians for all analyses and over all programs) were 8 points for verbal scores and 18 for math. In addition, the estimates computed here for the two major commercial test preparation companies are generally consistent with the results of studies that have provided estimates for these companies (Powers, 1993, Table 2).

To put the benefits of coaching into perspective, a potential buyer might consider the following. The largest effect that we noted in any of our analyses was about 33 points for SAT I math for one of the coaching programs. This effect is equivalent to about three or four additional questions correct on the 60-question math portion of the SAT I. Assuming that a coached student attending a major program spends nearly 40 hours in classroom instruction and perhaps another 10–20 hours completing homework assignments (and that approximately half of this time is devoted to the math portion of the test), the benefit is approximately one additional question correct for every eight or so hours of effort. Making the same assumptions for the verbal portion of the test and basing our calculations on a 10-point effect, the result is about one additional question correct on the 78-question verbal part of the test for every 25–30 hours of effort.

In conclusion, given (a) DerSimonian and Laird’s observation (i.e., that studies employing rigorous designs have yielded estimates that are only 20 to 25 percent as large as those obtained with less defensible methods), (b) the current assertions of major coaching companies, (c) the results of earlier studies of the effects of coaching for the SAT, and (d) the results of the analyses reported here, our conclusions are that:

- Coaching companies’ current estimates of the effects of coaching for the SAT I are much too high; and
- the revised SAT is no more coachable than its predecessor.

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Appendix A

Heckman Selection Model

The Heckman selection model is a two-equation model. The first equation attempts to model the selection process, that is, here we are modeling coaching school participation as

$$Z_i = r' w_i + e_{1i} \quad (1)$$

where (1) is probit equation with w an unobserved and/or incompletely specified vector representing ability and motivation and z is an estimate of the probability of being coached.

The second or structural equation is

$$y_i = B' x_i + \delta z_i + e_{2i} \quad (2)$$

where y = posttest score, and where x is a vector of incompletely measured and typically incompletely specified covariates, many or all of which are shared with w . z_i is a "dummy" variable indicating whether an individual is in the treatment or control group. The problem here is that e_1 and e_2 are likely to be correlated since the variables in w in (1) are either incompletely specified or measured with error or both. If the variables in w only partially measure initial true ability and/or motivation and what is left out correlates positively with performance on y (say coaching) gains then we can expect e_1 and e_2 to be correlated. If students were assigned entirely on the basis of the observed variable w and w was included in x , then δ would yield an unbiased estimate of the coaching effect. Similarly, random assignment to "z" status eliminates any bias in the estimate of the coaching effect since $r = 0$ in (1) and the expected value of the covariance of z and w will be 0. The other unlikely situation that yields an unbiased estimate of the coaching effect is if the conditional covariance of zw is 0 conditioning on x , i.e., $(zw|x) = 0$.

One way to look at the Heckman selection model is as a special case of a truncated distribution. If those students who self-select to go to coaching school are of initially higher ability and/or motivation, then one can think of a shift of their subpopulation mean to the right of the mean of the total sample, i.e., coached and uncoached. Because of the symmetry of the assumed normal distribution of ability and motivation, the same argument applies if one thinks of the uncoached sample as a subsample from the total population who have suffered "creaming" and thus have a truncation in their upper tail.

To the extent that the cov $(zw|x) \neq 0$ and "creaming" takes place, the initial differences in ability and motivation will be attributed to the coaching effect. Greene's (1997) derivation of the treatment/control variation of the Heckman selection model is based on the truncated normal and is sketched out below.

If y and z have a bivariate normal distribution with correlation ρ_{yz} and we are interested in the marginal distribution of y given that z exceeds a particular value assuming that $\rho_{yz} > 0$, then the truncation of z (creaming) should push the distribution of y to the right. That is, the joint density of y and z is

$$p(y, z | z > a) = \frac{f(y, z)}{\text{prob}(z > a)} \quad (3)$$

integrating z out of (3) Greene (1997) shows that

$$E[y | z > a] = u_y + \rho \sigma_y \lambda(a_z) \quad (4)$$

where $a_z = (a - u_z)/\sigma_z$ and $\lambda = \phi(a_z)/[1 - \Phi(a_z)]$ where ϕ = normal density and Φ = the normal cumulative distribution function. If the truncation is $z < a$, then $\lambda(a_z) = -\phi(a_z)/\Phi(a_z)$. Lambda (λ) is the so-called inverse mills ratio.

In the Heckman variation known as the treatment selection model, the probit equation is used to estimate z_i^* not z in equation (1). That is $z_i^* = r' w_i + e_{1i}$ where z^* is an imperfectly estimated probability of going to coaching in the so-called selection equation. Then $z = 1$ if $z_i^* > 0$, otherwise $z = 0$ (no coaching).

$$\begin{aligned} E(y_i | z = 1) &= B' x_i + \delta + E(e_2 | z = 1) \\ &= B' x_i + \delta + \rho \sigma_{e2} \left[\frac{\phi(\gamma' w_i)}{\Phi(\gamma' w_i)} \right] \\ &= B' x_i + \delta + \rho \sigma_{e2} \lambda(\gamma' w) \end{aligned} \quad (5)$$

where ρ = correlation (e_1, e_2), and

$$E(y_i | z = 0) = B' x_i + \rho \sigma_{e2} \left[\frac{-\phi(\gamma' w_i)}{1 - \Phi(\gamma' w_i)} \right] \quad (6)$$

The expected difference in performance on y for the coached and uncoached groups is

$$E(y_i | z = 1) - E(y_i | z = 0) = \delta + \rho \sigma_{e2} \left[\frac{\phi_i}{\Phi_i (1 - \Phi_i)} \right] \quad (7)$$

The quantity to the right in equation (7) will be inappropriately assigned to δ , the coaching effect, if λ is not explicitly included in equation (2). If $p > 0$ in equation (7) then one can assume some "creaming" took place. Conversely, if $p = 0$, then the Heckman "treatment" model should yield similar results to the standard ANCOVA model shown in equation (2). If $p > 0$ then the errors are positively correlated and the coaching effect is overestimated. Theoretically, the solution then requires two steps. First, estimate equation (1) using probit regression and obtain maximum likelihood estimates of γ and then compute λ for the

coached $\frac{\Phi(\gamma' w_i)}{\Phi(\gamma' w_i)}$ and for the uncoached $\lambda = \frac{-\Phi(\gamma' w_i)}{1 + \Phi(\gamma' w_i)}$

and insert λ in equation (2) and perform ordinary least squared (ols) regression. Unfortunately, due to colinearities among the regressors, the ols estimates are not efficient. Computer programs such as LIMDEP (1997) use ols as starting values for a final maximum likelihood solution. The regression weight δ , associated with the "dummy" z in the following equation, will give an unbiased estimate of the treatment effect

$$y_i = B' x_i + \delta z_i + m \lambda_i + e_3 \quad (8)$$

and

$$m = \hat{\rho}_{e_1 e_2} \hat{\sigma}_{e_3}$$

and

$$\hat{\rho}_{e_1 e_2}^2 = \frac{\hat{m}^2}{\hat{\sigma}_{e_3}^2}$$

Instrumental Variable Approach

A much simpler approach but not necessarily yielding the same estimates is the 2SLS approach using $\Phi(\gamma' w_i)$ as one of the instrumental variables in a 2SLS solution. This will purge e_2 of its correlation with e_1 from the probit equation. The regression coefficient (δ) associated with z_i in equation (2) will then give an unbiased estimate of the treatment (coaching effect).

Propensity Analysis

Propensity analysis simply uses equation (1) to estimate z_i and then uncoached students and coached students are matched based on the similarity of their "z" scores. The assumption here is that the sample of uncoached students is considerably larger than that of the coached students. Propensity matching also assumes that self-selection can be accurately modeled by the observed variables.

Appendix B

Estimates of Effects of Coaching by Subgroups

TABLE B.1

Effects of Coaching (All Programs) by Gender

Analysis Model	Gender	n Coached	SAT I Verbal		SAT I Math	
			Mean Effect	Standard Error	Mean Effect	Standard Error
Comparison of raw changes	F	239	9	4	16	4
	M	167	7	5	20	4
Belson	F	300	5	15	26	12
	M	200	14	16	24	13
IVSM	F	144	1	5	18	4
	M	98	13	6	12	5

Table B.2

Effects of Coaching (All Programs) by Ethnicity

Analysis Model	Ethnicity	n Coached	SAT I Verbal		SAT I Math	
			Mean Effect	Standard Error	Mean Effect	Standard Error
Comparison of raw charges	Asian	31	9	12	16	11
	White	275	7	4	19	4
	Other	81	5	6	14	7
Belson	Asian	96	6	21	35	23
	White	269	7	12	22	11
	Other	91	10	17	19	20

Note: "Other" designates all underrepresented minority examinees (American Indian, African American, Mexican, Puerto Rican, and other Hispanic). Sample sizes were deemed too small to provide estimates using other models.

TABLE B.3

Effects of Coaching (All Programs) by Initial Score Level

Analysis Model	Initial Score Level	n	SAT I Verbal		n	SAT I Math	
			Mean Effect	Standard Error		Mean Effect	Standard Error
Comparison of raw changes	<400	49	13	10	39	23	11
	400-600	315	6	3	285	20	4
	>600	34	20	10	54	6	7
Belson	<400	49	28	26	39	41	29
	400-600	319	10	14	299	30	12
	>600	59	17	25	89	20	21

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Author: Hayden (D), et al
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AYES: Greene, Hayden, Hughes, O'Connell, Sher,
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NOT VOTING: Alpert, Dills, Haynes, Knight, McPherson,
Monteith

SENATE APPROPRIATIONS COMMITTEE: 8-3, 5/26/98

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O'Connell, Vasconcellos

NOES: Johnson, Kelley, Mountjoy

NOT VOTING: Calderon, Leslie

SENATE FLOOR: 22-10, 5/27/98

AYES: Alpert, Ayala, Burton, Costa, Hayden, Hughes,
Johnston, Karnette, Kopp, Lockyer, Maddy, McPherson,
O'Connell, Peace, Polanco, Rainey, Rosenthal, Sher,
Solis, Thompson, Vasconcellos, Watson

NOES: Brulte, Haynes, Johannessen, Johnson, Kelley,
Knight, Leslie, Monteith, Mountjoy, Wright

NOT VOTING: Calderon, Craven, Dills, Greene, Hurtt, Lewis,
Schiff

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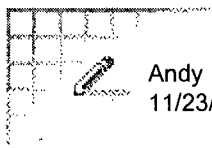
Preliminary Results
 From
 College Prep Partnership Program
 SAT Courses
 as of September, 1999

Note: Gains are generally from the first practice test in the SAT course to last practice test. Those gains to the SAT taken after the course are marked with an asterisk (*). Other SAT scores have not yet been made available to The Princeton Review Foundation, which will also attempt to collect PSAT scores of students. These gains are based upon small groups of students, and are likely to be higher than future gains based upon larger sample sizes.

High School	SAT	# Students	Av. Gain	Total Gain
Gunderson	June	11	65	715
Lincoln	June	5	146	730
SJAHS	June	8	104	832
Pittsburg	June	12	126	1512
Emery	June	4	98	392
Bell Gdns AM	October	48	136	6528
Schurr A	October	76	147.8	11233
Oceanside	June	28	155*	4340
El Camino	June	26	134*	3484
Bloomington	October	12	69	828
Schurr B	October	11	159.1	1750.1
Schurr C	October	58	133.7	7754.6
Montebello A	October	26	125.8	3270.8
Montebello B	October	37	152	5624
Montebello C	October	24	118.3	2839.2
Baldwin Pk AM	October	10	138	1380
Baldwin Pk PM	October	22	149.4	3286.8
Bell Gdns Late	October	29	105.8	3068.2
Bell Gardens PM	October	38	126.6	4810.8
	Totals	485		64378.5
			Avg. Gain (all)	132.7

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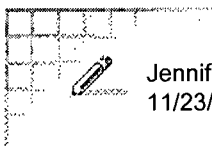


Andy Rotherham
11/23/99 03:07:38 PM

Record Type: Record

To: Kendra L. Brooks/OPD/EOP@EOP, Bethany Little/OPD/EOP@EOP, John B. Buxton/OPD/EOP@EOP
cc:
Subject: Standardized test preparation for minorities

----- Forwarded by Andy Rotherham/OPD/EOP on 11/23/99 03:07 PM -----



Jennifer S. Kron
11/23/99 03:05:32 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP, Barbara Chow/OMB/EOP@EOP
cc: See the distribution list at the bottom of this message
Subject: Standardized test preparation for minorities

Following our discussion on ideas for FY 2001 initiatives this morning, I've attached a paper I wrote on coaching and test preparation for the SAT and ACT for the OMB/NEC/DPC President's Initiative on Race workgroup last year (while I was working at ED, not OMB). In summary, this analysis shows that minority and low-income students are more likely to engage in test preparation activities than white and middle-income students, and that test-preparation activities do not significantly affect the percentage of black, Hispanic, low-income, and middle-income students who take the SAT or ACT or their performance on the tests. These findings are consistent with other research that has been conducted in this area.

This analysis did not take into account the intensity or quality of the test preparation services. Researchers have found that test preparation services that offer comprehensive, content-based programs of study have more substantial effects on test scores than shorter programs that primarily teach test-taking skills.



SAT_ACT.doc

A report on the SAT released by the College Board last year found that "the effects of coaching are far less than is claimed by major commercial test preparation companies" ("Effects of Coaching on SAT I: Reasoning Scores," Donald Powers and Donald Rock, 1998). The analysis concluded that formal test-preparation services increase SAT I verbal scores by about 6-8 points and SAT I math scores by about 13-18 points. These results are similar to those of other studies, including one comprehensive analysis of 48 separate studies that found that coaching increases SAT verbal scores by 9 points and math scores by 19 points.

After reviewing the research, the race workgroup decided not to recommend that the AP Incentives program be expanded to include test preparation for the SAT and ACT in FY 2000.

Please let me know if we can provide any further information or if you have any questions.

Message Copied To:

Mary I. Cassell/OMB/EOP@EOP
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Better Preparing Low-Income and Minority Students to Take Required Examinations

ISSUE 1: What options are available to increase the availability of high quality SAT/ACT test preparation courses for low-income and minority students?

BACKGROUND:

I. SAT/ACT PARTICIPATION, PREPARATION, AND PERFORMANCE AMONG RACIAL AND ETHNIC GROUPS AND INCOME GROUPS

The rate at which high school students took the SAT or ACT varied significantly among racial and ethnic groups, from 47% of Hispanic sample members to 77% of Asians and Pacific Islanders. 66% of non-Hispanic whites in the sample took the SAT or ACT, compared to 55% of non-Hispanic blacks. Test participation also varied among income groups. 48% of low-income students took the SAT or ACT, compared to 59% of middle-income students and 79% of high-income students.

Racial and ethnic groups differed in the degree to which they participated in SAT/ACT preparation activities. Blacks were significantly more likely than all other groups, including whites, to use a test preparation computer program. The rates at which whites and Hispanics used computer programs were statistically indistinguishable. Blacks and Hispanics were more likely to take a private test preparation class and to prepare through private tutoring than whites.

Among high-achieving students (those with high school GPAs of 3.5 or higher), Hispanics were significantly less likely than other students to prepare for the SAT or ACT. All other groups prepared at statistically indistinguishable rates.

The rates at which low-income students used computer test preparation programs were statistically indistinguishable from the rates at which middle- and high-income students used the programs. The rates at which low-income students took a private test-preparation class, while lower than high-income students', were significantly higher than the rates at which middle-income students took such classes. Low-income students were also more likely than middle-income students to receive private tutoring for the SAT/ACT.

Overall, participating in some of these forms of test preparation is correlated with a significant increase in the rate at which sample members took the SAT/ACT. 77% of individuals who used a computer test preparation program took the SAT or ACT, compared to 69% of those who did not. Enrolling in a private class also increased test-taking from 69% to 77%. Tutoring did not significantly affect test participation rates.

The relationship between test preparation and test participation is less clear when considered for individual groups. For whites, all three types of preparation were associated with a significant increase in test participation; for blacks and Hispanics, no preparation seemed to make a significant difference. Computer programs and private classes were associated with increased Asian participation, while tutoring was not. High-income students who used any type of test

preparation had a greater likelihood of taking a test, while low- and middle-income students' likelihood of taking a test was not affected by test preparation.

Students' performance on the SAT and ACT varied significantly by their race, ethnicity, and family income. Middle-income students earned significantly higher scores on both the SAT and ACT than low-income students did, and high-income students' scores were significantly higher than either middle- or low-income students' scores. White and Asian students earned significantly higher scores on both tests than black and Hispanic students.

Preparation did not seem to have a substantial effect on students' test scores. Whether a student used a computer program to prepare did not significantly affect either the SAT or ACT scores of any racial or ethnic group. Computer preparation programs were associated with a significant increase in SAT scores among high-income students and a significant decrease in SAT scores among middle-income students. Enrolling in a private test preparation class was correlated to higher scores on the SAT and ACT for Asians, on the ACT only for blacks, and on the SAT only for whites. Among income groups, the only significant effect of private classes were to raise SAT scores among high-income students. Tutoring appeared to raise the SAT scores of Asians, whites, and high-income students, and appeared to lower the ACT scores of low-income students.

II. ANALYSIS OF SAT/ACT DATA

The finding that minority students and low-income students are more likely to prepare for the SAT or ACT than whites and middle-income students, while surprising to some, is entirely consistent with other research that has been conducted in this area. Studies of test preparation activities by both ETS and ACT have produced similar results. ETS found that of students who took the SAT, 9% of whites, 12% of blacks and Hispanics, and 25% of Asians had enrolled in a private test preparation class. Data from the ACT were even more striking: 63% of African-American students taking the ACT had done some type of preparation for the test, compared to 53% of Asians, 50% of Hispanics, and only 48% of whites. ETS also found that the likelihood that a student participated in some test preparation activities decreased as family income increased, from 52% of students whose families earned less than \$18,000 to 45% of students whose families earned more than \$50,000.

Researchers who have studied test preparation among racial/ethnic and income groups attribute these patterns to free test preparation programs available to underprivileged students. The test preparation company Princeton Review, for example, assists lower-income students in two ways. First, students can apply to have up to 50% of the test preparation course fee waived on the basis of financial need. Second, the Princeton Review Foundation, in partnership with community organizations such as the Urban League and Upward Bound, provides preparation courses to financially disadvantaged students at no or minimal cost to the student. According to the Princeton Review Foundation, SAT and Related Skills courses are currently offered to nearly 1,500 students nationwide each year. The Kaplan test preparation company is also involved in community outreach activities, including offering test-preparation scholarships and tuition assistance to disadvantaged individuals, schools, and community groups and donating test preparation software and books to needy institutions. Analysts have also cited educational

initiatives by companies such as Ford and GM as expanding test preparation availability for underprivileged students.

The story to explain this pattern, then, goes like this: among high-income students, those who hope to attend the most selective colleges often enroll in test preparation services. Low-income, black, and Hispanic students, who often feel that their K-12 education has been poor and that they may not be accepted to any college without test preparation, can take advantage of opportunities such as free courses from Princeton Review and Upward Bound. Meanwhile, most middle-income and white students, many of whom will attend non-selective public institutions, assume that their educational experience has been adequate and are not willing to spend large sums of money on preparation courses.

Why would test preparation seem to boost the scores of whites, Asians, and high-income students but not others? First, the disparities in the effects of test preparation may reflect differences in the quality of the test preparation activity. The courses and programs available to low-income students may not be as comprehensive or content-based as those purchased by wealthier families. Moreover, the same program that produces significant gains for a student from a privileged background may not be useful for another student. If a student has not had a quality education, then preparation courses or programs have no base of knowledge to build on and will add little value. A few hours or even days of test preparation cannot compensate for twelve years of indifferent education—for some students, these activities offer too little, too late.

SUMMARY/OPTIONS:

While non-Asian minority and low-income students did take the SAT/ACT at lower rates than other students and earned lower scores, blacks and Hispanics and low-income students actually participated in test preparation activities at higher rates than white and middle-class students did. Among students with high GPAs, however, Hispanic students were less likely than others to prepare for the SAT or ACT. The data do not indicate that test-preparation activities such as computer programs, private classes, and tutoring significantly affect the percentage of black, Hispanic, low-income, and middle-income students who take the SAT or ACT or their performance on the tests.

Considering these facts, and considering that the TRIO programs Talent Search, Upward Bound, Educational Opportunity Centers, and Student Support Services already offer services to low-income and minority students to prepare for these examinations, analysis does not support any major new policy initiatives on this issue. The racial and income disparities in test participation and performance reflect the fundamental inequities in the K-12 education system and cannot be erased with a “quick fix.”

One reasonable policy option would be to use the “bully pulpit” to laud the private companies, federal programs, and community organizations that are currently providing test preparation services to disadvantaged students and to encourage more students to take advantage of such opportunities. These organizations could also be encouraged to make more of an effort to reach out to high-achieving Hispanic students.

LOS ANGELES UNIFIED SCHOOL DISTRICT

Division of Instruction
450 North Grand Avenue, Room A-339
Los Angeles, CA 90012
(213) 625-4244 FAX: (213) 626-7736

RUBEN ZACARIAS
Superintendent
CARMEN N. SCHROEDER
Associate Superintendent, Instruction
ROBERT J. COLLINS
Assistant Superintendent
Curriculum, Instruction, Assessment

From Johnson
Sell

November 22, 1999

Guillermo Mayor
Office of Senator Tom Hayden
FAX (916)324-4823

Dear Guillermo:

This letter is in response to your request for initial data regarding the College Preparation Partnership Program for the Los Angeles Unified School District. Following an RFP process, three vendors were selected to provide direct instruction to the 57 schools and magnet centers in the District. While a small number of schools selected the November 6, 1999 SAT testing date, the majority of schools selected the upcoming SAT examination date of December 4, 1999. Data regarding the number of students who actually took the SAT test will be available early in January, 2000. All students taking the test preparation program in the spring of 2000 will be required to take the May 6, 2000 SAT examination.

The information provided on the matrix that follows will provide you with our initial data. If you have additional questions, please contact me at (213) 625-6423.

Sincerely,


Doris Lasiter
Administrative Coordinator
Curriculum, Instruction and Assessment Branch
Division of Instruction

c: Robert J. Collins, Assistant Superintendent

LAUSD
Initial Data: College Preparation Partnership Program
11-22-99

VENDOR	NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NO. OF STUDENTS ENROLLED FALL, 1999	TAKING Nov. 1999 SAT	TAKING Dec. 1999 SAT
Ivy West	29	2,700	943	206	737
Kaplan	16	1,680	560	NA	NA
Princeton Review	12	1,020	180	60	120
Totals:	57 schools	5,400	1,683		

California Department of Education

Intersegmental Relations Office
721 Capitol Mall, Fourth Floor
Sacramento, CA 95814
Phone: 916-654-5220
Fax: 916-654-1127

Fax

To: Guillermo Meyer, Senator Hayden's Office

From: Cara Stynes

Fax: 324-4823

Date: 10/20/99

Phone:

Pages: 25

Re: SB 1697 College Prep

CC:

•Comments:

COLLEGE PREPARATION PARTNERSHIP PROGRAM GRANT**FY 1998-99**

This is a final summary for the College Preparation Partnership Program grants. FY 1998-99 authorized \$10 million for this program. There were two RFA processes, referred to as Cycle 1 and Cycle 2. Cycle 1 processing utilized the Excel program and Cycle 2 was processed using the Access program.

The attached reports summarize the two processes. A summary of the information is:

	<u># of Sites</u>	<u># of LEAs</u>	<u>Total Award</u>
CYCLE 1	370	70	\$6,950,688
CYCLE 2	113	41	\$2,027,602
TOTAL	483	111	\$8,978,290

District
+
County
List

COLLEGE PREPARATION PARTNERSHIP PROGRAM - CYCLE 1

SUMMARY OF ALL LEAS FUNDED

County	LEA	Amount
ALAMEDA	ALAMEDA CITY UNIFIED	\$11,000
ALAMEDA	EMERY UNIFIED	\$6,000
ALAMEDA	OAKLAND UNIFIED	\$153,650
CALAVERAS	CALAVERAS COUNTY OFFICE	\$22,800
CONTRA COSTA	MT. DIABLO UNIFIED	\$24,600
CONTRA COSTA	PITTSBURG UNIFIED	\$43,950
DEL NORTE	DEL NORTE COUNTY UNIFIED	\$10,000
FRESNO	KINGS CANYON UNIFIED	\$20,000
FRESNO	FIREBAUGH LAS DELTAS JOINT	\$5,860
HUMBOLDT	EUREKA CITY UNIFIED	\$20,000
IMPERIAL	BRAWLEY UNION HIGH	\$30,225
KERN	KERN COUNTY OFFICE OF EDUCATION	\$89,600
KERN	SOUTHERN KERN UNIFIED	\$12,000
KERN	KERN UNION HIGH	\$62,865
LAKE	LAKE COUNTY OFFICE OF EDUCATION	\$13,728
LOS ANGELES	BALDWIN PARK UNIFIED	\$30,000
LOS ANGELES	BELLFLOWER UNIFIED	\$79,725
LOS ANGELES	COMPTON UNIFIED	\$62,000
LOS ANGELES	EL RANCHO UNIFIED	\$18,368
LOS ANGELES	GLENDALE UNIFIED	\$30,000
LOS ANGELES	INGLEWOOD UNIFIED	\$24,075
LOS ANGELES	LOS ANGELES COUNTY OFFICE	\$214,200
LOS ANGELES	LOS ANGELES UNIFIED	\$1,200,000
LOS ANGELES	MONTEBELLO UNIFIED SCHOOL DISTRICT	\$105,000
LOS ANGELES	NORWALK-LA MIRADA UNIFIED	\$60,000
LOS ANGELES	PASADENA UNIFIED SCHOOL DISTRICT	\$60,000
LOS ANGELES	DOWNEY UNIFIED	\$42,000
LOS ANGELES	LONG BEACH UNIFIED	\$328,000
LOS ANGELES	LYNWOOD UNIFIED	\$41,040
MONO	EASTERN SIERRA UNIFIED	\$2,175
MONTEREY	NORTH MONTEREY COUNTY UNIFIED	\$16,000
MONTEREY	SALINAS UNION HIGH	\$147,150
MONTEREY	MONTEREY PENINSULA UNIFIED	\$10,000
ORANGE	FULLERTON JOINT UNION HIGH	\$58,000
ORANGE	TUSTIN UNIFIED	\$64,000
ORANGE	CAPISTRANO UNIFIED	\$155,000
ORANGE	SANTA ANA UNIFIED	\$84,000

COLLEGE PREPARATION PARTNERSHIP PROGRAM - CYCLE 1

SUMMARY OF ALL LEAS FUNDED

County	LEA	Amount
RIVERSIDE	RIVERSIDE COUNTY OFFICE OF EDUCATION 1/	\$239,600
RIVERSIDE	RIVERSIDE UNIFIED	\$49,000
SACRAMENTO	ELK GROVE UNIFIED	\$90,000
SACRAMENTO	SACRAMENTO CITY UNIFIED	\$115,000
SACRAMENTO	SACRAMENTO COUNTY OFFICE	\$114,000
SACRAMENTO	SAN JUAN UNIFIED	\$11,700
SAN BERNARDINO	COLTON JOINT UNIFIED	\$40,000
SAN BERNARDINO	RIALTO UNIFIED	\$60,000
SAN BERNARDINO	VICTOR VALLEY UNION HIGH 2/	\$98,000
SAN DIEGO	ESCONDIDO UNION HIGH	\$105,600
SAN DIEGO	OCEANSIDE UNIFIED	\$87,000
SAN DIEGO	SAN DIEGO CITY UNIFIED	\$652,000
SAN DIEGO	SAN DIEGO COUNTY OFFICE OF EDUCATION	\$12,000
SAN DIEGO	SAN MARCOS UNIFIED	\$15,914
SAN DIEGO	SAN DIEGO COUNTY OFFICE	\$93,000
SAN FRANCISCO	SAN FRANCISCO UNIFIED	\$78,000
SAN JOAQUIN	SAN JOAQUIN COUNTY	\$106,400
SAN JOAQUIN	STOCKTON CITY UNIFIED	\$90,000
SAN MATEO	SAN MATEO UNION HIGH	\$12,000
SAN MATEO	SEQUOIA UNION HIGH	\$20,000
SANTA BARBARA	SANTA BARBARA COUNTY OFFICE	\$290,050
SANTA CLARA	SAN JOSE UNIFIED	\$120,800
SANTA CLARA	SANTA CLARA UNIFIED	\$18,000
SANTA CLARA	EAST SIDE UNION HIGH	\$446,800
SANTA CRUZ	SANTA CRUZ CITY HIGH	\$38,000
SHASTA	SHASTA COUNTY OFFICE	\$83,800
SISKIYOU	YREKA UNION HIGH	\$9,862
SOLANO	SOLANO COUNTY OFFICE	\$86,760
SUTTER	LIVE OAK UNIFIED	\$8,000
TEHAMA	RED BLUFF UNION HIGH	\$7,000
TULARE	TULARE COUNTY OFFICE	\$368,000
VENTURA	OJAI UNIFIED	\$20,000
YOLO	WASHINGTON UNIFIED	\$31,400
GRAND TOTAL		\$6,950,688

Total Districts = 70

Total Schools = 370

College Preparation Partnership Program Grant

LEA Summary - Cycle 2

County	LEA	Award Amount
01 ALAMEDA		
	NEWARK UNIFIED SCHOOL DISTRICT	\$24,000
	FREMONT UNIFIED SCHOOL DISTRICT	\$15,000
	County Total	\$39,000
09 EL DORADO		
	BLACK OAK MINE UNIFIED SCHOOL DISTRICT	\$4,000
	EL DORADO COUNTY OFFICE OF EDUCATION	\$1,000
	County Total	\$5,000
10 FRESNO		
	FRESNO UNIFIED SCHOOL DISTRICT	\$369,575
	KINGSBURG JOINT UNION HIGH SCHOOL DISTRICT	\$0
	SANGER UNIFIED SCHOOL DISTRICT	\$20,000
	County Total	\$389,575
12 HUMBOLDT		
	NORTHERN HUMBOLDT UNION SCHOOL DISTRICT	\$11,586
	County Total	\$11,586
14 INYO		
	INYO COUNTY OFFICE OF EDUCATION	\$3,791
	County Total	\$3,791
16 KINGS		
	HANFORD JOINT UNION HIGH SCHOOL DISTRICT	\$36,000
	County Total	\$36,000
19 LOS ANGELES		
	SAN GABRIEL UNIFIED SCHOOL DISTRICT	\$20,000
	NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT	\$35,998
	DUARTE UNIFIED SCHOOL DISTRICT	\$20,000
	CLAREMONT UNIFIED SCHOOL DISTRICT	\$39,000
	EL SEGUNDO UNIFIED SCHOOL DISTRICT	\$16,125
	County Total	\$131,123
23 MENDOCINO		
	MENDOCINO COUNTY OFFICE OF EDUCATION	\$48,325
	County Total	\$48,325
24 MERCED		
	MERCED UNION HIGH SCHOOL DISTRICT	\$29,333
	County Total	\$29,333

County	LEA	Award Amount
27 MONTEREY		
	MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT	\$13,335
	County Total	\$13,335
30 ORANGE		
	CAPISTRANO UNIFIED SCHOOL DISTRICT	\$0
	ANAHEIM UNION HIGH SCHOOL DISTRICT	\$234,125
	FULLERTON JOINT UNION HIGH SCHOOL DISTRICT	\$17,000
	NEWPORT-MESA UNIFIED SCHOOL DISTRICT	\$21,600
	County Total	\$272,725
33 RIVERSIDE		
	PERRIS UNION HIGH SCHOOL DISTRICT	\$20,000
	RIVERSIDE COUNTY OFFICE OF EDUCATION	\$365,000
	County Total	\$385,000
36 SAN BERNARDINO		
	CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT	\$26,245
	CHINO VALLEY UNIFIED SCHOOL DISTRICT	\$88,000
	SAN BERNARDINO COUNTY SUPERINTENDENT OF	\$98,000
	FONTANA UNIFIED SCHOOL DISTRICT	\$90,000
	REDLANDS UNIFIED SCHOOL DISTRICT	\$8,850
	RIALTO UNIFIED SCHOOL DISTRICT	\$60,000
	County Total	\$371,095
39 SAN JOAQUIN		
	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	\$63,800
	County Total	\$63,800
41 SAN MATEO		
	JEFFERSON UNION HIGH SCHOOL DISTRICT	\$61,000
	County Total	\$61,000
43 SANTA CLARA		
	PALO ALTO UNIFIED SCHOOL DISTRICT	\$6,000
	FREMONT UNION HIGH SCHOOL DISTRICT	\$8,000
	MOUNTAIN VIEW-LOS ALTOS SCHOOL DISTRICT	\$6,000
	County Total	\$20,000
44 SANTA CRUZ		
	SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT	\$0
	SANTA CRUZ CITY HIGH SCHOOL DISTRICT	\$6,000
	County Total	\$6,000

County	LEA	Award Amount
50 STANISLAUS		
	STANISLAUS COUNTY OFFICE OF EDUCATION	\$70,000
	County Total	\$70,000
56 VENTURA		
	OXNARD UNION HIGH SCHOOL DISTRICT	\$60,000
	VENTURA UNIFIED SCHOOL DISTRICT	\$2,500
	SANTA PAULA UNION HIGH SCHOOL DISTRICT	\$20,000
	County Total	\$82,500
Number of LEAs	41	Total Award for All LEA's
		\$2,039,188

COLLEGE PREPARATION PARTNERSHIP PROGRAM GRANT**FY 1998-99**

This is a final summary for the College Preparation Partnership Program grants. FY 1998-99 authorized \$10 million for this program. There were two RFA processes, referred to as Cycle 1 and Cycle 2. Cycle 1 processing utilized the Excel program and Cycle 2 was processed using the Access program.

The attached reports summarize the two processes: A summary of the information is:

	<u># of Sites</u>	<u># of LEAs</u>	<u>Total Award</u>
CYCLE 1	370	70	\$6,950,688
CYCLE 2	113	41	\$2,039,188
TOTAL	483	111	\$8,989,876

School
List

COLLEGE PREPARATION PARTNERSHIP PROGRAM
ALL SCHOOL SITES FUNDED - CYCLE 1

COUNTY	SCHOOL	AMOUNT
ALAMEDA	ISLAND HIGH (CONT.)	\$1,000
ALAMEDA	ENCINAL HIGH	\$10,000
ALAMEDA	EMERY HIGH	\$6,000
ALAMEDA	FAR WEST (CONT.)	\$1,400
ALAMEDA	OAKLAND TECHNICAL SENIOR	\$36,200
ALAMEDA	MCCLYMONDS SENIOR HIGH	\$8,800
ALAMEDA	OAKLAND SENIOR HIGH	\$49,850
ALAMEDA	CASTLEMONT SENIOR HIGH	\$11,600
ALAMEDA	FREMONT SENIOR HIGH	\$43,200
ALAMEDA	MERRITT MIDDLE COLLEGE	\$1,400
ALAMEDA	DEWEY/BAYMART HIGH	\$1,400
CALAVERAS	BRET HARTE UNION HIGH	\$10,400
CALAVERAS	CALAVERAS HIGH	\$12,400
CONTRA COSTA	MT. DIABLO HIGH	\$24,800
CONTRA COSTA	PITTSBURG SENIOR HIGH	\$43,950
DEL NORTE	DEL NORTE HIGH	\$10,000
FRESNO	REEDLEY HIGH	\$20,000
FRESNO	FIREBAUGH HIGH	\$5,860
HUMBOLDT	EUREKA SENIOR HIGH	\$20,000
IMPERIAL	BRAWLEY HIGH	\$30,000
IMPERIAL	DESERT VALLEY HIGH (CONT)	\$226.
KERN	TEHACHAPI HIGH	\$16,400
KERN	MOJAVE SENIOR HIGH	\$8,000
KERN	MCFARLAND HIGH	\$6,800
KERN	DELANO HIGH	\$25,600
KERN	TAFT UNION HIGH	\$10,000
KERN	WASCO HIGH	\$16,000
KERN	FRAZIER MOUNTAIN HIGH	\$8,000
KERN	ROSAMOND HIGH	\$12,000
KERN	STOCKDALE HIGH	\$4,835
KERN	BAKERSFIELD HIGH	\$4,835
KERN	CENTENNIAL HIGH	\$4,835
KERN	NORTH HIGH	\$4,835
KERN	RIDGEVIEW HIGH	\$4,835
KERN	HIGHLAND HIGH	\$4,835
KERN	FOOTHILL HIGH	\$4,835
KERN	WEST HIGH	\$4,835
KERN	EAST BAKERSFIELD HIGH	\$4,835
KERN	SHAFTER HIGH	\$4,835
KERN	SOUTH HIGH	\$4,835
KERN	KERN VALLEY HIGH	\$4,835
KERN	ARVIN HIGH	\$4,835
LAKE	UPPER LAKE HIGH	\$3,432
LAKE	KELSEYVILLE HIGH	\$3,432

**COLLEGE PREPARATION PARTNERSHIP PROGRAM
ALL SCHOOL SITES FUNDED - CYCLE 1**

COUNTY	SCHOOL	AMOUNT
ALAMEDA	ISLAND HIGH (CONT.)	\$1,000
ALAMEDA	ENCINAL HIGH	\$10,000
ALAMEDA	EMERY HIGH	\$6,000
ALAMEDA	FAR WEST (CONT.)	\$1,400
ALAMEDA	OAKLAND TECHNICAL SENIOR	\$36,200
ALAMEDA	MCCLYMONDS SENIOR HIGH	\$8,800
ALAMEDA	OAKLAND SENIOR HIGH	\$49,850
ALAMEDA	CASTLEMONT SENIOR HIGH	\$11,600
ALAMEDA	FREMONT SENIOR HIGH	\$43,200
ALAMEDA	MERRITT MIDDLE COLLEGE	\$1,400
ALAMEDA	DEWEY/BAYMART HIGH	\$1,400
CALAVERAS	BRET HARTE UNION HIGH	\$10,400
CALAVERAS	CALAVERAS HIGH	\$12,400
CONTRA COSTA	MT. DIABLO HIGH	\$24,600
CONTRA COSTA	PITTSBURG SENIOR HIGH	\$43,950
DEL NORTE	DEL NORTE HIGH	\$10,000
FRESNO	REEDLEY HIGH	\$20,000
FRESNO	FIREBAUGH HIGH	\$5,860
HUMBOLDT	EUREKA SENIOR HIGH	\$20,000
IMPERIAL	BRAWLEY HIGH	\$30,000
IMPERIAL	DESERT VALLEY HIGH (CONT)	\$225
KERN	TEHACHAPI HIGH	\$16,400
KERN	MOJAVE SENIOR HIGH	\$8,000
KERN	MCFARLAND HIGH	\$6,600
KERN	DELANO HIGH	\$25,600
KERN	TAFT UNION HIGH	\$10,000
KERN	WASCO HIGH	\$15,000
KERN	FRAZIER MOUNTAIN HIGH	\$8,000
KERN	ROSAMOND HIGH	\$12,000
KERN	STOCKDALE HIGH	\$4,835
KERN	BAKERSFIELD HIGH	\$4,835
KERN	CENTENNIAL HIGH	\$4,835
KERN	NORTH HIGH	\$4,835
KERN	RIDGEVIEW HIGH	\$4,835
KERN	HIGHLAND HIGH	\$4,835
KERN	FOOTHILL HIGH	\$4,835
KERN	WEST HIGH	\$4,835
KERN	EAST BAKERSFIELD HIGH	\$4,835
KERN	SHAFTER HIGH	\$4,835
KERN	SOUTH HIGH	\$4,835
KERN	KERN VALLEY HIGH	\$4,835
KERN	ARVIN HIGH	\$4,835
LAKE	UPPER LAKE HIGH	\$3,432
LAKE	KELSEYVILLE HIGH	\$3,432

**COLLEGE PREPARATION PARTNERSHIP PROGRAM
ALL SCHOOL SITES FUNDED - CYCLE 1**

COUNTY	SCHOOL	AMOUNT
LAKE	LOWER LAKE HIGH	\$3,432
LAKE	MIDDLETOWN HIGH	\$3,432
LOS ANGELES	SIERRA VISTA HIGH	\$15,000
LOS ANGELES	BALDWIN PARK HIGH	\$15,000
LOS ANGELES	MAYFAIR HIGH	\$34,500
LOS ANGELES	SOMERSET CONTINUATION	\$8,400
LOS ANGELES	BELLFLOWER HIGH	\$36,825
LOS ANGELES	CENTENNIAL HIGH	\$10,000
LOS ANGELES	COMPTON HIGH	\$24,000
LOS ANGELES	DOMINGUEZ HIGH	\$28,000
LOS ANGELES	EL RANCHO HIGH	\$18,389
LOS ANGELES	GLENDALE SENIOR HIGH	\$10,000
LOS ANGELES	HOOVER (HERBERT) SENIOR	\$20,000
LOS ANGELES	MORNINGSIDE HIGH	\$24,075
LOS ANGELES	ARROYO HIGH	\$0
LOS ANGELES	ROSEMEAD HIGH	\$0
LOS ANGELES	EL MONTE HIGH	\$0
LOS ANGELES	WHITTIER HIGH	\$0
LOS ANGELES	CALIFORNIA HIGH	\$0
LOS ANGELES	MOUNTAIN VIEW HIGH	\$0
LOS ANGELES	PIONEER HIGH	\$0
LOS ANGELES	SANTA FE HIGH	\$0
LOS ANGELES	AZUSA HIGH	\$0
LOS ANGELES	GLADSTONE HIGH	\$0
LOS ANGELES	SOUTH EL MONTE HIGH	\$0
LOS ANGELES	VALLE LINDO CONTINUATION	\$0
LOS ANGELES	CHATSWORTH SENIOR HIGH	\$0
LOS ANGELES	UNIVERSITY SENIOR HIGH	\$0
LOS ANGELES	GRANADA HILLS SENIOR HIGH	\$0
LOS ANGELES	HAMILTON (ALEXANDER) HIGH	\$0
LOS ANGELES	LOS ANGELES CENTER FOR	\$0
LOS ANGELES	TAFT (WILLIAM HOWARD)	\$0
LOS ANGELES	WESTCHESTER SENIOR HIGH	\$0
LOS ANGELES	FAIRFAX SENIOR HIGH	\$0
LOS ANGELES	CARSON SENIOR HIGH	\$0
LOS ANGELES	FRANCIS (JOHN H.) POLY	\$0
LOS ANGELES	GARDENA SENIOR HIGH	\$0
LOS ANGELES	KENNEDY (JOHN F.) HIGH	\$0
LOS ANGELES	KING/DREW MEDICAL MAGNET	\$0
LOS ANGELES	PALISADES CHARTER HIGH	\$0
LOS ANGELES	SHERMAN OAKS CTR. FOR	\$0
LOS ANGELES	VALLEY ALTERNATIVE	\$0
LOS ANGELES	VAN NUYS SENIOR HIGH	\$0
LOS ANGELES	WILSON (WOODROW) SENIOR	\$0
LOS ANGELES	CANOGA PARK SENIOR HIGH	\$0

**COLLEGE PREPARATION PARTNERSHIP PROGRAM
ALL SCHOOL SITES FUNDED - CYCLE 1**

COUNTY	SCHOOL	AMOUNT
LOS ANGELES	BANNING (PHINEAS) SENIOR	\$0
LOS ANGELES	BIRMINGHAM SENIOR HIGH	\$0
LOS ANGELES	BRAVO MEDICAL MAGNET	\$0
LOS ANGELES	CLEVELAND (GROVER) HIGH	\$0
LOS ANGELES	CRENSHAW SENIOR HIGH	\$0
LOS ANGELES	EAGLE ROCK JUNIOR-SENIOR	\$0
LOS ANGELES	FRANKLIN SENIOR HIGH	\$0
LOS ANGELES	GRANT (ULYSSES S.) SENIOR	\$0
LOS ANGELES	JEFFERSON (THOMAS) SENIOR	\$0
LOS ANGELES	LOS ANGELES SENIOR HIGH	\$0
LOS ANGELES	MARSHALL (JOHN) SENIOR	\$0
LOS ANGELES	MONROE (JAMES) HIGH	\$0
LOS ANGELES	ROOSEVELT SENIOR HIGH	\$0
LOS ANGELES	SAN PEDRO SENIOR HIGH	\$0
LOS ANGELES	SOUTH GATE SENIOR HIGH	\$0
LOS ANGELES	VERDUGO HILLS HIGH	\$0
LOS ANGELES	WASHINGTON (GEORGE) PREPARATORY	\$0
LOS ANGELES	BELL SENIOR HIGH	\$0
LOS ANGELES	DORSEY (SUSAN MILLER)	\$0
LOS ANGELES	DOWNTOWN BUSINESS HIGH	\$0
LOS ANGELES	HOLLYWOOD SENIOR HIGH	\$0
LOS ANGELES	HUNTINGTON PARK HIGH	\$0
LOS ANGELES	JORDAN SENIOR HIGH	\$0
LOS ANGELES	LINCOLN (ABRAHAM) SENIOR	\$0
LOS ANGELES	LOCKE (ALAN LEROY) SENIOR	\$0
LOS ANGELES	NARBONNE SENIOR HIGH	\$0
LOS ANGELES	NORTH HOLLYWOOD SENIOR	\$0
LOS ANGELES	SAN FERNANDO SENIOR HIGH	\$0
LOS ANGELES	SYLMAR SENIOR HIGH	\$0
LOS ANGELES	WESTSIDE ALTERNATIVE	\$0
LOS ANGELES	RESEDA SENIOR HIGH	\$0
LOS ANGELES	BELMONT SENIOR HIGH	\$0
LOS ANGELES	FREMONT SENIOR HIGH	\$0
LOS ANGELES	GARFIELD SENIOR HIGH	\$0
LOS ANGELES	MANUAL ARTS SENIOR HIGH	\$0
LOS ANGELES	MID CITY ALTERNATIVE	\$0
LOS ANGELES	MONTEBELLO HIGH	\$35,000
LOS ANGELES	SCHURR HIGH	\$35,000
LOS ANGELES	BELL GARDENS HIGH	\$35,000
LOS ANGELES	GLENN (JOHN H.) HIGH	\$30,000
LOS ANGELES	NORWALK HIGH	\$30,000
LOS ANGELES	PASADENA HIGH	\$60,000
LOS ANGELES	MUIR HIGH	\$0
LOS ANGELES	BLAIR HIGH	\$0
LOS ANGELES	MARSHALL FUNDAMENTAL	\$0

**COLLEGE PREPARATION PARTNERSHIP PROGRAM
ALL SCHOOL SITES FUNDED - CYCLE 1**

COUNTY	SCHOOL	AMOUNT
LOS ANGELES	WARREN HIGH	\$42,000
LOS ANGELES	CABRILLO (JUAN RODRIGUEZ)	\$25,000
LOS ANGELES	CALIFORNIA ACADEMY OF MATH &	\$10,000
LOS ANGELES	LAKEWOOD HIGH	\$85,000
LOS ANGELES	POLYTECHNIC HIGH	\$70,000
LOS ANGELES	AVALON (K-12)	\$3,000
LOS ANGELES	JORDAN HIGH	\$45,000
LOS ANGELES	WILSON HIGH	\$45,000
LOS ANGELES	MILLIKAN SENIOR HIGH	\$65,000
LOS ANGELES	LYNWOOD HIGH	\$41,040
MONO	WALKER RIVER HIGH	\$150
MONO	COLEVILLE HIGH	\$2,025
MONTEREY	NORTH MONTEREY COUNTY	\$16,000
MONTEREY	NORTH SALINAS HIGH	\$36,975
MONTEREY	SALINAS HIGH	\$37,200
MONTEREY	ALVAREZ (EVERETT) HIGH	\$37,650
MONTEREY	ALISAL HIGH	\$35,325
MONTEREY	SEASIDE HIGH	\$10,000
ORANGE	FULLERTON HIGH	\$30,000
ORANGE	BUENA PARK HIGH	\$28,000
ORANGE	FOOTHILL HIGH	\$28,000
ORANGE	TUSTIN HIGH	\$36,000
ORANGE	CAPISTRANO VALLEY HIGH	\$60,000
ORANGE	SAN CLEMENTE HIGH	\$45,000
ORANGE	ALISO NIGUEL HIGH	\$50,000
ORANGE	MIDDLE COLLEGE HIGH (ALT)	\$2,000
ORANGE	CENTURY HIGH	\$21,400
ORANGE	SADDLEBACK HIGH	\$25,400
ORANGE	SANTA ANA HIGH	\$17,400
ORANGE	VALLEY HIGH	\$15,800
ORANGE	MOUNTAIN VIEW HIGH (CONT)	\$1,000
ORANGE	CHAVEZ (CESAR) (ALTER)	\$1,000
RIVERSIDE	PERRIS HIGH	\$30,000
RIVERSIDE	COACHELLA VALLEY HIGH	\$65,000
RIVERSIDE	PALM DESERT HIGH	\$10,000
RIVERSIDE	BEAUMONT SENIOR HIGH	\$17,600
RIVERSIDE	LA QUINTA HIGH	\$39,000
RIVERSIDE	PALM SPRINGS HIGH	\$44,000
RIVERSIDE	BANNING HIGH	\$12,000
RIVERSIDE	CATHEDRAL CITY HIGH	\$30,000
RIVERSIDE	WEST SHORES HIGH	\$2,000
RIVERSIDE	ARLINGTON HIGH	\$13,000
RIVERSIDE	NORTH (JOHN W.) HIGH	\$18,000
RIVERSIDE	POLYTECHNIC HIGH	\$6,000
RIVERSIDE	RAMONA HIGH	\$12,000

**COLLEGE PREPARATION PARTNERSHIP PROGRAM
ALL SCHOOL SITES FUNDED - CYCLE 1**

COUNTY	SCHOOL	AMOUNT
SACRAMENTO	SHELDON HIGH	\$18,000
SACRAMENTO	ELK GROVE HIGH	\$18,000
SACRAMENTO	LAGUNA CREEK HIGH	\$18,000
SACRAMENTO	FLORIN HIGH	\$18,000
SACRAMENTO	VALLEY HIGH	\$18,000
SACRAMENTO	KENNEDY (JOHN F.) HIGH	\$30,000
SACRAMENTO	MCCLATCHY (C.K.) HIGH	\$30,000
SACRAMENTO	BURBANK (LUTHER) HIGH	\$15,000
SACRAMENTO	SACRAMENTO HIGH	\$15,000
SACRAMENTO	JOHNSON (HIRAM W.) HIGH	\$25,000
SACRAMENTO	NATOMAS HIGH	\$8,000
SACRAMENTO	BELLA VISTA HIGH	\$10,000
SACRAMENTO	RIO AMERICANO HIGH	\$10,000
SACRAMENTO	DEL CAMPO HIGH	\$10,000
SACRAMENTO	EL CAMINO FUNDAMENTAL	\$10,000
SACRAMENTO	CASA ROBLE FUNDAMENTAL	\$10,000
SACRAMENTO	CENTER HIGH	\$8,000
SACRAMENTO	FOOTHILL HIGH	\$8,000
SACRAMENTO	HIGHLANDS HIGH	\$8,000
SACRAMENTO	RIO LINDA HIGH	\$8,000
SACRAMENTO	GRANT UNION HIGH	\$12,000
SACRAMENTO	MIRA LOMA HIGH	\$2,925
SACRAMENTO	MESA VERDE HIGH	\$2,925
SACRAMENTO	SAN JUAN HIGH	\$2,925
SACRAMENTO	ENCINA HIGH	\$2,925
SAN BERNARDINO	COLTON HIGH	\$20,000
SAN BERNARDINO	BLOOMINGTON HIGH	\$20,000
SAN BERNARDINO	RIALTO HIGH	\$60,000
SAN BERNARDINO	VICTOR VALLEY HIGH	\$42,675
SAN BERNARDINO	GOODWILL HIGH (CONT.)	\$3,625
SAN BERNARDINO	SILVERADO HIGH	\$49,800
SAN DIEGO	ORANGE GLEN HIGH	\$25,800
SAN DIEGO	VALLEY CENTER HIGH	\$14,400
SAN DIEGO	ESCONDIDO HIGH	\$31,800
SAN DIEGO	SAN PASQUAL HIGH	\$33,800
SAN DIEGO	EL CAMINO HIGH	\$49,000
SAN DIEGO	OCEANSIDE HIGH	\$38,000
SAN DIEGO	LA JOLLA SENIOR HIGH	\$30,000
SAN DIEGO	SAN DIEGO SCHOOL OF CR	\$15,400
SAN DIEGO	CLAIREMONT SENIOR HIGH	\$24,000
SAN DIEGO	GARFIELD HIGH (CONT.)	\$9,400
SAN DIEGO	MIRA MESA SENIOR HIGH	\$38,800
SAN DIEGO	MUIR ALTERNATIVE EDUCATION	\$800
SAN DIEGO	POINT LOMA SENIOR HIGH	\$39,200
SAN DIEGO	SCRIPPS RANCH HIGH	\$37,800

**COLLEGE PREPARATION PARTNERSHIP PROGRAM
ALL SCHOOL SITES FUNDED - CYCLE 1**

COUNTY	SCHOOL	AMOUNT
SAN DIEGO	STUDENT SUCCESS PROGRAM	\$19,200
SAN DIEGO	TWAIN JUNIOR/SENIOR HIGH	\$12,200
SAN DIEGO	UNIVERSITY CITY HIGH	\$34,800
SAN DIEGO	SERRA JUNIOR SENIOR HIGH	\$34,000
SAN DIEGO	HENRY SENIOR HIGH	\$39,000
SAN DIEGO	KEARNY SENIOR HIGH	\$28,800
SAN DIEGO	CRAWFORD SENIOR HIGH	\$35,800
SAN DIEGO	HOOVER SENIOR HIGH	\$35,200
SAN DIEGO	LINCOLN SENIOR HIGH	\$17,800
SAN DIEGO	MADISON SENIOR HIGH	\$30,400
SAN DIEGO	MISSION BAY SENIOR HIGH	\$29,200
SAN DIEGO	MORSE SENIOR HIGH	\$81,400
SAN DIEGO	SAN DIEGO SENIOR HIGH	\$62,000
SAN DIEGO	GOMPERS SECONDARY	\$17,000
SAN DIEGO	ESCONDIDO CHARTER HIGH	\$12,000
SAN DIEGO	SAN MARCOS HIGH	\$15,914
SAN DIEGO	GROSSMONT HIGH	\$3,000
SAN DIEGO	HILLTOP SENIOR HIGH	\$3,000
SAN DIEGO	MT. CARMEL HIGH	\$3,000
SAN DIEGO	POWAY HIGH	\$3,000
SAN DIEGO	RAMONA HIGH	\$3,000
SAN DIEGO	RANCHO BERNARDO HIGH	\$3,000
SAN DIEGO	RANCHO BUENA VISTA HIGH	\$3,000
SAN DIEGO	TORREY PINES HIGH	\$3,000
SAN DIEGO	VISTA HIGH	\$3,000
SAN DIEGO	CARLSBAD HIGH	\$3,000
SAN DIEGO	EASTLAKE HIGH	\$3,000
SAN DIEGO	FALLBROOK HIGH	\$3,000
SAN DIEGO	GRANITE HILLS HIGH	\$3,000
SAN DIEGO	HELIX HIGH	\$3,000
SAN DIEGO	JULIAN HIGH	\$3,000
SAN DIEGO	MONTE VISTA HIGH	\$3,000
SAN DIEGO	WEST HILLS HIGH	\$3,000
SAN DIEGO	CASTLE PARK SENIOR HIGH	\$3,000
SAN DIEGO	CHULA VISTA SENIOR HIGH	\$3,000
SAN DIEGO	EL CAPITAN HIGH	\$3,000
SAN DIEGO	MONTGOMERY SENIOR HIGH	\$3,000
SAN DIEGO	MOUNT MIGUEL HIGH	\$3,000
SAN DIEGO	SANTANA HIGH	\$3,000
SAN DIEGO	SOUTHWEST SENIOR HIGH	\$3,000
SAN DIEGO	MAR VISTA SENIOR HIGH	\$3,000
SAN DIEGO	MOUNTAIN EMPIRE HIGH	\$3,000
SAN DIEGO	LA COSTA CANYON HIGH	\$3,000
SAN DIEGO	EL CAJON VALLEY HIGH	\$3,000
SAN DIEGO	PALOMAR HIGH (CONT.)	\$3,000

**COLLEGE PREPARATION PARTNERSHIP PROGRAM -
ALL SCHOOL SITES FUNDED - CYCLE 1**

COUNTY	SCHOOL	AMOUNT
SAN DIEGO	SWEETWATER HIGH	\$3,000
SAN DIEGO	WARNER HIGH	\$3,000
SAN FRANCISCO	BALBOA HIGH	\$15,000
SAN FRANCISCO	INTERNATIONAL STUDIES	\$8,000
SAN FRANCISCO	MCATEER (J. EUGENE) HIGH	\$20,000
SAN FRANCISCO	RAOUL WALLENBERG	\$10,000
SAN FRANCISCO	BURTON (PHILLIP & SALA	\$20,000
SAN FRANCISCO	O'CONNELL (JOHN A.) HIGH	\$5,000
SAN JOAQUIN	LINDEN HIGH	\$4,000
SAN JOAQUIN	MANTECA HIGH	\$7,600
SAN JOAQUIN	SIERRA HIGH	\$10,400
SAN JOAQUIN	LODI HIGH	\$25,400
SAN JOAQUIN	WEST (MERRILL F.) HIGH	\$14,200
SAN JOAQUIN	TOKAY HIGH	\$21,200
SAN JOAQUIN	BEAR CREEK HIGH	\$23,600
SAN JOAQUIN	EDISON SENIOR HIGH	\$30,000
SAN JOAQUIN	STOCKTON UNIFIED ALTER	\$5,000
SAN JOAQUIN	FRANKLIN SENIOR HIGH	\$25,000
SAN JOAQUIN	STAGG SENIOR HIGH	\$30,000
SAN MATEO	CAPUCHINO HIGH	\$12,000
SAN MATEO	SEQUOIA HIGH	\$20,000
SANTA BARBARA	DOS PUEBLOS SENIOR HIGH	\$29,800
SANTA BARBARA	SANTA BARBARA SENIOR HIGH	\$38,000
SANTA BARBARA	SANTA YNEZ VALLEY UNION	\$20,400
SANTA BARBARA	CABRILLO SENIOR HIGH	\$26,100
SANTA BARBARA	CARPINTERIA SENIOR HIGH	\$11,025
SANTA BARBARA	SAN MARCOS SENIOR HIGH	\$32,000
SANTA BARBARA	CUYAMA VALLEY HIGH	\$1,500
SANTA BARBARA	RIGHETTI (ERNEST) HIGH	\$50,700
SANTA BARBARA	SANTA MARIA HIGH	\$57,525
SANTA BARBARA	LOMPOC SENIOR HIGH	\$23,000
SANTA CLARA	GUNDERSON HIGH	\$26,400
SANTA CLARA	LINCOLN (ABRAHAM) HIGH	\$34,400
SANTA CLARA	WILLOW GLEN HIGH	\$37,000
SANTA CLARA	SAN JOSE HIGH ACADEMY	\$23,000
SANTA CLARA	SANTA CLARA HIGH	\$8,000
SANTA CLARA	WILCOX (ADRIAN) HIGH	\$8,000
SANTA CLARA	SILVER CREEK HIGH	\$49,000
SANTA CLARA	INDEPENDENCE HIGH	\$98,400
SANTA CLARA	LICK (JAMES) HIGH	\$17,400
SANTA CLARA	PIEDMONT HILLS HIGH	\$45,200
SANTA CLARA	HILL (ANDREW P.) HIGH	\$40,000
SANTA CLARA	OAK GROVE HIGH	\$47,000
SANTA CLARA	OVERFELT (WILLIAM C.)	\$29,000
SANTA CLARA	SANTA TERESA HIGH	\$54,400

**COLLEGE PREPARATION PARTNERSHIP PROGRAM
ALL SCHOOL SITES FUNDED - CYCLE 1**

COUNTY	SCHOOL	AMOUNT
SANTA CLARA	YERBA BUENA HIGH	\$28,400
SANTA CLARA	MT. PLEASANT HIGH	\$38,000
SANTA CRUZ	SOQUEL HIGH	\$38,000
SHASTA	ENTERPRISE HIGH	\$23,000
SHASTA	FALL RIVER JUNIOR-SENIOR	\$3,600
SHASTA	OAKVIEW HIGH (ALTER.)	\$800
SHASTA	CENTRAL VALLEY HIGH	\$19,800
SHASTA	PIONEER CONTINUATION HIGH	\$2,000
SHASTA	CHURN CREEK HIGH (CONT)	\$2,200
SHASTA	MOUNTAIN LAKES (CONT)	\$1,000
SHASTA	MOUNTAIN VIEW HIGH (CONT)	\$400
SHASTA	NORTH VALLEY HIGH (CONT)	\$1,000
SISKIYOU	JEFFERSON HIGH (CONT.)	\$800
SISKIYOU	MCCLOUD HIGH	\$2,000
SISKIYOU	HAPPY CAMP HIGH	\$1,800
SISKIYOU	WEED HIGH	\$3,800
SISKIYOU	DUNSMUIR HIGH	\$1,800
SISKIYOU	DISCOVERY HIGH (CONT.)	\$1,012
SISKIYOU	YREKA HIGH	\$8,850
SOLANO	ARMIJO HIGH	\$28,320
SOLANO	FAIRFIELD HIGH	\$30,640
SOLANO	VALLEJO SENIOR HIGH	\$27,800
SUTTER	LIVE OAK HIGH	\$8,000
TEHAMA	RED BLUFF HIGH	\$7,000
TULARE	GOLDEN HILLS ALTERNATION	\$800
TULARE	YETTEM HIGH (CONT.)	\$1,400
TULARE	EXETER INDEPENDENT STU	\$1,400
TULARE	TULARE WESTERN HIGH	\$28,800
TULARE	FARMERSVILLE HIGH SCHOOL	\$8,200
TULARE	MT. WHITNEY HIGH	\$42,400
TULARE	PORTERVILLE HIGH	\$37,200
TULARE	SIERRA VISTA HIGH (ALT)	\$1,000
TULARE	TULARE TECH PREP CONT.	\$1,000
TULARE	VALLEY HIGH (CONT.)	\$800
TULARE	ALPAUGH JUNIOR-SENIOR	\$1,800
TULARE	CITRUS HIGH (CONT.)	\$1,400
TULARE	EXETER HIGH	\$16,200
TULARE	GOLDEN WEST HIGH	\$40,000
TULARE	MONACHE HIGH	\$38,800
TULARE	SEQUOIA HIGH (CONT.)	\$1,200
TULARE	WOODLAKE HIGH	\$11,800
TULARE	CAIRNS (JOHN J.) (CONT)	\$200
TULARE	DINUBA HIGH	\$23,000
TULARE	LINDSAY SENIOR HIGH	\$11,800
TULARE	OROSI HIGH	\$13,000

College Preparation Partnership Program Grant

School Site Summary - Cycle 2

County/LEA	School	Award Amount
01 ALAMEDA		
	FREMONT UNIFIED SCHOOL DISTRICT	
	IRVINGTON HIGH SCHOOL	\$3,800
	KENNEDY HIGH SCHOOL	\$5,800
	AMERICAN HIGH SCHOOL	\$5,400
	LEA Total	\$15,000
	NEWARK UNIFIED SCHOOL DISTRICT	
	NEWARK MEMORIAL HIGH SCHOOL	\$24,000
	LEA Total	\$24,000
09 EL DORADO		
	BLACK OAK MINE UNIFIED SCHOOL DISTRICT	
	GOLDEN SIERRA HIGH SCHOOL	\$4,000
	LEA Total	\$4,000
	EL DORADO COUNTY OFFICE OF EDUCATION	
	CHARTER COMMUNITY SCHOOL	\$1,000
	LEA Total	\$1,000
10 FRESNO		
	FRESNO UNIFIED SCHOOL DISTRICT	
	BULLARD HIGH SCHOOL	\$30,000
	SUNNYSIDE HIGH SCHOOL	\$40,000
	ROOSEVELT HIGH SCHOOL	\$79,575
	MCLANE HIGH SCHOOL	\$60,000
	FRESNO HIGH SCHOOL	\$60,000
	DUNCAN POLYTECHNICAL	\$20,000
	EDISON HIGH SCHOOL	\$40,000
	HOOVER HIGH SCHOOL	\$40,000
	LEA Total	\$369,575
	SANGER UNIFIED SCHOOL DISTRICT	
	SANGER HIGH SCHOOL	\$20,000
	LEA Total	\$20,000
12 HUMBOLDT		
	NORTHERN HUMBOLDT UNION SCHOOL DISTRICT	
	MCKINLEYVILLE HIGH SCHOOL	\$11,586
	LEA Total	\$11,586

**COLLEGE PREPARATION PARTNERSHIP PROGRAM
ALL SCHOOL SITES FUNDED - CYCLE 1**

COUNTY	SCHOOL	AMOUNT
TULARE	REDWOOD HIGH	\$43,200
TULARE	FRAZIER HIGH (CONT.)	\$1,400
TULARE	KAWEAH HIGH (CONT.)	\$1,600
TULARE	LOVELL HIGH (CONT.)	\$800
TULARE	SIERRA VISTA HIGH (CONT)	\$4,000
TULARE	TULARE HIGH	\$28,400
TULARE	STRATHMORE HIGH	\$8,600
VENTURA	NORDHOFF HIGH	\$20,000
YOLO	WOODLAND SENIOR HIGH	\$12,000
YOLO	RIVER CITY SENIOR HIGH	\$28,200
YOLO	YOLO HIGH (CONT.)	\$3,200
		\$5,536,488
LA COUNTY		\$214,200
LA CITY		\$1,200,000
		\$6,950,688

College Preparation Partnership Program Grant**School Site Summary - Cycle 2**

County/LEA	School	Award Amount
14 INYO		
	INYO COUNTY OFFICE OF EDUCATION	
	OWENS VALLEY HIGH SCHOOL	\$850
	BISHOP UNION HIGH SCHOOL	\$2,941
	LEA Total	\$3,791
16 KINGS		
	HANFORD JOINT UNION HIGH SCHOOL DISTRICT	
	HANFORD HIGH SCHOOL	\$36,000
	LEA Total	\$36,000
19 LOS ANGELES		
	CLAREMONT UNIFIED SCHOOL DISTRICT	
	CLAREMONT HIGH SCHOOL	\$39,000
	LEA Total	\$39,000
	DUARTE UNIFIED SCHOOL DISTRICT	
	DUARTE HIGH SCHOOL	\$20,000
	LEA Total	\$20,000
	EL SEGUNDO UNIFIED SCHOOL DISTRICT	
	EL SEGUNDO HIGH SCHOOL	\$16,125
	LEA Total	\$16,125
	NORWALK-LA MIRADA UNIFIED SCHOOL DISTRICT	
	LA MIRADA HIGH SCHOOL	\$35,998
	LEA Total	\$35,998
	SAN GABRIEL UNIFIED SCHOOL DISTRICT	
	GABRIELINO HIGH SCHOOL	\$20,000
	LEA Total	\$20,000
23 MENDOCINO		
	MENDOCINO COUNTY OFFICE OF EDUCATION	
	UKIAH HIGH SCHOOL	\$12,000
	ROUND VALLEY HIGH SCHOOL	\$2,550
	WILLITS HIGH SCHOOL	\$28,000
	LEGGETT VALLEY HIGH SCHOOL	\$525
	ANDERSON VALLEY HIGH SCHOOL	\$3,375
	POTTER VALLEY HIGH SCHOOL	\$1,875
	LEA Total	\$48,325

College Preparation Partnership Program Grant

School Site Summary - Cycle 2

County/LEA	School	Award Amount
24 MERCED		
	MERCED UNION HIGH SCHOOL DISTRICT	
	GOLDEN VALLEY HIGH SCHOOL	\$7,800
	AIWATER HIGH SCHOOL	\$7,800
	LIVINGSTON HIGH SCHOOL	\$5,933
	MERCED HIGH SCHOOL	\$7,800
	LEA Total	\$29,333
27 MONTEREY		
	MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT	
	MONTEREY HIGH SCHOOL	\$13,335
	LEA Total	\$13,335
30 ORANGE		
	ANAHEIM UNION HIGH SCHOOL DISTRICT	
	MAGNOLIA HIGH SCHOOL	\$30,000
	SAVANNA HIGH SCHOOL	\$30,000
	LOARA HIGH SCHOOL	\$40,000
	KATELLA HIGH SCHOOL	\$24,000
	CYPRESS HIGH SCHOOL	\$35,925
	ANAHEIM HIGH SCHOOL	\$20,000
	KENNEDY HIGH SCHOOL	\$34,200
	WESTERN HIGH SCHOOL	\$20,000
	LEA Total	\$234,125
	FULLERTON JOINT UNION HIGH SCHOOL DISTRICT	
	LA HABRA HIGH SCHOOL	\$17,000
	LEA Total	\$17,000
	NEWPORT-MESA UNIFIED SCHOOL DISTRICT	
	COSTA MESA HIGH SCHOOL	\$10,800
	ESTANCIA HIGH SCHOOL	\$10,800
	LEA Total	\$21,600

College Preparation Partnership Program Grant

School Site Summary - Cycle 2

County/LEA	School	Award Amount
33 RIVERSIDE		
	PERRIS UNION HIGH SCHOOL DISTRICT	
	PALOMA VALLEY HIGH SCHOOL	\$20,000
	LEA Total	\$20,000
RIVERSIDE COUNTY OFFICE OF EDUCATION		
	HEMET HIGH SCHOOL	\$35,000
	LA SIERRA HIGH SCHOOL	\$30,000
	SAN JACINTO SENIOR HIGH SCHOOL	\$19,000
	TEMESCAL CANYON HIGH SCHOOL	\$33,000
	ELSINORE HIGH SCHOOL	\$33,000
	MURRIETA VALLEY HIGH SCHOOL	\$36,000
	WEST VALLEY HIGH SCHOOL	\$35,000
	SANTIAGO HIGH SCHOOL	\$3,200
	RUBIDOUX HIGH SCHOOL	\$7,400
	NORCO VISTA HIGH SCHOOL	\$3,200
	NORTE VISTA HIGH SCHOOL	\$22,400
	PALO VERDE VALLEY HIGH SCHOOL	\$19,400
	RANCHO VERDE HIGH SCHOOL	\$35,000
	CENTENNIAL HIGH SCHOOL	\$3,200
	CORONA HIGH SCHOOL	\$3,200
	JURUPA VALLEY HIGH SCHOOL	\$47,000
	LEA Total	\$365,000

College Preparation Partnership Program Grant**School Site Summary - Cycle 2**

County/LEA	School	Award Amount
36 SAN BERNARDINO		
	CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT	
	MONTCLAIR HIGH SCHOOL	\$5,249
	ONTARIO HIGH SCHOOL	\$5,249
	CHAFFEY HIGH SCHOOL	\$5,249
	RANCHO CUCAMONGA HIGH SCHOOL	\$5,249
	ALTA LOMA HIGH SCHOOL	\$5,249
	LEA Total	\$26,245
	CHINO VALLEY UNIFIED SCHOOL DISTRICT	
	DON ANTONIO LUGO HIGH SCHOOL	\$38,000
	CHINO HIGH SCHOOL	\$50,000
	LEA Total	\$88,000
	FONTANA UNIFIED SCHOOL DISTRICT	
	CITRUS HIGH SCHOOL	\$2,000
	KAISER HIGH SCHOOL	\$15,000
	FONTANA HIGH SCHOOL	\$35,000
	FONTANA A.B. MILLER HIGH SCHOOL	\$35,000
	BIRCH HIGH SCHOOL	\$3,000
	LEA Total	\$90,000
	REDLANDS UNIFIED SCHOOL DISTRICT	
	REDLANDS HIGH SCHOOL	\$8,850
	LEA Total	\$8,850
	RIALTO UNIFIED SCHOOL DISTRICT	
	EISENHOWER HIGH SCHOOL	\$60,000
	LEA Total	\$60,000
	SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOL	
	BARSTOW HIGH SCHOOL	\$20,000
	LUCERNE VALLEY HIGH SCHOOL	\$4,000
	YUCAIPA HIGH SCHOOL	\$30,000
	GRANITE HILLS SCHOOL	\$15,000
	SERRANO HIGH SCHOOL	\$24,000
	SILVER VALLEY HIGH SCHOOL	\$5,000
	LEA Total	\$98,000

College Preparation Partnership Program Grant

School Site Summary - Cycle 2

County/LEA	School	Award Amount
39 SAN JOAQUIN		
	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	
	EAST UNION HIGH SCHOOL	\$14,800
	TRACY HIGH SCHOOL	\$21,000
	ESCALON HIGH SCHOOL	\$8,600
	RIPON HIGH SCHOOL	\$6,400
	LINCOLN HIGH SCHOOL	\$13,000
	LEA Total	\$63,800
41 SAN MATEO		
	JEFFERSON UNION HIGH SCHOOL DISTRICT	
	JEFFERSON HIGH SCHOOL	\$16,000
	OCEANA HIGH SCHOOL	\$8,000
	TERRA NOVA HIGH SCHOOL	\$14,000
	WESTMOOR HIGH SCHOOL	\$23,000
	LEA Total	\$61,000
43 SANTA CLARA		
	FREMONT UNION HIGH SCHOOL DISTRICT	
	FREMONT HIGH SCHOOL	\$8,000
	LEA Total	\$8,000
	MOUNTAIN VIEW-LOS ALTOS SCHOOL DISTRICT	
	LOS ALTOS HIGH SCHOOL	\$3,000
	MOUNTAIN VIEW HIGH SCHOOL	\$3,000
	LEA Total	\$6,000
	PALO ALTO UNIFIED SCHOOL DISTRICT	
	GUNN HIGH SCHOOL	\$3,000
	PALO ALTO HIGH SCHOOL	\$3,000
	LEA Total	\$6,000
44 SANTA CRUZ		
	SANTA CRUZ CITY HIGH SCHOOL DISTRICT	
	SANTA CRUZ HIGH SCHOOL	\$6,000
	LEA Total	\$6,000

College Preparation Partnership Program Grant**School Site Summary - Cycle 2**

County/LEA	School	Award Amount
50 STANISLAUS		
STANISLAUS COUNTY OFFICE OF EDUCATION		
	DOWNEY HIGH SCHOOL	\$12,000
	CERES HIGH SCHOOL	\$10,000
	PATTERSON HIGH SCHOOL	\$14,000
	ORESTIMBA HIGH SCHOOL	\$12,000
	DON PEDRO HIGH SCHOOL	\$3,000
	TIOGA HIGH SCHOOL	\$2,000
	GUSTINE HIGH SCHOOL	\$5,000
	SONORA HIGH SCHOOL	\$12,000
	LEA Total	\$70,000
56 VENTURA		
OXNARD UNION HIGH SCHOOL DISTRICT		
	ADOLFO CAMARILLO HIGH SCHOOL	\$12,000
	CHANNEL ISLANDS HIGH SCHOOL	\$12,000
	HUENEME HIGH SCHOOL	\$12,000
	OXNARD HIGH SCHOOL	\$12,000
	RIO MESA HIGH SCHOOL	\$12,000
	LEA Total	\$60,000
SANTA PAULA UNION HIGH SCHOOL DISTRICT		
	SANTA PAULA HIGH SCHOOL	\$20,000
	LEA Total	\$20,000
VENTURA UNIFIED SCHOOL DISTRICT		
	EL CAMINO HIGH SCHOOL	\$2,500
	LEA Total	\$2,500
Number of Schools	113	Total Awarded
		\$1,039,188

SENATE RULES COMMITTEESB 1697

Office of Senate Floor Analyses

1020 N Street, Suite 524

(916) 445-6614 Fax: (916) 327-4478

UNFINISHED BUSINESS

Bill No: SB 1697

Author: Hayden (D), et al

Amended: 8/25/98

Vote: 21

SENATE EDUCATION COMMITTEE: 7-0, 3/25/98AYES: Greene, Hayden, Hughes, O'Connell, Sher,
Vasconcellos, Watson~~NOT VOTING: Alpert, Dills, Haynes, Knight, McPherson,~~
Monteith**SENATE APPROPRIATIONS COMMITTEE: 8-3, 5/26/98**AYES: Johnston, Alpert, Burton, Dills, Hughes, McPherson,
O'Connell, Vasconcellos

NOES: Johnson, Kelley, Mountjoy

NOT VOTING: Calderon, Leslie

SENATE FLOOR: 22-10, 5/27/98AYES: Alpert, Ayala, Burton, Costa, Hayden, Hughes,
Johnston, Karnette, Kopp, Lockyer, Maddy, McPherson,
O'Connell, Peace, Polanco, Rainey, Rosenthal, Sher,
Solis, Thompson, Vasconcellos, WatsonNOES: Brulte, Haynes, Johannessen, Johnson, Kelley,
Knight, Leslie, Monteith, Mountjoy, WrightNOT VOTING: Calderon, Craven, Dills, Greene, Hurtt, Lewis,
Schiff

ASSEMBLY FLOOR: 72-5, 8/28/98 (See last page for vote)

SUBJECT : Preparatory courses for college admissions tests

SOURCE : Author

DIGEST : This bill establishes a six-year pilot program, to be administered by the State Department of Education, to provide matching grants to public high schools to operate or contract for the operation of college admissions tests preparation courses. The bill appropriates \$10 million from the General Fund to support this pilot program.

Assembly Amendments made various changes in response to the Governor's requests. They further clarify the program and add an appropriation.

ANALYSIS : Standardized college admission tests are a major factor in the eligibility and admission of students to higher education institutions. The University of California (UC), in addition to a number of other provisions, requires freshmen applicants to take the Scholastic Aptitude Test I (SAT I) or American College Test (ACT) and three required Scholastic Aptitude Test II Subject Tests (SAT II) as a condition of eligibility. The California State University (CSU) requires freshmen applicants with a grade point average of 2.99 or below to take the SAT I or the ACT; applicants with a GPA of 3.0 or better are not required to take these tests. A variety of independent colleges and universities also require these tests.

This bill establishes a six-year pilot program to provide matching grants to public high schools to operate or contract for the operation of college admissions test preparation courses. Specifically, this bill:

1. Establishes a matching grant program, to be administered by the State Department of Education (SDE), to allocate funds to public high school sites to operate preparation courses for college admission tests. Provides that every \$2 in state funds must be matched with \$1 by

participating schoolsites, which can come from federal, local, private, or other state sources. A schoolsite may assess participating students up to five dollars; these funds may be used for the matching requirement.

- 2.Requires participating schoolsites to be identified through a competitive process administered by the SDE. Priority must be given to schoolsites with low college attendance rates, high numbers of low-income pupils, and demonstrated school-based efforts to improve the schoolsite's college preparatory curriculum and college attendance rates. Grants may also be awarded to any high

schoolsite to provide assistance to low income pupils at that site with preparation for college admissions examinations.

- 3.Requires funds allocated by this program to be used for college admission test preparation courses, or financial assistance with test fees, for pupils that are expected to complete coursework required for admission to the University of California (UC) or the California State University (CSU) and who have the academic skills to ~~complete the coursework.~~

- 4.Requires participating school districts to provide a program for college entrance examination preparation or to enter into contracts for college admissions test preparation courses for public high school students. Provision of these preparation courses may include contracting with existing commercial preparation course providers, public or private postsecondary institutions or directly with school district employees.

- 5.Requires the content of the college admissions test preparation course provided by this program to be determined by the school district of the schoolsite at which it occurs (the bill does, however, specify minimum content requirements). The course must include at least 20 hours of direct pupil instruction, outside of the normal school curriculum, that may include instruction provided remotely by technology.

- 6.Requires the SDE to conduct, and the State Board of Education approve, an evaluation of this program, as

specified, and report its findings to the Legislature by January 1, 2004. The program would sunset in six years on January 1, 2005. Requires a pre- and post-practice examination of participating pupils to assist in determining the effectiveness of each test preparation course.

Comments

Background. The Legislature recently held hearings examining the role of the SAT and ACT in shaping college admissions and the role of preparatory courses in improving students' overall test scores. A variety of preparatory approaches are available including expensive, private commercial multi-week courses, school district programs, and higher education institution initiated programs. Although administrators of the SAT and ACT indicate that commercial preparation courses have minimal effects on

scores, test preparers indicate otherwise. Data from one private company -- The Princeton Review -- indicates that the average SAT score increases by approximately 140 points (out of a total 1600) for students taking their courses.

This bill is intended to (1) provide low-income students access to the types of programs that will assist them in increasing their SAT/ACT scores and, consequently, their eligibility for college and for college financial aid (which often takes these scores into account), and (2) evaluate after five years, the effectiveness of these test preparation courses for this group of students.

SAT Scores and Family Income. Data from The College Board, 1994 Report indicates the following relationship between SAT scores and income:

Score	1994 SAT
Family Income	
(Verb. + Math = 1600)	
Over \$70,000	1000
\$60,000-\$70,000	948
\$50,000-\$60,000	929
\$40,000-\$50,000	911
\$30,000-\$40,000	885

\$20,000-\$30,000	856	
\$10,000-\$20,000		812
Under \$10,000	766	

FISCAL EFFECT: Appropriation: Yes Fiscal Com.: Yes
Local: No

The bill appropriates \$10 million to the Superintendent of Public Instruction for the grant program.

SUPPORT: (Verified 8/27/98)

American Federation of State, County and Municipal
Employees, AFL-CIO
The College Board
California State University
UC Student Association

California Teachers Association
California Postsecondary Education Commission
Los Angeles Unified School District

ASSEMBLY FLOOR:

AYES: Ackerman, Aguiar, Alby, Alquist, Aroner, Ashburn,
Baca, Battin, Bordonaro, Bowen, Bowler, Brewer, Brown,
Bustamante, Campbell, Cardenas, Cardoza, Cedillo,
Cunneen, Davis, Ducheny, Escutia, Figueroa, Firestone,
Floyd, Frusetta, Gallegos, Goldsmith, Granlund, Havice,
Hertzberg, Honda, Kaloogian, Keeley, Knox, Kuehl,
Kuykendall, Leach, Lempert, Leonard, Margett, Martinez,
Mazzoni, Migden, Miller, Morrissey, Murray, Napolitano,
Olberg, Oller, Ortiz, Pacheco, Papan, Perata, Poochigian,
Prenter, Richter, Runner, Scott, Shelley, Strom-Martin,
Sweeney, Thompson, Thomson, Torlakson, Vincent,
Washington, Wayne, Wildman, Woods, Wright, Villaraigosa

NOES: Baldwin, Baugh, McClintock, Morrow, Pringle

NOT VOTING: House, Machado, Takasugi

9/24/99

Page 6

NC:cm 8/30/98 Senate Floor Analyses

SUPPORT/OPPOSITION: SEE ABOVE

**** END ****

Jeffrey I Johnson

From: JayR@Review.com
Sent: Tuesday, October 19, 1999 6:28 PM
To: Jeffjohnson
Subject: Today's LA Times

Tuesday, October 19, 1999 |

We're a City in Denial About Race

We can't even talk about it,
schools crisis is forcing our

By TOM HAYDEN

an East Los Angeles Democrat,
the Los Angeles Unified School
about "stability, process and
truth, and Polanco knows it. The
race in the race to power in Los

forgiven because so many Los
euphemisms about race. An
smothers our de facto racial

students are Latino, 500,000 in
is a poor Third World district in
cities. The "developing country," in this
will be multicultural.

have resisted this reality by
227, cutting off educational
requiring an inflexible English-only
others see in this reality a
Angeles to become a genuinely
there.

Belmont Learning Complex, South

State Sen. Richard Polanco,
says the leadership struggle at
District is not about race but
credibility." That shades the
struggle is about the power of
Angeles.

However, Polanco can be
Angeles leaders speak only in
atmosphere of polite civic denial
segregation.

Let's talk racial reality.
Seven of every 10 LAUSD

all, many of them immigrants. It
the richest of First World
case, is a new United States that

Many white and black voters
voting for propositions 187 and
opportunity for immigrants and
schooling. At the same time, many
welcome opportunity for Los
global city--if the leadership is

During the 1980s, when
Gate campuses and other

contaminated sites were being chosen populations, the LAUSD leadership 1997, in a preview of the current district Deputy Supt. Ruben superintendent, replacing an African

Americans what Tom Bradley was to

Z among Latinos, Zacarias paid shadows of an insensitive among blacks, Zacarias is largely despite the failings of the district majority, none of them Latino, clearly doesn't want to say so.

slow-motion action to severely symbol of Mexican pride into

passion is achieving power for

the evident under-representation district. Only one of seven board no Latino heir apparent to bureaucracy.

attack, however, is the colonial has maneuvered.

Howard Miller, to take charge of construction program. A few days a Century City law firm, a plan control of the entire district with little more than his title.

4 to 2 (with one abstention). for arrangement, setting off the current

qualified, and he knows the district. He recall defeat in 1979 at the hands

for largely Latino student was white and black. Then, in leadership struggle, longtime Zacarias was elevated to American.

Zacarias is to Mexican blacks in L.A.

Affectionately known as Dr. his dues during long years in the bureaucracy. And like Bradley immune to criticism from Latinos he heads.

The new district board wants to replace Zacarias but

Instead, they have taken undermine his powers, making this a hollow figurehead.

Enter Polanco, whose primary Latinos. His case is bolstered by of Latinos at high levels of the members is Latino, and there is Zacarias in the district's

What most fuels Polanco's manner in which the school board

First, it chose a Westsider, the district's dysfunctional later, at an impromptu meeting at was germinated to give Miller bureaucracy, leaving Zacarias

The board subsequently voted this unwieldy and unworkable confrontation.

Miller is serious and may desire redemption from his of white voters who opposed

politics of racial representation polarizes

leaving a damaged civic culture

protectionism. A second problem is

leadership does little to fix the

be Latino and, better still, real

multilingual leadership to act as role

same children suffer from an

reflected in a lack of credentialed teachers,

first-class books and computers

tutors. Qualified teachers leave the

rates approach 50%.

classroom inequality cannot be

Latino superintendent. All of us will

others into taking the same path,

of code words and ethnic

that appointing the right ethnic

educational crisis.

It is necessary that there

multiracial, multicultural and

models to inspire kids. Yet those

institutional inequality

advanced placement classes,

and sufficient after-school

inner city, where student dropout

The issues of class and

resolved simply by having a

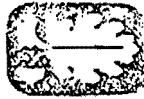
have to take responsibility.

State Sen. Tom Hayden Is a

West Los Angeles and the San

Democrat Representing Parts of

Fernando Valley



The College Board

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Telephone: (916) 444-6262; Facsimile: (916) 444-2868

Sacramento Office

STATEMENT
of
WAYNE CAMARA
EXECUTIVE DIRECTOR FOR RESEARCH
THE COLLEGE BOARD
NEW YORK

before the
Senate Select Committee on
Higher Education Admissions and Outreach

California State Legislature

February 5, 1998

Use and Validity of the SAT in Admissions

High school grades, the rigor of courses completed, other academic achievements, the extent and duration of extracurricular or community service and other personal qualities are all essential in arriving at informed decisions in the college admissions process. These are subjective factors, however, reflecting substantial variations in the quality of schools attended, the courses available and completed, grading standards and practices, socio-economic factors, and opportunity to learn. Basing important decisions (such as offering a student admission to higher education) solely on these subjective factors undermines the fairness of these decisions for each and every individual student.

It is useful to recall that the SAT originally was developed to redress the errors, inconsistencies, and possible bias in secondary school records and subjective admissions processes. The SAT offers independent and objective information about student achievement. The test yields comparable scores for all examinees across administrations and years -- a common yardstick for comparisons of students. SAT score differences are reliable indicators of differences in verbal or mathematical reasoning, not differences in grading standards, school curriculum, or other non-relevant factors. Precisely because of this important value-added dimension of the tests, over 1,408 colleges and universities use the SAT; the percentage of four-year colleges requiring the SAT has grown from 77% in 1990 to 82% today.

In California where there are more than 1,800 high schools (including continuation and alternative schools), it would be extremely difficult for admissions counselors to evaluate candidates solely on the basis of high school records due to the variation in grading standards from high school to high school and even within the same school from one teacher to another. By using the SAT in admissions, colleges ensure that all applicants are exposed to the same tasks under the same conditions, and that their performance is scored objectively and on the same scale. Test scores are the most objective and impartial indicators available to students and administrators in this process.

High school grades and the SAT measure different aspects of a student's accomplishments, both of which are relevant for college success. High school grades often reflect factors such as the rigor of the curriculum, punctuality and attendance, participation, motivation and the grading standards of the teacher and school. The SAT measures developed verbal and mathematical reasoning. It is not surprising that each measure offers a unique contribution in predicting college grades.

We have provided the Committee with summaries of research conducted with colleges and universities demonstrating that the SAT, when used in combination with high school grades, substantially increases the accuracy (or validity) of predicting academic success in college for ALL groups of students.

A common index used to describe how well a measure like high school grades or the SAT predicts college grades is the correlation between these measures. A perfect correlation would be "1", a situation where performance on one measure will always result in perfect prediction on a second measure. A correlation of "0" represents a situation where two events are completely unrelated. Overall, the SAT correlation with freshmen GPA (FGPA) is about .42, while high school GPA alone correlates .48 with FGPA. And a combination of the two correlates .55. These are relatively high correlations given the variability of college grades, college courses, and grading standards going into FGPA. The SAT alone is a better predictor of students' grades in most individual freshmen courses than high school grades, with the exception of courses in English and foreign languages. However, again, the combination of SAT and high school grades provides the best prediction of individual college

grades. These findings hold up for all subgroups and the SAT actually has the highest correlation with FGPA for African American and Asian American students.

Grades alone have been shown to be insufficient and often misleading when it comes to predicting college success. For example, the difference between the high school GPA and college GPA for students in this comprehensive research study ranged from 1.06 to .74 on a 4-point GPA. The average HSGPA for African American and Hispanic students was 3.18 and 3.43, respectively, while their average freshmen GPA dropped by over a full point to 2.14 and 2.37, respectively. When used alone, high school grades overpredict how Latinos and African Americans will do in college. That is, high school grades predict these groups will do better in college than they actually do.

Table 1	H.S. GPA	College GPA	Difference
White	3.40	2.66	.74
African American	3.18	2.14	1.04
Hispanic	3.43	2.37	1.06
Asian	3.58	2.80	.78
American Indian	3.26	2.21	1.05

For the University of California system, research conducted on the 1994 entering class illustrates that the most accurate prediction of freshmen academic performance includes HSGPA, SAT I and SAT II subject tests, accounting for about one-fourth of the variance in first-year grades. Inclusion of SAT II subject test scores increases the predictive accuracy for each ethnic group.

Because the SAT in combination with high school grades provides the best prediction of academic success for all students, admissions officers rely on these combined factors, as well as other elements in making admissions decisions. Current proposals to eliminate the SAT do not adequately consider how students benefit from such assessments. For example:

- Approximately 70% of students perform consistently on both the SAT and grades, that is, their grades and test scores are consistent. For these students, the SAT provides confirmatory evidence of their high school achievement and predicted success in college.
- Of the remaining 30% of students, half have SAT scores substantially lower than their high school grades and half have SAT scores substantially higher than their high school grades. In these instances, high school advisers and college admissions officers must examine the students' records more closely and attempt to understand the conflicting reports. Additional information from student transcripts, recommendations, applications, and student statements can often assist in resolving these issues. Here again, the SAT serves a vital function advocating for a student coming from a less well known high school with rigorous grading standards or identifying students who may possibly encounter academic difficulties and need to develop additional academic skills in one or more areas.

Fairness and Group Differences

As widely reported, Hispanic and African American students consistently receive lower scores on the SAT than Whites and Asian Americans, although the magnitude of these differences has been reduced in the past decade. However, these underrepresented minorities also have substantially lower high school and college grades and GPA than Whites and Asian Americans. Fairness is not defined by equal

The Sacramento Bee

Don't overemphasize SAT, government warns col

By Emily Bazar
Bee Staff Writer

The federal government has released preliminary guidelines warning universities that relying too heavily on the Scholastic Assessment Test can make them vulnerable to civil rights lawsuits, prompting confusion and concern among college officials in California and nationwide.

The Department of Education's Office for Civil Rights has drafted a handbook of legal decisions that provide guidance on the proper use of standardized tests such as the SAT, a widely recognized admissions tool. Many of these tests have been assailed as discriminatory, and the office contends its goal is to help educators avoid "policy decisions being made in the courtroom," said Deputy Assistant Secretary Arthur Coleman.

The document has fueled anxiety among university admissions officials, who say they aren't sure how the guidelines will affect their policies. The more selective universities, including eight University of California campuses, generally use the SAT as a factor in admissions. The SAT is among the tests that have been accused of containing inherent racial biases.

"I think this really is a critical docu-

ment for us to probe," said Gary Tudor, UC Davis director of undergraduate admissions and outreach. "It could have some serious implications for thinking about our criteria and how we weight our criteria in relationship to first-year (college) performance."

Critics are questioning the message conveyed in the guidelines, saying the problem isn't bias in the SAT. Instead, they say, the key to equal opportunity lies

in improving the untested, which hasn't figured overall achievement in minority areas.

"To go after test score problem," said Clifford research analyst at the of Education, who received study that the rigor o

Plea

Continued from page A1
school course load better predicts bachelor's degree completion than do test scores or high school grades.

"If we really care about minority students, we help them prepare better."

The guidelines also have drawn the attention of Congress. On Tuesday, a subcommittee of the House Committee on Education and the Workforce grilled officials from the Office for Civil Rights on the proposed guidelines. "The thrust of the document seems to contradict the administration's stated priority of increasing accountability in schools," said Rep. Peter Hoekstra, R-Mich., subcommittee chairman.

The Office for Civil Rights began working in 1993 on "Nondiscrimination in High-Stakes Testing: A Resource Guide," a document that focuses primarily on K-12 testing, Coleman said.

But colleges and universities have reacted with apprehension to certain passages in the guide, including one that reads: "The use of any educational test which has a significant disparate impact on members of any particular race, national origin or sex is discriminatory ... unless it is educationally necessary and there is no practicable alternative form of assessment."

Some educators are wondering how to interpret that language and whether they'll have to give up commonly used tools such as the SAT. But Coleman maintains the guide doesn't break any new legal ground and merely serves as a compilation of existing legal and test-measurement principles that have been on the books for years.

"The notion that this is about getting, banning or eliminating higher education testing practices is absurd," he said.

For years, the SAT has come under fire for what many perceive as racial and gender bias. Research shows that whites tend to score an average of 100 points higher on the verbal and math portions of the test than African Americans, and a smaller but still significant gap exists between whites and Latinos. Scores also tend to rise as income levels go up.

Concerned educators are adopting a wait-and-see attitude in anticipation of the document's final version, which is expected to be released in the fall.

UC Davis' Tudor said that at the least, the document spurs reflection and "moves us to rethinking the purposes and outcomes of testing."

This self-analysis comes at a sensitive time for college admissions outfits, which have been forced by the ban on affirmative action to revamp admissions policies.

"Particularly in California, where there's so much turmoil over admissions, this development ... only adds another note of uncertainty," said Terry Hartle, senior vice president of the American Council on Education, a trade organization that represents 1,800 colleges and universities.

About 1 percent to 3 percent of UC students are admitted based on test scores alone, Tudor said. The majority, however, are selected using a handful of factors, including academic performance in light of the educational opportunities available at an applicant's high school.

Earlier this year, the state's major civil rights organizations sued UC Berkeley on behalf of eight minority students, charging that the university violated federal laws by relying unduly on standardized tests scores that favor the affluent.

"This gives a mantle of authority to our lawsuit," said Maria Blanco, regional counsel for the Mexican American Legal Defense and Educational Fund, which is involved in the suit.

According to the guide, appropriate SAT usage centers on whether use of the test is consistent with its intended purpose; the SAT, for example, was created to help colleges predict how students will perform in their freshman year.

In general, said Meredith Phillips, associate professor of policy studies and sociology at UCLA, the SAT has been a relatively good predictor in that context.

"I am a little concerned that these regulations may cause universities to de-emphasize tests ... and that might lead them to use more subjective standards," Phillips said. But "there is a positive side to this in that colleges will have to do more reflecting on what their goals are and how they realize those goals."

Gain Notice and Skepticism

By RICHARD LEE COLVIN
TIMES EDUCATION WRITER

HOUSTON—Texas schools have long been known for producing powerhouse prep football teams. But in the past few years the state has received national attention for its academic prowess, most notably for narrowing the persistent gap in test scores between white and minority students.

The gains have been attributed to a pioneering accountability and testing system in which schools are labeled exemplary to low-performing based on test scores and attendance rates. The jobs of principals and teachers depend on all students doing well, not just the affluent and middle-class.

"It's not a matter of boasting, but we have made tremendous strides in comparison to other states because we have most of the components of a good accountability system," said Felipe T. Alanis, the state's deputy commissioner of education.

But with the attention has come increasing skepticism about the value of Texas' system.

Scholars and civil rights advocates in Texas and elsewhere contend that the improved student performance is largely the result not of the tests, but of smaller class sizes, rising overall spending on education and a court-ordered equalization of resources between schools serving the rich and the poor. Moreover, some of the tests are so elementary that passing them means little, critics say.

Sorting out the reality of the Texas education system is particularly important for California, where officials have modeled school reforms partially after Texas' example. The two states are

from homes where English is not the first language.

The argument over the success of the Texas education system—sometimes referred to as the "Texas miracle"—is of major importance for Gov. George W. Bush as he campaigns for president. He spoke proudly of the performance of the schools in his home state as he made a swing through California last week.

But changes such as reduced class size and increased spending resulted from policies implemented before Bush took office in 1994, the same year the accountability system was put in place.

One measure of progress that Texas officials cite is that the percentage of students passing the state's 10th-grade graduation exam, a key part of the accountability system, has risen from 52% to 78%.

But independent reviews of that test have determined that most of the questions are typical of instruction in the seventh or eighth grade or even lower. One sample math question asks how much change a person would get if he spent a total of \$66.89 on textbooks and paid the cashier with a \$100 bill.

Moreover, more important indicators—such as graduation rates or the rate at which students go to college—have not budged.

Many Still Fail to Graduate on Time

Omar S. Lopez, who heads the state's Center for College Readiness, said there are no data suggesting that the state's emphasis on testing has raised the skills of students headed to college or that it has closed the achievement gap between white students and minorities.

Statewide, one out of three white students and one out of two African American and Latino students did not graduate on time with their class in 1998. In addition, of those who graduated, only about a third of the African American and Latino students had taken a full comple-

"The whole thing doesn't have much of a point" unless it leads to students spending more time in school or achieving greater success in college, said Stanford University education professor Martin Carnoy, who is part of a team studying education reform in Texas.

Reforms that center on tests have caught on across the nation. All states but two now test their students, 19 publicly rate schools' performance and 16 have the power to shut down those that are failing.

But the impact of that movement remains controversial, and nowhere more so than in Texas.

Texas educators warn that, with so much at stake, schools will emphasize test preparation to the exclusion of almost everything else. That's particularly true at schools serving poor and minority students who typically have not done well on tests.

Take as an example Kashmere High School, which sits in an out-of-the-way pocket of poverty on Houston's near north side.

Six years ago, only 16% of the school's students were able to pass all three parts of the Texas Assessment of Academic Skills graduation exam. Last spring, 84% of the 10th-graders passed, a transformation that in 1997 and 1998 earned the campus two "exemplary" banners now hanging on the front of the school. The pass rate for the school, which serves about 1,000 students, nearly all of them African American, is the best in the Houston Independent School District.

"When I got here, I saw children and teachers wanting to do well but being willing to accept failure," said Principal David L. Alexander, who came to Kashmere in 1992.

Alexander bought a \$4,500 machine to rapidly score practice tests that would diagnose students' weaknesses. He spent \$1,800 on a computerized tutoring program designed specifically to help students pass the exams.

Daily tutoring sessions replaced homeroom, the band teacher taught fractions and the shop teacher stressed converting measurements into the metric system.

students who didn't show up for Friday night tutoring sessions.

"That was like, you had to, it was a must," said Ashley Mann, a 16-year-old sophomore who passed the test.

To give test-takers a final boost, the school's "Mighty Rams" cheerleaders led a pep rally, complete with rah-rah speeches from teachers and upperclassmen.

"Students are used to going to pep rallies to psych themselves up for the football team, so we might as well do it for the TAAS," said the 63-year-old Alexander, a former math teacher.

Students grew weary of the non-stop pressure. But, said 16-year-old Haven Smith, "I guess it worked."

By other measures, however, the school is anything but exemplary.

In 1998, only 24% of those who passed a statewide exam in algebra, a course considered to be a gateway to college entrance and success. Only 30% of the students who started the ninth grade received diplomas three years later. And all but a few students who took a college placement exam required by the state wound up needing to take remedial courses.

Norm-referenced tests show the school lagging far behind national averages. Students scored as low as the 14th percentile in ninth-grade math on the Stanford Achievement Test in 1998.

Alexander said he was discouraged by the performance of his students on measures other than the graduation test. So this summer, he's providing three weeks of coaching to students who did not do well on the Preliminary SAT, the test that is used to select National Merit Scholars.

"For TAAS, it was memory and practice, practice, practice," said Navarro Daniels, a Kashmere math teacher who is the co-leader of the PSAT camp. "On the PSAT, you have to think."

Test Seen as a 'Ticket to Nowhere'

It is just that difference that

anything."

But the testing system has created so much pressure to score well, she said, that kindergarten students are being taught how to efficiently "bubble in" answers with a No. 2 pencil. She said she knows of highly skilled teachers who, frustrated with the emphasis on the tests, have fled to private schools, worsening the state's already severe teacher shortage.

Many of the concerns about the 10th-grade test are being raised in a lawsuit filed by the Mexican American Legal Defense and Educational Fund that will go to trial in September. In the suit, MALDEF alleges that the Texas test discriminates against minority students because they pass it at lower rates.

All students are passing it at higher rates than they used to. Back in 1994, only 33% of the state's African American 10th-graders and 41% of its Latino 10th-graders passed the reading portion of the exam, for example, compared to 70% of whites. Since then, the scores have risen for all groups, and they have risen slightly faster for nonwhites.

But a Rand Corp. testing expert recently produced data that seemed to cast doubt on whether that narrowing of the difference was paying off.

Stephen Klein of Rand gave students at a couple of dozen Texas high schools tests of math, science and reading and found a strong relationship between the poverty level of a school and its scores. When he looked at the Texas exams for those same students, he found that the level of poverty seemed to have no effect at all on scores.

"When I see these data, I know there's something wrong," Klein said. "It's not as if they could have learned something and then forgotten it. It doesn't happen that way."

Klein spoke about his findings at a recent meeting of experts in testing and standards. He said he was not suggesting that cheating was accounting for the scores on the test, although there have been several highly publicized cases in Austin, Dallas and Houston. But he said the

of Texas professor who is leading school reform in the correlation between academic underachievement and diminishing.

"We still have a long but... we're making progress in that direction other state," he said.

Alanis, the deputy commissioner, said the state until now its reform efforts on grades, reconstituting an on phonics and on assessments in kindergarten those needing extra help. Legislation that Bust June will broaden the station to middle and high schools.

The bill increases spending by \$3.8 billion, hike in state history. That will pay for additional training and will raise it by \$3,000 across which it is hoped will be teacher shortage.

The state also is revamping testing system. In addition state exam, Texas will results of the algebra ranking schools. Also, from now, the graduates become far more difficult algebra and geometry biology and chemistry.

Billy R. Reagan, a former superintendent of a school district who but is still influential education circles, changes are badly needed.

"We have defined success that, if we achieve it, we plantation system that norities in their place,"

The state's current said, is valuable because "provided a measure of enormity of the equity identified."

Now, he said, "the upon us is to close it."



THE STATE

How the Stanford 9 Test Institutionalizes Unequal Education

By Alex Caputo-Pearl

I teach at one of the "100 worst" schools in the Los Angeles Unified School District. Superintendent Ruben Zacarias placed my school, John Muir Middle School, on probation last September primarily because its students scored low on the Stanford 9 test, along with not meeting other "key indicators" such as attendance and parent participation. The school's average scores are significantly below the 25th percentile. If student scores on this test do not improve by one to two percentile points, the district may take over John Muir. Eventually, the state could forcefully remove all staff.

Standardized tests like the Stanford 9 do not measure critical thinking, contain many cultural biases and are given in English. Because more than half of Muir's pupils are immigrants learning English, their low scores are not difficult to fathom. Furthermore, the Stanford 9 is a norm-referenced test. It is designed to produce results that form bell-shaped curves ranking a student's scores against others. Historically, such tests have not served as learning tools. Rather, they have been used to unfairly sort students onto either high- or low-academic tracks based on their test ranking, resulting in unequal access to education.

Alex Caputo-Pearl, who teaches 6th grade, is a member of the Labor/Community Strategy Center, a nonprofit organization involved in community organizing.

Muir is typical of the 100 "worst" schools. It's located in a low-income, mostly African American and Latino community, hurt by a lack of businesses and job opportunities and devastated by government cutbacks in social spending. My classroom's ceiling has a hole, its chalkboard is cracked and its floors warped. I often have 35 students in my classes. Unfortunately, in threatening schools like Muir with probation or a takeover, Zacarias fosters no discussion about the detrimental effects of poverty, racial segregation and lack of resources on students' test scores.

Fundamentally, our school community is the product of an economy that perpetuates poverty in communities of color and a political system that scapegoats the victims. Over the last two decades, 280,000 unionized manufacturing jobs disappeared in Los Angeles, many of them in the vicinity of Muir's South-Central campus. They have been replaced by low-paying light-manufacturing employment and mostly part-time service jobs. At the same time, county, state and federal governments cut social spending. More recently, California voted to ban affirmative action and bilingual education. Yet, low-income people of color are routinely blamed for being unemployed, underemployed or demoralized.

Use of standardized tests to stigmatize LAUSD's worst-performing schools is the education version of this scapegoating. The district does not provide these schools with the resources they need to



JENNIFER HEWITSON/For The Times

help their students learn—and then blames them for poor test results. Politicians who shy away from real education and economic reform use the tests as a smoke screen, claiming that raising scores will attack poverty. But as long as we live in a society of racial segregation and uneven economic development, slightly

higher scores on standardized tests are not going to make a major difference in the lives of poor students. Students scoring at the 25th percentile will be in the same boat as those below the 10th percentile as long as they face the same lack of opportunity in their communities.

Rather than deal with these problems, the district has further entrenched test-based discrimination along race and class lines. First, in response to pressures to raise their test scores, schools in poorer areas emphasize narrow test-taking drills at the expense of course content. In contrast, schools in wealthier areas and with higher scores more often do project-based learning, which explores content on multiple levels. The result is separate and unequal schooling.

Second, top district officials have directed Muir teachers to focus their efforts on that small minority of students who score above the 40th percentile. These students, the district contends, have proved they can take tests well. If they receive more attention, so the argument goes, their test-taking abilities are bound to improve. Their resulting higher individual scores can pull up the entire school's average. Muir would be saved from a potential takeover. Thus is created the illusion of school reform. By using such tactics, the district is choosing to fend off its critics by touting trick scores on a flawed test instead of advocating real school reform that would demand dramatically increased funding and expanded programs to benefit all students.

Teachers, students and parents can initiate real school reform by organizing a boycott of Stanford 9 testing next spring, especially at the 100 "worst" schools but supported by all who recognize the inequities perpetuated by these tests. Alongside the boycott, they should demand an alternative assessment of students based on portfolios.

Under portfolio assessment, teachers and students compile a variety of work throughout the school year. Among the elements are writing samples, tapes of dramatic performances, skill-achievement sheets and projects. The resulting individual student portfolios are evaluated by teachers and parents according to a scoring guide. Vermont currently has a promising portfolio-assessment system in place. The chief benefit of portfolio-based evaluation is that it shows a student's progress over time rather than as a snapshot drawn from a high-stakes exam taken in a few hours.

Such alternative approaches to student assessment cannot occur in a reform vacuum. They must be linked to smaller class sizes, better campus facilities and programs like bilingual education. These reforms would ensure that the alternative assessments are fair, honest and rigorous. This approach would be truly effective if the city and state linked it with enhanced economic opportunities in low-income communities through the creation of good-paying jobs. Our students deserve nothing less than a comprehensive approach to education reform. □

State's schools rank last in computer availability

■ Education magazine says California has fewest machines per student

By Lisa Shafer
TIMES STAFF WRITER

California may be home to Silicon Valley, but its record of putting computers in the classroom remains at rock bottom, a study released today shows.

In a survey of the nation's 86,600 schools, Washington D.C.-based Education Week magazine found that for every computer available for instructional use in California, eight students are vying to use it.

Nationwide, the report shows, schools offer one computer per 5.7 students. Wyoming students are most likely to get time at the school computer, with one available per 3.5 students.

"California has been holding that distinction for practically as long as there have been computers," said Perry Polk, technology director at Mt. Diablo Unified School District. "When New Jersey spends twice as much per kid as California for general education, it's not hard to figure why."

The report also shows California lagging behind in providing students access to the Web. For every 100 students, there are only about five com-

puters connected to the Internet. The national average is 7.35 connections per 100.

Doug Prouty, technology specialist with the Contra Costa County Office of Education, said that although it does not keep data on Internet-connected computers, the local average most likely parallels the state.

However, he said, schools in affluent areas often benefit from technology purchases by parents' clubs and educational foundations.

For example, Valley View Elementary in Pleasanton has a parents' club that funds a lab technologist, said district officials. Groups at two other schools in the Pleasanton school district may do the same, officials said.

Kathy Ranstrom, co-president of Moraga Education Foundation, said the largest part of the group's \$350,000 budget this year will be

used for technology support and software.

"The state considers all these 'extras,'" she said. "We're right next to Silicon Valley, and here we are at the bottom."

The Education Week report also reveals that although about 90 percent of California language arts teachers are at least "moderately prepared" in the use of computers, only about 50 percent feel that way about using software for teaching reading or writing.

Reflecting responses nationwide, only 9 percent of California's teachers reported having advanced or expert computer skills.

Prouty said that as many as 25 percent of the county's teachers could be considered technology "pioneers," 50 percent likely will make significant use of computers if they get training, and 25 percent probably will refuse to use them.

Those statistics are ones directors of the Dean and Margaret Leshner Foundation are trying to improve through a countywide program.

Peggy Beltramo of Highlands El-

ementary in Concord is one of about 150 teachers who have won a Leshner grant. In addition to placing more computers and multimedia equipment in her classroom, Beltramo was able to develop a computer-assisted writing program for her third-grade through the program.

Kathleen Odne, executive director of the foundation, said a key goal of the program is to train teachers countywide to use computers as curriculum tool and not to have them machines just sitting in the classroom.

Despite the struggles most California schools face with computer equipment and technology training, some local school officials trump their technology-based curriculum.

Bob Bronzan, deputy superintendent at Livermore Valley Joint Unified School District, said students frequently use the Web for such things as geography lessons and putting together multimedia presentations.

"We use all kinds of instructional software that supports lessons teachers use," he said. "We'll compare our students to anybody."

Times staff writers Sally Farhat and Brian Anderson contributed to this story.

Colleges Back a New Test for Minorities

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index. "Assuming for a moment one could find valid tests of these noncognitive abilities, I see no reason why they'd be found in greater abundance in underrepresented minorities than among Asian-Americans or whites," he says. "To the extent to which it is intended as a substitute for racial preferences, I'd say either it won't serve that end or it will be dishonestly constructed and implemented so it does serve that end."

The test was devised by Deborah Bial, a Harvard doctoral student in education, and is supported by a \$1.9 million grant from the Andrew W. Mellon Foundation. The foundation is headed by William Bowen, the former president of Princeton University, who co-wrote, with former Harvard president Derek Bok, a pro-diversity book called "The Shape of the River."

A number of schools that supplied data for that book are involved in Ms. Bial's project, and Mr. Bowen personally called the schools' presidents to help assure their participation. The four state schools have agreed to admit 20 students each largely on the basis of their results on the Adaptability Index. The five smaller colleges, all private liberal-arts schools in the Midwest—including Beloit College and Macalester College, will admit four each. The students will receive a \$3,500 annual scholarship, funded by the Mellon grant, on top of regular financial aid packages offered by the individual schools.

In the test, 100 students are evaluated at a time. Over three hours, students participate in workshop activities designed to test their noncognitive skills. In one exercise, groups of eight to 10 students are given a box full of Lego pieces and told that they have 10 minutes to design a robot exactly like one sitting on a table in the next room. Each group member is allowed to look at the robot, one at a time, without taking notes. Two evaluators then observe the group as they snap together their version, giving each student a score between zero and four.

"They're looking to see who takes ini-

The College Adaptability Index has received a \$1.9 million grant from the Andrew W. Mellon Foundation.

tiative, who solved any conflicts, who is able to negotiate problem solving with a group, and who thinks strategically," says Ms. Bial. "These are some of the characteristics that predict persistence in college."

After participating in 12 activities, the students are scored by six evaluators. They then are given half-hour personal interviews with two more evaluators. Their score on the interview counts for one-third of their overall score, Ms. Bial says.

A typical question on the interview might be: "You're taking Psych 101 your freshman year. There's only a mid-term and a final exam. You study very hard but you fail the mid-term. You're very upset. What do you do?" A student who answers she will study harder would get a lower score, for instance, than one who says she would speak with the teacher about improving, seek out extra-credit work or join a study group.

"It's good that the student will study harder, but that kind of approach to an academic obstacle is less likely to result in a student's persisting than someone who thinks strategically and develops multiple solutions to a problem," says Ms. Bial.

If the pilot program succeeds, she says she eventually would like to open centers to conduct the test on any student who wants it in urban areas around the country. "This is not designed to replace the SAT," she says, "but it would be another option for students who may traditionally not score well on standardized tests to

show they can compete at selective institutions."

For many universities, the real key is determining whether the index could withstand a legal challenge. Terence Pell, senior counsel at the Center for Individual Rights in Washington, D.C., the group that brought the lawsuit against Michigan and a number of other schools, says it probably could as long as whites as well as minorities can take the test. "As far as the law is concerned, schools can use any criteria they want as long as they are applied across-the-board to all races," Mr. Pell says.

But he says that the index is a poor substitute for more traditional measures of academic ability and predicting success in college, such as grades and test scores. "If a school's mission is to produce people who function well in groups, they ought to rely on this," he says. "But very often the most original thinkers don't work well in groups."