

Closing the Achievement Gap:
Providing Free, High Quality Test Preparation Courses to
High Need Students

Summary

SAT scores are an important component of college admission and historically, minority and low income students have not scored as well as their white and more affluent classmates for many reasons including not having access to high-quality test preparation activities that are common in many communities. There is a federal role to help solve this problem by providing funds to increase access to college entrance exam preparation. Under the model we are proposing, partnerships of high schools, leaders in the test prep industry and community based organizations would compete for a grant to offer college test preparation as well as other related services.

Background/Rationale

Because every child deserves an equal chance at academic success and because standardized testing is a fixture on the educational landscape, each student regardless of economic standing should have equal, high quality training and preparation for college entrance exams. Quality test preparation courses are important to success on college exams but are often beyond the financial reach of most families adding to the disadvantages many financially needy students face when competing with privileged students in college admissions. Free and low cost college test preparation courses meets a need of students with college aspiration, who have demonstrated through coursework that they are capable of succeeding in college.

While this program should be aimed at low-income students, by default through this criteria, it will target minority students.

Data from The College Board 1994 report indicates the following relationship between SAT scores and income:

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

The College Board report *Reaching the Top: A Report of the National Task Force on Minority High Achievement* found that:

- In 1995, African-Americans, Latino's and Native American's accounted for only 13% of the bachelor's degrees, 11% of professional degrees and 6% of doctoral degrees awarded by U.S. Colleges and Universities despite making up about 30% of the under 18 population.

- This year, African-Americans, Hispanics, and Native Americans 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.

One of the College Board's recommendations for action is for national and community organizations concerned with improving minority education to work with educational reformers and researchers to expand and strengthen supplementary education opportunities available to underrepresented students. The objective should be to provide 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.

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Recently, the NAACP also highlighted this issue as an emerging problem and called for increasing access to test preparation services for disadvantaged students.

Last year California State Senator Hayden introduced the College Preparation Partnership Program in California that offers very low cost or free college test preparation courses. Districts were able to apply for money and choose which schools would receive the funds that met the eligibility criteria. In California, schools that receive money for college exam prep are able to use the money either to contract with an unspecified college prep service, or to use the money to train the teaching staff to do the college exam prep instruction.

DPC Proposal

Key Components

The Federal government will offer leadership and resources for communities to create partnerships to increase access to test preparation programs for disadvantaged students. This program would be run under the High School Reform package

Partnerships

The program would require the high school to partner with a test preparation program with a proven track record and established curriculum with an option to add least one community based organization. Commercial test preparation companies involved would have to demonstrate an established curriculum and have a proven track record. 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.

Eligibility

This initiative would offer competitive grants to high schools or LEA's based on the California model. Grants would be given to schools would be those with a low college attendance rate, high numbers of low-income pupils, and demonstrated school-based efforts to improve the school's college preparatory curriculum and college attendance rates. Eligible students would receive the free college test prep courses through traditional methods as well as on-line courses. Students in the top 50% of their class who fall under 200% of the poverty line would be eligible.

Priority

A competitive priority would be given to schools that couple test preparation with other relevant services including counseling, college application and financial aid assistance.

Cost

- 300,000 students currently eligible for TRIO Talent Search services
- Assuming a cost of up to \$400 per student
- 50% match required from non-school partners with a 25% in-kind allowance

Critiques

Issue

The President's Initiative on Race asked the Department of Education to do a study on the usefulness of college test preparation. The final analysis of the report showed that there was no reason to expand funding to include college test prep, but that expanding the AP program would be more effective. The data showed that minority students are more likely to prepare for the SAT or ACT than whites and middle-income students.

Response

The study concluded that because non-white, low-income students had similar rates of test preparation, it is unnecessary to put any money into subsidized test preparation, but rather that funding should be focused on expanding the AP program (which is not surprising considering the Department runs the AP program). However, the study failed to control the methods of college preparation and quality of instruction. For example, a student might be getting tutoring for reading and could count this as college test preparation. Because the crucial issue of quality is not addressed in the study, we do not think that the study is conclusive.

Issue

Teacher unions could object that this proposal because unlike the California model which allows grant funds to be used to train the current teaching staff to be college test prep instructors, doesn't provide for this. This proposal would not allow funds to be used to train teachers as

instructors in order to ensure that students are receiving the high quality test preparation through established providers.

Response

Providing high quality test preparation is a key to the success of this grant. We want to fund what works and has proven results with research to prove their effectiveness. Training teachers is a bigger risk in terms of quality control.

Political Considerations

1. This proposal supports the Administration's position on affirmative action programs that expand opportunities for minorities and support states that are developing innovative ways to reach the goal of equality in education.
2. The NAACP has been working to reduce the weight of the SAT and ACT on college admissions, but is strongly in favor of state subsidized college test preparation courses. They are working closely with Senator Hayden's office in California and are reaching out to states and are generating momentum on this issue. So far they have found states and schools to be very receptive to the idea and there is growing interest in the California model.

OPTION 2

This program could be rolled into the High School Reform package.

Jeffrey I Johnson

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

Tuesday, October 19, 1999 |

let alone deal with it. But the hand.

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

We're a City in Denial About Race

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

By TOM HAYDEN

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

Democrat Representing Parts of
Fernando Valley

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

Colleges Back a New Test for Minorities

Continued From Page B1

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."

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 Leshar 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 Leshar 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-graders 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 a curriculum tool and not to have the machines just sitting in the classroom.

Despite the struggles most California schools face with computer equipment and technology training, some local school officials trumpet 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 on 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.

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, Californians 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. □



The College Board

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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

SENATE RULES COMMITTEE

SB 1697

Office of Senate Floor Analyses
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UNFINISHED BUSINESS

Bill No: SB 1697
Author: Hayden (D), et al
Amended: 8/25/98
Vote: 21

SENATE EDUCATION COMMITTEE: 7-0, 3/25/98

AYES: 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, 5/27/98

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

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 1 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

schoolsites 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 ****

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

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:

	# of Sites	# of LEAs	Total Award
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	CALAVARAS COUNTY OFFICE	\$22,800
CONTRA COSTA	MT. DIABLO UNIFIED	\$24,800
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	\$62,866
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	\$106,000
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	\$84,000
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		\$8,950,688

Total Districts = 70 Total Schools = 370

**College Preparation Partnership Program Grant
IEA 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:

	# of Sites	# of LEAs	Total Award
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	\$49,650
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	\$6,600
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	\$38,200
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	\$36,978
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	\$55,000
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.)	\$3,525
SAN BERNARDINO	SILVERADO HIGH	\$49,800
SAN DIEGO	ORANGE GLEN HIGH	\$25,600
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**

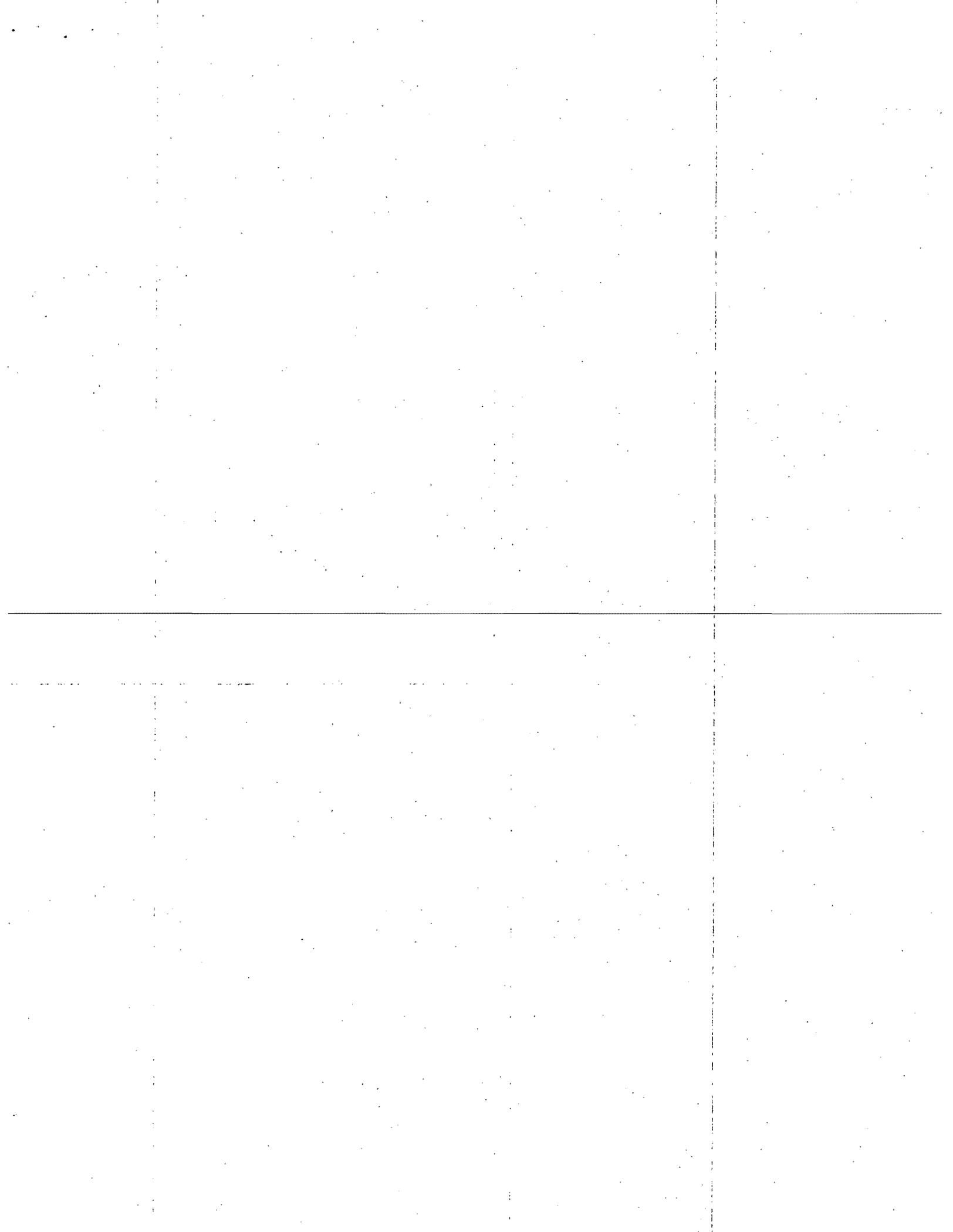
COUNTY	SCHOOL	AMOUNT
SAN DIEGO	STUDENT SUCCESS PROGRAM	\$19,200
SAN DIEGO	TWAIN JUNIOR/SENIOR HIGH	\$12,200
SAN DIEGO	UNIVERSITY CITY HIGH	\$34,800
SAN DIEGO	SERRA JUNIOR SENIOR HIGH	\$34,000
SAN DIEGO	HENRY SENIOR HIGH	\$39,000
SAN DIEGO	KEARNY SENIOR HIGH	\$28,800
SAN DIEGO	CRAWFORD SENIOR HIGH	\$35,800
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
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
		\$5,538,488
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
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 Grant
School Site Summary - Cycle 2**

County/LEA	School	Award Amount
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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
	ESTANCLA 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
		\$2,039,188



The Sacramento Bee

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Don't overemphasize SAT, government warns colleges

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 uneven public K-12 system, which hasn't figured out how to raise overall achievement in low-income, high-minority areas.

"To go after test scores doesn't fix the problem," said Clifford Adelman, senior research analyst at the U.S. Department of Education, who recently concluded in a study that the rigor of a student's high

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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."

Texas Schools 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

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demographically similar, with about the same percentage of students living in poverty and coming 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-

Lopez said state-sponsored studies have found that students who head to college without such classes almost never graduate.

"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 because those topics appear on the

crucial exit exam. Four times a year, the school sponsored daylong Saturday cram sessions. Teachers threatened to dock the grades of 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 Nevarro 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

Rice University education professor Linda McNeil said the test is a "ticket to nowhere. It has no currency in the job market or for getting into community college or 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

data show that schools may be doing whatever it takes to get students to pass the tests without instilling in them knowledge or skills.

Joseph E. Johnson, a University of Texas professor who is monitoring school reform in the state, said the correlation between poverty and academic underachievement is diminishing.

"We still have a long way to go, but . . . we're making more progress in that direction than any other state," he said.

Alanis, the deputy commissioner, said the state until now has focused its reform efforts on the early grades, reinstating an emphasis on phonics and on assessing students in kindergarten to identify those needing extra help.

Legislation that Bush signed in June will broaden the state's attention to middle and high schools.

The bill increases education spending by \$3.8 billion, the largest hike in state history, Alanis said. That will pay for additional teacher training and will raise teacher salaries by \$3,000 across the board, which it is hoped will help ease the teacher shortage.

The state also is revamping the testing system. In addition to the state exam, Texas will count the results of the algebra test when ranking schools. Also, four years from now, the graduation test will become far more difficult, covering algebra and geometry as well as biology and chemistry.

Billy R. Reagan, the revered former superintendent of the Houston school district who left in 1986 but is still influential in Texas education circles, said such changes are badly needed.

"We have defined success so low that, if we achieve it, we still have a plantation system that keeps minorities in their place," he said.

The state's current system, he said, is valuable because it has "provided a measure by which the enormity of the equity gap could be identified."

Now, he said, "the job that's upon us is to close it."