

Omaha,
NE

Feb,
2015

ACHIEVEMENT AND OPPORTUNITY IN AMERICA



Where are we?
What can we do?



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The Education Trust



America: Two Powerful Stories



1. Land of Opportunity:

Work hard, and you can become anything you want to be.



2. Generational Advancement:

Through hard work, each generation of parents can assure a better life — and better education — for their children.



These stories animated hopes and
dreams of people here at home

And drew countless immigrants to our
shores



Yes, America was often intolerant...

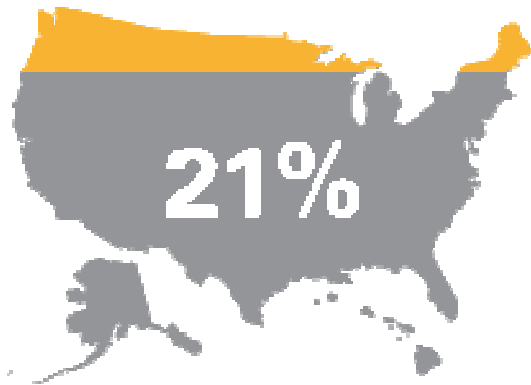
And they knew the “Dream” was a work in progress.

We were:

- The first to provide universal high school;
- The first to build public universities;
- The first to build community colleges;
- The first to broaden access to college, through GI Bill, Pell Grants, ...

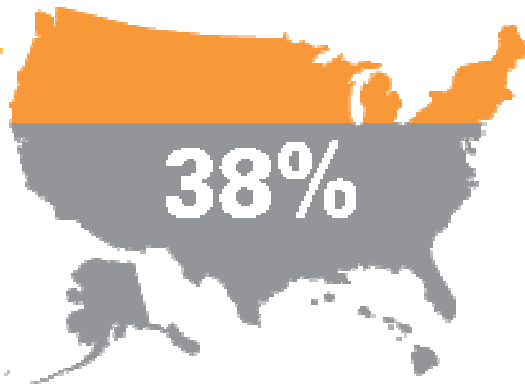
Percent of U.S. adults with a high school diploma

1920



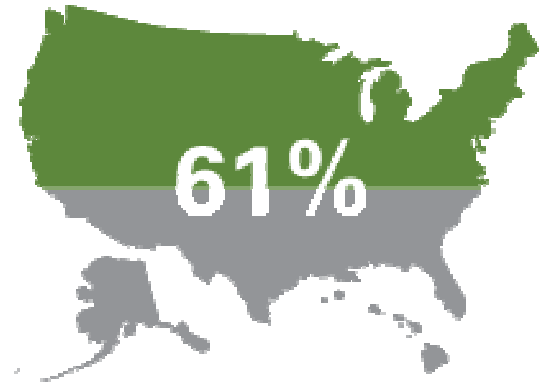
21%

1940



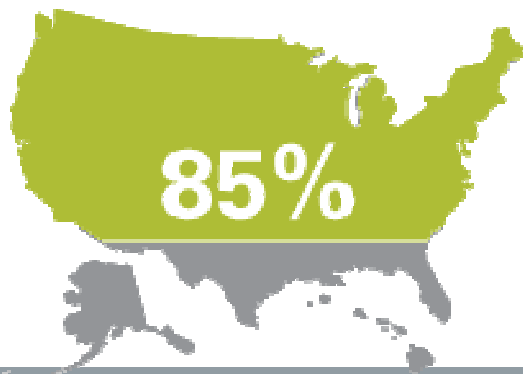
38%

1960



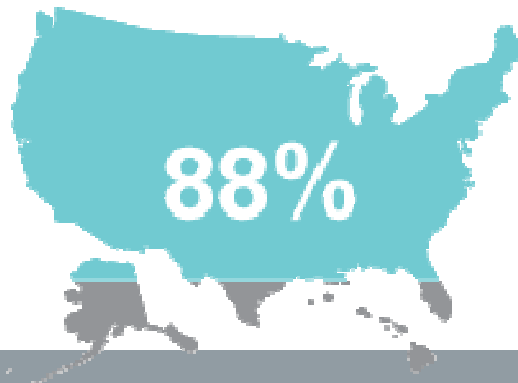
61%

1980



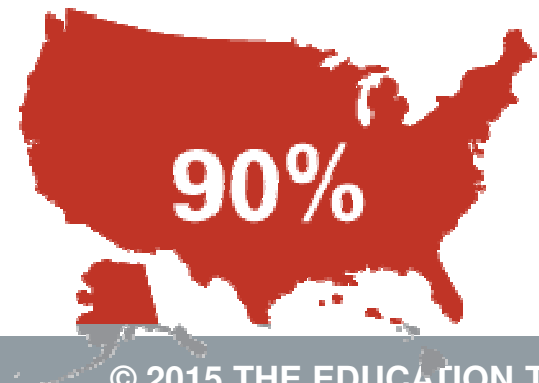
85%

2000



88%

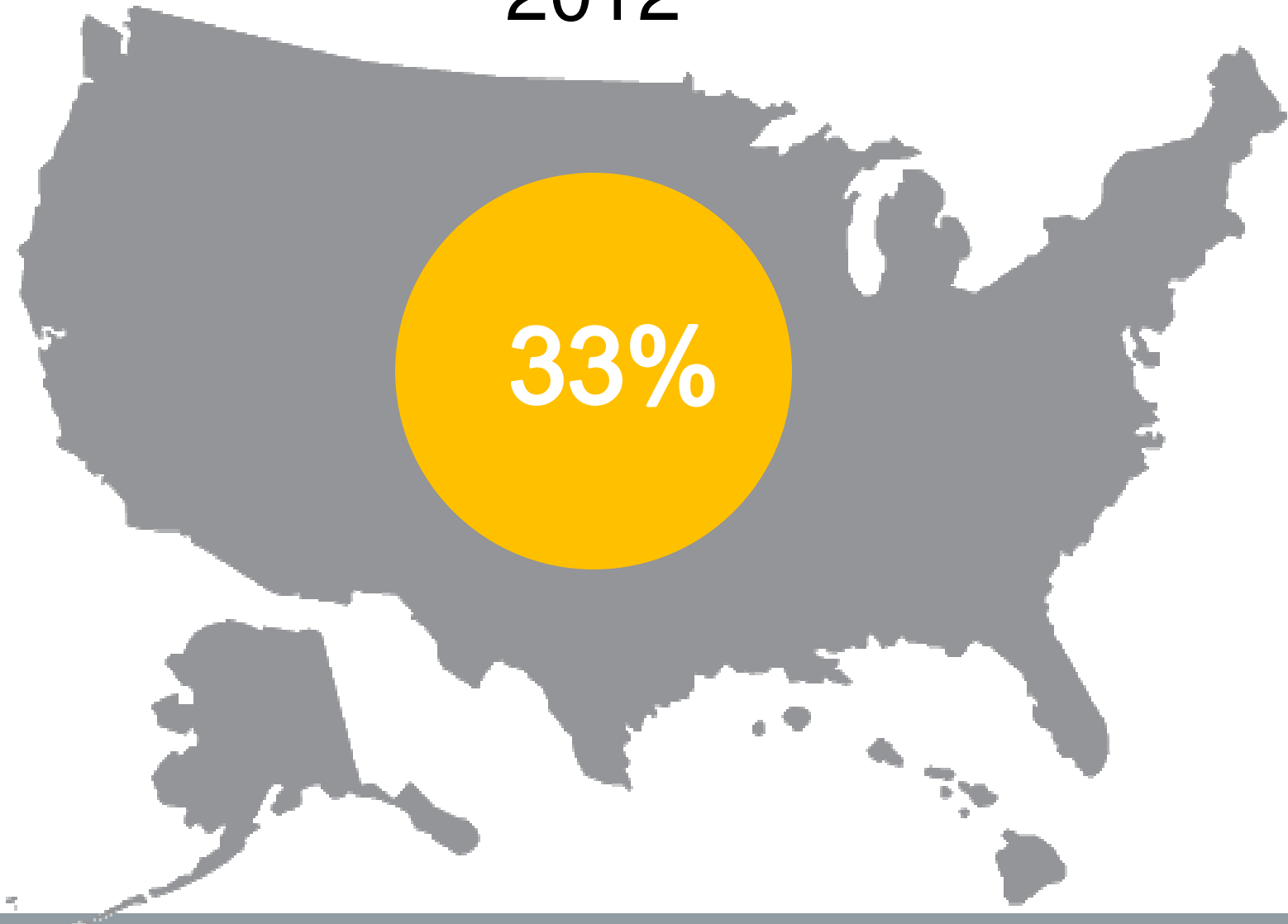
2012




90%

Percent of U.S. adults with a B.A. or more

2012

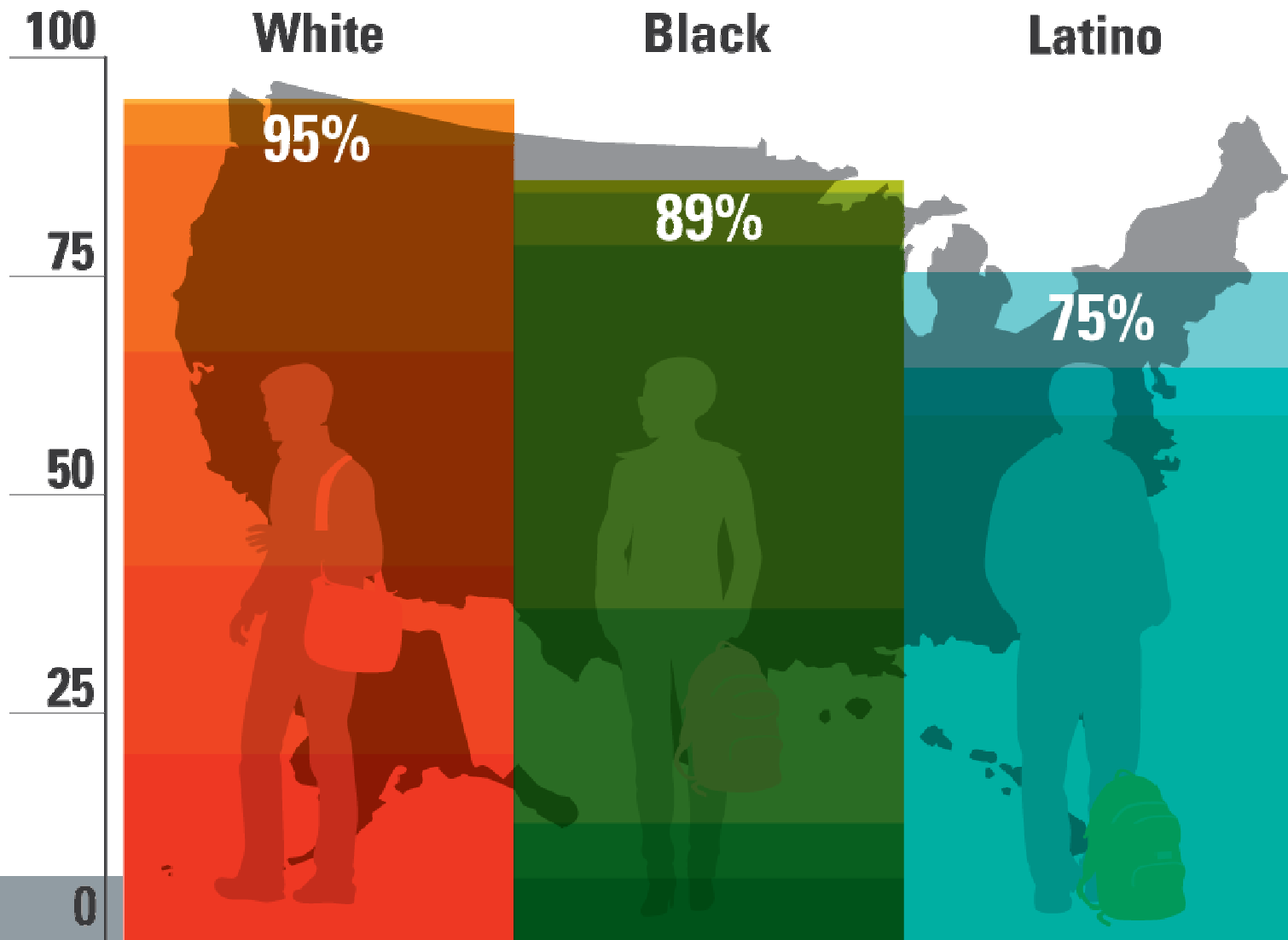




Progress was painfully slow, especially
for people of color. But year by year,
decade by decade...

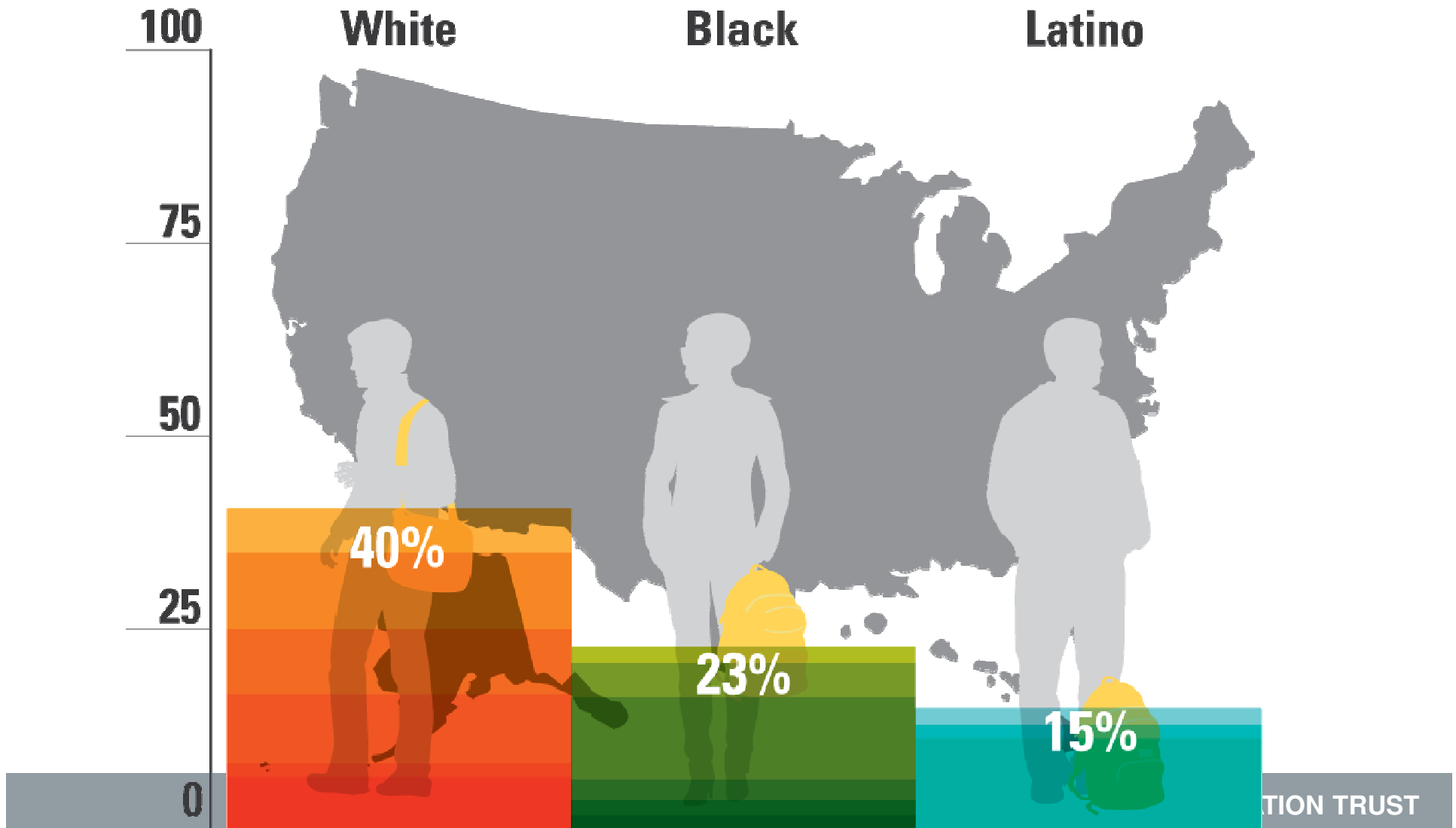
Percent of U.S. adults with a high school diploma, by race


2012




Percent of U.S. adults with a B.A. or more, by race

2012





**Then, beginning in the
eighties, inequality started
growing again.**



In the past four years alone, 95%
of all income gains have gone to
the top 1%.

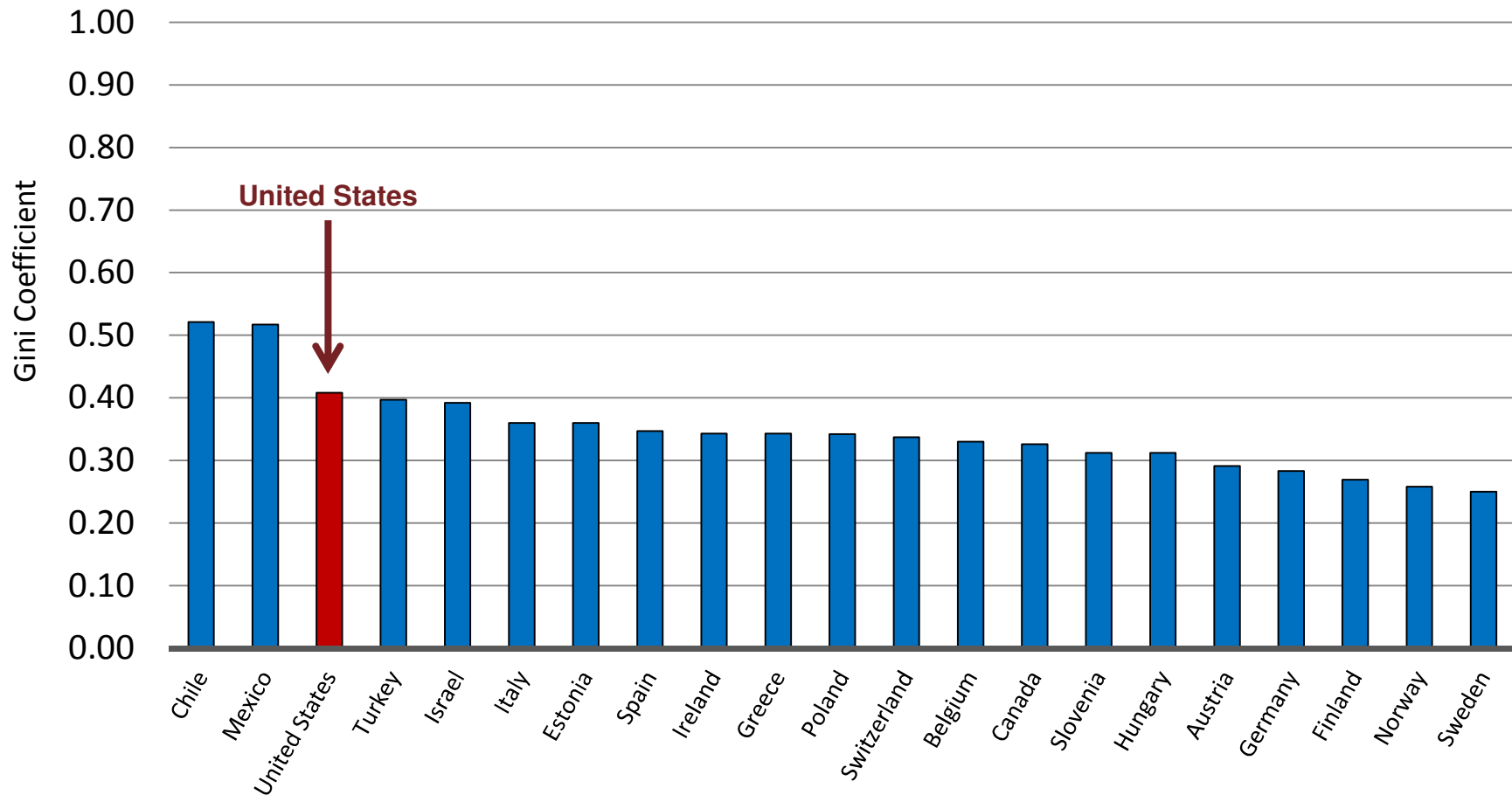
Source: Stiglitz, "Inequality is a Choice," *New York Times*, October 13, 2013.

In 2012:

- In 2012, the top 5% of Americans took home 22% of the nation's income; the top .1% took home 11%.
- And the bottom 20% took home just 3%.

Source: DeNavas-Walt, Proctor, & Smith, "Income, Poverty, and Health Insurance Coverage in the United States: 2012," U.S. Census Bureau, September 2013; Stiglitz, "Inequality is a Choice," New York Times, October 13, 2013.

Instead of being the most equal, the U.S. has the third highest income inequality among OECD nations.



Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality.

Source: United Nations, U.N. data, <http://data.un.org/DocumentData.aspx?q=gini&id=271>: 2011

Median Wealth of White Families

20 X that of African Americans

18 X that of Latinos

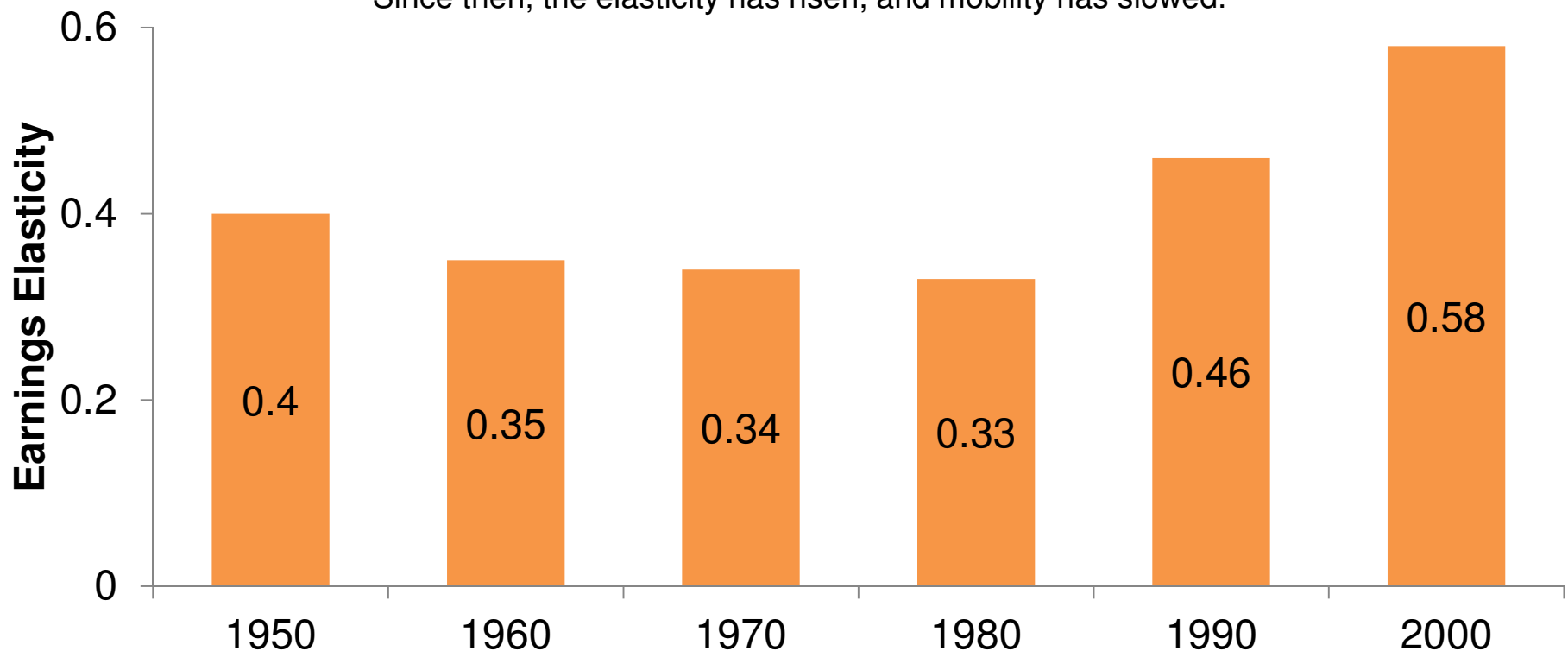
Source: Rakesh Kochhar, Richard Fry, and Paul Taylor, "Twenty-to-One: Wealth Gaps Rise to Record Highs Between Whites, Blacks, and Hispanics," Pew Social & Demographic Trends, 2011.



Not just wages and wealth, but
social mobility as well.

U.S. intergenerational mobility was increasing until 1980, but has sharply declined since.

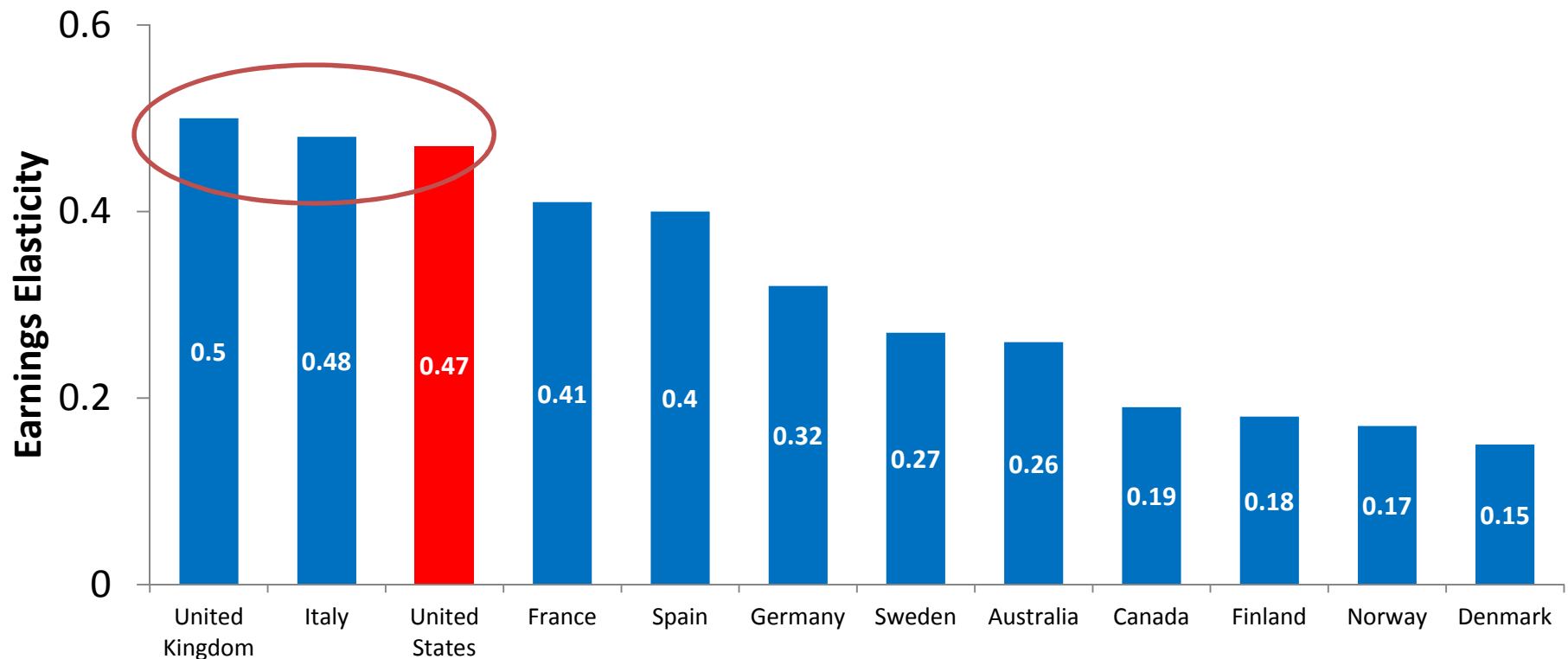
The falling elasticity meant increased economic mobility until 1980.
Since then, the elasticity has risen, and mobility has slowed.




Source: Daniel Aaronson and Bhashkar Mazumder. *Intergenerational Economic Mobility in the U.S., 1940 to 2000*. Federal Reserve Bank of Chicago WP 2005-12: Dec. 2005.

The US now has one of lowest rates of intergenerational mobility

Cross-country examples of the link between father and son wages



Source: Corak, Miles. *Chasing the Same Dream, Climbing Different Ladders*. Economic Mobility Project; New Charitable Trusts, 2010.



At macro level, better and more equal
education is not the only answer.

But at the individual level, it really is.

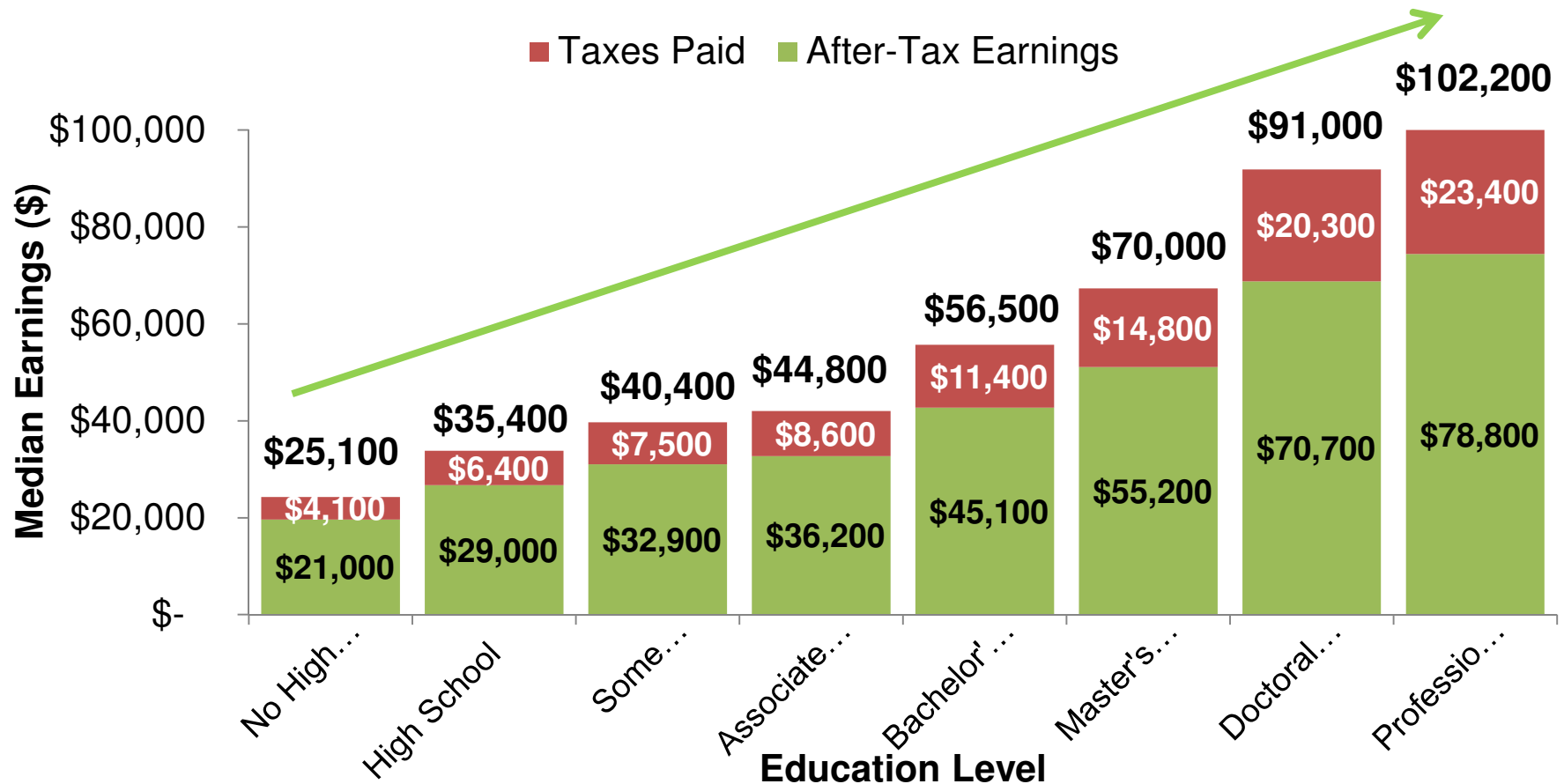
Overwhelming message about what matters in turning this around?

Education.

“Among those who have finished four years of college, there is no racial gap in economic mobility. Both whites and blacks experience very high rates.”

Source: Upward Intergenerational Mobility in the US. PewTrusts.

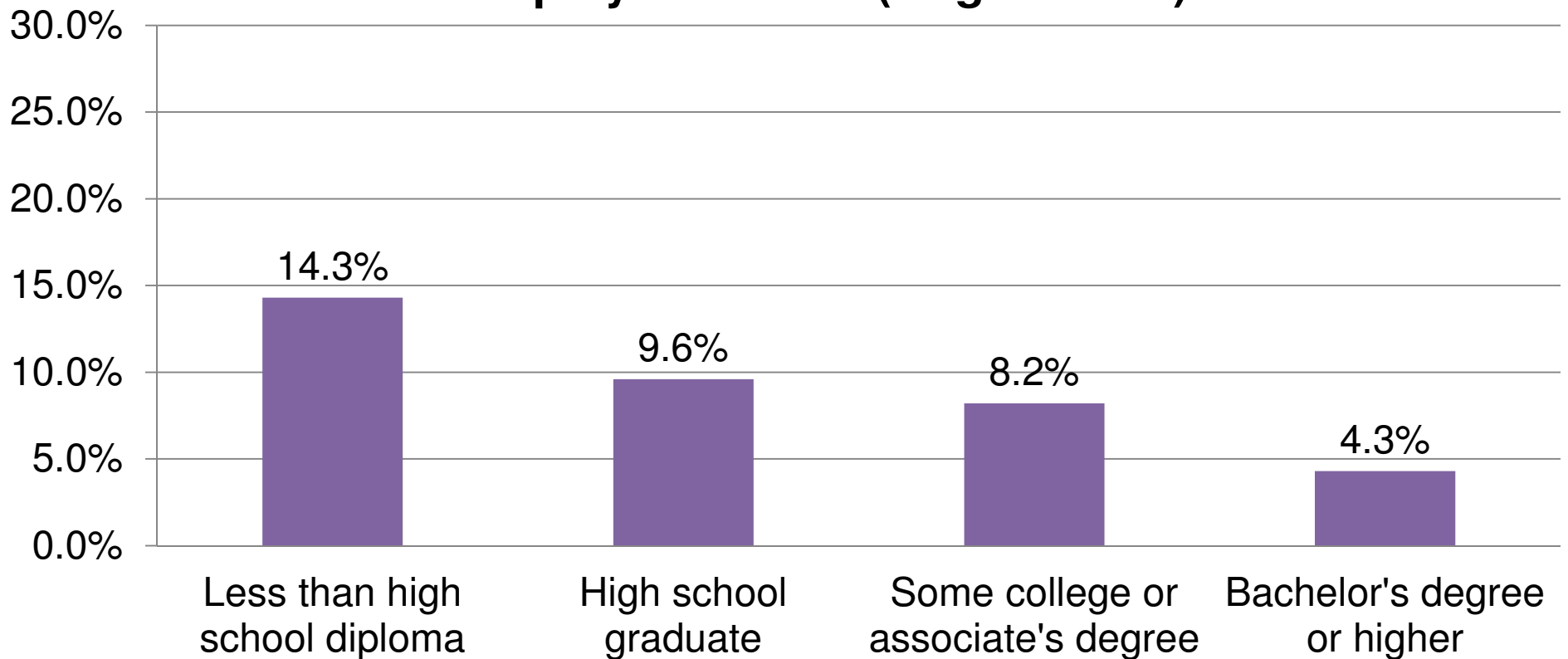
College Grads Earn More



Source: College Board, Education Pays, 2013, Figure 1.1: Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2011

College Grads Less Likely to be Unemployed

Unemployment Rate (August 2011)



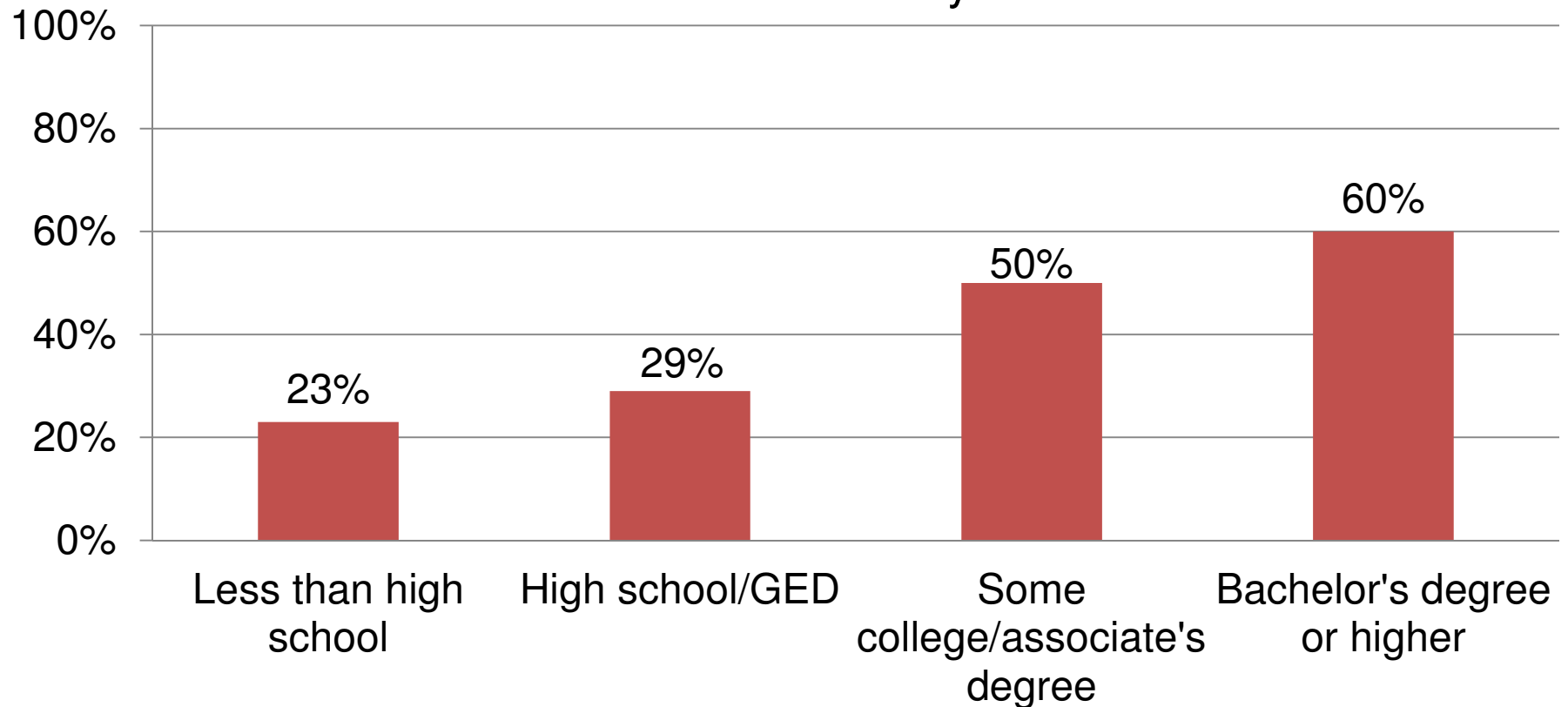
Source: U.S. Bureau of Labor Statistics, Table A-4, <http://www.bls.gov/news.release/empsit.t04htm>



They also stand out on the
other things we value.

College graduates more likely to vote

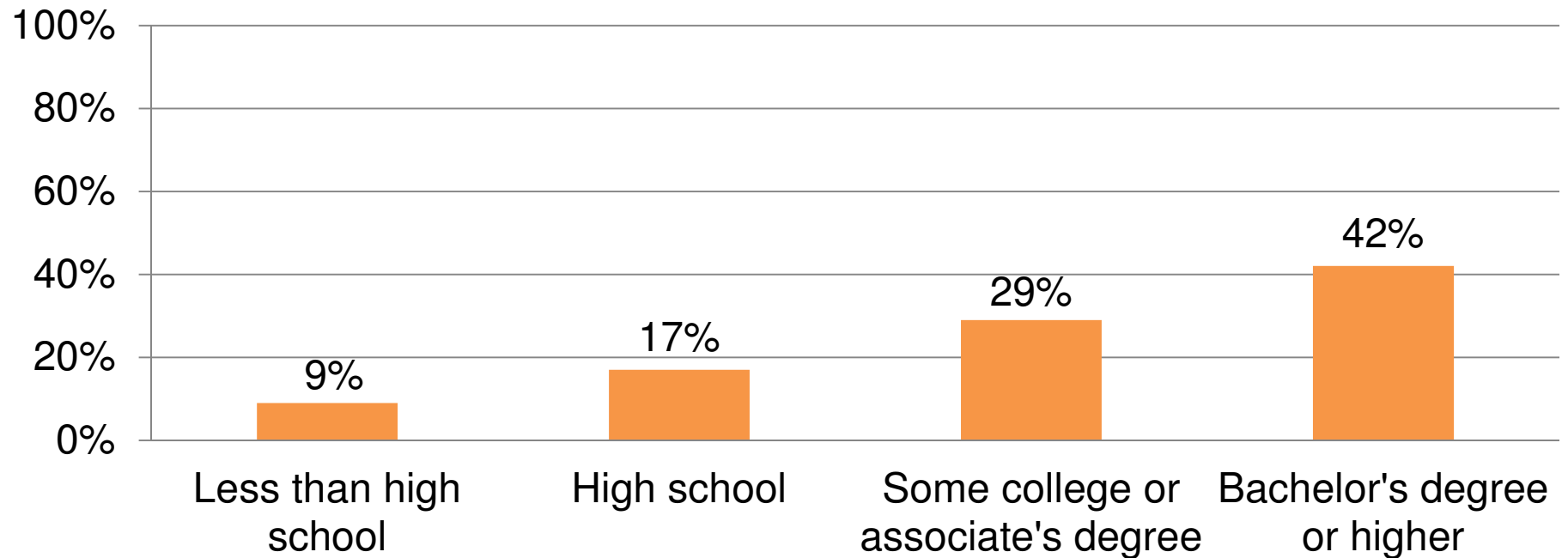
Percent of US Citizens Aged 18-24 Who Voted in the 2012 Presidential Election by Education Level



Note: Data include both those who are and are not registered to vote.
Source: Education Pays 2013, The College Board

College graduates more likely to volunteer

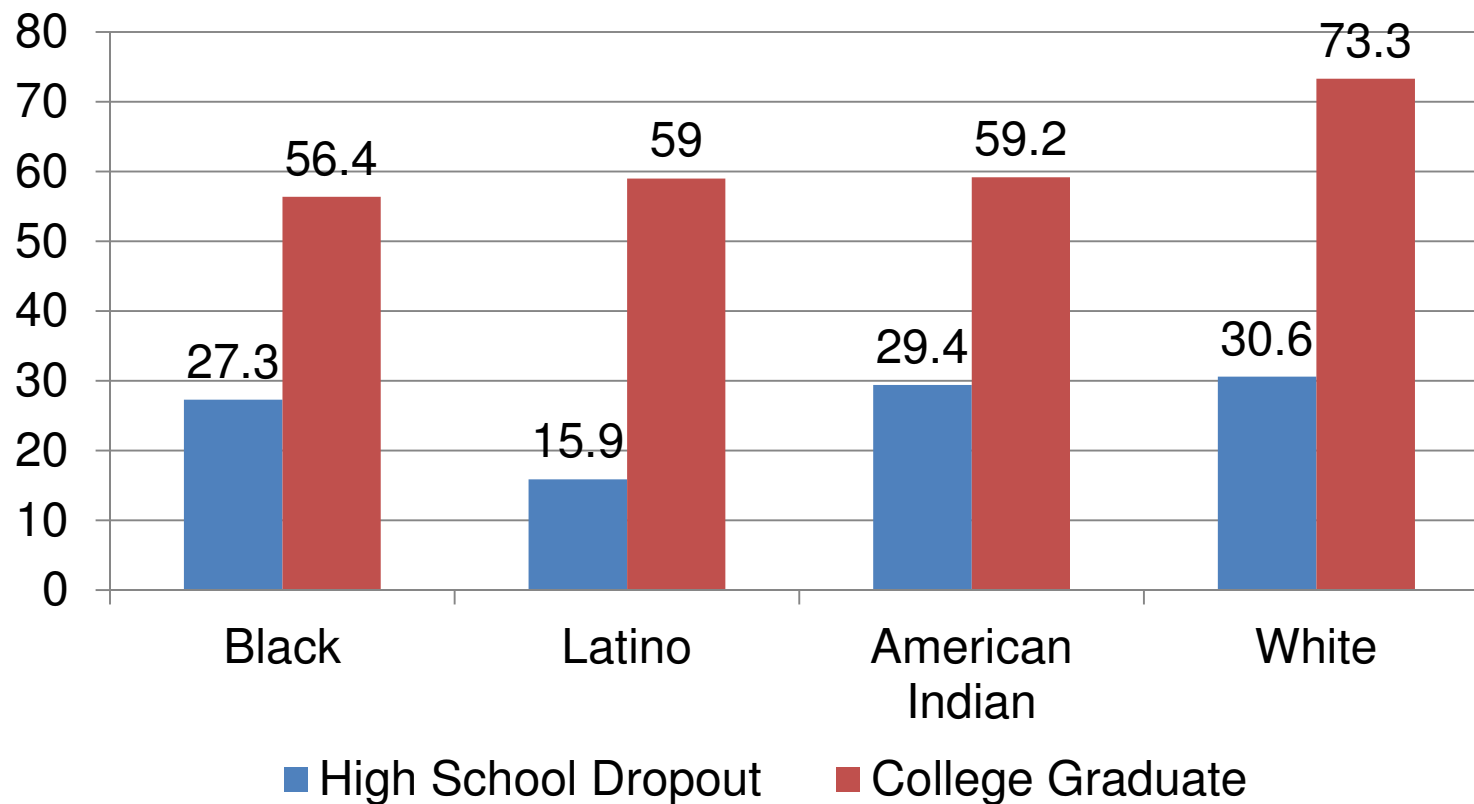
Percent of Adults 25 and Over Who Volunteered in 2012 by Education Level



Note: Data represent percentage of total population that reported volunteering from September 2008 to September 2009

Source: Education Pays 2013, The College Board

College Grads of all races far more likely to be in “Very Good” or “Excellent” Health

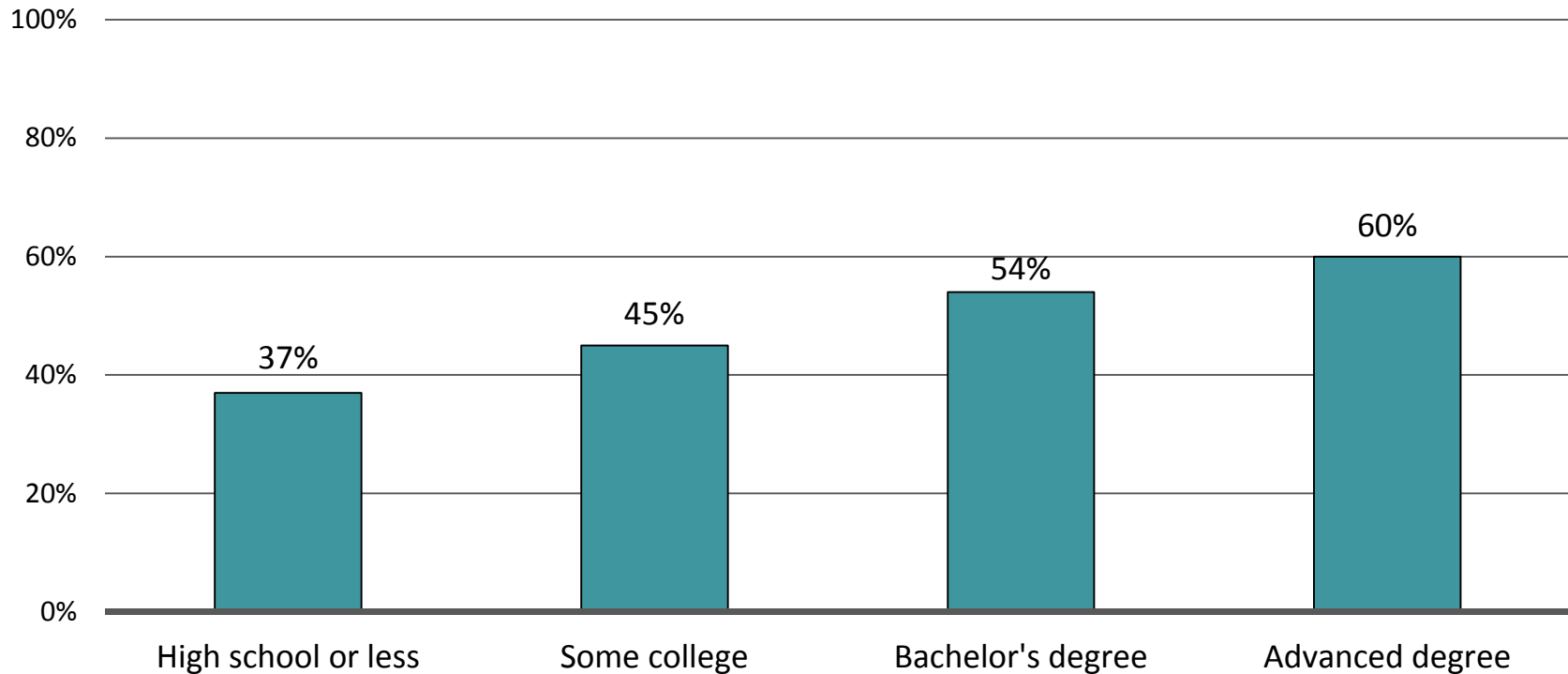


Source: Robert Wood Johnson Foundation Commission for a Healthier America, 2009


e:

College Grads Even Have Better Mental Health

Percentage of respondents reporting themselves to be in excellent mental health



Source: Gallup, "Strong Relationship Between Income and Mental Health" (2007)



What schools and colleges do, in other words, is hugely important to our **economy**, our **democracy**, and our **society**.



There is one road up, and that
road runs through us.

So, how are we doing?



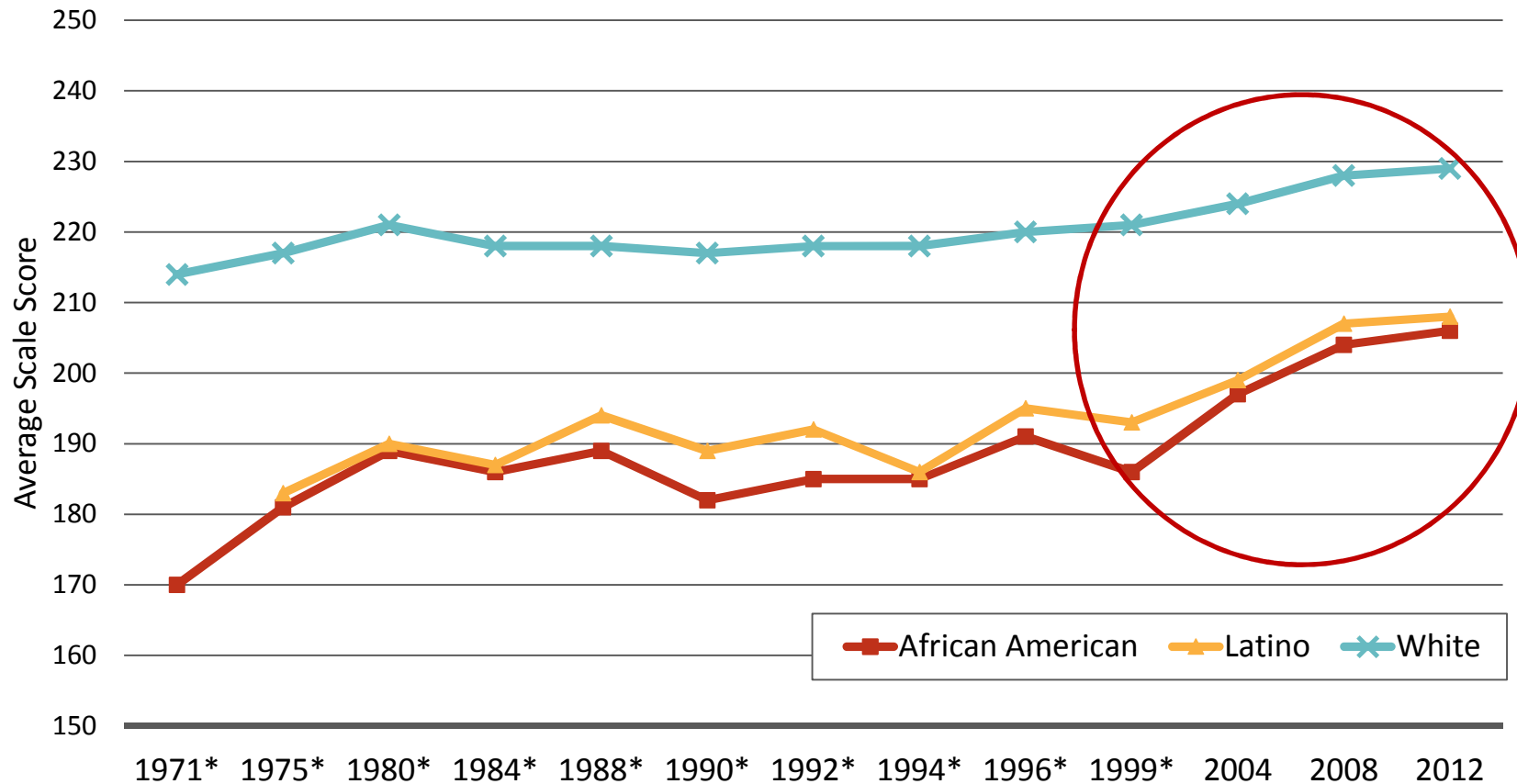


First, some good news.

After more than a decade of fairly flat achievement and stagnant or growing gaps in K-12, we appear to be turning the corner with our elementary students.

Since 1999, large gains for all groups of students, especially students of color

9 Year Olds – NAEP Reading



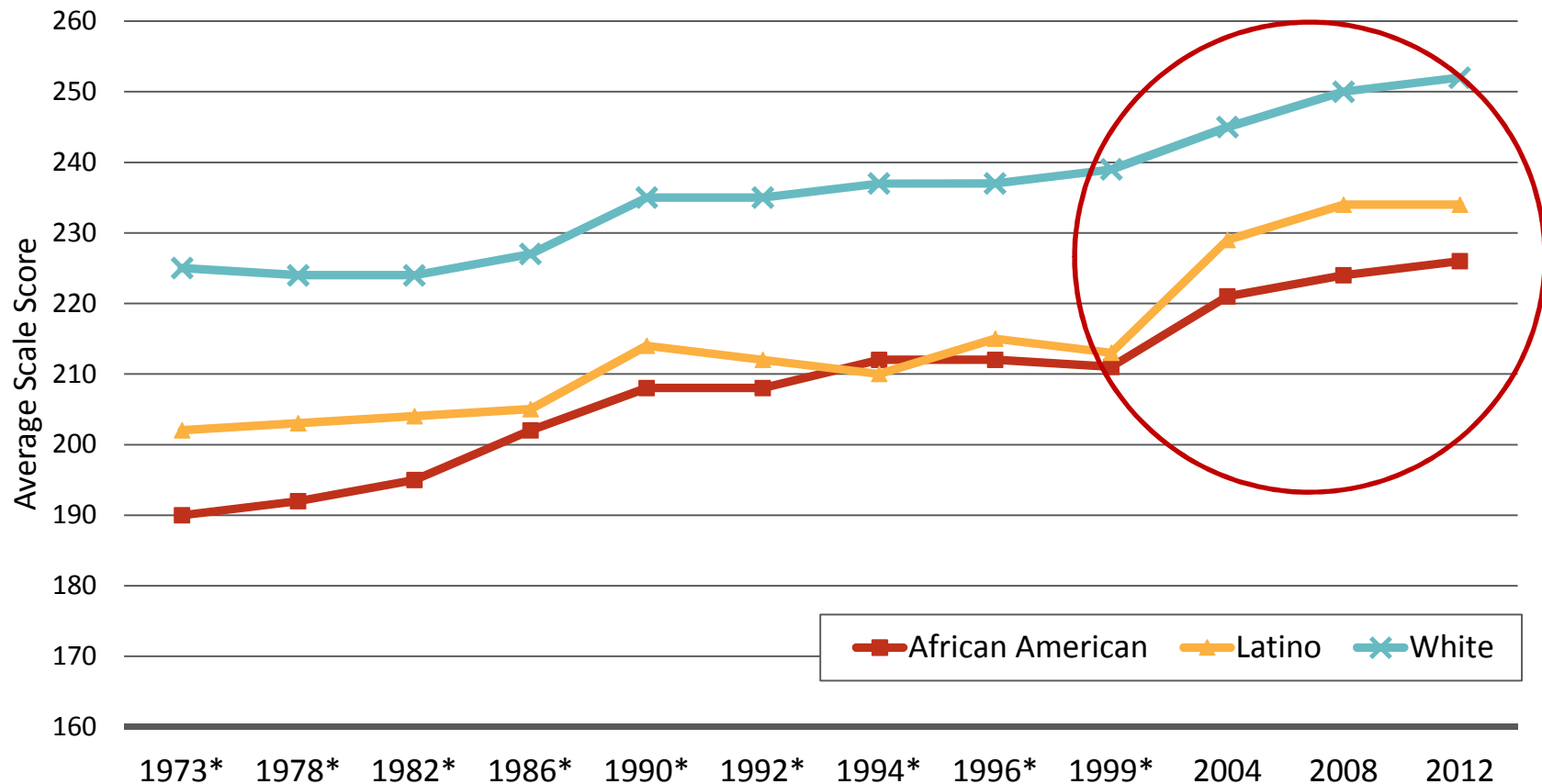
*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

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Since 1999, performance rising for all groups of students


9 Year Olds – NAEP Math



*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

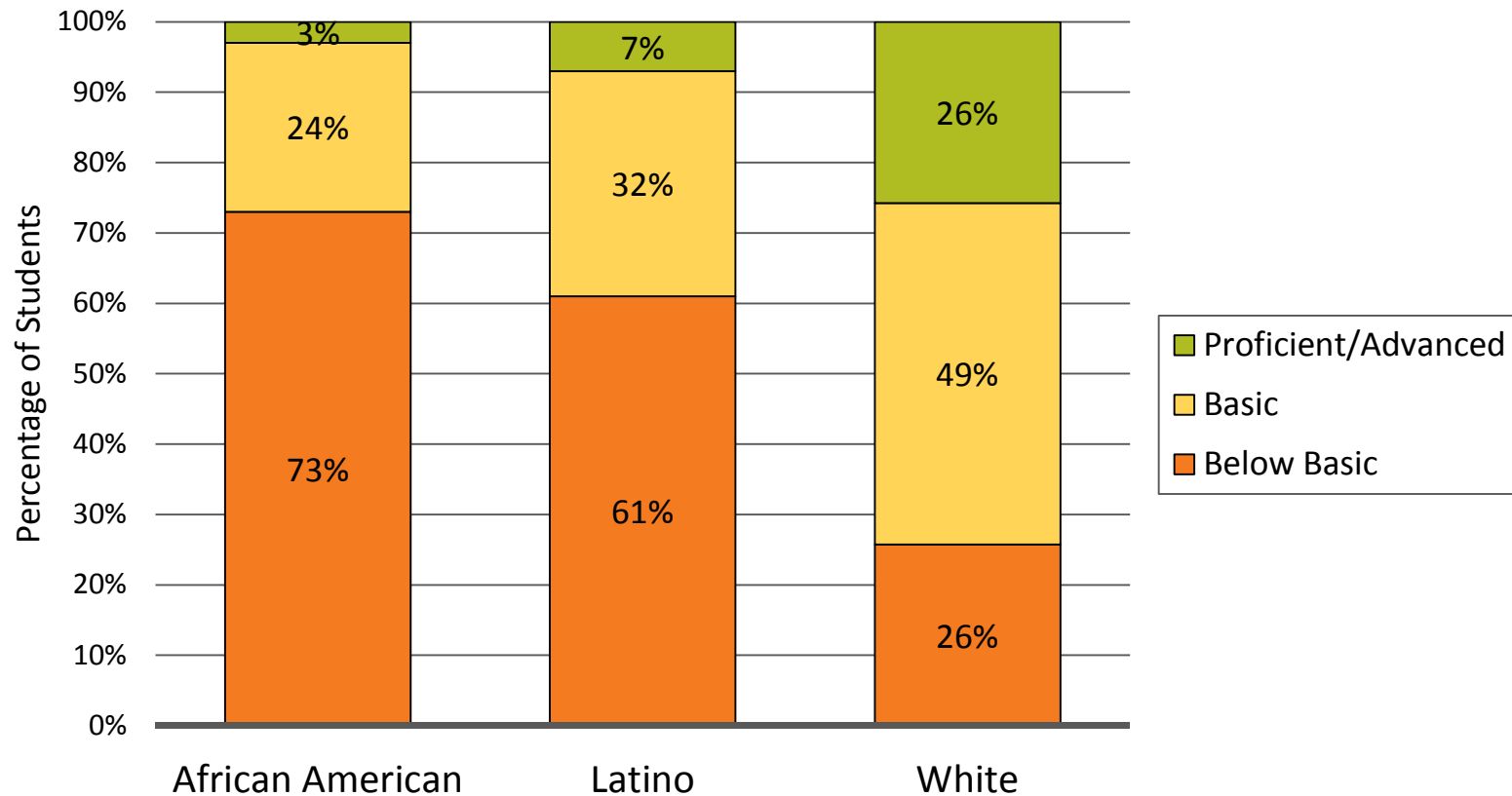
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Looked at differently
(and on the “other” NAEP exam)...

1996 NAEP Grade 4 Math

By Race/Ethnicity – National Public

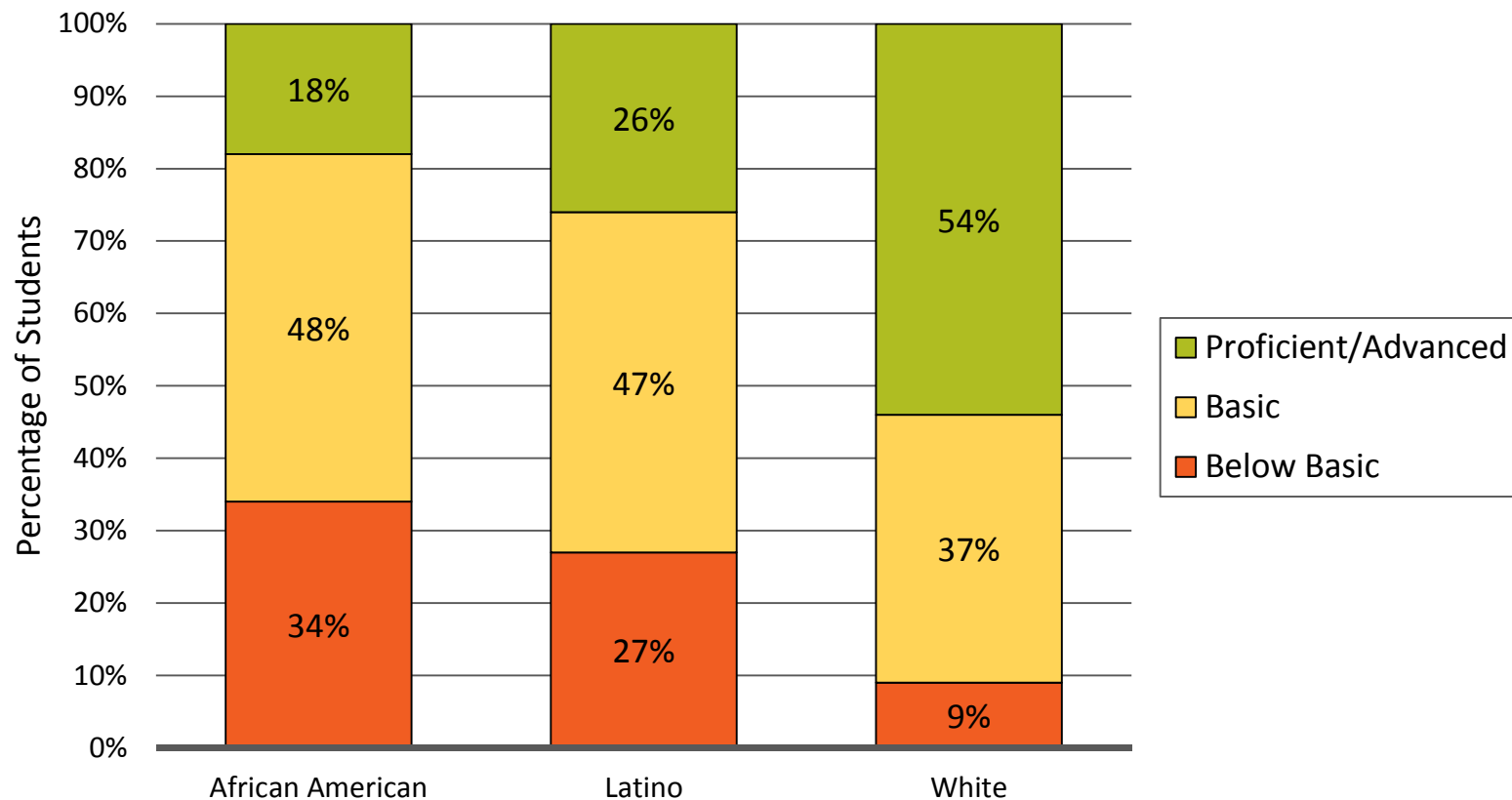


Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

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2013 NAEP Grade 4 Math

By Race/Ethnicity – National Public



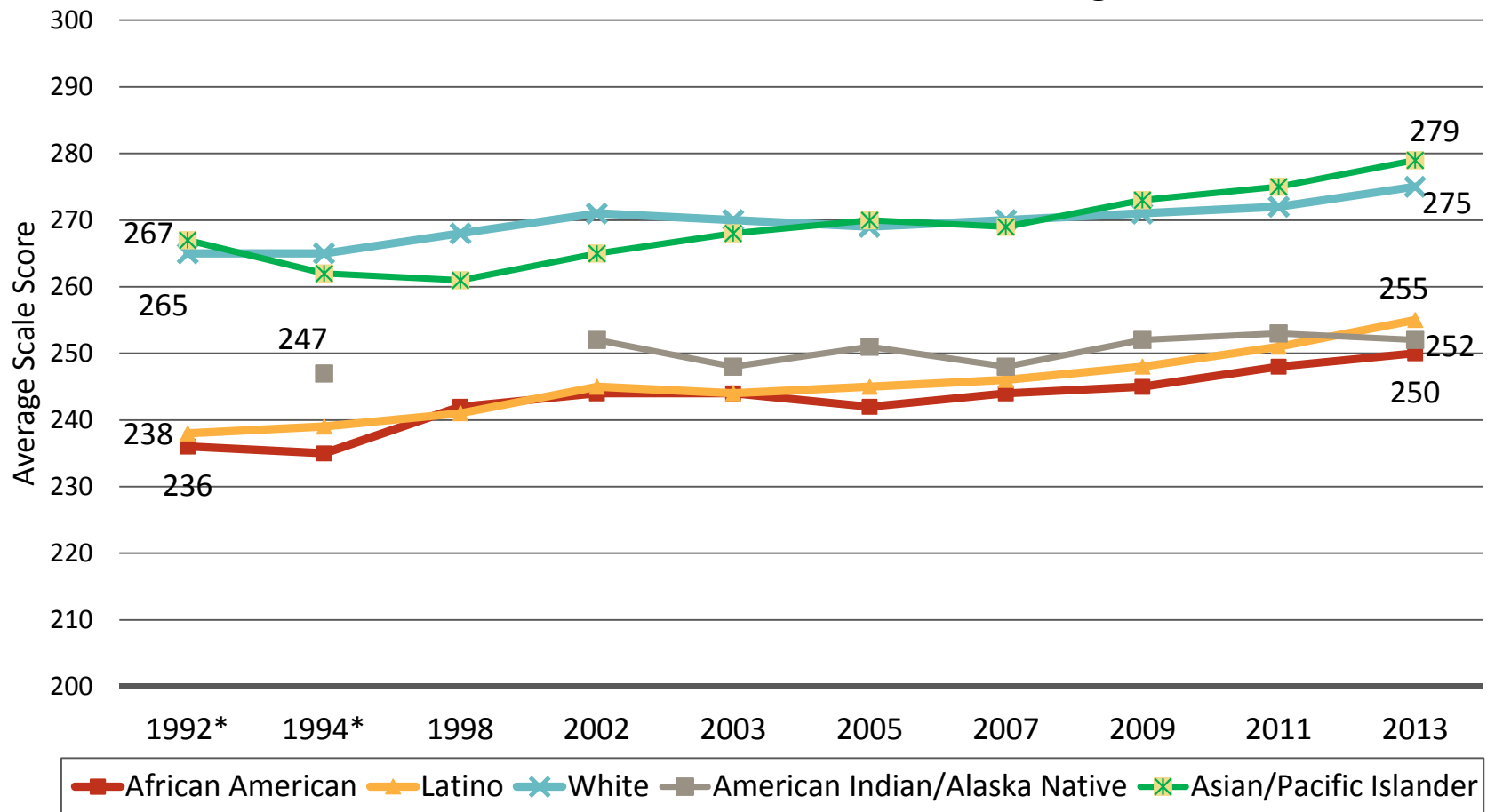
Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>



Middle grades are up, too.

Reading: Modest improvement and some gap closing over the last decade

National Public – Grade 8 NAEP Reading



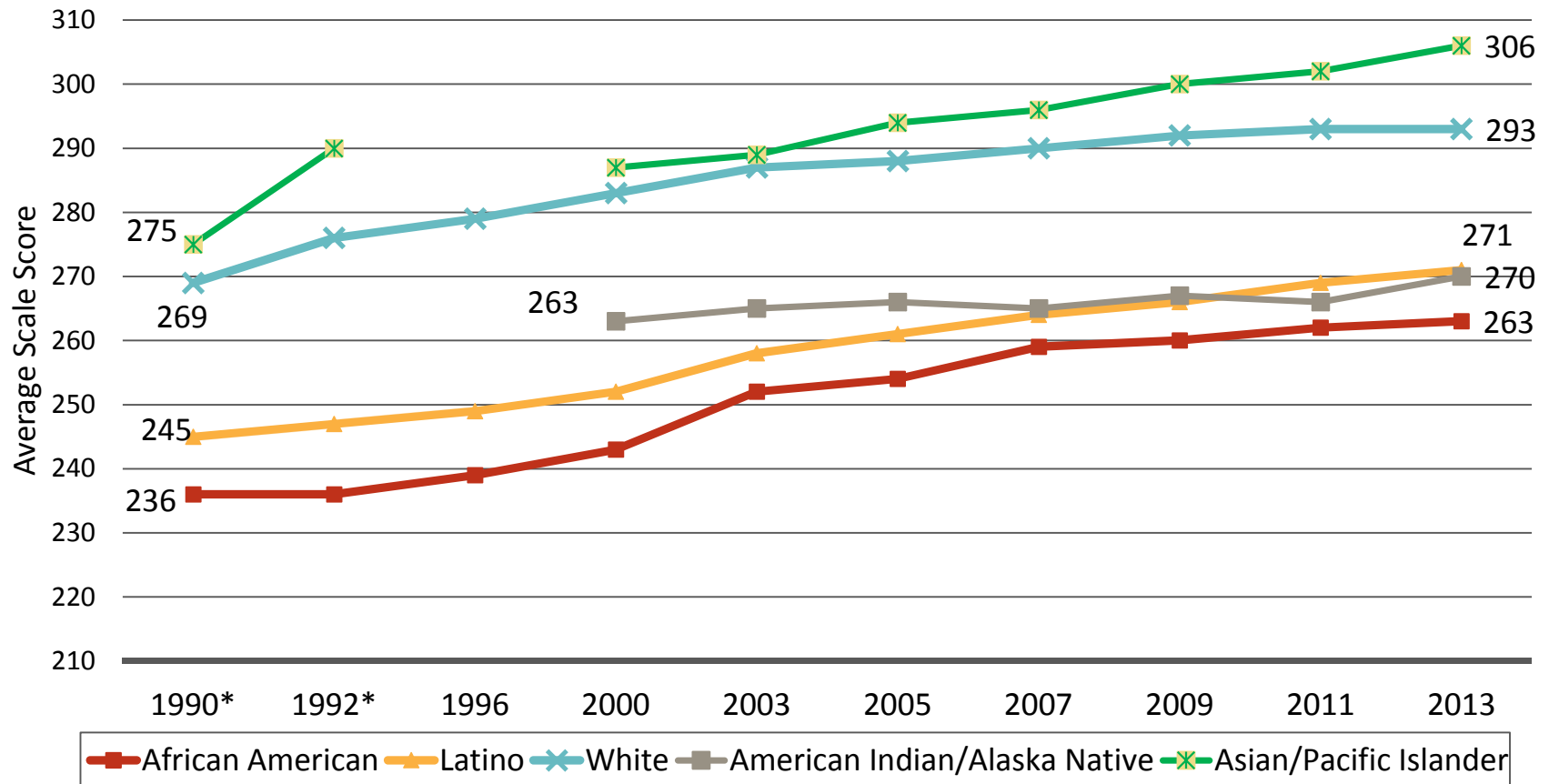
*Accommodations not permitted

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 281)

e:

Math: More improvement and gap narrowing.

National Public – Grade 8 NAEP Math




*Accommodations not permitted

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)



Bottom Line:

When we really focus on something, we make progress!

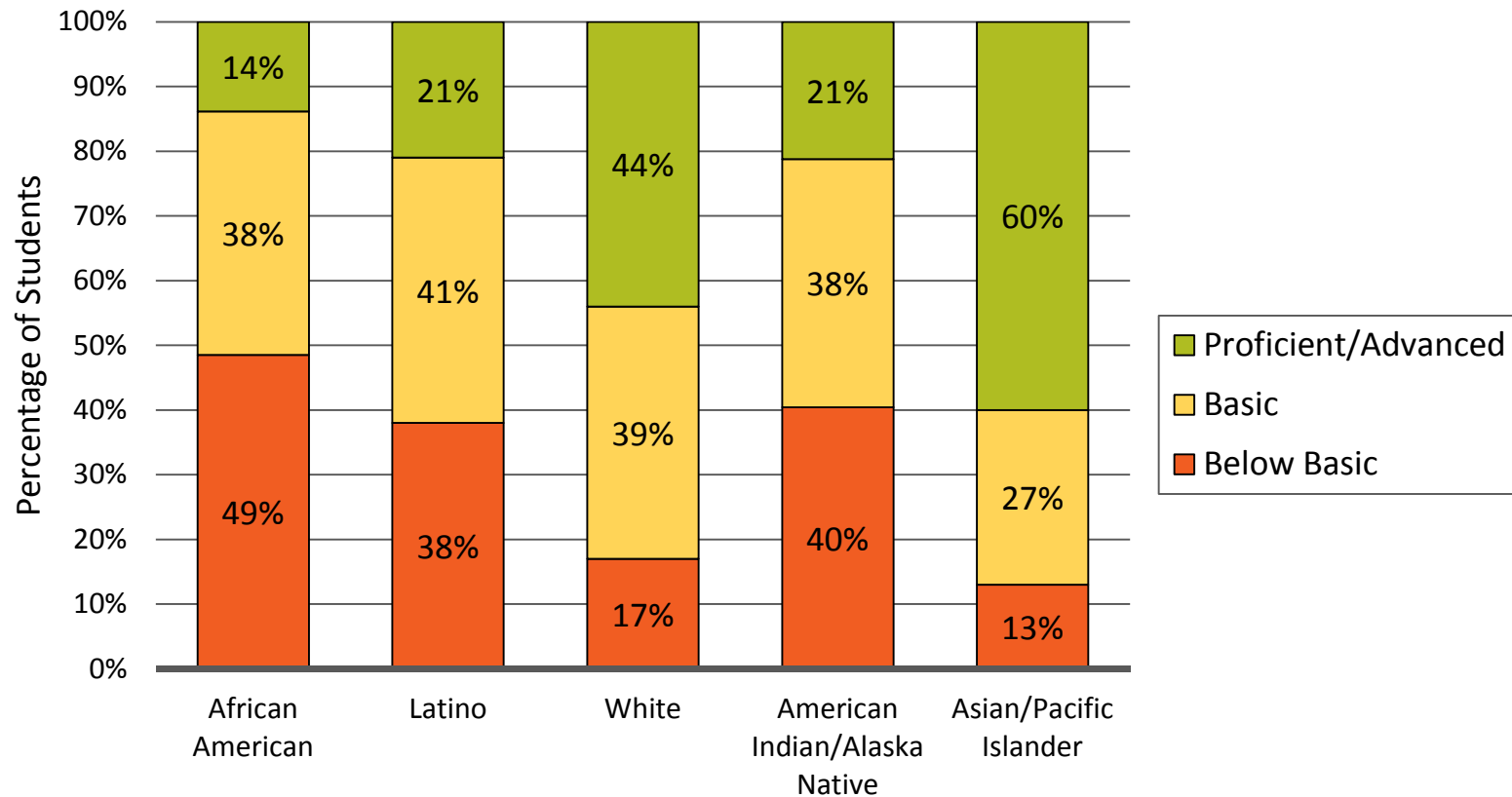


Clearly, much more remains to be done
in elementary and middle school

Too many youngsters still enter high
school way behind.

2013 NAEP Grade 8 Math

By Race/Ethnicity – National Public

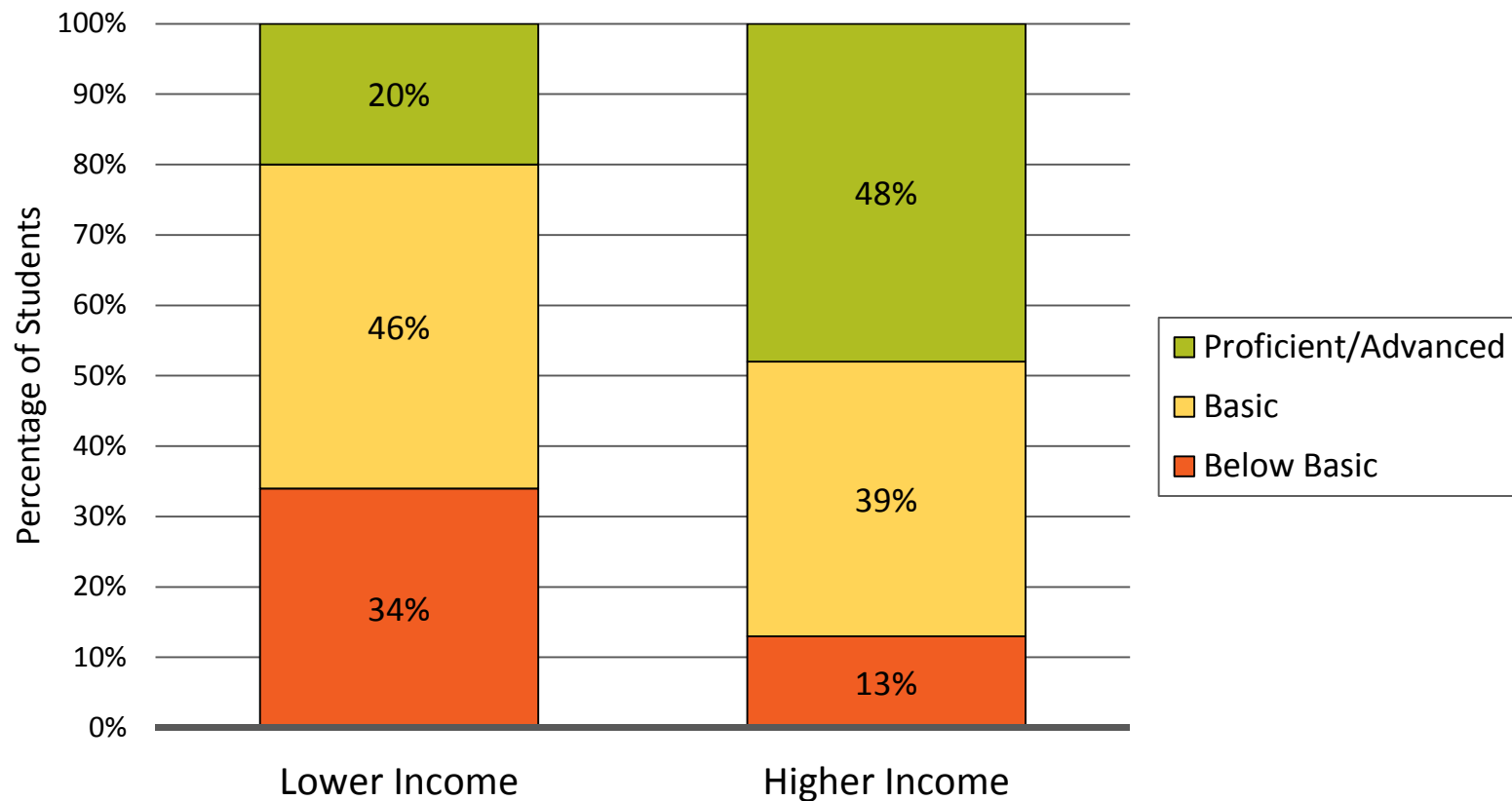


Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>


e:

2013 NAEP Grade 8 Reading

By Family Income – National Public



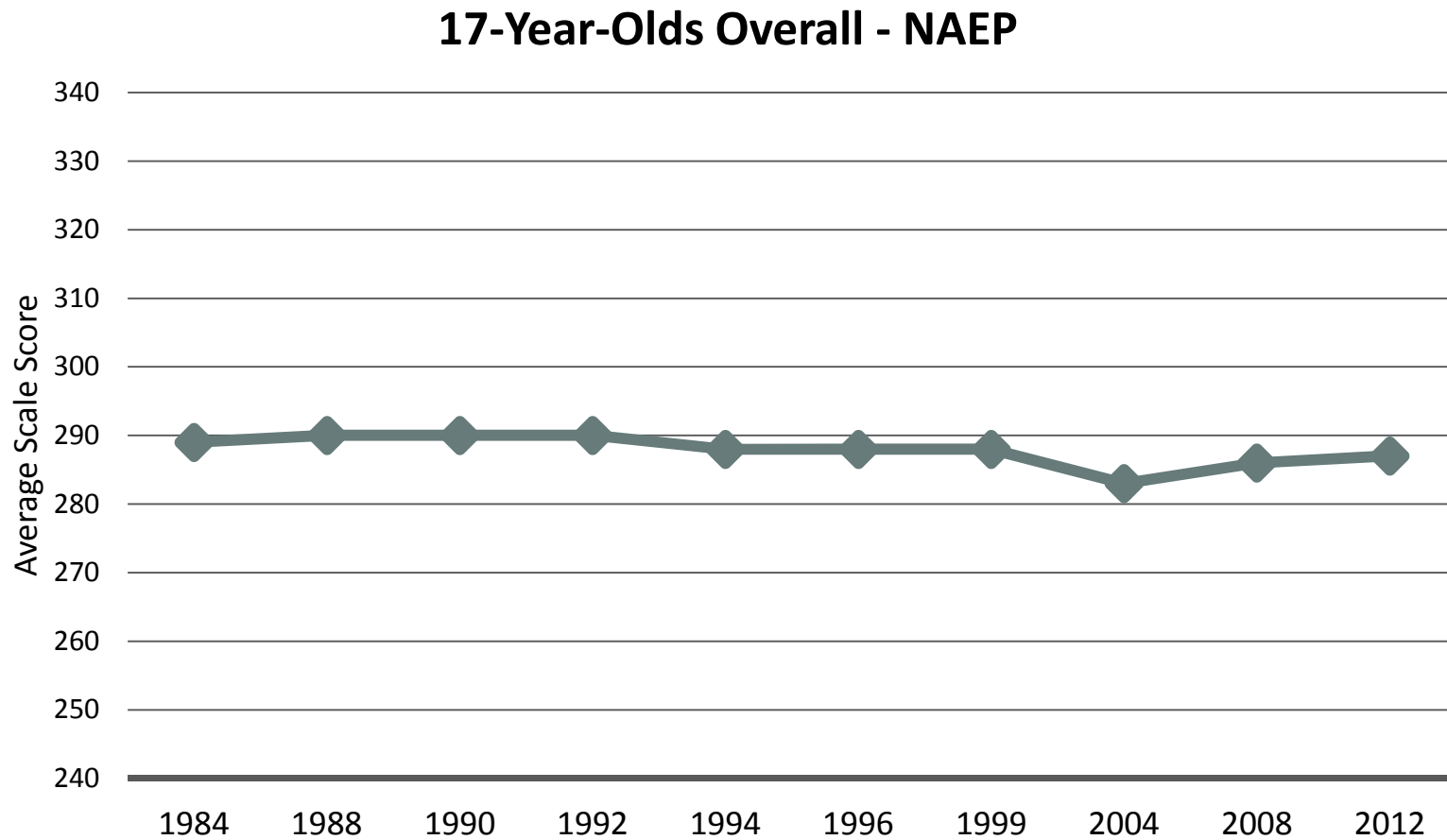
Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>



But at least we have some traction on elementary and middle school problems.

The same is NOT true
of our high schools.

Achievement is flat in reading for students overall.

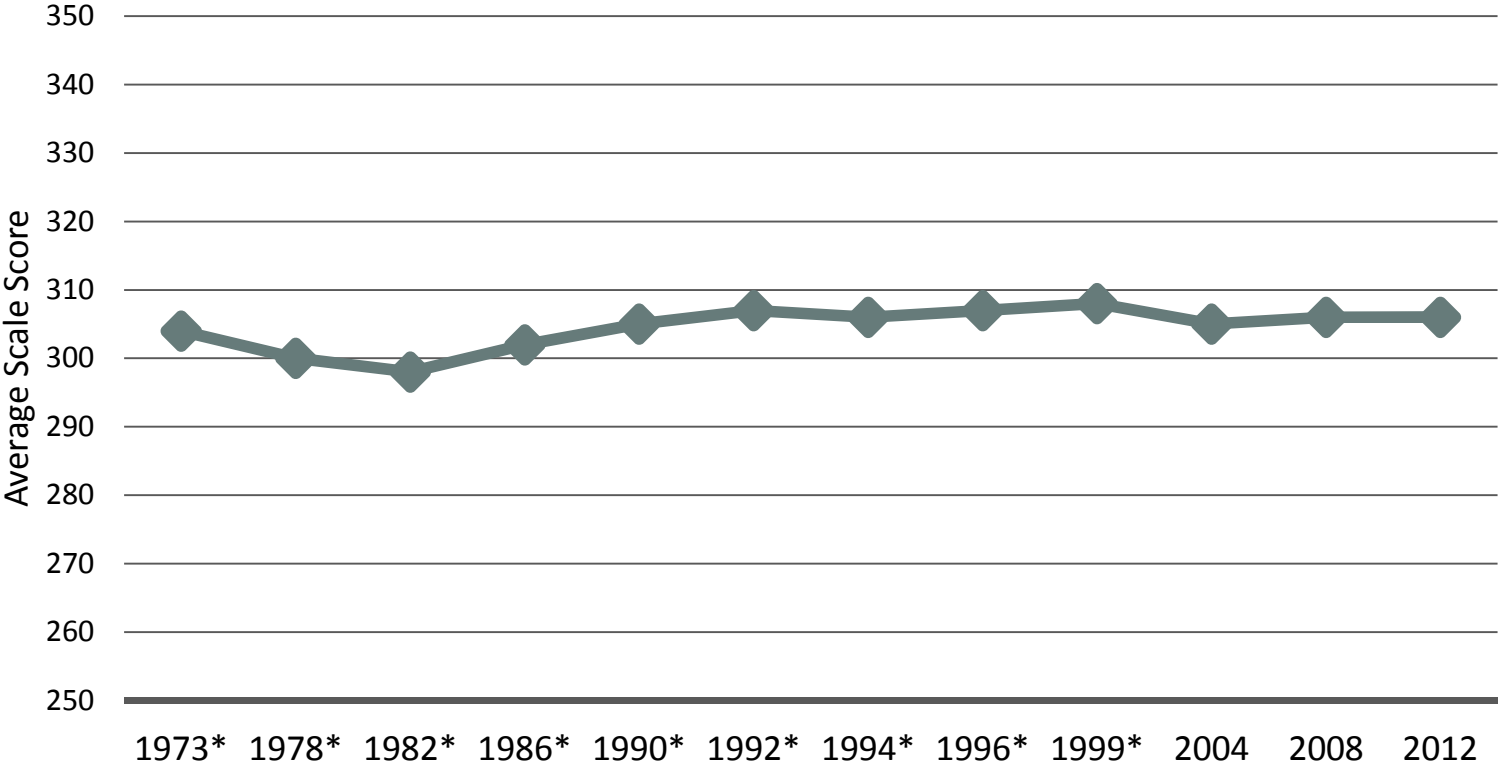


Source: NAEP Long-Term Trends, NCES (2004)

e:


Math achievement for students overall is flat over time.

17-Year-Olds Overall - NAEP



* Denotes previous assessment format

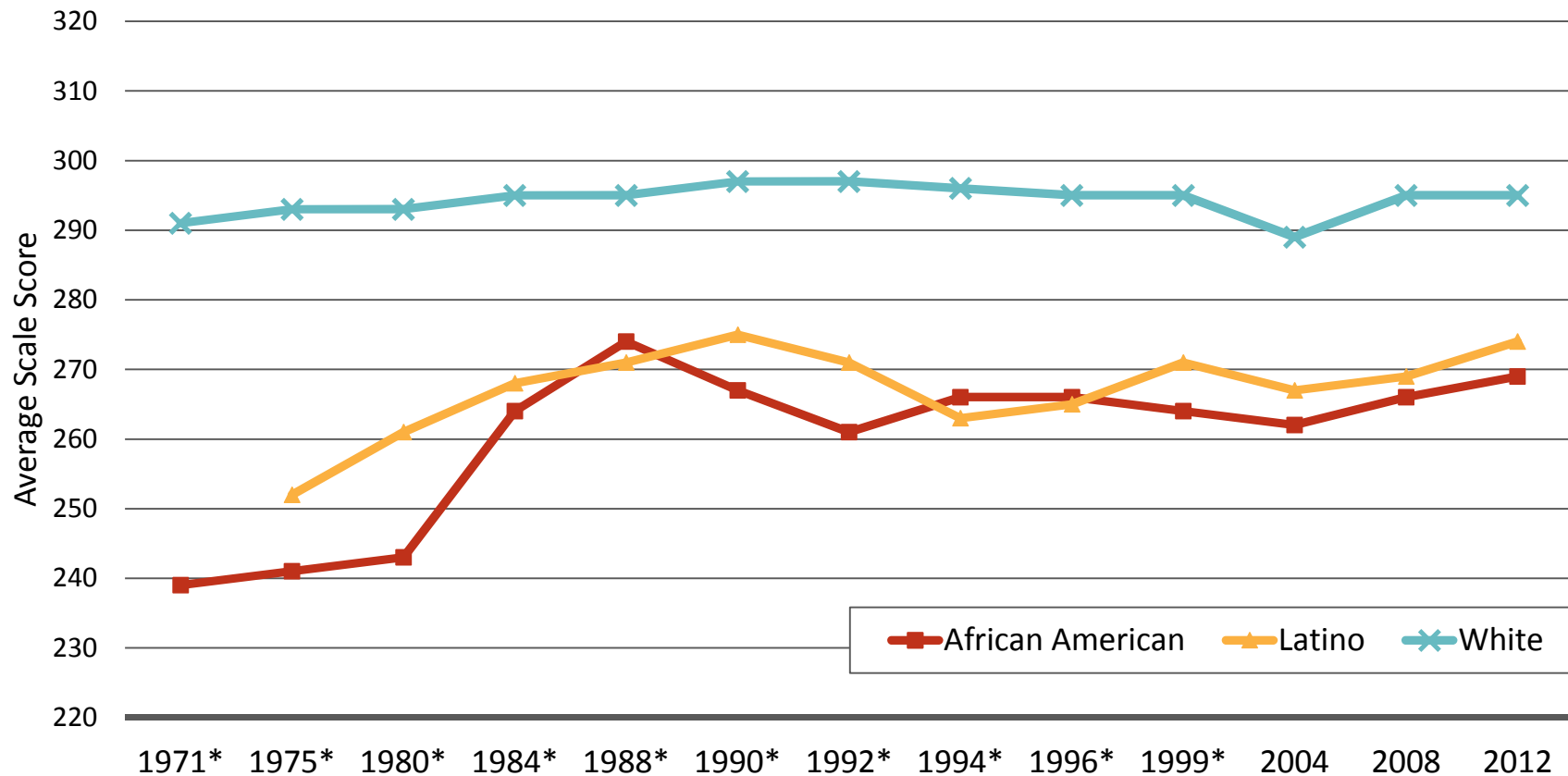
Source: National Center for Education Statistics, NAEP 2008 Trends in Academic Progress



And despite earlier improvements, gaps between groups haven't narrowed much since the late 80s and early 90s.

Reading: Not much gap narrowing since 1988.

17 Year Olds – NAEP Reading



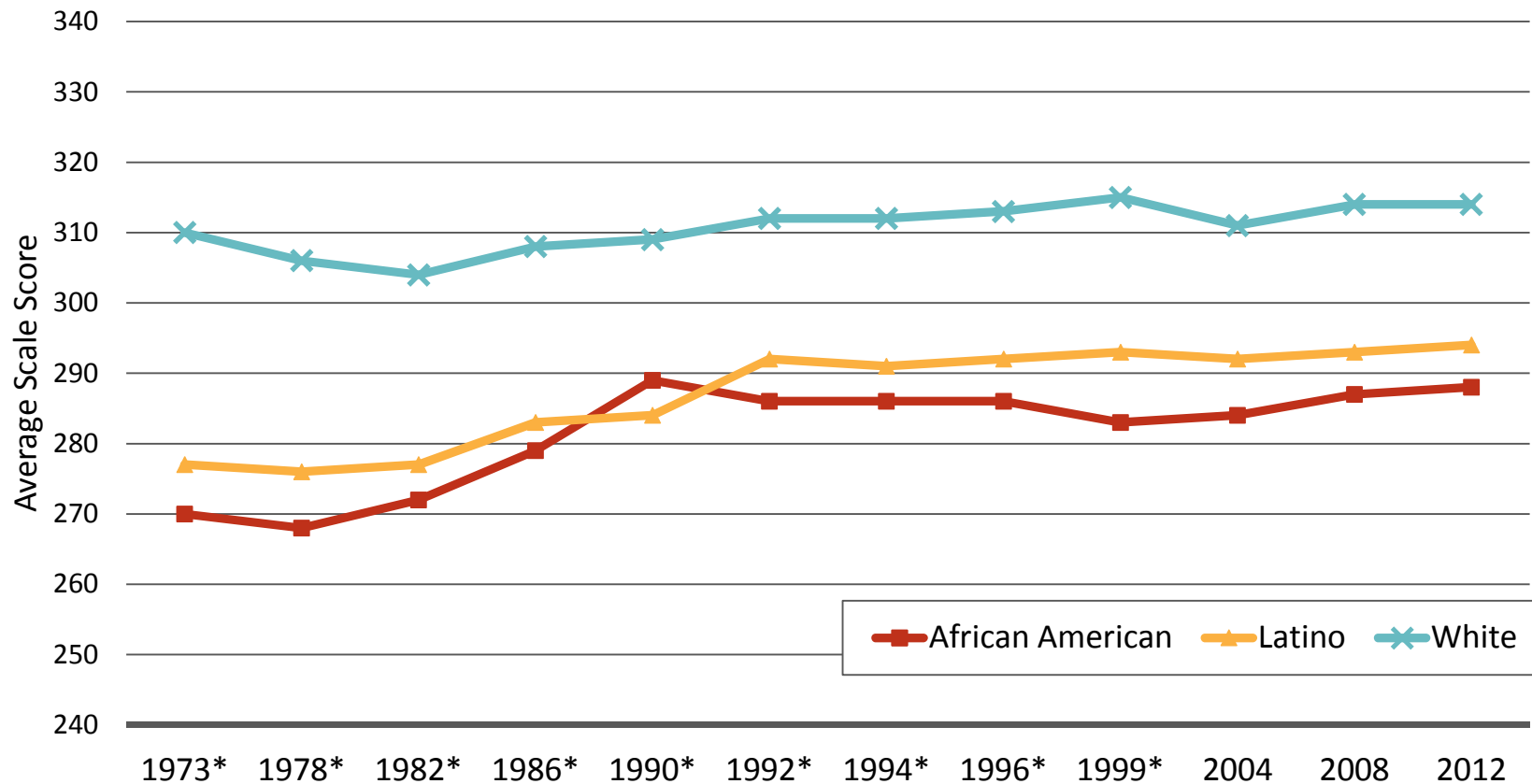
*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

e:

Math: Not much gap closing since 1990.


17 Year Olds – NAEP Math



*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

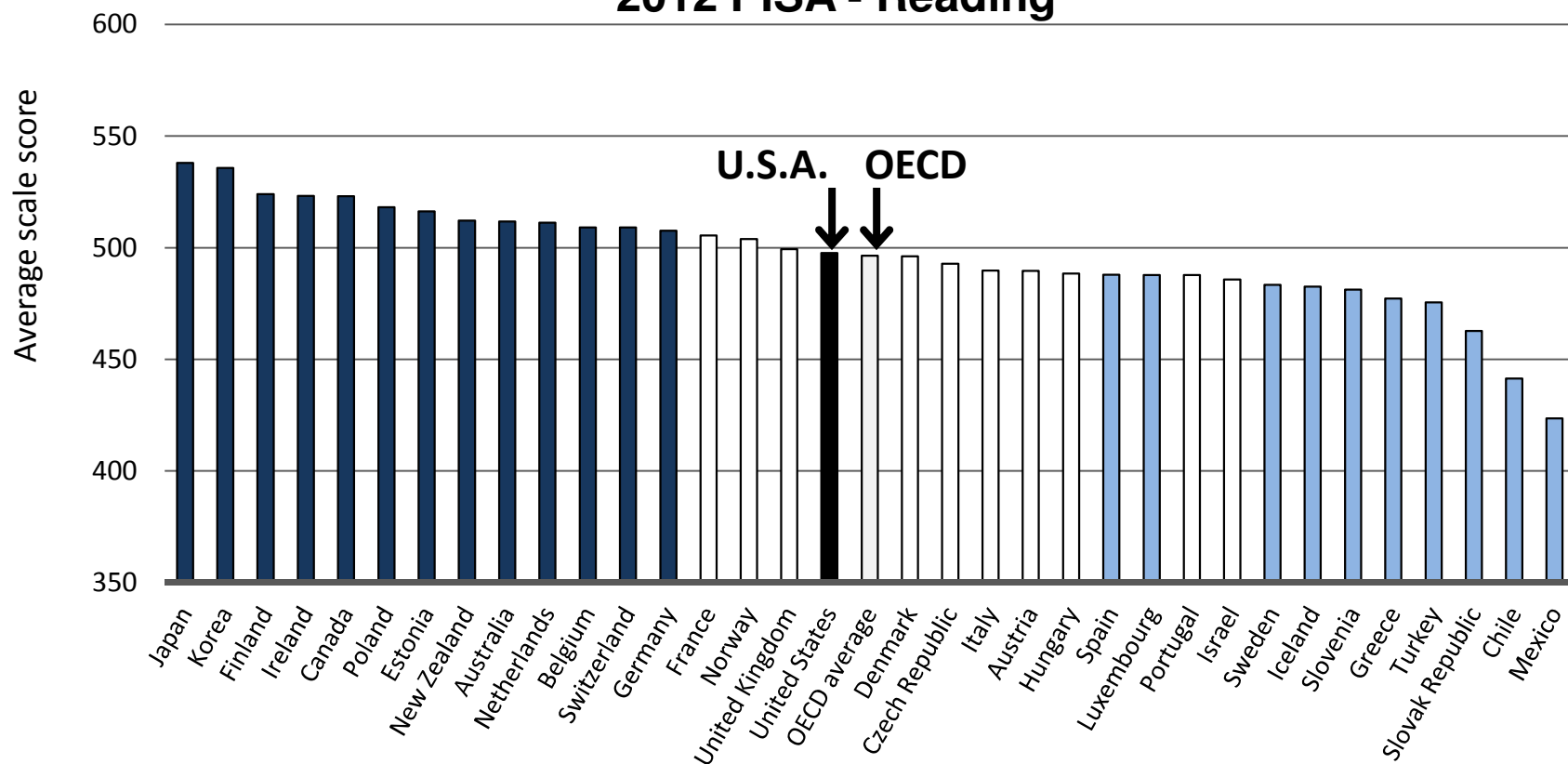
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Moreover, no matter how you cut the data, our students aren't doing well compared with their peers in other countries.

Of 34 OECD Countries, U.S.A. Ranks 17th in Reading

2012 PISA - Reading



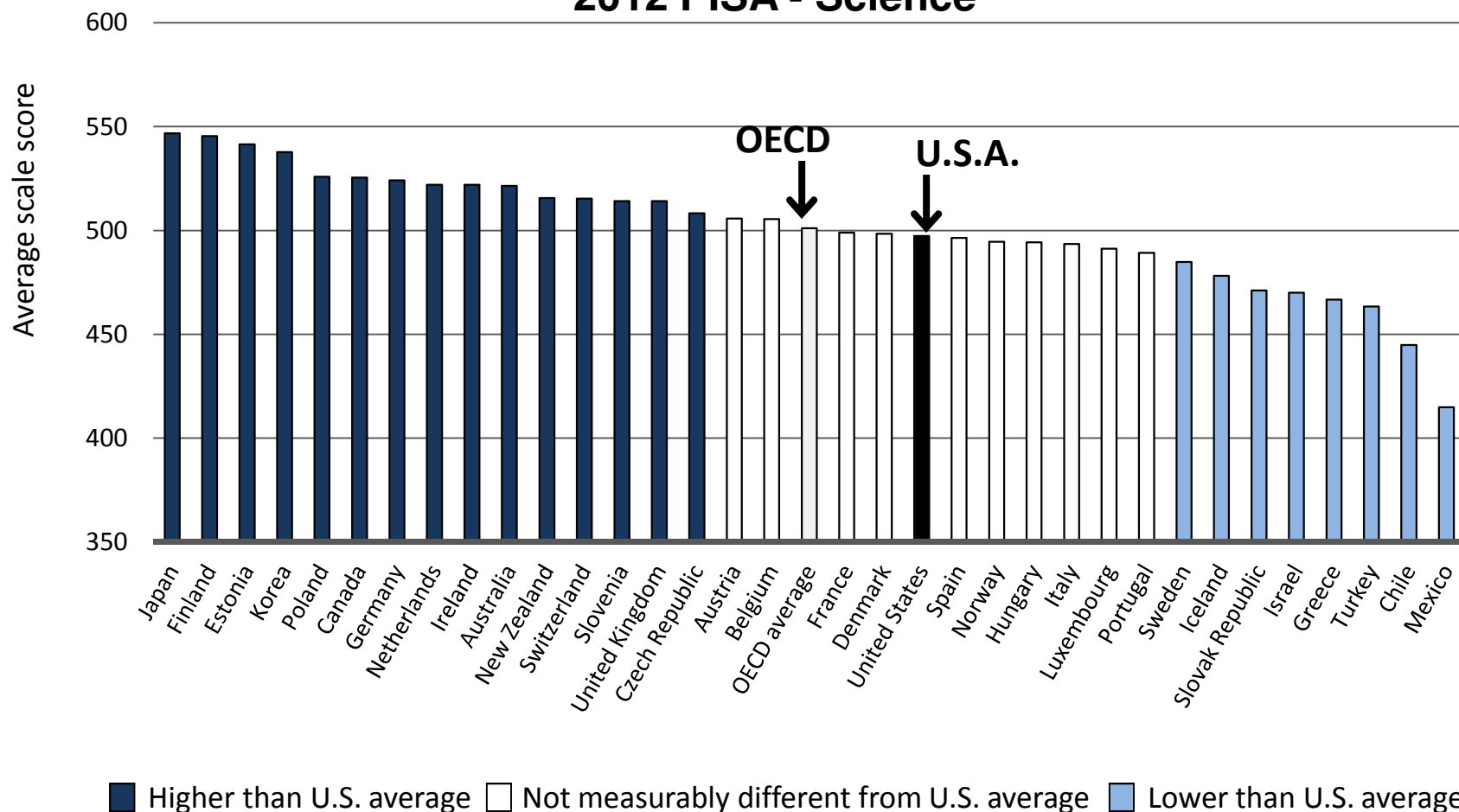
Higher than U.S. average
 Not measurably different from U.S. average
 Lower than U.S. average

Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_5a.asp.

e:

Of 34 OECD Countries, U.S.A. Ranks 20th in Science

2012 PISA - Science

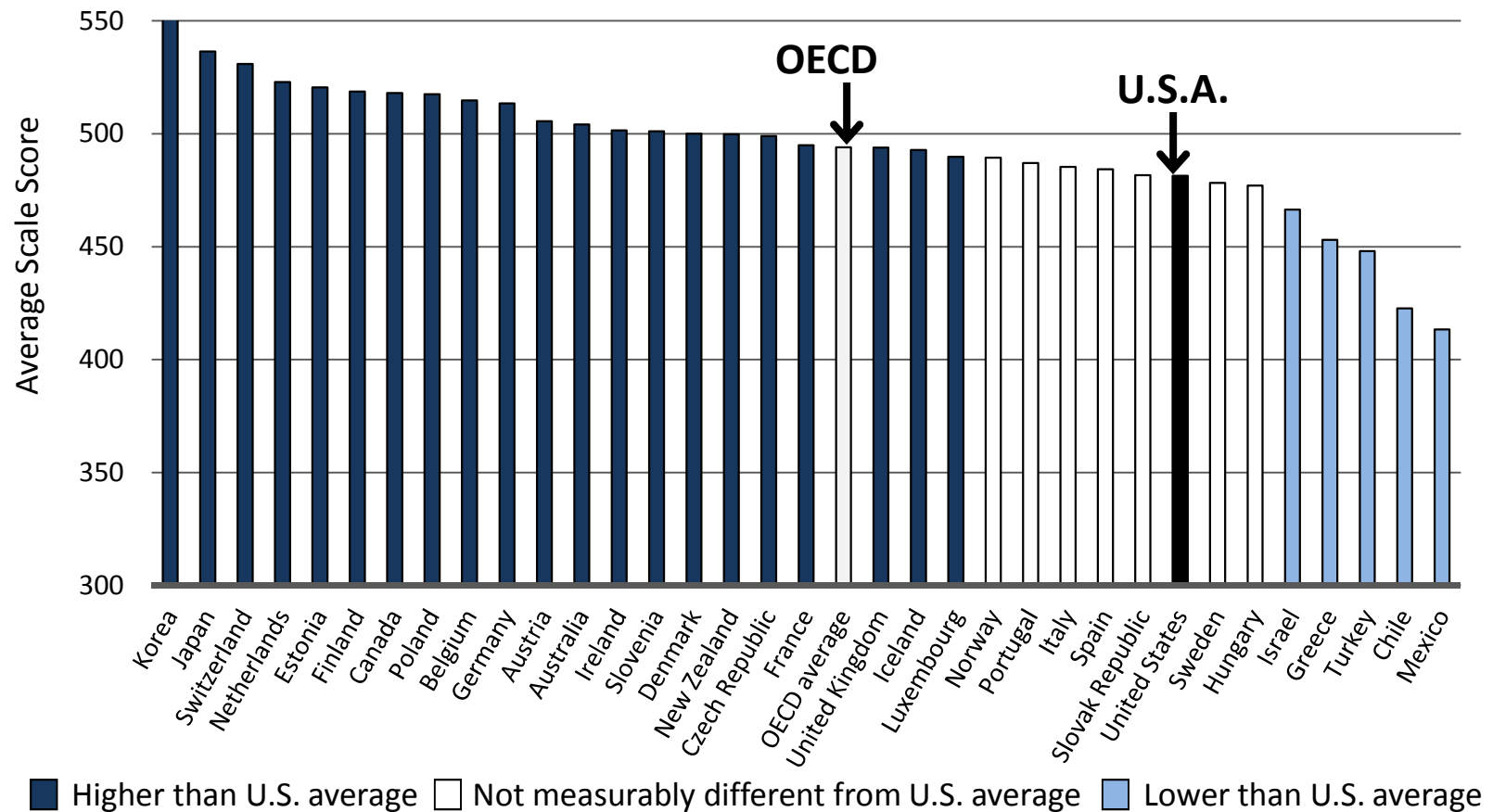


Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_4a.asp.

e:

Of 34 OECD Countries, U.S.A. Ranks 27th in Math Literacy

2012 PISA - Math



Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_3a.asp.

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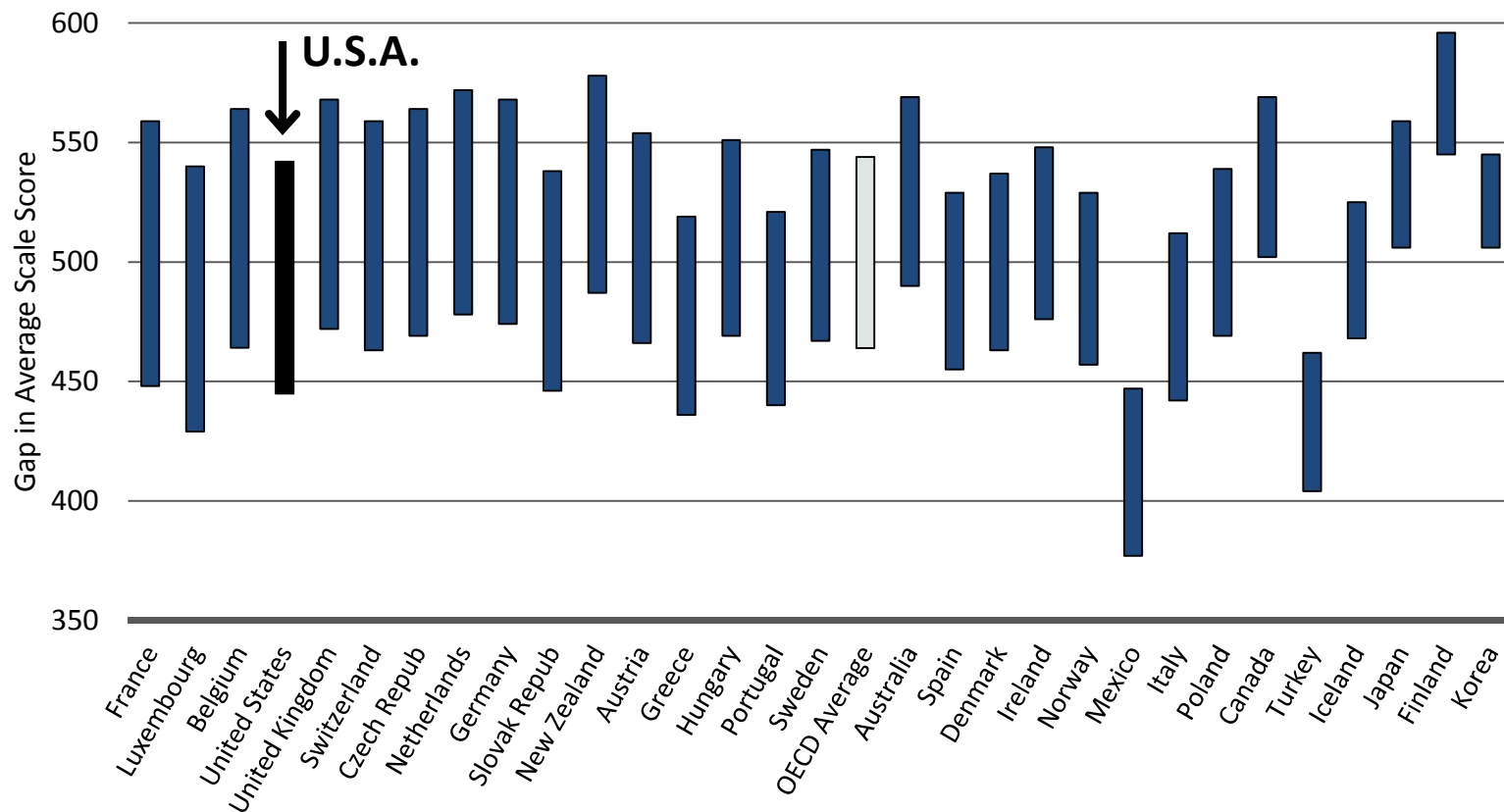


Only place we rank high?

Inequality.

Among OECD Countries, U.S.A. has the 4th Largest Gap Between High-SES and Low-SES

Students 2006 PISA - Science

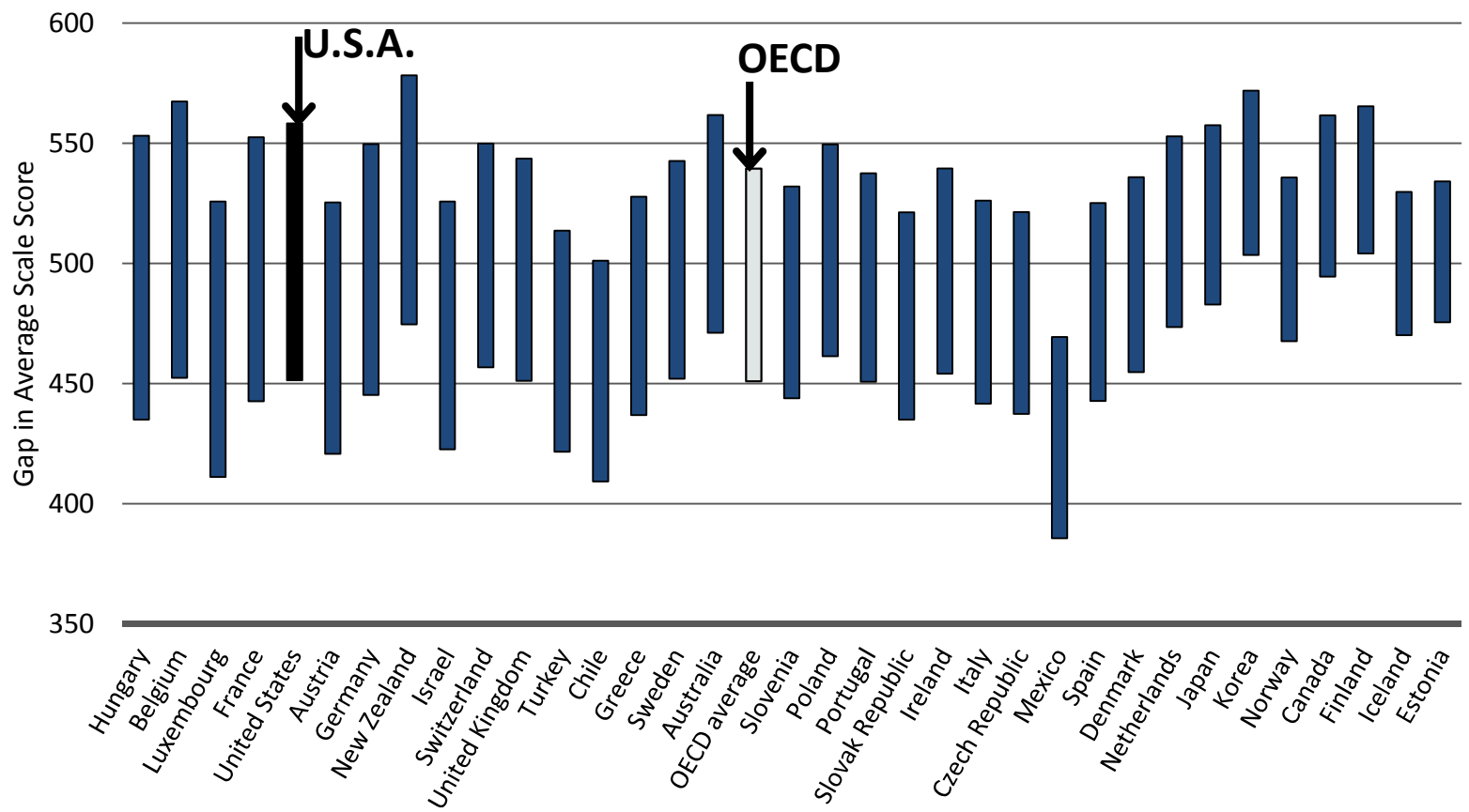


Source: PISA 2006 Results, OECD, table 4.8b

e:

Among OECD Countries, U.S.A. has the 5th Largest Gap Between High-SES and Low-SES

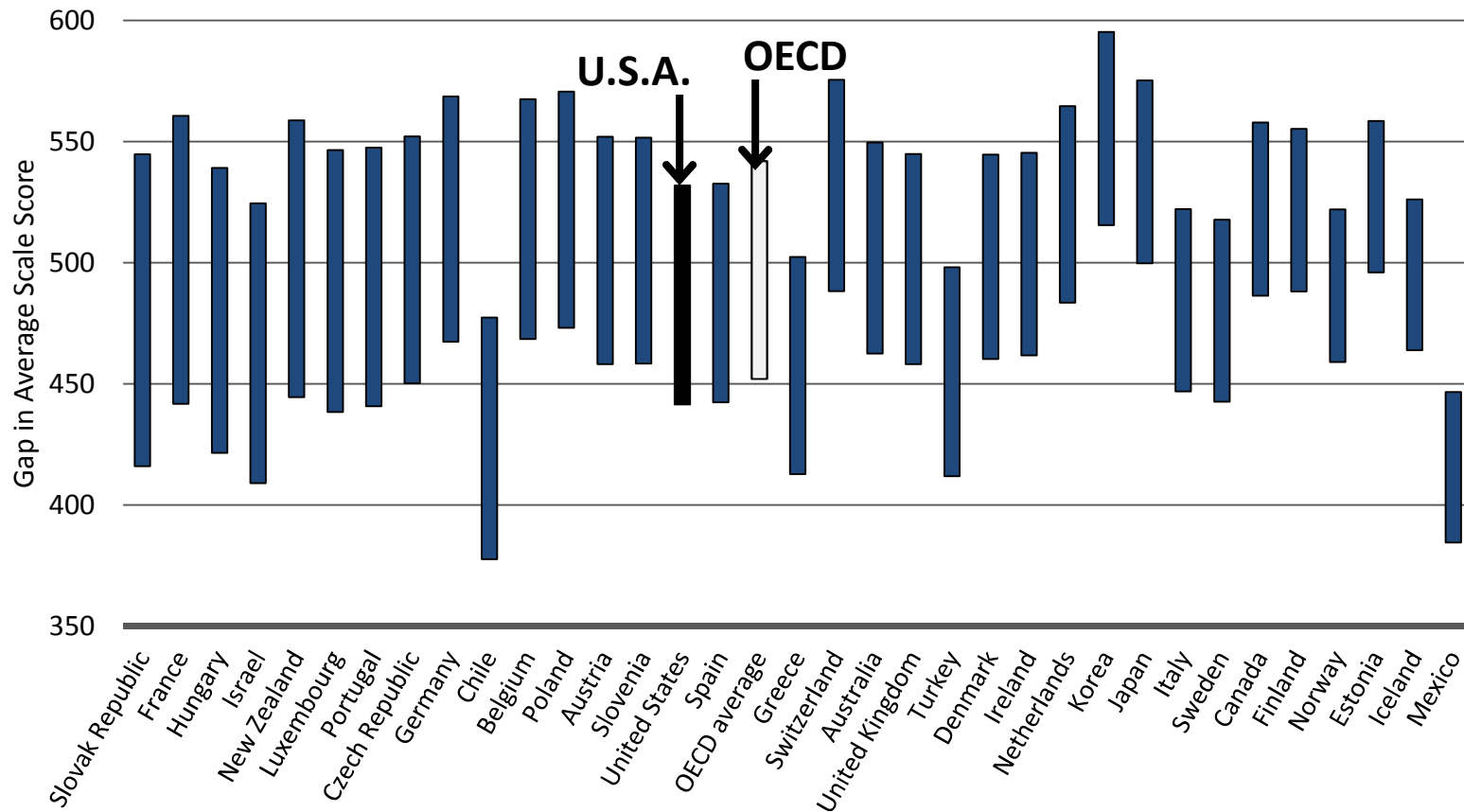
Students
2009 PISA – Reading



Source: PISA 2009 Results, OECD, Table II.3.1


The U.S. Gap Between High-SES and Low-SES Students is Equivalent to Over Two Years of Schooling

2012 PISA – Math



Source: PISA 2012 Results, OECD, Annex B1, Chapter 2, Table II.2.4a

e:




Gaps in achievement begin before
children arrive at the schoolhouse door.

But, rather than organizing our educational
system to ameliorate this problem, we organize
it to exacerbate the problem.



How?

By giving students who arrive with less,
less in school, too.




Some of these “lesser” are a
result of choices that
policymakers make.

National Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$1200 per student
High Minority vs. Low Minority Districts	-\$2,000 per student

Source: Education Trust analyses based on U.S. Dept of Education and U.S. Census Bureau data for 2010-12

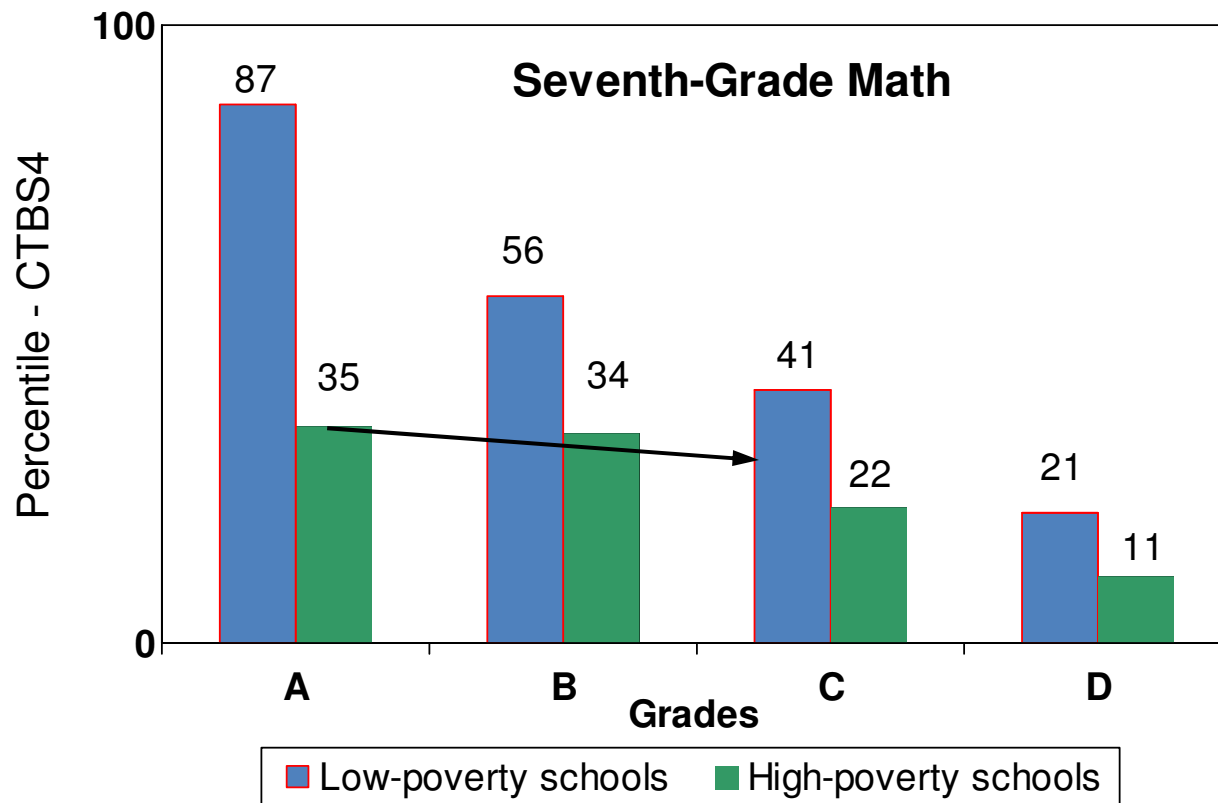


In truth, though, some of the most devastating “lesses” are a function of choices that educators make.


Choices we make about what to
expect of whom.....



Students in poor schools receive As for work that would earn Cs in affluent schools.

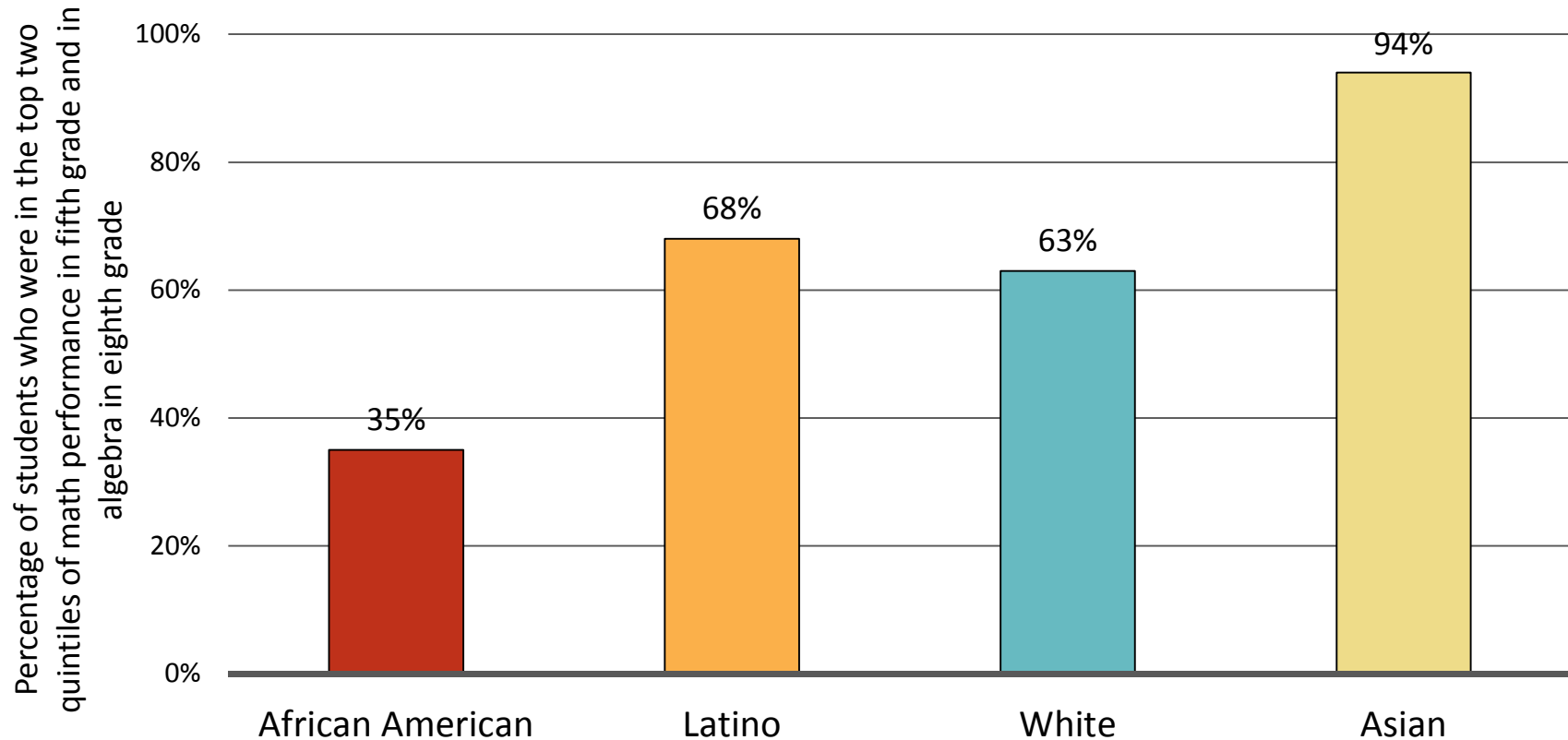


Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



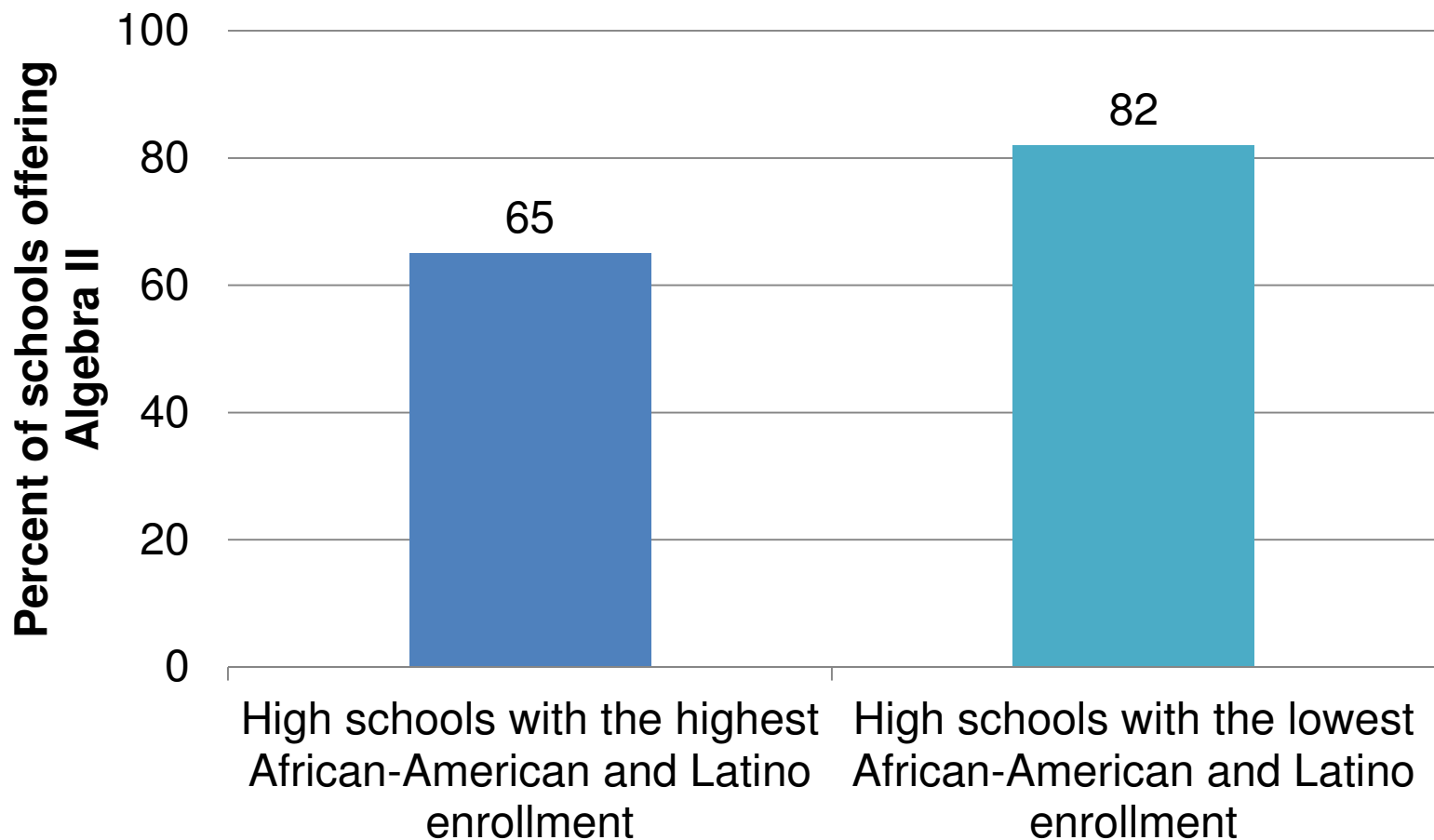
Choices we make about what to
teach whom...

Even African-American students with *high math performance* in fifth grade are unlikely to be placed in algebra in eighth grade



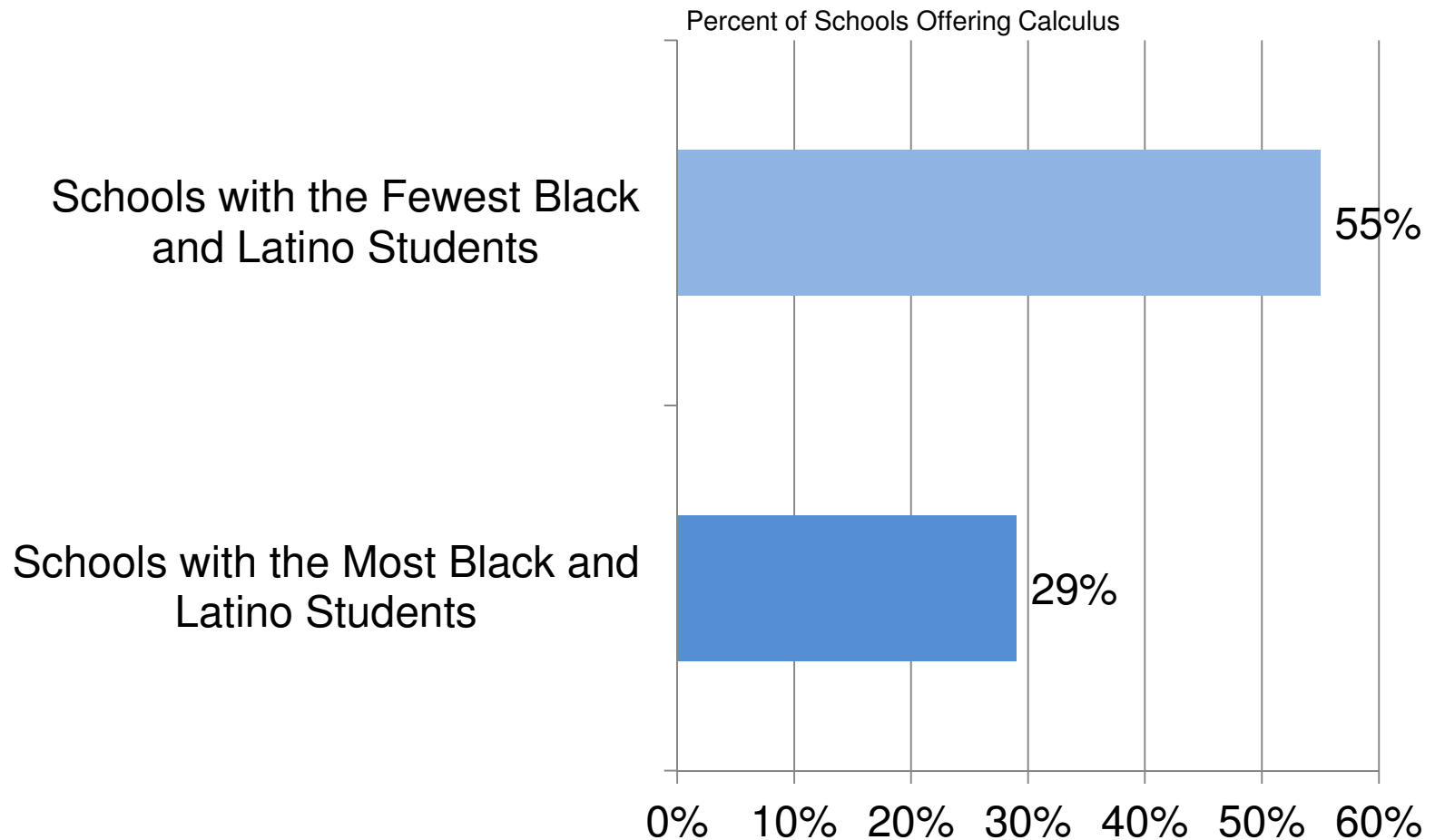
Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

Students of color are less likely to attend high schools that offer Algebra II.



Source: U.S. Department of Education Office of Civil Rights, Civil Rights Data Collection, March 2012

Students of color are less likely to attend high schools that offer calculus.

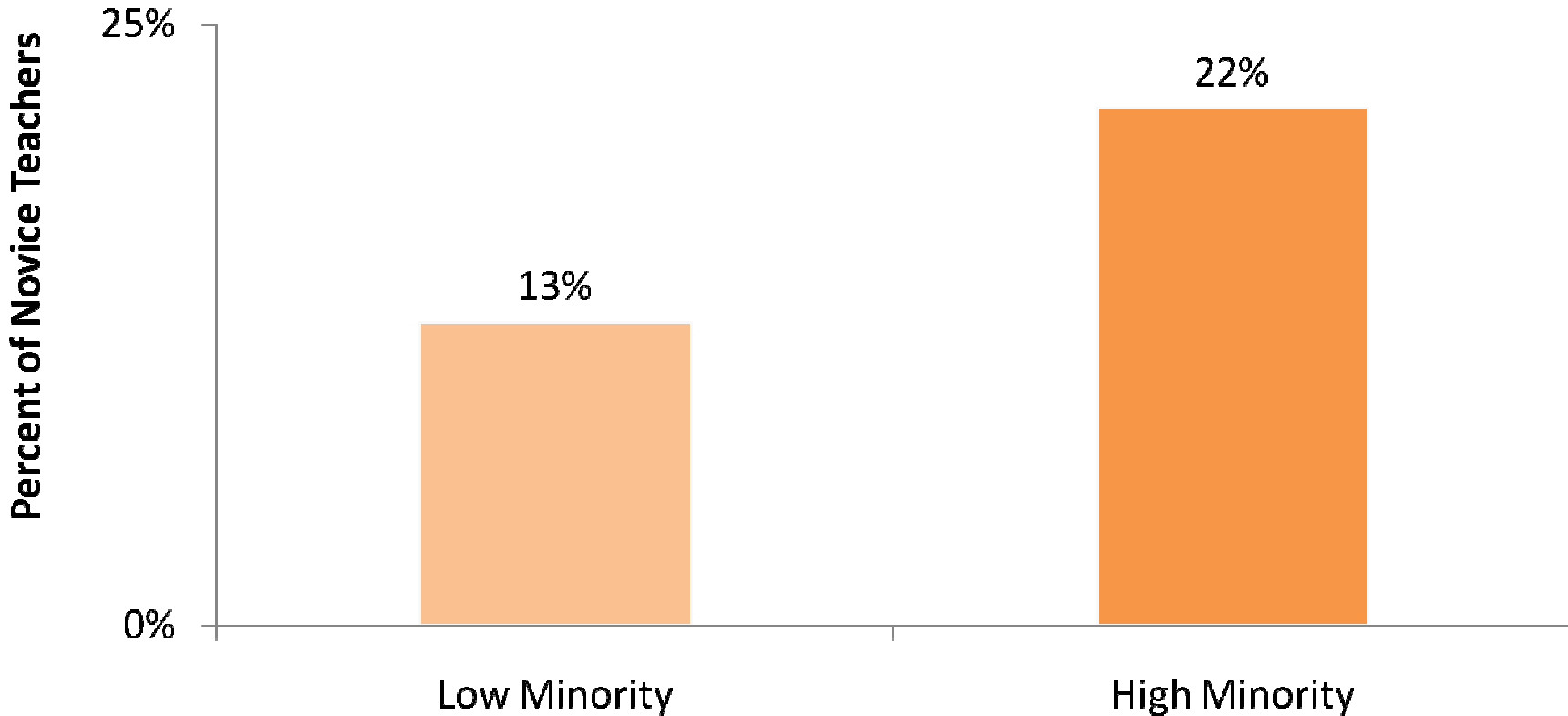


Source: U.S. Department of Education Office for Civil Rights , Civil Rights Data Collection



And choices we make about
who teaches whom...

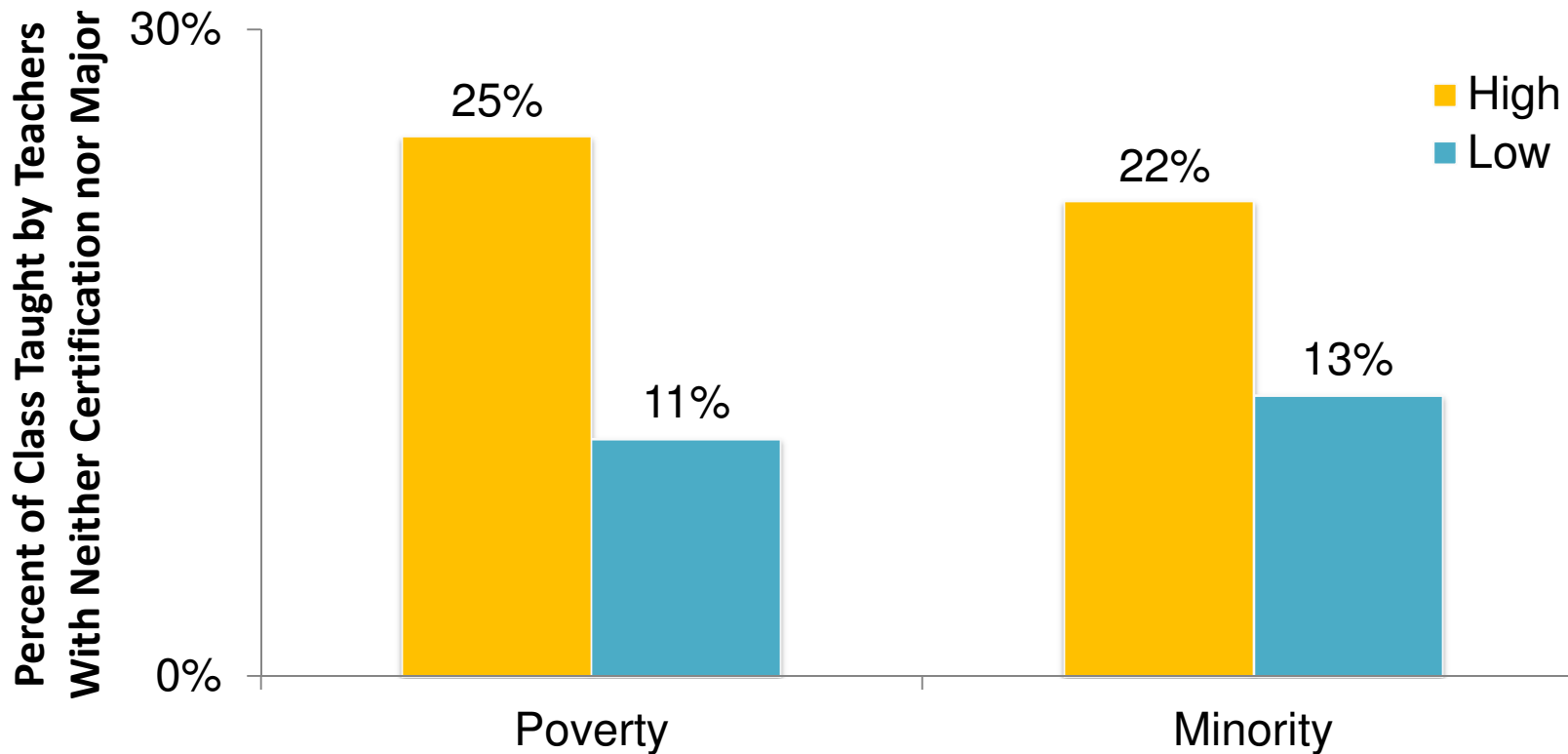
Students at high-minority schools more likely to be taught by novice* teachers.



Note: High minority school: 75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school: 10% or fewer of the students are non-White students. Novice teachers are those with three years or fewer experience.

Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007.

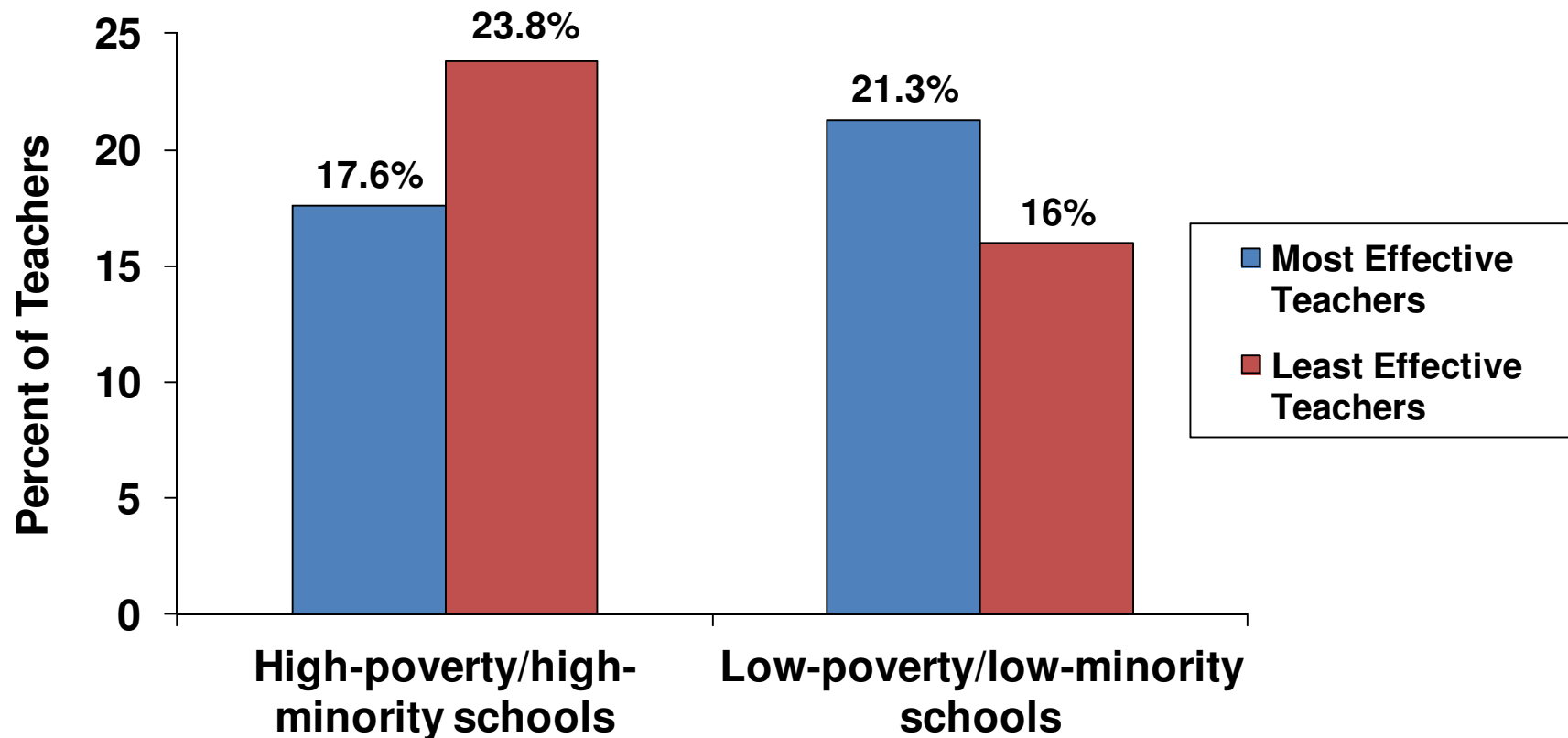
Math classes at high-poverty, high-minority secondary schools are more likely to be taught by out-of-field* teachers.



Note: High-poverty school: 55 percent or more of the students are eligible for free/reduced-price lunch. Low-poverty school :15 percent or fewer of the students are eligible for free/reduced-price lunch. High-minority school: 78 percent or more of the students are black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school : 12 percent or fewer of the students are non-white students with neither certification nor major. Data for secondary-level core academic classes (math, science, social studies, English) across the U.S.

Source: Education Trust Analysis of 2007-08 Schools and Staffing Survey data.

Tennessee: High-poverty/high-minority schools have fewer of the “most effective” teachers and more “least effective” teachers.



Note: High poverty/high minority means at least 75 percent of students qualify for FRPL and at least 75 percent are minority.

Source: Tennessee Department of Education 2007. “Tennessee’s Most Effective Teachers: Are they assigned to the schools that need them most?” http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf.

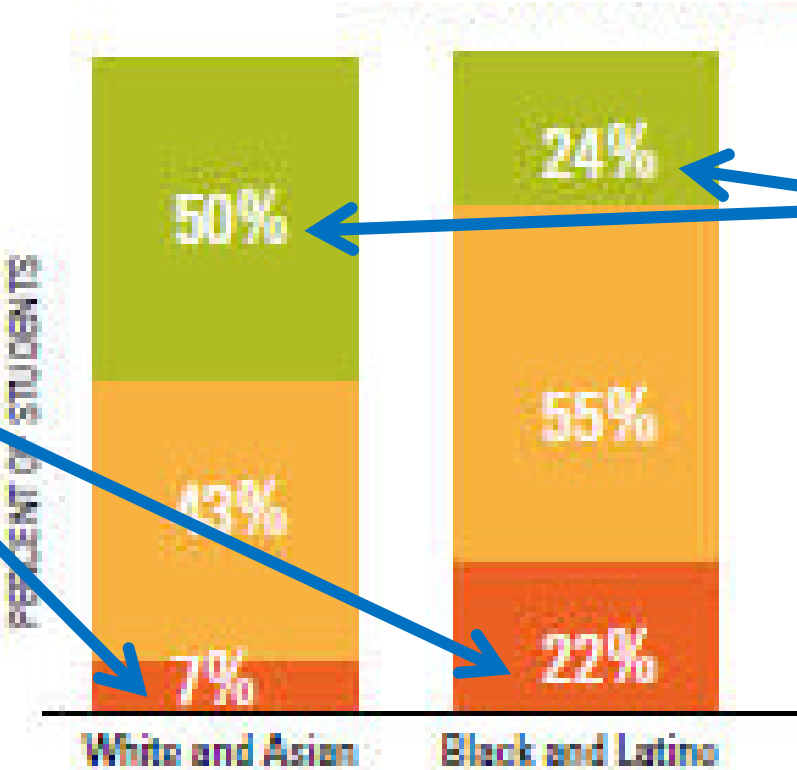
Los Angeles: Black, Latino students have fewer highly effective teachers, more weak ones.

READING/LANGUAGE ARTS

Latino and black students are:

3X as likely to get low-effectiveness teachers

1/2 as likely to get highly effective teachers




Top Quartile Value-Added Teacher Average (Middle 50%) Value-Added Teacher Bottom Quartile Value-Added Teacher

Source: Education Trust—West, *Learning Denied*, 2012.



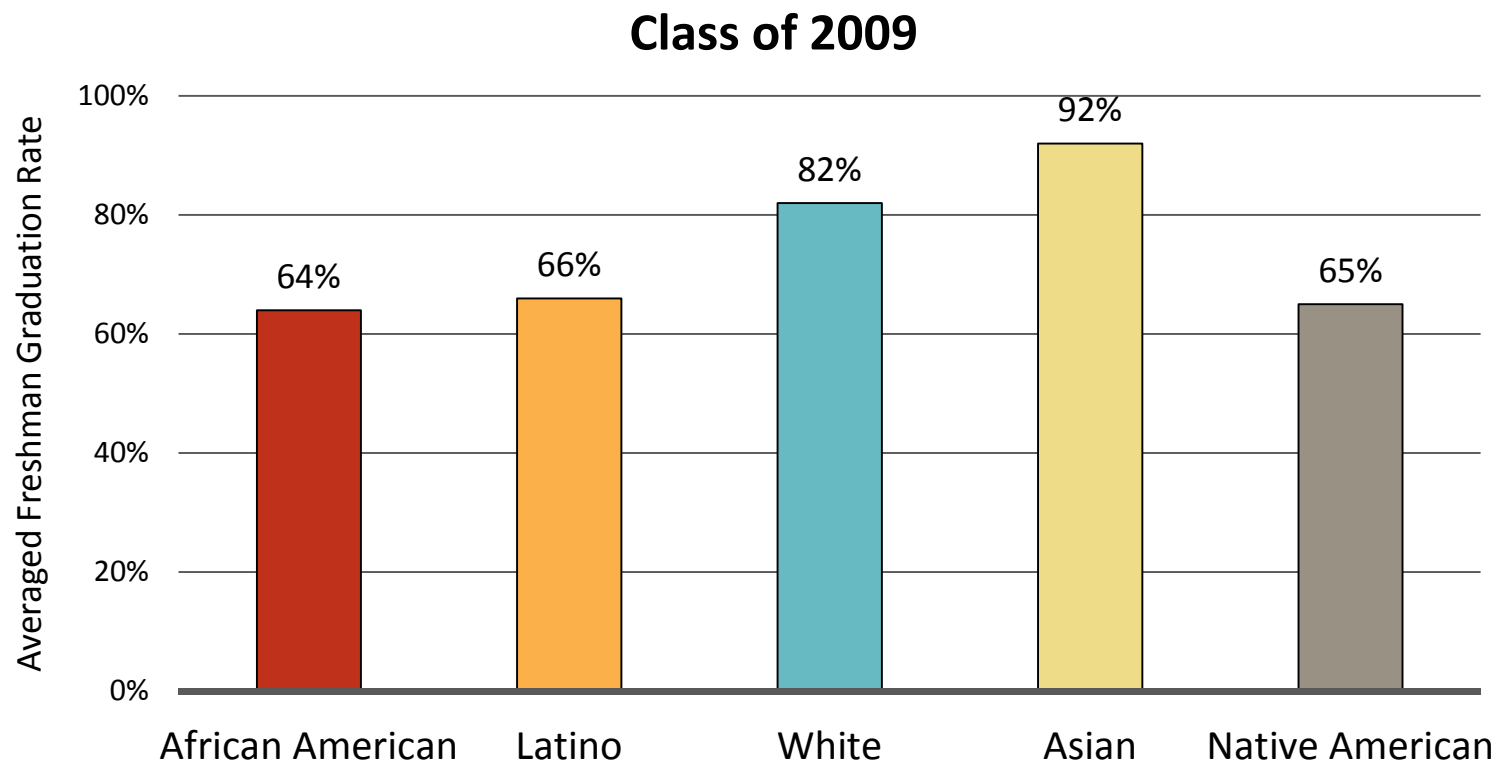
The results are devastating.

Kids who come in a little behind, leave a
lot behind.



And these are the students who
remain in school through 12th
grade.

Students of color are less likely to graduate from high school on time.

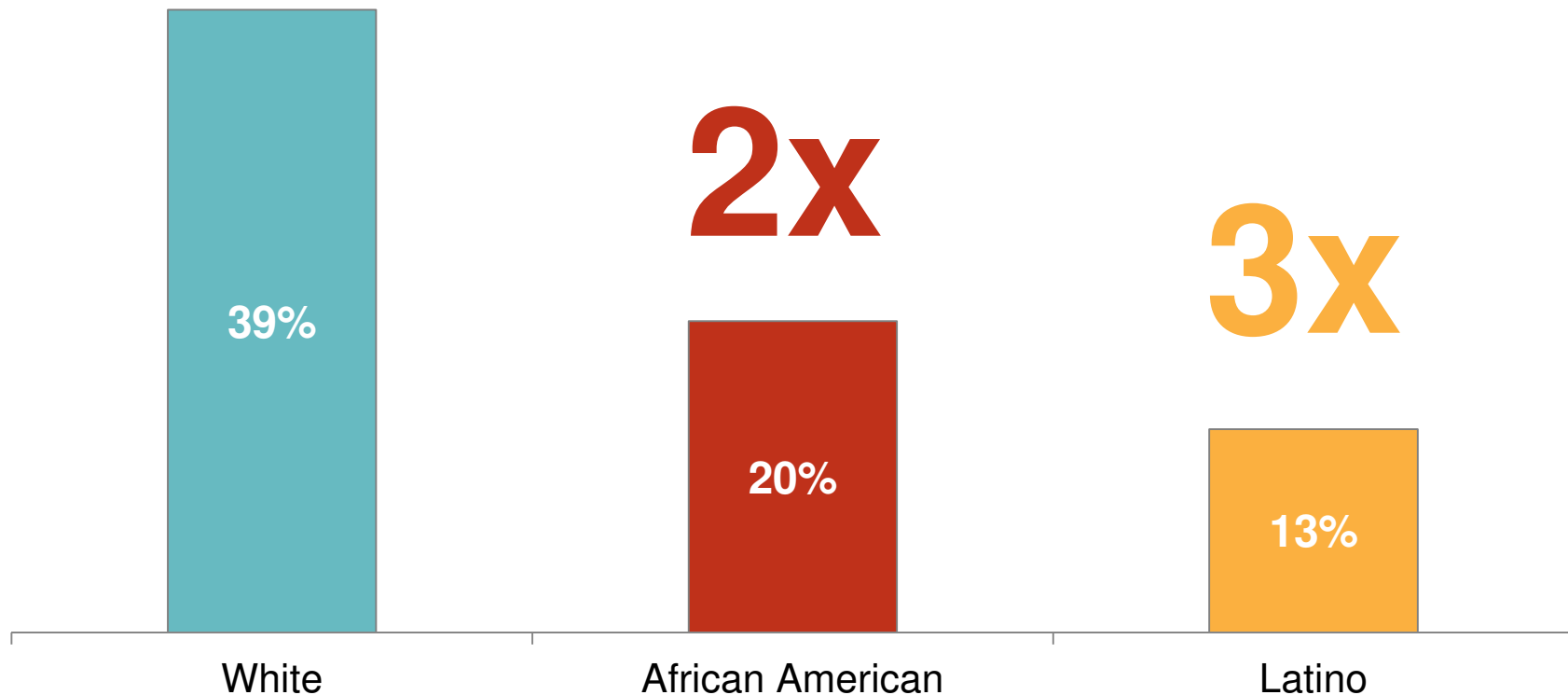


Source: National Center for Education Statistics, "Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09" (2011).

Add those numbers up and throw
in college entry and graduation,
and different groups of young
Americans obtain degrees and
very different rates...

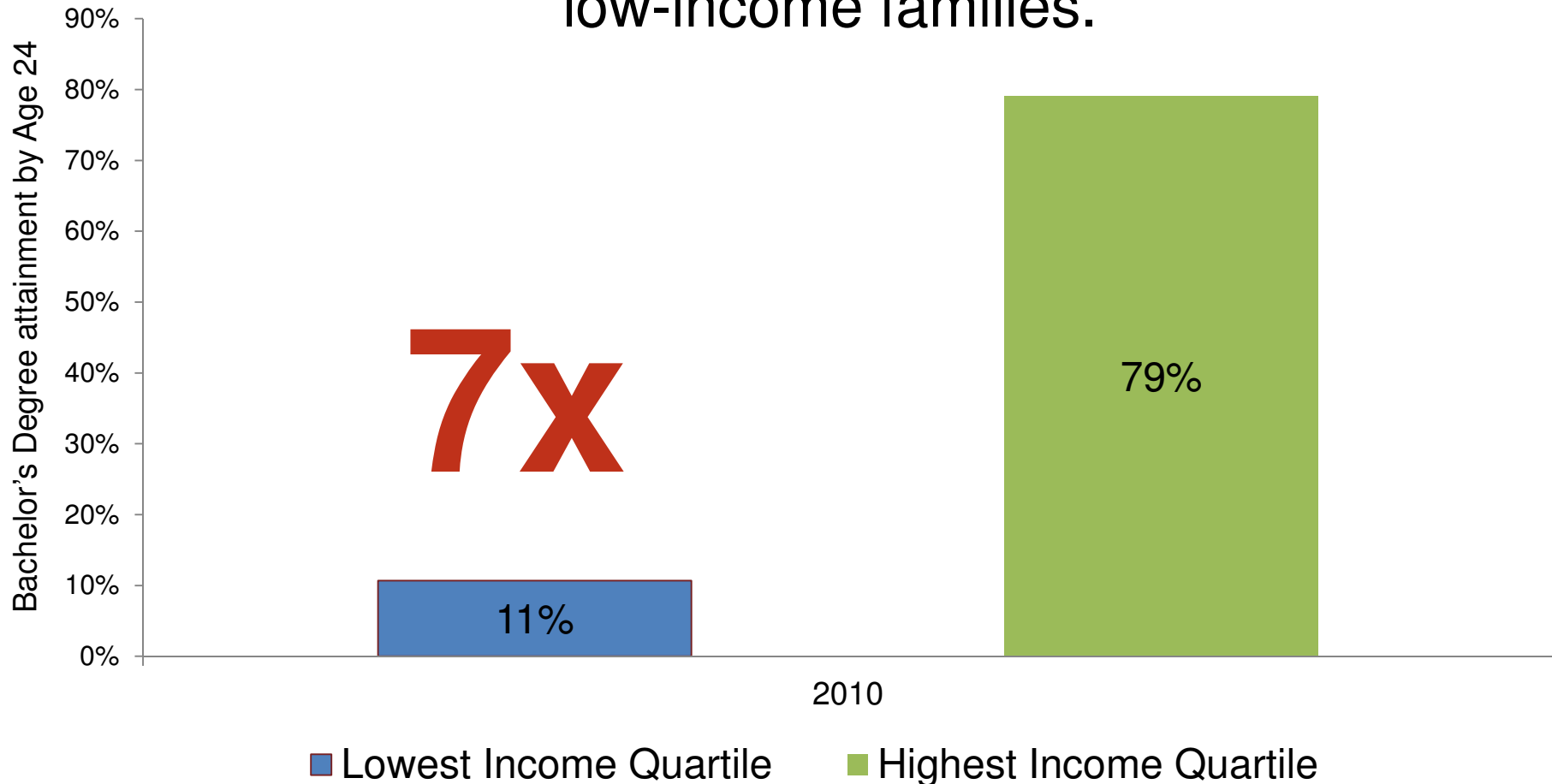
Whites attain bachelor's degrees at twice the rate of blacks and three times the rate of Hispanics.

**Bachelor's Degree Attainment of Young Adults
(25-29-year-olds), 2011**



Source: NCES, *Condition of Education* 2010 and U.S. Census Bureau, *Educational Attainment in the United States: 2011*.

Young people from high-income families earn bachelor's degrees at seven times the rate of those from low-income families.



Source: Postsecondary Education Opportunity, "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2010."

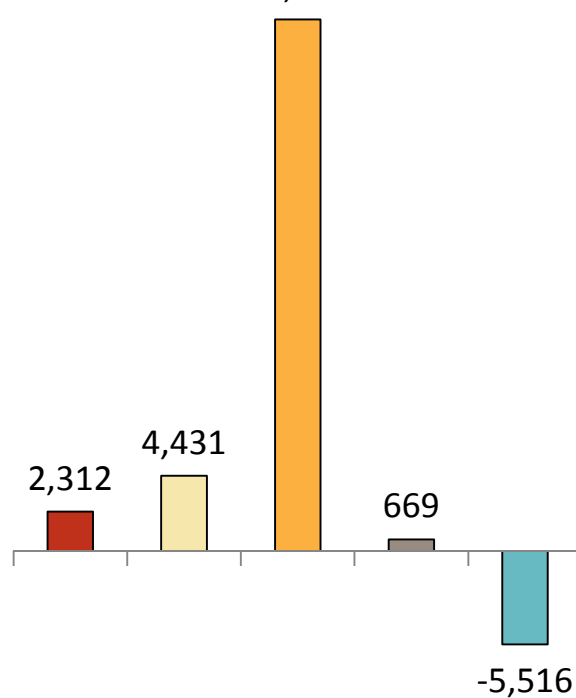


These rates **threaten** the health
of our democracy.

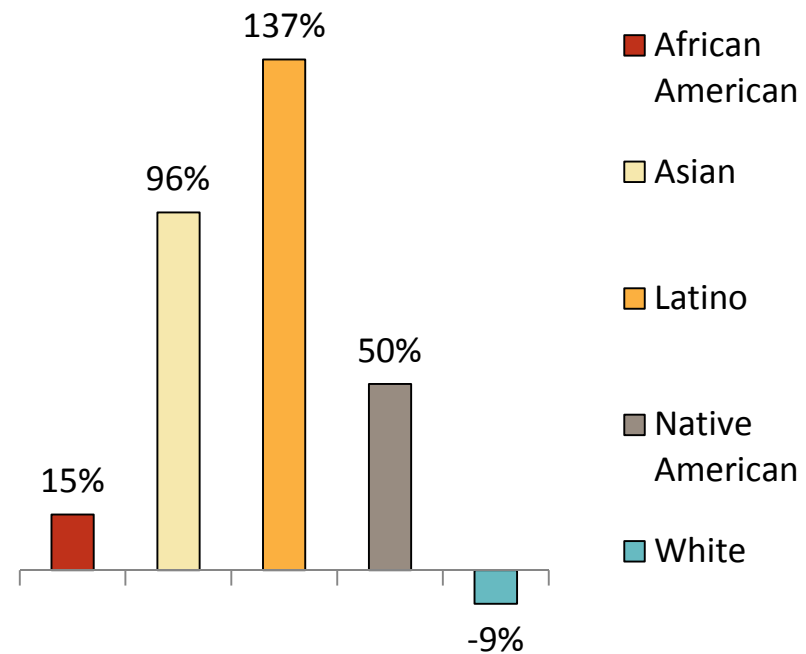
But even for those who don't care much
about that, the rates are particularly
worrisome, given which groups are
growing — and which aren't.

Changing demographics demand greater focus on underrepresented populations.

**Population Increase, Ages 0–24,
(in thousands)**




Percentage Increase, Ages 0–24



Closing racial gaps in degree attainment will create more than half the degrees necessary to raise America to first in the world in degree attainment.

Note: Projected Population Growth, Ages 0–24, 2010–2050

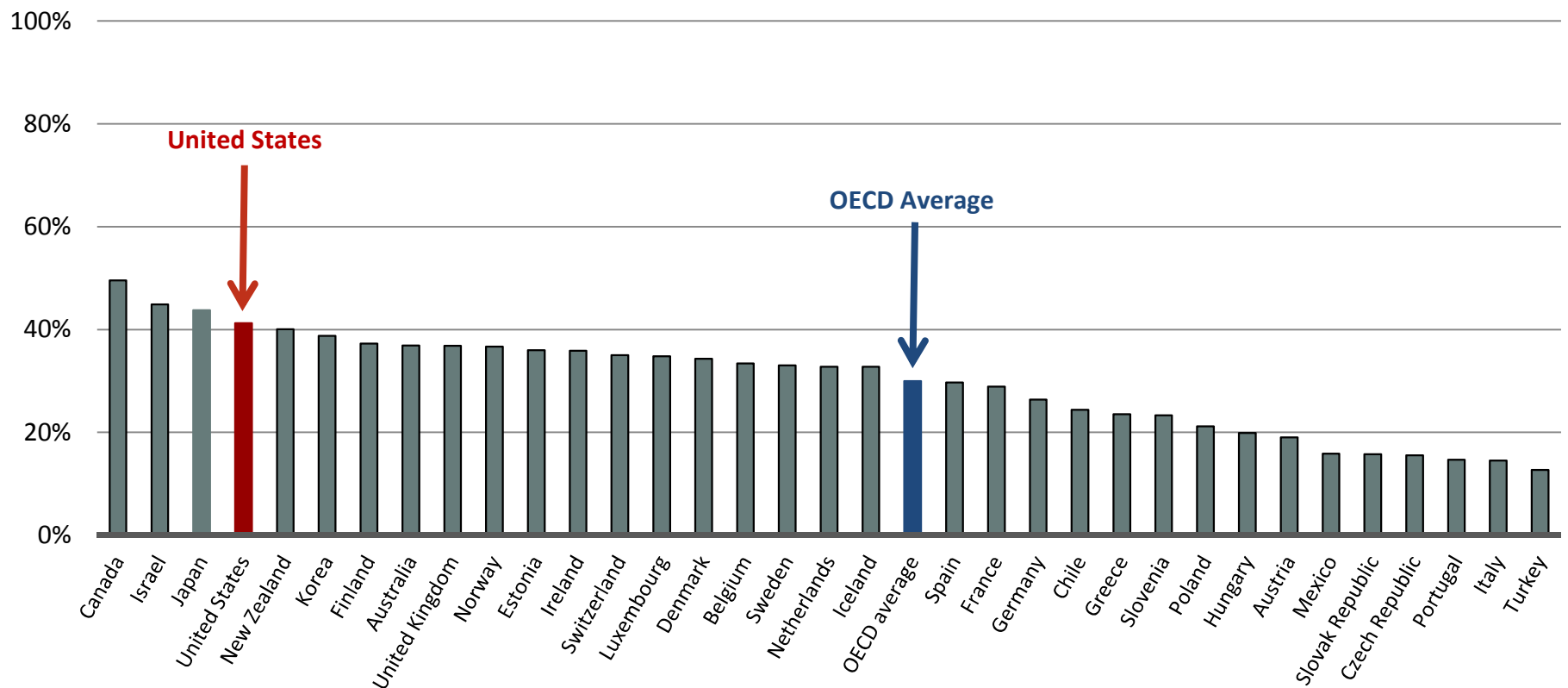
Source: National Population Projections, U.S. Census Bureau. Released 2008; NCHEMS, *Adding It Up*, 2007.



Given these patterns, it is not surprising that our international standing is slipping.

We're relatively strong in educational attainment.

Percentage Of Residents Aged 25–64 With a Postsecondary Degree

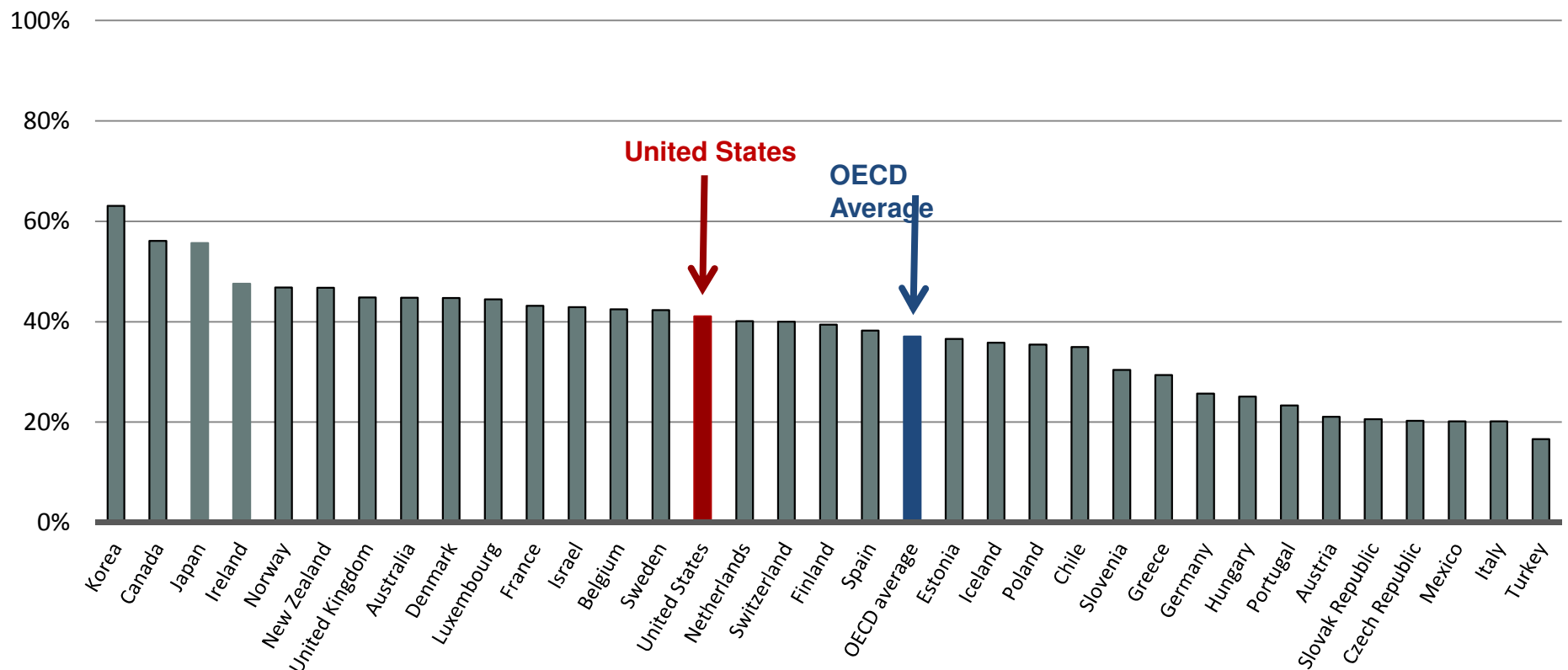


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly skilled professions or advanced research programs).

Source: Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)

Our world standing drops to 15th for younger workers.

Percentage of Residents Aged 25–34 With a Postsecondary Degree

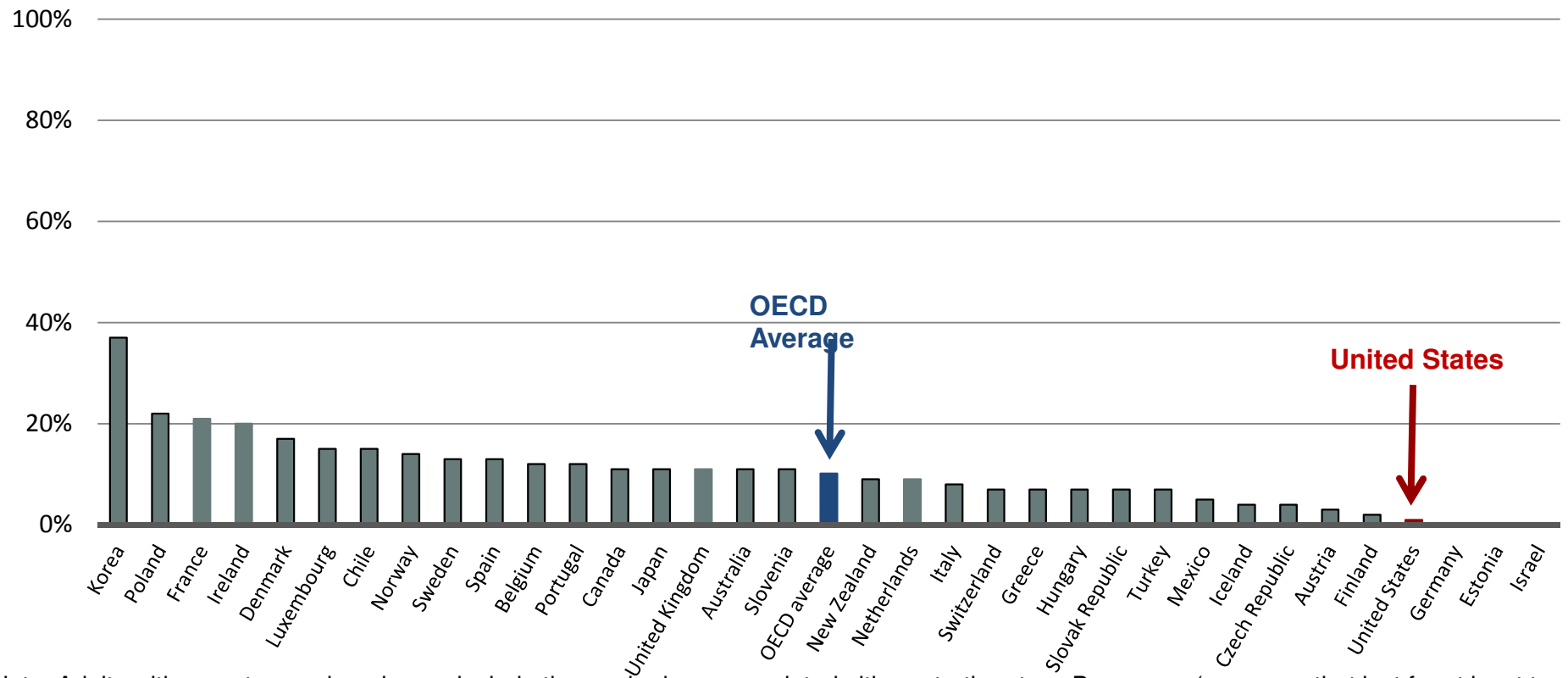


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs).

Source: Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)

We're near the bottom in intergenerational progress.

**Difference in Percentage of Residents Aged 45–54
and Those Aged 25–34 With a Postsecondary Degree**



Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs).

Source: Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)




What Can We Do?

An awful lot of Americans have decided
that we can't do much.

What We Hear Many Educators Say:

- They're poor
- Their parents don't care
- They come to schools without breakfast
- Not enough books
- Not enough parents



But if they are right, why are low-income students and students of color performing so much higher in some schools...

George Hall Elementary School

Mobile, Alabama

- 549 students in grades PK-5
99% African American
- 99% Low Income

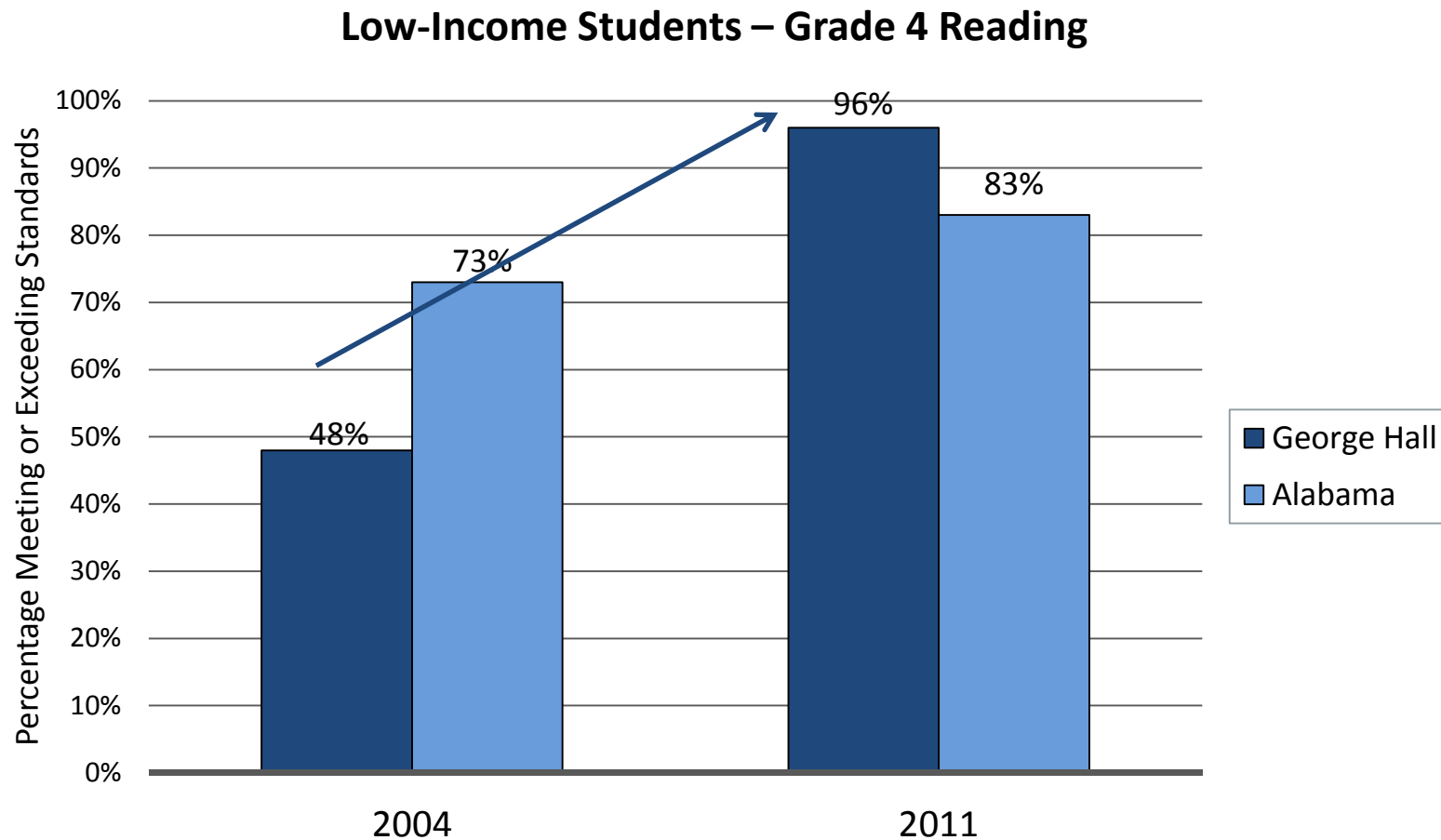


Note: Enrollment data are for 2009-10 school year

Source: Alabama Department of Education

e:

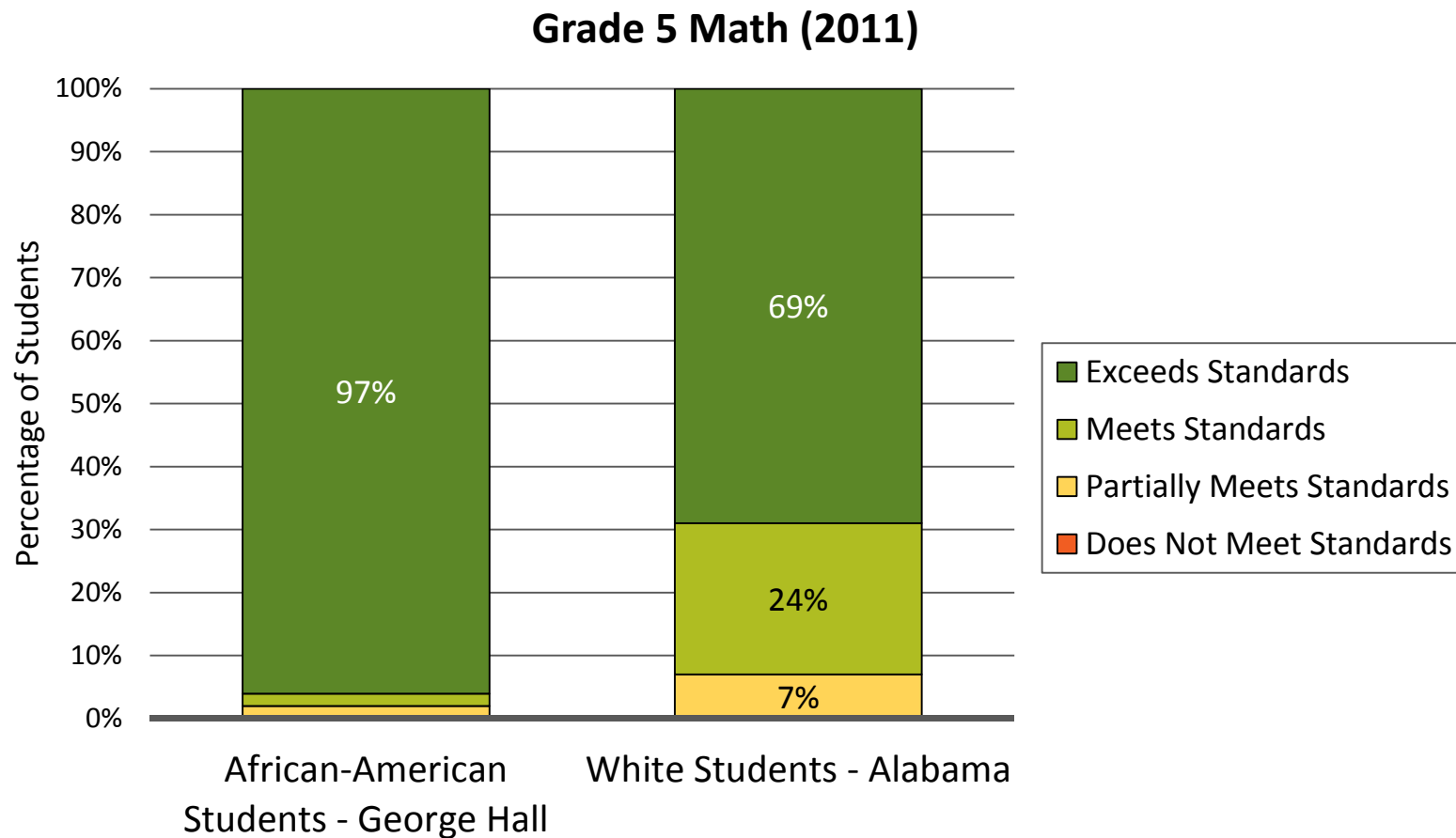
Big Improvement at George Hall Elementary



Source: Alabama Department of Education

e:

Exceeding Standards: George Hall students outperform white students in Alabama



Source: Alabama Department of Education

e:

Halle Hewetson Elementary School

Las Vegas, NV

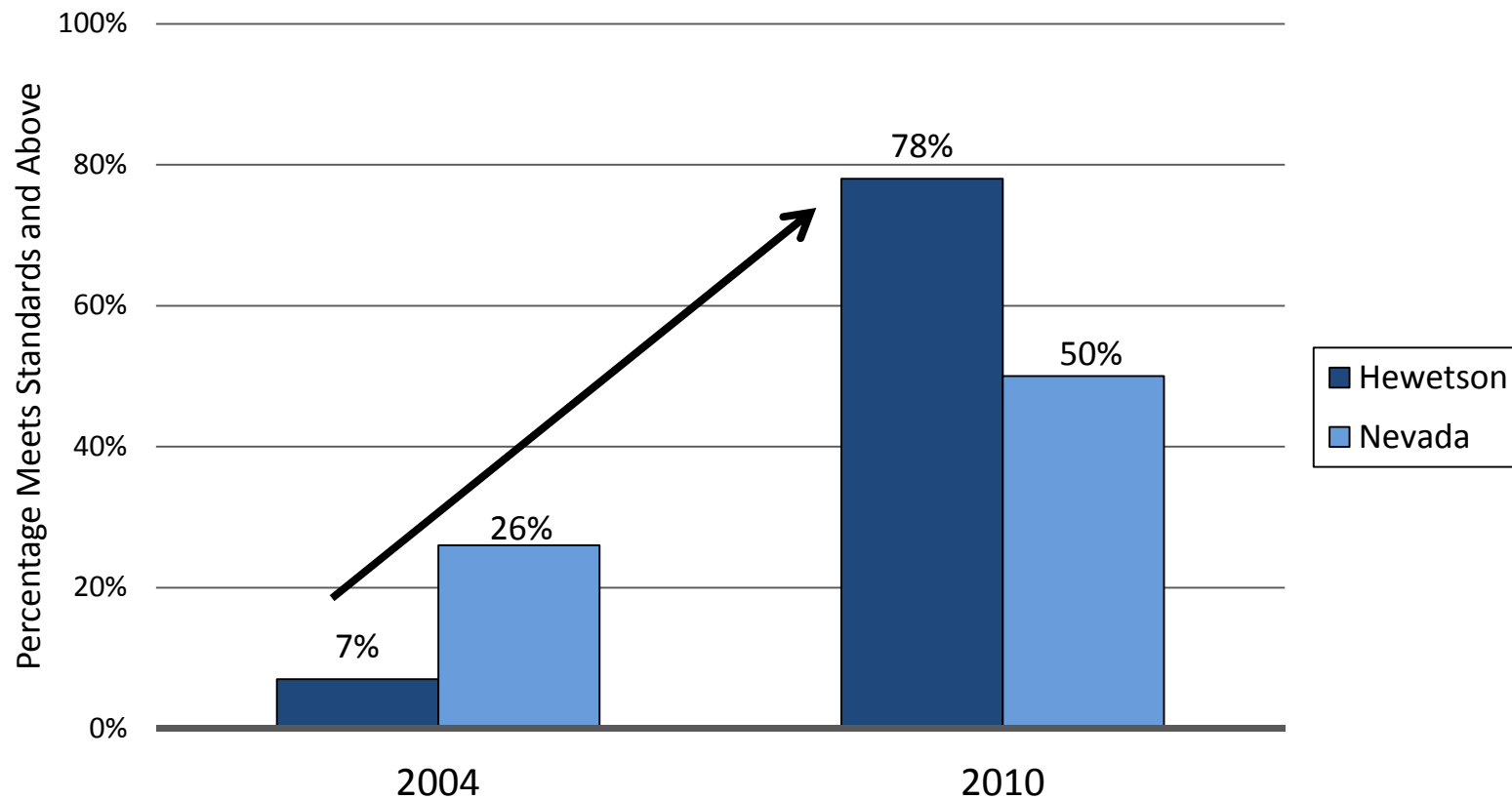
- 962 students in grades PK – 5
 - 85% Latino
 - 7% African American
- 100% Low Income
- 71% Limited English Proficient



Note: Data are for 2010-2011 school year
Source: Nevada Department of Education

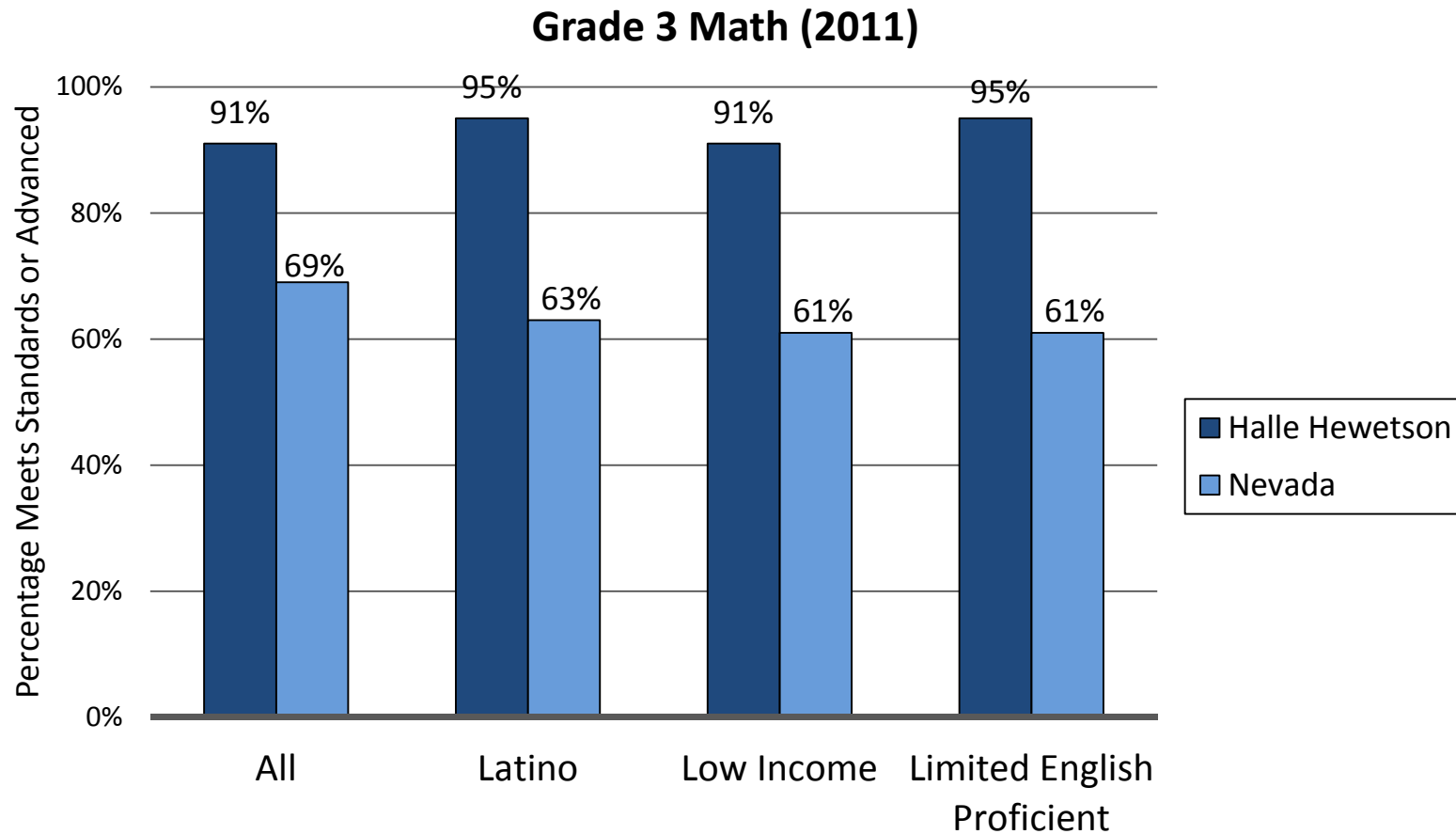
Big Improvement at Halle Hewetson Elementary

Latino Students – Grade 3 Reading



Source: Nevada Department of Education

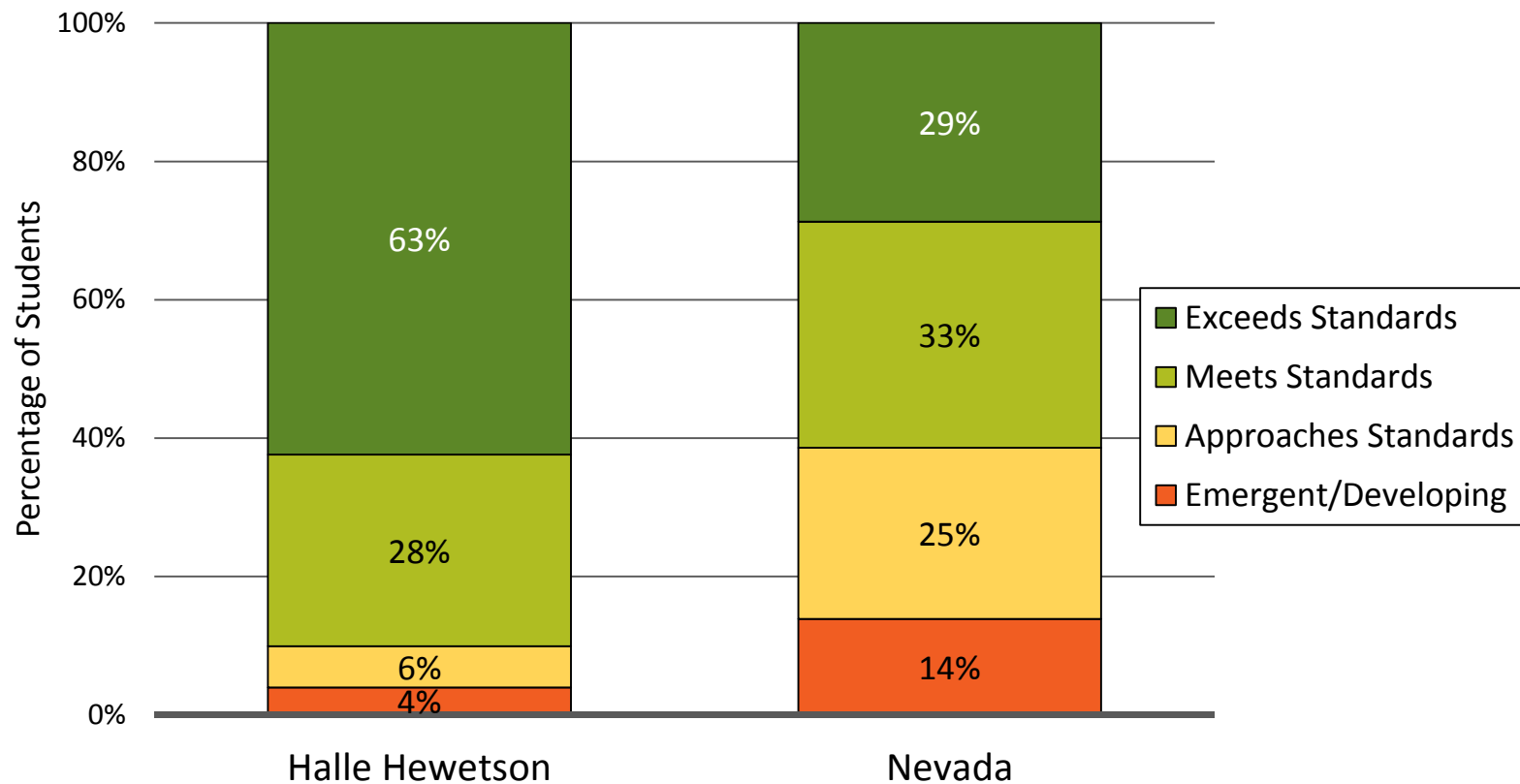
High Performance Across Groups at Halle Hewetson Elementary



Source: Nevada Department of Education

Exceeding Standards at Halle Hewetson Elementary

Low-Income Students – Grade 3 Math (2011)



Source: Nevada Department of Education

Calcedeaver Elementary School

Mount Vernon, AL

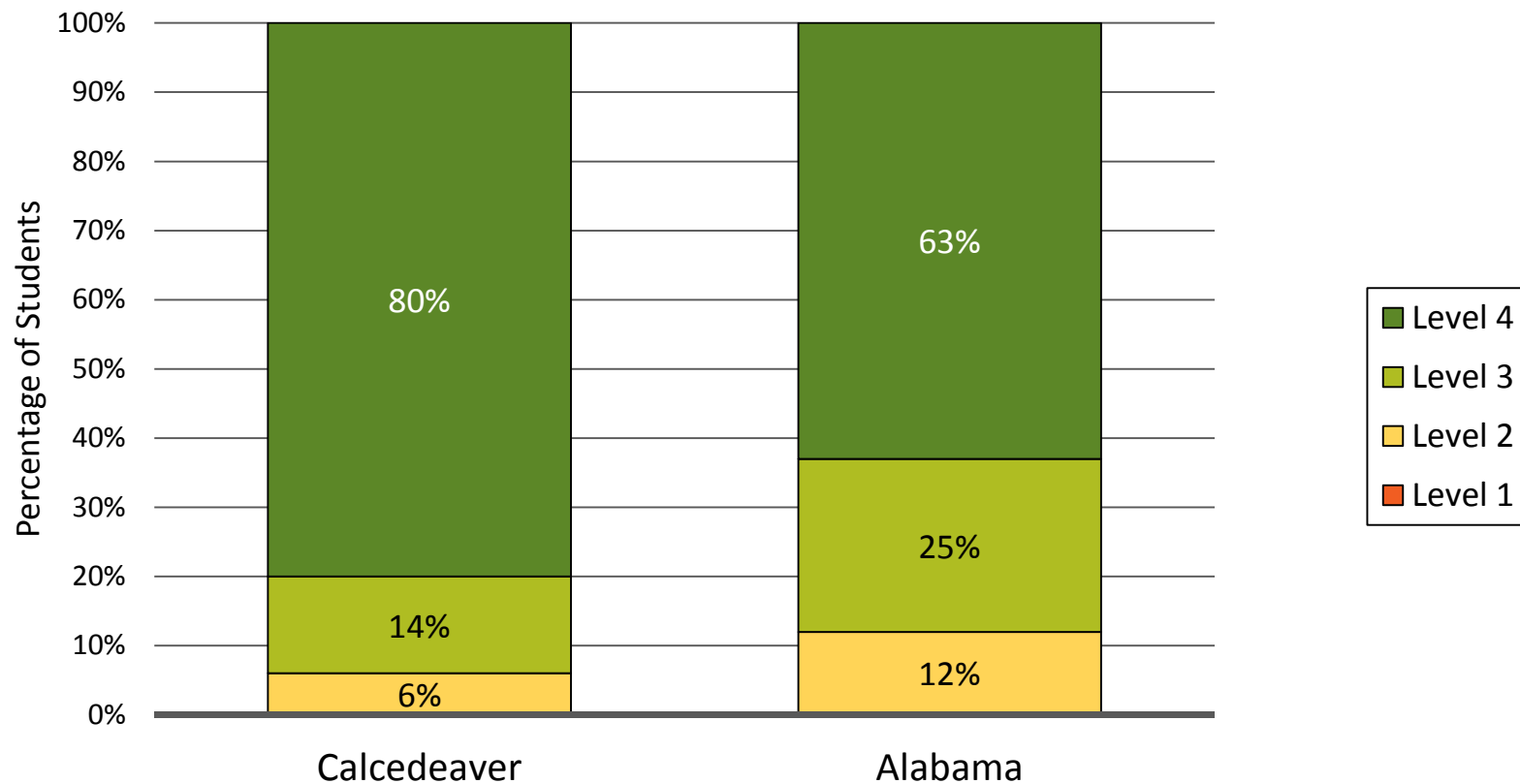
- 262 students in grades K – 6
 - 81% American Indian
 - 16% white
- 80% Low Income



Note: Data are for 2009-10 school year
Source: National Center for Education Statistics, Common Core of Data

Outperforming the State at Calcedeaver Elementary

All Students – Grade 6 Reading (2011)



Source: Alabama State Department of Education



Elmont Memorial Junior-Senior High

Elmont, New York

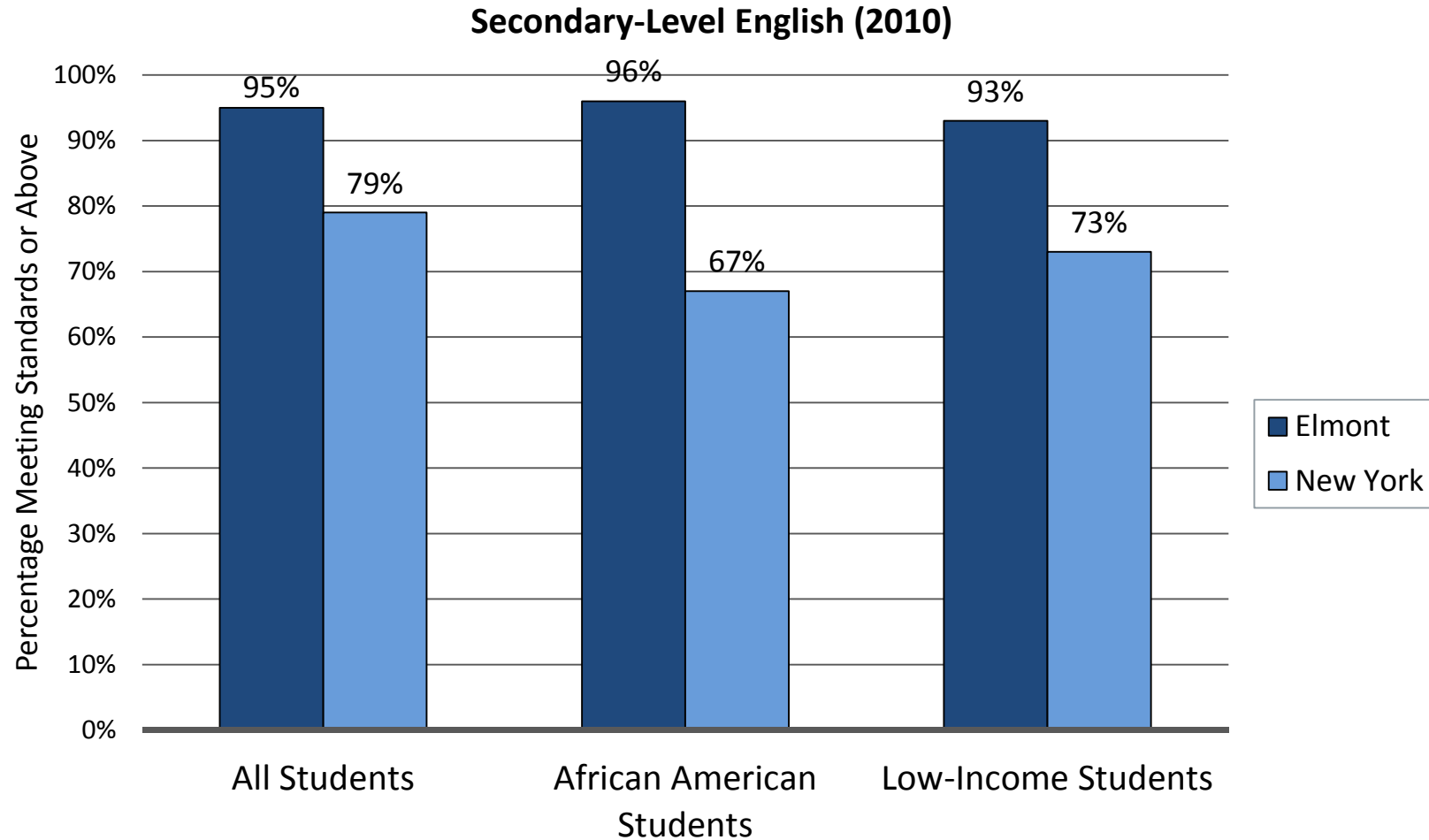
- 1,895 students in grades 7-12
 - 77% African American
 - 13% Latino
- 25% Low-Income



Source: New York Department of Education

e:

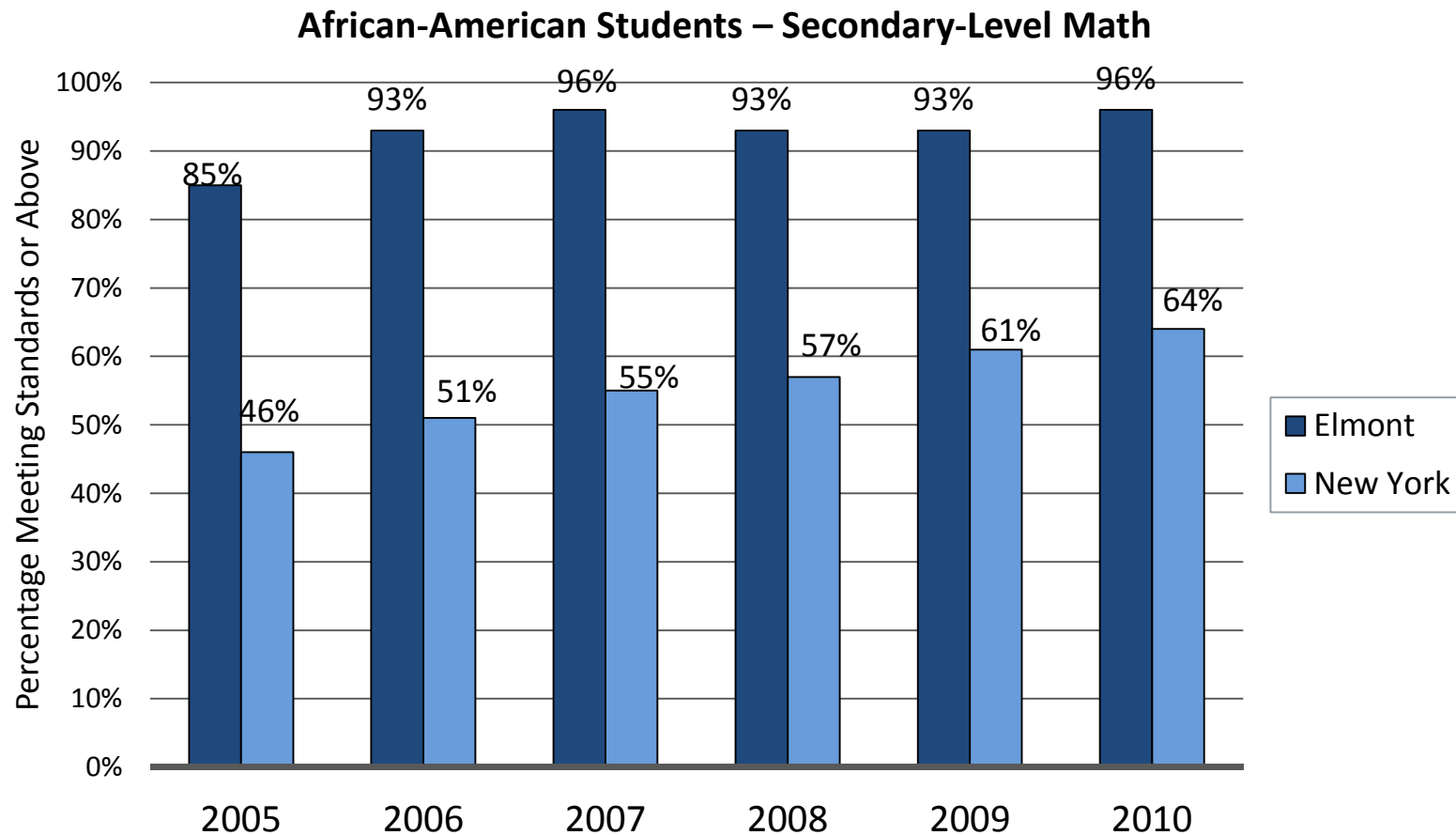
Outperforming the State at Elmont



Source: New York State Department of Education

e:

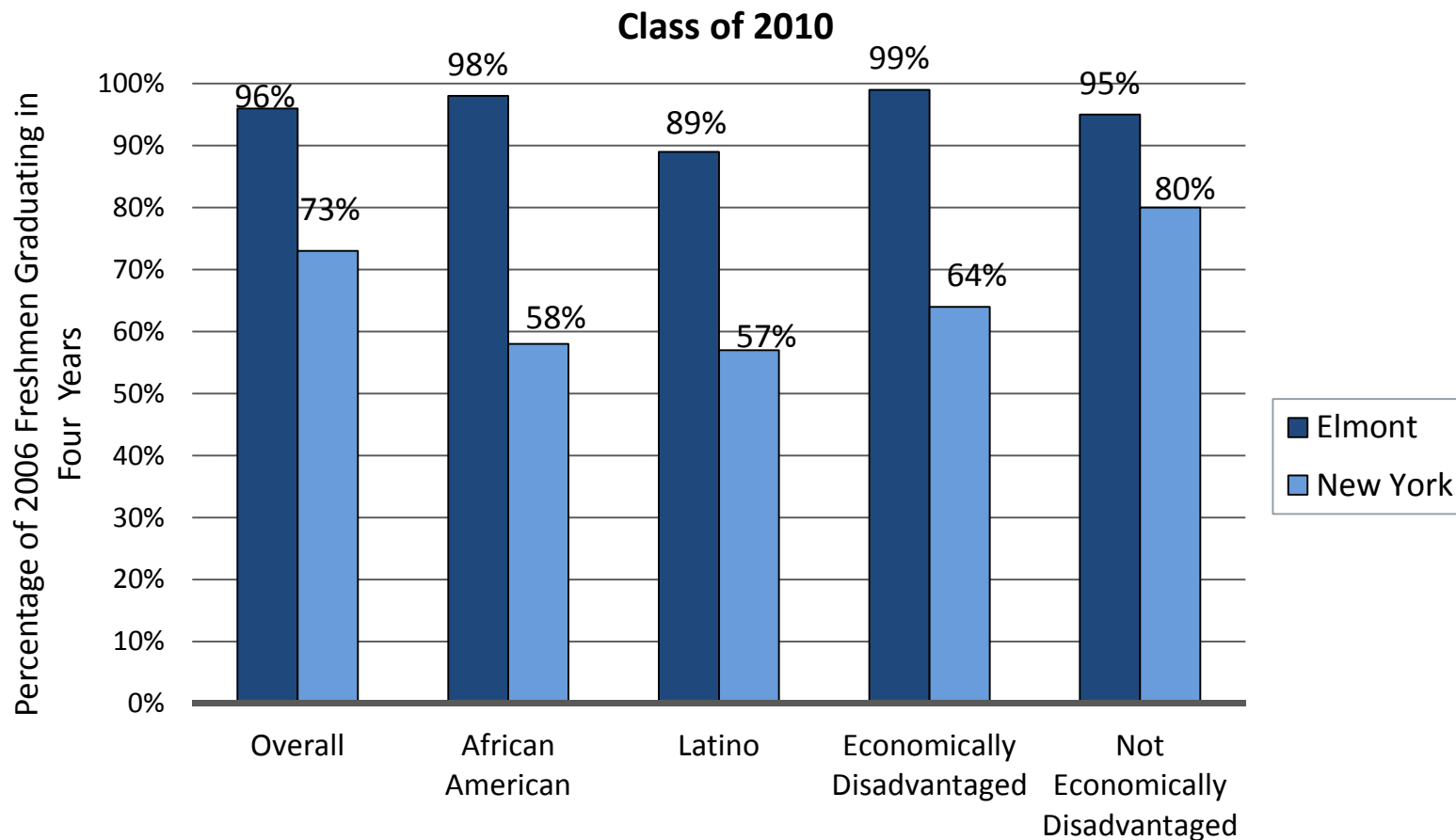
Improvement and High Performance at Elmont Memorial Junior-Senior High



Source: New York State Department of Education

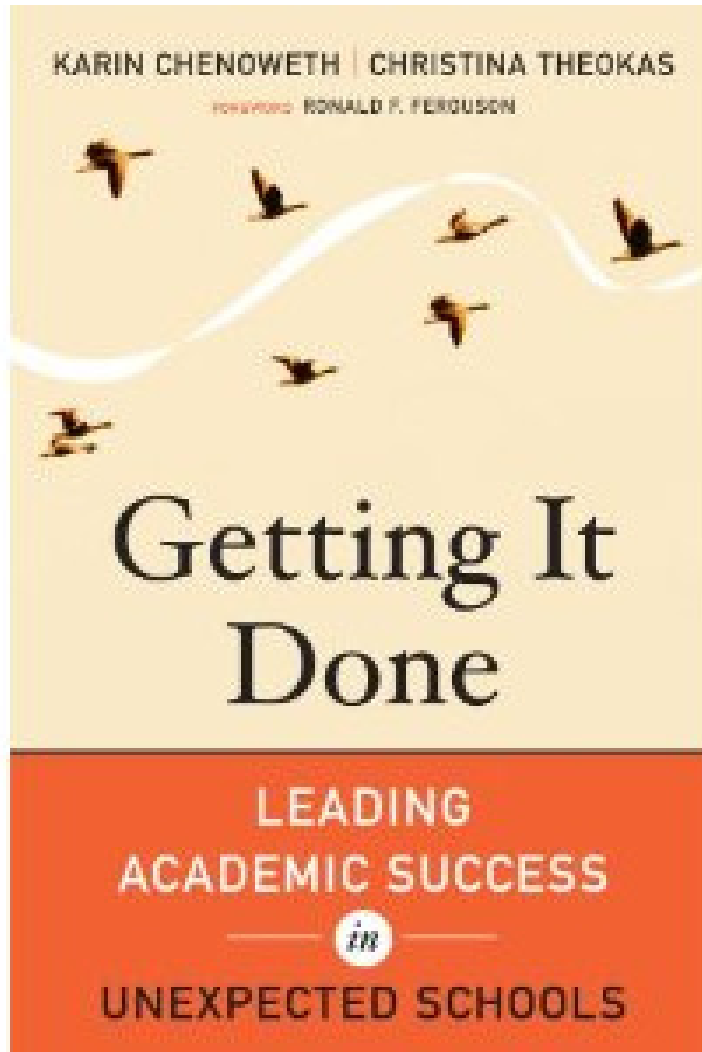
e:

High Graduation Rates at Elmont Memorial High School

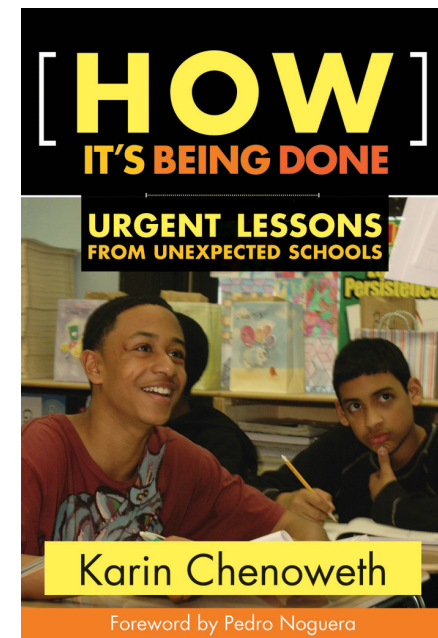
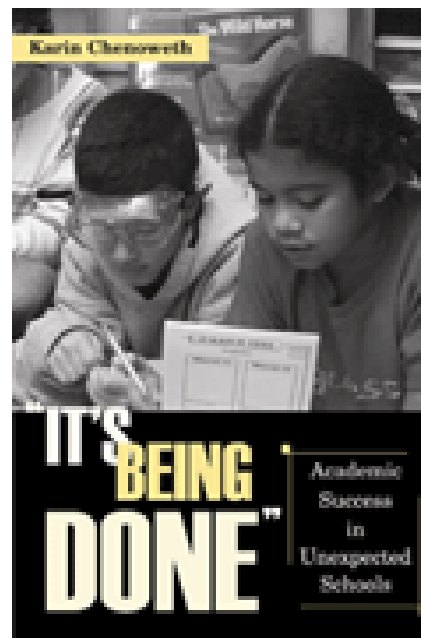



Source: New York State Department of Education

e:



Available from
Harvard Education
Press and amazon.com



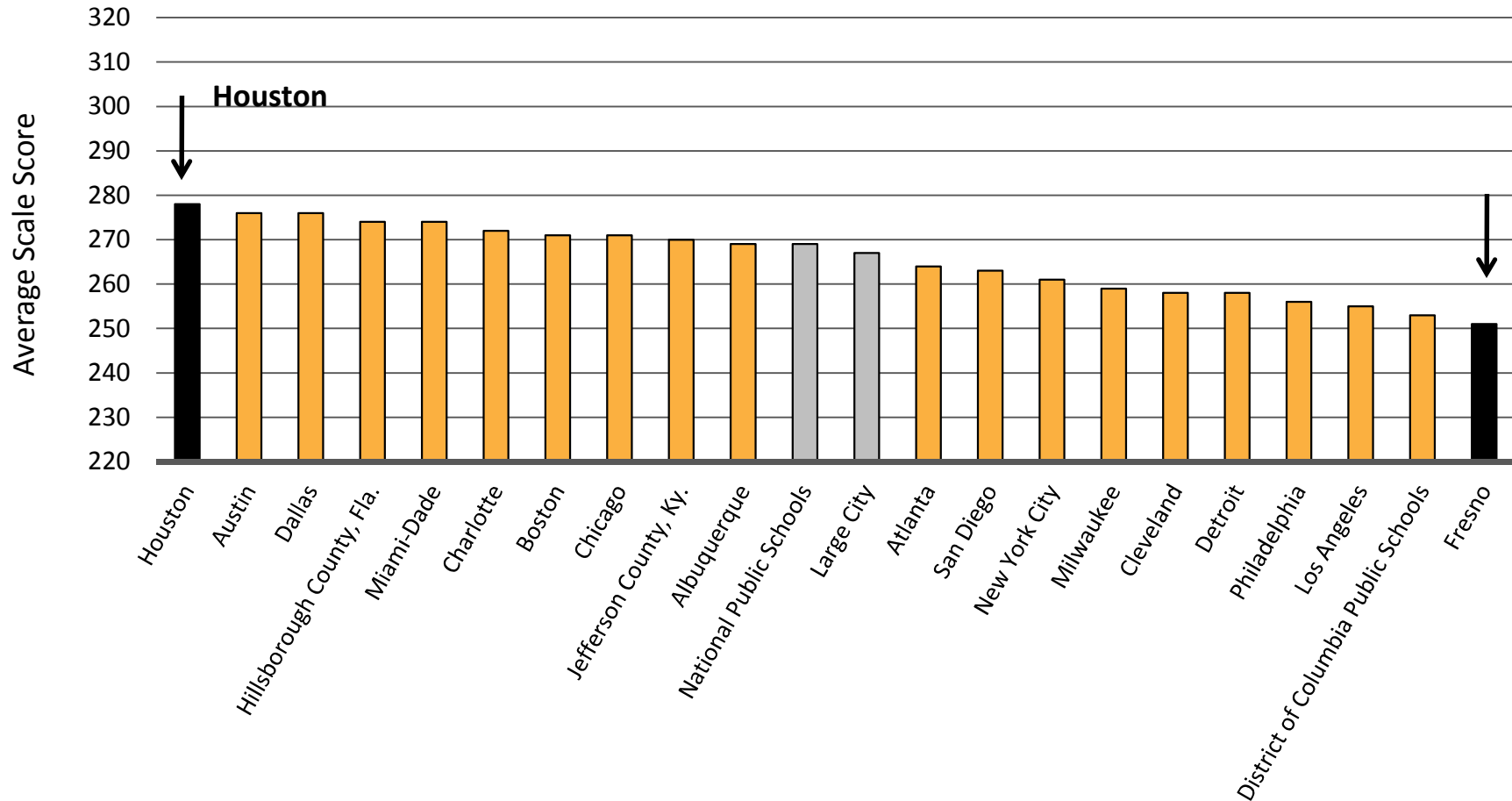


Very big differences at district level, too—
even in the performance of the “same” group
of students.

Average Scale Scores, by District

Latino Students

Grade 8 – NAEP Math (2011)



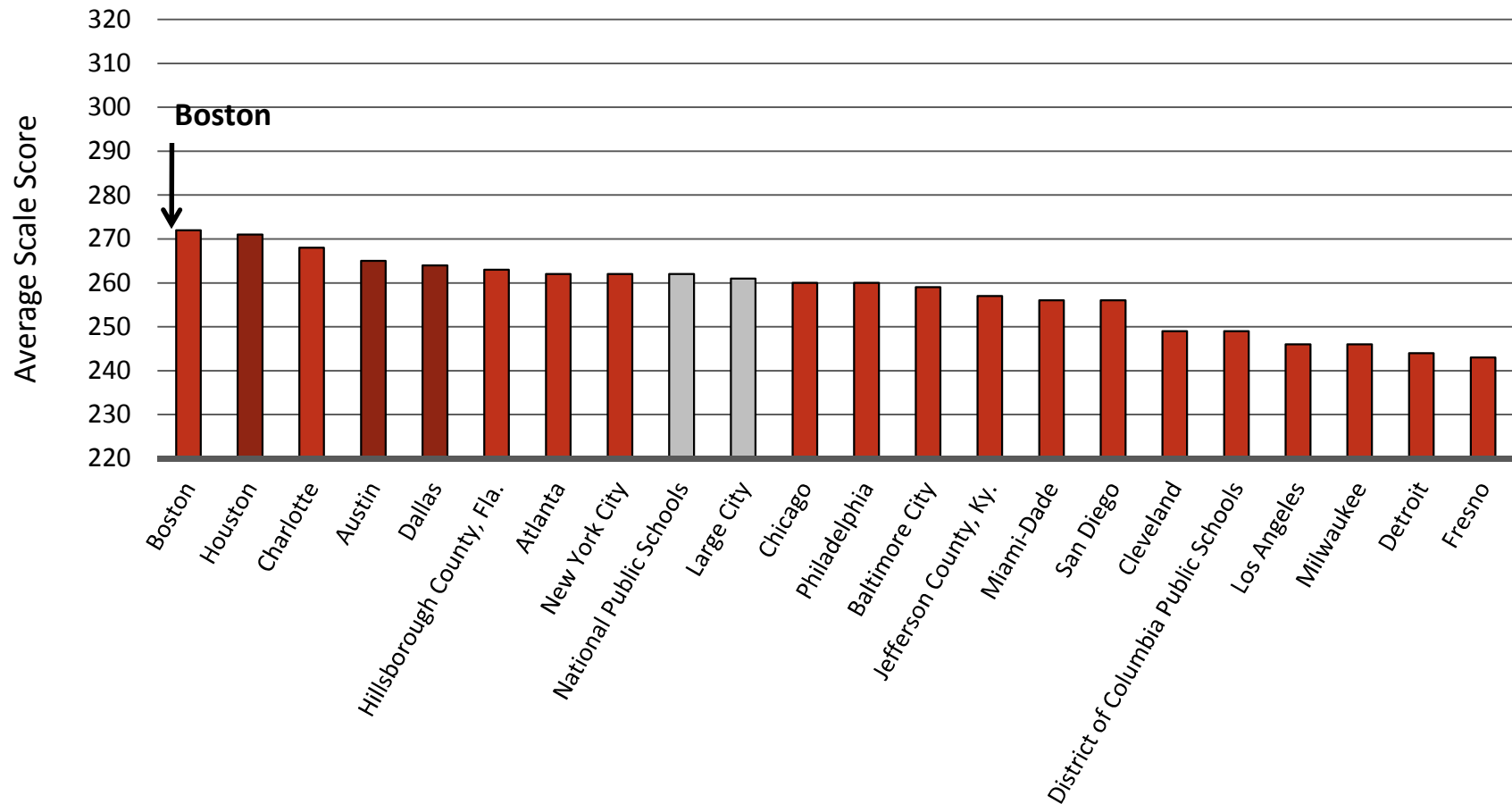
Note: Basic Scale Score = 262; Proficient Scale Score = 299

Source: NAEP Data Explorer, NCES

e:

Average Scale Scores, by District African-American Students

Grade 8 – NAEP Math (2011)



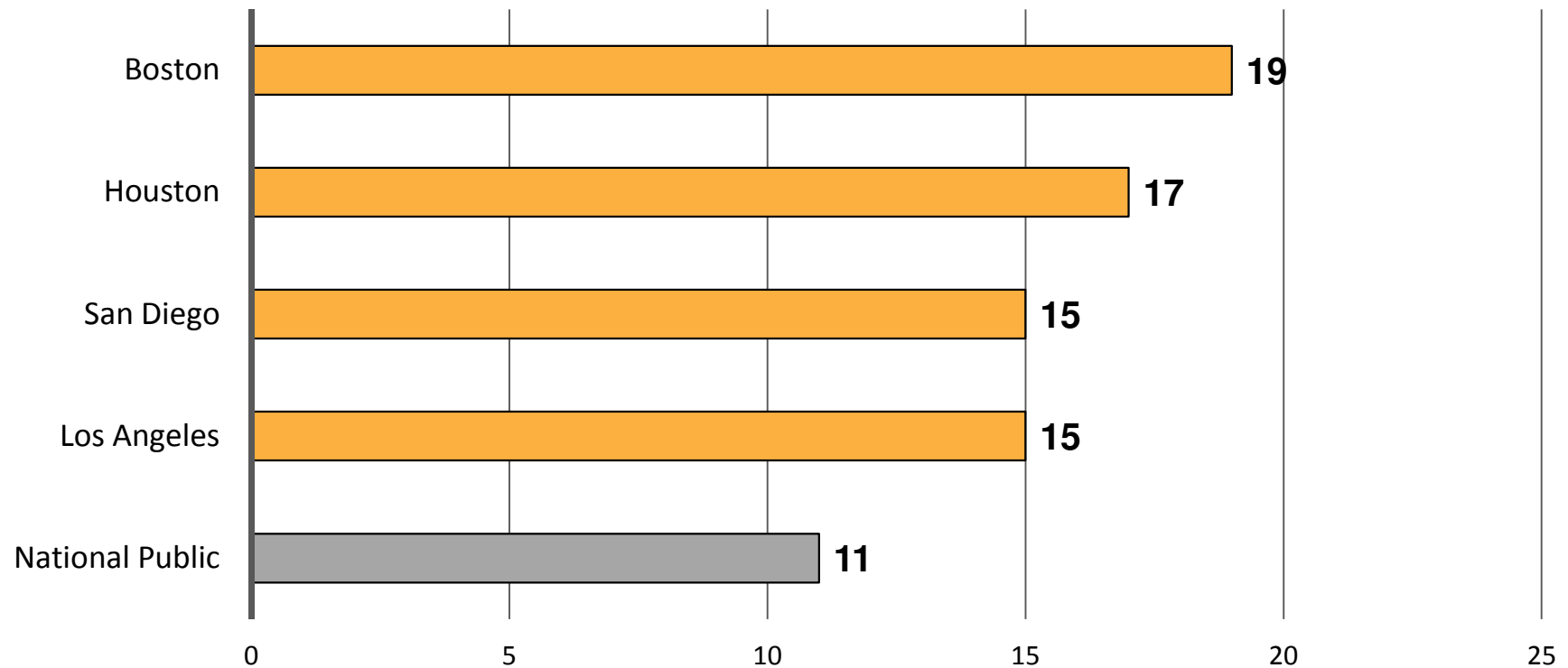
Note: Basic Scale Score = 262; Proficient Scale Score = 299

Source: NAEP Data Explorer, NCES

e:

In Boston and Houston, Latino students made far faster progress between 2003 and 2011 than in the country as a whole

Latino Students – NAEP TUDA Grade 8 Math

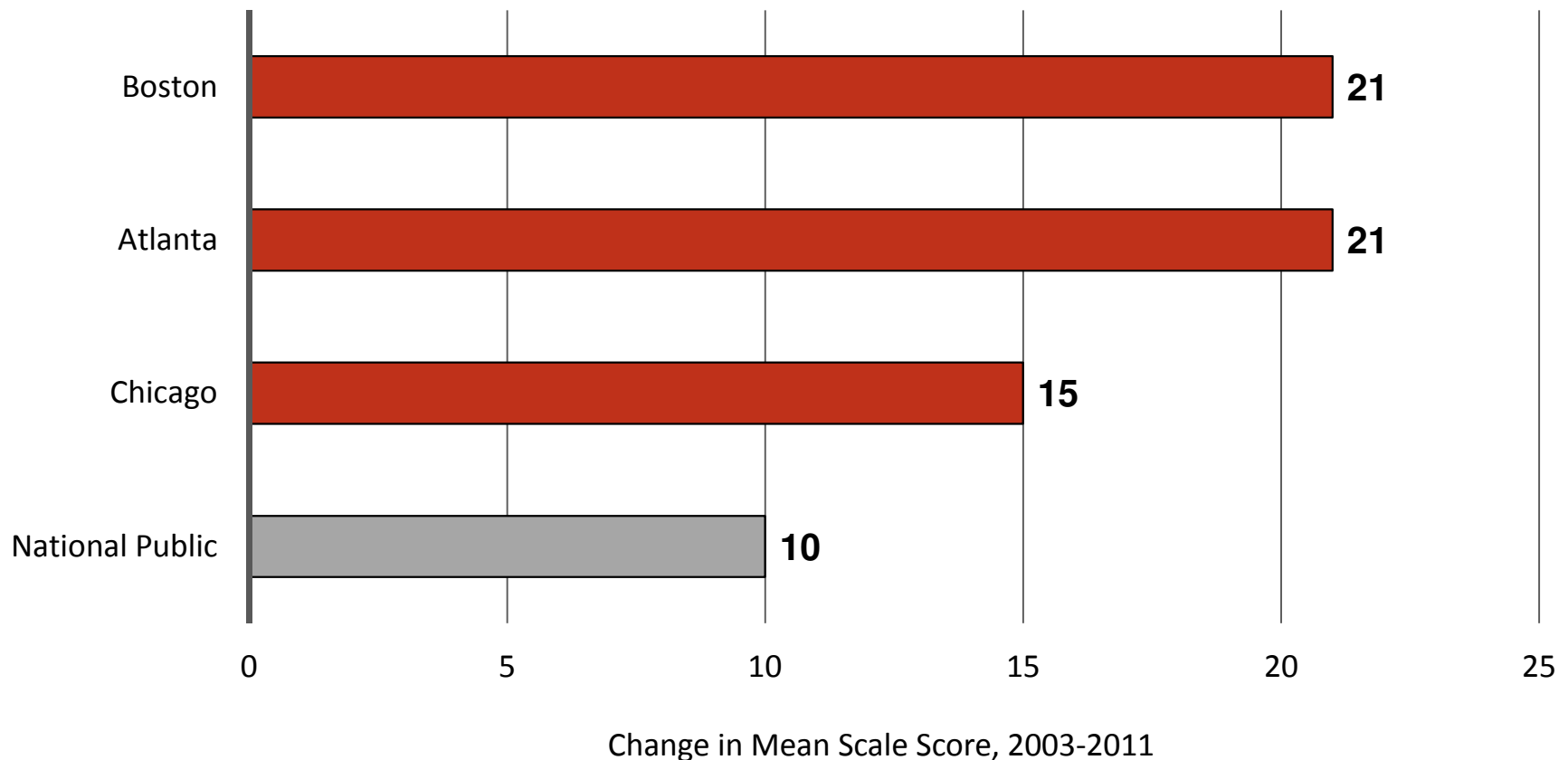


Change in Mean Scale Score, 2003-2011


Note: Chart includes only districts that participated in, and had members of this specific subgroup, in both the 2003 and 2011 NAEP TUDA
Source: U.S. NAEP Data Explorer

African-American students in Atlanta and Boston improved at twice the rate of their counterparts nationally

African-American Students – NAEP TUDA Grade 8 Math



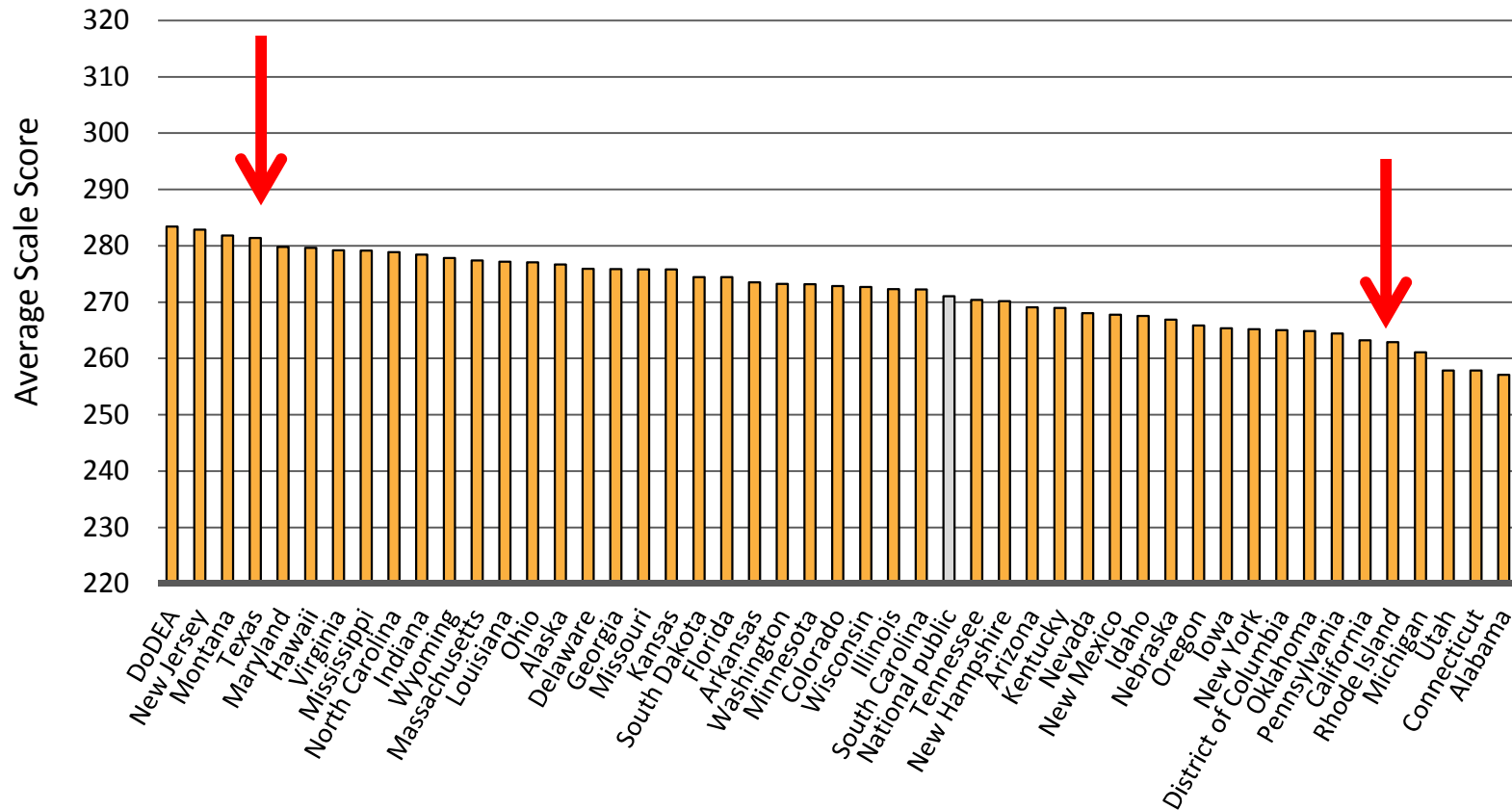
Note: Chart includes only districts that participated in, and had members of this specific subgroup, in both the 2003 and 2011 NAEP TUDA
Source: NCES, NAEP Data Explorer



Big differences at the state level,
too.

Scale Scores by State – Latino Students

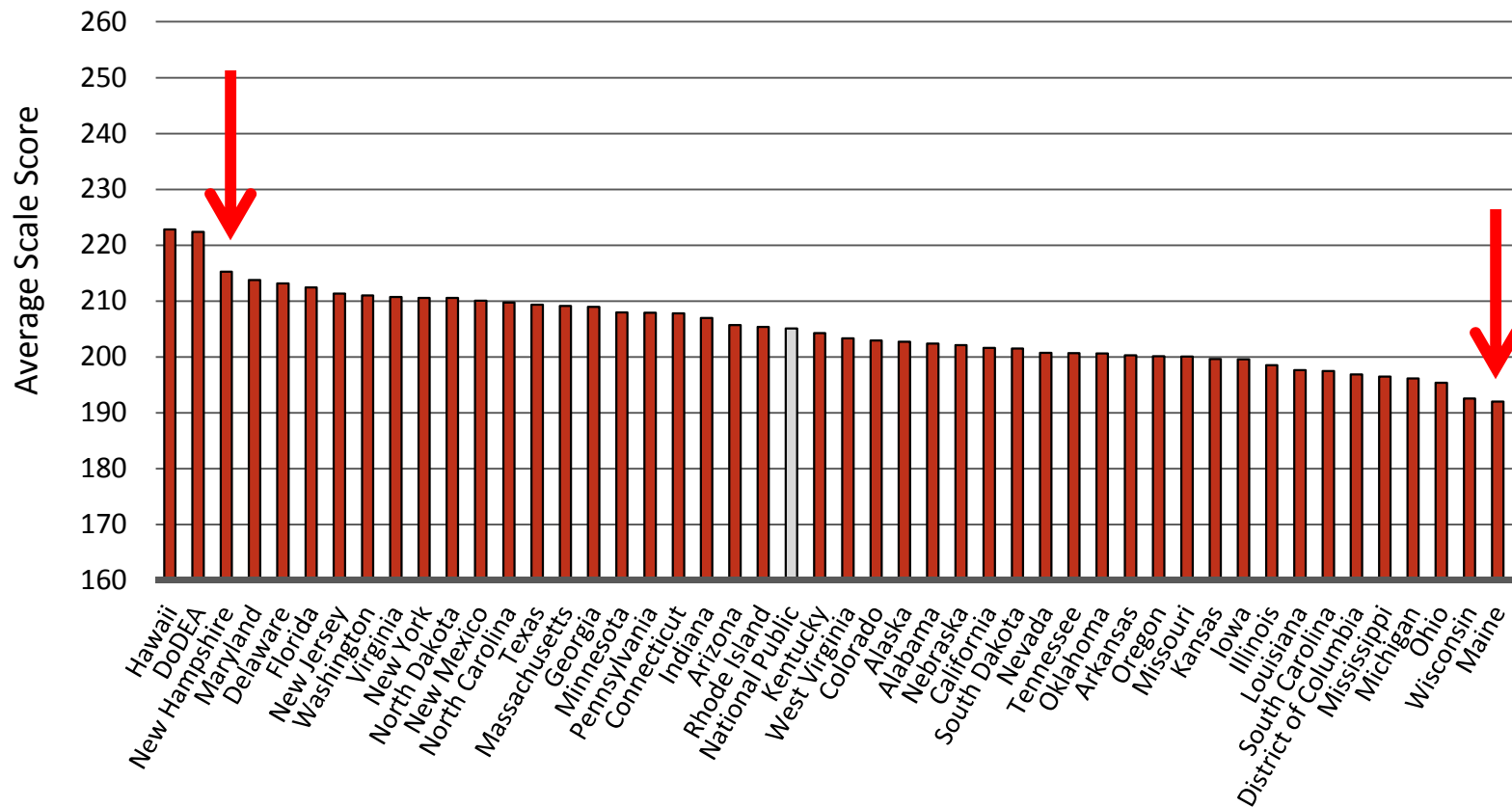
Grade 8 – NAEP Math (2011)




Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Scale Scores by State – African-American Students

Grade 4 – NAEP Reading (2013)



- NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)



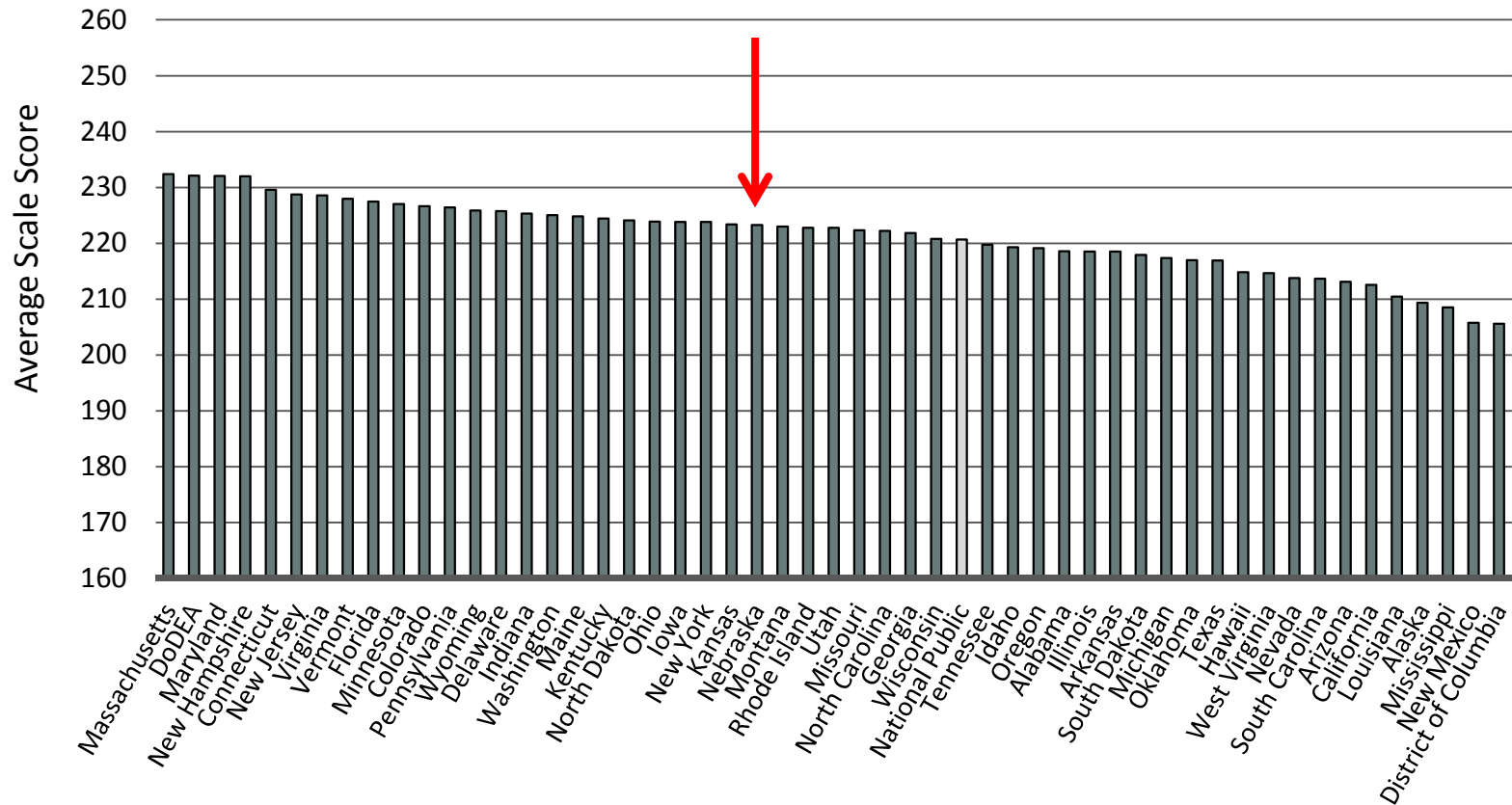
Bottom Line:
At Every Level of Education, What We
Do Matters!



What do the data tell us about
Nebraska?

Scale Scores by State – All Students

Grade 4 – NAEP Reading (2013)

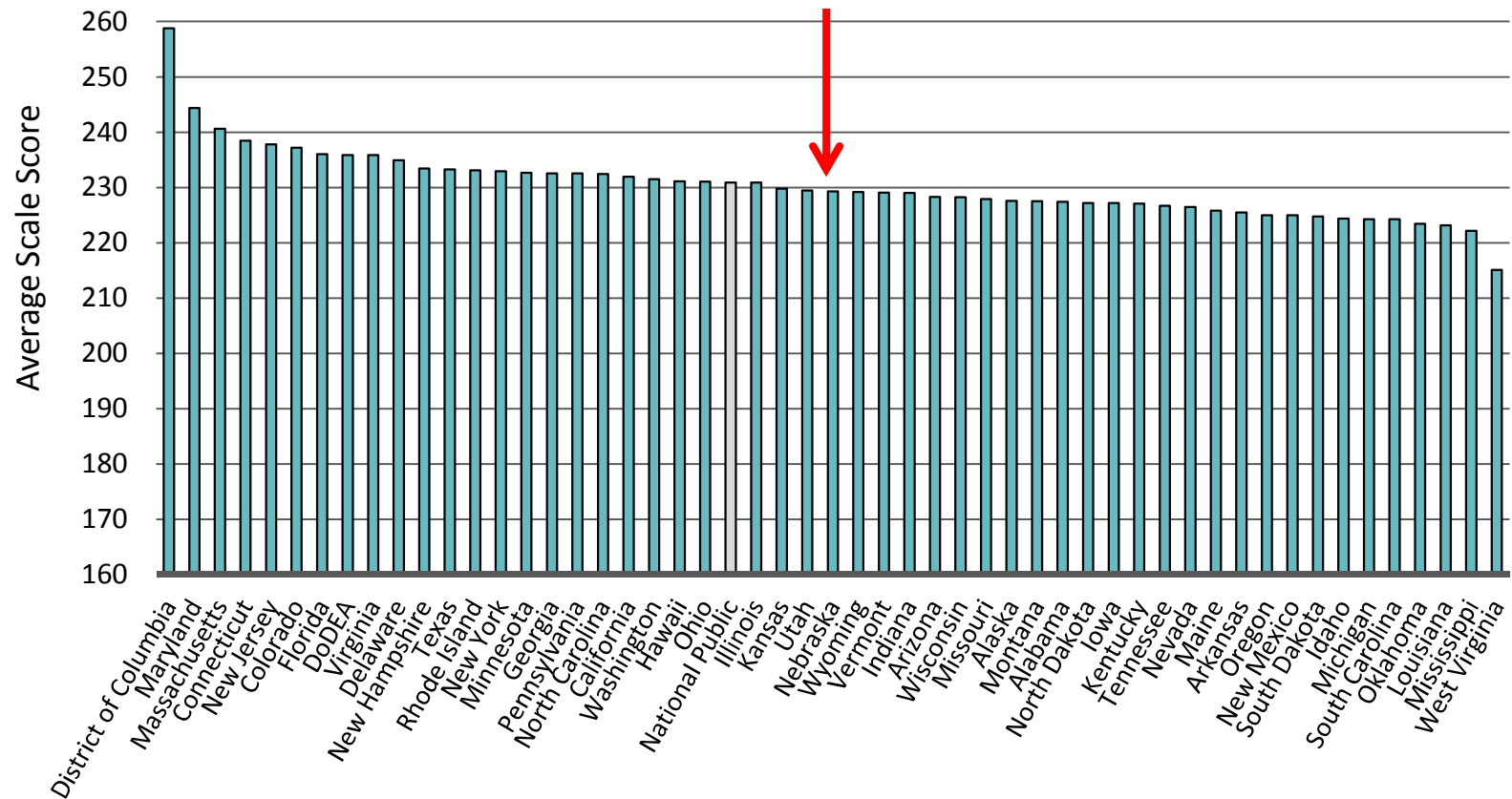


Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

e:

Scale Scores by State – White Students

Grade 4 – NAEP Reading (2013)

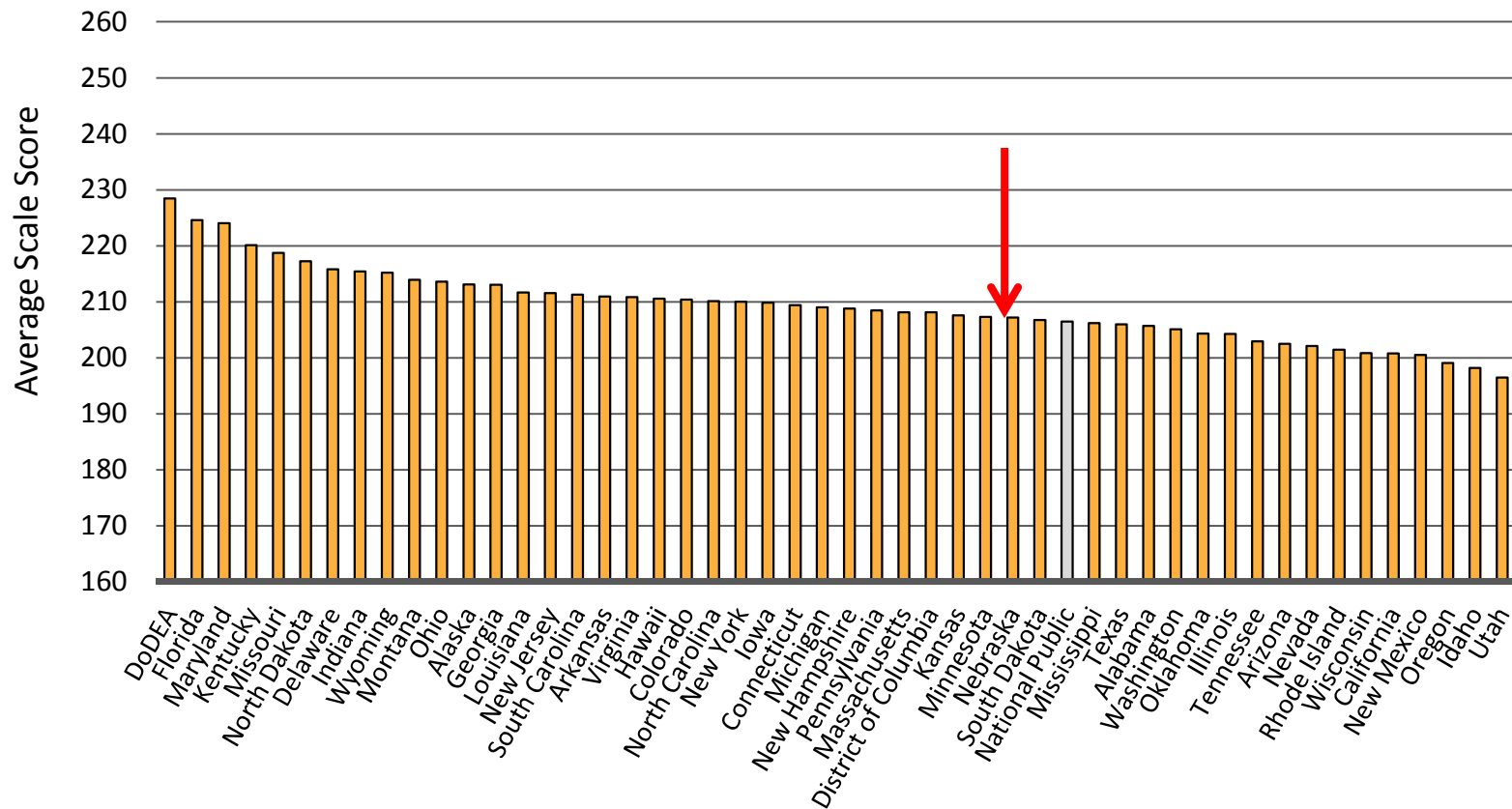


Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

e:

Scale Scores by State – Latino Students

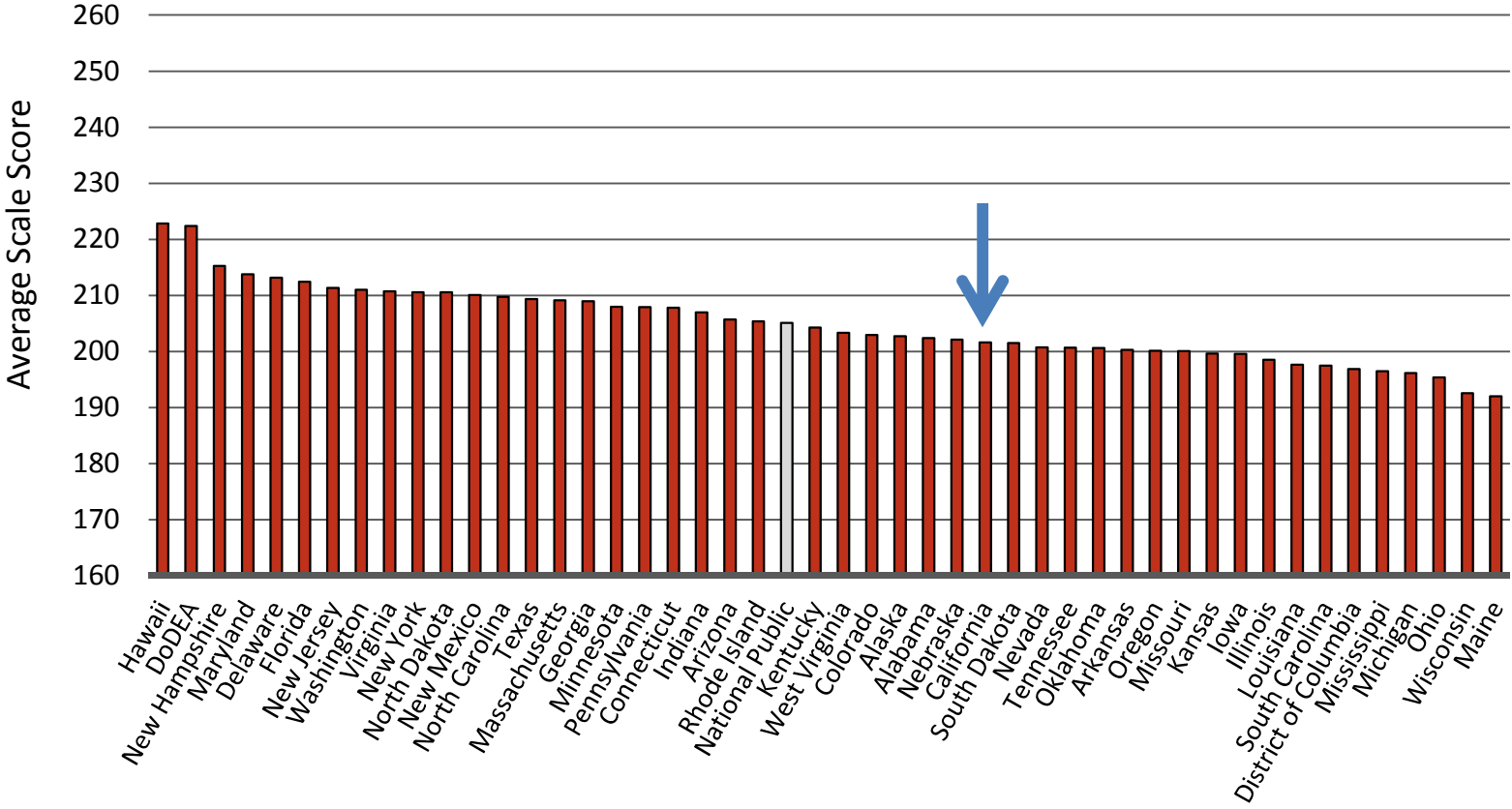
Grade 4 – NAEP Reading (2013)



- NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

Scale Scores by State – African-American Students

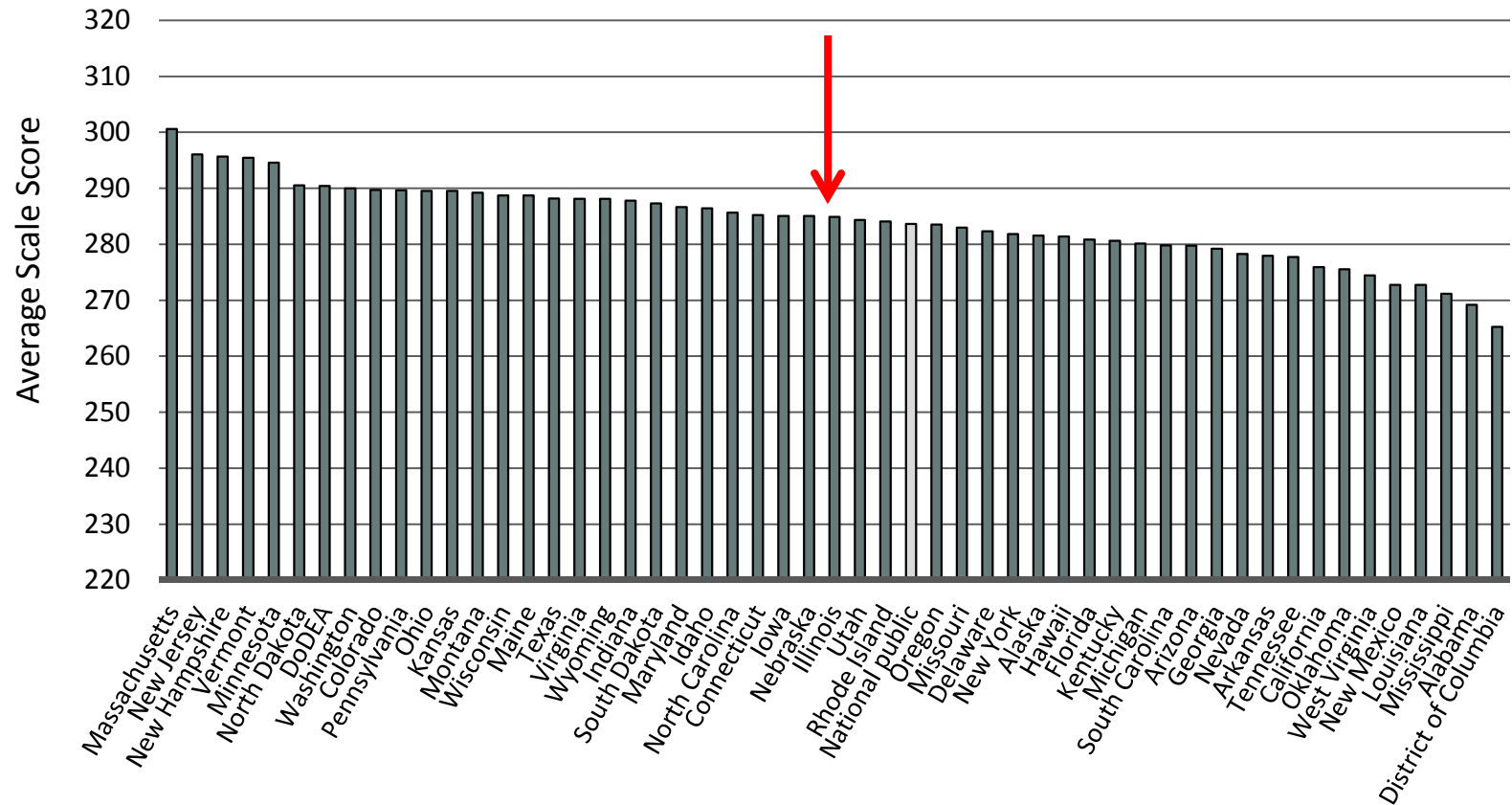
Grade 4 – NAEP Reading (2013)



• NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

Scale Scores by State – All Students

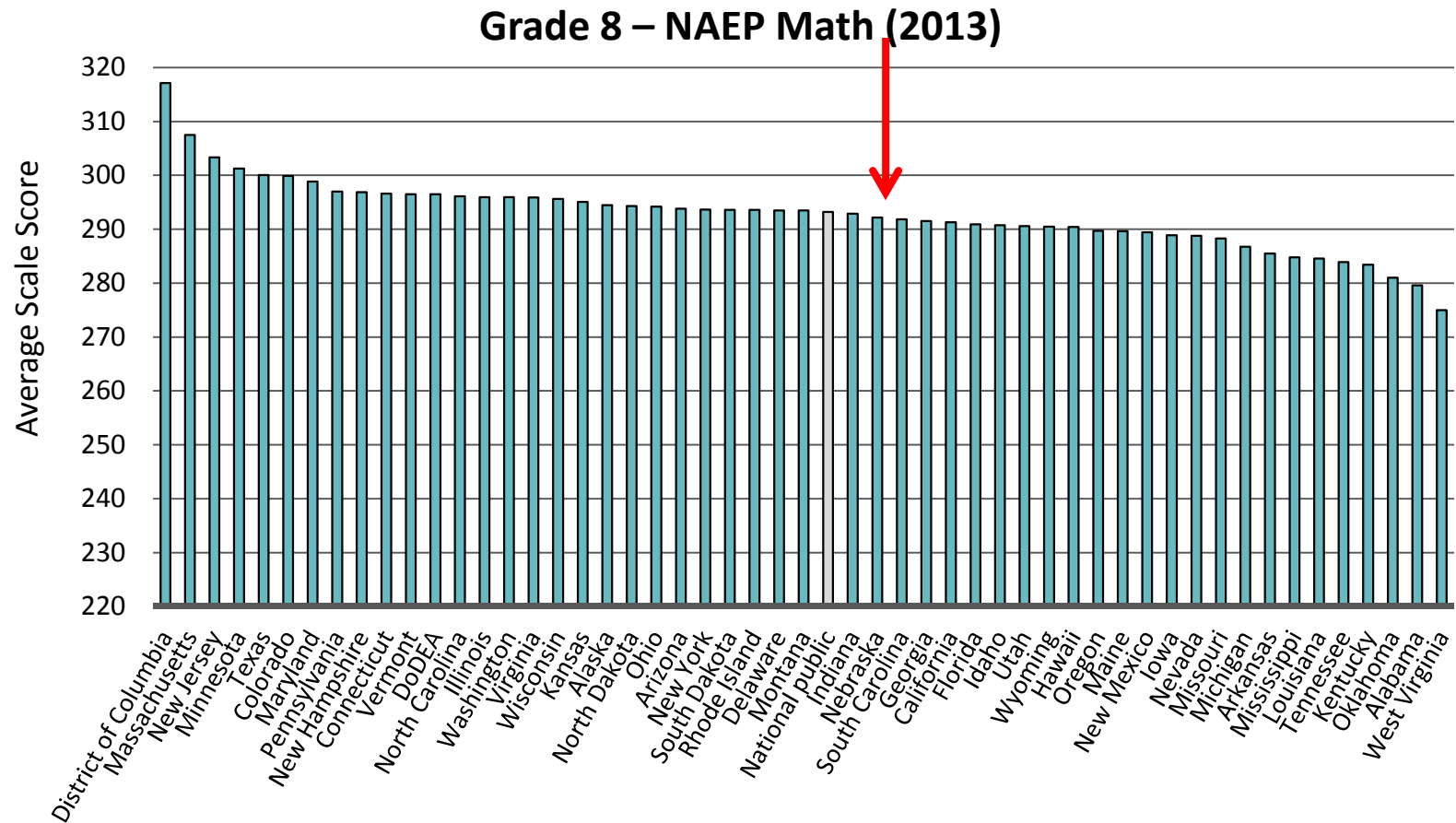
Grade 8 – NAEP Math (2013)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

e:

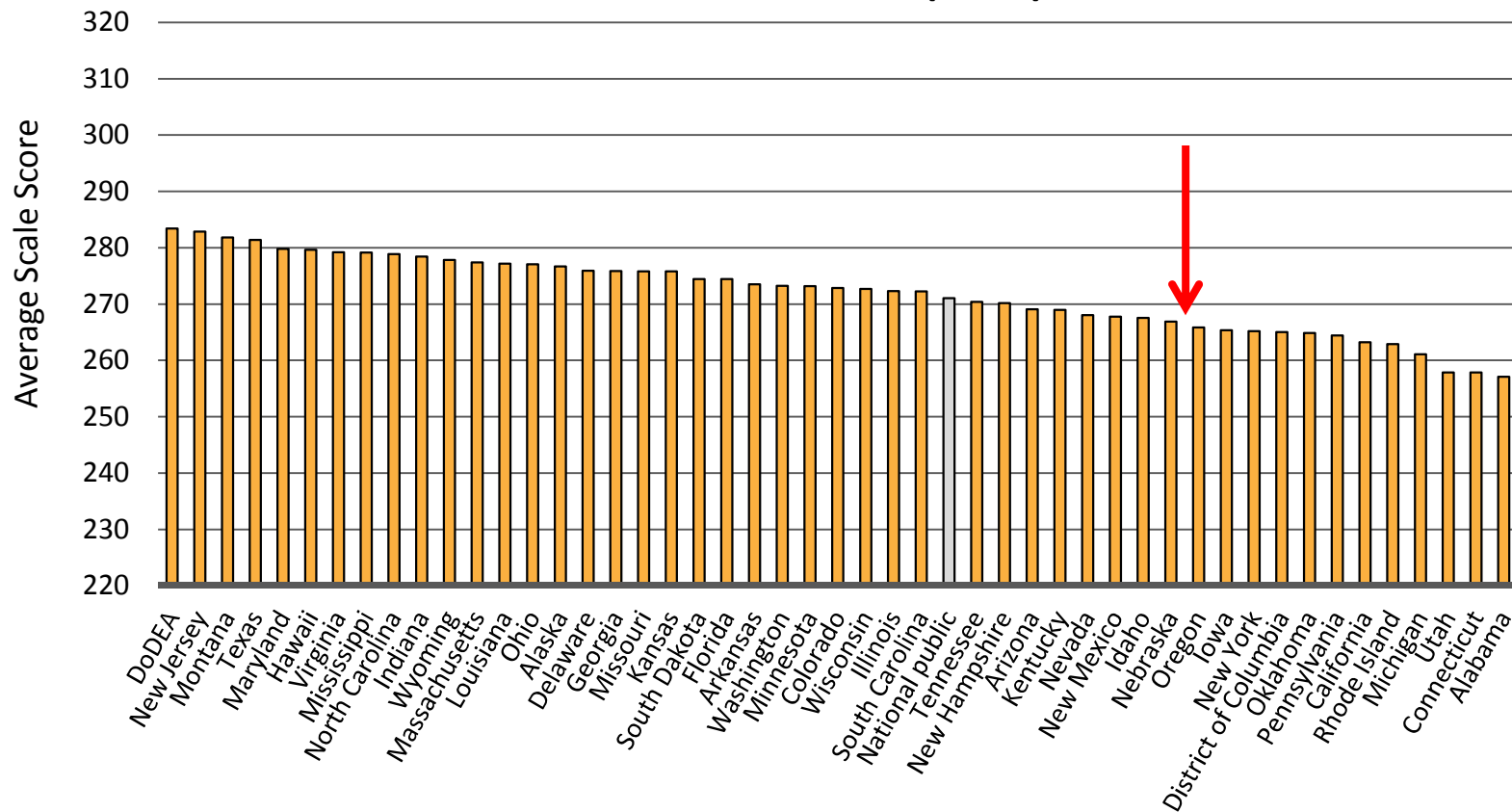
Scale Scores by State – White Students



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Scale Scores by State – Latino Students

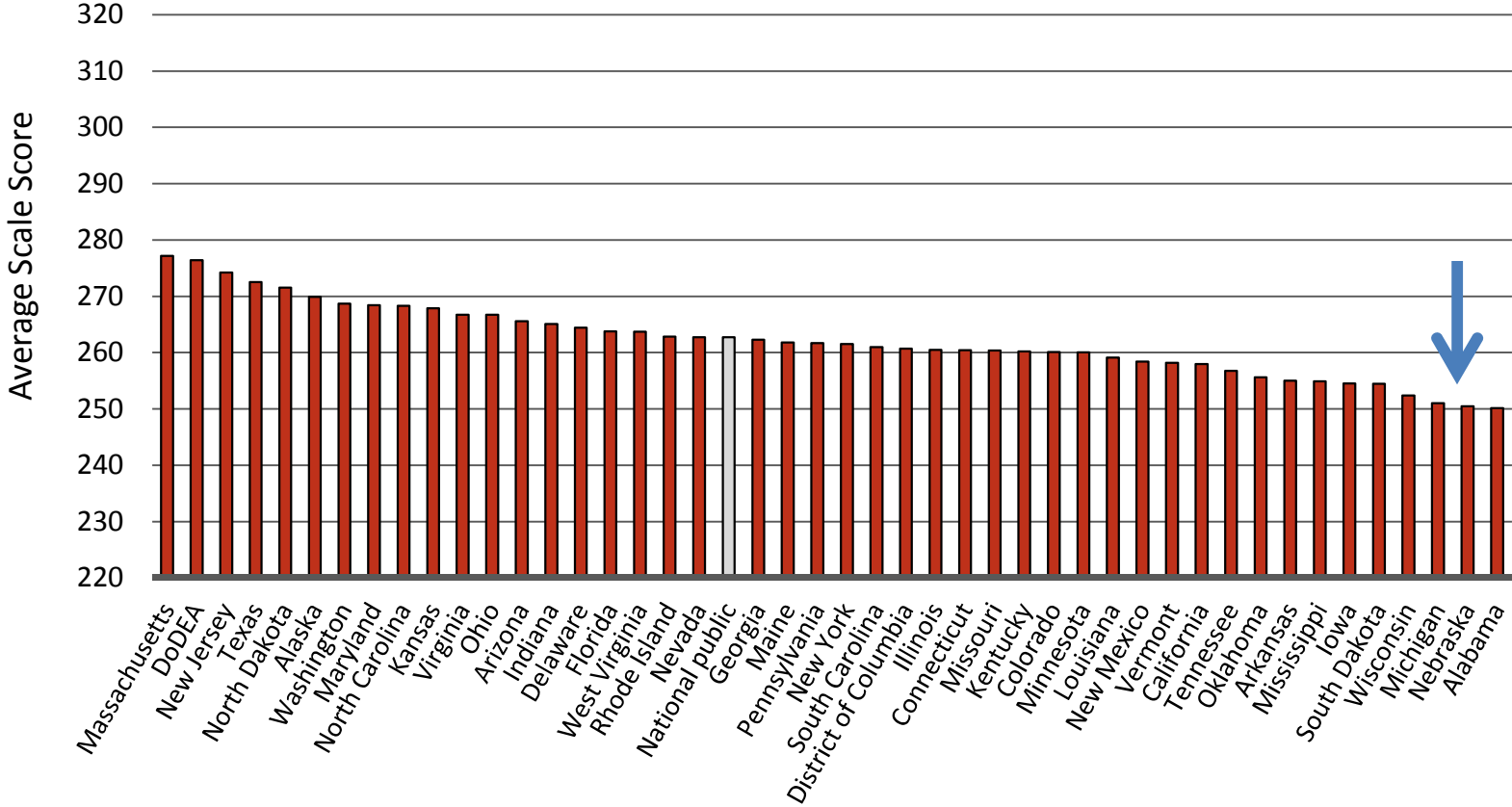
Grade 8 – NAEP Math (2011)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Scale Scores by State – African-American Students

Grade 8 – NAEP Math (2013)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

e:



Looking at Improvement

4th Grade NAEP Reading

Nebraska Improvement: 2003-13

	Change	Rank
White	+6	14 th (tied)
Latino	+6	12 th (tied)
Black	-1	38 th (tied)

Source: NCES

8th Grade NAEP Math

Nebraska Improvement: 2003-13

	Change	Rank
White	+5	15 th (tied)
Latino	+6	13 th (tied)
Black	-1	33 rd (tied)



High School Completion and Readiness for College/Career?

U.S. Average Graduation Rates and Nebraska's Graduation-Rate State Rank, by Race/Ethnicity

Group	Estimated U.S. Average Graduation Rate	State Rank
All Students	76%	10 out of 50
White	82%	6 out of 48
African American	64%	46 out of 48
Latino	66%	27 out of 48
Asian/Pacific Islander	92%	31 out of 48
American Indian	65%	40 out of 48

Data are for 2009. Lower numbers indicate better rankings.

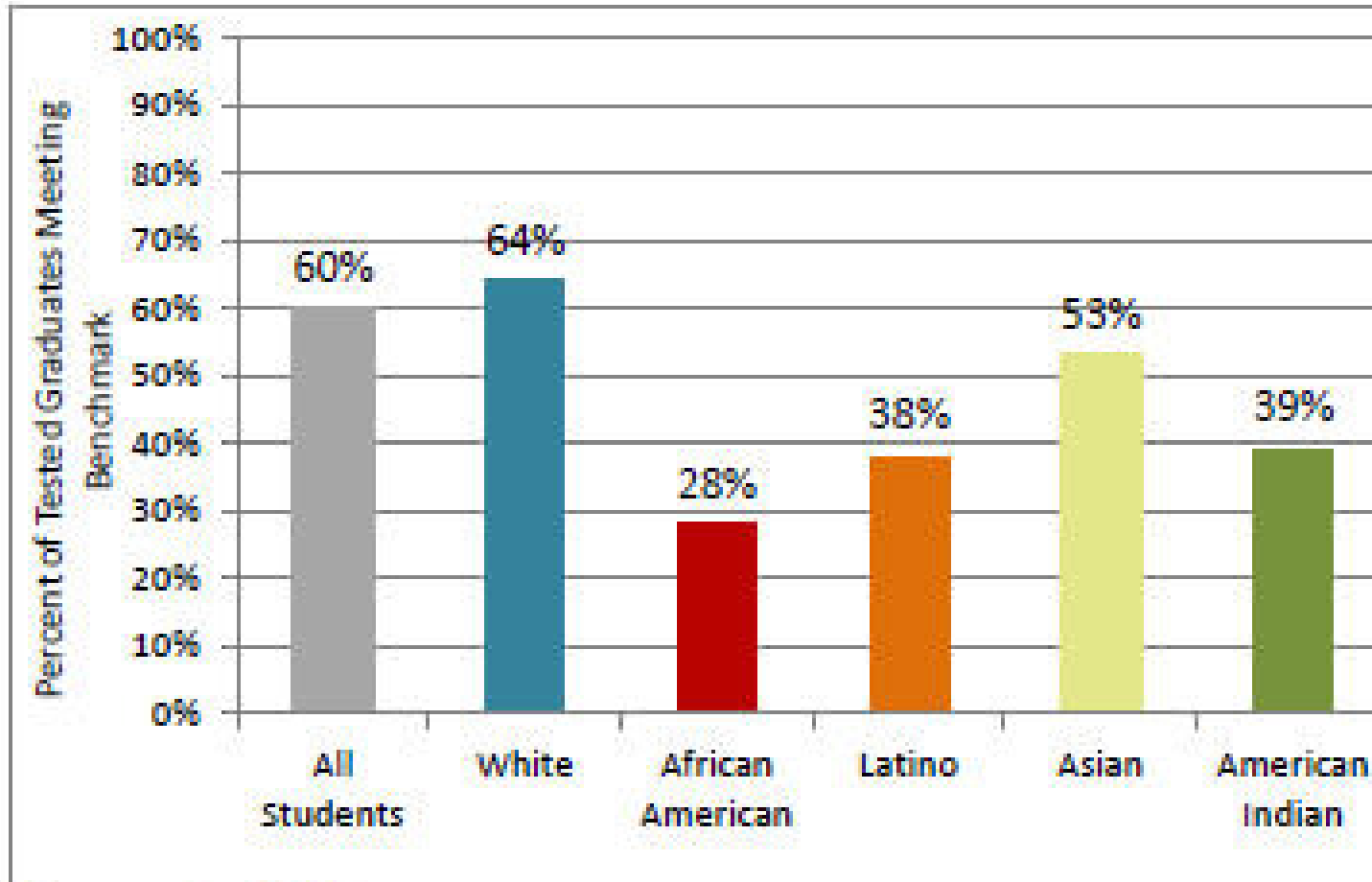
State ranks are based on estimated on-time graduation rates.

Graduation rate data by student group were only available for 48 states.

Source:

ACT Reading: Percent of Test-Takers Meeting the College Readiness Benchmark, by Race/Ethnicity

Percent of all graduates tested: 76

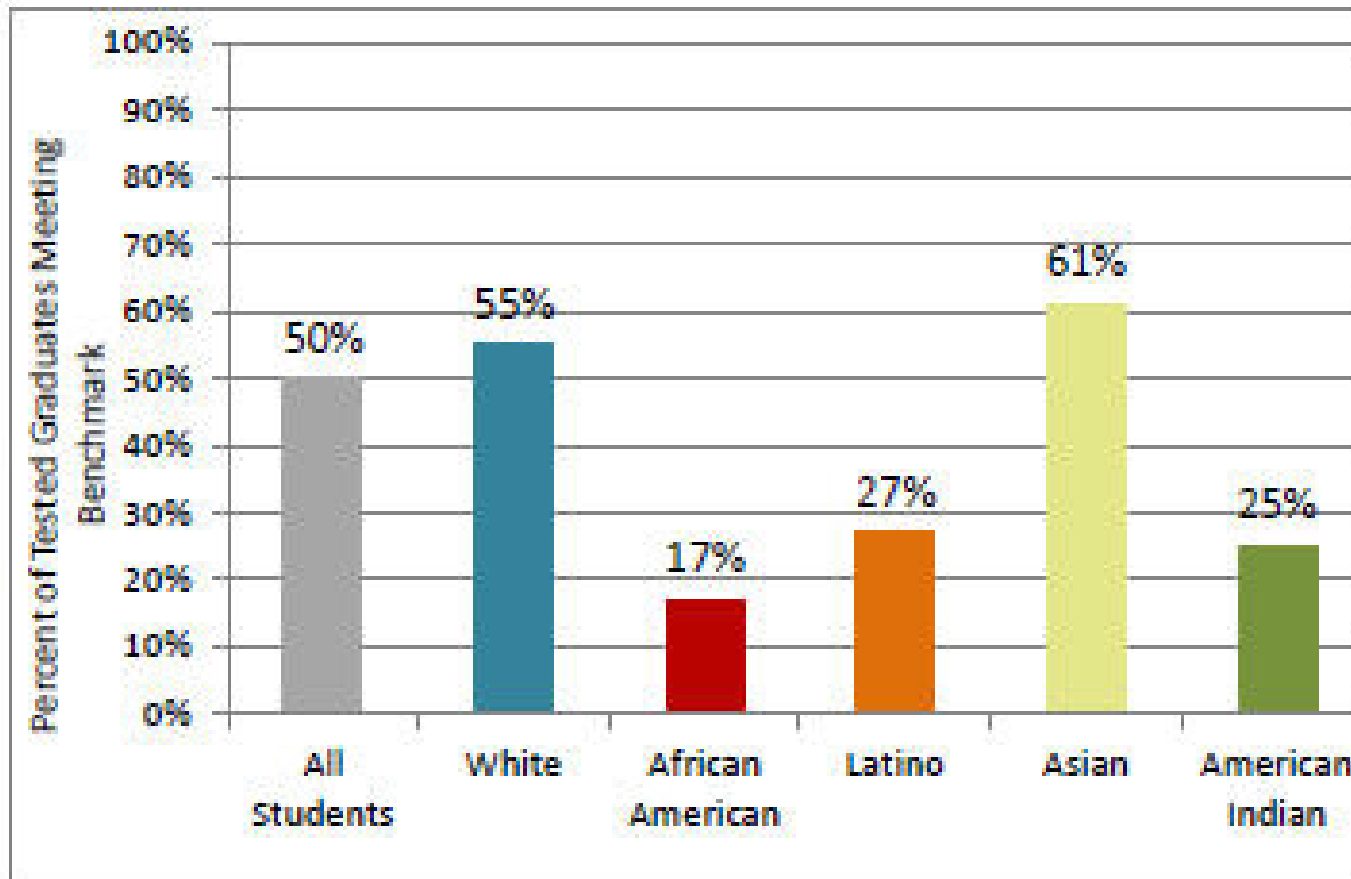


Data are for 2011.

Source:

ACT Math: Percent of Test-Takers Meeting the College Readiness Benchmark, by Race/Ethnicity

Percent of all graduates tested: 76



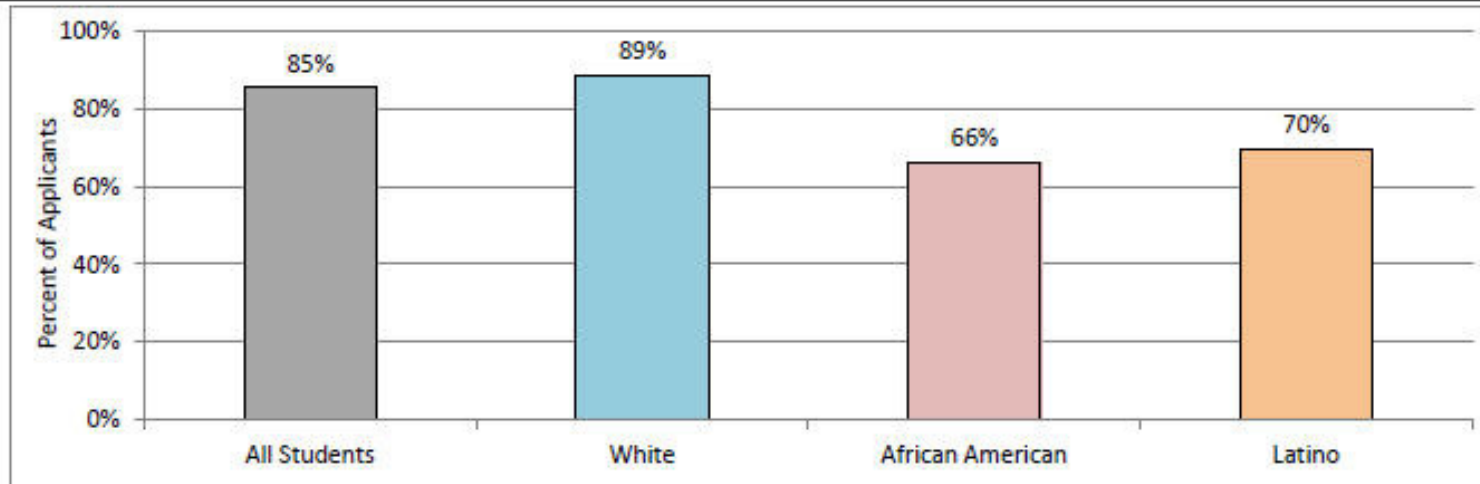
Data are for 2011.

Source:

Nebraska Army Applicants: Too Many Don't Pass Entry Test

ASVB Pass Rates: 2005-2009

Percent of Young High School Graduates Who Meet the Minimum AFQT* Score Necessary for Enlistment in the Army



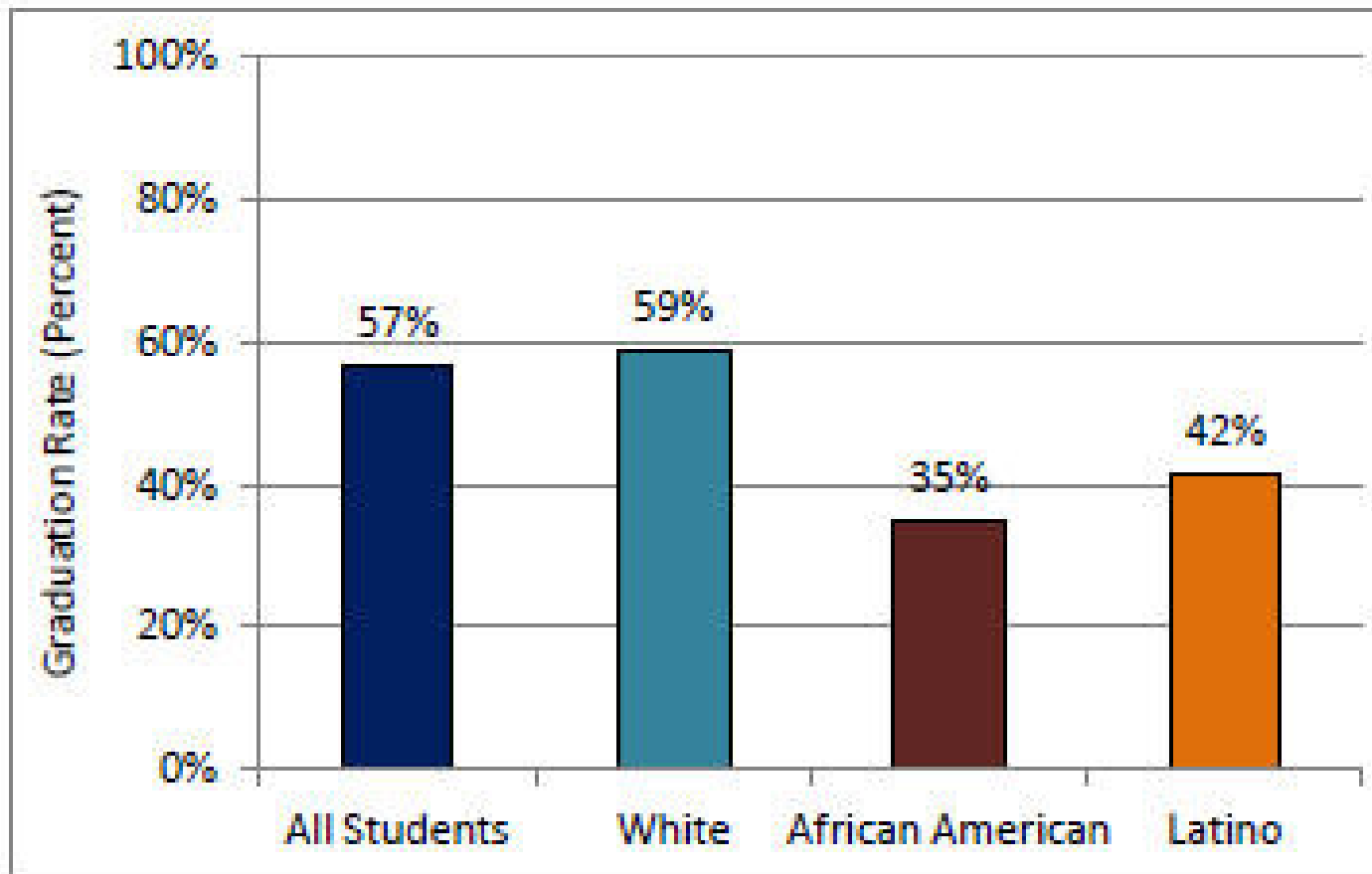
* Armed Forces Qualification Test, a component of the Armed Services Vocational Aptitude Battery, 2004 – 2009. Note: The data represent a self-selected sample of individuals whose highest degree was a high school diploma and who had an interest in enlisting in the military. Data are not representative of all students. The number of test takers varies significantly from state to state.

Source:



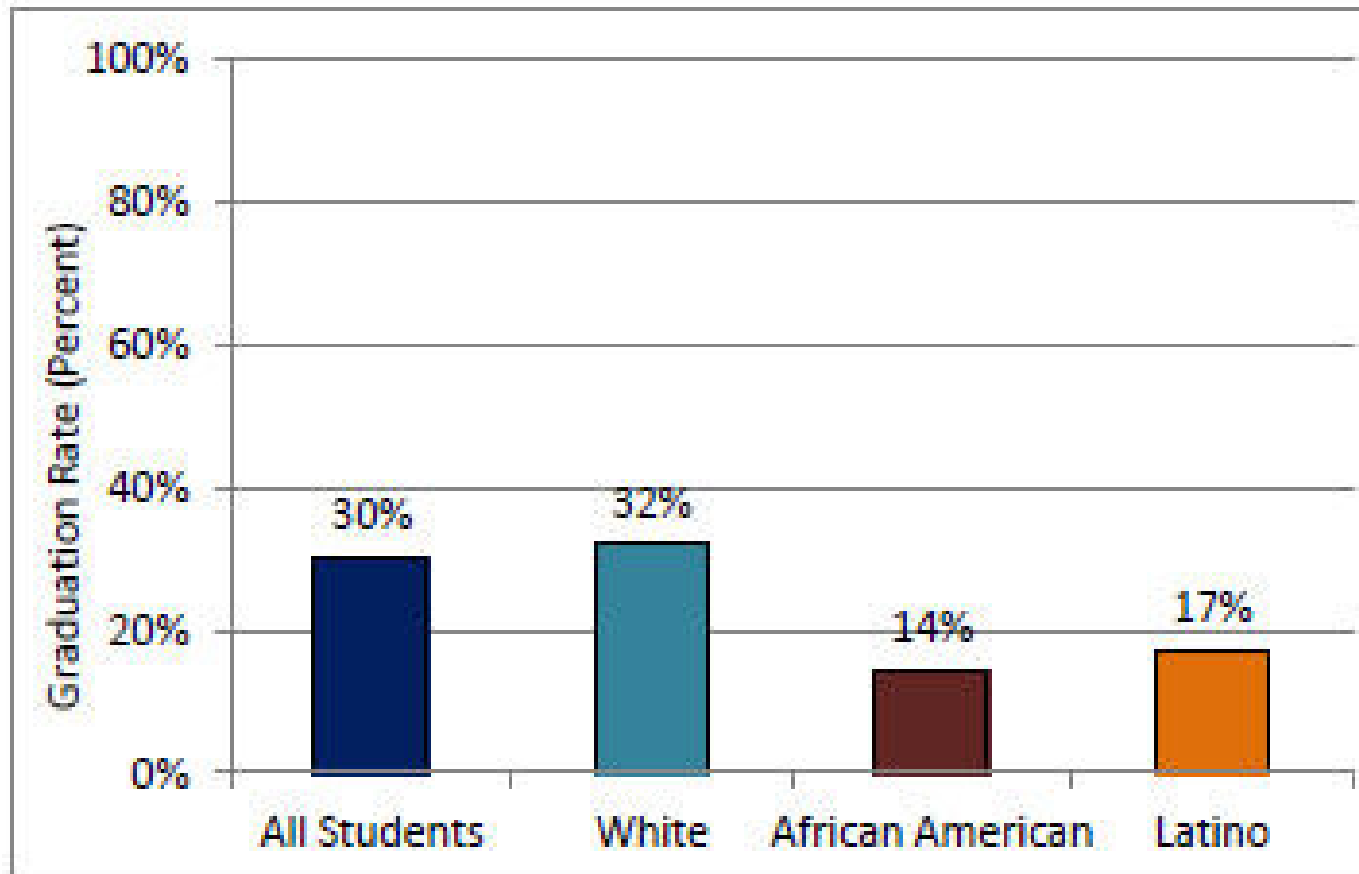
Nebraska has relatively high
college entry rates, but...

Six-Year Graduation Rates at Four-Year Colleges, by Race/Ethnicity (bachelor's degree completion for first-time, full-time freshmen beginning in fall of 2003)



Source:


Three-Year Graduation Rates at Two-Year Colleges, by Race/Ethnicity (completion rates include associate's degree and certificate completions for first-time, full-time freshmen beginning in fall of 2006)



Source:

What Can We Learn From Top Performers and Top Gainers?

#1. Good schools, districts don't leave anything about teaching and learning to chance.



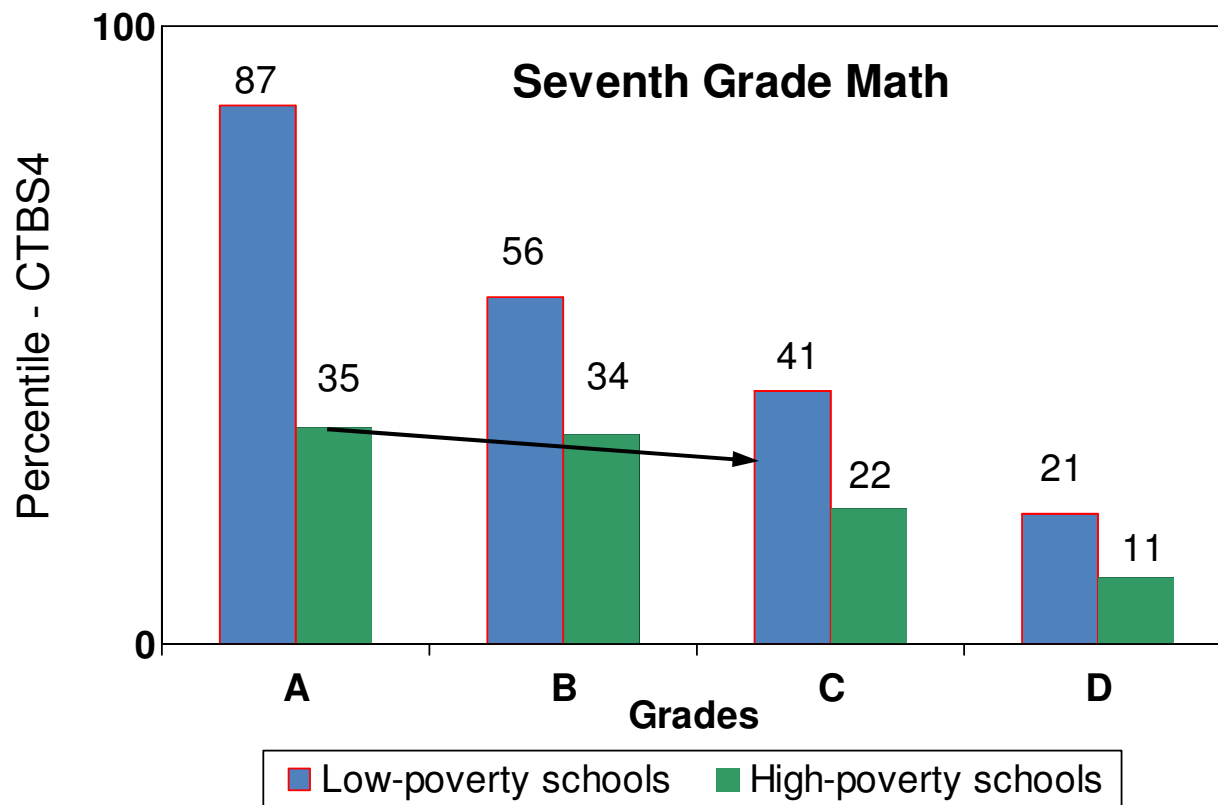
An awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.




What does this do?

Leaves teachers entirely on their own to figure out what to teach, what order to teach it in, HOW to teach it...and to what level.

'A' Work in Poor Schools Would Earn 'Cs' in Affluent Schools



Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



Students can do
no better than
the assignments
they are given...

Grade 10 Writing Assignment

A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.

Grade 10 Writing Assignment

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.

Grade 7 Writing Assignment

Essay on Anne Frank

Your essay will consist of an opening paragraph which introduced the title, author and general background of the novel.

Your thesis will state specifically what Anne's overall personality is, and what general psychological and intellectual changes she exhibits over the course of the book

You might organize your essay by grouping psychological and intellectual changes OR you might choose 3 or 4

characteristics (like friendliness, patience, optimism, self

Grade 7 Writing Assignment


The "ME" Page

My name:
Three words which describe me best:
Three words others would use to describe me:
My best feature:
A neat expression:
My best friend:
My favorite food:
A chore I hate:
Something I wish would happen at my home:
My hero:
My favorite sport:
A car I want:
The best thing about my school:
My biggest secret:
A television character I act like:
My worst fear:
A contest I want to win:
My favorite movie star:
My heartthrob:
A political office I would like to hold:
Something I want to buy:
My chosen career:
My favorite beverage:
A place I want to visit:
A school subject I adore:
My favorite book:
A nightmare I have:
Someone I would like to have as a relative:
A movie I would like to be the star in:
Something I would like to do for my family:
A teacher I respect:
What I would do if I were in Hollywood:
A friend I would like to have:
What I would do to change our school:
My dream for America:

- My Best Friend:
- A chore I hate:
- A car I want:
- My heartthrob:

High Performing Schools and Districts

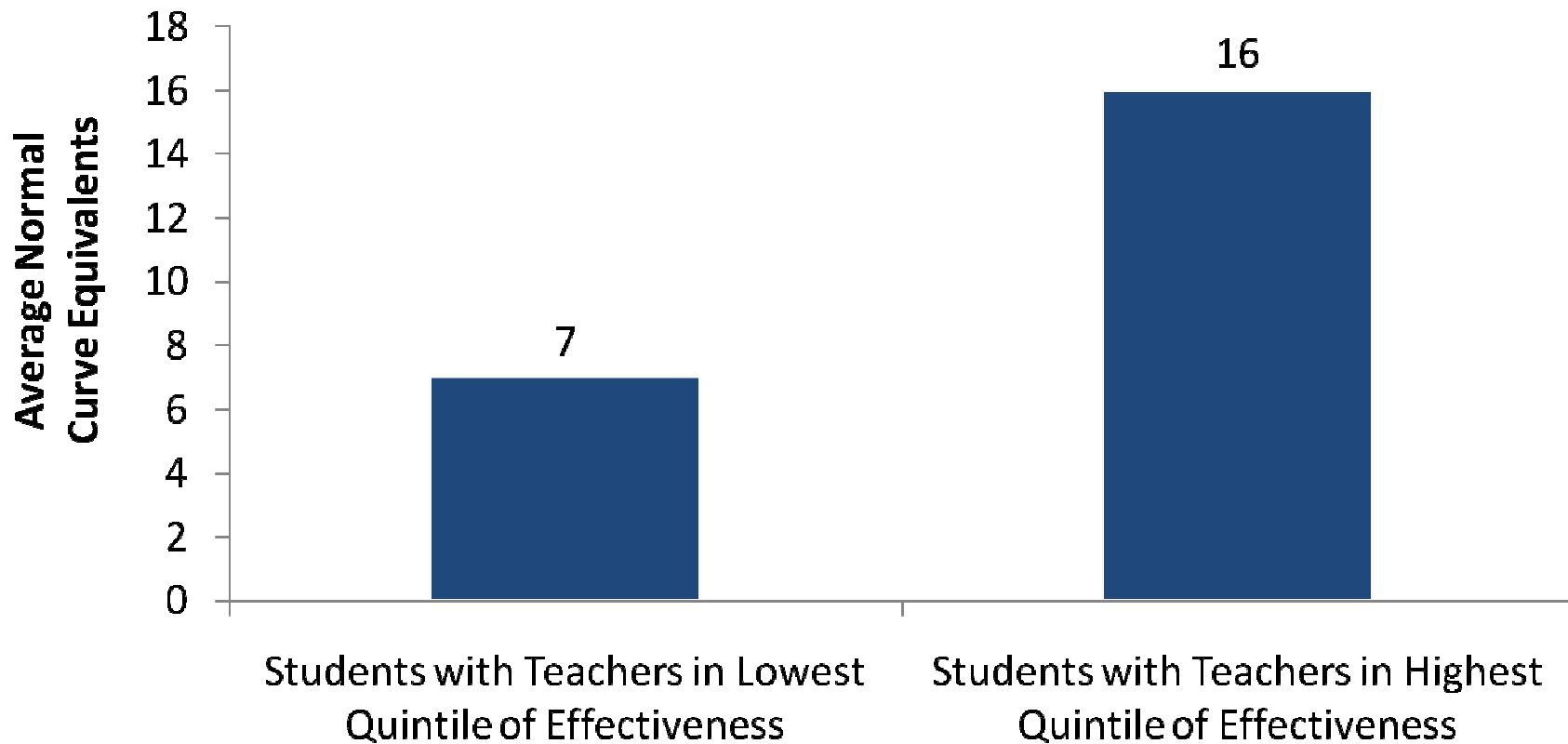
- Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it;
- Provide teachers with common curriculum, assignments;
- Have regular vehicle to assure common marking standards;
- Assess students regularly to measure progress; and,
- Don't leave student supports to chance.



In other words, they strive for consistency in everything they do.

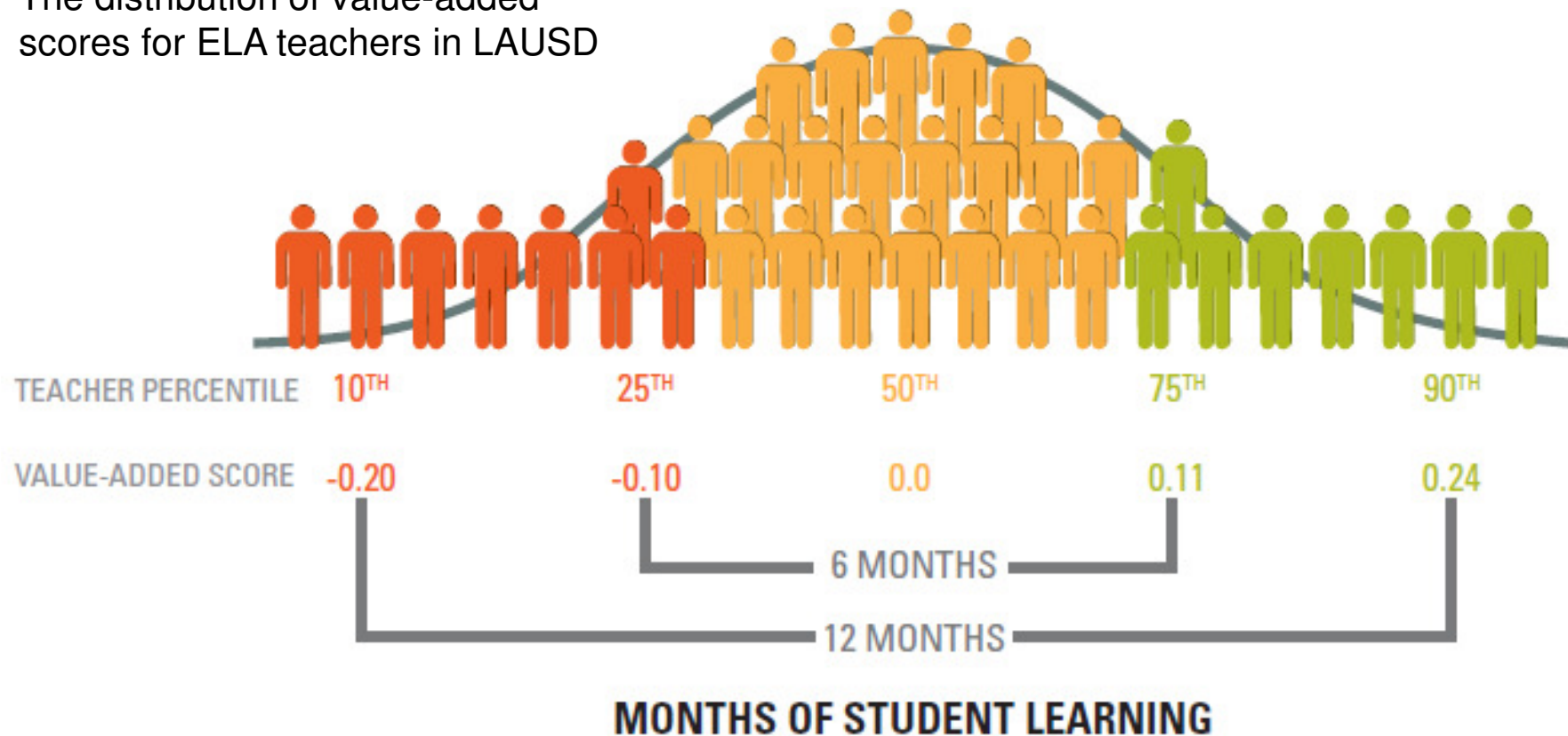
#2. Good schools, districts know how much teachers matter, and they act on that knowledge.

Students in Dallas Gain More in Math with Effective Teachers: One Year Growth From 3rd-4th Grade



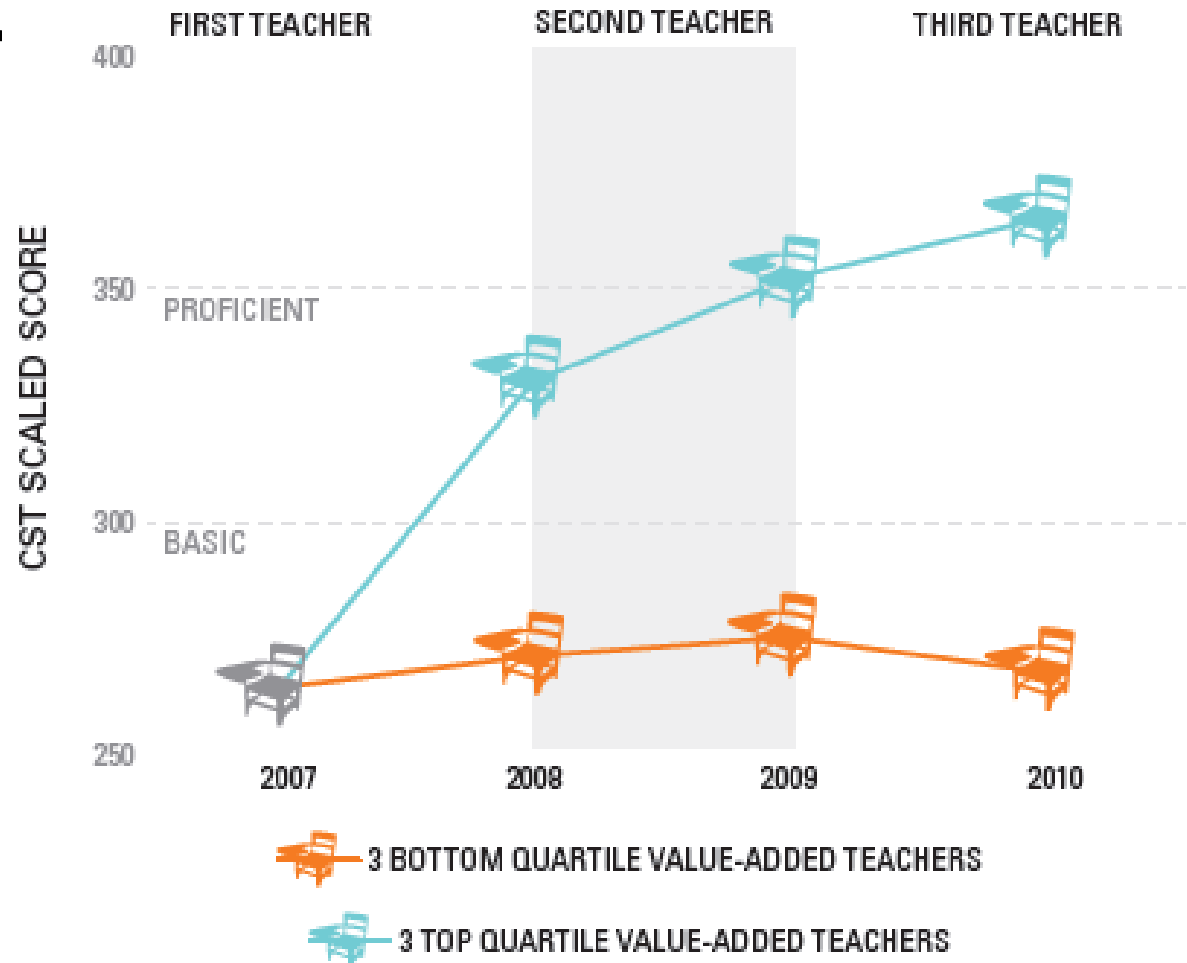
DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING

The distribution of value-added scores for ELA teachers in LAUSD



ACCESS TO MULTIPLE EFFECTIVE TEACHERS CAN DRAMATICALLY AFFECT STUDENT LEARNING

CST math proficiency trends for second-graders at 'Below Basic' or 'Far Below Basic' in 2007 who subsequently had three consecutive high or low value-added teachers





So, there are **VERY BIG** differences
among our teachers.



BUT...

We pretend that there aren't.

The Widget Effect

“When it comes to measuring instructional performance, **current policies and systems overlook significant differences between teachers. There is little or no differentiation of excellent teaching** from good, good from fair, or fair from poor. This is the **Widget Effect: a tendency to treat all teachers as roughly interchangeable**, even when their teaching is quite variable. Consequently, teachers are **not developed as professionals with individual strengths and capabilities, and poor performance is rarely identified or addressed.**”

- *The New Teacher Project, 2009*



In districts that use a two-rating teacher performance evaluation system—most commonly “satisfactory” or “unsatisfactory”—the “unsatisfactory” rating is rarely used.

Site	S Number of Satisfactory Evaluation Ratings SY03-04 - SY07-08 ¹	U Number of Unsatisfactory Evaluation Ratings SY03-04 - SY07-08 ²
Denver ³	2,676	22 (0.8%)
Jonesboro ⁴	246	0 (0%)
Pueblo ⁵	1,284	2 (0.2%)
Toledo ⁶	1,768	3 (0.2%)

All data for tenured/non-probationary teachers.

¹ Source: District extant data supplied between April 2008 and March 2009

² Source: District extant data supplied between April 2008 and March 2009

³ Number evaluation ratings assigned between SY 2003-04 to SY 2007-08

⁴ Number of evaluation ratings assigned between SY 2003-04 to SY 2005-06

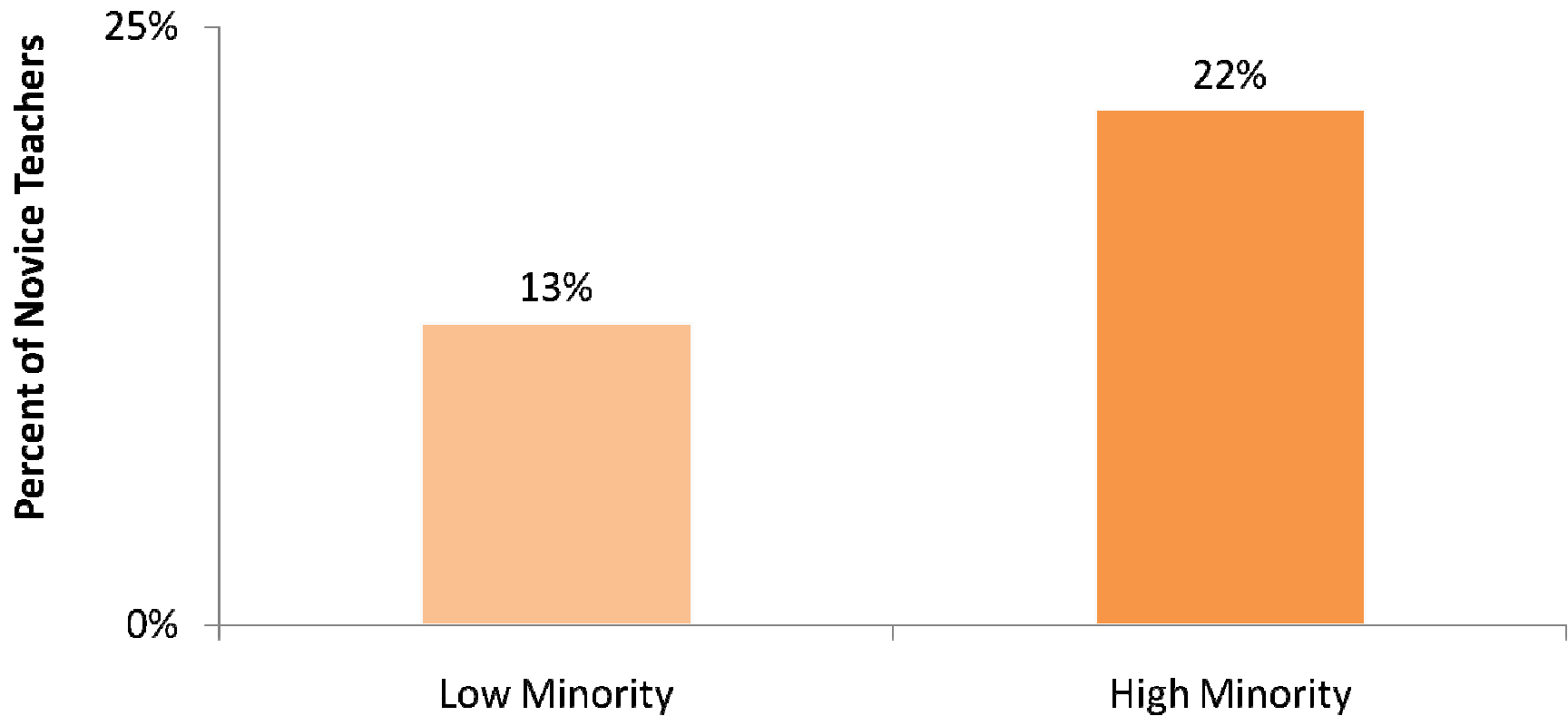
⁵ Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08

⁶ Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08



And, no matter how you measure, some kids aren't getting their fair share.

Students at High-Minority Schools More Likely to Be Taught By Novice* Teachers

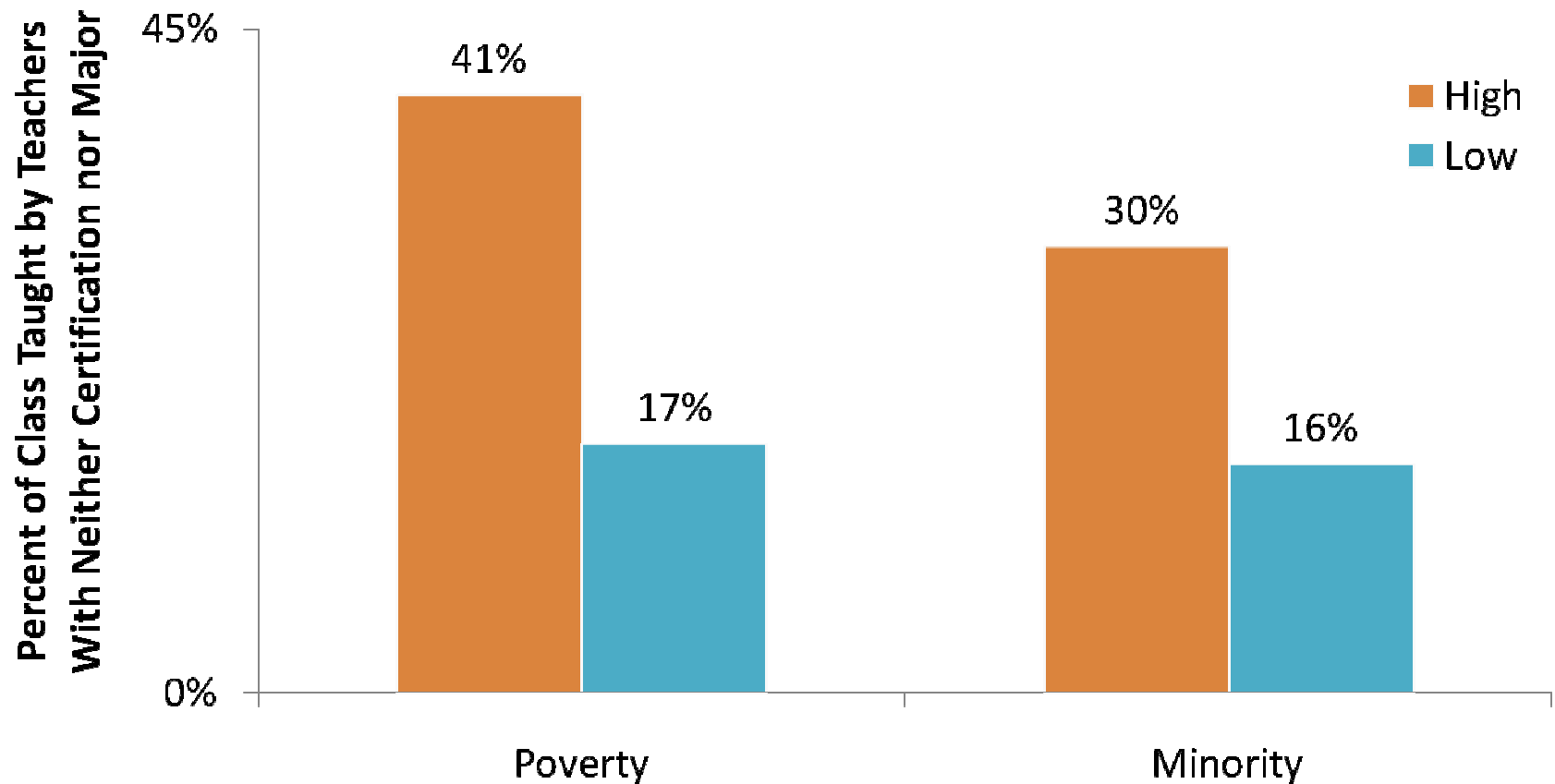


Note: High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -10% or fewer of the students are non-White students.

*Novice teachers are those with three years or fewer experience.

Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007.

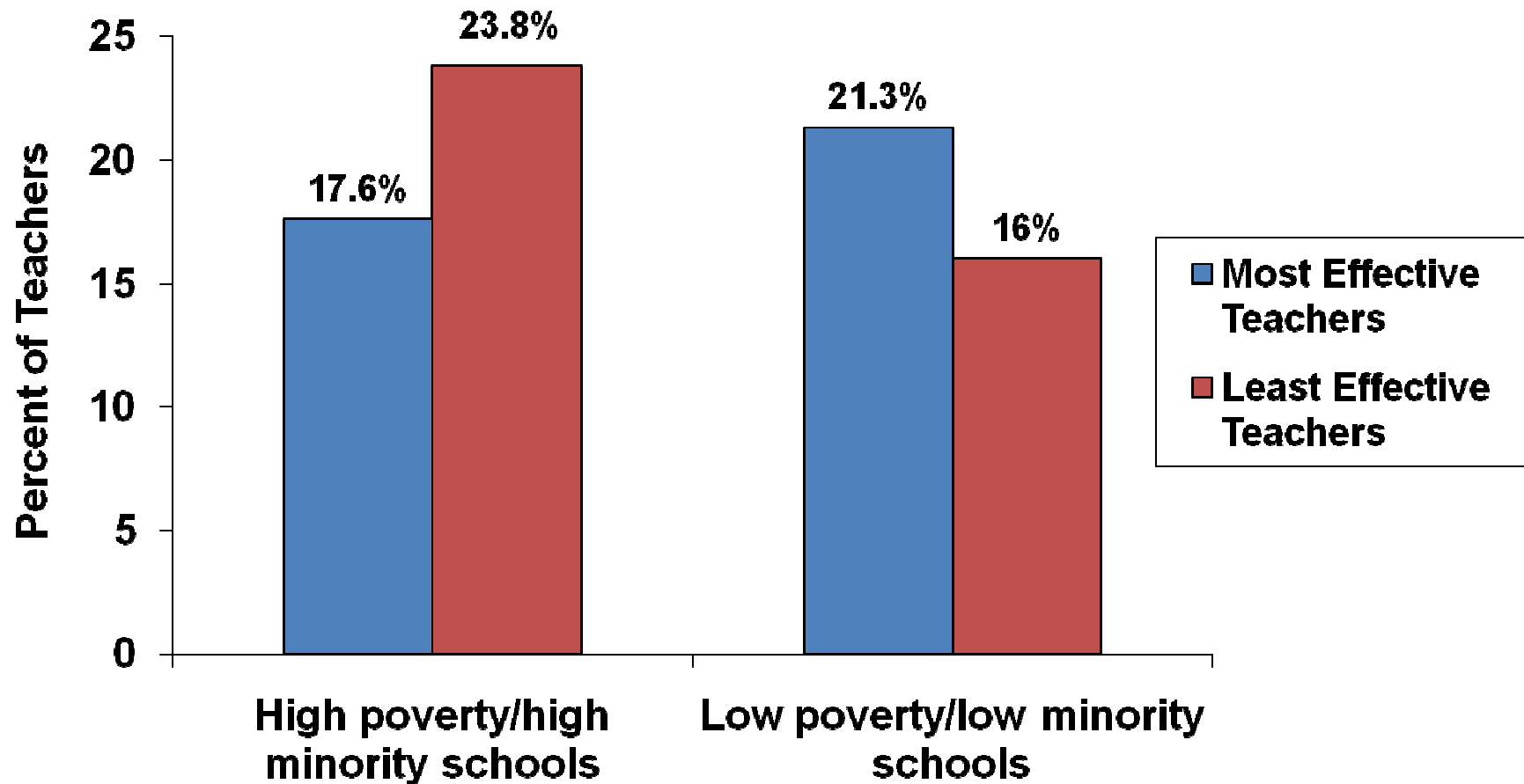
Math Classes at High-Poverty and High- Minority Schools More Likely to be Taught by Out of Field* Teachers



Note: High Poverty school-75% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch. High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -10% or fewer of the students are non-White students.

*Teachers with neither certification nor major. Data for secondary-level core academic classes (Math, Science, Social Studies, English) across USA. © 2015 THE EDUCATION TRUST

Tennessee: High poverty/high minority schools have fewer of the “most effective” teachers and more “least effective” teachers



Note: High Poverty/High minority means at least 75% qualify for FRPL and at least 75% are minority.

Source: Tennessee Department of Education 2007. “Tennessee’s Most Effective Teachers: Are they assigned to the schools that need them most?” http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf

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Los Angeles: LOW-INCOME STUDENTS LESS LIKELY TO HAVE HIGH VALUE-ADDED TEACHERS

ELA

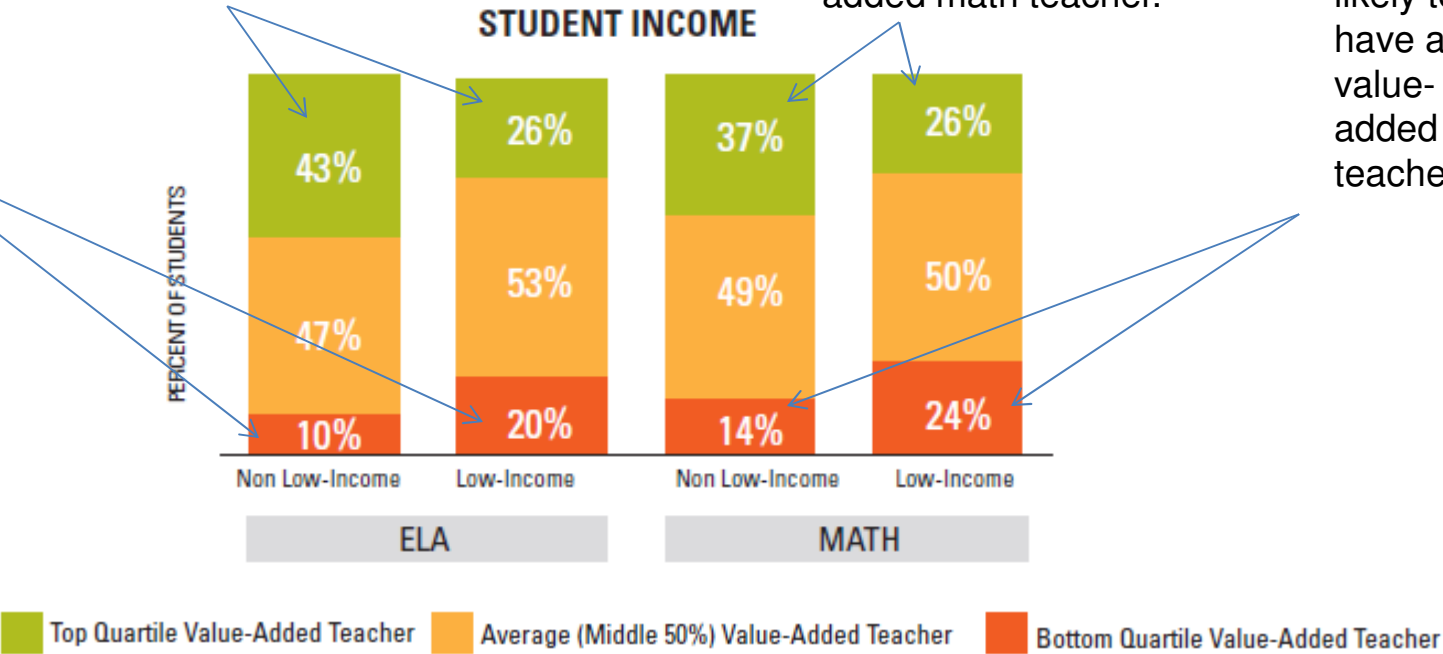
A low-income student is *more than twice as likely to have a low value-added teacher for ELA*

A student from a relatively more affluent background is 62% more likely to get a high value-added ELA teacher.

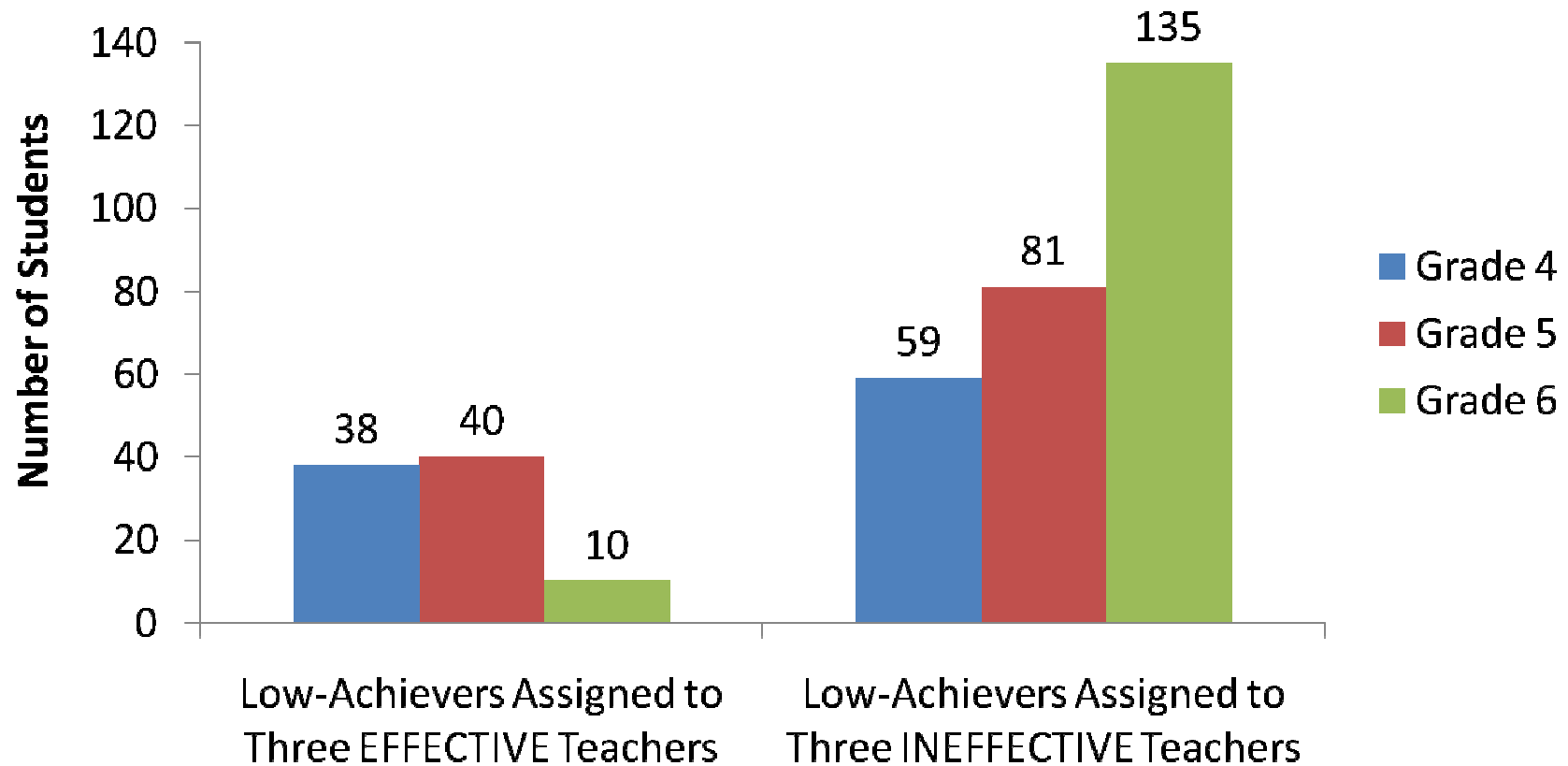
MATH

In math, a student from a relatively more affluent background is 39% more likely to get a high value-added math teacher.

A low-income student is 66% more likely to have a low value-added teacher.




Low-Achieving Students are More Likely to be Assigned to Ineffective Teachers than Effective Teachers




Source: Sitha Babu and Robert Mendro, *Teacher Accountability: HLM-Based Teacher Effectiveness Indices in the Investigation of Teacher Effects on Student Achievement in a State Assessment Program*, AERA Annual Meeting, 2003.

#3. Leading schools/districts put all kids—not just some—in a rigorous course sequence that prepares them for postsecondary education.



Single biggest predictor post-high school success is
QUALITY AND INTENSITY OF HIGH SCHOOL
CURRICULUM

Cliff Adelman, *Answers in the Tool Box*, U.S. Department of Education.

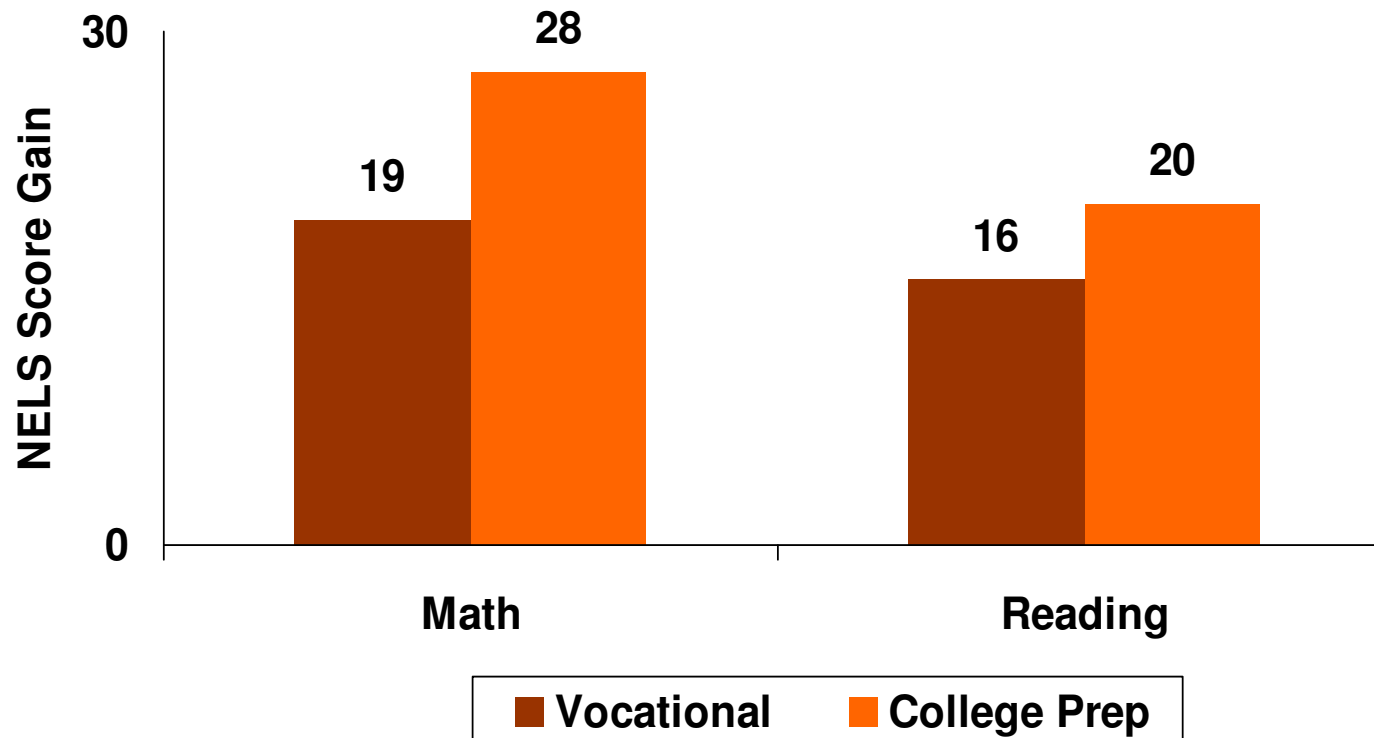


College prep curriculum has benefits far
beyond college.



Students of all sorts will learn more...

Low Quartile Students Gain More From College Prep Courses*



***Grade 8-grade 12 test score gains based on 8th grade achievement.**

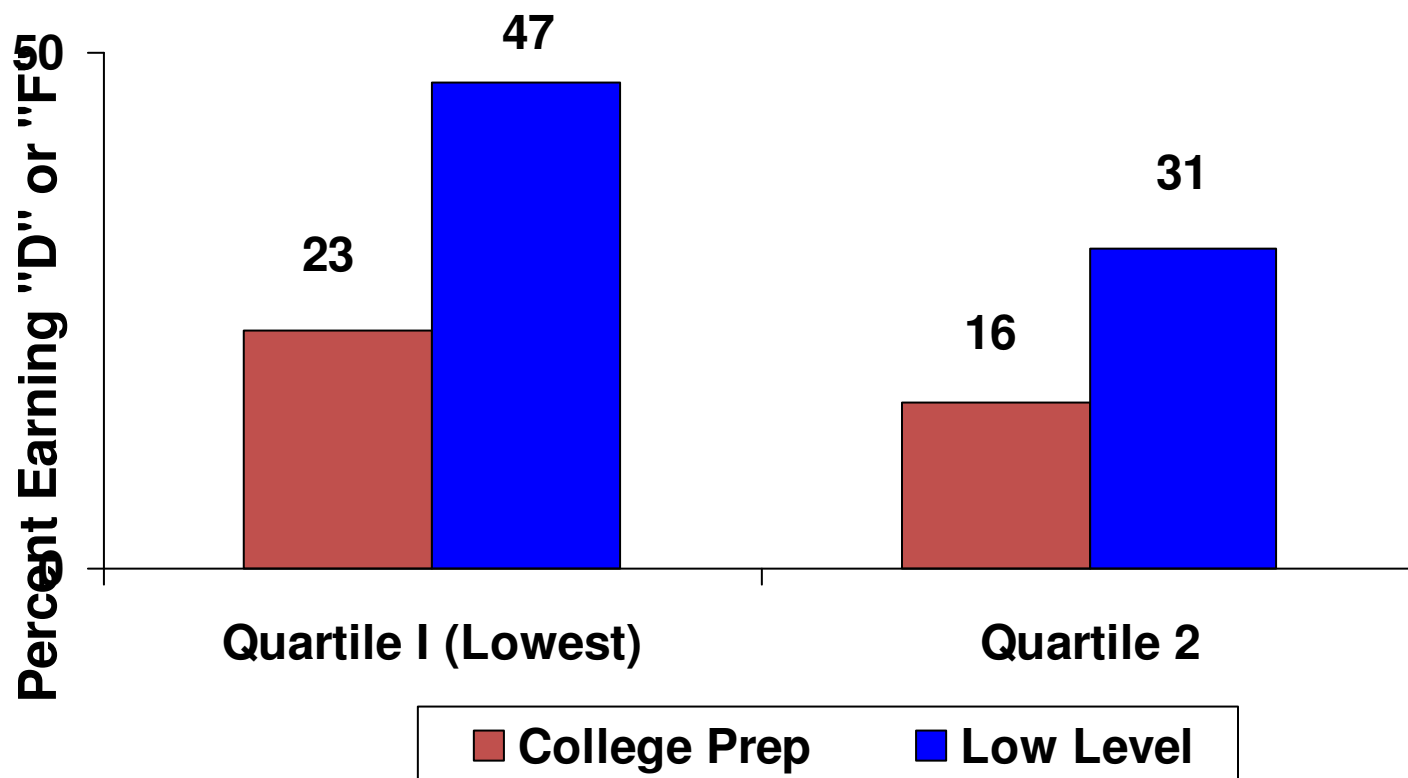
Source: USDOE, NCES, *Vocational Education in the United States: Toward the Year 2000, in Issue Brief: Students Who Prepare for College and Vocation*



They will also fail less often...

Challenging Curriculum Results in Lower Failure Rates, Even for Lowest Achievers

Ninth-grade English performance, by high/low level course, and eighth-grade reading achievement quartiles



Source: SREB, "Middle Grades to High School: Mending a Weak Link". Unpublished Draft, 2002.




And they'll be better prepared for the
workplace.



Speaking of preparation for college and careers...

In both Common Core and non-Common
Core states, college readiness for all is
the new goal.



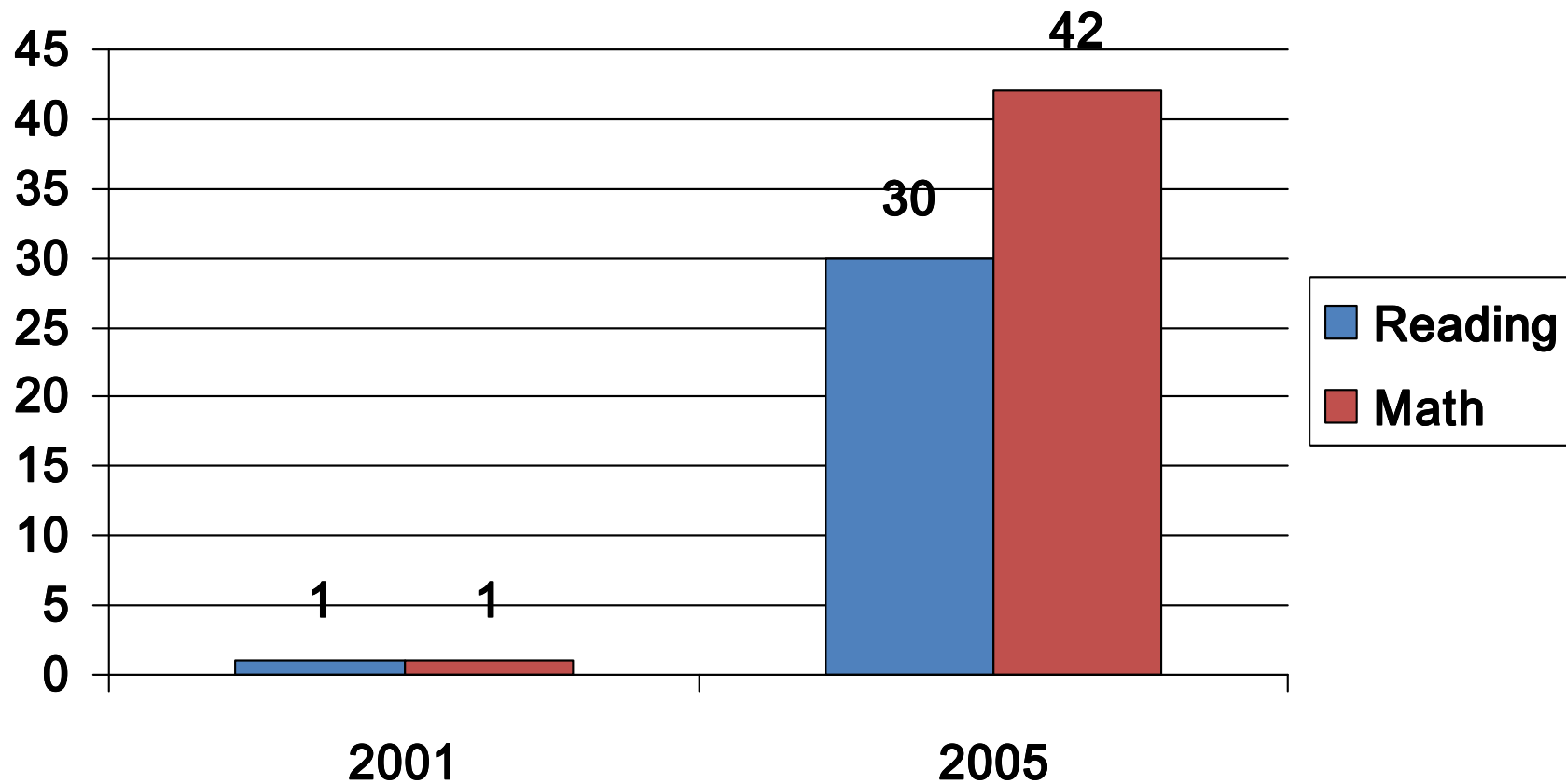
Do your course requirements for high school graduation line up with that goal?


#4. Leading schools/districts set their goals high.




Elementary Version...

M. Hall Stanton Elementary: Percent of 5th Graders ADVANCED






High School Version...



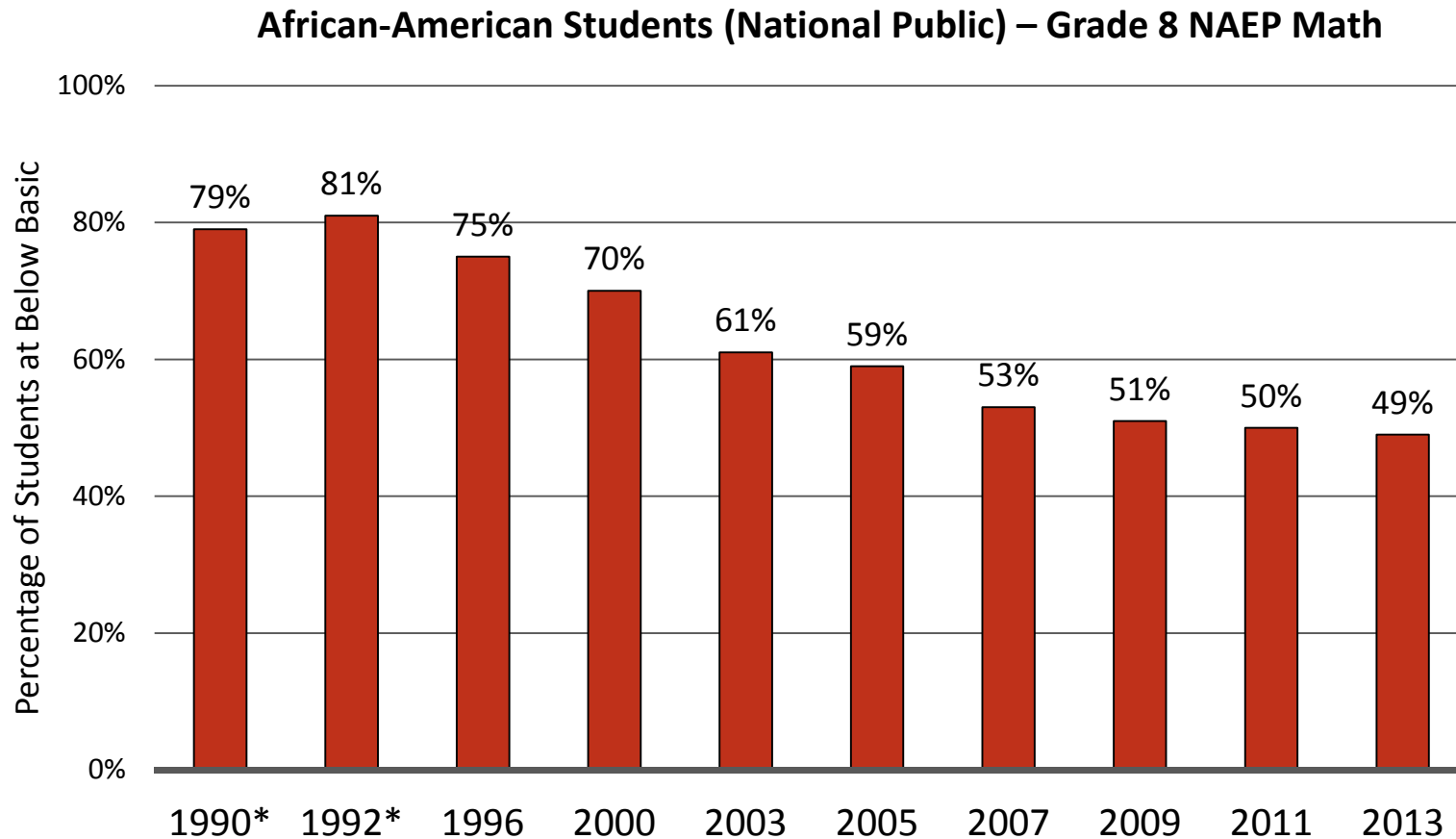
Even when they start with high drop out rates, high impact high schools focus on preparing all kids for college and careers

Education Trust 2005 study, “Gaining Traction, Gaining Ground.”



And the leaders don't think about closing
the achievement gap only as “bringing
the bottom up.”

Percentage Below Basic Over Time



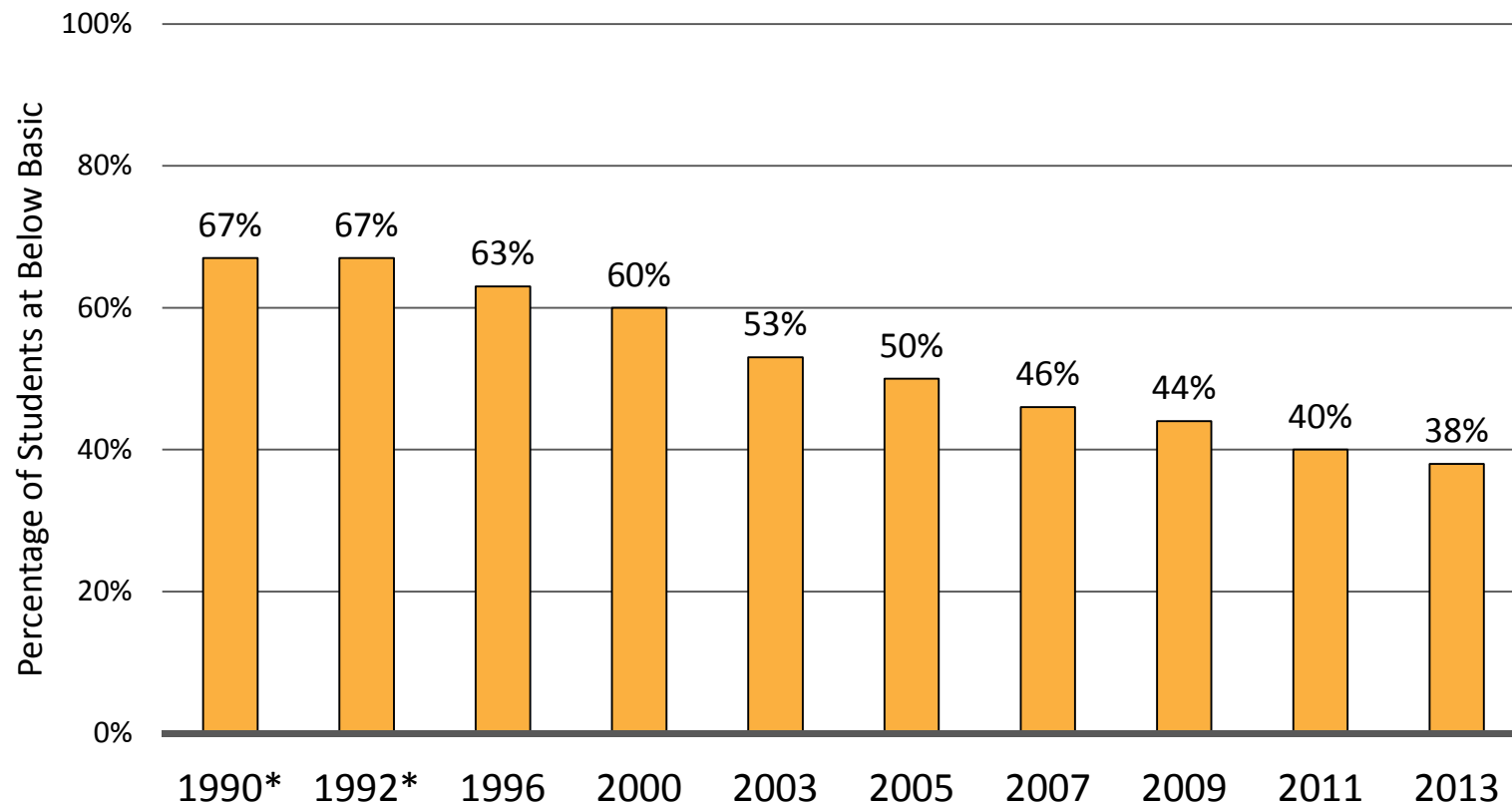
*Accommodations not permitted

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

e:

Percentage Below Basic Over Time

Latino Students (National Public) – Grade 8 NAEP Math

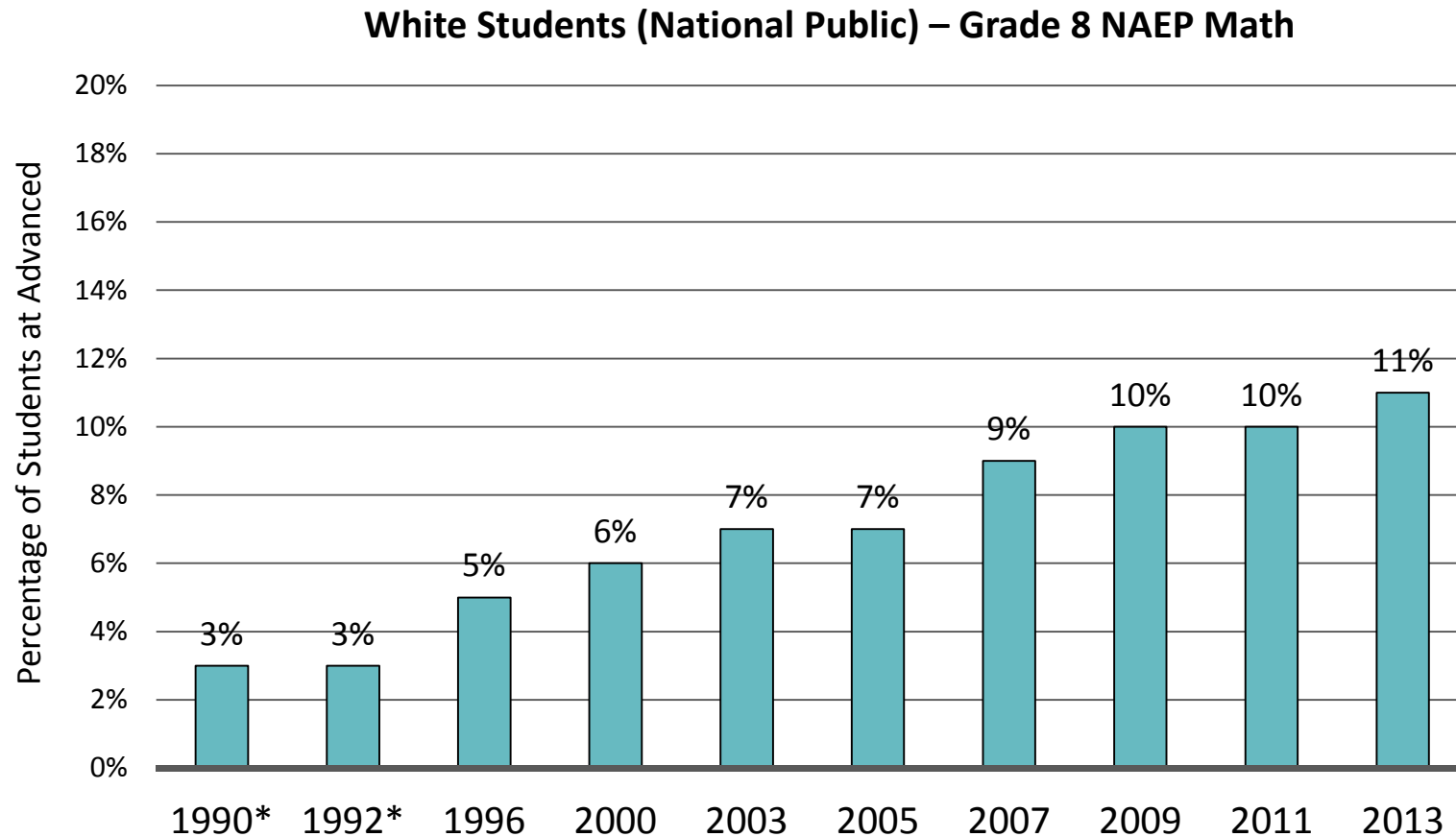


*Accommodations not permitted

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

e:

Percentage Advanced Over Time

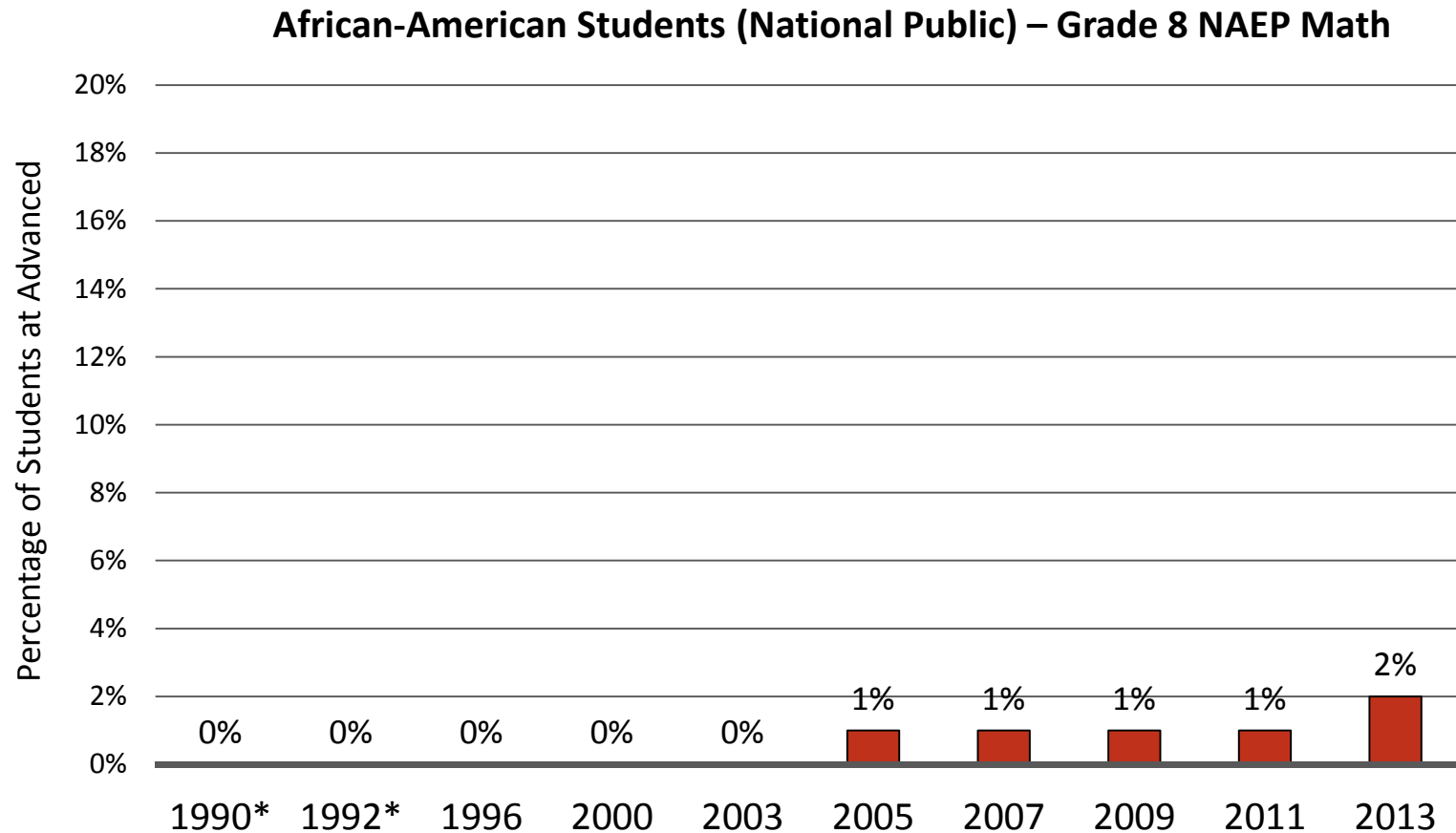


*Accommodations not permitted

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

e:

Percentage Advanced Over Time

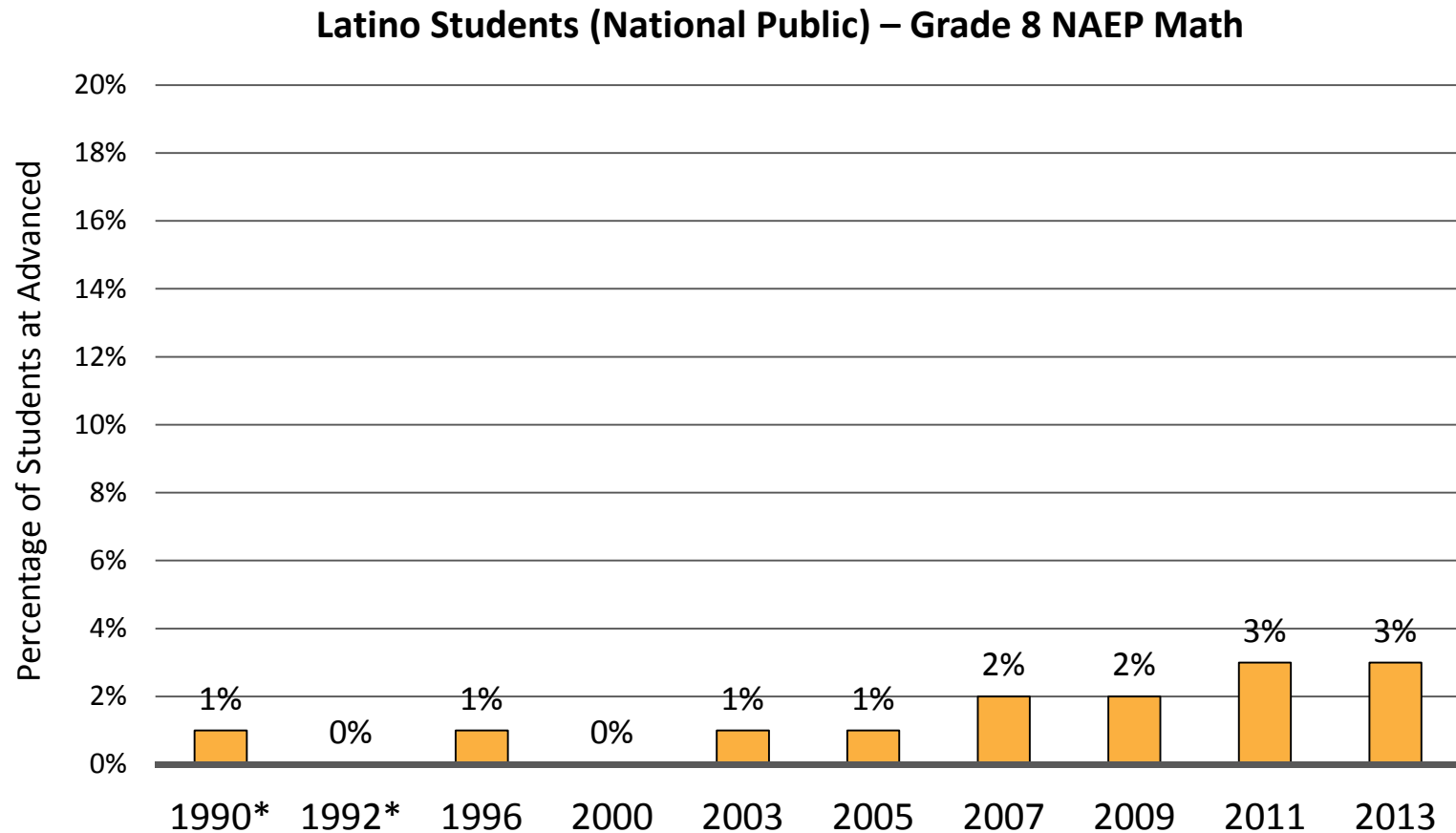


*Accommodations not permitted

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

e:

Percentage Advanced Over Time



*Accommodations not permitted

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

e:

#5. Principals are hugely important, ever present,
but
NOT
the only leaders in the school

Elmont Memorial Junior-Senior High School



Putting it All Together: Charlotte's Strategic Staffing Initiative

- Experienced, high performing principal;
- Gets to bring in 6 high performing teachers from elsewhere in district, and bump out that many low performers;
- Two years of autonomy to produce turn around results;
- Near 100% results.

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