



CATALYZING
CHANGE
IN AMERICA'S
SCHOOLS

*The Education Trust National Conference on Closing the Gap
Arlington, VA*

November, 2011



Chalkboard: Budget cuts state aid to school milk, breakfast programs

News-Sentinel.com
Your town. Your voice.

Cash-strapped Indiana districts eye school-bus cuts

The Columbus Dispatch
dispatch.com

Needy school district floats 4-day week

Times-Picayune

Jefferson Parish public schools at risk of more layoffs, eventual campus closings

HOUSTON★CHRONICLE

Schools fear worst budget cuts ahead

Los Angeles Times

New report warns shorter school year would hurt low-income, other students

Arizona Daily Star

As budgets tighten, districts cut only thing remaining: school days


 *Rapid City*
Journal

RC schools programming cuts inevitable, superintendent tells lawmakers



***2.6 million more Americans have
slipped into poverty.***

***16.4 million children—22%--now live
in poverty, the highest number since
1962***



You're wondering:
How many choices do you really
have?



Who could forget...

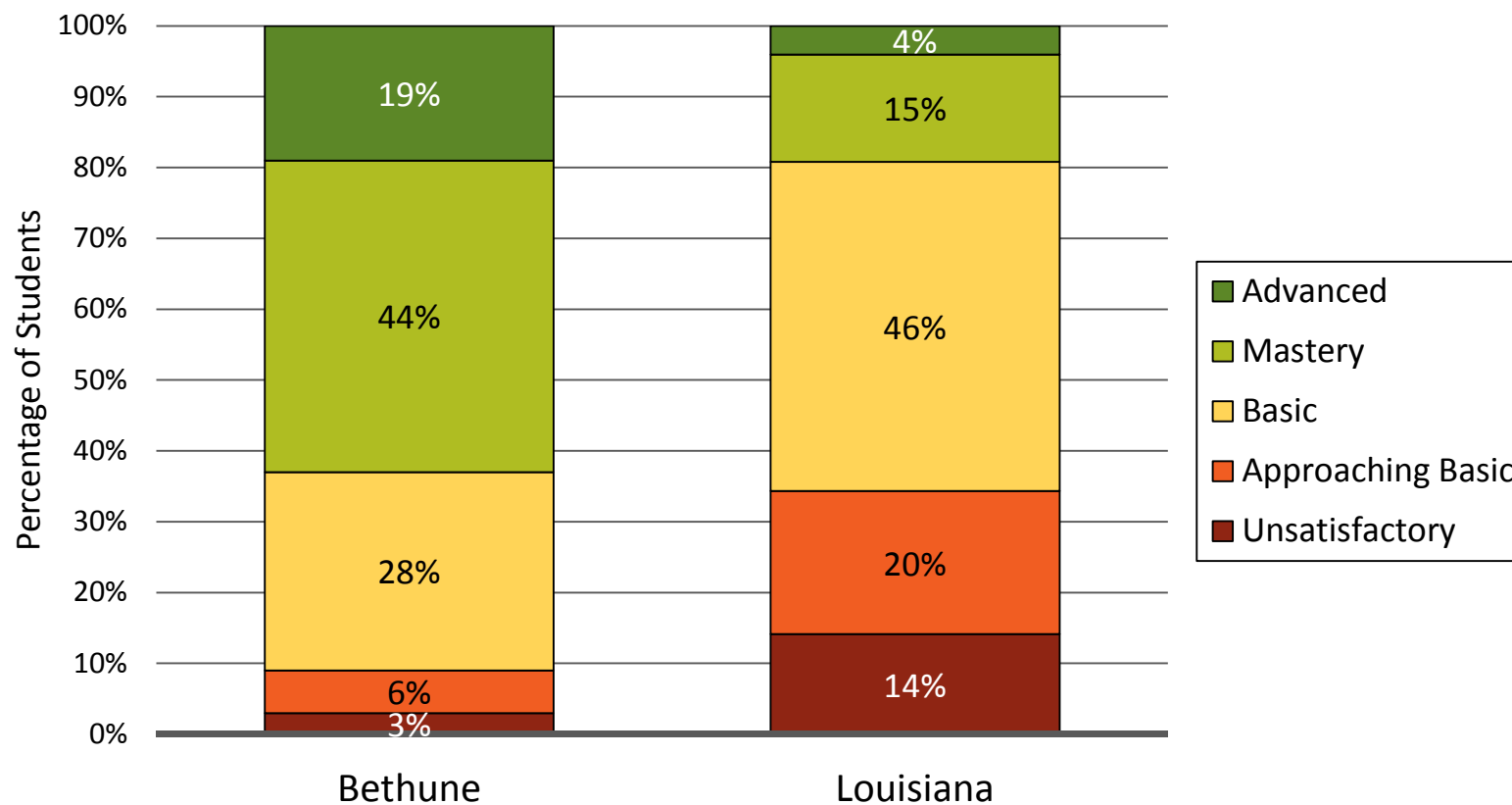
“I don’t want it to be the way it was for me. I was poor, my mother had eleven children, and the teachers told me that I wasn’t pretty and wasn’t smart. It was horrible.”

**Mary Haynes-Smith, principal
Mary McLeod Bethune
Elementary**



Outperforming the State at Bethune Elementary

Students Overall – Grade 5 Social Studies (2011)



Source: Louisiana Department of Education

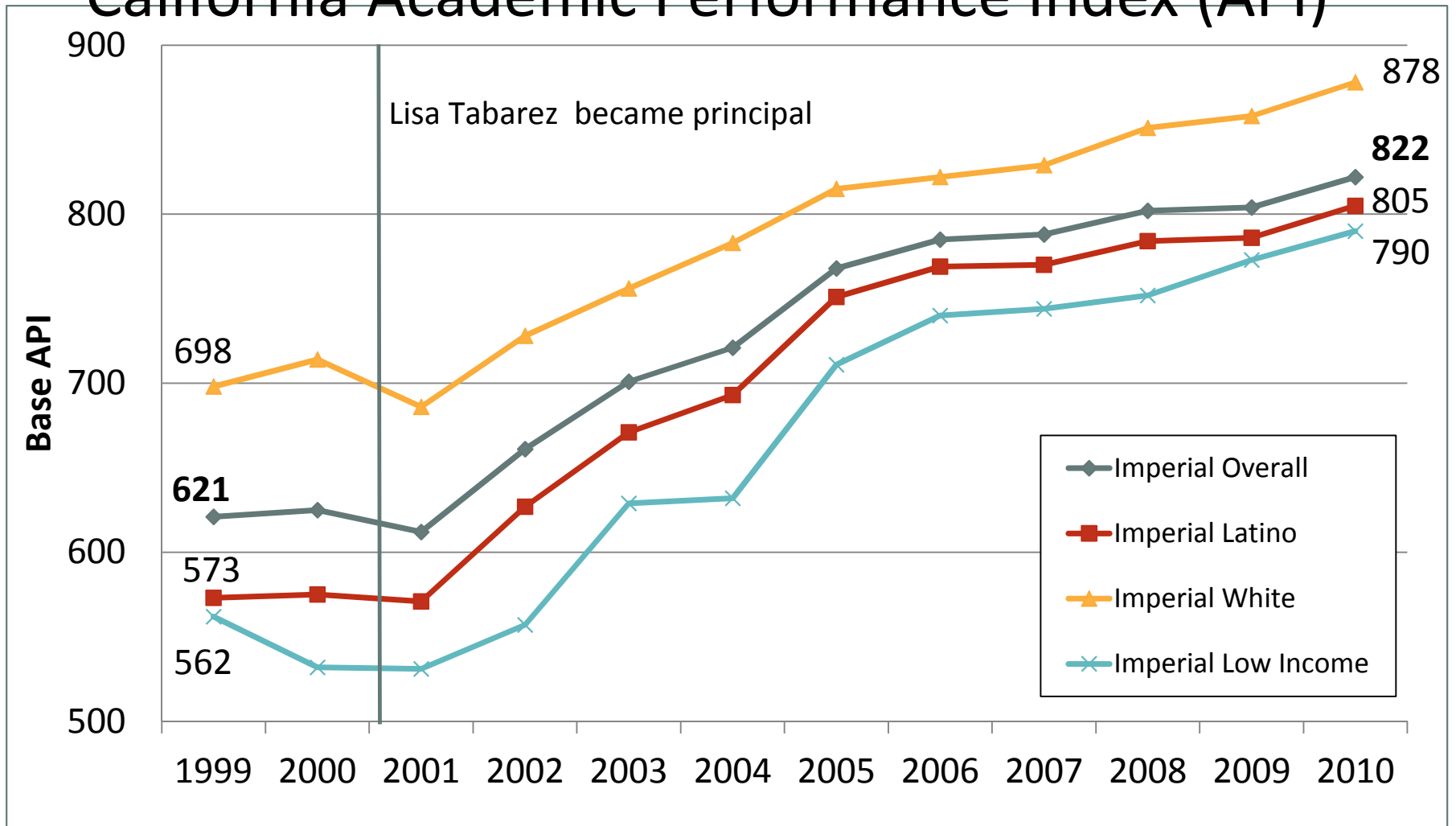
“It’s not just about being successful in high school. We work for a greater accomplishment. We work for students to be successful, to take care of themselves and take part in society.”

**--Lisa Tabarez,
Imperial High School**



Imperial High School

California Academic Performance Index (API)






**--Molly Bensinger-Lacy
Graham Road Elementary
School**

There is a place of incredible possibilities within the neighborhoods of these so-called “disadvantaged” children—their free public schools. And inside those schools, there are educators (us) who have the power and the privilege to develop in our children perhaps the most powerful resource of all—the mind.



Who could forget...

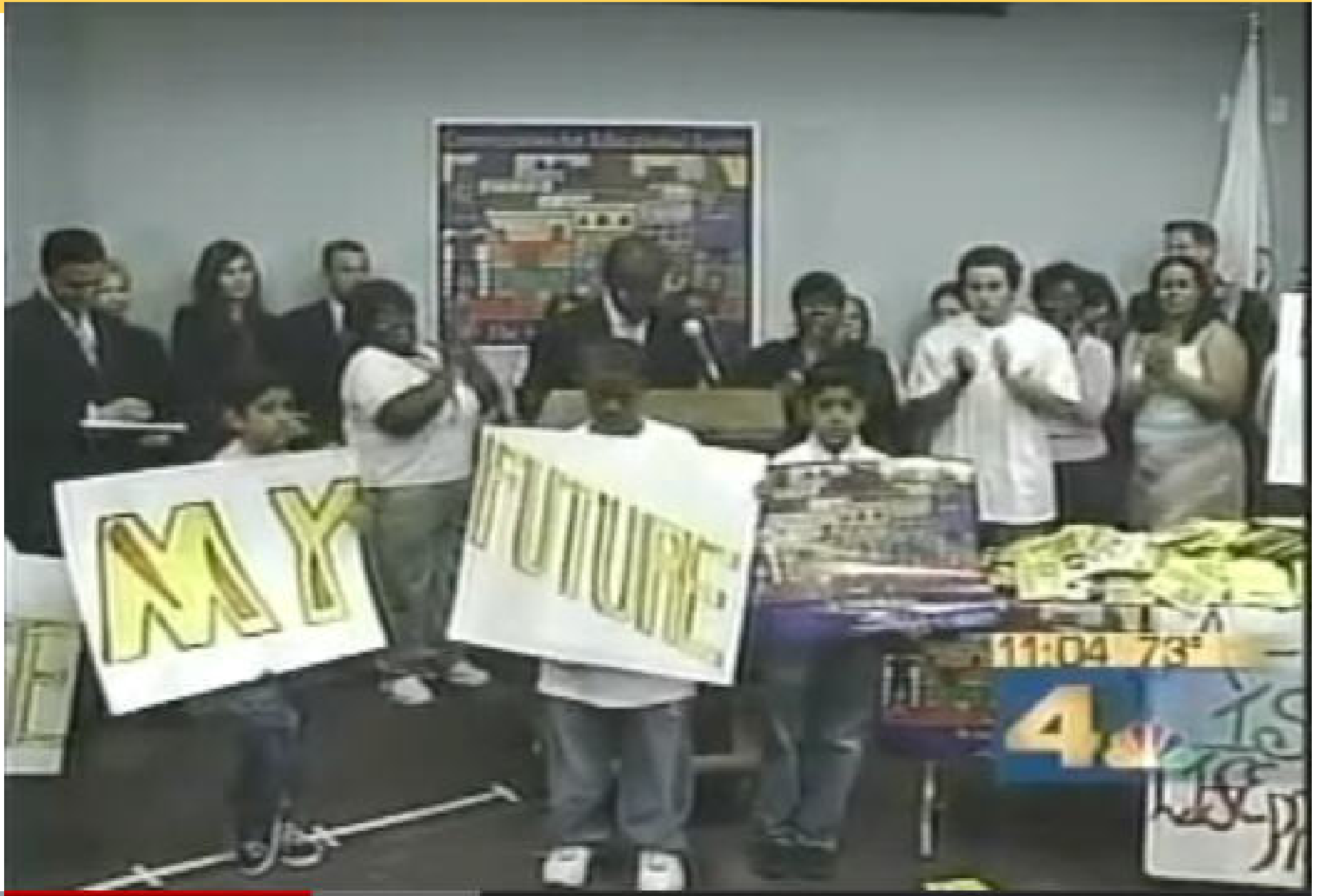


Los Angeles students fight for...
tougher courses in high school
















These examples remind us of
what we could be.



But what we also know is this:
THEY ARE NOT ENOUGH!

Despite folklore to the contrary, our
country is on a deadly path.



Education isn't the only available counterforce, but It's the most powerful.

Yet, at the moment, we are exercising only a fraction of the power we have.



America: Two Enduring Stories




1. Land of Opportunity:

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



2. Generational Advancement:

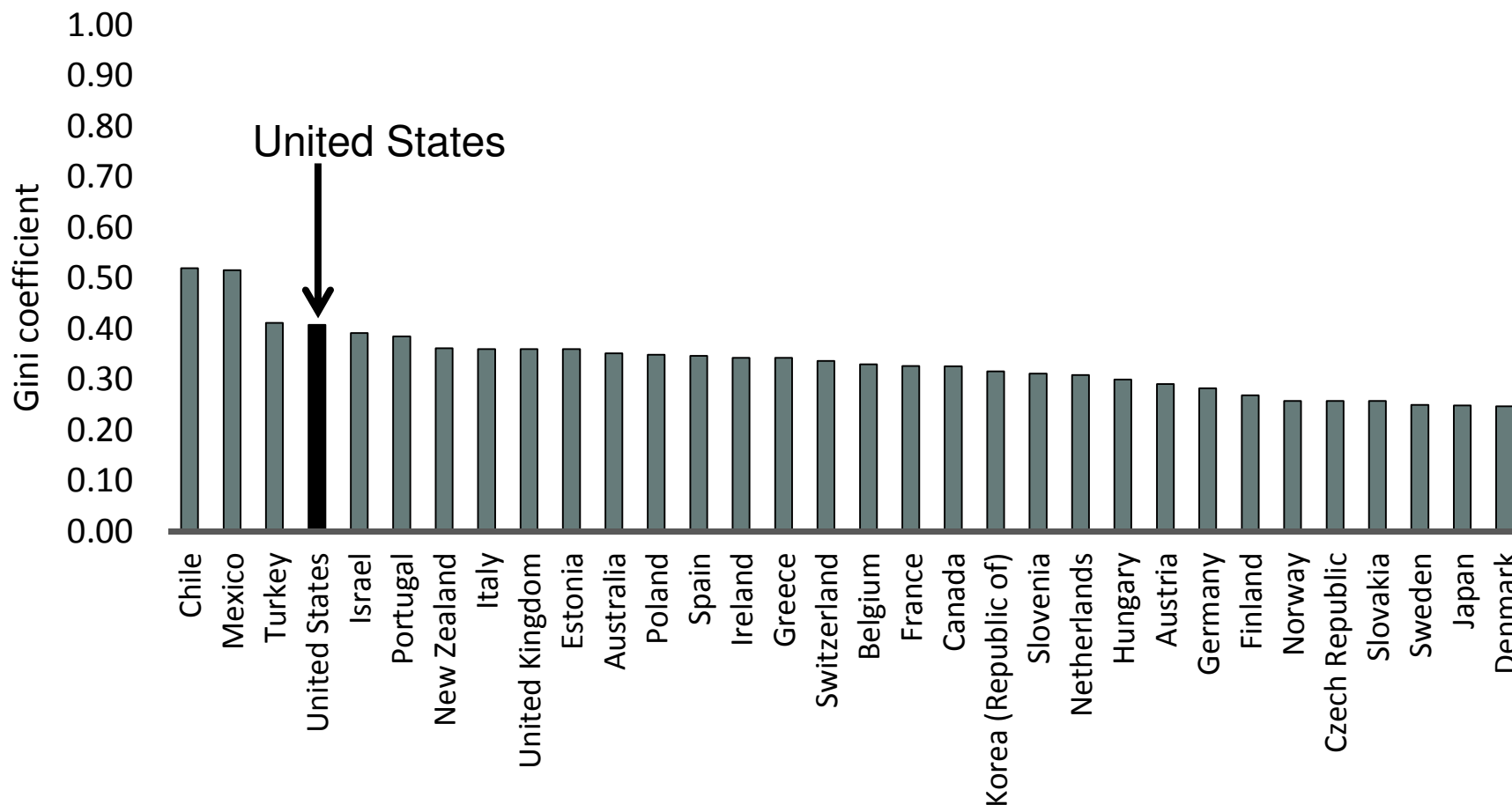
Through hard work and sacrifice, each generation of parents will be able to assure a better life—and better education—for their children.



Powerful Pervasive Wrong

Source:

U.S. has the fourth-highest income inequality among OECD nations

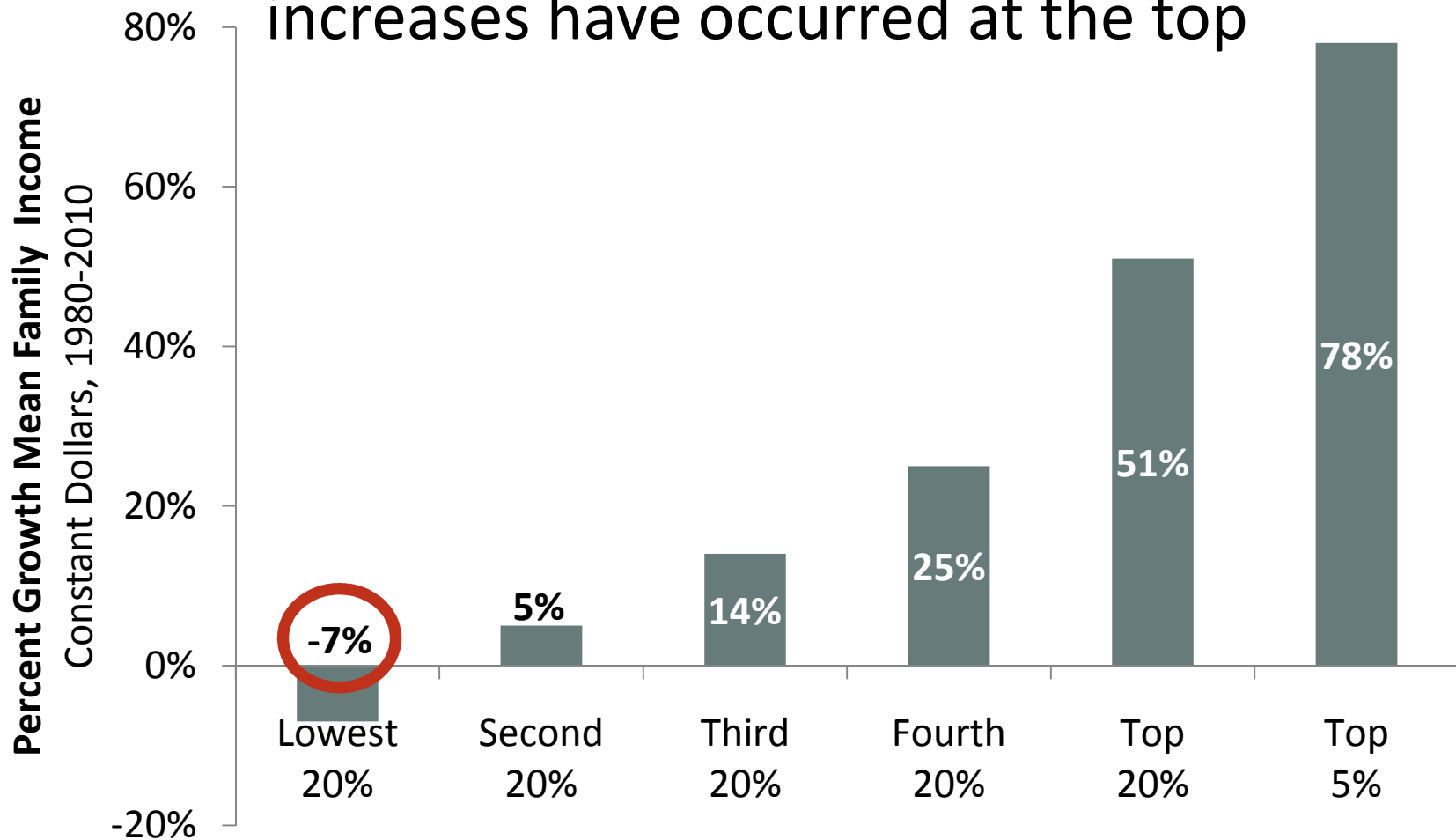


Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality

Source: United Nations, UNdata, <http://data.un.org/DocumentData.aspx?q=gini&id=230>

Inequality growing worse:

Over past 30 years, earnings among the lowest income families have declined—while biggest increases have occurred at the top



Source: The College Board, "Trends in College Pricing 2011" (New York: College Board, 2010), Figure 16A.

Extreme increases at the very top

- Over past thirty years, real after tax income of top 1% up 275%.
- Top 1% of American now take home fifty percent more than the bottom 40% put together.

Source:



For people of color, the past four years have brought an economic Tsunami.

Real Median Annual Income

	2007	2011	Percent Change
Black Head of Household	35,072	31,784	- 9.4%
Hispanic Head of Household	41,945	39,901	- 4.9%
White Head of Household	59,111	56,320	- 4.7%

Source:

2010 Poverty Rates

Black	27%
Latino	26%
Asian	12.1%
White	9.9%

Source:

Change in Median Wealth, 2005-2009

Hispanic Households	Down 66%
Black Households	Down 53%
Asian Households	Down 54%
White Households	Down 16%


Source:

Median Wealth of White Families

20 X that of African Americans

18 X that of Latinos

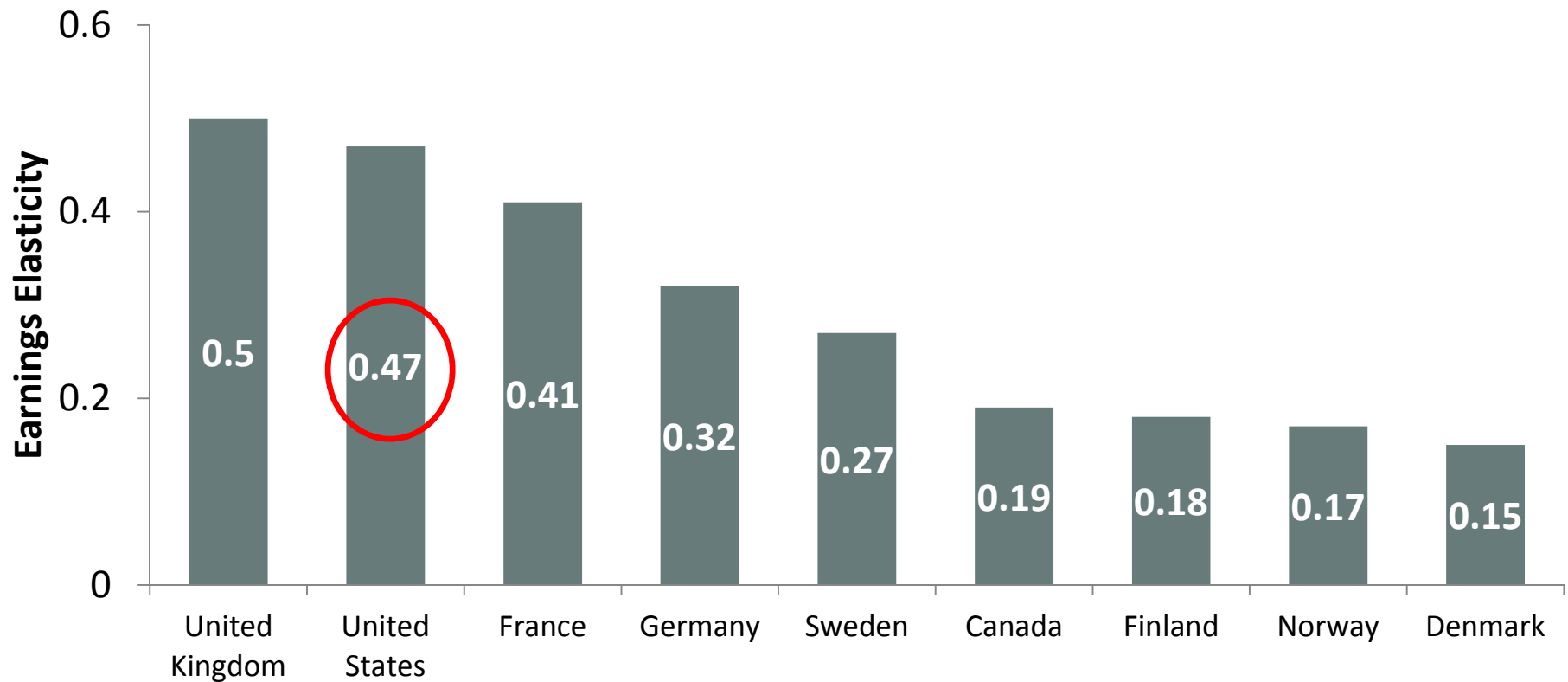
Source:



Not just wages, but mobility as well.

The US now has one of lowest rates of intergenerational mobility

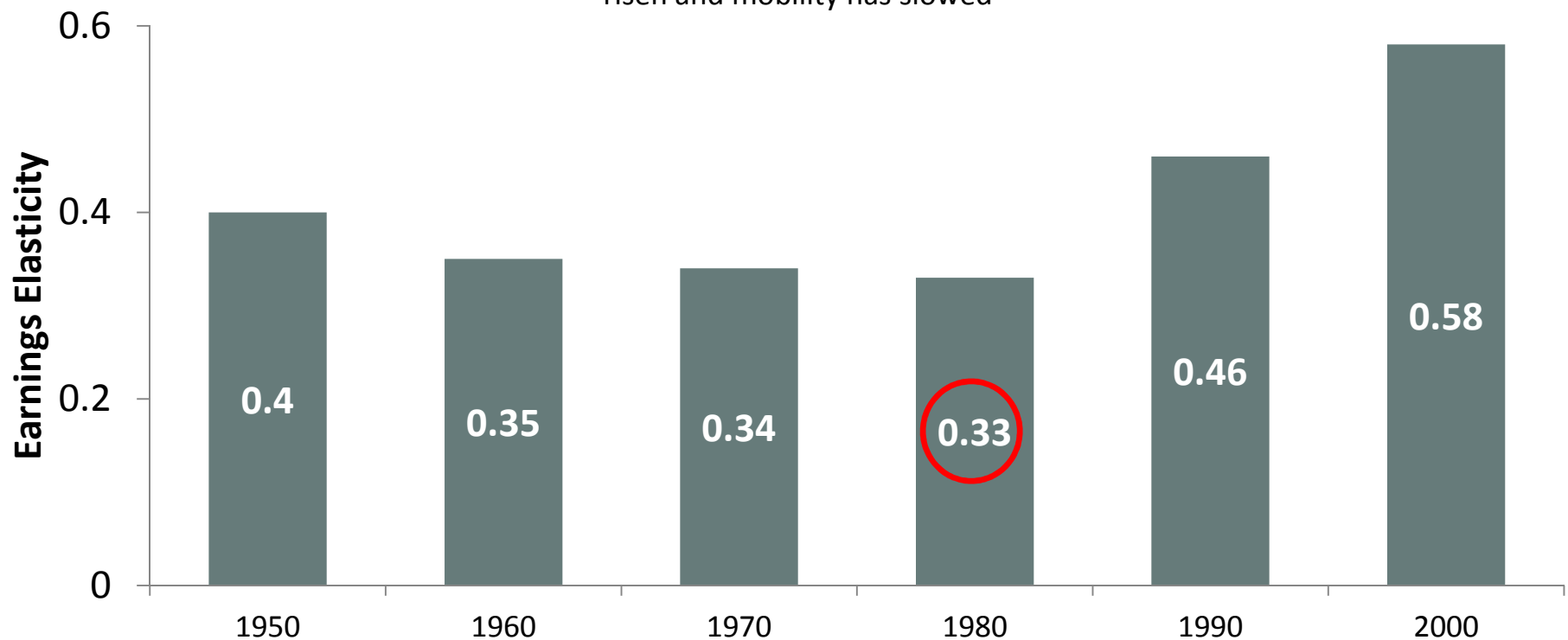
Cross-country examples of the link between father and son wages



Source: Hertz, Tom. *Understanding Mobility in America*. Center for American Progress: 2006.


US intergenerational mobility was increasing until 1980, and has sharply declined since

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




Source: Aaronson and Mazumder. *Intergenerational Economic Mobility in the U.S., 1940-2000*.

Federal Reserve Bank of Chicago WP 2005-12: Dec. 2005.



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

But at the individual level, it really is.



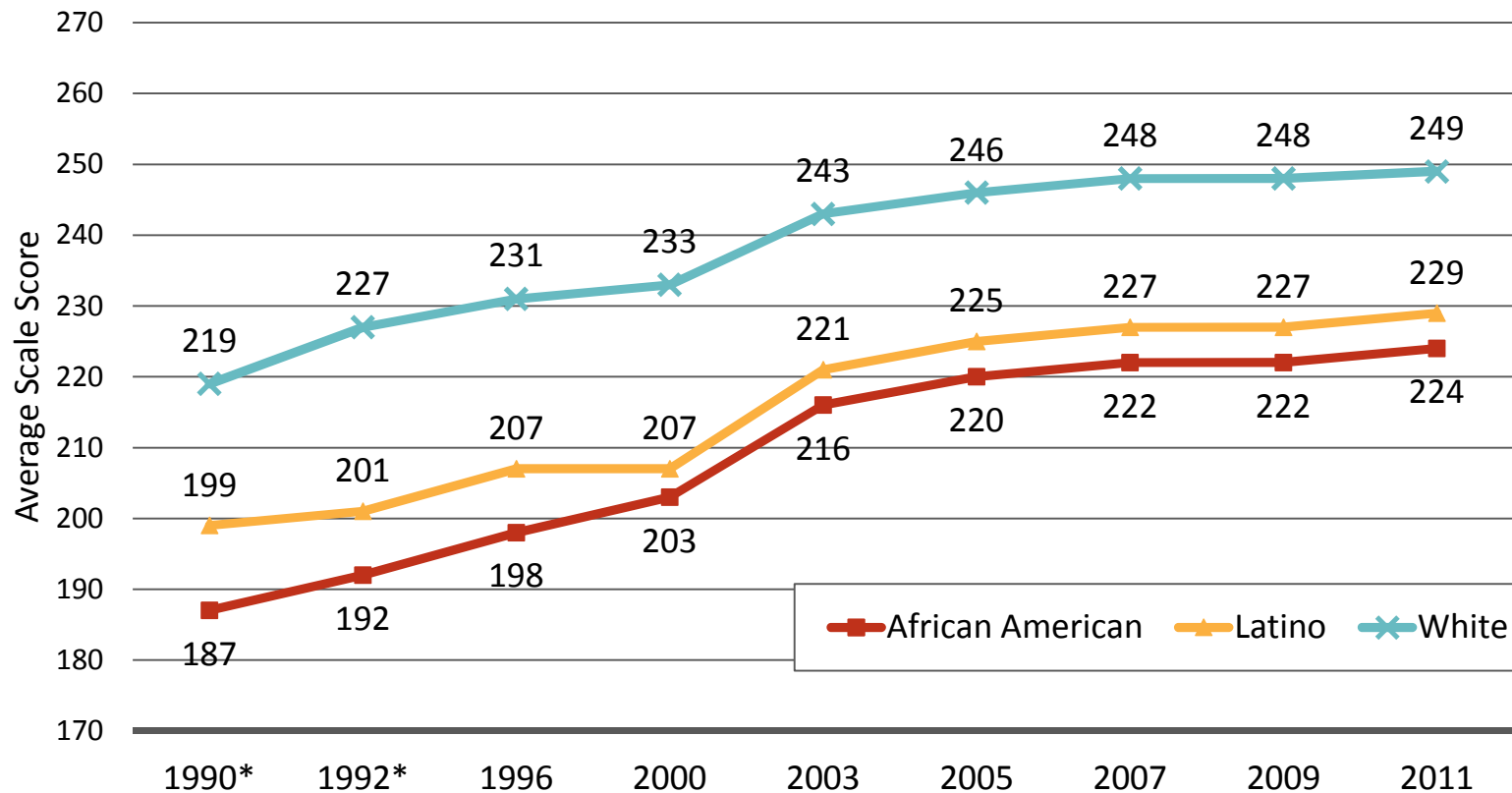
What **WE** do is hugely important
to turning things around.

So, how are we doing?



All groups have improved since 1990

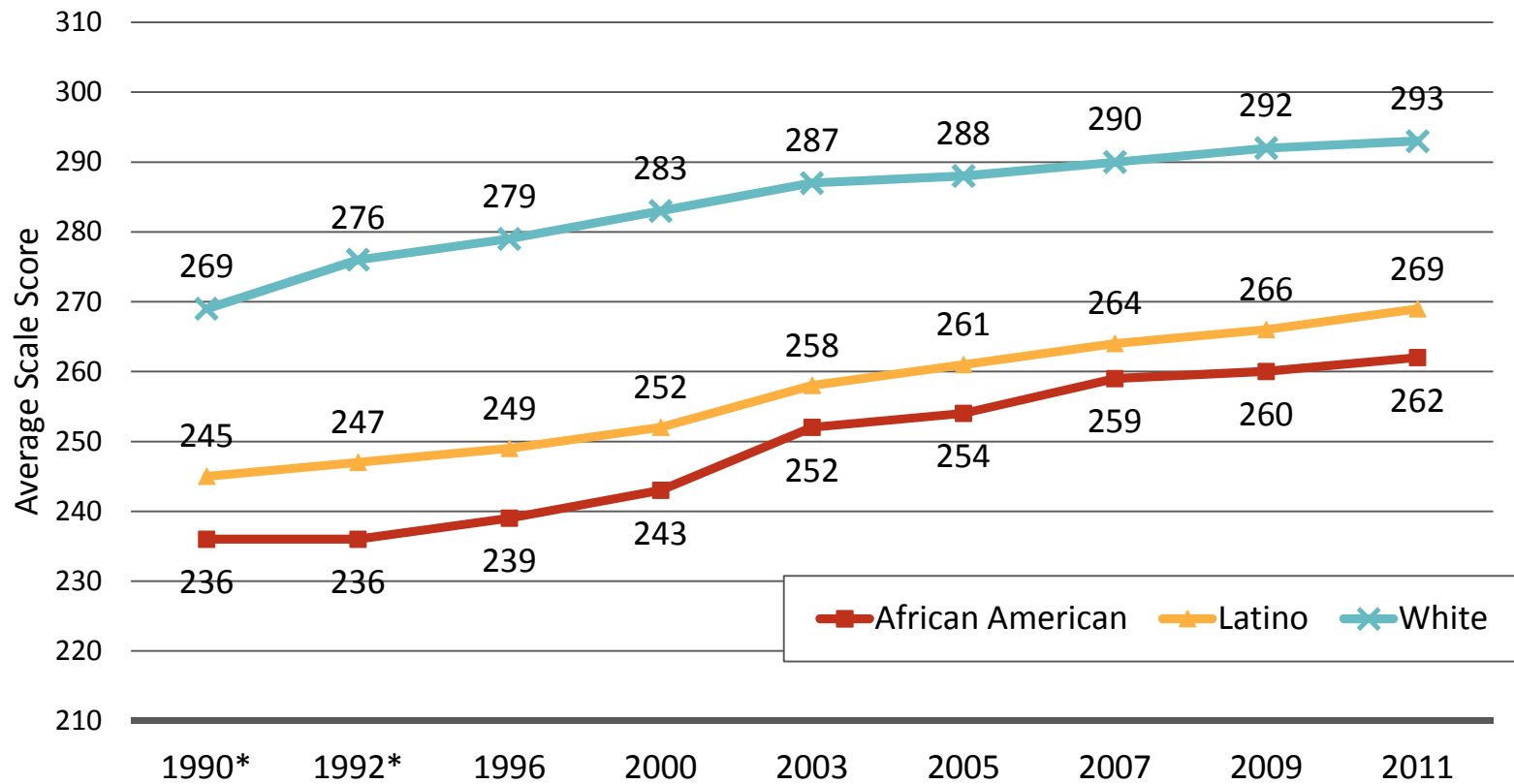
National Public – Grade 4 NAEP Math



*Accommodations not permitted
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 249)

Over the last decade, all groups have steadily improved and gaps have narrowed

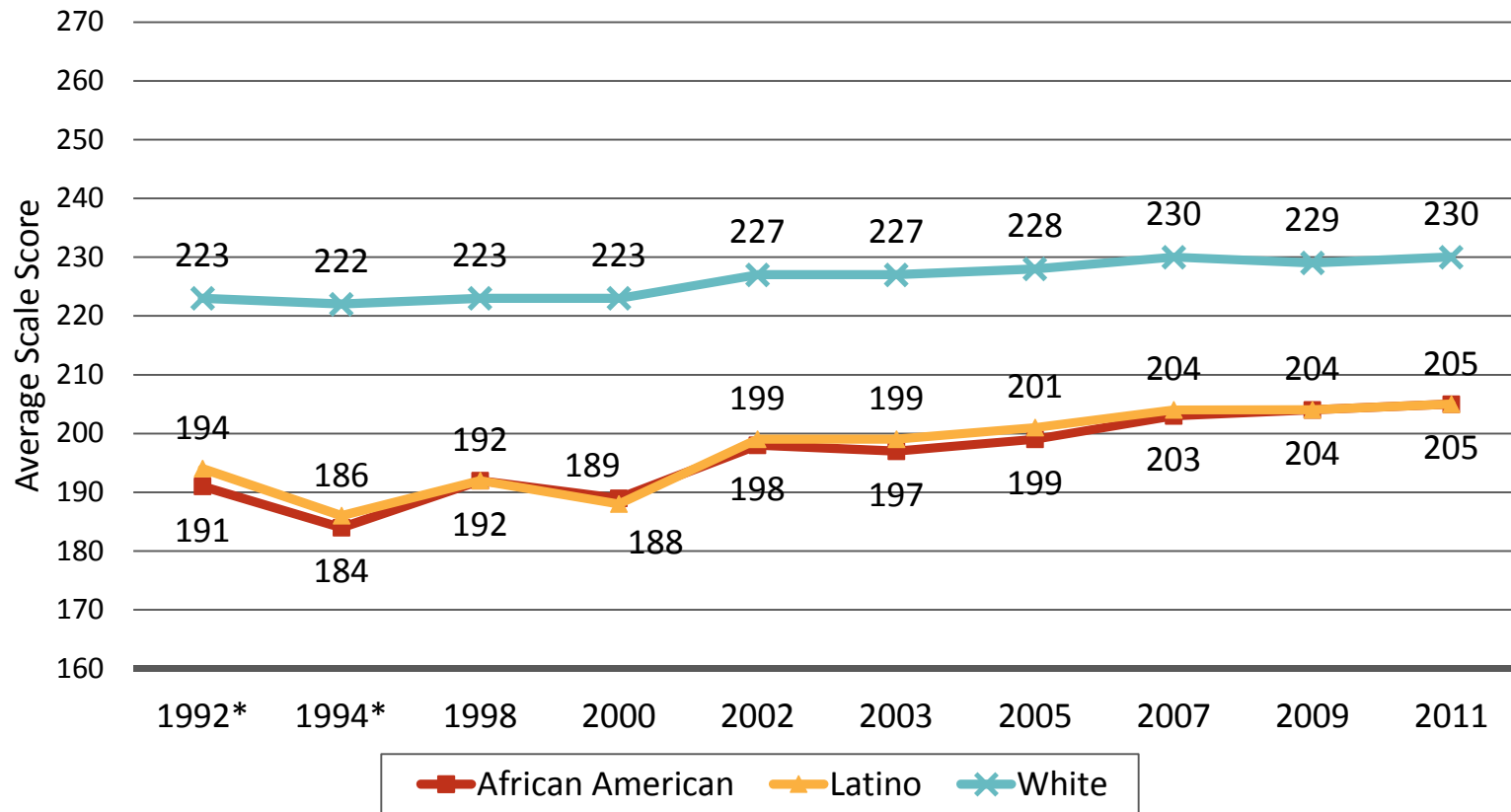
National Public – Grade 8 NAEP Math



*Accommodations not permitted
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Improvement and some gap-closing over last decade

National Public – Grade 4 NAEP Reading

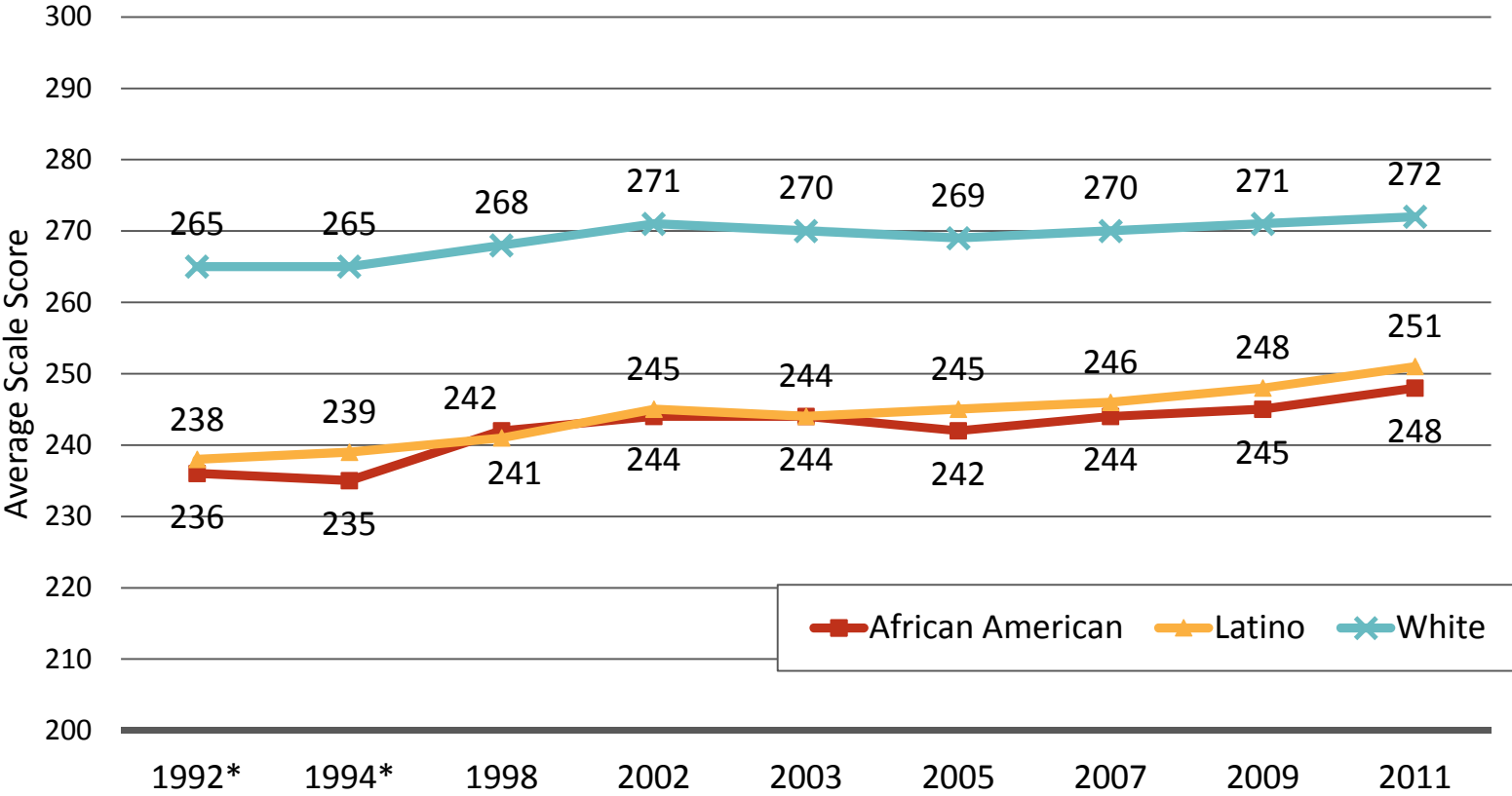


*Accommodations not permitted


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

Some improvement and gap closing over the last decade

National Public – Grade 8 NAEP Reading



*Accommodations not permitted
 Source: NAEP Data Explorer, NCES (Proficient Scale Score = 281)



Some states making even bigger
gains

NAEP Grade 4 Reading – Latino Students

States with the Biggest Gains in Mean Scale Scores
(2003 – 2011)

State	Gain
Maryland	11
Massachusetts	14
Georgia	13
Nevada	11
New Hampshire	11

Note: On average, mean scale scores in reading for Latino fourth-grade students increased by 6 points from 2003 to 2011.
Source: National Center for Education Statistics, NAEP Data

NAEP Grade 4 Reading – African-American Students

States with the Biggest Gains in Mean Scale Scores
(2003 – 2011)

State	Gain
Alabama	16
New Jersey	16
California	15
Maryland	13
Pennsylvania	13

Note: On average, mean scale scores in reading for African-American fourth-grade students increased by 8 points from 2003 to 2011.
Source: National Center for Education Statistics, NAEP Data

NAEP Grade 8 Math – Latino Students

States with the Biggest Gains in Mean Scale Scores
(2003 – 2011)

State	Gain
Arkansas	24
Massachusetts	18
Delaware	17
Idaho	16
Nevada	16
Pennsylvania	16
Rhode Island	16
Texas	16

Note: On average, mean scale scores in math for Latino eighth-grade students increased by 11 points from 2003 to 2011.
Source: National Center for Education Statistics, NAEP Data

NAEP Grade 8 Math – African-American Students

States with the Biggest Gains in Mean Scale Scores
(2003 – 2011)

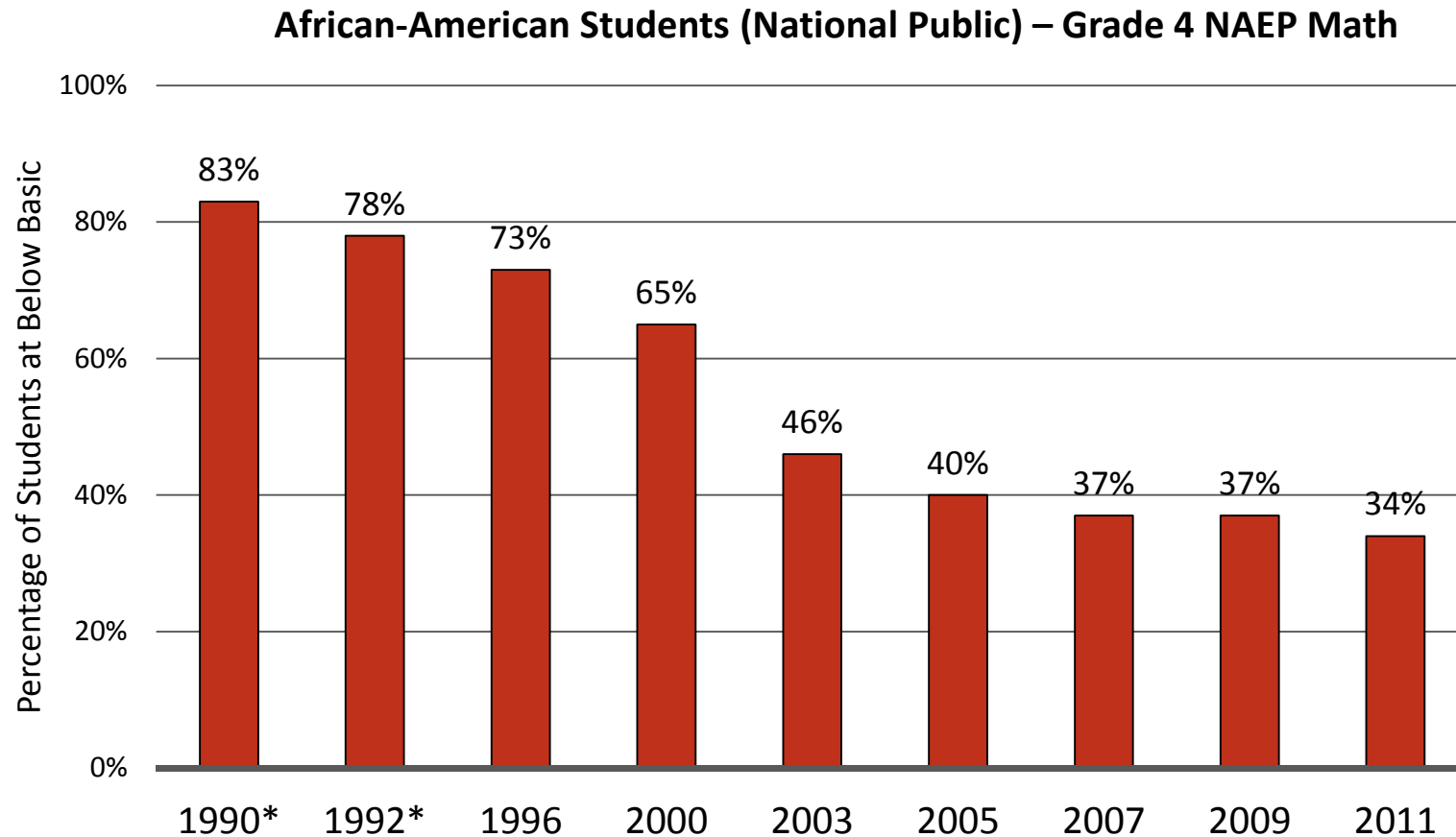
State	Gain
New Jersey	19
Arkansas	18
Kansas	17
Texas	17
Colorado	15
Massachusetts	15
Minnesota	15
Wisconsin	15

Note: On average, mean scale scores in math for American-African eighth-grade students increased by 10 points from 2003 to 2011.
Source: National Center for Education Statistics, NAEP Data



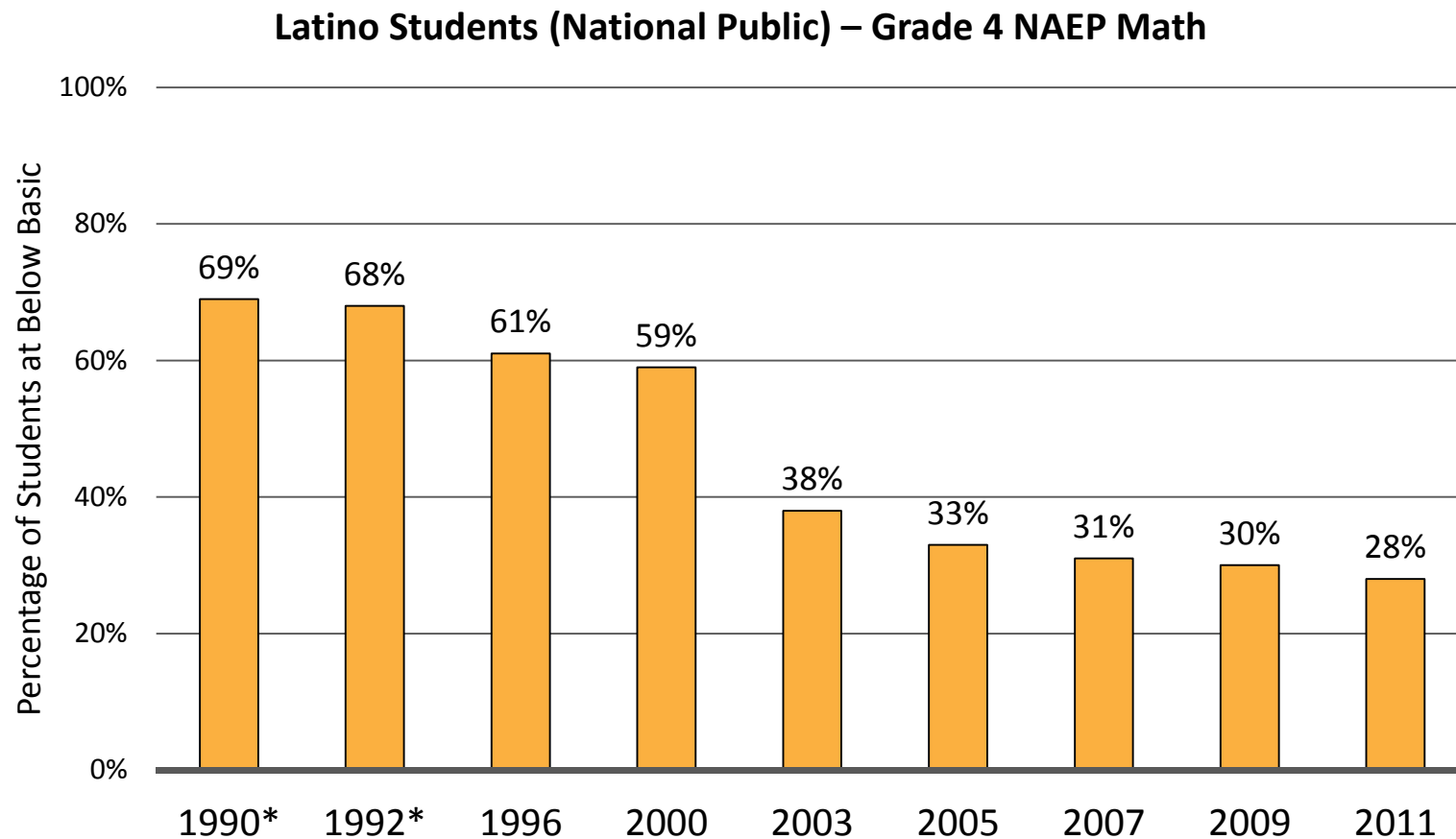
Biggest progress in reducing
numbers in the Below Basic
category.

Percentage Below Basic Over Time




Source: NAEP Data Explorer, NCES

Percentage Below Basic Over Time

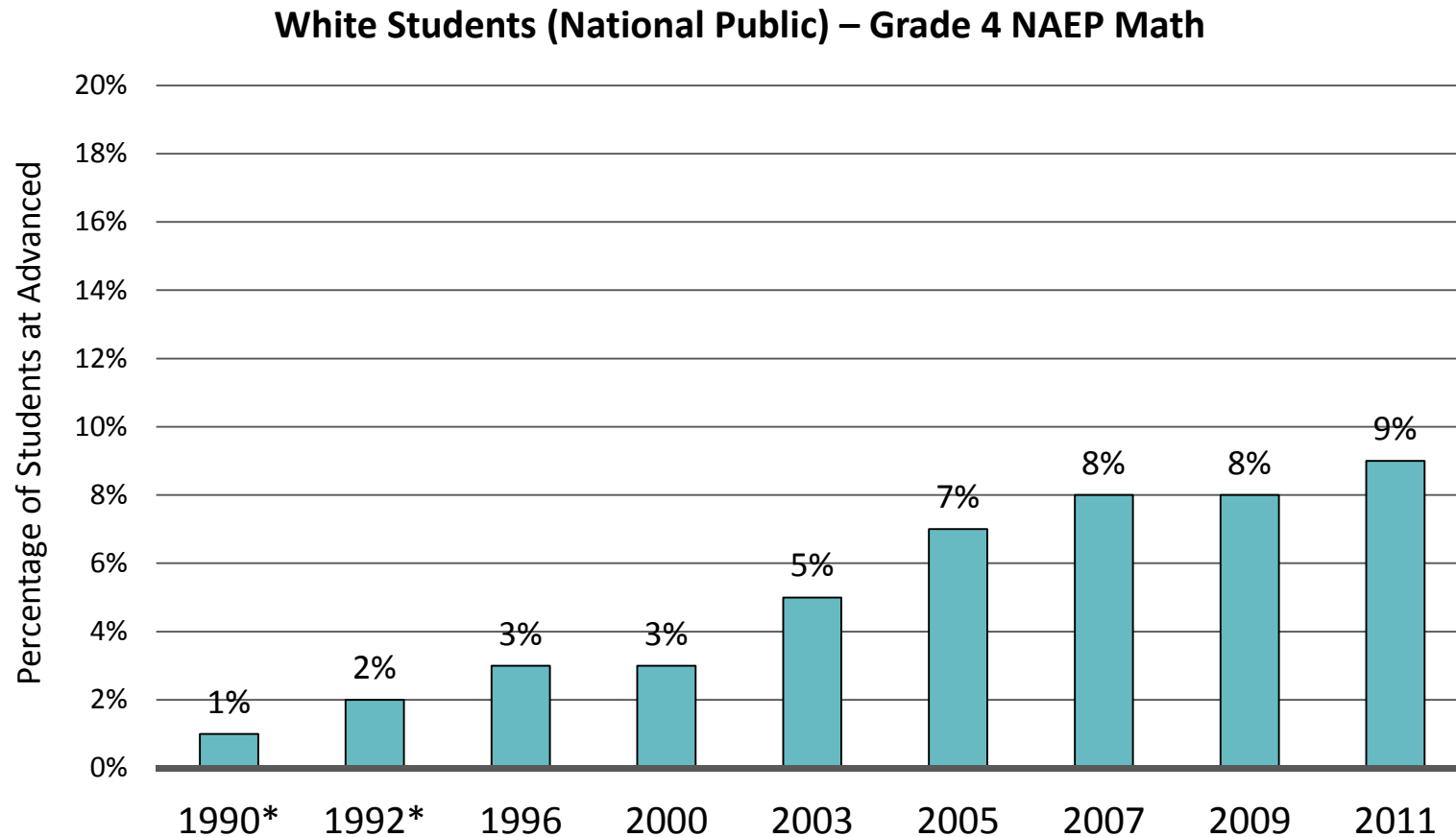


Source: NAEP Data Explorer, NCES



Yet while we're making progress in
getting White students to the
Advanced level...

Percentage Advanced Over Time

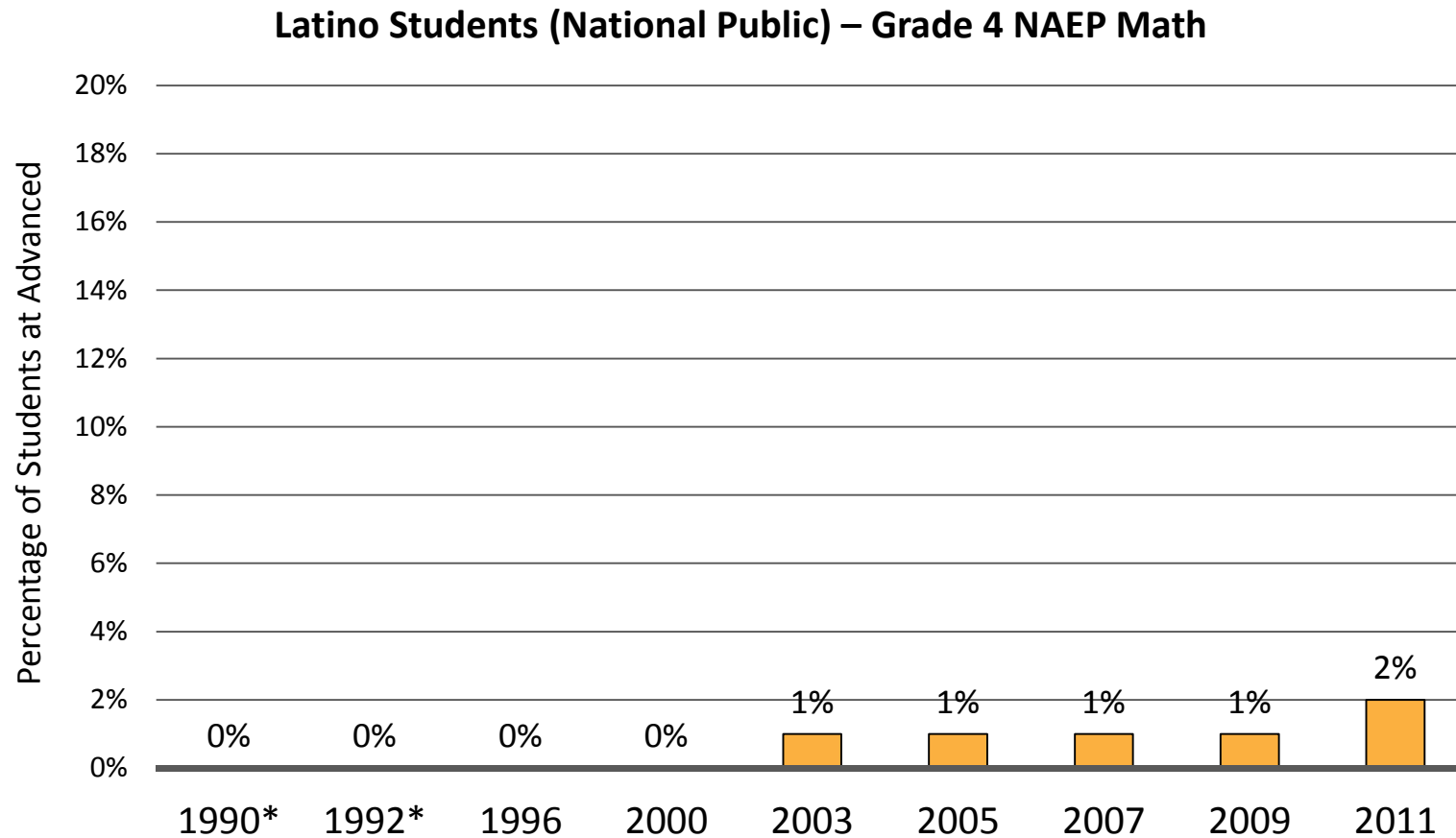


Source: NAEP Data Explorer, NCES



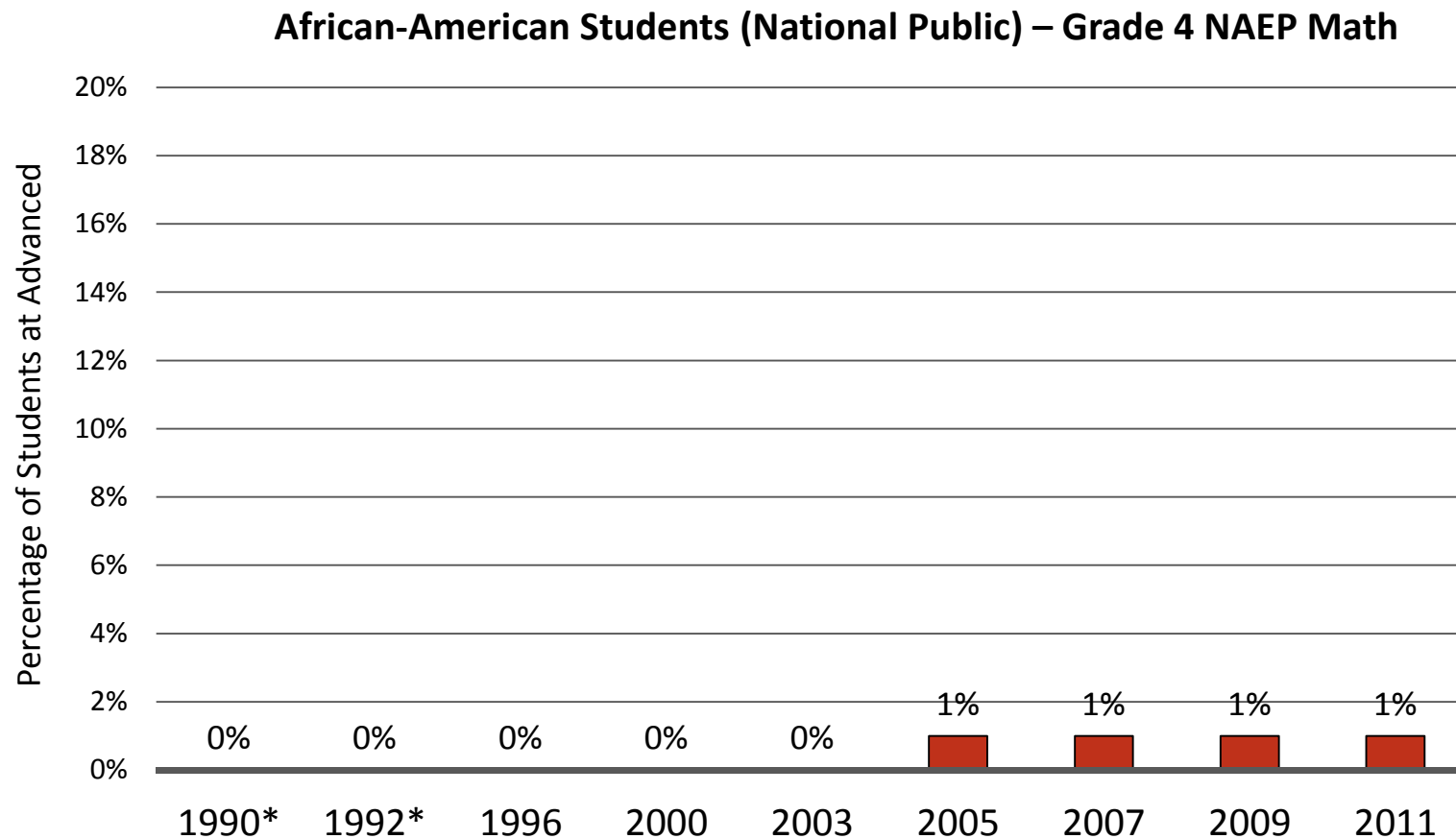
Same can't be said for Latino and
African American students.

Percentage Advanced Over Time




Source: NAEP Data Explorer, NCES

Percentage Advanced Over Time



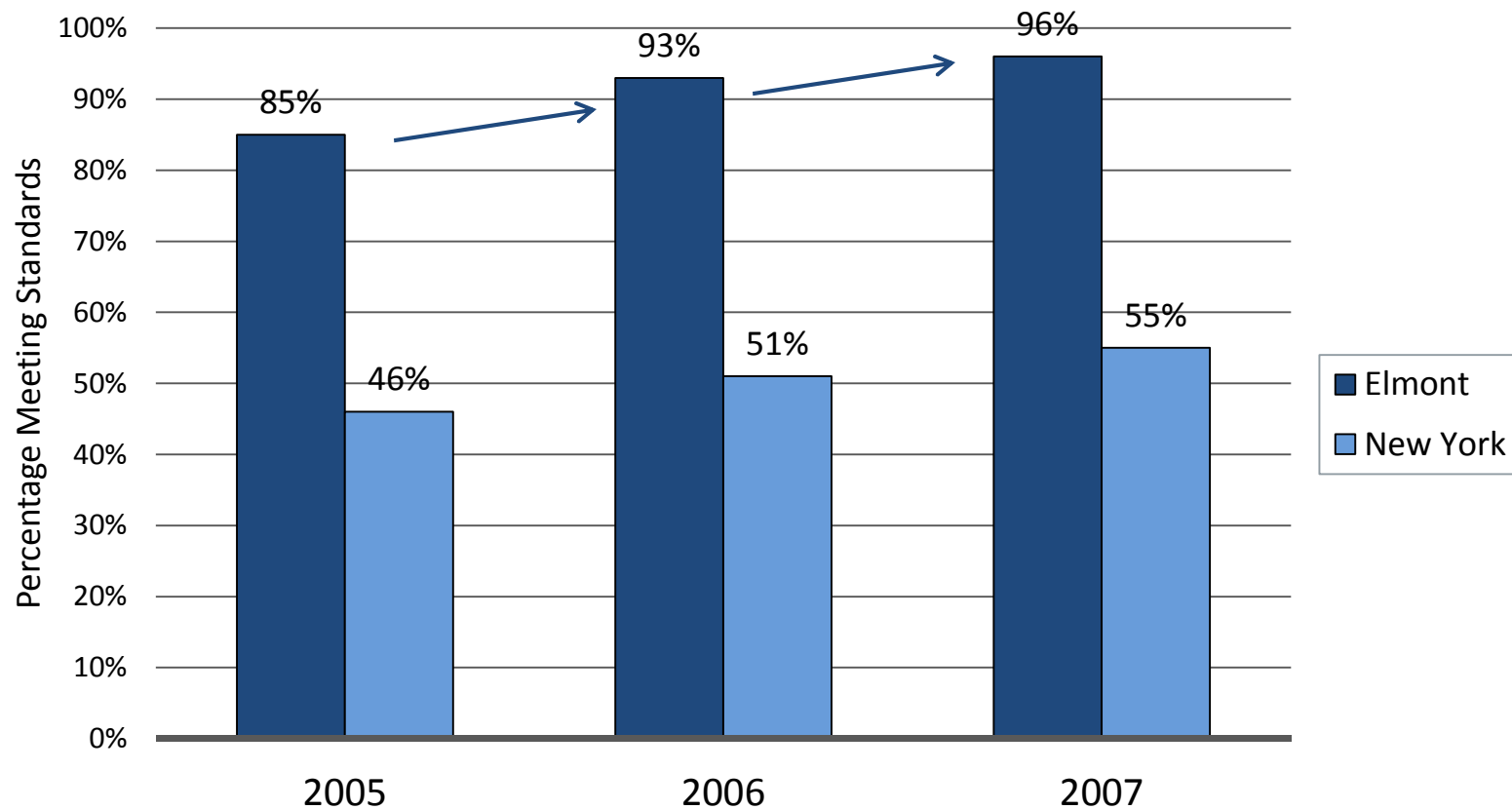
Source: NAEP Data Explorer, NCES



And, while we have some
heartening examples of big results in
some high schools and colleges....

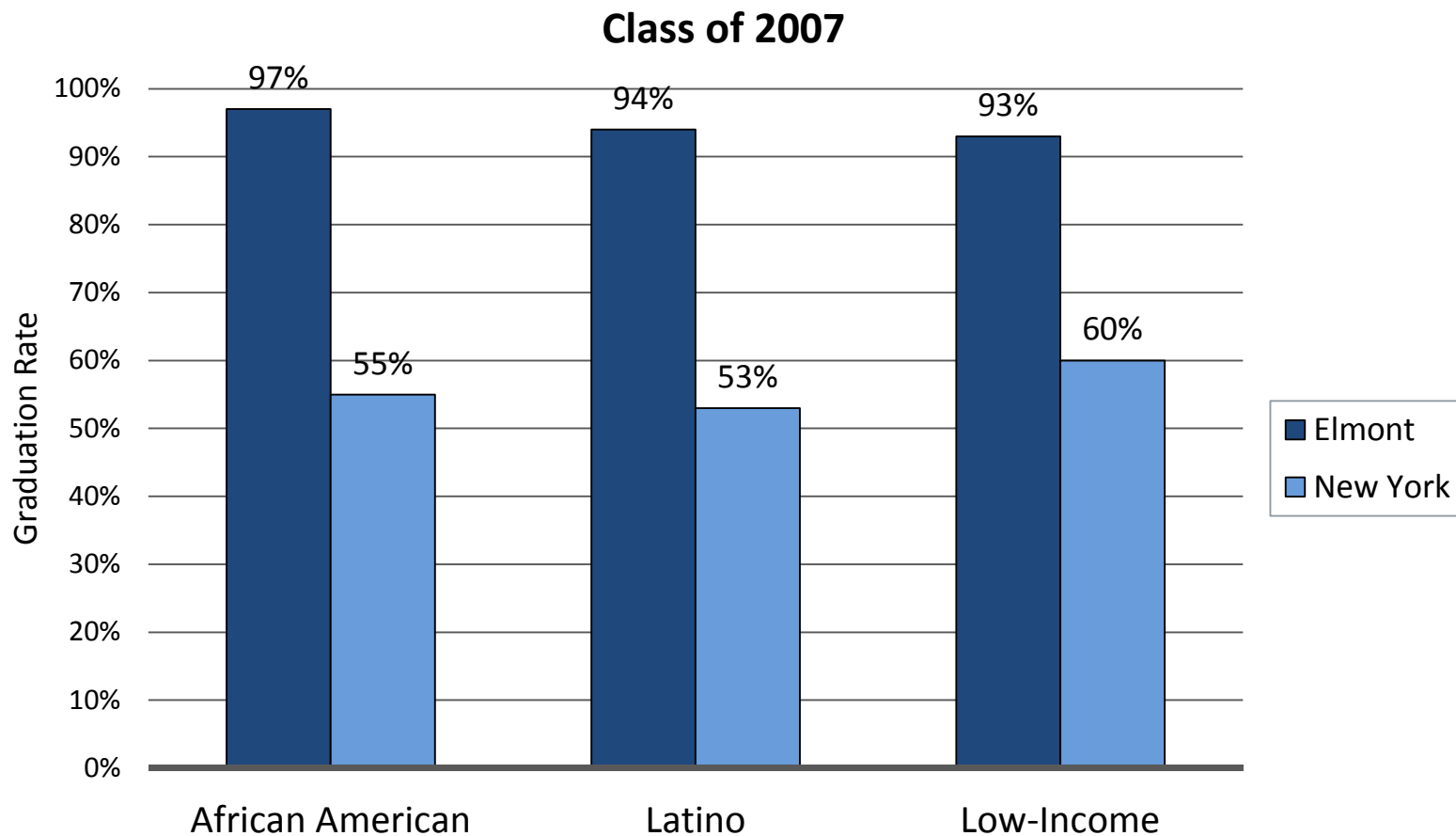
Improvement and High Performance at Elmont Memorial Junior-Senior High

African-American Students – Secondary-Level Math



Source: New York Department of Education

More Students Graduate at Elmont Memorial Junior-Senior High




Source: New York Department of Education

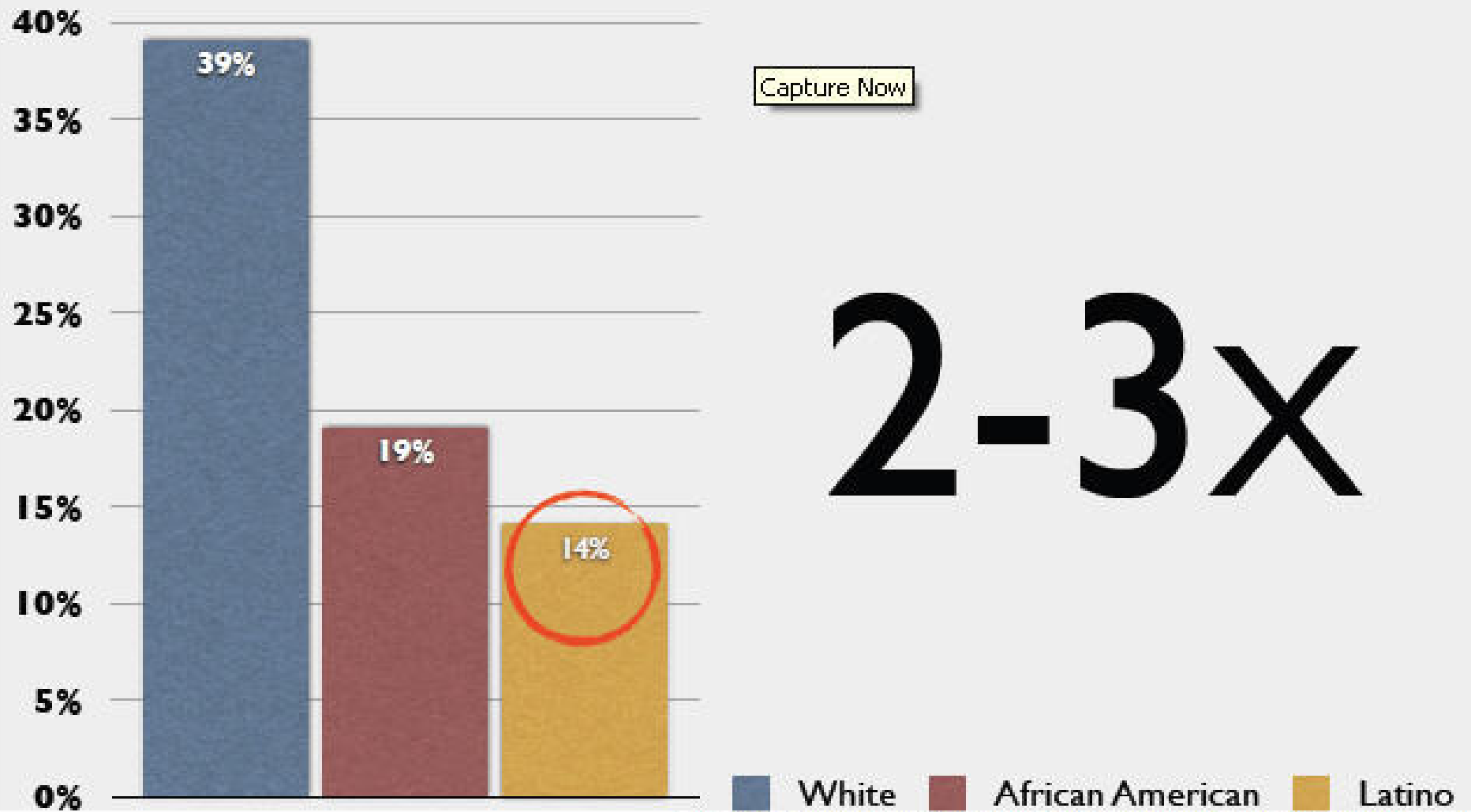
6 Colleges Totally Eliminate Grad Rate Gaps

	Undergrad Enrollment Fall 2006	% URM Among Undergrads Fall 2001	% URM Among Undergrads Fall 2006	URM Six- Year Grad Rate 2002	Non-URM Six-Year Grad Rate 2002	URM Six-Year Grad Rate 2007	Non-URM Six-Year Grad Rate 2007	Non-URM- URM Gap 2002	Non- URM- URM Gap 2007	Gap Change 2002-07
Eastern Kentucky University (KY)	13,623	5.5	5.1	13.8	34.6	38.5	39.3	20.8	0.8	20.0
SUNY College at Old Westbury (NY)	3,411	46.0	46.8	19.9	29.0	38.8	32.7	9.1	-6.1	15.2
University of Montevallo (AL)	2,463	15.2	15.4	35.8	43.9	51.3	48.8	8.1	-2.5	10.6
Georgia State University (GA)	19,109	36.5	34.7	32.3	37.5	50.7	45.5	5.2	-5.2	10.4
University of South Florida (FL)	34,438	23.1	24.7	40.9	47.5	50.3	48.9	6.6	-1.4	8.0
George Mason University (VA)	18,221	17.0	14.8	46.5	49.8	62.2	58.7	3.3	-3.5	6.8

Source:



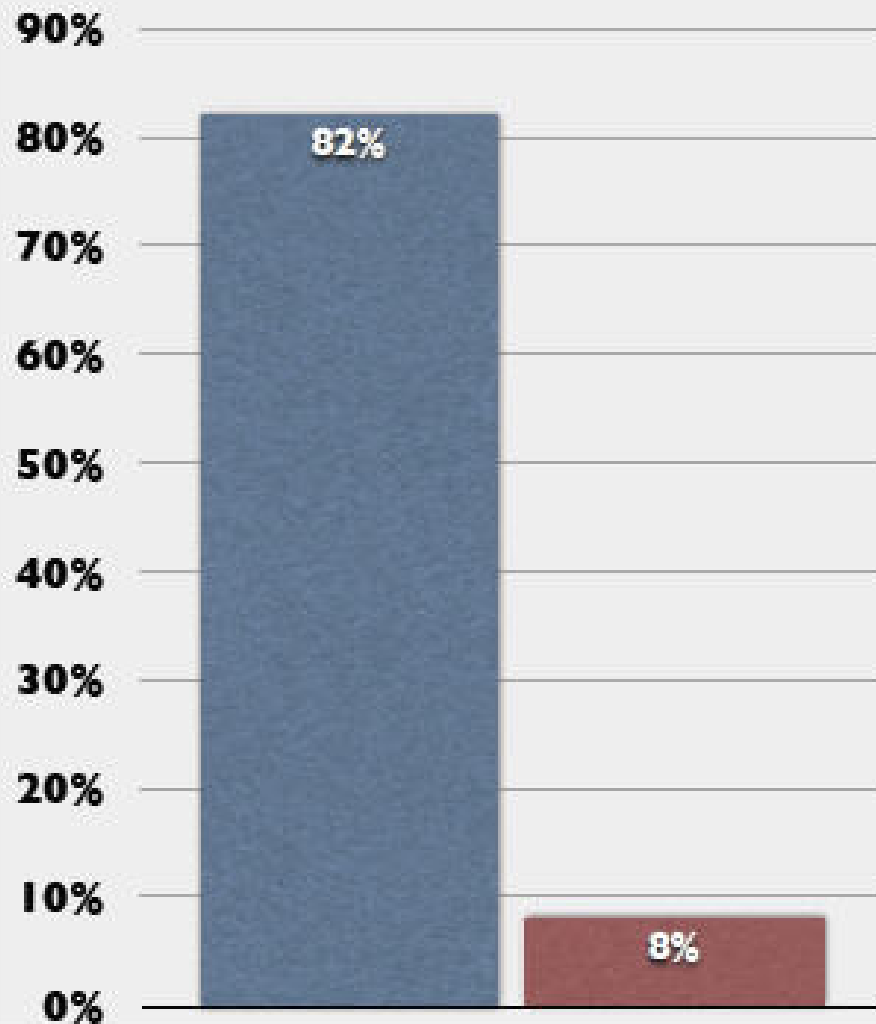
We still haven't turned the corner
on overall secondary or
postsecondary results.



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

25-29 Year Olds with B.A. or Higher

2010




10x

■ Young people from highest income quartile
■ Young people from lowest income quartile

Source: Postsecondary Education Opportunity, "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2009."

B.A. Rate by Age 24

2009



The state of our union is NOT, in
other words, strong.


Current actions we are taking aren't
enough.

We have to get out of our zones and
take on more.



Where Do We Start?

1. Talking honestly with our publics—and acting on the problems we unmask.



When most Americans look at
our data and see gaps, they
blame it on parents and
conditions outside of schools.

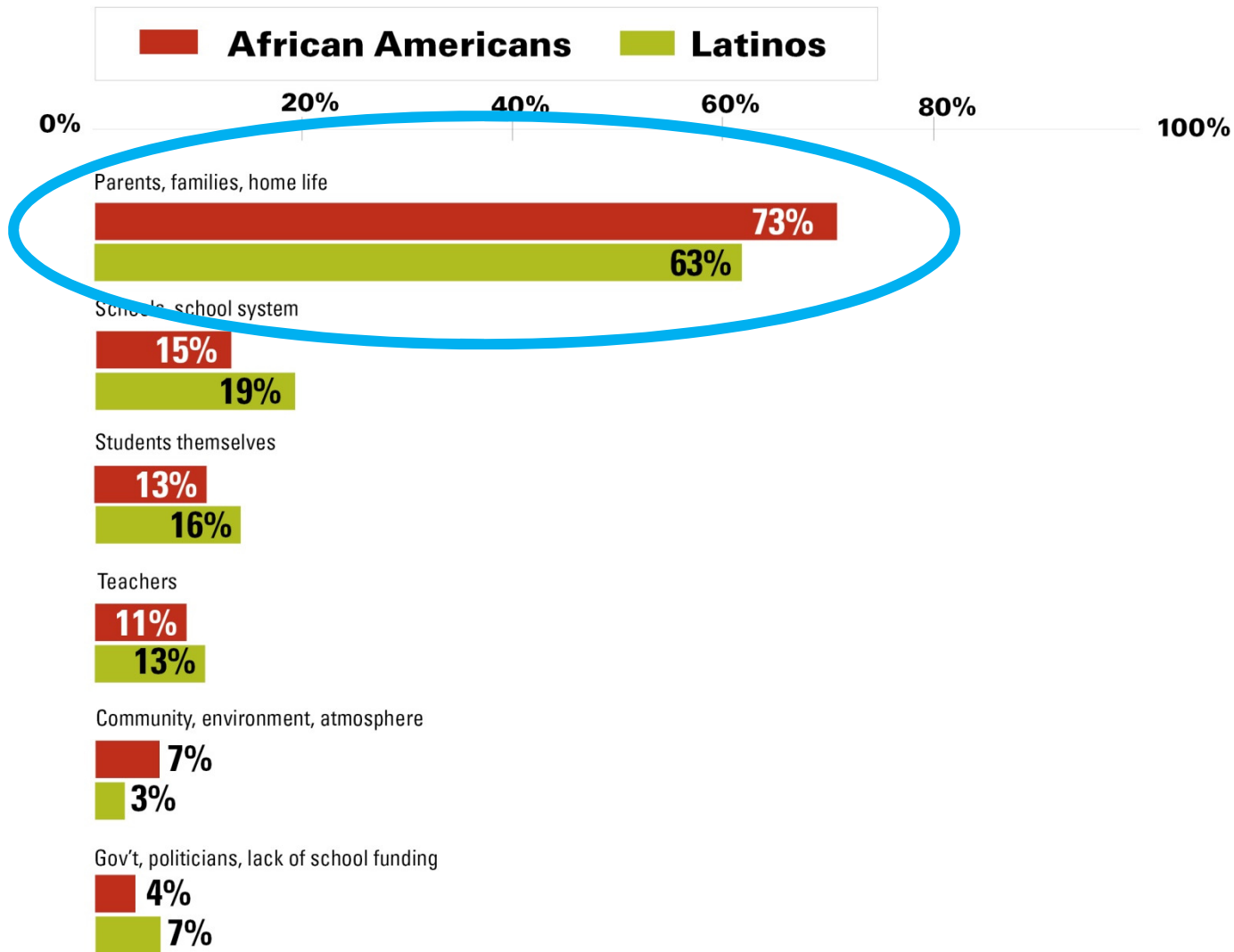
In our country, many public schools are considered to be “failing.” What do you think are the three biggest reasons most of these schools are failing?

OVERALL		TEA PARTY
77%	Parents not as engaged	85%
53%	Students not as motivated	55%
51%	Schools receive less funding	22%
34%	Schools standards too low	50%
22%	Teachers are not as good	33%

Source:


Parents believe poor educational outcomes are primarily the fault of disinterested parents and home lives in disarray; few intuitively blame schools directly.

Recent statistics show that **half** of [Afr. Amer./Latino] students in 8th grade today **will drop out before HS graduation**: Who do you blame?





All about parents? Really?



What they're right about, of course, is that some kids **do** enter school behind.

But we need to be honest.
Rather than organizing our
education system to ameliorate
that problem, we give the kids
who enter behind less of
everything that makes a
difference.



We spend less on their
education.

National Inequities in State and Local Revenue Per Student

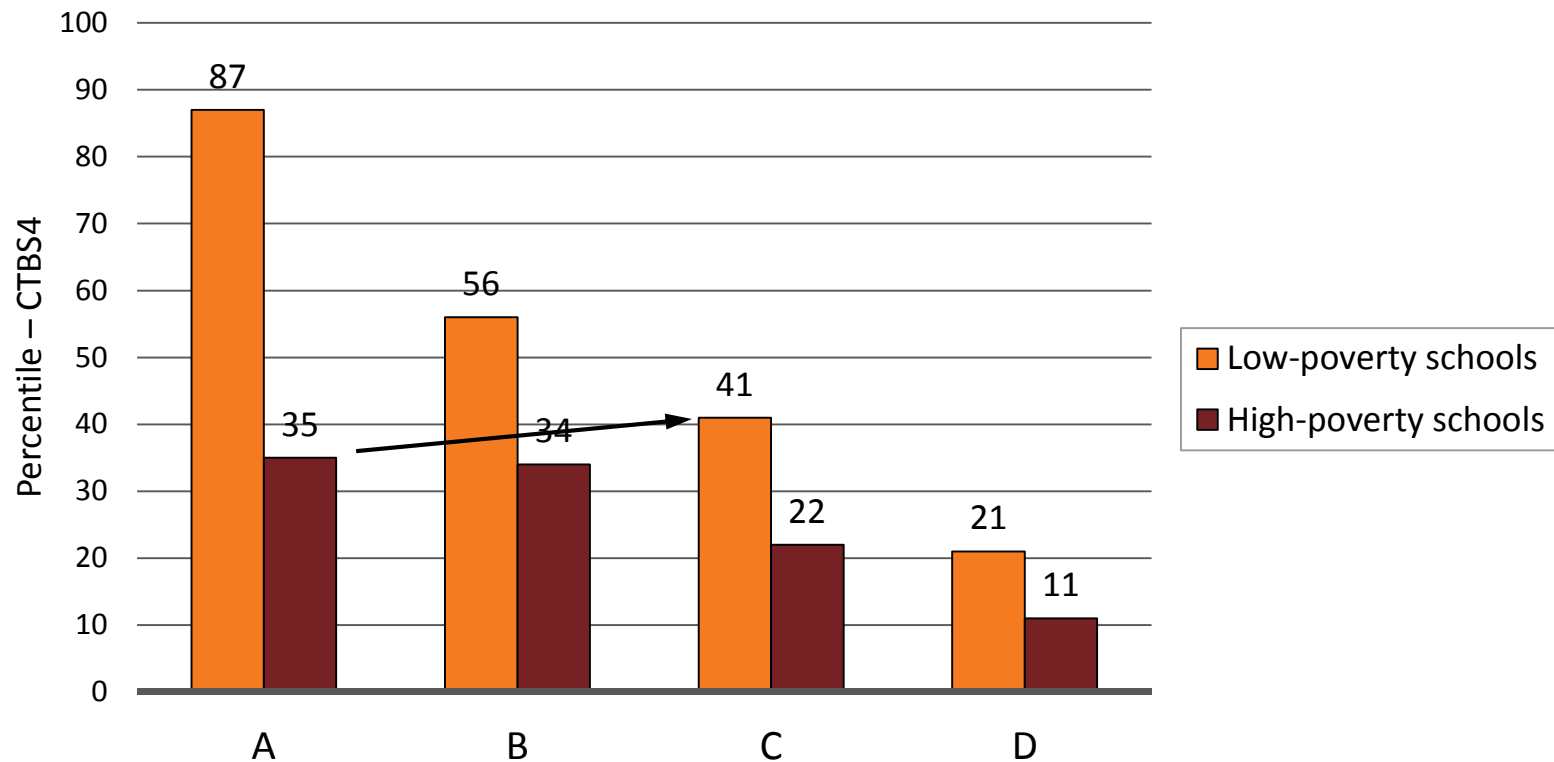
	Gap
High Poverty vs. Low Poverty Districts	-\$773 per student
High Minority vs. Low Minority Districts	-\$1,122 per student

Source: Education Trust analyses based on U.S. Dept of Education and U.S. Census Bureau data for 2005-06

...expect less

Students in Poor Schools Receive 'A's for Work That Would Earn 'Cs' in Affluent Schools

Seventh Grade Math

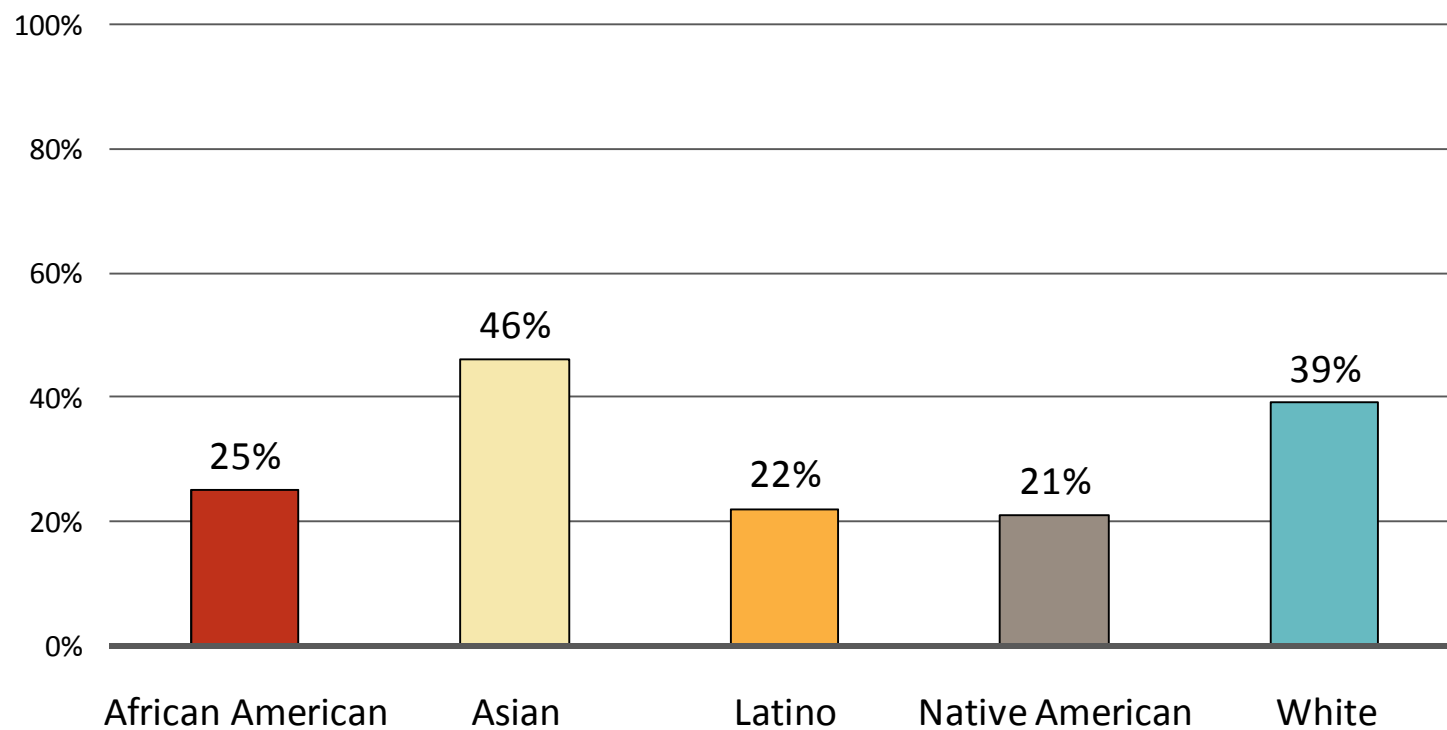


Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997




...teach them less

African American, Latino, Native American H.S. Grads Less Likely to Have Been Enrolled in Full College Prep Track

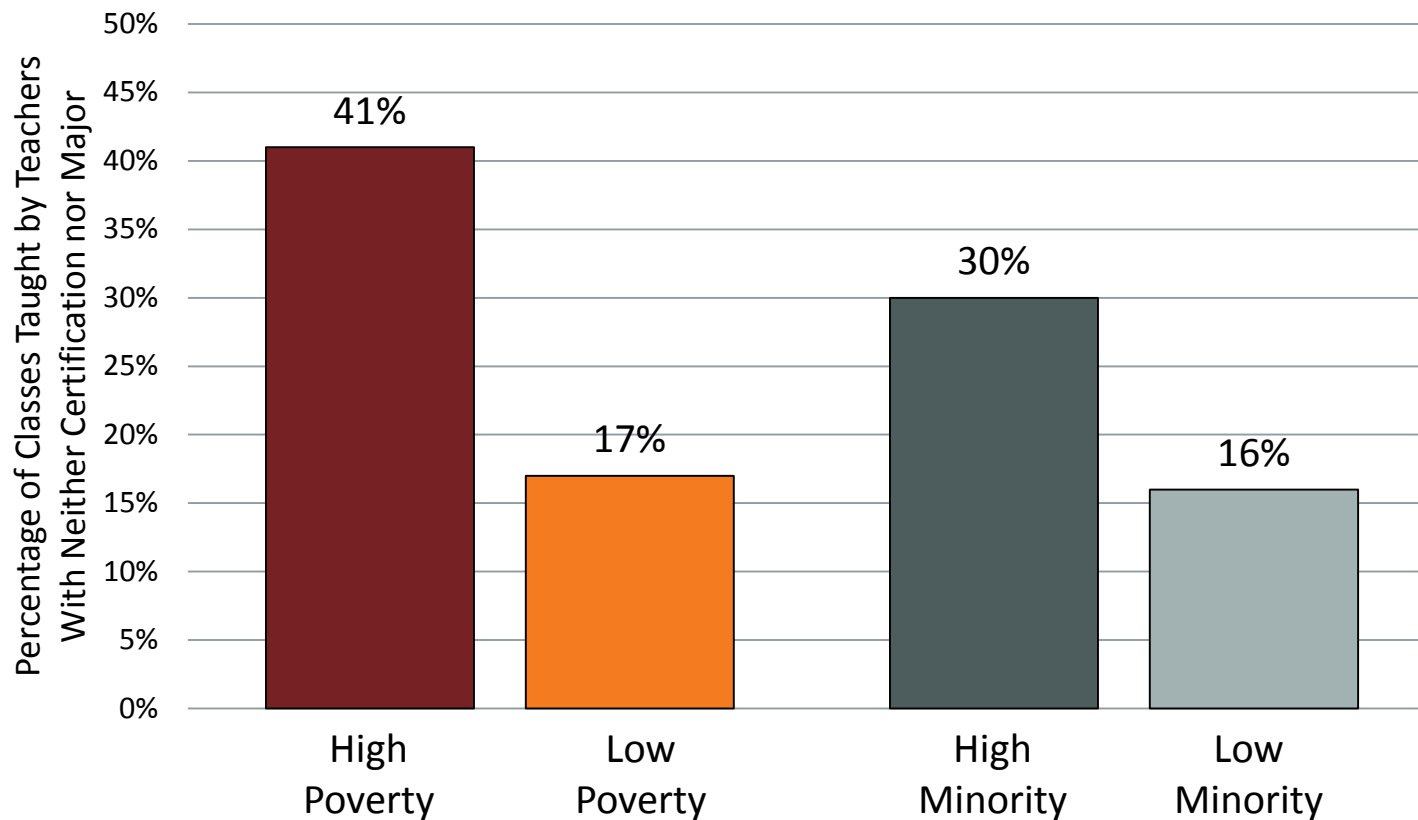


Note: Full College Prep track is defined as at least: 4 years of English, 3 years of math, 2 years of natural science, 2 years of social science and 2 years of foreign language.
Source: J. Greene, Public High School Graduation and College Readiness Rates in the United States, Manhattan Institute (2003)



...and assign them our least qualified
teachers.

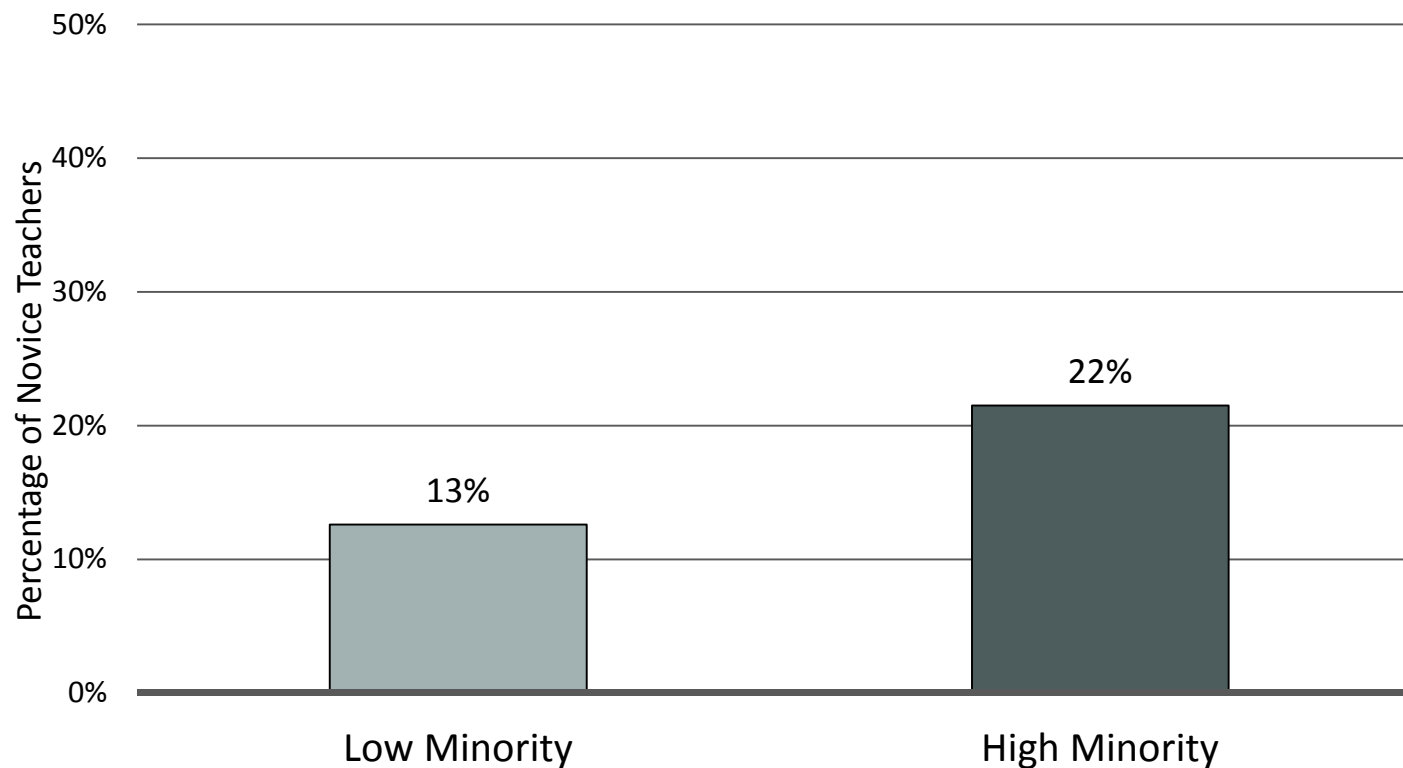
Core classes in high-poverty and high-minority secondary schools are more likely to be taught by out-of-field teachers



Note: Data are for secondary-level core academic classes (Math, Science, Social Studies, English) across United States. High-poverty $\geq 75\%$ of students eligible for free/reduced-price lunch. Low-poverty school $\leq 15\%$ of students eligible. High-minority $\geq 75\%$ students non-white. Low-minority $\leq 10\%$ students non-white.

Source: The Education Trust, *Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools*, (2008)


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



Note: Novice teachers are those with three years or fewer experience.

High-minority $\geq 75\%$ students non-white. Low-minority $\leq 10\%$ students non-white.

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




And while we can blame the spending part on people outside of this room—that is, the policymakers—the rest of this is on us.




And only we can turn things
around.

- Contract or practice that results in inequities?
- Practice in your school of assigning the kids who enter behind to rookie teachers?
- Tracking poor kids and kids of color into less rigorous courses?
- Assigning less rigorous work to poor kids?




Perhaps an uncomfortable role
for many, but we need to get
over that and get busy.

2. Parents need to step up, too.



Too little structure;
Too much screen time;
Not enough reinforcement for
schooling.



But this is true in both affluent
suburbs and in high poverty
neighborhoods.


Why is our response so different?

Help parents
get better.

Provide
parental
guidance for
those who have
too little.



Source:




But let's not let parents take the blame. And let's not let poor parenting be an excuse.

3. Stepping into the policy arena.


Current messages to Congress

- “We’ve devoted too much attention to poor and minority kids.”
- “This focus is harming the “smart” kids;
- “We ought to go back to letting states and local districts decide who needs to improve and by how much.”


Source:



Let's, in other words, go back to sweeping our achievement gaps under the rug and pretending like everything is fine.



And while they're saying that,
they are saying something
equally devastating on the higher
education side.



That the \$35 billion being spent
on the Pell Grant is
“unsustainable.”

What nobody thinks is “unsustainable”?
The \$19.4 billion spent on college tax breaks
that primarily benefit middle and upper-income
families

	2010 Expenditures
Lifetime Learning Credit	\$3.5 billion
American Opportunity Tax Credit	\$15.1 billion
Deduction for higher education expenses	\$0.8 billion
Total	\$19.4 billion

Source: Office of Management and Budget, Supplemental Materials, Tax Expenditures Spreadsheet, Table 17-1.

Estimates of Total Income Tax Expenditures for Fiscal Years 2010-2016.

<http://www.whitehouse.gov/omb/budget/Supplemental>

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If you disagree...



Stand up for kids.

**Download this presentation on our
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www.edtrust.org



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