

Raising Achievement and Closing Gaps for Latino Students

**What do we know about
what it will take?**



The Education Trust

**Daria Hall and Sarah Almy, The Education Trust
ALAS Superintendents Academy
November 30, 2012**

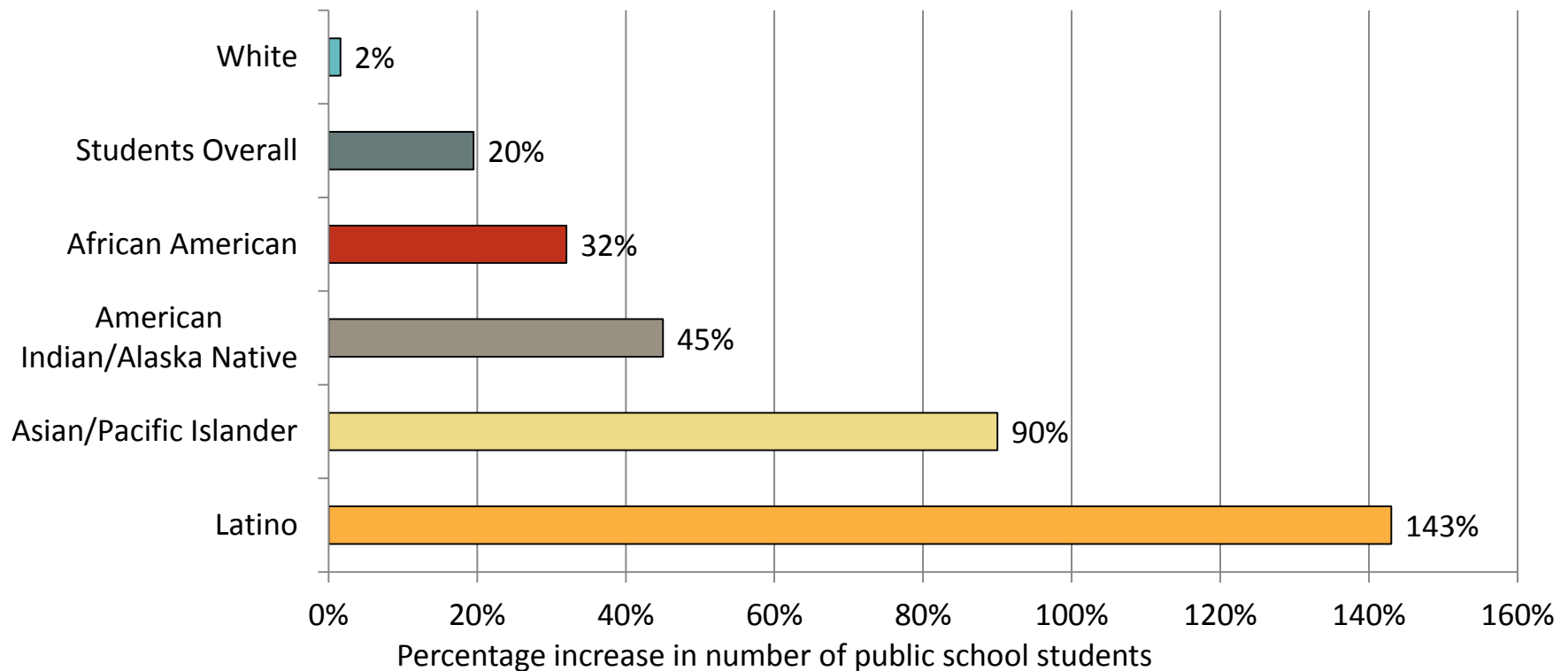
Goals for our time together

- Review data on achievement and opportunity for Latino students
- Deeper dive on the data about access to strong teachers, and examples of districts that are tackling equitable access
- Discussion

The Latino student population
has grown rapidly

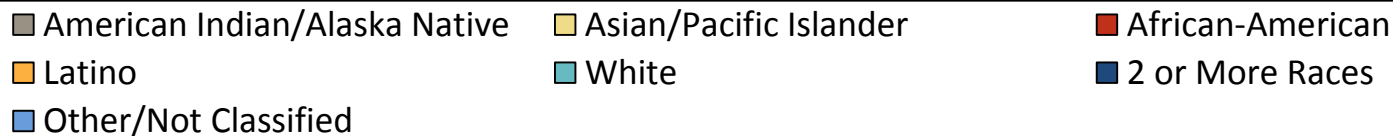
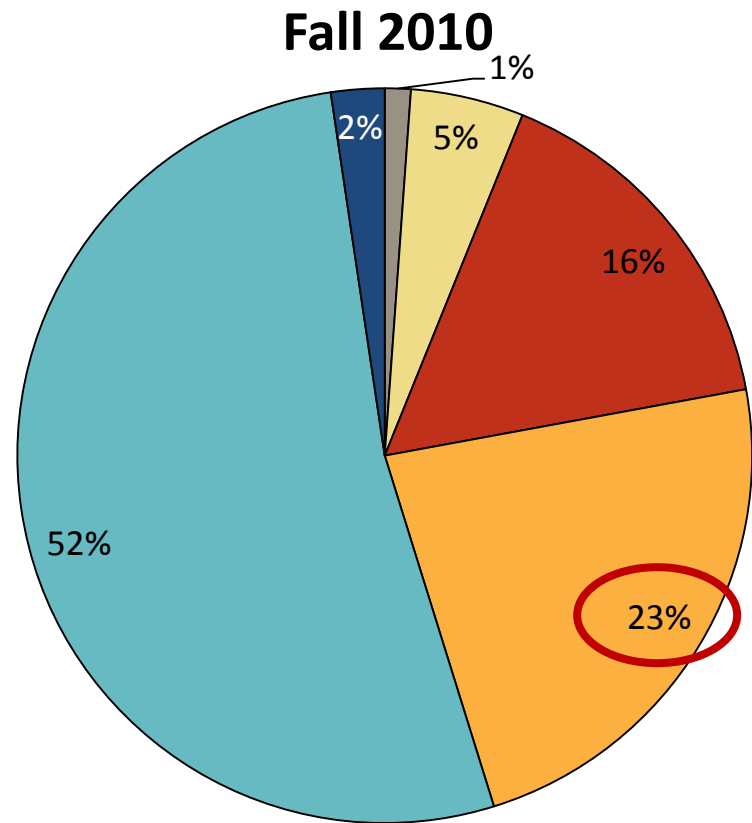
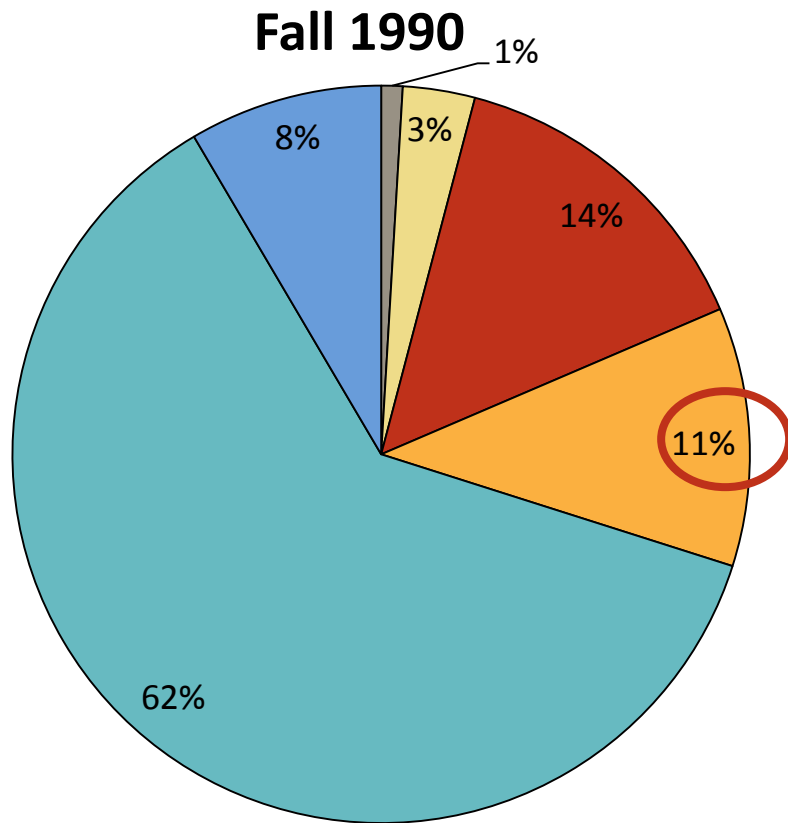
Latino school enrollment has grown much more rapidly than enrollment for any other group

Growth in Public School Enrollment, by Race/Ethnicity, Fall 1990 to Fall 2010



Source: National Center for Education Statistics, Common Core of Data

Latino students make up a larger proportion of public school students



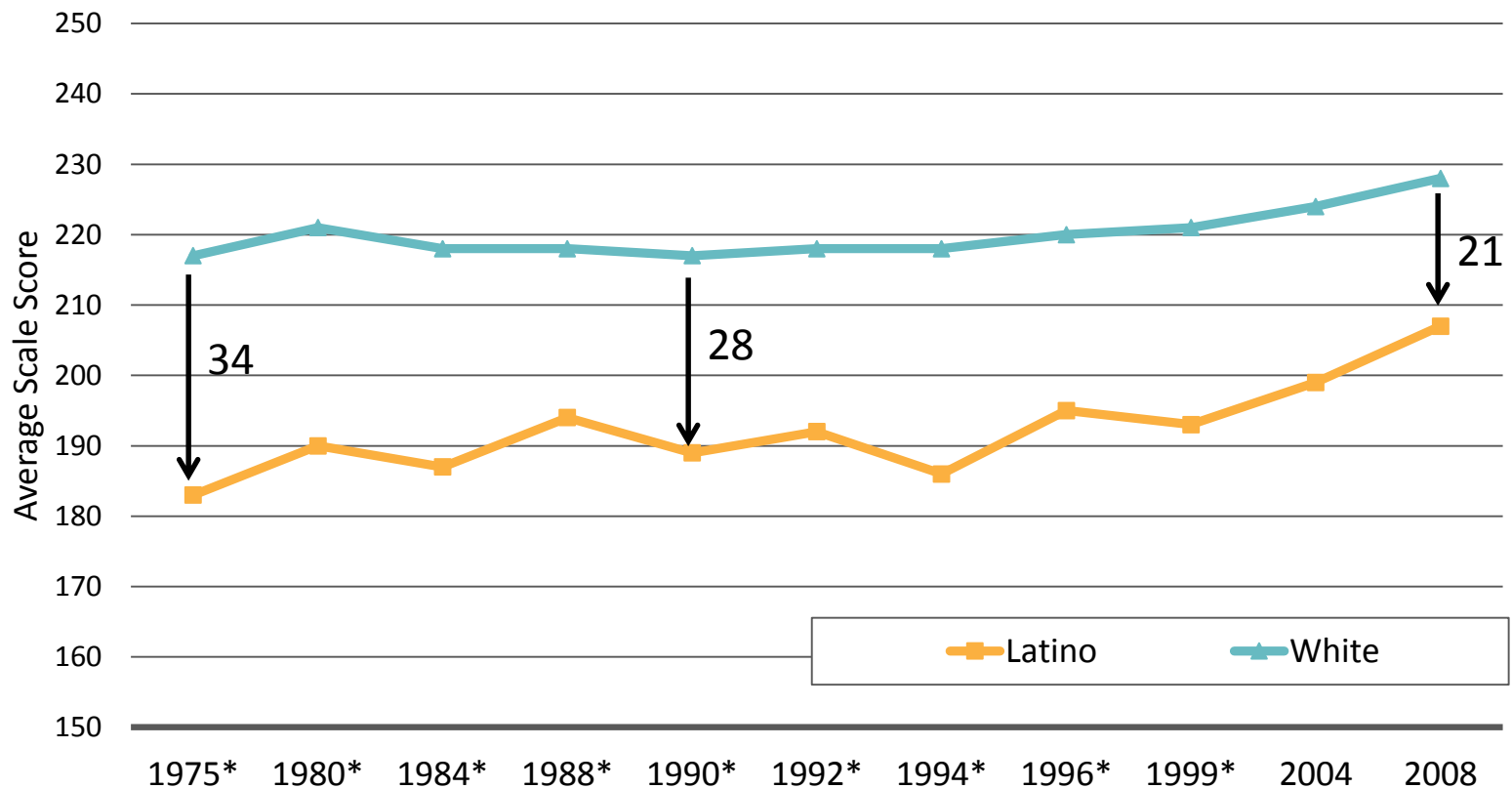
Source: National Center for Education Statistics, Common Core of Data

What are the trends in achievement
for Latino students?

NAEP Long-Term Trends

Record performance with gap narrowing

9 Year Olds – NAEP Reading

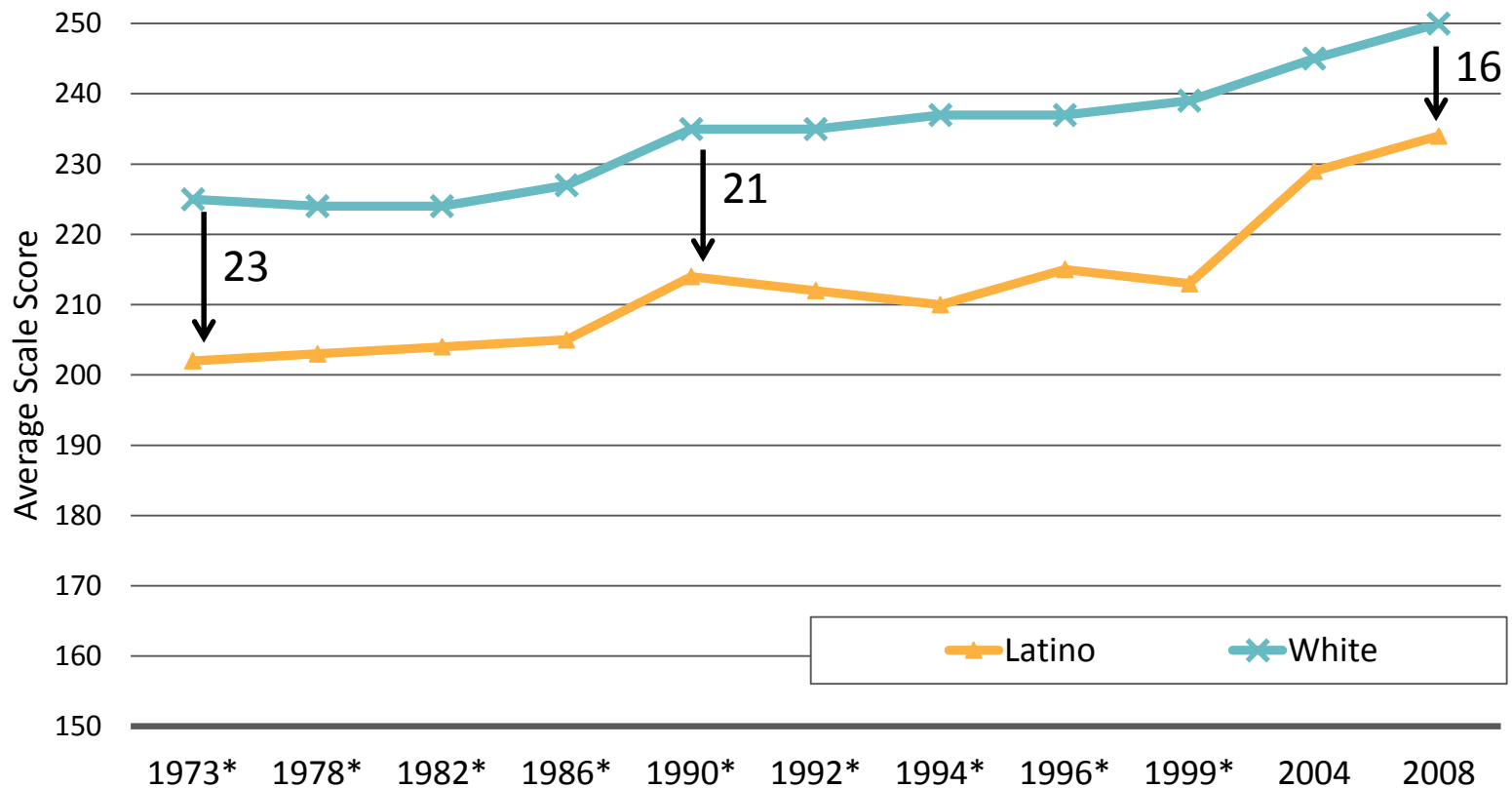


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

Record performance and gap narrowing

9 Year Olds – NAEP Math

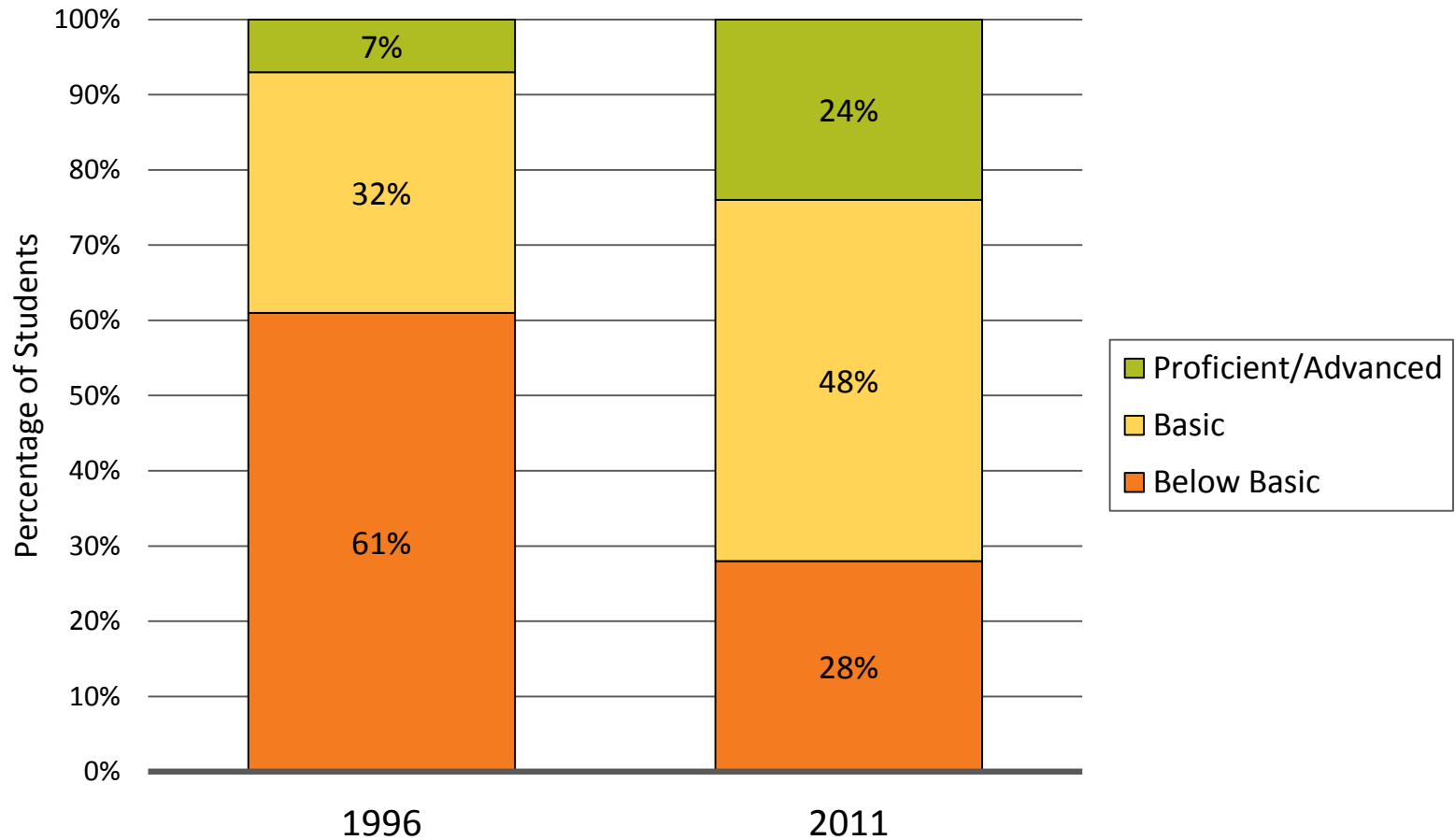


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

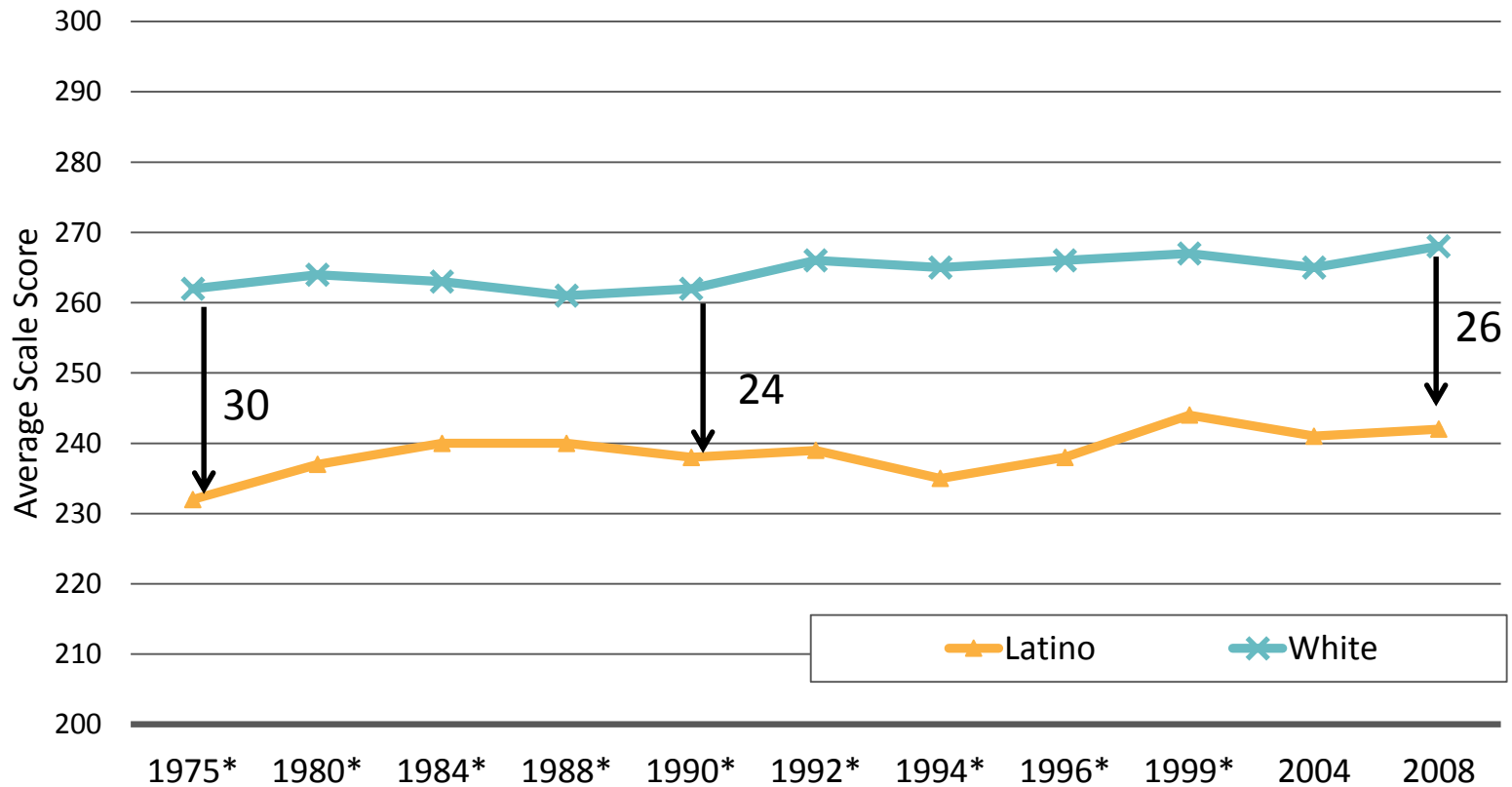
And next time somebody tells you,
“We’re spending more on education,
but the results are flat,” show them
the results of a decade of **effort in
mathematics...**

NAEP Grade 4 Math Latino Students



Uneven progress among middle school students

13 Year Olds – NAEP Reading

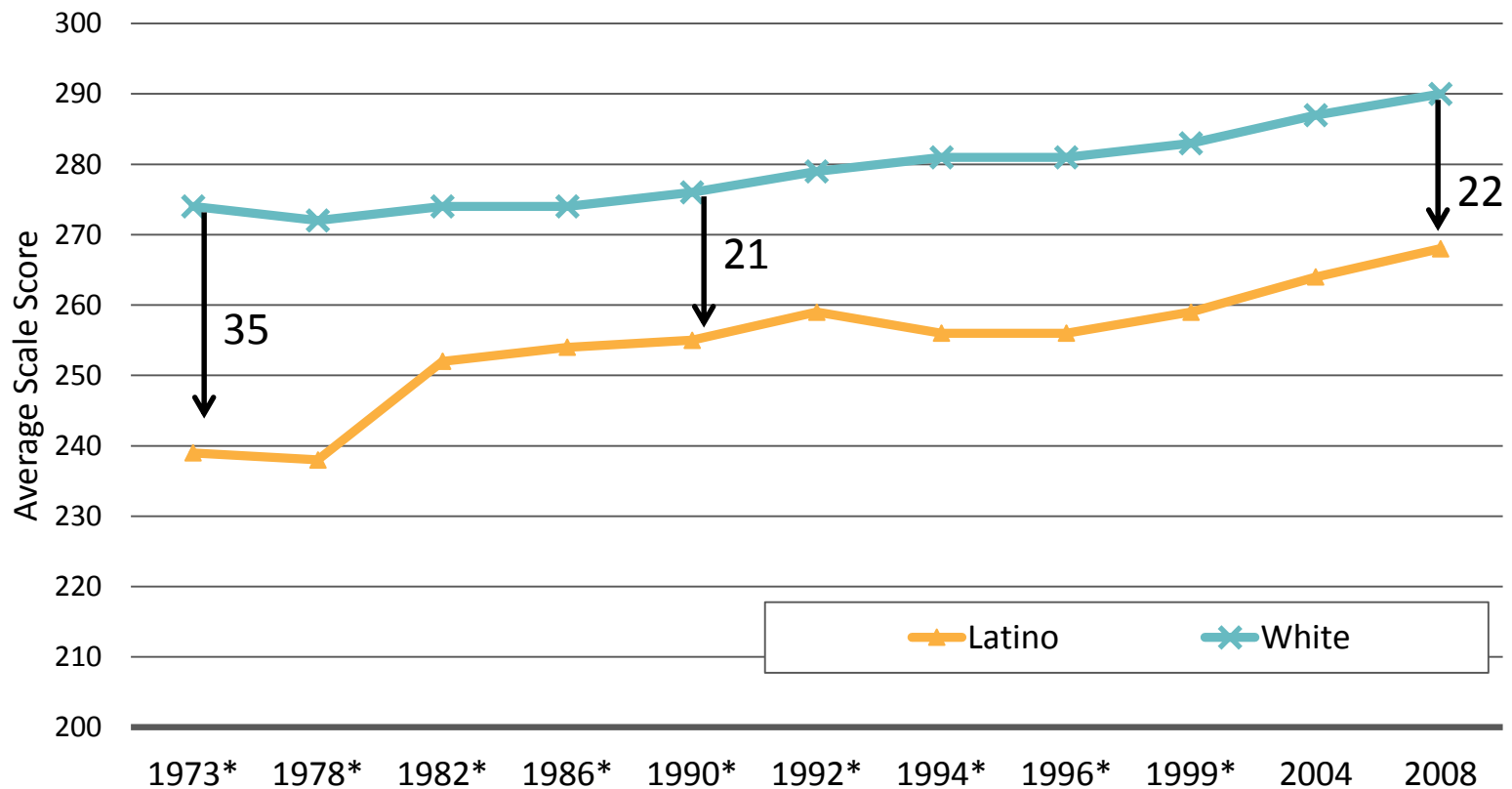


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

Latino-white gap just as wide as in 1990

13 Year Olds – NAEP Math



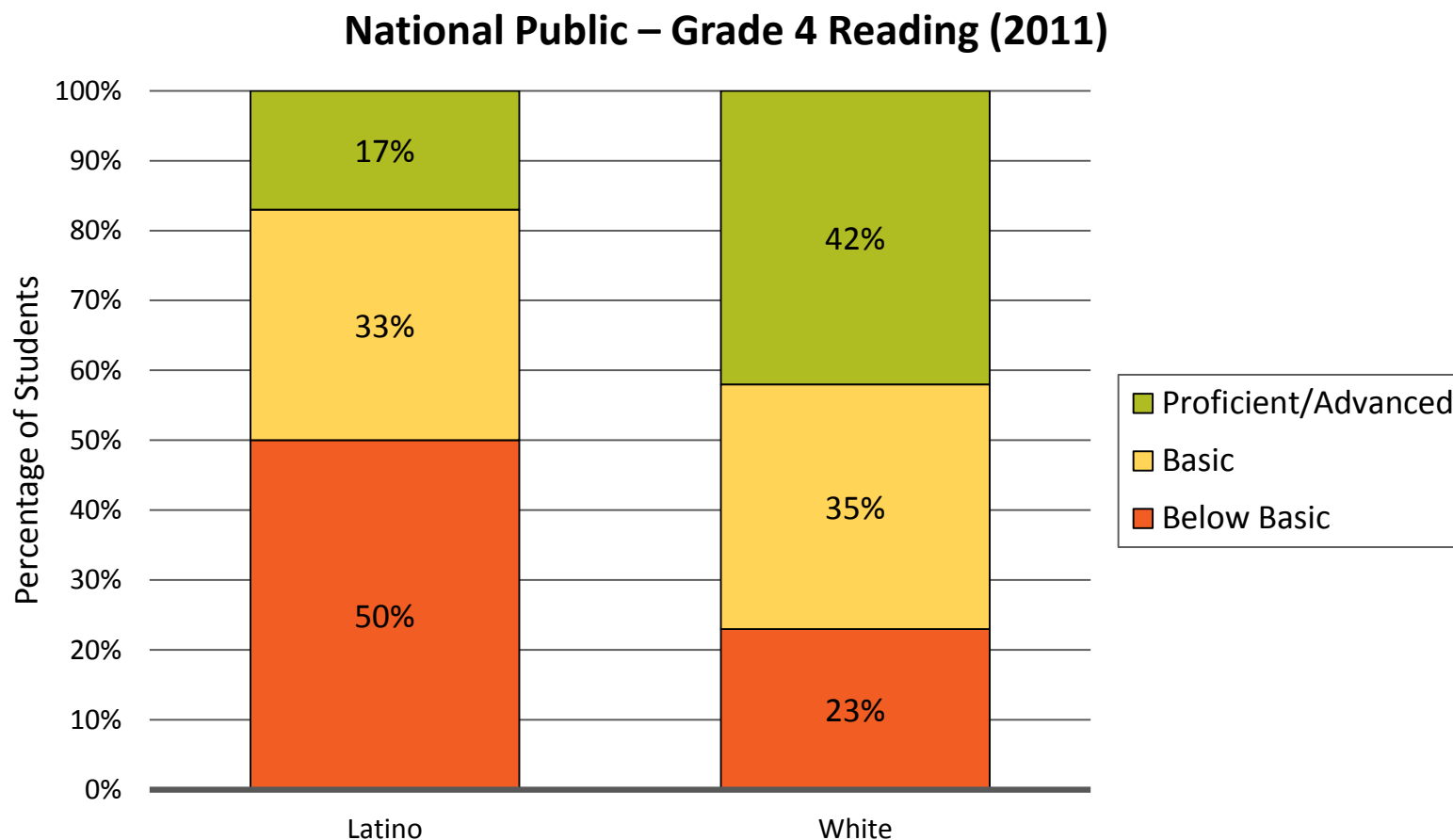
*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

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

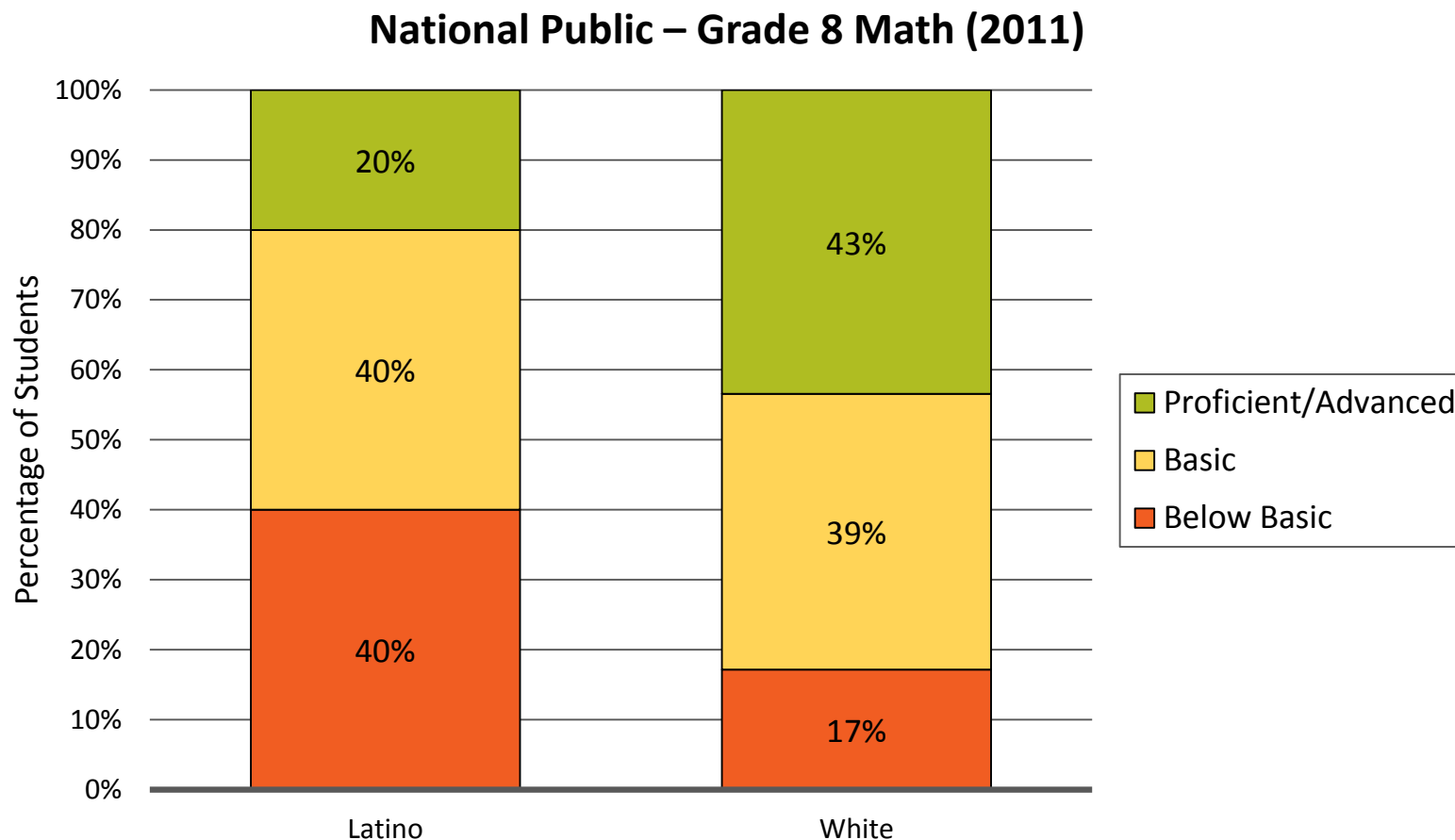
Too many students still enter high
school way behind.

Latino fourth-graders twice as likely to be below basic in reading as white peers



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

Latino eighth-graders far less likely to be proficient in math

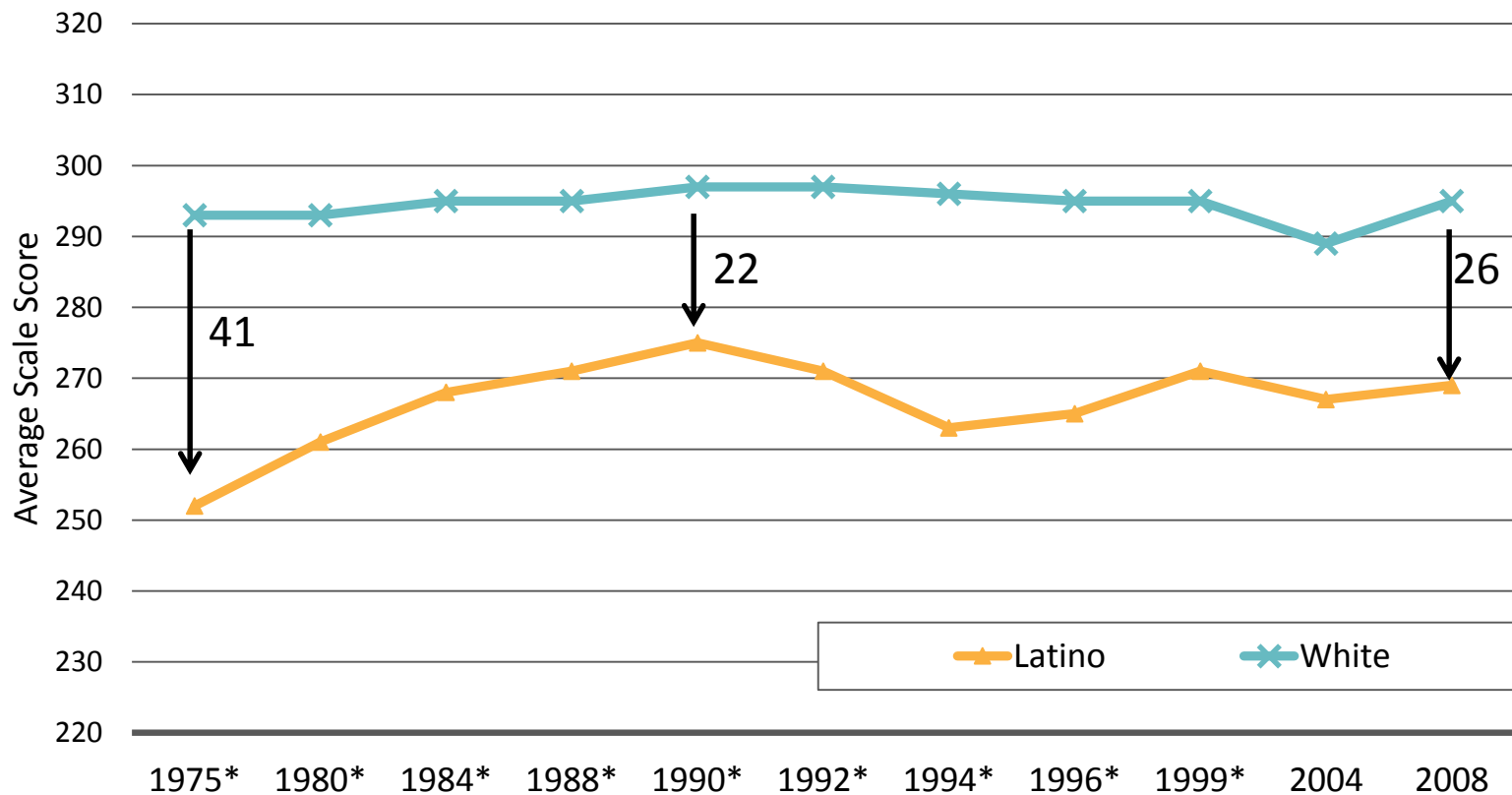


Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

And there's been little progress
in our high schools

Over the last 35 years, uneven progress

17 Year Olds – NAEP Reading

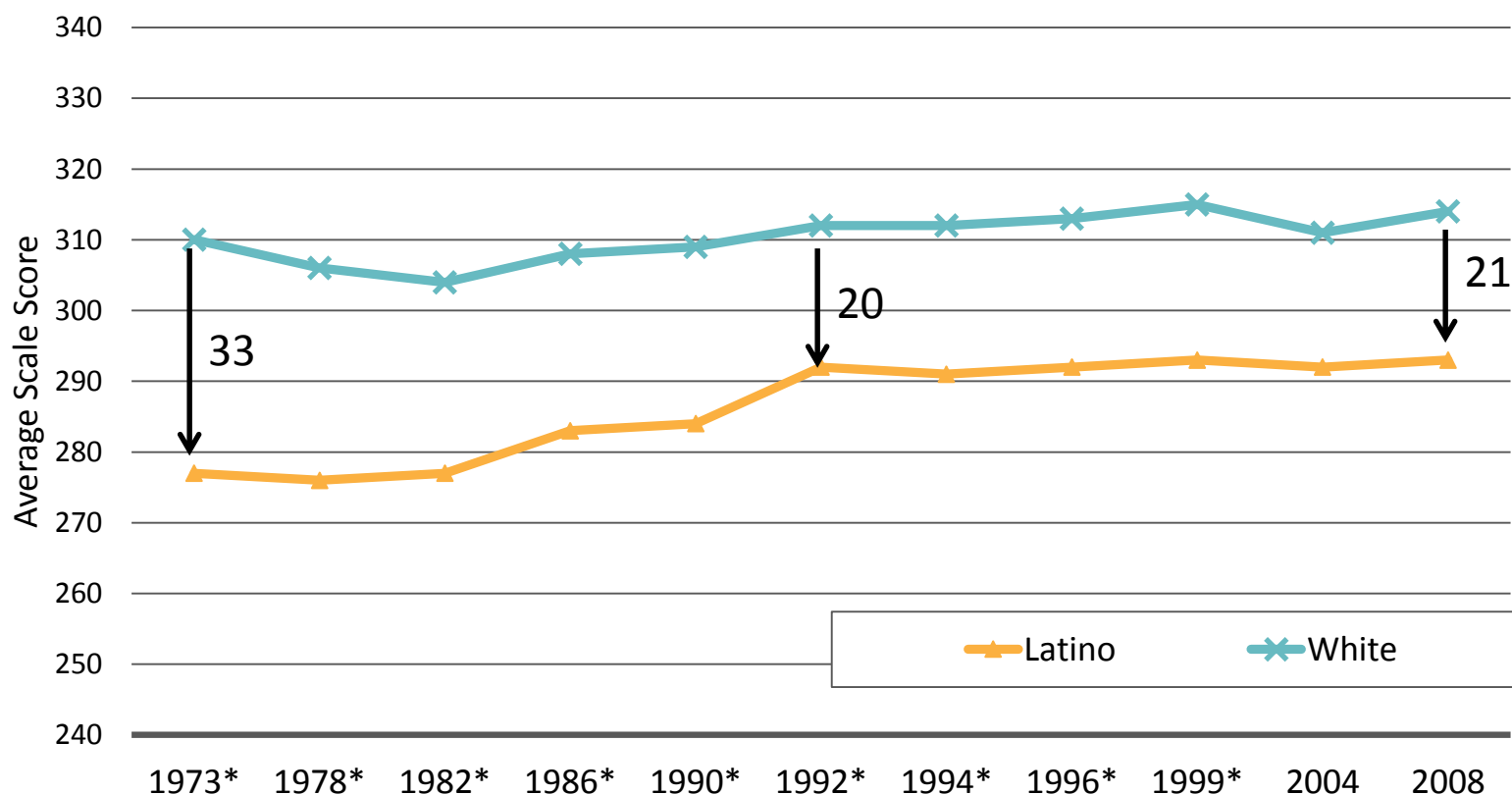


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

Since 1992, Latino – white gap has not narrowed

17 Year Olds – NAEP Math



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

These gaps 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.

Less Money

Funding Gaps *Between States*

	Gap
High-Poverty versus Low-Poverty States	-\$2,278 per student
High-Minority versus Low-Minority States	-\$2,330 per student

Funding Gaps ***Within States:*** National inequities in state and local revenue per student

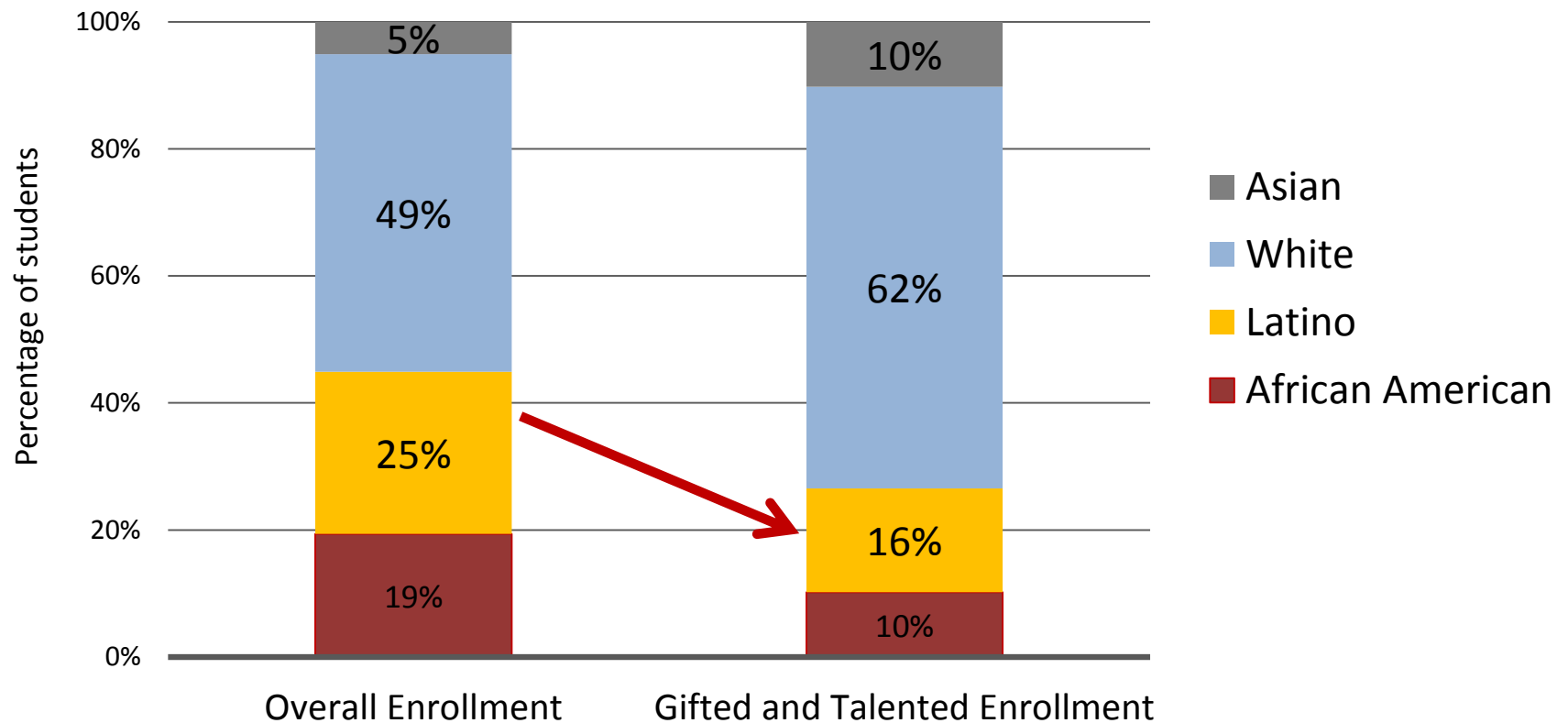
	Gap
High-Poverty versus Low-Poverty Districts	-\$773 per student
High-Minority versus Low-Minority Districts	-\$1,122 per student

Source: Source: Education Trust analyses of U.S. Department of Education and U.S. Census Bureau data for the 2005-06 school year.

Less Access to High-Level Courses

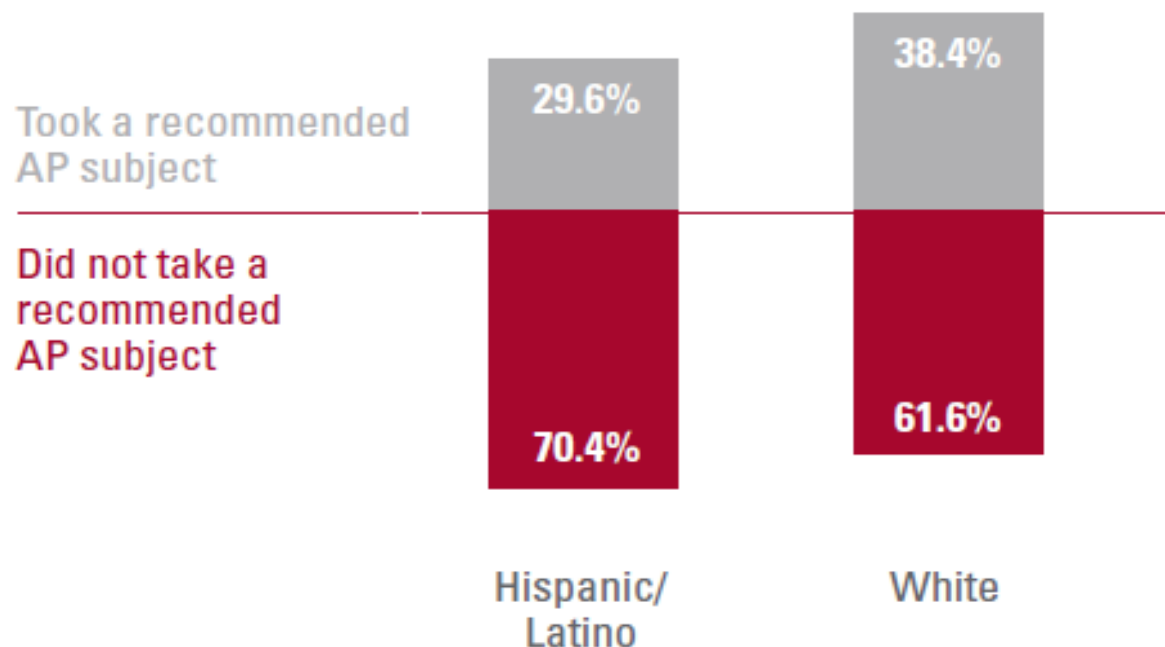
Latino students underrepresented in gifted and talented programs

Civil Rights Data Collection (2009-10)



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

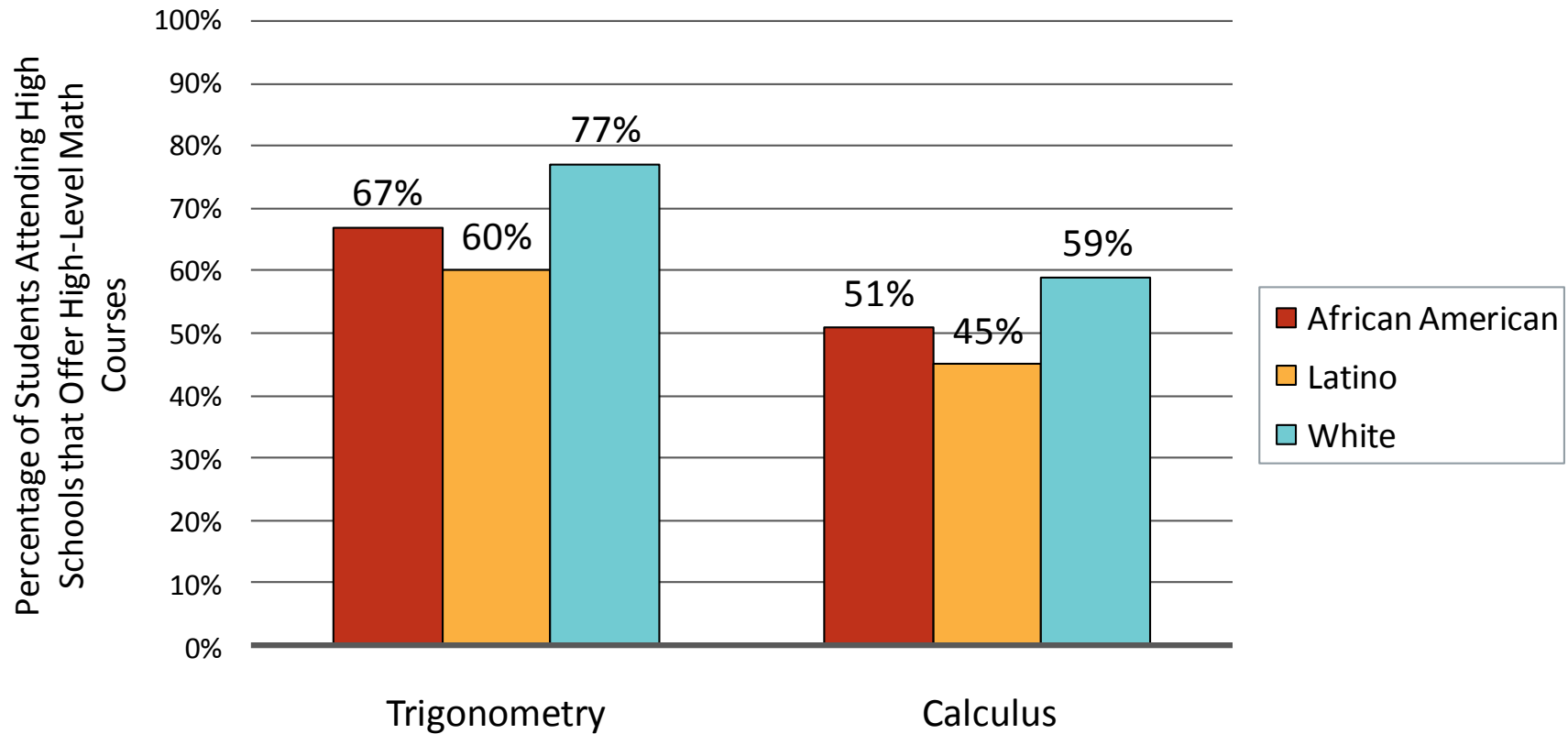
White high school students about 25% more likely than Latino students to take an AP subject that they were likely to do well in



Note: Students were considered to have taken an AP subject if they took an AP exam in a subject for which they had potential. Students were considered to have AP potential if they had a 70% or greater likelihood of scoring at least a 3 on an AP exam based on their PSAT/NMSQT scores.

Source: College Board, "The 8th Annual AP Report to the Nation," 2012.

Latino students least likely to attend high schools that offer high-level math courses



Source: Clifford Adelman, U.S. Department of Education, The Toolbox Revisited (2006)

Lower Expectations

Low-income and minority students are also less likely to have access to high-quality assignments.

*Using the **same** textbook, School A in California offered high-level assignments; School B did not.*

School A

1,467 students enrolled in 2005

- 82% White
- 6% Asian
- 4% Latino
- 2% Black
- 2% Low-Income

School B

2,001 students enrolled in 2005

- 45% White
- 4% Asian
- 48% Latino
- 1% Black
- 27% Low-Income

School A: High-Level College-Prep Assignment

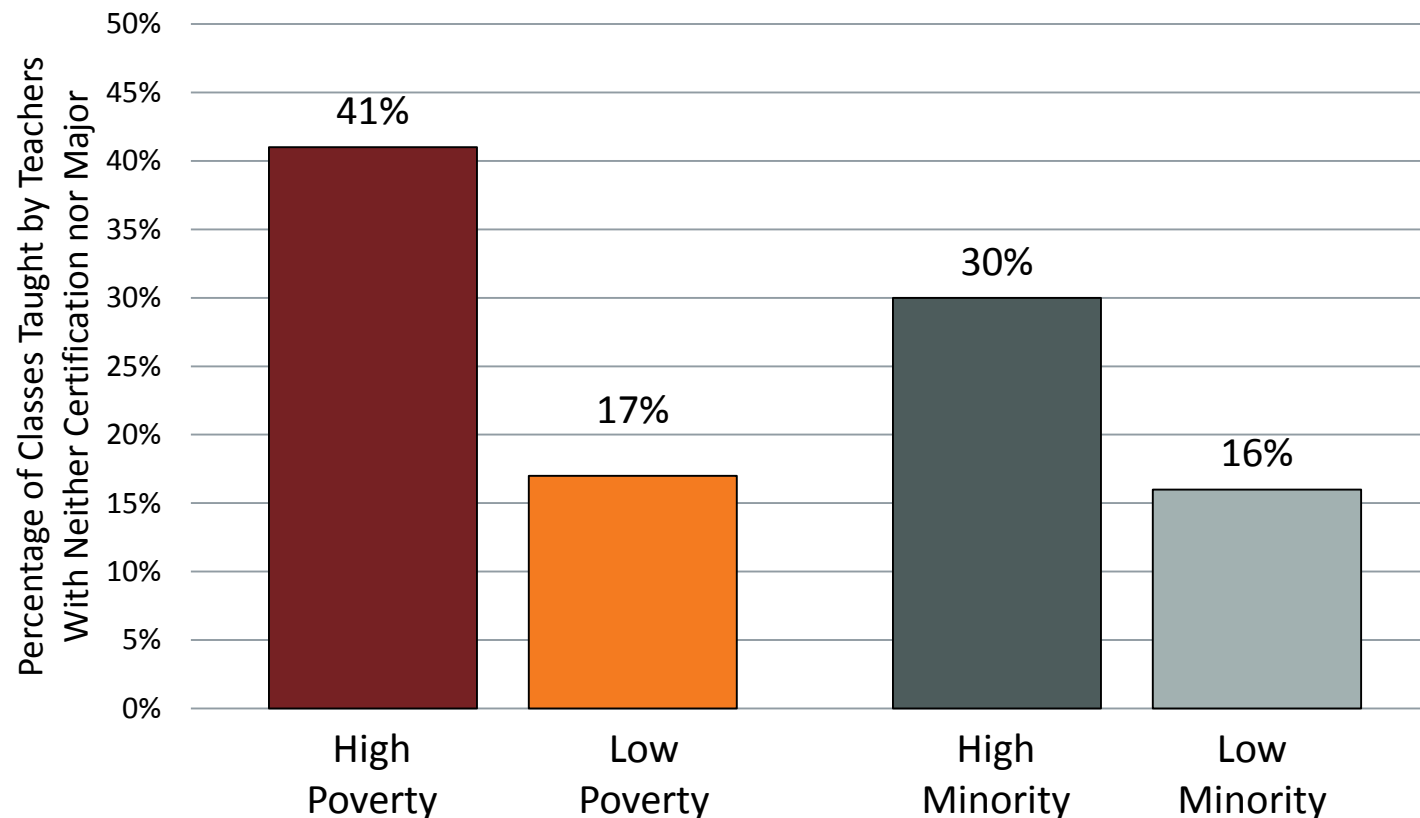
- Describe the fundamental problems in the economy that helped cause the Great Depression. Consider agriculture, consumer spending and debt, distribution of wealth, the stock market.
- Describe how people struggled to survive during the Depression.
- How did Hoover's belief in "rugged individualism" shape his policies during the Depression?

School B: Low-Level College-Prep Assignment

- Role play (“Meet the Press”) and interview key people of the era.
- Draw a political cartoon highlighting a major event of the time.
- Share excerpts from noted literary authors-- Lewis, Fitzgerald, Hemingway, Hughes.
- Listen to jazz artists of the 1920s.
- Construct a collage depicting new inventions.

And Less Access to the Best 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)

The results are devastating

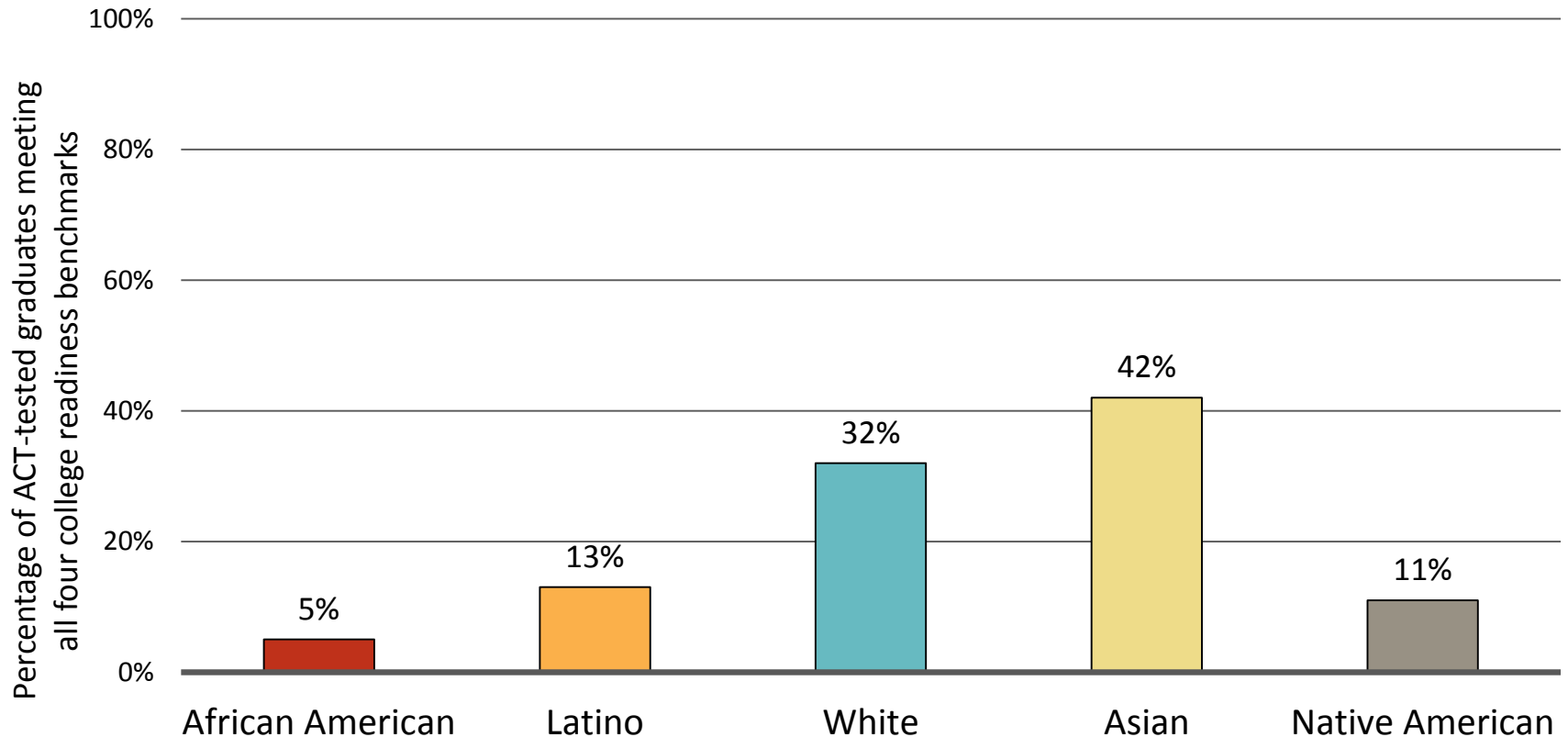
Of Every 100...

White Kindergarteners:	Latino Kindergarteners:
95 graduate from high school or get a GED	69 graduate from high school or get a GED
68 complete at least some college	35 complete at least some college
37 obtain at least a Bachelor's degree	12 obtain at least a Bachelor's degree

Note: Data for whites and Latinos indicate educational attainment among 25-29 year olds.

Source: US Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971-2009, in The Condition of Education 2010 (Indicator 22); U.S. Census Bureau, *We the People: American Indians and Alaska Natives in the United States*.

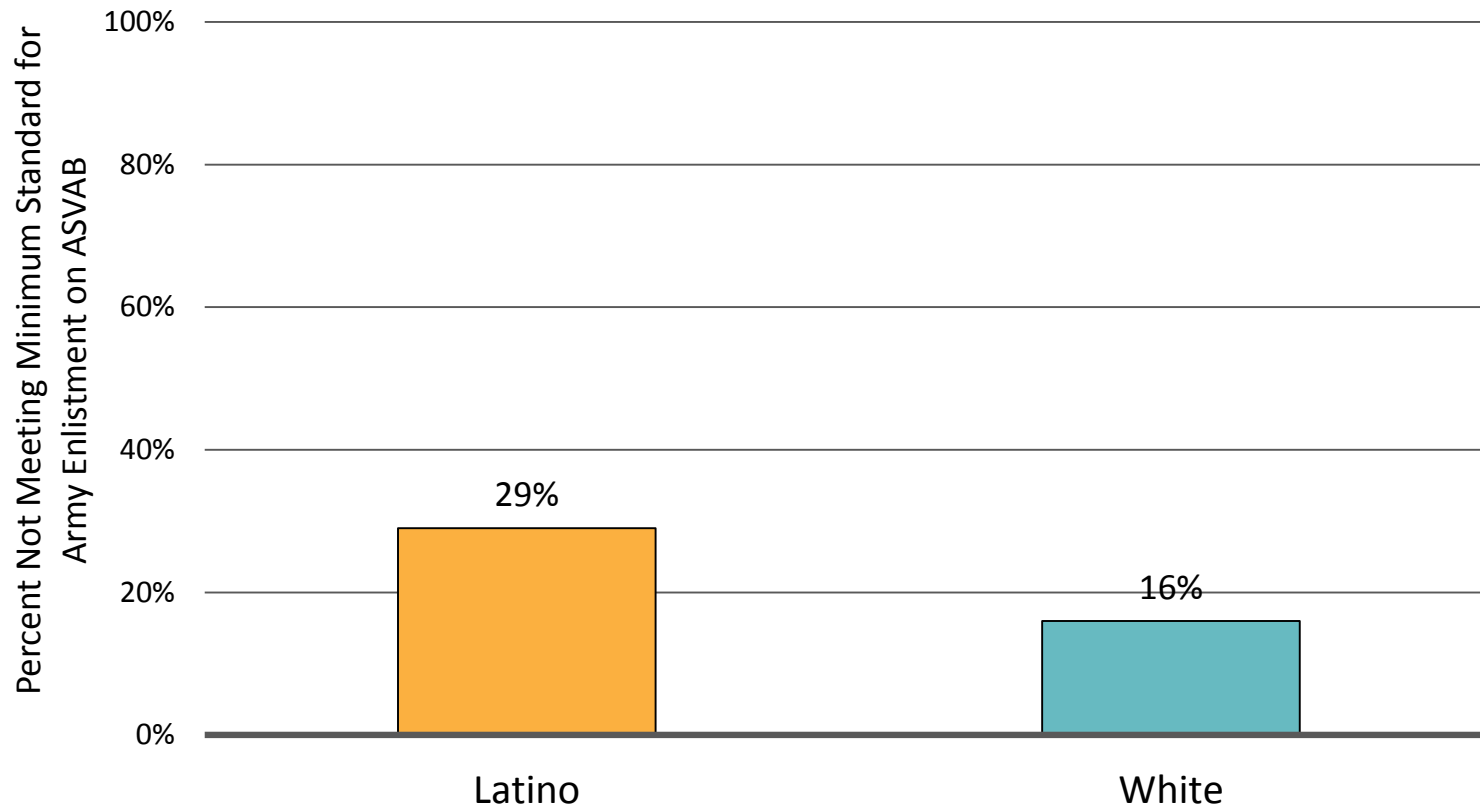
About 1 in 10 Latino test takers meets all four ACT college readiness benchmarks



Note: College readiness benchmarks are ACT-established thresholds that represent the score that a student needs to attain in order to have at least a 50% chance of receiving a B and a 75% chance of receiving a C in corresponding first-year college courses.

Source: The Condition of College & Career Readiness 2012, ACT

Latino students about twice as likely to fall short of academic qualifications for Army enlistment



Source: Theokas, C., "Shut out of the Military: Today's High School Education Doesn't Mean You're Ready for Today's Army," Education Trust (2010).

What Can We Do to Raise Achievement and Close Gaps?

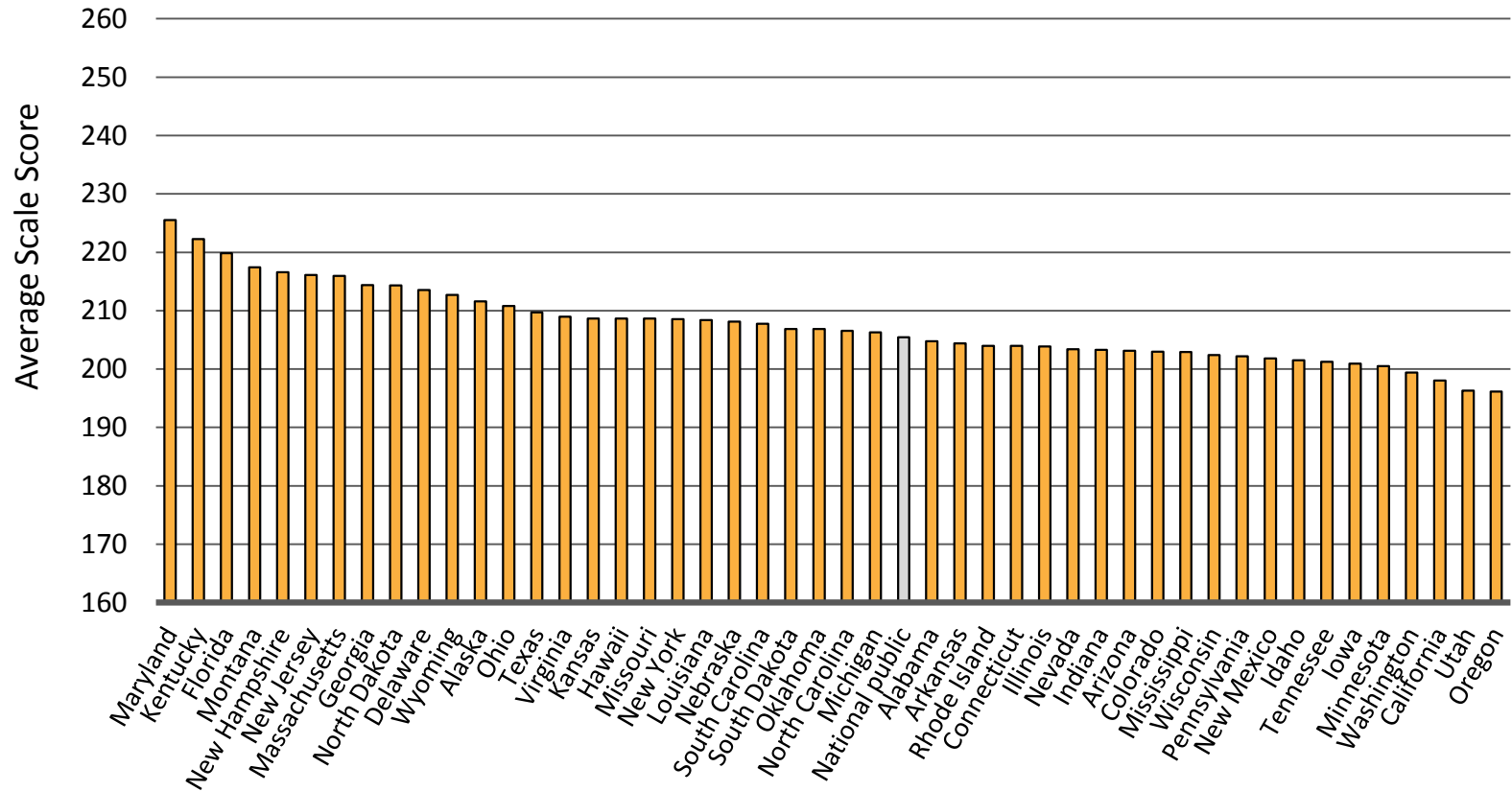
What We Hear Many People Say about Struggling Students:

- 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, districts, and even states...

Scale Scores by State – Latino Students

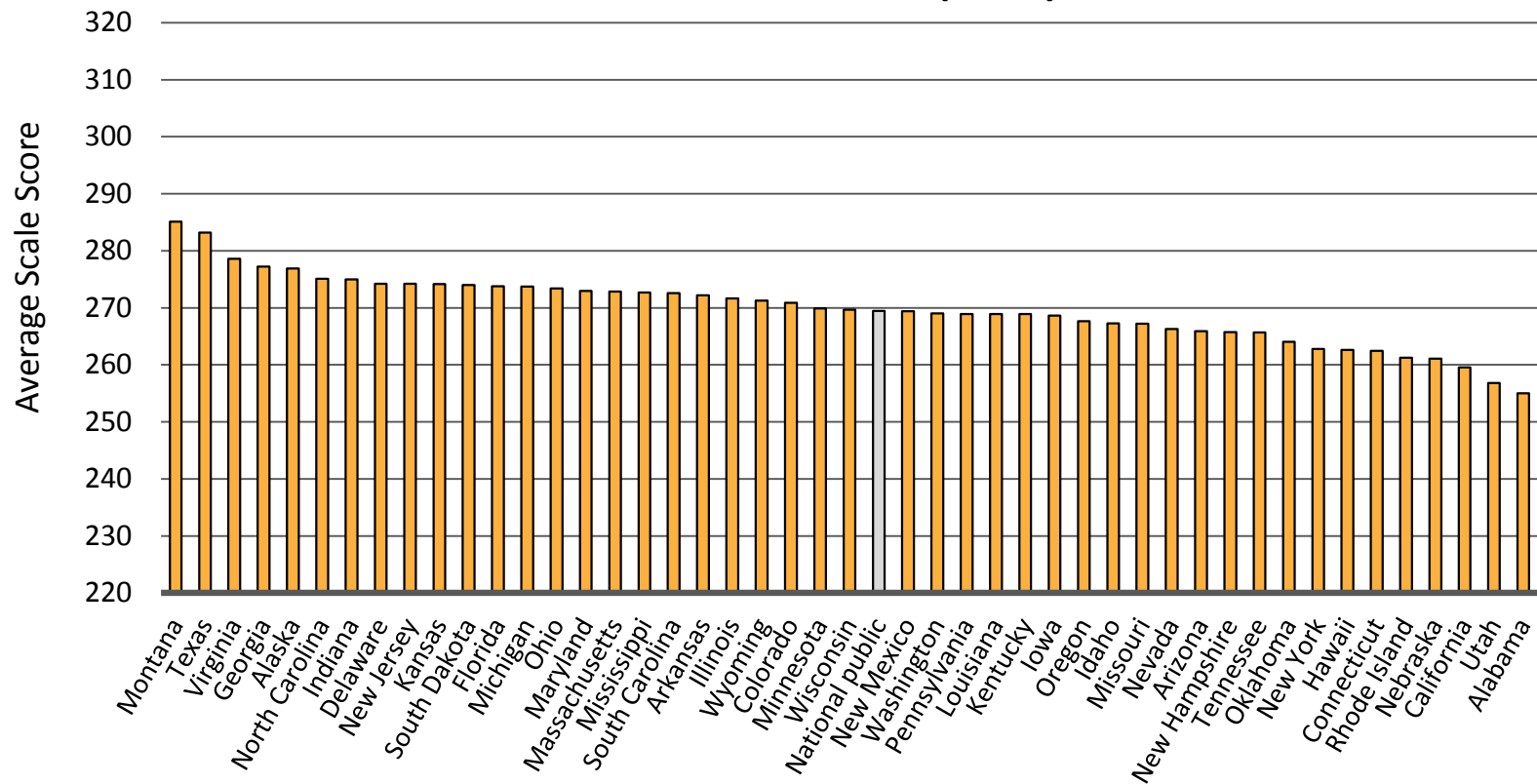
Grade 4 – NAEP Reading (2011)



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

Scale Scores by State – Latino Students

Grade 8 – NAEP Math (2011)

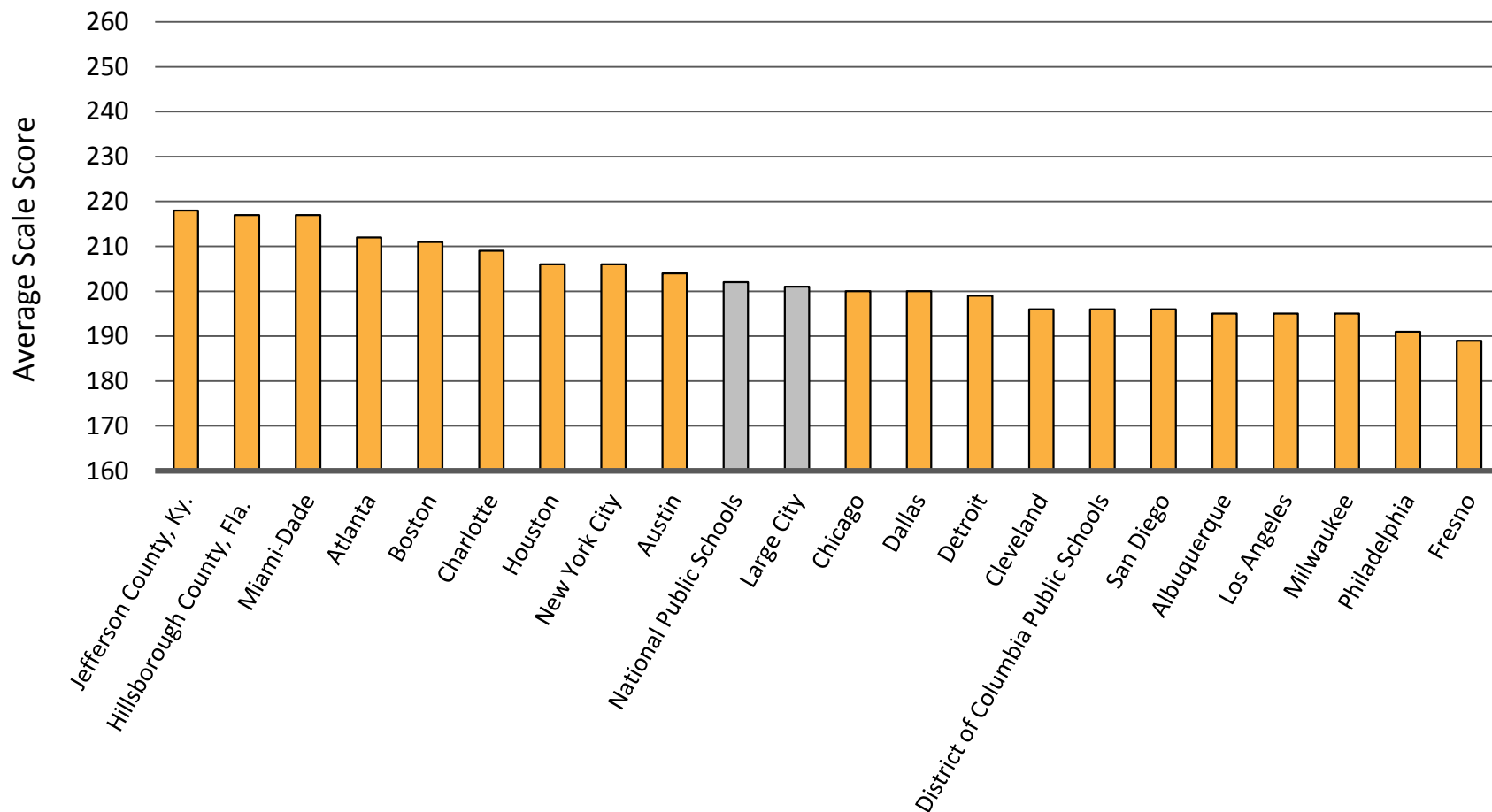


Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Average Scale Scores, by District

Low-Income Latino Students

Grade 4 – NAEP Reading (2011)



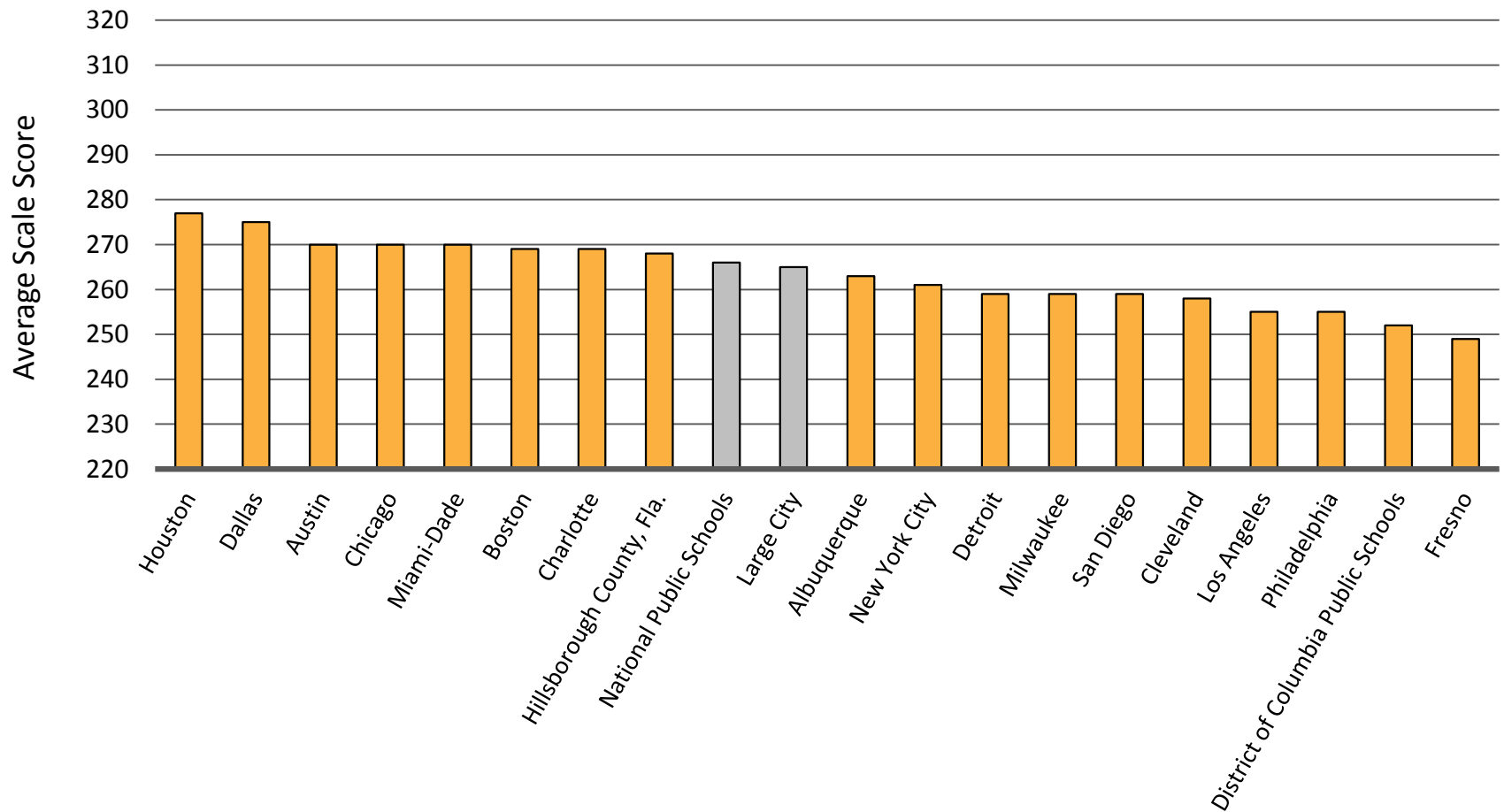
Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

Average Scale Scores, by District

Low-Income Latino Students

Grade 8 – NAEP Math (2011)

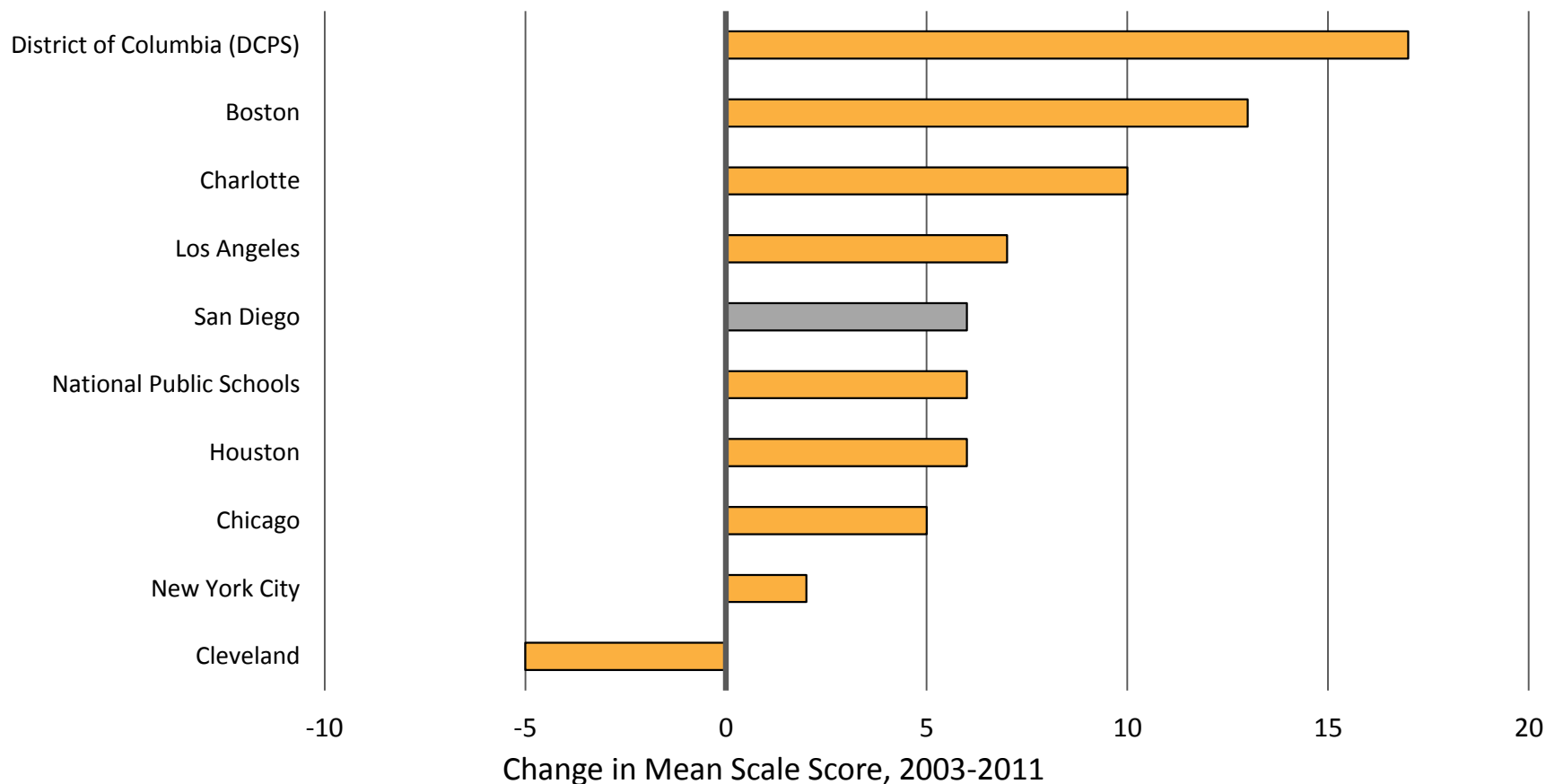


Note: Basic Scale Score = 262; Proficient Scale Score = 299

Source: NAEP Data Explorer, NCES

Latino students in some districts showed far more improvement than those in other districts

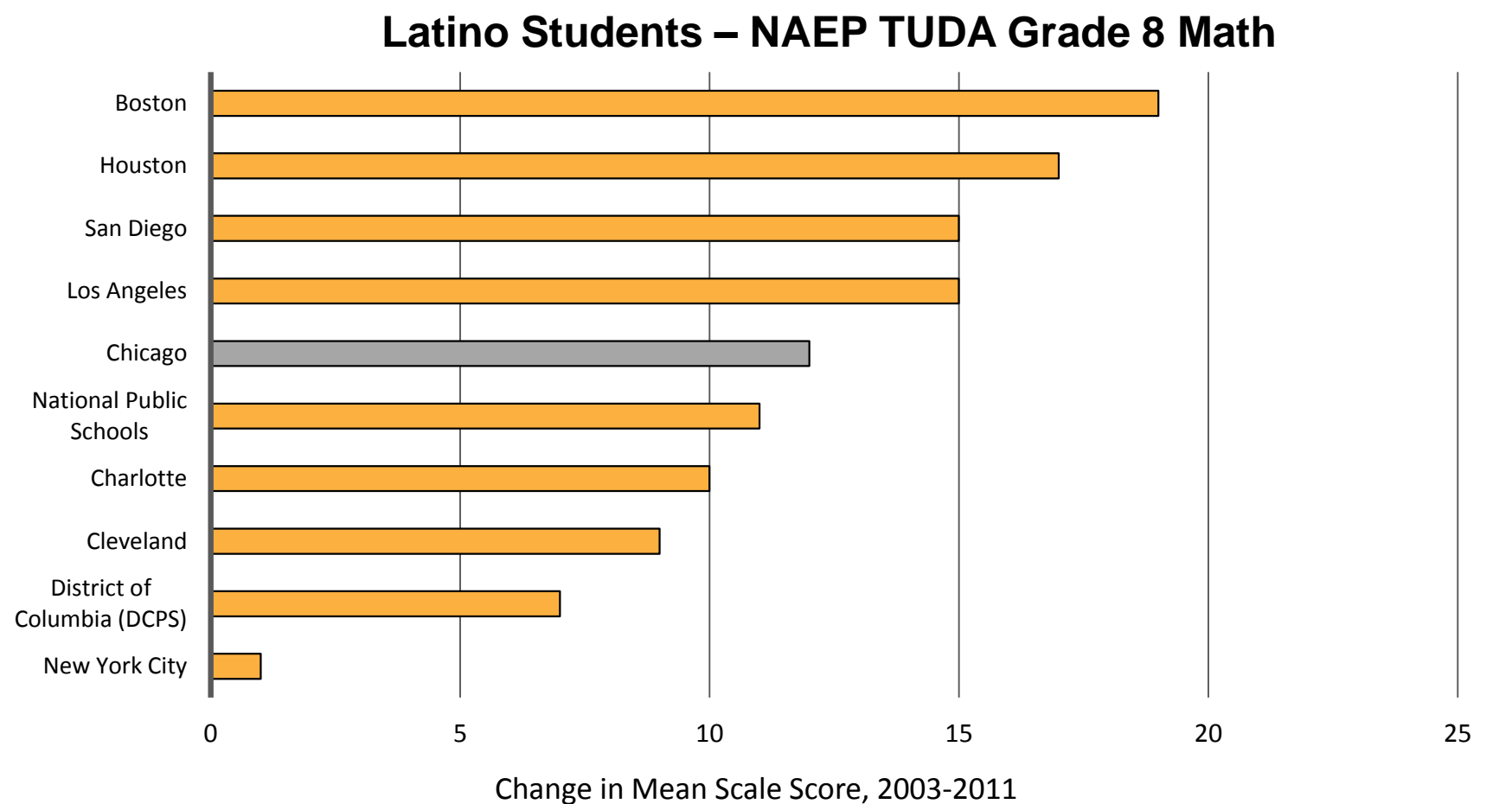
Latino Students – NAEP TUDA Grade 4 Reading



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

Source: NCES, NAEP Data Explorer

Wide range of improvement for Latino students in large urban districts



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

Laurel Street Elementary

Compton, CA

- 497 students in grades K-5
 - 78% Latino
 - 16% African American
- 87% Low Income
- 61% Limited English Proficient

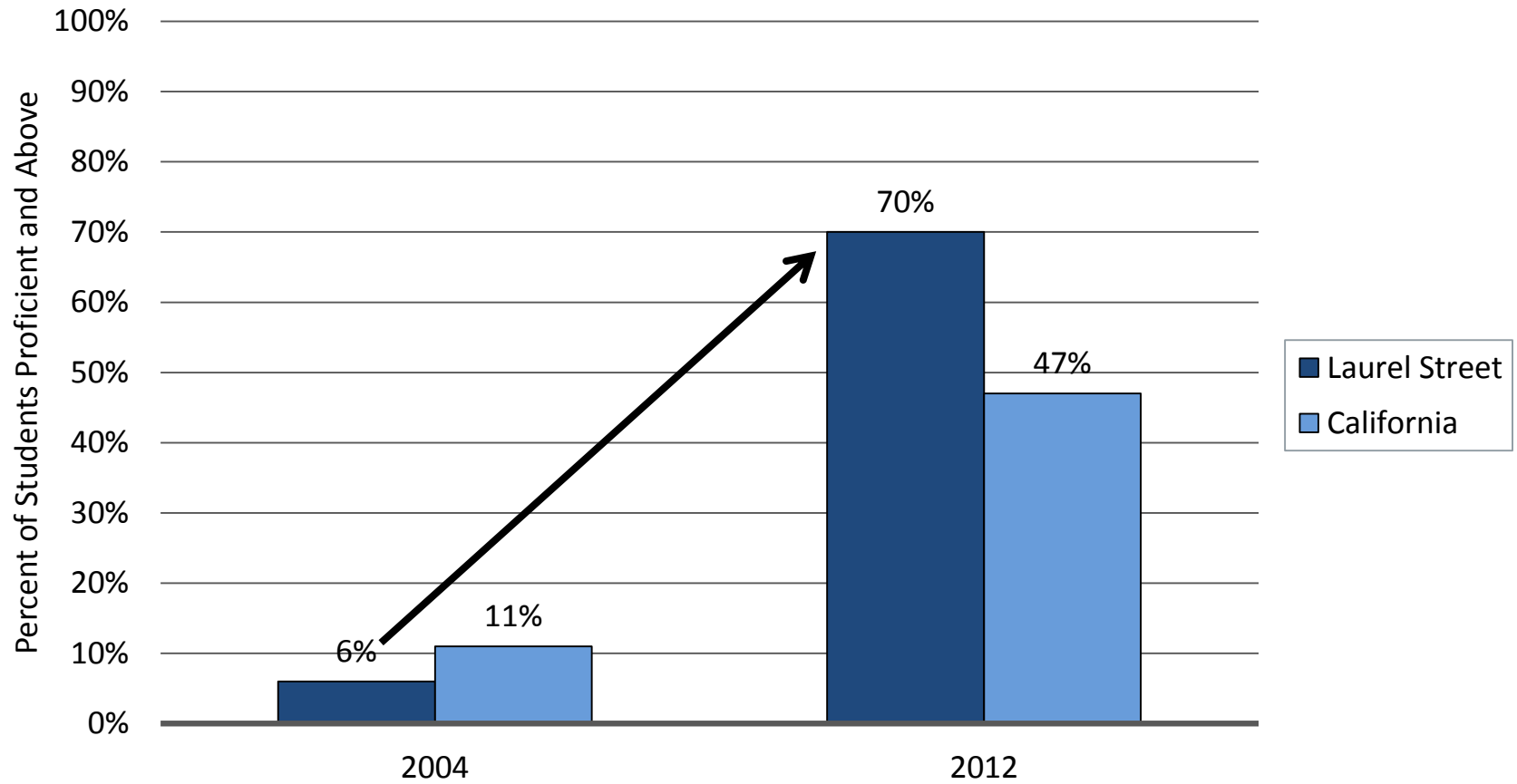


Note: Enrollment data are for 2011-12 school year.
Source: California Department of Education

Improvement Over Time

at Laurel Street

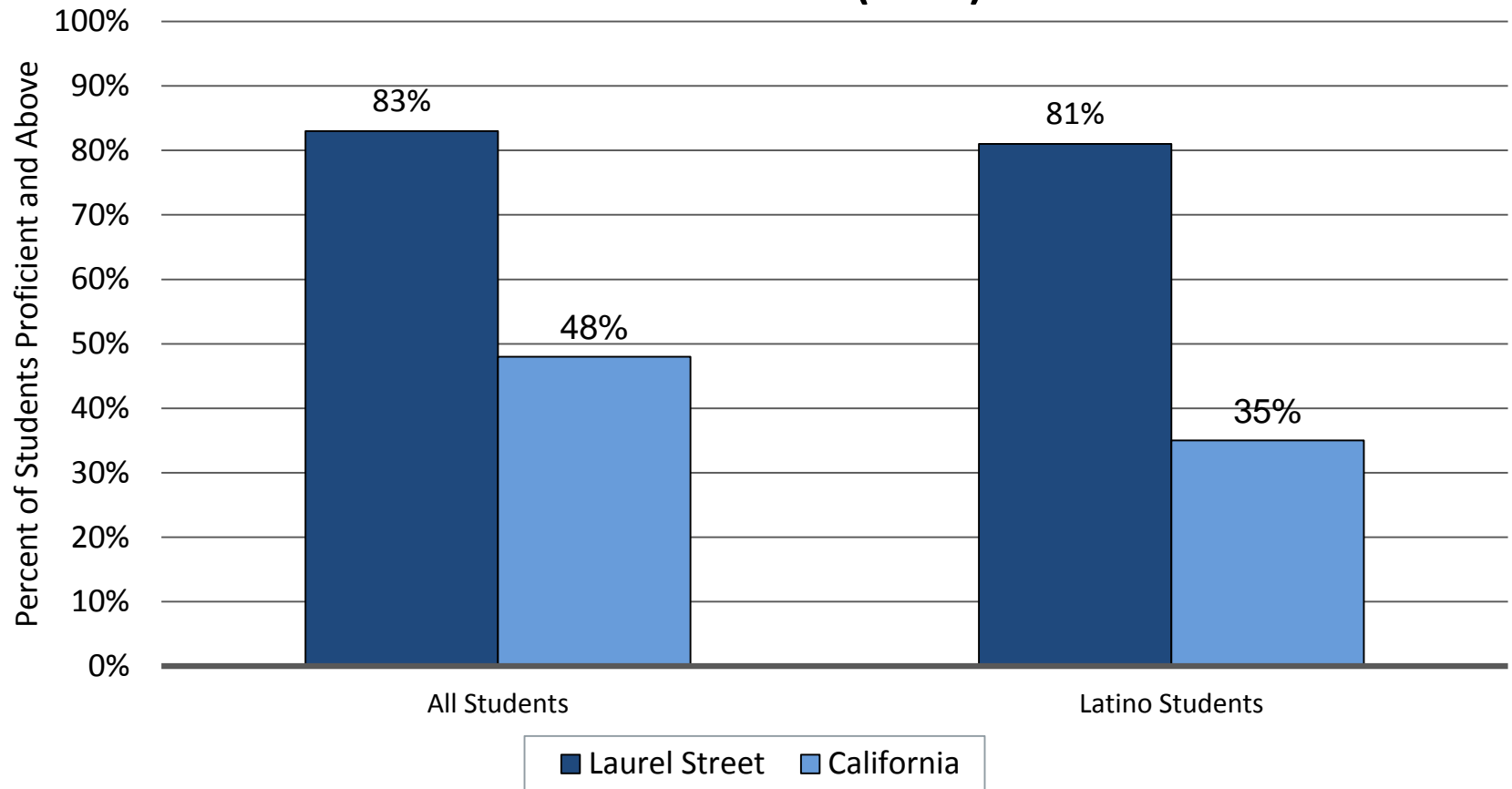
Latino Students – Grade 5 Science



Source: California Department of Education

All Groups Outperforming the State at Laurel Street Elementary

Grade 3 Math (2012)



Griegos Elementary Albuquerque, New Mexico

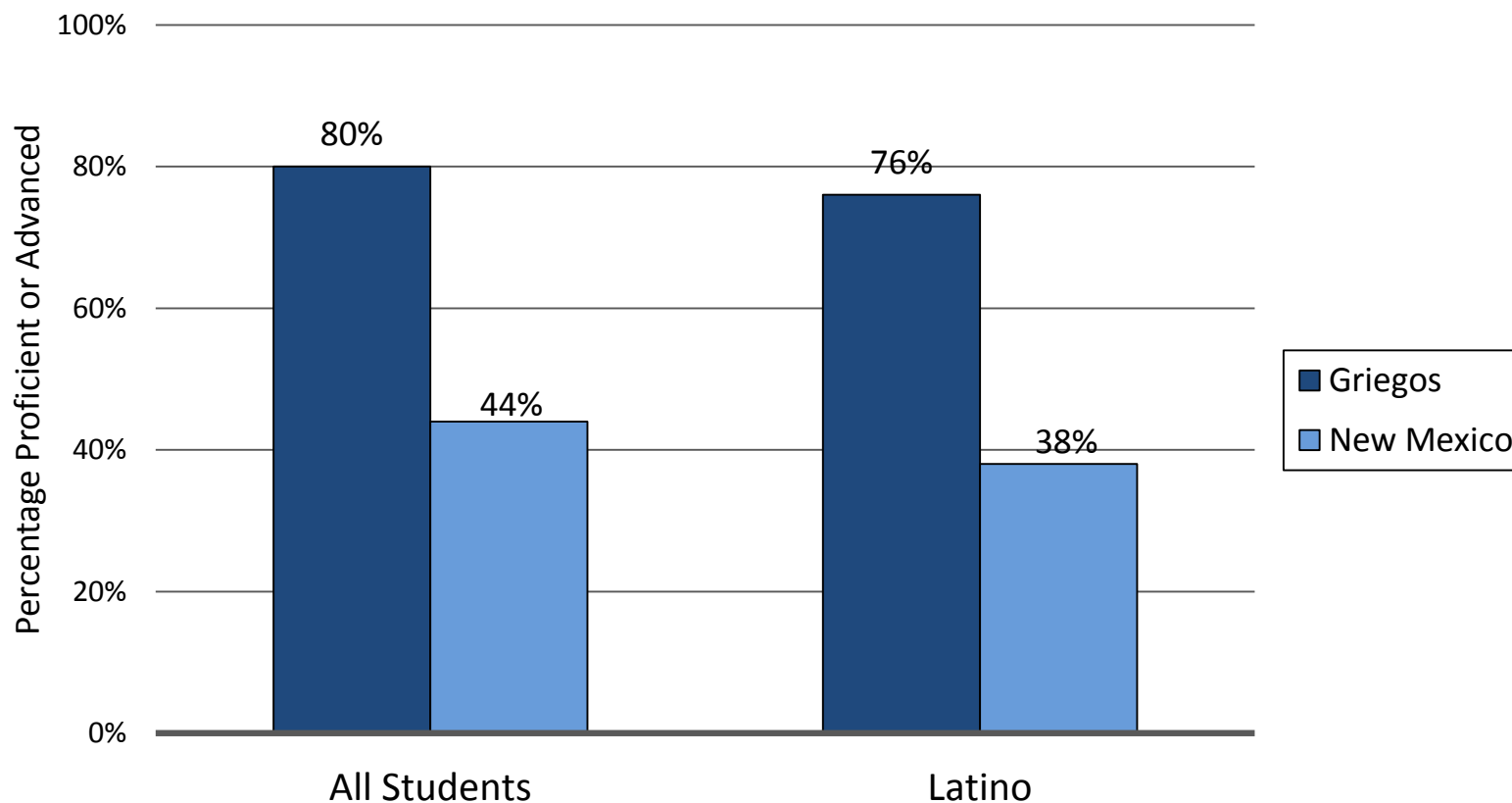
- 361 students in grades K – 5
 - 76% Latino
 - 19% White
- 63% low income



Note: Enrollment and low income data are from 2011-12;
ethnicity data are from 2008-09
Source: New Mexico Public Education Department; Albuquerque Public Schools

High Performance Across Groups at Griegos Elementary

Grade 5 Math (2012)



De Queen Elementary School

De Queen, AR

- 537 students in grades 3-5
 - 64% Latino
 - 30% White
 - 3% African American
 - 2% American Indian
- 80% Low Income

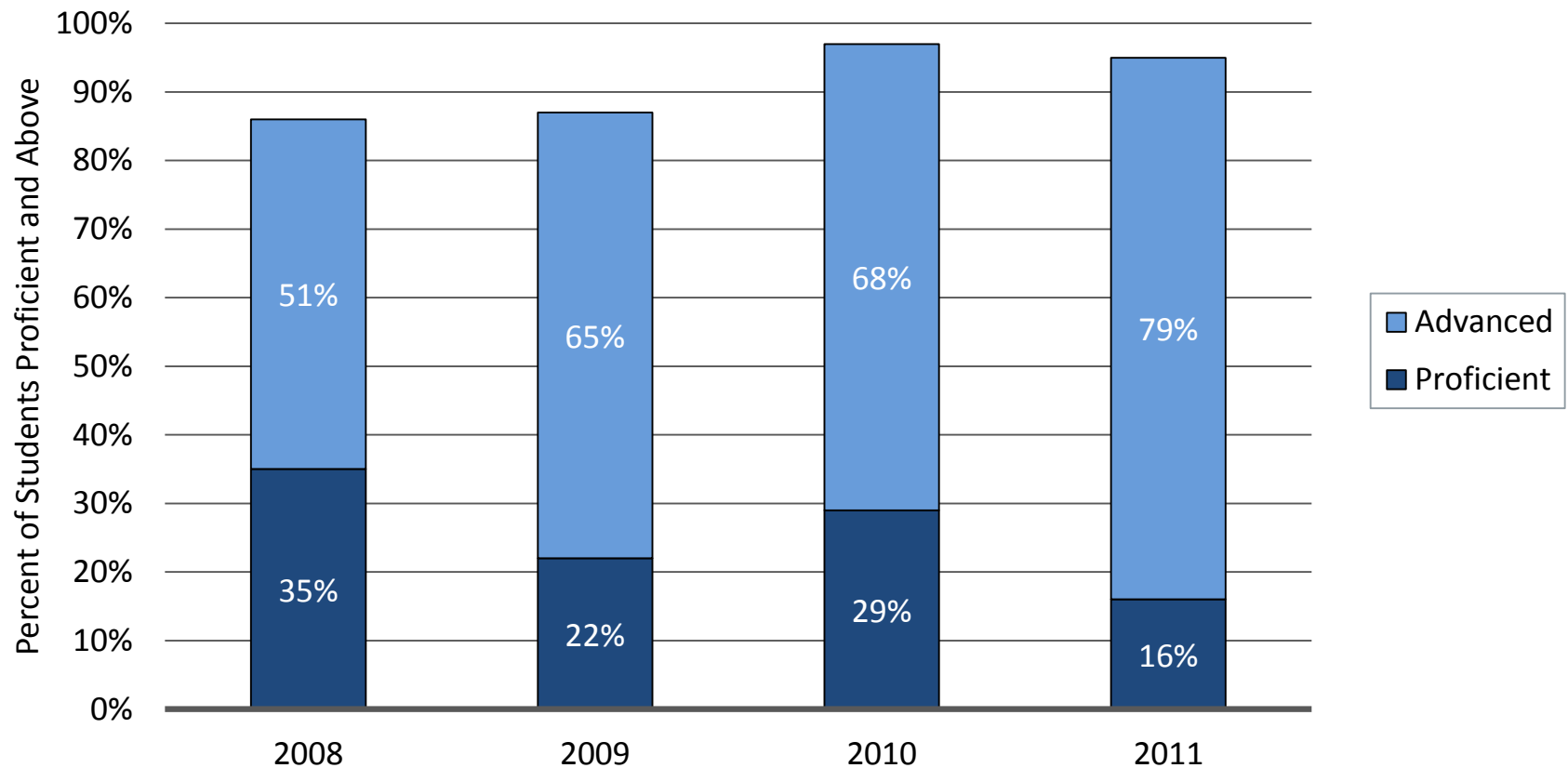


Note: Enrollment data are for 2010-11 school year.

Source: National Center for Education Statistics, Common Core of Data

Rising Proficiency – and Advanced Performance – at De Queen Elementary

Latino Students – Grade 3 Math



Source: Arkansas Department of Education

Imperial High School

Imperial, California

- 924 students in grades 9-12
 - 74% Latino
 - 21% White
- 40% Low Income

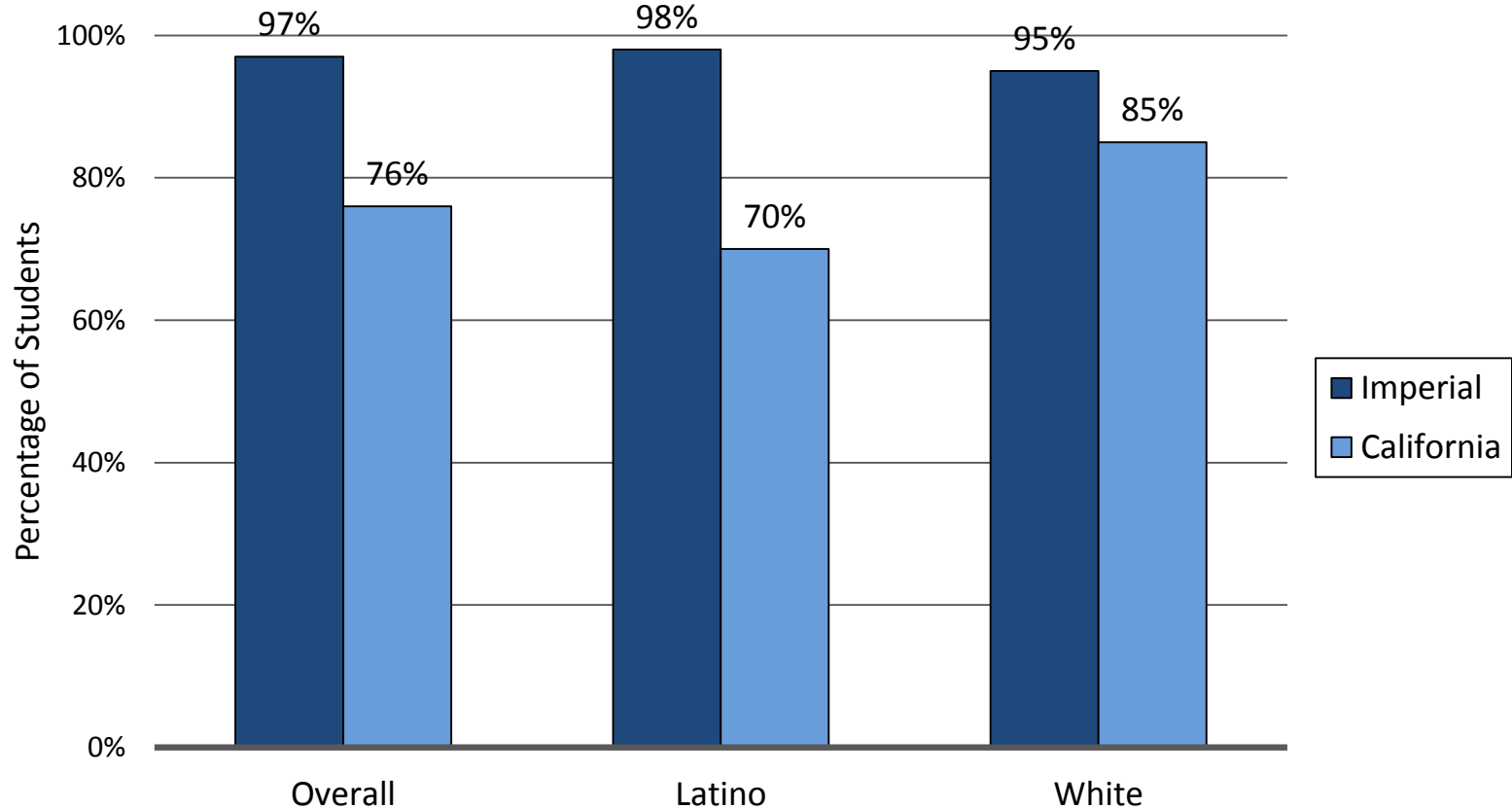


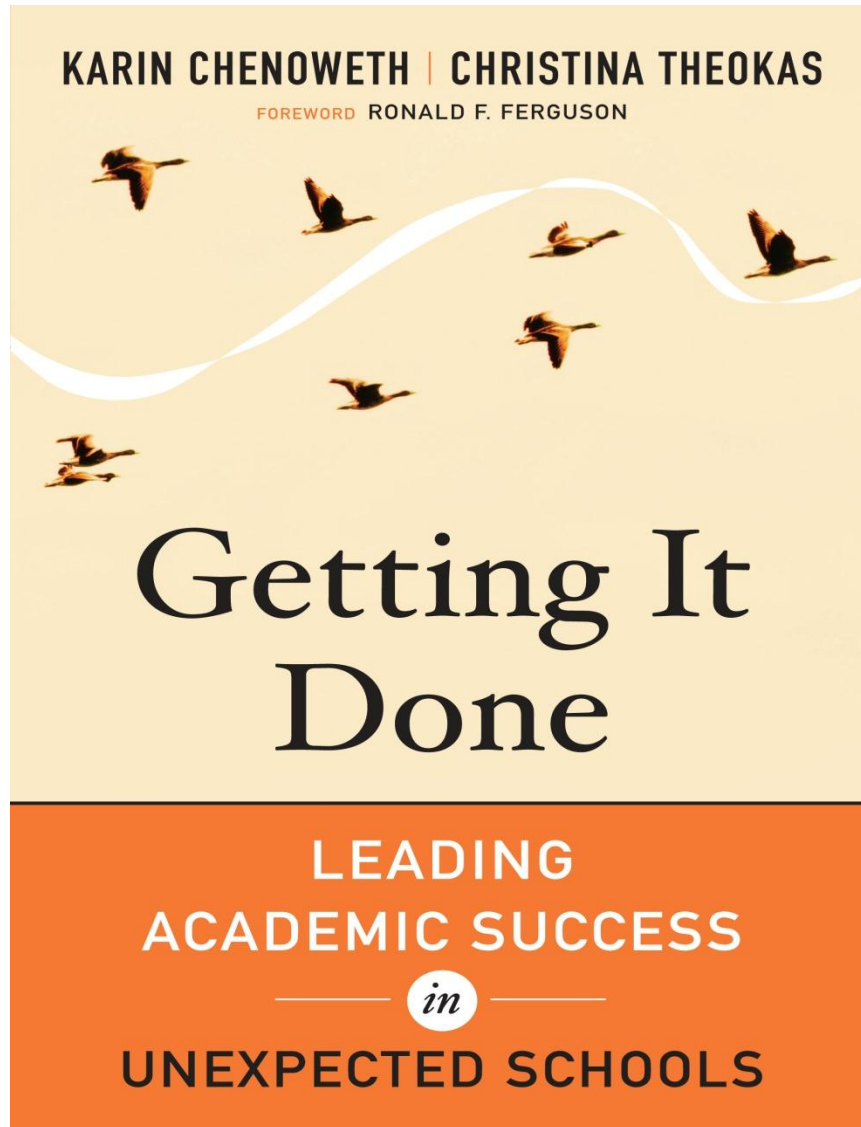
Note: Data are for 2009-10 school year
Source: California Department of Education

 **DISPELLING THE MYTH**
2006 Award Recipient

High Graduation Rates at Imperial High School

Cohort Graduation Rate (Class of 2011)





What do we know about schools that are raising achievement for low-income students and students of color?

#1. They focus on what they *can* do, rather than what they *can't*.

“ Some of our children live in pretty dire circumstances. But we can’t dwell on that, because we can’t change it. So when we come here, we have to dwell on that which is going to move our kids.”



--Barbara Adderley, former principal,
M. Hall Stanton Elementary, Philadelphia

#2. They don't leave
anything about teaching
and learning to chance.

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 frequently to measure progress
- Act immediately on the results of those assessments

3. They put in place thoughtful supports for all students – especially those who are struggling.

Don't wait until students fail –
use early warning systems to identify those who are
likely to fall behind

- Look at:
 - Prior achievement
 - Attendance
 - Discipline
 - Performance on benchmark assessments

Once struggling students are identified

- Ensure that they get the additional help that they need (rather than making it optional.)
- Provide help in a way that keeps struggling students on –track, rather than holds them back.

#4. Principals set the expectation that every student will achieve—and then establish the conditions in which that can happen.

In high performing schools, leaders...

- Schedule carefully to permit teacher collaboration and individual instruction
- Give new teachers generous and careful support and acculturation
- Ensure that curriculum is closely aligned to standards by reviewing lesson plans, assignments, and assessments.
- Work hard at developing relationships

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

High performing schools and districts...

- Work hard to attract and hold good teachers
- Make sure that their best are assigned to the students who most need them
- Chase out teachers who are not “good enough” for their kids.

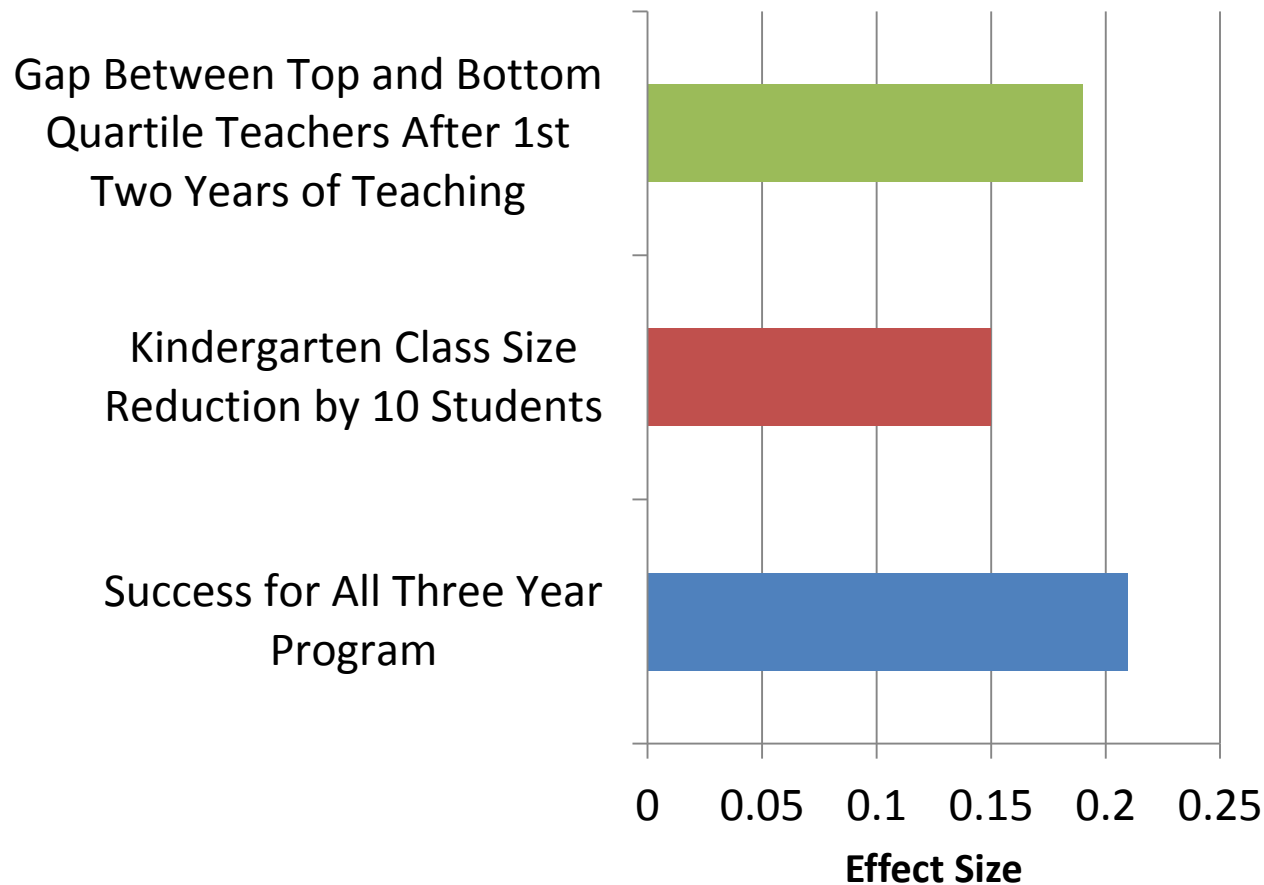
“Teachers sometimes feel that they deserve a certain schedule and to teach certain groups of kids. The research leads us to something very contrary to that – that the most skillful teachers need to be with the most reluctant learners. And we have begun to do this. And this is not for the faint of heart.”

Rob Robertson
Principal, Los Altos High School, CA

Over the past 15 years, there has been a lot of research looking at the impact of teacher quality and effectiveness.

Primary finding: **Teachers matter more to student learning than any other in-school factor.**

Teacher Impact on Student Achievement Equals or Surpasses Other Interventions



The difference in student achievement outcomes between a top and bottom quartile teacher after two years of teaching has a similar impact to the 3-year Success for All intervention and is larger than a 10 student reduction in class size.

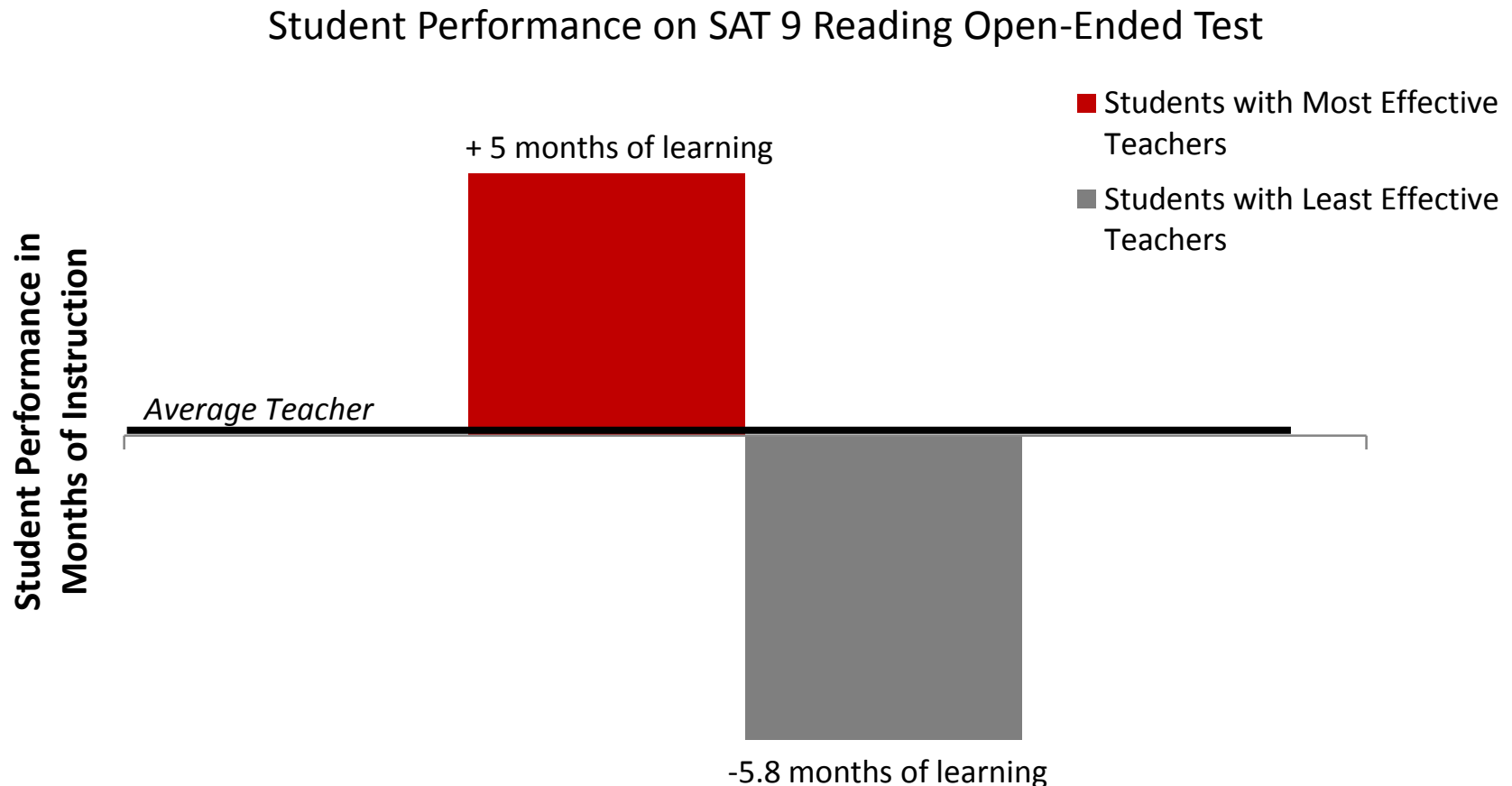
Source:

2010 Teacher Employment Patterns and Student Results in Charlotte-Mecklenburg Schools: Center for Education Policy Research at Harvard University <https://extranet.cms.k12.nc.us/news/stories/InternetNews/pdf/2A25A201075816PM.pdf>

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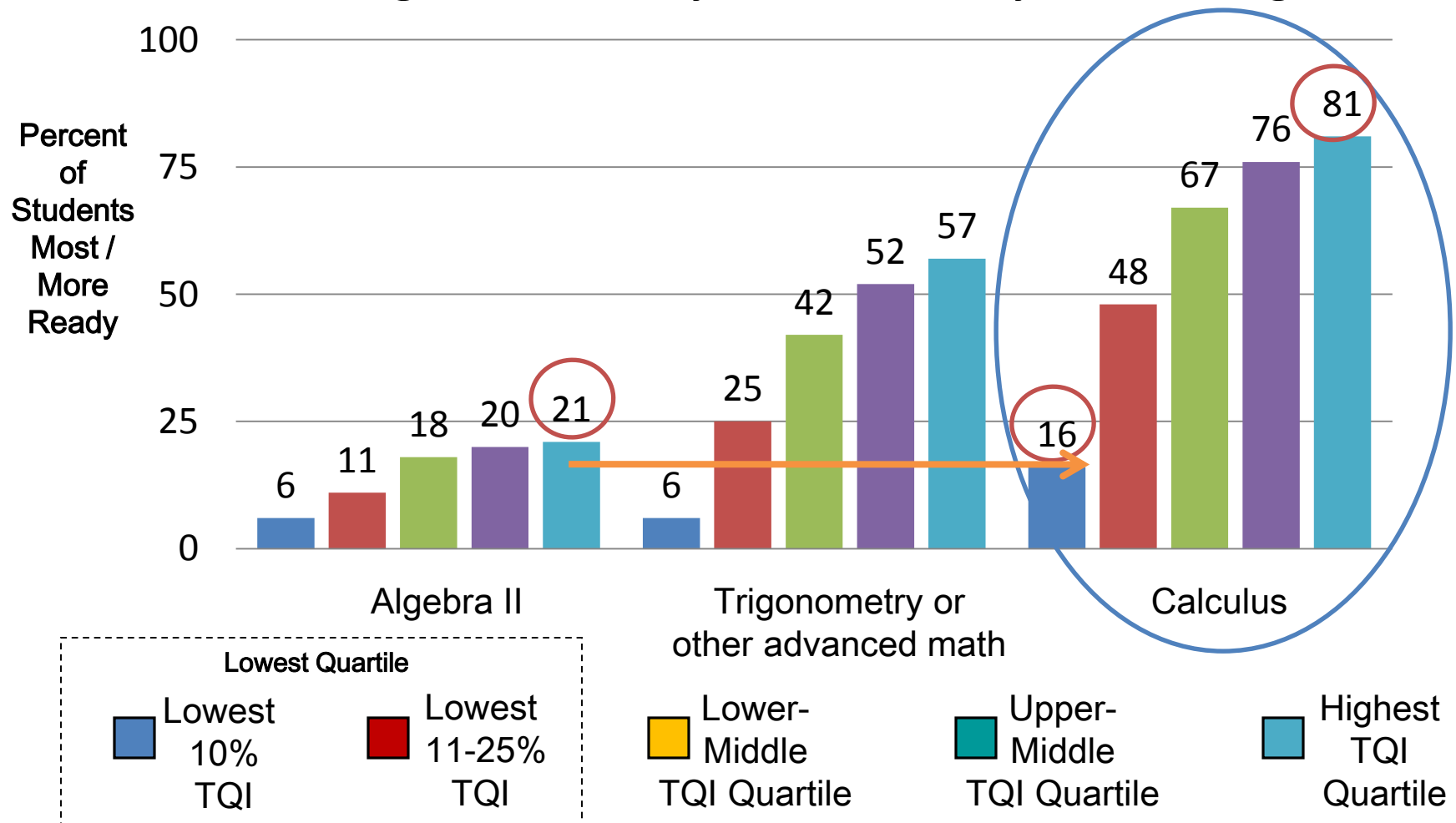
Not only do they matter, but there
are large differences among
teachers.

These differences in teacher effectiveness can equate to dramatic differences in student learning.

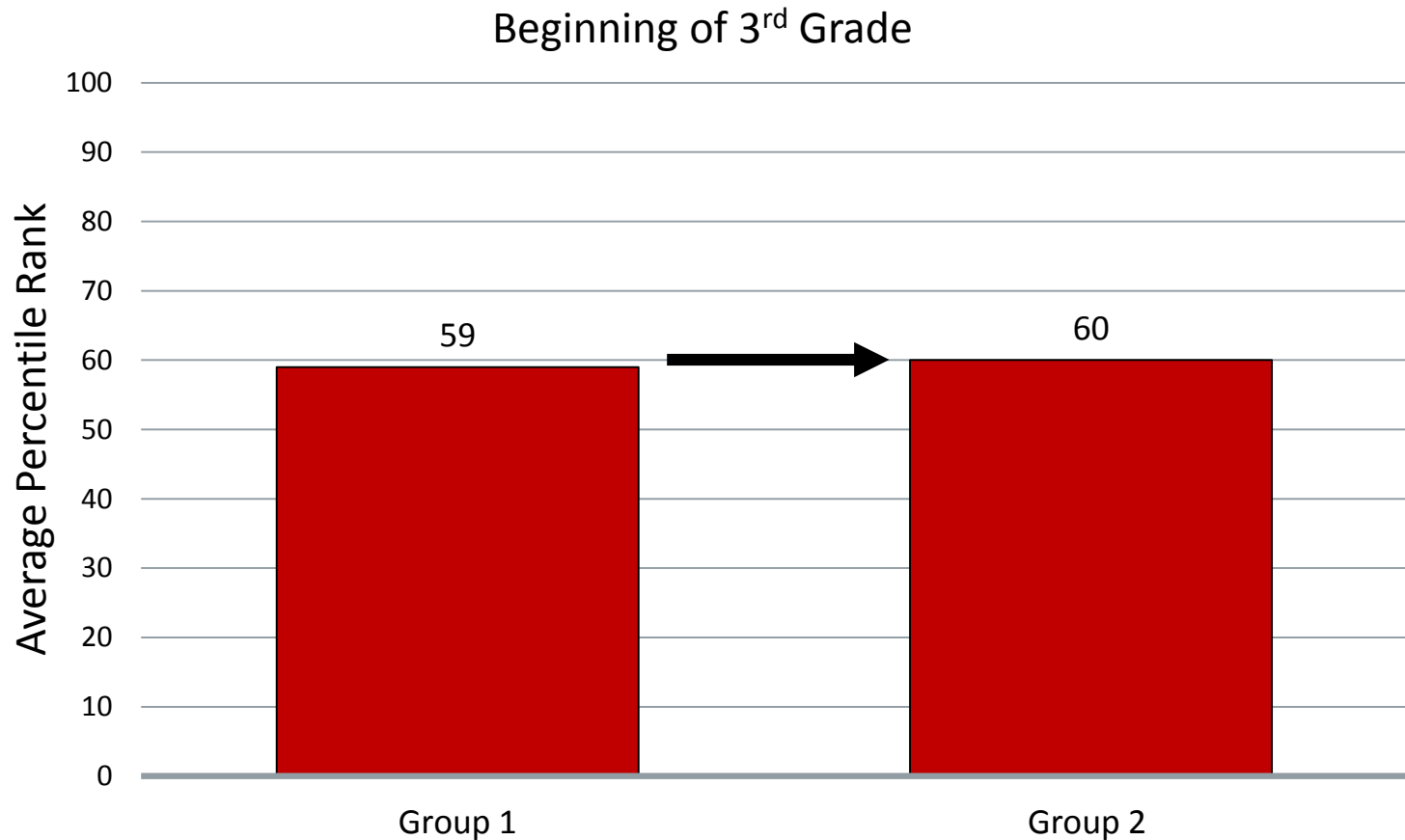


Students' College Readiness Depends on the Level of Course and "Teacher Features"

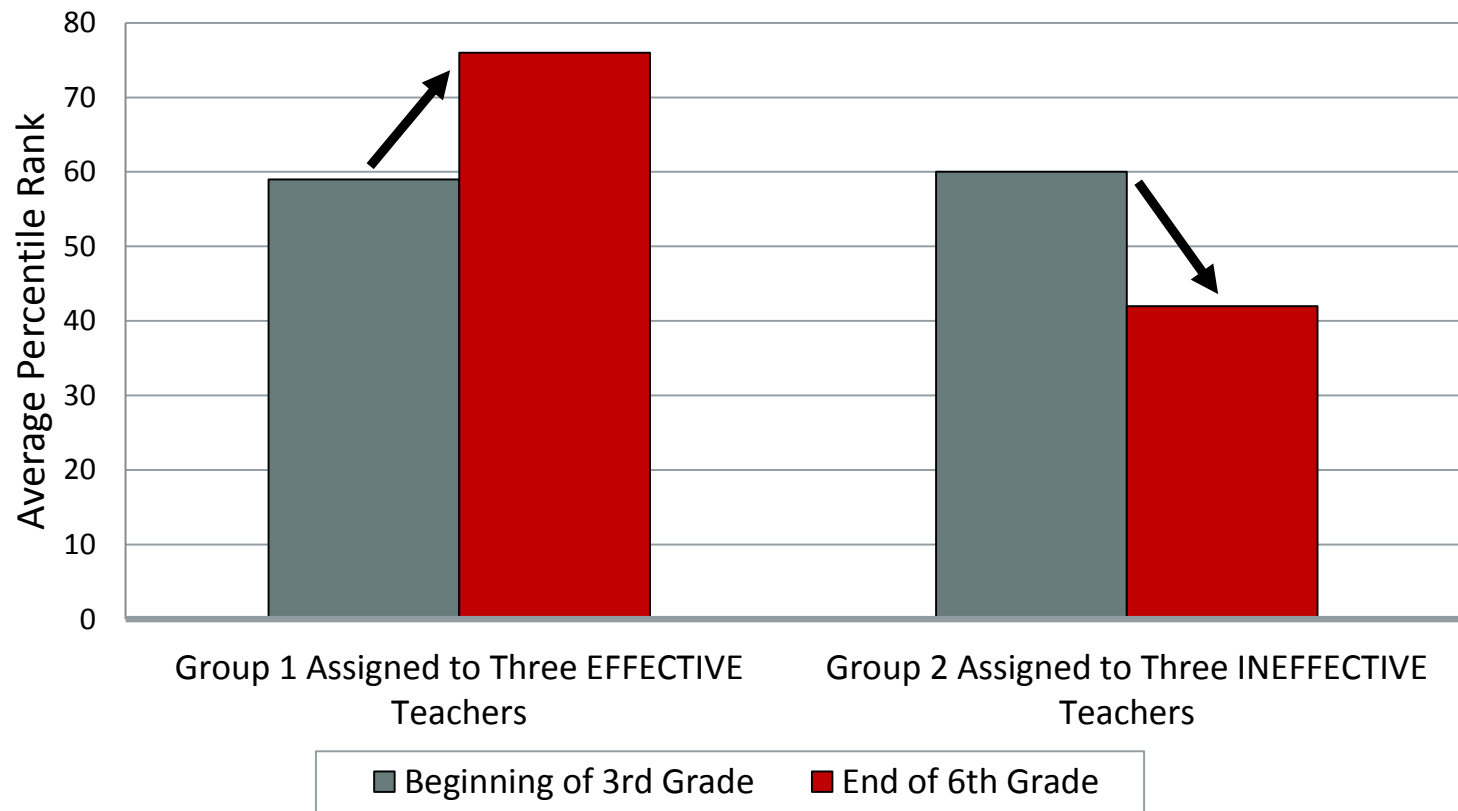
College Readiness by Teacher Quality Index Rating



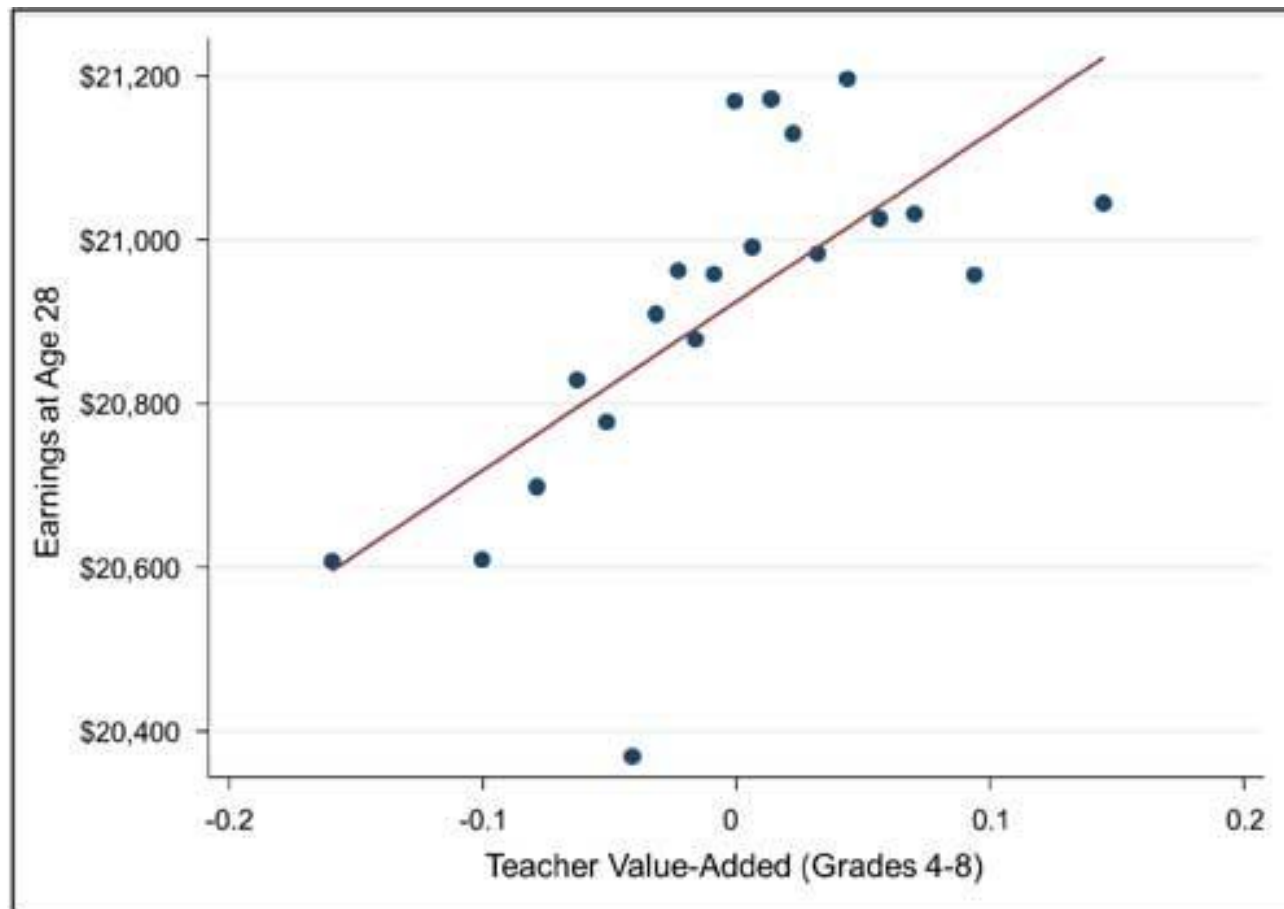
Students Who Start 3rd Grade at About the Same Level of Reading Achievement...



...Finish 6th Grade at Dramatically Different Levels Depending on the Quality of Their Teachers



Students taught by highly effective teachers are more likely to go to college and earn higher incomes.

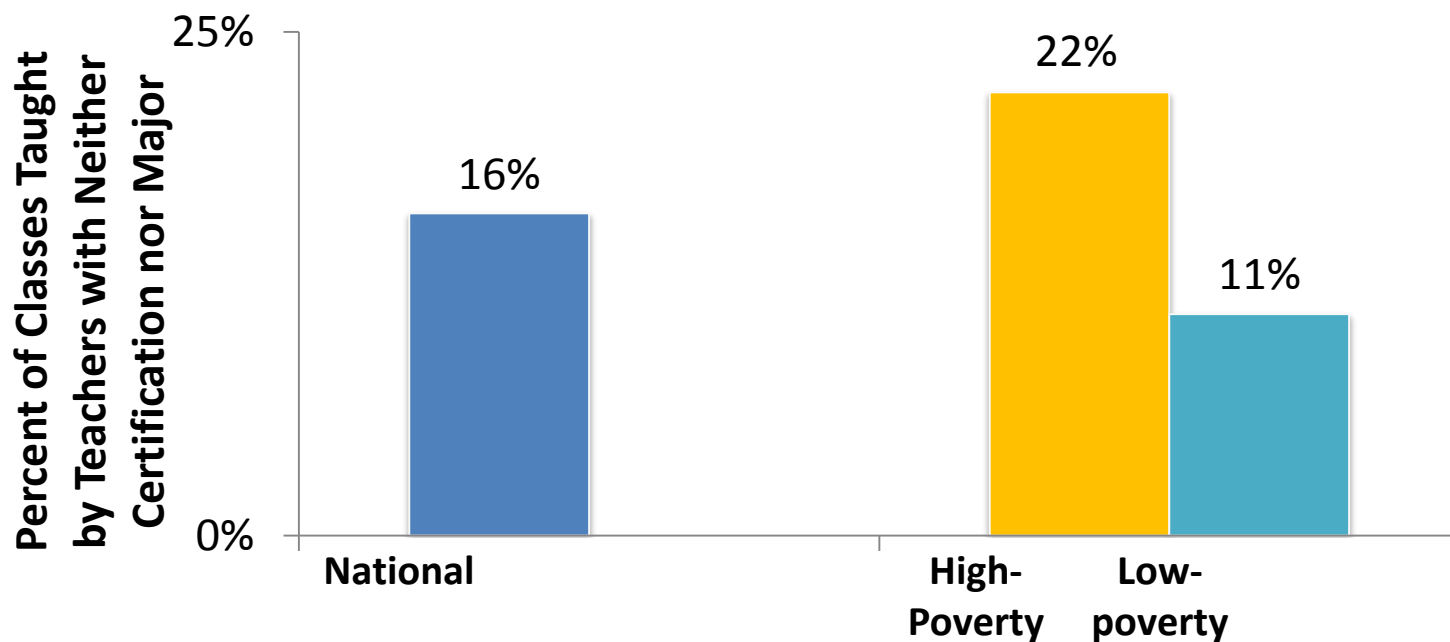


Replacing the bottom 5% of teachers with average teachers would generate roughly **\$135,000** more in lifetime earnings for the average classroom of students.

So, effective teachers are critical to
student success.

But too often, students who most
need great teachers don't get them.

Nationally, More Classes in High-Poverty Secondary Schools Are Taught by Out-of-Field* Teachers

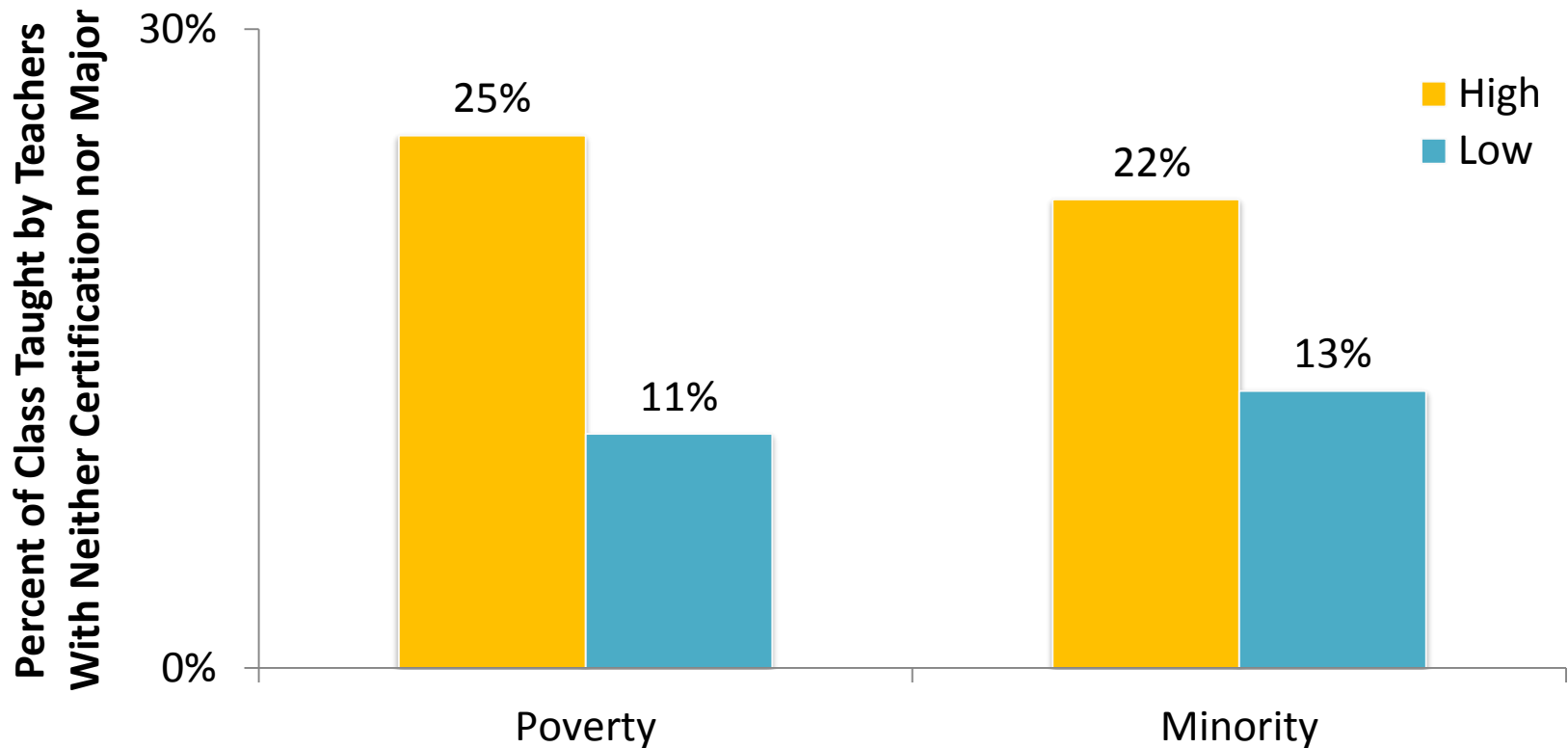


Note: High Poverty school = 55% or more of the students are eligible for free/reduced price lunch. Low-poverty school = 15% or fewer of the students are eligible for free/reduced price lunch.

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

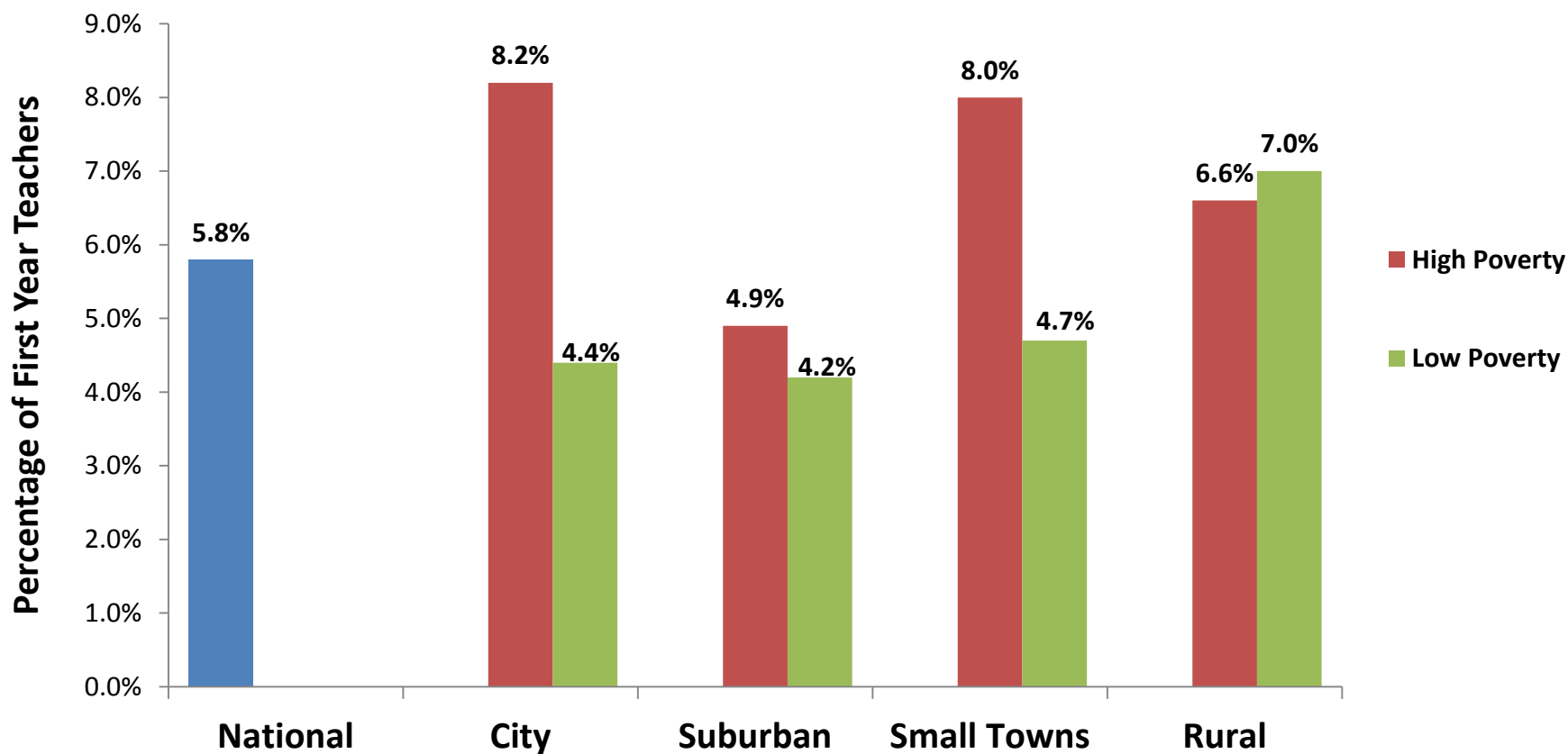
Source: Analysis of 2007-08 Schools and Staffing Survey data by Ed Trust.

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



*Teachers with neither certification nor major. Data for secondary-level core academic classes (Math, Science, Social Studies, English) across USA.
Note: High Poverty school-55% 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-78% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -12% or fewer of the students are non-White students.

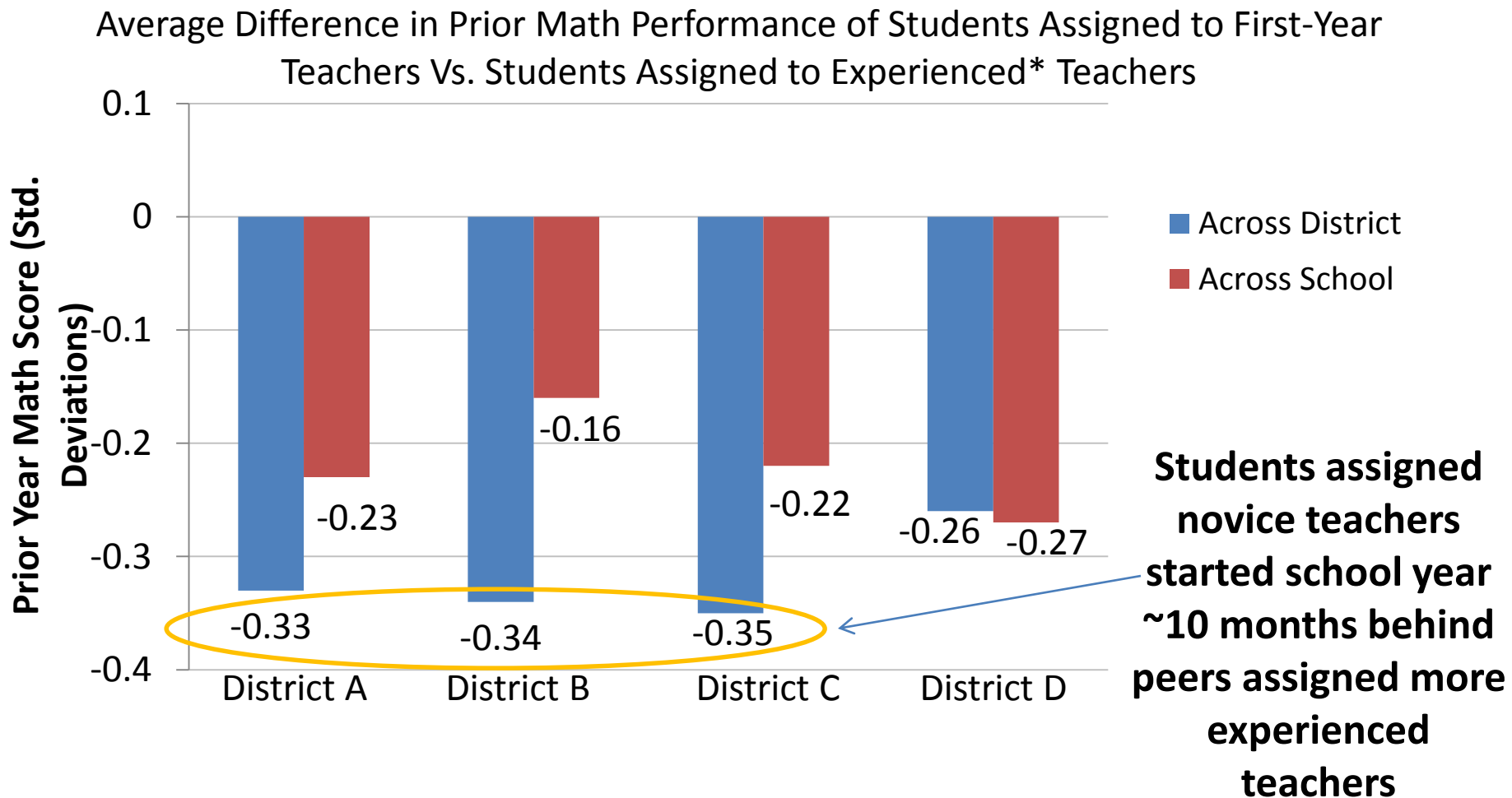
Nationally, students in high-poverty schools are more likely to be taught by novice* teachers.



*Teachers in first year as the teacher of record.

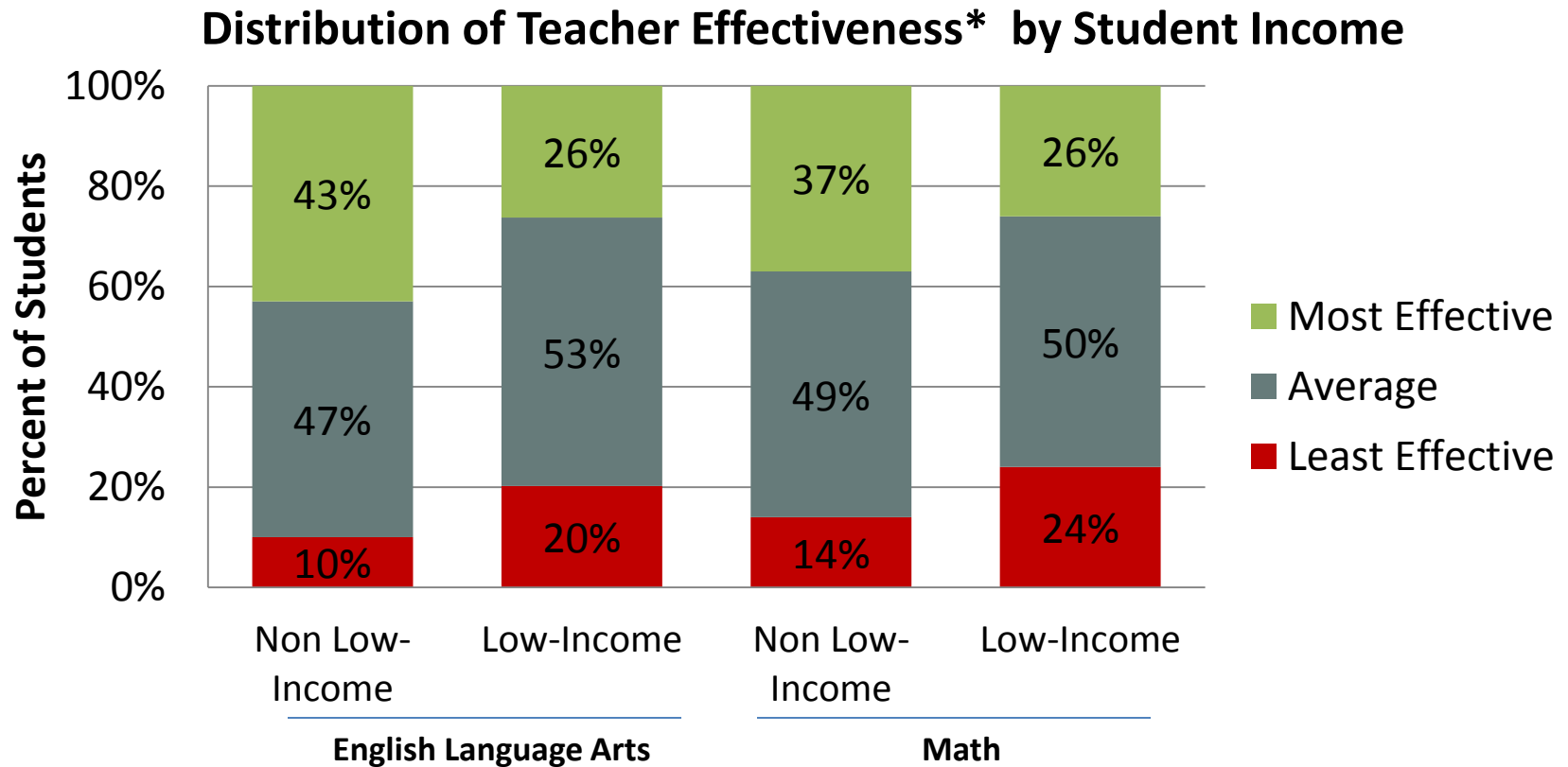
Note: High-Poverty = schools with 55% or more students eligible for free or reduced price lunch. Low-Poverty = 15% or fewer students eligible for free or reduced price lunch.

Low-performing students are also more likely to be assigned to first-year teachers.



*Experienced teachers defined as teachers with four or more years of experience.

Low-income students in Los Angeles are *twice as likely* to be taught by the Least Effective teachers and 2/3 less likely to be taught by the Most Effective ones.



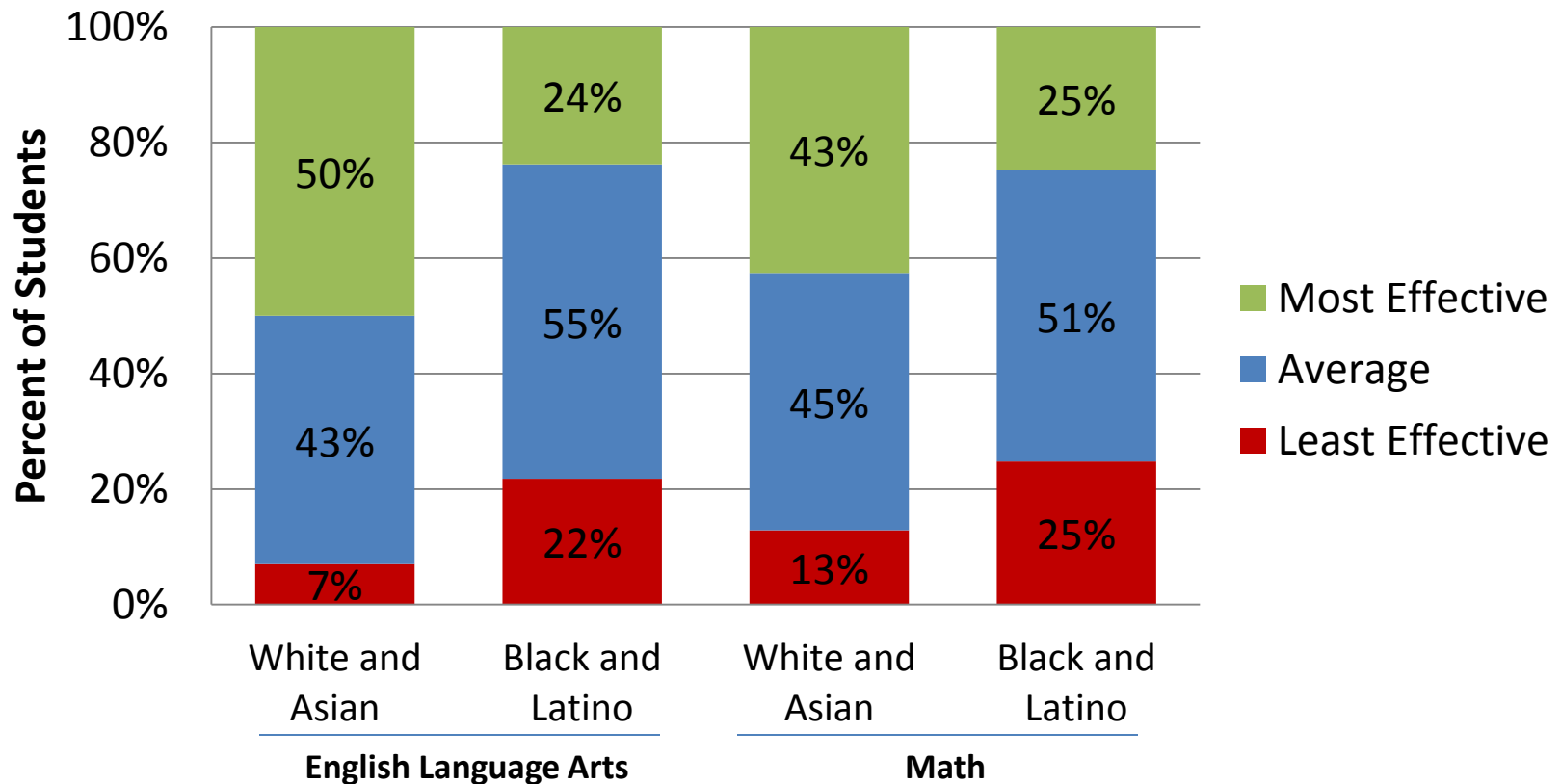
*"Most effective" teachers are those placing in the top quartile on a student-level value-added measure and "Least effective" are those placing in the bottom quartile. "Average" are those teachers in the middle 50% of the value-added distribution.

Note: Low-income students are those eligible for free/reduced price lunch.

Source: "Learning Denied: The Case for Equitable Access to Effective Teaching in California's Largest School District." Education Trust-West, January 2012.

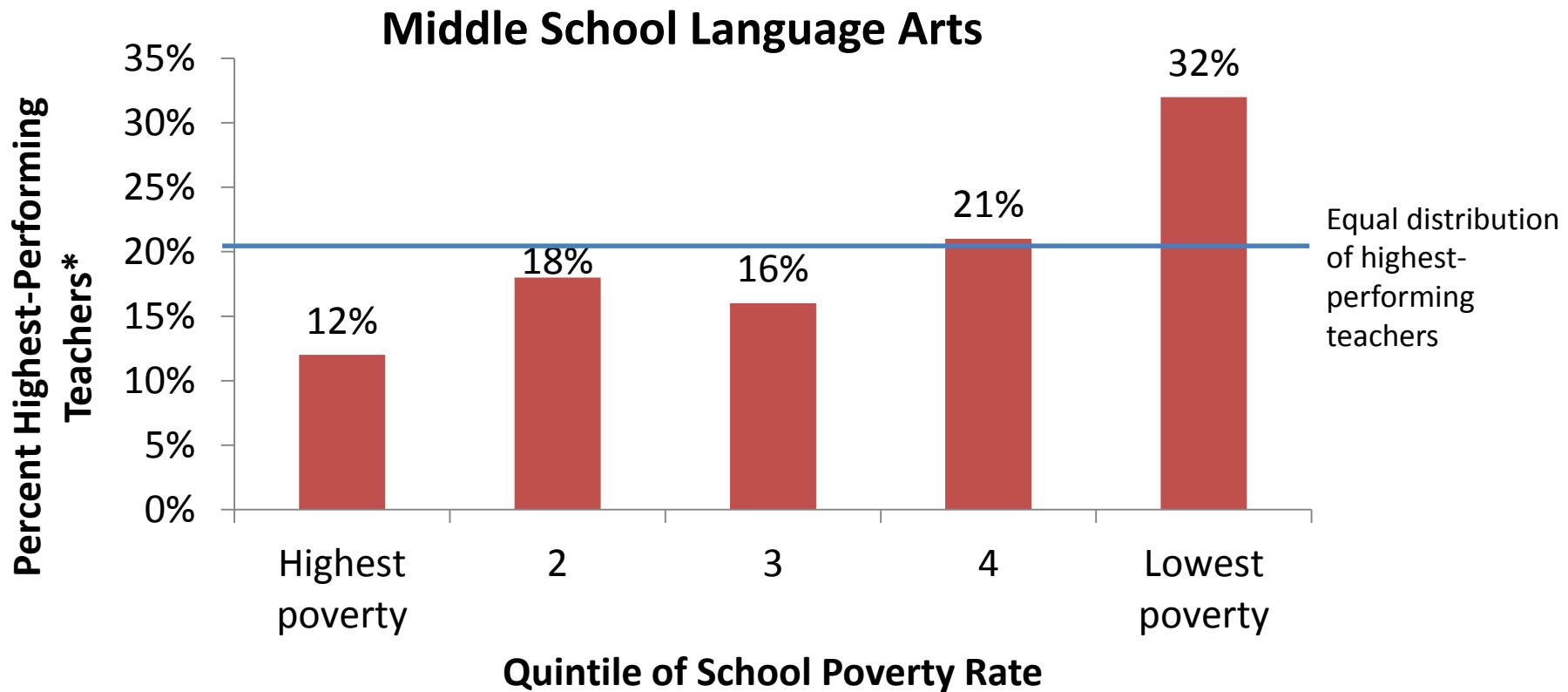
And African-American and Latino Students in Los Angeles are 2-3 Times More Likely to be Taught by the Least Effective Teachers.

Distribution of Teacher Effectiveness by Student Race



*"Most effective" teachers are those placing in the top quartile on a student-level value-added measure and "Least effective" are those placing in the bottom quartile. "Average" are those teachers in the middle 50% of the value-added distribution.

Across 10 districts in 7 states, low-income middle school students get fewer high-performing teachers.



*Highest-performing teachers defined as the top 20 percent in terms of value-added.

Note: Data from 10 districts that were part of the Institute for Education Sciences (IES) study of transfer incentives for teachers.

Source: National Center for Education Evaluation, IES, "Do Low-Income Students Have Equal Access to the Highest-performing Teachers?" 2011.

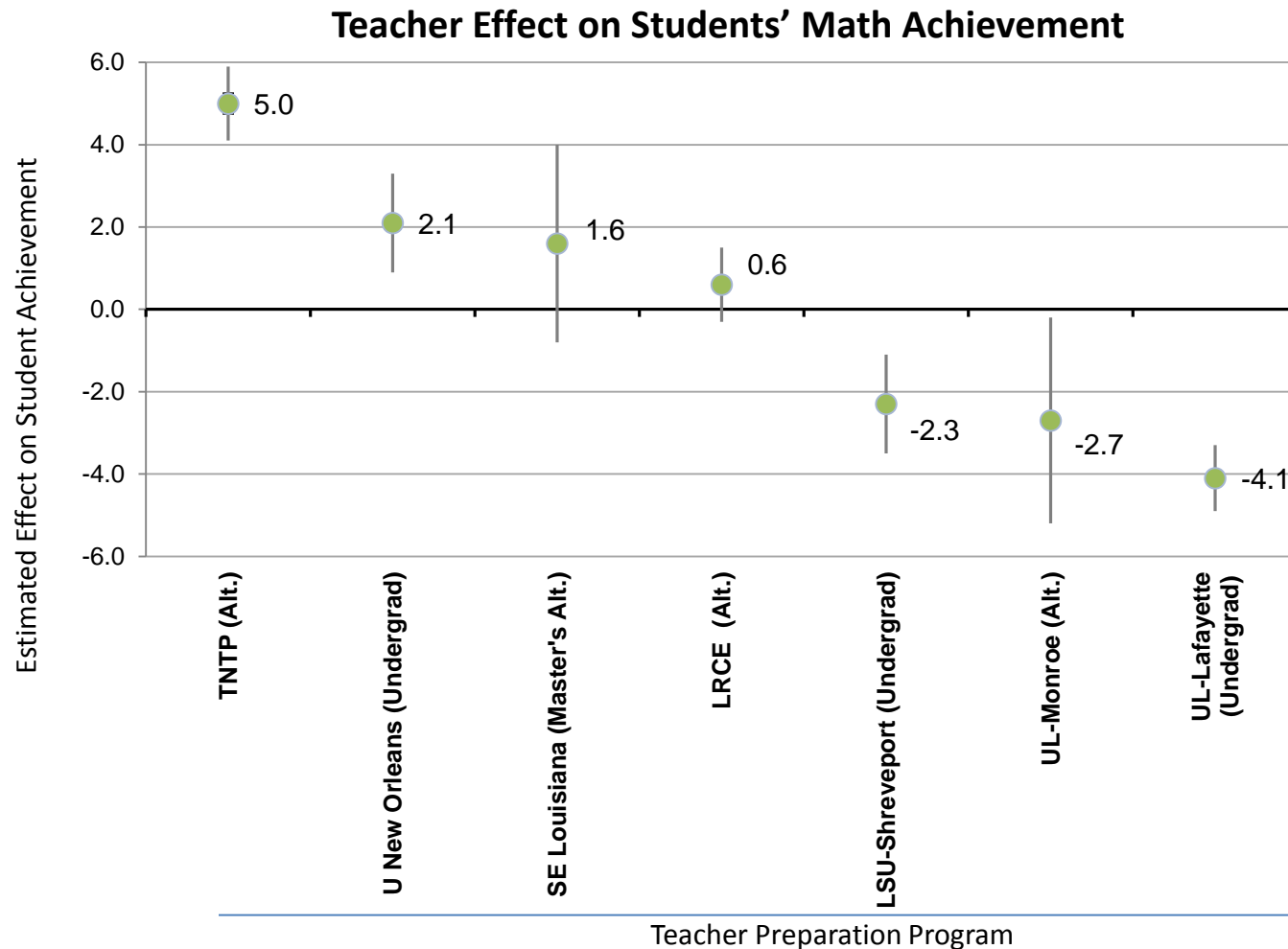
http://ies.ed.gov/ncee/pubs/20114016/pdf/20114016_app.pdf

Why do these inequities persist?

Because systems and strategies for preparing, hiring, developing and retaining teachers ignore differences in quality...

and continue to keep the students who need more of our best teachers from getting them.

Teacher preparation programs vary widely, but schools often can't access this information when making hiring decisions.

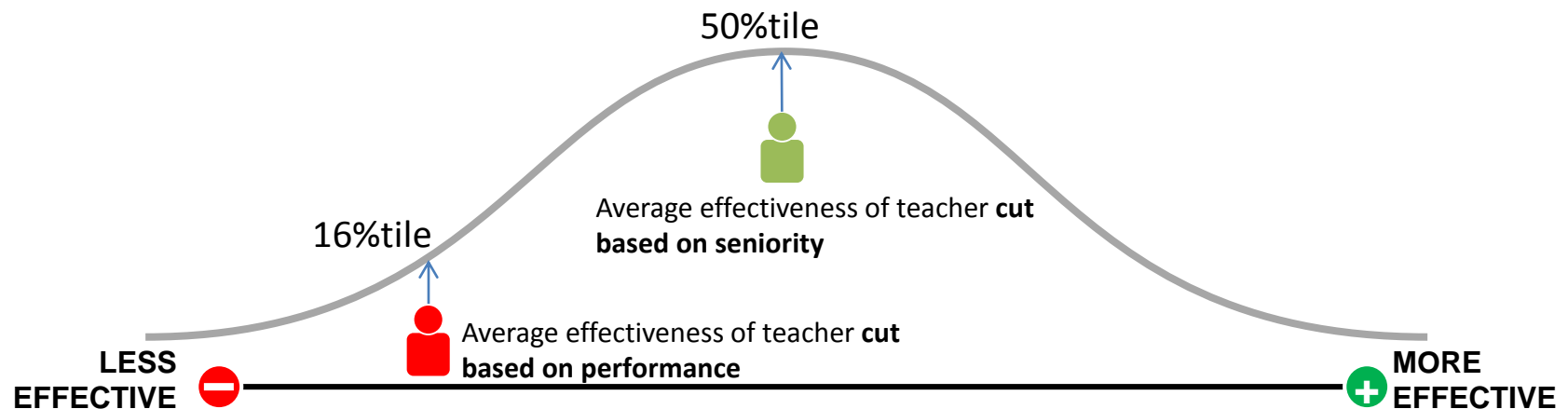


Source:

George Noell, Jeanne Burns and Kristin Gaskie, "Value Added Assessment of Teacher Preparation in Louisiana: 2007-2008 to 2009-2010," <http://www.louisiana.gov/assets/education/assessment/ValueAddedAssessmentofTeacherPreparation.pdf>

Policies based on seniority – versus effectiveness - tie the hands of school leaders trying to keep strong teachers.

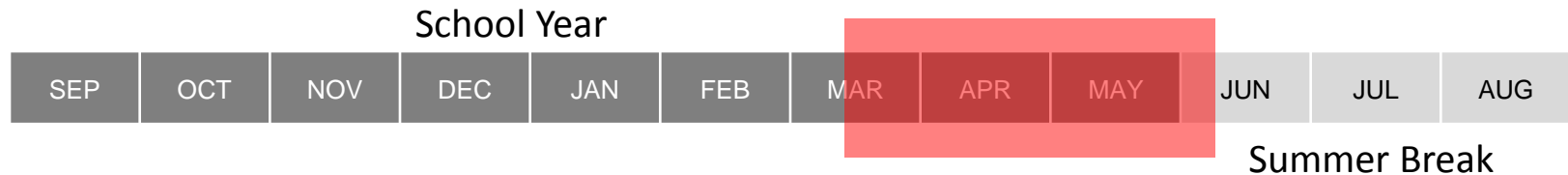
- Two recent studies found that over 80% of teachers cut in seniority-based layoffs perform better than the lowest-performing teachers remaining in the schools.
- **Only 13-16%** of the teachers laid off in a *seniority-based* system would also have been cut under a system based on *effectiveness*.



- Sources: (1) Goldhaber, D. and Theobald, R. (2010). "Assessing the Determinants and Implications of Teacher Layoffs." Center for Education Data & Research, University of Washington-Bothell. (2) Boyd, D.; Lankford, H.; Loeb, S.; and Wyckoff, J. (2010). "Teacher Layoffs: An Empirical Illustration of Seniority v. Measures of Effectiveness." The Urban Institute, National Center for the Analysis of Longitudinal Data in Education Research (CALDER).

These policy decisions translate to real losses in student learning.

**2.5 - 3.5 months
of student
learning lost,
on average.**



“While the simplicity and transparency of a seniority-based system certainly has advantages, it is hard to argue that it is a system in the best interest of student achievement.” (Goldhaber, 2010)

This has the same effect as ending the school year in March— a major loss, especially for students who already lag months or years behind their peers.

Sources: Boyd et al., 2010; Goldhaber et al., 2010

Most teachers are deemed satisfactory on evaluations, so we don't have good information about who the top teachers are.

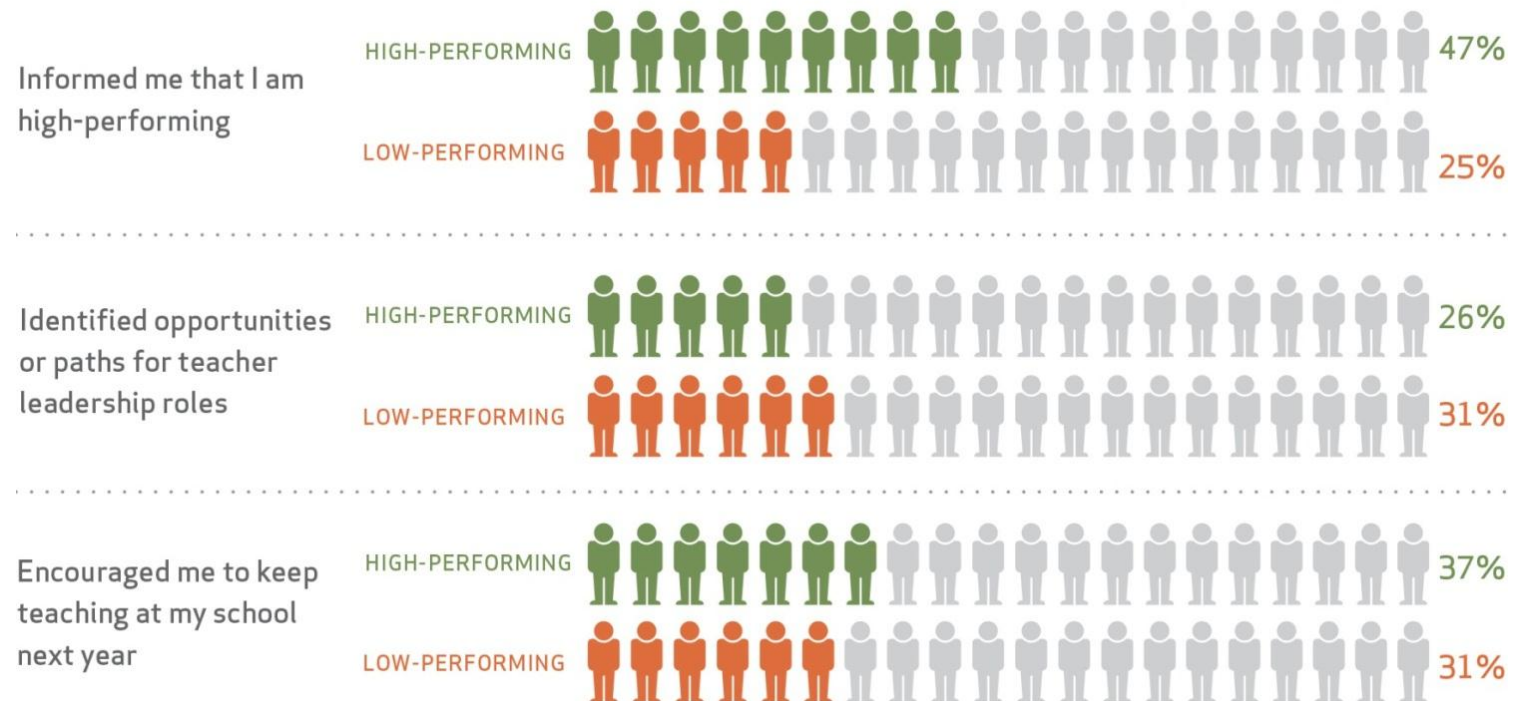
“When it comes to measuring instructional performance, current policies and systems overlook significant differences between teachers. There is little or no differentiation of excellent teaching from good, good from fair, or fair from poor. This is the Widget Effect: a tendency to treat all teachers 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*

School leaders often don't differentiate recognition and reward between high-performers and low-performers.

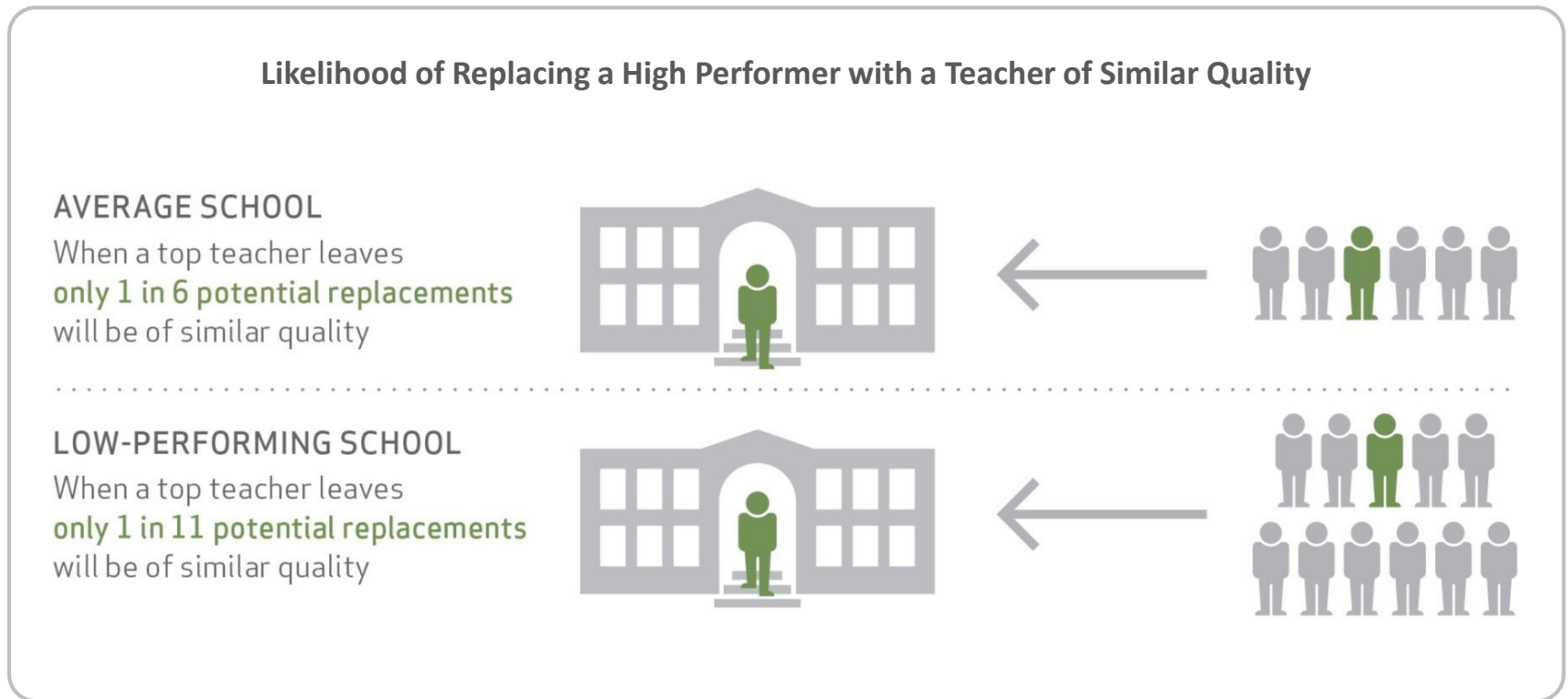
Teachers Reporting Recognition at School

"Last year, someone from my school leadership team..."



Principals used 7 of 8 top retention strategies at similar rates for high and low performers.

Yet, replacing an effective teacher with an equally effective teacher is extremely difficult.



**When a great teacher leaves a school,
it can take 11 hires to find one teacher of comparable quality.**

Note: Estimates based on teachers with value-added or growth data; Low performing schools include schools in the lowest quintile of proficiency by school level;

Source: District and survey data, TNTP: *The Irreplaceables*.

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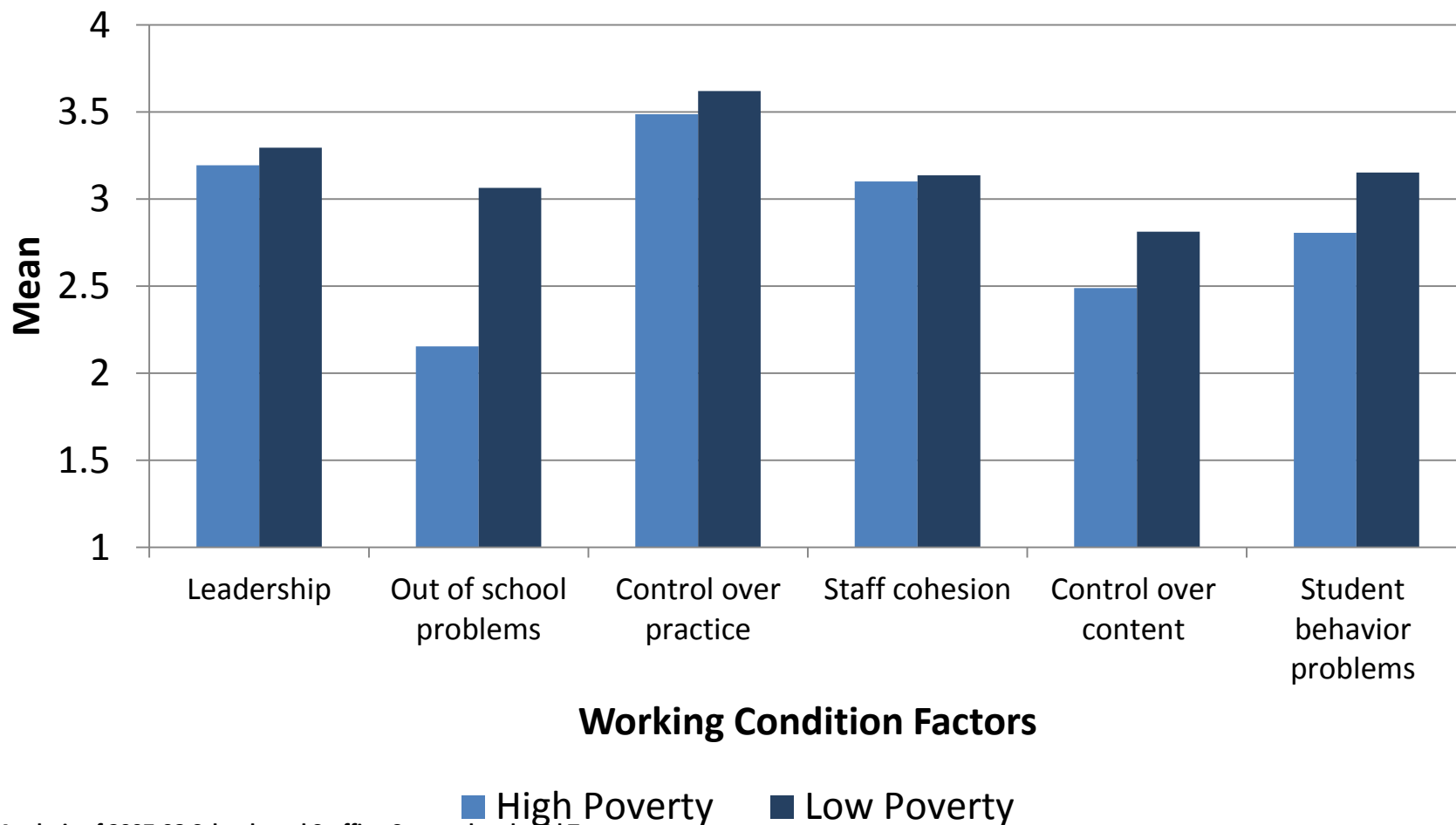
Effective teachers cite leadership, compensation and career advancement as key reasons for leaving.

Top Reason Irreplaceables Cite for Planning to Leave their School

REASON FOR LEAVING	District A	District C	District D
Leadership	2 nd ranked	1 st ranked	1 st ranked
Compensation	1 st ranked	3 rd ranked	3 rd ranked
Career advancement	3 rd ranked	2 nd ranked	4 th ranked
School culture	4 th ranked	4 th ranked	5 th ranked
Workload	5 th ranked	12 th ranked	2 nd ranked
Student conduct	8 th ranked	5 th ranked	6 th ranked
Recognition and respect	7 th ranked	6 th ranked	9 th ranked
Amount of teacher influence	9 th ranked	7 th ranked	10 th ranked
Performance evaluation system	10 th ranked	9 th ranked	8 th ranked
Job security	6 th ranked	10 th ranked	13 th ranked

Population includes high performers who plan to leave their school in the next 3 years for professional reasons only; Top reason for leaving ranked in order of frequency is shown.

Nationally, teachers in high-poverty schools are less satisfied with conditions for teaching.



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

Note: All differences are statistically significant at $p < .05$ except Staff Cohesion.

The quality of instructional culture is key to the satisfaction and retention of effective teachers.

TOP FIVE FACTORS EFFECTIVE TEACHERS CITED AS THEIR "MOST IMPORTANT" REASON FOR LEAVING IN THE NEXT TWO YEARS

Bottom-Quartile Schools (Weak Instructional Culture)



Greenhouse Schools (Strong Instructional Culture)

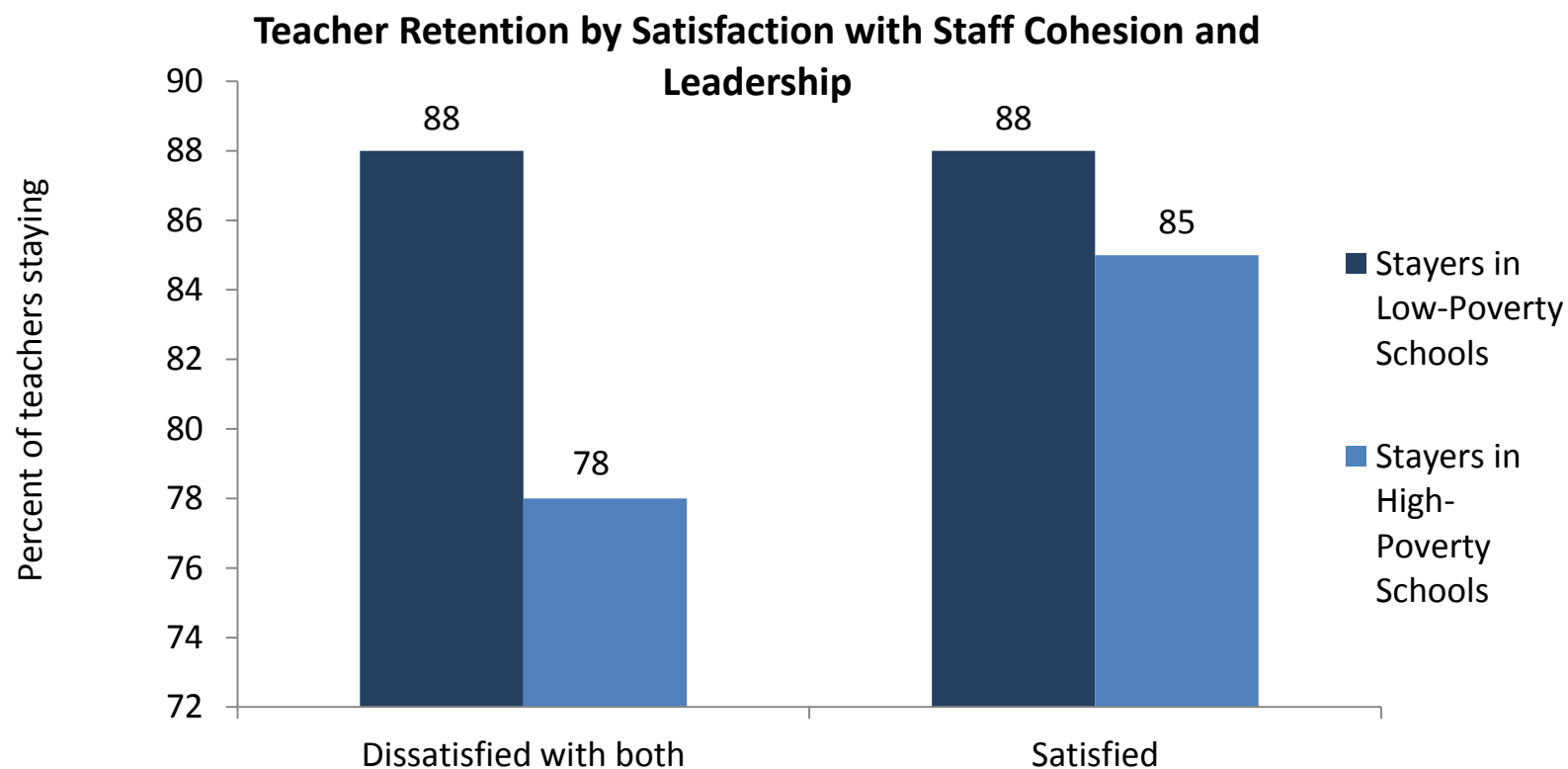


- Schools with weak instructional cultures can expect to lose *twice as many of their effective teachers* in the next two years as schools with strong cultures.

Source:

TNTP, "Greenhouse Schools: How Schools Can Build Cultures Where Teachers and Students Thrive," 2012. http://assets.pearson.com/TNTP/Greenhouse_Schools_2012.pdf

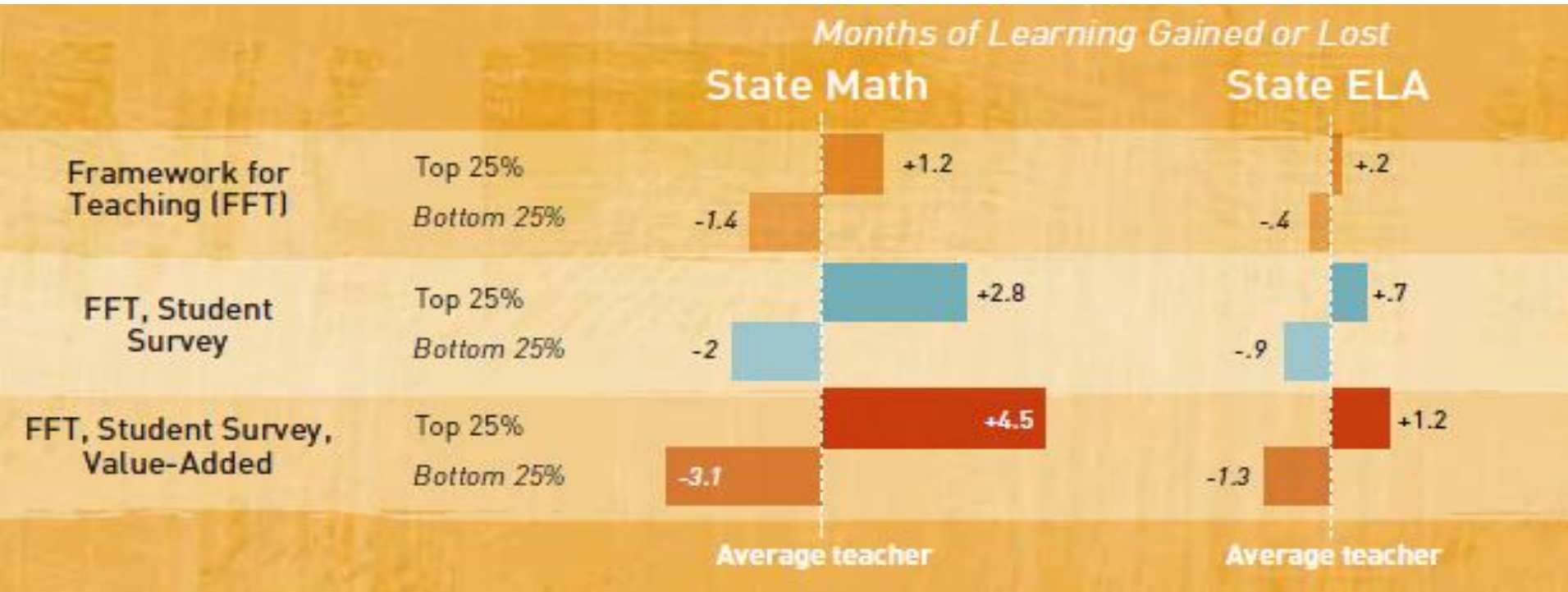
Key school conditions – leadership and staff cohesion - are especially important to teachers in high-poverty schools.



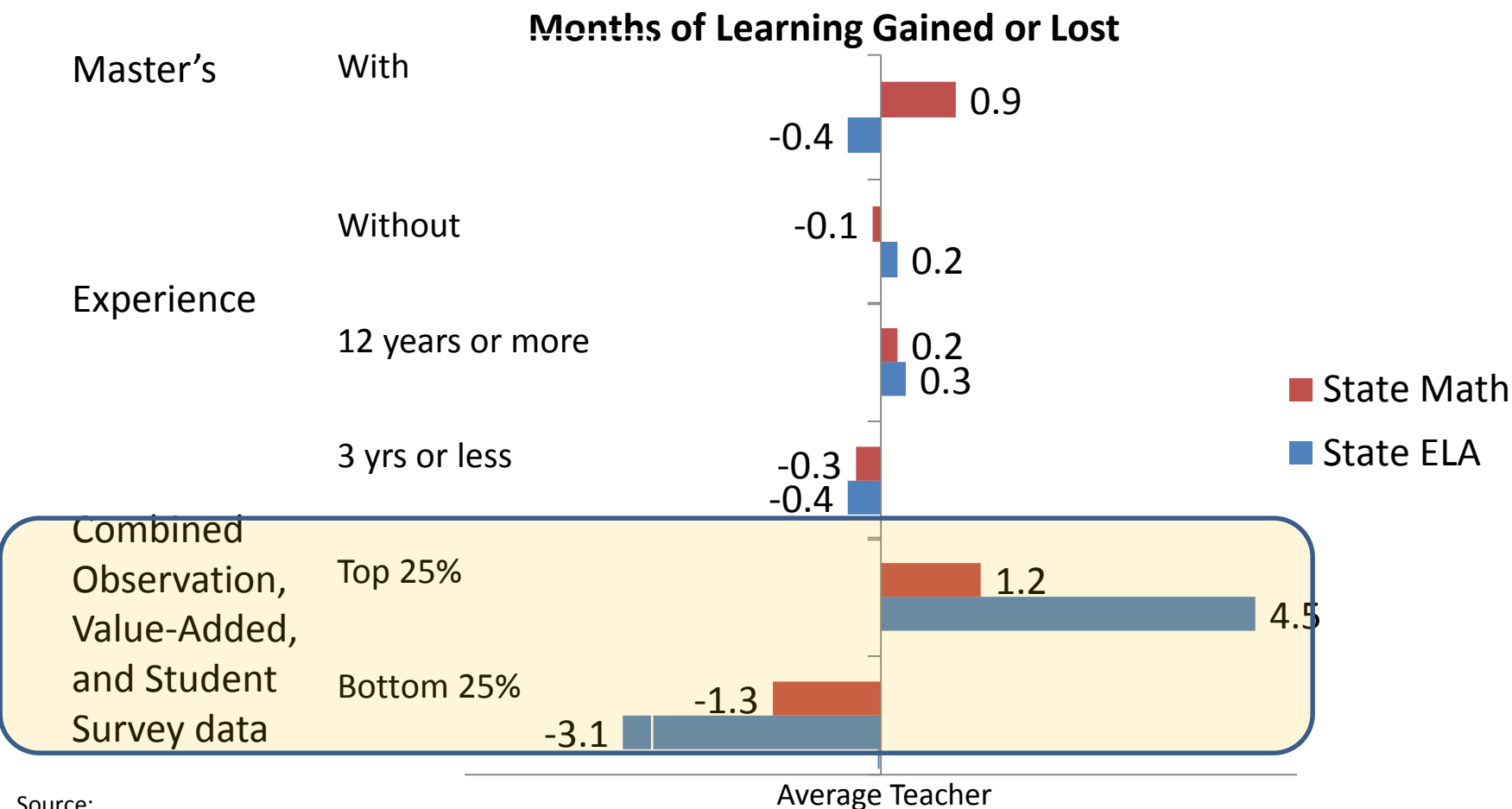
What can we do to change patterns of inequitable access and turnover?

Develop robust ways to measure and differentiate quality of teaching.

Combining measures of teacher practice improves ability to predict effectiveness by 2-6 times versus using observation alone.



Use metrics from multi-measure evaluation systems instead of education level and experience to inform staffing decisions.



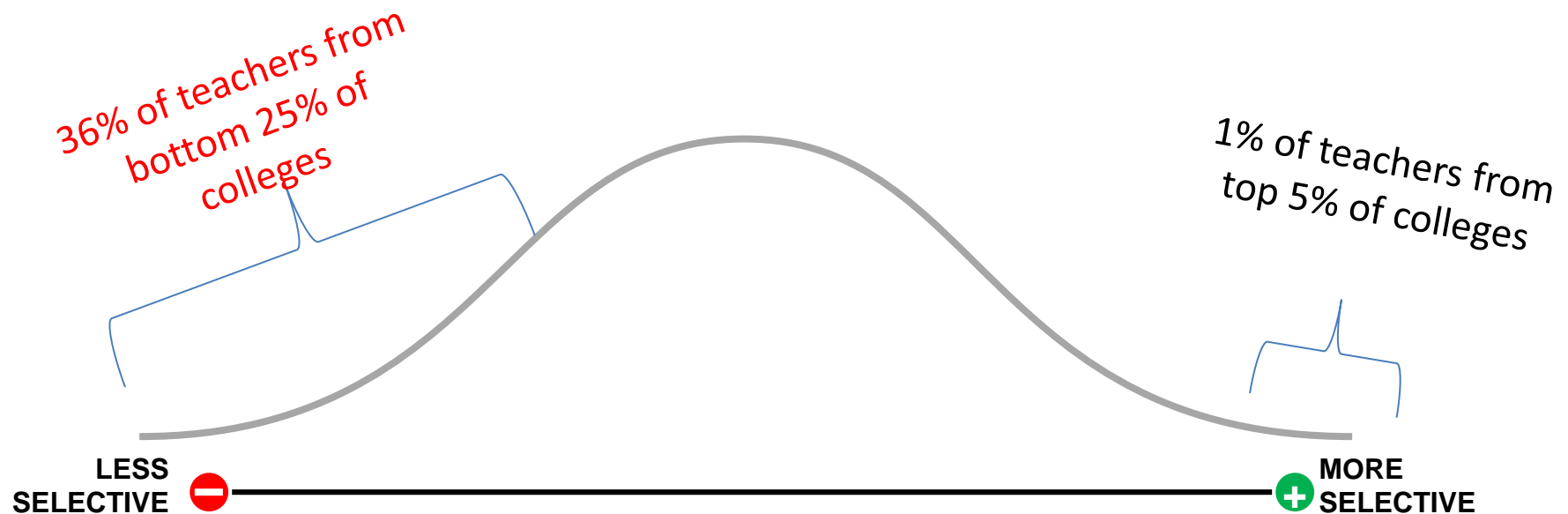
Source:

The MET project, Bill & Melinda Gates Foundation, "Gathering Feedback for Teaching: Combining High-Quality Observations with Student Surveys and Achievement Gains." January 2012.

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Attract more highly capable individuals by improving the rigor of teacher preparation programs and providing more opportunities for career growth.

Over the last 50 years, we've drawn more teachers—roughly 36%—from the least selective colleges, while the portion of teachers from the most selective schools has fallen by 80%.



Change staffing policies that prevent school leaders from doing what is best for students.

- Assign effective teachers to *all* students in a more equitable fashion
- Remove late hiring practices
- Replace seniority-based staffing decisions with ones based largely on effectiveness
- Replace forced teacher placements with mutual-agreement placements

Address conditions for teaching and learning in high-need schools.

- Ensure that these schools are led by school leaders with the ability to create a strong and positive instructional culture.
- Provide teachers with opportunities for collaboration, professional development and leadership roles.

Who is doing the work of prioritizing effective educators for high-need schools?

- Charlotte Mecklenberg Schools' Strategic Staffing Initiative
- Fresno Unified School District's Skillful Leader Program
- Boston Public Schools' T3 Initiative

Questions?

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