



**THE EDUCATION TRUST**

# **Raising Achievement and Closing Gaps Between Groups:**

**Lessons for School Boards from Schools and Districts  
on the Performance Frontier**

Florida School Boards Association  
Tampa, FL

December, 2014

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# 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...

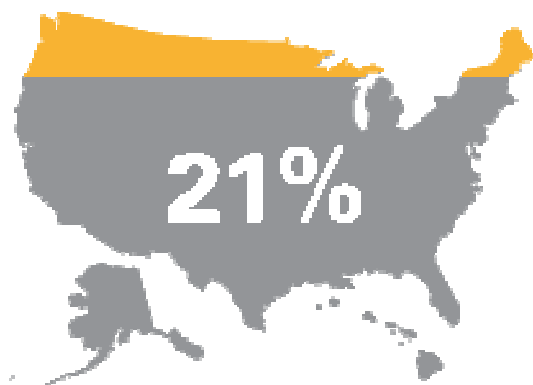
And they knew the “Dream” was a  
work in progress.

# We were:

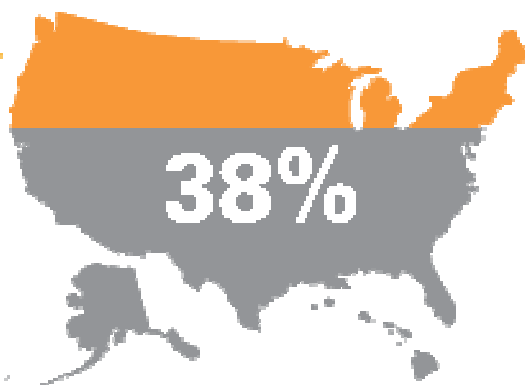
- The first to provide universal high school;
- The first to build public universities;
- The first to build community colleges;
- The first to broaden access to college, through GI Bill, Pell Grants, ...

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

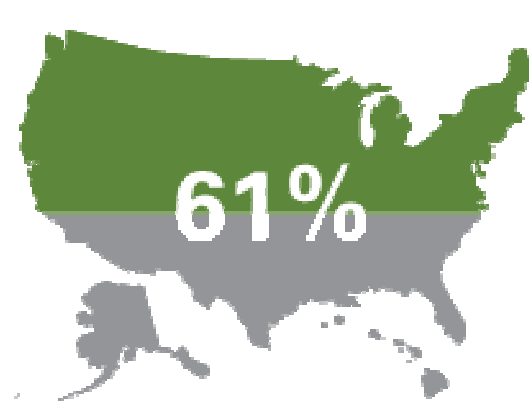
1920



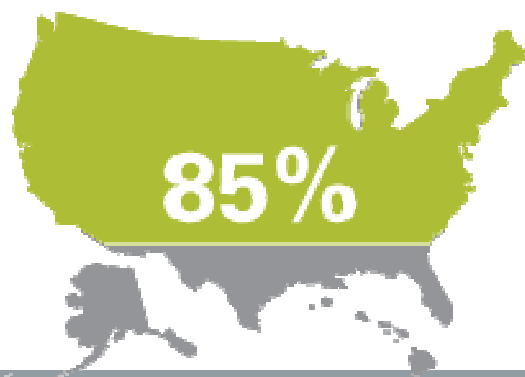
1940



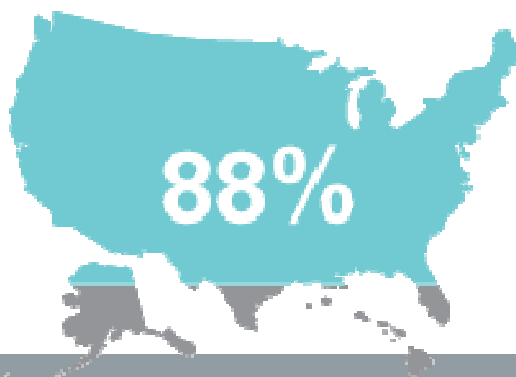
1960



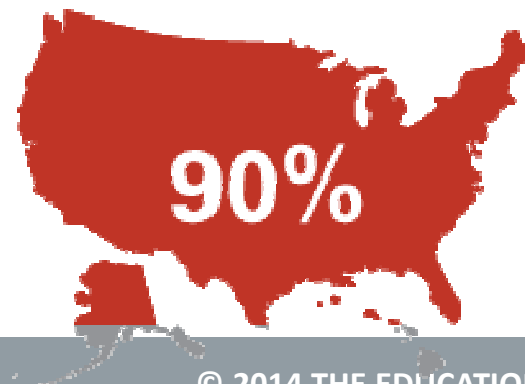
1980



2000



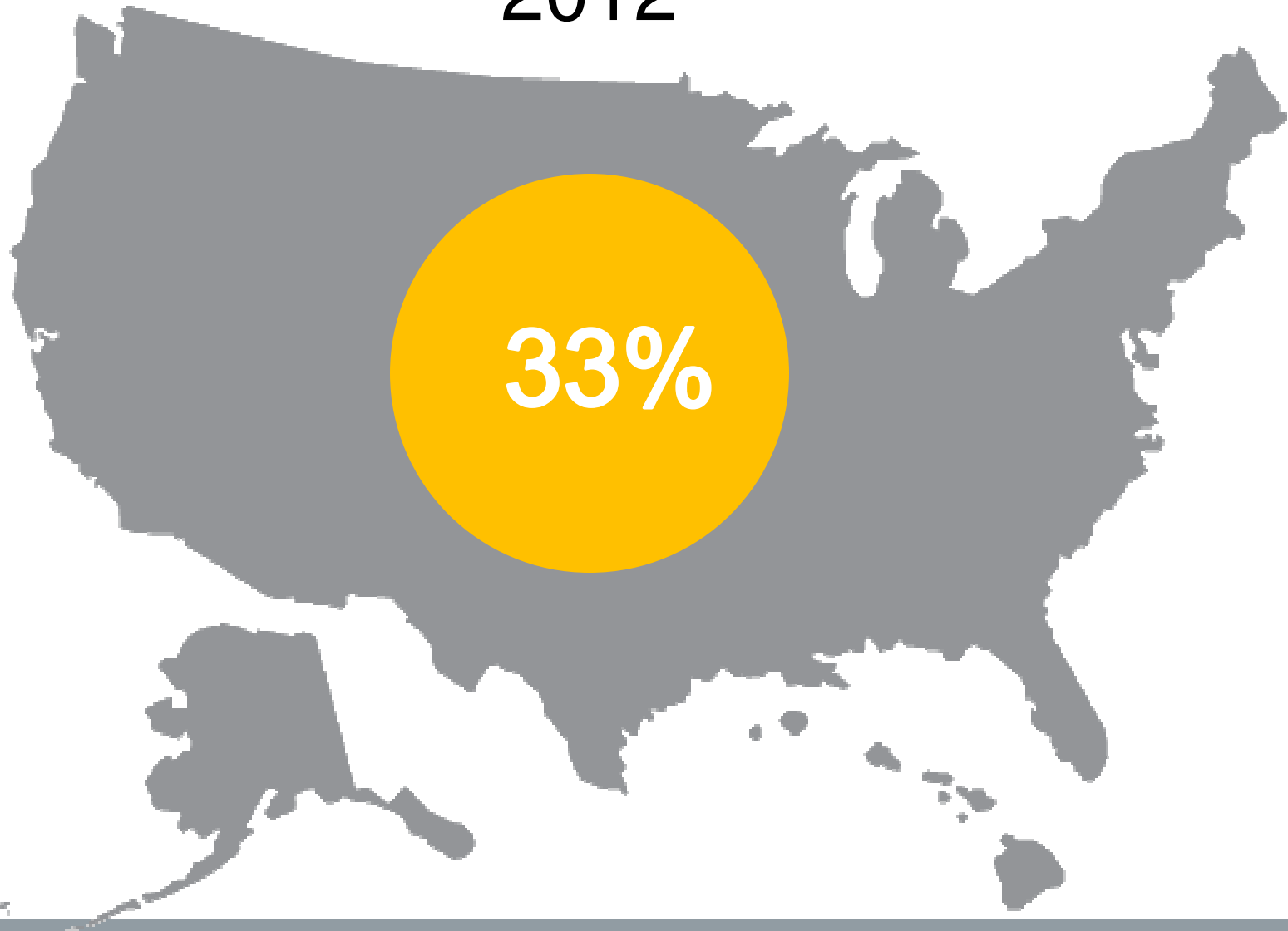
2012






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

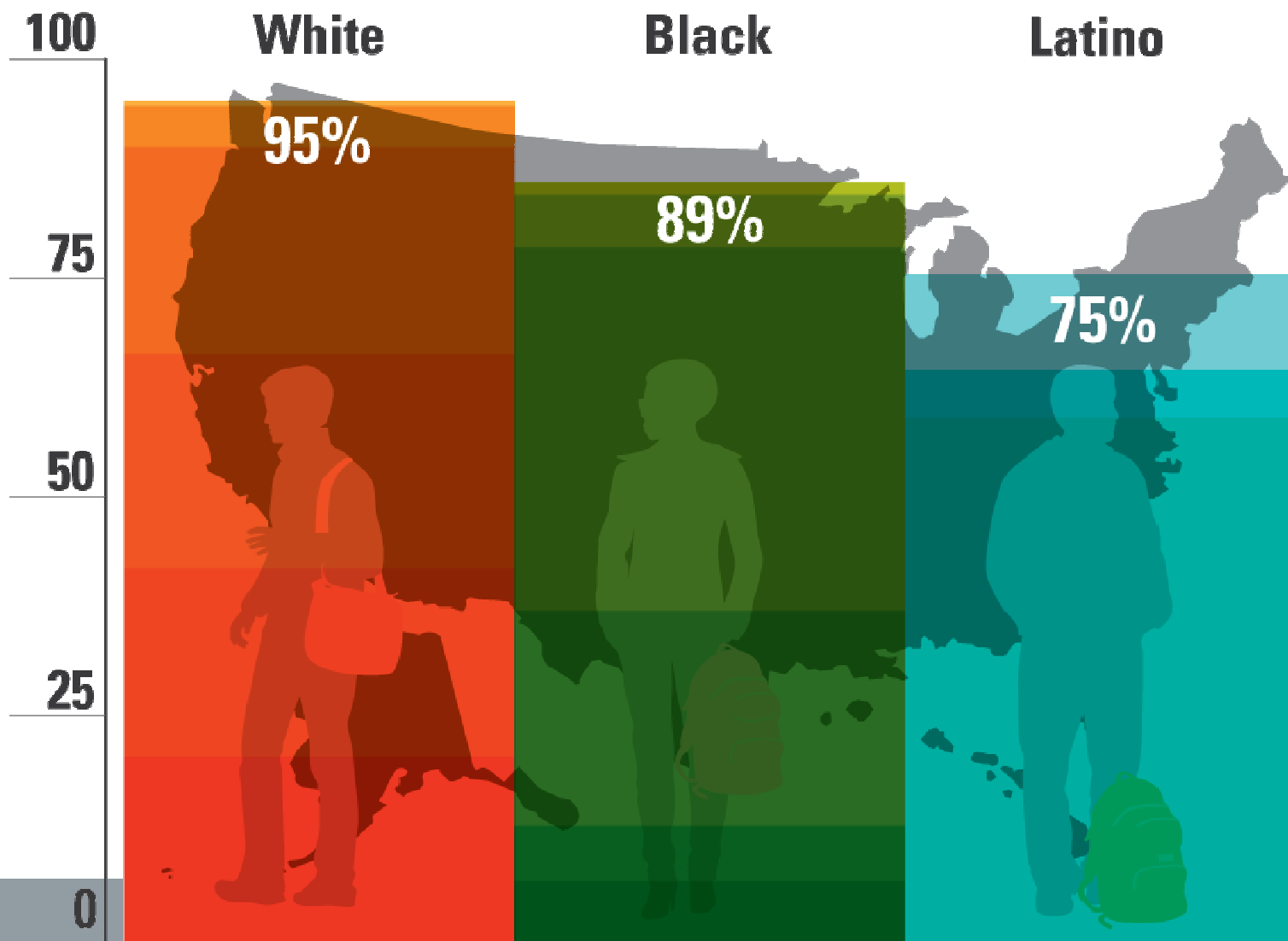
2012





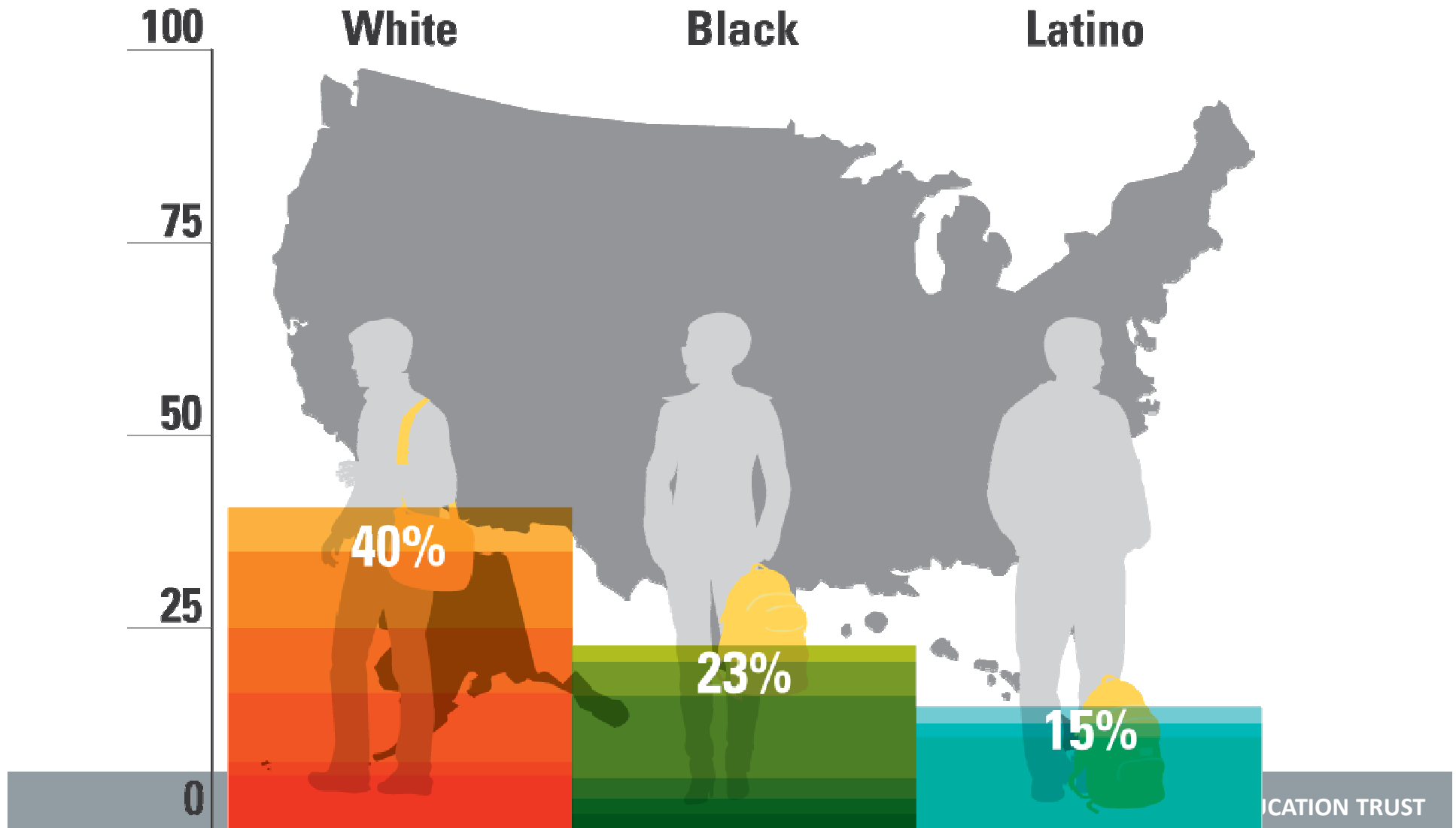
Progress was painfully slow,  
especially for people of color.  
But year by year, decade by  
decade...

# Percent of U.S. adults with a high school diploma, by race/ethnicity, 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%.

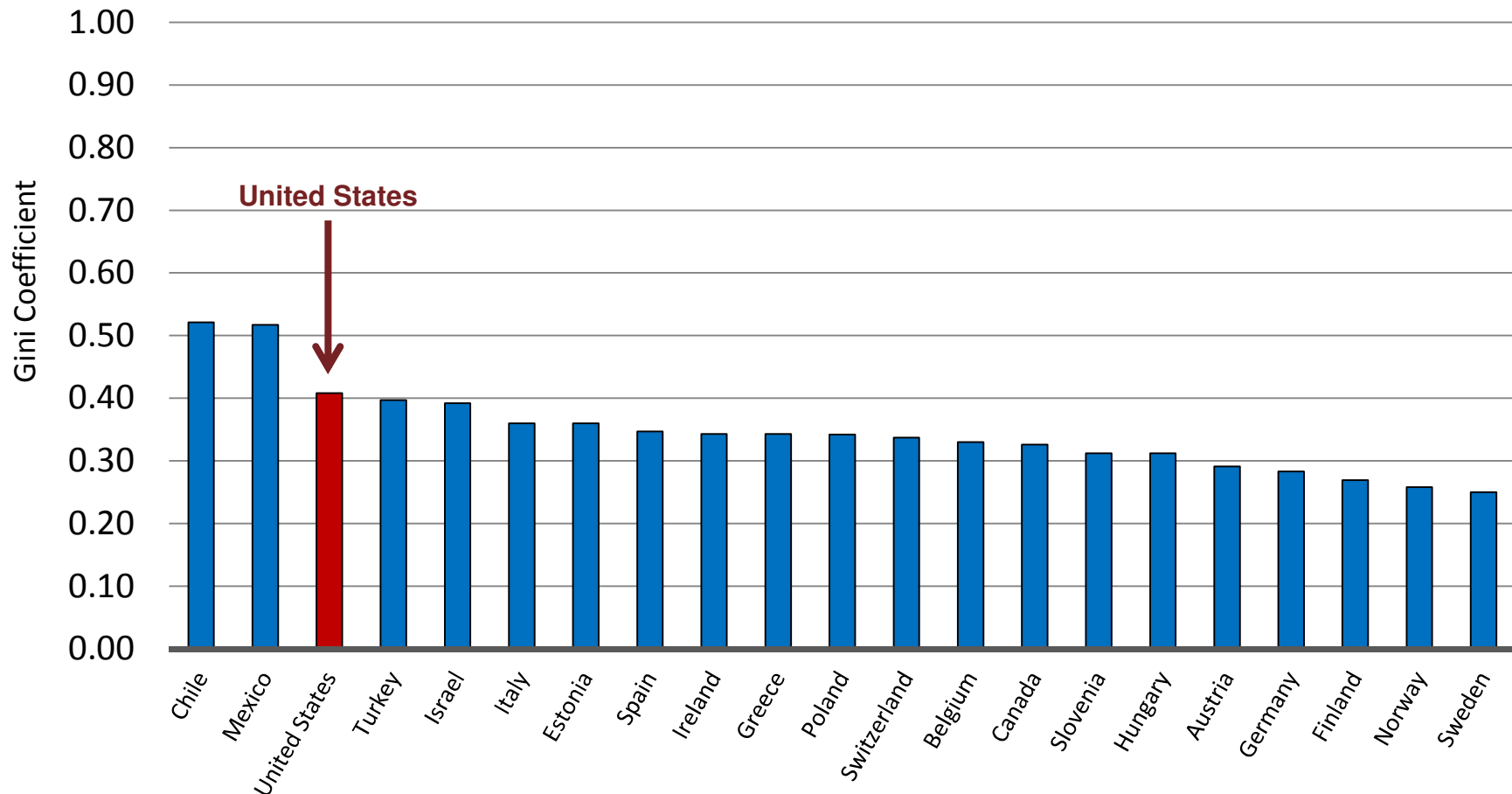
Source: Stiglitz, "Inequality is a Choice," *New York Times*, October 13, 2013.

## 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

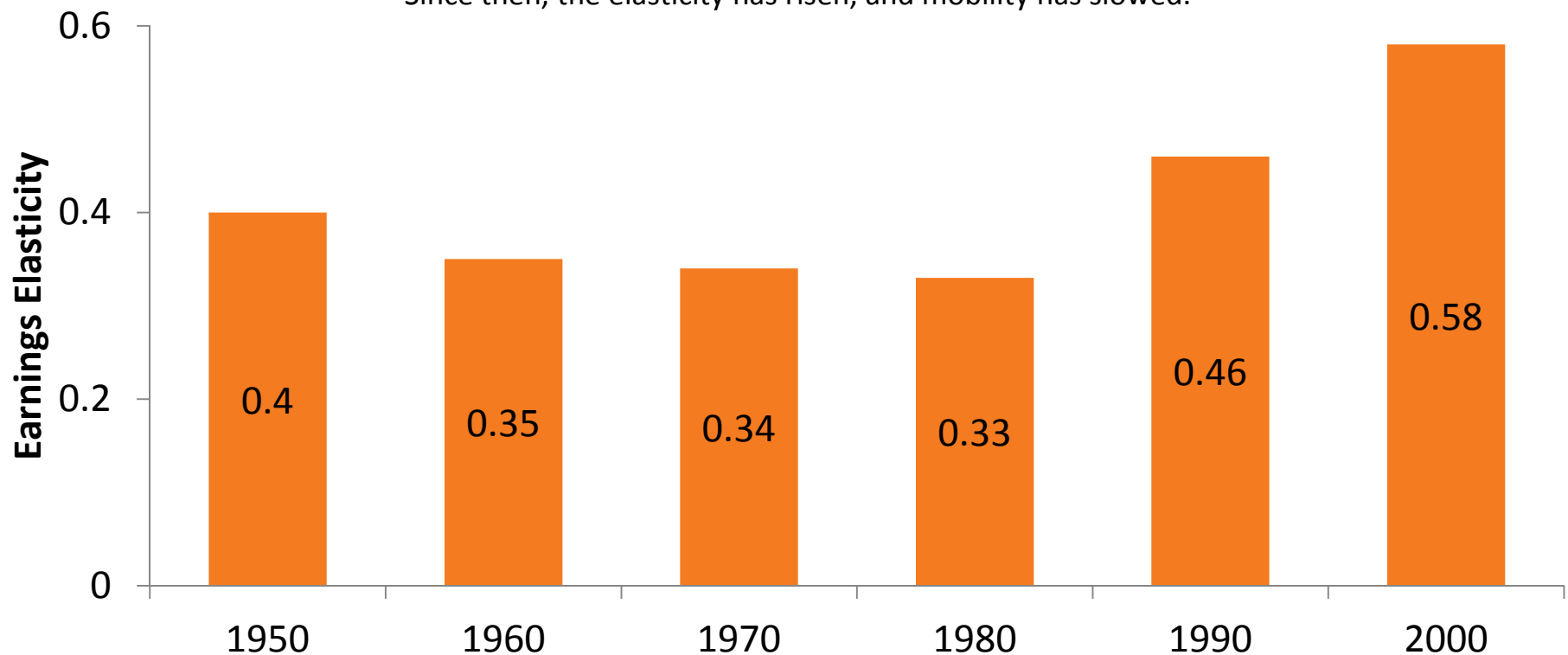
Source: Rakesh Kochhar, Richard Fry, and Paul Taylor, "Twenty-to-One: Wealth Gaps Rise to Record Highs Between Whites, Blacks, and Hispanics," Pew Social & Demographic Trends, 2011.



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

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

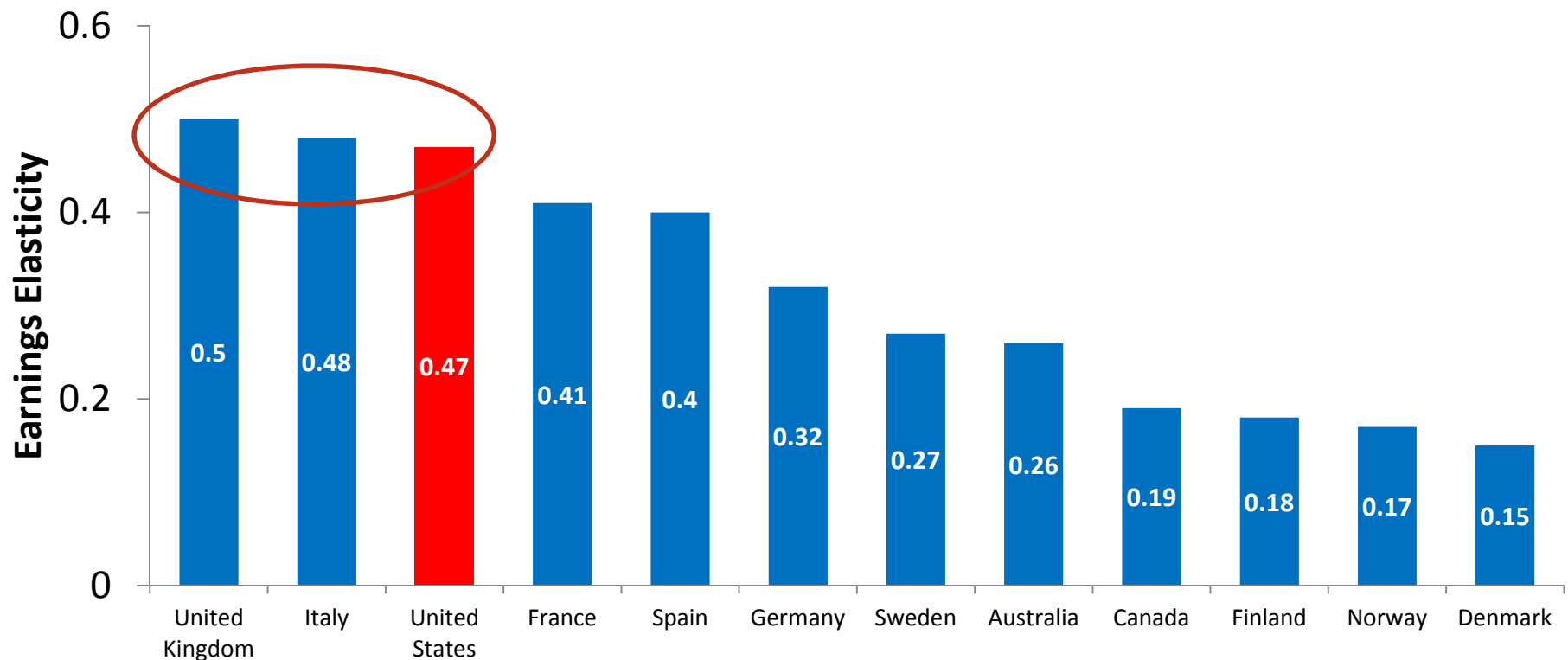
The falling elasticity meant increased economic mobility until 1980.  
Since then, the elasticity has risen, and mobility has slowed.




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; Pew Charitable Trusts, 2010.



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

But at the individual level, it really is.



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?



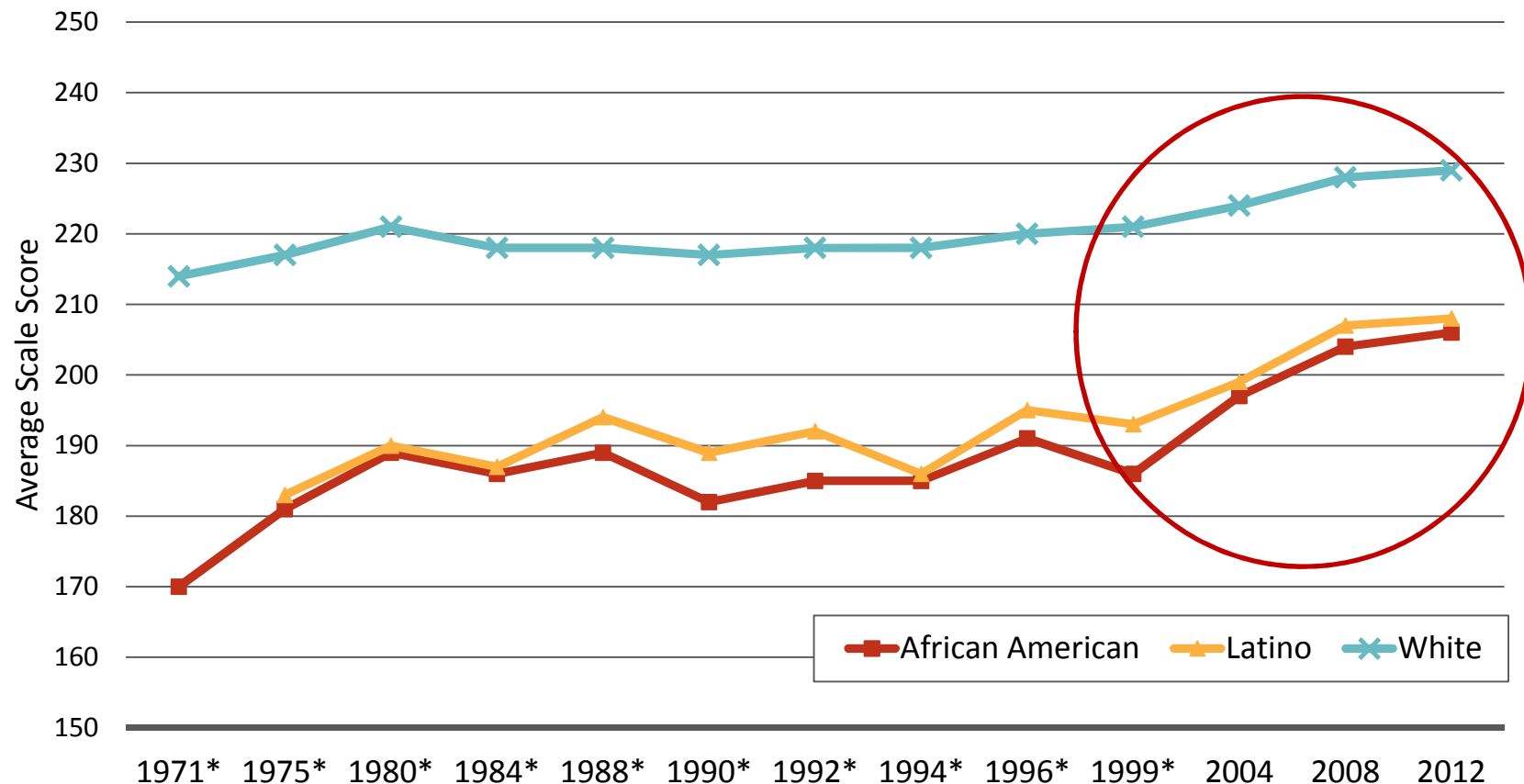


# First, some good news.

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

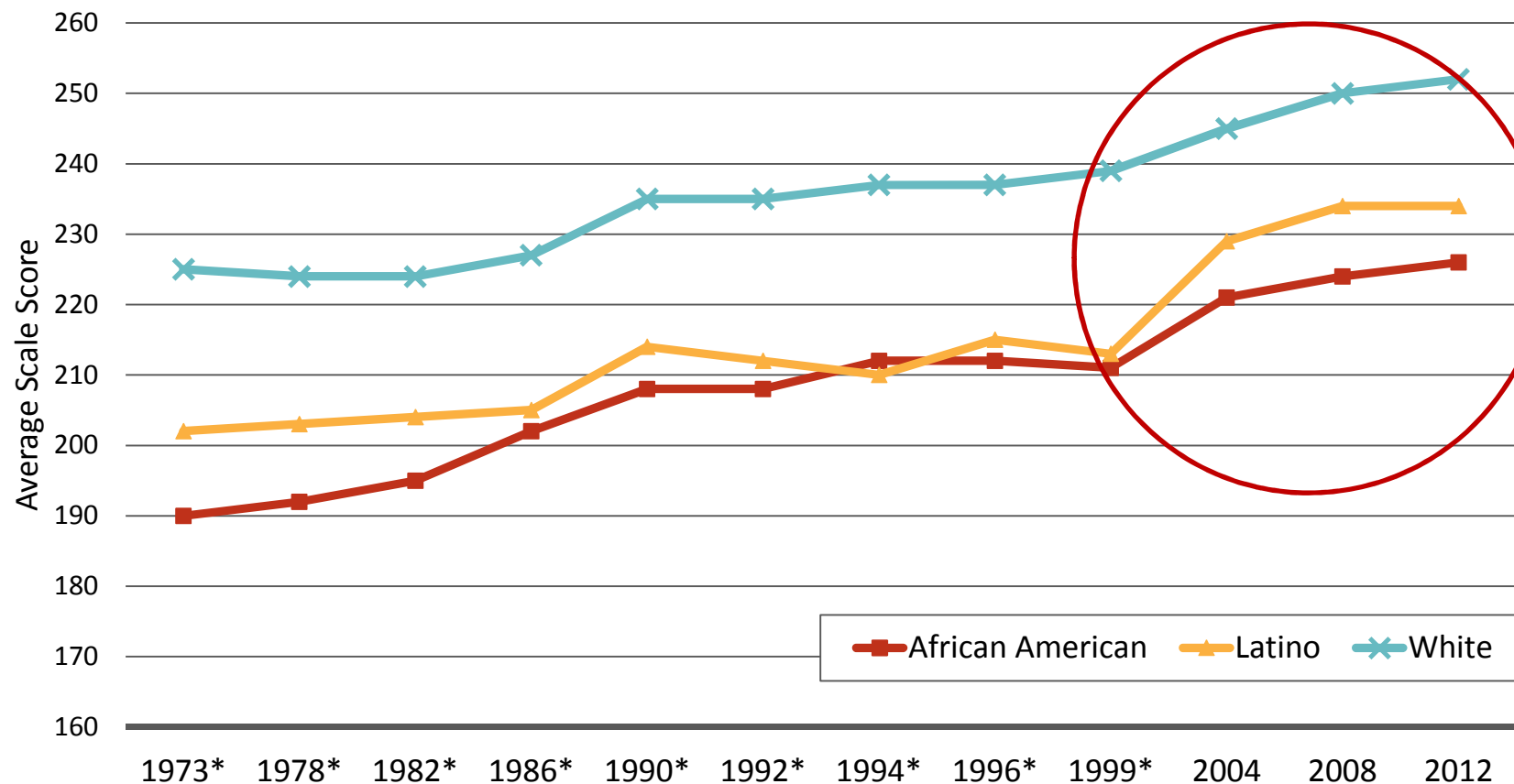


\*Denotes previous assessment format

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


# Since 1999, performance rising for all groups of students

## 9 Year Olds – NAEP Math



\*Denotes previous assessment format

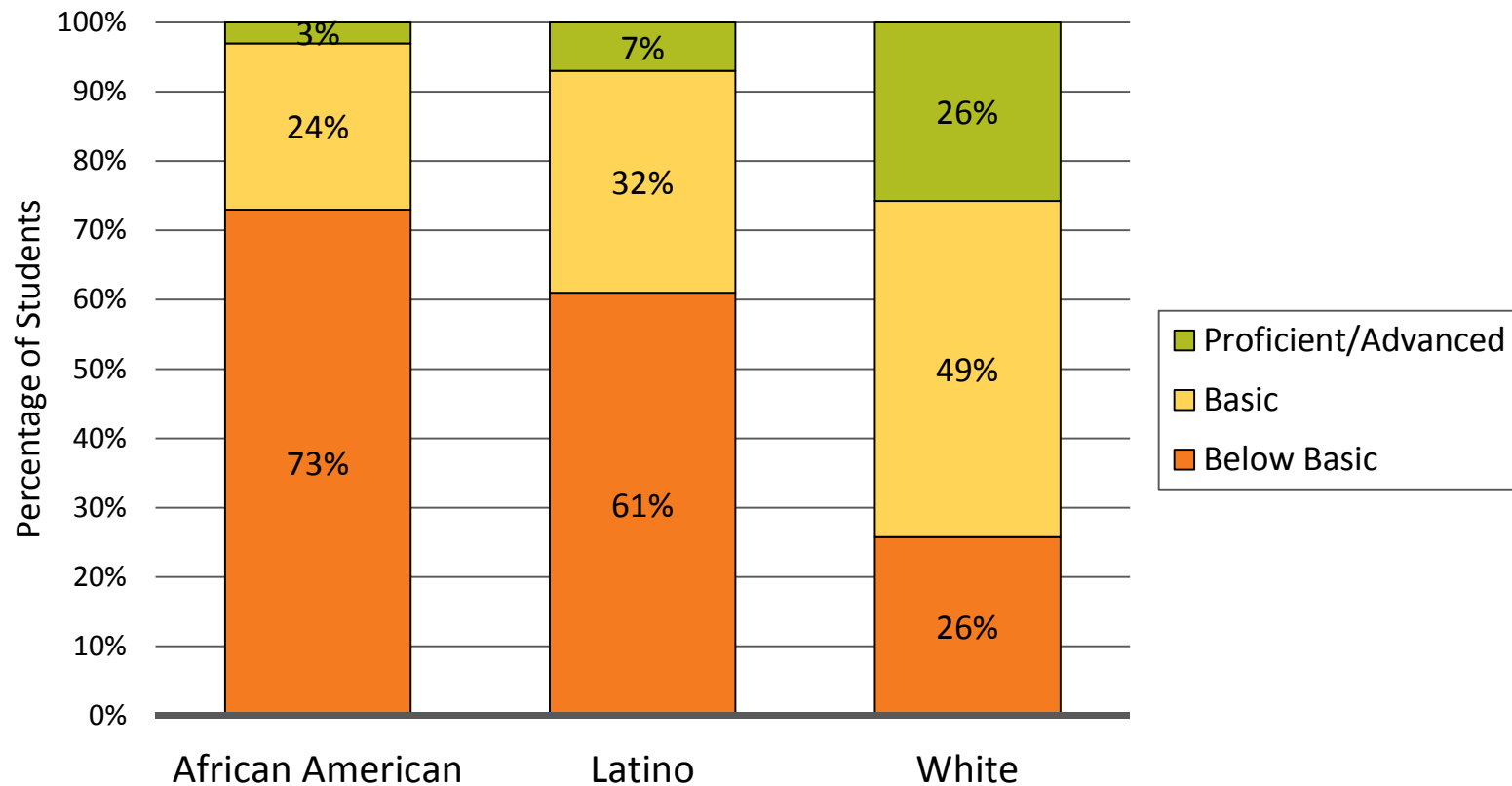
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



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

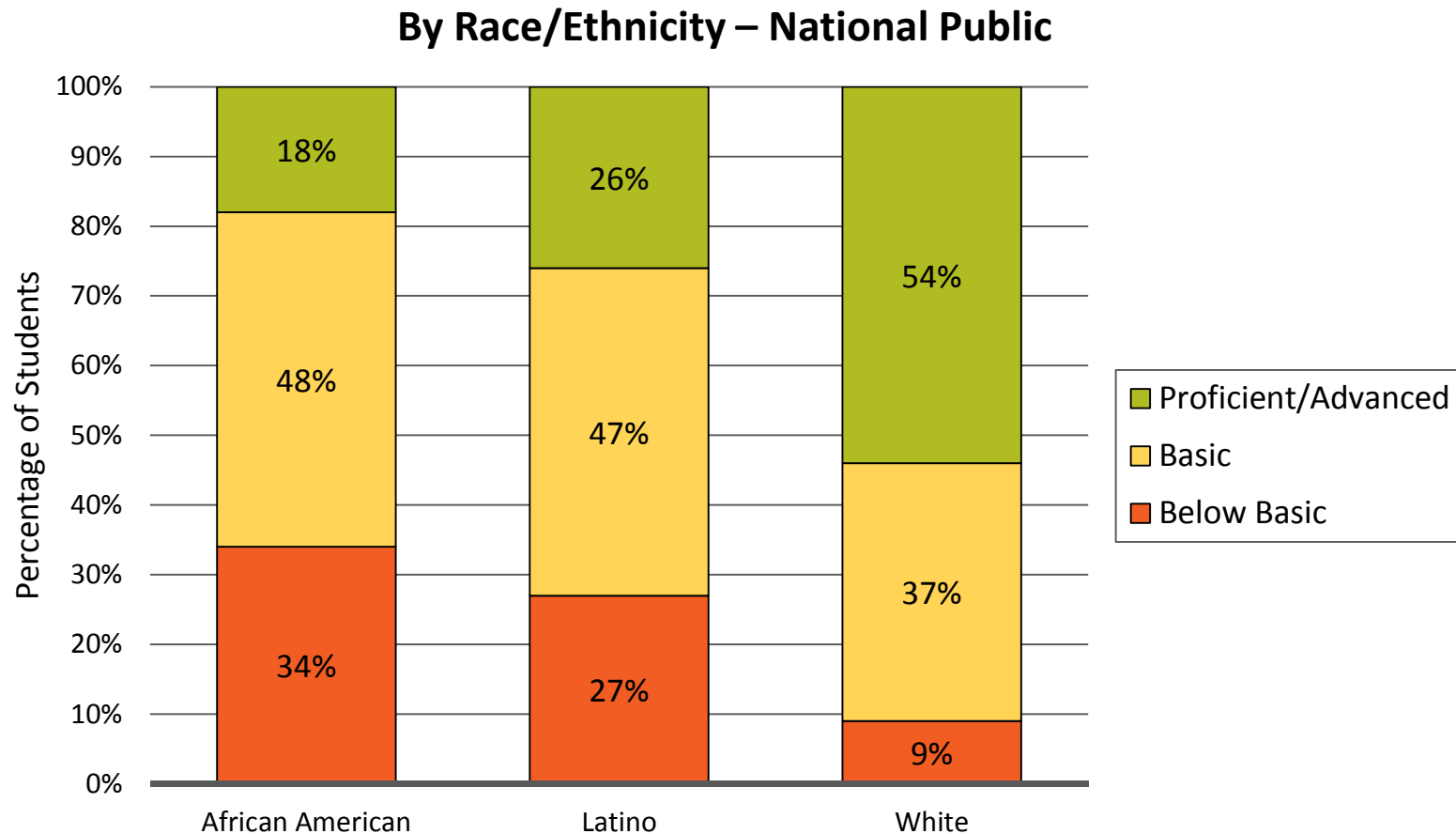
# 1996 NAEP Grade 4 Math

## By Race/Ethnicity – Nation



Source: • NAEP Data Explorer, NCES

# 2013 NAEP Grade 4 Math



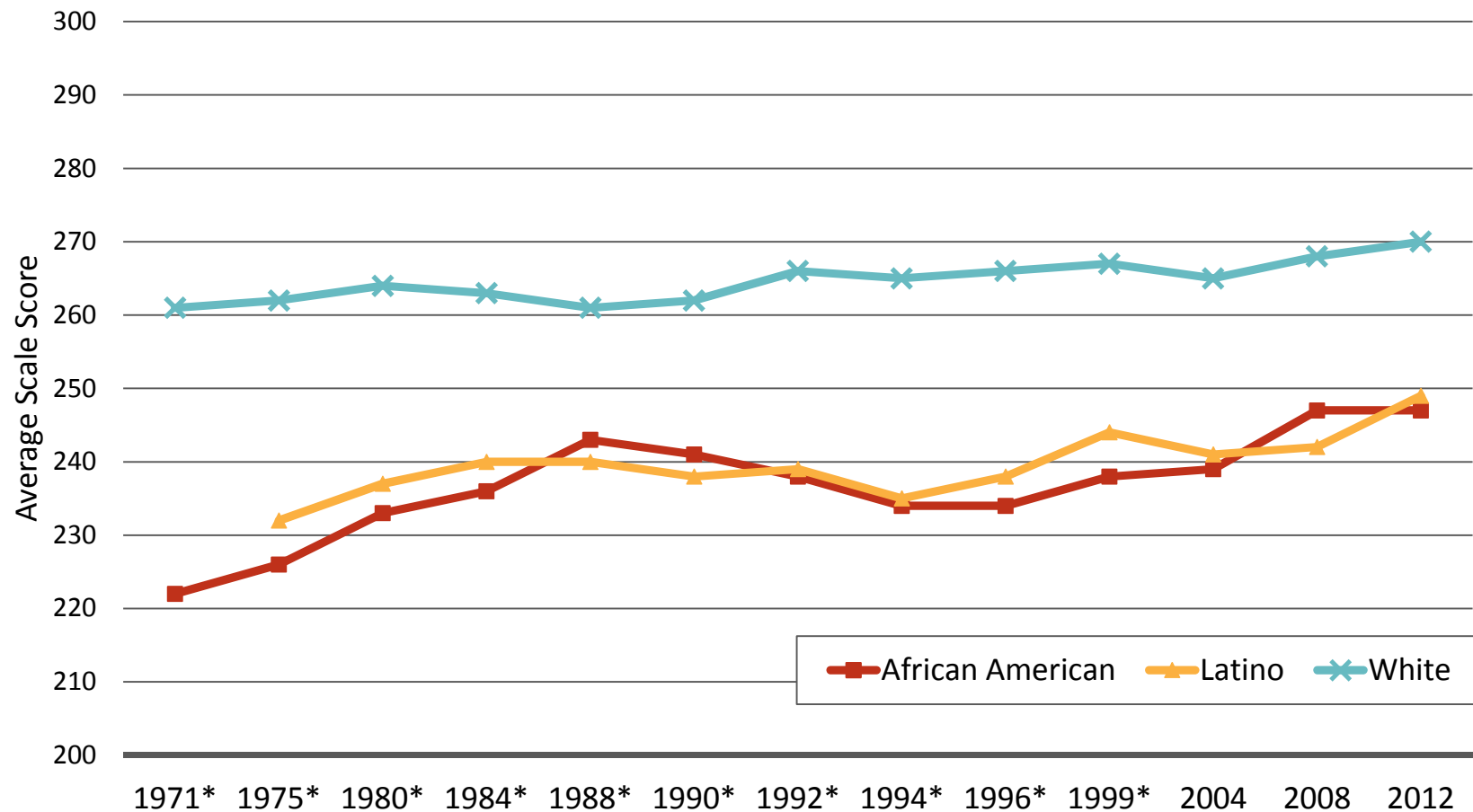
Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>



Middle grades are up, too.

# Record performance for students of color

## 13 Year Olds – NAEP Reading



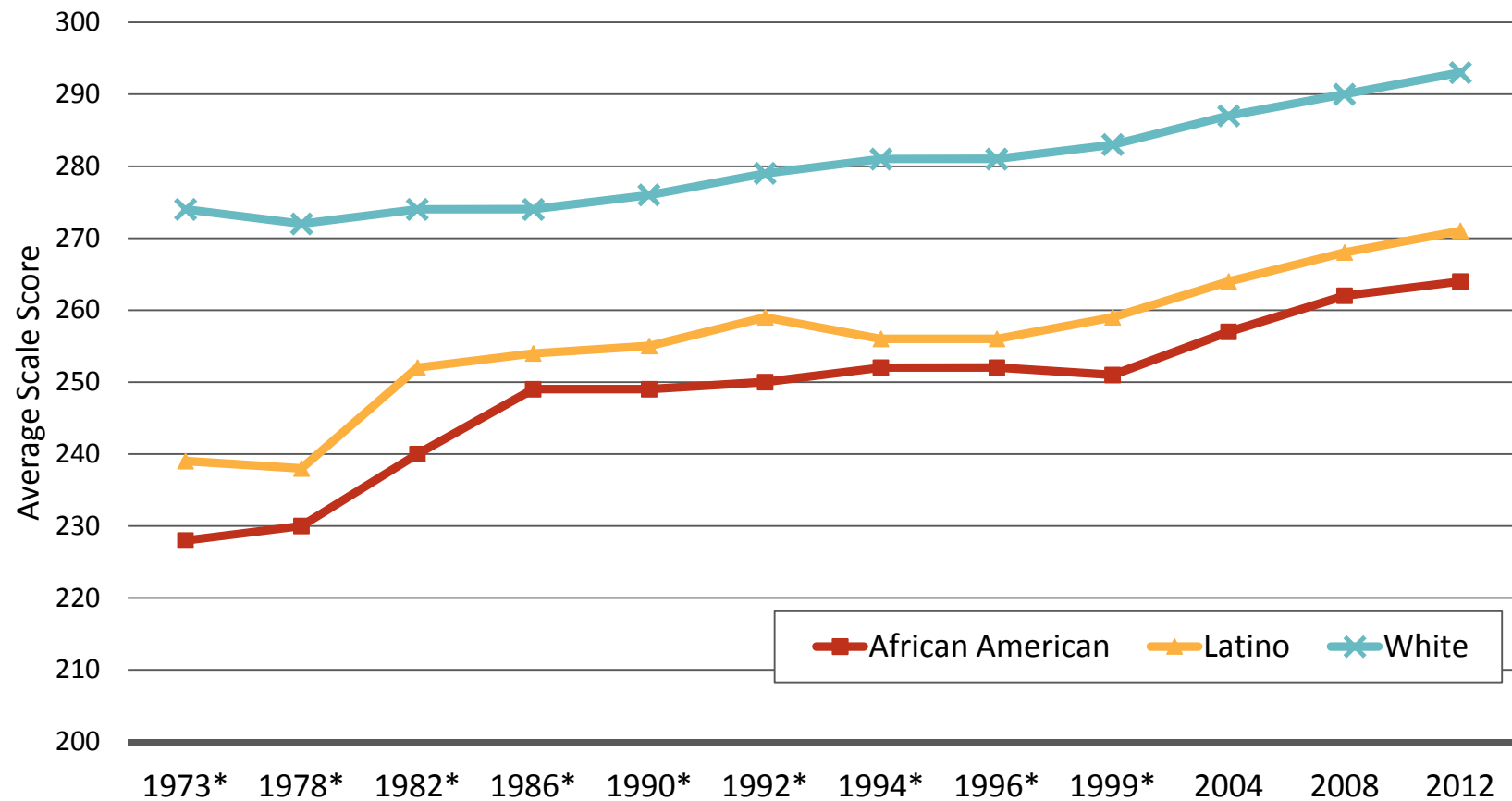
\*Denotes previous assessment format

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



# Performance for all groups has risen dramatically

## 13 Year Olds – NAEP Math




\*Denotes previous assessment format

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




**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.

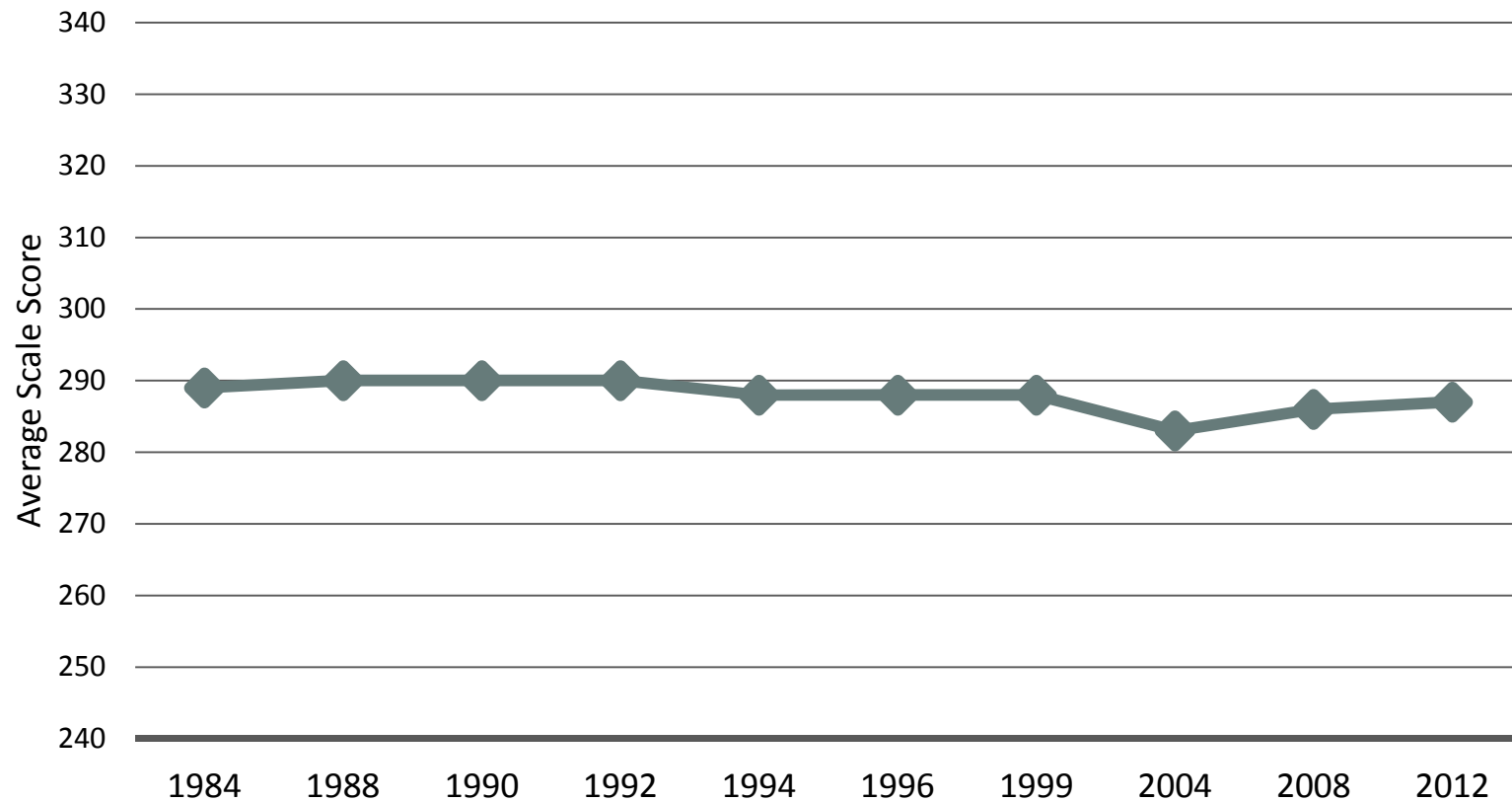


But at least we have some traction on elementary and middle school problems.

The same is NOT true  
of our high schools.

Achievement is flat in reading.

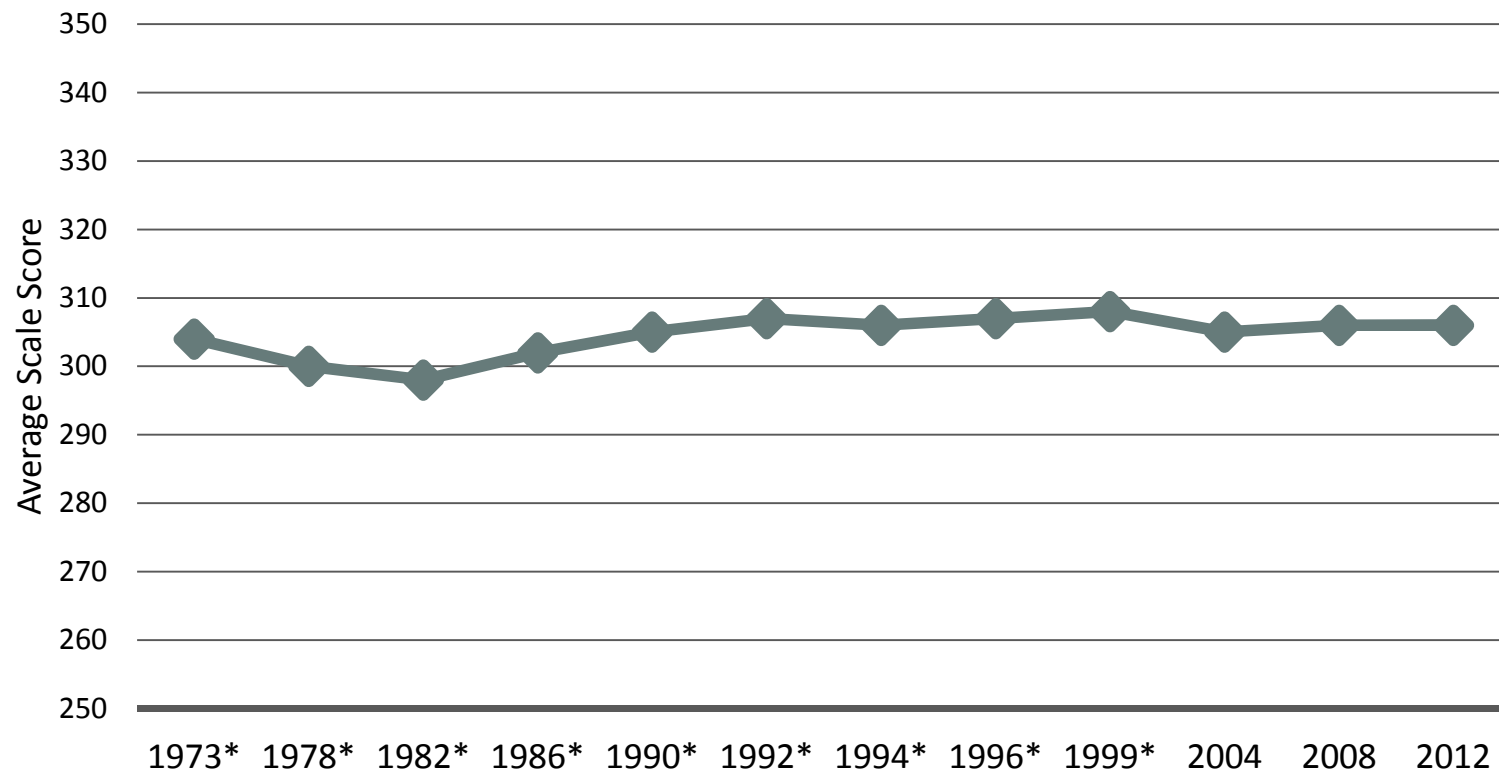
### 17-Year-Olds Overall - NAEP



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


# Math achievement is flat over time.

## 17-Year-Olds Overall - NAEP



\* Denotes previous assessment format

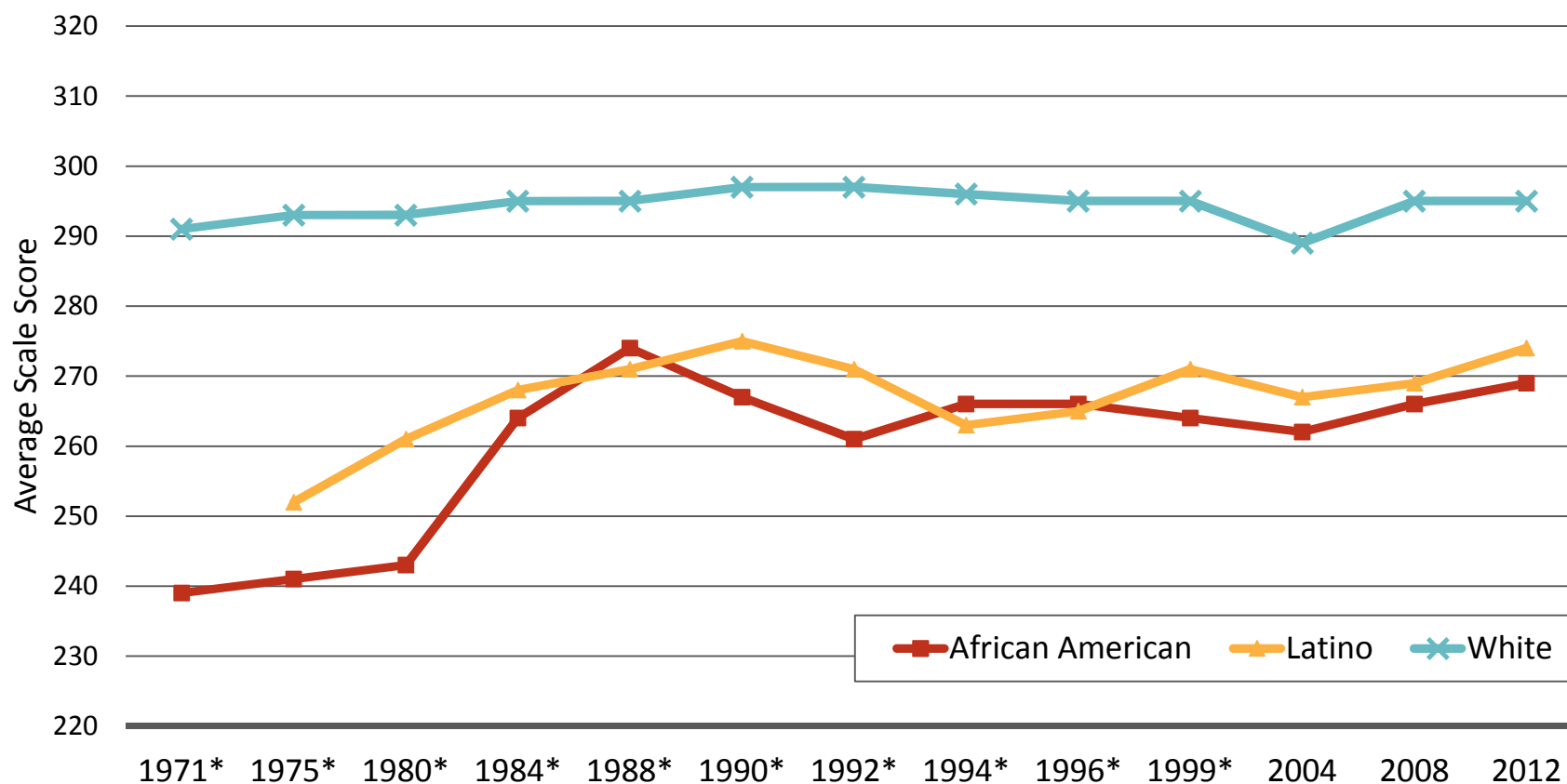
Source: National Center for Education Statistics, NAEP 2008 Trends in Academic Progress



And gaps between groups haven't narrowed since the late 80s and early 90s.

# Reading: Not much gap narrowing since 1988.

## 17 Year Olds – NAEP Reading

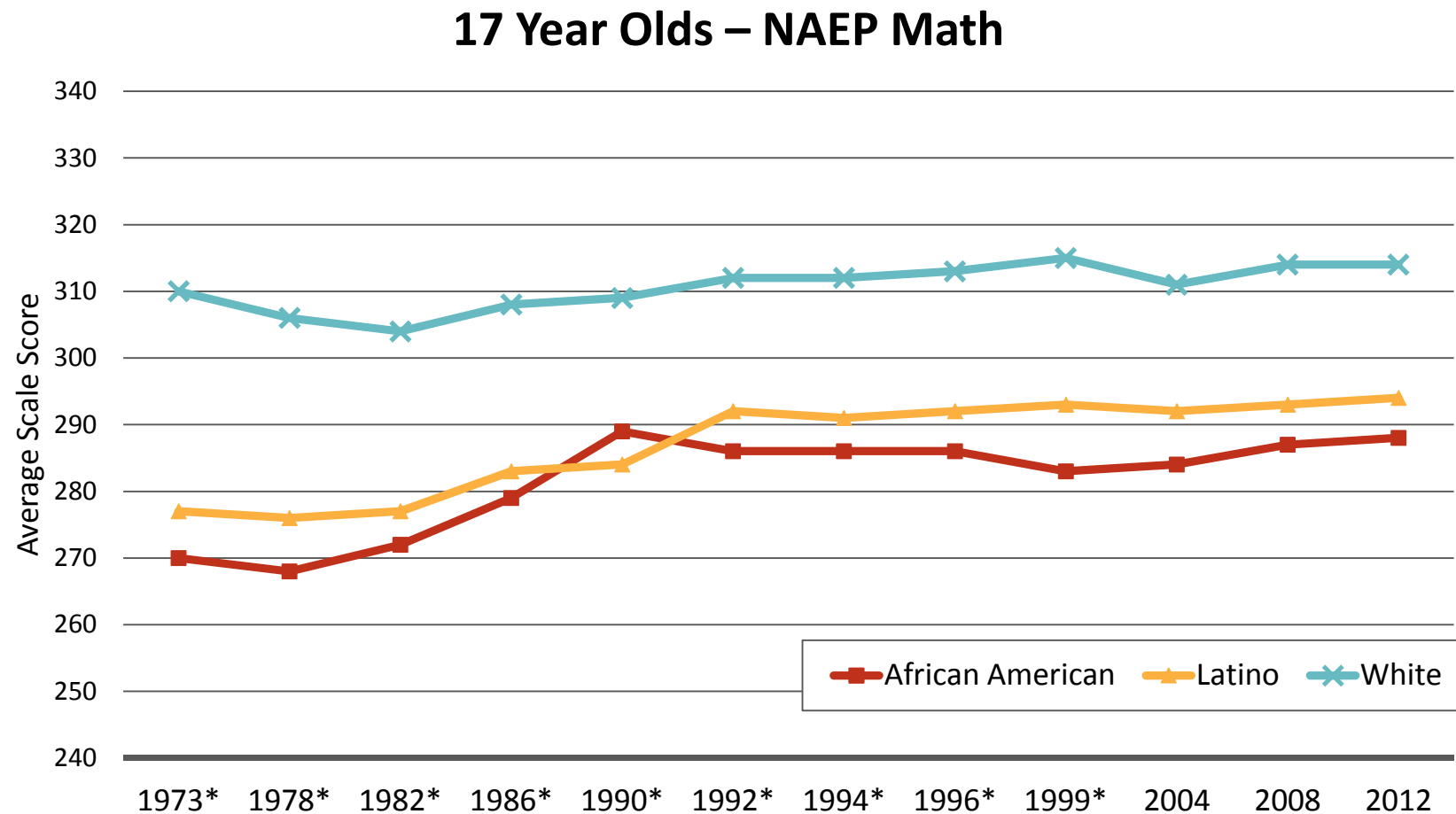


\*Denotes previous assessment format

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




# Math: Not much gap closing since 1990.



\*Denotes previous assessment format

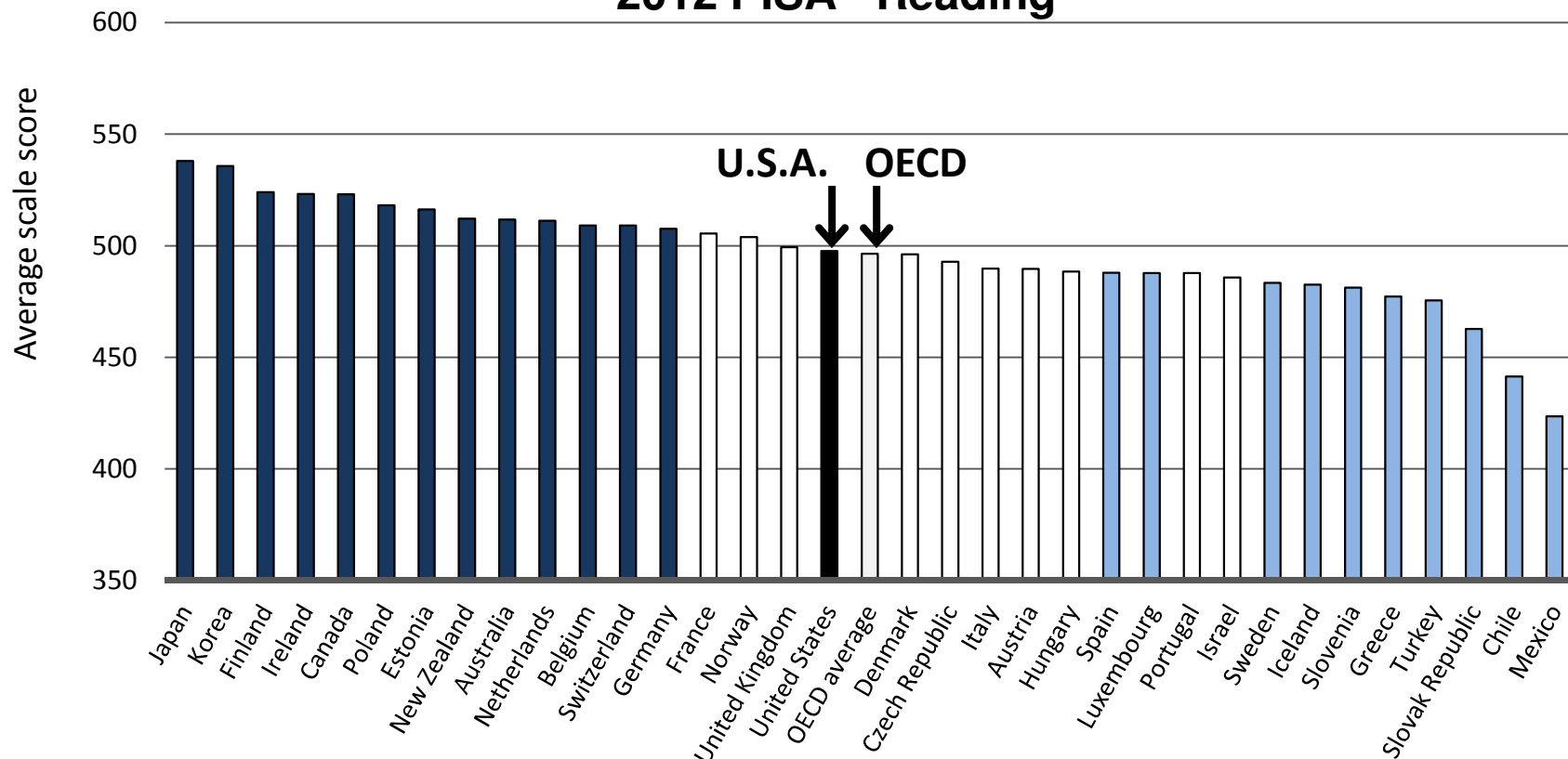
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



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 17<sup>th</sup> in Reading

2012 PISA - Reading

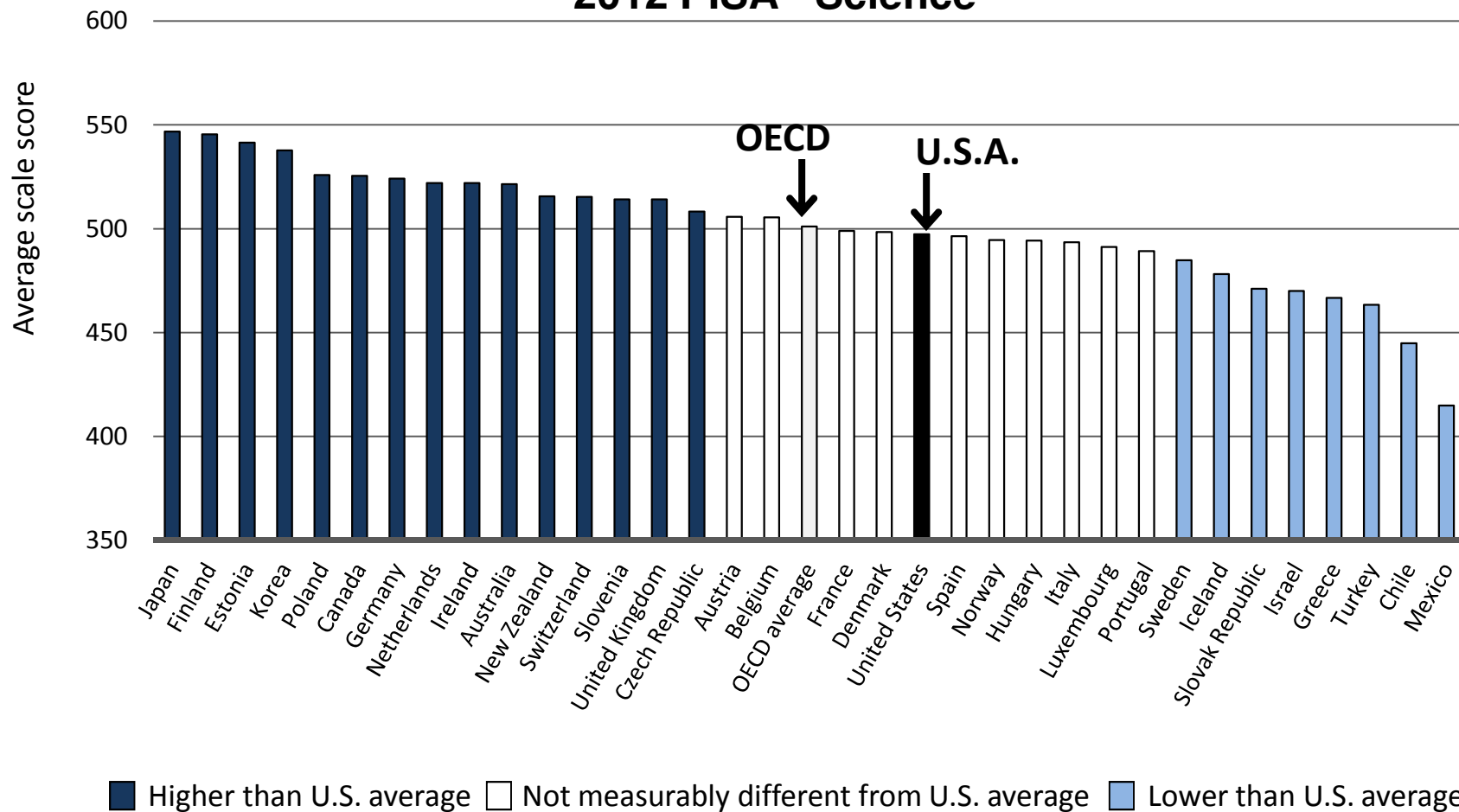


■ Higher than U.S. average □ Not measurably different from U.S. average ■ Lower than U.S. average

Source: National Center for Education Statistics, 2013, [http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights\\_5a.asp](http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_5a.asp).

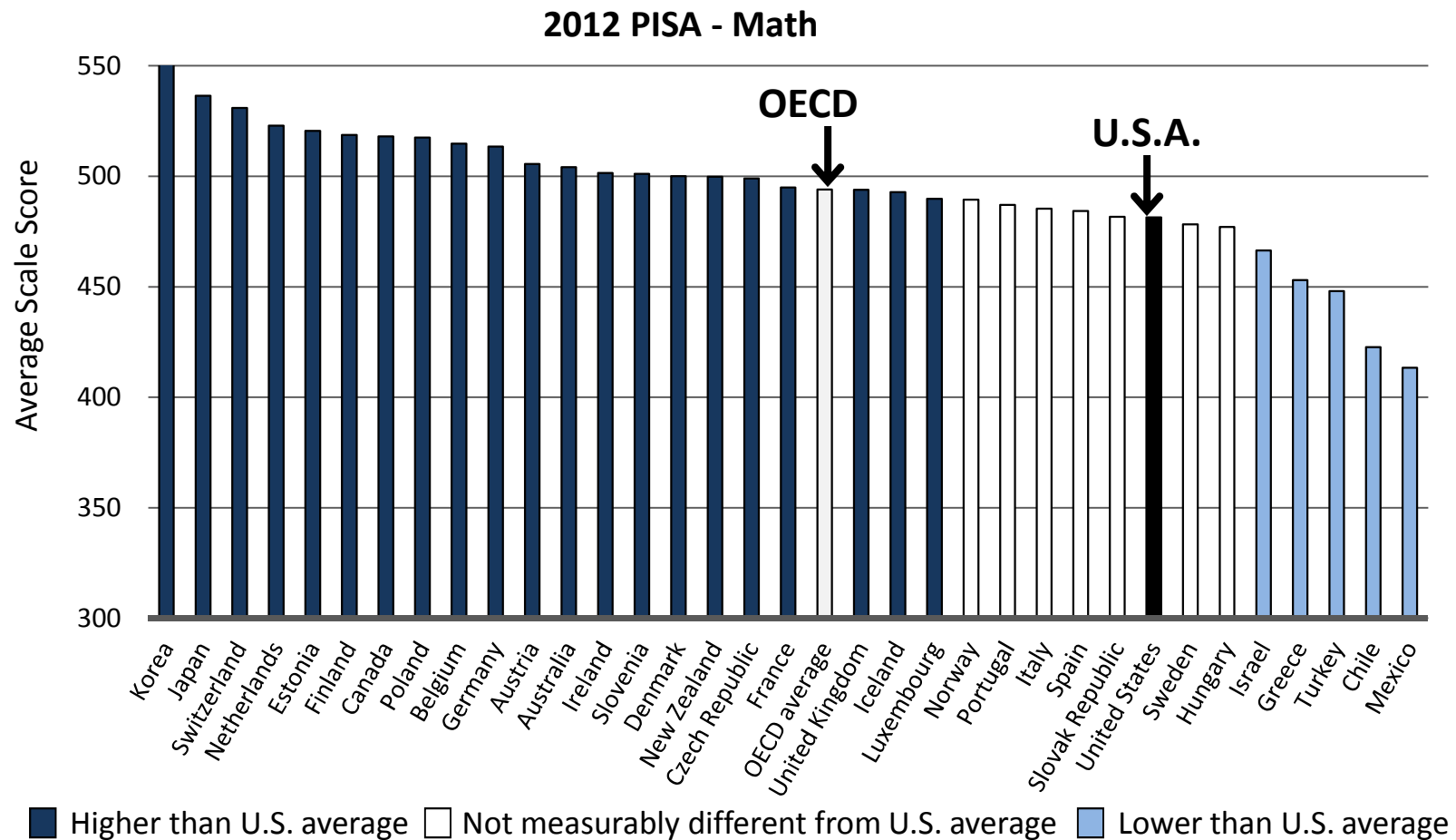
# Of 34 OECD Countries, U.S.A. Ranks 20<sup>th</sup> in Science

## 2012 PISA - Science



Source: National Center for Education Statistics, 2013, [http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights\\_4a.asp](http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_4a.asp).

# Of 34 OECD Countries, U.S.A. Ranks 27<sup>th</sup> in Math Literacy



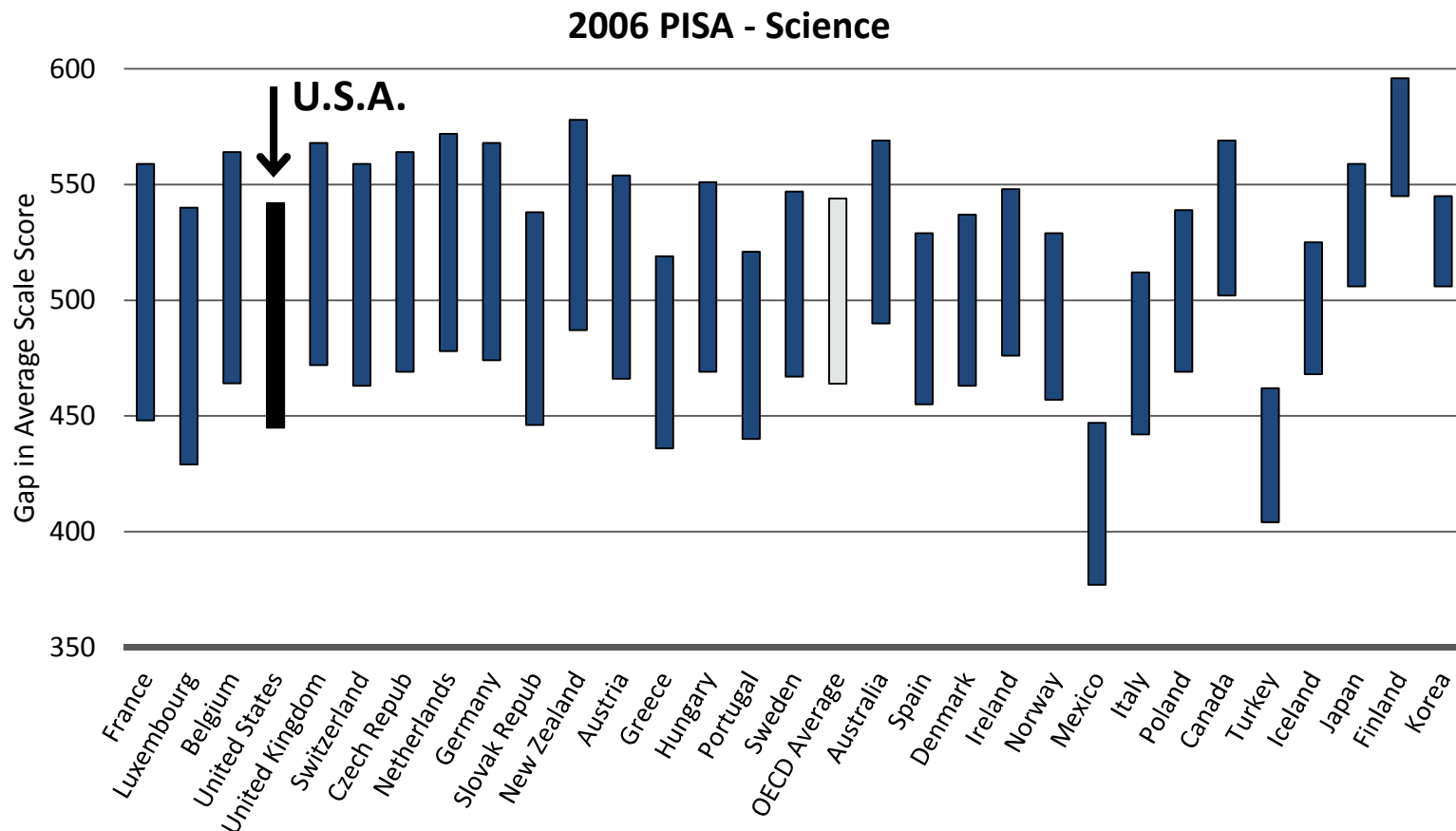
Source: National Center for Education Statistics, 2013, [http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights\\_3a.asp](http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_3a.asp).



Only place we rank high?

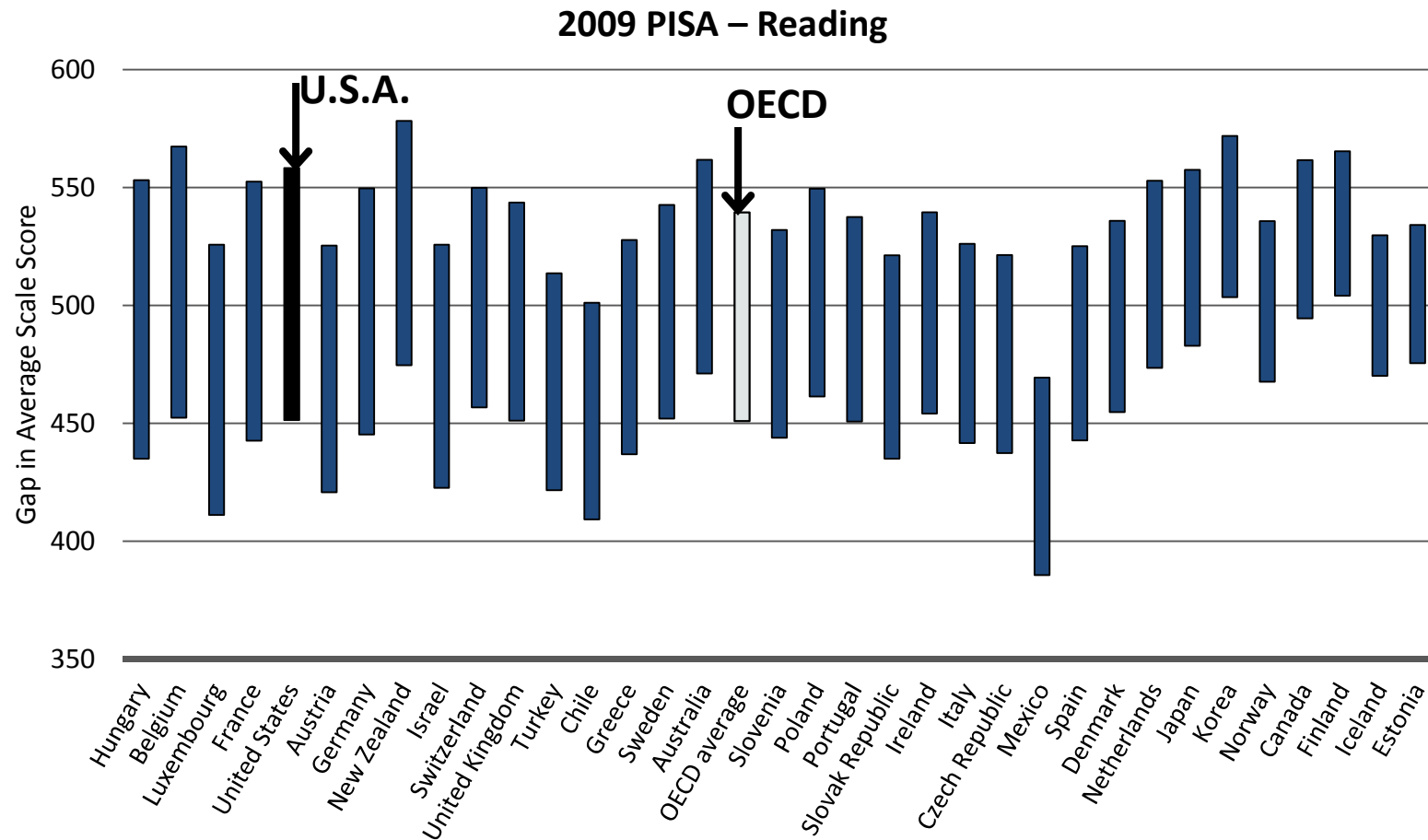
Inequality.

# Among OECD Countries, U.S.A. has the 4<sup>th</sup> Largest Gap Between High-SES and Low-SES Students



Source: PISA 2006 Results, OECD, table 4.8b

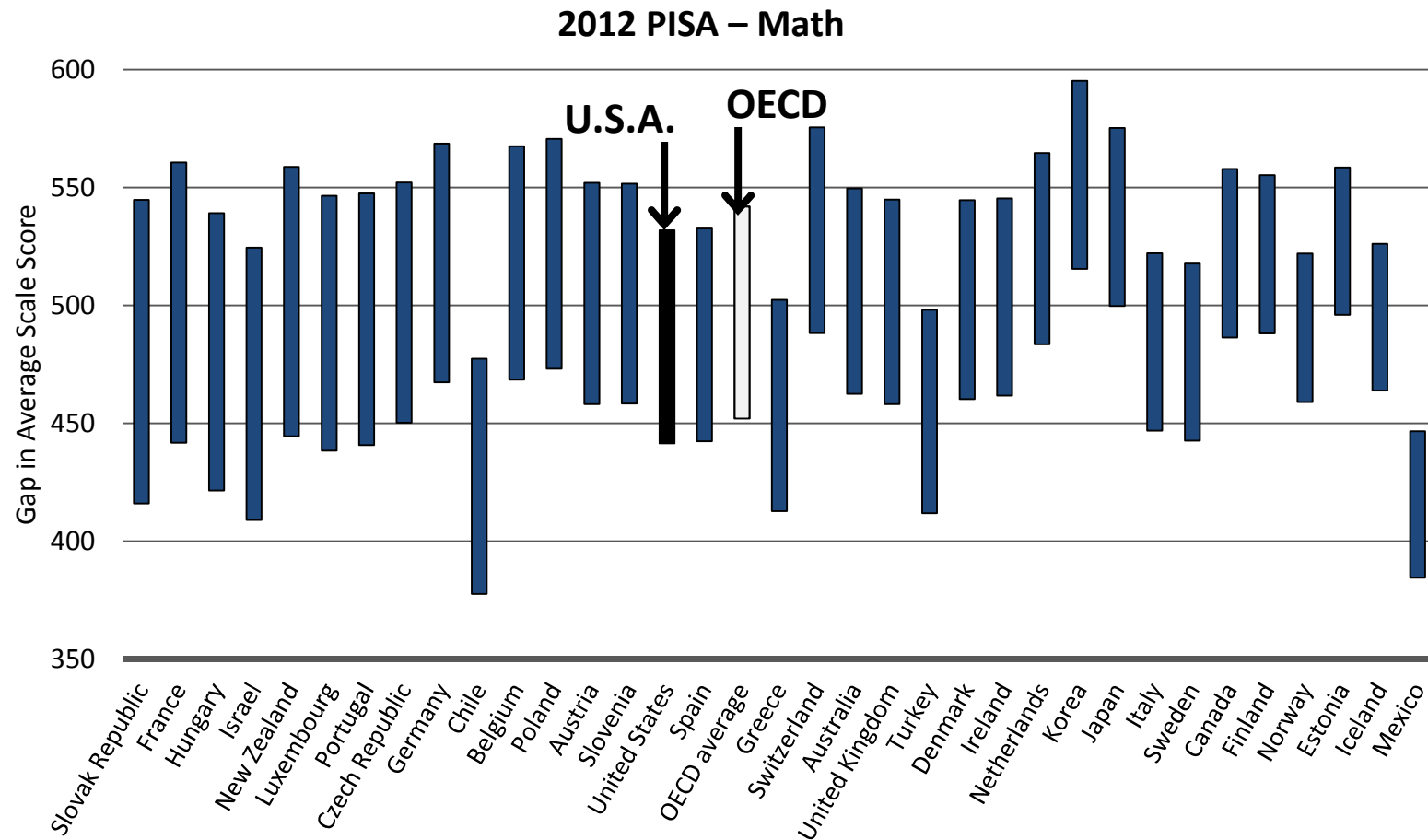
# Among OECD Countries, U.S.A. has the 5<sup>th</sup> Largest Gap Between High-SES and Low-SES Students




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



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




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 “lesses” are a result of choices that policymakers make.

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

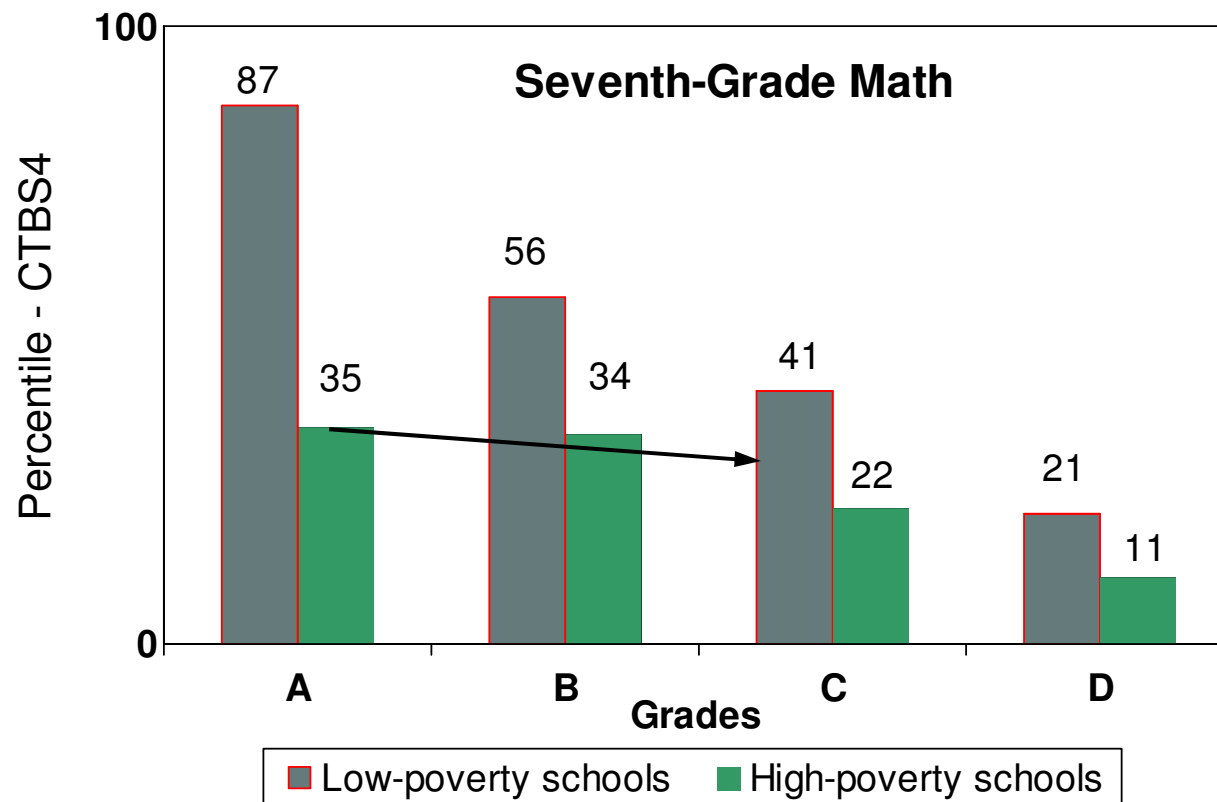


In truth, though, some of the most devastating “lesses” are a function of choices that educators (and school board members) make.

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




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



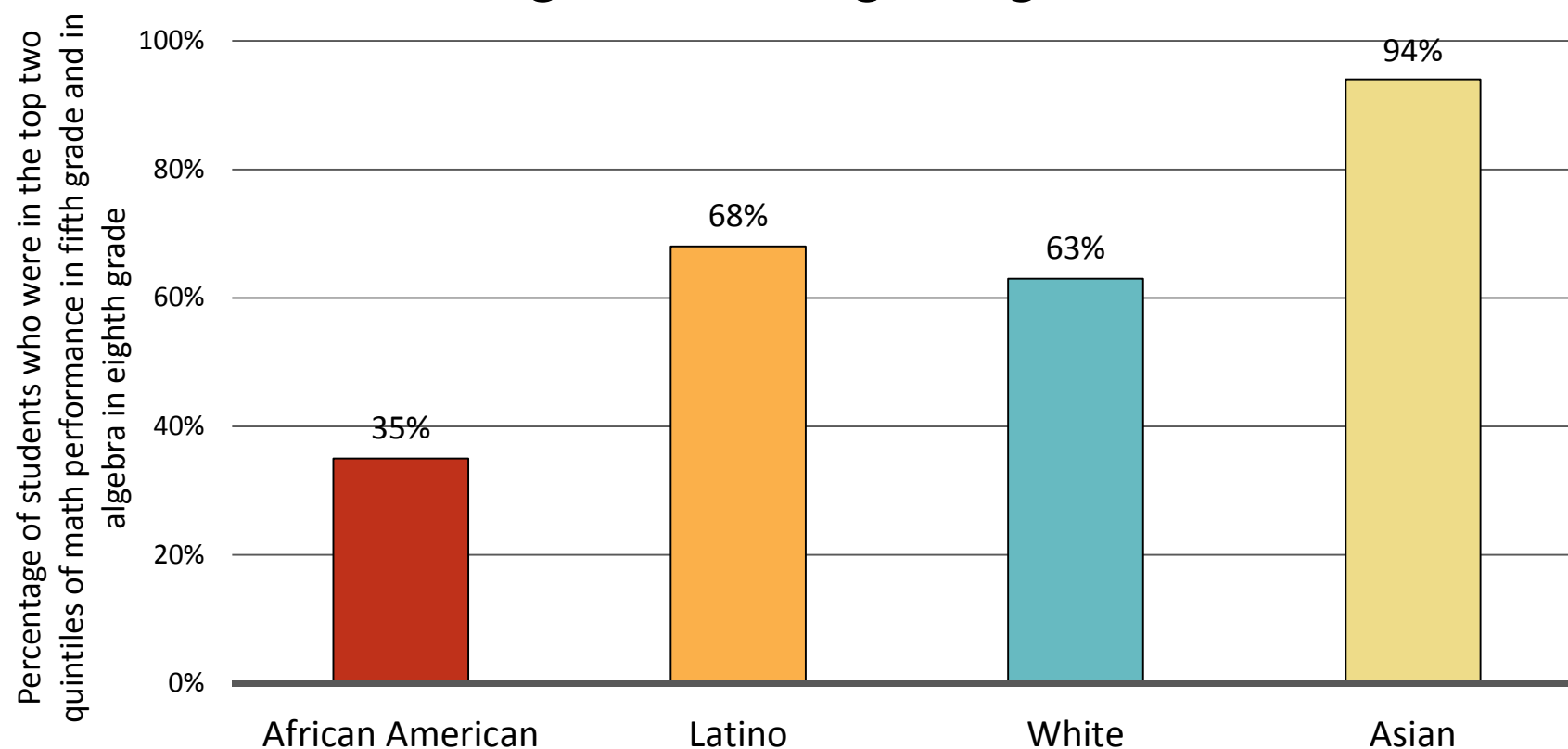
Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.





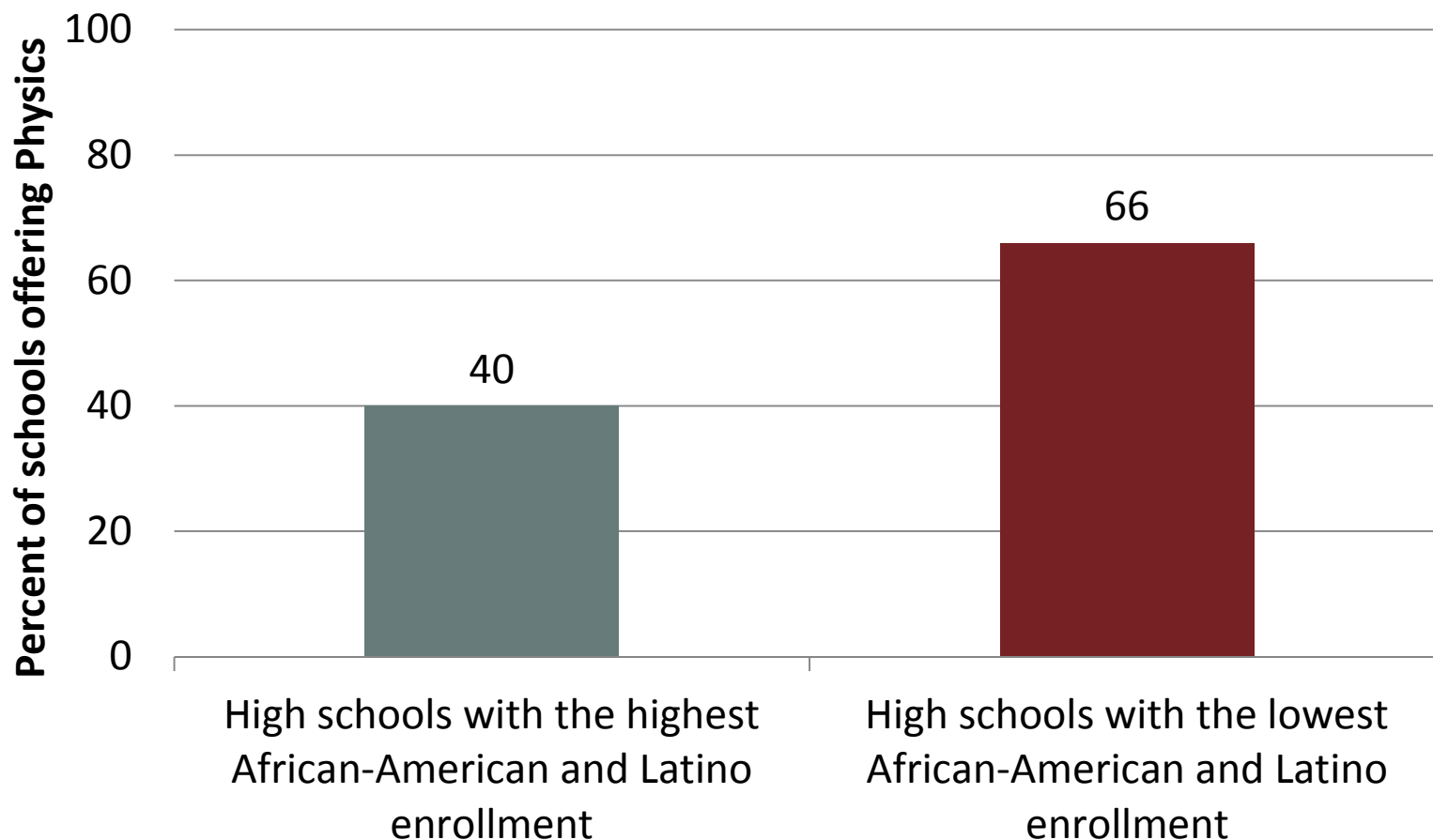
Choices we make about what to  
teach whom...

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



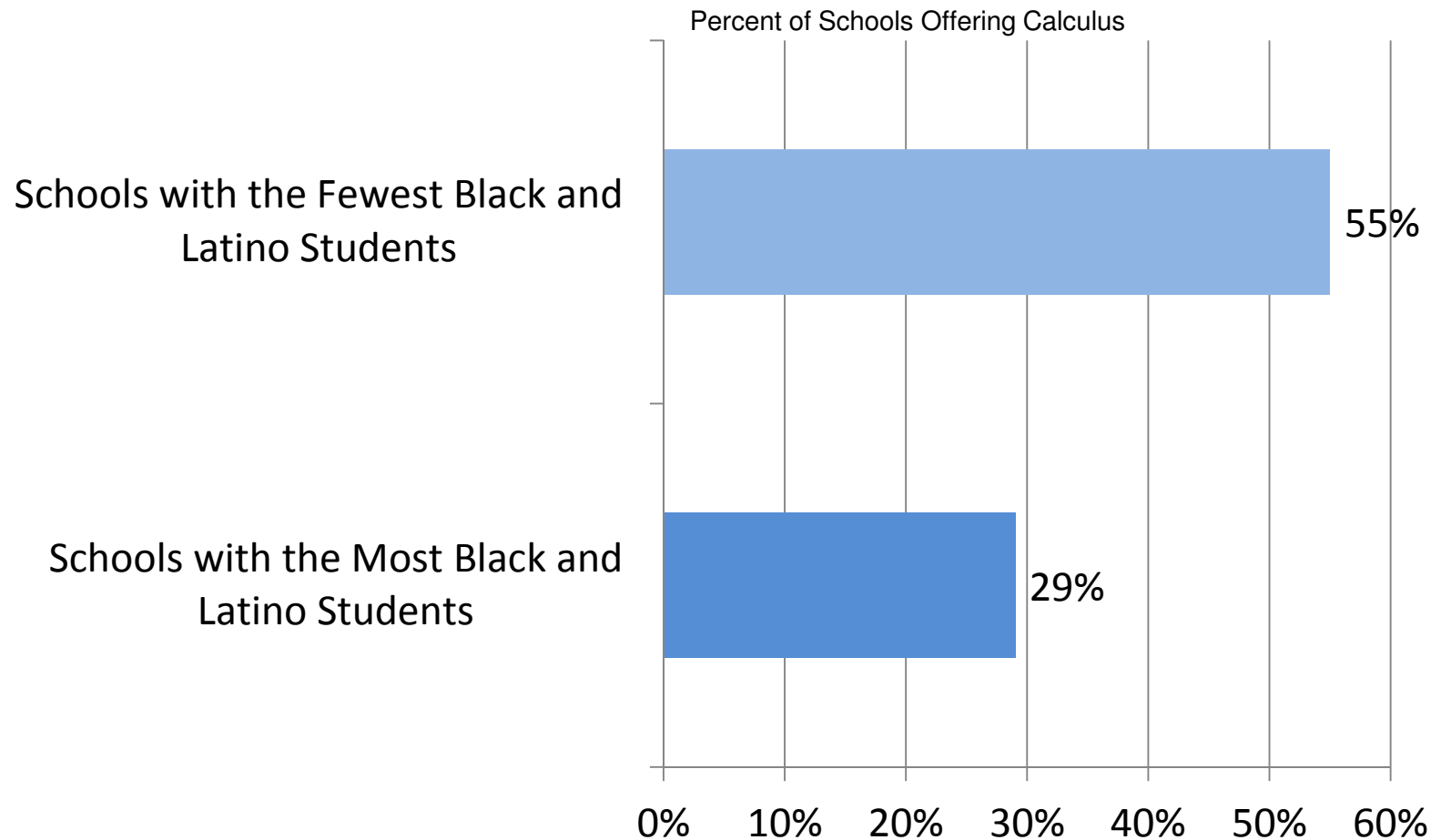
Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

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




- 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.

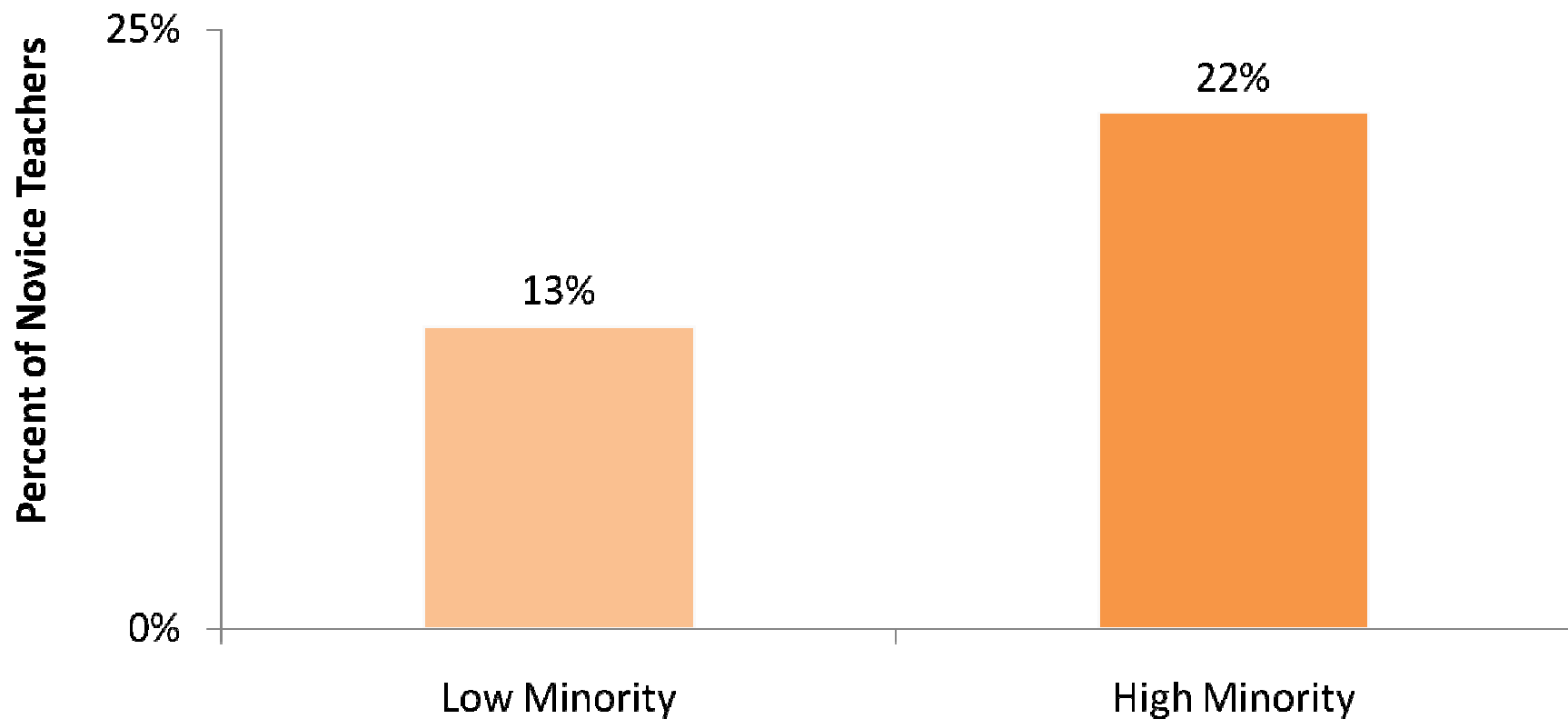


Source: U.S. Department of Education Office for Civil Rights , Civil Rights Data Collection



And choices we make about  
*who* teaches whom...

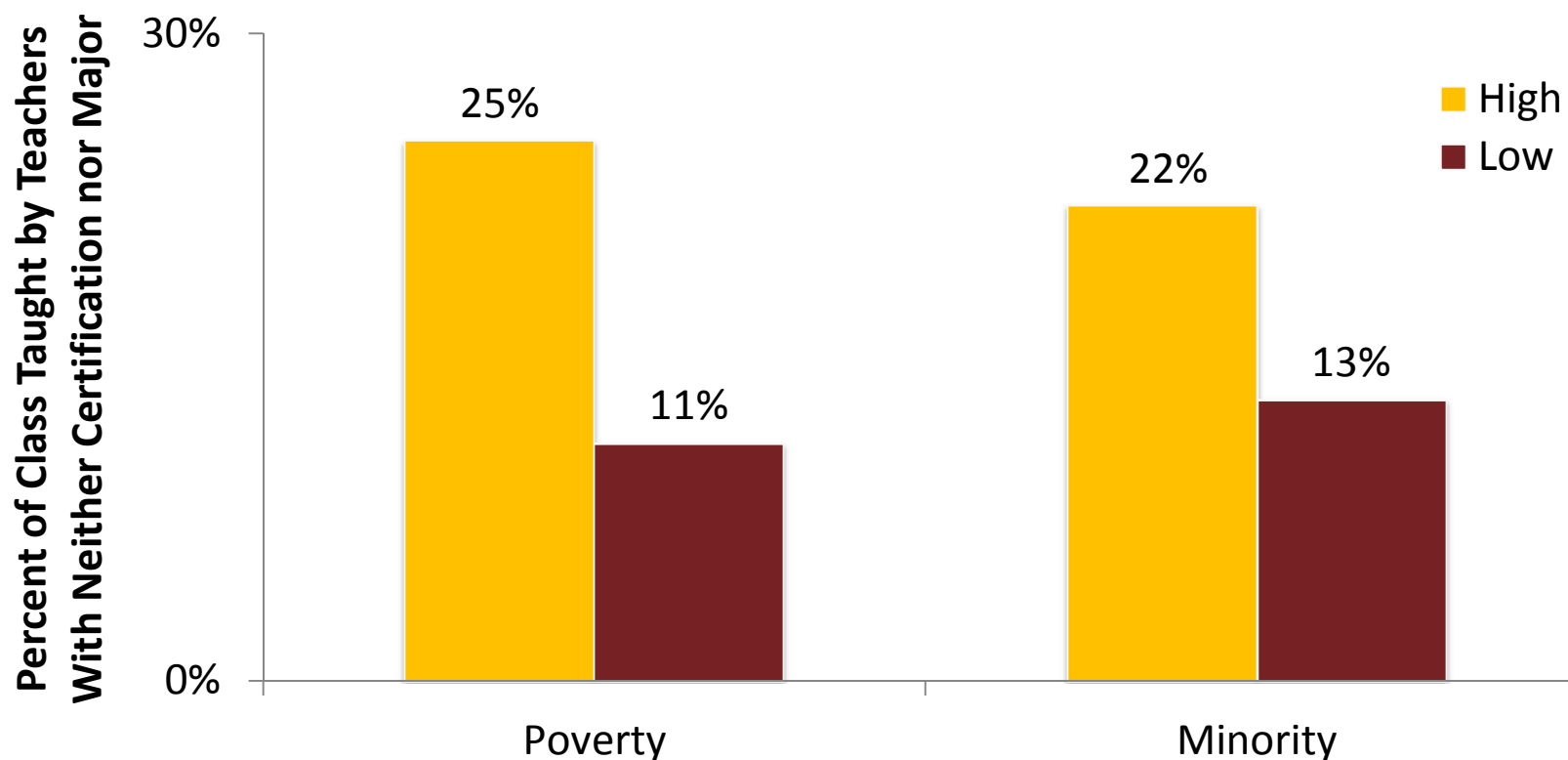
Students at high-minority schools more likely to be taught by novice\* teachers.



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.

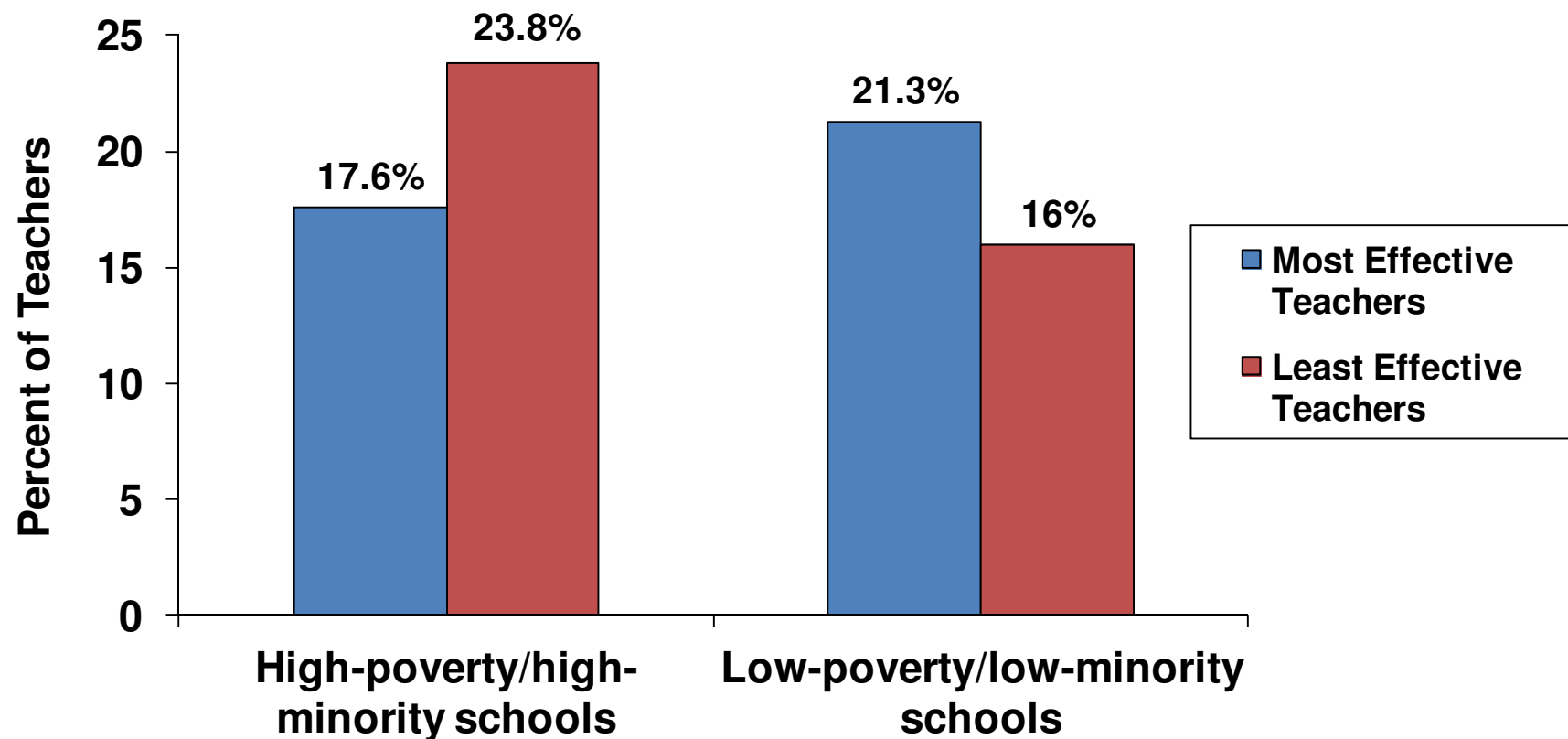


Note: High-poverty school: 55 percent or more of the students are eligible for free/reduced-price lunch. Low-poverty school :15 percent or fewer of the students are eligible for free/reduced-price lunch. High-minority school: 78 percent or more of the students are black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school : 12 percent or fewer of the students are non-white students.

\*Teachers 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](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




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



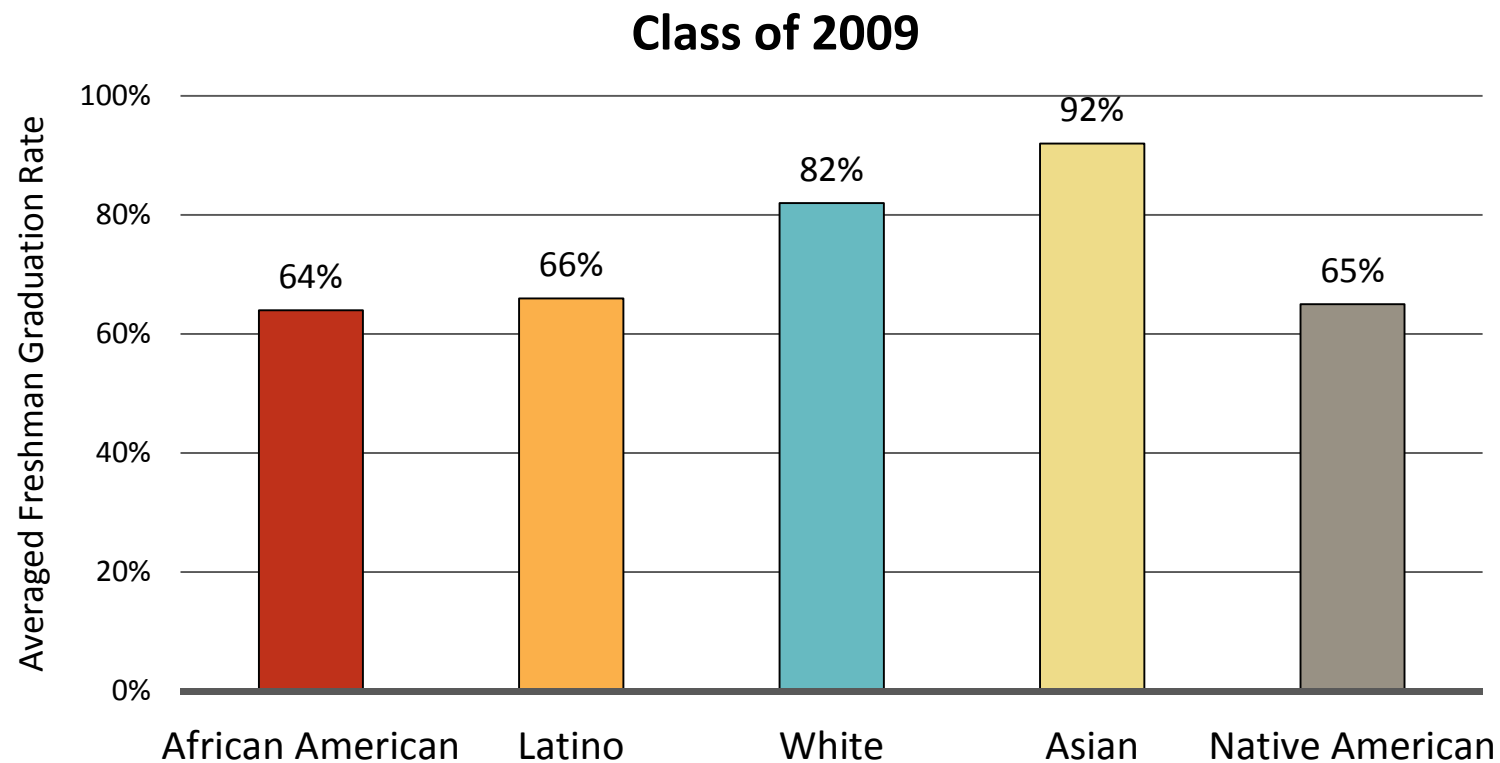
The results are devastating.

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



And these are the students who  
remain in school through 12<sup>th</sup> grade.

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

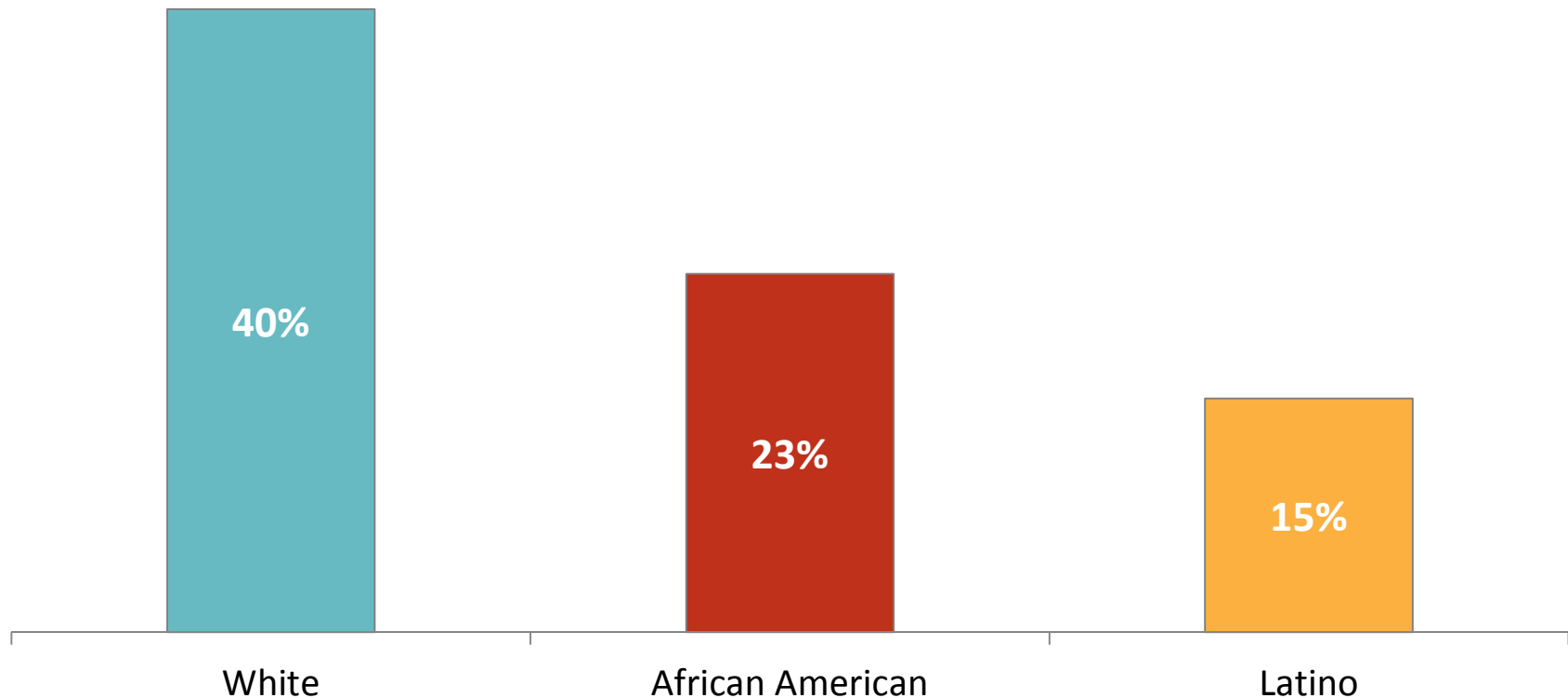


Source: National Center for Education Statistics, "Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09" (2011).

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

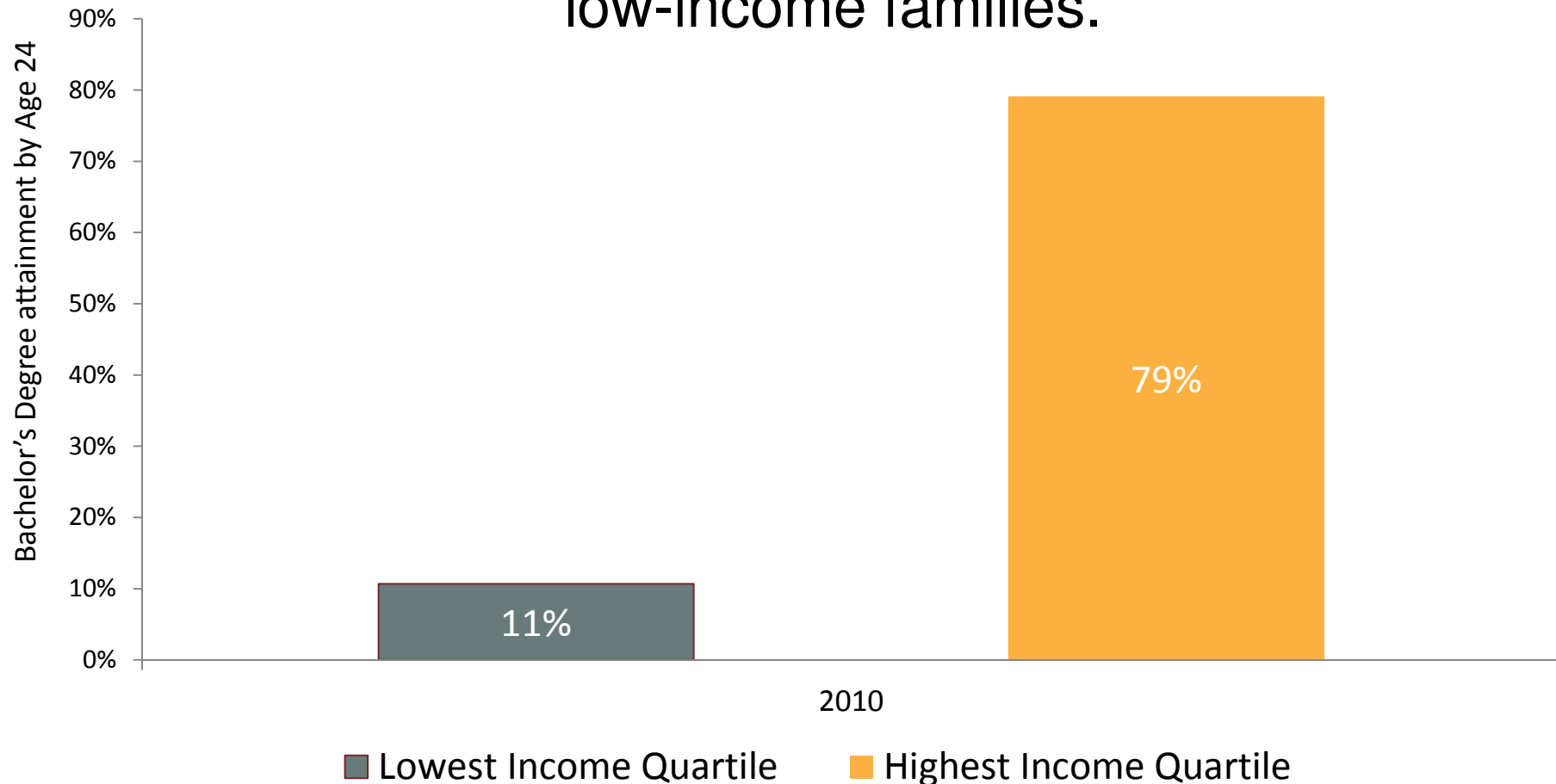
# Whites attain bachelor's degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

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



Source: NCES, *Condition of Education* 2010 (Table A-22-1) and U.S. Census Bureau, Educational Attainment in the United States: 2012

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."




# 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

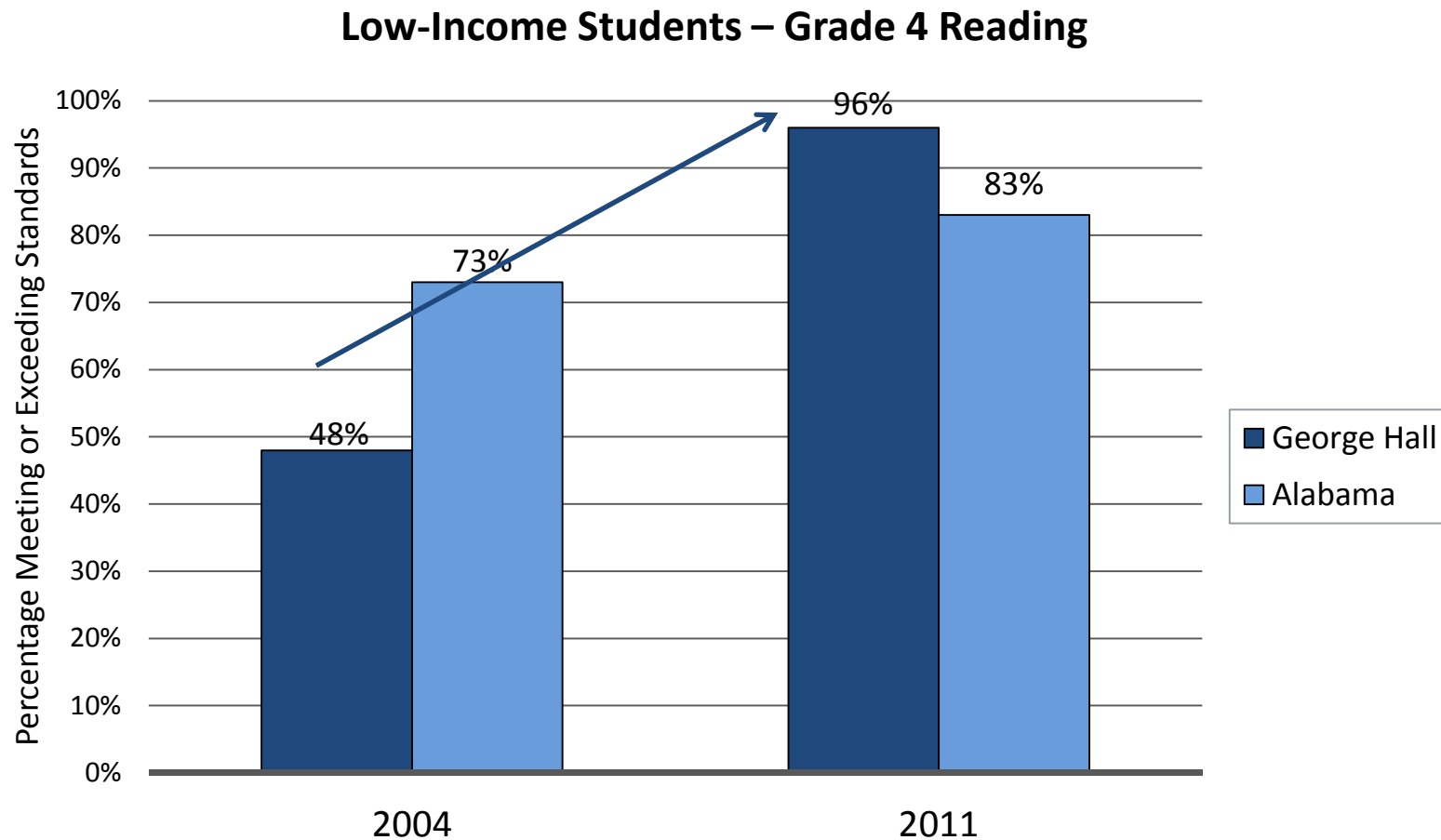
- 549 students in grades PK-5  
99% African American
- 99% Low Income



Note: Enrollment data are for 2009-10 school year

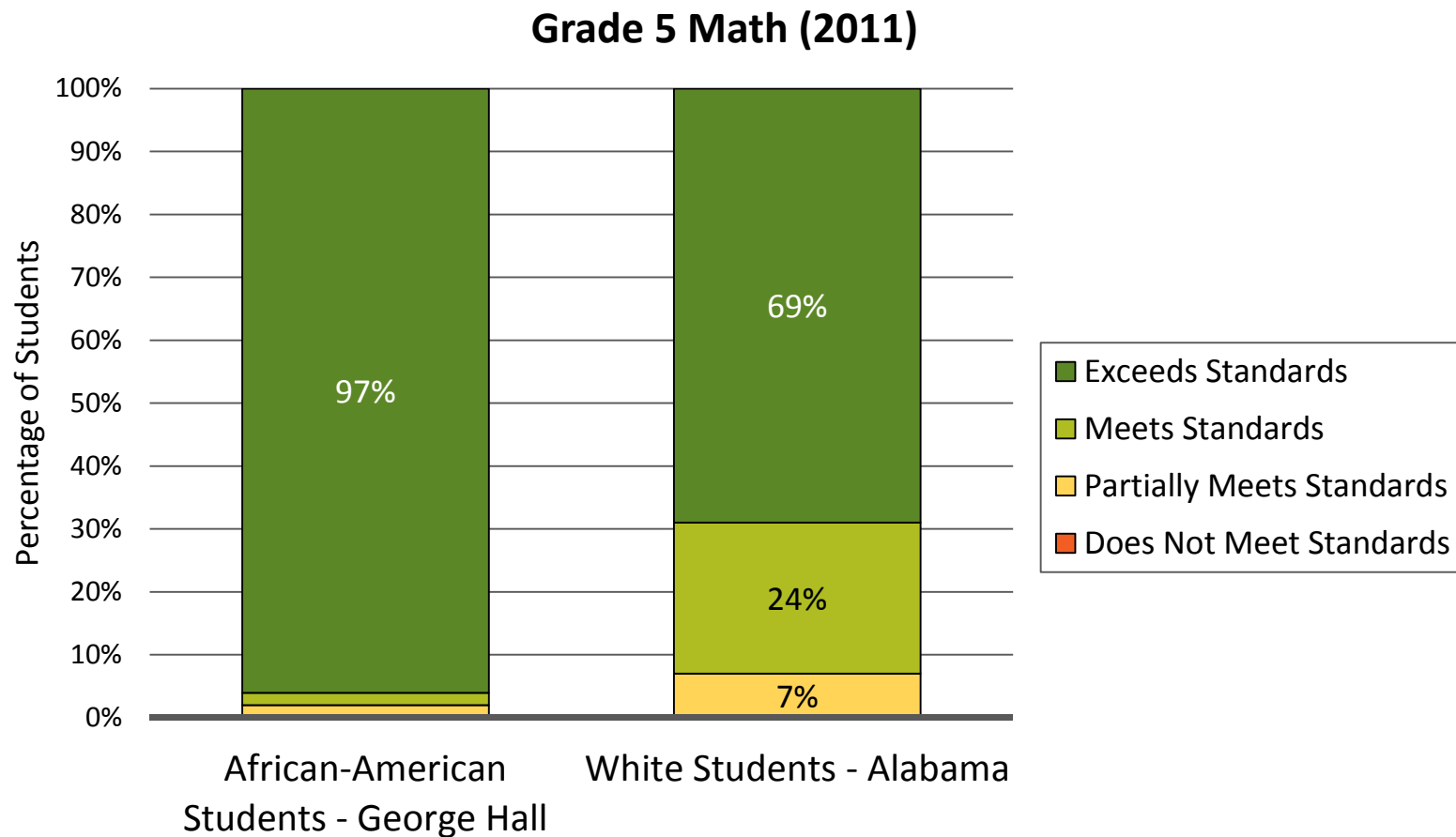
Source: Alabama Department of Education

# Big Improvement at George Hall Elementary



Source: Alabama Department of Education

# Exceeding Standards: George Hall students outperform white students in Alabama



Source: Alabama Department of Education

# Halle Hewetson Elementary School

## Las Vegas, NV

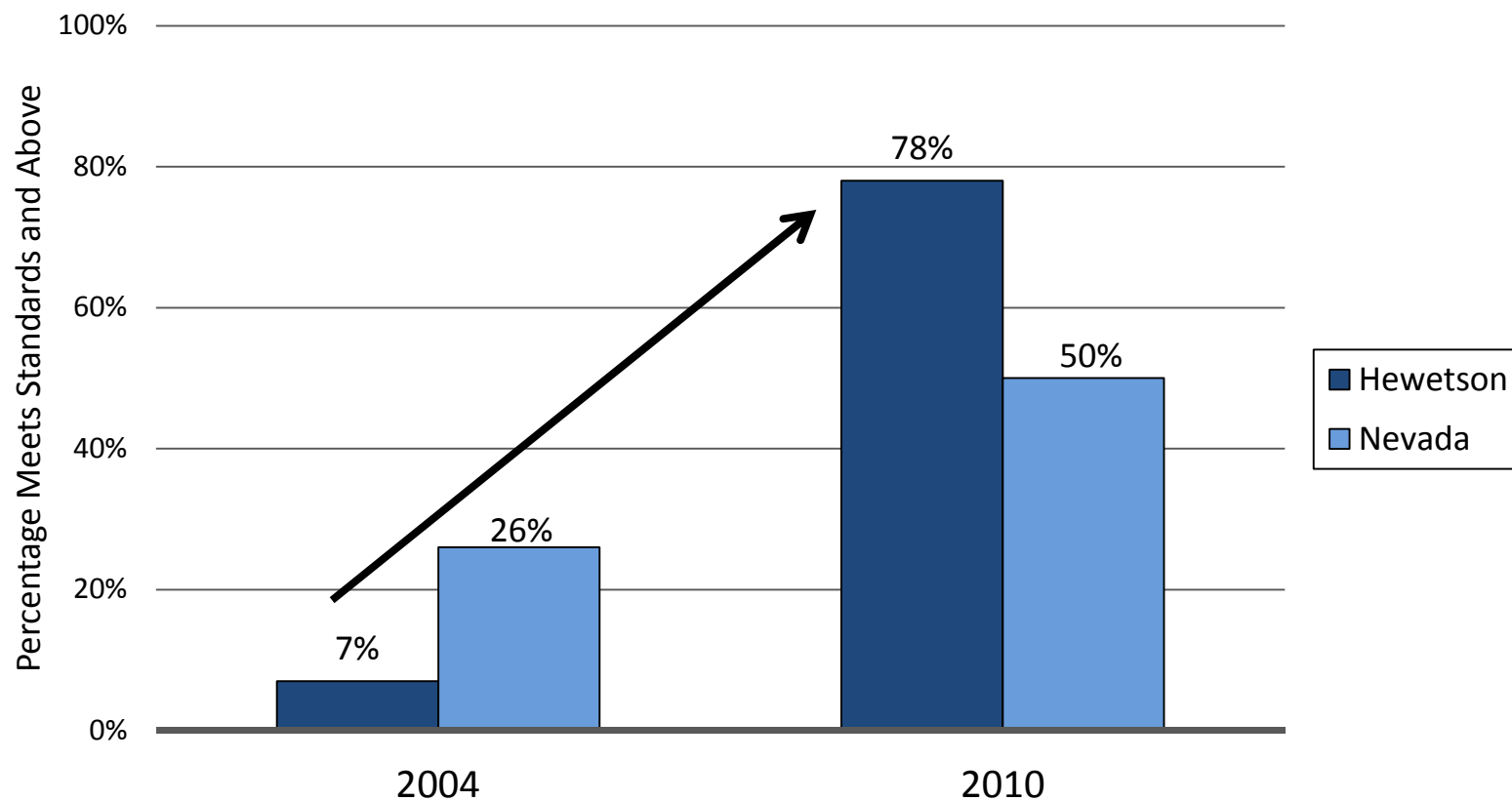
- 962 students in grades PK – 5
  - 85% Latino
  - 7% African American
- 100% Low Income
- 71% Limited English Proficient



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

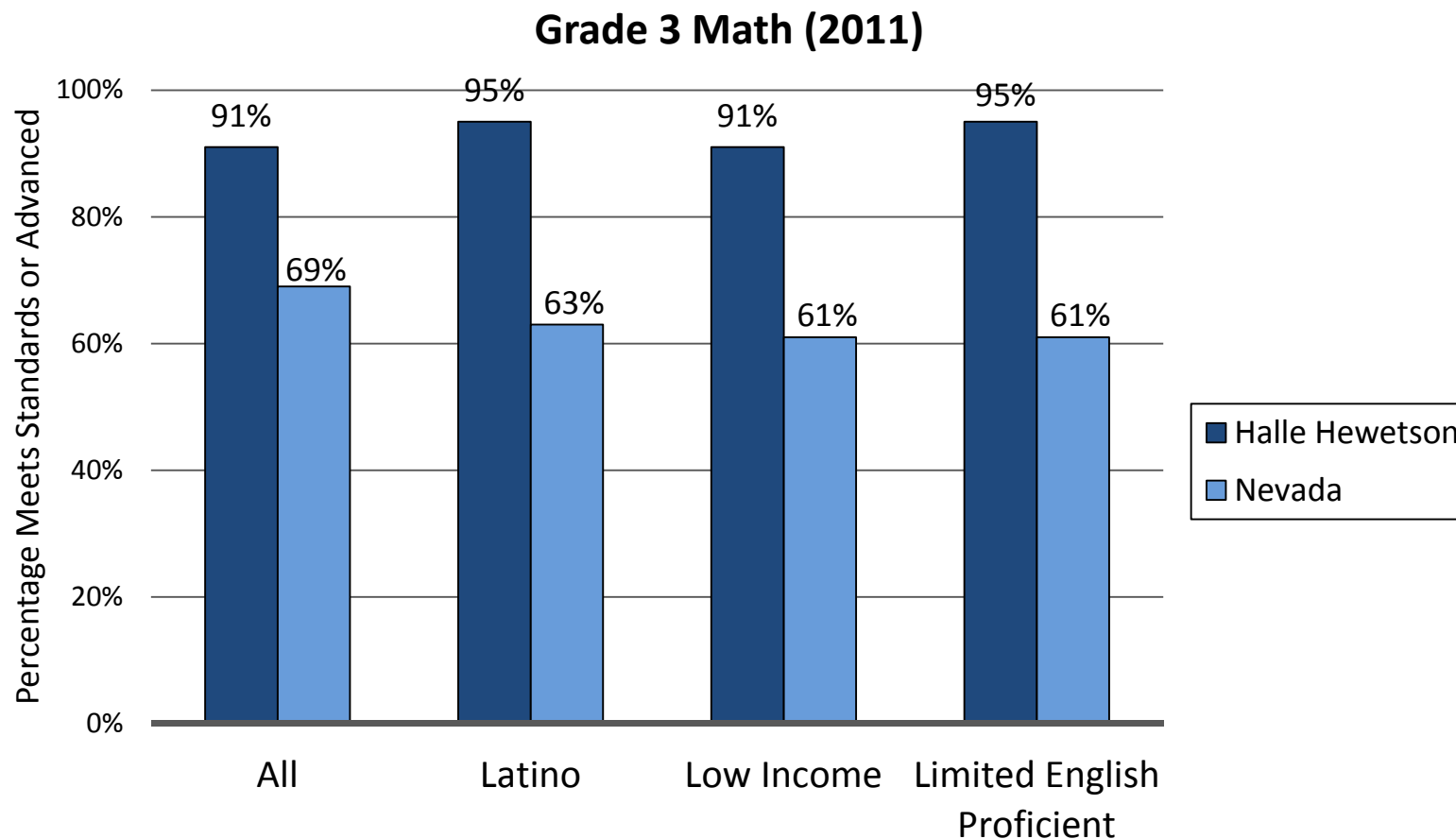
# Big Improvement at Halle Hewetson Elementary

## Latino Students – Grade 3 Reading



Source: Nevada Department of Education

# High Performance Across Groups at Halle Hewetson Elementary

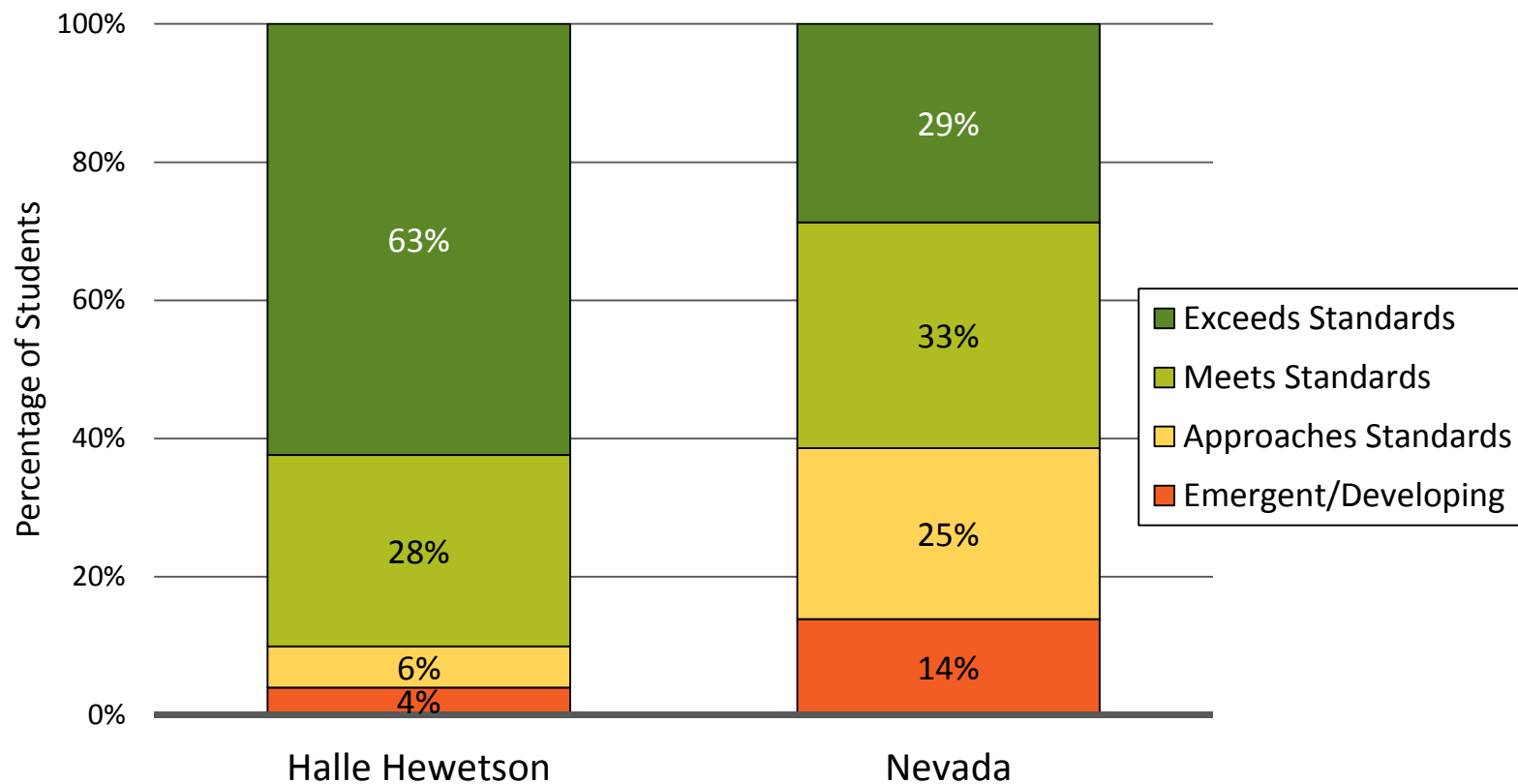


Source: Nevada Department of Education



# Exceeding Standards at Halle Hewetson Elementary

## Low-Income Students – Grade 3 Math (2011)



Source: Nevada Department of Education

# Elmont Memorial Junior-Senior High

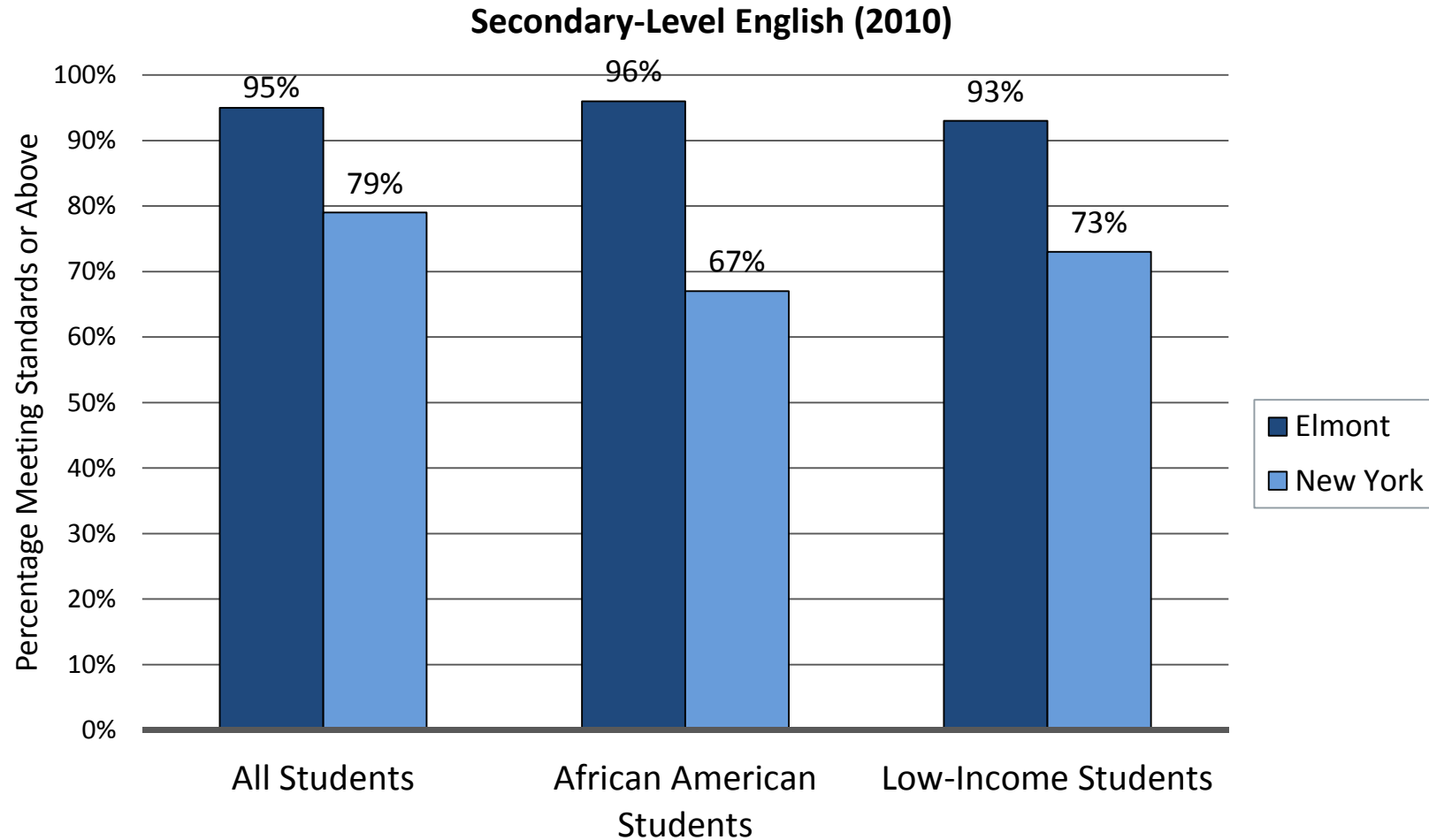
## Elmont, New York

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



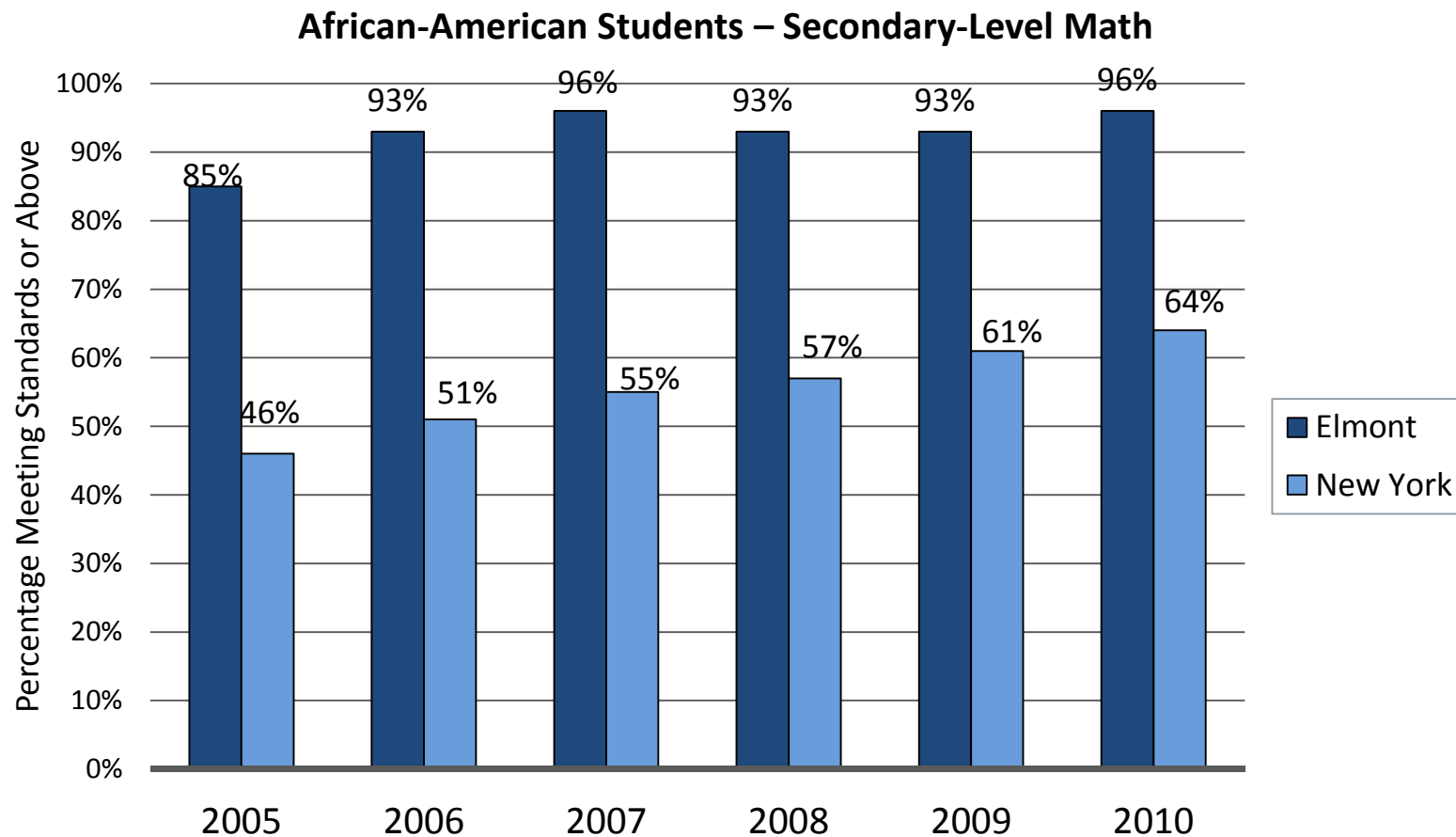
Source: New York Department of Education

# Outperforming the State at Elmont



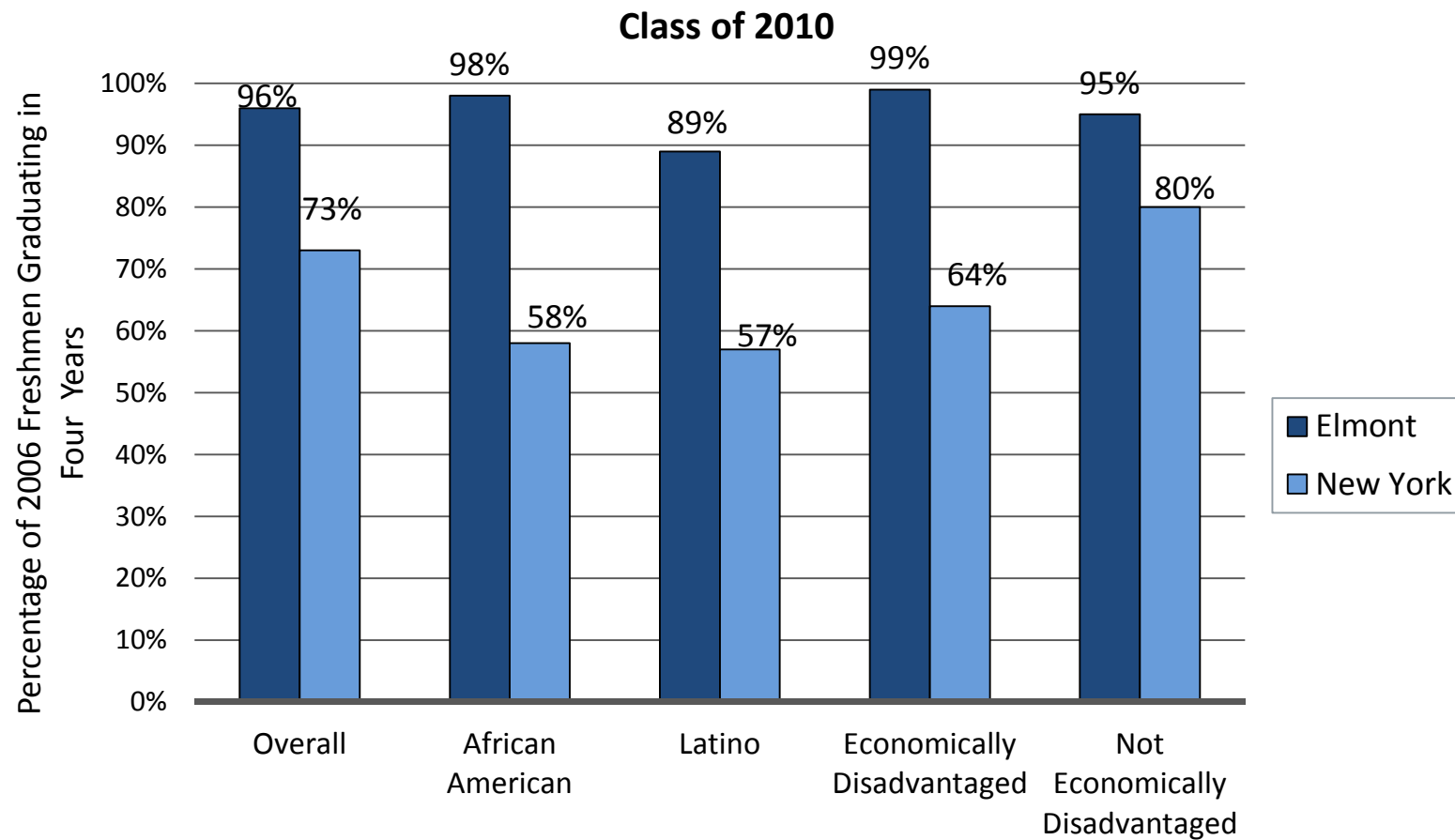
Source: New York State Department of Education

# Improvement and High Performance at Elmont Memorial Junior-Senior High



Source: New York State Department of Education

# High Graduation Rates at Elmont Memorial High School



Source: New York State 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

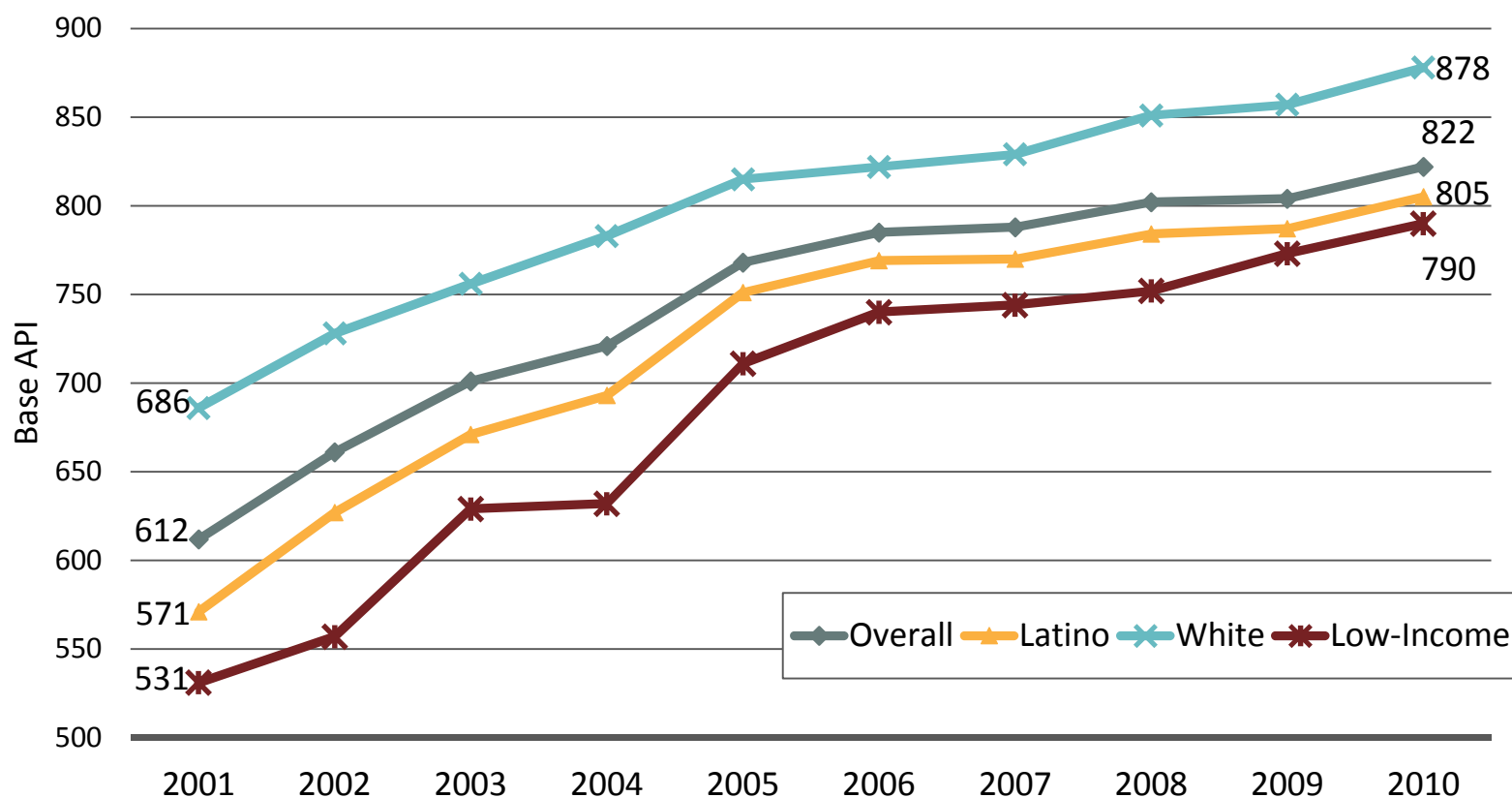
Source: California Department of Education

 **DISPELLING THE MYTH**  
2006 Award Recipient

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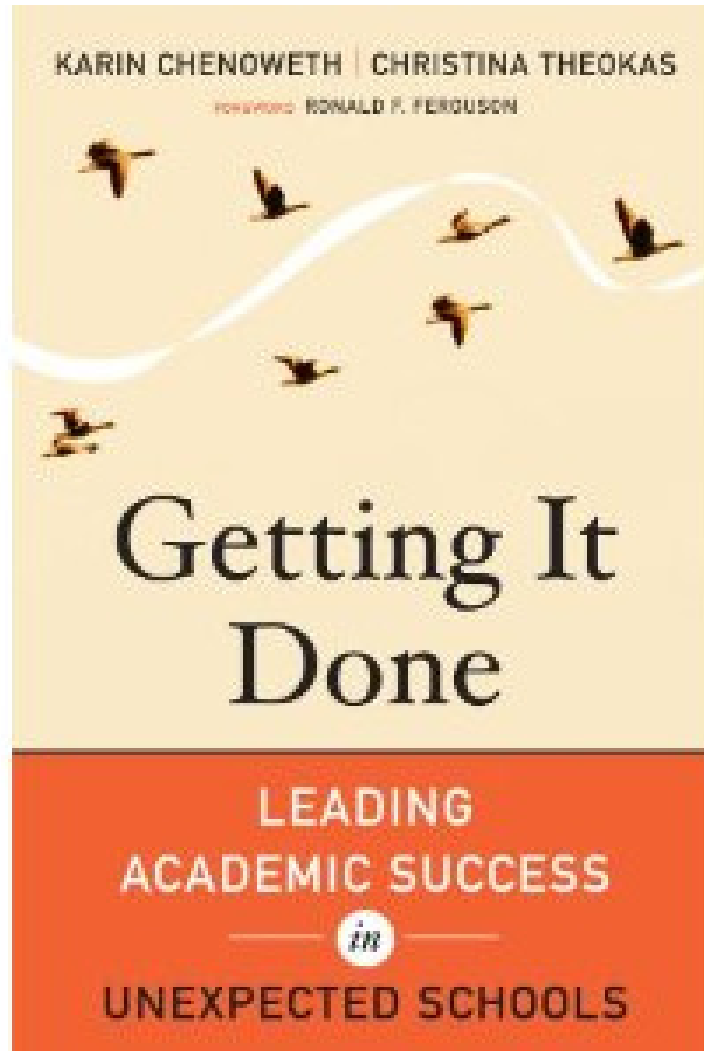
# Continual Improvement at Imperial High

## California Academic Performance Index (API)

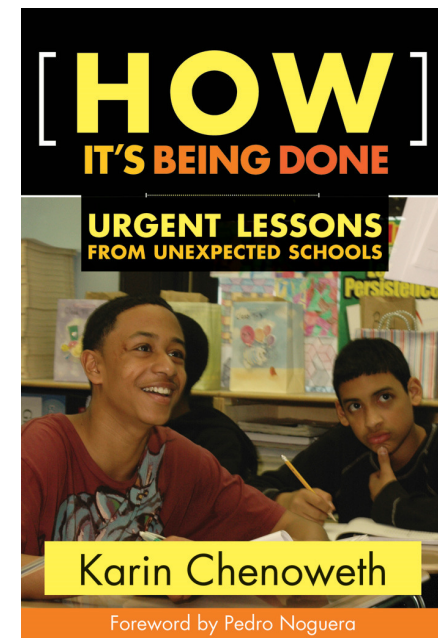
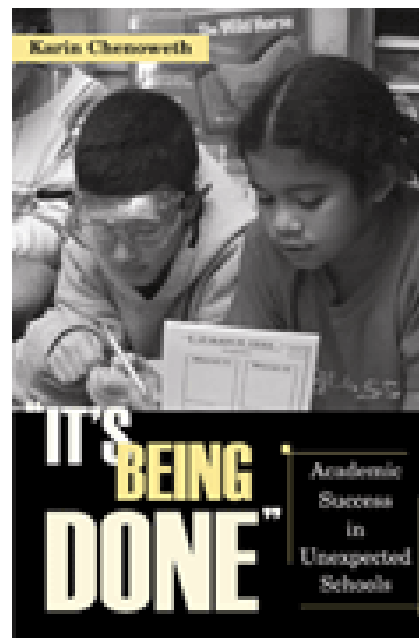


Note: Data reflect Base API by year  
Source: California Department of Education


 **DISPELLING THE MYTH**  
2006 Award Recipient



Available from  
Harvard Education Press  
and amazon.com





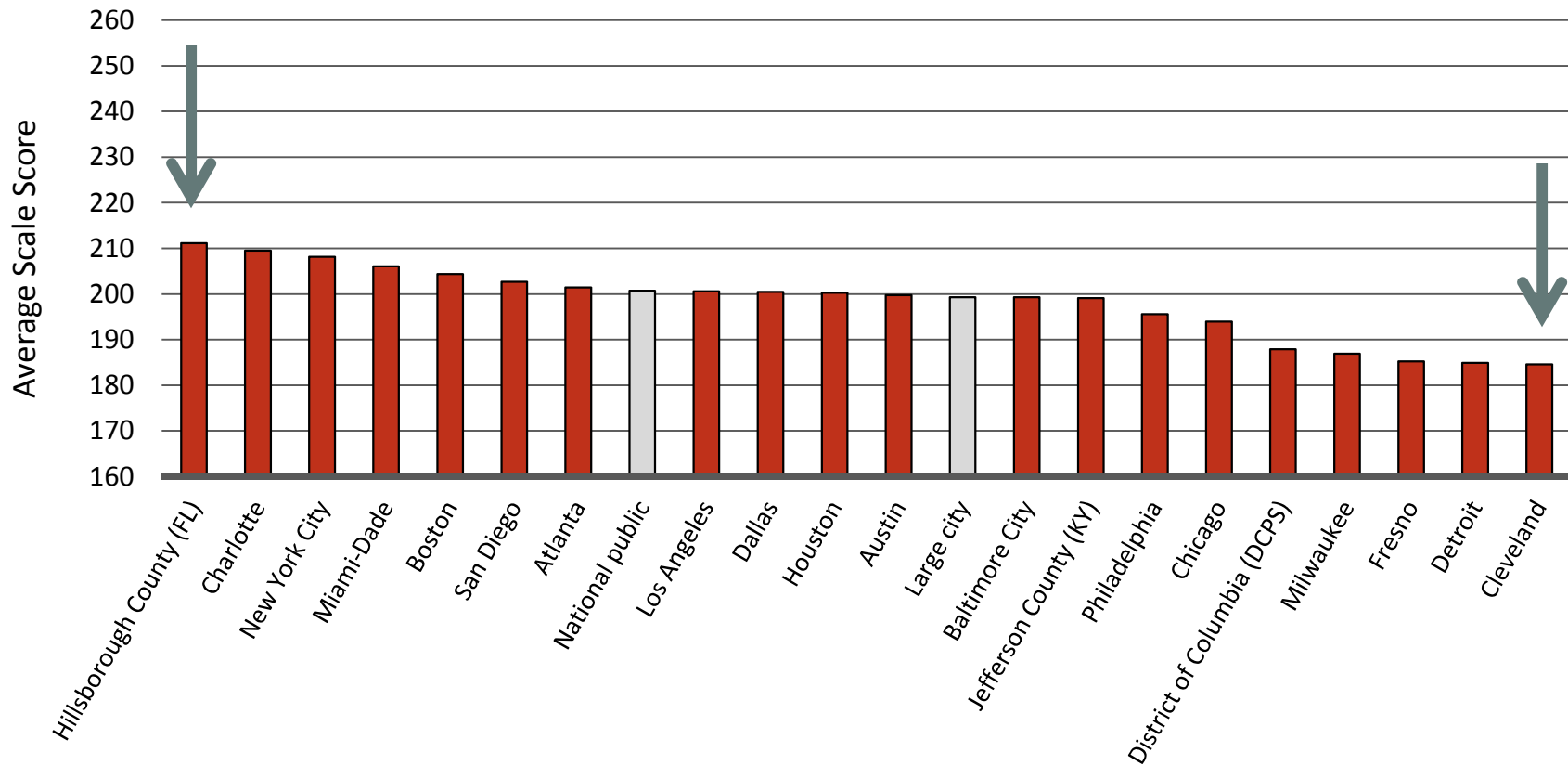


Very big differences at district level,  
too—even in the performance of the  
“same” group of students.

# Average Scale Scores, by District

## Low-Income African American Students

Grade 4 – NAEP Reading (2013)

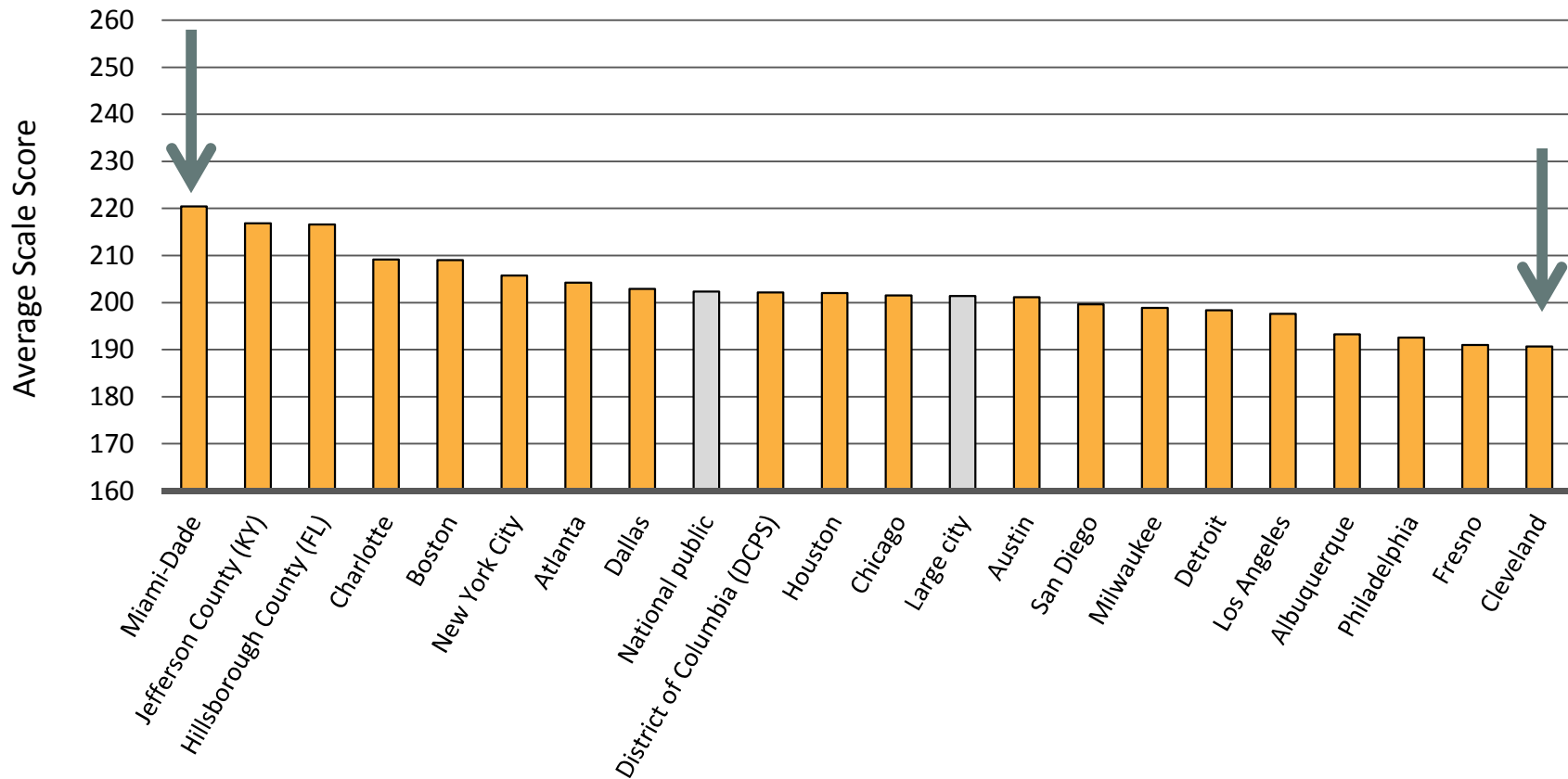


Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

# Average Scale Scores, by District Low-Income Latino Students

Grade 4 – NAEP Reading (2013)

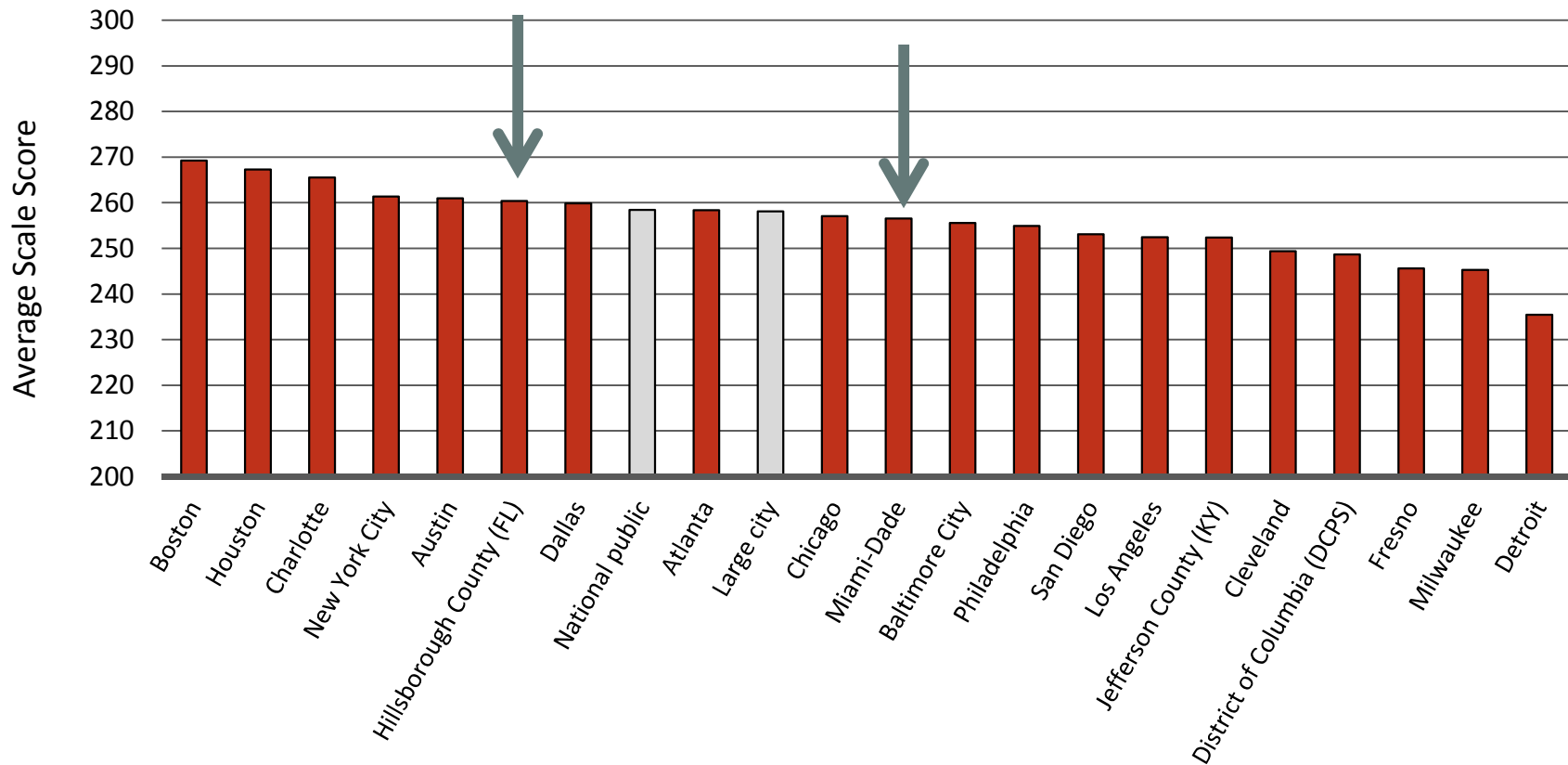


Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

# Average Scale Scores, by District Low-Income African American Students

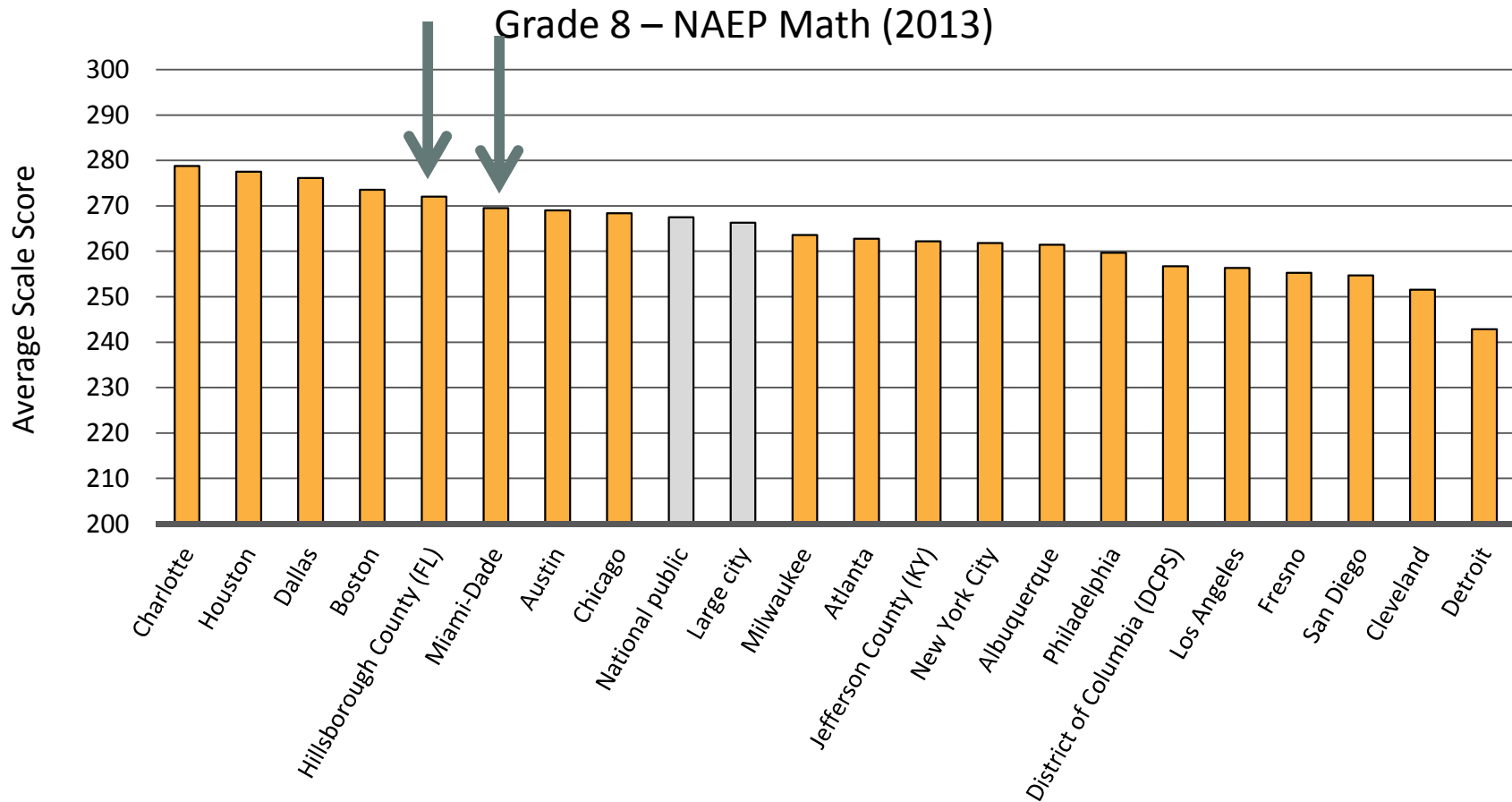
Grade 8 – NAEP Math (2013)



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


Source: NAEP Data Explorer, NCES

# Average Scale Scores, by District Low-Income Latino Students



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

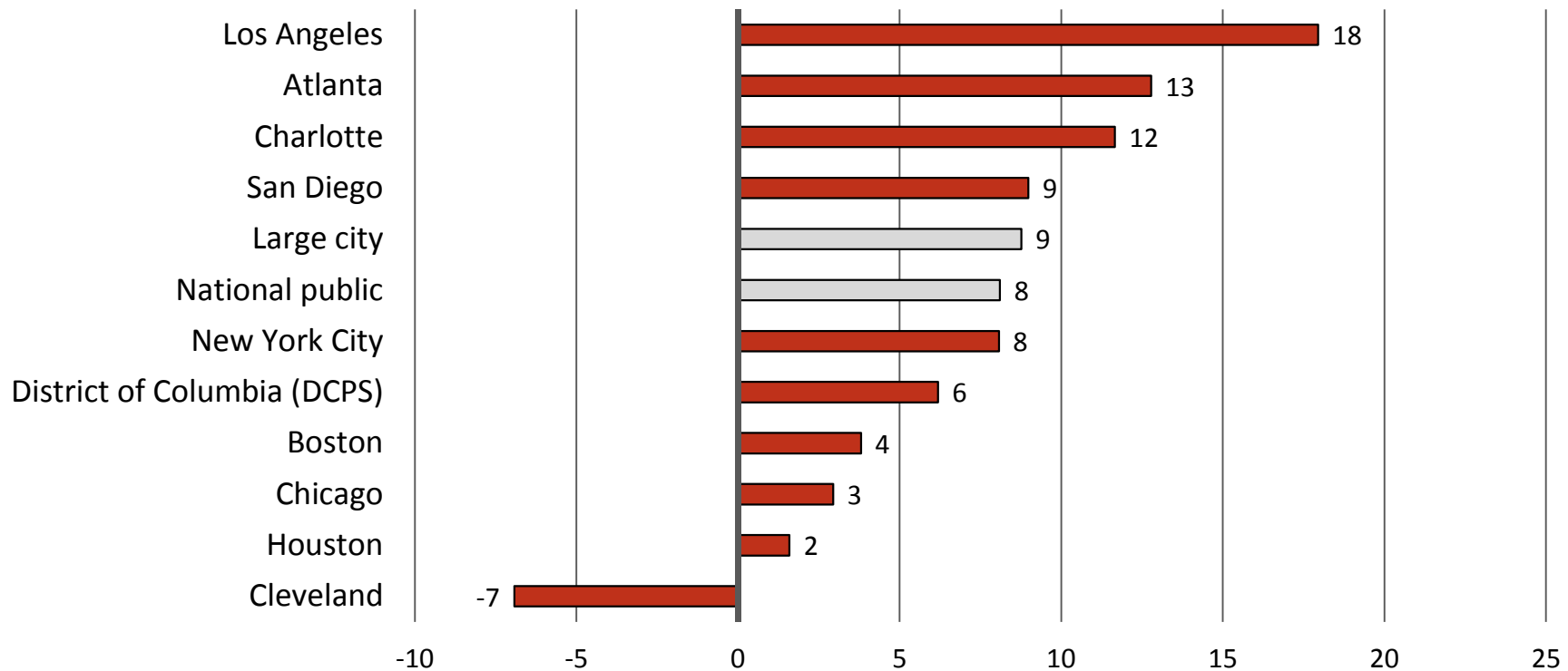
Source: NAEP Data Explorer, NCES



Big differences in change over  
time, too.

# Change in Average Scale Scores, by District Low-Income African American Students

Grade 4 – NAEP Reading (2003-2013)



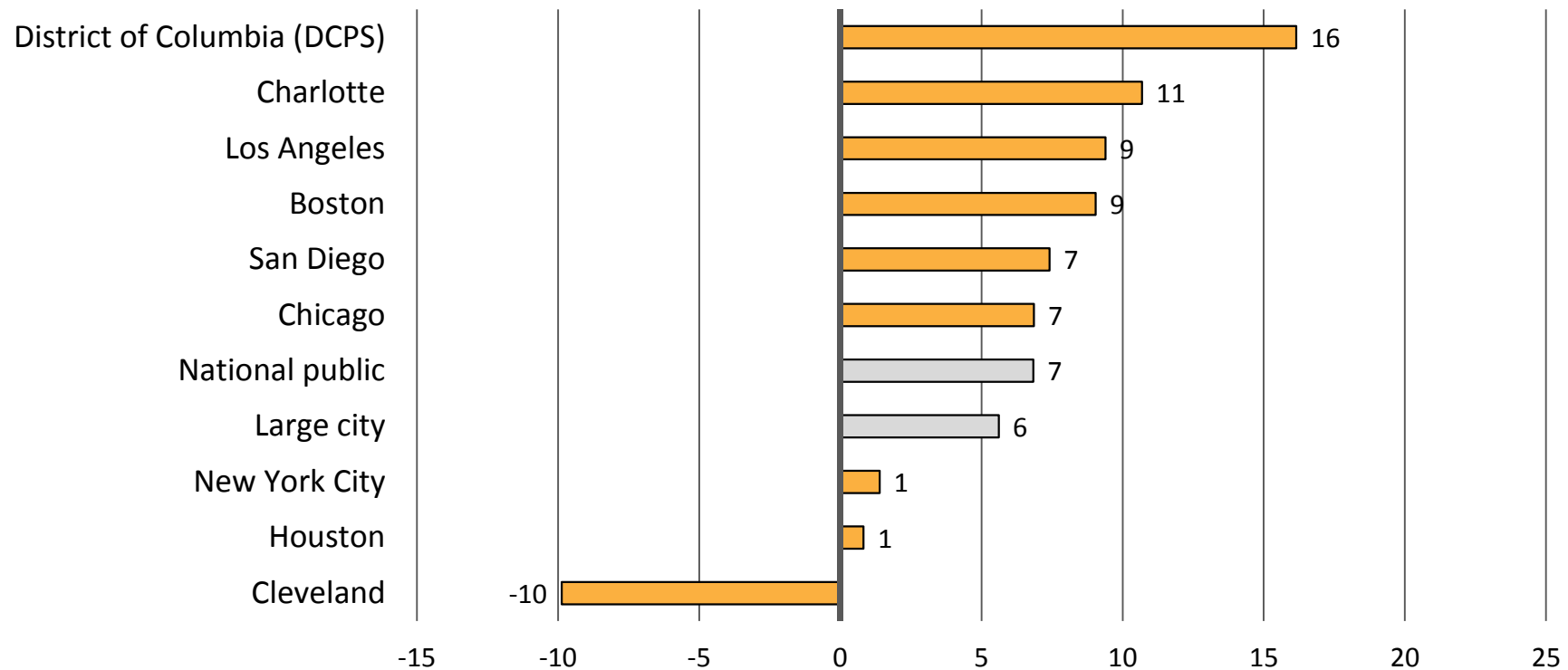
Change in Mean Scale Score, 2003-2013

Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2003 and 2013 NAEP TUDA administrations .

Source: NCES, NAEP Data Explorer

# Change in Average Scale Scores, by District Low-Income Latino Students

Grade 4 – NAEP Reading (2003-2013)



Change in Mean Scale Score, 2003-2013

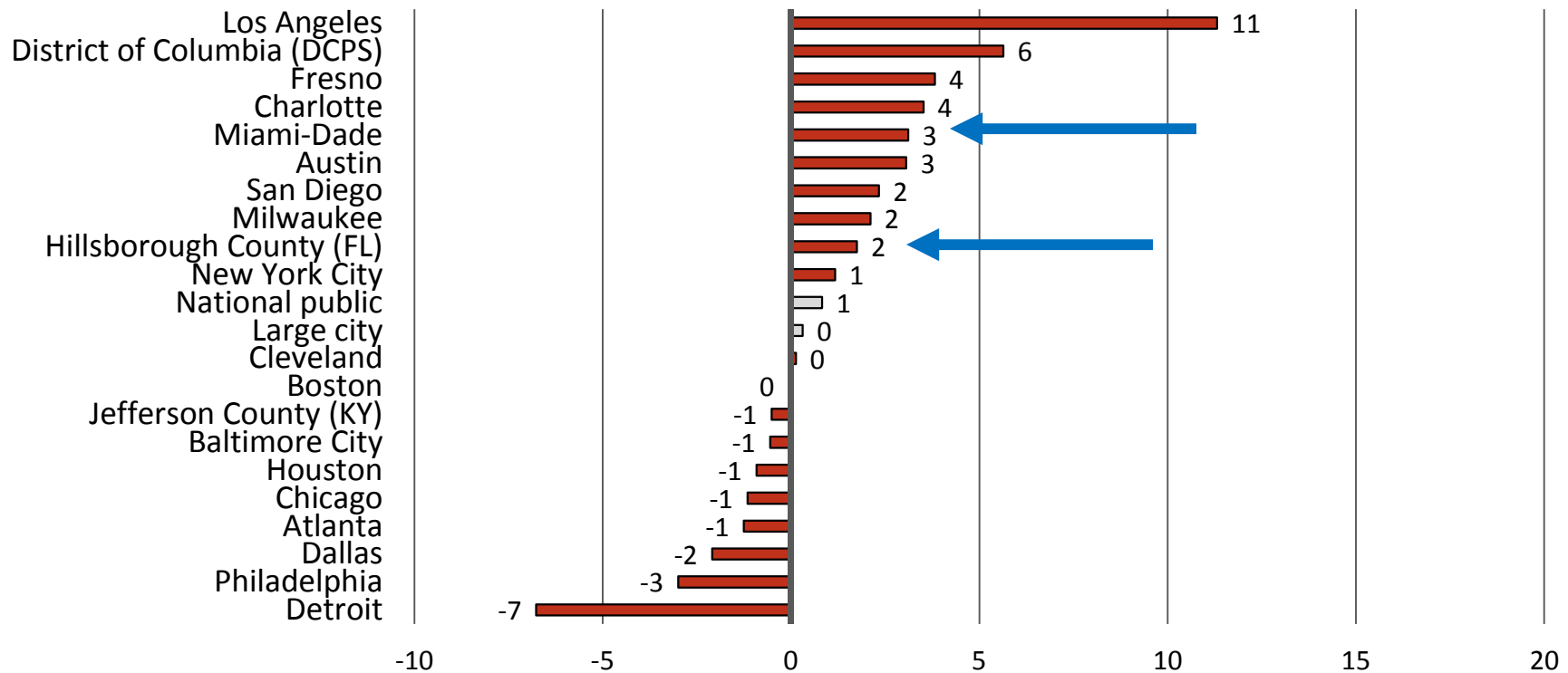
Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2003 and 2013 NAEP TUDA administrations .

Source: NCES, NAEP Data Explorer



# Change in Average Scale Scores, by District Low-Income African American Students

## Grade 8 – NAEP Math (2011-2013)



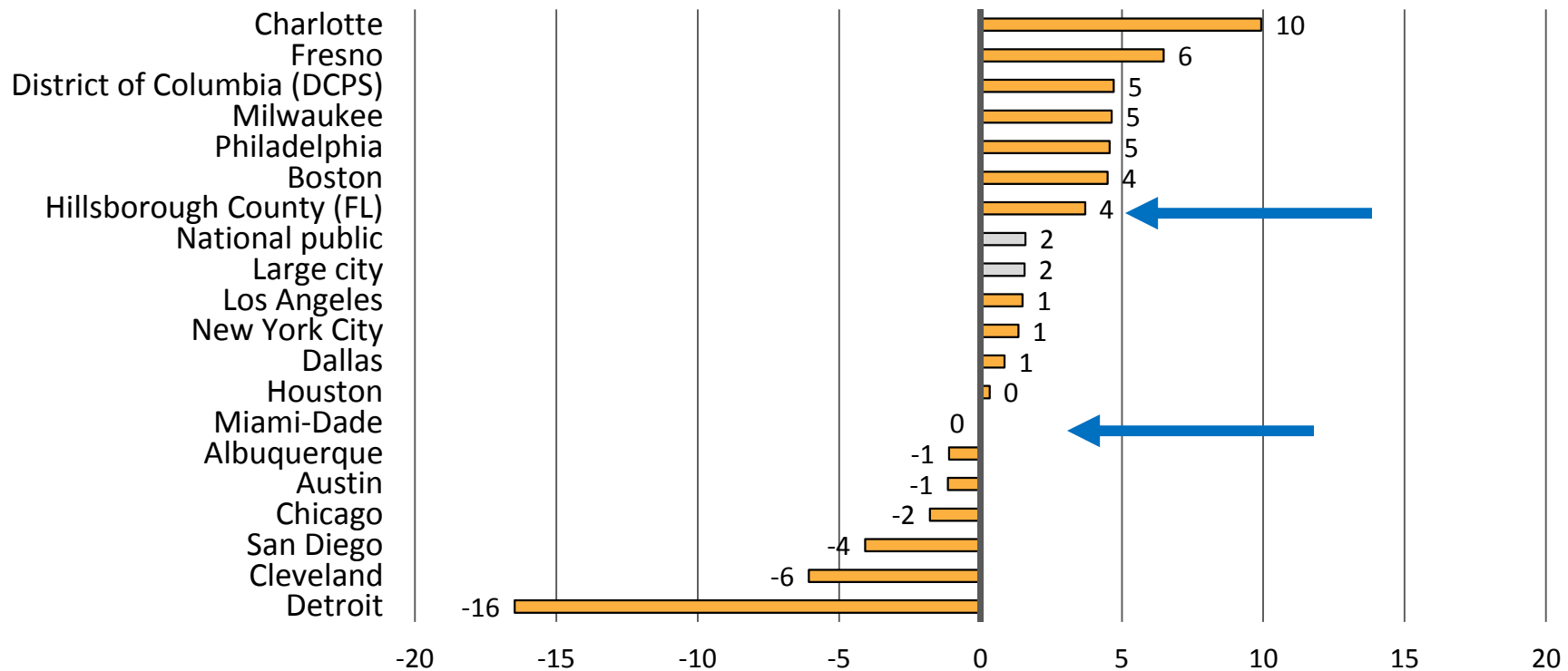
## Change in Mean Scale Score, 2011-2013

Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2011 and 2013 NAEP TUDA administrations .

Source: NCES, NAEP Data Explorer

# Change in Average Scale Scores, by District Low-Income Latino Students

Grade 8 – NAEP Math (2011-2013)



Change in Mean Scale Score, 2011-2013

Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2011 and 2013 NAEP TUDA administrations .

Source: NCES, NAEP Data Explorer

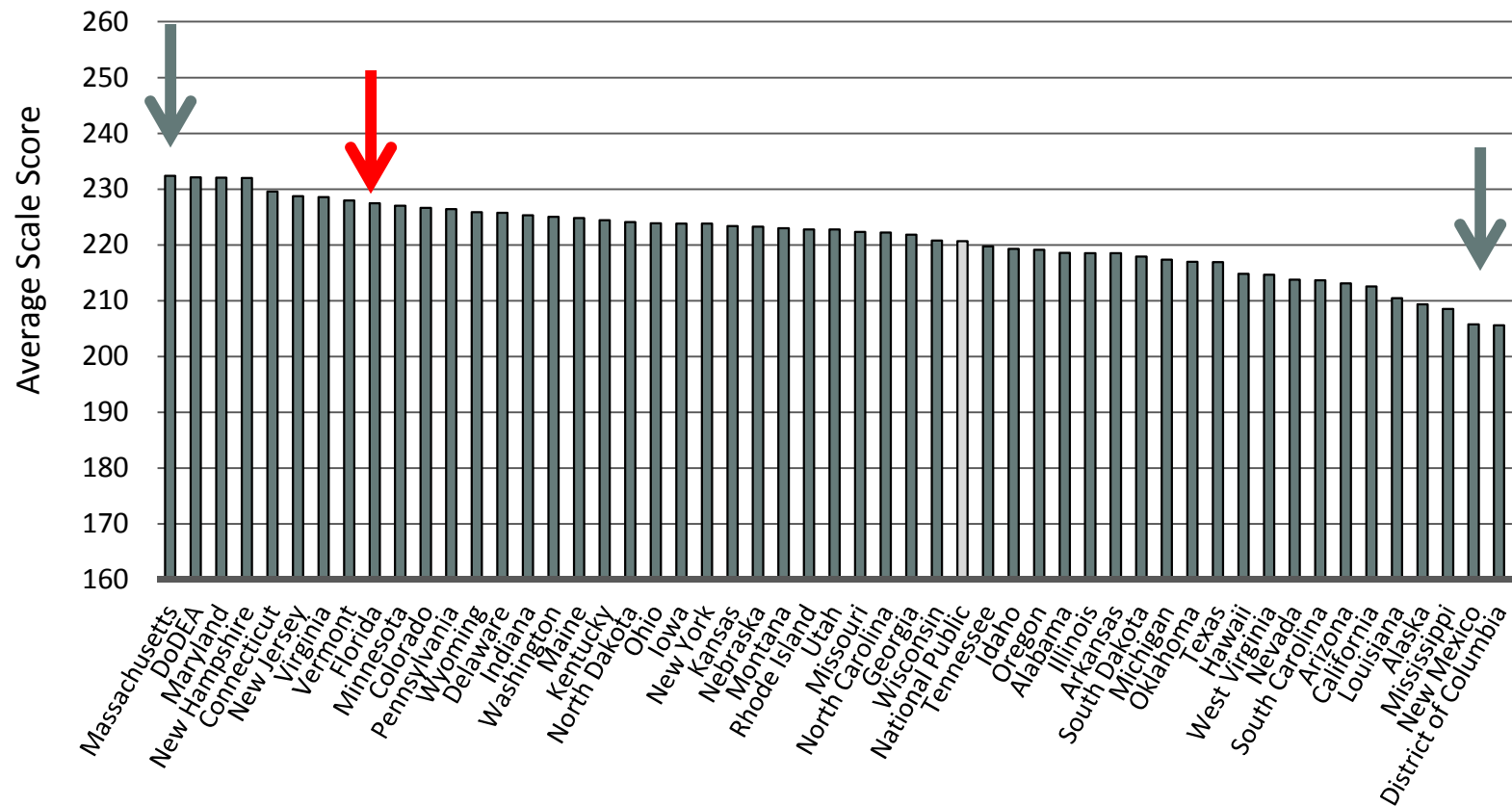


Even big differences in whole states.  
Florida?

# 4<sup>th</sup> Grade Reading

# Scale Scores by State – All Students

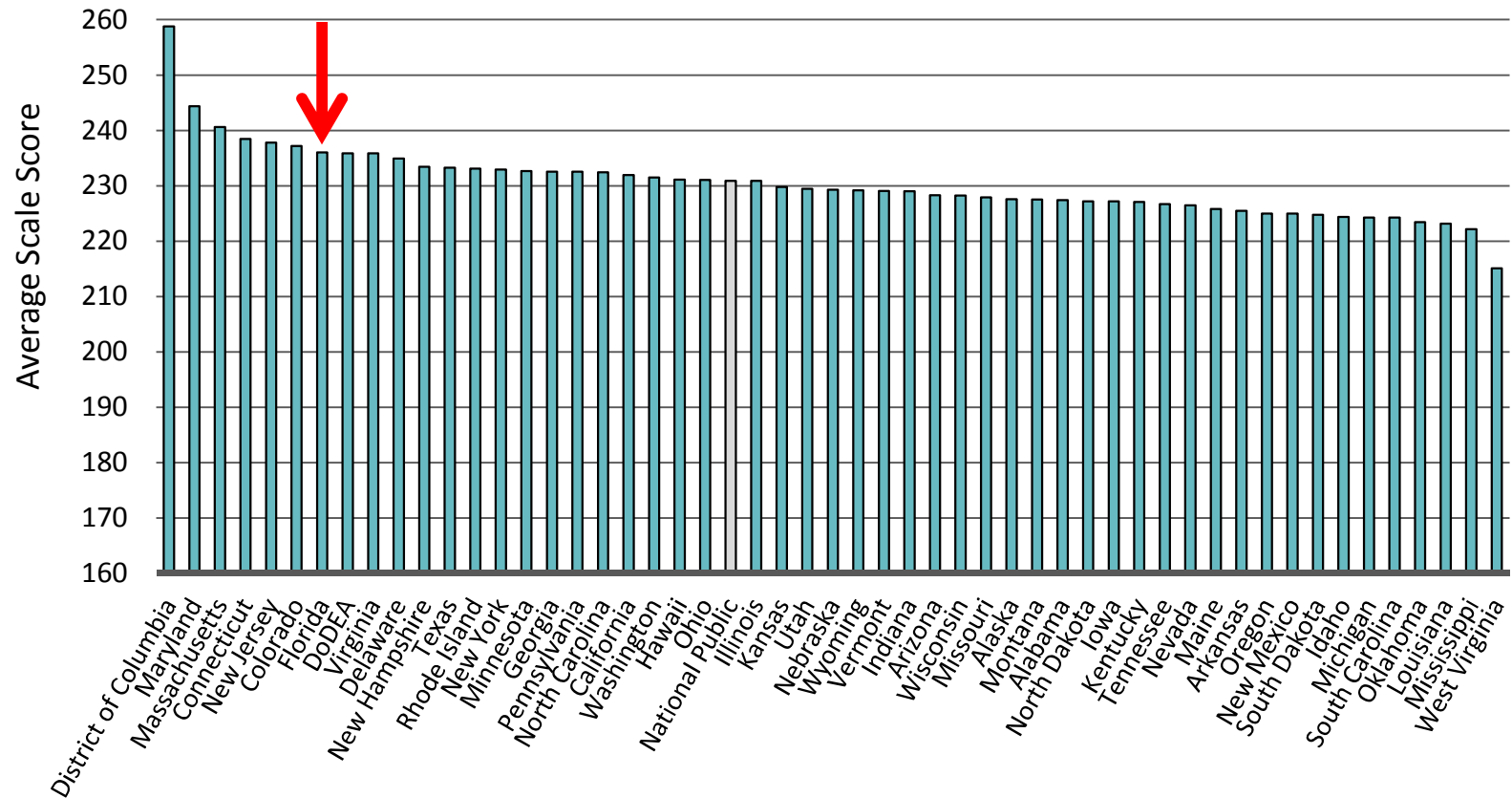
## Grade 4 – NAEP Reading (2013)



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

# Scale Scores by State – White Students

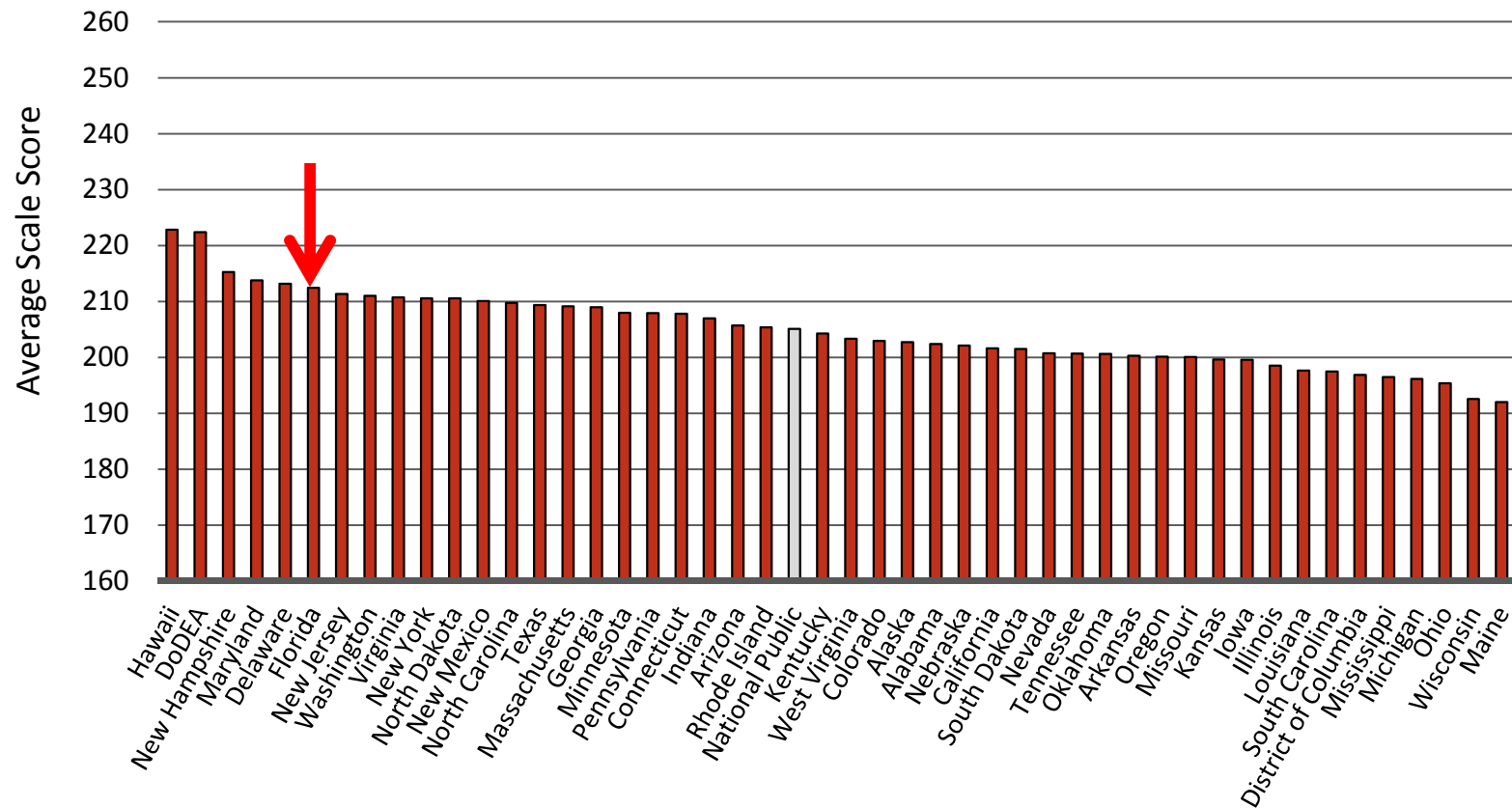
## Grade 4 – NAEP Reading (2013)



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

# Scale Scores by State – African-American Students

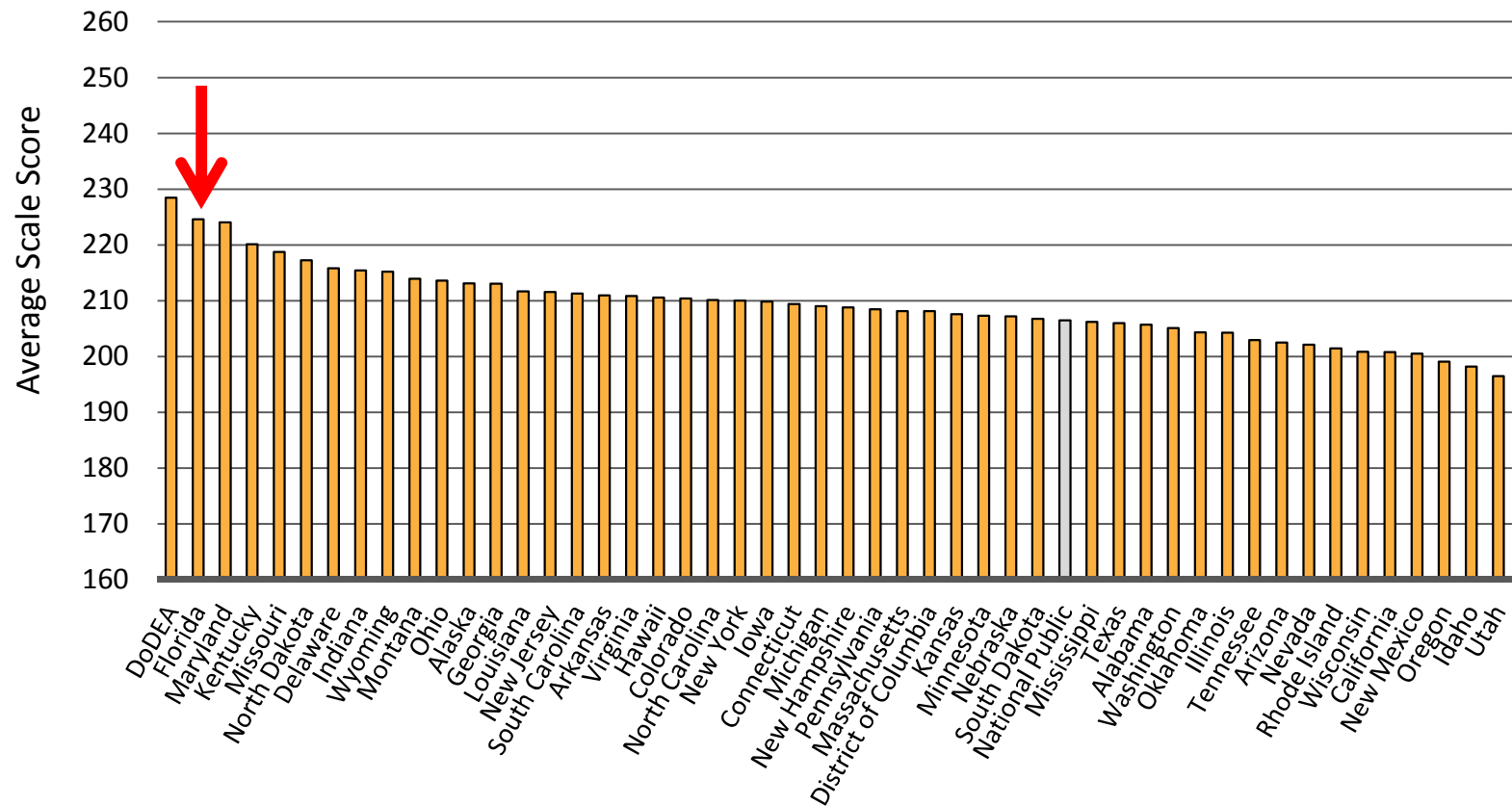
Grade 4 – NAEP Reading (2013)



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

# Scale Scores by State – Latino Students

## Grade 4 – NAEP Reading (2013)



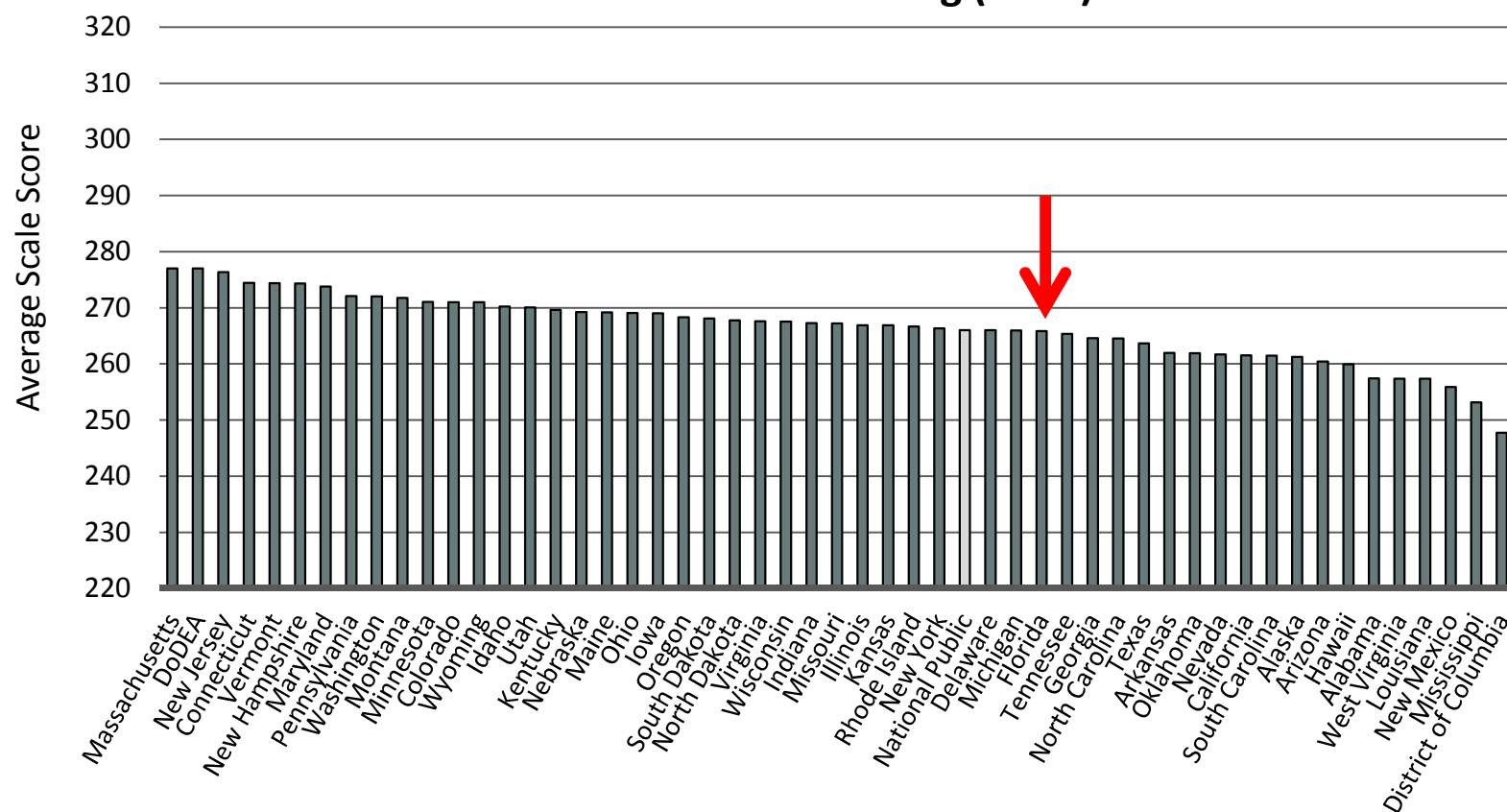
- NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)



# 8<sup>th</sup> Grade Reading

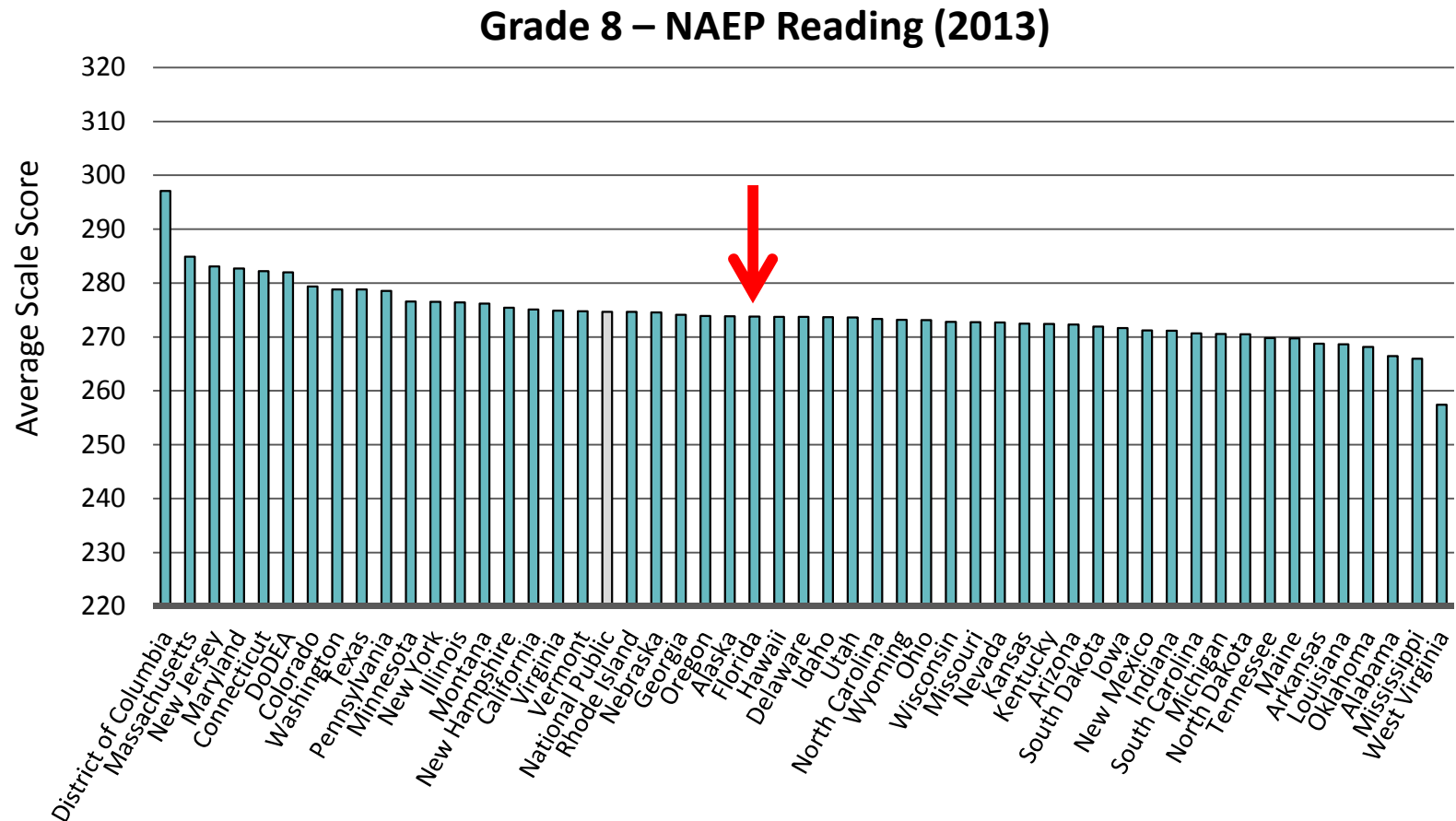
# Scale Scores by State – All Students

## Grade 8 – NAEP Reading (2013)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 281; Basic Scale Score = 243)

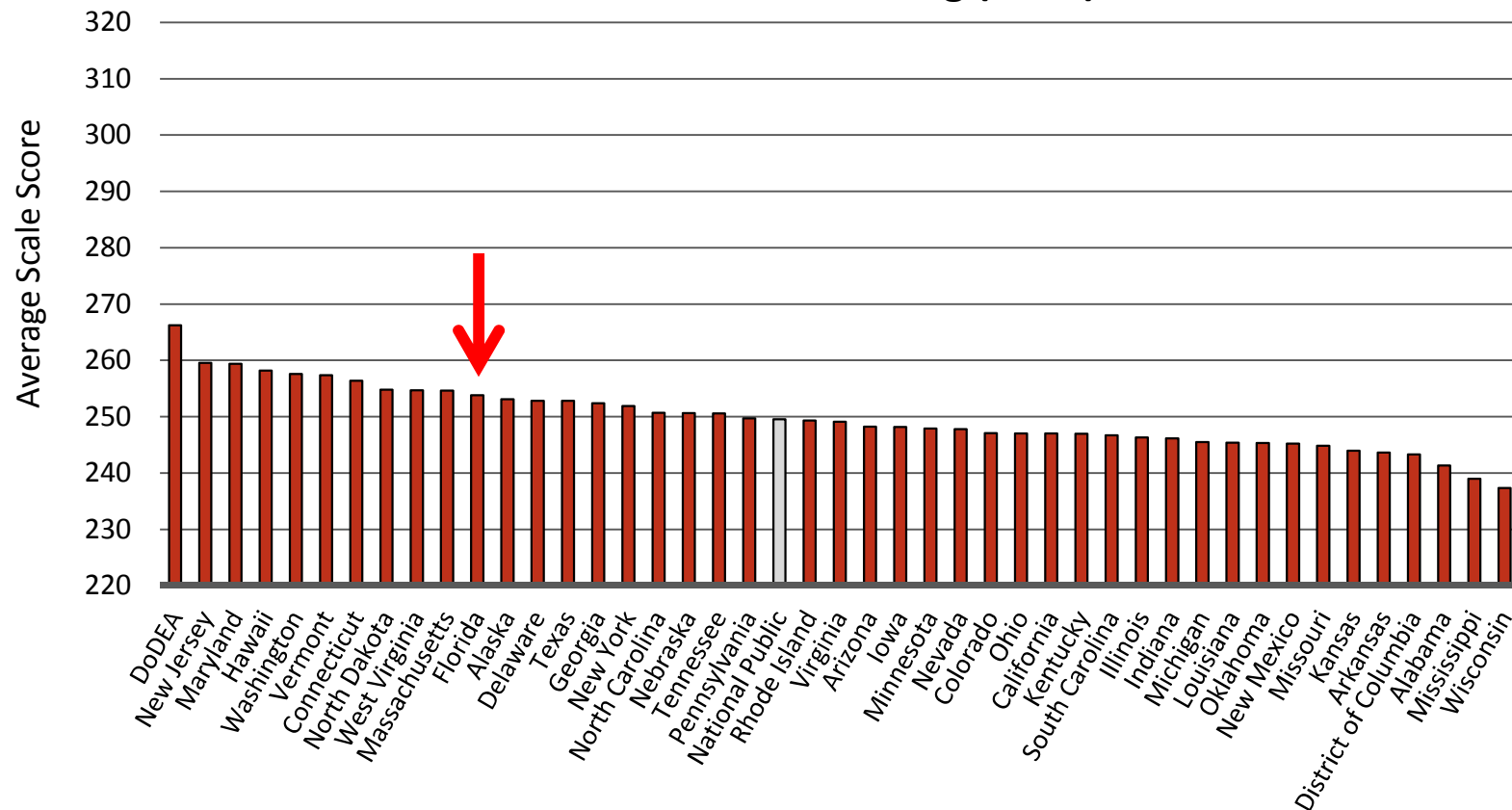
# Scale Scores by State – White Students



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 281; Basic Scale Score = 243)

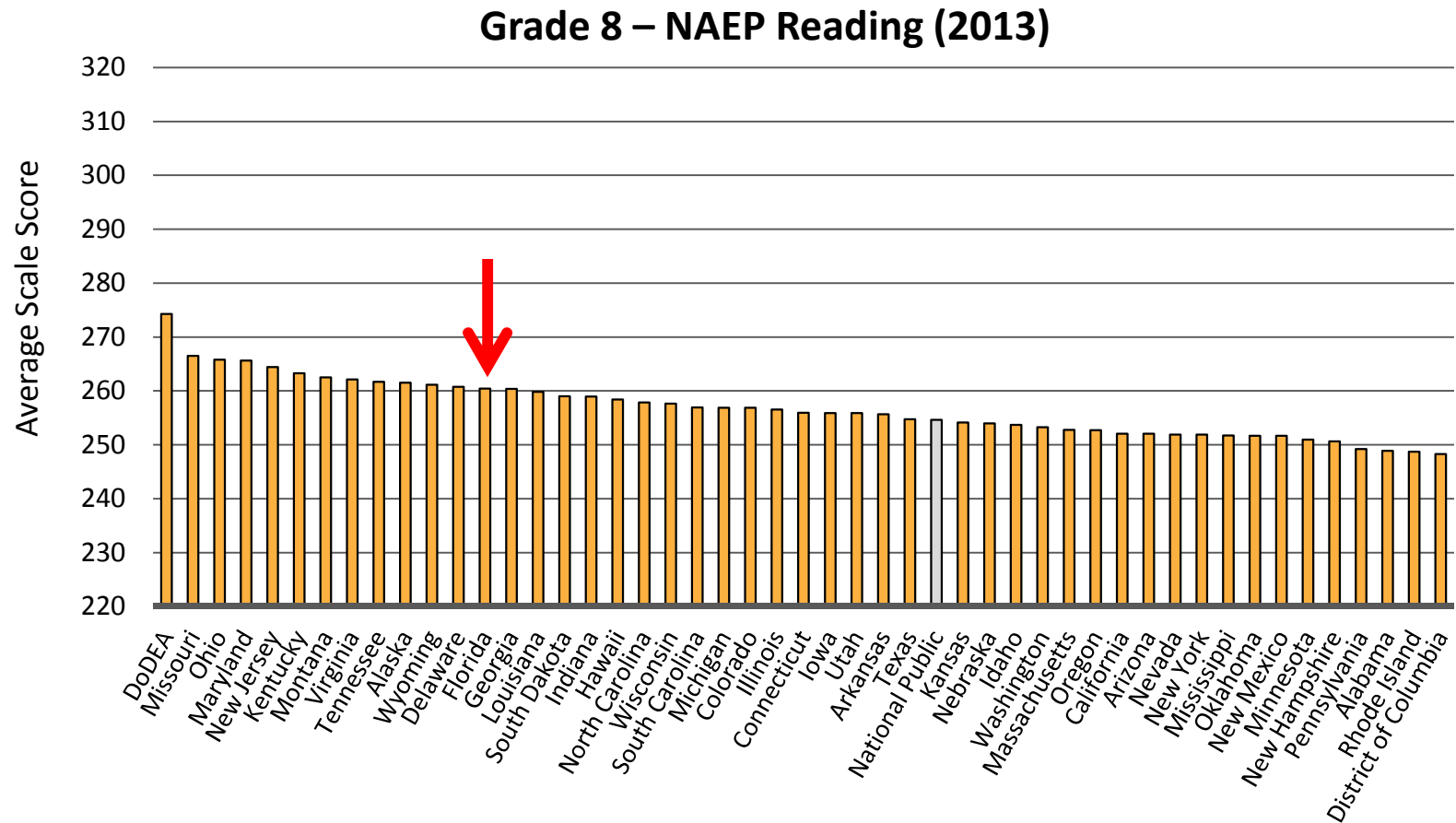
# Scale Scores by State – African American Students

## Grade 8 – NAEP Reading (2013)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 281; Basic Scale Score = 243)

# Scale Scores by State – Latino Students

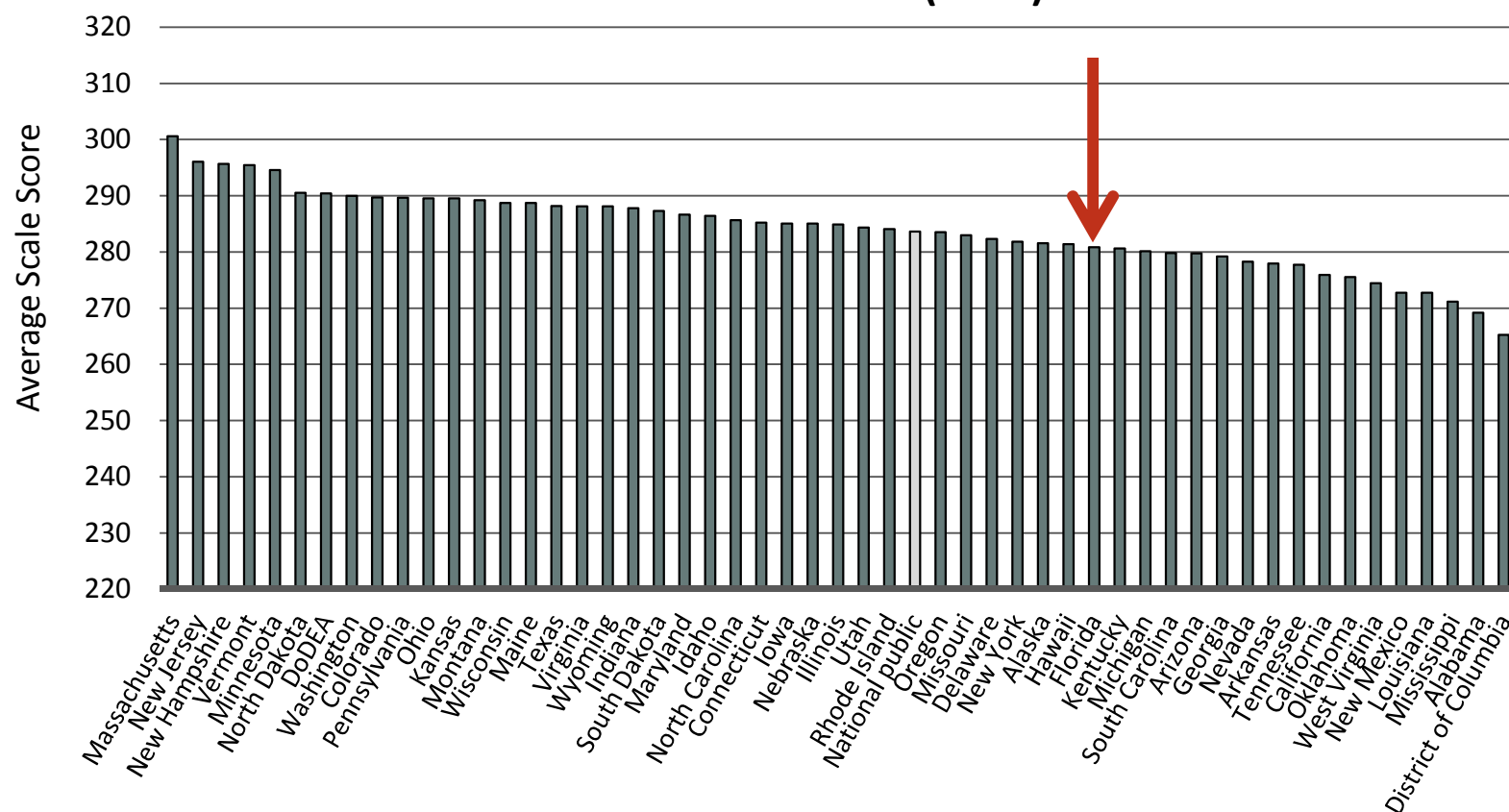


Source: NAEP Data Explorer, NCES (Proficient Scale Score = 281; Basic Scale Score = 243)

# 8<sup>th</sup> Grade Math

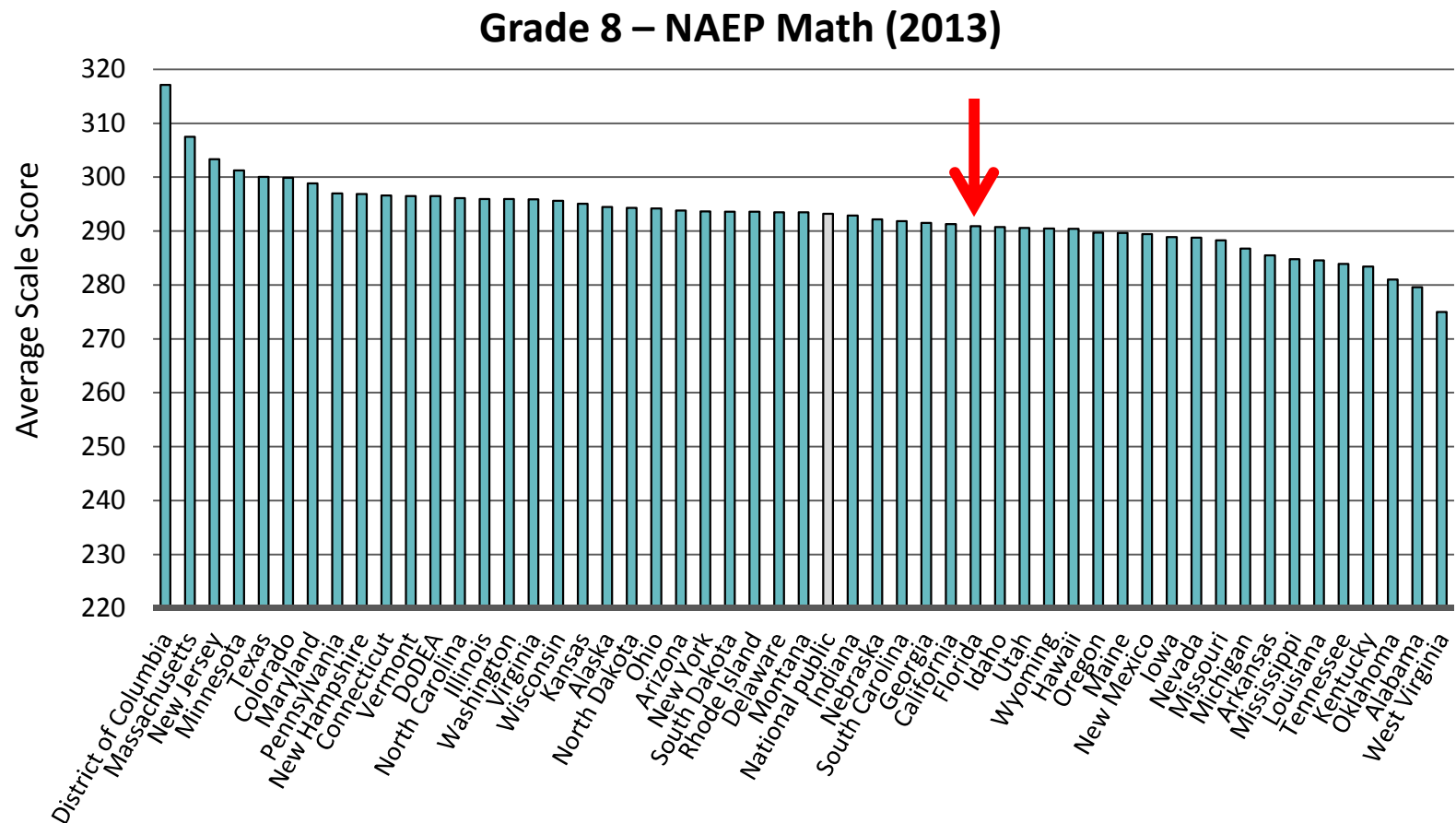
# Scale Scores by State – All Students

## Grade 8 – NAEP Math (2013)



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

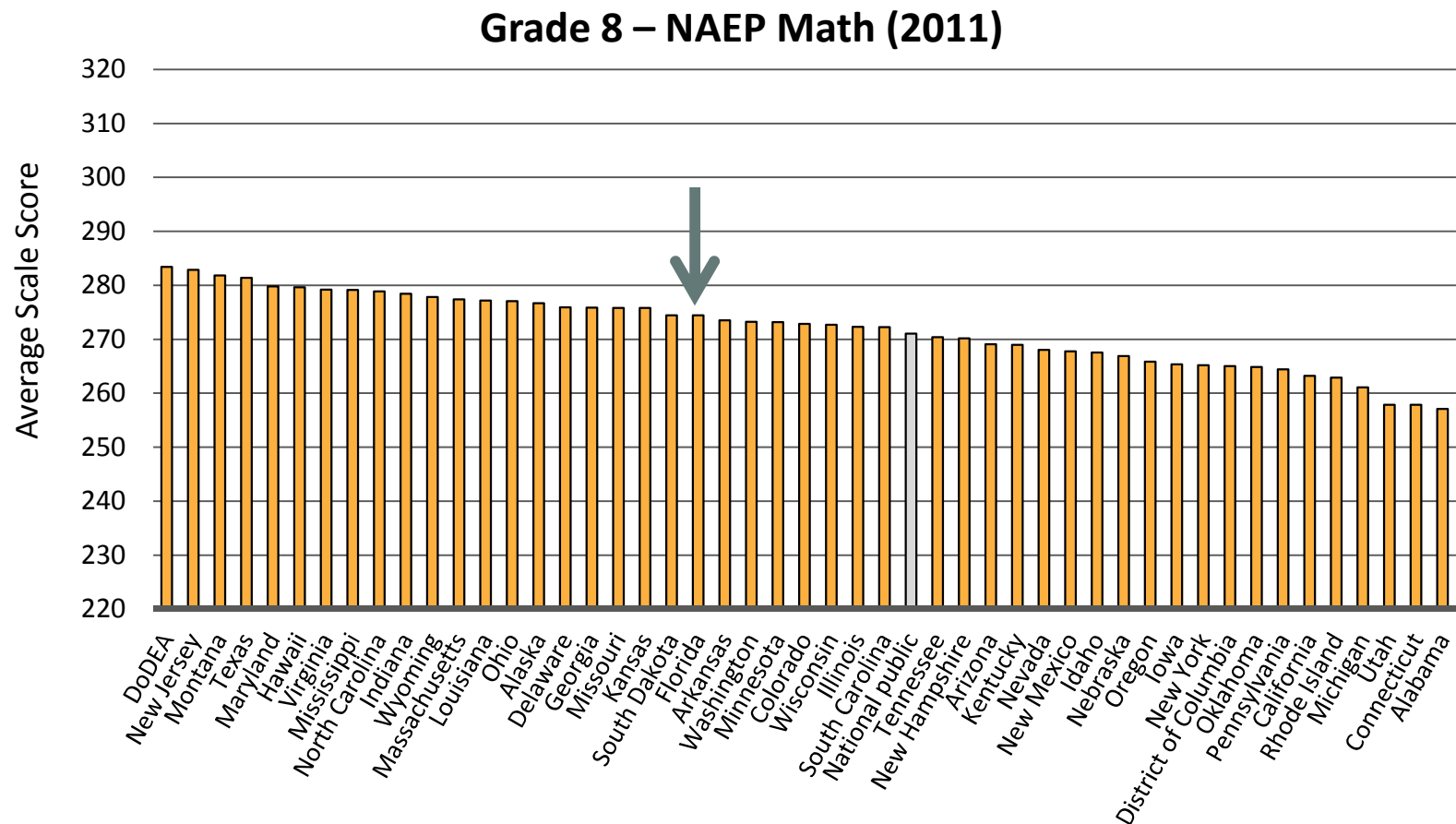
# Scale Scores by State – White Students



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



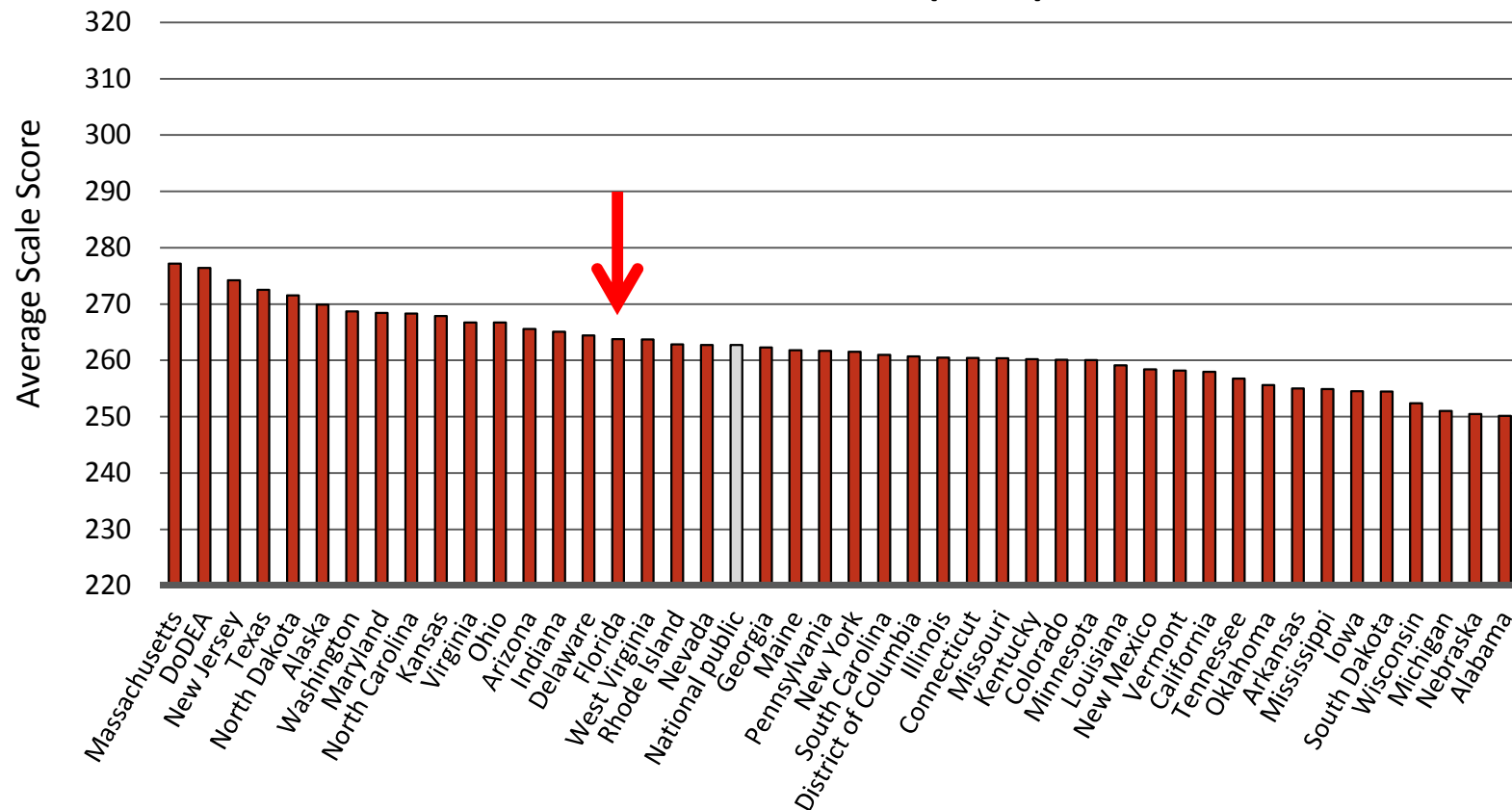
# Scale Scores by State – Latino Students



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)



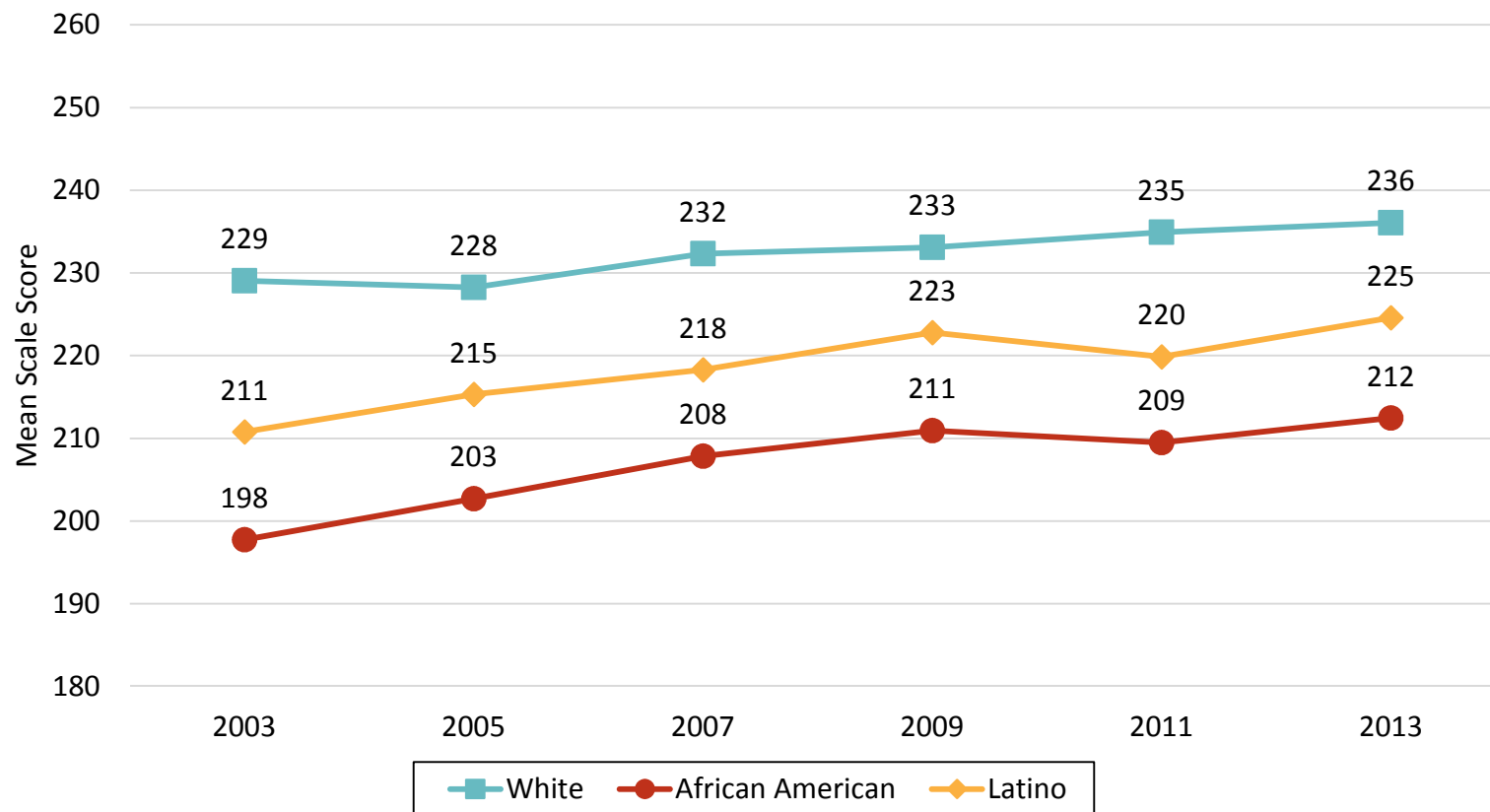
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)



# Improvement over time?

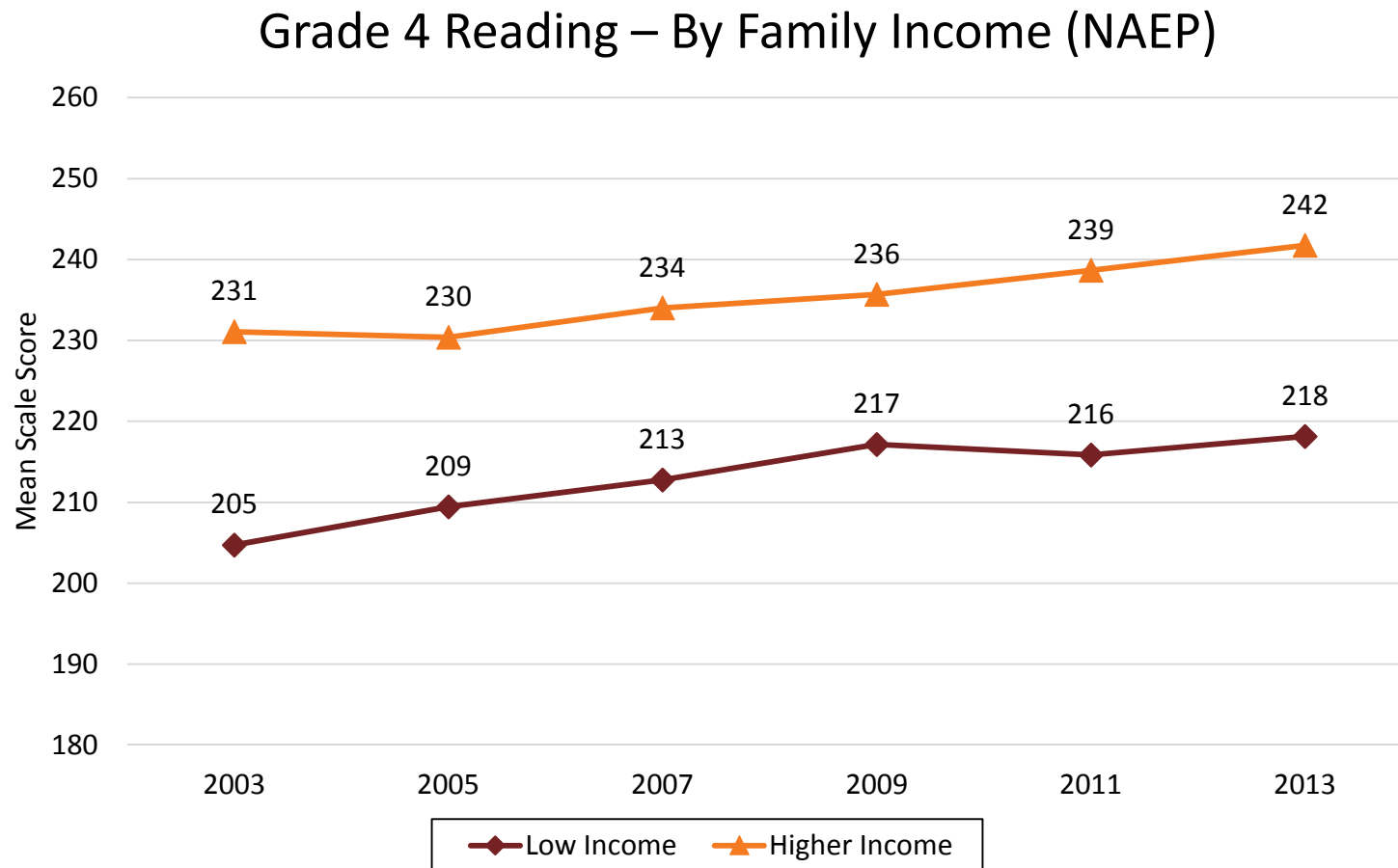
Rising performance through 2009, then results begin to flatten

Grade 4 Reading – By Race/Ethnicity (NAEP)



Source: National Center for Education Statistics, NAEP Data Explorer

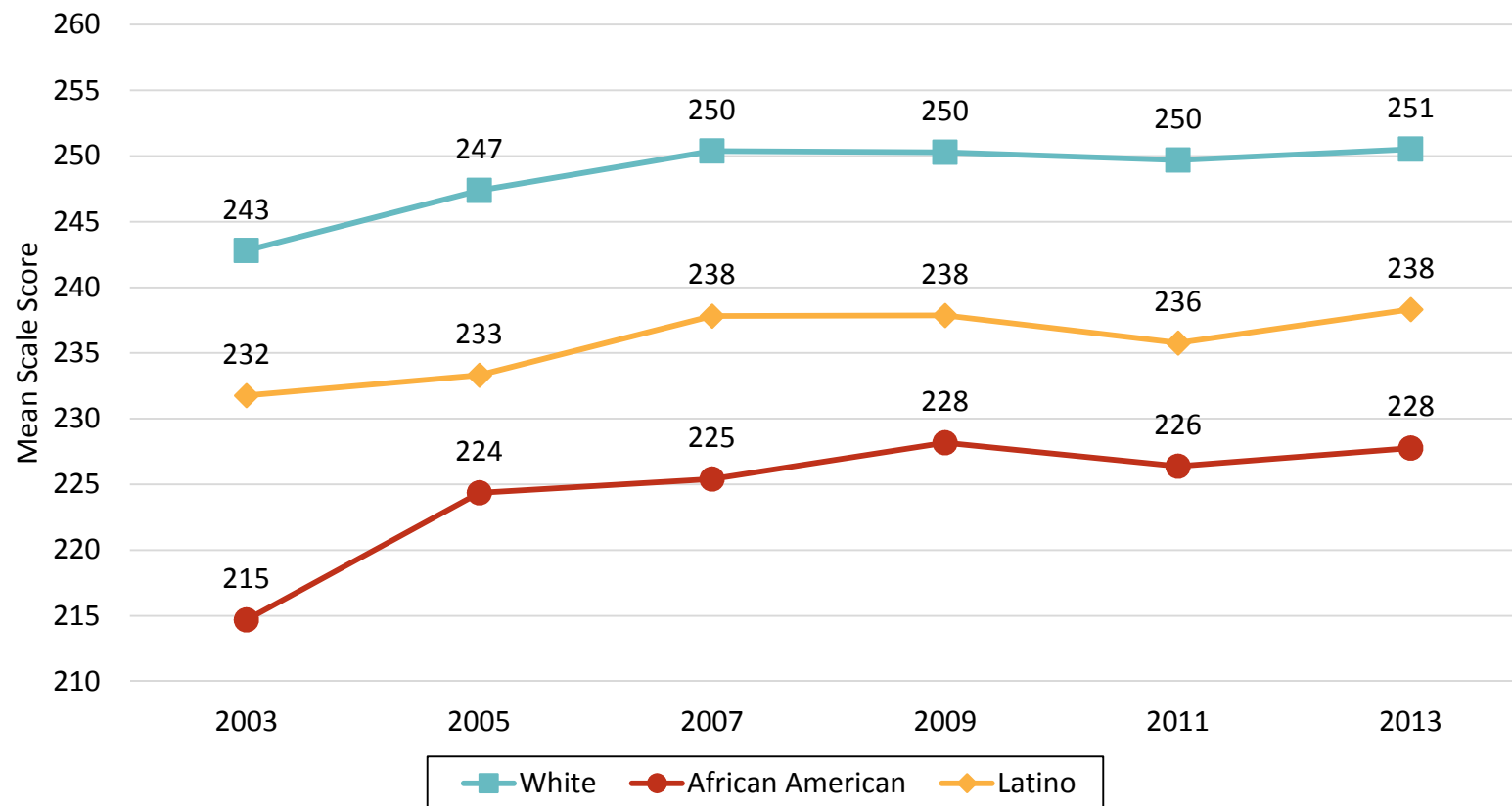
Since 2009, flat performance for low-income students;  
rising performance for higher income students



Source: National Center for Education Statistics, NAEP Data Explorer

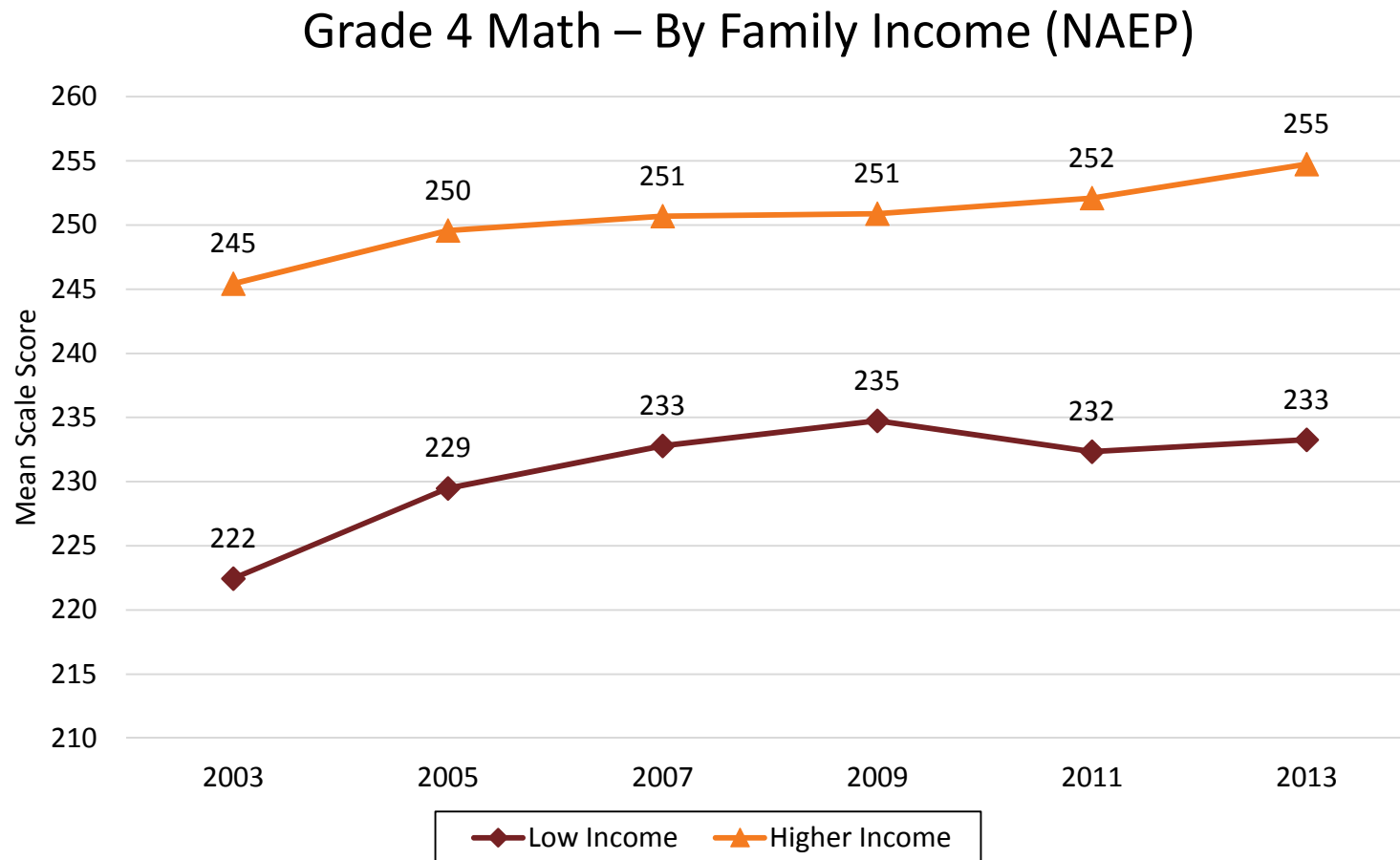
Performance generally flat since 2009;  
wide gaps remain

### Grade 4 Math – By Race/Ethnicity (NAEP)



Source: National Center for Education Statistics, NAEP Data Explorer

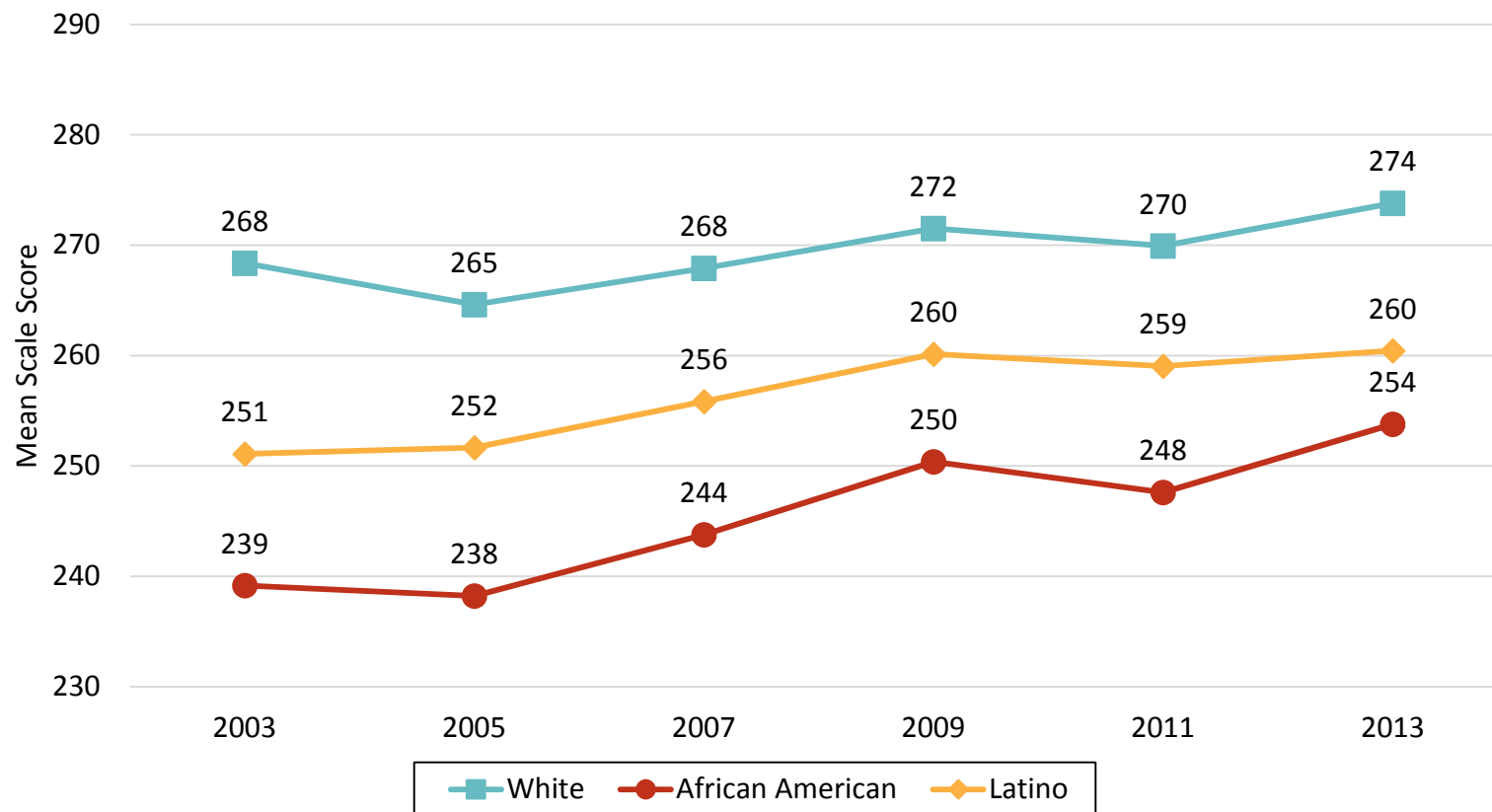
# Since 2009, stagnant low-income performance and widening gaps



Source: National Center for Education Statistics, NAEP Data Explorer

# Gains for students of color until 2009, then results uneven

## Grade 8 Reading – By Race/Ethnicity (NAEP)

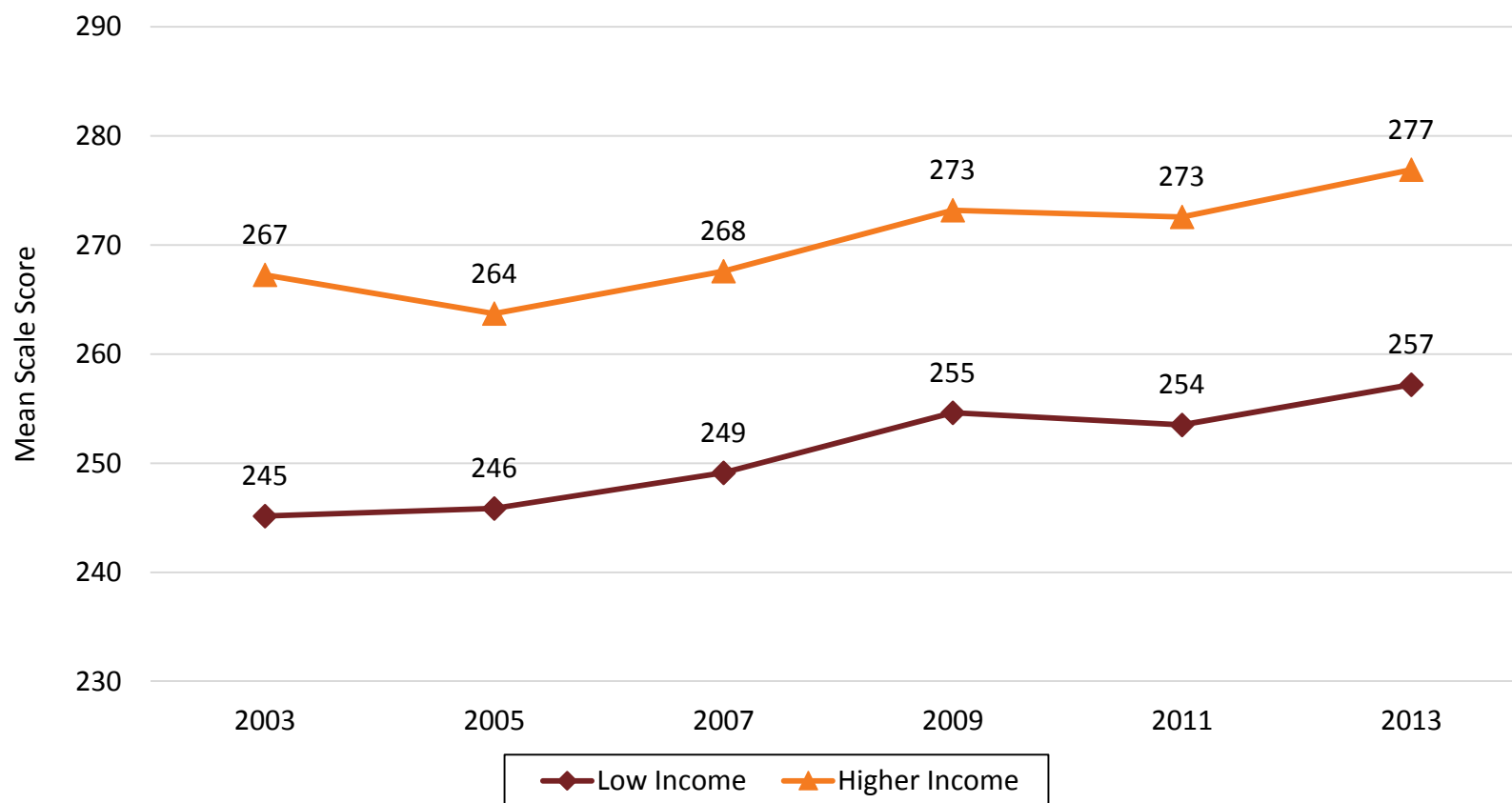


Source: National Center for Education Statistics, NAEP Data Explorer



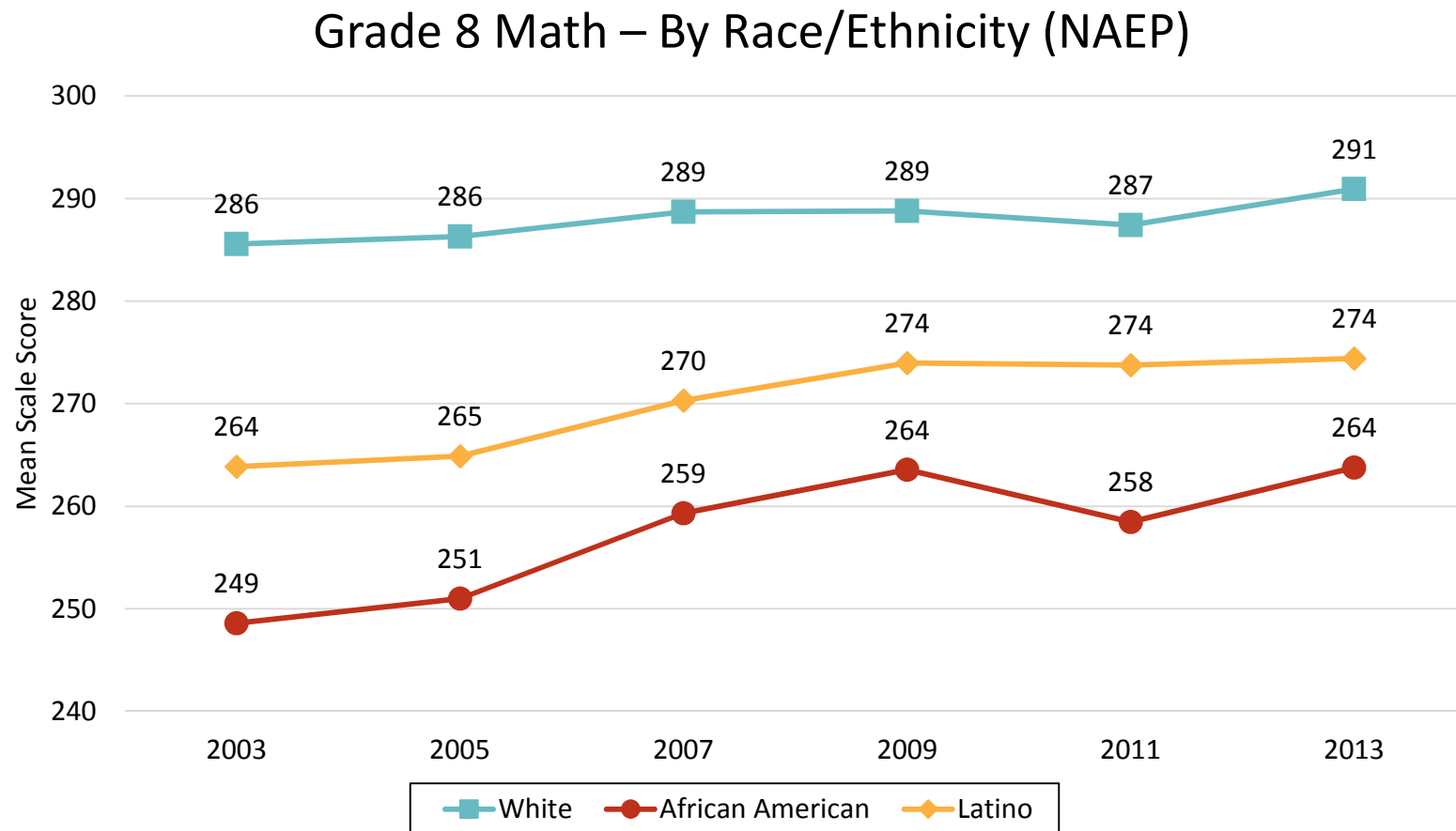
## Rising performance, but wide gaps remain

Grade 8 Reading – By Family Income (NAEP)



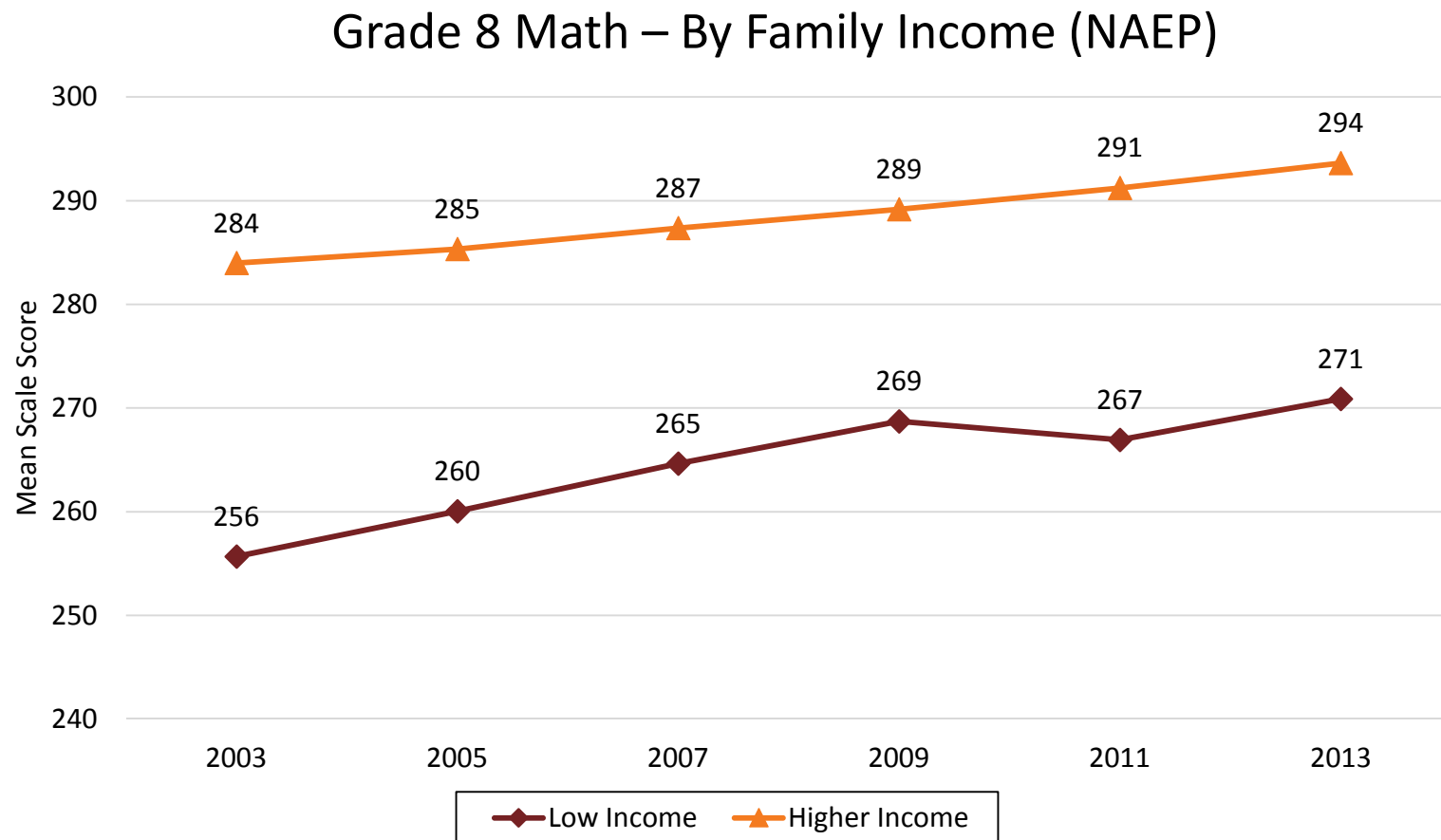
Source: National Center for Education Statistics, NAEP Data Explorer

# Improvement for students of color in math through 2009, then results flatten



Source: National Center for Education Statistics, NAEP Data Explorer

## Rising performance, but wide gaps remain

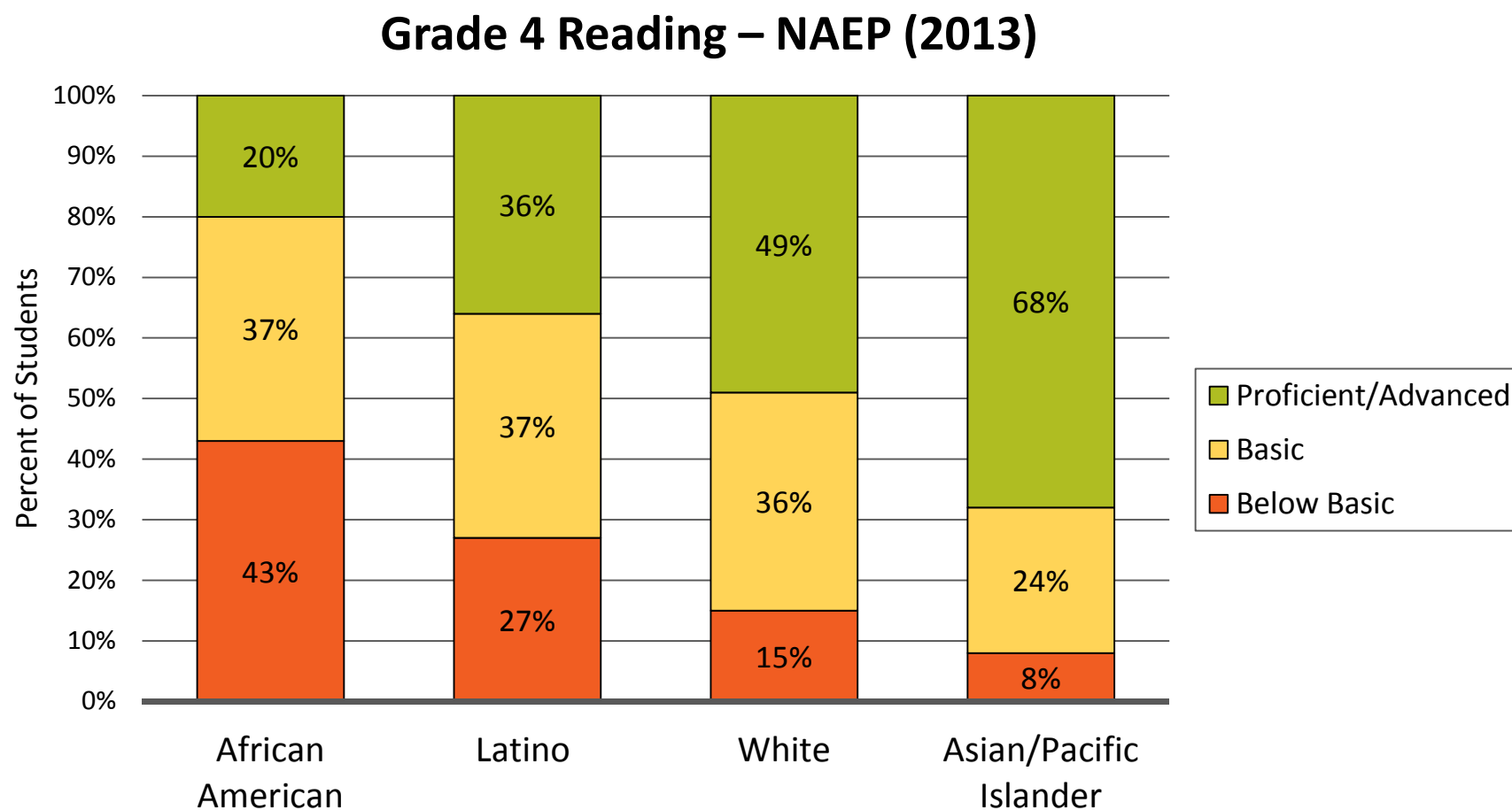


Source: National Center for Education Statistics, NAEP Data Explorer



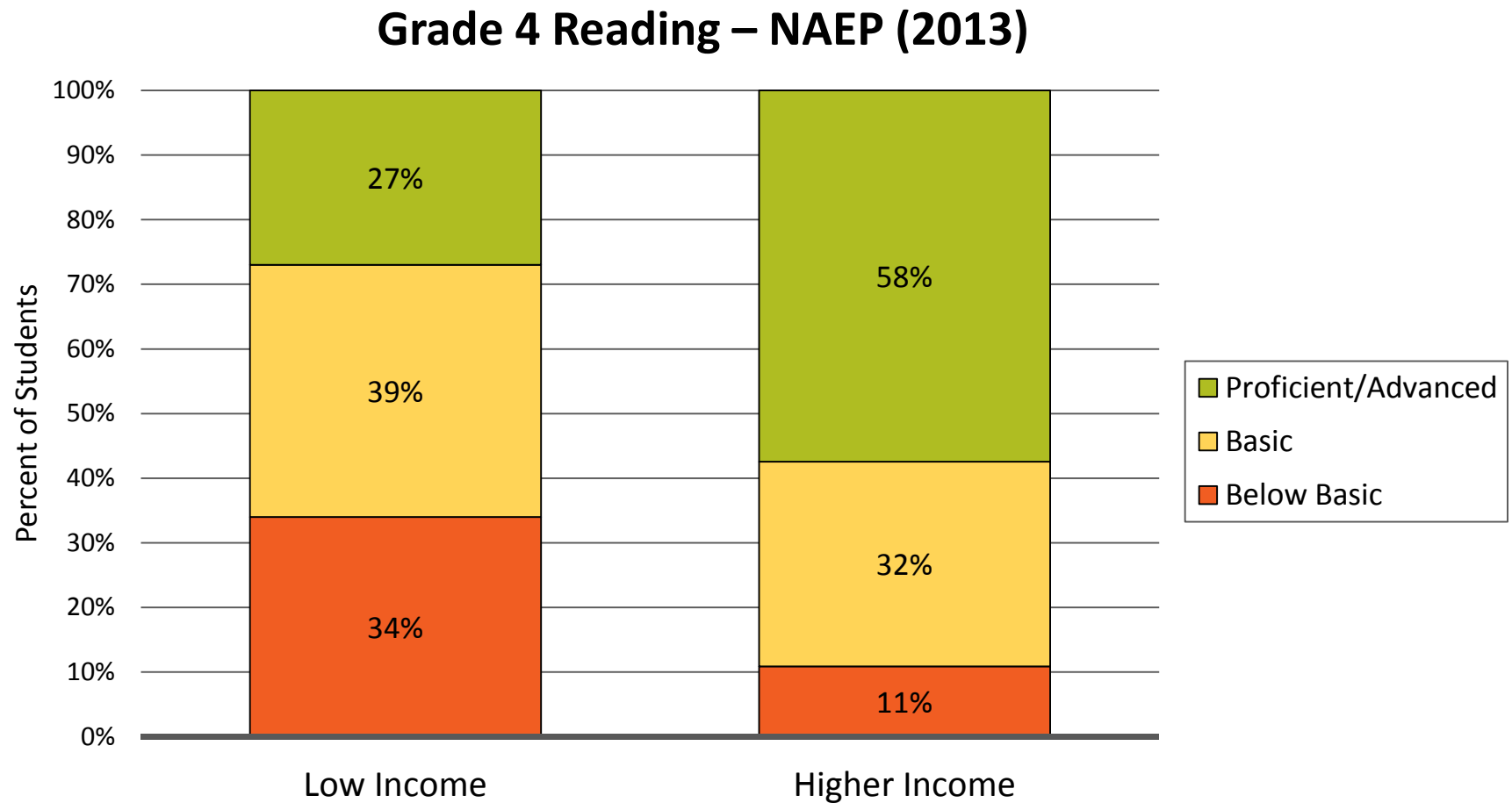
Big gaps remain

# Black and Latino students in Florida far more likely to read below the basic level



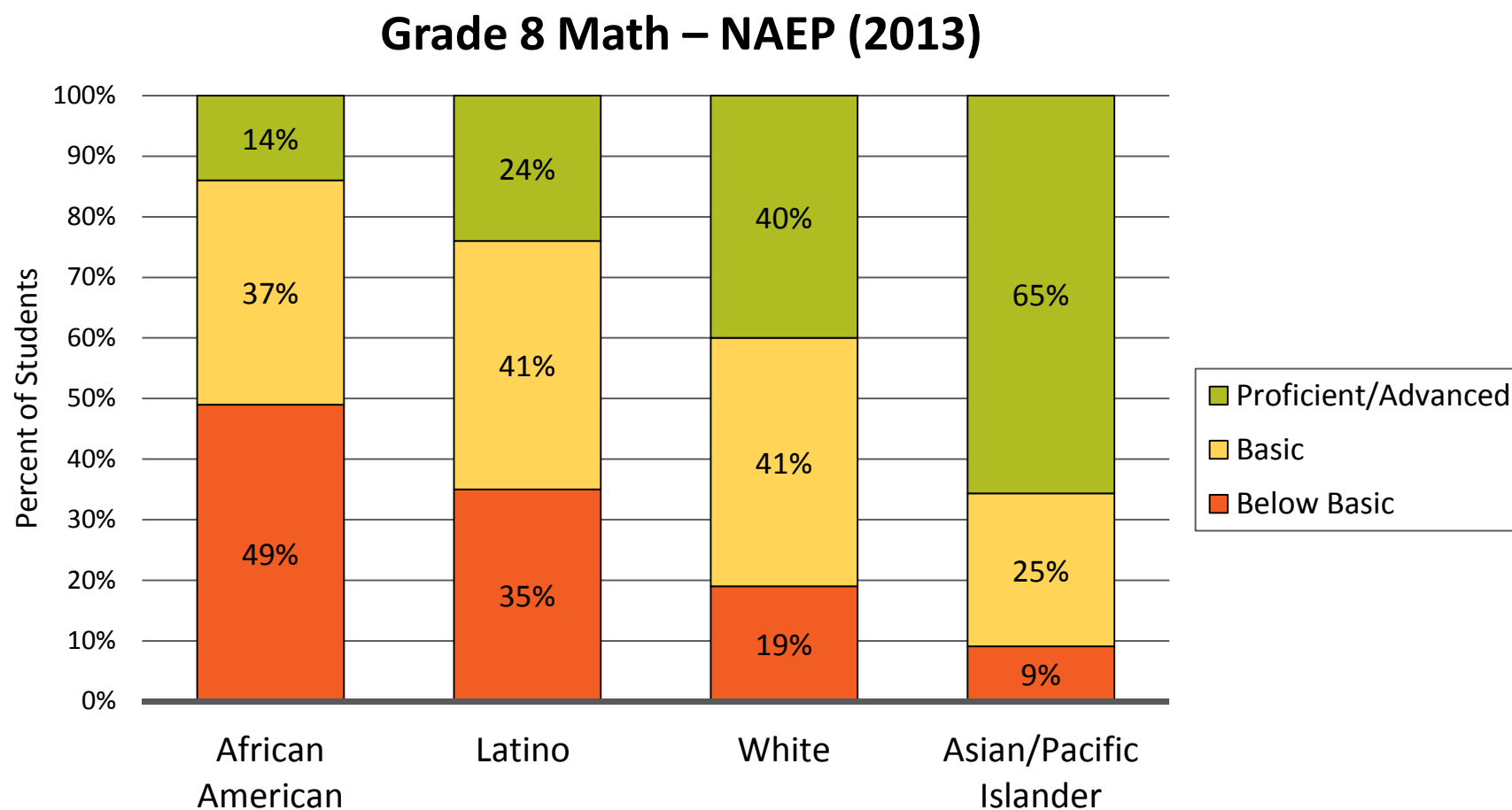
Source: National Center for Education Statistics, NAEP Data Explorer.

In Florida, low-income students about half as likely to read at a proficient or advanced level



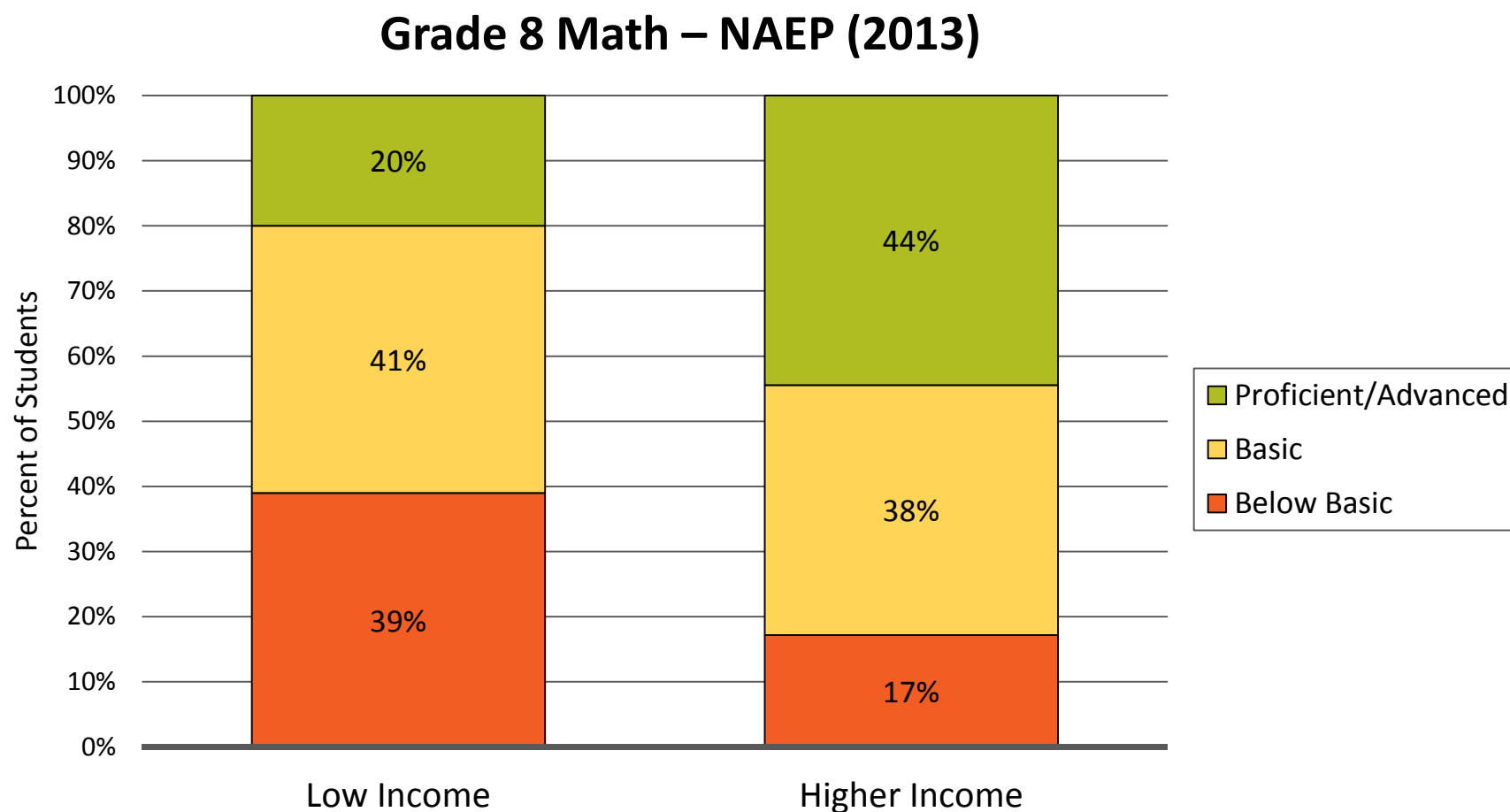
Source: National Center for Education Statistics, NAEP Data Explorer.

# In Florida, half of African American students do math below the basic level



Source: National Center for Education Statistics, NAEP Data Explorer.

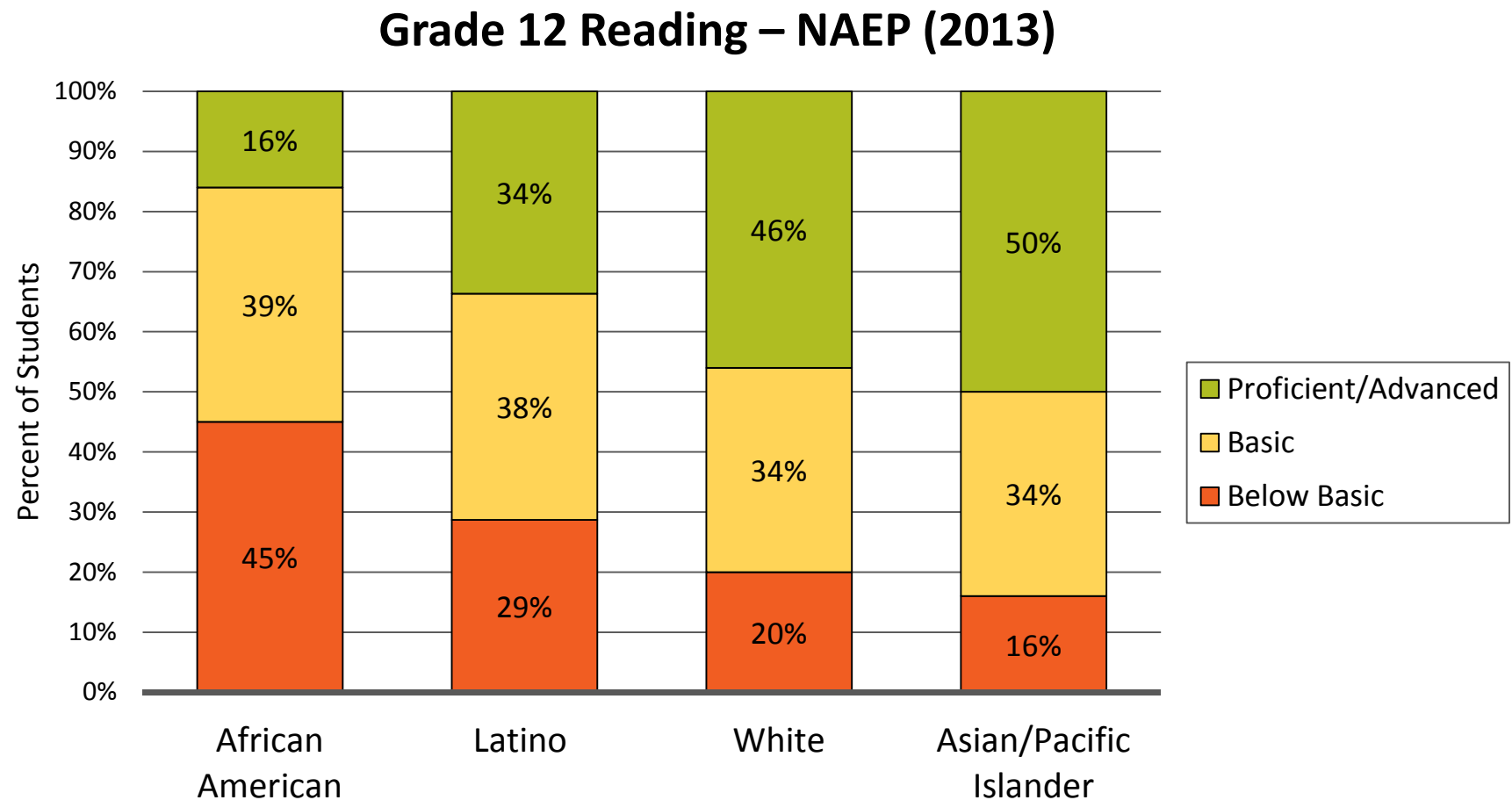
# Florida's low-income students less than half as likely to be proficient in math



Source: National Center for Education Statistics, NAEP Data Explorer.

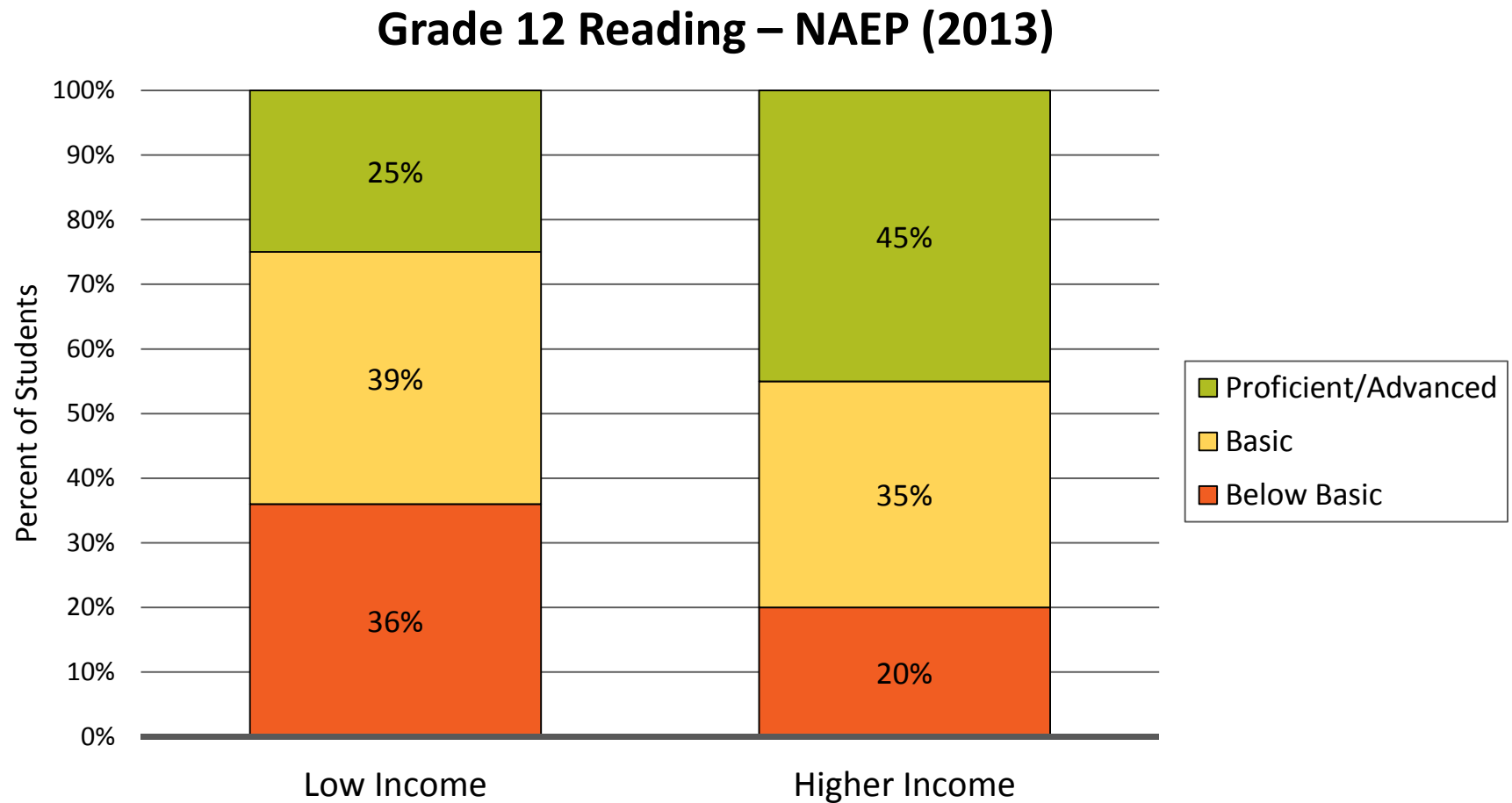


# Black high schoolers in Florida about one-third as likely as white students to read at a proficient level



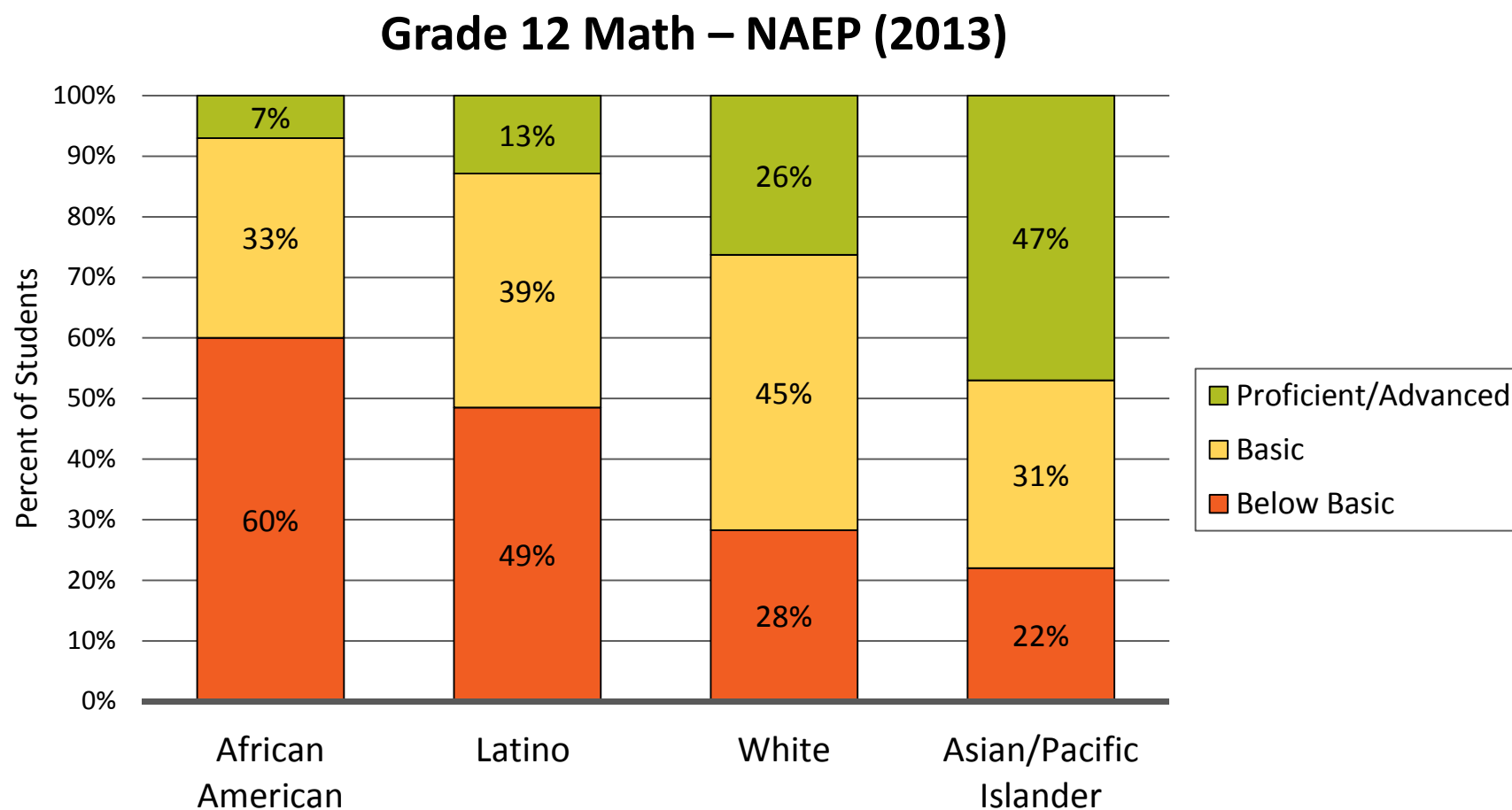
Source: National Center for Education Statistics, NAEP Data Explorer.

# 1 in 4 low-income Florida high school students reads at a proficient or advanced level



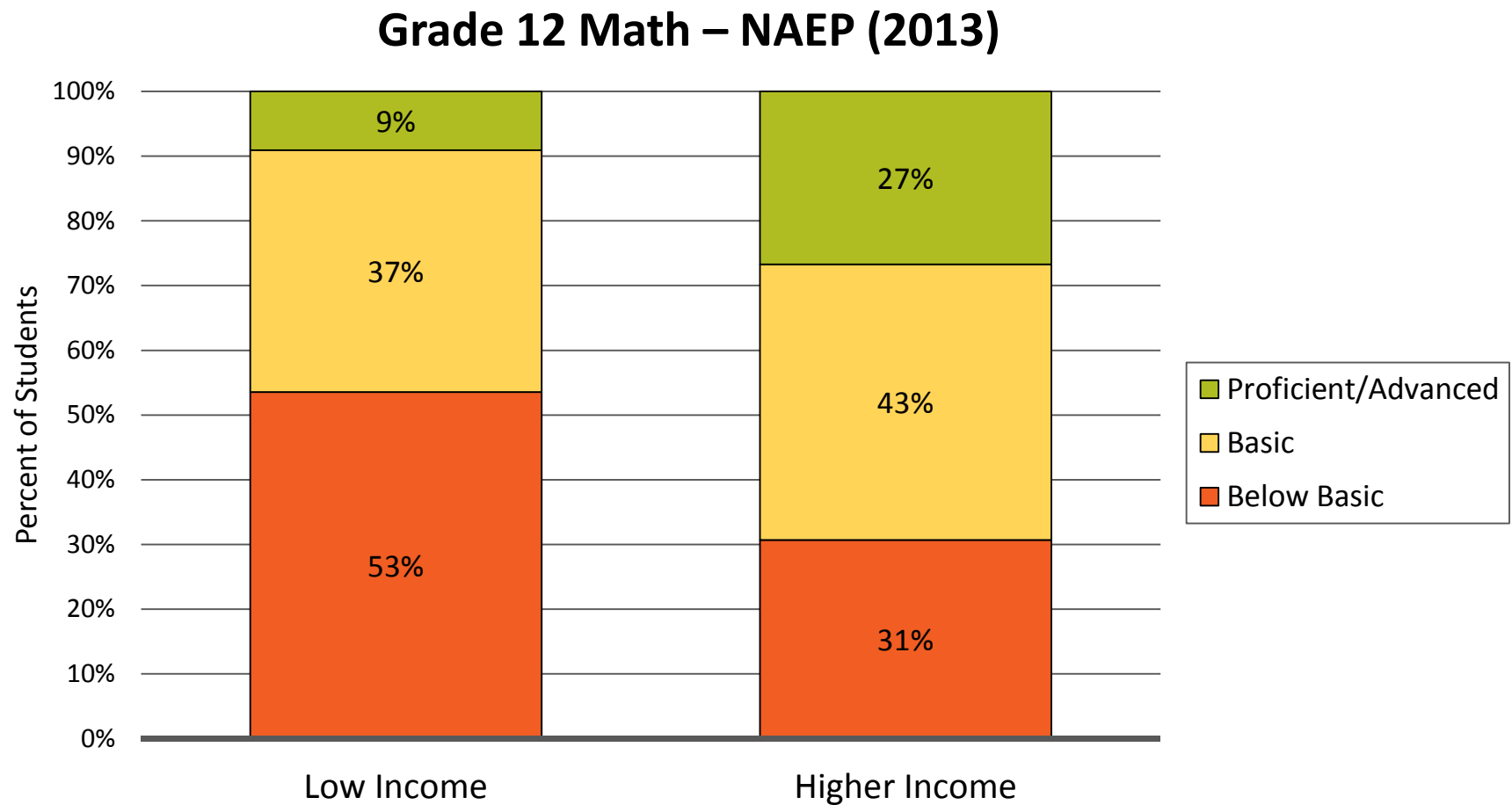
Source: National Center for Education Statistics, NAEP Data Explorer.

# In Florida, students of color far more likely to do math below the basic level



Source: National Center for Education Statistics, NAEP Data Explorer.

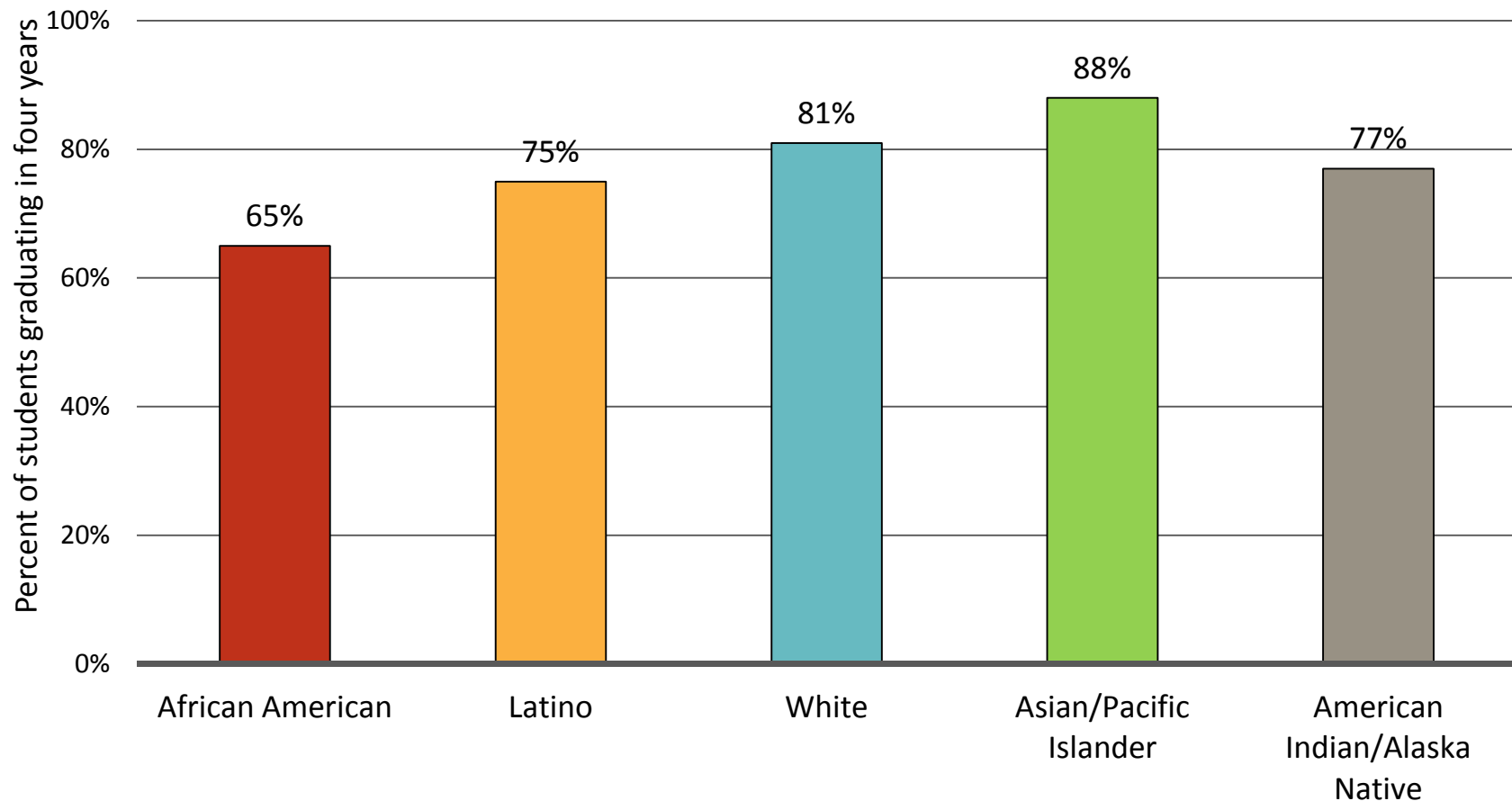
# Florida's low-income students one-third as likely to do math at a proficient or advanced level



Source: National Center for Education Statistics, NAEP Data Explorer.

# In Florida, students of color less likely to graduate on time

## Class of 2013

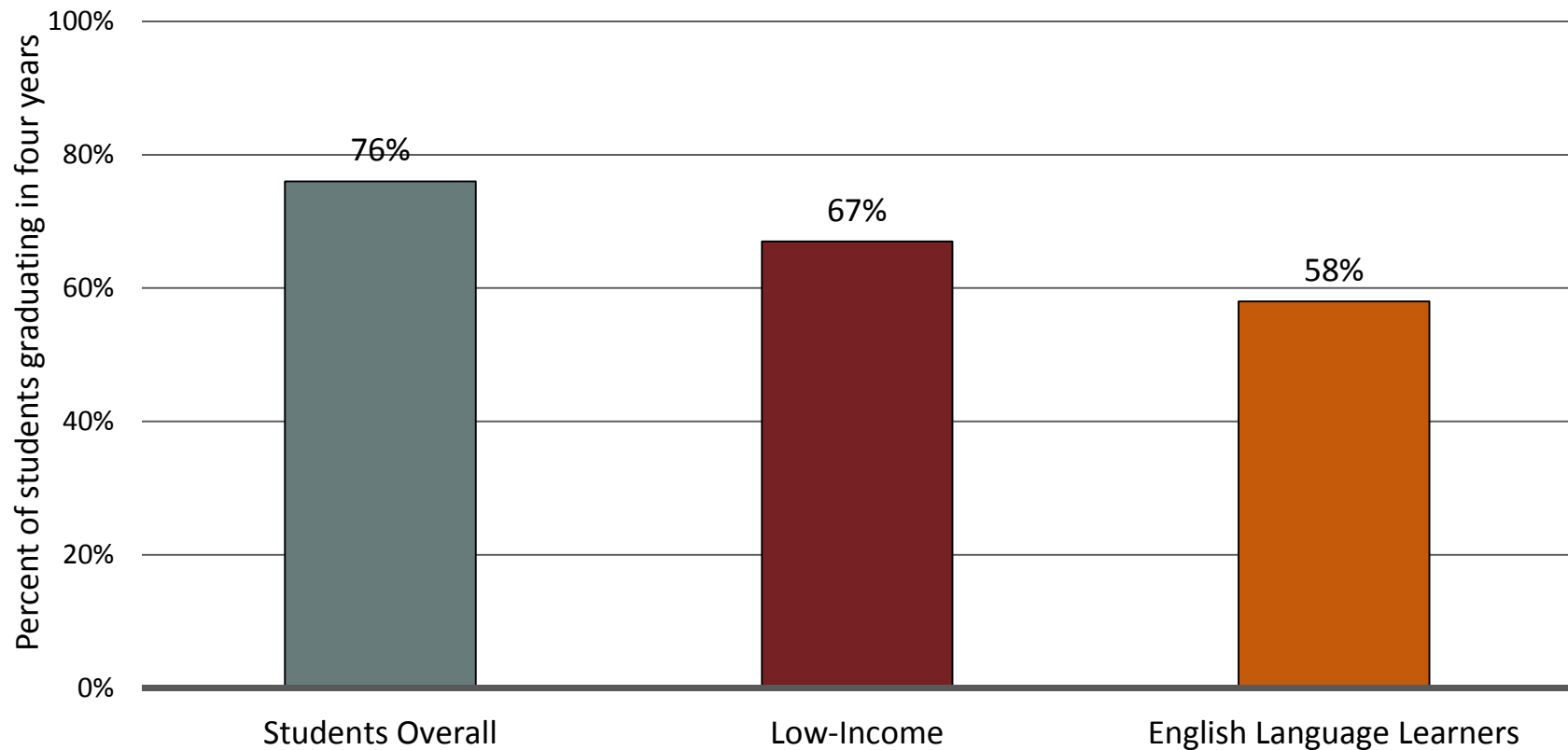


Note: Chart shows Florida's federal graduation rate.

Source: Florida Department of Education, "Table 1: Federal Graduation Rates by Race/Ethnicity, 2003-04 through 2012-13," *Florida's Federal High School Graduation Rates, 2012-13*, <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>.

# Low-income students, English learners far less likely to graduate on time than students overall

**Class of 2013**



Note: Chart shows Florida's federal graduation rate.

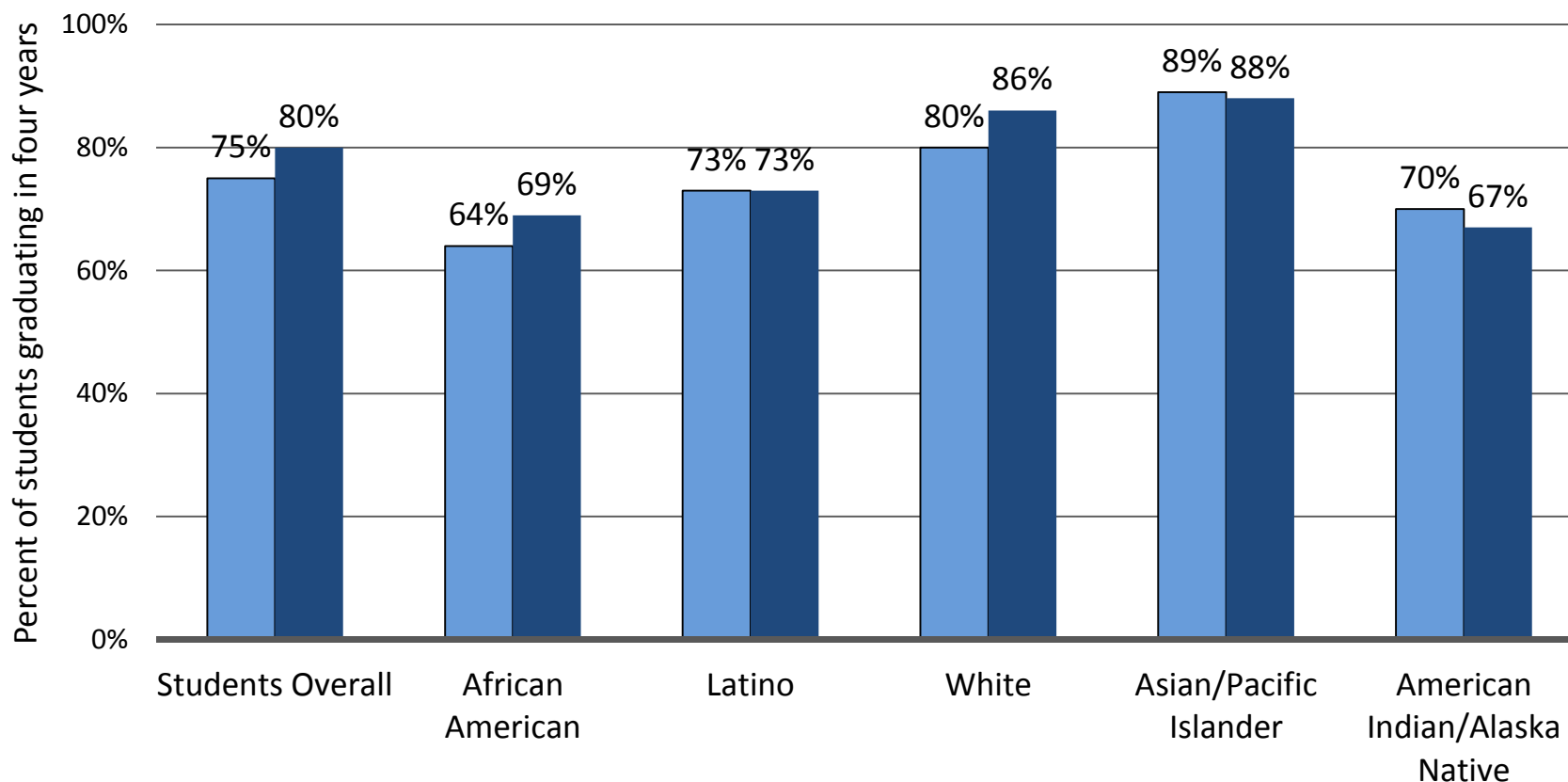
Source: Florida Department of Education, "Table 1: Federal Graduation Rates by Race/Ethnicity, 2003-04 through 2012-13," *Florida's Federal High School Graduation Rates, 2012-13*, <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>.



Graduation rates slightly below  
national averages

# Florida's students slightly less likely to graduate on time than students nationwide

## Class of 2012

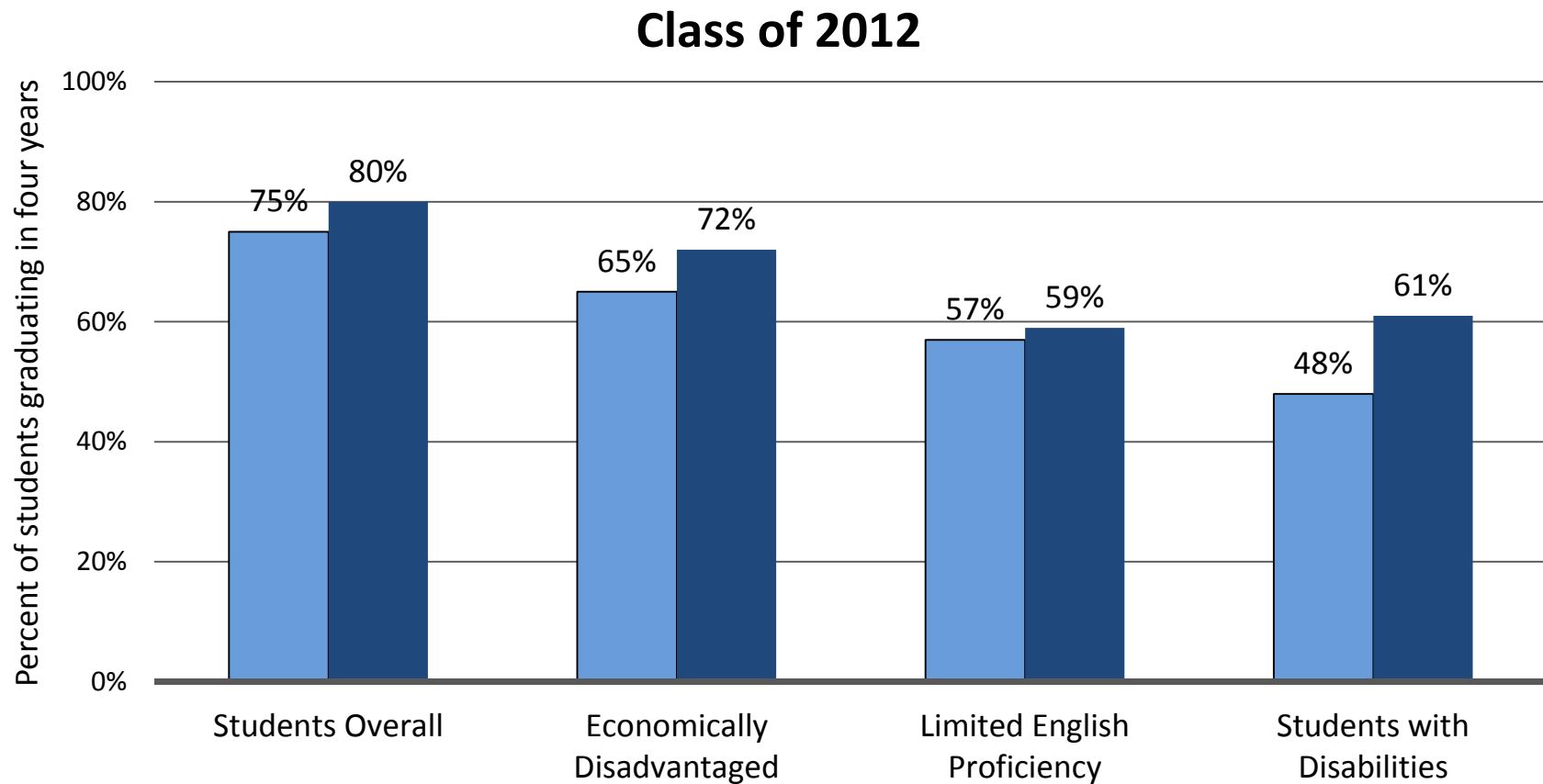


Note: Chart shows the averaged cohort graduation rate.

Source: U.S. Department of Education, National Center for Education Statistics, "Public high school four-year on-time graduation rates and event dropout rates: School years 2010-11 and 2011-12: First look."



# Florida's students less likely to graduate on time



Note: Chart shows the averaged cohort graduation rate.

Source: U.S. Department of Education, National Center for Education Statistics, "Public high school four-year on-time graduation rates and event dropout rates: School years 2010-11 and 2011-12: First look."

# Dr. Carlos J. Finlay Elementary School

## Miami-Dade, Florida

- 511 students in grades PK – 5
- 98% Latino
- 87% Low Income
- 57% English Language Learners

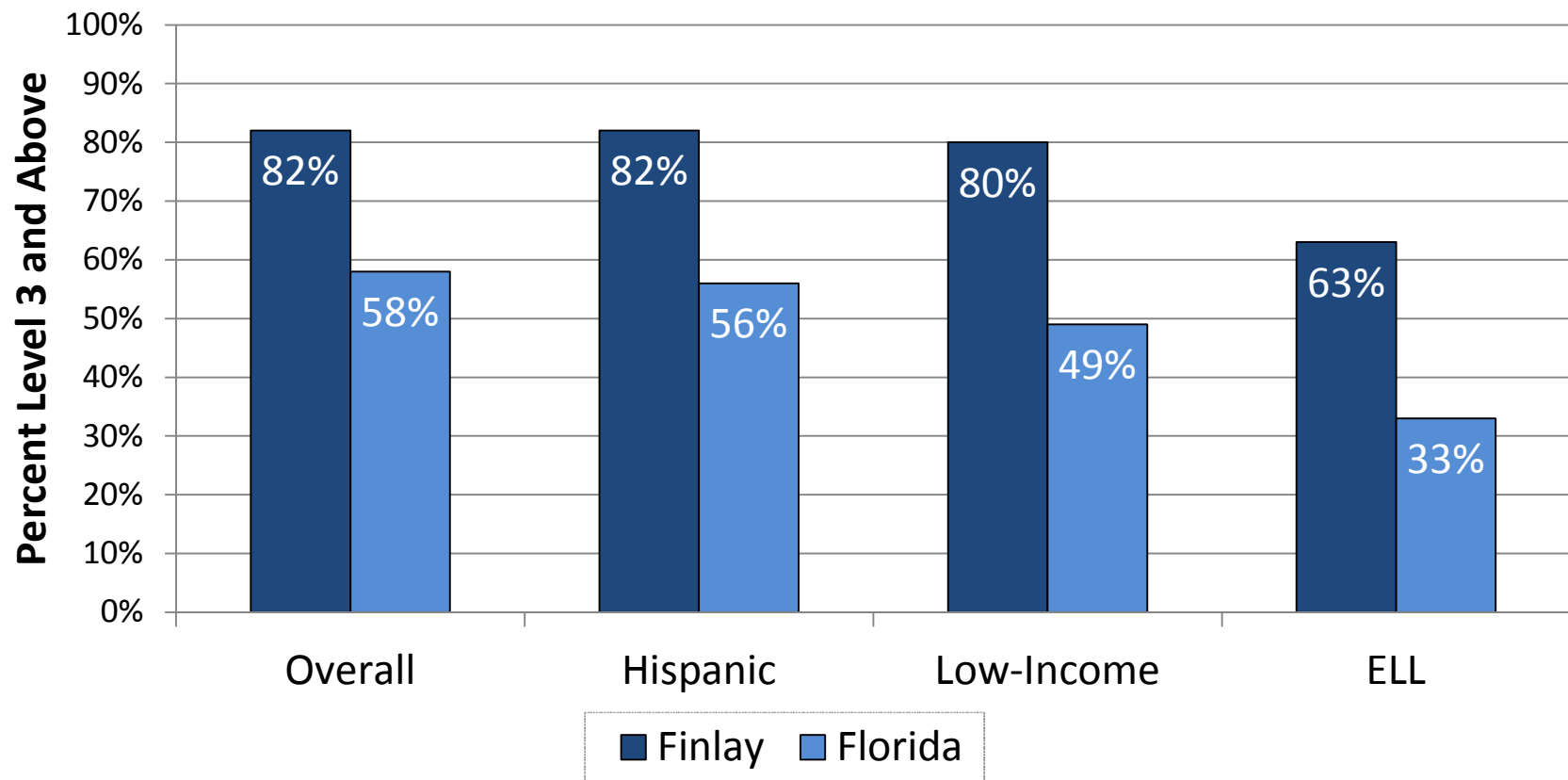


Note: Data are for 2012-2013 school year.

Source: Florida Department of Education

# Outperforming the state at Finlay Elementary

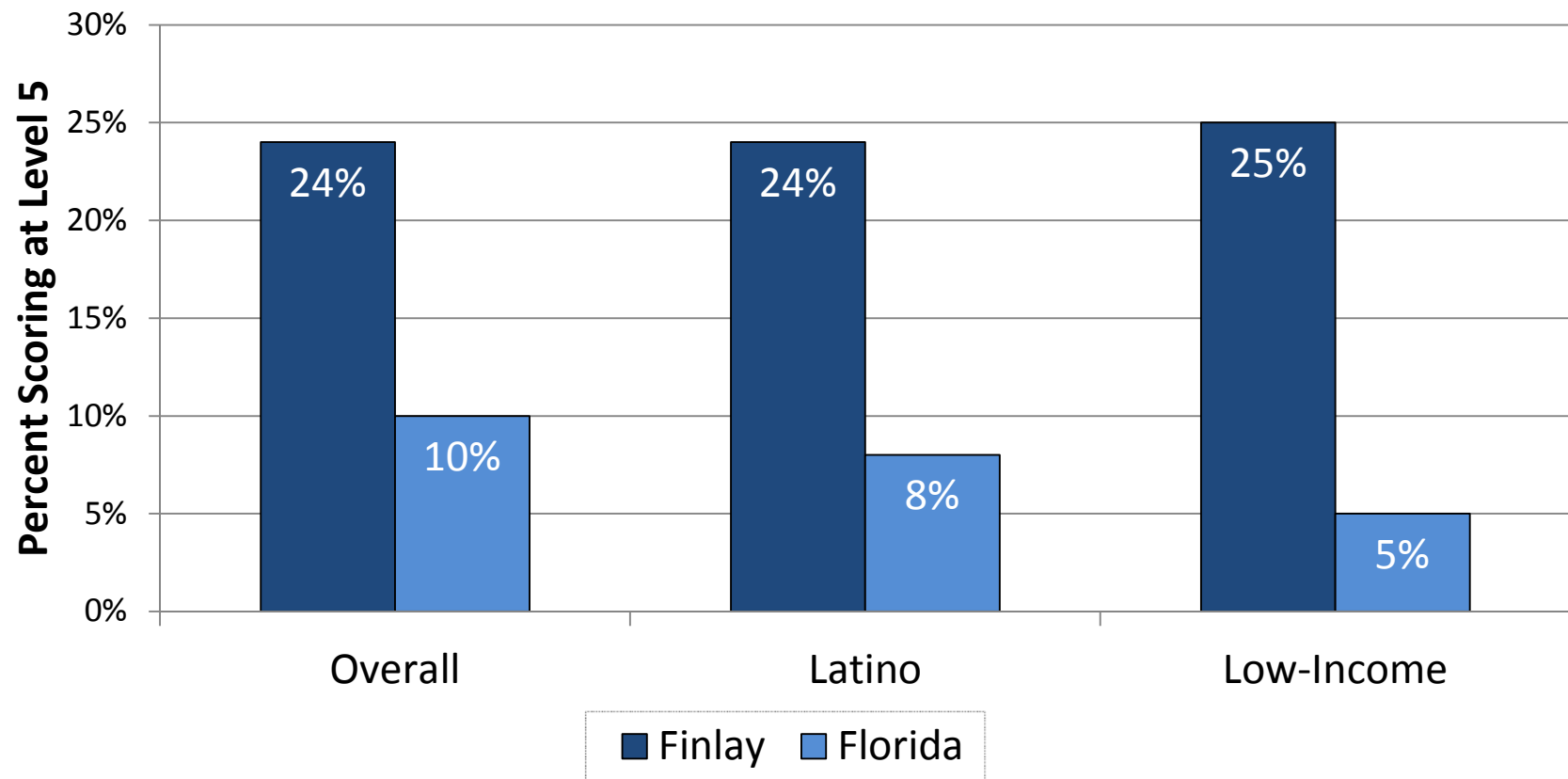
## Grade 3 Math (2013)



Source: Florida Department of Education

# Getting students to advanced levels in math at Finlay Elementary

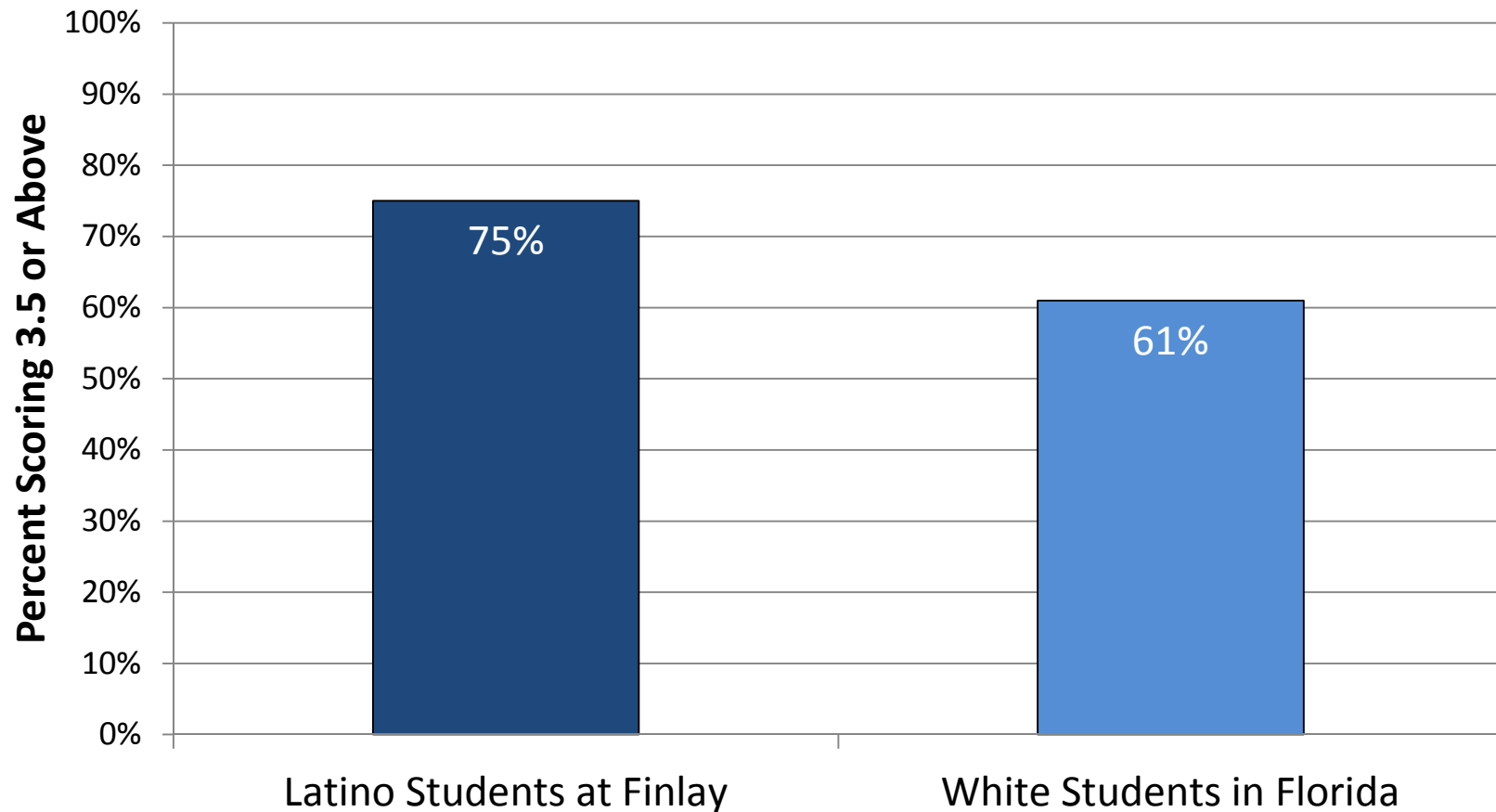
## Grade 5 Math - Advanced (2013)




Source: Florida Department of Education

# Closing the gap in writing at Finlay

**Grade 4 Writing - Latino Students vs. White Students (2013)**



Source: Florida Department of Education



Bottom Line:  
It's not just the kids.  
What we do MATTERS!



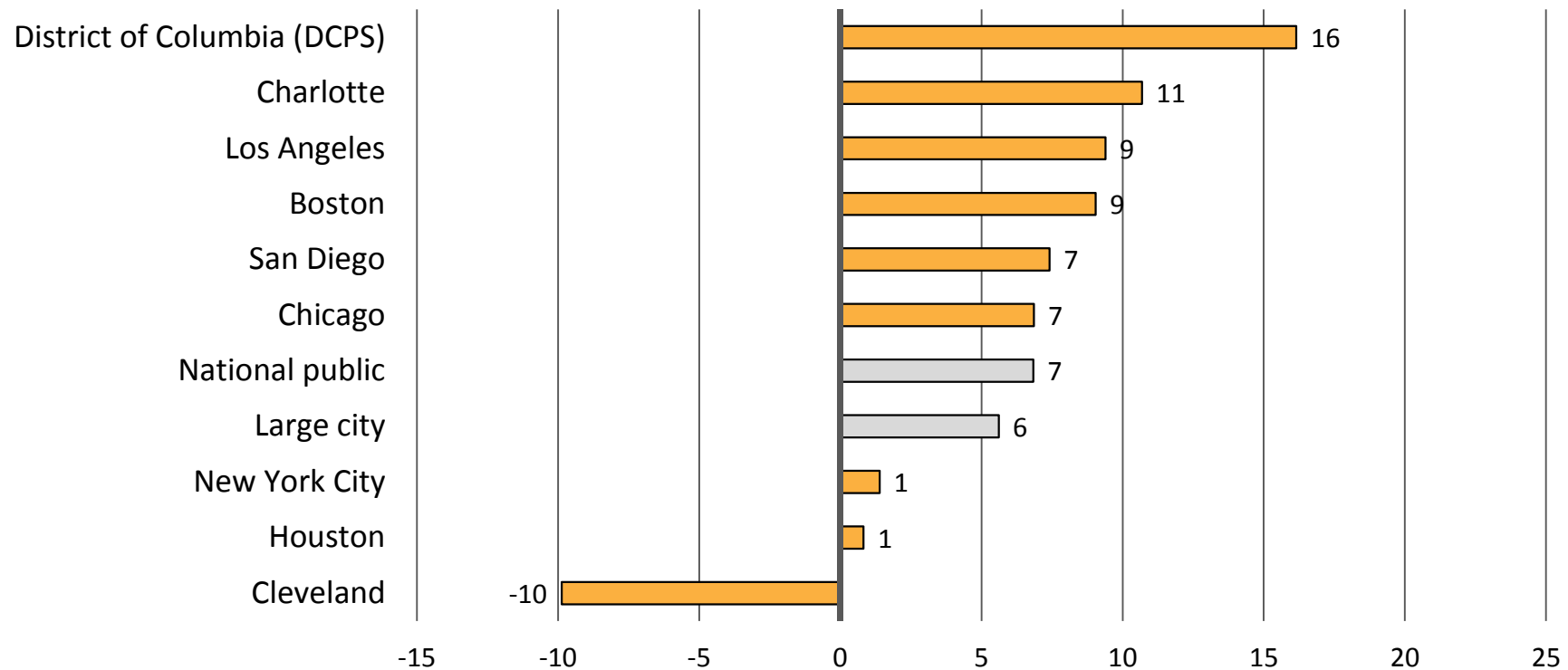
# **What's Next?**

# #1. Learning from the high gainers.



# DC, Charlotte Make Biggest Gains in Reading for Low-Income Latino Students

Grade 4 – NAEP Reading (2003-2013)



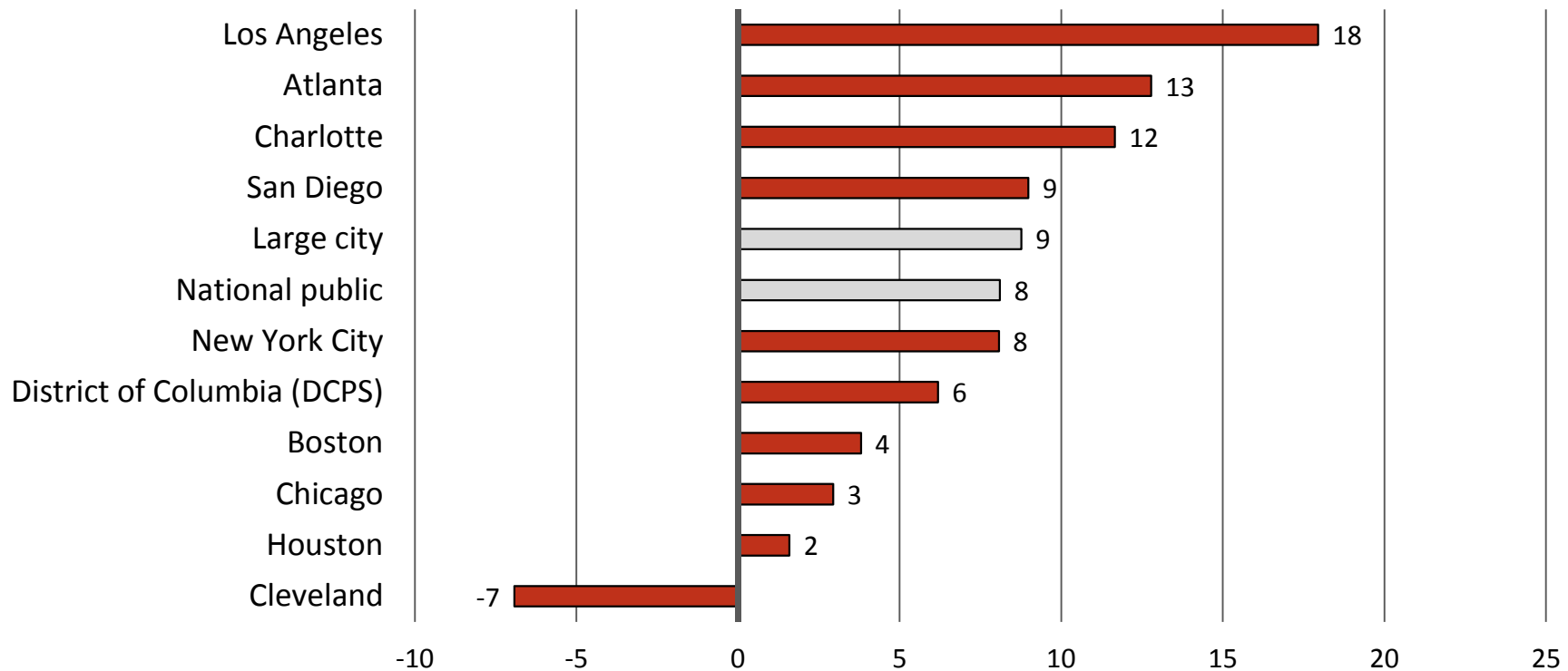
Change in Mean Scale Score, 2003-2013

Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2003 and 2013 NAEP TUDA administrations .

Source: NCES, NAEP Data Explorer

# Change in Average Scale Scores, by District Low-Income African American Students


Grade 4 – NAEP Reading (2003-2013)



Change in Mean Scale Score, 2003-2013

Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2003 and 2013 NAEP TUDA administrations .

Source: NCES, NAEP Data Explorer




There's been some research on this—see various recent reports from Council of Great City Schools, for example.

But the bottom line is that if your district has not been making fast progress you should be spending some time learning from those that have.

# Critical questions for School Board Members:


- Which districts and/or schools are making the fastest progress in math, reading?
- Which are making the fastest progress for the students who are lagging in our district?
- How can we learn from them?

#2. Attacking the issue of low expectations head on by leveraging Common Core.



We always talk about the issue of  
low expectations as if it were  
some abstract concept.

But where those expectations find  
their most concrete form is in the  
daily assignments that children get  
from their teachers.



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.

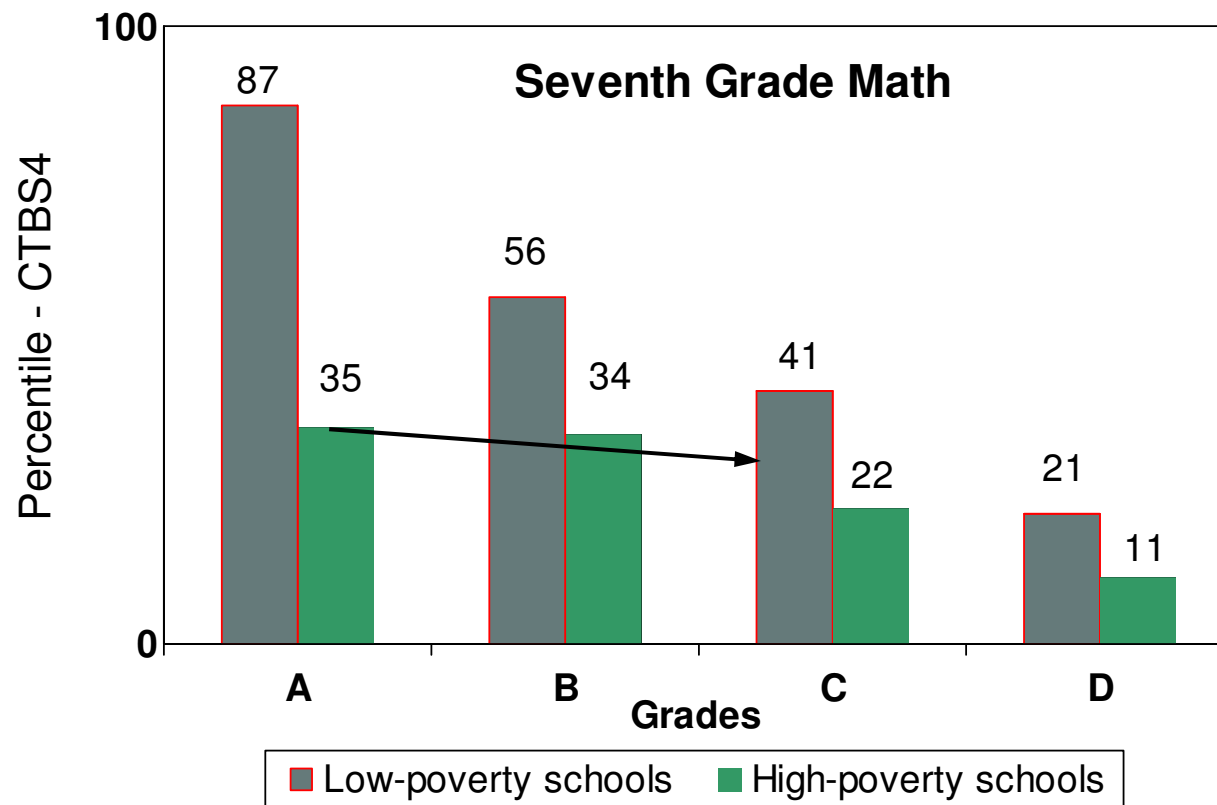


What does this do?


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 doubt) and show how she changes in this area.

# 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:



The new standards represent an opportunity to change this, but that won't happen automatically.

And teachers in schools where expectations have been lower will need more help.


# Critical questions for board members:

- Who—district office versus schools—is responsible for what in the implementation effort? Who, in particular, is translating standards into curriculum?
- Are we getting regular reports from district staff on the status of implementation efforts?
- What other kind of evidence—surveys of teachers or students, or periodic audits of classroom assignments, for example—should we be collecting to understand where things are going well...and where not?

Source:



#3. Educator evaluation:  
how do we make certain this  
work reinforces the standards  
work, and doesn't just exist in  
a separate silo?



In many states, districts, current  
timelines are a mess—with lots  
of conflicting signals that  
undermine both pieces of work.


# What can you do?

Given federal requirements, boards  
have only limited ability to change  
timelines, but...


# Critical questions for School Board Members:

- Are our HR and academic shops talking to each other and planning their work jointly?
- Do our observation rubrics reinforce practices associated with the new standards?
- Does our feedback process concentrate on standards implementation?
- During the transition to new assessments, are we weighing old assessments more than they should be?

## #4. Communication with parents and community.



Even parents whose own education is limited can be serious partners with us in this work. But only if they get the information they need.



Parents need understandable  
information about the whats and  
whys of the new standards.

They will also need help knowing what to make of educator evaluation. Especially true in states—and those numbers will grow—with policies regarding parental notice.



## Critical questions for School Board Members

- How are we communicating with parents about the whats and whys of the new standards?
- How are we communicating with them about educator evaluation?
- Often enough? Clear enough?
- Are we leaving some parents out?
- Do we have a way of knowing if concerns are building?

Source:

#5. Preparing your  
community for the drop in  
assessment results.

This is something we have lots of experience with as a country: when results drop, folks think schools are getting worse unless they know IN ADVANCE what to expect and why.

Every district will need to find multiple ways—notices home, community meetings, work with journalists (print, radio, tv), CBO's—to help people know what to expect.


(And if YOU want to know what to expect, take a look at NAEP or SAT/ACT “college ready” numbers.)

## Critical questions for School Board Members:

- What's our best estimate of what the new numbers will look like?
- Have we prepared parents, media? Once or more than once?
- Who are our most effective messengers with different audiences? Are they deployed?
- Are we ready for the first data release?
- Are our teachers and principals prepared to respond to questions from frantic parents?

Source:

## #6. Utilizing results from educator evaluation

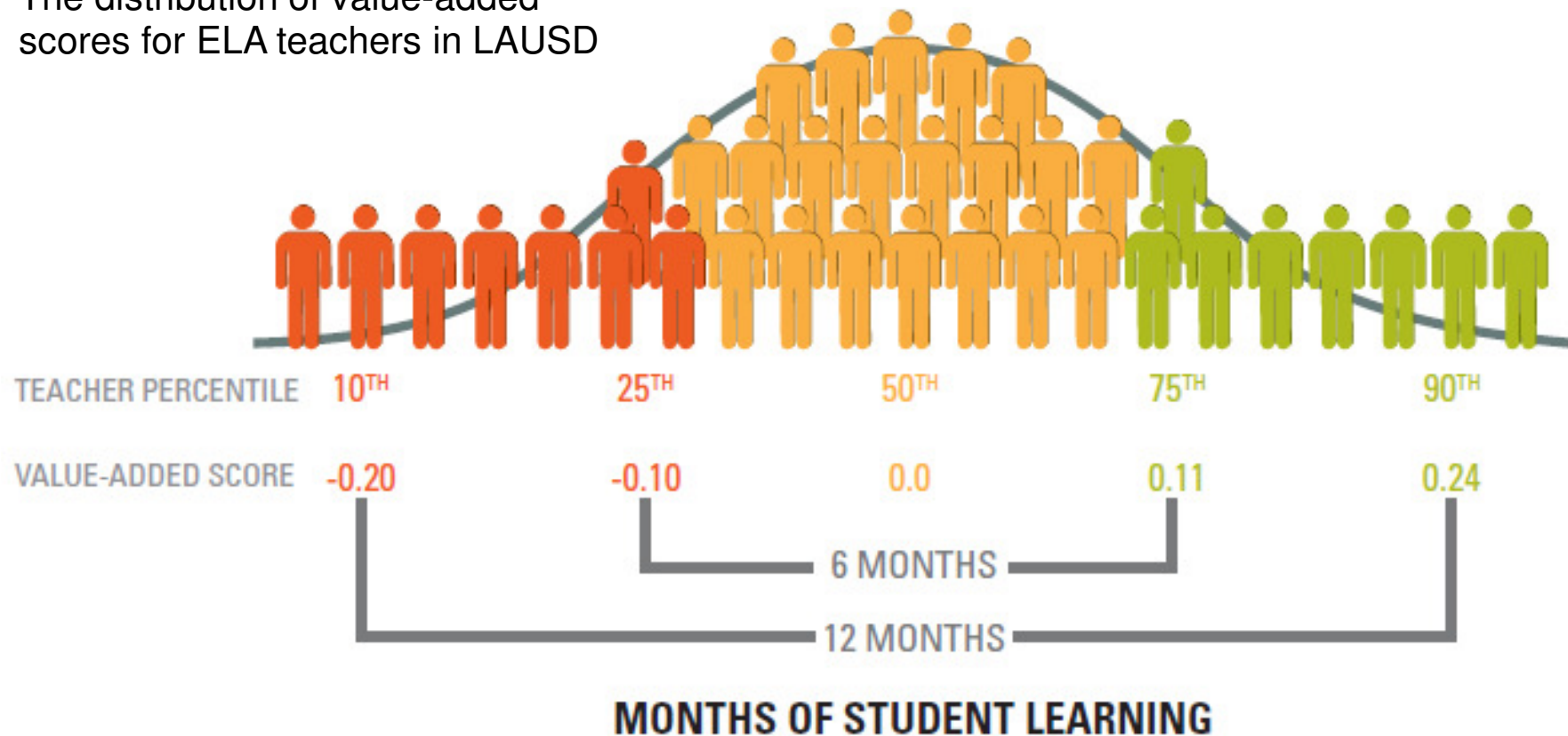


If this just becomes an exercise in  
rating people, we won't have  
accomplished much.



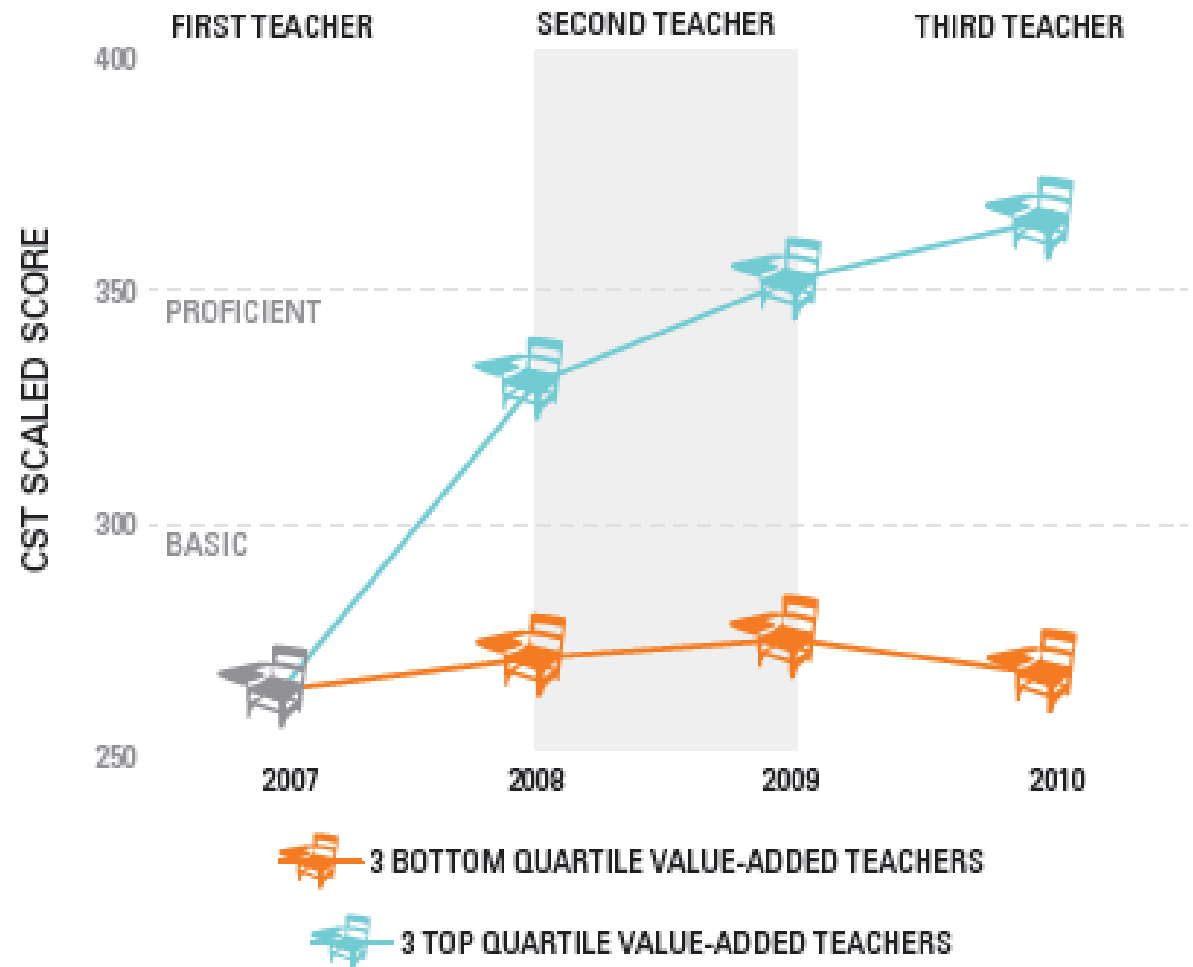
# DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING

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



# ACCESS TO MULTIPLE EFFECTIVE TEACHERS CAN DRAMATICALLY AFFECT STUDENT LEARNING

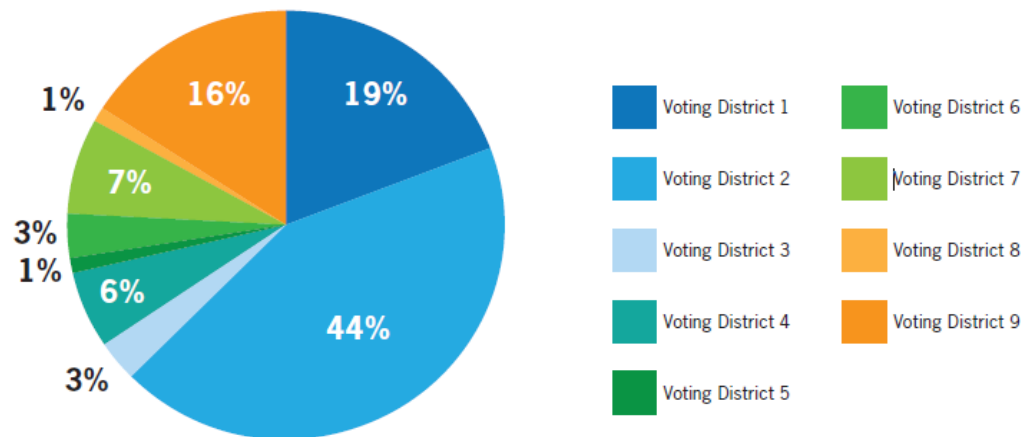
CST math proficiency trends for second-graders at 'Below Basic' or 'Far Below Basic' in 2007 who subsequently had three consecutive high or low value-added teachers



*Miami:* “A significantly higher proportion of first-year teachers taught in classrooms in District 1 and 2, more so than any other geographic area of the school district.”

*The evidence:* Out of all 1<sup>st</sup> year teachers in Miami, 63% taught in Districts 1 and 2.

Number of teachers with less than 1 year of experience 2012-2013



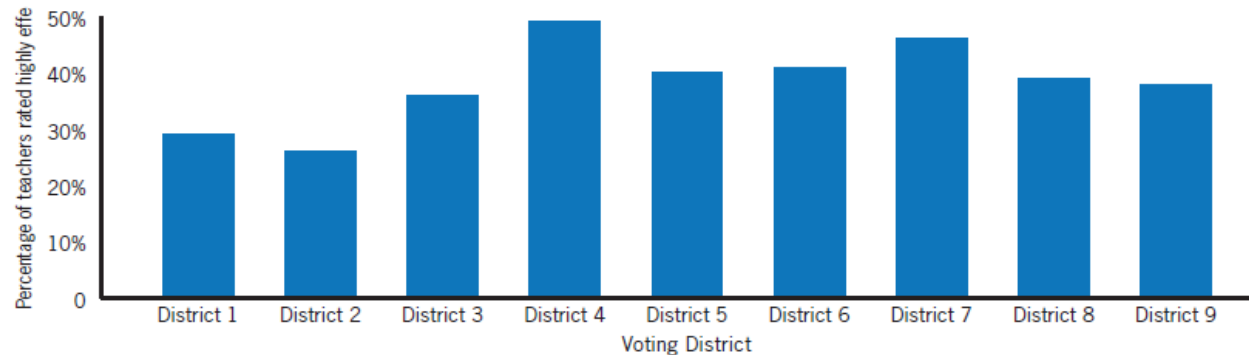
*Can we be sure there's a problem? What else would we need to know?*

*Almost two-thirds of the first-year teachers in Miami-Dade were either hired or placed in voting districts 1 and 2.*

Source: NCTQ, 2014. *Unequal Access, Unequal Results*

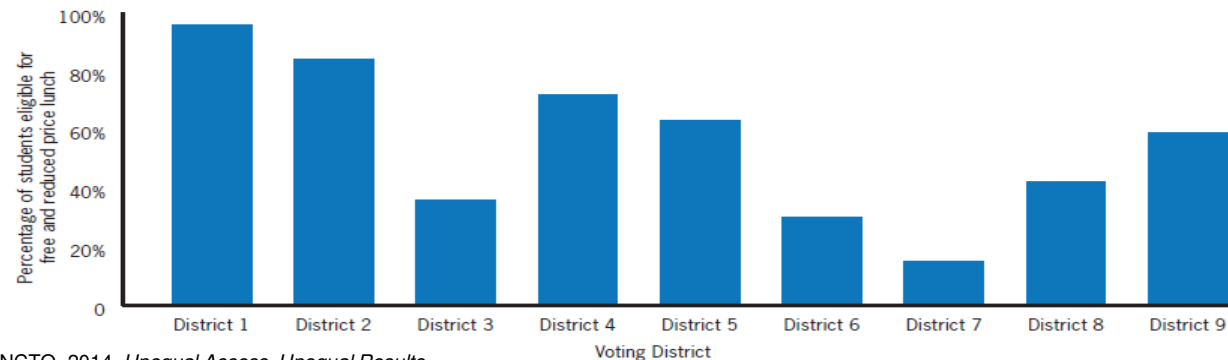
*Miami:* Districts 1 & 2 have the lowest percentage of highly effective teachers.

Percentage of teachers rated highly effective, by district



What do you notice when you look at the trend across *all* voting districts?

Percentage of schools in Miami-Dade where at least 80 percent of students qualify for free and reduced price lunch



Source: NCTQ, 2014. *Unequal Access, Unequal Results*

How could the value-added scoring of teachers in untested grades/subjects be contributing to these results?


## Critical questions for School Board Members:

- Are we sure our educators are getting clear, useful feedback and have strong supports for improvement? How?
- What kinds of changes in salary schedules, titles and roles would reinforce the move to put effectiveness at the center?
- How equitably are our most- and least-effective teachers distributed across different kinds of schools? Where is our plan to make patterns more fair?

#7. This is NOT mostly about teachers,  
by the way. First rate school leaders  
need to be at the heart of your strategy.


# Elmont Memorial Junior-Senior High School





While much has been said about the importance of quality teachers, high quality principals are the most important of all.





Every district needs a strategy to  
secure high quality principals.

This is WAY TOO IMPORTANT to be  
left to higher education.

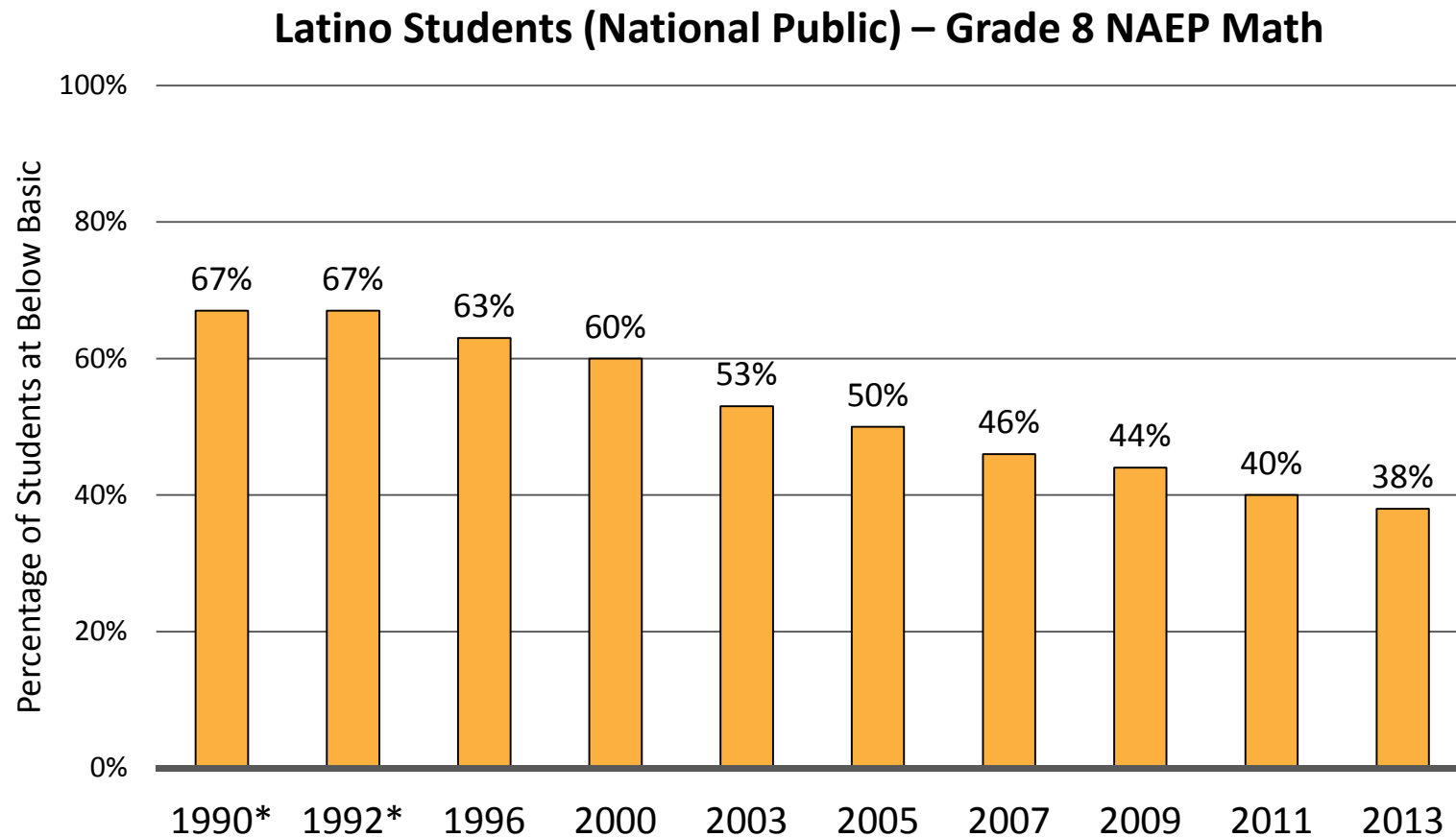
(See Charlotte for good example.)

# Critical questions for School Board Members:

- Where do our principals come from?
- Are some sources better than others?
- Do we have an adequate supply of high quality principals?
- If not, where is our action plan?

## #8. Minding gaps at the high end

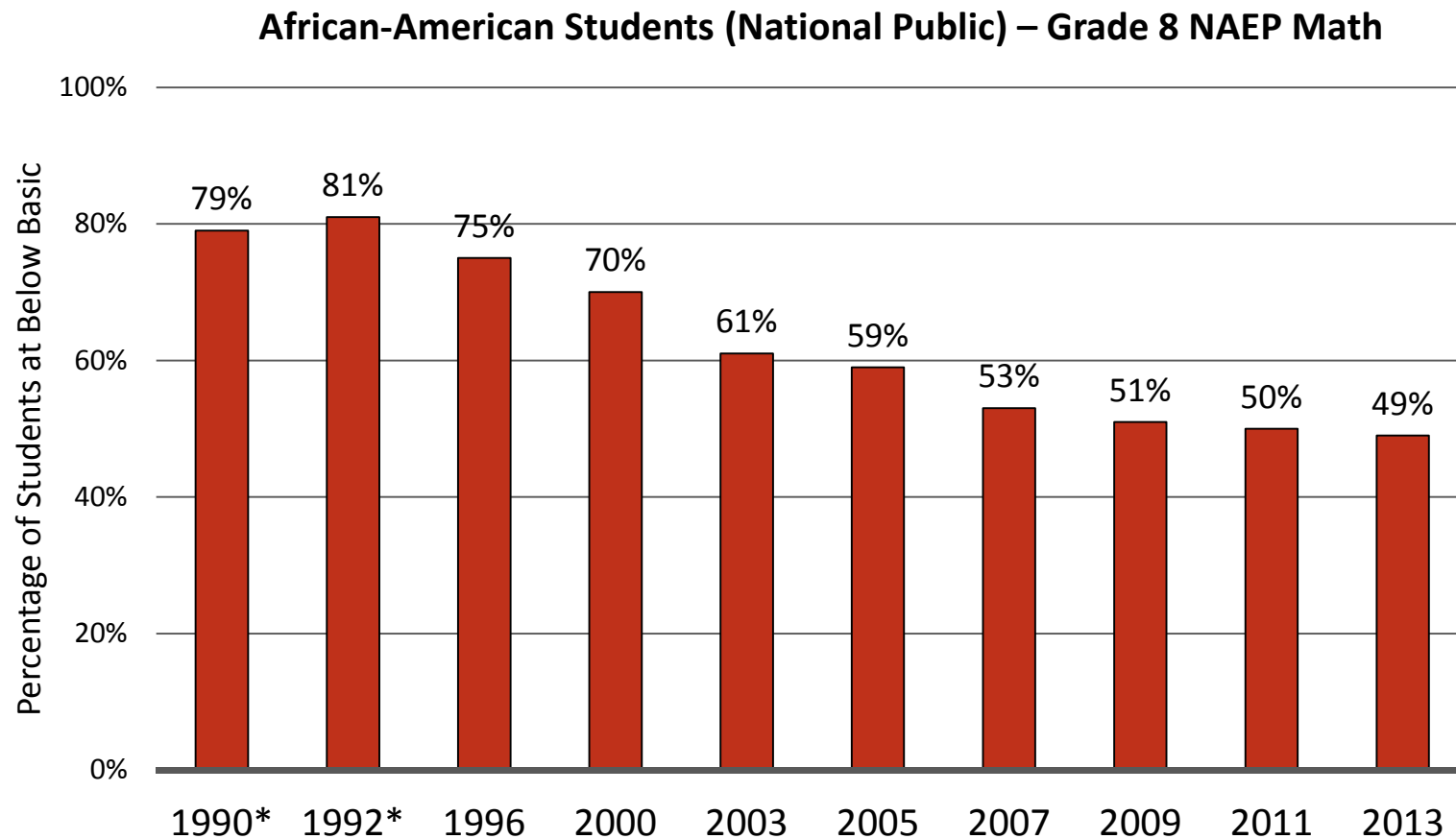
# Percentage Below Basic Over Time



\*Accommodations not permitted


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

# Percentage Below Basic Over Time



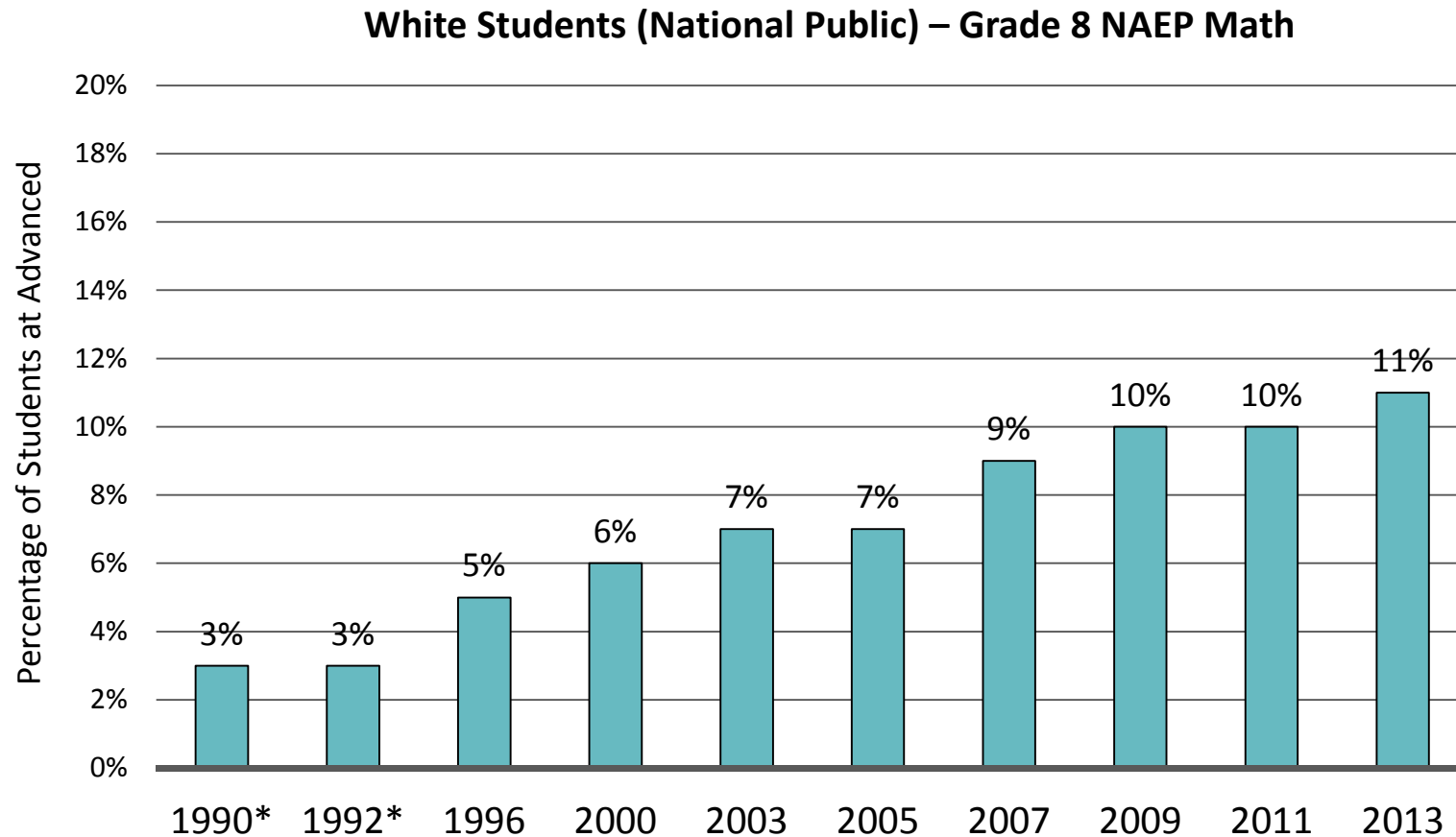
\*Accommodations not permitted

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



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

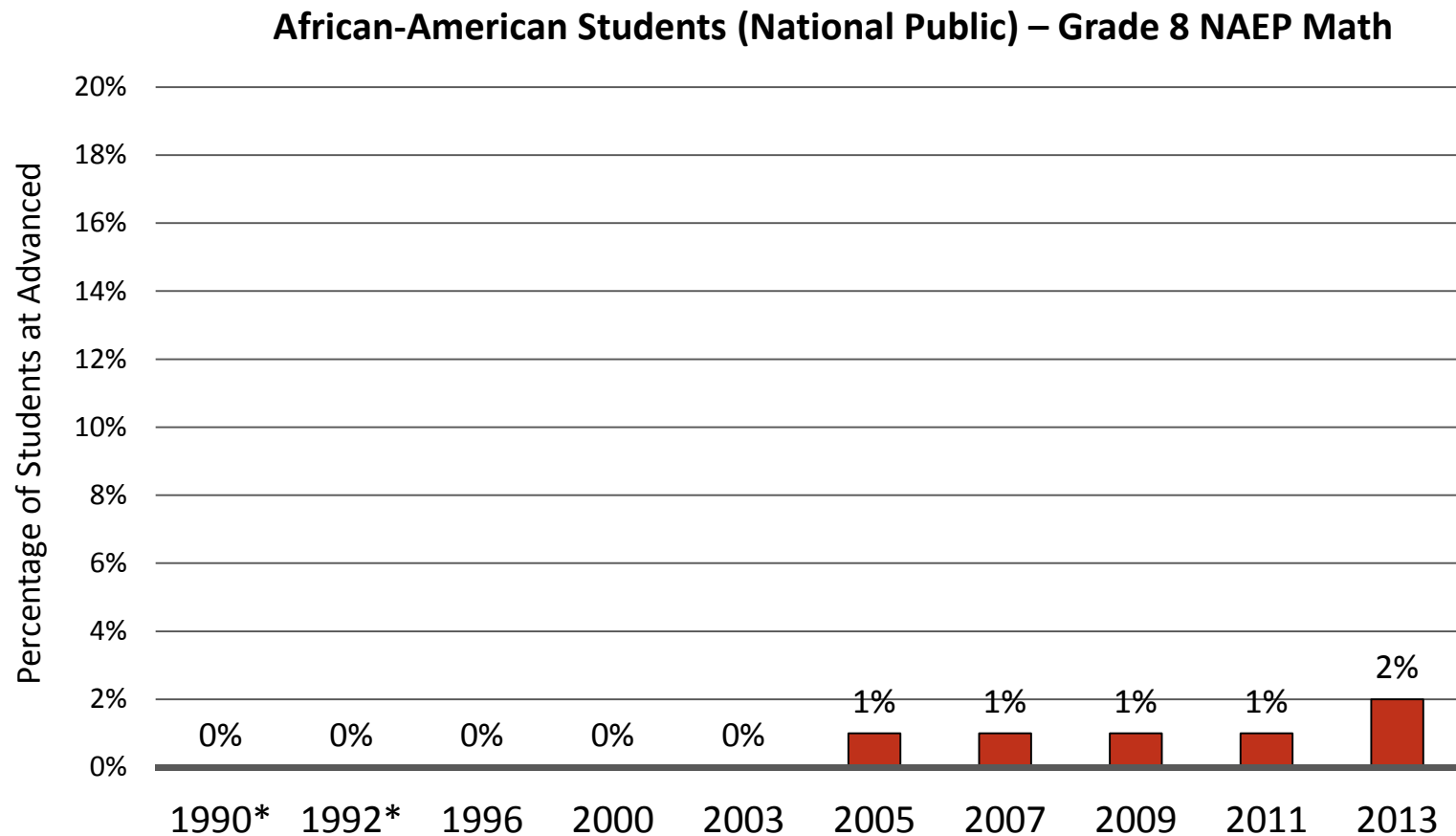
# Percentage Advanced Over Time



\*Accommodations not permitted

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

# Percentage Advanced Over Time

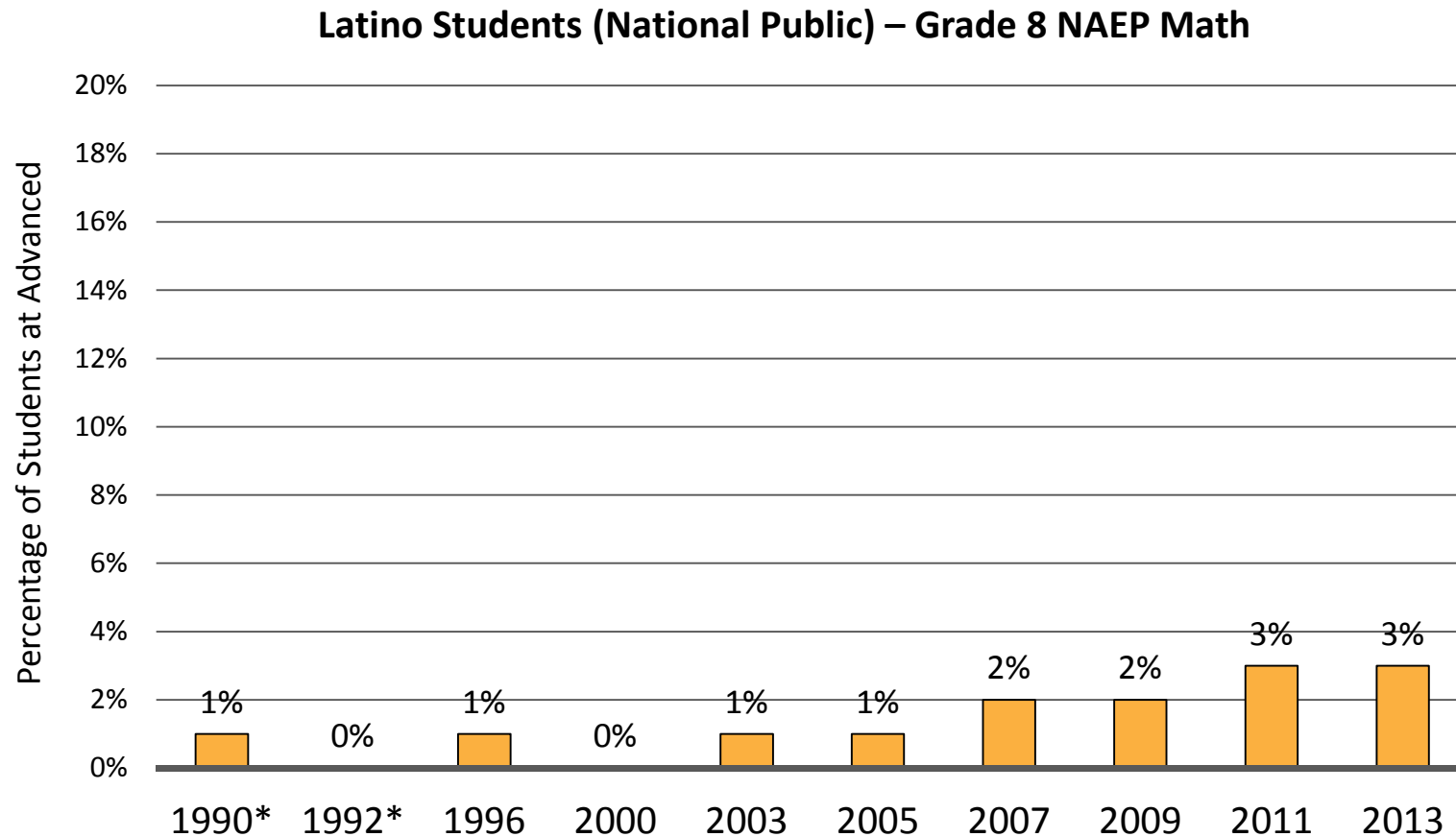


\*Accommodations not permitted

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



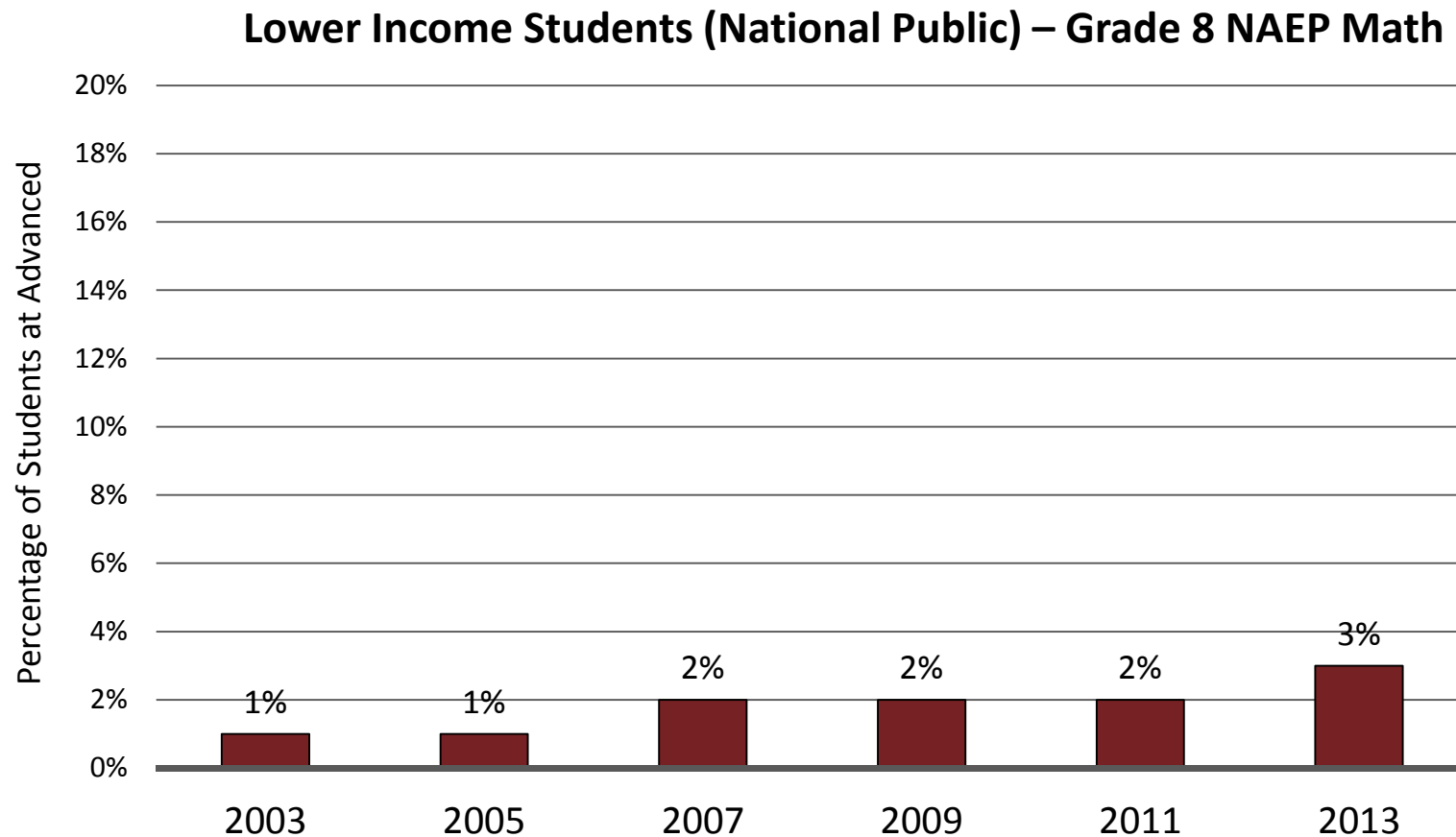
# Percentage Advanced Over Time




\*Accommodations not permitted

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

# Percentage Advanced Over Time



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



Important to make sure your district  
has a strategy to move kids to the  
highest levels.


# Critical Questions for School Board Members:

- How much progress have we made in reducing the number of students performing at the low-end? Are there differences for different groups?
- How much progress have we made in increasing the number of students at the advanced level? Are there differences for different groups?
- Where is our plan for moving more low-income students and students of color to the high end of performance?



All in all, not a very long list.

But there are some hard things on it.



If not to do the hard, important  
things, though, why else did you  
run?

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