Ed Pioneers
San Francisco

January 29, 2015

USING DATA TO DEEPEN UNDERSTANDING AND PROMPT ACTION

A Look at How the Data Guys at the Ed Trust Do Their Work

The Education Trust

In your work, you regularly have to organize data in a way that will help your audience understand something and, often, act on it.

Rather than create a fake teaching tool for you, decided to walk you through a real presentation I recently made—but stop, as I go, to explain a little bit about why.

THE EDUCATION TRUST

Raising Achievement and Closing Gaps Between Groups:

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

Oregon School Boards Association
Portland, OR
November, 2014

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…

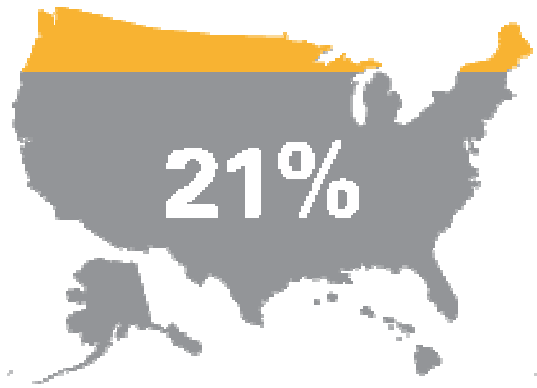
And they knew the “Dream” was a work in progress.

We were:

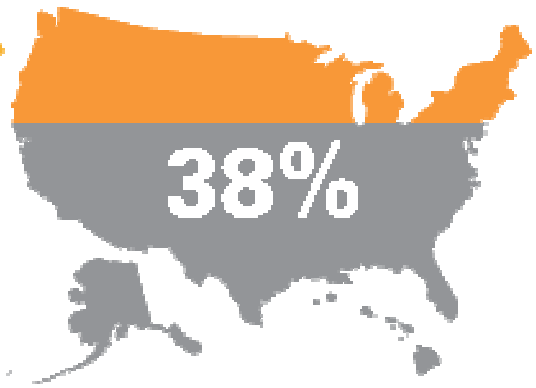
- The first to provide universal high school;
- The first to build public universities;
- The first to build community colleges;
- The first to broaden access to college, through GI Bill, Pell Grants, …

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

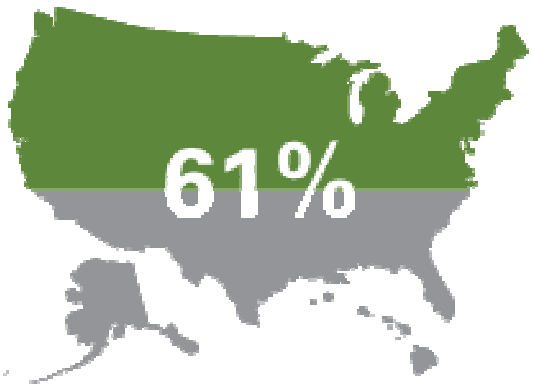
1920



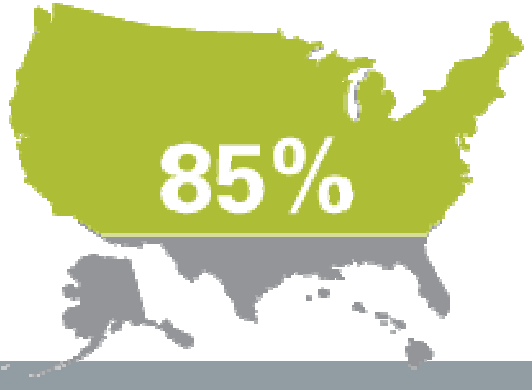
1940



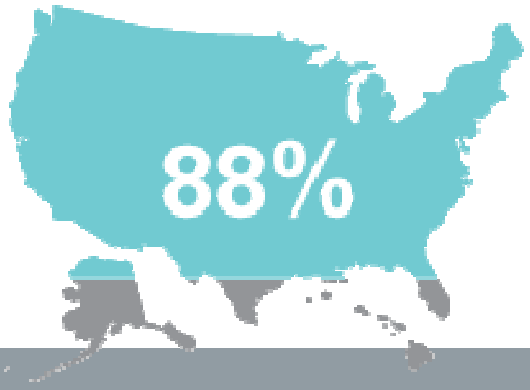
1960



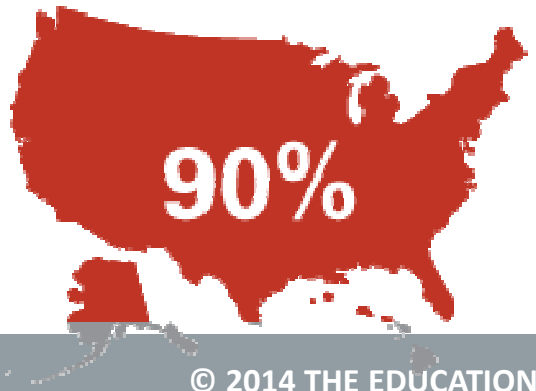
1980



2000

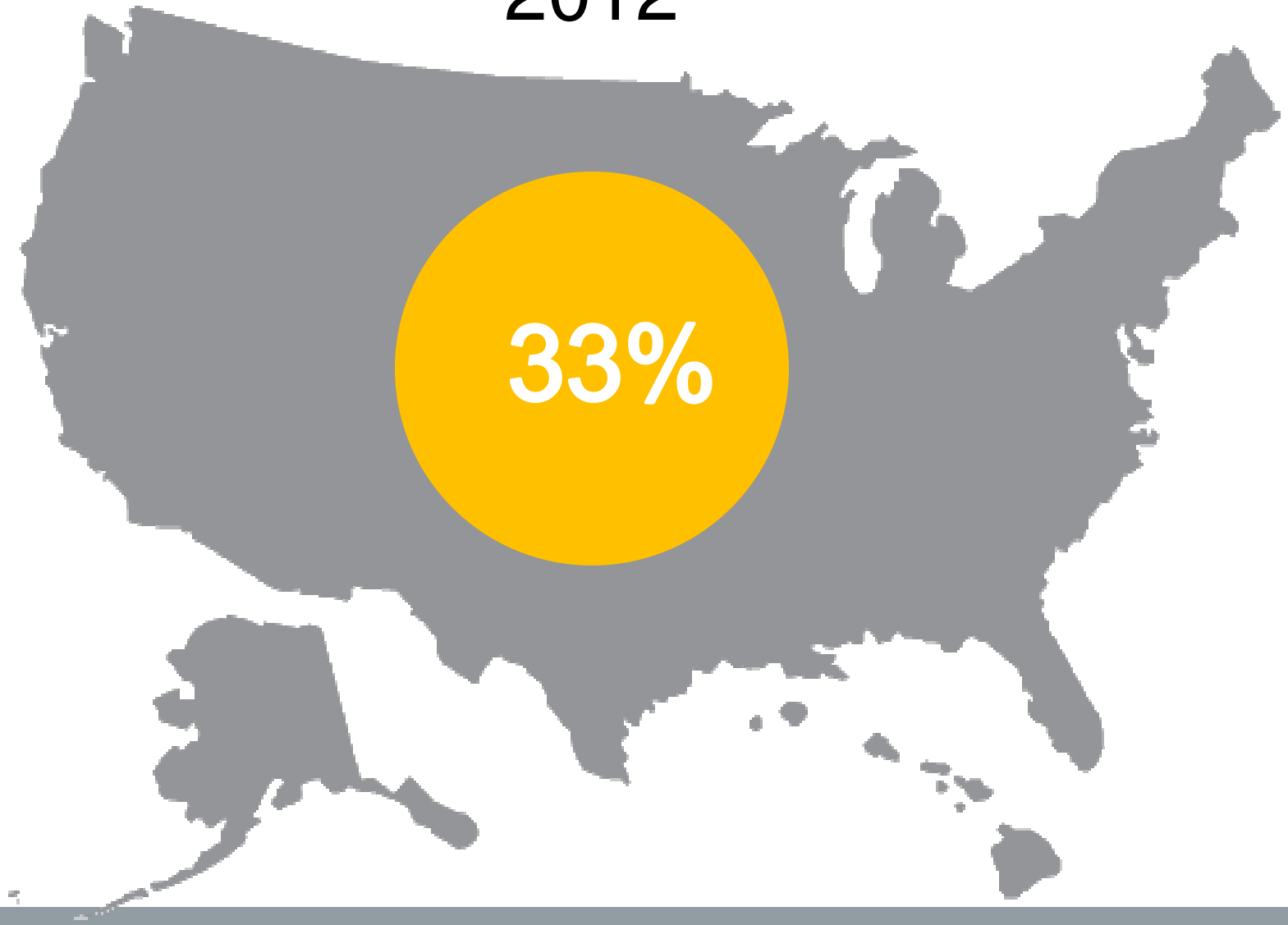


2012



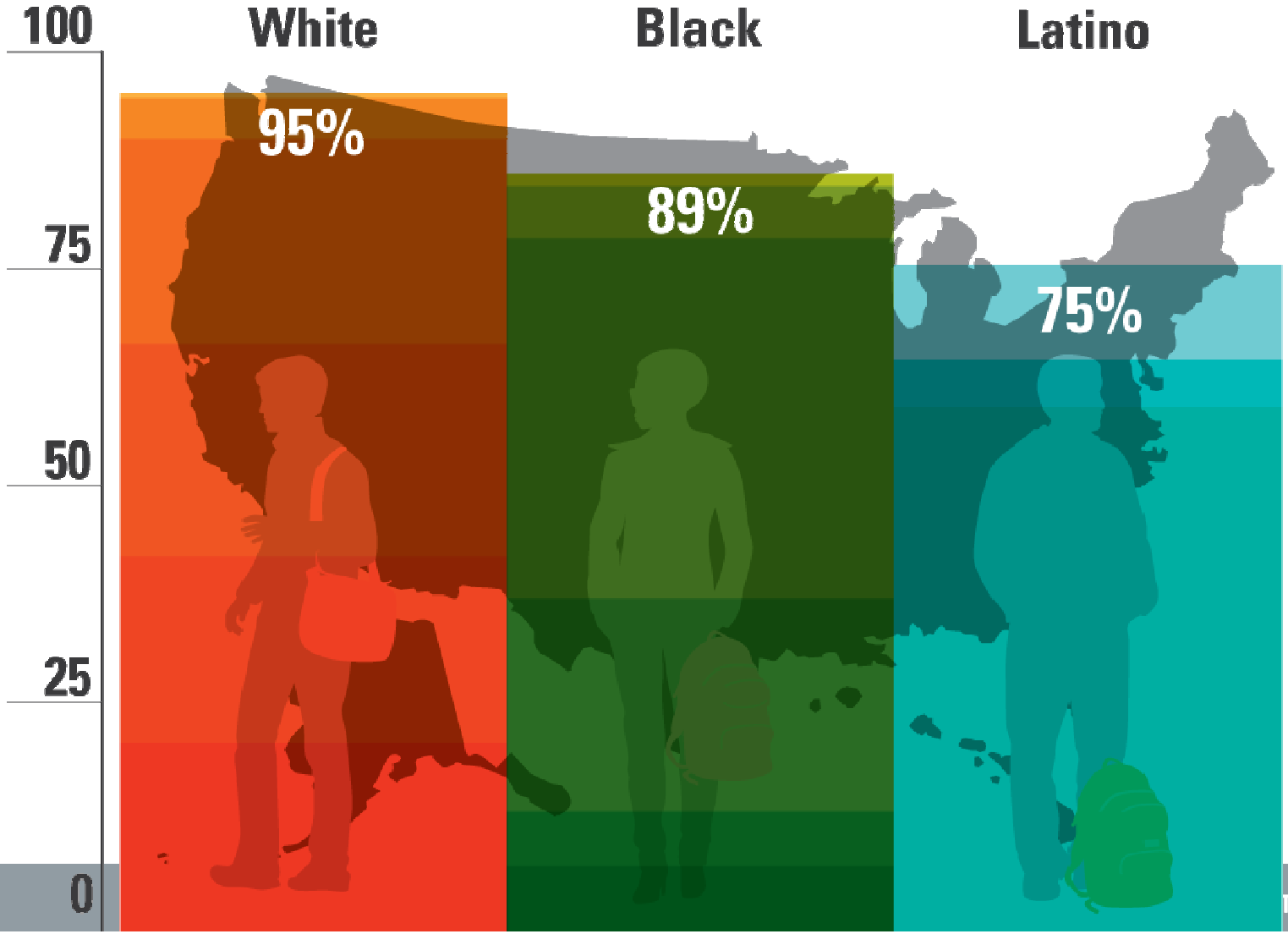
Percent of U.S. adults with a B.A. or more

2012



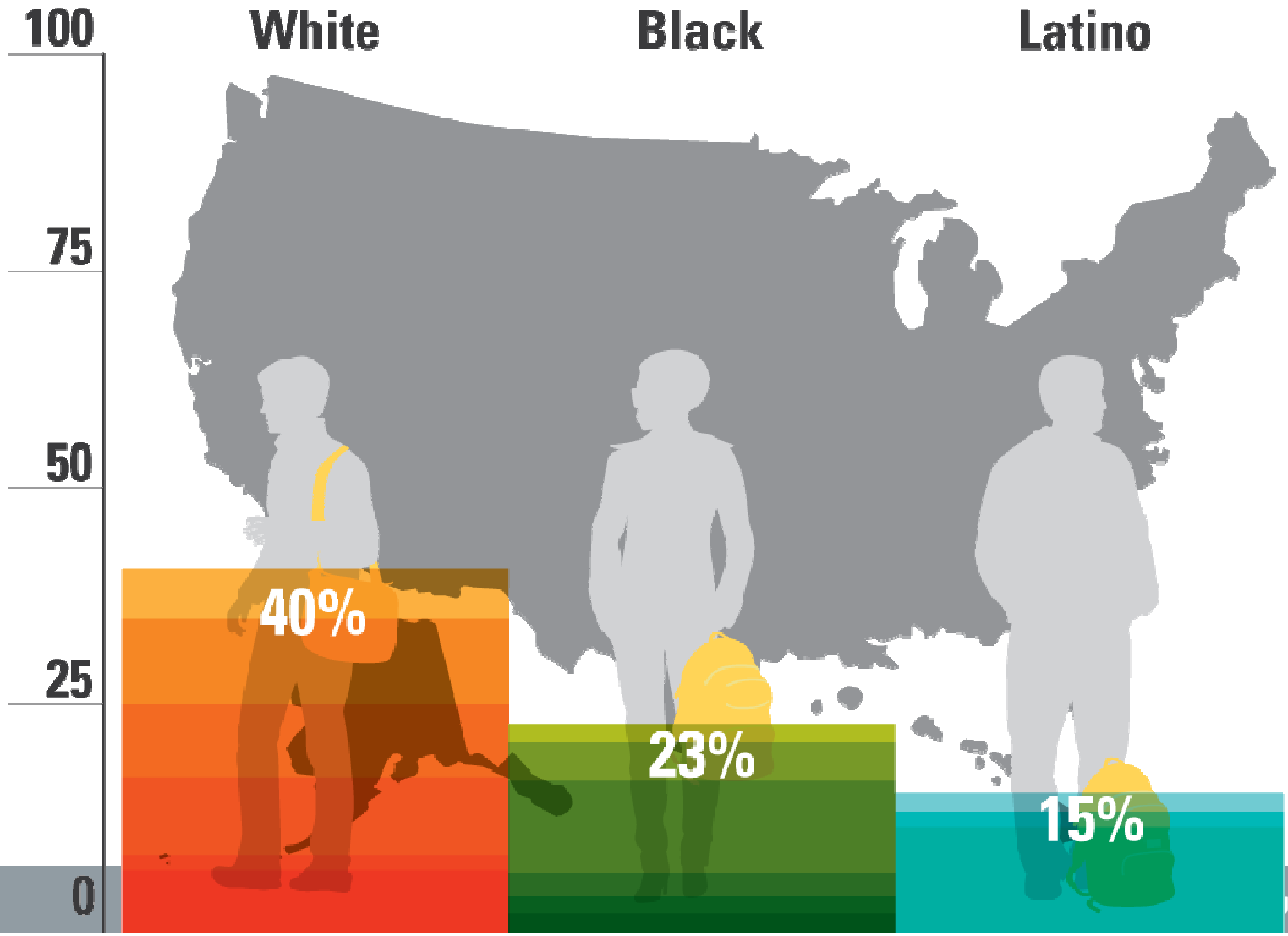
Progress was painfully slow, especially for people of color. But year by year, decade by decade…

Percent of U.S. adults with a high school diploma, by r[illegible]
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%.

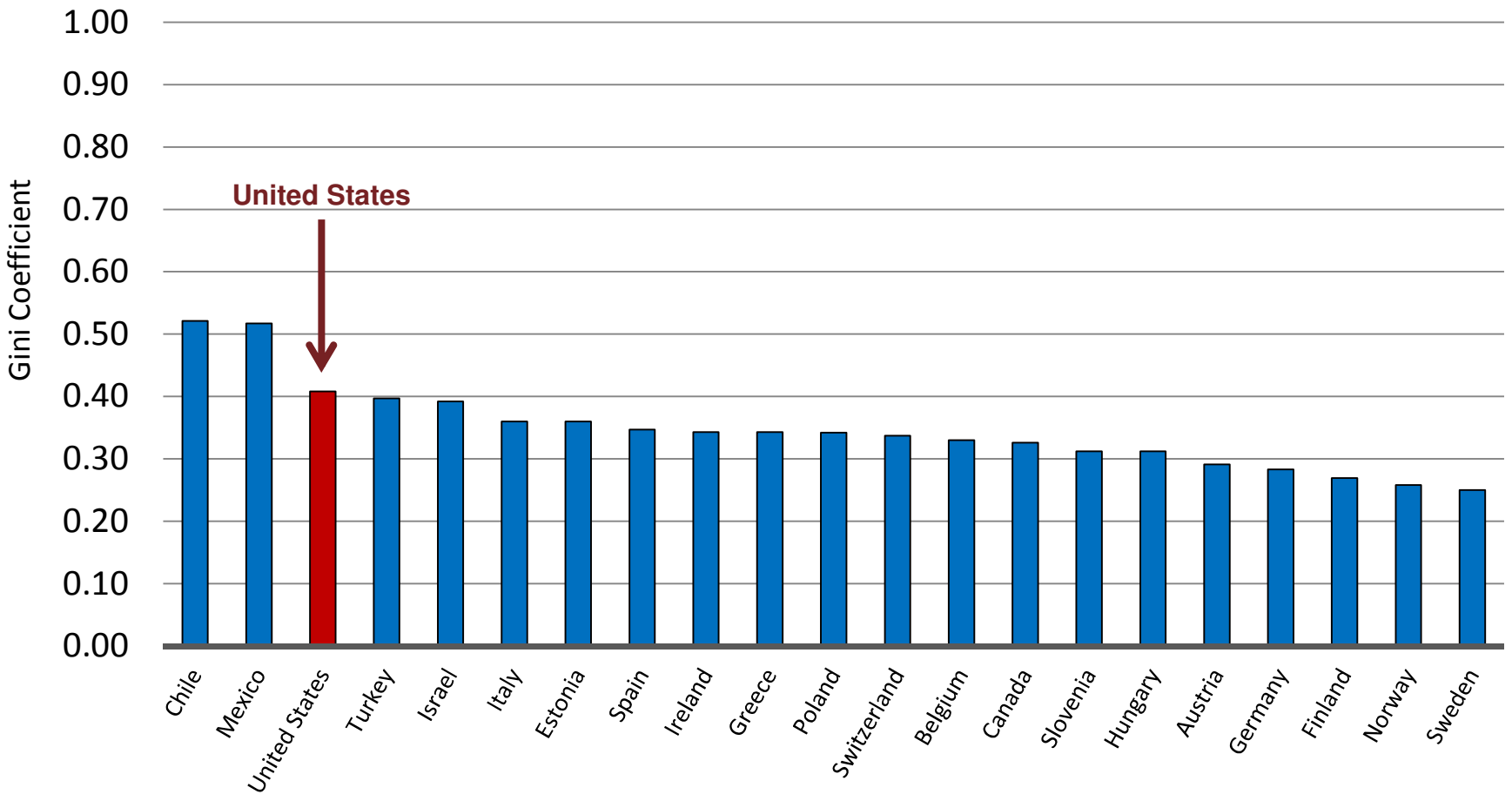
Source: Stiglitz, “Inequality is a Choice,” *New York Times*, October 13, 2013.

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

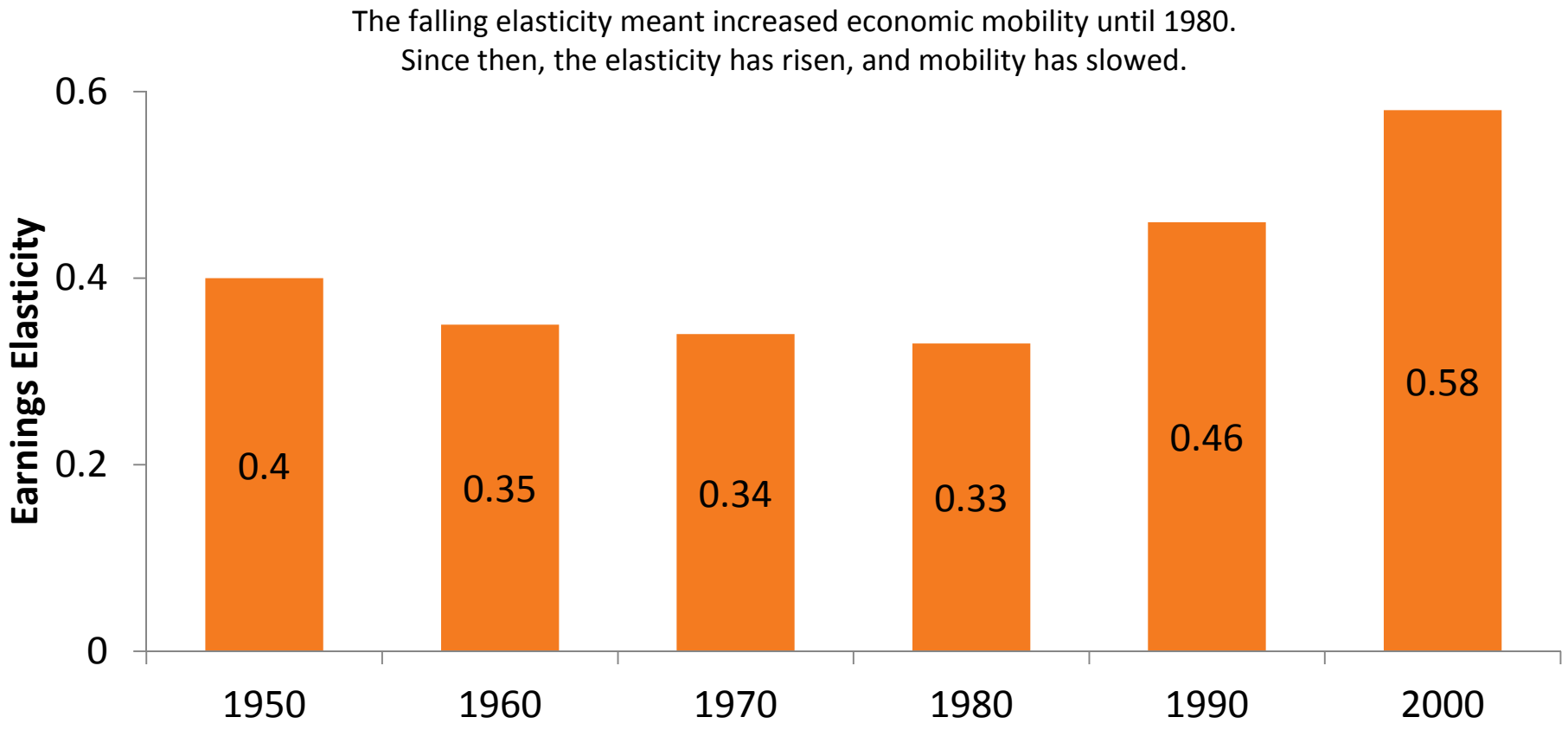
20 X that of African Americans

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.

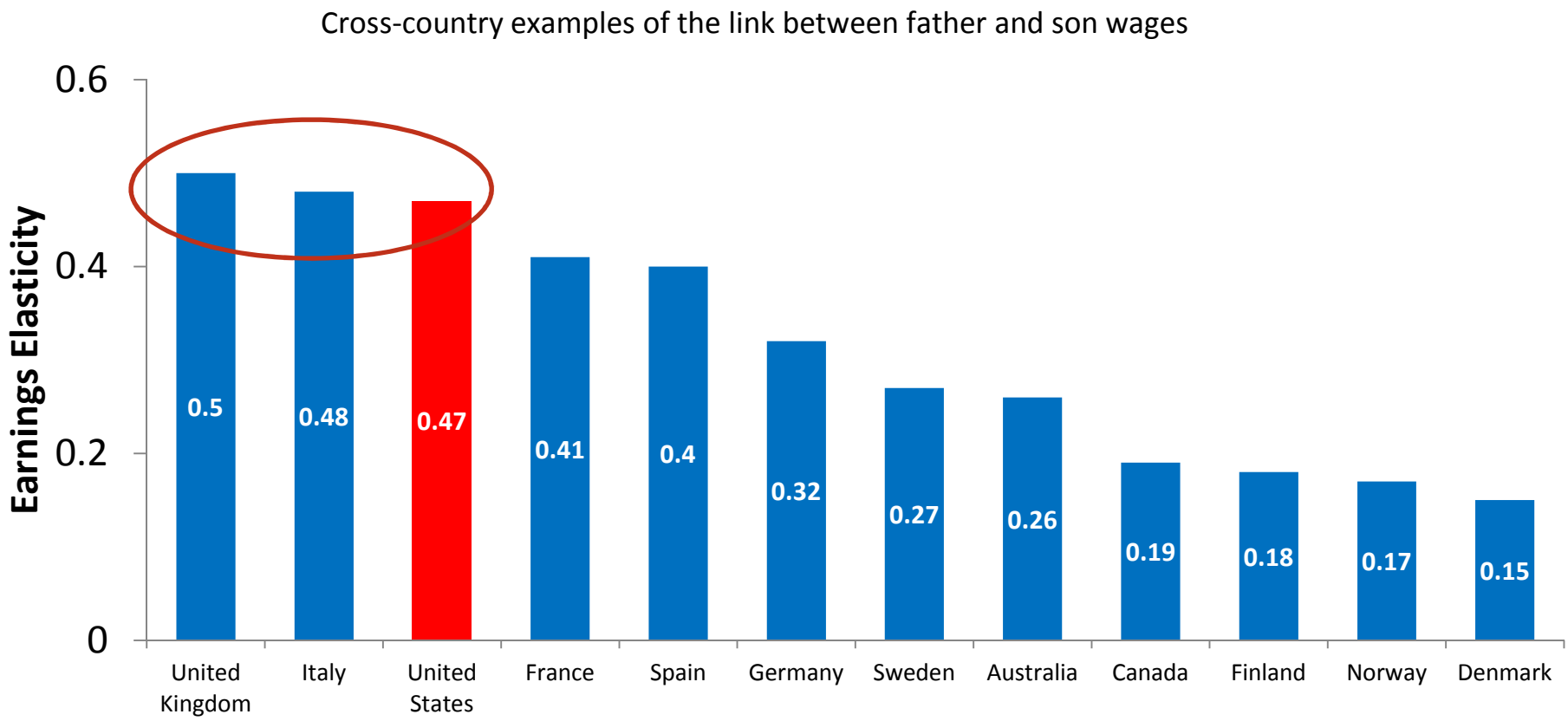
Not just wages and wealth, but social mobility as well.

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



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



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, what did I just do:

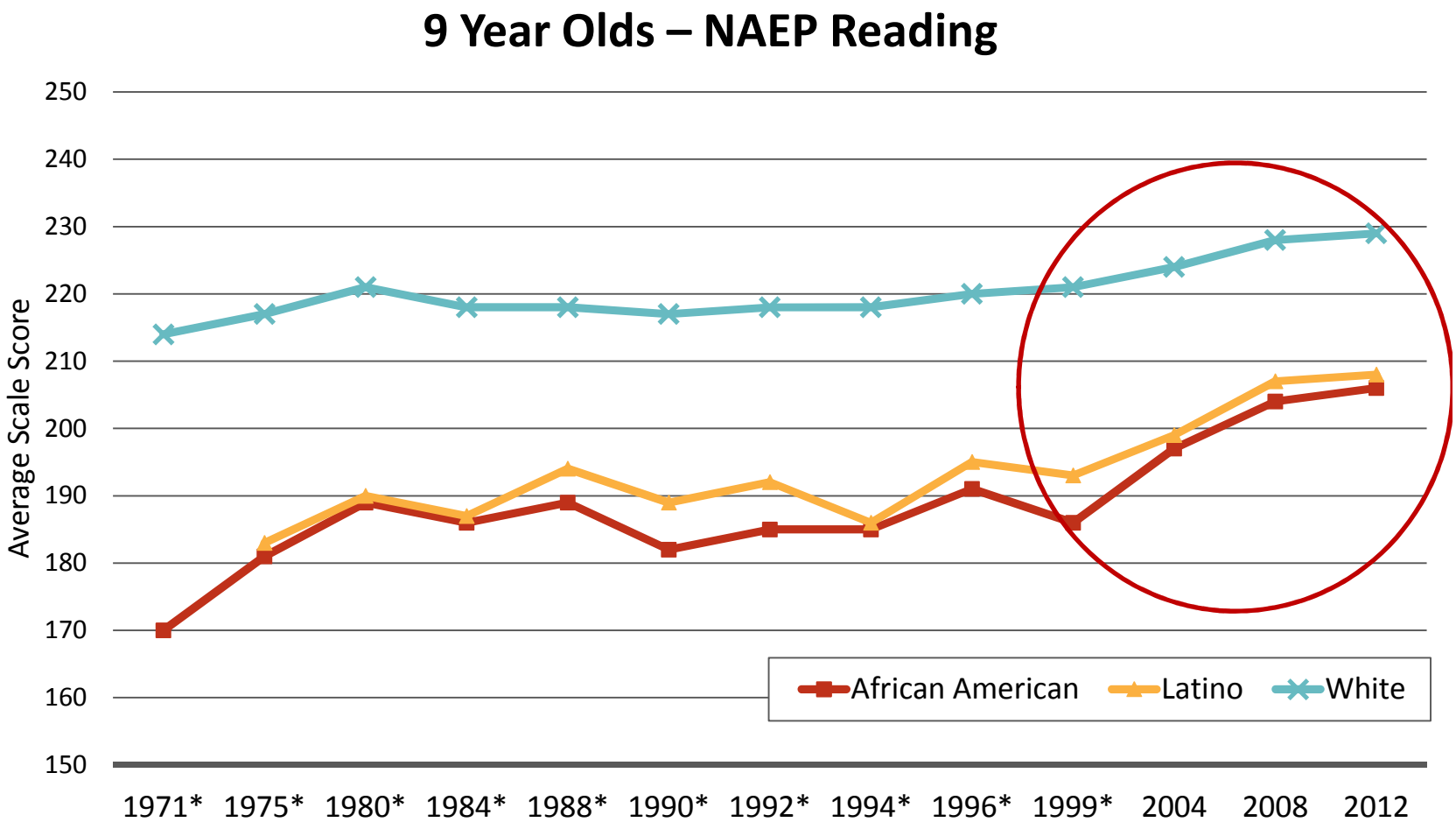
- Established a reason for them to listen—both moral and economic;
- Demonstrated that we can accomplish a lot as a country when we try; and,
- Shared a little bit of who I am, which turns out to be important.

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.

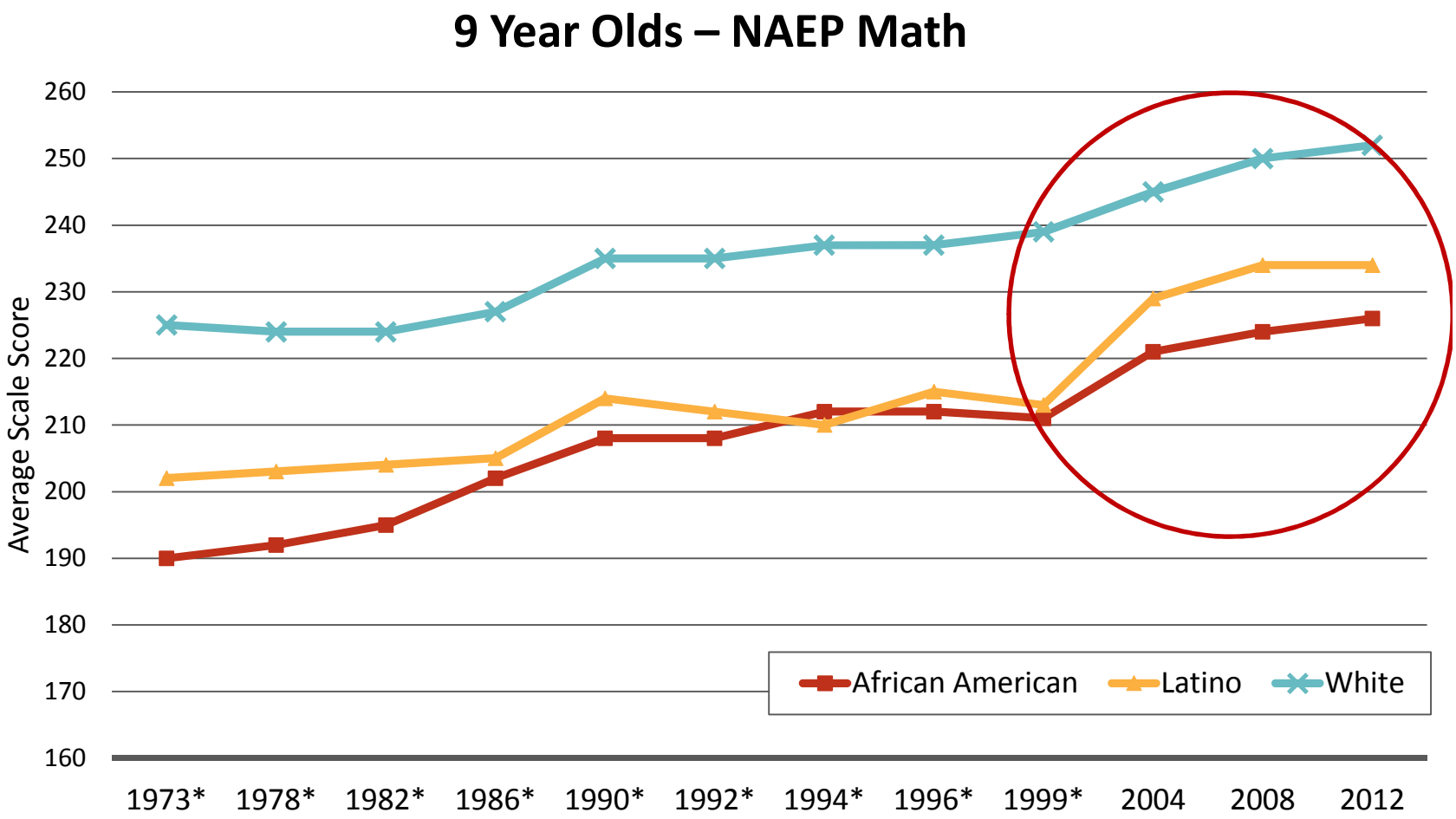
Since 1999, large gains for all groups of students, especially students of color



*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

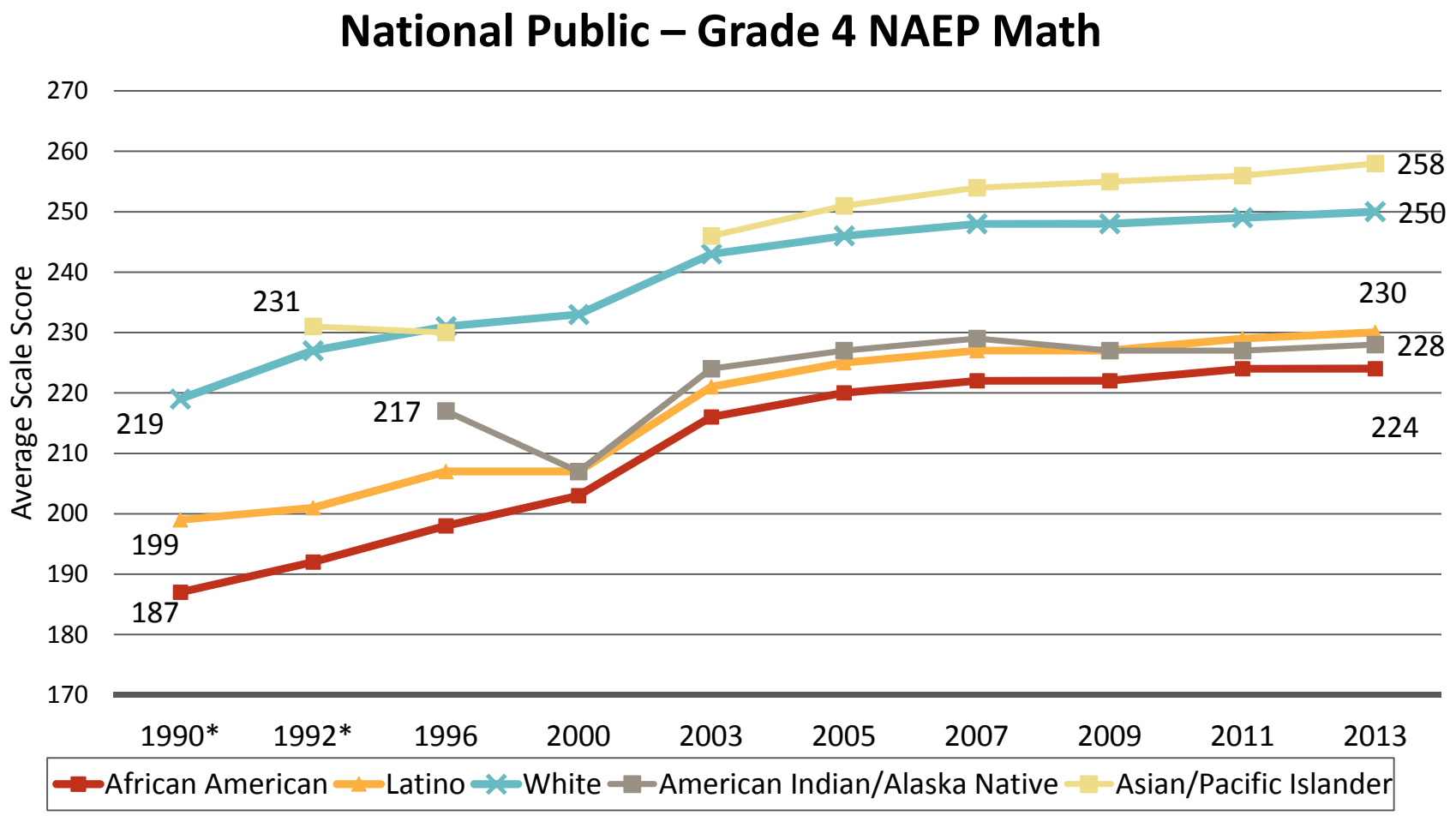


*Denotes previous assessment format

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)…

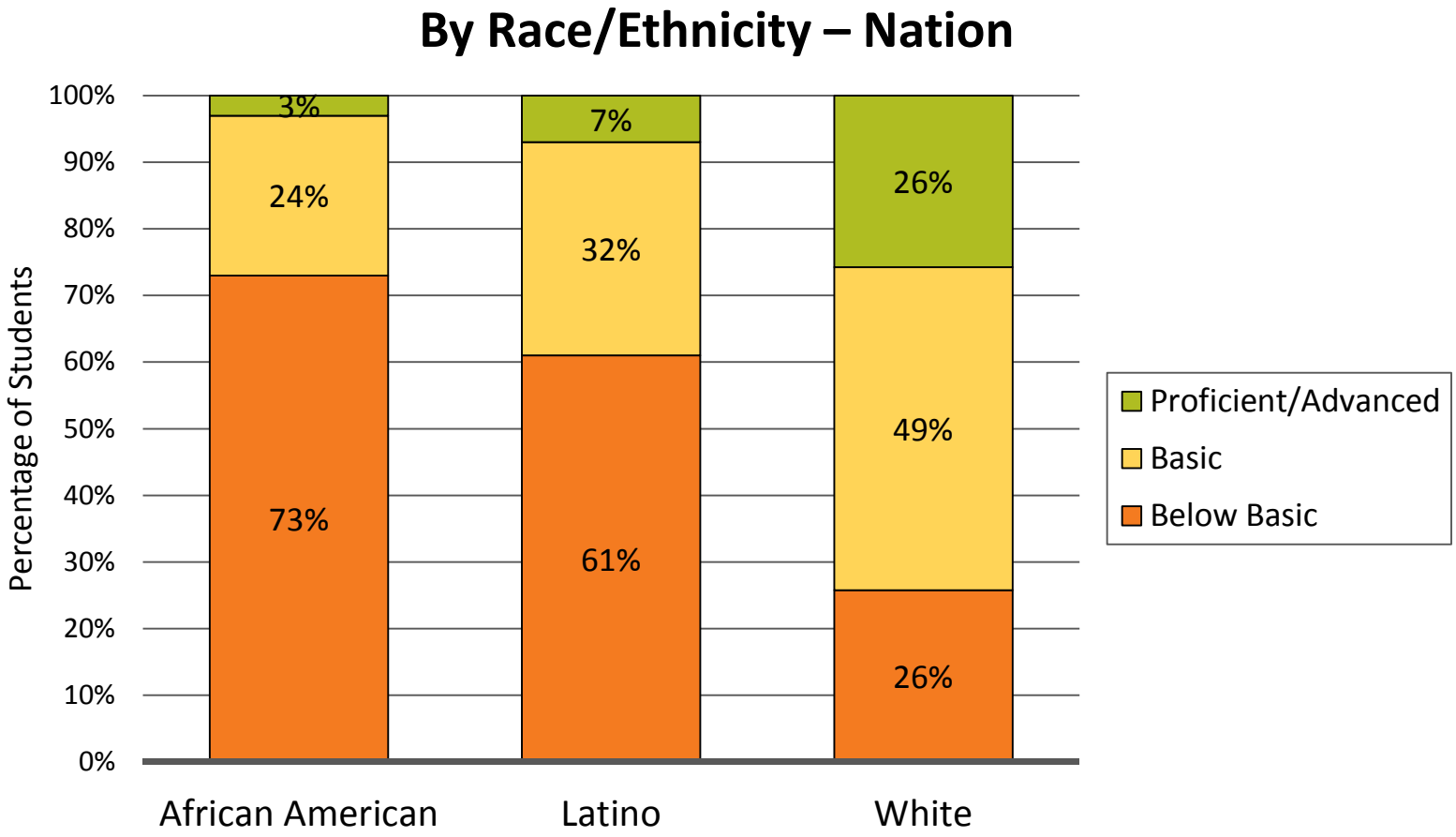
All groups have improved since 1990, but gaps between groups remain wide



*Accommodations not permitted

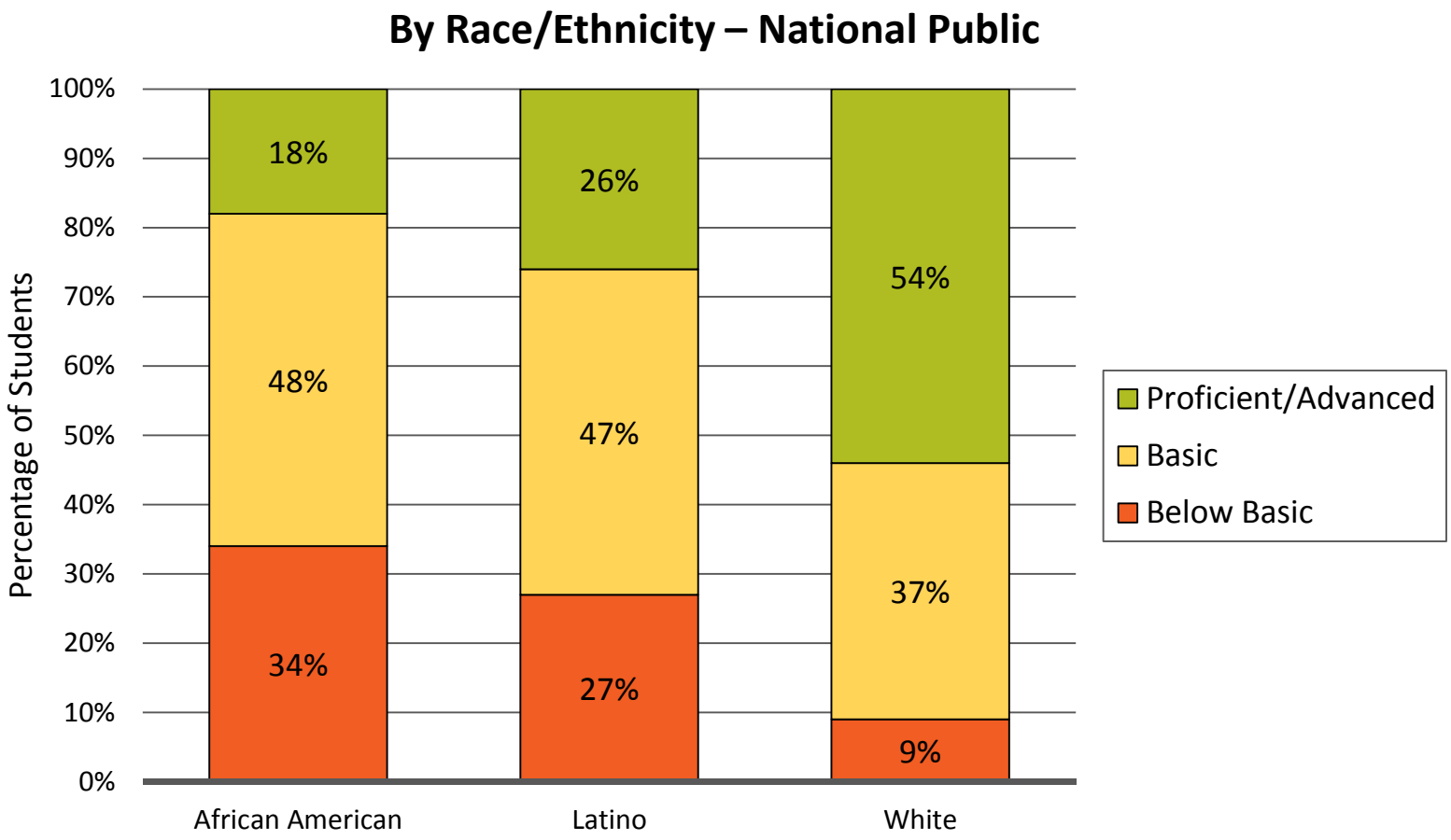
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 249)

1996 NAEP Grade 4 Math



Source:
- NAEP Data Explorer, NCES

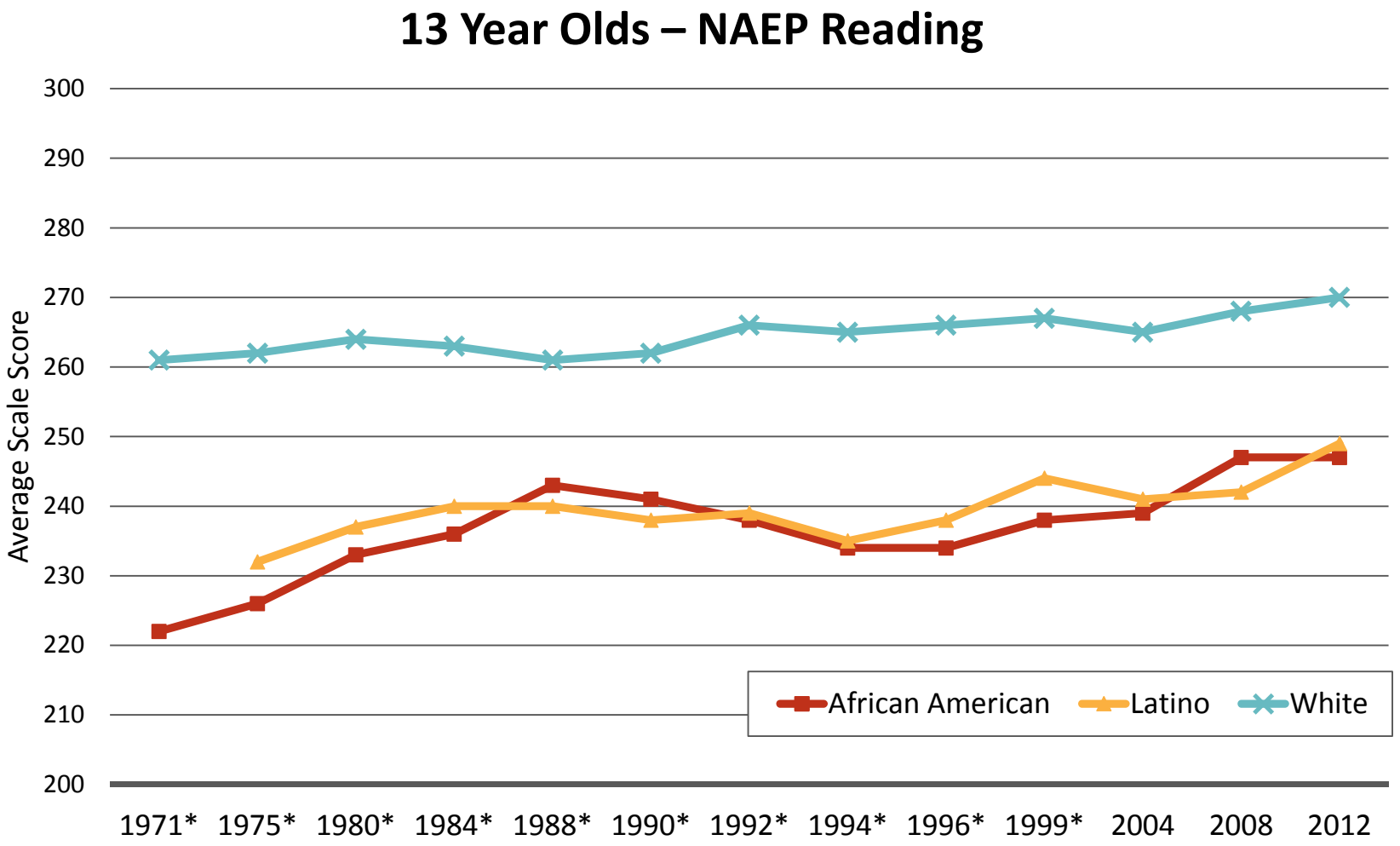
2013 NAEP Grade 4 Math



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

Middle grades are up, too.

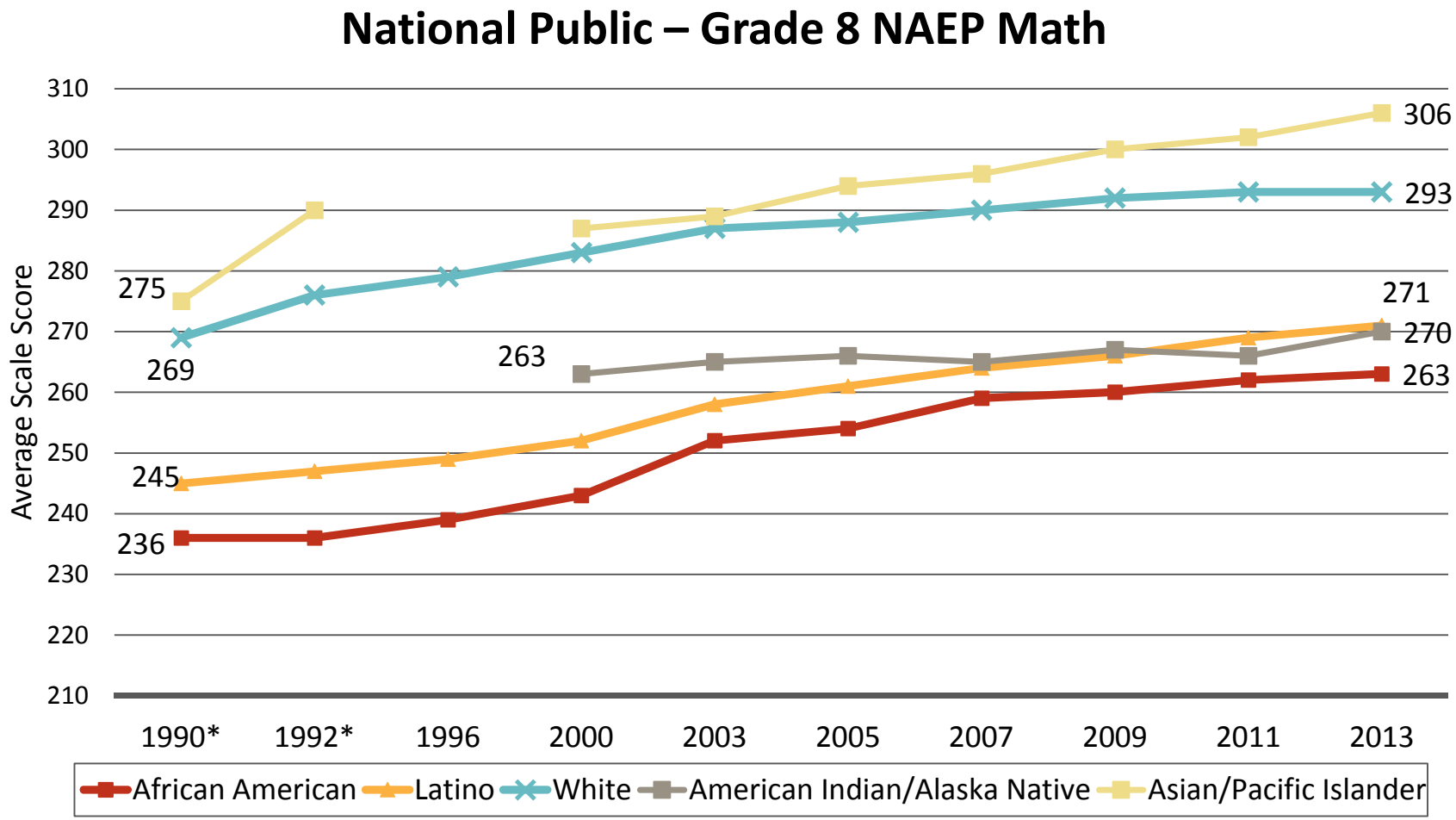
Record performance for students of color



*Denotes previous assessment format

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

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



*Accommodations not permitted

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

Bottom Line:

When we really focus on something, we make progress!

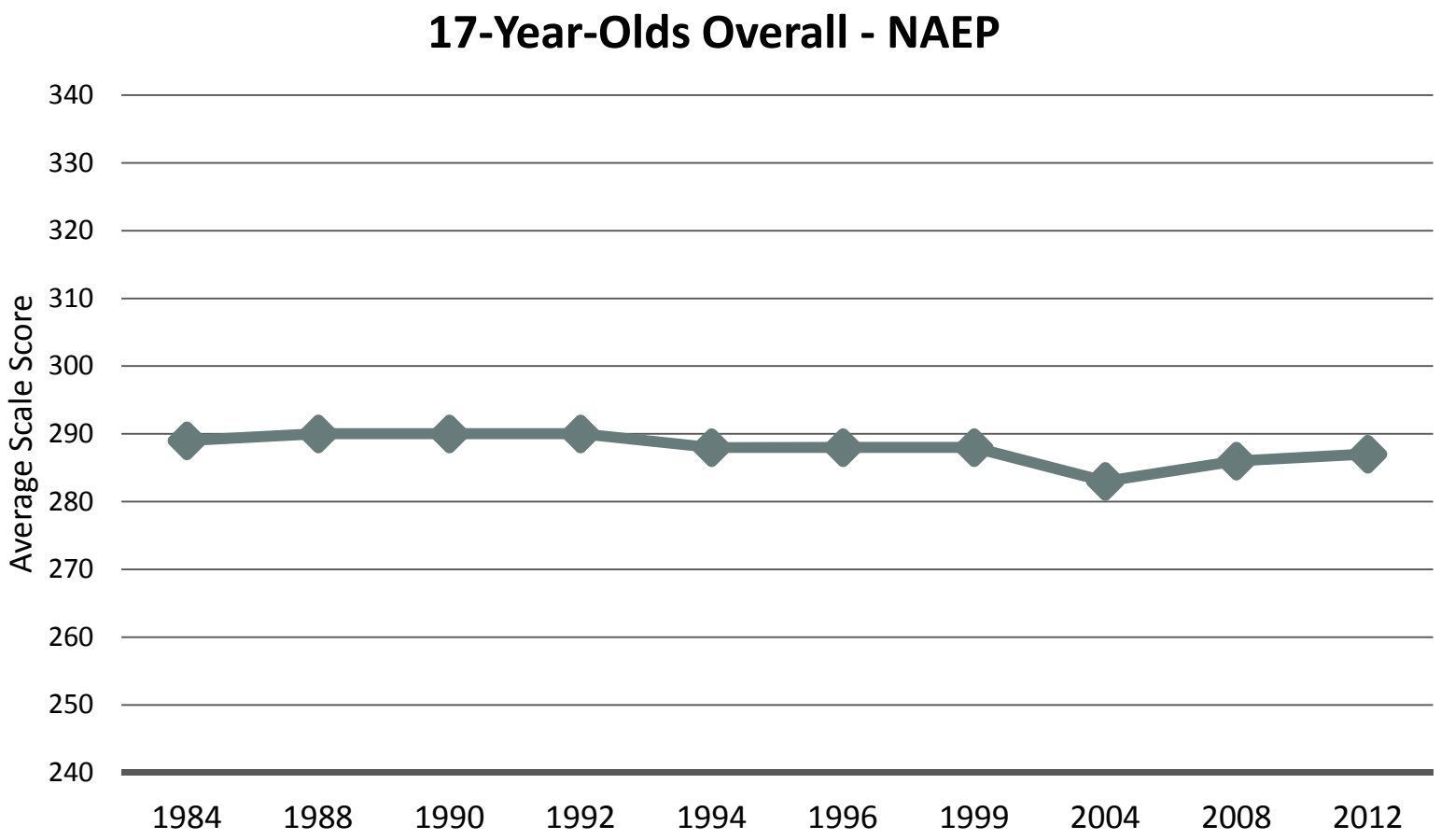
Clearly, much more remains to be done in elementary and middle school

Too many youngsters still enter high school way behind.

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

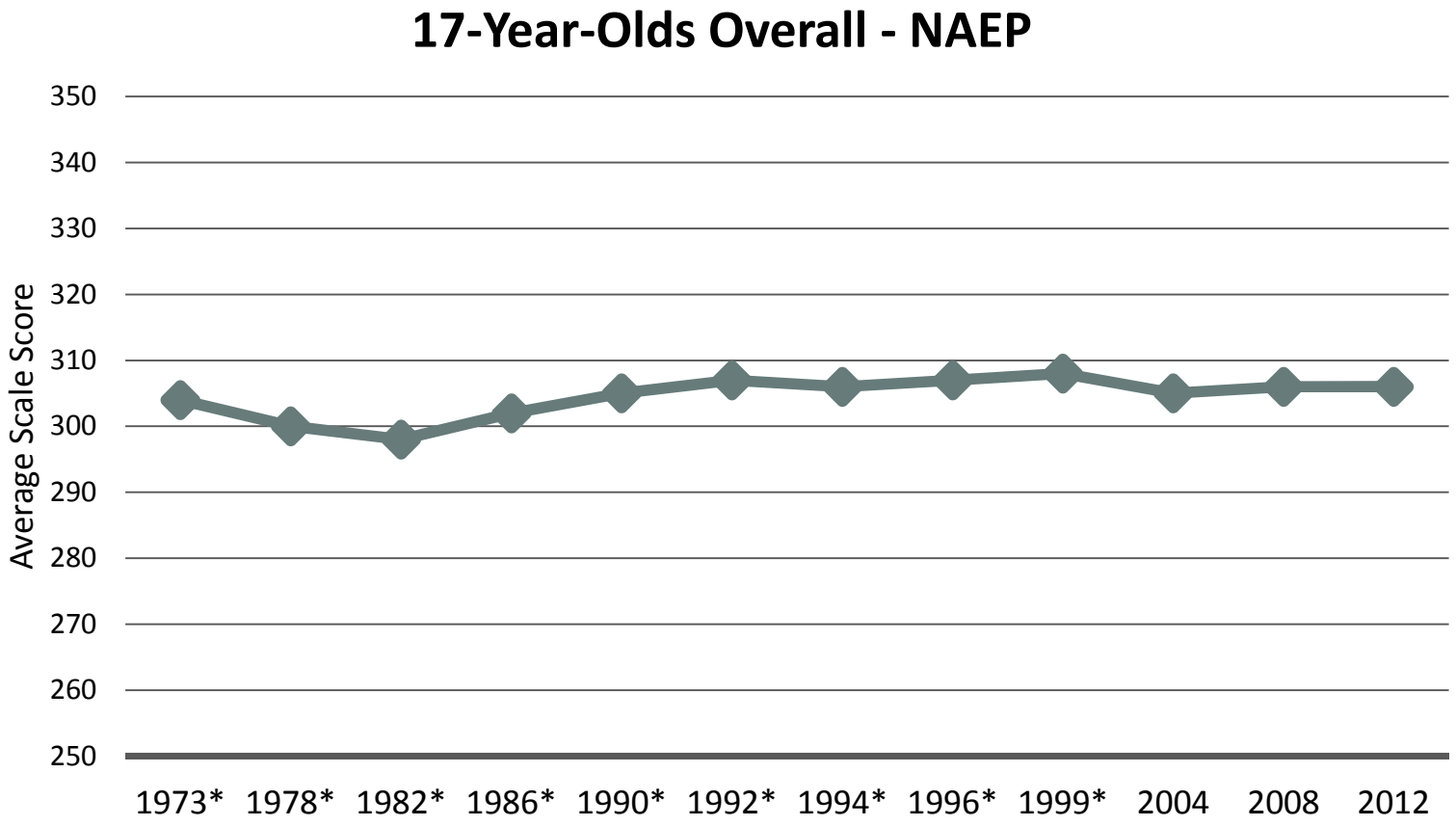
The same is NOT true
of our high schools.

Achievement is flat in reading.



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

Math achievement is flat over time.

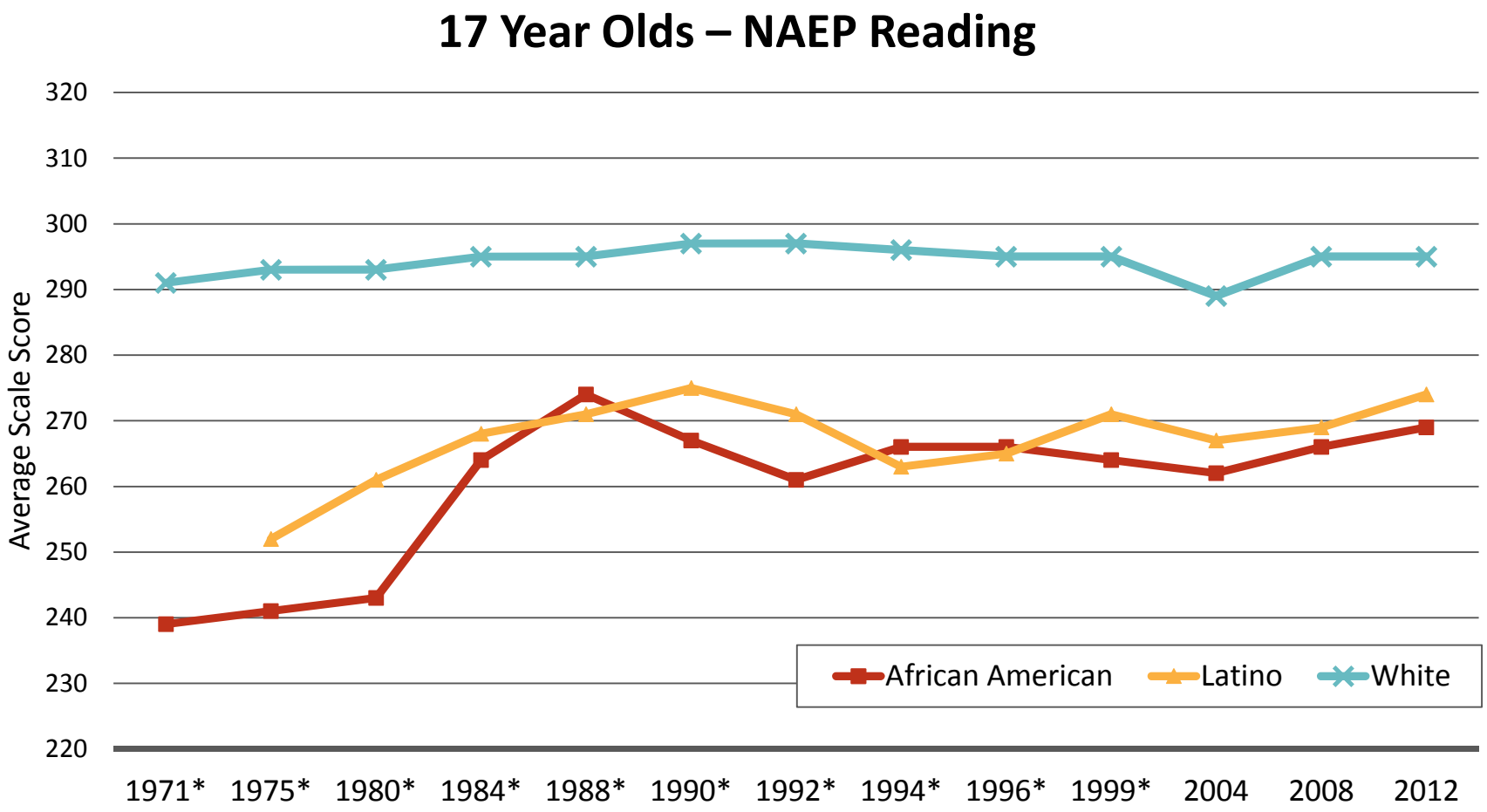


* Denotes previous assessment format

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.

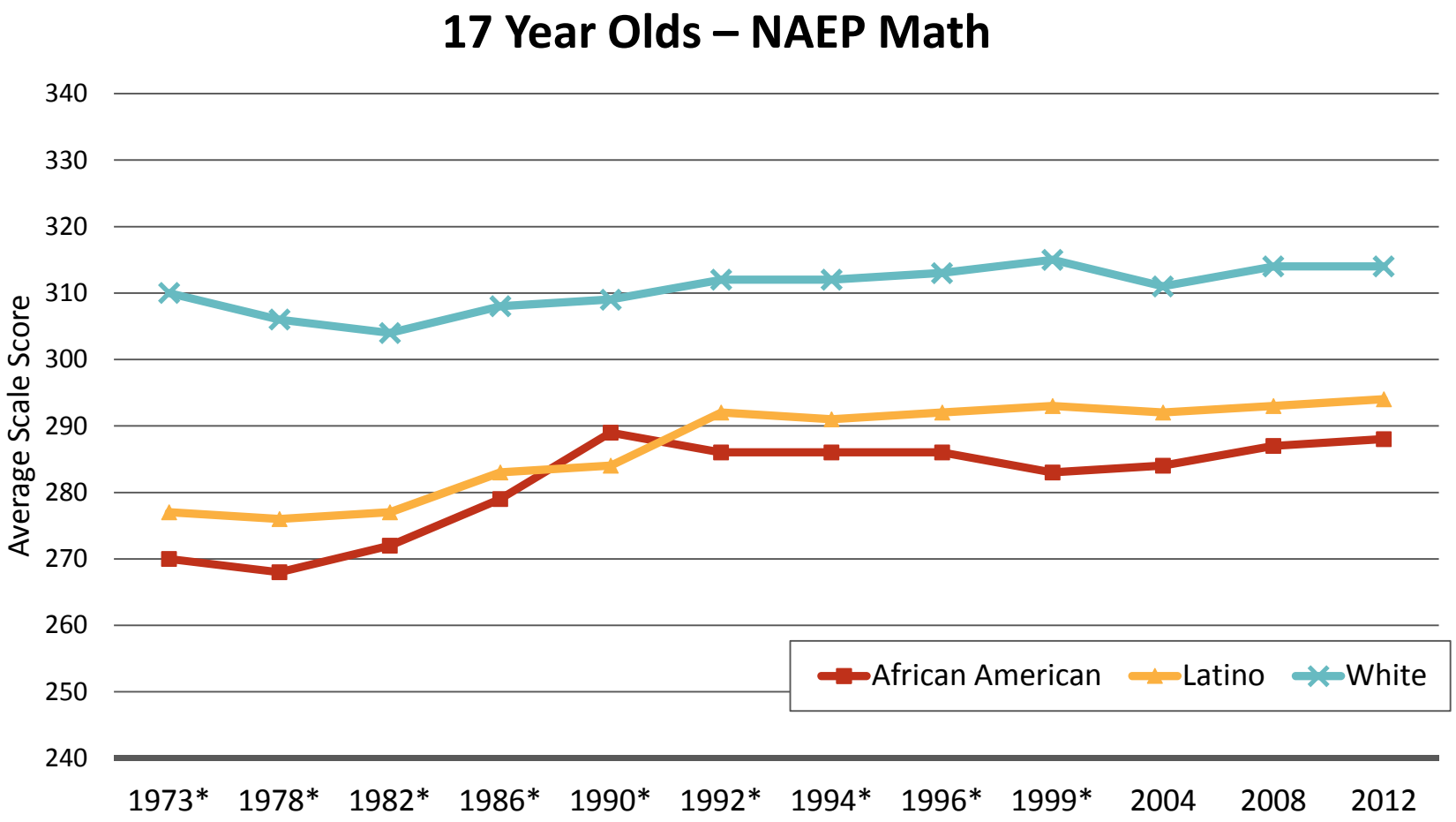
Reading: Not much gap narrowing since 1988.



*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.

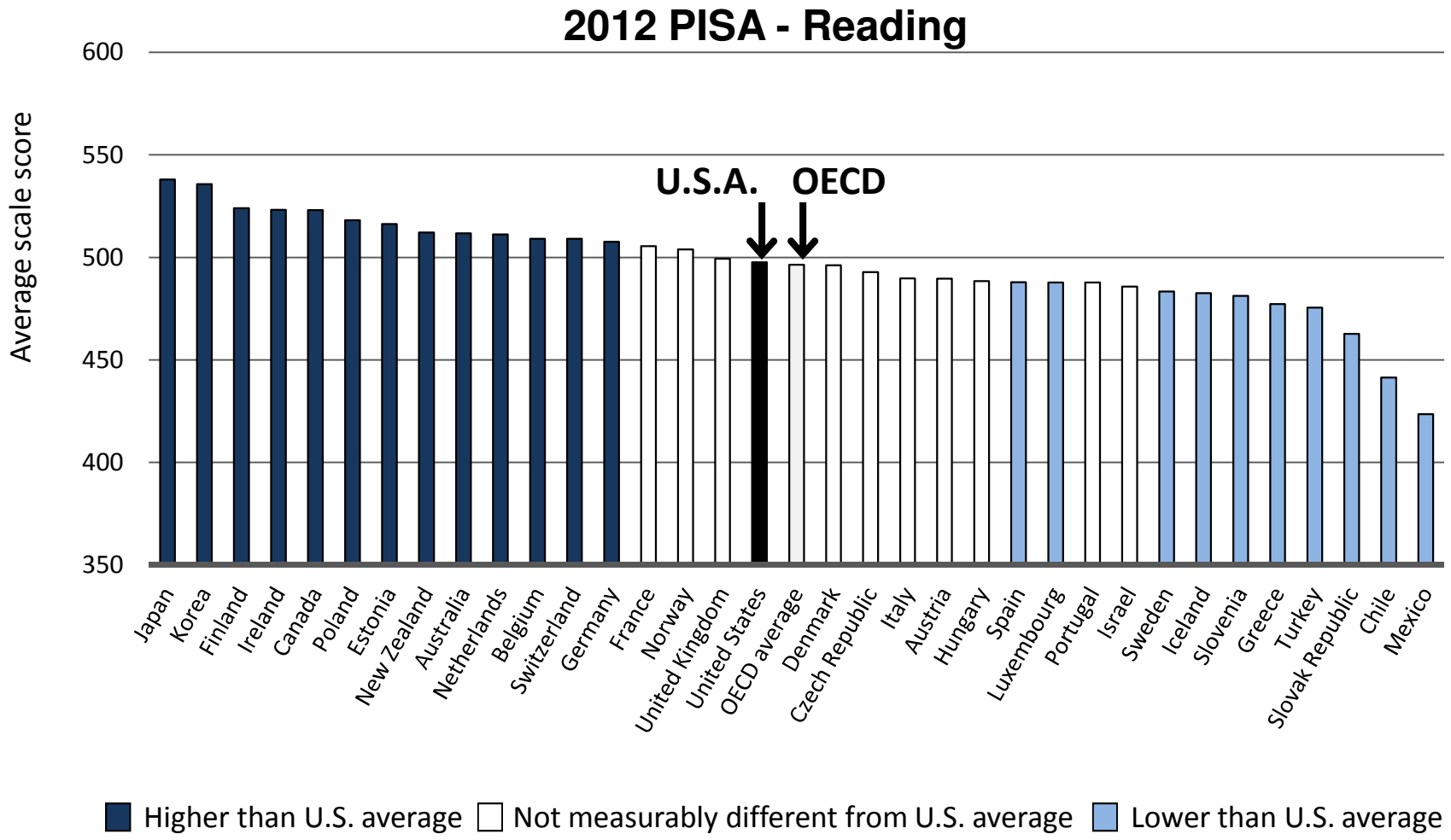


*Denotes previous assessment format

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

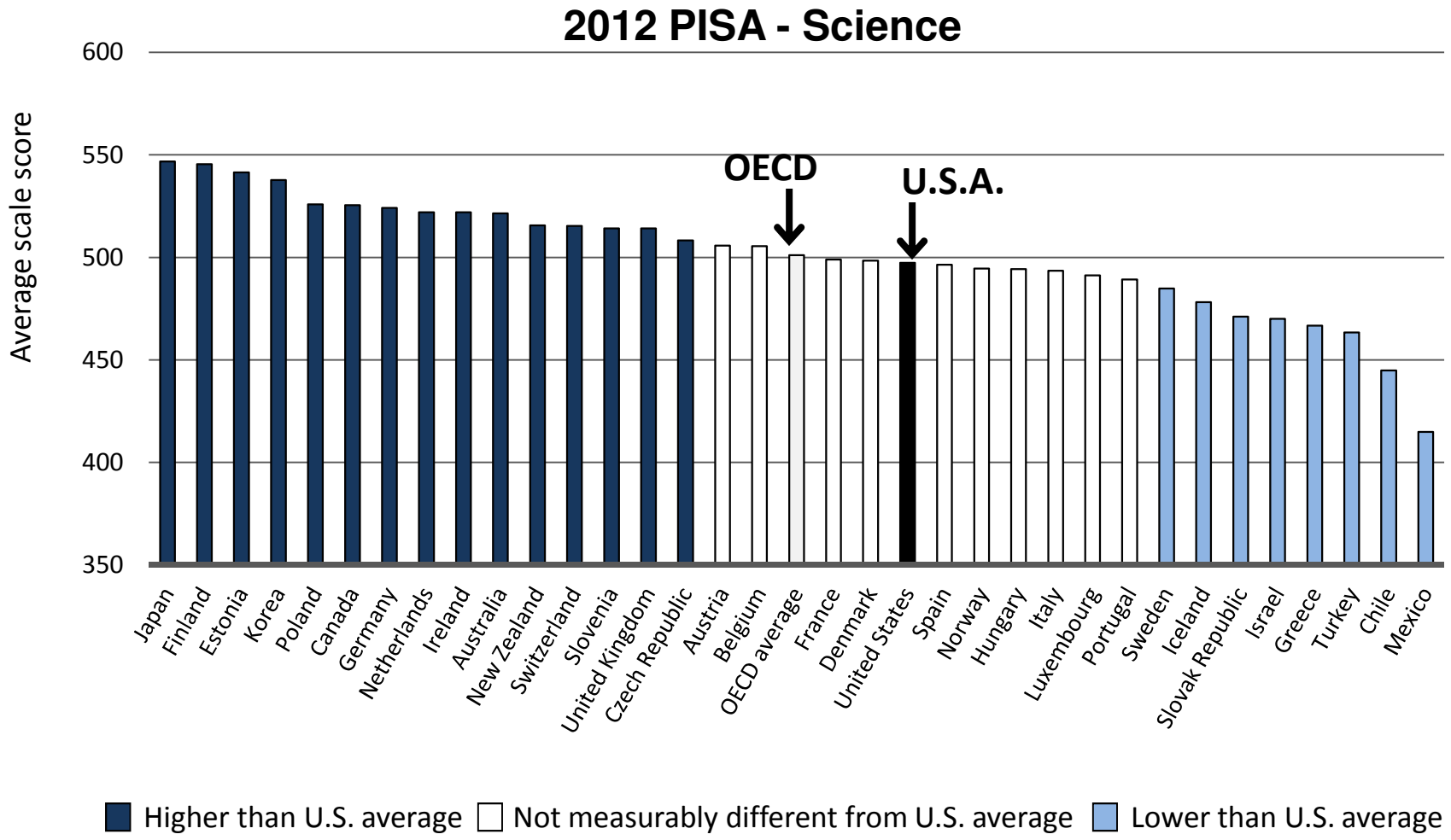
Moreover, no matter how you cut the data, our students aren't doing well compared with their peers in other countries.

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



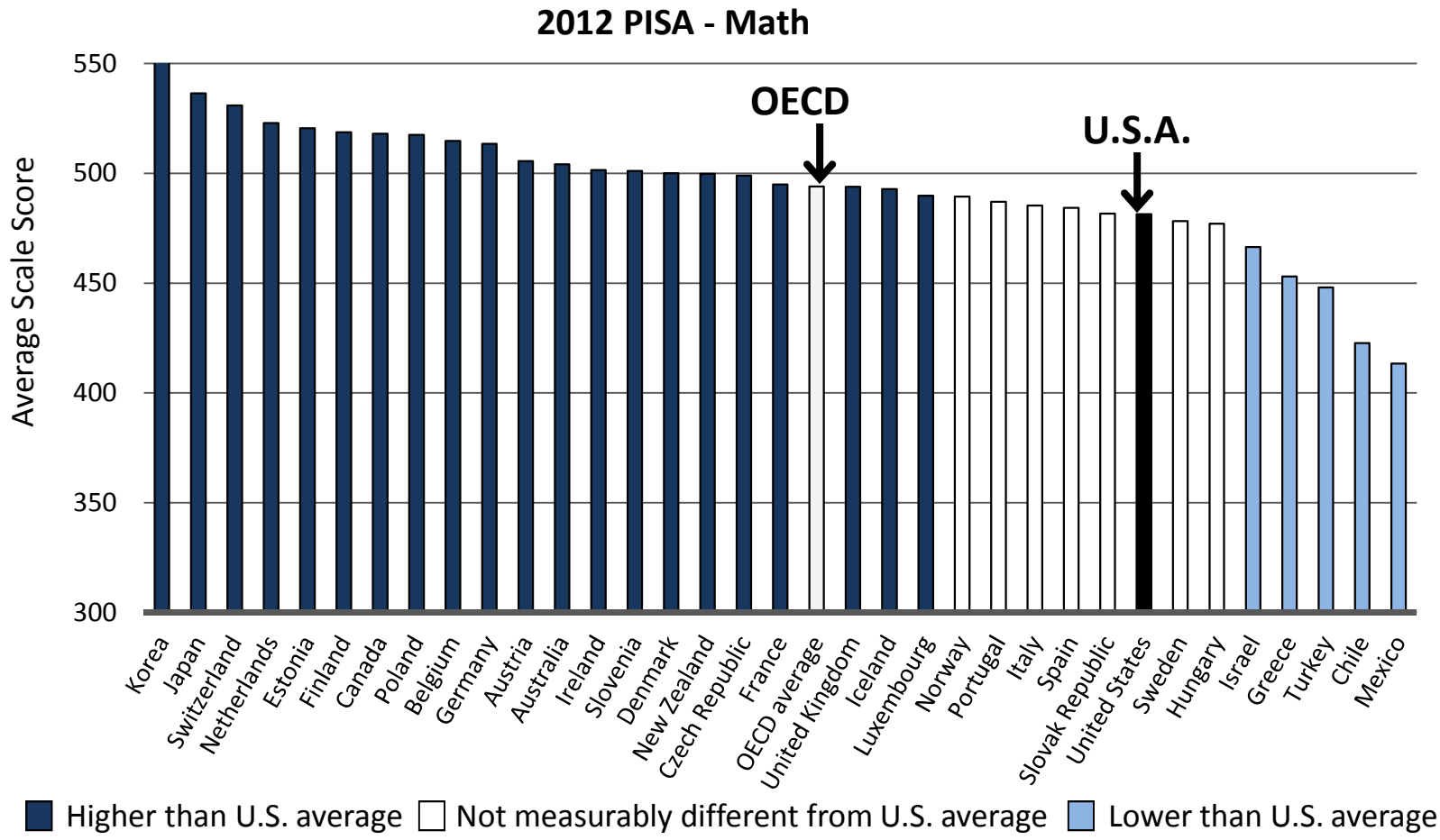
Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_5a.asp.

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



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

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

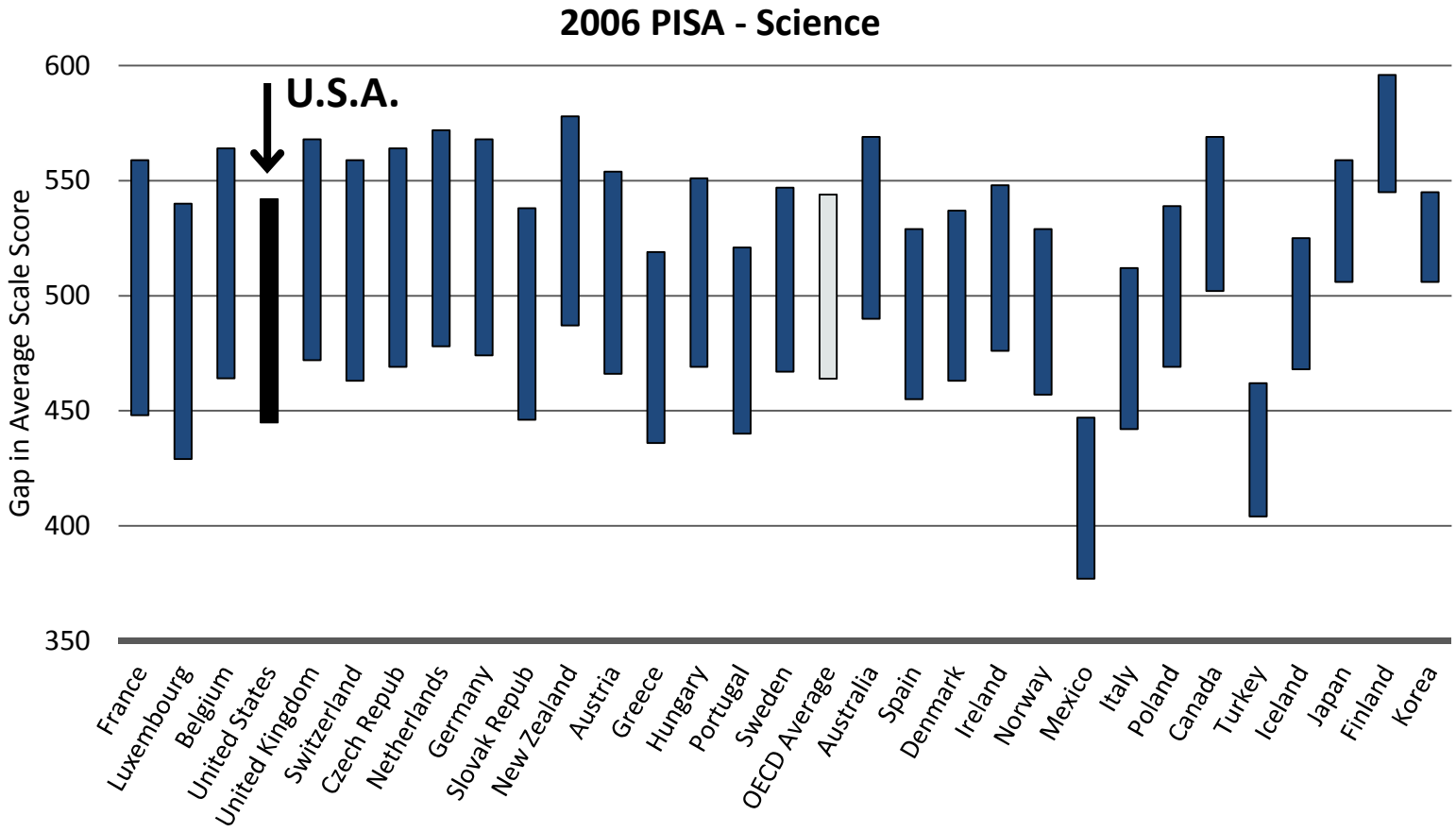


Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_3a.asp.

Only place we rank high?

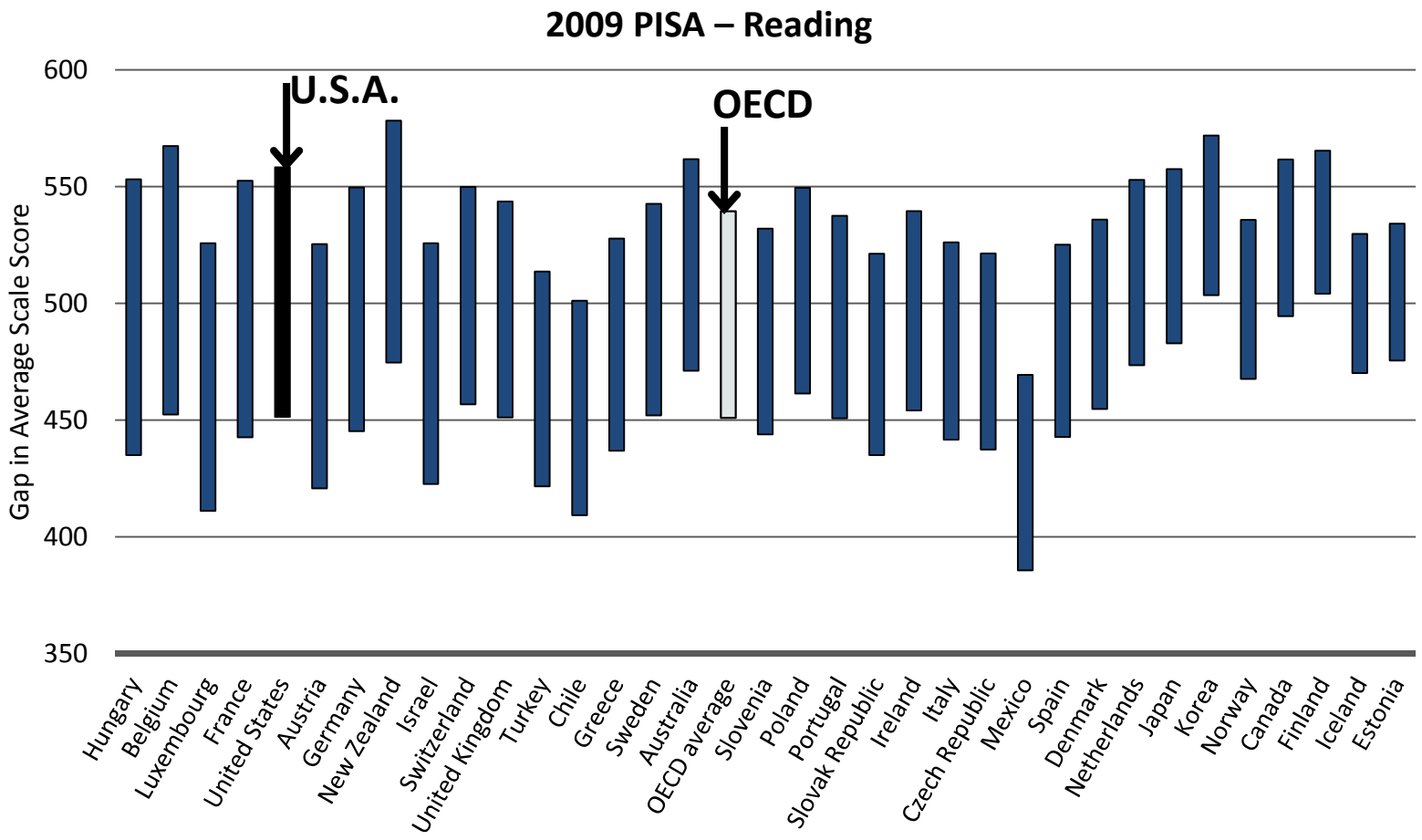
Inequality.

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



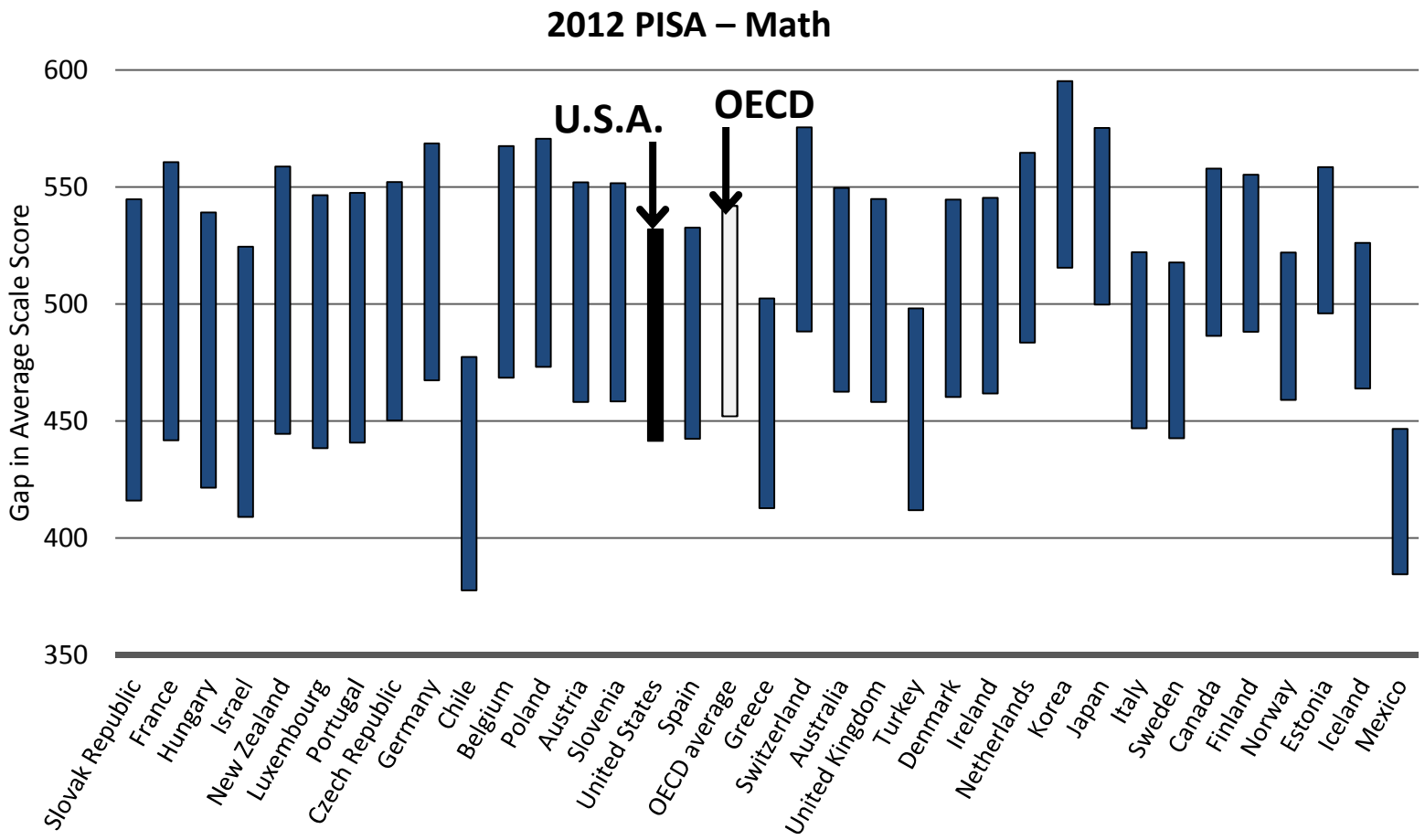
Source: PISA 2006 Results, OECD, table 4.8b

Among OECD Countries, U.S.A. has the 5th 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

Source:

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

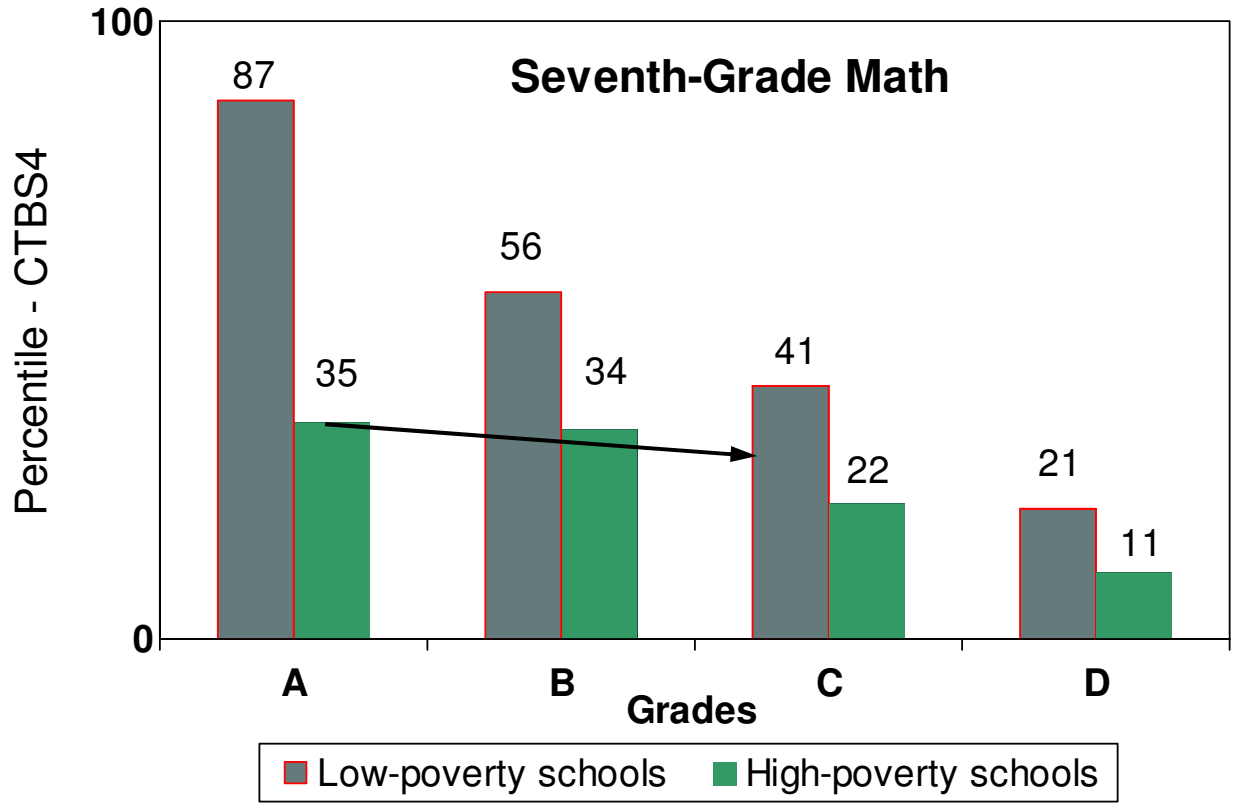
	Gap
High-Poverty versus Low-Poverty Districts	**–$773** per student
High-Minority versus Low-Minority Districts	**–$1,122** per student

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.....

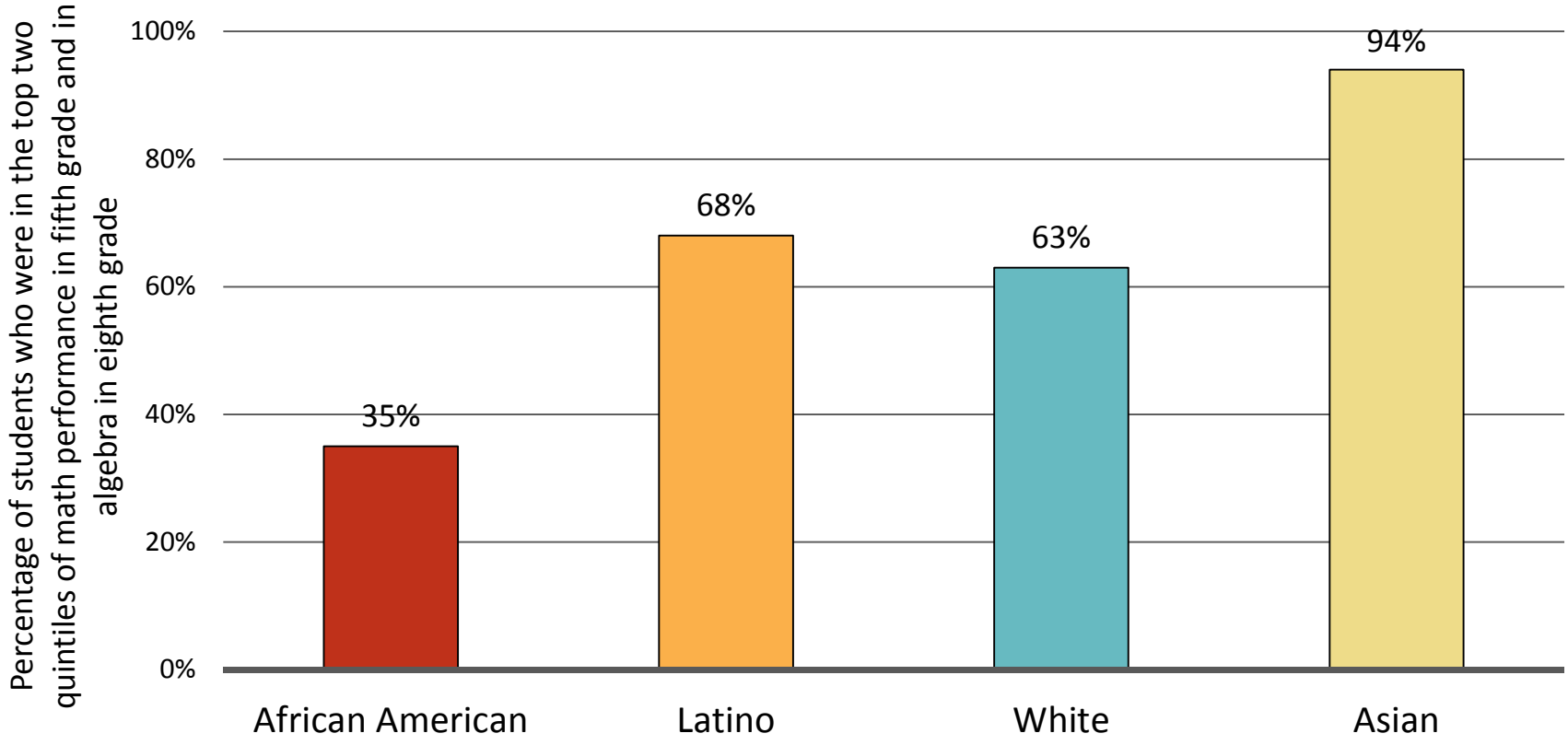
Students in poor schools receive As for work that would earn Cs in affluent schools.



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

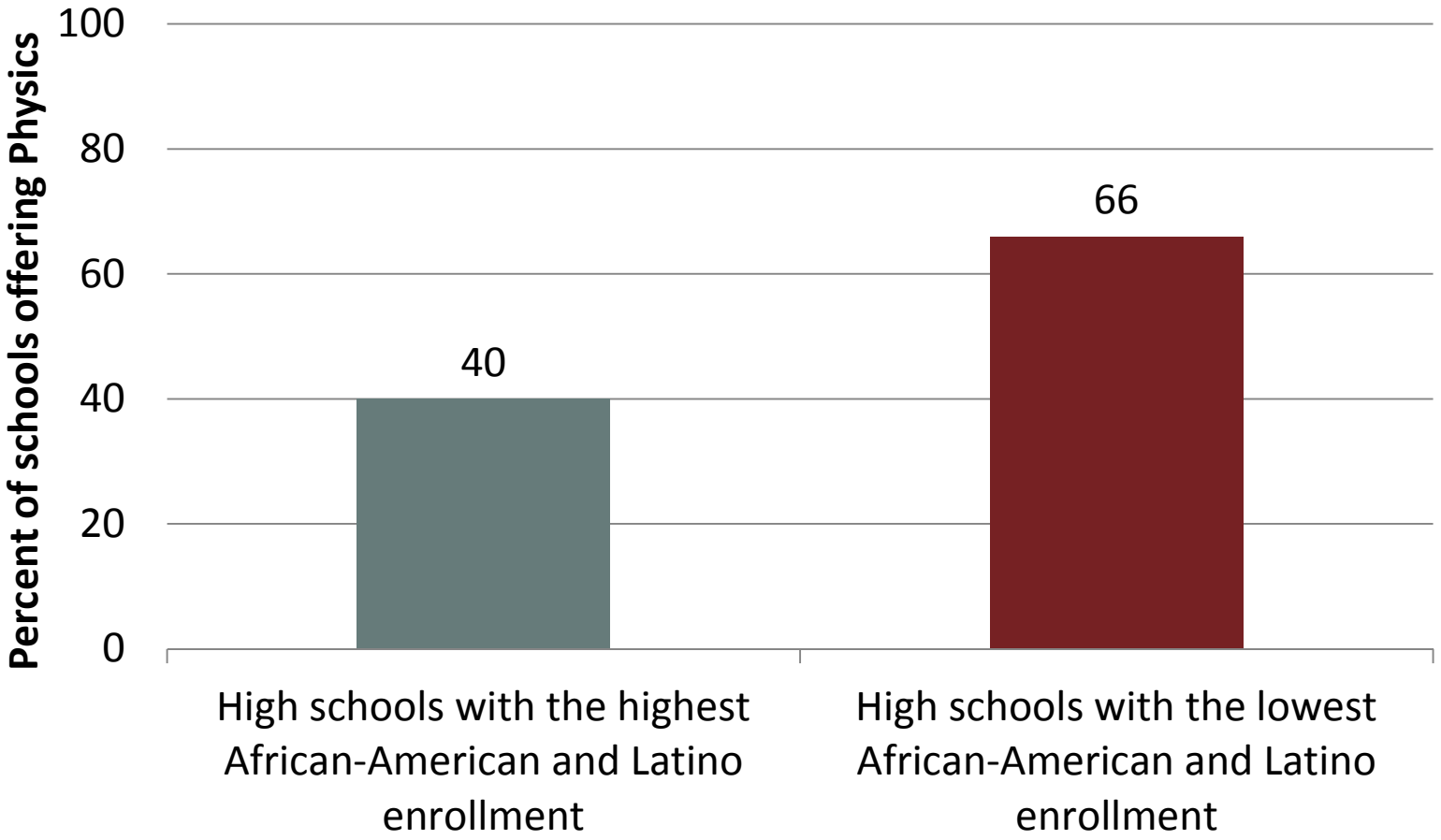
Choices we make about what to teach whom…

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



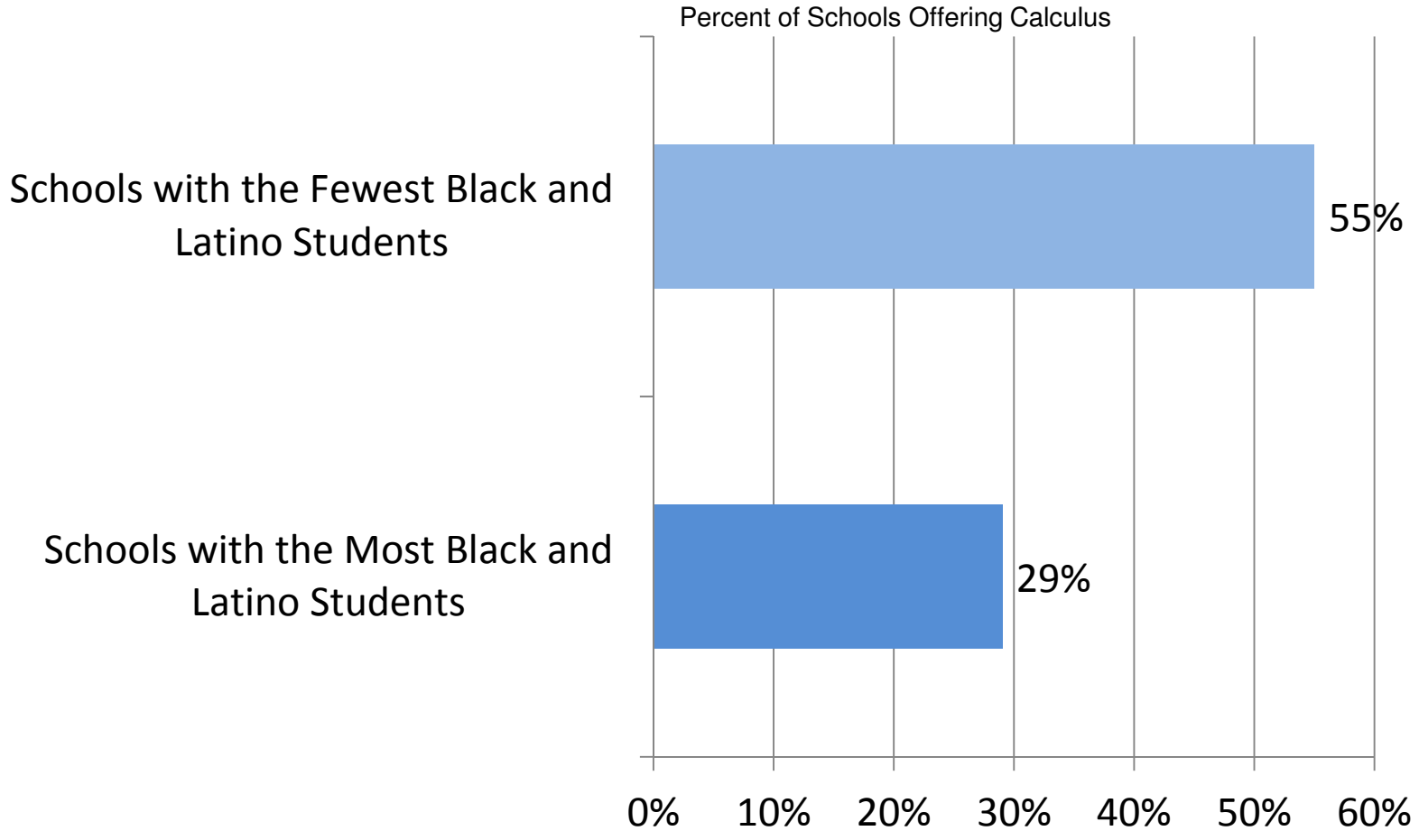
Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

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

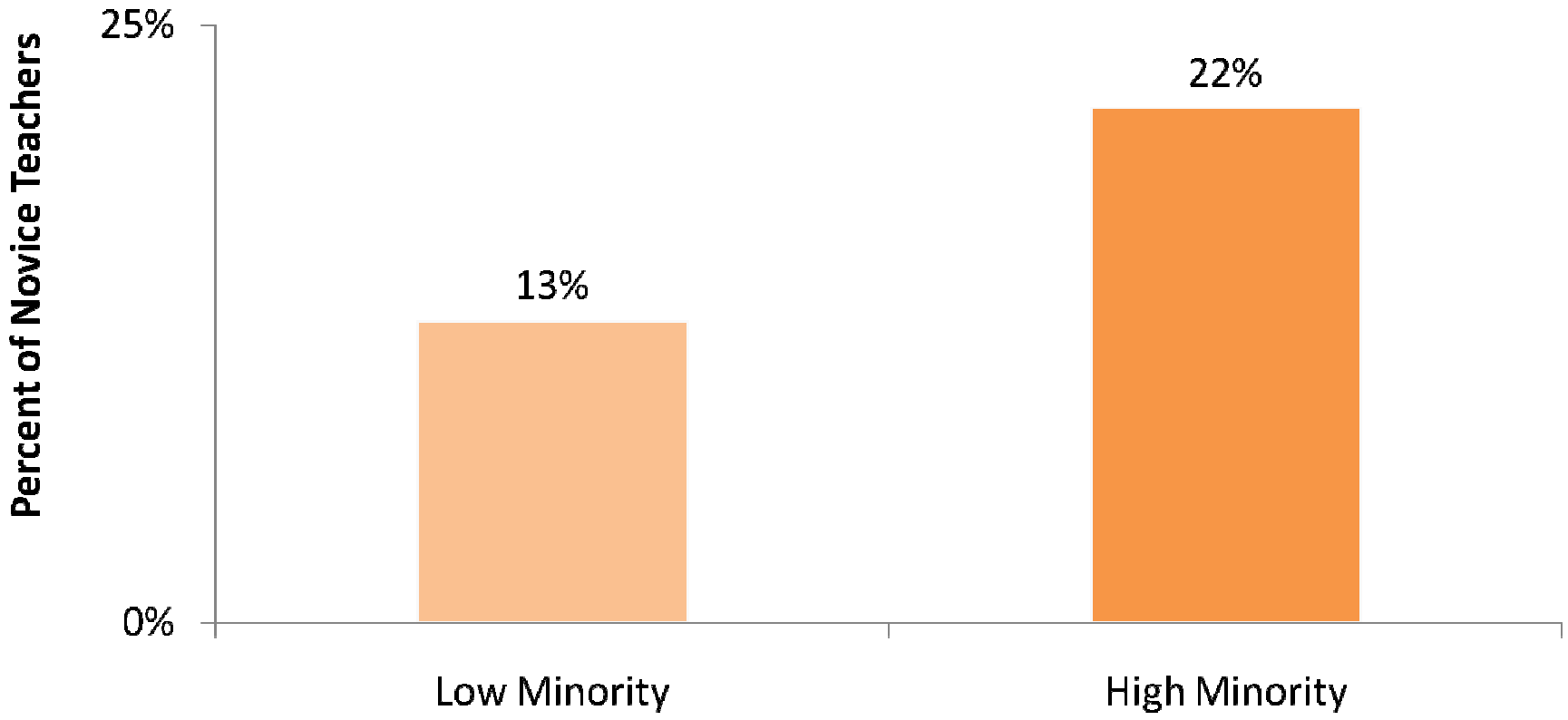
Students of color are less likely to attend high schools that offer calculus.



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

And choices we make about
who teaches whom…

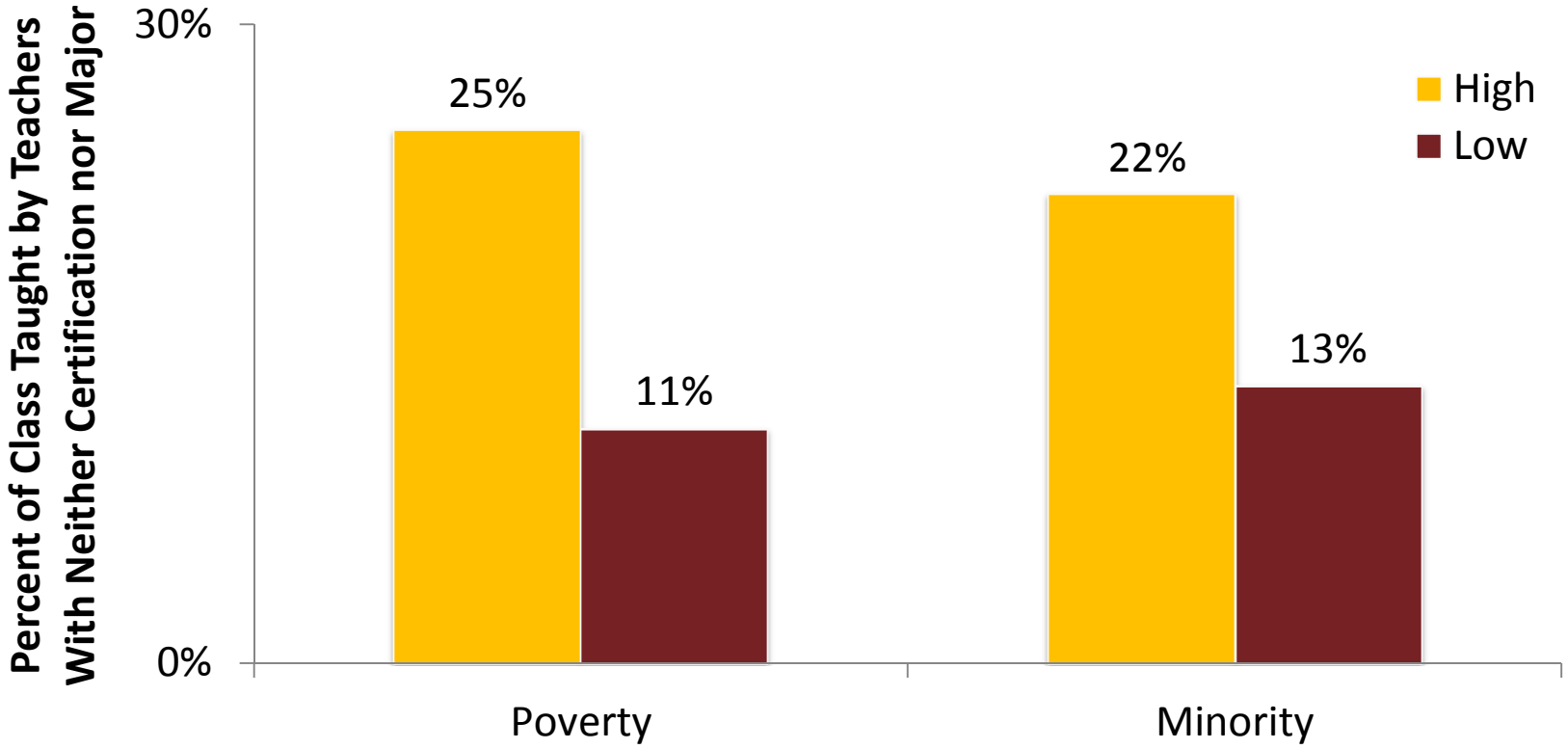
Students at high-minority schools more likely to be taught by novice* teachers.



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.

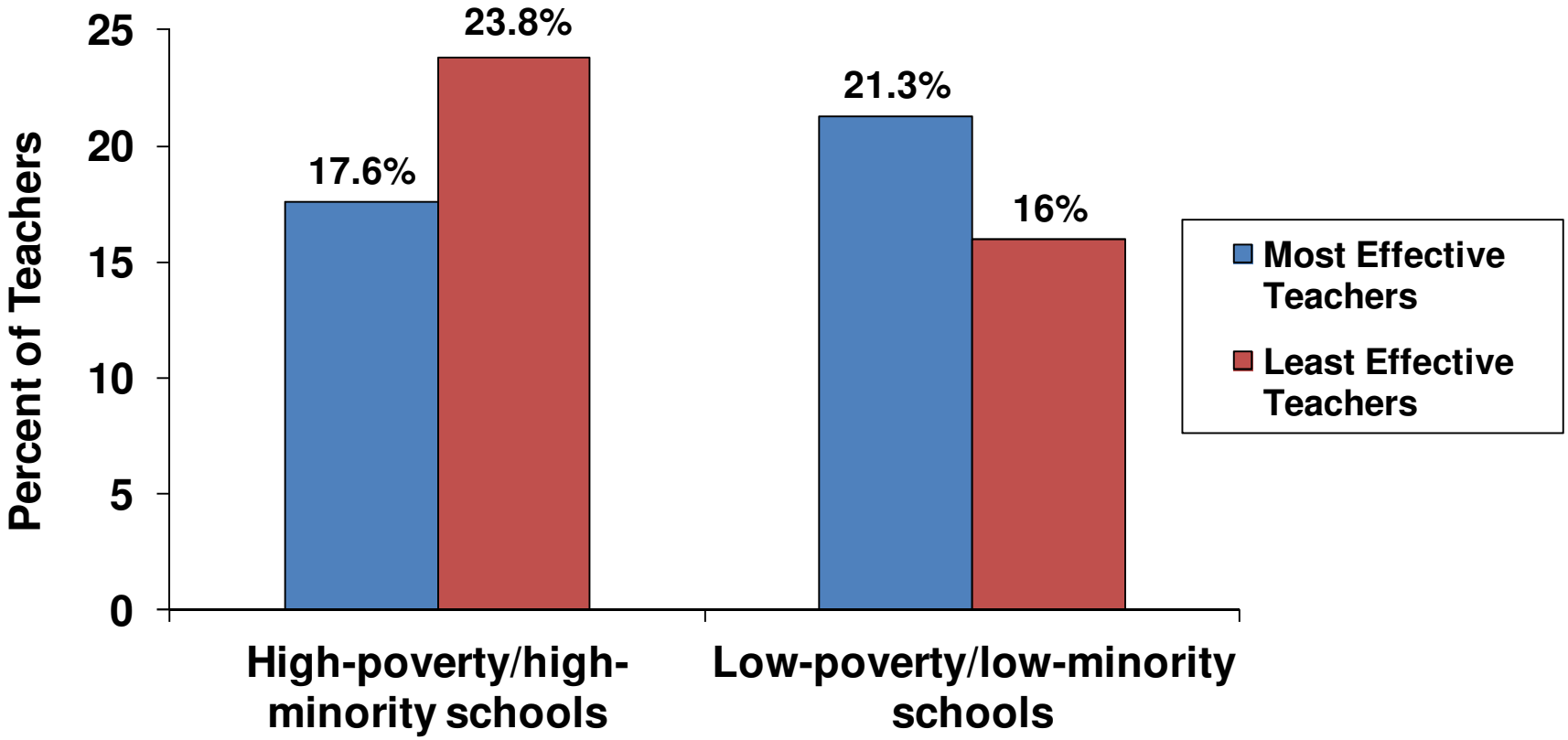


Note: High-poverty school: 55 percent or more of the students are eligible for free/reduced-price lunch. Low-poverty school :15 percent or fewer of the students are eligible for free/reduced-price lunch. High-minority school: 78 percent or more of the students are black, Hispanic, American Indian or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

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

Latino and black students are:

3X as likely to get low-effectiveness teachers

½ as likely to get highly effective teachers

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

So, what did I just do?

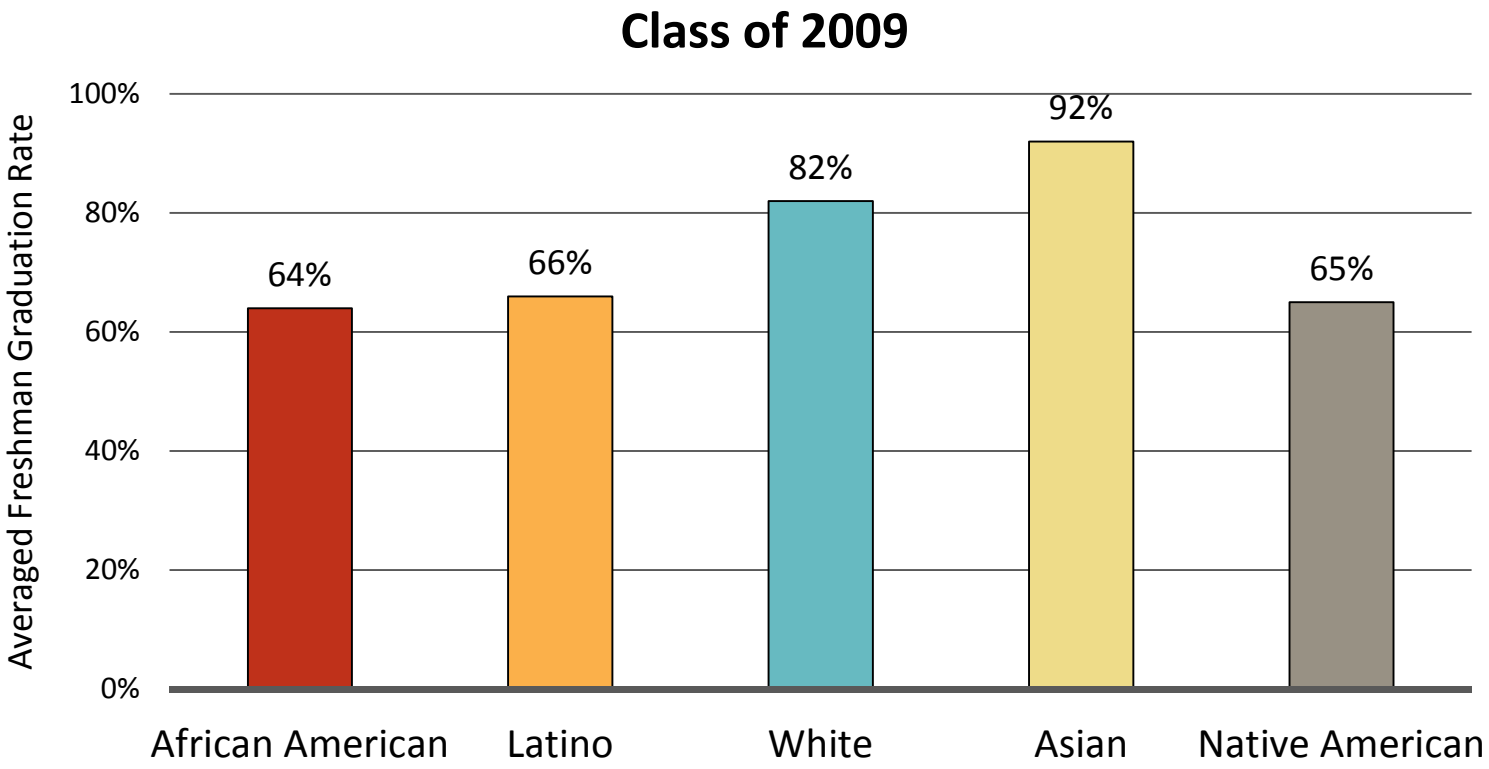
- Reminded them that, while some contributors to achievement gaps are outside of their control, others are decidedly within it.

The results are devastating.

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

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

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

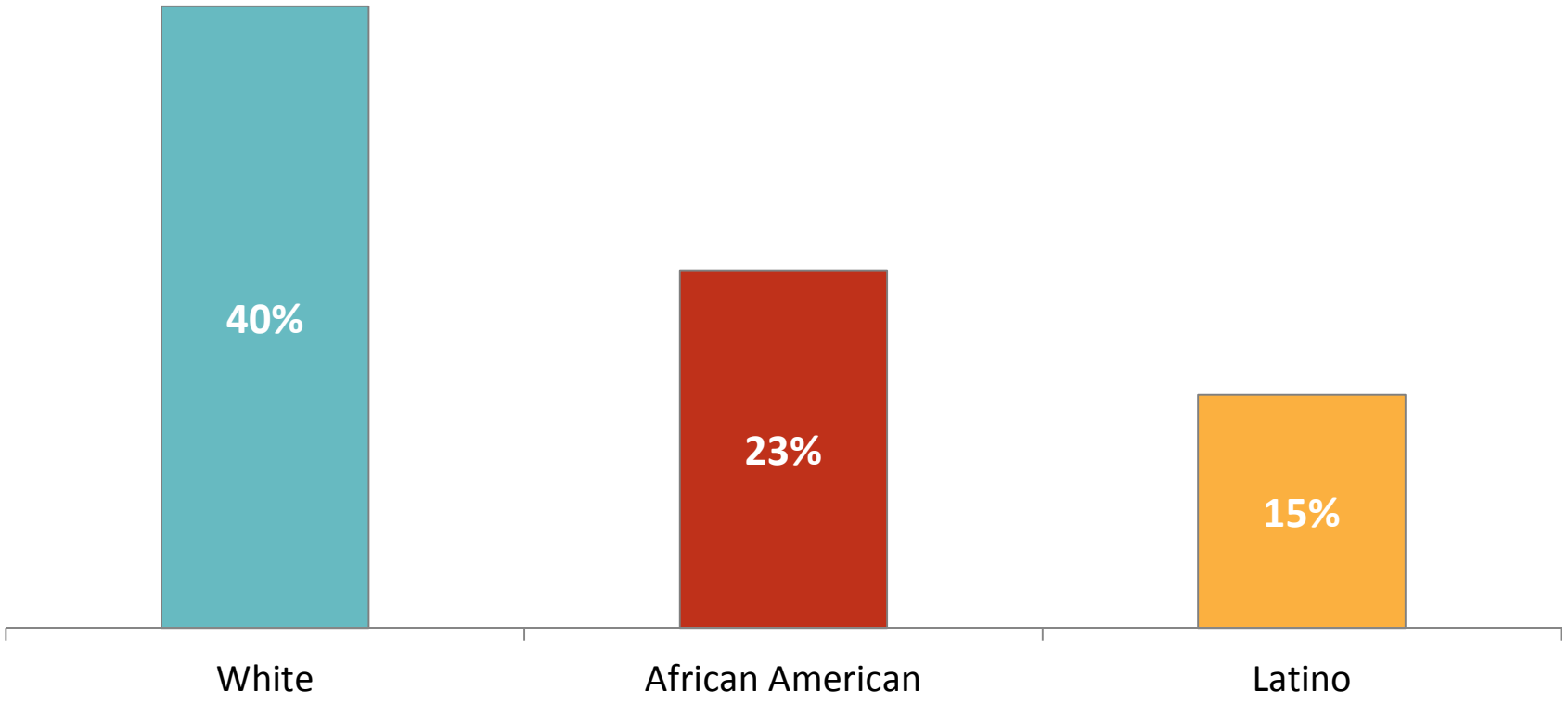


Source: National Center for Education Statistics, "Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09" (2011).

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

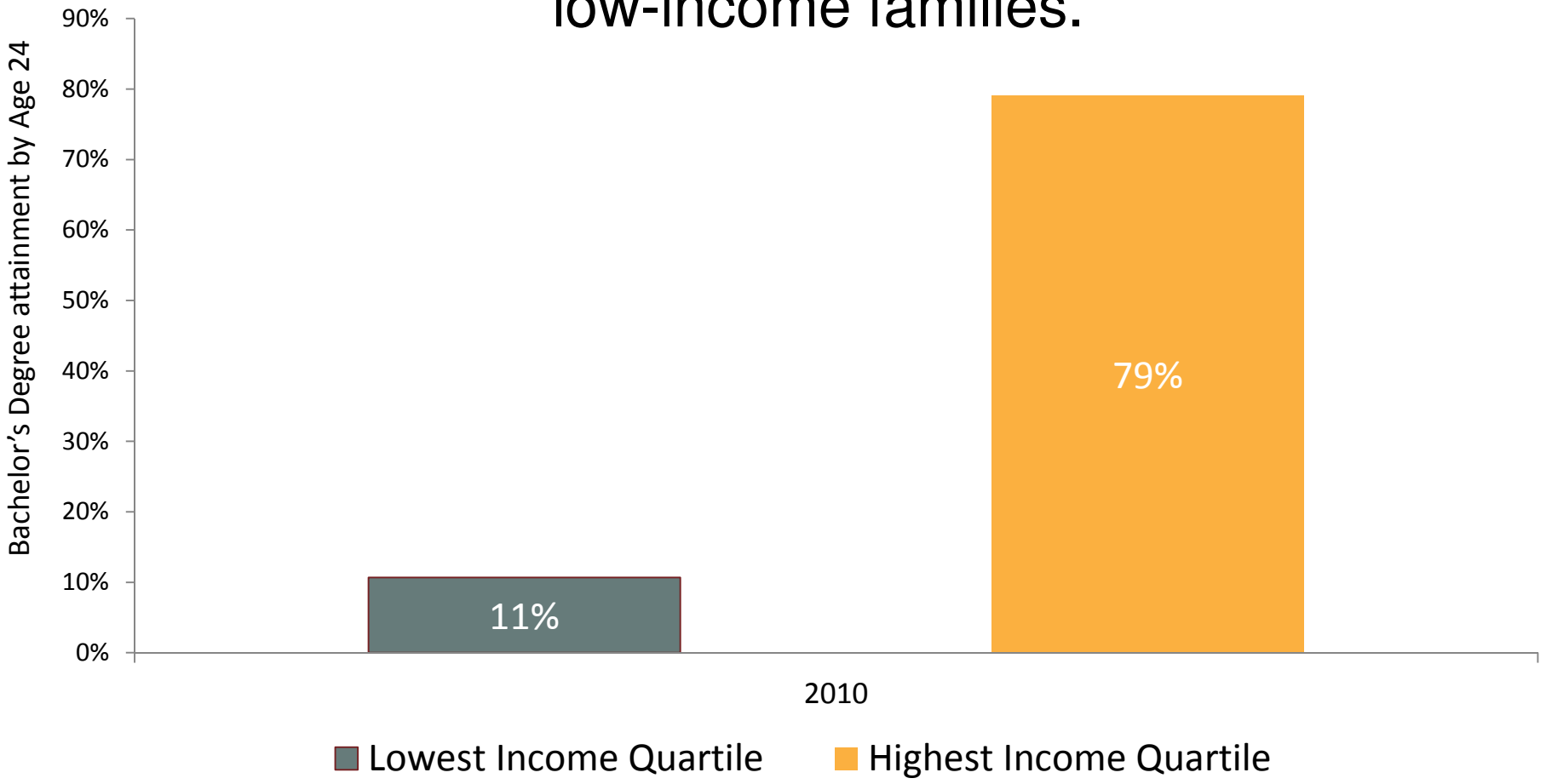
Whites attain bachelor's degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

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.

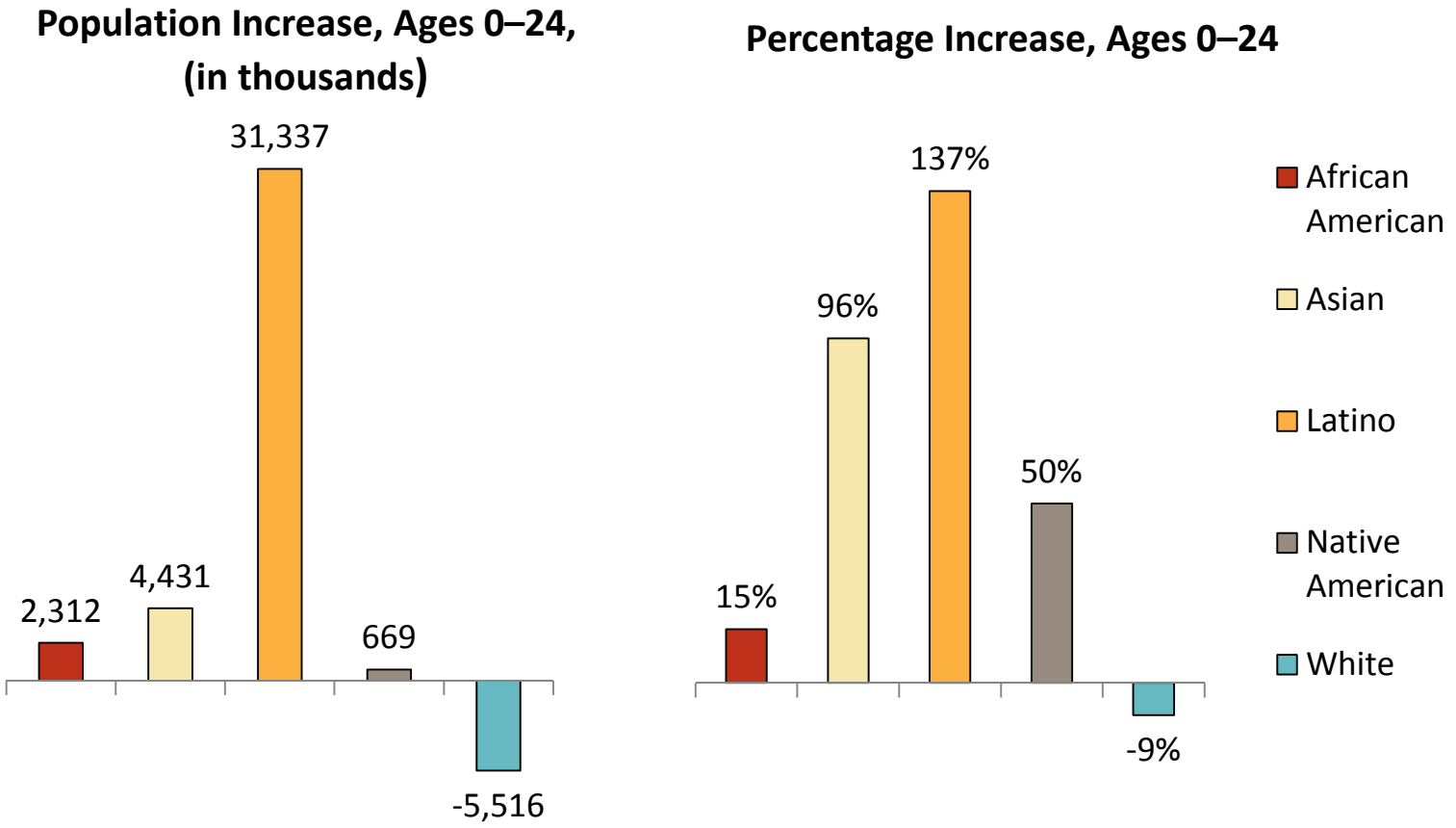


Source: Postsecondary Education Opportunity, "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2010."

These rates threaten the health of our democracy.

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

Changing demographics demand greater focus on underrepresented populations.

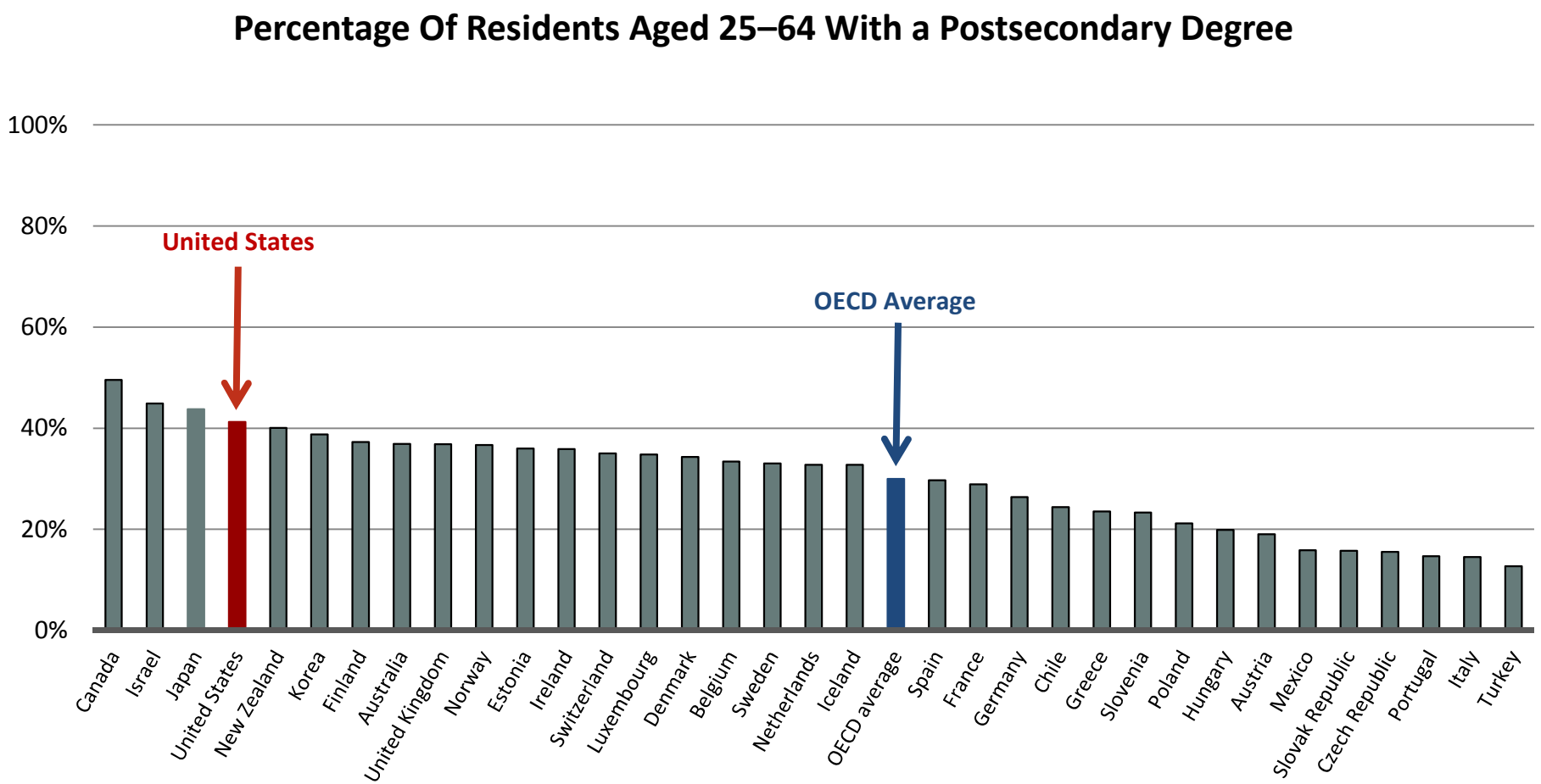


Closing racial gaps in degree attainment will create more than half the degrees necessary to raise America to first in the world in degree attainment.

Note: Projected Population Growth, Ages 0–24, 2010-2050
Source: National Population Projections, U.S. Census Bureau. Released 2008; NCHEMS, *Adding It Up*, 2007.

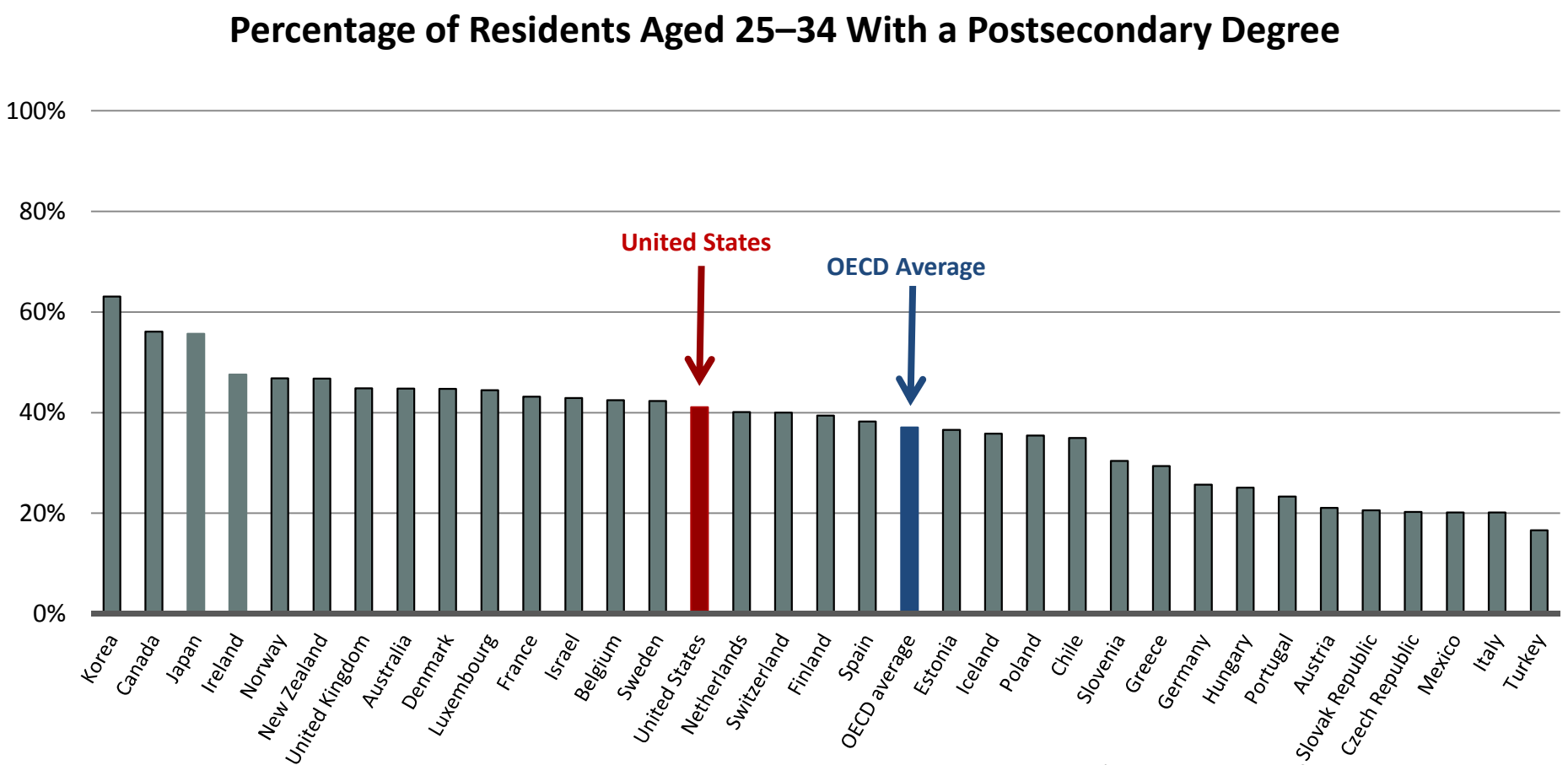
Given these patterns, it is not surprising that our international standing is slipping.

We're relatively strong in educational attainment.



Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly skilled professions or advanced research programs).
Source: Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)

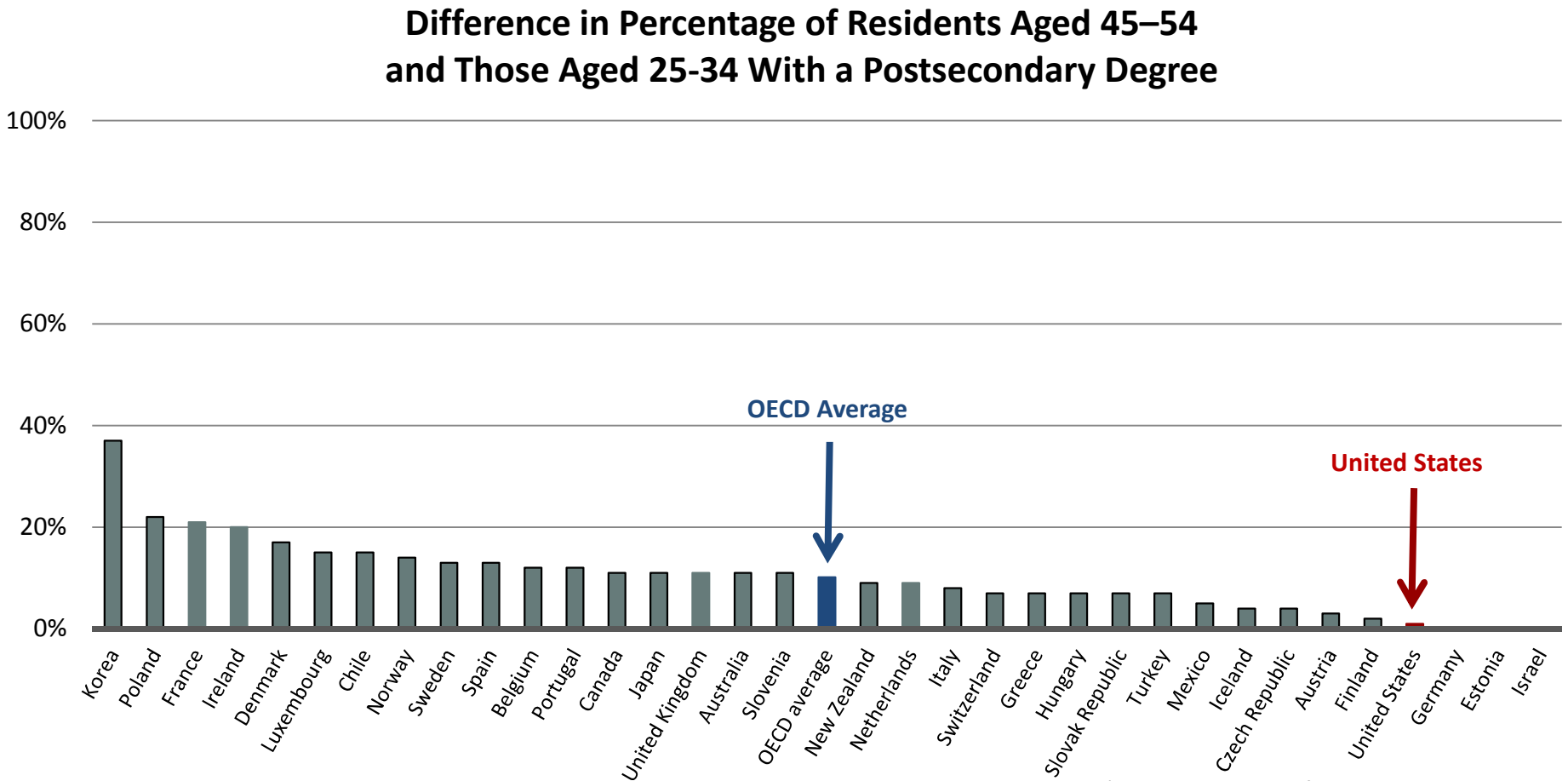
Our world standing drops to 15th for younger workers.



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

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

We're near the bottom in intergenerational progress.



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

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

So, what did I just do?

- Showed both progress, to give hope, and the remaining challenge, to inspire action.
- Let them see how the pieces connect—the decisions we make in K-12 have lasting impact in college and beyond.

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

Source: N/A

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

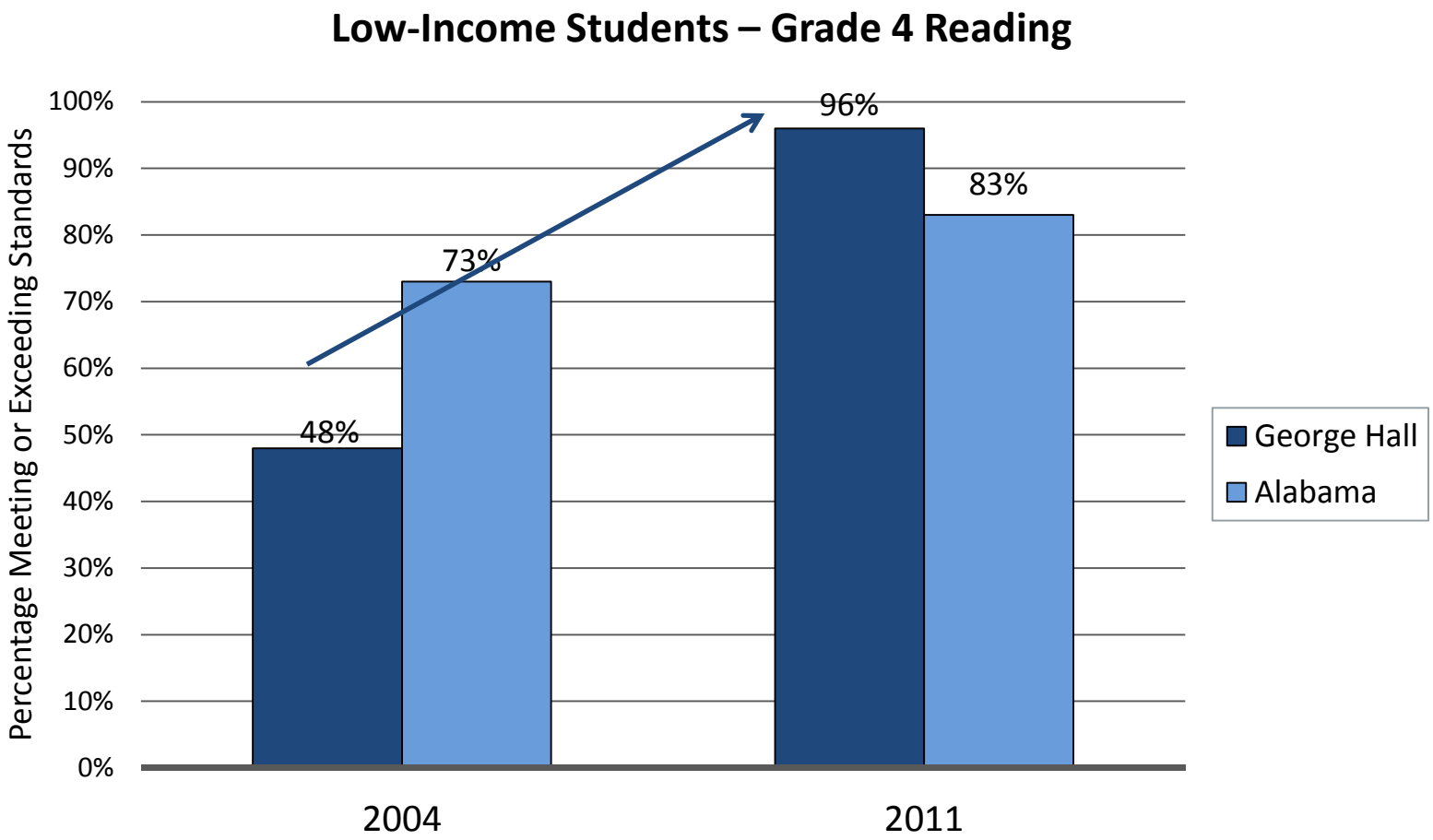
  99% African American

- 99% Low Income

Note: Enrollment data are for 2009-10 school year

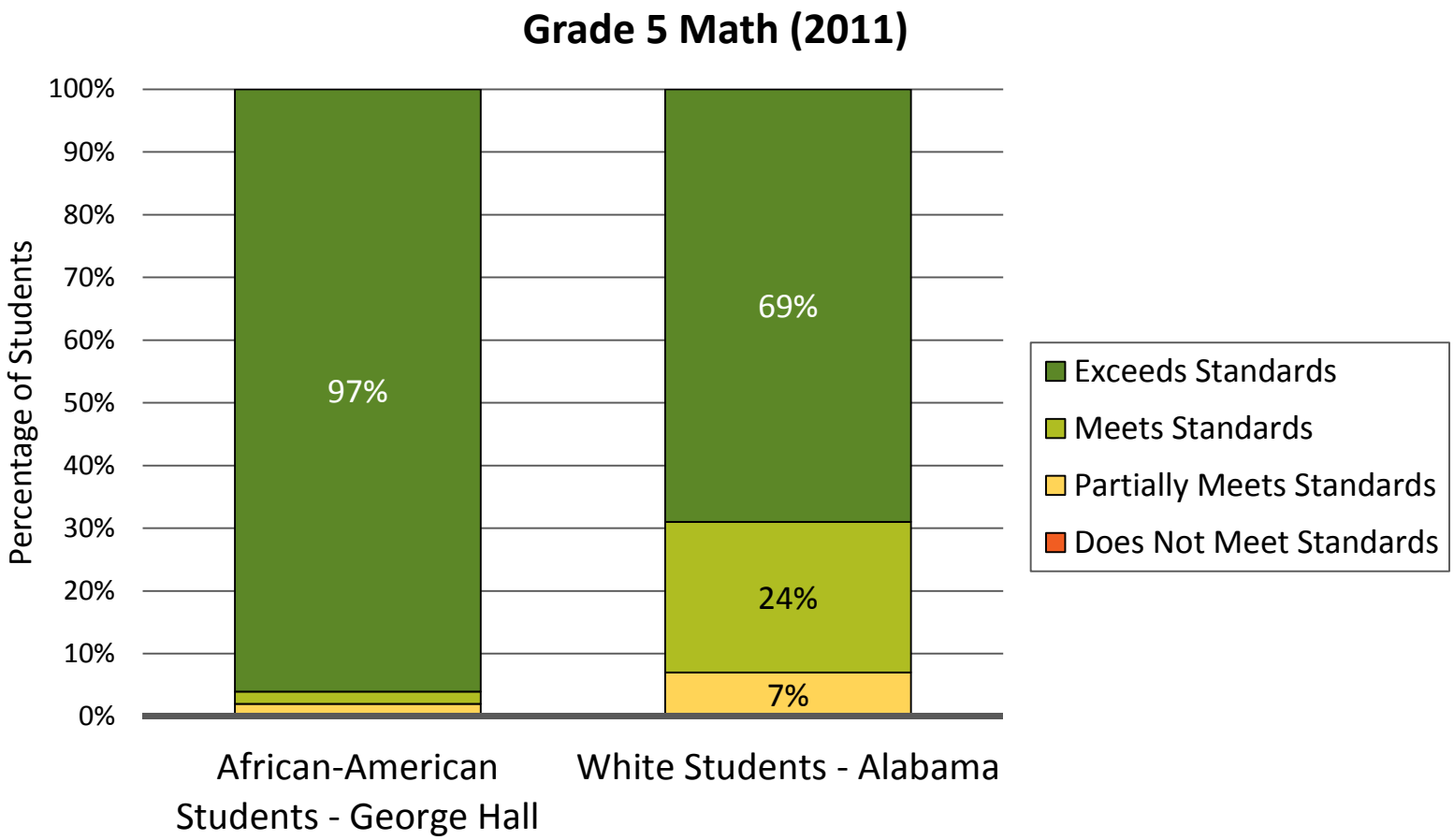
Source: Alabama Department of Education

Big Improvement at George Hall Elementary



Source: Alabama Department of Education

Exceeding Standards: George Hall students outperform white students in Alabama



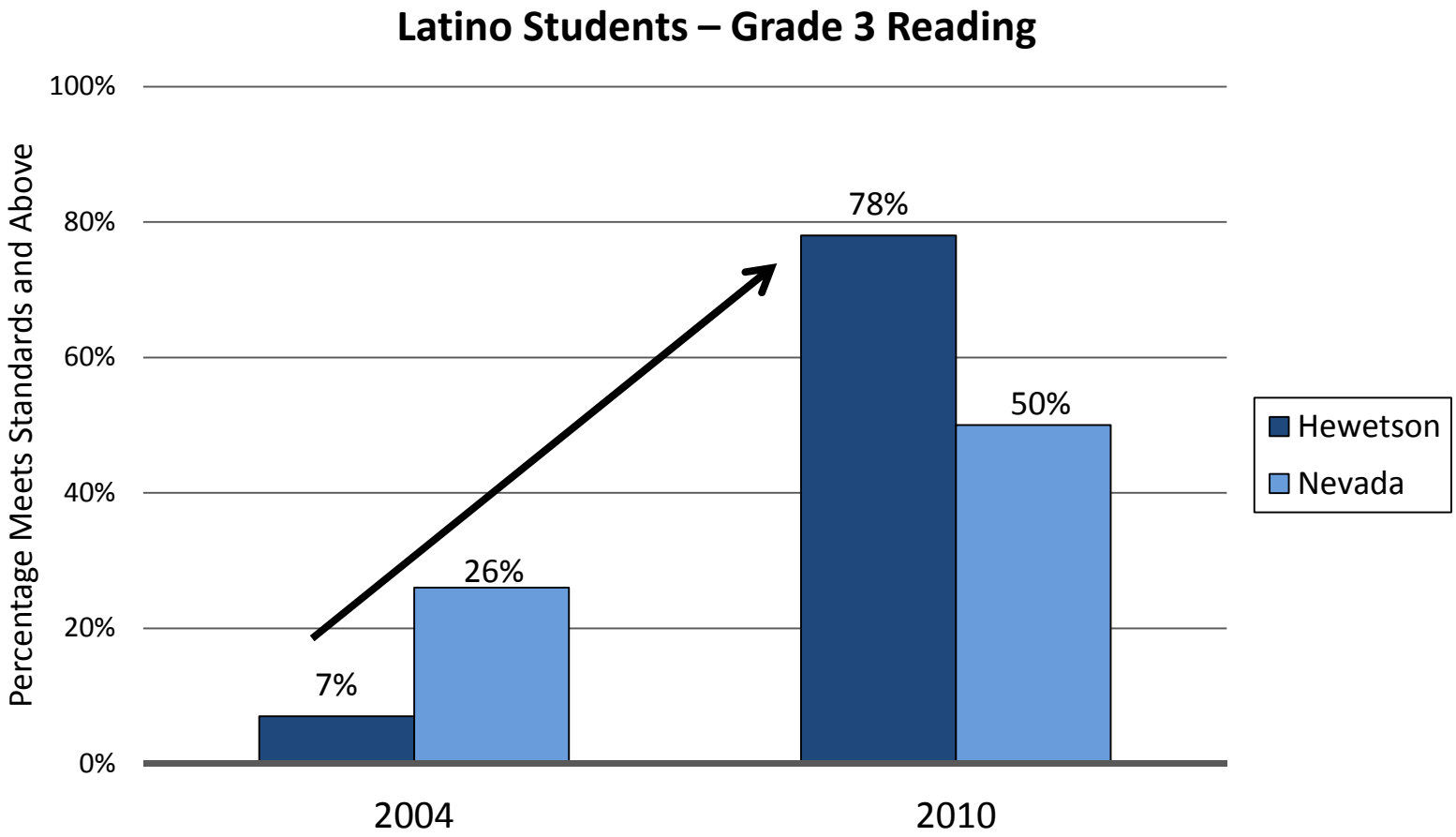
Source: Alabama Department of Education

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

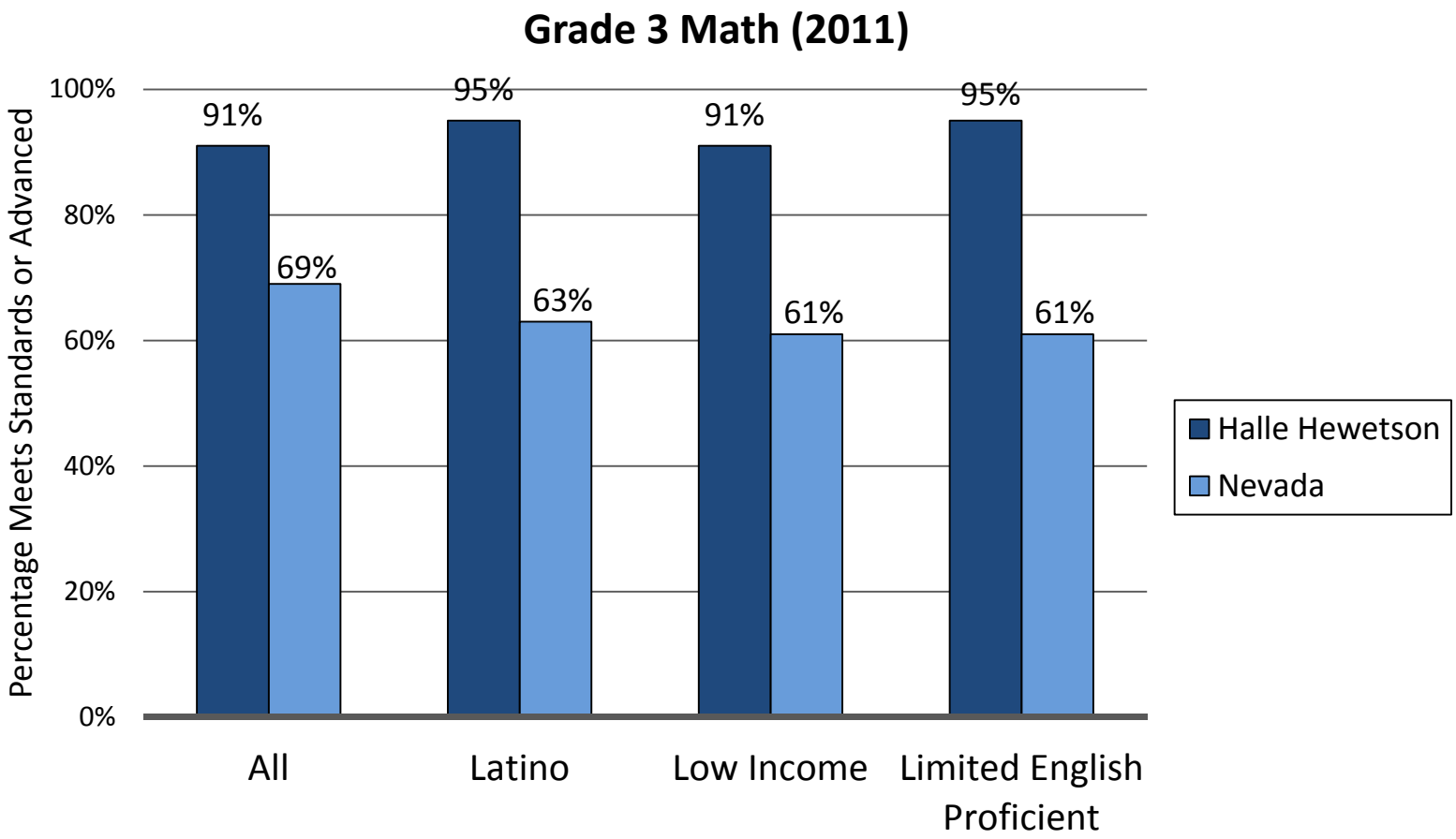
Note: Data are for 2010-2011 school year
Source: Nevada Department of Education

Big Improvement at Halle Hewetson Elementary



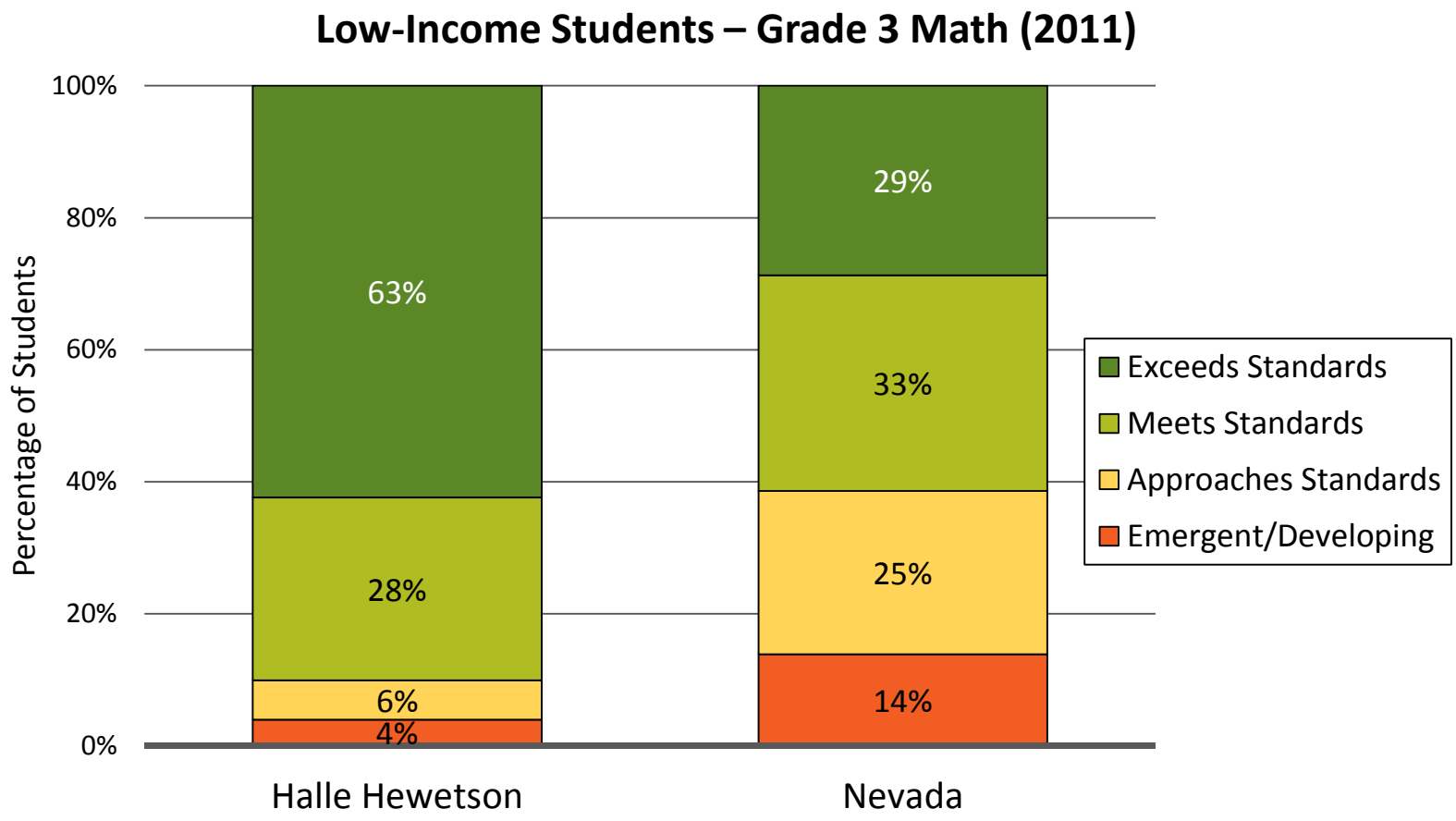
Source: Nevada Department of Education

High Performance Across Groups at Halle Hewetson Elementary



Source: Nevada Department of Education

Exceeding Standards at Halle Hewetson Elementary



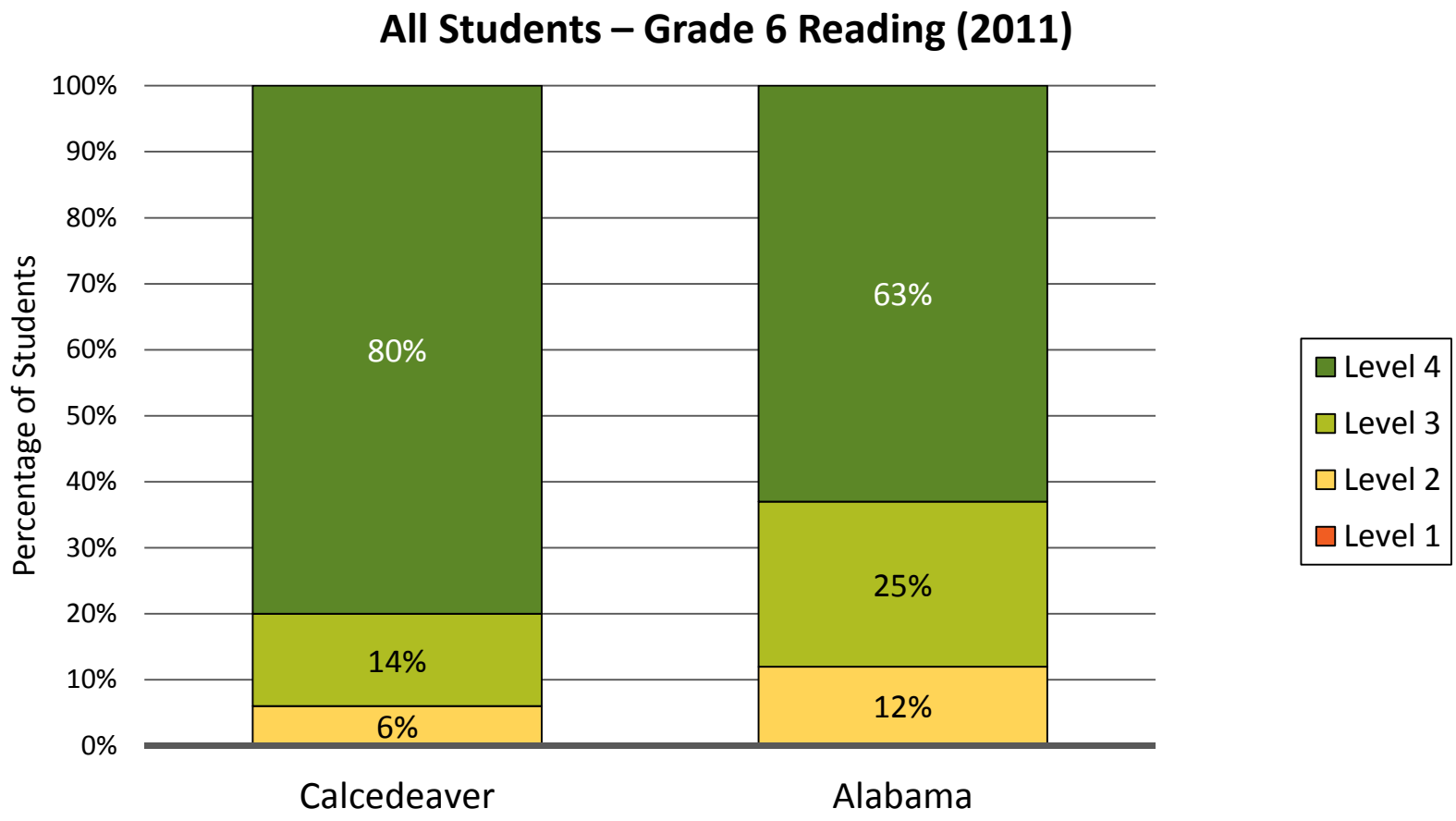
Source: Nevada Department of Education

Calcedeaver Elementary School
Mount Vernon, AL

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

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

Outperforming the State at Calcedeaver Elementary



Source: Alabama State Department of Education

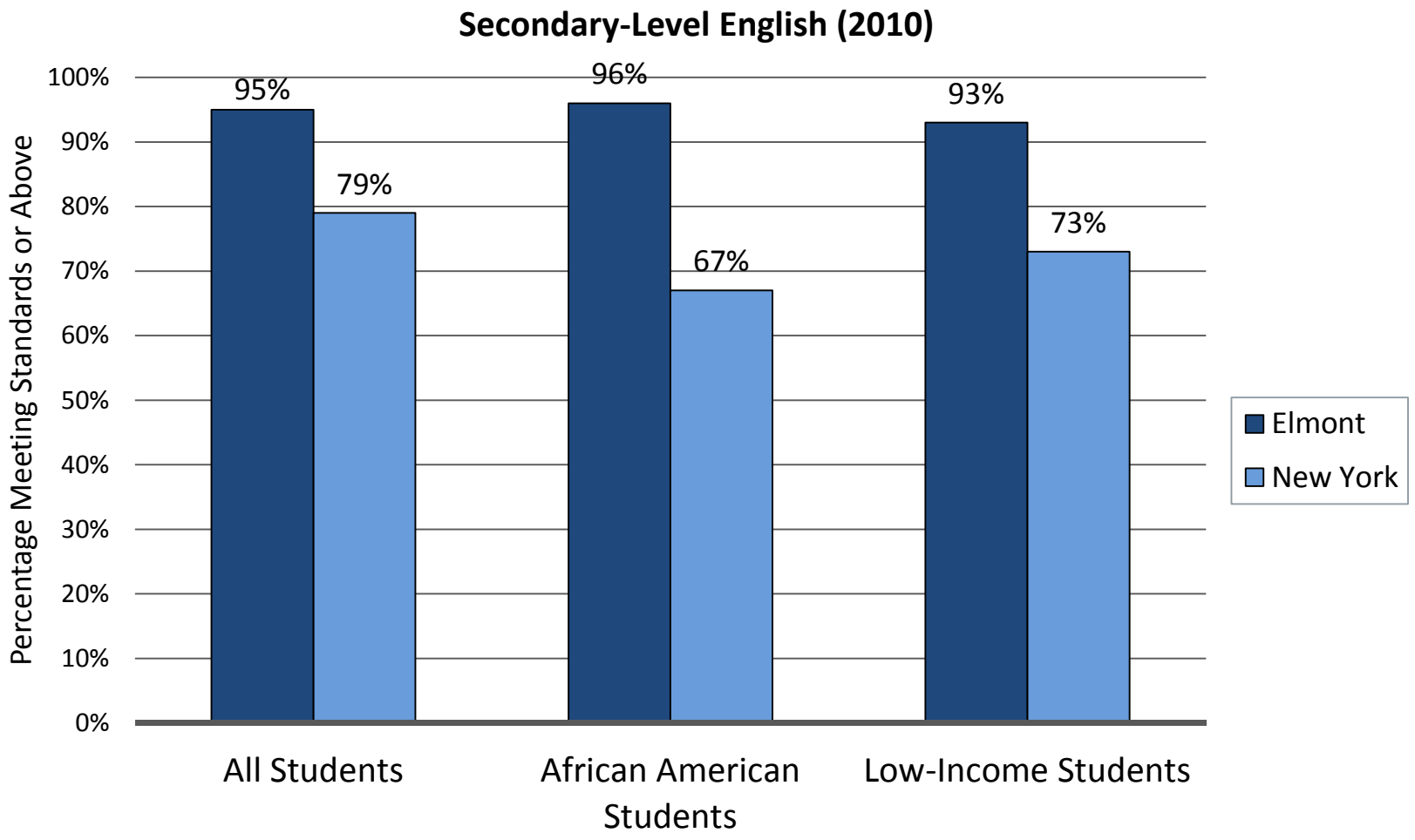
Elmont Memorial Junior-Senior High

Elmont, New York

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

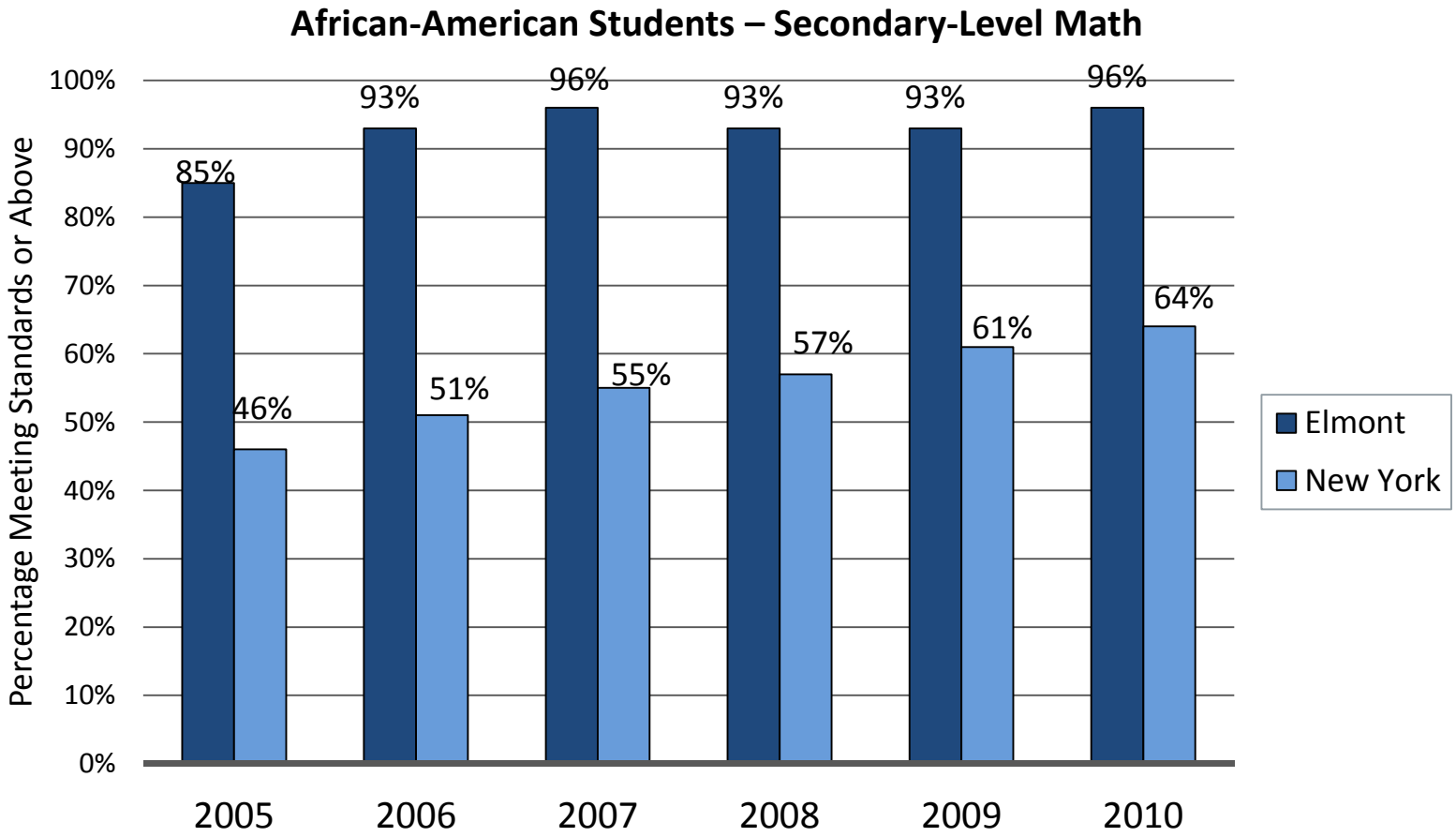
Source: New York Department of Education

Outperforming the State at Elmont



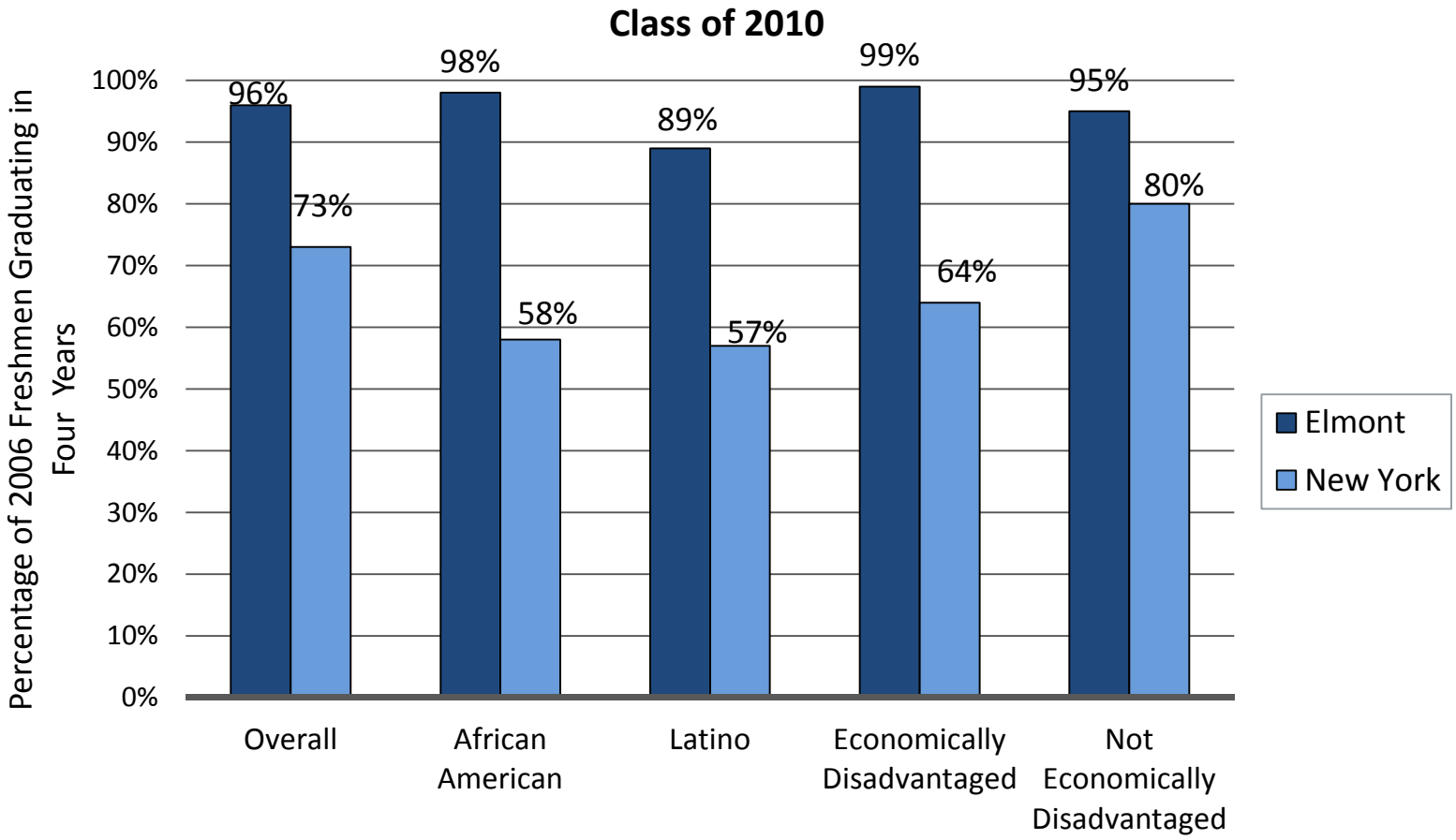
Source: New York State Department of Education

Improvement and High Performance at Elmont Memorial Junior-Senior High

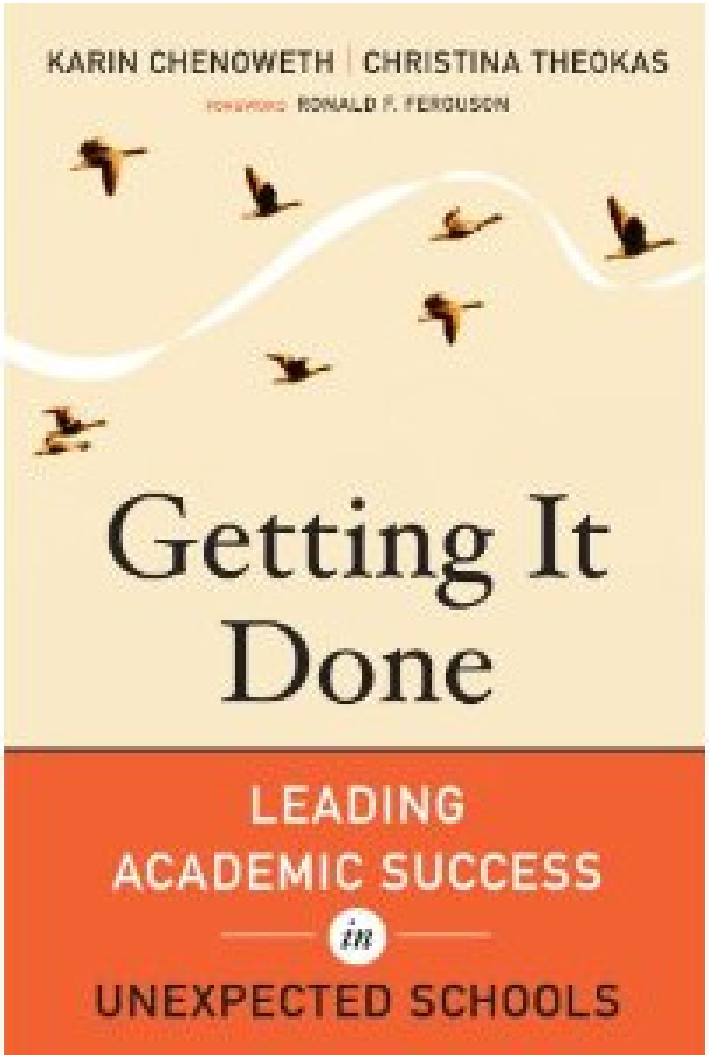


Source: New York State Department of Education

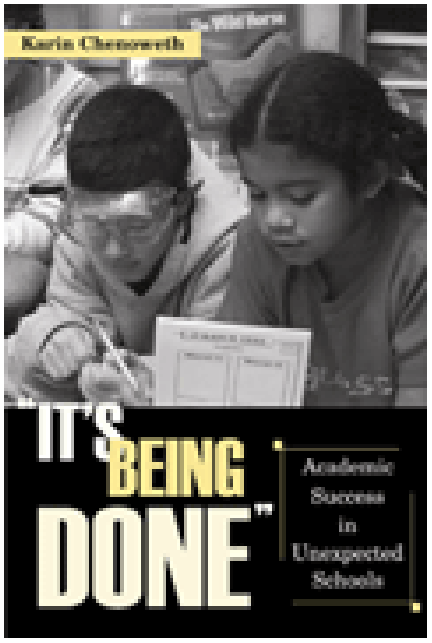
High Graduation Rates at Elmont Memorial High School

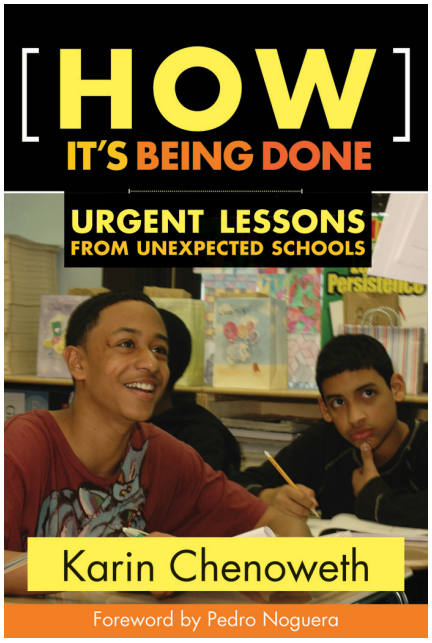


Source: New York State Department of Education



Available from Harvard Education Press and amazon.com

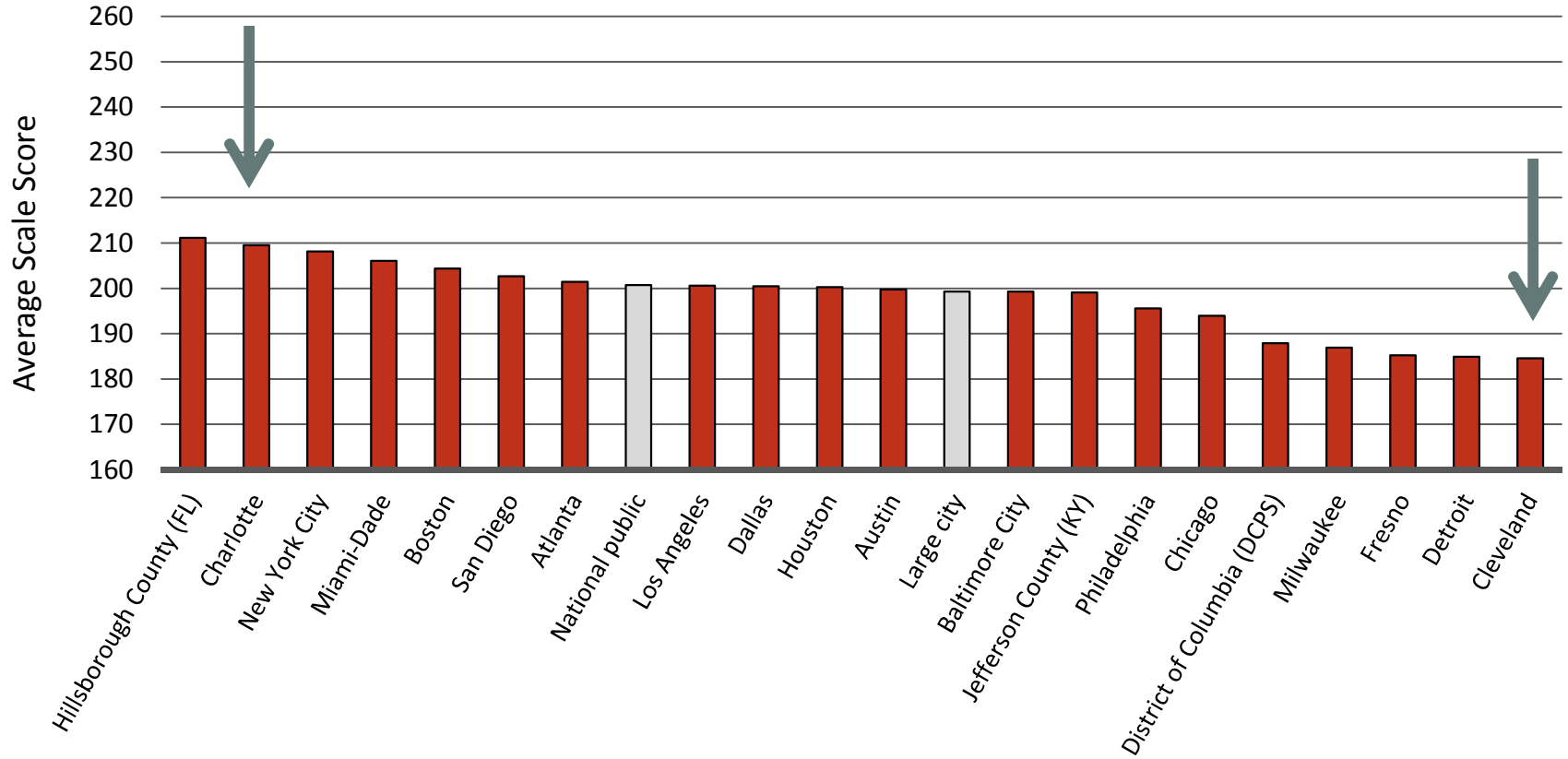




Very big differences at district level, too—even in the performance of the "same" group of students.

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

Grade 4 – NAEP Reading (2013)

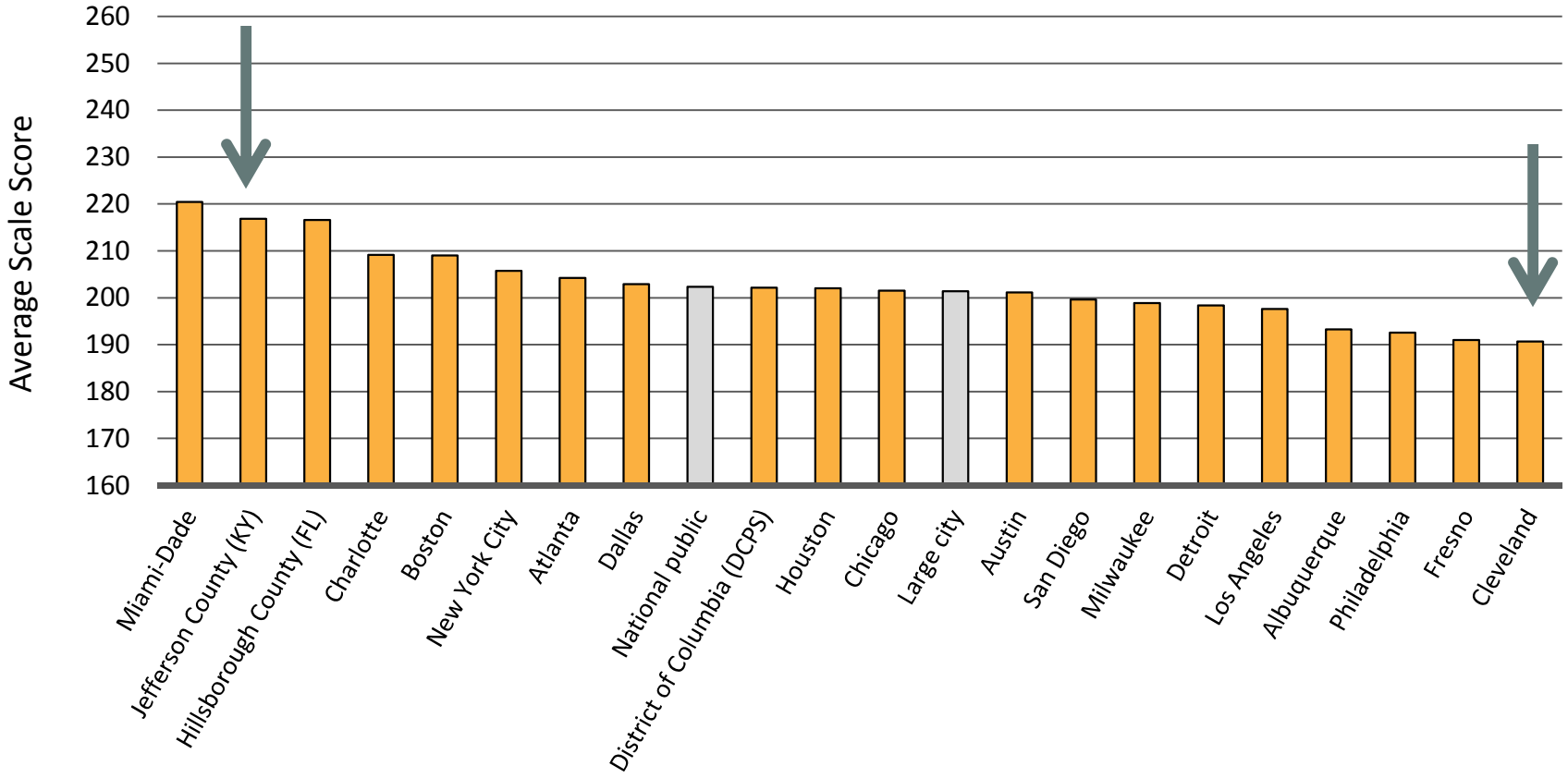


Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

Average Scale Scores, by District
Low-Income Latino Students

Grade 4 – NAEP Reading (2013)

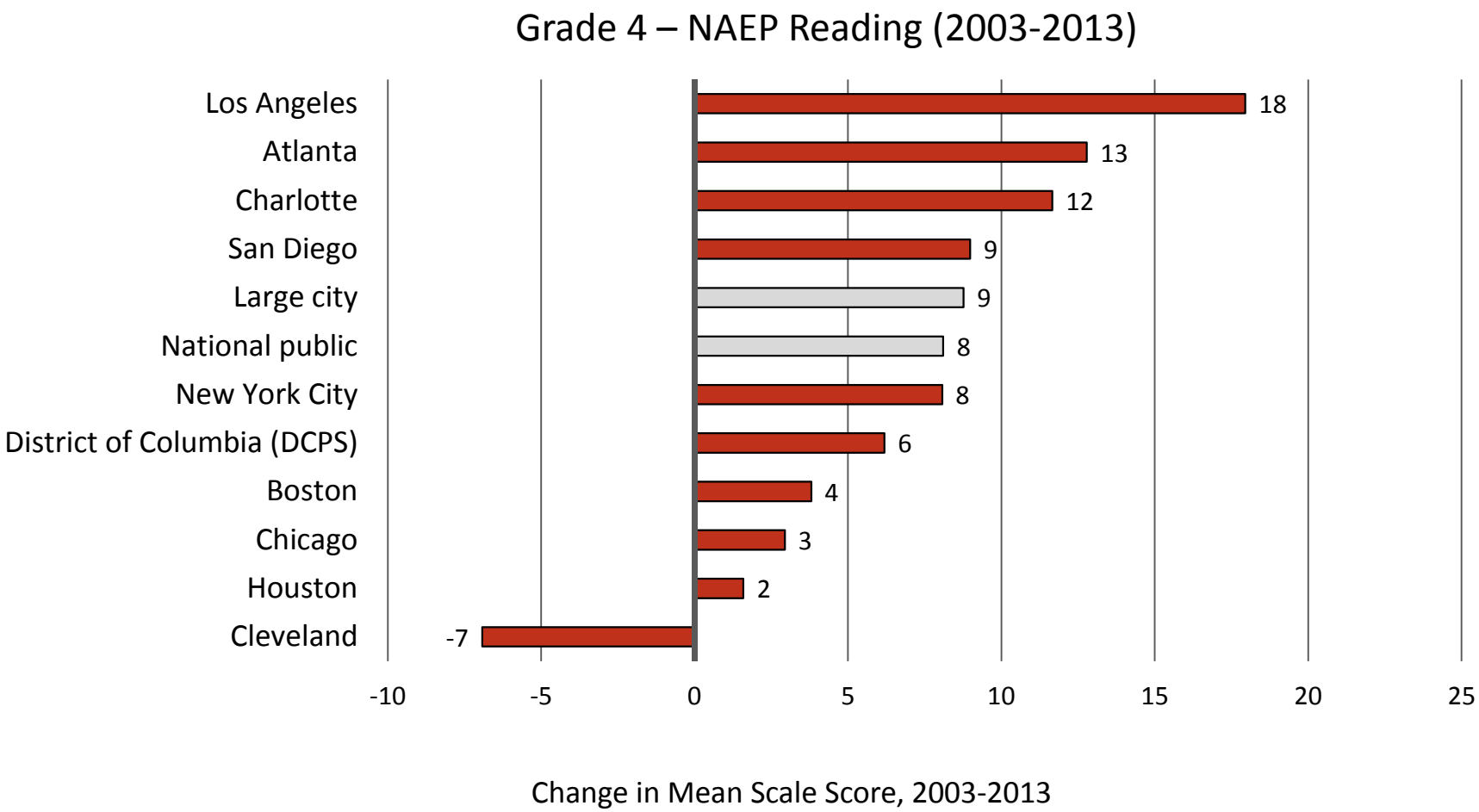


Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

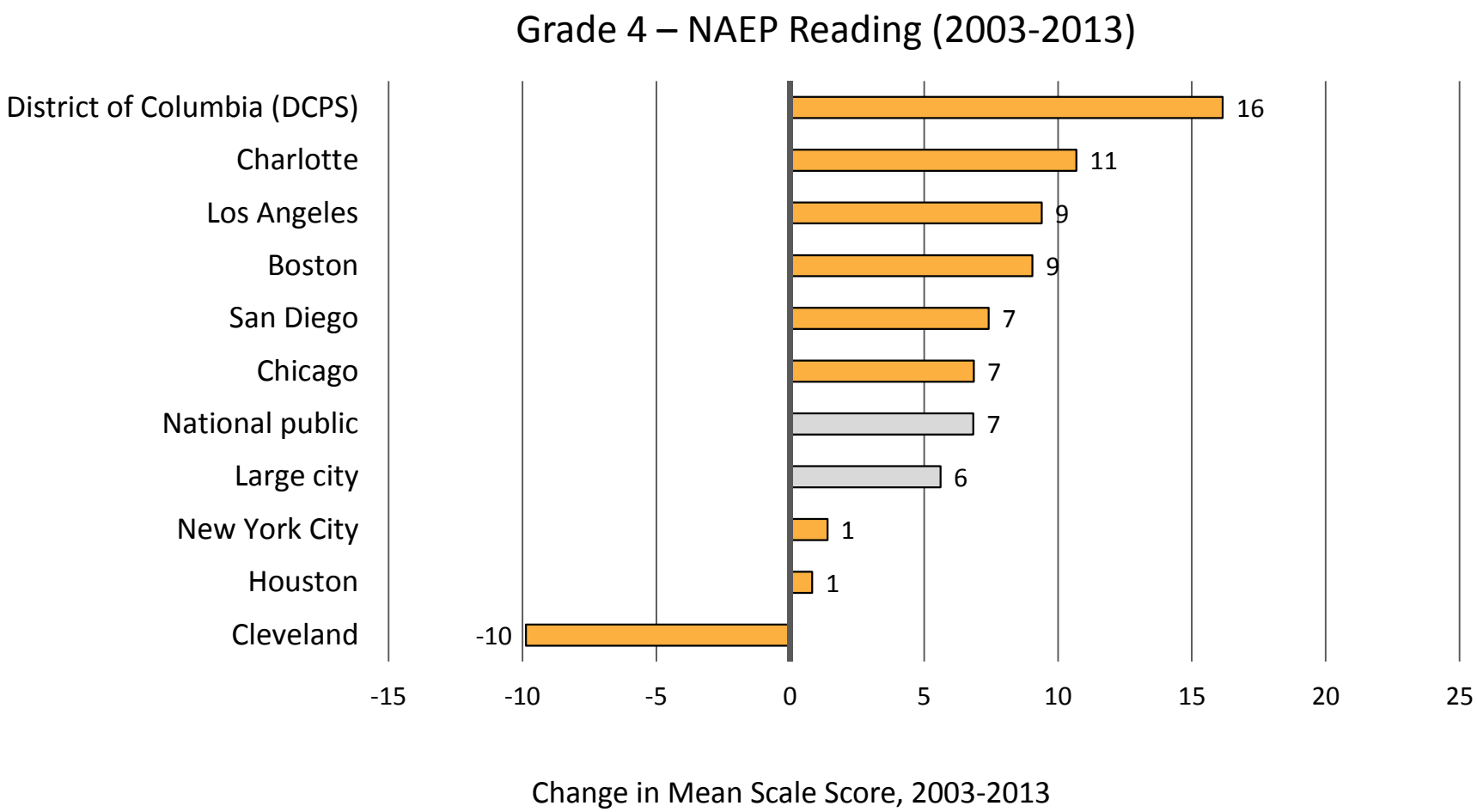
Big differences in change over time, too.

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



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

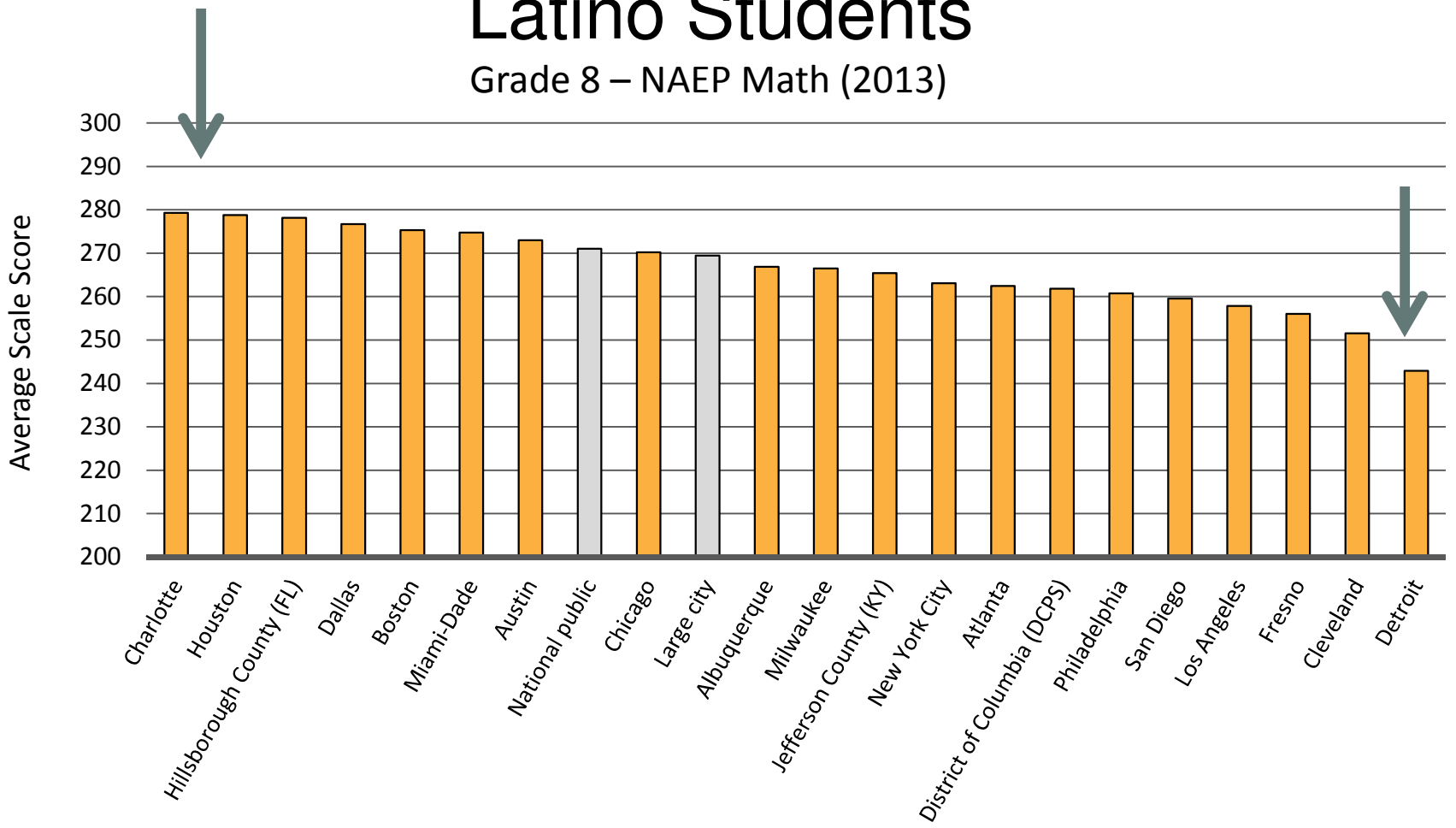


Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2003 and 2013 NAEP TUDA administrations .
Source: NCES, NAEP Data Explorer

And not just in reading…

Average Scale Scores, by District Latino Students

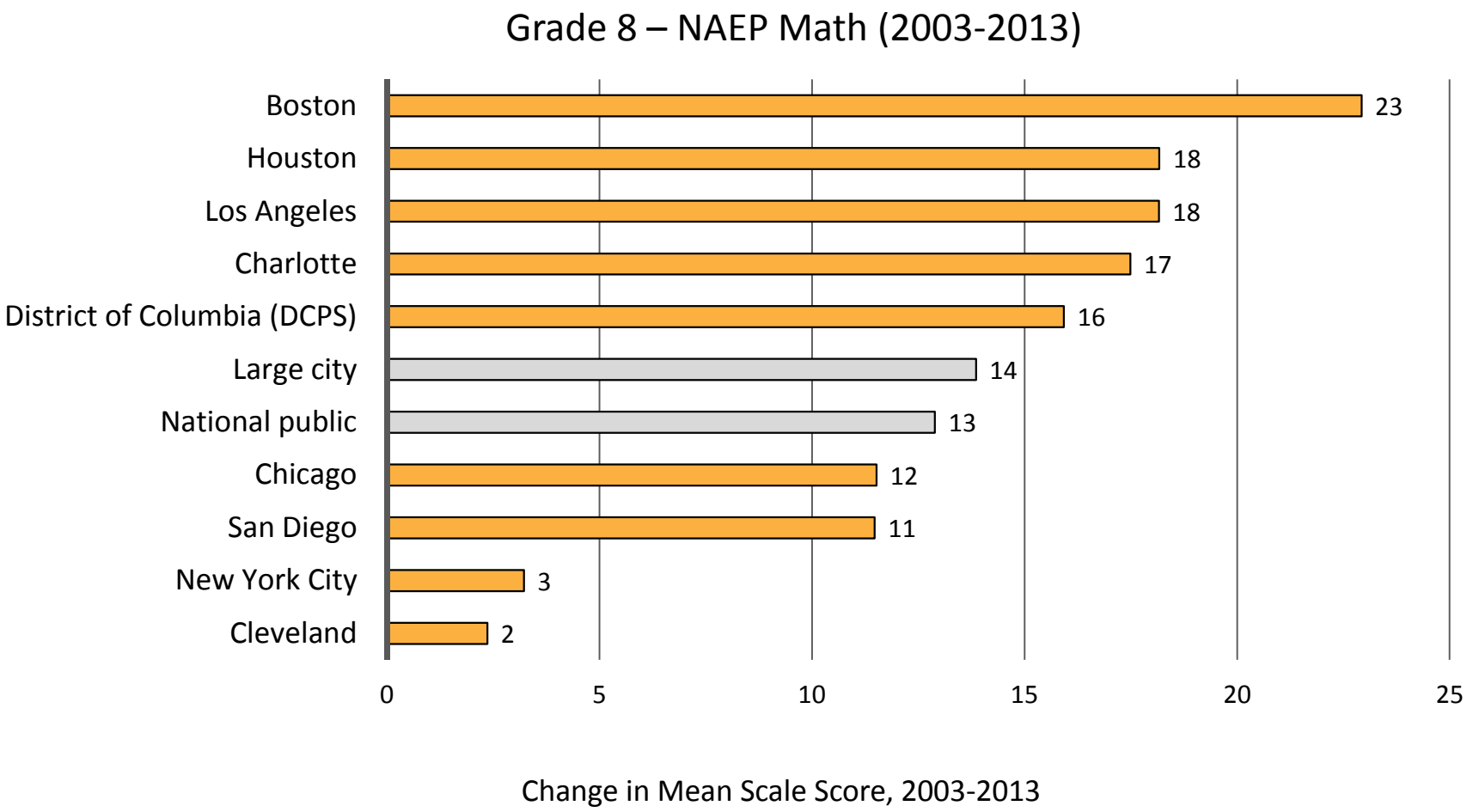
Grade 8 – NAEP Math (2013)



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

NAEP Data Explorer, NCES

Change in Average Scale Scores, by District Latino Students



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

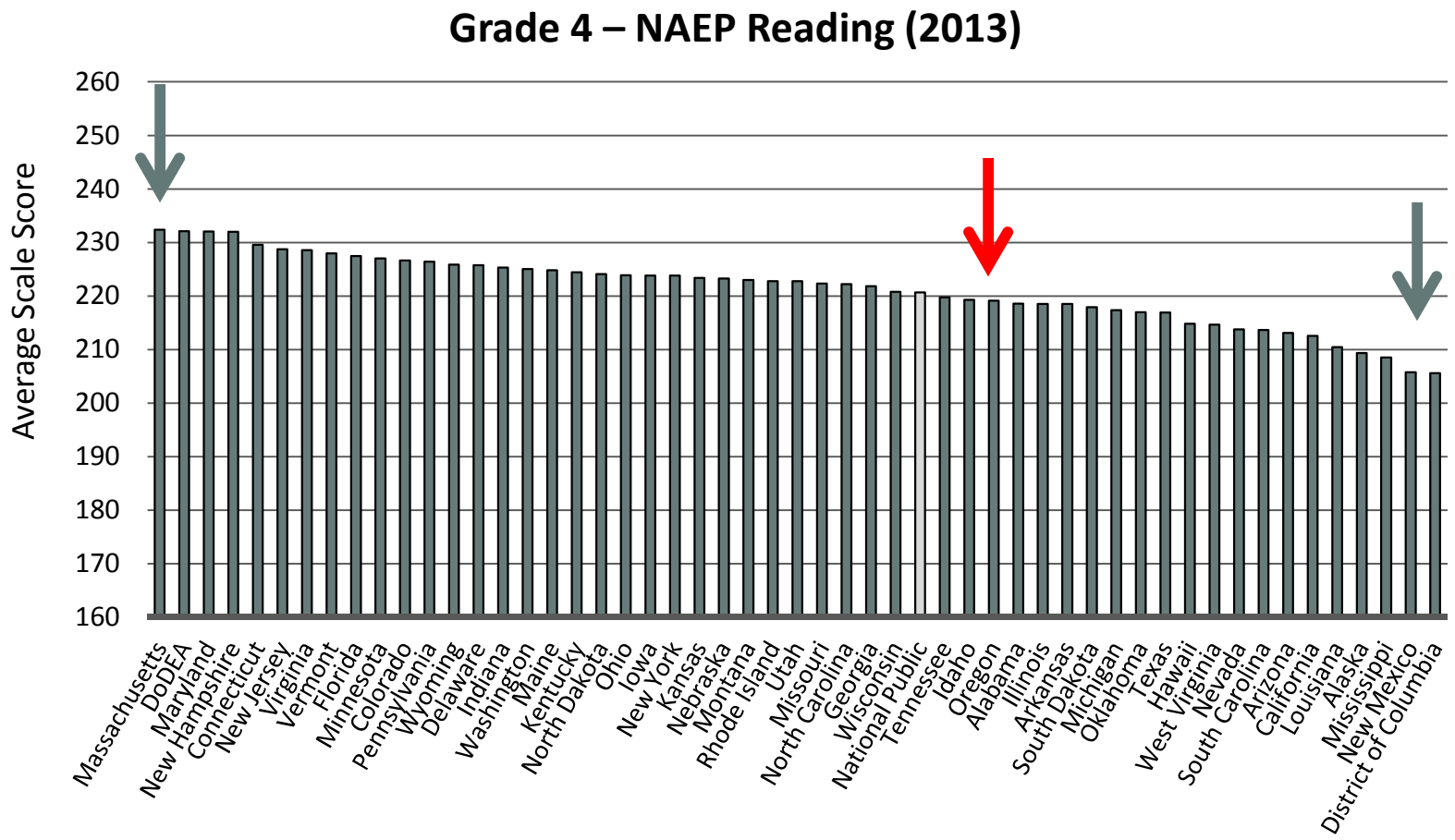
So, what did I just do?

- Showed more progress;
- Helped take away the excuses;
- Prepared them to take on the excuse makers.

Even big differences in whole states. Oregon?

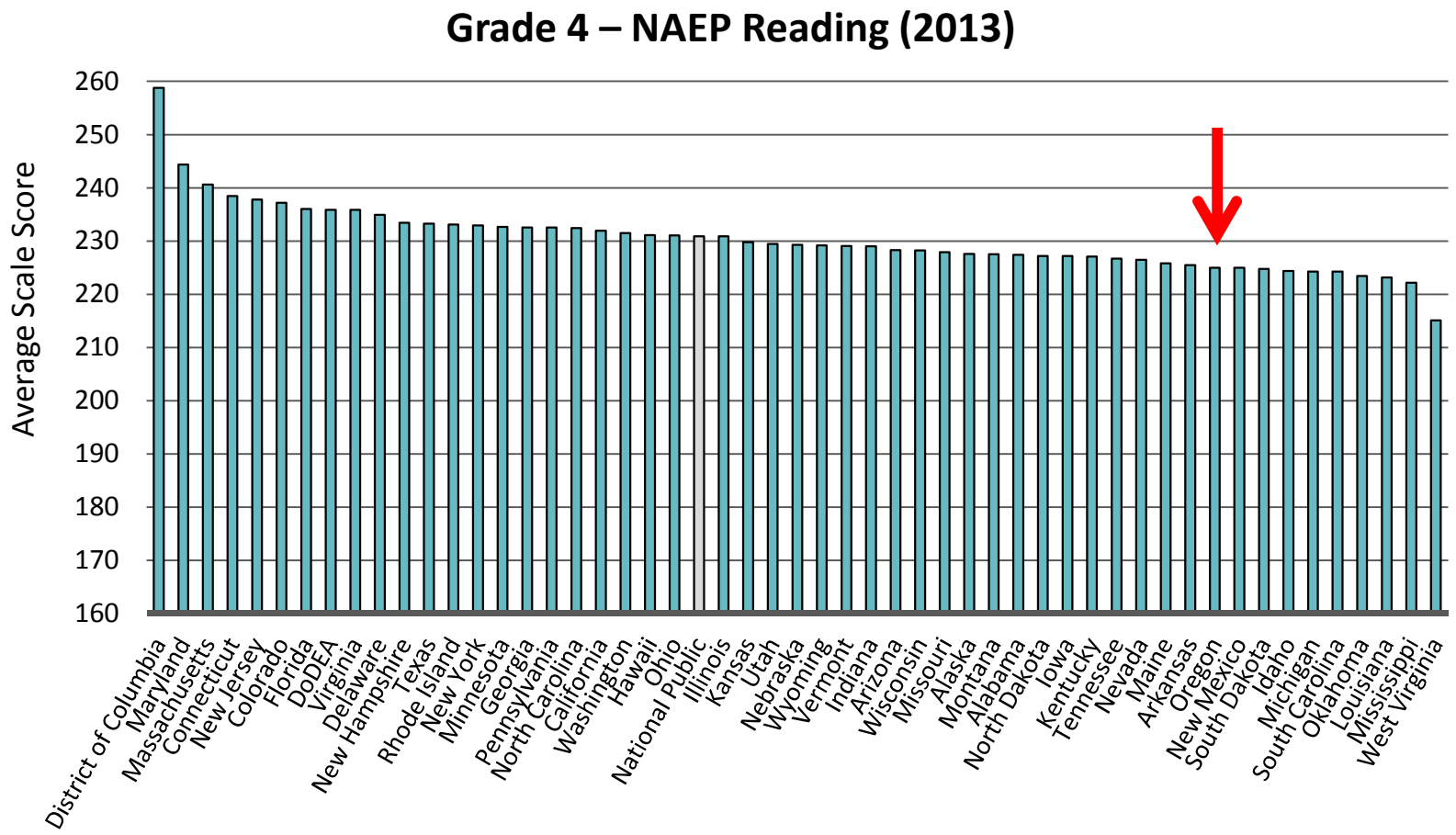
4th Grade Reading

Scale Scores by State – All Students



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

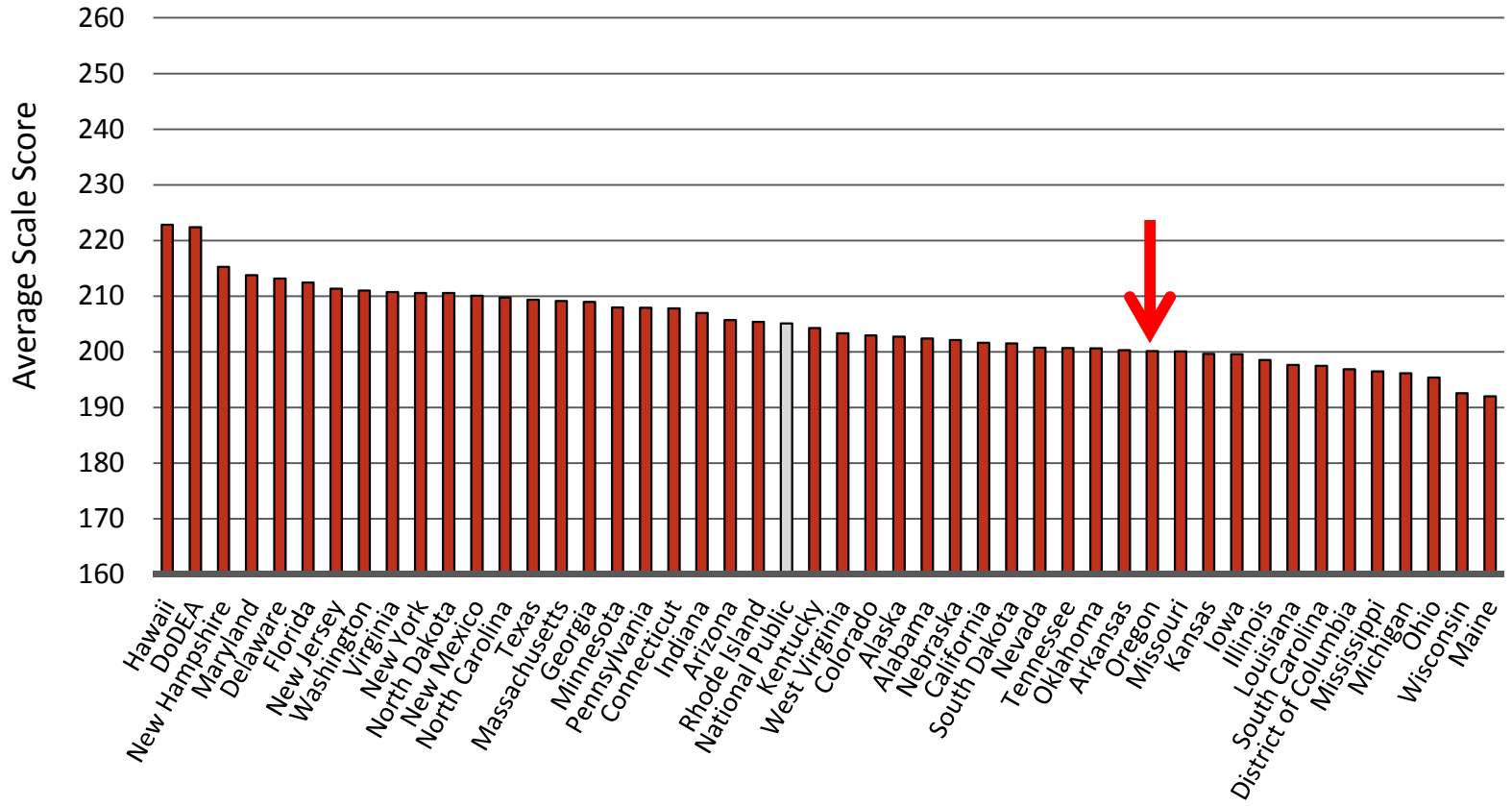
Scale Scores by State – White Students



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

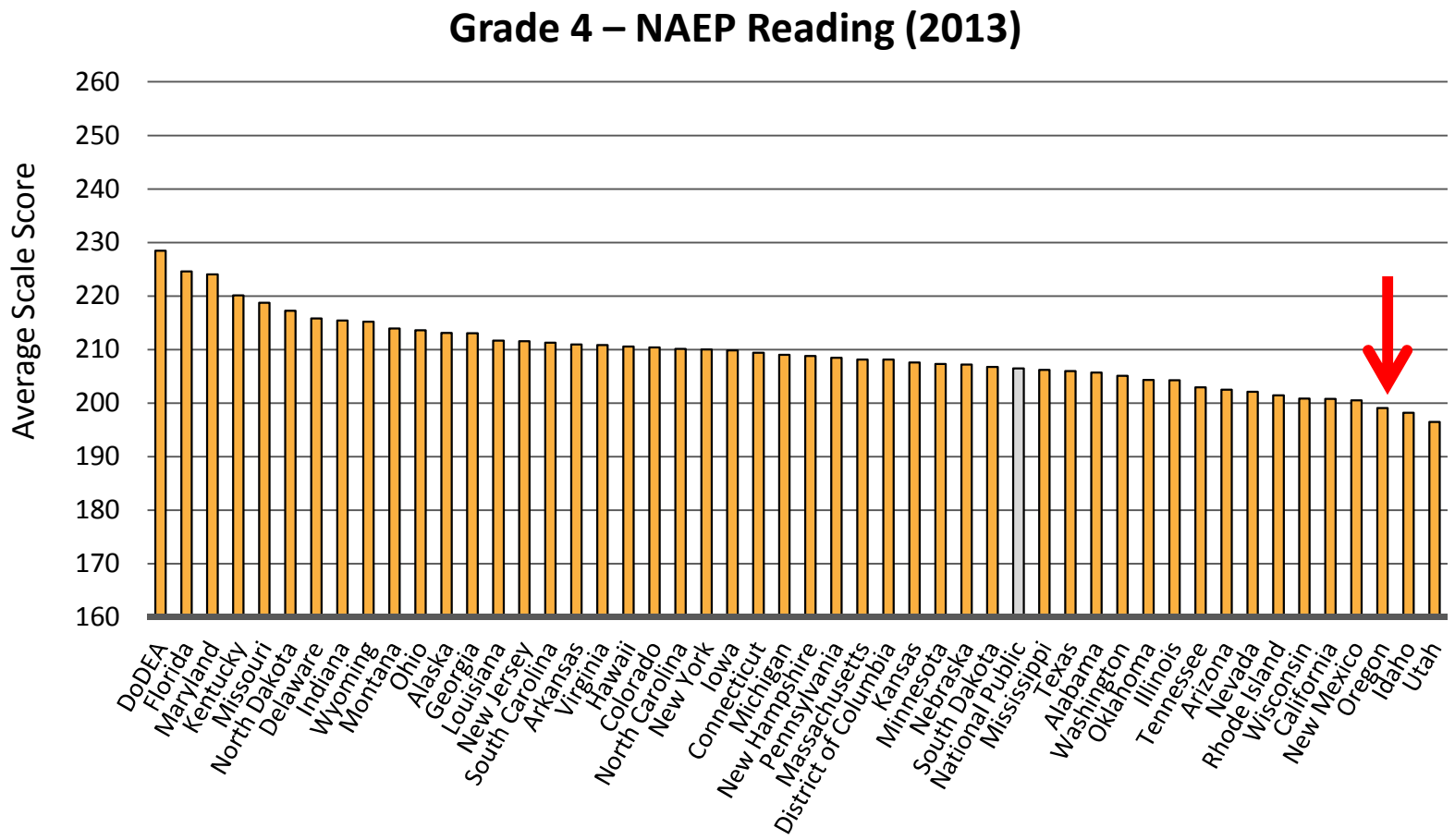
Scale Scores by State – African-American Students

Grade 4 – NAEP Reading (2013)



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

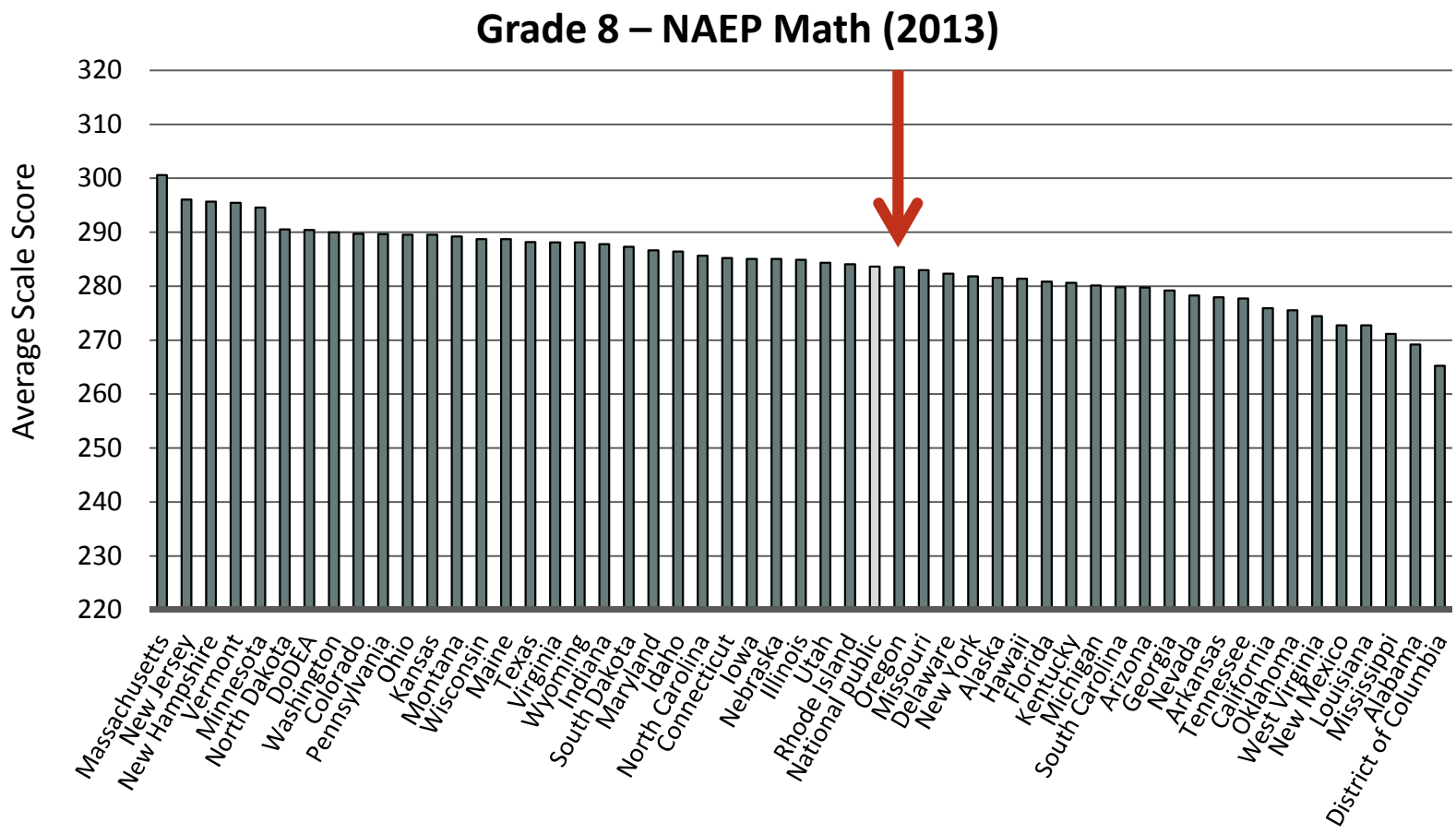
Scale Scores by State – Latino Students



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

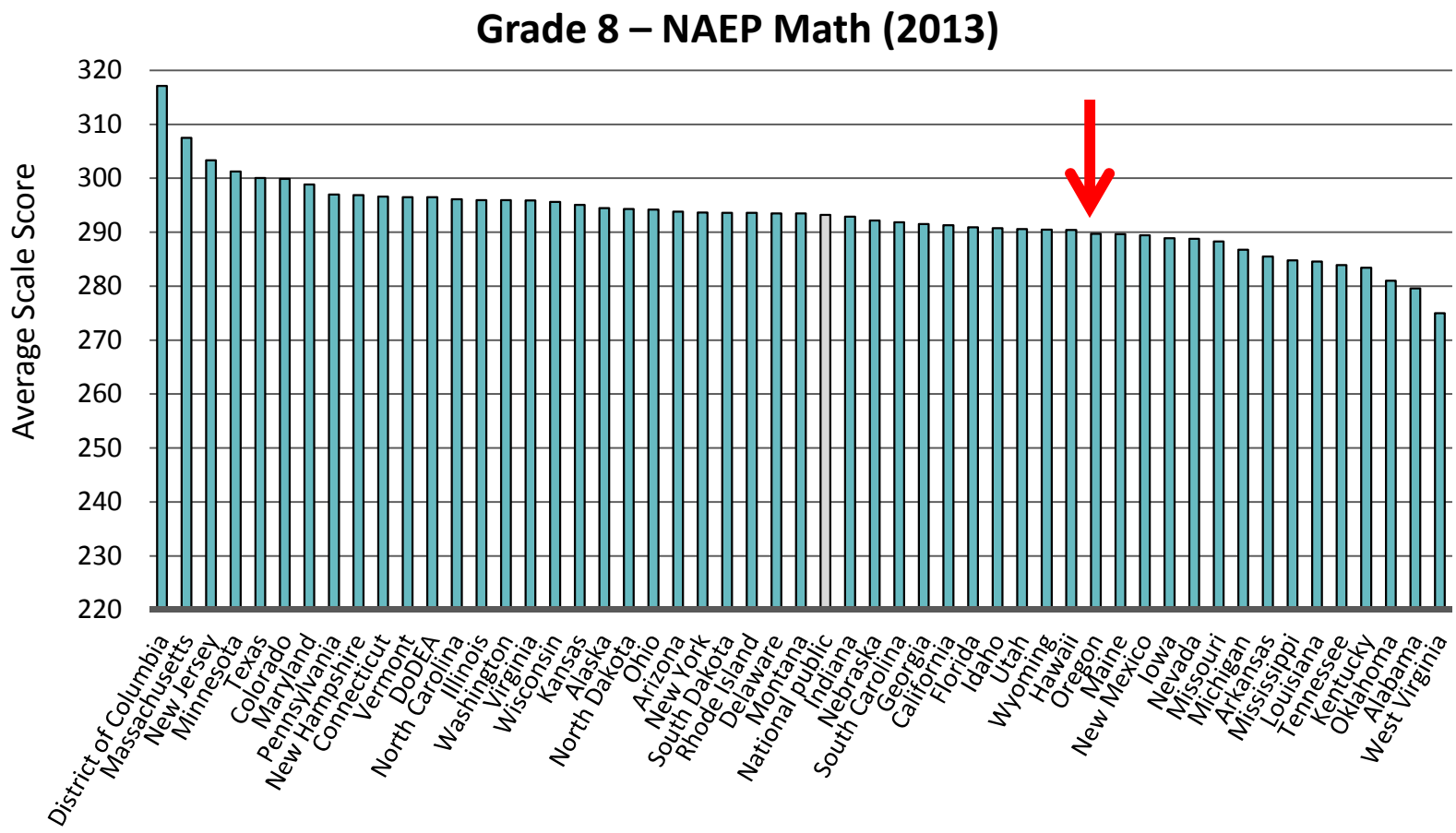
8th Grade Math

Scale Scores by State – All Students



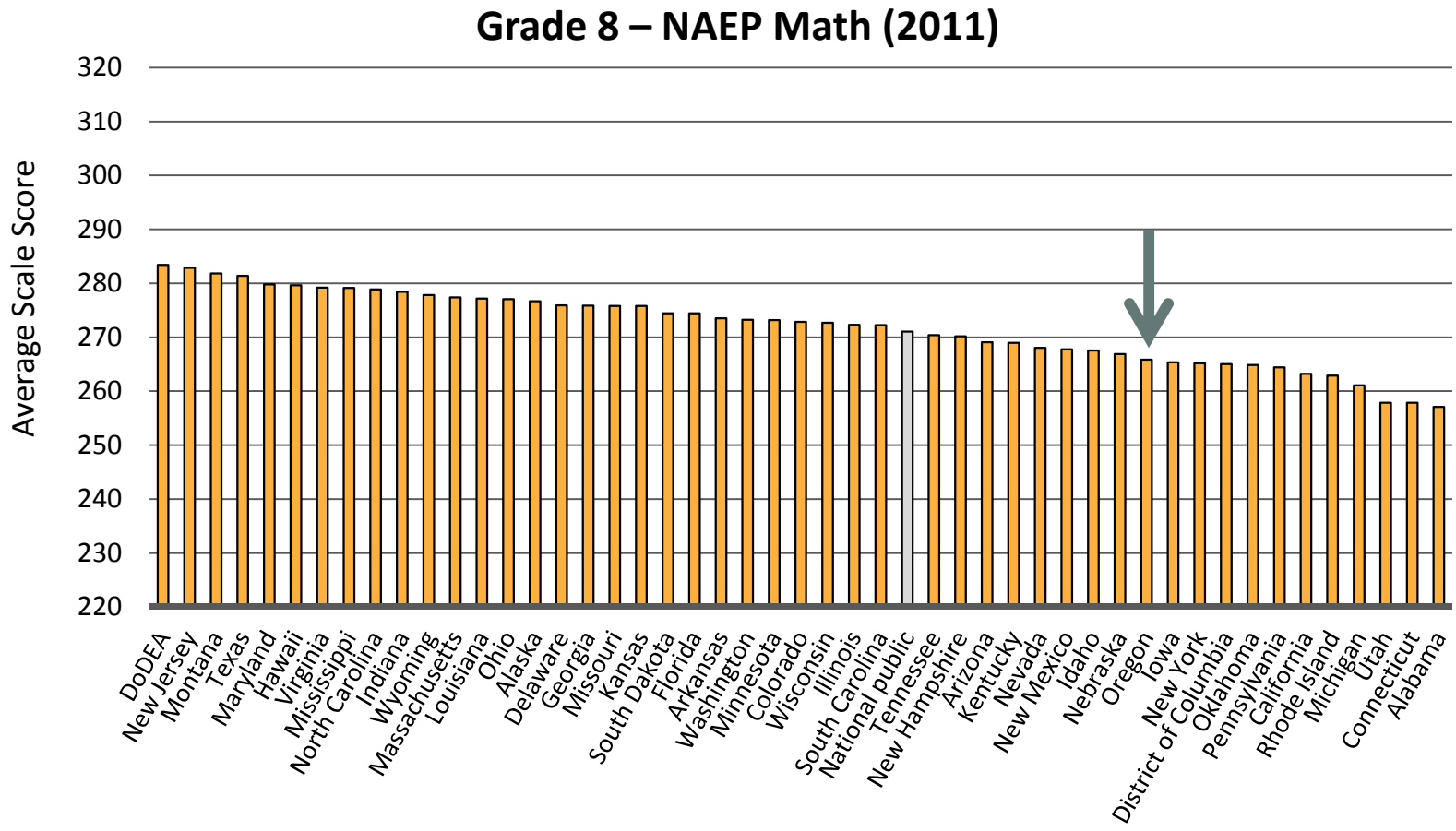
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

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

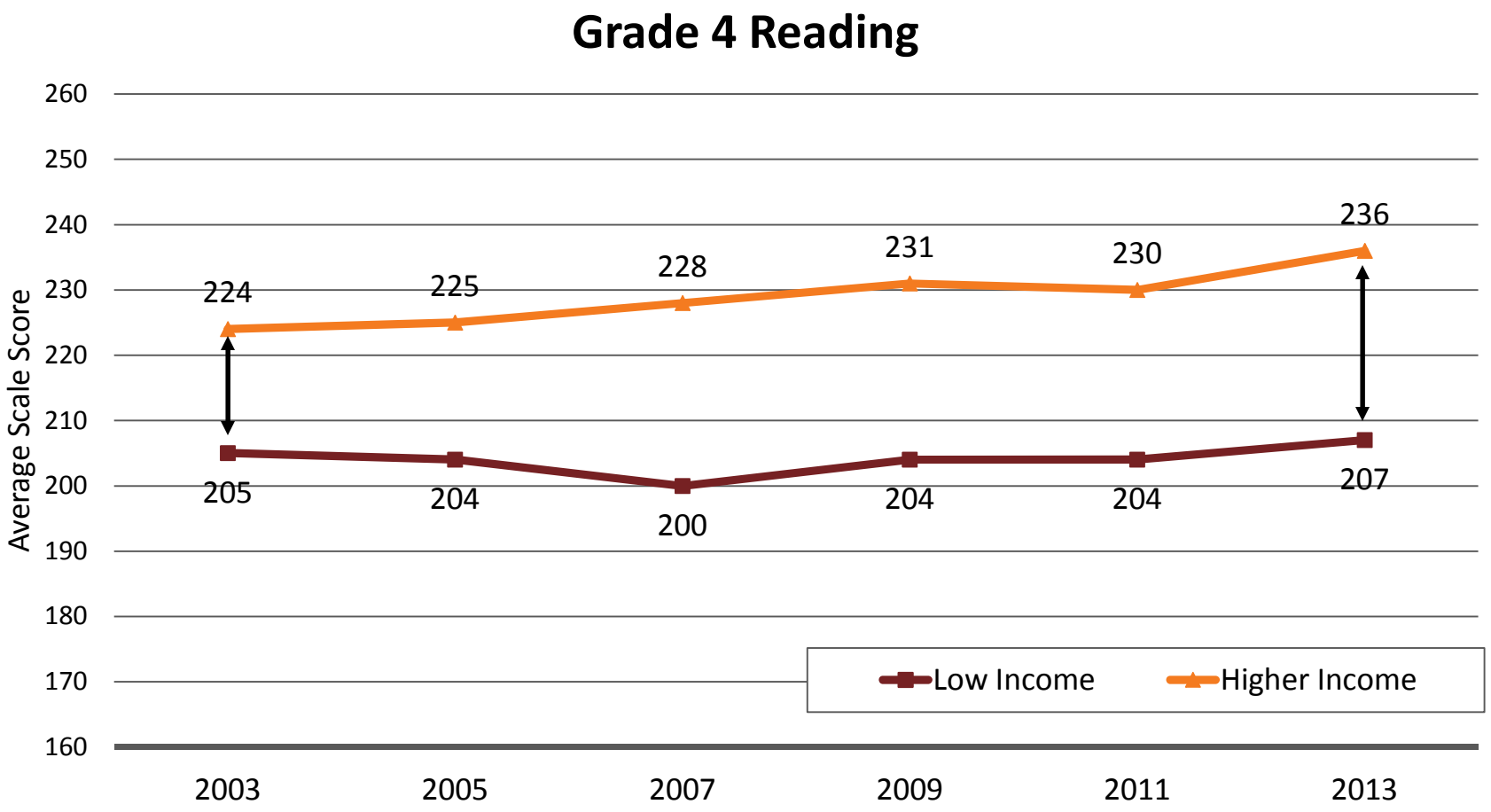


Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Improvement over time?

Much more progress for higher income students than for low-income students

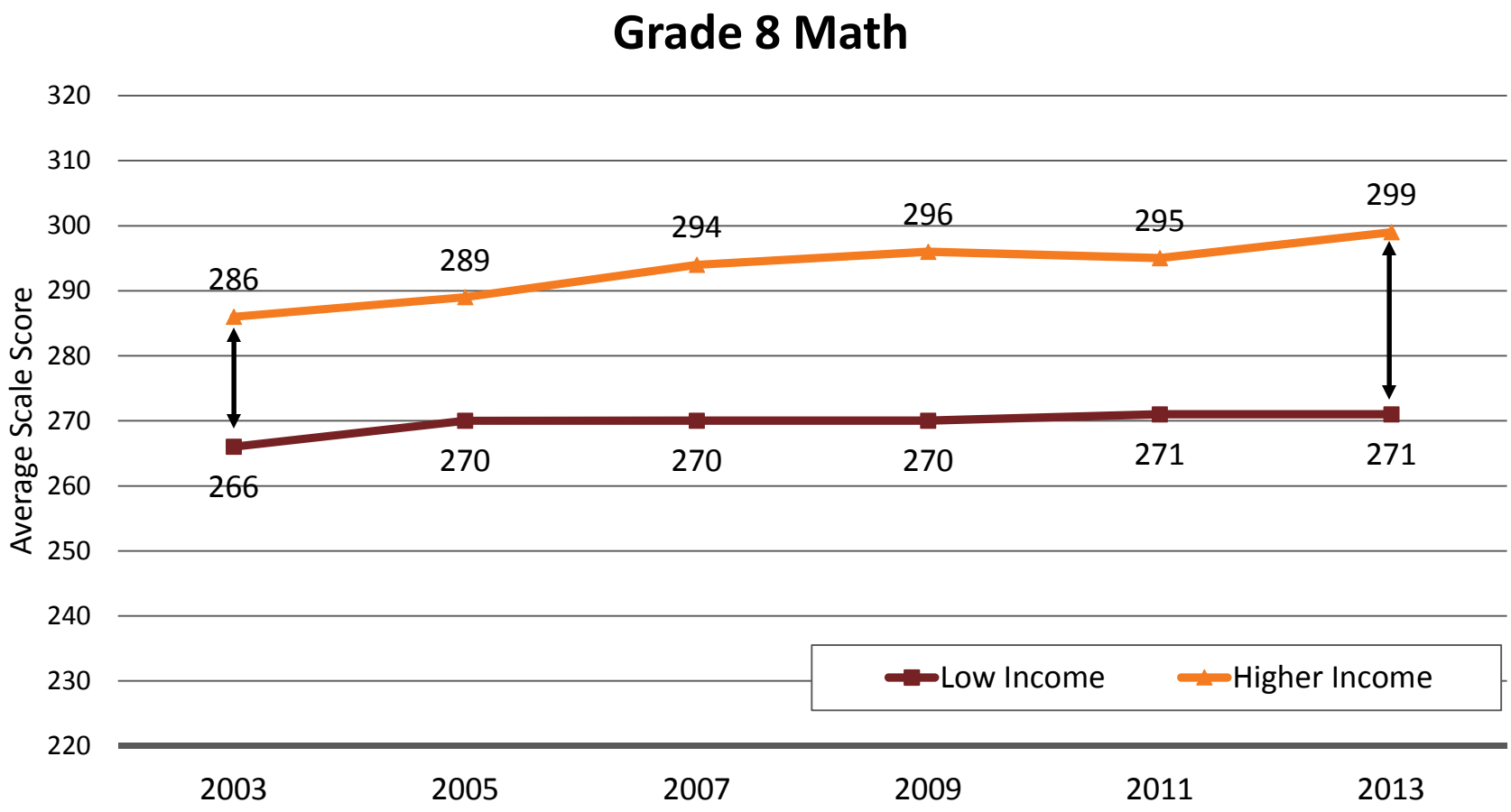
Widening gap between low-income students and higher income students



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

Source: NAEP Data Explorer, National Center for Education Statistics

Flat performance for low-income students, rising achievement for higher income, leads to widening gaps

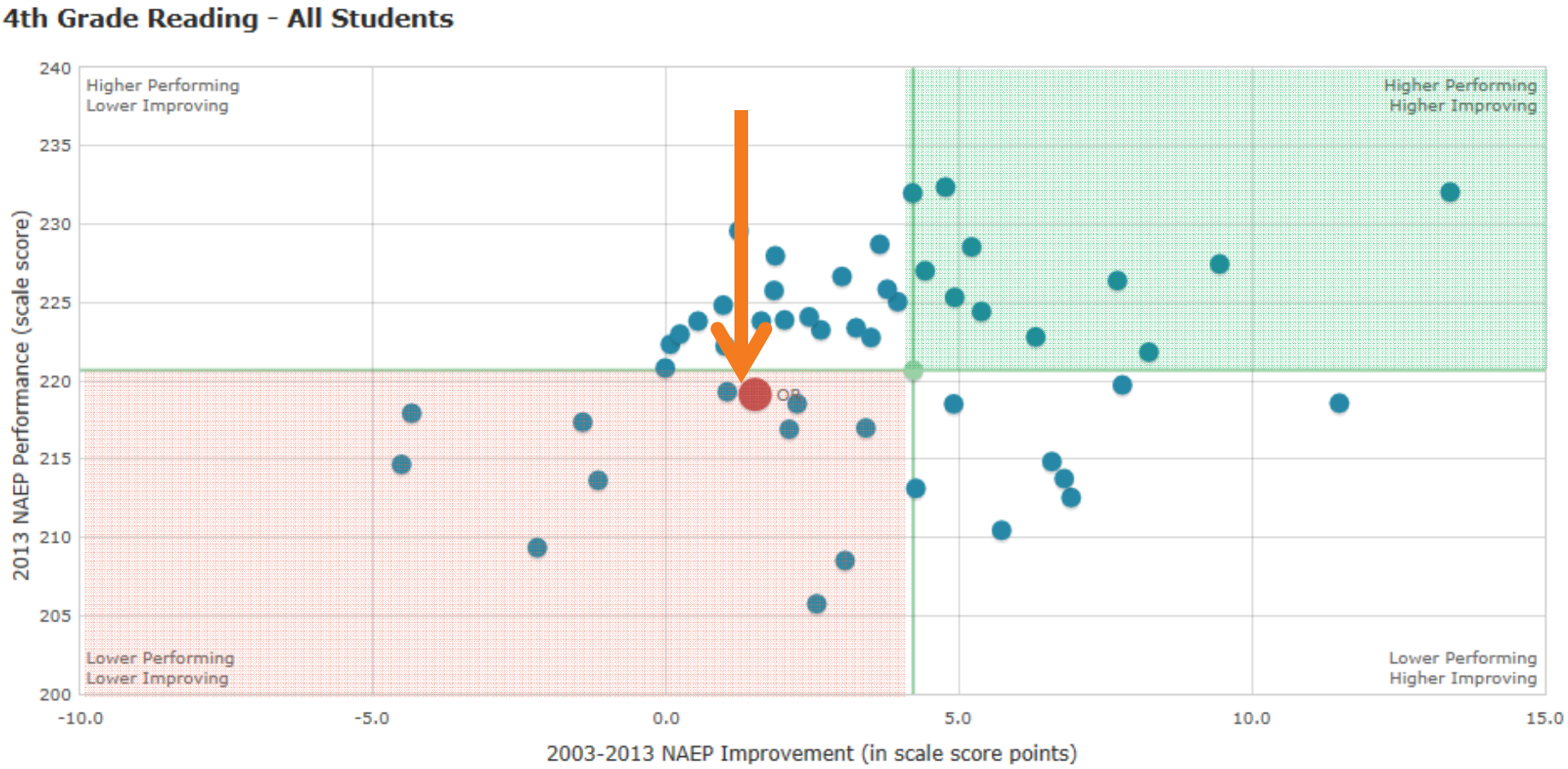


Note: Proficient Scale Score = 299; Basic Scale Score = 262

Source: NAEP Data Explorer, National Center for Education Statistics

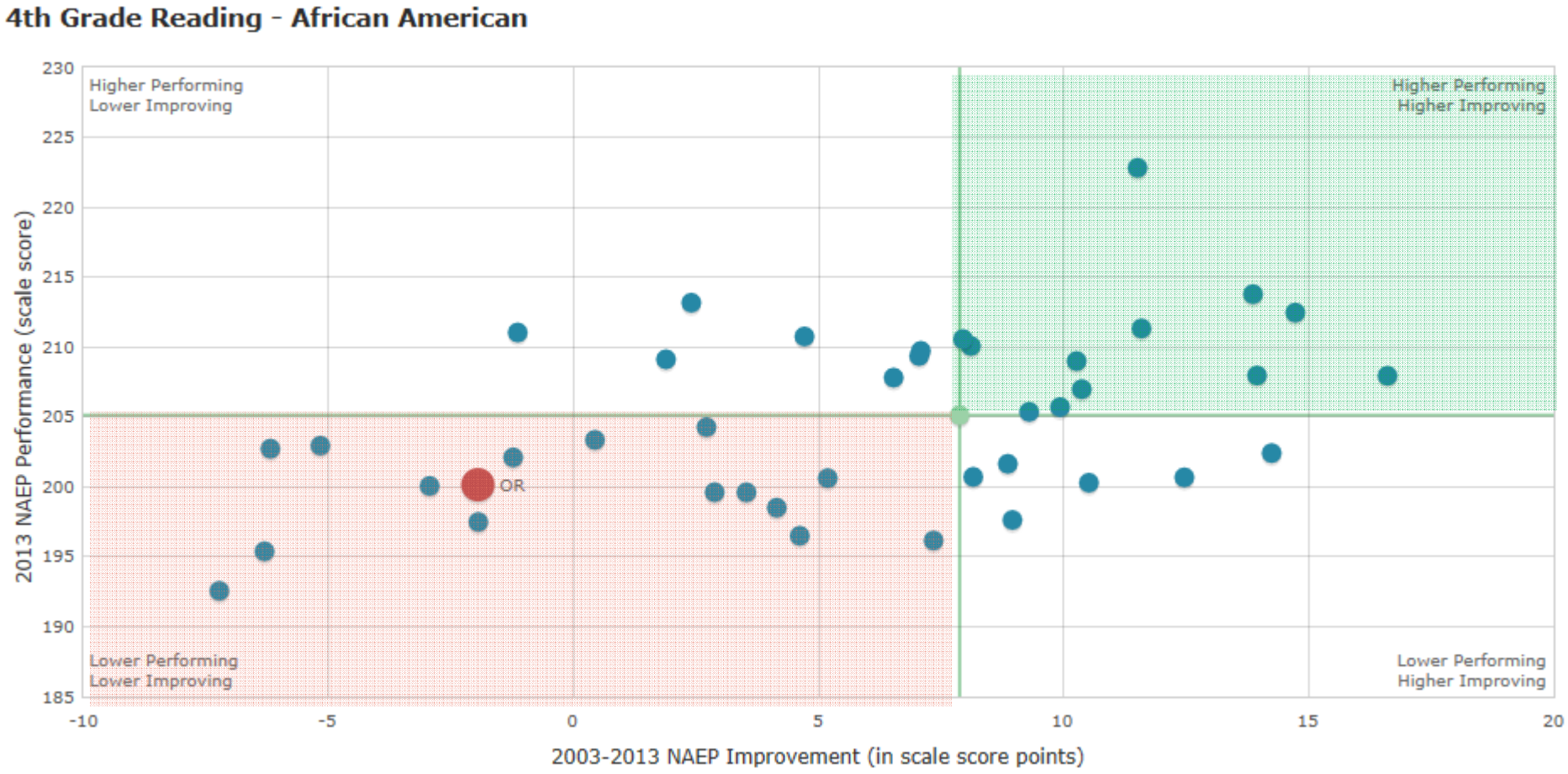
Slower-than-average improvement, especially for low-income students and students of color

Oregon's 4th graders achieving, improving below the nation in reading



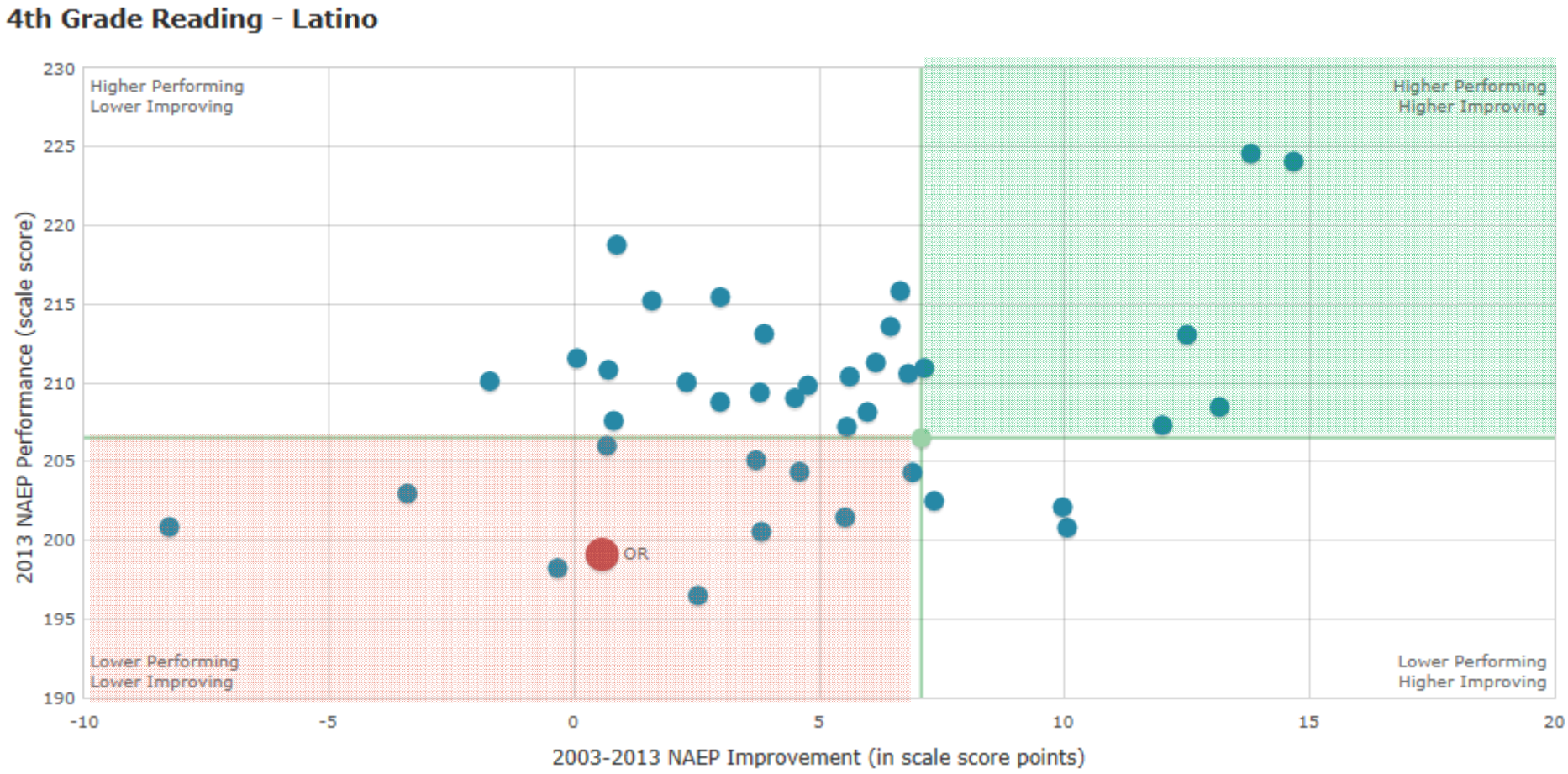
Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

Below-average reading performance and improvement for Oregon's African American students



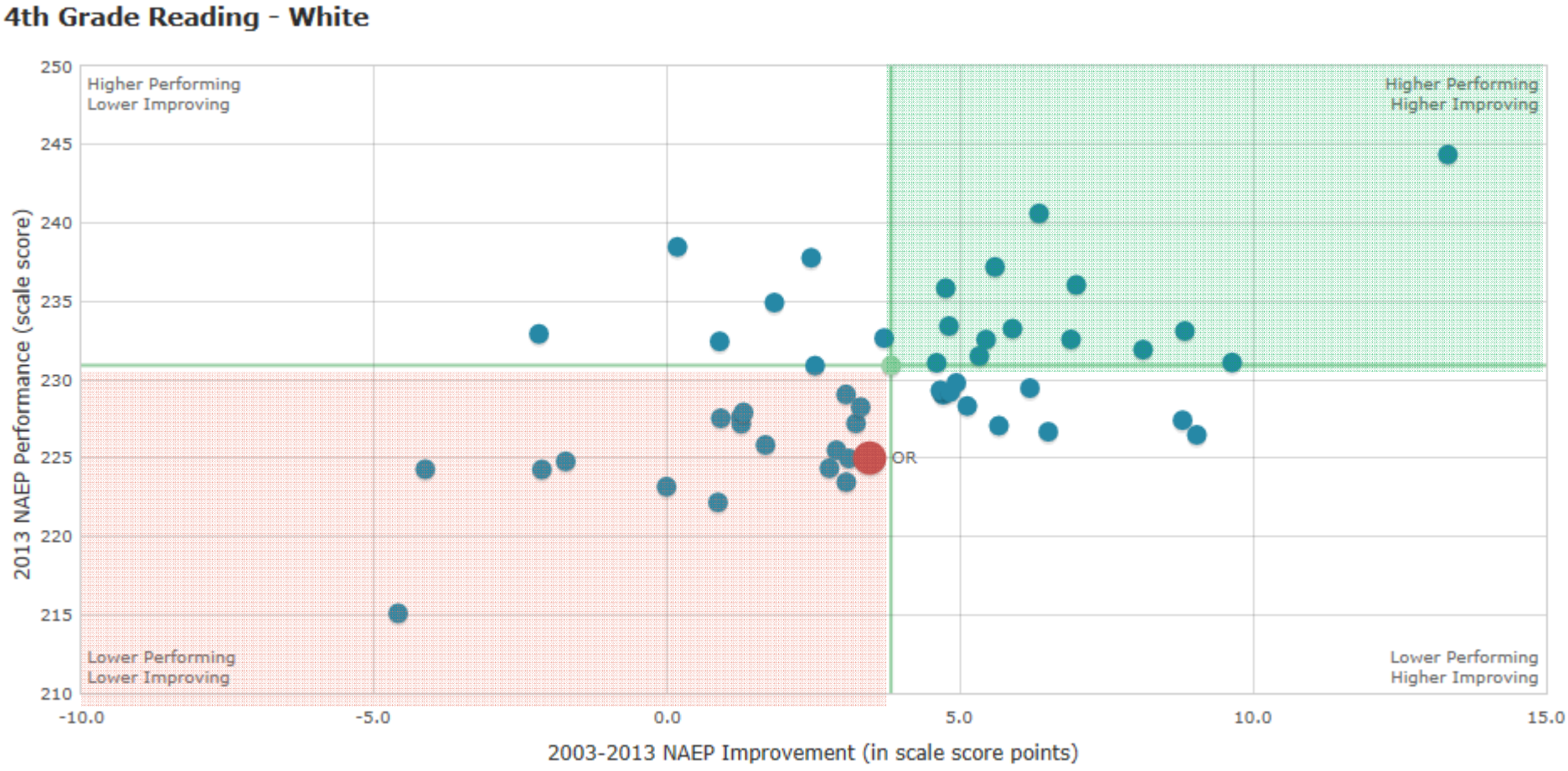
Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

Low performance, slow improvement in reading for Oregon's Latino fourth-graders



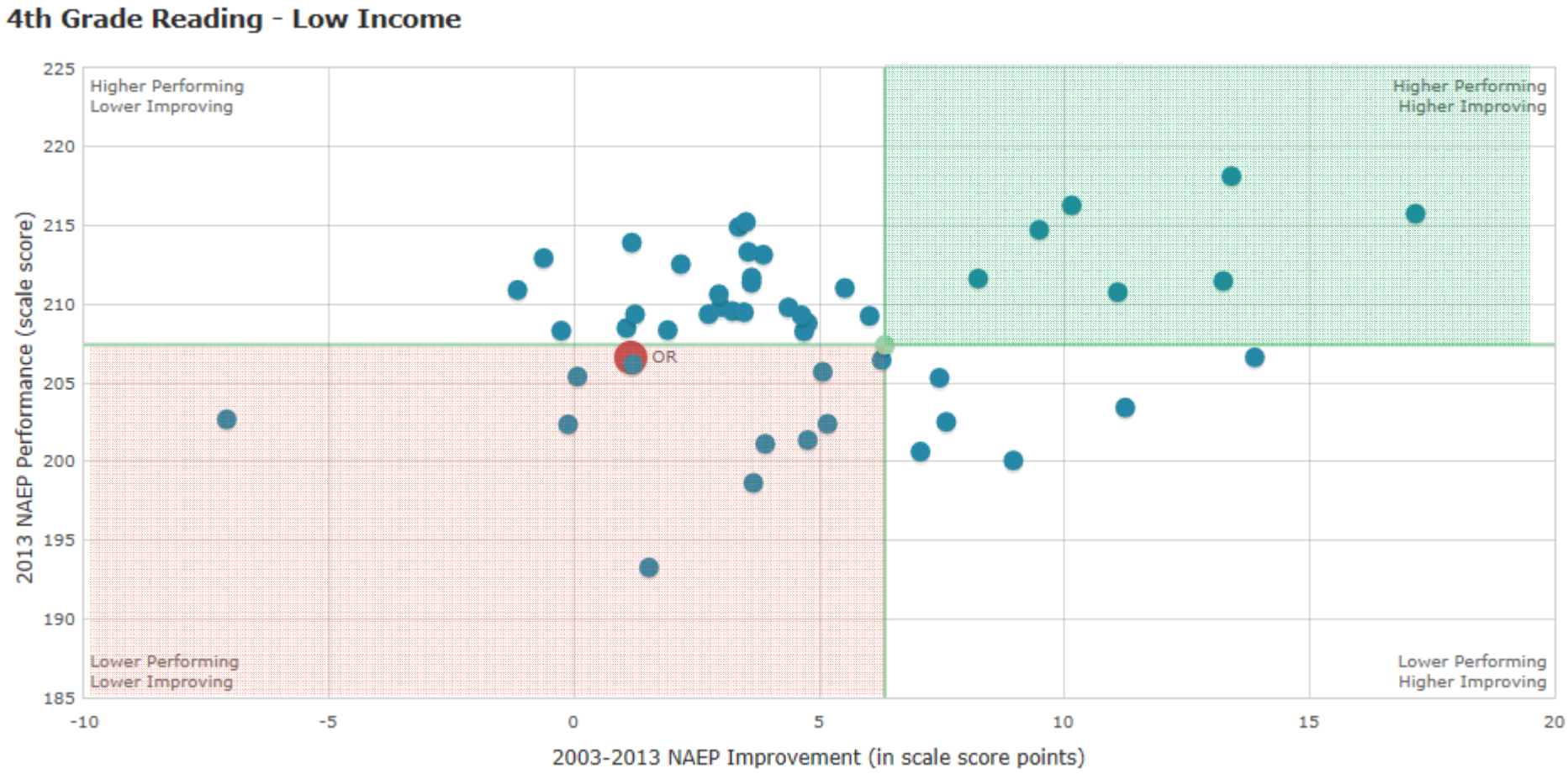
Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

Low performance, average improvement for white students in Oregon



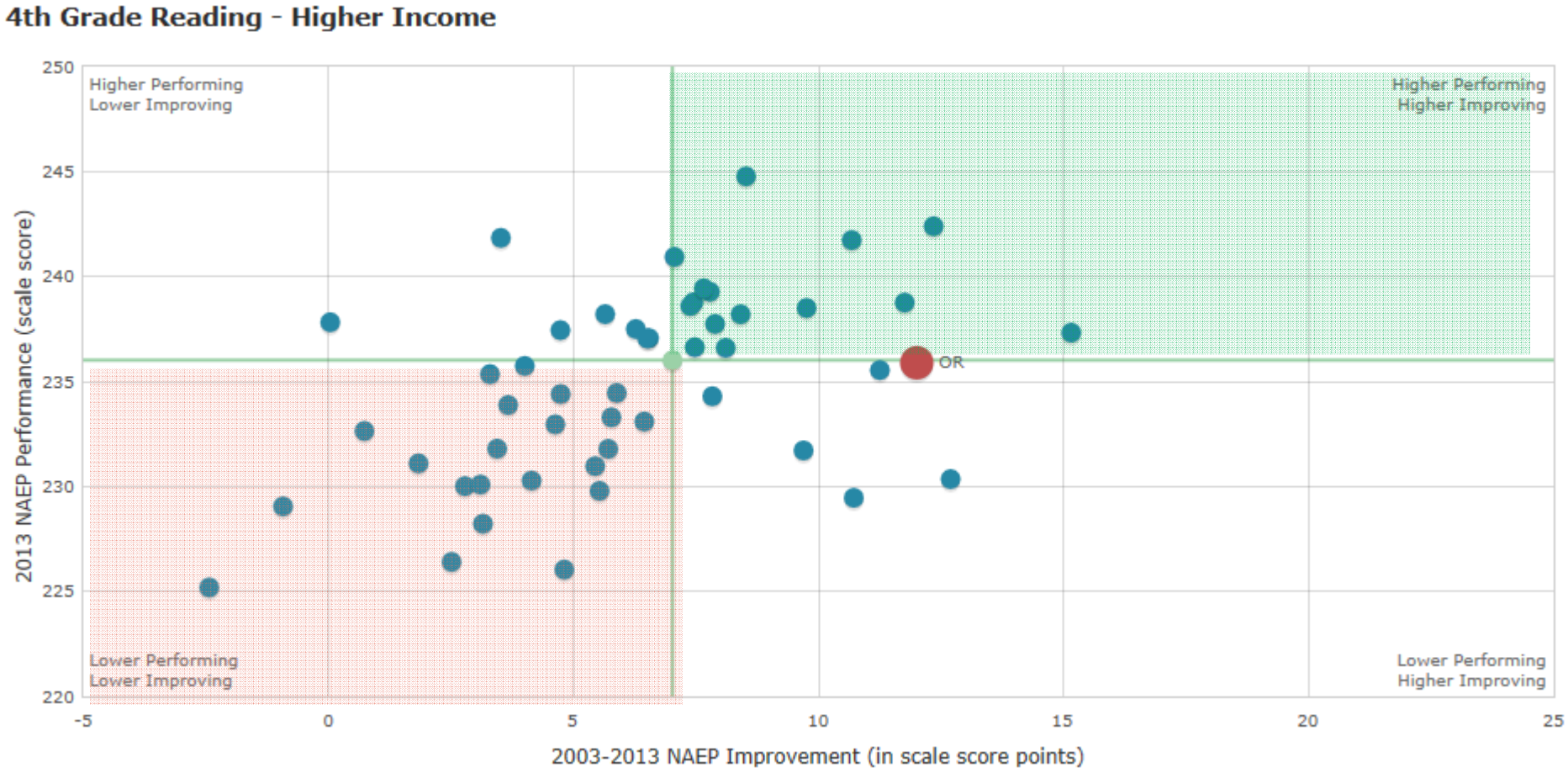
Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

Low-income students in Oregon improving slower in reading than students nationwide…



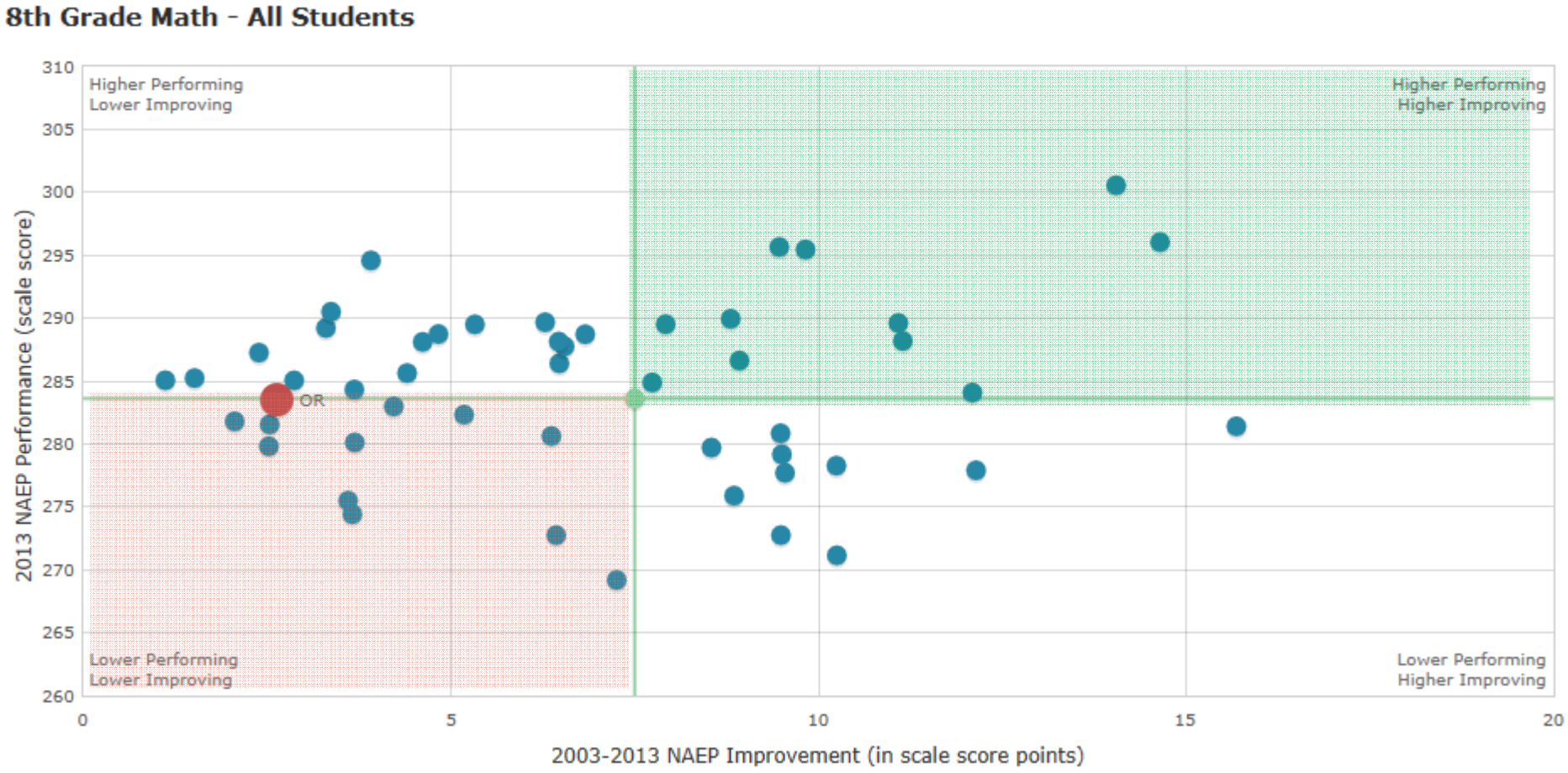
Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

…While higher income students in Oregon improve faster than average



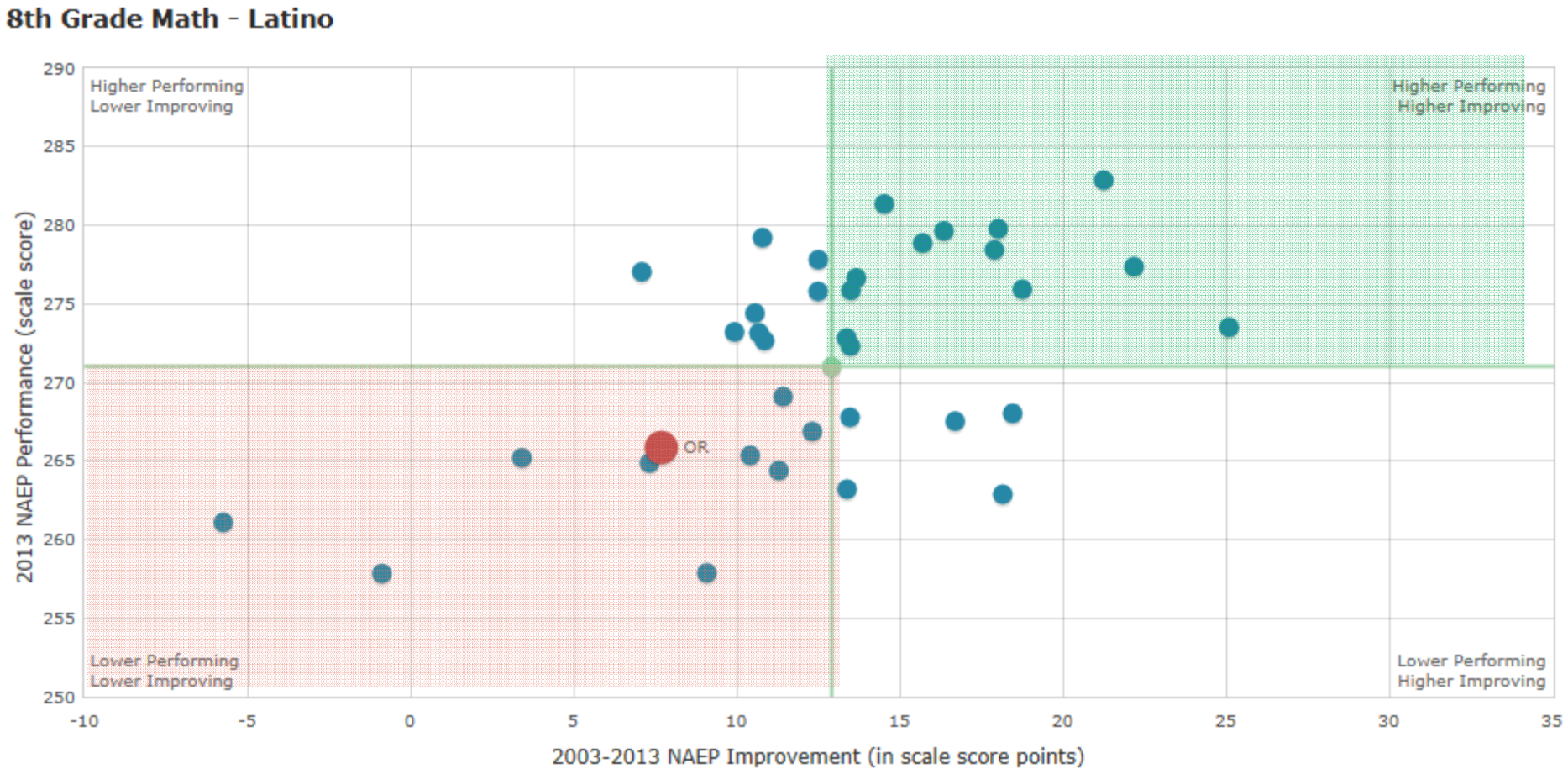
Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

Average performance, below-average improvement in math for Oregon's students



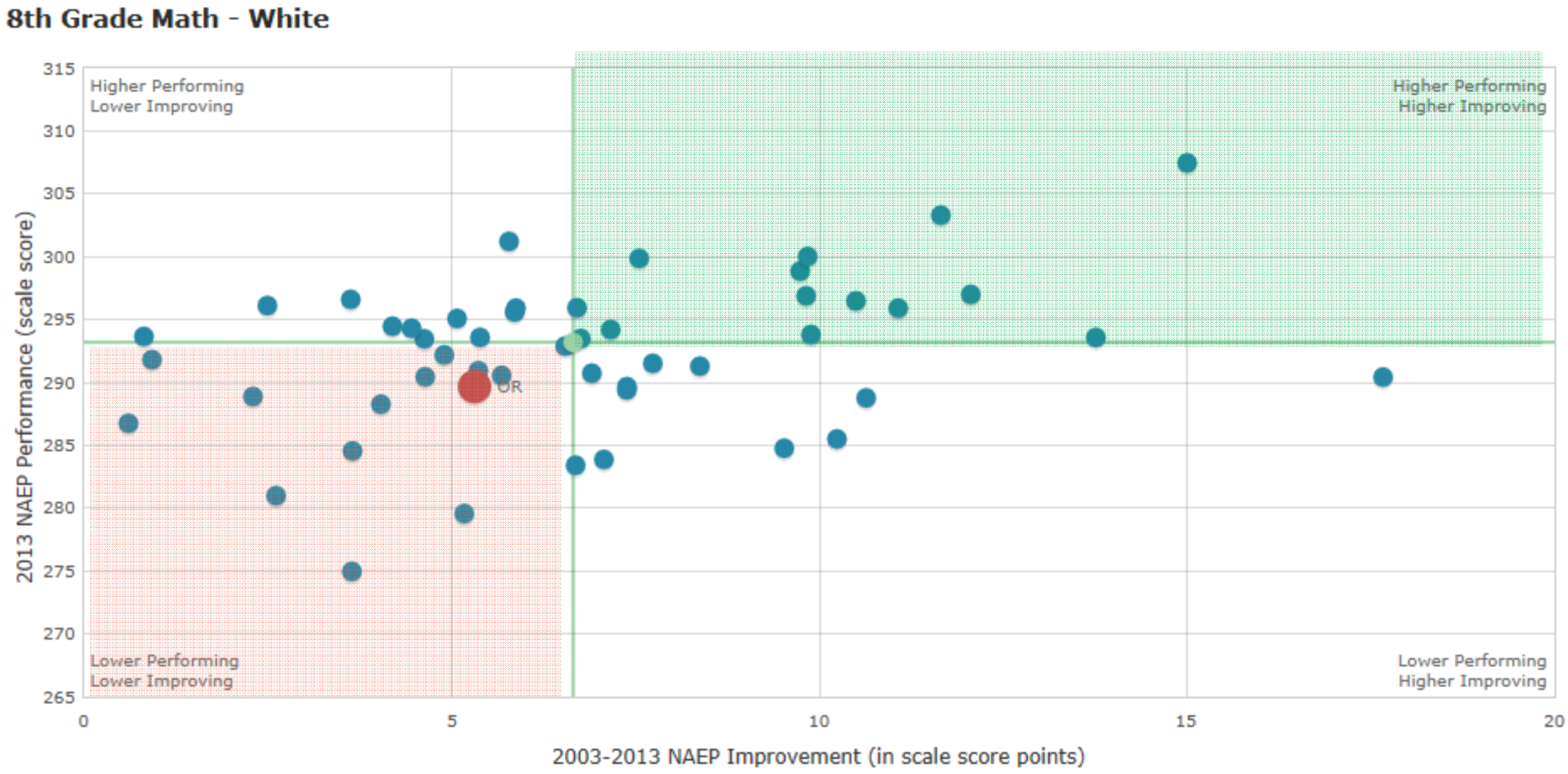
Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

Oregon's Latino students below the national average in math performance and improvement



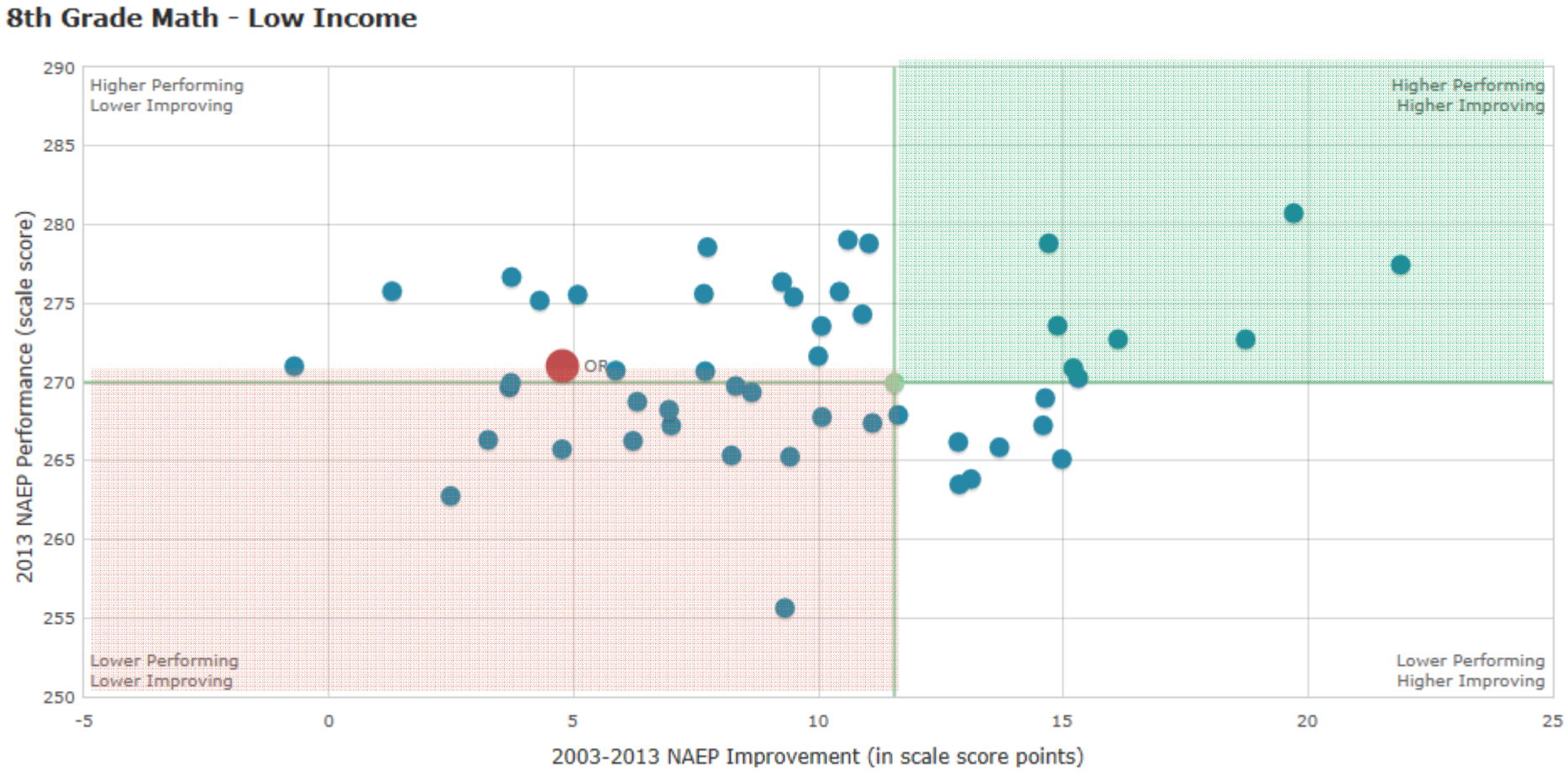
Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

Oregon's white students slightly below national averages in math



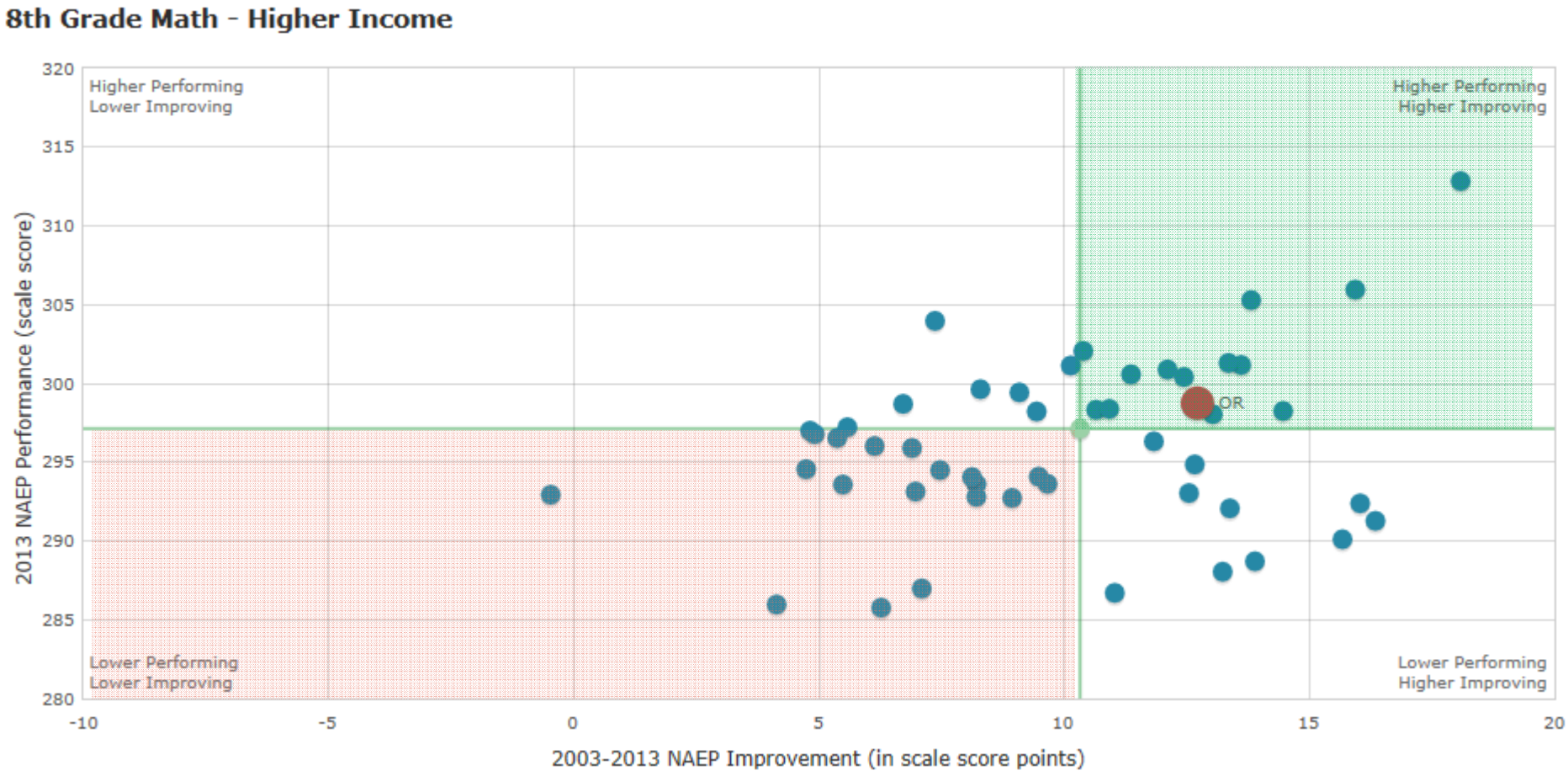
Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

Average performance, but below-average improvement for Oregon's low-income students



Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

Oregon's higher income students improving slightly faster than national average in math



Source: The Education Trust, State Academic Performance and Improvement Tool, http://www.edtrust.org/naep_state_scores

Then and now

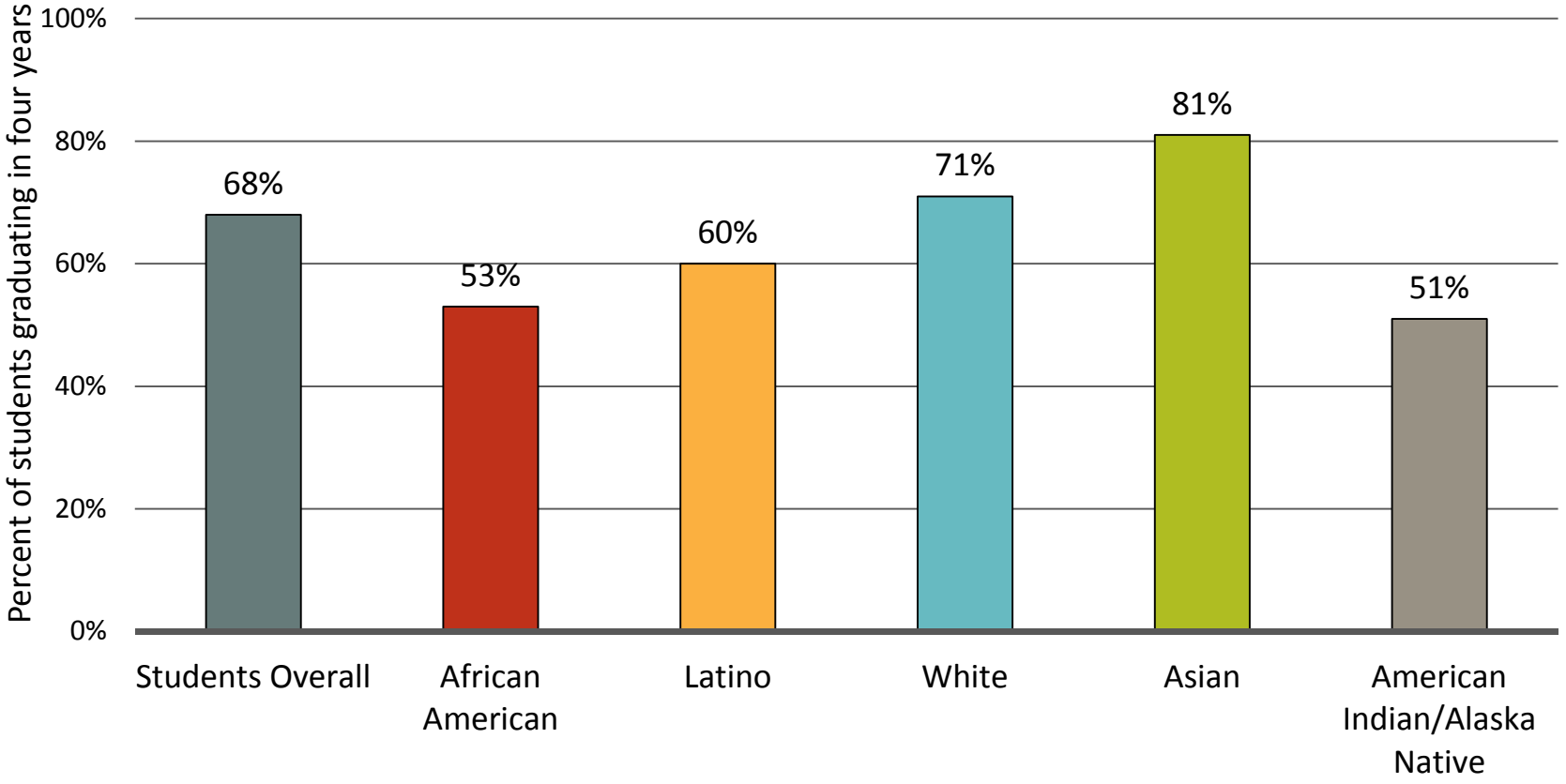
- In 1996, Latino 8th graders in Oregon #5 in the nation in math; today, #36;
- In 2003, Latino 4th graders in Oregon were 30th in the nation in reading; today, 3rd from bottom.

Source:

Wide gaps, low graduation rates

Oregon's students of color less likely to graduate on time

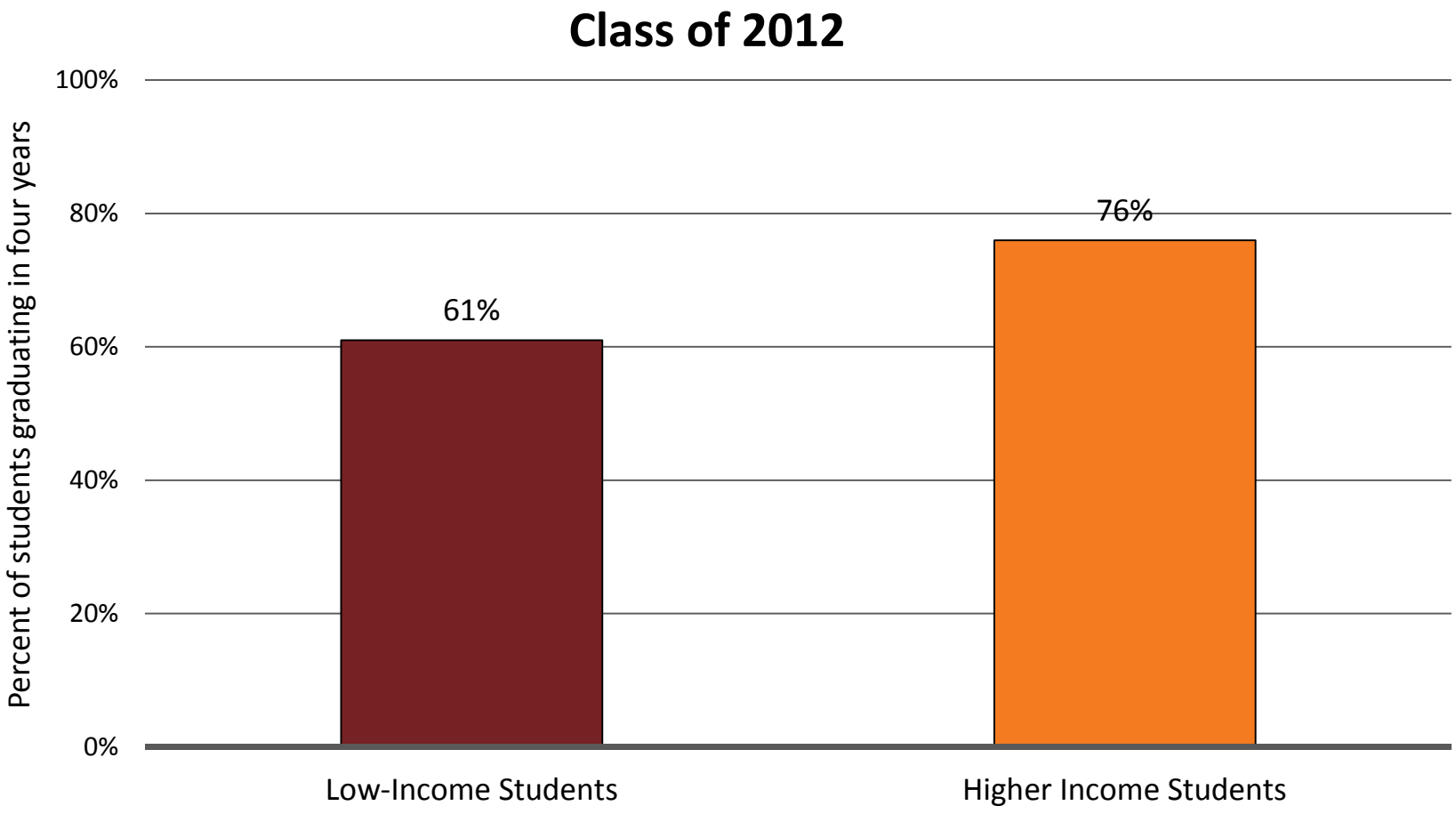
Class of 2012



Note: Data show the 4-year adjusted cohort graduation rate.

Source: Oregon Department of Education, "Statewide 2012-13 Four-year Cohort Rates for Students Entering High School in 2009-10," http://www.ode.state.or.us/wma/data/schoolanddistrict/students/docs/summarycohortgrad1213.pdf

Oregon's low-income students less likely to graduate on time



Note: Data show the 4-year adjusted cohort graduation rate.

Source: Oregon Department of Education, "Statewide 2012-13 Four-year Cohort Rates for Students Entering High School in 2009-10," http://www.ode.state.or.us/wma/data/schoolanddistrict/students/docs/summarycohortgrad1213.pdf

It doesn’t have to be this way.

Menlo Park Elementary School

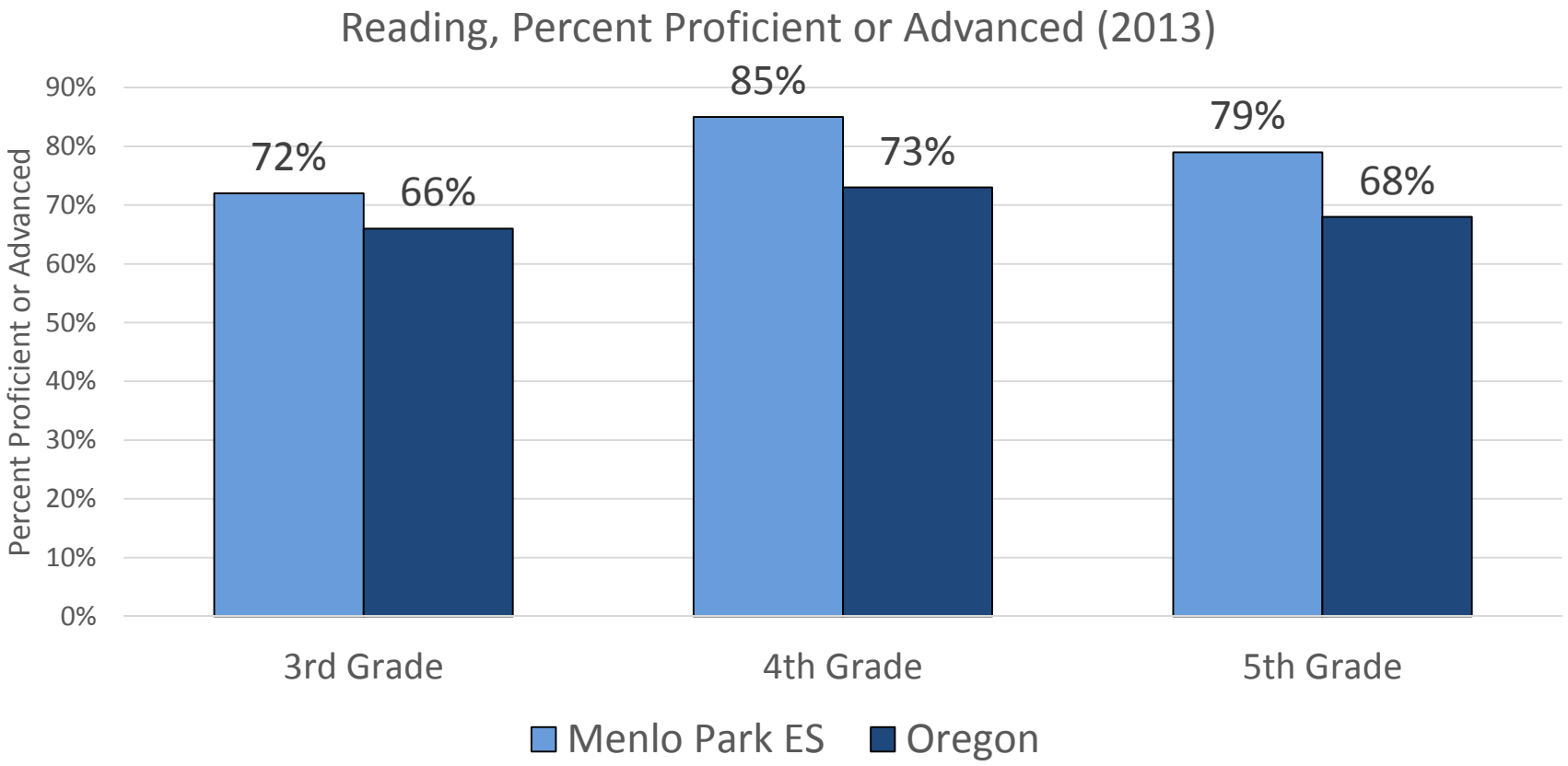
Portland, Oregon

514 Students in Grades K-5

- 44% White
- 25% Latino
- 10% African American
- 9% Asian
- 9% Multiracial
- 76% Low-Income
- 33% English Language Learners

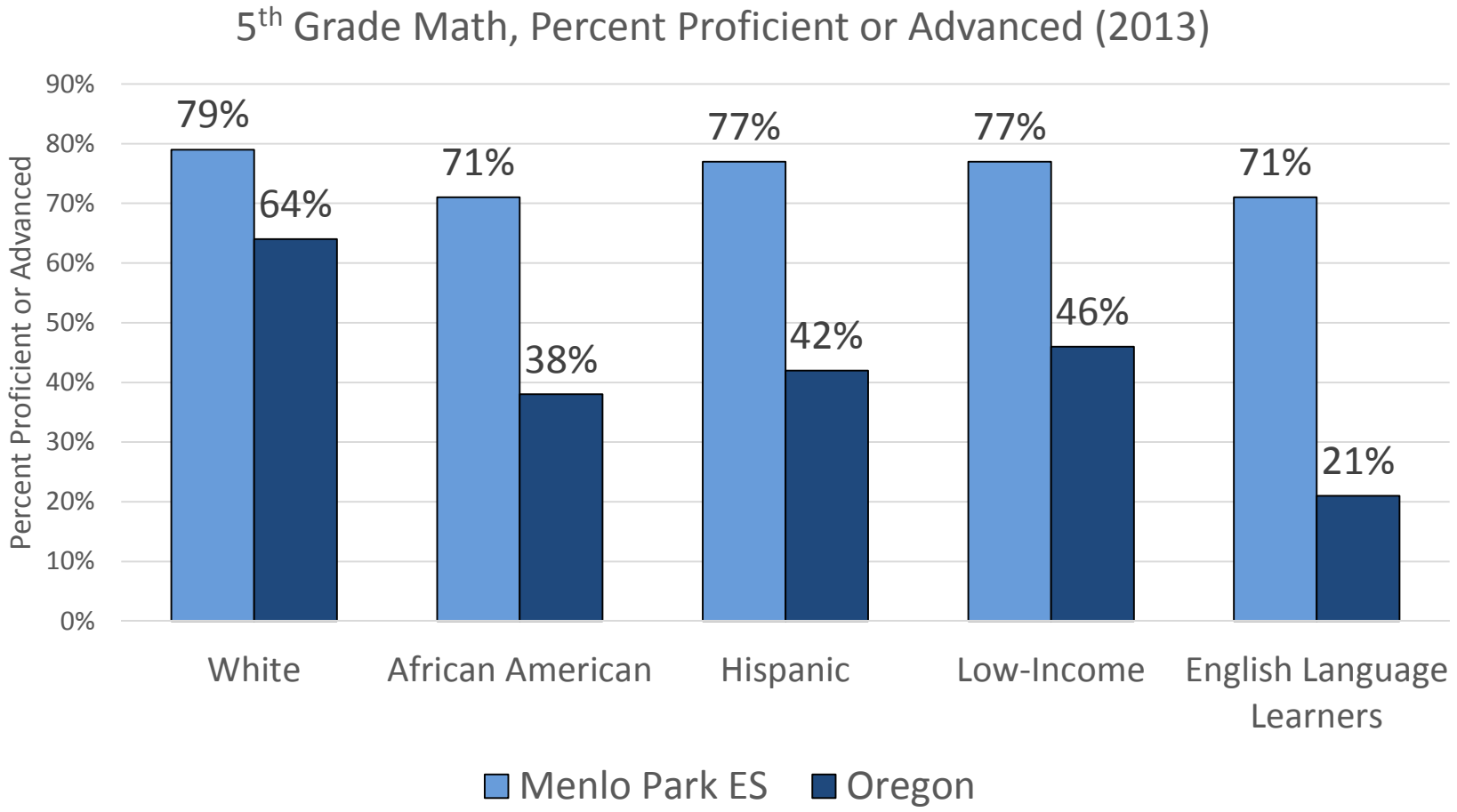
Note: Data are from 2012-2013.
Source: Oregon Department of Education, www.ode.state.or.us.

Excellence in Reading Across Grade Levels at Menlo Park



Source: Oregon Department of Education, www.ode.or.us.

Strong Math Results for All Students at Menlo Park



Source: Oregon Department of Education, www.ode.or.us.

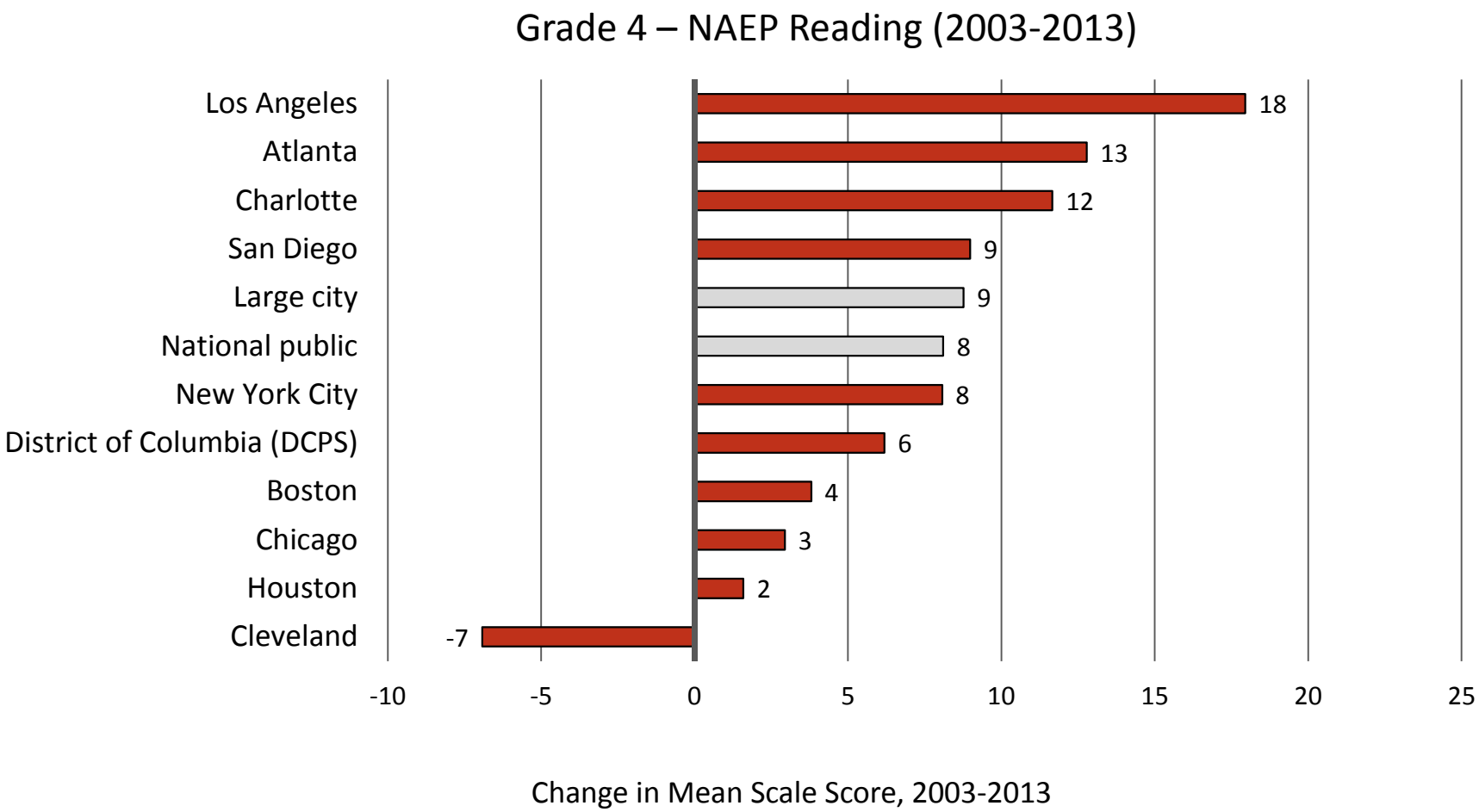
Bottom Line:
It’s not just the kids.
What we do MATTERS!

What's Next?

Now, let's give them something to do…that is, something that THEY can do.

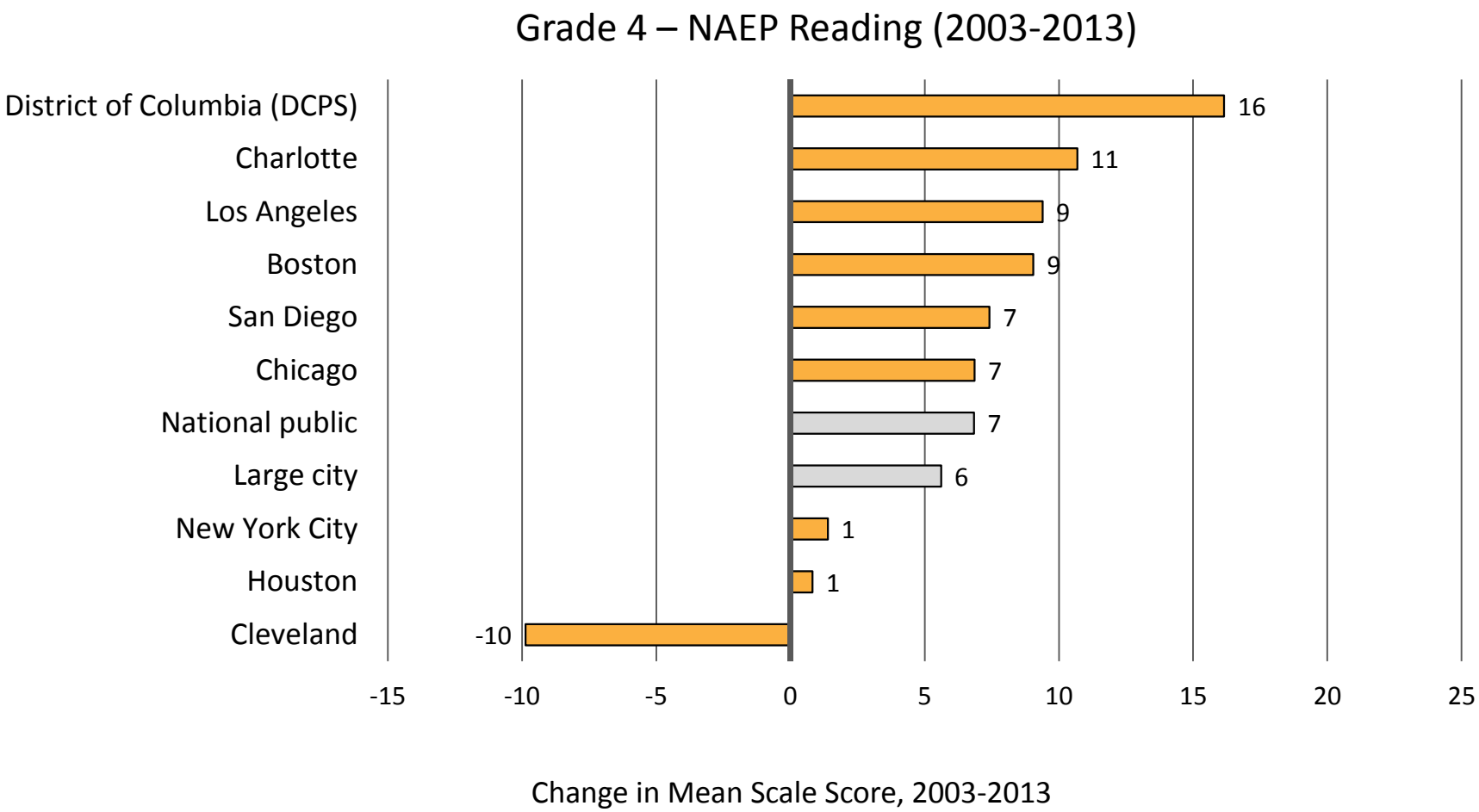
#1. Learning from the high gainers.

Los Angeles, Atlanta, Charlotte Make Biggest Gains in Reading for Low-Income African American Students



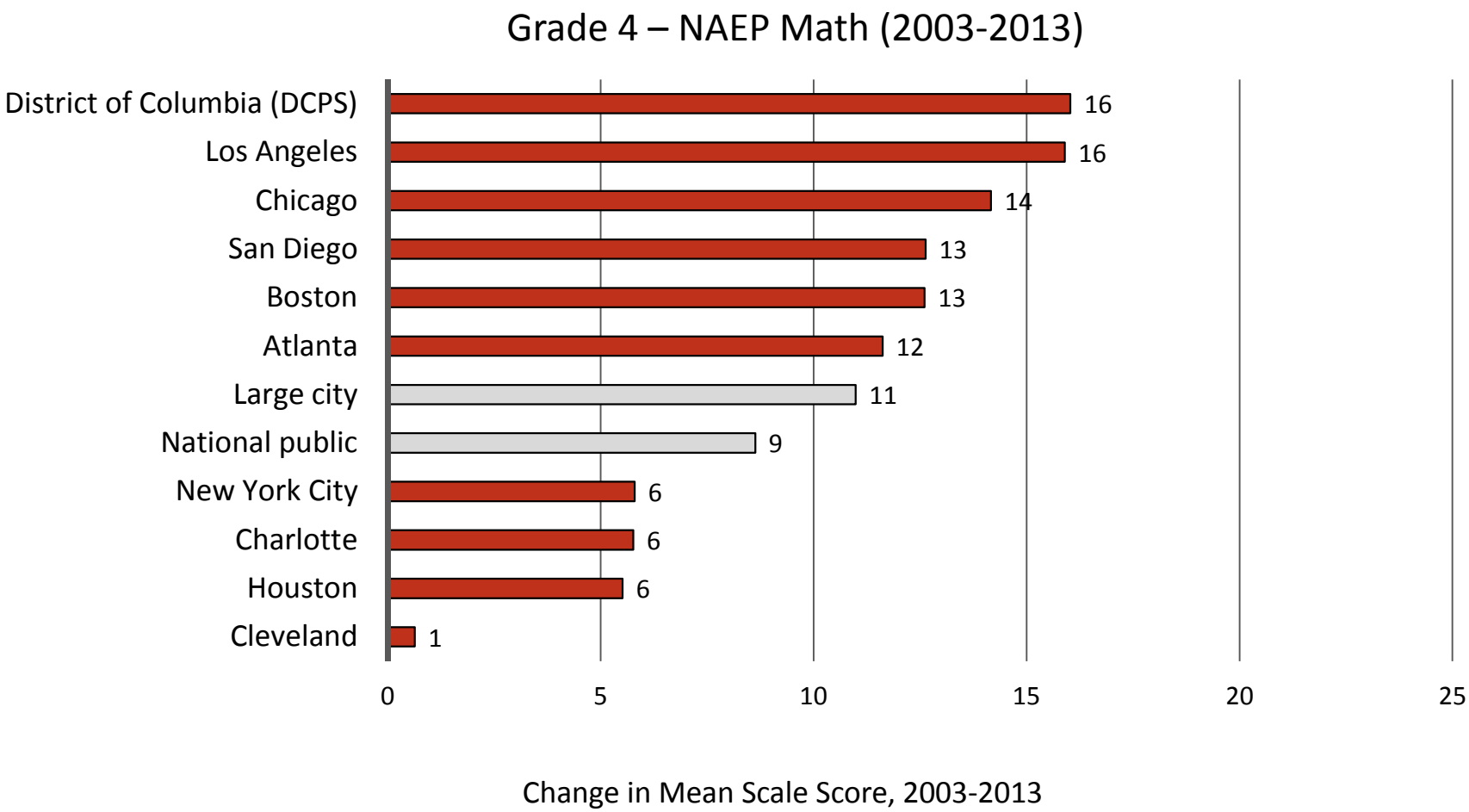
Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2003 and 2013 NAEP TUDA administrations .
Source: NCES, NAEP Data Explorer

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



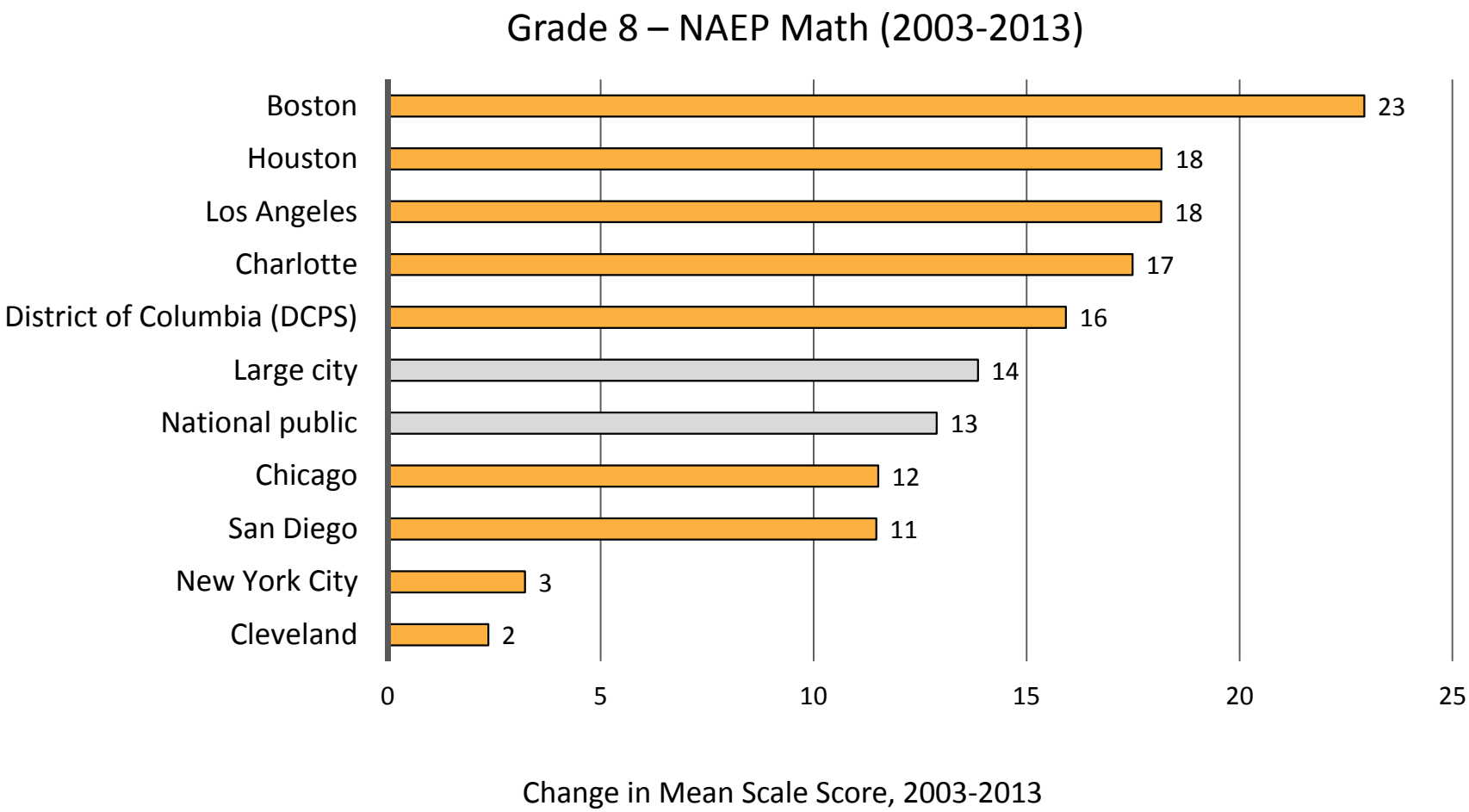
Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2003 and 2013 NAEP TUDA administrations .
Source: NCES, NAEP Data Explorer

DC, Los Angeles Make Biggest Gains in Math for African American Students



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

Boston, Houston Make Biggest Gains in Math for Latino Students



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.

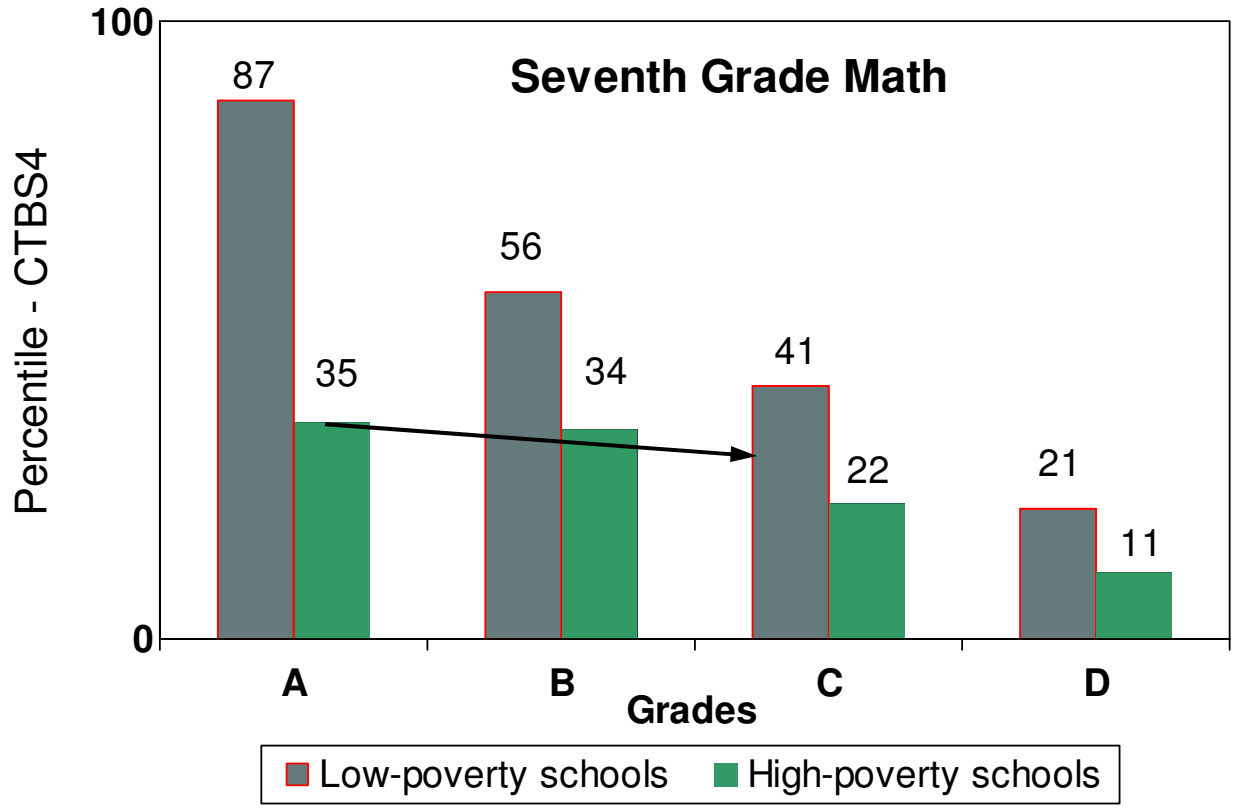
But where those expectations find their most concrete form is in the daily assignments that children get from their teachers.

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

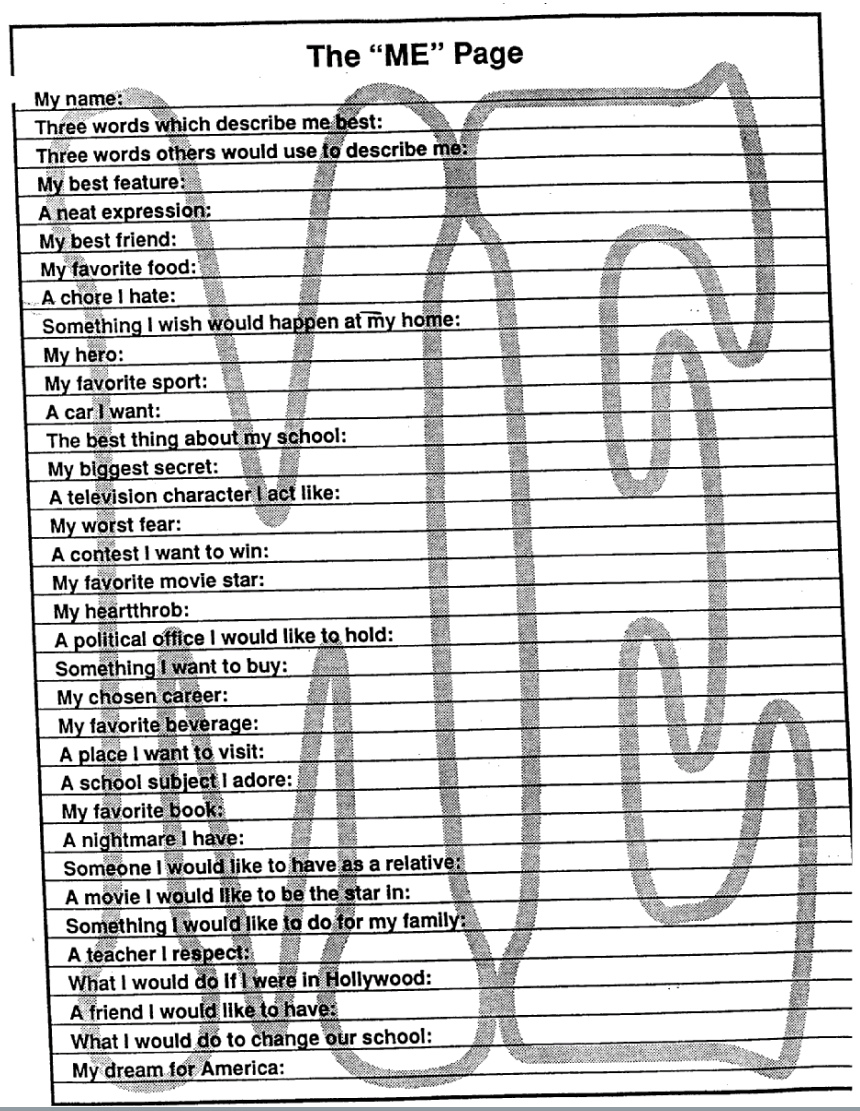
Your essay will consist of an opening paragraph which introduced the title, author and general background of the novel.

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.

Source: Unnamed school district in California, 2002-03 school year.

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:

Source: Unnamed school district in California, 2002-03 school year.

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?

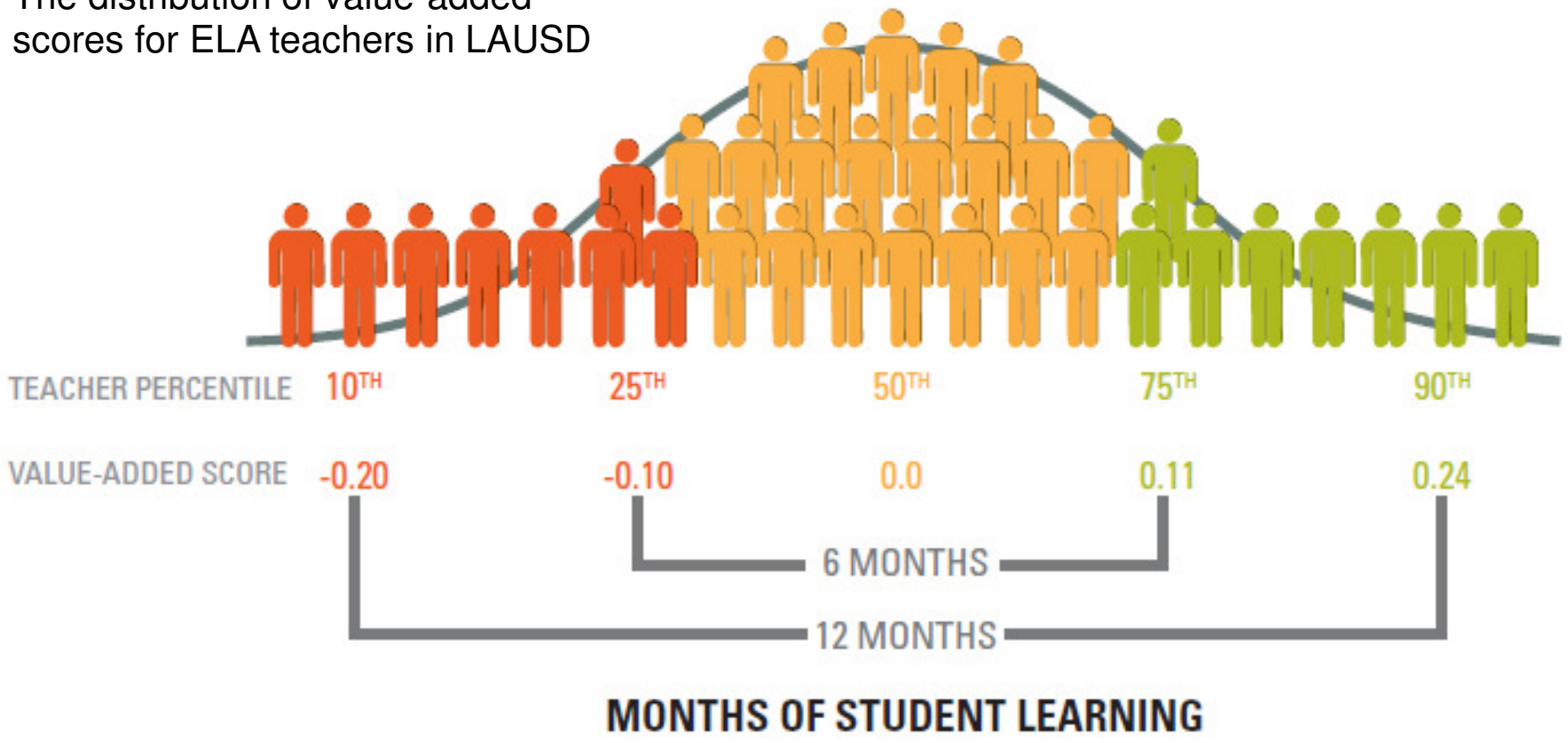
Source:

#6. Utilizing results from educator evaluation

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

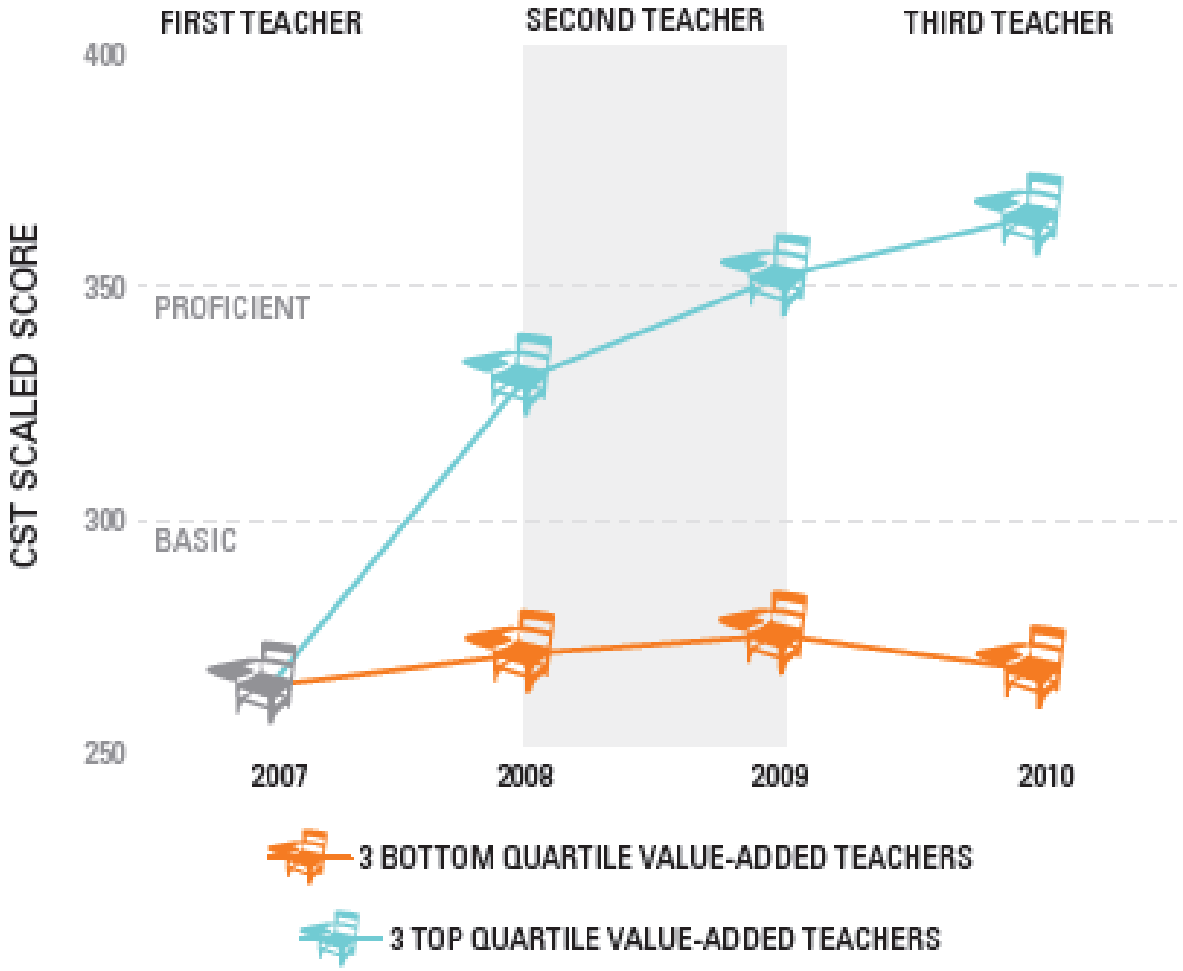
DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING

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



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?

Source:

#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.

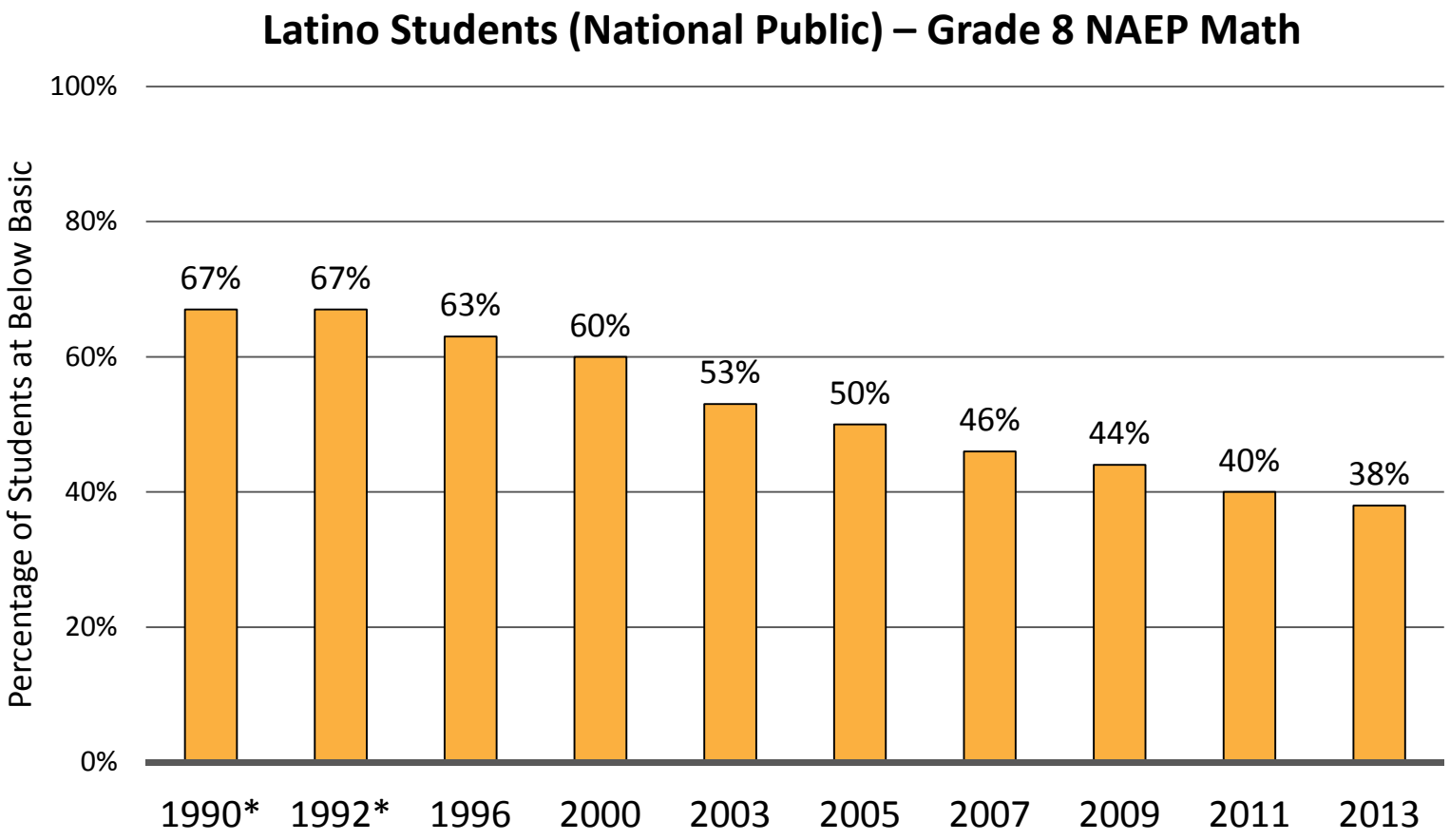
(See Charlotte for good example.)

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

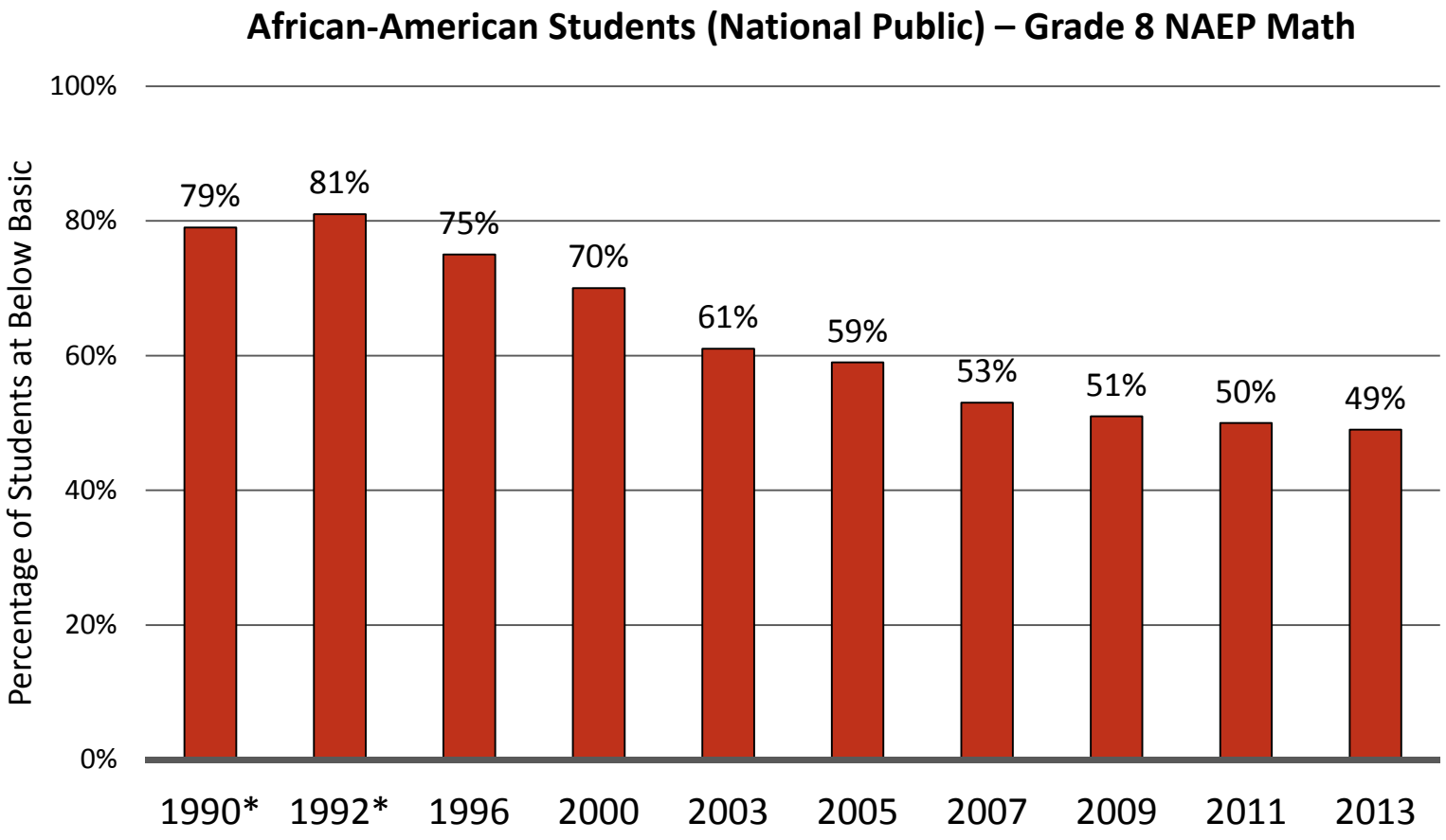
Percentage Below Basic Over Time



*Accommodations not permitted

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

Percentage Below Basic Over Time

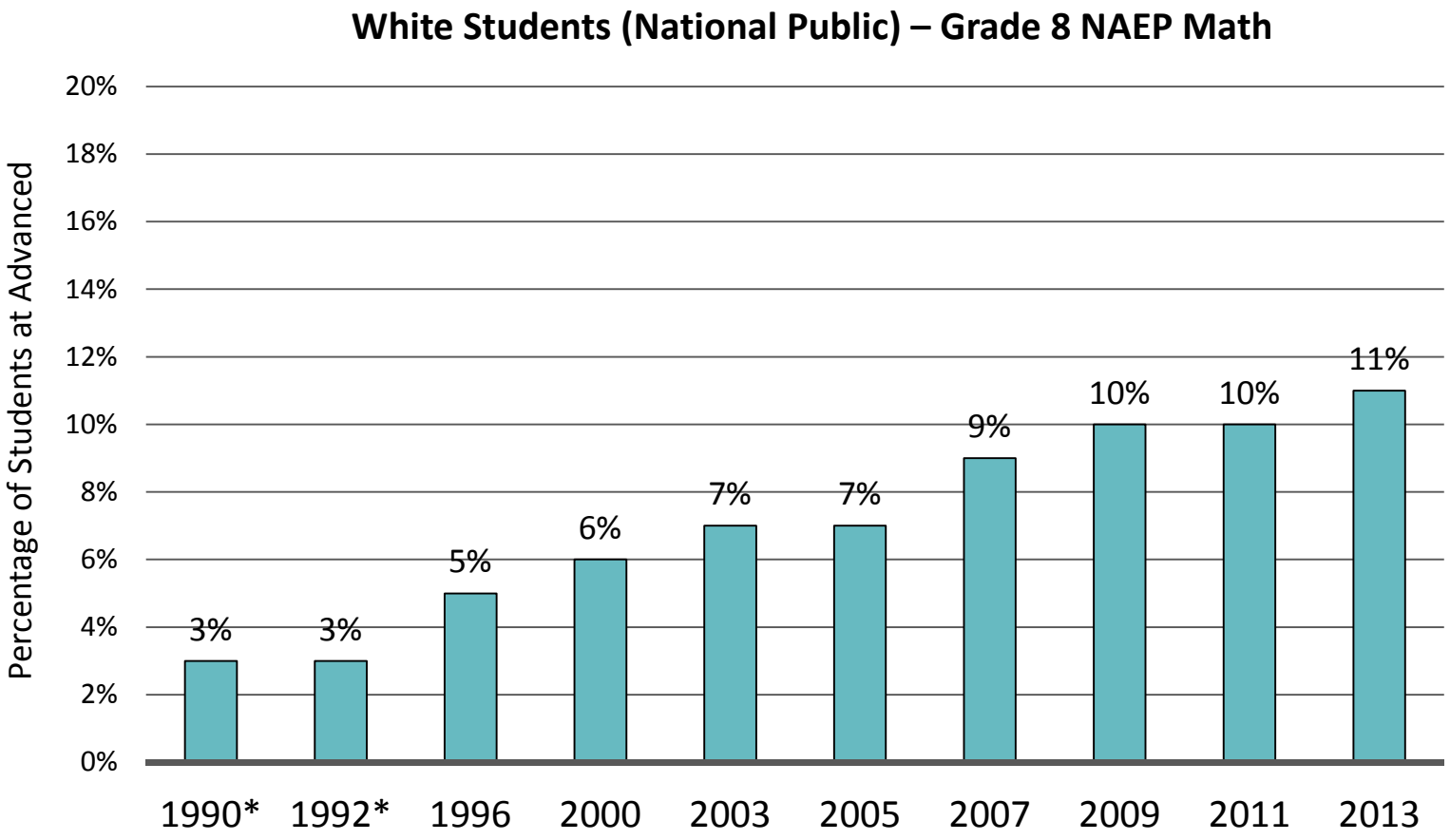


*Accommodations not permitted

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



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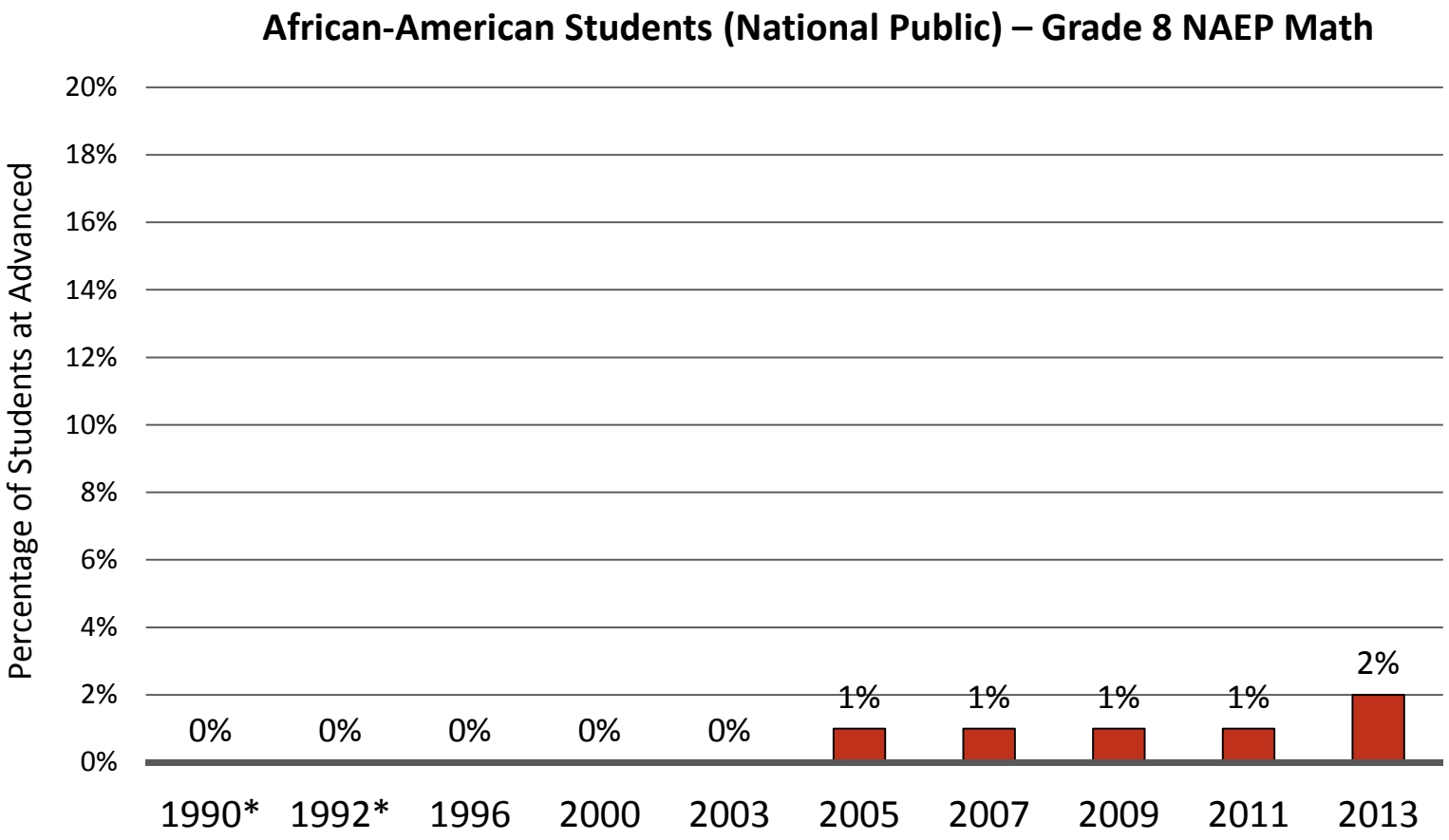
Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/

Percentage Advanced Over Time



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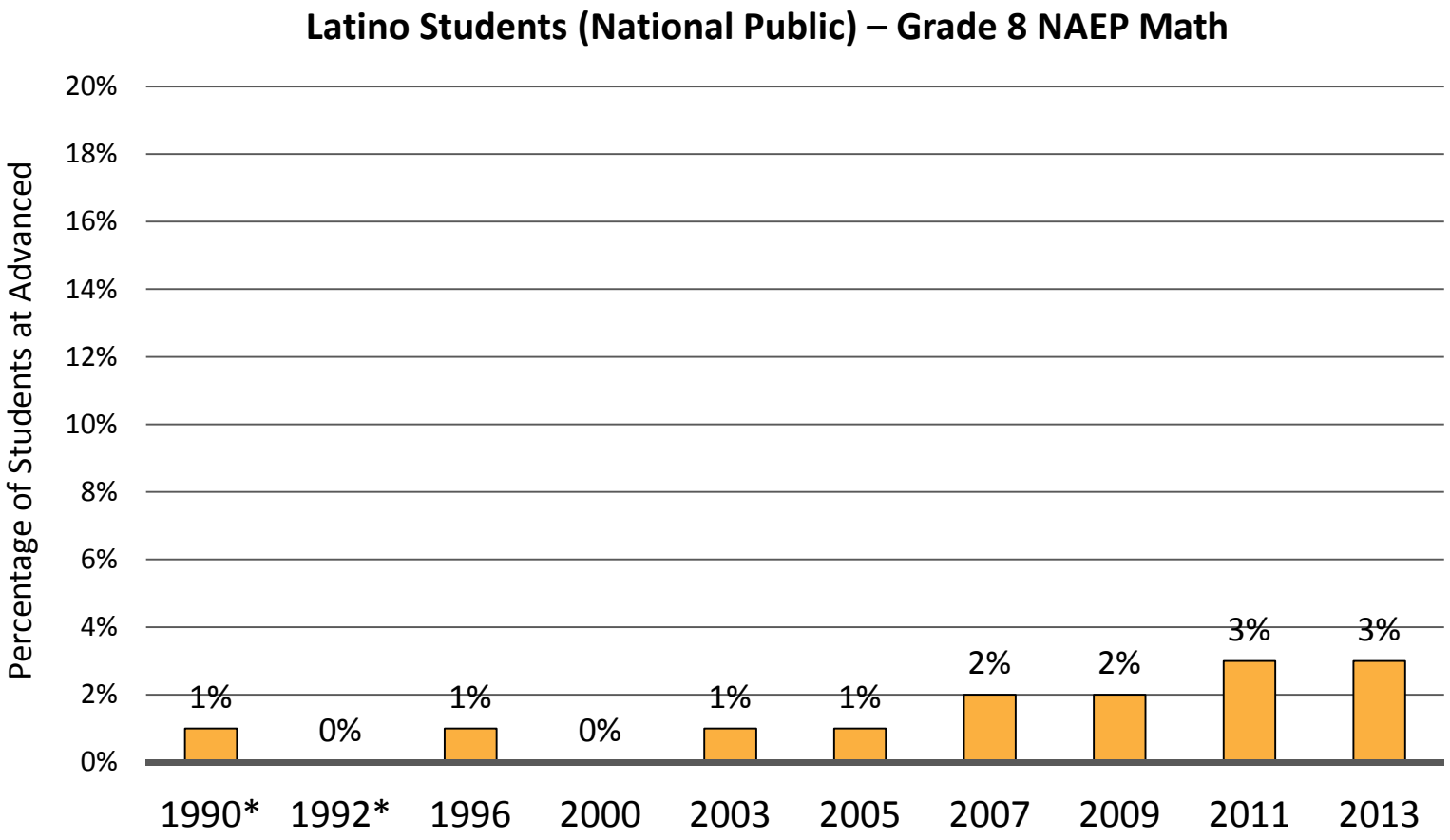
Percentage Advanced Over Time



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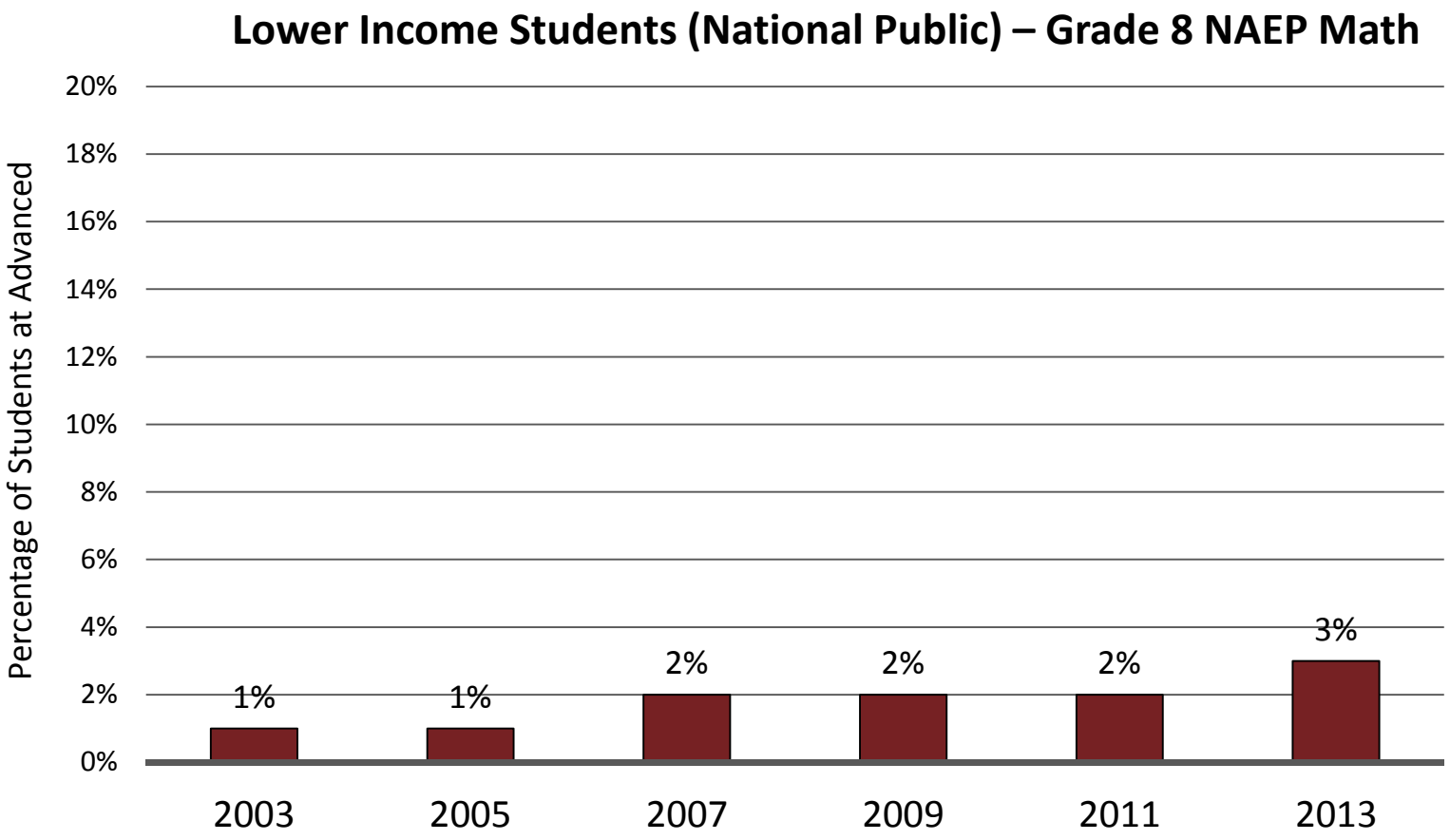
Percentage Advanced Over Time



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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