



THE EDUCATION TRUST

Achievement and Opportunity in America

Leading Educators
New Orleans, LA
June, 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:

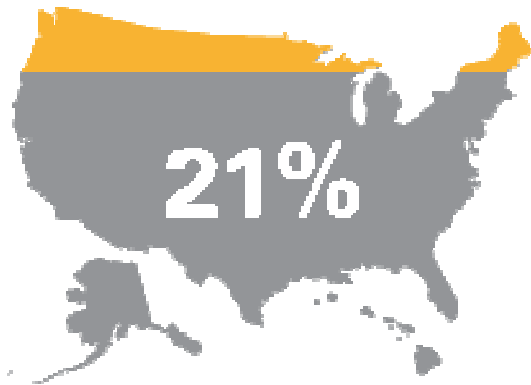
- The first to provide universal high school;
- The first to build public universities;
- The first to build community colleges;
- The first to broaden access to college, through GI Bill, Pell Grants, ...



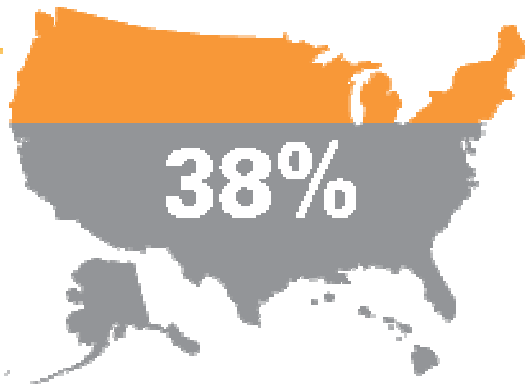
Vehicles by no means perfect,
but...

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

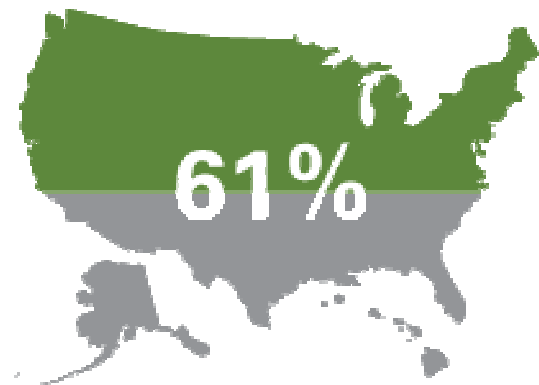
1920



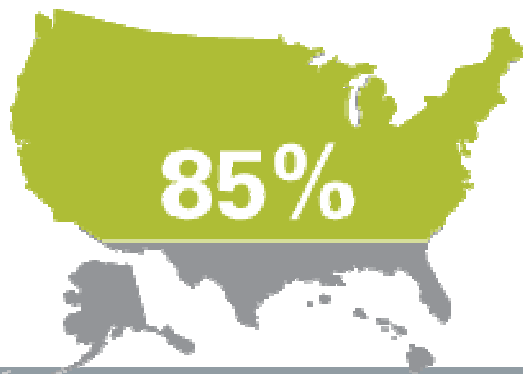
1940



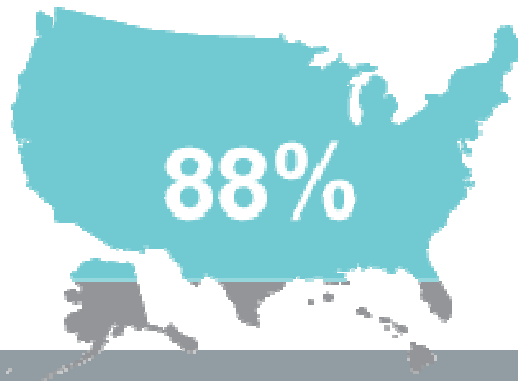
1960



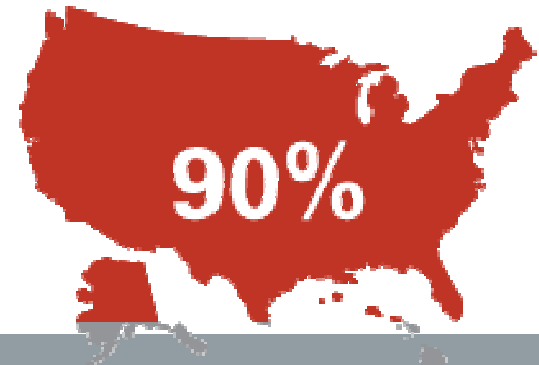
1980



2000

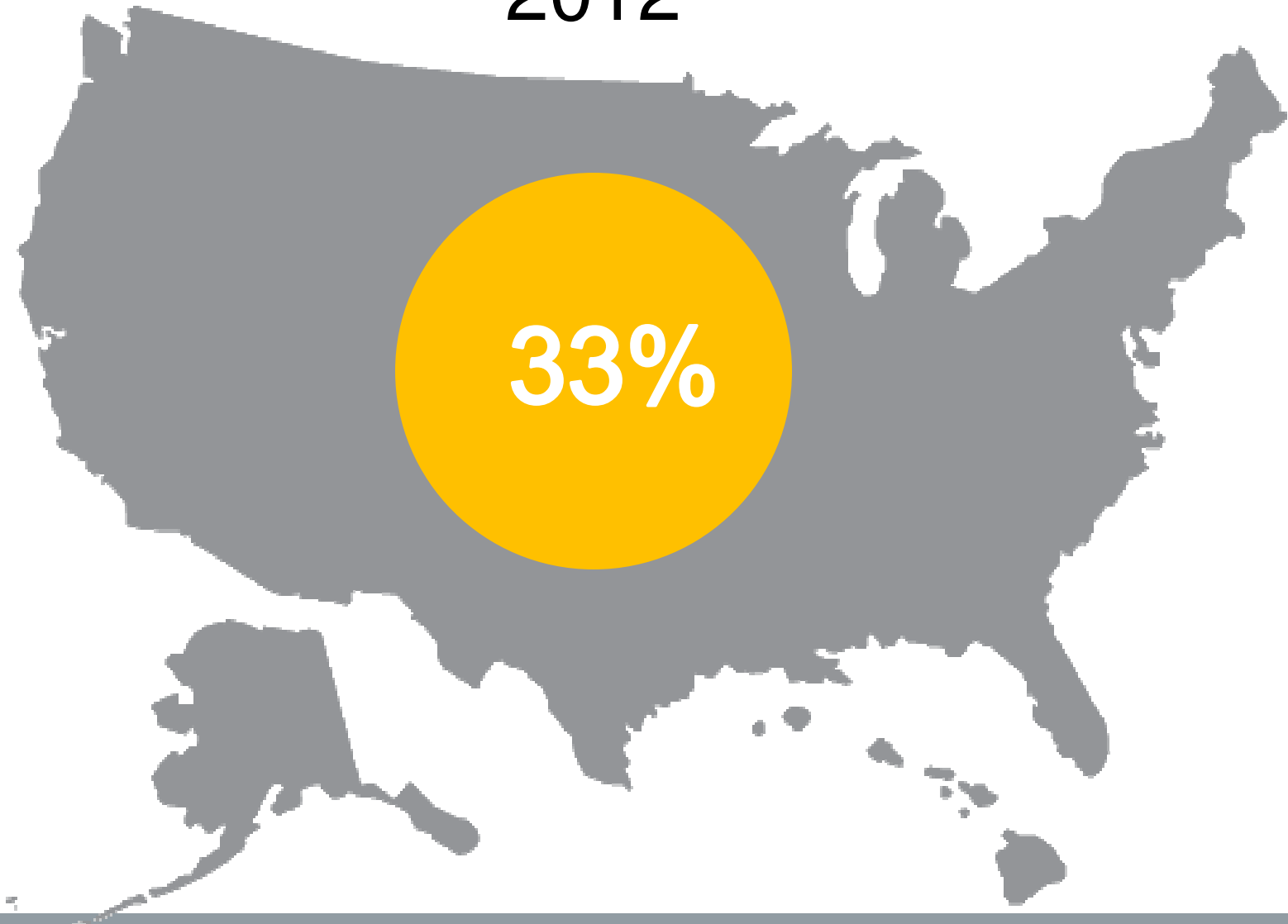



2012



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

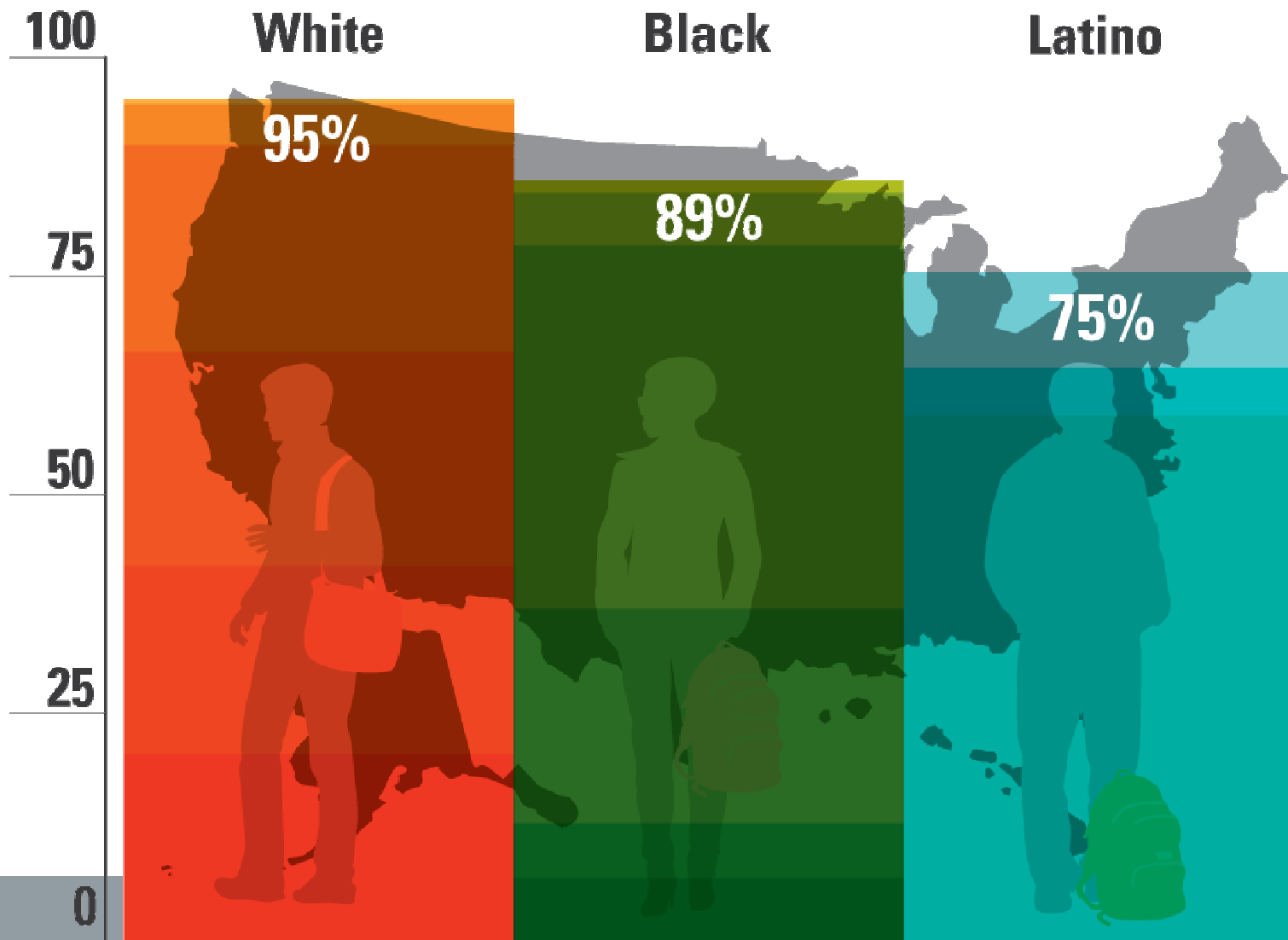
2012





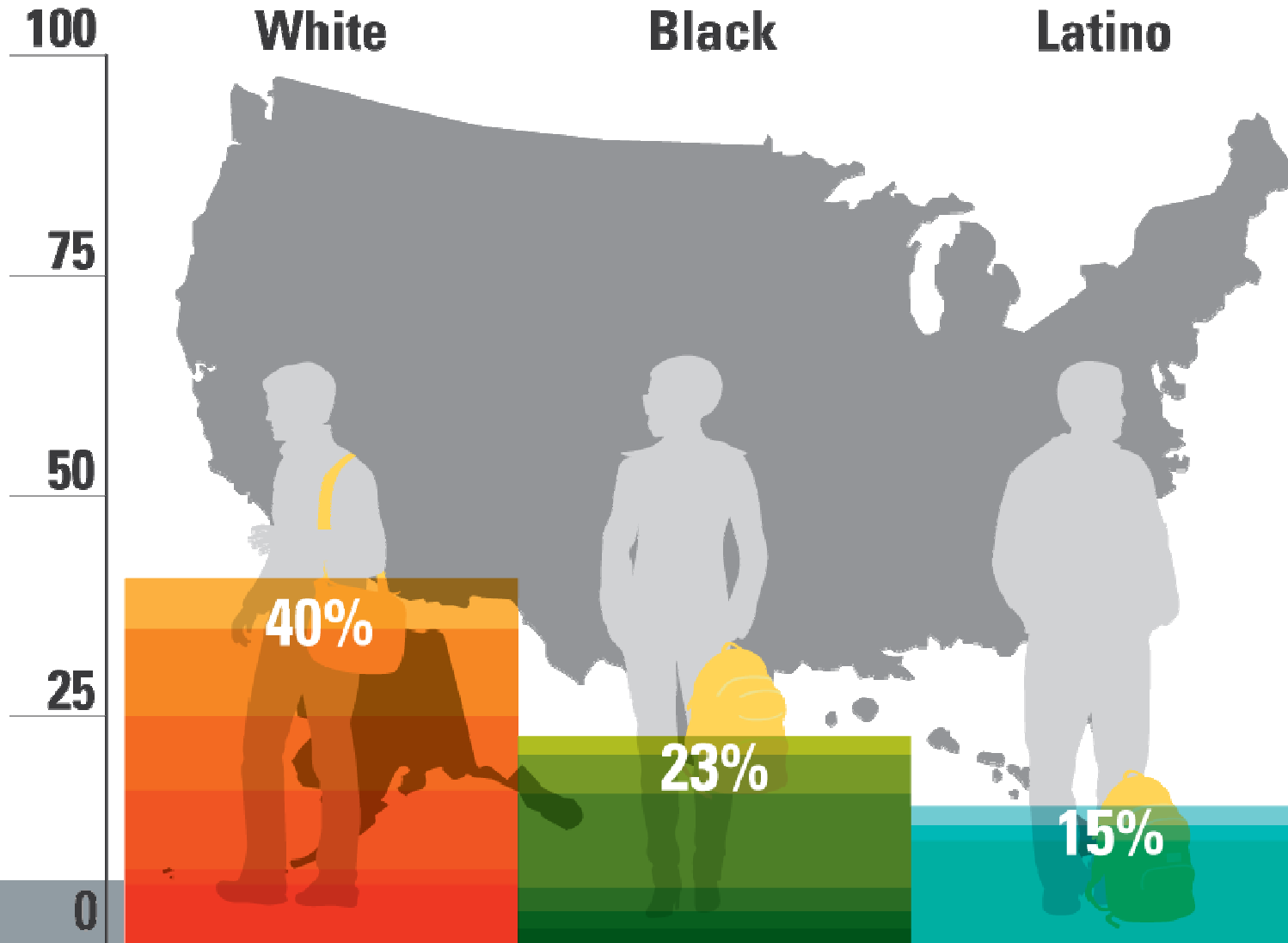
Progress was painfully slow,
especially for people of color.

Percent of U.S. adults with a high school diploma, by race, 2012



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

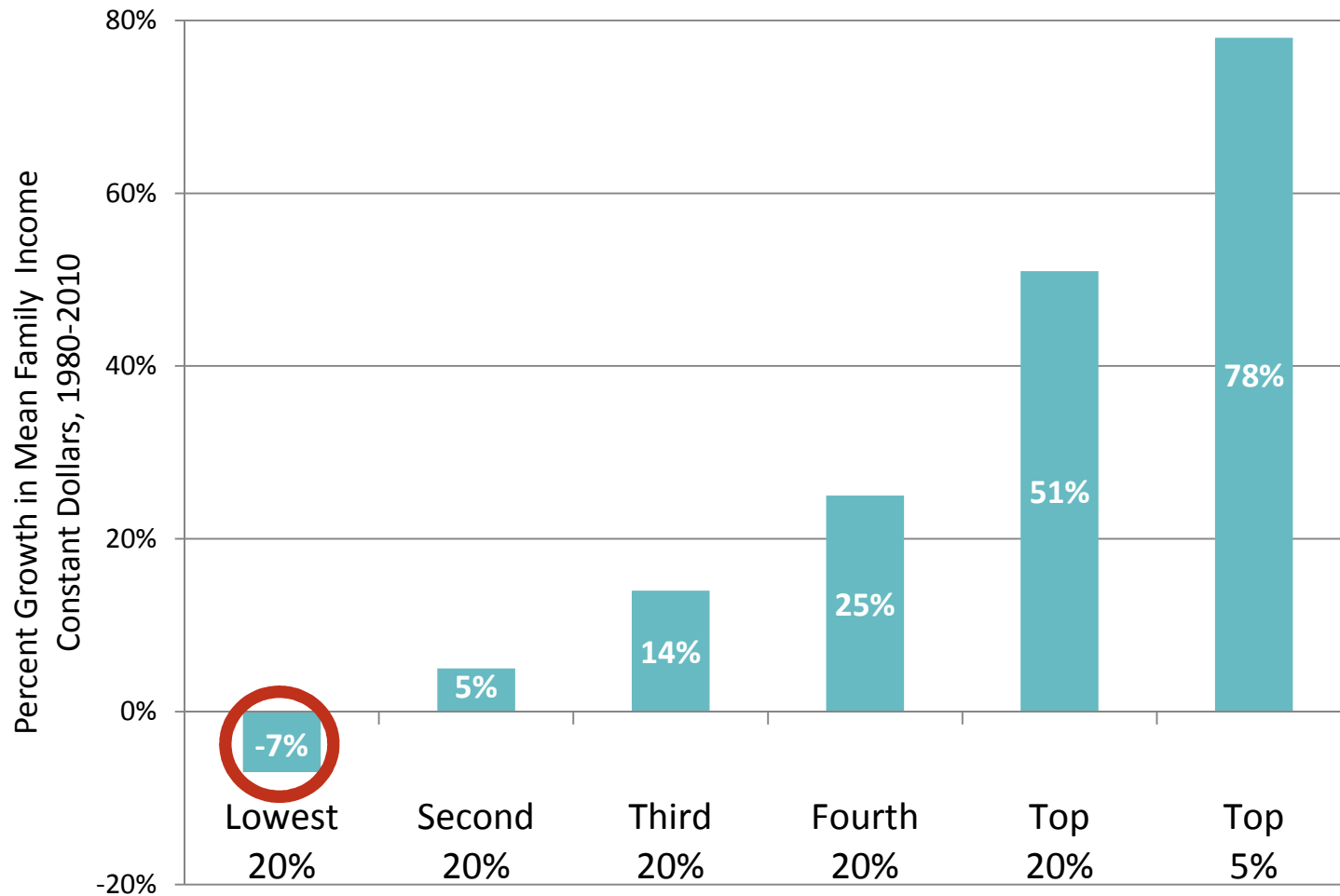
2012





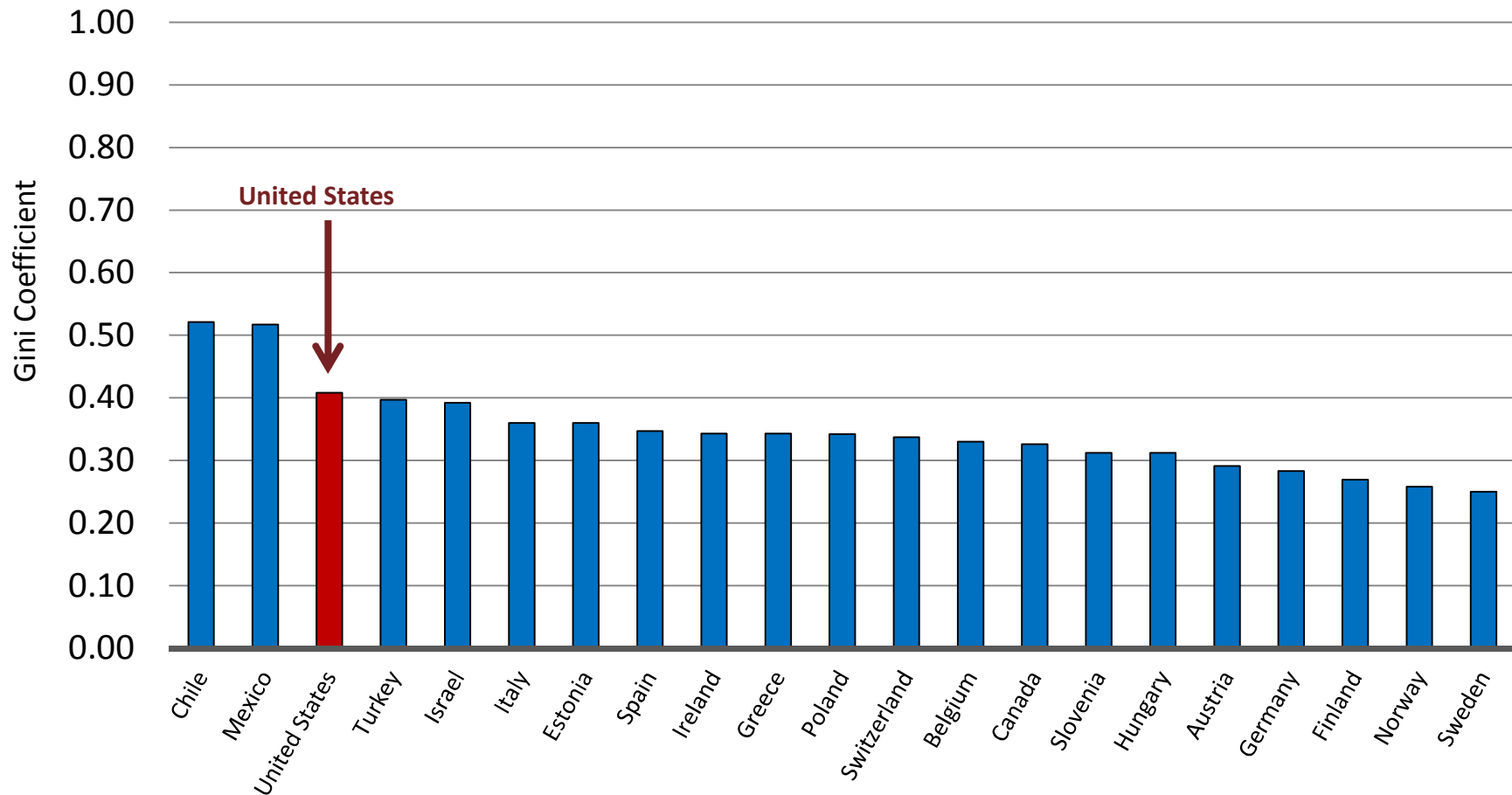
**Then, beginning in the eighties,
inequality started growing again.**

Earnings among the lowest income families have declined, even amid big increases at the top.



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

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

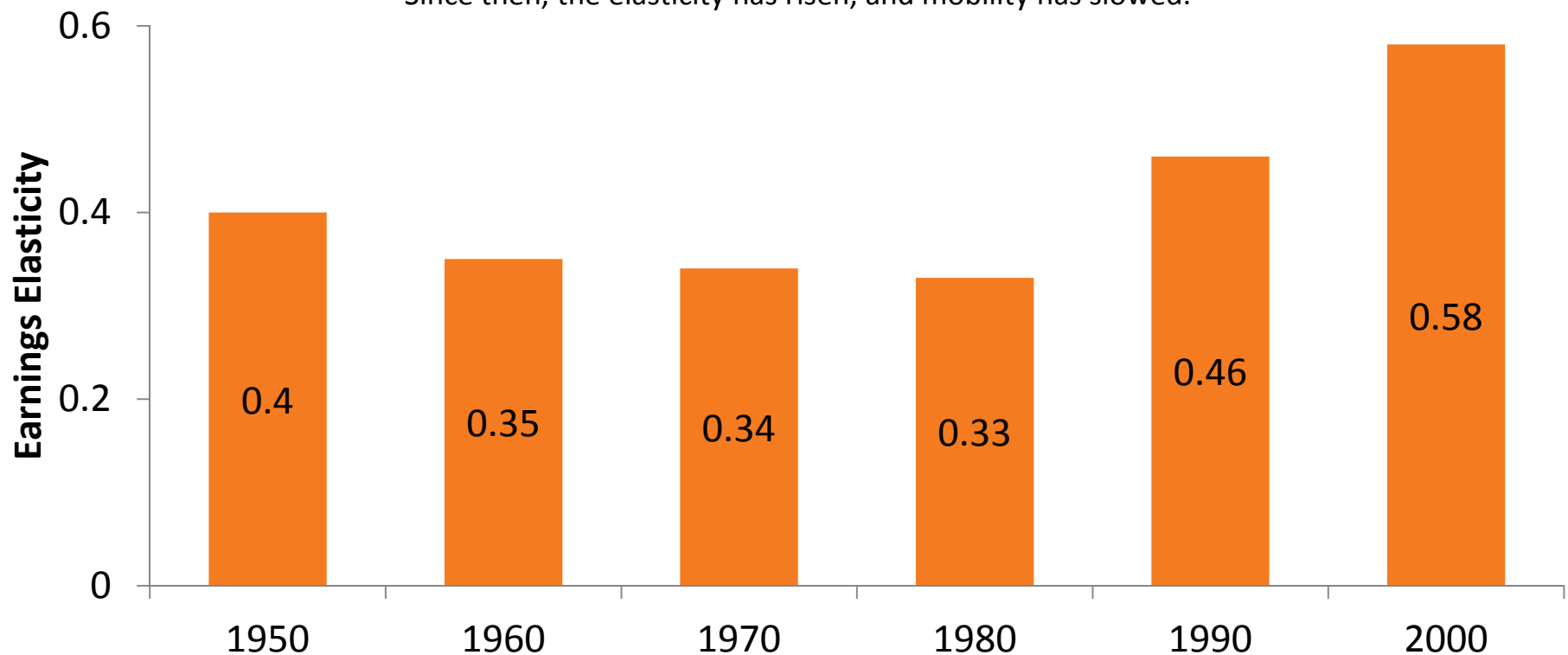
Source: Rakesh Kochhar, Richard Fry, and Paul Taylor, "Twenty-to-One: Wealth Gaps Rise to Record Highs Between Whites, Blacks, and Hispanics," Pew Social & Demographic Trends, 2011.



Not just wages and wealth,
but mobility as well.

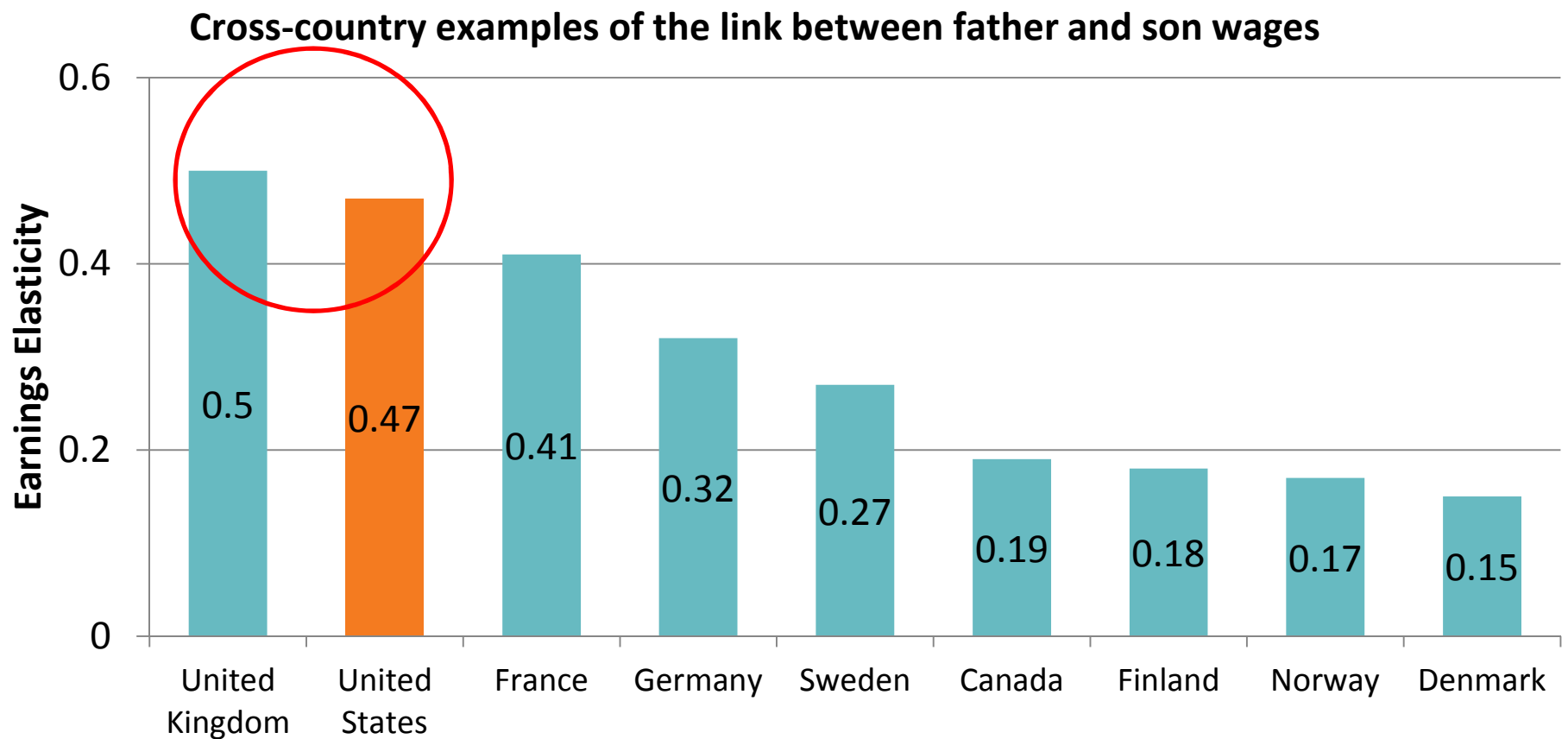
U.S. intergenerational mobility was increasing until 1980, but has sharply declined since.

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.

Now, instead of being the “land of opportunity,” the U.S. has one of lowest rates of intergenerational mobility.




Source: Tom Hertz, “Understanding Mobility in America” (Washington, D.C.: Center for American Progress, 2006).




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

But at the individual level, it really is.



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



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

So, how are we doing?



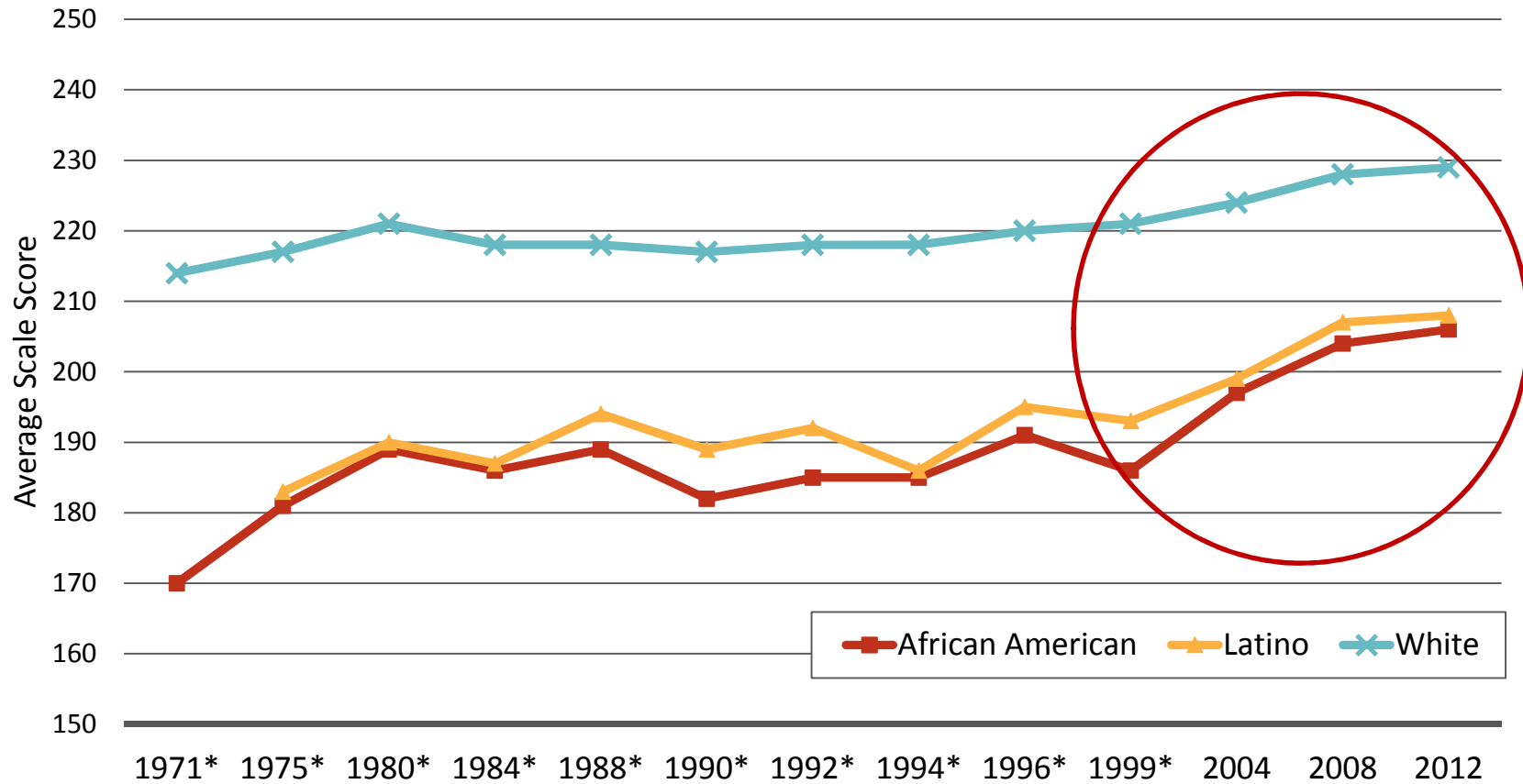


First, some good news.

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

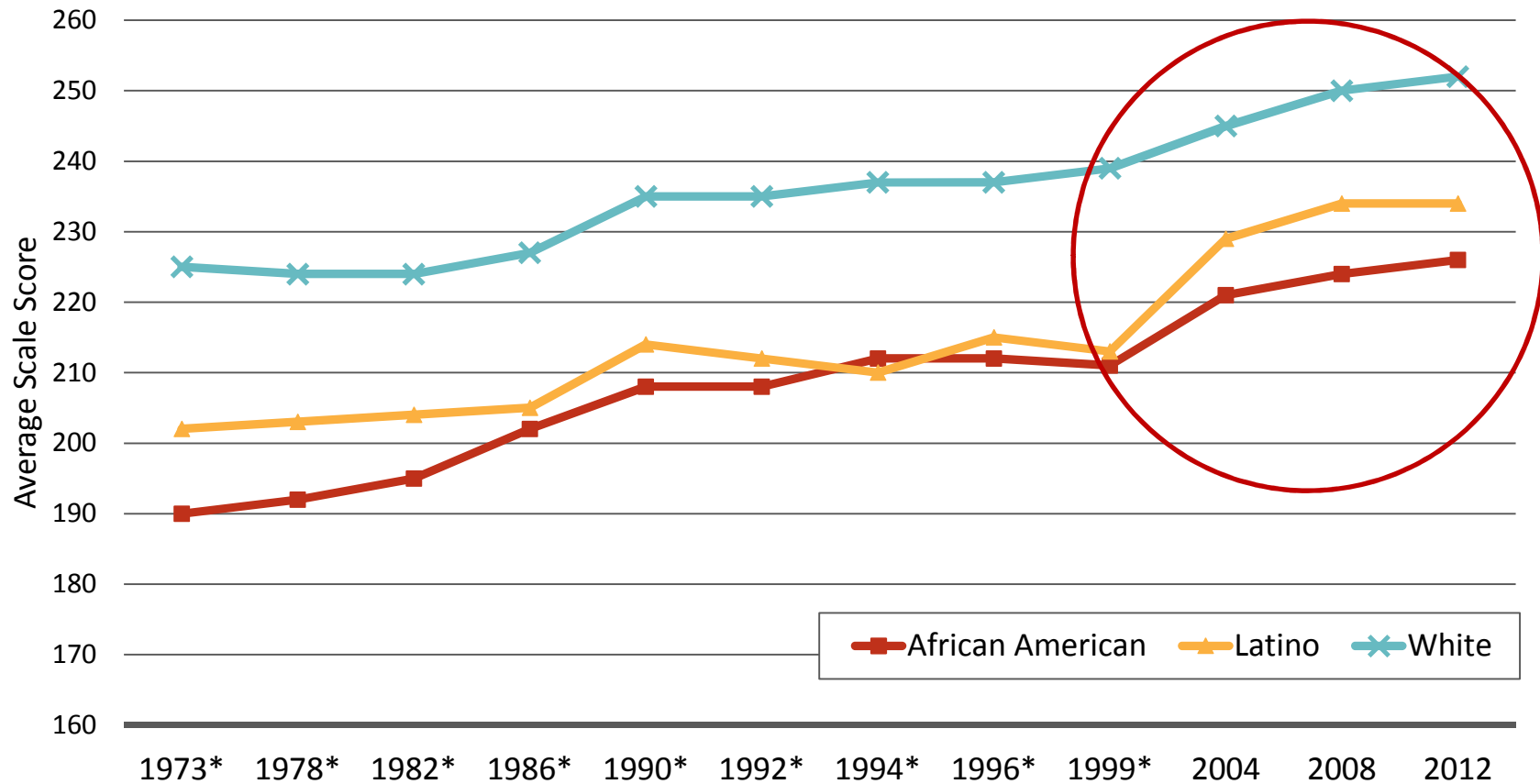


*Denotes previous assessment format

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

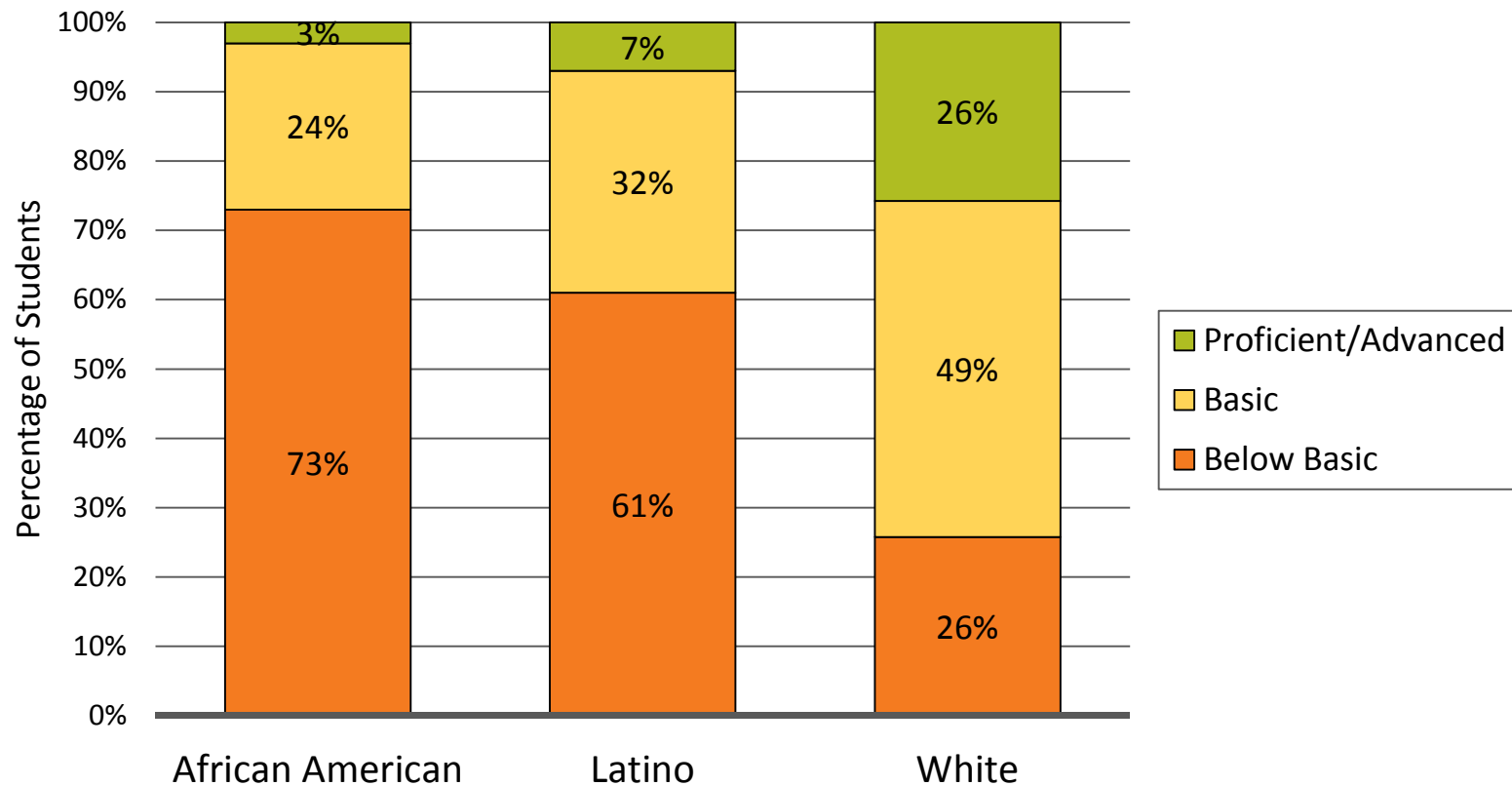
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



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

1996 NAEP Grade 4 Math

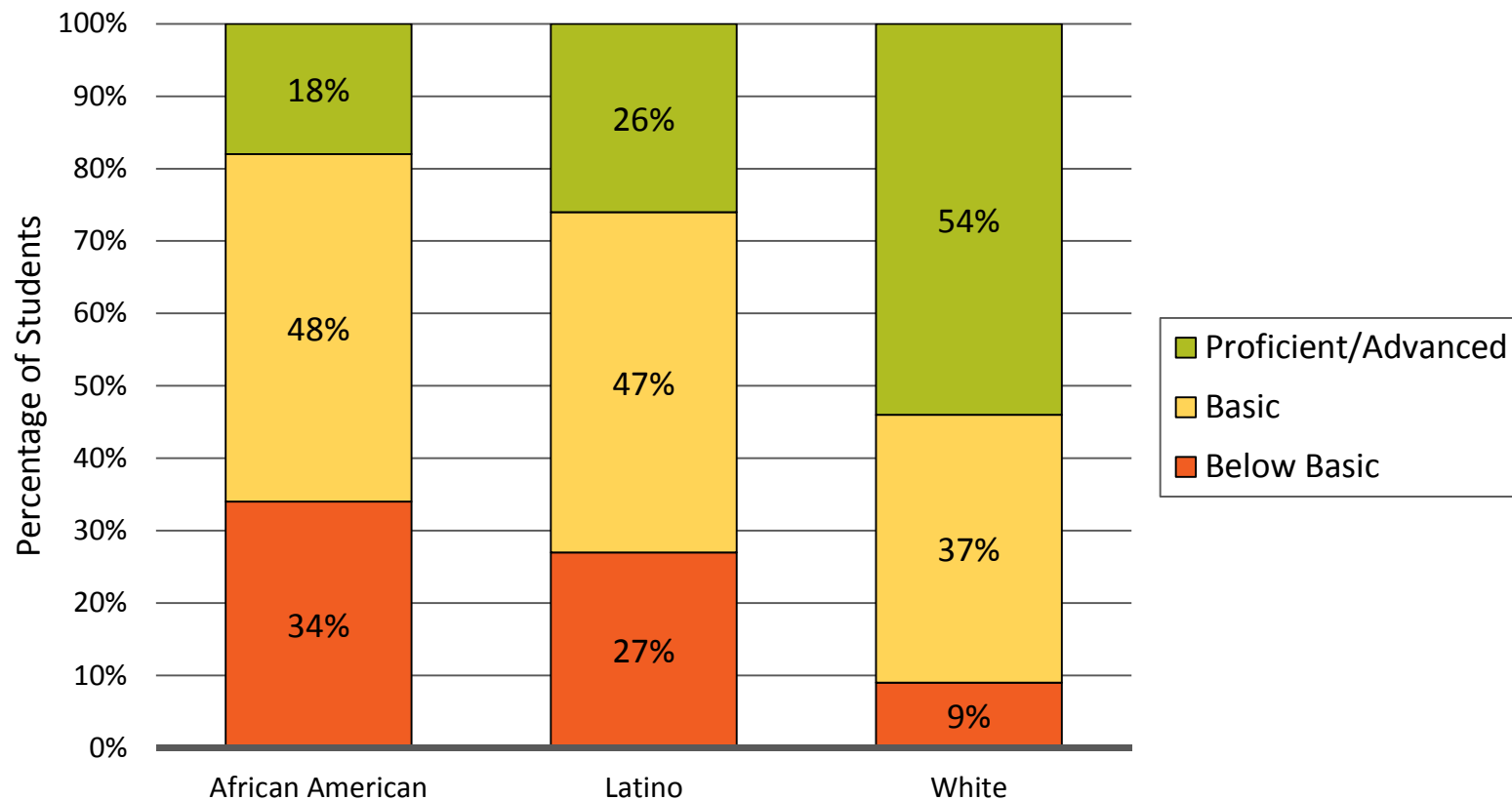
By Race/Ethnicity – Nation



Source: • NAEP Data Explorer, NCES

2013 NAEP Grade 4 Math

By Race/Ethnicity – National Public



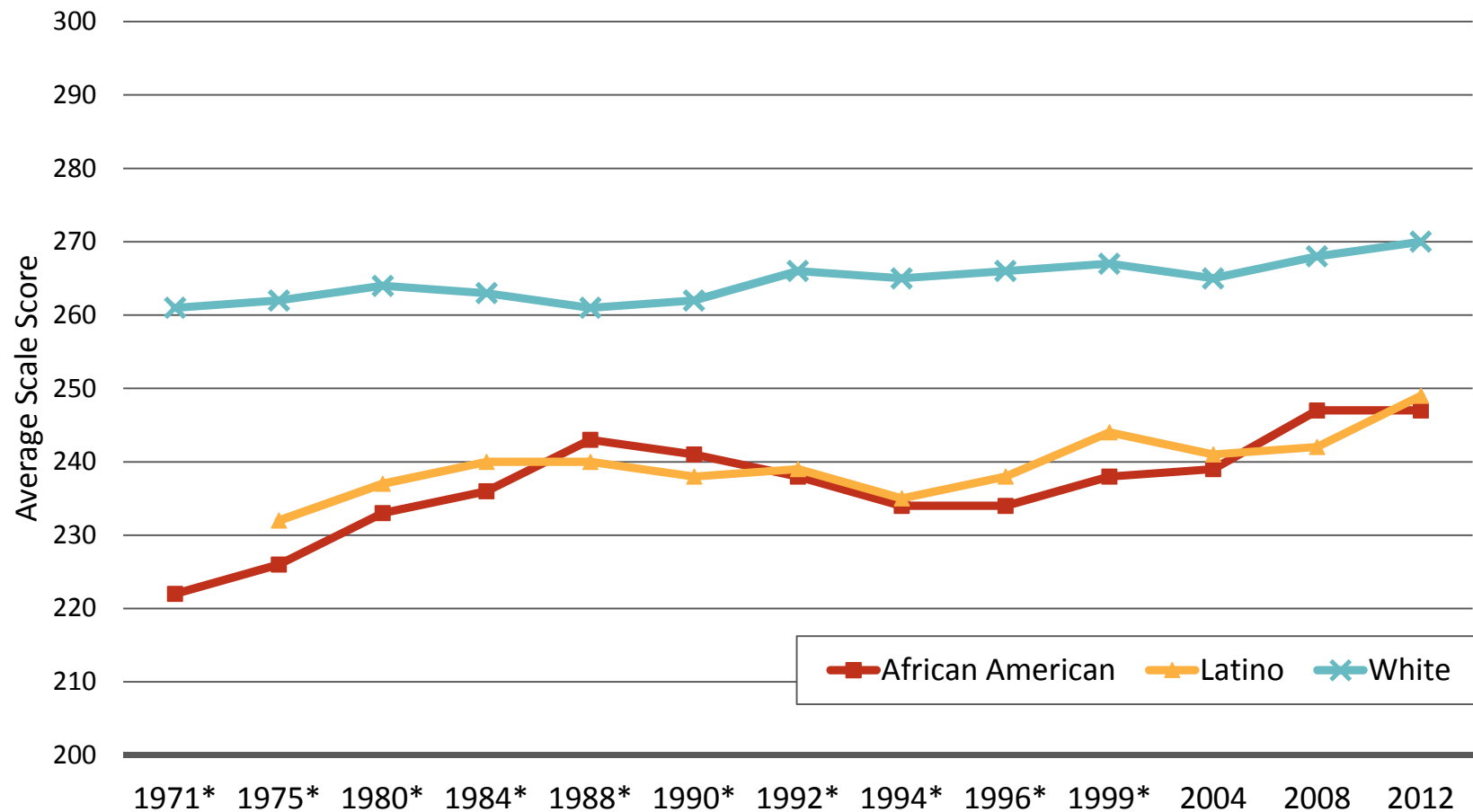
Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>



Middle grades are up, too.

Record performance for students of color

13 Year Olds – NAEP Reading

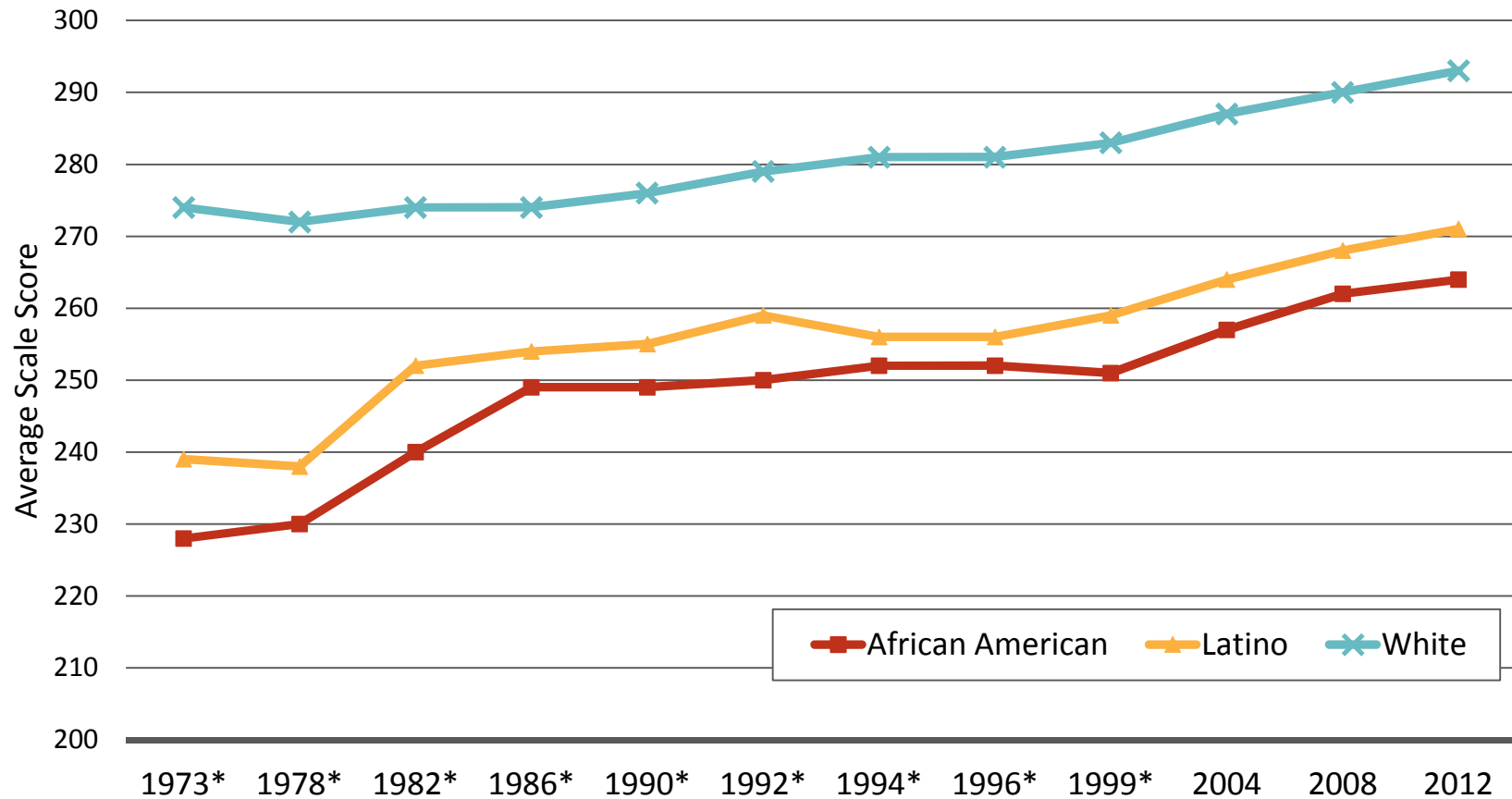


*Denotes previous assessment format

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.

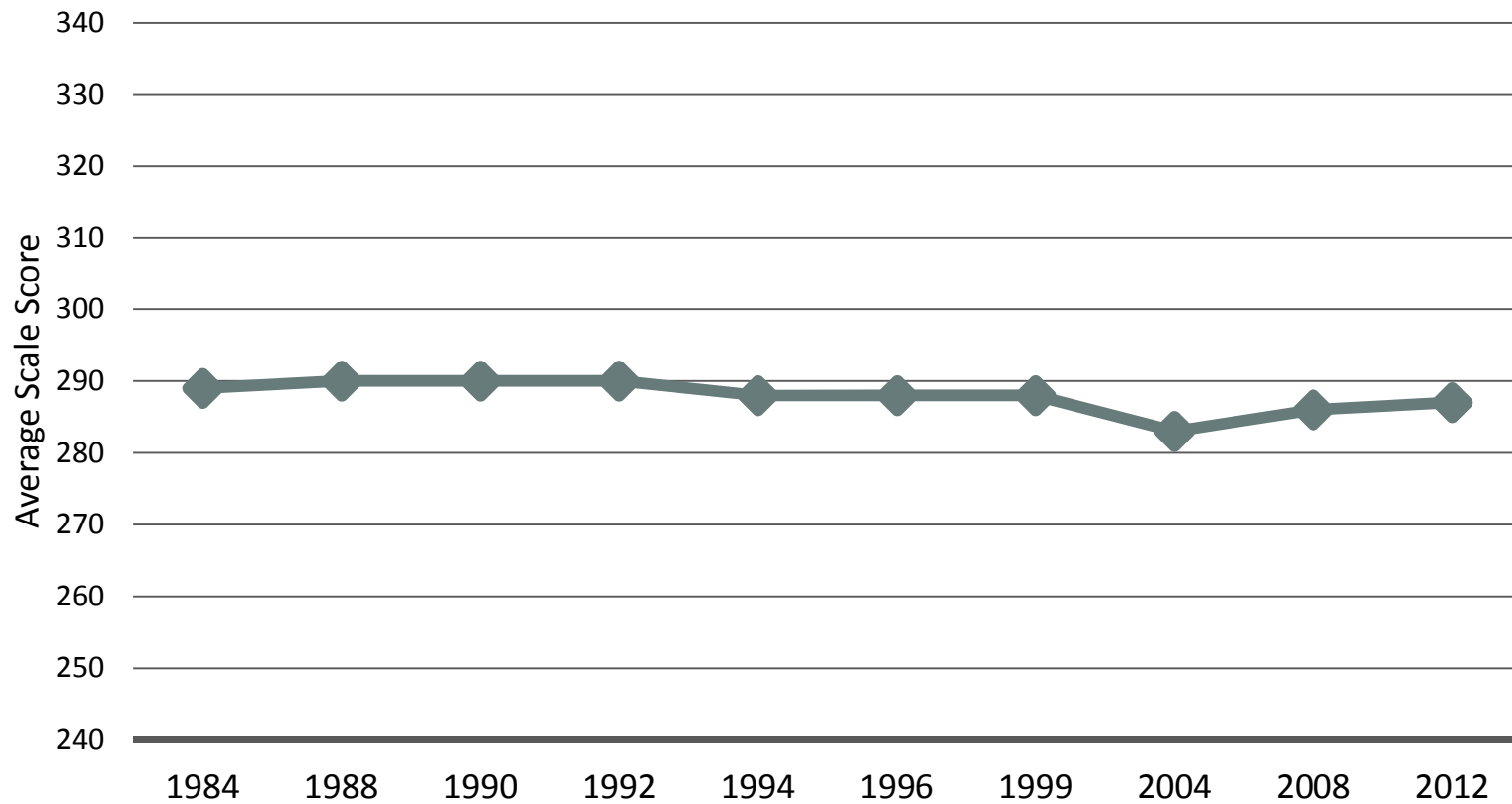


But at least we have some traction on elementary and middle school problems.

The same is NOT true
of our high schools.

Achievement is flat in reading.

17-Year-Olds Overall - NAEP

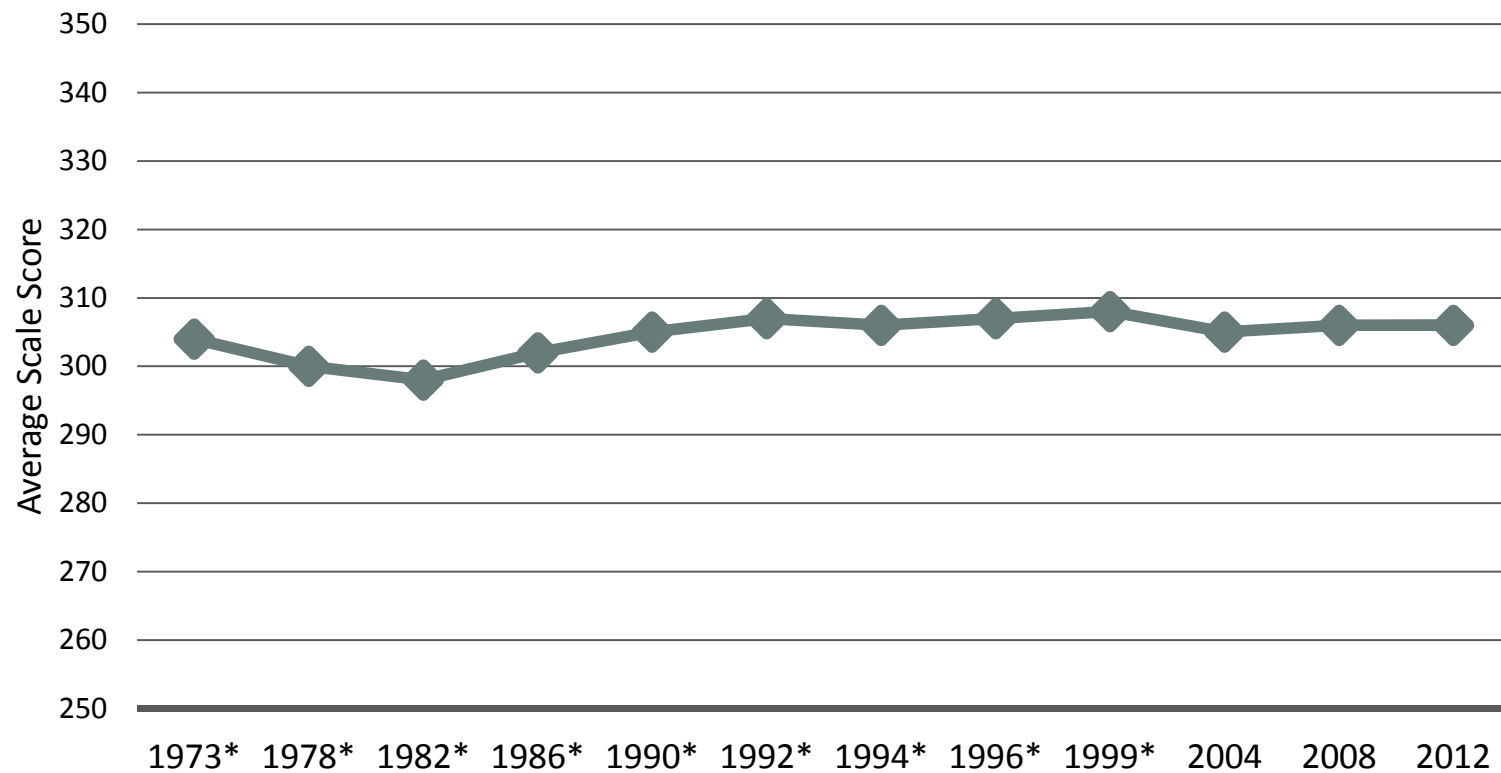


Source: NAEP Long-Term Trends, NCES (2004)

e:

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

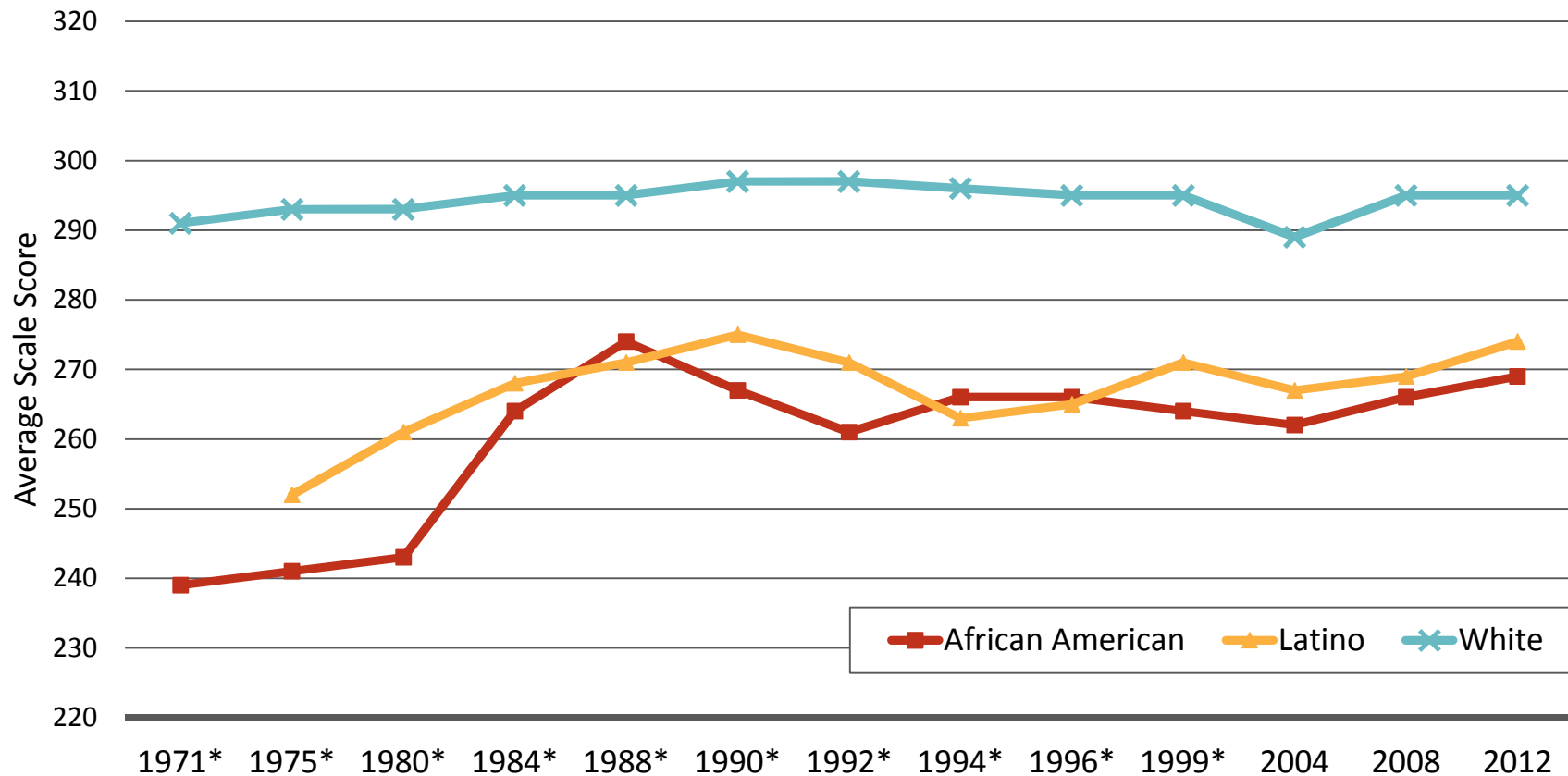
e:



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

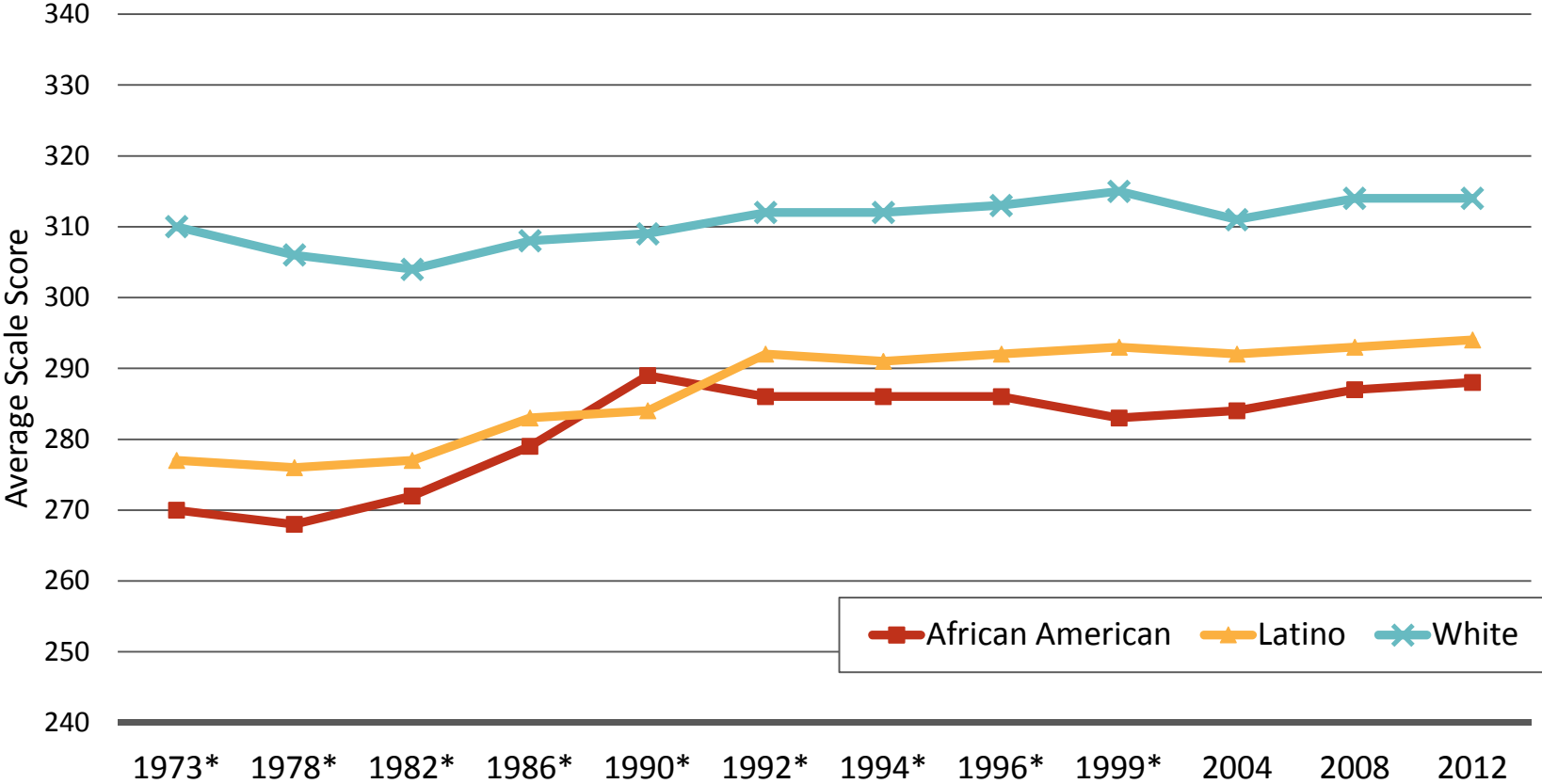


*Denotes previous assessment format

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


Math: Not much gap closing since 1990.

17 Year Olds – NAEP Math



*Denotes previous assessment format

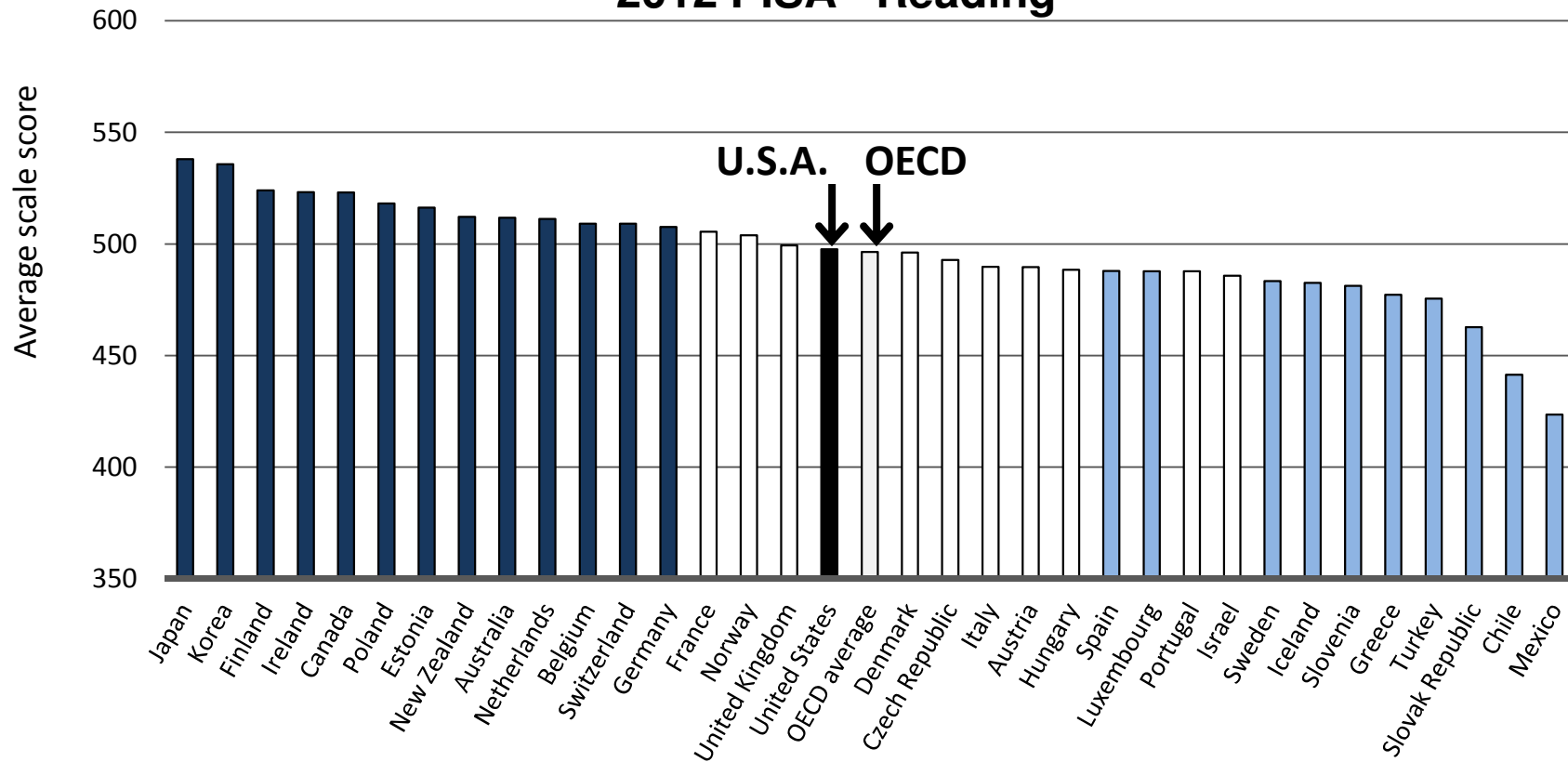
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



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

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

2012 PISA - Reading

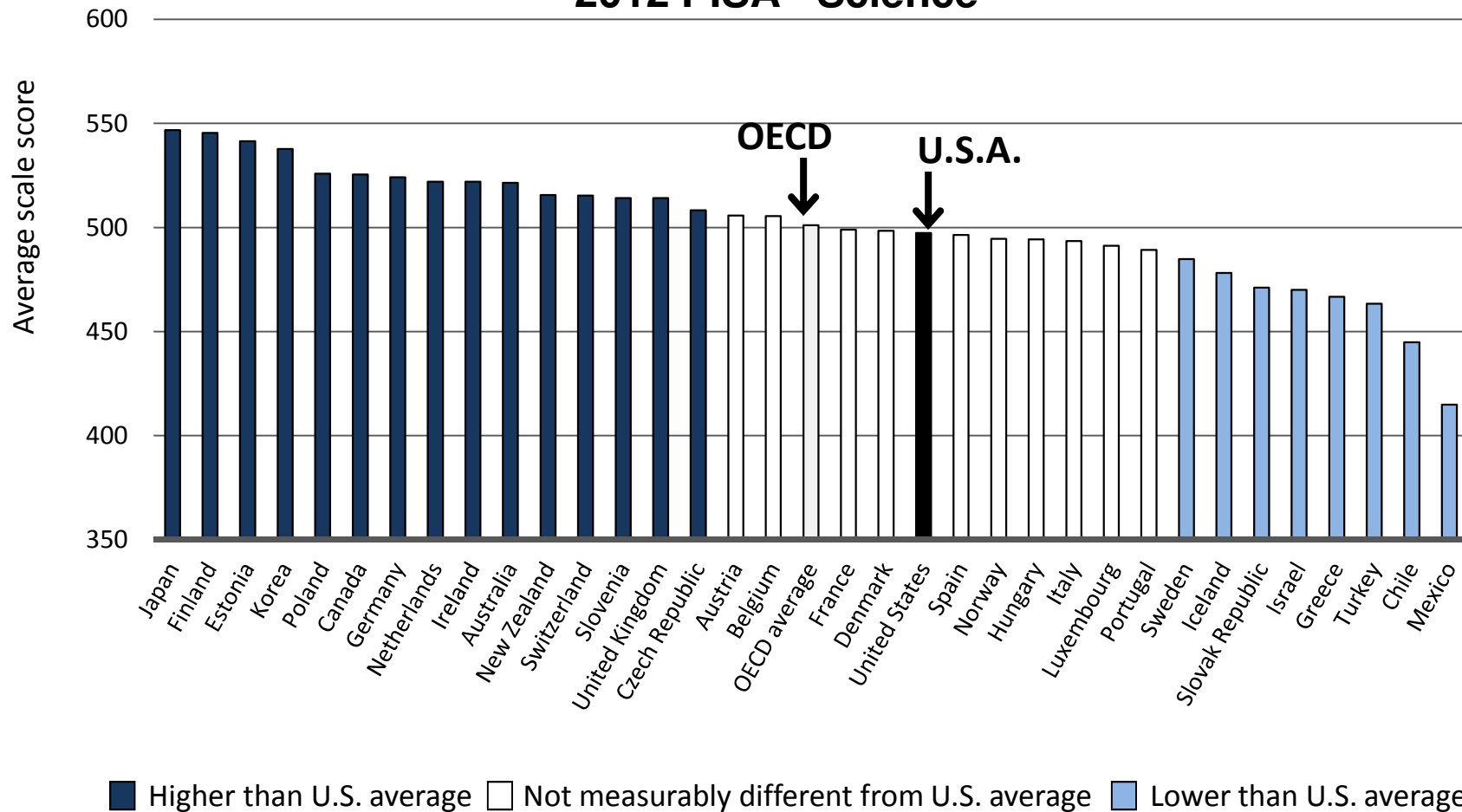


■ Higher than U.S. average □ Not measurably different from U.S. average ■ Lower than U.S. average

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

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

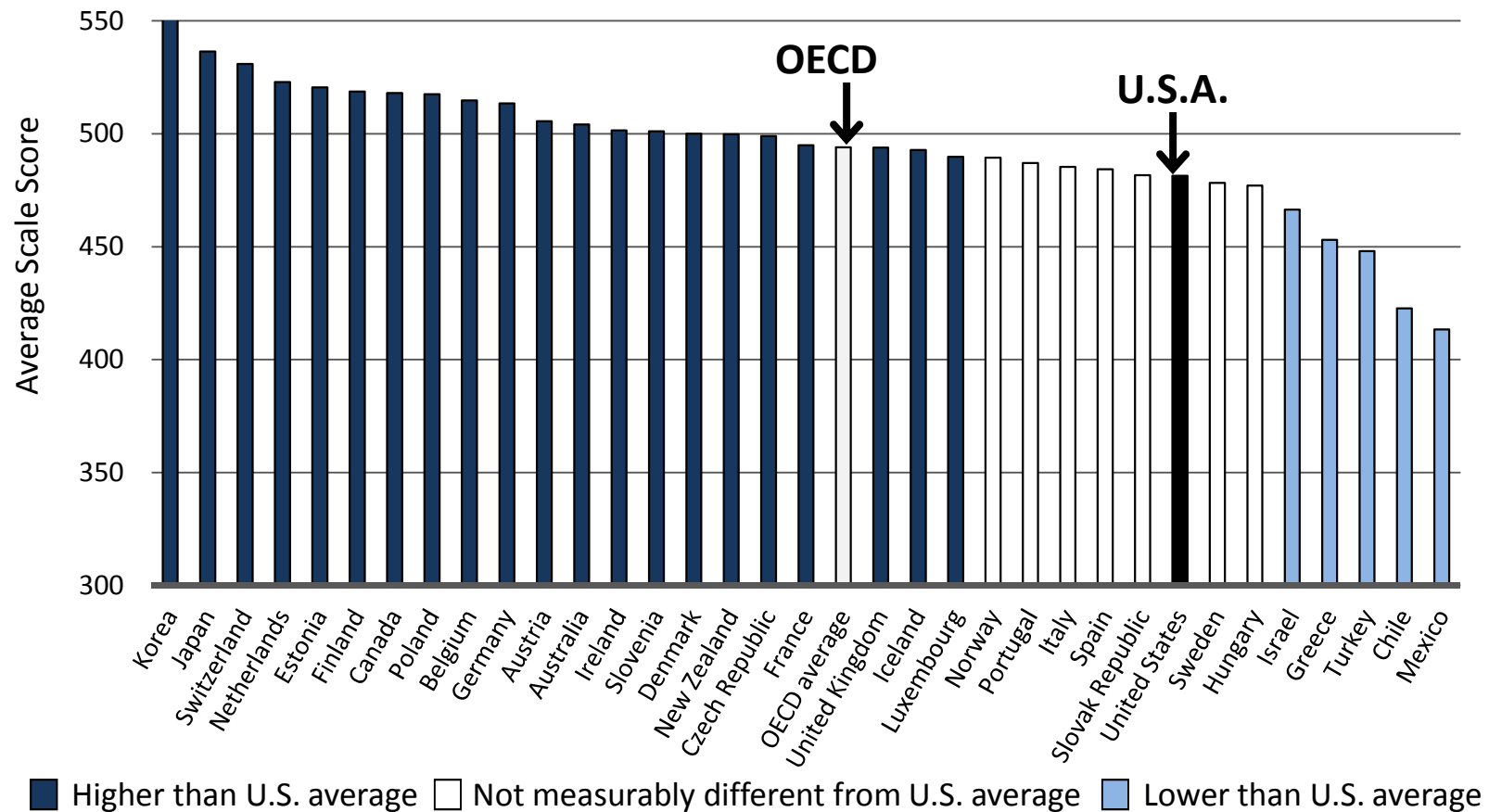
2012 PISA - Science



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

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

2012 PISA - Math



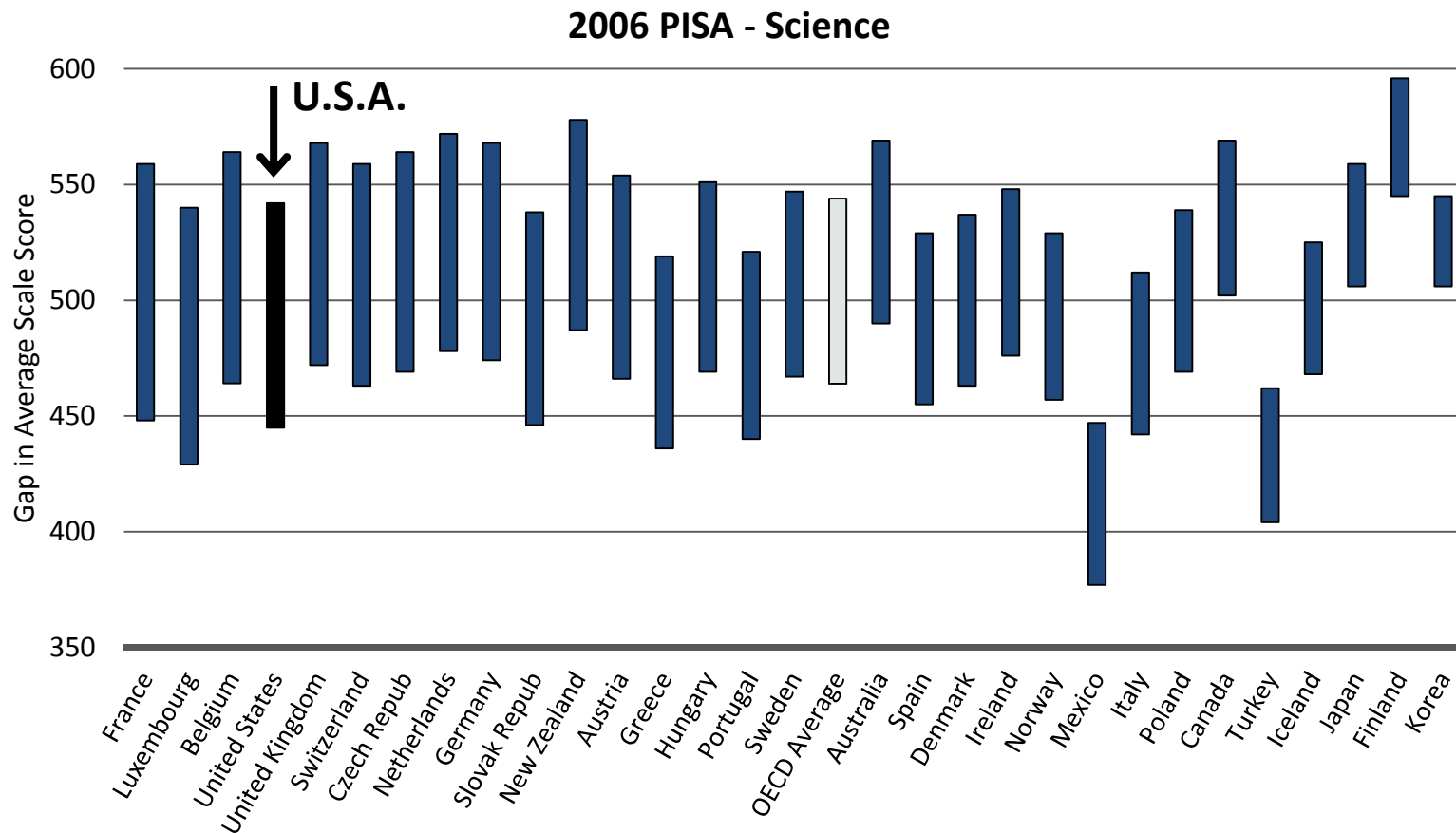
Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_3a.asp.



Only place we rank high?

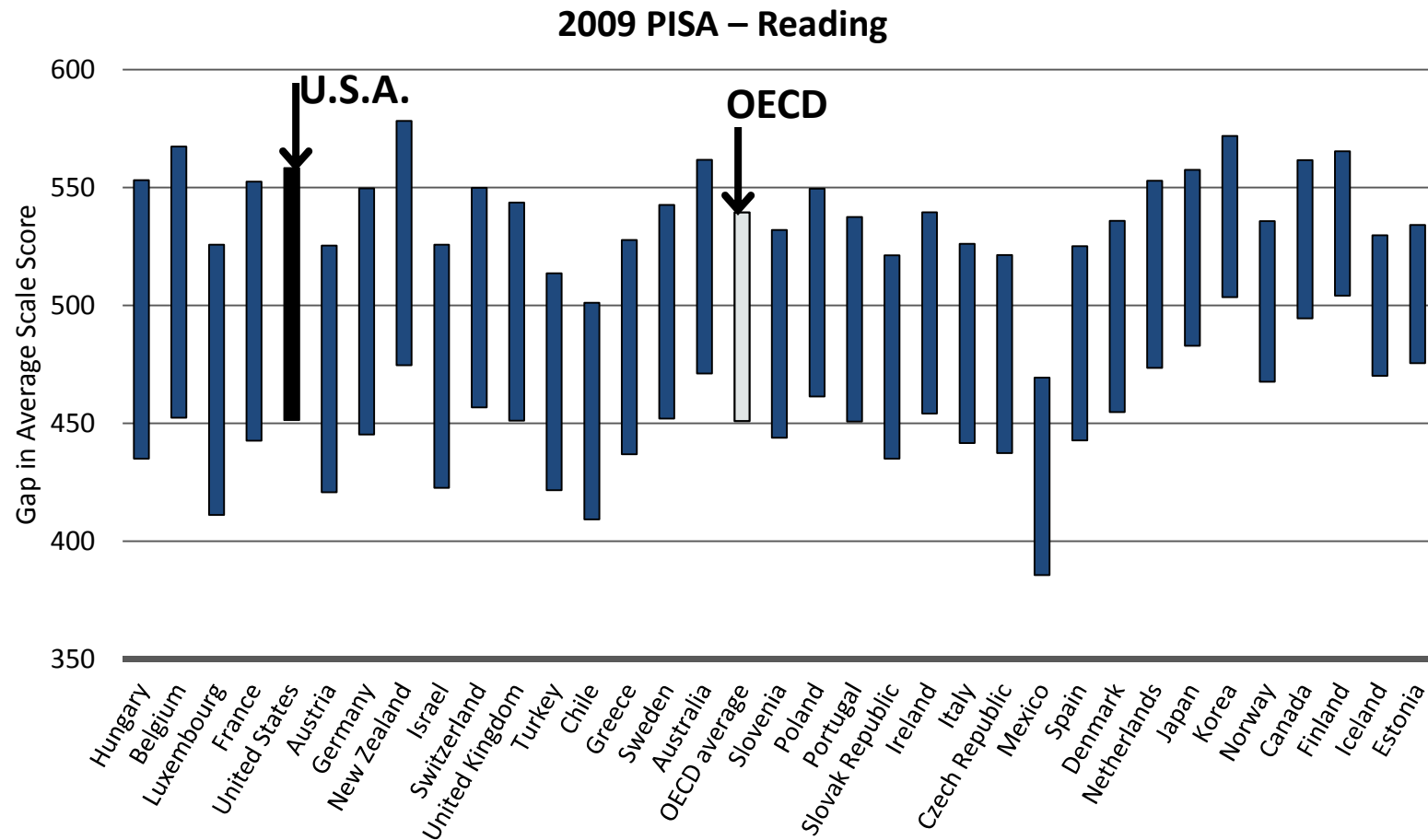
Inequality.

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



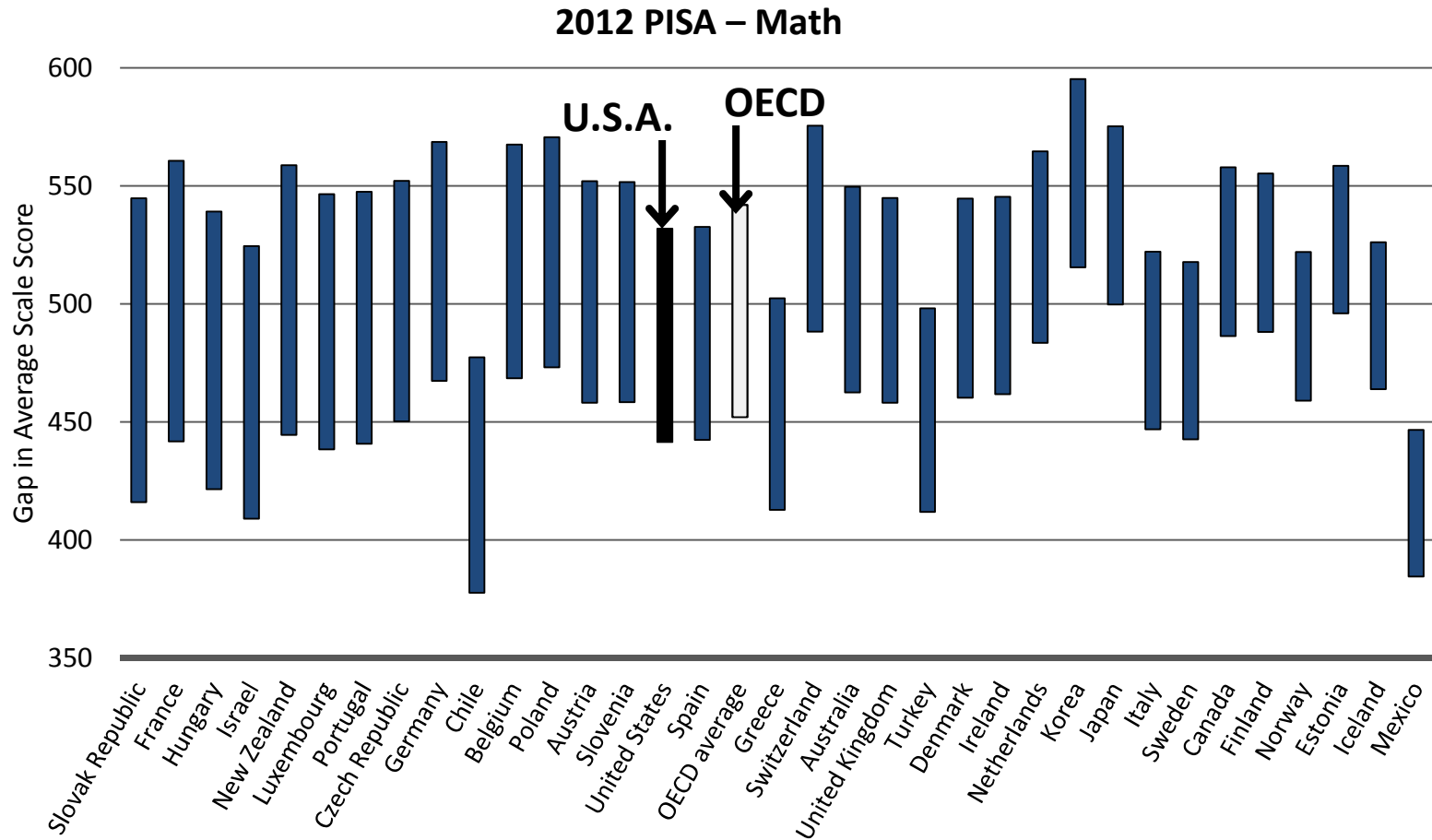
Source: PISA 2006 Results, OECD, table 4.8b

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



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

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



How?

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




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

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.

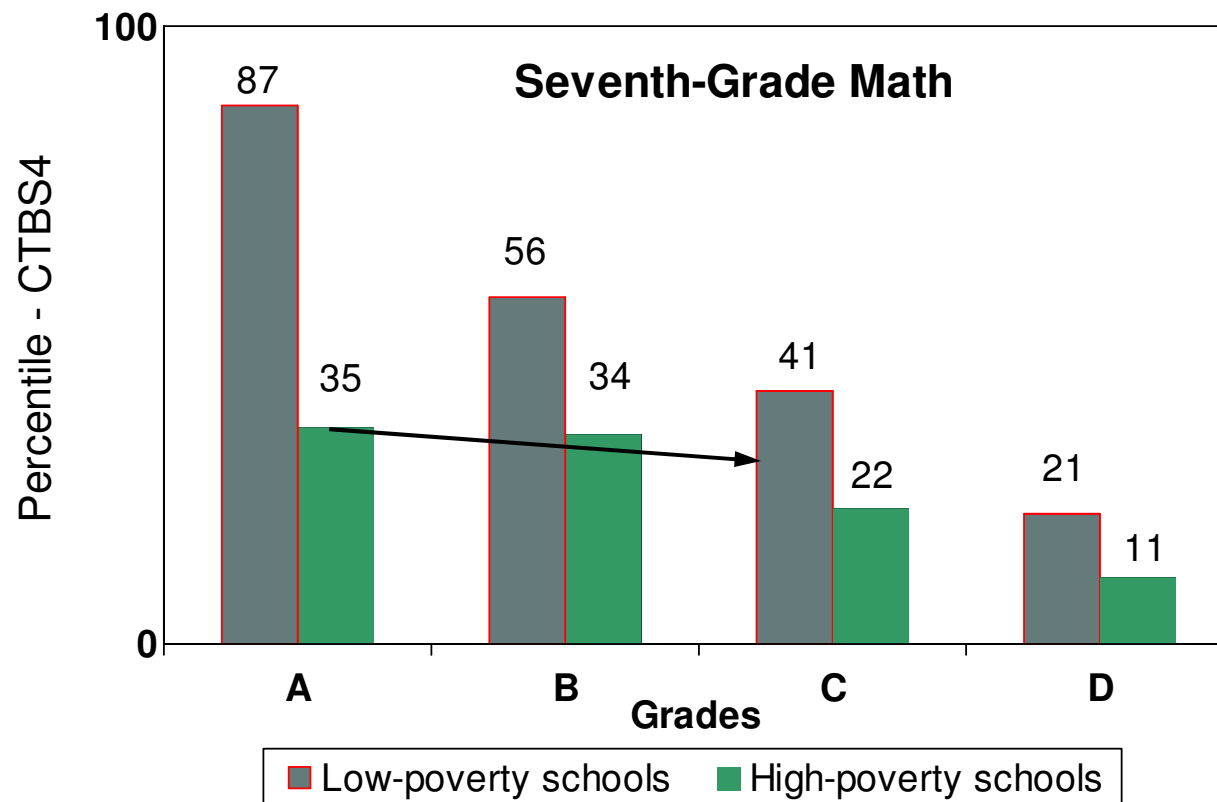


In truth, though, some of the most devastating “lesser” are a function of choices that educators make.


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



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

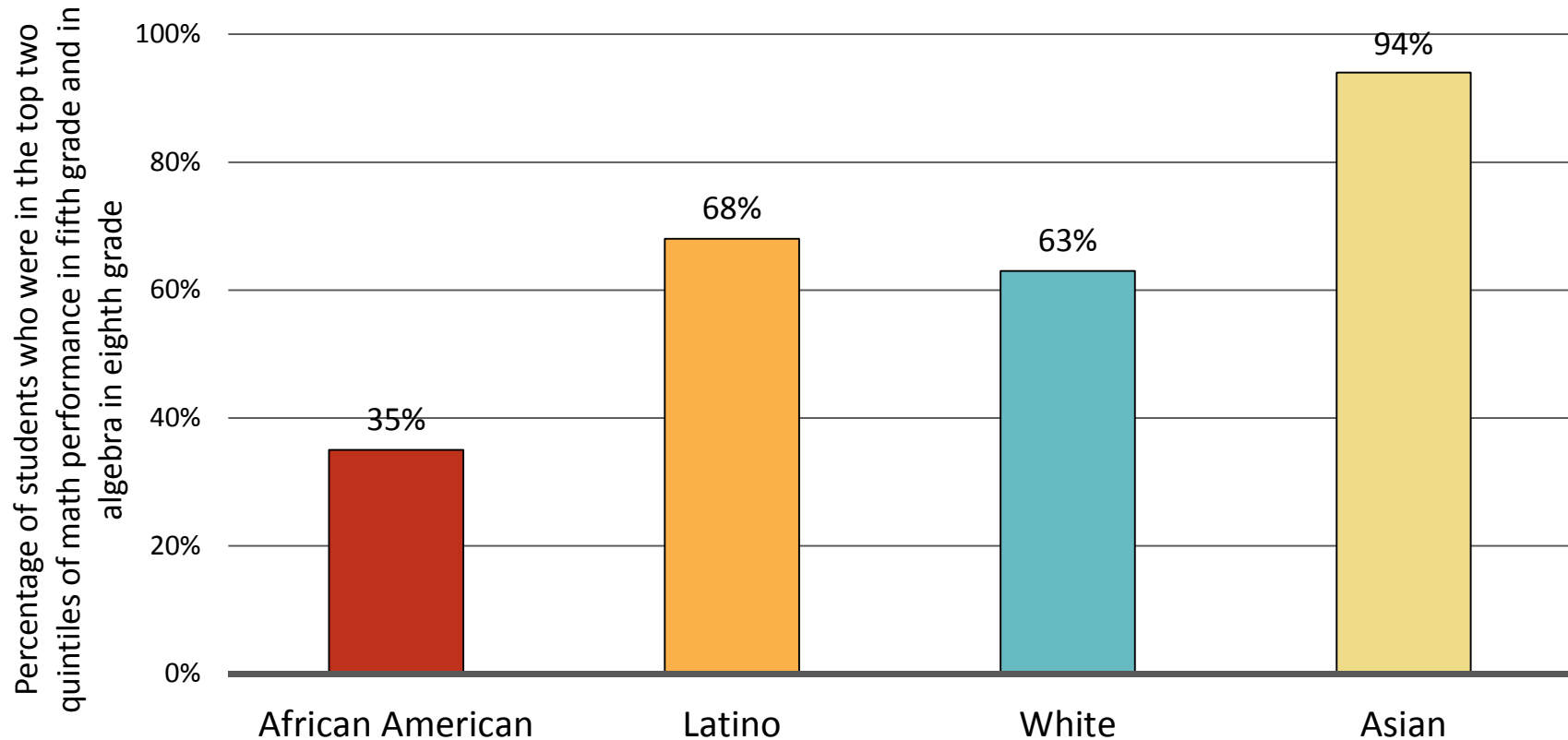


Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



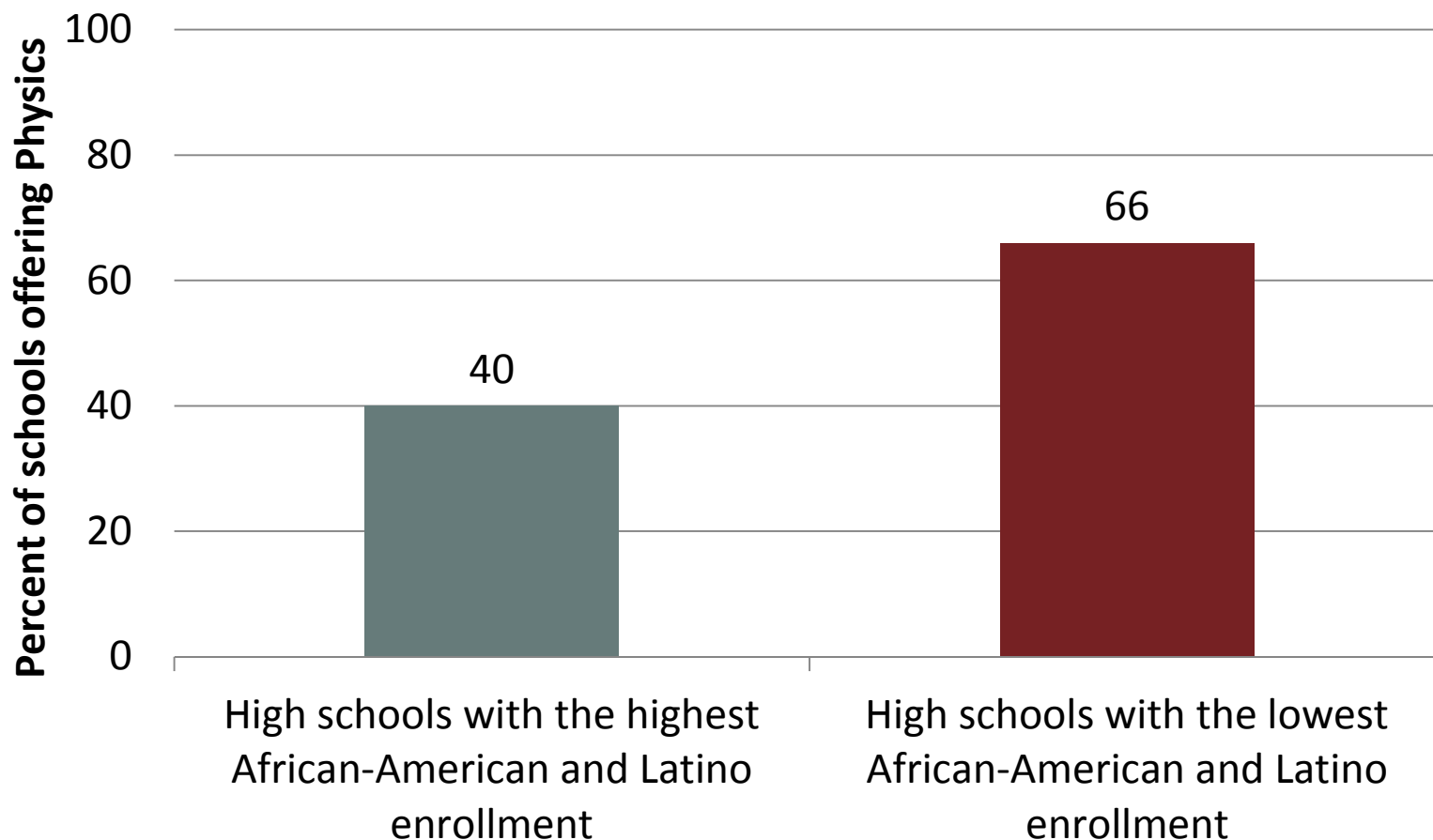
Choices we make about what to
teach whom...

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




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

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

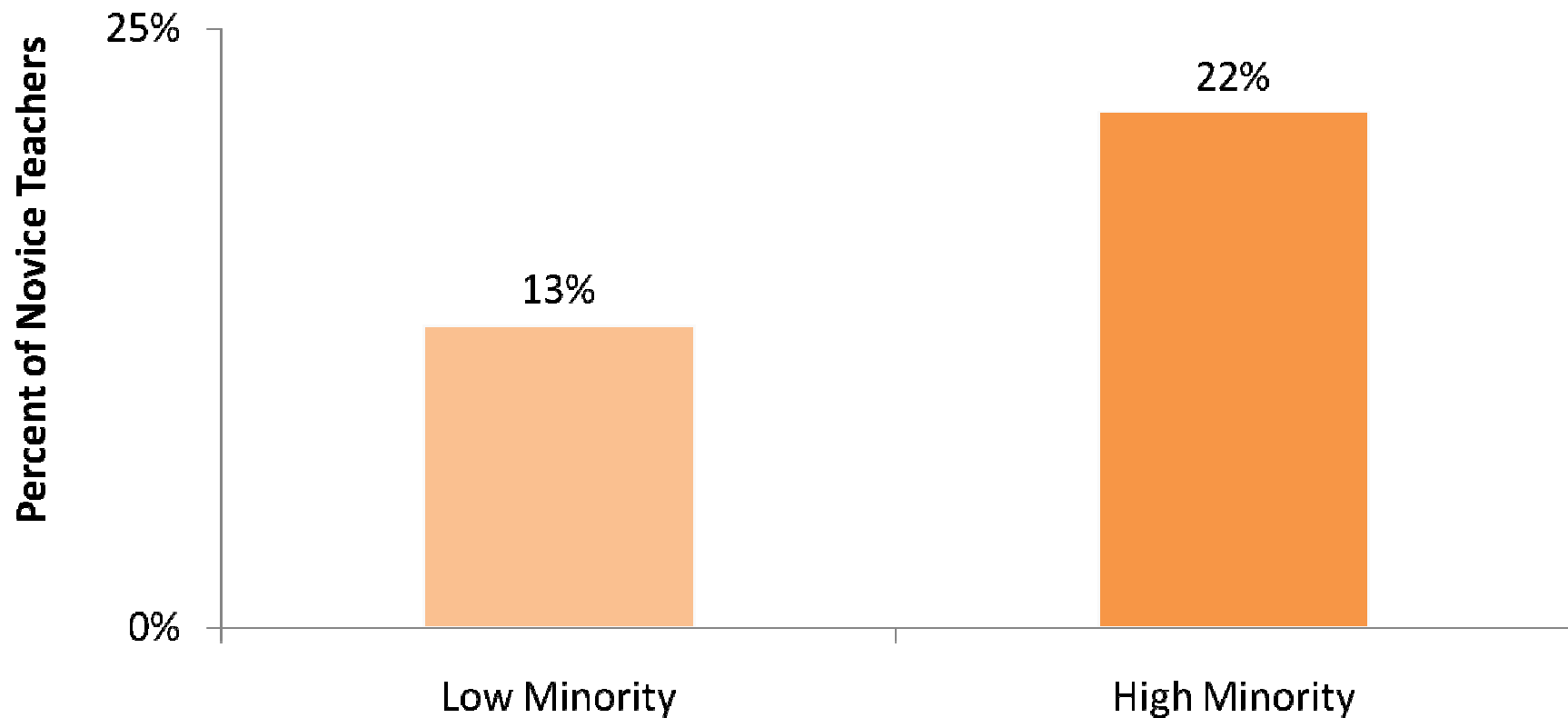


- Source: U.S. Department of Education Office of Civil Rights, Civil Rights Data Collection, March 2012



And choices we make about
who teaches whom...

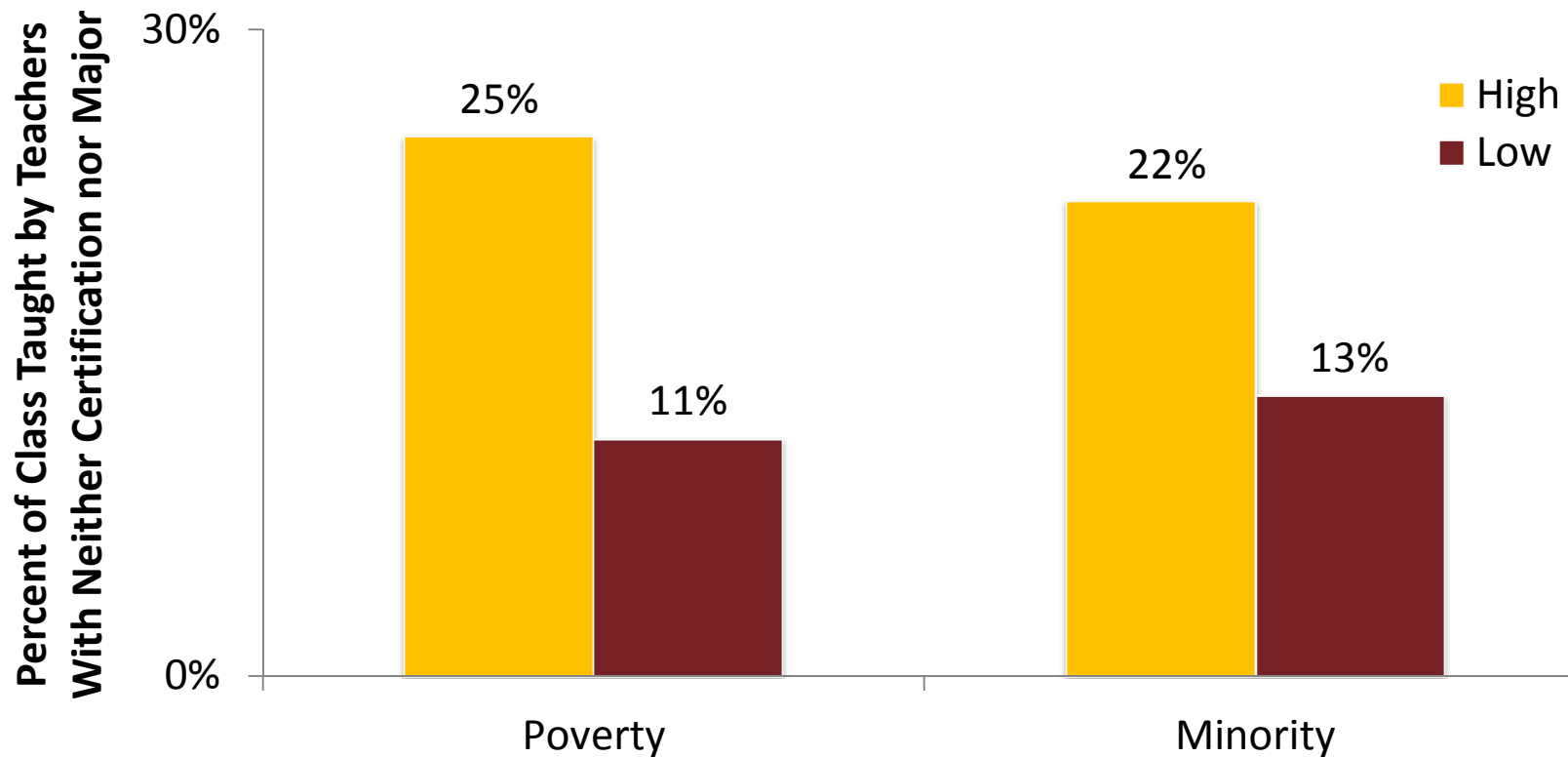
Students at high-minority schools more likely to be taught by novice* teachers.



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.

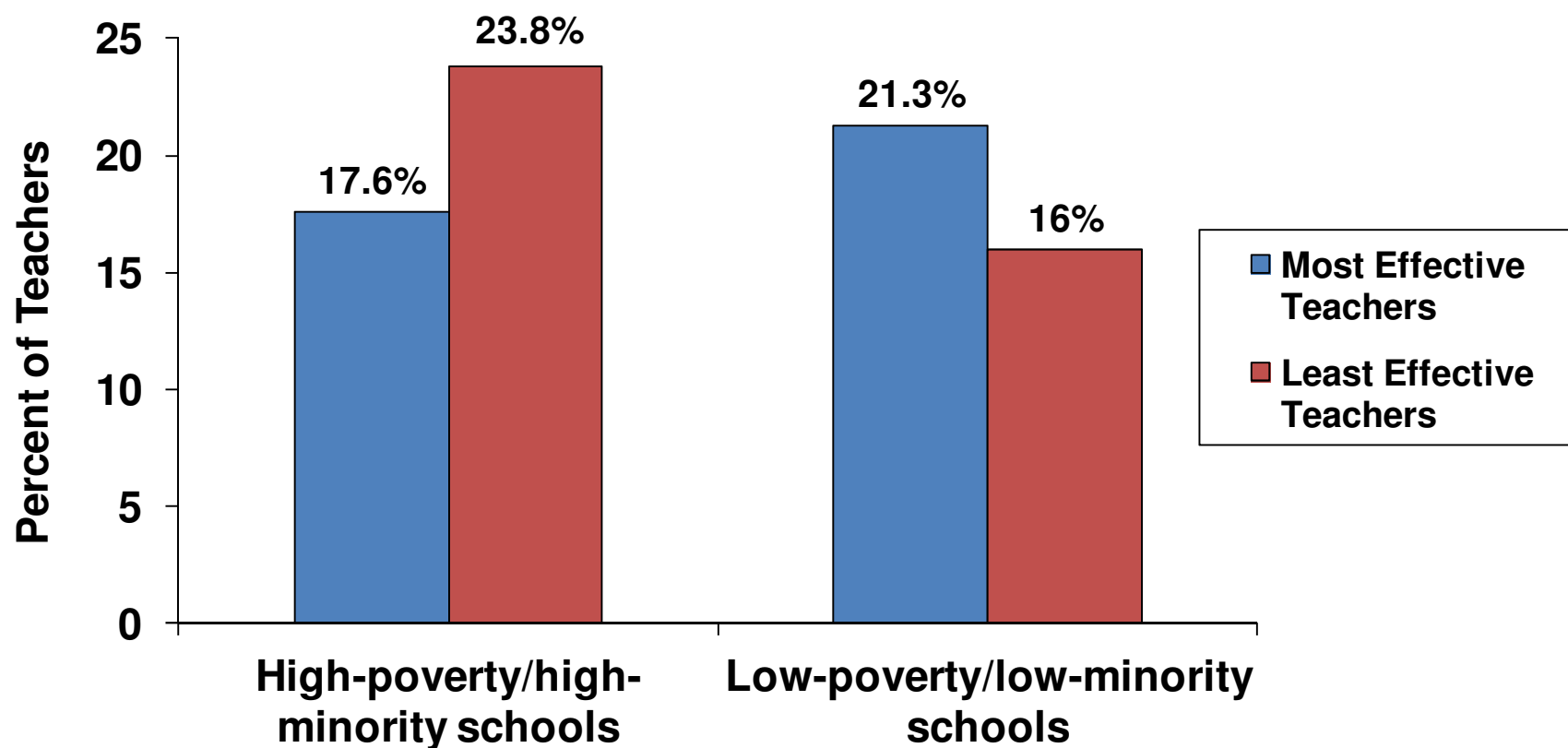


Note: High-poverty school: 55 percent or more of the students are eligible for free/reduced-price lunch. Low-poverty school :15 percent or fewer of the students are eligible for free/reduced-price lunch. High-minority school: 78 percent or more of the students are black, Hispanic, American Indian or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

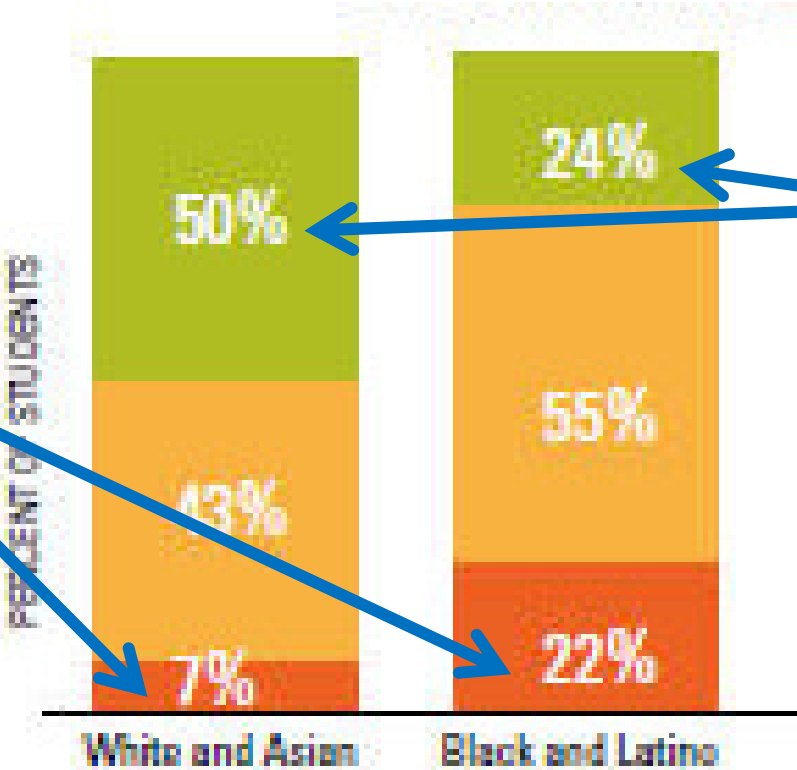
Los Angeles: Black, Latino students have fewer highly effective teachers, more weak ones.

READING/LANGUAGE ARTS

Latino and black students are:

3X as likely to get low-effectiveness teachers

1/2 as likely to get highly effective teachers




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

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



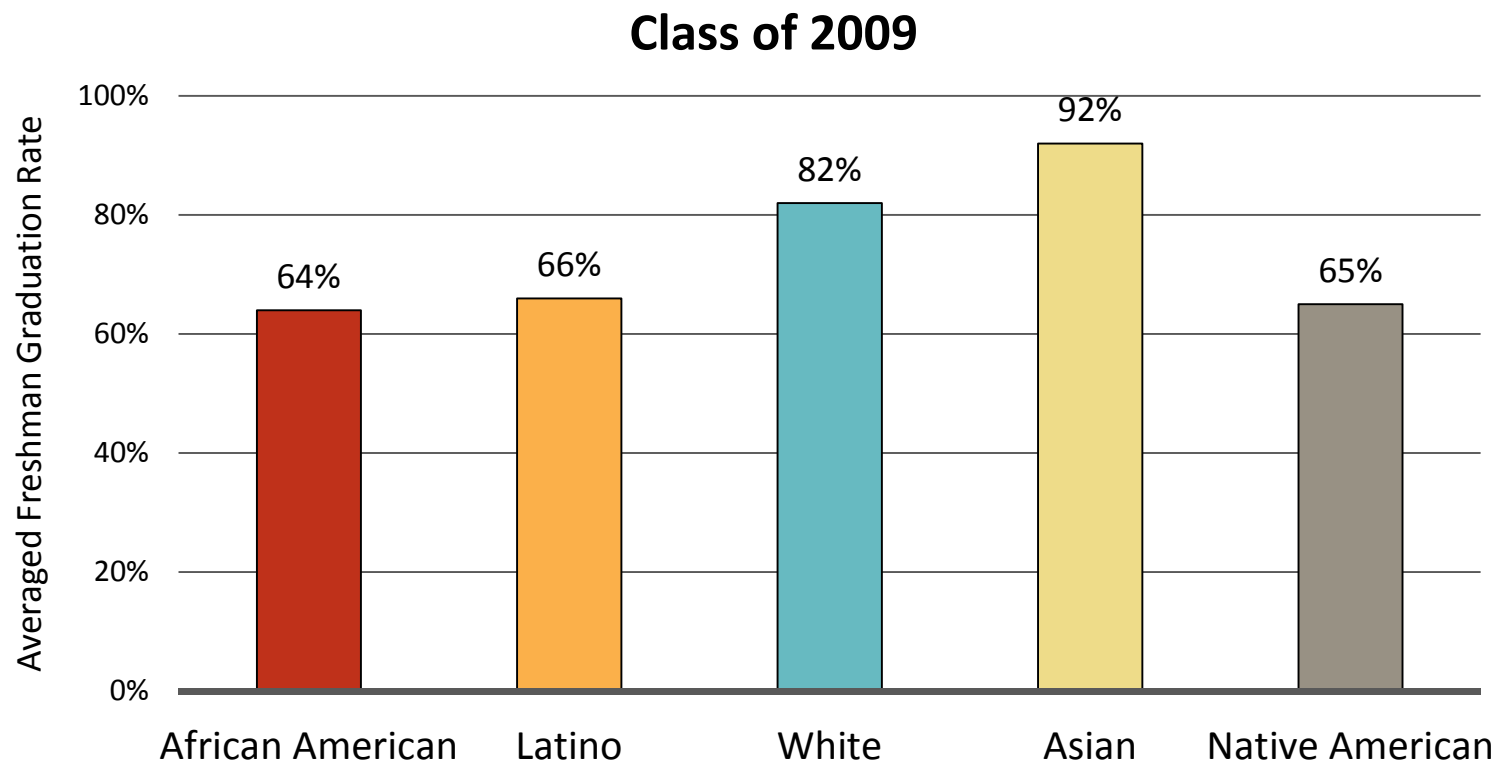
The results are devastating.

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



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

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

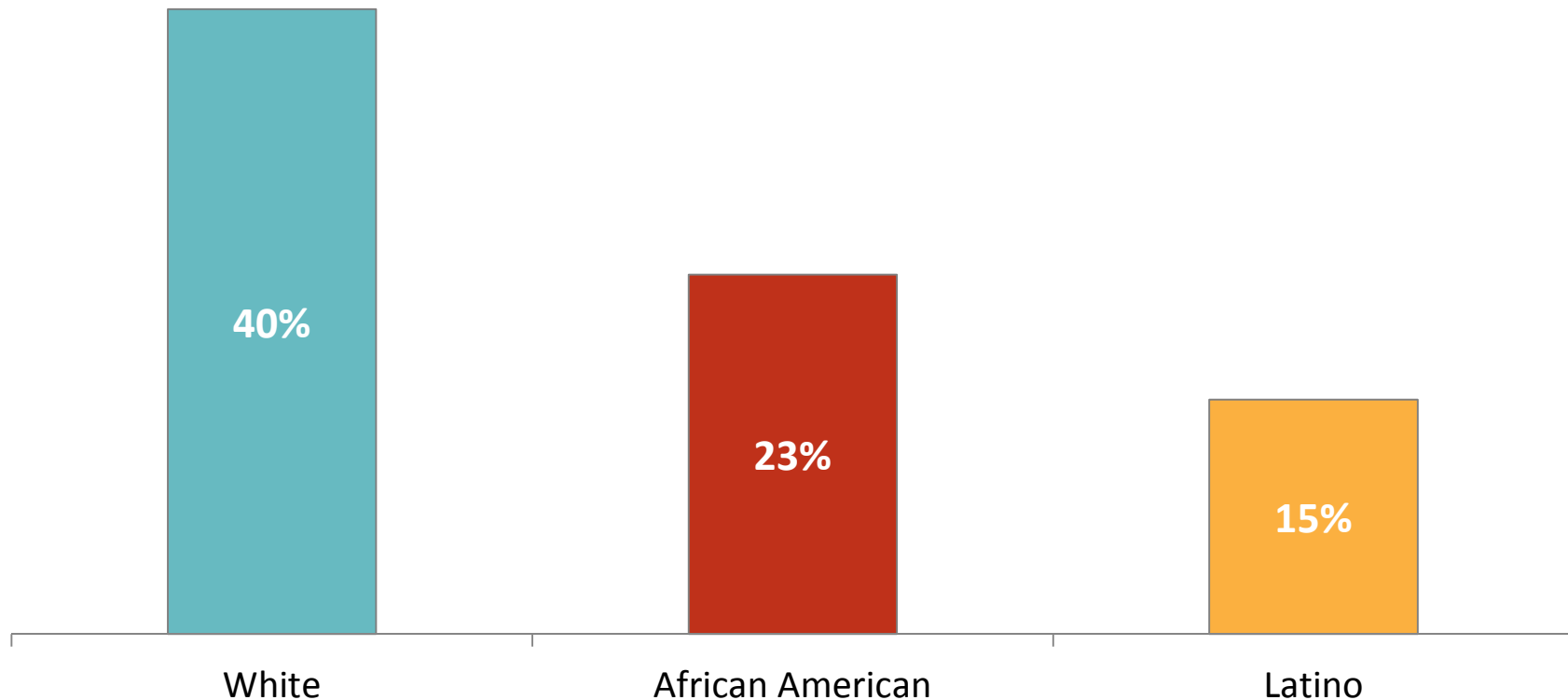


Source: National Center for Education Statistics, "Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09" (2011).

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

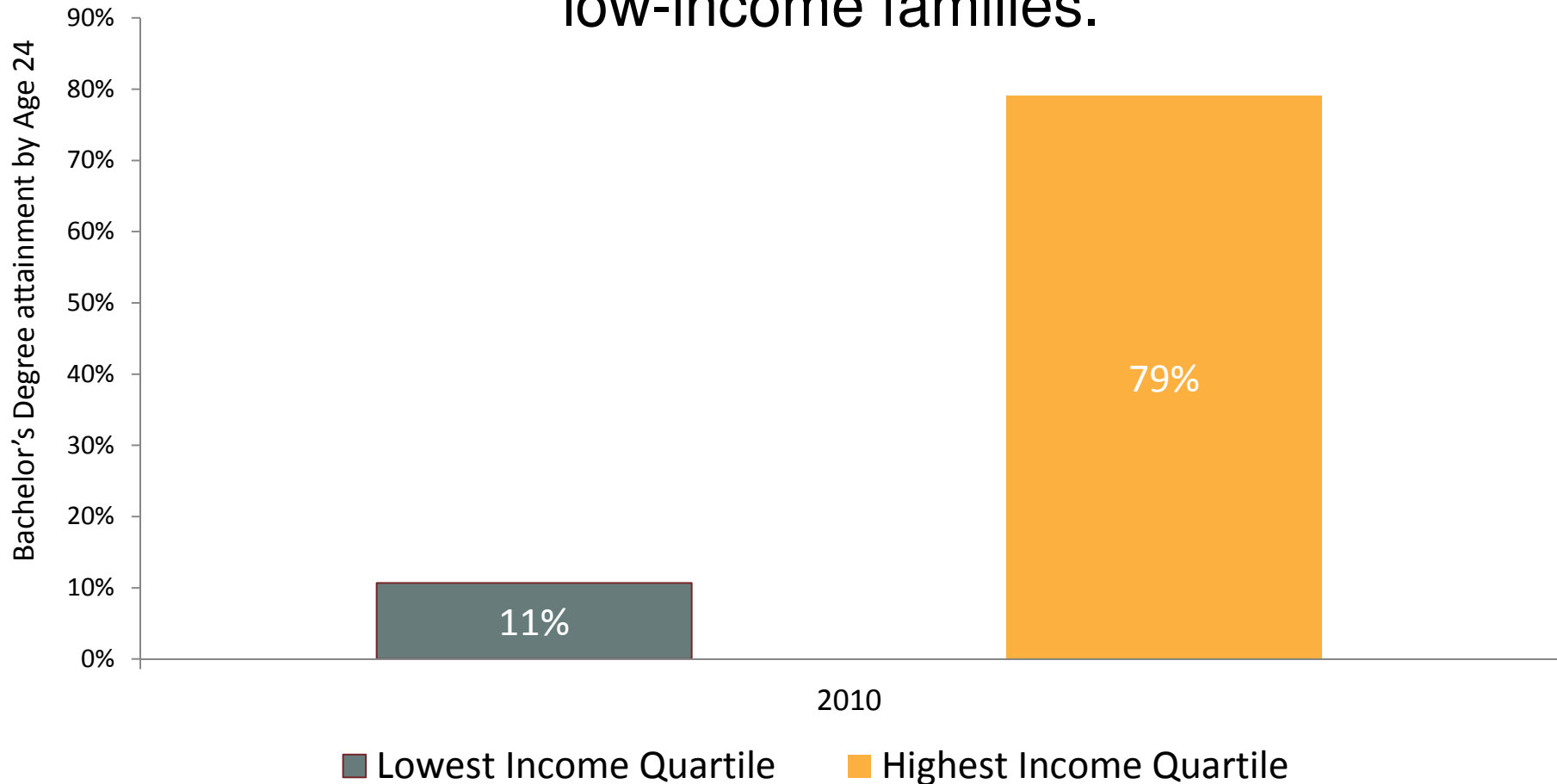
Whites attain bachelor's degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

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

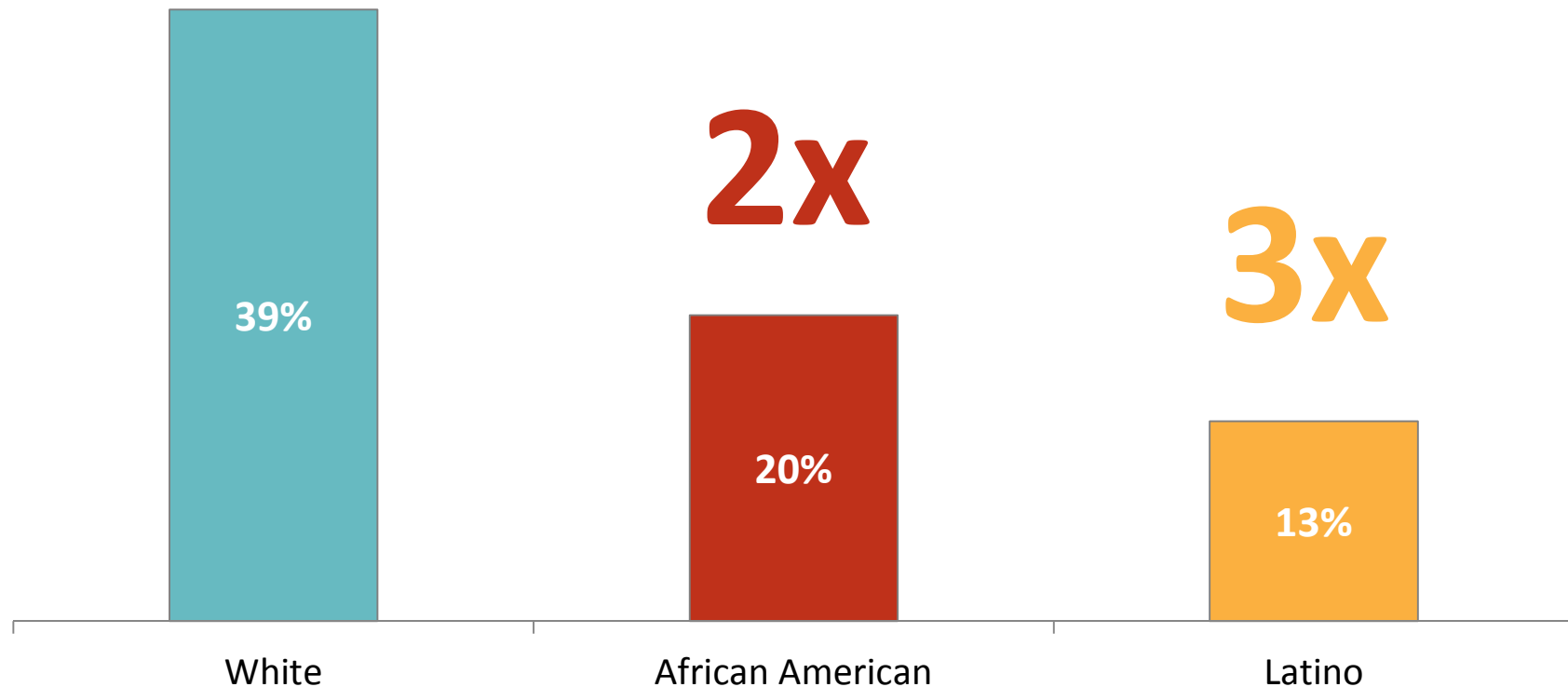
Young people from high-income families earn bachelor's degrees at seven times the rate of those from low-income families.



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

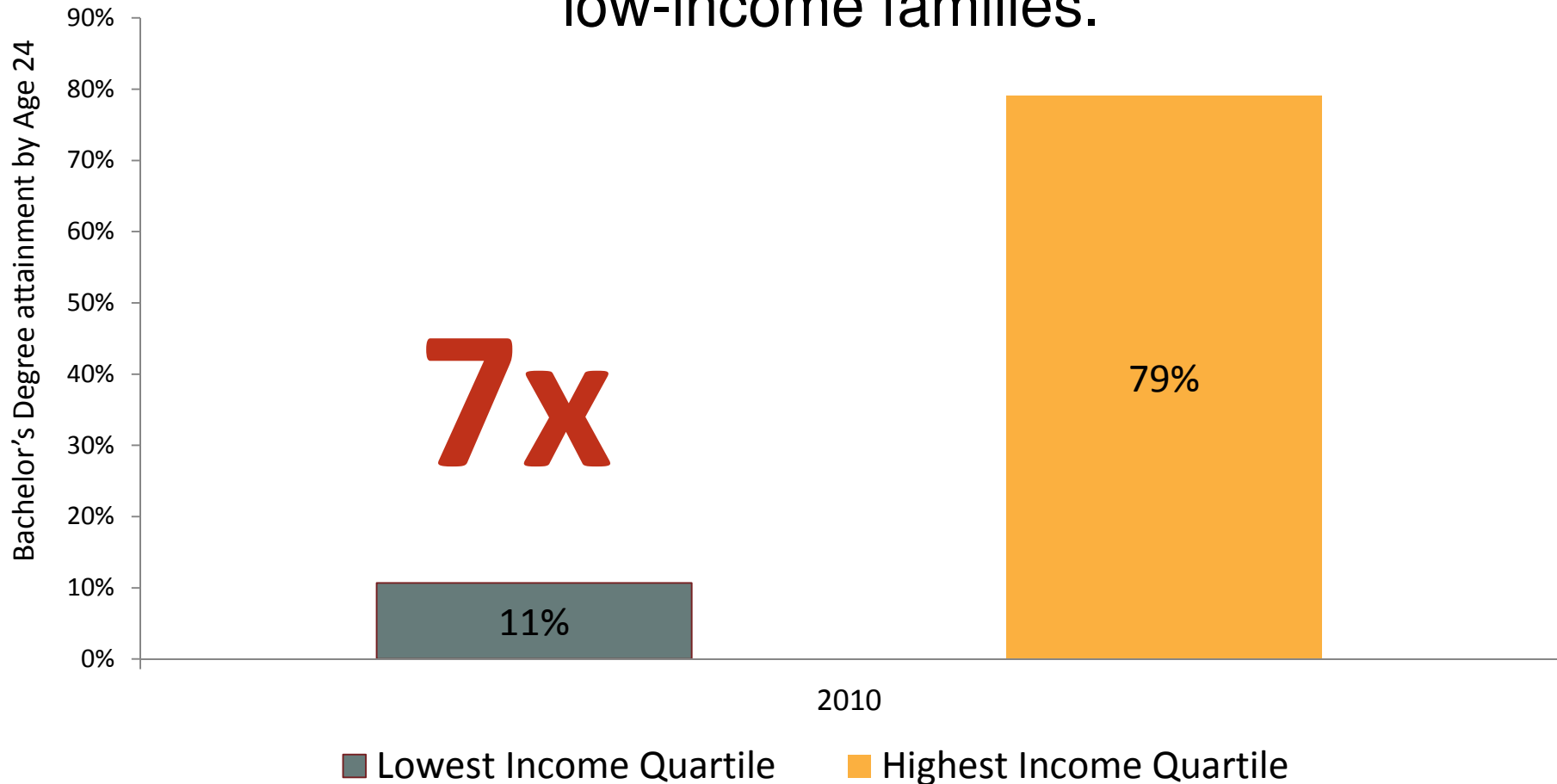
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What Can We Do?

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

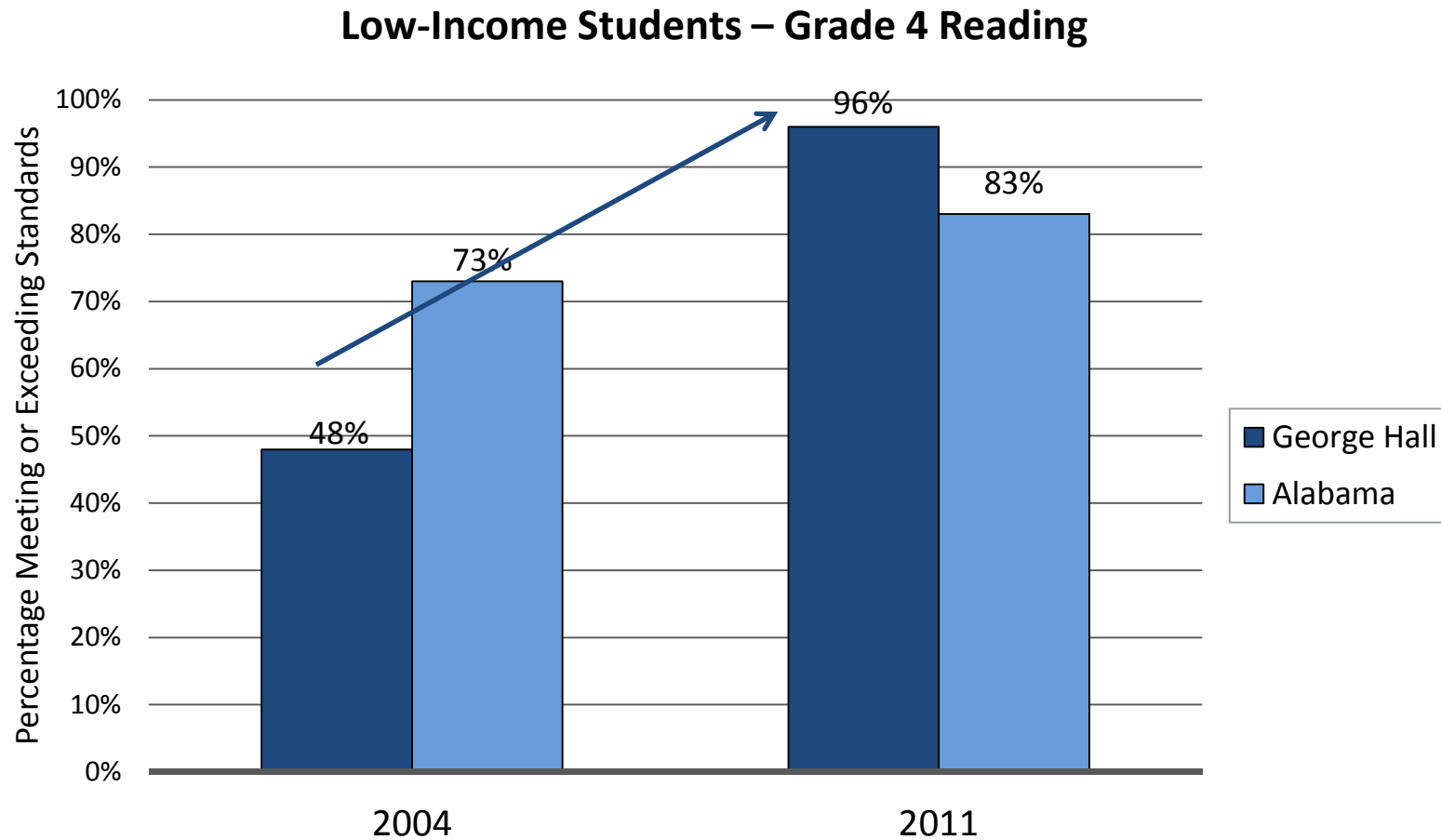
- 549 students in grades PK-5
99% African American
- 99% Low Income



Note: Enrollment data are for 2009-10 school year

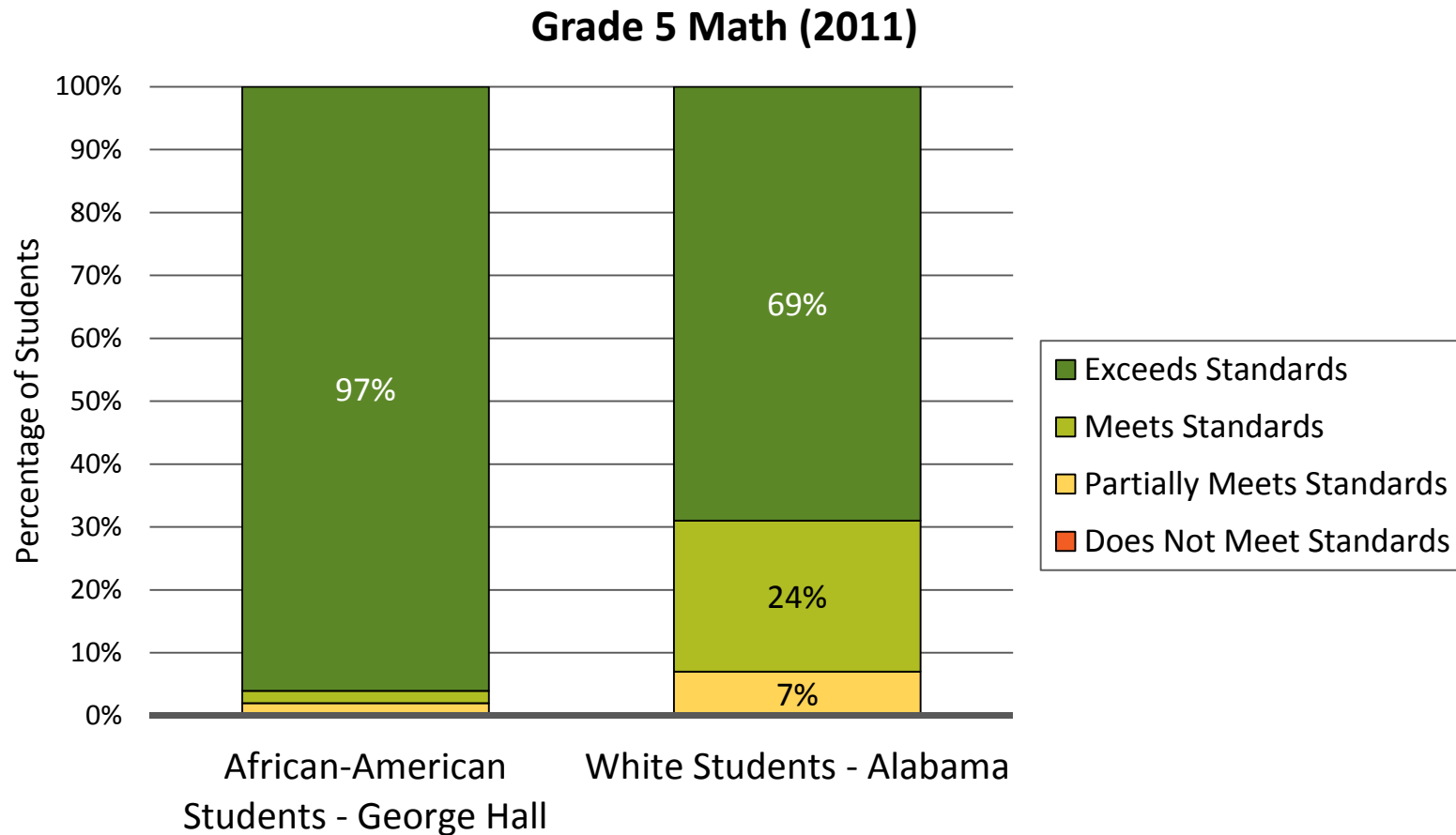
Source: Alabama Department of Education

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

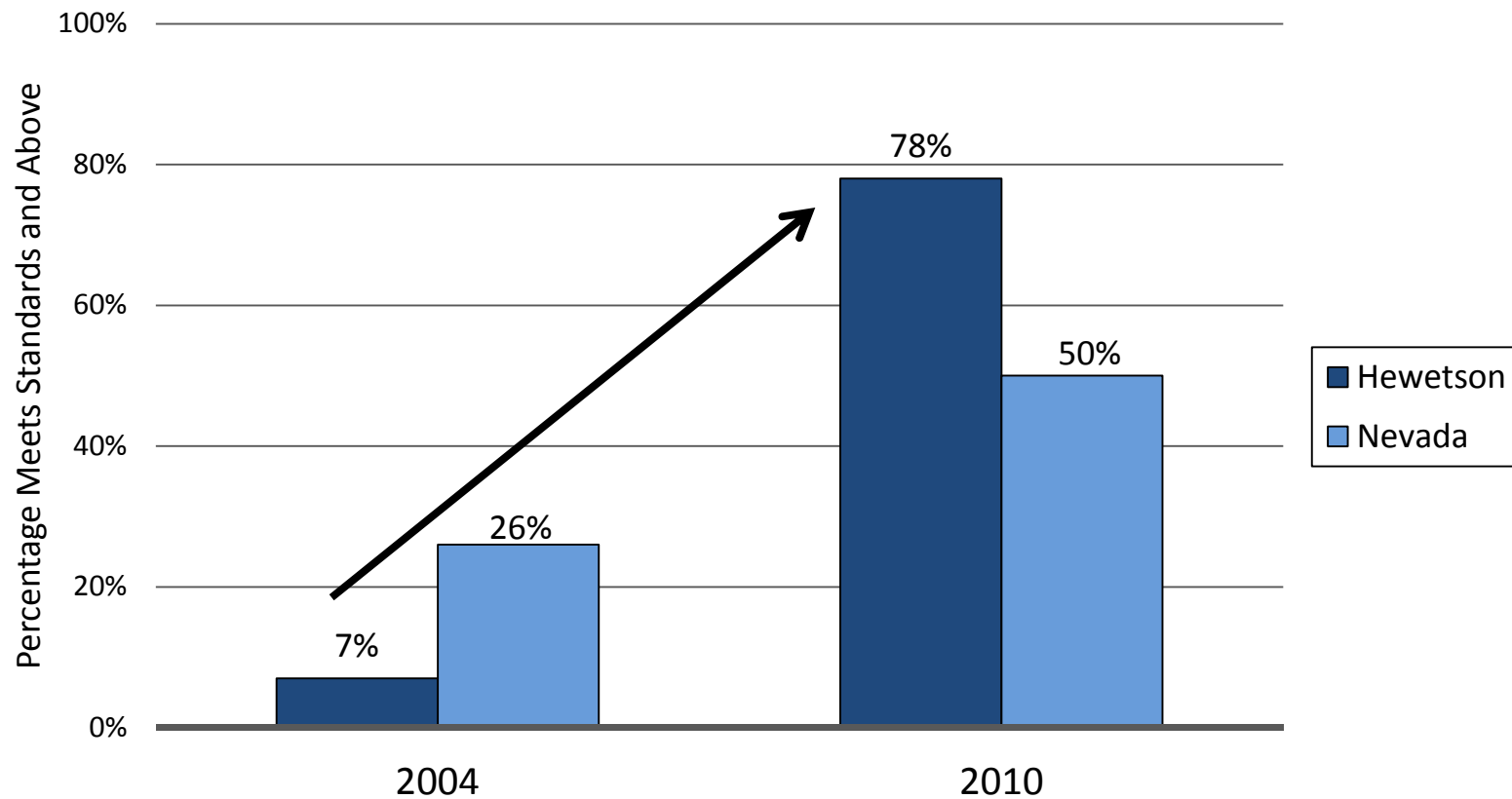
- 962 students in grades PK – 5
 - 85% Latino
 - 7% African American
- 100% Low Income
- 71% Limited English Proficient



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

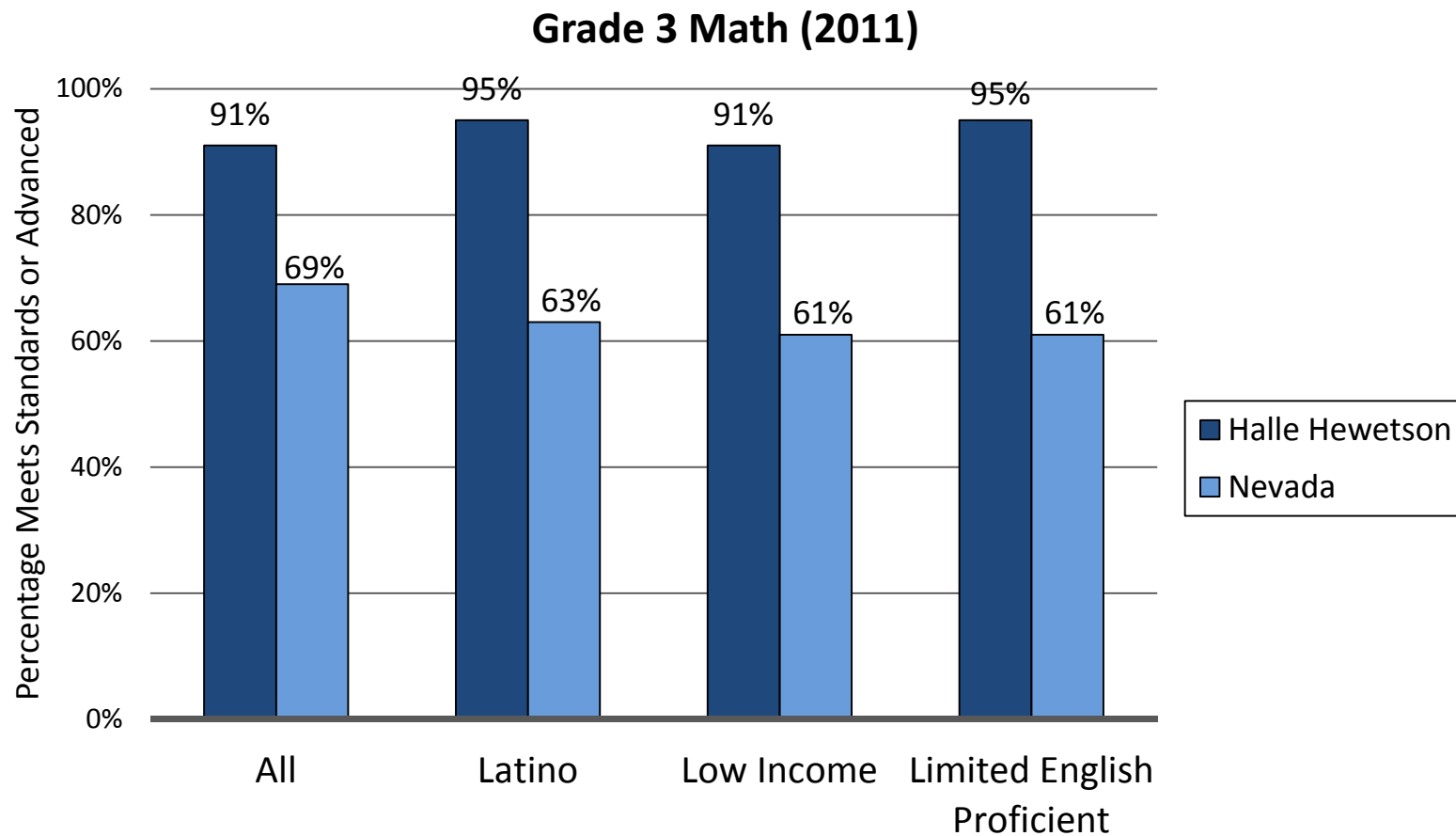
Big Improvement at Halle Hewetson Elementary

Latino Students – Grade 3 Reading



Source: Nevada Department of Education

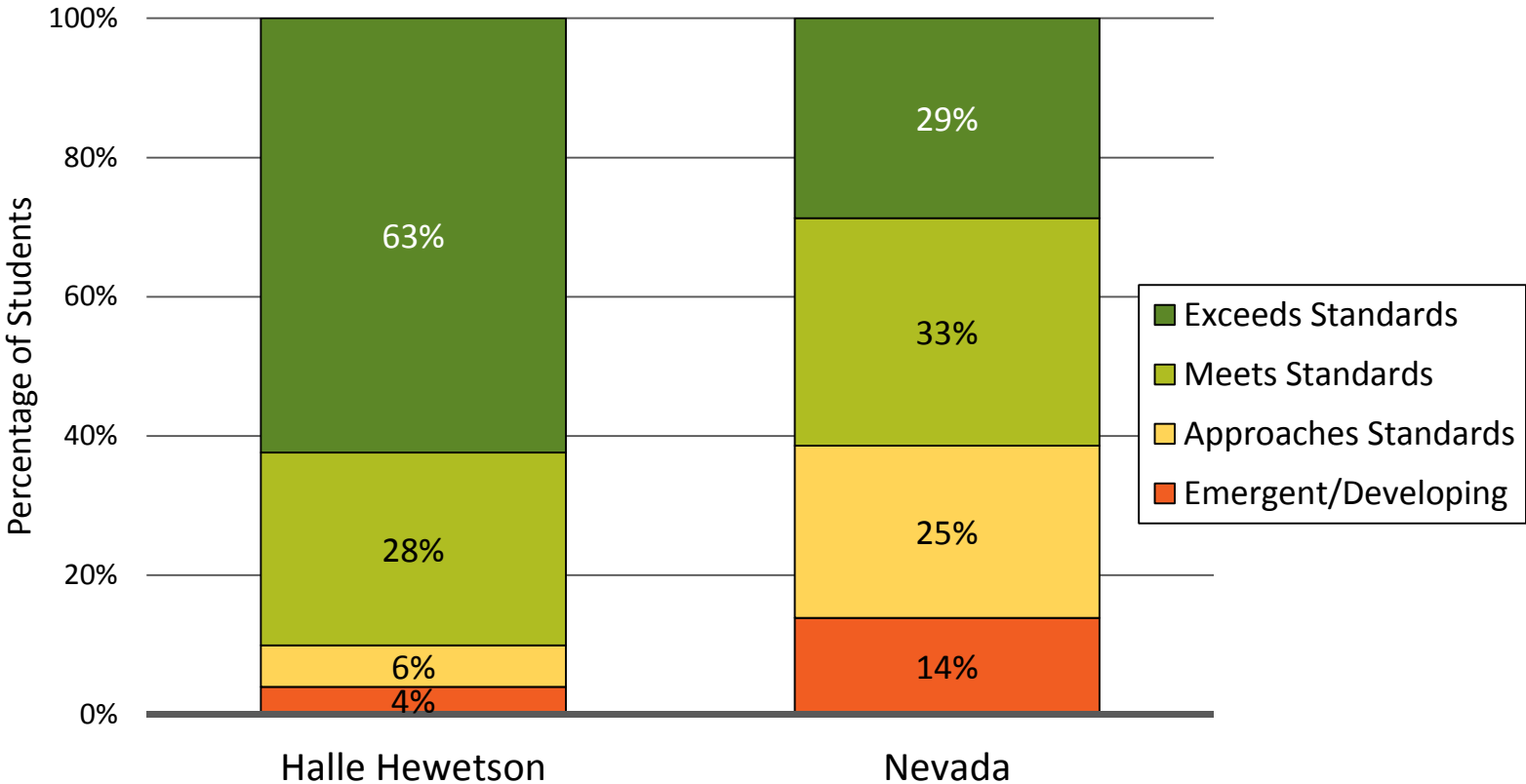
High Performance Across Groups at Halle Hewetson Elementary



Source: Nevada Department of Education

Exceeding Standards at Halle Hewetson Elementary

Low-Income Students – Grade 3 Math (2011)

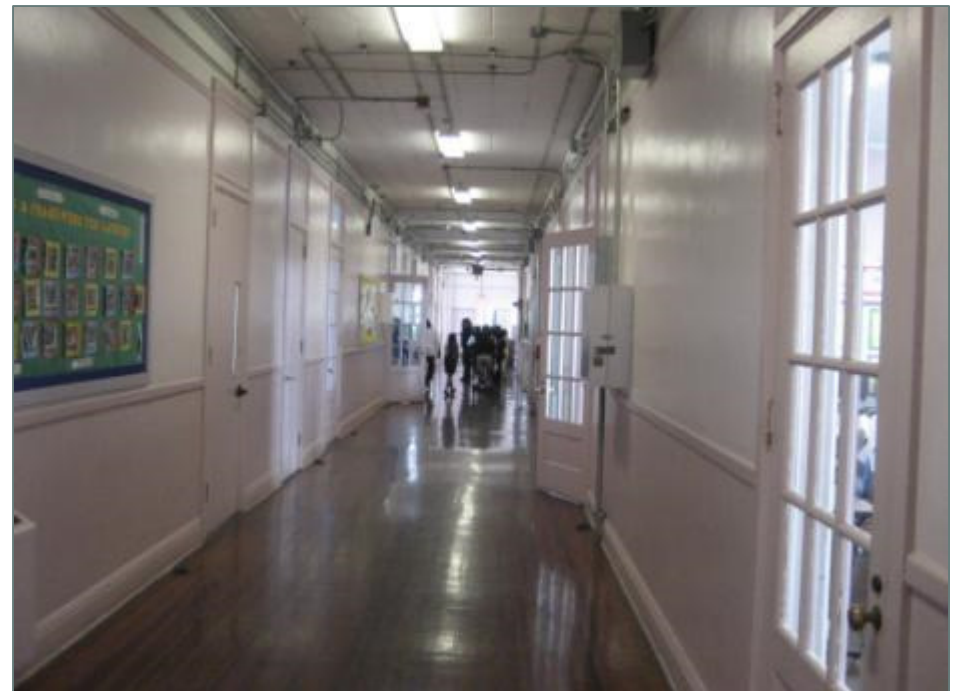


Source: Nevada Department of Education

Mary McLeod Bethune Elementary School

New Orleans, Louisiana

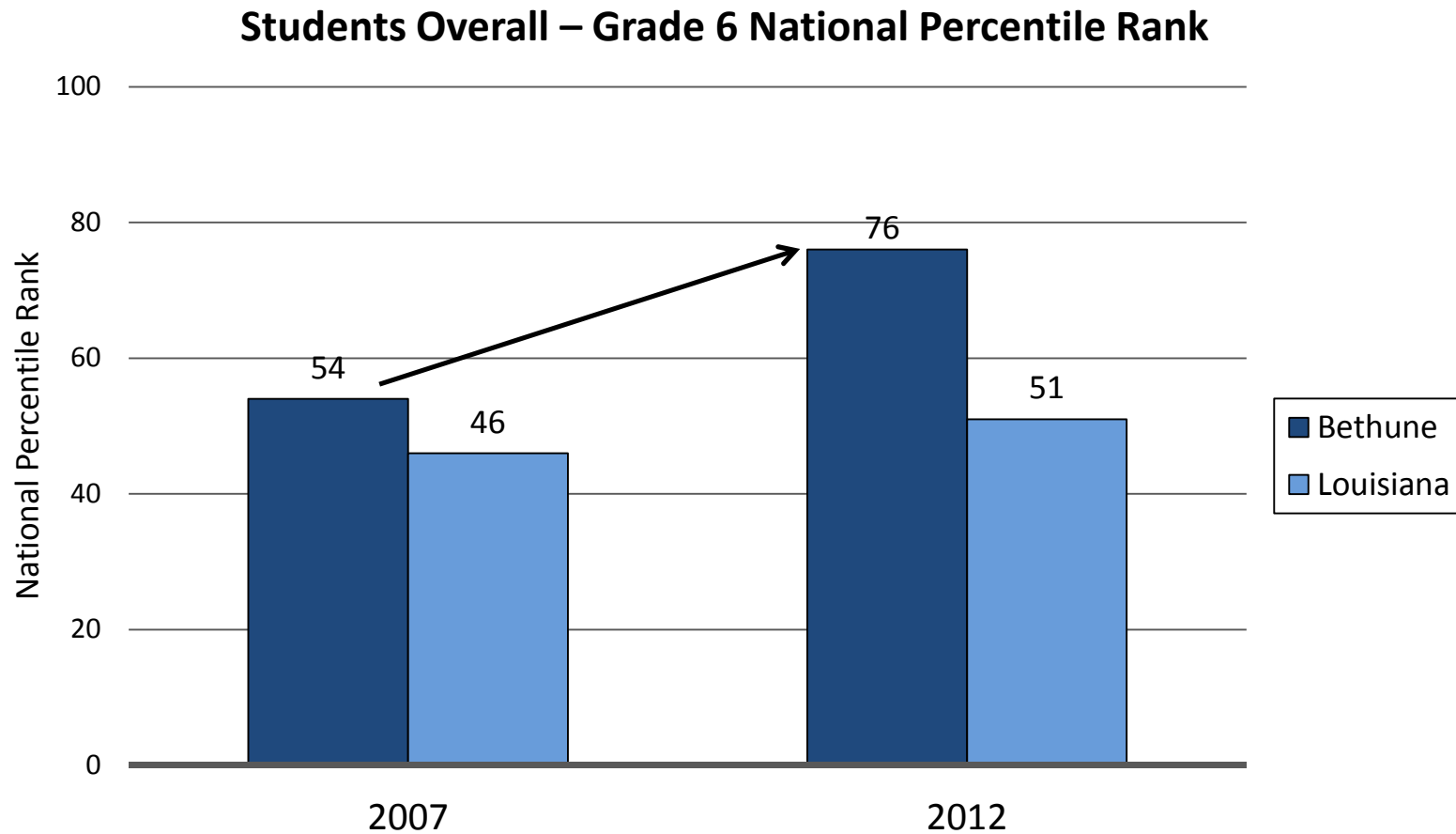
- 376 students in grades PK – 6
 - 94% African American
- >95% Low Income



Note: Enrollment and demographic data are from 2010-11
Source: Louisiana Department of Education

 **DISPELLING THE MYTH**
2010 Award Recipient

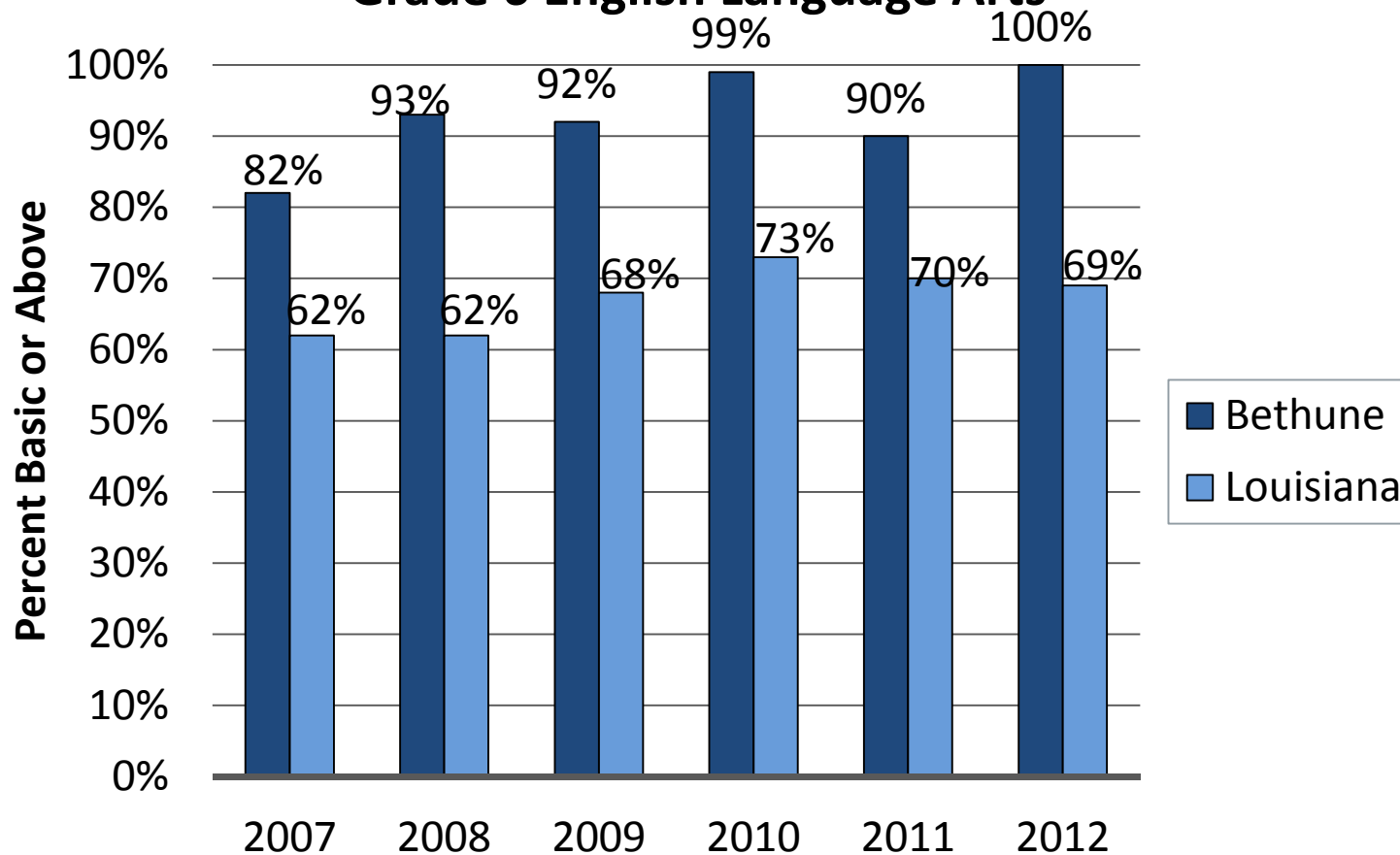
Big Gains at Bethune Elementary



Source: Louisiana Department of Education

Exceeding Expectations at Bethune Elementary School

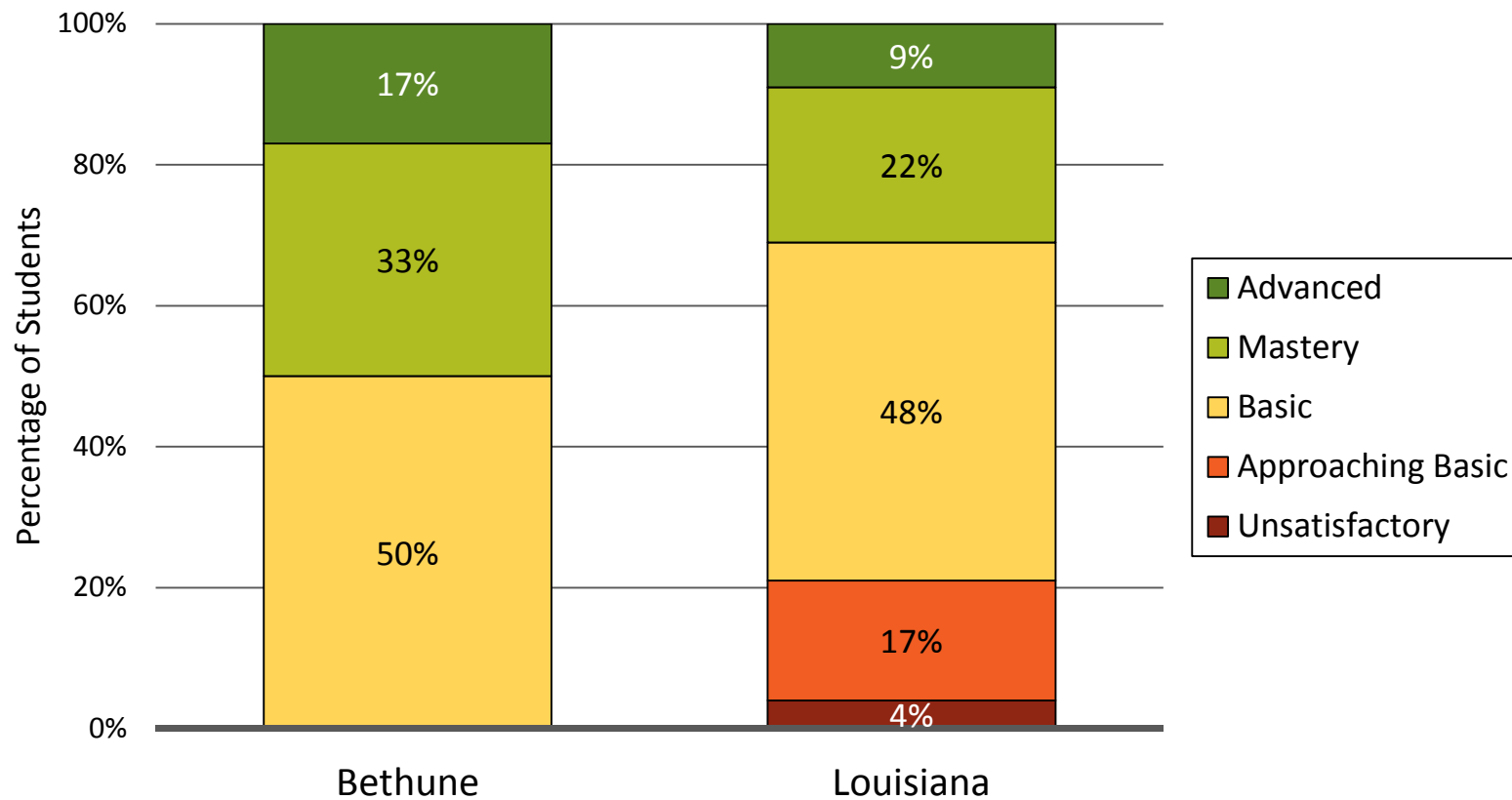
Grade 6 English Language Arts



Source:

Advanced Performance at Bethune Elementary

Students Overall – Grade 6 English Language Arts (2012)



Source: Louisiana Department of Education

Classroom Instruction



Source:

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Classroom Instruction



Source:

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Classroom Instruction



Source:

Classroom Instruction



Source:

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Elmont Memorial Junior-Senior High

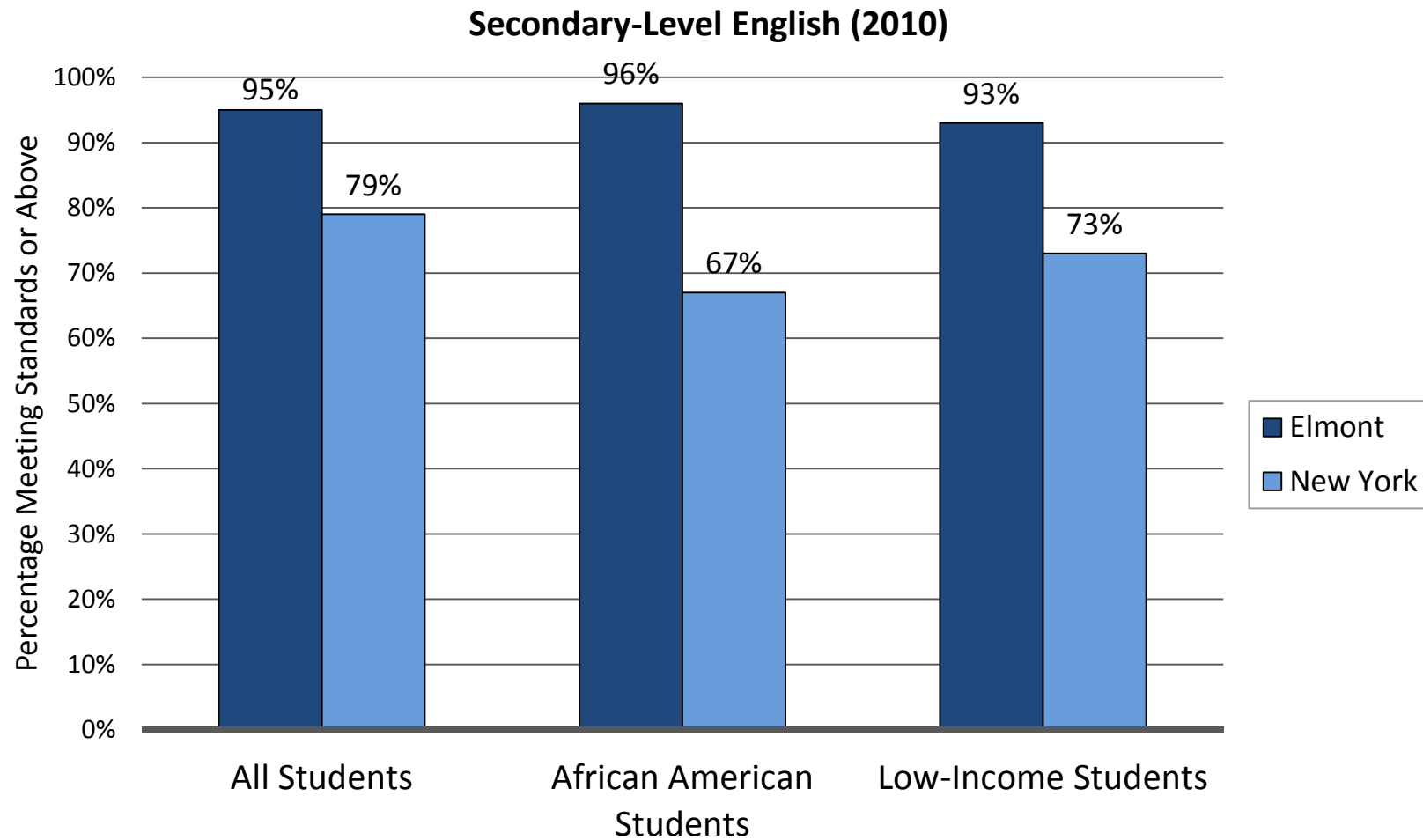
Elmont, New York

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



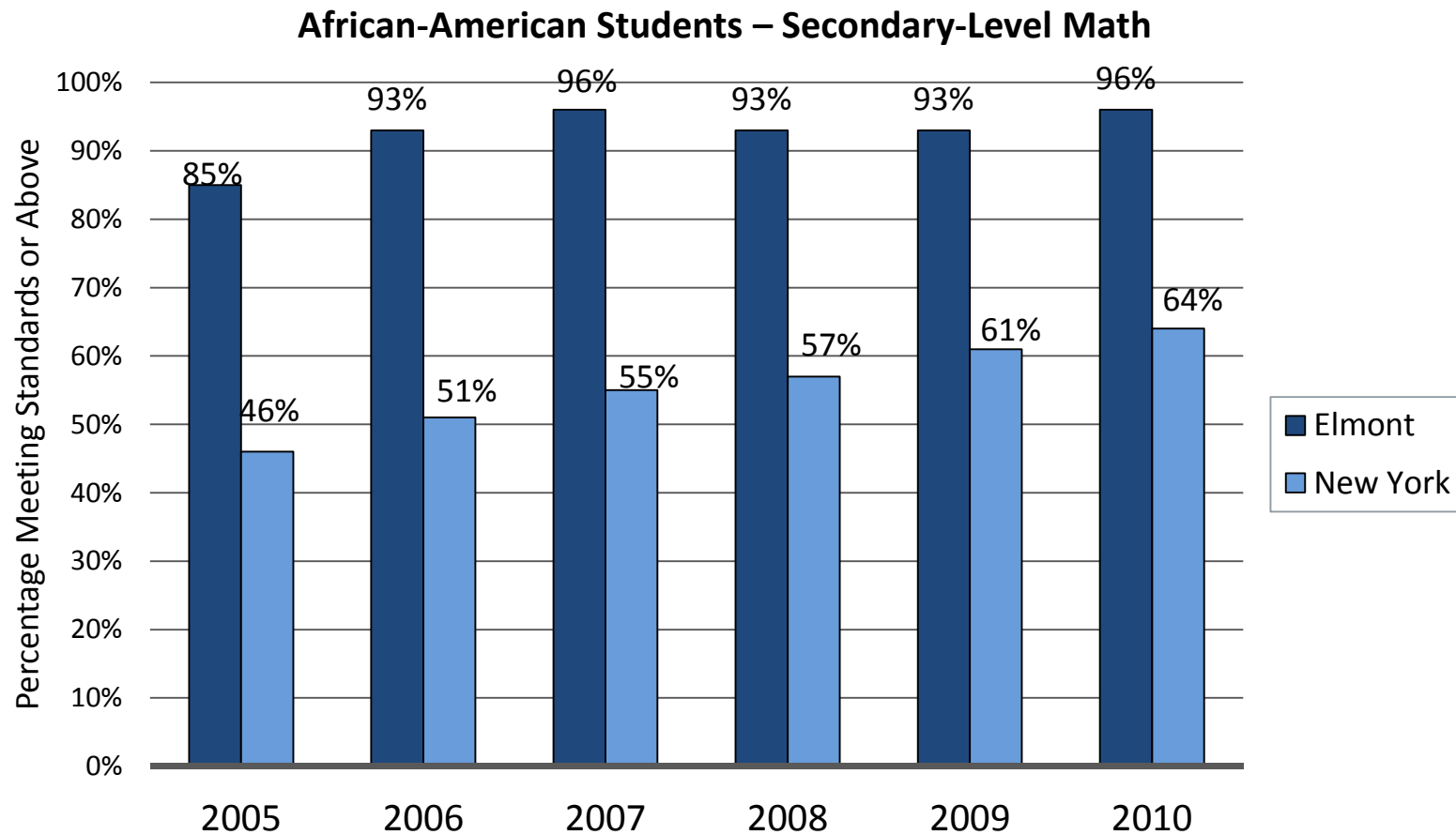
Source: New York Department of Education

Outperforming the State at Elmont



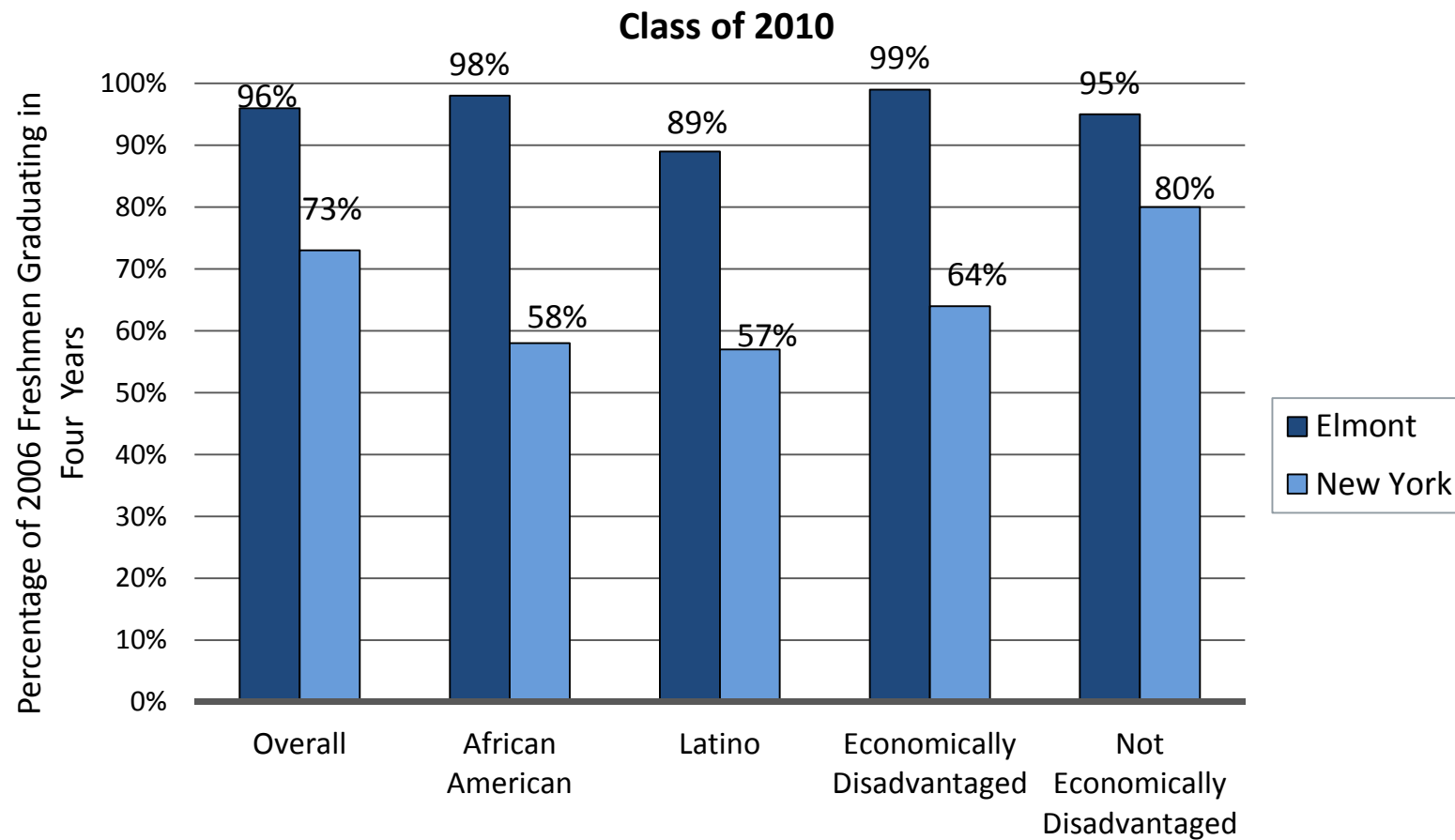
Source: New York State Department of Education

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

e:

University Park Campus School

Worcester, Massachusetts

- 244 students in grades 7-12
 - 44% Latino
 - 24% White
 - 23% Asian
 - 9% African American
- 82% Low Income

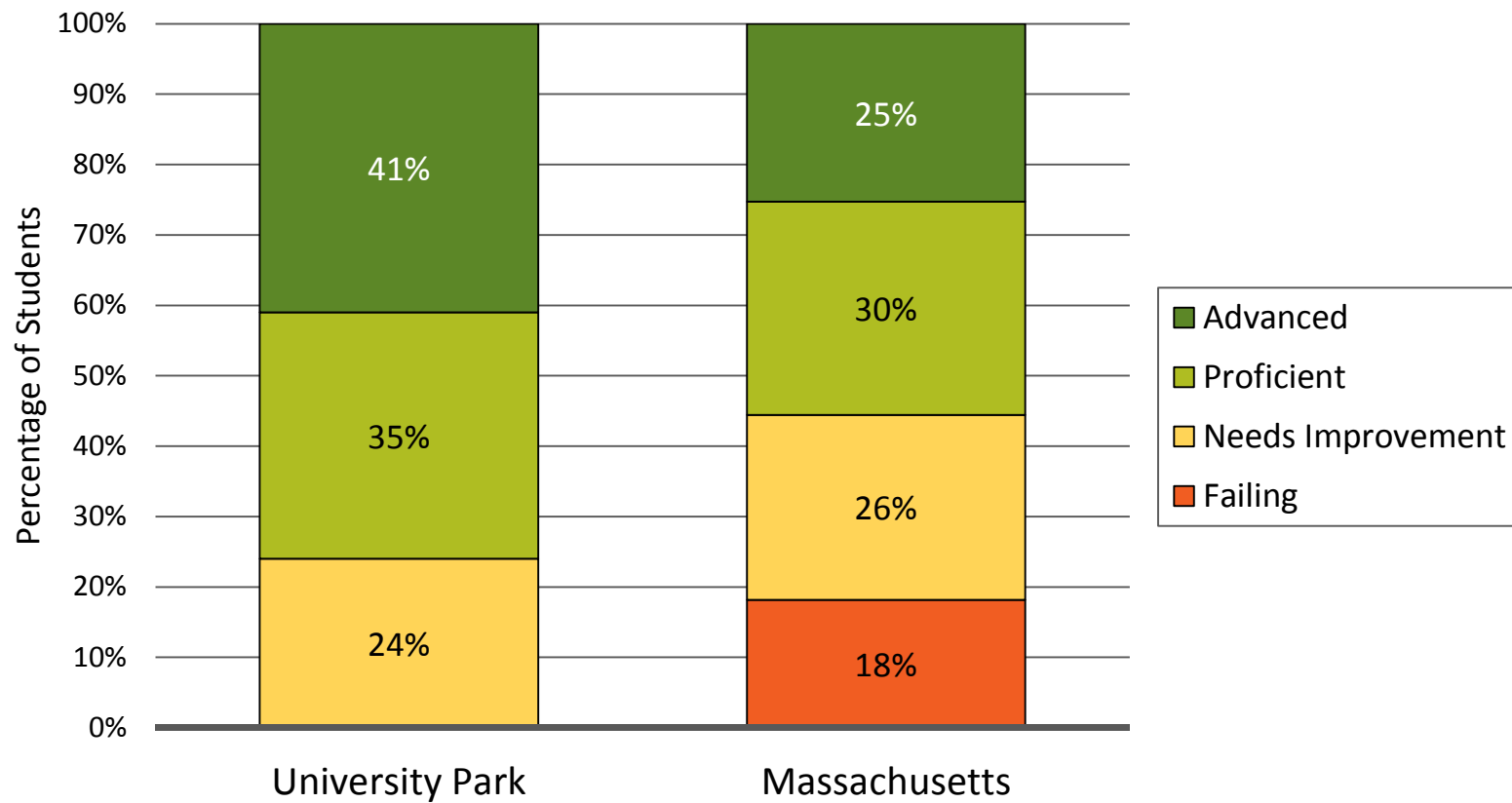


Note: Enrollment data are for 2011-12.

Source: Massachusetts Department of Education

Exceeding Standards at University Park

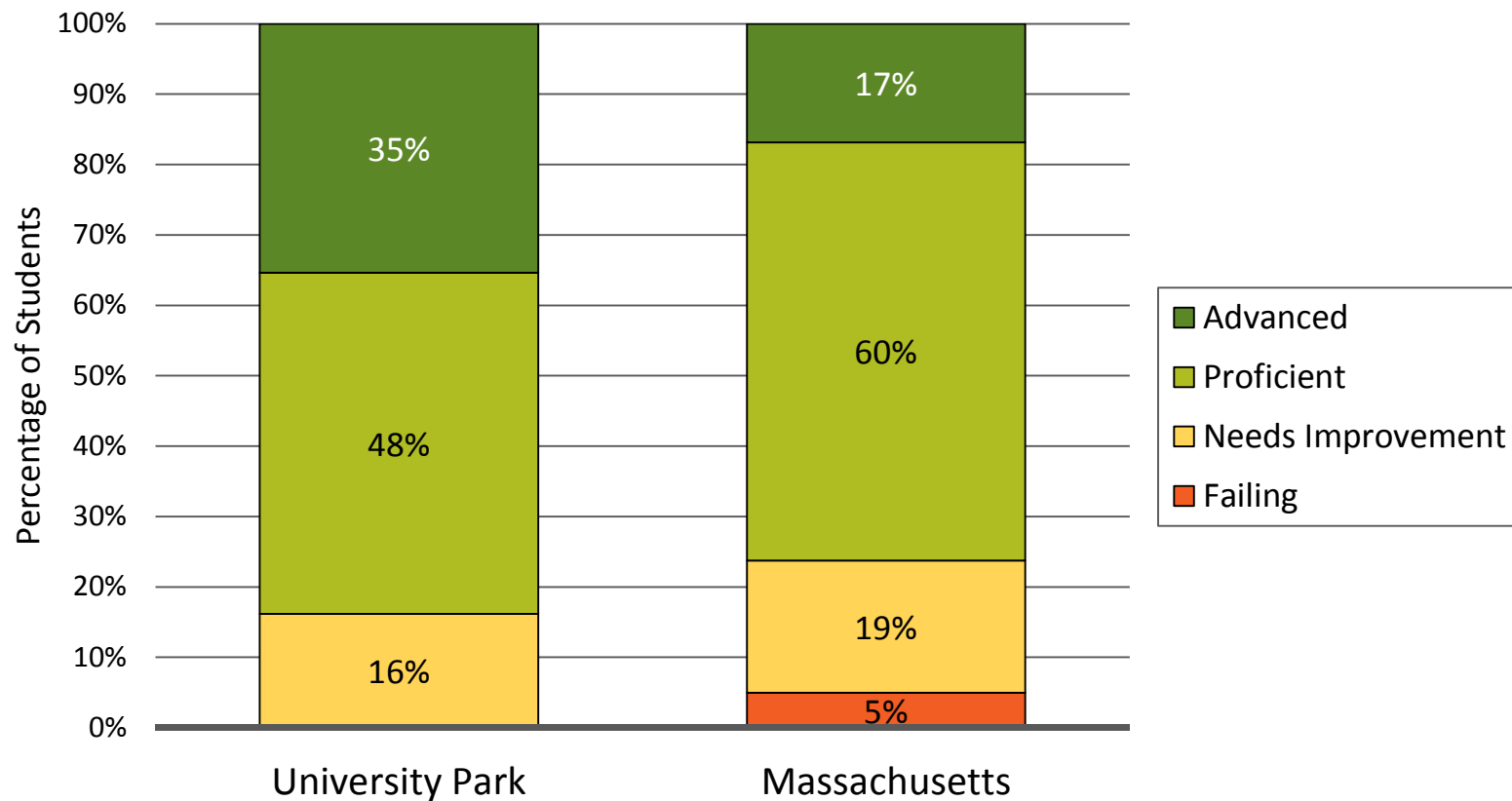
Latino Students – Grade 10 Mathematics (2012)



Source: Massachusetts Department of Education

Exceeding Standards at University Park

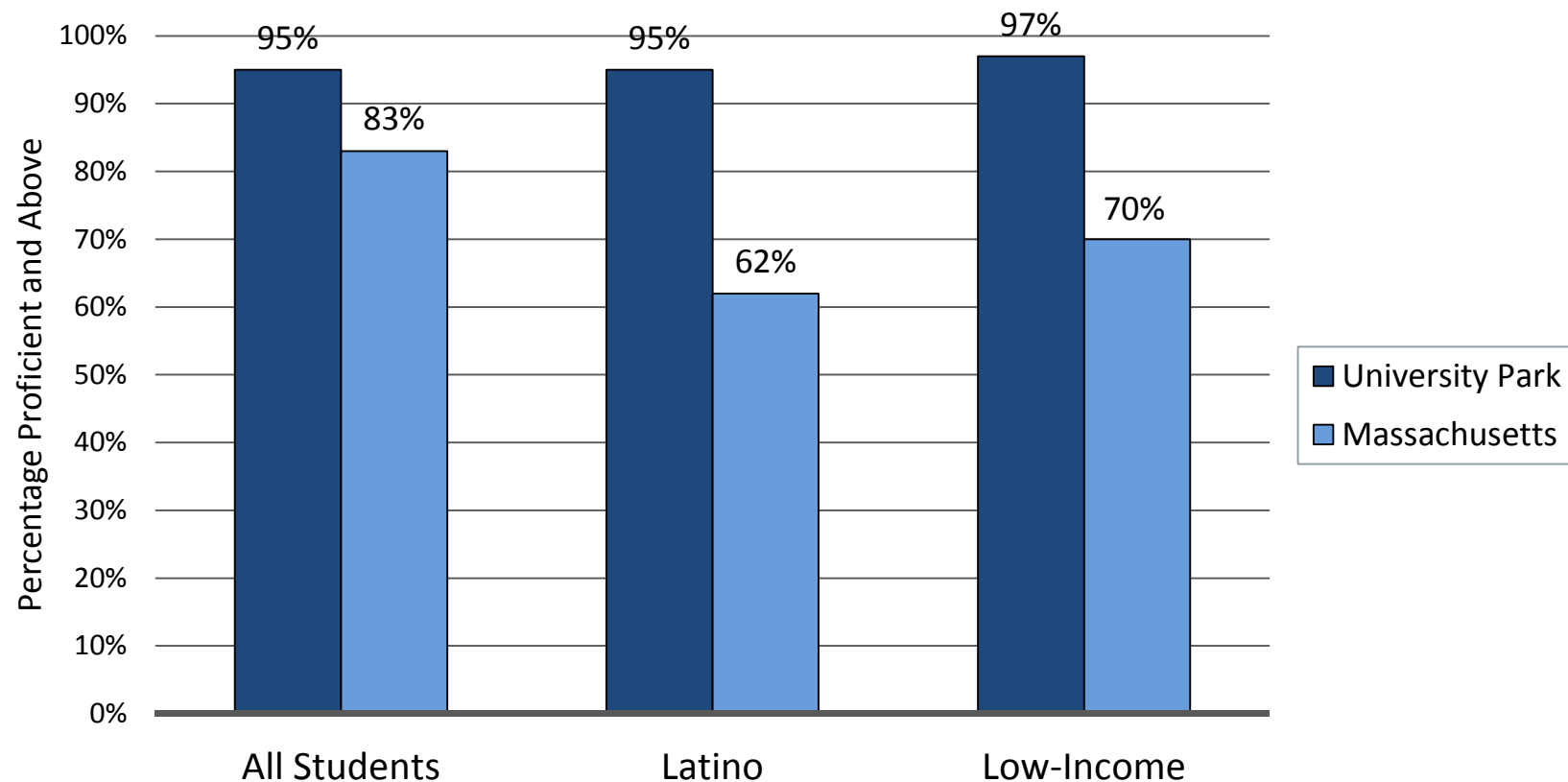
Low-Income Students – Grade 10 English Language Arts (2012)



Source: Massachusetts Department of Education

High Graduation Rates at University Park

4-Year Graduation Rate (Class of 2011)

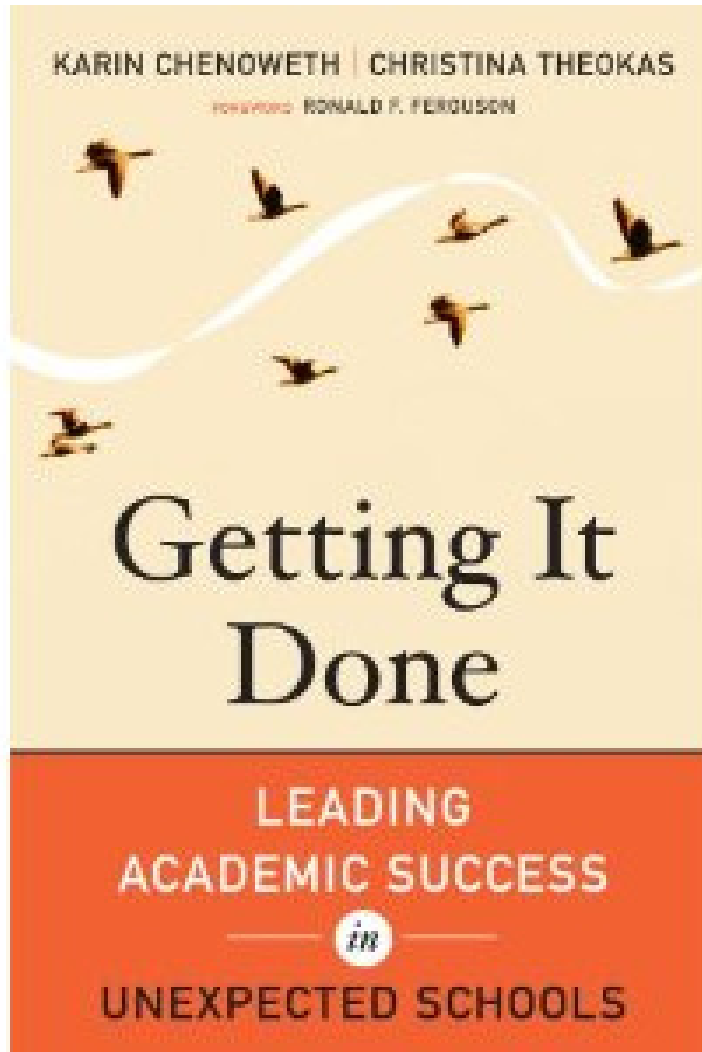


Source: Massachusetts Department of Education

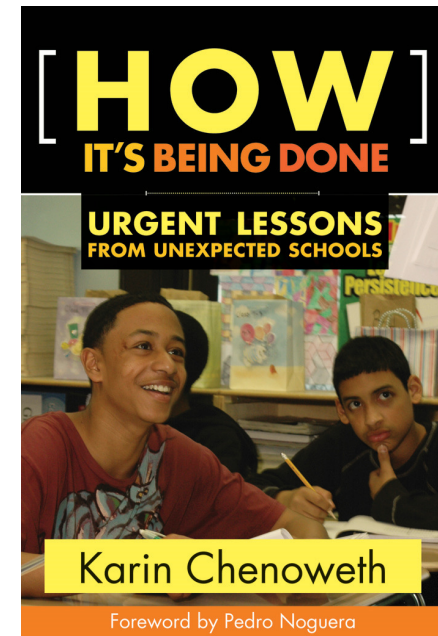
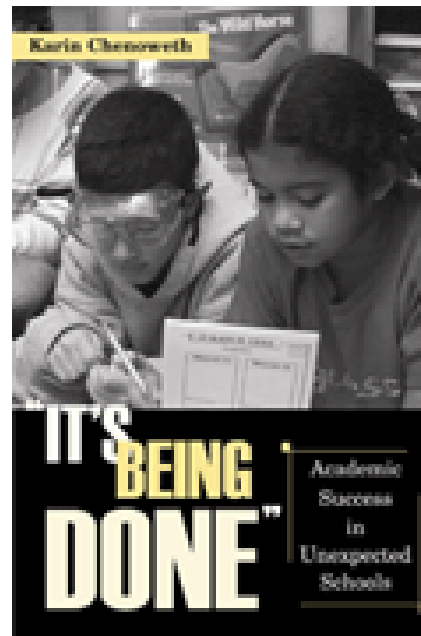
University Park Campus School




Source:



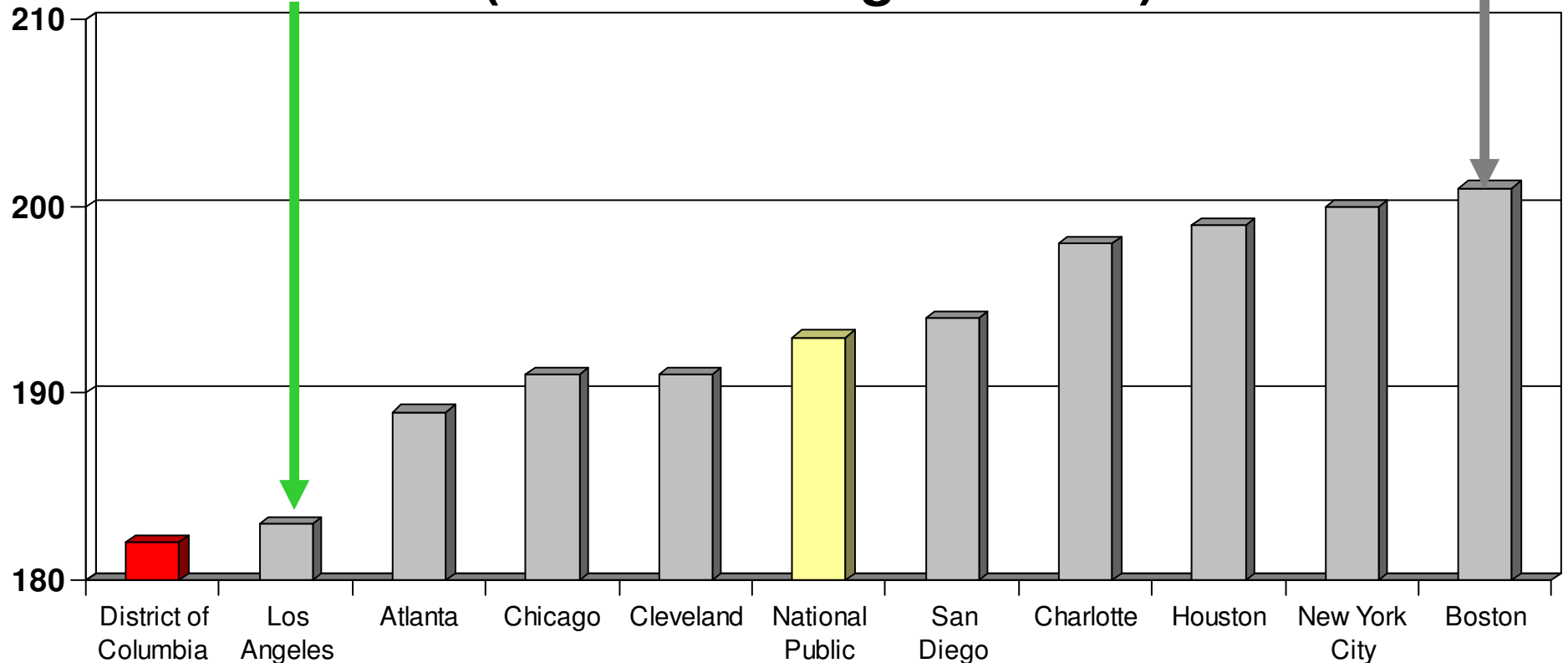
Available from
Harvard Education Press
and amazon.com





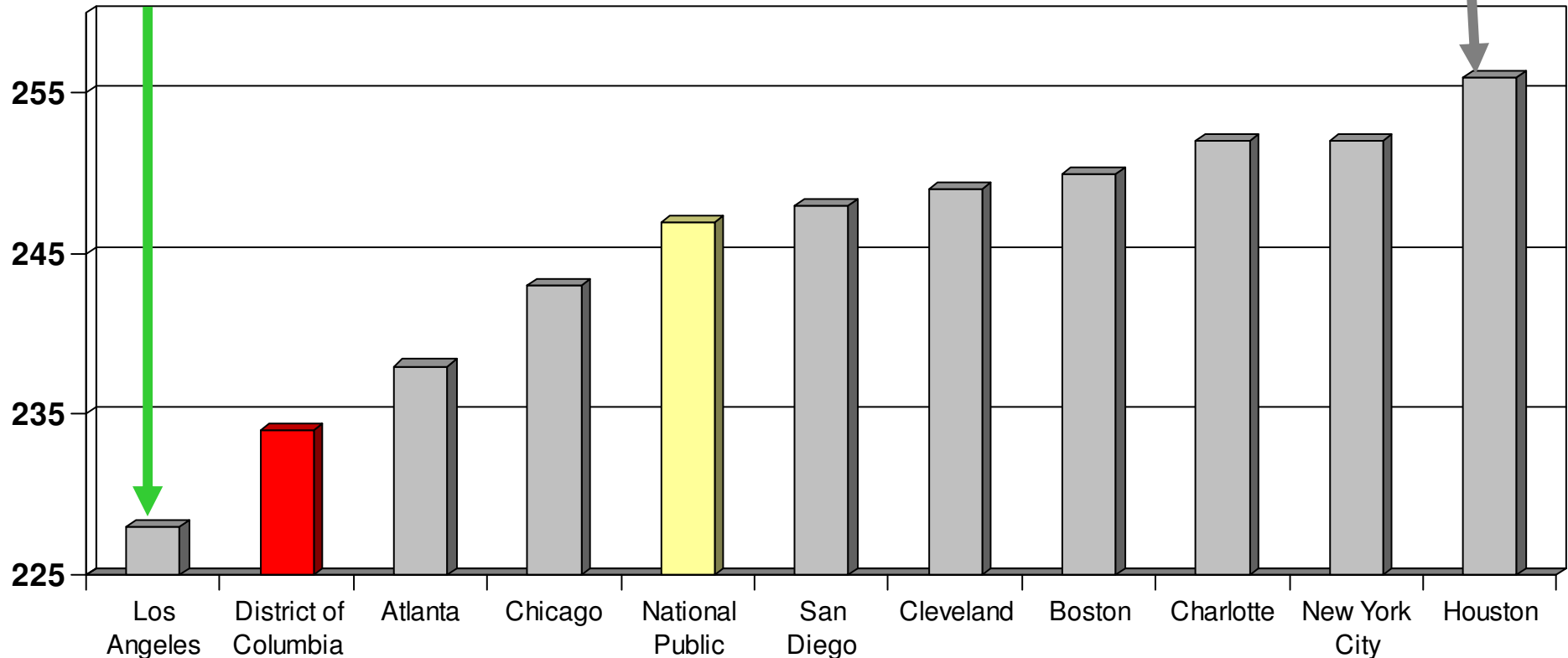
Very big differences at district level,
too—even in the performance of the
“same” group of students.

Low-Income African American Students do Better in Some Districts (NAEP Reading 4th 2003)



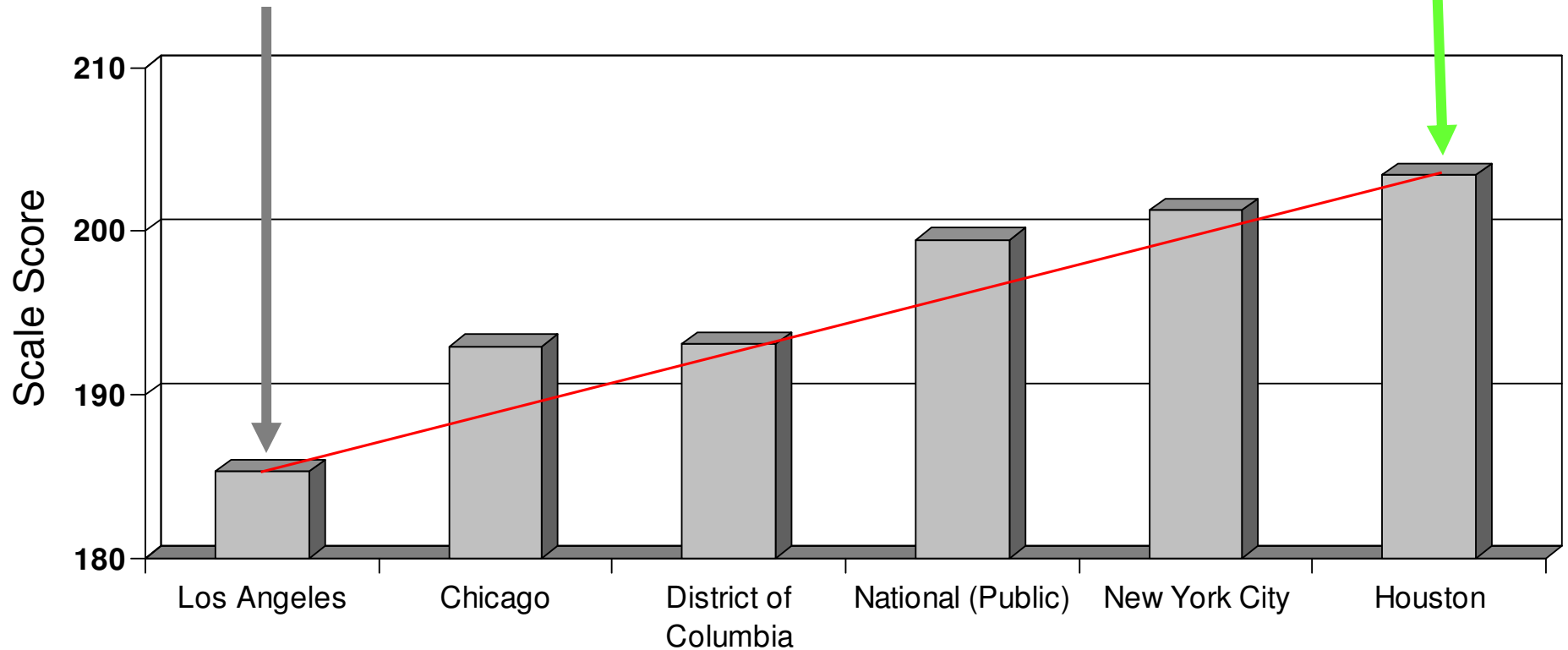
*** There is a 19 point gap between Poor African American 4th graders in the District of Columbia and Boston (roughly equivalent to 2 years' worth of learning)**

Low-Income African American Students do Better in Some Districts (NAEP Math 8th 2003)




*** There is a 28 point gap between Poor African American 8th graders in Los Angeles and Houston (roughly equivalent to 3 years' worth of learning)**

Latino Students do Better in Some Districts (NAEP Reading 4th 2002, 6 Urban Districts)



*** There is an 18 point gap between Los Angeles and Houston (equivalent to almost 2 years worth of learning)**

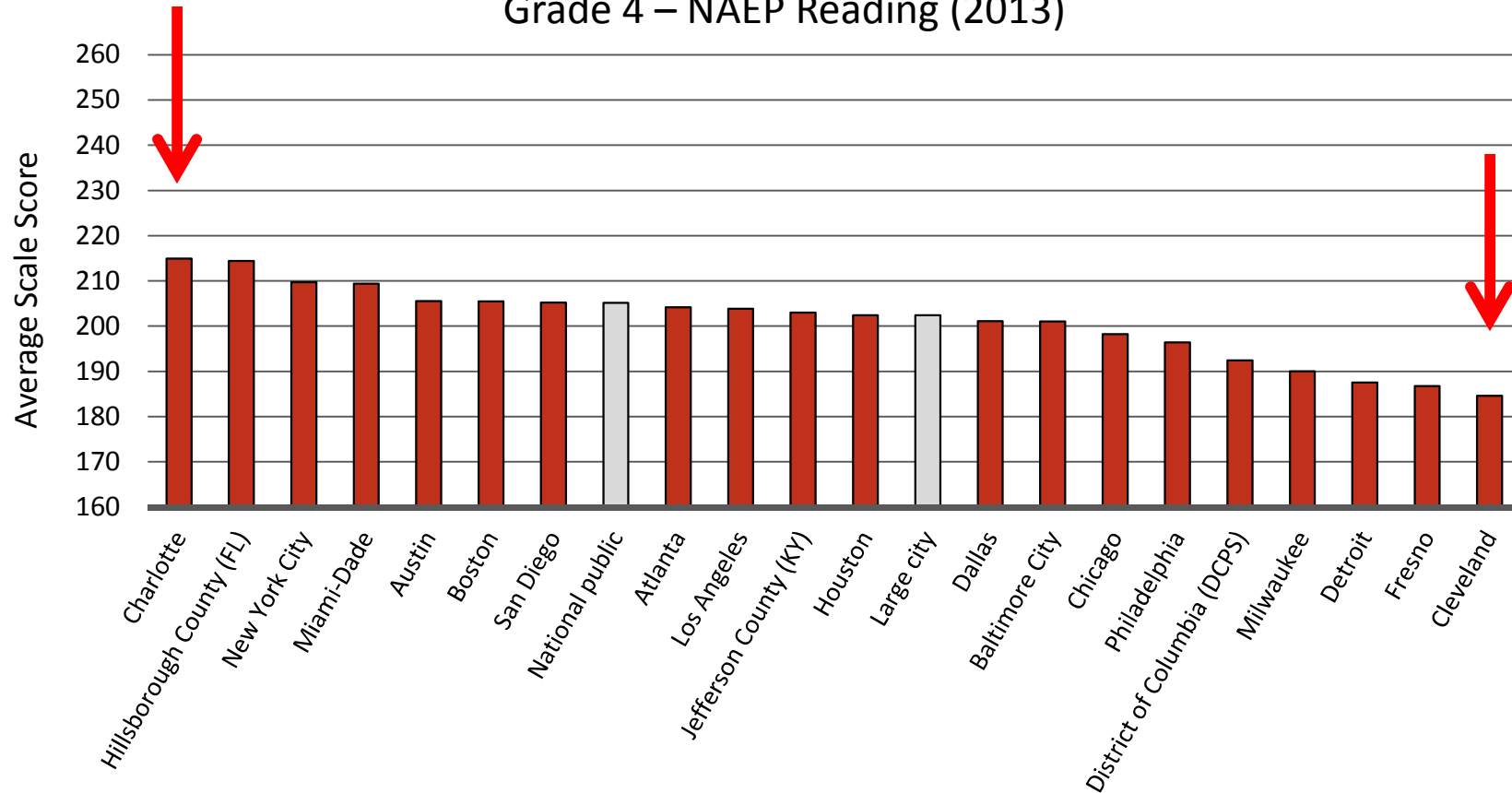


Those differences hold true
today.

In some districts, students perform considerably lower than similar students in other districts. And some districts are making far more progress than others.

Average Scale Scores, by District African American Students

Grade 4 – NAEP Reading (2013)



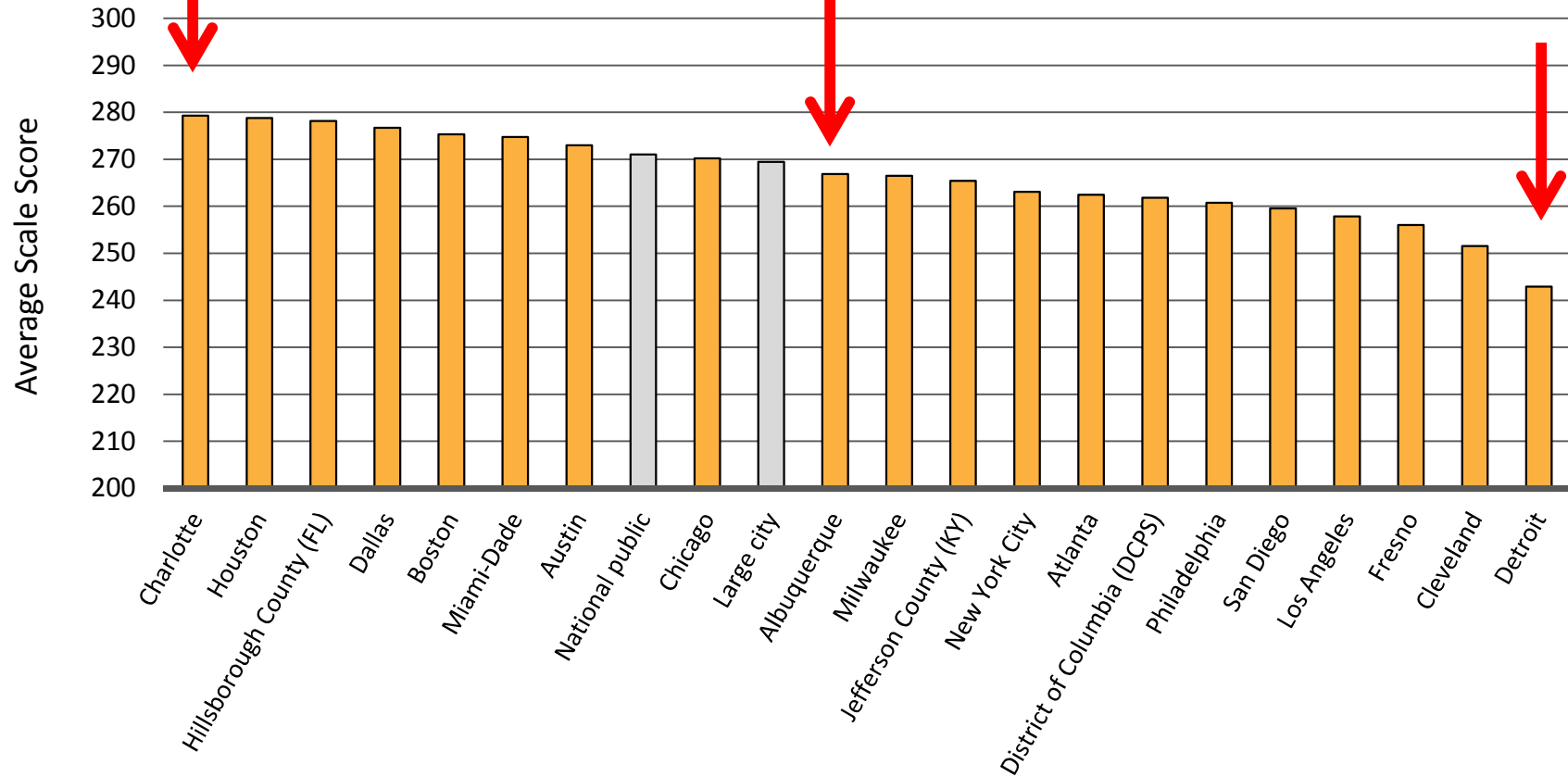
Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

Average Scale Scores, by District

Latino Students

Grade 8 – NAEP Math (2013)



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

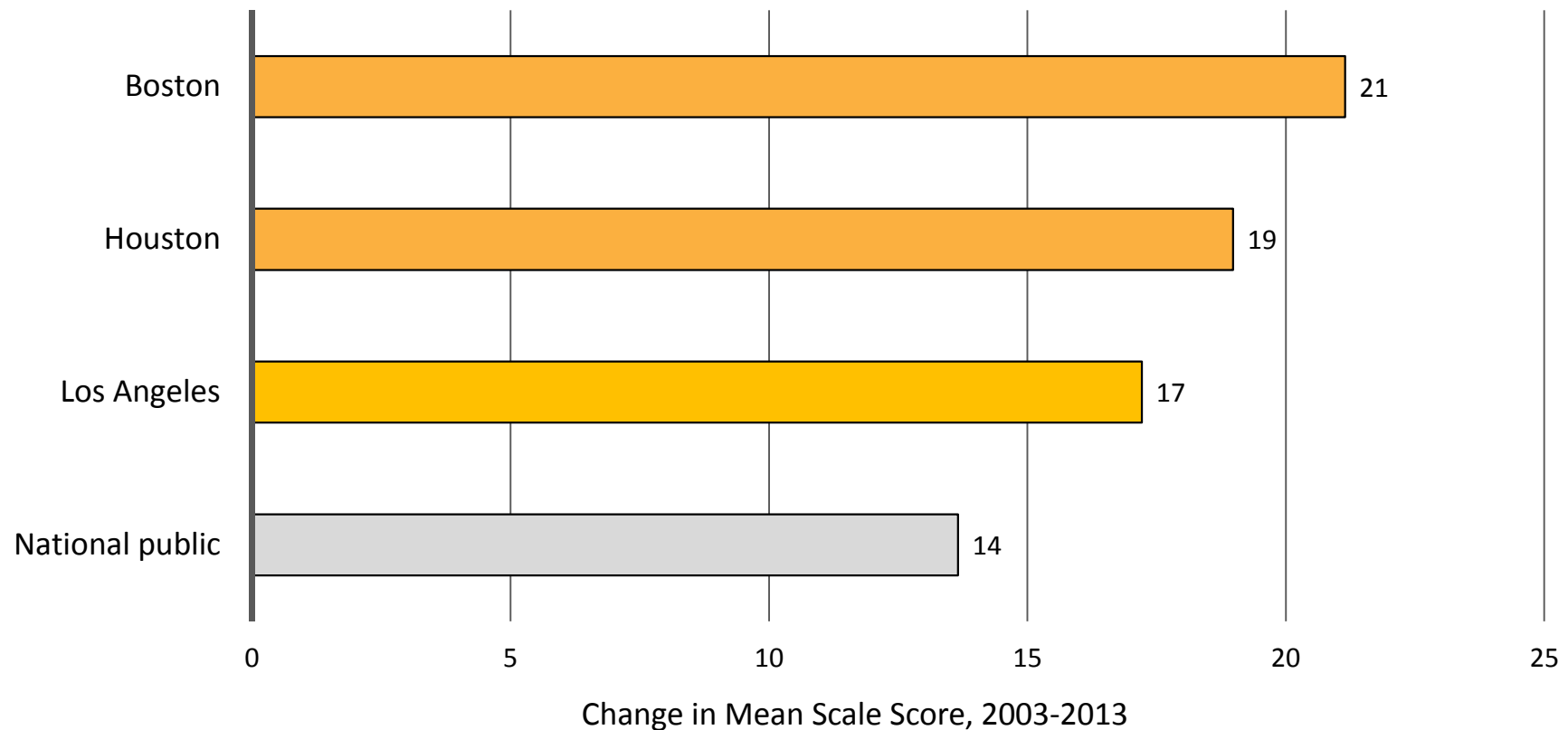
Source: NAEP Data Explorer, NCES



Big differences in improvement, too.


In Boston and Houston, low-income Latino students made far faster progress between 2003 and 2013 than the country as a whole

Grade 8 – NAEP Math (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



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

What Can The High Performers and High Gainers Teach Us?




In a few minutes, you'll have a chance to take a “trip” to some schools that are hitting it out of the park for poor kids...and some that aren't.




Some things to listen for...

1. Academic press for ALL kids

- 
- Set goals high;
 - Rigorous assignments that are more challenging over time;
 - All kids in courses that will prepare for college.

Source:



What we ask of kids often differs
dramatically from classroom to classroom
and school to school.

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.

The Odyssey Ninth Grade

High-level Assignment

Comparison/Contrast Paper Between Homer's Epic Poem, *The Odyssey* and the Movie "O Brother Where Art Thou"

By nature, humans compare and contrast all elements of their world. Why? Because in the juxtaposition of two different things, one can learn more about each individual thing as well as something about the universal nature of the things being compared.

For this 2-3 page paper you will want to ask yourself the following questions: what larger ideas do you see working in *The Odyssey* and "O Brother Where Art Thou"? Do both works treat these issues in the same way? What do the similarities and differences between the works reveal about the underlying nature of the larger idea?

The Odyssey

Ninth Grade

Low-level Assignment

Divide class into 3 groups:

Group 1 designs a brochure titled "Odyssey Cruises". The students *listen* to the story and write down all the places Odysseus visited in his adventures, and list the cost to travel from place to place.

Group 2 draws pictures of each adventure.

Group 3 takes the names of the characters in the story and gods and goddesses in the story and designs a crossword puzzle.

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:



Yes, most of us now have the same standards. But which of the following assignments are actually aligned with the Common Core?

5th Grade

Write a poem about yourself using at least two metaphors.

Source:

5th Grade

Write an analysis in which you identify the metaphor Gwendolyn Brooks uses in the poem *Bronzeville Man* and explain its impact on the meaning of the poem.

Source:

7th Grade History

Do you think Julius Caesar was a tyrant or hero?

Source:

7th Grade History

What do these authors tell us about Julius as a leader? Was he a tyrant or hero? After reading primary and secondary sources about Caesar, write a debate position that addresses the questions and support your position with evidence from the texts. Be sure to acknowledge competing views.

Source:

9th Grade Science

After viewing particles in your microscope, draw a picture of particles in motion in a liquid.

Source:

9th Grade

After reading the scientific articles about the states of matter, develop a model to describe particle motion in solids, liquids and gases.

Source:

High School Math

Define “quadratic equation” and complete the worksheet.

Source:

HS Math


After creating a model for tee-shirt sales and revenue, write a short report for a business owner in which you discuss the appropriateness of your model for predicting the amount of revenue for a given number of shirts sold. Address specific conditions under which the model fits or fails.

Source:

High Performing Schools and Districts

- Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it;
- Provide teachers with common curriculum, assignments;
- Have regular vehicle to assure common marking standards;
- Assess students regularly to measure progress.

#2. Striving for consistency in everything they do.


- 
- Consistency in discipline;
 - Consistency in how supports are provided and monitored.

Source:

#3. Honest feedback for both adults and students.

- High goals for students, but painfully honest about where they are now;
- Teachers, too, get honest feedback—including look at the data on how much their students are growing;
- Counselors, too, held accountable.

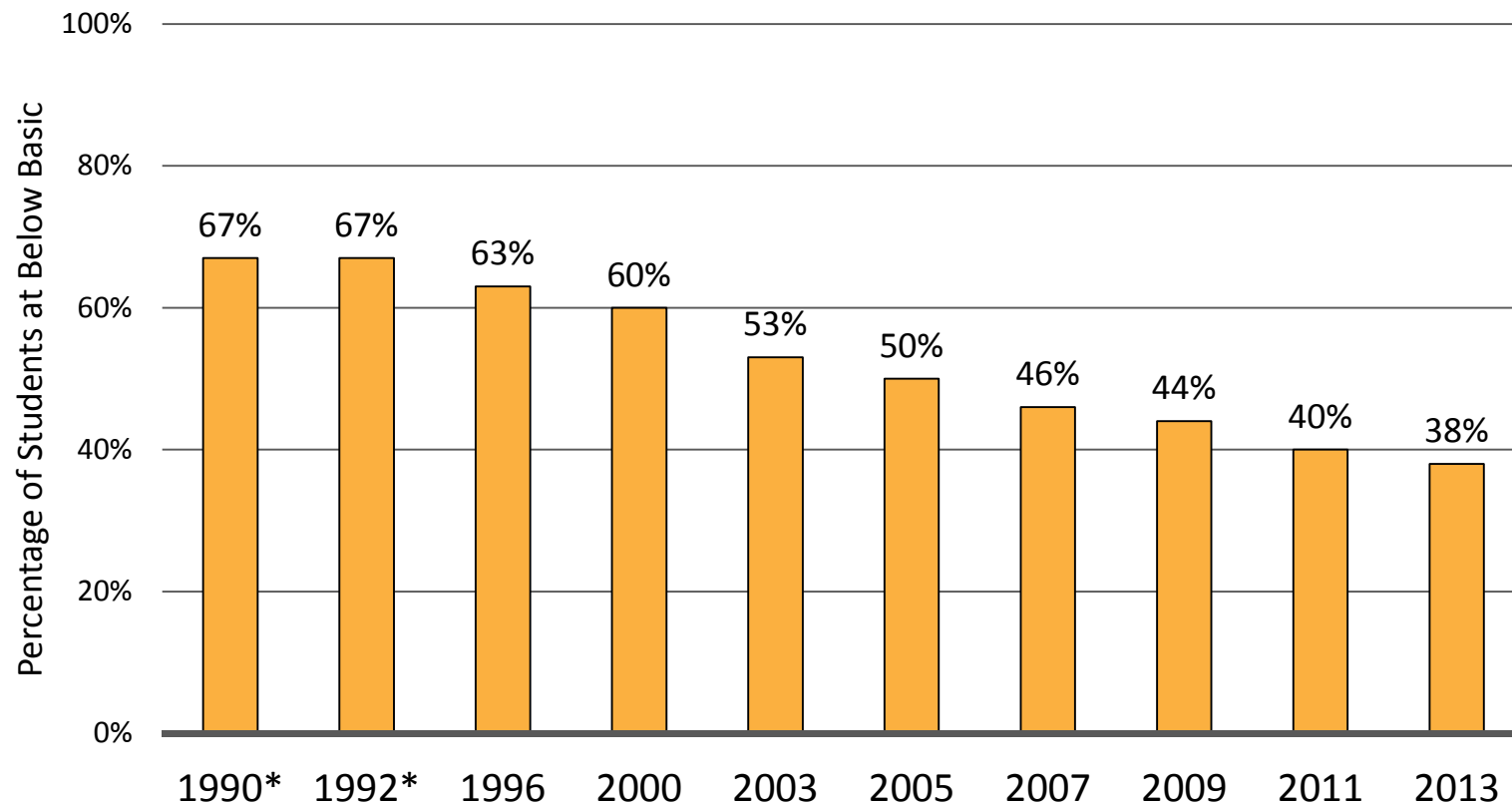
#4. Every student matters

- 
- Constant use of data;
 - Middle- and high-achievers get attention, too.

Source:

Percentage Below Basic Over Time

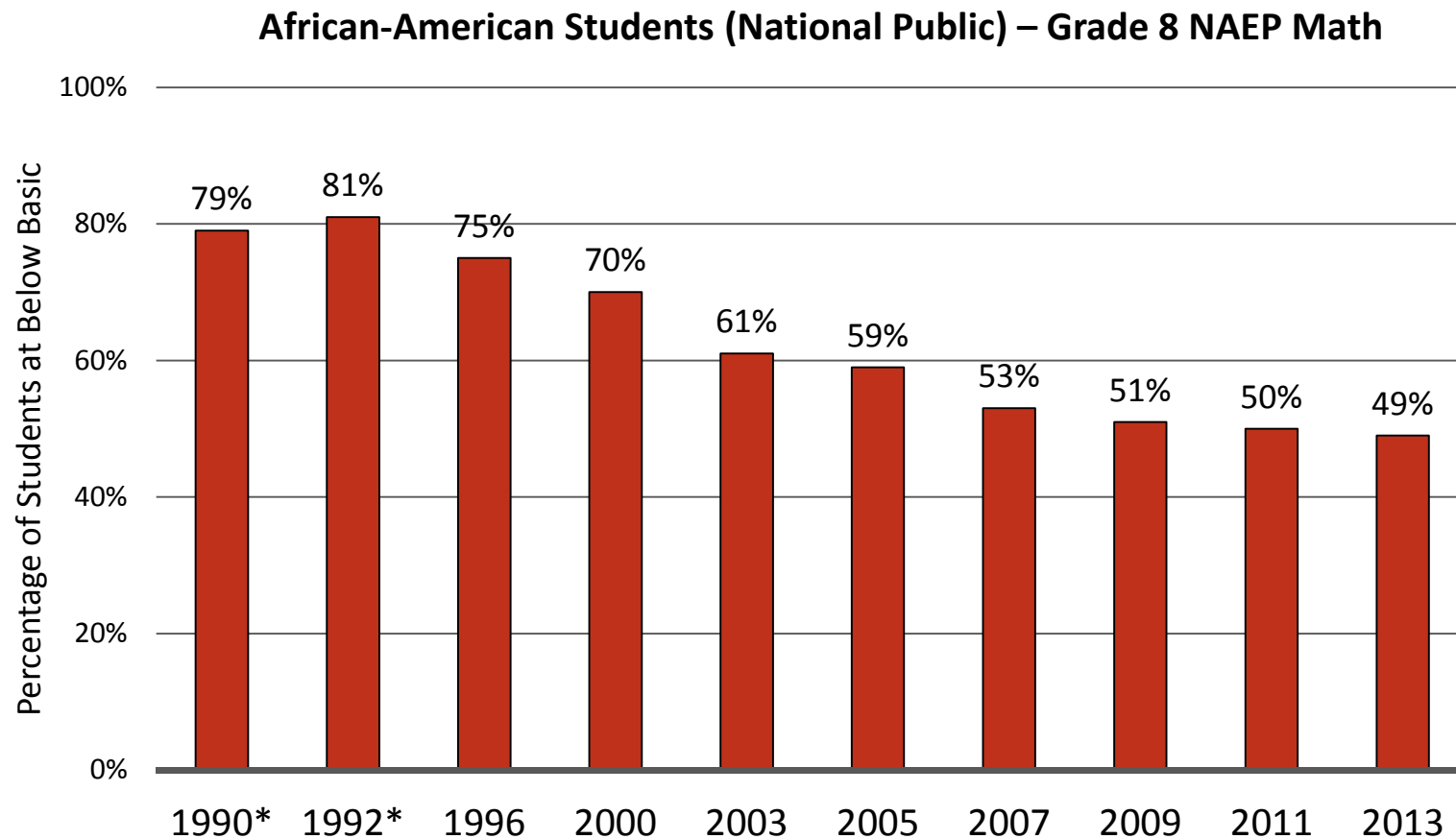
Latino Students (National Public) – Grade 8 NAEP Math



*Accommodations not permitted


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

Percentage Below Basic Over Time



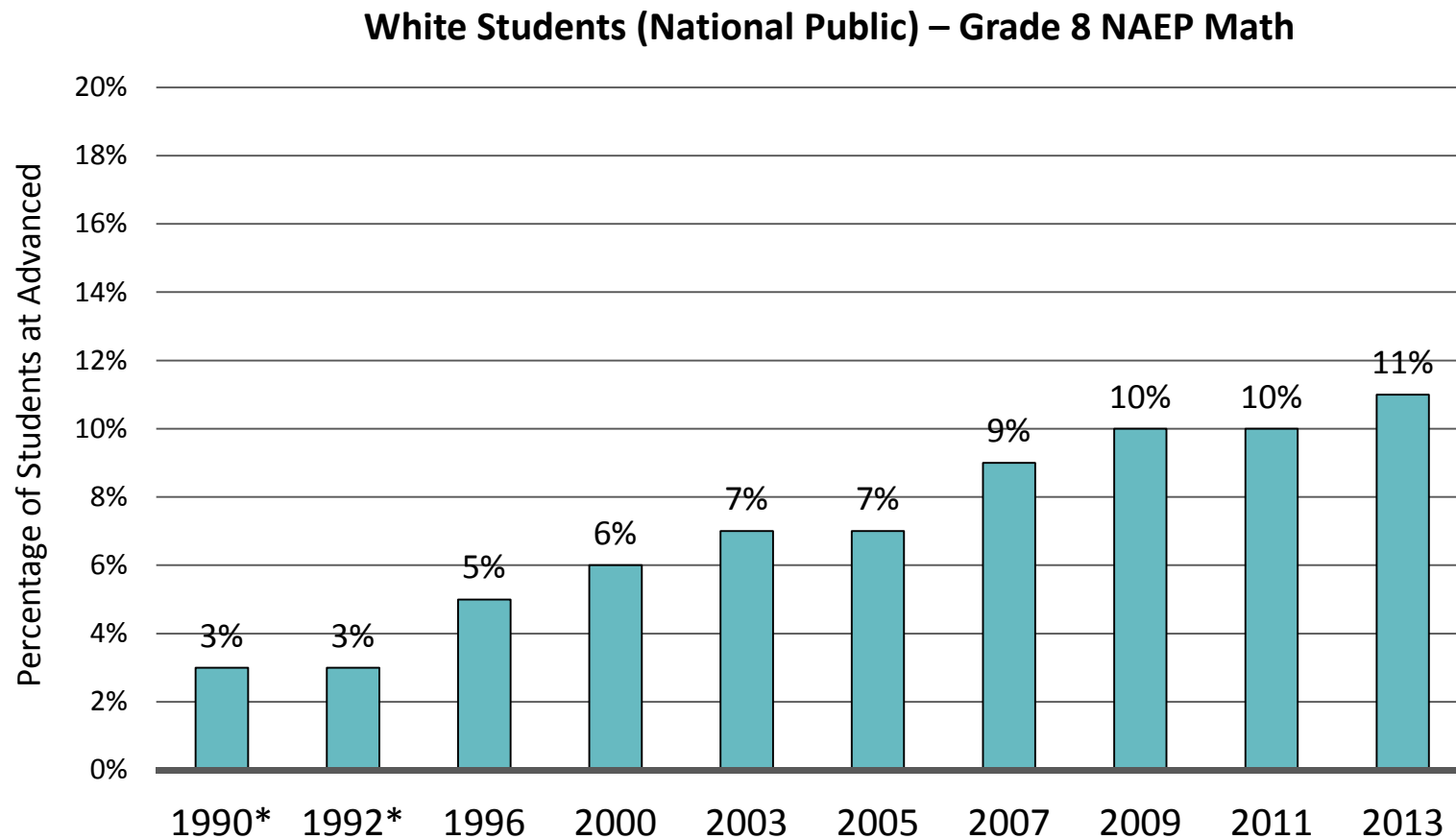
*Accommodations not permitted

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...

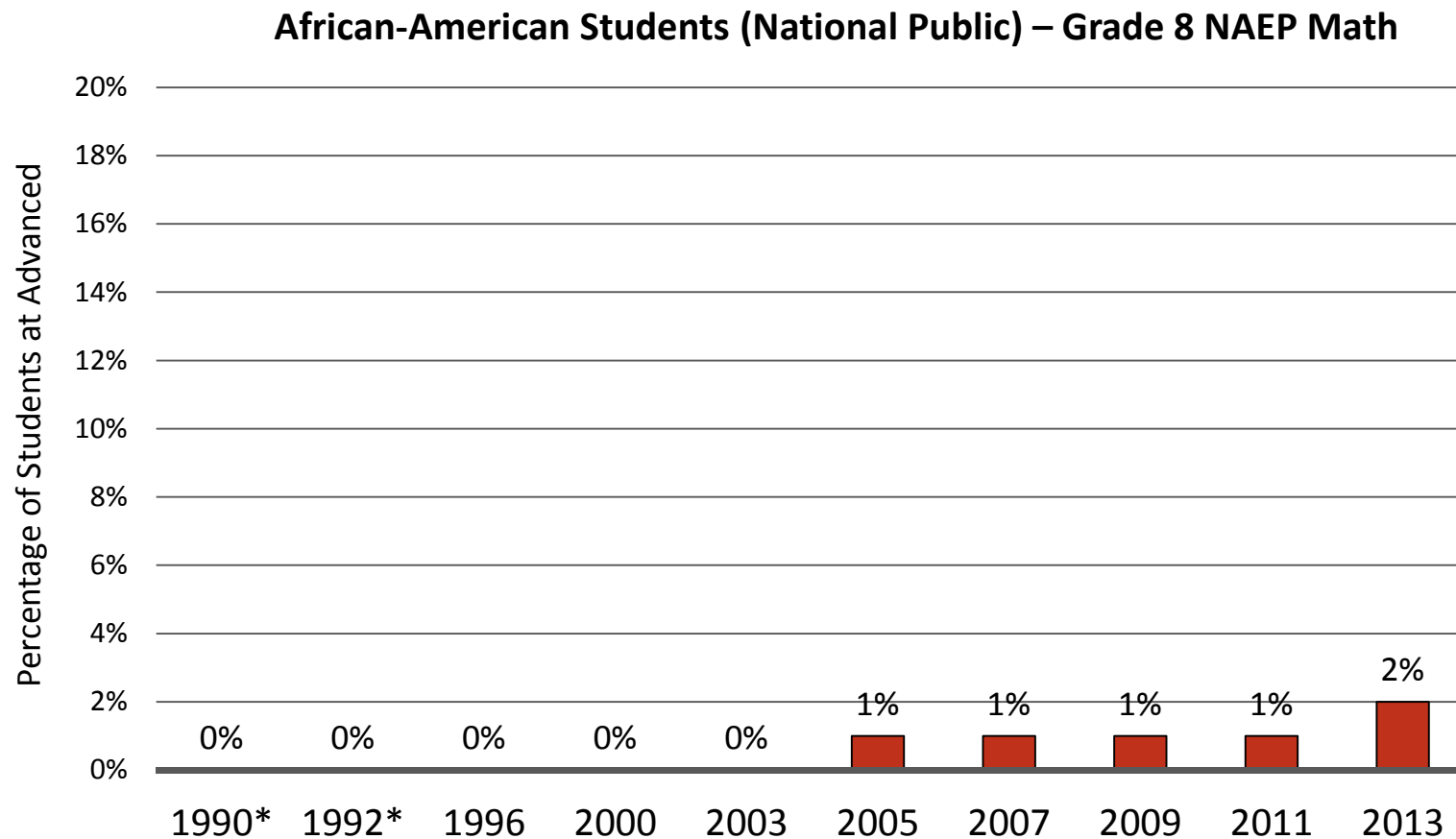
Percentage Advanced Over Time



*Accommodations not permitted

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

Percentage Advanced Over Time

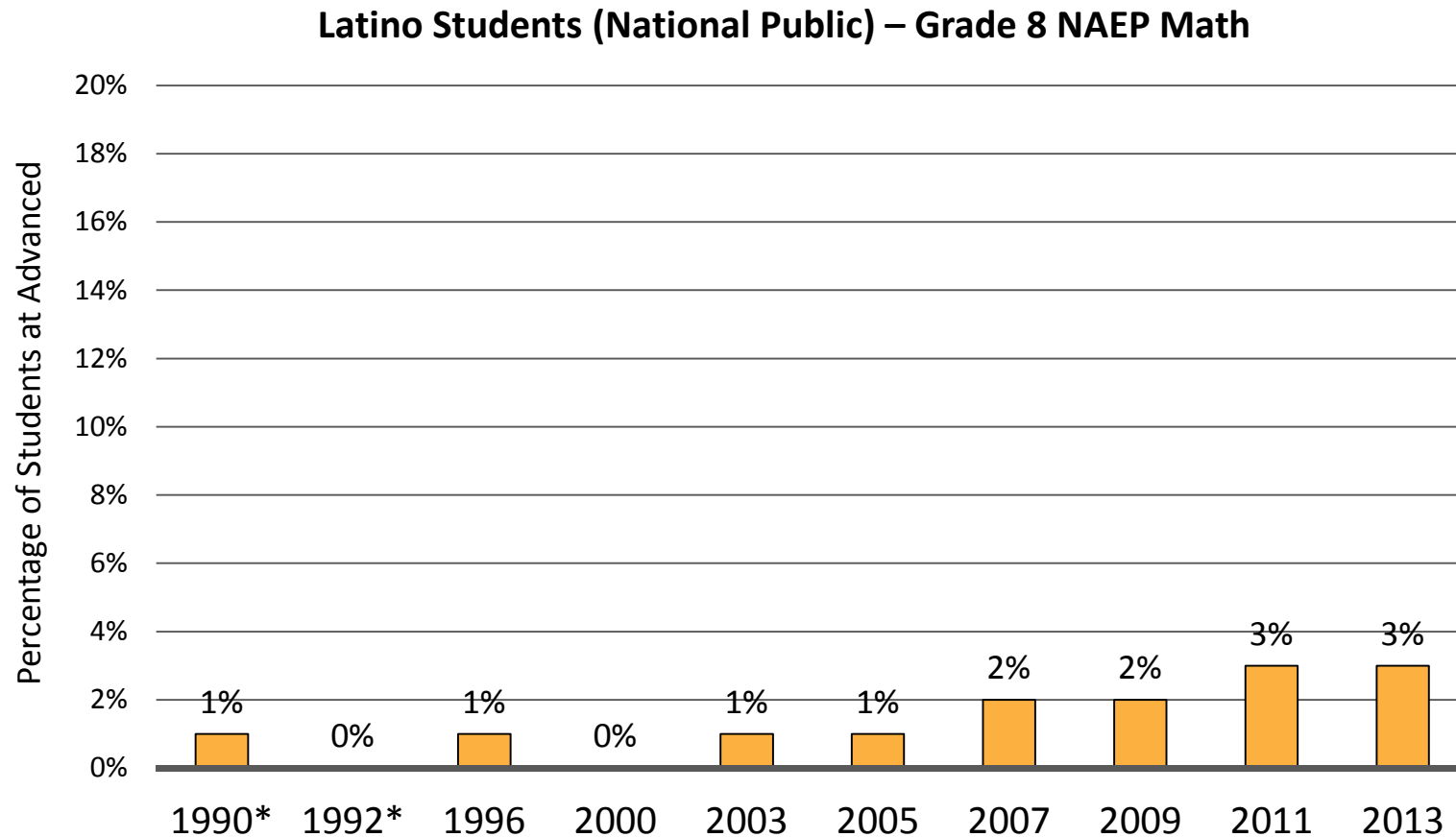


*Accommodations not permitted

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


e:

Percentage Advanced Over Time



*Accommodations not permitted

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

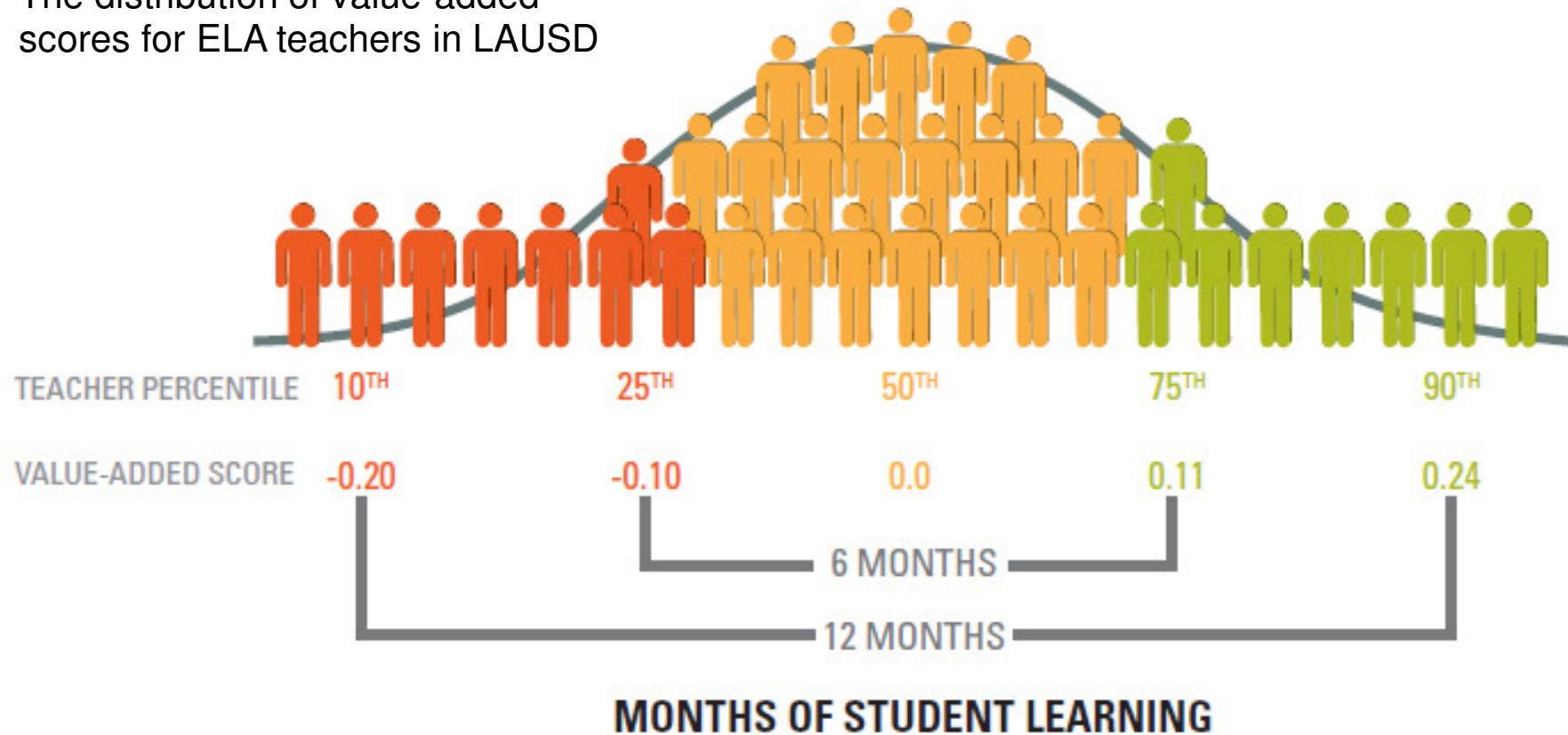


You can help create attention
and action on this problem in
your school.

Finally, taking on the hard,
important stuff:
Getting strong teachers to the kids
who need them the most.

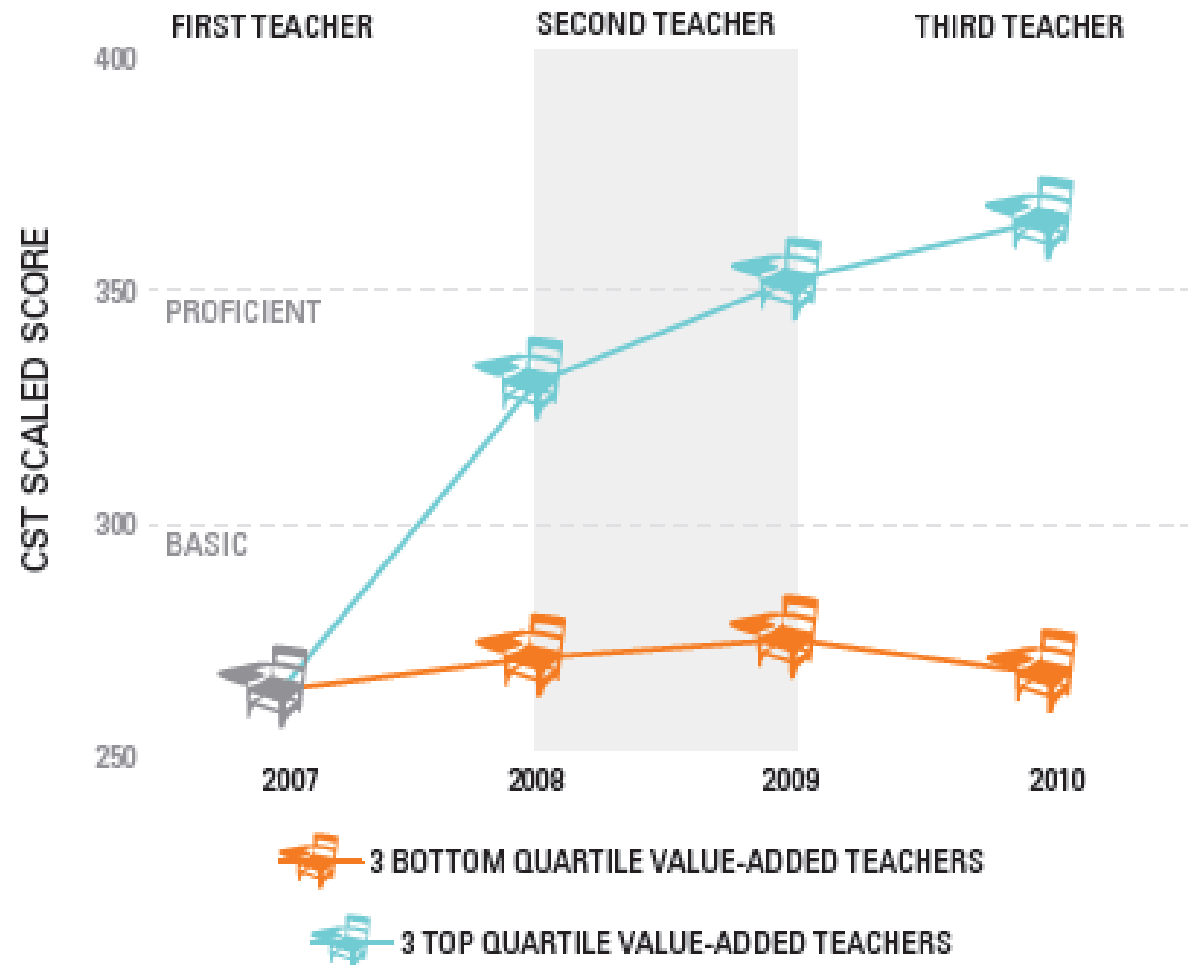
DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING

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



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