



**THE EDUCATION TRUST**

# **Achievement and Opportunity in America:**

**Working Together to Make a Difference**

**National Hispanic Cultural Center**

**Albuquerque, NM**

**April, 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.



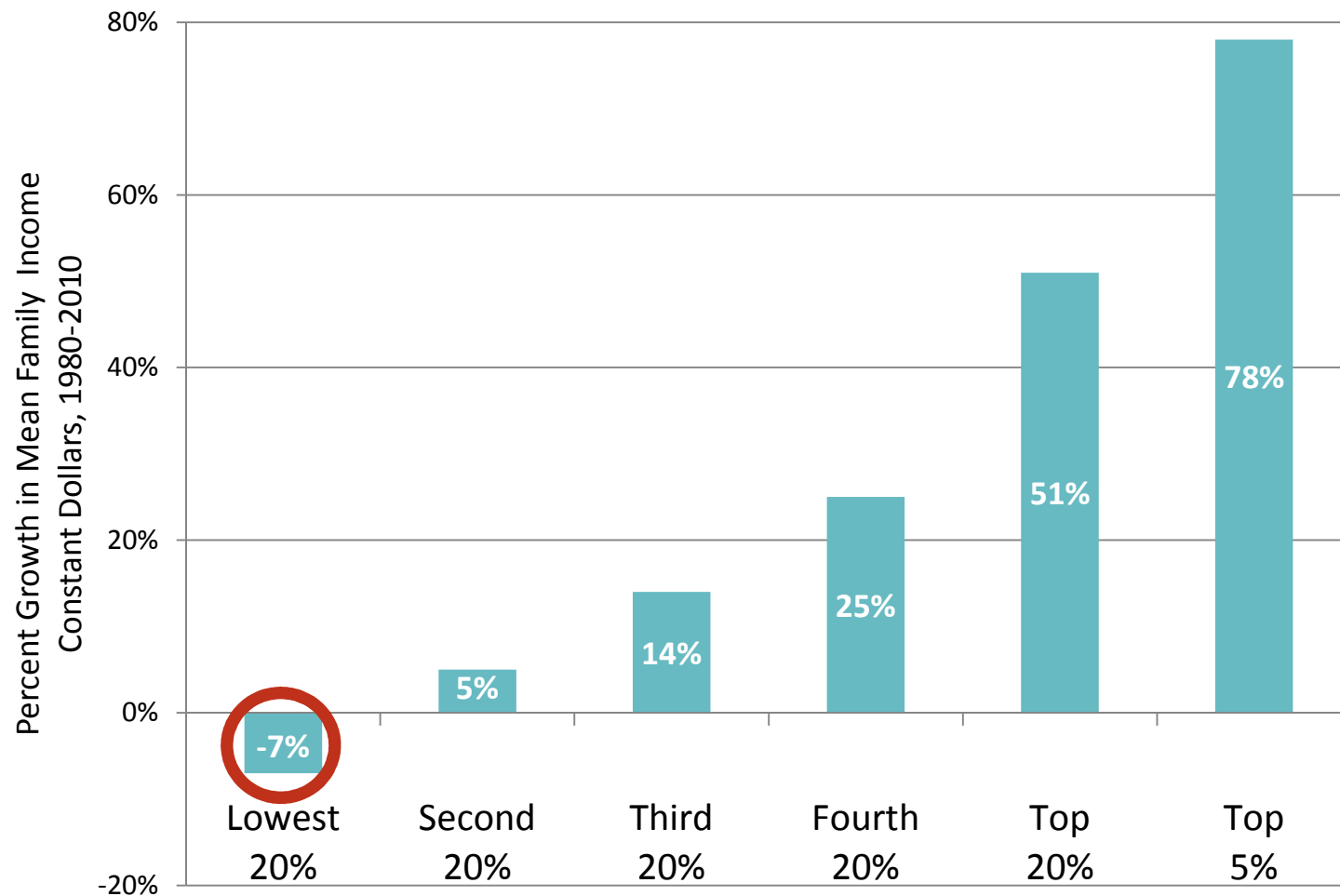
Powerful narratives.

Slipping away.



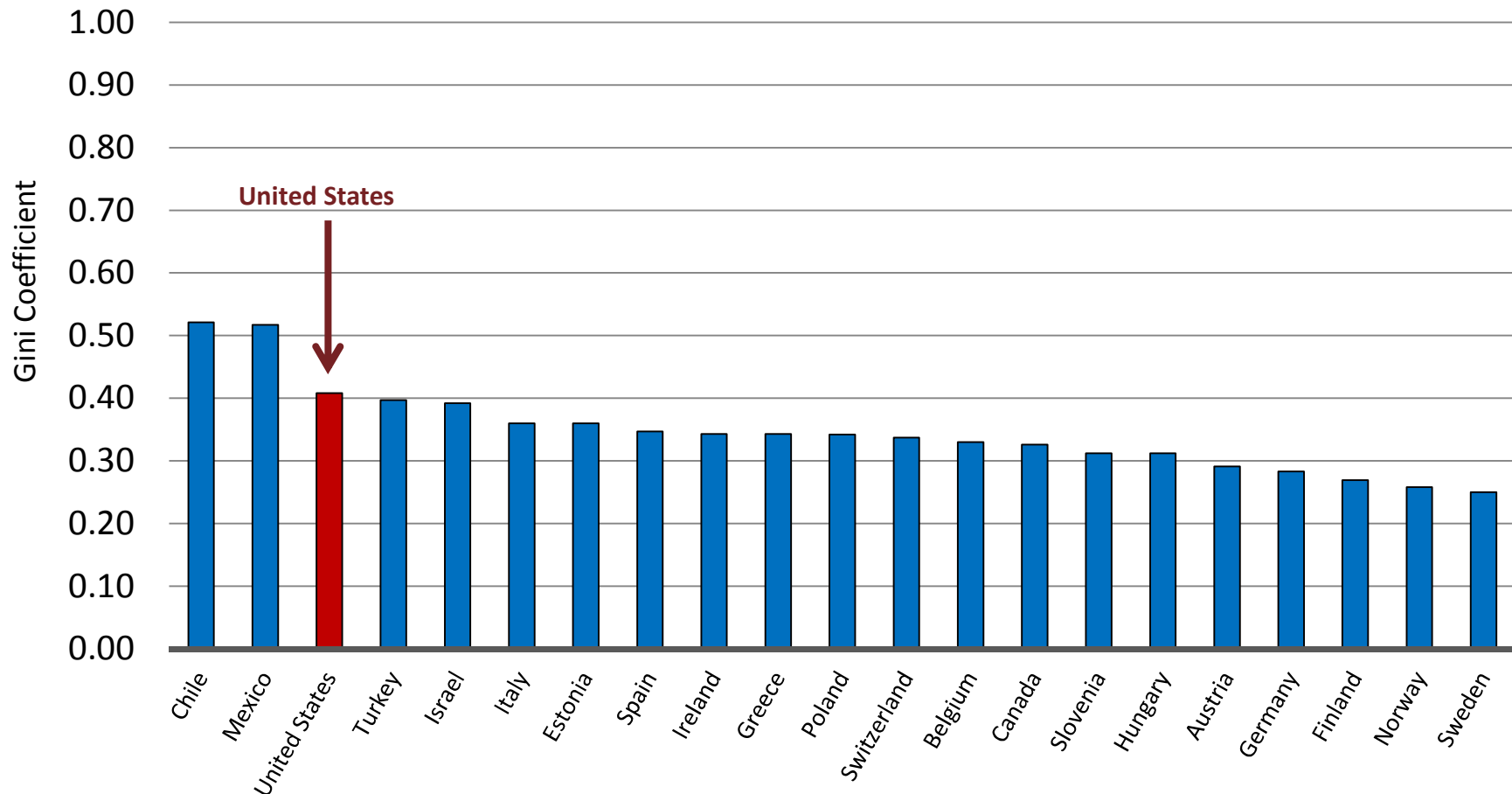
Within the U.S., income inequality  
has been rising.

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

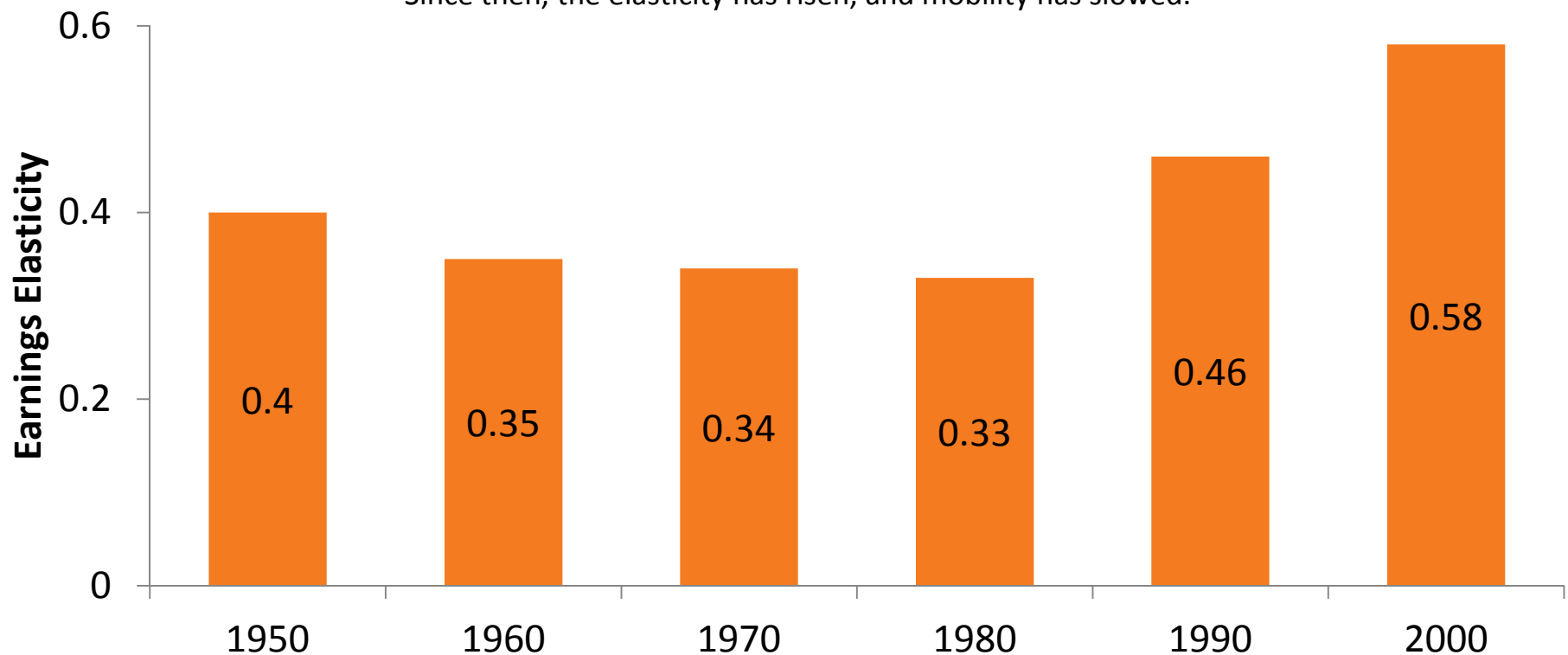
Source: Rakesh Kochhar, Richard Fry, and Paul Taylor, "Twenty-to-One: Wealth Gaps Rise to Record Highs Between Whites, Blacks, and Hispanics," Pew Social & Demographic Trends, 2011.



Not just wages and wealth,  
but mobility as well.

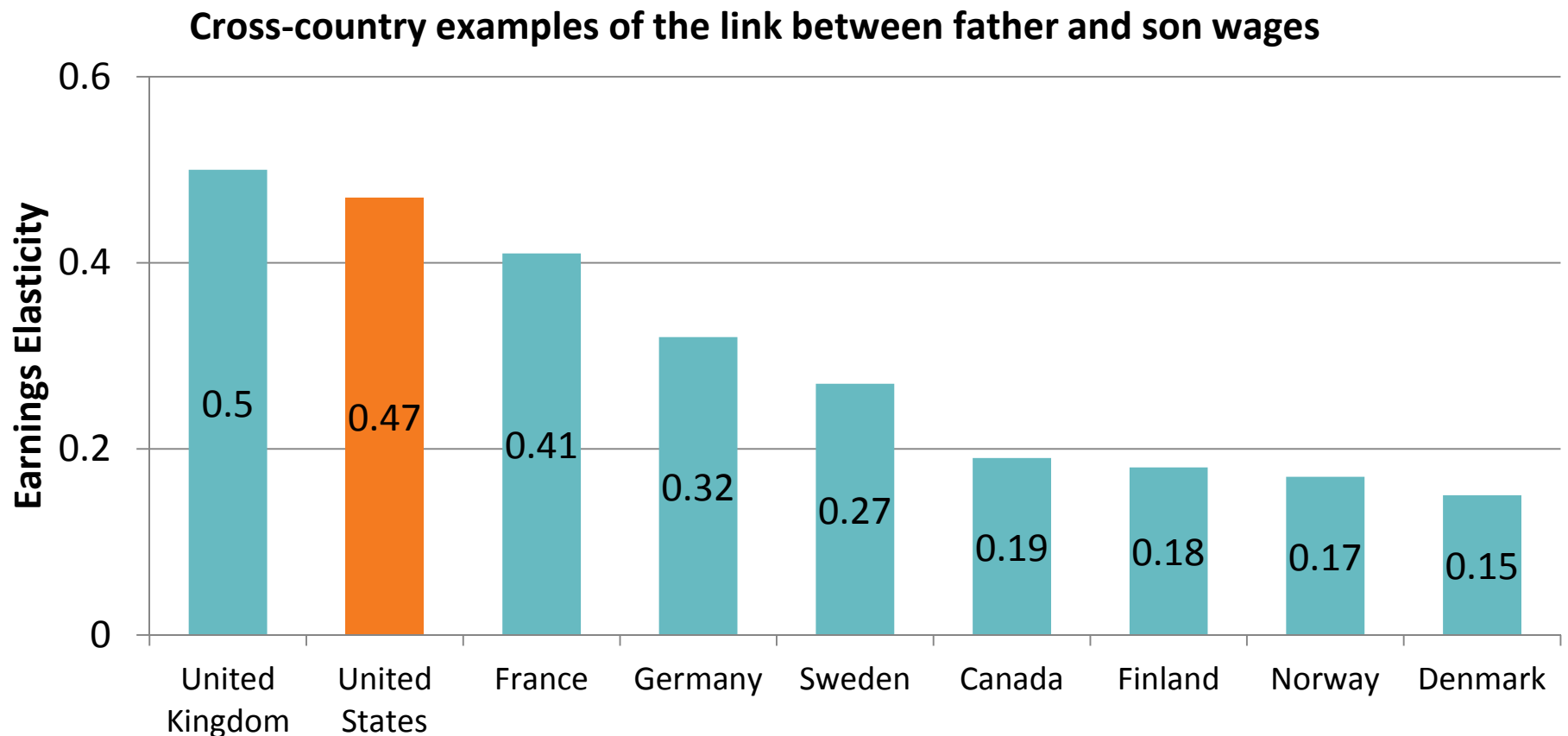
# U.S. intergenerational mobility was increasing until 1980, but has sharply declined since.

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.



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

So, how are we doing?



So, how are we doing?





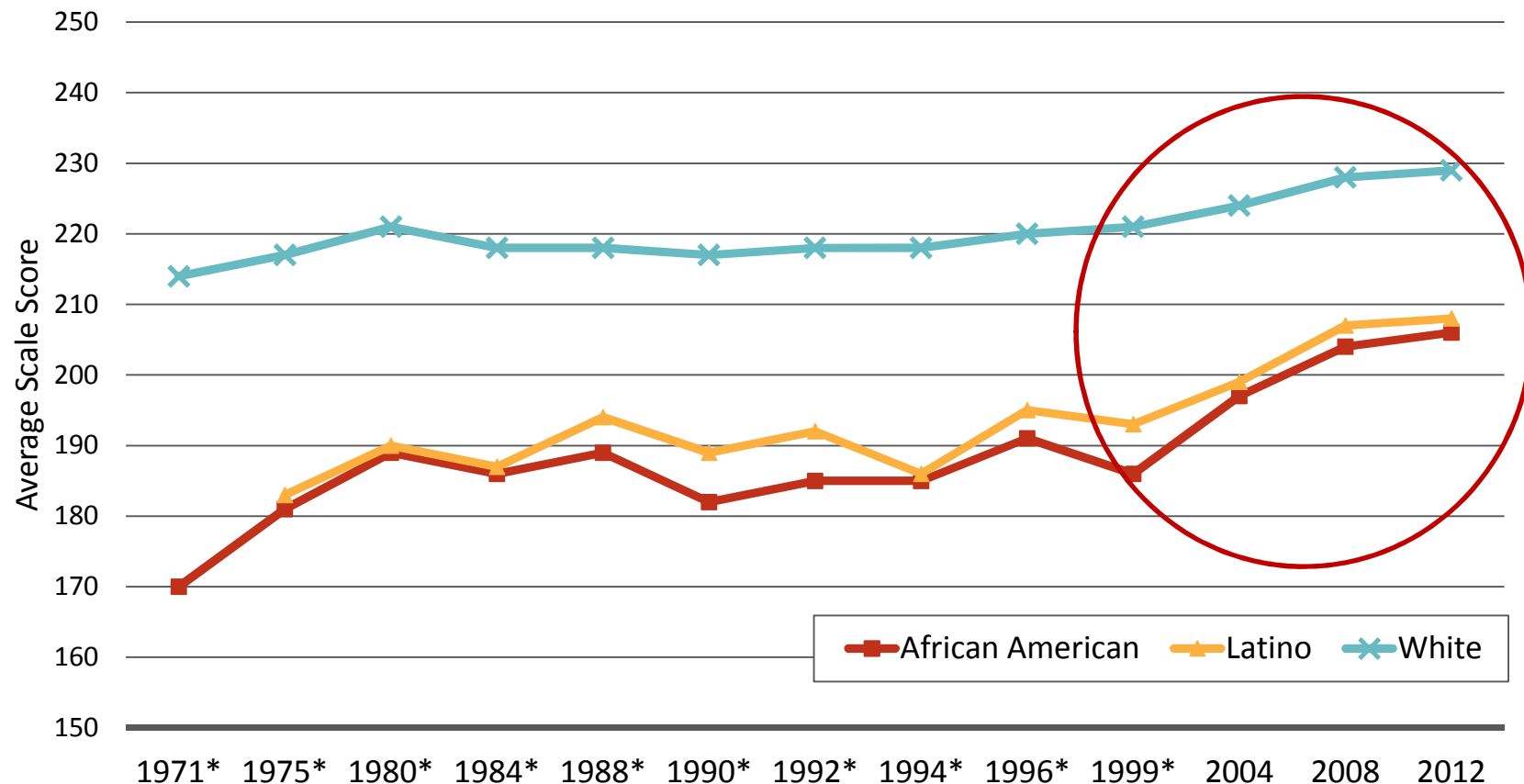


# First, some good news.

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

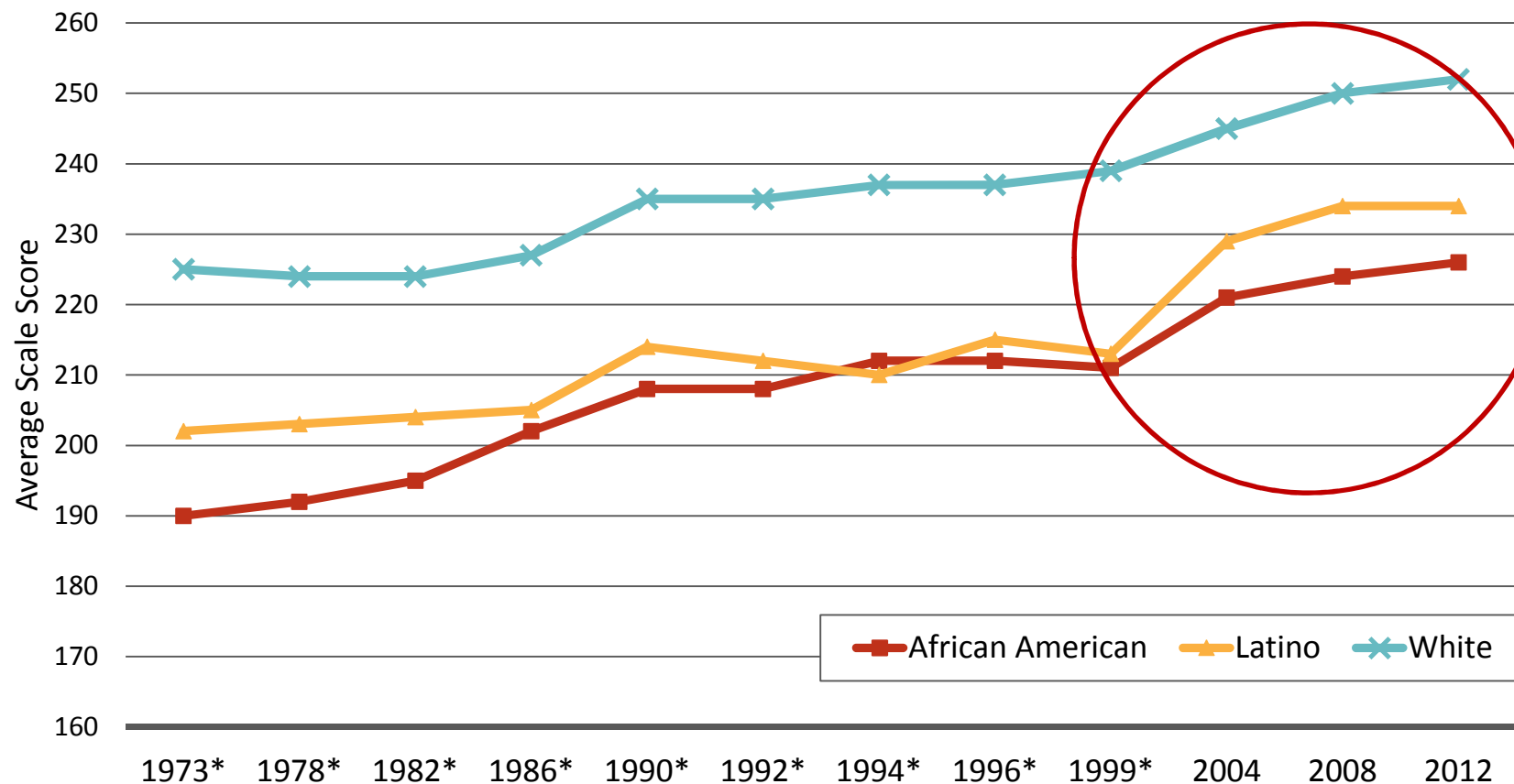


\*Denotes previous assessment format

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

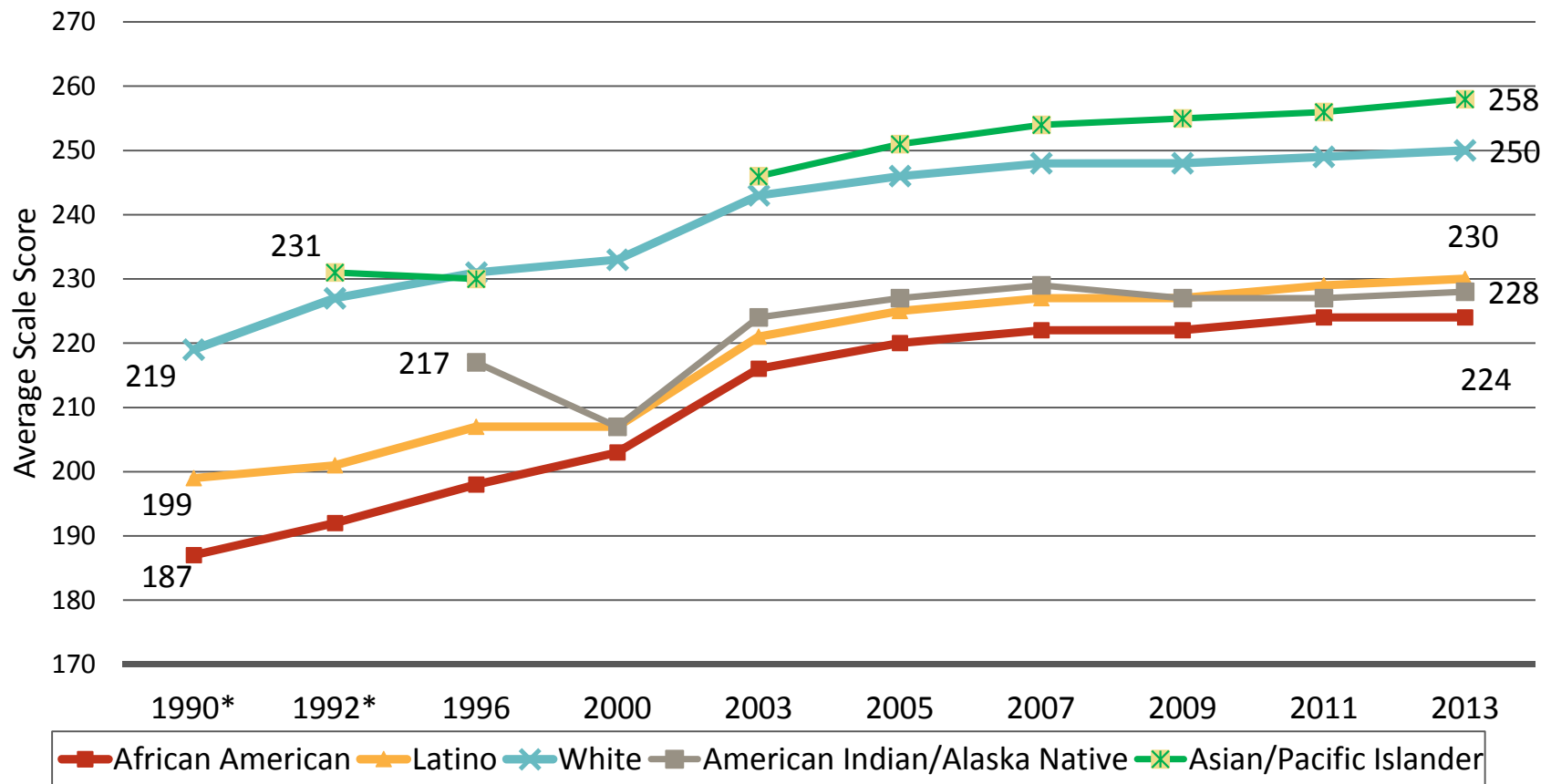
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



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

# All groups have improved since 1990, some gap narrowing

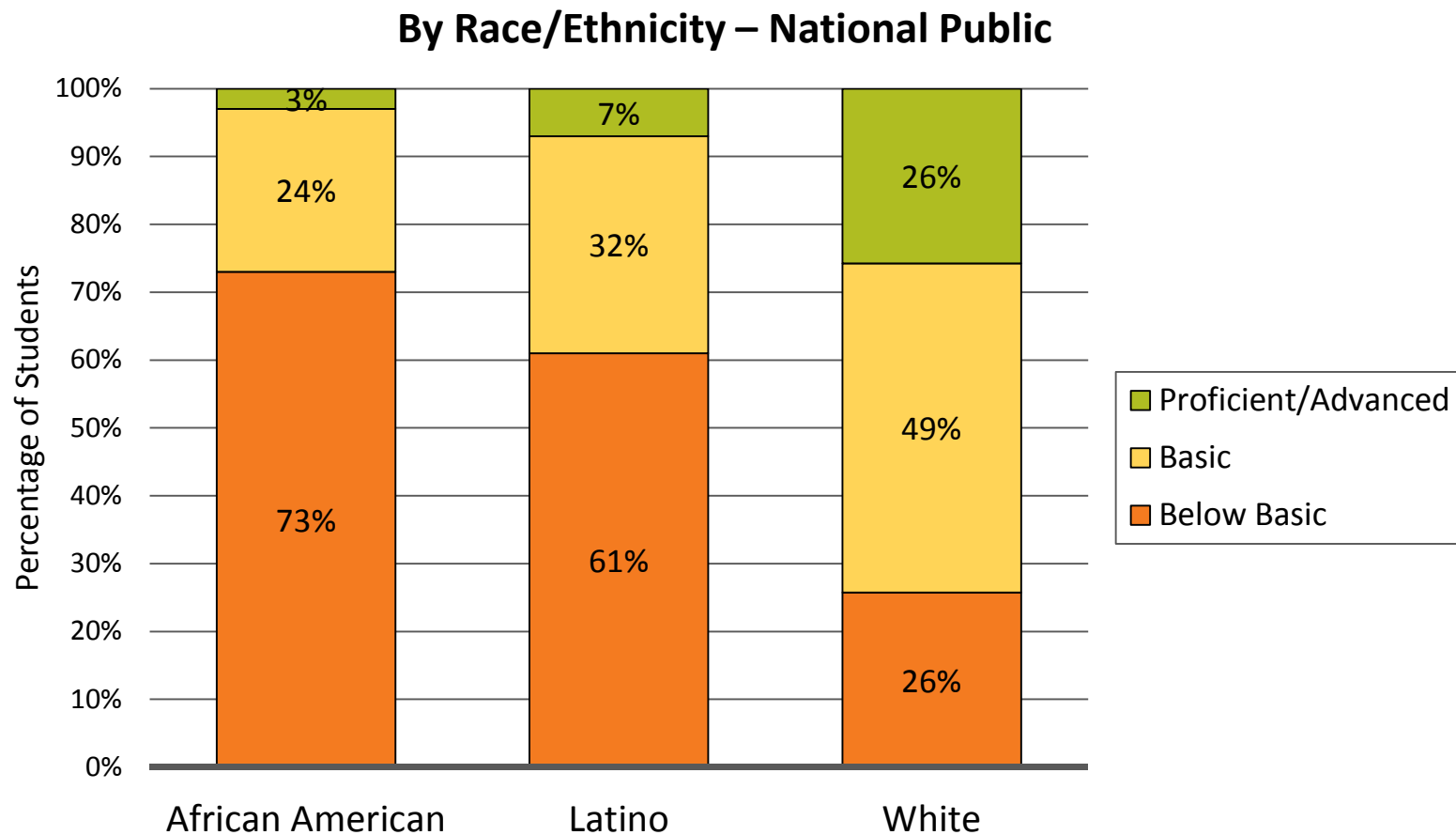
## National Public – Grade 4 NAEP Math



\*Accommodations not permitted

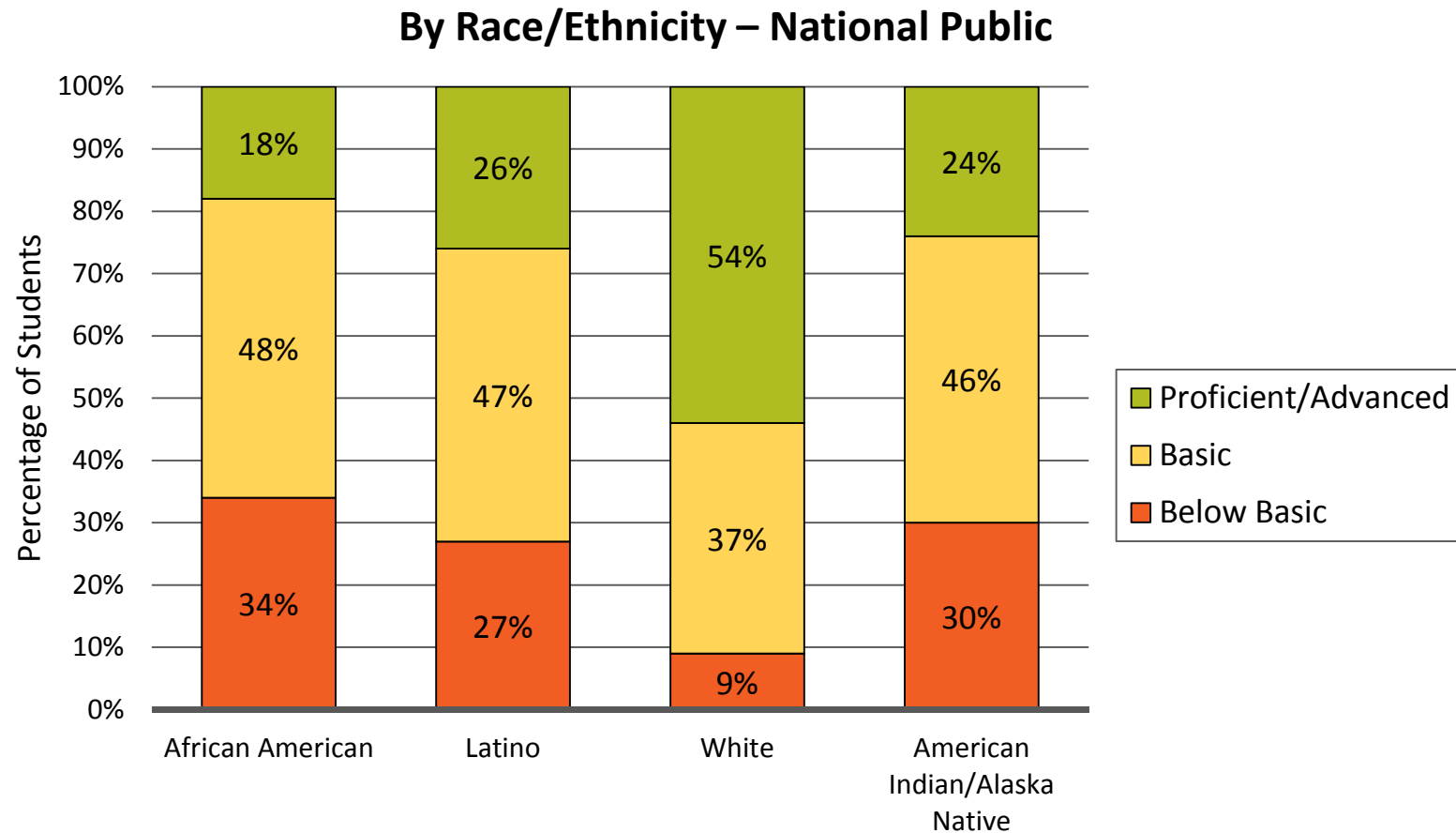
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 249)

# 1996 NAEP Grade 4 Math



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

# 2013 NAEP Grade 4 Math



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

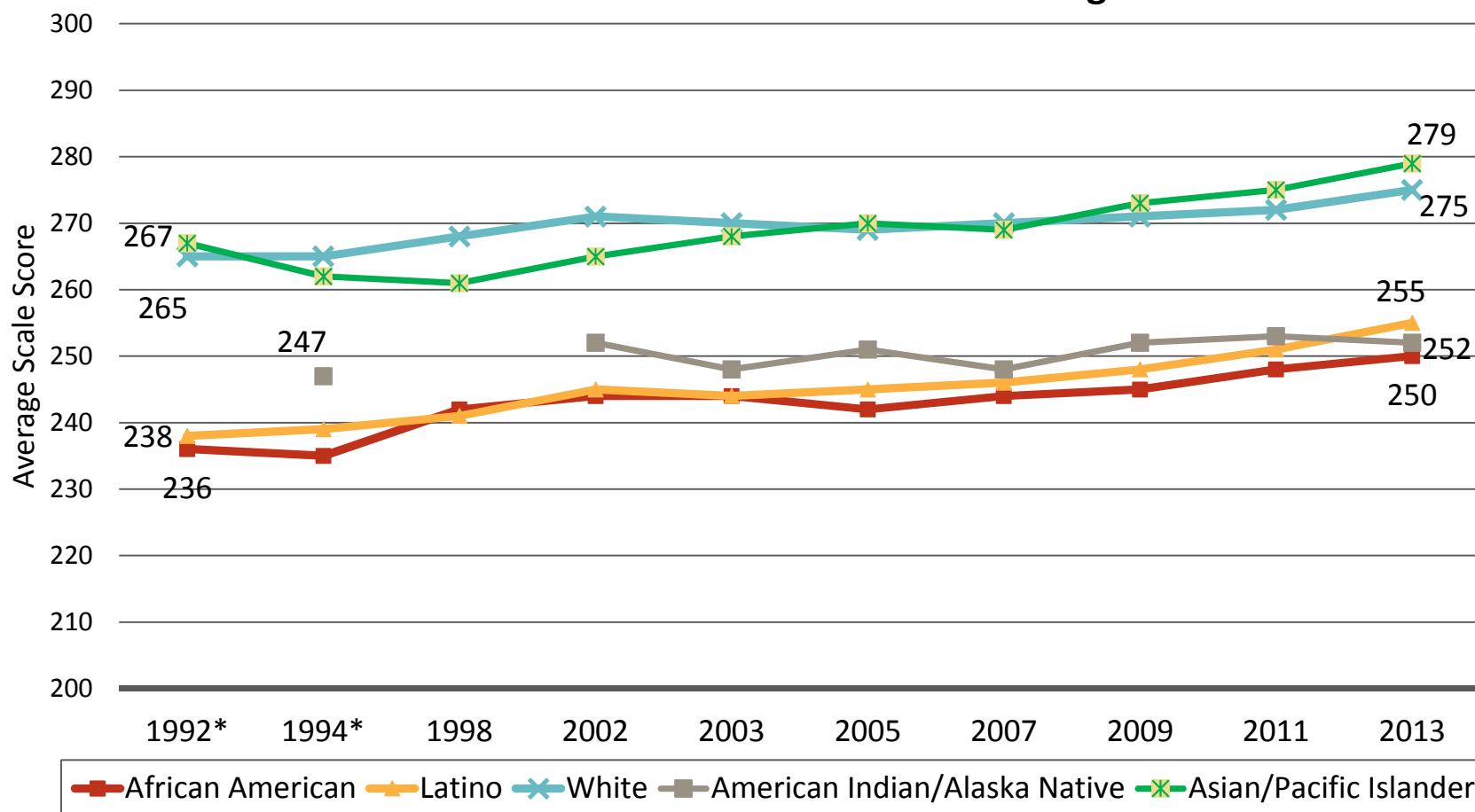


Middle grades are up, too.



# Reading: Modest improvement and some gap closing over the last decade

National Public – Grade 8 NAEP Reading

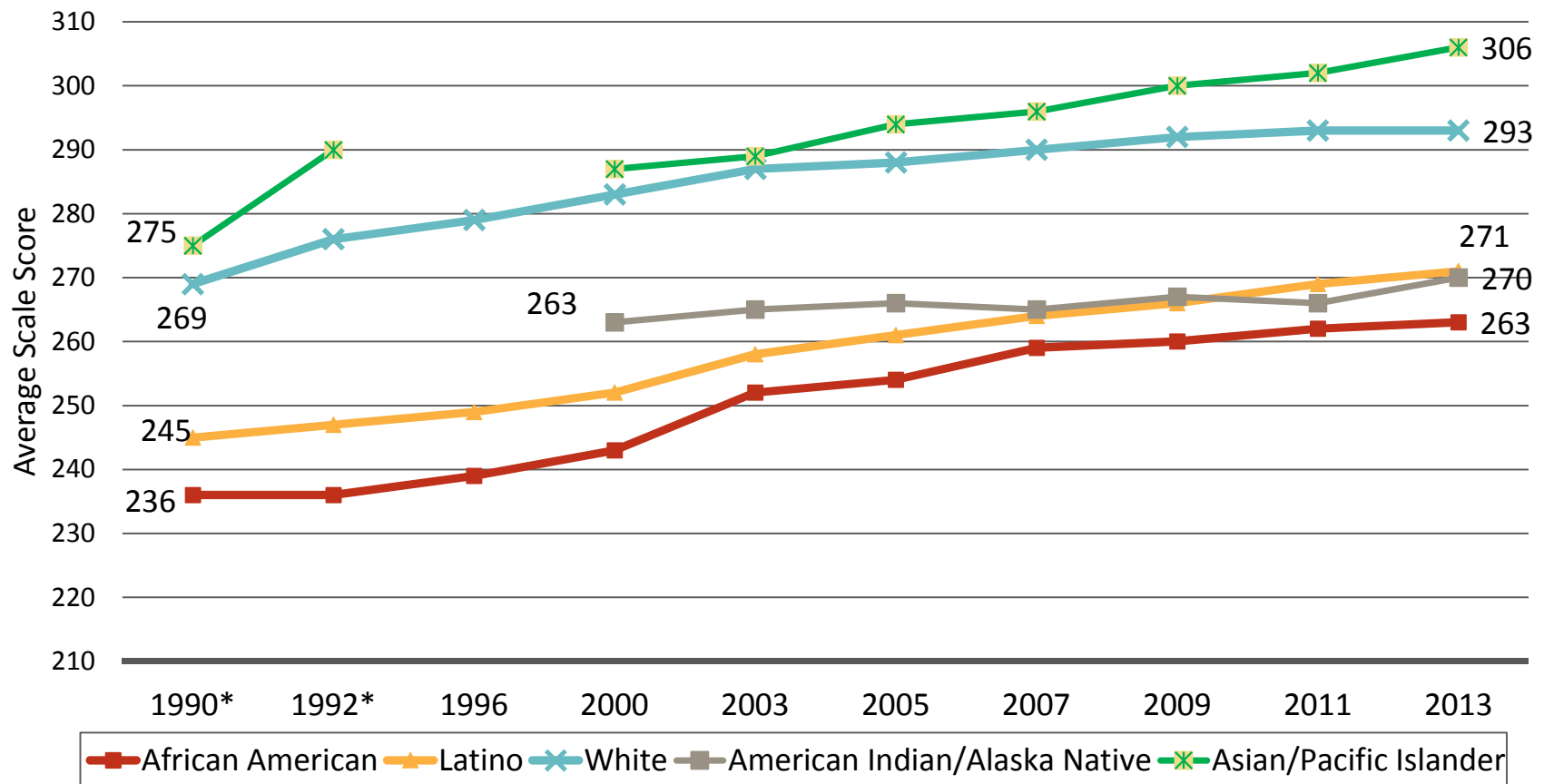


\*Accommodations not permitted

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

# Math: More improvement and gap narrowing.

## National Public – Grade 8 NAEP Math




\*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

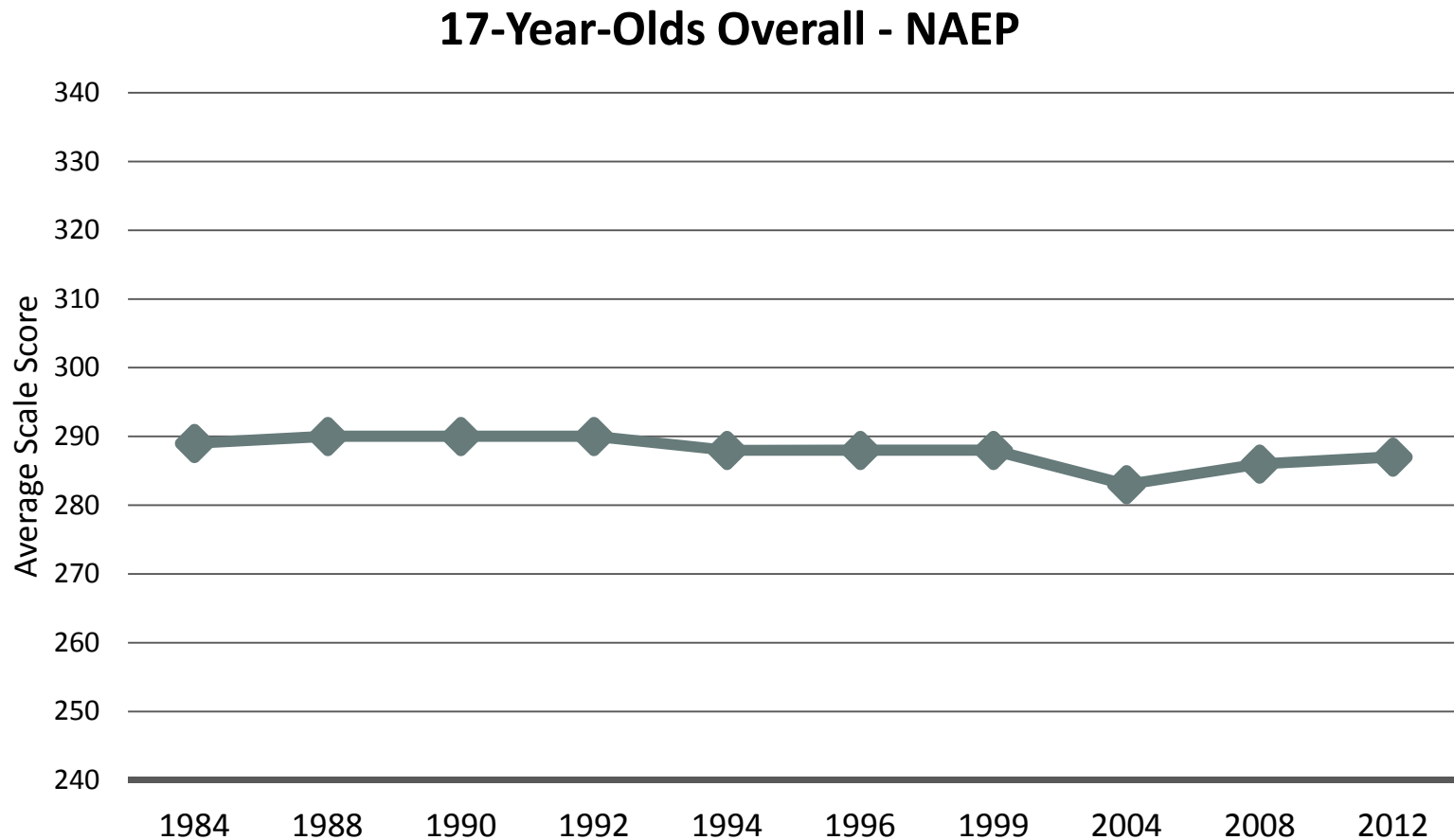
Too many youngsters still enter high  
school way behind.



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

The same is NOT true  
of our high schools.

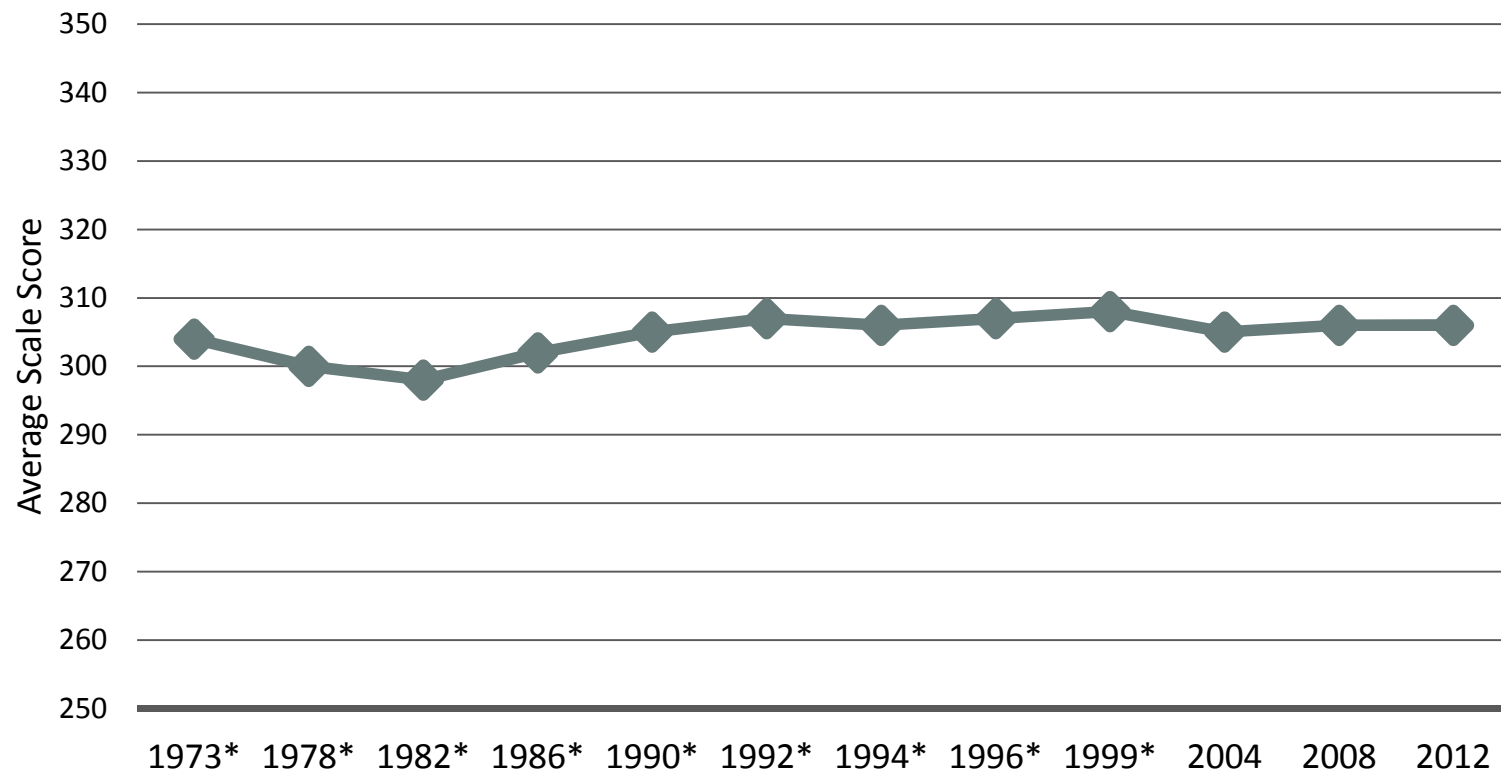
Achievement is flat in reading for students overall.



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


Math achievement for students overall is flat over time.

### 17-Year-Olds Overall - NAEP



\* Denotes previous assessment format

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

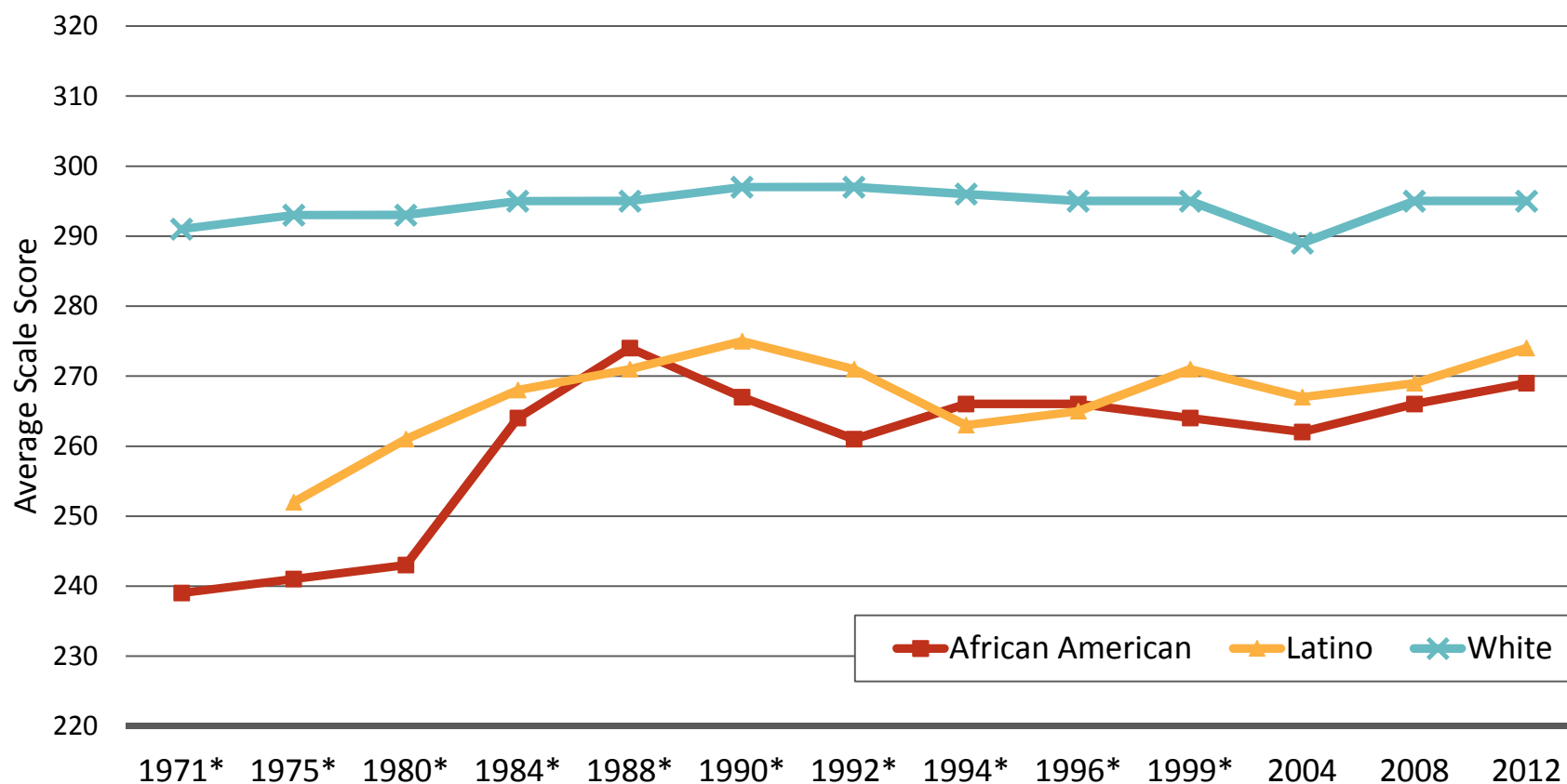


And despite earlier improvements,  
gaps between groups haven't  
narrowed much since the late 80s  
and early 90s.



# Reading: Not much gap narrowing since 1988.

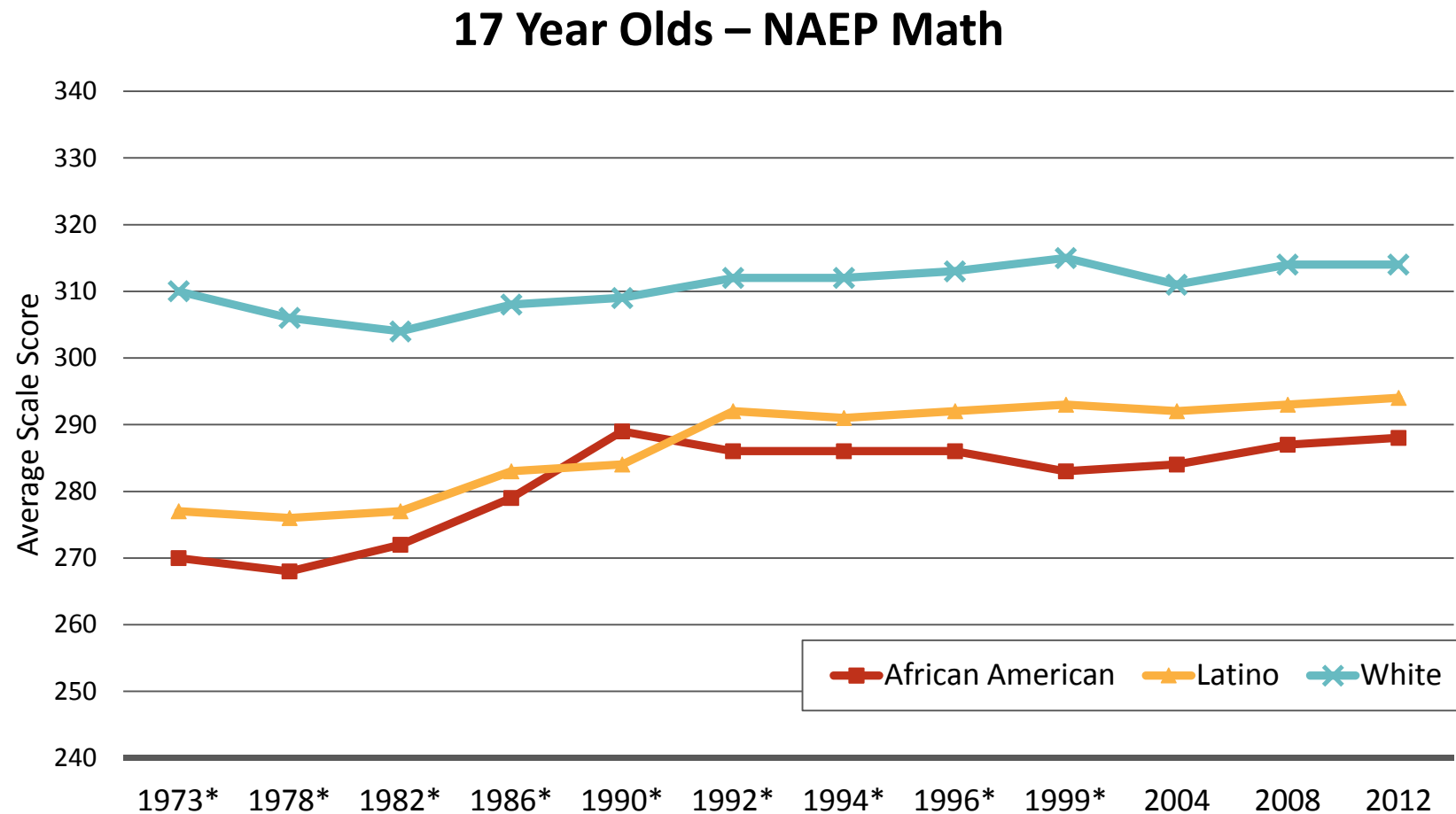
## 17 Year Olds – NAEP Reading



\*Denotes previous assessment format


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

# Math: Not much gap closing since 1990.



\*Denotes previous assessment format

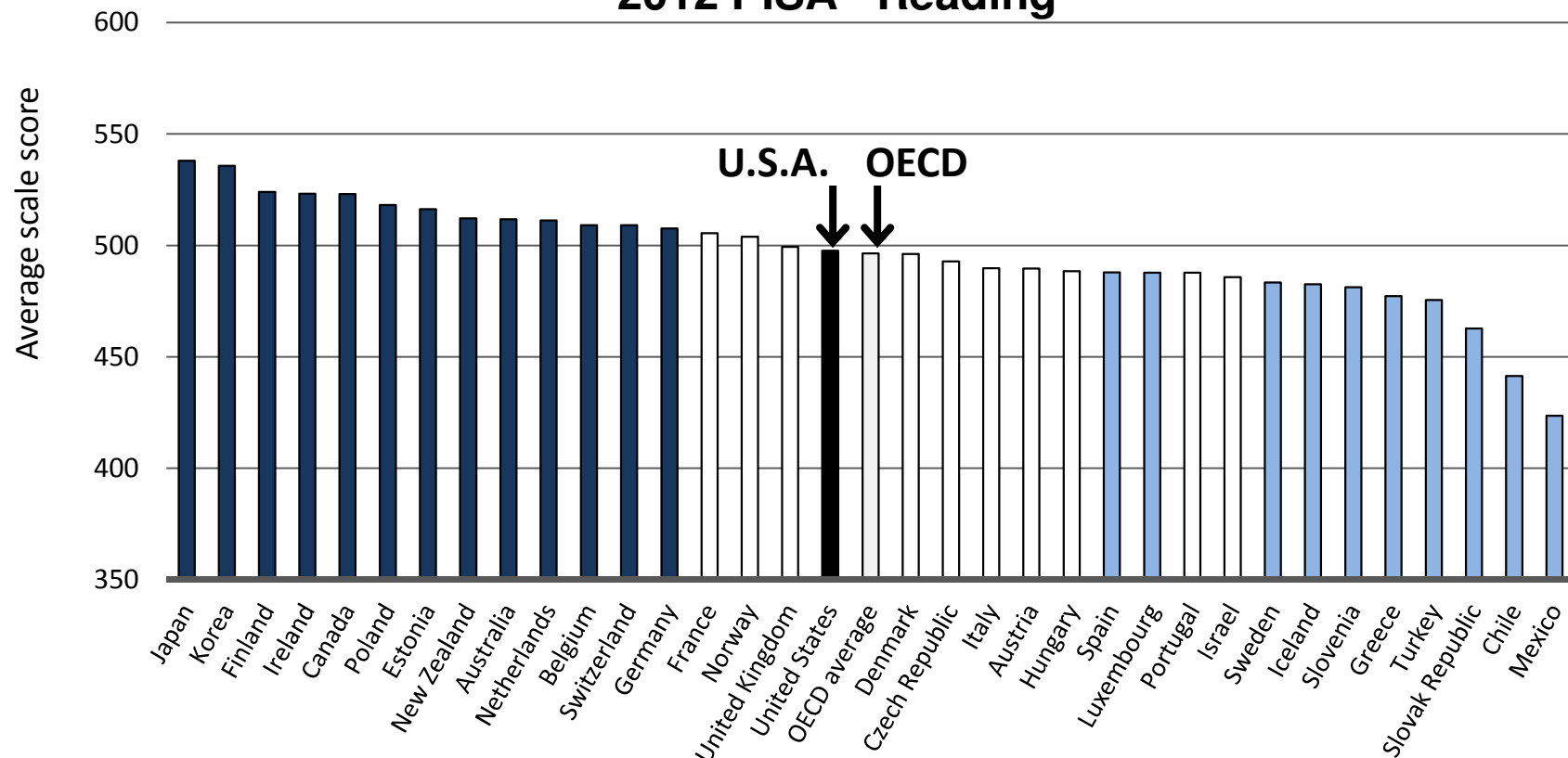
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



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

# Of 34 OECD Countries, U.S.A. Ranks 17<sup>th</sup> in Reading

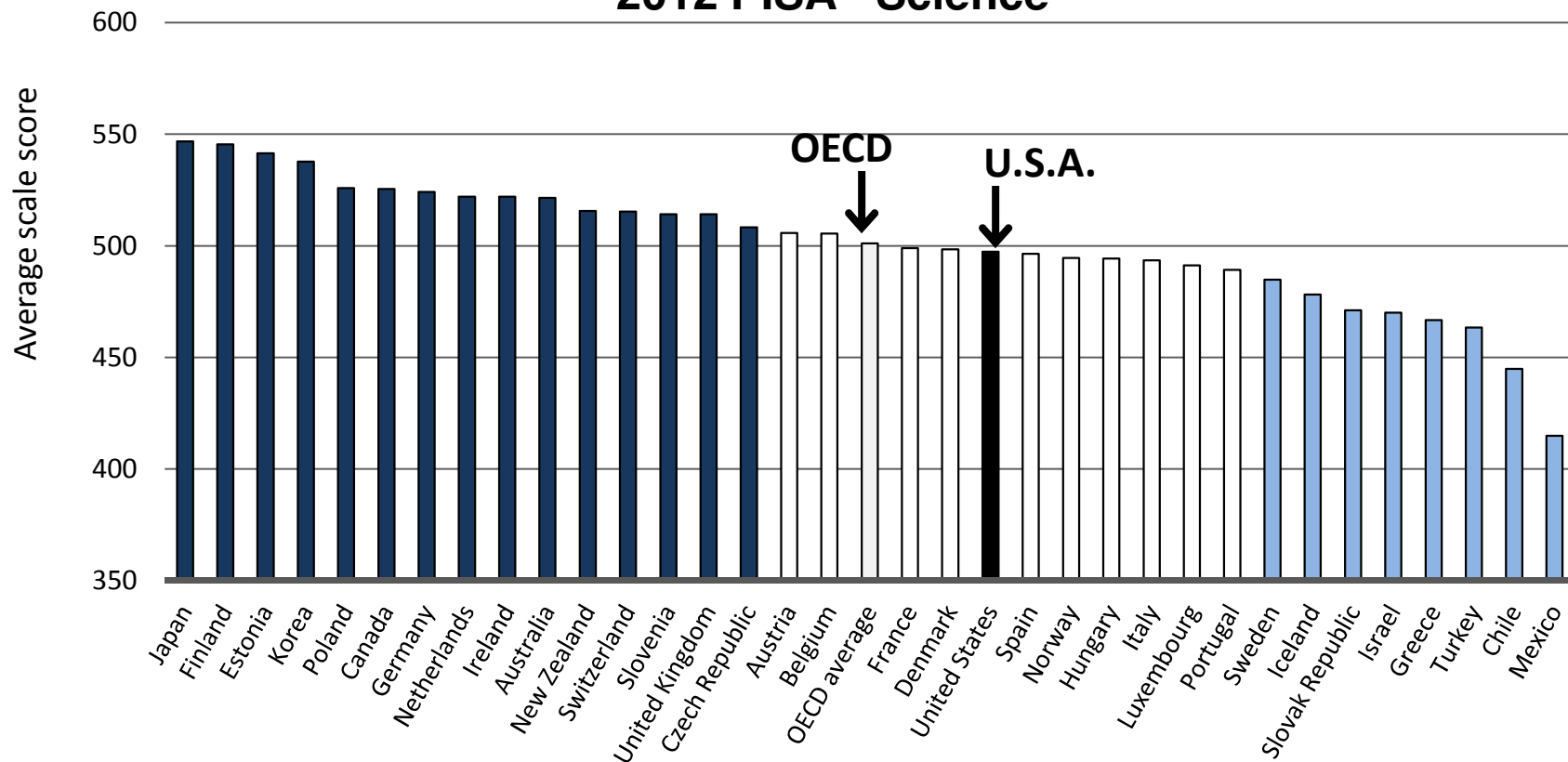
2012 PISA - Reading



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

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

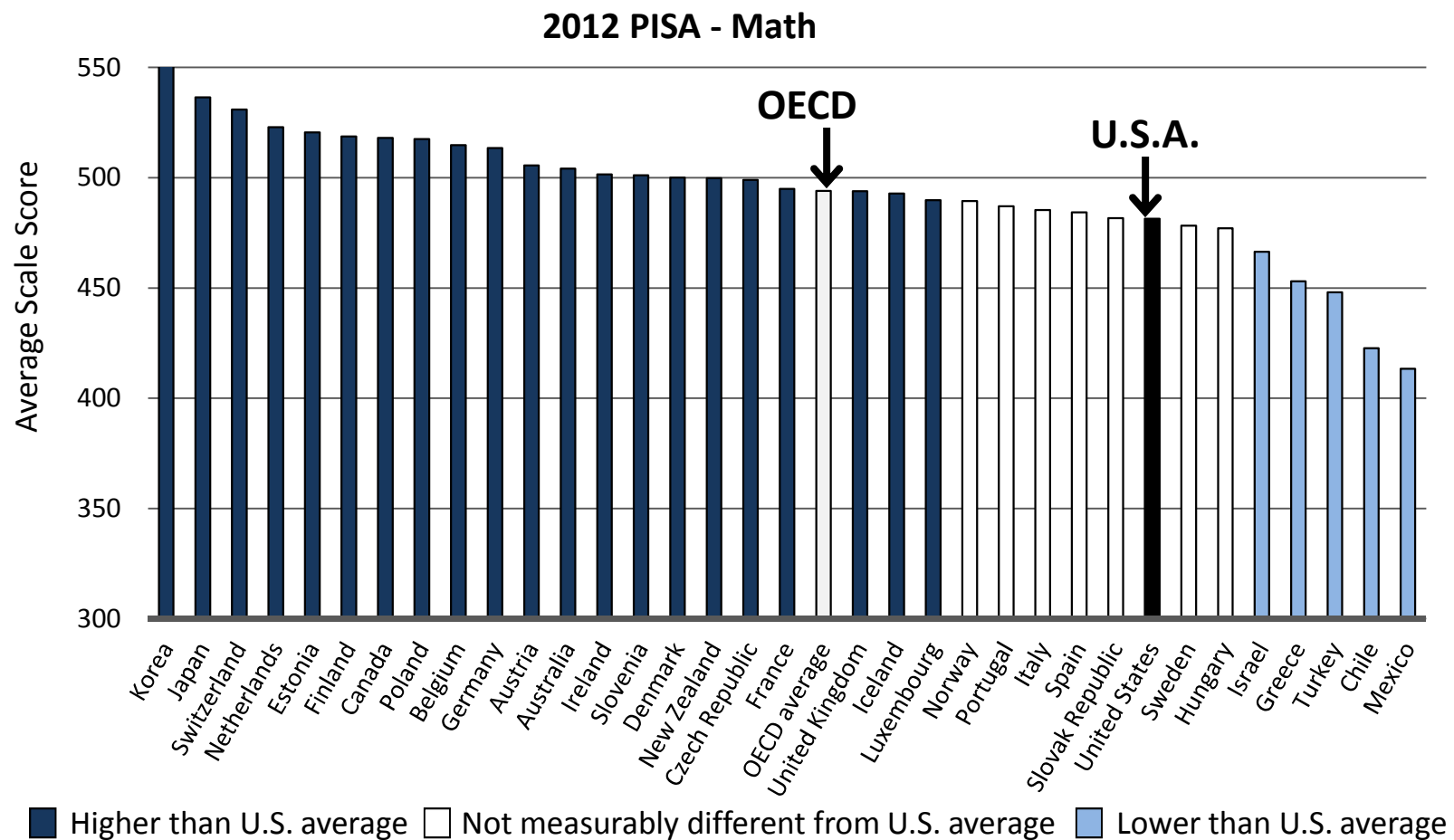
# Of 34 OECD Countries, U.S.A. Ranks 20<sup>th</sup> in Science 2012 PISA - Science



■ 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\\_4a.asp](http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_4a.asp).

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



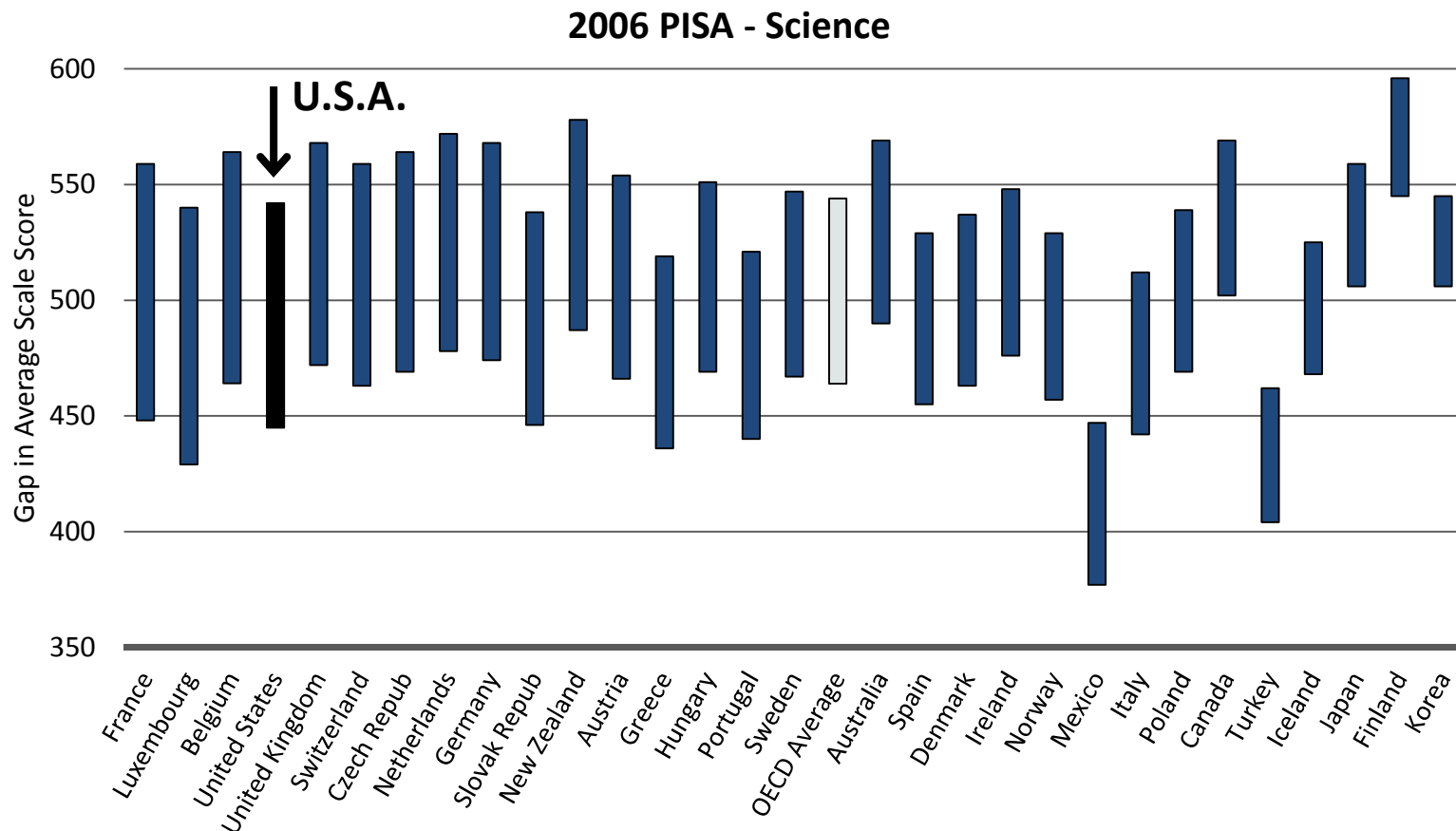
Source: National Center for Education Statistics, 2013, [http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights\\_3a.asp](http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_3a.asp).



Only place we rank high?

Inequality.

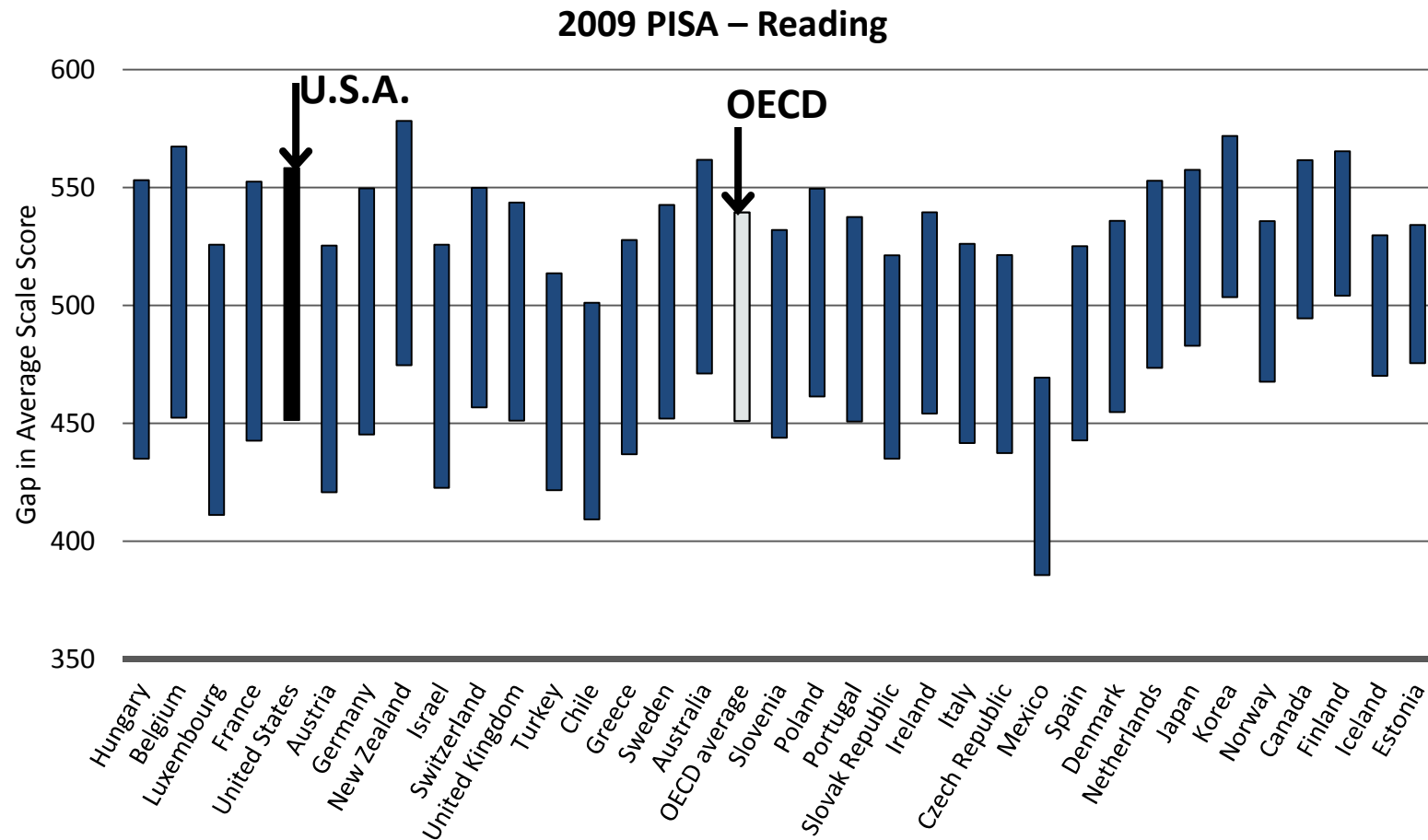
# Among OECD Countries, U.S.A. has the 4<sup>th</sup> Largest Gap Between High-SES and Low-SES Students



Source: PISA 2006 Results, OECD, table 4.8b

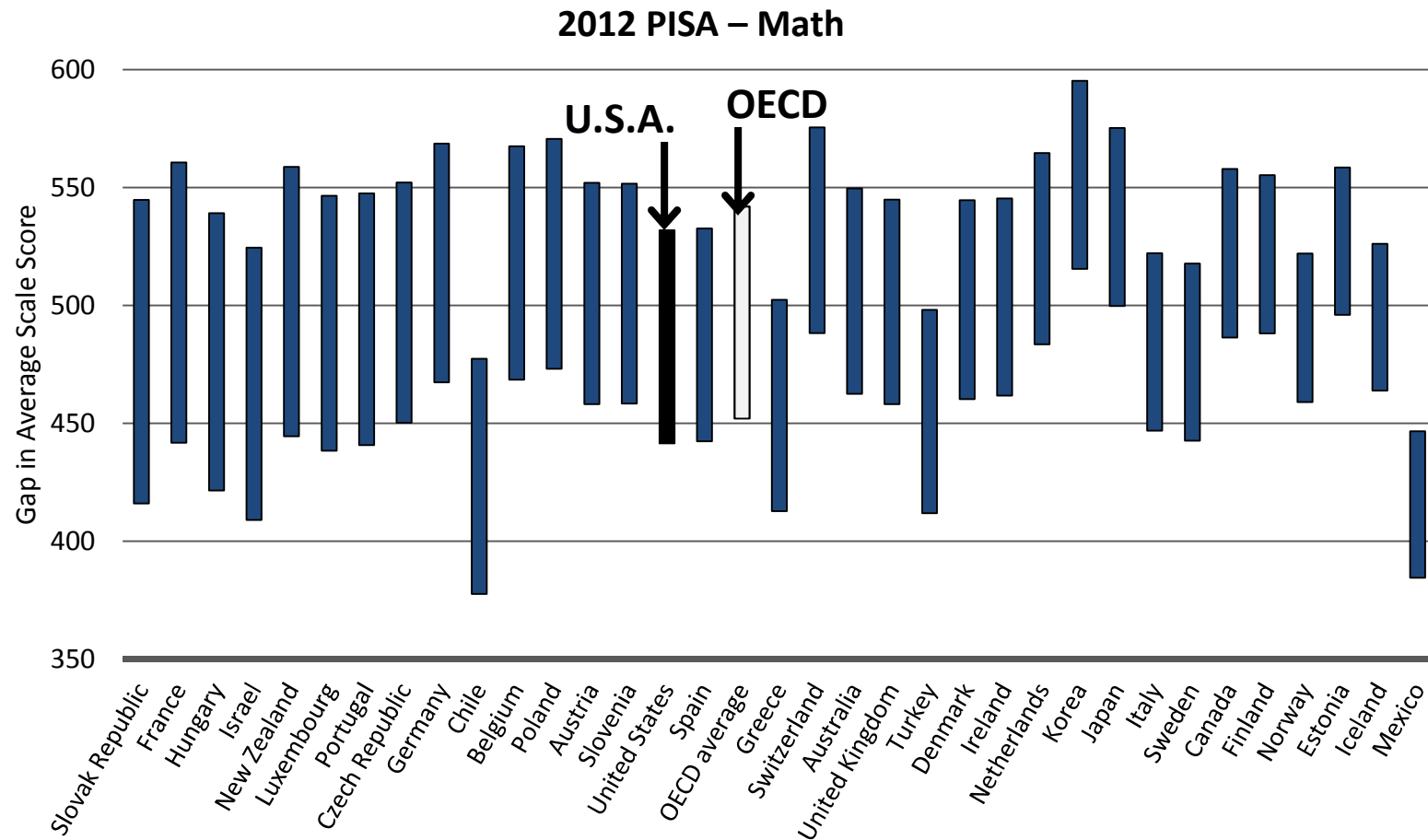


# Among OECD Countries, U.S.A. has the 5<sup>th</sup> Largest Gap Between High-SES and Low-SES Students



Source: PISA 2009 Results, OECD, Table II.3.1

# The U.S. Gap Between High-SES and Low-SES Students is Equivalent to Over Two Years of Schooling



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




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

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



# How?

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




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

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

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

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



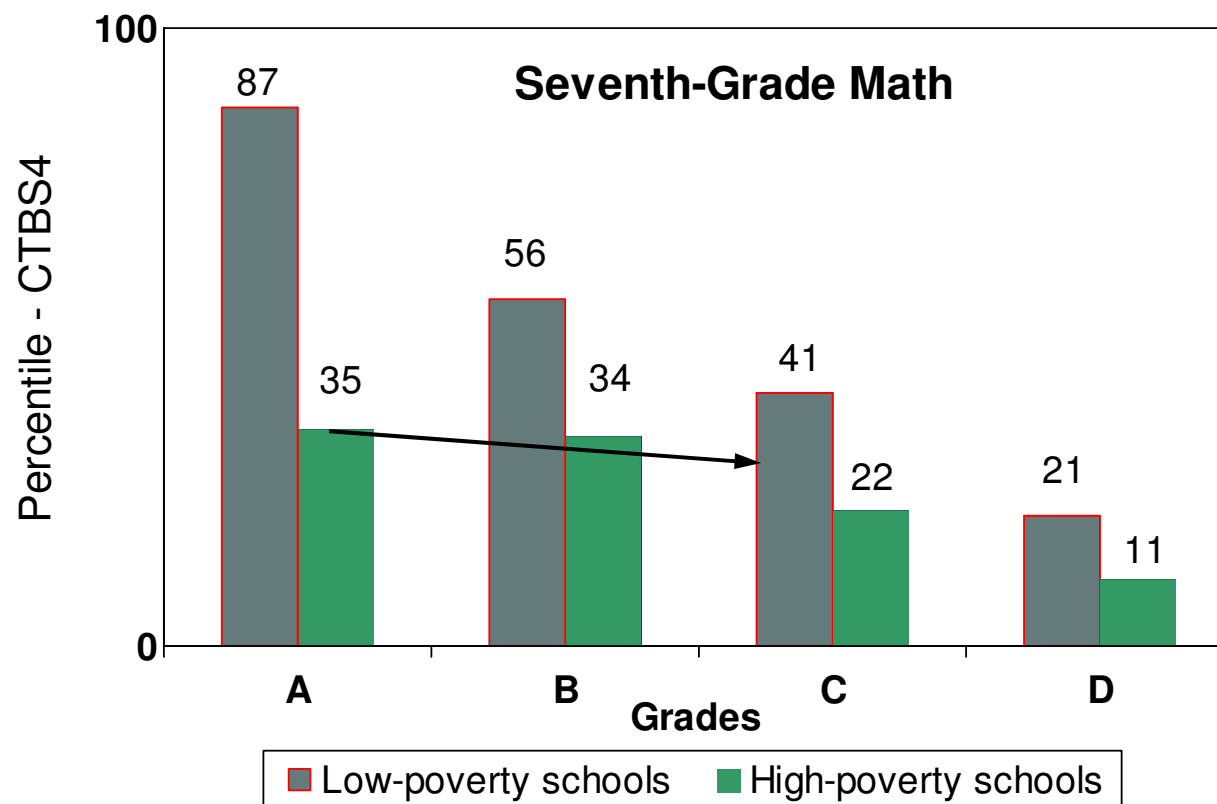
In truth, though, some of the most devastating “lesses” are a function of choices that educators make.

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






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

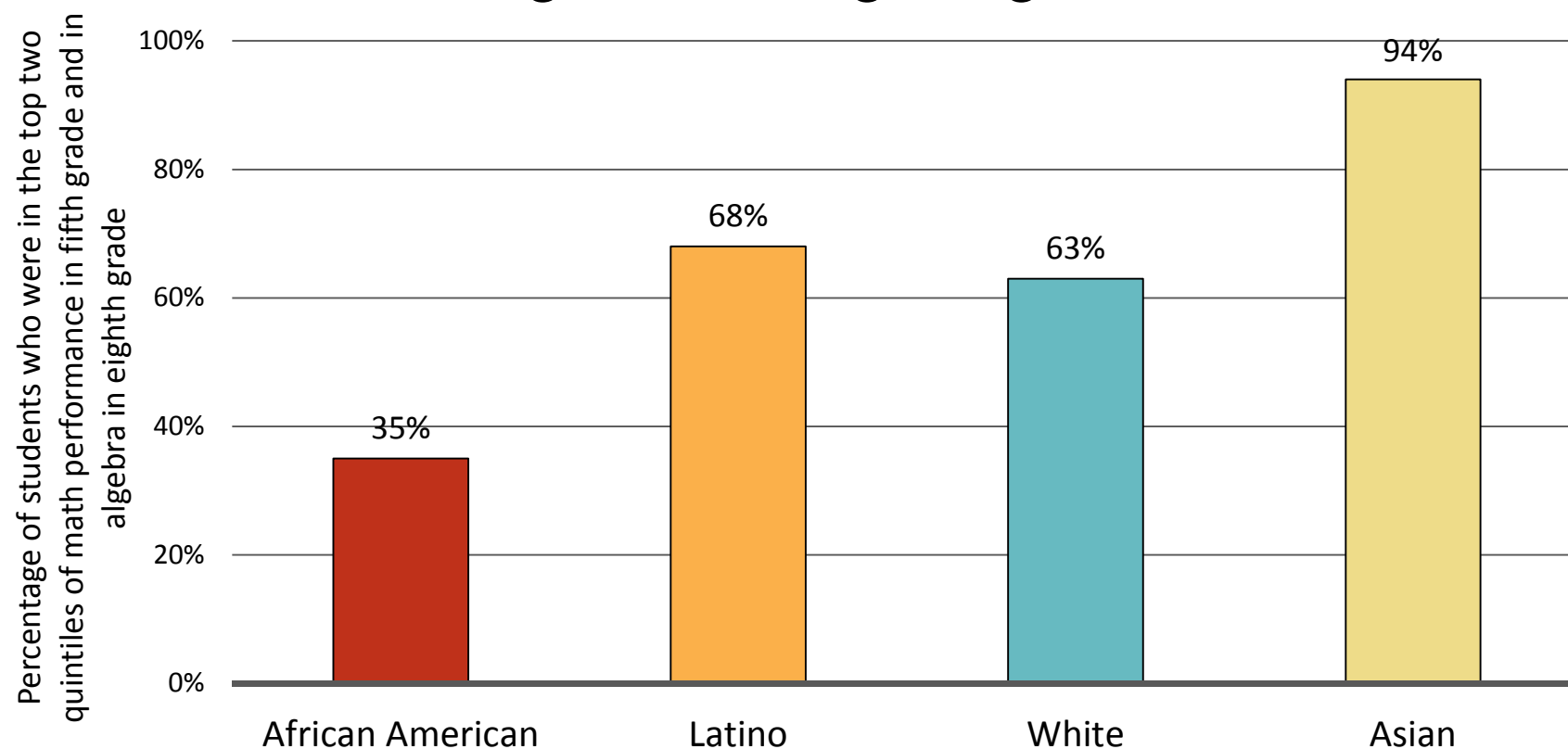


Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



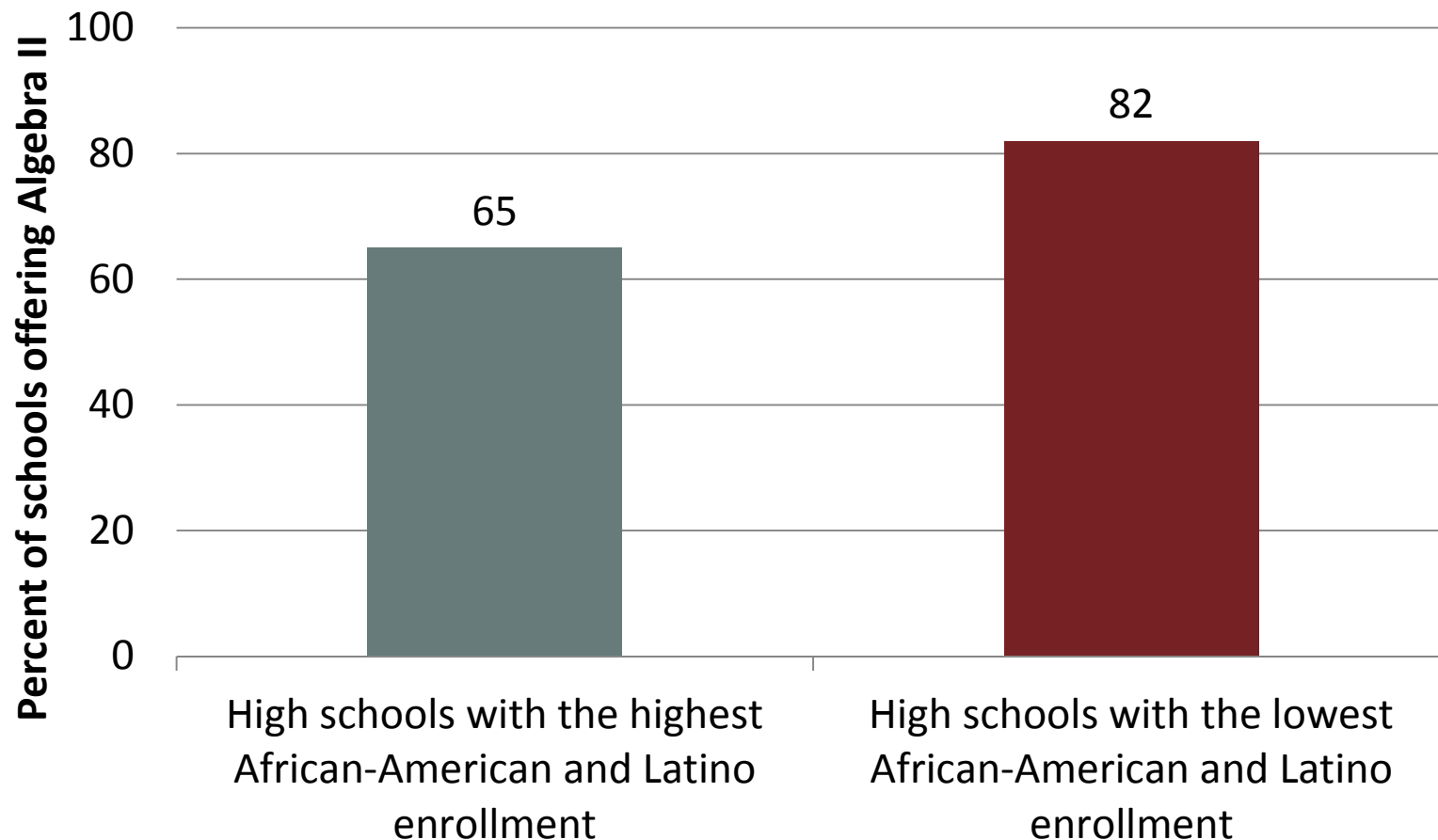
Choices we make about what to  
teach whom...

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



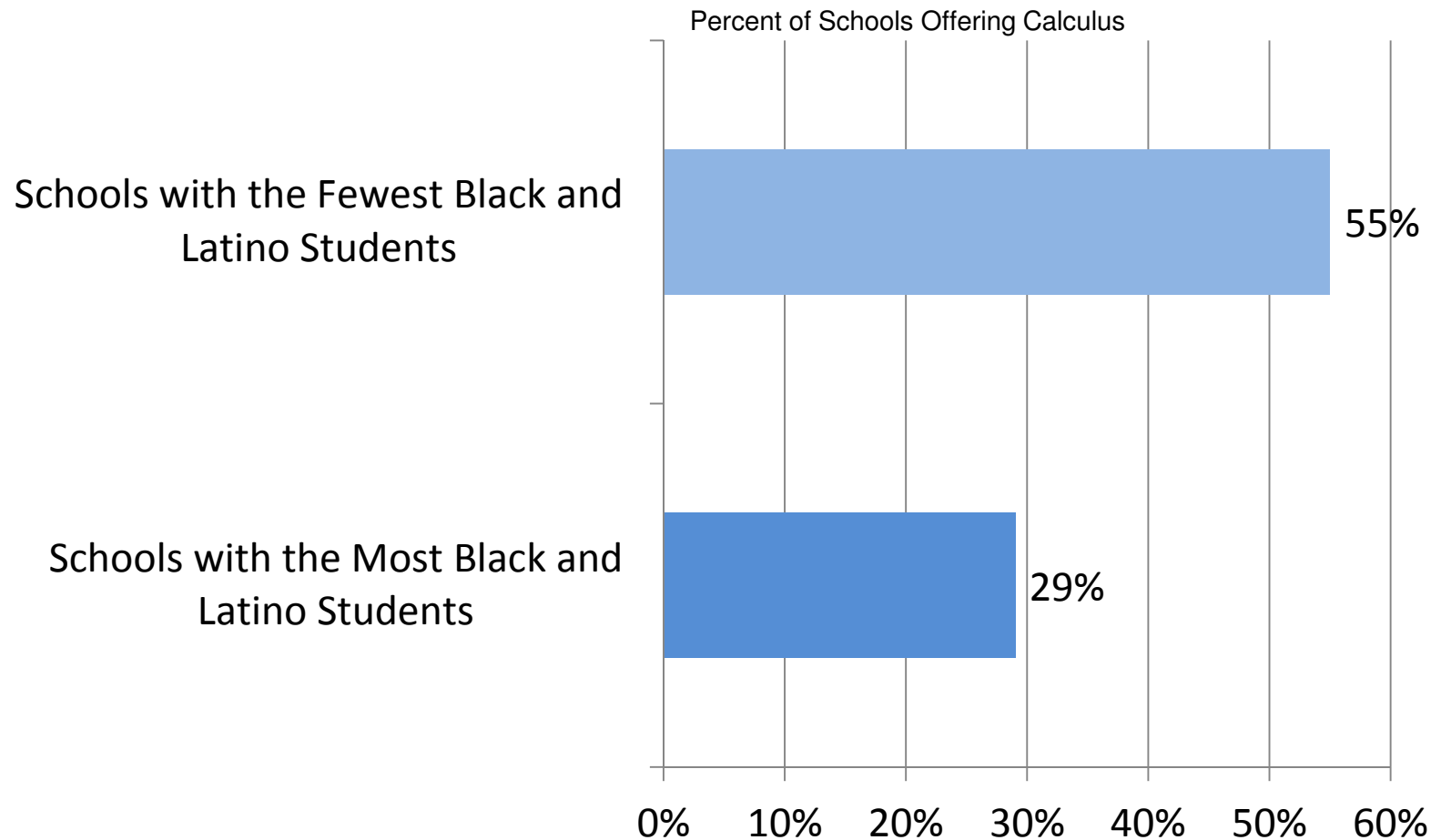
Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

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




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

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

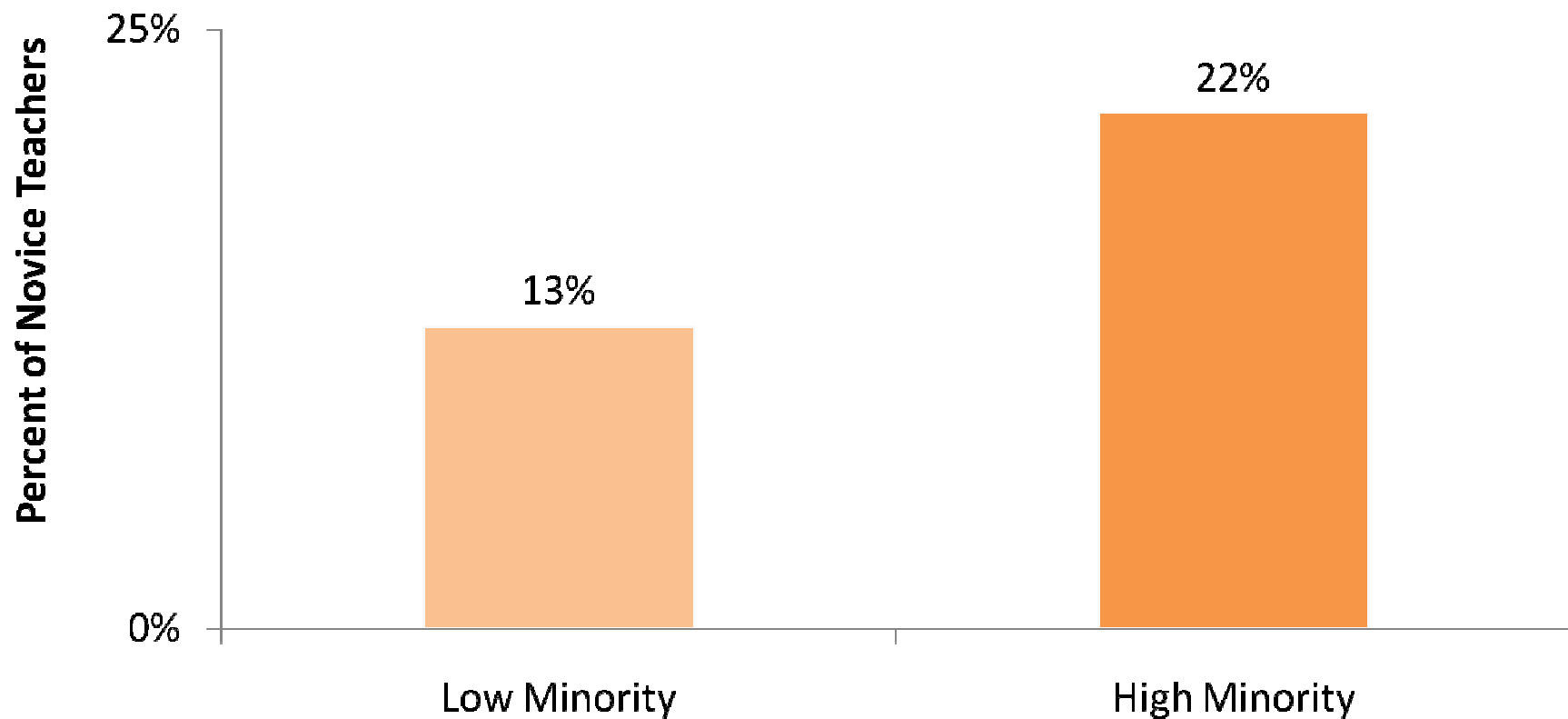


Source: U.S. Department of Education Office for Civil Rights , Civil Rights Data Collection



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

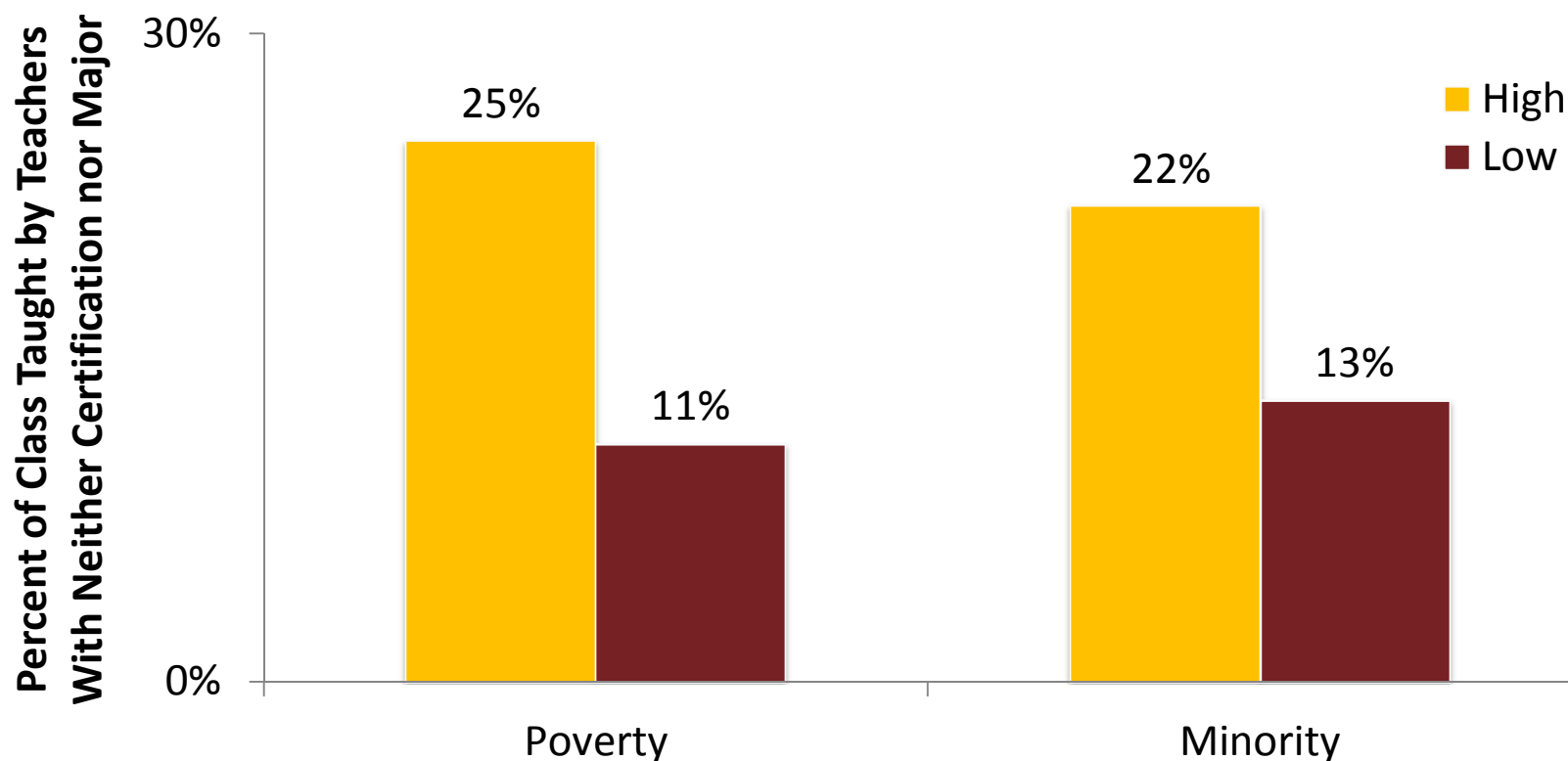
Students at high-minority schools more likely to be taught by novice\* teachers.



Note: High minority school: 75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school: 10% or fewer of the students are non-White students. Novice teachers are those with three years or fewer experience.

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

**Math** classes at high-poverty, high-minority secondary schools are more likely to be taught by out-of-field\* teachers.

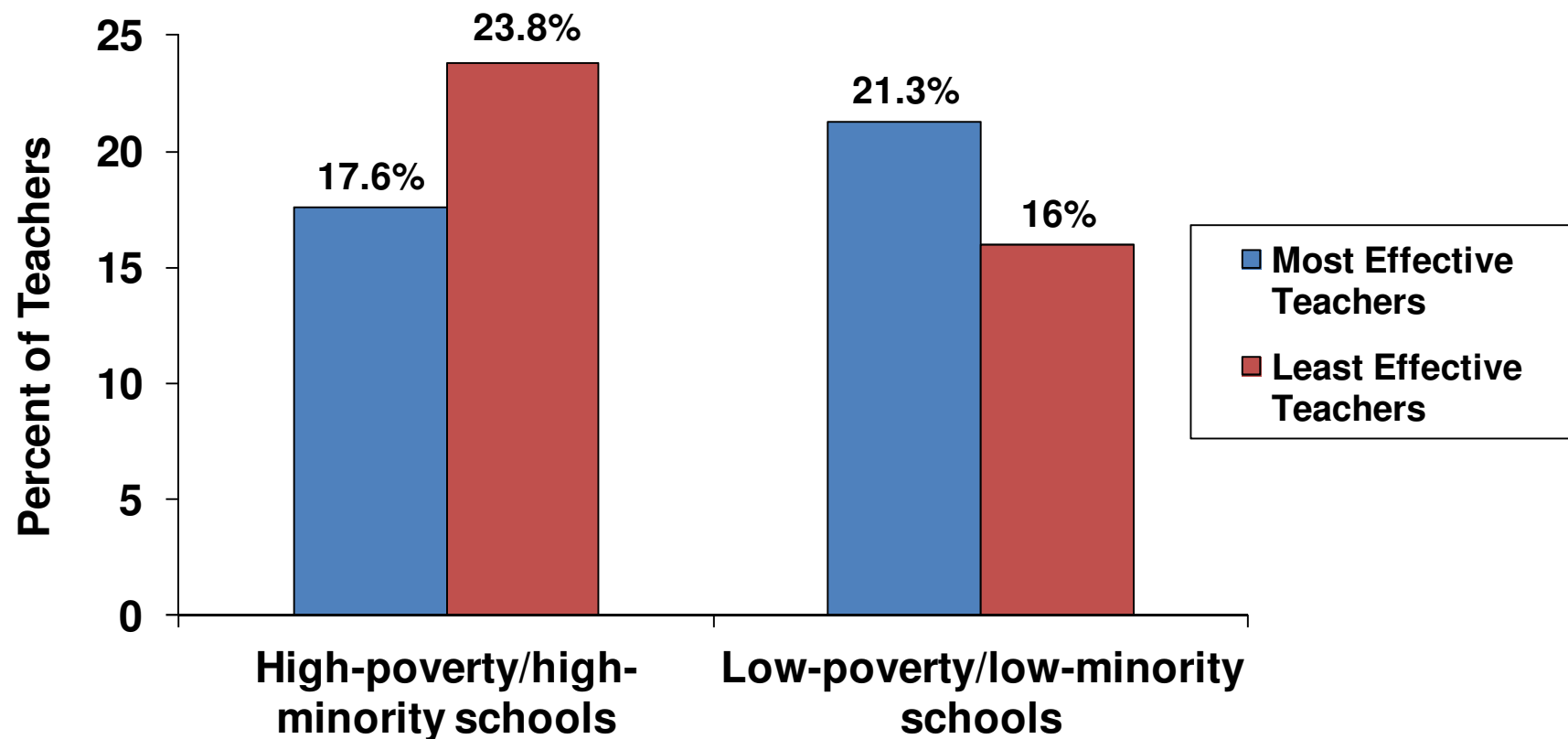


Note: High-poverty school: 55 percent or more of the students are eligible for free/reduced-price lunch. Low-poverty school :15 percent or fewer of the students are eligible for free/reduced-price lunch. High-minority school: 78 percent or more of the students are black, Hispanic, American Indian or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

\*Teachers with neither certification nor major. Data for secondary-level core academic classes (math, science, social studies, English) across the U.S.  
Source: Education Trust Analysis of 2007-08 Schools and Staffing Survey data.



Tennessee: High-poverty/high-minority schools have fewer of the “most effective” teachers and more “least effective” teachers.



Note: High poverty/high minority means at least 75 percent of students qualify for FRPL and at least 75 percent are minority.

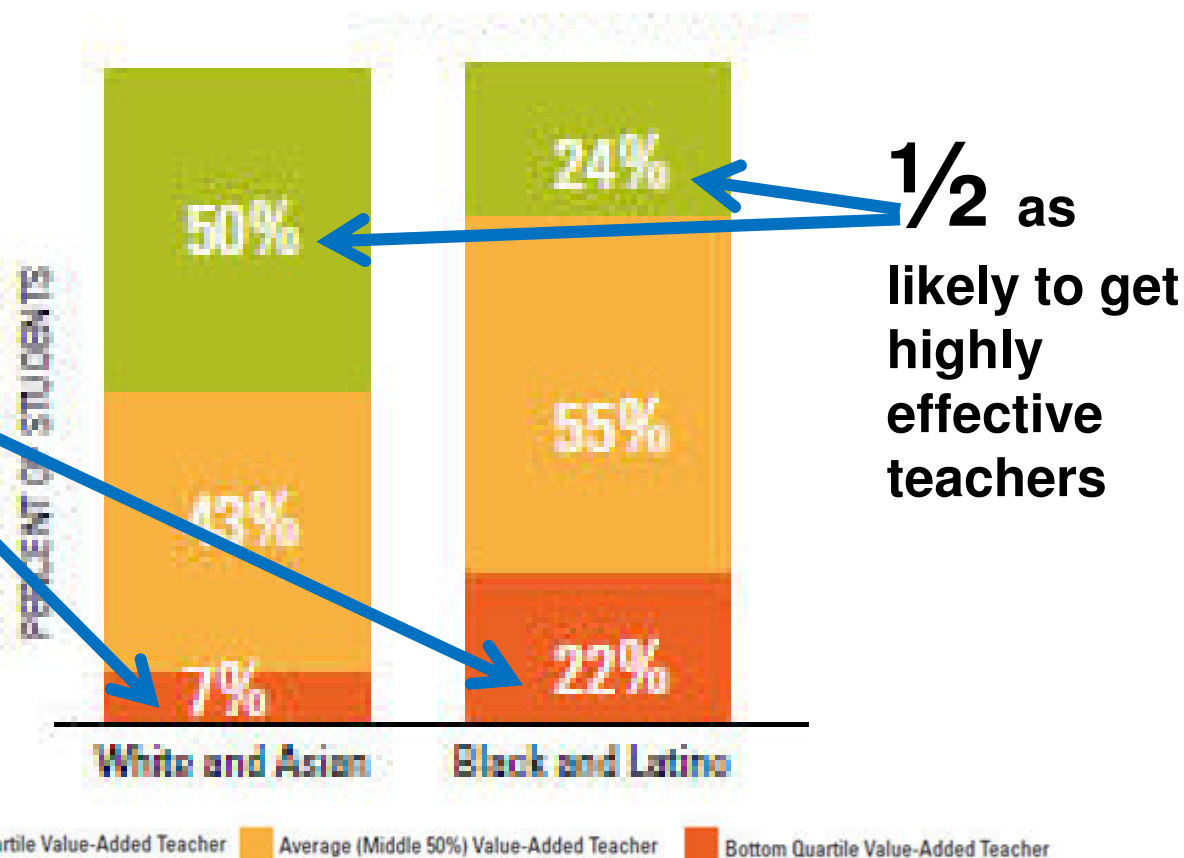
Source: Tennessee Department of Education 2007. “Tennessee’s Most Effective Teachers: Are they assigned to the schools that need them most?”  
[http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007\\_03.pdf](http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf).

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

### READING/LANGUAGE ARTS

Latino and black students are:

**3X** as likely to get low-effectiveness teachers




**1/2** as likely to get highly effective teachers

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



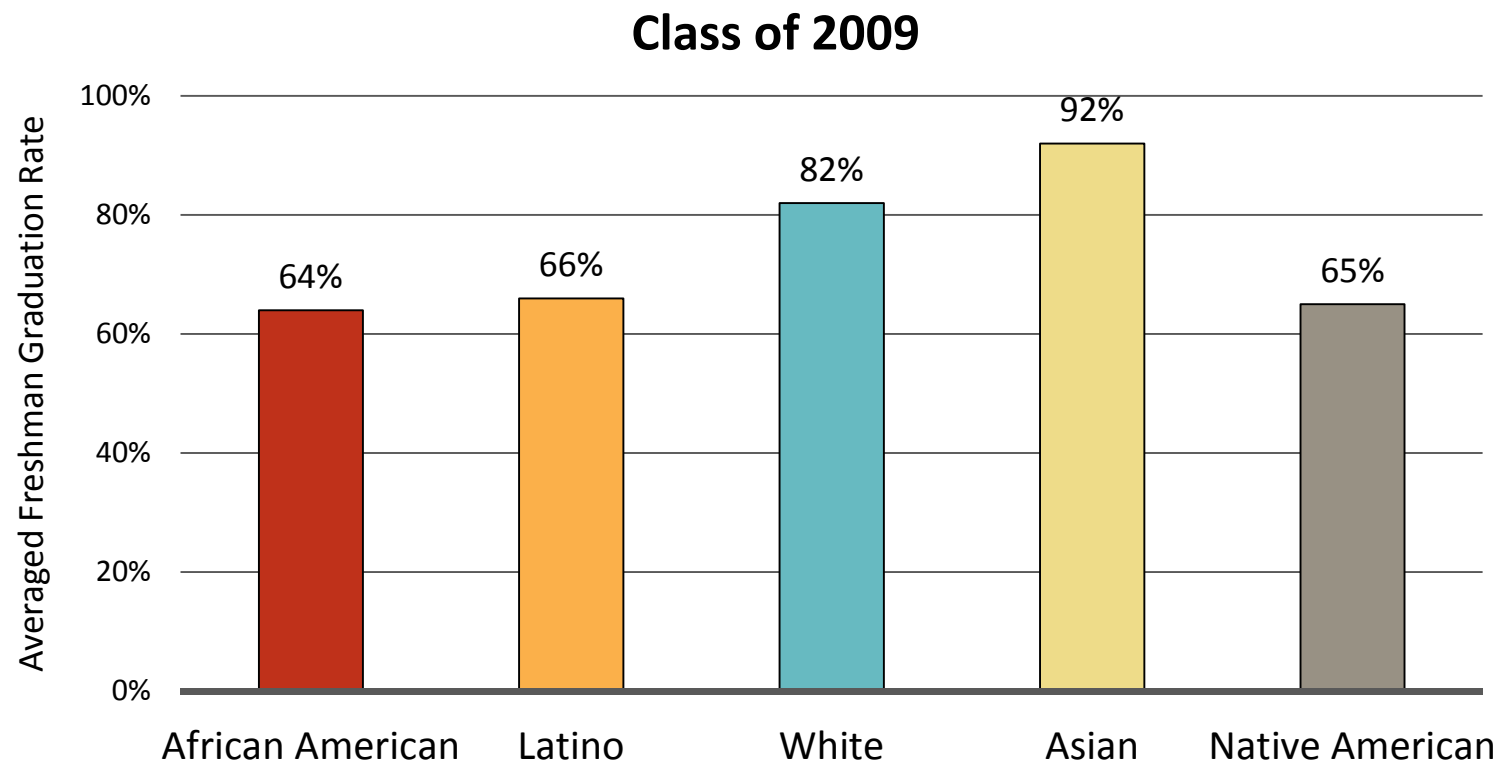
The results are devastating.

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



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

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

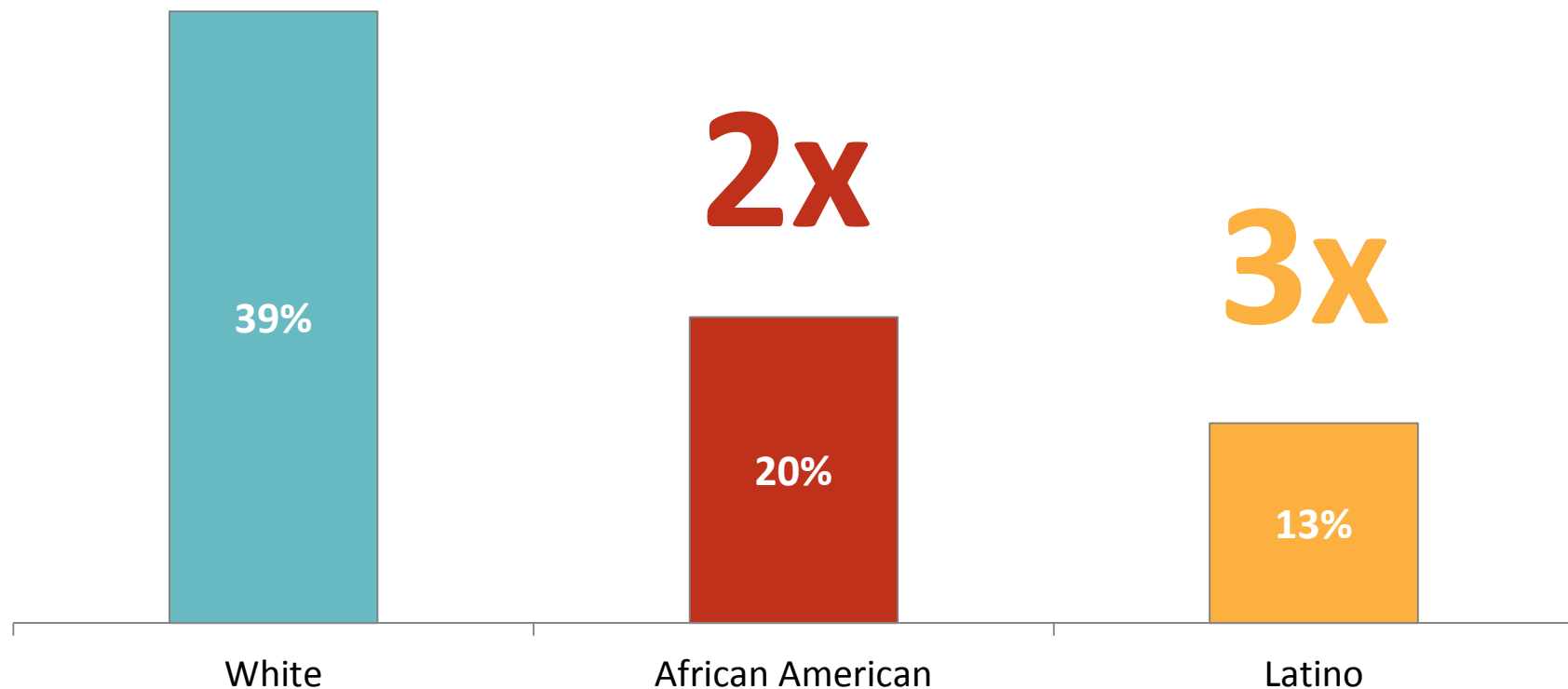


Source: National Center for Education Statistics, "Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09" (2011).

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

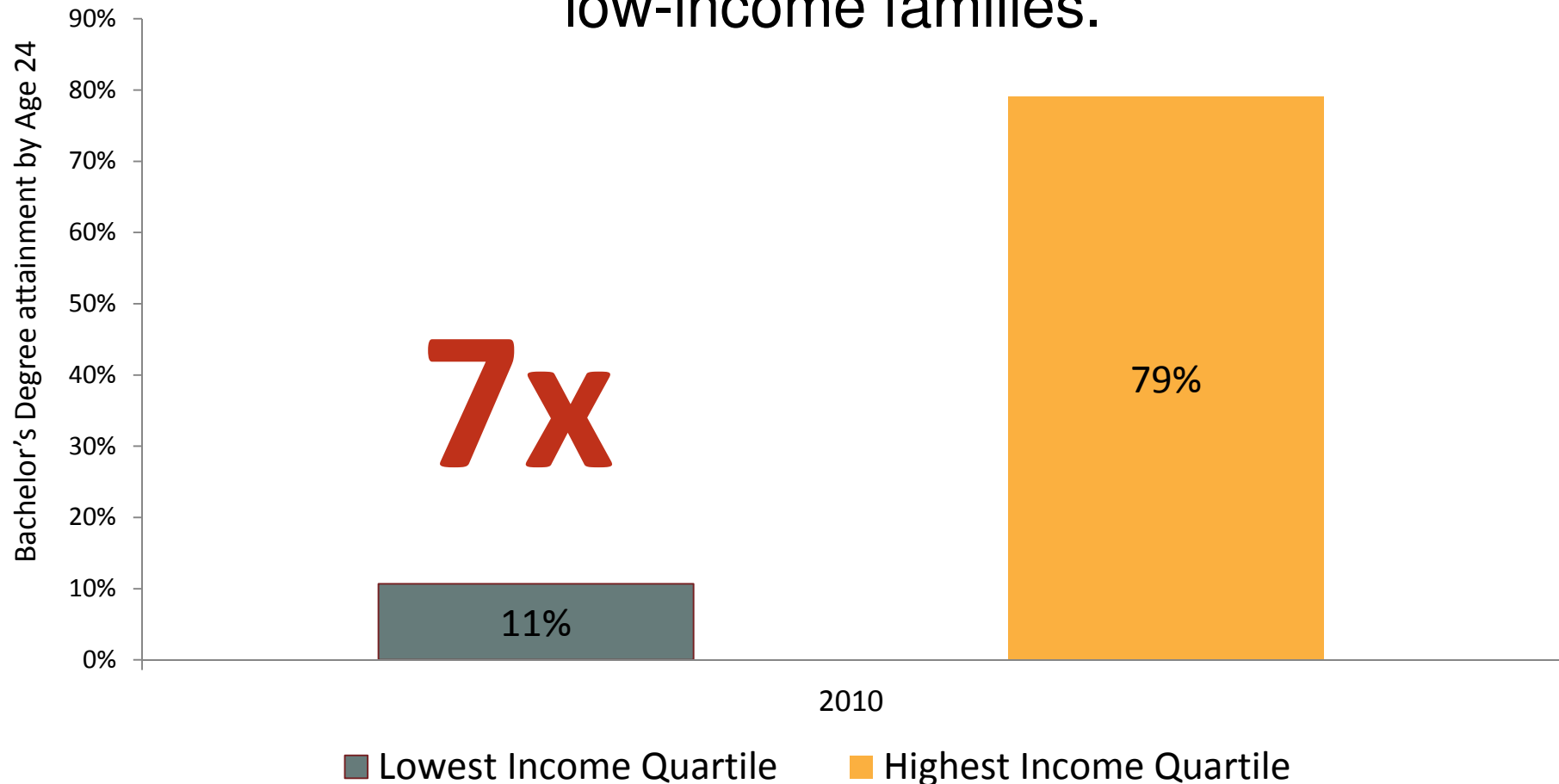
Whites attain bachelor's degrees at twice the rate of blacks and three times the rate of Hispanics.

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



Source: NCES, *Condition of Education* 2010 and U.S. Census Bureau, *Educational Attainment in the United States*: 2011.

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."

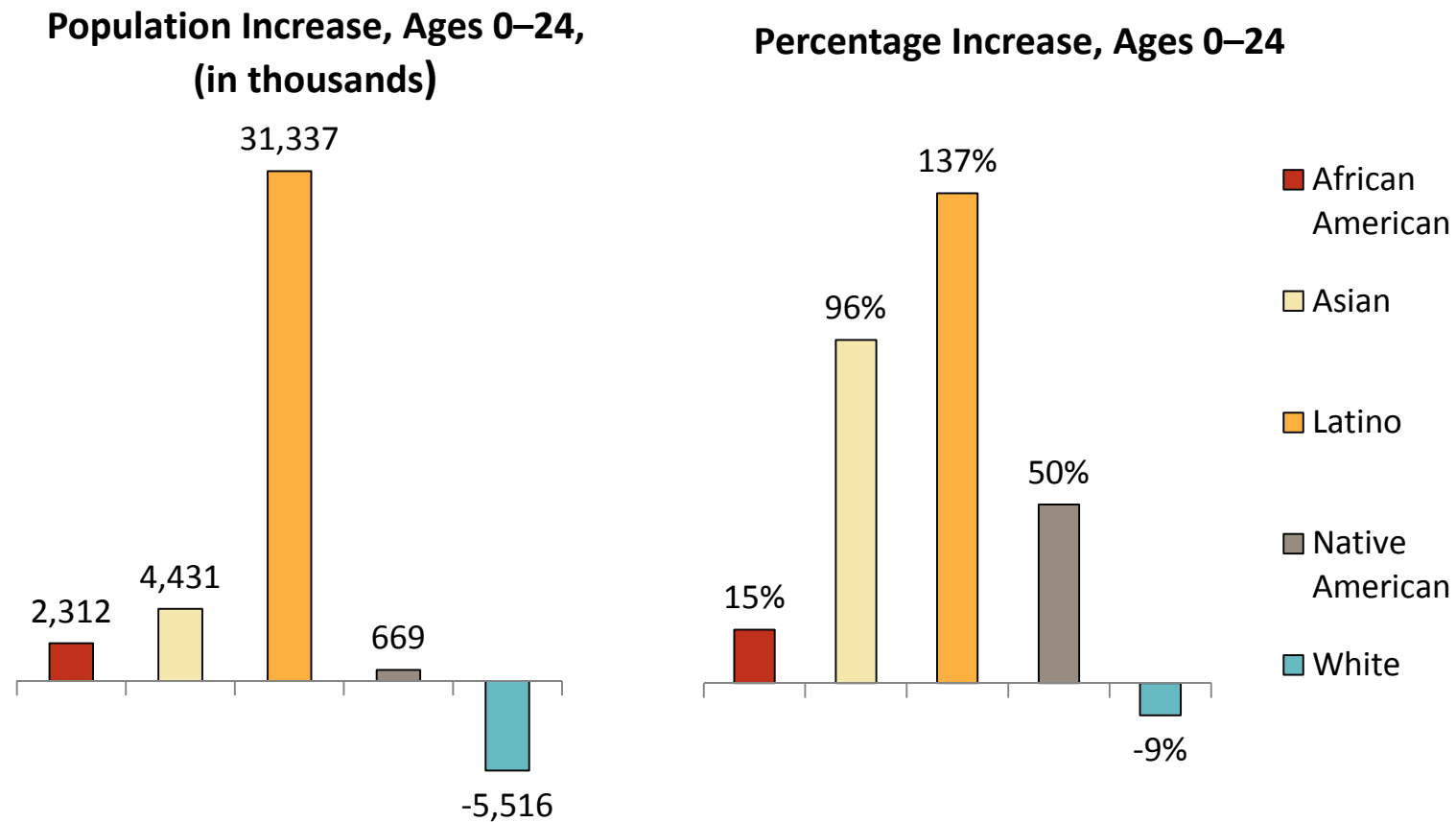




These rates threaten the health  
of our democracy.

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

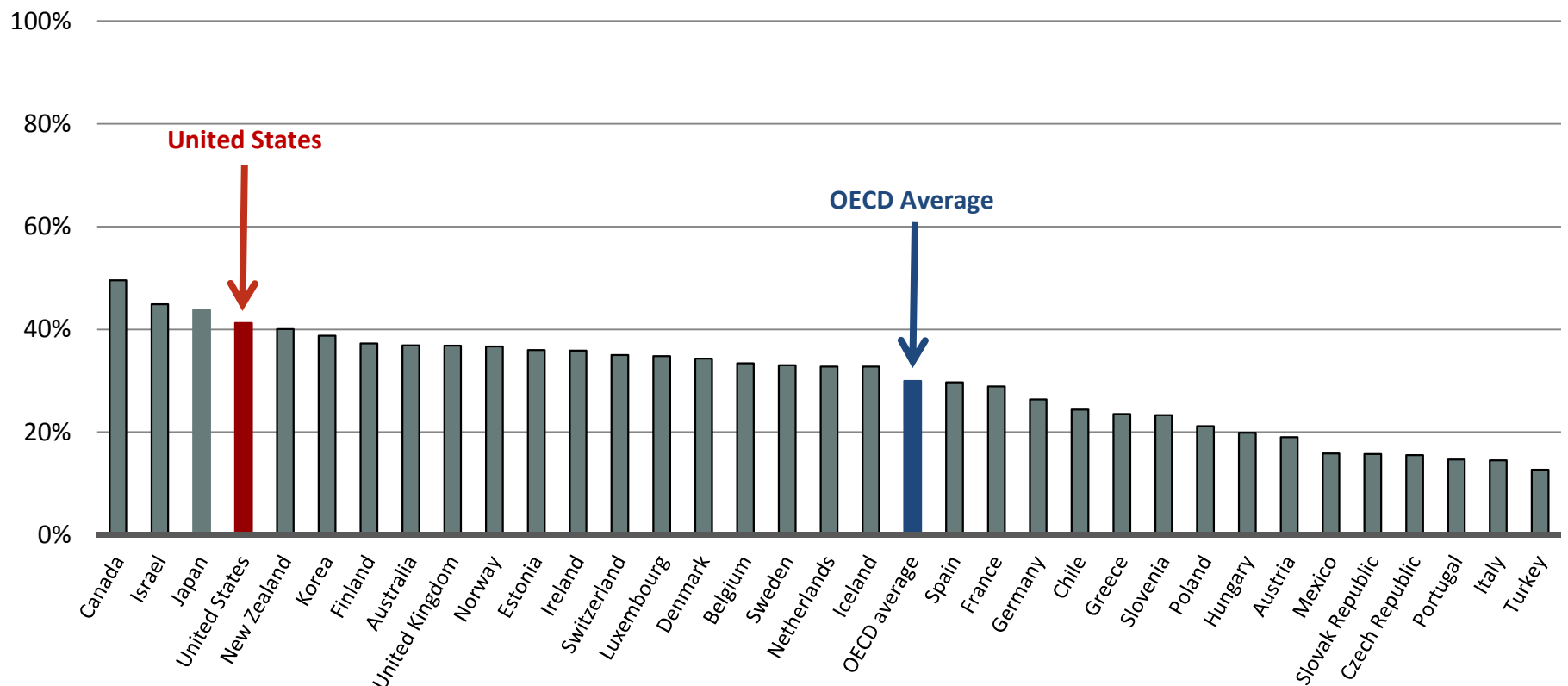
Source: National Population Projections, U.S. Census Bureau. Released 2008; NCHEMS, *Adding It Up*, 2007.



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

# We're relatively strong in educational attainment.

Percentage Of Residents Aged 25–64 With a Postsecondary Degree

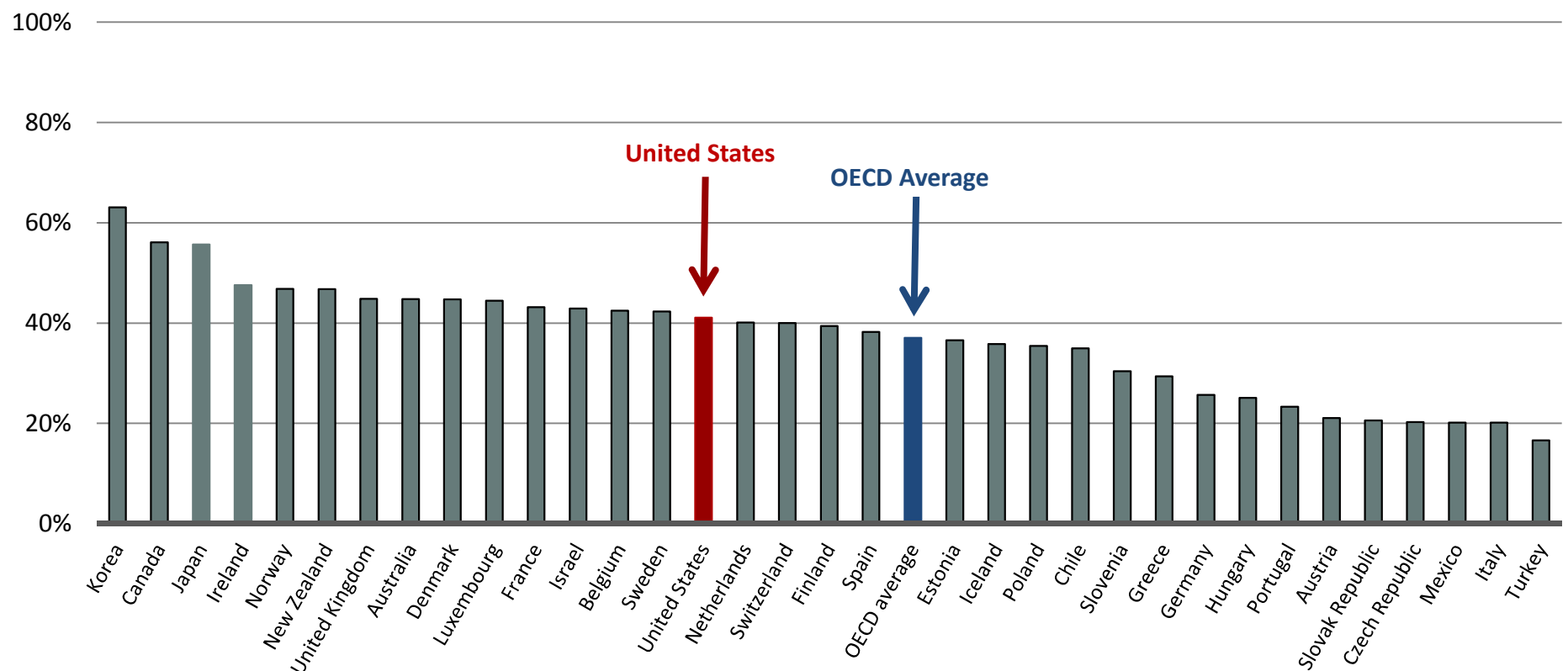


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually 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 15<sup>th</sup> for younger workers.

## Percentage of Residents Aged 25–34 With a Postsecondary Degree

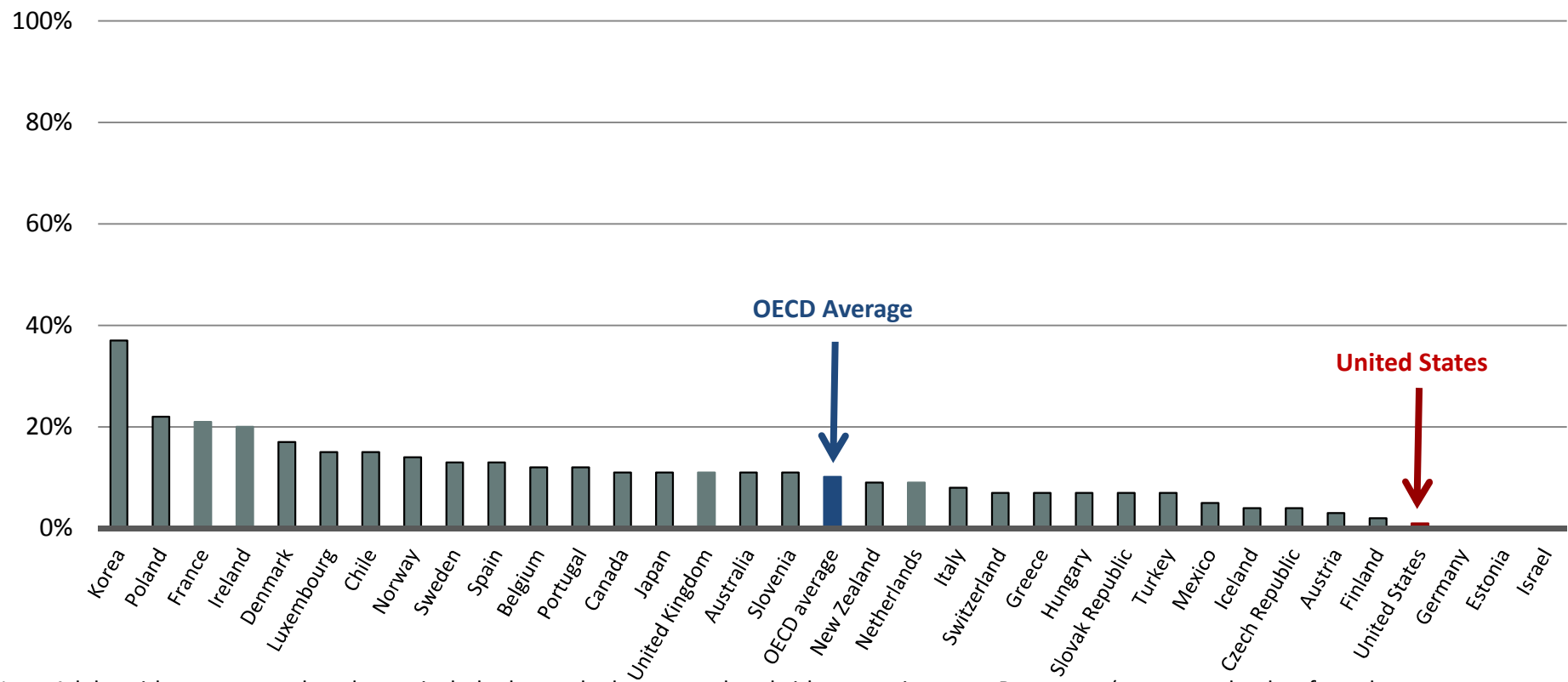


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually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

**Difference in Percentage of Residents Aged 45–54  
and Those Aged 25–34 With a Postsecondary Degree**



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)




# 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

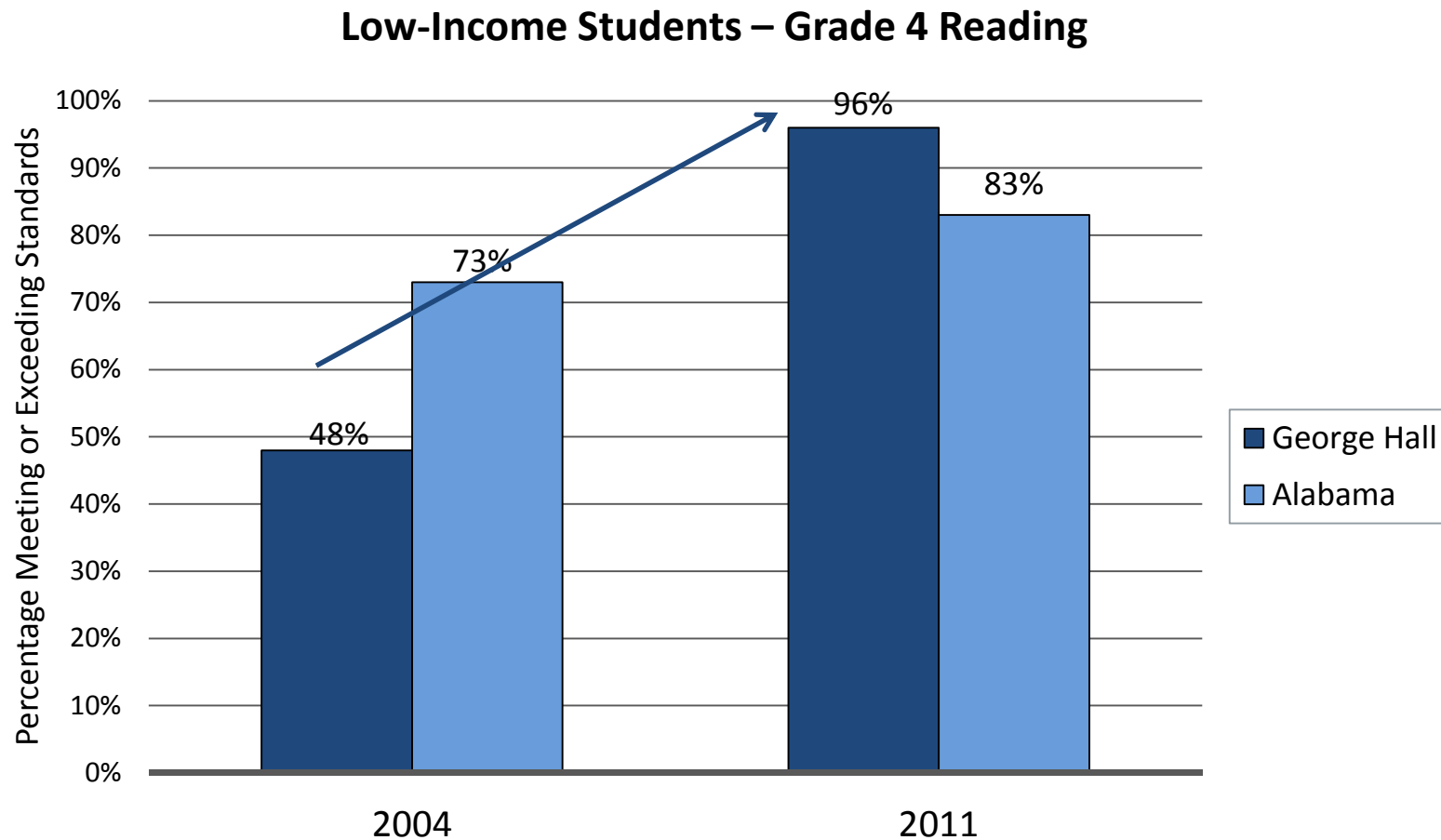
- 549 students in grades PK-5  
99% African American
- 99% Low Income



Note: Enrollment data are for 2009-10 school year

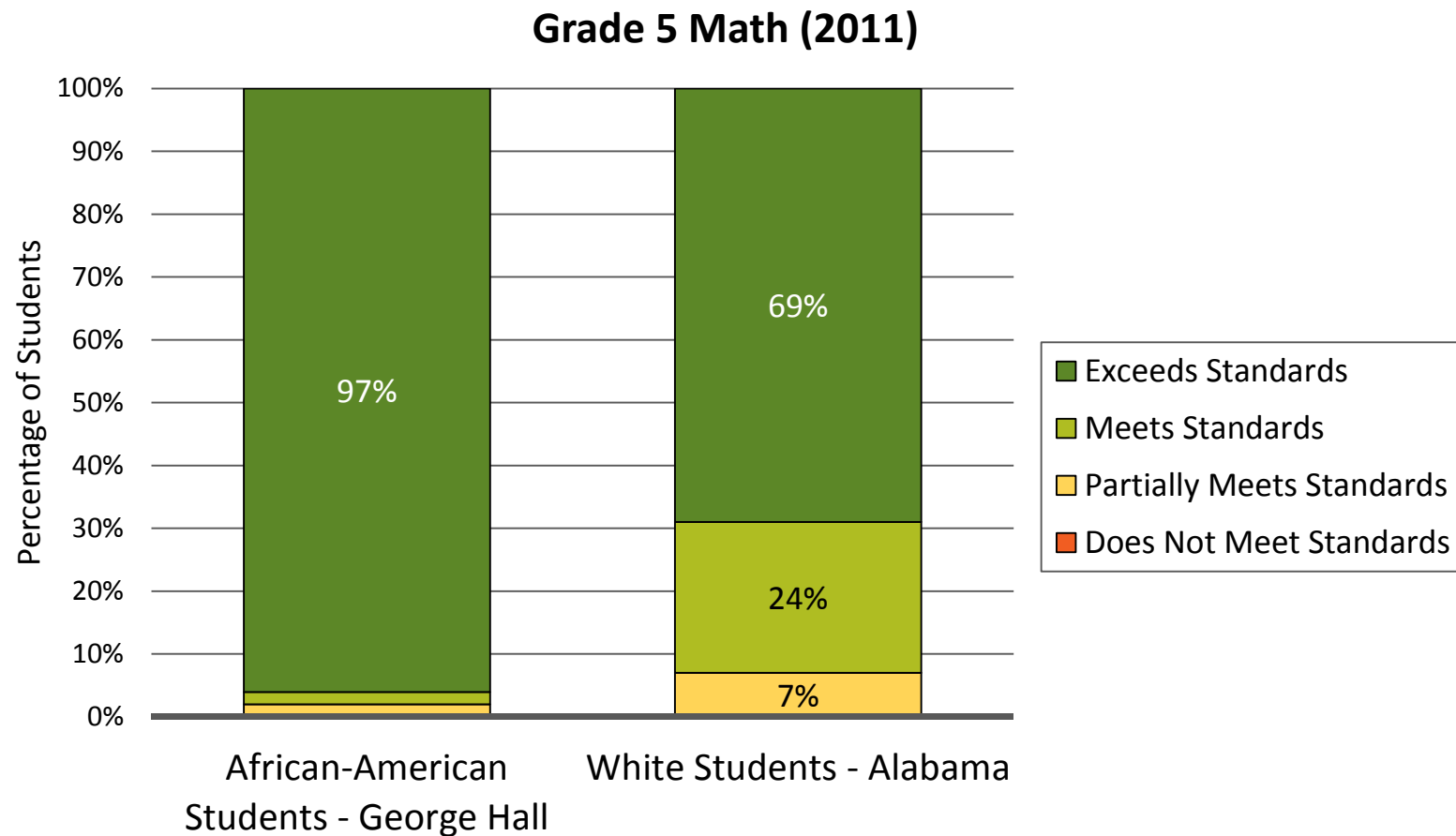
Source: Alabama Department of Education

# 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

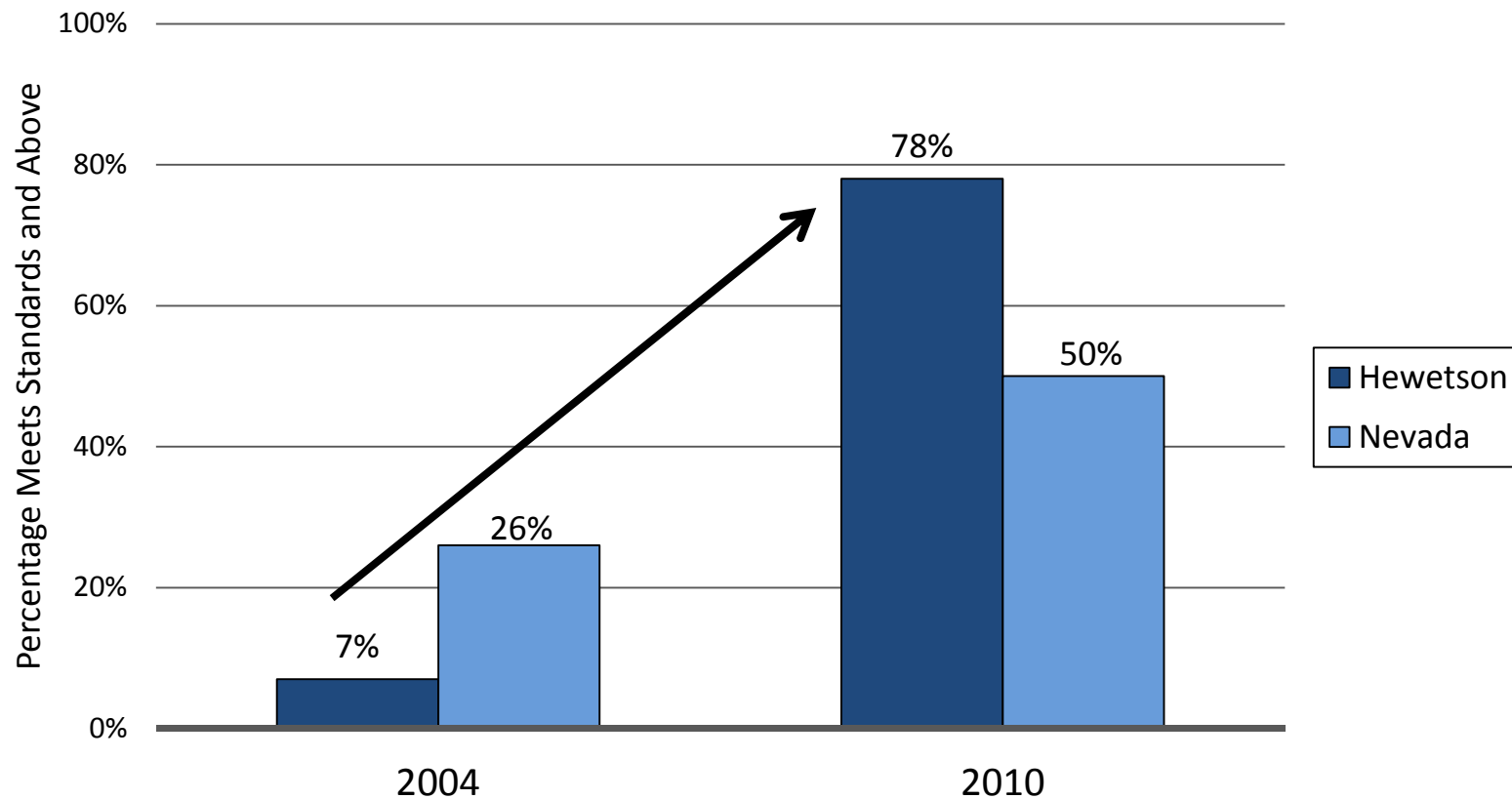
- 962 students in grades PK – 5
  - 85% Latino
  - 7% African American
- 100% Low Income
- 71% Limited English Proficient



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

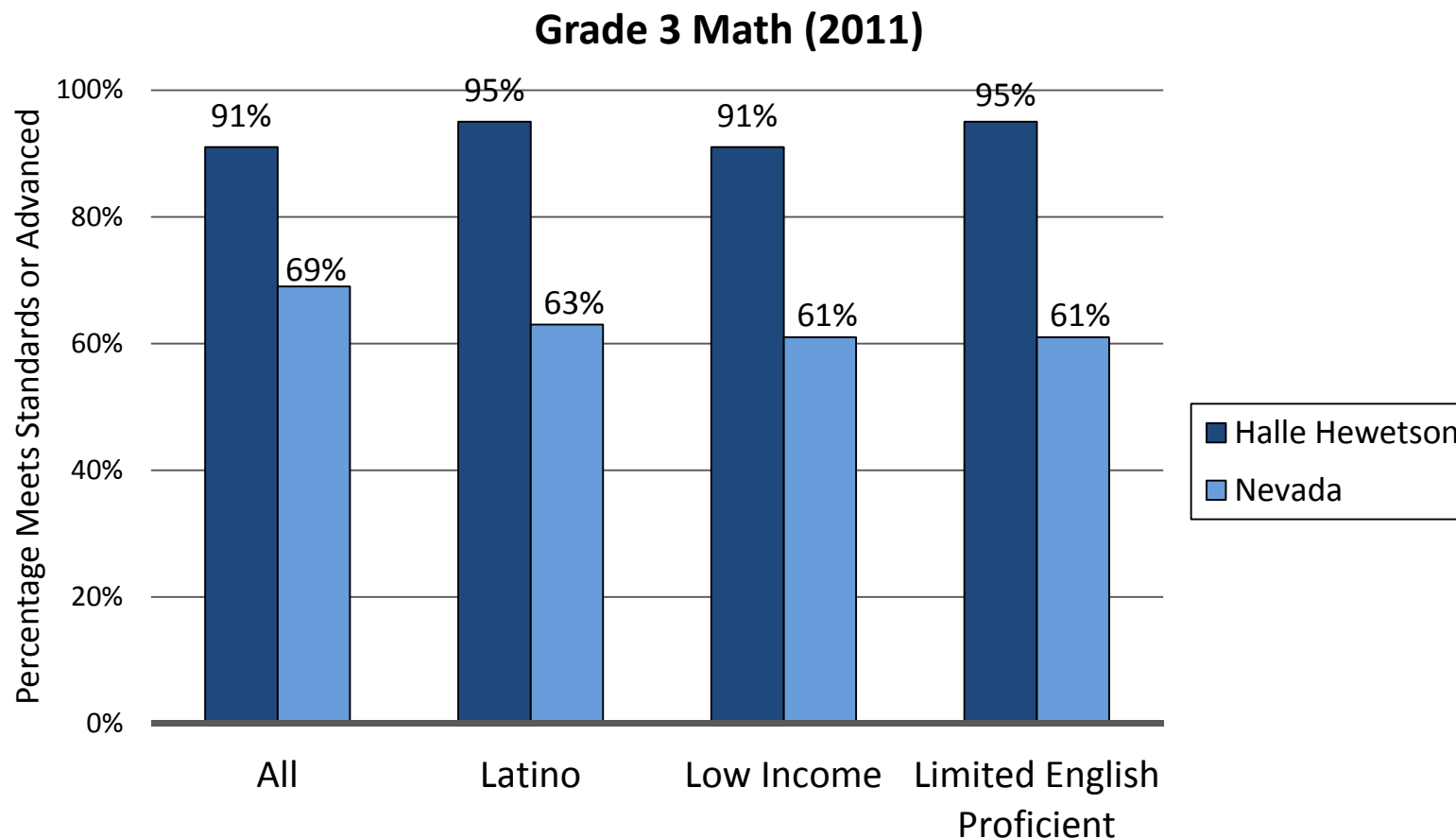
# Big Improvement at Halle Hewetson Elementary

## Latino Students – Grade 3 Reading



Source: Nevada Department of Education

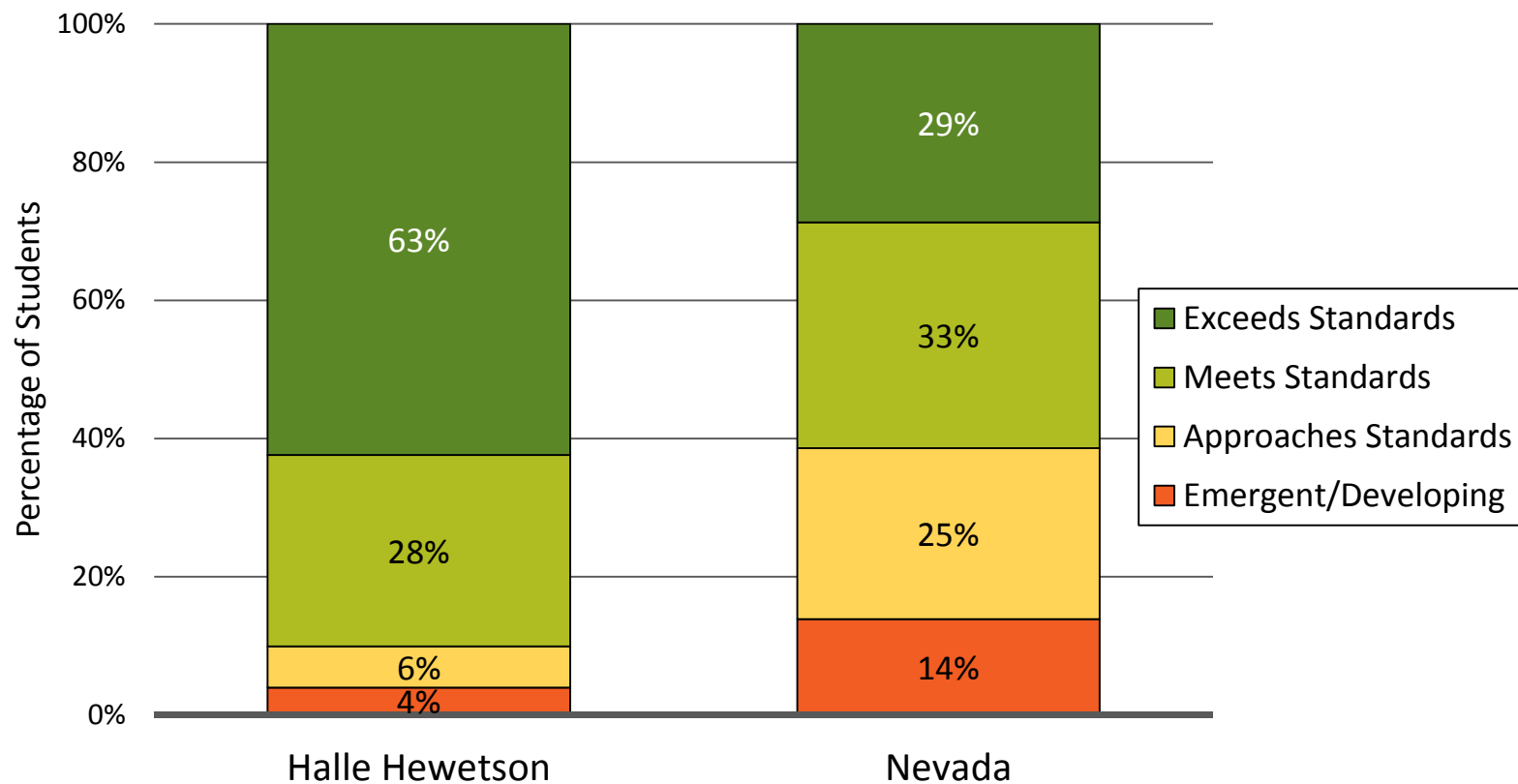
# High Performance Across Groups at Halle Hewetson Elementary



Source: Nevada Department of Education

# Exceeding Standards at Halle Hewetson Elementary

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



Source: Nevada Department of Education



# Calcedaver Elementary School

## Mount Vernon, AL

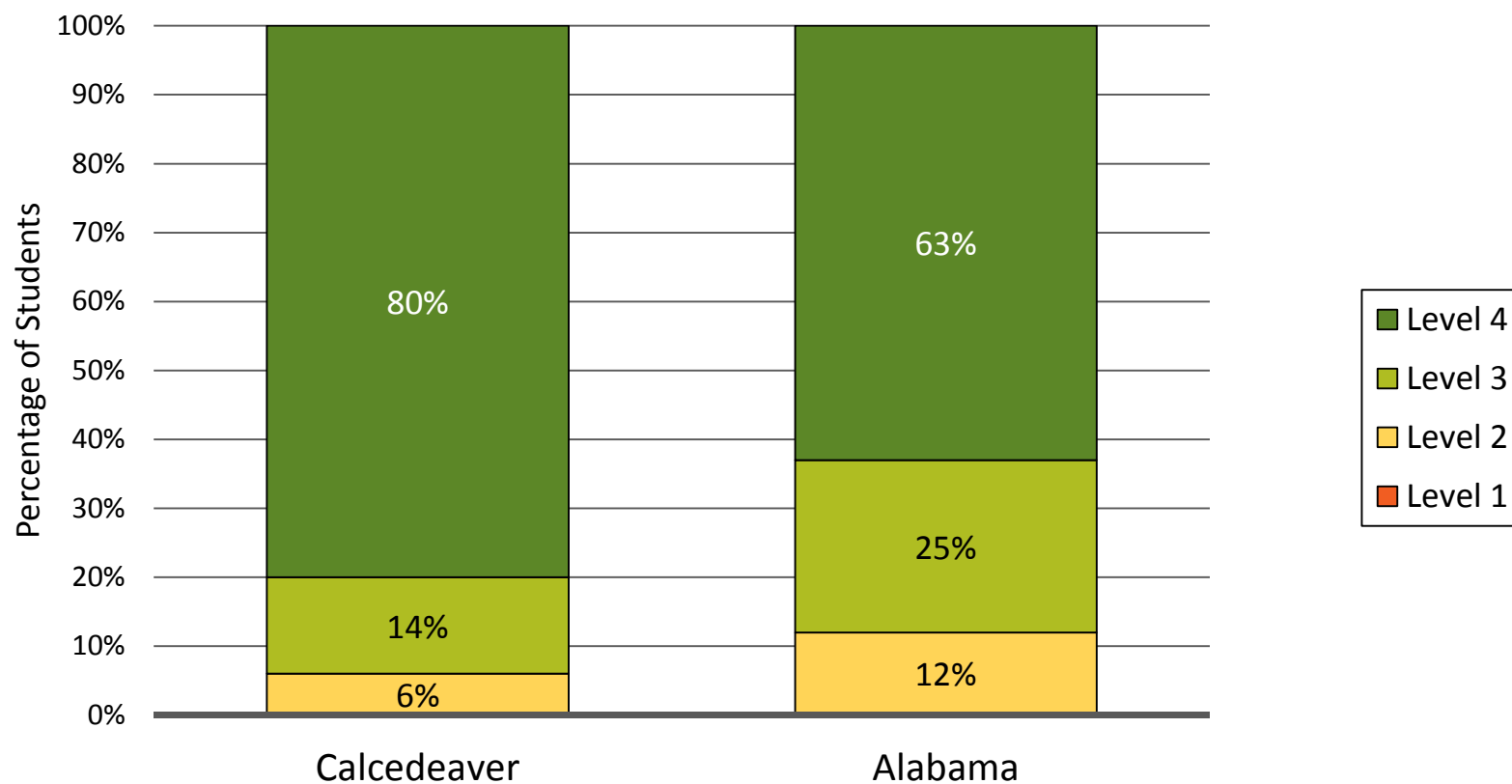
- 262 students in grades K – 6
  - 81% American Indian
  - 16% white
- 80% Low Income



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

# Outperforming the State at Calcedeaver Elementary

All Students – Grade 6 Reading (2011)



Source: Alabama State Department of Education





# Elmont Memorial Junior-Senior High

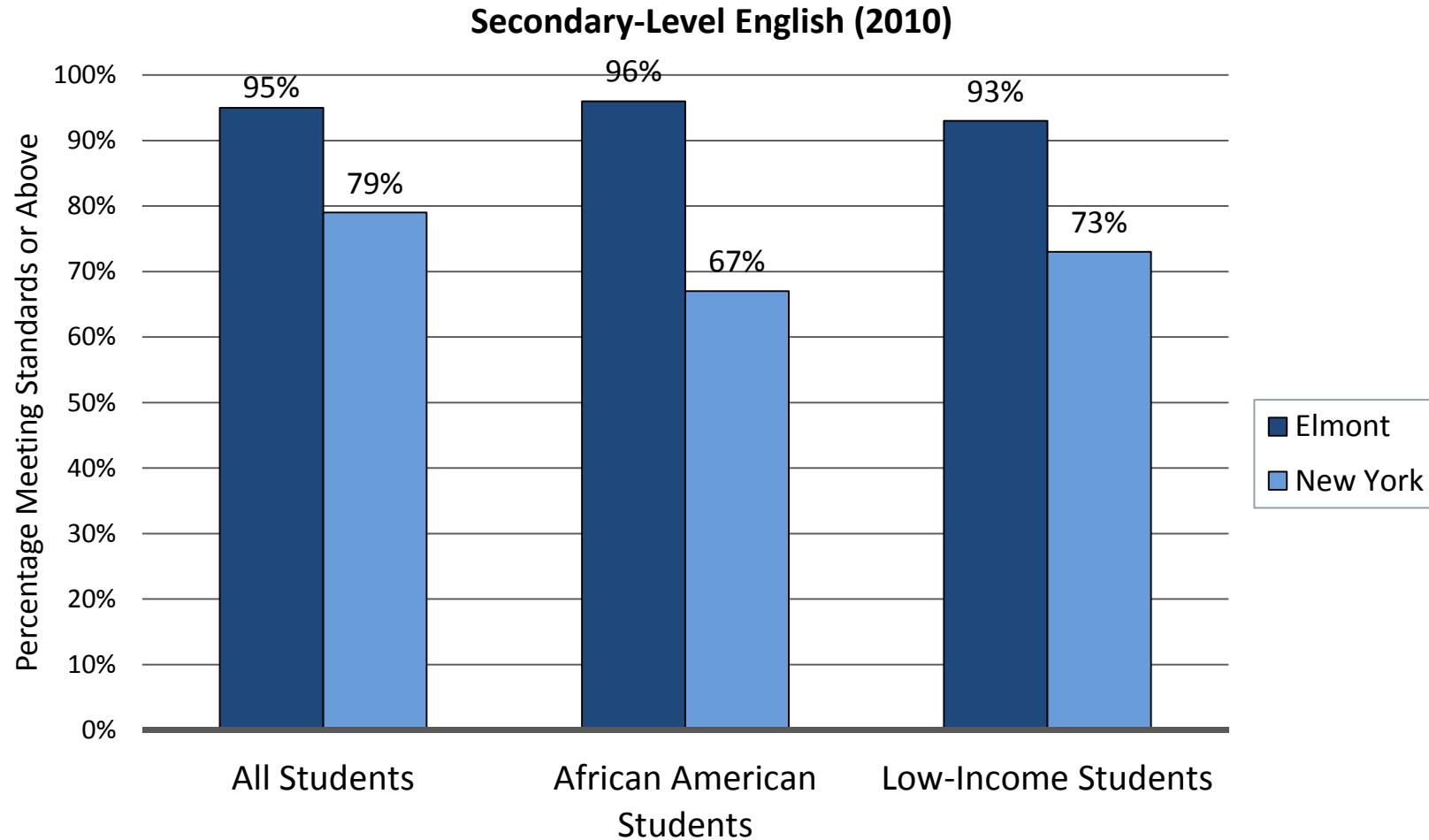
## Elmont, New York

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



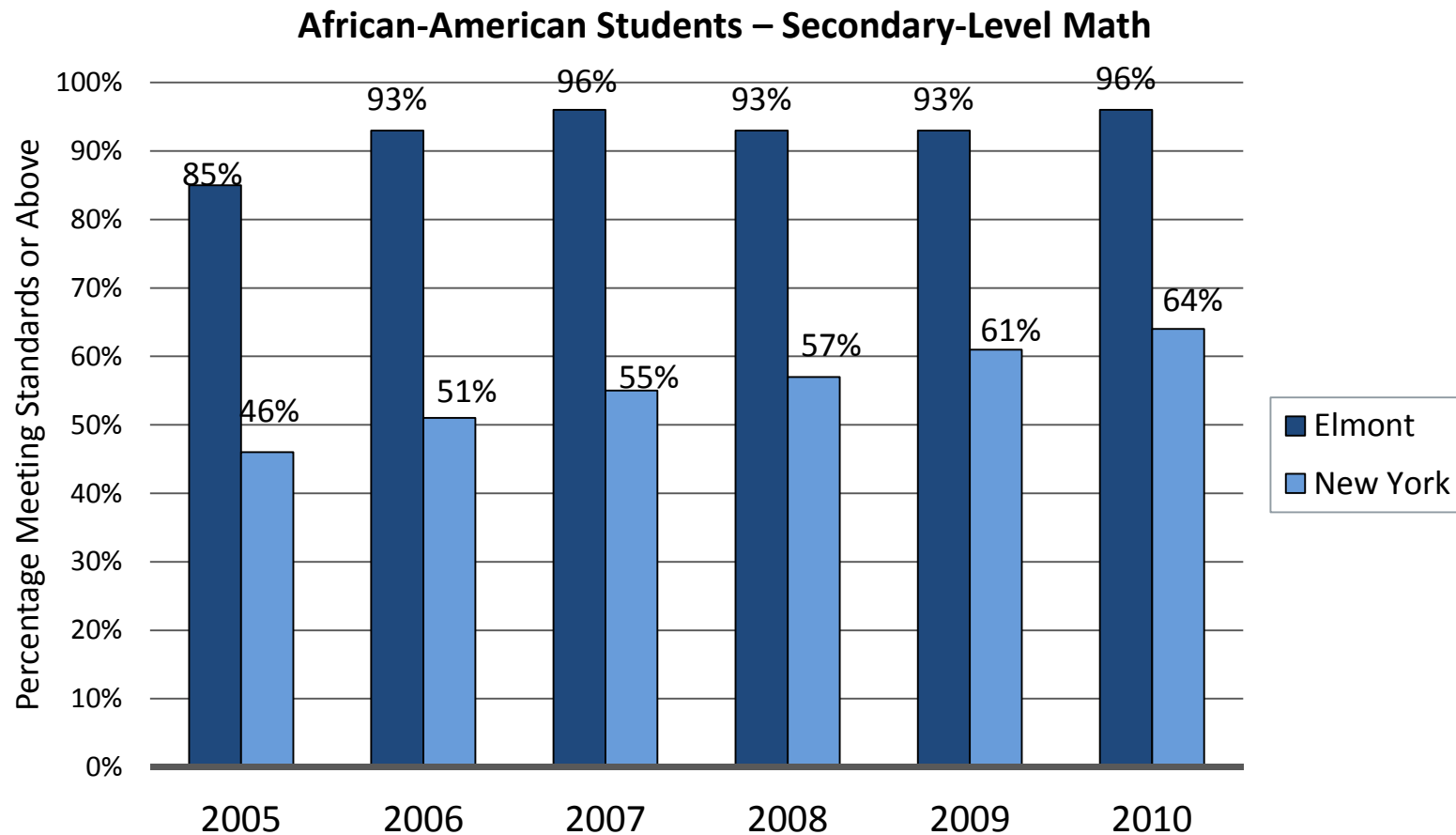
Source: New York Department of Education

# Outperforming the State at Elmont



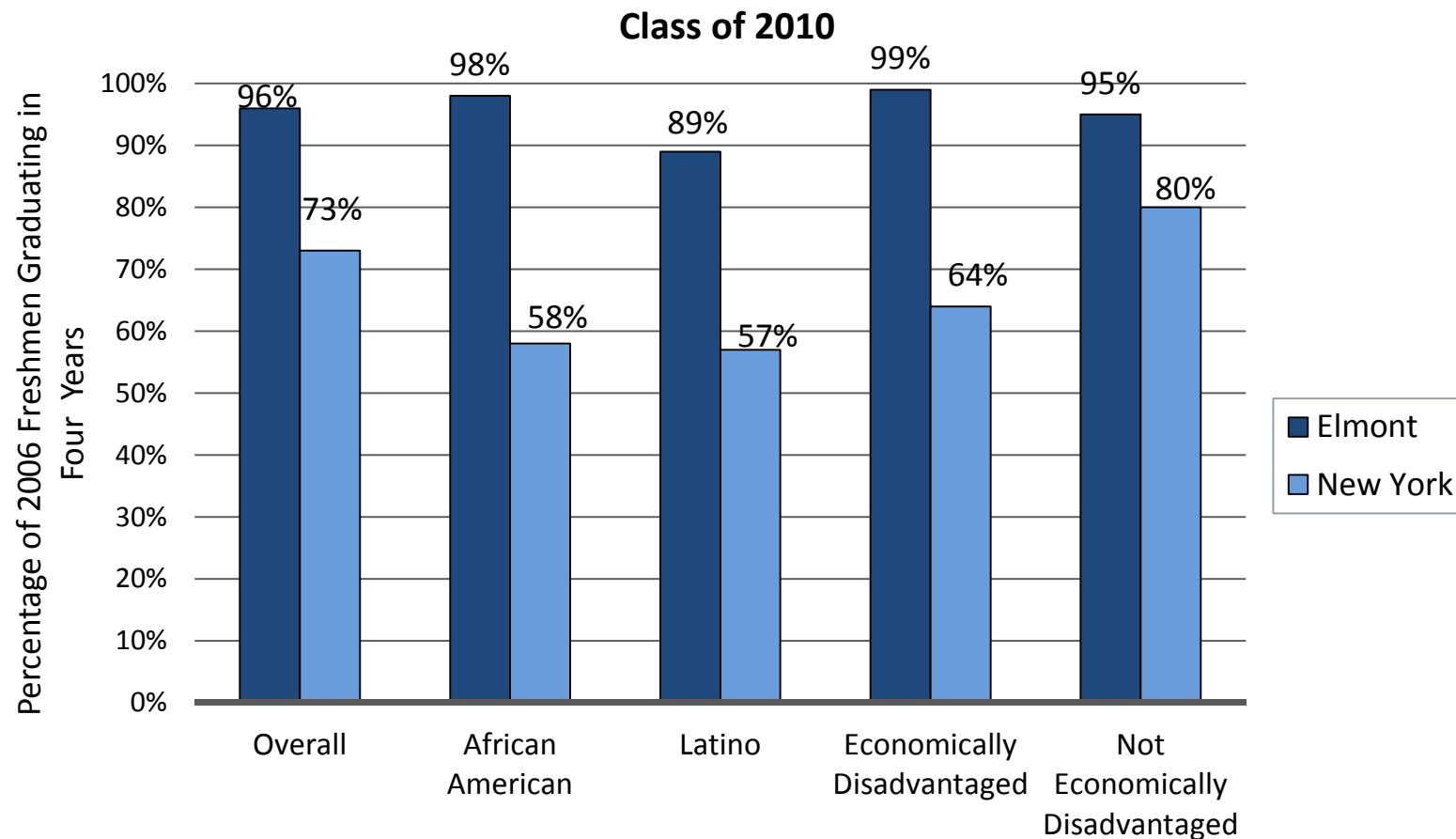
Source: New York State Department of Education

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

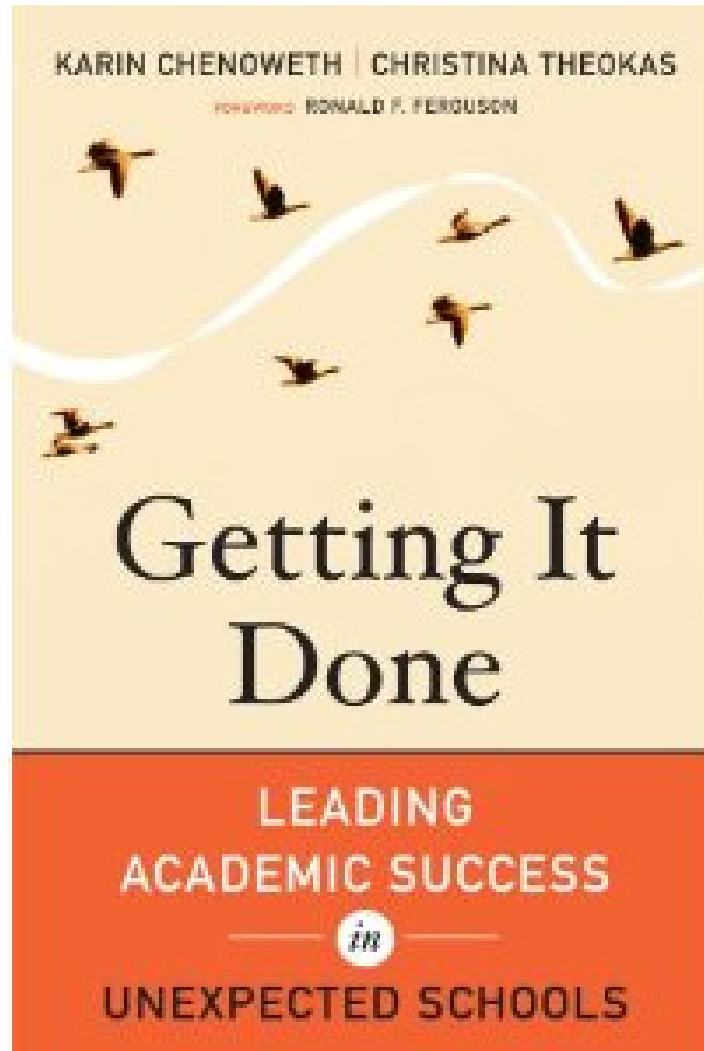


Source: New York State Department of Education

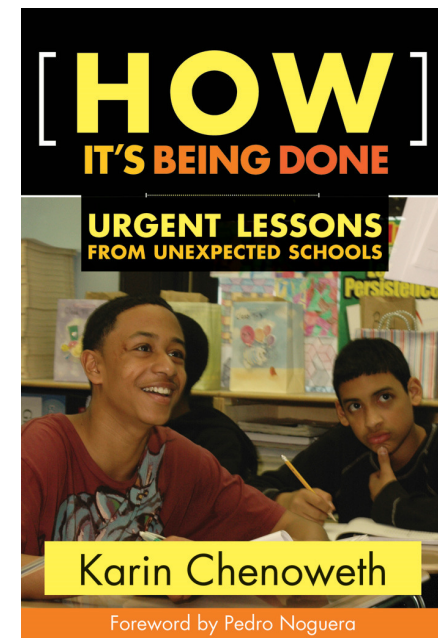
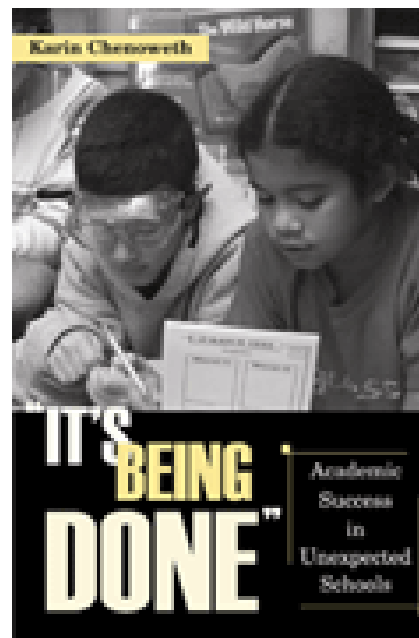
# High Graduation Rates at Elmont Memorial High School




Source: New York State Department of Education



Available from  
Harvard Education Press  
and amazon.com



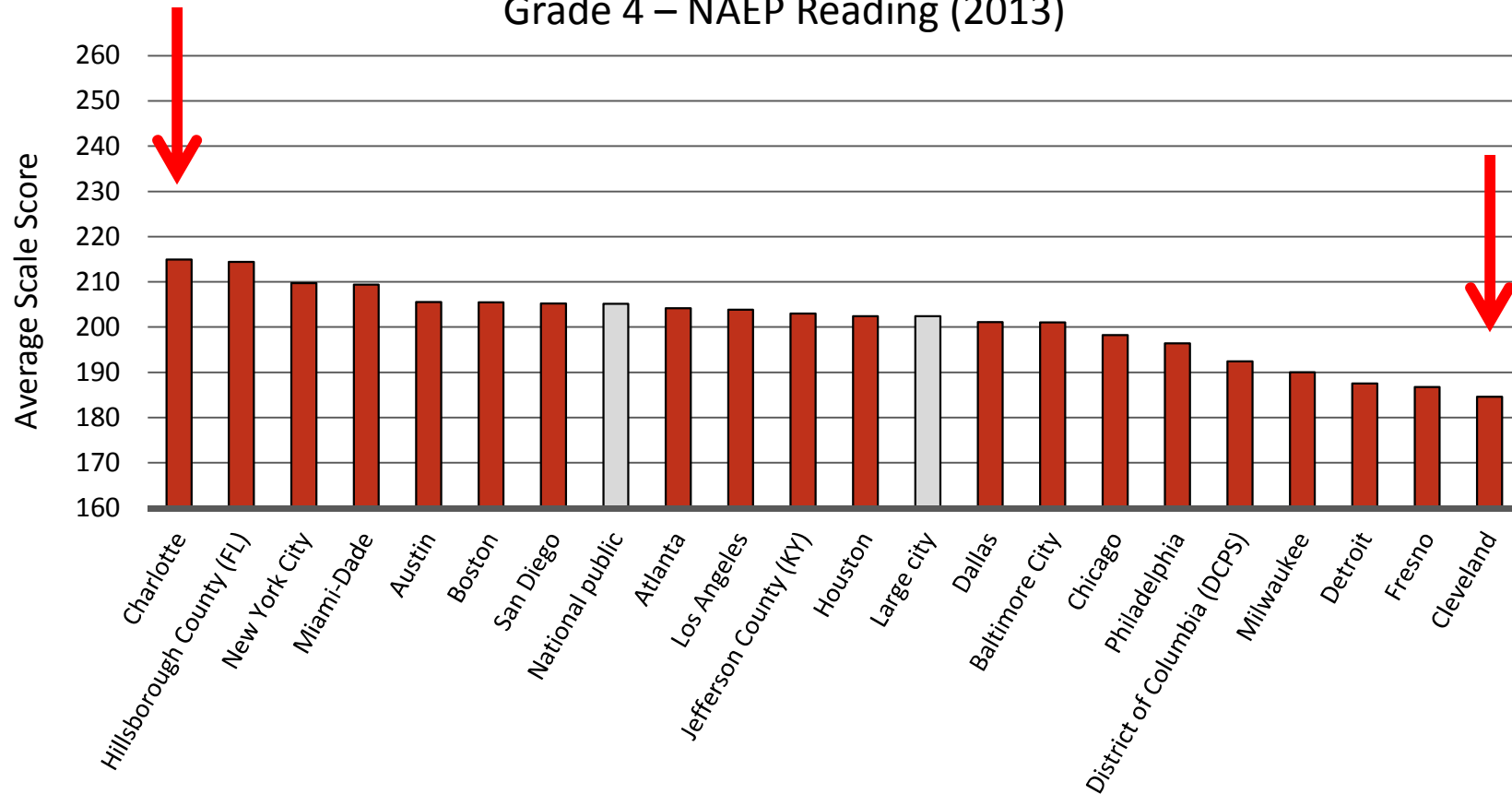




Very big differences at district level,  
too—even in the performance of the  
“same” group of students.

# Average Scale Scores, by District African American Students

Grade 4 – NAEP Reading (2013)



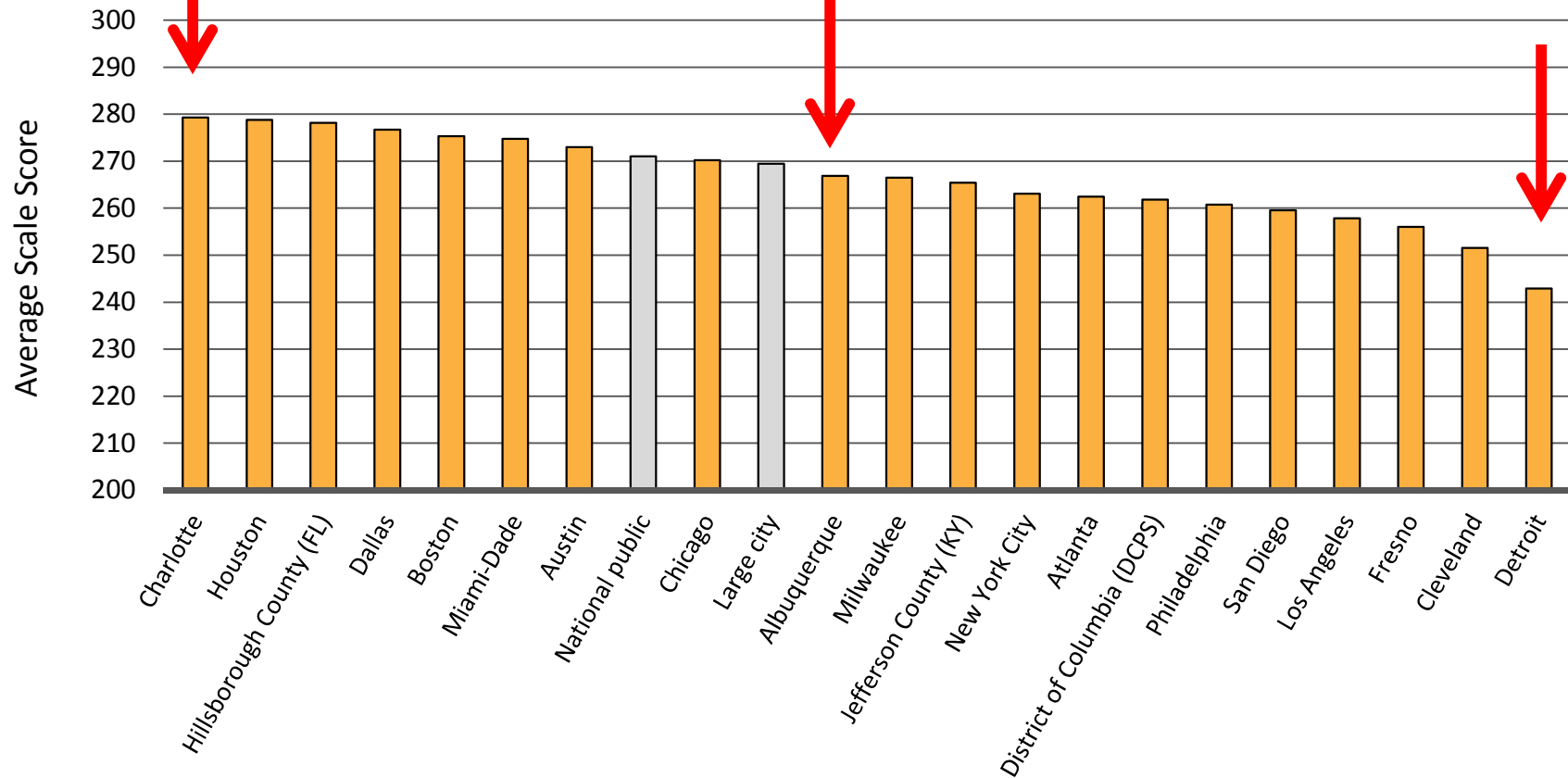
Note: Basic Scale Score = 208; Proficient Scale Score = 238

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

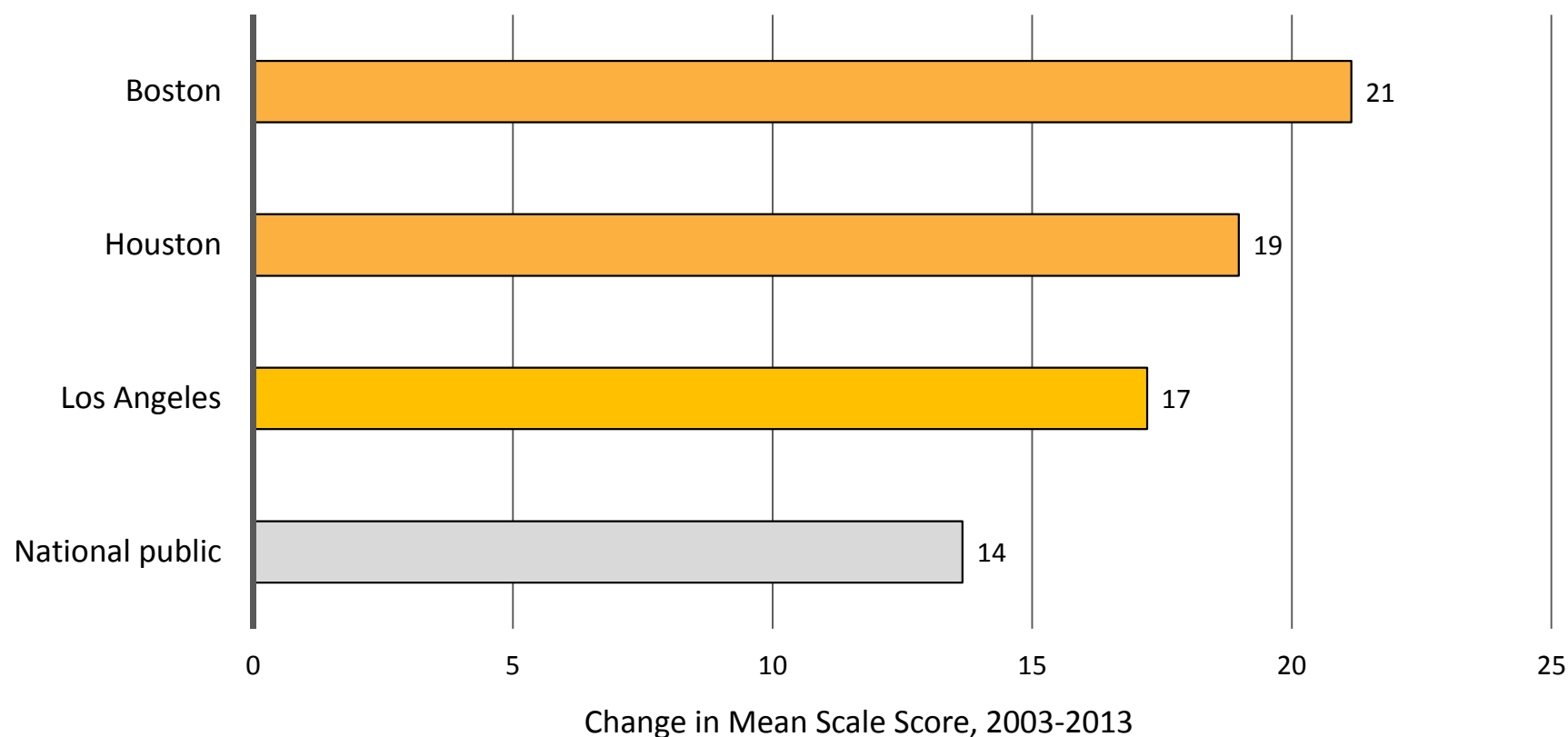
Source: NAEP Data Explorer, NCES




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



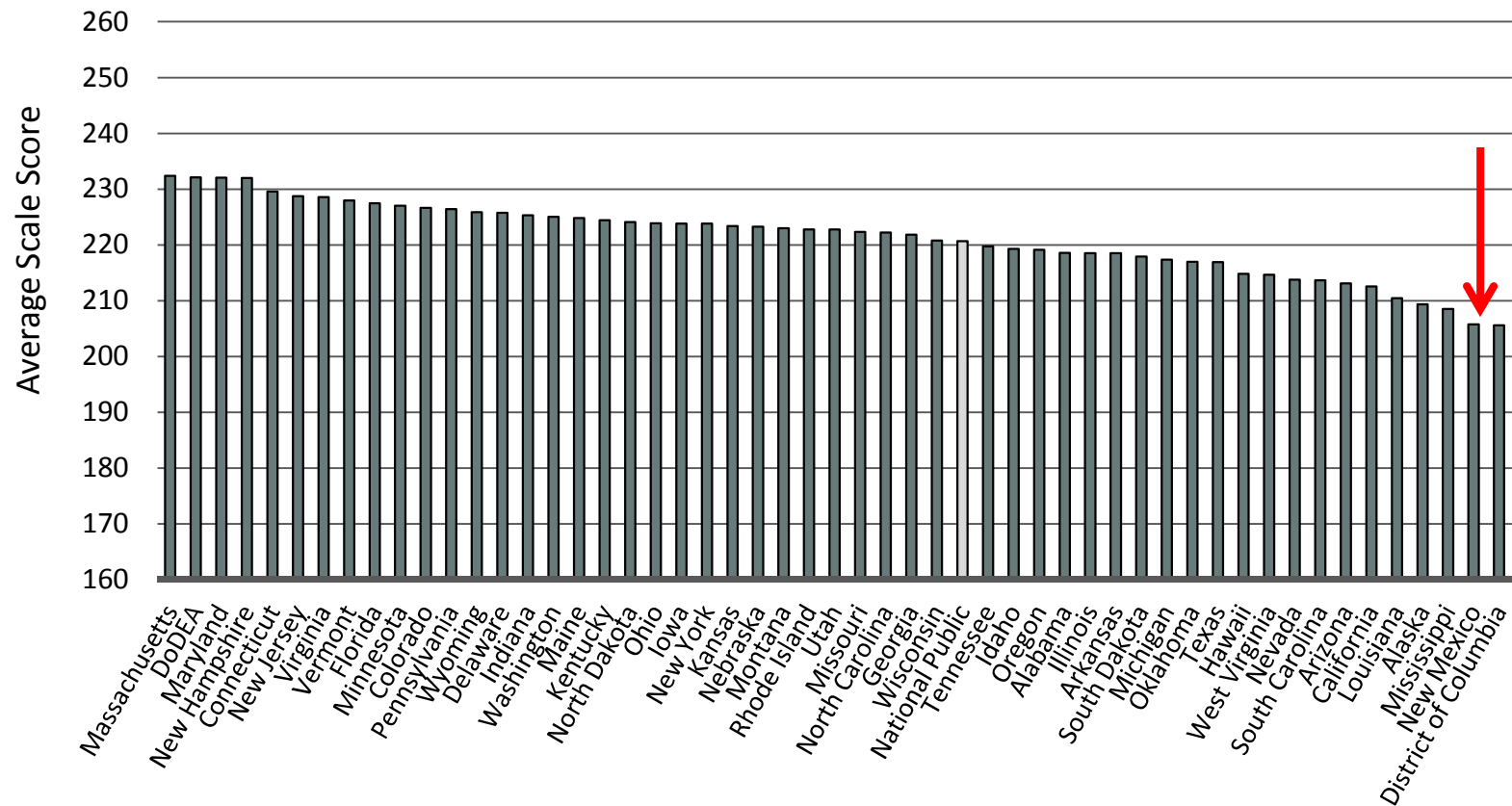
Bottom Line:  
At Every Level of Education,  
What We Do Matters!



# What do the data tell us about New Mexico?

# Scale Scores by State – All Students

## Grade 4 – NAEP Reading (2013)

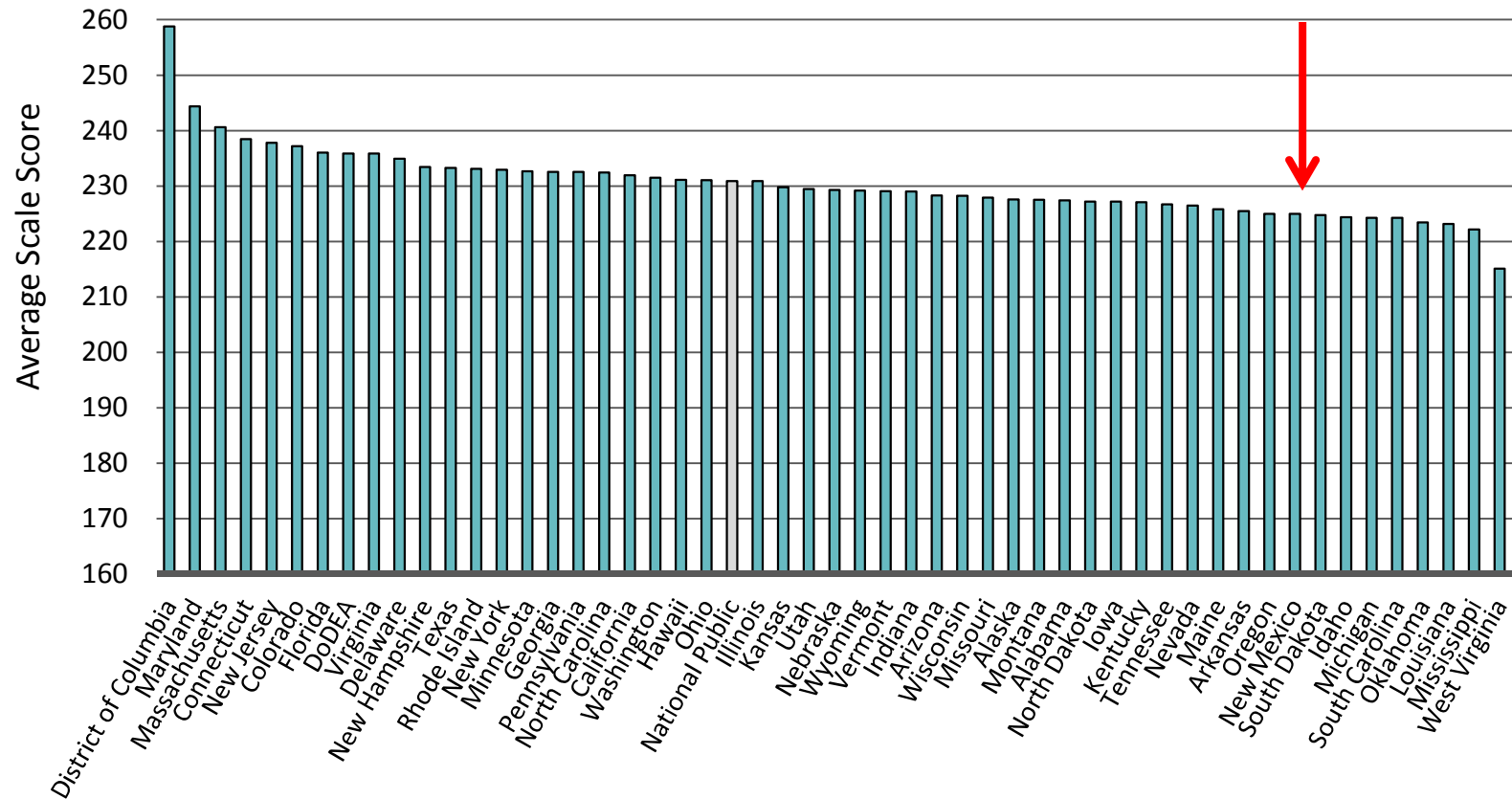


Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)



# Scale Scores by State – White Students

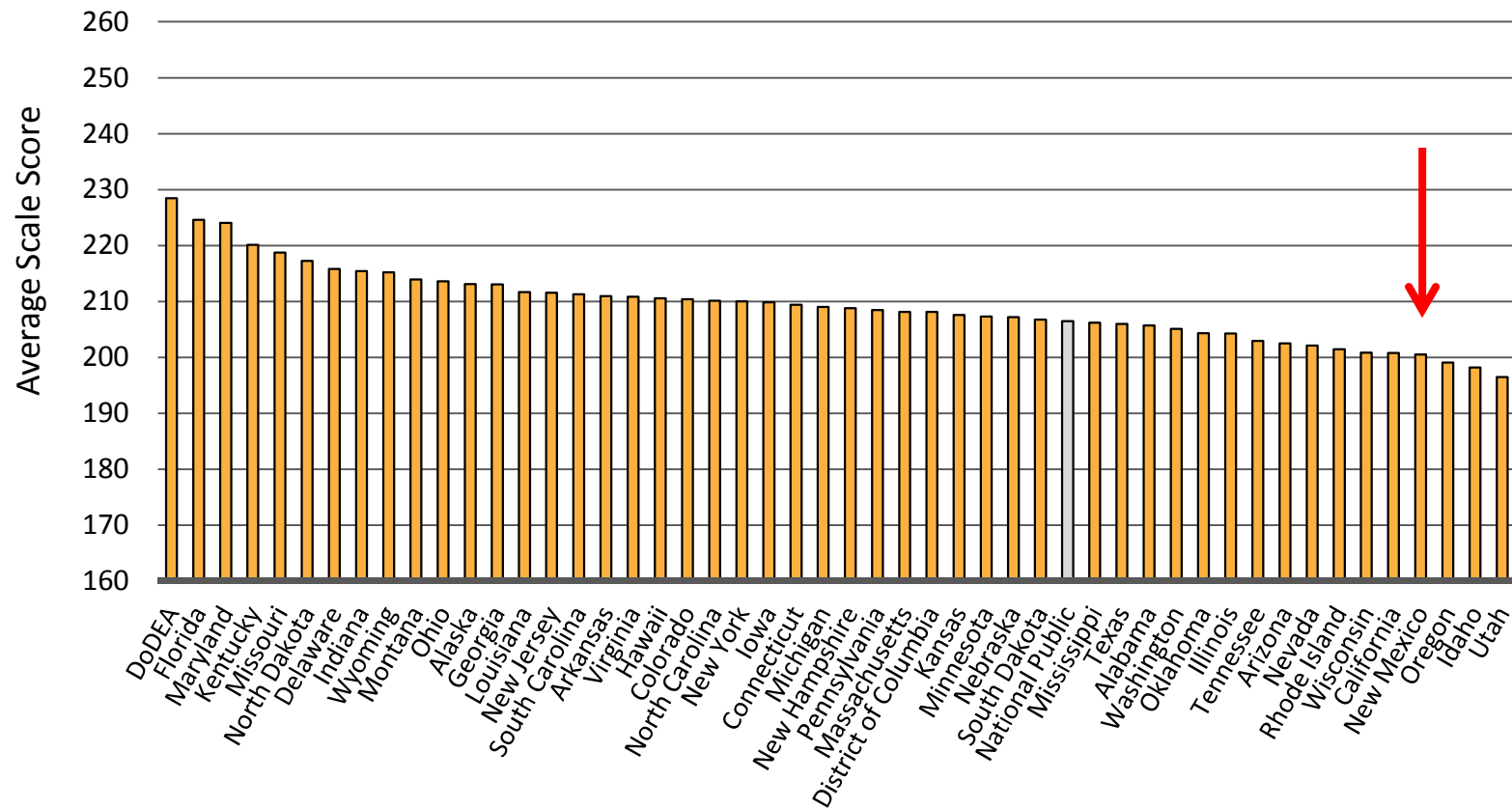
## Grade 4 – NAEP Reading (2013)



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

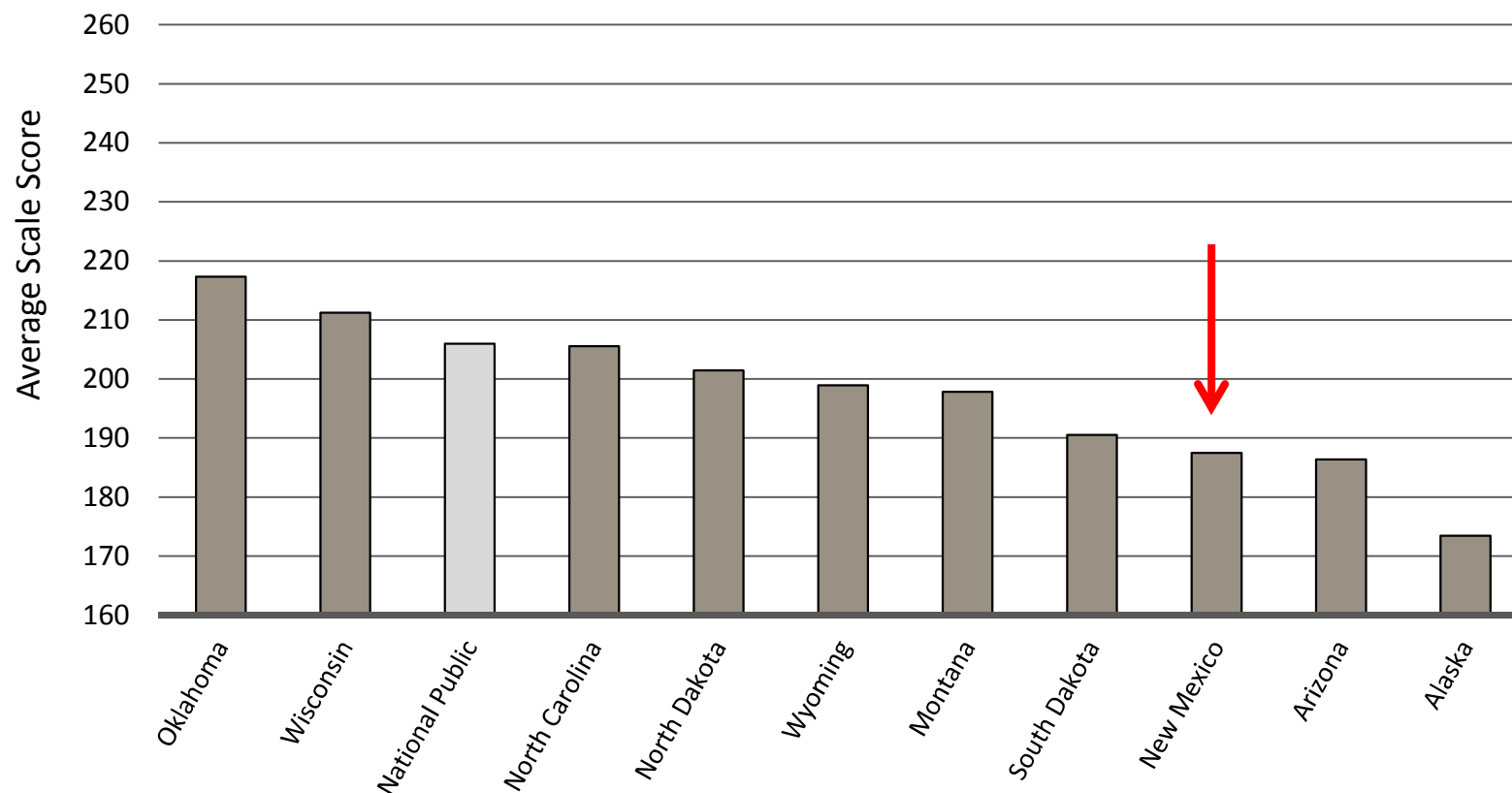
# Scale Scores by State – Latino Students

## Grade 4 – NAEP Reading (2013)



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

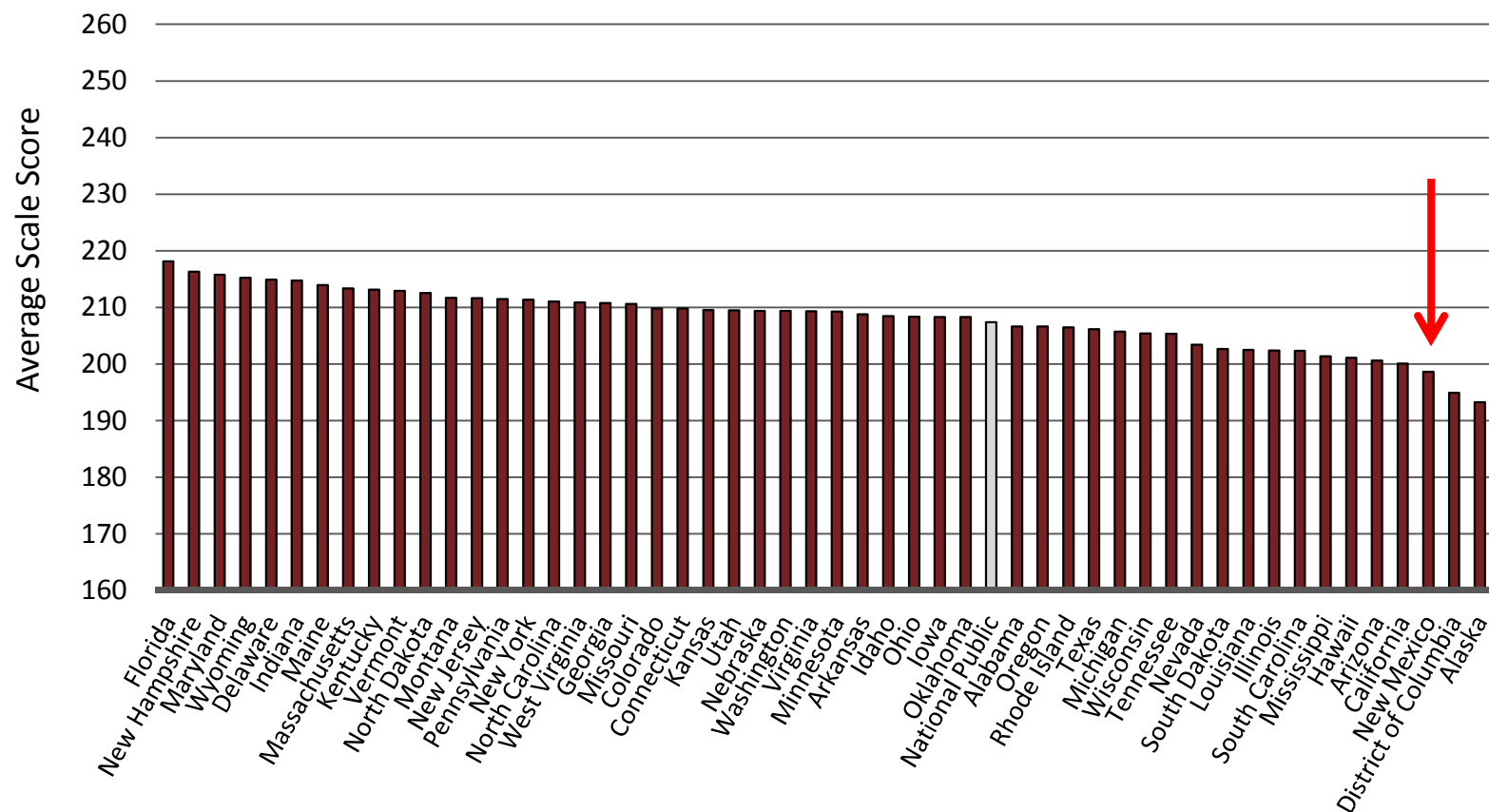
# Scale Scores by State – American Indian/Alaska Native Students Grade 4 – NAEP Reading (2013)



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

# Scale Scores by State – Low-Income Students

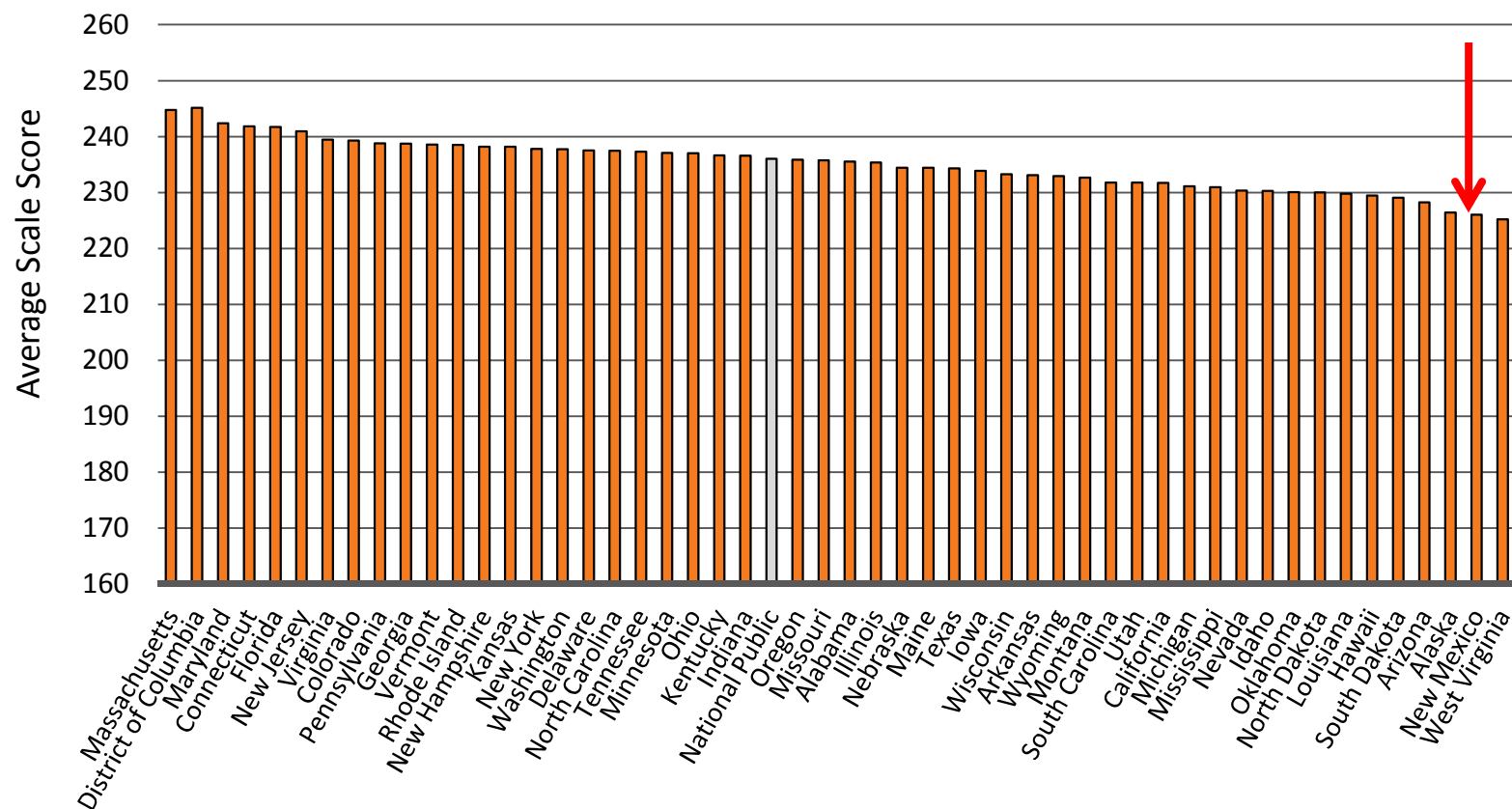
## Grade 4 – NAEP Reading (2013)



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

# Scale Scores by State – Higher Income Students

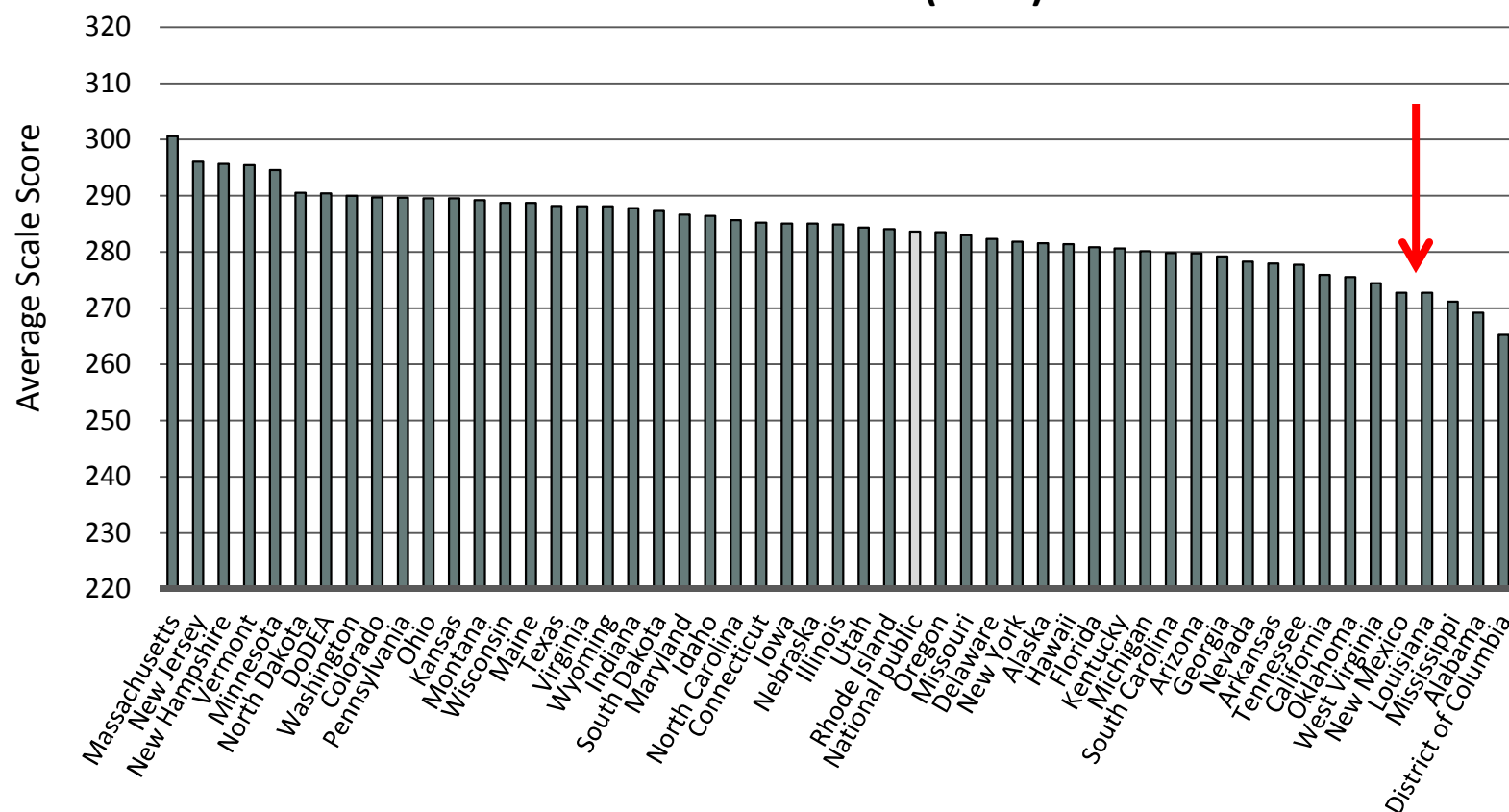
## Grade 4 – NAEP Reading (2013)



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

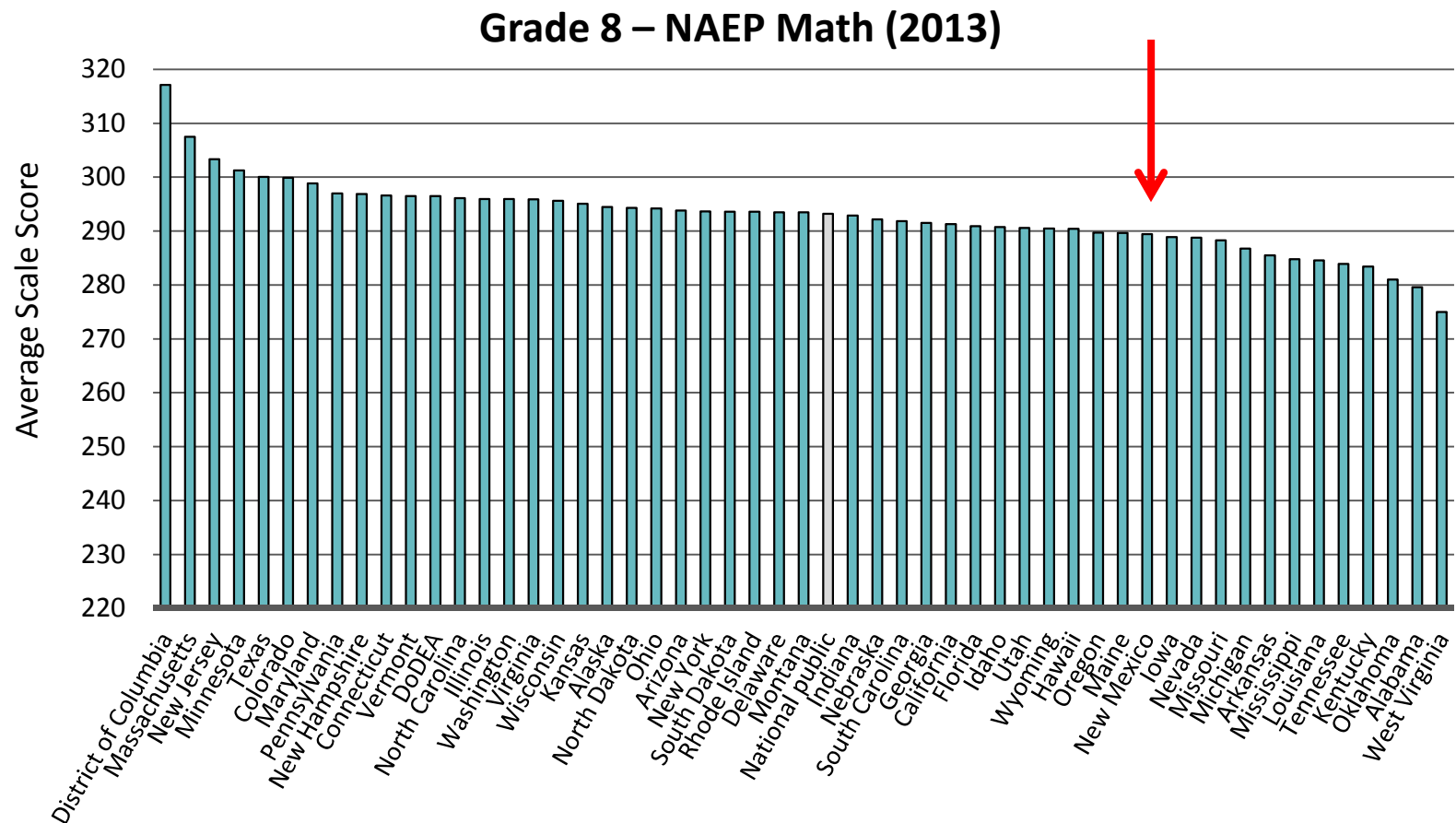
# Scale Scores by State – All Students

## Grade 8 – NAEP Math (2013)



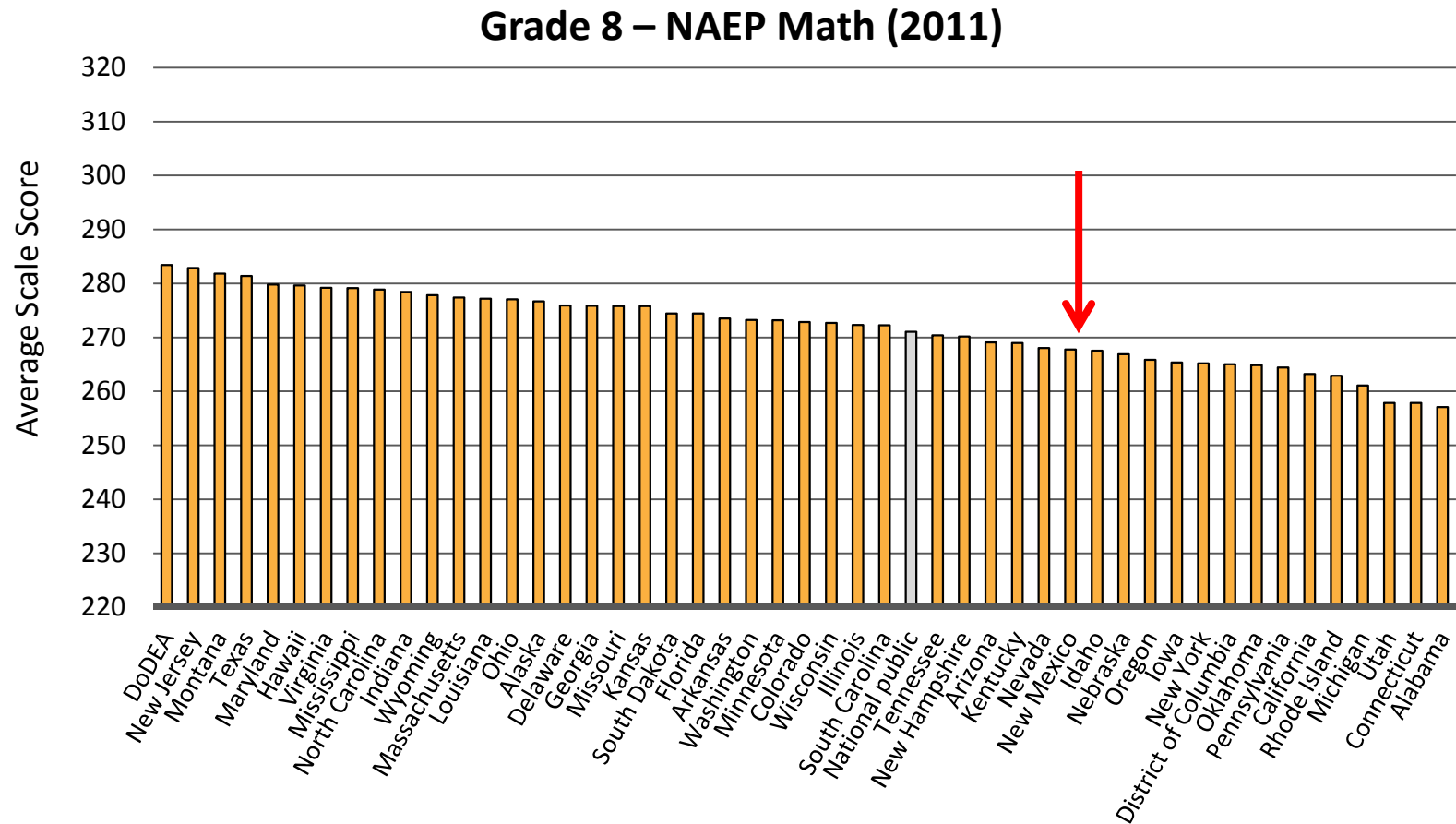
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

# Scale Scores by State – White Students



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

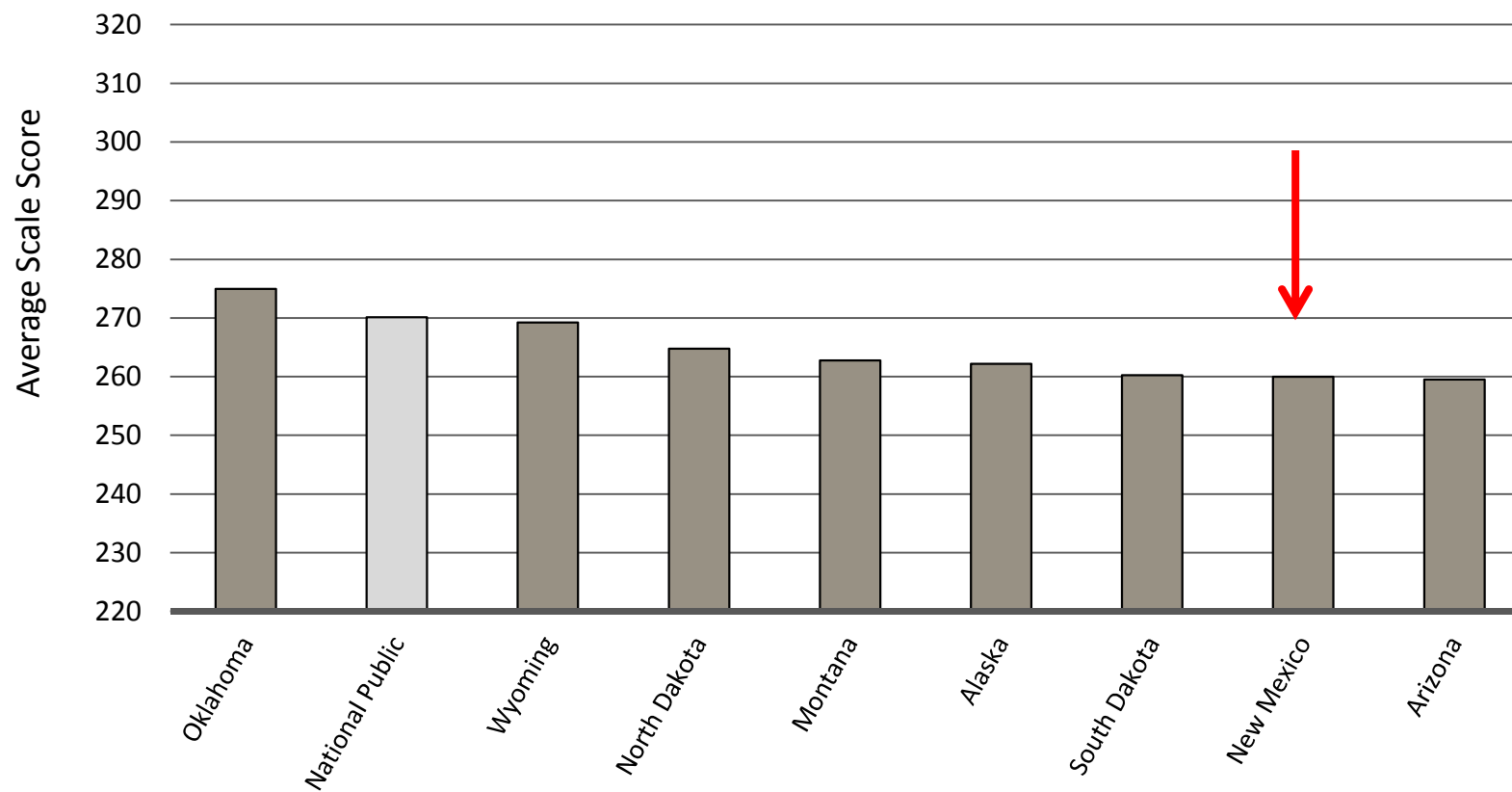
# Scale Scores by State – Latino Students



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

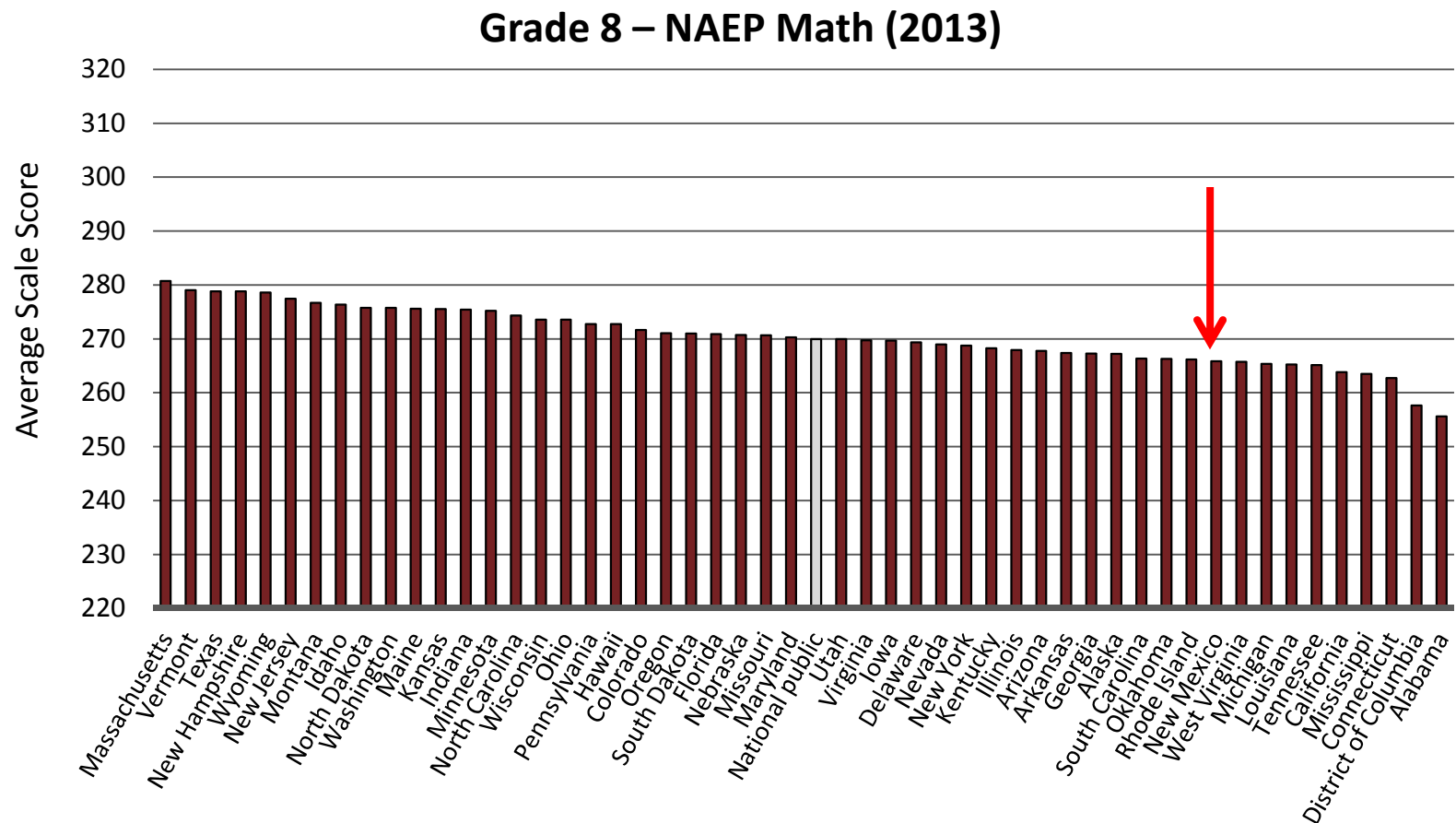


# Scale Scores by State – American Indian/Alaska Native Students Grade 8 – NAEP Math (2013)



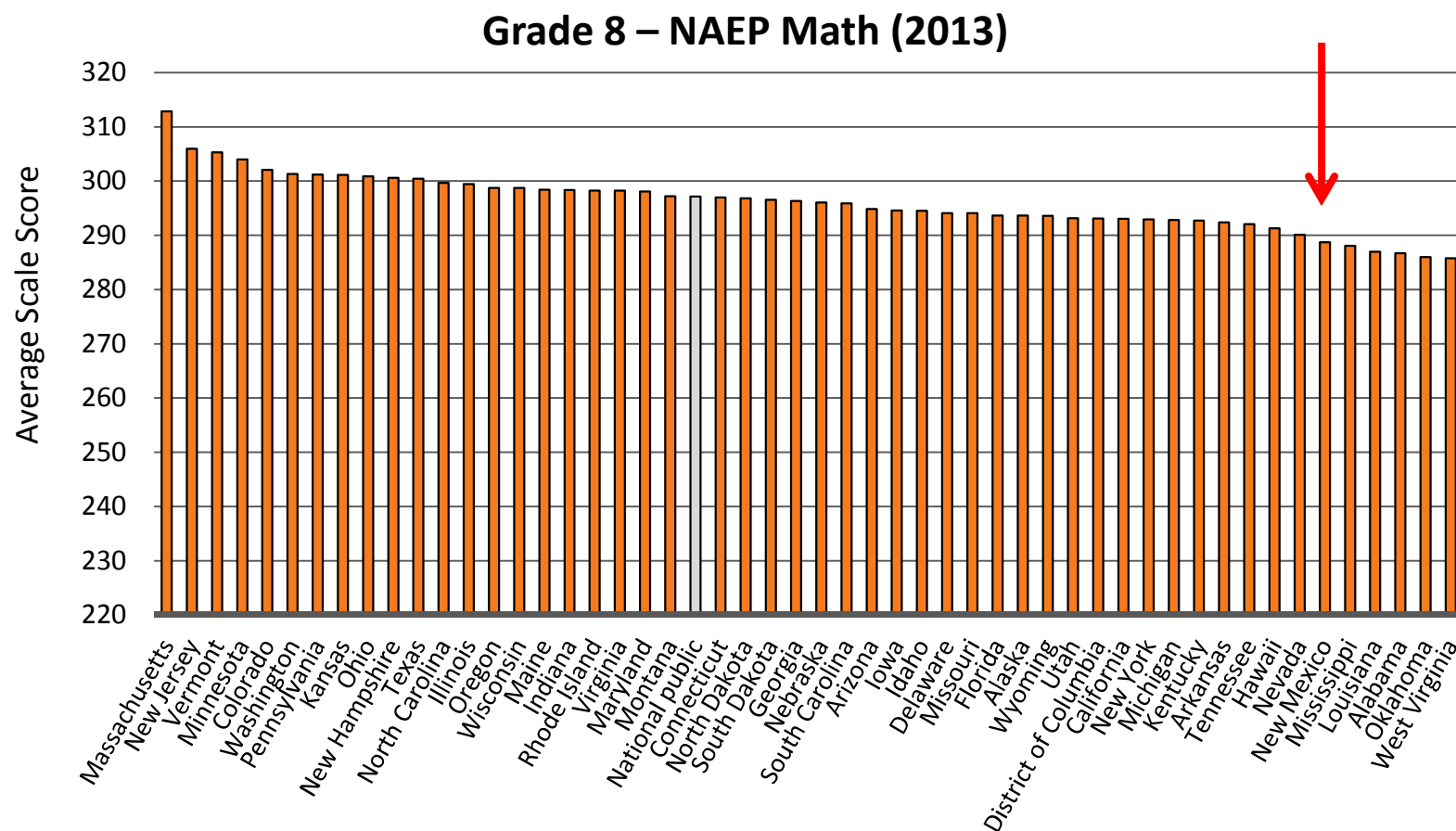
- NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

# Scale Scores by State – Low-Income Students



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

# Scale Scores by State – Higher Income Students



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



# Looking at Improvement

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

## Improvement: 2003-13

	Change	Rank
American Indian	+6	3rd
Hispanic	+4	22 <sup>nd</sup> (tied)
White	+3	27 <sup>th</sup> (tied)

# 8th Grade Math

## Improvement: 2003-13

	Change	Rank
American Indian	+15	1
Hispanic	+13	13th (tied)
White	+7	17 <sup>th</sup> (tied)



# High School Completion and Readiness for College/Career?

## U.S. Average Graduation Rates and New Mexico's Graduation-Rate State Rank, by Race/Ethnicity

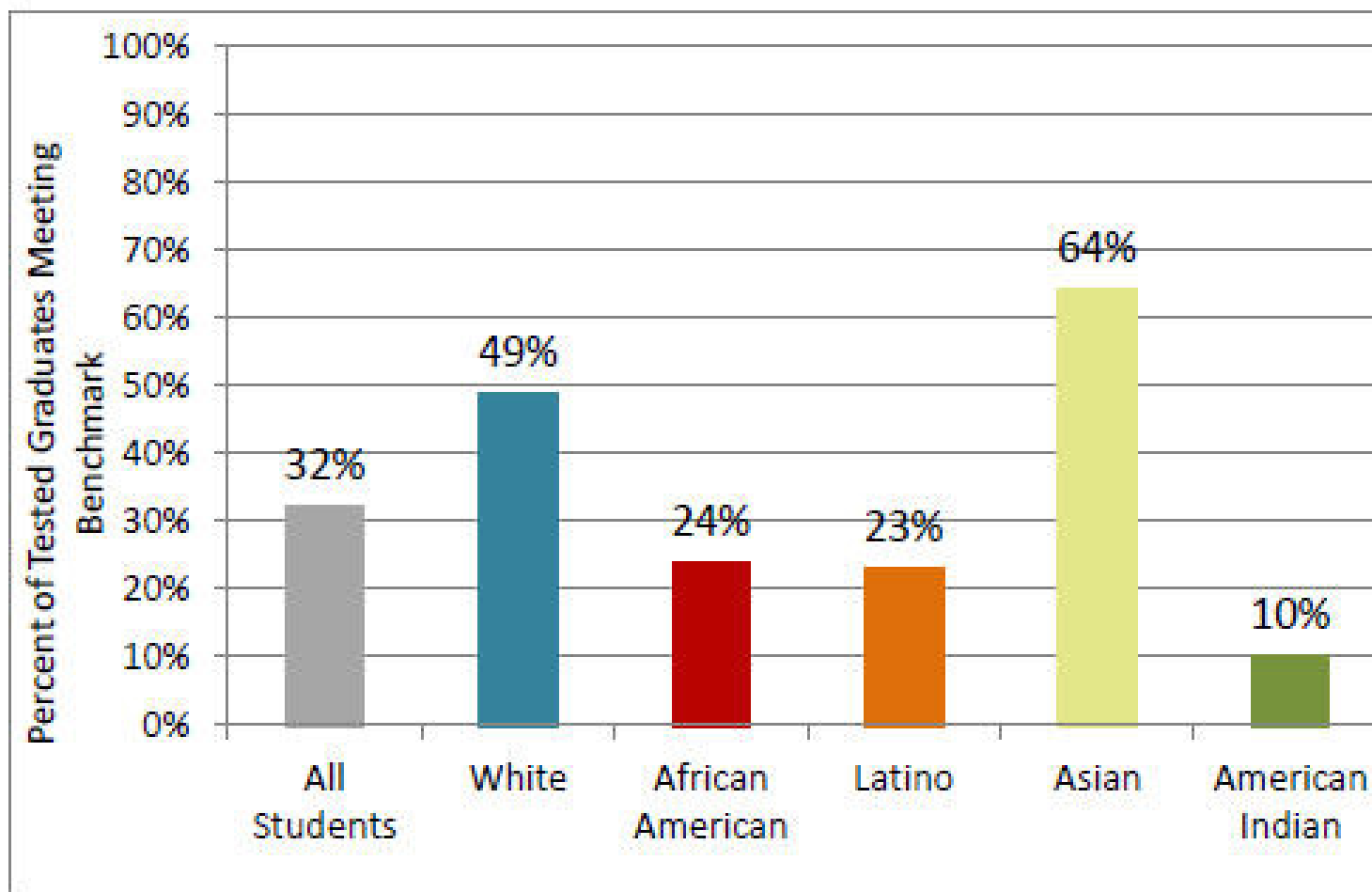
Group	Estimated U.S. Average Graduation Rate	State Rank
All Students	76%	48 out of 50
White	82%	44 out of 48
African American	64%	24 out of 48
Latino	66%	44 out of 48
Asian/Pacific Islander	92%	27 out of 48
American Indian	65%	37 out of 48

Source:



## ACT Math: Percent of Test-Takers Meeting the College Readiness Benchmark, by Race/Ethnicity

*Percent of all graduates tested: 72*

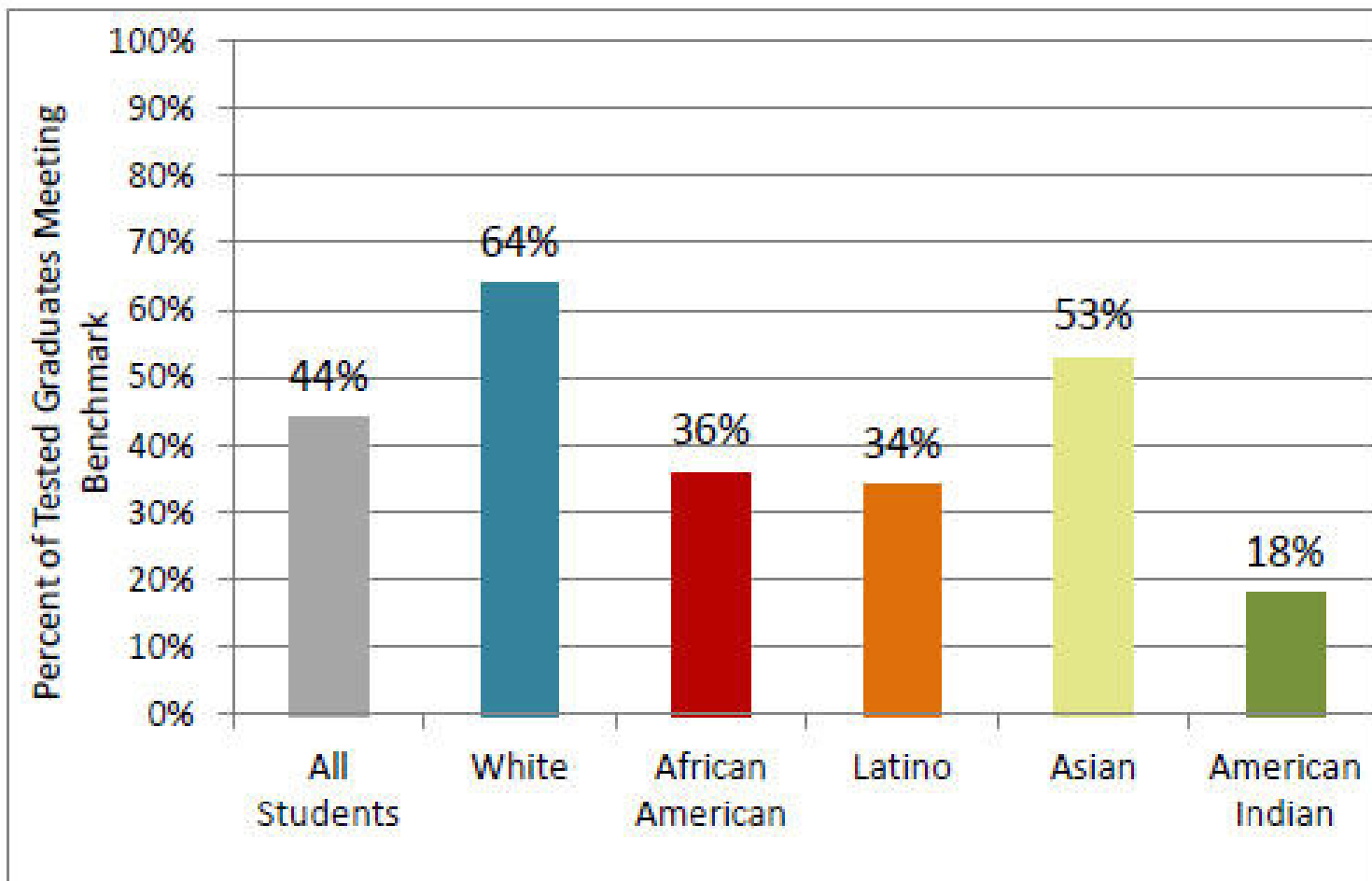


*Data are for 2011.*

Source:

## ACT Reading: Percent of Test-Takers Meeting the College Readiness Benchmark, by Race/Ethnicity

*Percent of all graduates tested: 72*

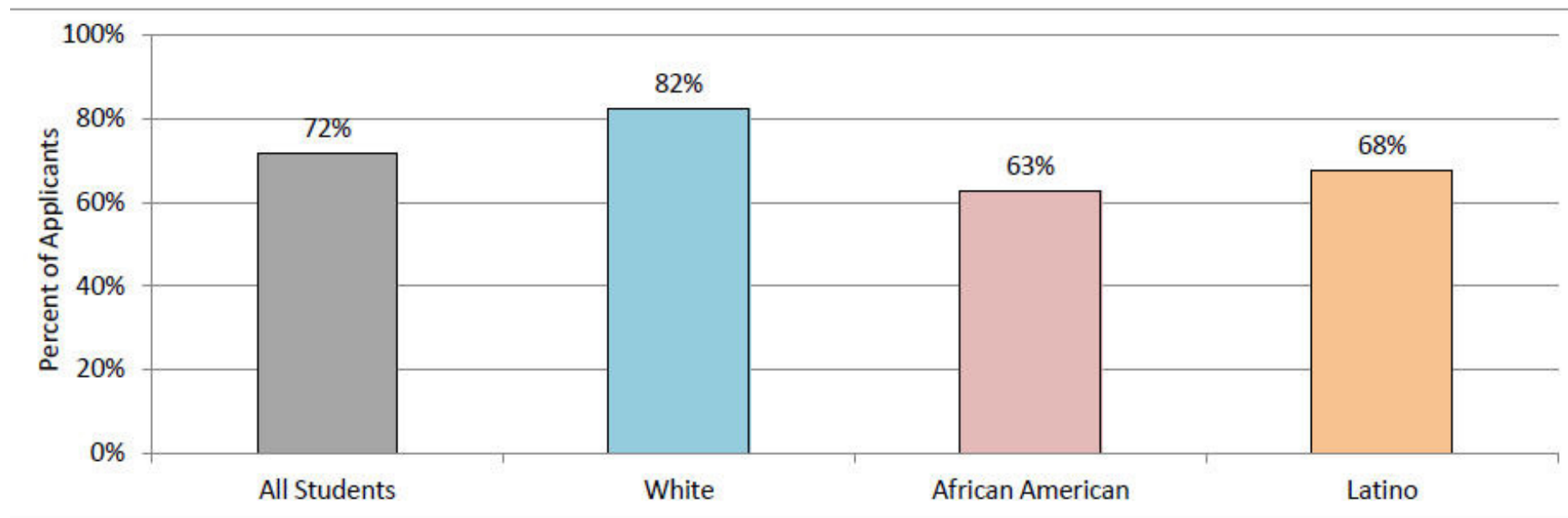


Source:

*Data are for 2011.*

# New Mexico Army Applicants: Too Many Don't Pass Entry Test

ASVB Pass Rates: 2005-2009



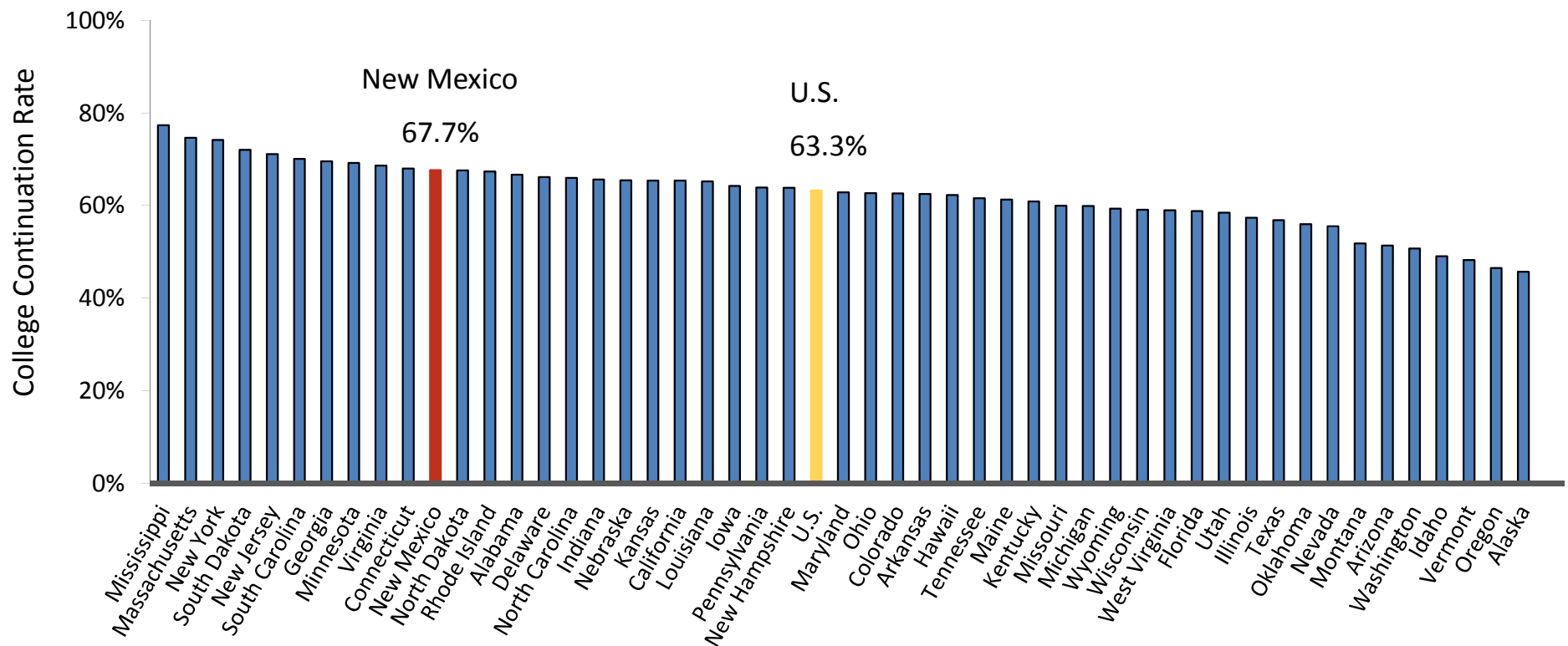
Source:



What about at the college level?

# New Mexico's high school graduates go on to college at a higher rate than most states

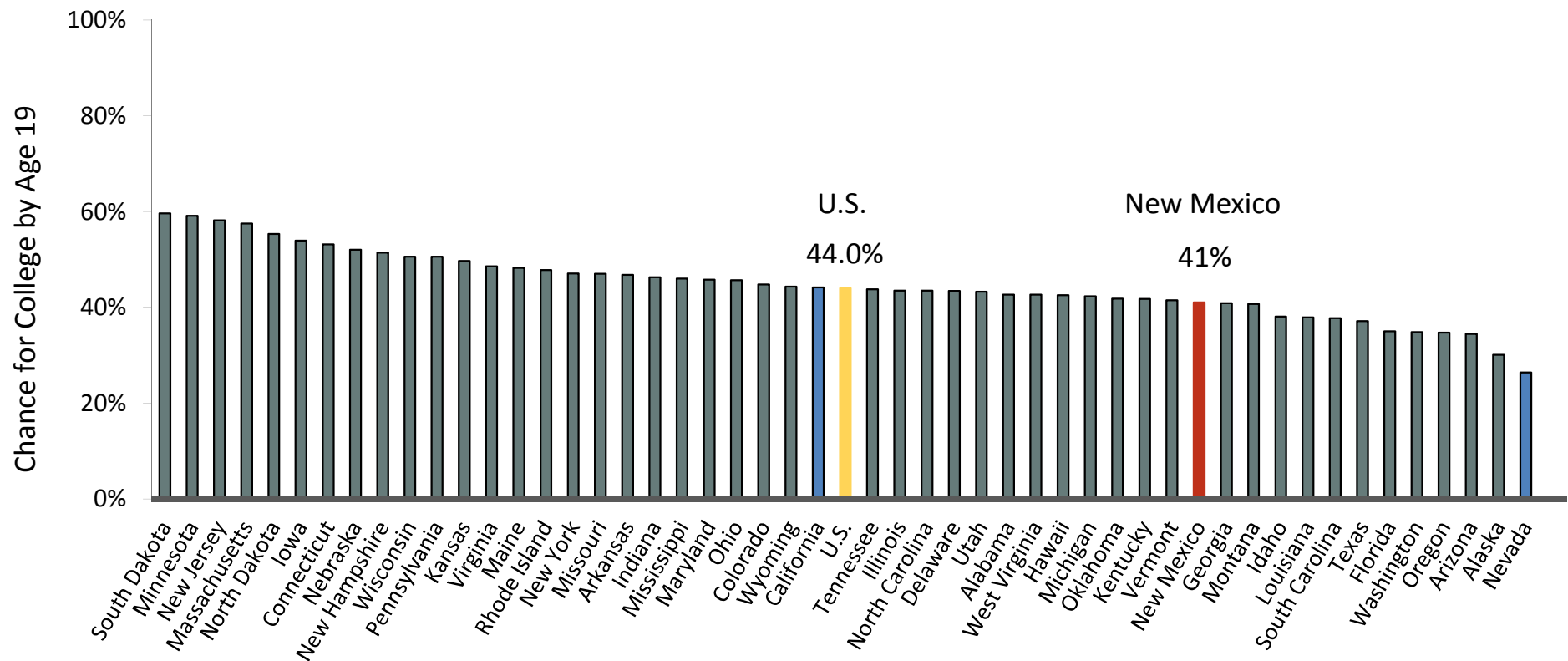
High School Graduates Going Directly to College (2008)




Source: Postsecondary Education Opportunity, "Chance for College by Age 19 by State, 1986-2008"

# When high school dropout rate is factored in, the picture is worse

## HS Grad Rate x College Continuation Rate, 2008

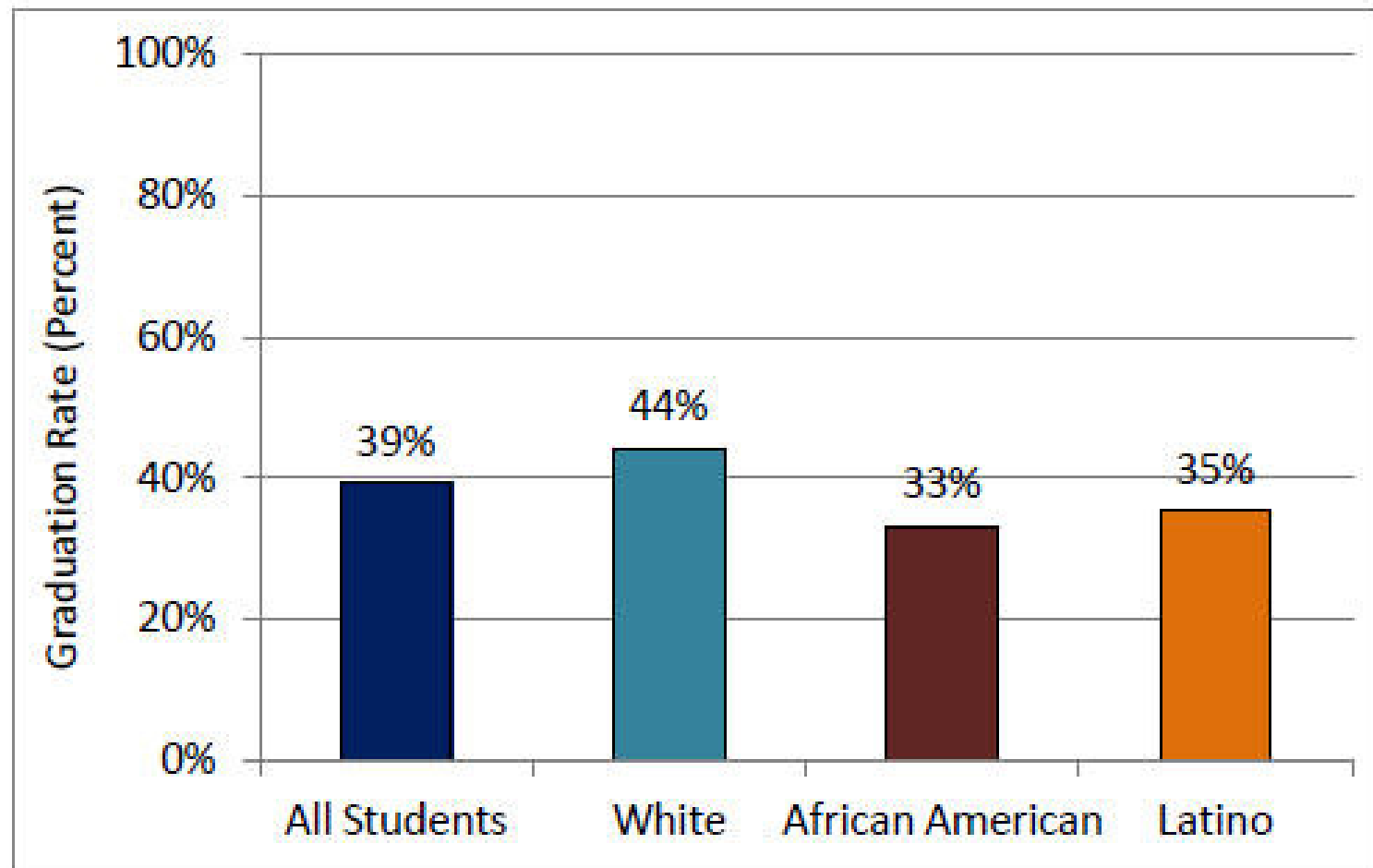


Source: Postsecondary Education Opportunity, "Chance for College by Age 19 by State, 1986--2008"



And of those who enter, few  
graduate.

**Six-Year Graduation Rates at Four-Year Colleges, by Race/Ethnicity (bachelor's degree completion for first-time, full-time freshmen beginning in fall of 2003)**

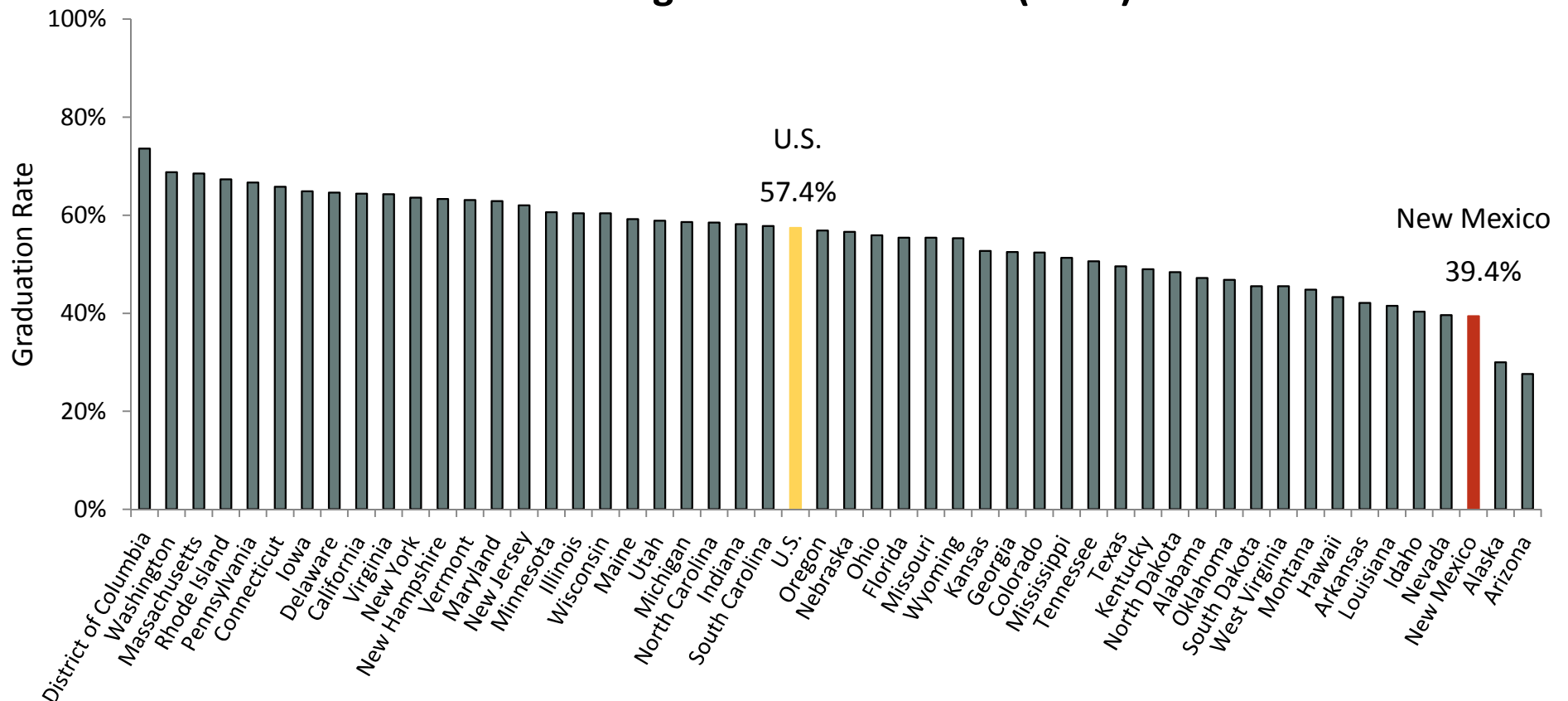


Source:



Among those who start in four-year colleges, New Mexico has one of the lowest Bachelor's degree attainment rates

**Six-Year College Graduation Rate (2009)**

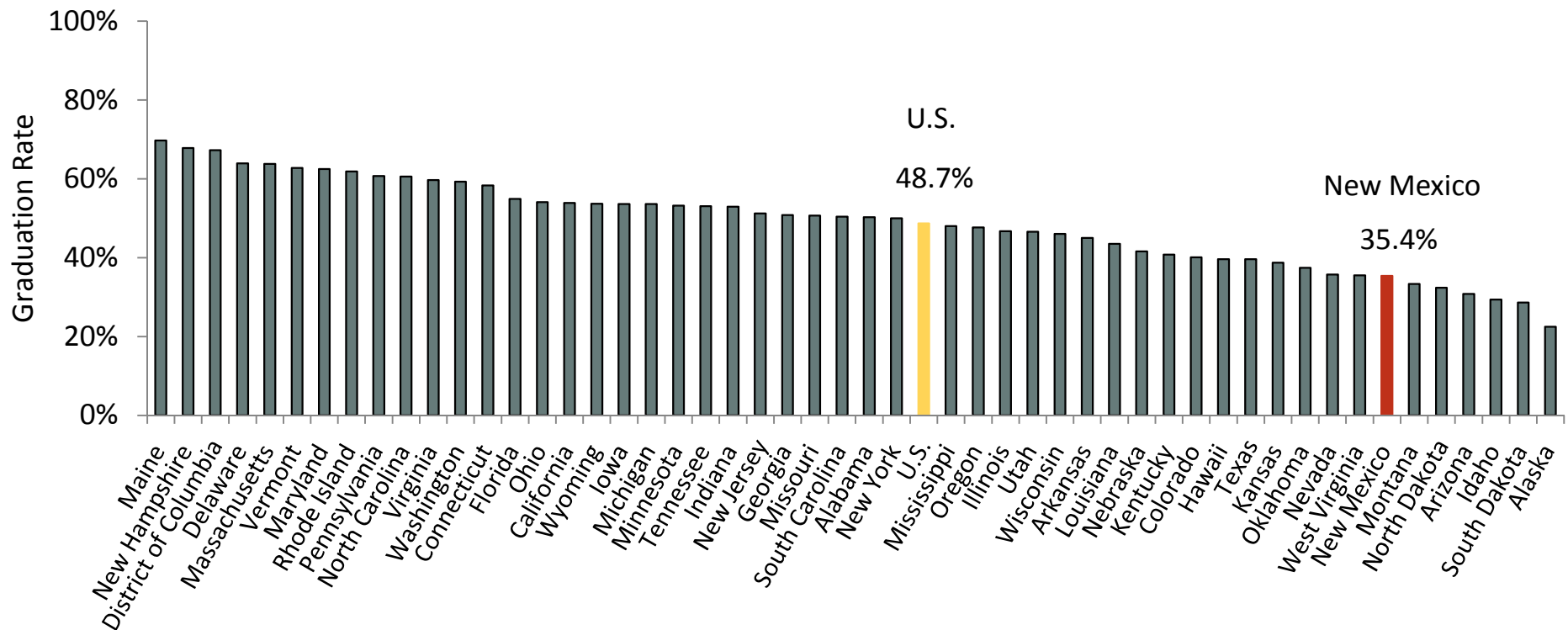


First-time, full-time freshmen completing a BA within 6 years

Source: U.S. Department of Education, 2011. United States Education Dashboard. <http://dashboard.ed.gov/statedetail.aspx?i=k&id=0&wt=40>

# Grad rates for Hispanic students are among the lowest in the nation

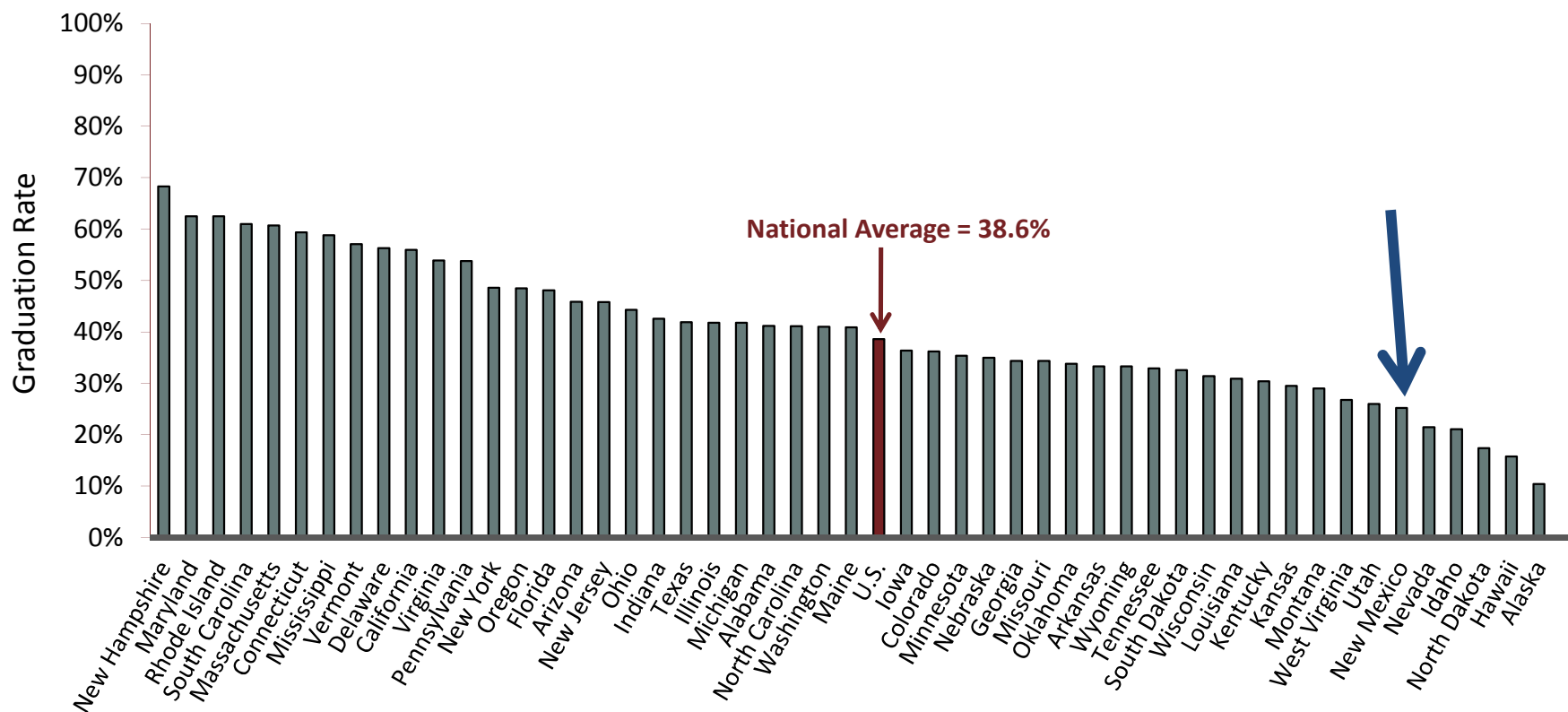
**Six-Year College Graduation Rate for Hispanic Students (2009)**



First-time, full-time freshmen completing a BA within 6 years

Source: U.S. Department of Education, 2011. United States Education Dashboard. <http://dashboard.ed.gov/statedetail.aspx?i=k&id=0&wt=40>

# Grad Rates for American Indian/Alaska Native Students Among Lowest in Nation

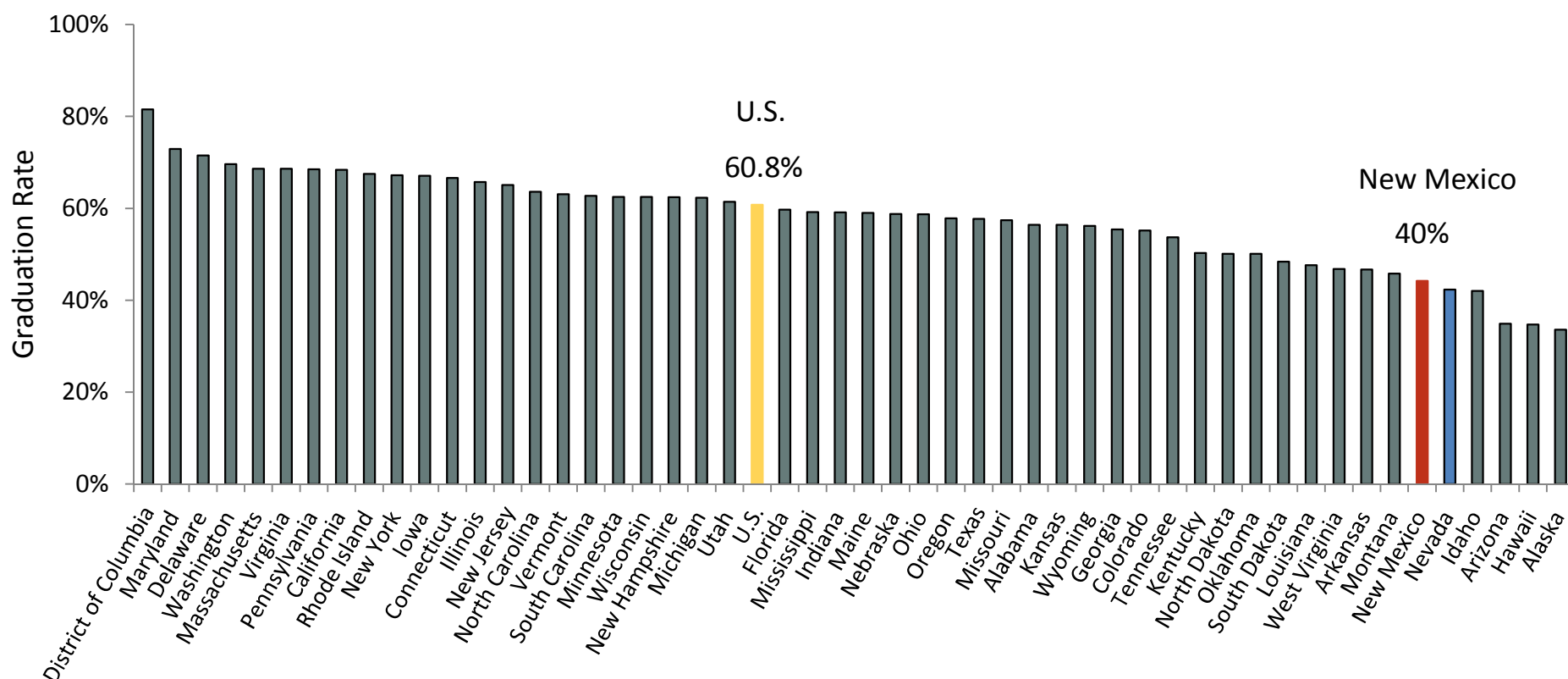


First-time, full-time freshmen completing a BA within 6 years

Source: NCHEMS Information Center, 2007

# Grad rates for White students are among the lowest in the nation

## Six-Year College Graduation Rate for White Students (2009)

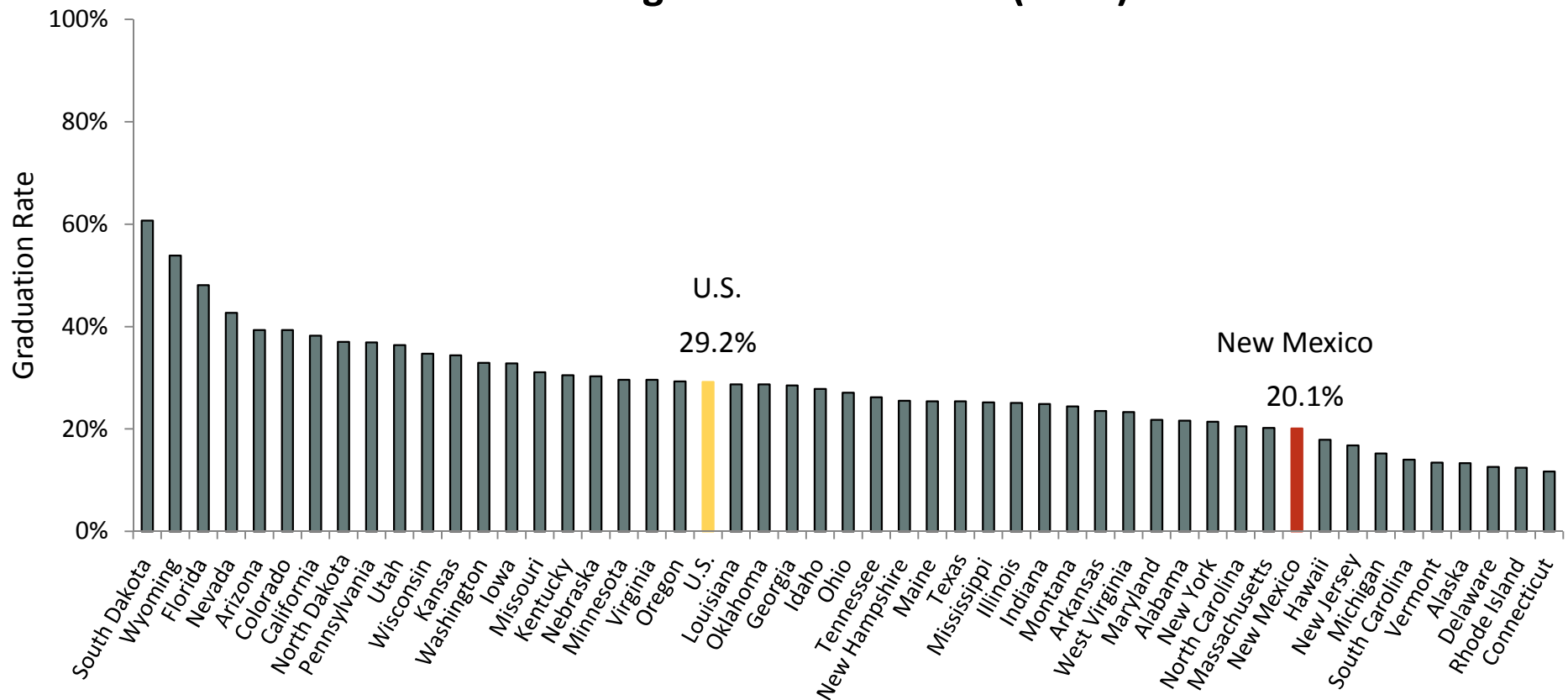


First-time, full-time freshmen completing a BA within 6 years

Source: U.S. Department of Education, 2011. United States Education Dashboard. <http://dashboard.ed.gov/statedetail.aspx?i=k&id=0&wt=40>

# Even among Associate's programs, New Mexico has one of the lowest completion rates

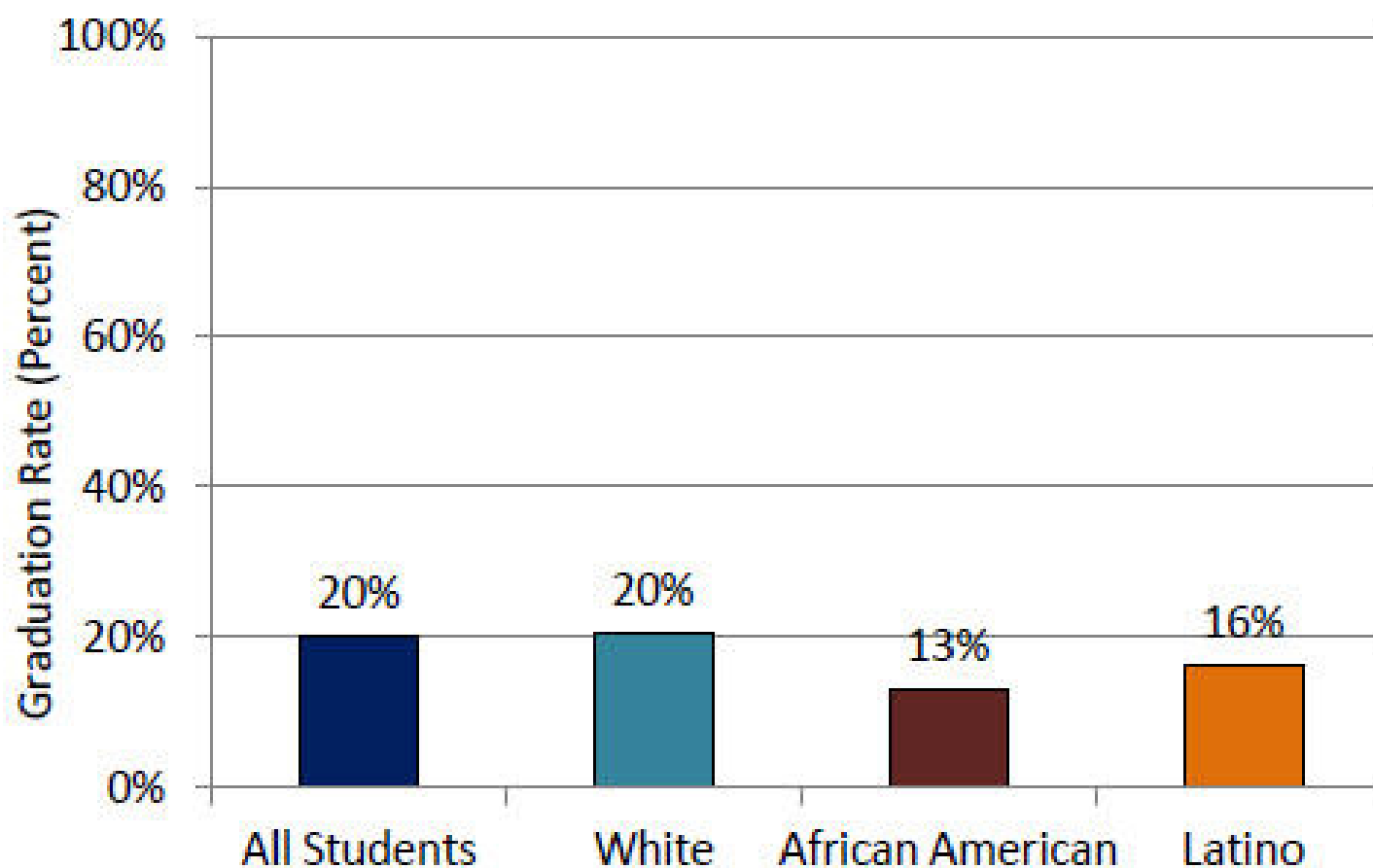
## Three-Year College Graduation Rate (2009)




First-time, full-time freshmen completing an AA or certificate within 3 years

- U.S. Department of Education , 2011. United States Education Dashboard. <http://dashboard.ed.gov/statedetail.aspx?i=l&id=0&wt=40>

**Three-Year Graduation Rates at Two-Year Colleges, by Race/Ethnicity (completion rates include associate's degree and certificate completions for first-time, full-time freshmen beginning in fall of 2006)**



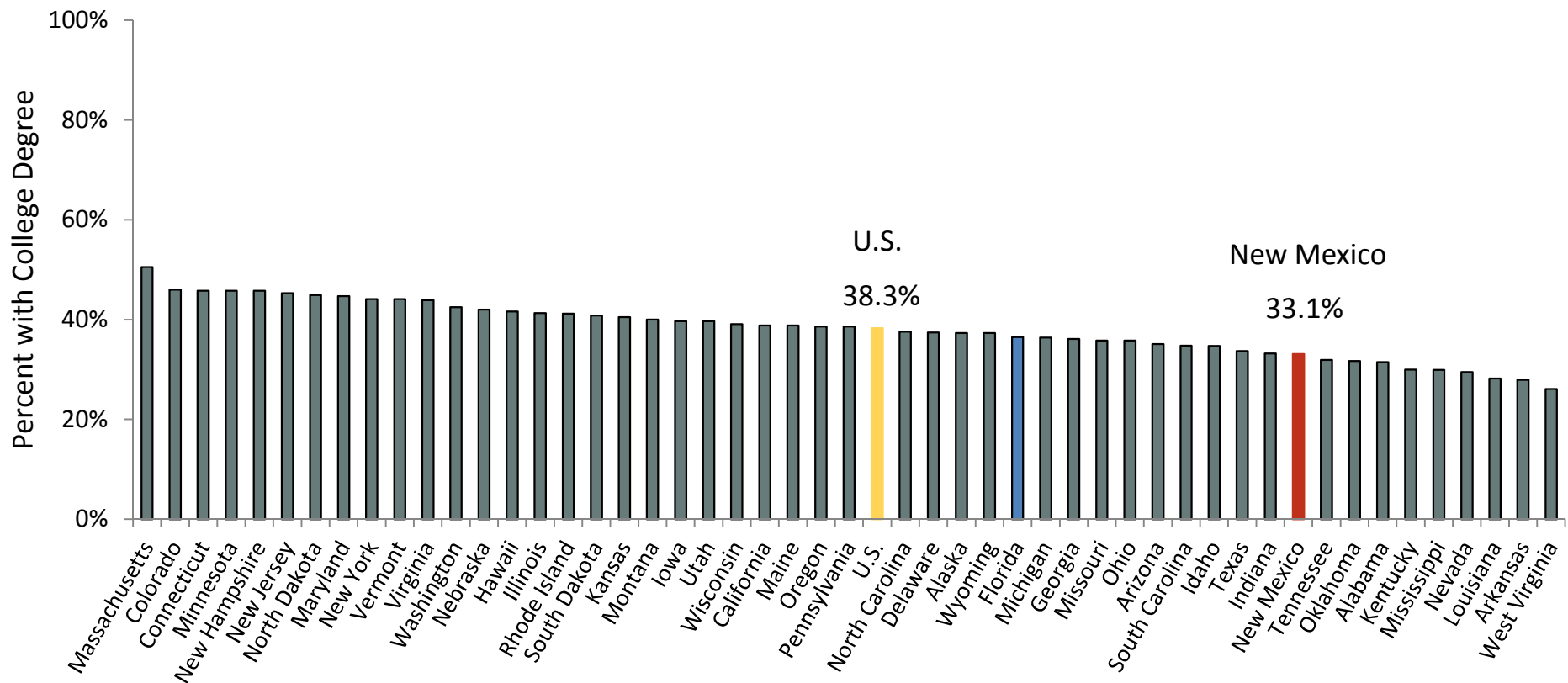
Source:



Put this all together, and few  
young adults in New Mexico have  
completed a postsecondary  
degree.

# New Mexico has one of the lowest rates of young adults with at least an associate's degree

## Adults Ages 25-34 with at least an Associate's Degree (2010)




Source: 2010 American Community Survey data from NCHEMS Information Center.



What Can You Do?

First, don't accept the excuses.



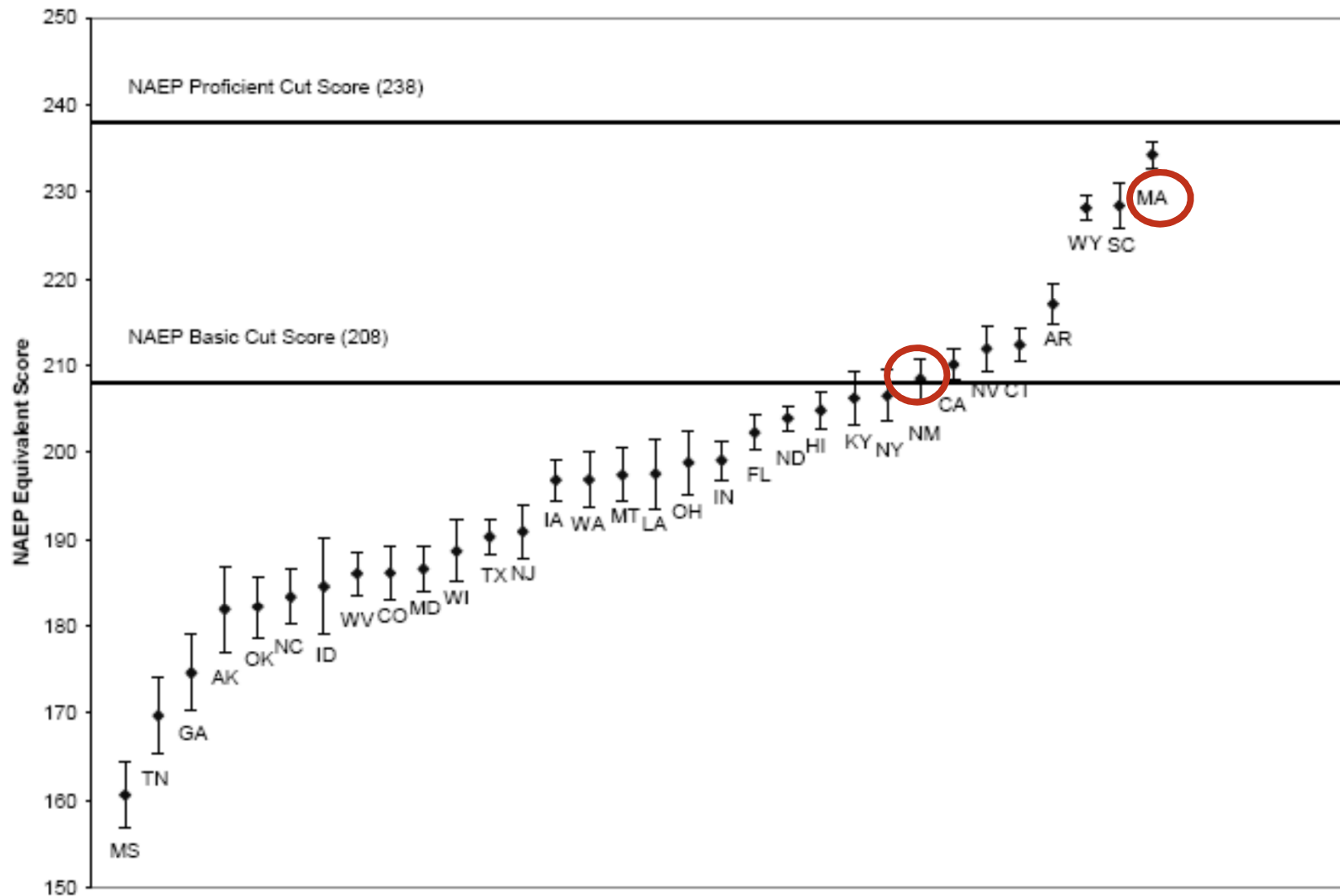
When you see troubling data on your schools, it doesn't help if you just ignore it. You can help create demand for change by pointing to the successes—and by pressing for similar results elsewhere.

Yes, this may make you “*annoying*.”  
But in the end, you don’t do education  
leaders any favors by being too nice.  
The good ones will use your demands to  
leverage change.

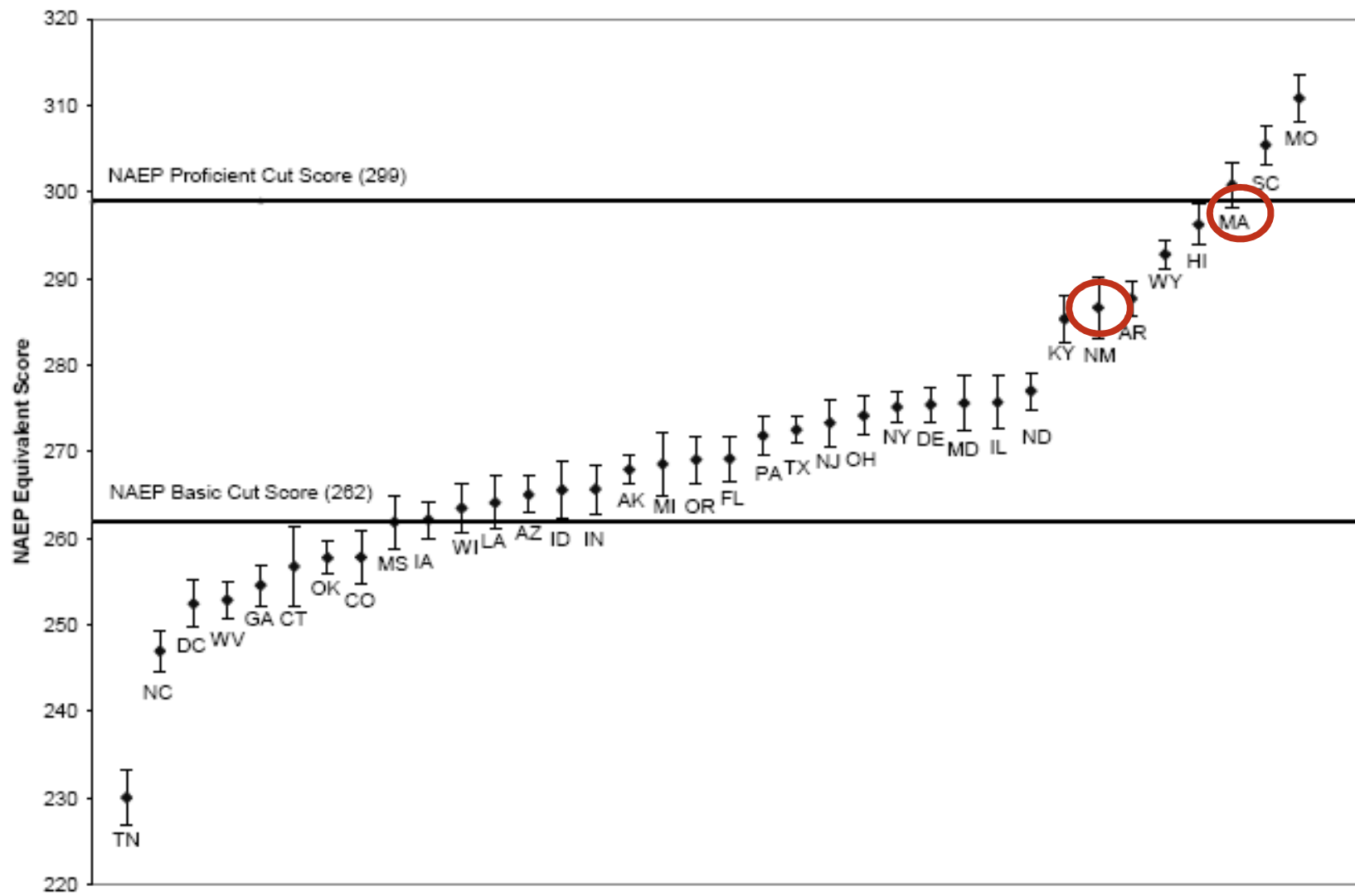
Second, get behind the Common Core Standards.

Current standards are varied and, in many states, far too low.

# NAEP Score Equivalents of States' Proficiency Standards, Grade 4 Reading, 2005



# NAEP Score Equivalents of States' Proficiency Standards, Grade 8 Math, 2005



# 46 states and DC have adopted Common Core

But implementation has been slow,  
and the big shockers—first-time  
results—are yet to come.

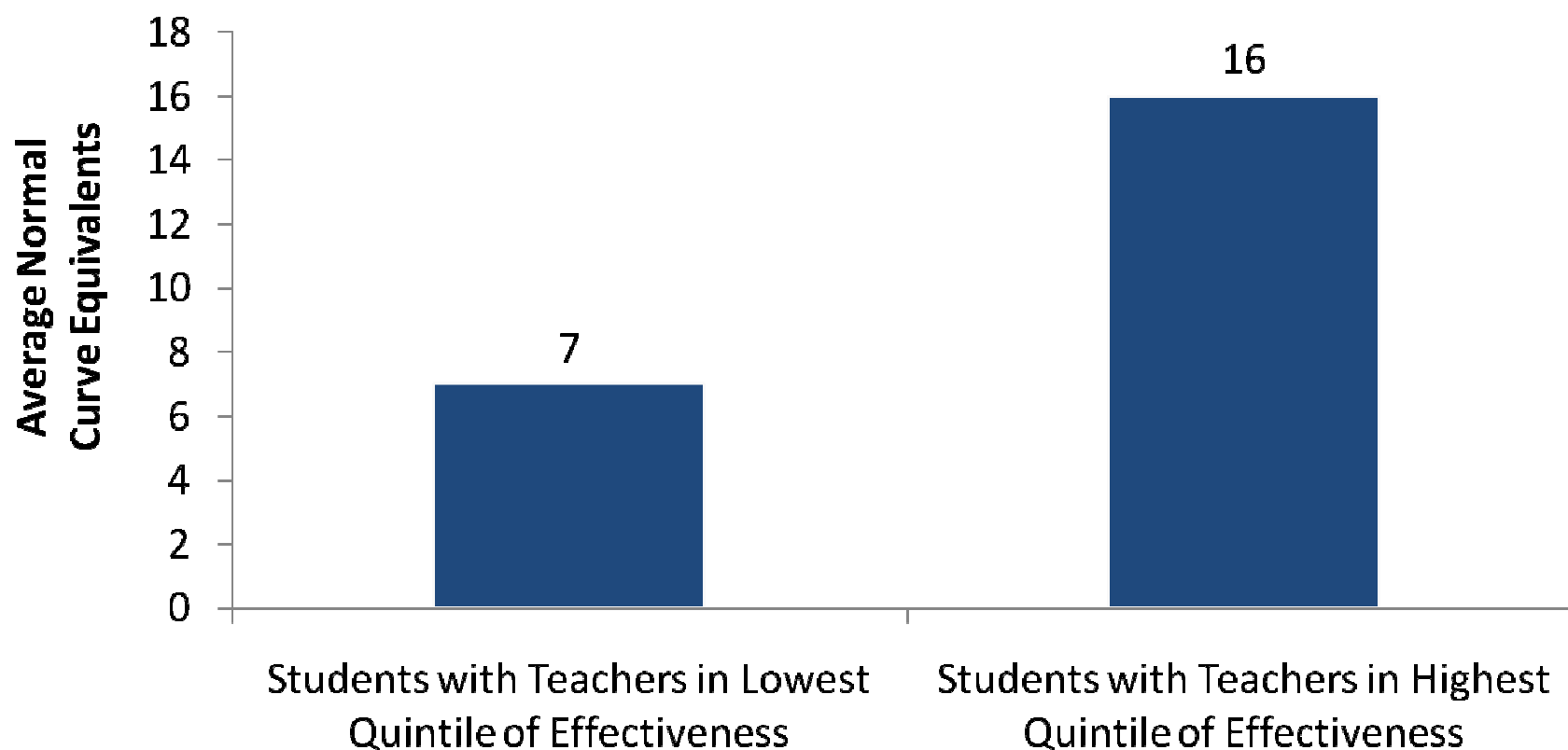


Folks outside of education—  
especially employers--can help  
by explaining why new standards  
**are so important.**

By pressing for systematic and careful  
implementation. And by preparing  
the public to receive new results.  
Otherwise, they will appear “lower”  
and result in huge backpedaling.

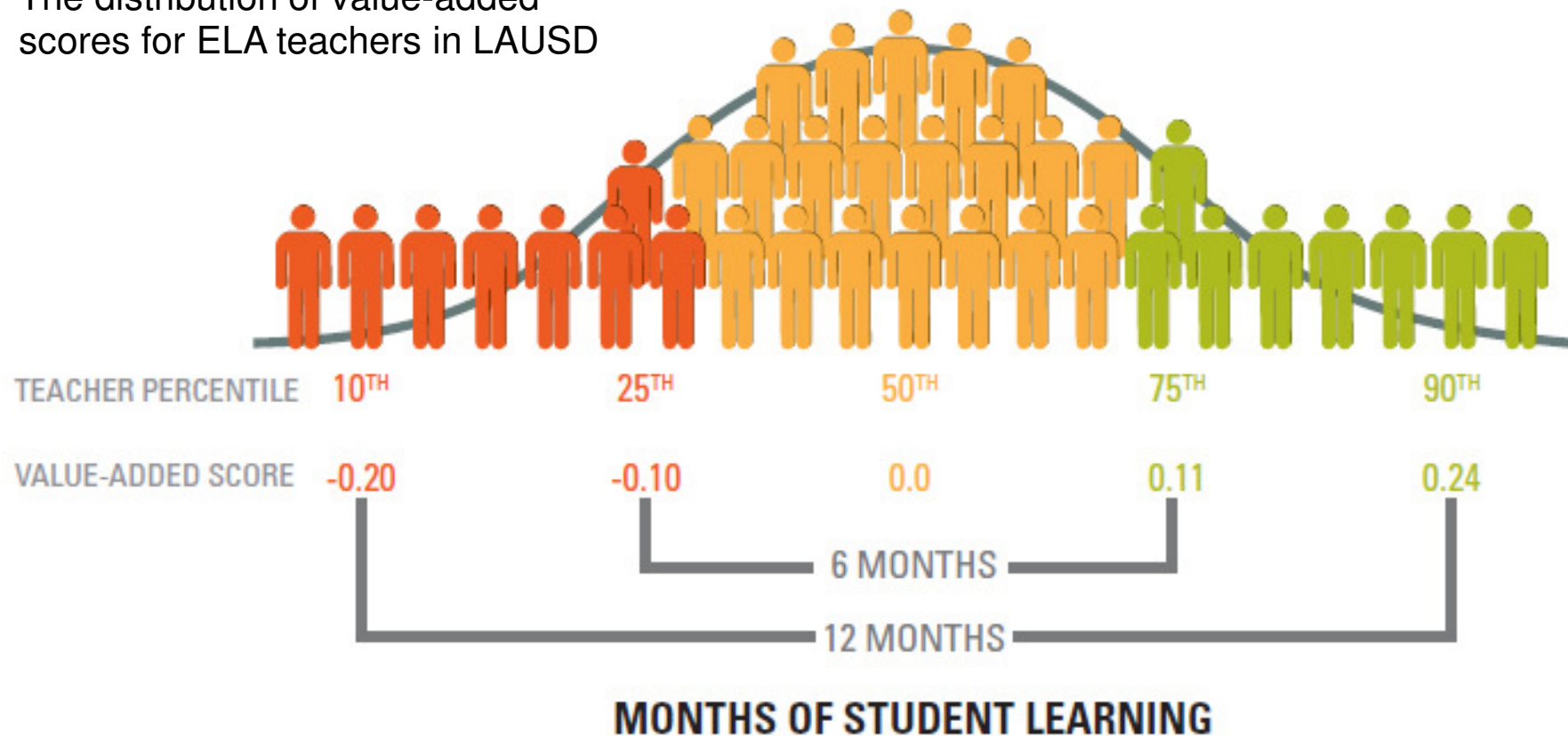
Third, help keep momentum in  
the teacher effectiveness  
movement.

# Students in Dallas Gain More in Math with Effective Teachers: One Year Growth From 3<sup>rd</sup>-4<sup>th</sup> Grade



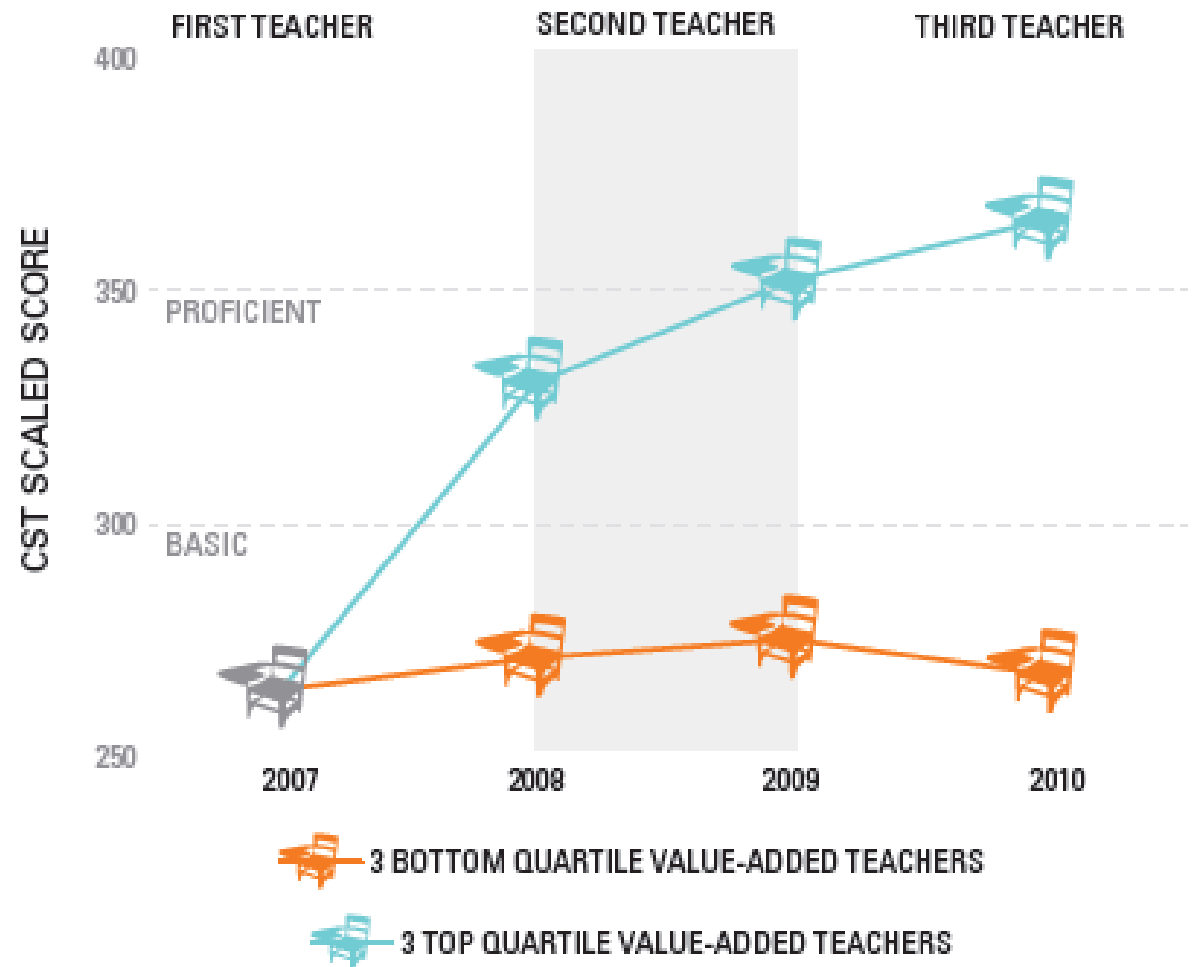
# DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING


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





So, there are VERY BIG  
differences among our teachers.



**BUT...**

We pretend that there aren't.

# The Widget Effect

“When it comes to measuring instructional performance, **current policies and systems overlook significant differences between teachers. There is little or no differentiation of excellent teaching** from good, good from fair, or fair from poor. This is the **Widget Effect: a tendency to treat all teachers as roughly interchangeable**, even when their teaching is quite variable. Consequently, teachers are **not developed as professionals with individual strengths and capabilities**, and **poor performance is rarely identified or addressed.**”

- *The New Teacher Project, 2009*





In districts that use a two-rating teacher performance evaluation system—most commonly “satisfactory” or “unsatisfactory”—the “unsatisfactory” rating is rarely used.

Site	S Number of Satisfactory Evaluation Ratings SY03-04 - SY07-08 <sup>1</sup>	U Number of Unsatisfactory Evaluation Ratings SY03-04 - SY07-08 <sup>2</sup>
Denver <sup>3</sup>	2,676	22 (0.8%)
Jonesboro <sup>4</sup>	246	0 (0%)
Pueblo <sup>5</sup>	1,284	2 (0.2%)
Toledo <sup>6</sup>	1,768	3 (0.2%)

All data for tenured/non-probationary teachers.

<sup>1</sup> Source: District extant data supplied between April 2008 and March 2009

<sup>2</sup> Source: District extant data supplied between April 2008 and March 2009

<sup>3</sup> Number evaluation ratings assigned between SY 2003-04 to SY 2007-08

<sup>4</sup> Number of evaluation ratings assigned between SY 2003-04 to SY 2005-06


<sup>5</sup> Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08

<sup>6</sup> Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08

## Make sure your state and districts are acting on this knowledge by:

- Putting into place an honest evaluation system, that takes student growth into account;
- Training principals and expert teachers in evaluation and feedback techniques;
- Providing support to teachers who are struggling;
- Working hard to hold onto the strongest ones, and chasing out the weak ones; and,
- Assuring that all groups of children get their fair share of strong teachers.

Source:



PS: On all these matters,  
trust...but verify.


Fourth, principals matter hugely.  
States and districts need clear  
plan to grow new leaders.



This is way too important to be  
left to higher education.

And this is something that business  
can help with.


Fifth, all this is easier if you start early: push your state and districts to provide pre-k educational services, especially to low-income children.



High quality pre-school is the best investment we can make. It pays to prevent problems rather than ameliorate them later.


Finally, mind the gaps in  
opportunity and achievement.






True, gaps in achievement begin  
before children arrive at the  
schoolhouse door.


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



Those practices aren't good for kids. They are not good for our country. And they are not good for business.



We are taking the diversity that  
should be our competitive  
advantage in the international  
marketplace, and obliterating it.



Don't just stand by and watch,  
even if they are not “your” kids.  
Speak up. Demand the data.  
Demand progress.

**Download this presentation.**

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