



THE EDUCATION TRUST

Achievement and Opportunity in America:

Where Are We? What Can We Do?

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.



These stories animated hopes and
dreams of people here at home

And drew countless immigrants to
our shores



Yes, America was often
intolerant...

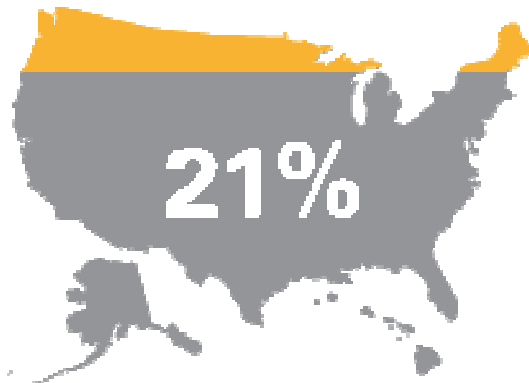
And they knew the “Dream” was a
work in progress.

We were:

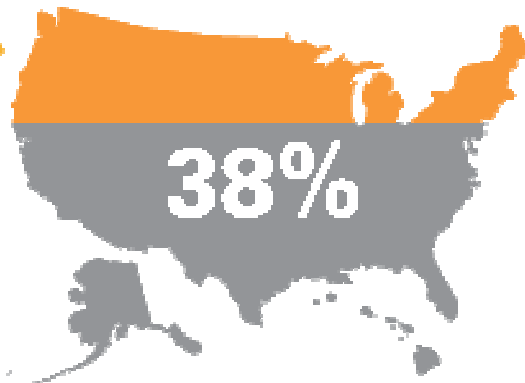
- The first to provide universal high school;
- The first to build public universities;
- The first to build community colleges;
- The first to broaden access to college, through GI Bill, Pell Grants, ...

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

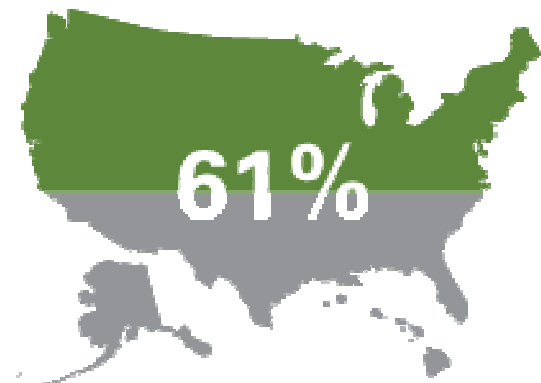
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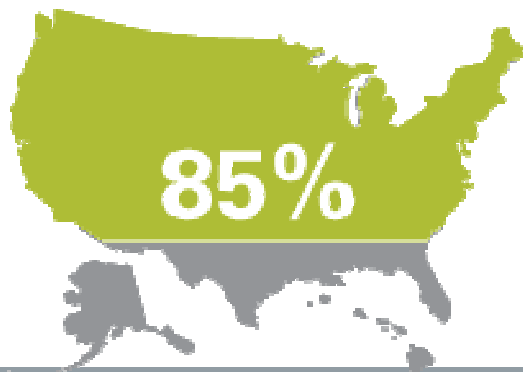
1940



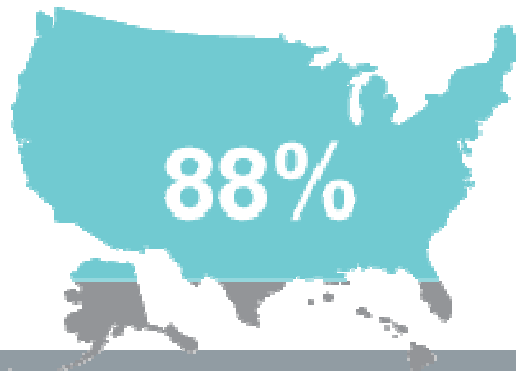
1960



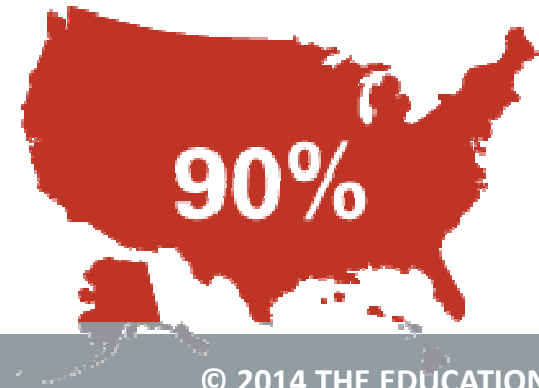
1980



2000

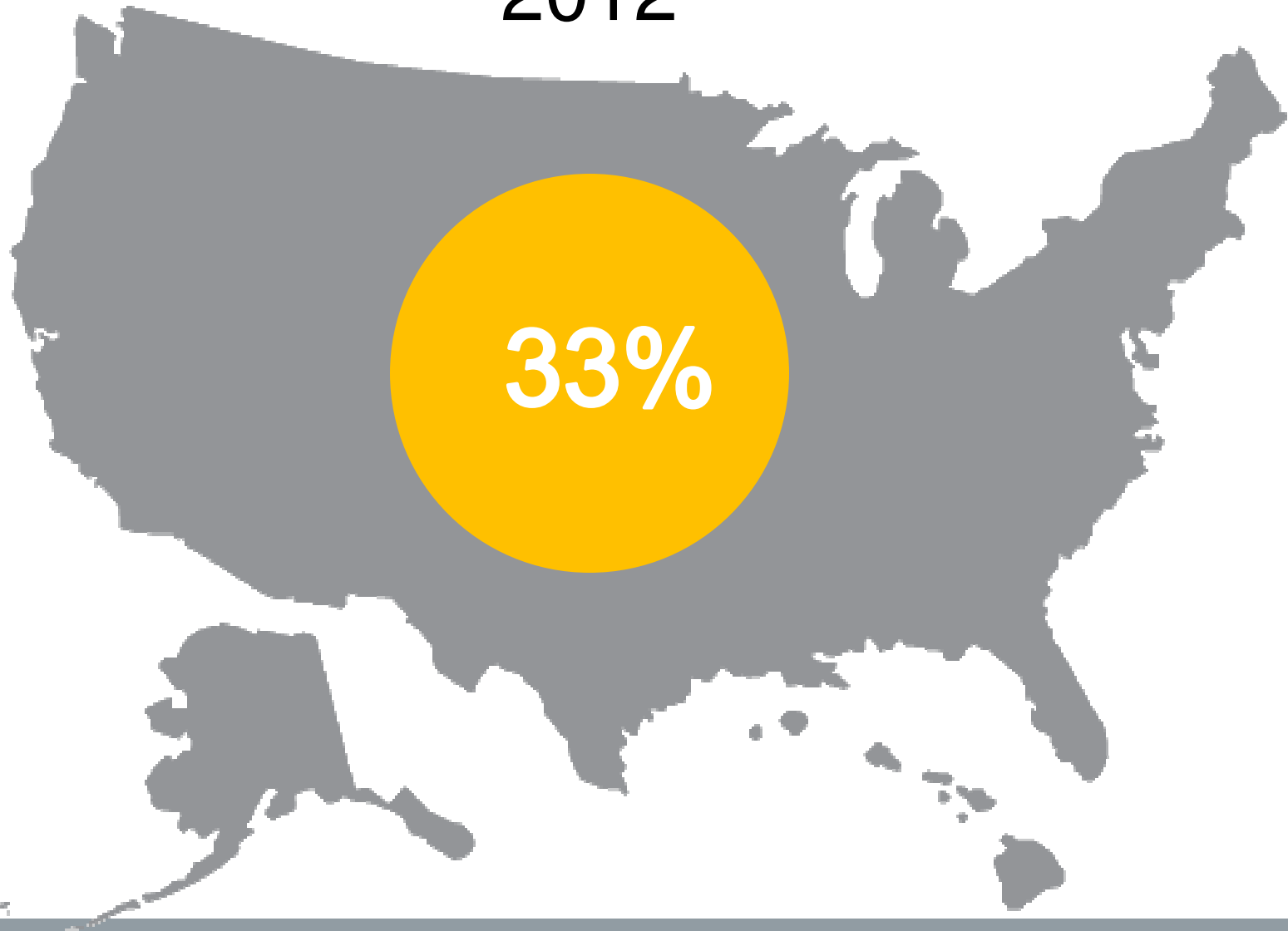



2012



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

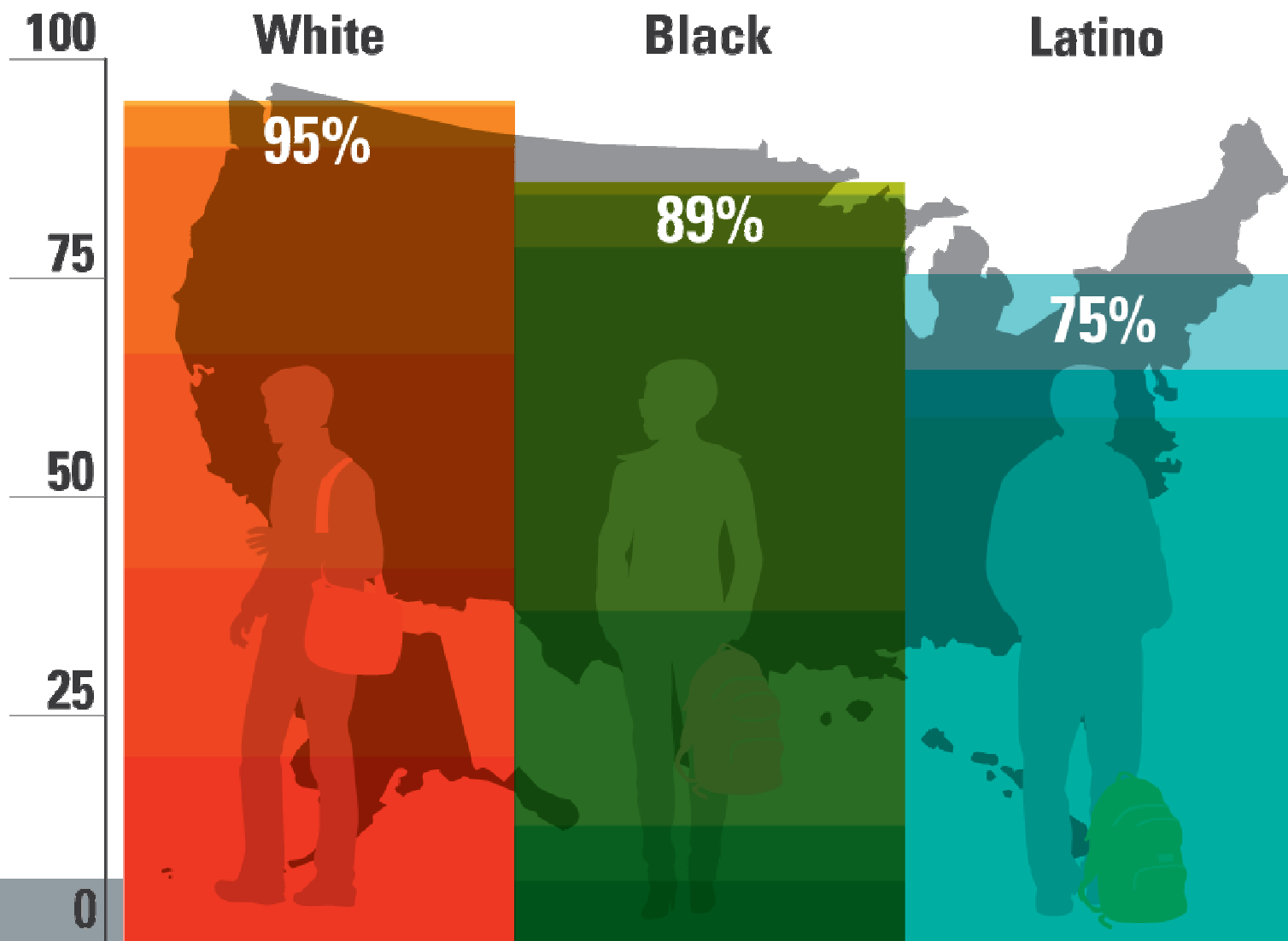
2012





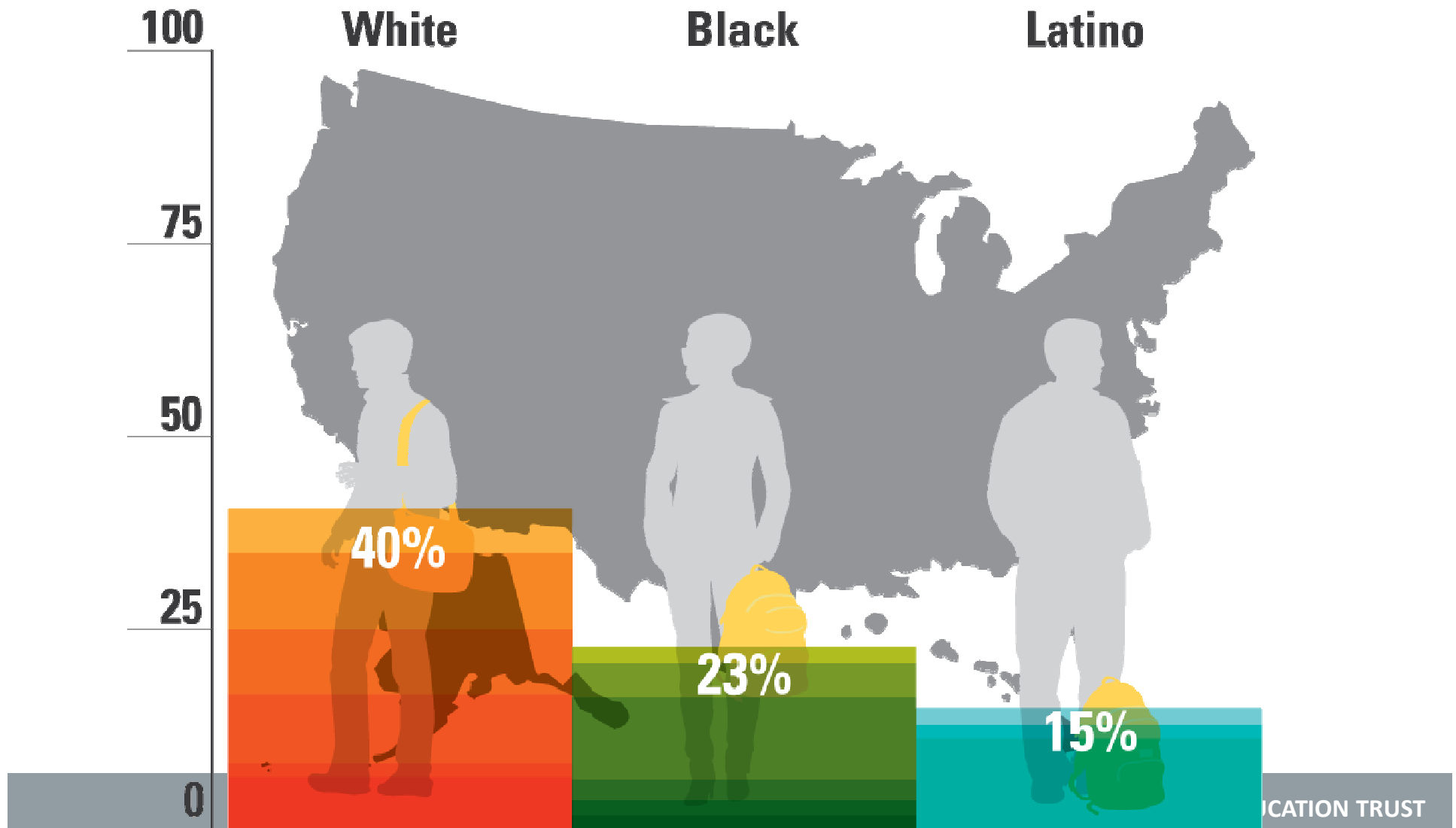
Sometimes, progress was
painfully slow--especially for
people of color.

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



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

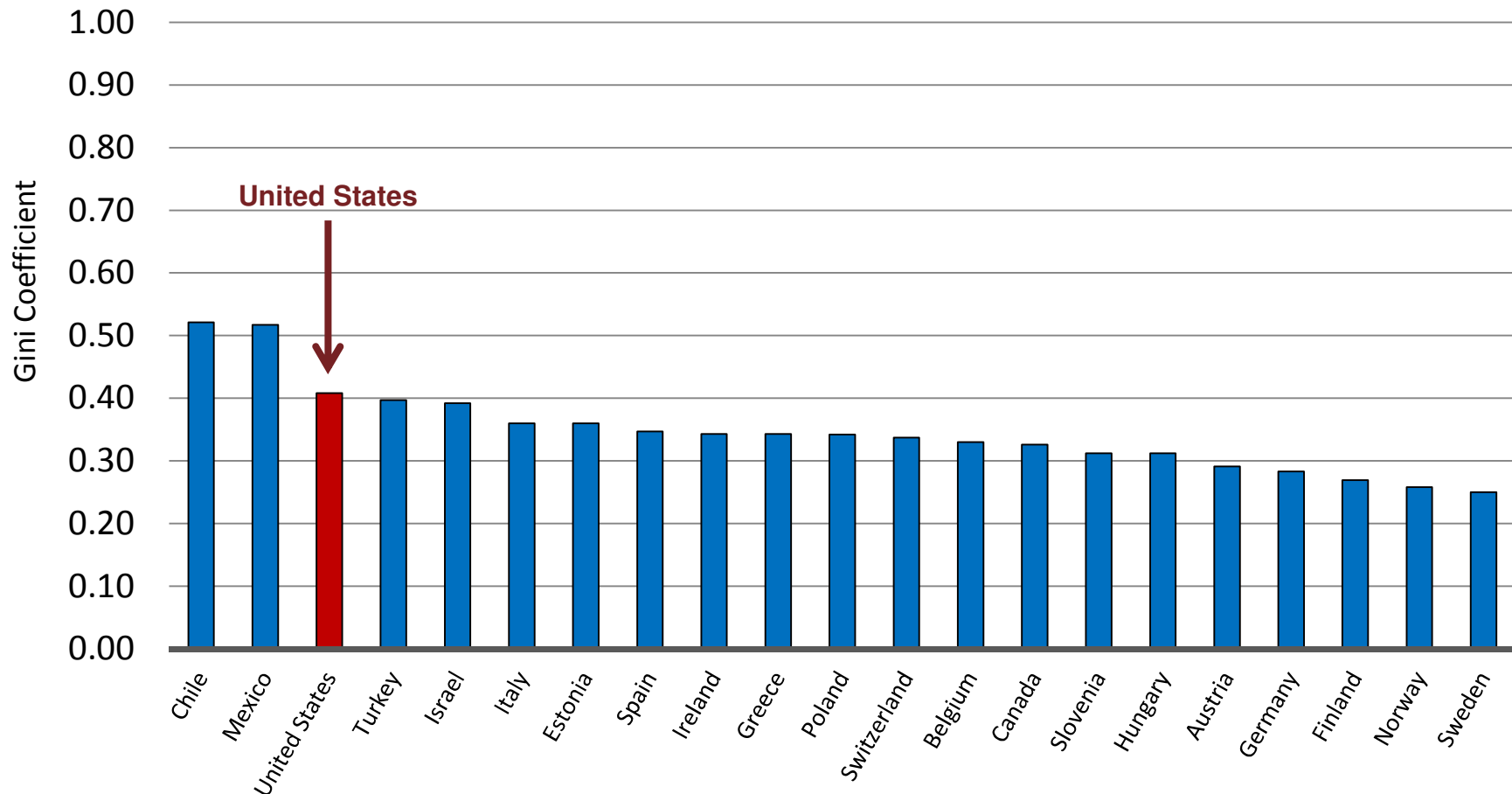
2012





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

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

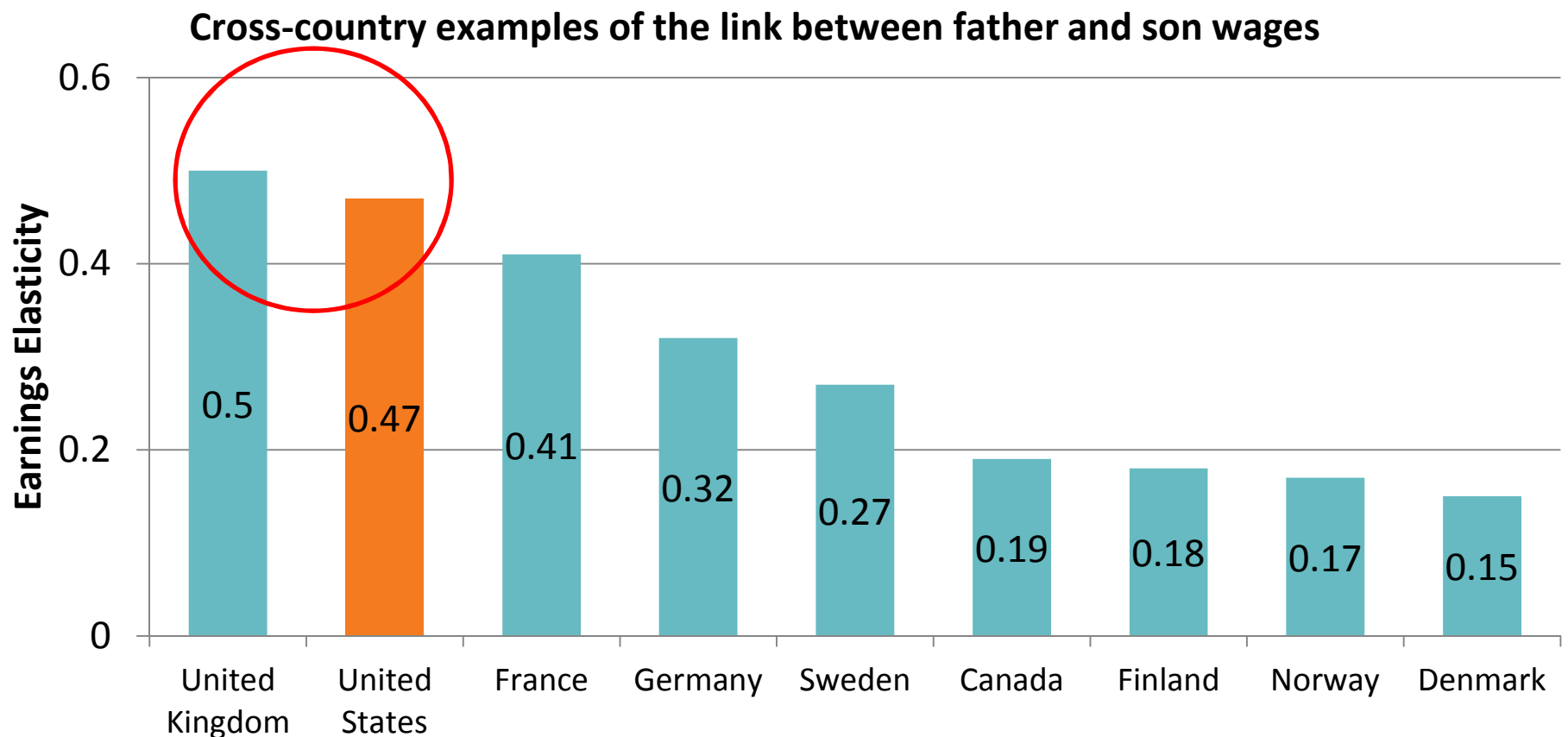
18 X that of Latinos

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
economic mobility as well.

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?

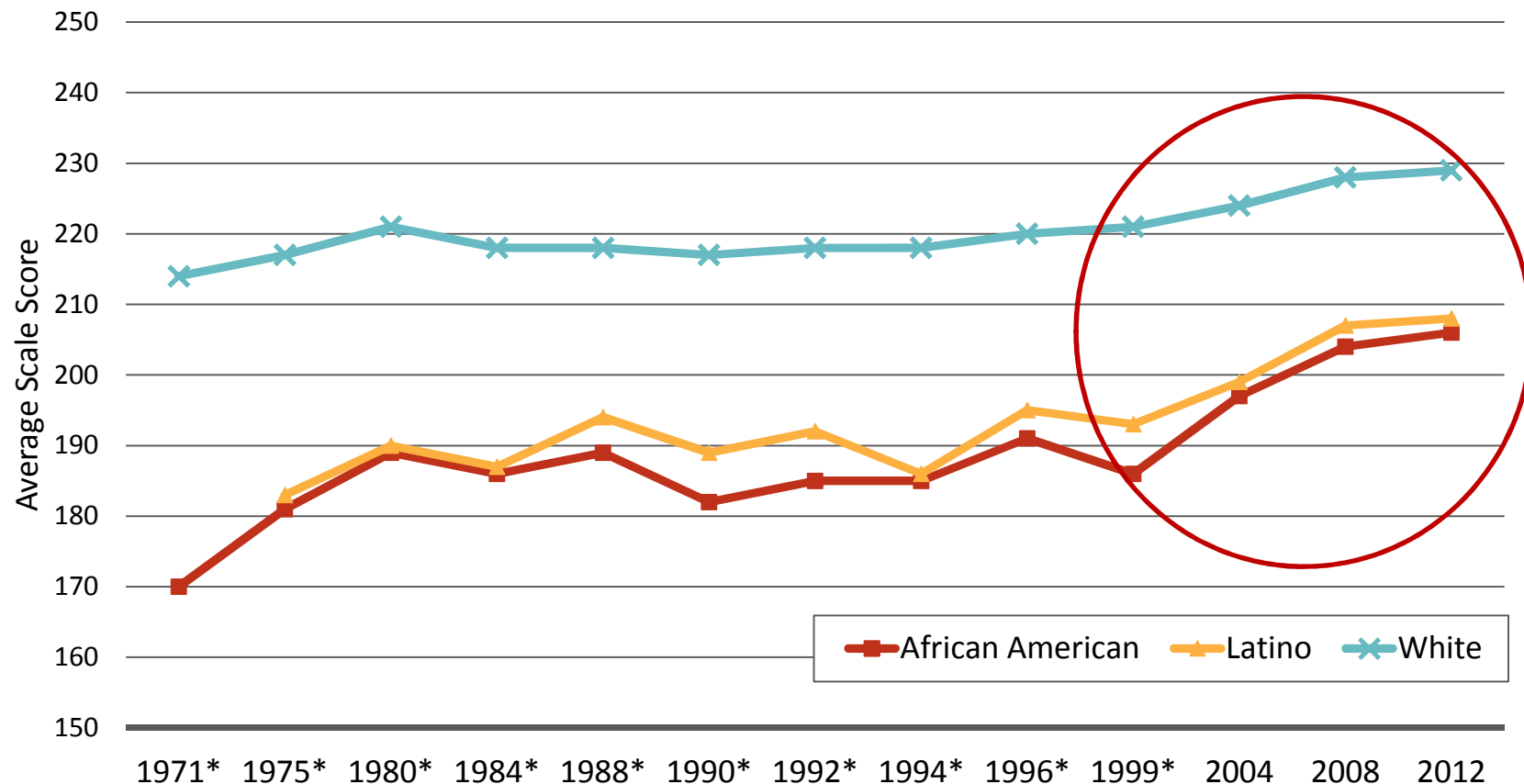


First, some good news.

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

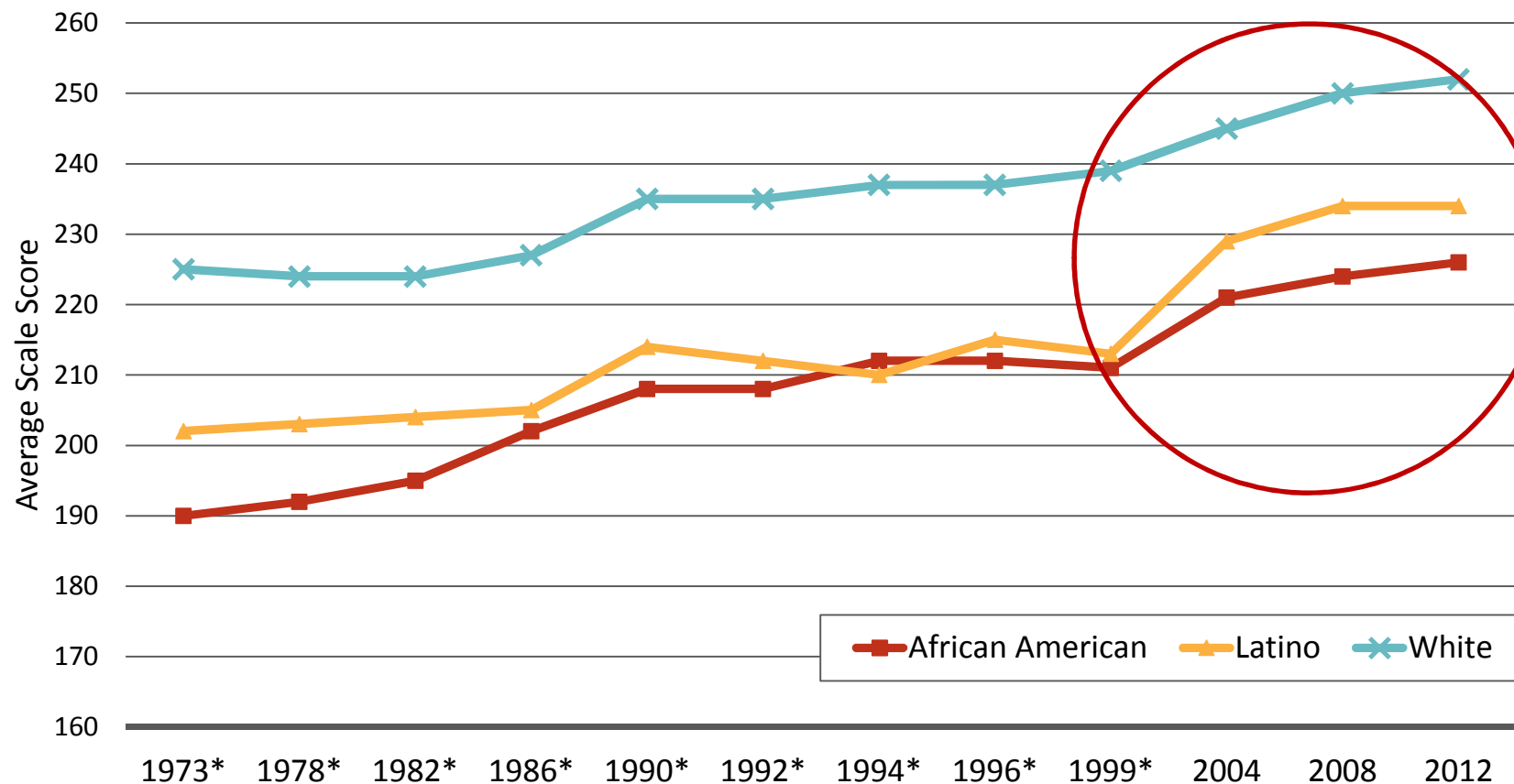


*Denotes previous assessment format

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

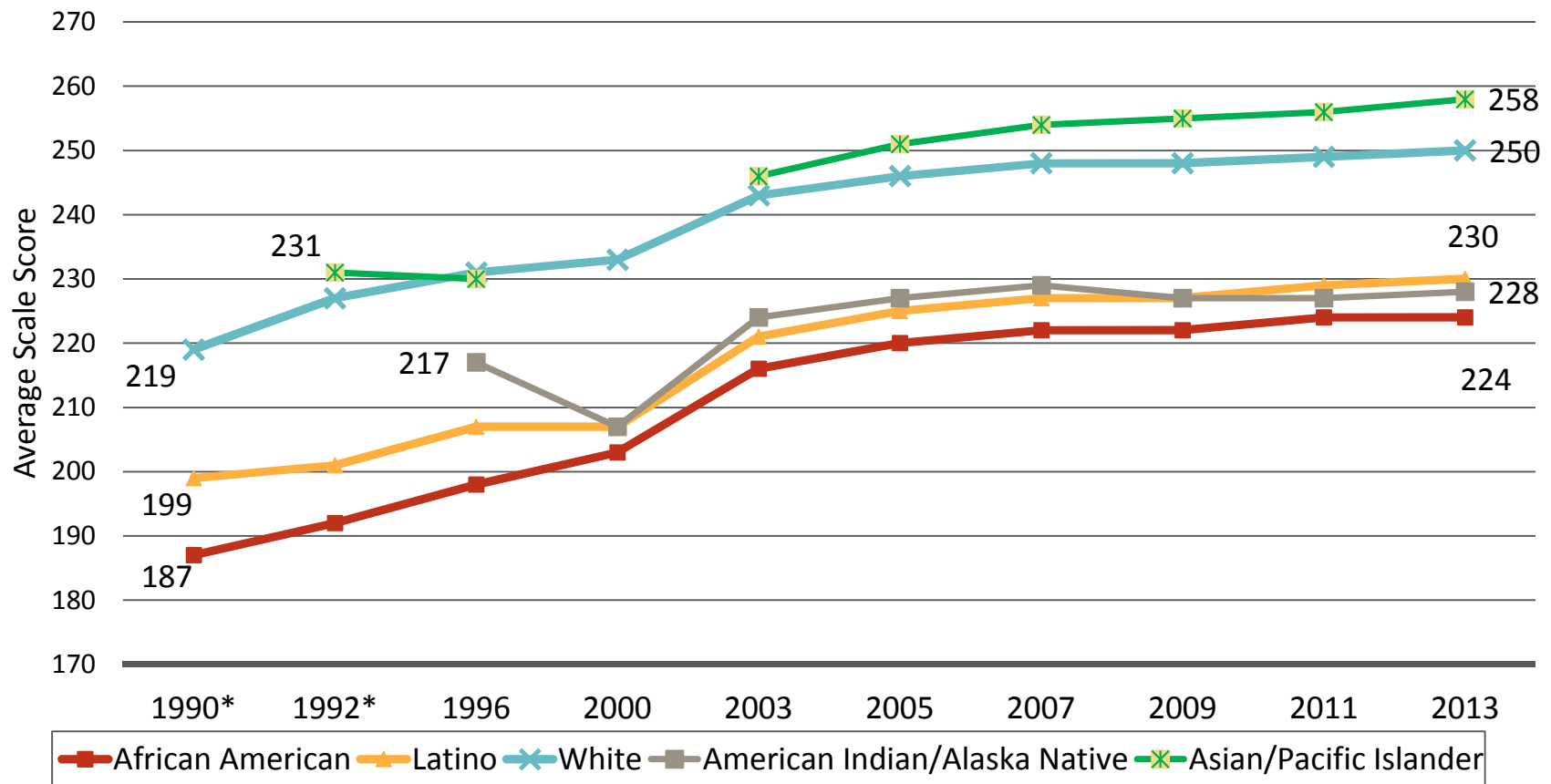
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



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

All groups have improved since 1990, some gap narrowing

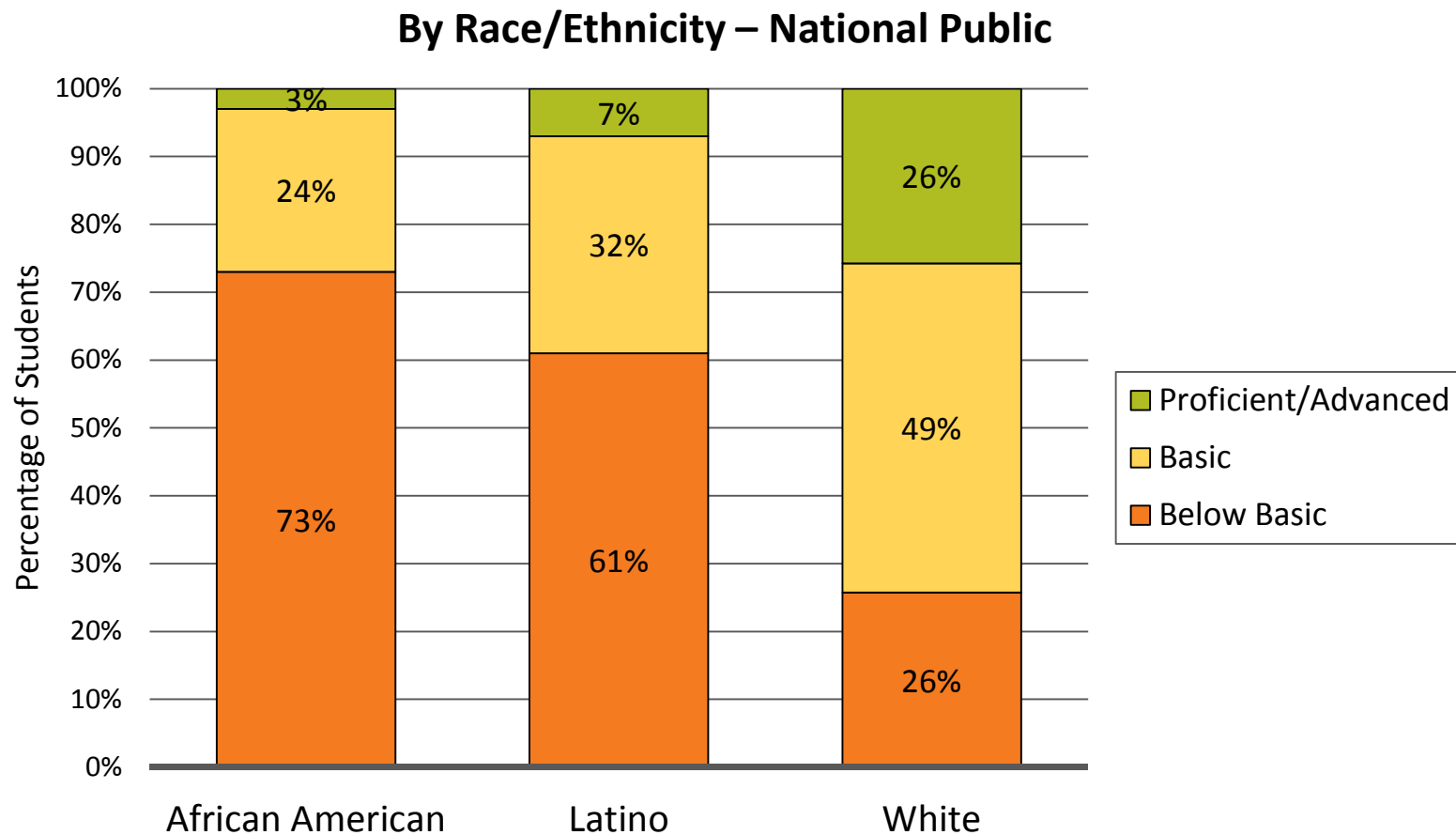
National Public – Grade 4 NAEP Math



*Accommodations not permitted

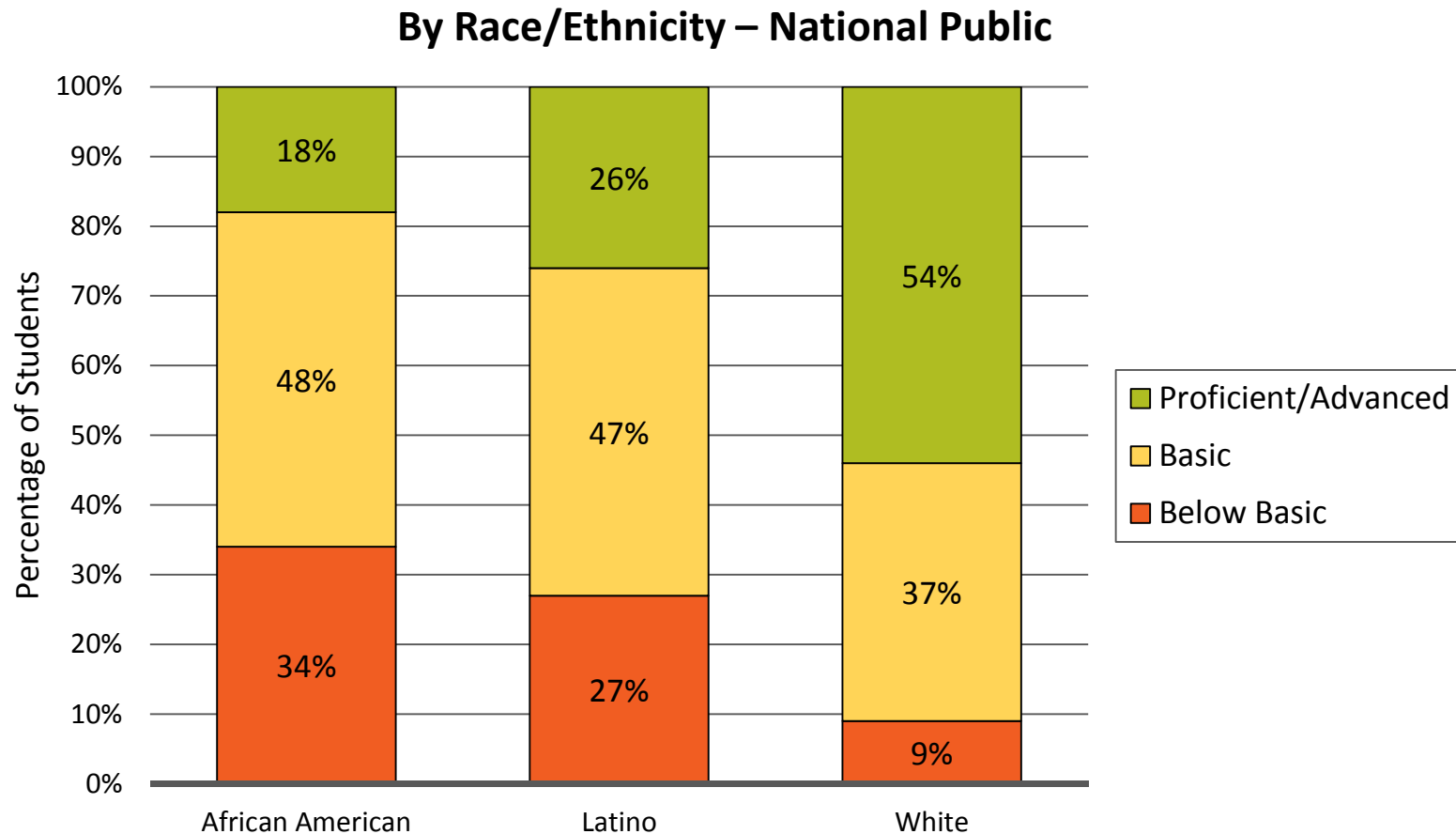
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 249)

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



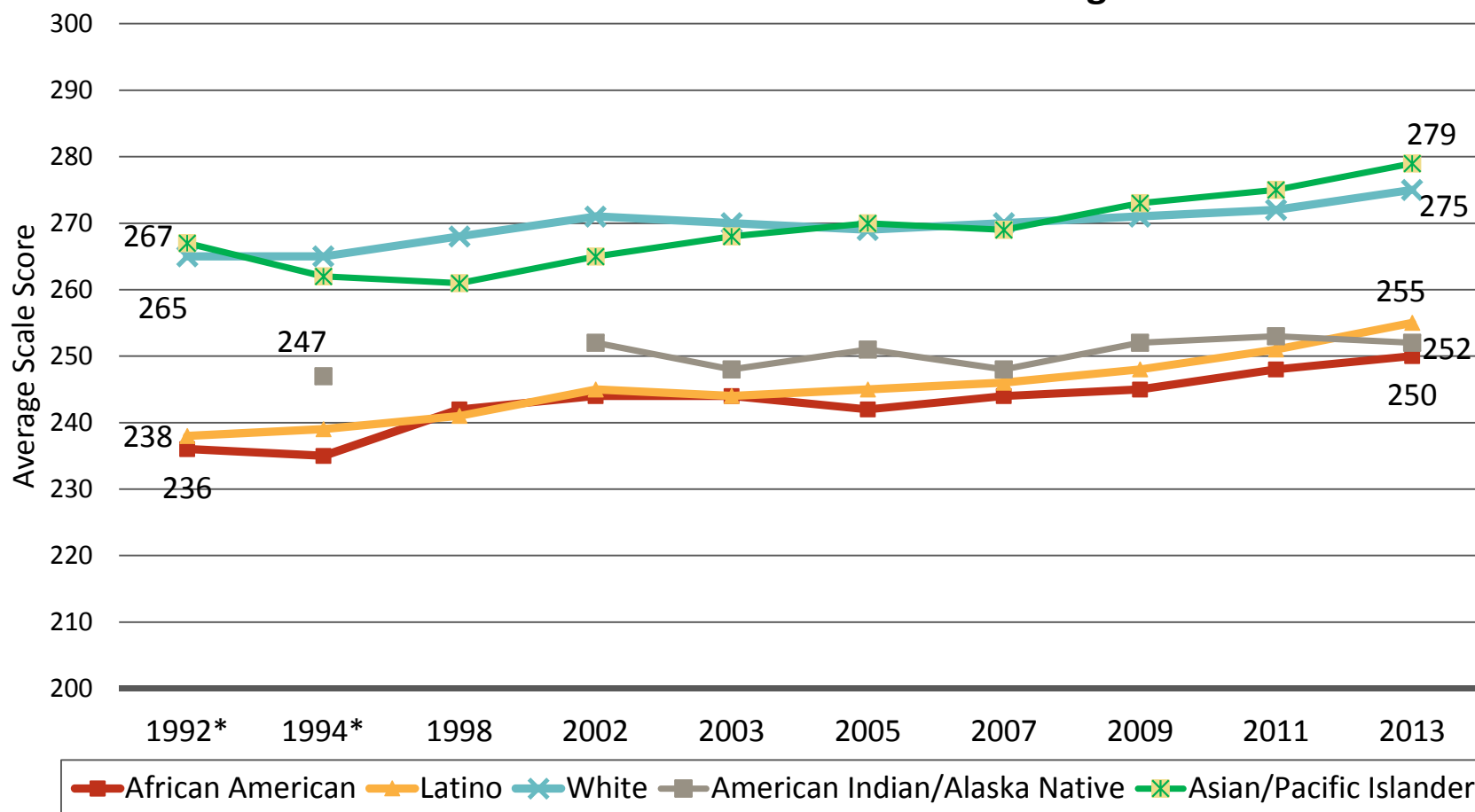
Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>



Middle grades are up, too.

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

National Public – Grade 8 NAEP Reading

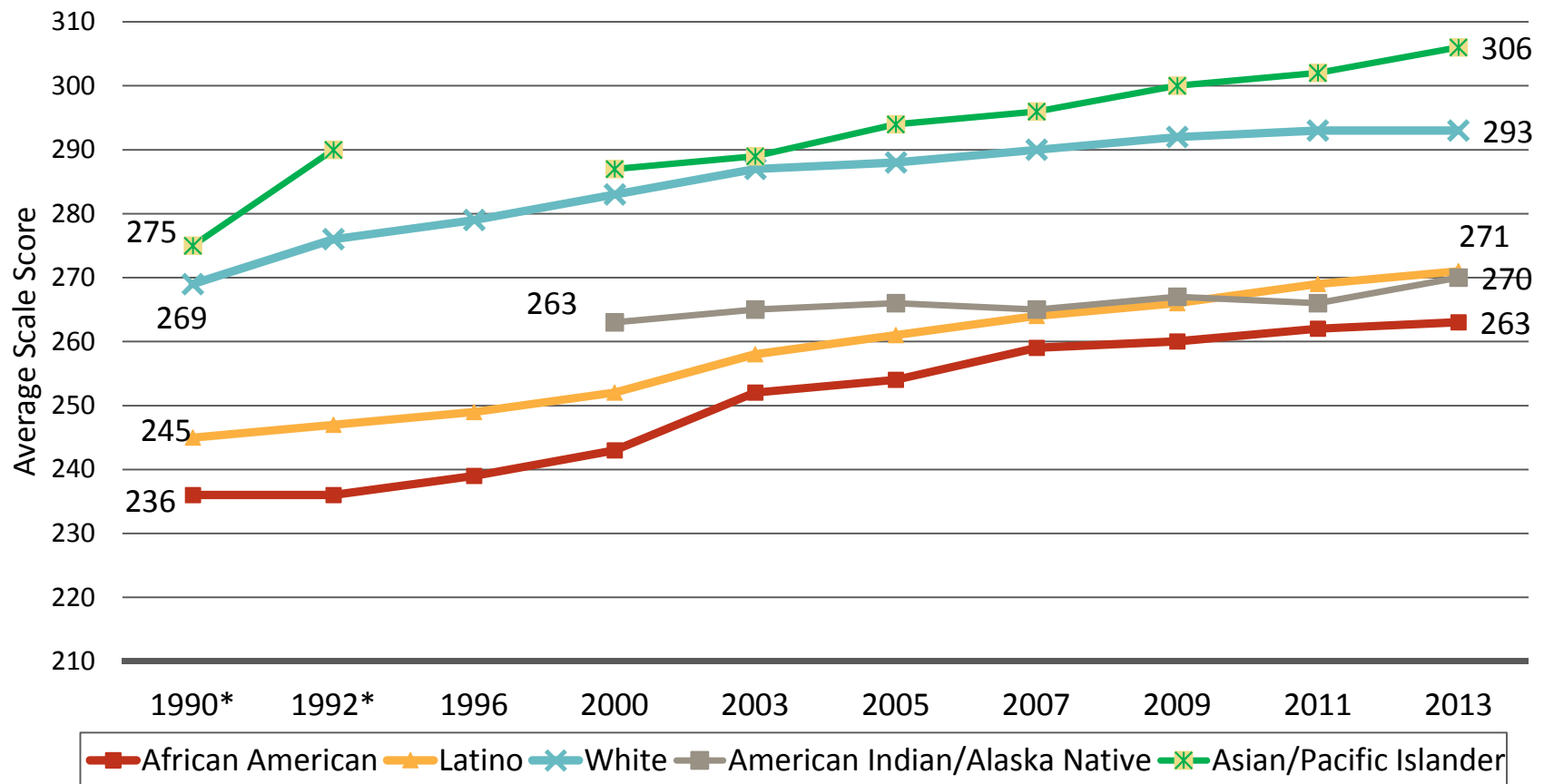


*Accommodations not permitted

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:

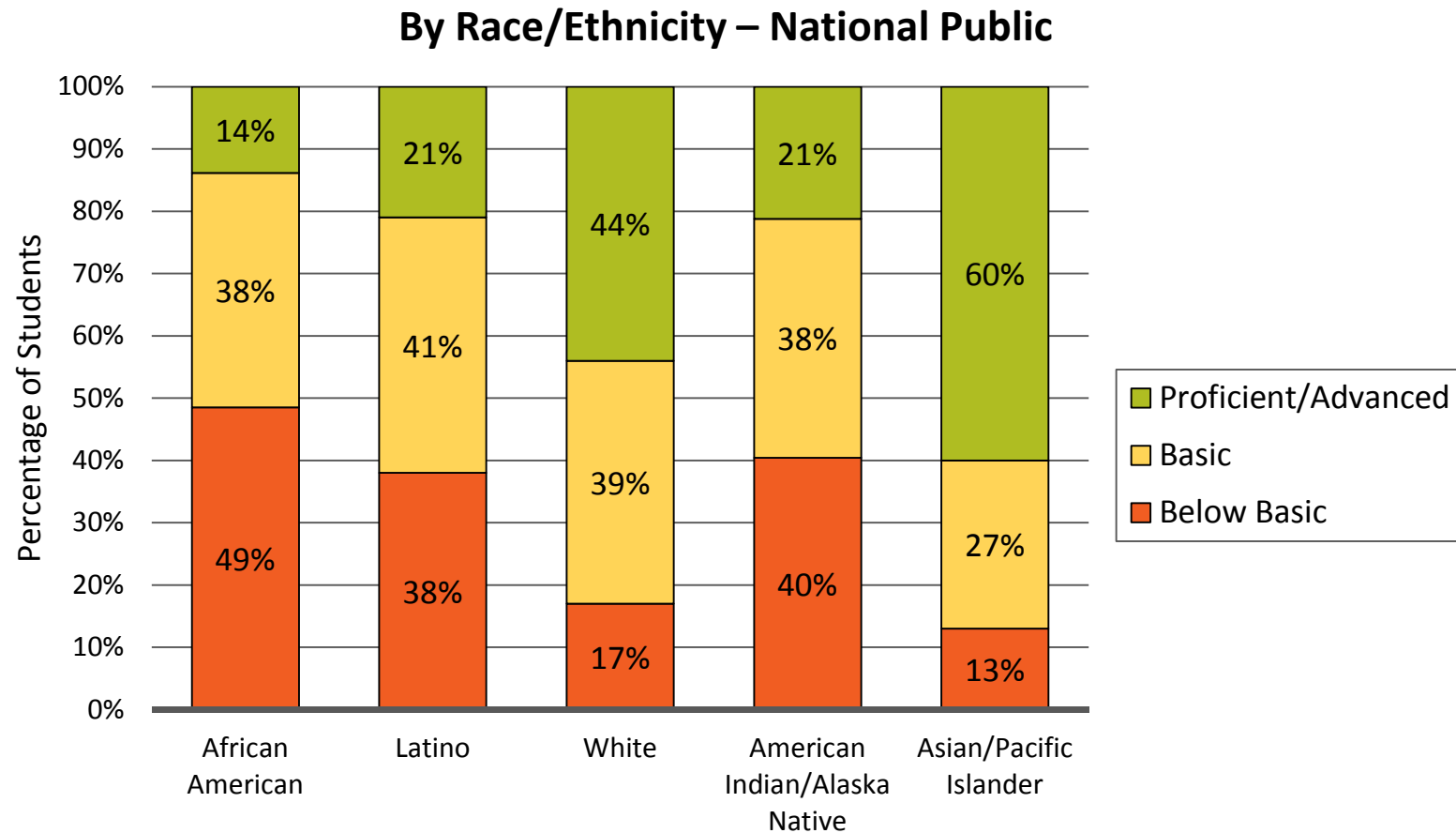
When we really focus on
something, we make
progress!



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

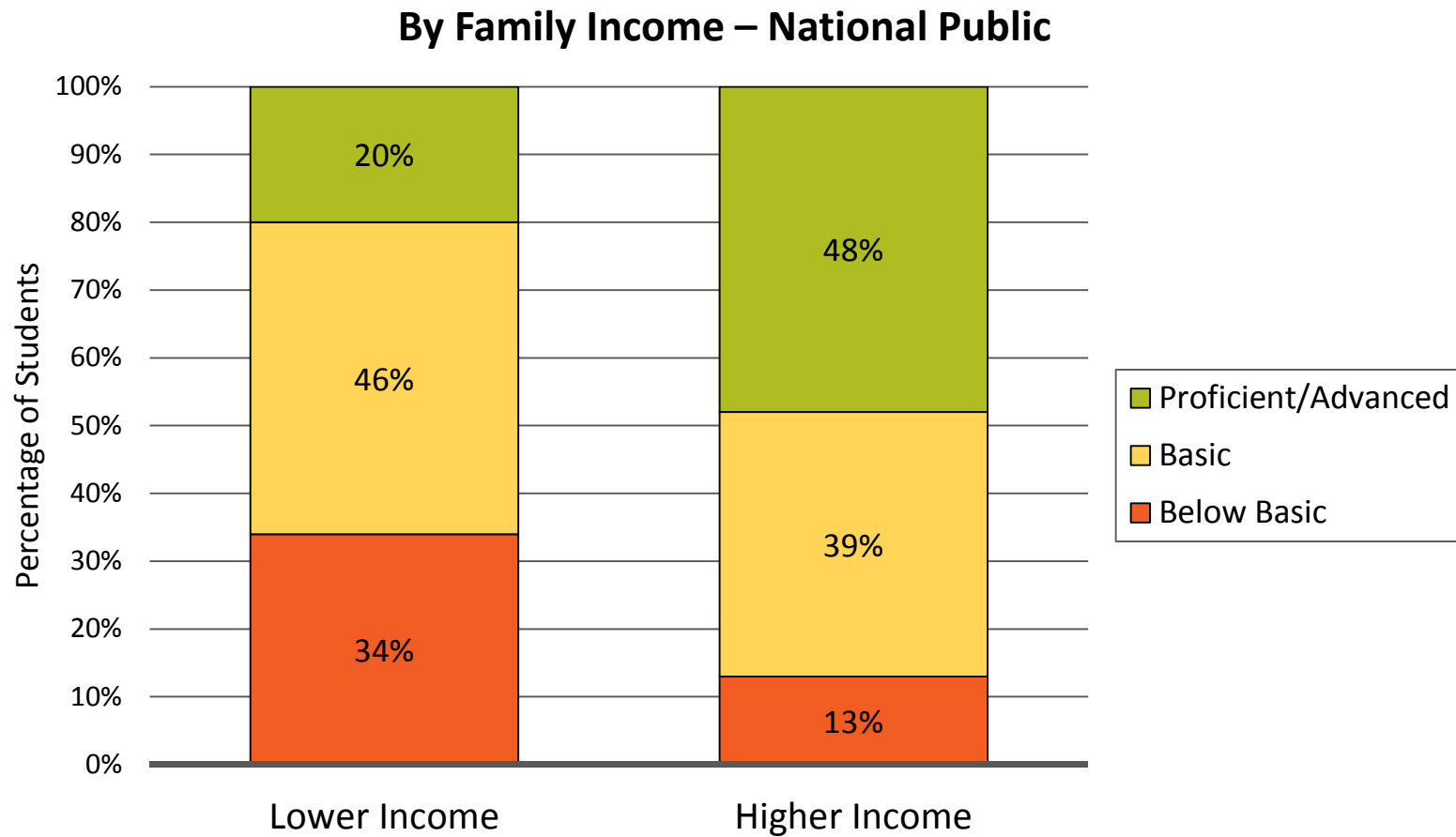
Too many youngsters still enter high
school way behind.

2013 NAEP Grade 8 Math




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

2013 NAEP Grade 8 Reading



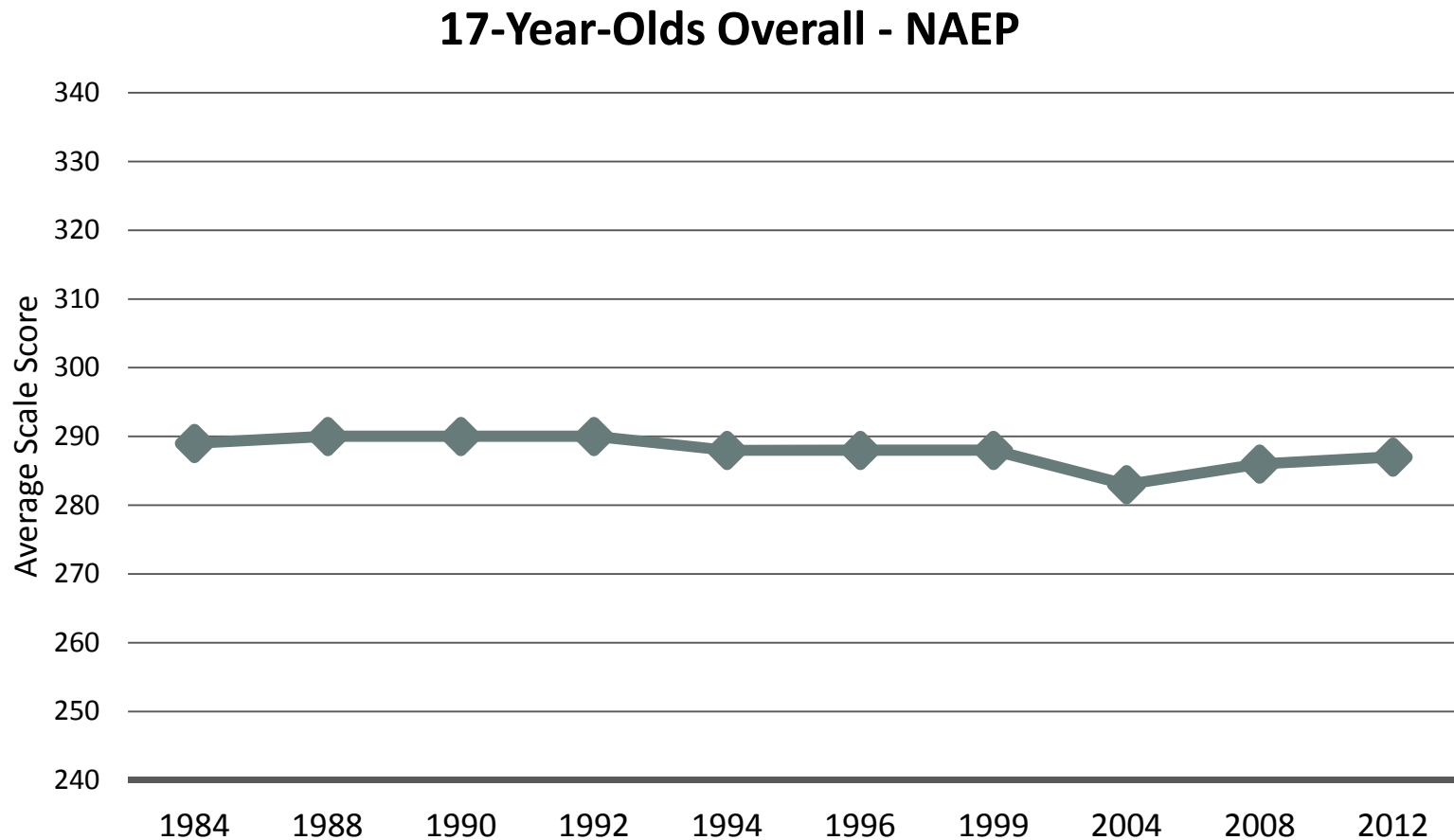
Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>



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

The same is NOT true
of our high schools.

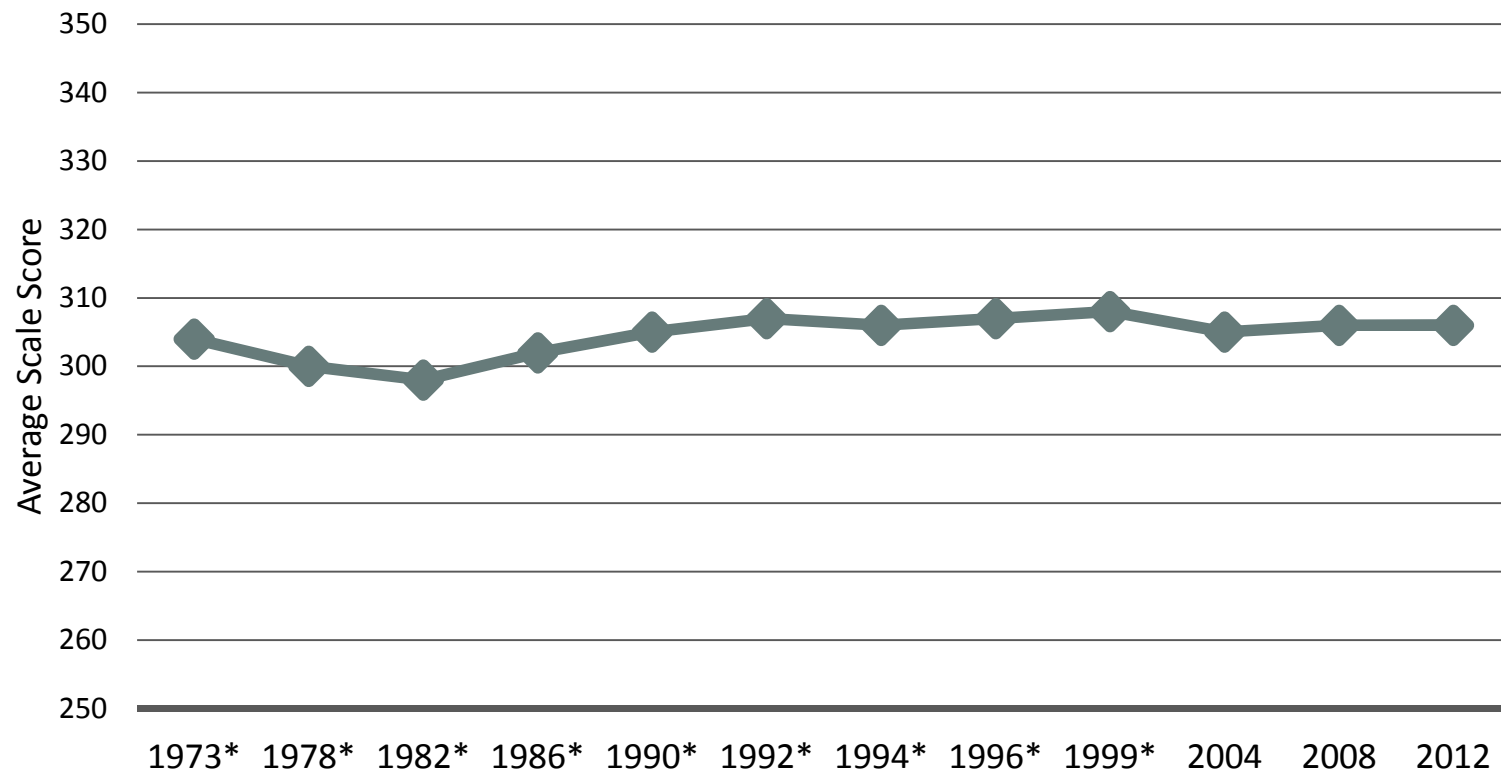
Achievement is flat in reading for students overall.



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

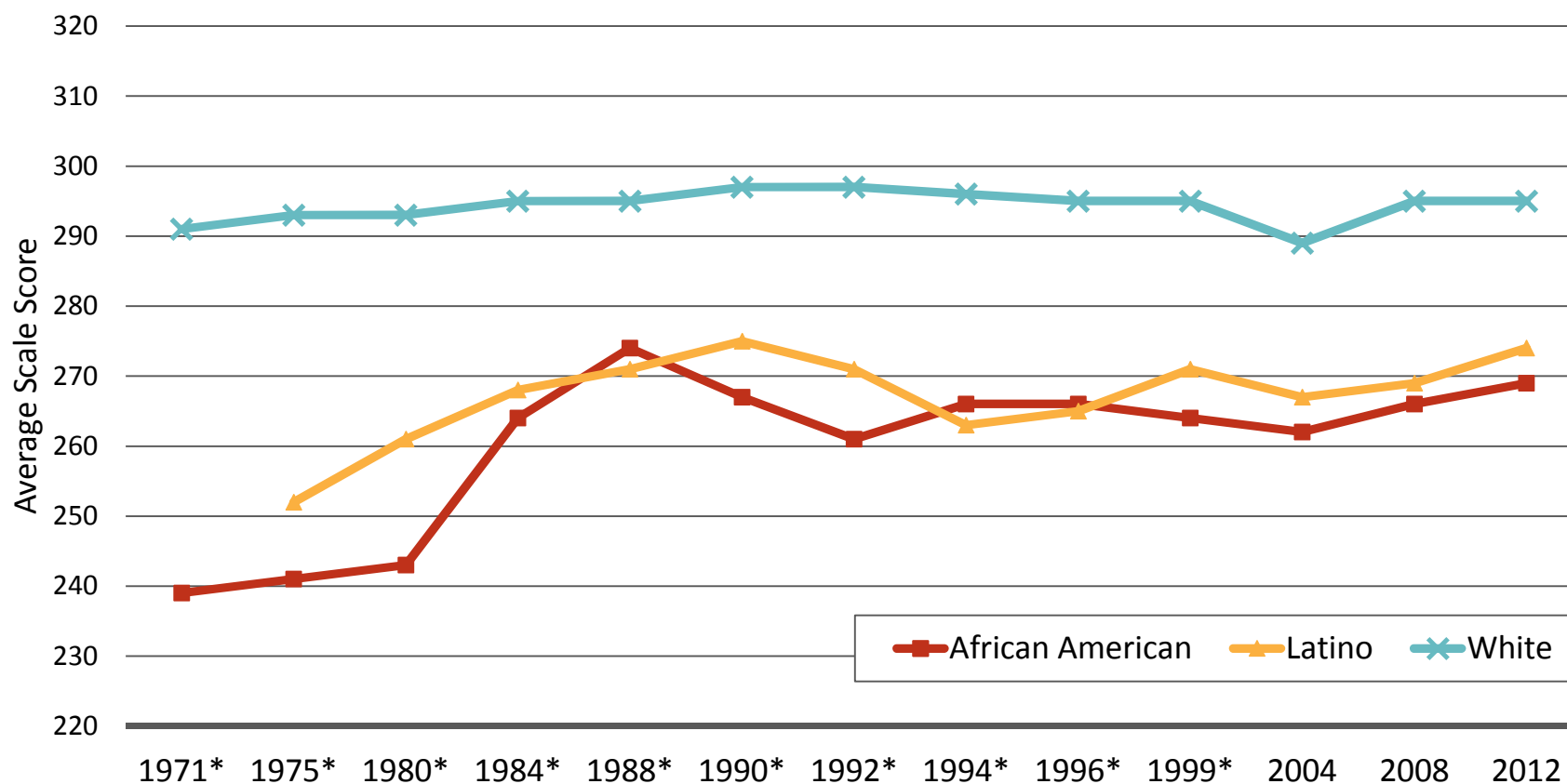
Source: National Center for Education Statistics, NAEP 2008 Trends in Academic Progress



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.

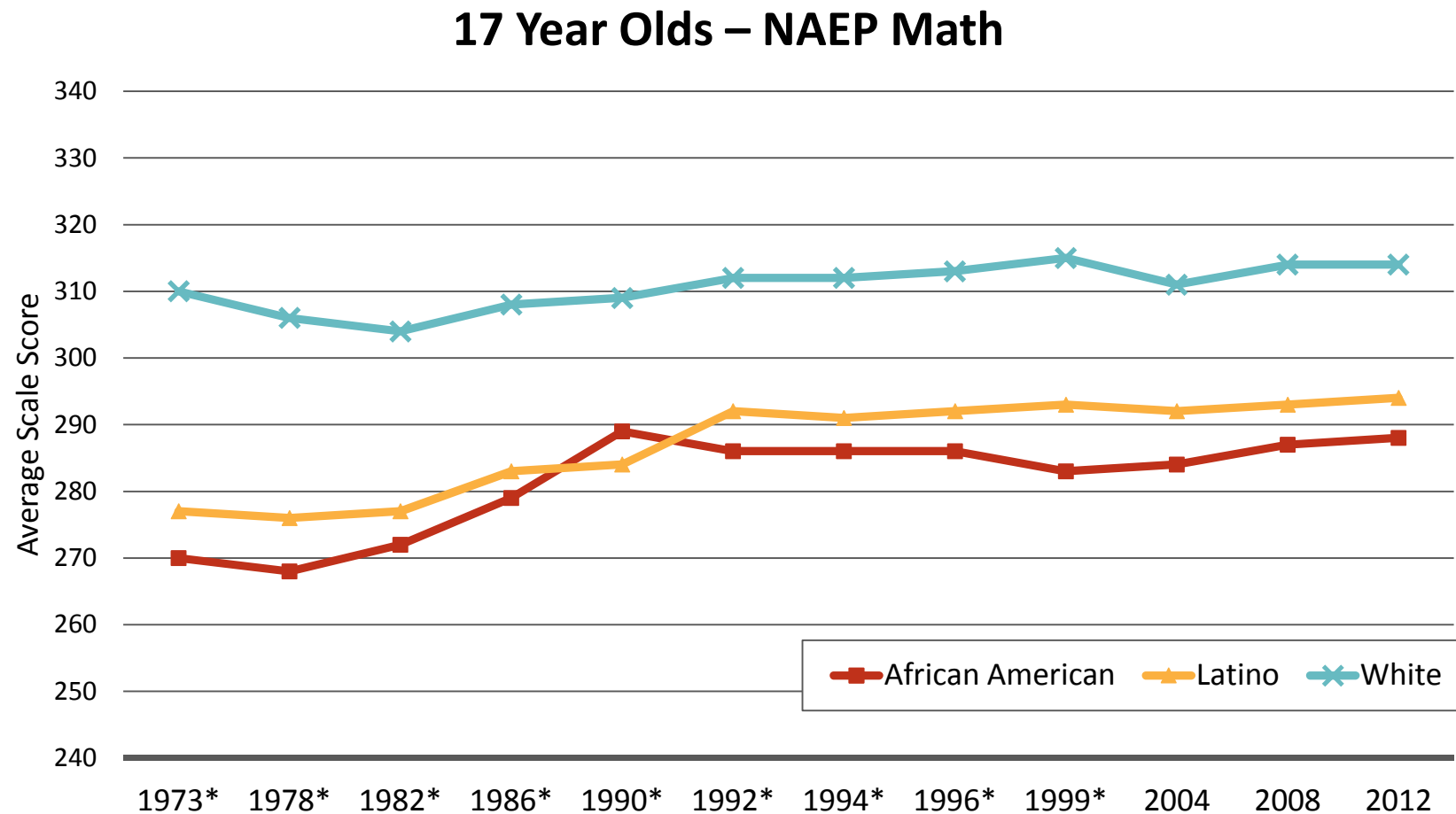
17 Year Olds – NAEP Reading



*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

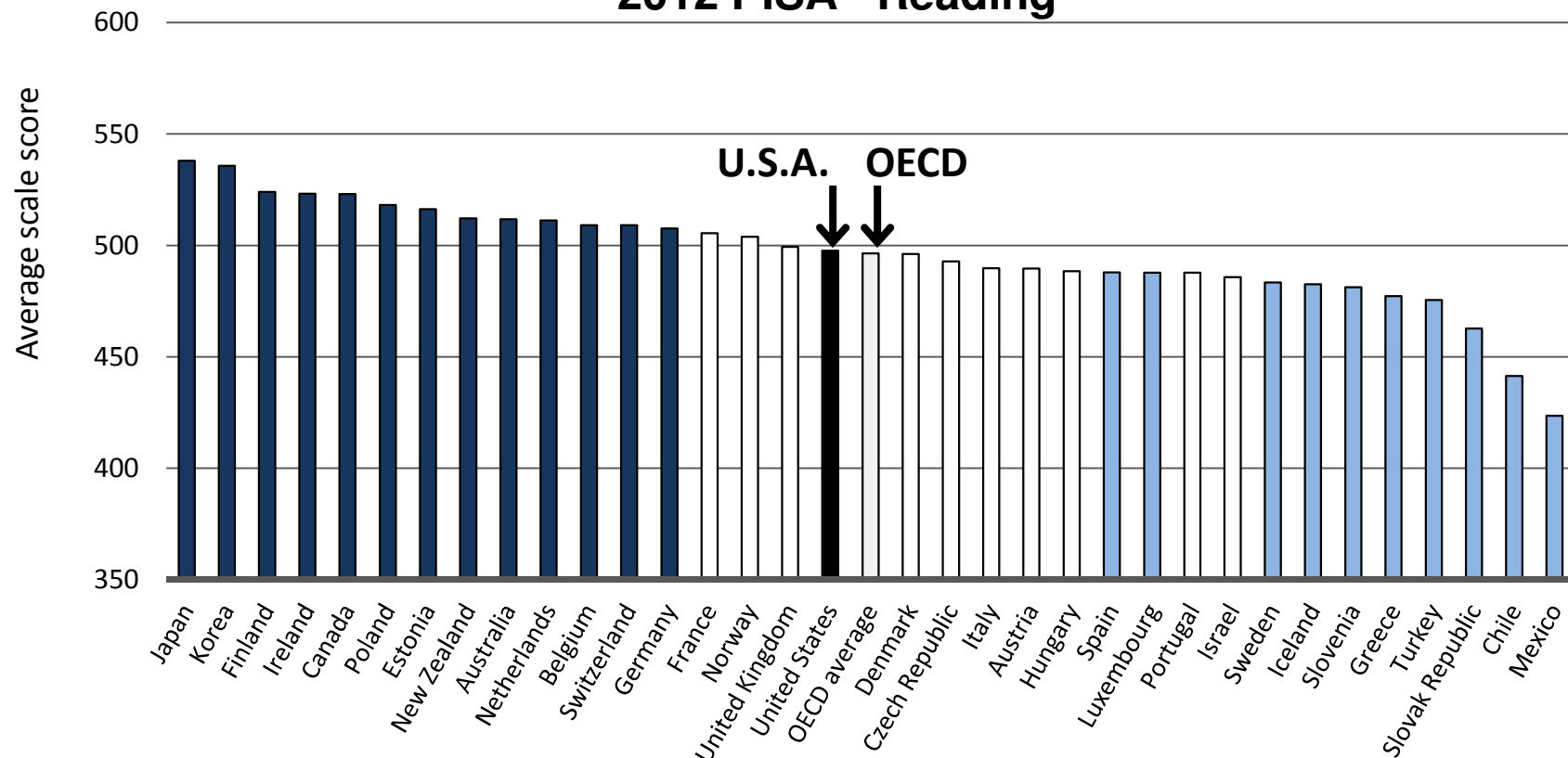
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



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 17th in Reading

2012 PISA - Reading

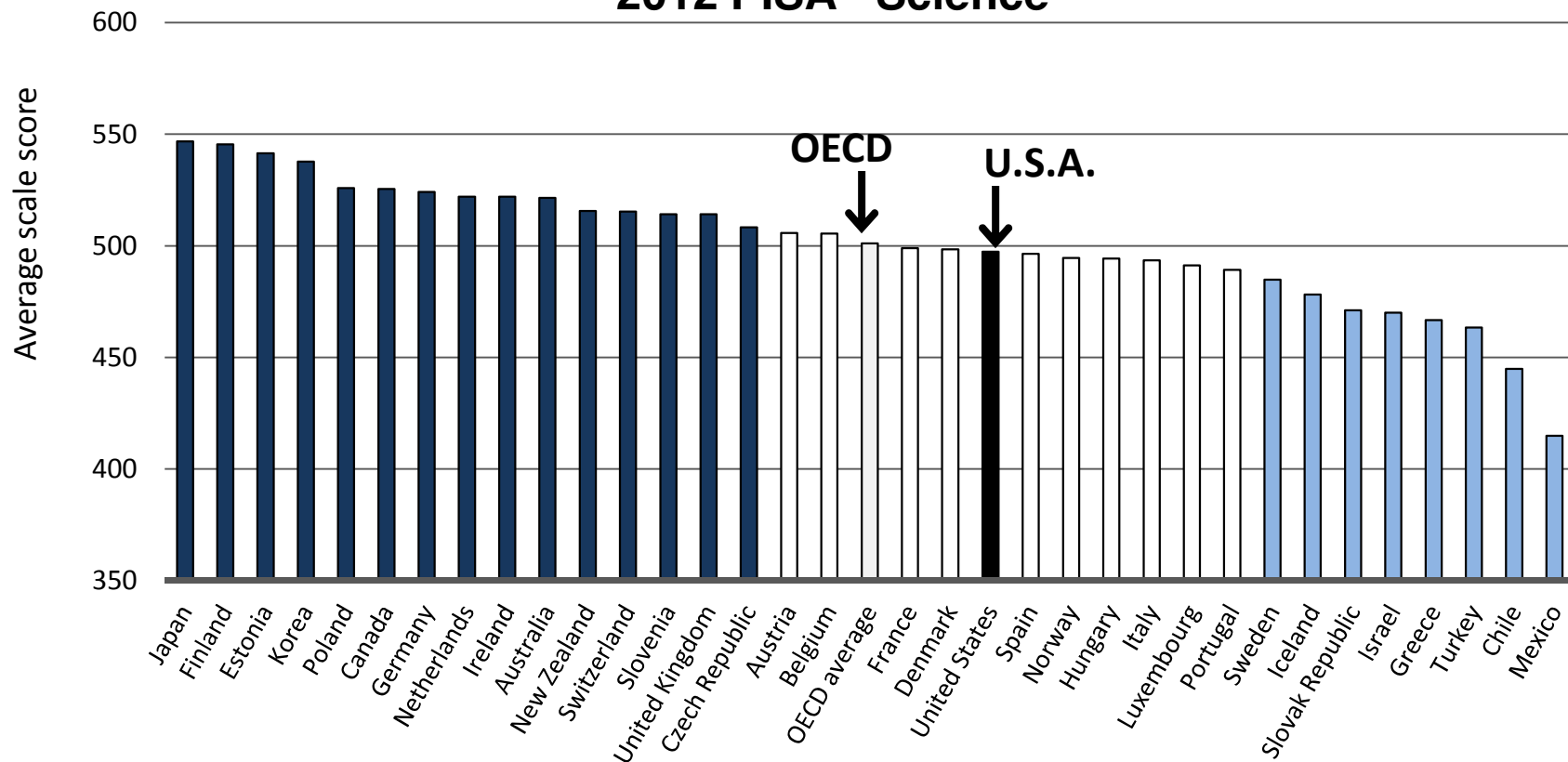


■ Higher than U.S. average □ Not measurably different from U.S. average ■ Lower than U.S. average

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

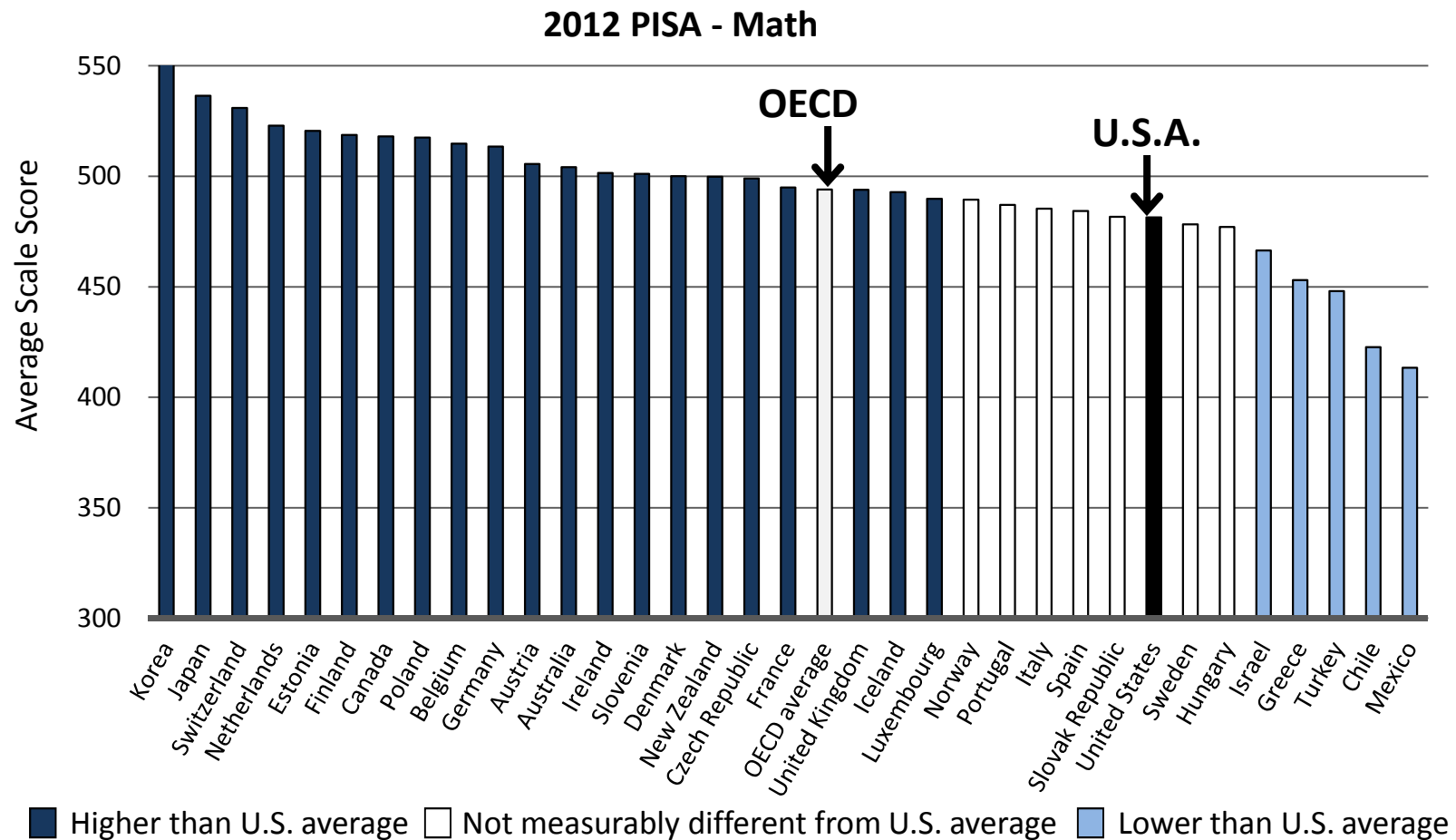
2012 PISA - Science



■ 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.

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



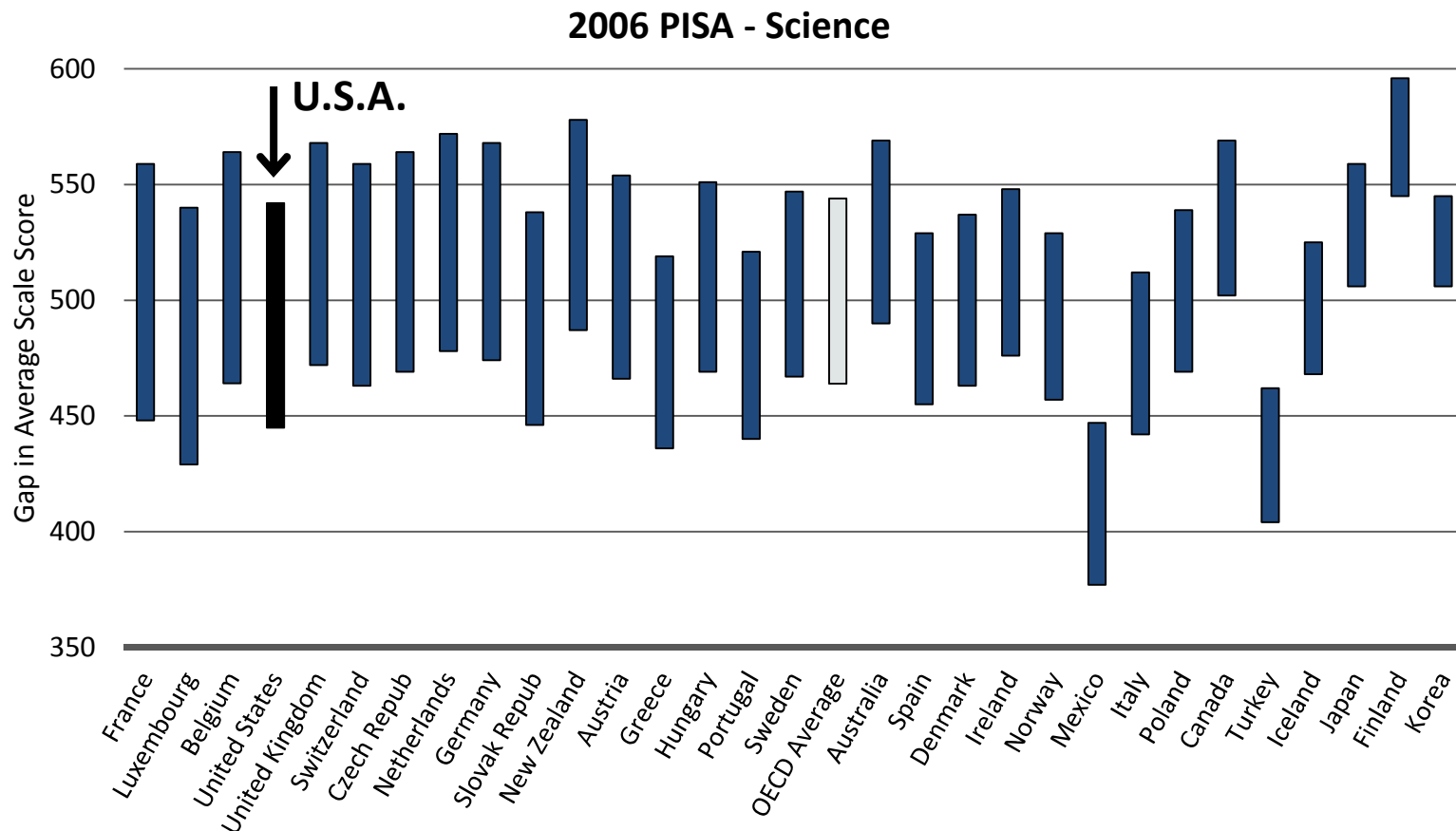
Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_3a.asp.



Only place we rank high?

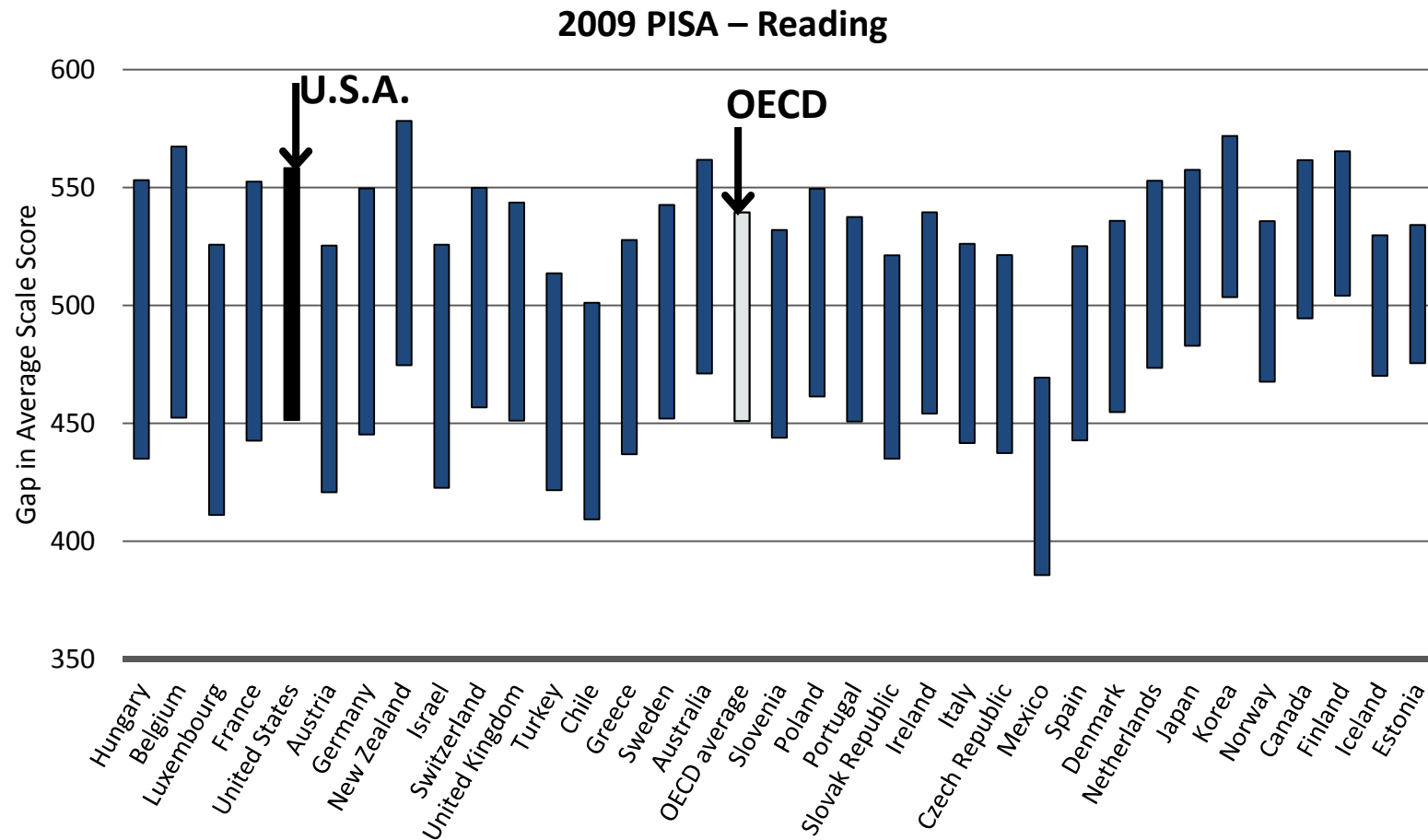
Inequality.

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



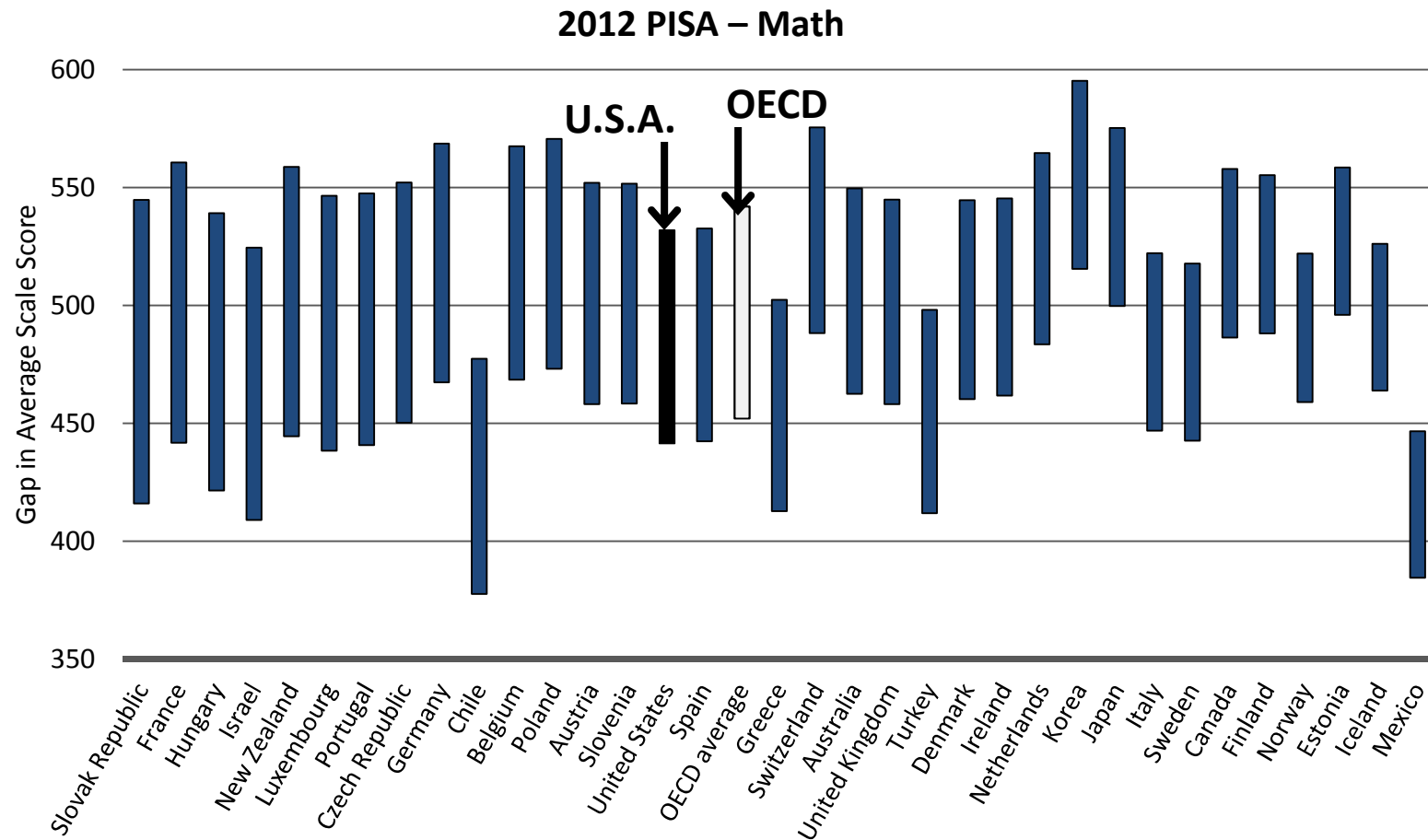
Source: PISA 2006 Results, OECD, table 4.8b

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




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 *Between States*

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

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

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

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

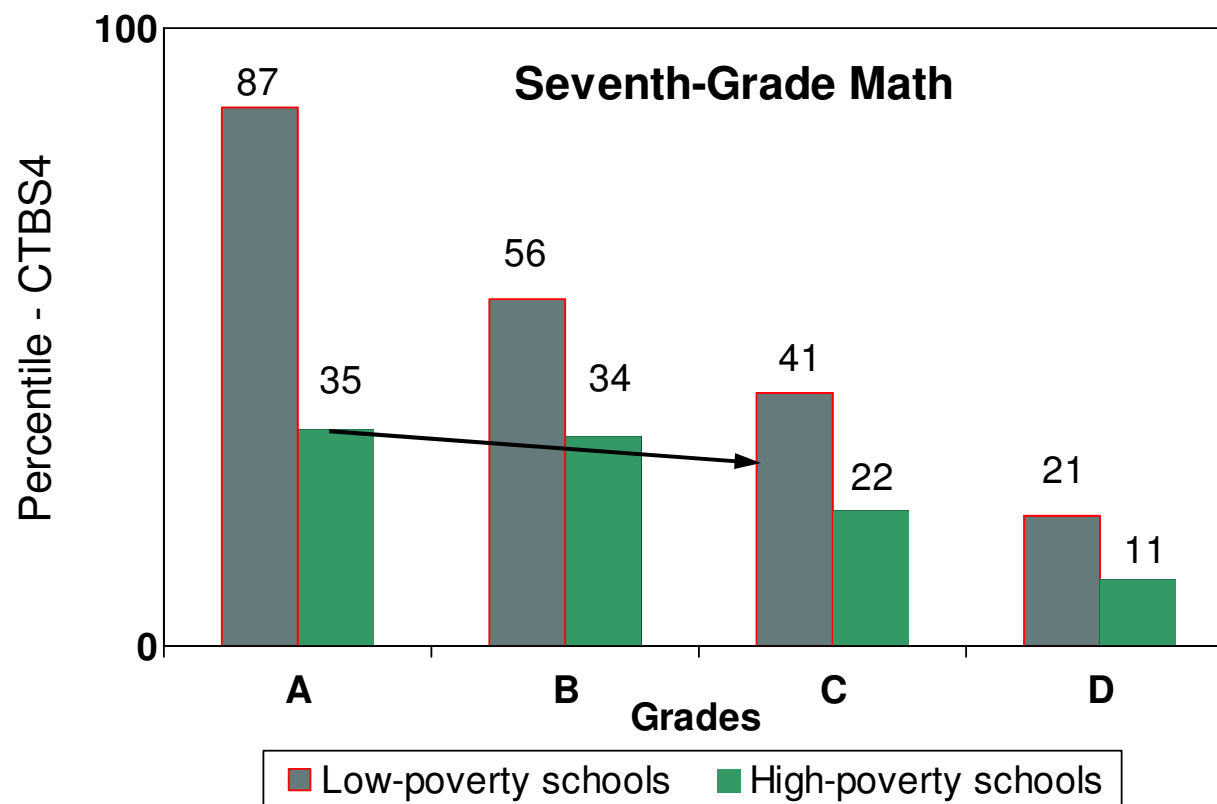


In truth, though, some of the most devastating “lesses” are a function of choices that educators make.


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



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

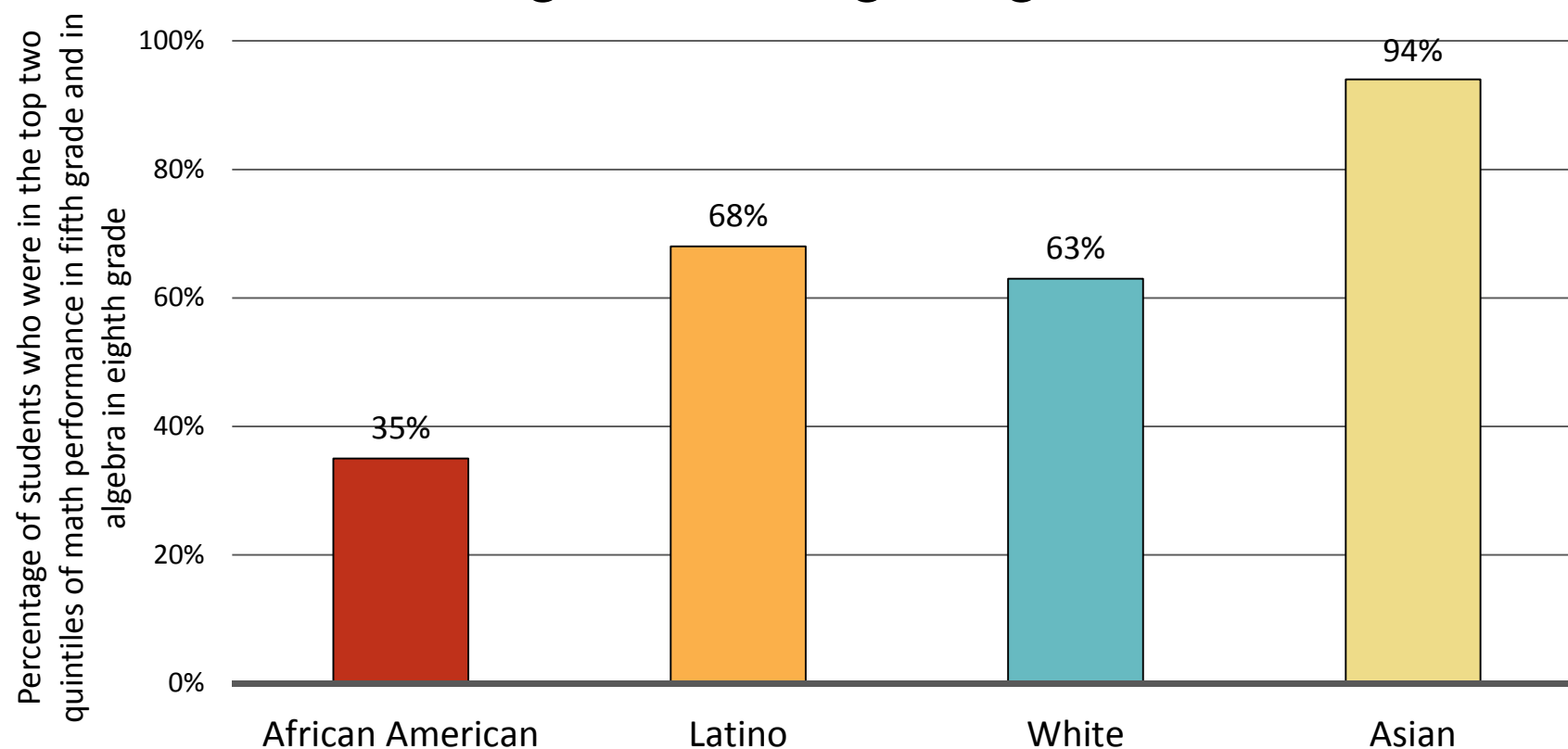


Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



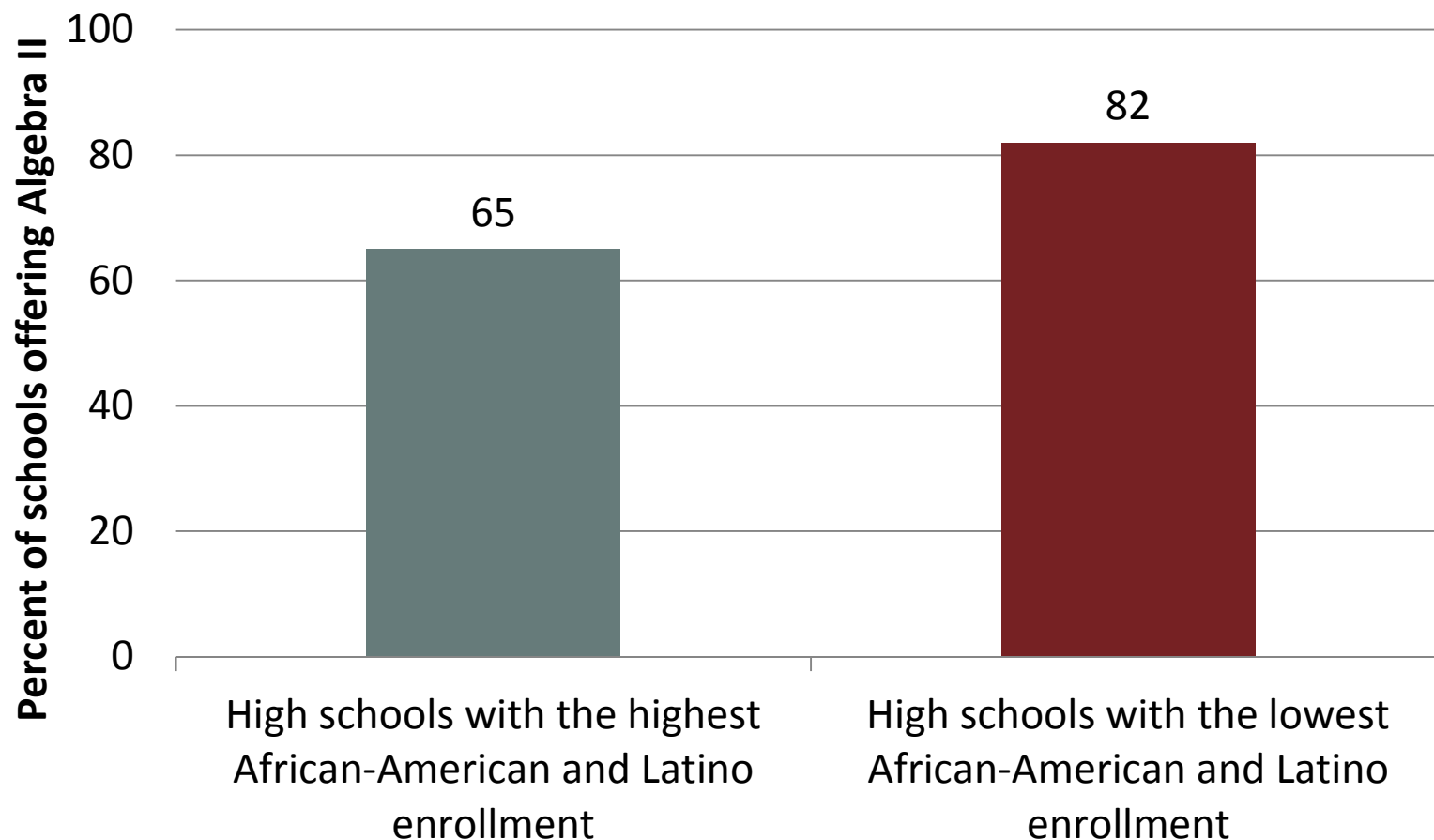
Choices we make about what to
teach whom...

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



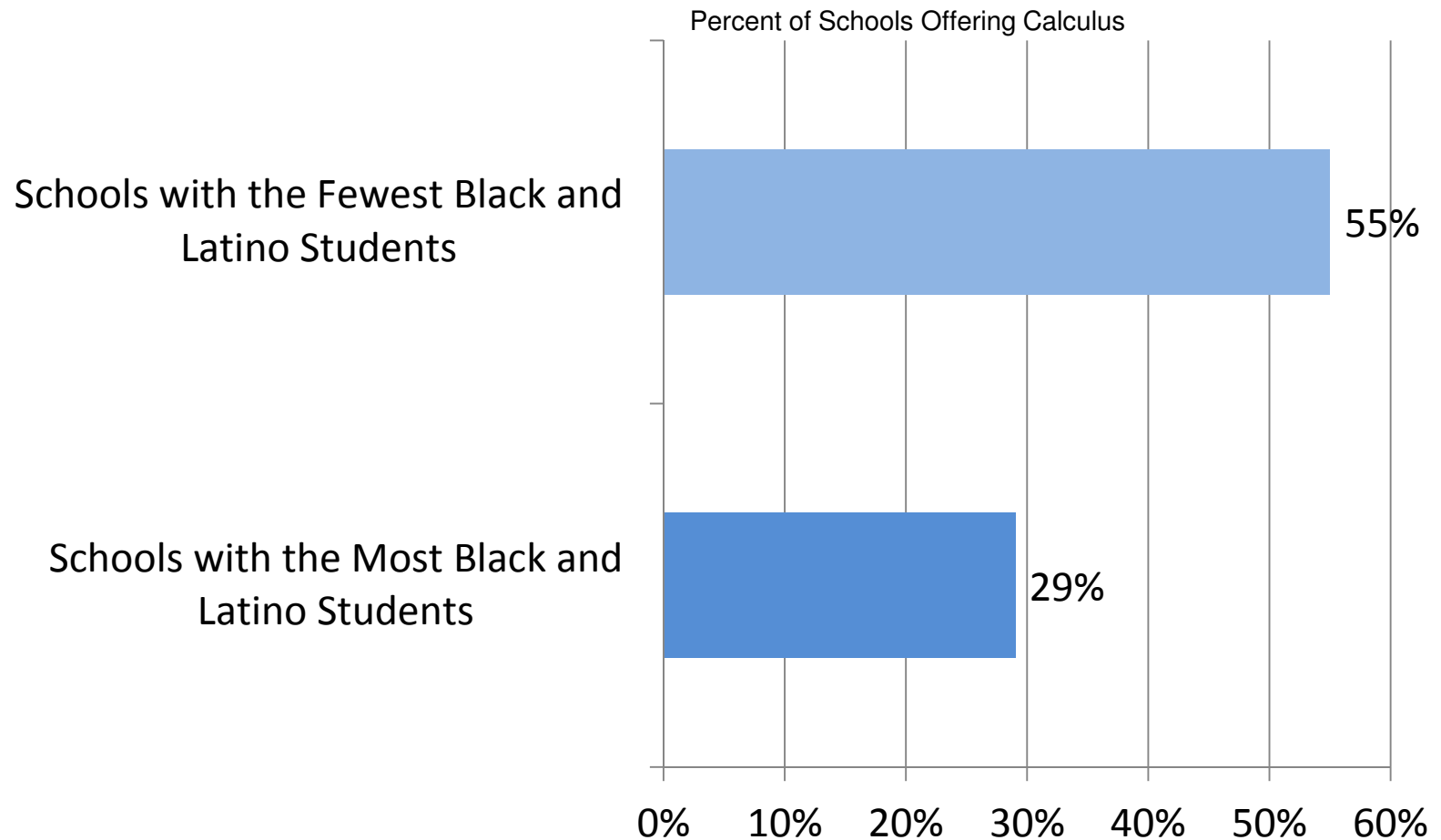
Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

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.

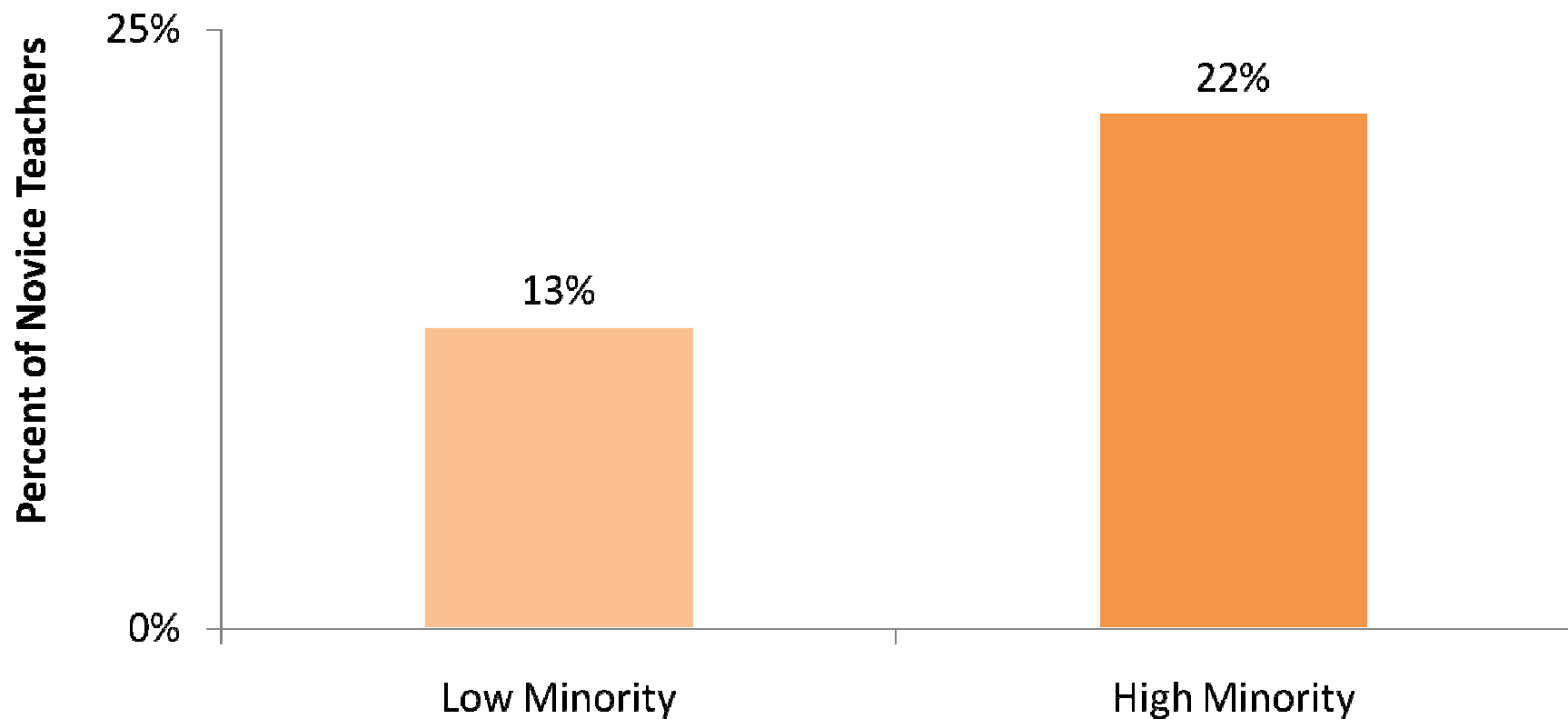


Source: U.S. Department of Education Office for Civil Rights , Civil Rights Data Collection



And choices we make about
who teaches whom...

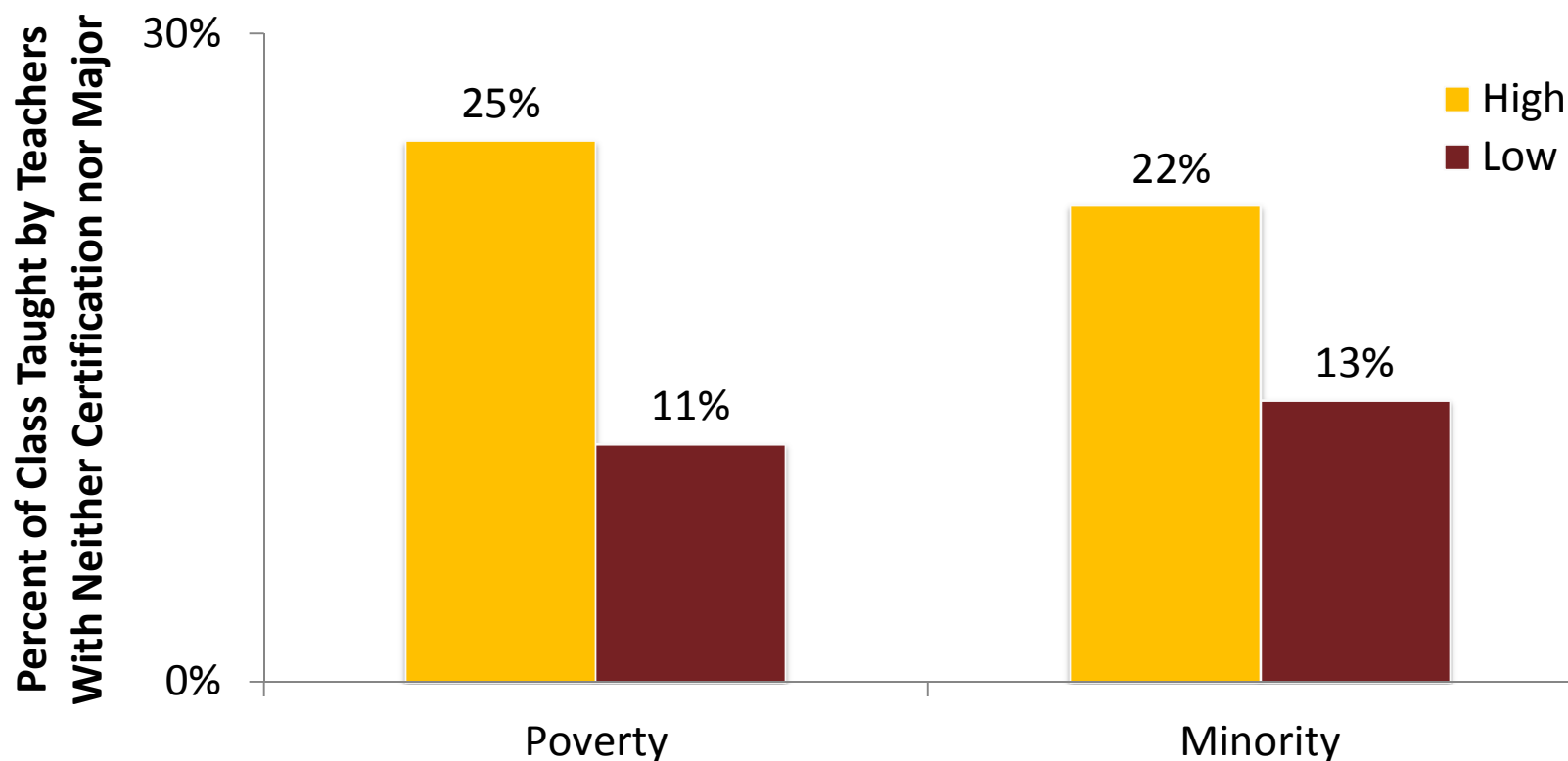
Students at high-minority schools more likely to be taught by novice* teachers.



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.

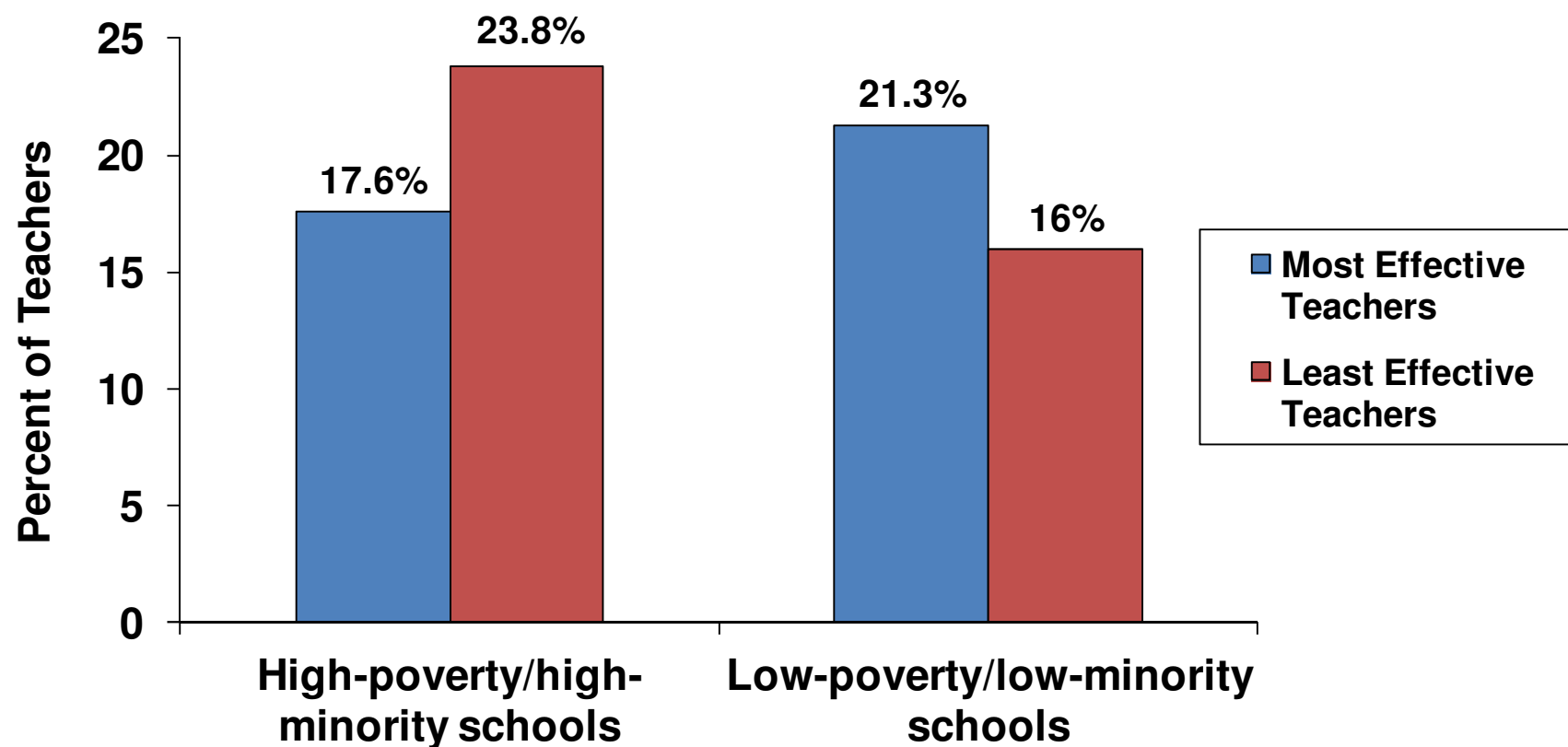
Math classes at high-poverty, high-minority secondary schools are more likely to be taught by out-of-field* teachers.



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.

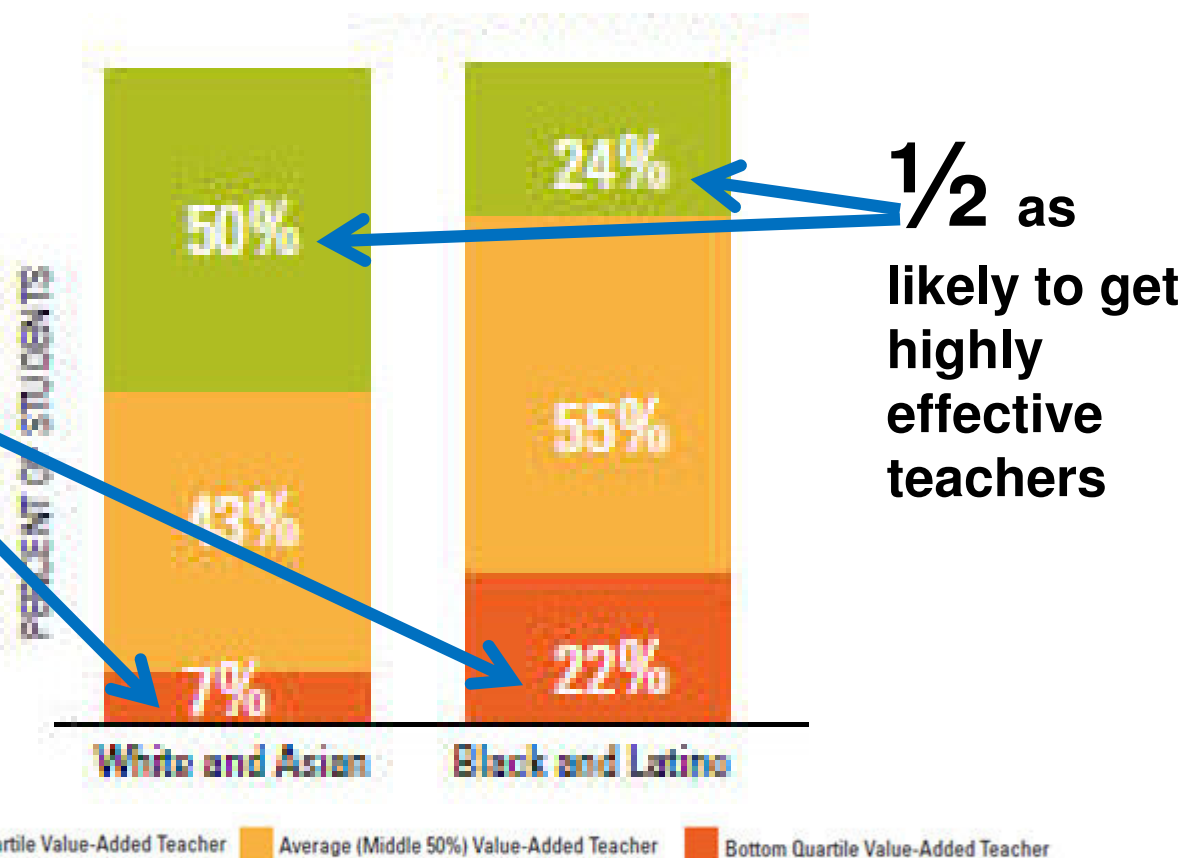
Source: Tennessee Department of Education 2007. “Tennessee’s Most Effective Teachers: Are they assigned to the schools that need them most?”
http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf.

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.



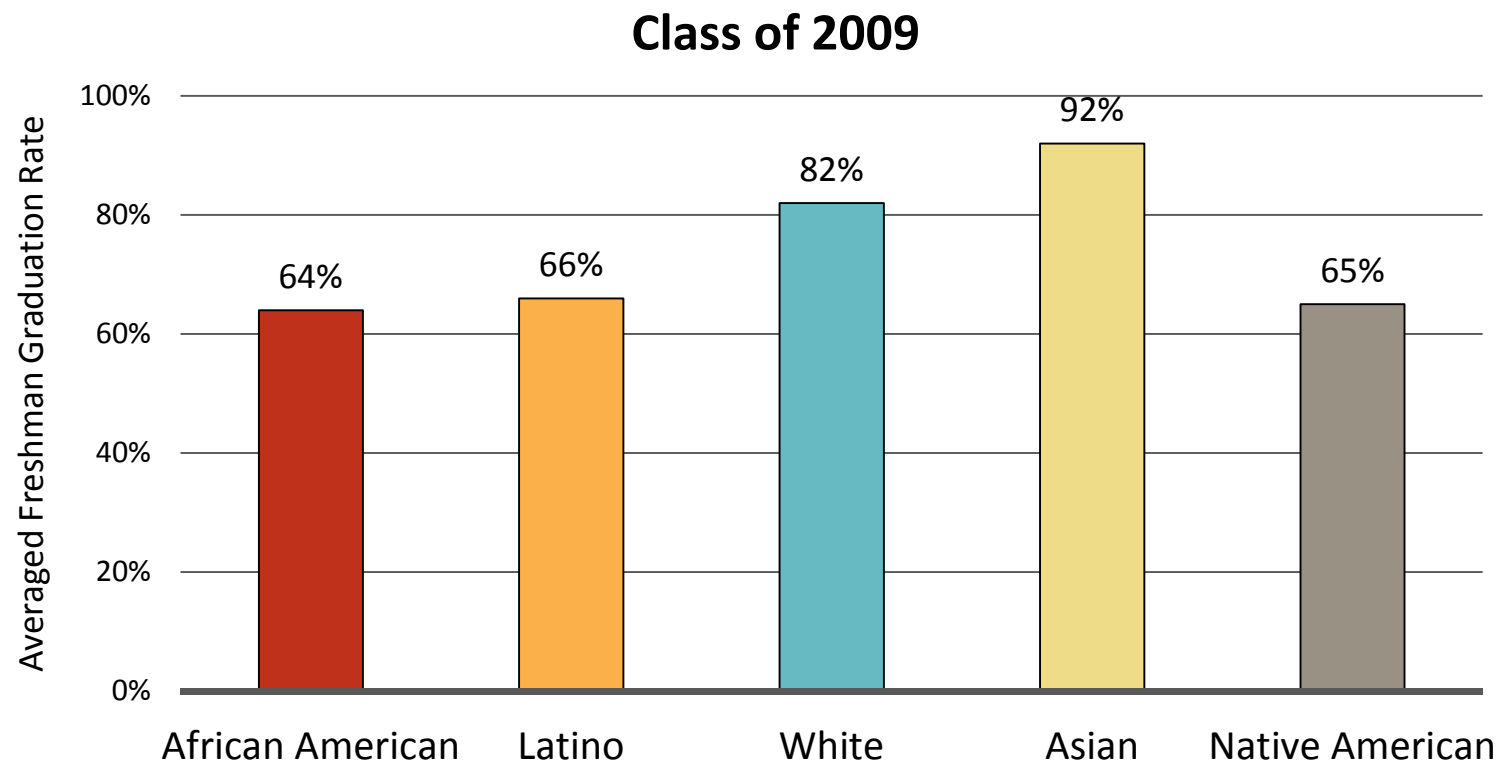
The results are devastating.

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



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

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

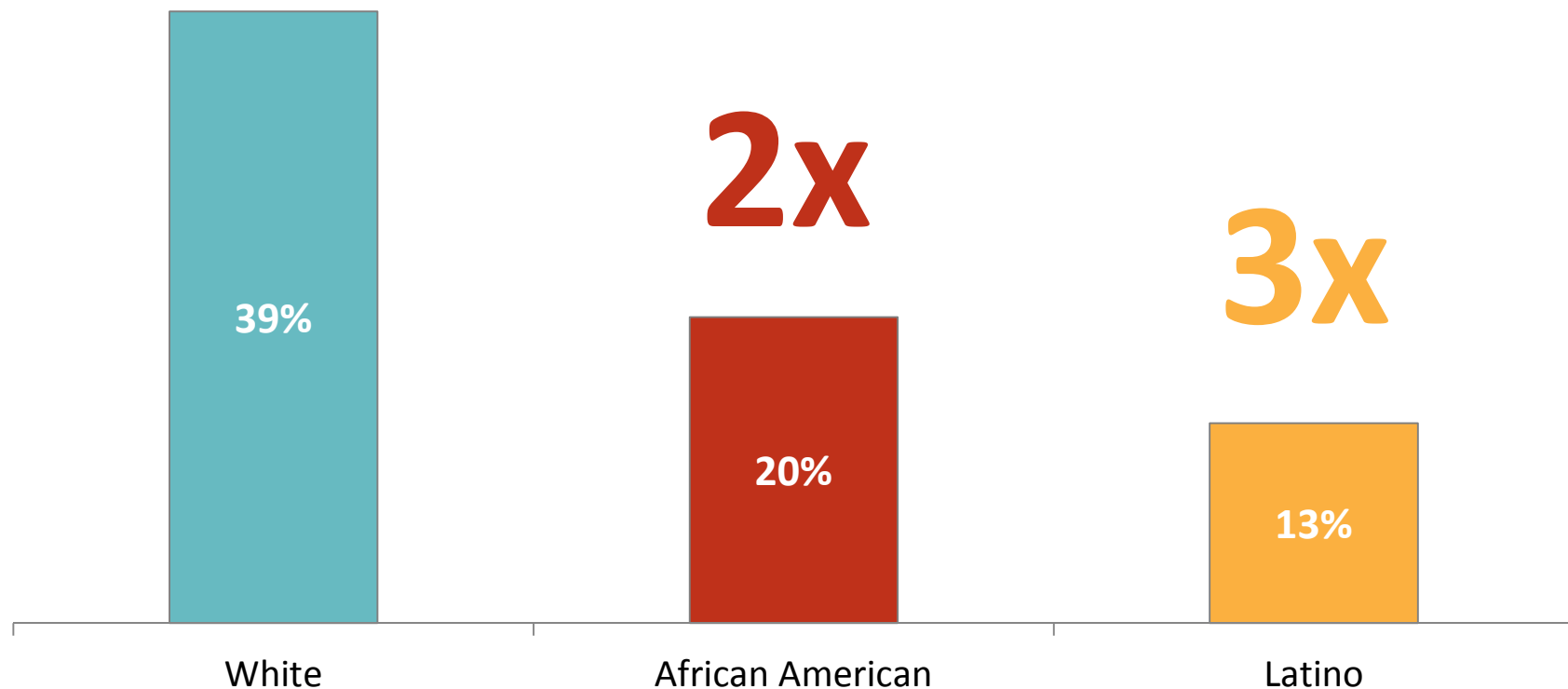


Source: National Center for Education Statistics, "Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09" (2011).

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

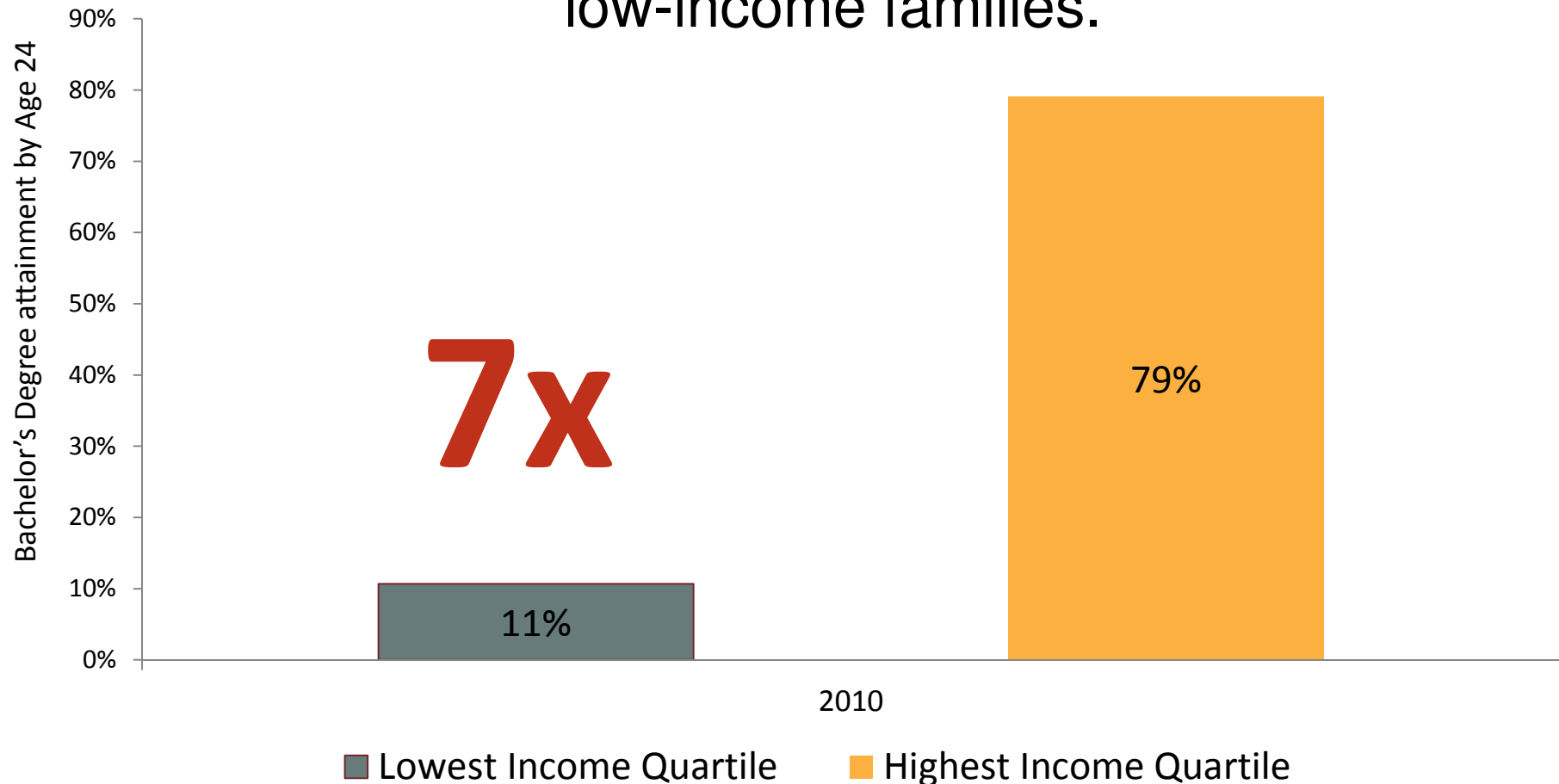
Whites attain bachelor's degrees at twice the rate of blacks and three times the rate of Hispanics.

**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.



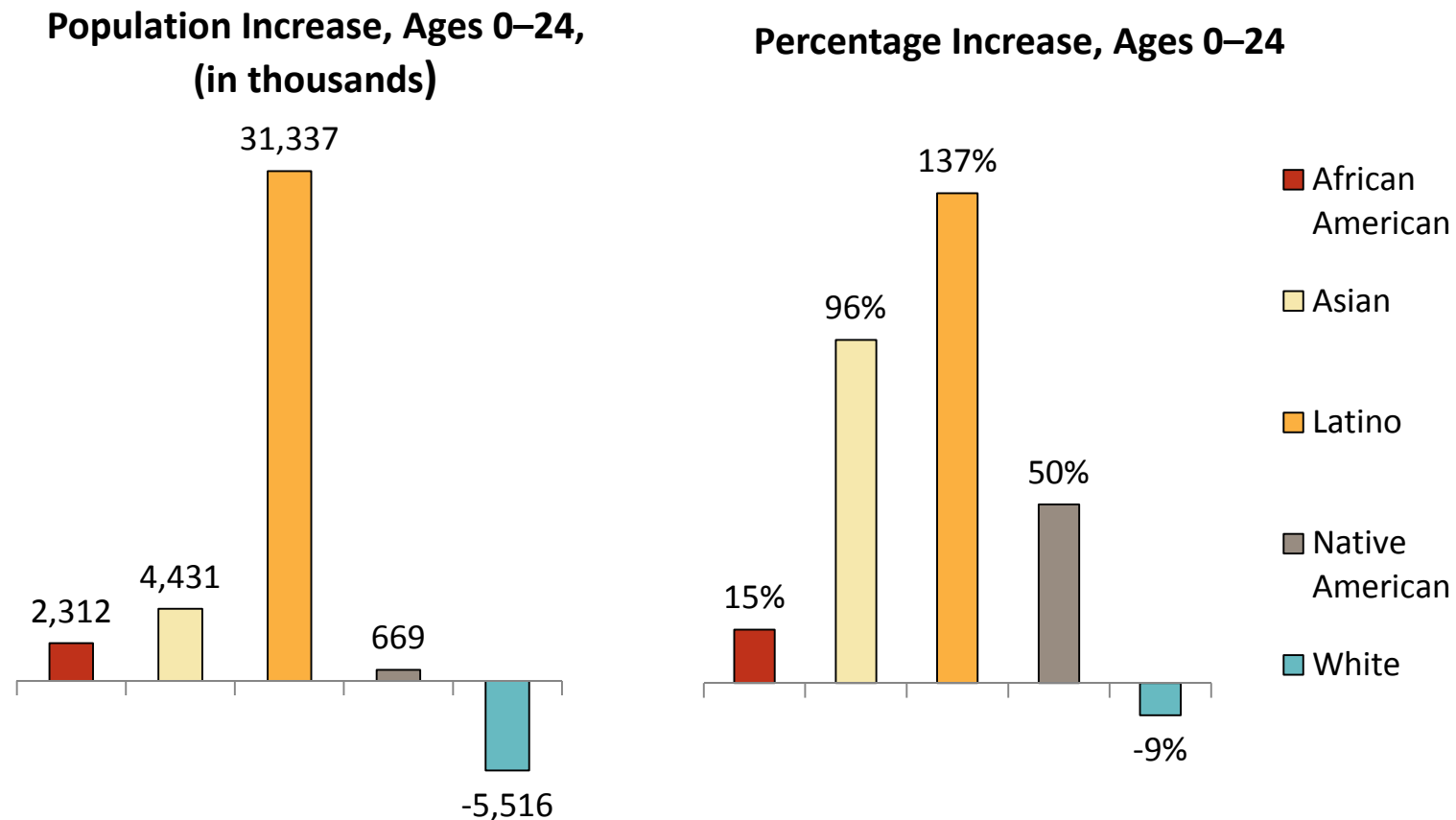
Source: Postsecondary Education Opportunity, "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2010."



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

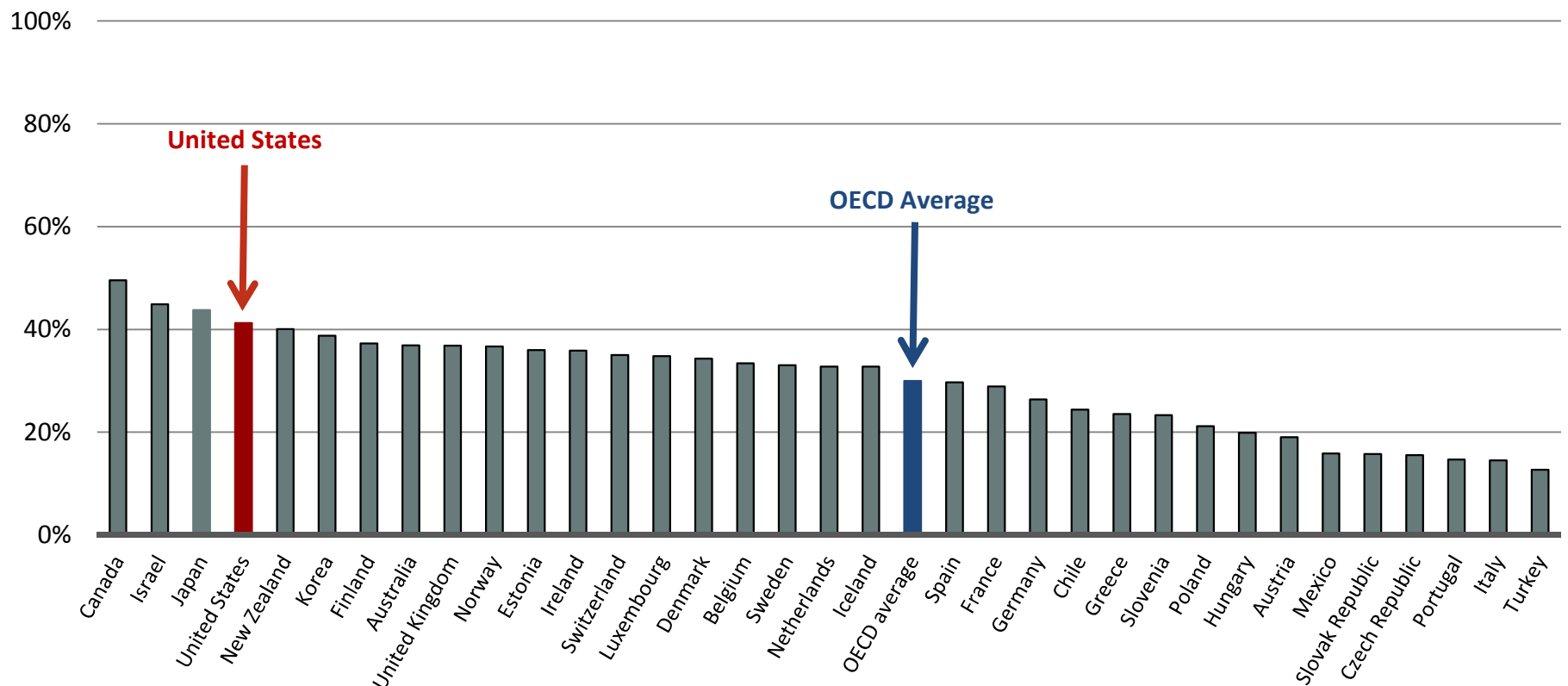
Source: National Population Projections, U.S. Census Bureau. Released 2008; NCHEMS, *Adding It Up*, 2007.



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

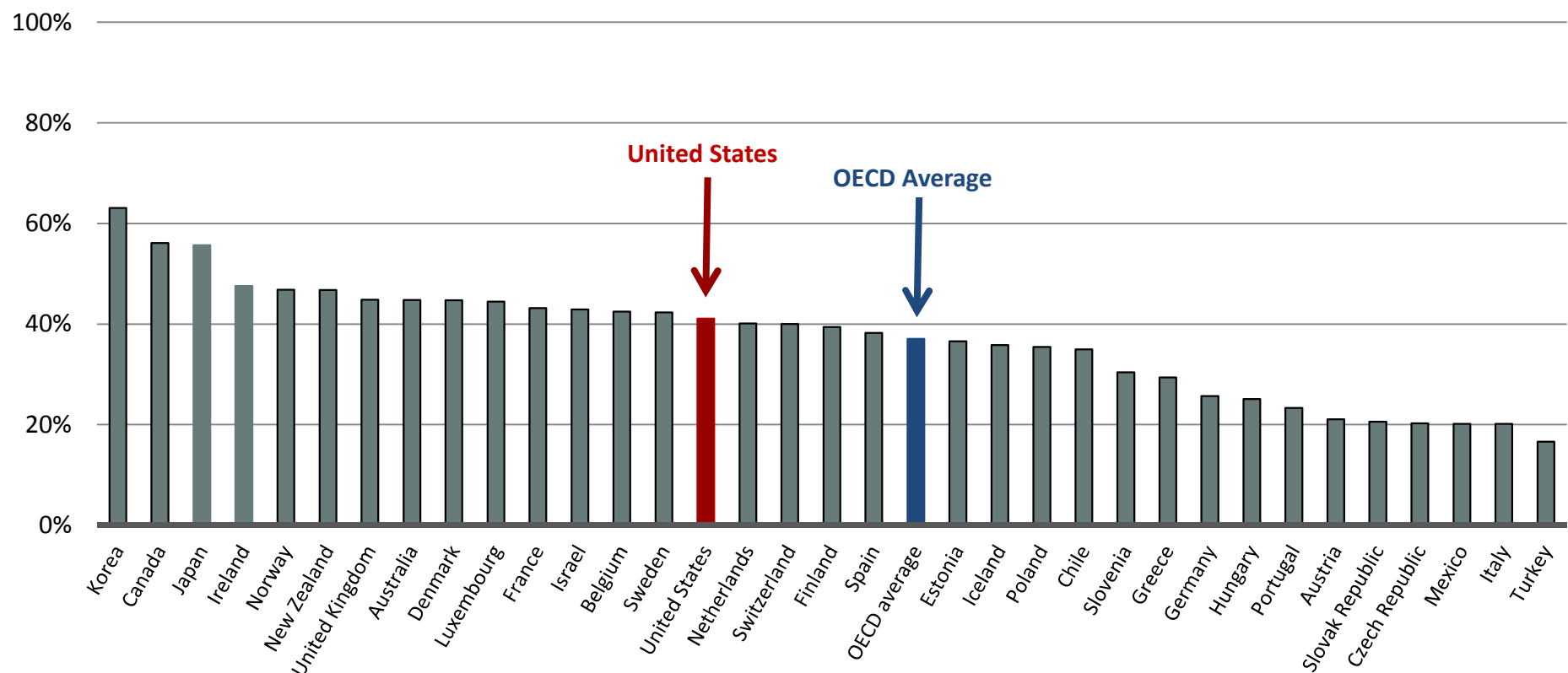


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually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

Percentage of Residents Aged 25–34 With a Postsecondary Degree

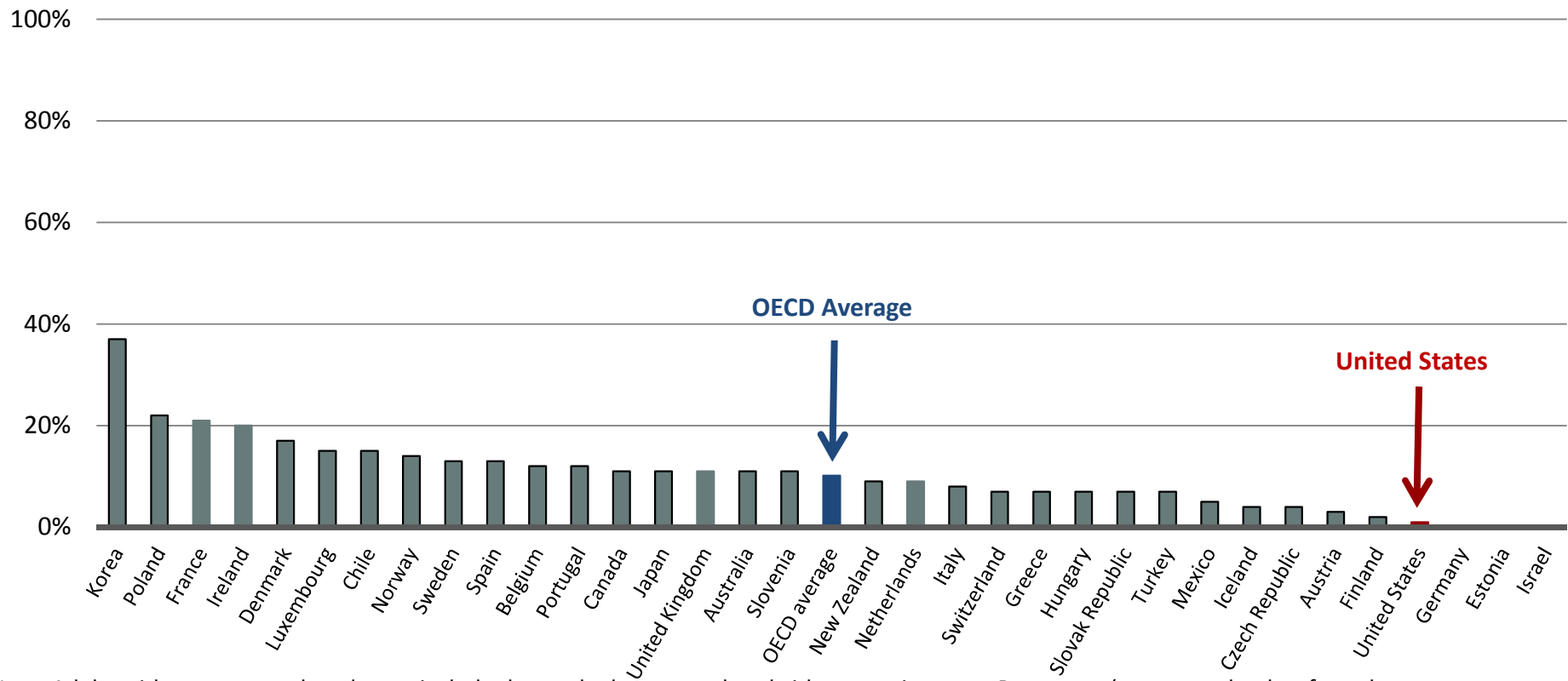


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually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

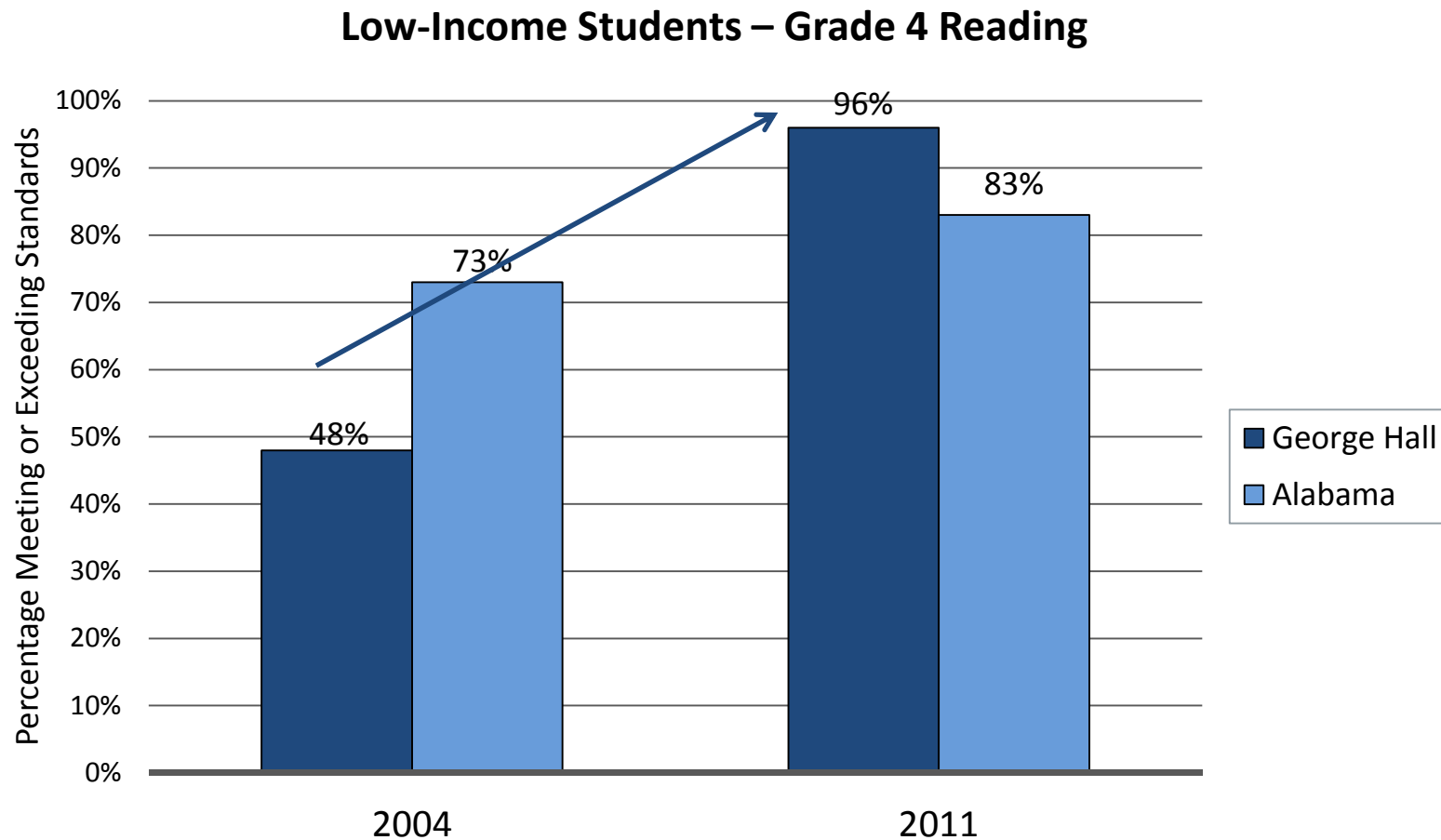
- 549 students in grades PK-5
99% African American
- 99% Low Income



Note: Enrollment data are for 2009-10 school year

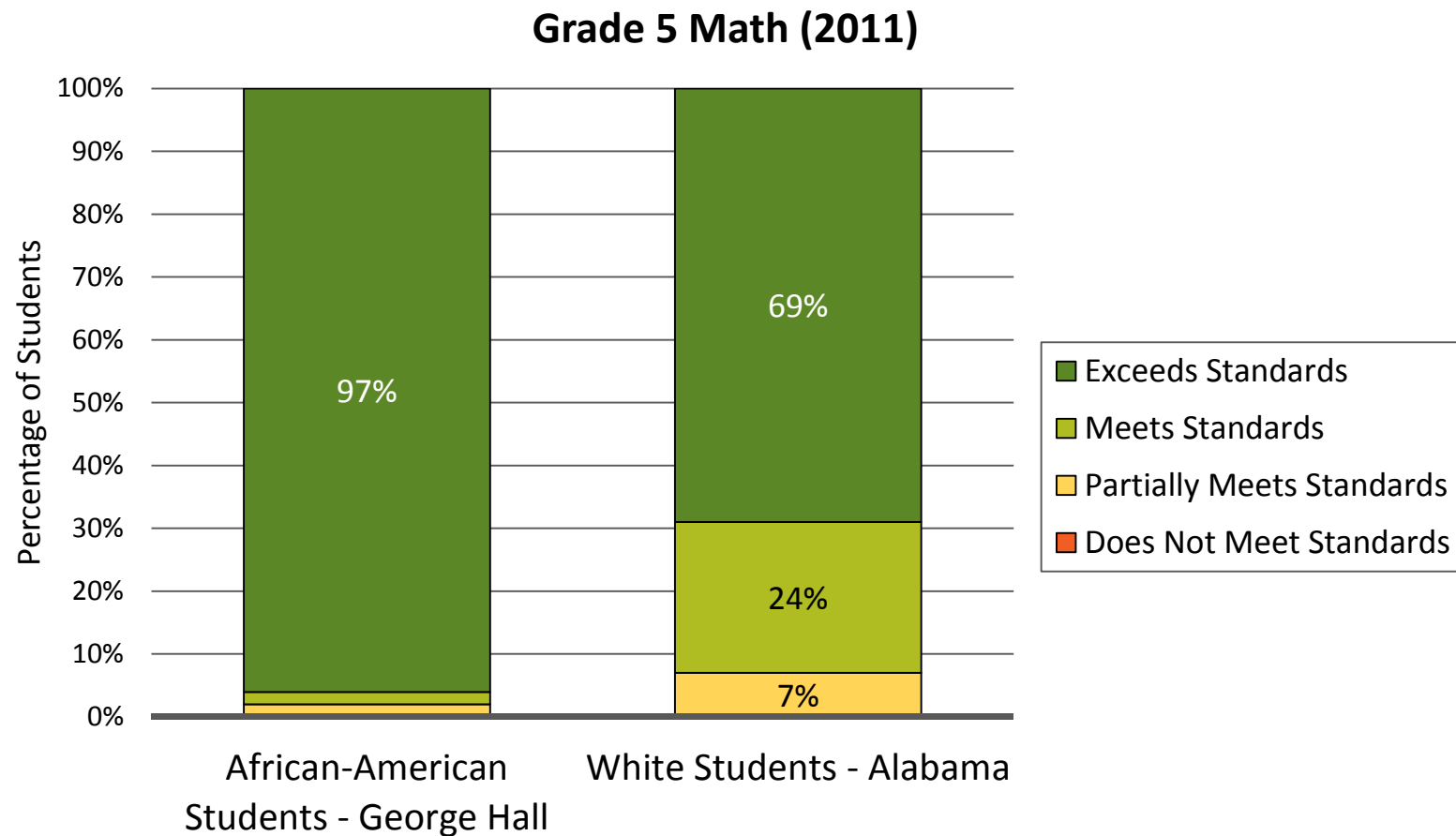
Source: Alabama Department of Education

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

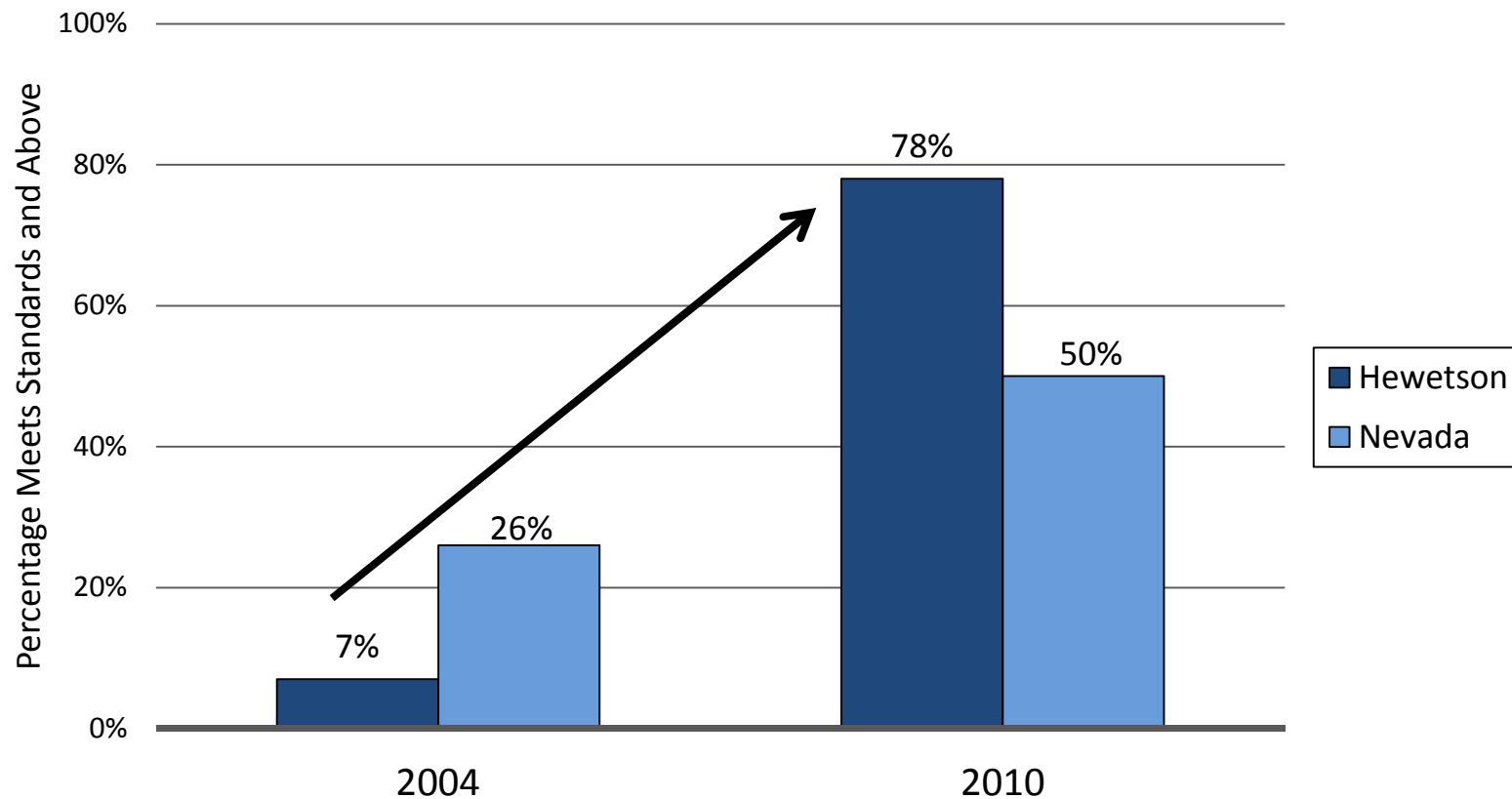
- 962 students in grades PK – 5
 - 85% Latino
 - 7% African American
- 100% Low Income
- 71% Limited English Proficient



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

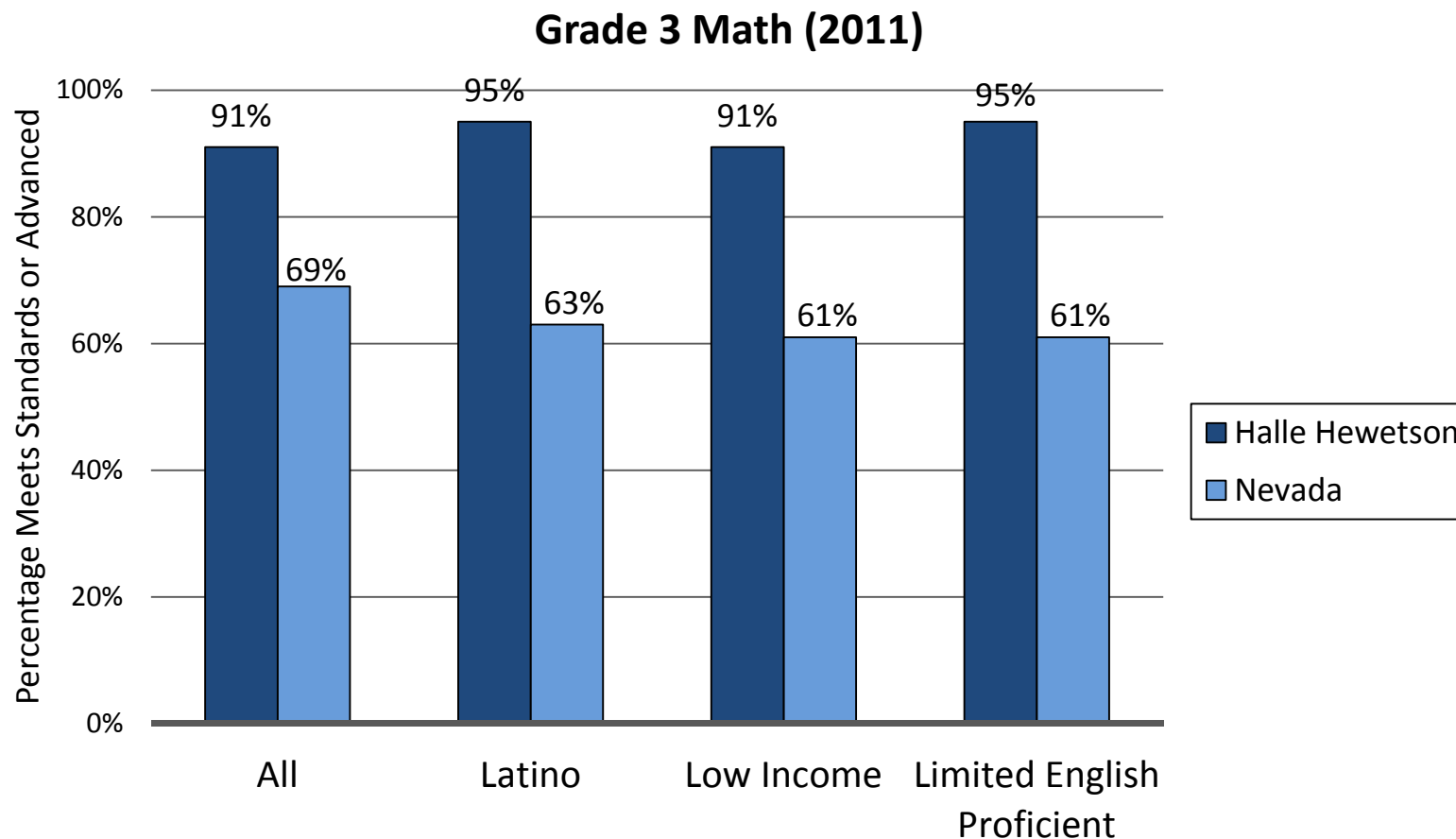
Big Improvement at Halle Hewetson Elementary

Latino Students – Grade 3 Reading



Source: Nevada Department of Education

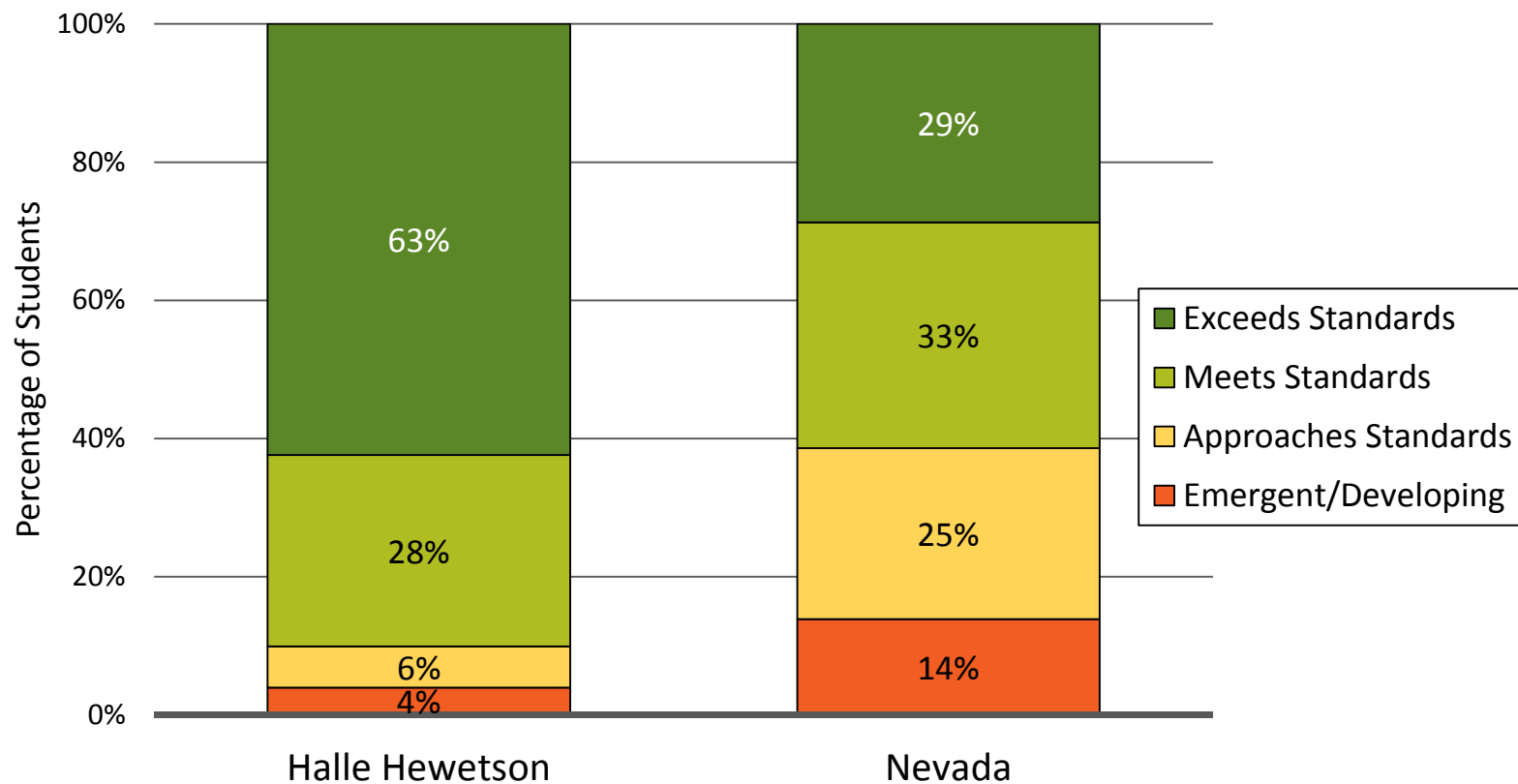
High Performance Across Groups at Halle Hewetson Elementary



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

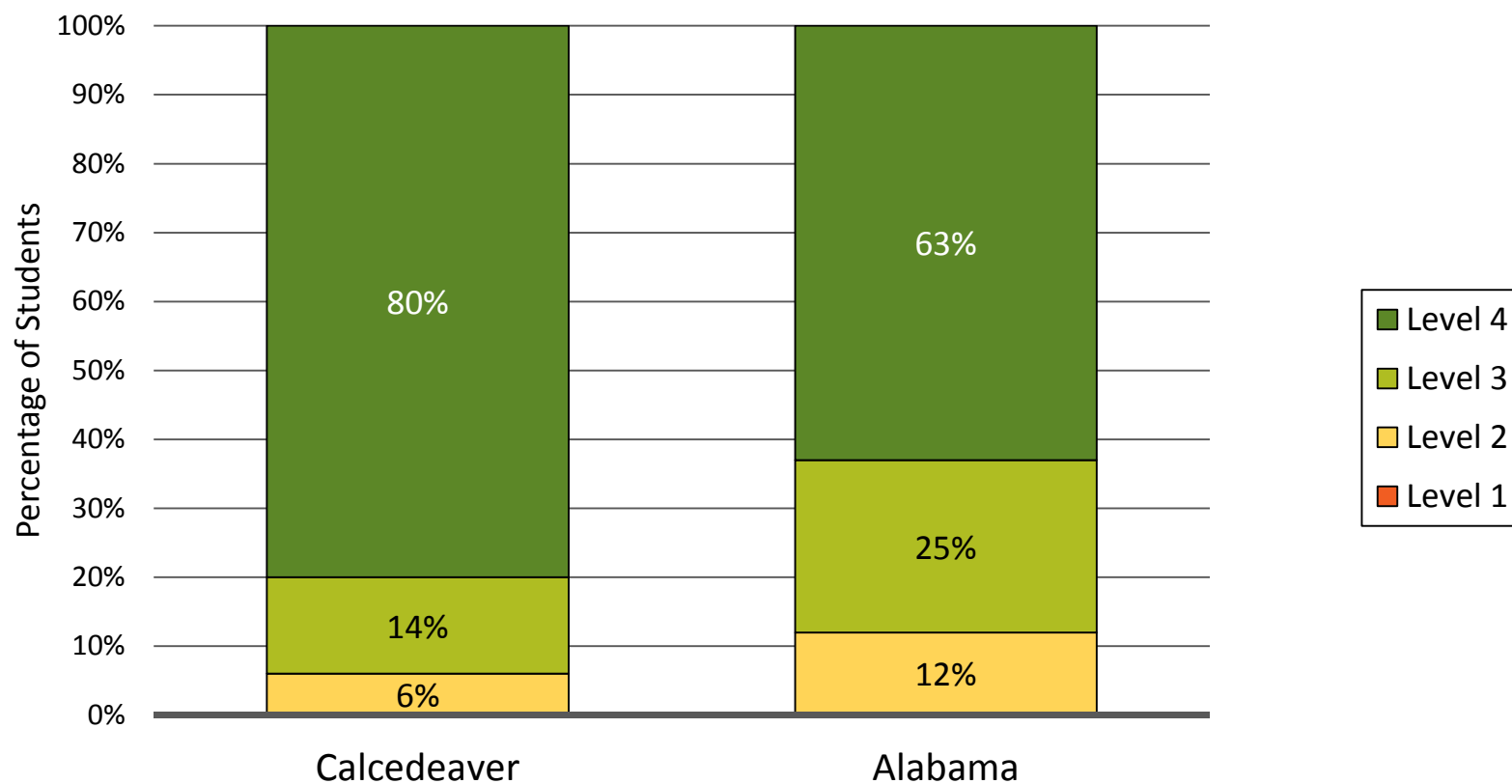
- 262 students in grades K – 6
 - 81% American Indian
 - 16% white
- 80% Low Income



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

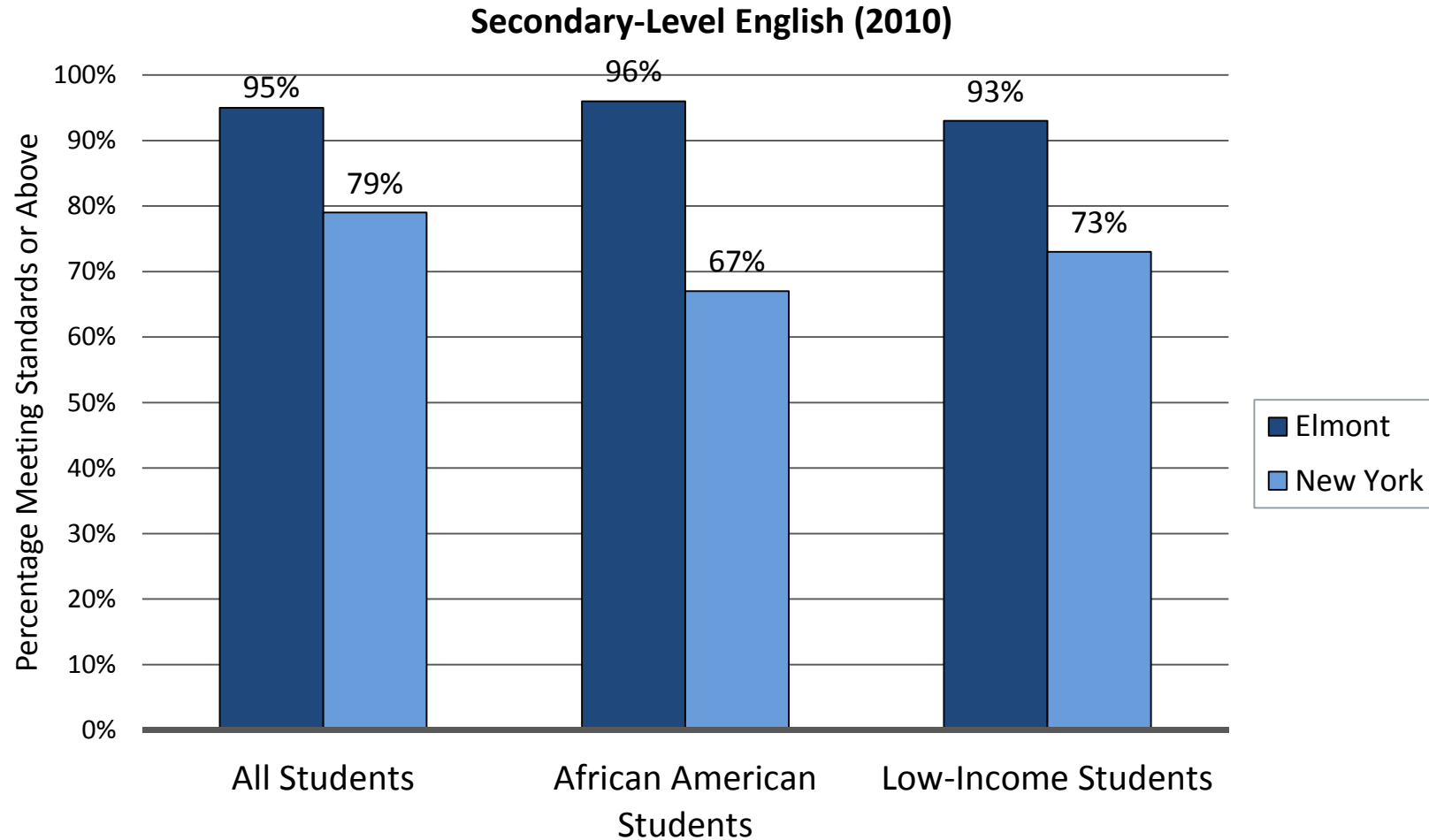
Elmont, New York

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



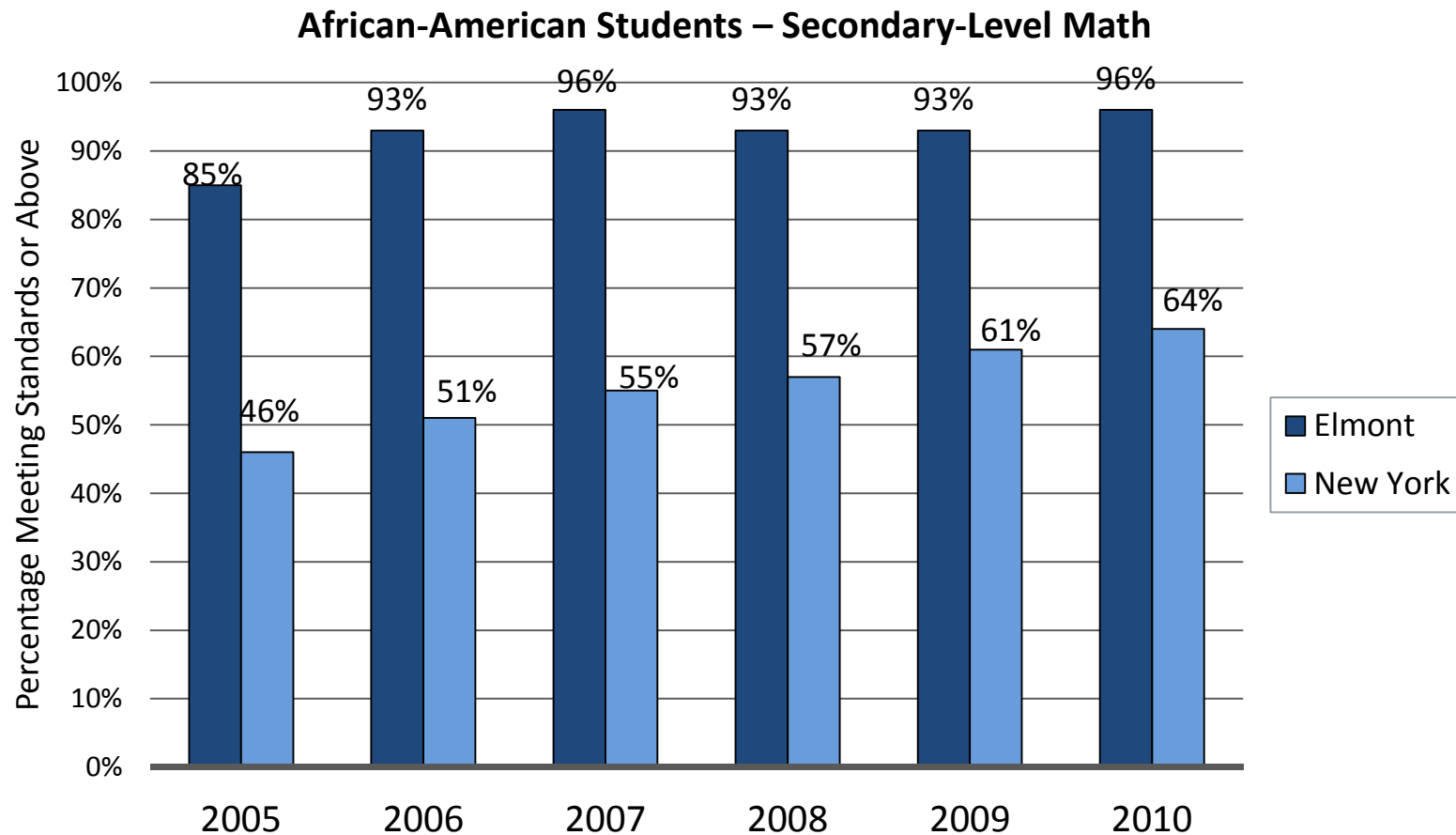
Source: New York Department of Education

Outperforming the State at Elmont



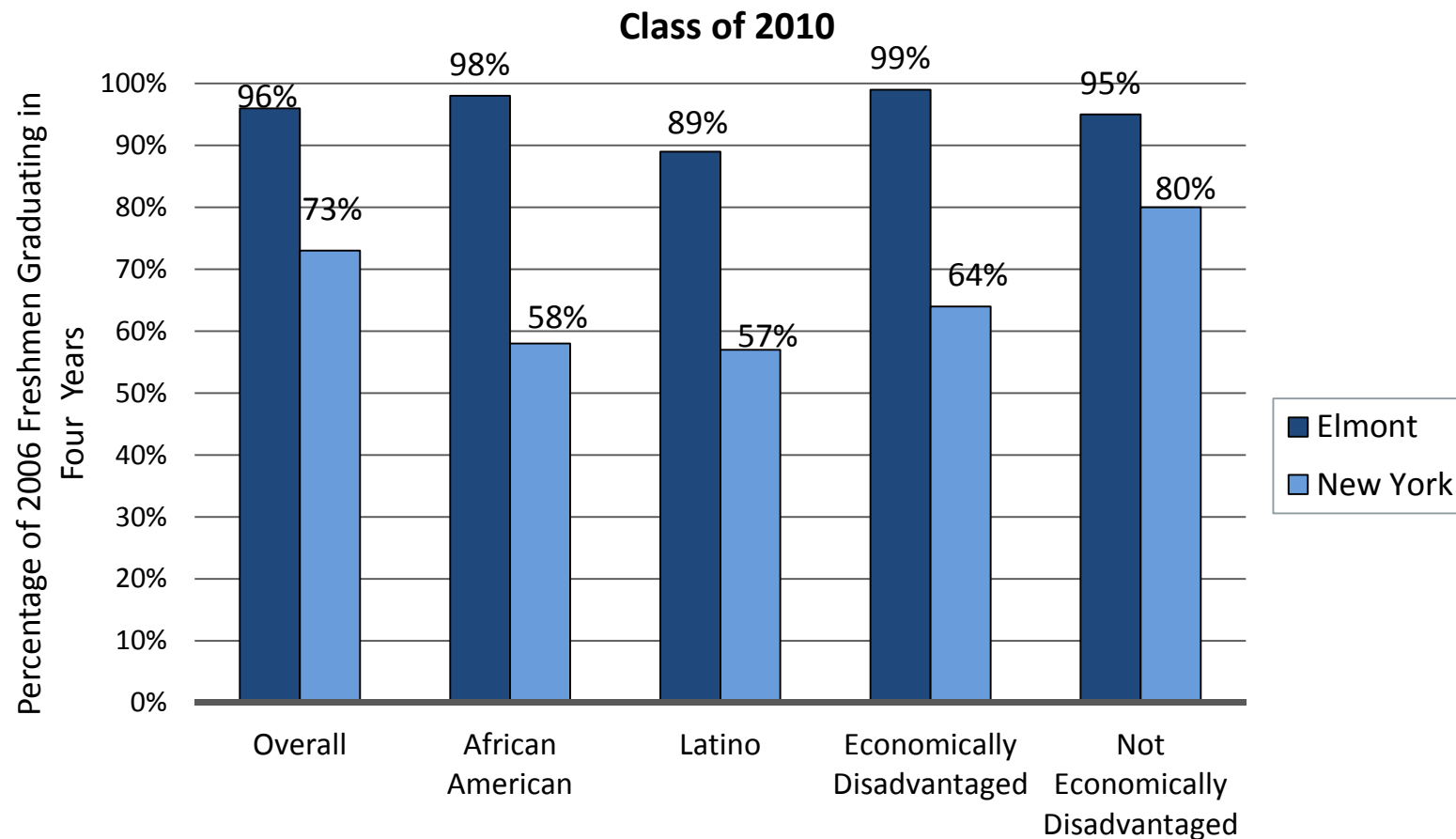
Source: New York State Department of Education

Improvement and High Performance at Elmont Memorial Junior-Senior High

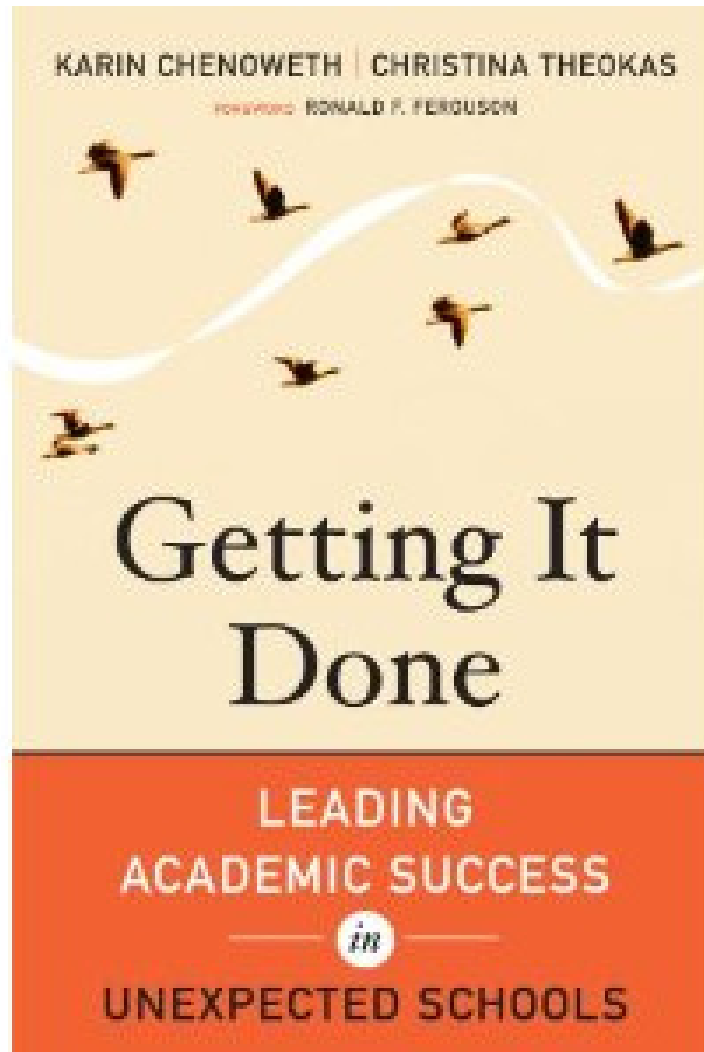


Source: New York State Department of Education

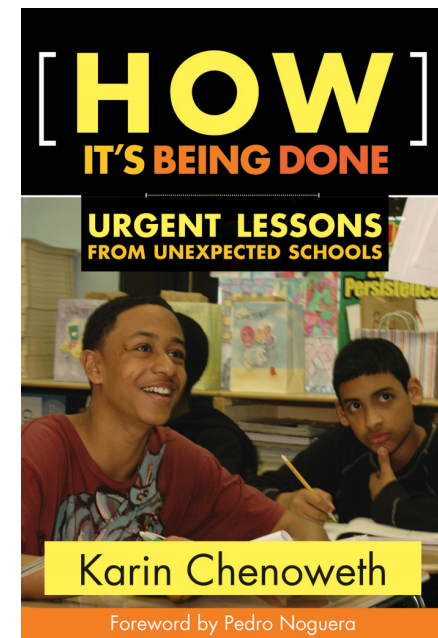
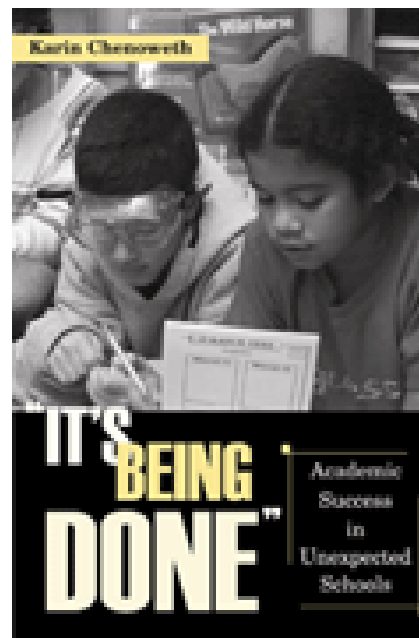
High Graduation Rates at Elmont Memorial High School




Source: New York State Department of Education



Available from
Harvard Education Press
and amazon.com



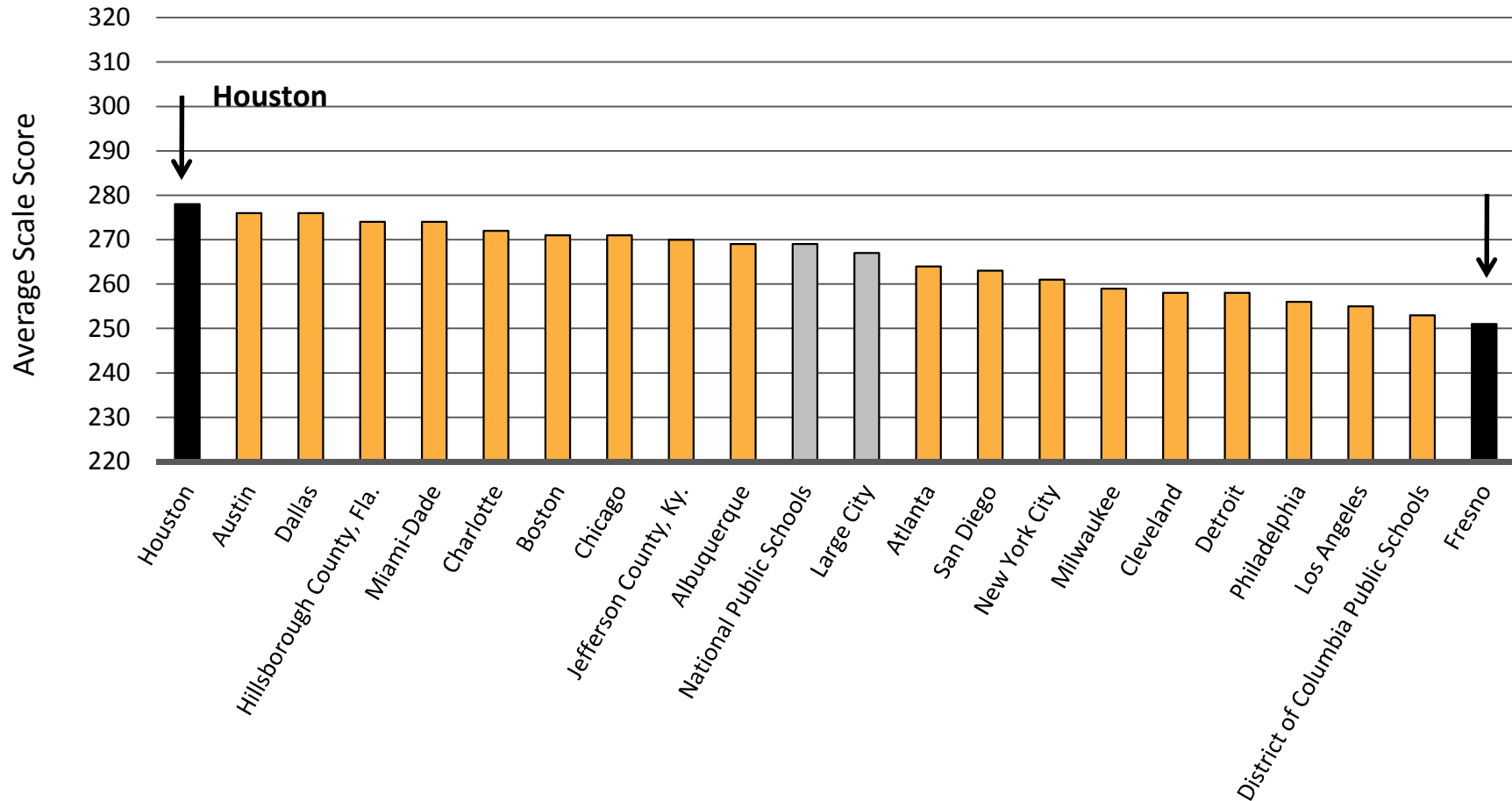


Very big differences at district level,
too—even in the performance of the
“same” group of students.

Average Scale Scores, by District

Latino Students

Grade 8 – NAEP Math (2011)

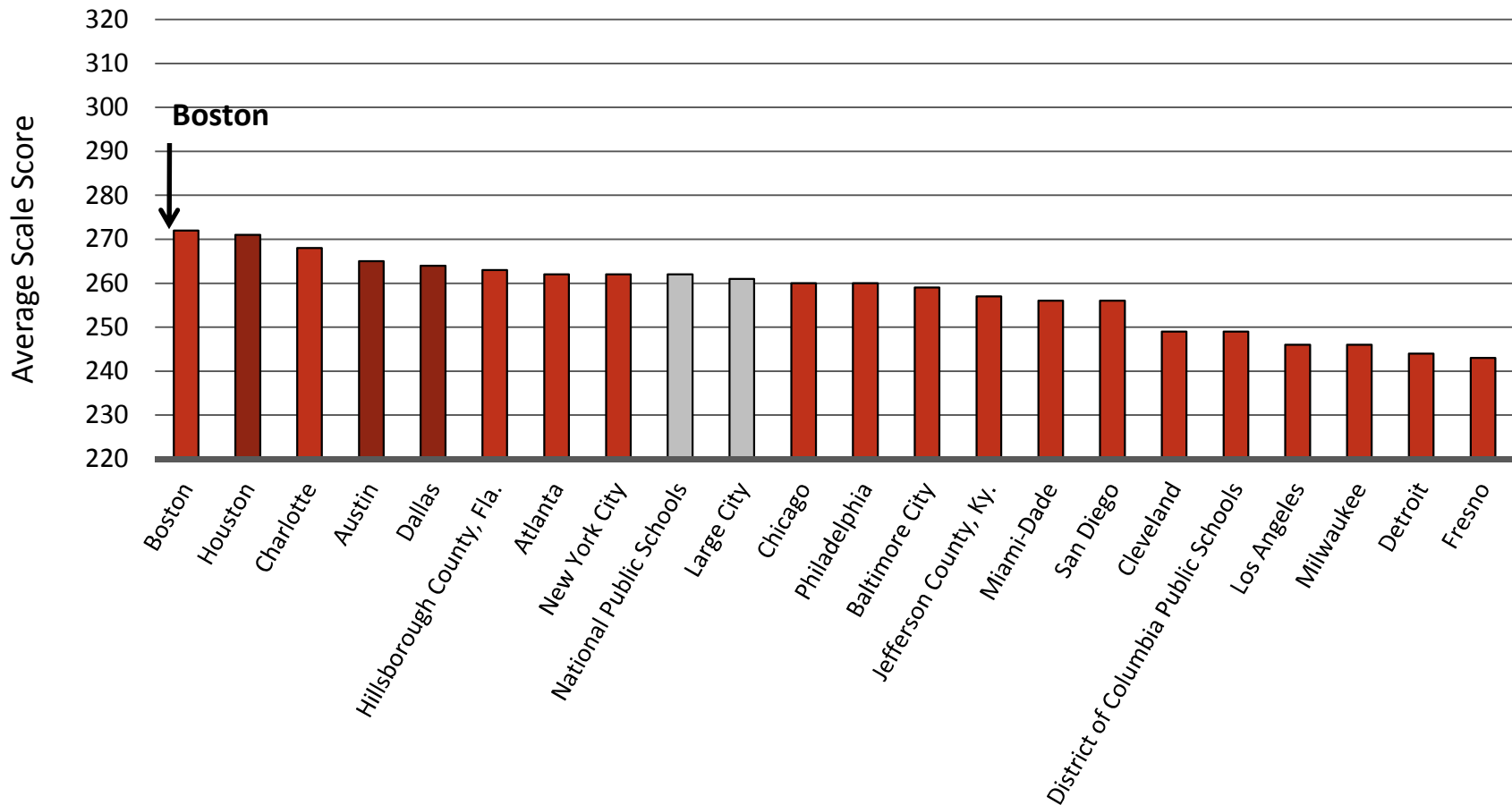


Note: Basic Scale Score = 262; Proficient Scale Score = 299

Source: NAEP Data Explorer, NCES

Average Scale Scores, by District African-American Students

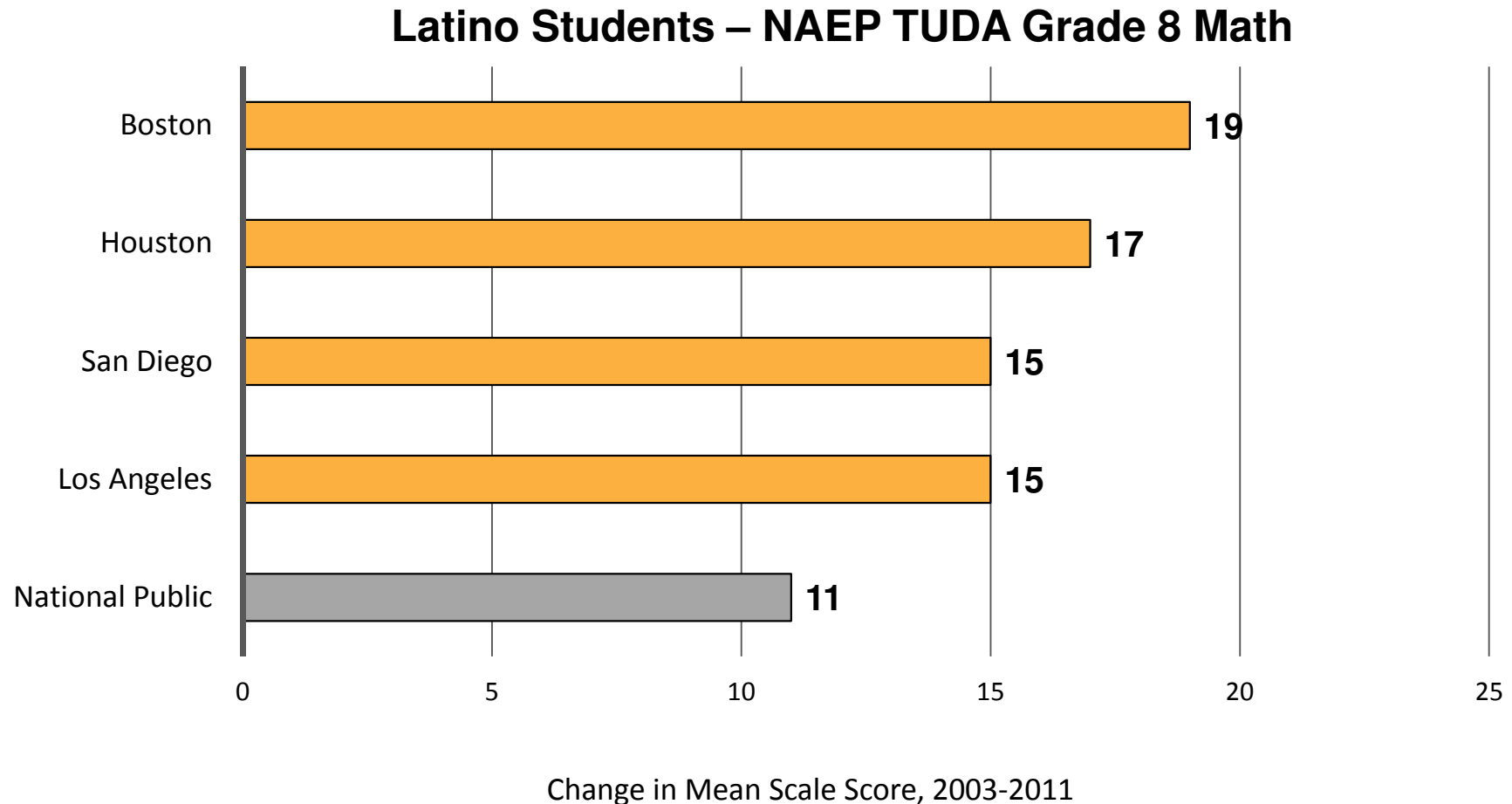
Grade 8 – NAEP Math (2011)



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

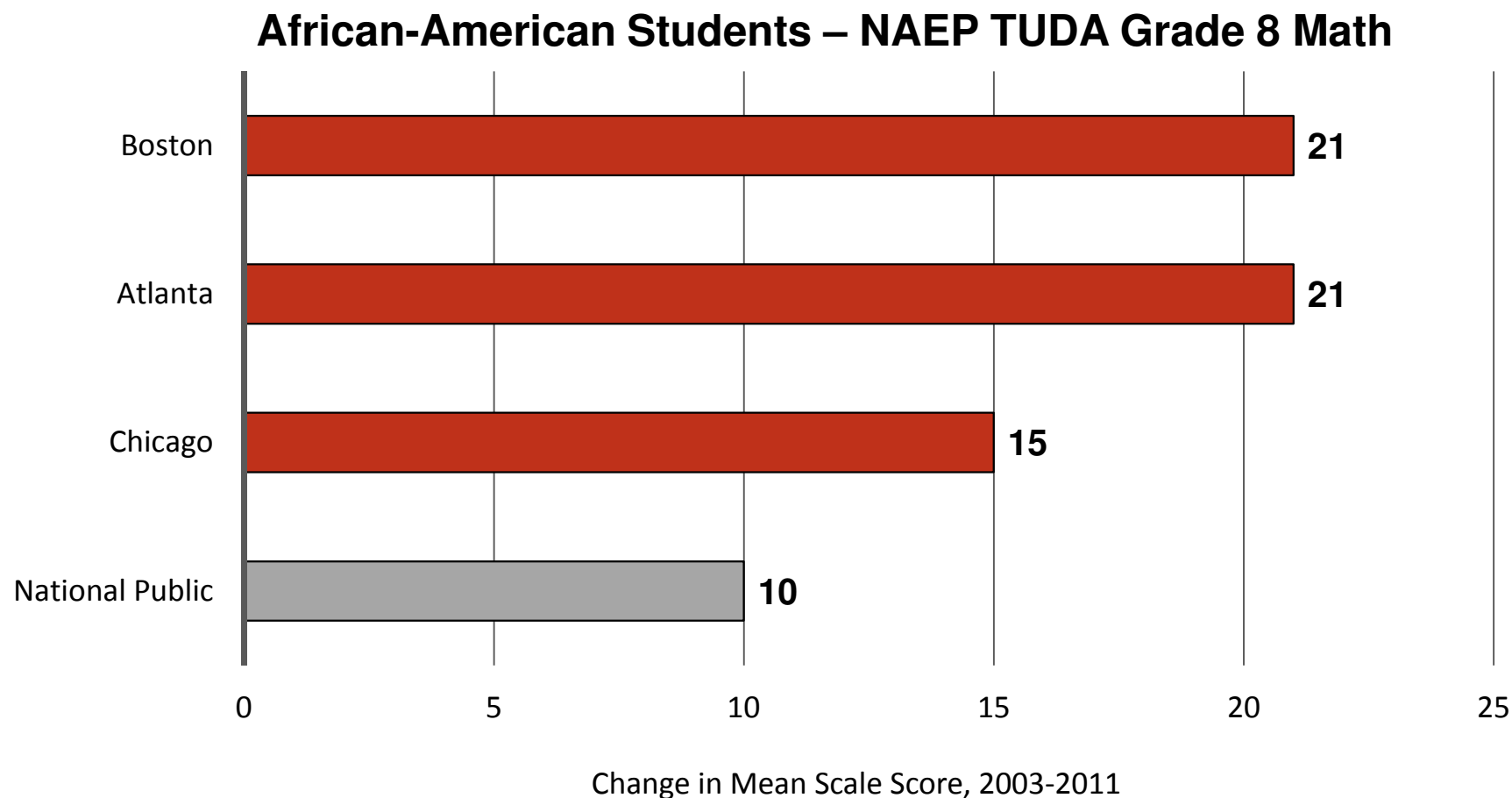
Source: NAEP Data Explorer, NCES

In Boston and Houston, Latino students made far faster progress between 2003 and 2011 than in the country as a whole




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

African-American students in Atlanta and Boston improved at twice the rate of their counterparts nationally



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



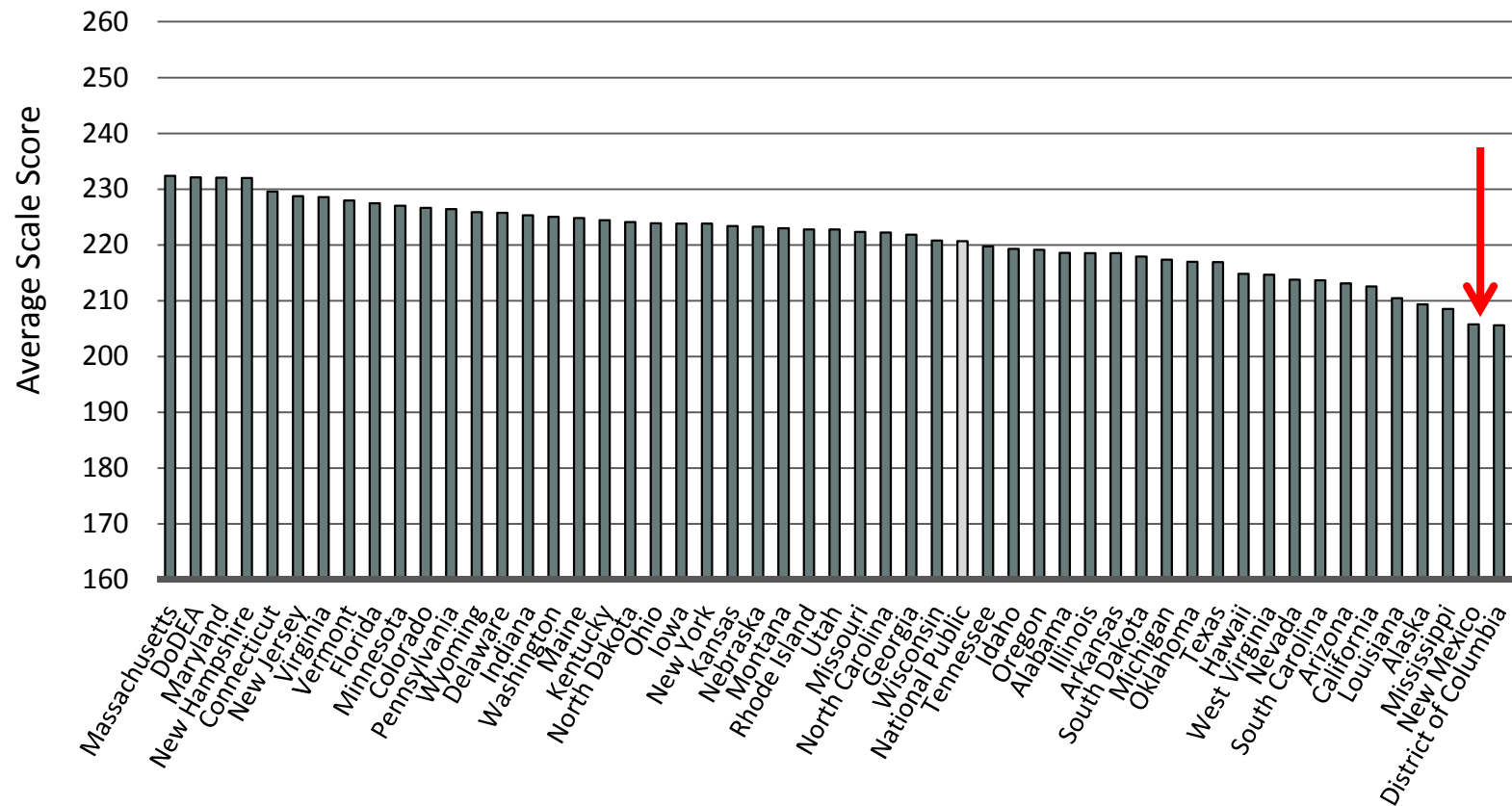
Bottom Line:
At Every Level of Education,
What We Do Matters!



What do the data tell us about
New Mexico?

Scale Scores by State – All Students

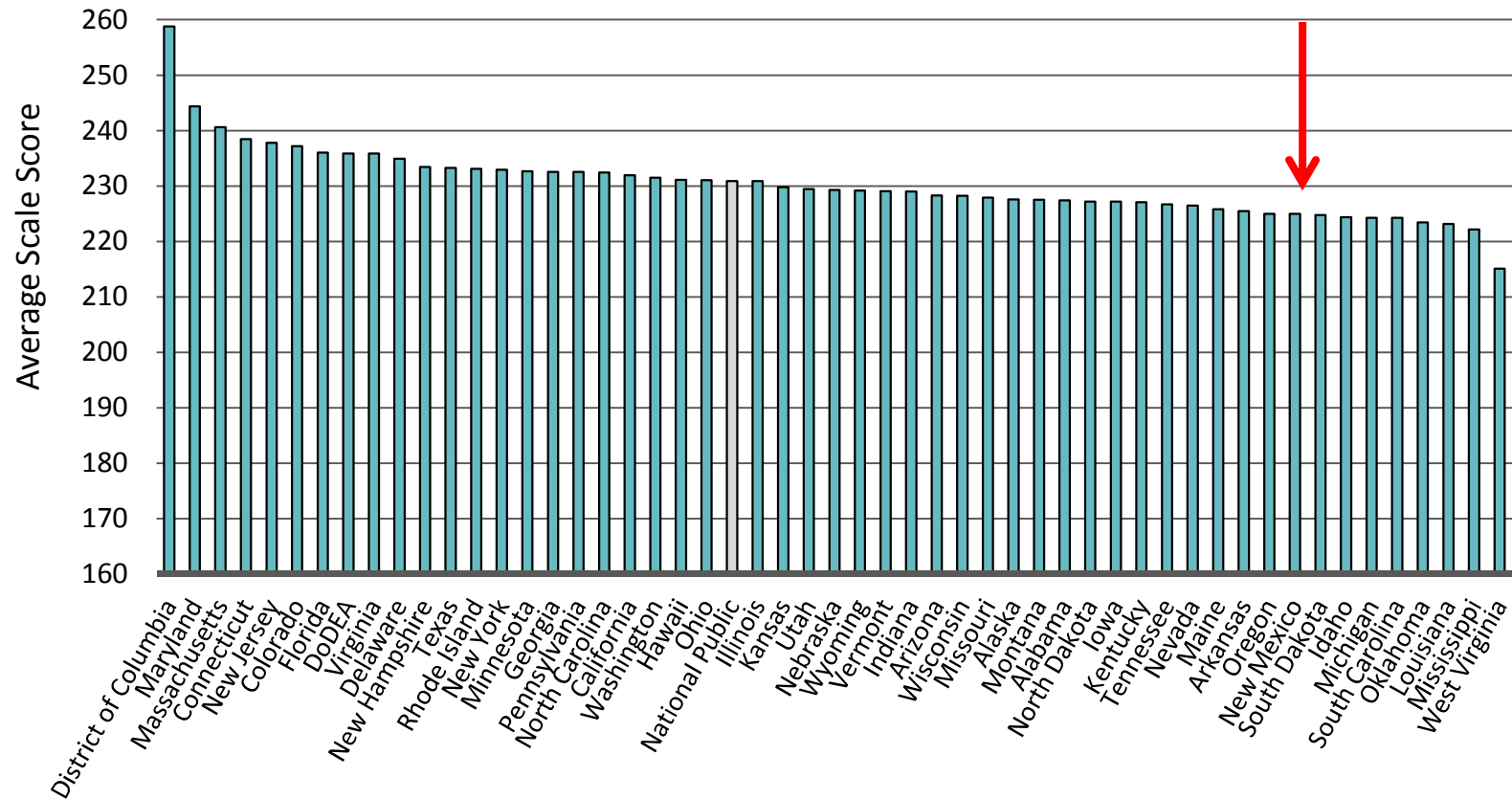
Grade 4 – NAEP Reading (2013)



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

Scale Scores by State – White Students

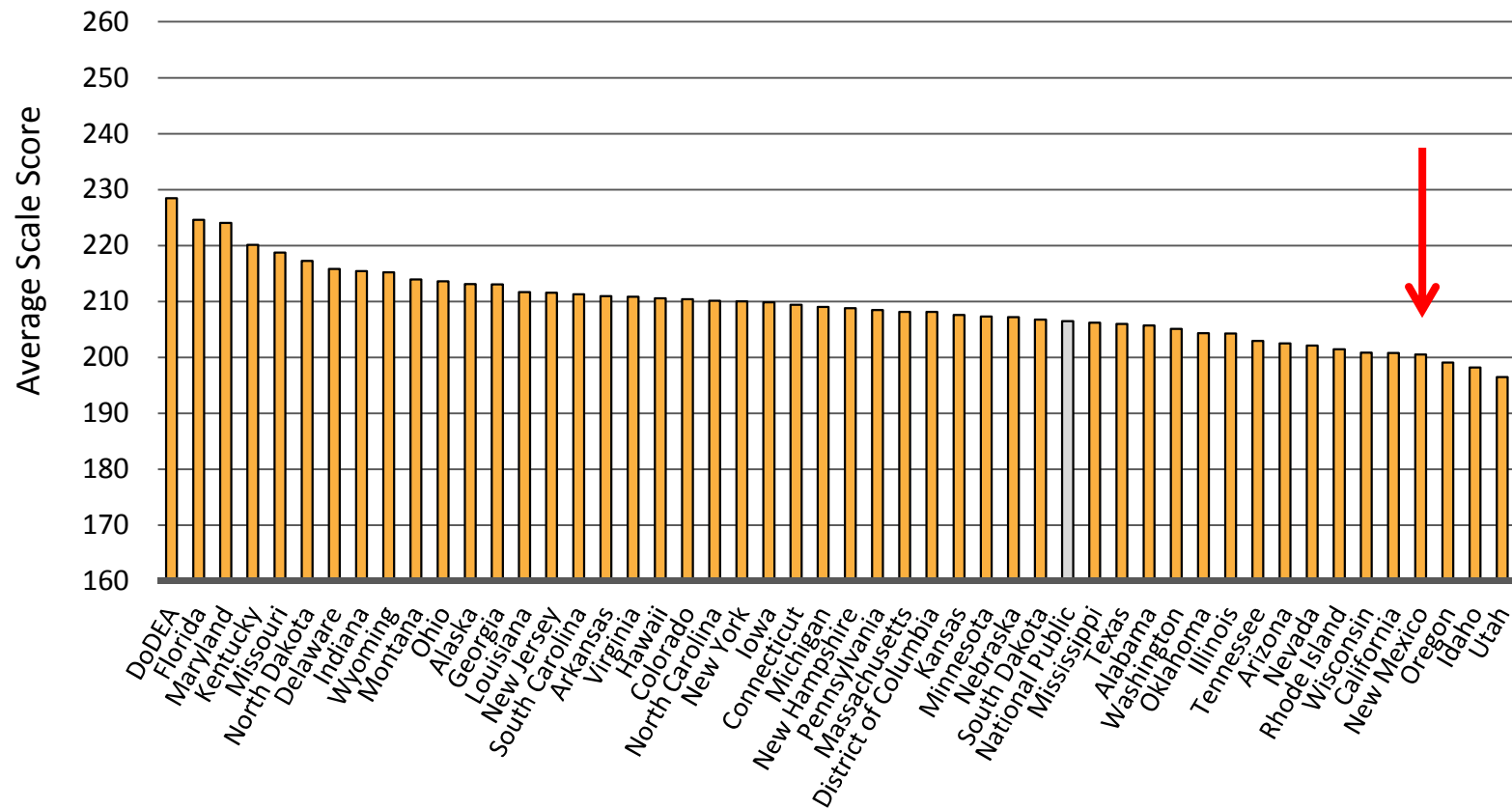
Grade 4 – NAEP Reading (2013)



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

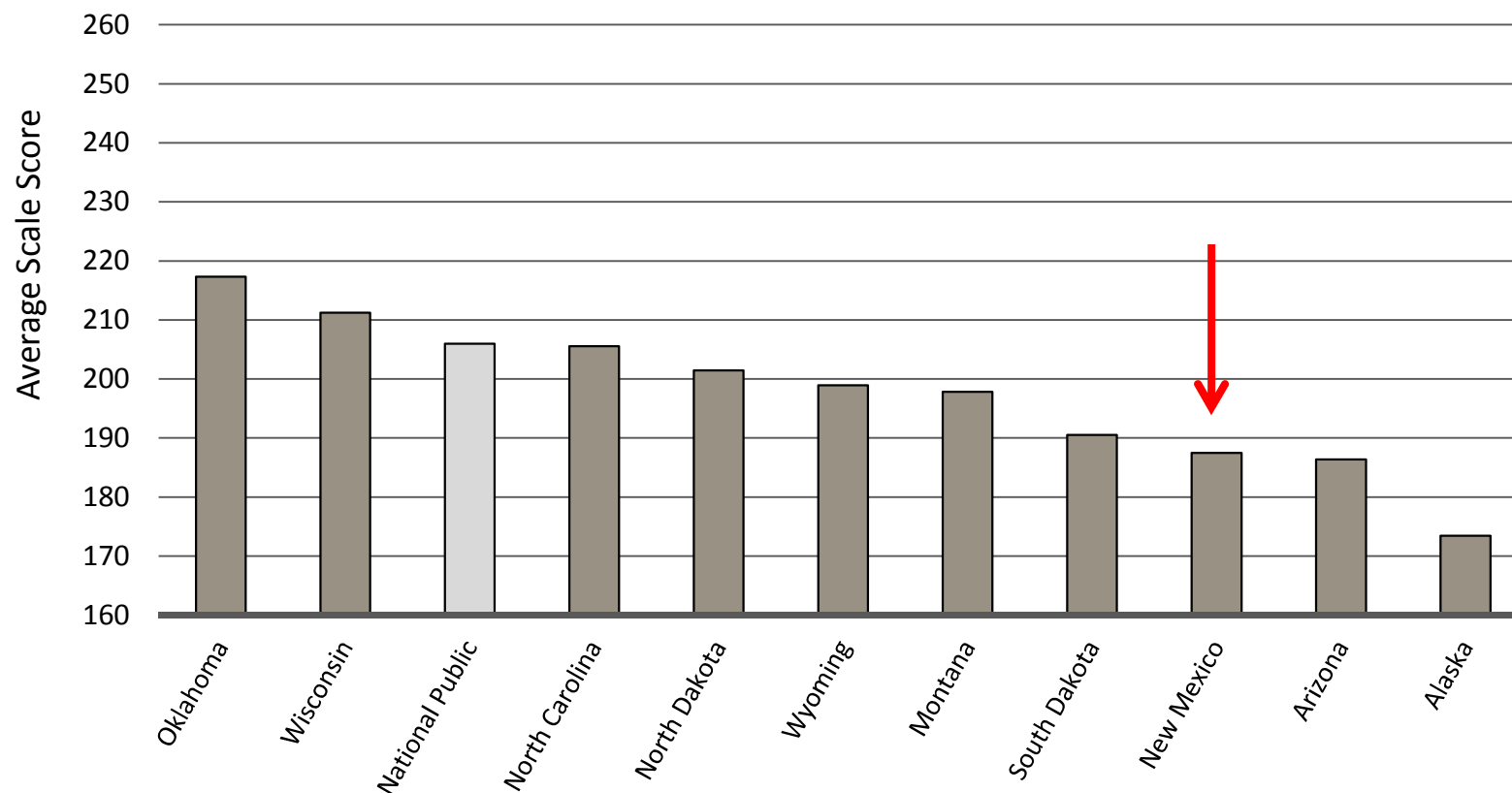
Scale Scores by State – Latino Students

Grade 4 – NAEP Reading (2013)



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

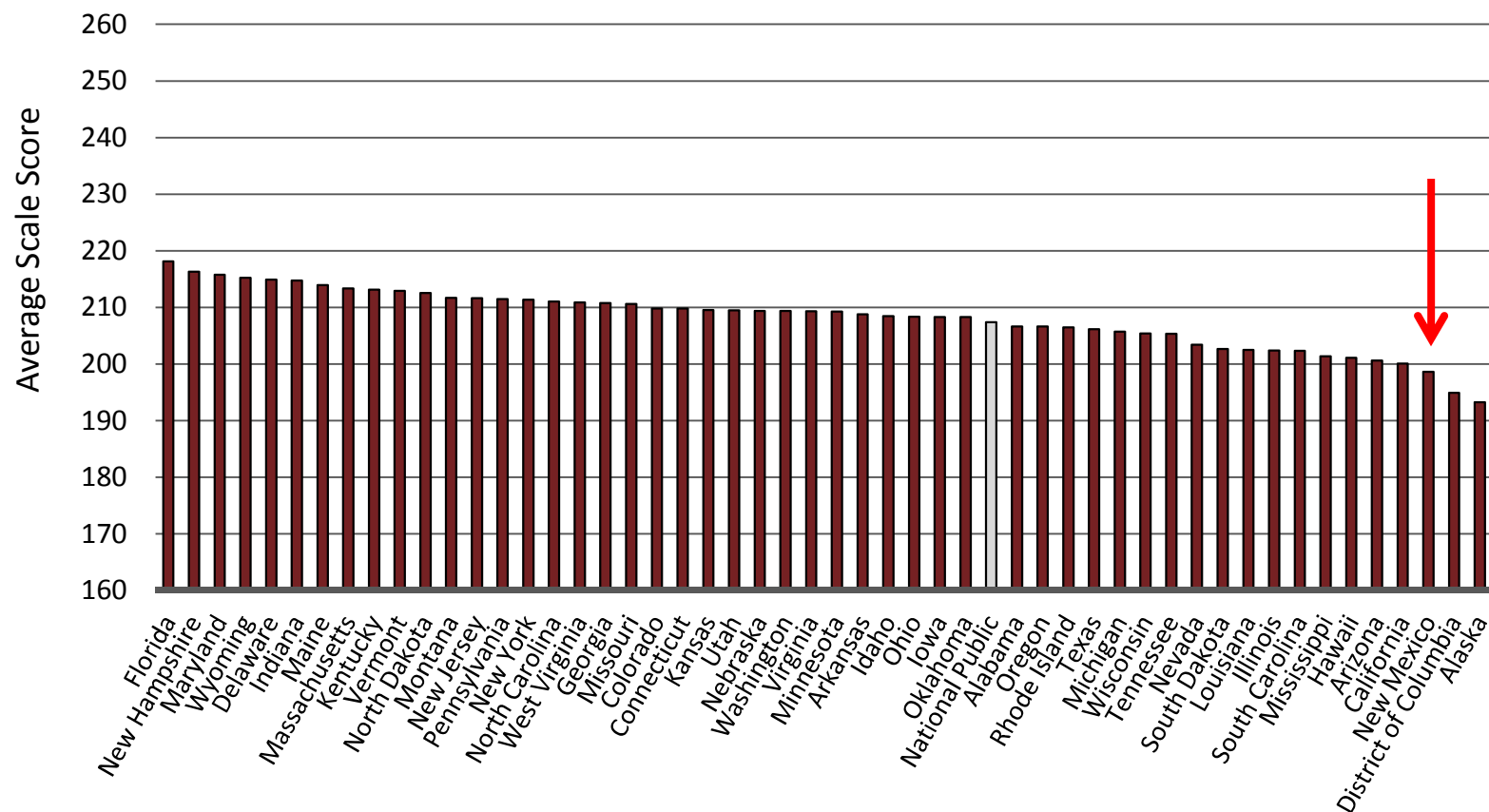
Scale Scores by State – American Indian/Alaska Native Students Grade 4 – NAEP Reading (2013)



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

Scale Scores by State – Low-Income Students

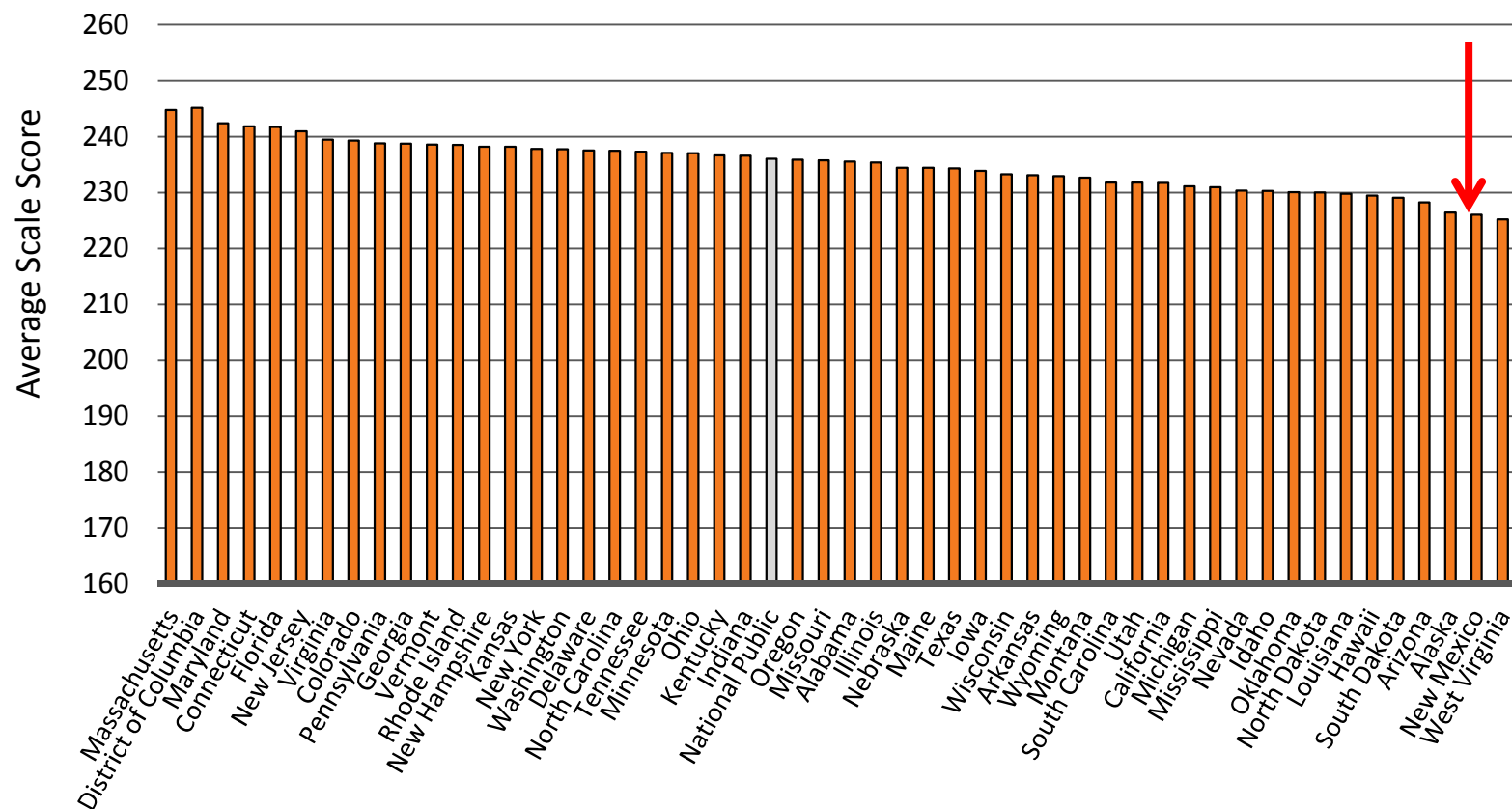
Grade 4 – NAEP Reading (2013)



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

Scale Scores by State – Higher Income Students

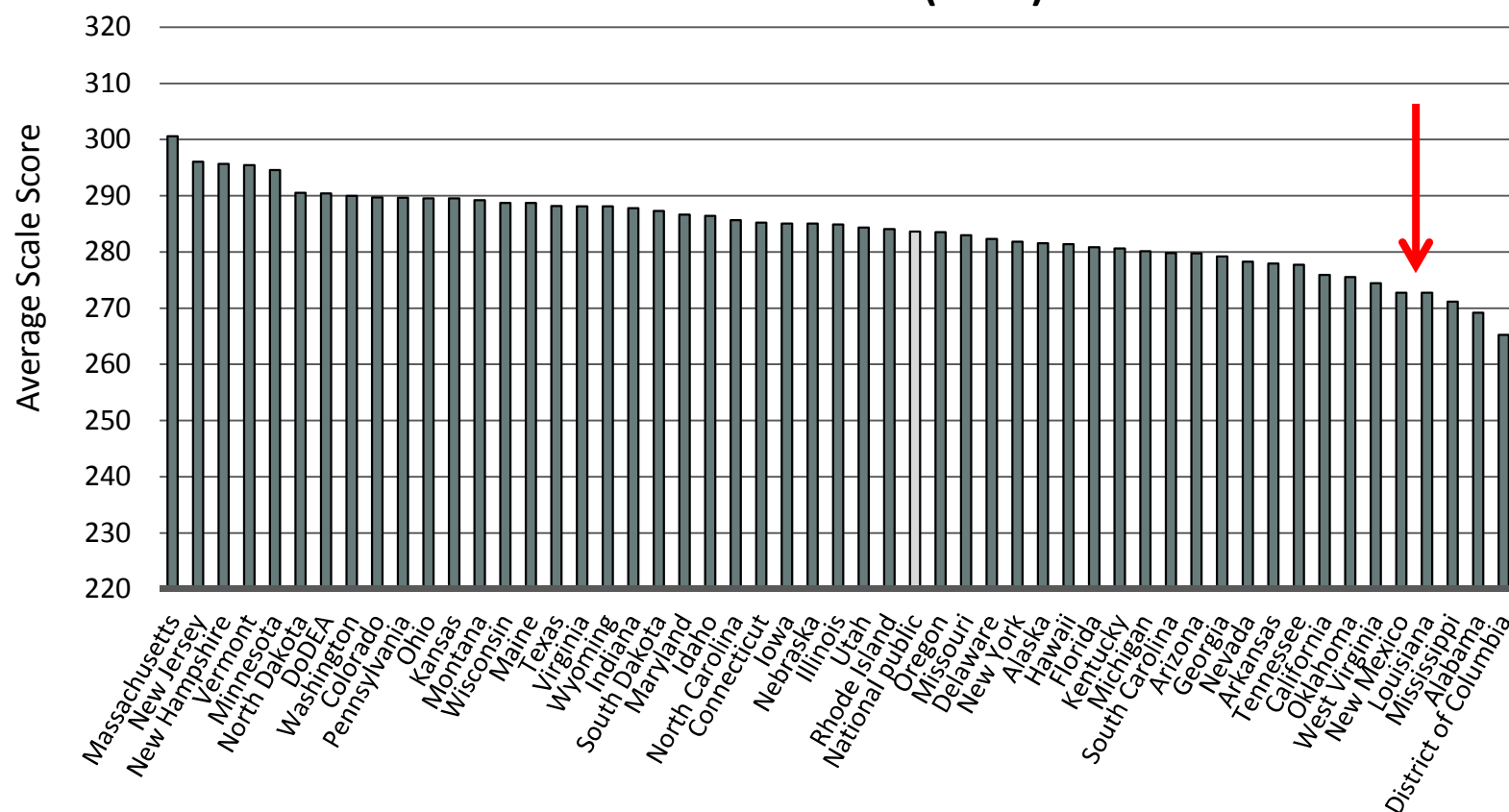
Grade 4 – NAEP Reading (2013)



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

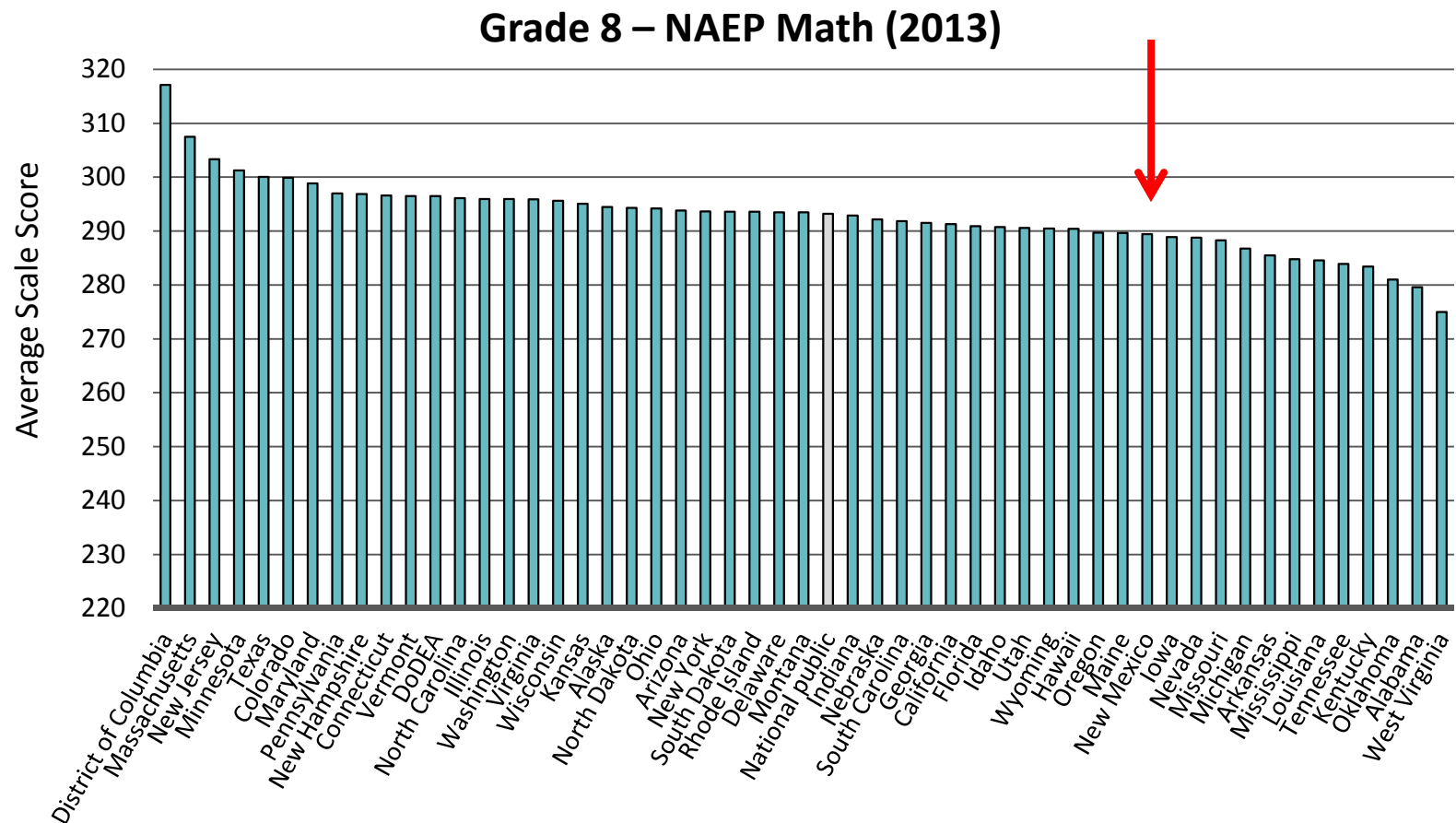
Scale Scores by State – All Students

Grade 8 – NAEP Math (2013)



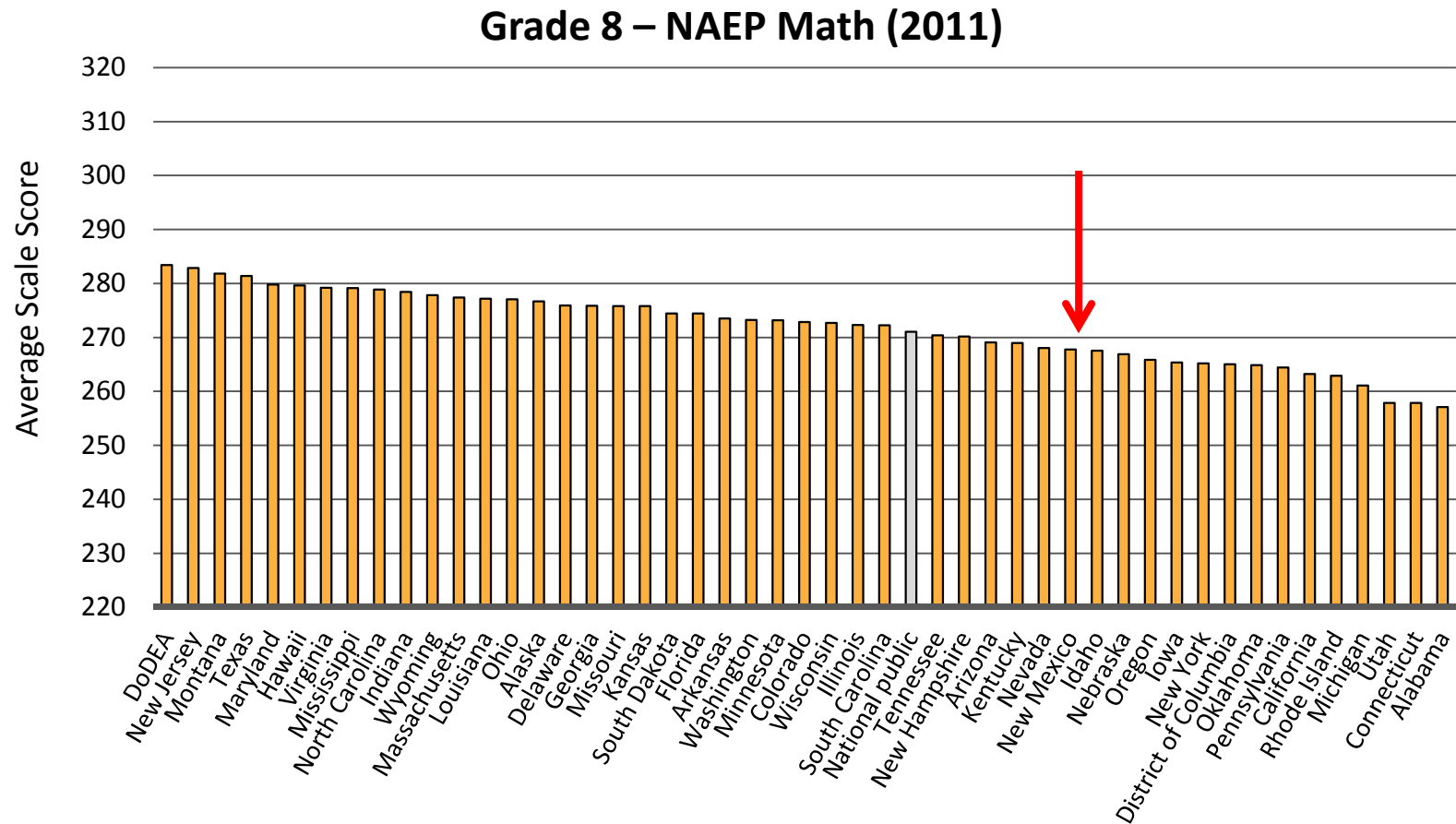
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Scale Scores by State – White Students



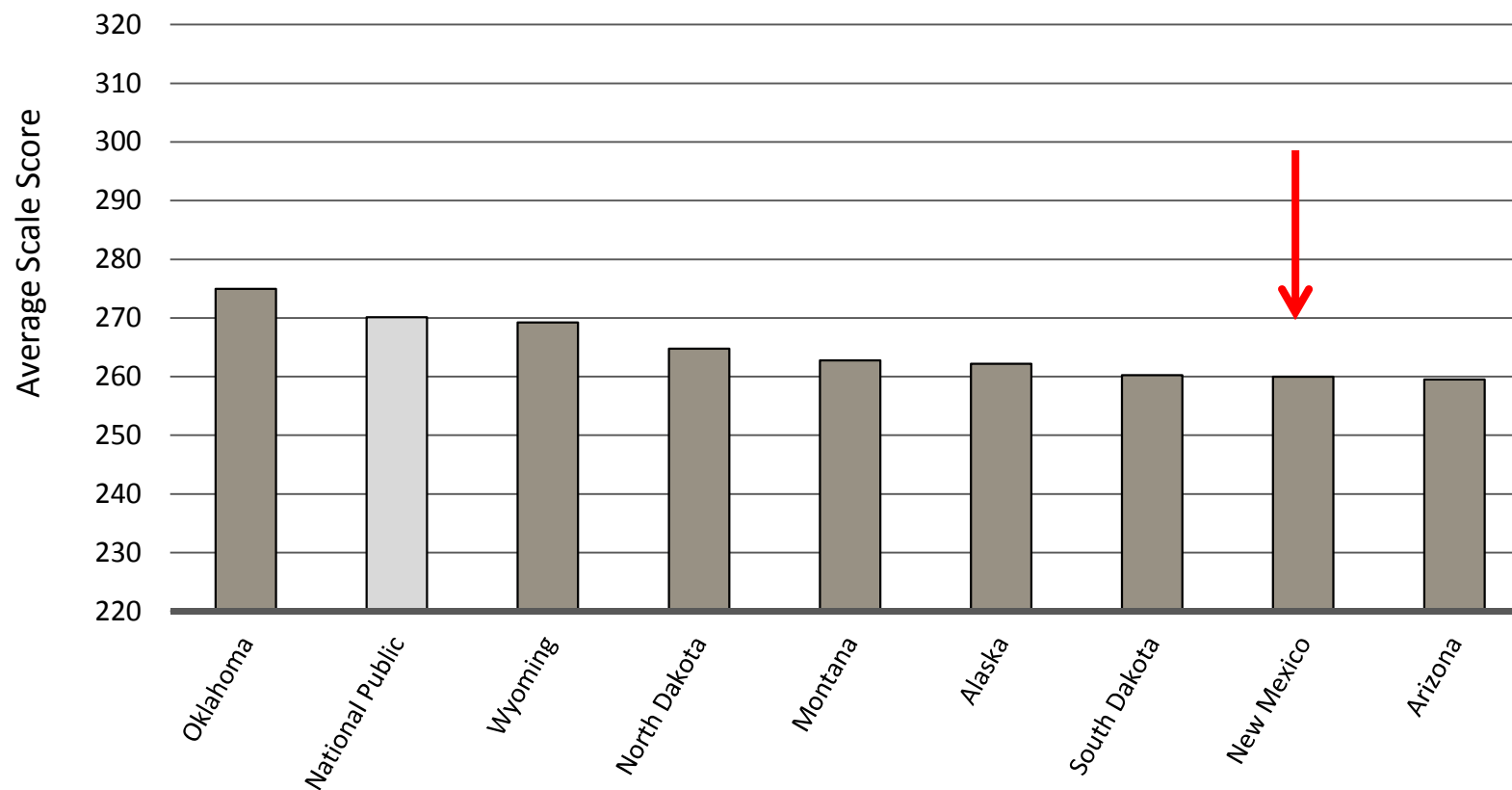
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Scale Scores by State – Latino Students



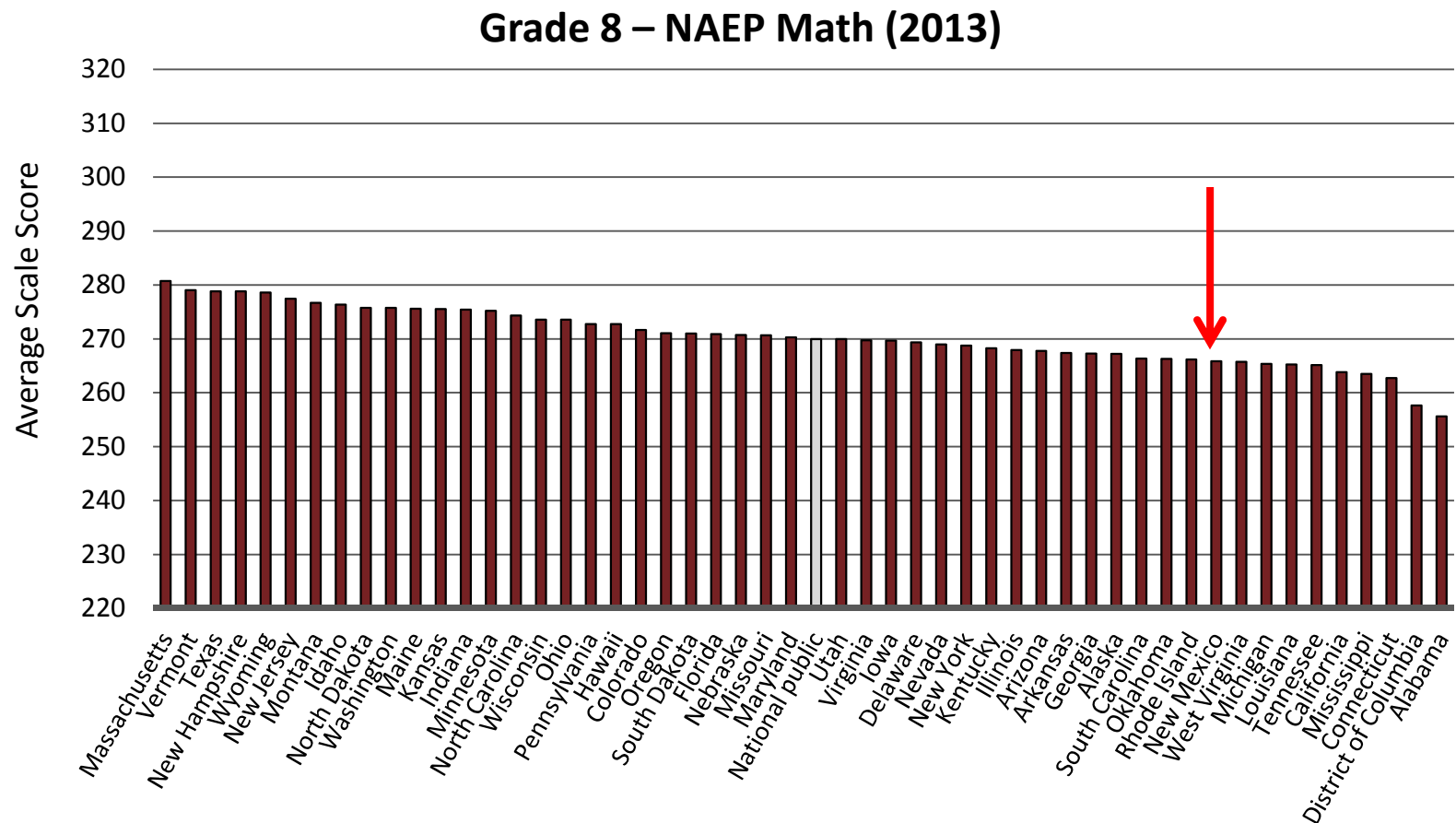
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

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



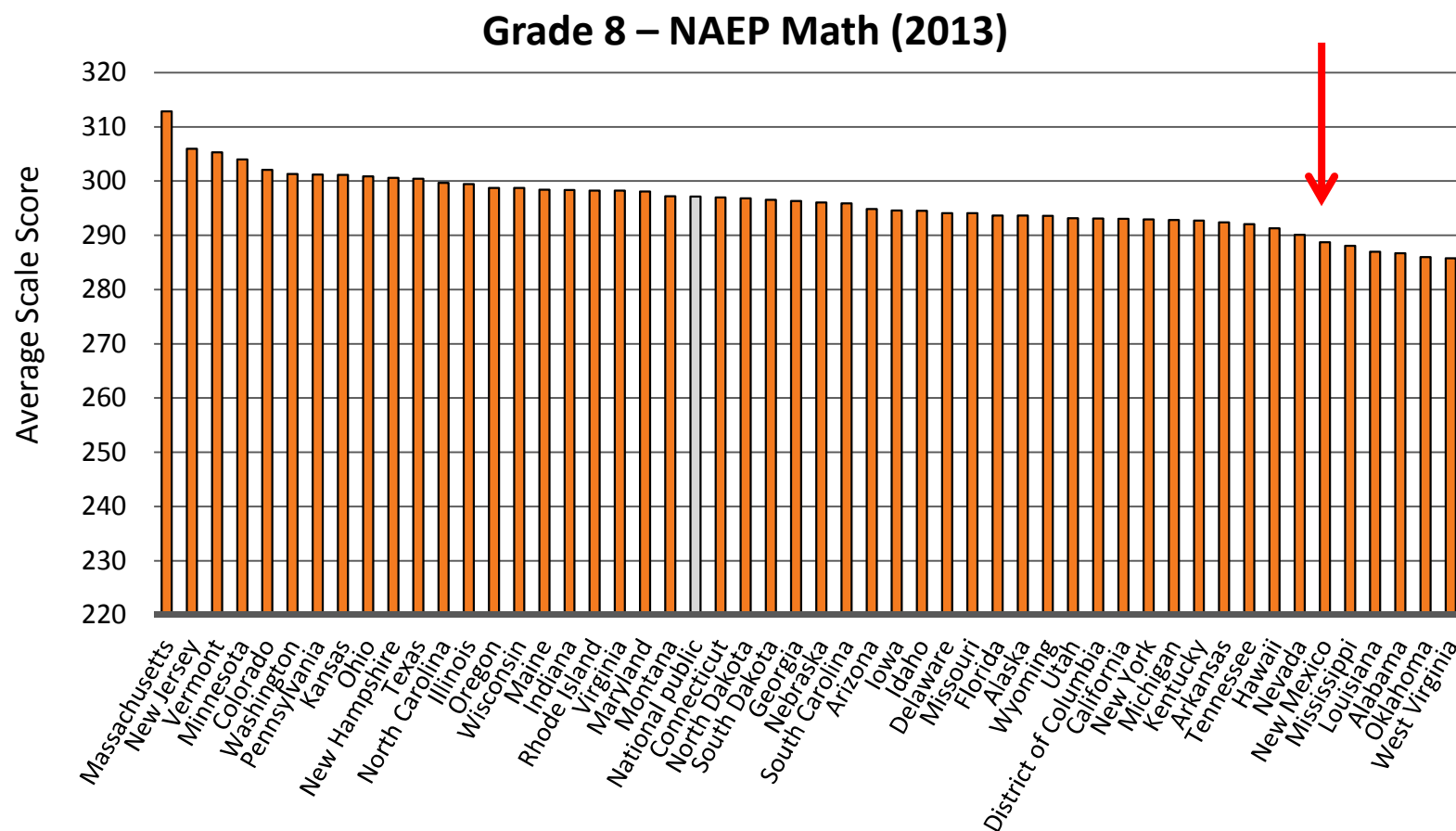
- NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

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 Performance and Improvement Together

4th Grade Reading: NM Rankings on Performance and Improvement

4th Grade Reading: New Mexico's State Rank on the National Assessment of Educational Progress, by Student Group		
Student Group	State Rank Based on Performance in 2011	State Rank Based on 2003 – 2011 Improvement
All Students	49 out of 50	14 out of 50
White	40 out of 50	21 out of 50
African American	14 out of 45	18 out of 41
Latino	39 out of 47	15 out of 40
Low Income	48 out of 50	21 out of 50
Higher Income	47 out of 50	19 out of 50

Source:

8th Grade Math: NM Rankings on Performance and Improvement

8th Grade Math: New Mexico's State Rank on the National Assessment of Educational Progress, by Student Group		
Student Group	State Rank Based on Performance in 2011	State Rank Based on 2003 – 2011 Improvement
All Students	44 out of 50	6 out of 50
White	33 out of 50	18 out of 50
African American	15 out of 43	14 out of 40
Latino	25 out of 46	9 out of 36
Low Income	40 out of 50	5 out of 50
Higher Income	43 out of 50	5 out of 50

Source:



High School Completion and Readiness for College/Career?

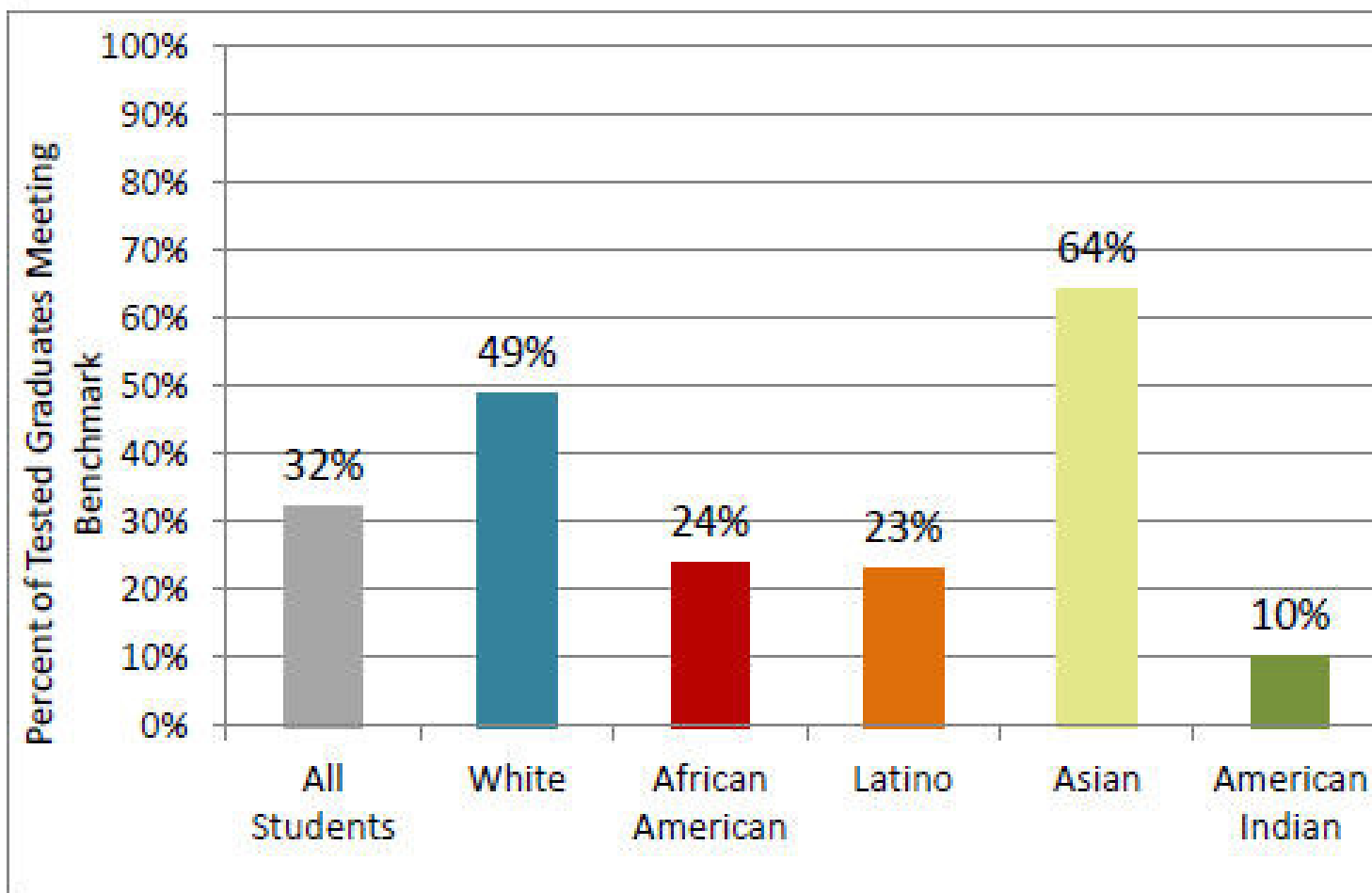
U.S. Average Graduation Rates and New Mexico's Graduation-Rate State Rank, by Race/Ethnicity

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

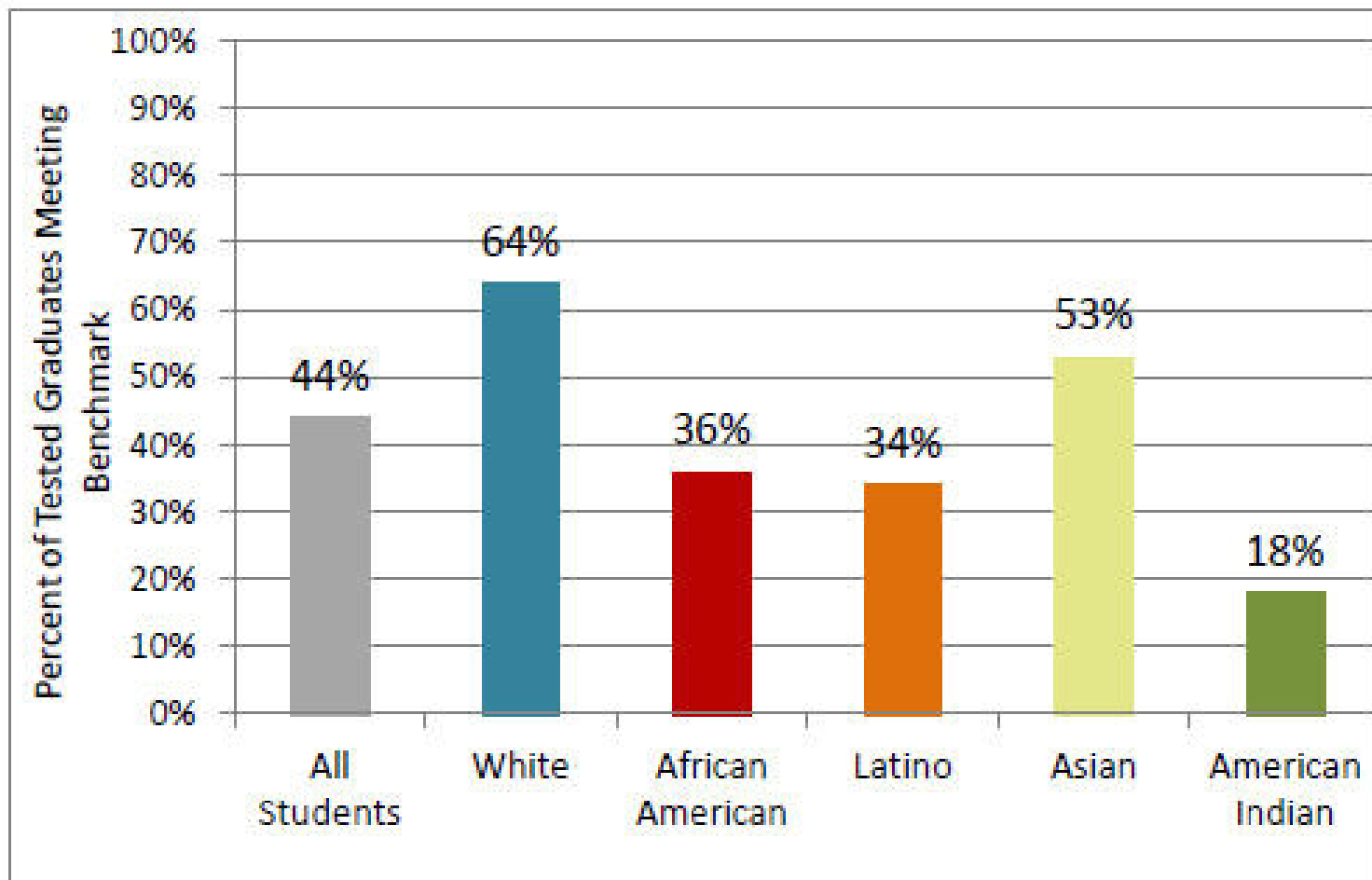


Data are for 2011.

Source:

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

Percent of all graduates tested: 72

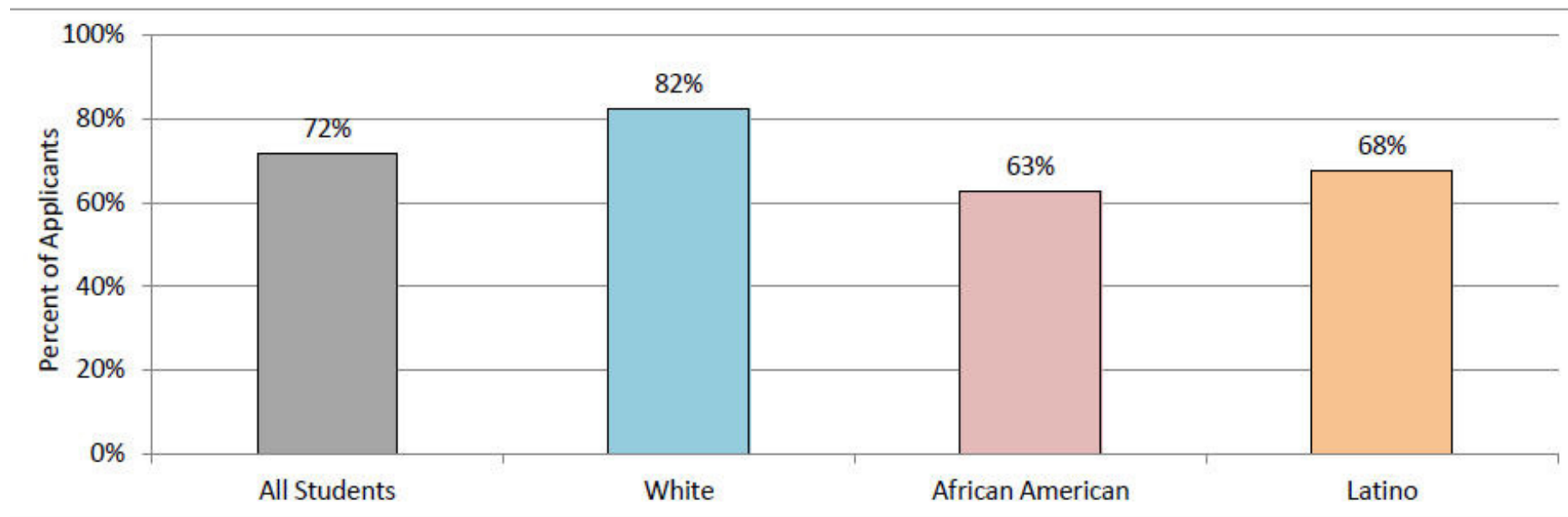


Source:

Data are for 2011.

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

ASVB Pass Rates: 2005-2009



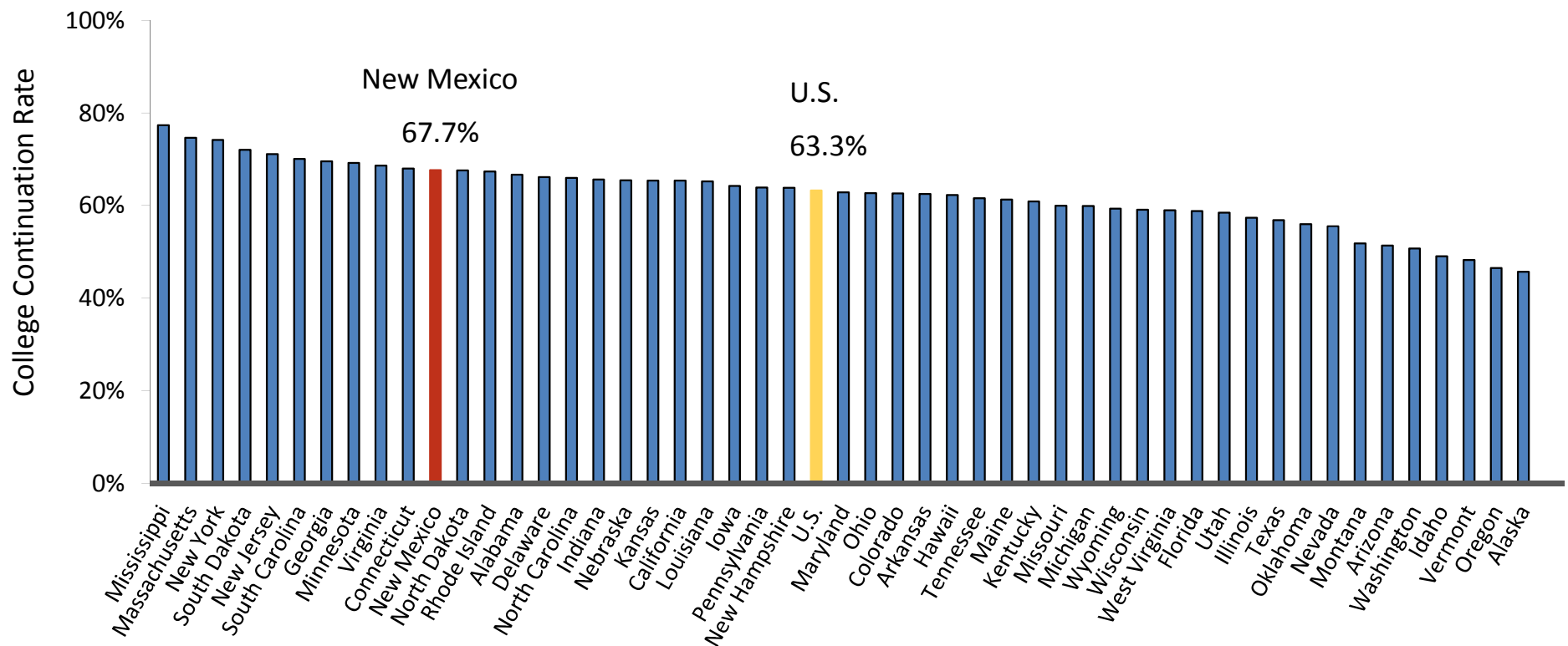
Source:



What about at the college level?

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

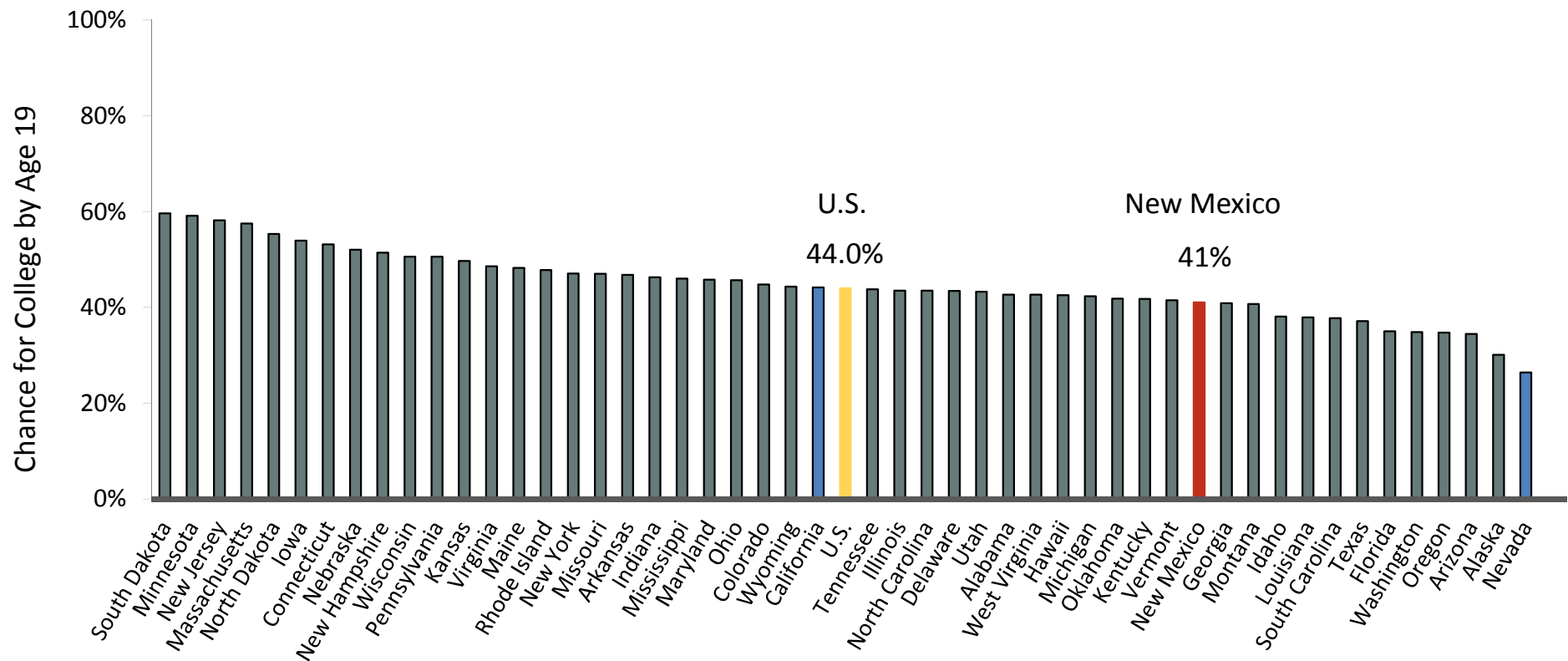
High School Graduates Going Directly to College (2008)




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

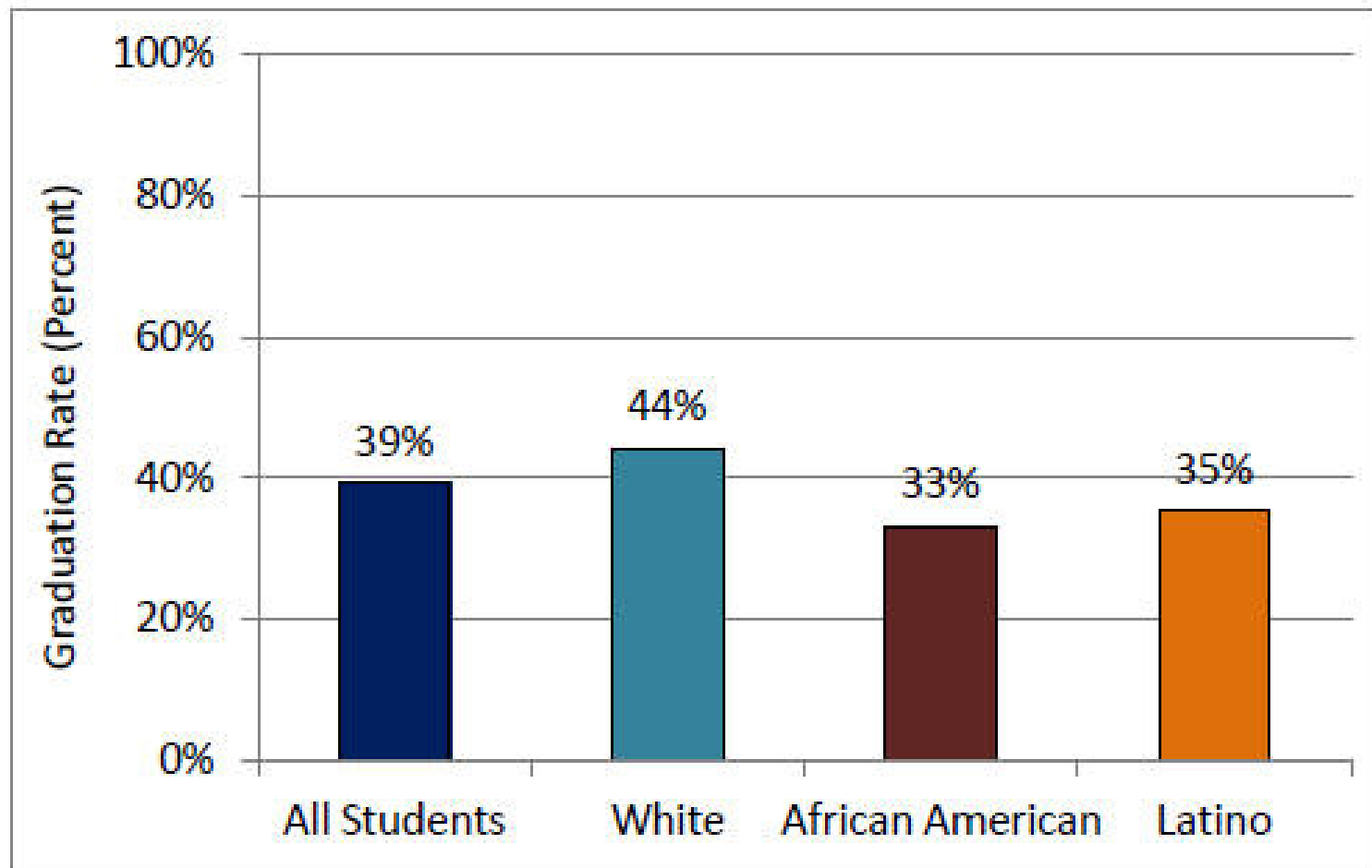


Source: Postsecondary Education Opportunity, "Chance for College by Age 19 by State, 1986--2008"



And of those who enter, few
graduate.

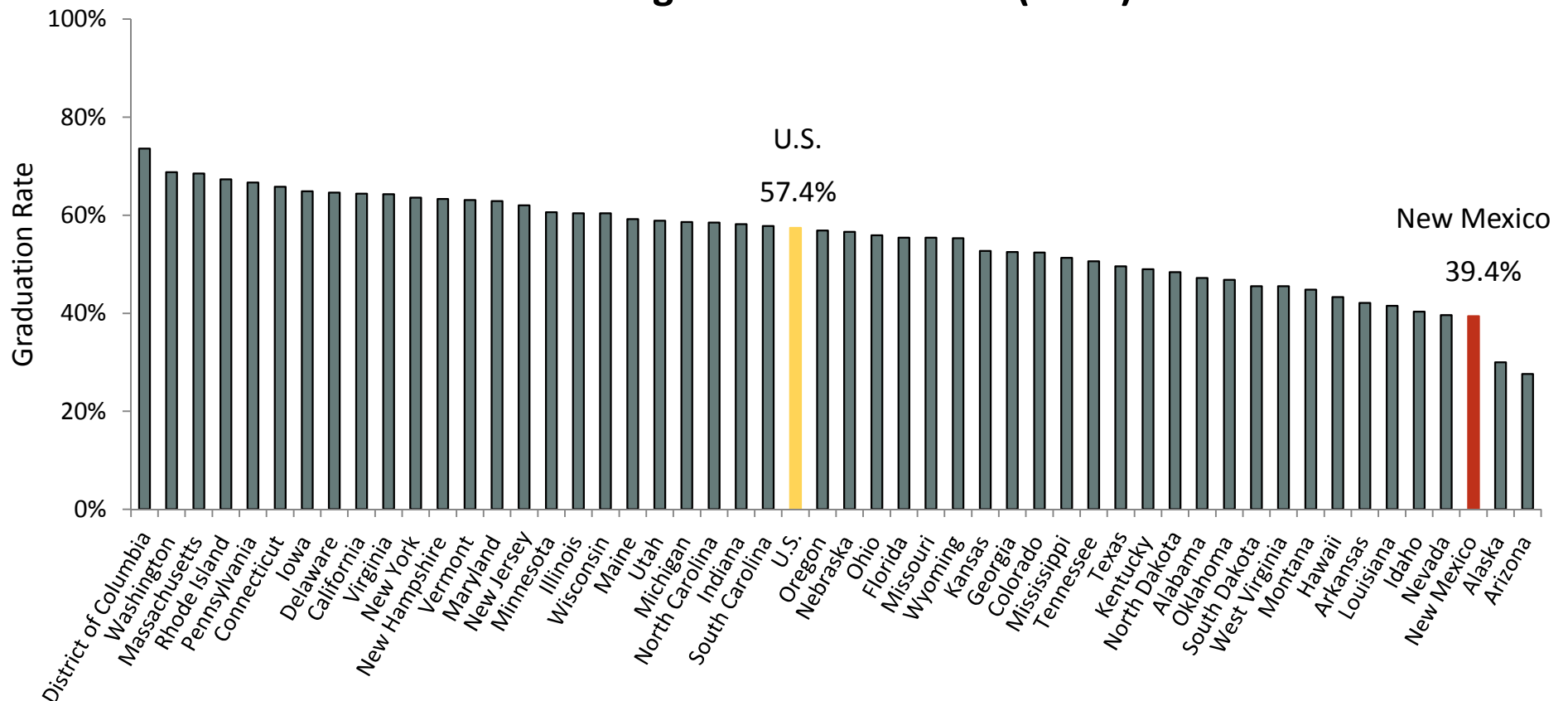
Six-Year Graduation Rates at Four-Year Colleges, by Race/Ethnicity (bachelor's degree completion for first-time, full-time freshmen beginning in fall of 2003)



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)

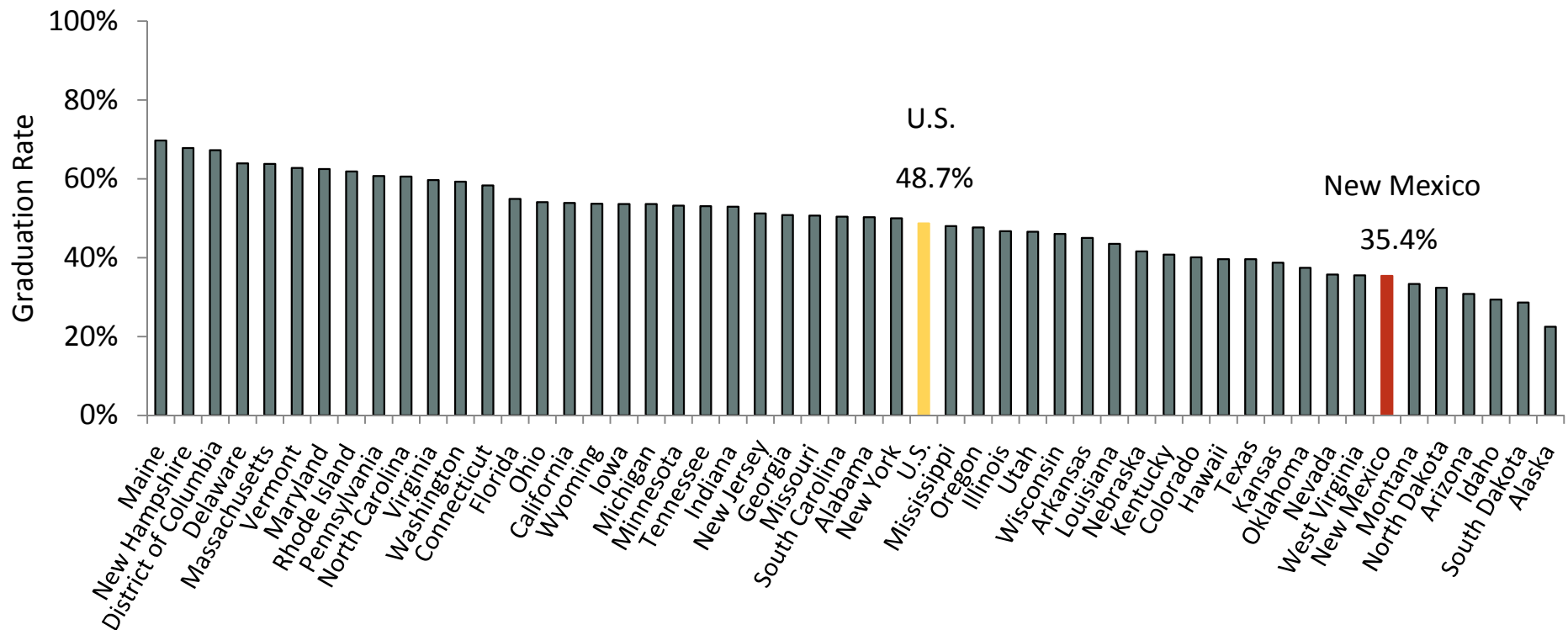


First-time, full-time freshmen completing a BA within 6 years

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

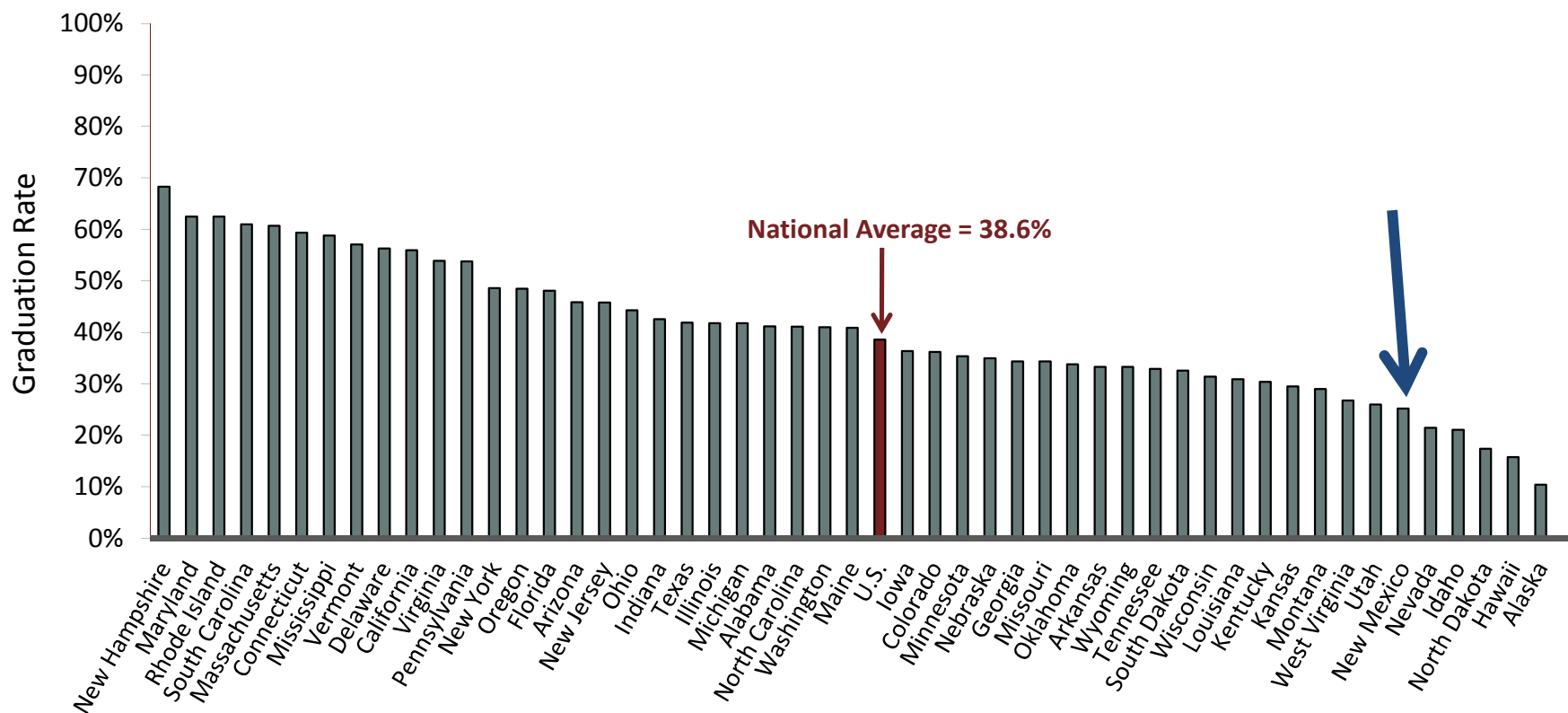
Six-Year College Graduation Rate for Hispanic Students (2009)



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

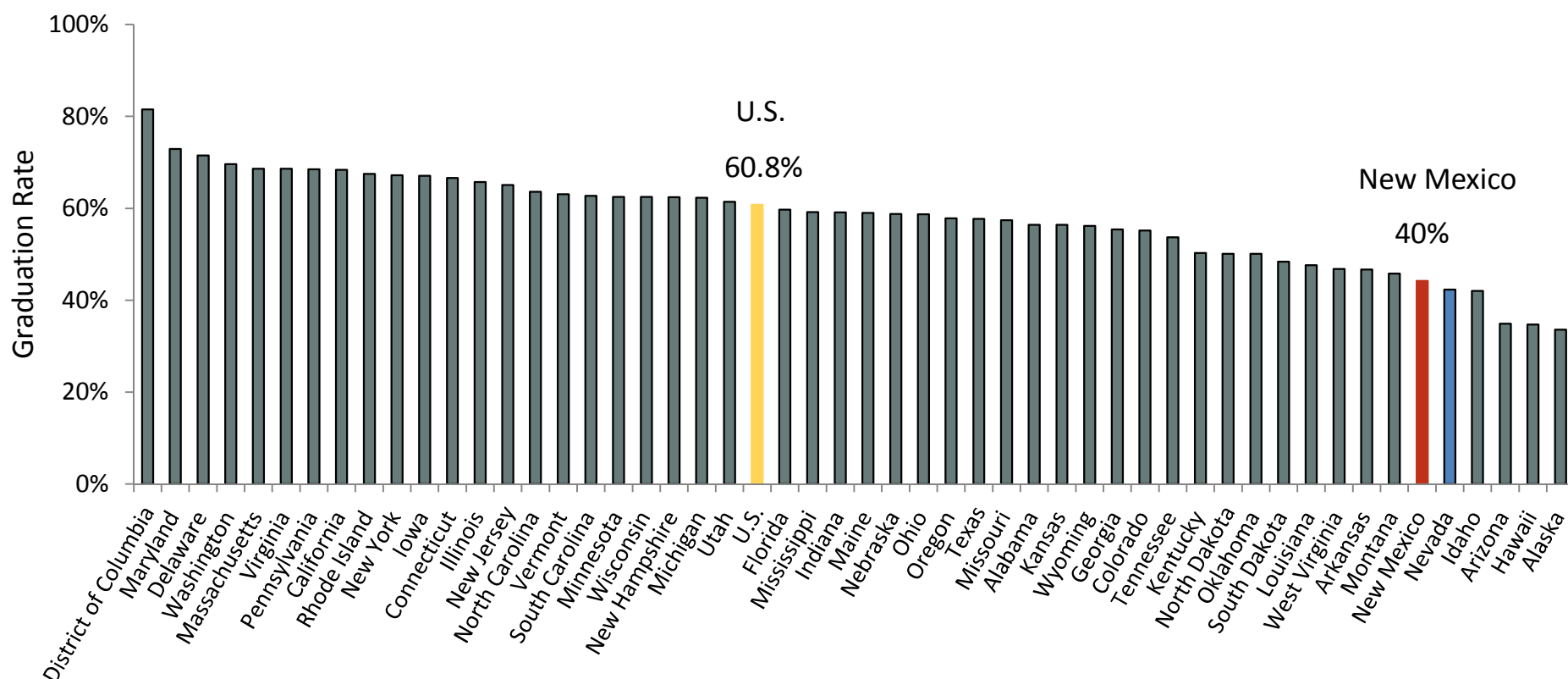


First-time, full-time freshmen completing a BA within 6 years

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)

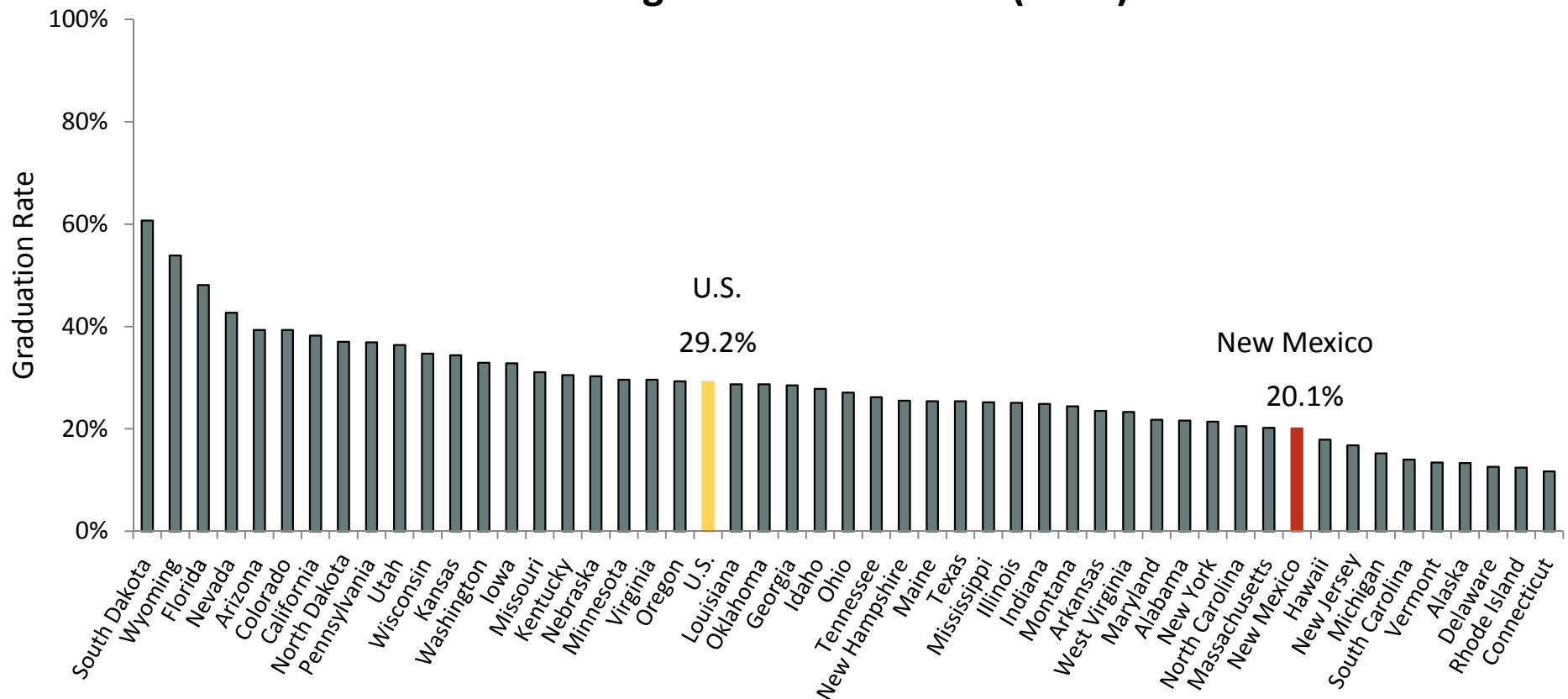


First-time, full-time freshmen completing a BA within 6 years

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

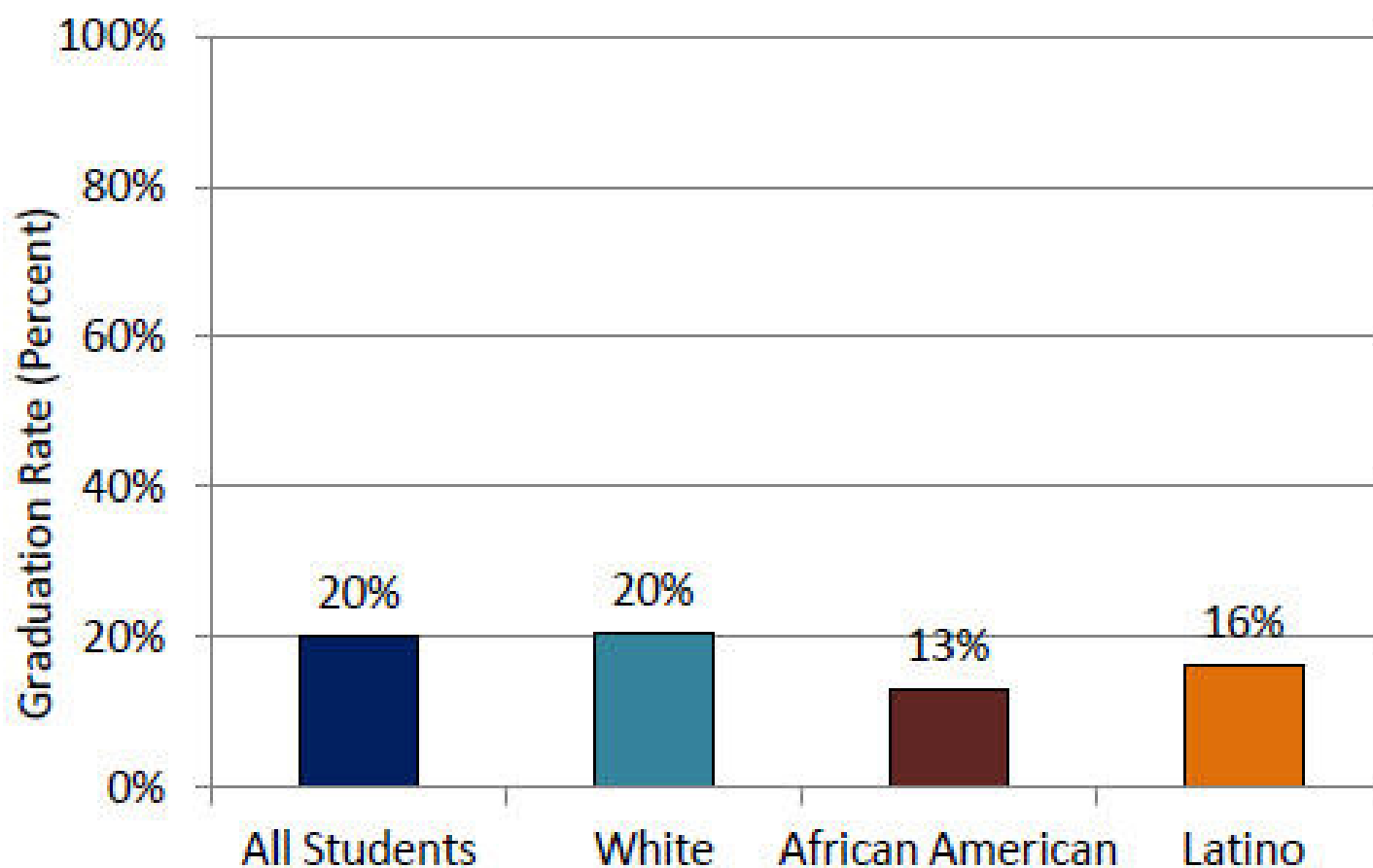
Three-Year College Graduation Rate (2009)




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)



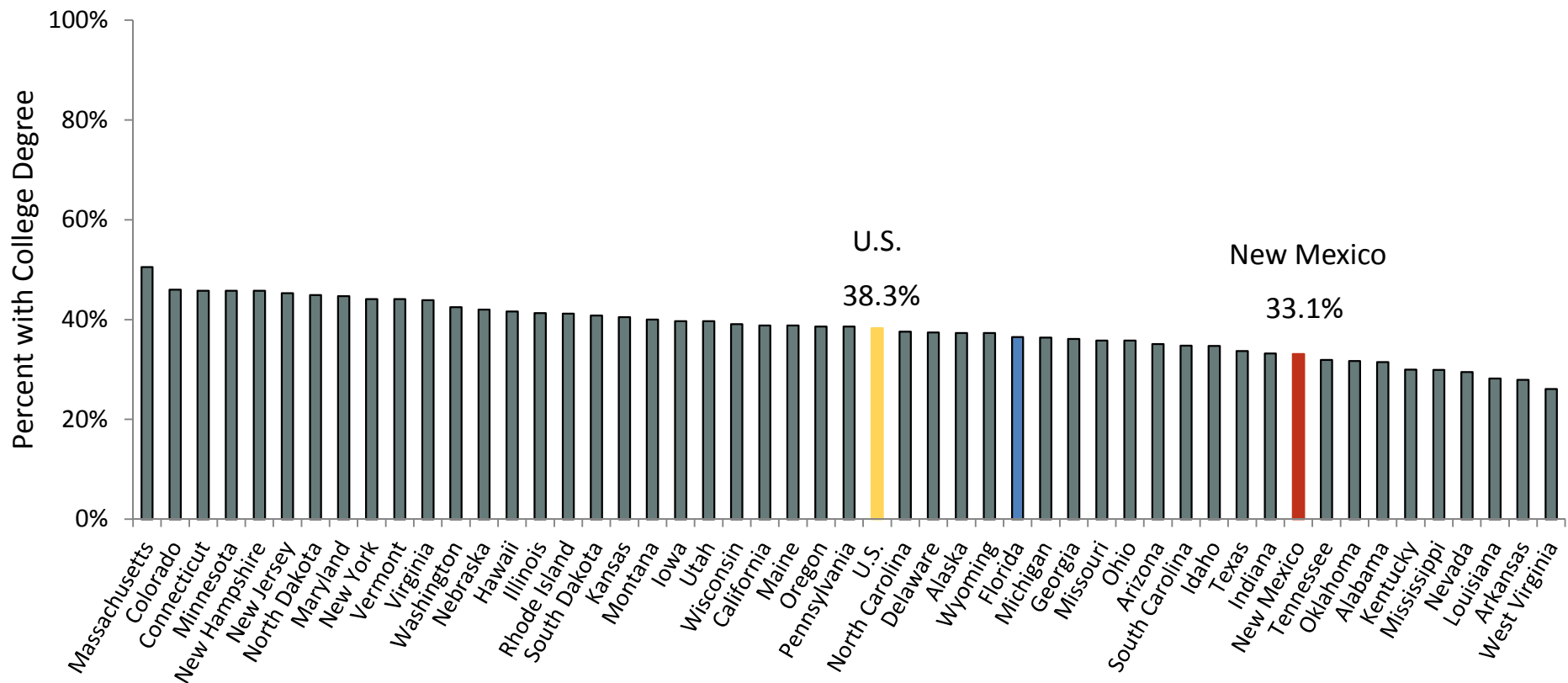
Source:



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 We Learn From Top Performers and Top Gainers?

#1. Good schools, districts don't leave anything about teaching and learning to chance.



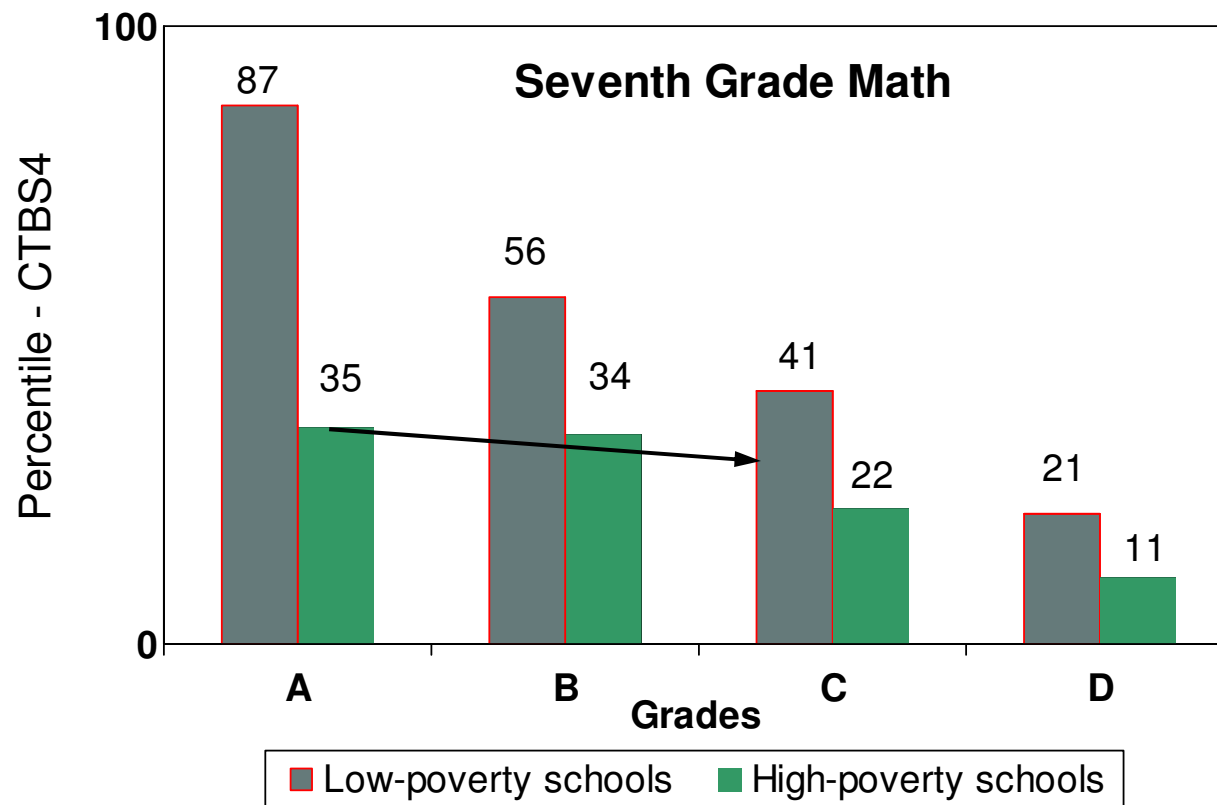
An awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.




What does this do?

Leaves teachers entirely on their own to figure out what to teach, what order to teach it in, HOW to teach it...and to what level.

'A' Work in Poor Schools Would Earn 'Cs' in Affluent Schools



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



Students can do
no better than
the assignments
they are given...

Grade 10 Writing Assignment

A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.

Grade 10 Writing Assignment

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.

Grade 7 Writing Assignment

Essay on Anne Frank

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

Your thesis will state specifically what Anne's overall personality is, and what general psychological and intellectual changes she exhibits over the course of the book

You might organize your essay by grouping psychological and intellectual changes OR you might choose 3 or 4 characteristics (like friendliness, patience, optimism, self doubt) and show how she changes in this area.


Grade 7 Writing Assignment

The "ME" Page	
My name:	
Three words which describe me best:	
Three words others would use to describe me:	
My best feature:	
A neat expression:	
My best friend:	
My favorite food:	
A chore I hate:	
Something I wish would happen at my home:	
My hero:	
My favorite sport:	
A car I want:	
The best thing about my school:	
My biggest secret:	
A television character I act like:	
My worst fear:	
A contest I want to win:	
My favorite movie star:	
My heartthrob:	
A political office I would like to hold:	
Something I want to buy:	
My chosen career:	
My favorite beverage:	
A place I want to visit:	
A school subject I adore:	
My favorite book:	
A nightmare I have:	
Someone I would like to have as a relative:	
A movie I would like to be the star in:	
Something I would like to do for my family:	
A teacher I respect:	
What I would do if I were in Hollywood:	
A friend I would like to have:	
What I would do to change our school:	
My dream for America:	

- My Best Friend:
- A chore I hate:
- A car I want:
- My heartthrob:

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; and,
- Don't leave student supports to chance.



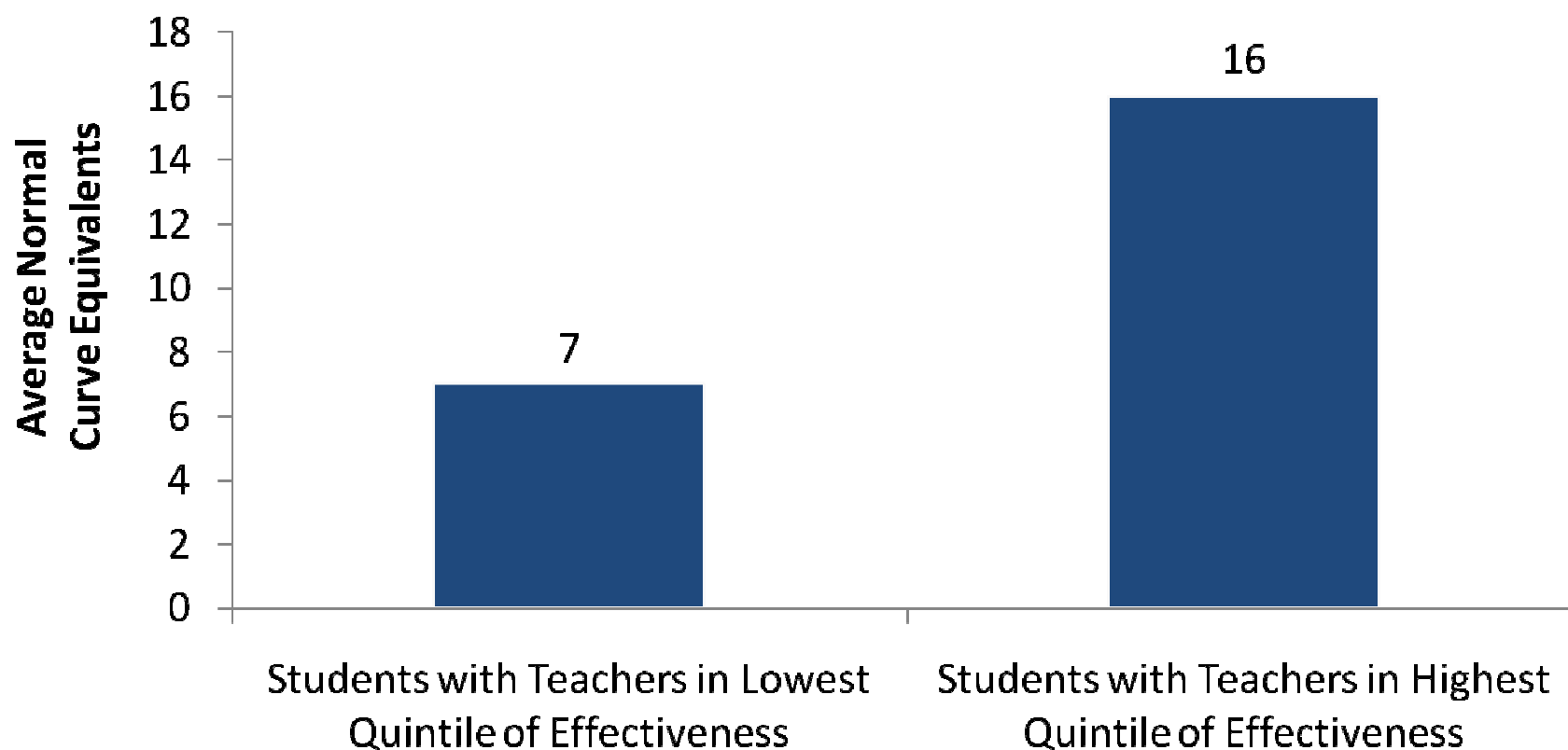
In other words, they strive for
consistency in everything they
do.

Questions for Common Core Implementation Efforts

1. What do you need to do—what kinds of supports, etc—to avoid teachers having to “make it up for themselves?”
2. What do you need to do differently in schools, classrooms where the aims have been lower?

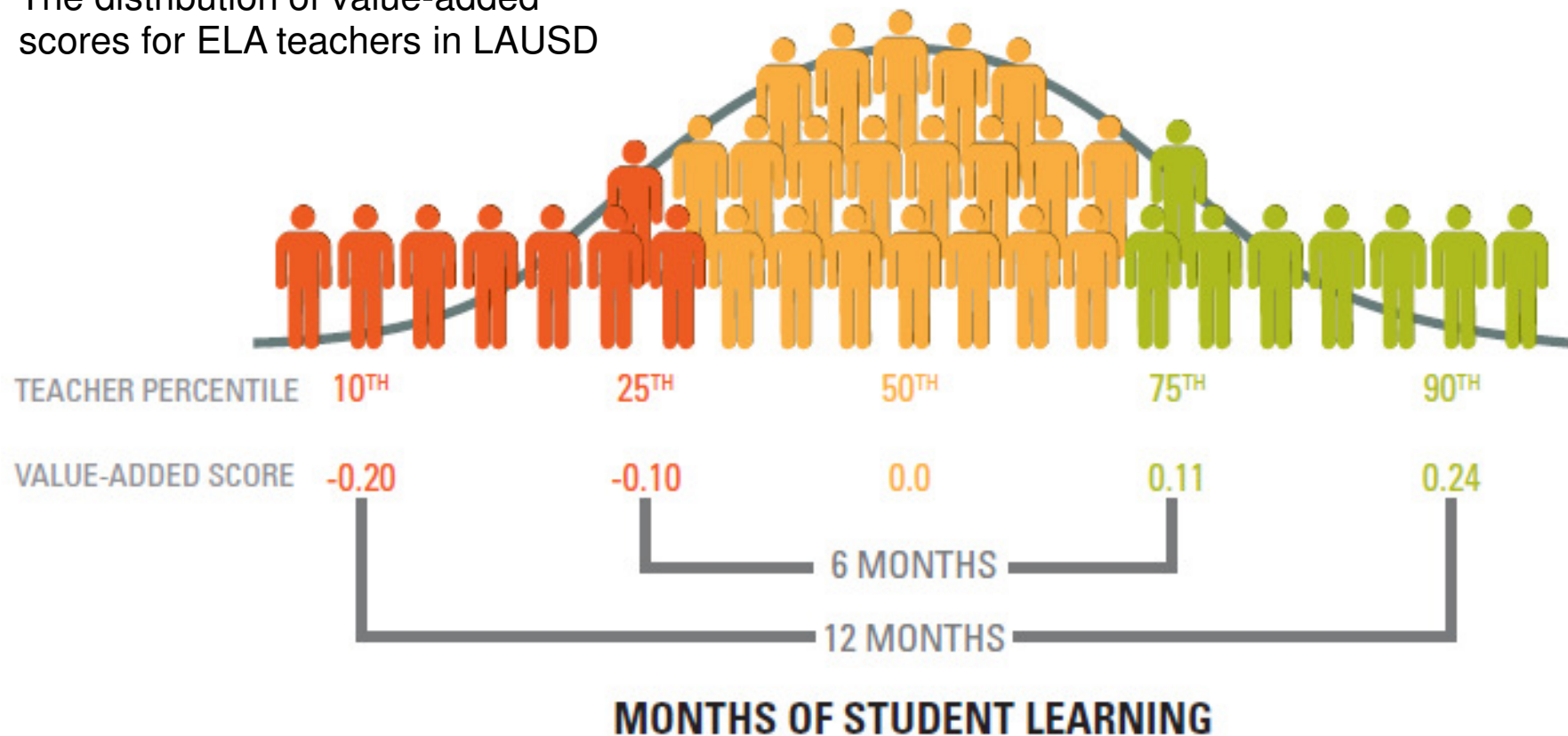
#2. Good schools, districts know how much teachers matter, and they act on that knowledge.

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



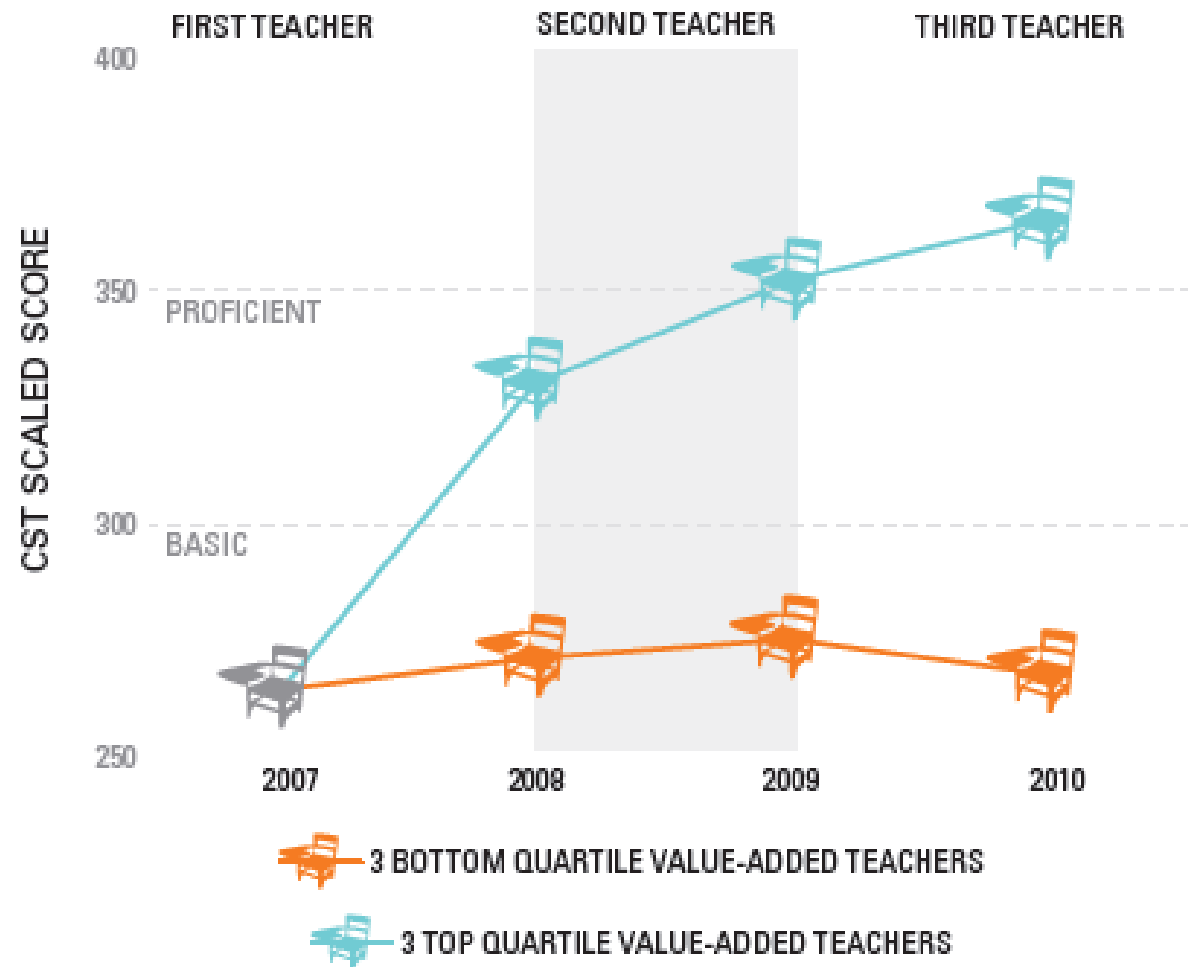
DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING


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

All data for tenured/non-probationary teachers.

¹ Source: District extant data supplied between April 2008 and March 2009


² Source: District extant data supplied between April 2008 and March 2009

³ Number evaluation ratings assigned between SY 2003-04 to SY 2007-08

⁴ Number of evaluation ratings assigned between SY 2003-04 to SY 2005-06

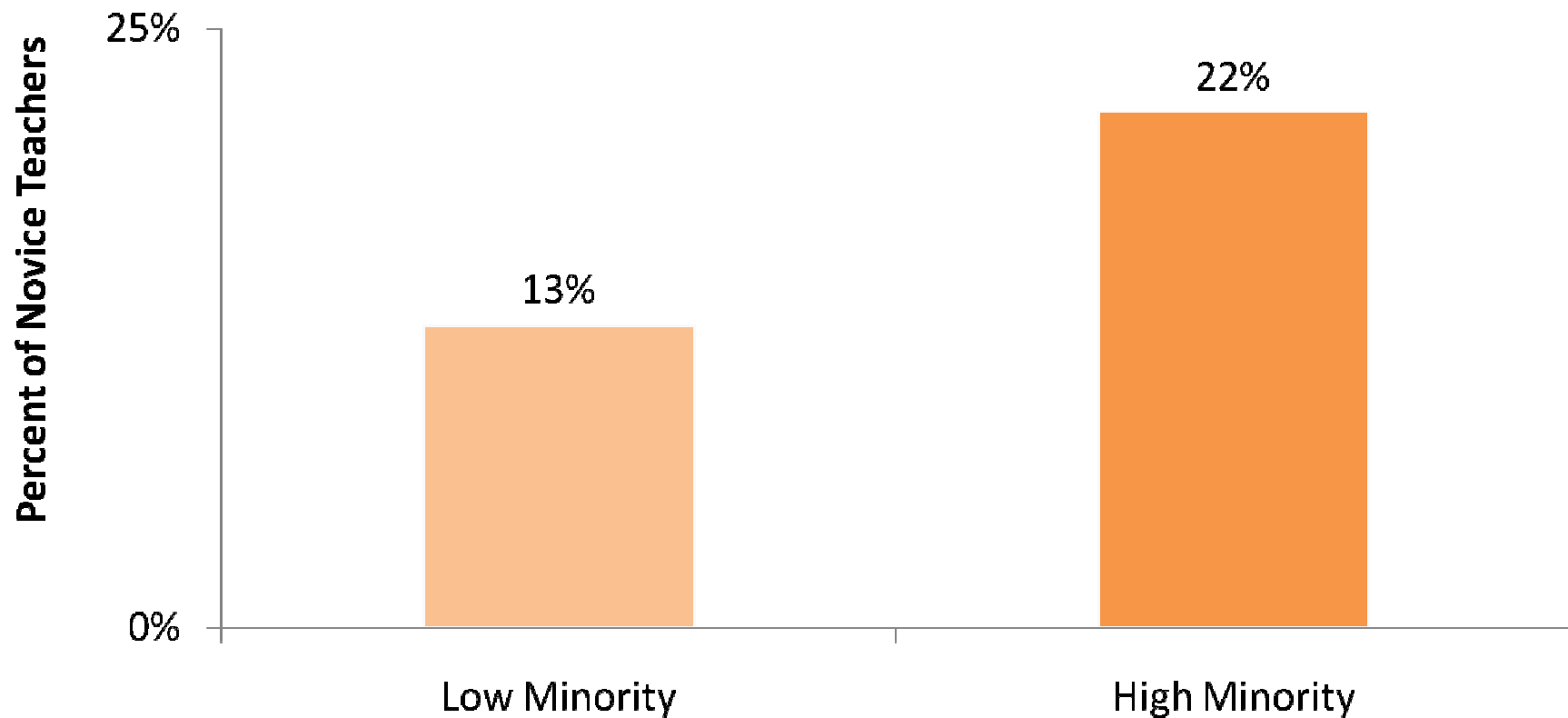
⁵ Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08

⁶ Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08



And, no matter how you
measure, some kids aren't
getting their fair share.

Students at High-Minority Schools More Likely to Be Taught By Novice* Teachers

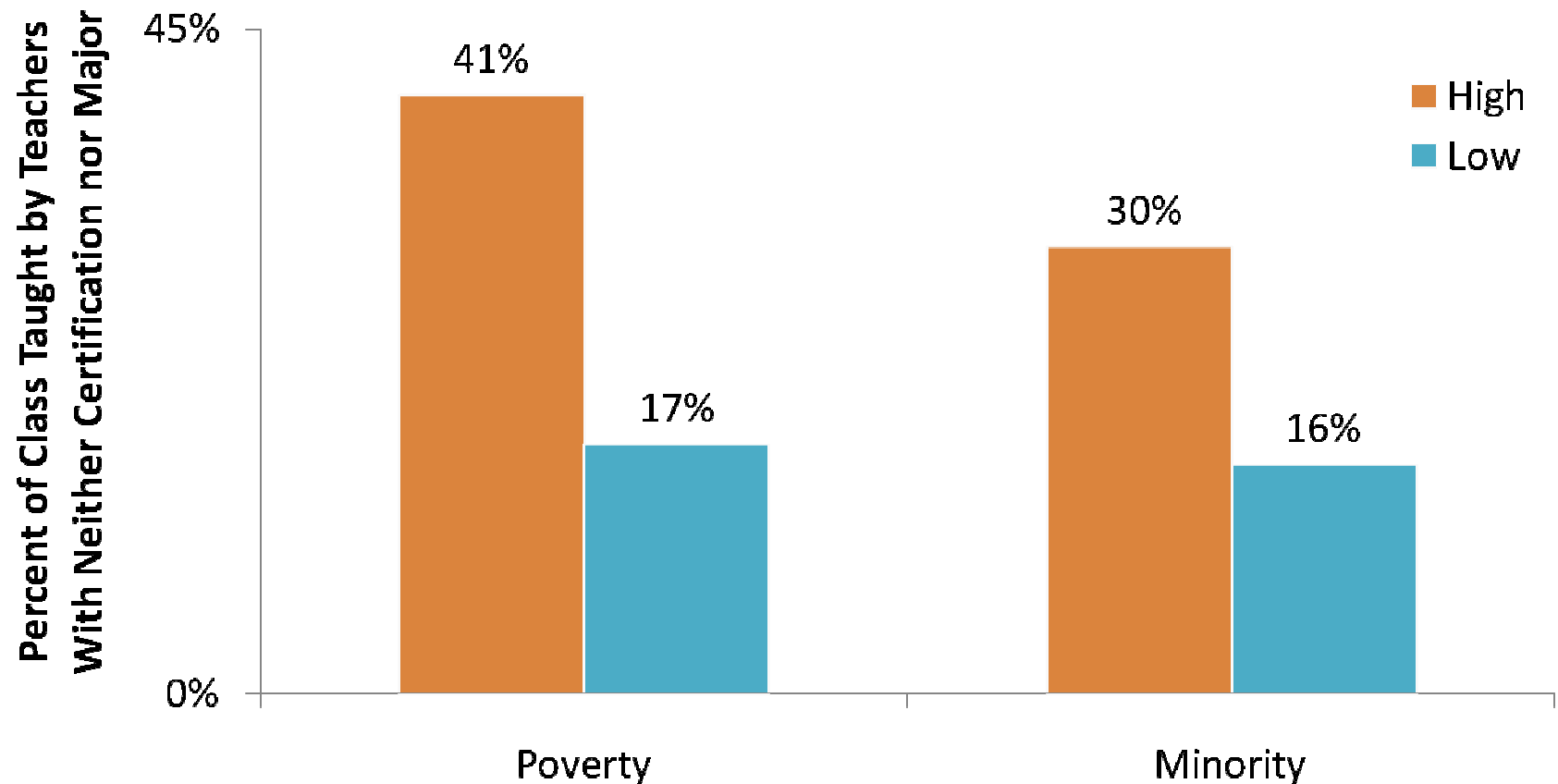


Note: High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander.
Low-minority school -10% or fewer of the students are non-White students.

*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© 2014 THE EDUCATION TRUST

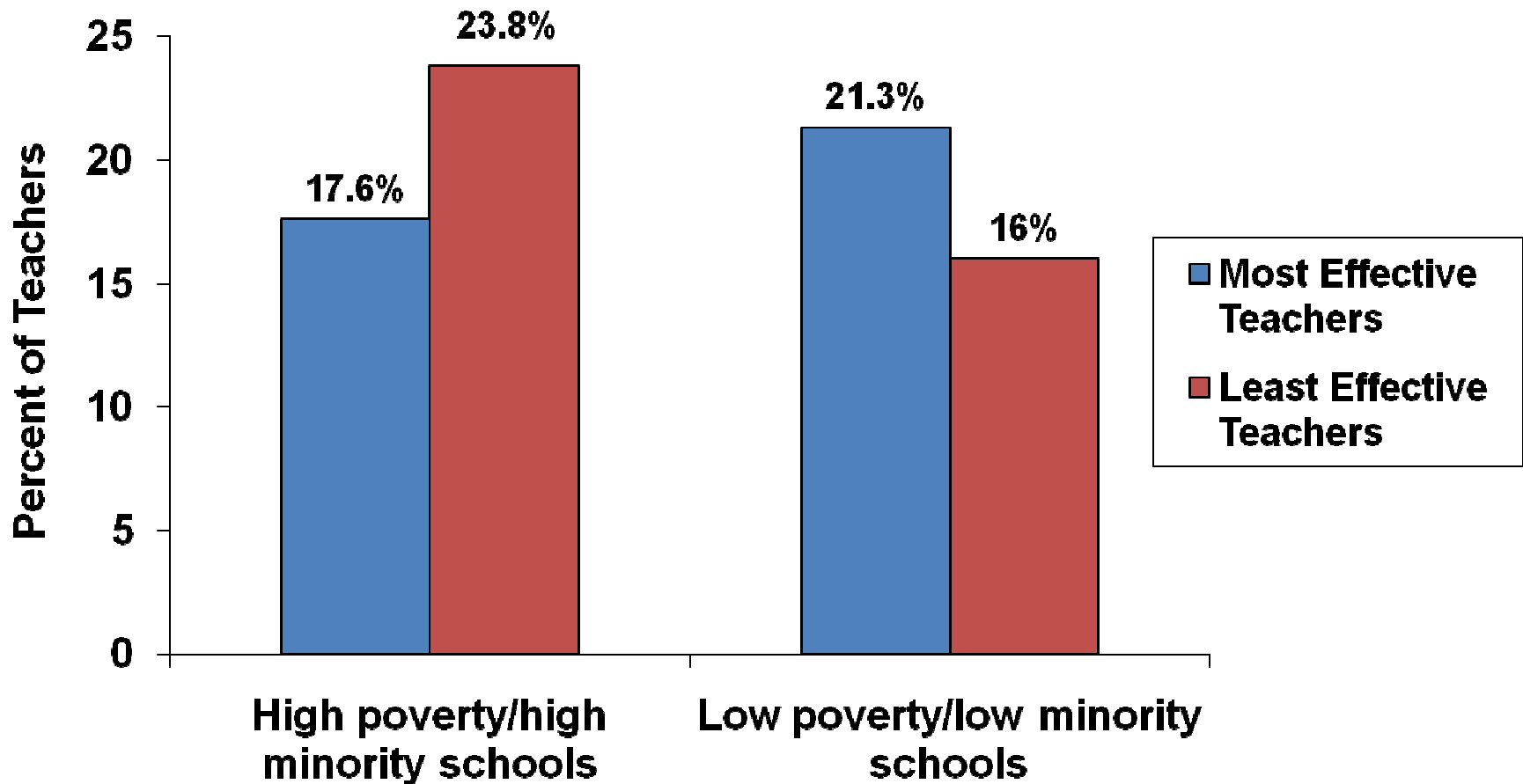
Math Classes at High-Poverty and High- Minority Schools More Likely to be Taught by Out of Field* Teachers



Note: High Poverty school-75% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch. High minority school-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.

*Teachers with neither certification nor major. Data for secondary-level core academic classes (Math, Science, Social Studies, English) across USA.
Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007 © 2014 THE EDUCATION TRUST

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% qualify for FRPL and at least 75% 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

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Los Angeles: LOW-INCOME STUDENTS LESS LIKELY TO HAVE HIGH VALUE-ADDED TEACHERS

ELA

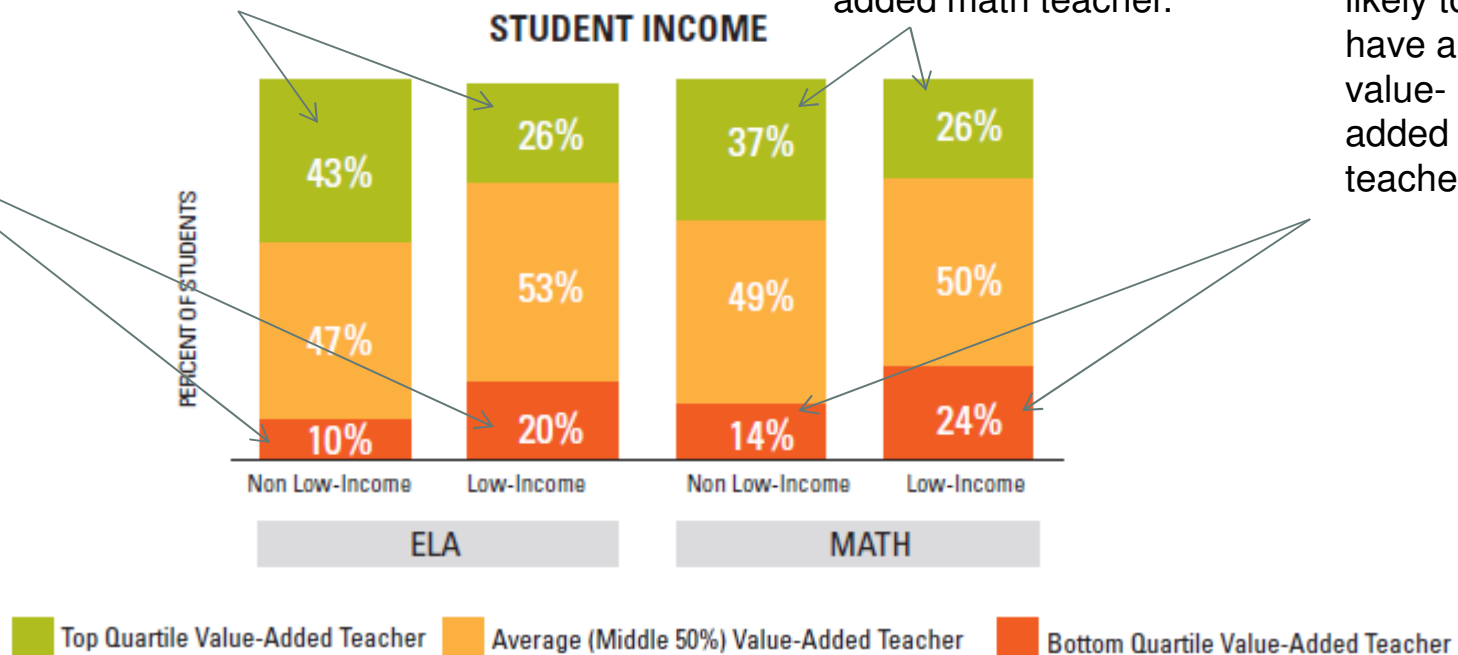
A low-income student is *more than twice as likely* to have a low value-added teacher for ELA

A student from a relatively more affluent background is 62% more likely to get a high value-added ELA teacher.

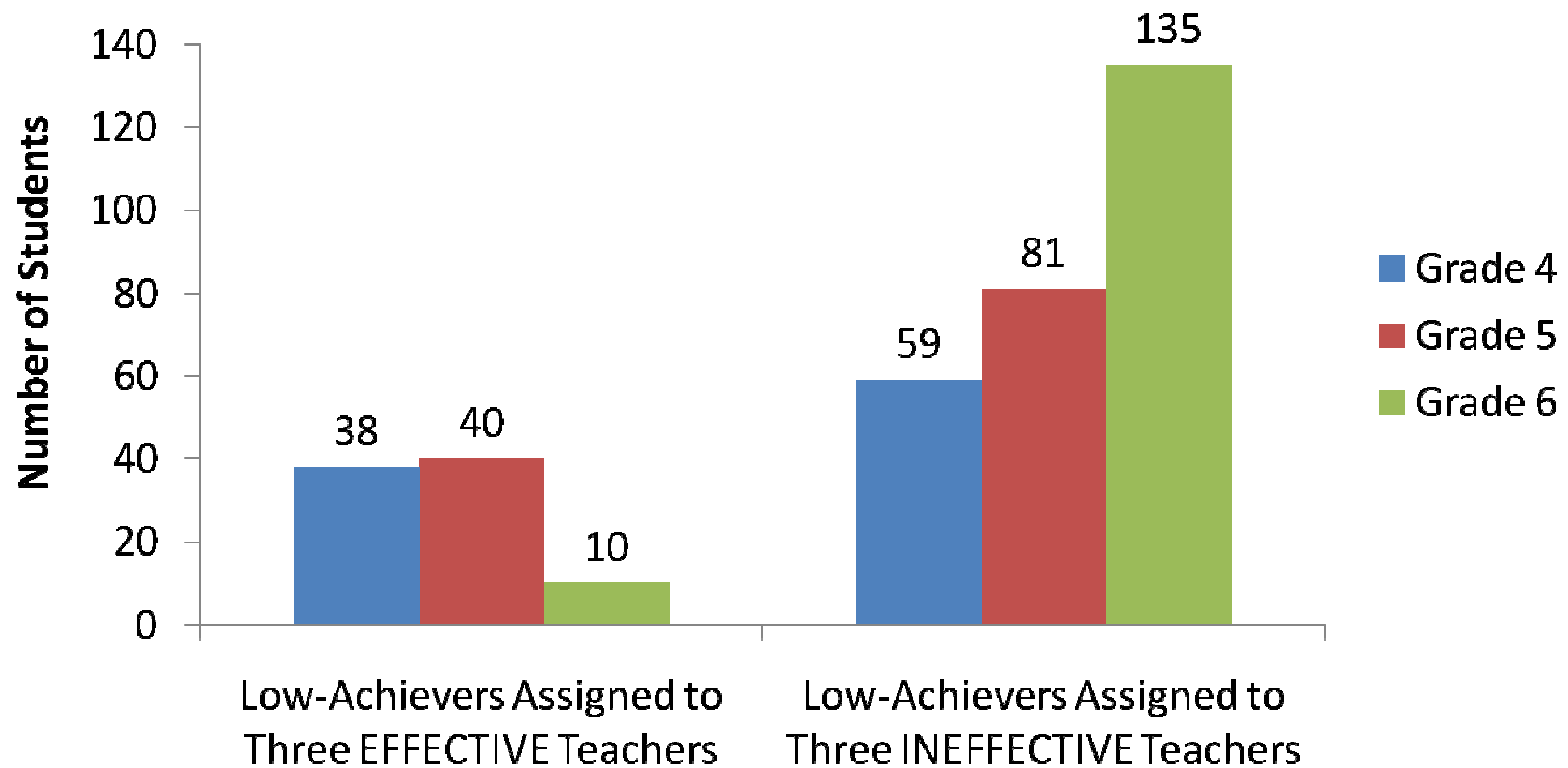
MATH

In math, a student from a relatively more affluent background is 39% more likely to get a high value-added math teacher.


A low-income student is 66% more likely to have a low value-added teacher.



Low-Achieving Students are More Likely to be Assigned to Ineffective Teachers than Effective Teachers




#3. Leading schools/districts put all kids—not just some—in a rigorous course sequence that prepares them for postsecondary education.




Single biggest predictor post-high school success is
QUALITY AND INTENSITY OF HIGH SCHOOL
CURRICULUM

Cliff Adelman, *Answers in the Tool Box*, U.S. Department of Education.

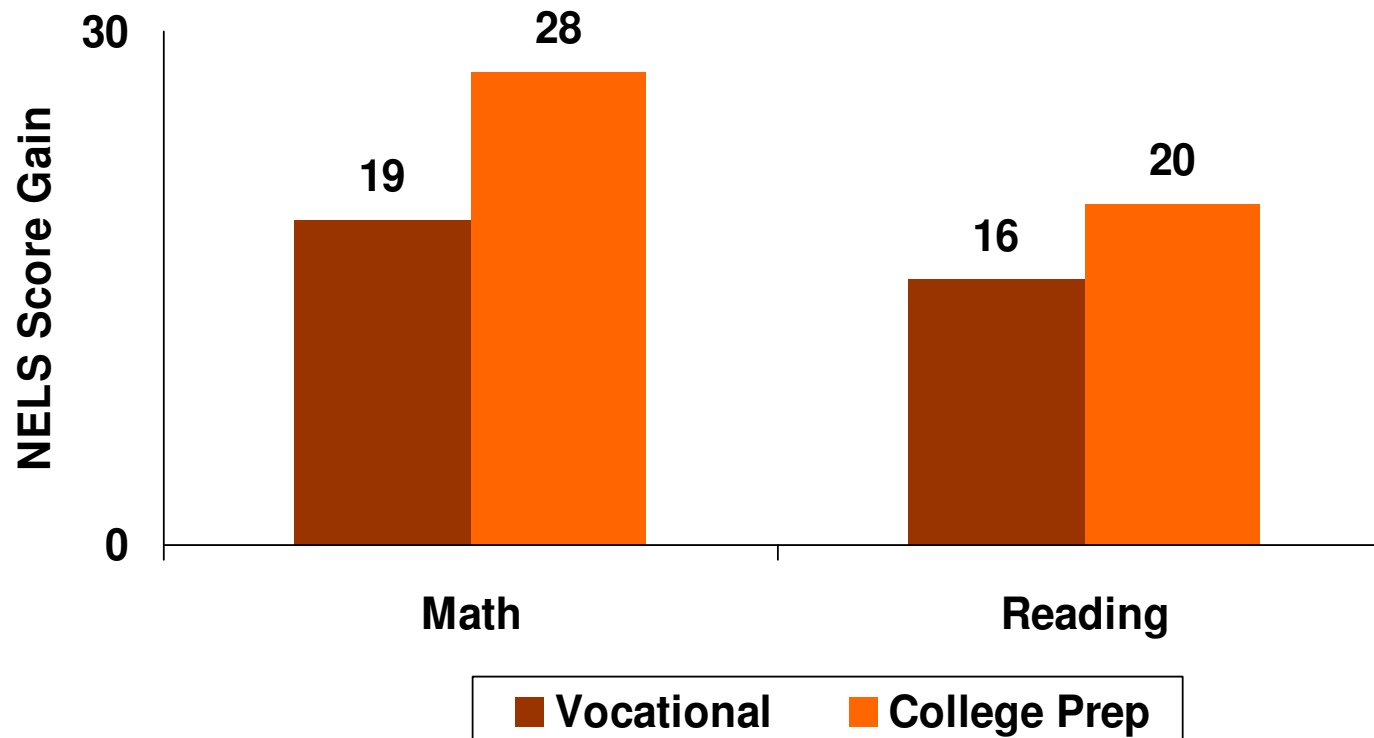


College prep curriculum has
benefits far beyond college.



Students of all sorts will learn
more...

Low Quartile Students Gain More From College Prep Courses*



***Grade 8-grade 12 test score gains based on 8th grade achievement.**

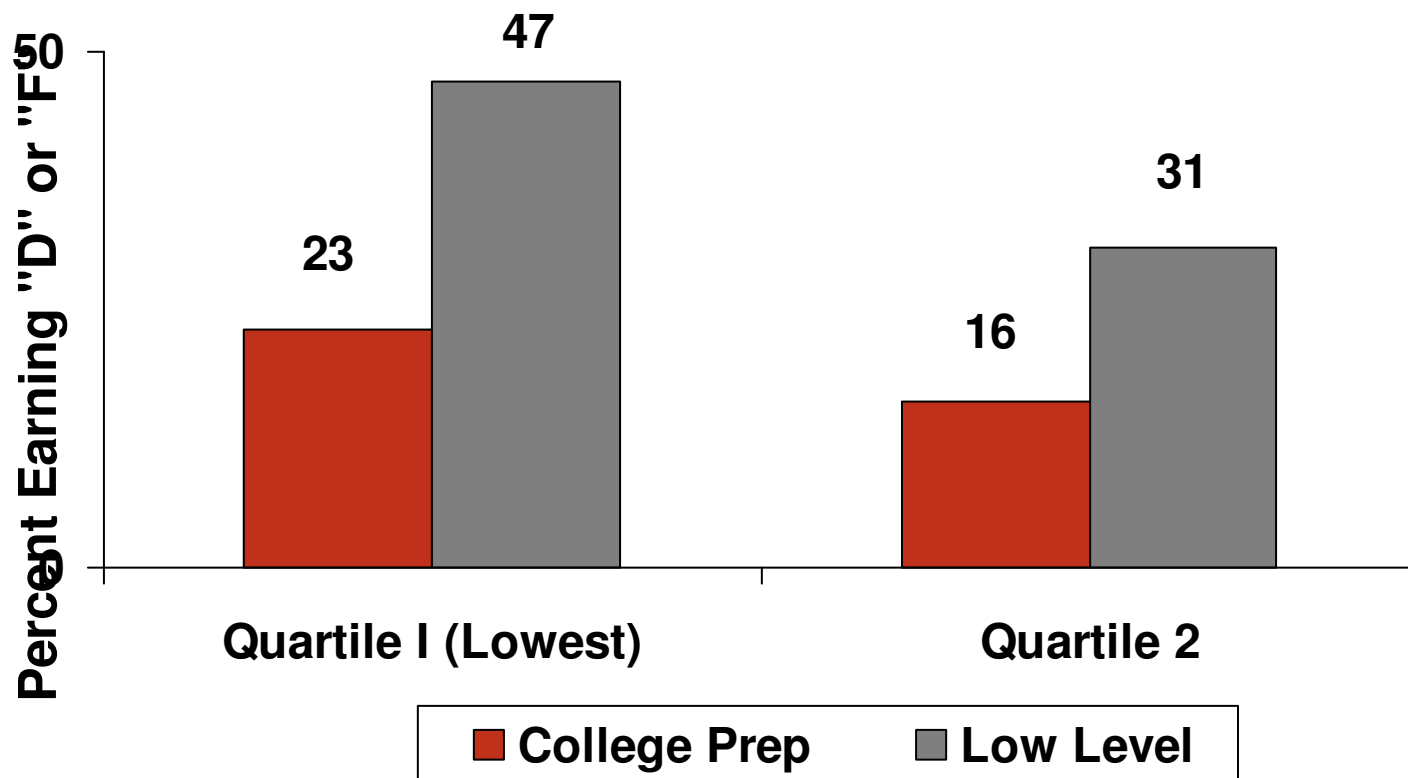
Source: USDOE, NCES, *Vocational Education in the United States: Toward the Year 2000, in Issue Brief: Students Who Prepare for College and Vocation*




They will also fail less often...

Challenging Curriculum Results in Lower Failure Rates, Even for Lowest Achievers

Ninth-grade English performance, by high/low level course, and eighth-grade reading achievement quartiles




Source: SREB, "Middle Grades to High School: Mending a Weak Link". Unpublished Draft, 2002.



And they'll be better prepared
for the workplace.

Speaking of preparation for college and careers...

In both Common Core and non-Common Core states, college readiness for all is the new goal.



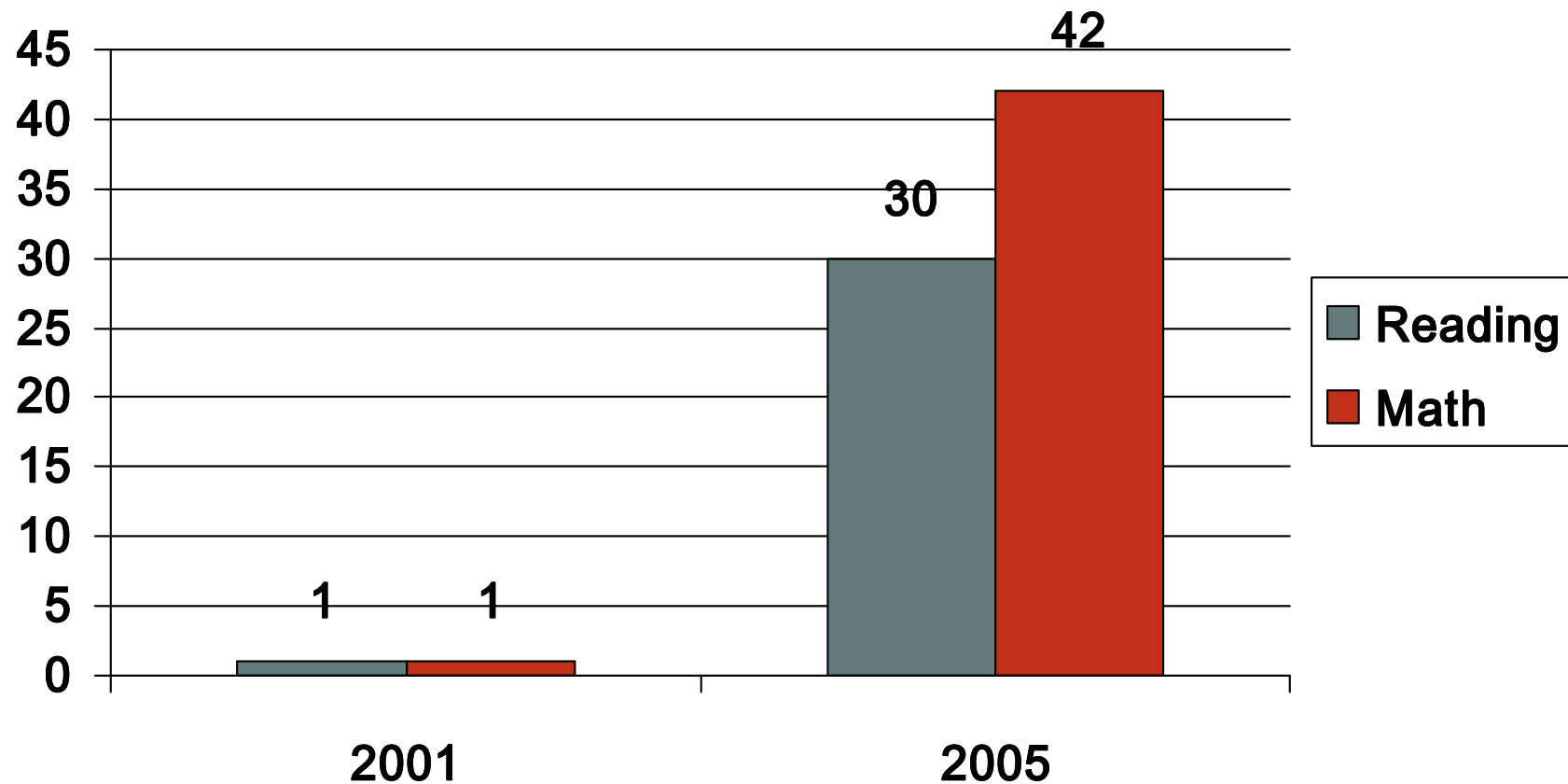
Do your course requirements for
high school graduation line up
with that goal?

#4. Leading schools/districts set their goals high.




Elementary Version...

M. Hall Stanton Elementary: Percent of 5th Graders ADVANCED






High School Version...



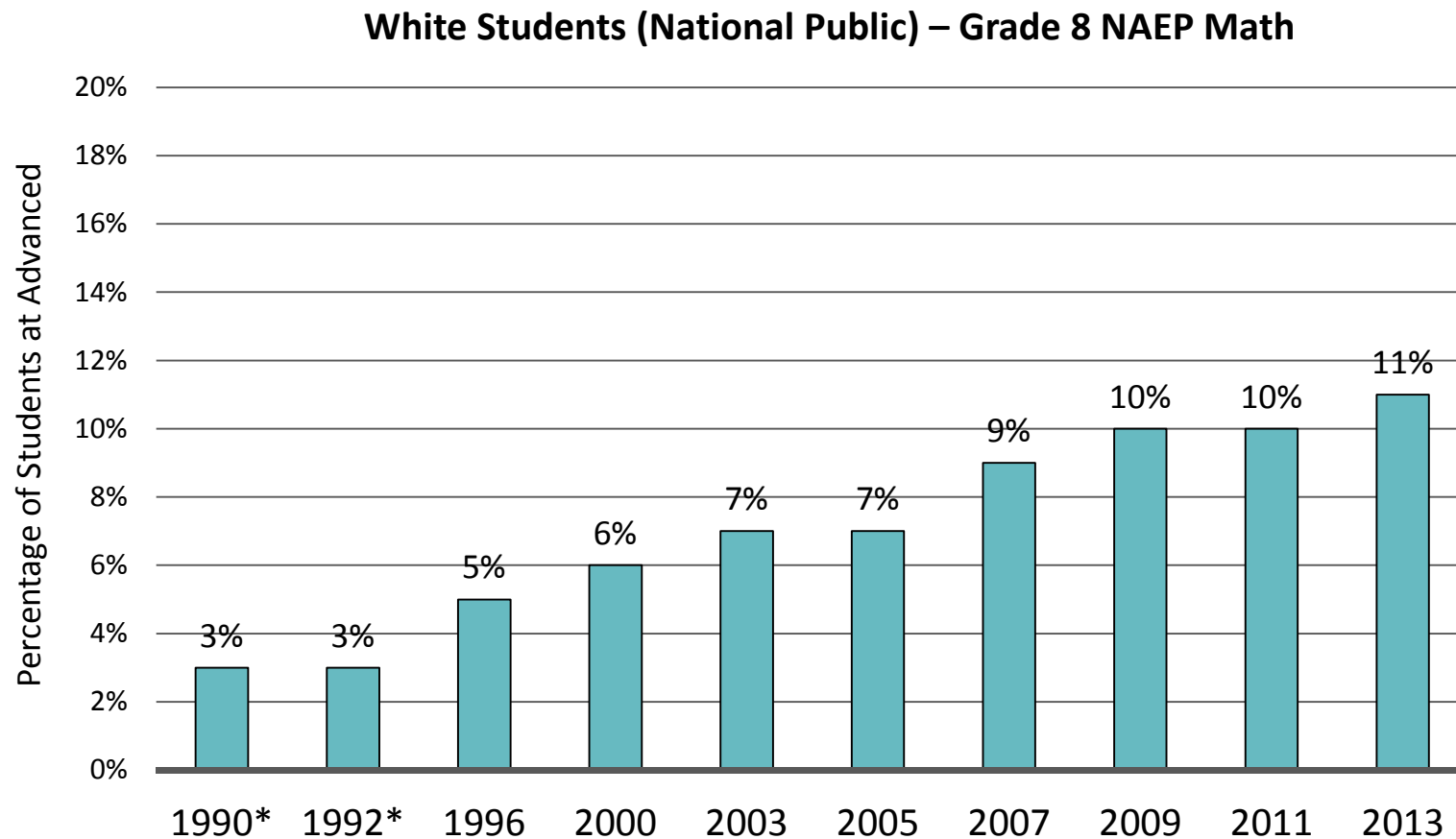
Even when they start with high drop out rates, high
impact high schools focus on preparing all kids for
college and careers

Education Trust 2005 study, “Gaining Traction, Gaining Ground.”



And the leaders don't think
about closing the achievement
gap only as “bringing the bottom
up.”

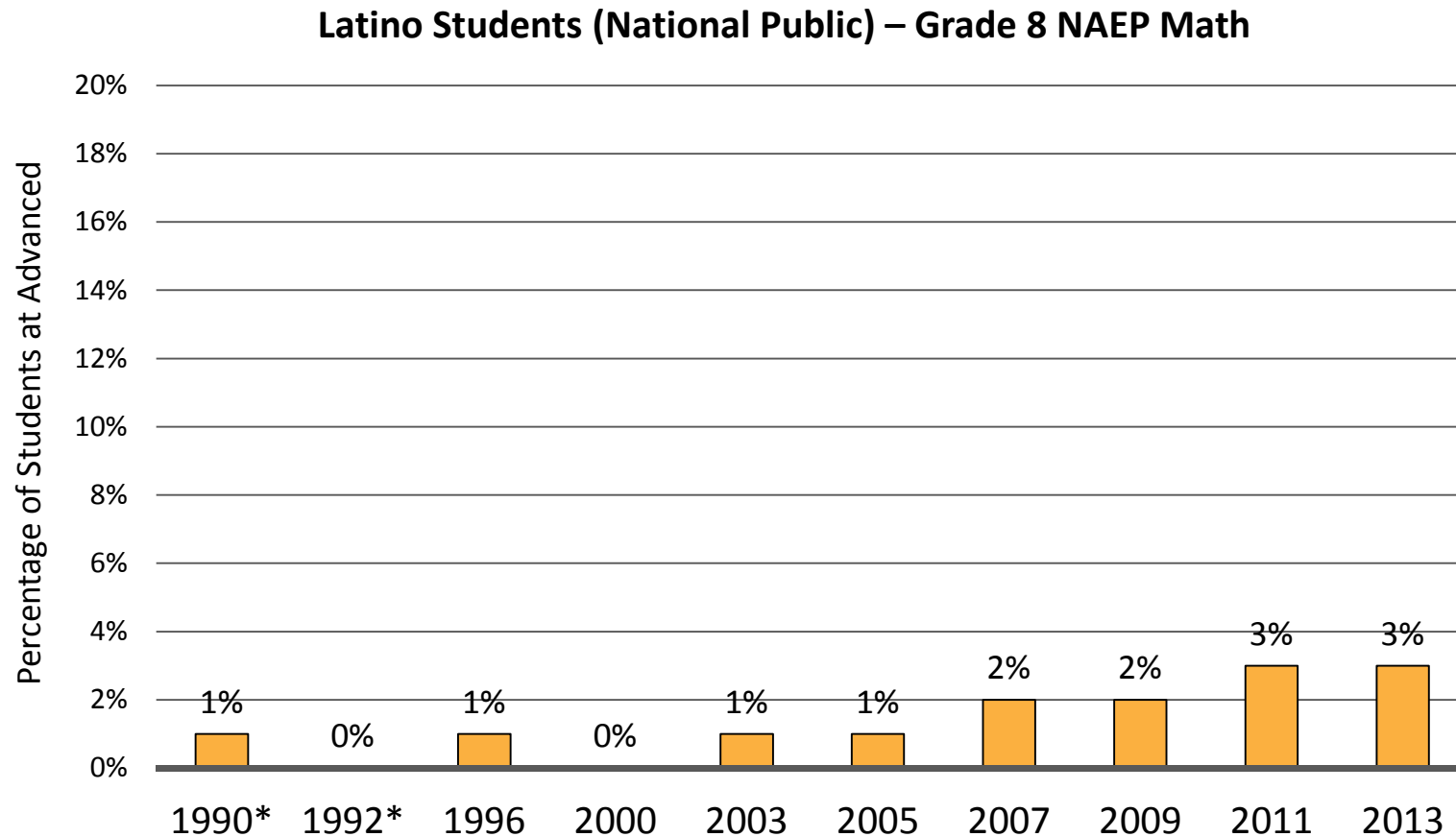
Percentage Advanced Over Time



*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/>

#5. Principals are hugely important,
ever present, but
NOT
the only leaders in the school

Elmont Memorial Junior-Senior High School



#6. For those of you outside of schools, 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.

Download this presentation.

www.edtrust.org



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