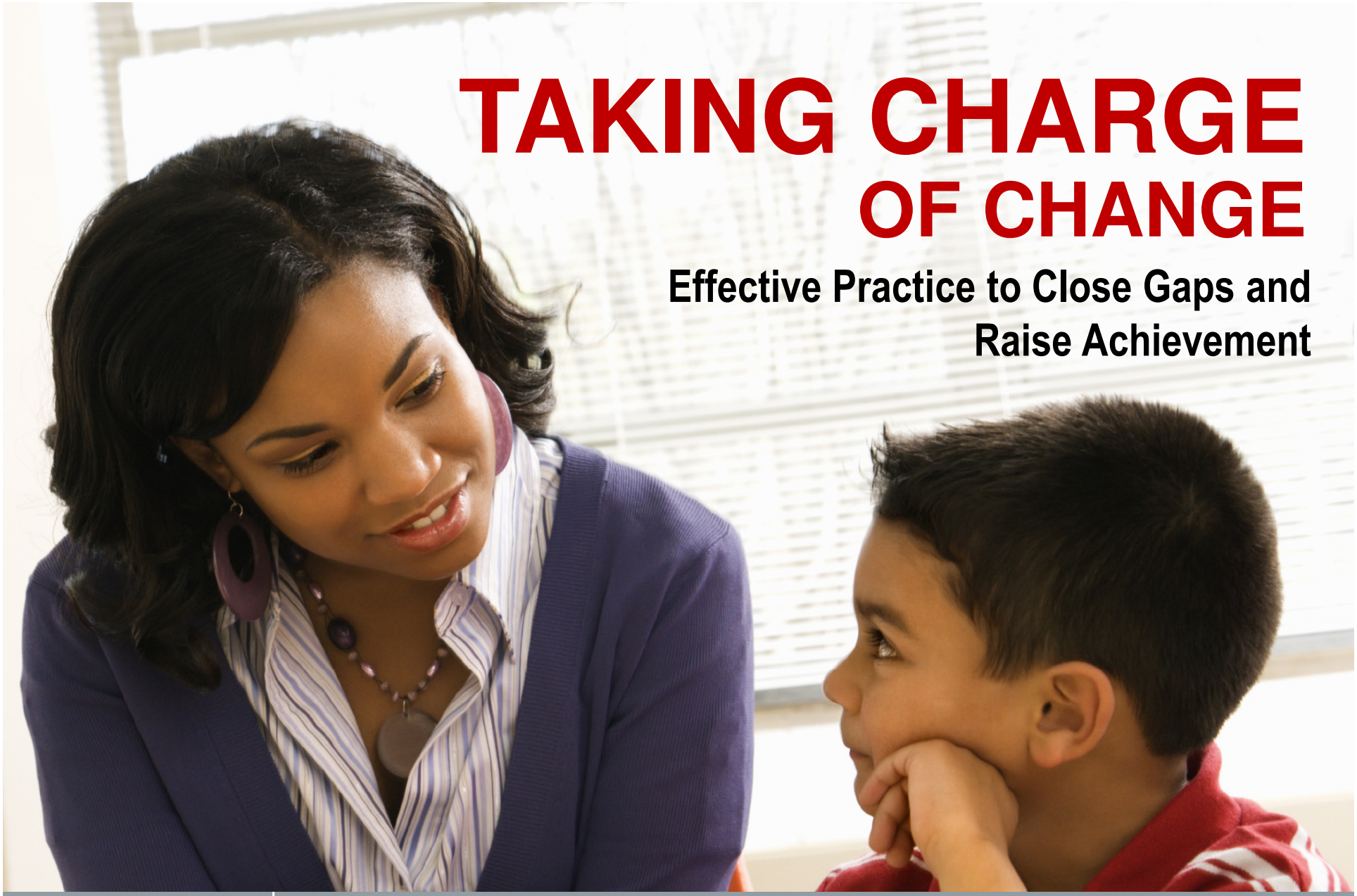


TAKING CHARGE OF CHANGE

Effective Practice to Close Gaps and Raise Achievement

The Education Trust

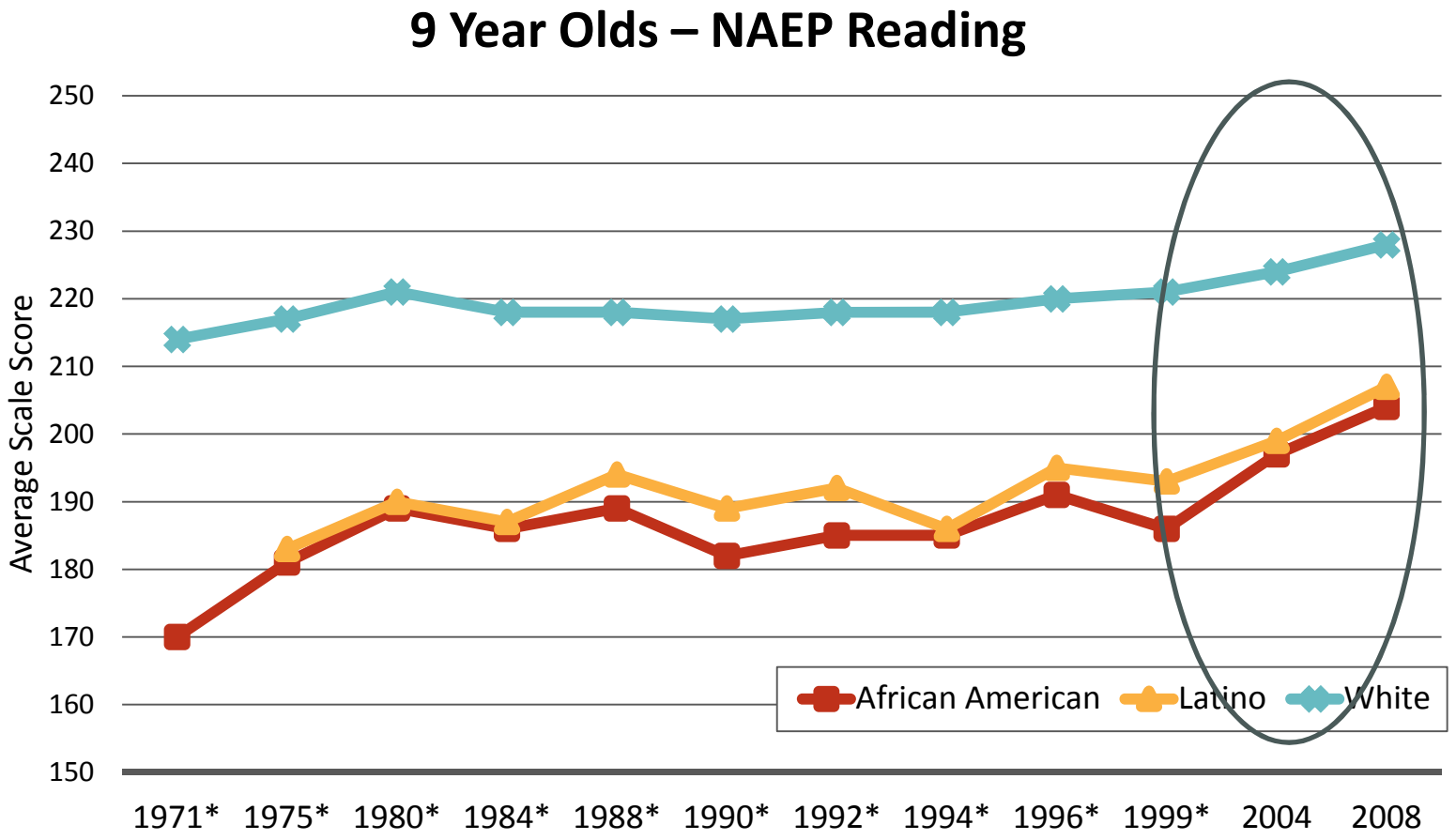
The 2010 Education Trust National Conference

Arlington, VA

First, a look at recent progress.

NAEP Long-Term Trends

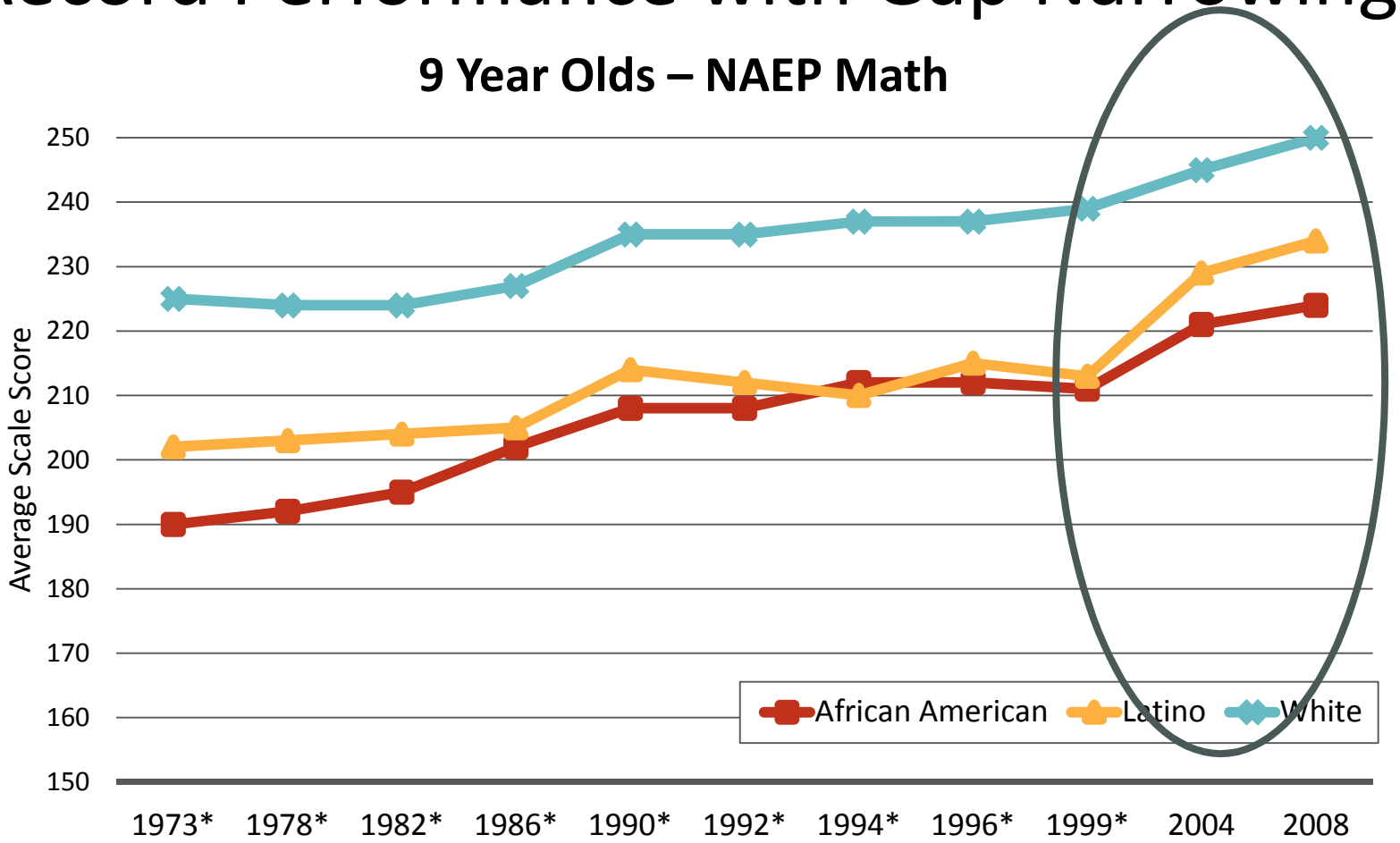
4th Grade Reading: Record Performance with Gap Narrowing



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

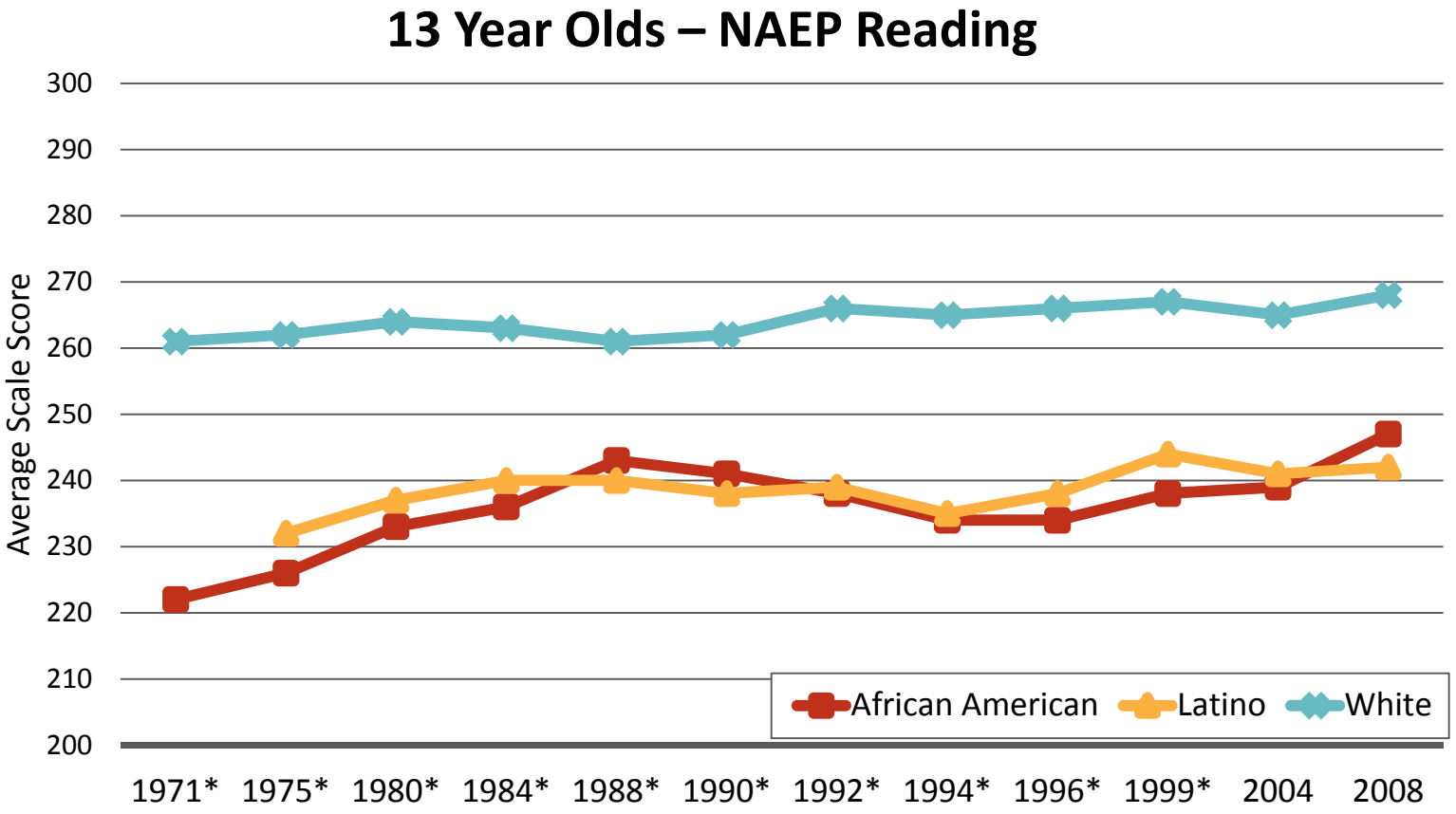
4th Grade Math: Record Performance with Gap Narrowing



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

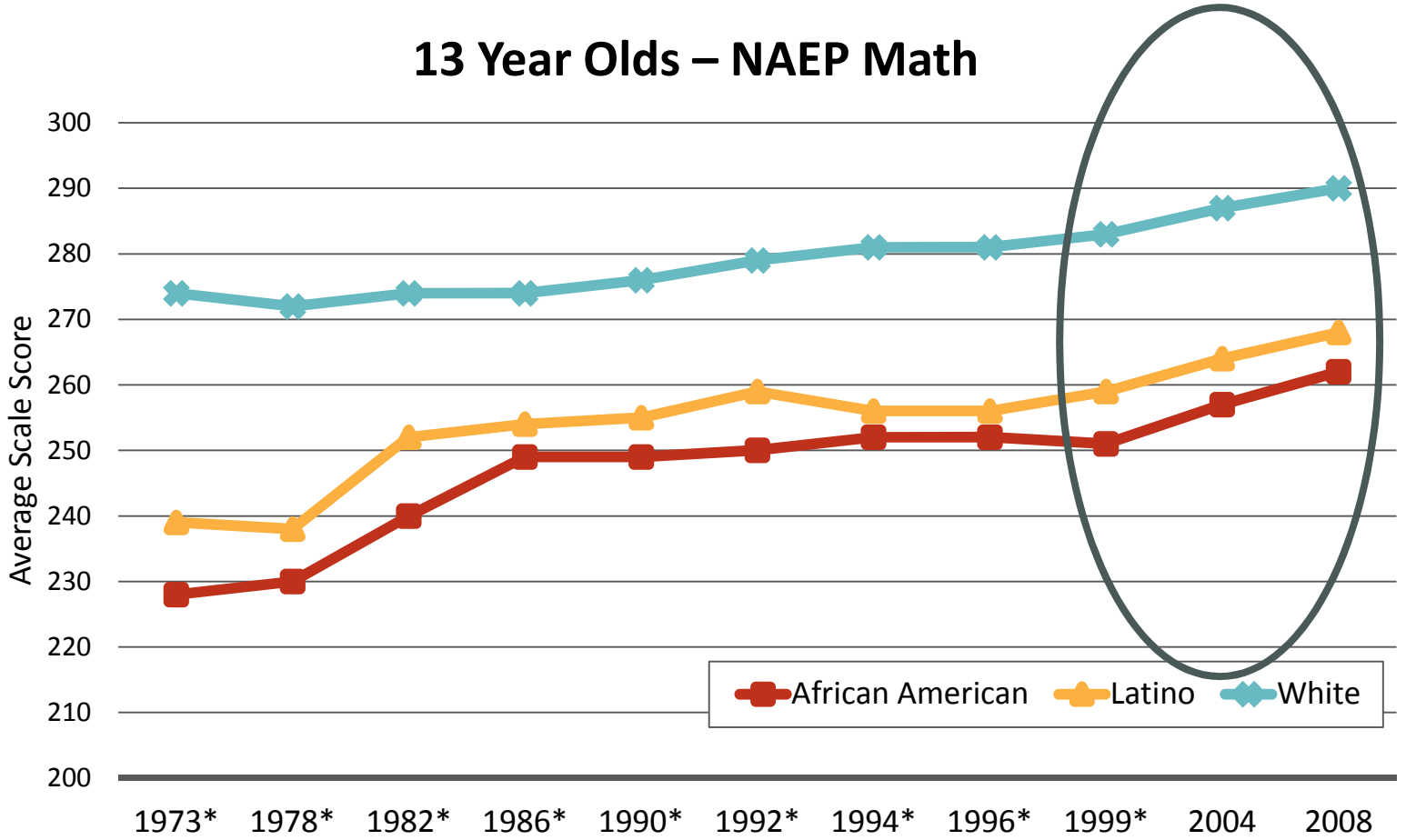
8th Grade Reading: Recent Gap Narrowing for Blacks, Less for Latinos



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

8th Grade Math:
Progress for All Groups, Some Gap Narrowing

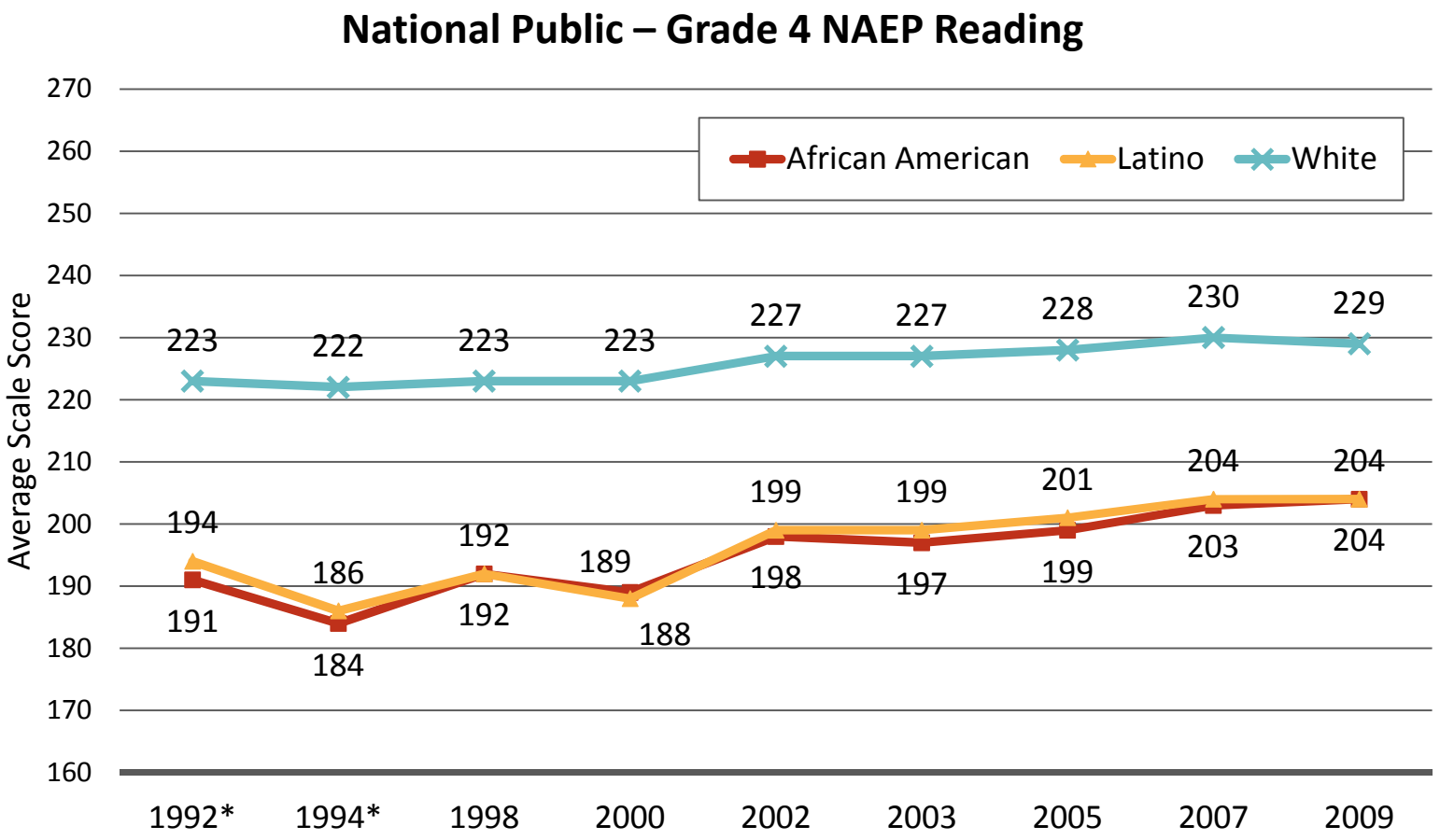


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

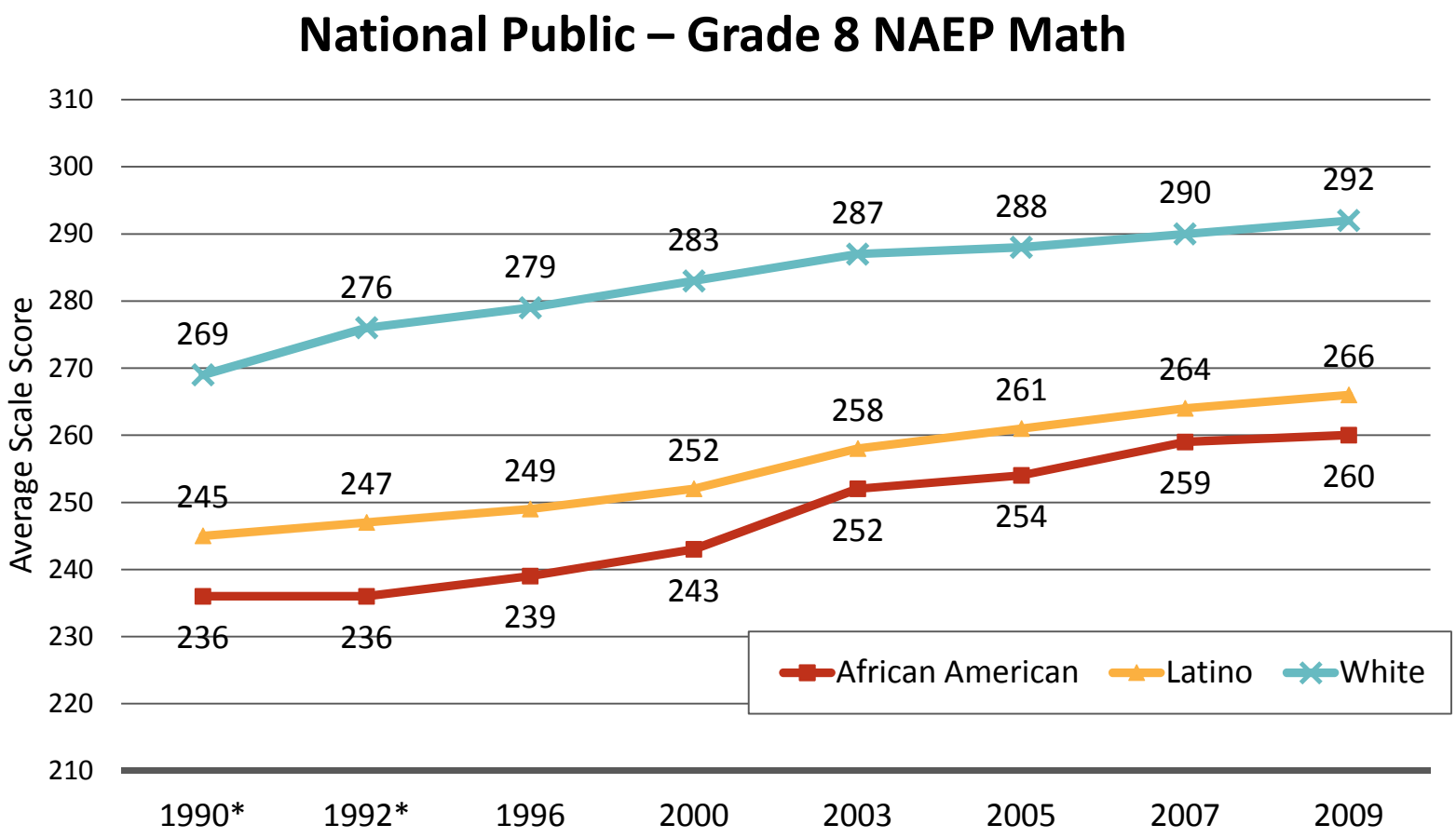
Main NAEP

Some gap-closing over last decade



*Accommodations not permitted
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

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



*Accommodations not permitted
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Some states making much greater progress.

NAEP Grade 4 Reading – Latino Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2009)

State	Gain
Florida	12
Maryland	12
Massachusetts	9
Nevada	7
California	5
Texas	5

Note: Data refer to the increase in mean scale scores from 2003 to 2009. Nationwide, mean scale scores in reading for Latino fourth-grade students increased by 5 points from 2003 to 2009.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 4 Reading – African American Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2009)

State	Gain
Alabama	13
Florida	13
Kansas	13
New Jersey	13
Rhode Island	11
Texas	11

Note: Data refer to the increase in mean scale scores from 2003 to 2009. Nationwide, mean scale scores in reading for African American fourth-grade students increased by 7 points from 2003 to 2009.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 4 Reading – Low Income Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2009)

State	Gain
Florida	12
Alabama	11
Maryland	11
Nevada	8
New Jersey	8
Pennsylvania	8

Note: Data refer to the increase in mean scale scores from 2003 to 2009. Nationwide, mean scale scores in reading for low income fourth-grade students increased by 5 points from 2003 to 2009.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 8 Mathematics – Latino Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2009)

State	Gain
Arkansas	21
Delaware	20
Massachusetts	16
Idaho	13
Maryland	13
Pennsylvania	13

Note: Data refer to the increase in mean scale scores from 2003 to 2009. Nationwide, mean scale scores in math for Latino eighth-grade students increased by 8 points from 2003 to 2009.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 8 Mathematics – African American Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2009)

State	Gain
Florida	15
Indiana	15
New Jersey	14
Kansas	13
Pennsylvania	13
Texas	13
Wisconsin	13

Note: Data refer to the increase in mean scale scores from 2003 to 2009. Nationwide, mean scale scores in math for African American eighth-grade students increased by 8 points from 2003 to 2009.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 8 Mathematics – Low Income Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2009)

State	Gain
Massachusetts	17
New Jersey	14
Florida	13
Georgia	12
Maryland	12
Pennsylvania	12

Note: Data refer to the increase in mean scale scores from 2003 to 2009. Nationwide, mean scale scores in math for low income eighth-grade students increased by 8 points from 2003 to 2009.
Source: National Center for Education Statistics, NAEP Data Explorer

Some districts making bigger progress, too.

NAEP Grade 4 Reading – African American Students

Urban Districts with the Biggest Gains in Mean Scale Scores
(2003 – 2009)

District	Gain
Atlanta	11
District of Columbia	11
Boston	10
Houston	8

Note: Data refer to the increase in mean scale scores from 2003 to 2009. On average, mean scale scores in reading for African American fourth-grade students in large cities increased by 8 points from 2003 to 2009.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 4 Reading – Latino Students

Urban Districts with the Biggest Gains in Mean Scale Scores
(2003 – 2009)

District	Gain
District of Columbia	20
Boston	8
Chicago	7

Note: Data refer to the increase in mean scale scores from 2003 to 2009. On average, mean scale scores in reading for Latino fourth-grade students in large cities increased by 5 points from 2003 to 2009.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 8 Mathematics – African American Students

Urban Districts with the Biggest Gains in Mean Scale Scores
(2003 – 2009)

District	Gain
Boston	17
Atlanta	14
Los Angeles	13
Charlotte	11
San Diego	11

Note: Data refer to the increase in mean scale scores from 2003 to 2009. On average, mean scale scores in math for African American eighth-grade students in large cities increased by 9 points from 2003 to 2009.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 8 Mathematics – Latino Students

Urban Districts with the Biggest Gains in Mean Scale Scores
(2003 – 2009)

District	Gain
Boston	17
District of Columbia	17
San Diego	17
Houston	15
Los Angeles	14

Note: Data refer to the increase in mean scale scores from 2003 to 2009. On average, mean scale scores in math for Latino eighth-grade students in large cities increased by 8 points from 2003 to 2009.
Source: National Center for Education Statistics, NAEP Data Explorer

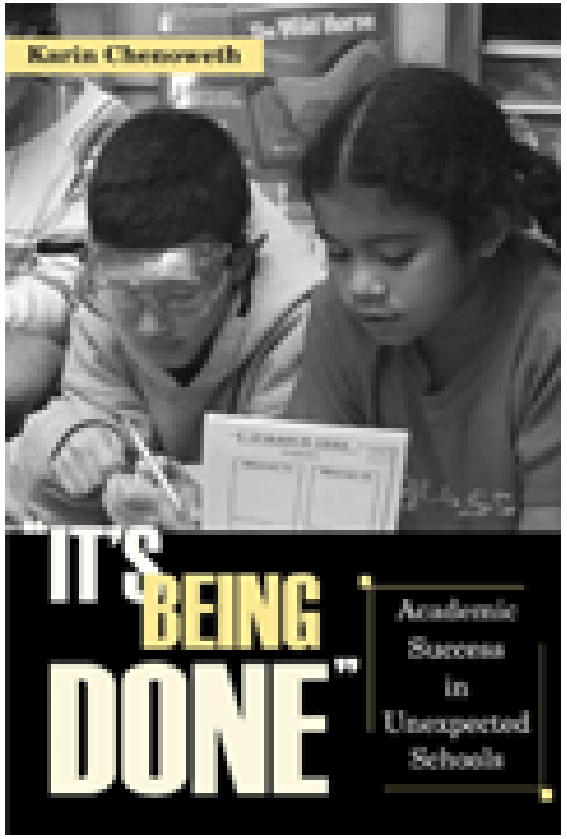
Bottom Line:

When we really focus on something, we make progress!

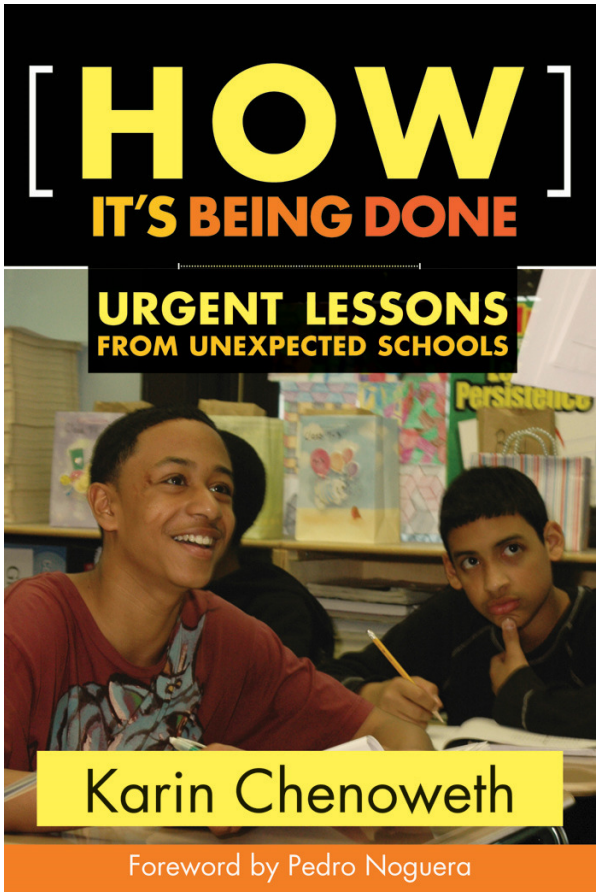
So, what do we know about what's behind those gains, especially the school-level practices?

Most sessions at this conference focus on practices in unusually effective schools.

When you go home, great books to read if you want to learn more.



Available at Harvard Education Press (www.hepg.org) or Amazon.com



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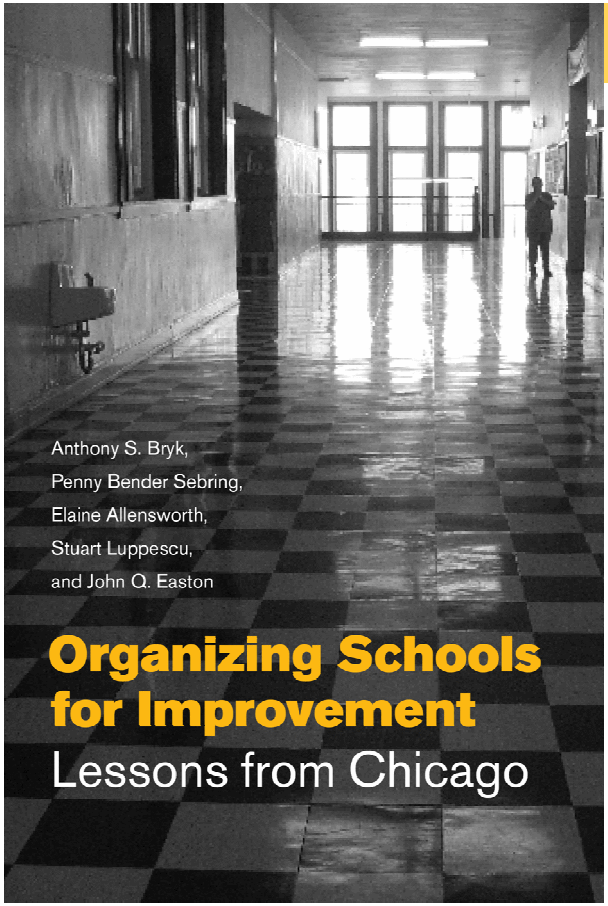
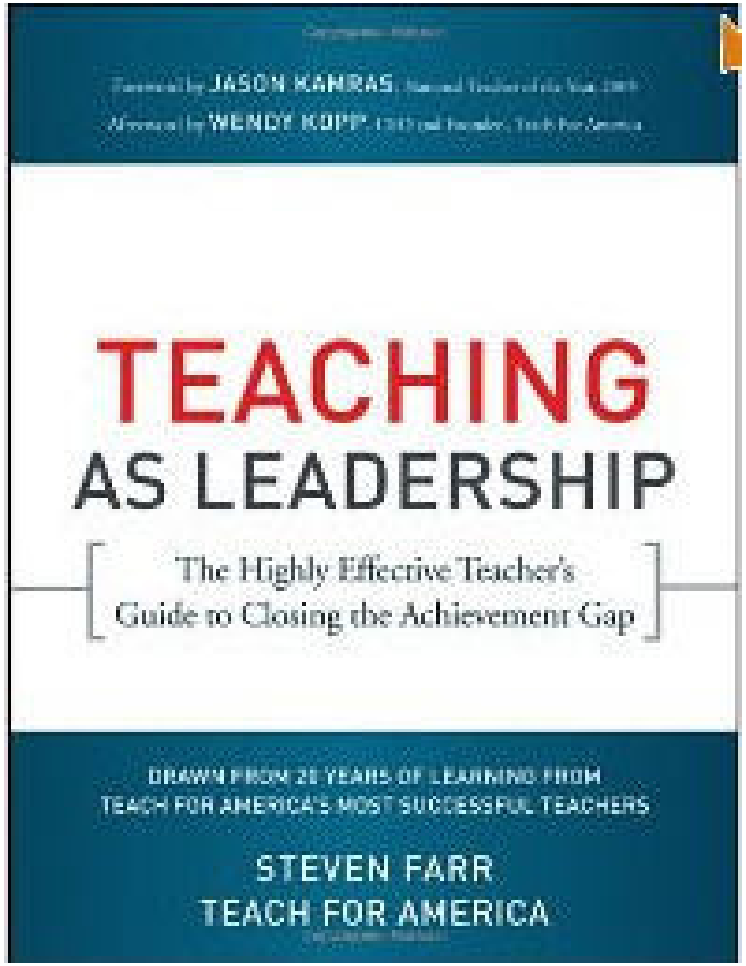
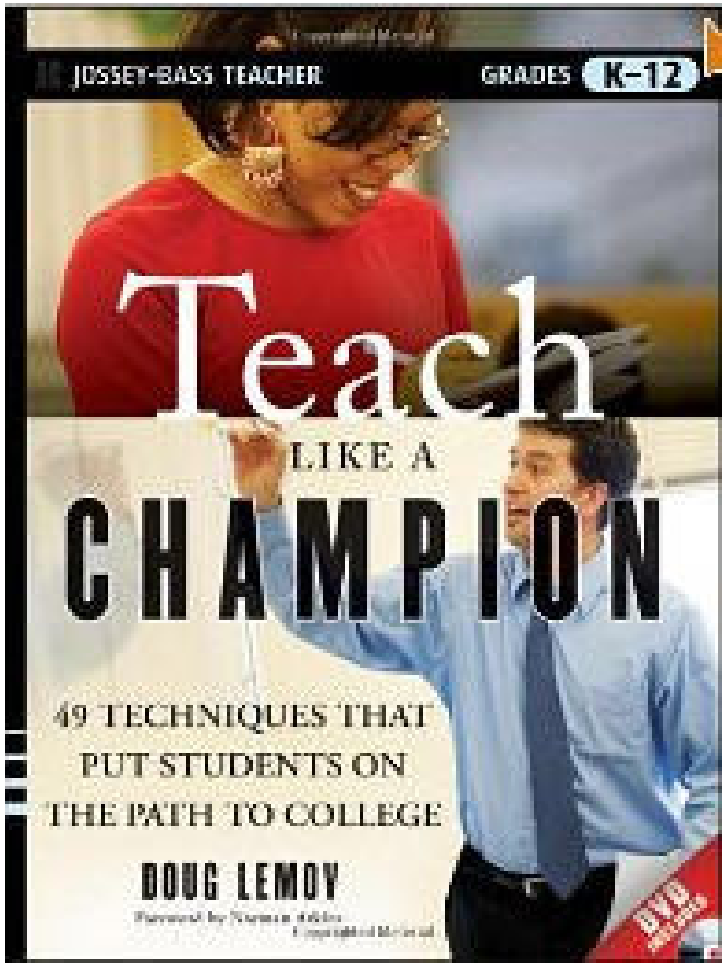


Organizing Schools for Improvement: Lessons from Chicago

University of Chicago Press

Two particularly good books on great teaching.





1. Leadership matters.

Principal as catalyst. Not superhuman loner; cultivates others for leadership roles. Instructional improvement at the heart; organizes everyone around that focus.

2. Instruction is coherent, consistent and focused.

Instructional guidance system includes detailed curriculum framework, with tight scope and sequence coordinated across subjects and grades. Common pedagogical practices and routines, common assessment, coherent supports.

(eg. Roxbury Prep, Graham Road)

3. Good teaching at the heart.

High performers bring in the best teachers they can find—teachers committed to the instructional system in use at the school. They carefully acculturate them to the school. They evaluate them honestly and frequently, and act on that knowledge.

(Elmont Memorial, Charlotte)

4. Relationships, trust.

Critically important, both inside the school and with parents, community.

Respectful, honest, dependable.

Principal-teacher; teacher-teacher; teacher-student.

(Chicago Consortium, Elmont)

5. Data analysis and use is pervasive.

School leader has deep knowledge of data; constantly digging deeper. Teacher data teams prevalent.

(Mobile, Graham Road)

6. Building links to parents, community.

Teachers learn about community issues, concerns. Use to illustrate learning goals. Home visits.

(Godwin Heights, Granger High)

7. Time as most precious resource.

Never squandered; every minute used. Time for teacher collaboration carefully scheduled and organized.

Not, in the end, a horribly daunting list—though making it all come together isn't easy.

Our challenge across elementary and middle-school education is to make it come together—and at scale.

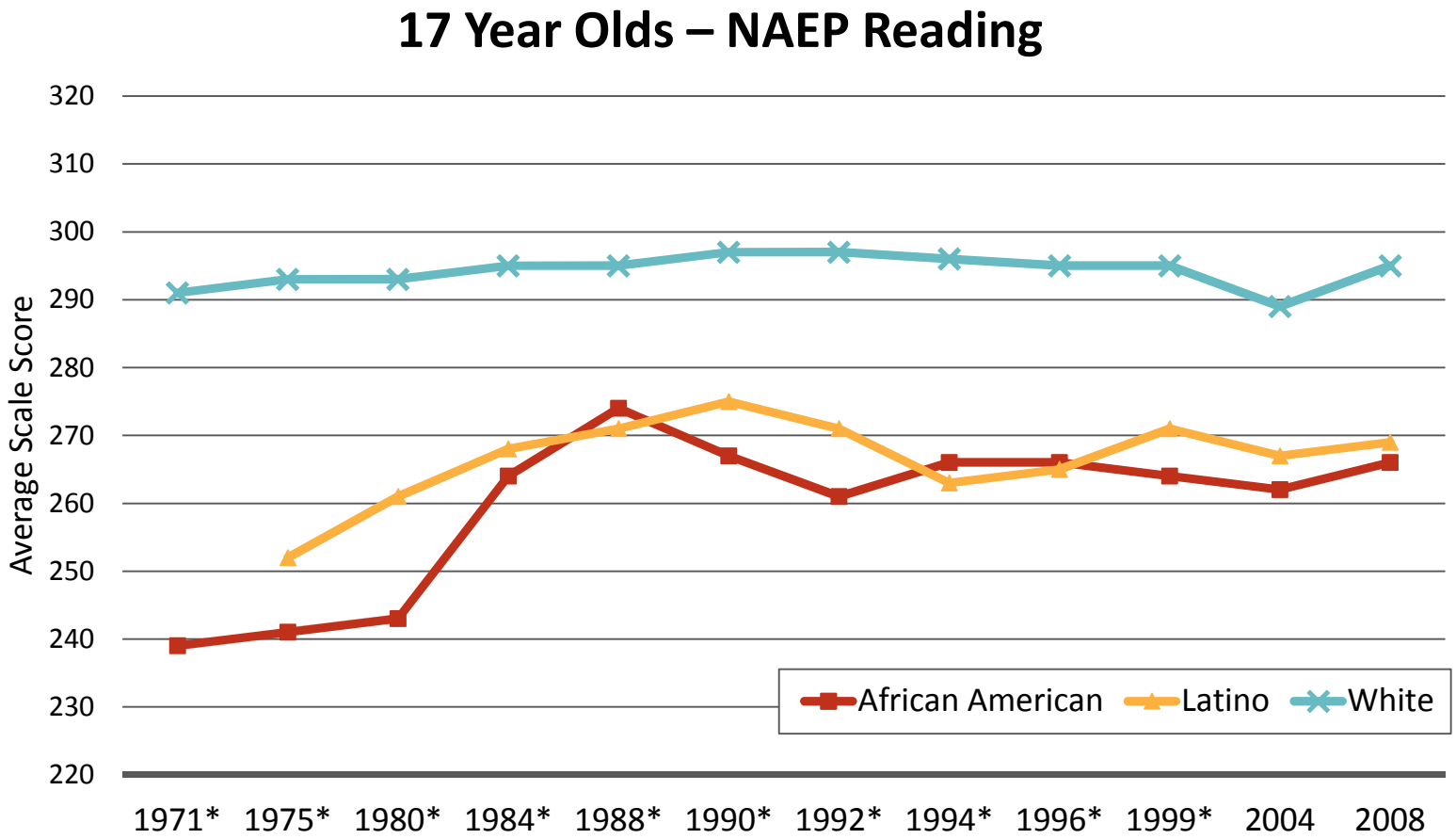
What are the mountains we still have to climb?

Let me suggest five.

First, we have to extend our gains up to the high school and college levels.

Whether you look at High School achievement…

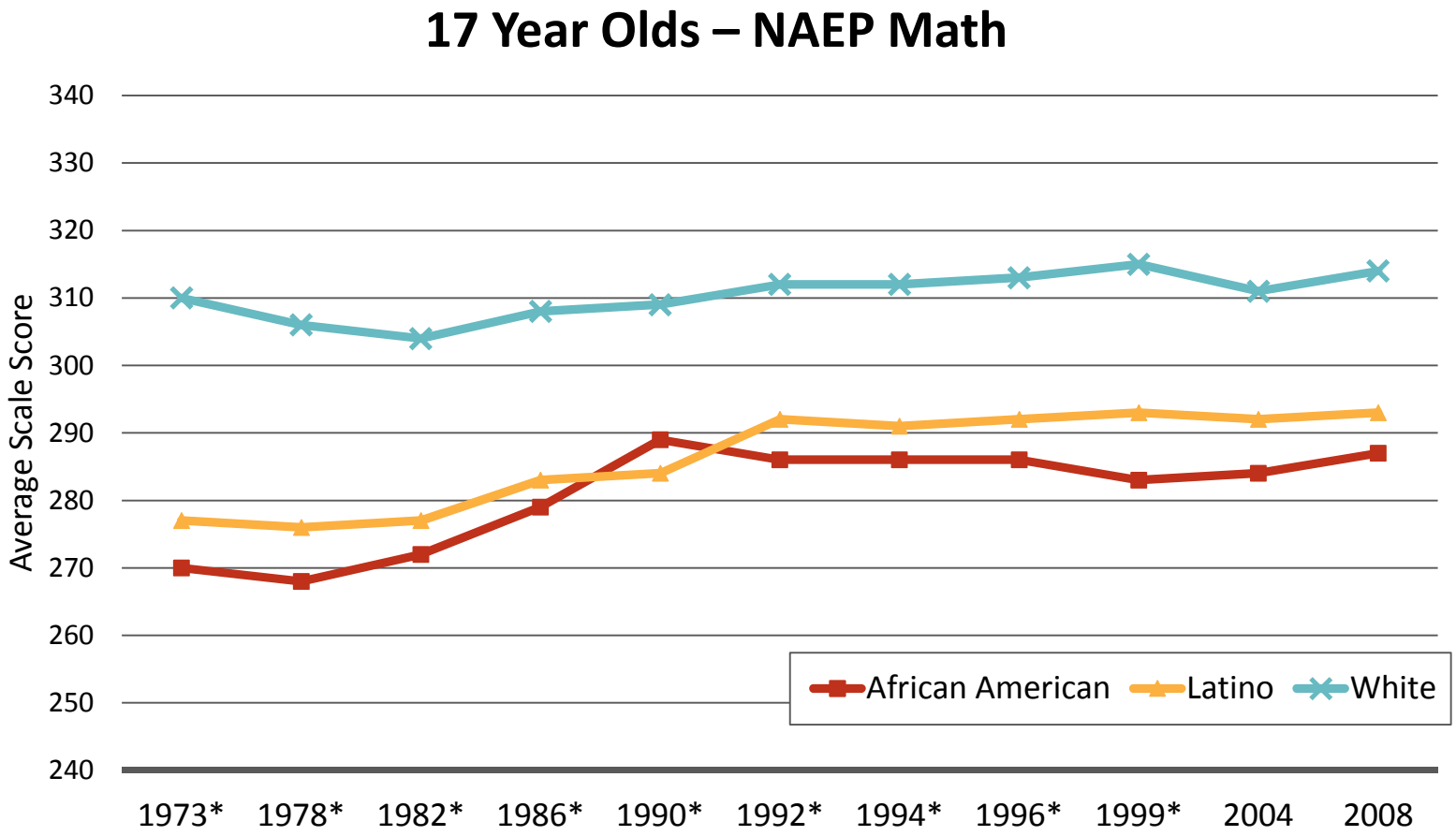
12th Grade Reading: No Progress, Gaps Wider than 1988



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

12 Grade Math: Results Mostly Flat Gaps Same or Widening

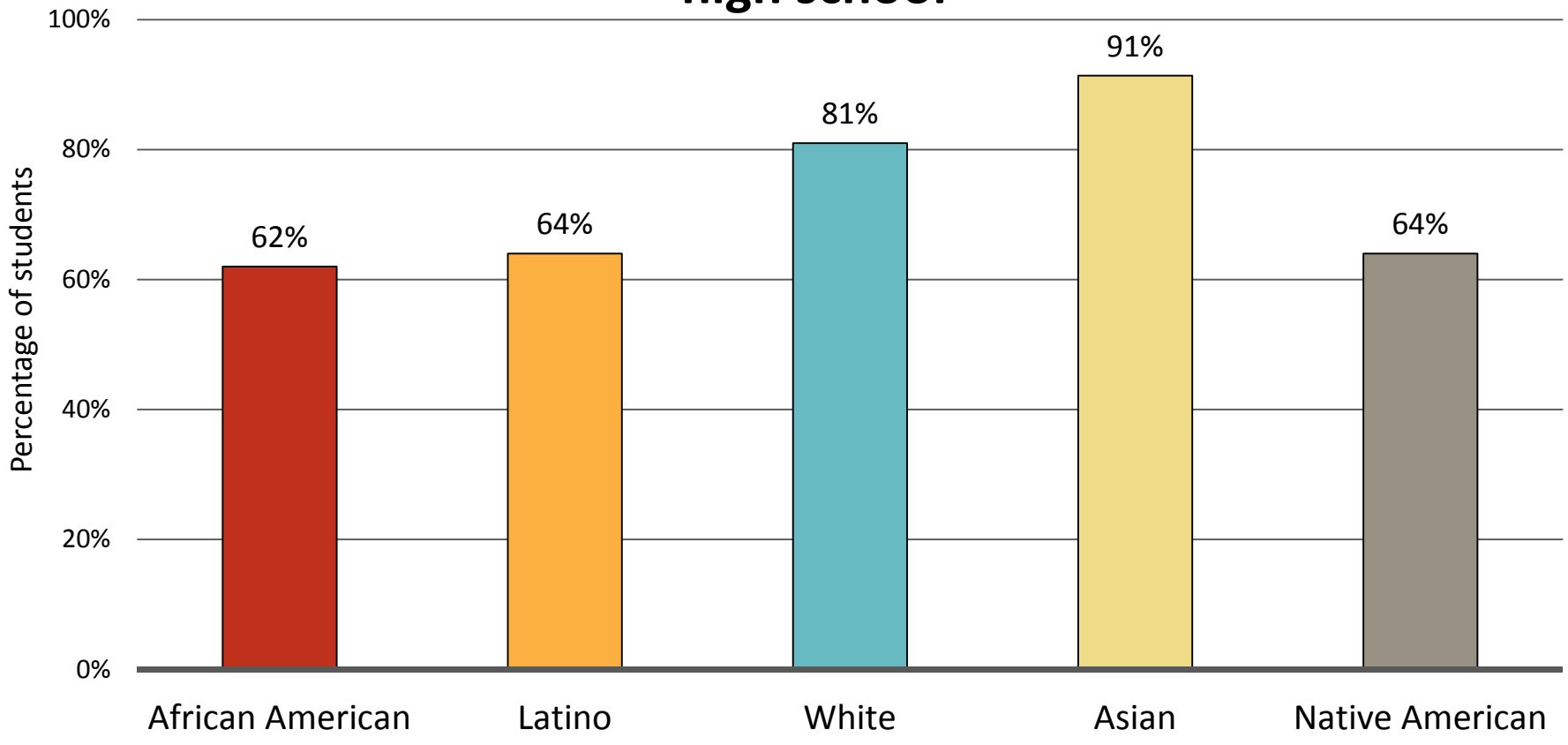


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

High school completion…

Nationwide, African American, Latino, and Native American students are far less likely to graduate from high school

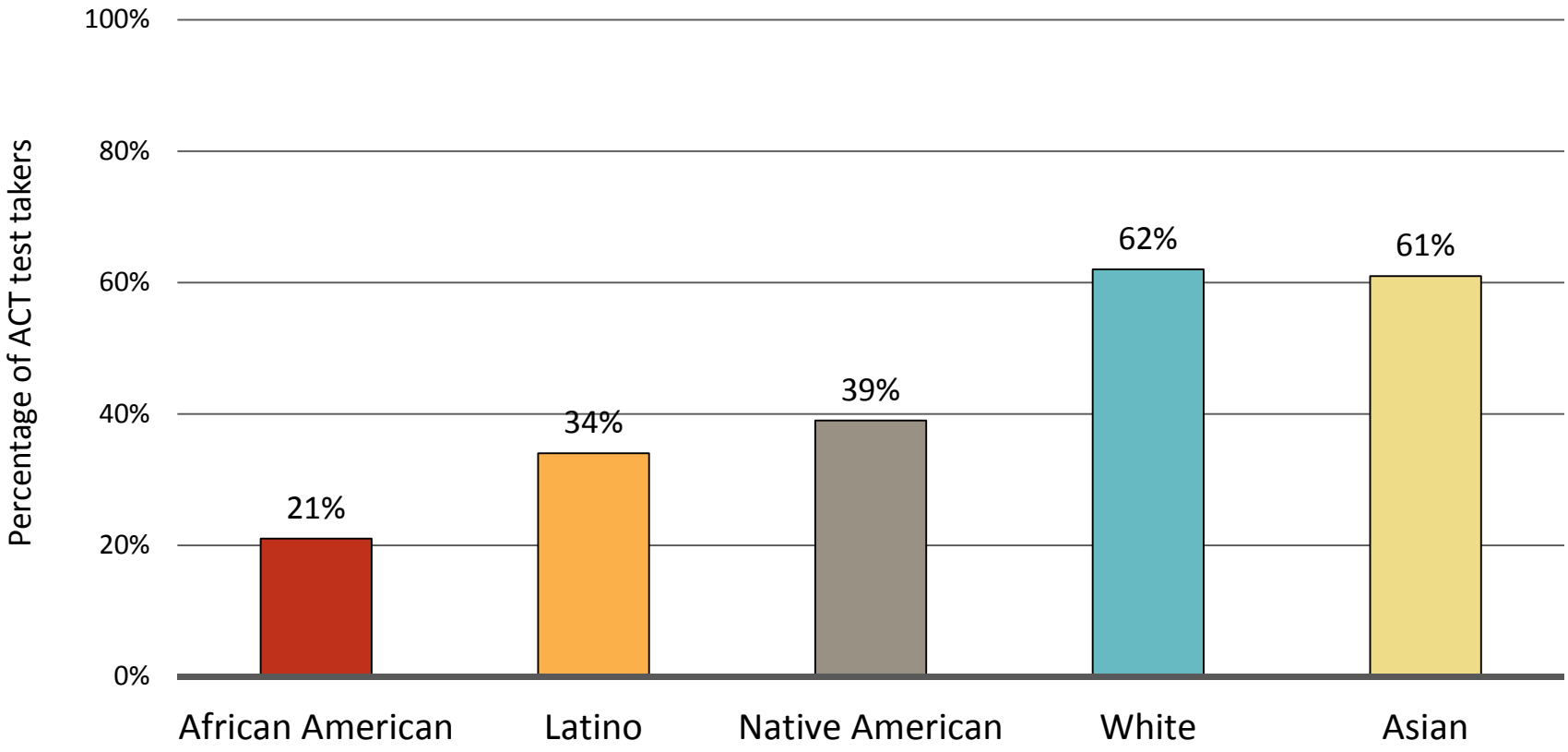


Note: Data show the averaged freshman graduation rate, or the percentage of incoming freshmen who graduate with a high school diploma four years later.

Source: National Center for Education Statistics, Common Core of Data (2008)

College Readiness

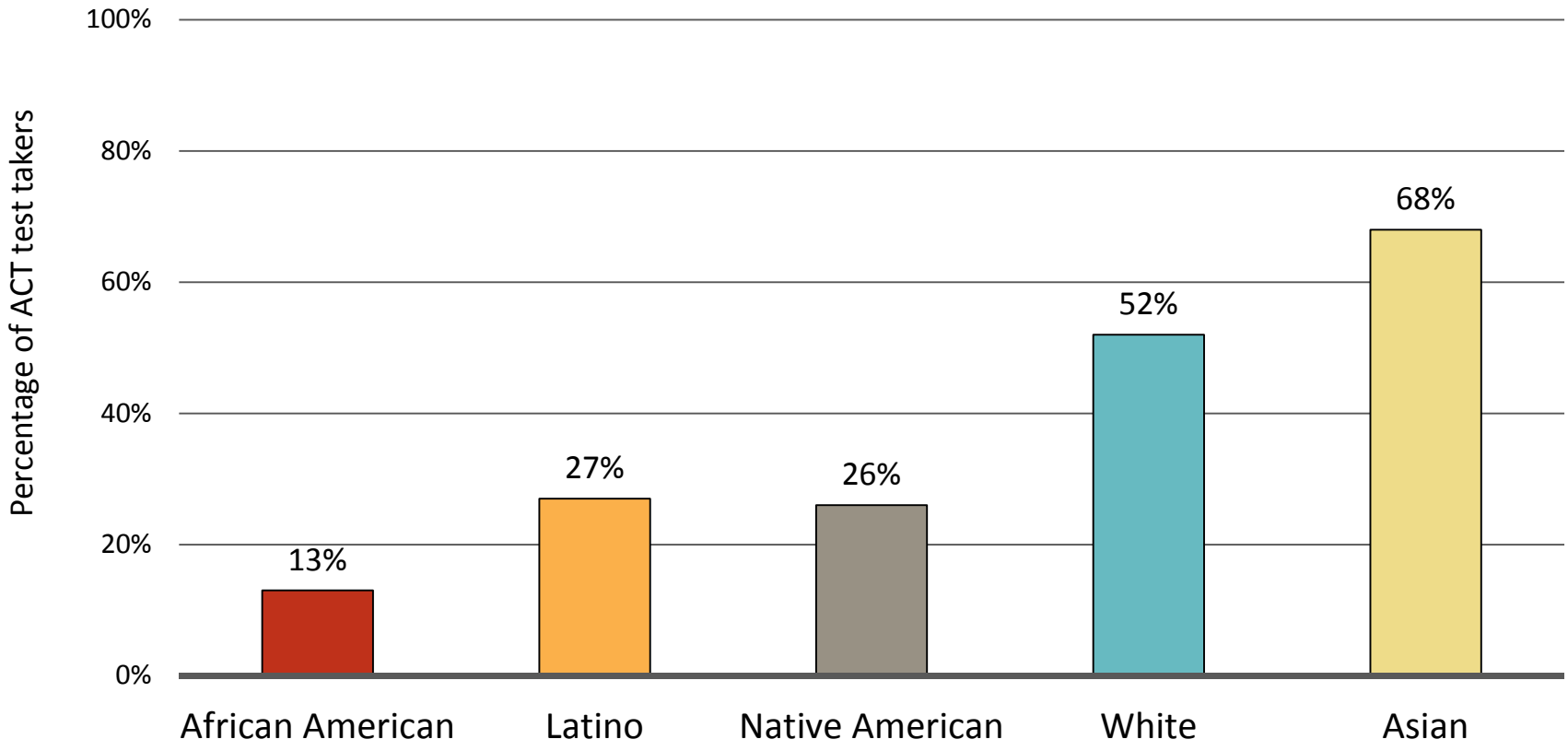
Percent of ACT-Takers Performing at College-Ready Level in Reading: 2010



Note: College readiness benchmarks are ACT-established thresholds that represent the score that a student needs to attain in order to have at least a 50% chance of receiving a B and a 75% chance of receiving a C in corresponding first-year college courses.

Source: The Condition of College & Career Readiness 2010, ACT

Percent of ACT-Takers Performing at College-Ready Level in Math: 2010



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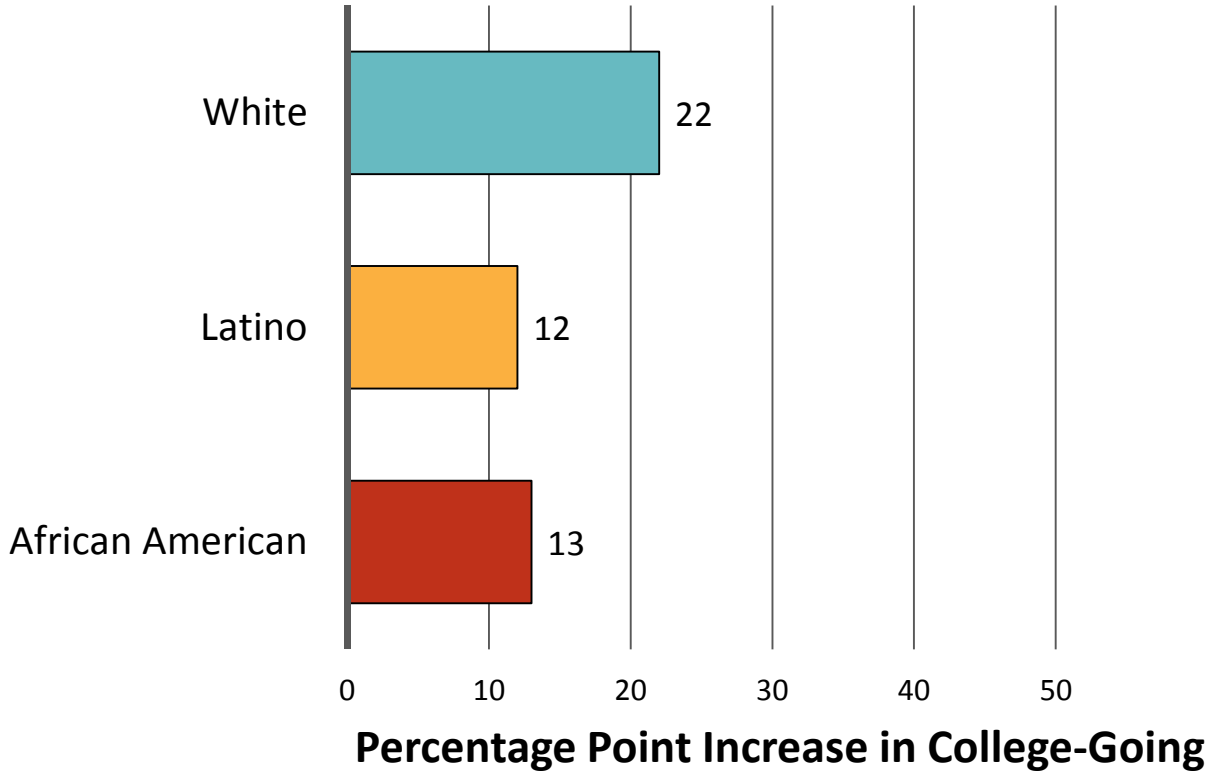
Source: The Condition of College & Career Readiness 2010, ACT

College entry…

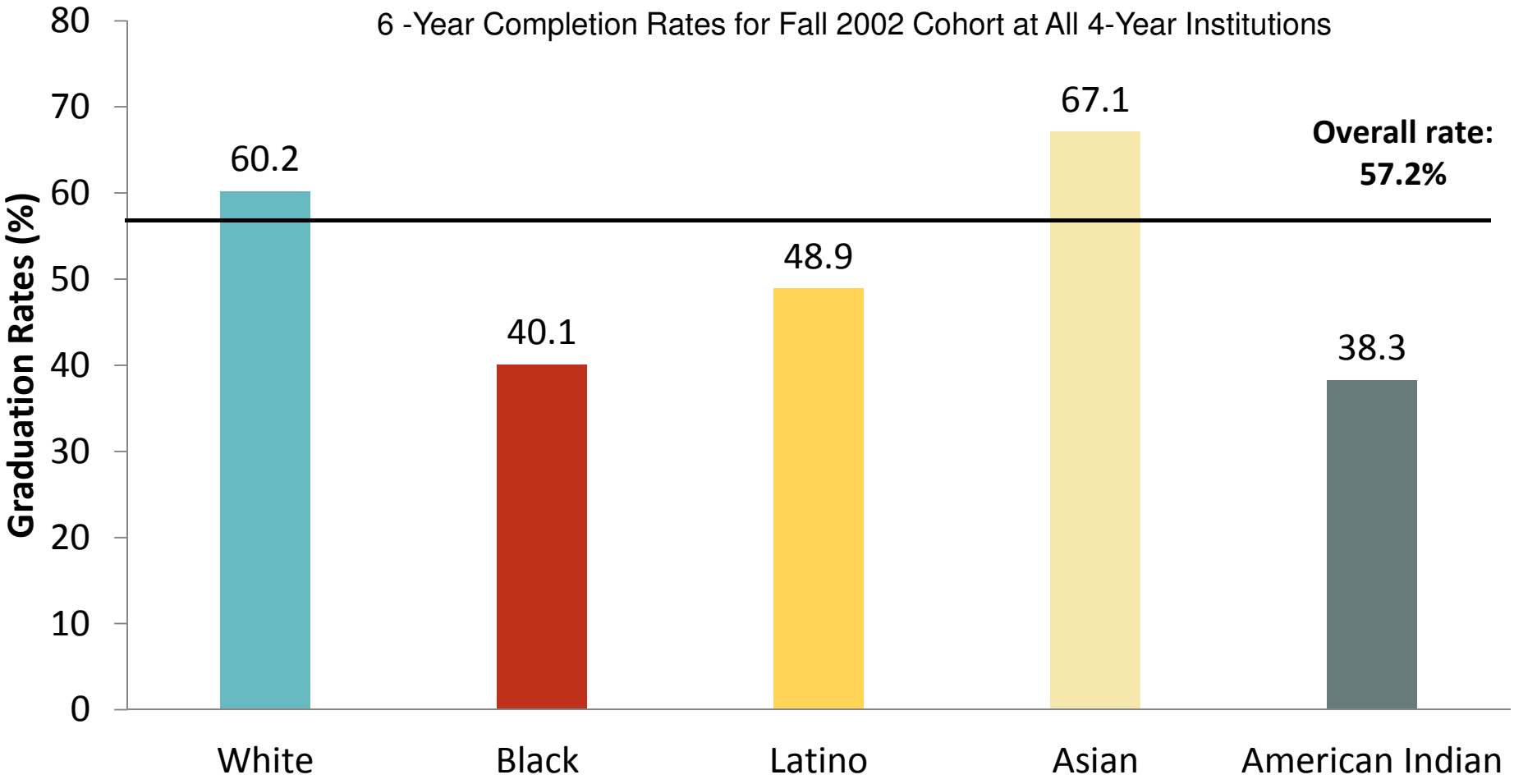
All Groups Up in College-Going from 1980 to 2008, But Gaps Also Increase



Source: NCES, *The Digest of Education Statistics 2009,* Table 201.

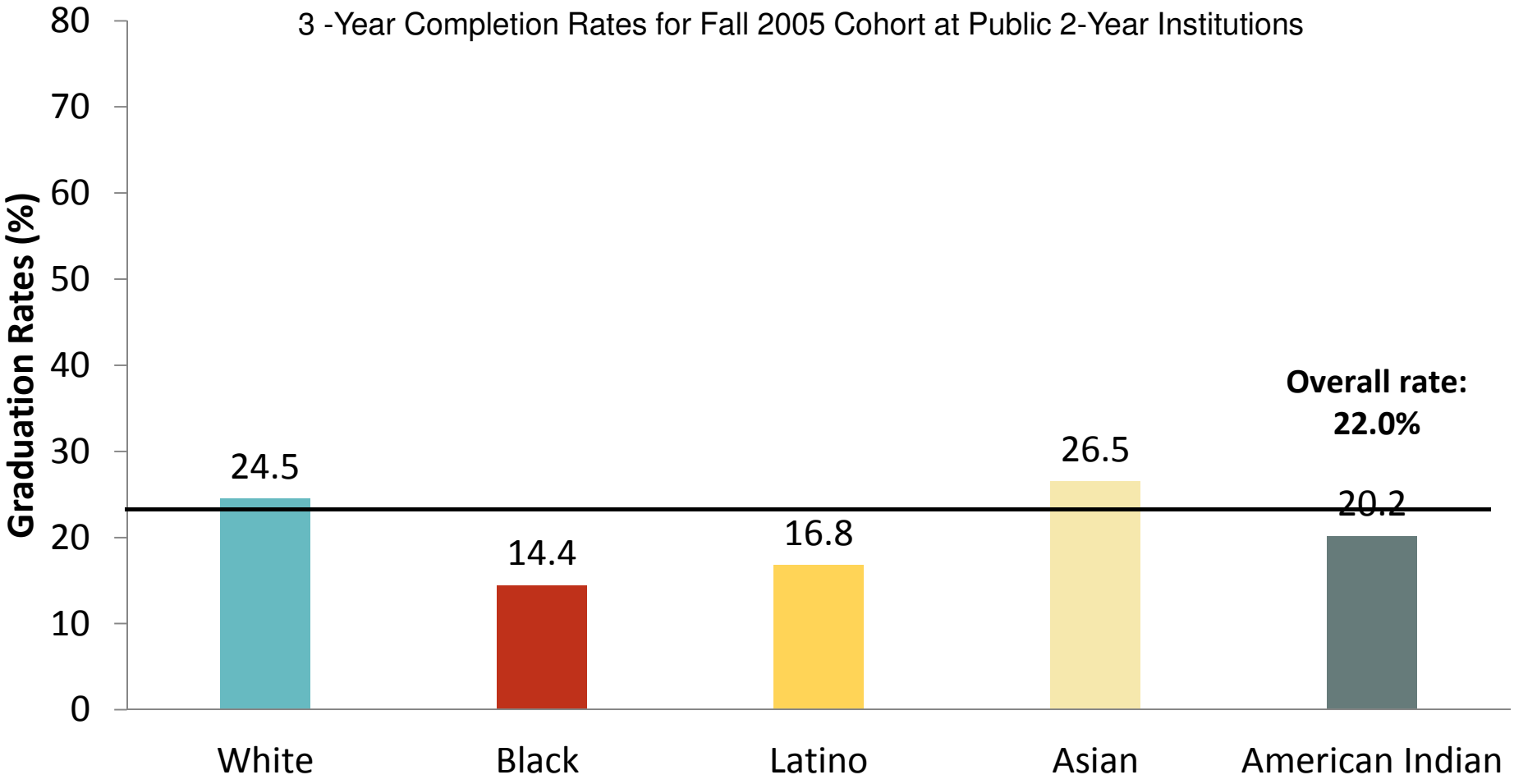
College completion

Black, Latino and American Indian Freshmen Complete College at Lower Rates Than Other Students



Source: NCES (April 2010). First Look: Enrollment in Postsecondary Institutions, Fall 2008; Graduation Rates, 2002 and 2005 Cohorts; and Financial Statistics Fiscal Year 2008. http://nces.ed.gov/pubs2010/2010152rev.pdf

Low Completion Rates for All Students at Community Colleges



Source: NCES (April 2010). First Look: Enrollment in Postsecondary Institutions, Fall 2008; Graduation Rates, 2002 and 2005 Cohorts; and Financial Statistics Fiscal Year 2008. http://nces.ed.gov/pubs2010/2010152rev.pdf

Things aren’t going well.

It is not that we have nothing to build on.

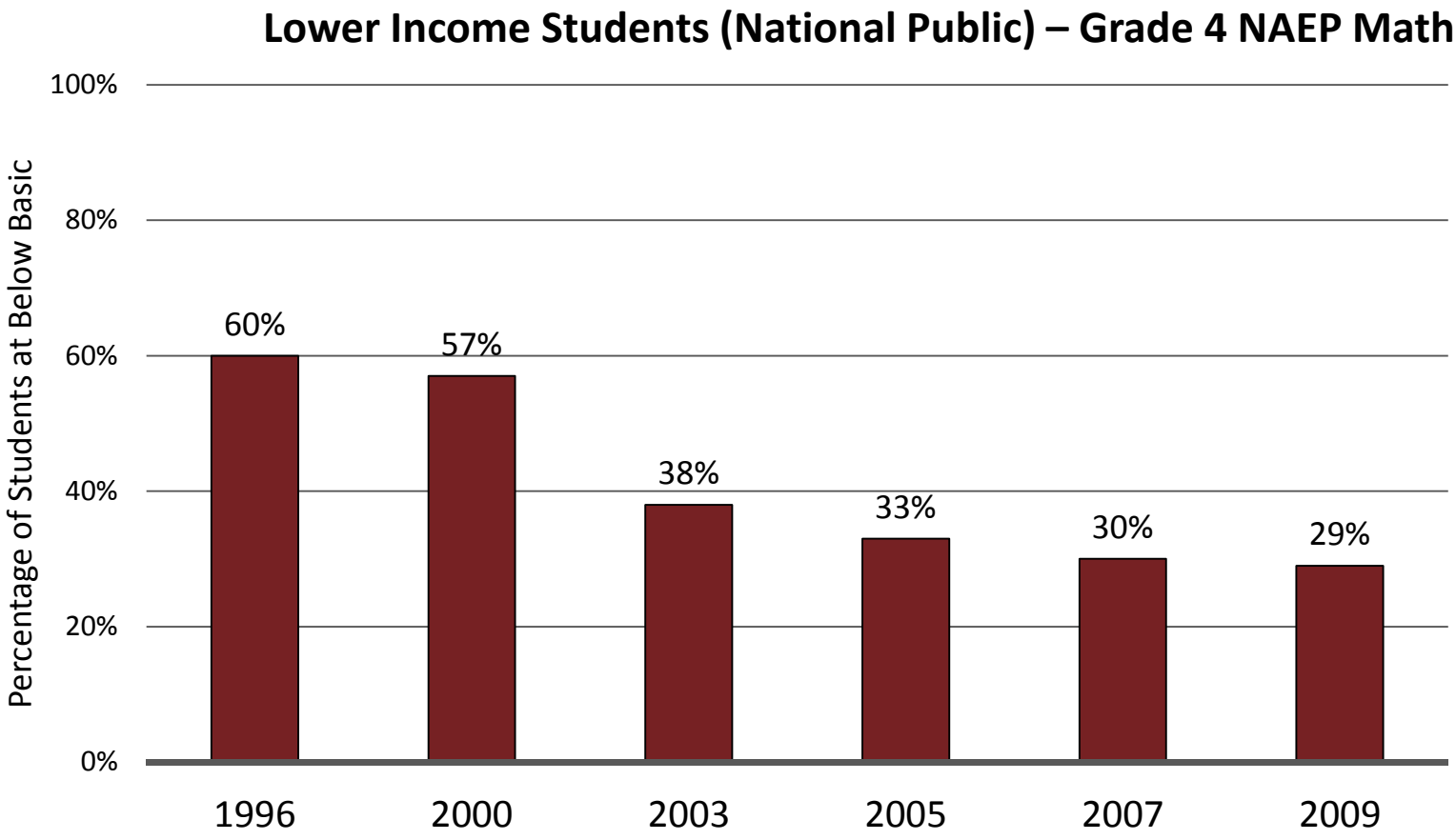
At both high school and college level, there are schools leading the way—including some at this meeting.

But so far, there is no groundswell to build on.

We need to harness the new Common Core Standards to this end.

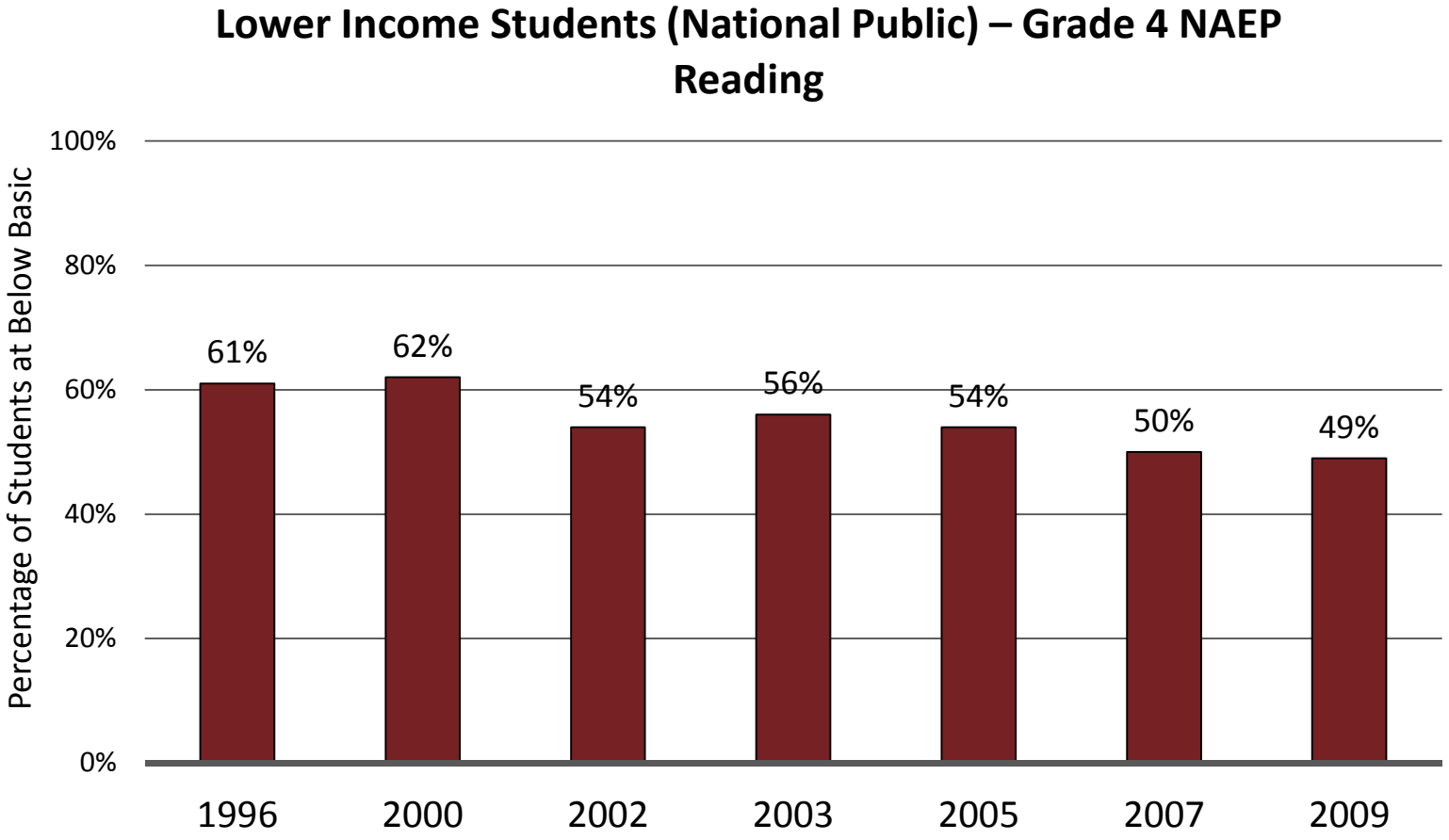
Second, closing the reading gap.

Low-Income Students: Big Reductions in Below-Basic Math Performance Over Time



Source: NAEP Data Explorer, NCES

Low-Income Students: Small Reductions in Below Basic Reading Performance Over Time



Source: NAEP Data Explorer, NCES

It’s not that folks aren’t working hard. In fact, we mostly have the reading skills part licked.

What we haven’t licked—as Dan Willingham will explain—is the vocabulary and background knowledge part.

And if we keep leaving it to teachers to "make up" what to teach, we never will.

Once again, this is a ripe moment for us. Can we use the common standards movement to make sure that ALL of our teachers—and therefore all of our kids—have access to a coherent, sequenced curriculum like Core Knowledge?

Third, getting serious about the high end of the achievement gap.

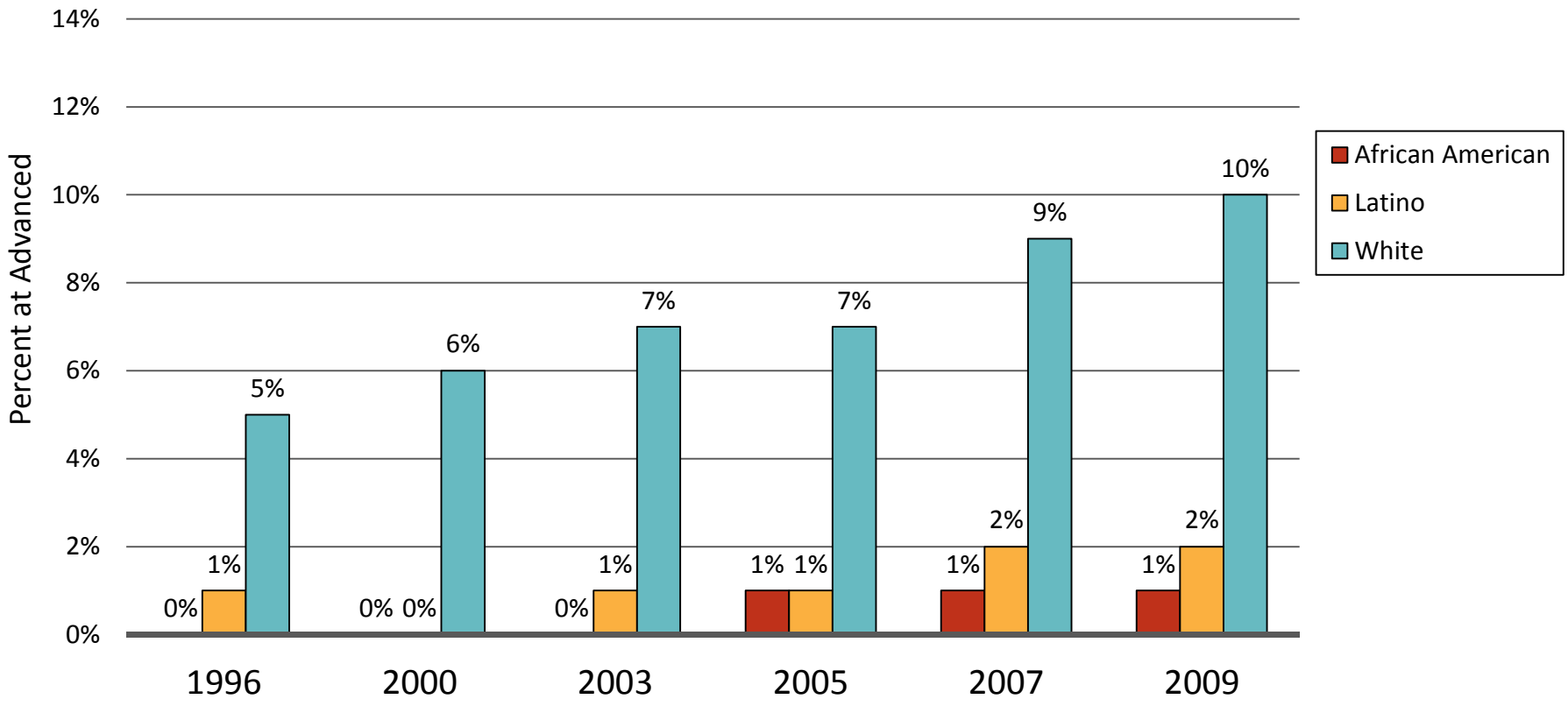
We’re not going to close the achievement gap if we continue to think about our work only as “bringing the bottom up.”

We also have to bring the middle- and higher-achievers up.

And we're not doing so well on that front right now.

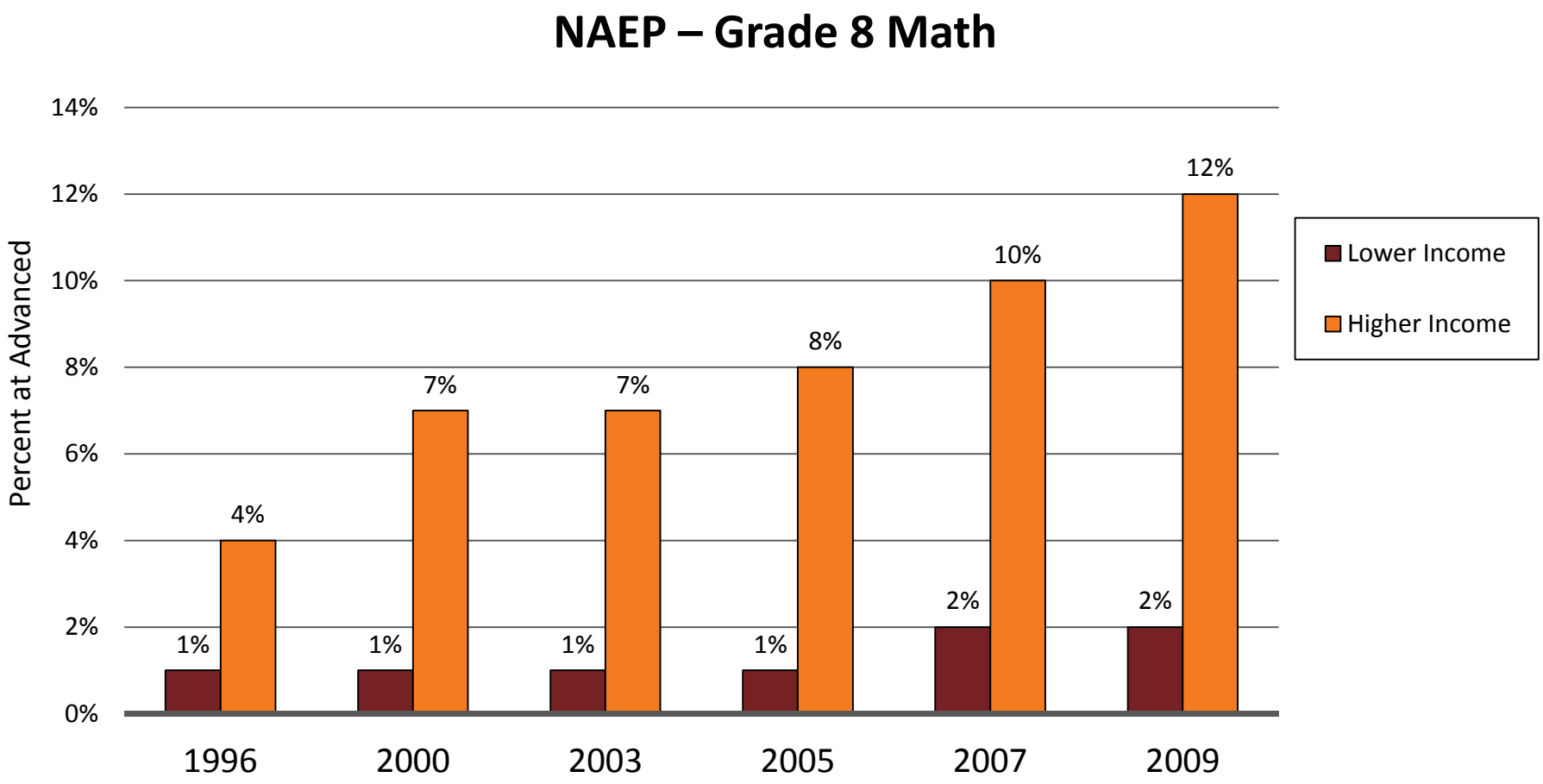
African American and Latino students are not making gains at the *advanced level* at the same rate as white students

NAEP – Grade 8 Math



Source: NAEP Data Explorer, NCES

Lower income students are not making gains at the *advanced level* at the same rate as higher income students

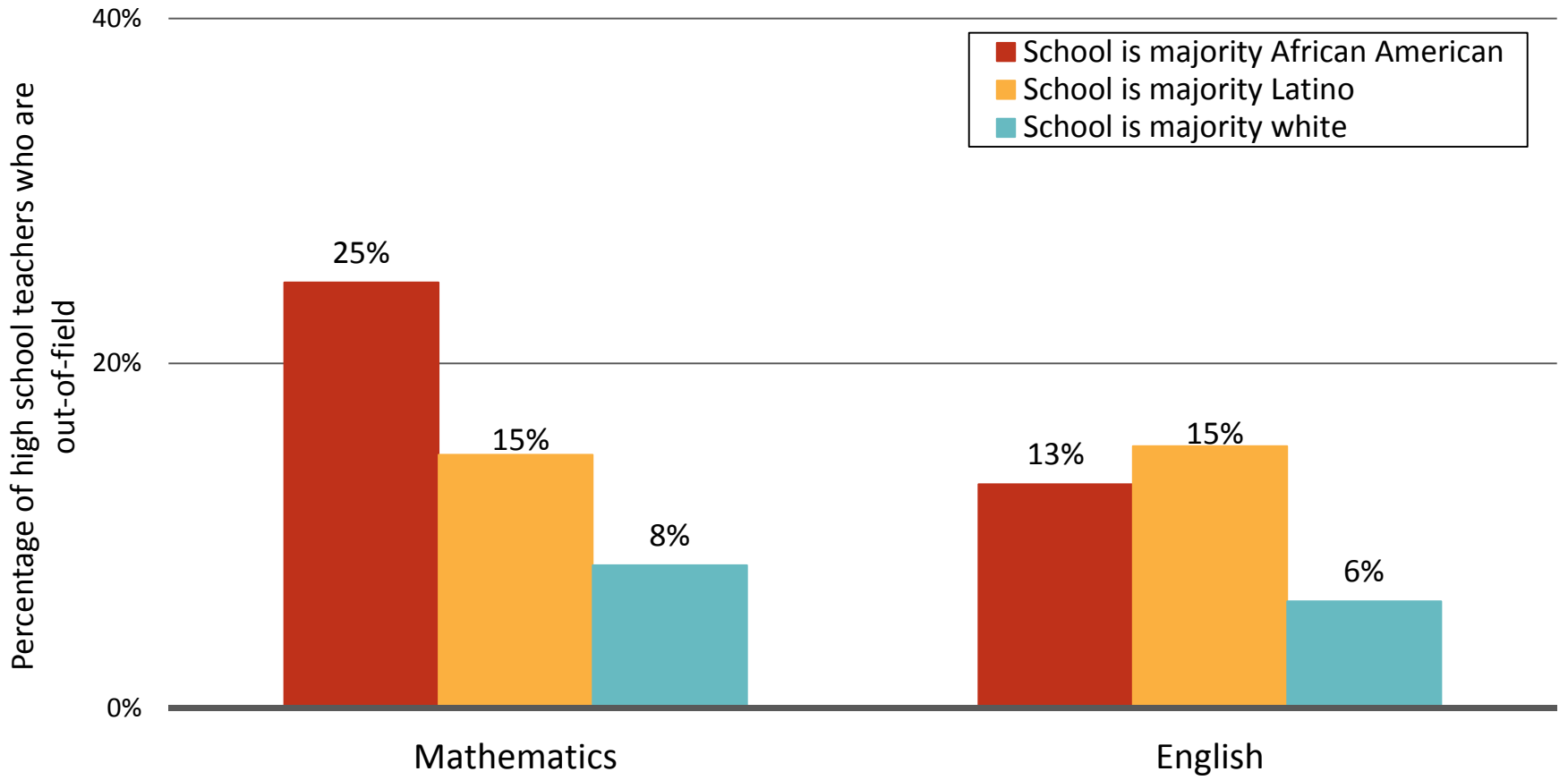


Source: NAEP Data Explorer, NCES

Why might this be?

For starters, despite all the evidence—especially in mathematics—we continue to assign teachers out of field. And we do that far more often in high-minority and high-poverty schools.

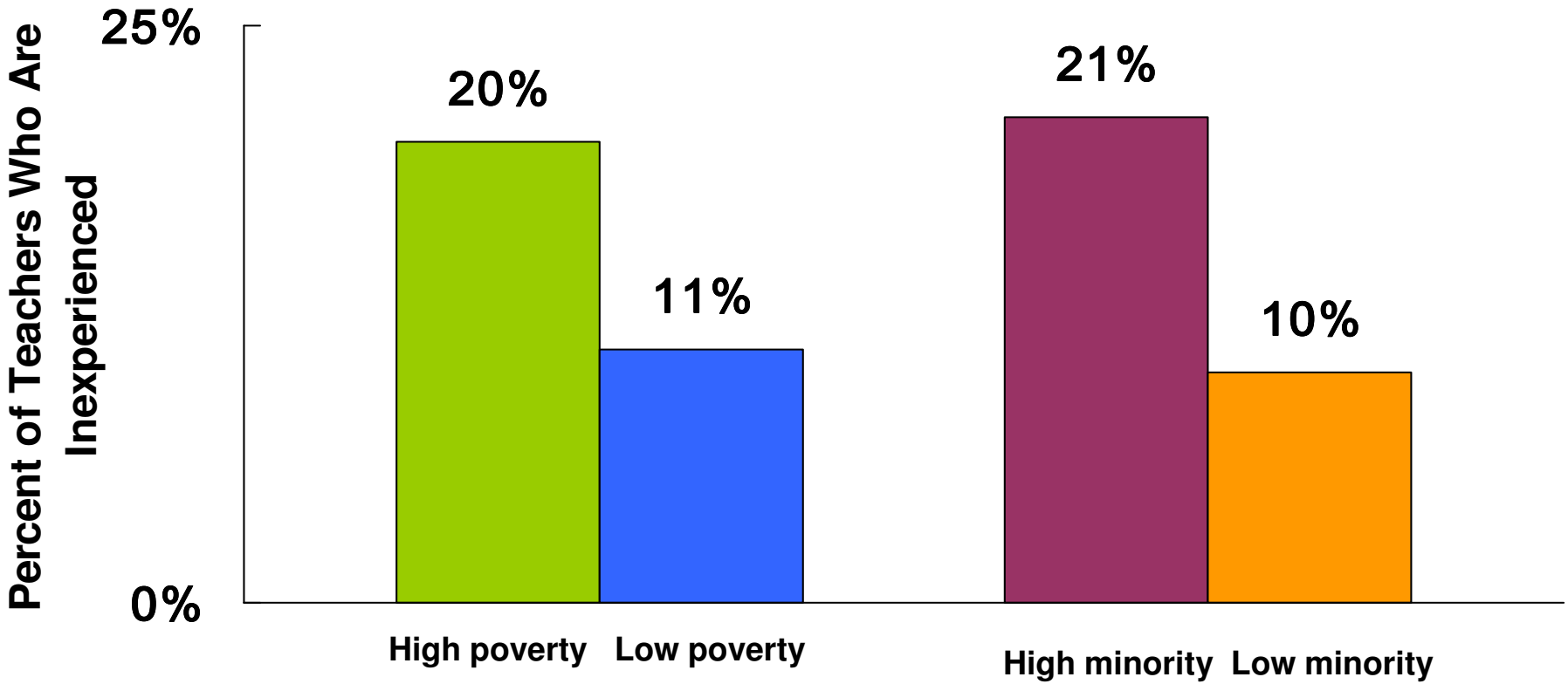
Nationally, teachers in high schools where more than 50% of students are African American or Latino are more than twice as likely to be teaching in out-of-field



Note: Teachers are considered to be out-of-field if they neither majored in the subject of their main teaching assignment nor having a certification in the subject.

Source: National Center for Education Statistics, Schools and Staffing Survey (2007-2008)

Poor and Minority Students Get More Inexperienced* Teachers

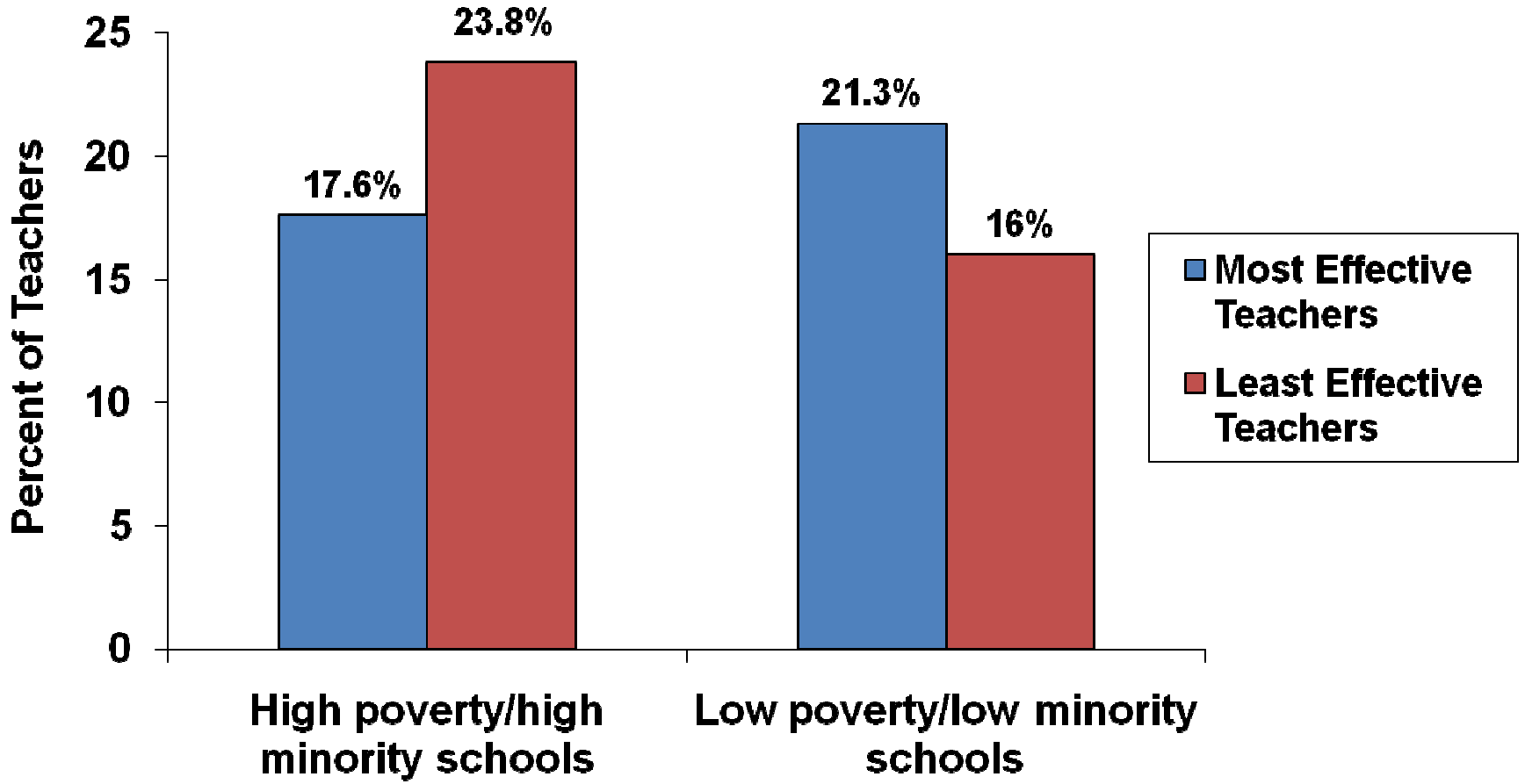


***Teachers with 3 or fewer years of experience.**

Note: High poverty refers to the top quartile of schools with students eligible for free/reduced price lunch. Low poverty-bottom quartile of schools with students eligible for free/reduced price lunch. High minority-top quartile; those schools with the highest concentrations of minority students. Low minority-bottom quartile of schools with the lowest concentrations of minority students

Source: National Center for Education Statistics, "Monitoring Quality: An Indicators Report," December 2000.

Tennessee: High poverty/high minority schools have fewer of the "most effective" teachers and more "least effective" teachers

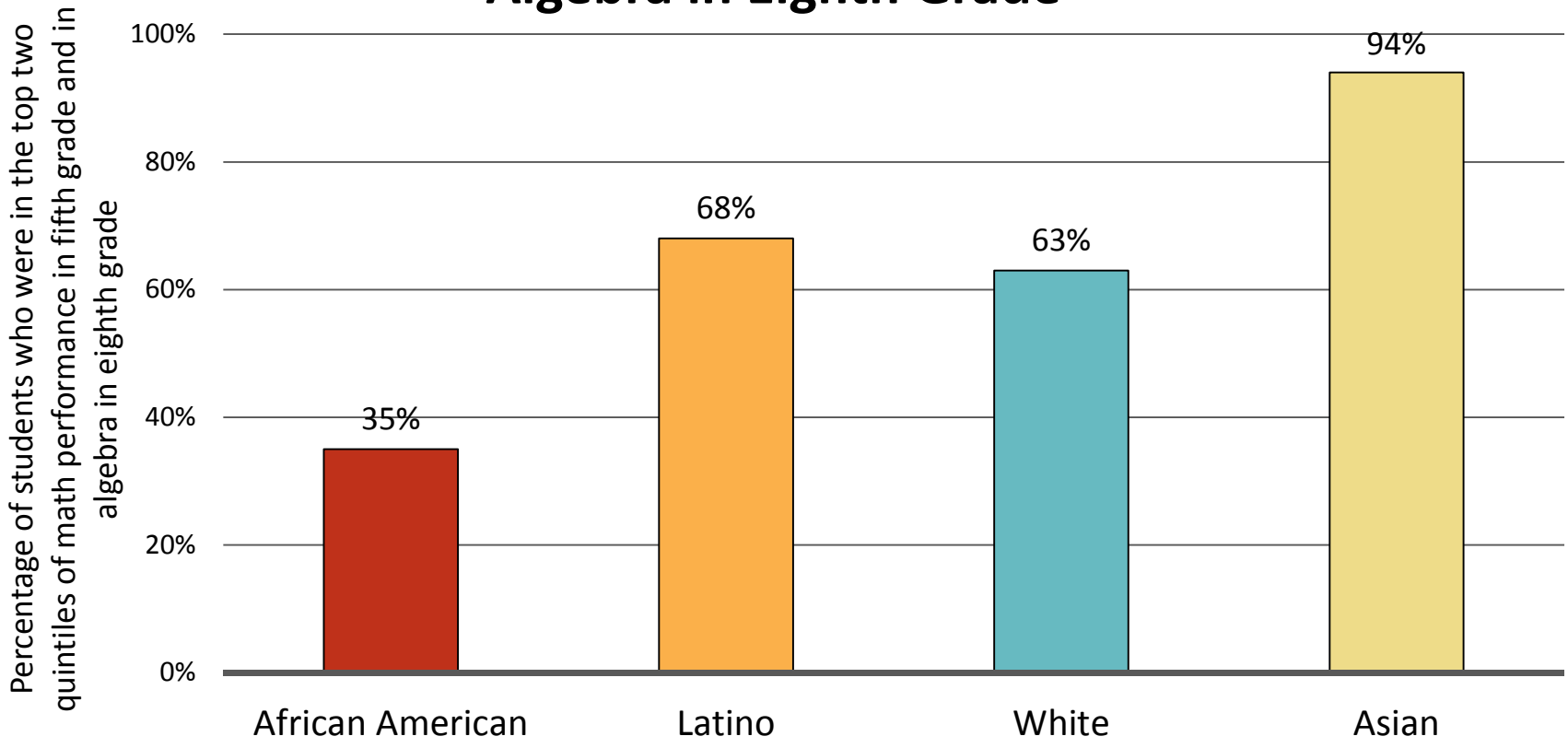


Note: High Poverty/High minority means at least 75% qualify for FRPL and at least 75% are minority.

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

Then, we compound that problem by resisting putting even well-qualified low-income or minority students into honors and AP/IB classes.

Even African American Students with High Math Performance in Fifth Grade are Unlikely to be 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).

Large NC School District: Honors Enrollment by Subgroup and Previous Performance

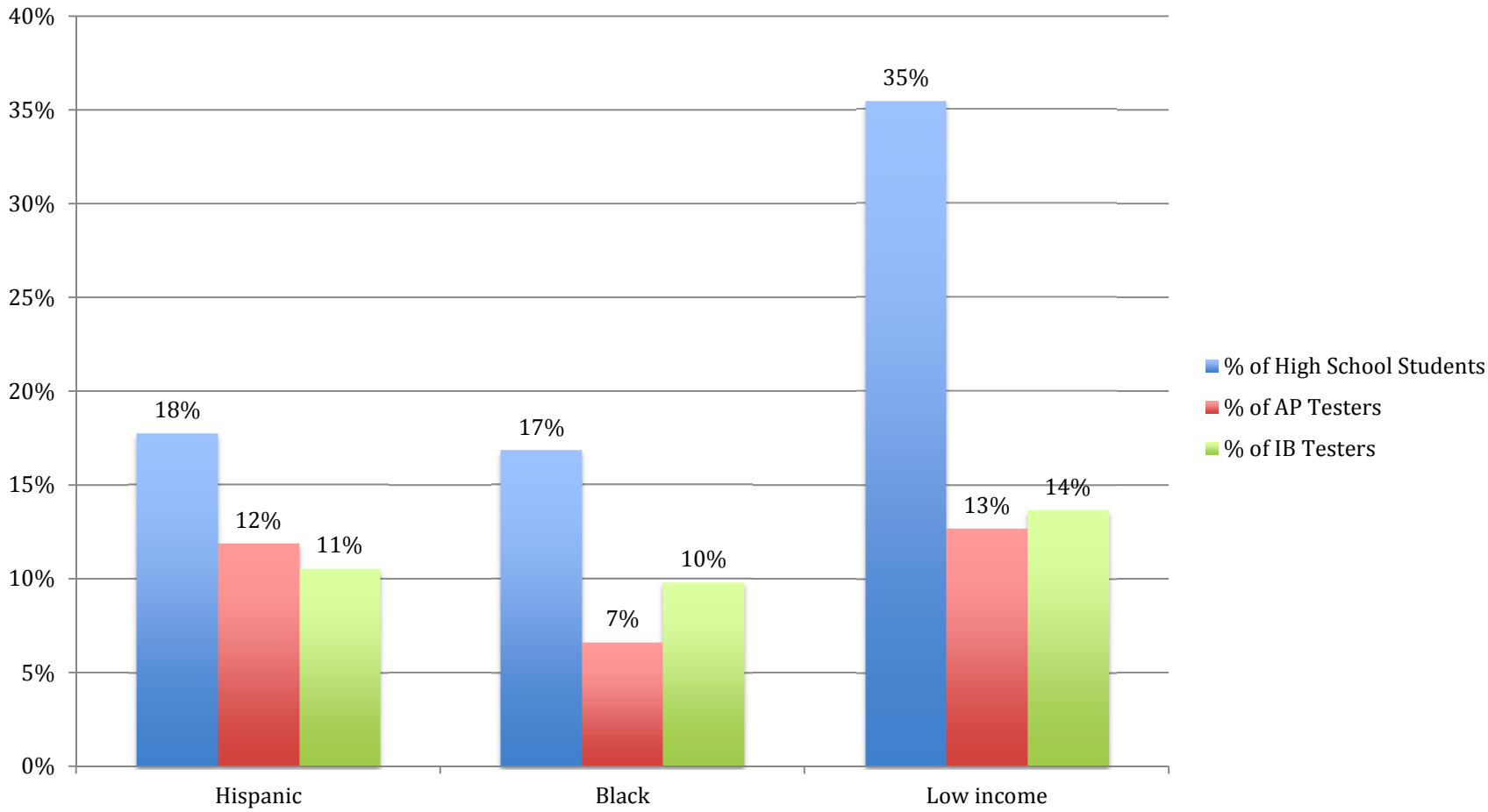
Level/ Type	African American	Asian	Hispanic	White
Level 1 Honors	3.56%	20.00%	3.21%	8.09%
Level 1 Regular	96.44%	80.00%	96.79%	91.91%
Level 2 Honors	20.16%	44.44%	16.22%	26.73%
Level 2 Regular	79.84%	55.56%	83.78%	73.27%
Level 3 Honors	47.17%	87.89%	47.45%	68.63%
Level 3 Regular	52.83%	12.11%	52.55%	31.37%
Level 4 Honors	69.70%	95.16%	70.73%	90.08%
Level 4 Regular	30.30%	4.84%	29.27%	9.92%

Large NC School District: Annual Growth by Previous Performance and Course Placement

Average of English 1 growth (AC)	English 1 type		
Grade 8 Reading level	Honor	Regular	Grand Total
1	0.476173077	0.178261882	0.19256602
2	0.372837209	0.064881949	0.135114754
3	0.313344375	0.005336449	0.198960521
4	0.125646429	-0.212357143	0.086761062
Grand Total	0.266450342	0.05703734	0.165070168

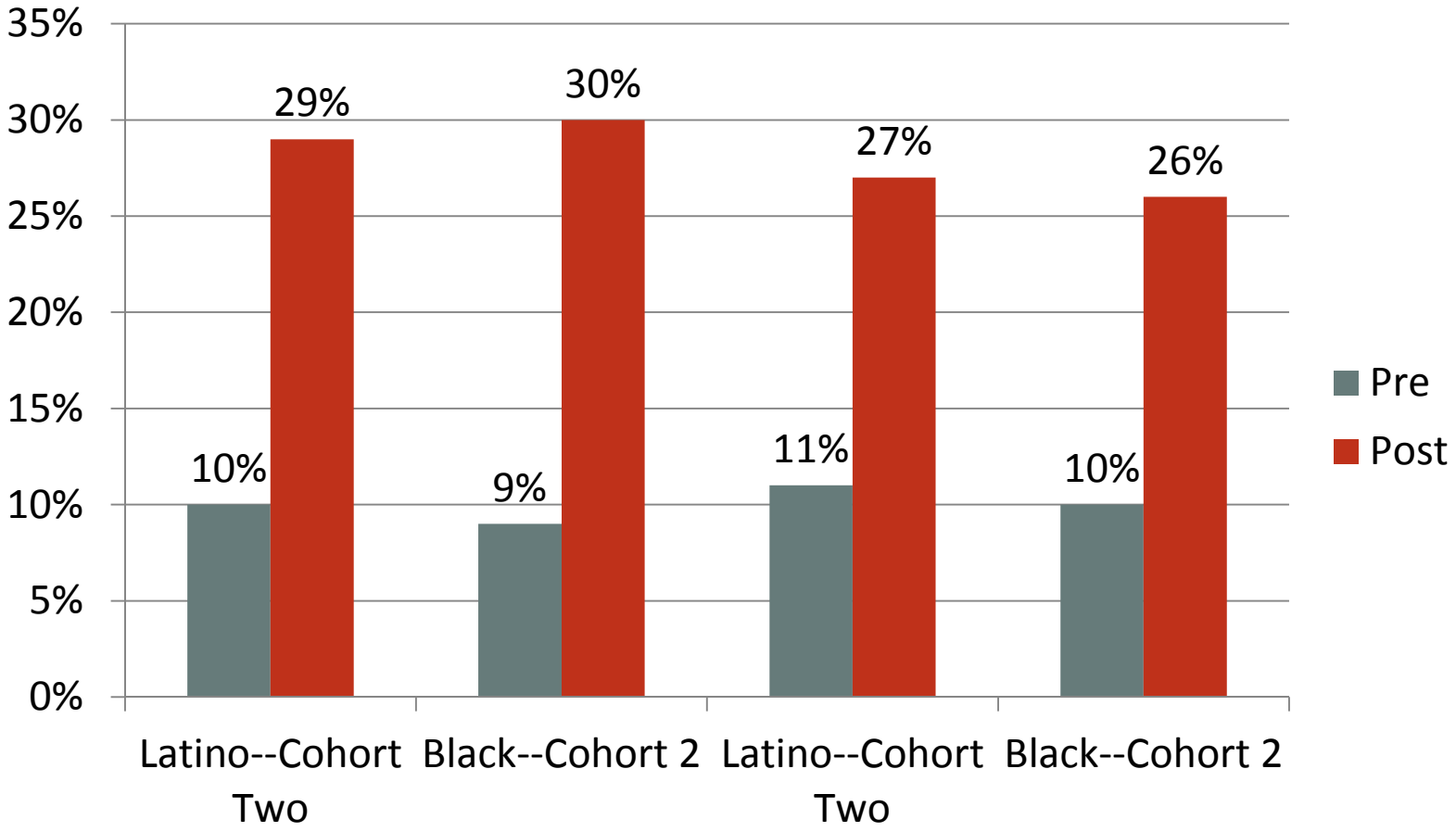
Same true of AP/IB courses

AP/IB Enrollments Compared to High School Enrollments, Nation



Doesn’t have to be this way.

National Math/Science Initiative Results



Source: National Math/Science Initiative

Meanwhile, exam pass rates more than doubled!

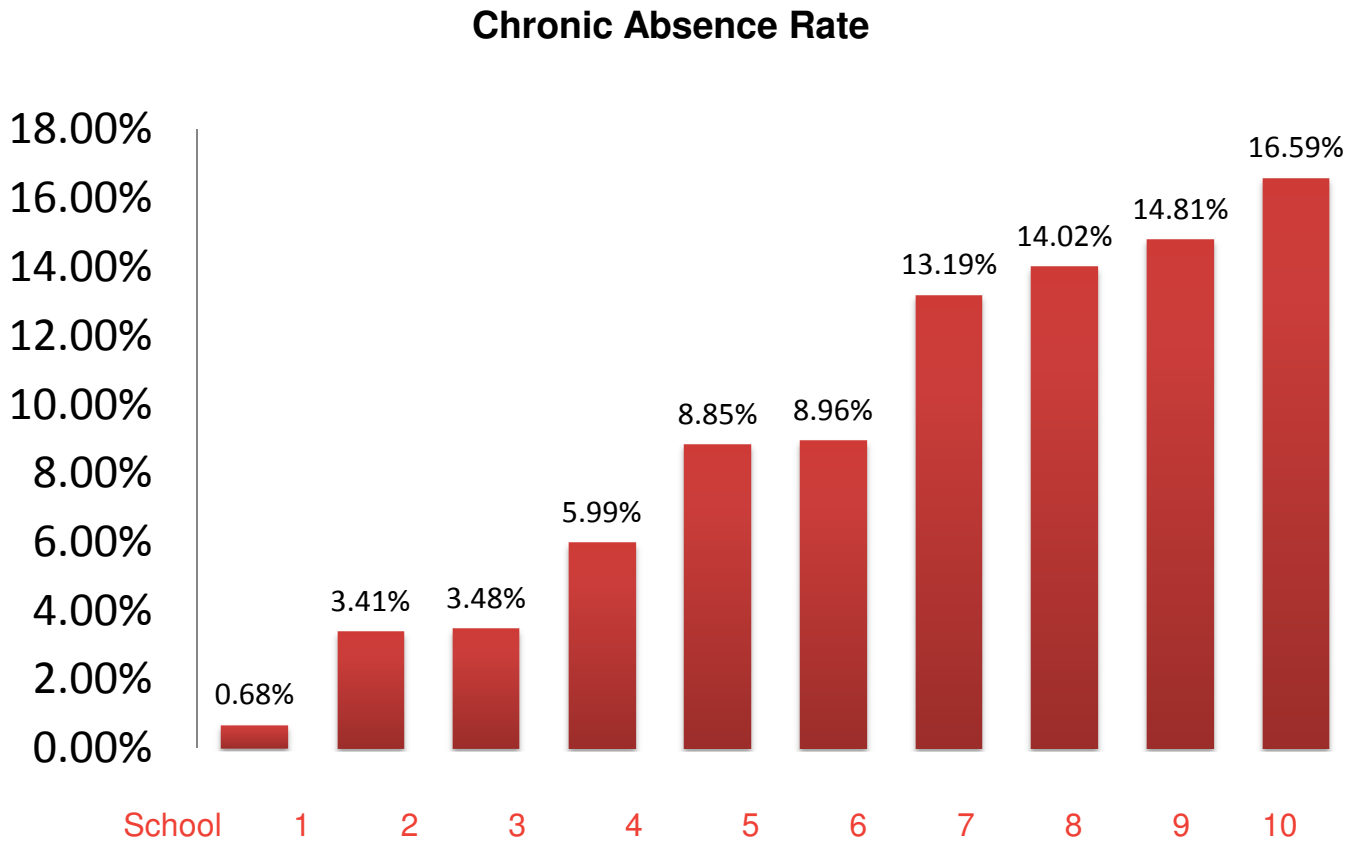
We can do this!

Fourth, getting serious about chronic absenteeism.

In the era of NCLB, almost everybody is focused on average attendance.

What we are missing along the way is the alarming numbers of our kids who are chronically absent, starting in the elementary grades.

10 Schools: All 95% ADA But Very Different Levels of Chronic Absenteeism



Chronic absence rates varied markedly at 10 schools with average attendance rates of 95% or higher.

Source: Hedy Chang, www.Attendancecounts.org Data are from Baltimore School Attendance Initiative

Most Do Not Monitor Chronic Absence

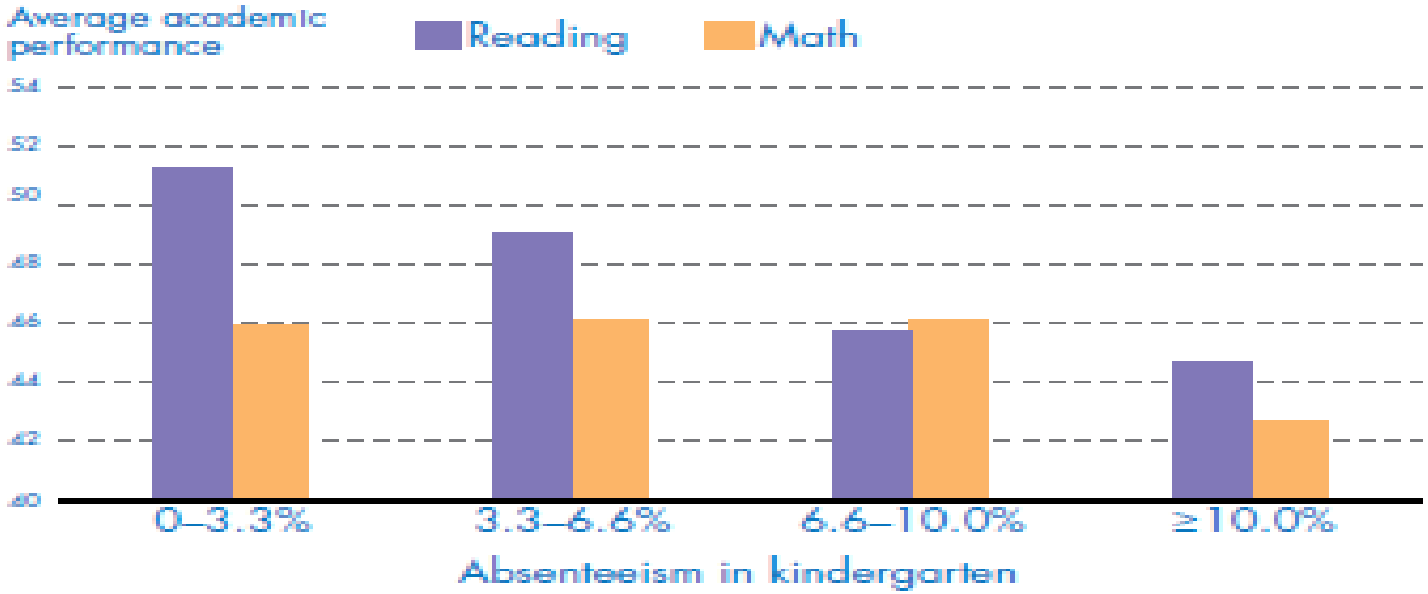
- Data is rarely used to examine problematic attendance patterns (e.g. by classroom, grade, school, neighborhood or sub-population) so school communities can begin to identify how to best intervene.
- Educators may overlook sporadic vs. consecutive absences.
- Absences/attendance are not always built into longitudinal student data systems.

Source: Hedy Chang, www.Attendancecounts.org

Results?

Reality: Chronic K Absence Affects Academics

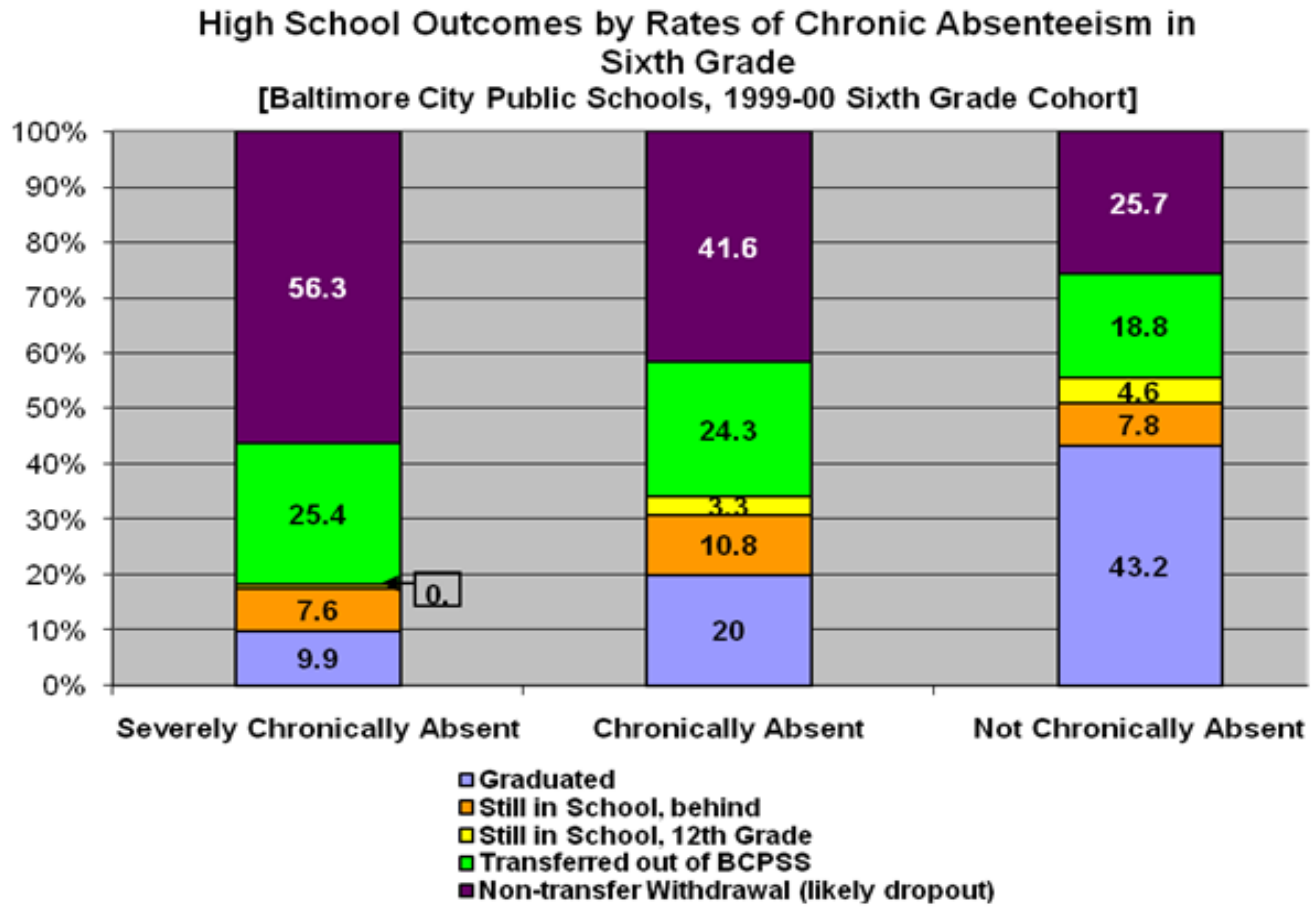
Among poor children, chronic absence in kindergarten predicted lower 5th grade achievement.



Source: Hedy Chang, www.Attendancecounts.org *ECLS-K data analyzed by National Center for Children in Poverty (NCCP)*

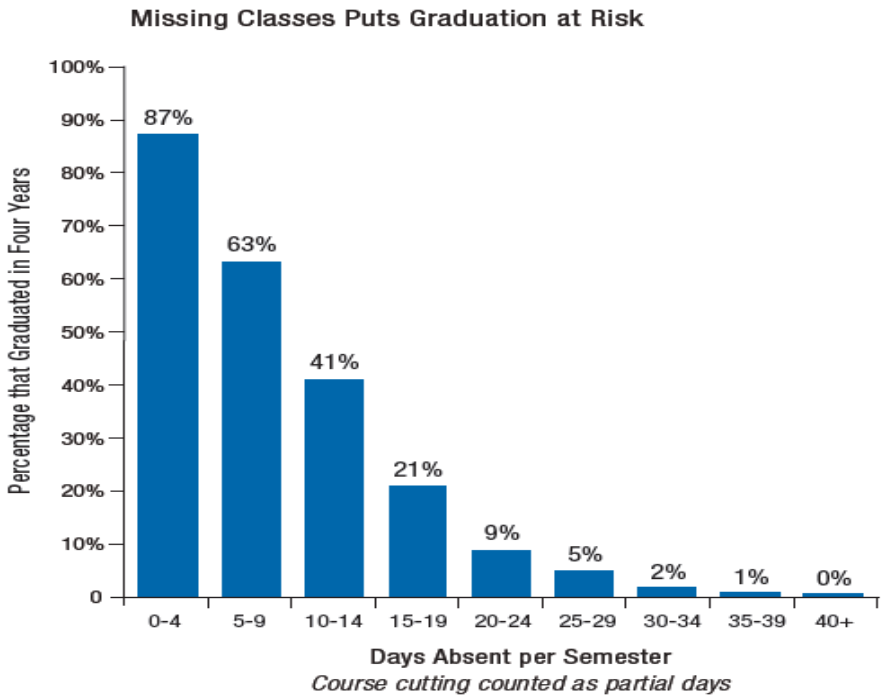
Note: Average academic performance reflects results of direct cognitive assessments developed & conducted specifically for this national study

Poor 6th Grade Attendance Predicts Drop Out



Source: Hedy Chang, www.Attendancecounts.org Data are from *Baltimore Education Research Consortium*

9th Grade Attendance Predicts Graduation Better Than 8th Grade Test Scores



Source: Hedy Chang, www.Attendancecounts.org Data are from Allensworth & Easton, *What Matters for Staying On-Track and Graduating in Chicago Public Schools*, Consortium on Chicago School Research at U of C, July 2007

Recommendations For School Practice

1. Create attendance data team to regularly review patterns of good attendance & chronic absence by grade, classroom and sub-population.
2. Offer attendance incentives school-wide.
3. Educate parents that attendance matters starting in Kindergarten & encourage families to help each other.
4. Reach out to chronically absent students & their families & find out barriers to attendance.
5. Partner with community resources (i.e. afterschool, preschool and health programs) to promote attendance & address barriers.
6. Include strategies to improve attendance in annual school improvement plan.

Source: Hedy Chang, www.Attendancecounts.org

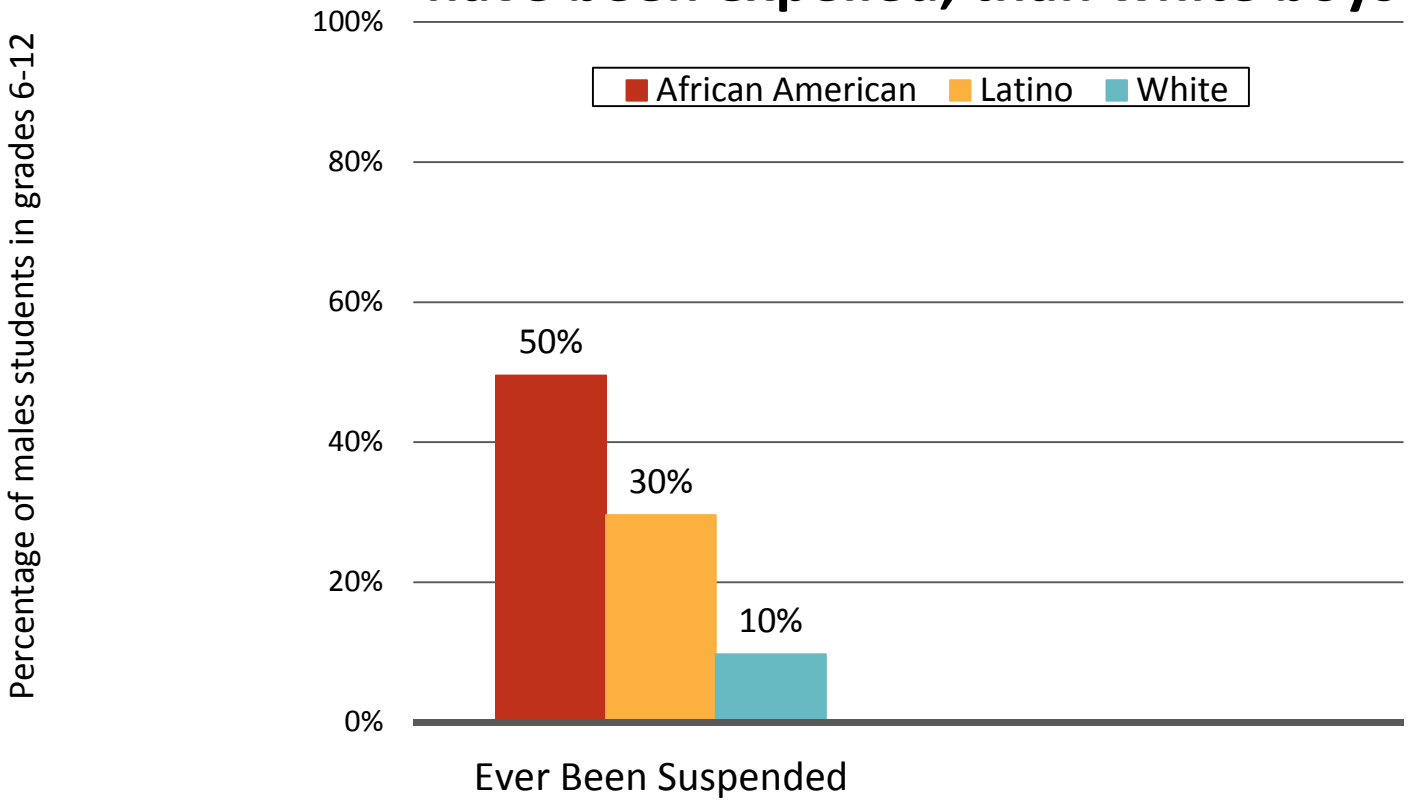
Attendance Counts

Advancing Student Success by Reducing Chronic Absence

Director, Hedy Chang, hnchang@earthlink.net
www.chronicabsence.net

By the way, among the things we should NOT be doing so much of?

Among middle and high school students nationwide, African American boys are five times more likely to have been suspended, and 17 times more likely to have been expelled, than white boys



Note: Reported Latino expulsion rate was low; interpret data carefully.

Source: National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (2007)

A lot of those kids are being suspended for NOT coming to school.

Surely we can figure out a better strategy?

Fifth, bringing the community in…and along.

No matter what you think about Adrian Fenty and Michelle Rhee, what just happened in Washington, DC ought to be worrisome.

And, of course, this pattern is not unique to Washington.

For example, take a look at what's going on in one part of Denver right now.

Many of us in this room are still struggling to figure all this out.

How, in particular, to balance the enormous sense of urgency we all feel to deliver NOW on the promise of quality schools for all kids with the resistance and fear that big change often generates.

My sense is that the main part of the answer isn't just in more talking

…but in more

LISTENING.

Certainly, we have to do a better job of connecting the worries that most parents have with the strategies we have at our disposal.

(And honest data can help that—a lot.)

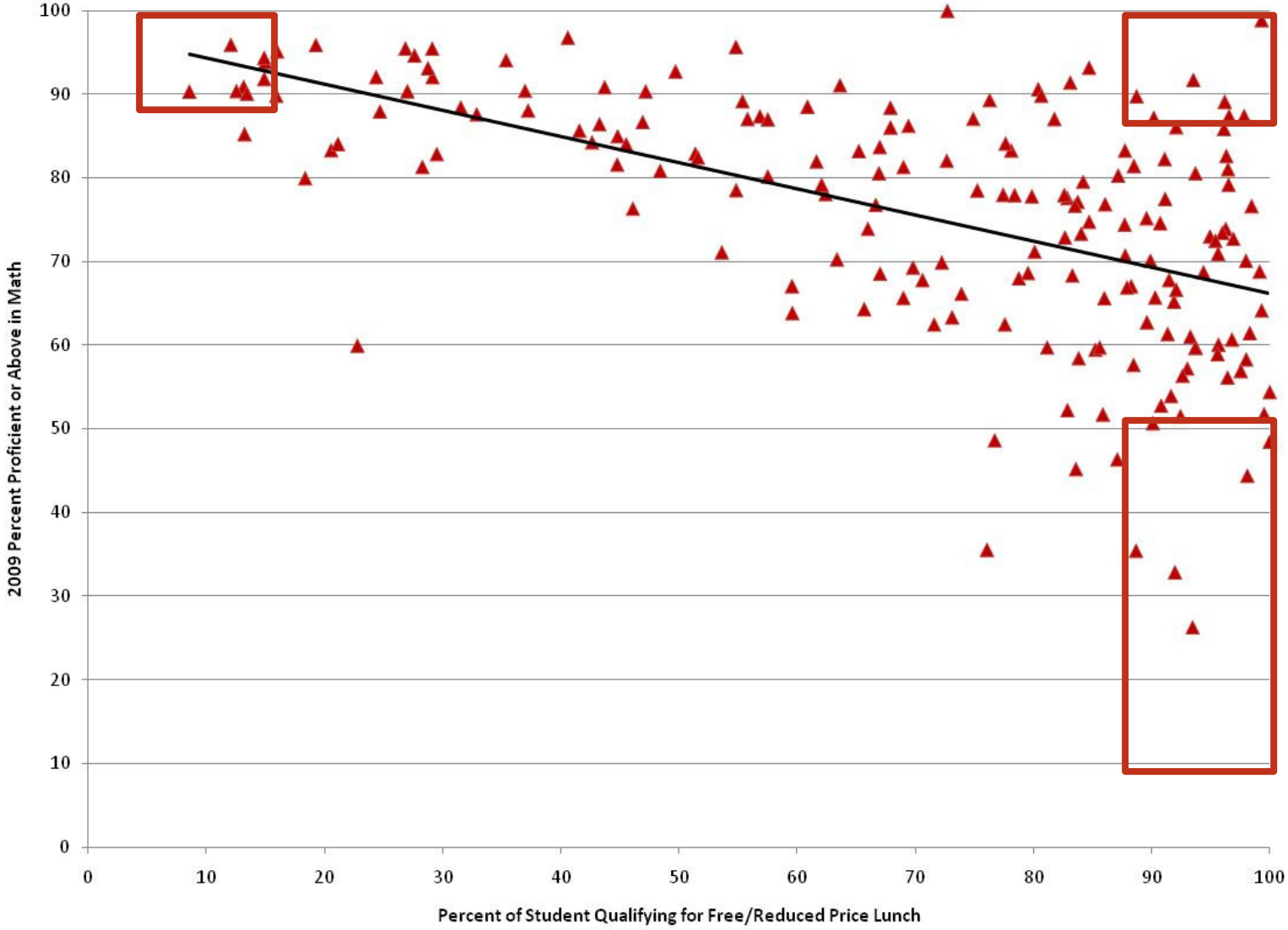
But we also have to be prepared to listen—and really hear.

To turn the corner in a big way in our national gap-closing efforts, we can't just work on one of these things. We have got to get serious about **all** these things.

But if we are going to do that, we have to get beyond this thing:

Source:

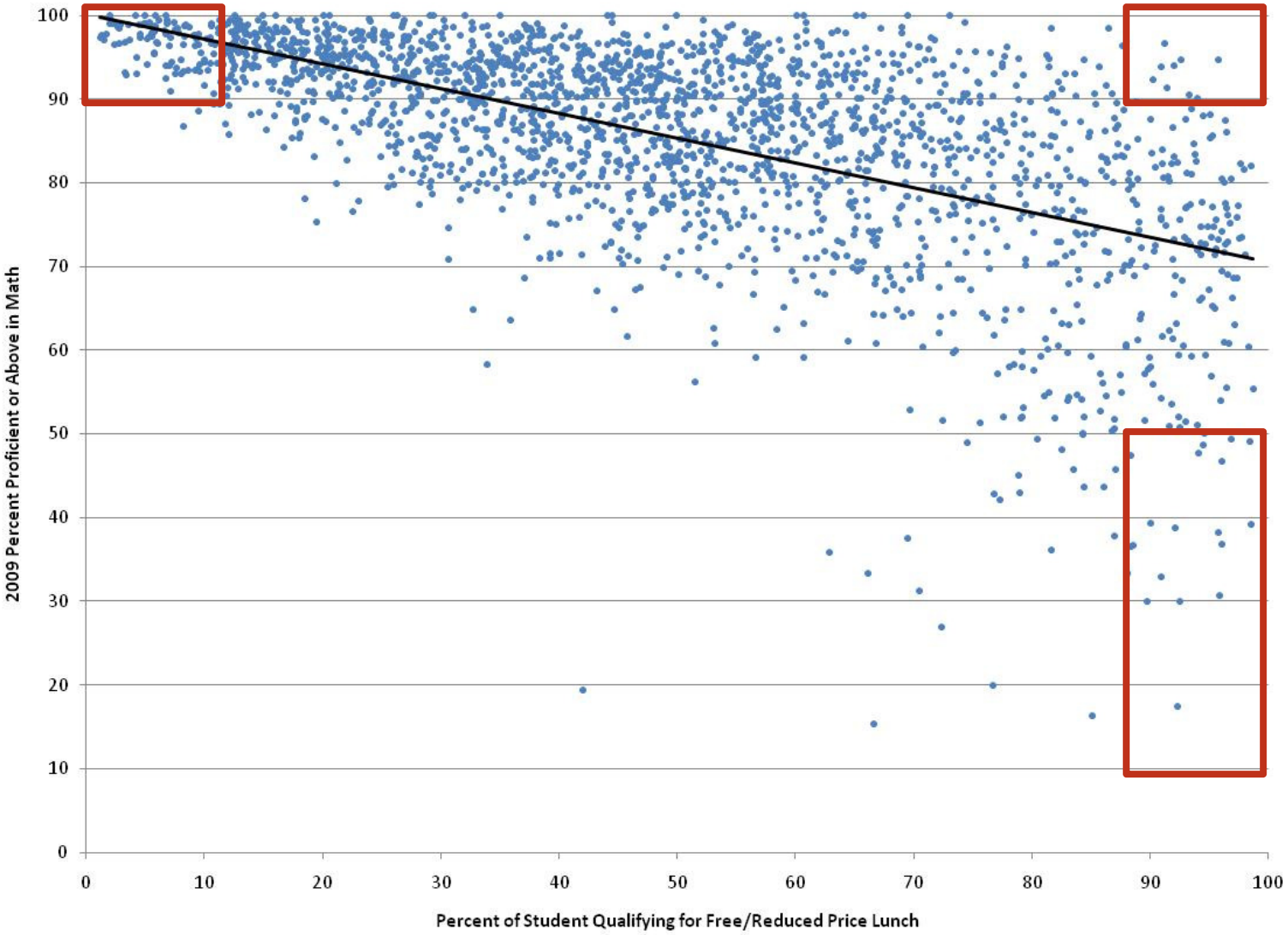
Fall 2009 Math proficiency rates at Michigan's charter elementary and middle schools



▲ Charter school

Source: Preliminary Education Trust Analysis of Michigan Department of Education Data

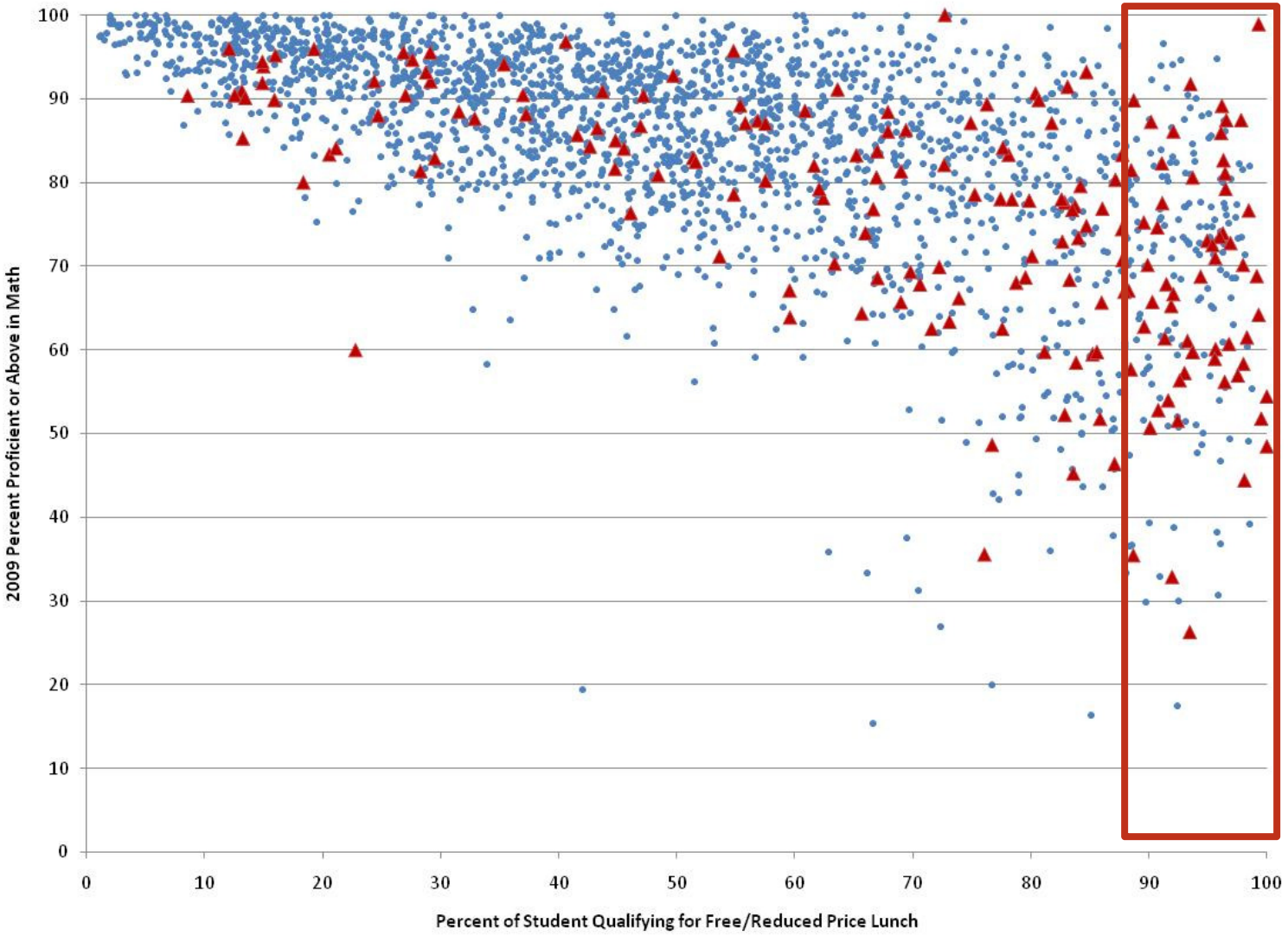
Fall 2009 Math proficiency rates at Michigan's regular public elementary and middle schools



Non-Charter Public School

Source: Preliminary Education Trust Analysis of Michigan Department of Education Data

Fall 2009 Math proficiency rates at Michigan's regular public and charter elementary and middle schools



Source: Preliminary Education Trust Analysis of Michigan Department of Education Data

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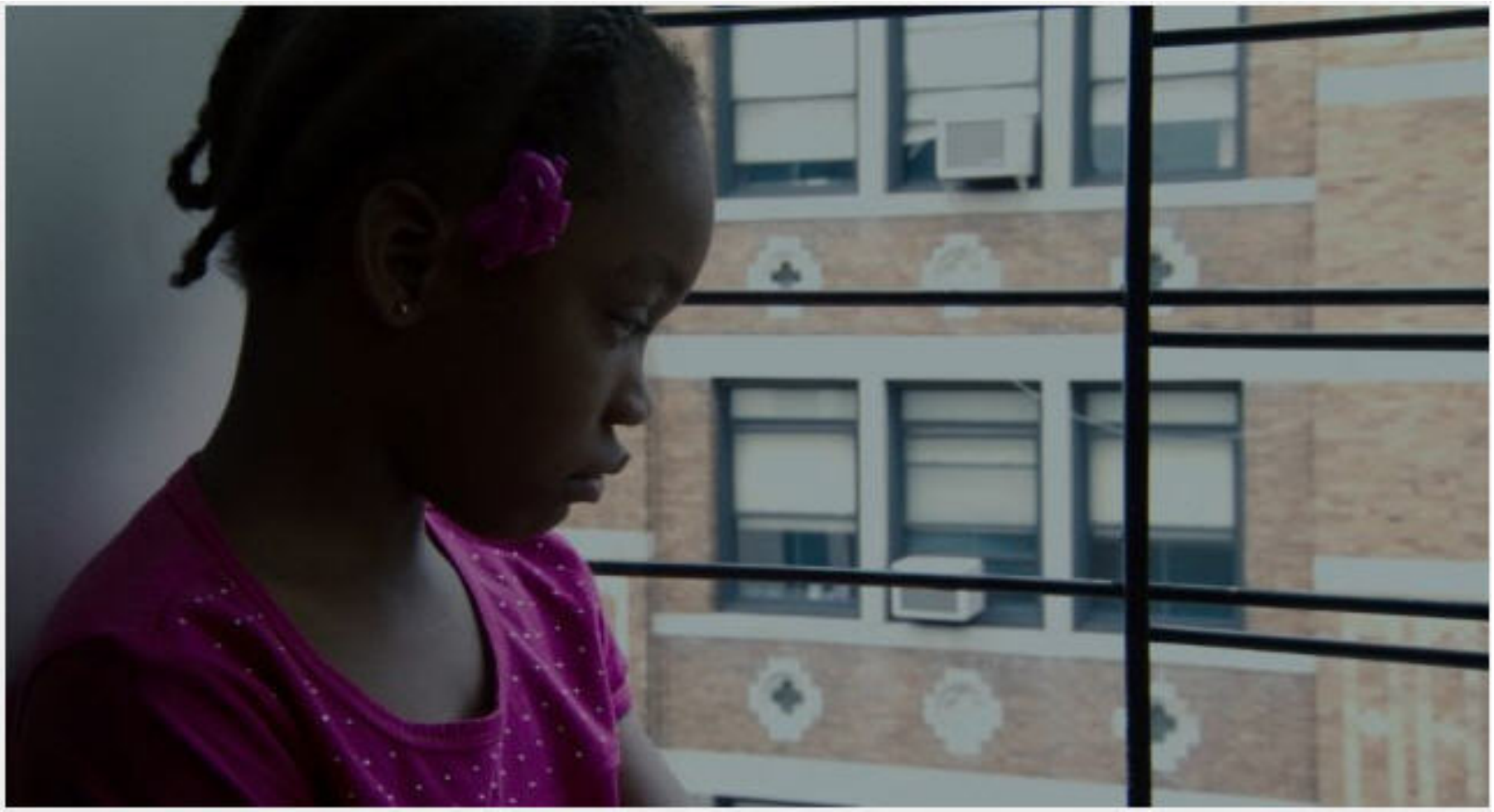
Source:



Source:

Source:

The children in the pictures that follow are some of the lucky ones. Though they are poor…they live on the high end of the gap because they attend schools like the schools that are presenting at this conference.

But most of the children who look like them aren't so lucky. They live on the bottom side of the gap.

Not because they couldn't learn…but because we didn't bother to teach them.

The most important agenda for all of us?

Turning that around.

Download this presentation on our website!

www.edtrust.org

The Education Trust

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