



The Education Trust

June 23, 2016

Achievement and Opportunity in America (and California): *Critical Roles for School and District Leaders*

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California Academic Partnership Program


America: Two Powerful Stories

1. Land of Opportunity:

Work hard, and you can become anything you want to be.

2. Generational Advancement:

Through hard work, each generation of parents can assure a better life — and better education — for their children.



These stories animated hopes and dreams of
people here at home

And drew countless immigrants to our shores



Yes, America was often intolerant...

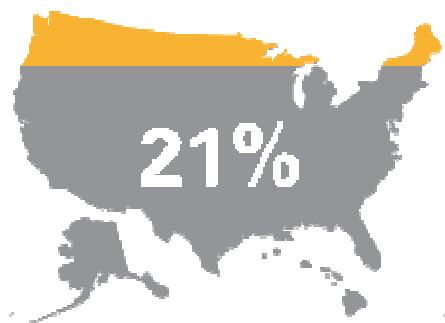
And they knew the “Dream” was a work in progress.

We were:

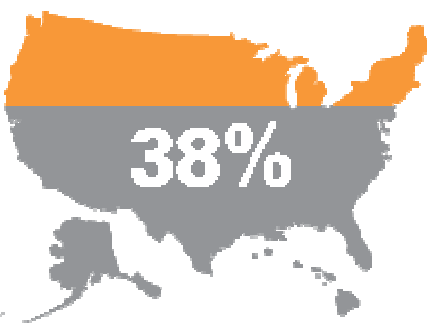
- The first to provide universal high school;
- The first to build public universities;
- The first to build community colleges;
- The first to broaden access to college, through GI Bill, Pell Grants,
...

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

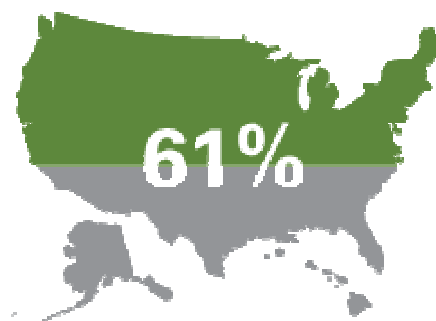
1920



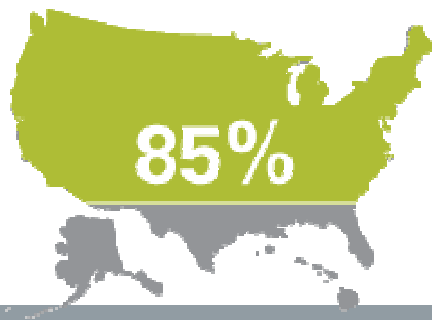
1940



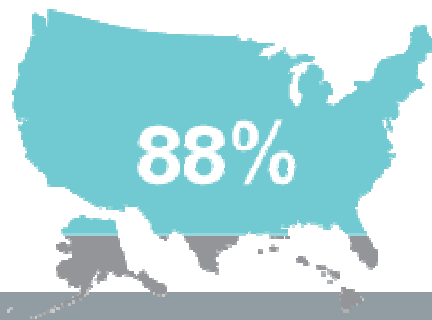
1960



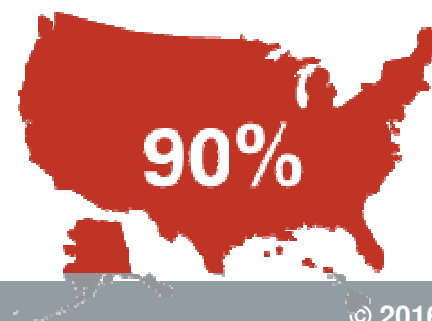
1980



2000

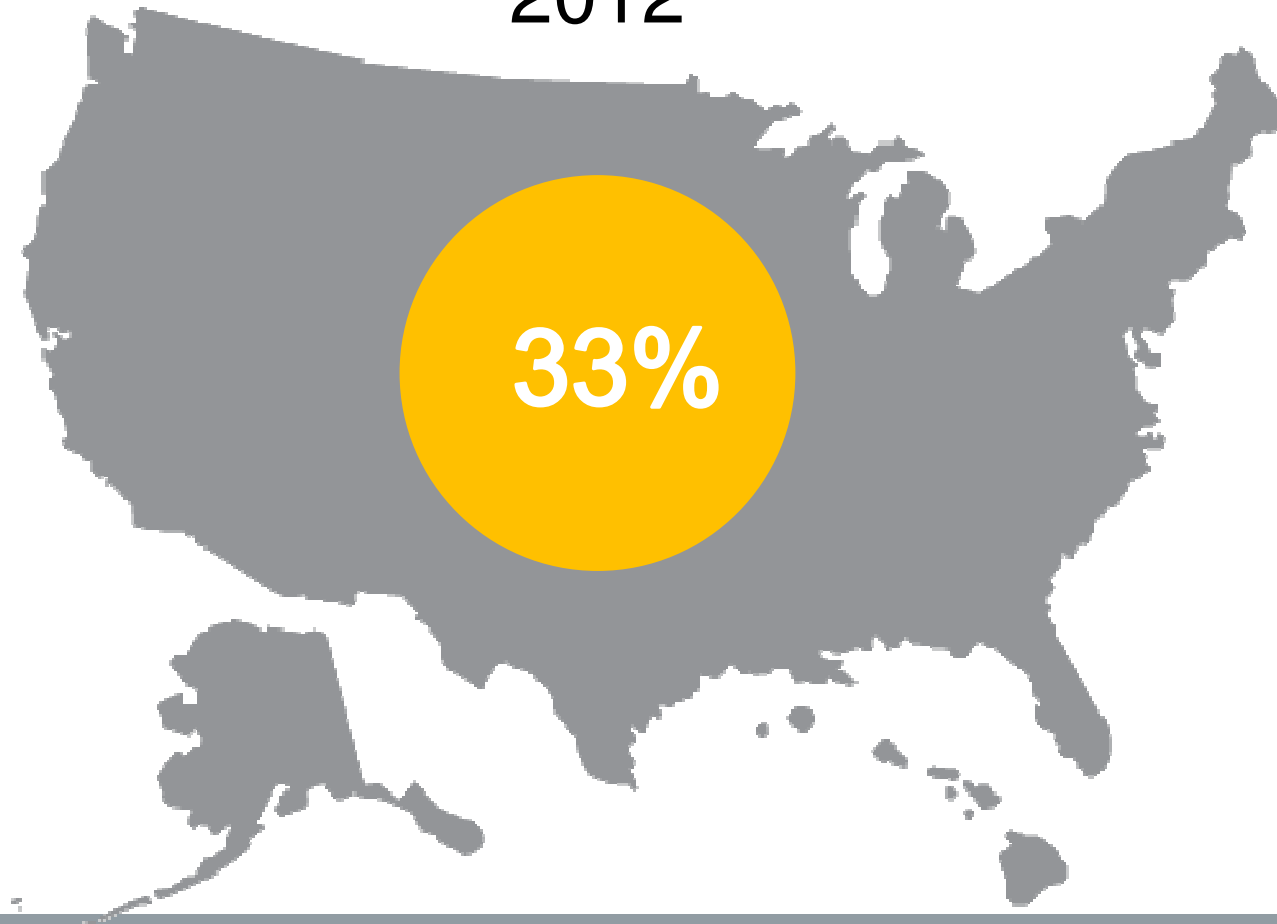


2012



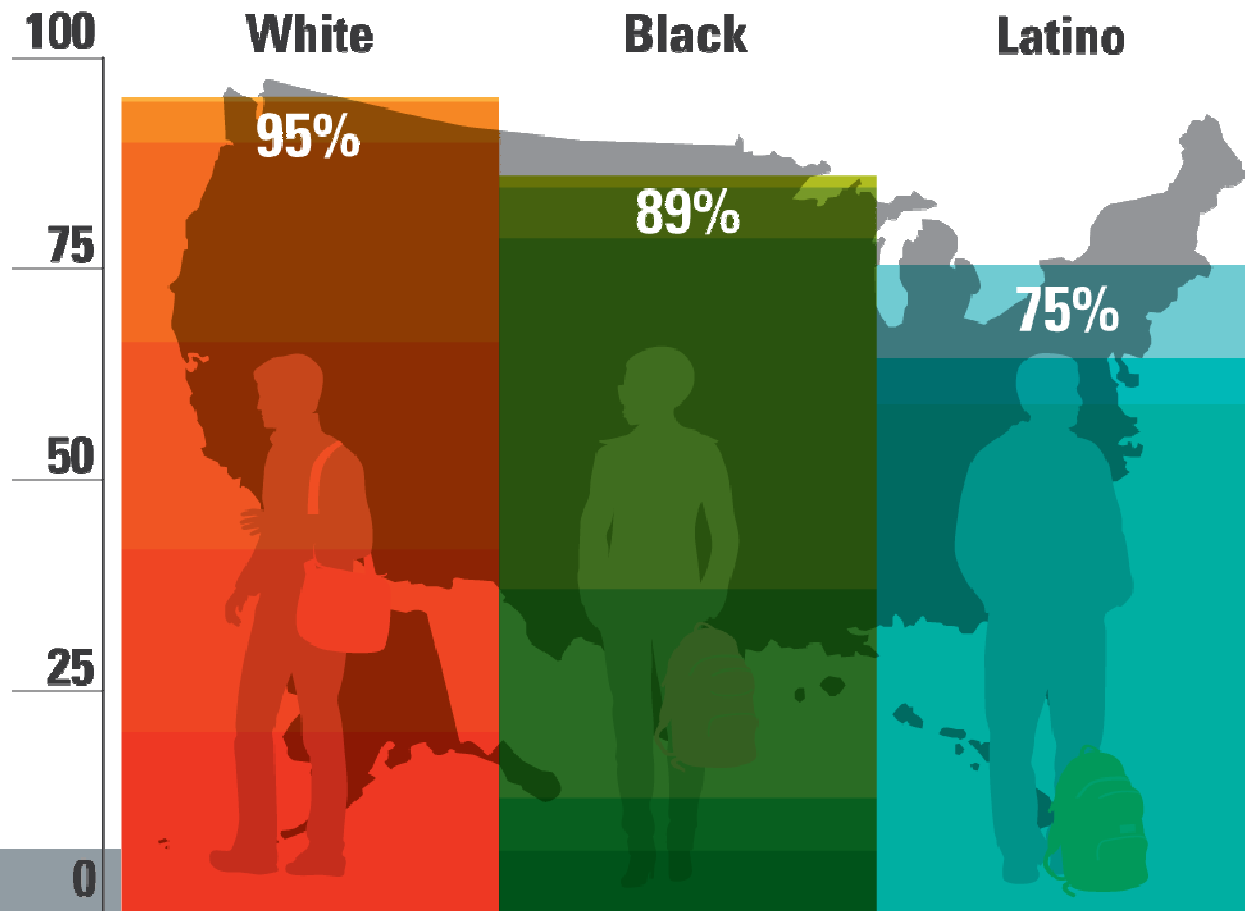
Percent of U.S. adults with a B.A. or more

2012



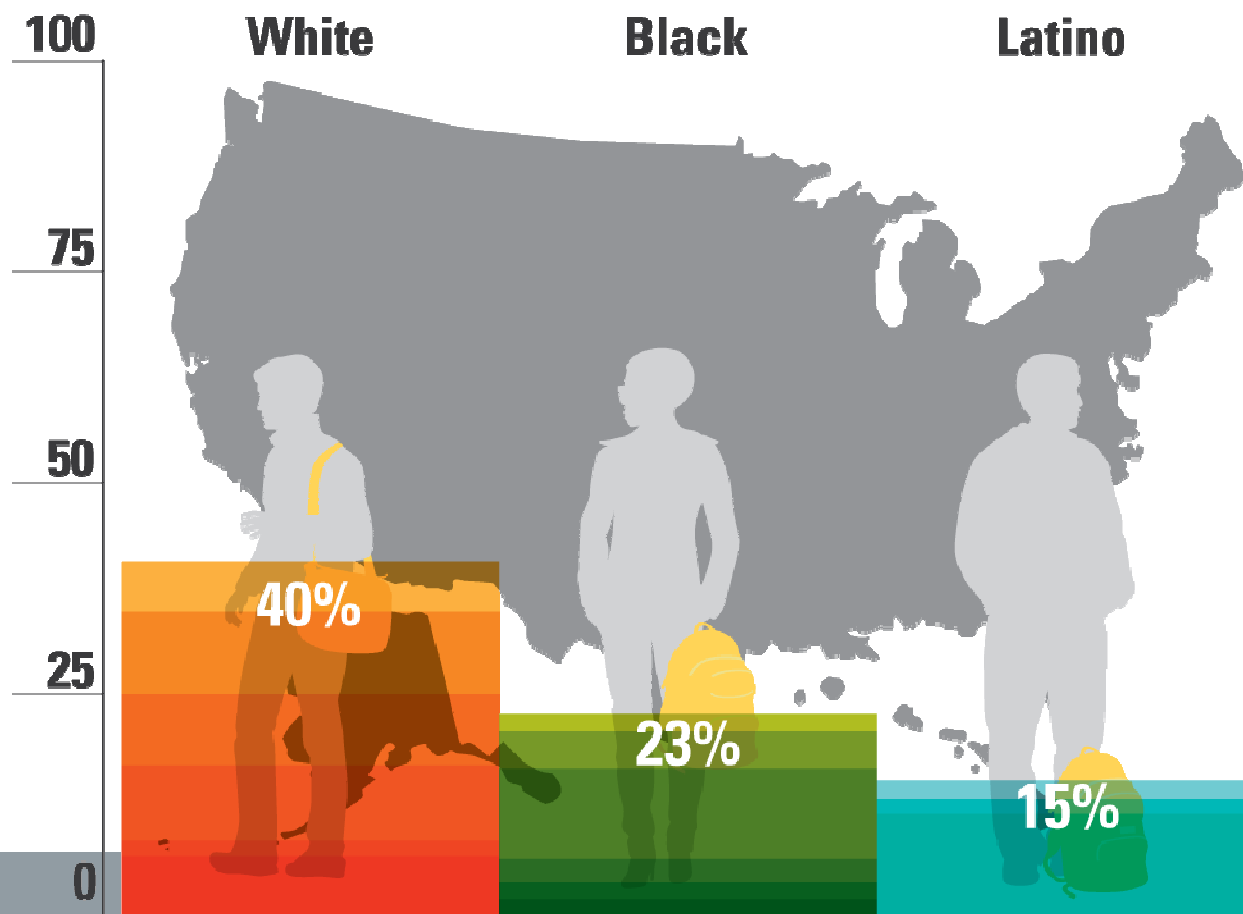
Progress was painfully slow, especially for people of color. But year by year, decade by decade...


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




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

2012





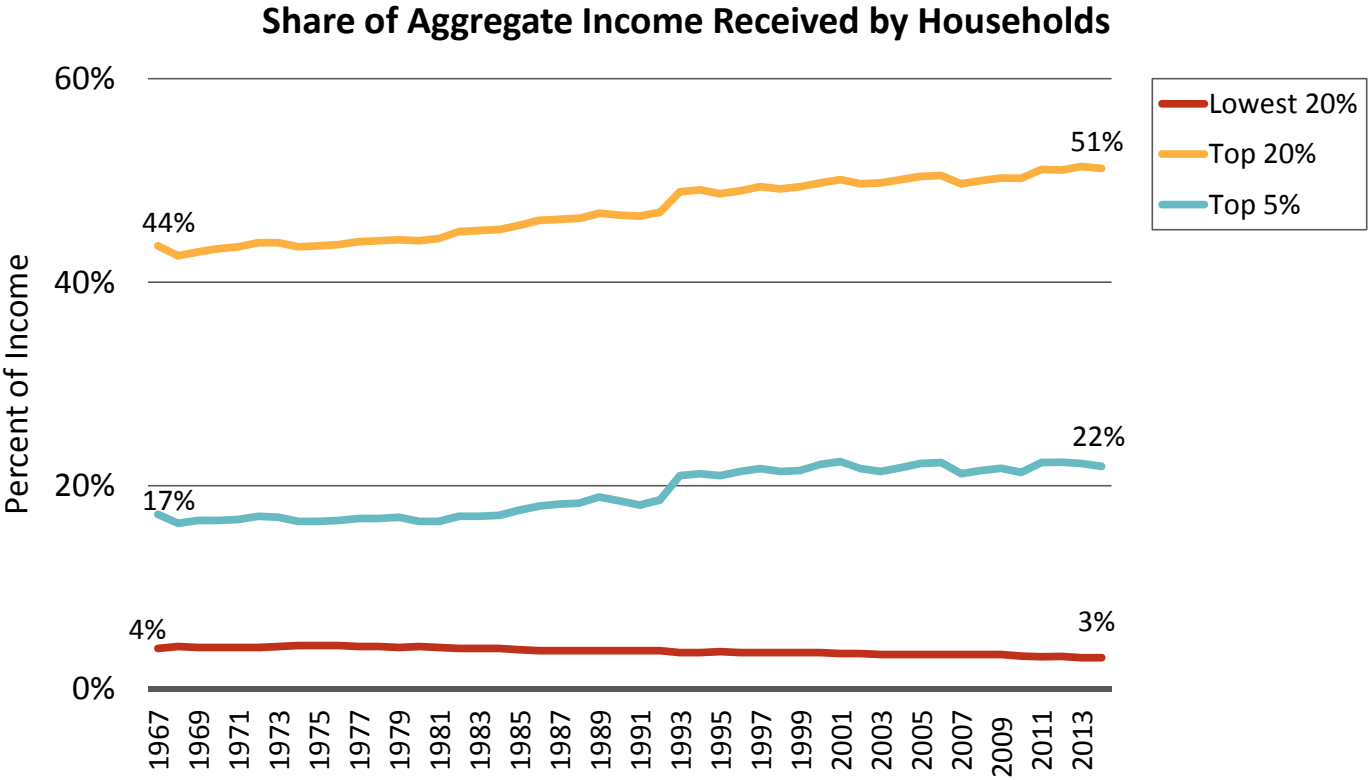
Then, beginning in the eighties,
growing economic inequality
started eating away at our
progress.



In recent years, most income gains have gone to those at the top of the ladder, while those at the bottom have fallen backwards.

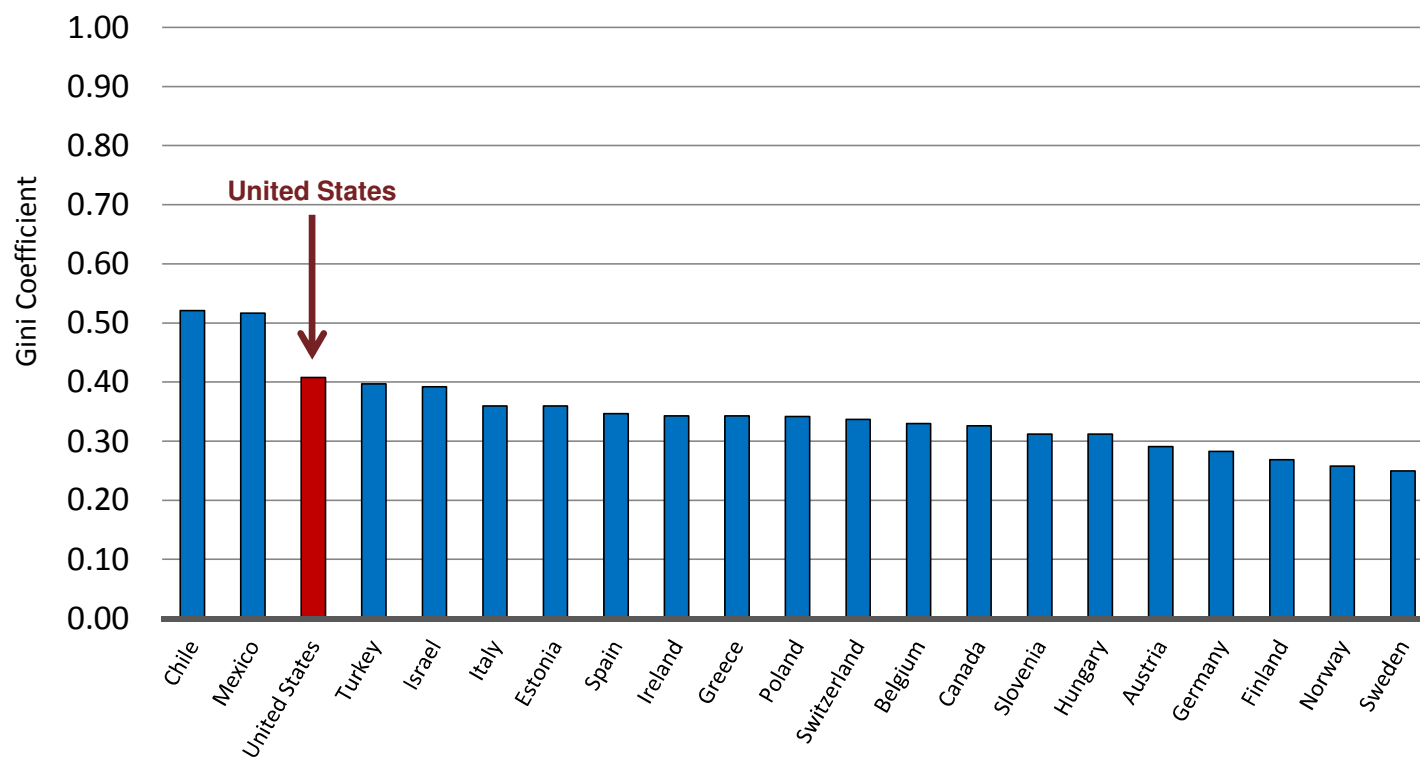
Source: Stiglitz, "Inequality is a Choice," *New York Times*, October 13, 2013.

Wealthiest US households take greater share of income, while poorest 20% fall backwards



Source: U.S. Census Bureau, Current Population Survey Annual Social and Economic Supplements, Table H-2. Share of Aggregate Income Received by Each Fifth and Top 5 Percent of Households, All Races: 1967 to 2014.

Instead of being the most equal, the U.S. has the third highest income inequality among OECD nations.



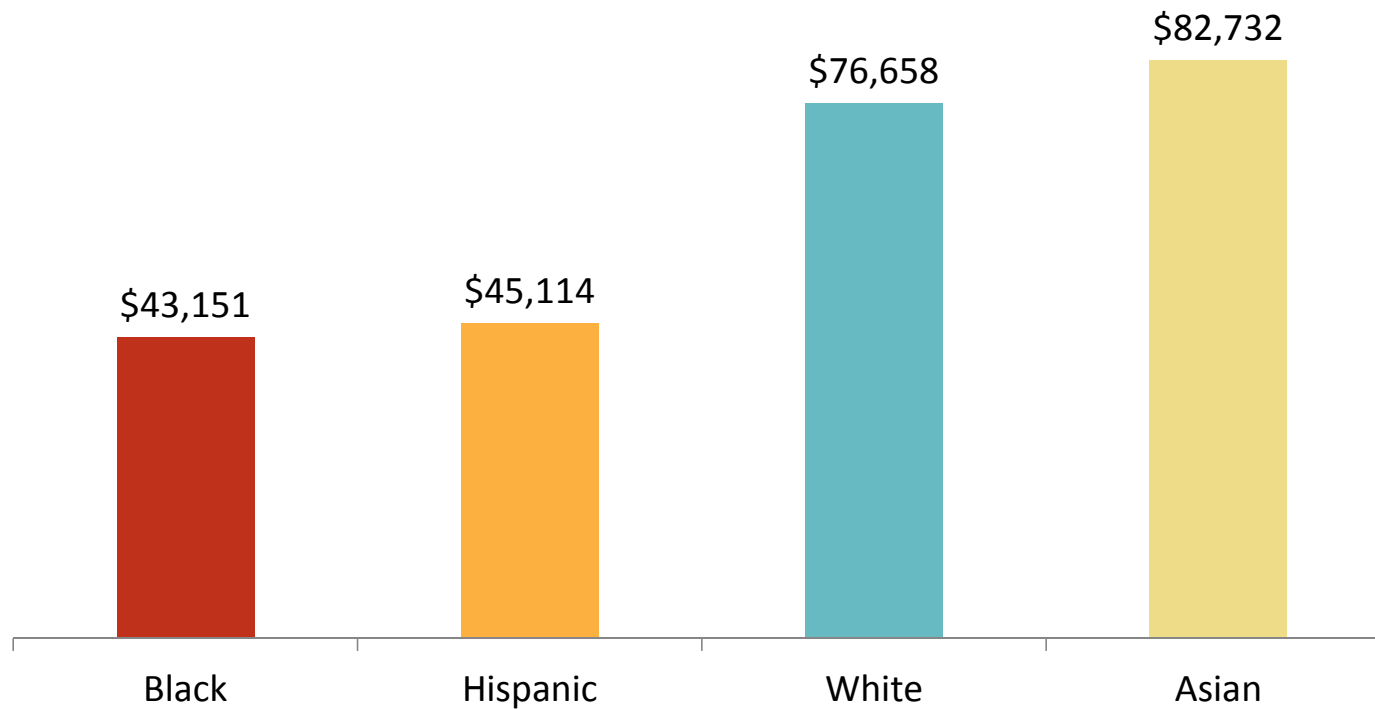
Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality.

Source: United Nations, U.N. data, <http://data.un.org/DocumentData.aspx?q=gini&id=271>: 2011

Inequality particularly pronounced for Black
and Latino families...

Black and Latino families have lower earnings...

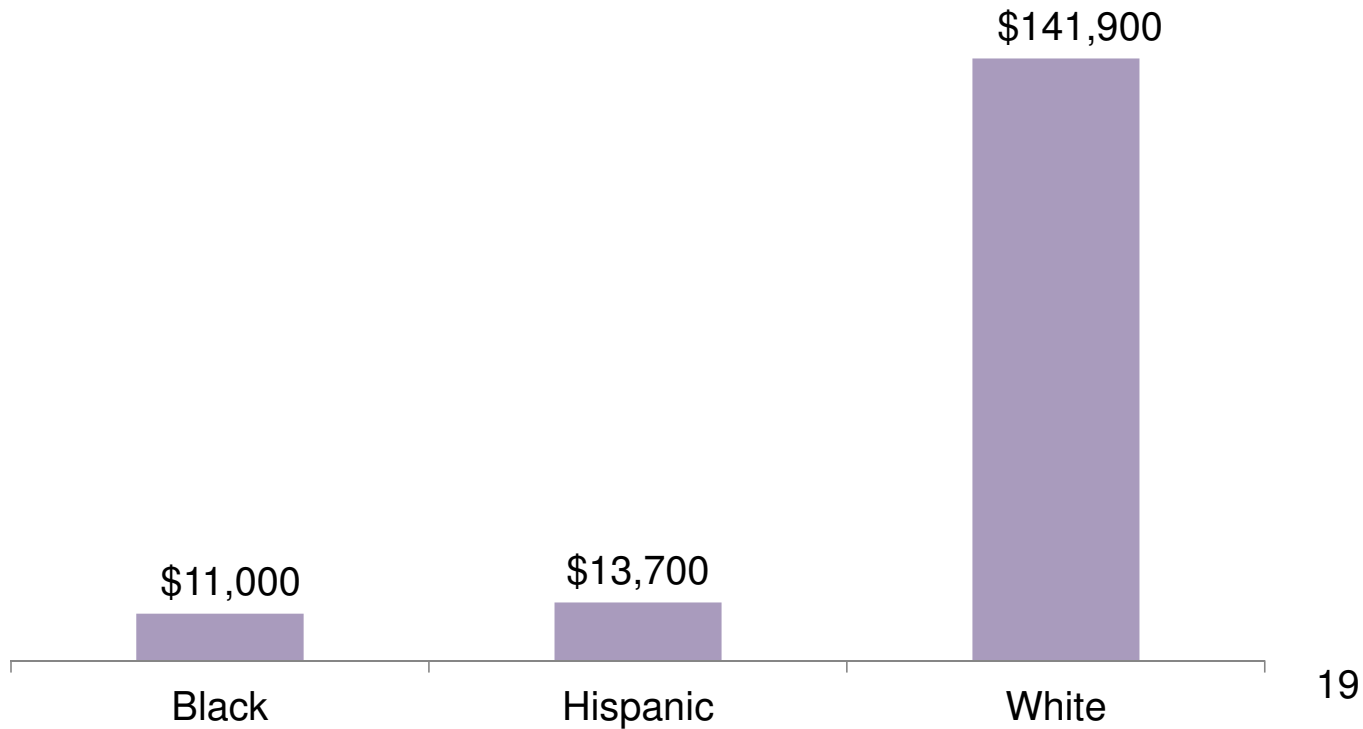
Median Family Income by Race, 2014



The College Board, "Trends in College Pricing 2015" (New York: College Board, 2015), Figure 22B.

...And less than one-tenth of the household wealth.

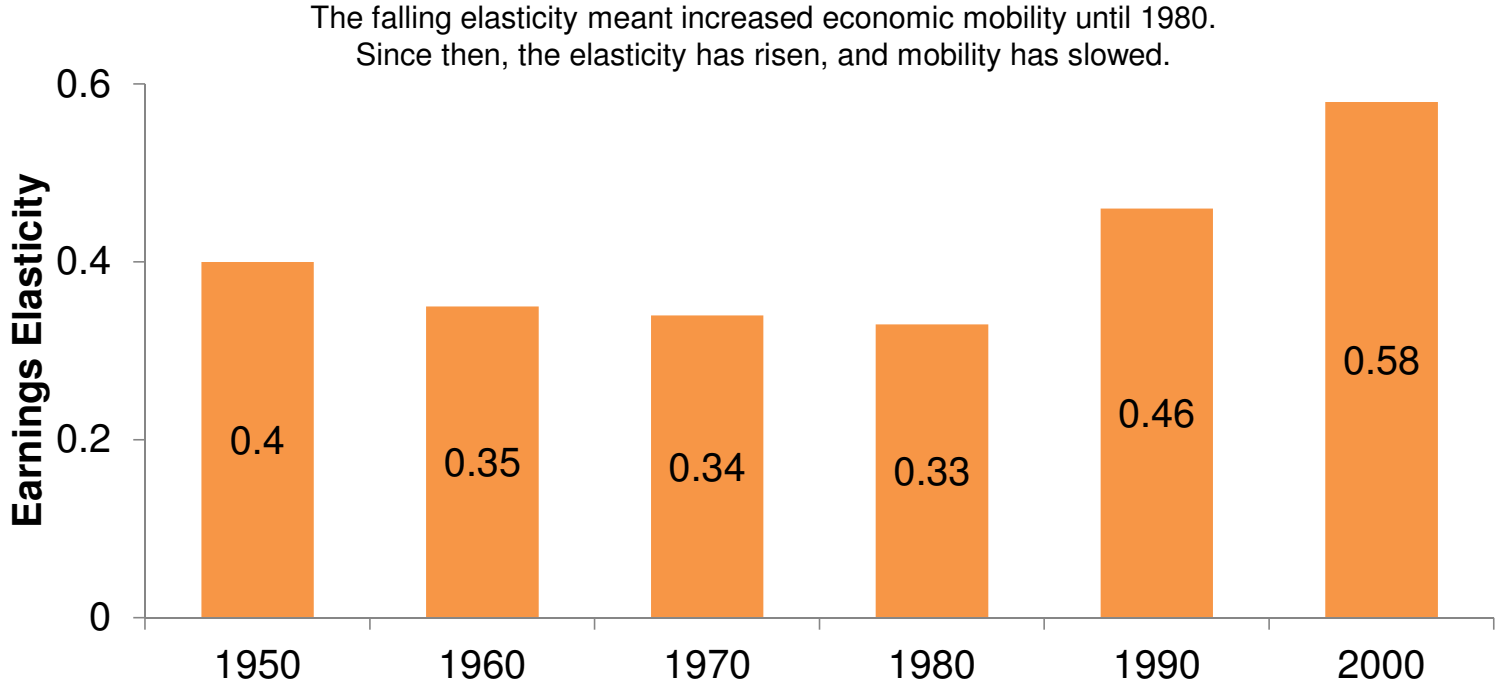
Median net worth of households, in 2013 dollars



Pew Research Center tabulations of Survey of Consumer Finances public-use data.

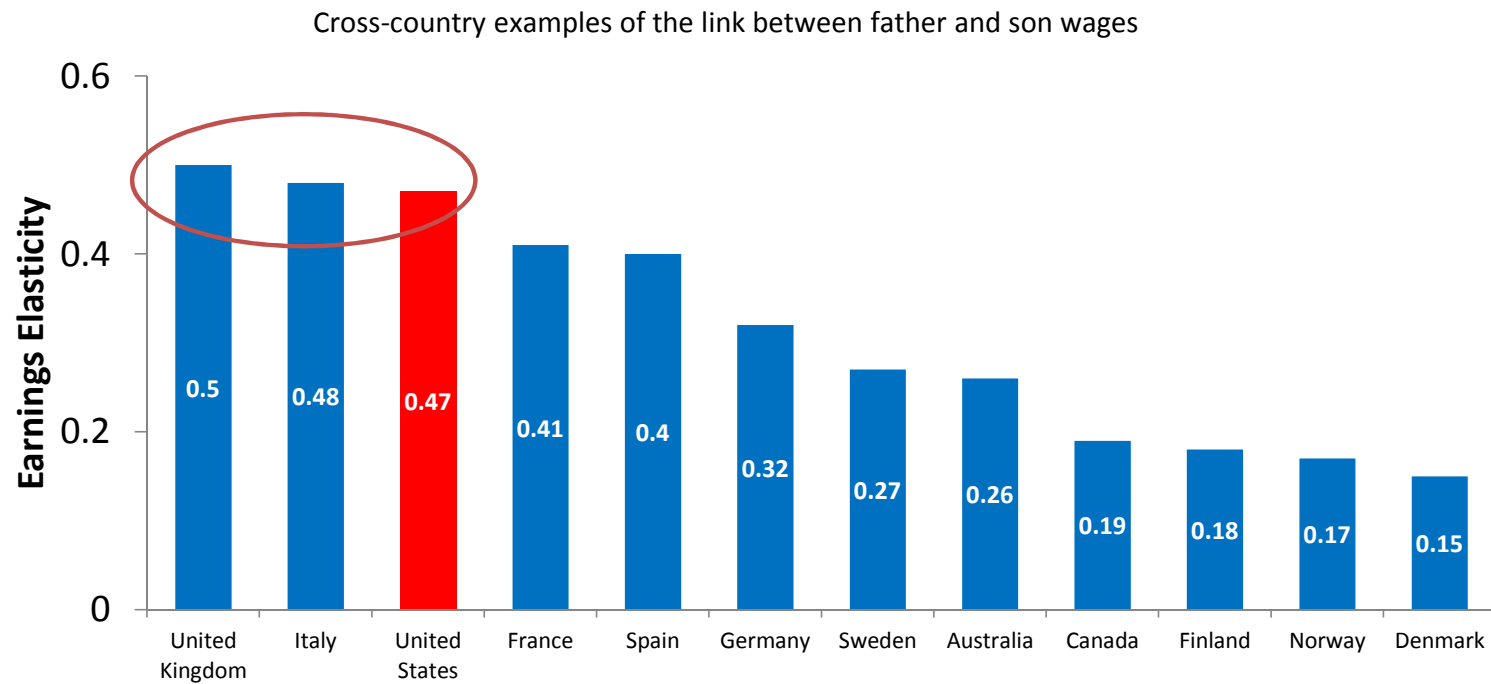
Not just inequality in wages and wealth, but growing problems with social mobility as well.

U.S. intergenerational mobility was improving until 1980, but barriers have gotten higher since.




Source: Daniel Aaronson and Bhashkar Mazumder. *Intergenerational Economic Mobility in the U.S., 1940 to 2000*. Federal Reserve Bank of Chicago WP 2005-12: Dec. 2005.

The US now has one of lowest rates of intergenerational mobility



Source:

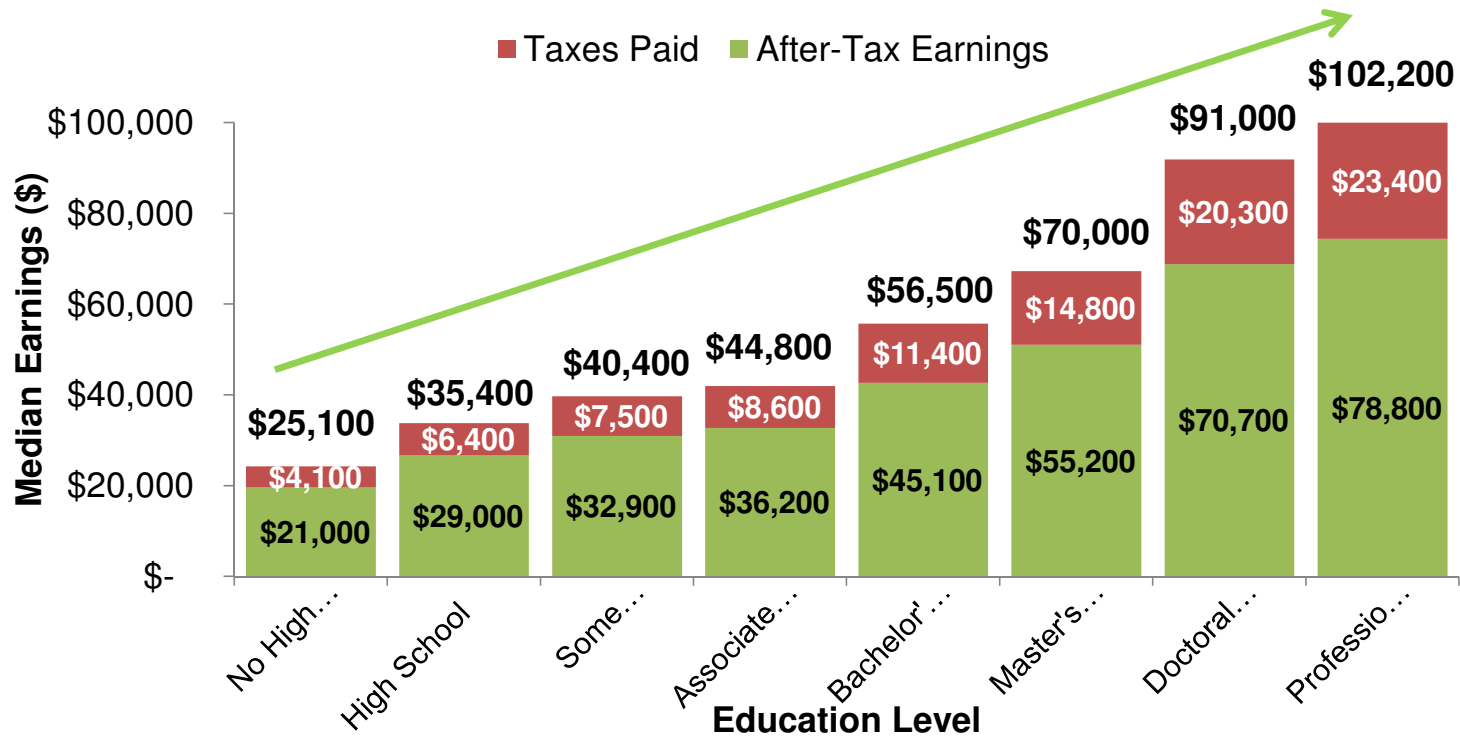
Source: Corak, Miles. *Chasing the Same Dream, Climbing Different Ladders*. Economic Mobility Project; Pew Charitable Trusts, 2010.



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

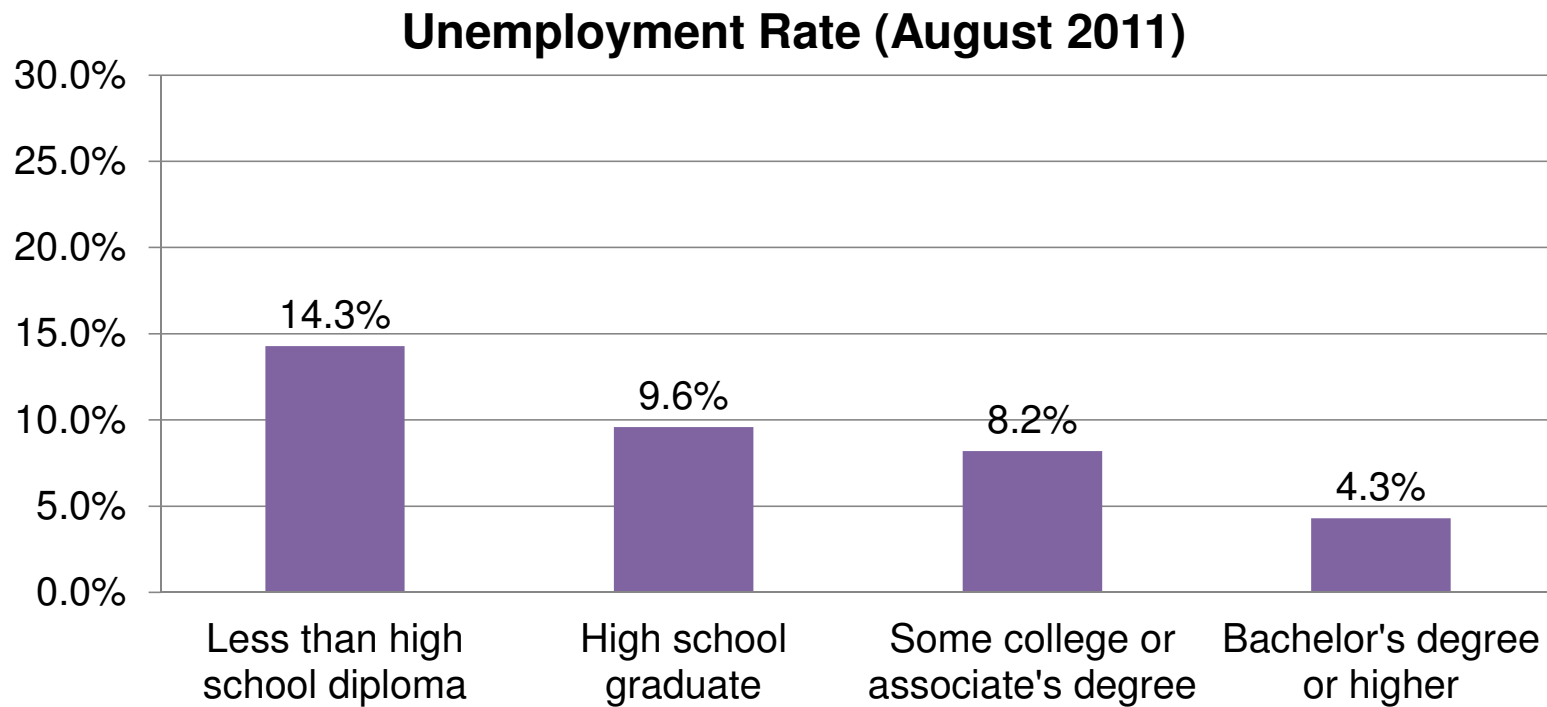
But at the individual level, it really is.

College Grads Earn More




Source: College Board, Education Pays, 2013, Figure 1.1: Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2011

College Grads Less Likely to be Unemployed



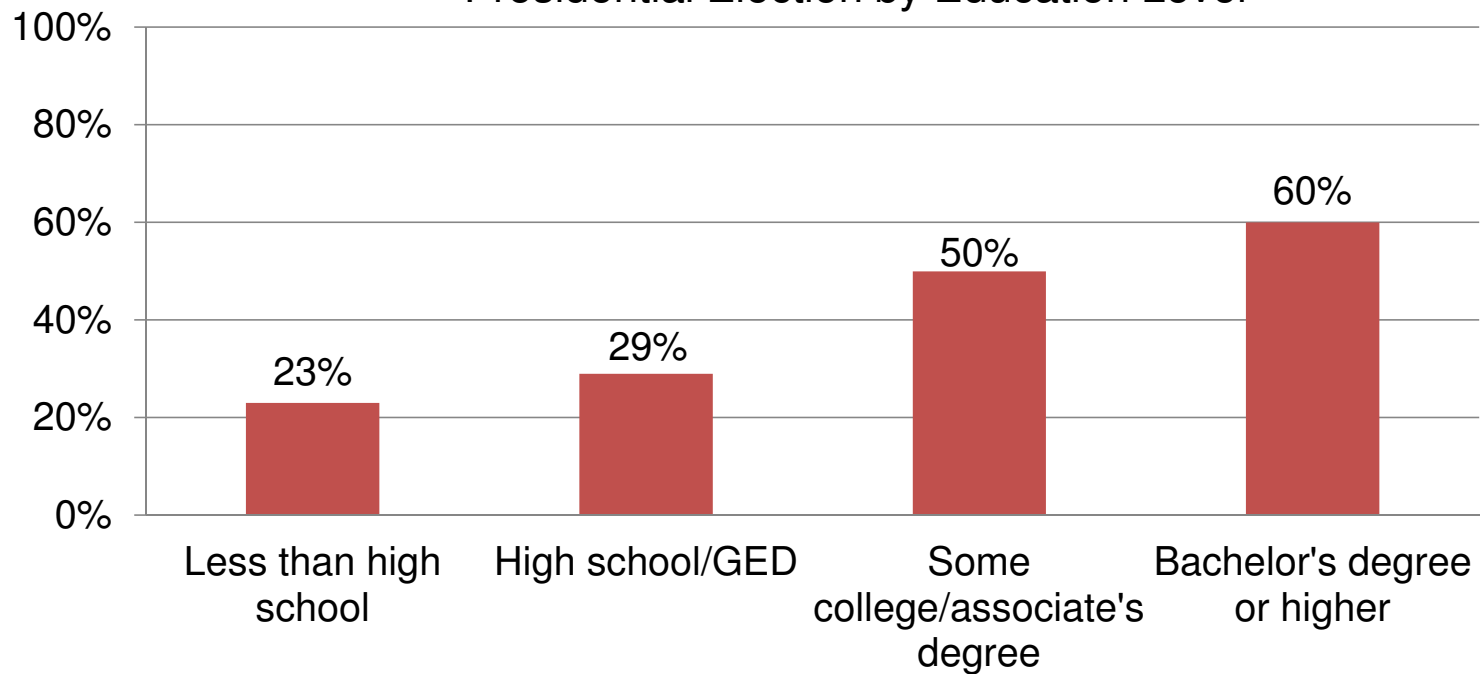
Source: U.S. Bureau of Labor Statistics, Table A-4, <http://www.bls.gov/news.release/empsit.t04htm>



They also stand out on the other things
we value.

College graduates more likely to vote

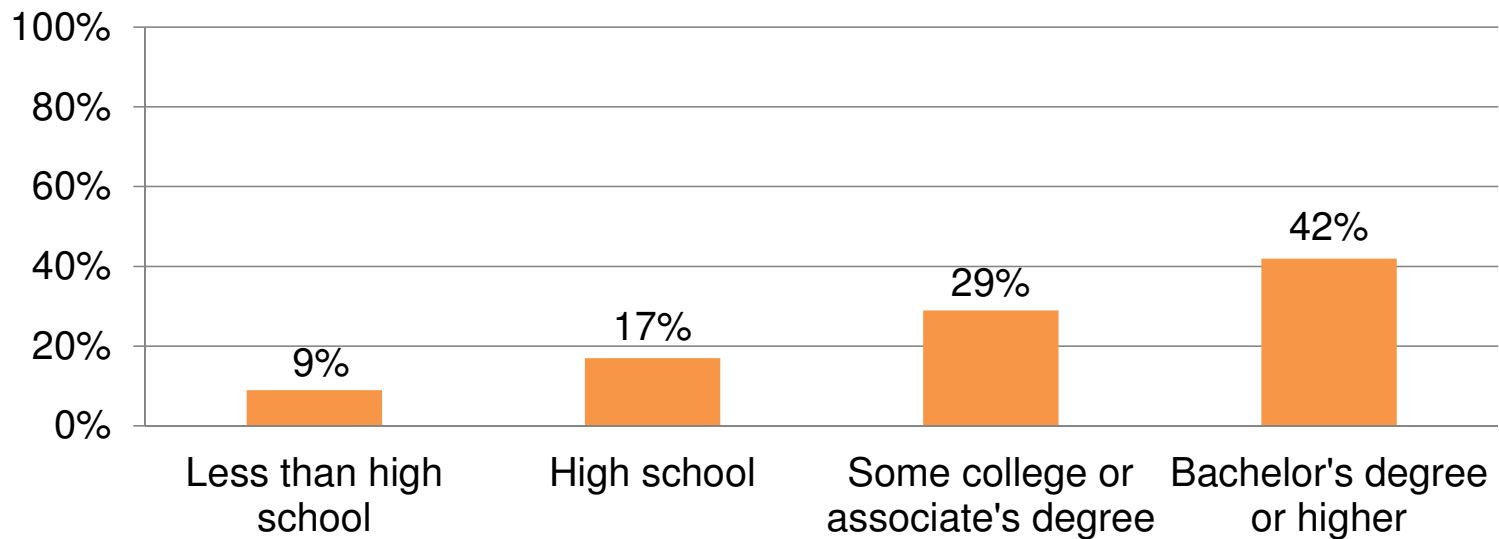
Percent of US Citizens Aged 18-24 Who Voted in the 2012 Presidential Election by Education Level



Note: Data include both those who are and are not registered to vote.
Source: Education Pays 2013, The College Board

College graduates more likely to volunteer

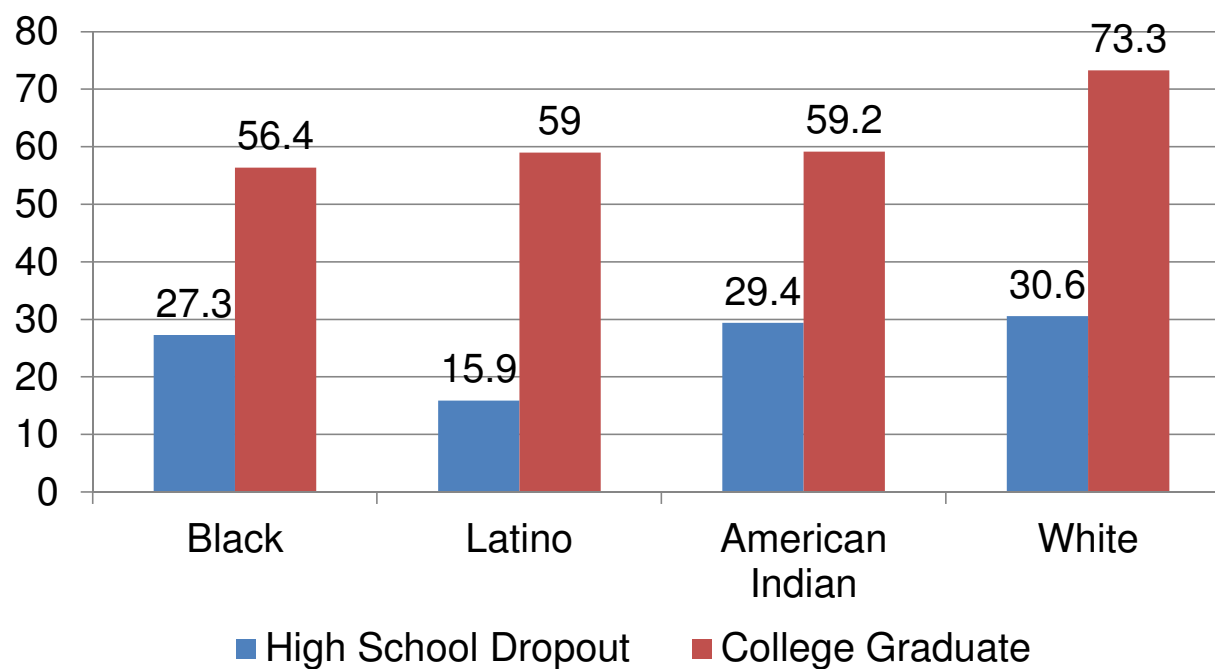
Percent of Adults 25 and Over Who Volunteered in 2012 by Education Level



Note: Data represent percentage of total population that reported volunteering from September 2008 to September 2009

Source: Education Pays 2013, The College Board

College Grads of all races far more likely to be in “Very Good” or “Excellent” Health

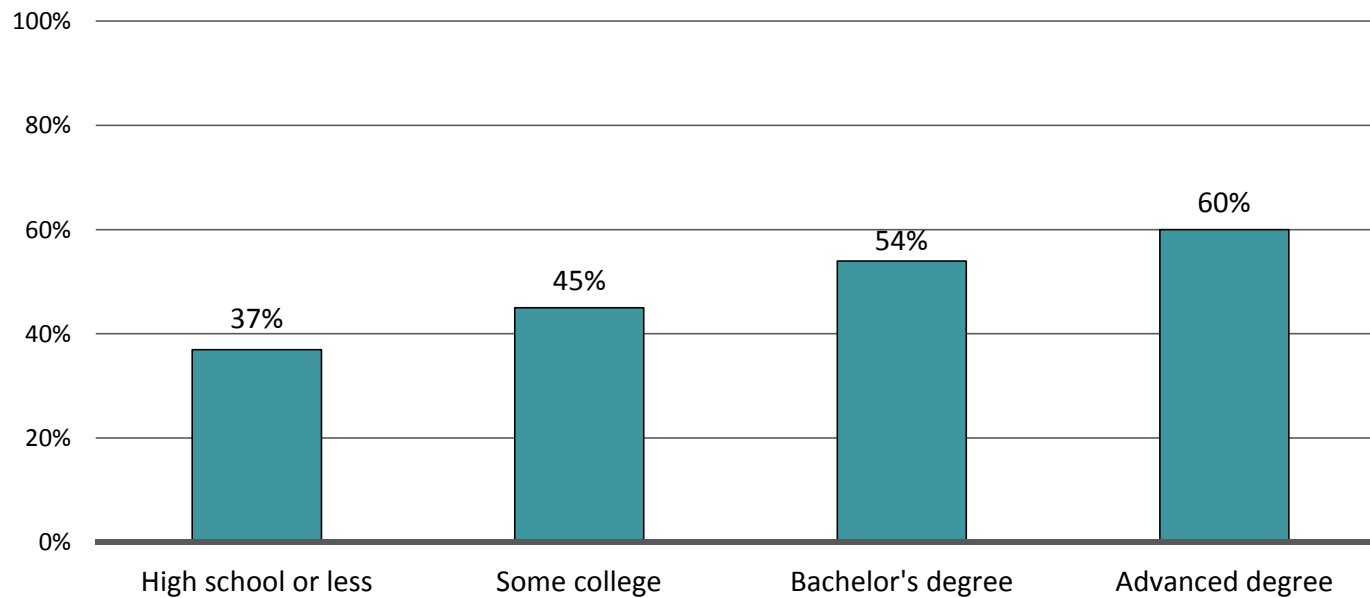


Source:

Robert Wood Johnson Foundation Commission for a Healthier America, 2009

College Grads Even Have Better Mental Health

Percentage of respondents reporting themselves to be in excellent mental health



Source: Gallup, "Strong Relationship Between Income and Mental Health" (2007)

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

So, how are we doing?

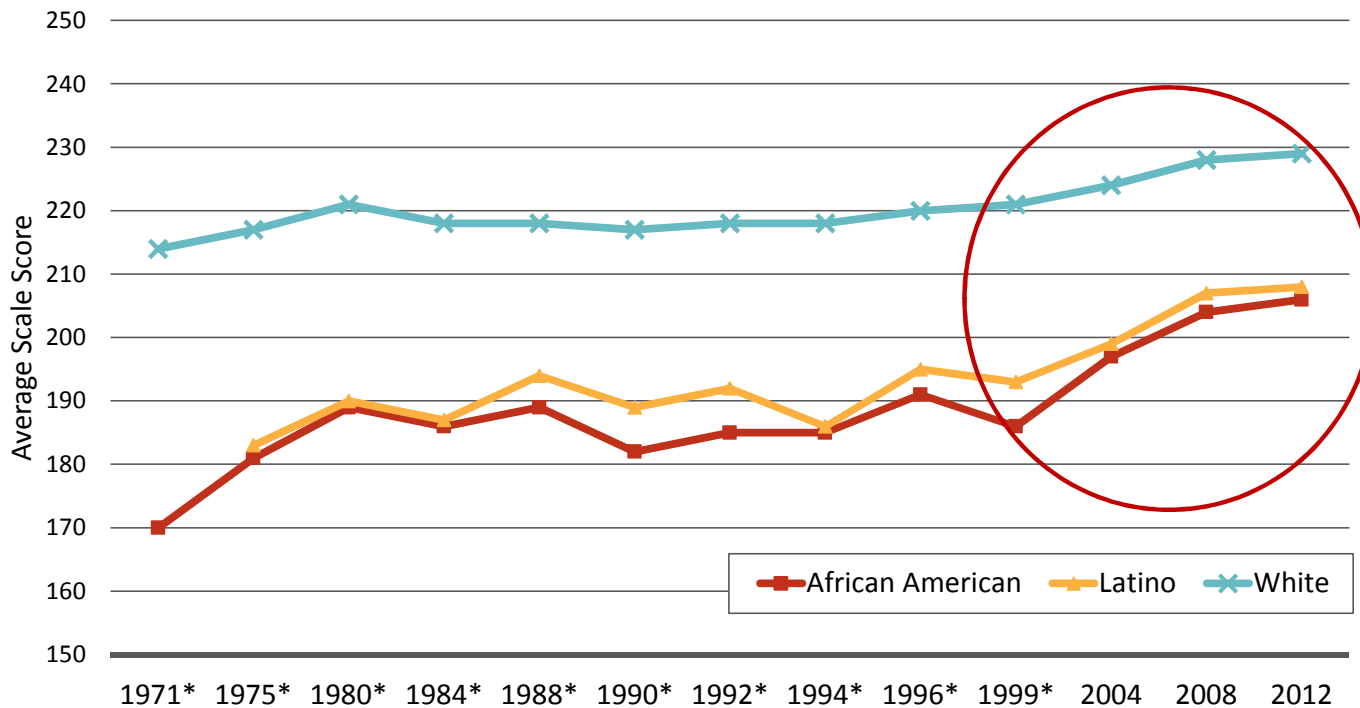


First, some good news.

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

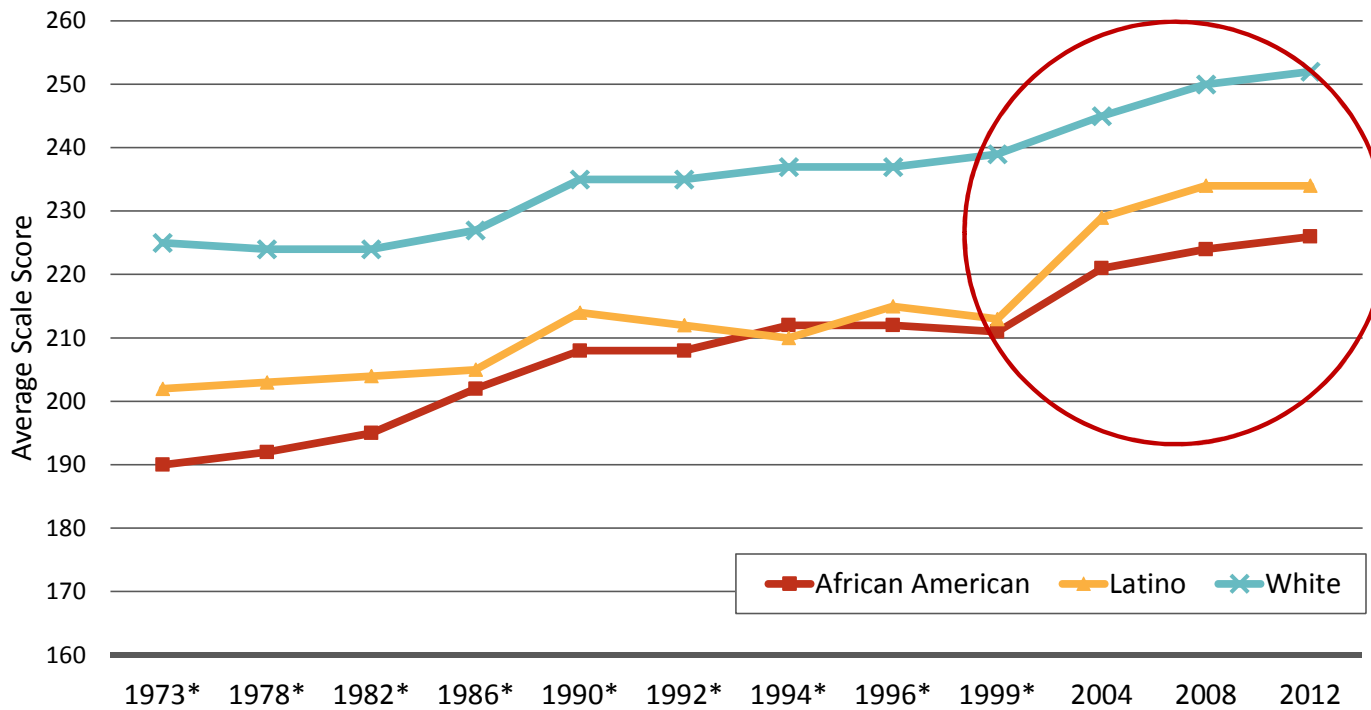


*Denotes previous assessment format

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



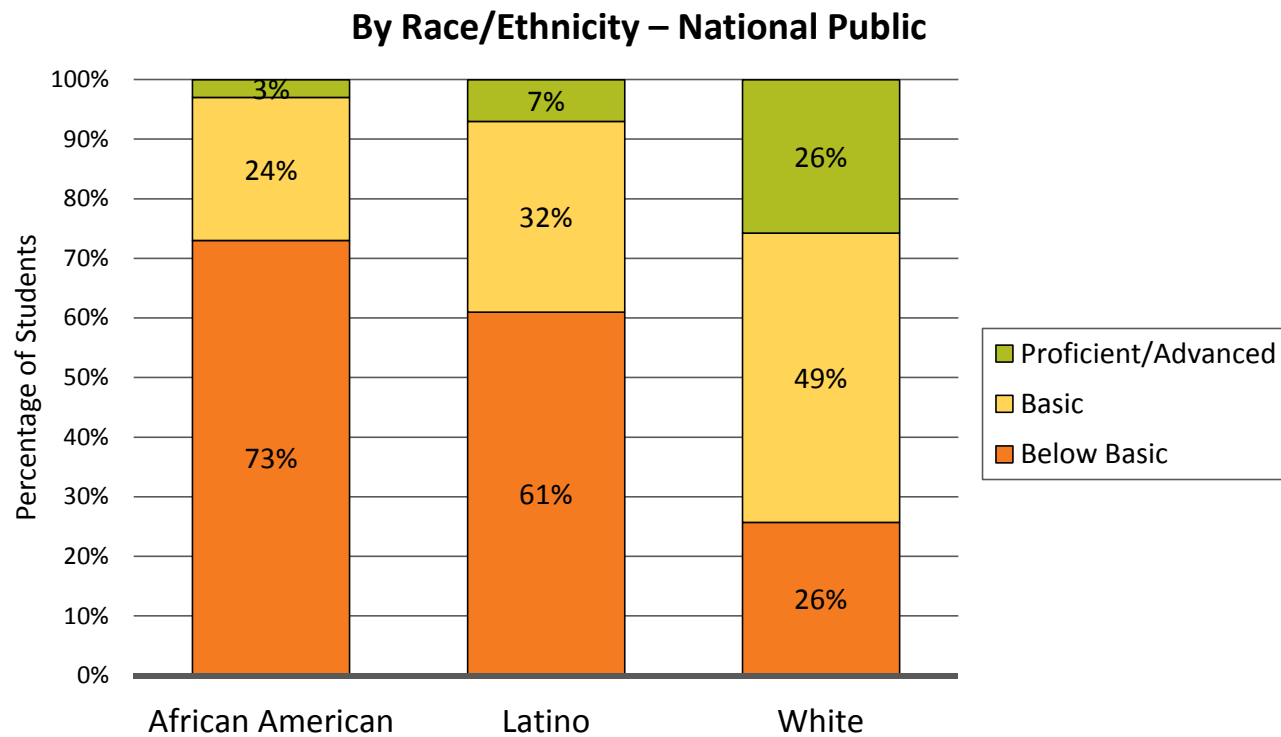
*Denotes previous assessment format

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

Source:

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

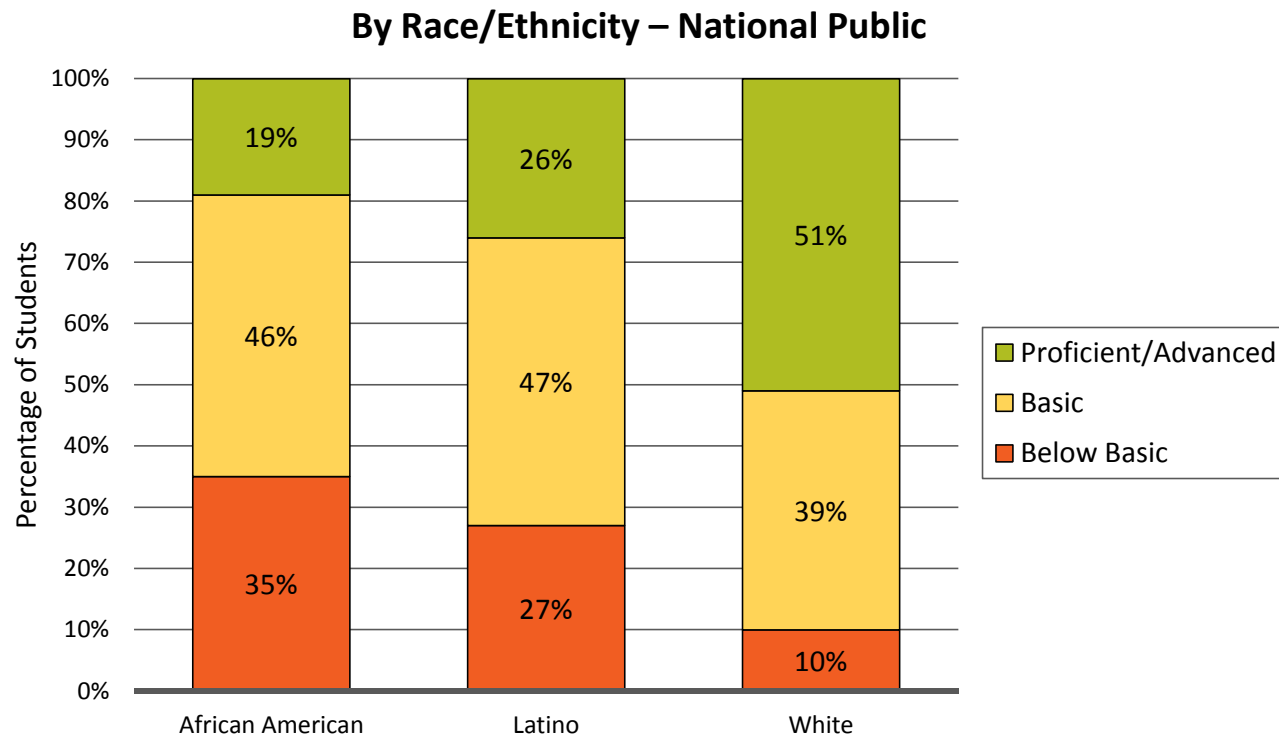
1996 NAEP Grade 4 Math



Source:

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

2015 NAEP Grade 4 Math



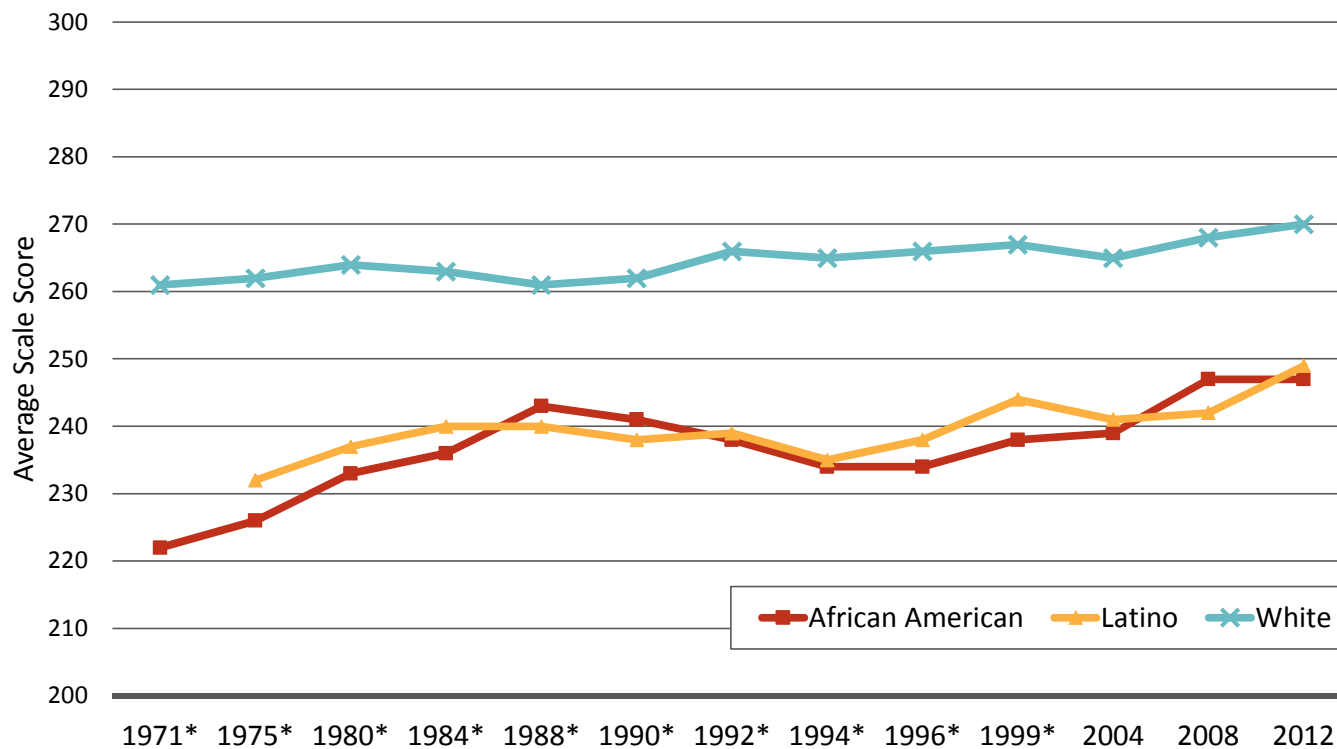
Source:

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

Middle grades are up, too.

Record performance for students of color

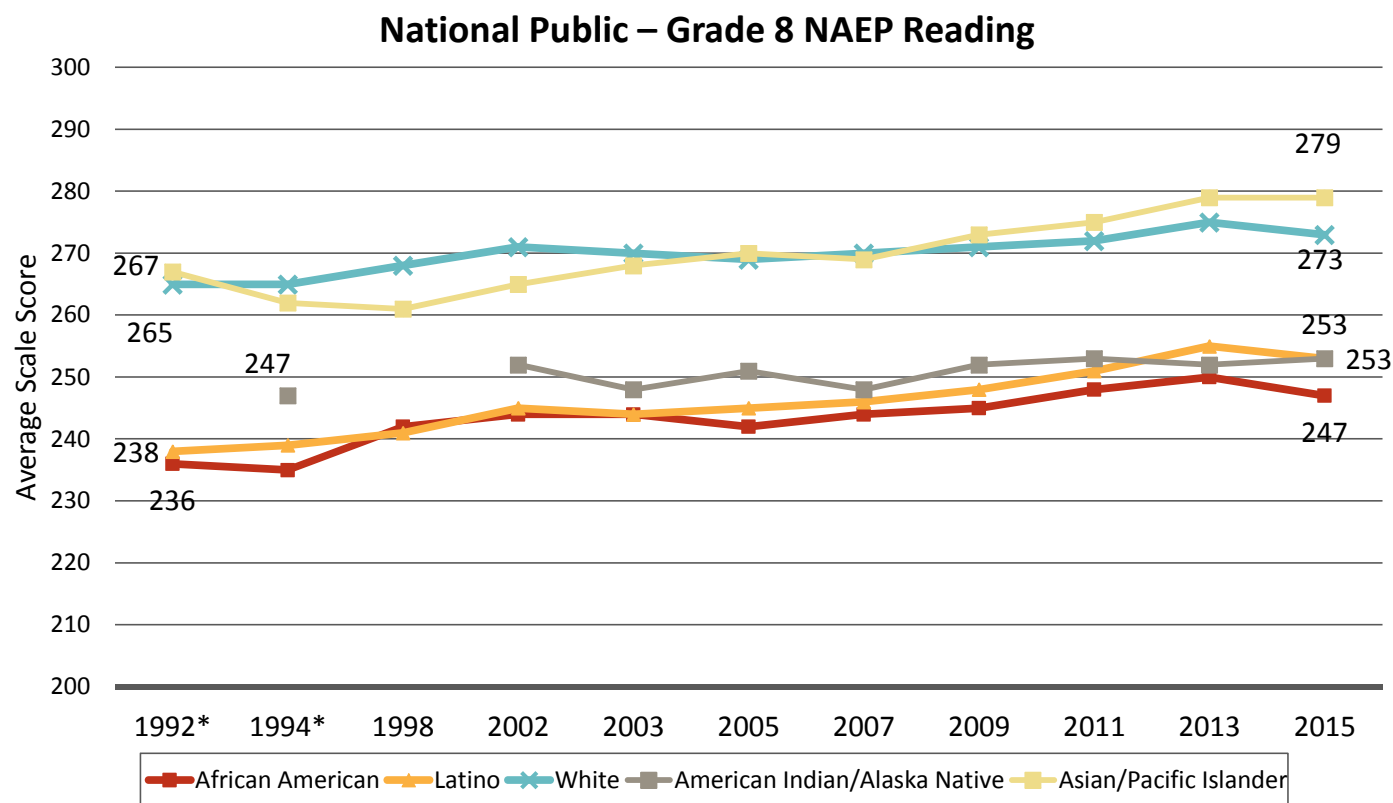
13 Year Olds – NAEP Reading—Long Term Trends



*Denotes previous assessment format

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

Some gap closing over the last decade

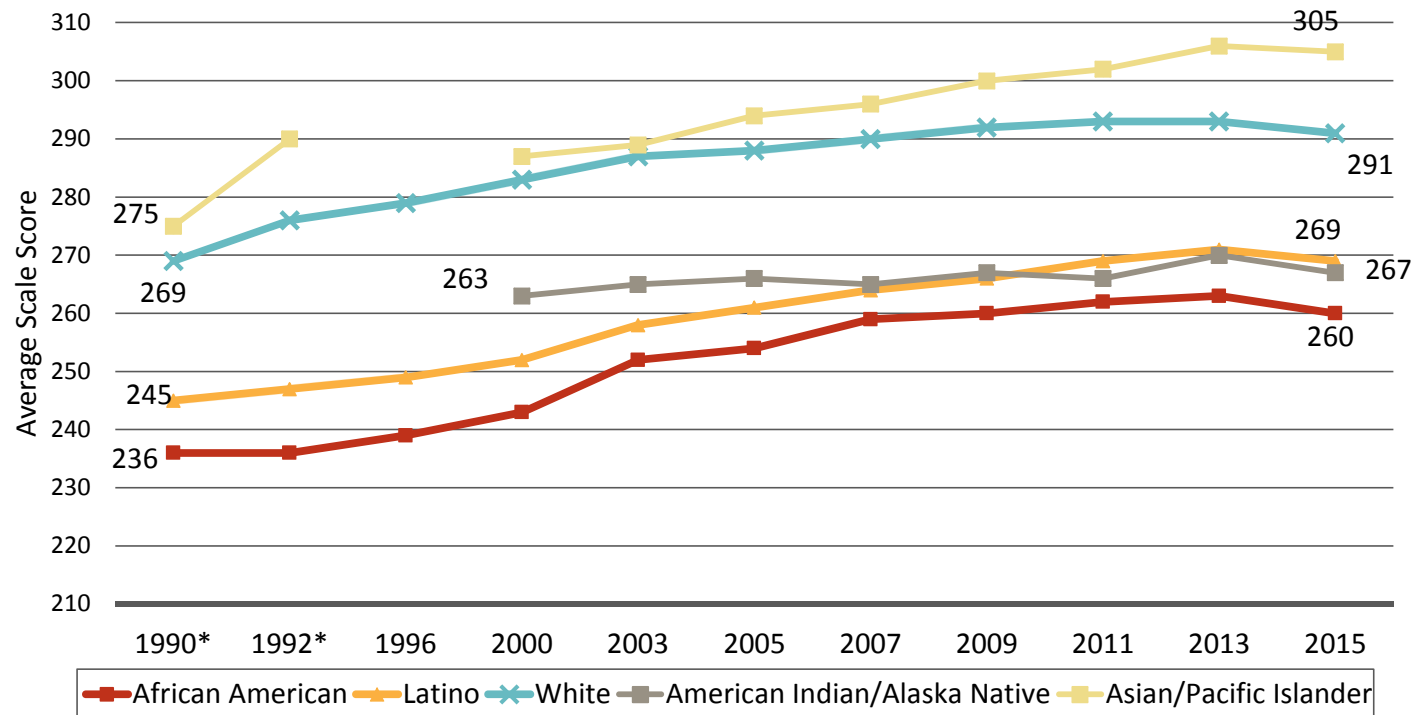


*Accommodations not permitted

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

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

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

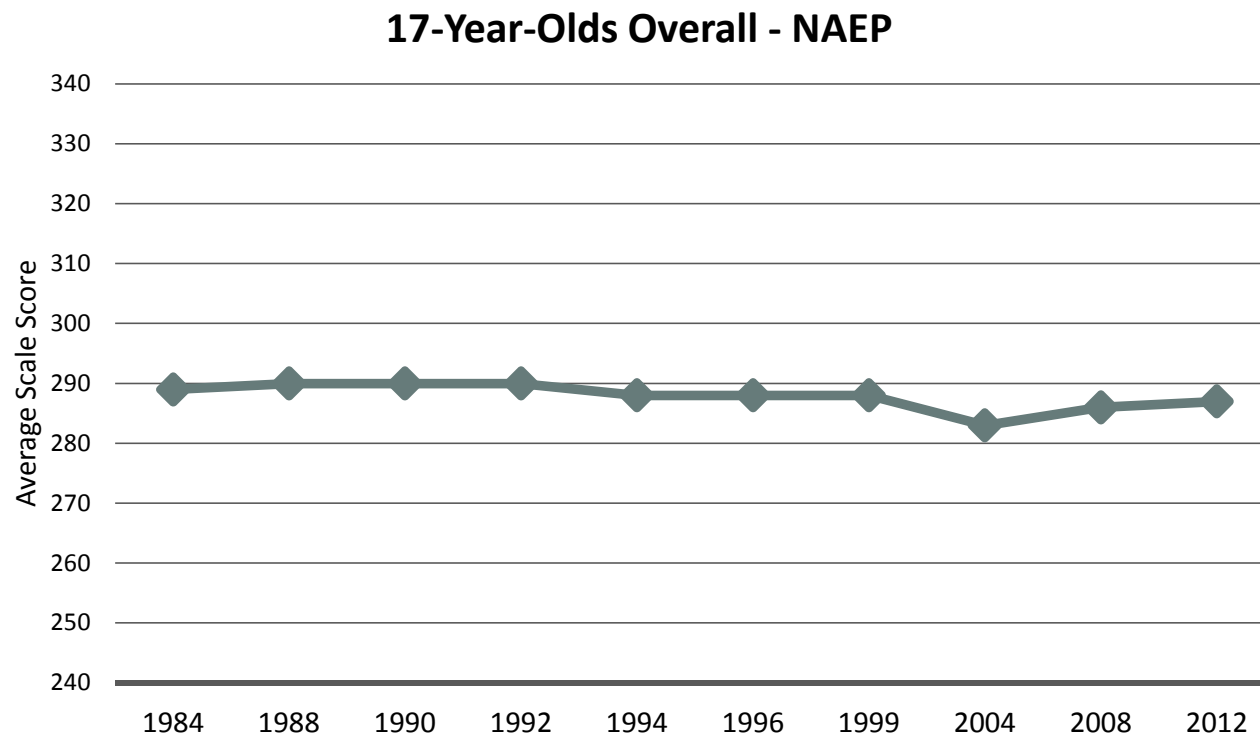
Too many youngsters still enter high school way behind.



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

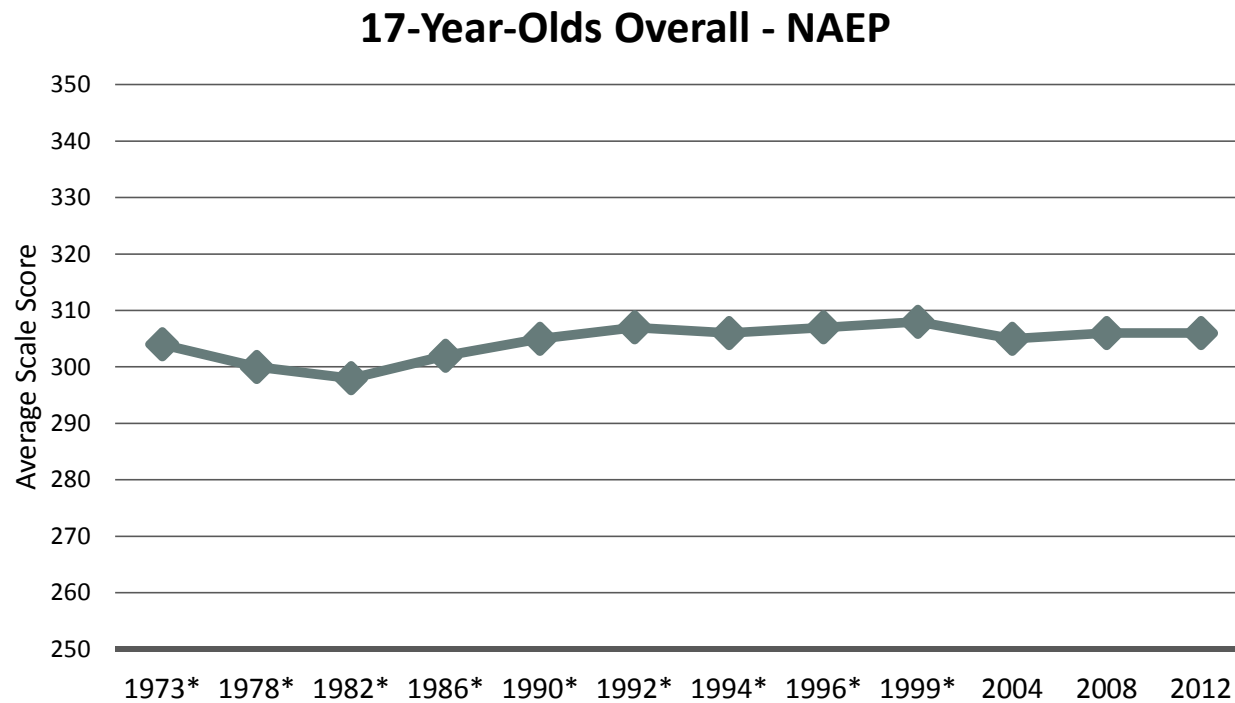
The same is NOT true of our high schools.

Achievement is flat in reading for students overall.




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

Math achievement for students overall is flat over time.



* Denotes previous assessment format

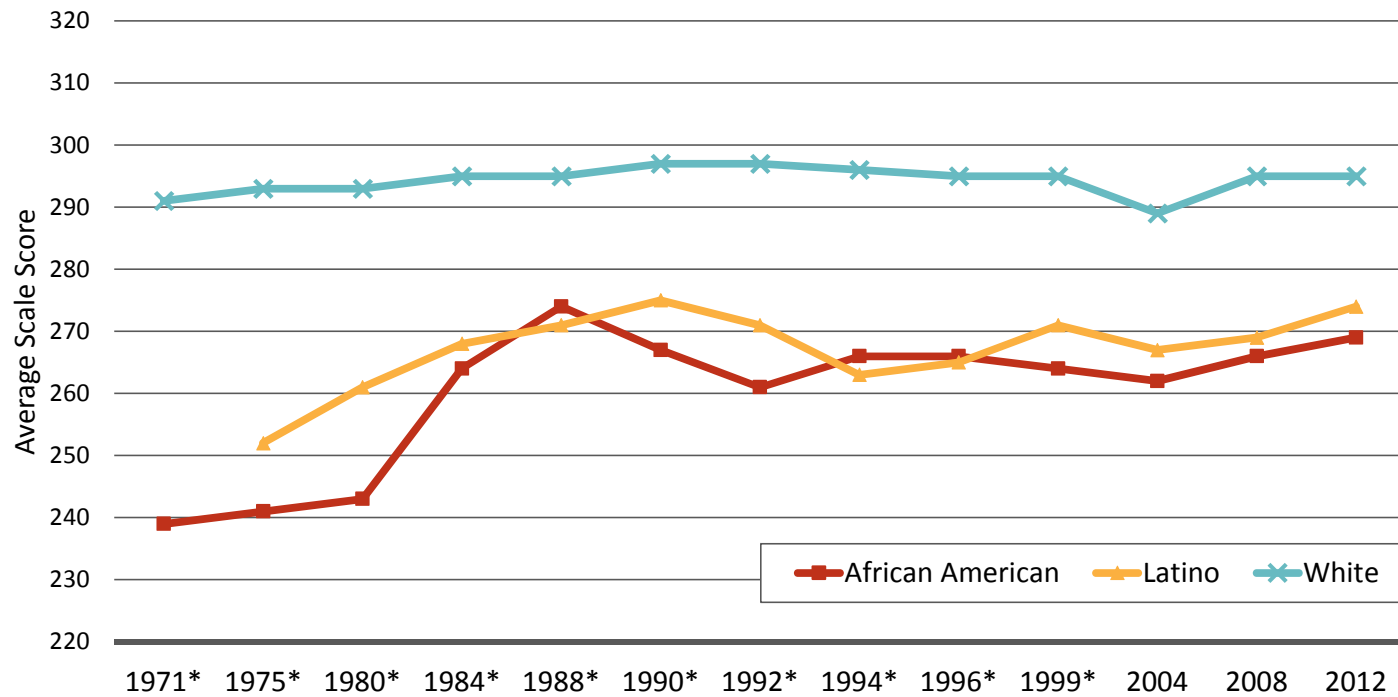
Source: National Center for Education Statistics, NAEP 2008 Trends in Academic Progress



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

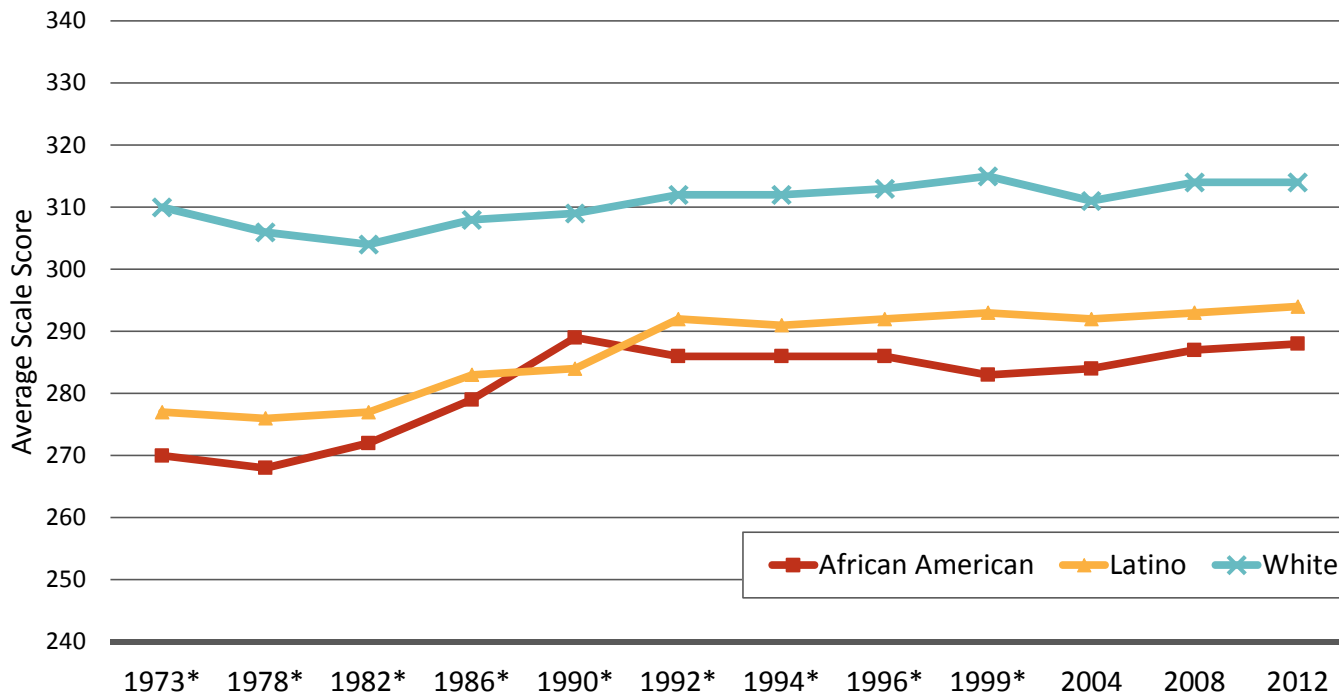


*Denotes previous assessment format

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

Math: Not much gap closing since 1990.

17 Year Olds – NAEP Math



*Denotes previous assessment format

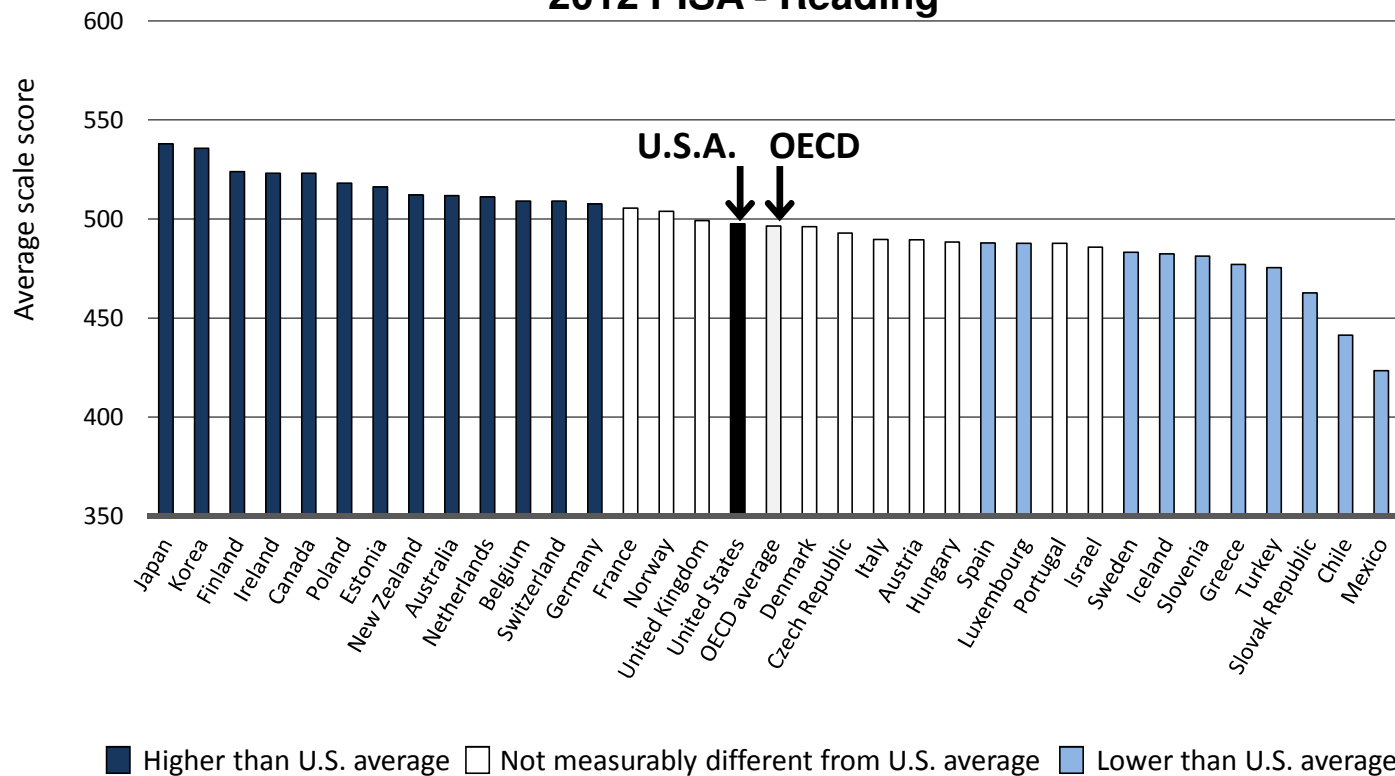
National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

Source:

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

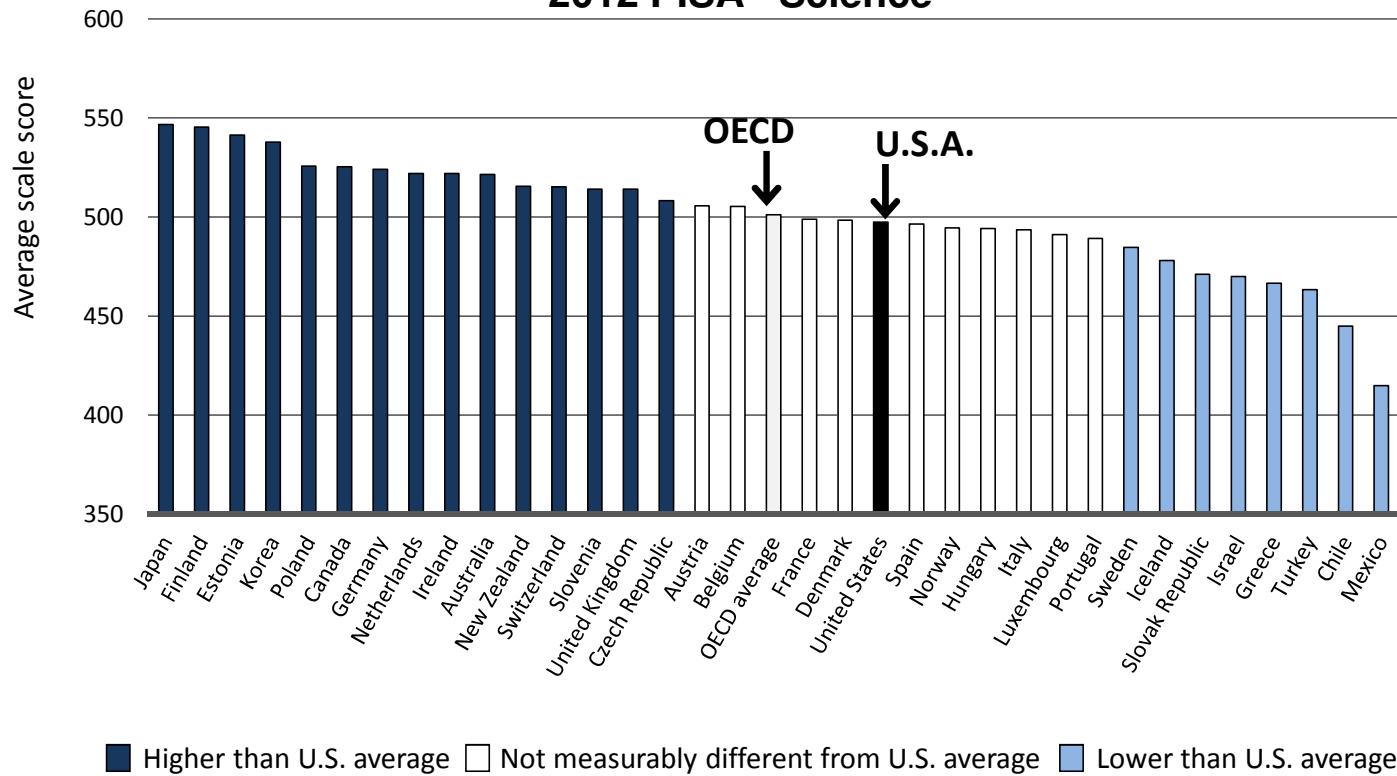


Source:

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

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

2012 PISA - Science

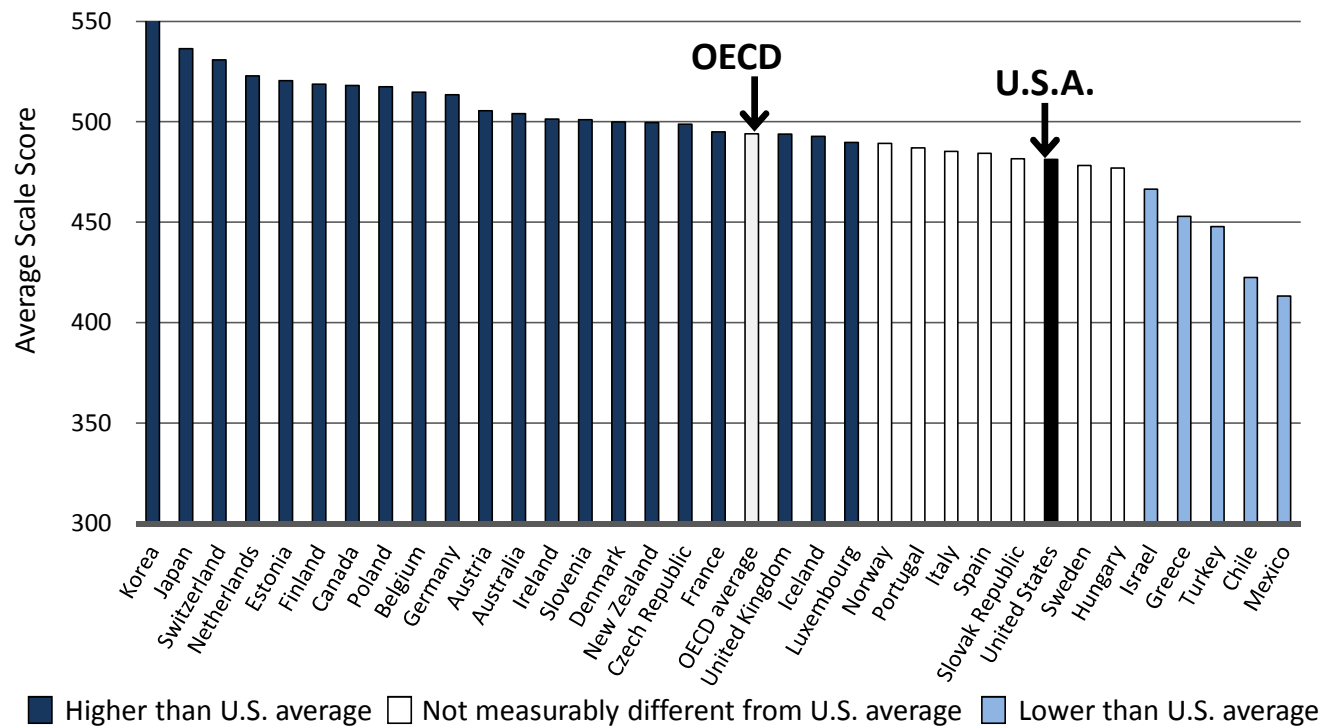


Source:

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

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

2012 PISA - Math



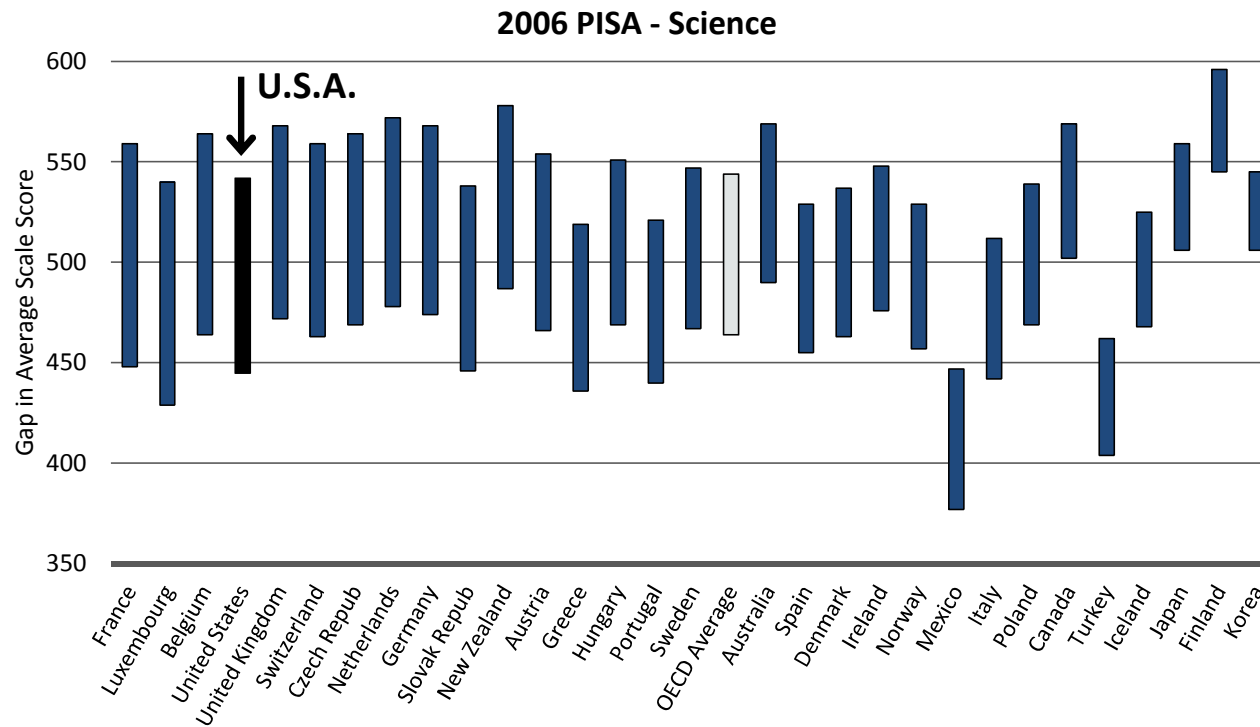
Source:

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

Only place we rank high?

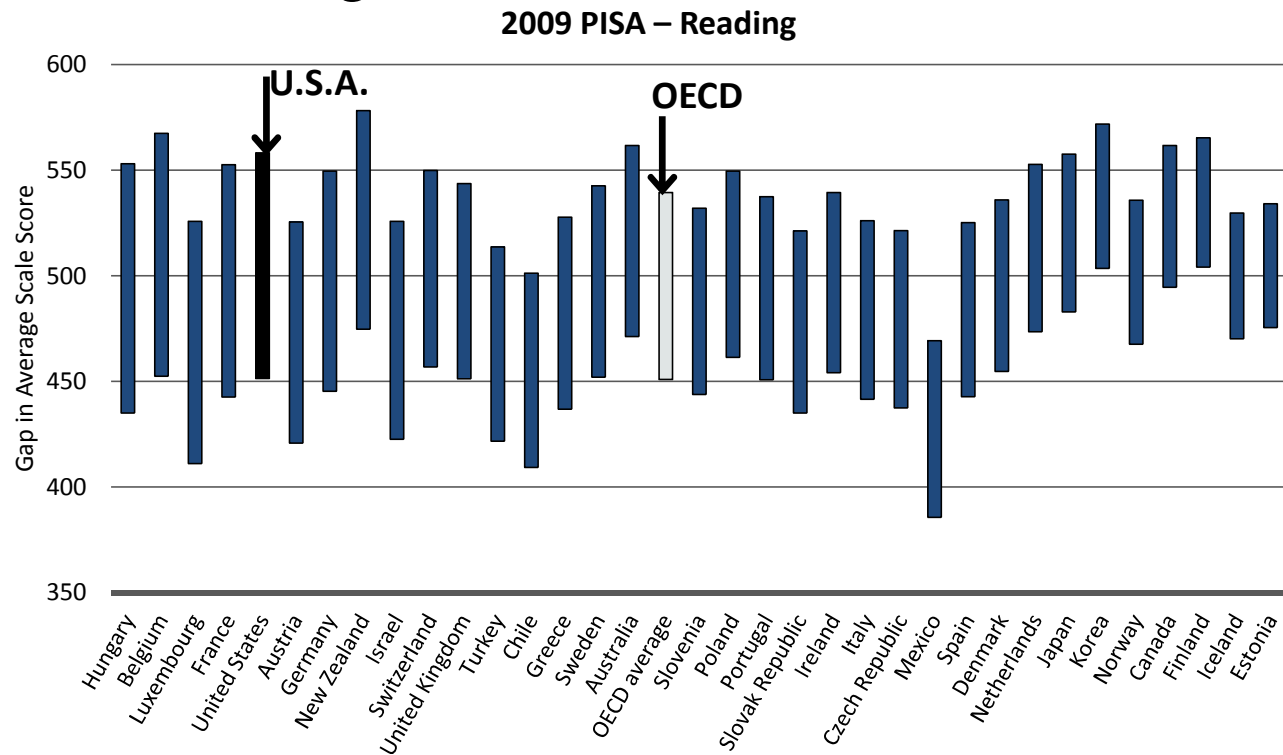
Inequality.

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



Source: PISA 2006 Results, OECD, table 4.8b

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



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

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.

National Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$1200 per student
High Minority vs. Low Minority Districts	-\$2,000 per student

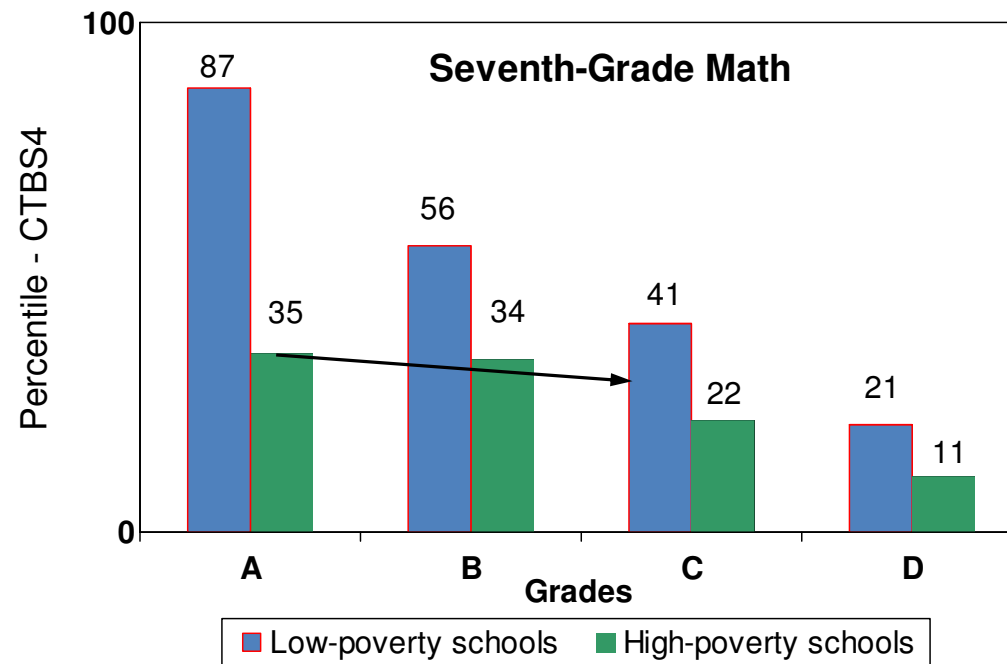


In truth, though, some of the most devastating “lesses” are a function of choices that we educators make.

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



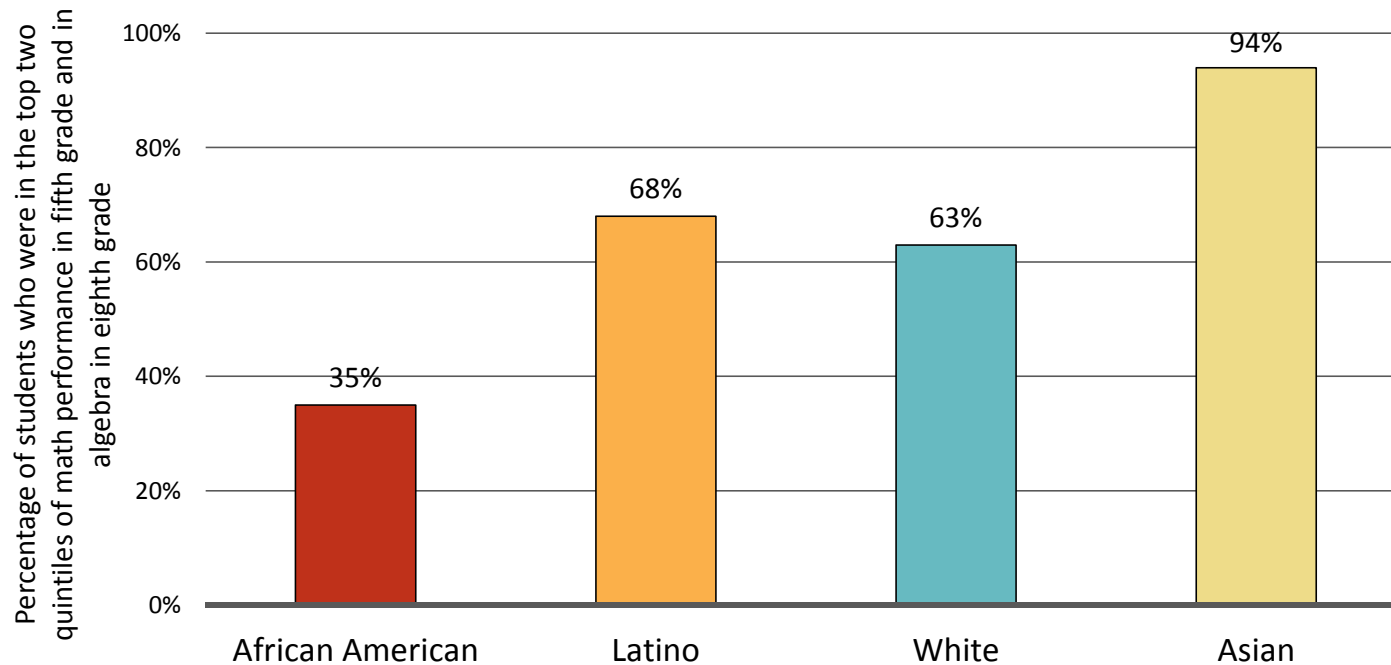
Students in poor schools receive As for work that would earn Cs in affluent schools.



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

Choices we make about what to teach
whom...

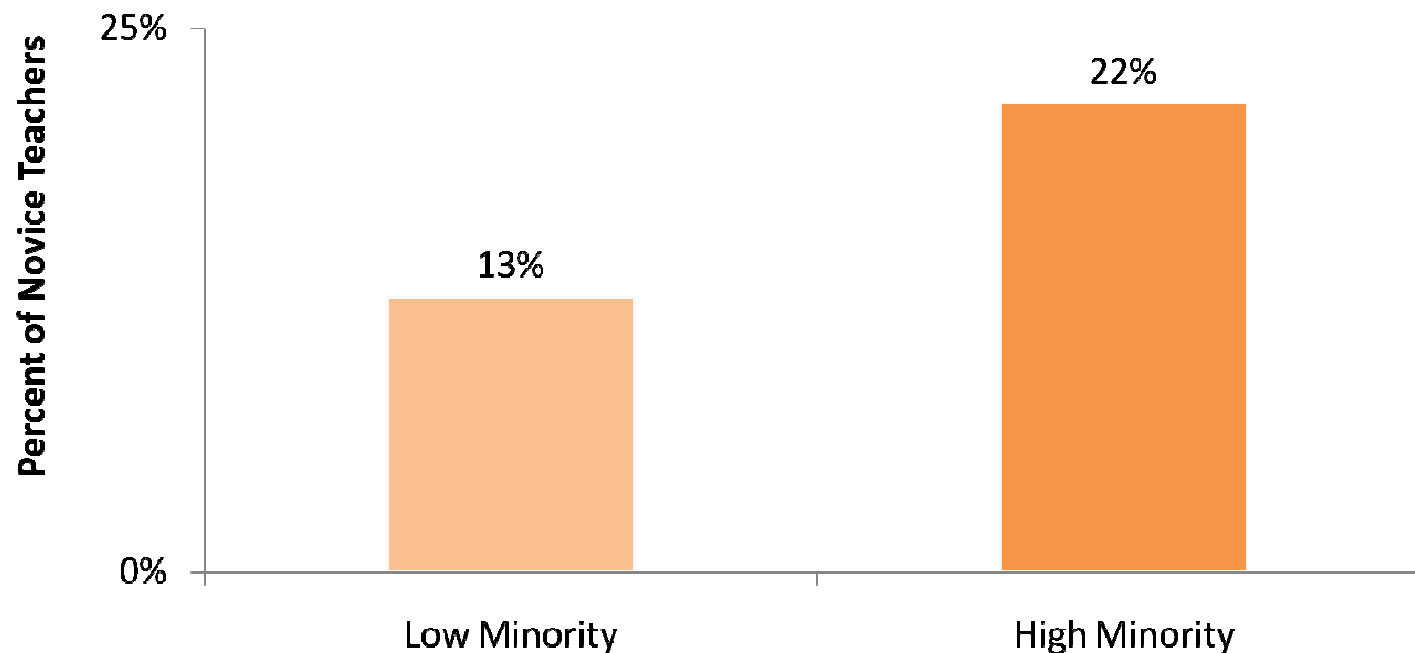
Even African-American students with *high math performance* in fifth grade are unlikely to be placed in algebra in eighth grade



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).

And choices we make about
who teaches whom...

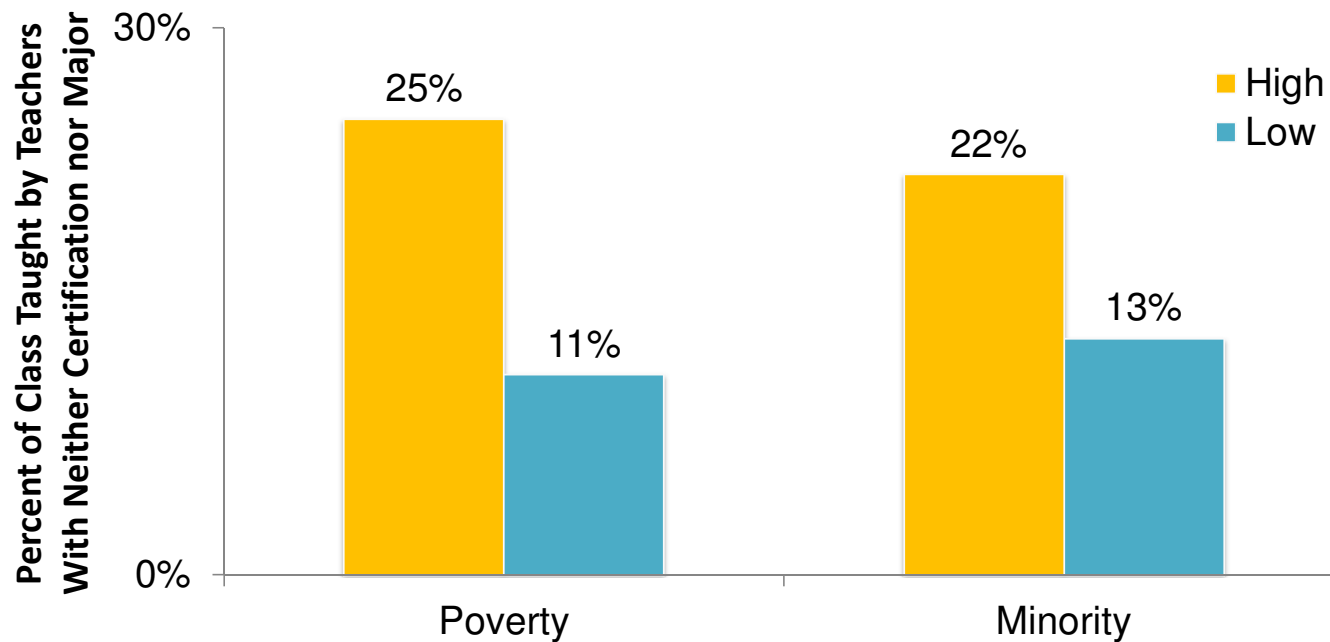
Students at high-minority schools more likely to be taught by novice* teachers.



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 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.

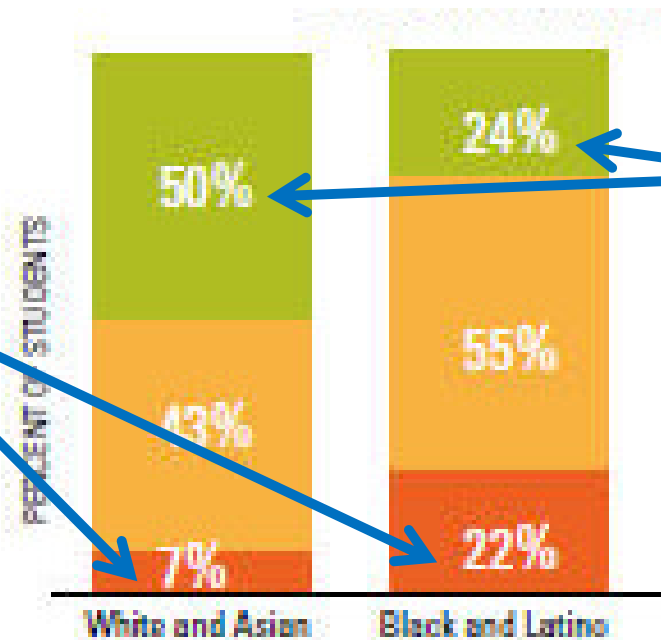
Los Angeles: Black, Latino students have fewer highly effective teachers, more weak ones.

READING/LANGUAGE ARTS

Latino and black students are:

3X as likely to get low-effectiveness teachers

1/2 as likely to get highly effective teachers



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

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

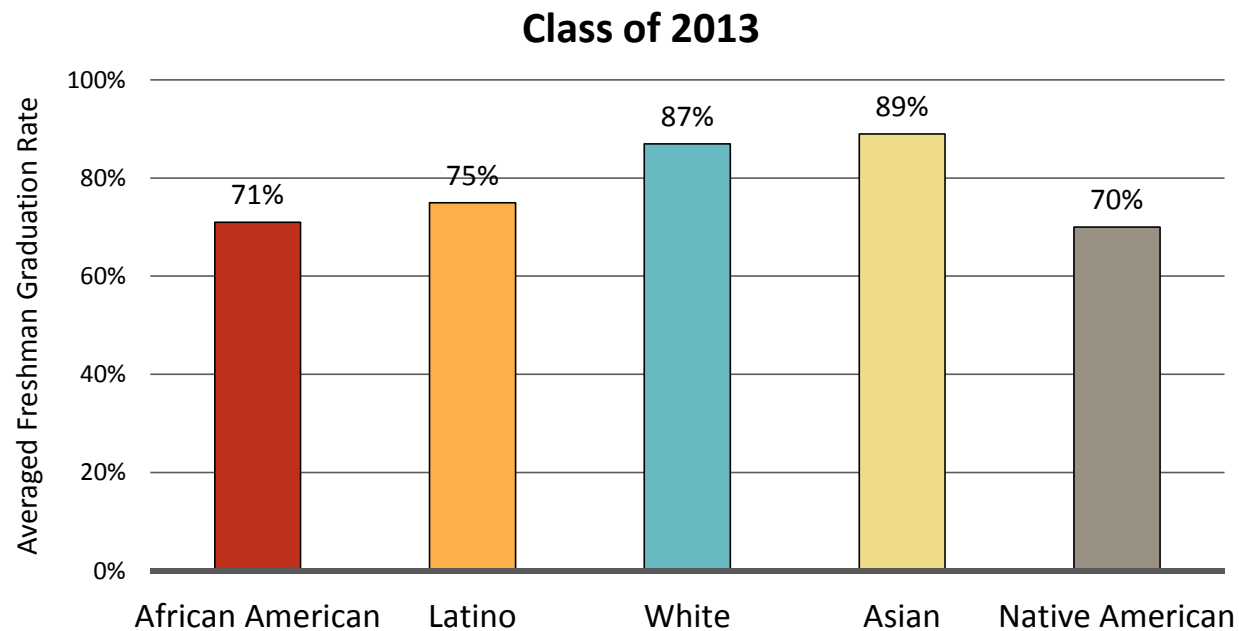


The results are devastating.

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

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

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

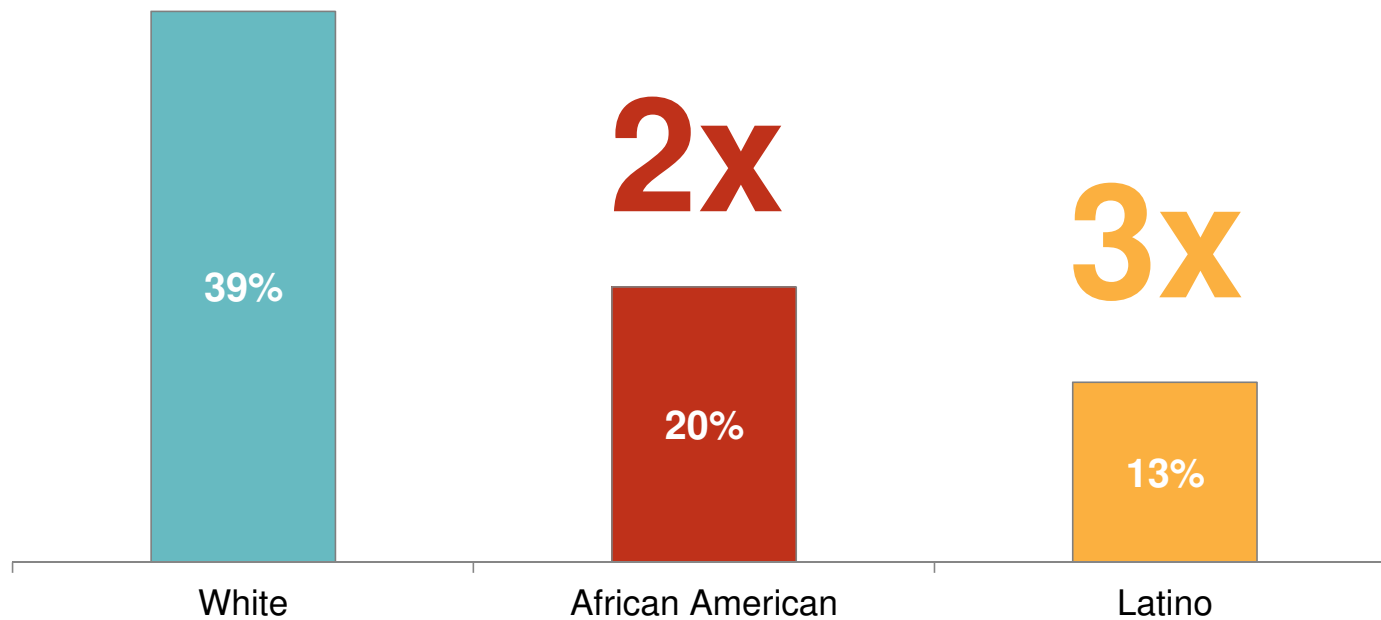


Source: National Center for Education Statistics, "Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09" (2011).

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

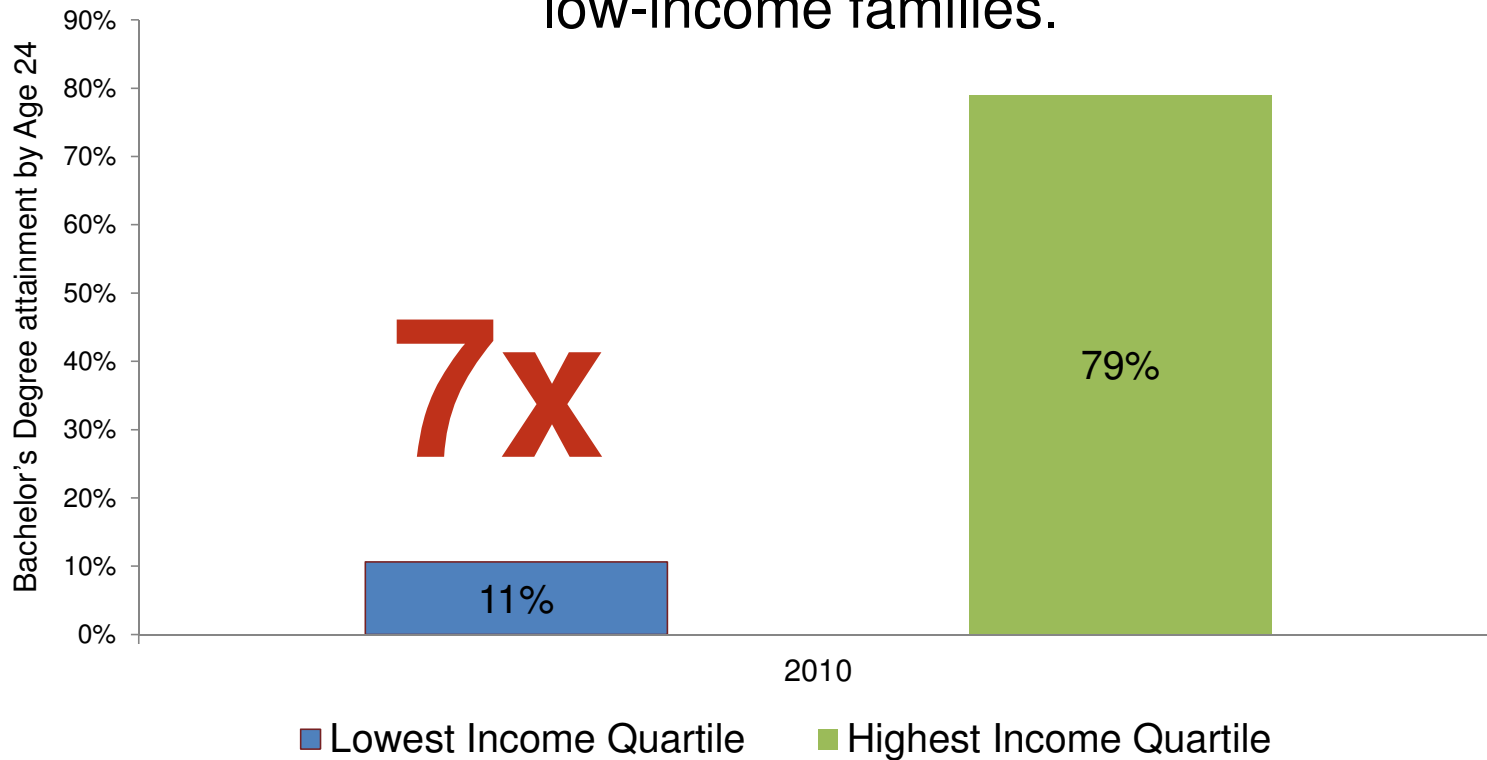
Whites attain bachelor's degrees at twice the rate of blacks and three times the rate of Hispanics.

**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*.

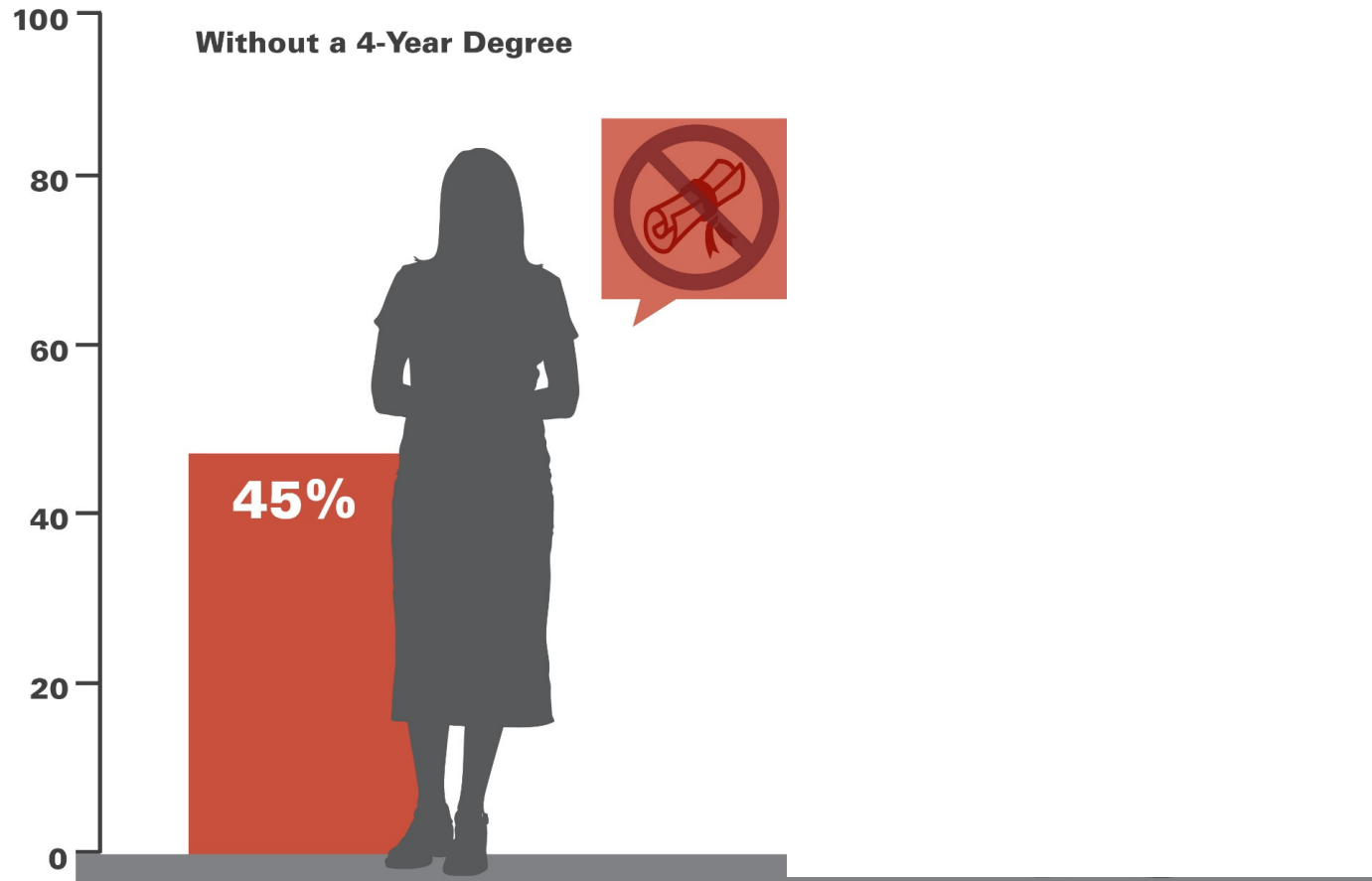
Young people from high-income families earn bachelor's degrees at seven times the rate of those from low-income families.



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

These numbers are not good news for our country—or
for the lives of the young people in question.

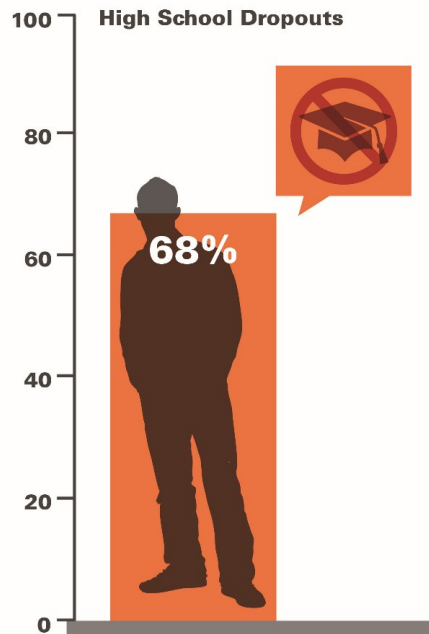
Chances of Staying at the Bottom If You're Born at the Bottom



Source: Haskins, Holzer, and Lerman. Promoting Economic Mobility by Increasing Postsecondary Education. Economic Mobility Project, Pew Charitable Trusts, 2009

Among black men, education makes a huge difference in life outcomes

Cumulative Risk of Imprisonment by Age 34 for Young Black Men:



Source: Bruce Western and Becky Per

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

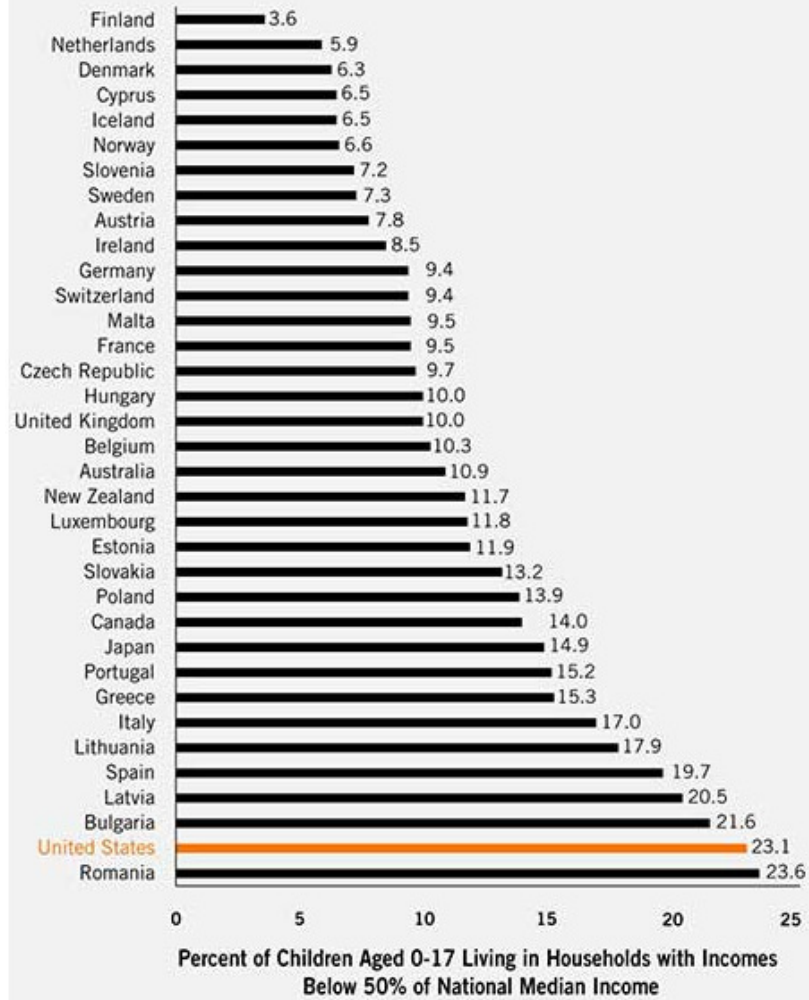
Let's be clear, these things do matter.

Child Poverty in the US, 2013

White	13.4%
Black	36.9%
Hispanic	30.4%
Asian	9.6%
ALL	19.9%

And let's also be clear: tolerating high child poverty rates is a policy choice. Though we remain the richest nation on earth...

U.S. Ranks Second to Last in Child Poverty



Source: Unicef, 2013

Not, by the way, because we have the highest rate of single parenting. (We don't.)

Or because we have the highest unemployment rate.
(We don't.)

But because policymakers in America made that choice.

Yet, how **we** as educators respond to the effects of that choice ***is a choice, too.***

We can choose to go along with what has become *conventional wisdom* in our profession—that, until we fix poverty, there's not much we educators can do...

Or we can *choose differently*.

...joining colleagues in schools all over this country that serve very poor kids but get very good results.

George Hall Elementary School

Mobile, Alabama

- 545 students in grades PK-5
 - 99% African American
- 98% Low Income

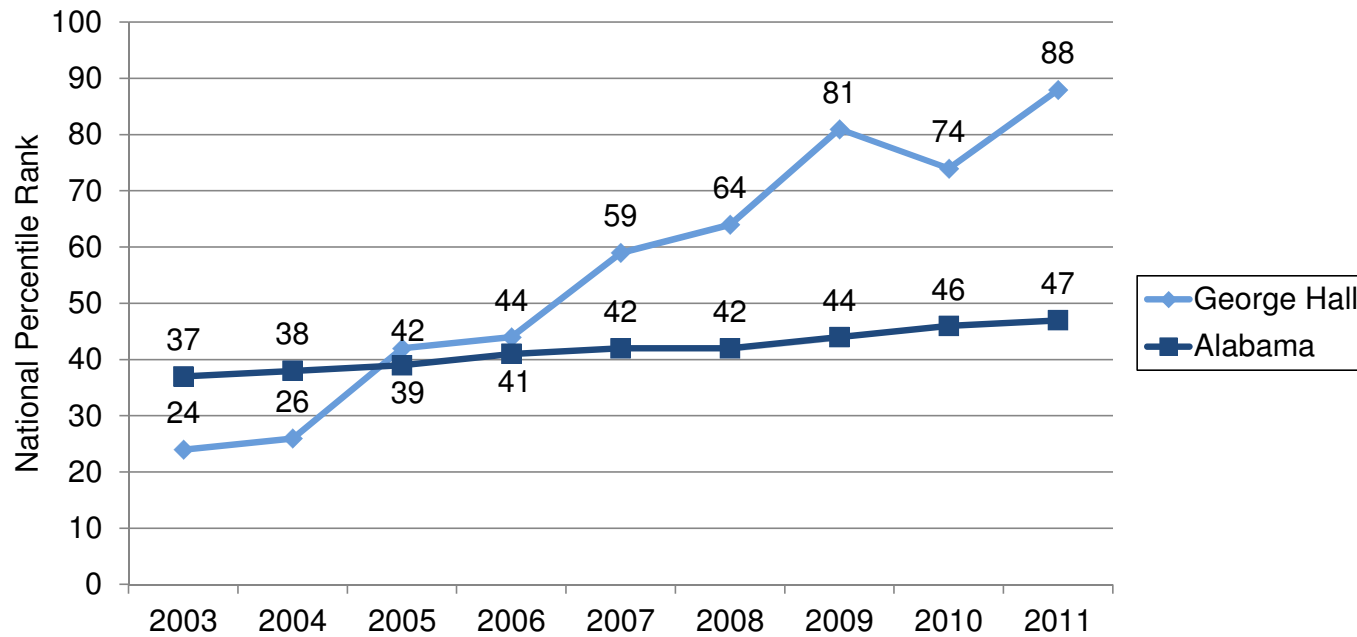


Note: Enrollment data are for 2011-12 school year
Source: Alabama Department of Education

 **DISPELLING THE MYTH**
2009 Award Recipient

Outperforming the State – and Nation – at George Hall Elementary

African-American Students – Grade 4 Reading (SAT 10)



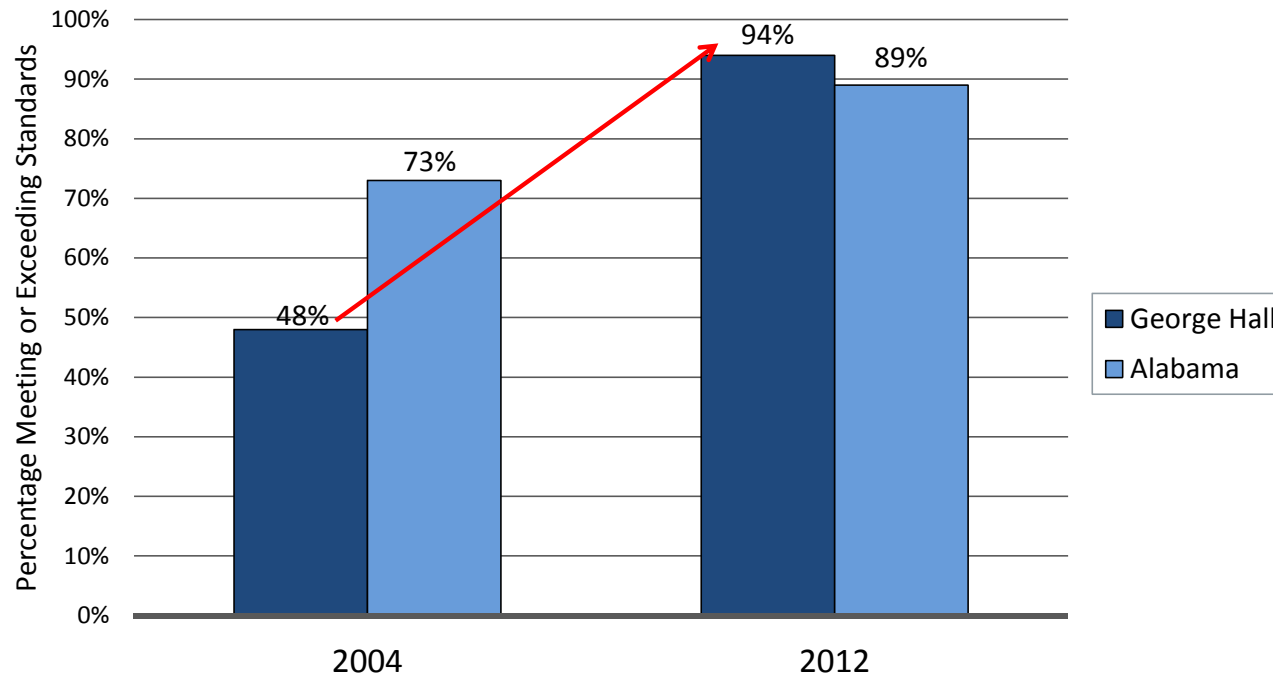
Source: Alabama Department of Education

 **DISPELLING THE MYTH**
2009 Award Recipient

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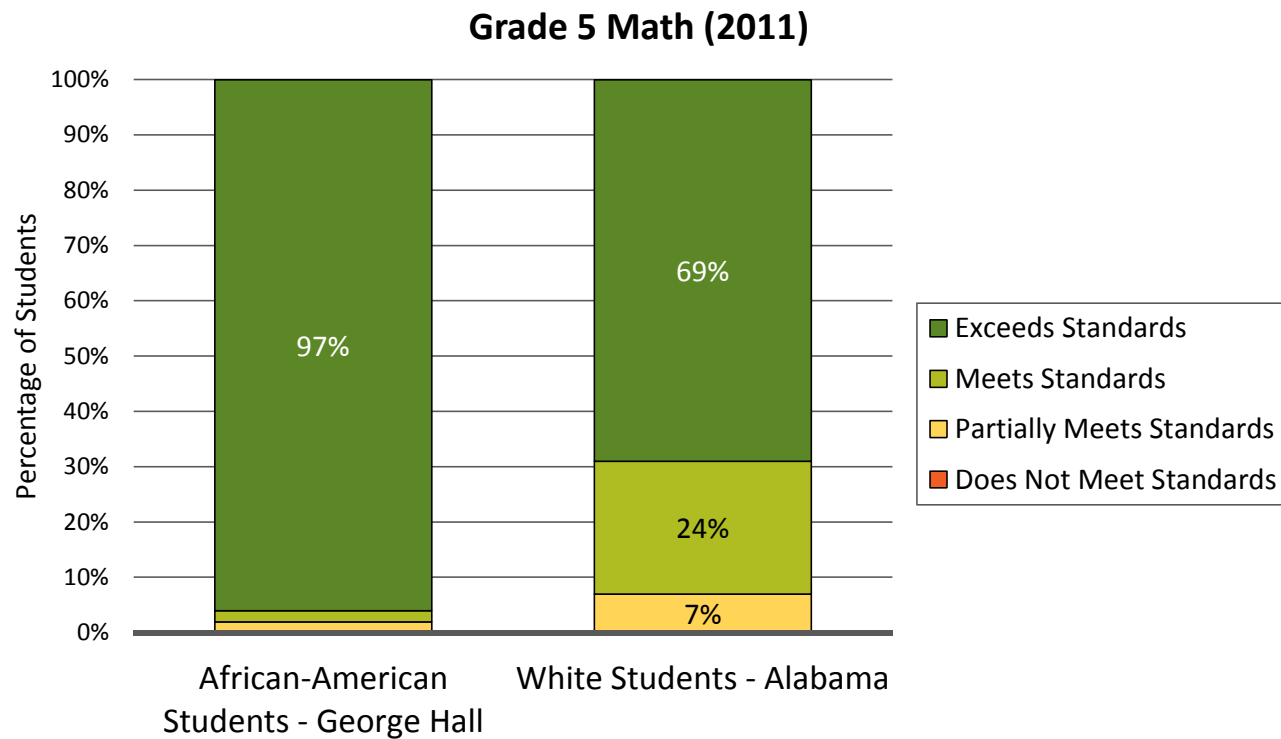
Big Improvement at George Hall Elementary

Low-Income Students – Grade 4 Reading



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

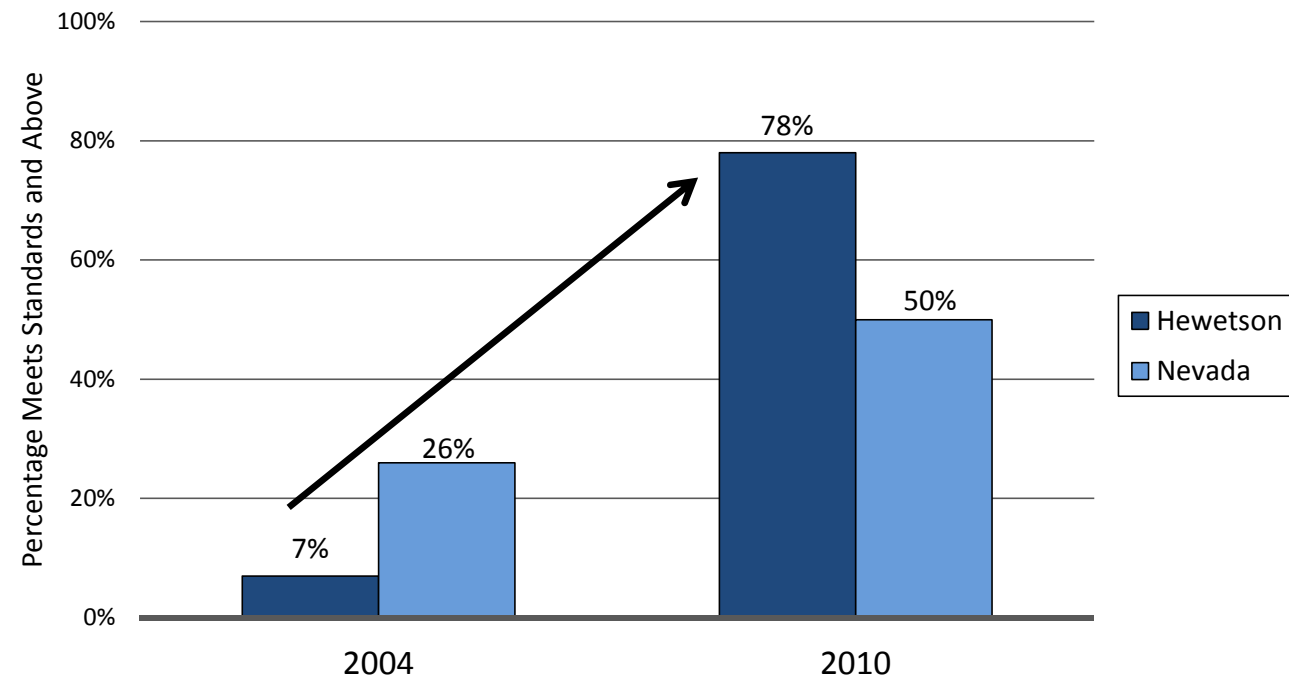
- 962 students in grades PK – 5
 - 85% Latino
 - 7% African American
- 100% Low Income
- 71% Limited English Proficient



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

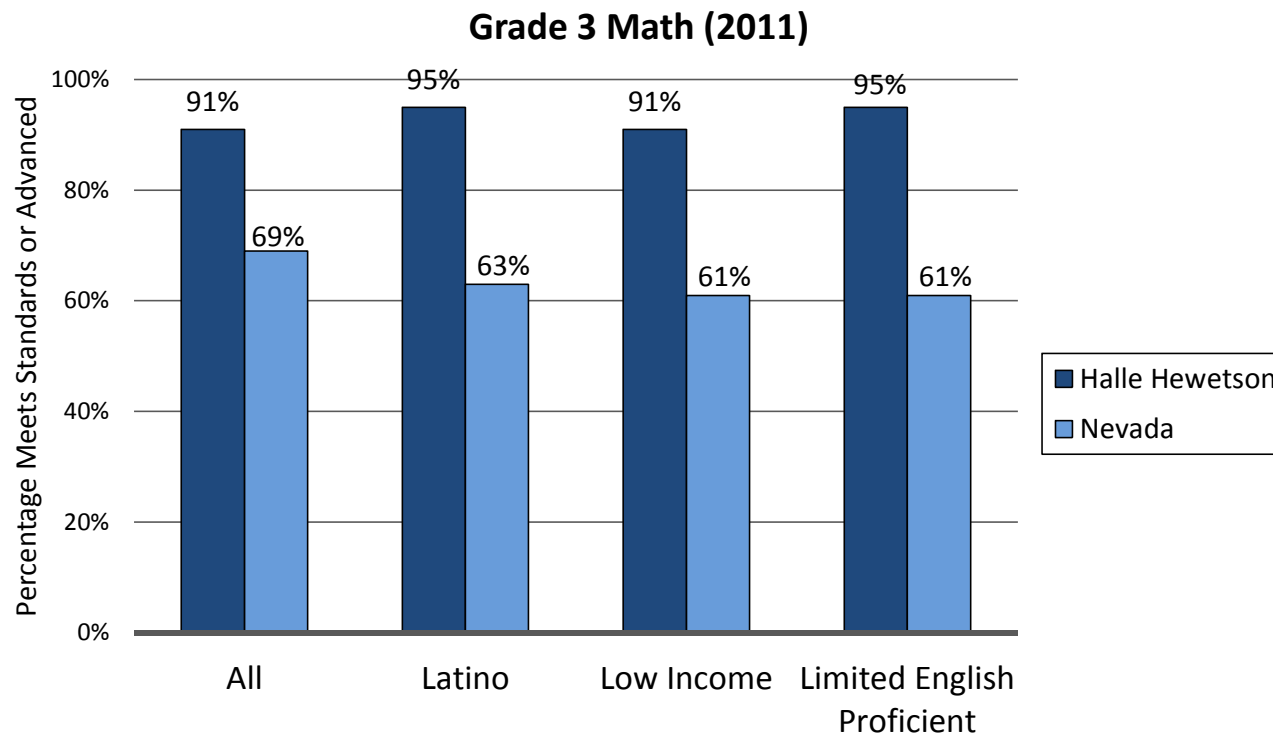
Big Improvement at Halle Hewetson Elementary

Latino Students – Grade 3 Reading



Source: Nevada Department of Education

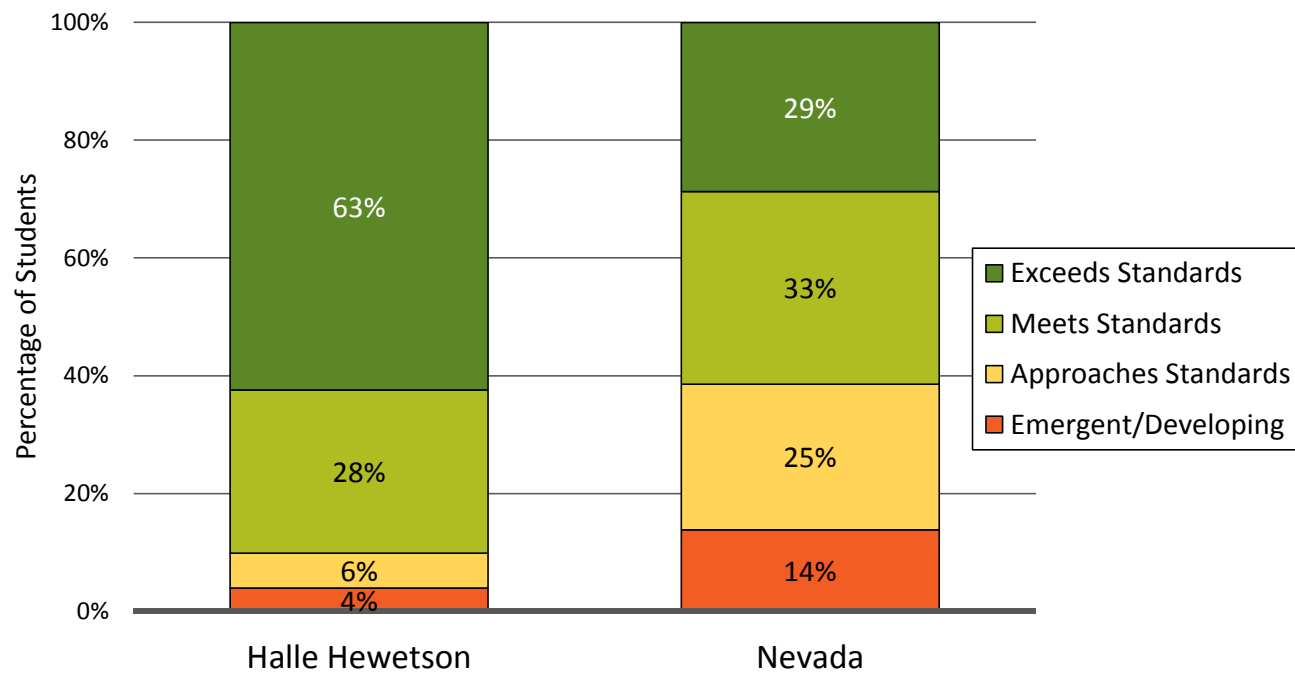
High Performance Across Groups at Halle Hewetson Elementary



Source: Nevada Department of Education

Exceeding Standards at Halle Hewetson Elementary

Low-Income Students – Grade 3 Math (2011)



Source: Nevada Department of Education

Elmont Memorial High School

Elmont, New York

2011-2012 School Year

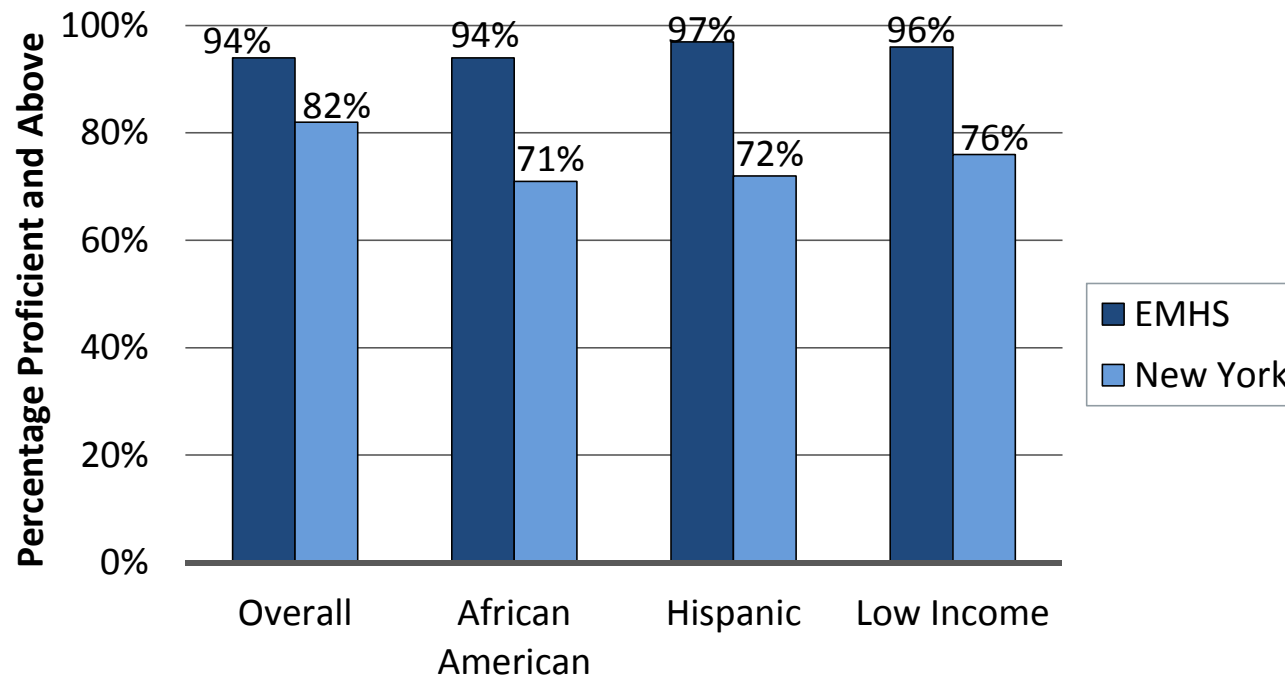
- 1,907 students in grades 7-12
 - 78% African American
 - 12% Latino



Source: New York Department of Education

High Performance by ALL Students at Elmont Memorial High School

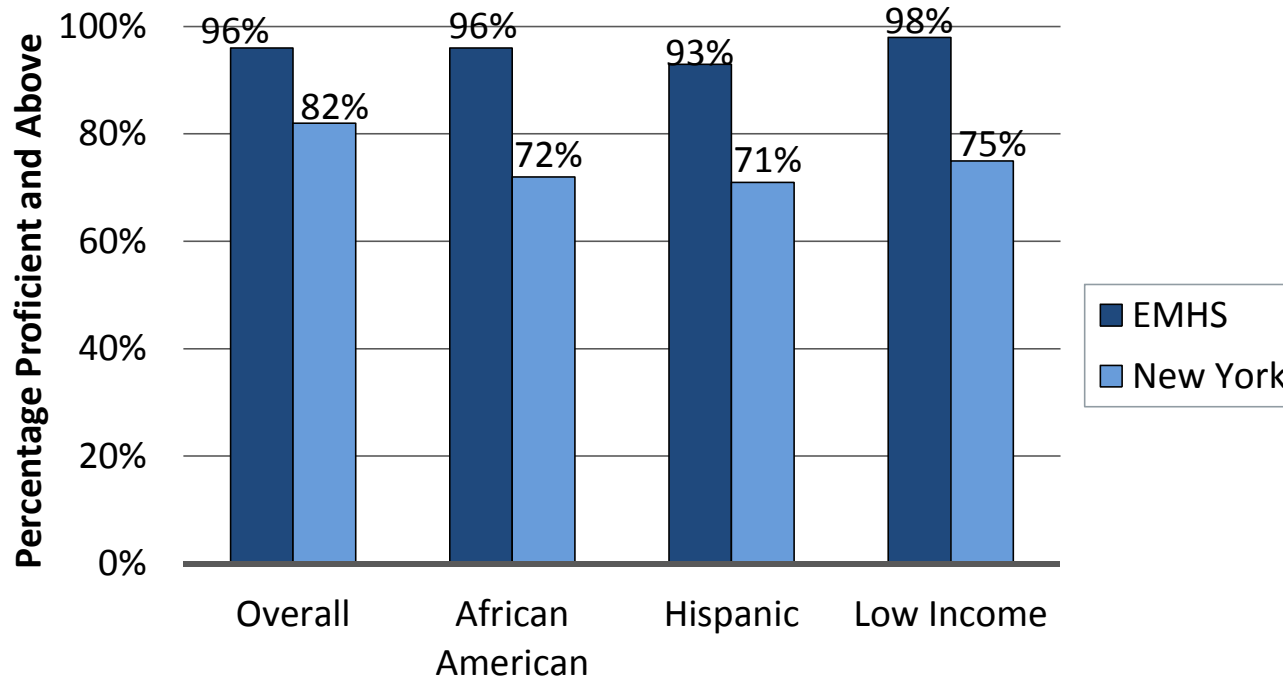
Secondary Level Math (2012)



Source: New York Department of Education <https://reportcards.nysed.gov/schools.php?district=800000049235&year=2012>

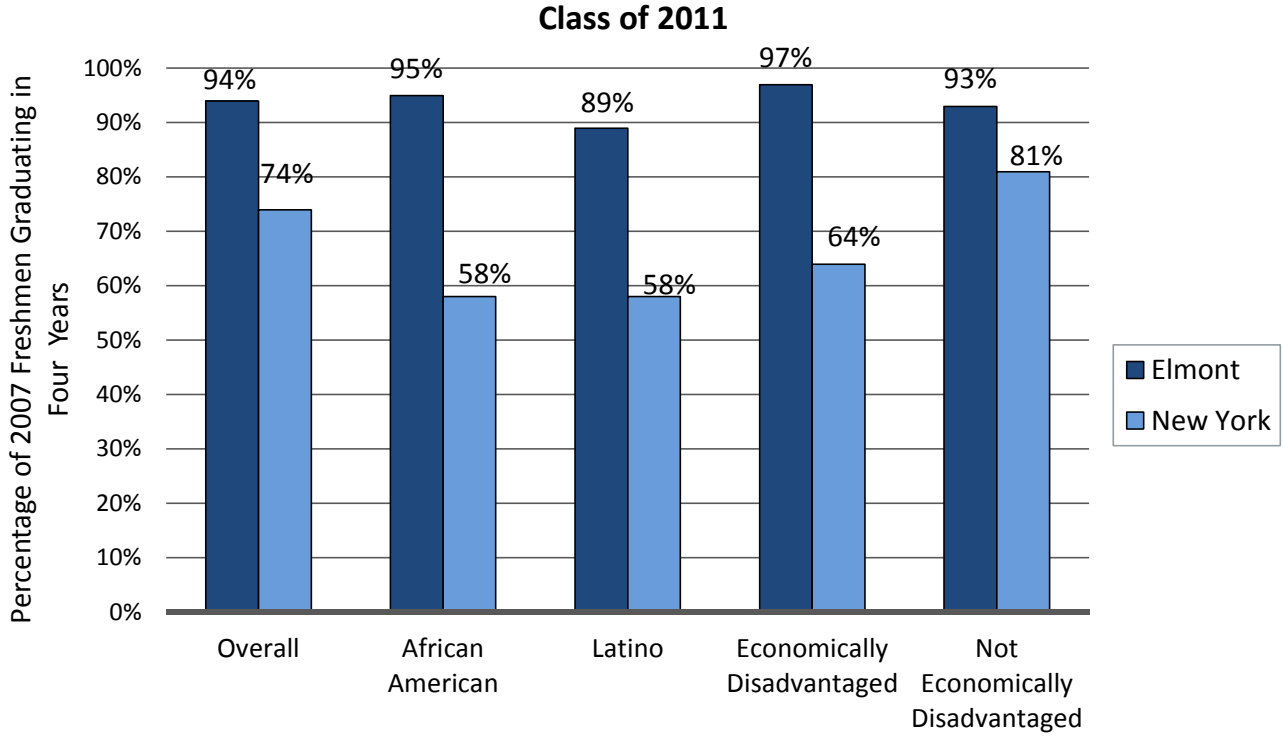
High Performance by ALL Students at Elmont Memorial High School

Secondary Level English (2012)



Source: New York Department of Education <https://reportcards.nysed.gov/schools.php?district=800000049235&year=2012>

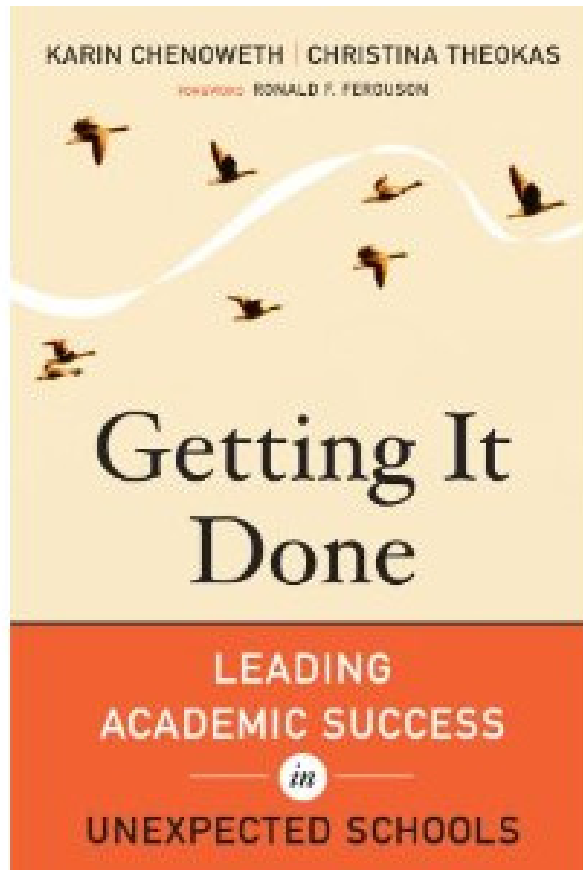
High Graduation Rates at Elmont Memorial High School



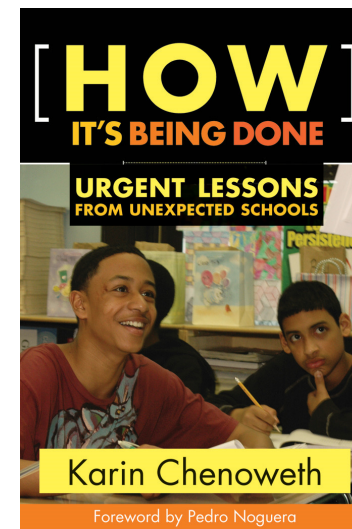
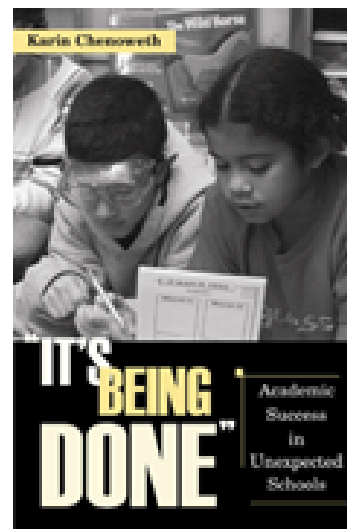
Note: Includes students graduating by June 2011.

Source: New York State Department of Education

This is what happens when teams of educators choose differently.



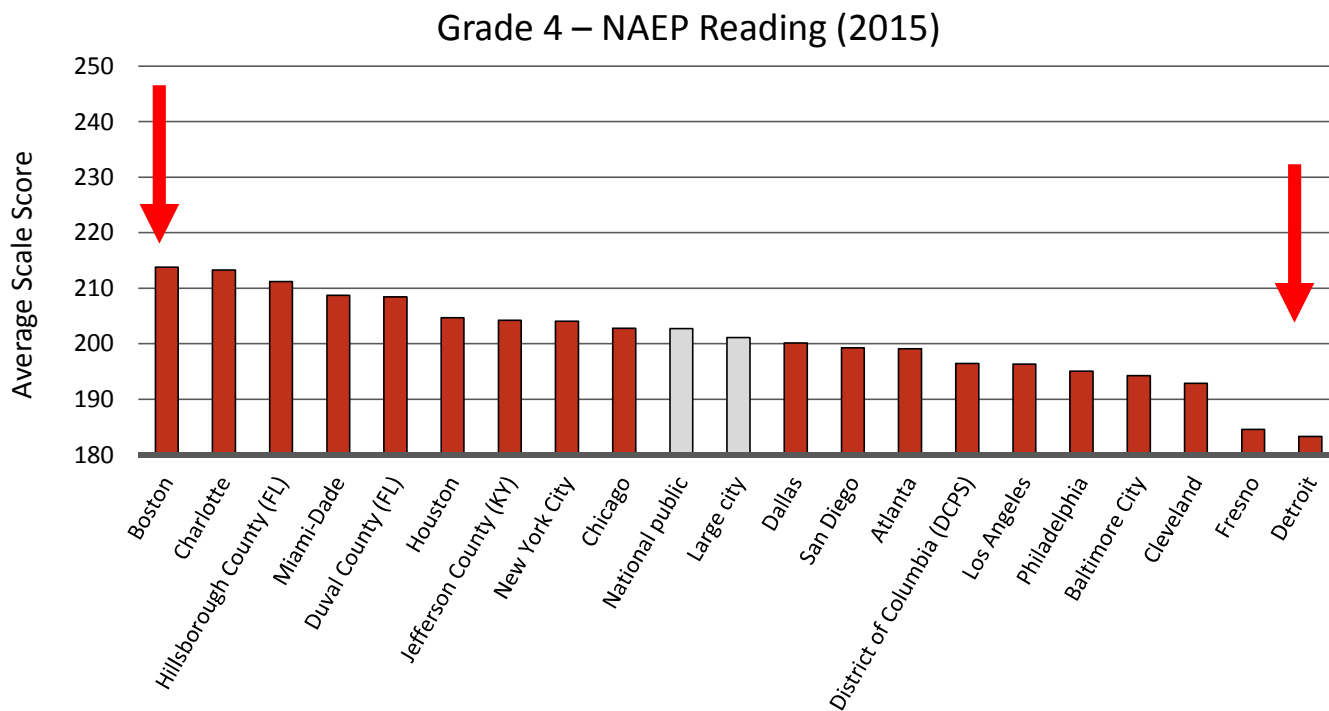
Available from
Harvard Education
Press and amazon.com



Just flukes, outliers?

No. Very big differences at district level, too—even in the progress and performance of the “same” group of students.

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

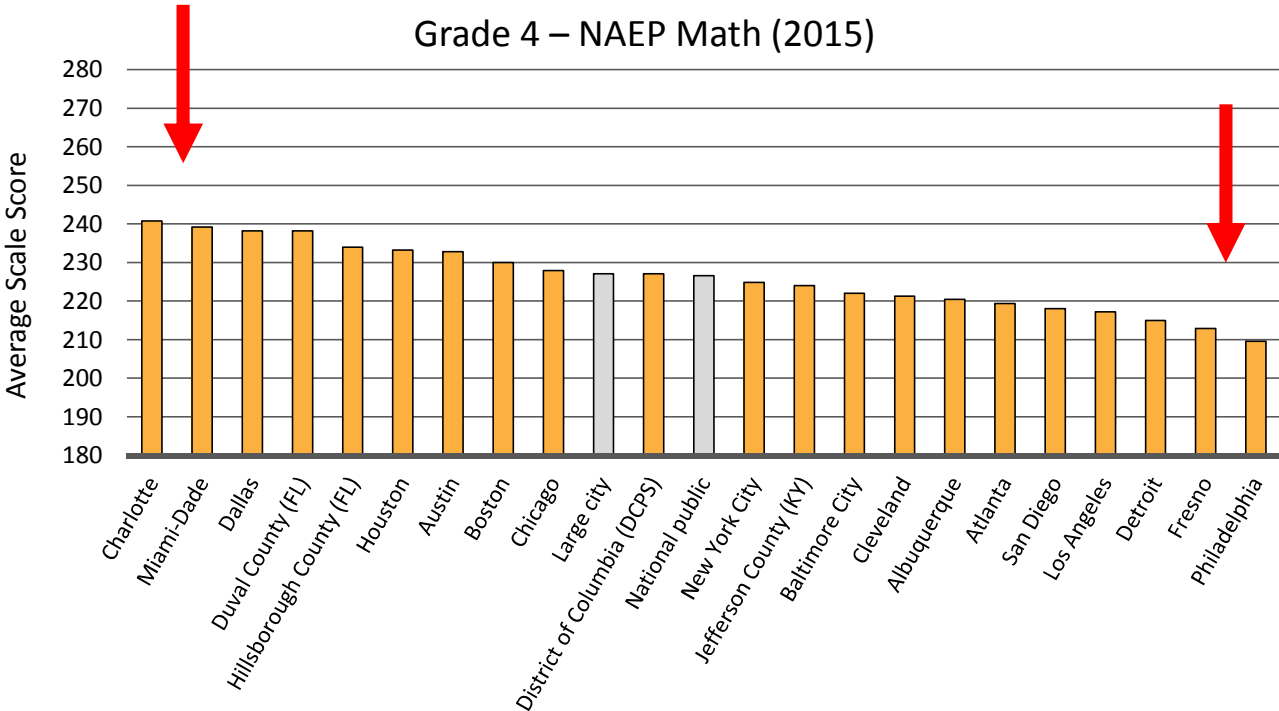


Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source:

NAEP Data Explorer, NCES

Average Scale Scores, by District Low-Income Latino Students



Note: Basic Scale Score = 214; Proficient Scale Score = 249

Source: NAEP Data Explorer, NCES

Even at the state level, there are big differences in student performance—including for the “same” group of kids.



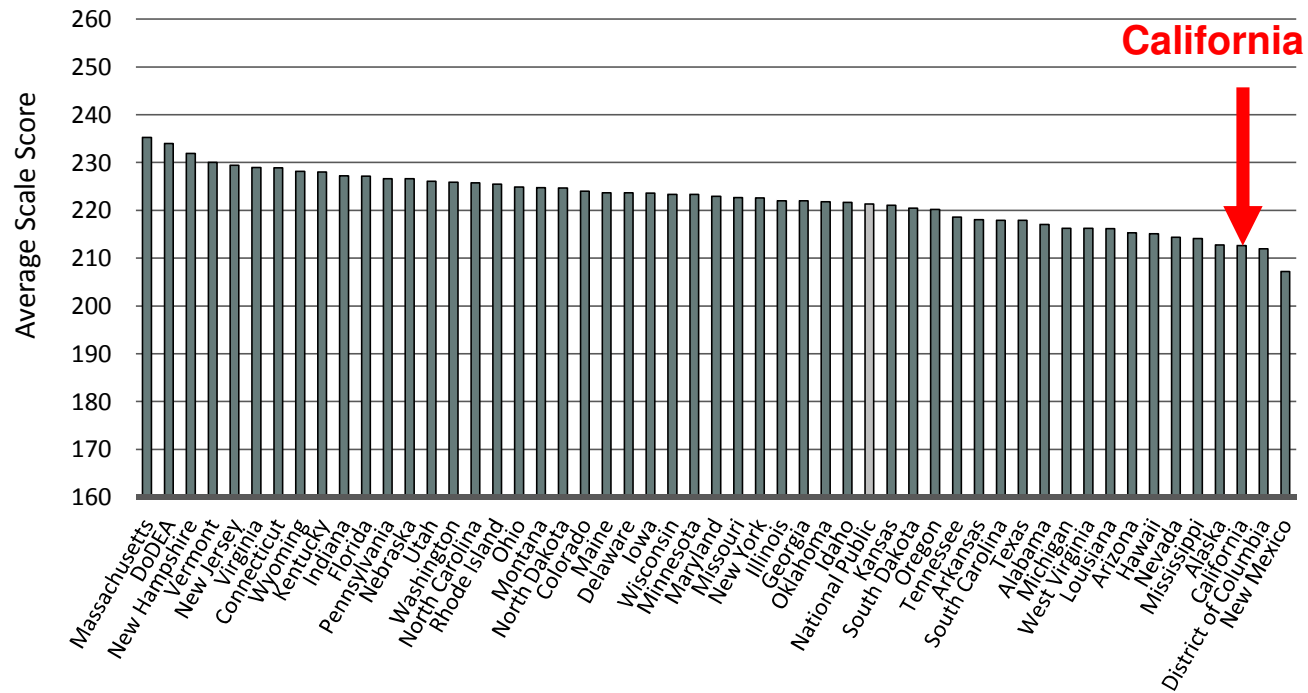
You saw some data on some California districts.

What does the state look like more generally—on the national exams?

Compared to their counterparts in the rest of the country, California students—both overall and all groups--below national average at 4th grade.

Scale Scores by State – All Students

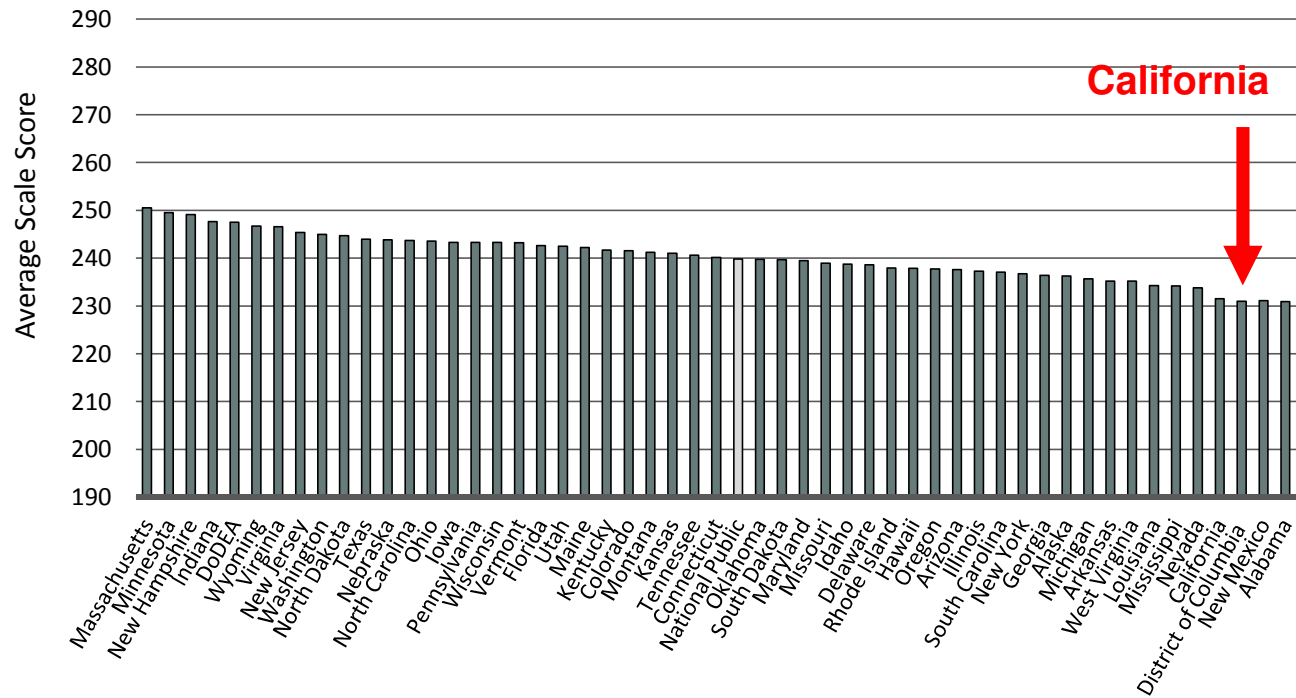
Grade 4 – NAEP Reading (2015)



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

Scale Scores by State – All Students

Grade 4 – NAEP Math (2015)

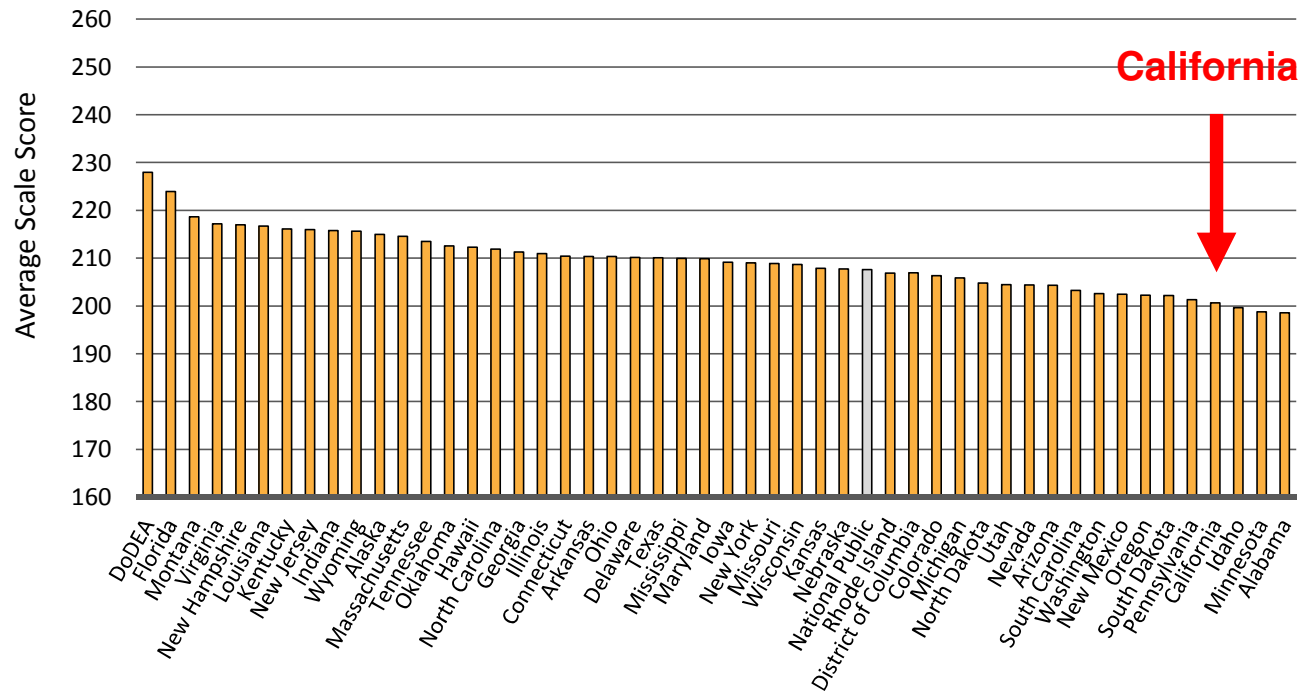


Source: NAEP Data Explorer, NCES (Proficient Scale Score = 249; Basic Scale Score = 214)

Scale Scores by State – Latino Students

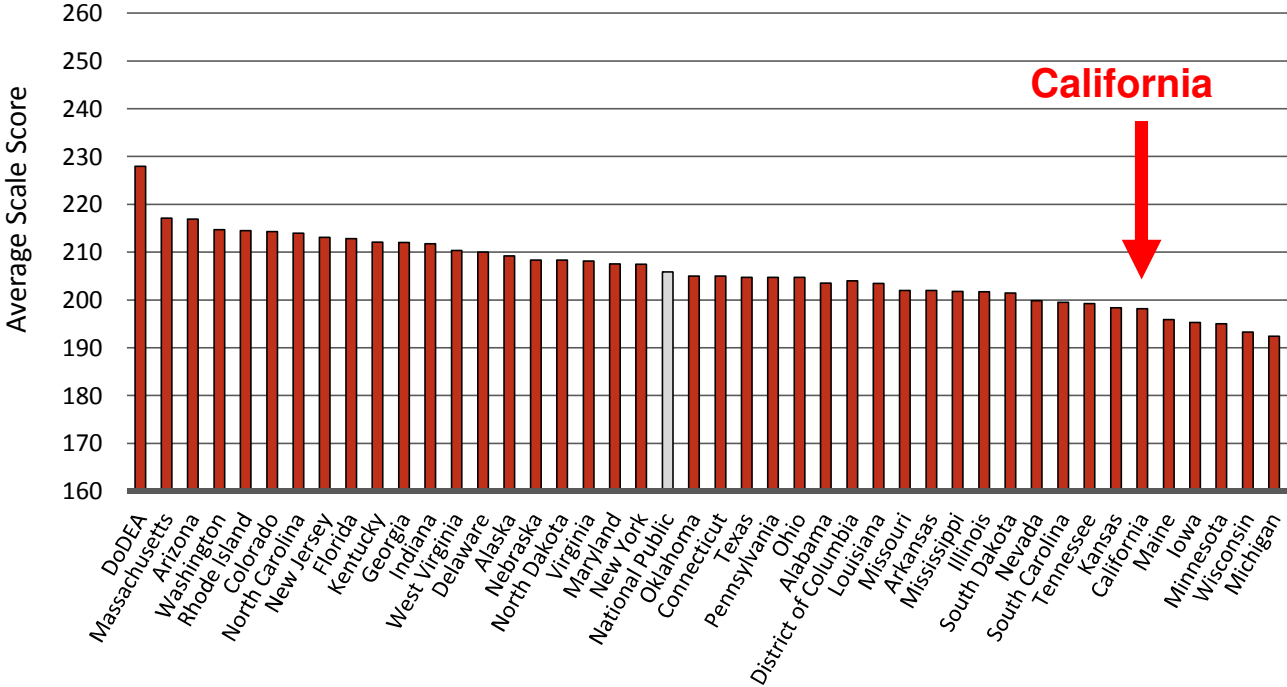
California, 4th from bottom

Grade 4 – NAEP Reading (2015)



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

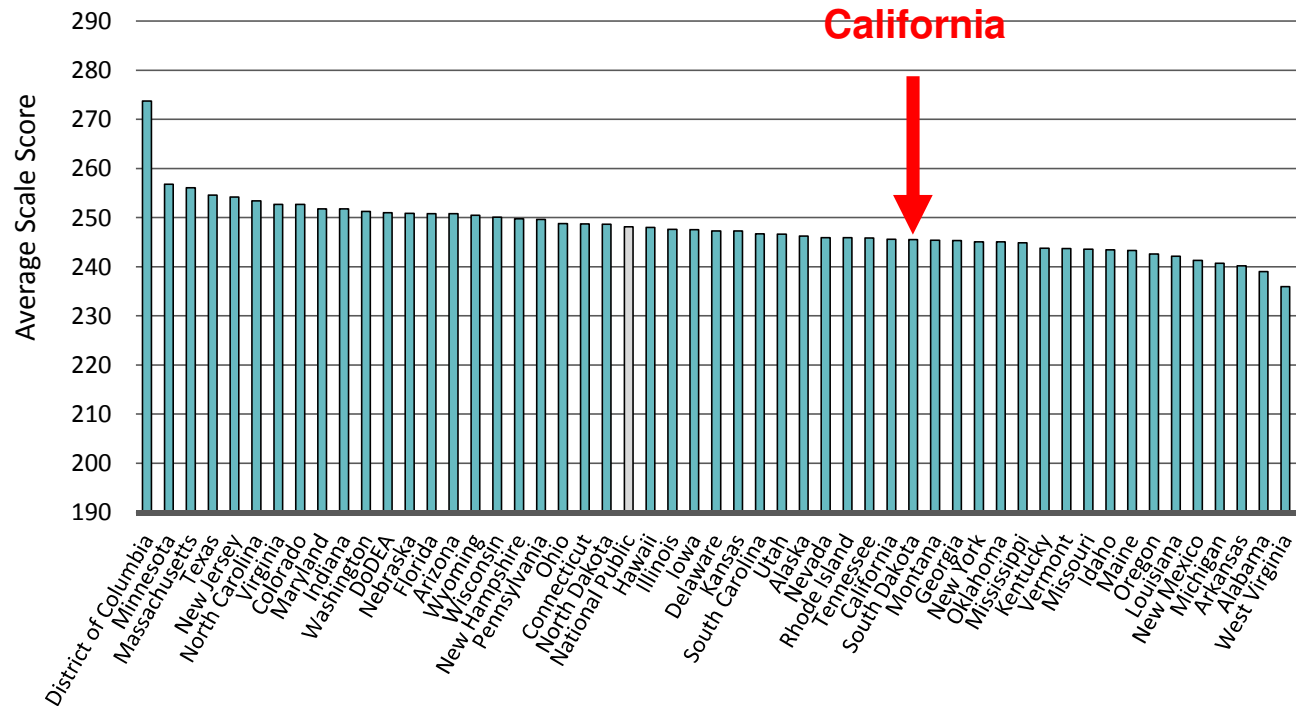
Scale Scores by State – African American Students California, 6th from bottom Grade 4 – NAEP Reading (2015)



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

Scale Scores by State – White Students

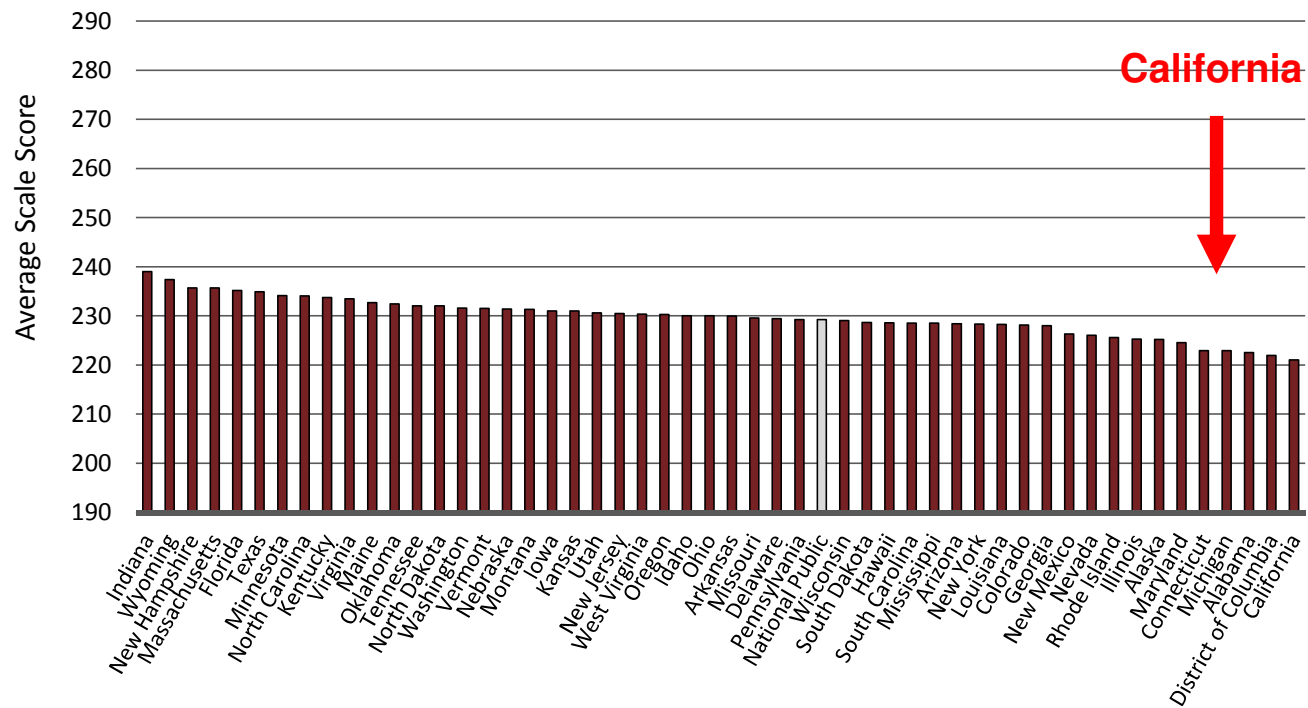
Grade 4 – NAEP Math (2015)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 249; Basic Scale Score = 214)

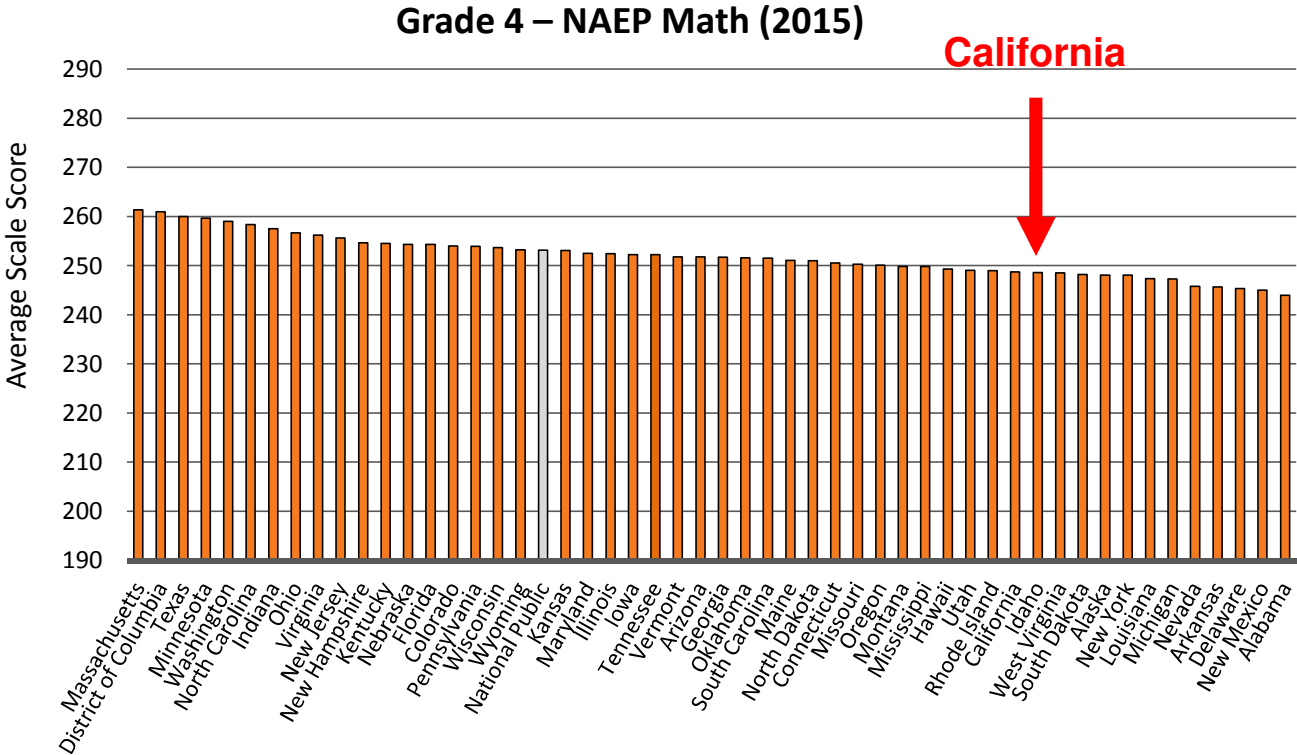
Scale Scores by State – Low-Income Students

Grade 4 – NAEP Math (2015)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 249; Basic Scale Score = 214)

Scale Scores by State – Higher Income Students



California



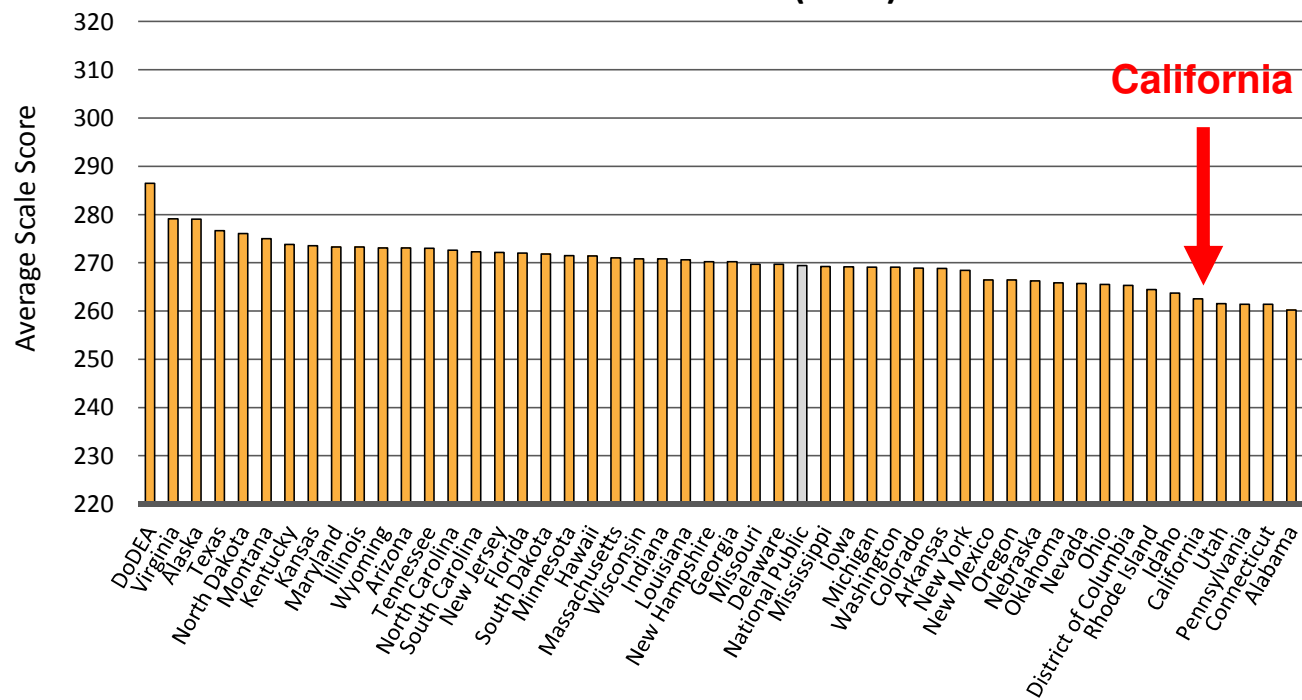
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 249; Basic Scale Score = 214)

By 8th Grade, things look better for Whites and Blacks--above national average--but...

Scale Scores by State – Latino Students

California, 5th from bottom

Grade 8 – NAEP Math (2015)

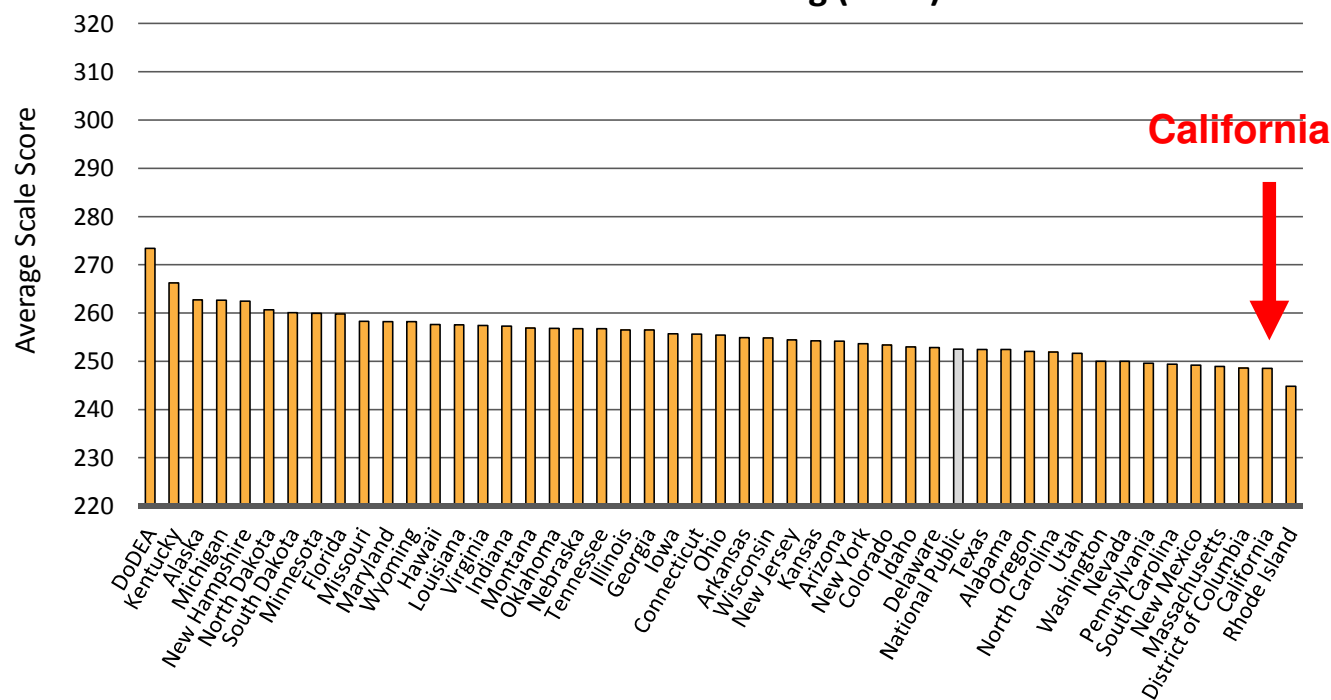


Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Scale Scores by State – Latino Students

California, next to last

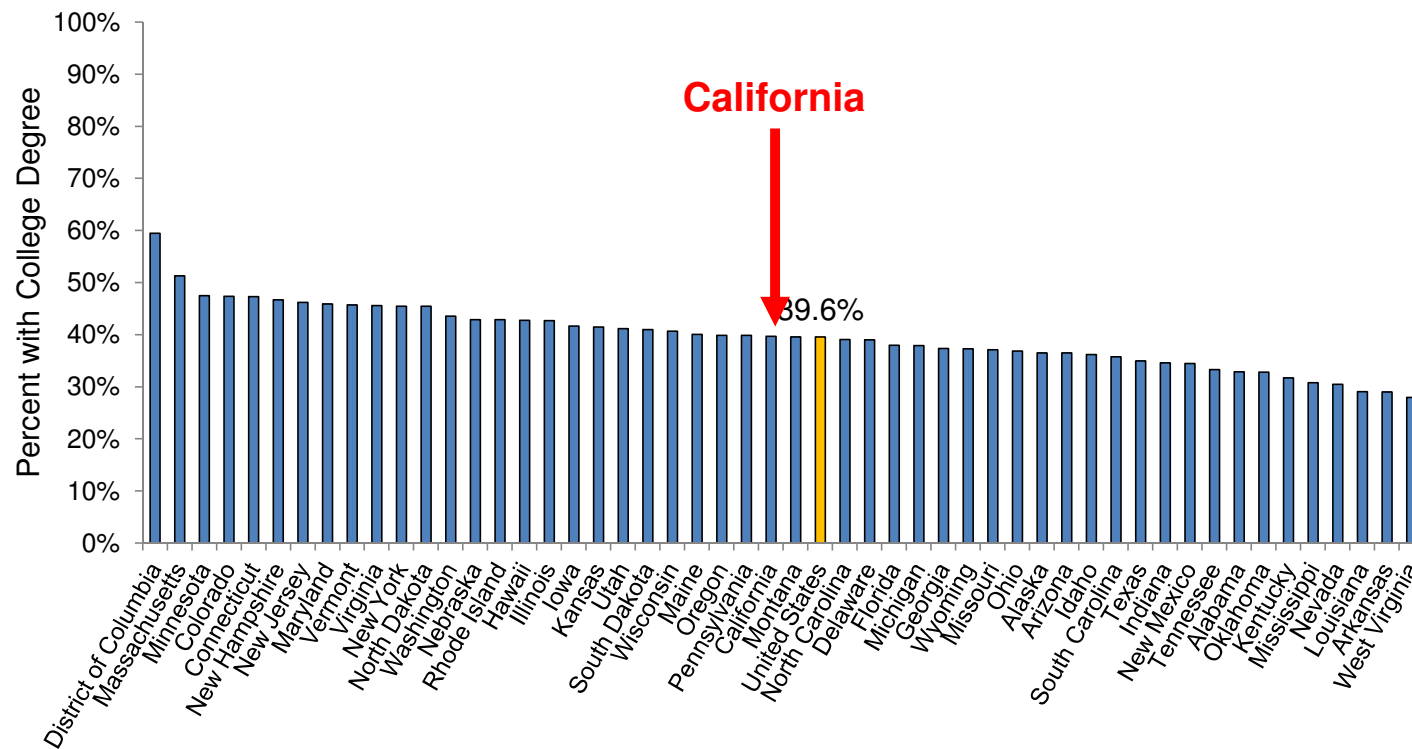
Grade 8 – NAEP Reading (2015)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 281; Basic Scale Score = 243)

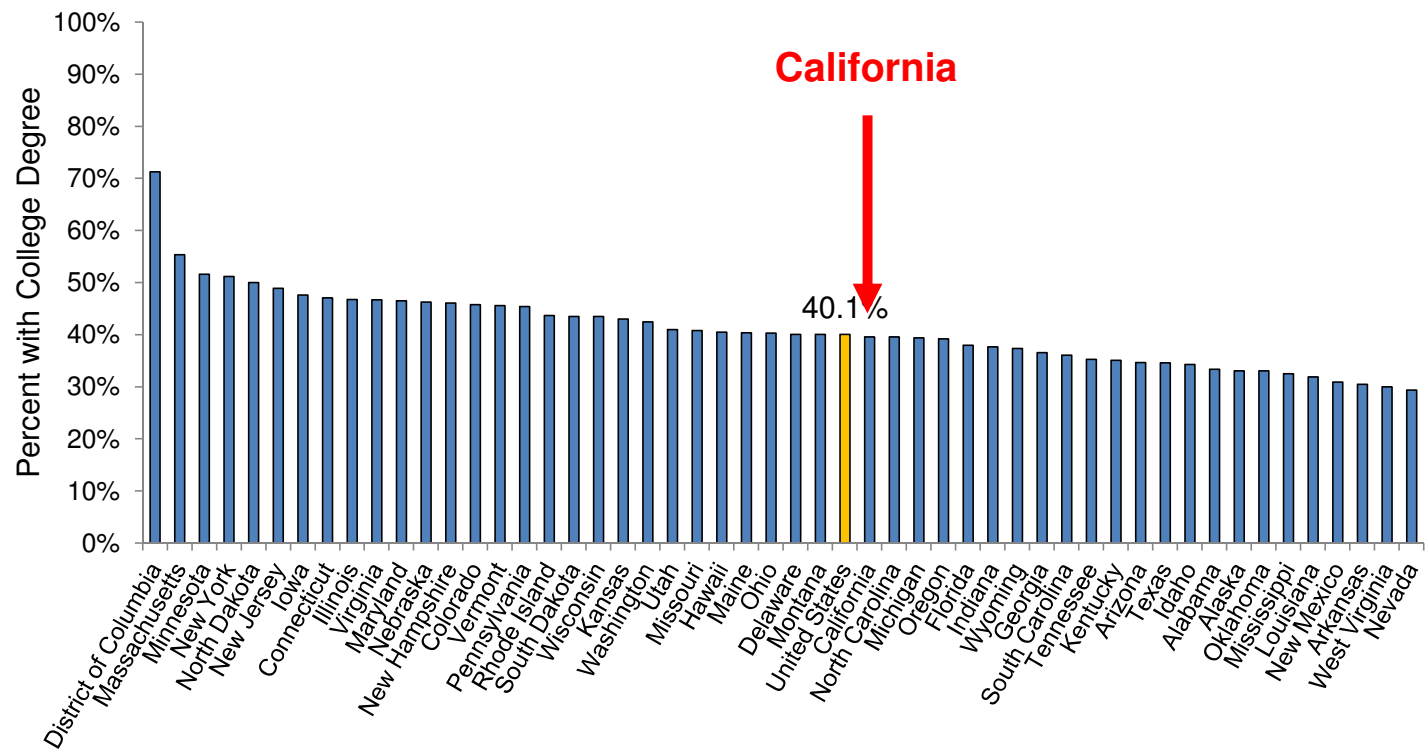
Postsecondary?

Adults Ages 25-64 with at least an Associate's Degree, 2014



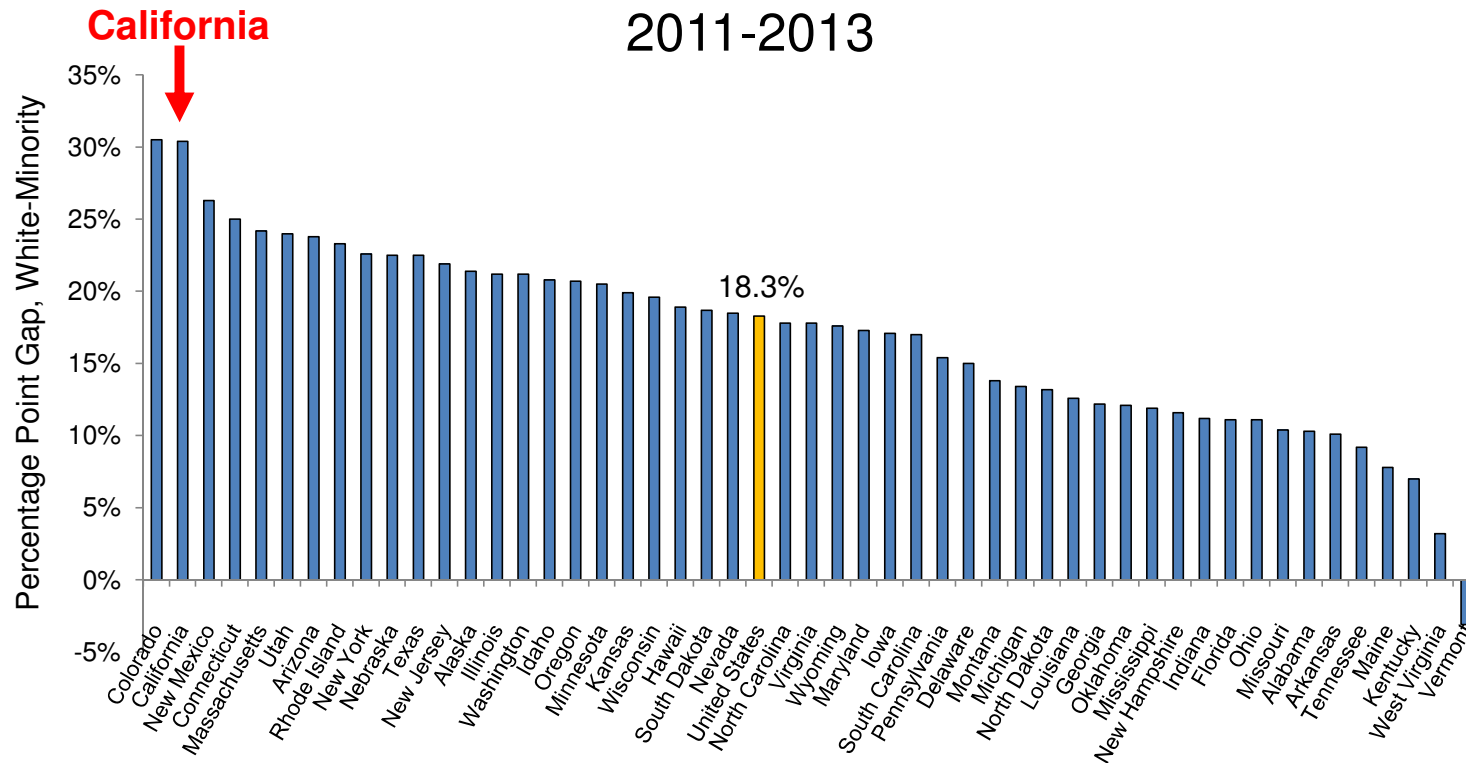
Source: U.S. Census Bureau, 2014 American Community Survey data 5 YR estimates

Adults Ages 25-34 with at least an Associate's Degree, 2014



Source: U.S. Census Bureau, 2014 American Community Survey 5yr estimates

Gaps Between Whites and Minorities – Average Annual Percent of Adults 25+ with at Least an Associate’s Degree, 2011-2013



Source: US Census. 2013 American Community Survey 3-YR estimates. B15002H: Sex by educational attainment for the population 25 years and over (White, Hispanic, Native American, and Black).




In other words, we have a lot of work to do.

What Can We Learn From Top Performers and Top Gainers?

Four common sense, but ultimately disruptive ideas.

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

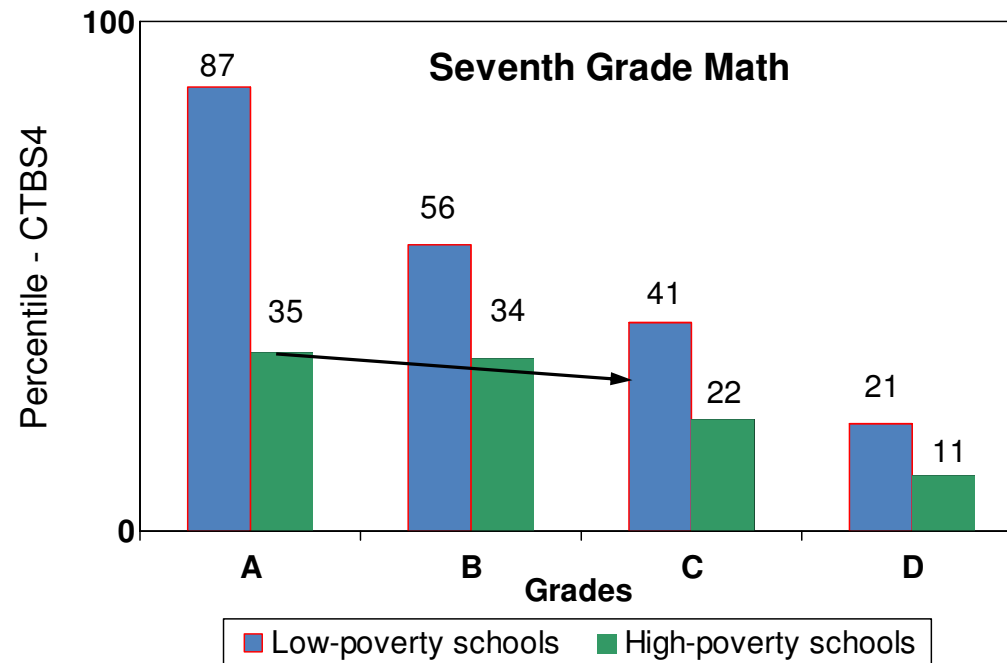


An awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.

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:

That was pre-Common Core.

Do common standards change that?

A brand new EdTrust study

A Deeper Look at What We Did

Analyzed and scored close to 1,600 assignments using our Literacy Assignment Analysis Framework.



Additional Features Analyzed

- Text Type and Length
- Writing Output
- Length of Assignment
- Student Thinking



GRADE 7– English Language Arts

How can we make our voices heard? After reading *I am Malala*, **write a literary essay** in which you answer this question. Select and analyze one of the following:

- Any key person from the text
- The setting
- A theme from the text

Support your argument with evidence from the text. In your piece, be sure to **write at least 5 paragraphs** and **follow the structure of a literary analysis.**



GRADE 7 - English Language Arts

Read the poem,
then fill in the
blanks to create
your own poem
to communicate
your thoughts
and feelings
about unfinished
business in your
life.

The Song I couldn't Finish by Jeanne

*The words I couldn't say
The call I couldn't make
The time I couldn't spend with you
The walls I couldn't break through*

*The breath I couldn't take
The air I couldn't release
The love I couldn't feel
The person I couldn't convince
The song I couldn't finish*

GRADE 7 - English Language Arts
(continued)

The words I couldn't say

I couldn't say _____

The things I couldn't change

I couldn't _____

The walls I couldn't break through

I couldn't find a way to _____

The feelings I couldn't feel

I couldn't _____

The help I couldn't give

I couldn't _____

The song I couldn't finish

The song was about _____



GRADE 8 – Social Studies

#BlackLivesMatter -OR- #AllLivesMatter?

- Read and analyze *“How Black Lives Matter moved from a hashtag to a real political force”* and select quotes from *“All Lives Matter”*.
- Participate in a Socratic Seminar using the Essential Questions as a guide for the discussion.
- Respond to the following statement: *“Personally, I (agree or disagree) with the #BlackLivesMatter awareness campaign because ...”*. Include at least 2-3 specific details of support stemming from the relevant readings and your experience in today’s Socratic Seminar.



GRADE 8 – Social Studies (continued)

Socratic Seminar Essential Questions:

- **“All Lives Matter”:** What does the quote mean to you? Do you agree or disagree with the quote and why?
- **Why** do you think some people have said “All Lives Matter” in response to “Black Lives Matter?” **How** does this impact the Black Lives Matter movement? Is one of the terms more appropriate?
- **What** would... Booker T. Washington/WEB DuBois/Martin Luther King Jr/ Malcolm X/Marcus Garvey say about this issue?
- **Given** all of the racially-fueled incidents that sparked the #BlackLivesMatter movement, **whose** strategy for achieving racial equality and harmony would be the most applicable in 2015 and **why?** **How** can we, as members of the school Community, help to raise more awareness about such a controversial, yet relevant topic such as this?
- **WHAT IF ...** these police related shootings had been carried out by members of the same race? **IS** “race” the only contributing factor to these police-related shootings? **Justify/Explain.**

GRADE 7 SOCIAL STUDIES – COUNT DRACULA INFORMATION BOARD

Using the three sources available to you, design your own information board regarding Count Dracula (Vlad III). The information board must have:

- **Title** – catchy phrase
- **Picture** (stick figure, hand drawn, Photoshop, etc.)
- **Our Study** – Paragraph
- **The Myth**
- **The Reality** – 5 facts about his life
- **Opinion** – How Should Count Dracula Be Remembered?

4x6 Card, P.S.A. Commercial Narrative Script, 60 Seconds on the Biography of Count Dracula

Include: Childhood Drama and Trauma, His rule and his reign of Walachia, As a Christian Knight fighting Islam (Battle against Ottomans), How should he be remembered?

In isolation, the low assignments can reflect targeted skill building and student practice...not necessarily harmful in moderation

However when compounded over *multiple* class periods, in *multiple* subjects, over *multiple* years, the effect is detrimental.

Ed Trust Assignment Study:

What We Found

- Fewer than 4 in 10 middle grades assignments are targeted at a grade-appropriate standard;
- In high poverty schools the proportion drops to only about one third, compared to nearly half of assignments in low poverty schools;
- That said, only about 5% of assignments in both kinds of schools tapped into the higher-level cognitive demands of the CCSS;
- Most efforts at engagement and relevance were superficial, and often condescending.

A Deeper Look at What We Found: Common Themes

Window Dressing the Common Core

- Highlights findings that suggest a need to **move from promoting a small set of teaching actions** as Common Core-aligned to **furthering understanding of the deeper intent of the instructional shifts.**

Reading Interrupted & Writing Without Composing

- Point to **truncated experiences in reading and writing** students', **despite the standards' emphasis of extended practice** in both areas.

A Deeper Look at What We Found: Common Themes

Support or Spoon-Feeding?

- Poses questions about the **prevalence of short, less challenging assignments** coupled with **heavy doses of teacher support and rare independence.**

Discussions: Few and Far Between & Relevancy and Choice: Missing Levers

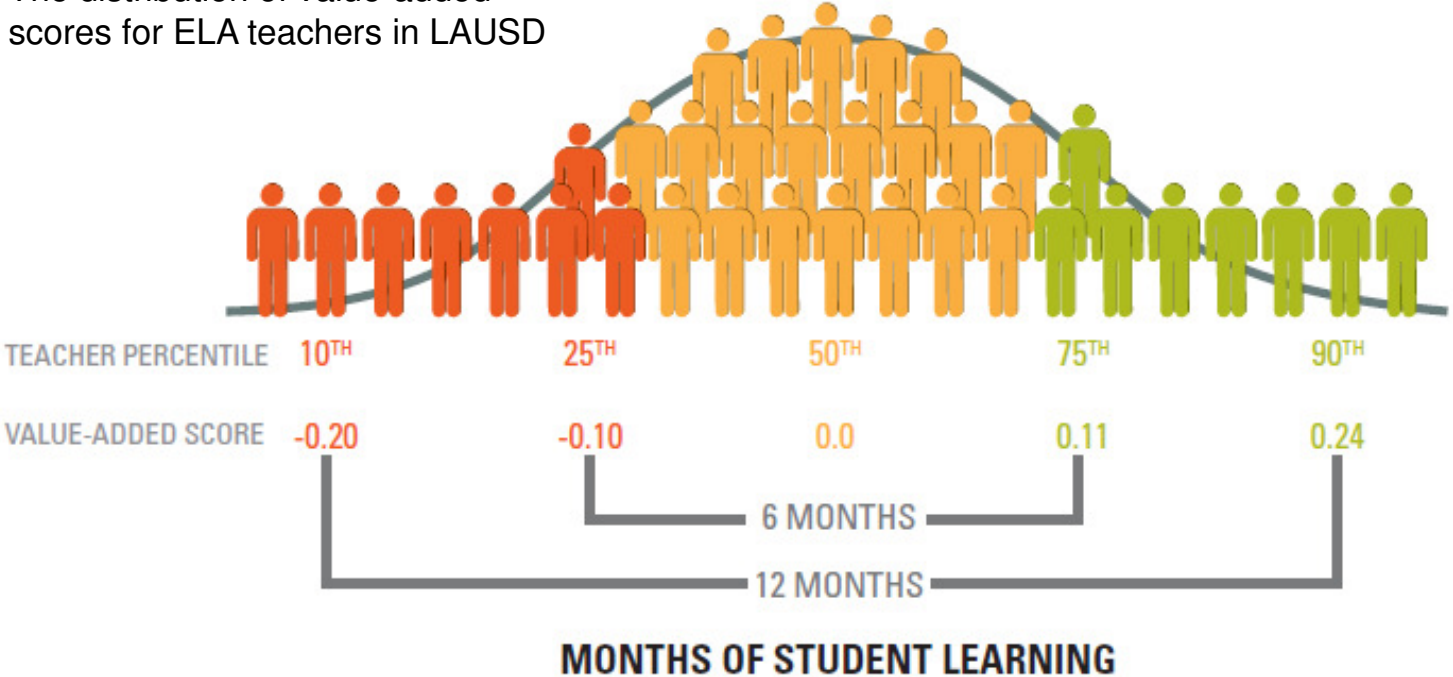
- Consider the implications of the **absence of meaningful student discussion and relevancy** in assignments for engaging early adolescents in more demanding academic work.

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

Not leaving anything to chance means not leaving who teaches whom to chance, either.

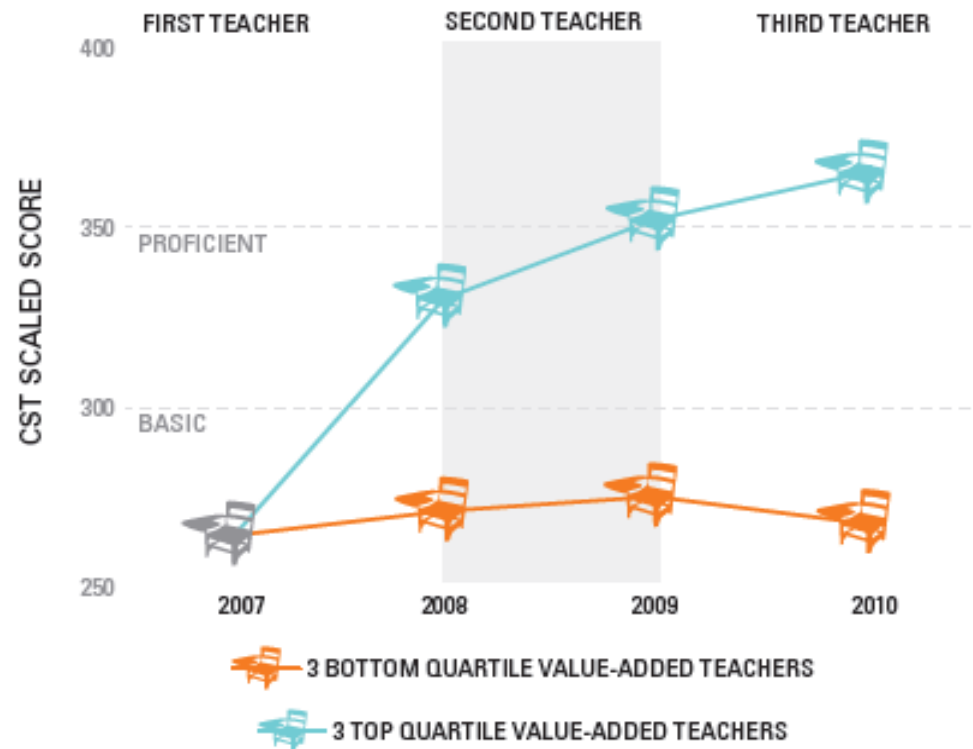
DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING

The distribution of value-added scores for ELA teachers in LAUSD



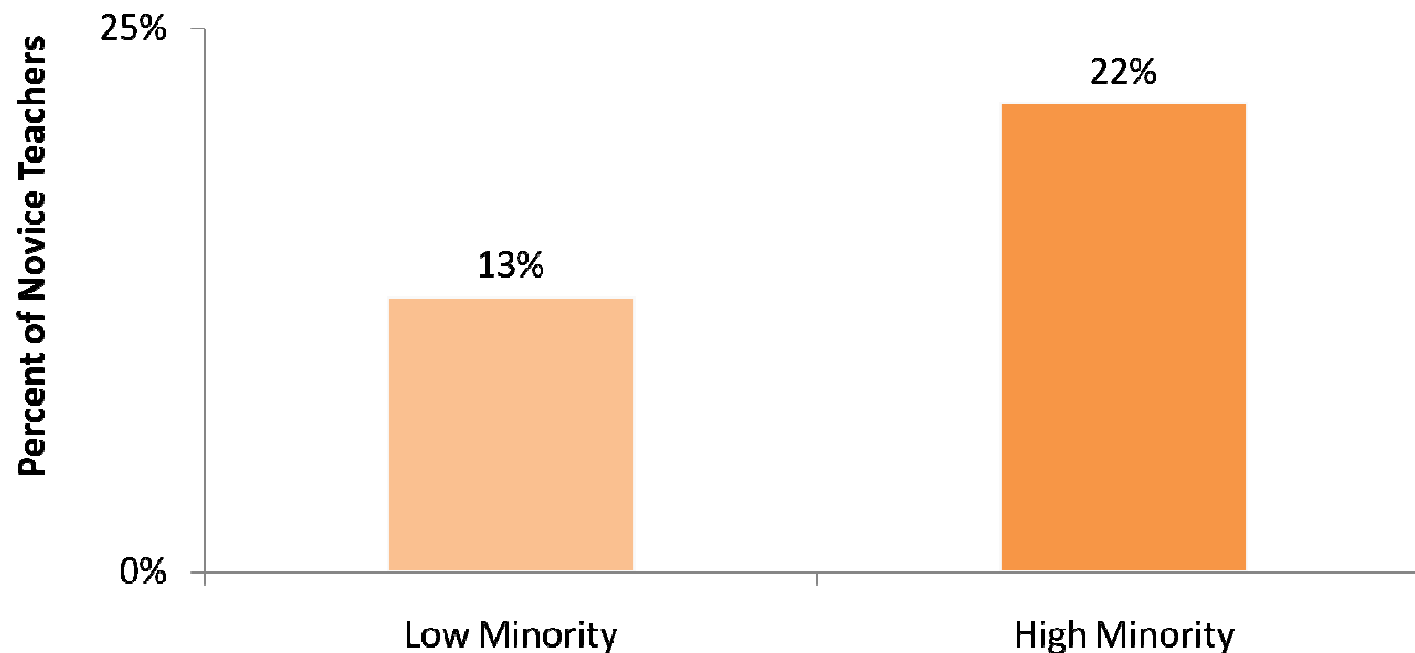
ACCESS TO MULTIPLE EFFECTIVE TEACHERS CAN DRAMATICALLY AFFECT STUDENT LEARNING

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



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

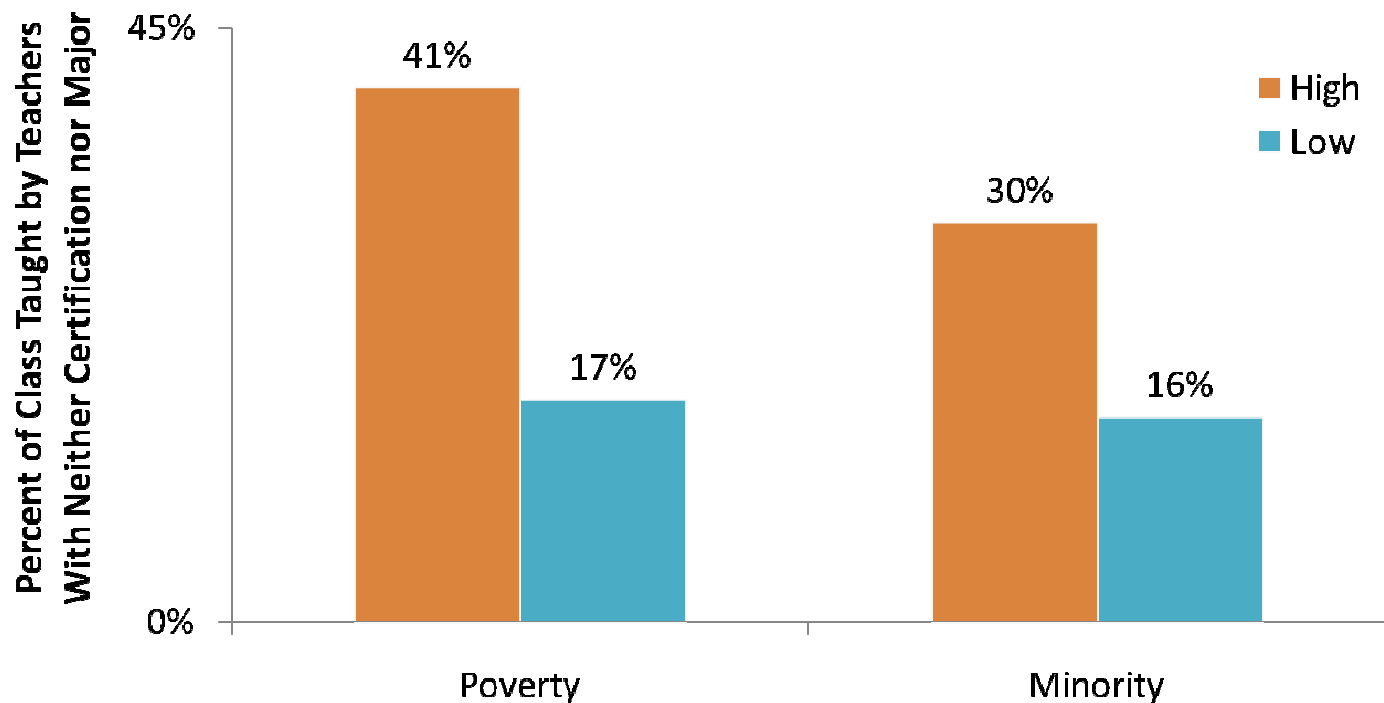


Note: High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -10% or fewer of the students are non-White students.

*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. © 2016 THE EDUCATION TRUST

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

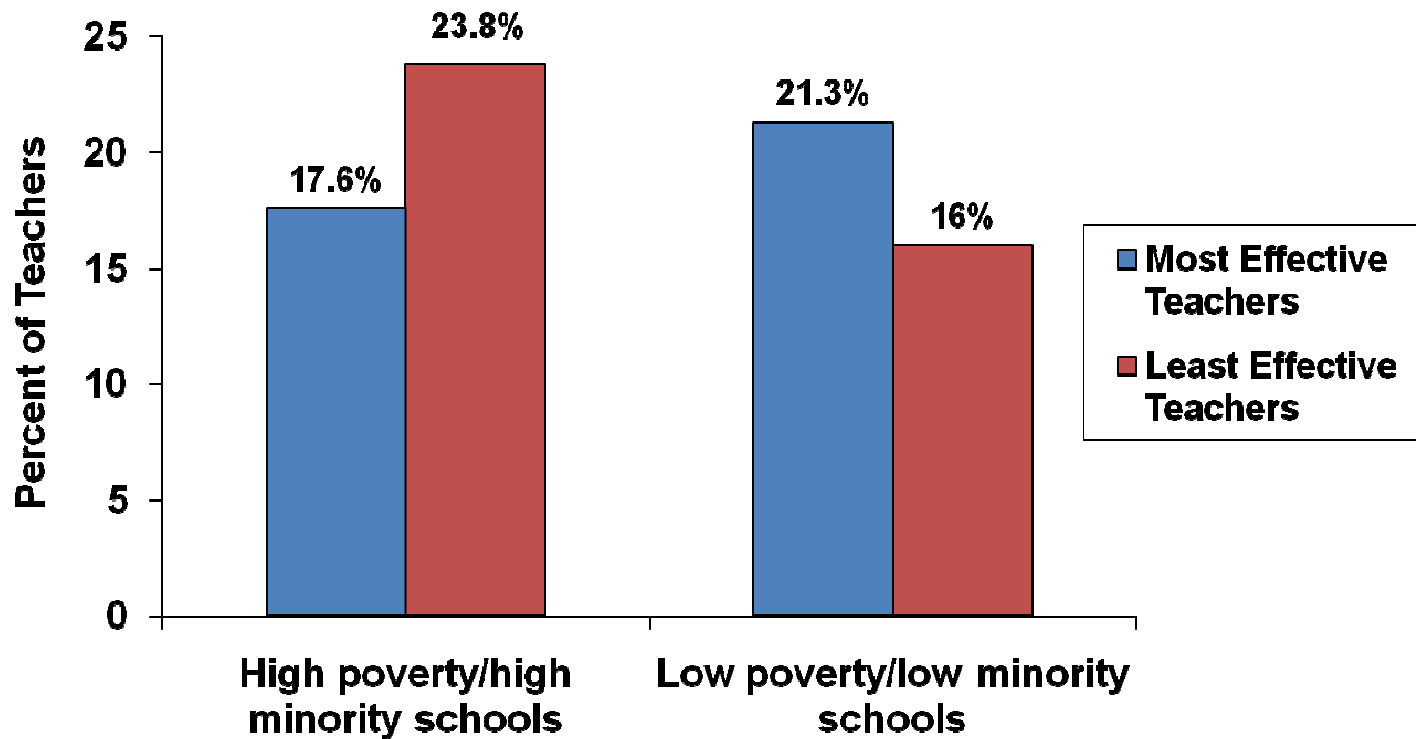


Note: High Poverty school-75% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch. High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or 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.

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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

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

ELA

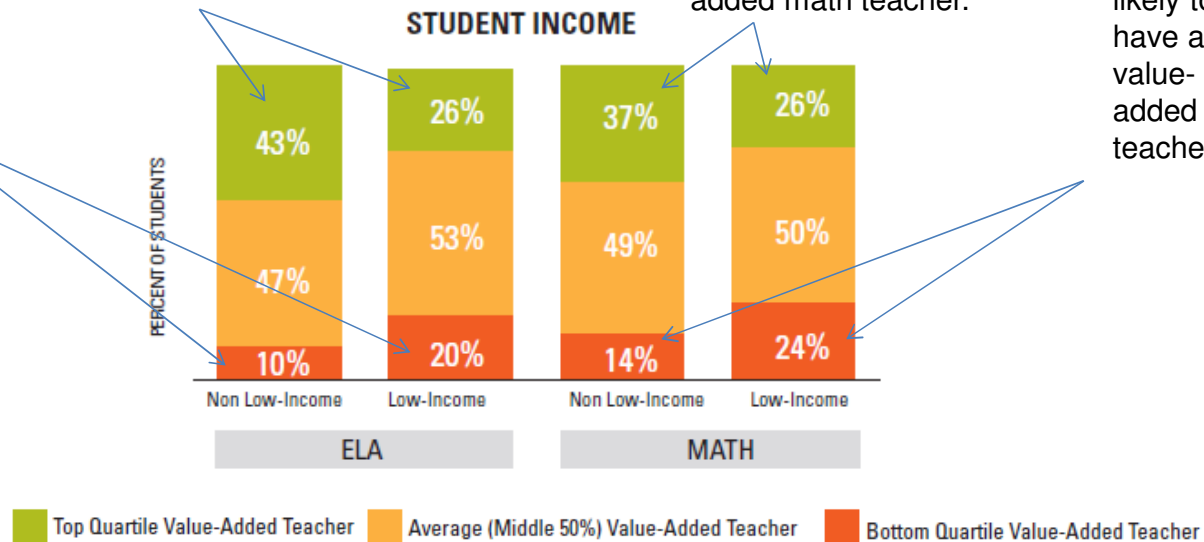
A low-income student is *more than twice as likely to have a low value-added teacher for ELA*

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

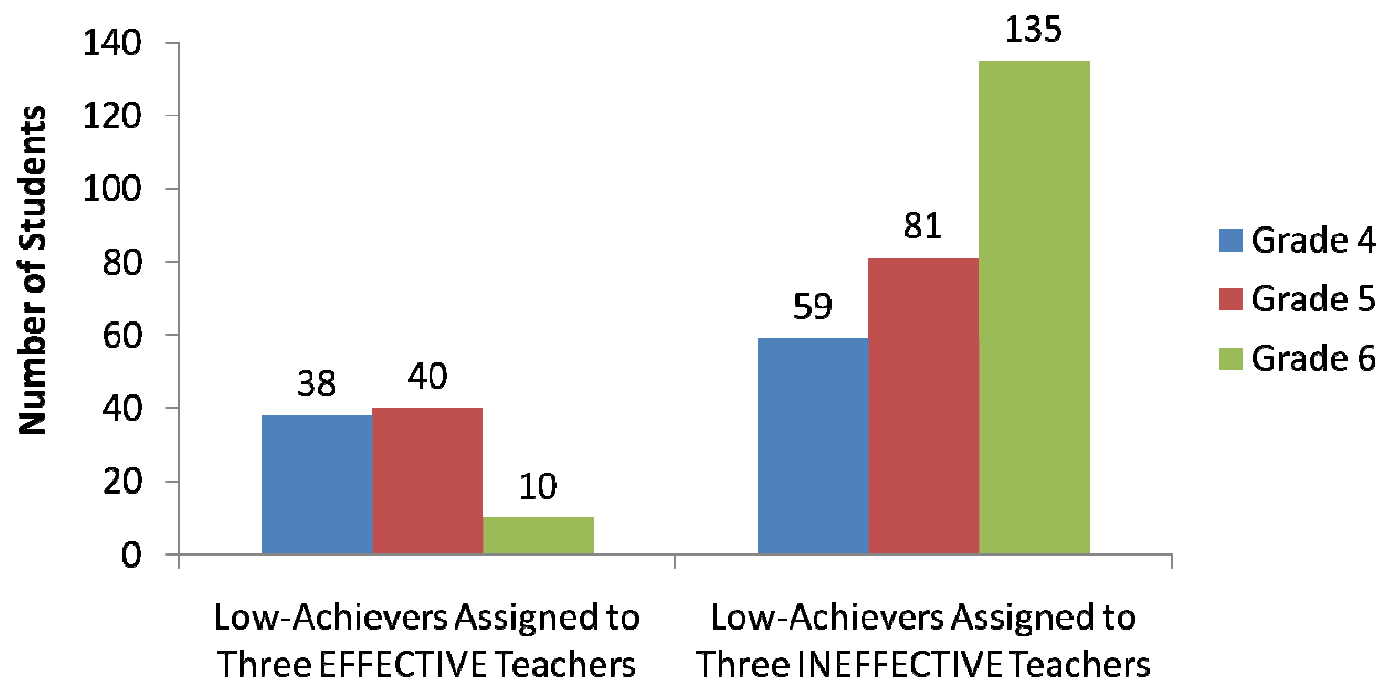
MATH

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

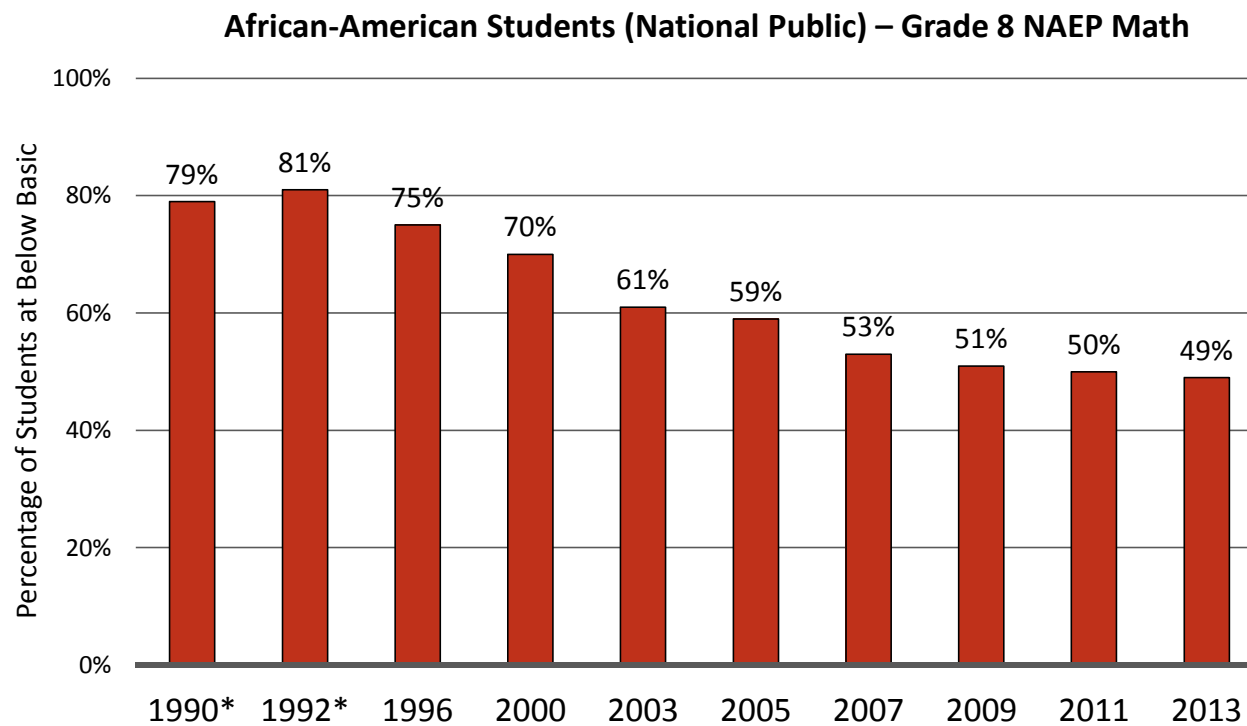


#3. Good schools, districts don't think about closing the achievement gap only as "bringing the bottom up."



In part because of the push from NCLB, there's been a lot of energy directed at bringing bottom achievers up.

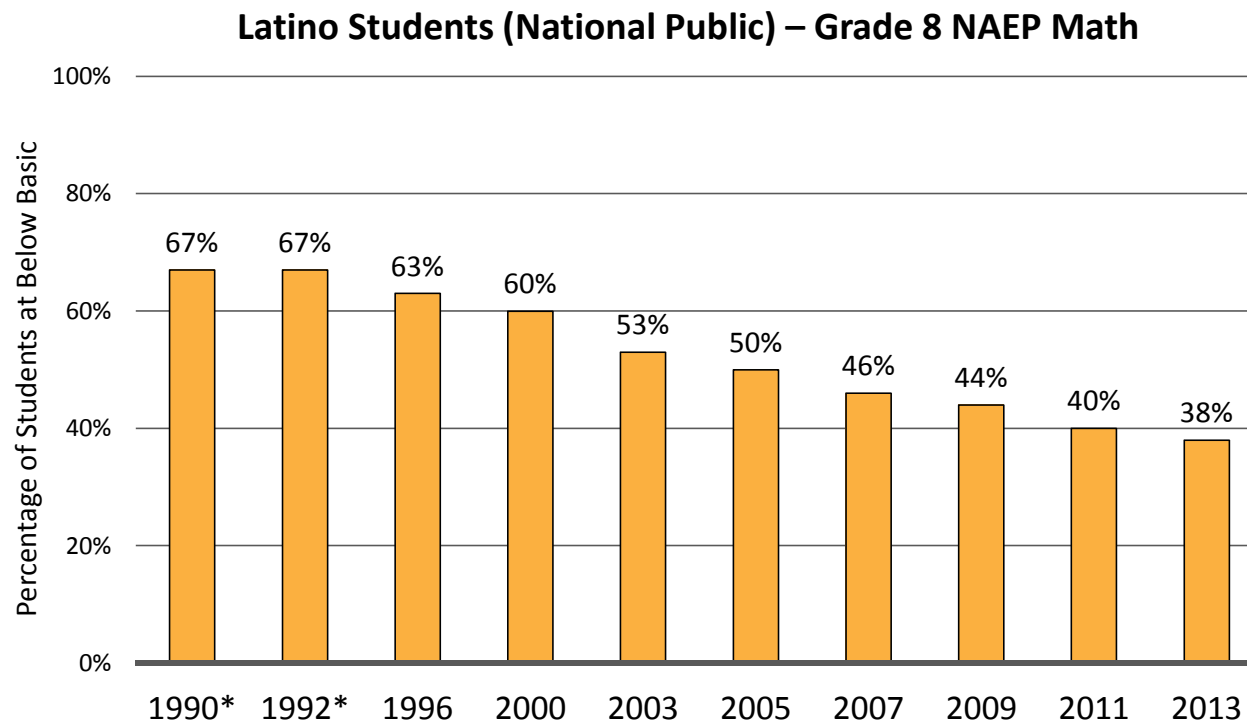
Percentage Below Basic Over Time



*Accommodations not permitted

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

Percentage Below Basic Over Time

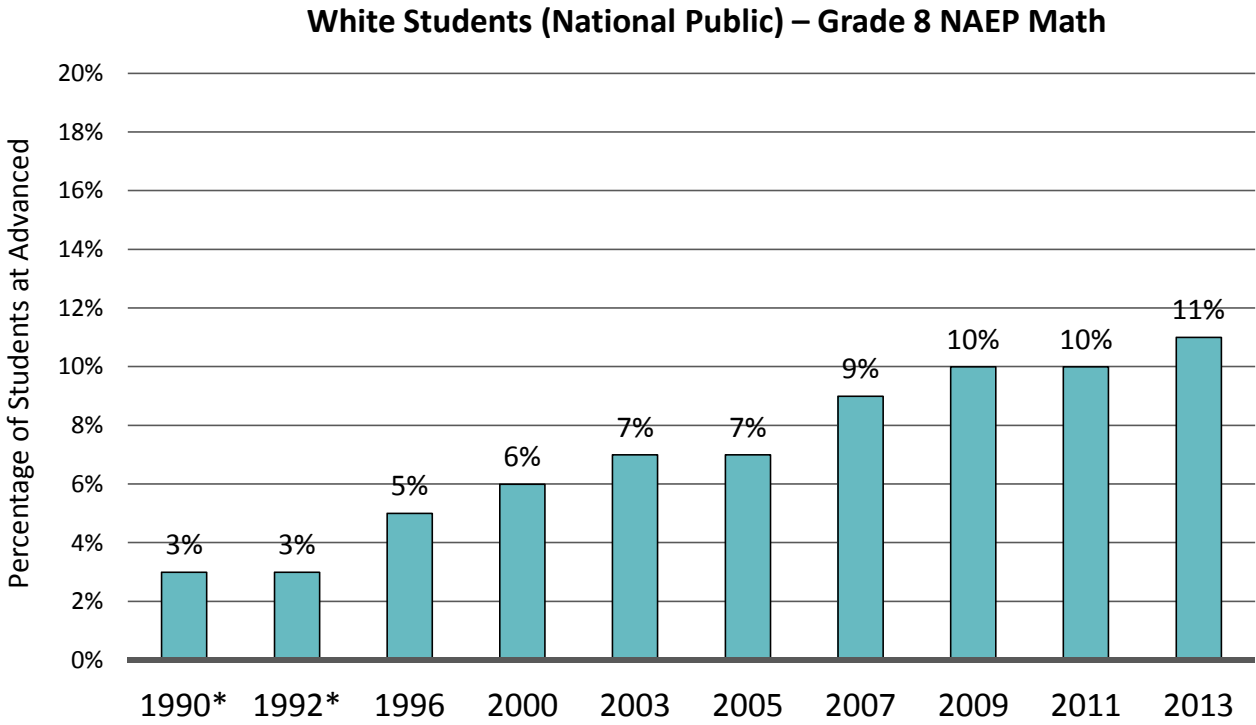


*Accommodations not permitted

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

At the same time, though...

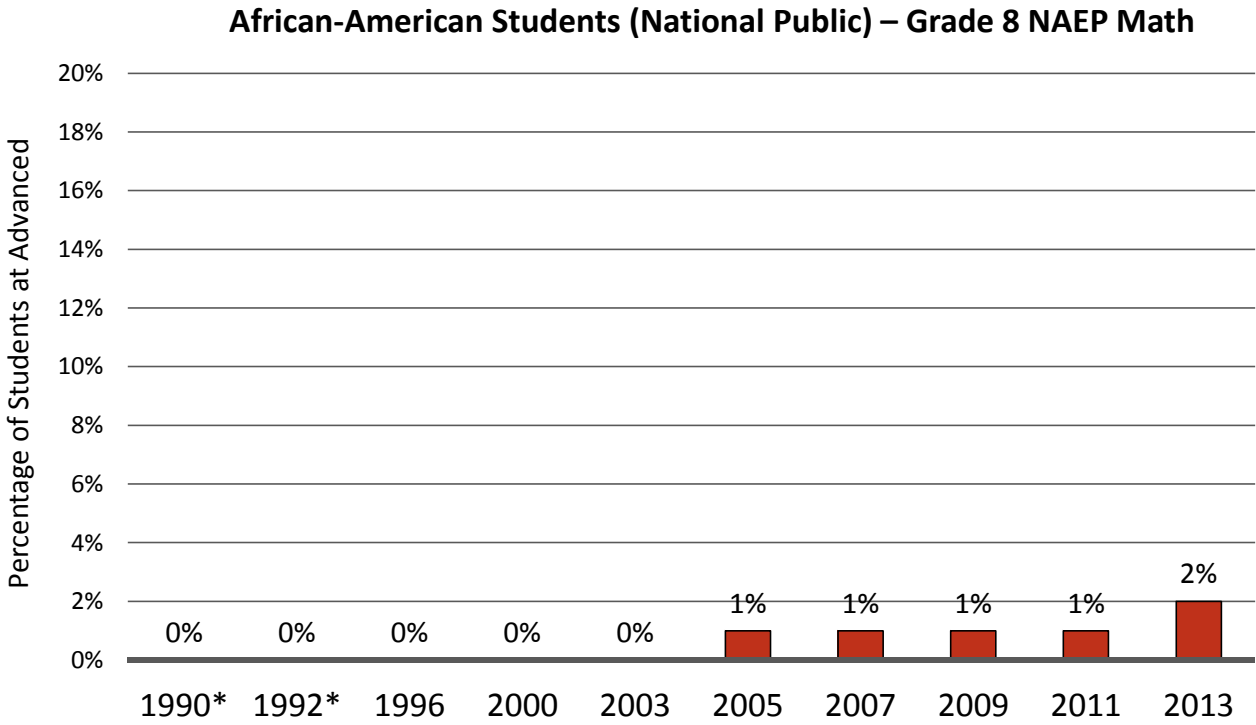
Percentage Advanced Over Time



*Accommodations not permitted

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

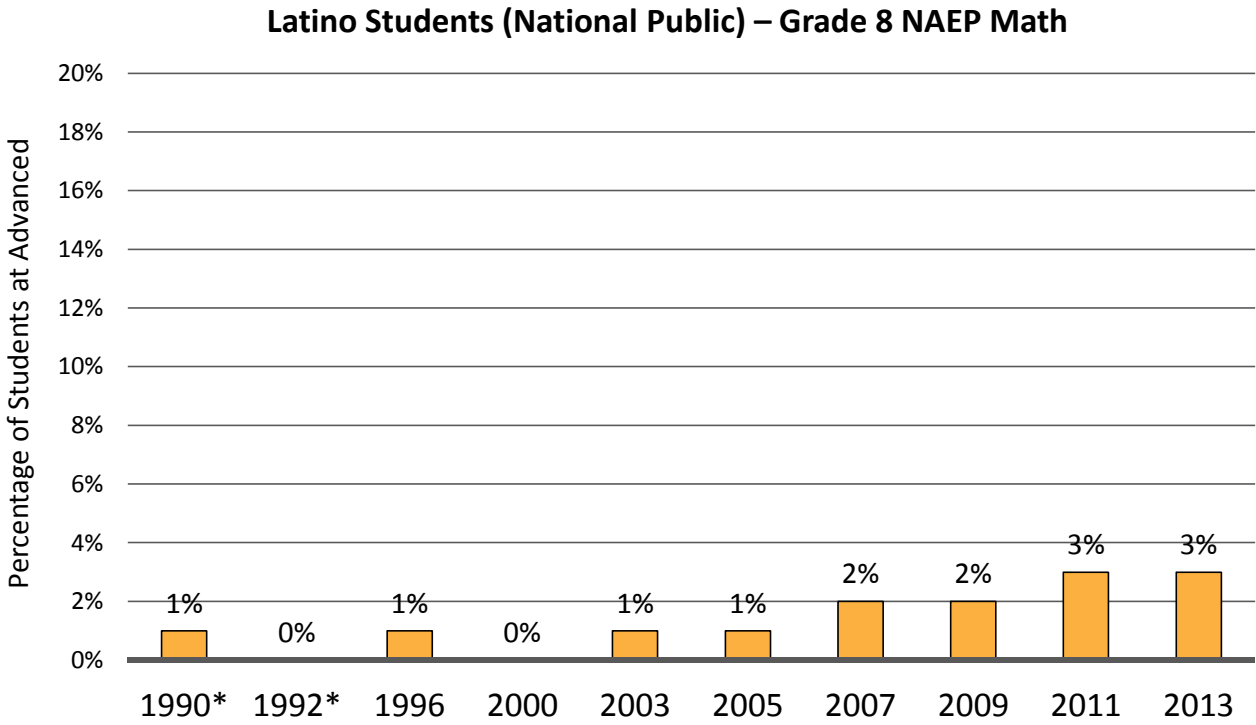
Percentage Advanced Over Time



*Accommodations not permitted

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

Percentage Advanced Over Time



*Accommodations not permitted

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


We can—and must—do better.

#4. In good schools, educators know that they have enormous power to shape children's lives.



They know that it's not about heroic individuals.

That path, as we all know, is unsustainable.



But they have seen the awesome power of the collective—some describe it as the “huddle”—to lift children up.

As well as the destructive power of individual adults to tear children down.

So they organize and celebrate the lifting, and they do not tolerate those who tear down.



No, things aren't fair out there.

And we should fight hard to make sure families get what they need.

But in the meantime, we have enormous power to
pave the path upward for far more children...

And they need us to exercise that power.

**Download this presentation on
our website**

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