



The Role of Data in Improving Achievement for All of America's Children



National Student Data
Privacy Symposium
Washington, DC
September, 2015

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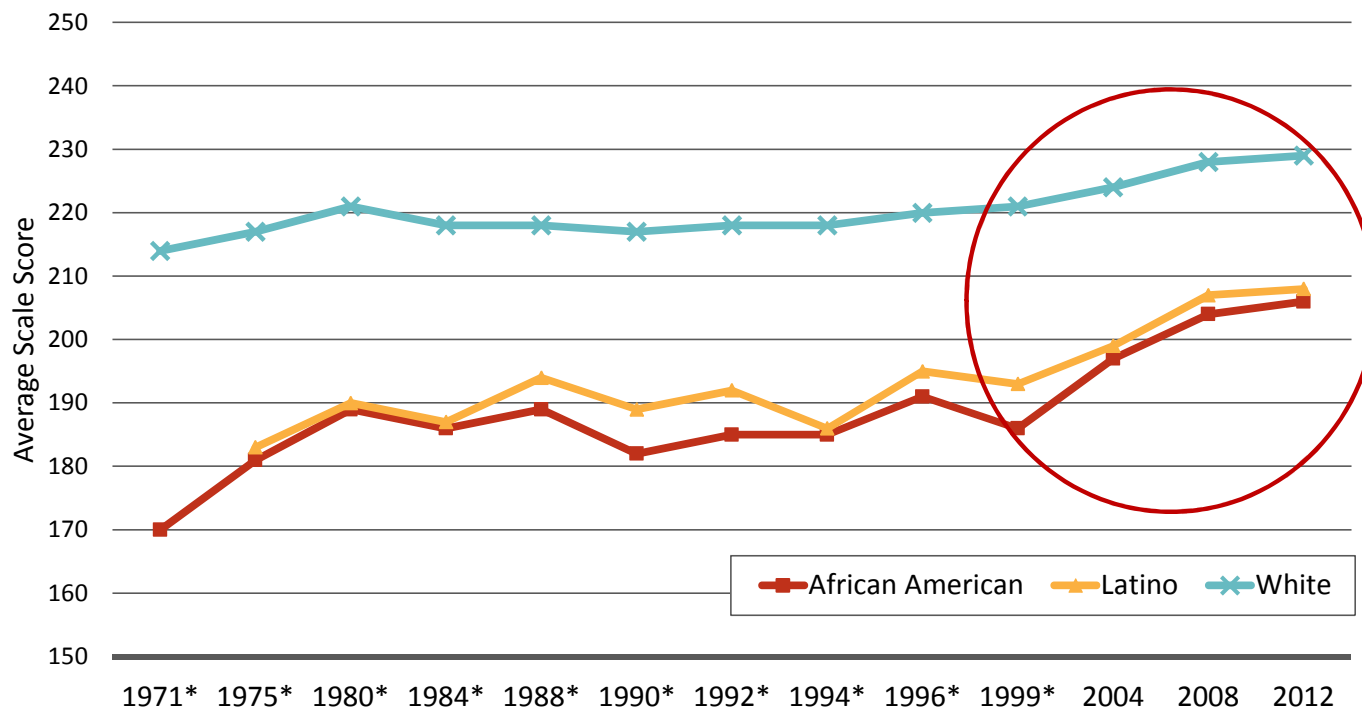
The recent politics around data—especially data from tests—must seem downright bizarre.

Why?

1. We need the data to know where we are—where we are making progress, and where we are not.

Since 1999, large gains for all groups of students, especially students of color

9 Year Olds – NAEP Reading



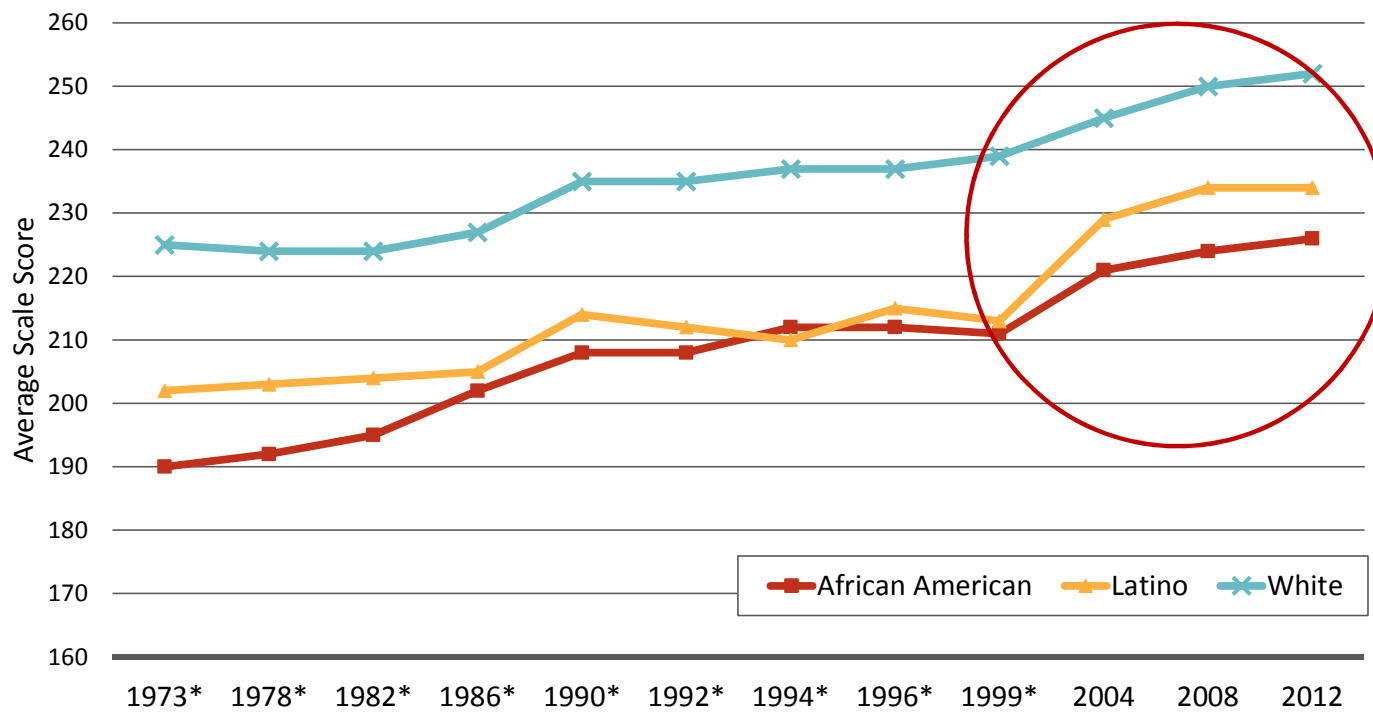
*Denotes previous assessment format

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

Source:

Since 1999, performance rising for all groups of students

9 Year Olds – NAEP Math

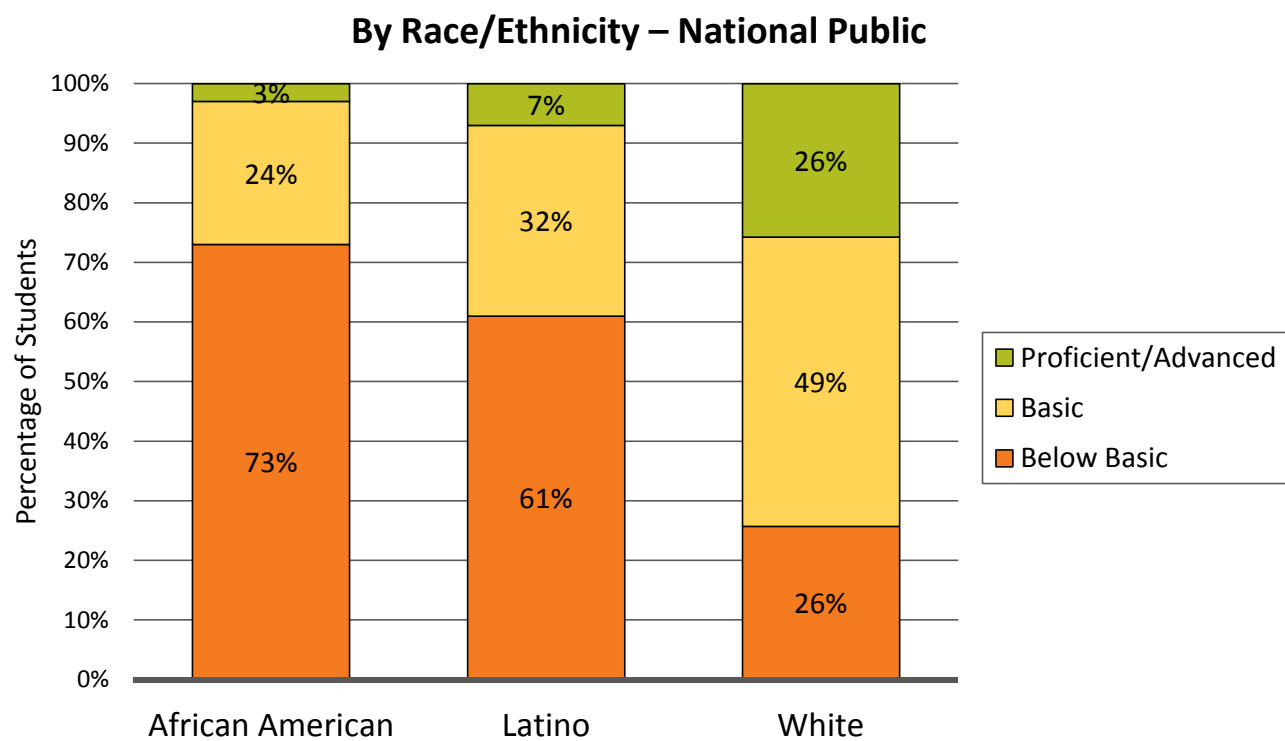


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National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

Source:

1996 NAEP Grade 4 Math

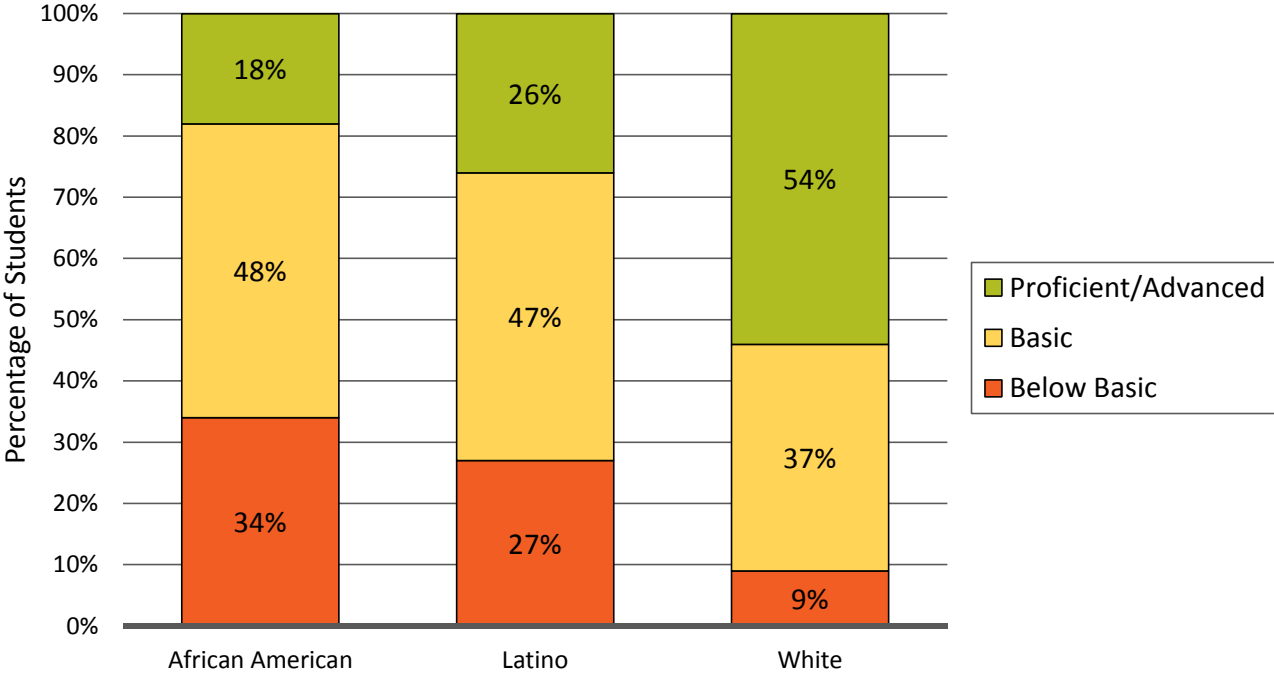


Source:

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

2013 NAEP Grade 4 Math

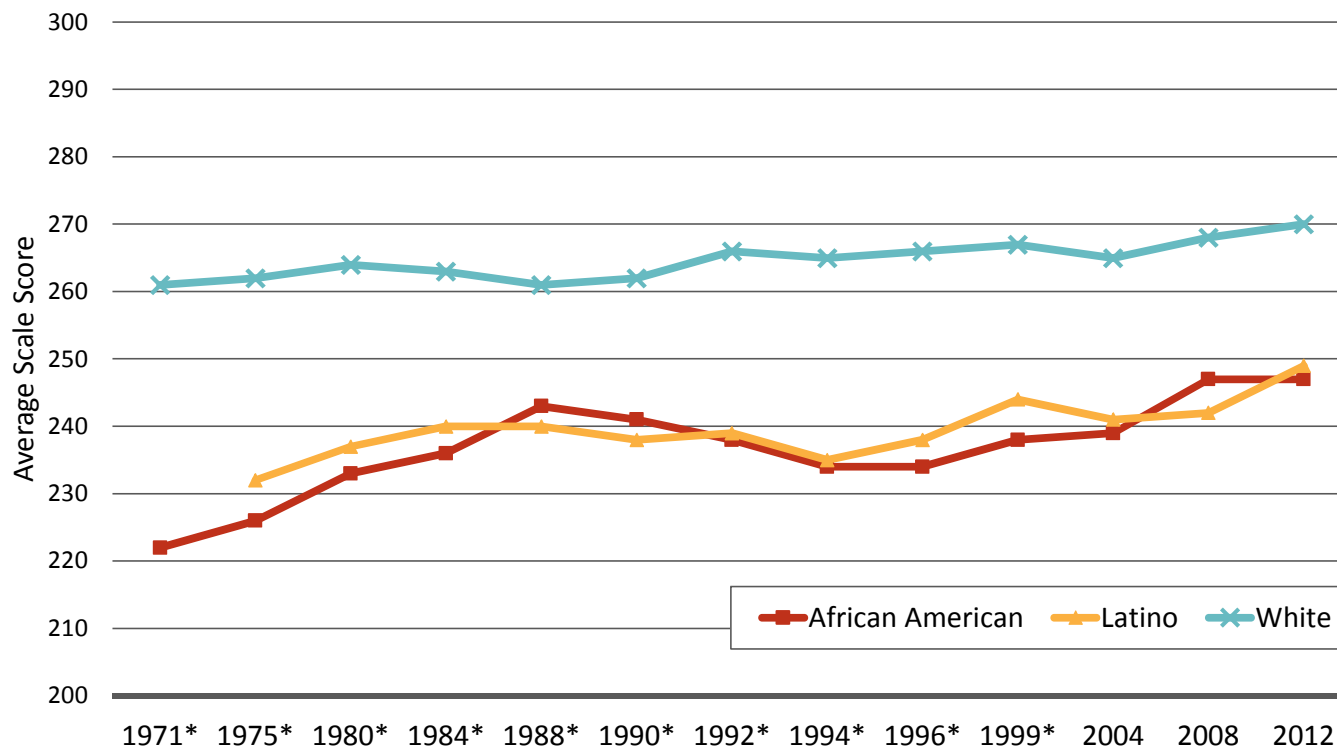
By Race/Ethnicity – National Public



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

Record performance for students of color

13 Year Olds – NAEP Reading

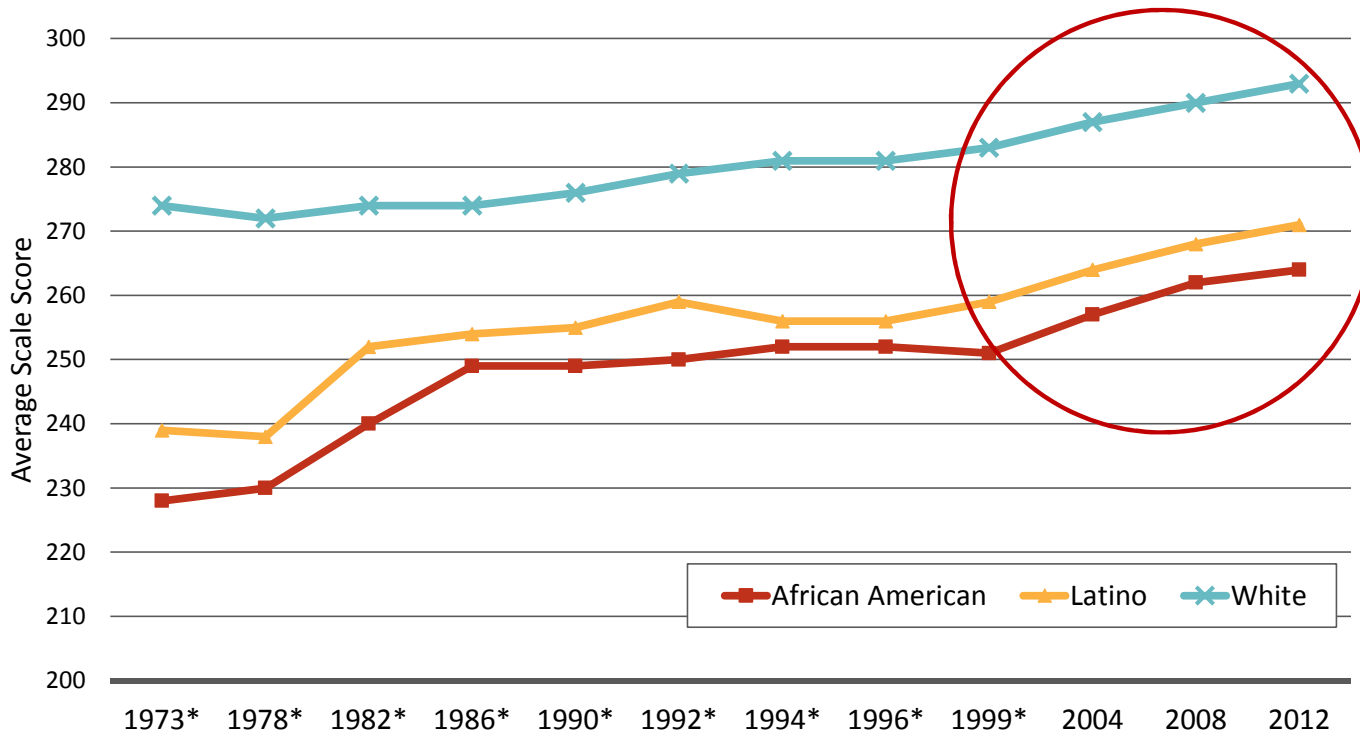


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- National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

Performance for all groups has risen dramatically

13 Year Olds – NAEP Math

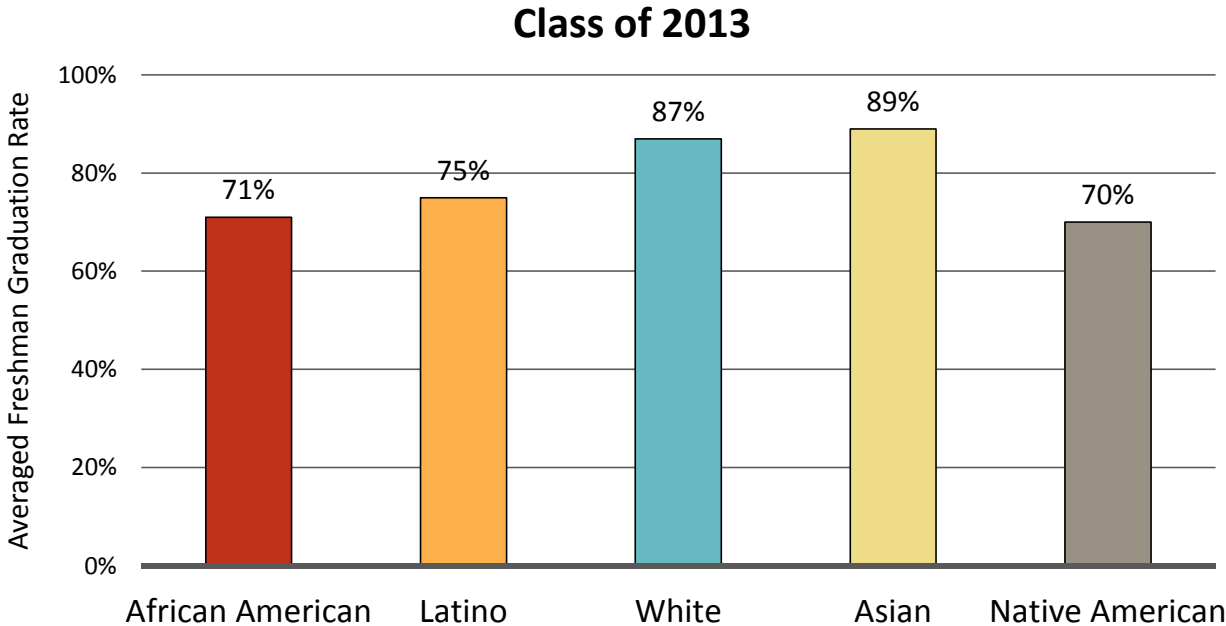


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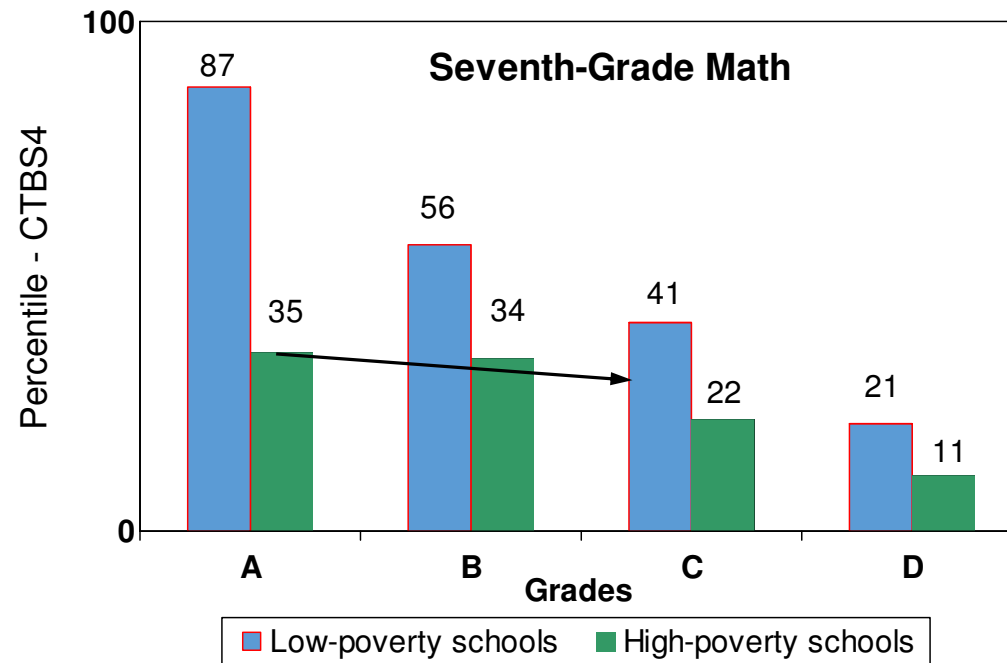
Graduation rates improving, but students of color still less likely to graduate from high school on time.



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

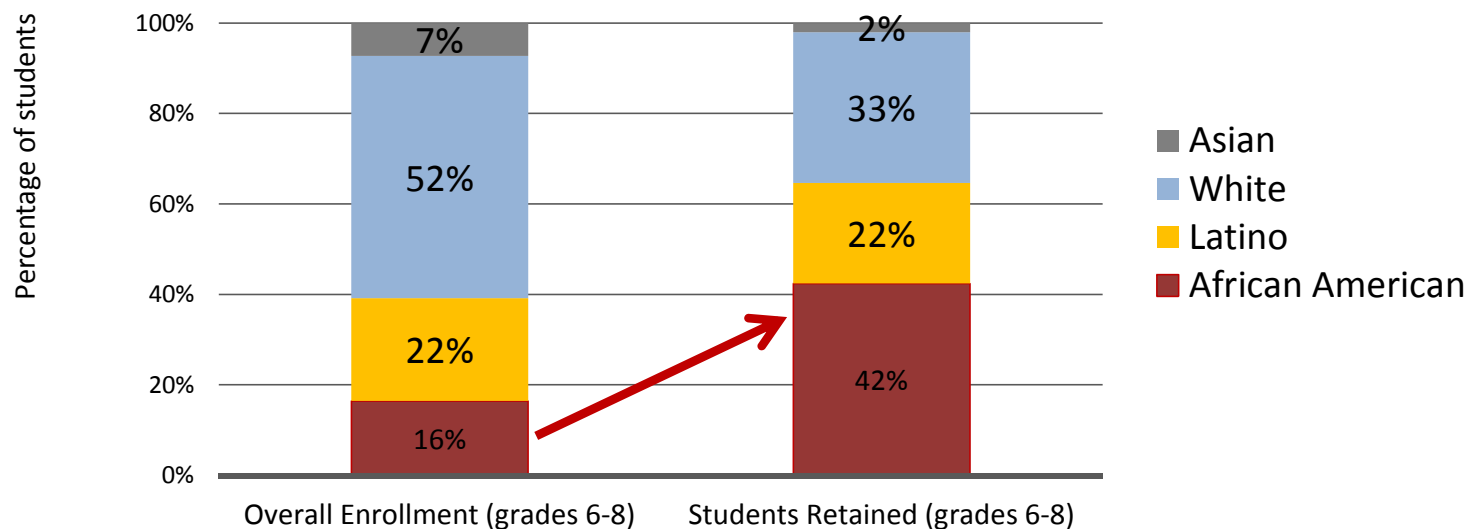
2. We also need data to monitor gaps in opportunity that need attention.

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



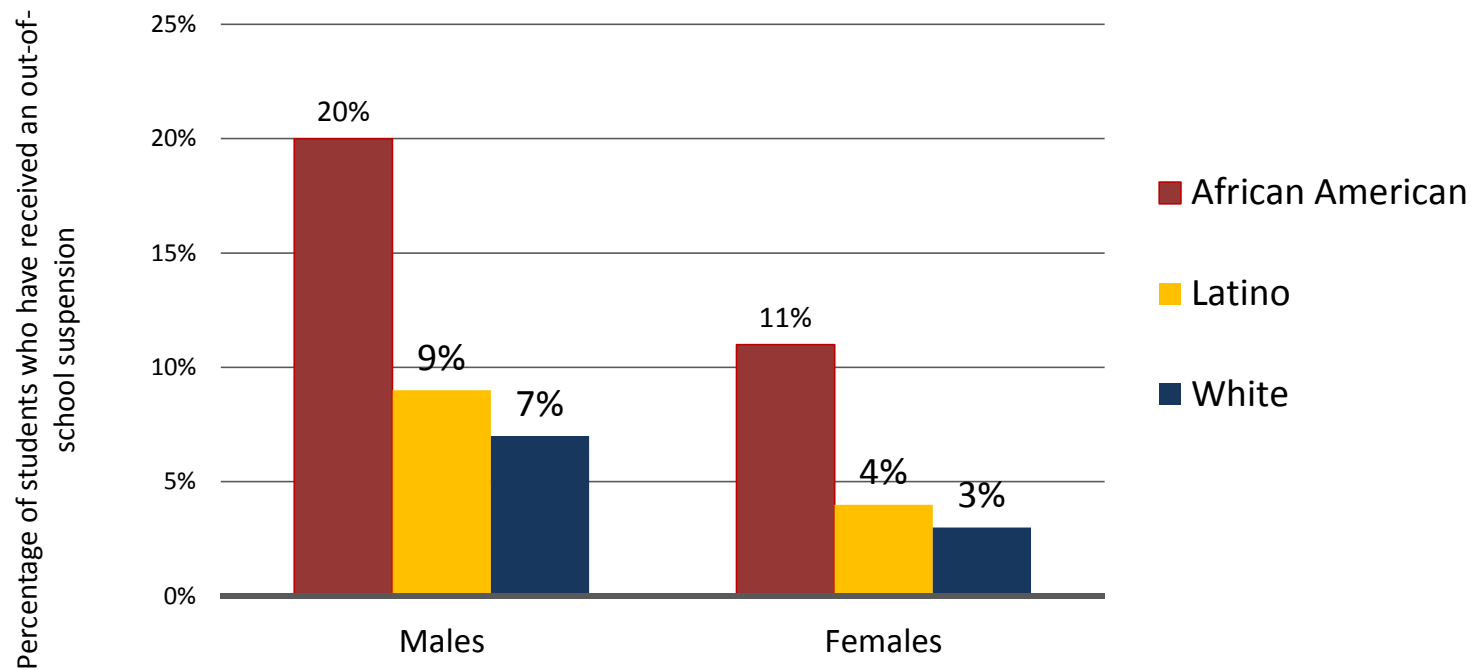
Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.

African Americans are overrepresented among retained students.



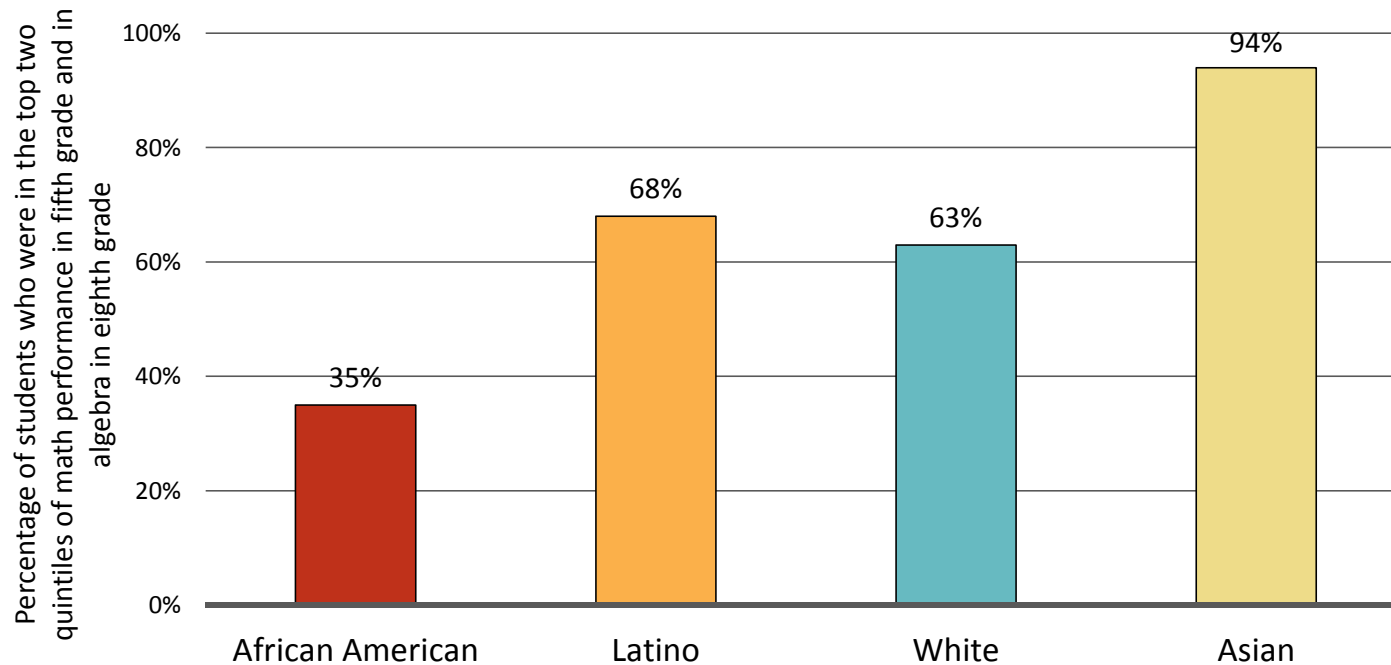
Source: U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection

African Americans are most likely to be suspended.



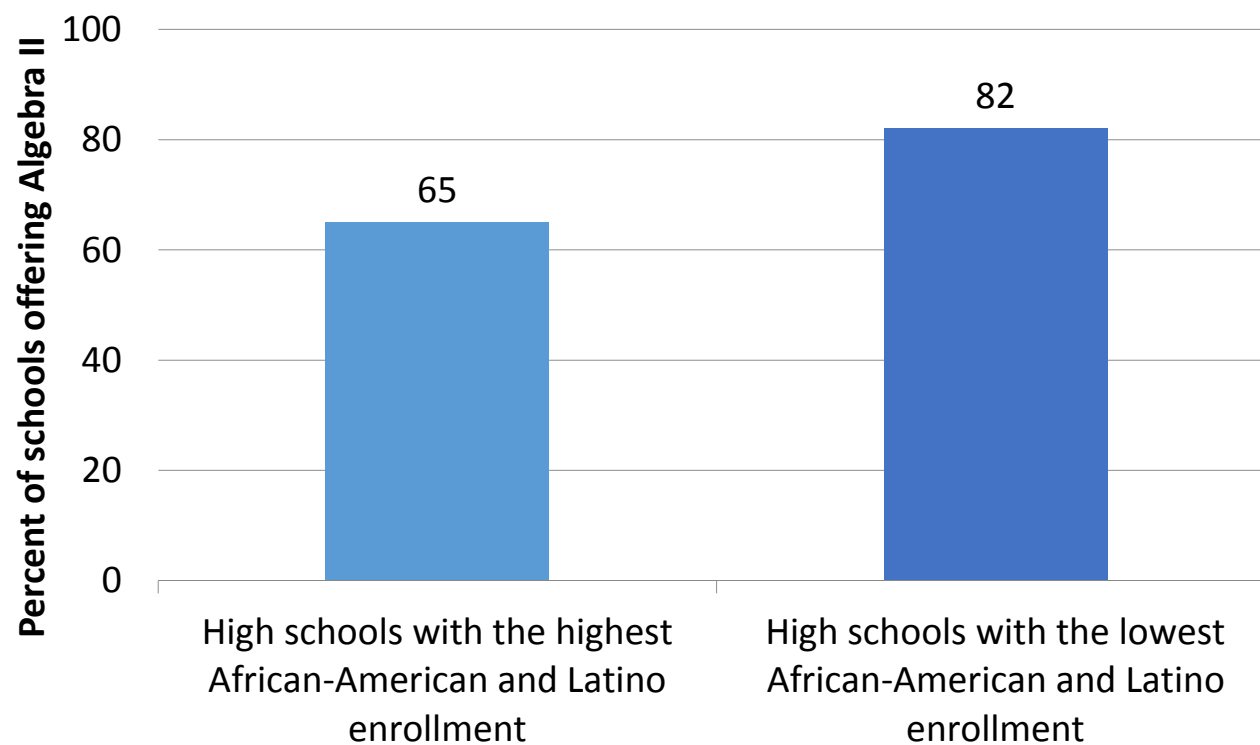
Source: U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection

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



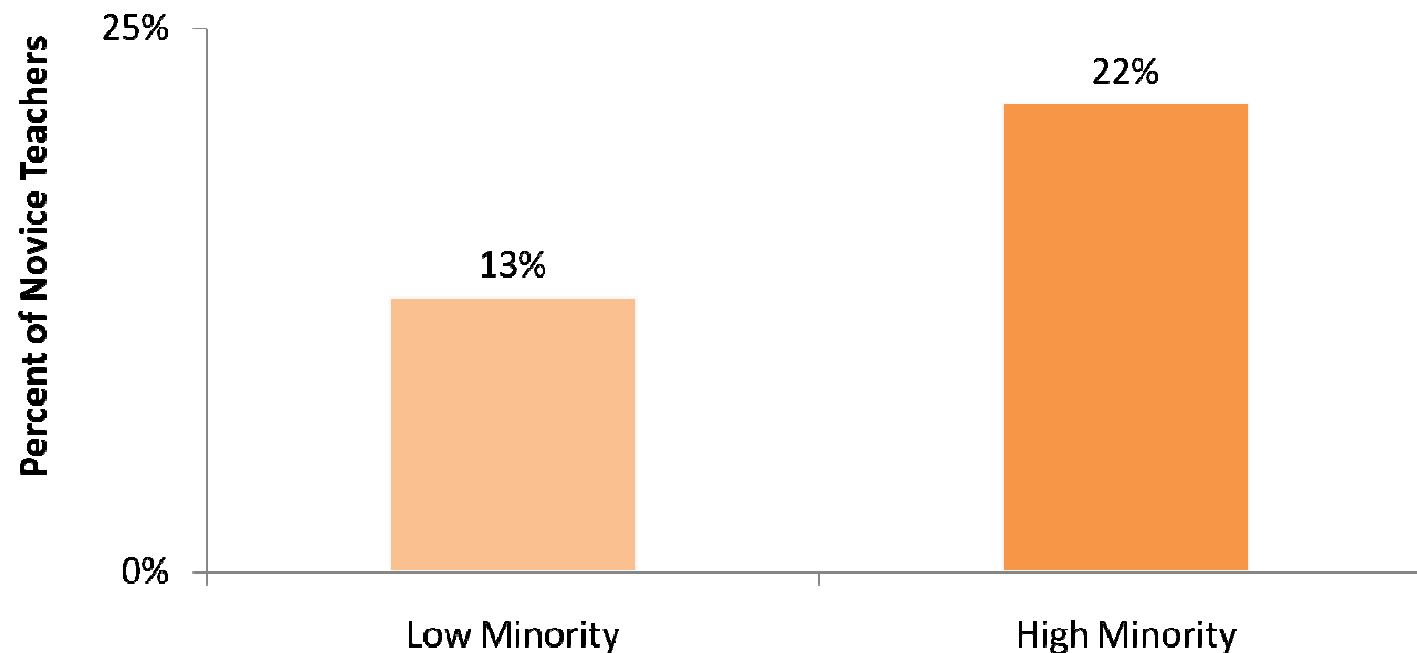
Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

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

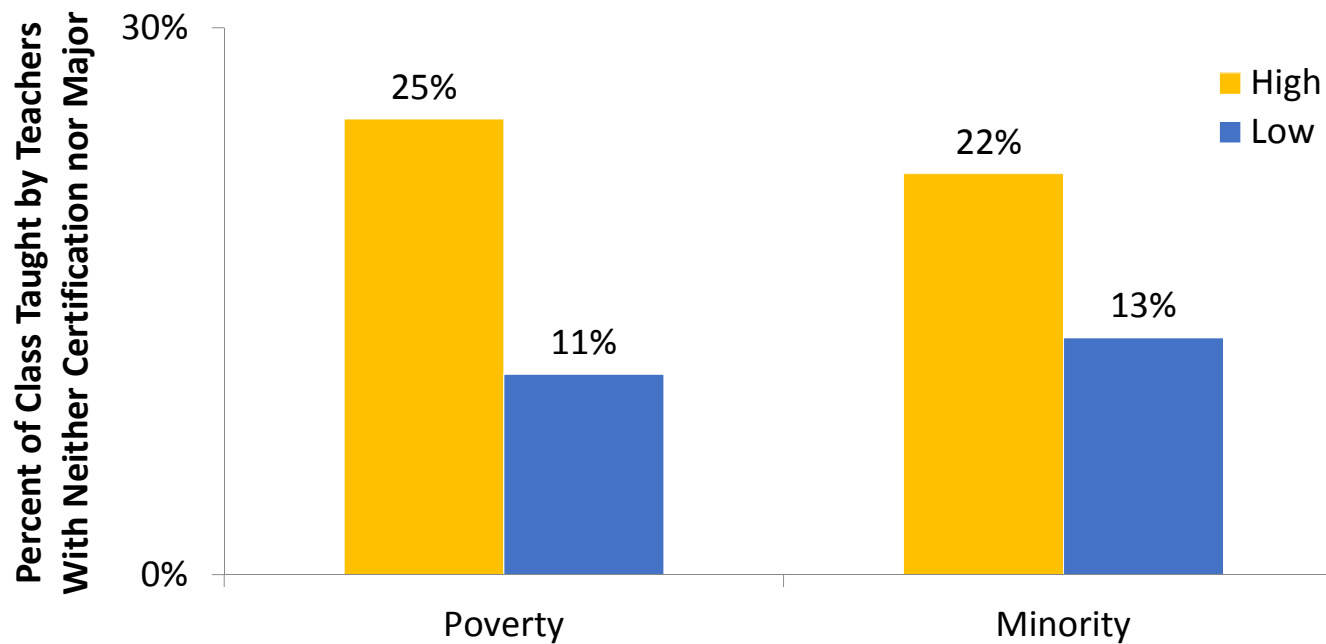
Students at high-minority schools more likely to be taught by novice* teachers.



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.

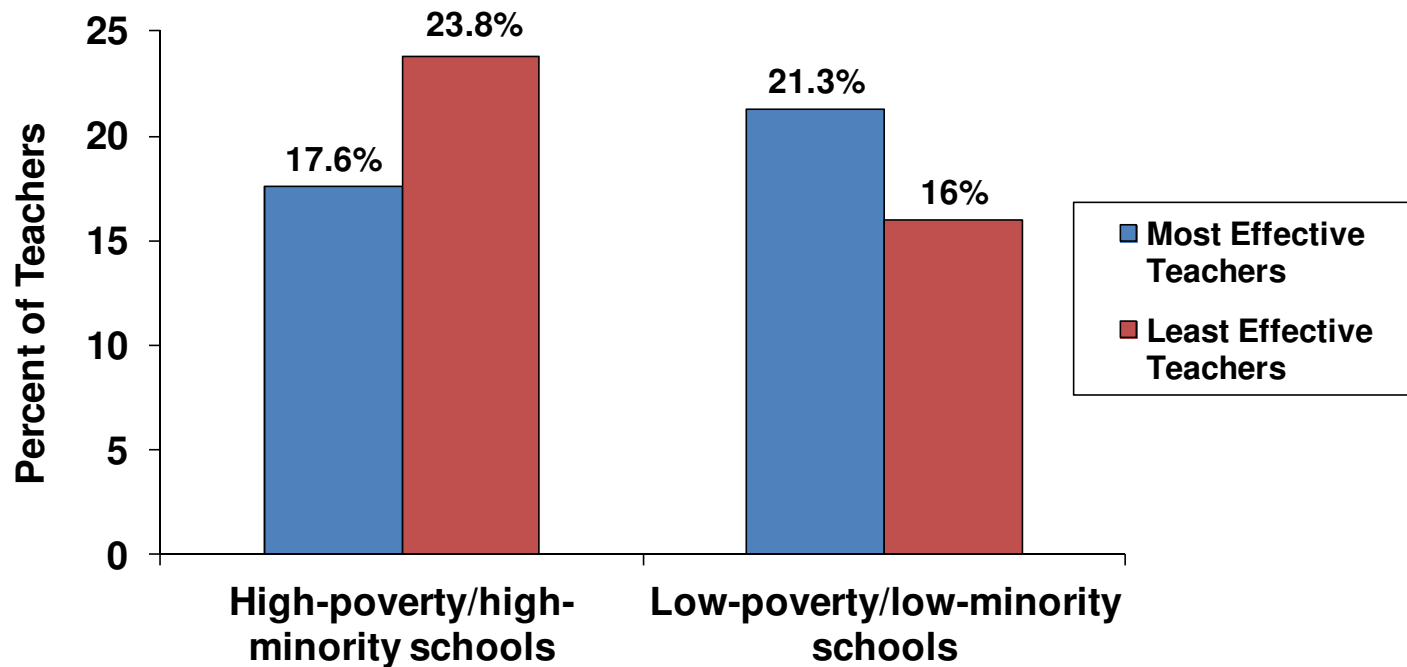


Note: High-poverty school: 55 percent or more of the students are eligible for free/reduced-price lunch. Low-poverty school :15 percent or fewer of the students are eligible for free/reduced-price lunch. High-minority school: 78 percent or more of the students are black, Hispanic, American Indian or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

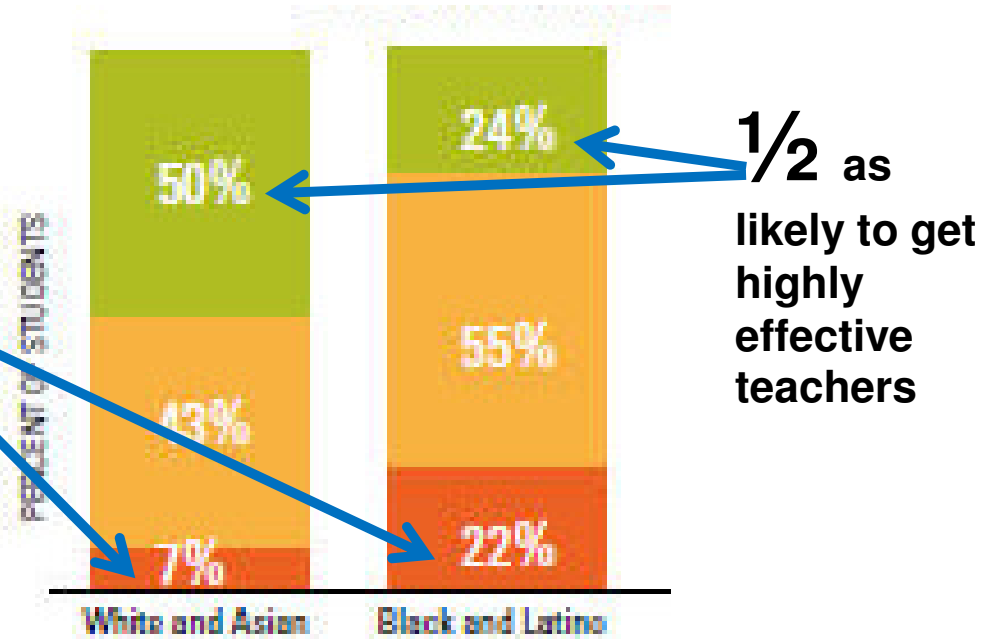
Source: Tennessee Department of Education 2007. “Tennessee’s Most Effective Teachers: Are they assigned to the schools that need them most?” http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf.

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

Latino and black students are:

3X as likely to get low-effectiveness teachers

READING/LANGUAGE ARTS



1/2 as likely to get highly effective teachers

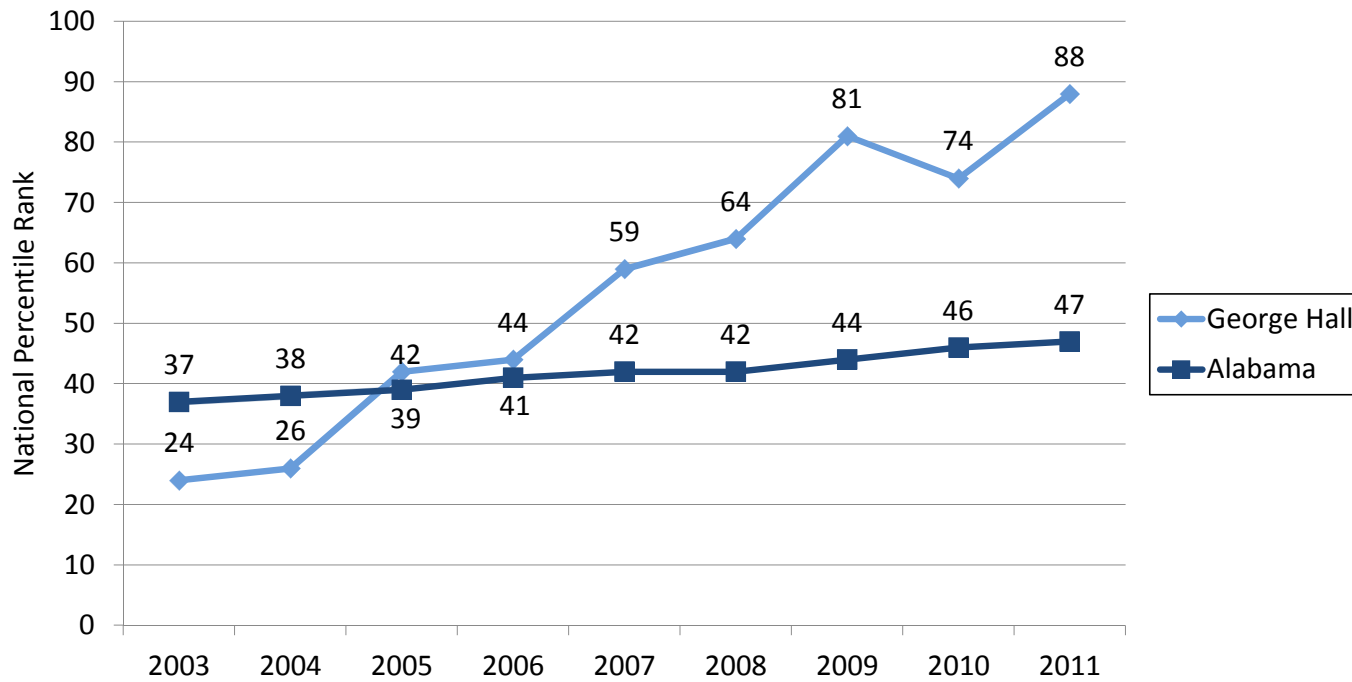
Top Quartile Value-Added Teacher | Average (Middle 50%) Value-Added Teacher | Bottom Quartile Value-Added Teacher

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

3. Data helps to dispel myths—and identify schools, districts and states that we should celebrate and learn from.

Outperforming the State – and Nation – at George Hall Elementary

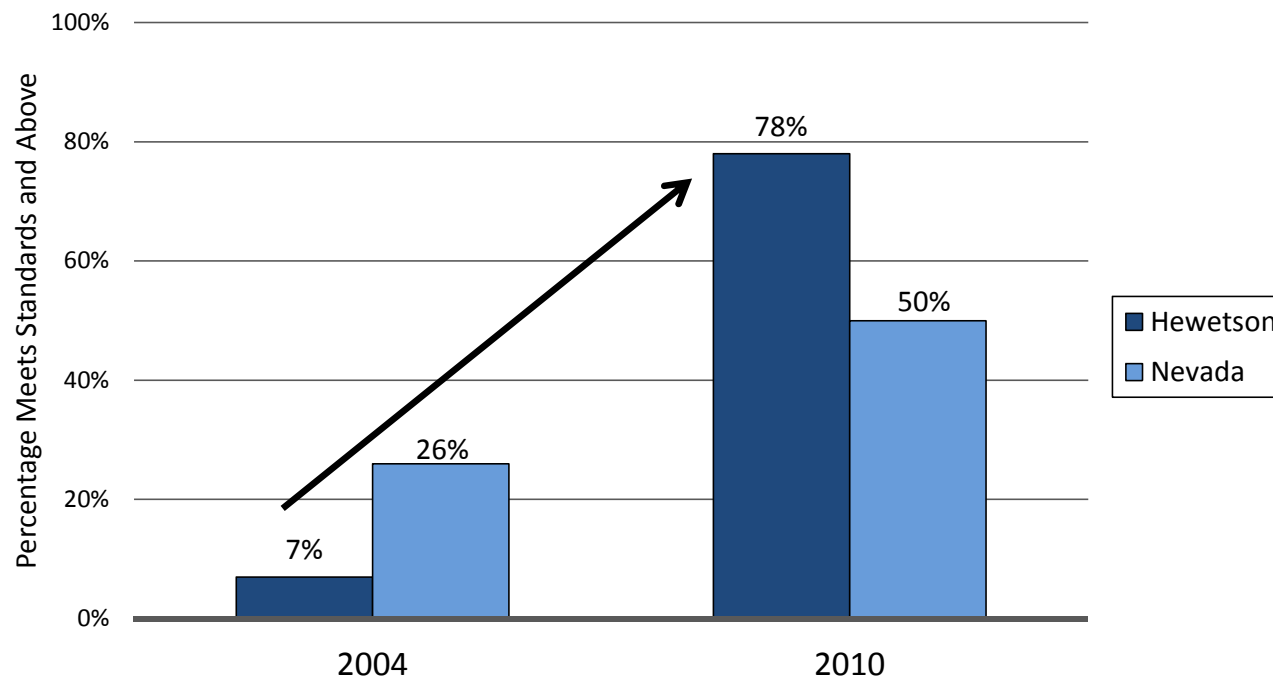
African-American Students – Grade 4 Reading (SAT 10)



Source: Alabama Department of Education

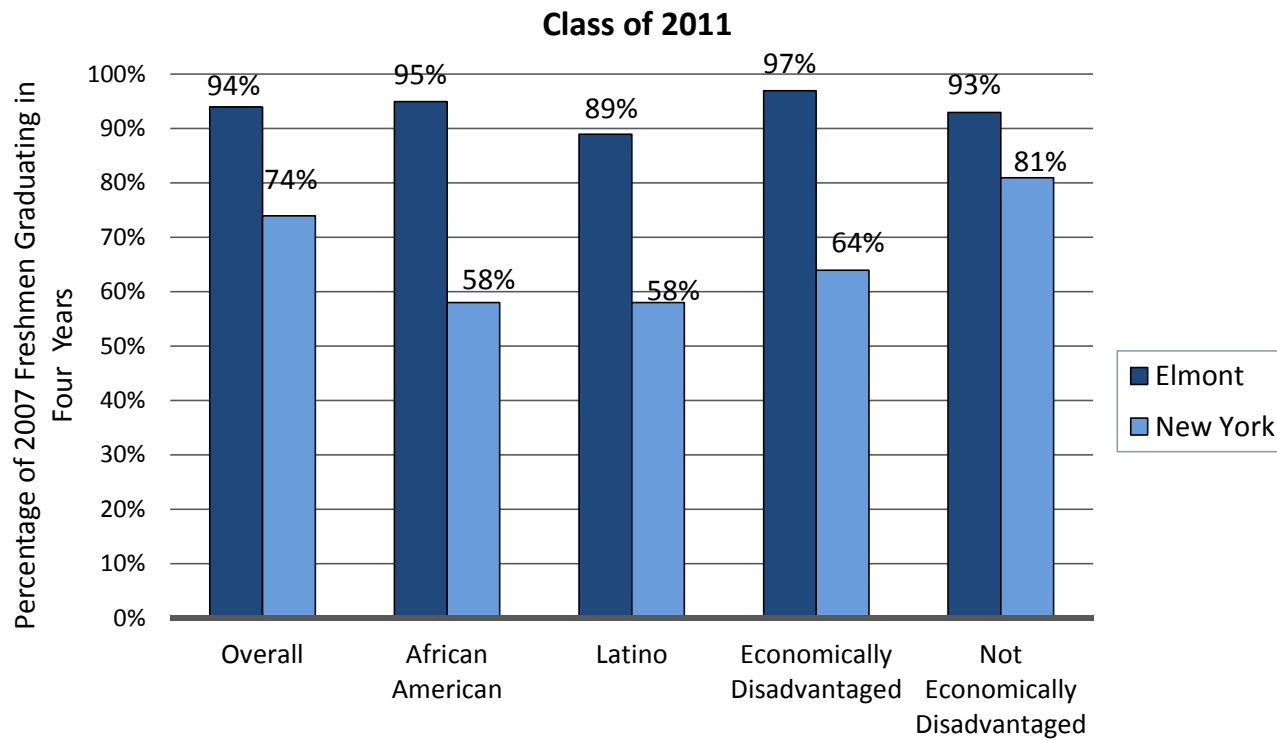
Big Improvement at Halle Hewetson Elementary

Latino Students – Grade 3 Reading



Source: Nevada Department of Education

High Graduation Rates at Elmont Memorial High School



Note: Includes students graduating by June 2011.

Source: New York State Department of Education

NAEP Grade 4 Reading – States With Biggest Gains for African- American Students (2003 – 2013)

State	Gain
Pennsylvania	17
Florida	15
Alabama	14
Minnesota	14
Maryland	14

Note: On average, mean scale scores in reading for African-American fourth-grade students increased by 8 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 4 Reading – States With Biggest Gains for Latino Students

(2003 – 2013)

State	Gain
Maryland	15
Florida	14
Pennsylvania	13
Georgia	13

Note: On average, mean scale scores in reading for Latino fourth-grade students increased by 7 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

4. Data helps us determine what is working and what is not.

NYC Small High Schools of Choice Outperform Other High Schools

	Small Schools of Choice	Control Group
Graduated in 4 years	67.9%	59.3%
Regents Diploma	41.5	34.9
Advanced Regents Diploma	6.2	4.7
Math Regents 75 or higher	23.3	22.5
English Regents 75 or higher	37.3	29.7

Source: Howard S. Bloom and Rebecca Unterman, Sustained Positive Effects on Graduation Rates Produced by New York City's Small Public High Schools of Choice, MDRC; January, 2012.

NYC: Small High Schools Improve Grad Rates

	Grad Rates Improve by...
Black Male	9.9 points
Black Female	8.3 points
Hispanic Male	7.7 points
Hispanic Female	8.7 points

Source: Howard S. Bloom and Rebecca Unterman, Sustained Positive Effects on Graduation Rates Produced by New York City's Small Public High Schools of Choice, MDRC; January, 2012.

5. Good data, together with good technology, can help us personalize the learning experiences of our students—but also let us know when such customization isn't working.

There is a lot of promise in the tools that many of you in this room are working on. But...there is also risk.

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