THE EDUCATION TRUST

ACHIEVEMENT AND OPPORTUNITY IN AMERICA

Why Good Teaching Matters

ASCD Distinguished Lecture
March, 2015
Houston, Texas

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…

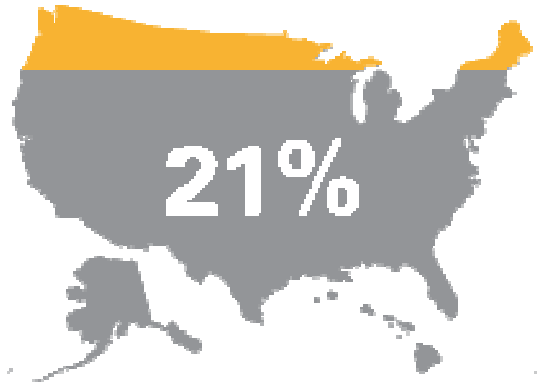
And they knew the “Dream” was a work in progress.

We were:

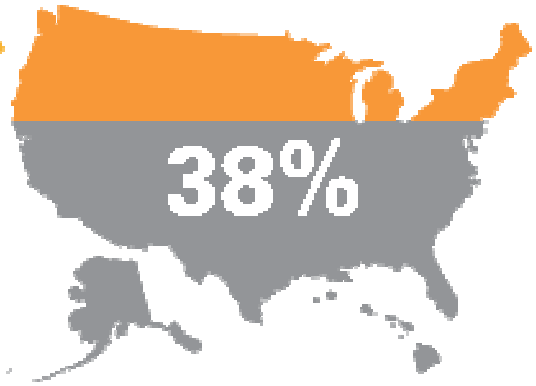
- The first to provide universal high school;
- The first to build public universities;
- The first to build community colleges;
- The first to broaden access to college, through GI Bill, Pell Grants, …

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

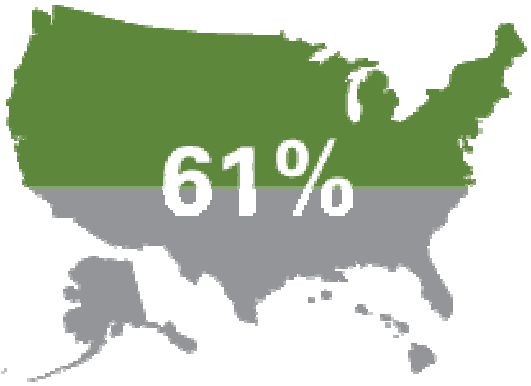
1920



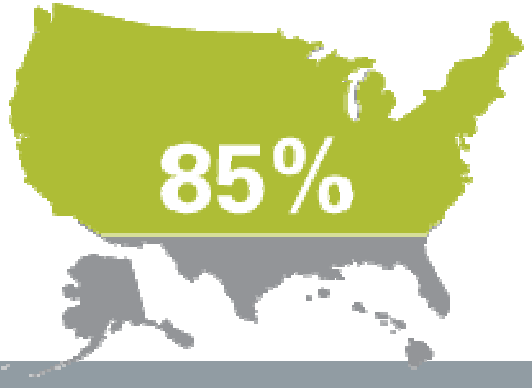
1940



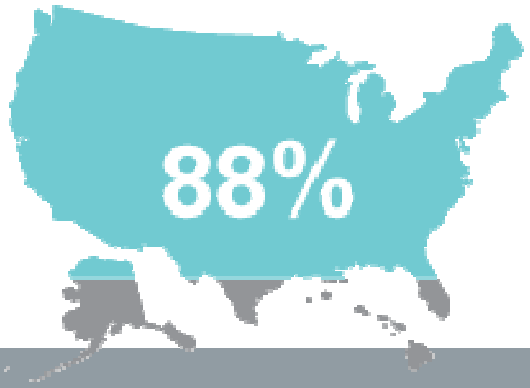
1960



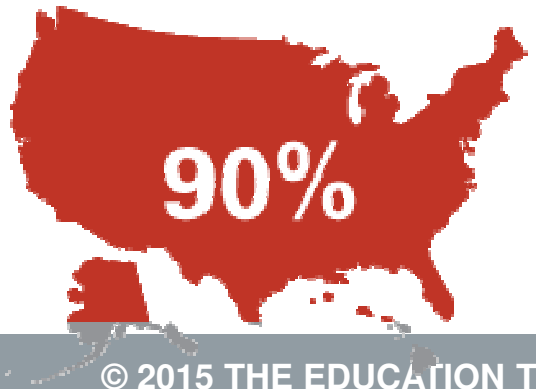
1980



2000

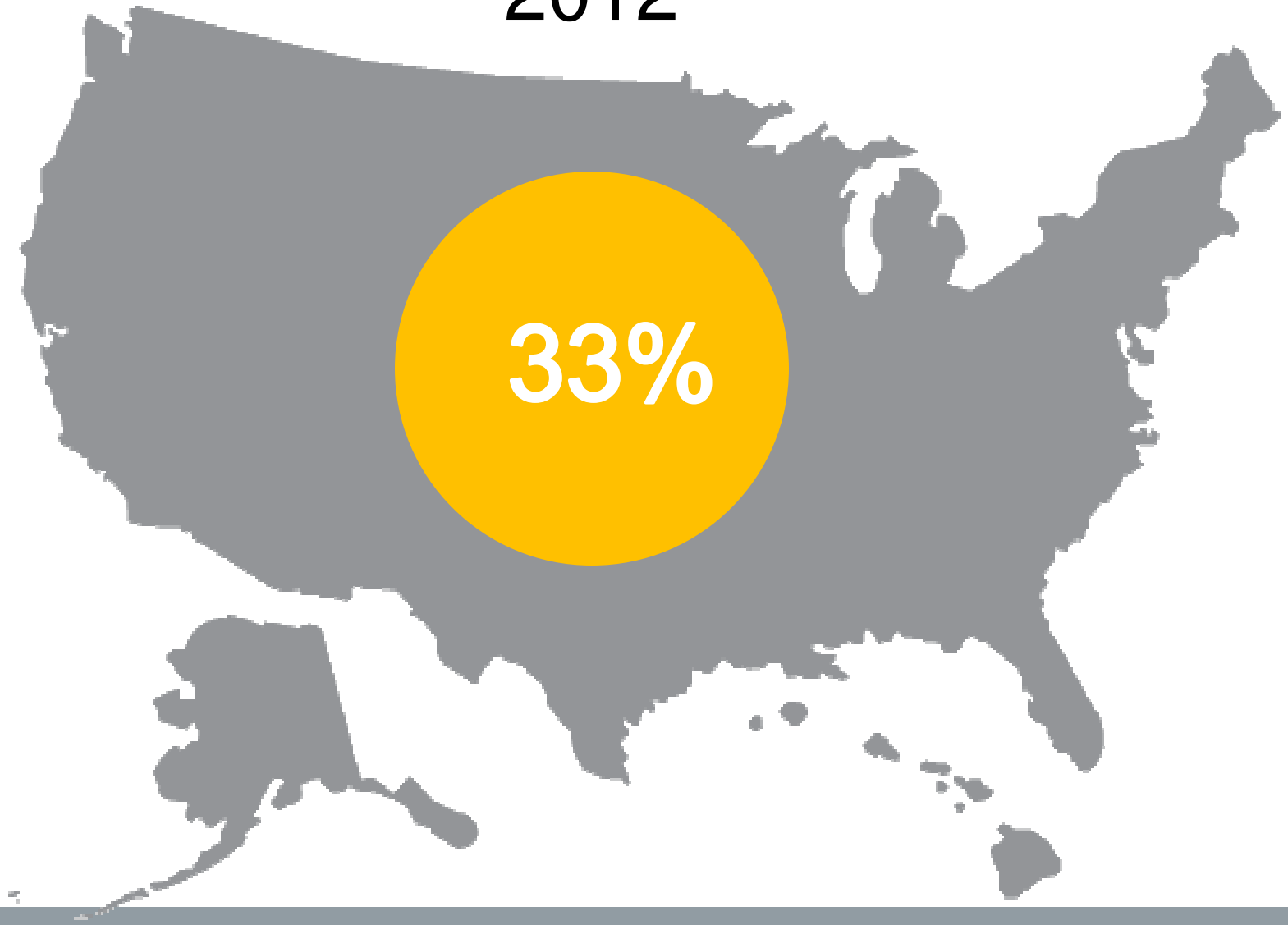


2012



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

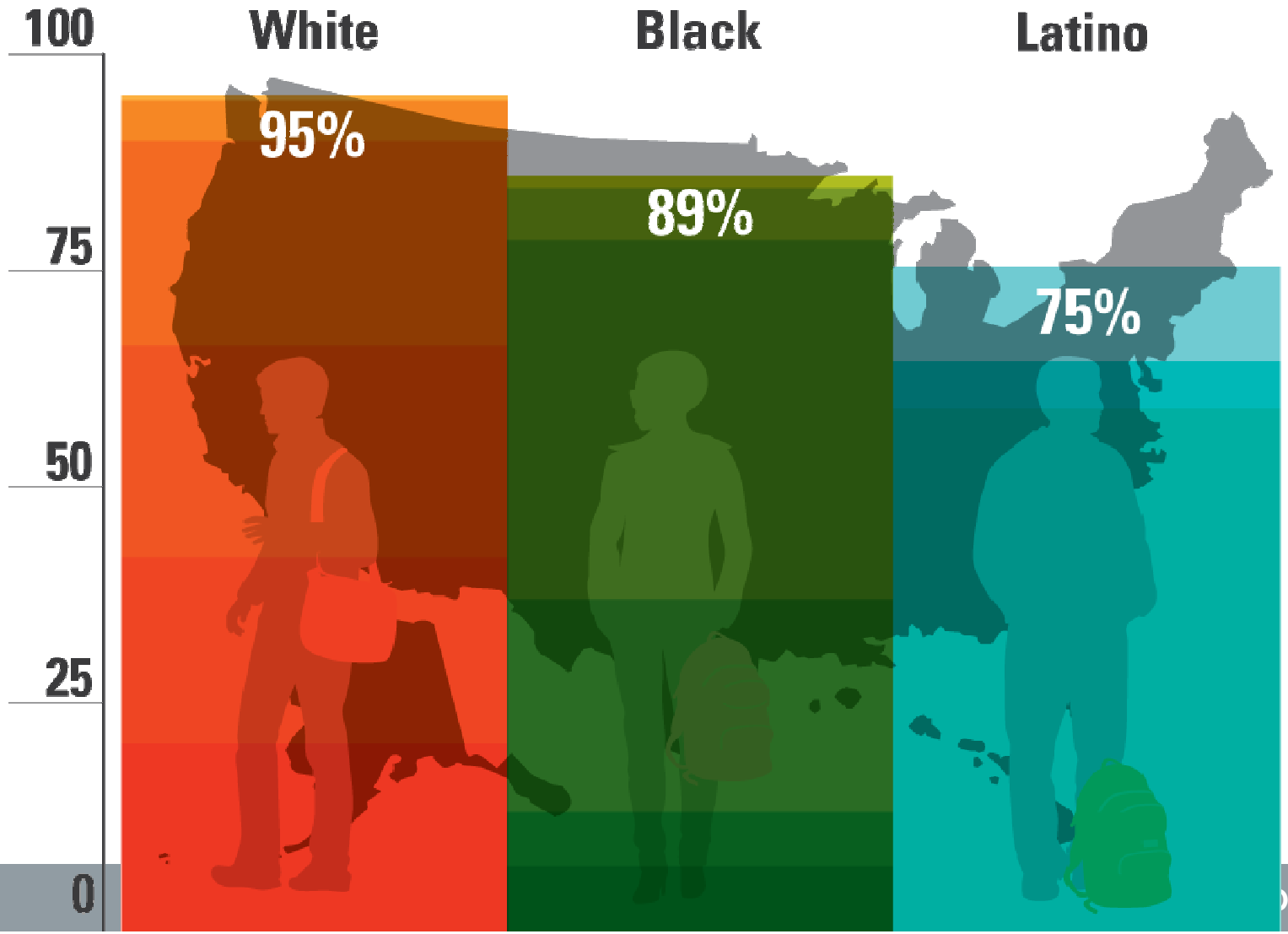
2012



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

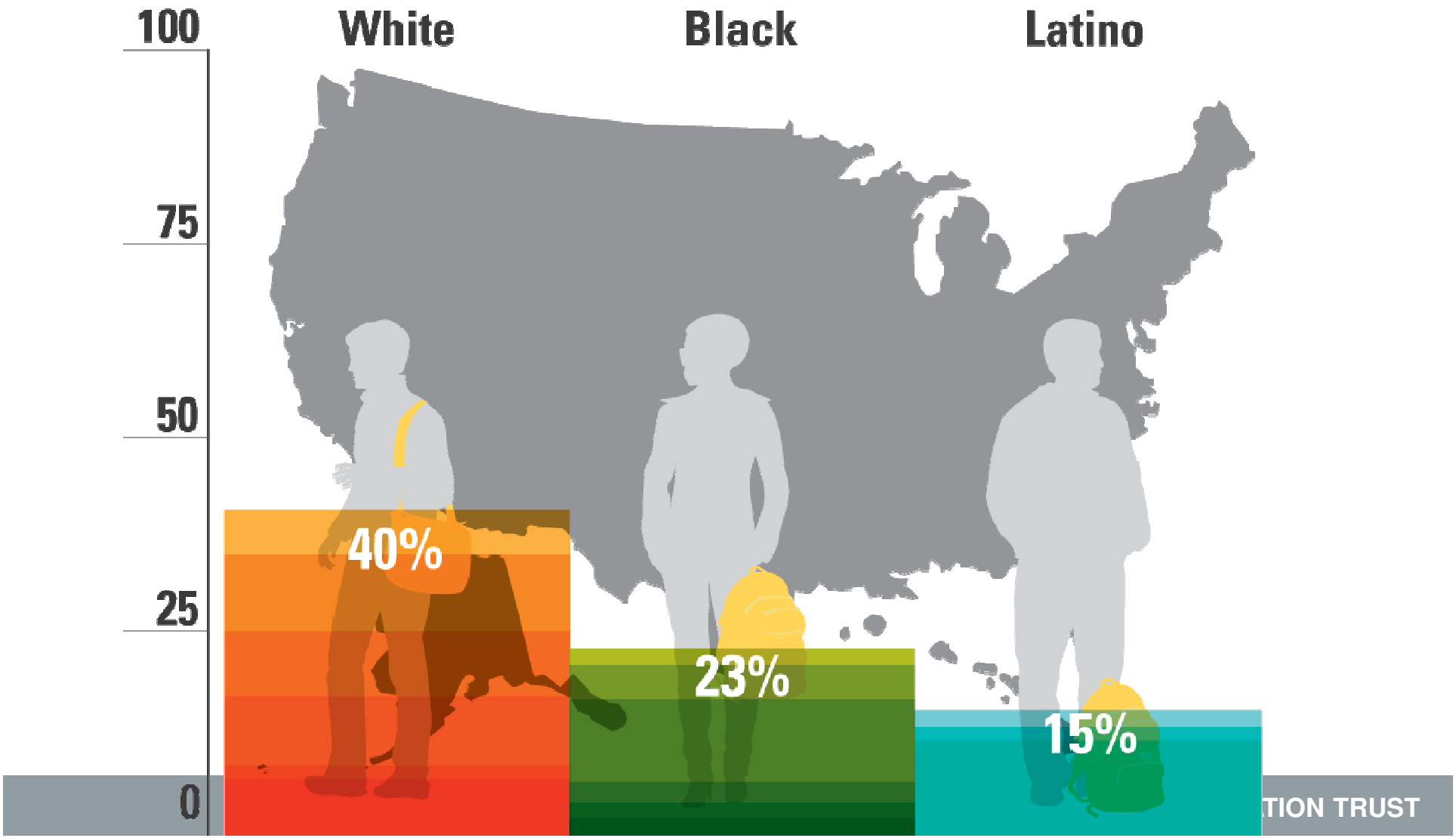
Percent of U.S. adults with a high school diploma, by race

2012



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

2012

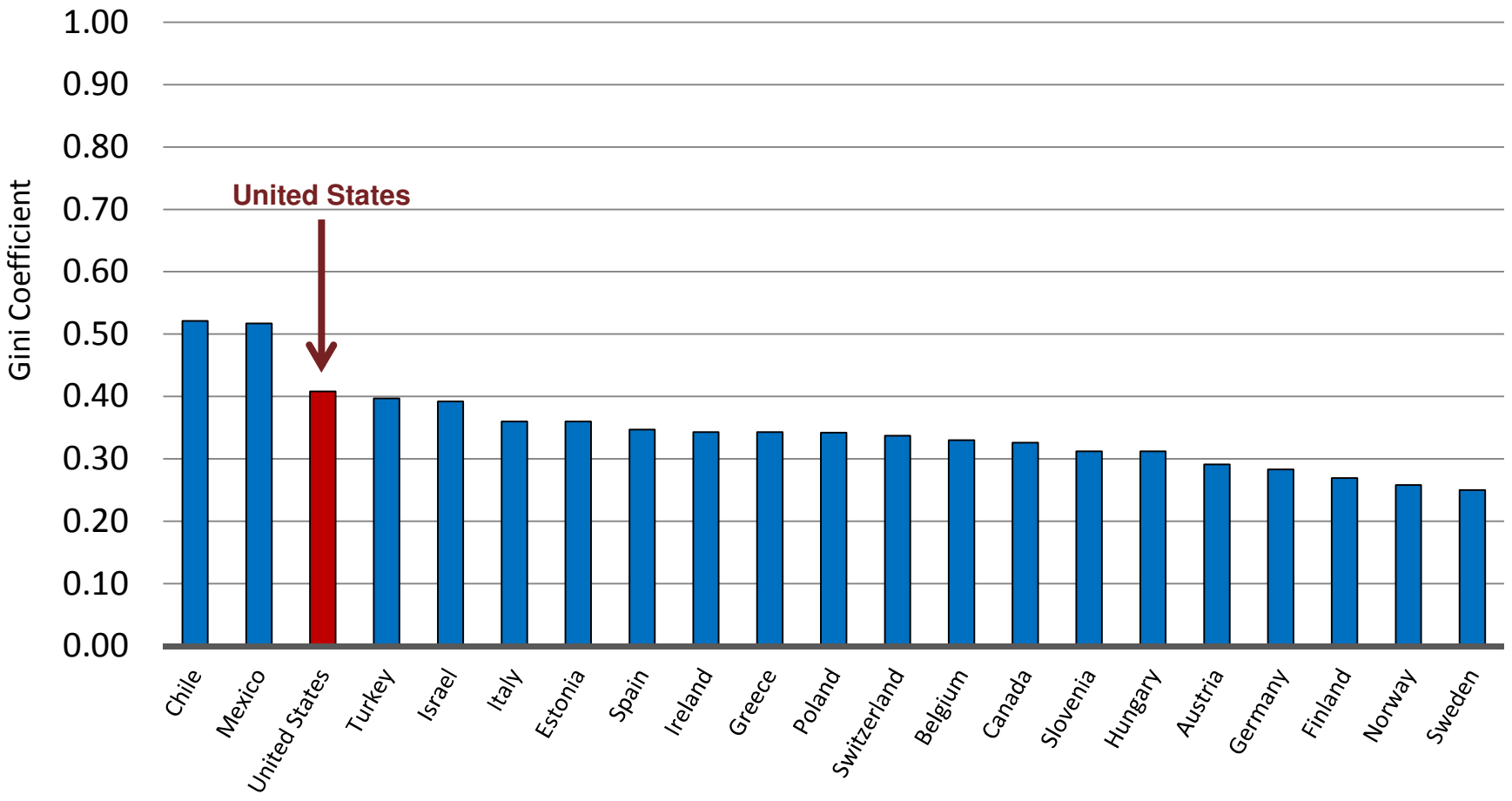


Then, beginning in the eighties, inequality started growing again.

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.

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



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

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

Median Wealth of White Families

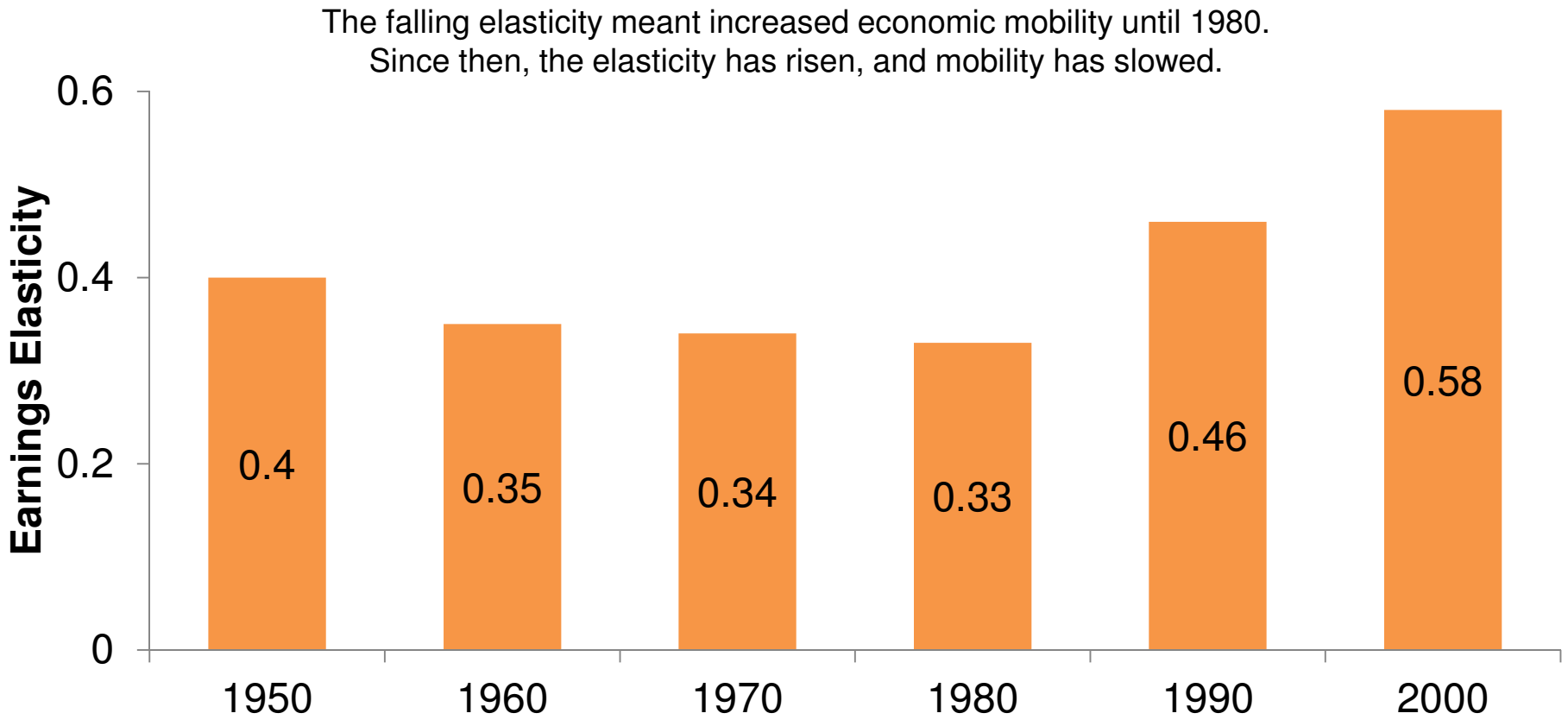
20 X that of African Americans

18 X that of Latinos

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

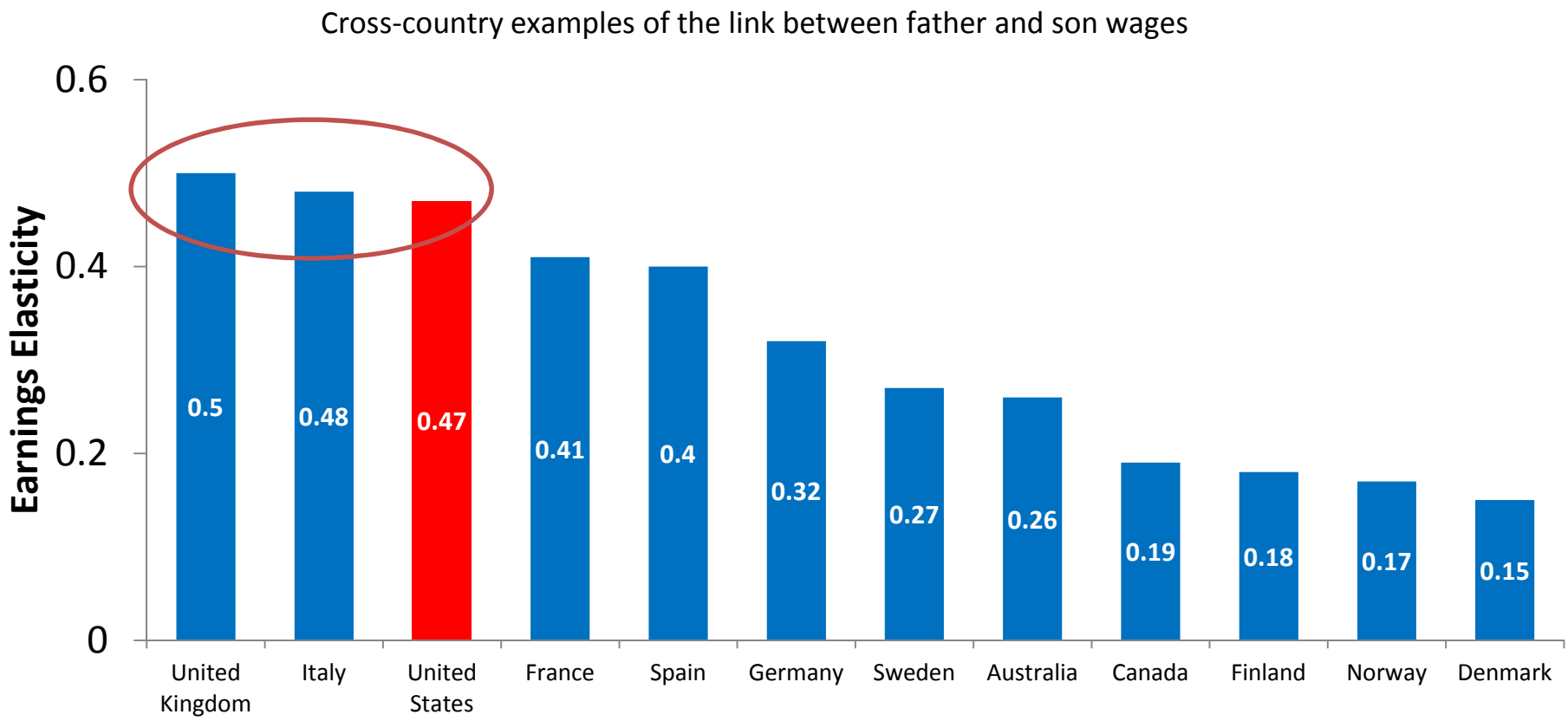
Not just wages and wealth, but social mobility as well.

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: 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.

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

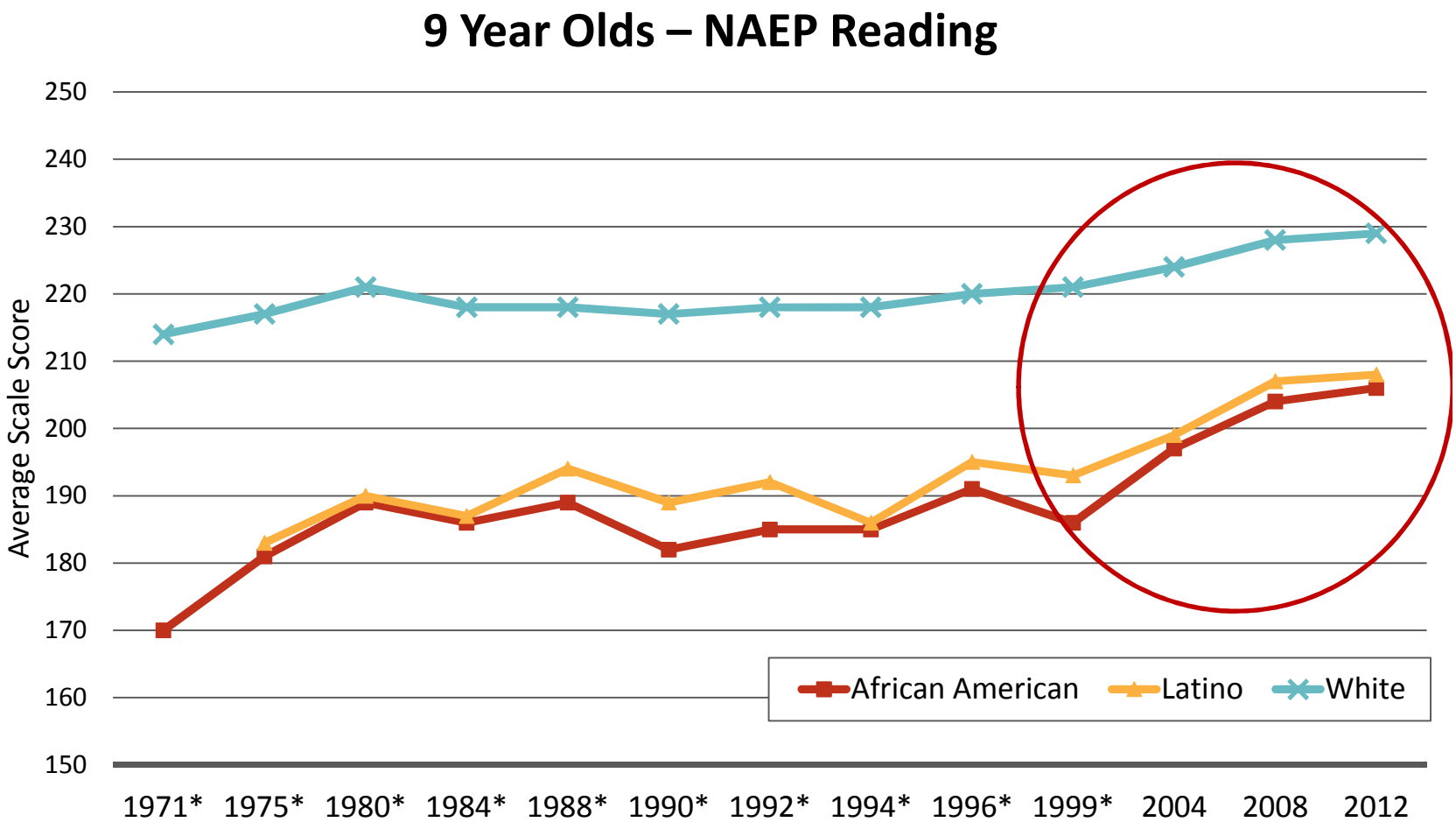
What schools and colleges do, in other words, is hugely important to our **economy**, our **democracy**, and our **society**.

So, how are we doing?

First, some good news.

After more than a decade of fairly flat achievement and stagnant or growing gaps in K-12, we appear to be turning the corner with our elementary students.

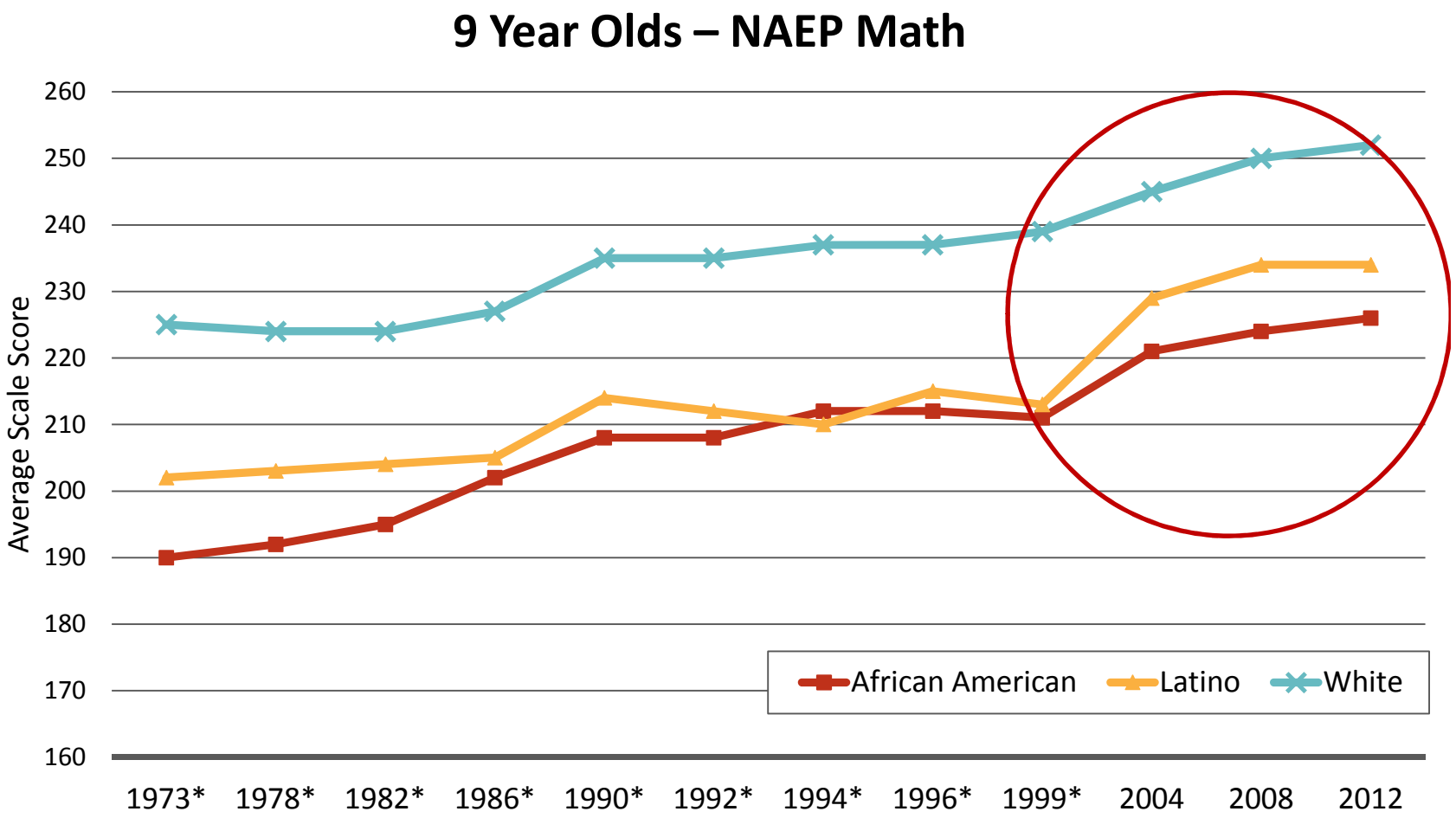
Since 1999, large gains for all groups of students, especially students of color



*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

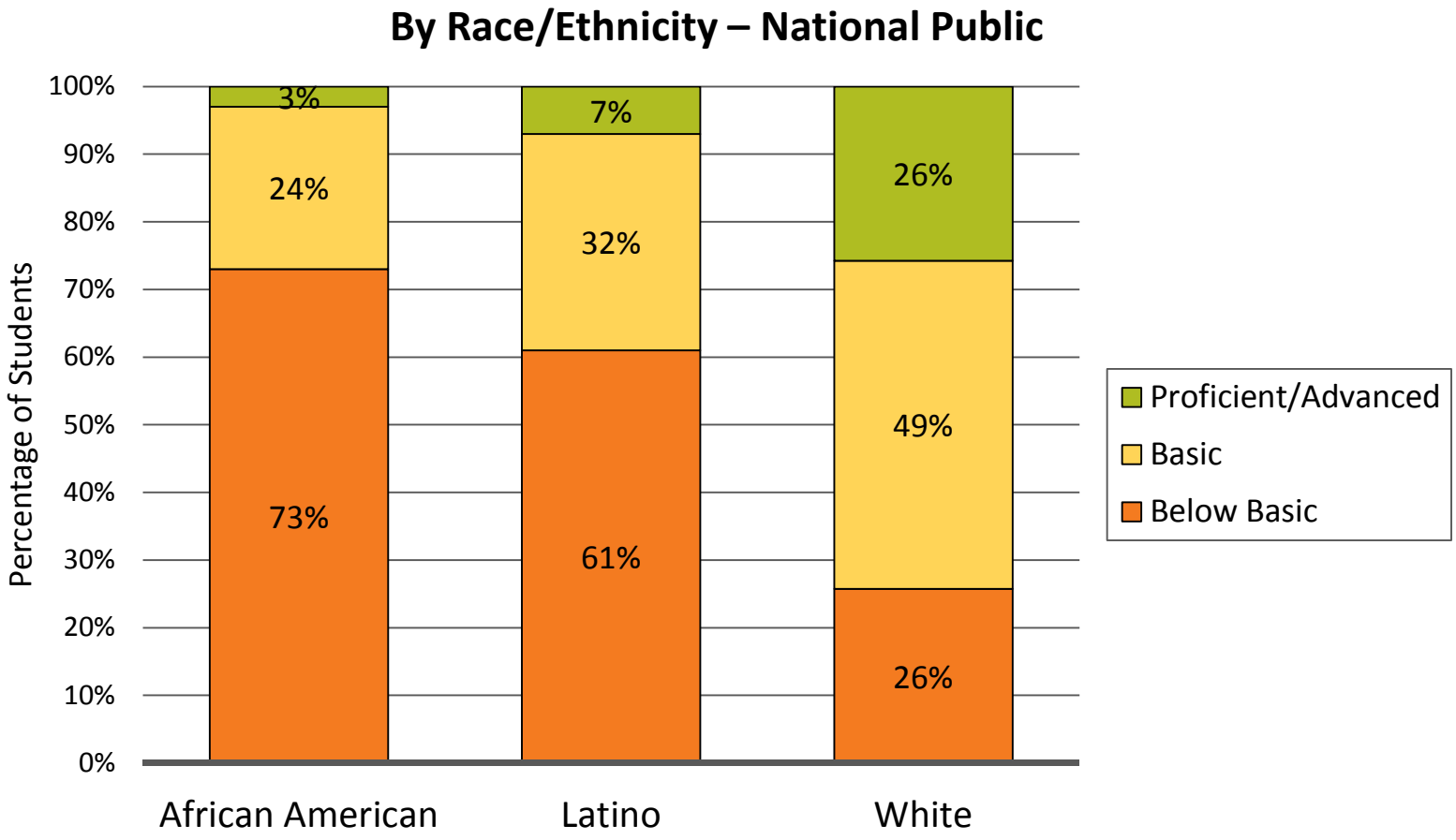


*Denotes previous assessment format

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

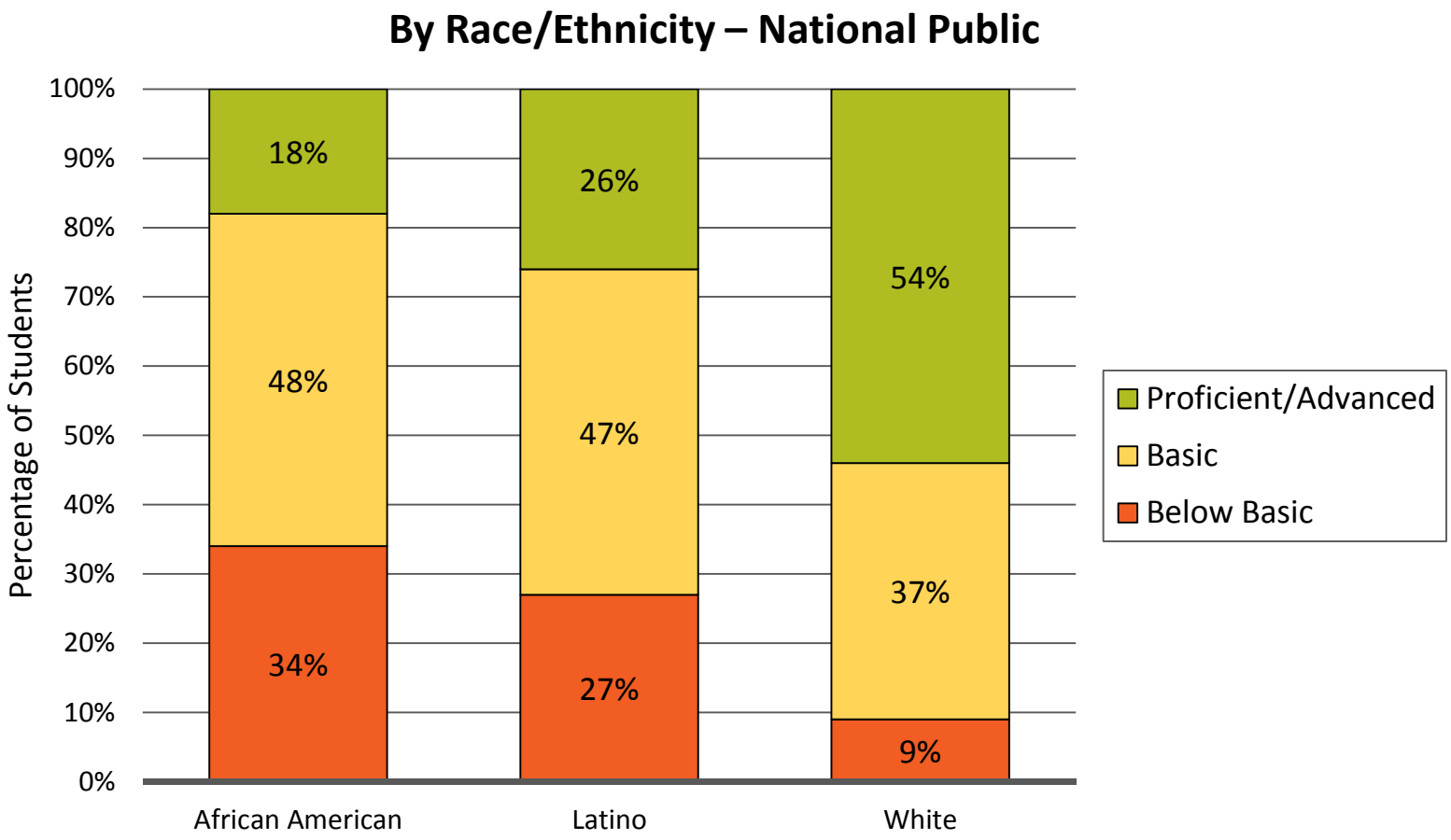
Looked at differently
(and on the “other” NAEP exam)…

1996 NAEP Grade 4 Math



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

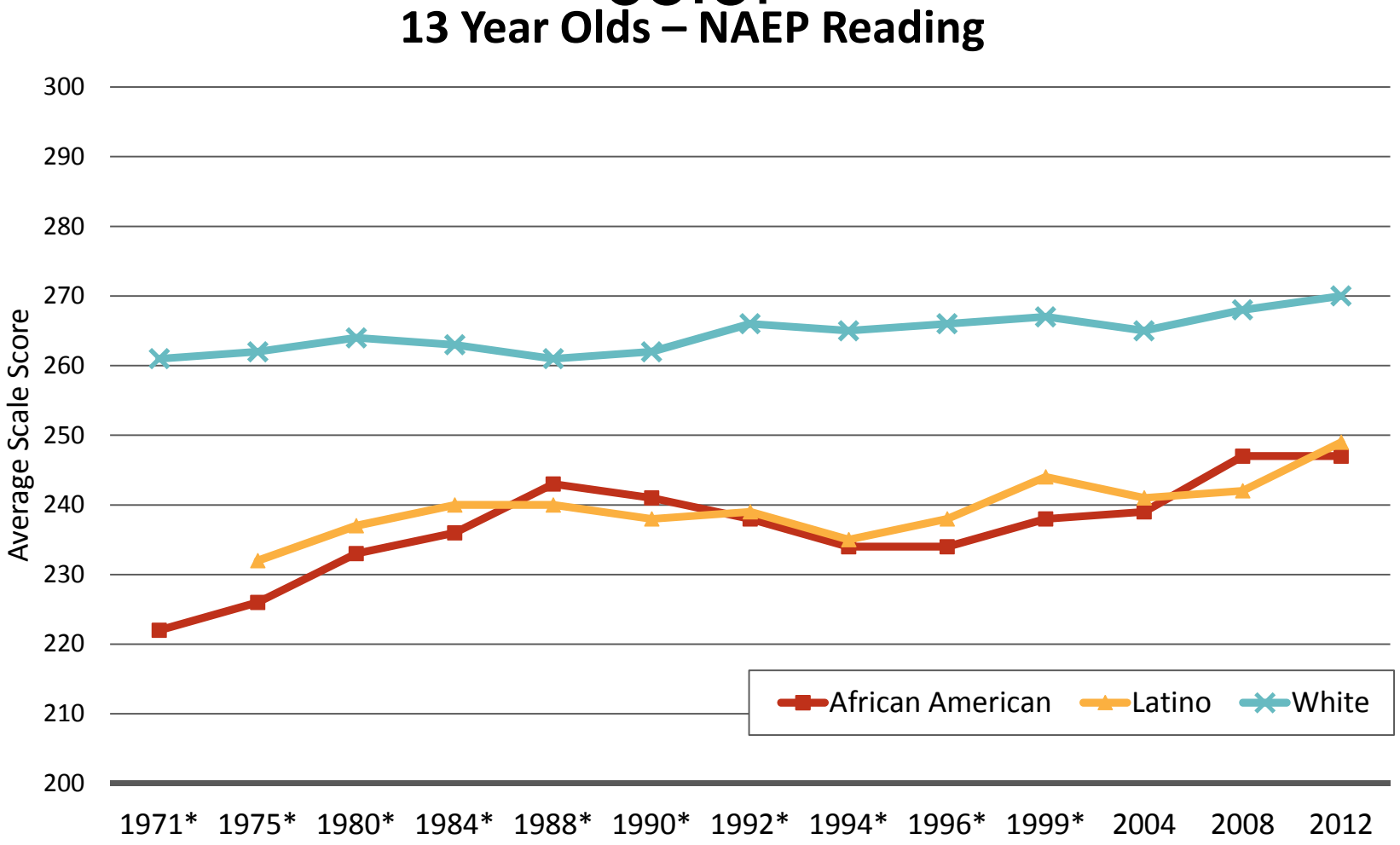
2013 NAEP Grade 4 Math



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

Middle grades are up, too.

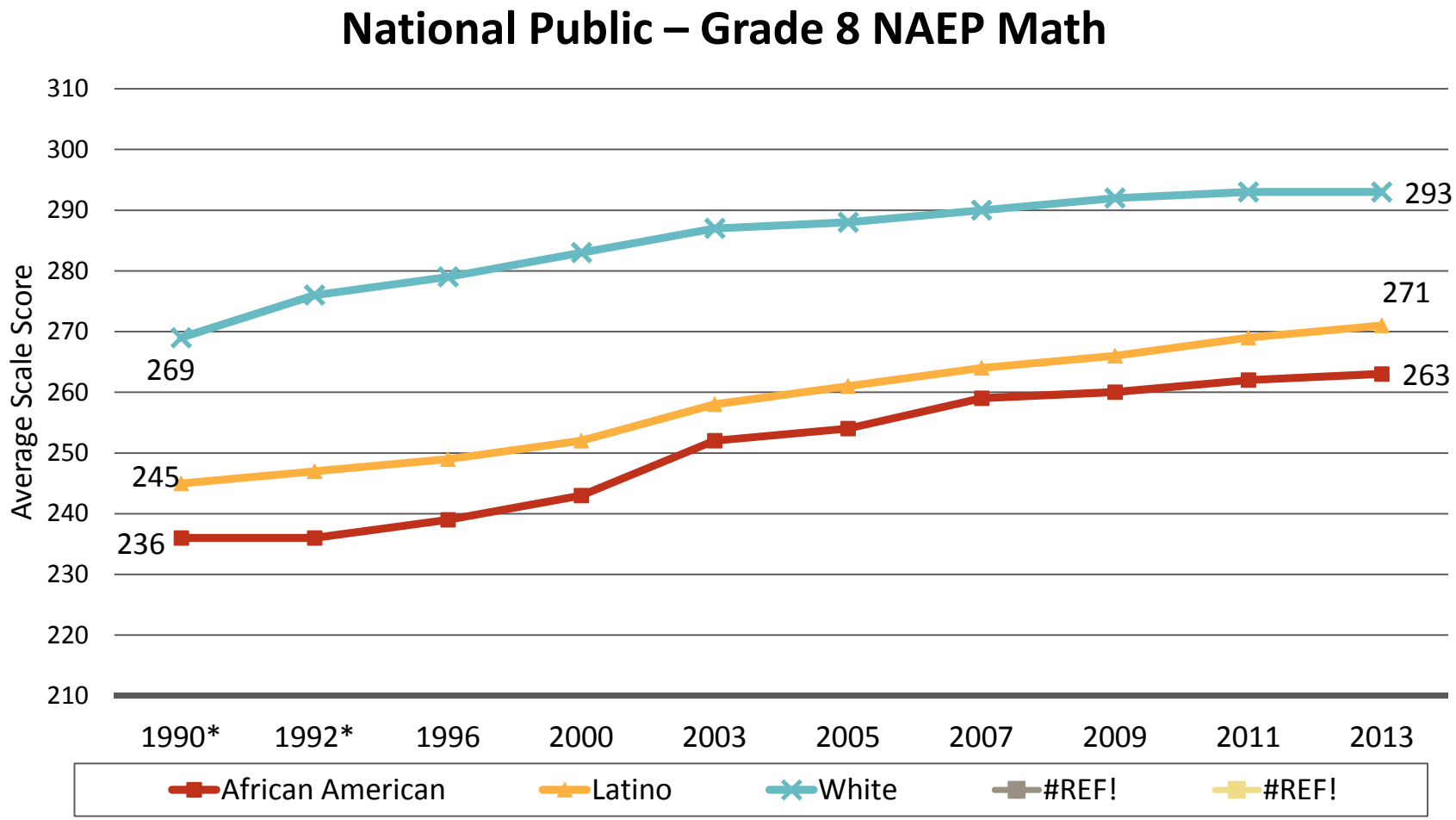
Record performance for students of color



*Denotes previous assessment format

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

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



*Accommodations not permitted

Sourc NAEP Data Explorer, NCES (Proficient Scale Score = 299)

And schools in some states have produced even stronger gains.

NAEP Grade 4 Reading – African-American Students

States with the Biggest Gains in Mean Scale Scores (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 – Latino Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2013)

State	Gain
Maryland	15
Florida	14
Pennsylvania	13
Georgia	13
Minnesota	12
California	10
Nevada	10

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

NAEP Grade 4 Reading – American Indian/Alaska Native Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2013)

State	Gain
Oklahoma	11
Wyoming	10

Note: On average, mean scale scores in reading for American Indian/Alaska Native fourth-grade students increased by 4 points from 2003 to 2013.

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 – 2013)

State	Gain
Maryland	17
Alabama	14
Florida	13
Pennsylvania	13
Nevada	11
Georgia	11

Note: On average, mean scale scores in reading for low-income fourth-grade students increased by 6 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 8 Math – African-American Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2013)

State	Gain
New Jersey	21
Rhode Island	19
Massachusetts	17
Kansas	16
Arkansas	16
Florida	15
Tennessee	15
Pennsylvania	15

Note: On average, mean scale scores in math for American-African eighth-grade students increased by 11 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 8 Math – Latino Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2013)

State	Gain
Arkansas	25
Massachusetts	22
New Jersey	21
Delaware	19
Nevada	18
Rhode Island	18
Maryland	18
Indiana	18

Note: On average, mean scale scores in math for Latino eighth-grade students increased by 13 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 8 Math – American Indian/Alaska Native Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2013)

State	Gain
New Mexico	15
Oklahoma	9
Wyoming	8

Note: On average, mean scale scores in math for American Indian/Alaska Native eighth-grade students increased by 6 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 8 Math – Low-Income Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2013)

State	Gain
New Jersey	22
Massachusetts	20
Hawaii	19
Pennsylvania	16

Note: On average, mean scale scores in math for low-income eighth-grade students increased by 12 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

Indeed, if you are an educator from any one of those top-gaining states, please stand…

Pennsylvania, Florida, Maryland, Oklahoma, Wyoming, Alabama, New Jersey, Rhode Island, Arkansas, Massachusetts, New Mexico

Bottom Line:

When we really focus on something, we make progress!

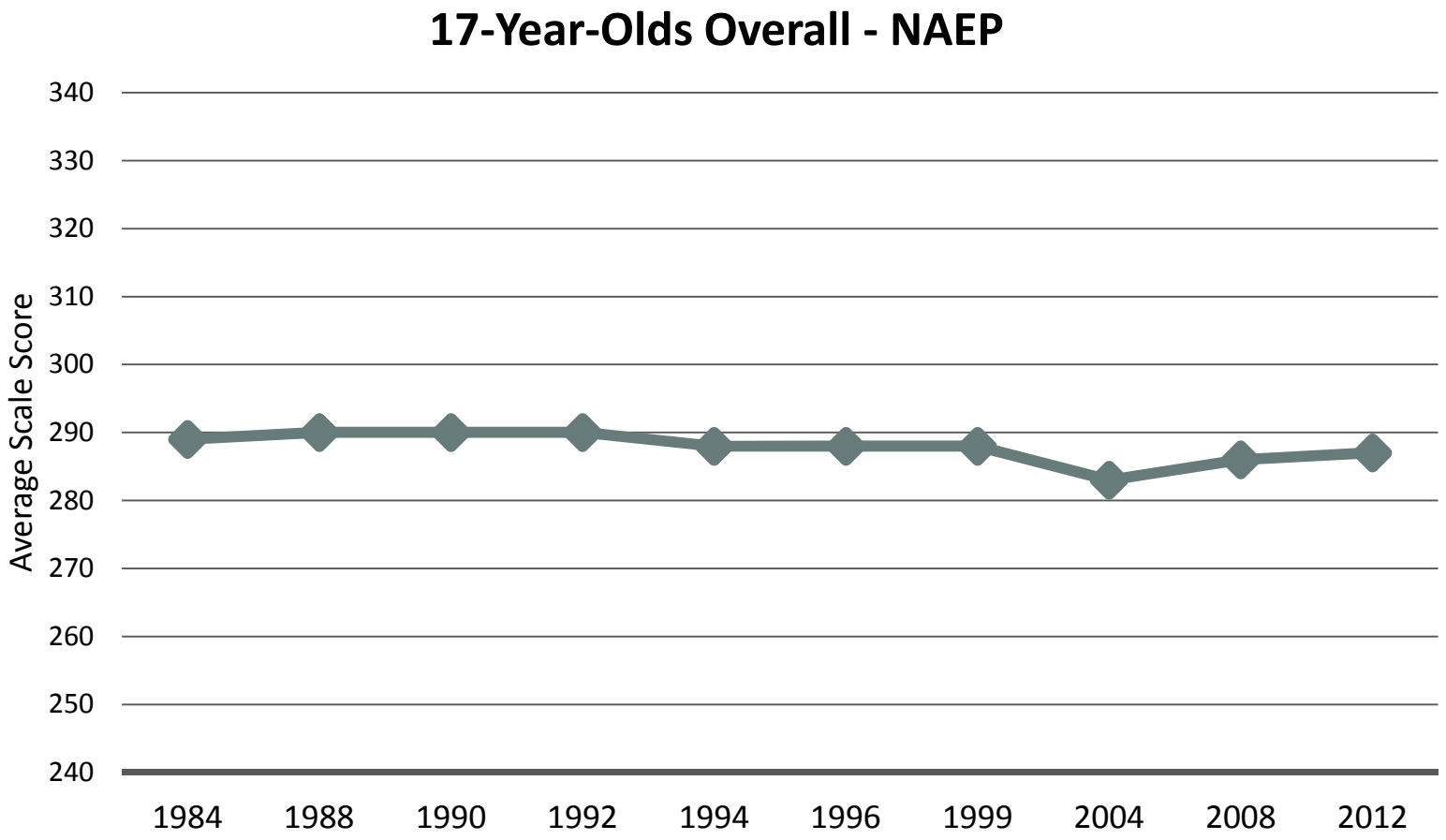
Clearly, much more remains to be done in elementary and middle school

Too many youngsters still enter high school way behind.

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

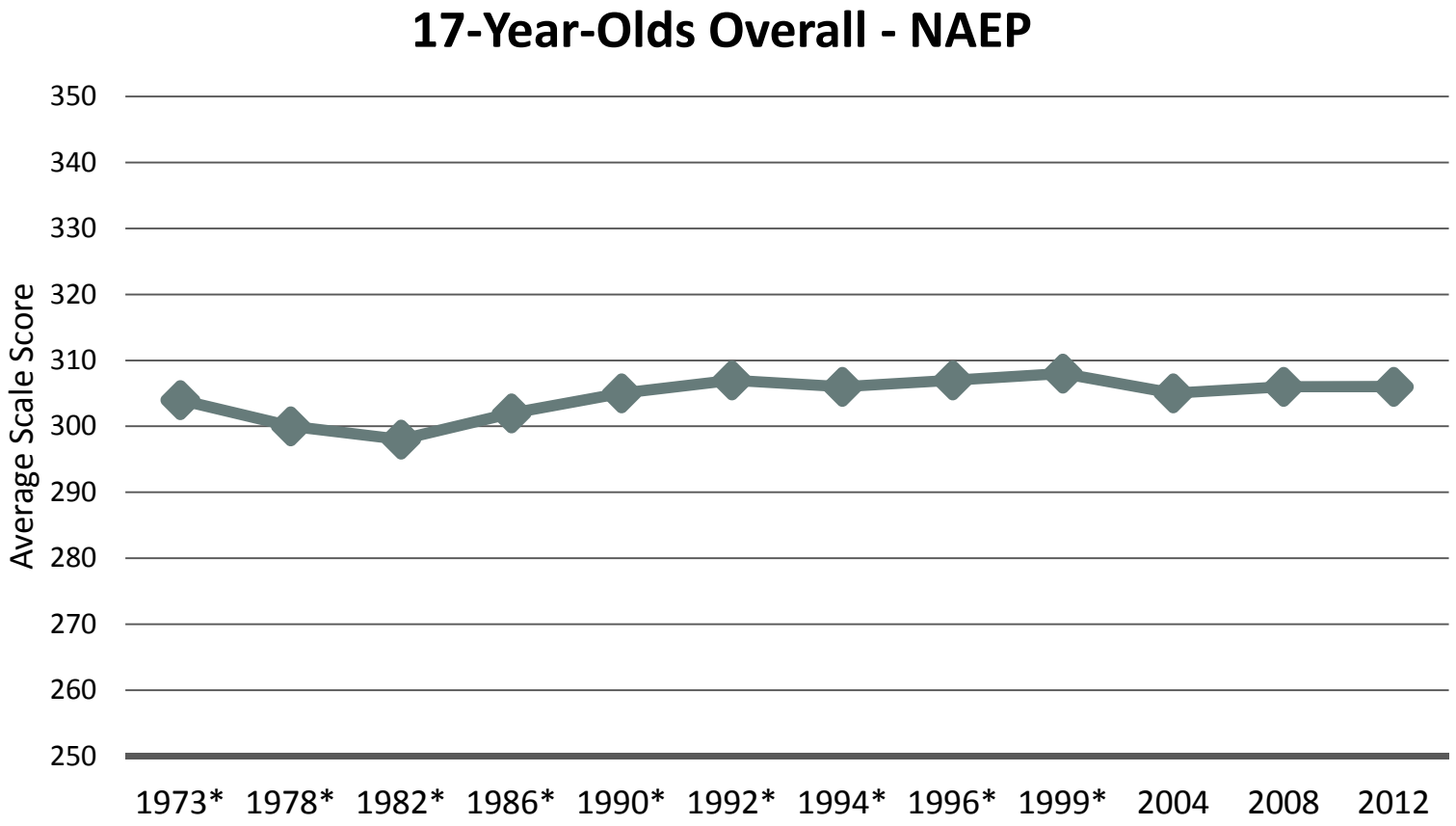
The same is NOT true of our high schools.

Achievement is flat in reading for students overall.



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

Math achievement for students overall is flat over time.

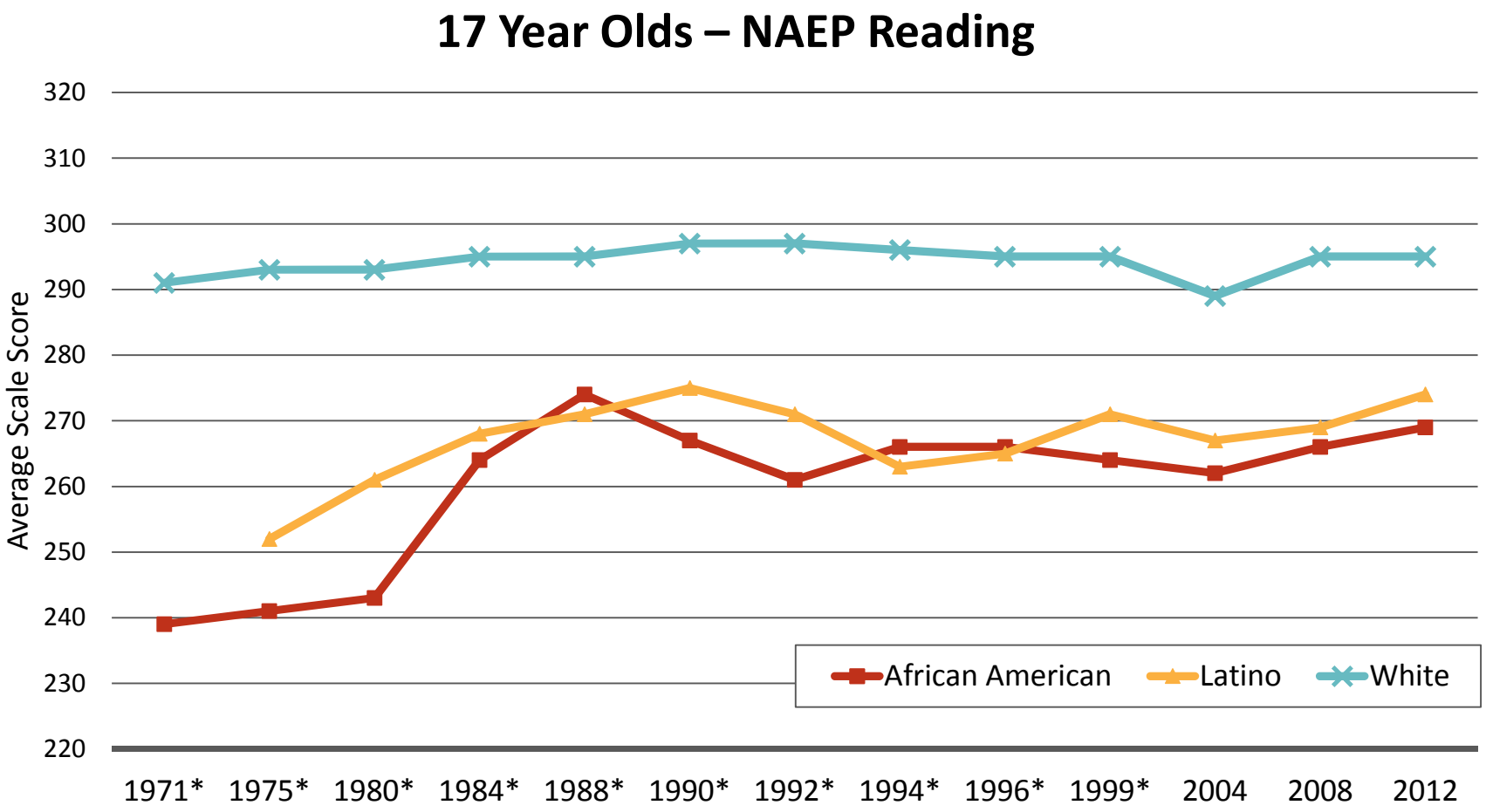


* Denotes previous assessment format

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.

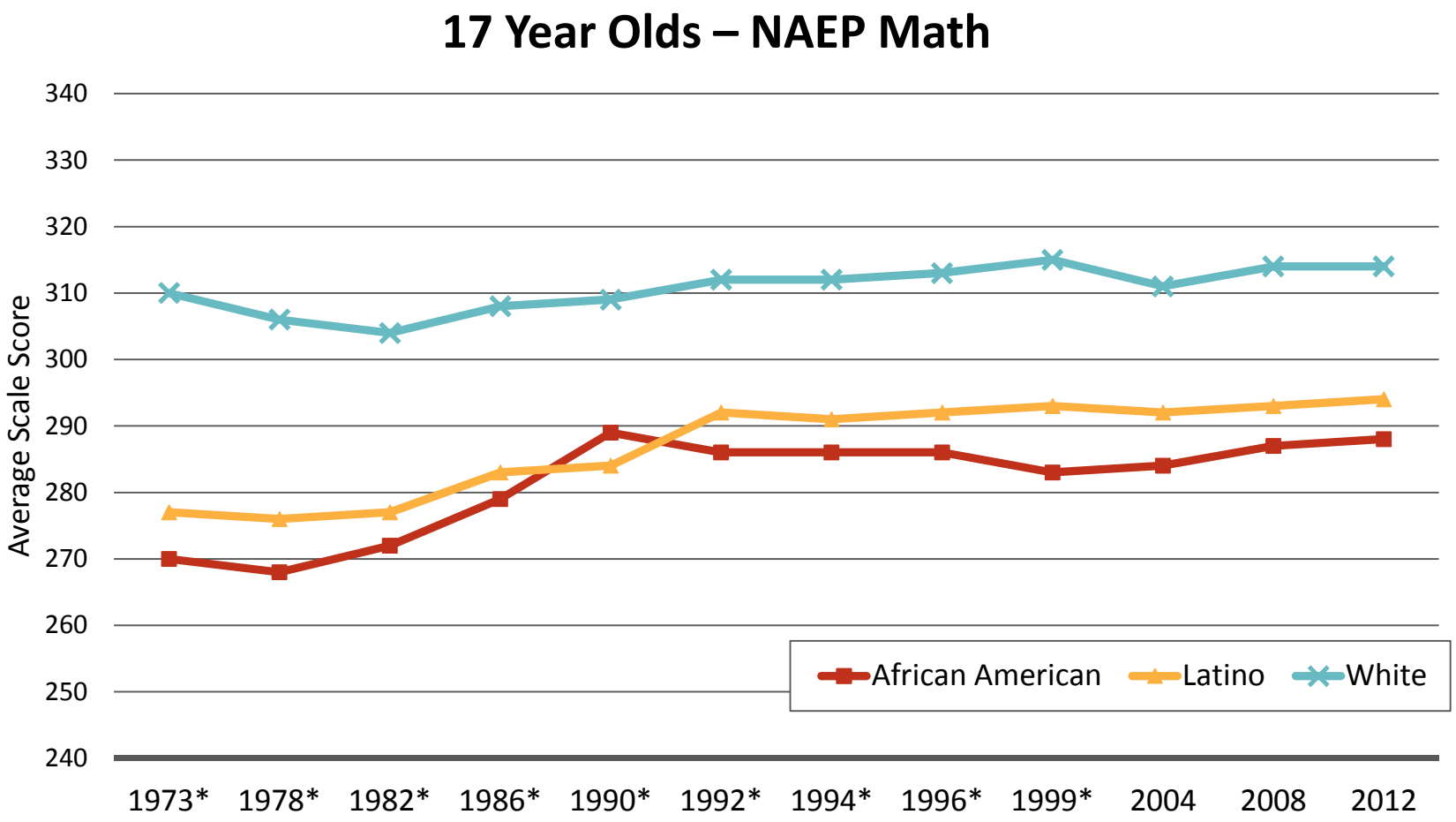
Reading: Not much gap narrowing since 1988.



*Denotes previous assessment format

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

Math: Not much gap closing since 1990.

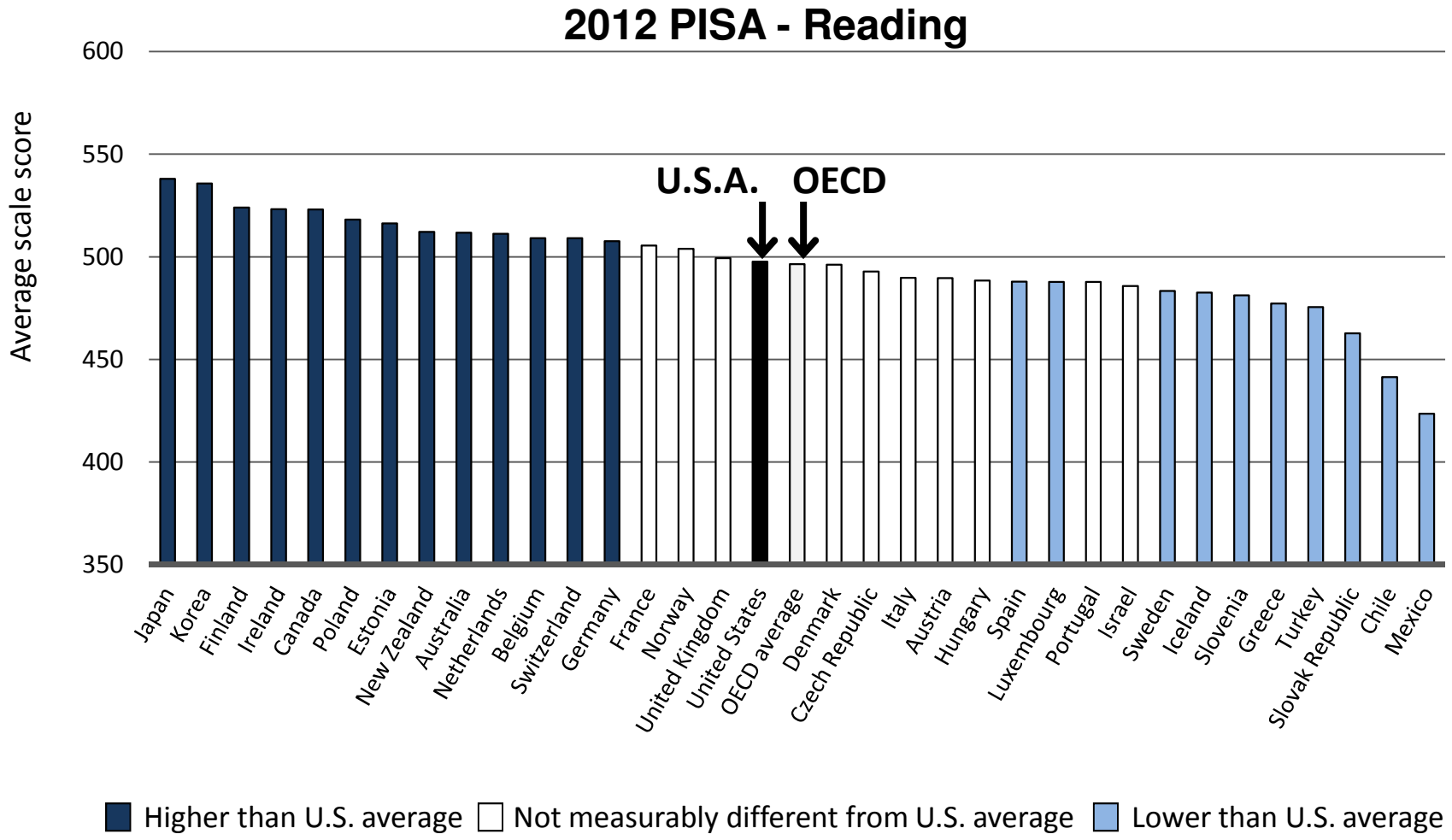


*Denotes previous assessment format

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

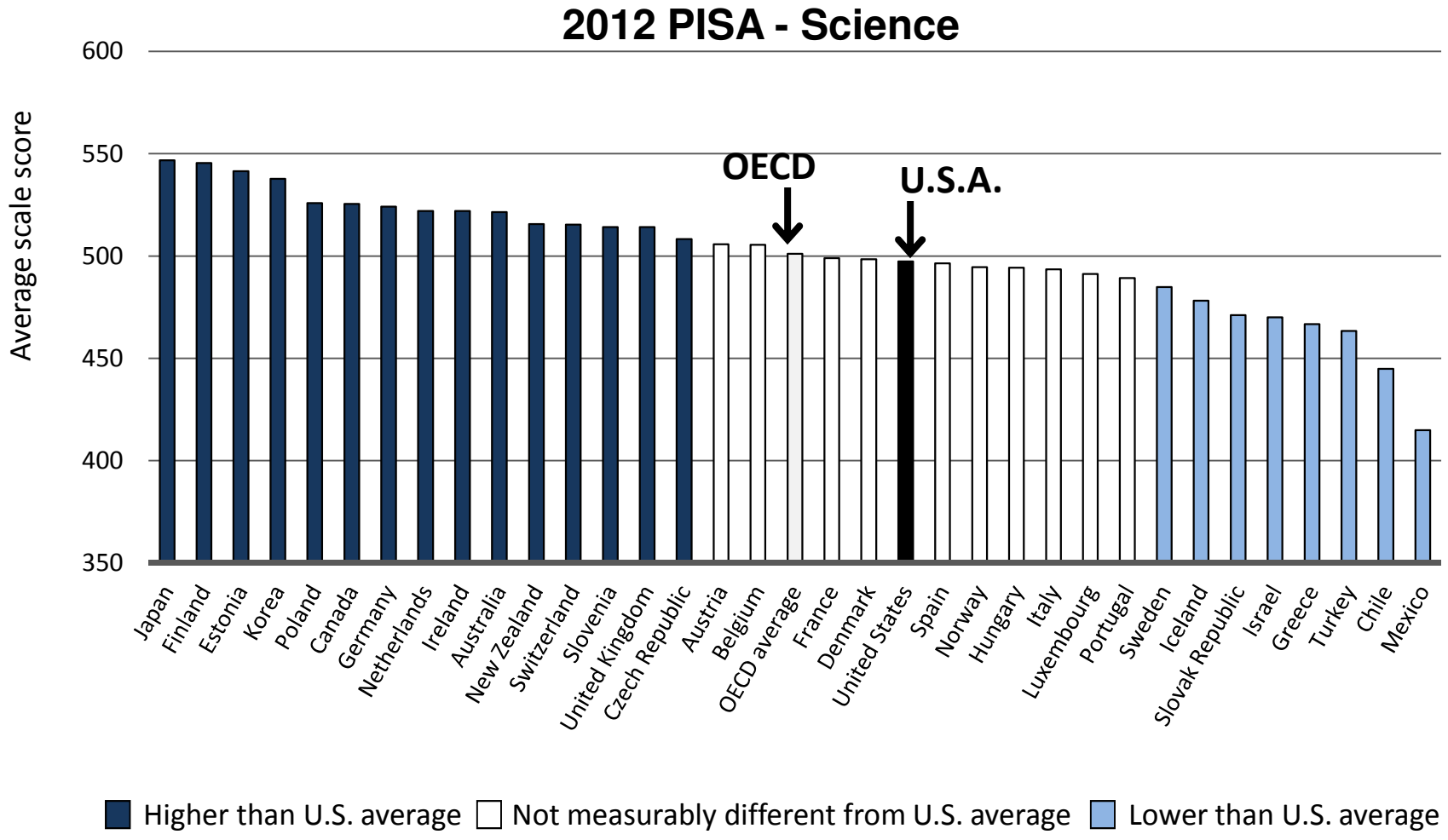
Moreover, no matter how you cut the data, our students aren't doing well compared with their peers in other countries.

Of 34 OECD Countries, U.S.A. Ranks 17th in Reading



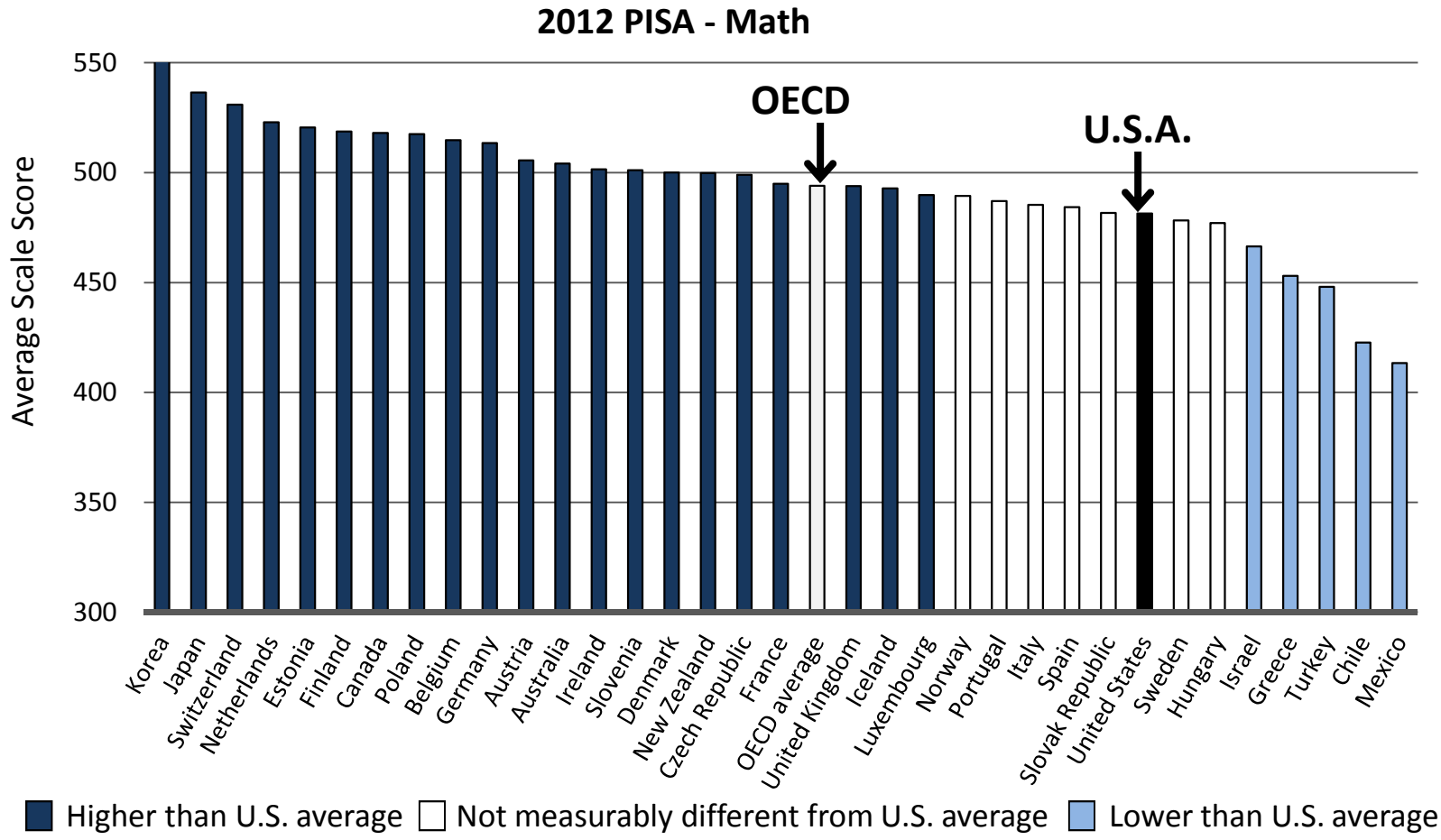
Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_5a.asp.

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



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

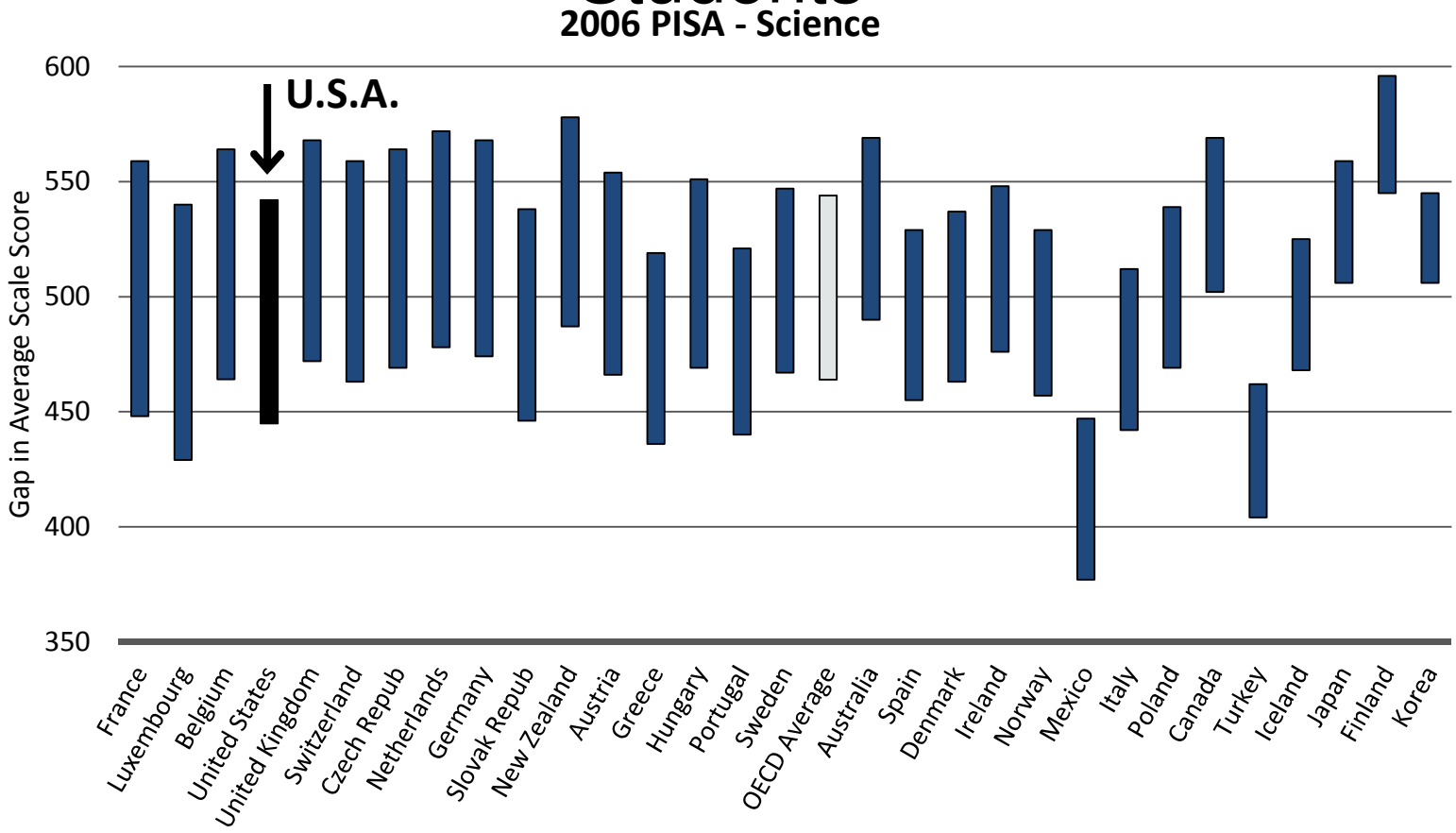


Sourc National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_3a.asp.
e:

Only place we rank high?

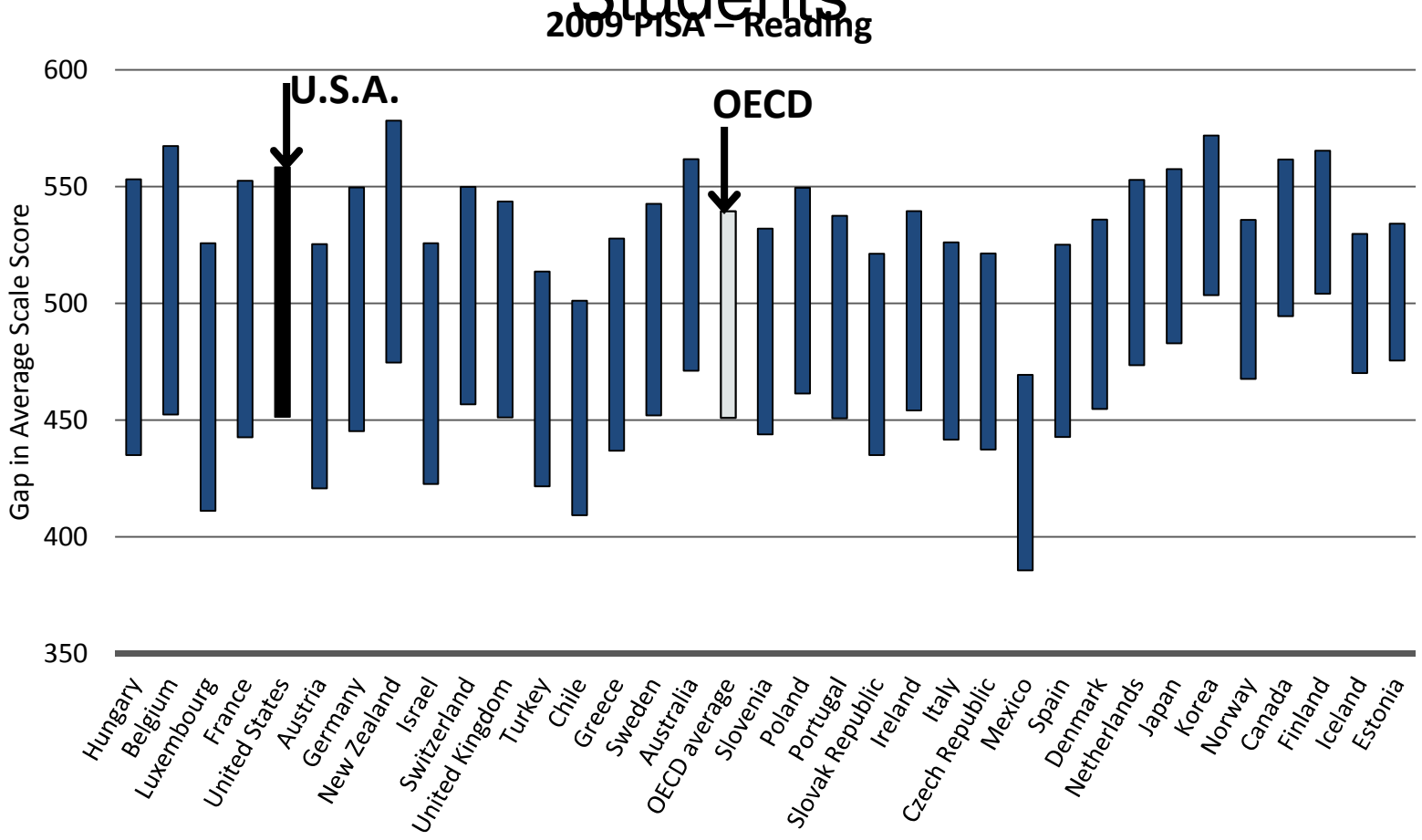
Inequality.

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



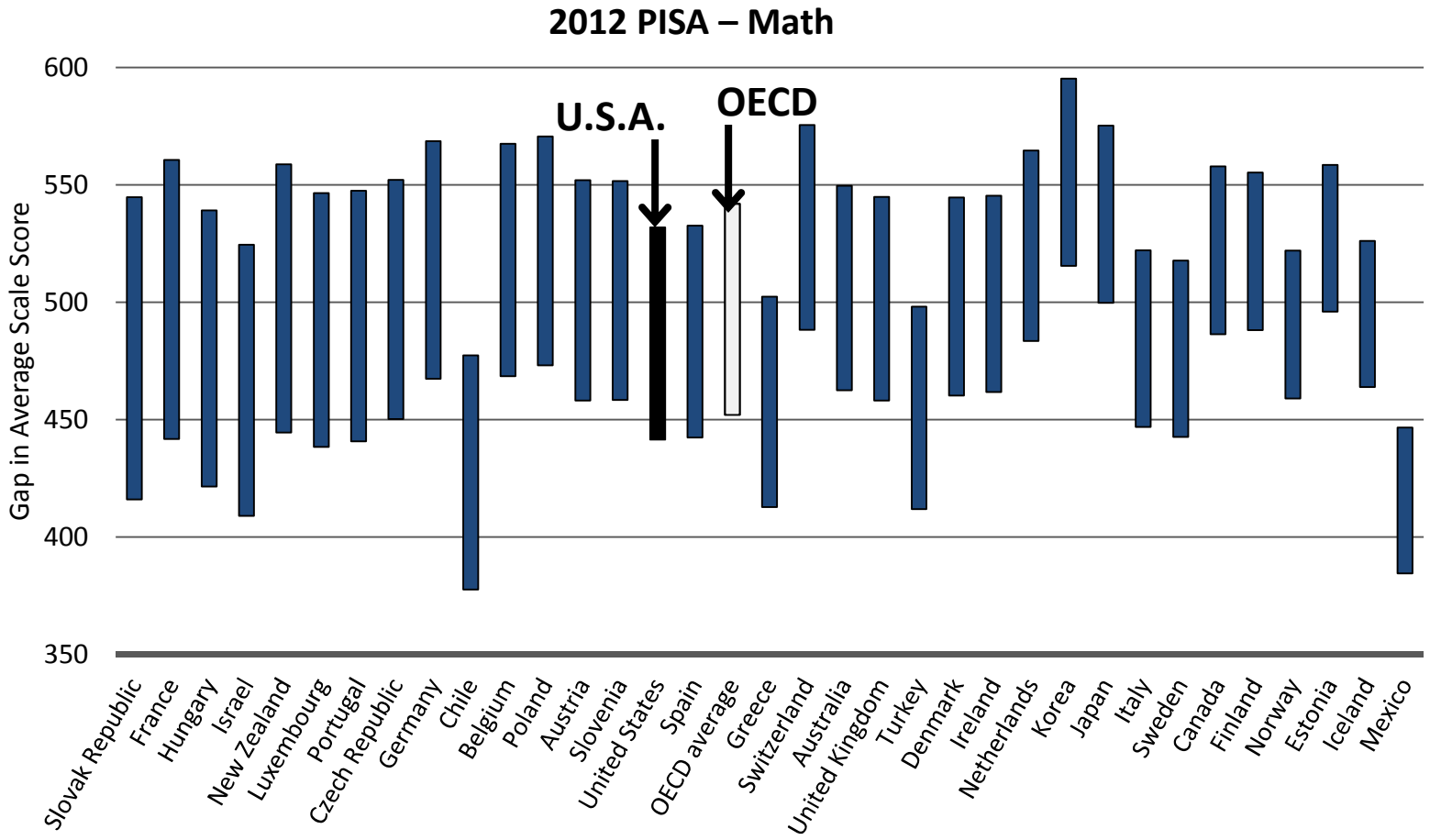
Source: PISA 2006 Results, OECD, table 4.8b

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



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

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



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

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

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

How?

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

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

National Inequities in State and Local Revenue Per Student

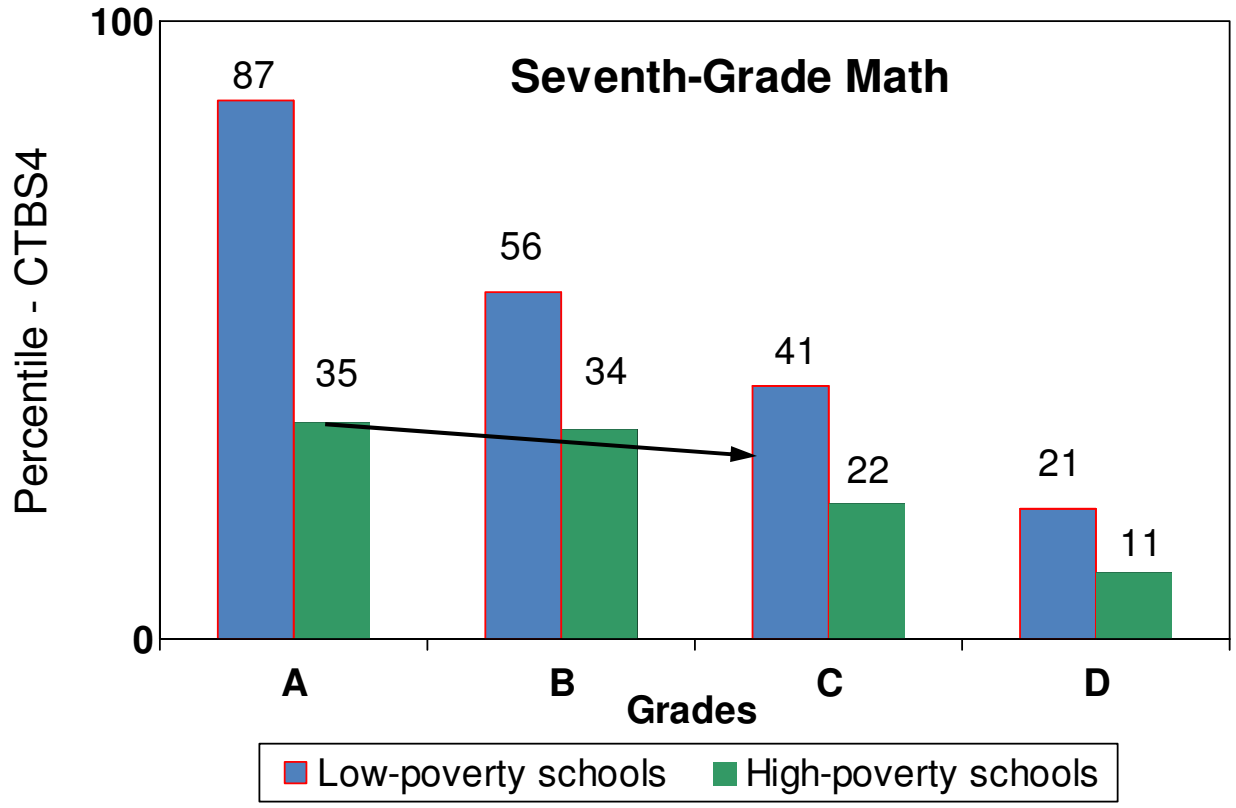
	Gap
High Poverty vs. Low Poverty Districts	–$1200 per student
High Minority vs. Low Minority Districts	–$2,000 per student

Source: Education Trust analyses based on U.S. Dept of Education and U.S. Census Bureau data for 2010-12

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.....

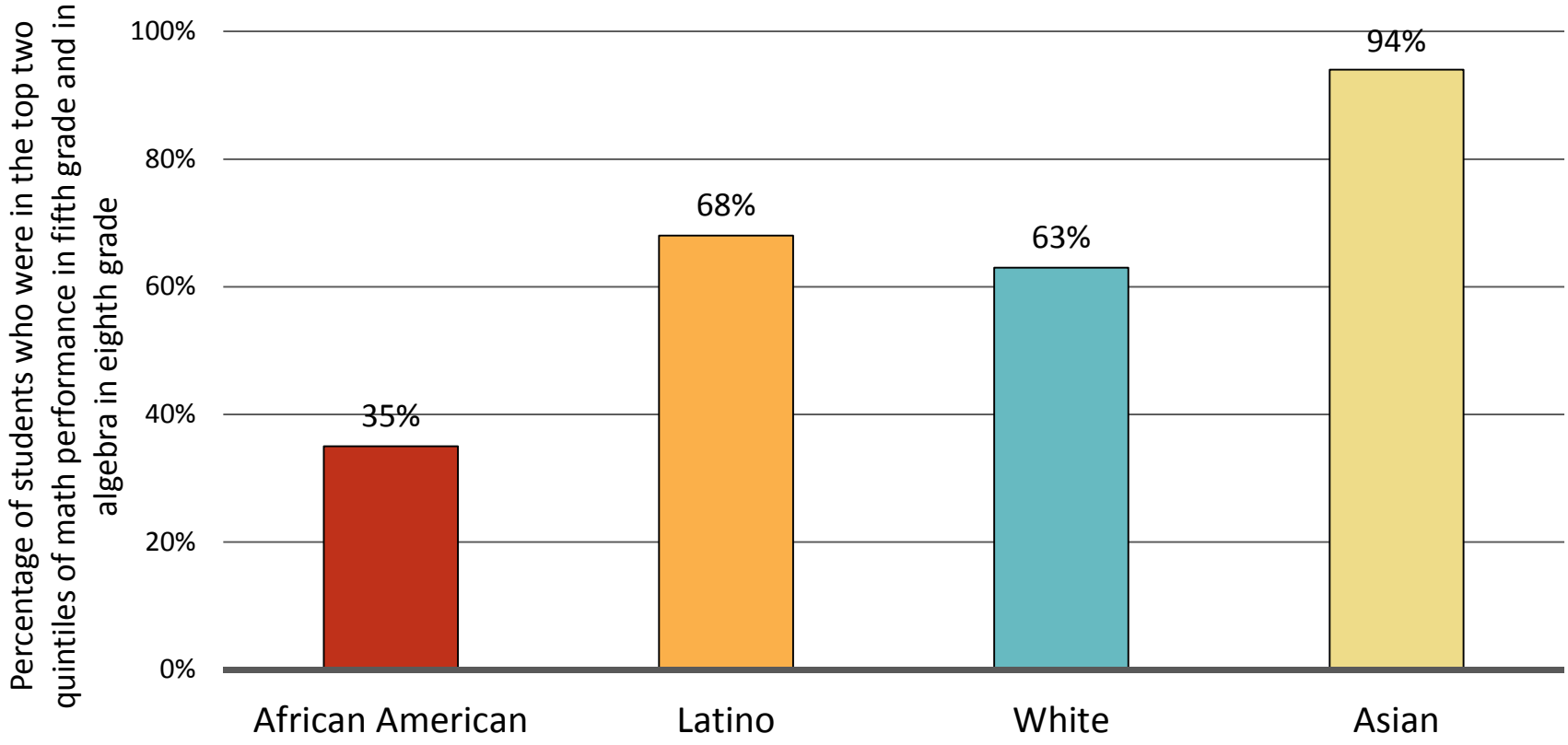
Students in poor schools receive As for work that would earn Cs in affluent schools.



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

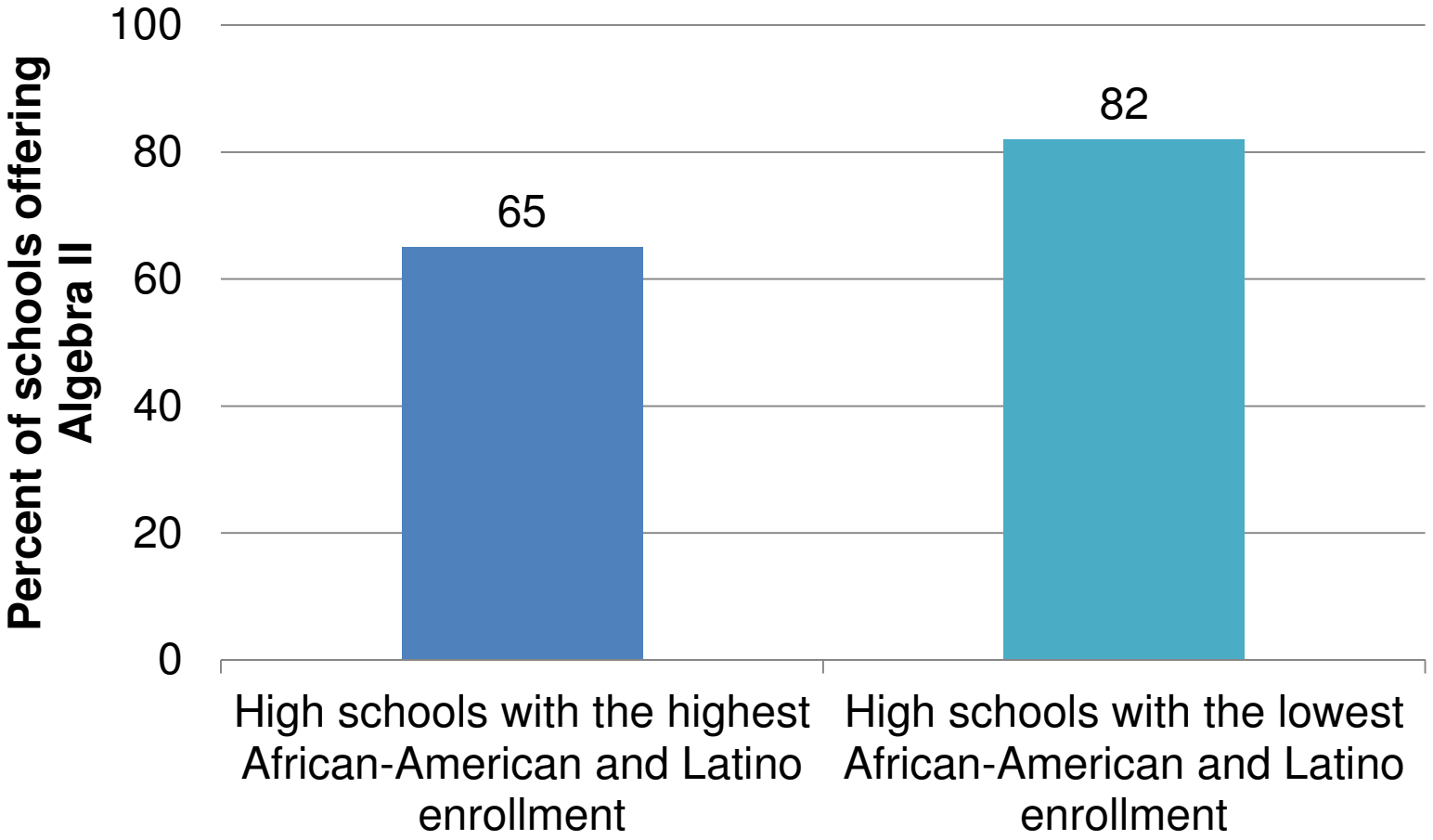
Choices we make about what to teach whom…

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).

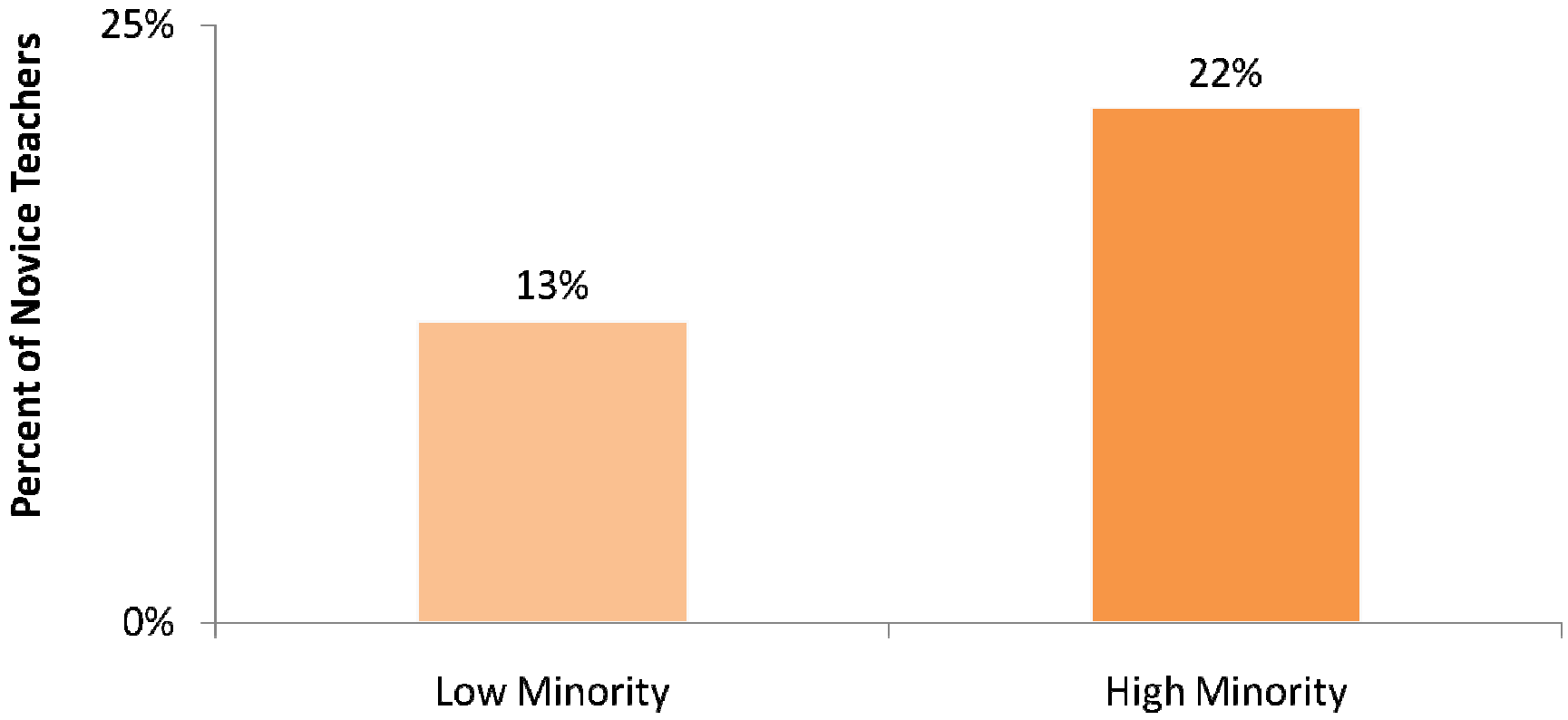
Students of color are less likely to attend high schools that offer Algebra II.



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

And choices we make about *who* teaches whom…

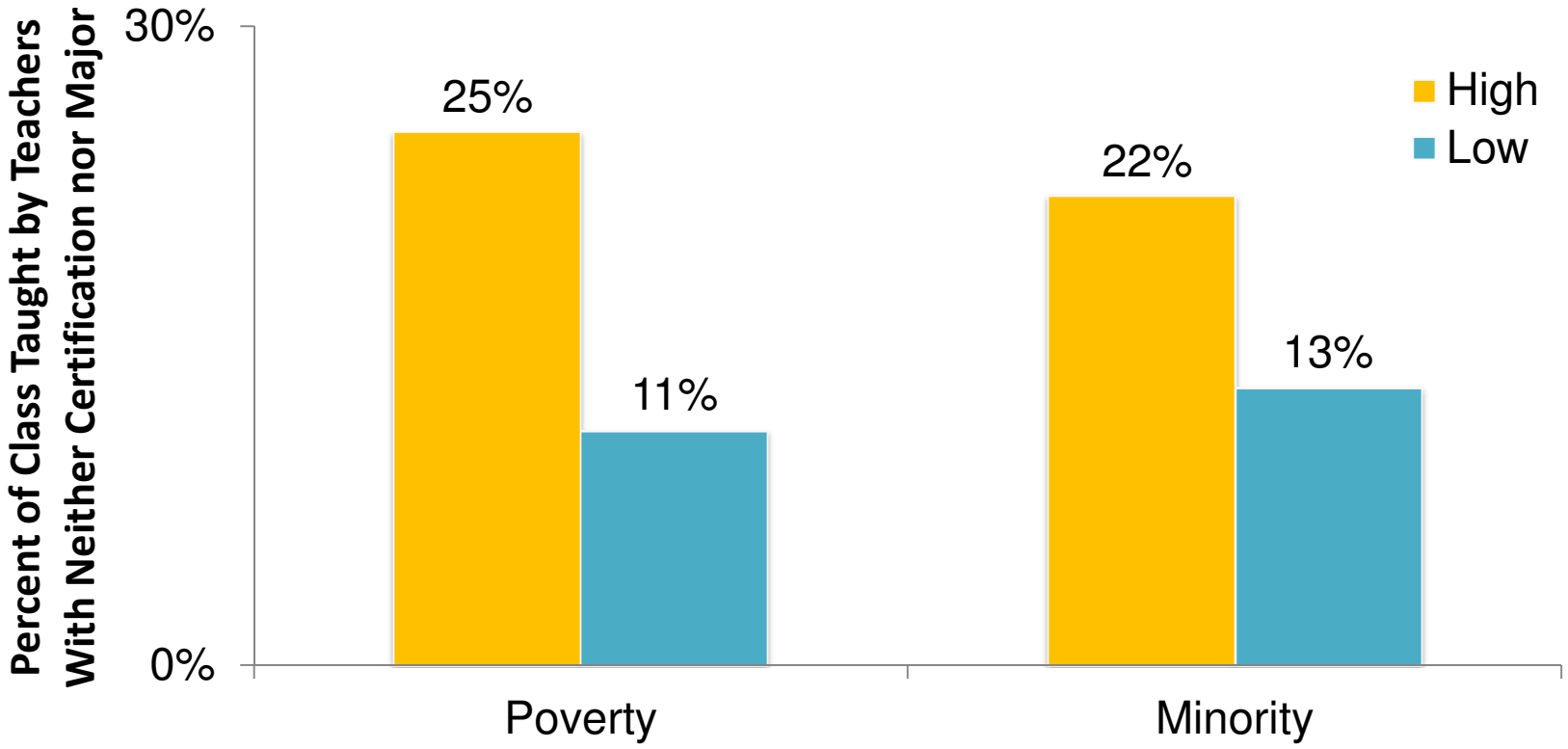
Students at high-minority schools more likely to be taught by novice* teachers.



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

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

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

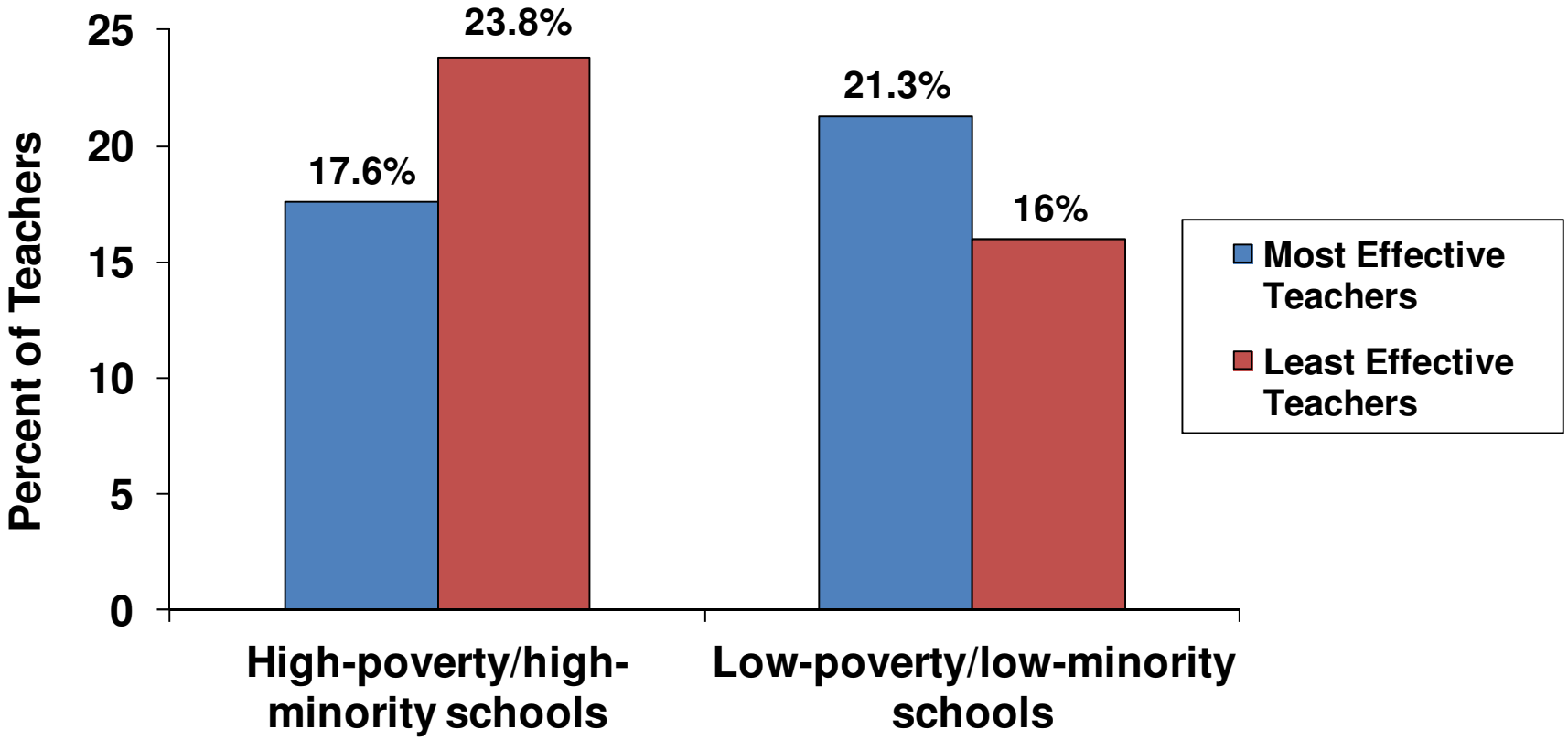


Note: High-poverty school: 55 percent or more of the students are eligible for free/reduced-price lunch. Low-poverty school :15 percent or fewer of the students are eligible for free/reduced-price lunch. High-minority school: 78 percent or more of the students are black, Hispanic, American Indian or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

*Teachers with neither certification nor major. Data for secondary-level core academic classes (math, science, social studies, English) across the U.S.

Source: Education Trust Analysis of 2007-08 Schools and Staffing Survey data.

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



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

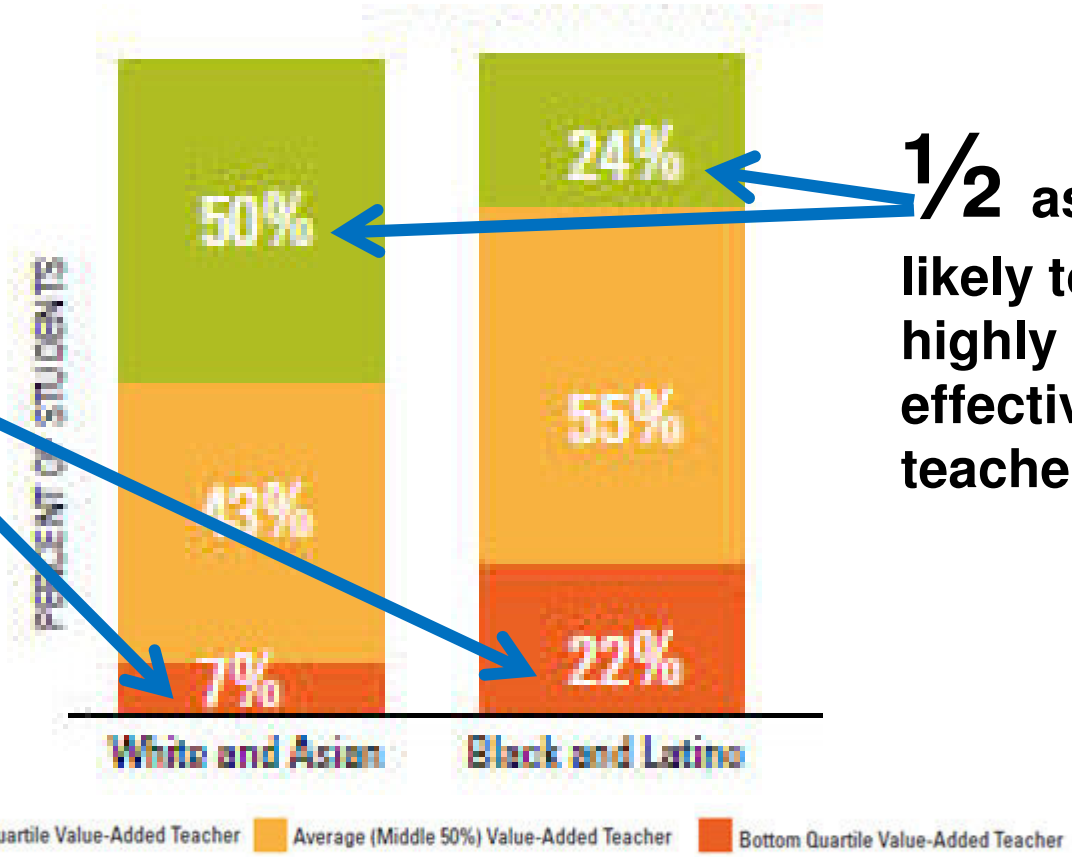
Source: Tennessee Department of Education 2007. "Tennessee's Most Effective Teachers: Are they assigned to the schools that need them most?" http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf.

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

Latino and black students are:

3X as likely to get low-effectiveness teachers

½ as likely to get highly effective teachers



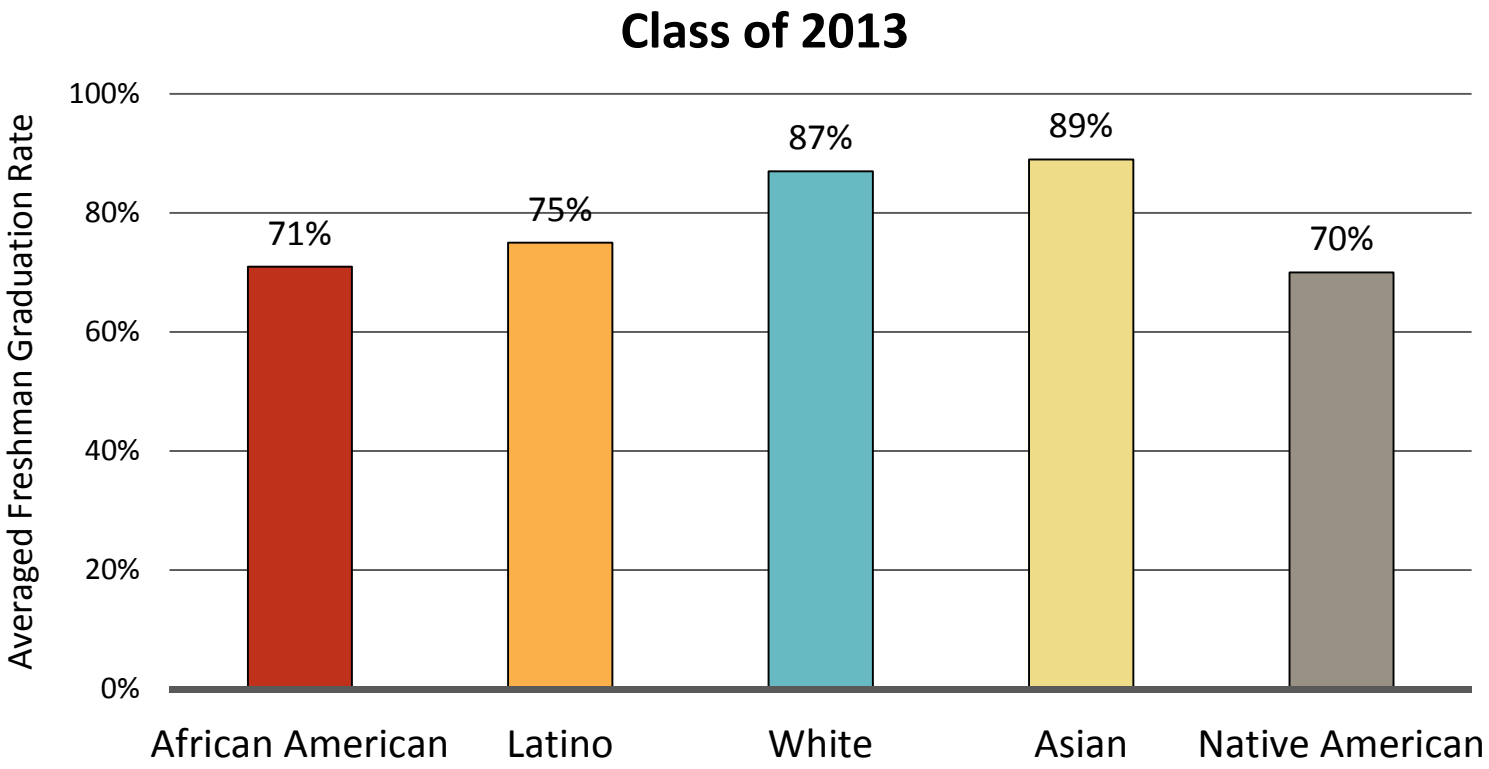
Source: Education Trust—West, *Learning Denied, 2012.*

The results are devastating.

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

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

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

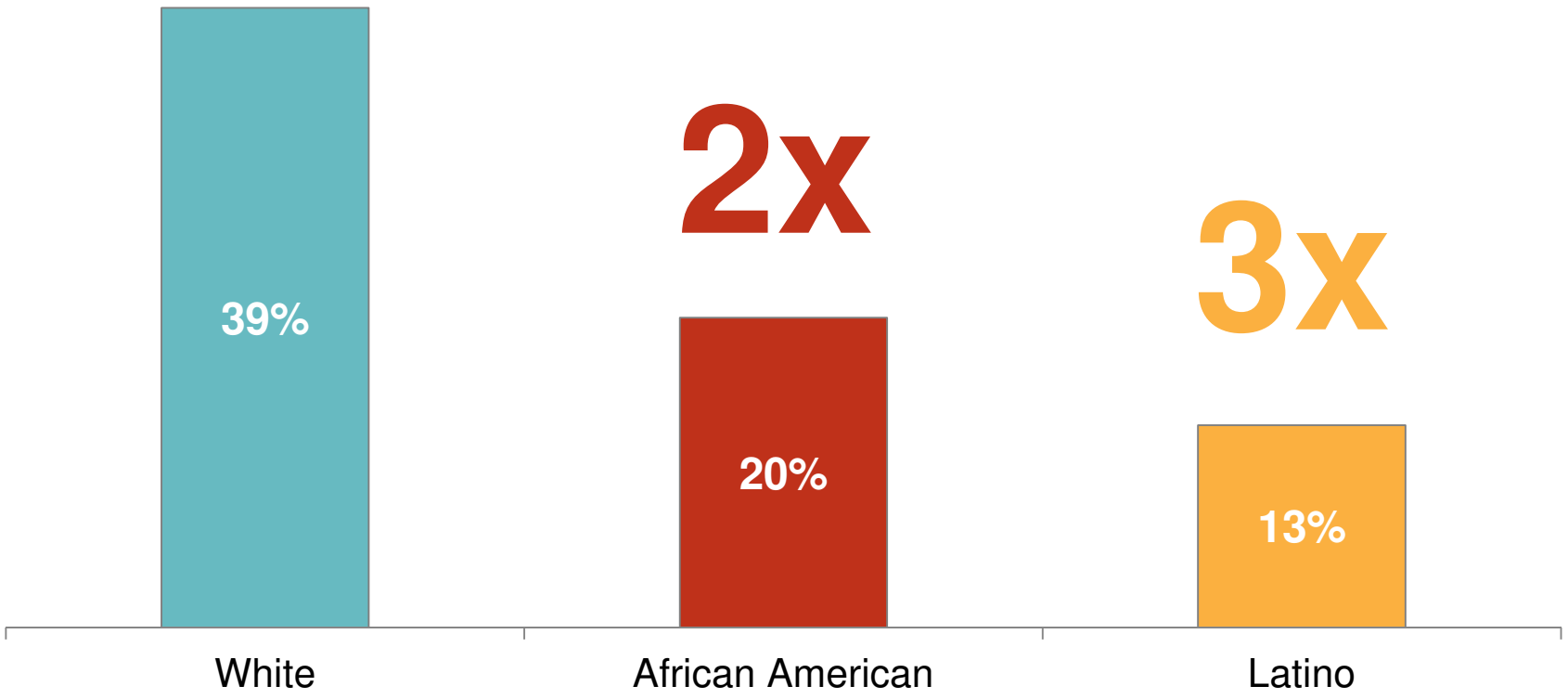


Source: National Center for Education Statistics, "Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09" (2011).

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

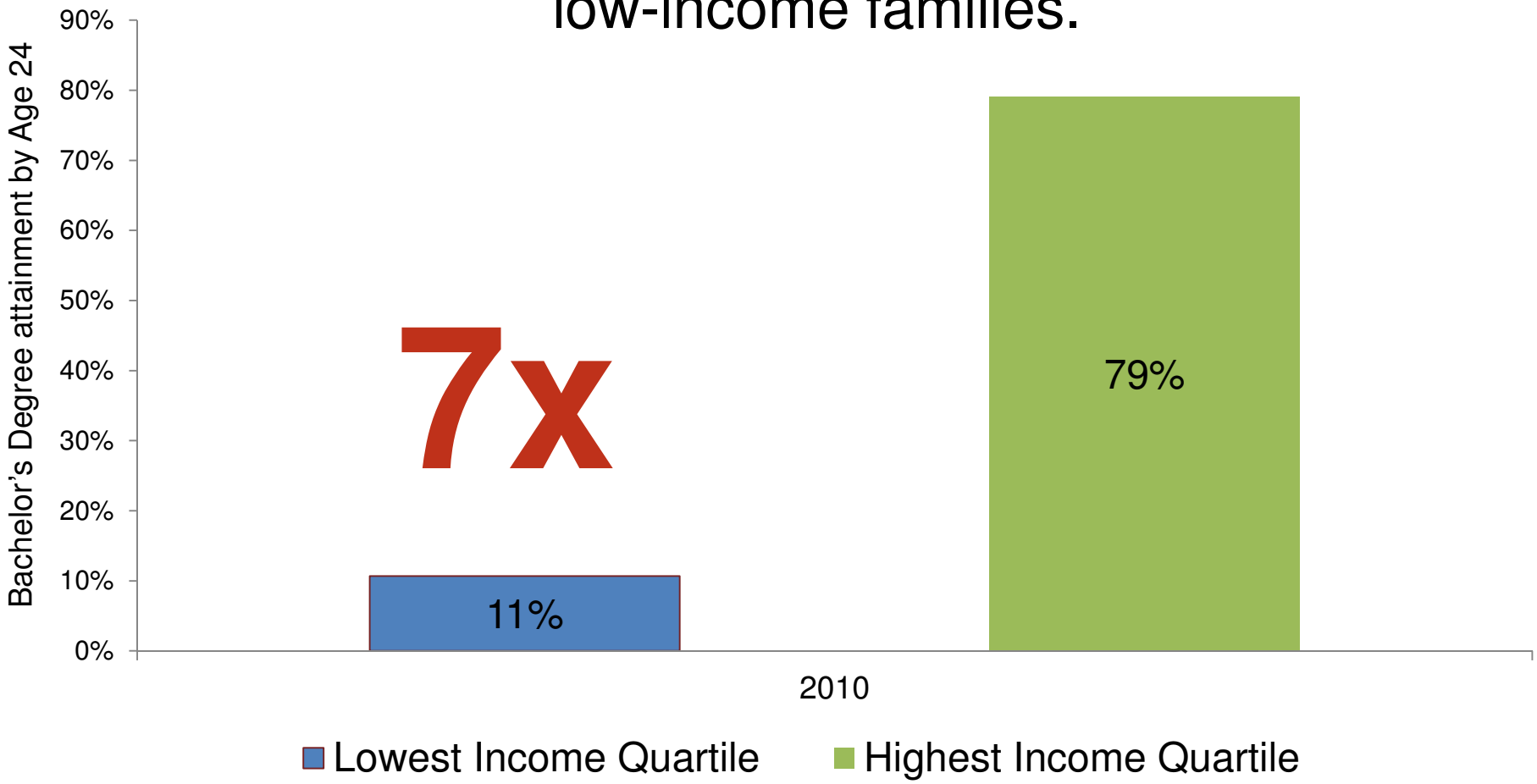
Whites attain bachelor's degrees at twice the rate of blacks and three times the rate of Hispanics.

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



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

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



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

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

Source: N/A

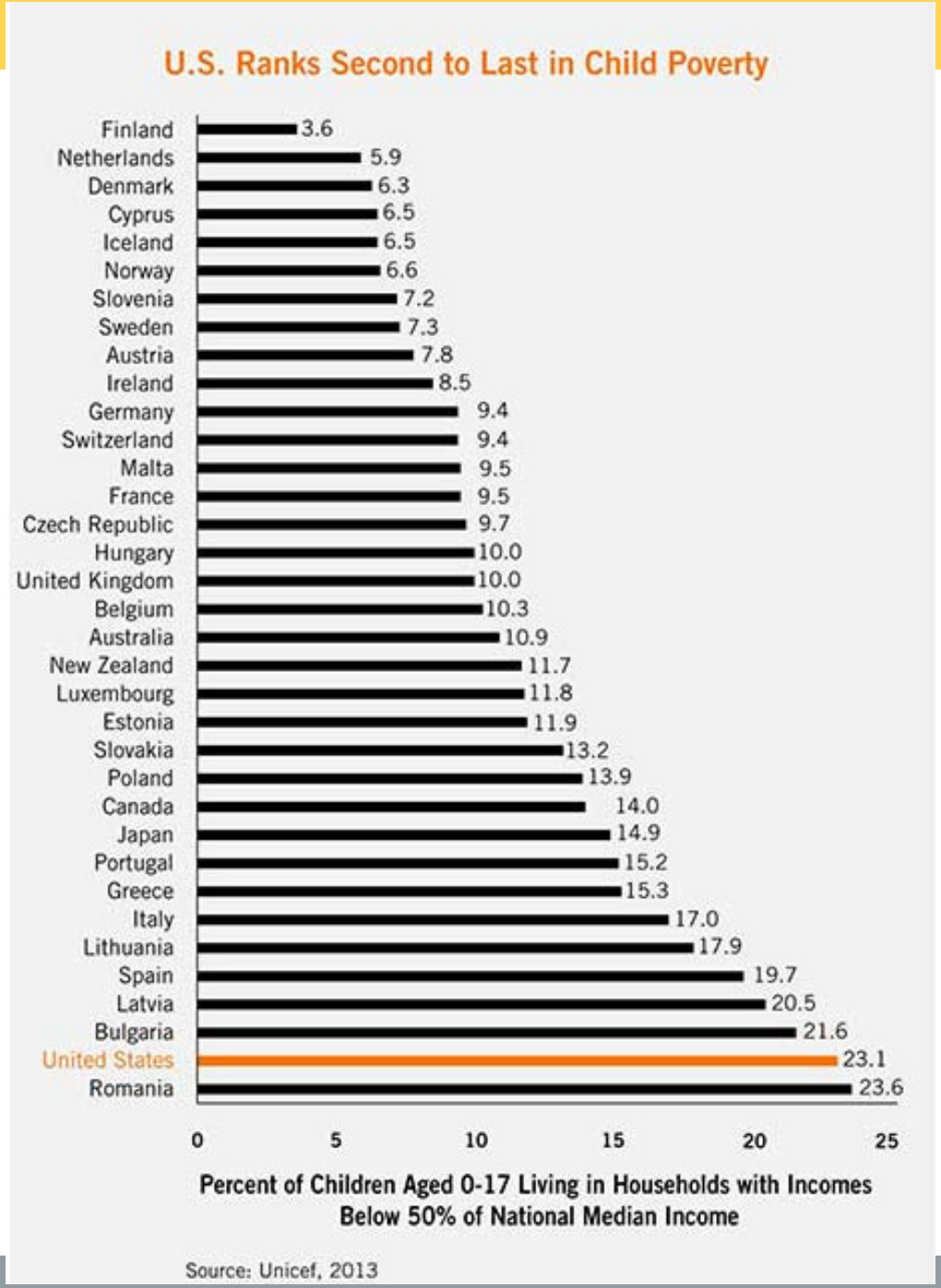
And let’s be clear, these things do matter.

Child Poverty in the US, 2013

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

Source: US Census Bureau

And let's also be clear: tolerating high child poverty rates is a policy choice.



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, in keeping with the theme of this conference, we can *choose differently.*

We can choose to disrupt conventional wisdom, joining colleagues in schools all over this country that serve very poor kids but get very good results.

George Hall Elementary School

Mobile, Alabama

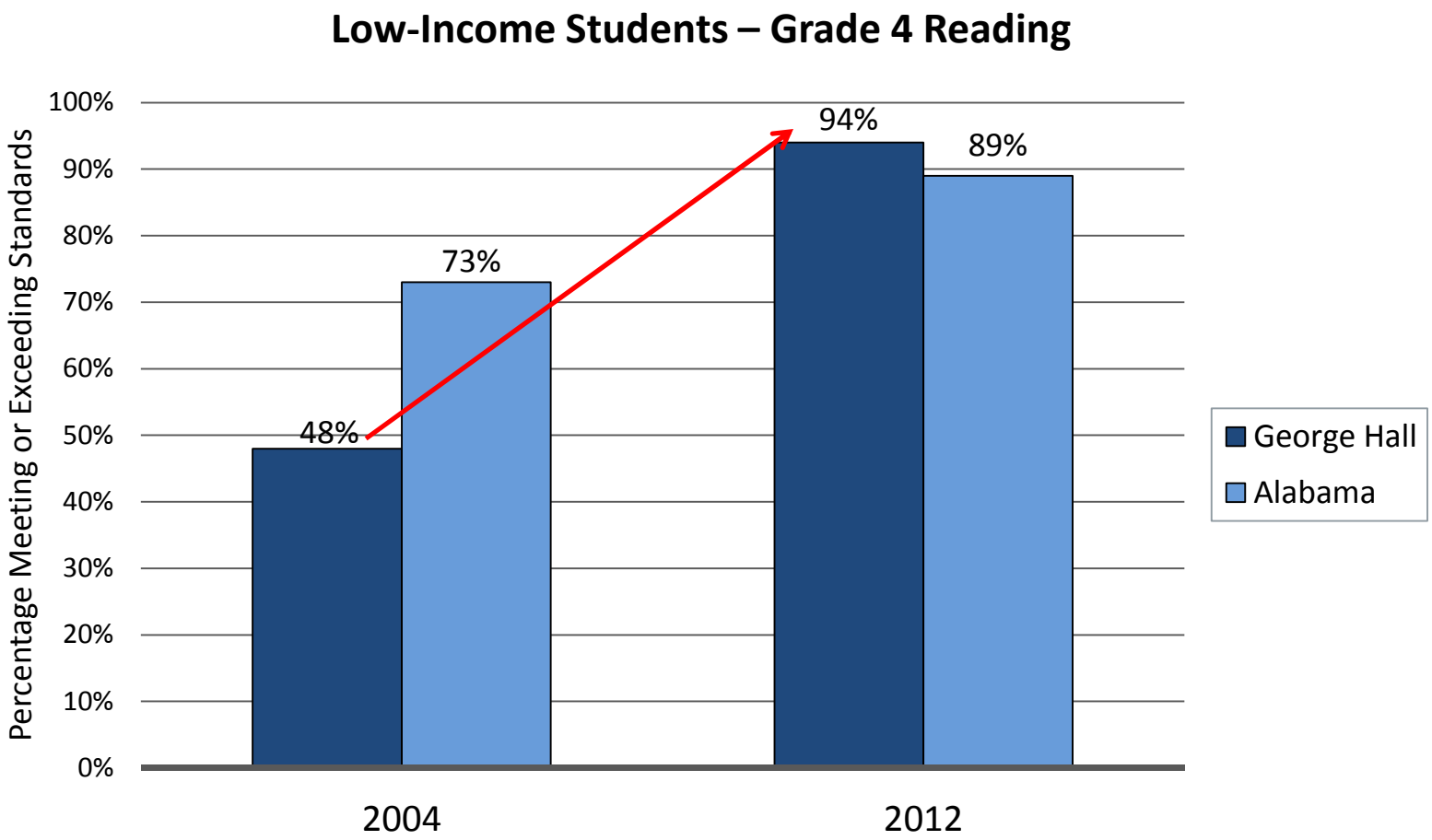
- 545 students in grades PK-5
  - 99% African American
- 98% Low Income

Note: Enrollment data are for 2011-12 school year

Source: Alabama Department of Education

DISPELLING THE MYTH
2009 Award Recipient

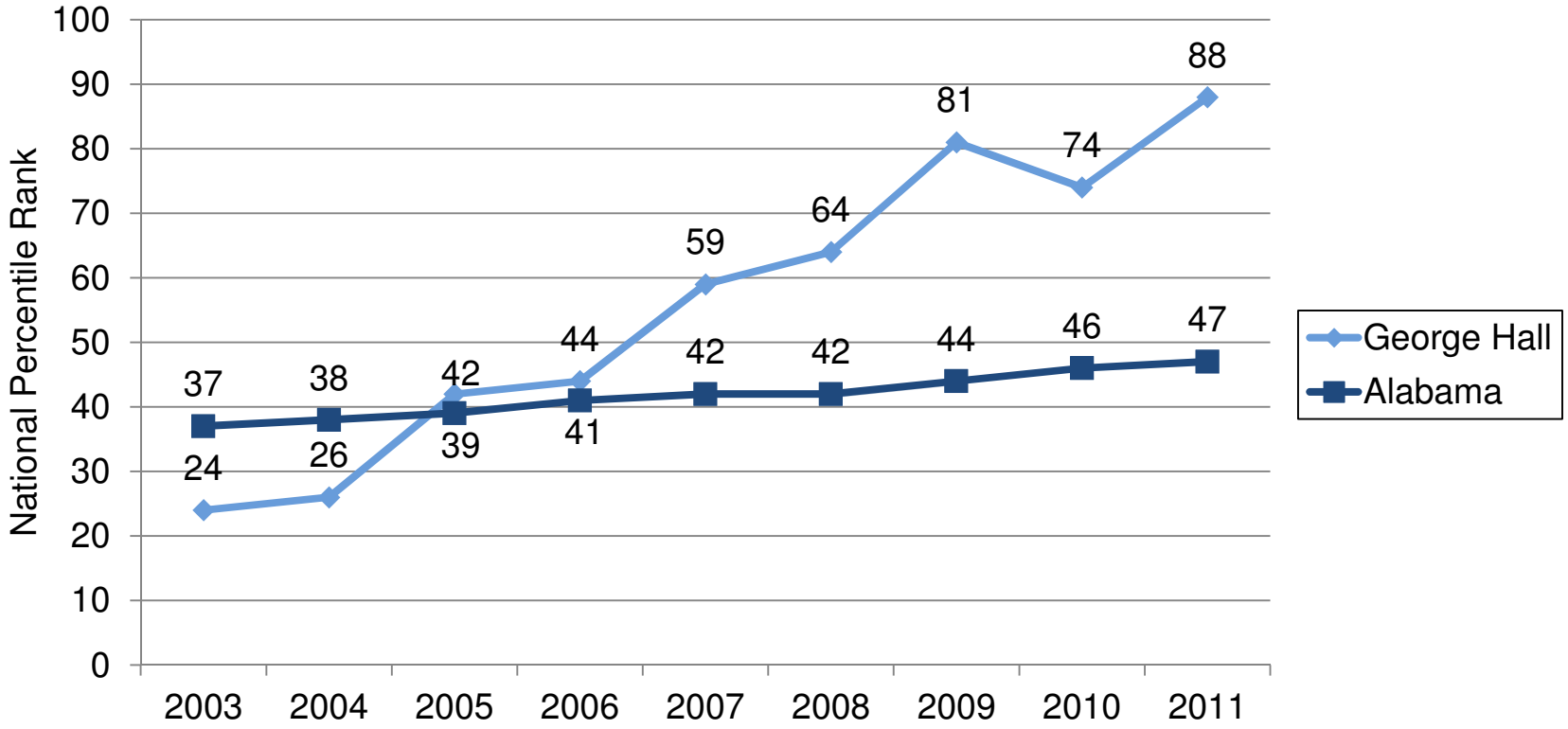
Big Improvement at George Hall Elementary



Source: Alabama Department of Education

Outperforming the State – and Nation – at George Hall Elementary

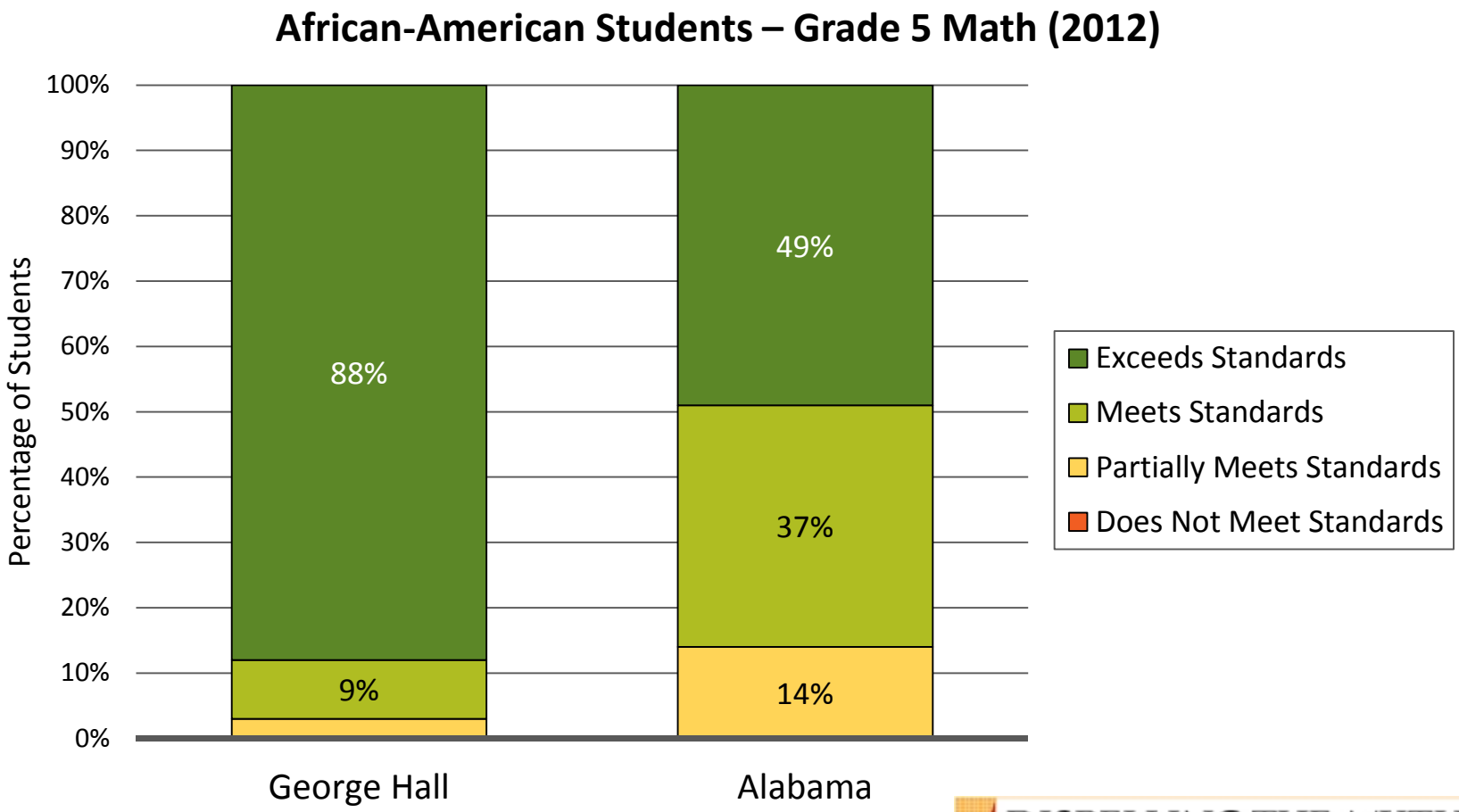
African-American Students – Grade 4 Reading (SAT 10)



Source: Alabama Department of Education

DISPELLING THE MYTH
2009 Award Recipient

High Rates of Advanced at George Hall



Source: Alabama Department of Education

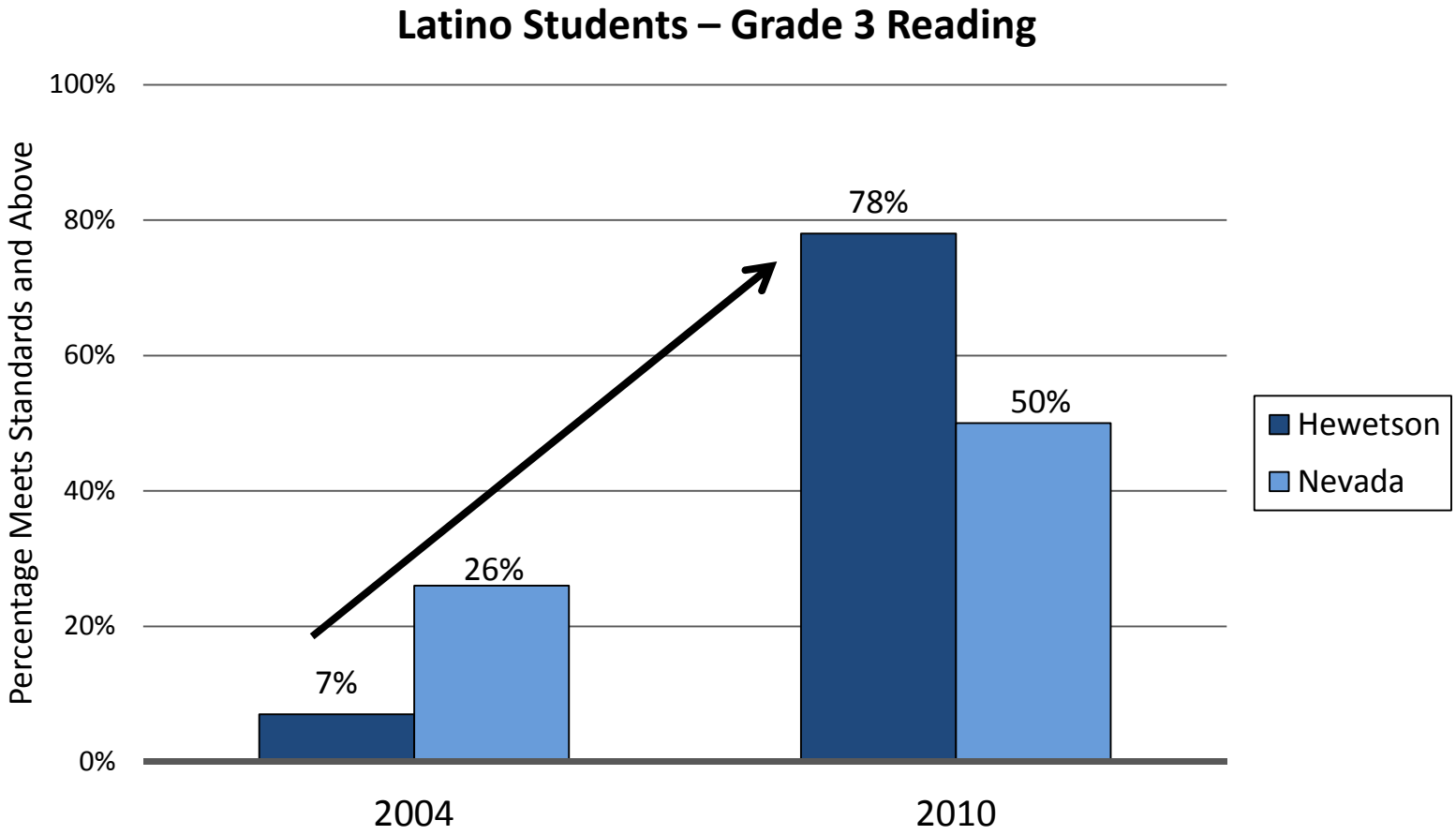
DISPELLING THE MYTH
2009 Award Recipient

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

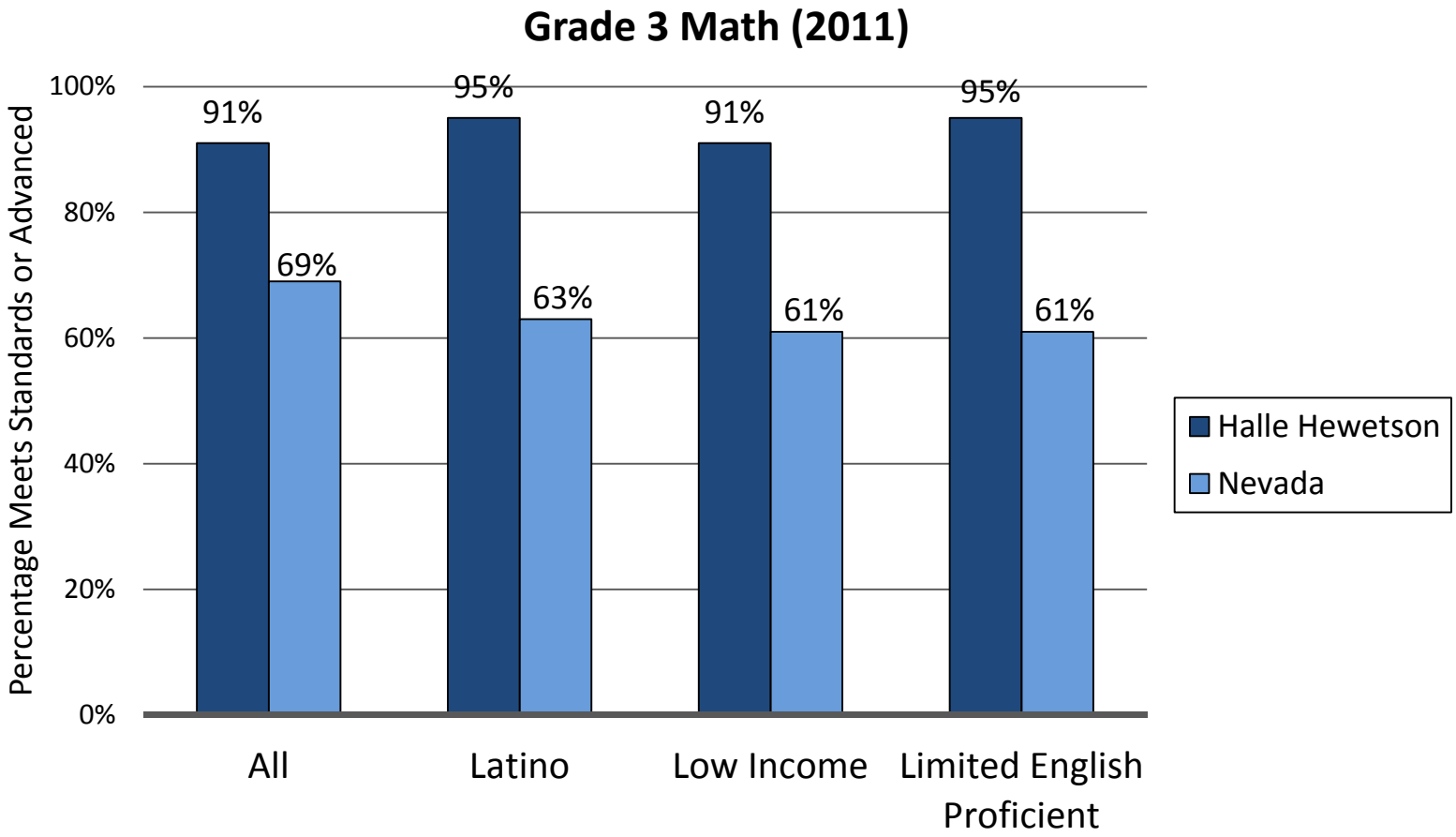
Note: Data are for 2010-2011 school year
Source: Nevada Department of Education

Big Improvement at Halle Hewetson Elementary



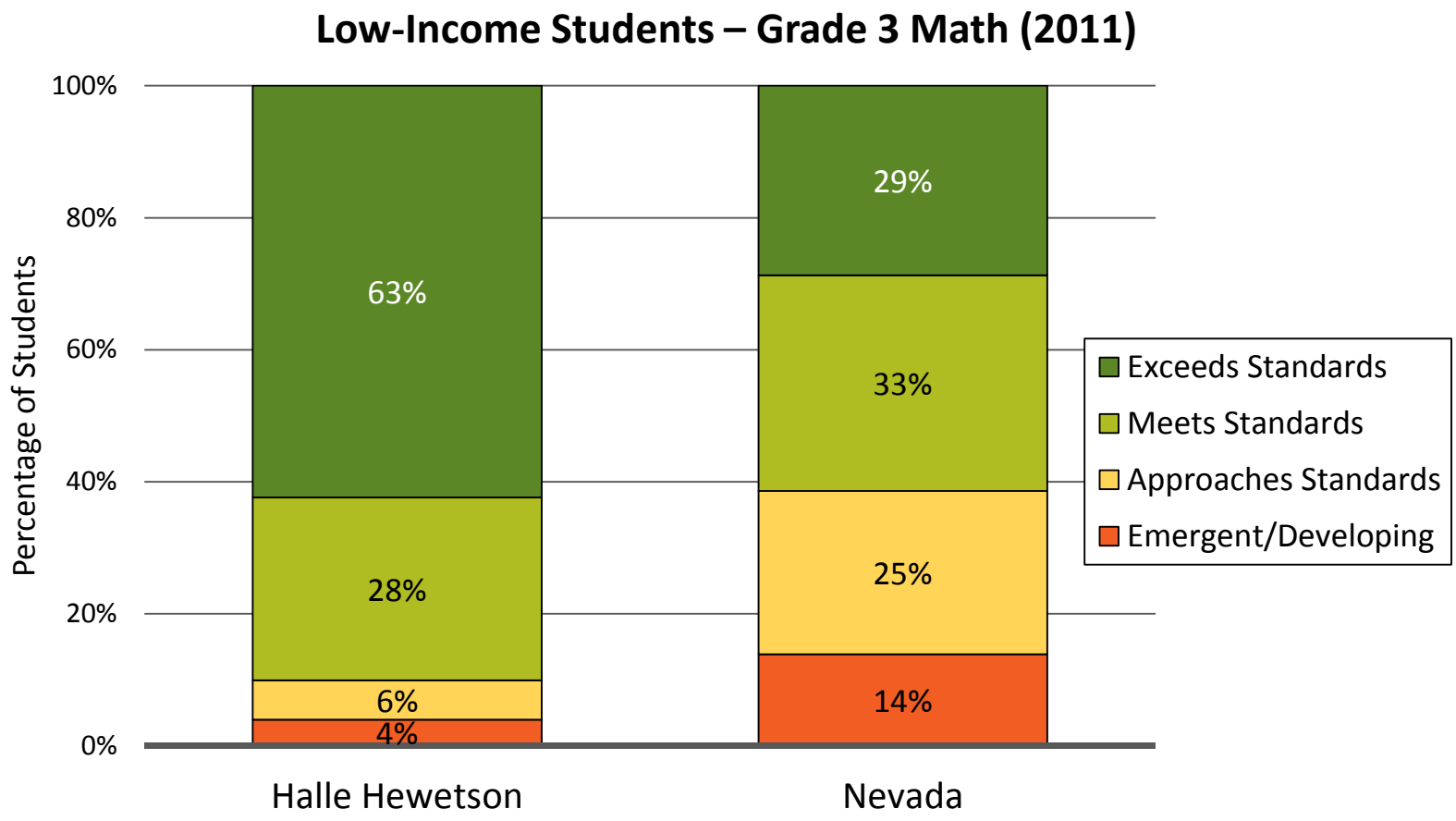
Source: Nevada Department of Education

High Performance Across Groups at Halle Hewetson Elementary



Source: Nevada Department of Education

Exceeding Standards at Halle Hewetson Elementary



Source: Nevada Department of Education

Edward Brooke Charter School

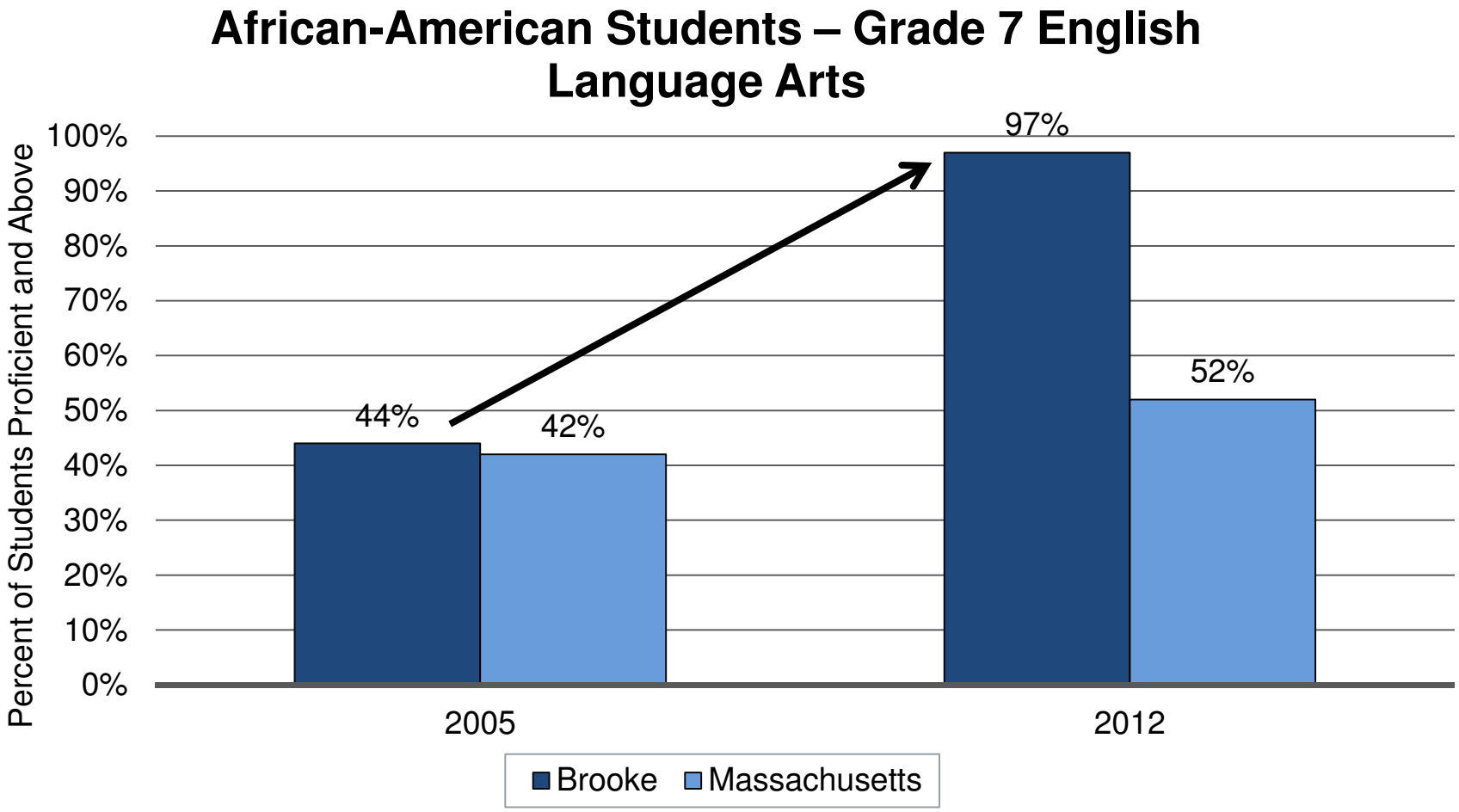
Roslindale, MA

- 470 students in grades K-8
  - 72% African American
  - 24% Latino
- 82% Low Income

Note: Enrollment data are for 2011-12 school year.

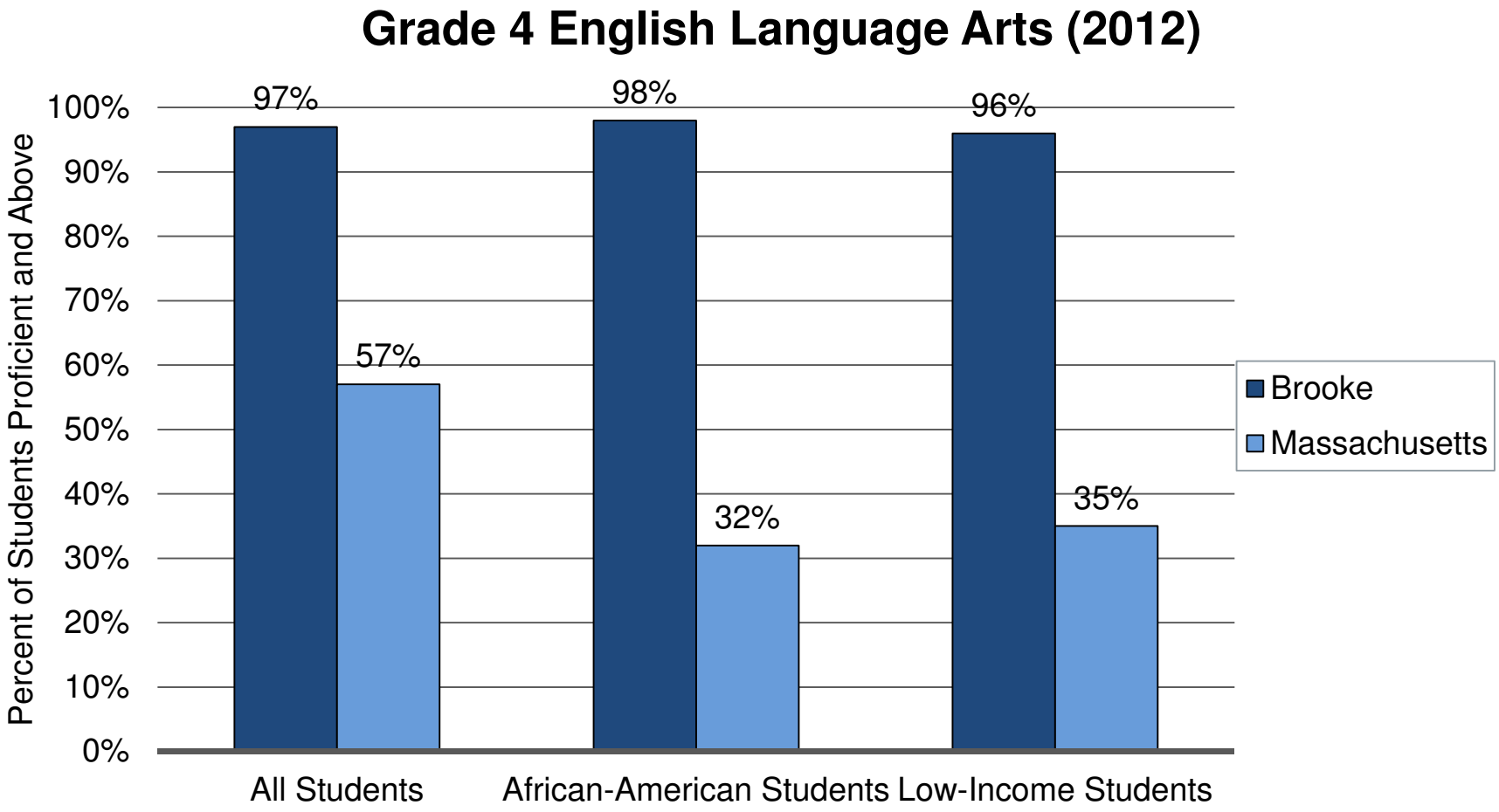
Source: Massachusetts Department of Elementary and Secondary Education

Improvement Over Time at Edward Brooke



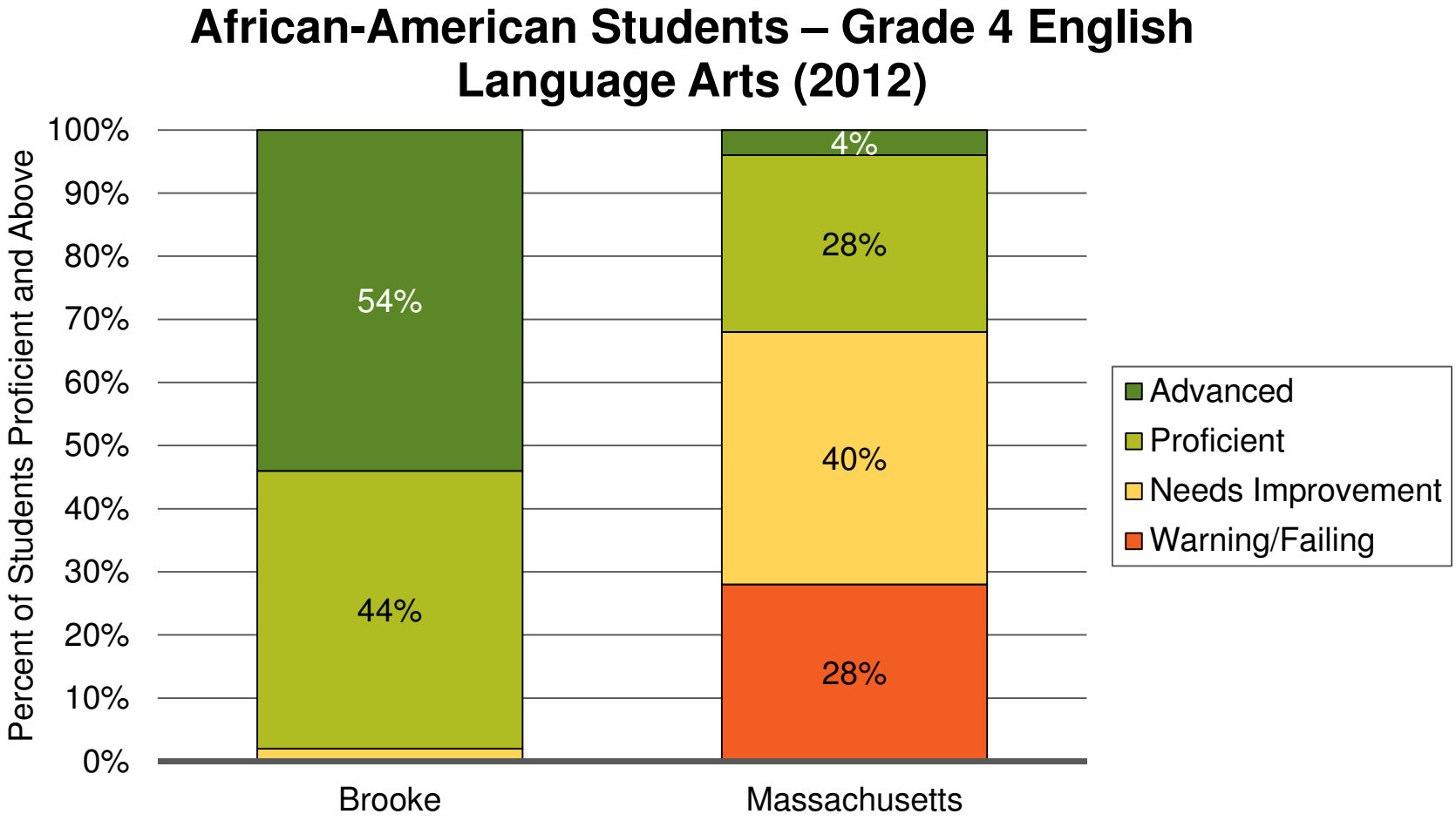
Source: Massachusetts Department of Elementary and Secondary Education

Outperforming the State at Edward Brooke



Source: Massachusetts Department of Elementary and Secondary Education

Advanced Performance at Edward Brooke



Source: Massachusetts Department of Elementary and Secondary Education

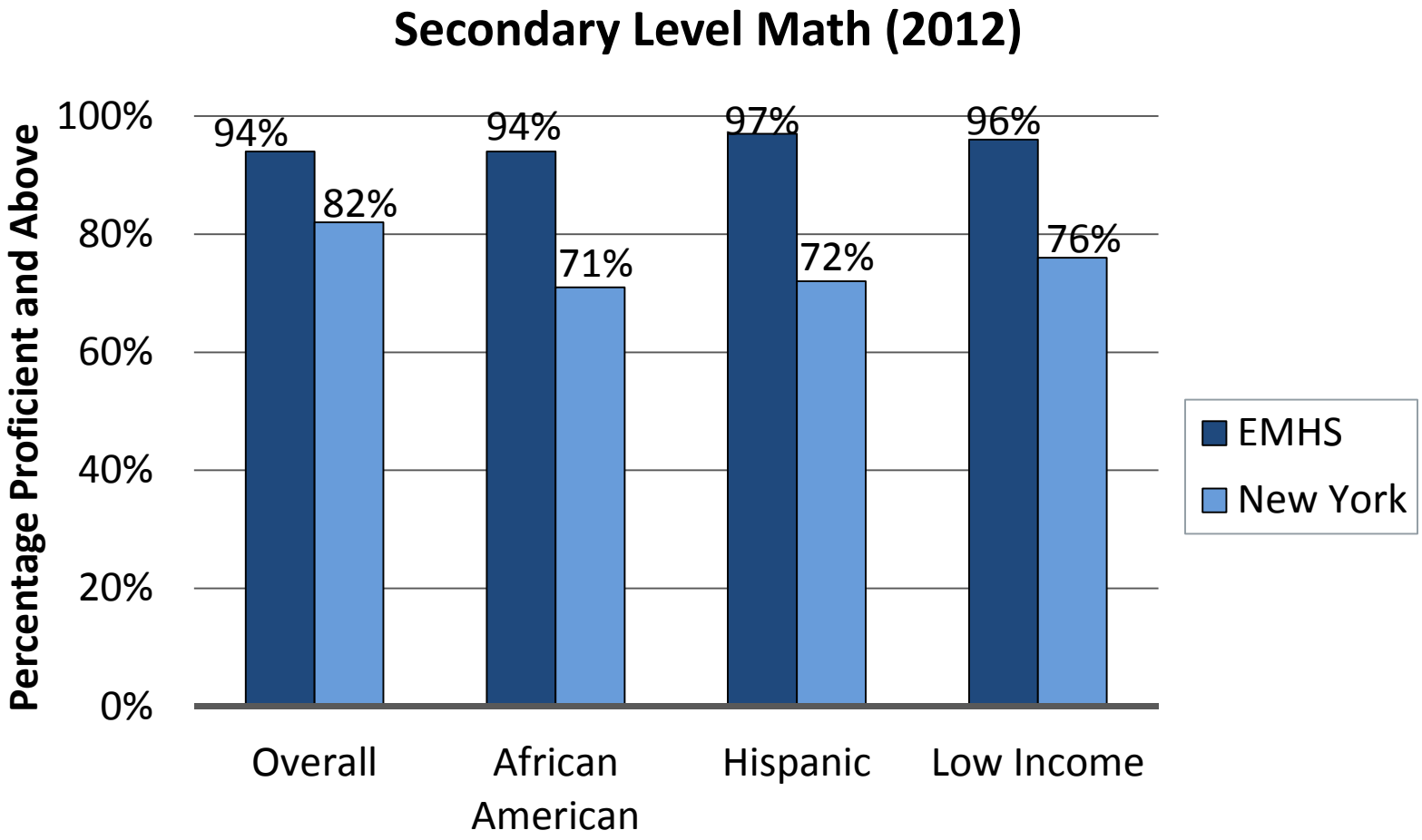
Elmont Memorial High School
Elmont, New York

2011-2012 School Year

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

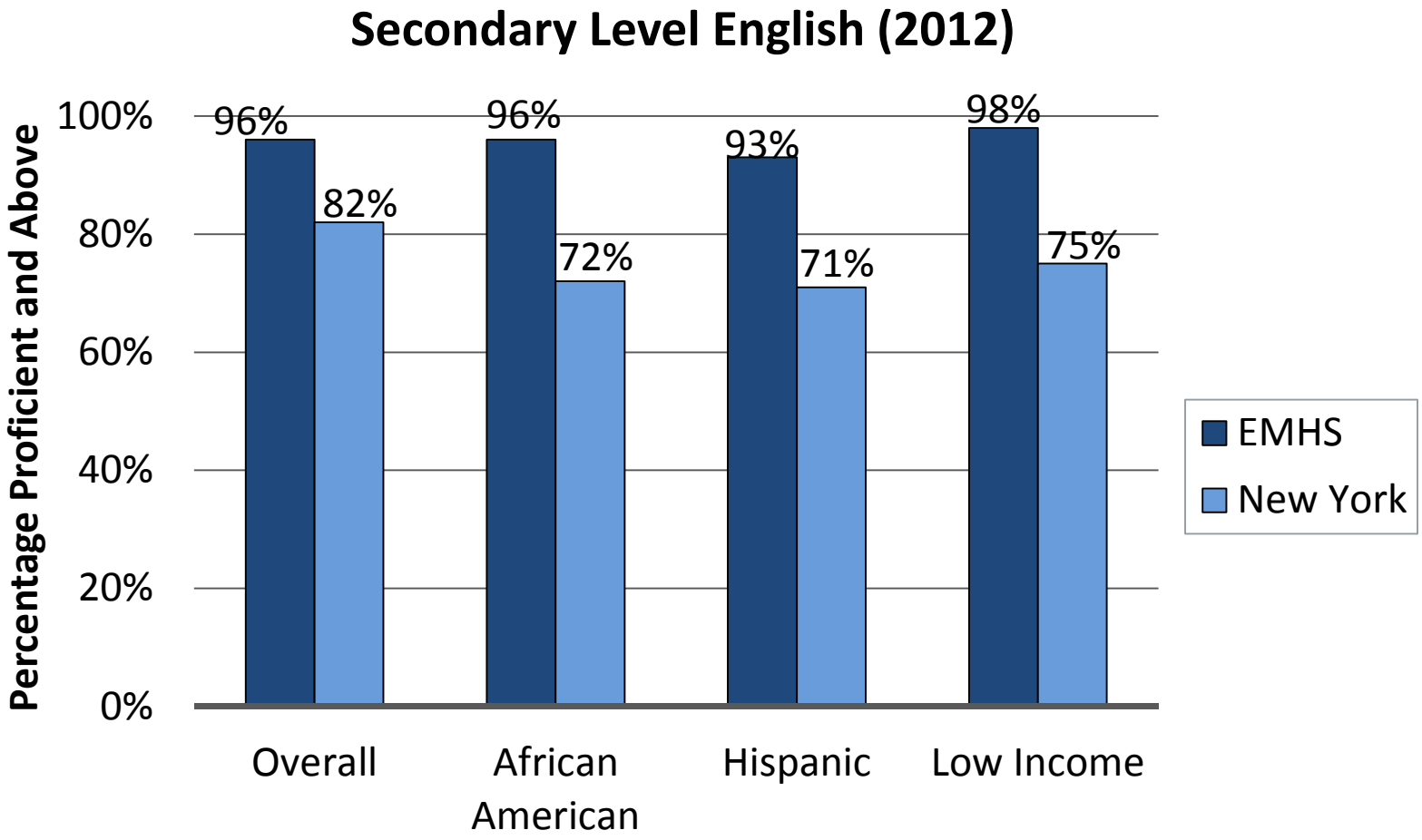
Source: New York Department of Education

High Performance by ALL Students at Elmont Memorial High School



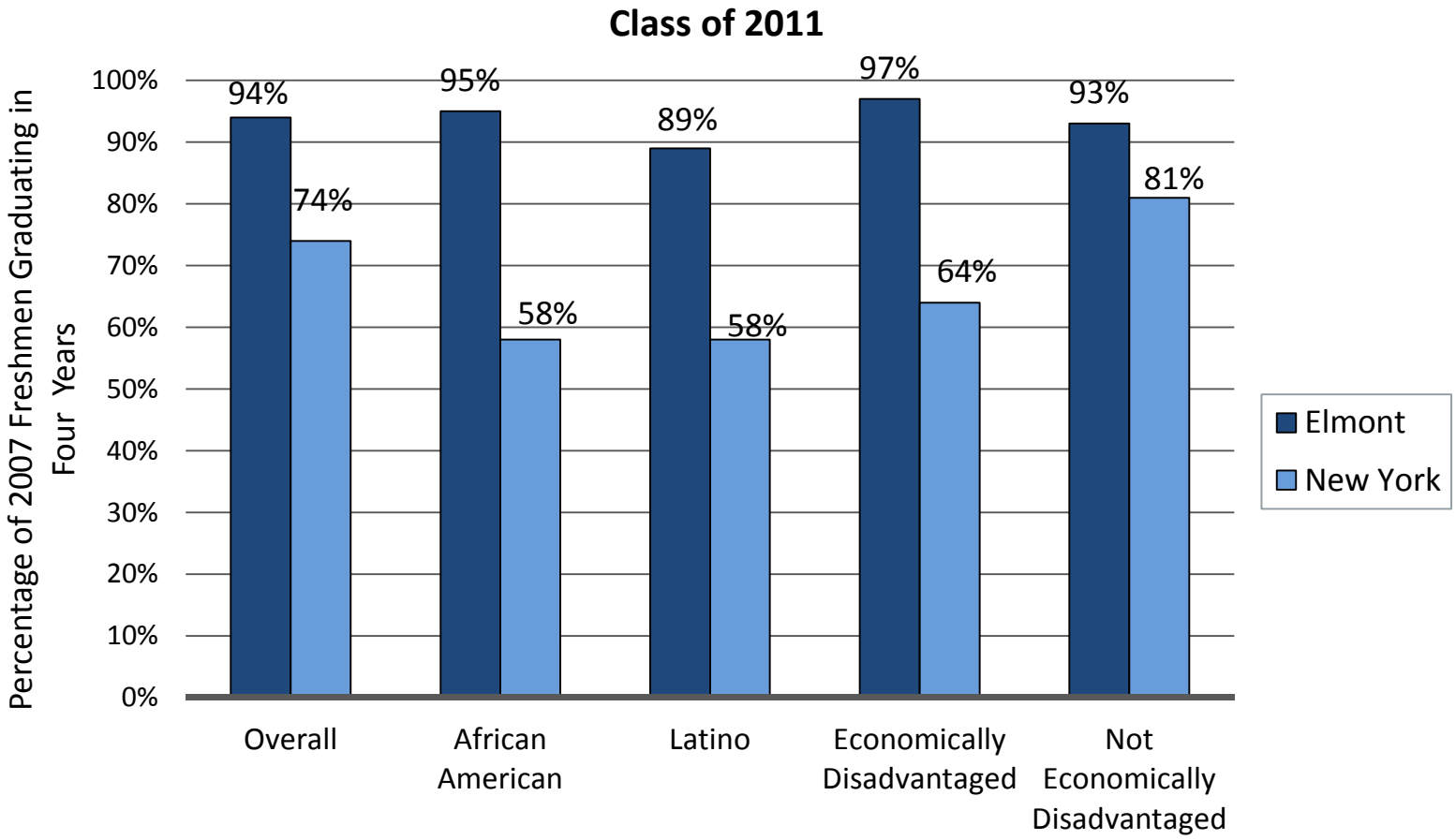
Source: New York Department of Education https://reportcards.nysed.gov/schools.php?district=800000049235&year=2012

High Performance by ALL Students at Elmont Memorial High School



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

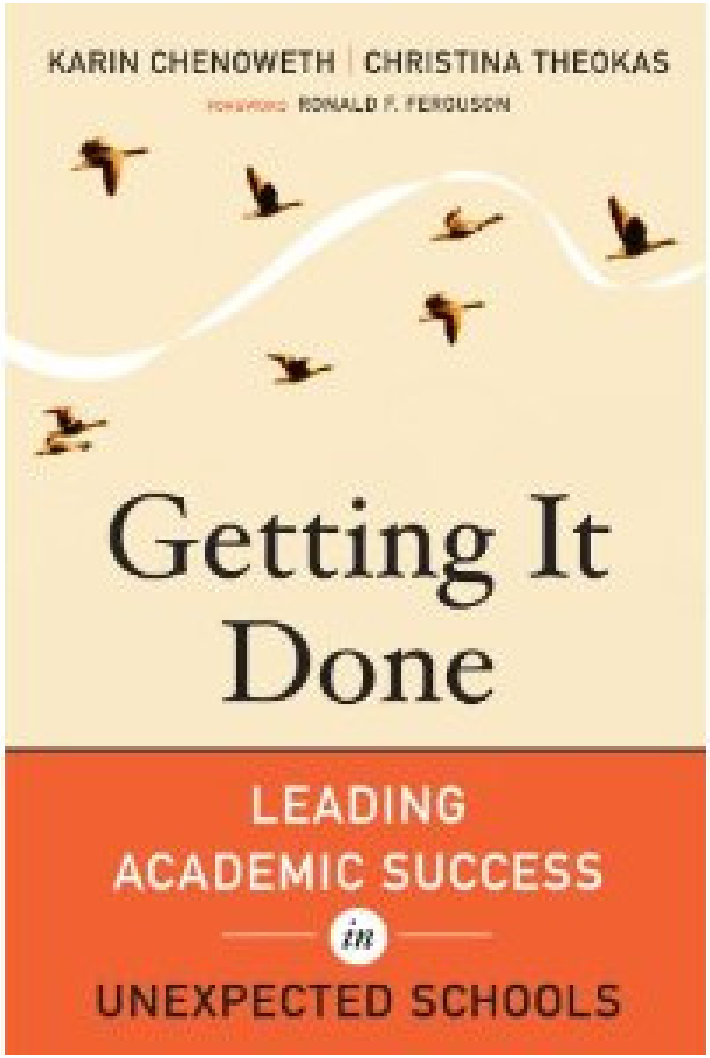
High Graduation Rates at Elmont Memorial High School



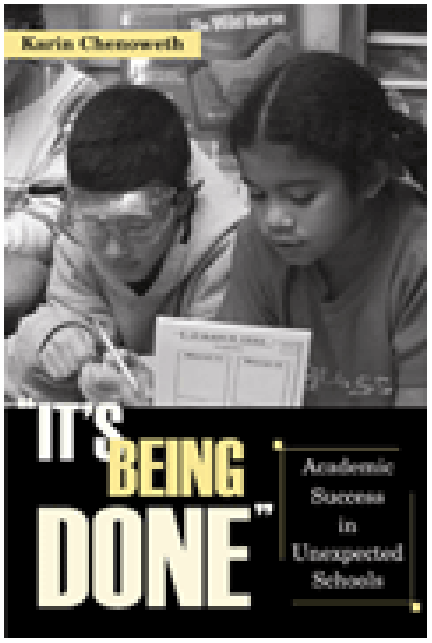
Note: Includes students graduating by June 2011.

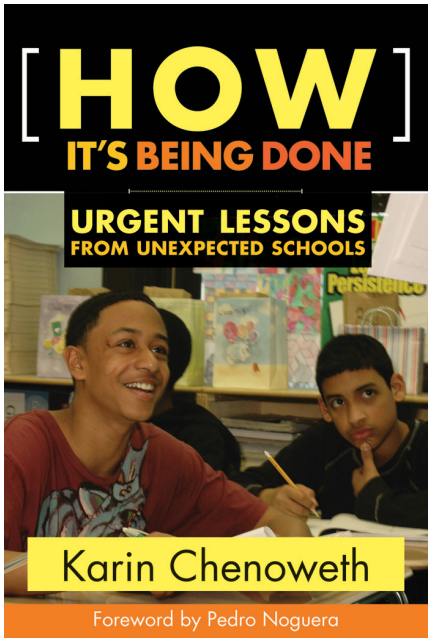
Source: New York State Department of Education

This is what happens when teams of educators choose differently.



Available from Harvard Education Press and amazon.com

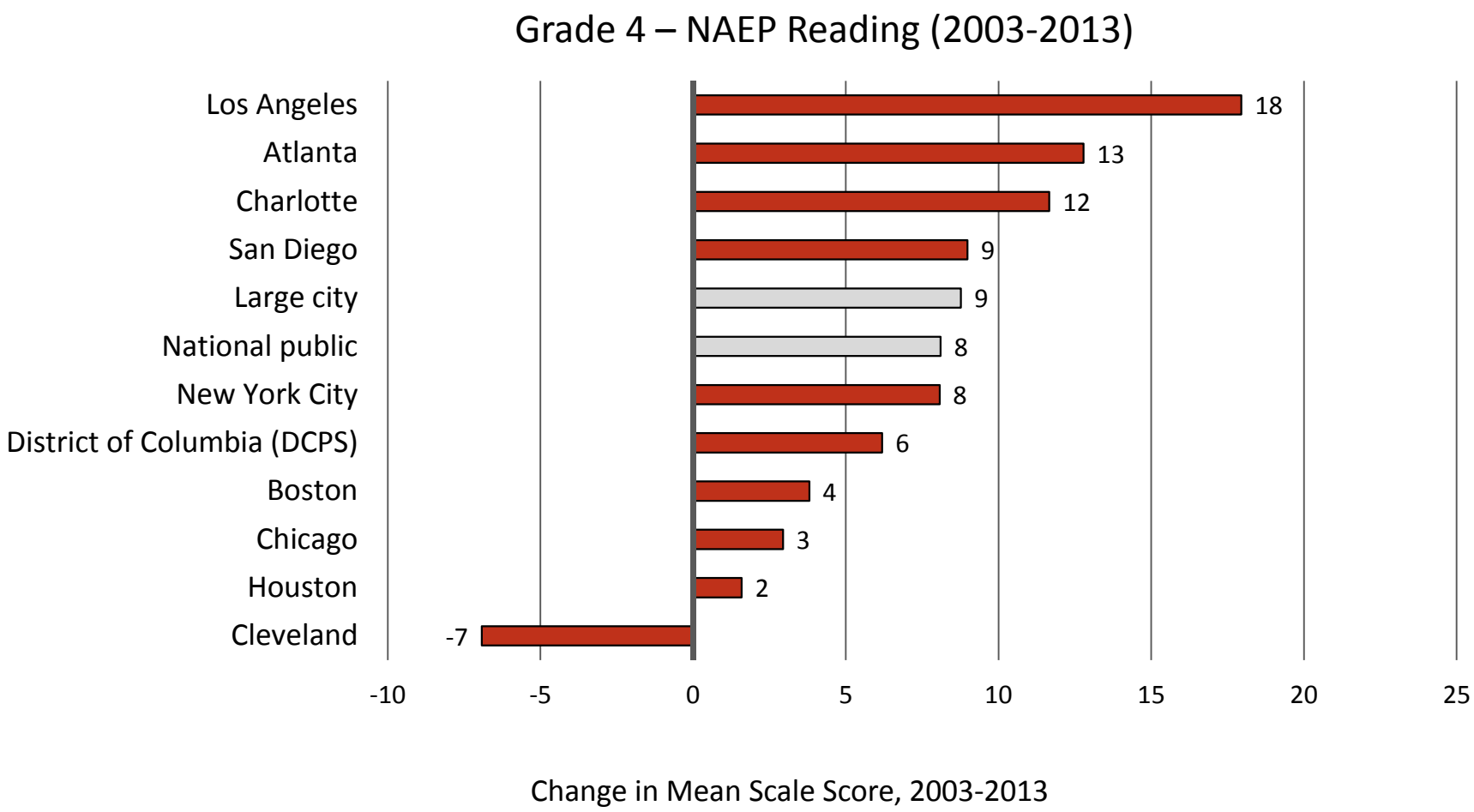




Just isolated schools here and there?

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

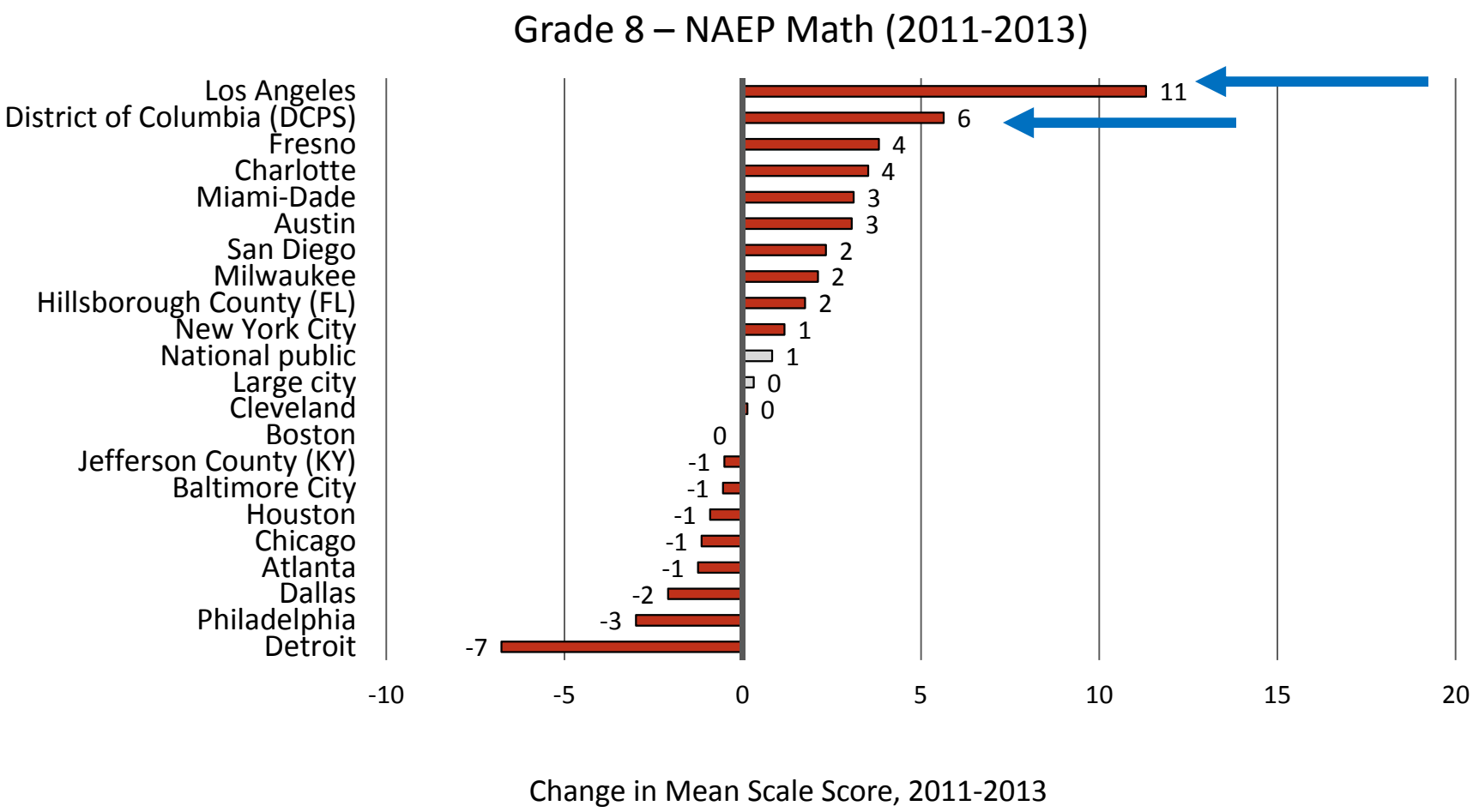
Change in Average Scale Scores, by District Low-Income African American Students



Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2003 and 2013 NAEP TUDA administrations.

Source: NCES, NAEP Data Explorer

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

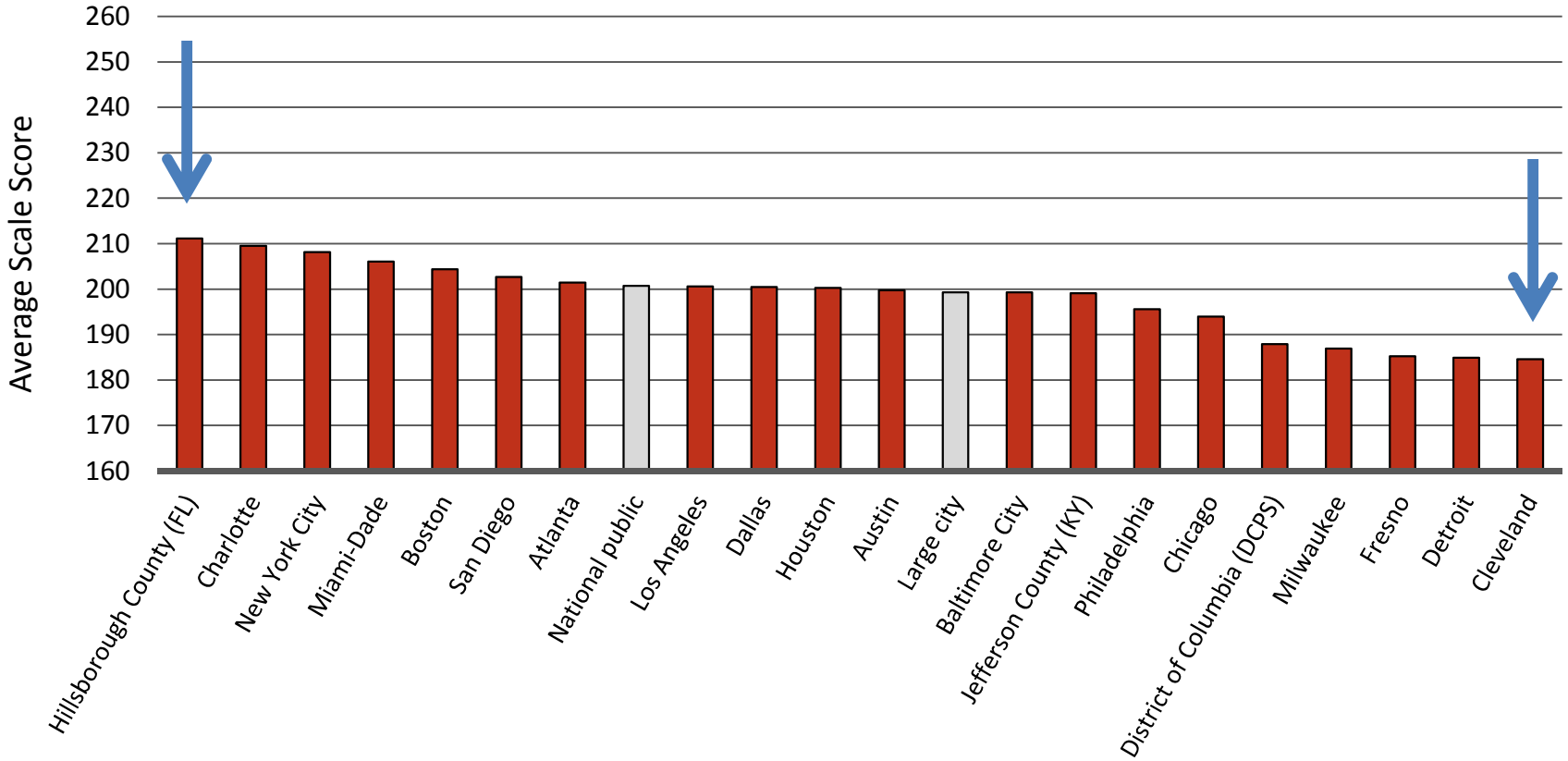


Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2011 and 2013 NAEP TUDA administrations.

Source: NCES, NAEP Data Explorer

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

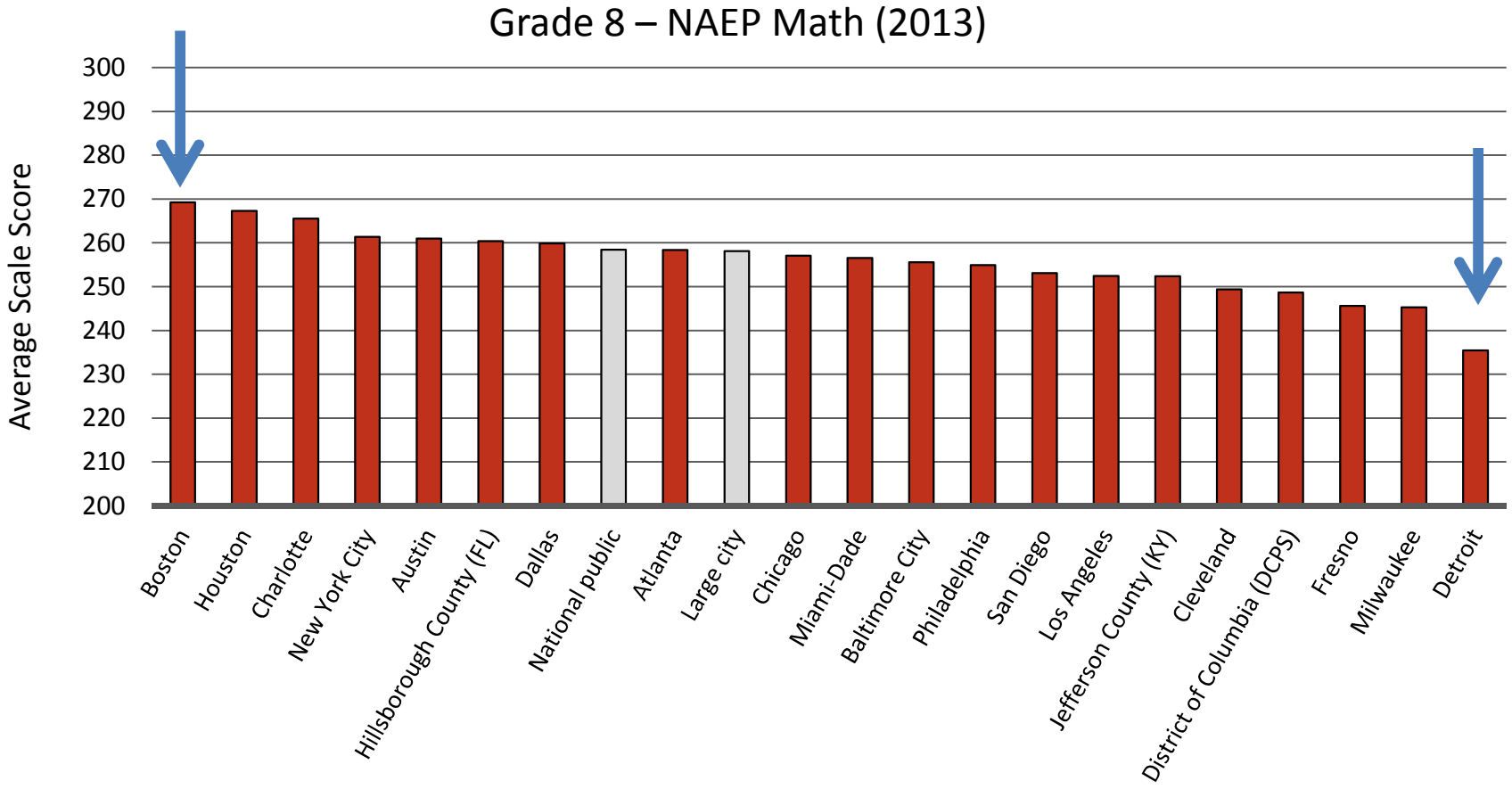
Grade 4 – NAEP Reading (2013)



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

Sourc NAEP Data Explorer, NCES
e:

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



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

Sourc NAEP Data Explorer, NCES
e:

Bottom Line:
It's NOT just the kids.
Good Teaching Matters!

What Can We Learn From Top Performers and Top Gainers?

Four common sense, but ultimately disruptive ideas.

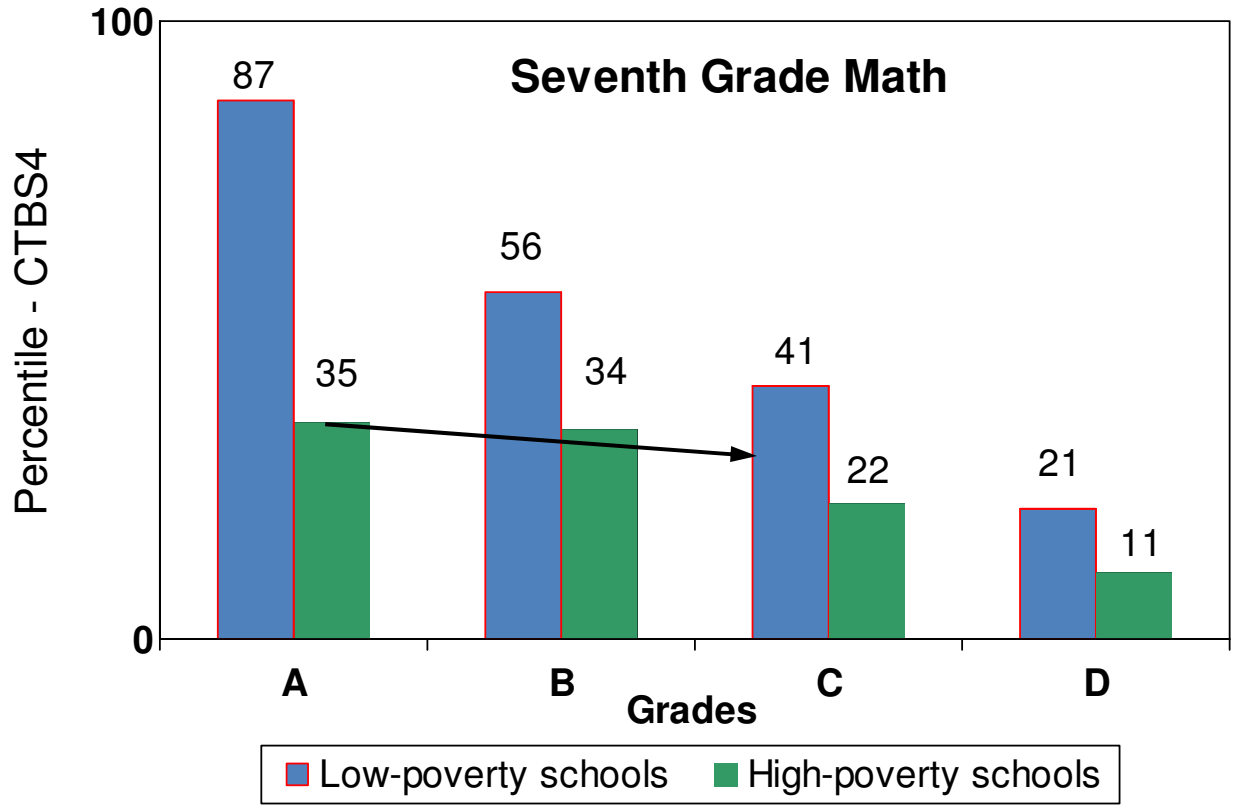
#1. Good schools, districts don't leave anything about teaching and learning to chance.

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

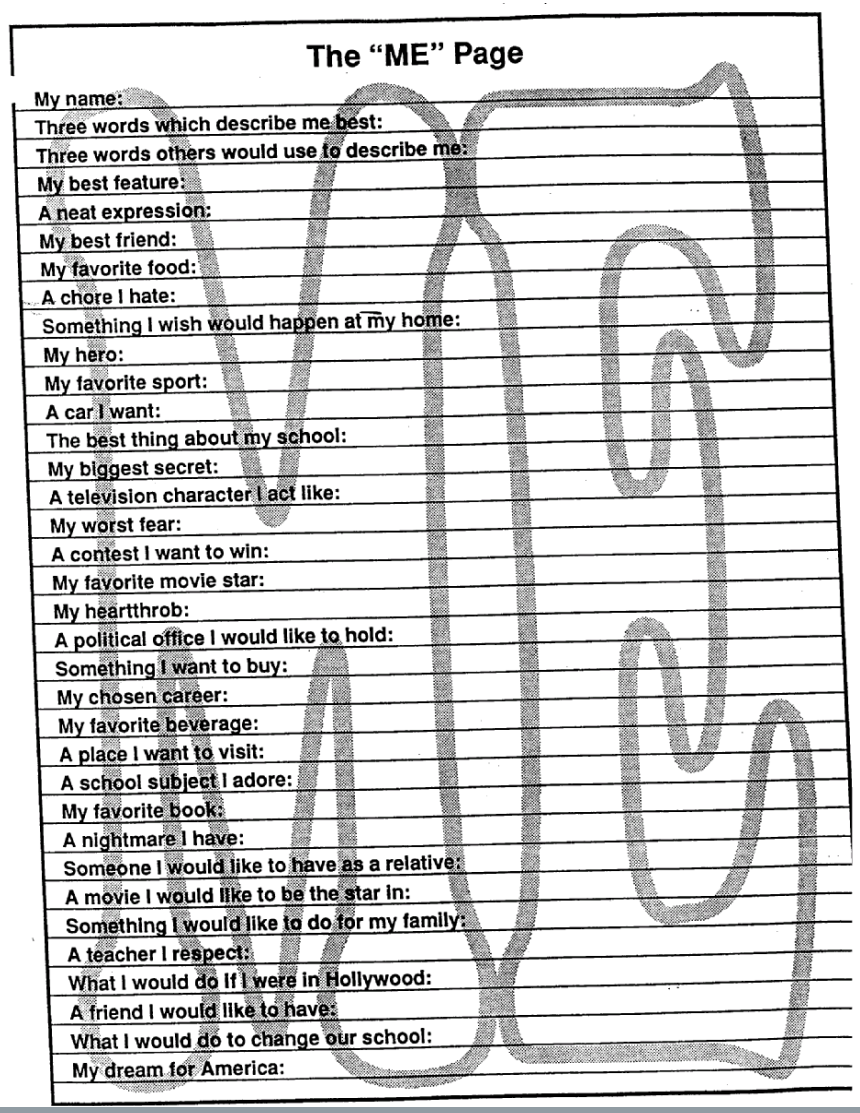
Your essay will consist of an opening paragraph which introduced the title, author and general background of the novel.

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.

Source: Unnamed school district in California, 2002-03 school

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:

Source: Unnamed school district in California, 2002-03 school

The Odyssey Ninth Grade

High-level Assignment

Comparison/Contrast Paper Between Homer's Epic Poem, *The Odyssey* and the Movie "0 Brother Where Art Thou"

By nature, humans compare and contrast all elements of their world. Why? Because in the juxtaposition of two different things, one can learn more about each individual thing as well as something about the universal nature of the things being compared.

For this 2-3 page paper you will want to ask yourself the following questions: what larger ideas do you see working in *The Odyssey* and "0 Brother Where Art Thou"? Do both works treat these issues in the same way? What do the similarities and differences between the works reveal about the underlying nature of the larger idea?

The Odyssey Ninth Grade

Low-level Assignment

Divide class into 3 groups:

<u>Group 1</u> designs a brochure titled "Odyssey Cruises". The students *listen* to the story and write down all the places Odysseus visited in his adventures, and list the cost to travel from place to place.

<u>Group 2</u> draws pictures of each adventure.

<u>Group 3</u> takes the names of the characters in the story and gods and goddesses in the story and designs a crossword puzzle.

Kindergarten Assignment

Based on our reading, draw a picture of an ocean animal that you would like to be.

Kindergarten Assignment

Based on our reading, choose an ocean animal you would like to be. Explain what you would look like, what you would eat, and what you would do. Why do you want to be this animal?

High Performing Schools and Districts

- Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it;
- Provide teachers with common curriculum, assignments;
- Have regular vehicle to assure common marking standards;
- Assess students regularly to measure progress; and,
- Don't leave student supports to chance.

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

What's the disruptive idea here?

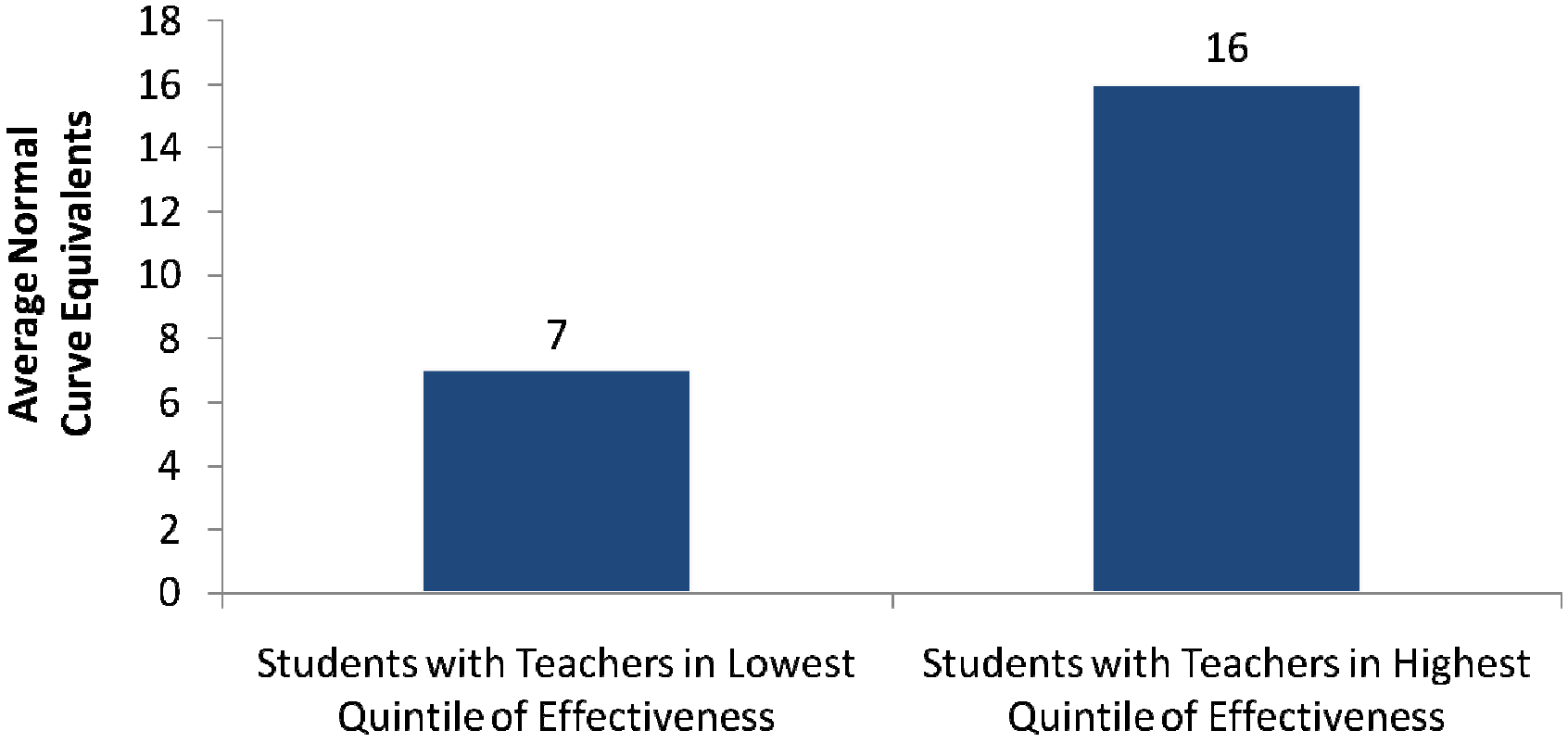
That teachers shouldn't have to figure everything out for themselves—that we need strong vehicles to get to consistent quality in assignments.

#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.

In our roles as parents…

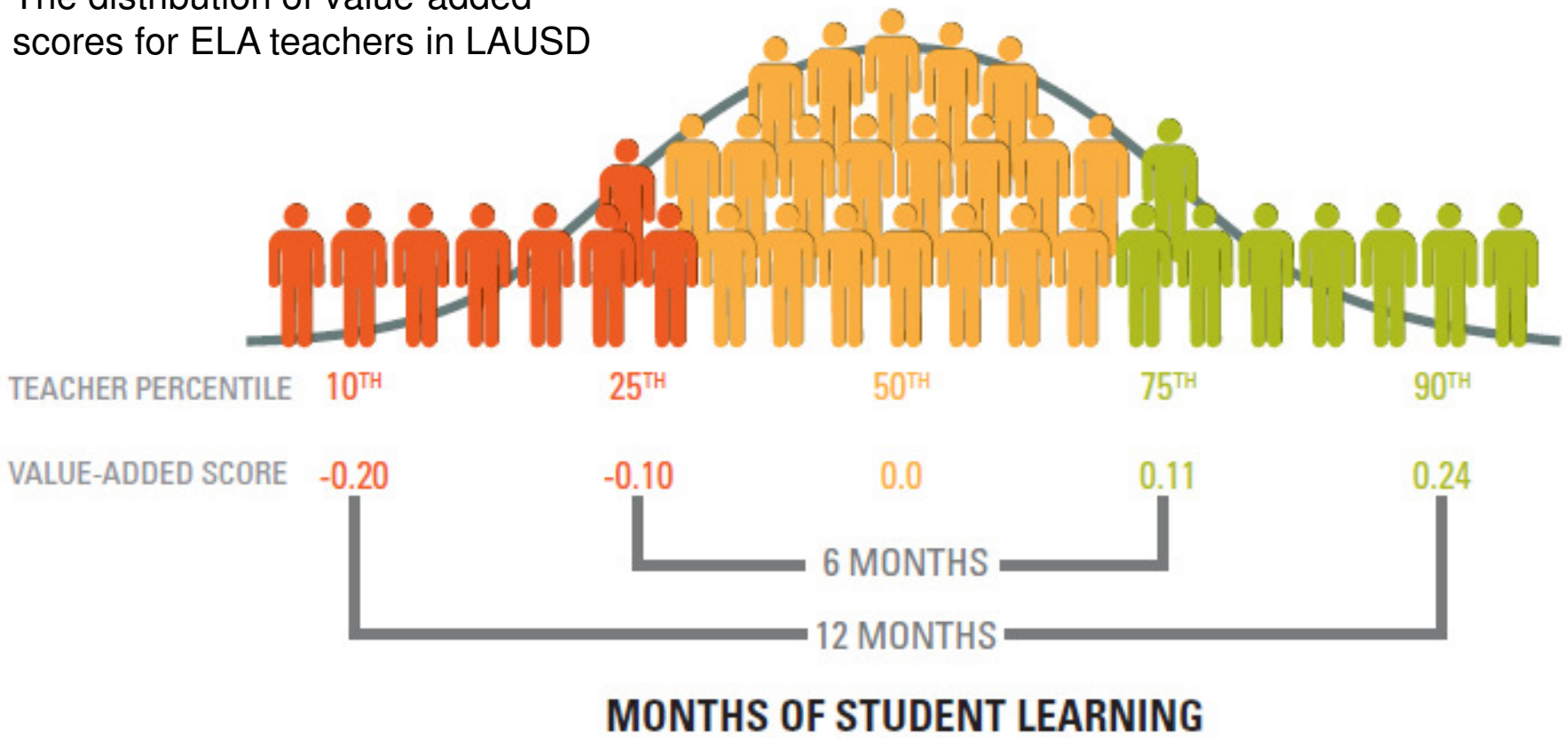
Students in Dallas Gain More in Math with Effective Teachers: One Year Growth From 3rd-4th Grade



Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student*

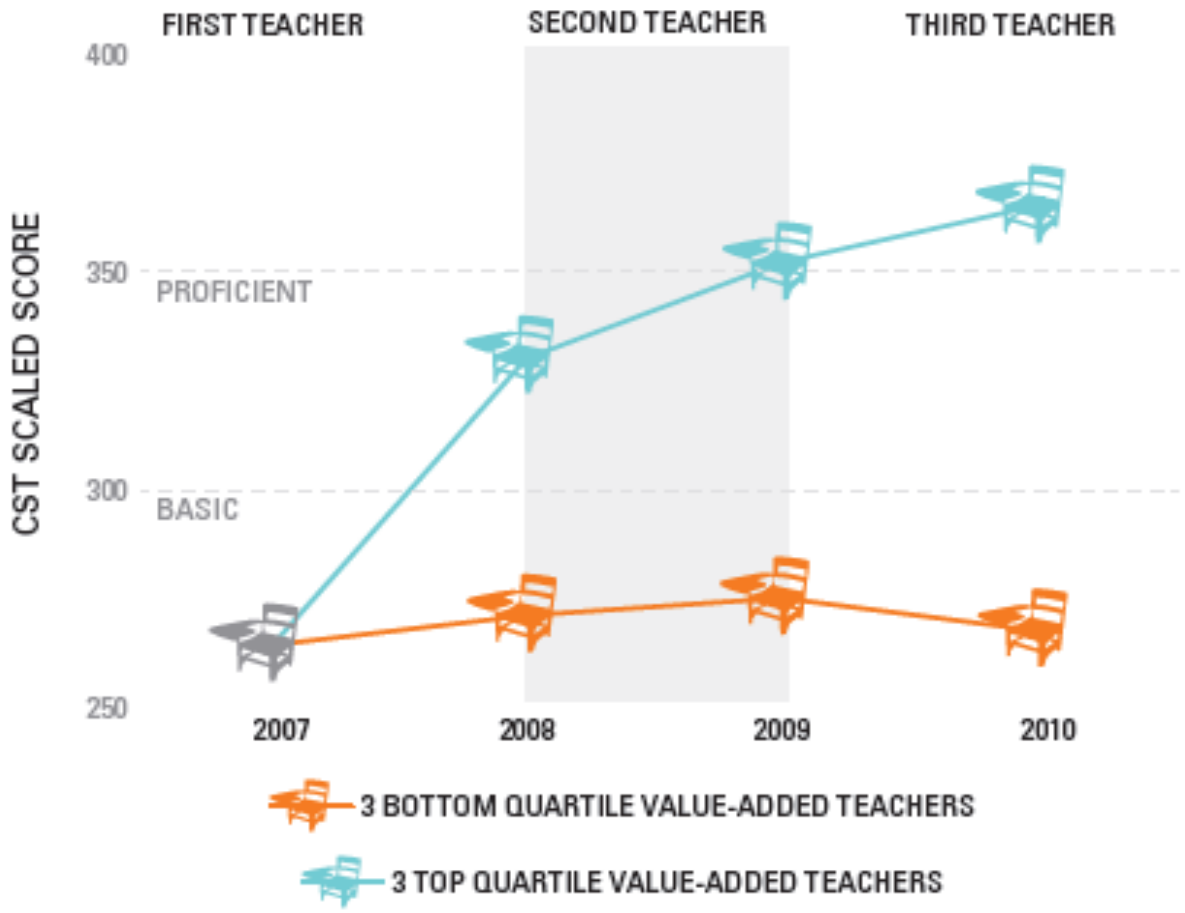
DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING

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



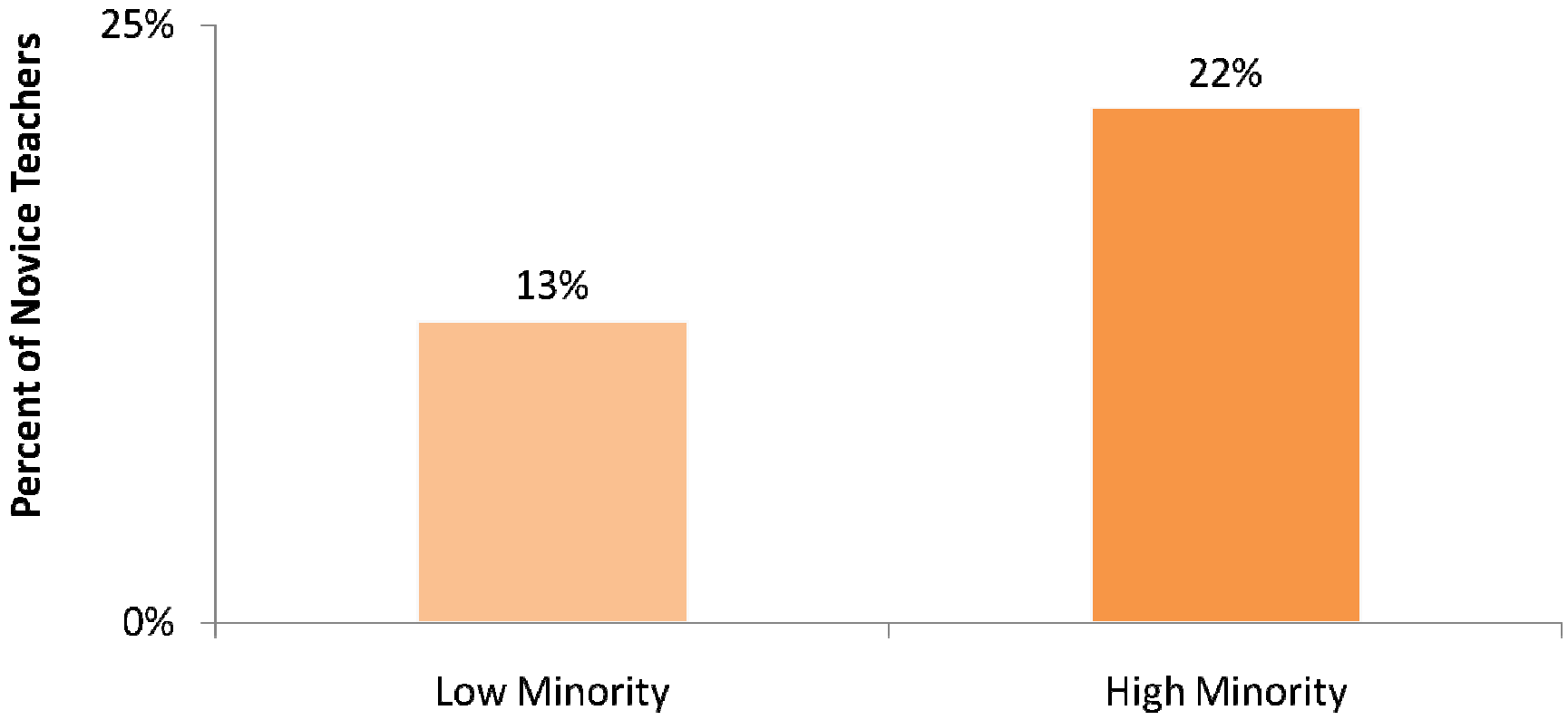
ACCESS TO MULTIPLE EFFECTIVE TEACHERS CAN DRAMATICALLY AFFECT STUDENT LEARNING

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.

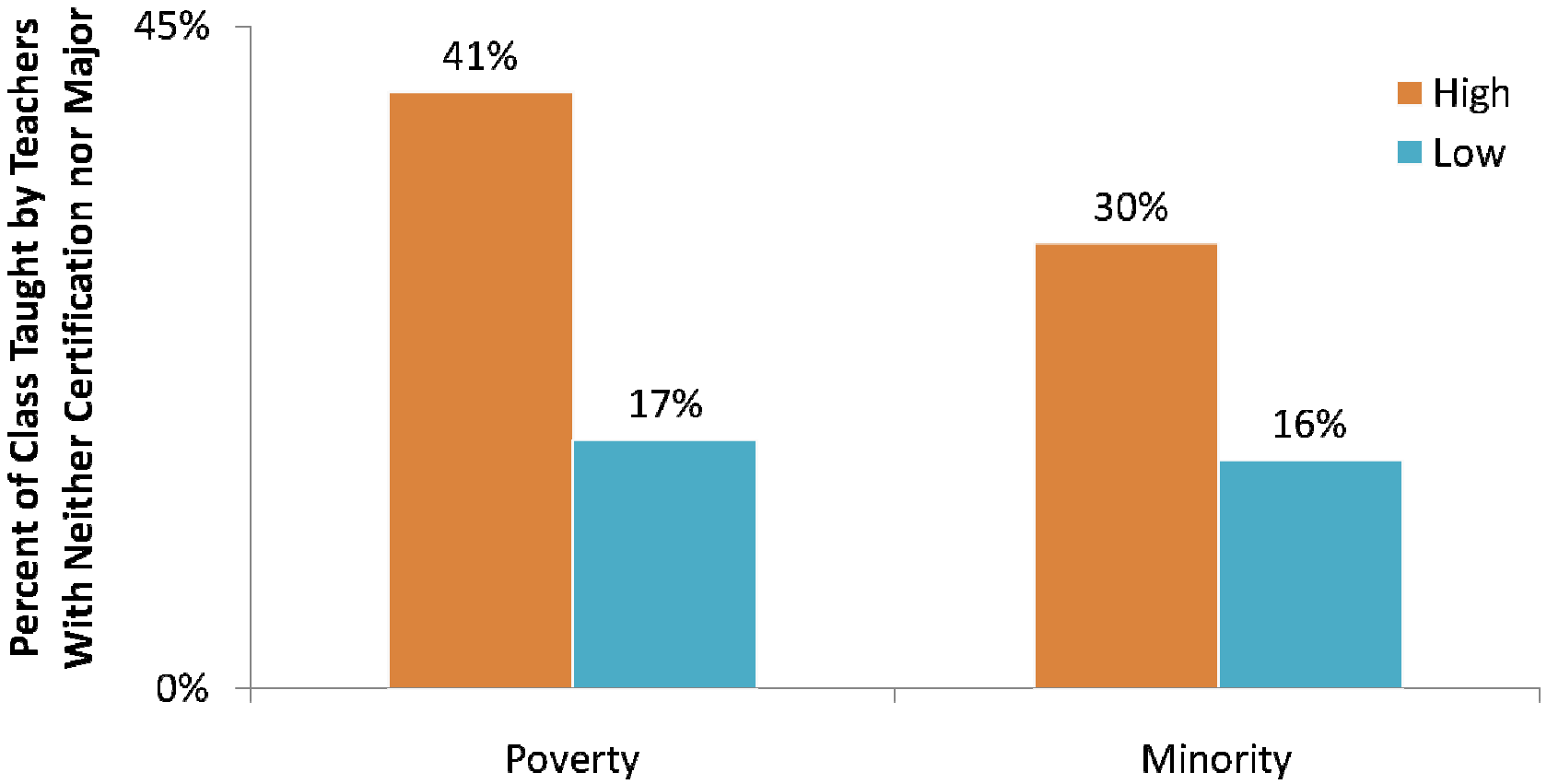
Students at High-Minority Schools More Likely to Be Taught By Novice* Teachers



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.

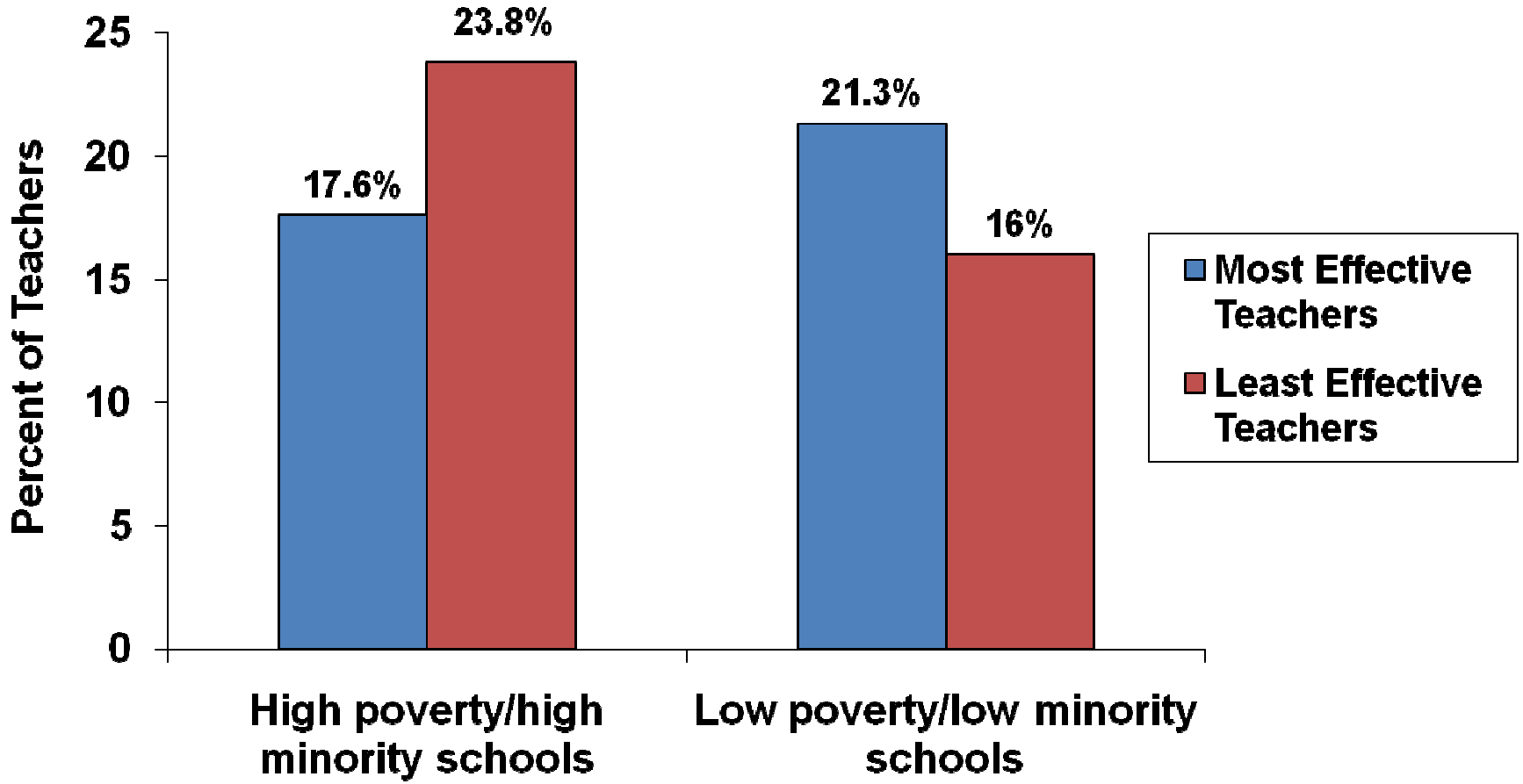
Math Classes at High-Poverty and High- Minority Schools More Likely to be Taught by Out of Field* Teachers



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.**

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

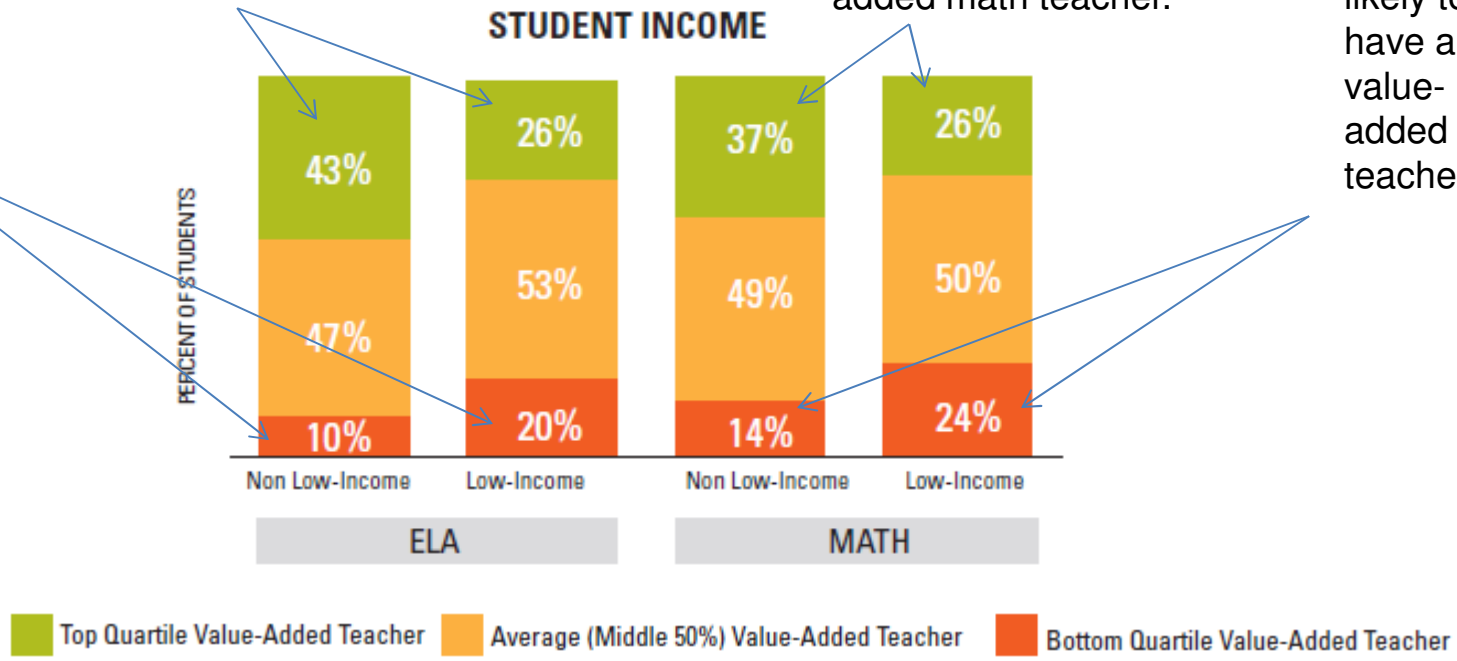
A low-income student is *more than twice as likely to have a low* value-added teacher for ELA

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

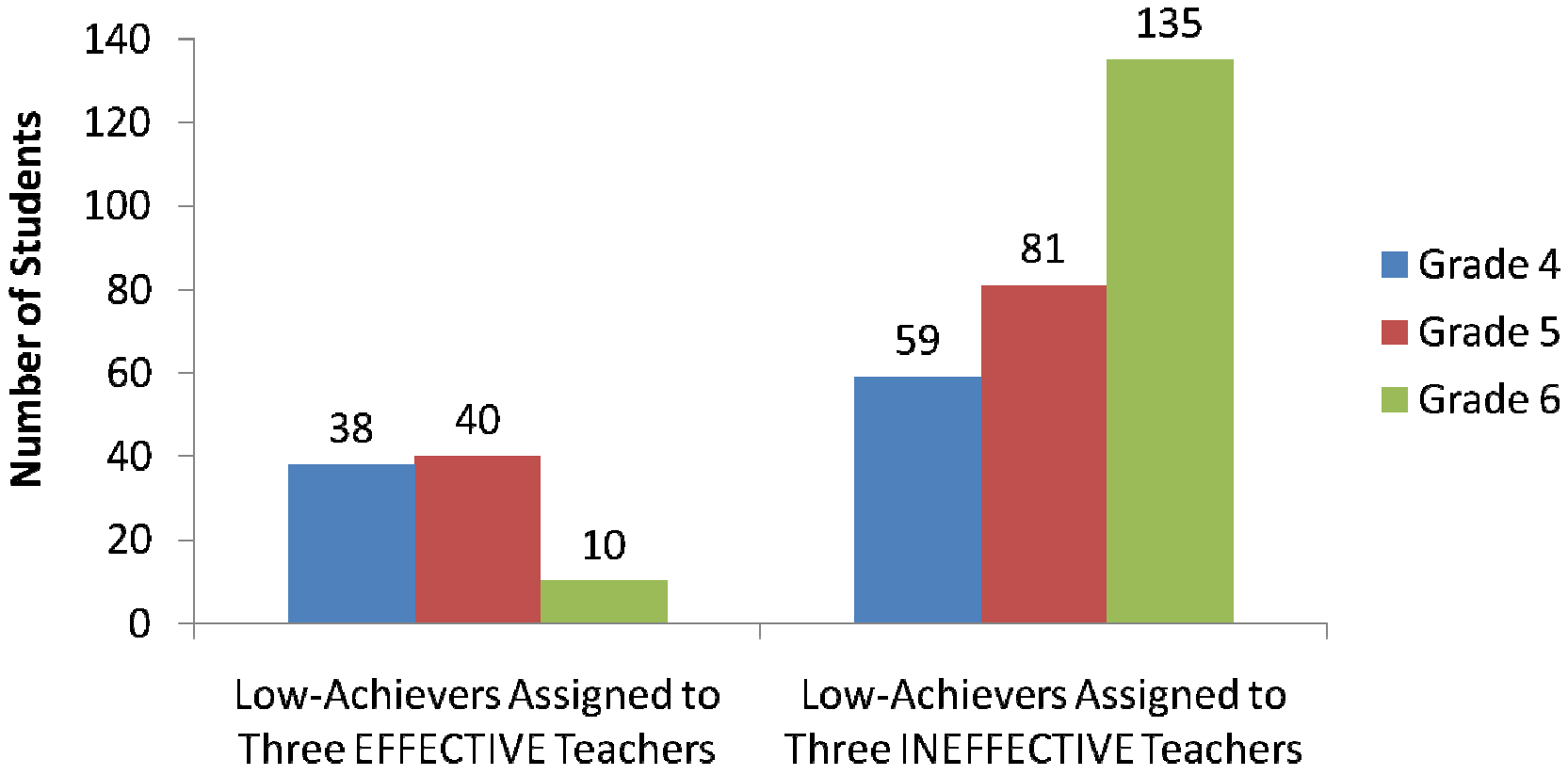
MATH

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



Source: Sitha Babu and Robert Mendro, *Teacher Accountability: HLM-Based Teacher Effectiveness Indices in the Investigation of Teacher Effects on Student Achievement in a State Assessment Program,* AERA Annual Meeting, 2003.

These patterns not, however, inevitable.

Charlotte's Strategic Staffing Initiative

Putting it All Together: Charlotte's Strategic Staffing Initiative

- Experienced, high performing principal;
- Gets to bring in 6 high performing teachers from elsewhere in district, and bump out that many low performers;
- Two years of autonomy to produce turn around results;
- Near 100% results.

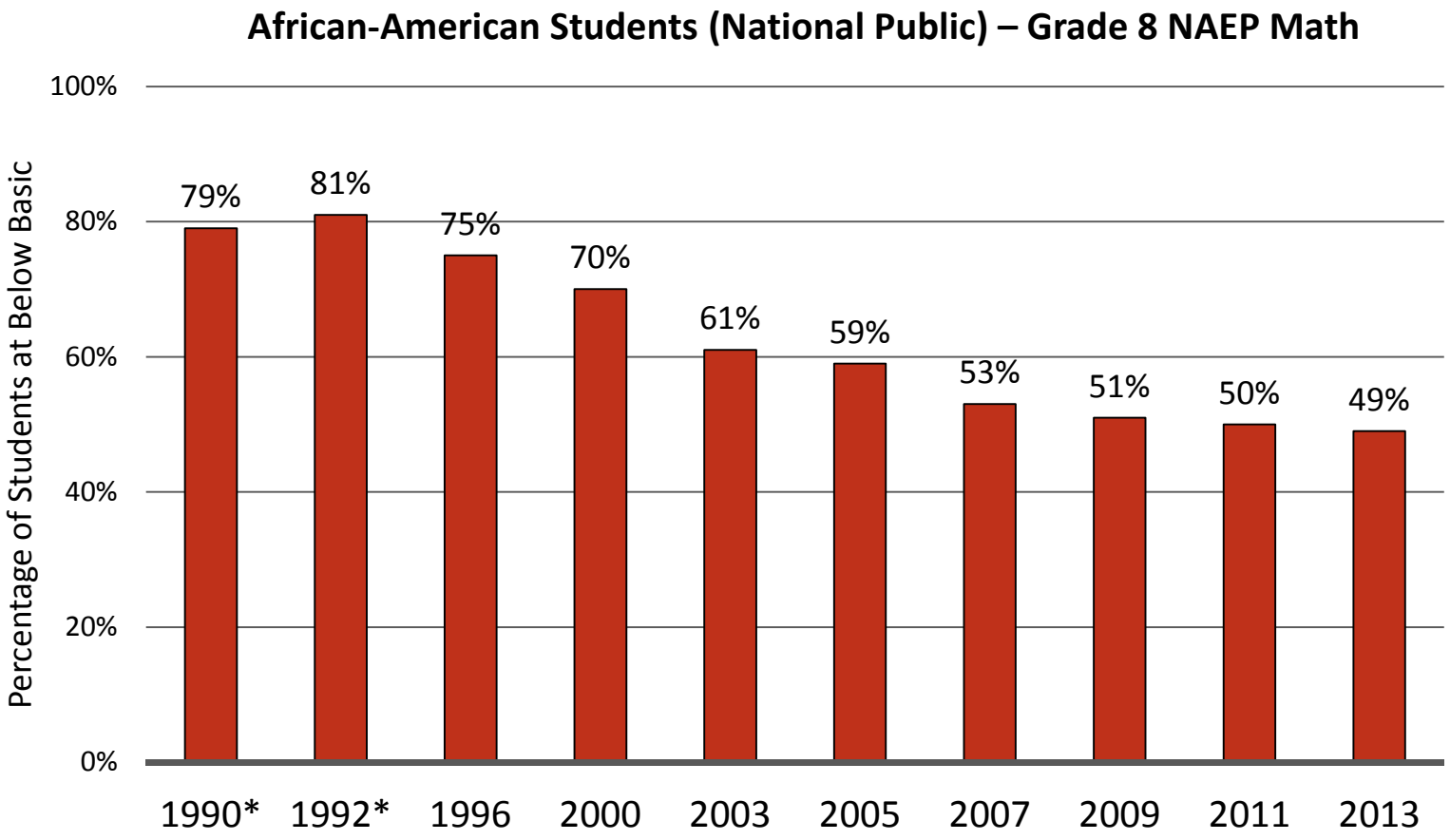
What's the disruptive idea here?

That we shouldn't continue to staff our high-poverty and high-minority schools and classrooms with inexperienced, untested teachers (or leaders). Instead, staffing these schools and classrooms should be our highest priority—and have the highest status.

#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.

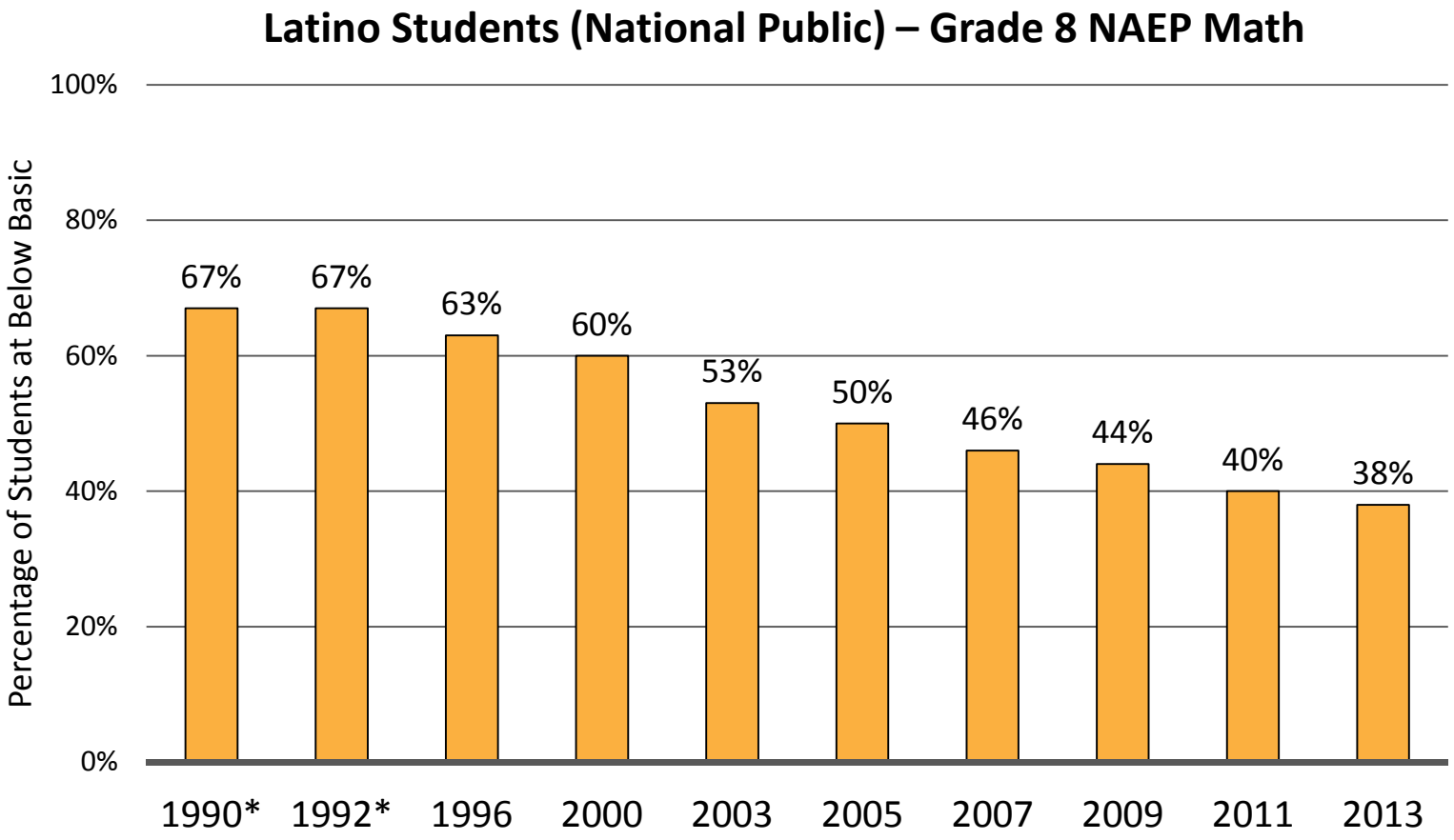
Percentage Below Basic Over Time



*Accommodations not permitted

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

Percentage Below Basic Over Time

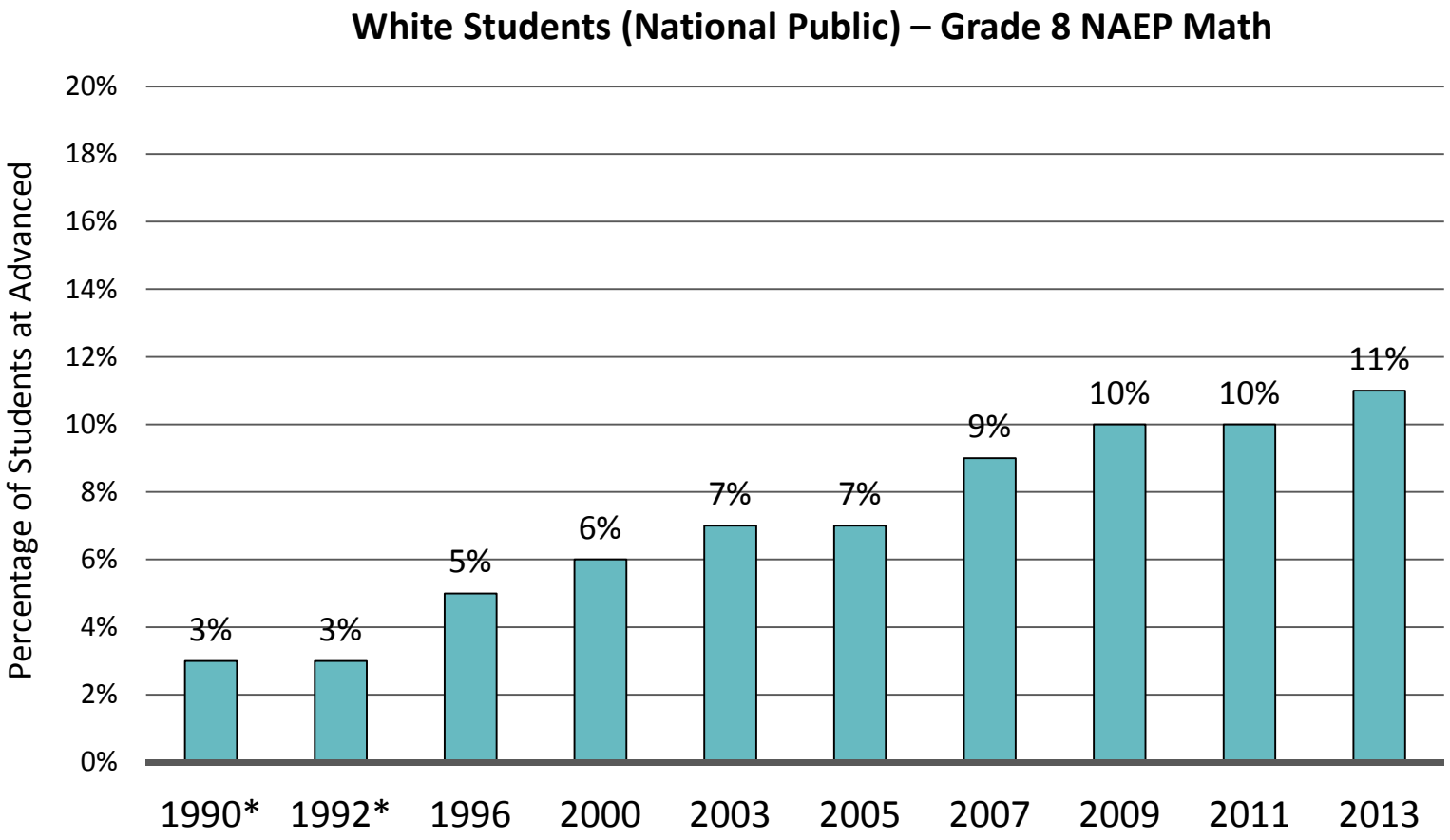


*Accommodations not permitted

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

At the same time, though…

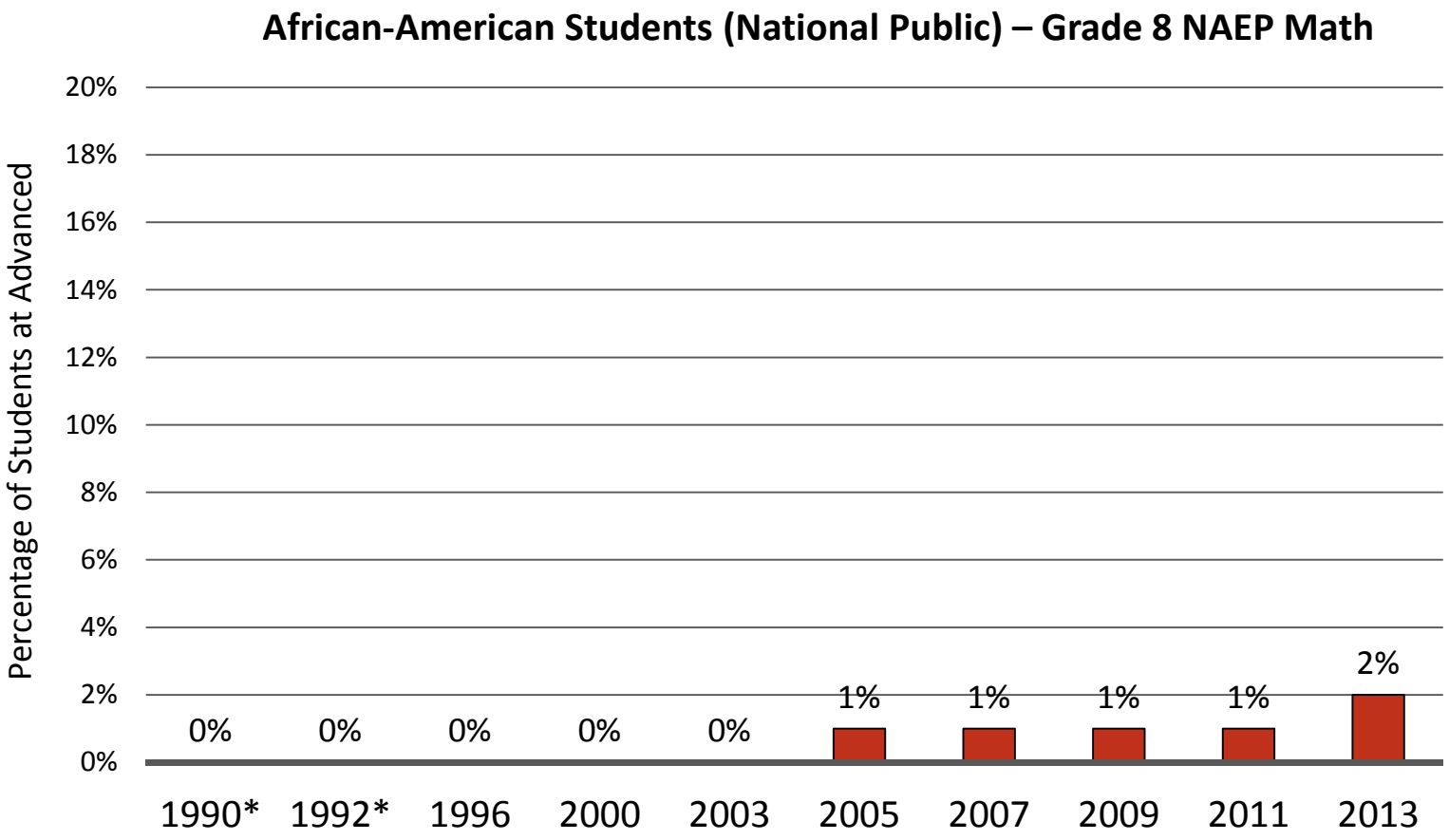
Percentage Advanced Over Time



*Accommodations not permitted

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

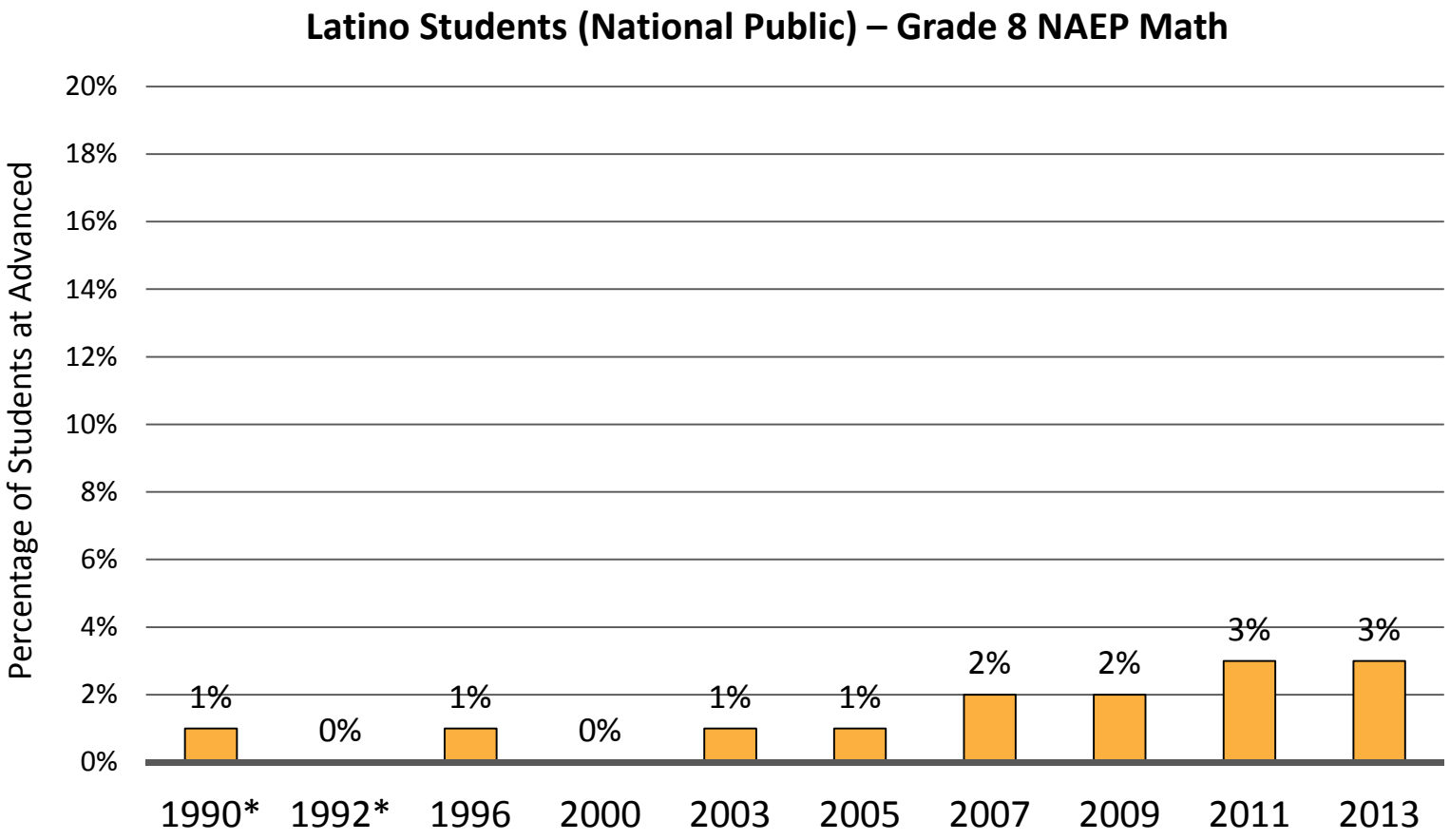
Percentage Advanced Over Time



*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.

What's the disruptive idea here?

That we won't close achievement gaps just by bringing low achievers up: we need to help teachers move kids at all points on the spectrum.

#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.

What's the disruptive idea here?

That instead of exercising our collective power to protect even the weakest adults, we should use it to stand up for kids.

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

www.edtrust.org

The Education Trust

Washington, D.C.
202/293-1217

Metro Detroit, MI
734/619-8009

Oakland, CA
510/465-6444