



The Education Trust

12 September 2016

Achievement and Opportunity in America: *What Can We Do?*

Conference on Educating Students in Poverty
Austin, Texas

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America: Two Powerful Stories

1. Land of Opportunity:

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

2. **Generational Advancement:**

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

These stories animated hopes and dreams of
people here at home

And drew countless immigrants to our shores

Yes, America was often intolerant...

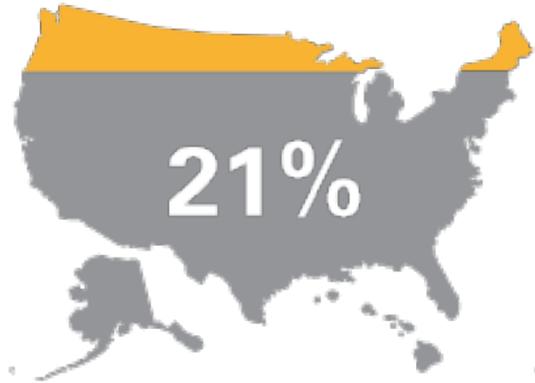
And they knew the "Dream" was a work in progress.

We were:

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

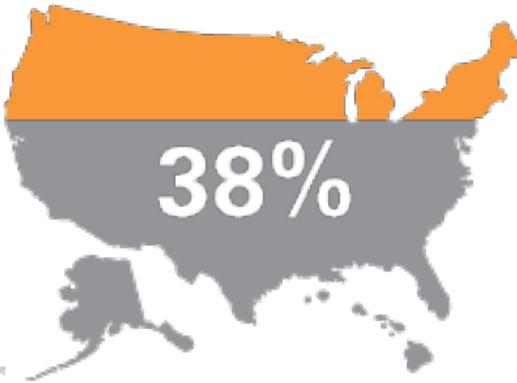
Percent of U.S. adults with a high school diploma

1920



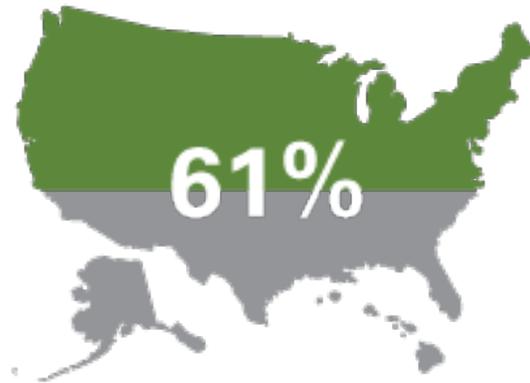
21%

1940



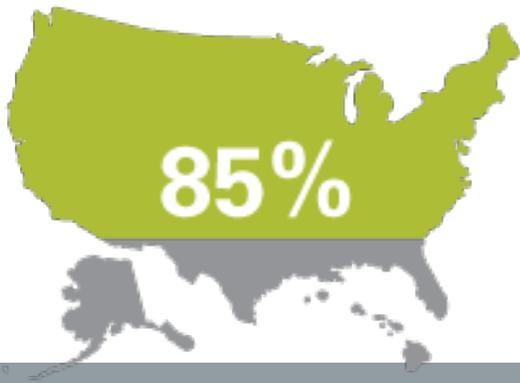
38%

1960



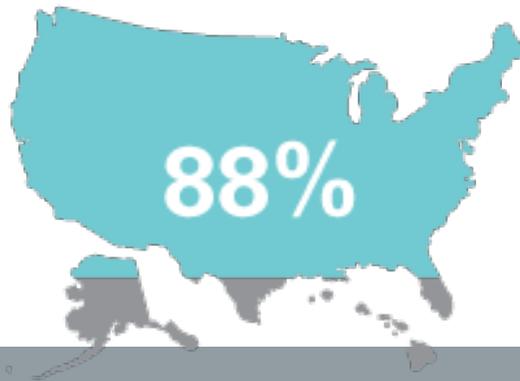
61%

1980



85%

2000



88%

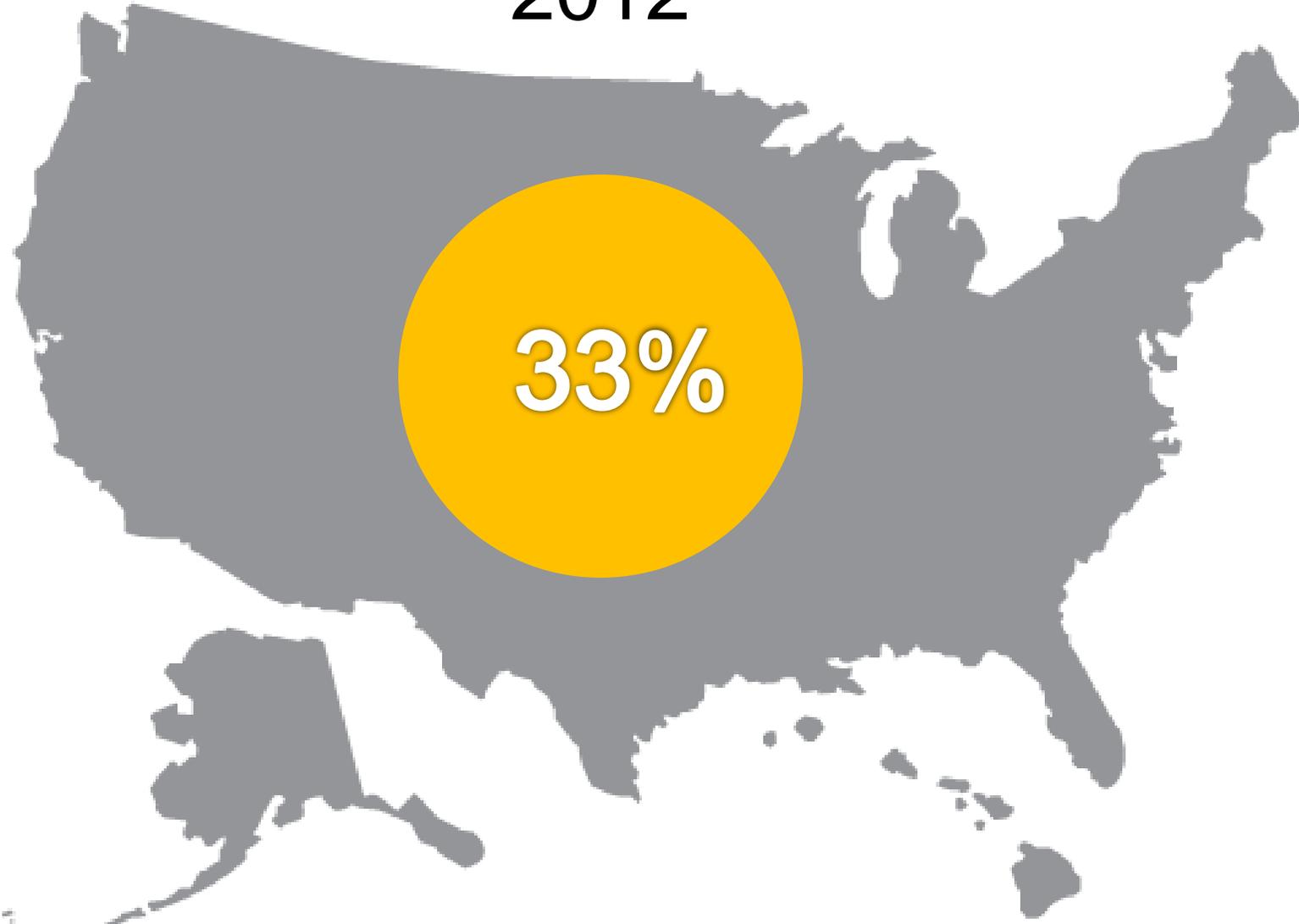
2012



90%

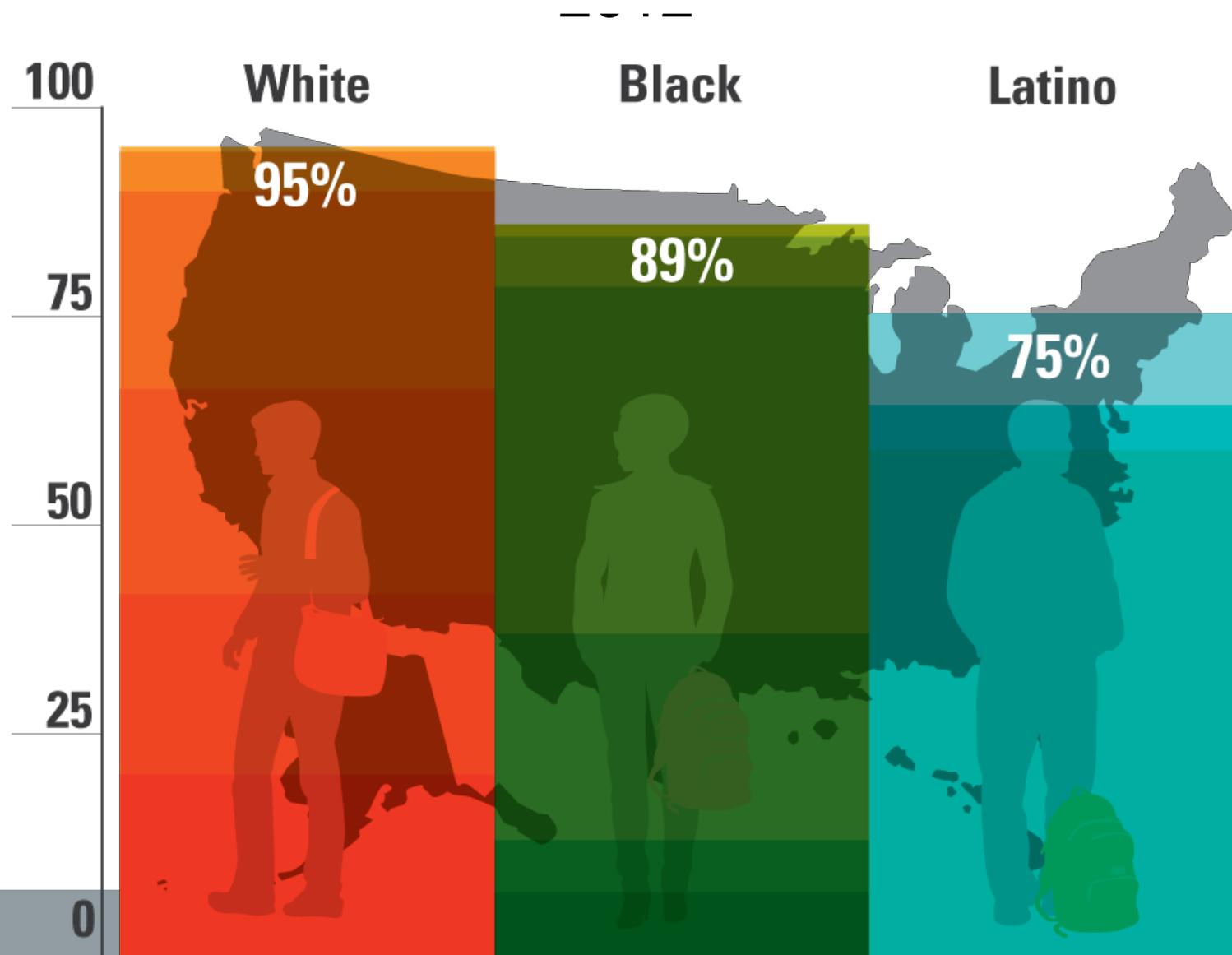
Percent of U.S. adults with a B.A. or more

2012



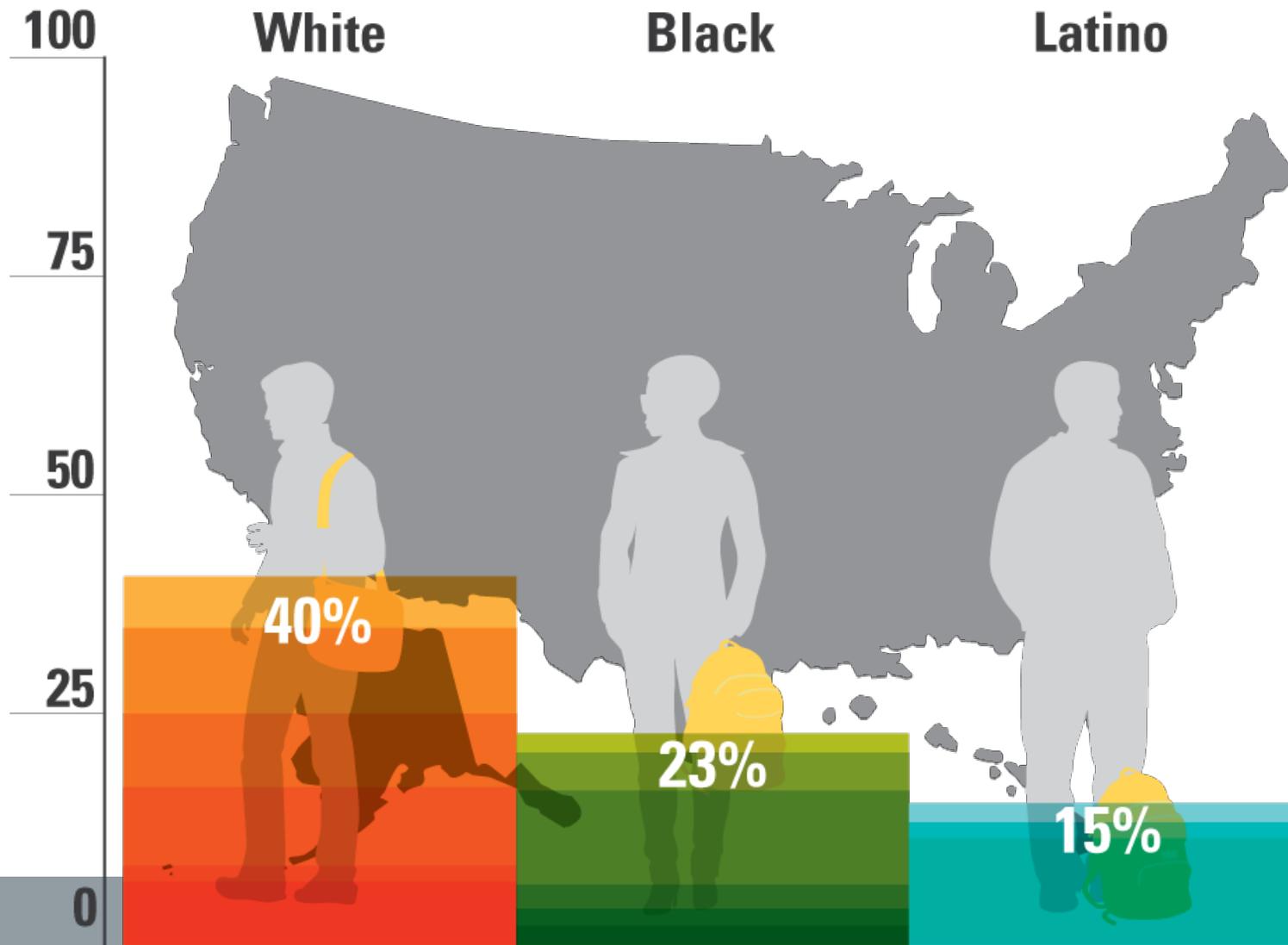
Progress was painfully slow, especially for people of color. But year by year, decade by decade...

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



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

2012

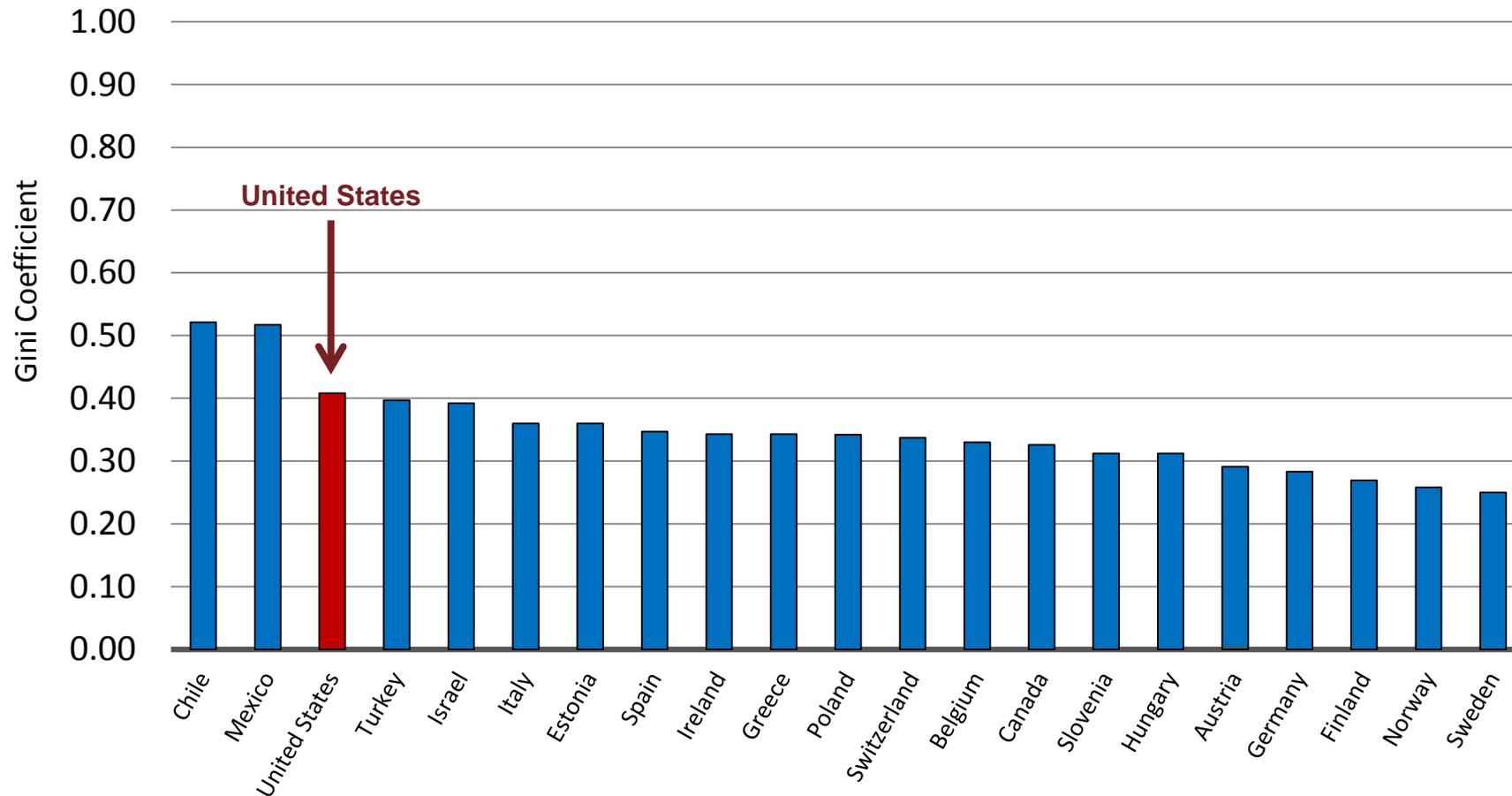


Then, beginning in the eighties,
growing economic inequality
started eating away at our
progress.

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.

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



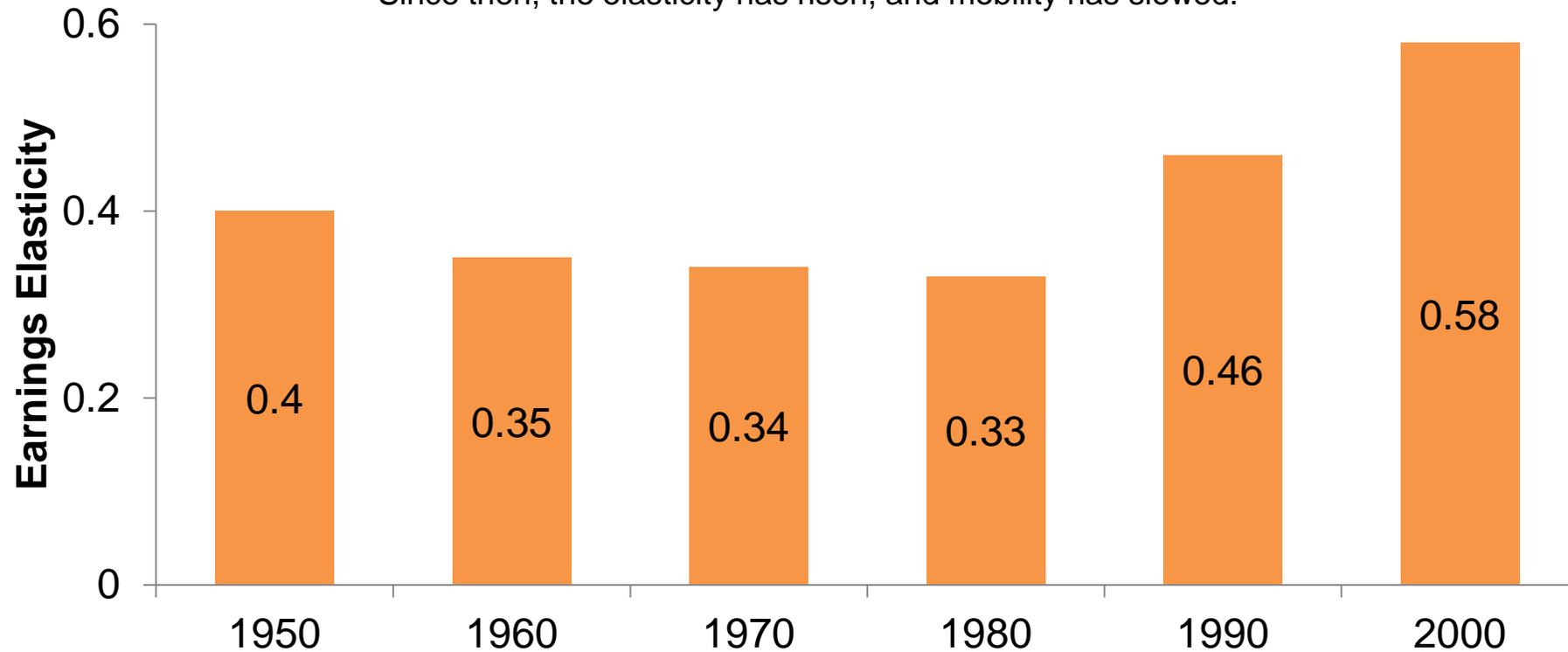
Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality.

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

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

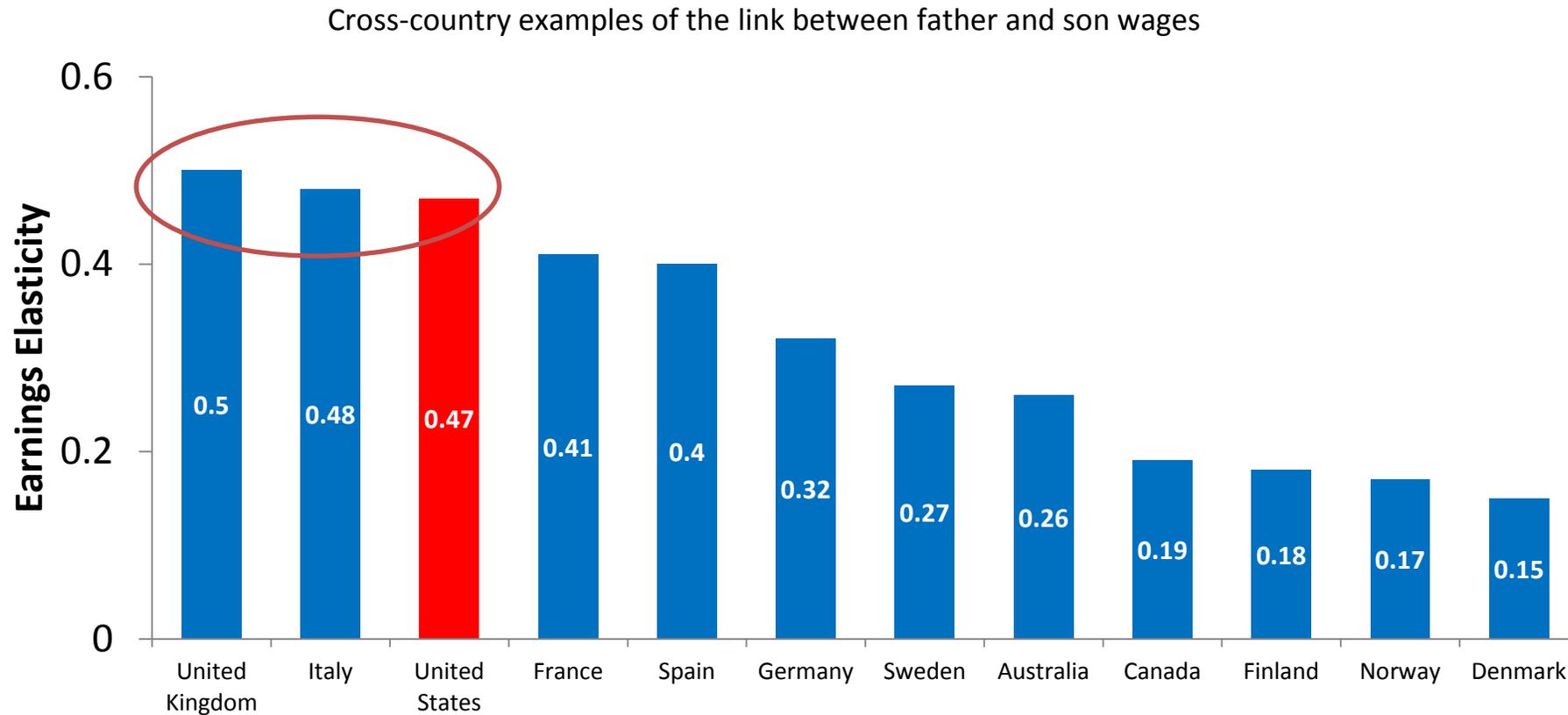
U.S. intergenerational mobility was improving until 1980, but barriers have gotten higher since.

The falling elasticity meant increased economic mobility until 1980.
Since then, the elasticity has risen, and mobility has slowed.



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.

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

So, how are we doing?

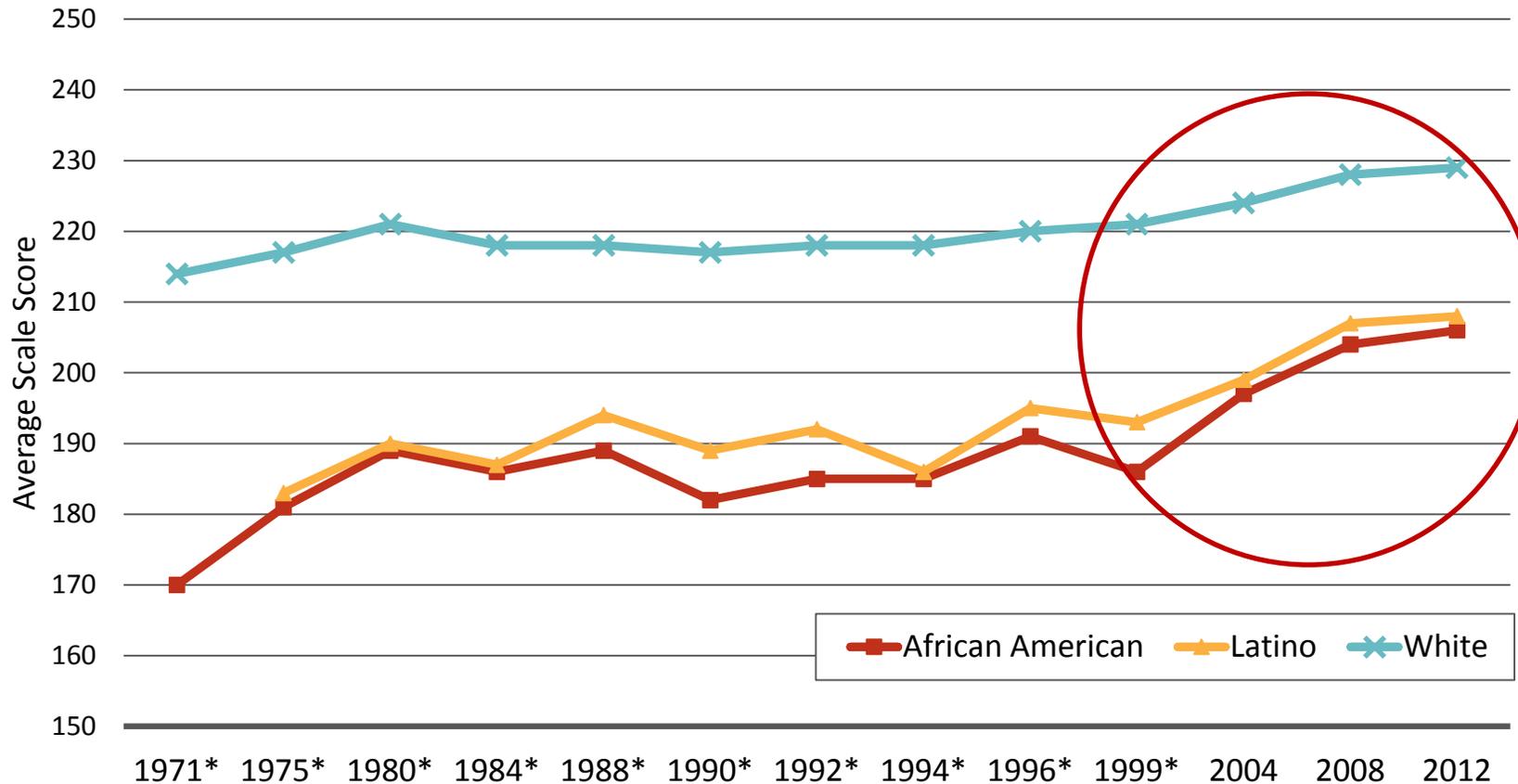


First, some good news.

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



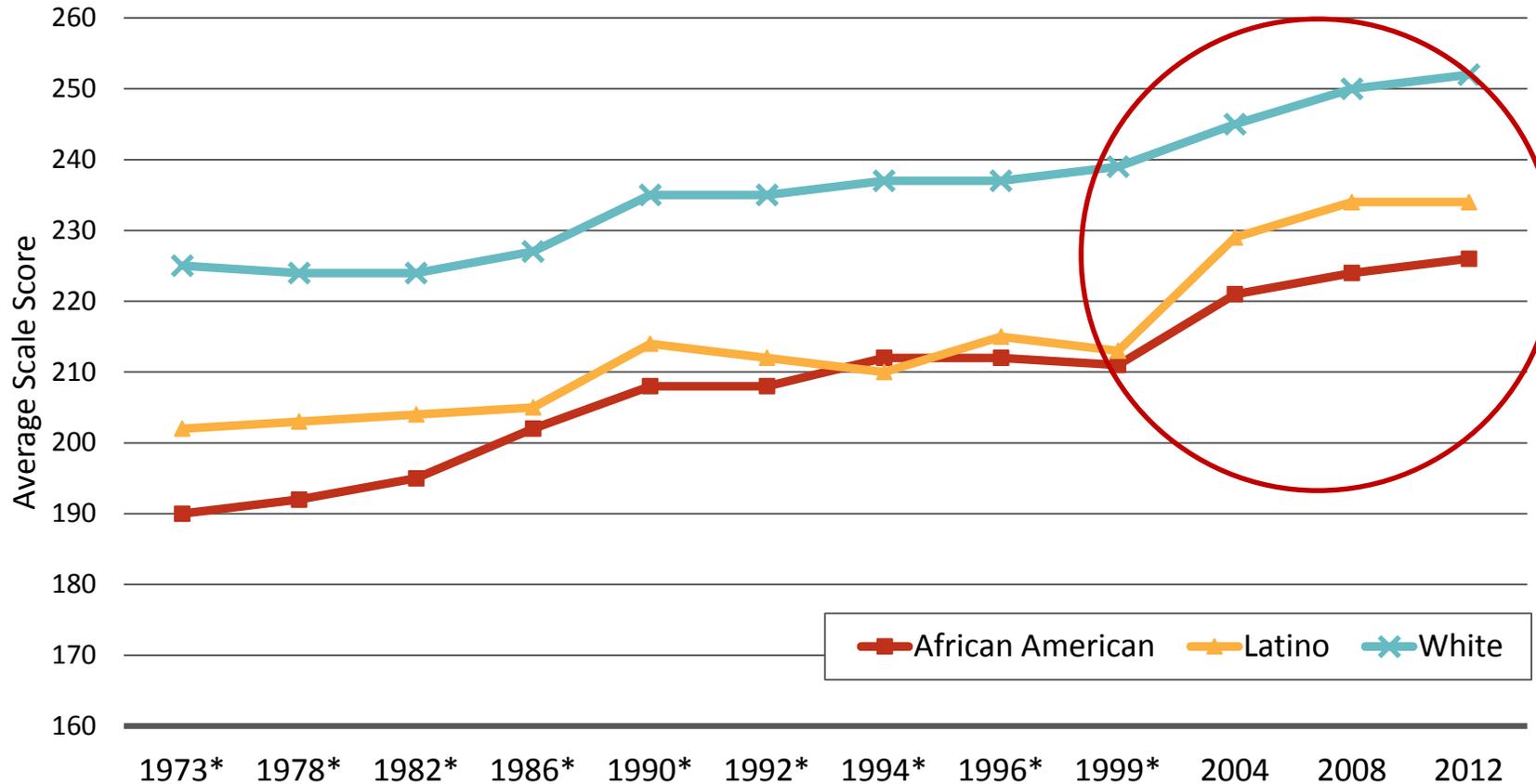
*Denotes previous assessment format

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



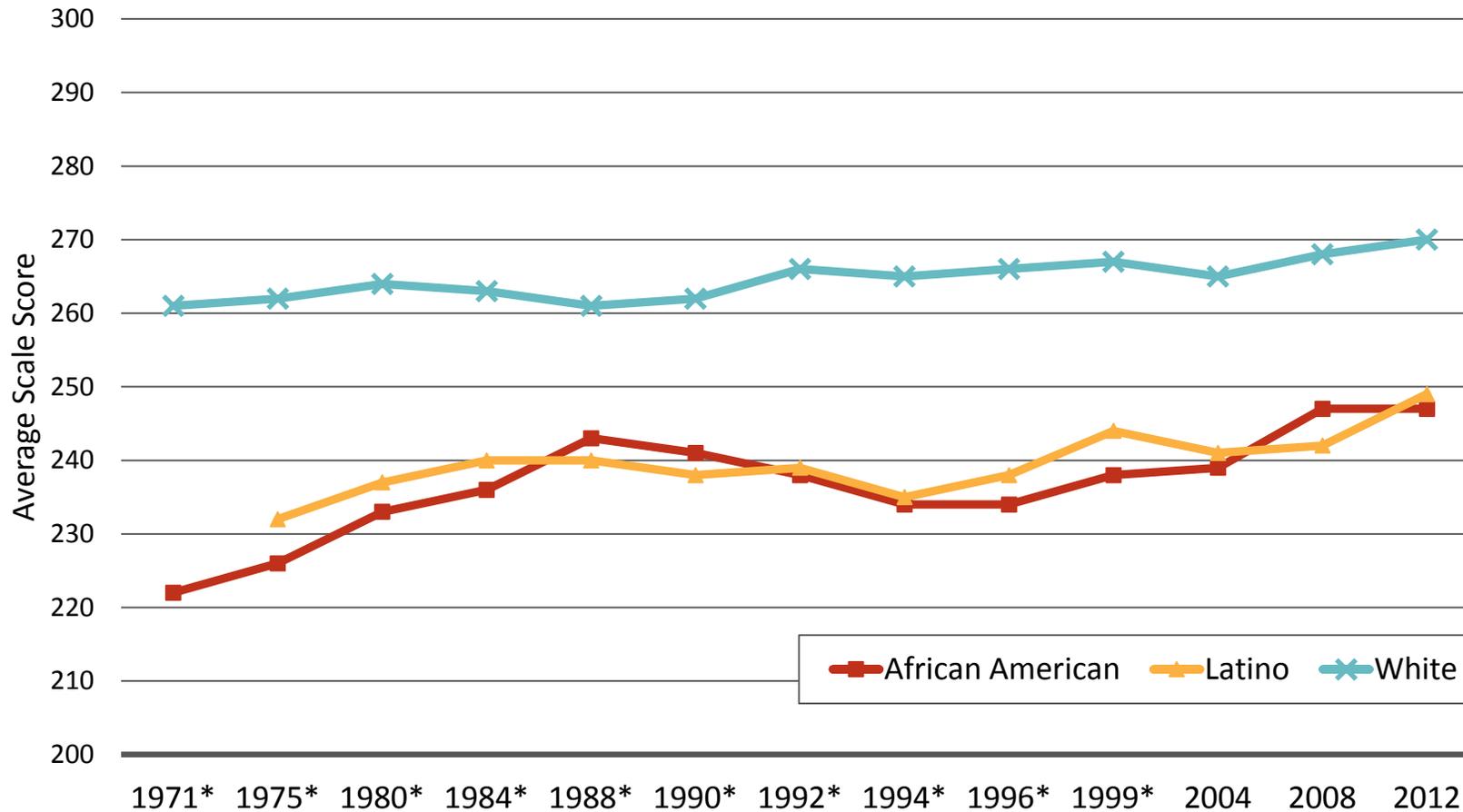
*Denotes previous assessment format

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

Middle grades are up, too.

Record performance for students of color

13 Year Olds – NAEP Reading

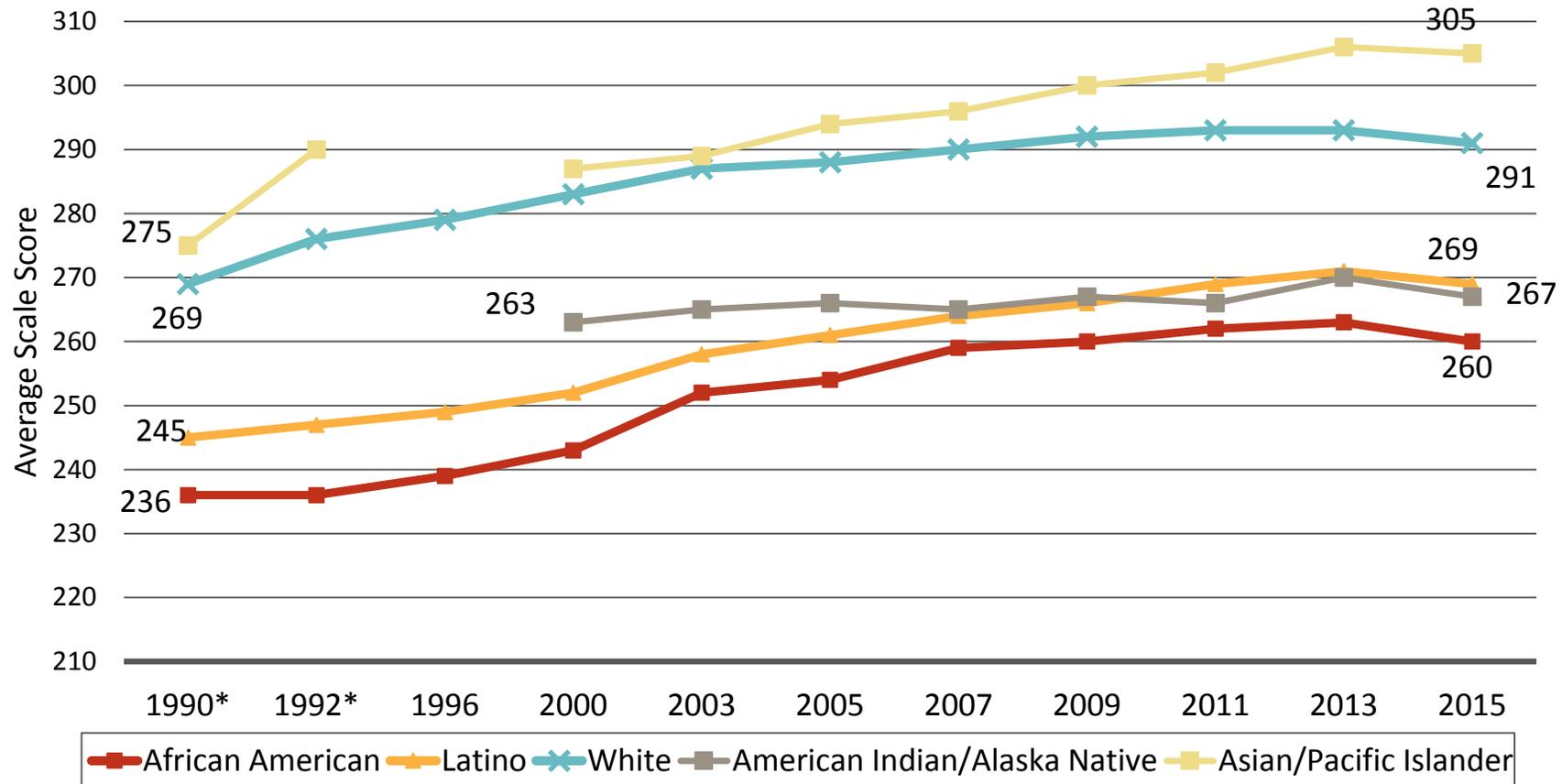


*Denotes previous assessment format

- 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

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

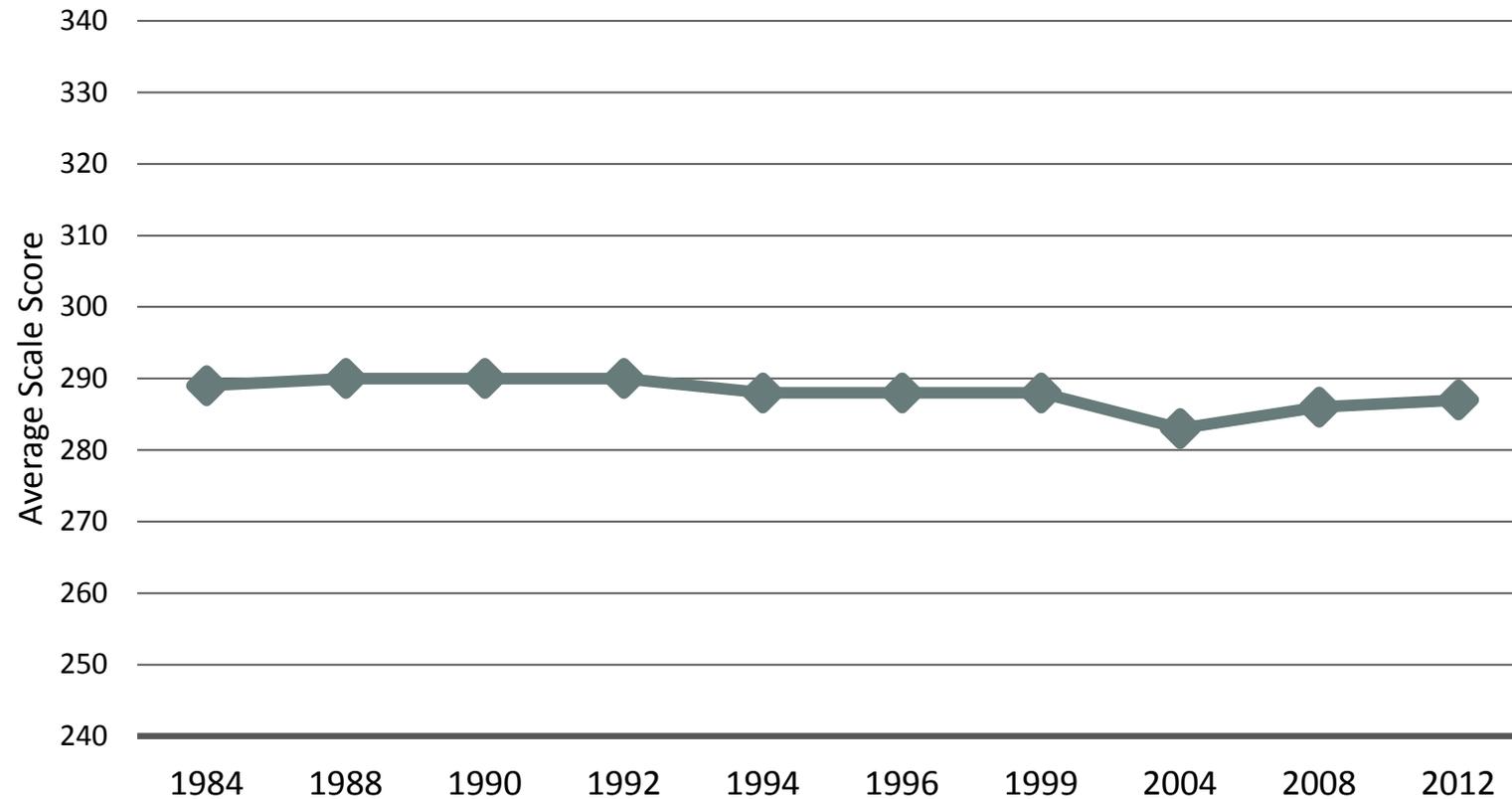
Too many youngsters still enter high school way behind.

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.

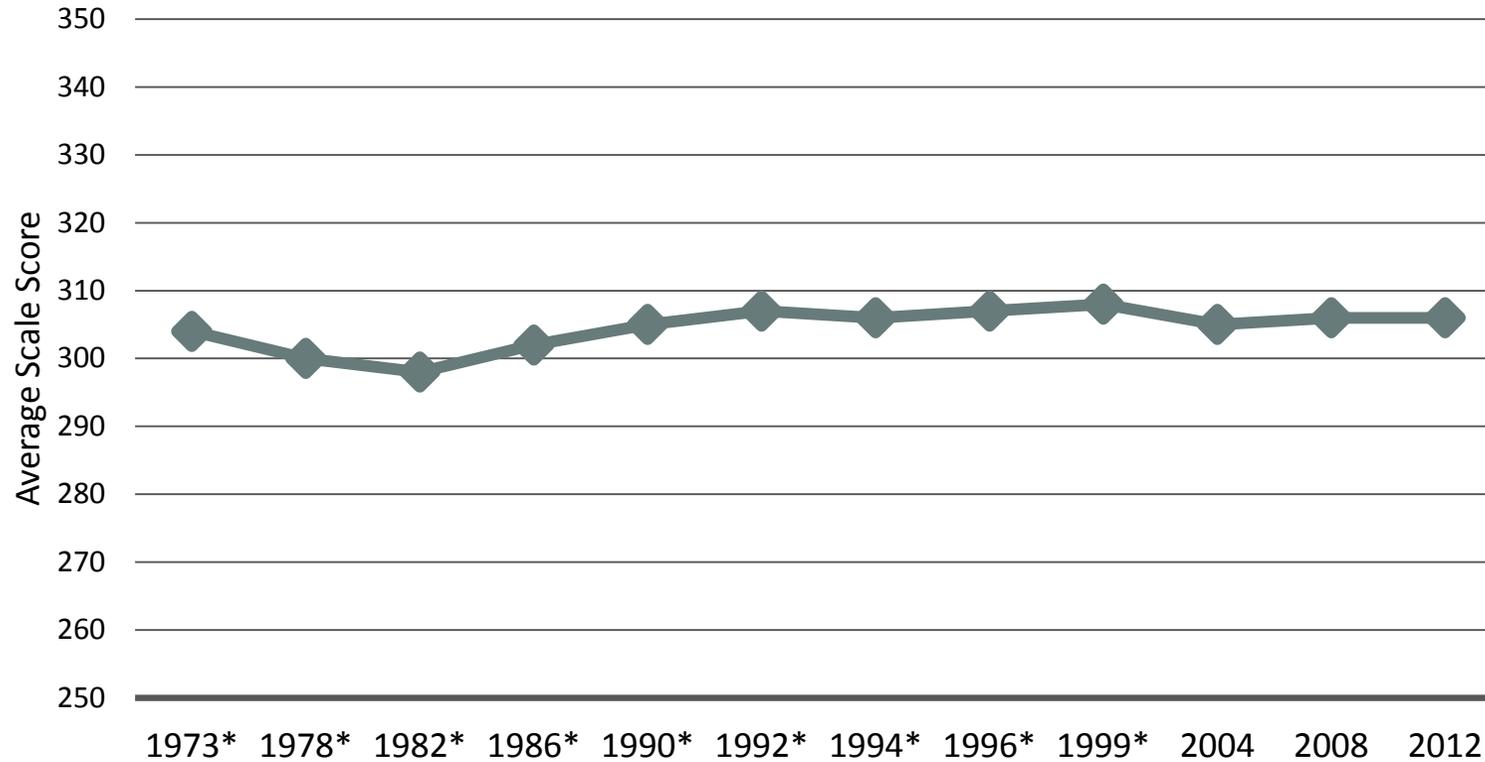
17-Year-Olds Overall - NAEP



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

Math achievement for students overall is flat over time.

17-Year-Olds Overall - NAEP



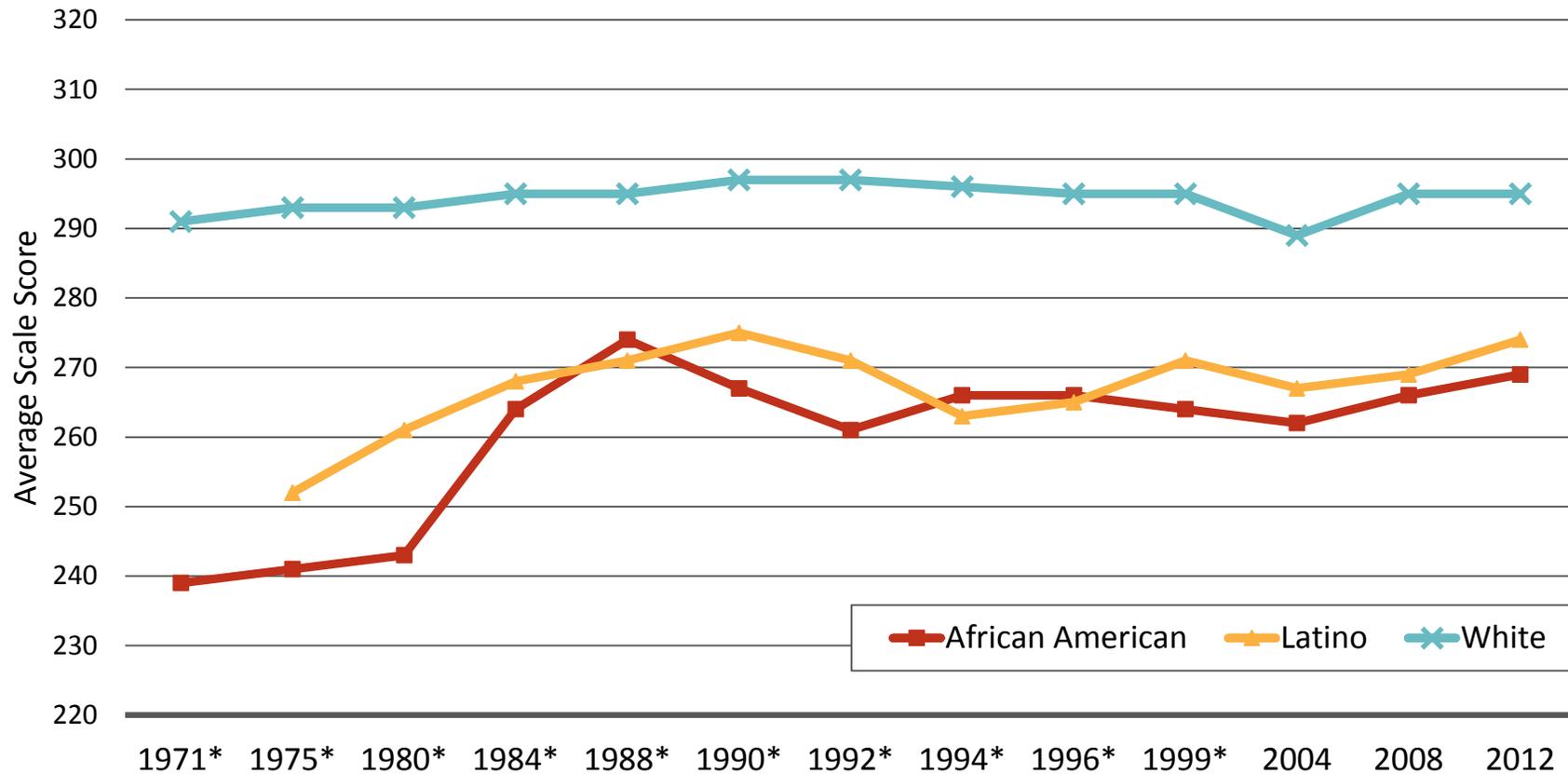
* Denotes previous assessment format

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

And despite earlier improvements, gaps between groups haven't narrowed much since the late 80s and early 90s.

Reading: Not much gap narrowing since 1988.

17 Year Olds – NAEP Reading

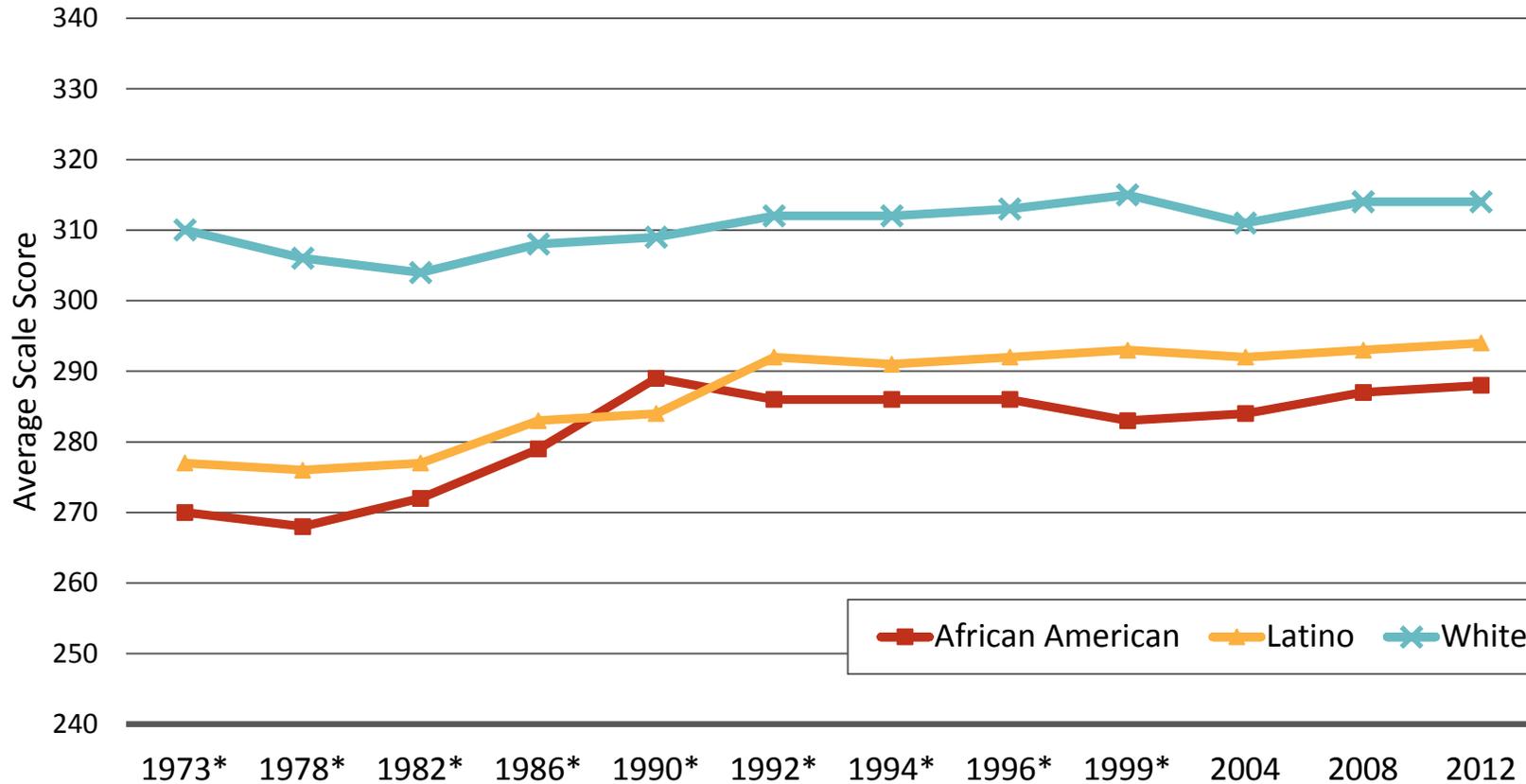


*Denotes previous assessment format

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

Math: Not much gap closing since 1990.

17 Year Olds – NAEP Math



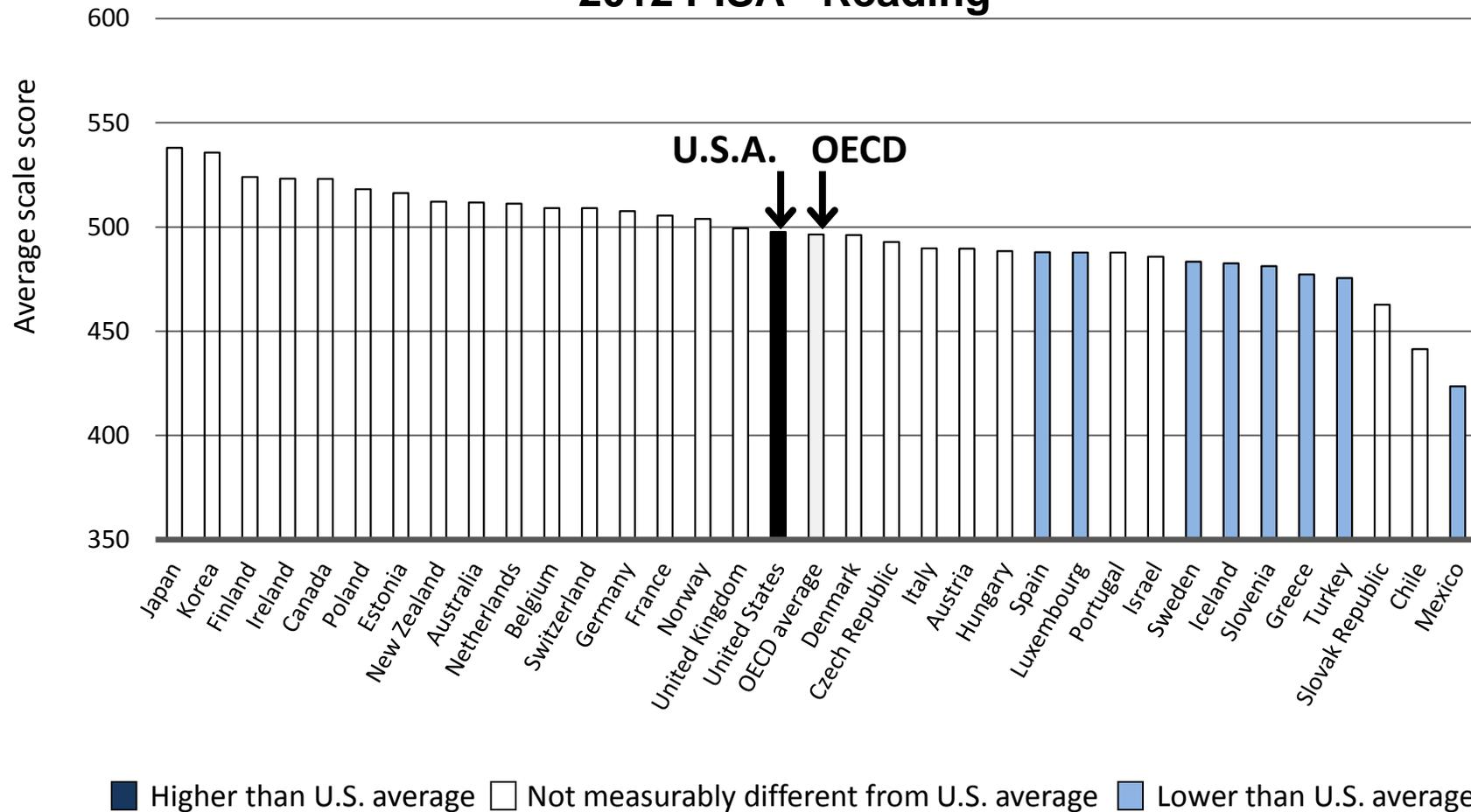
*Denotes previous assessment format

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

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

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

2012 PISA - Reading

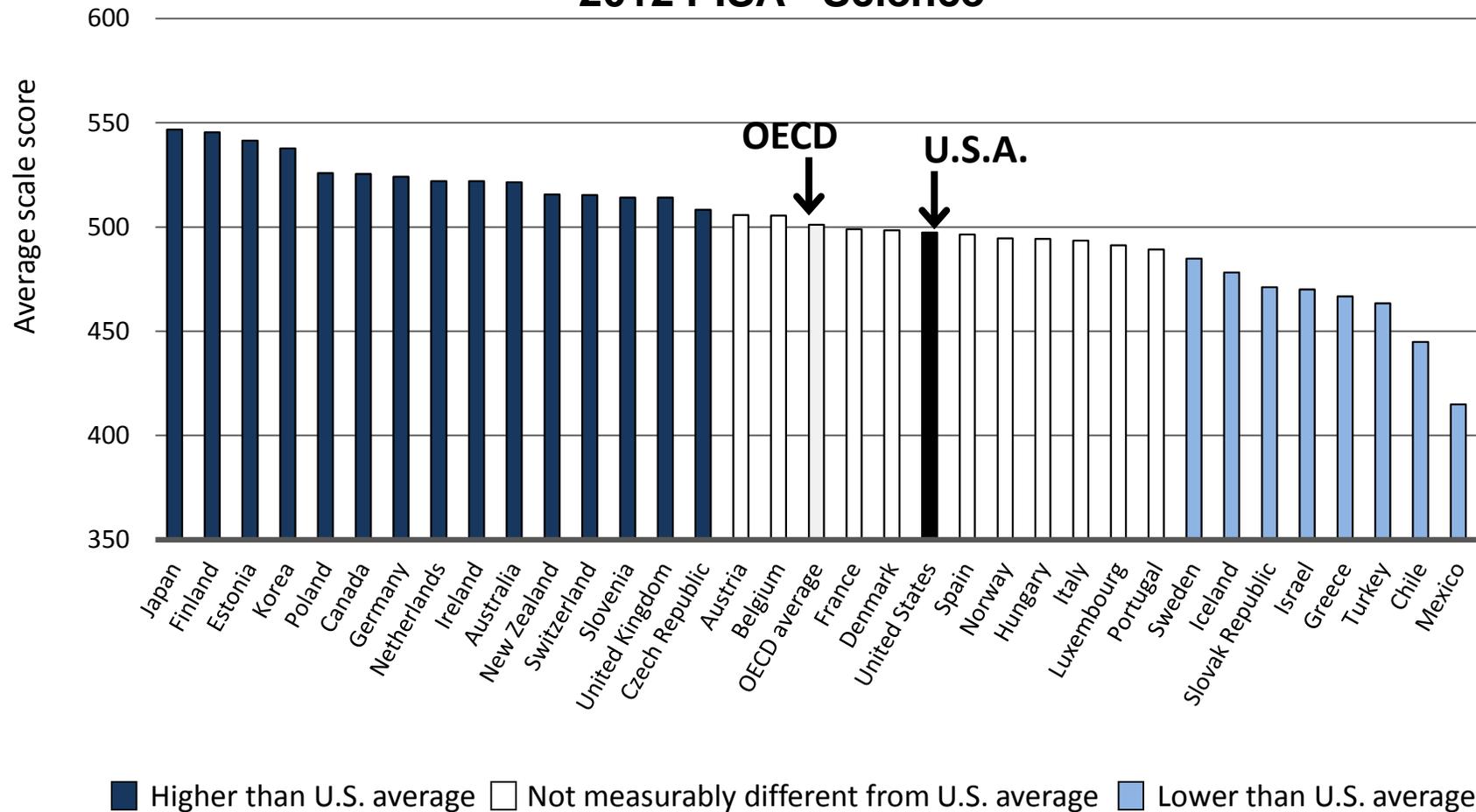


■ Higher than U.S. average □ Not measurably different from U.S. average ■ Lower than U.S. average

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

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

2012 PISA - Science

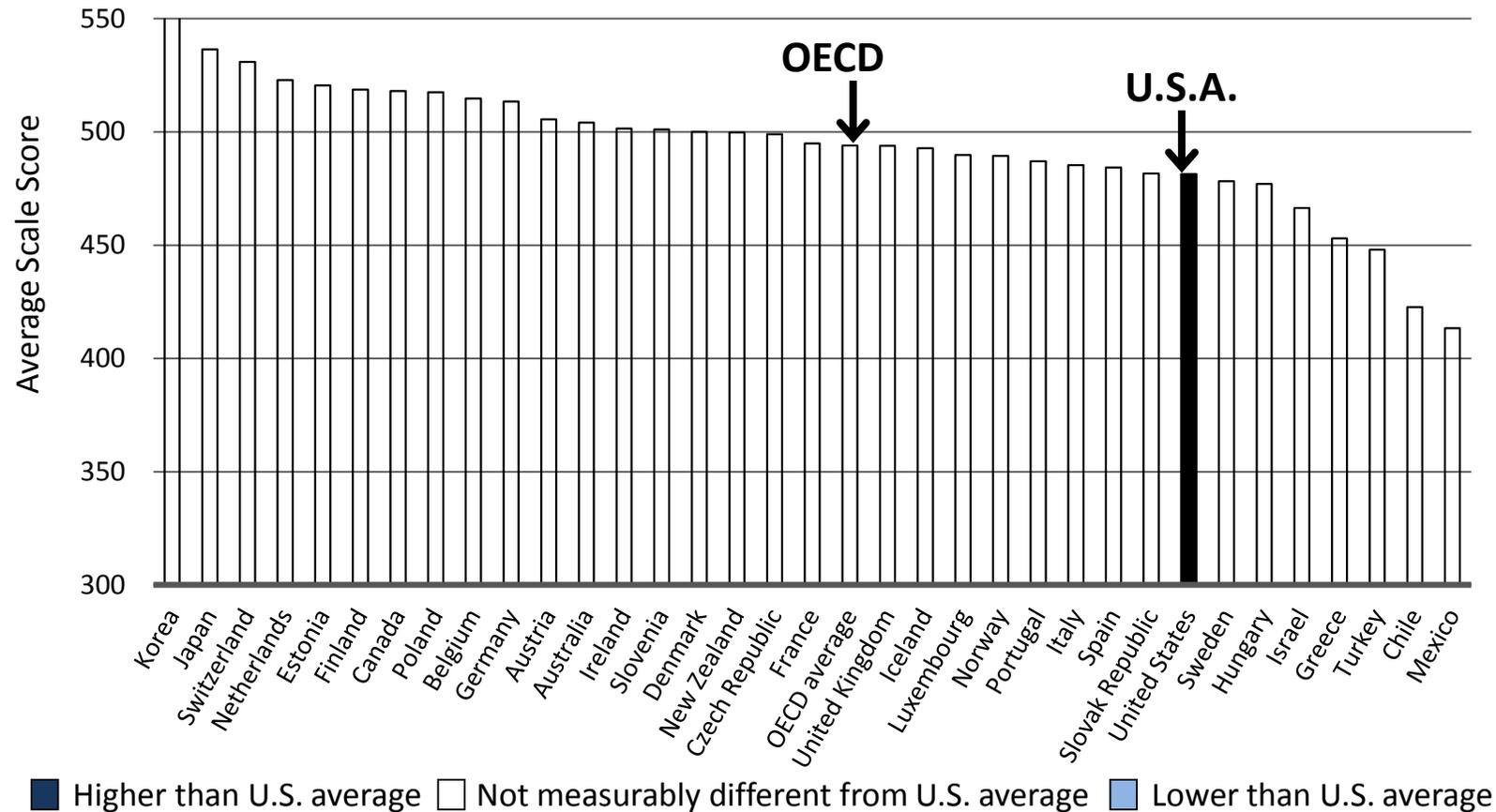


Source:

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



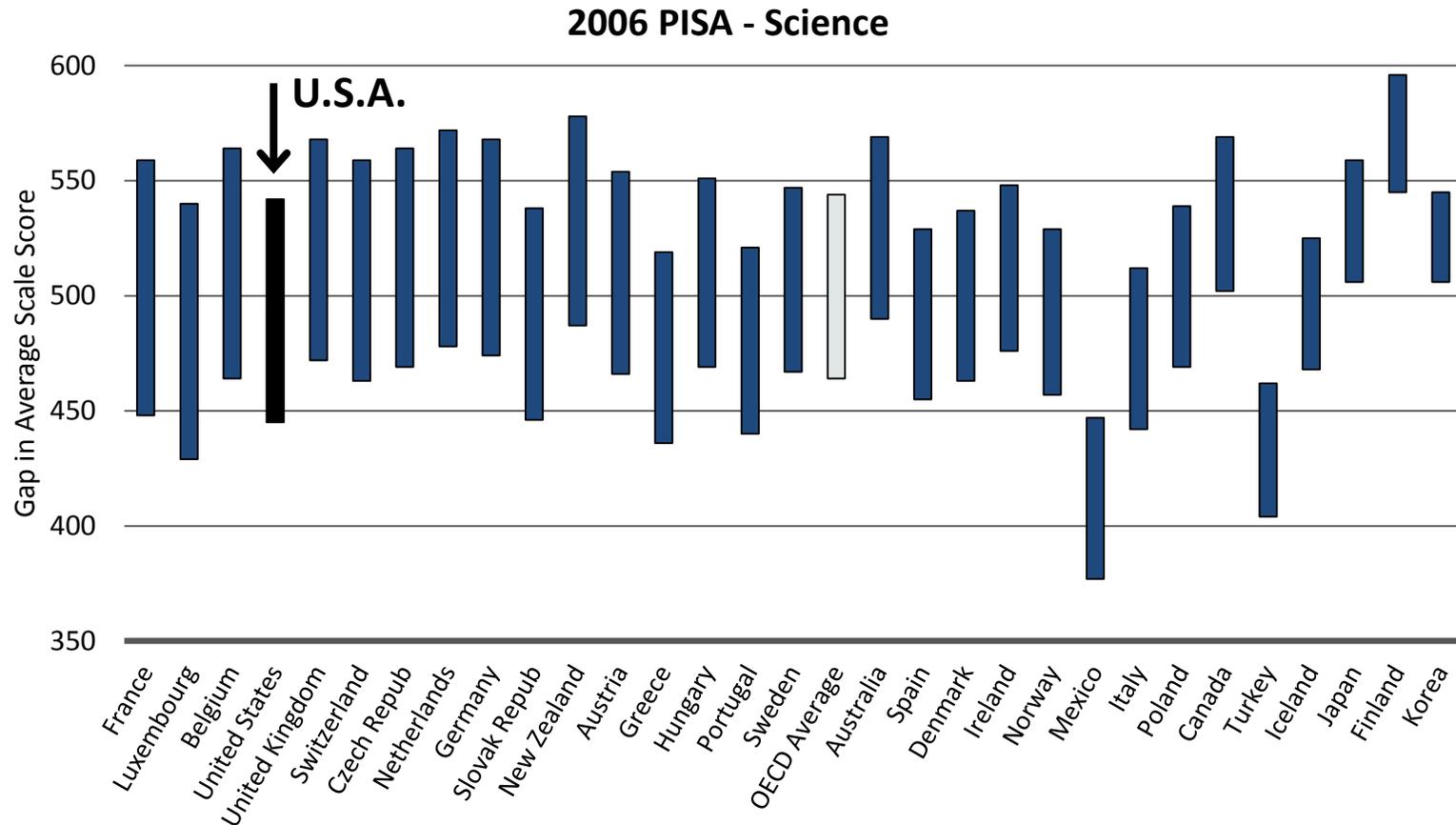
Source:

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

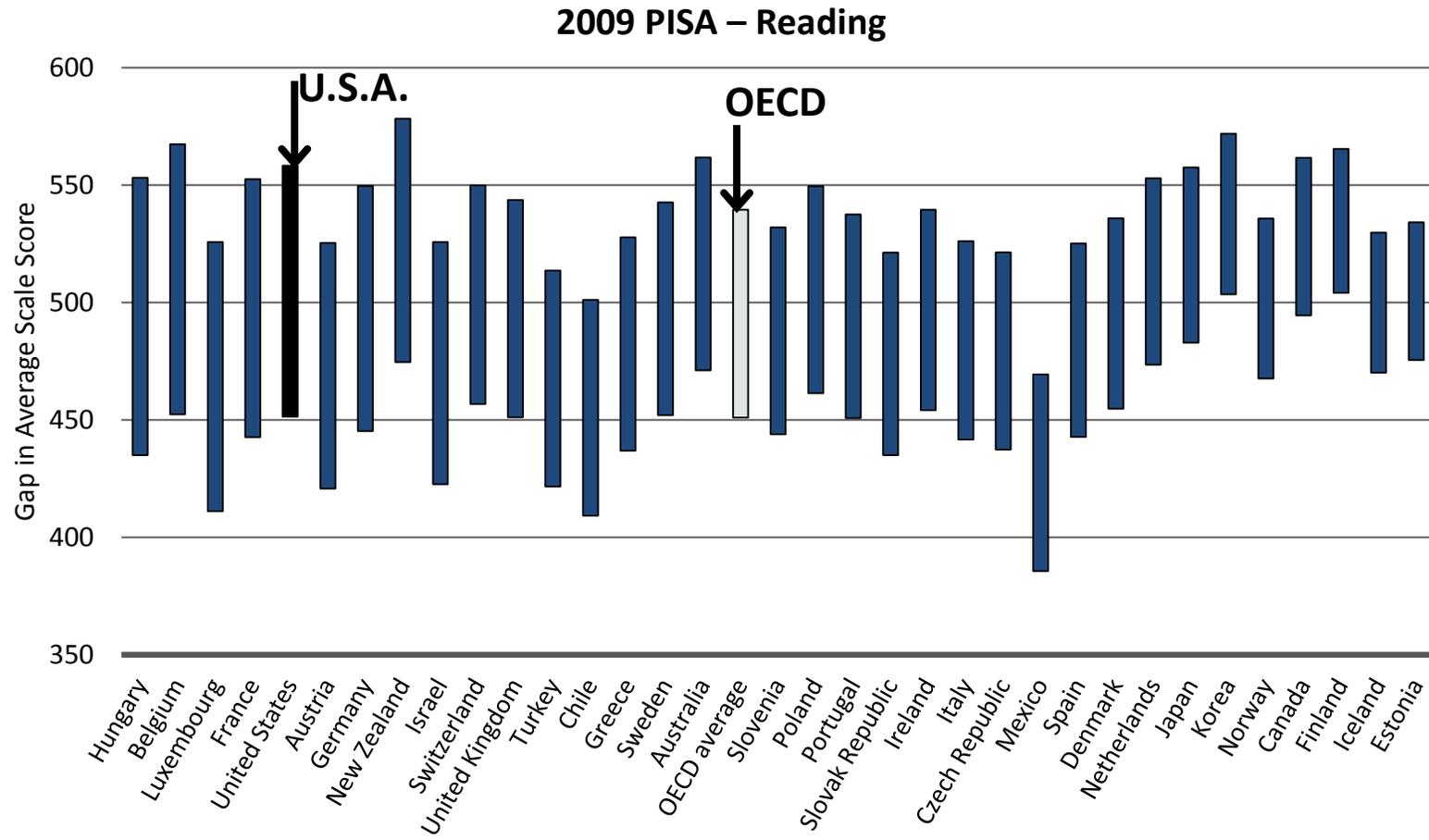
Only place we rank high?

Inequality.

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



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



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.

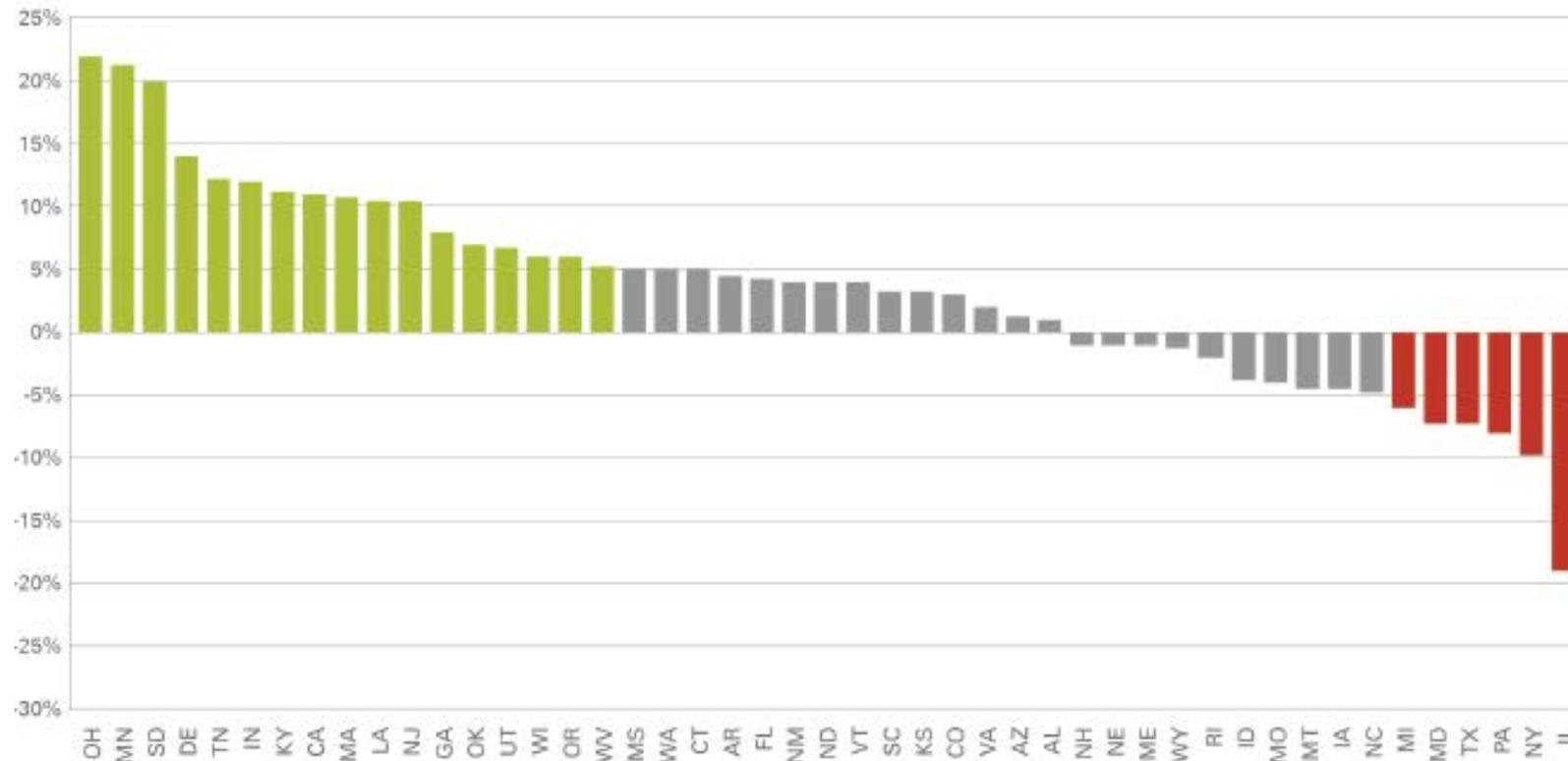
National Inequities in State and Local Revenue Per Student

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

State-by-State Funding Equity: Texas 4th from Bottom

(spending not adjusted for extra cost of educating poor children)

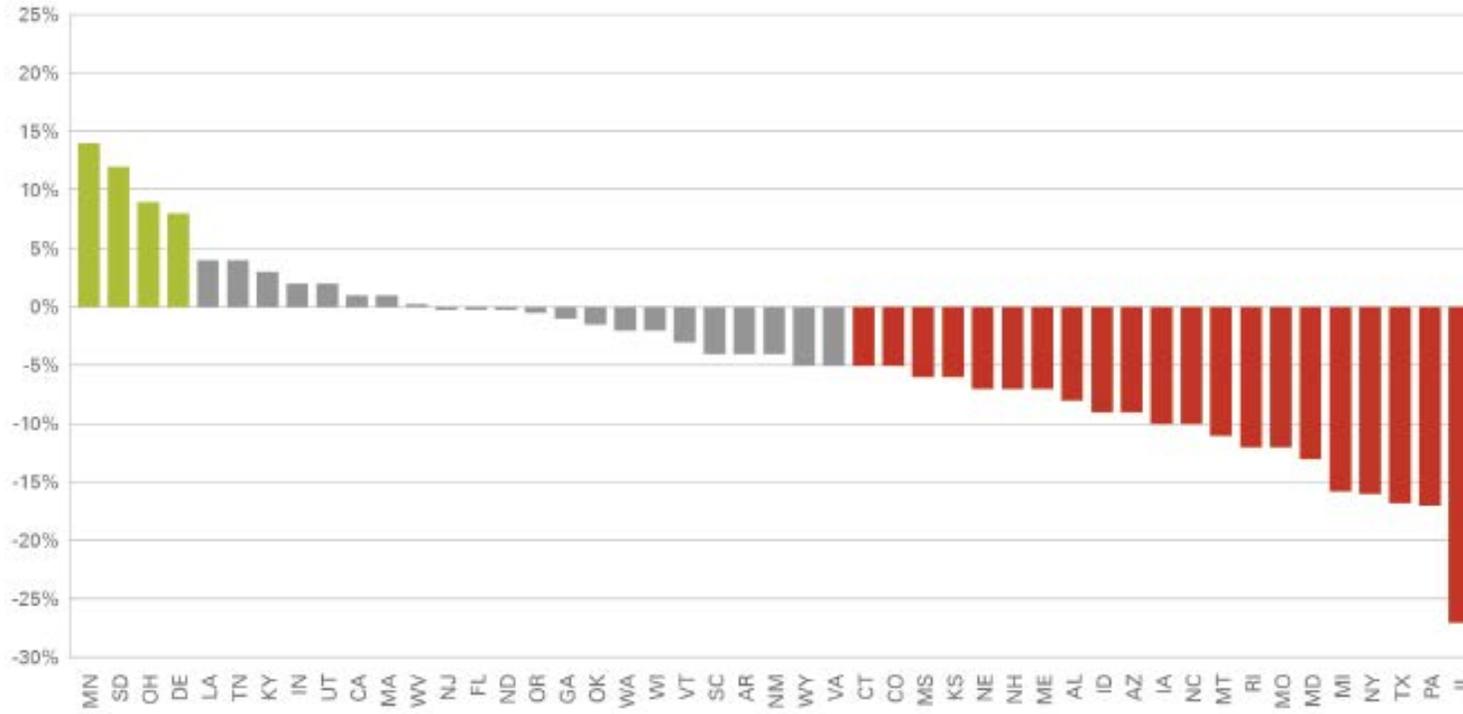
Figure 1: Gap in State and Local Revenues per Student Between Districts Serving the Most and the Fewest Students in Poverty



State-by-State Funding Equity: Texas 3rd from Bottom

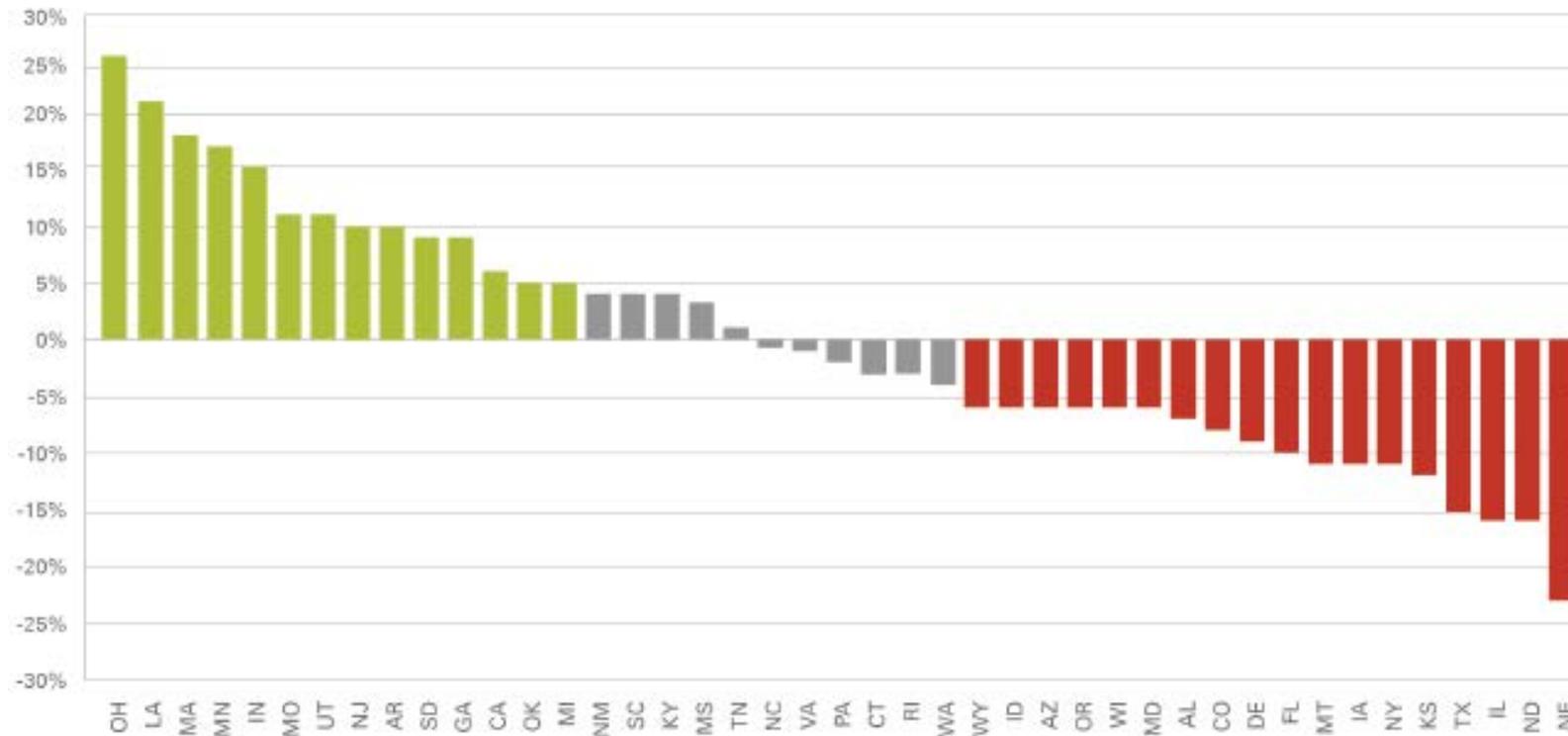
(spending adjusted for extra cost of educating poor children)

Figure 2: Gap in State and Local Revenues per Student Between Districts Serving the Most and the Fewest Students in Poverty (Adjusted to Account for Additional Needs of Low-Income Students)



State-by-State Funding Equity By Concentration of Students of Color: TX 4th From Bottom

Figure 6: Gaps in State and Local Revenues Between Districts Serving the Most and the Fewest Students of Color
(Not Adjusted for Additional Needs of Low-Income Students)

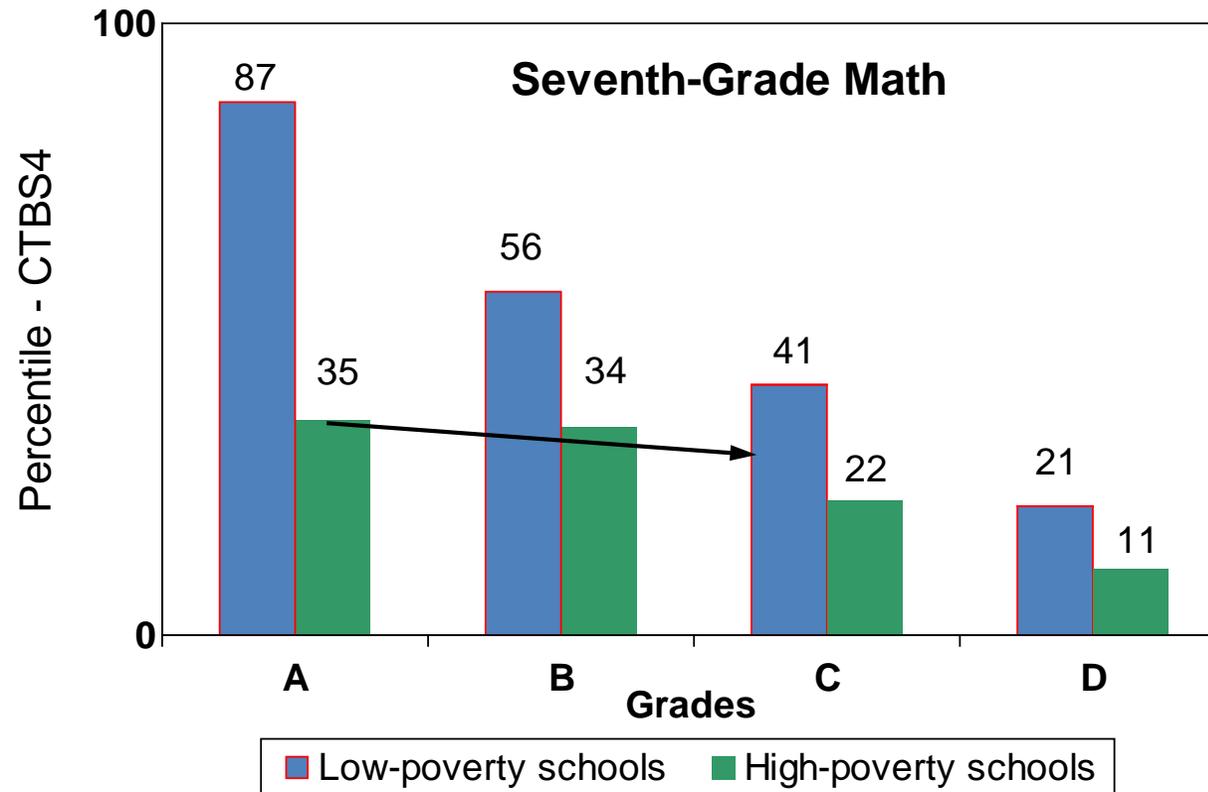


In truth, though, some of the most devastating “lesses” are a function of choices that we educators make.

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



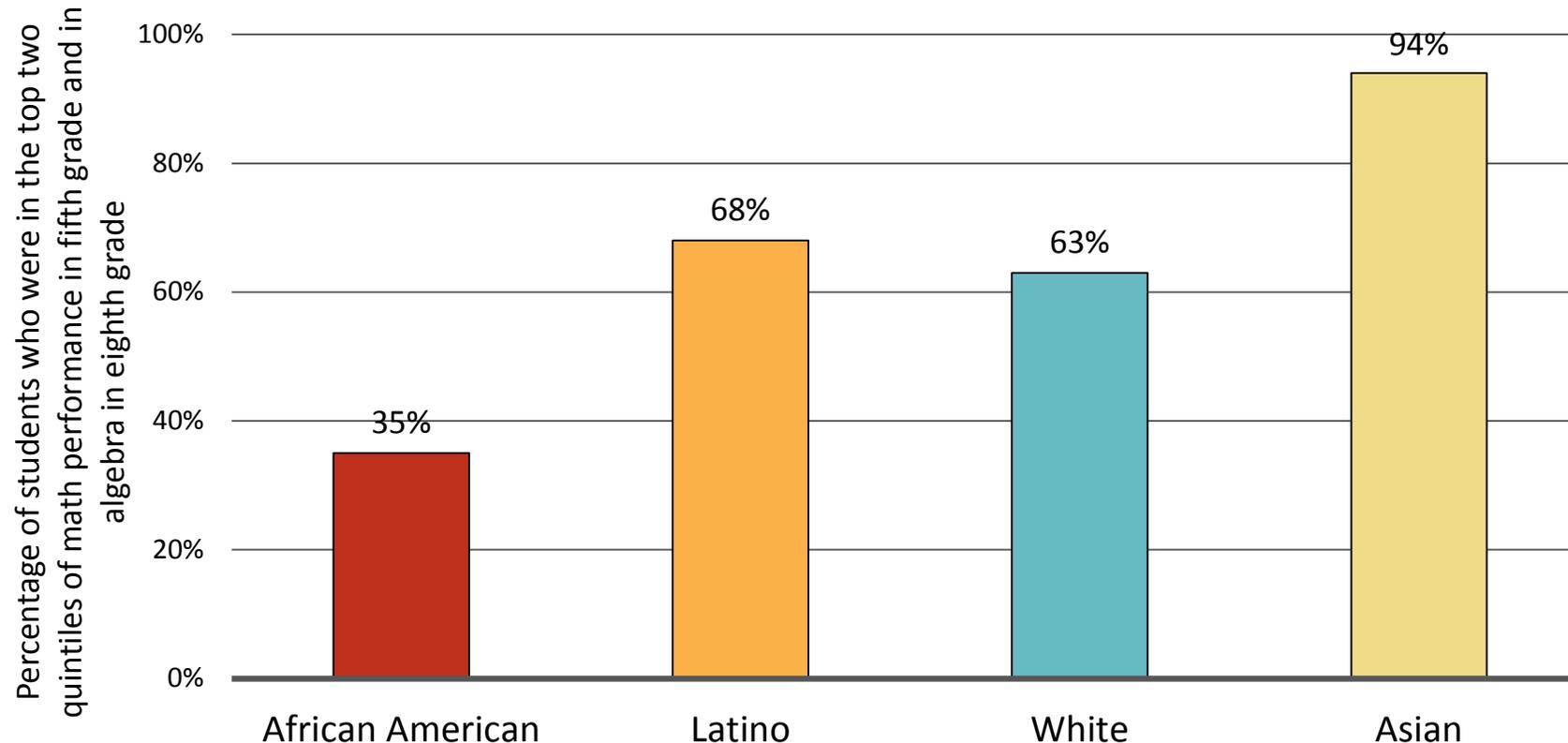
Students in poor schools receive As for work that would earn Cs in affluent schools.



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

Choices we make about what to teach
whom...

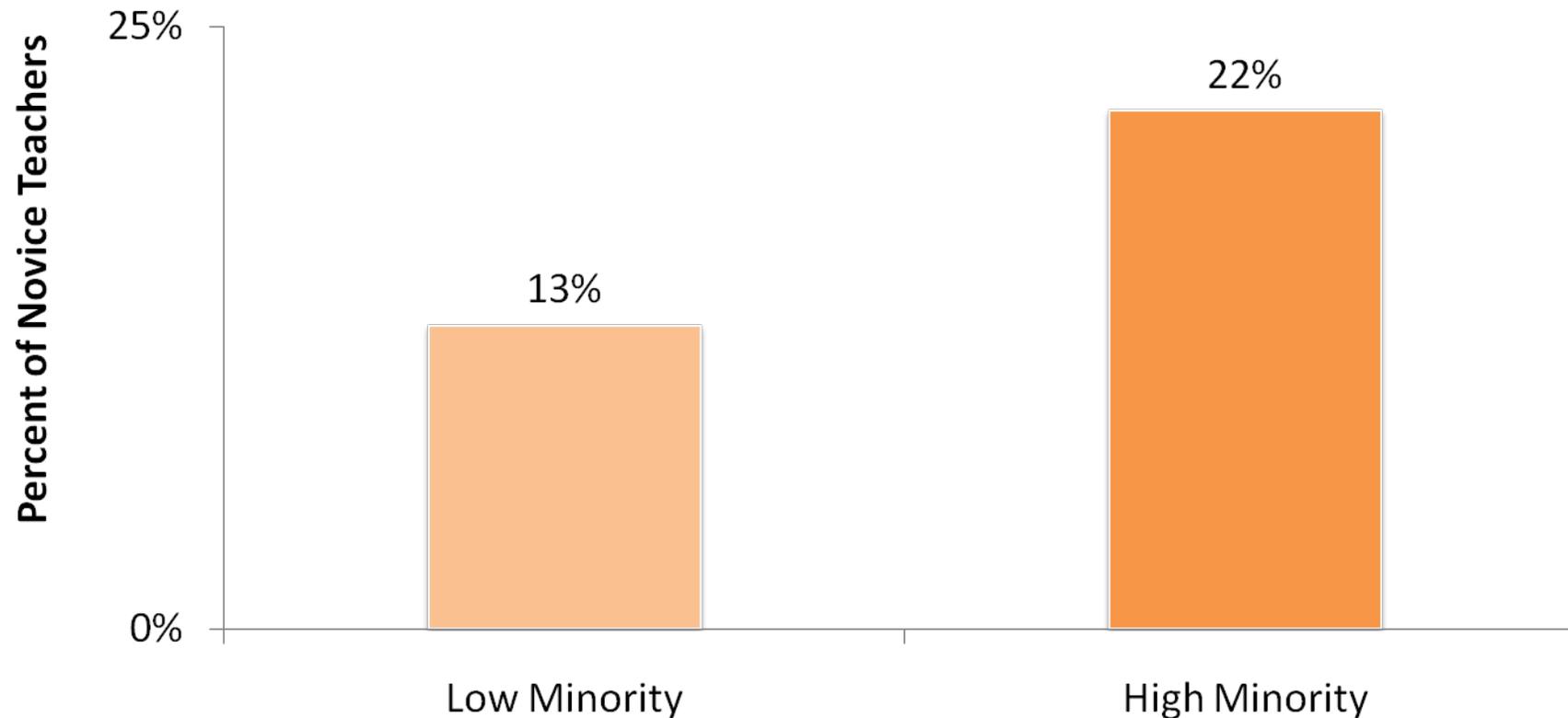
Even African-American students with *high math performance* in fifth grade are unlikely to be placed in algebra in eighth grade



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...

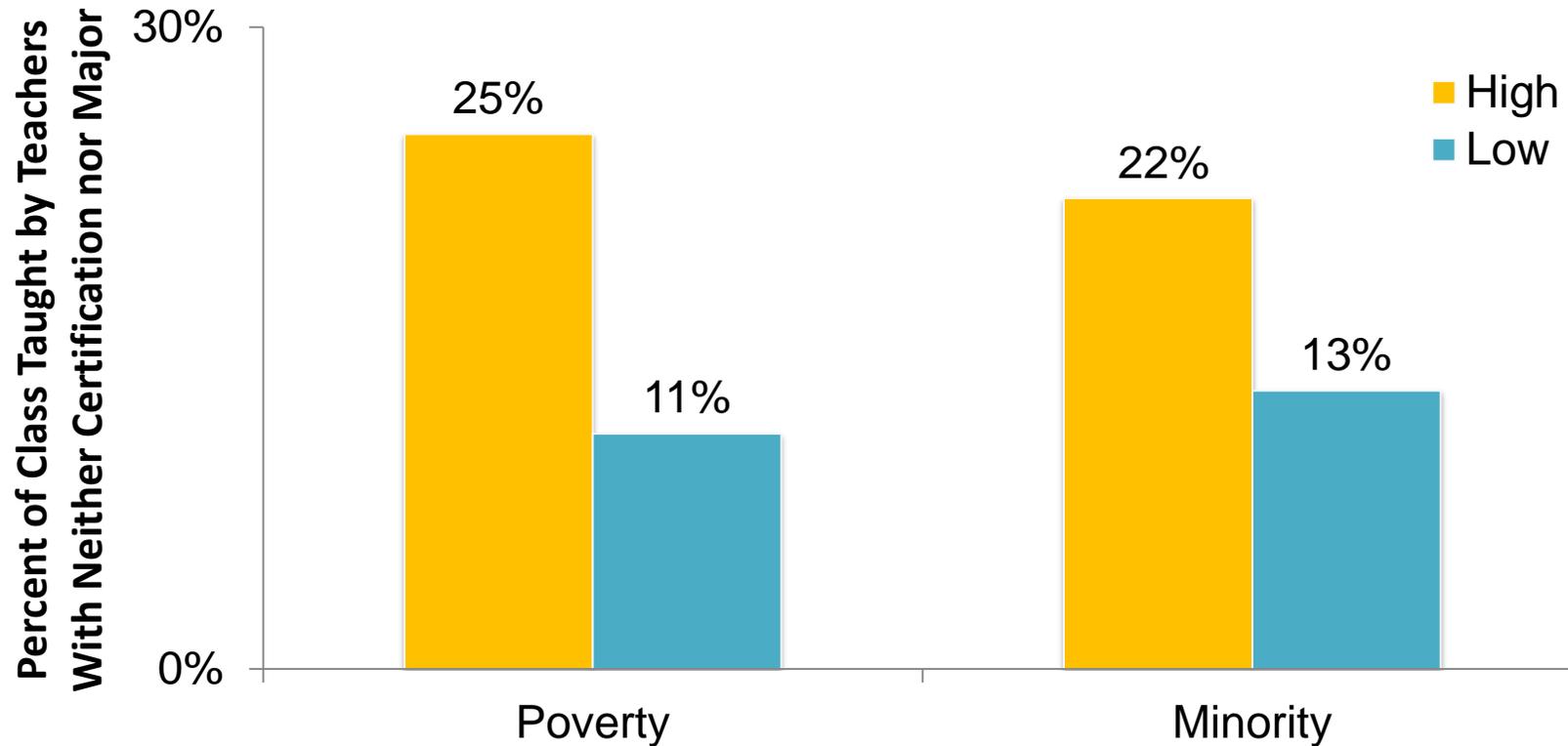
Students at high-minority schools more likely to be taught by novice* teachers.



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.

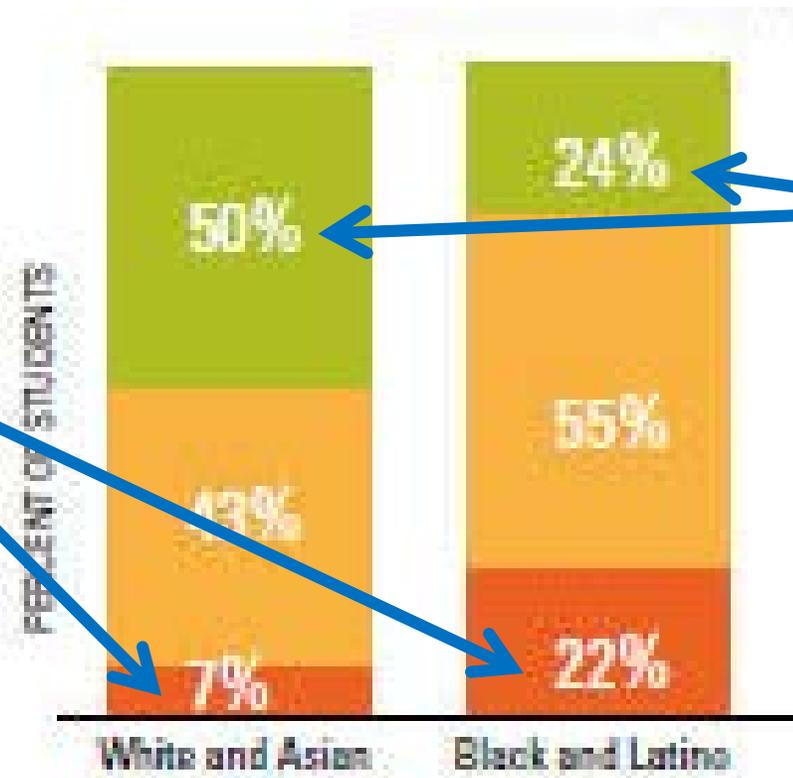
Los Angeles: Black, Latino students have fewer highly effective teachers, more weak ones.

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

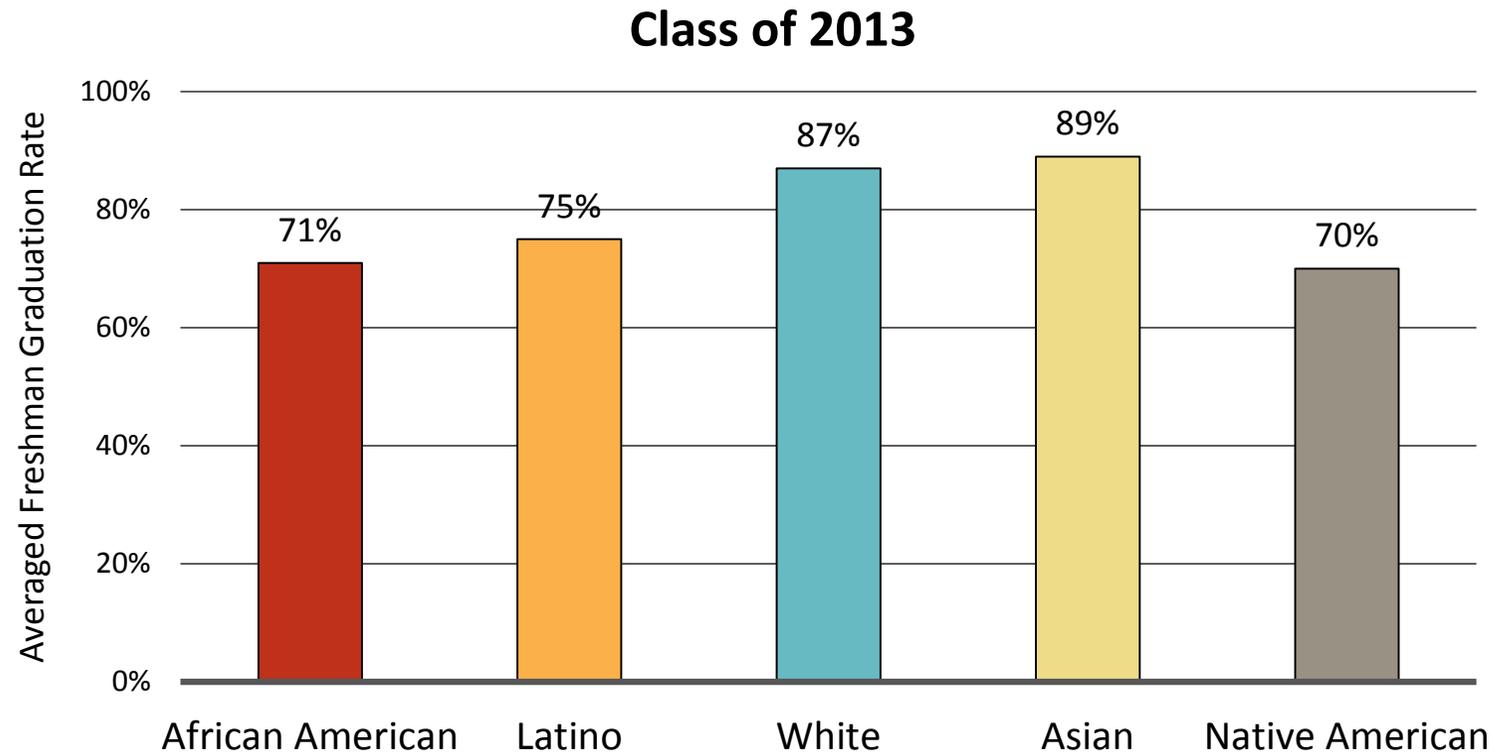
Source: Education Trust—West, *Learning Denied*, 2012.

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.

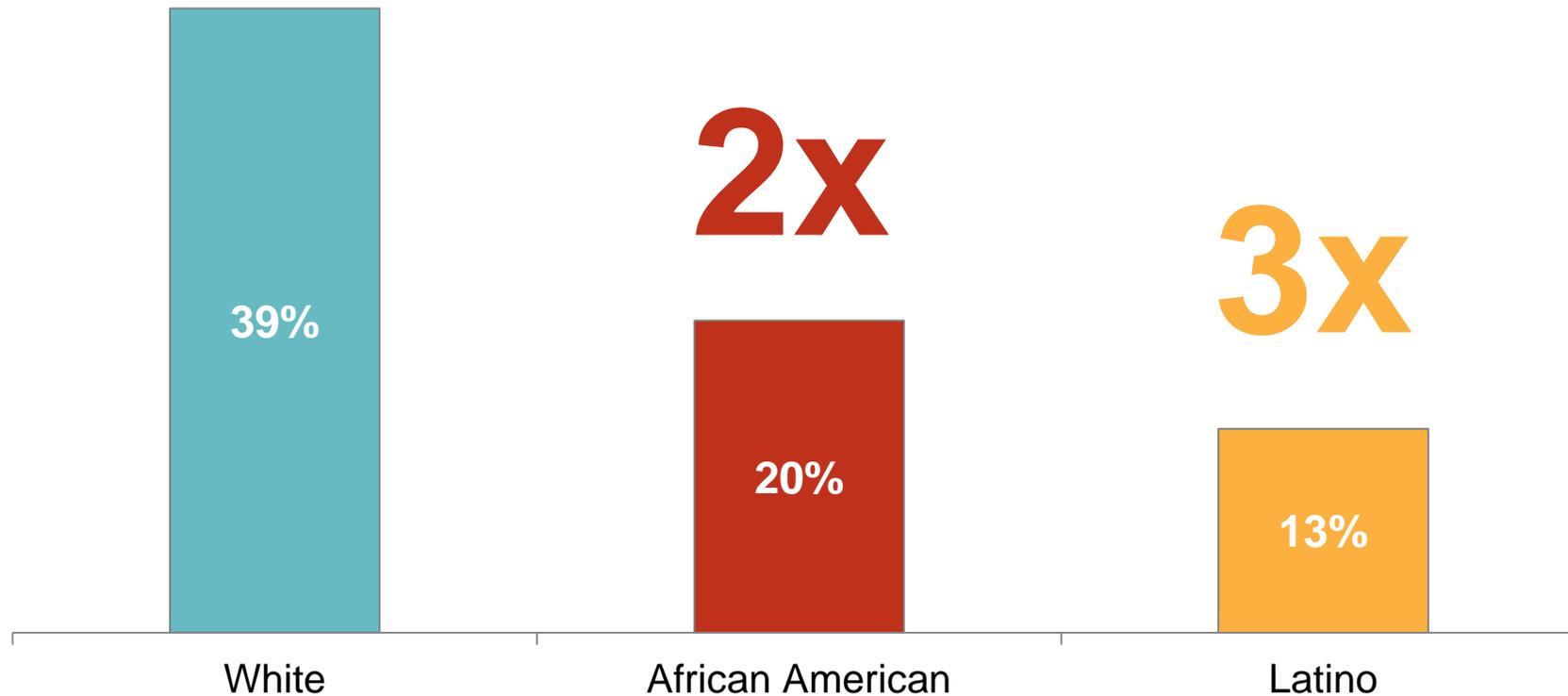


Source: National Center for Education Statistics, "Public School Graduates and Dropouts from the Common Core of Data: School Year 2008-09" (2011).

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

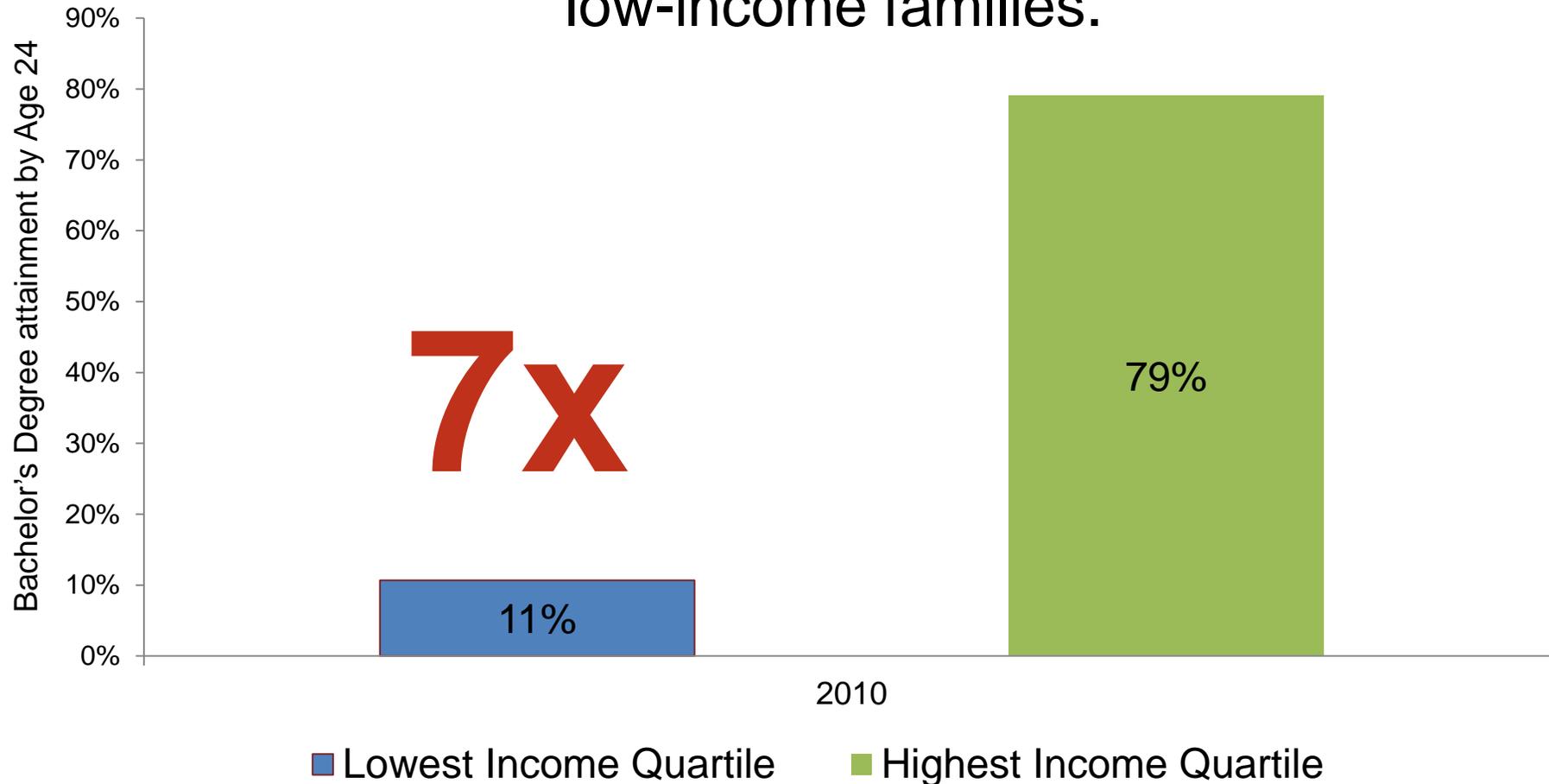
Whites attain bachelor's degrees at twice the rate of blacks and three times the rate of Hispanics.

**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*.

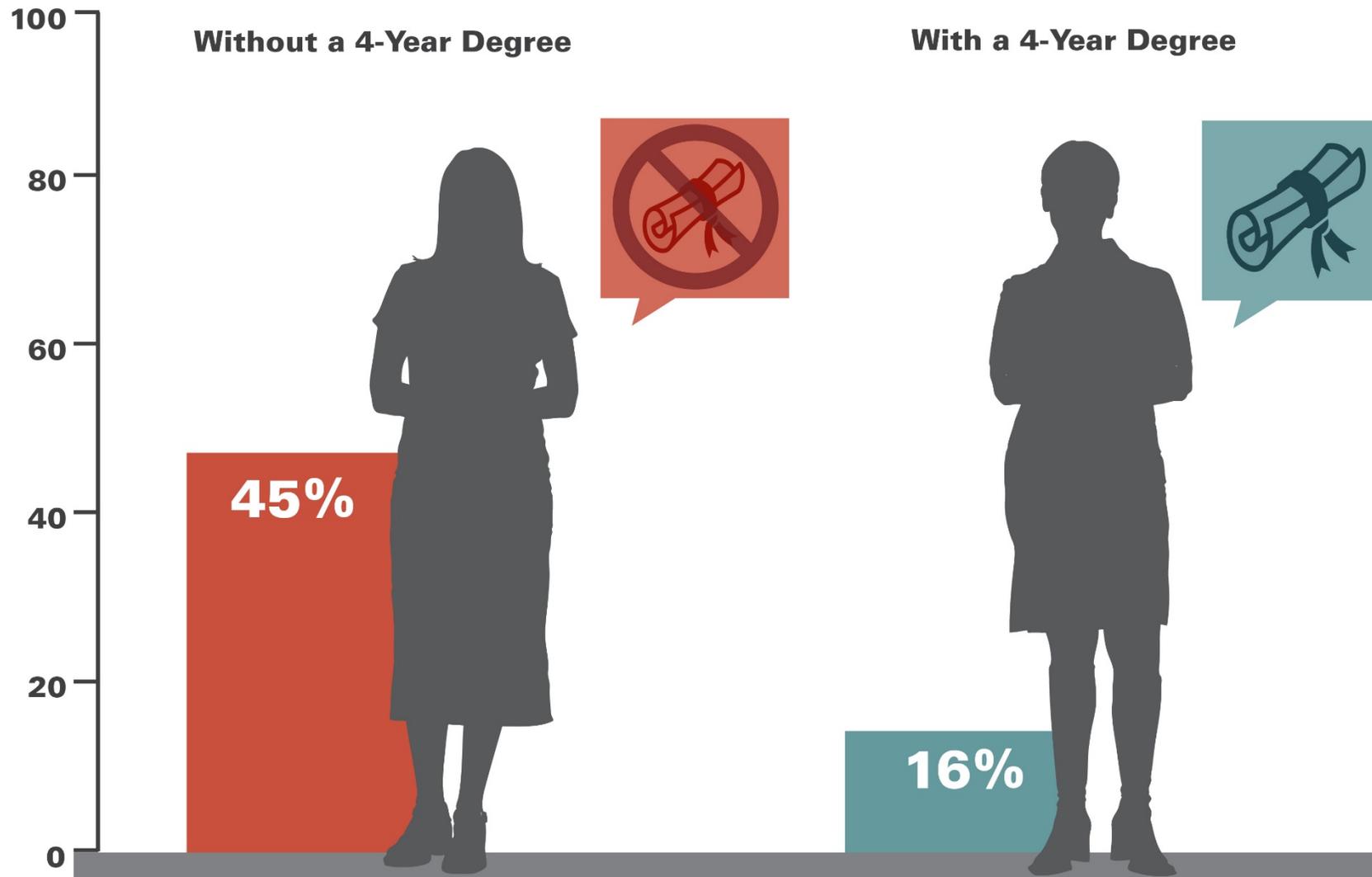
Young people from high-income families earn bachelor's degrees at seven times the rate of those from low-income families.



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.

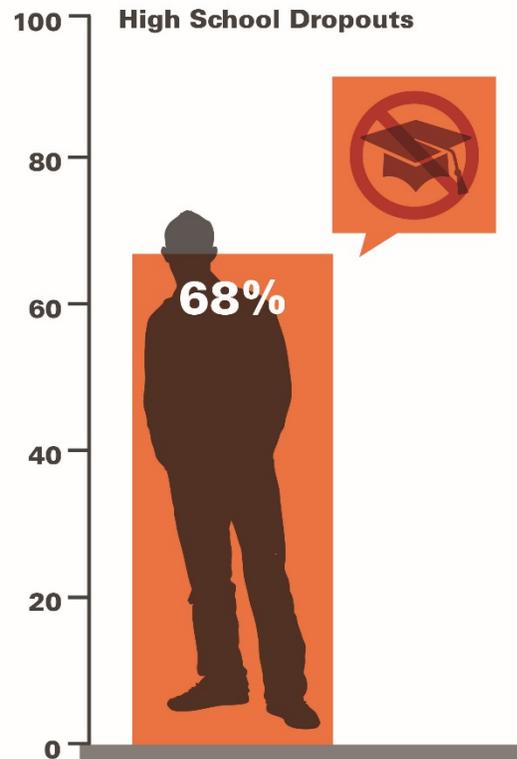
Chances of Staying at the Bottom If You're Born at the Bottom



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 Pe

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.

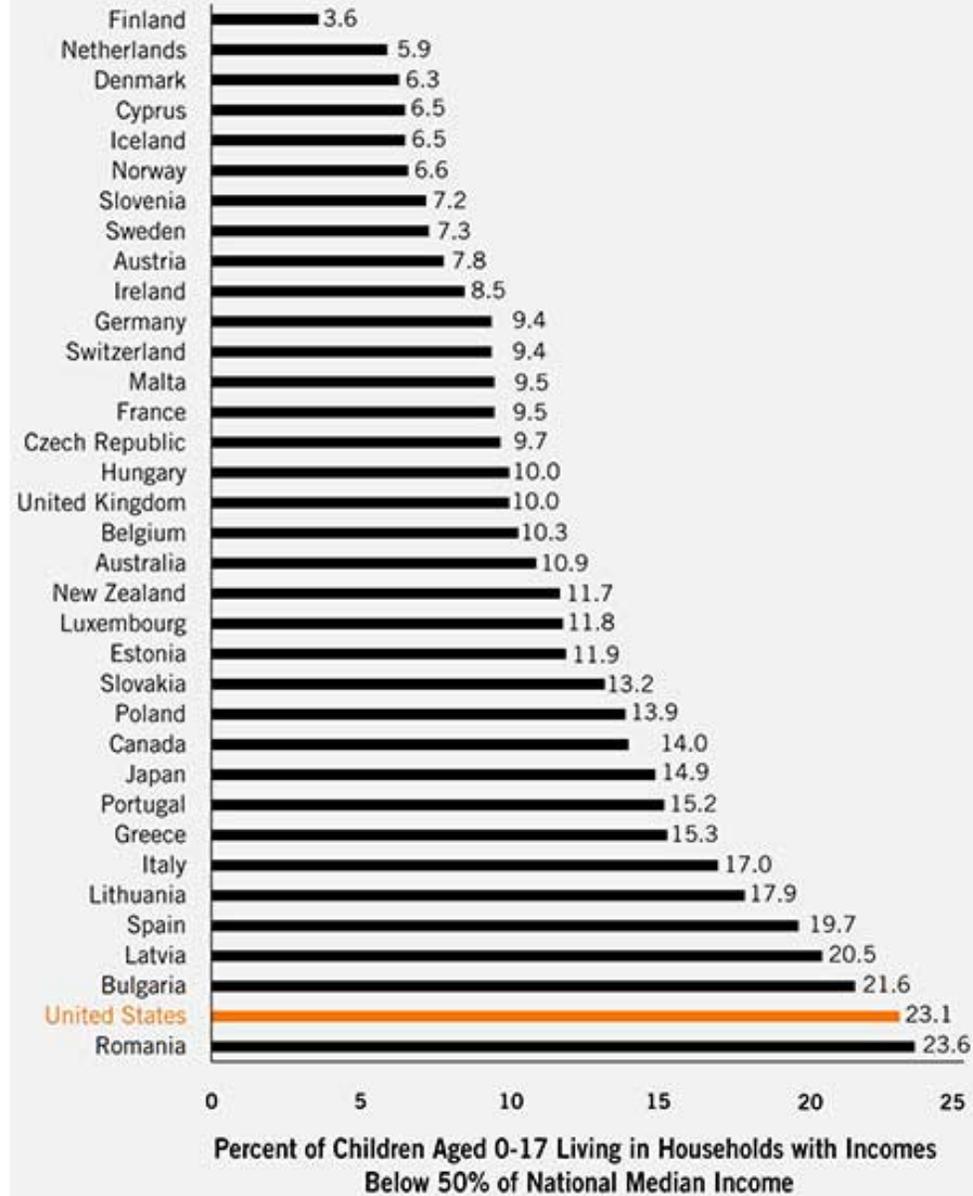
Child Poverty in the US, 2013

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

Source: US Census Bureau

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



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

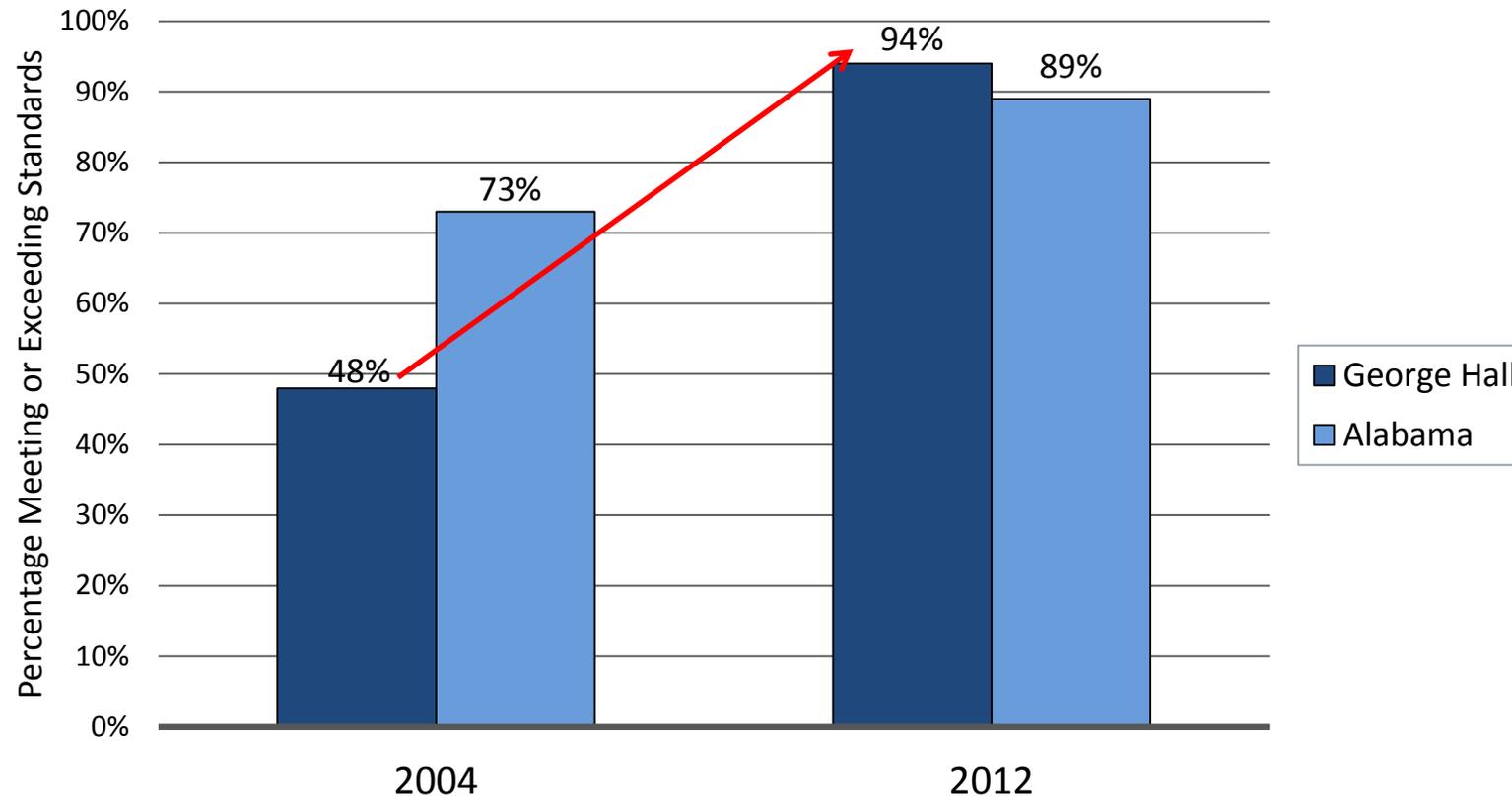


Note: Enrollment data are for 2011-12 school year
Source: Alabama Department of Education

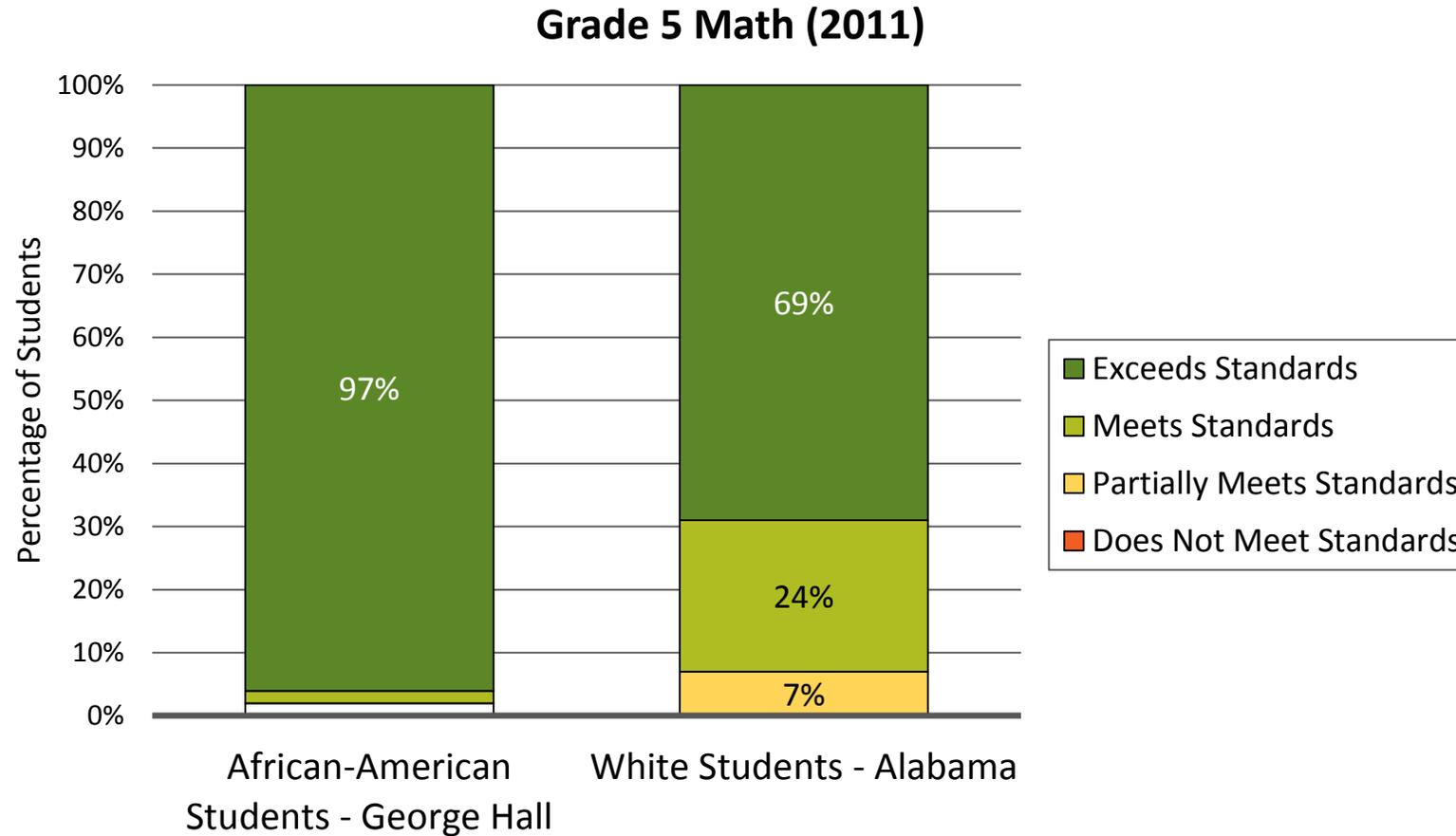
 **DISPELLING THE MYTH**
2009 Award Recipient

Big Improvement at George Hall Elementary

Low-Income Students – Grade 4 Reading



Exceeding Standards: George Hall students outperform white students in Alabama



Halle Hewetson Elementary School

Las Vegas, NV

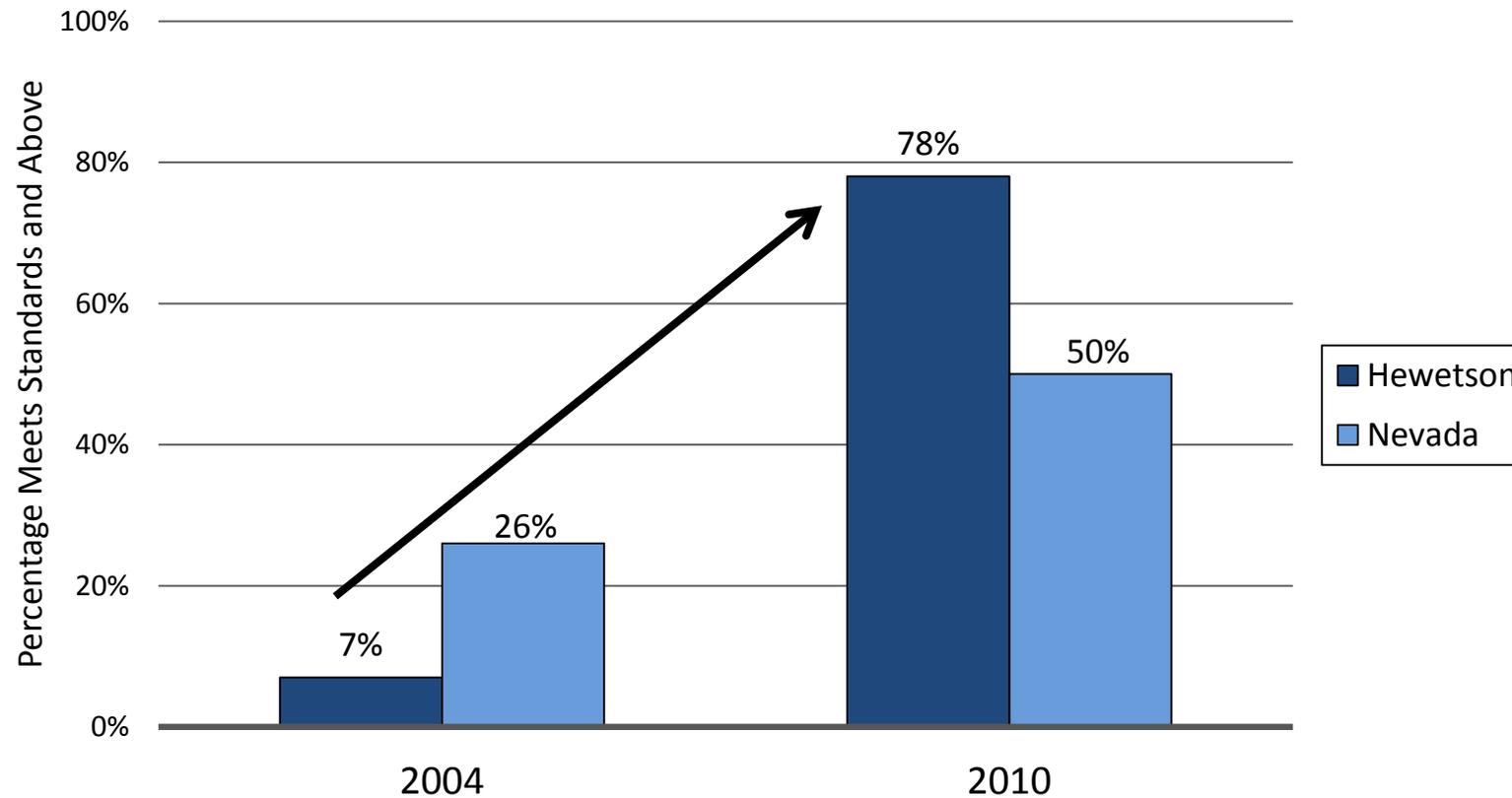
- 962 students in grades PK – 5
 - 85% Latino
 - 7% African American
- 100% Low Income
- 71% Limited English Proficient



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

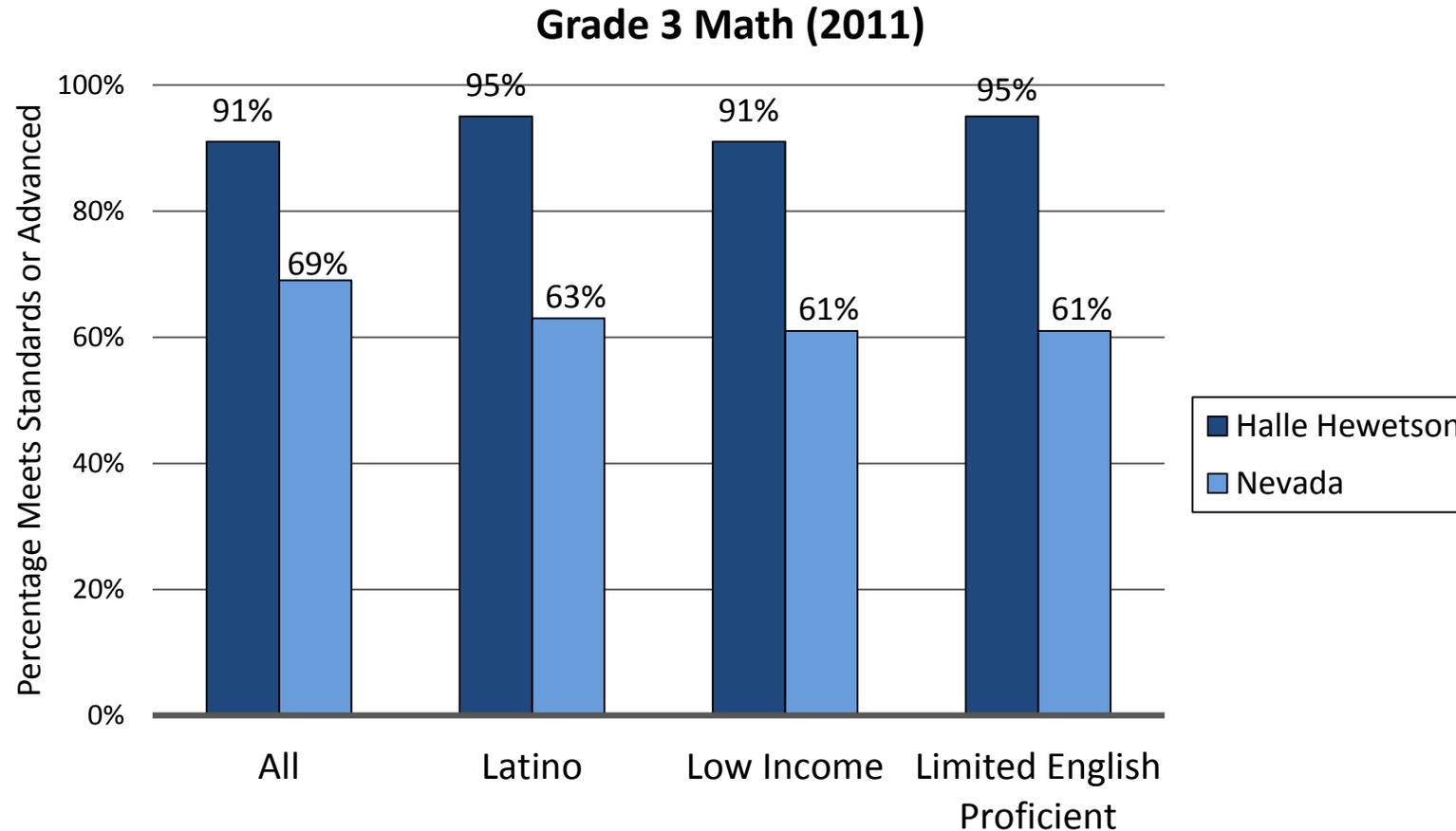
Big Improvement at Halle Hewetson Elementary

Latino Students – Grade 3 Reading



Source: Nevada Department of Education

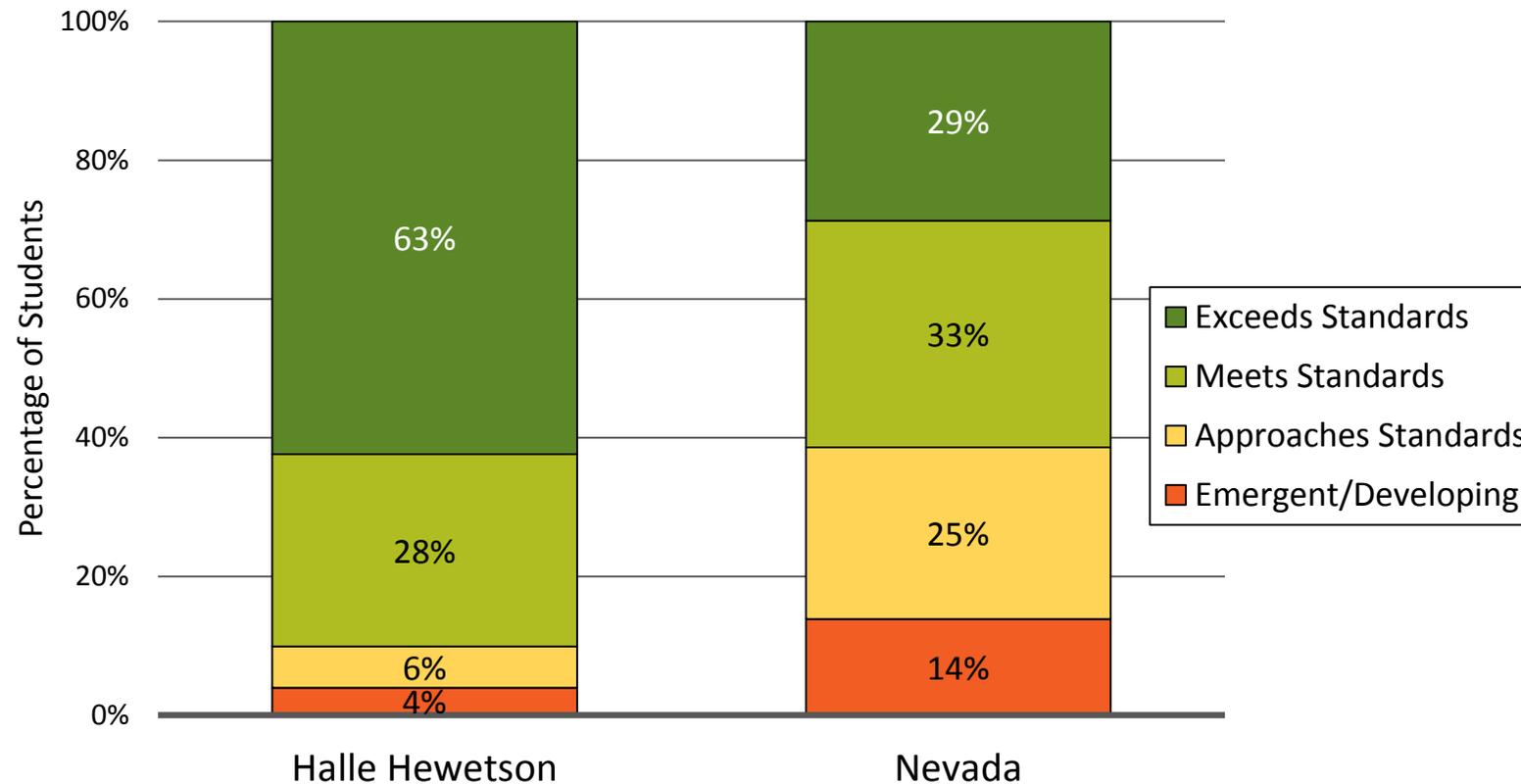
High Performance Across Groups at Halle Hewetson Elementary



Source: Nevada Department of Education

Exceeding Standards at Halle Hewetson Elementary

Low-Income Students – Grade 3 Math (2011)



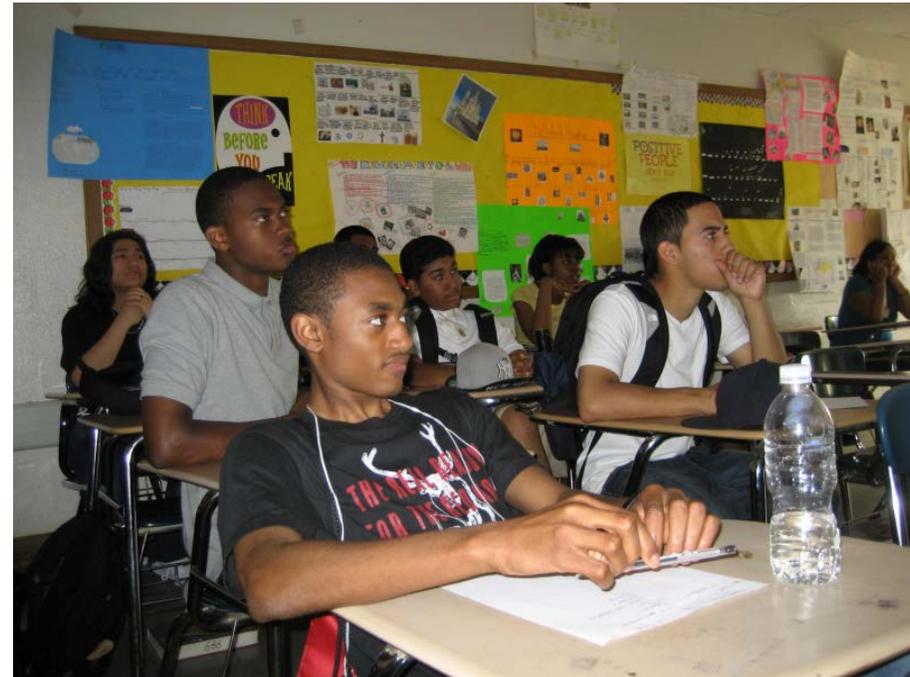
Source: Nevada Department of Education

Elmont Memorial High School

Elmont, New York

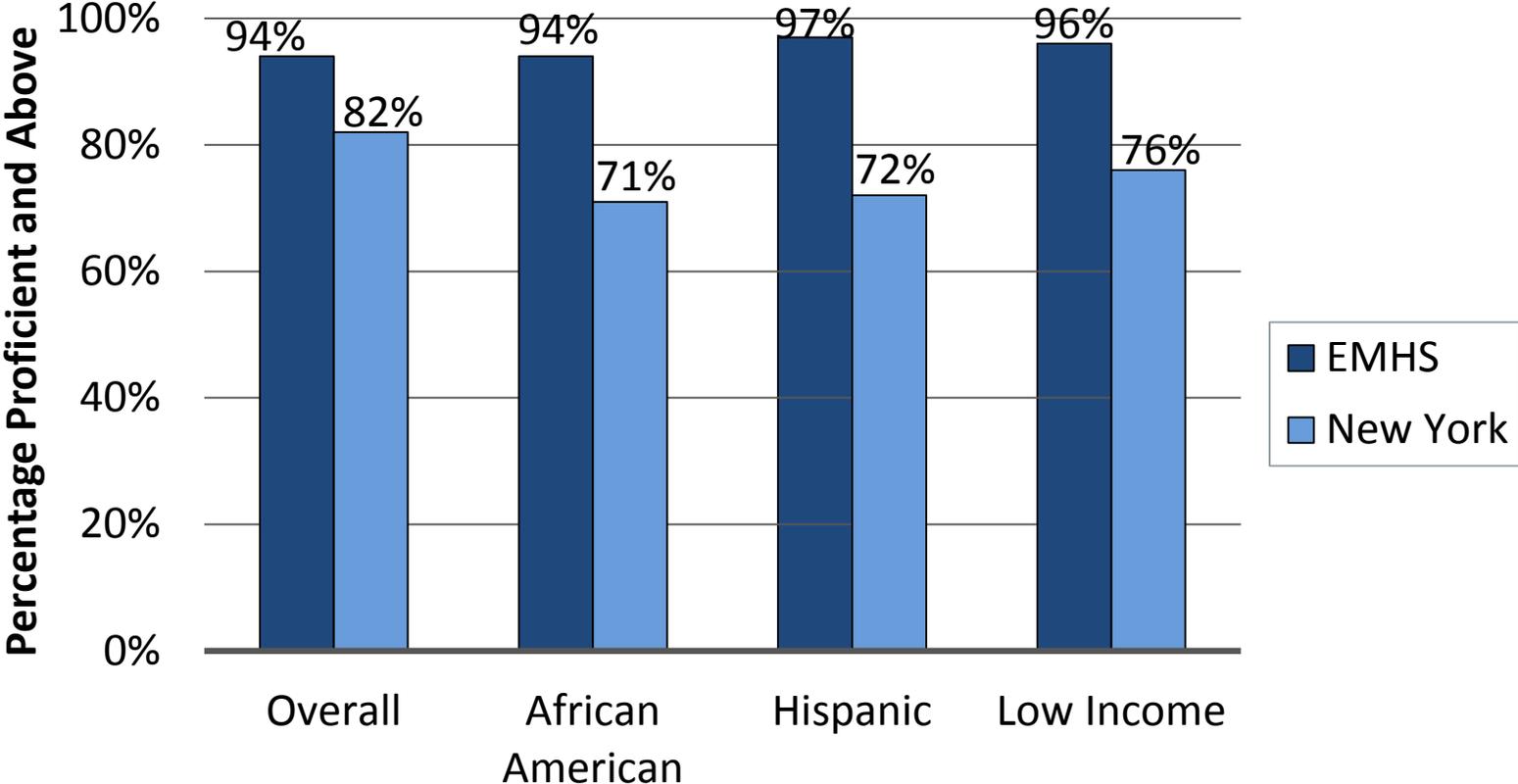
2011-2012 School Year

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



High Performance by ALL Students at Elmont Memorial High School

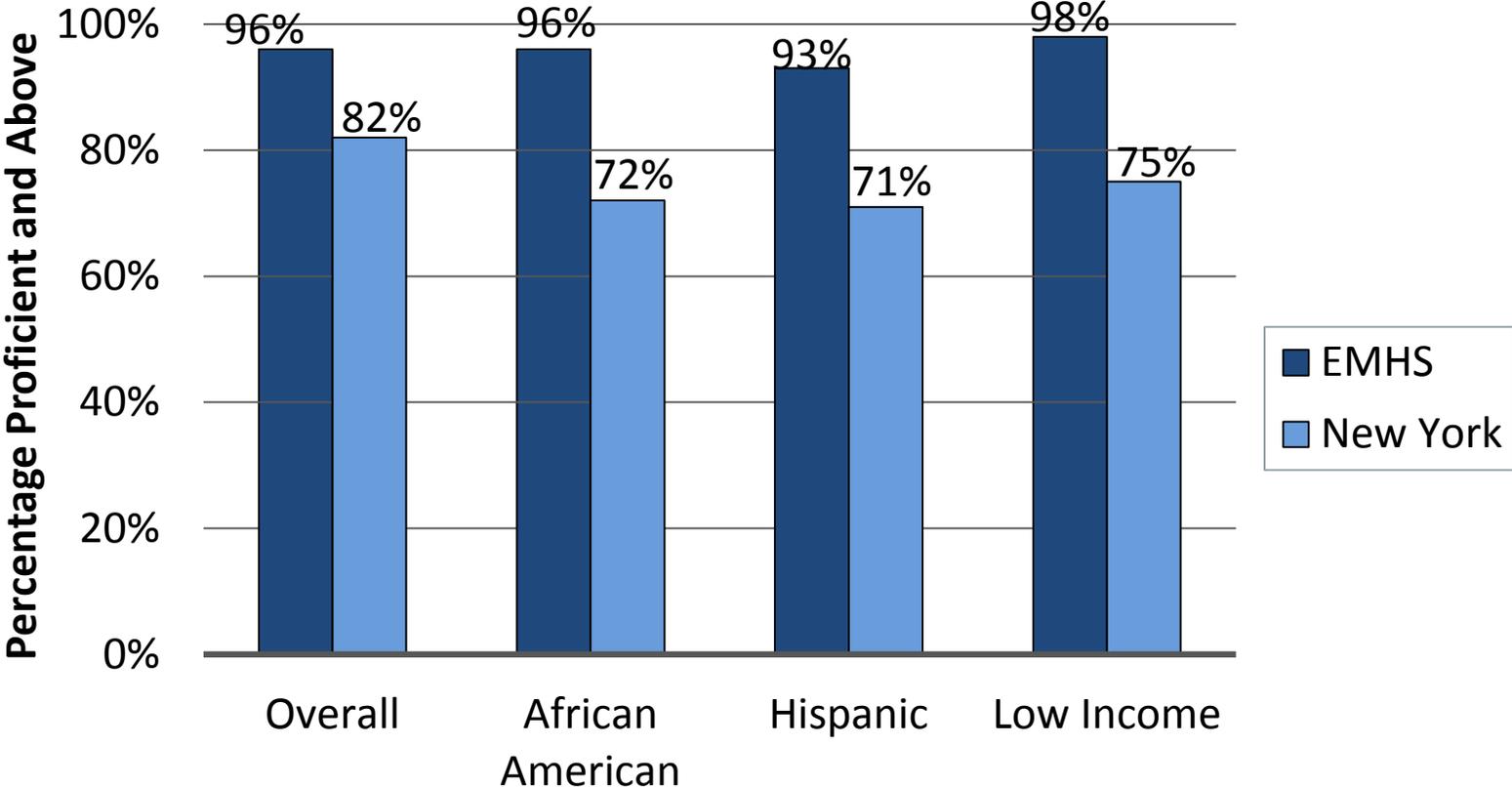
Secondary Level Math (2012)



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

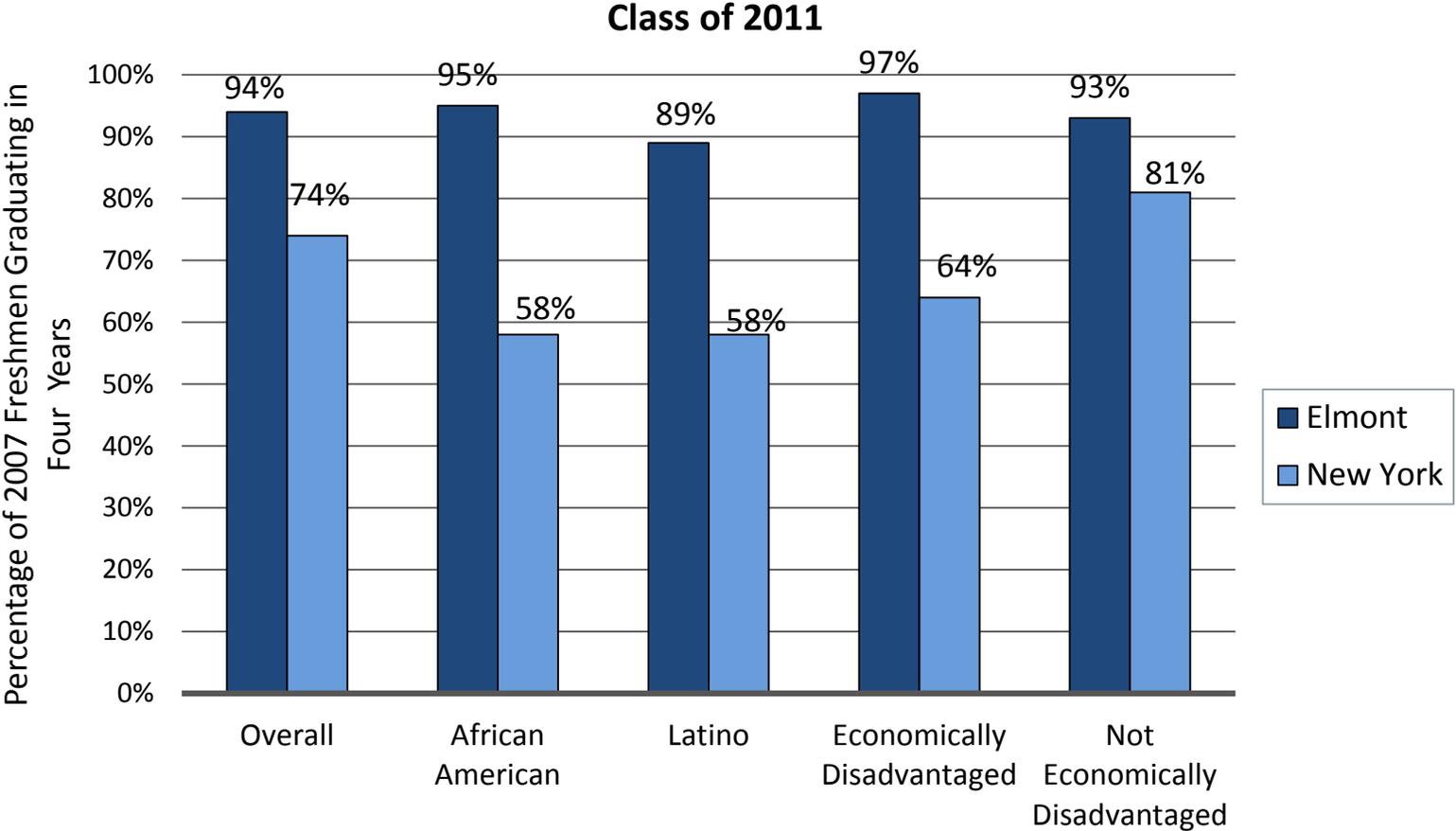
High Performance by ALL Students at Elmont Memorial High School

Secondary Level English (2012)



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

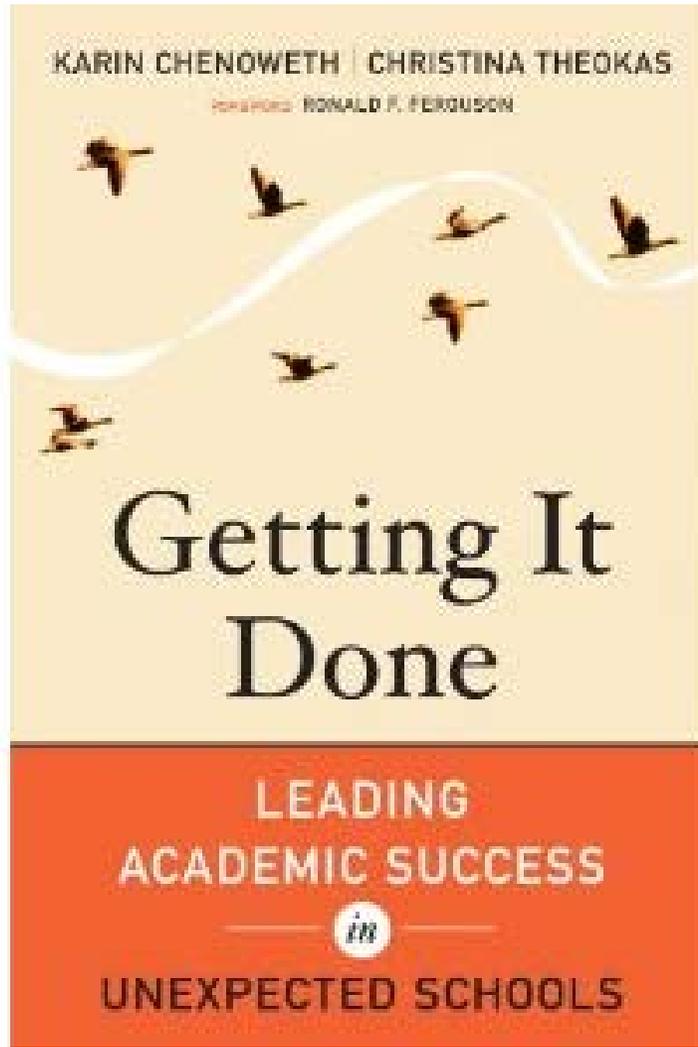
High Graduation Rates at Elmont Memorial High School



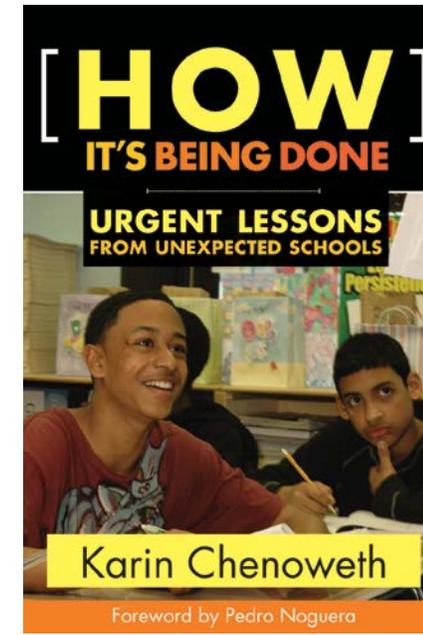
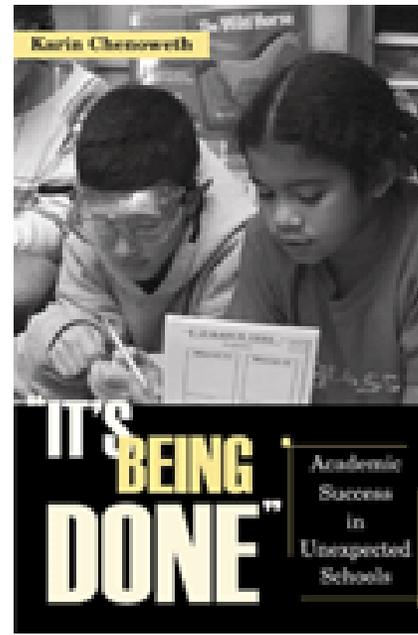
Note: Includes students graduating by June 2011.

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

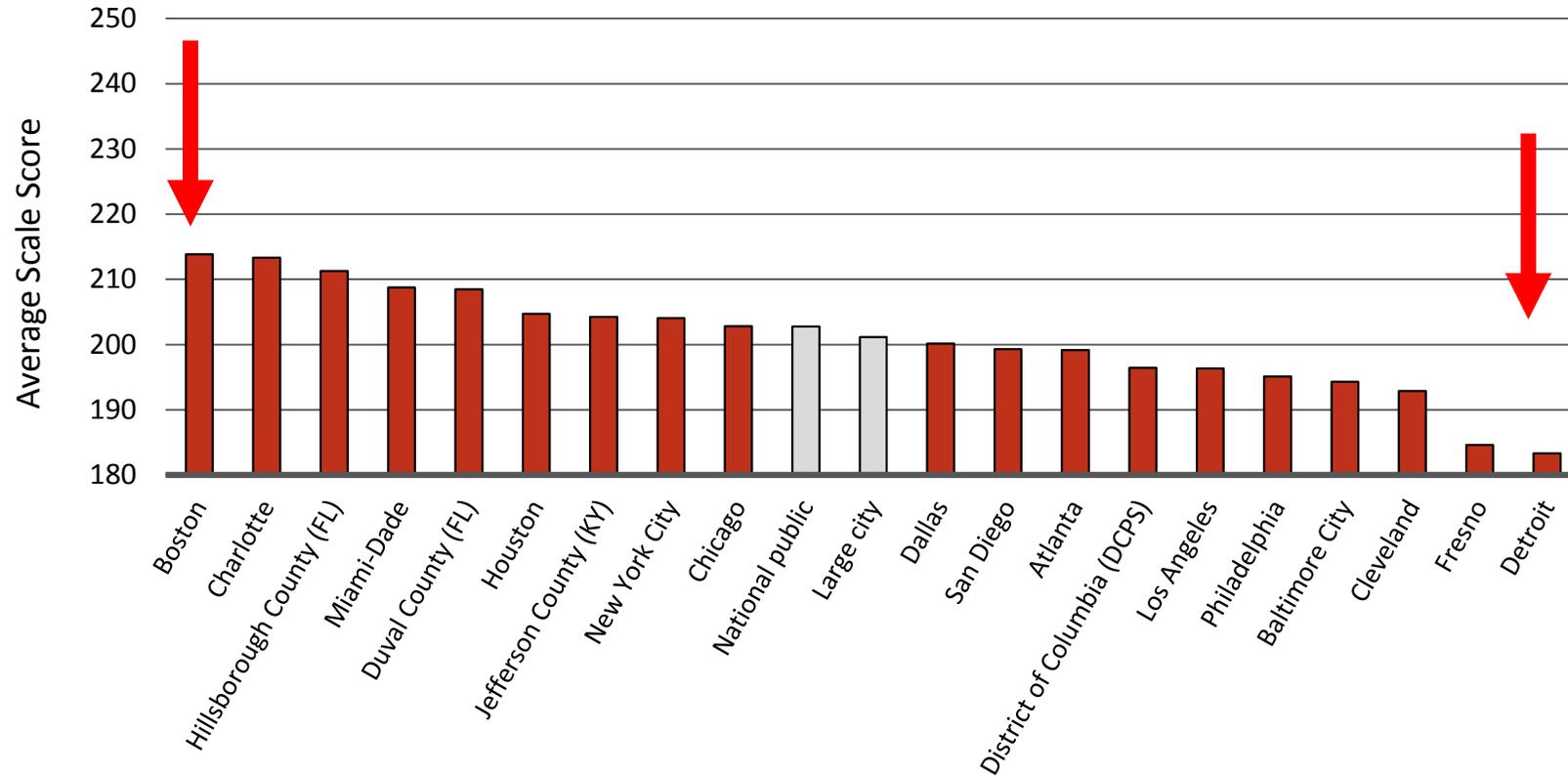


Just flukes, outliers?

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

Grade 4 – NAEP Reading (2015)

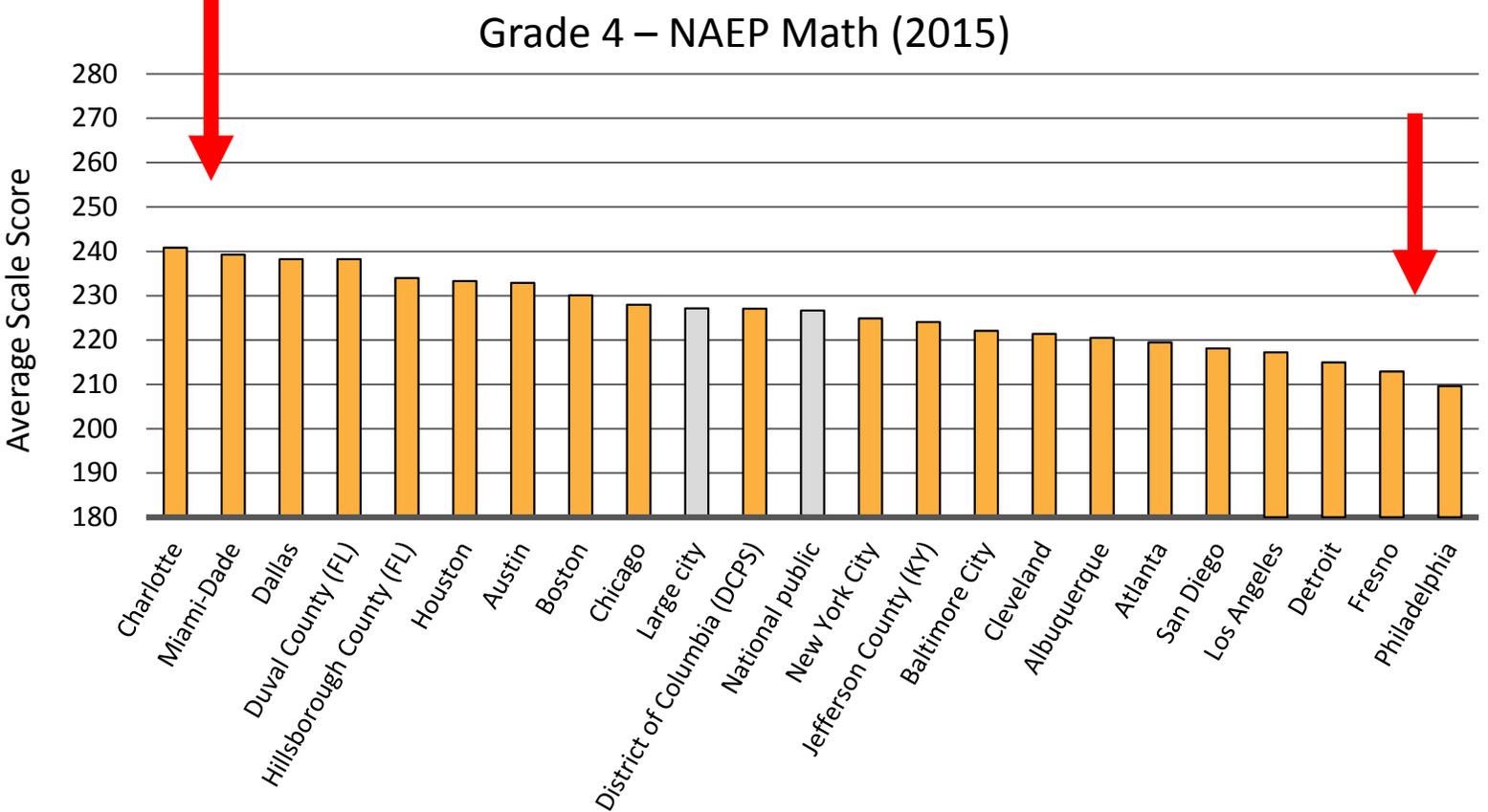


Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source:

NAEP Data Explorer, NCES

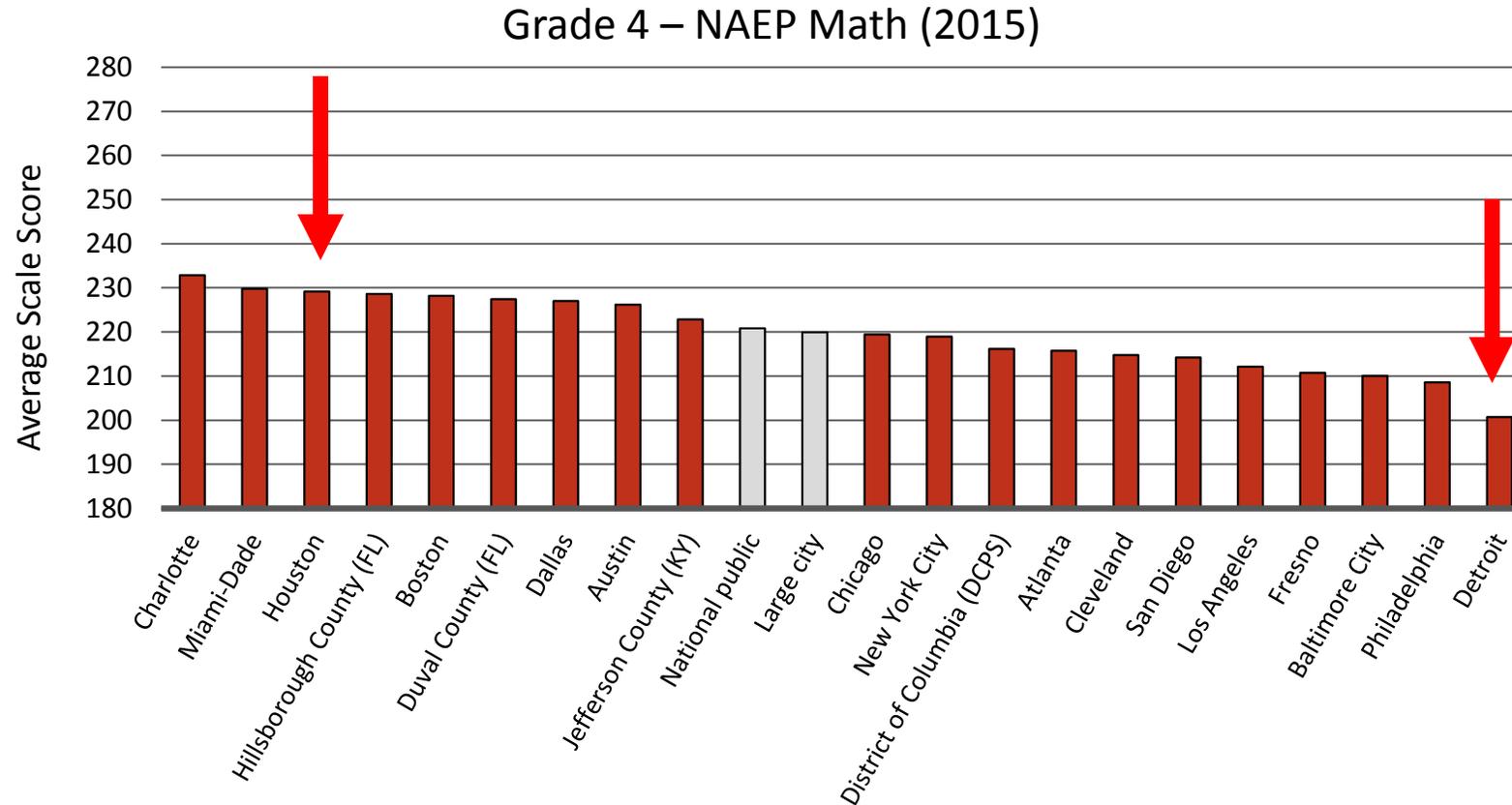
Average Scale Scores, by District Low-Income Latino Students



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

Source: NAEP Data Explorer, NCES

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

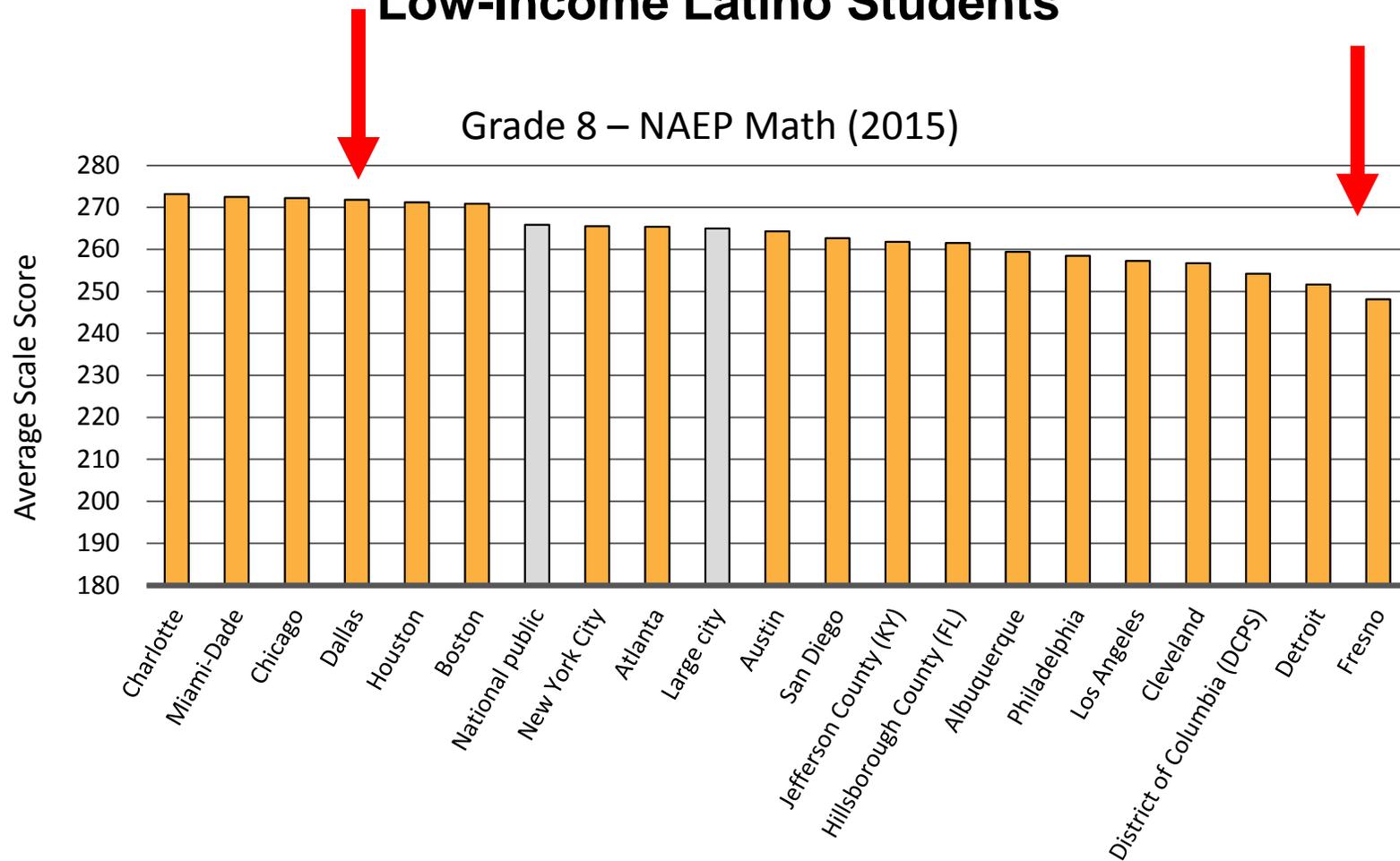


Note: Basic Scale Score = 214; Proficient Scale Score = 249

Source:

NAEP Data Explorer, NCES

Average Scale Scores, by District Low-Income Latino Students



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

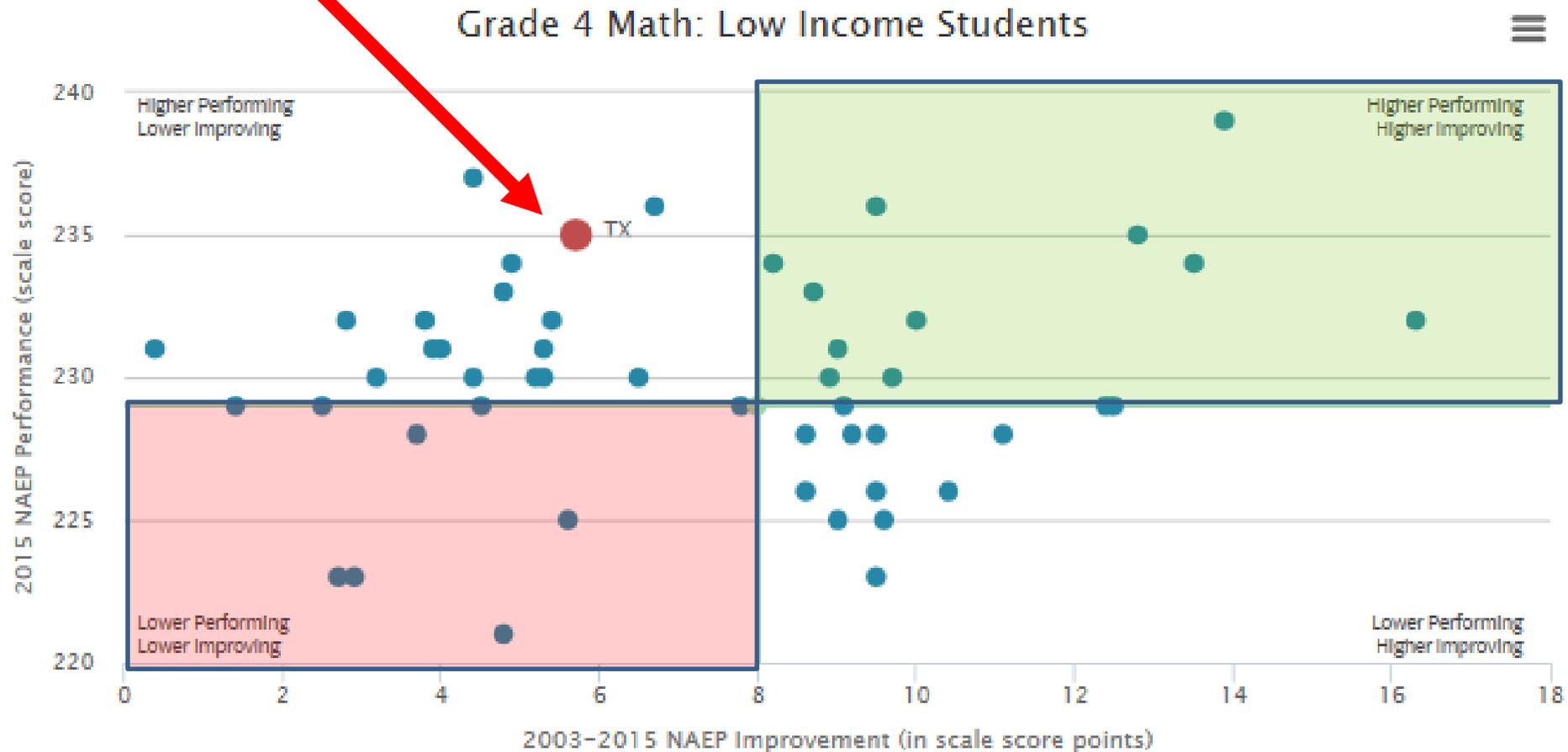
Source:

NAEP Data Explorer, NCES

Even at the state level, there are very big differences in achievement—even of the same group of children.

Some high achieving and high improving, some low achieving and low improving, with others in between.

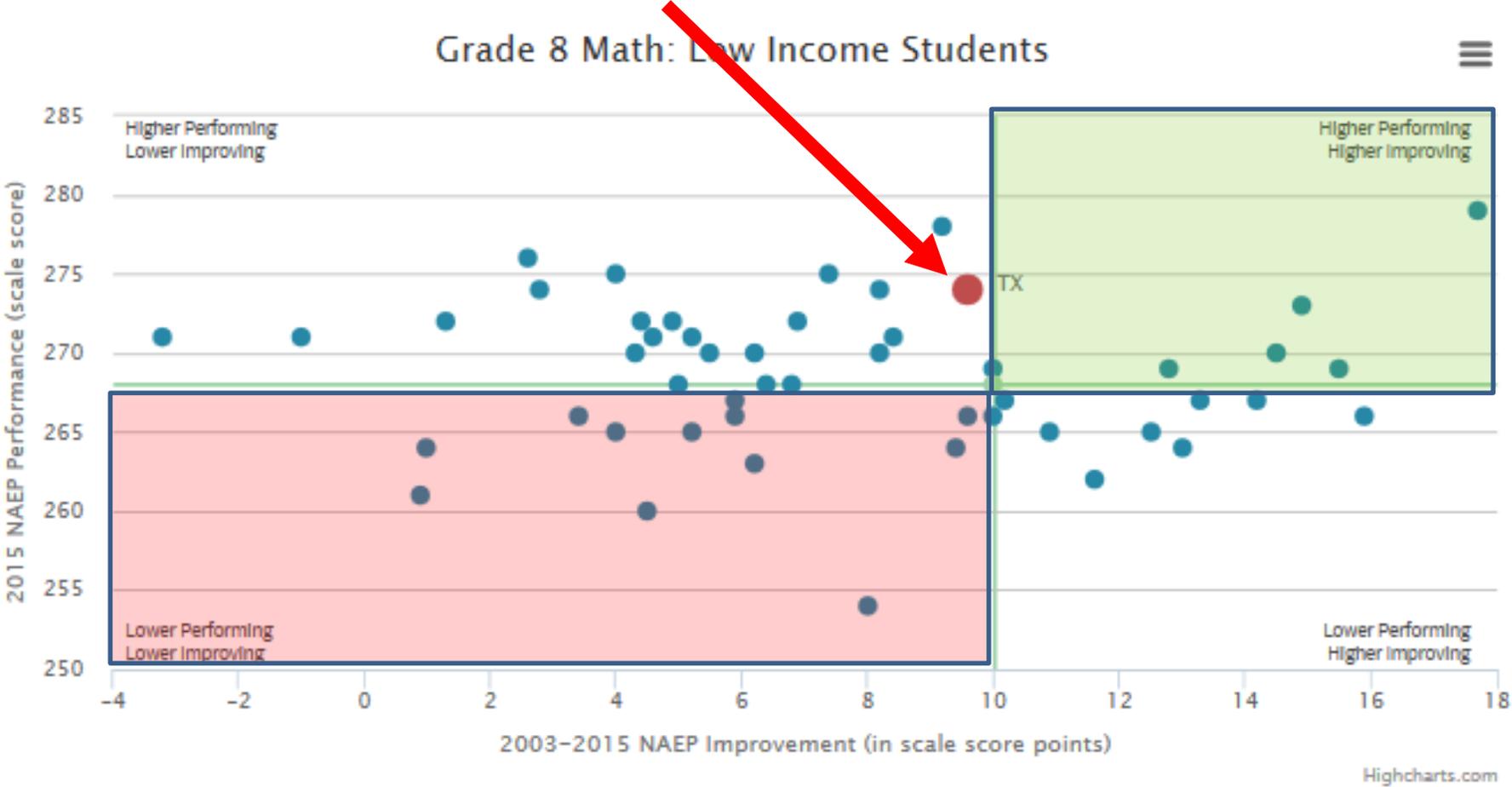
Performance and Improvement, Low-Income Students: Grade 4 Math



Highcharts.com

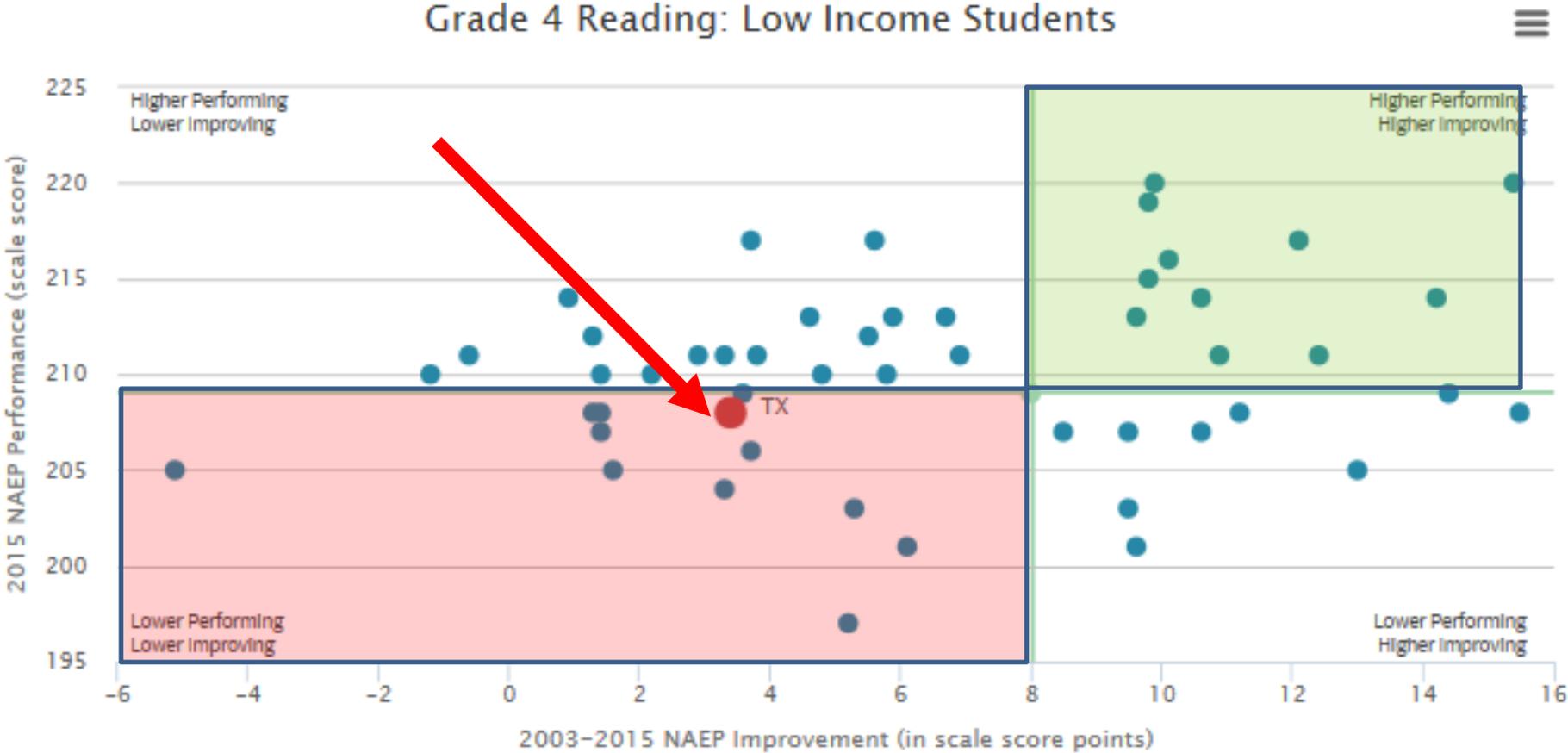
Source:

Performance and Improvement: Grade 8 Math



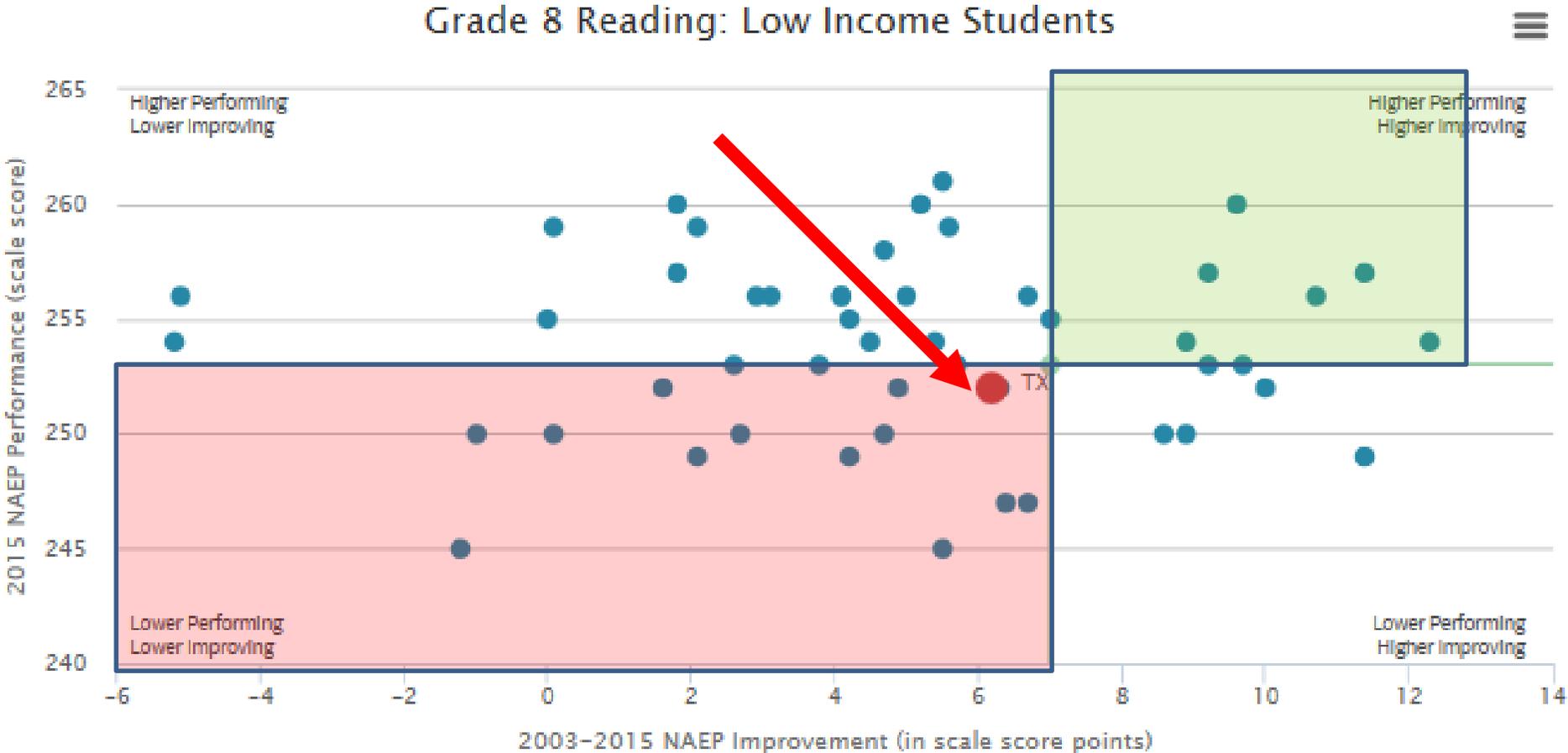
Source:

Performance and Improvement: Grade 4 Reading



Source:

Performance and Improvement: Grade 8 Reading



Highcharts.com

Source:

Bottom Line:
What We Do Matters!

What Can We Learn From Top Performers and Top Gainers?

Five common sense, but ultimately disruptive ideas.

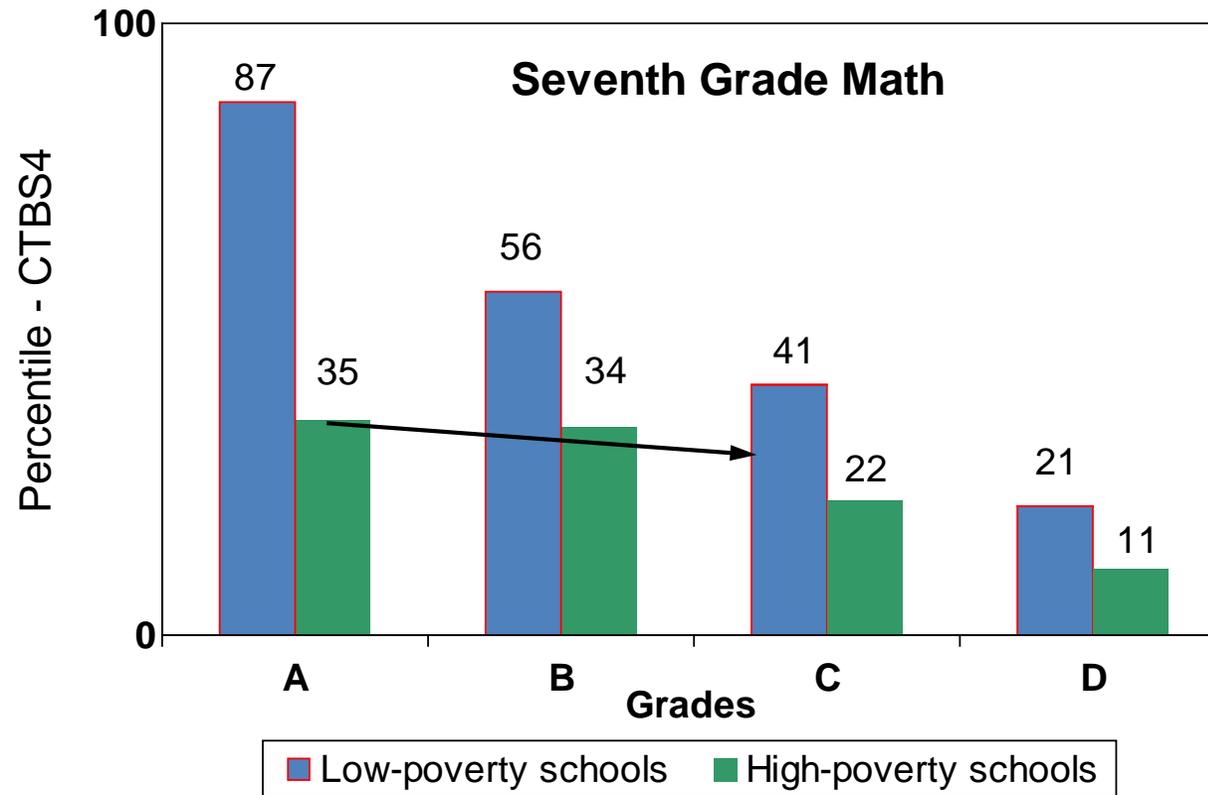
#1. Good schools, districts don't leave anything about teaching and learning to chance.

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- “College-and-Career Ready Standards?”

Do new 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

How can we make out 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**.

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 _____

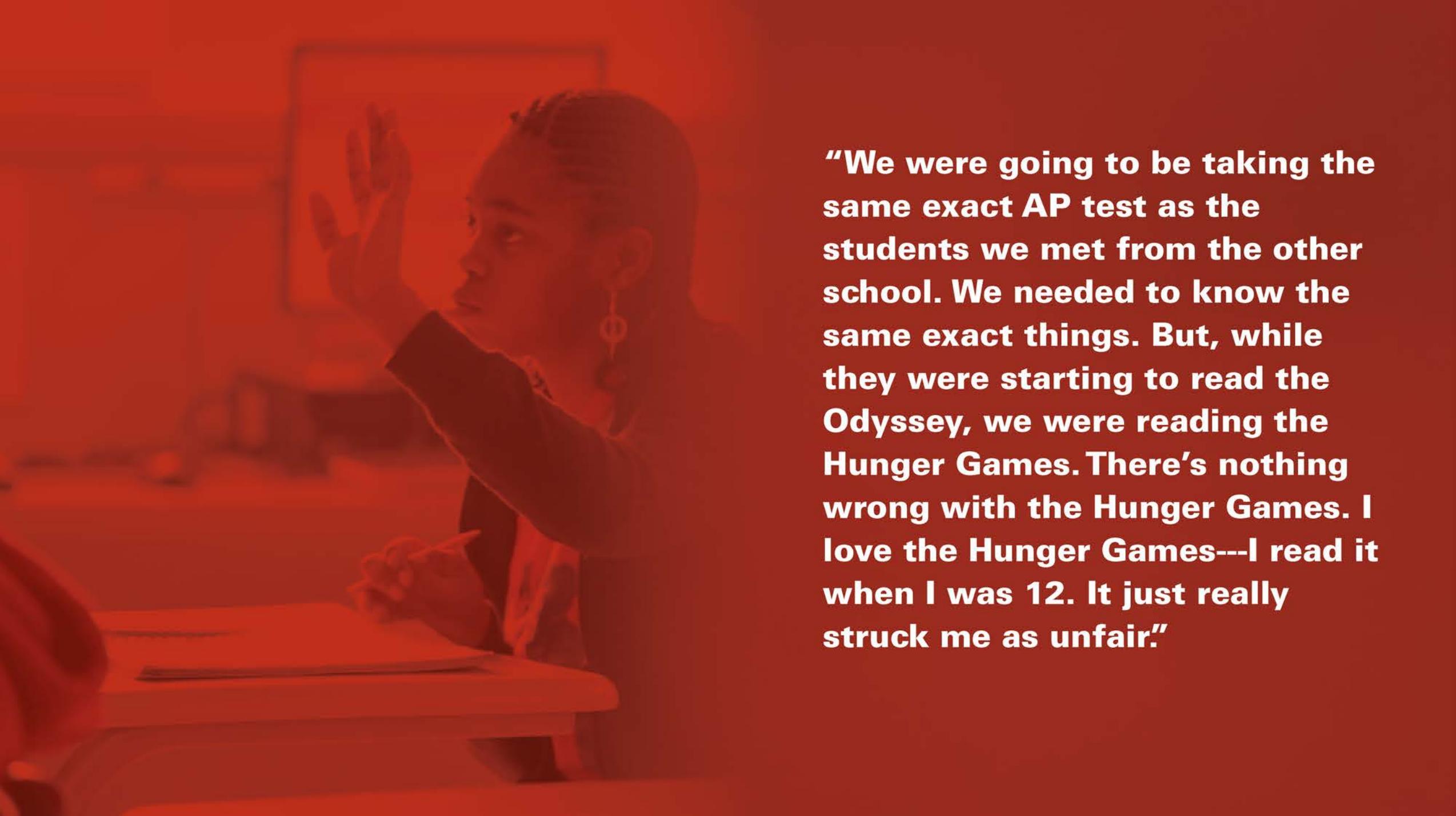
In isolation, the low assignments can reflect targeted skill building and student practice...not necessarily harmful in moderation

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

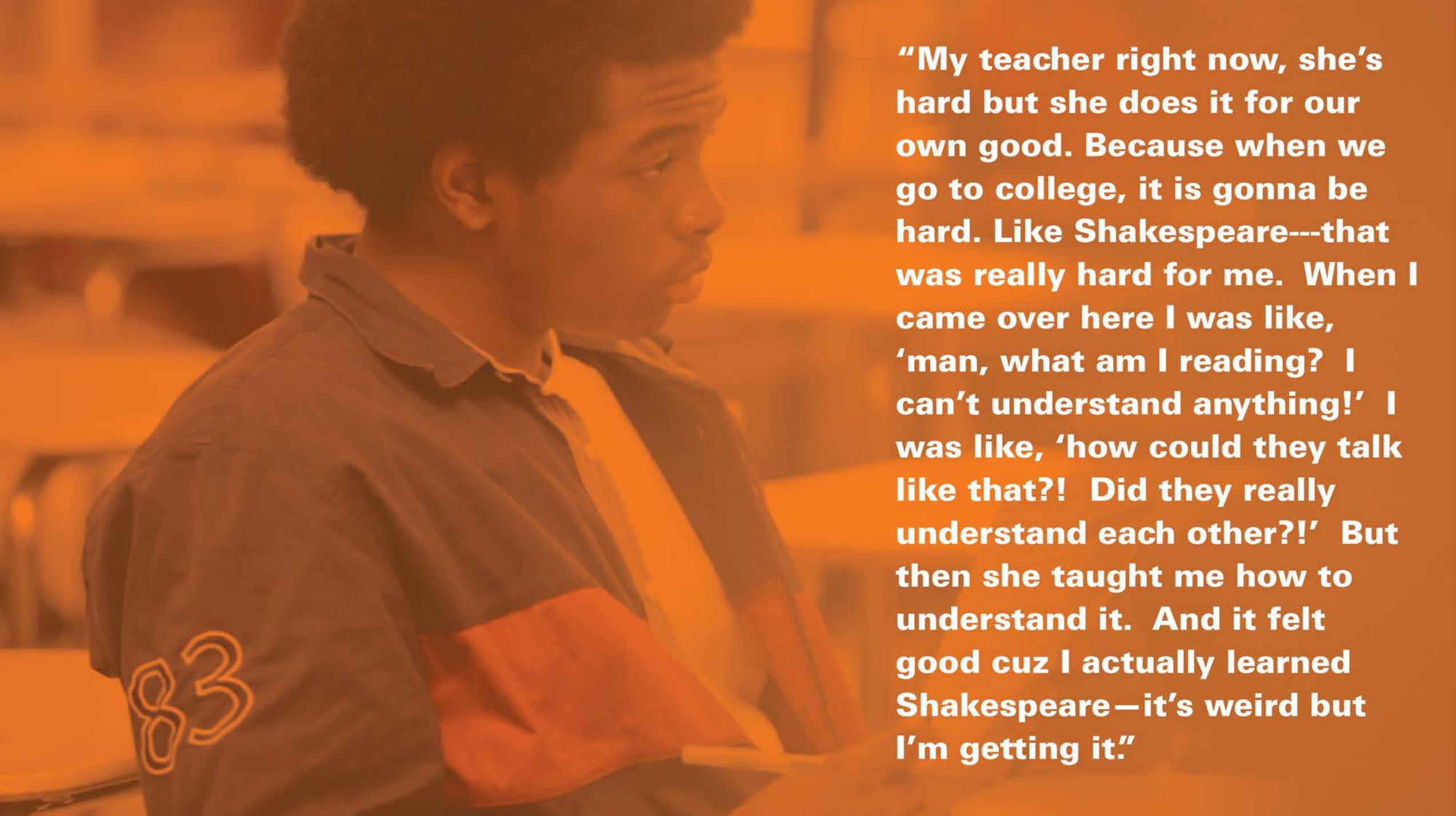
Ed Trust Assignment Study: What We Found

- 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.

And don't think that your students don't know the
difference....



“We were going to be taking the same exact AP test as the students we met from the other school. We needed to know the same exact things. But, while they were starting to read the Odyssey, we were reading the Hunger Games. There’s nothing wrong with the Hunger Games. I love the Hunger Games---I read it when I was 12. It just really struck me as unfair.”

A young man with short dark hair is shown in profile, looking towards the right. He is wearing a blue polo shirt with red accents on the sleeves and the number '83' printed on the left sleeve. The background is a warm, orange-toned indoor setting, possibly a classroom or library, with bookshelves visible. The overall mood is contemplative.

“My teacher right now, she’s hard but she does it for our own good. Because when we go to college, it is gonna be hard. Like Shakespeare---that was really hard for me. When I came over here I was like, ‘man, what am I reading? I can’t understand anything!’ I was like, ‘how could they talk like that?! Did they really understand each other?!’ But then she taught me how to understand it. And it felt good cuz I actually learned Shakespeare—it’s weird but I’m getting it.”

High Performing Schools and Districts Know That Standards Alone Aren't Enough

- 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.

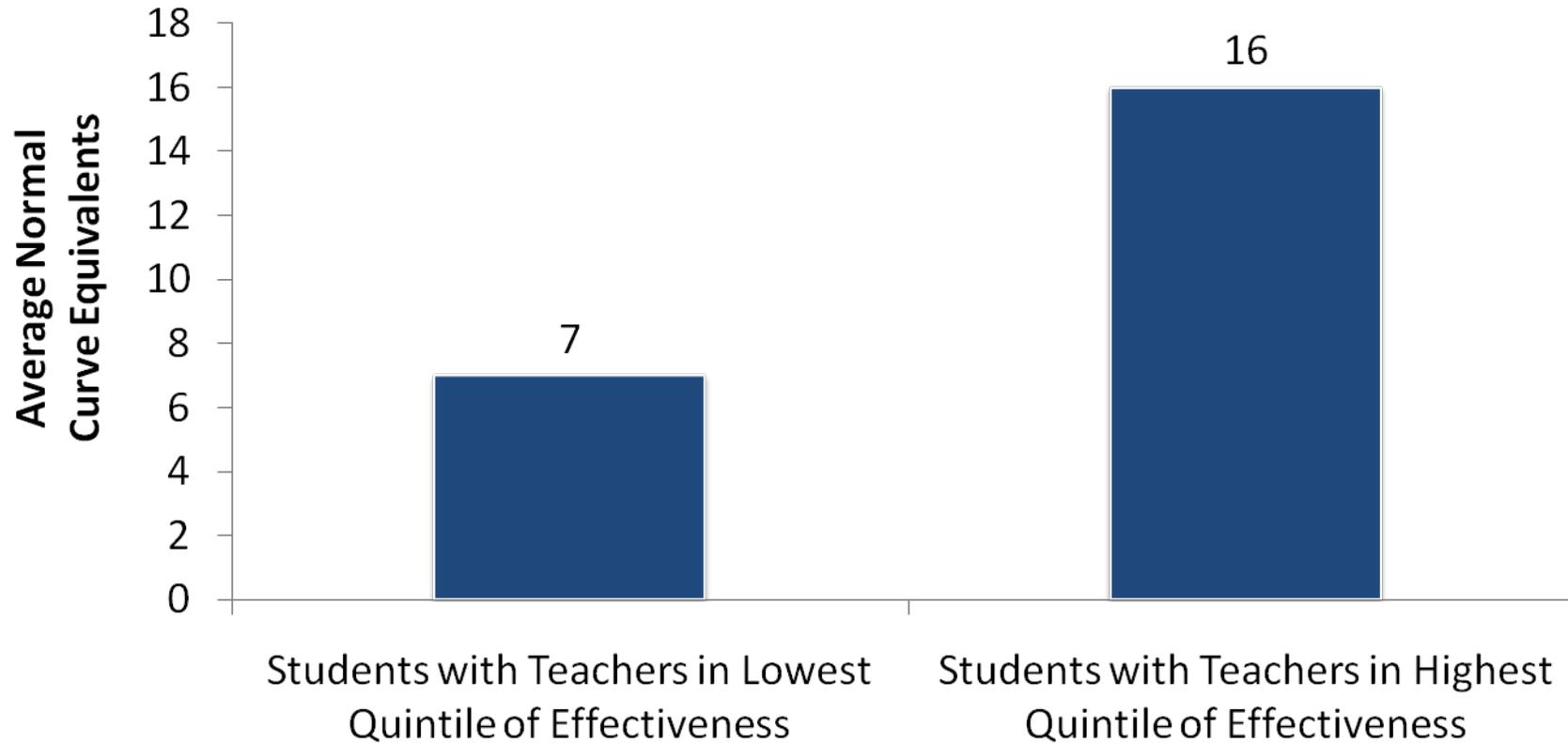
In other words, they strive for consistency in everything they do.

#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.

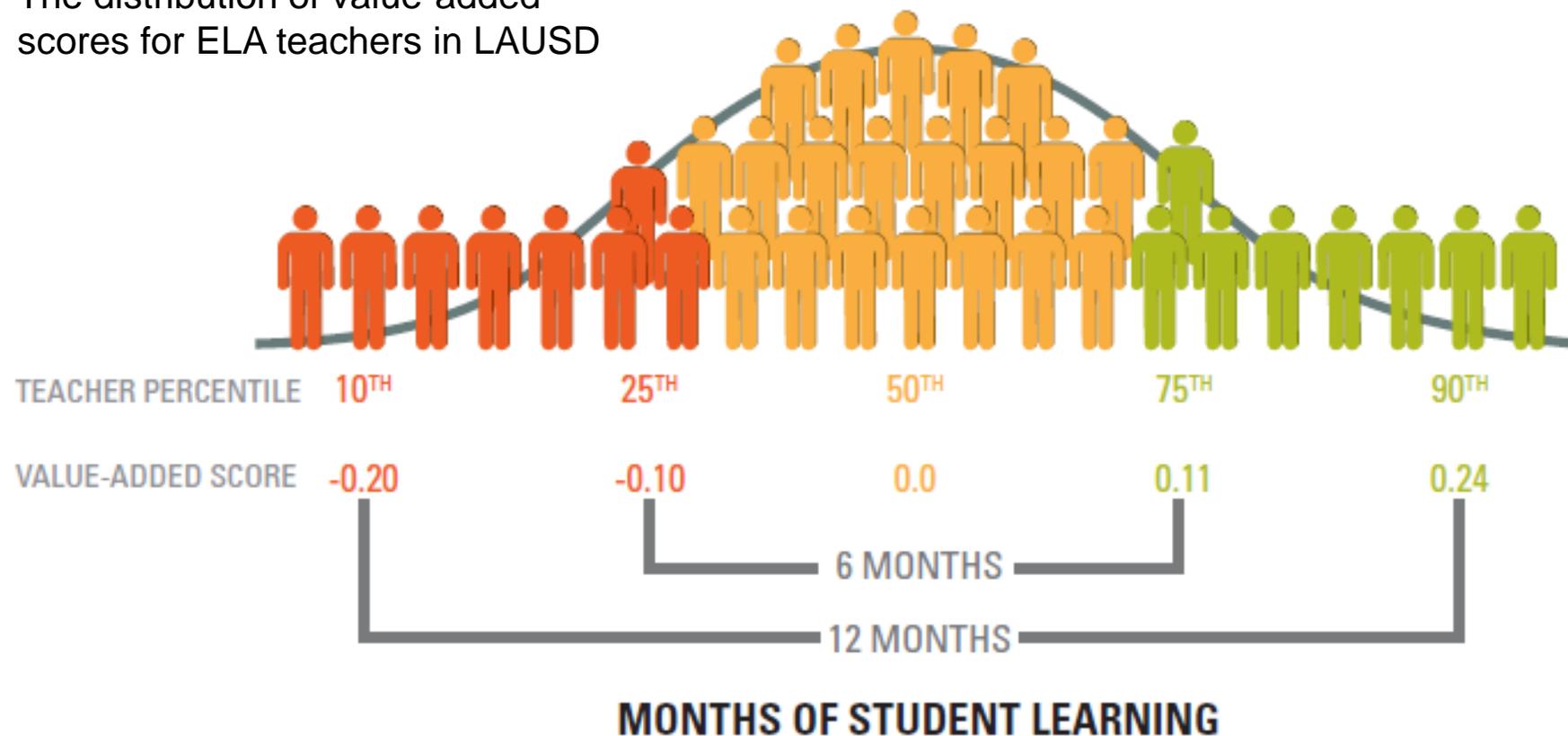
In our roles as parents...

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



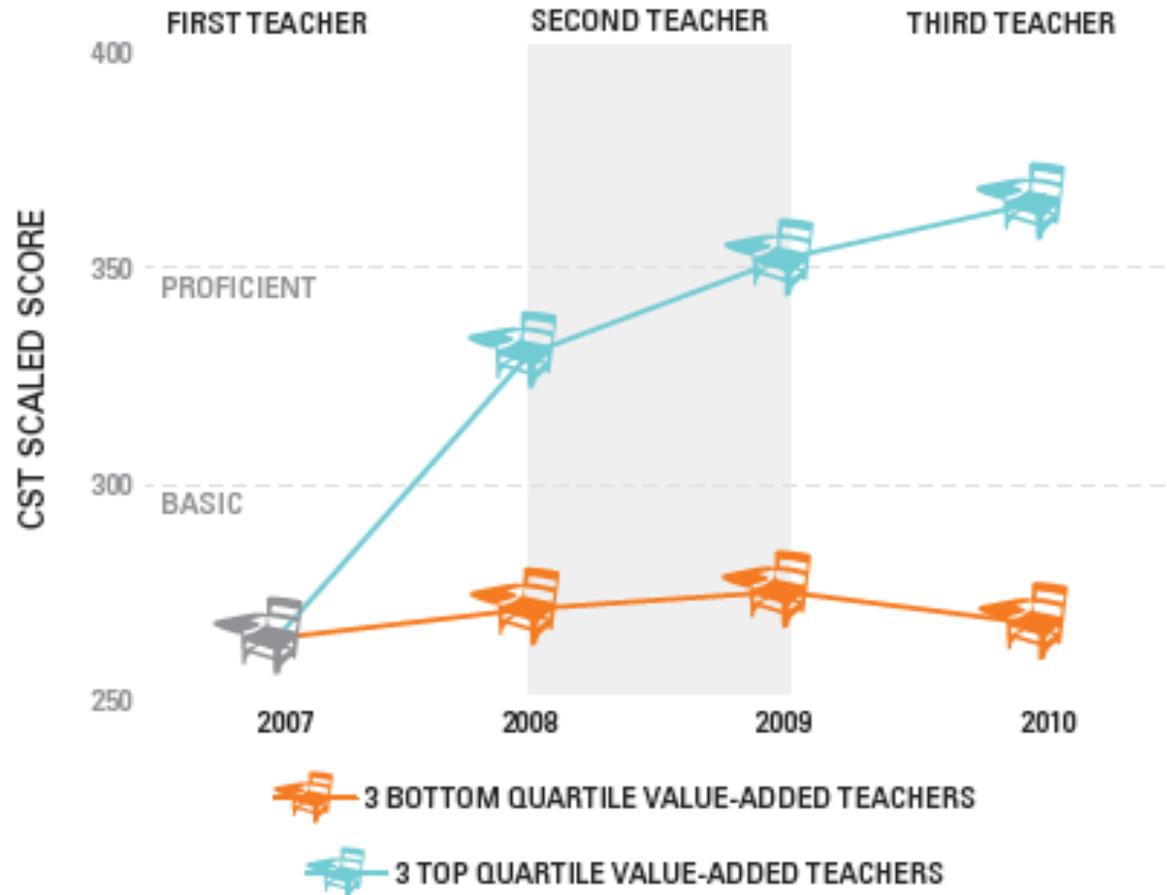
DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING

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



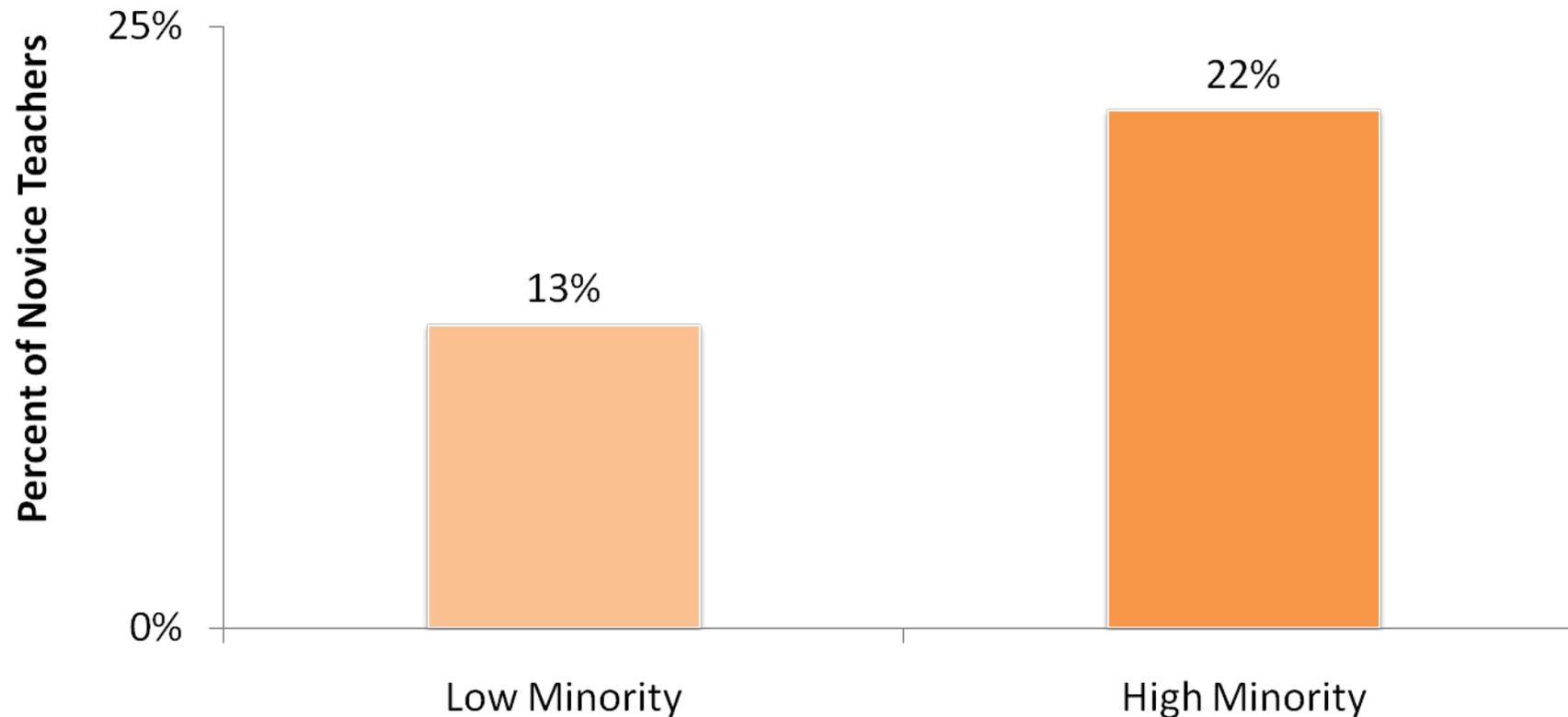
ACCESS TO MULTIPLE EFFECTIVE TEACHERS CAN DRAMATICALLY AFFECT STUDENT LEARNING

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

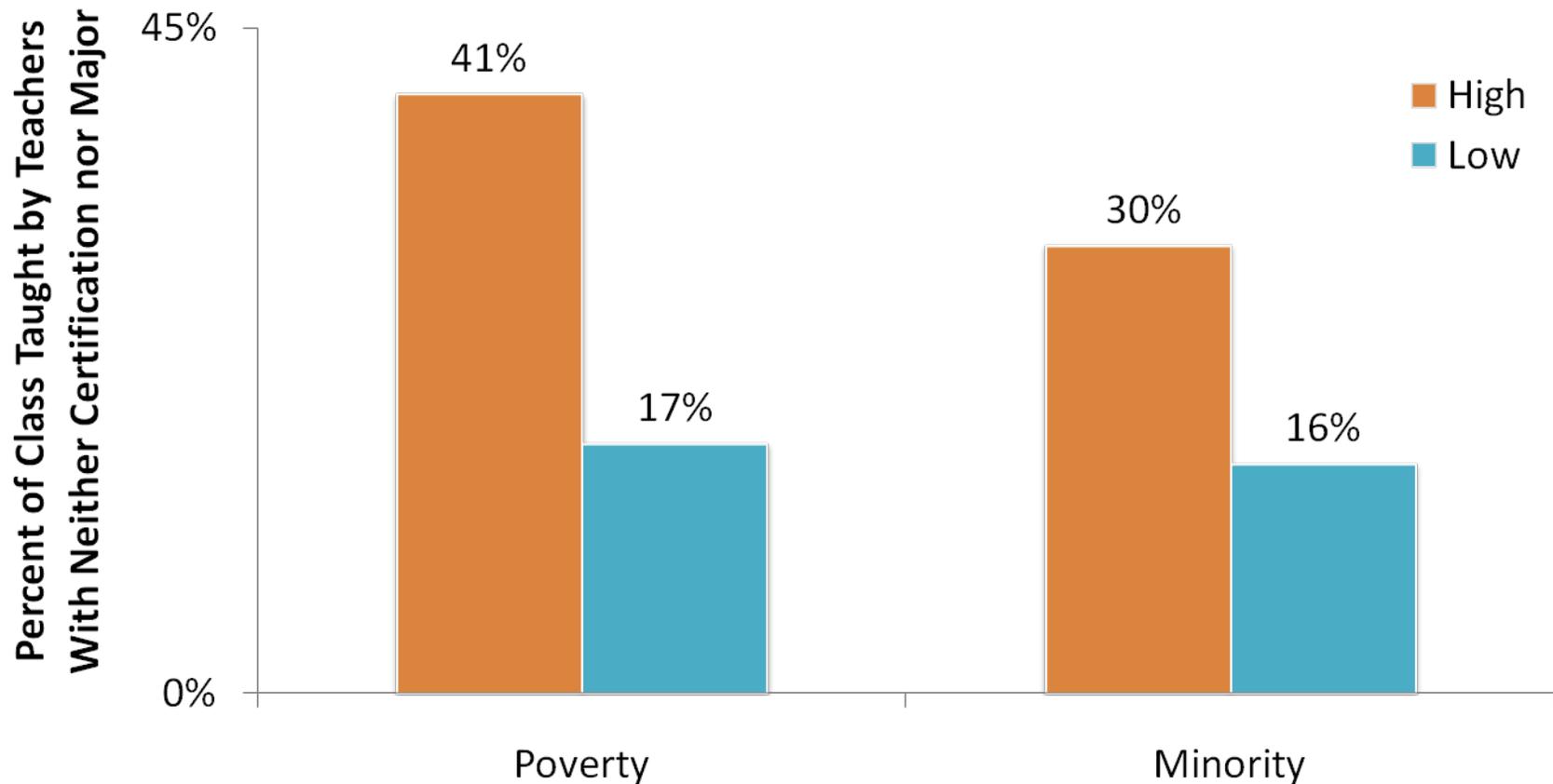


Note: High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -10% or fewer of the students are non-White students.

*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

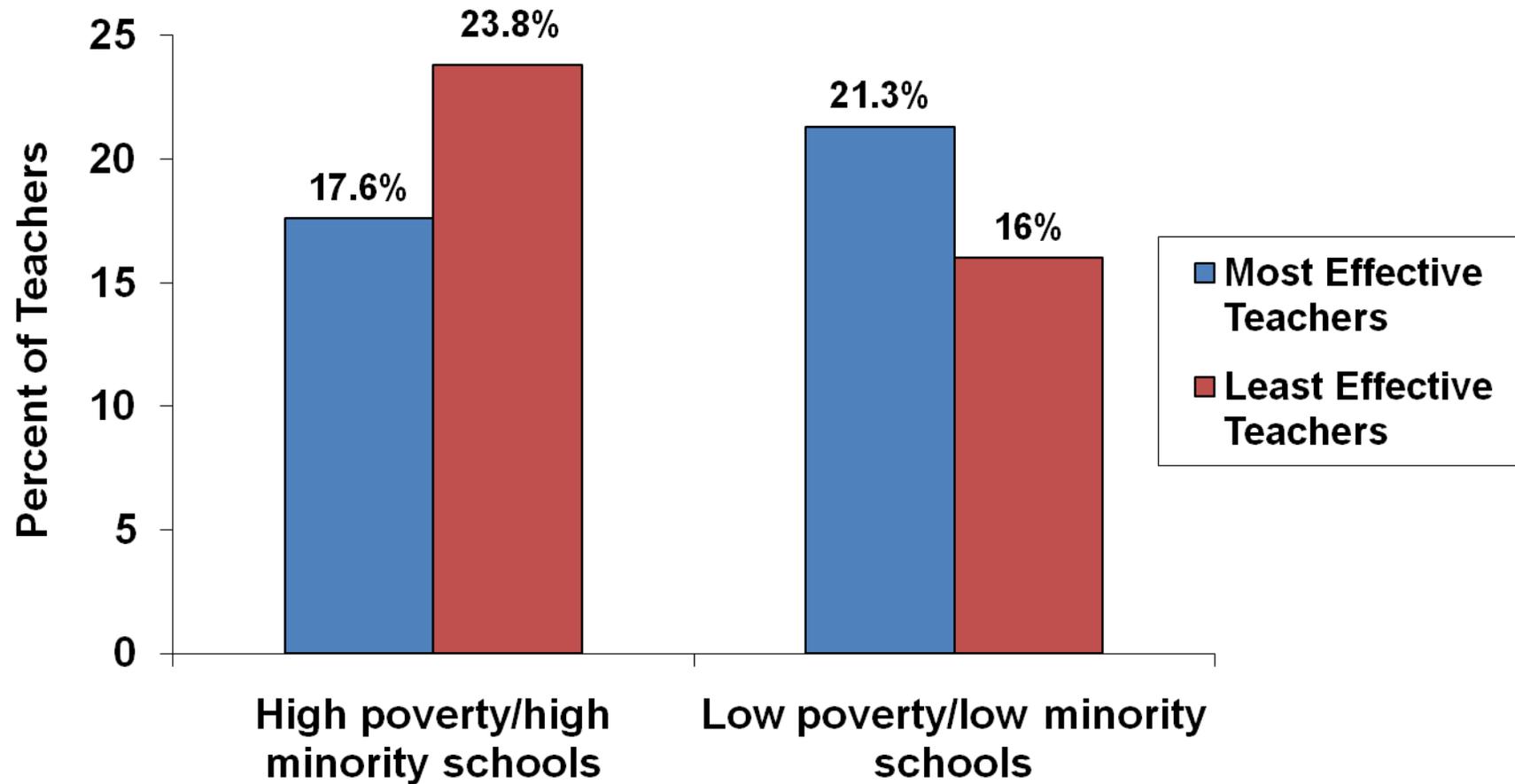
Math Classes at High-Poverty and High-Minority Schools More Likely to be Taught by Out of Field* Teachers



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.

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

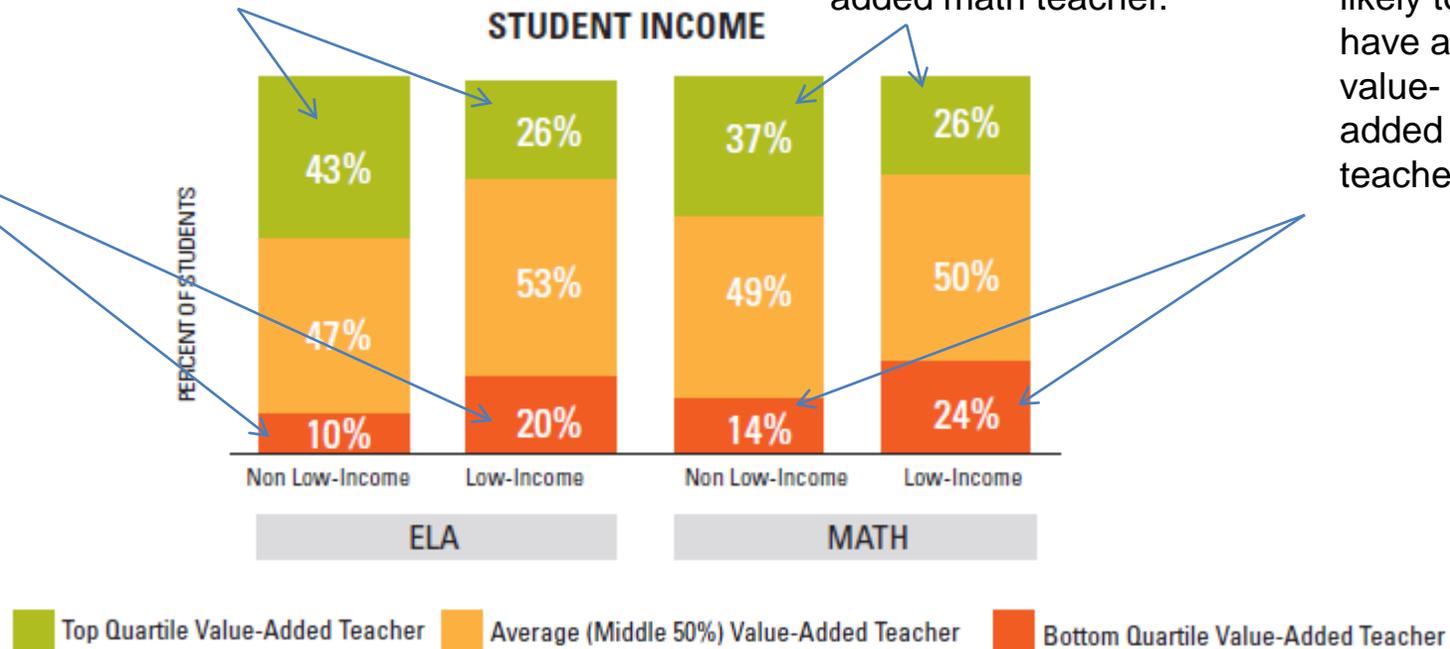
A low-income student is *more than twice as likely to have a low value-added teacher for ELA*

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

MATH

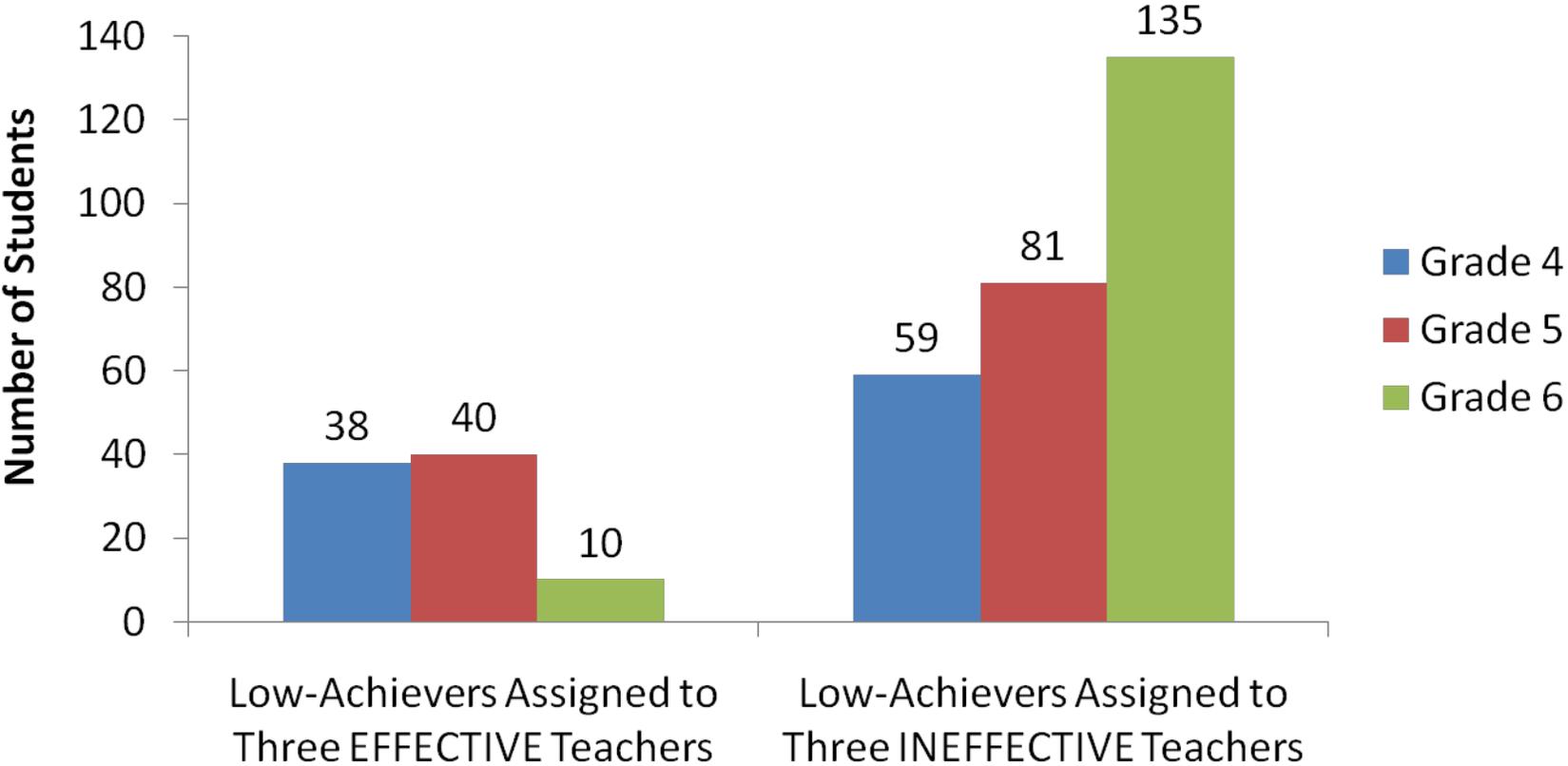
In math, a student from a relatively more affluent background is 39% more likely to get a high value-added math teacher.

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



Remember: These same inequities often occur even within the same school, where the most experienced and best educated teachers teach the “top” kids and the seniors, while the novices are assigned to “remedial” kids and freshmen.

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

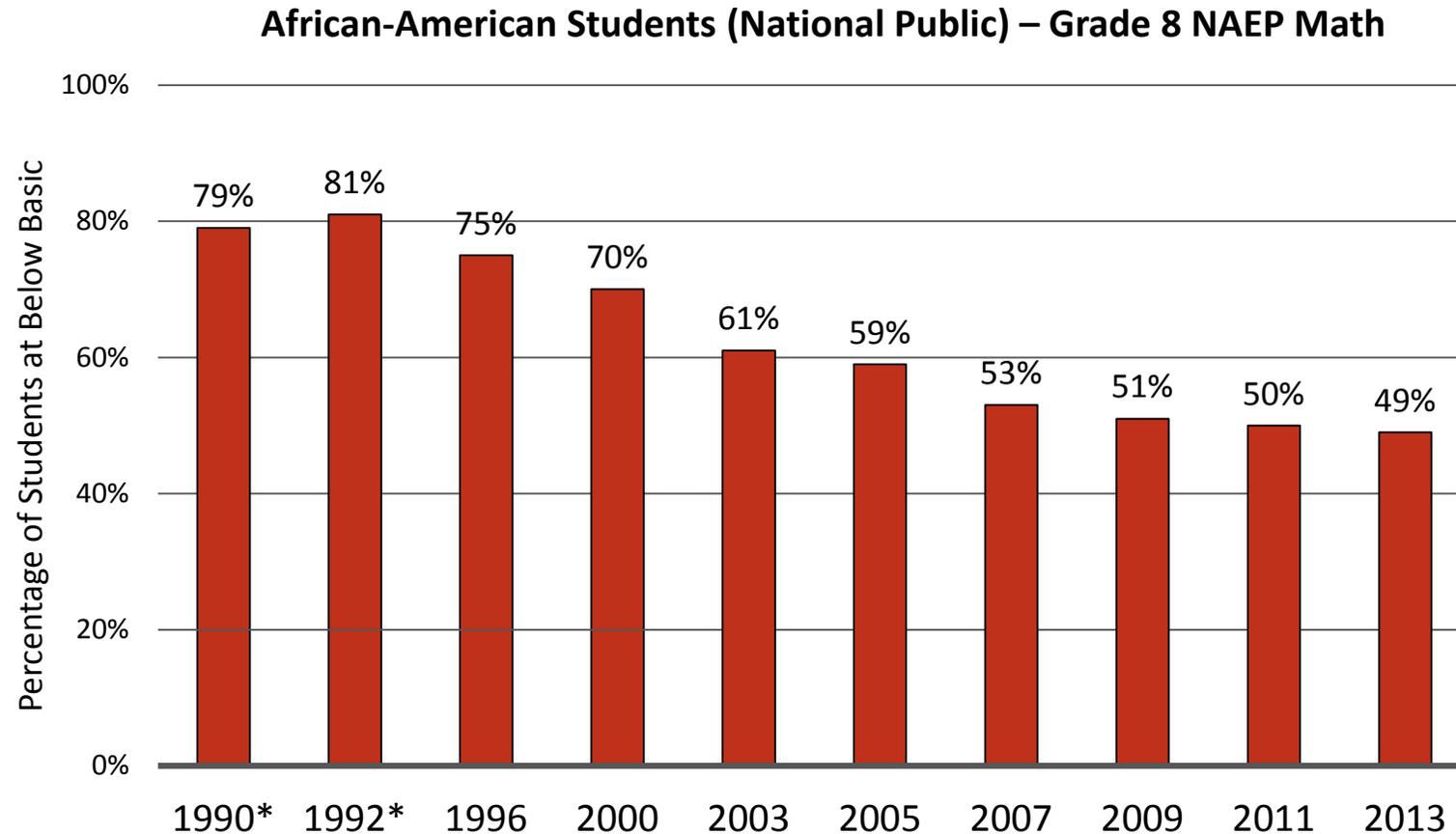
Putting it All Together: Charlotte's Strategic Staffing Initiative

- 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.

#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.

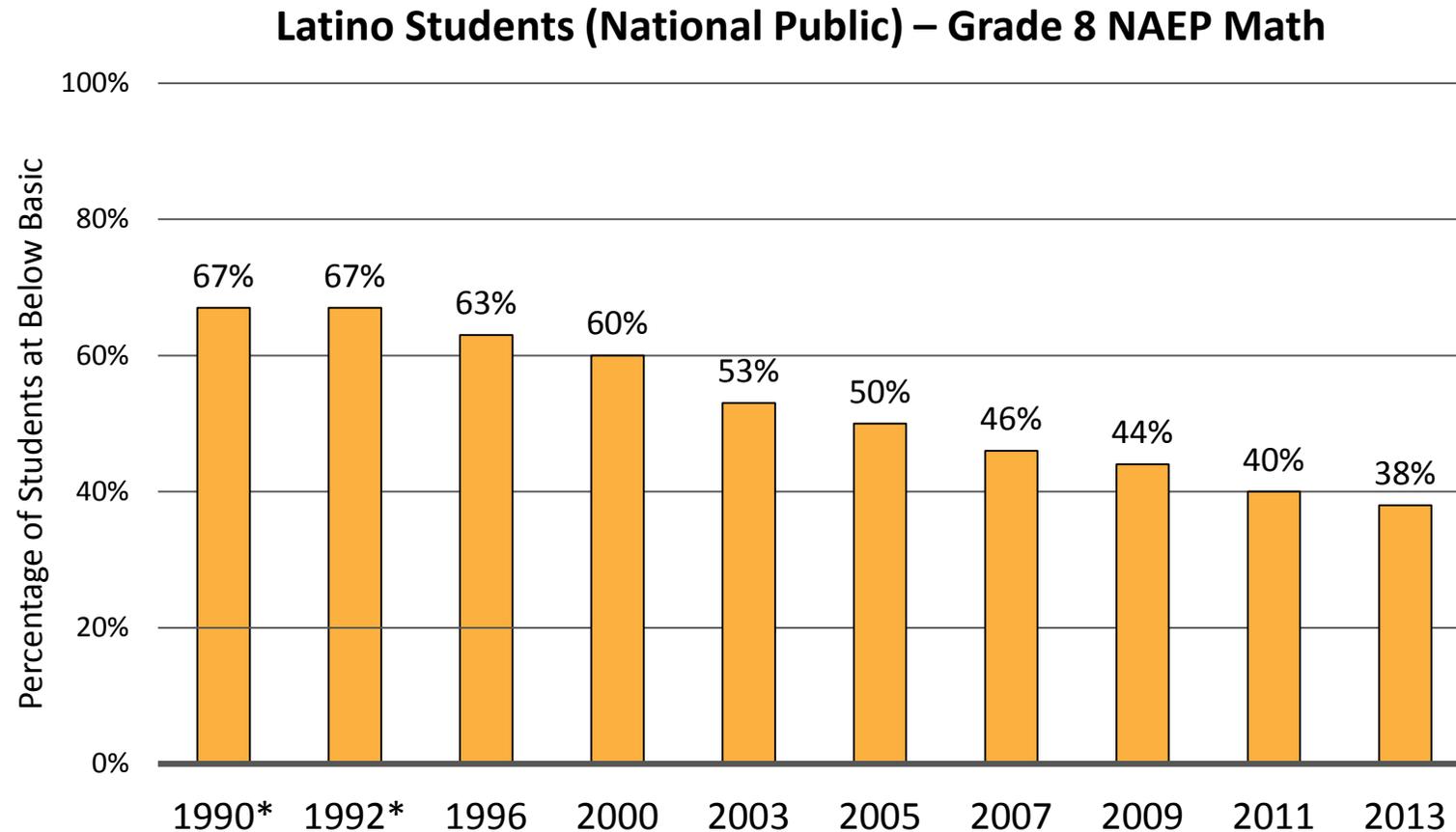
Percentage Below Basic Over Time



*Accommodations not permitted

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

Percentage Below Basic Over Time

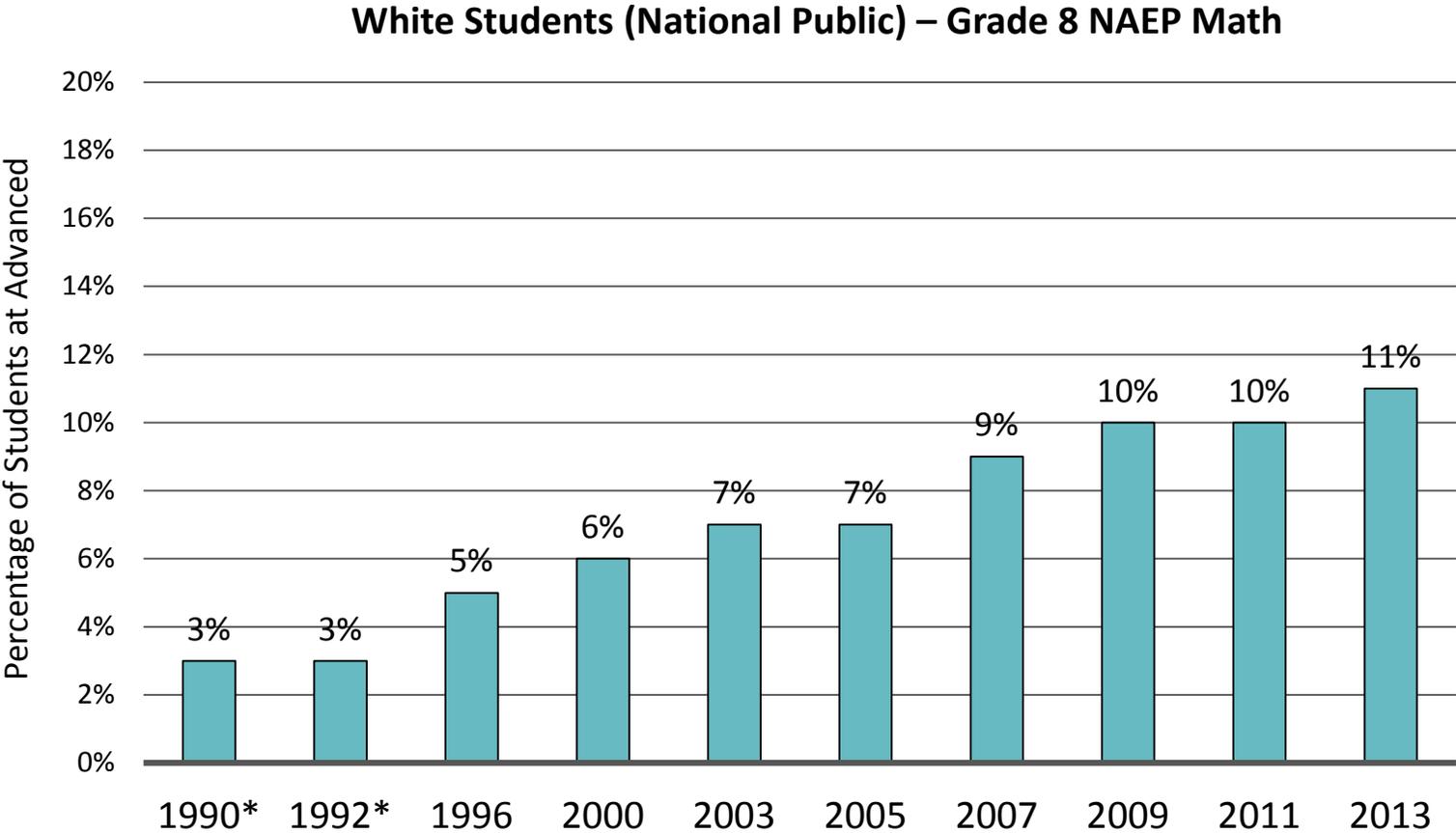


*Accommodations not permitted

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

At the same time, though...

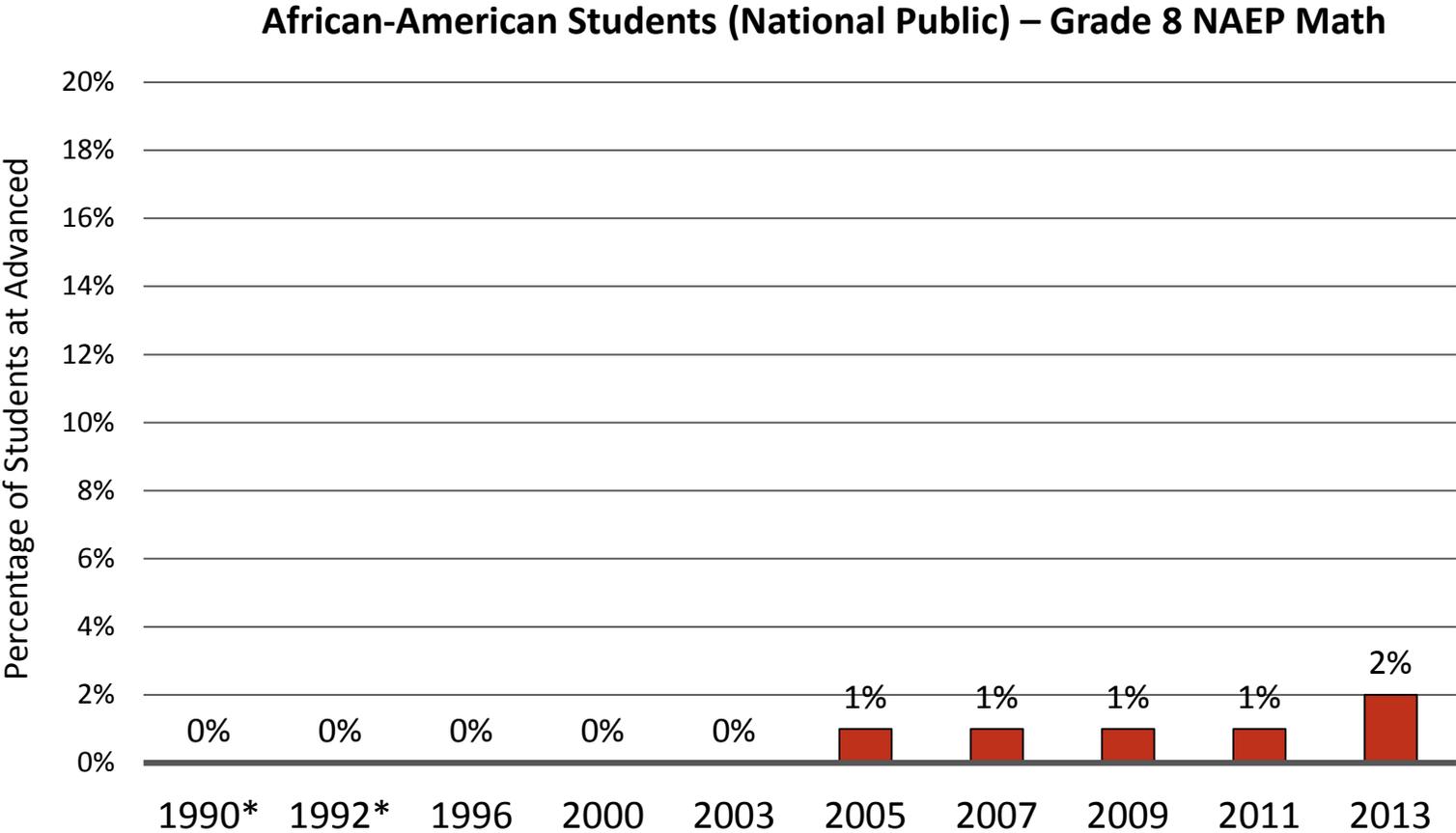
Percentage Advanced Over Time



*Accommodations not permitted

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

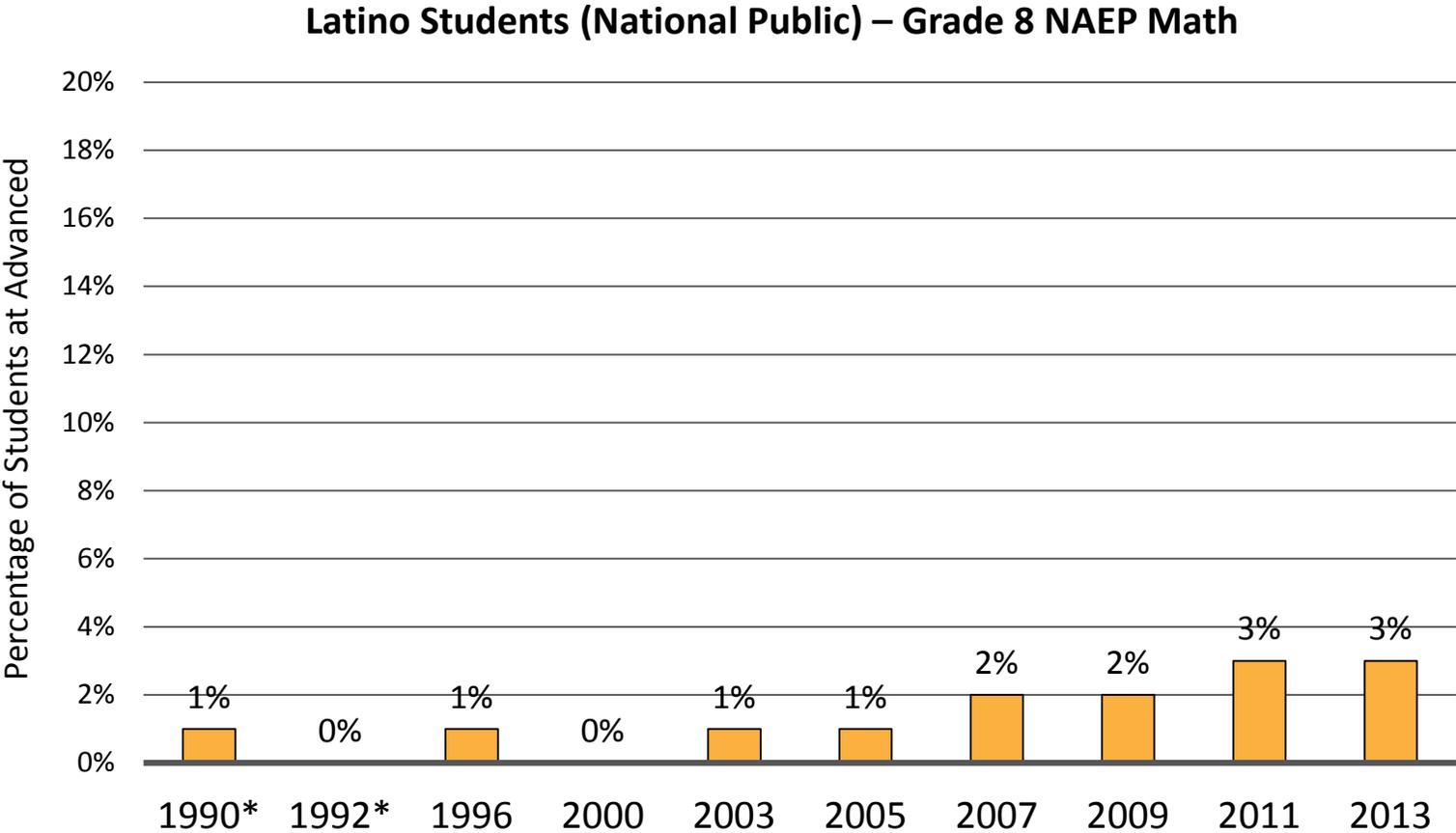
Percentage Advanced Over Time



*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.

5. Accountability systems that set stretch goals for every group of children put leverage behind change-oriented leaders.

Just as low standards undermine good teachers—who know that that level of work is not good enough—weak accountability systems undermine good leaders.

Those of you outside of schools, do the educators inside them—and certainly their students—no favors if you explain away poor performance instead of pressing for more.

You taught the country that in the 1990's, when your growth—especially for low-income children and children of color—led the nation, especially in math.

Please don't forget that lesson now.

**Download this presentation on
our website**

www.edtrust.org



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