RAISING ACHIEVEMENT AND CLOSING GAPS BETWEEN GROUPS:

Lessons from Schools and Districts on the Performance Frontier

The Education Trust

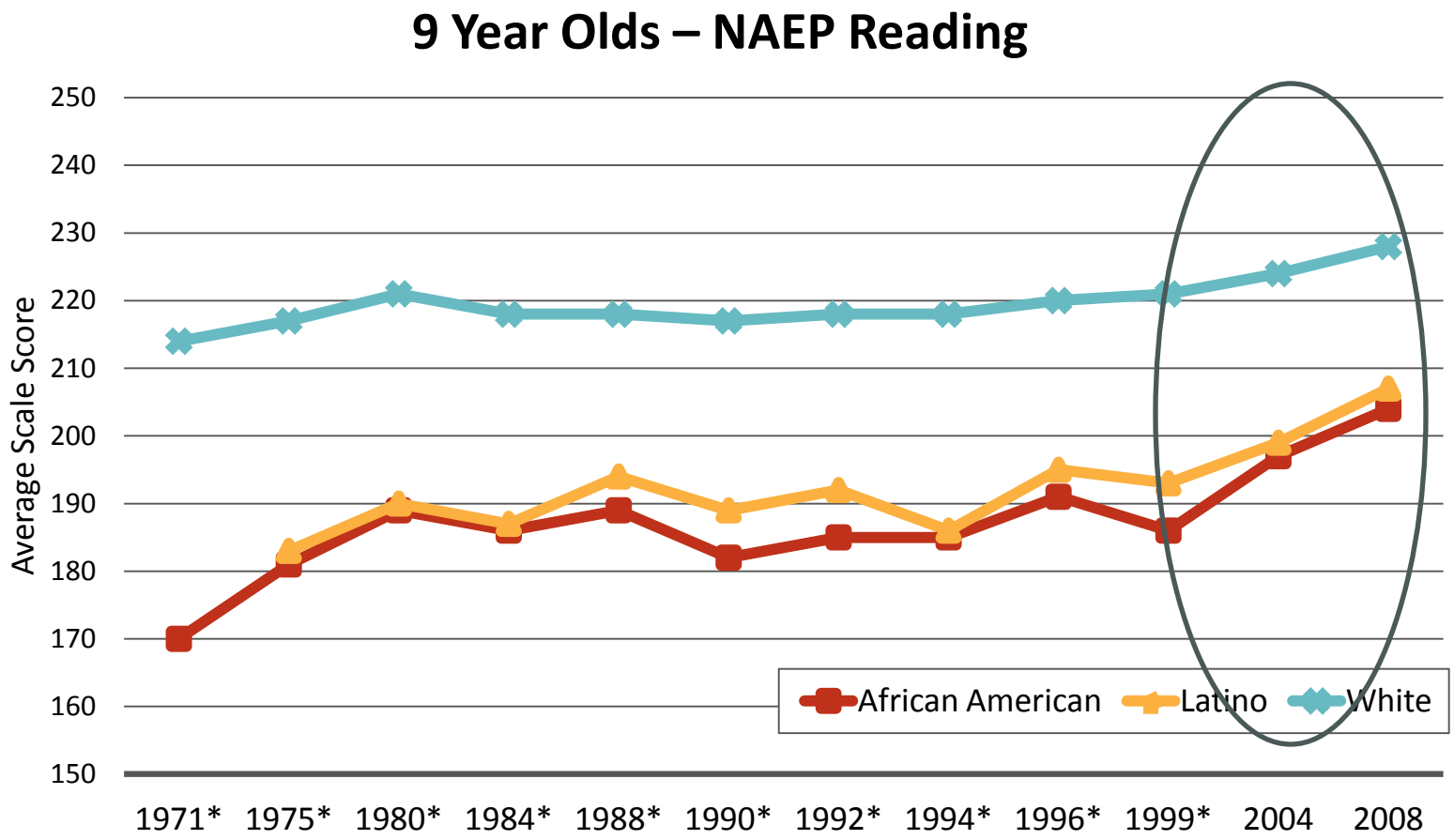
Mayor's Education Summit

Anchorage, AK November, 2011

First, some good news.

After more than a decade of fairly flat achievement and stagnant or growing gaps, we appear to be turning the corner.

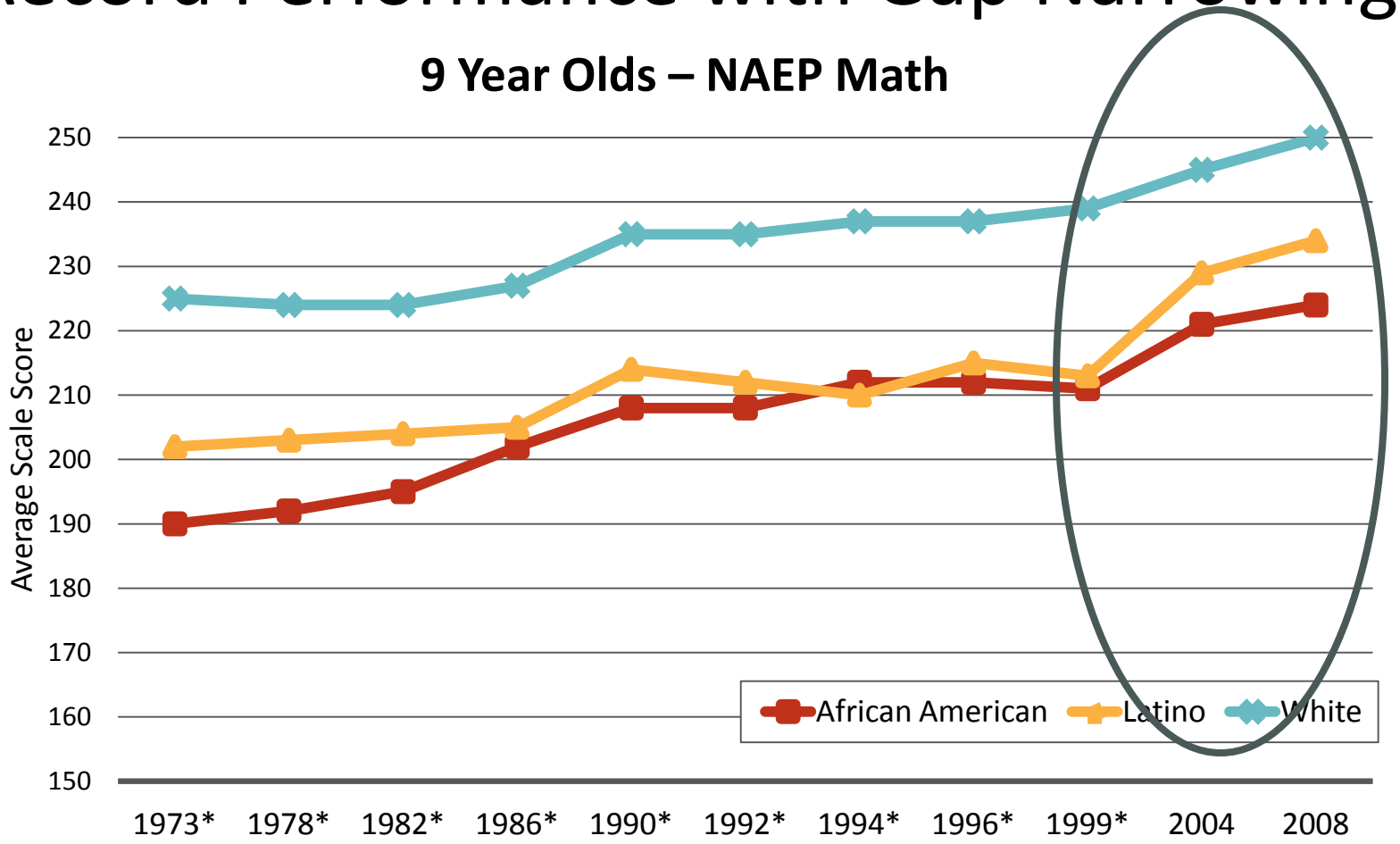
4th Grade Reading: Record Performance with Gap Narrowing



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

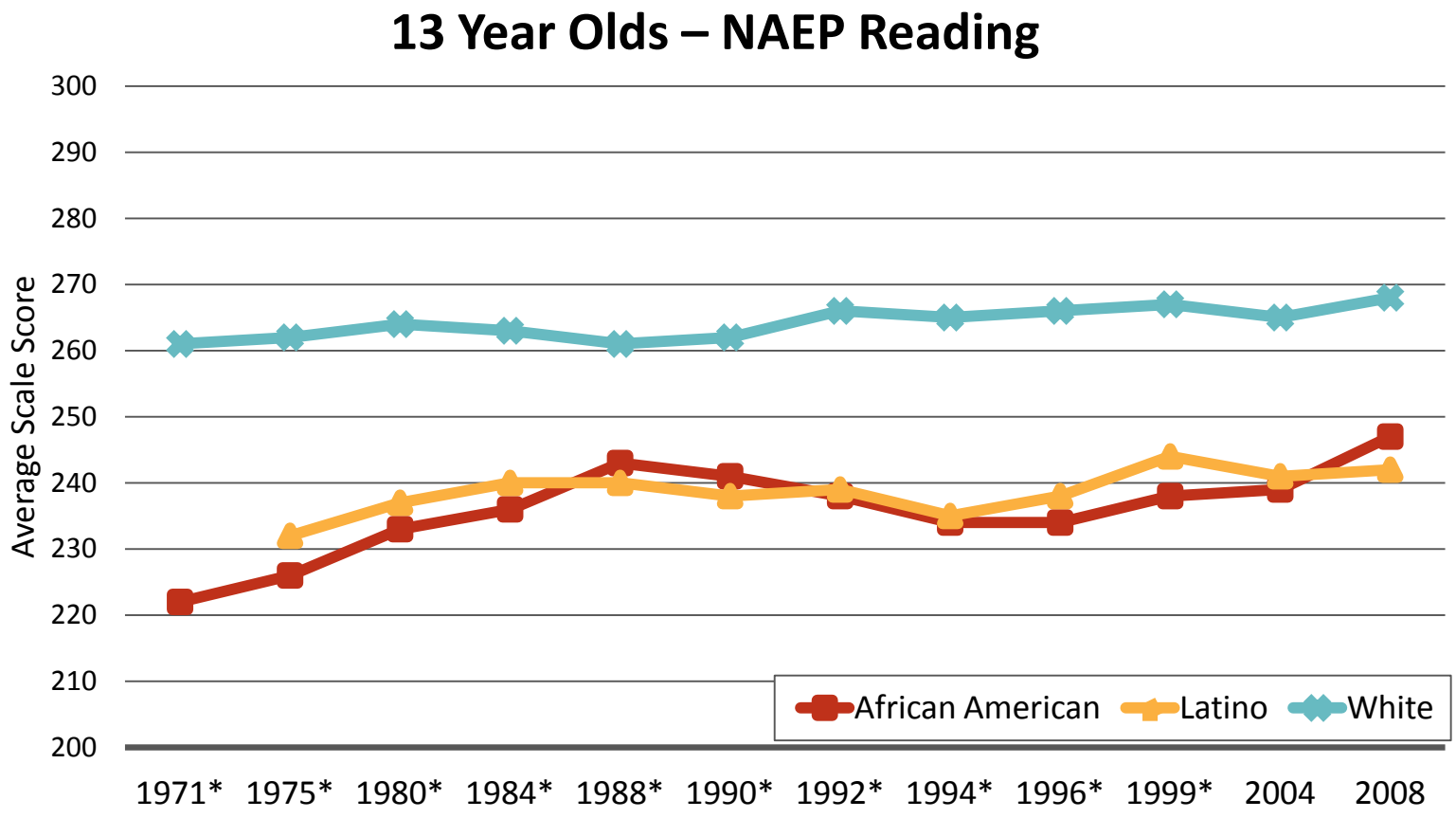
4th Grade Math: Record Performance with Gap Narrowing



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

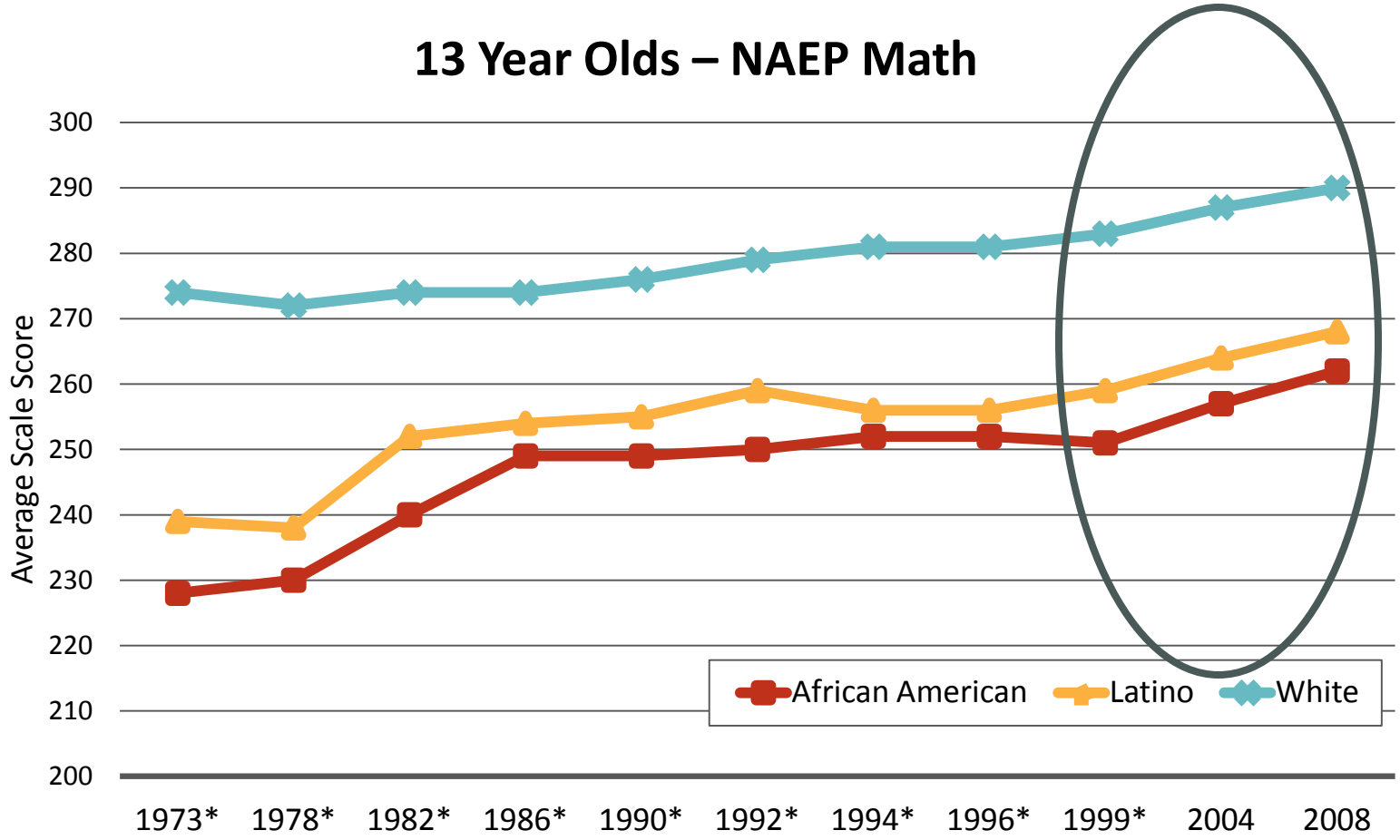
8th Grade Reading: Recent Gap Narrowing for Blacks, Less for Latinos



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

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

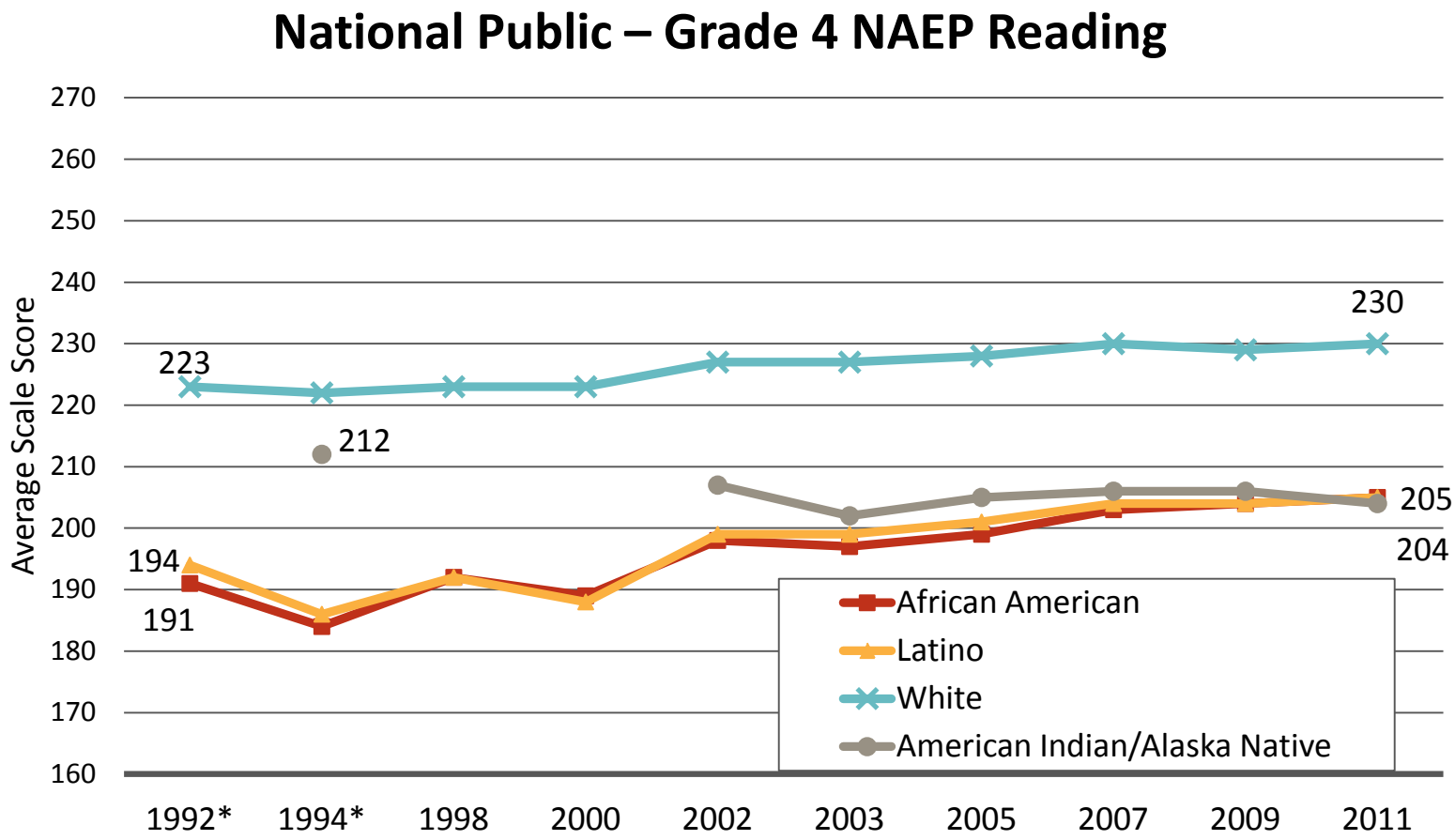


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

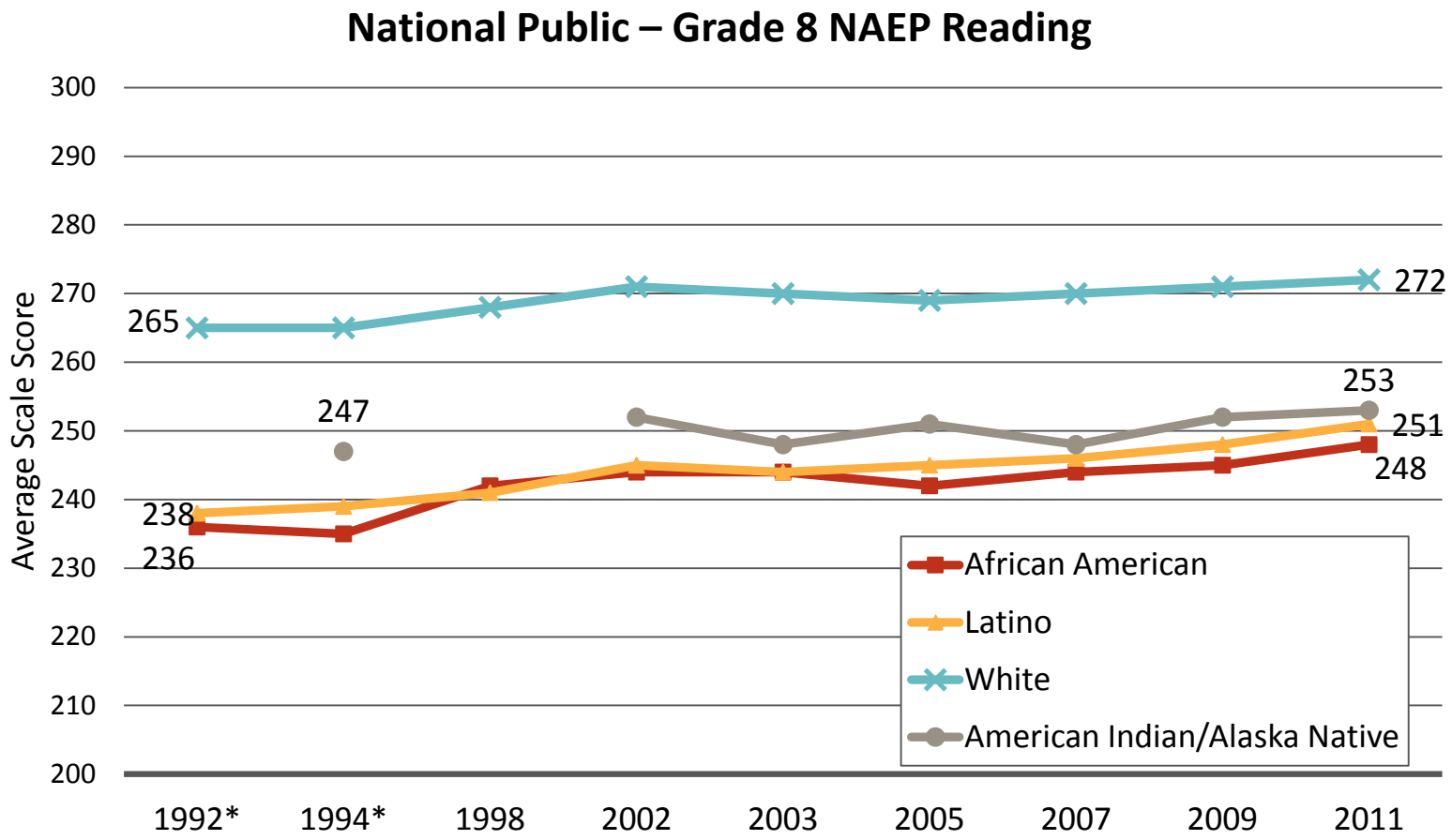
Same pattern on Main NAEP exams.

Some gap-closing over last decade



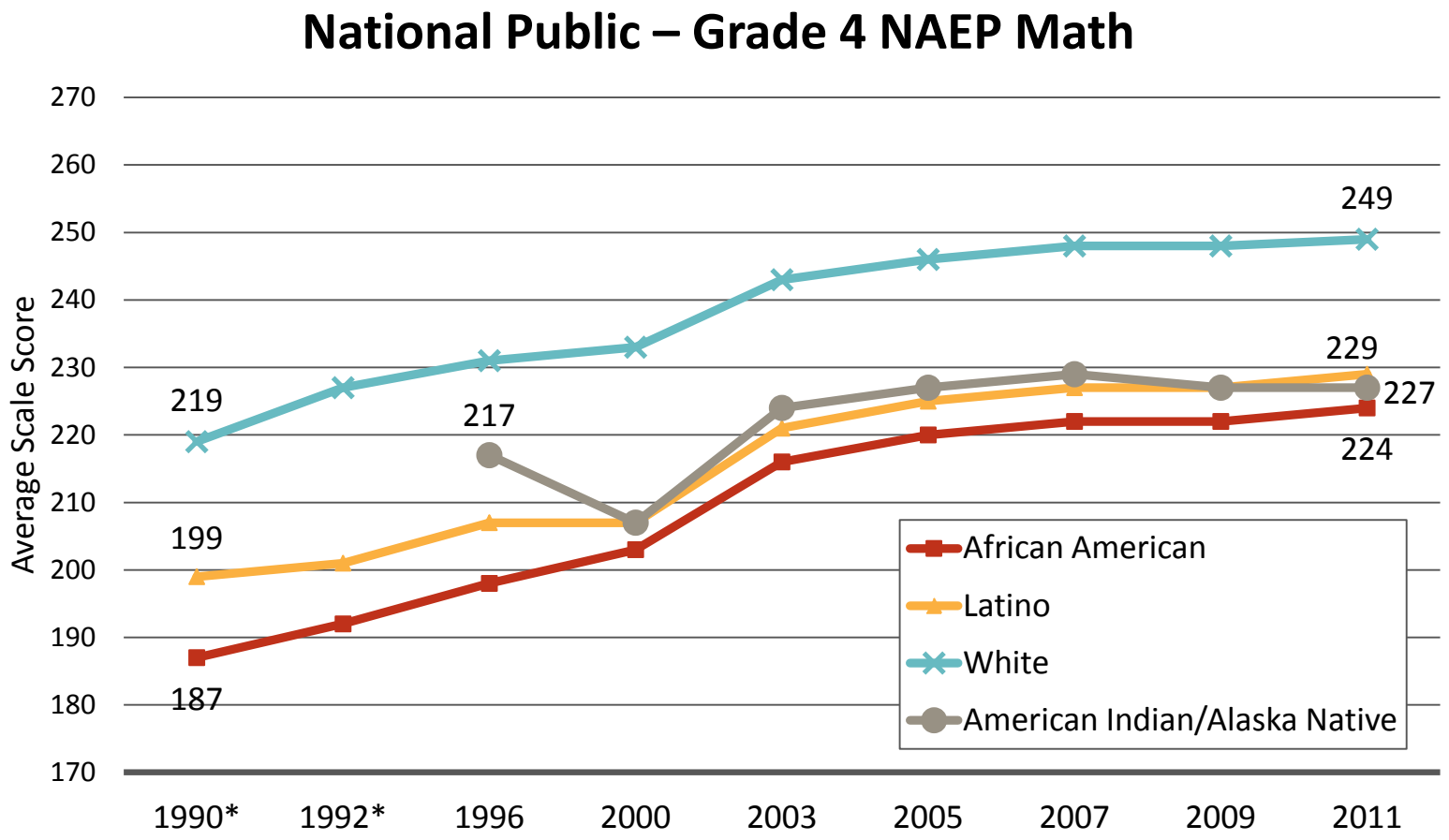
*Accommodations not permitted
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

Some gap closing over the last decade



*Accommodations not permitted
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 281)

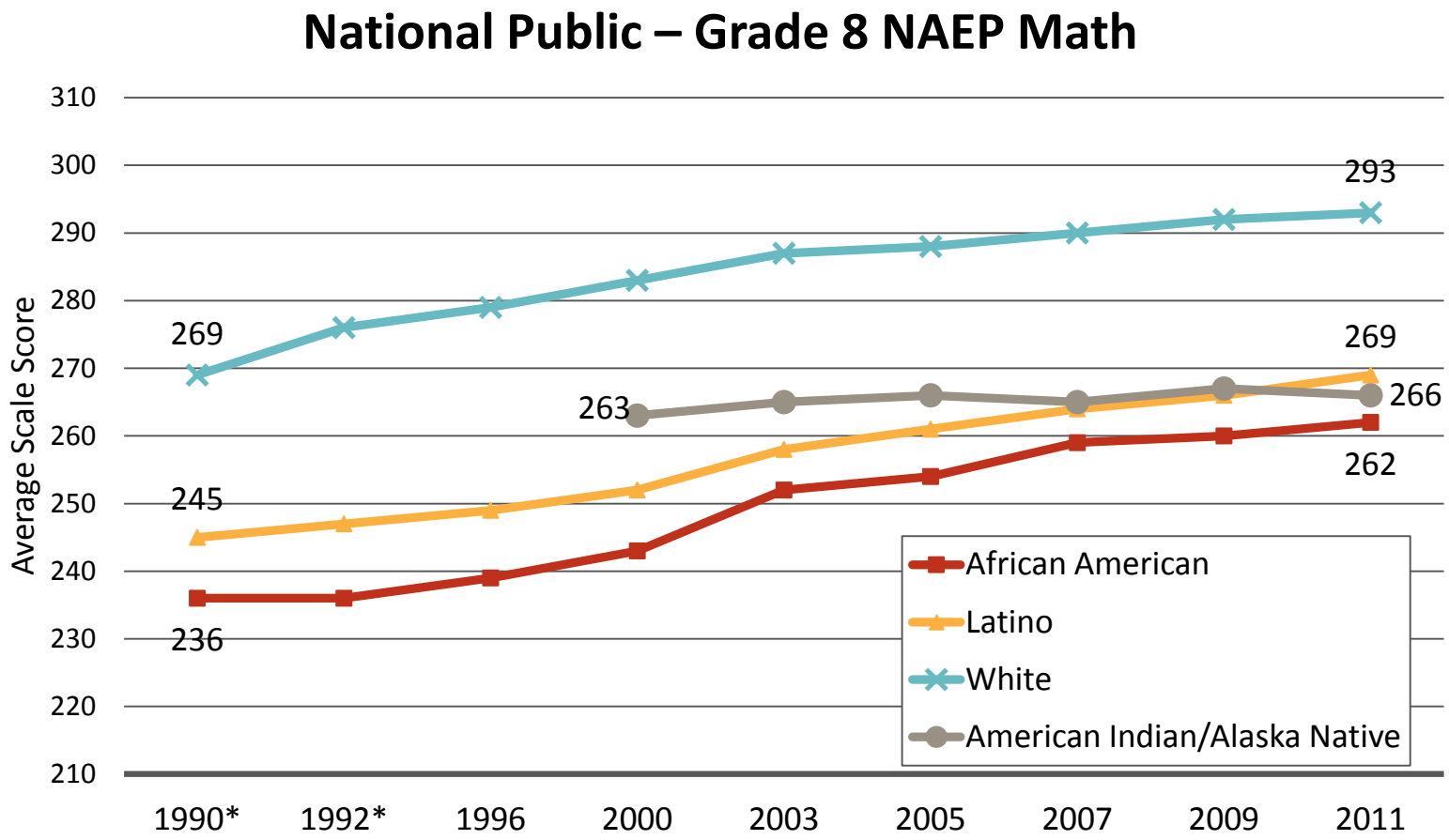
All groups have improved since 1990, but gaps between groups remain wide



*Accommodations not permitted

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

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



*Accommodations not permitted

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

Bottom Line:

When we really focus on something, we make progress!

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

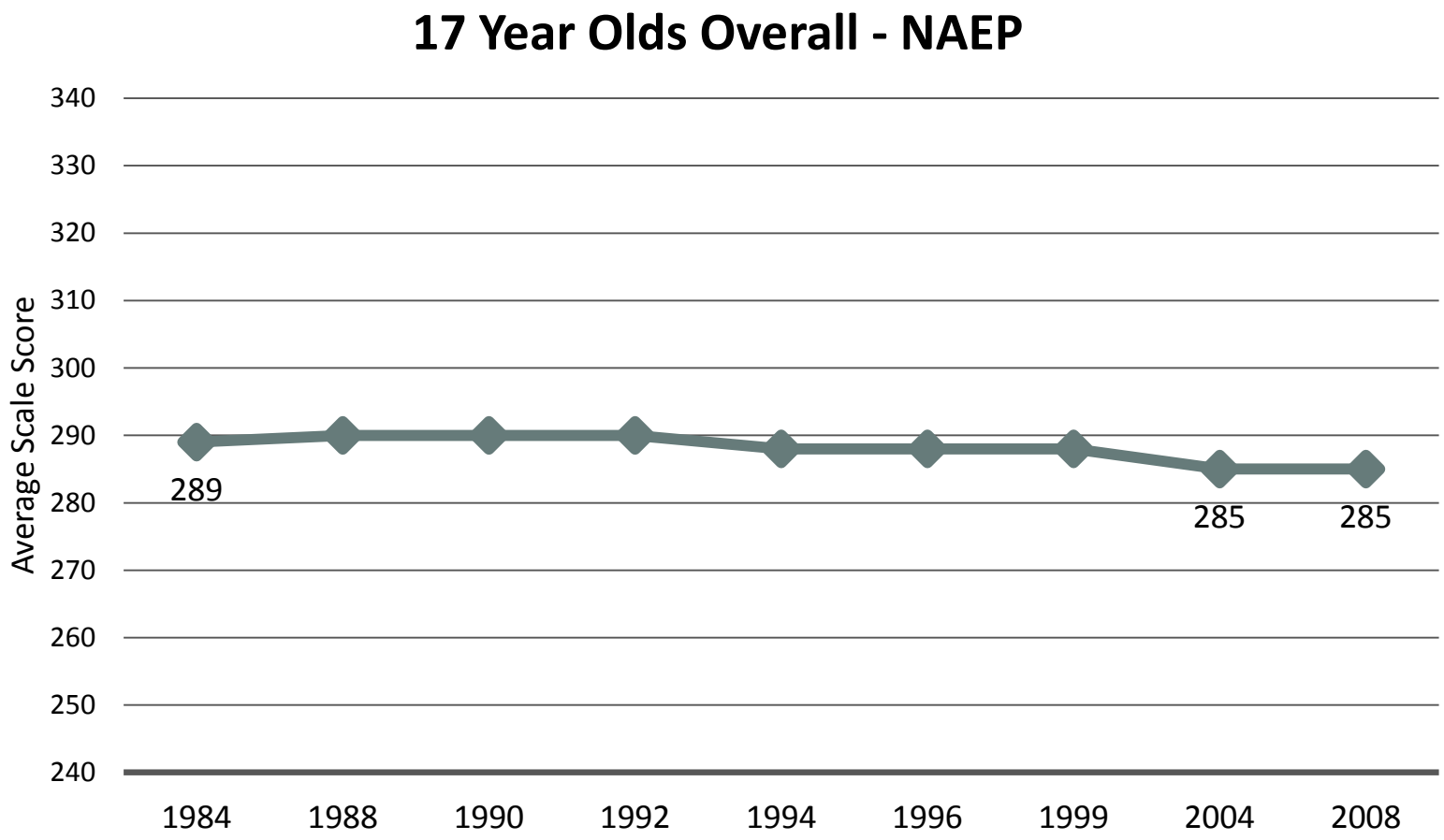
Too many youngsters still enter high school way behind.

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

The same is NOT true

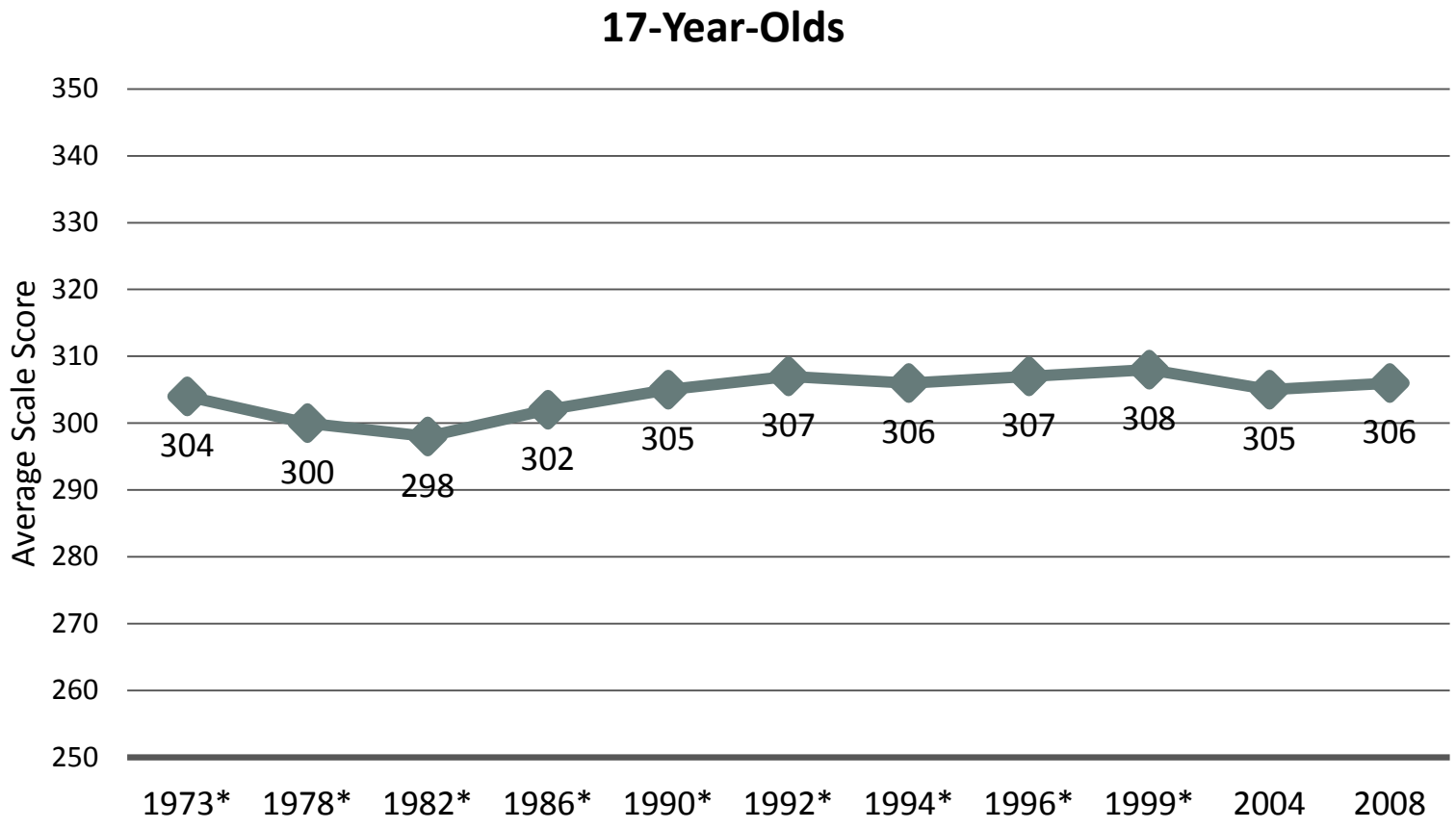
of our high schools.

Achievement Flat in Reading



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

Math achievement flat over time

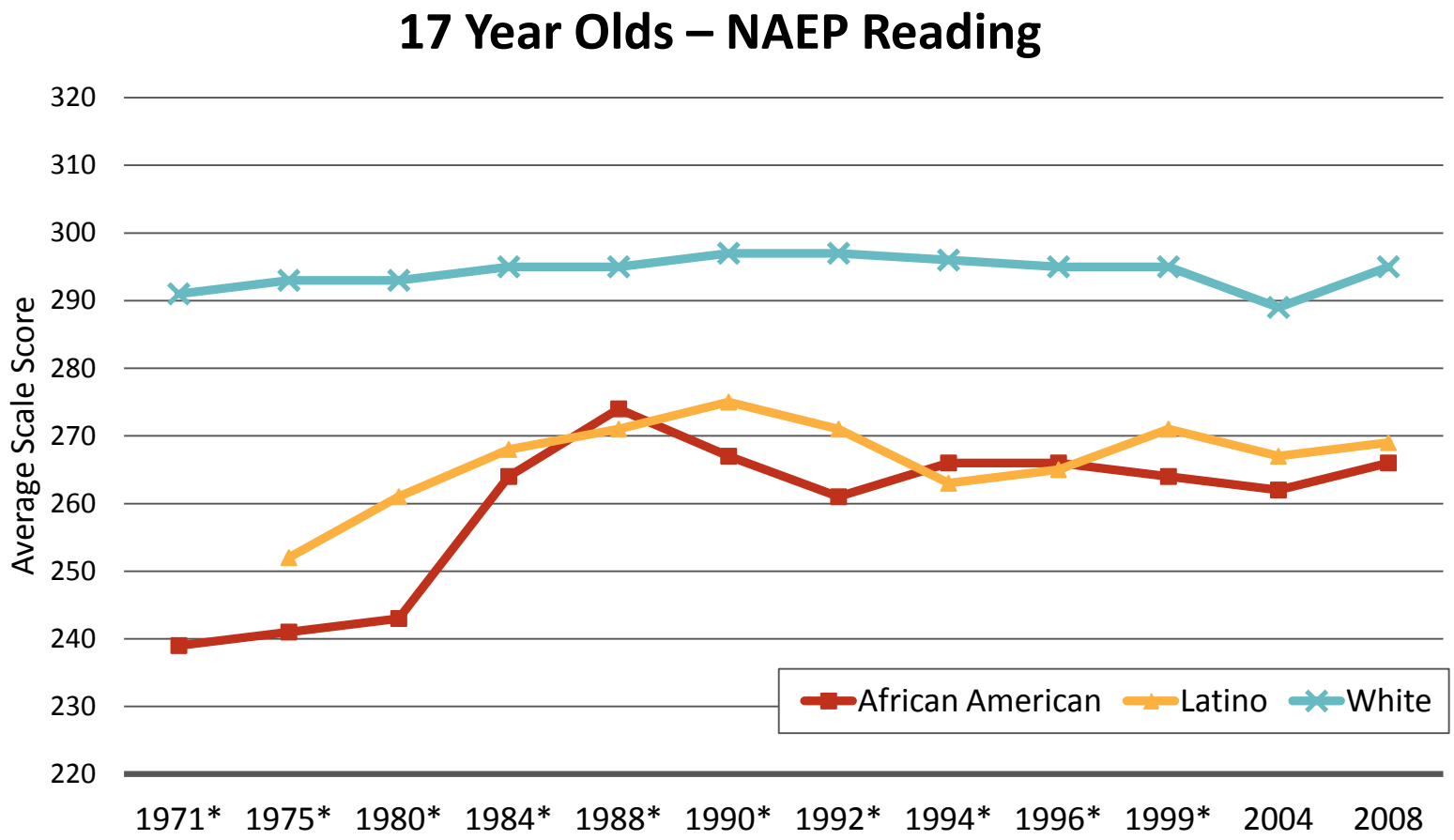


* Denotes previous assessment format

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

Gaps between groups are mostly wider today than in late eighties, early nineties

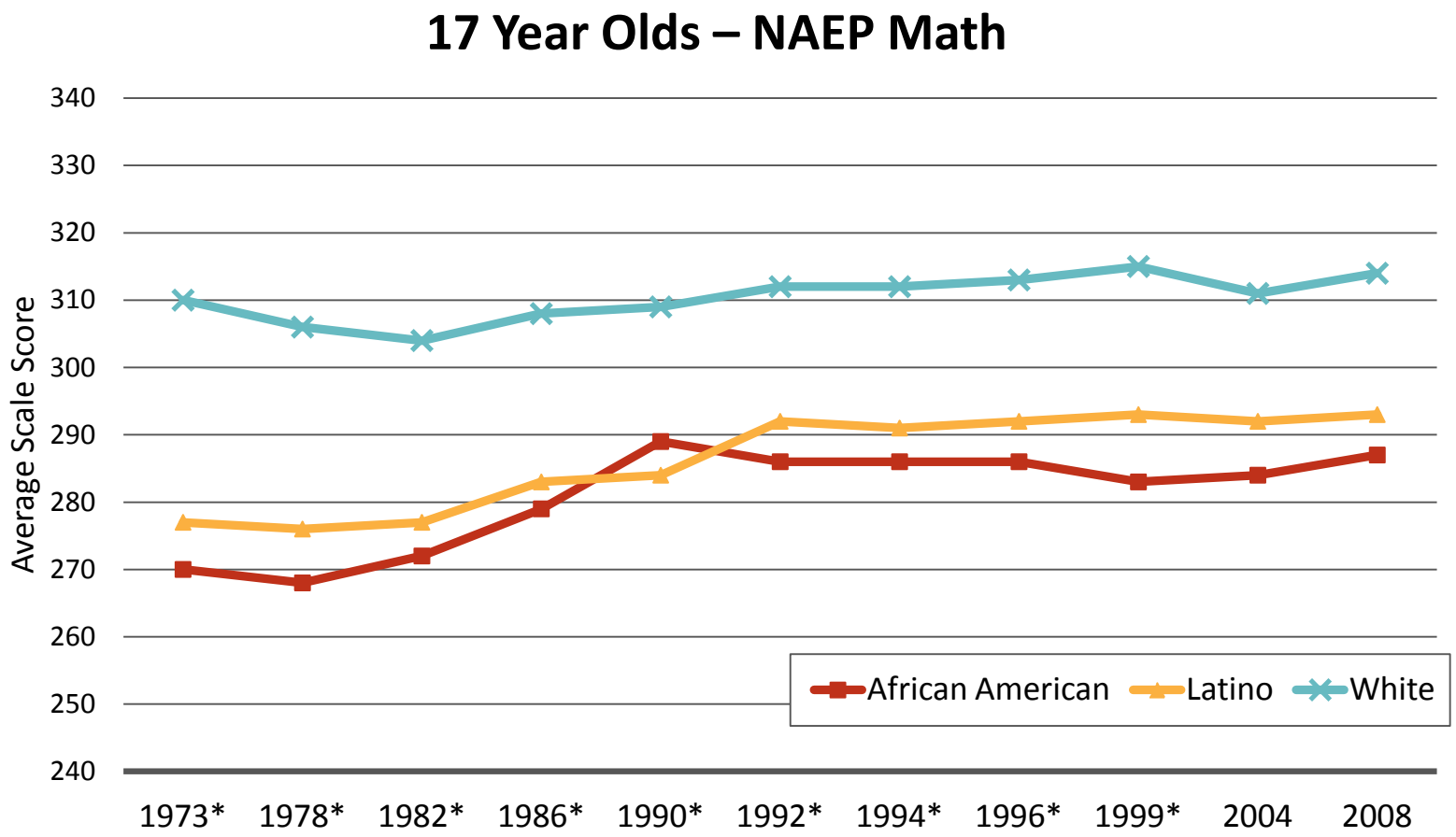
12th Grade Reading: No Progress, Gaps Wider than 1988



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

12 Grade Math: Results Mostly Flat Gaps Same or Widening

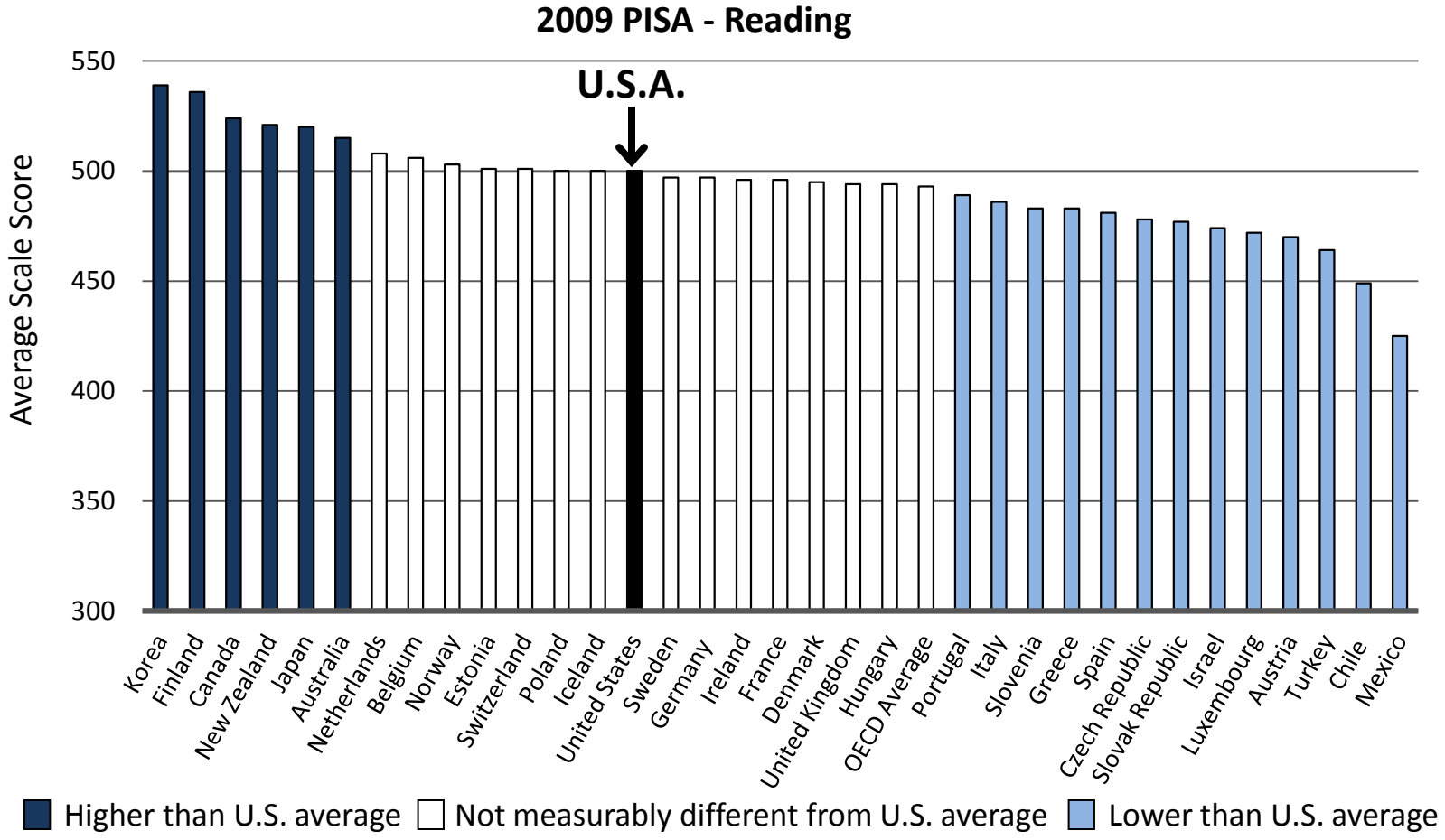


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

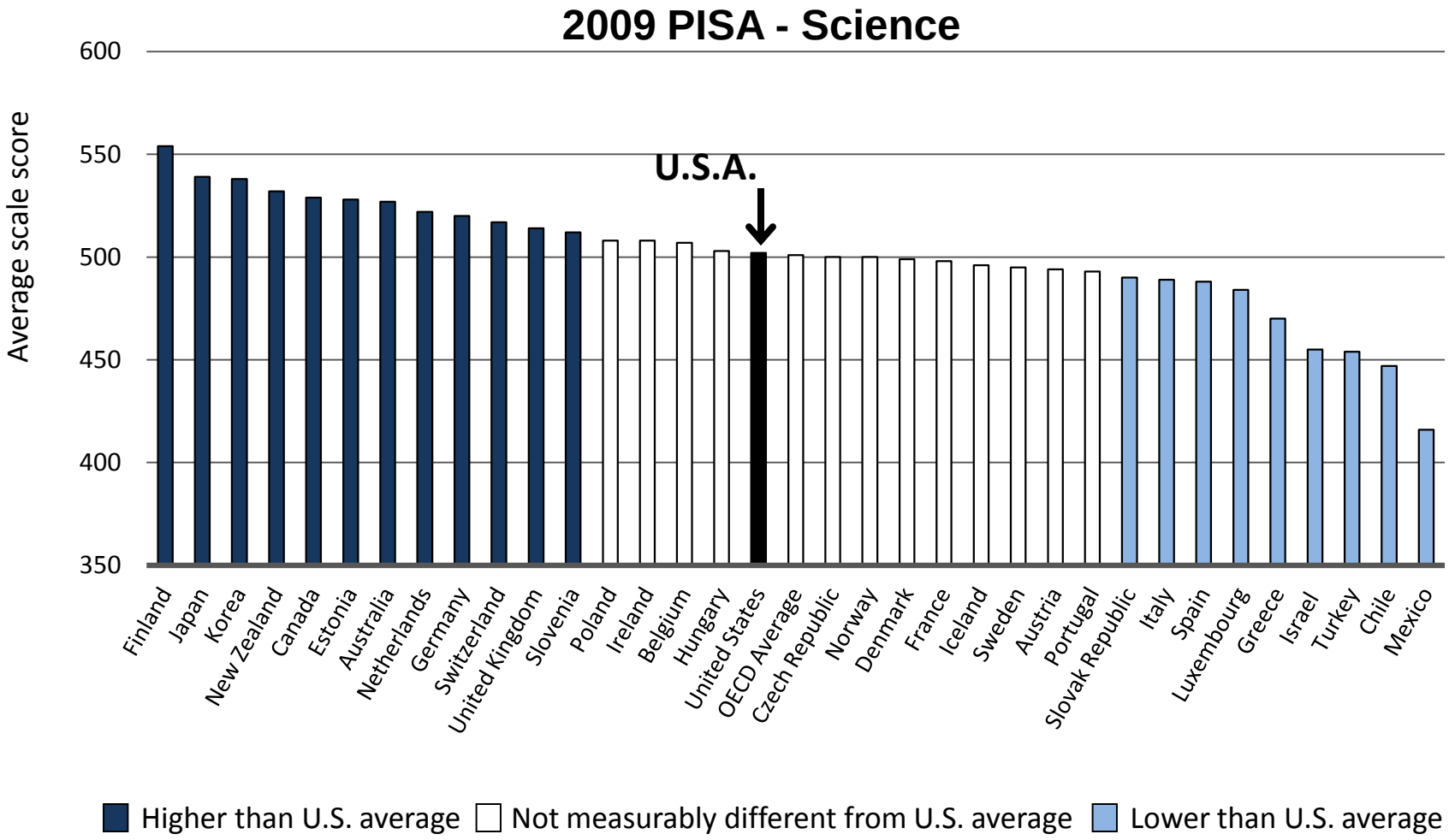
And no matter how you cut the data, our students aren't doing well compared to their peers in other countries.

Of 34 OECD Countries, U.S.A. Ranks 12th in Reading Literacy



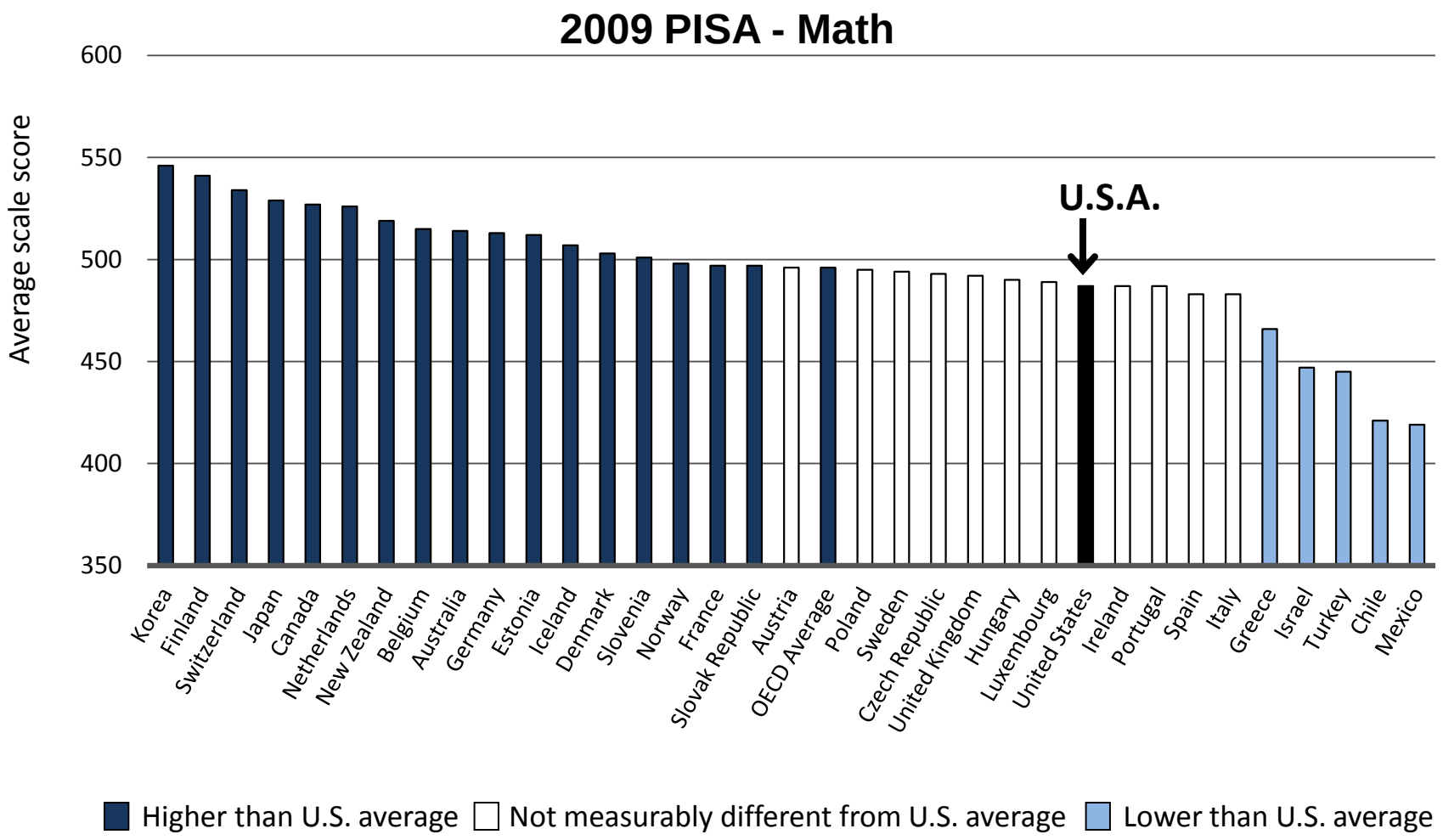
Source: "Highlights from PISA 2009," NCES, 2010

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



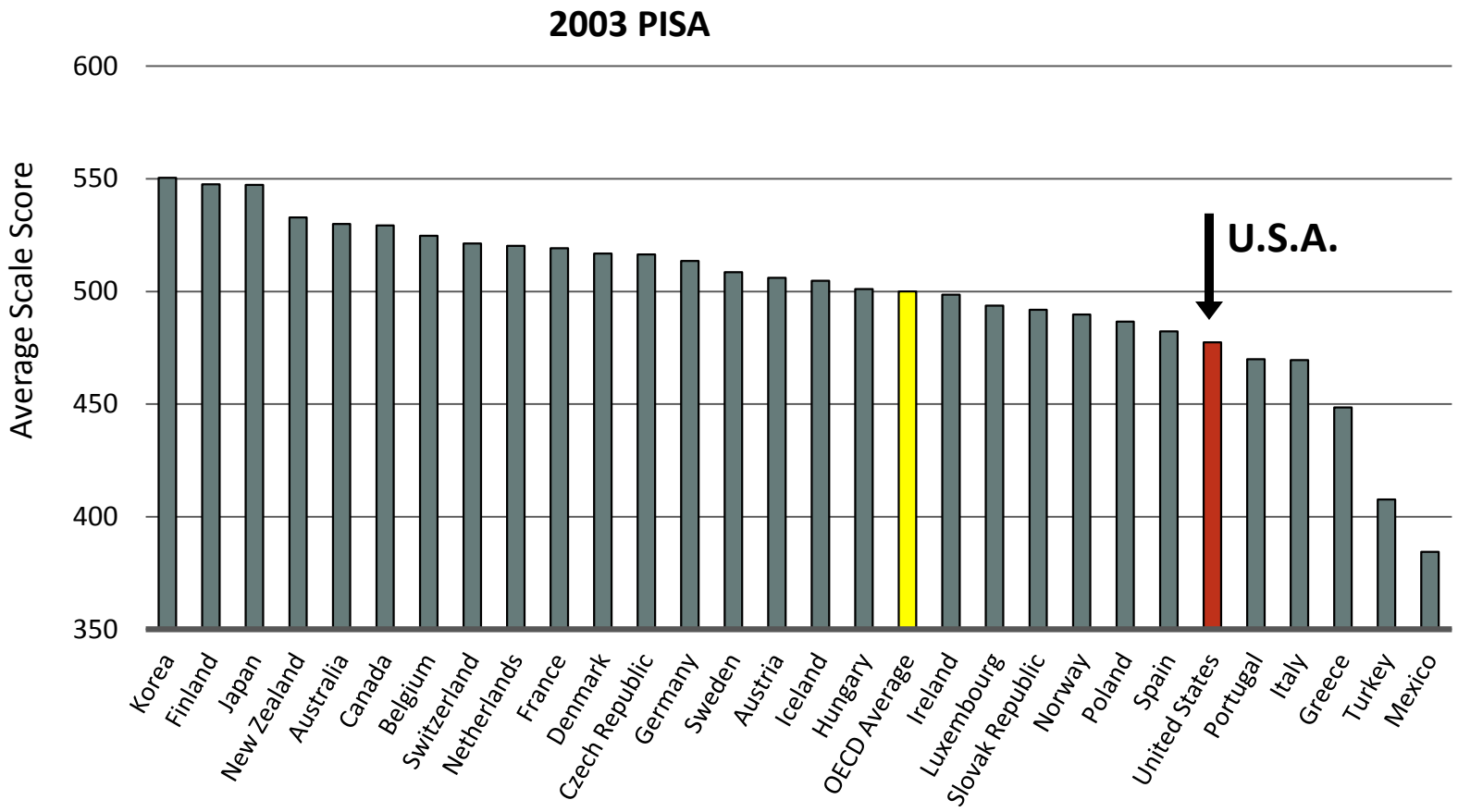
Source: "Highlights from PISA 2009," NCES, 2010

Of 34 OECD Countries, U.S.A. Ranks 25th in Math



Source: "Highlights from PISA 2009," NCES, 2010

U.S.A. Ranks 24th Out of 29 OECD Countries in Problem-Solving



Source: PISA 2003 Results, OECD

Only place we rank high?

Inequality.

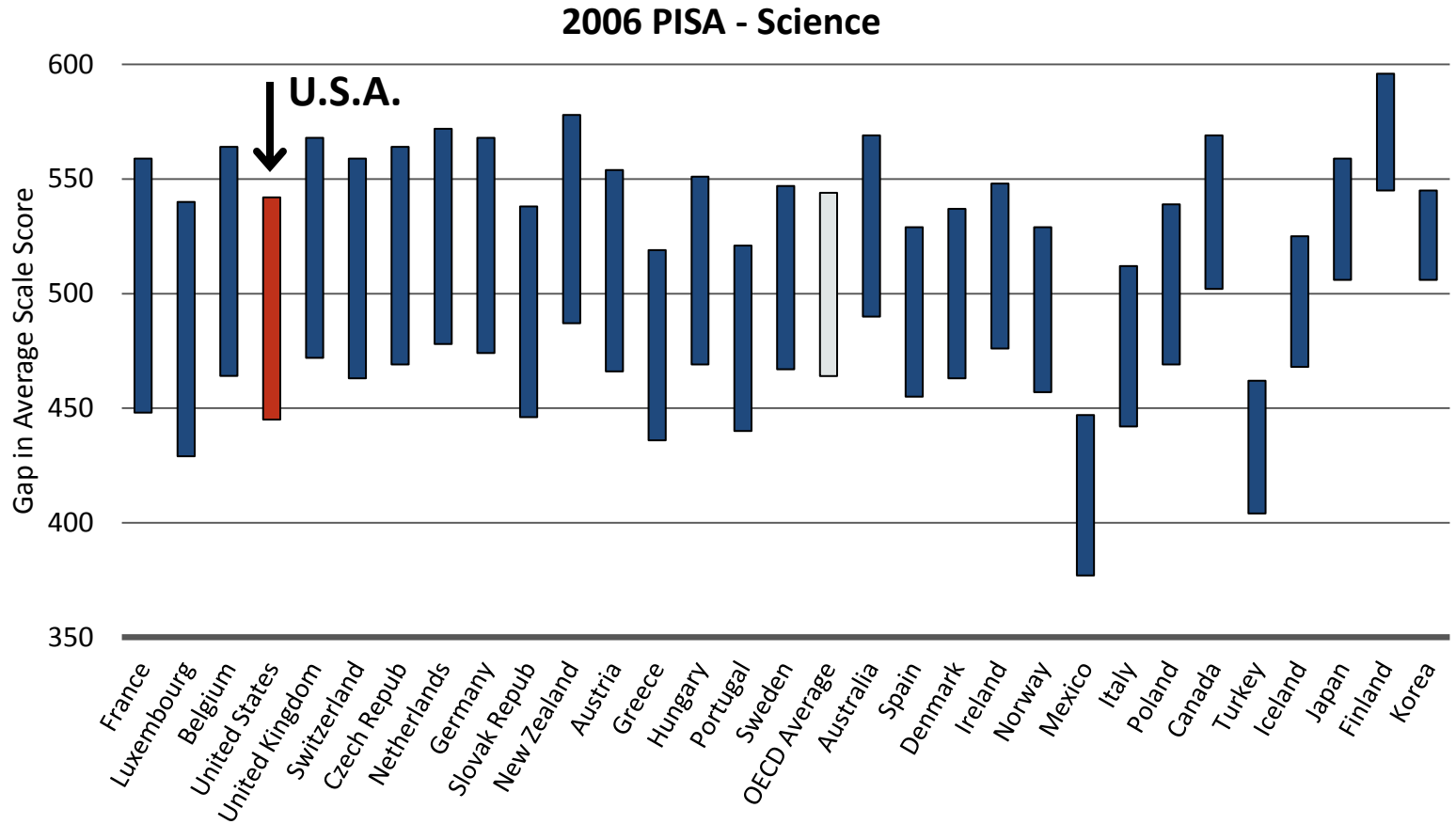
PISA 2003: Gaps in Performance Of U.S.15 Year-Olds Are Among the Largest of OECD Countries

	Rank in Performance Gaps Between Highest and Lowest Achieving Students *
Mathematical Literacy	**8th**
Problem Solving	**6th**

***Of 29 OECD countries, based on scores of students at the 5th and 95th percentiles.**

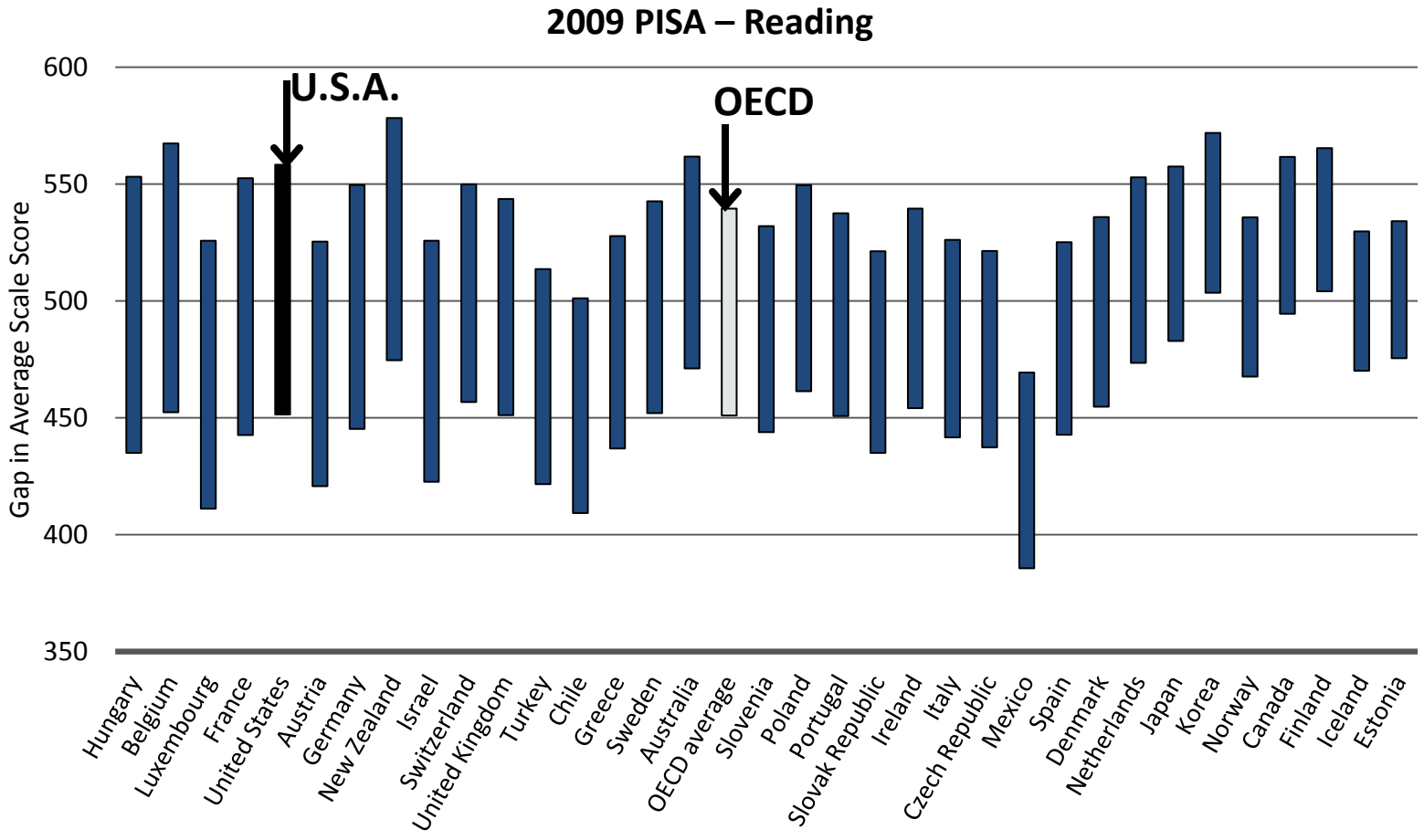
Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at http://www.oecd.org/

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

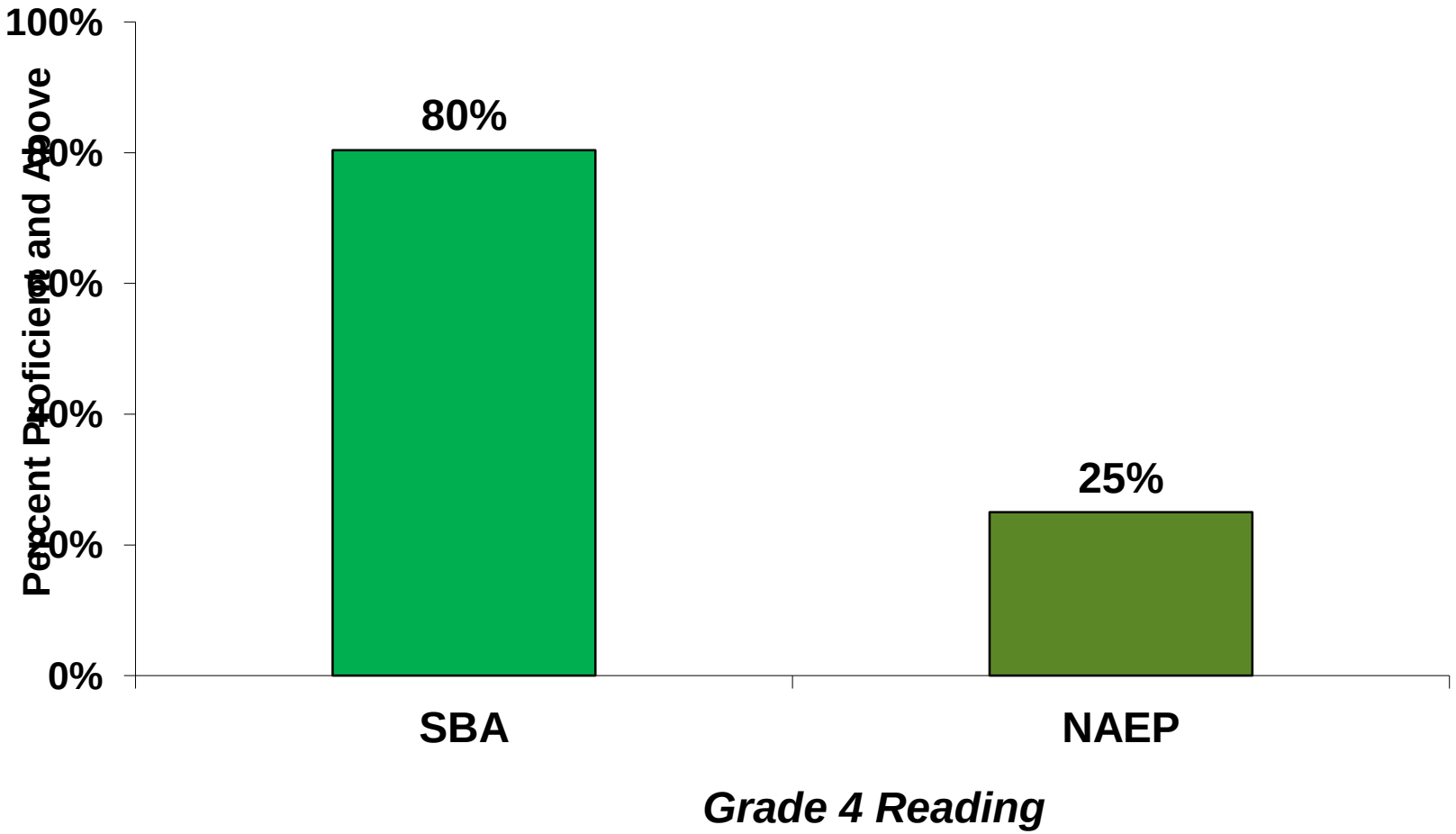


Source: PISA 2009 Results, OECD, Table II.3.1

How does Alaska fit in this context?

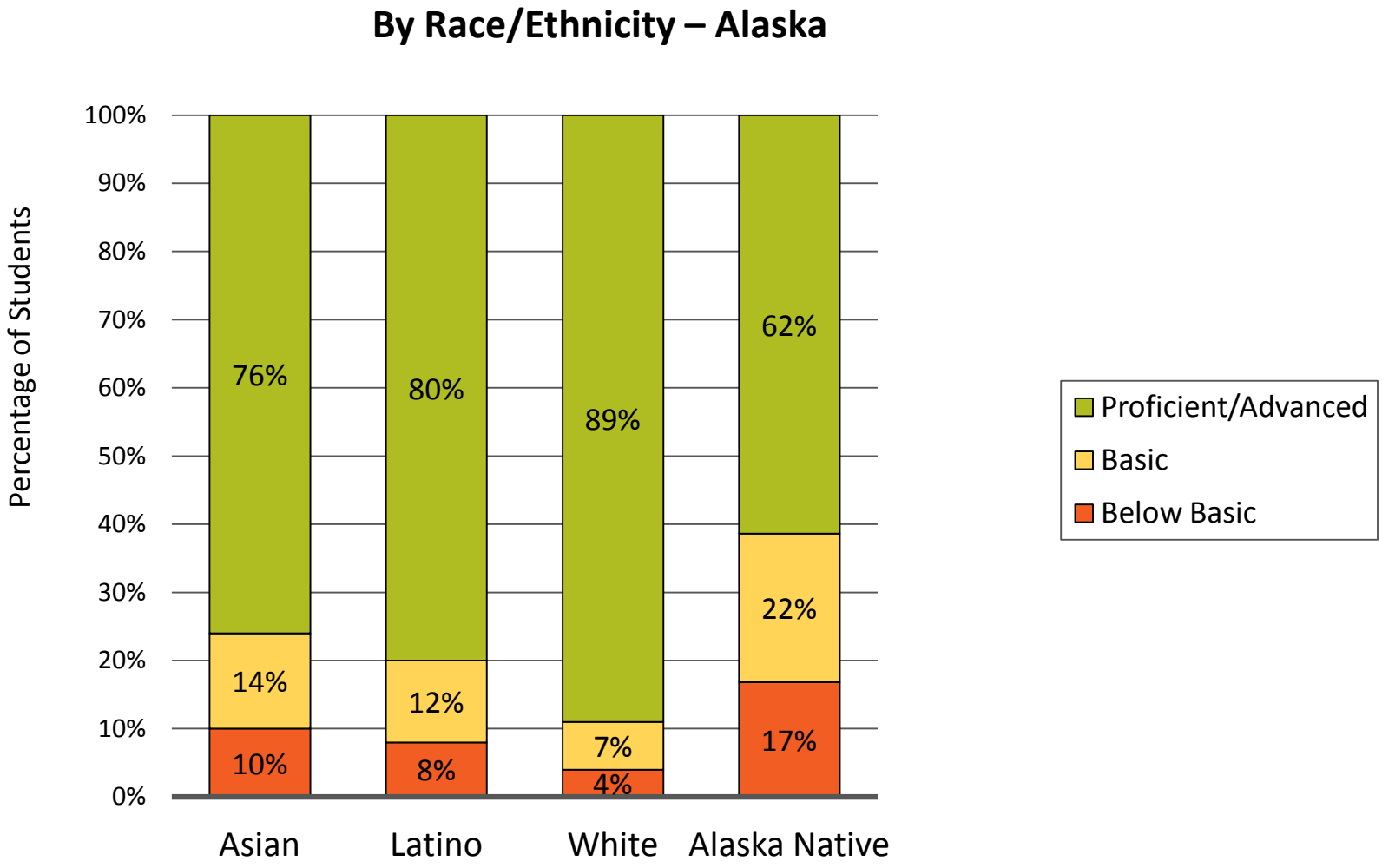
4th Grade Reading

Alaska: Student Performance on State Exams vs. National Assessment
Grade 4 Reading 2010, 11



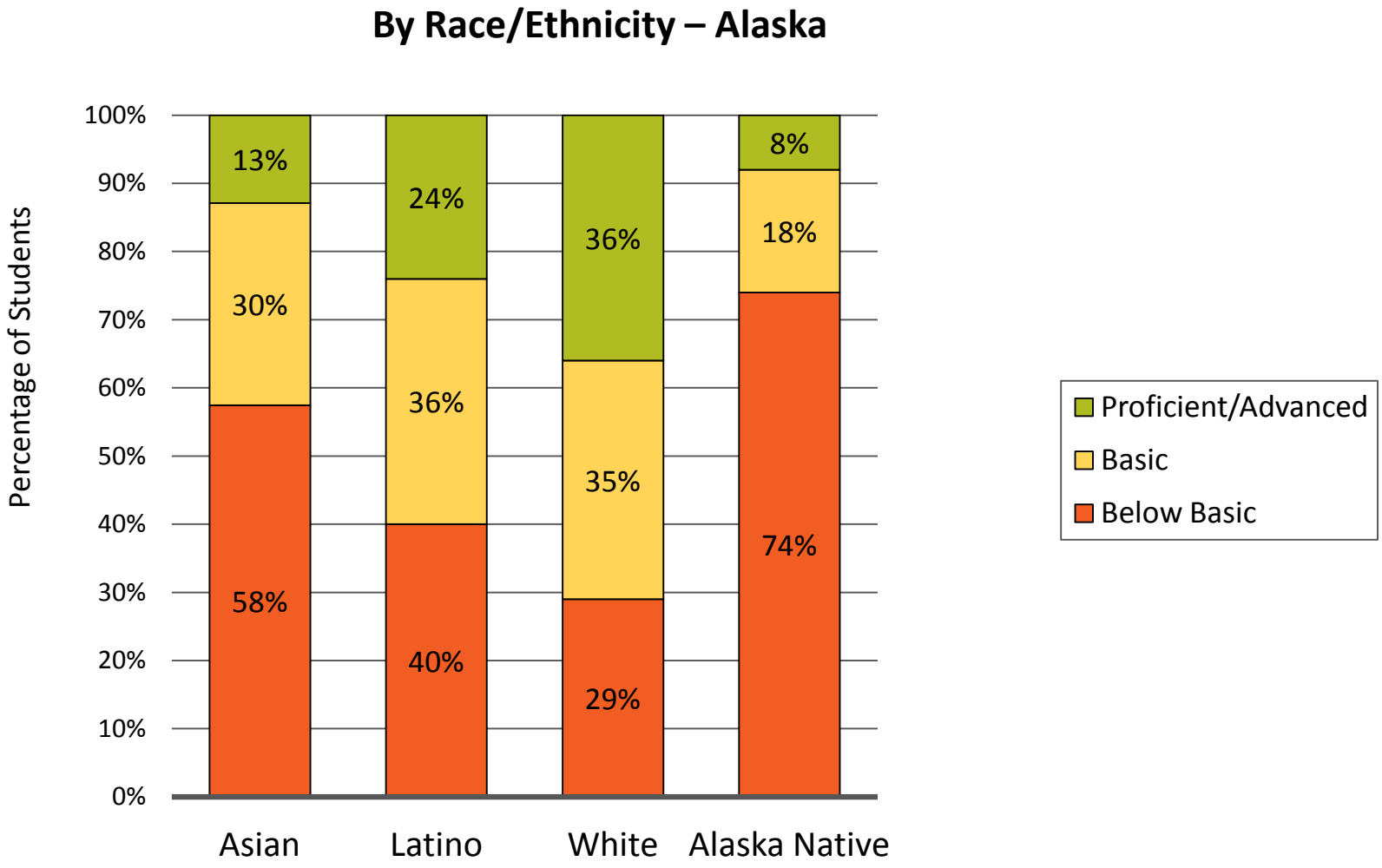
Source: Alaska Department of Education and NAEP Data Explorer

2010 SBA Grade 4 Reading



Source: NAEP Data Explorer, NCES

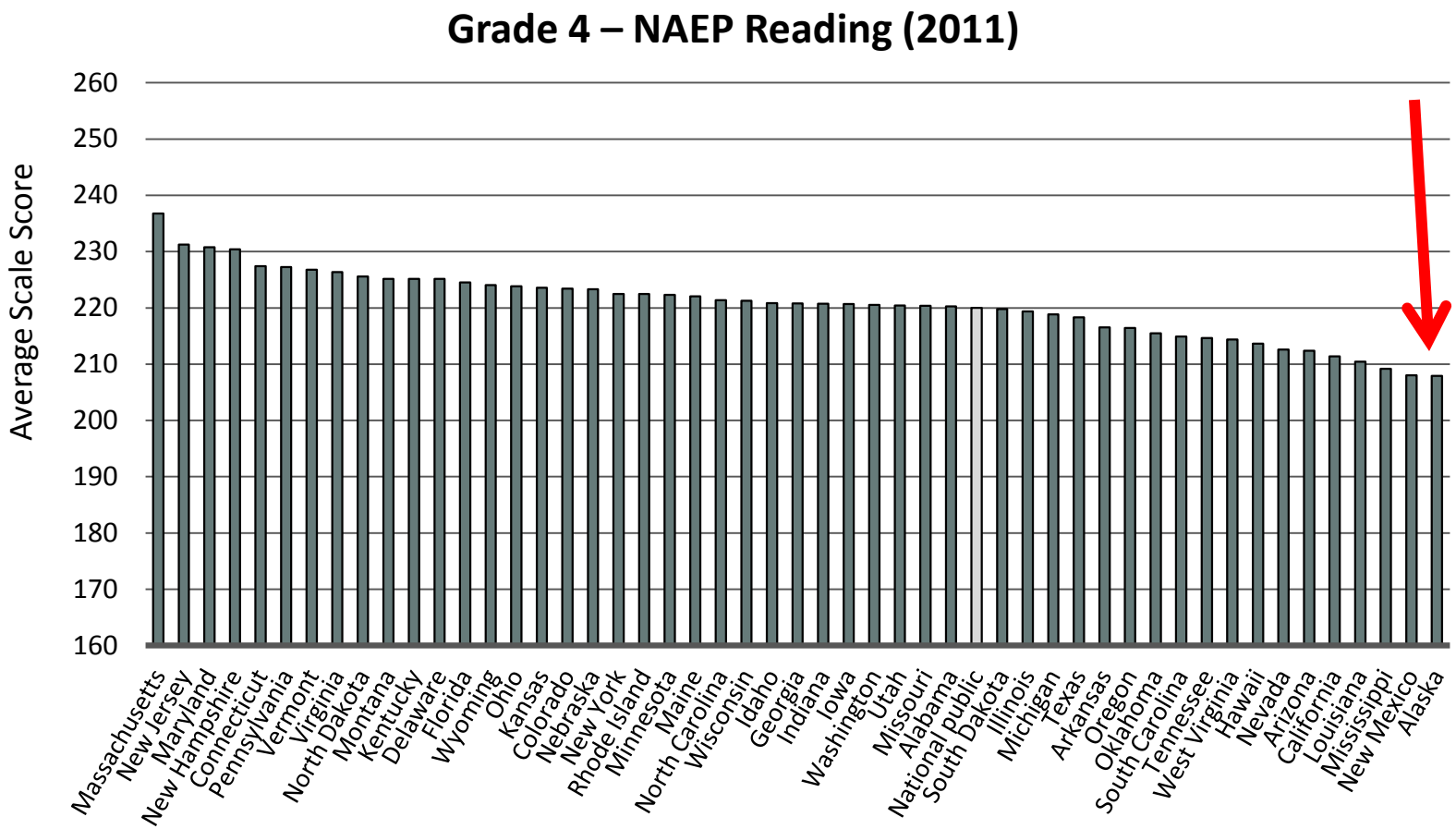
2011 NAEP Grade 4 Reading



Source: NAEP Data Explorer, NCES

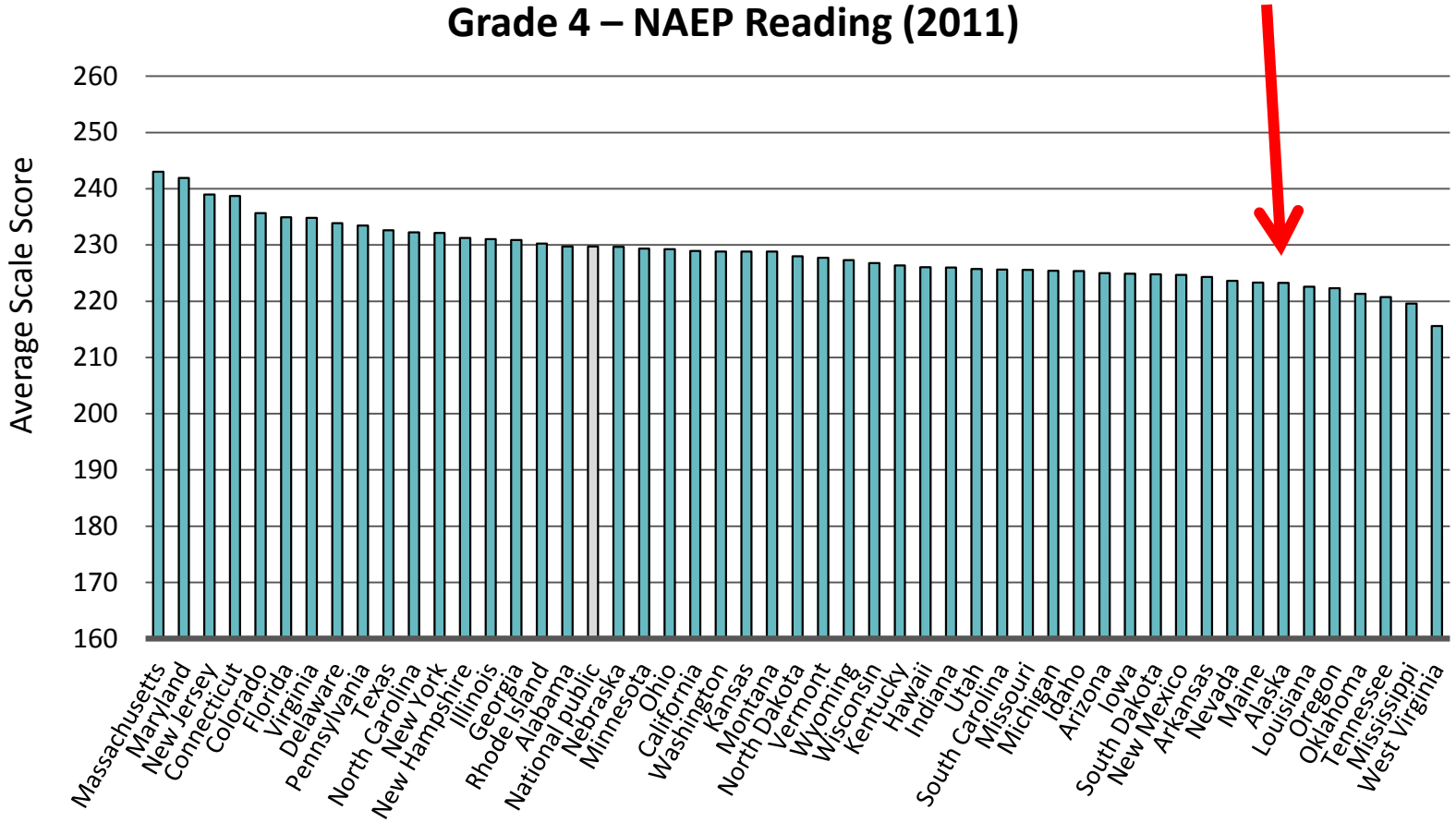
Compared with other states?

Scale Scores by State – All Students



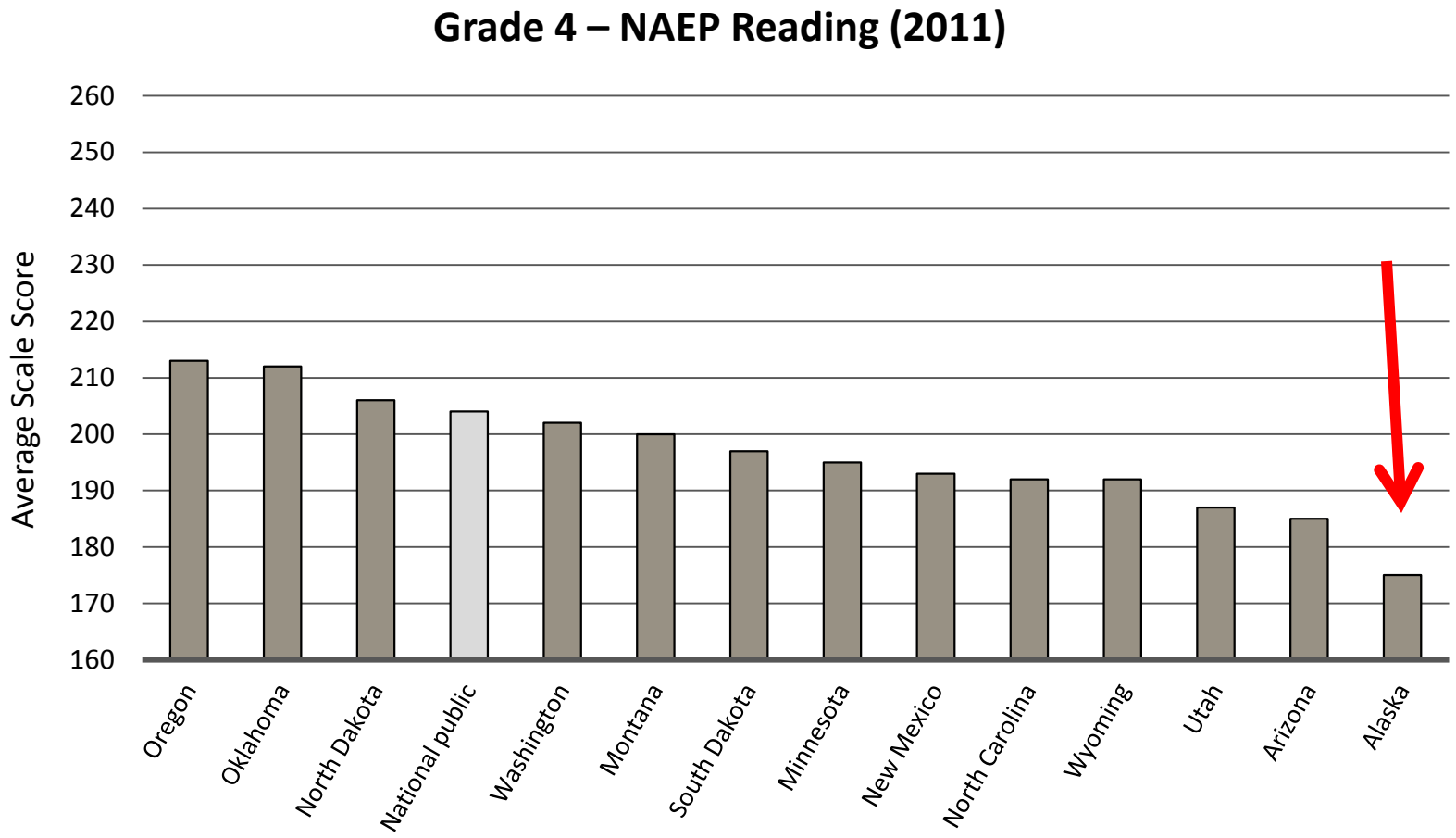
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

Scale Scores by State – White Students



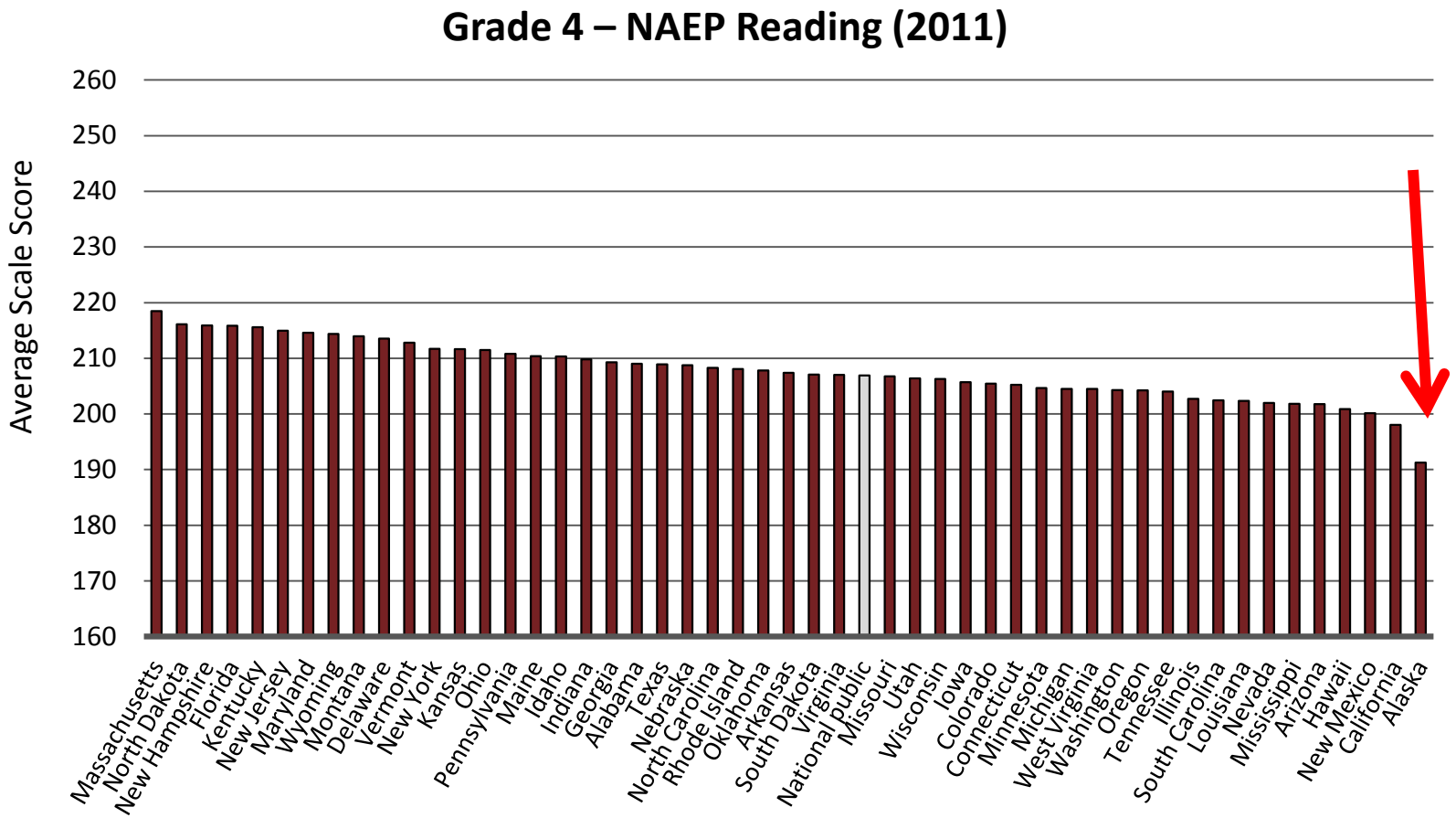
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

Scale Scores by State – American Indian/Alaska Native Students



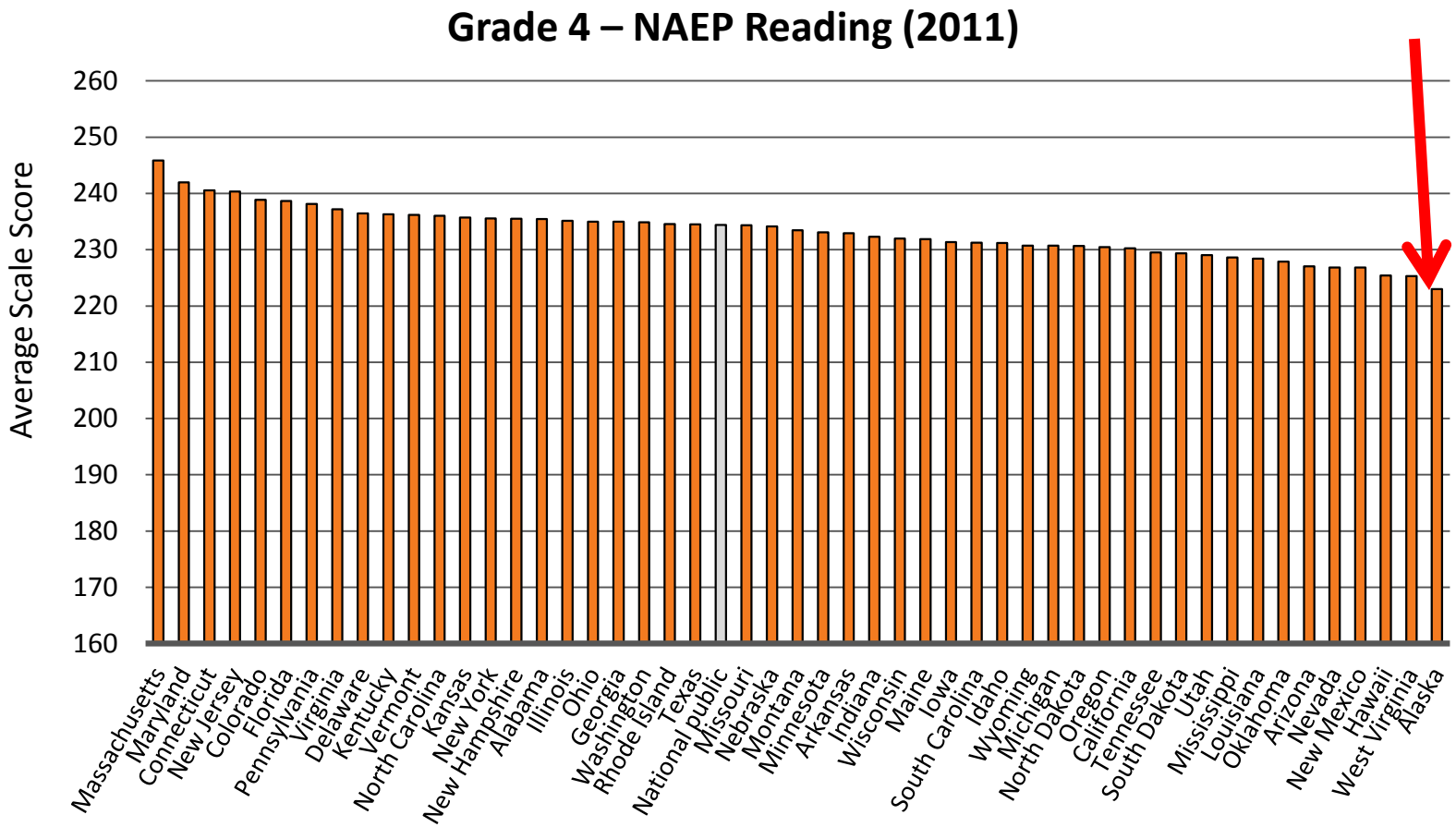
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)

Scale Scores by State – Low-Income Students



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

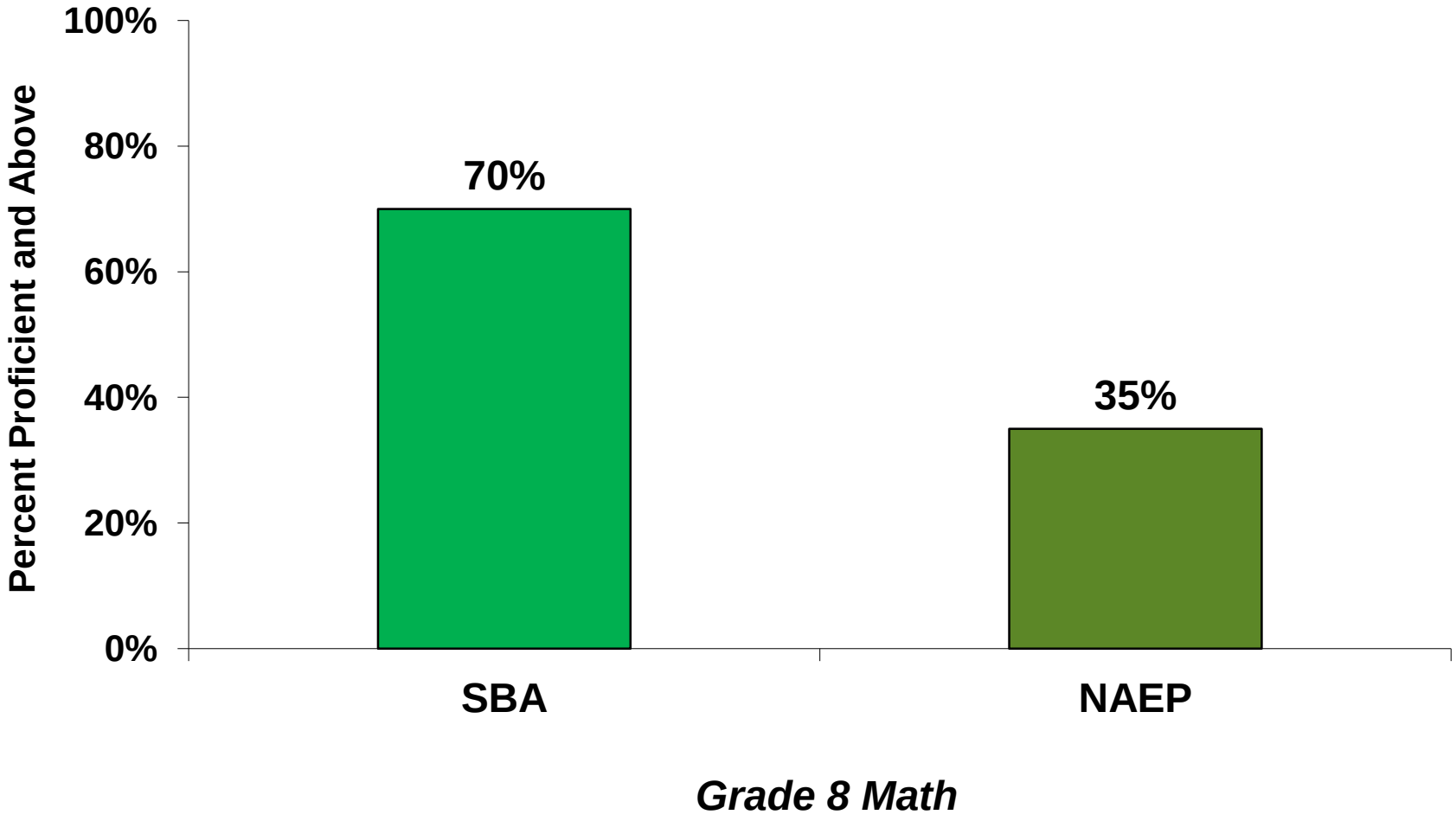
Scale Scores by State – Higher Income Students



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

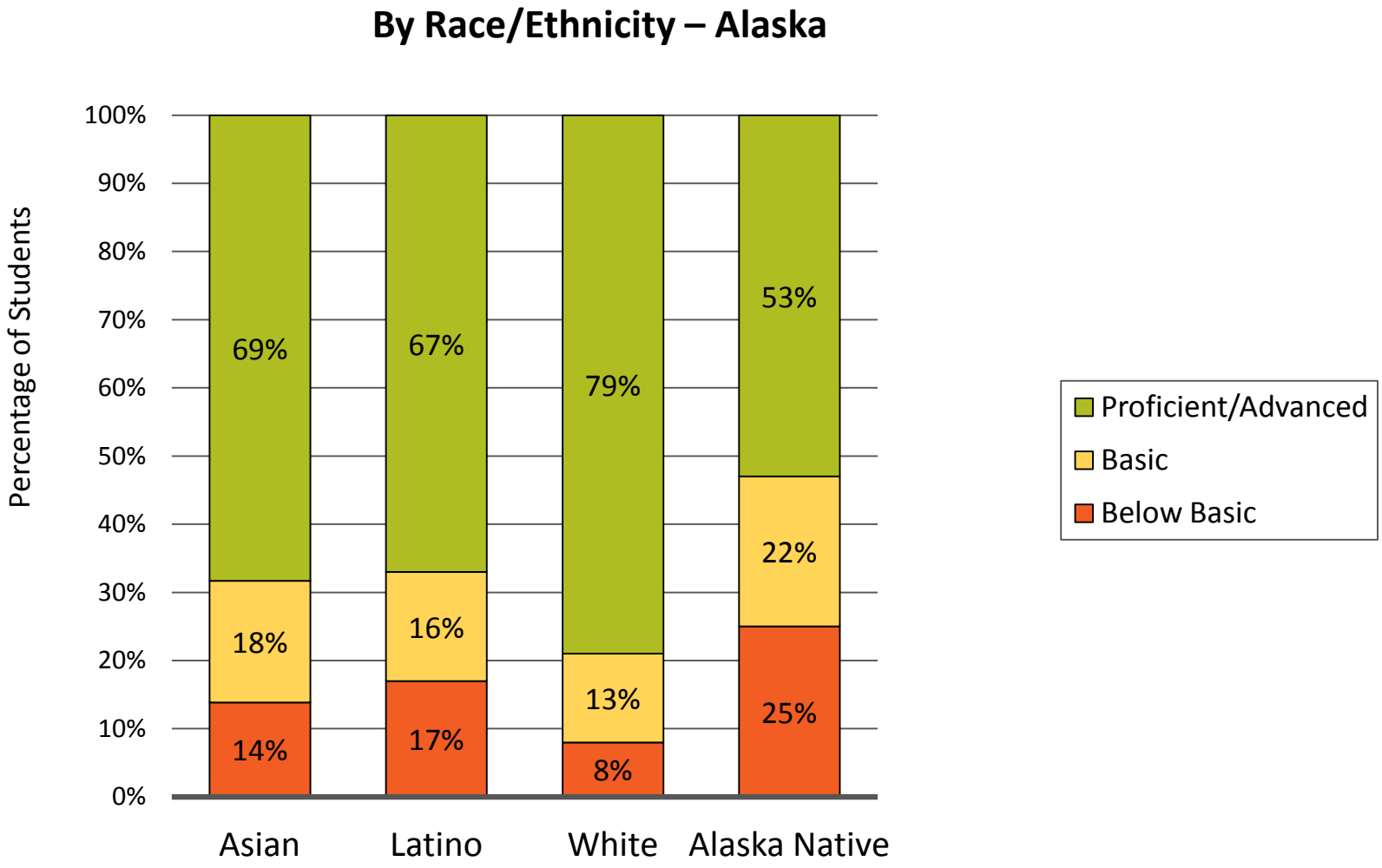
8th Grade Math

Alaska: Student Performance on State Exams vs. National Assessment
Grade 8 Math 2010,11



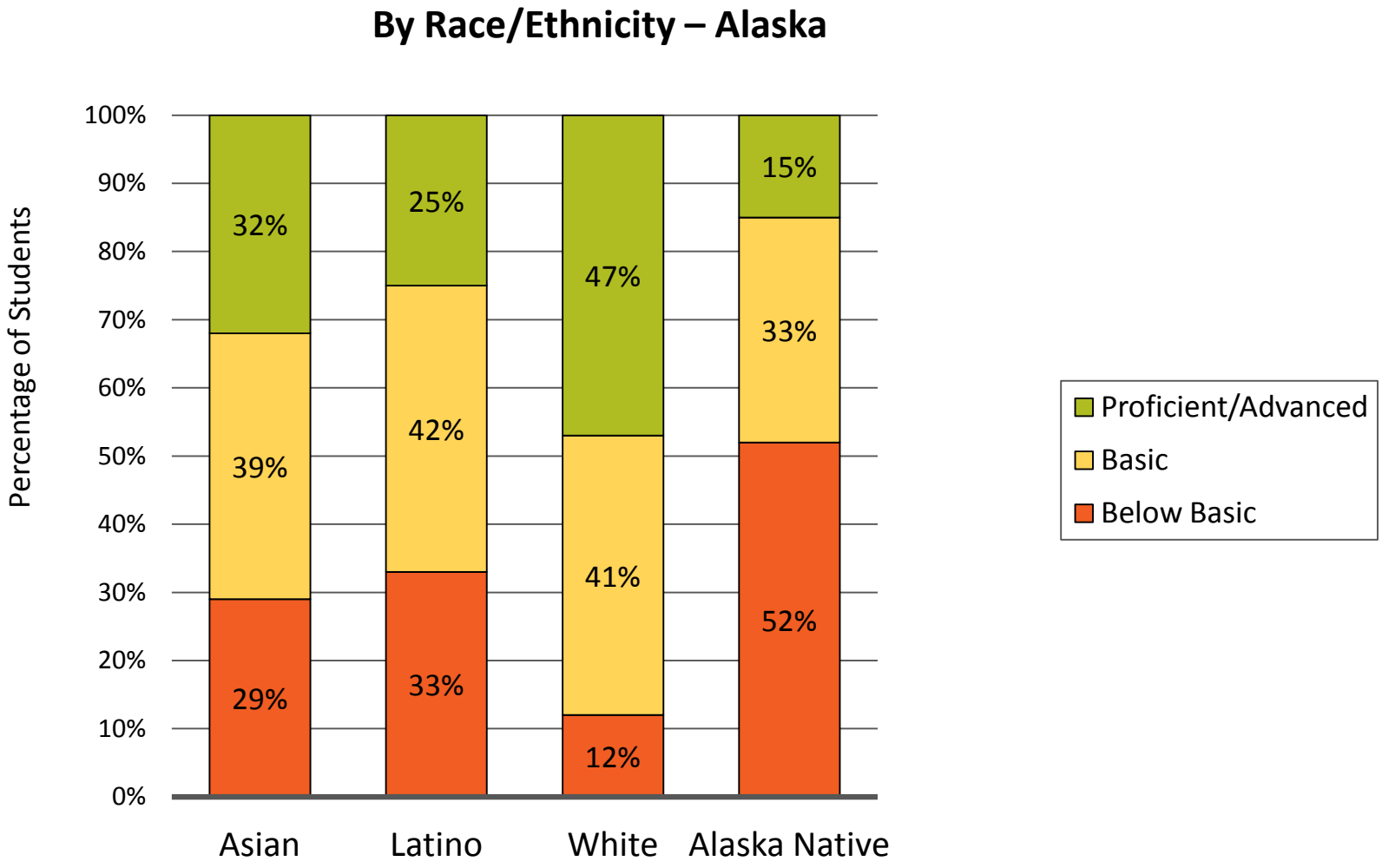
Source: Alaska Department of Education and NAEP Data Explorer

2010 SBA Grade 8 Math



Source: NAEP Data Explorer, NCES

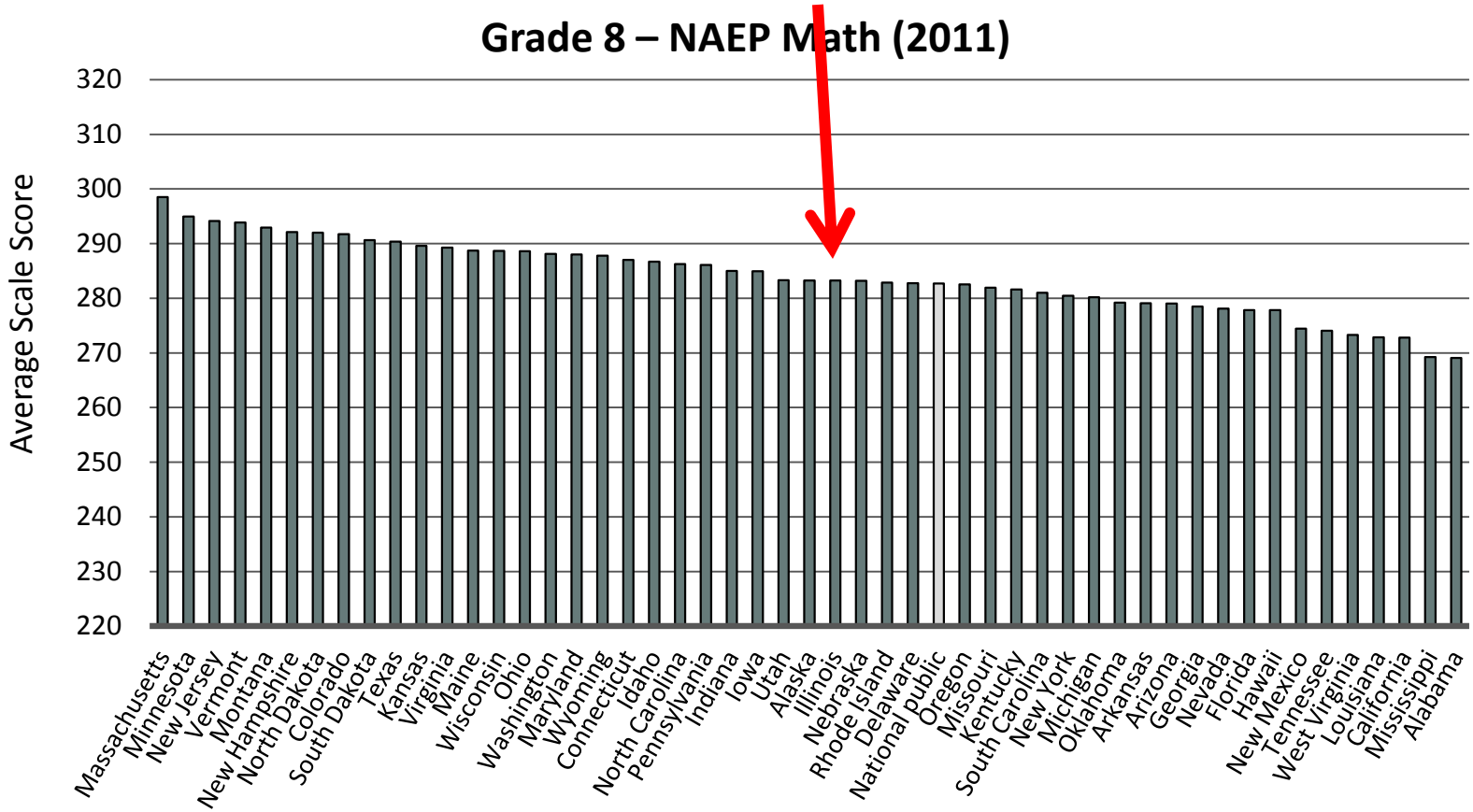
2011 NAEP Grade 8 Math



Source: NAEP Data Explorer, NCES

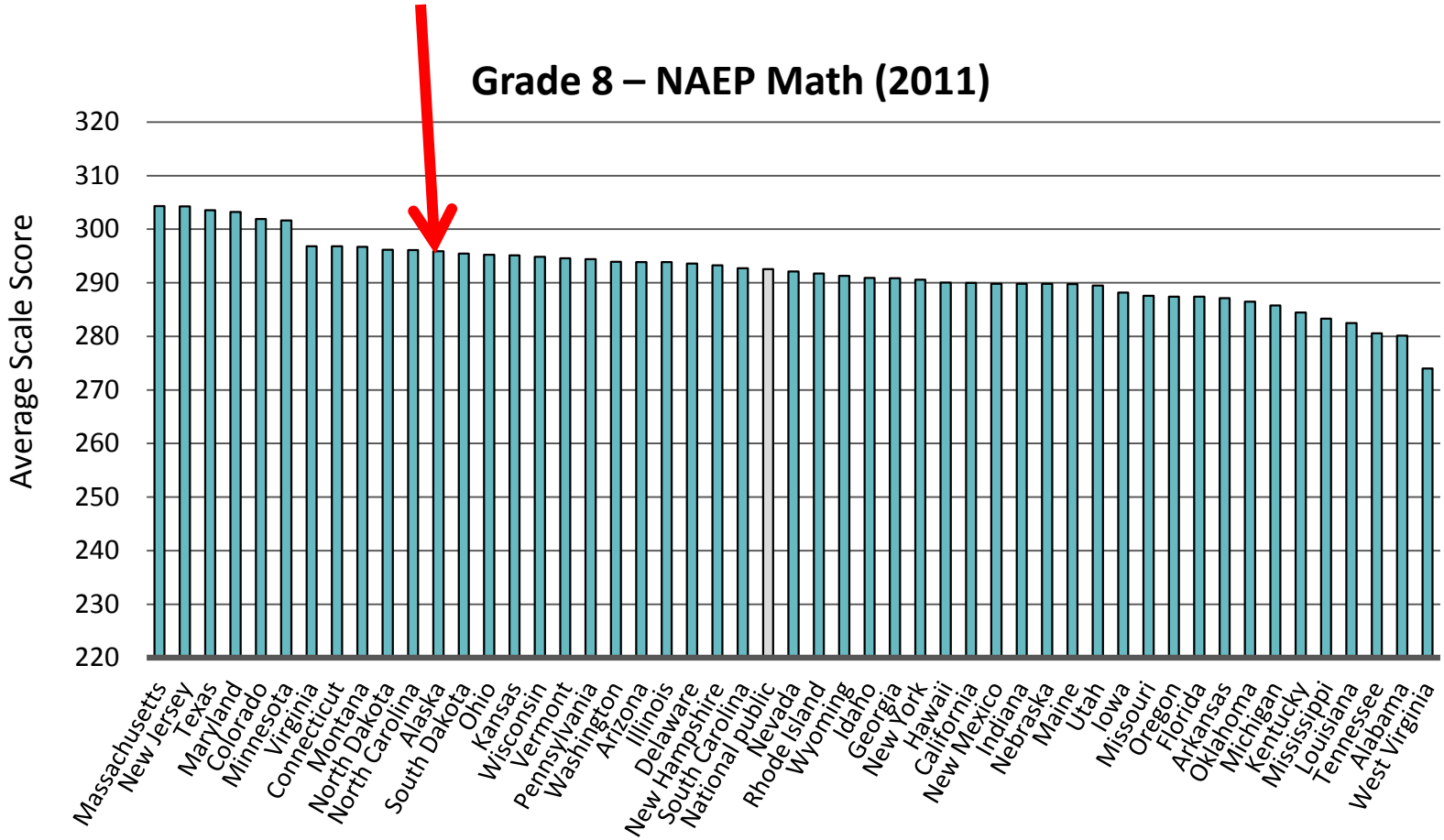
Compared with other states?

Scale Scores by State – All Students



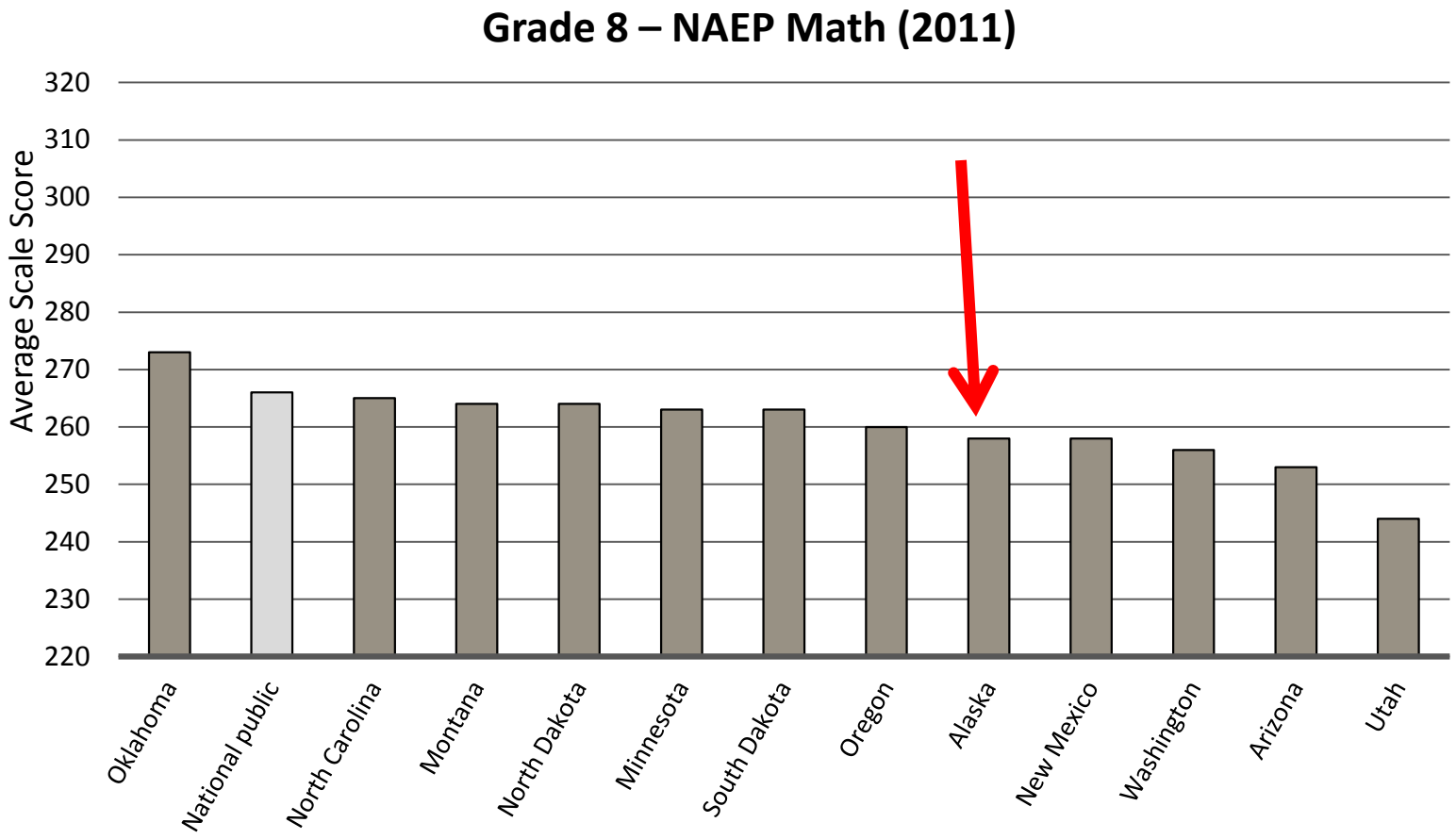
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Scale Scores by State – White Students



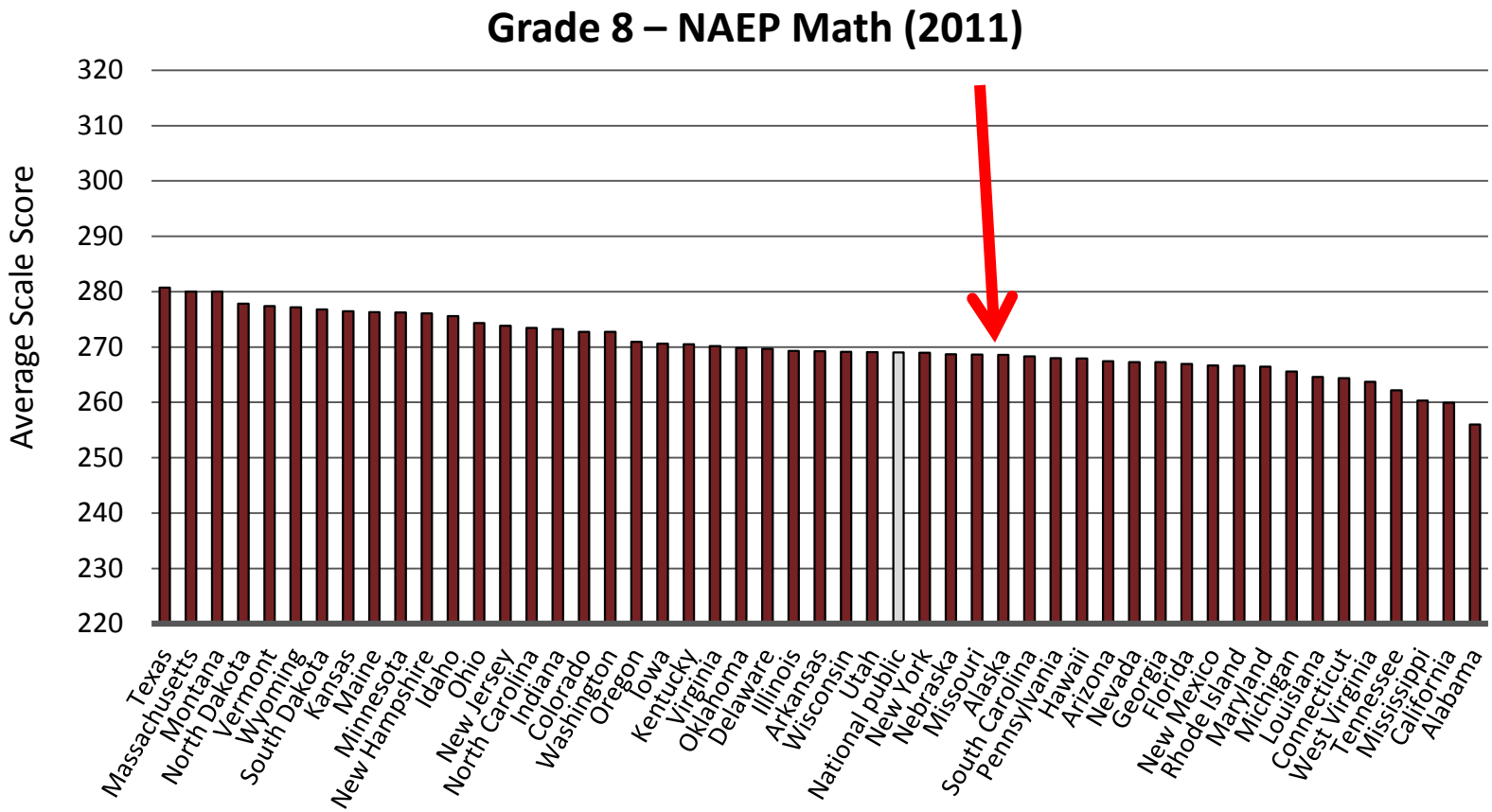
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Scale Scores by State – American Indian/Alaska Native Students



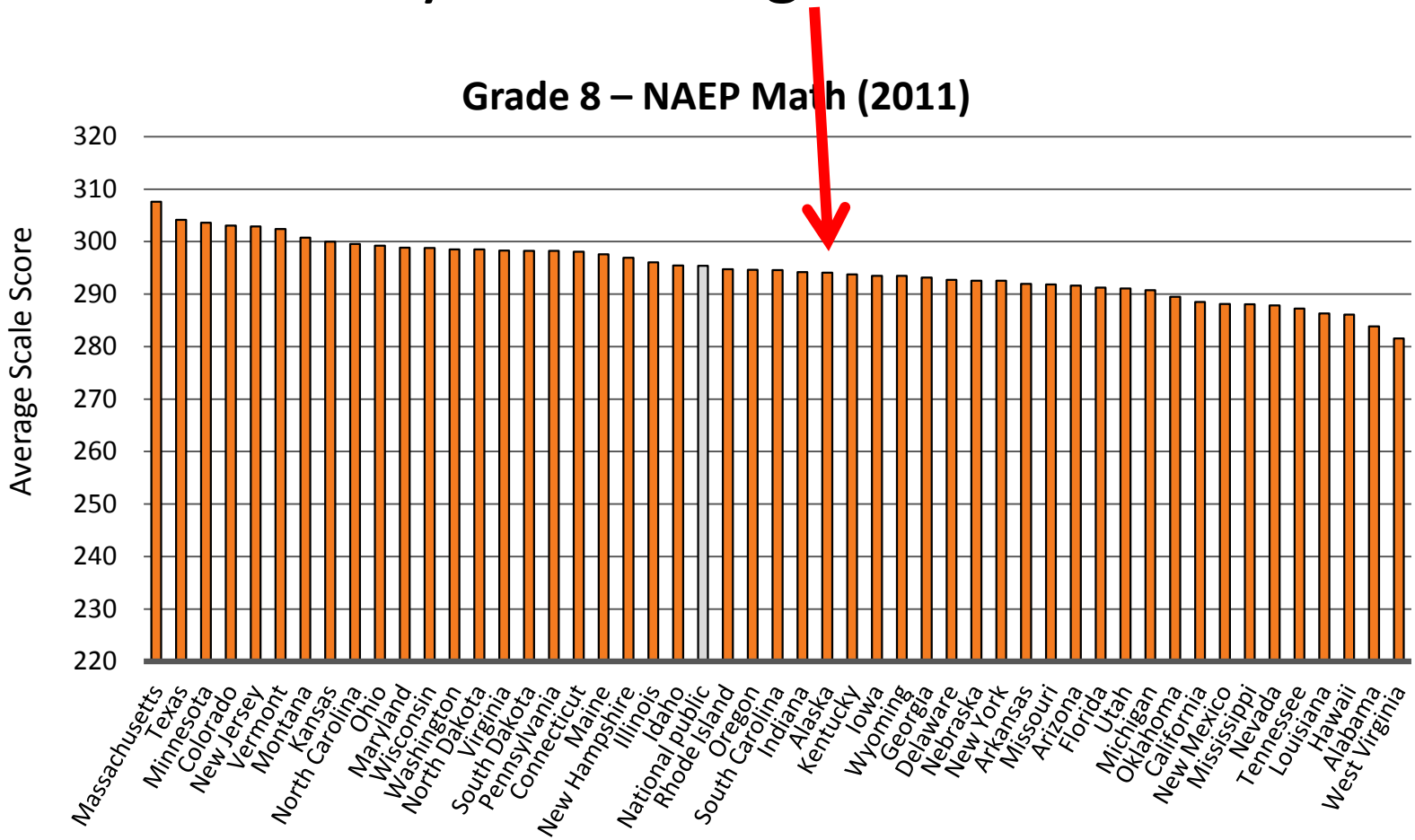
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Scale Scores by State – Low-Income Students



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

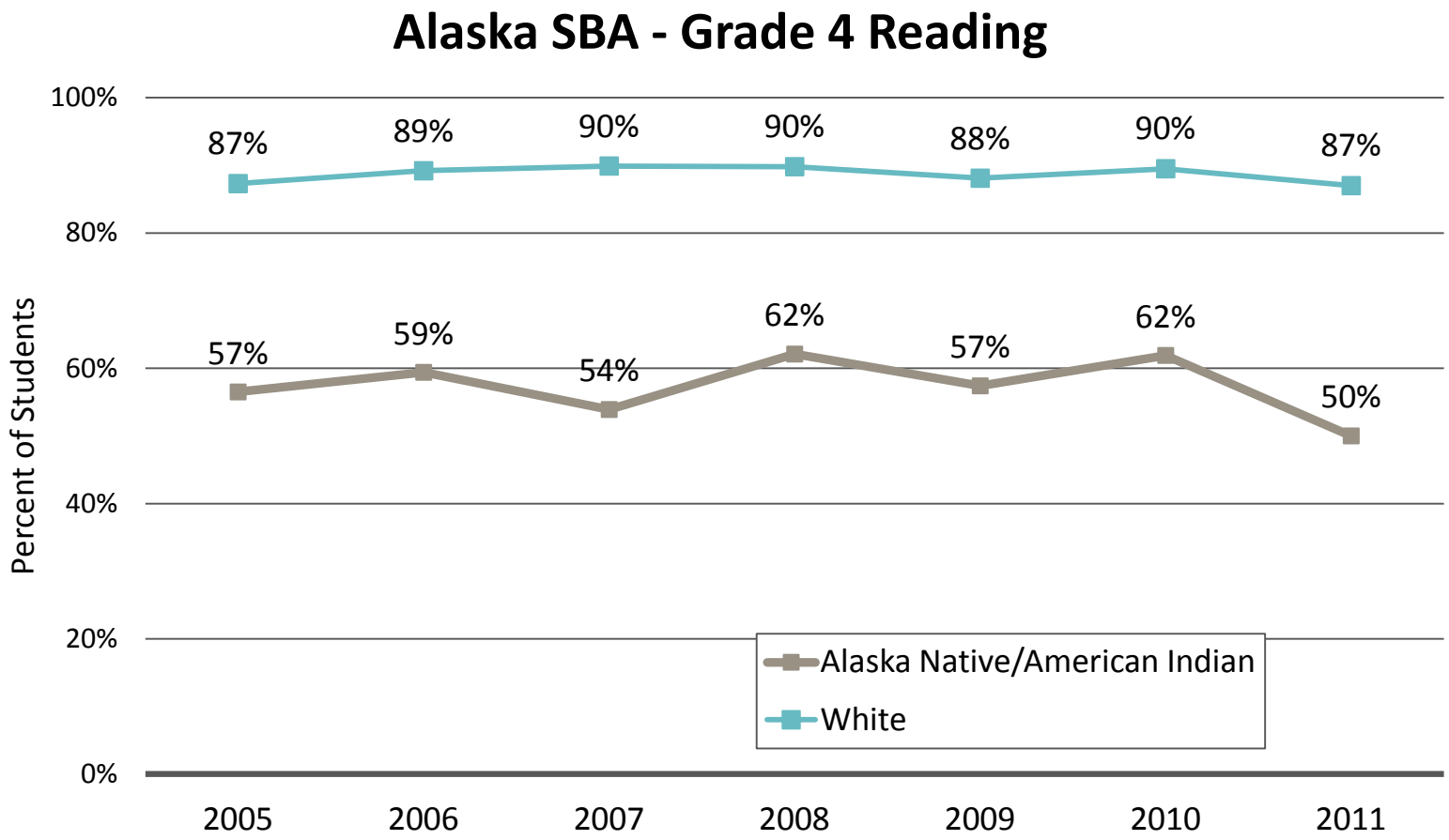
Scale Scores by State – Higher Income Students



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

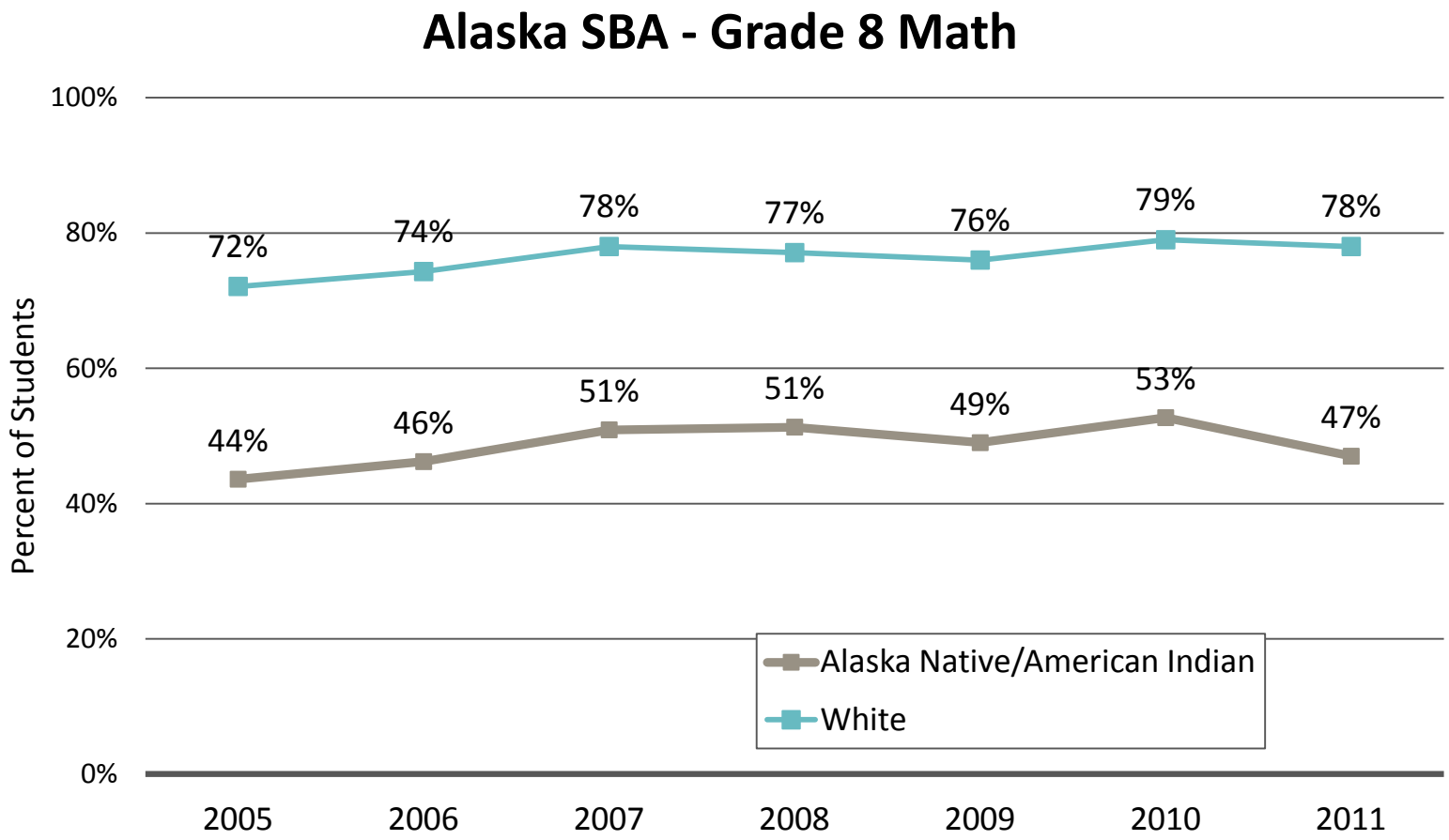
Trends on state exams provide reason to hope?

Persistently Large Gaps Between Groups of Students



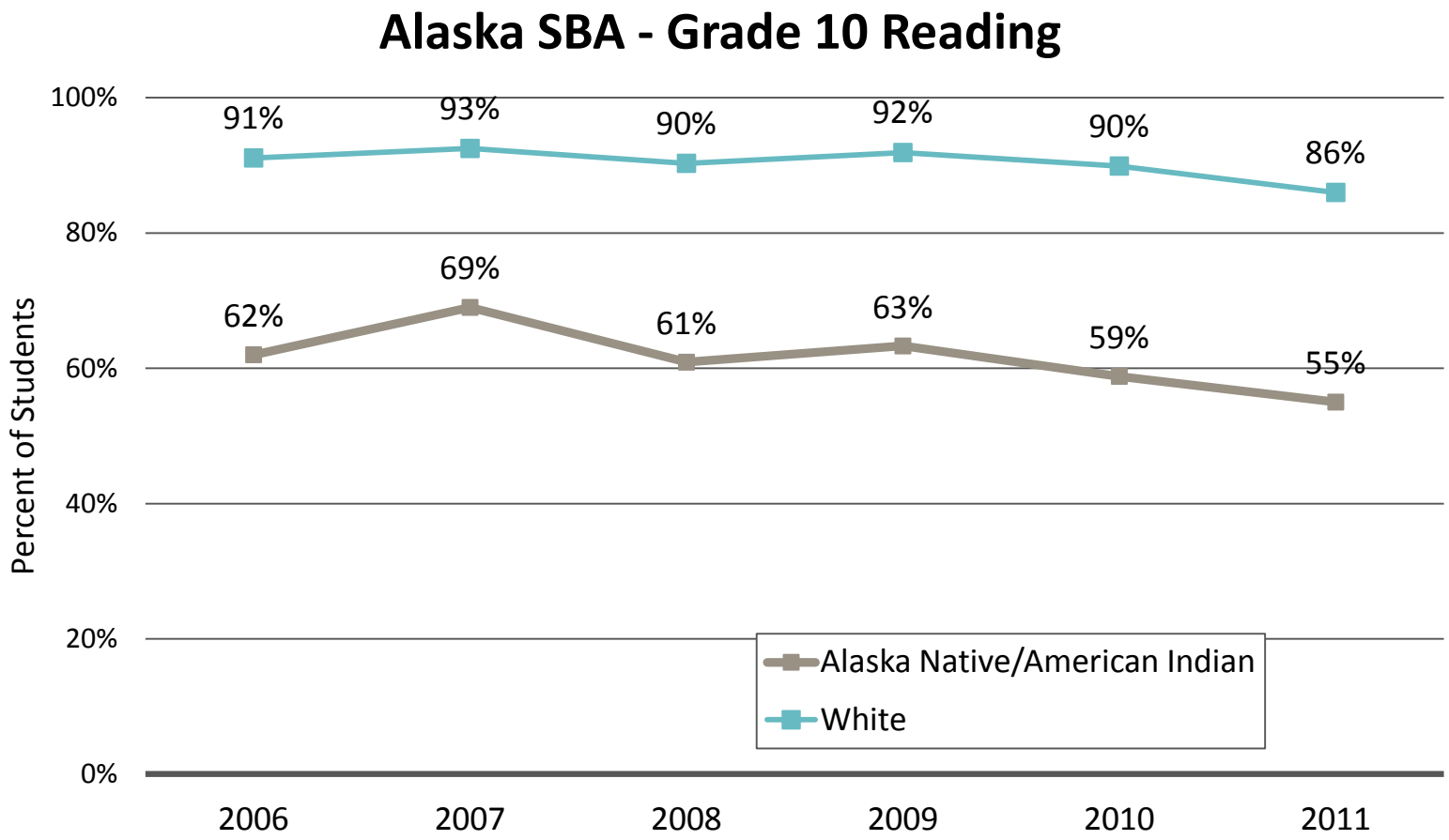
Source: Alaska Department of Education and Early Development

Persistently Large Gaps Between Groups of Students



Source: Alaska Department of Education and Early Development

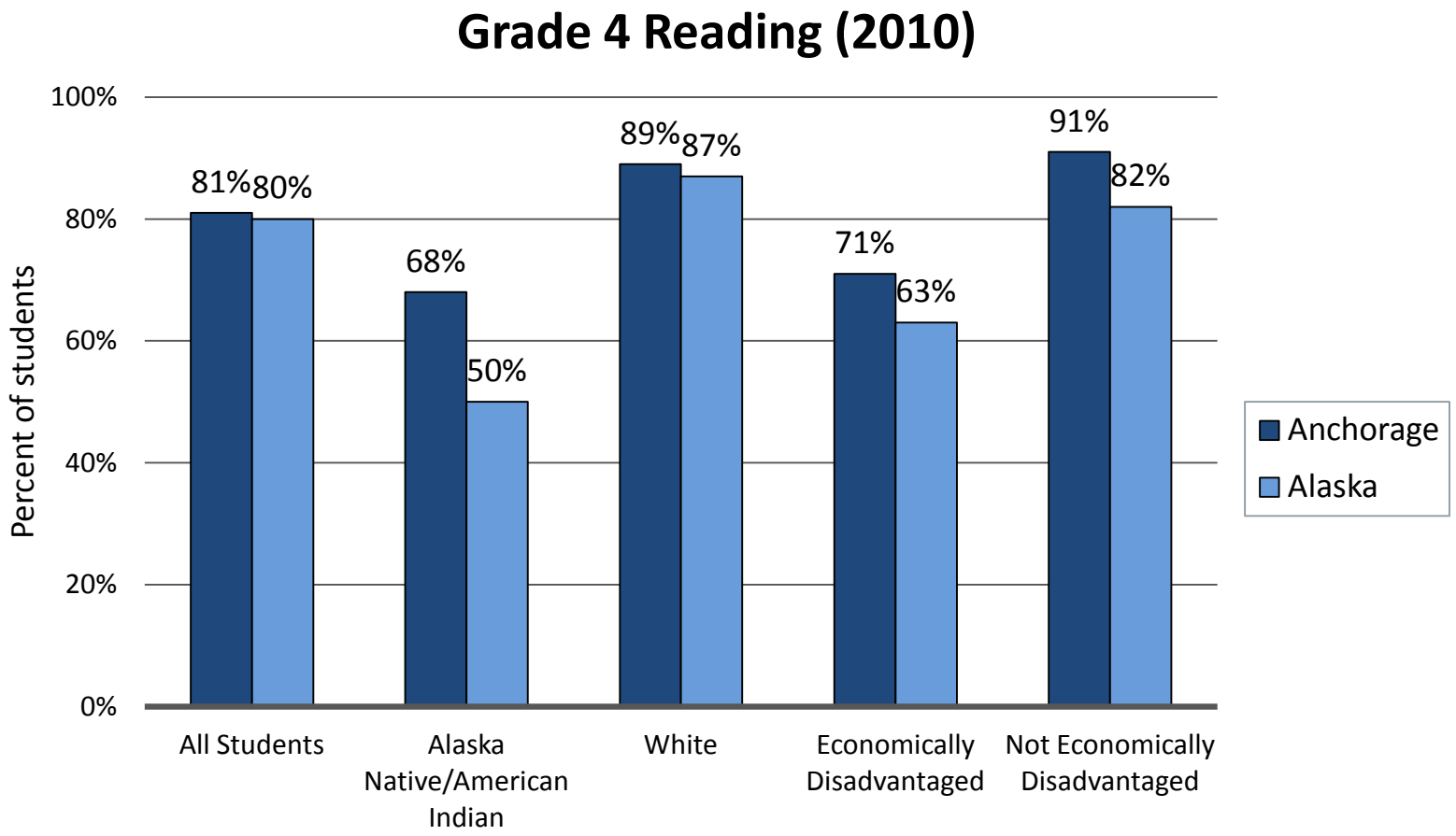
Falling Performance Among Both Whites and Alaska Native Students



Source: Alaska Department of Education and Early Development

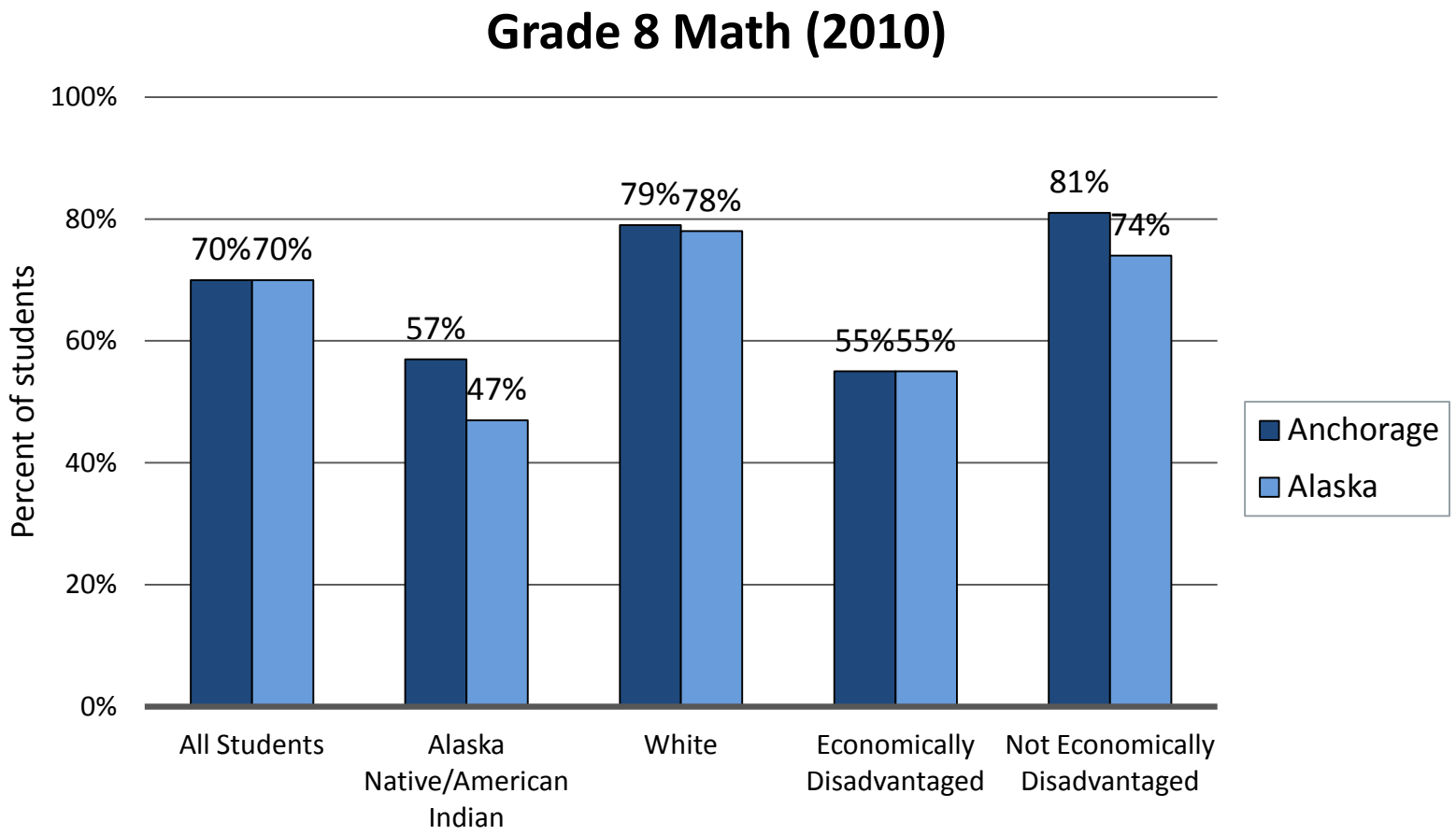
Anchorage?

Fourth Graders in Anchorage Generally Outperform Students Statewide



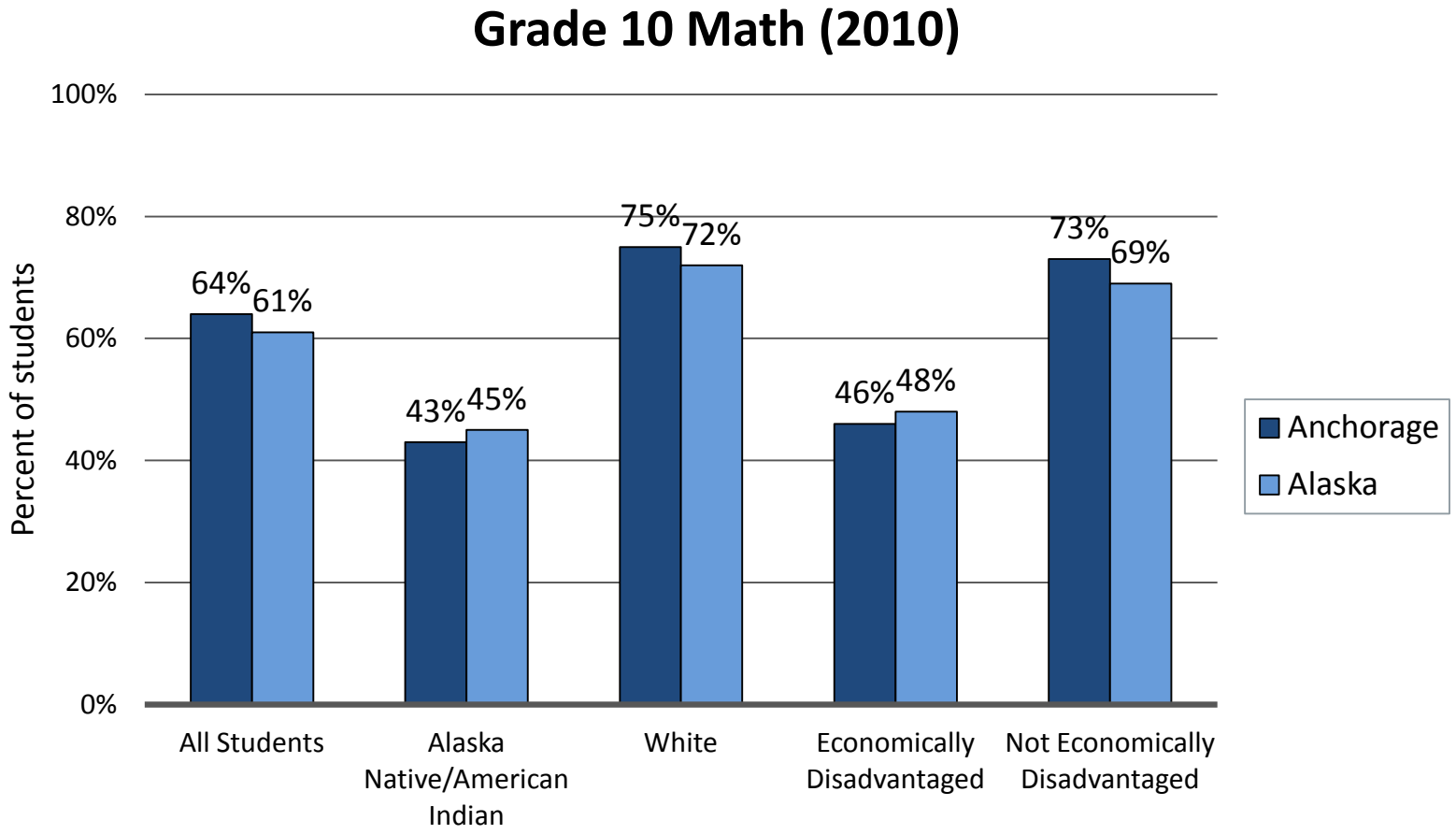
Source: Alaska Department of Education and Early Development

In Math, Anchorage Students Perform Similarly to Students Statewide



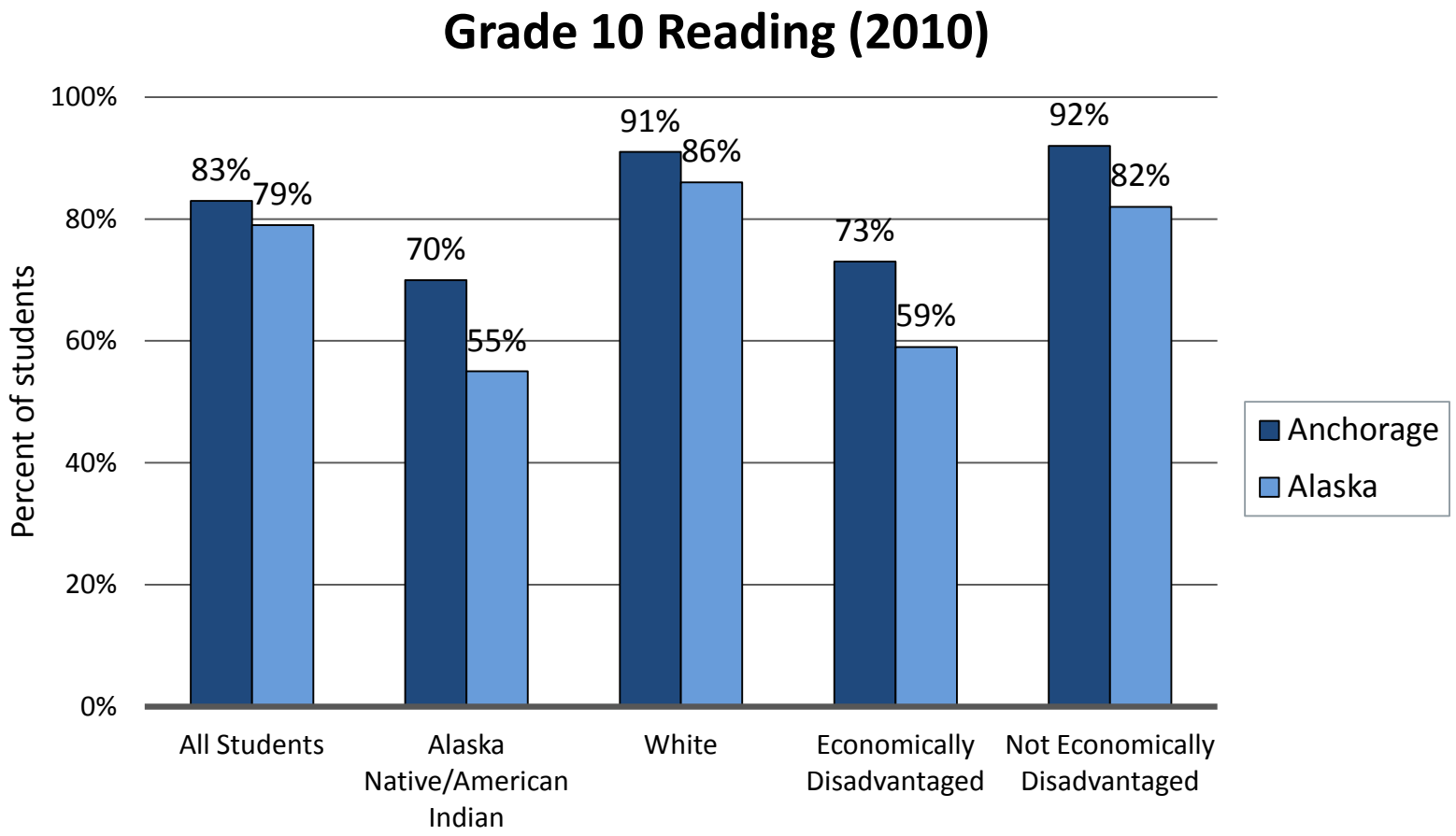
Source: Alaska Department of Education and Early Development

Anchorage Students Generally Perform Slightly Lower than Counterparts Statewide in High School Math



Source: Alaska Department of Education and Early Development

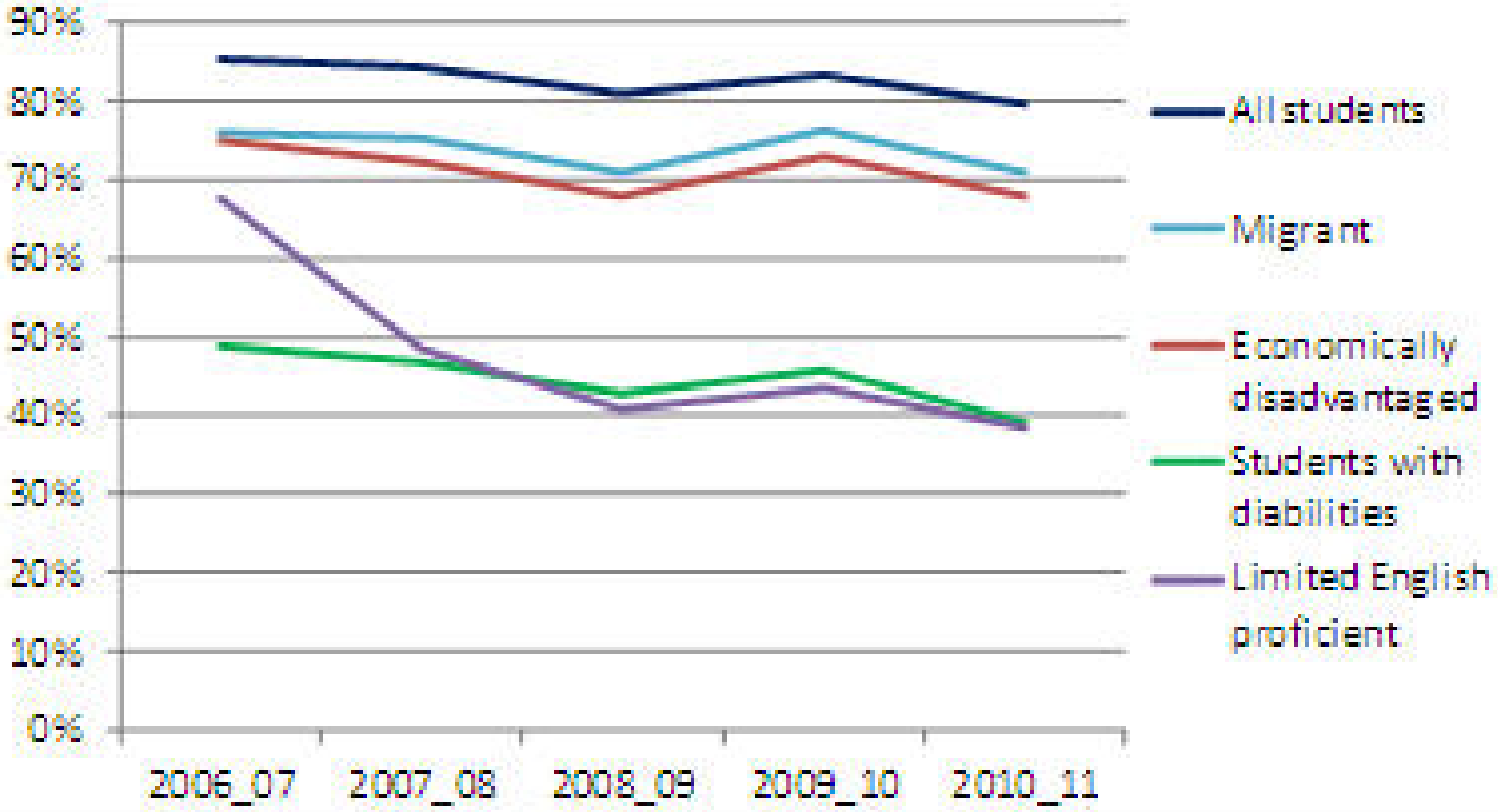
Students in Anchorage Outperform Counterparts in High School Reading



Source: Alaska Department of Education and Early Development

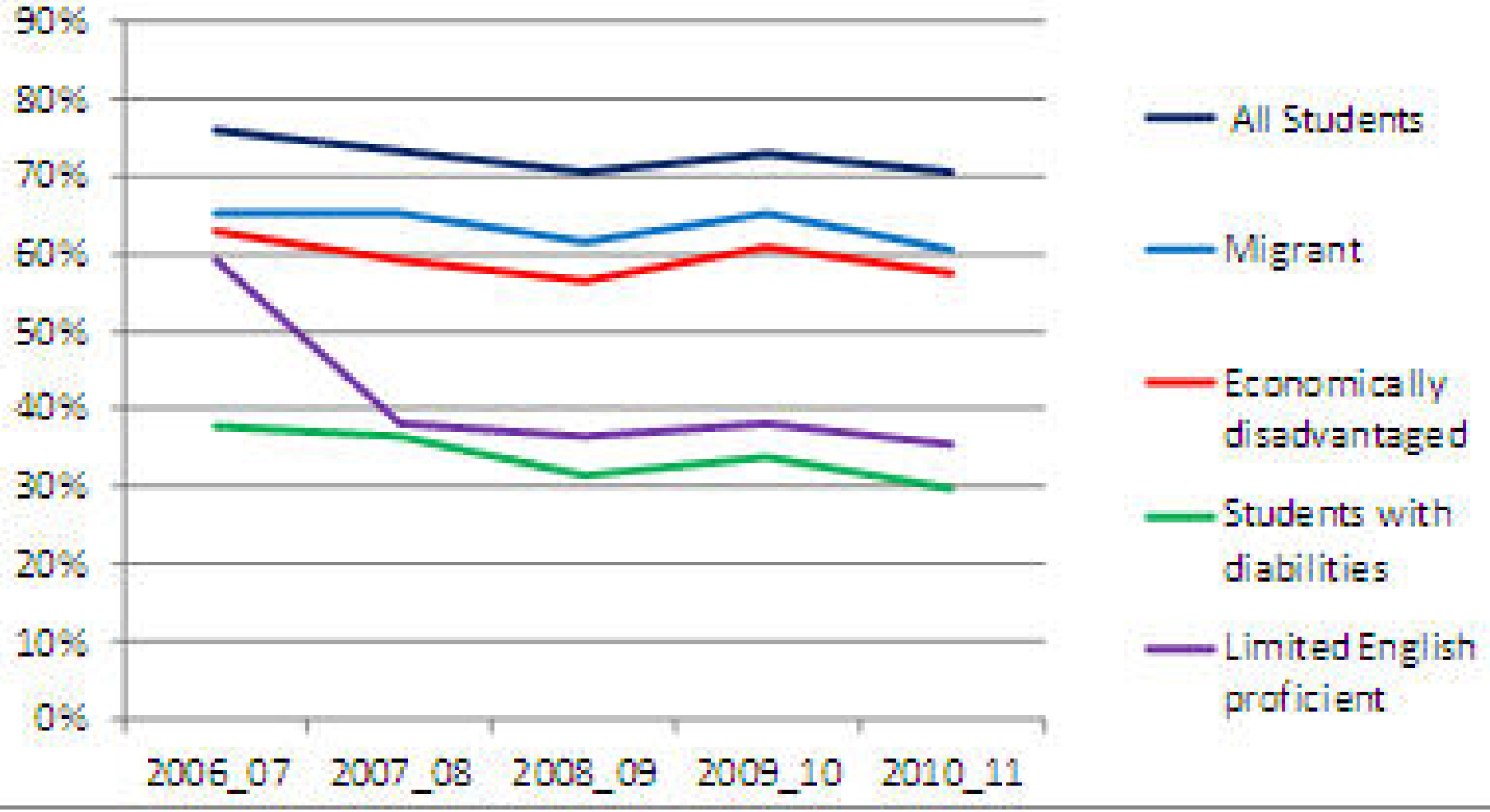
Trends?

Percent of ASD Students Scoring Proficient in READING SBAs by Year



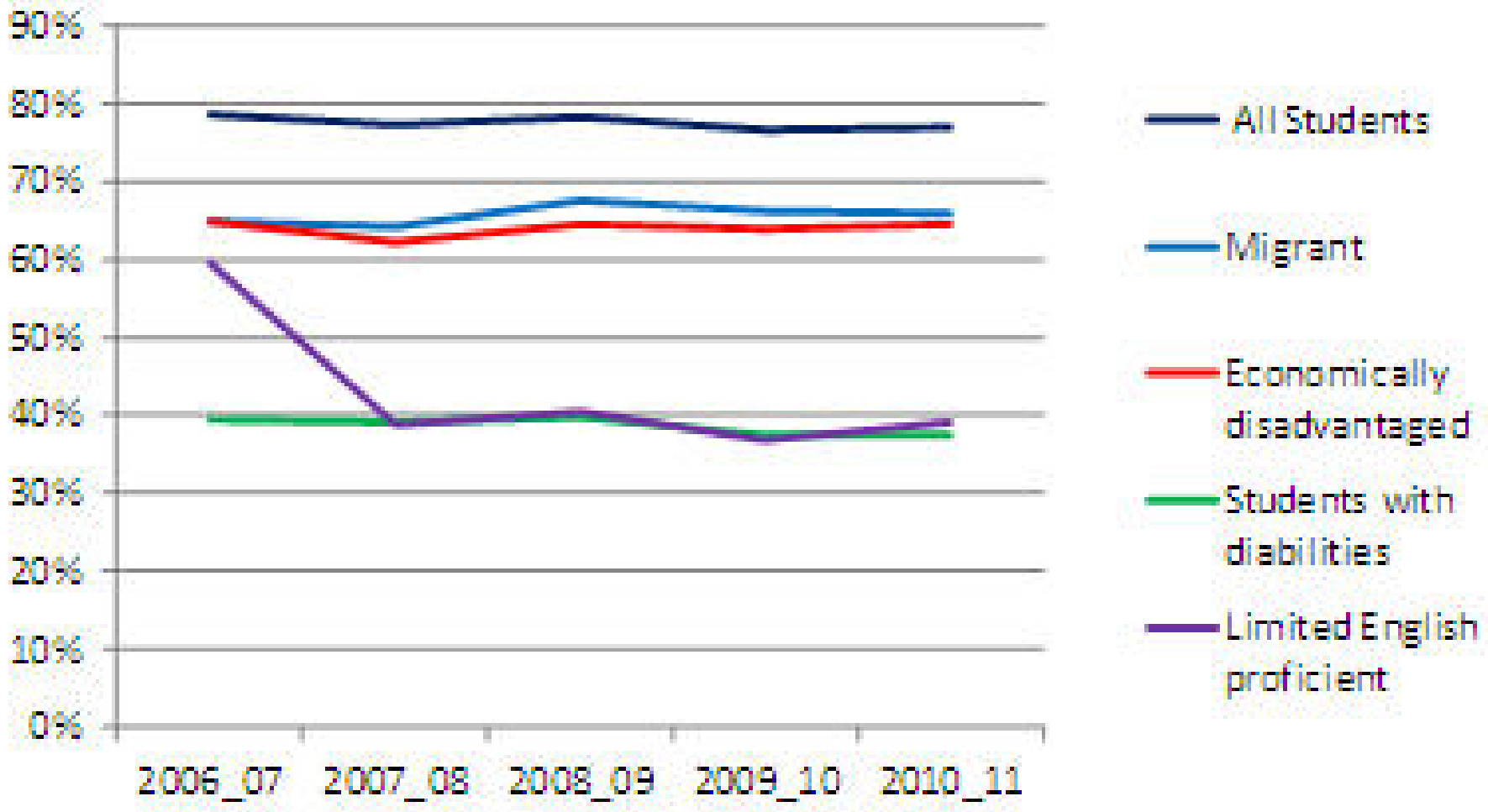
Source:

Percent of ASD Students Scoring Proficient in MATH SBAs by Year



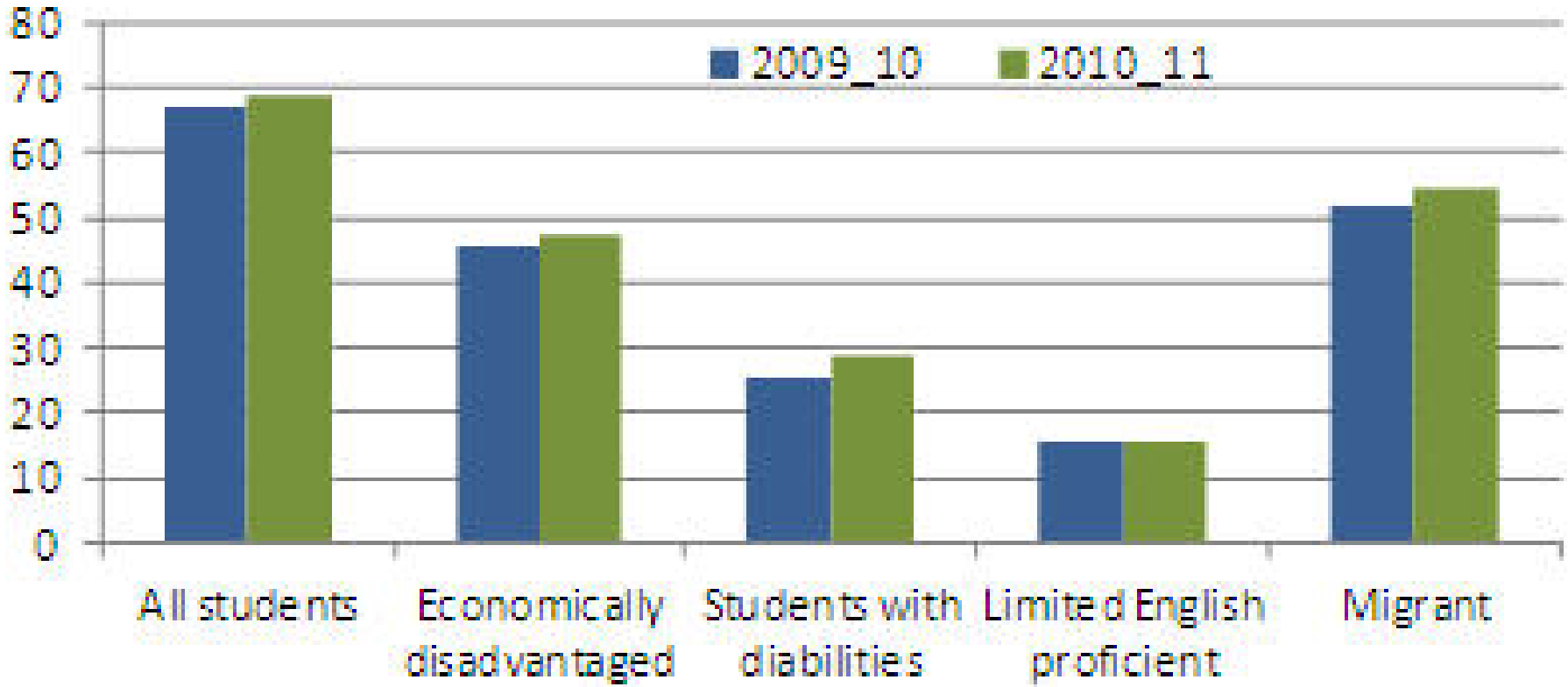
Source:

Percent of ASD Students Scoring Proficient in WRITING SBAs by Year



Source:

Percent of ASD 10th Graders Scoring Proficient in SCIENCE SBAs by Year



Source:

Bottom Line

You decide.

What can we do?

1. Expect More.

- Insist state stay the course on Common Core Standards and Assessments;
- In the meantime, set stretch goals around Advanced Performance—for all groups of kids.

Source:

2. Don’t let demographics be an excuse.

Aim high for all kids.

It’s easy to blame poor performance on poverty, culture, poor parenting.

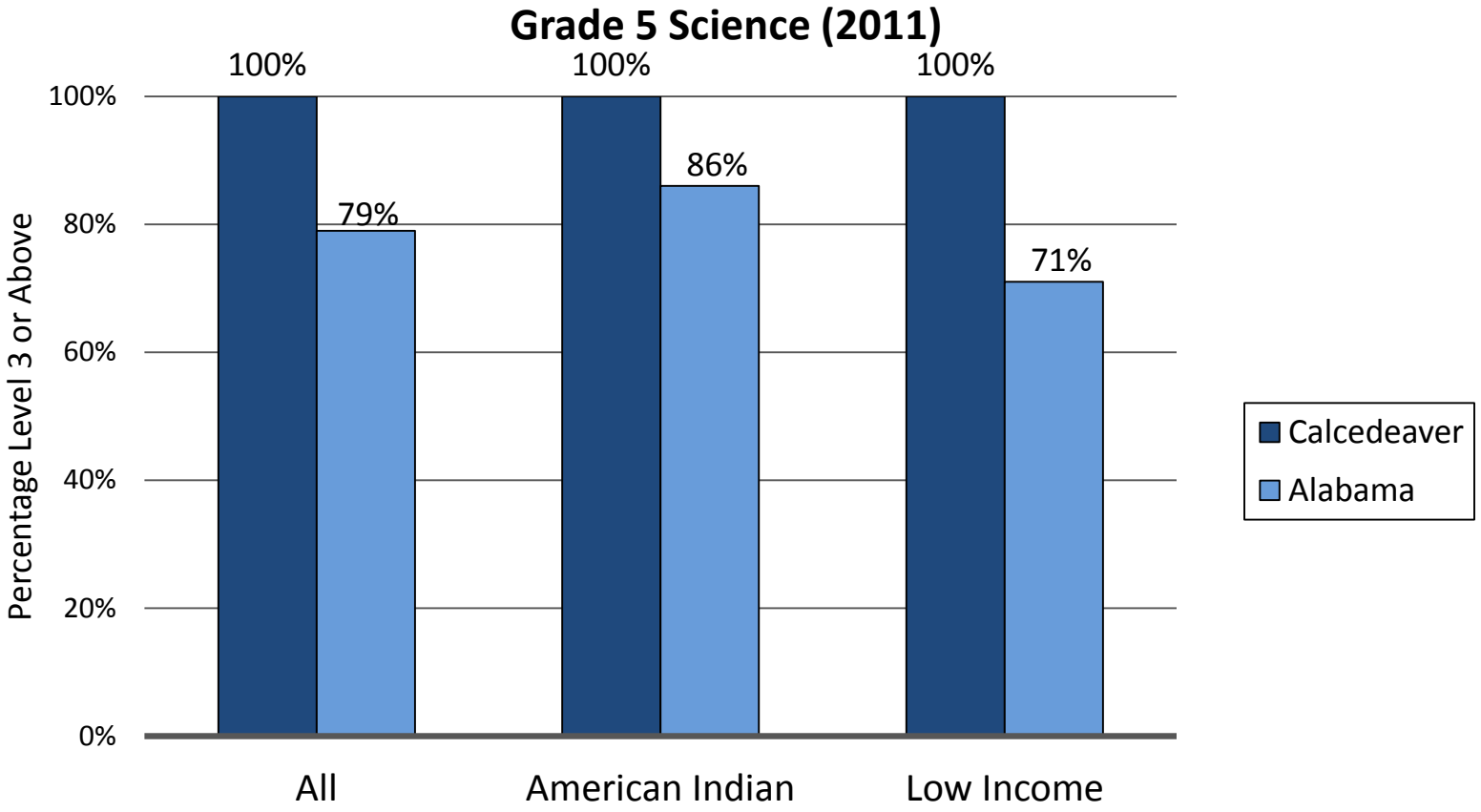
But you saw the data: poor kids, Alaska Native/American Indian kids performing better elsewhere.

Calcedeaver Elementary School
Mount Vernon, AL

- 262 students in grades PK – 6
  - 81% American Indian
  - 16% White
- 80% Low Income
- Turn-around principal: Lagalylis Harbuck

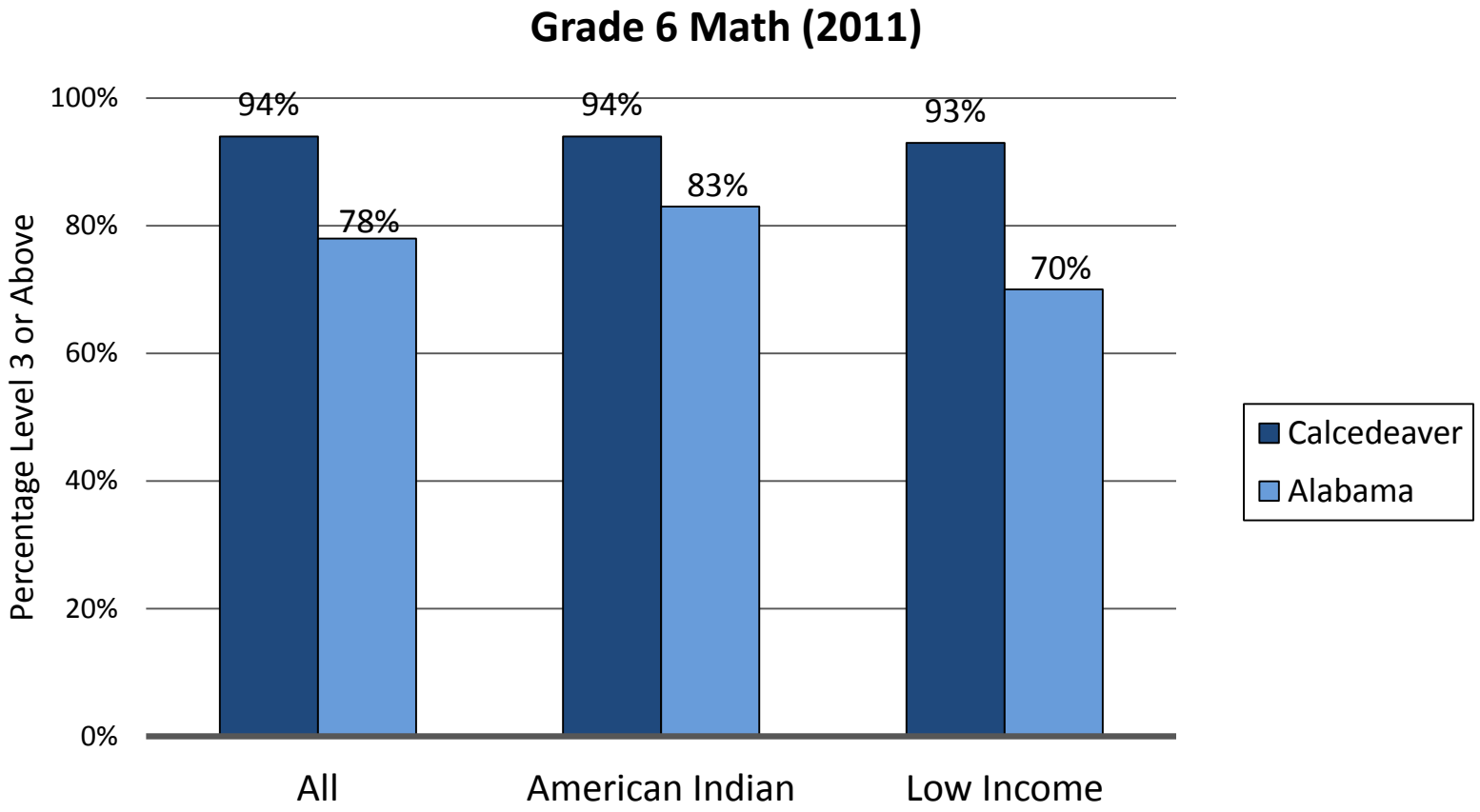
Note: Data are for 2009-10 school year
Source: National Center for Education Statistics, Common Core of Data

High Performance Across Groups at Calcedeaver Elementary



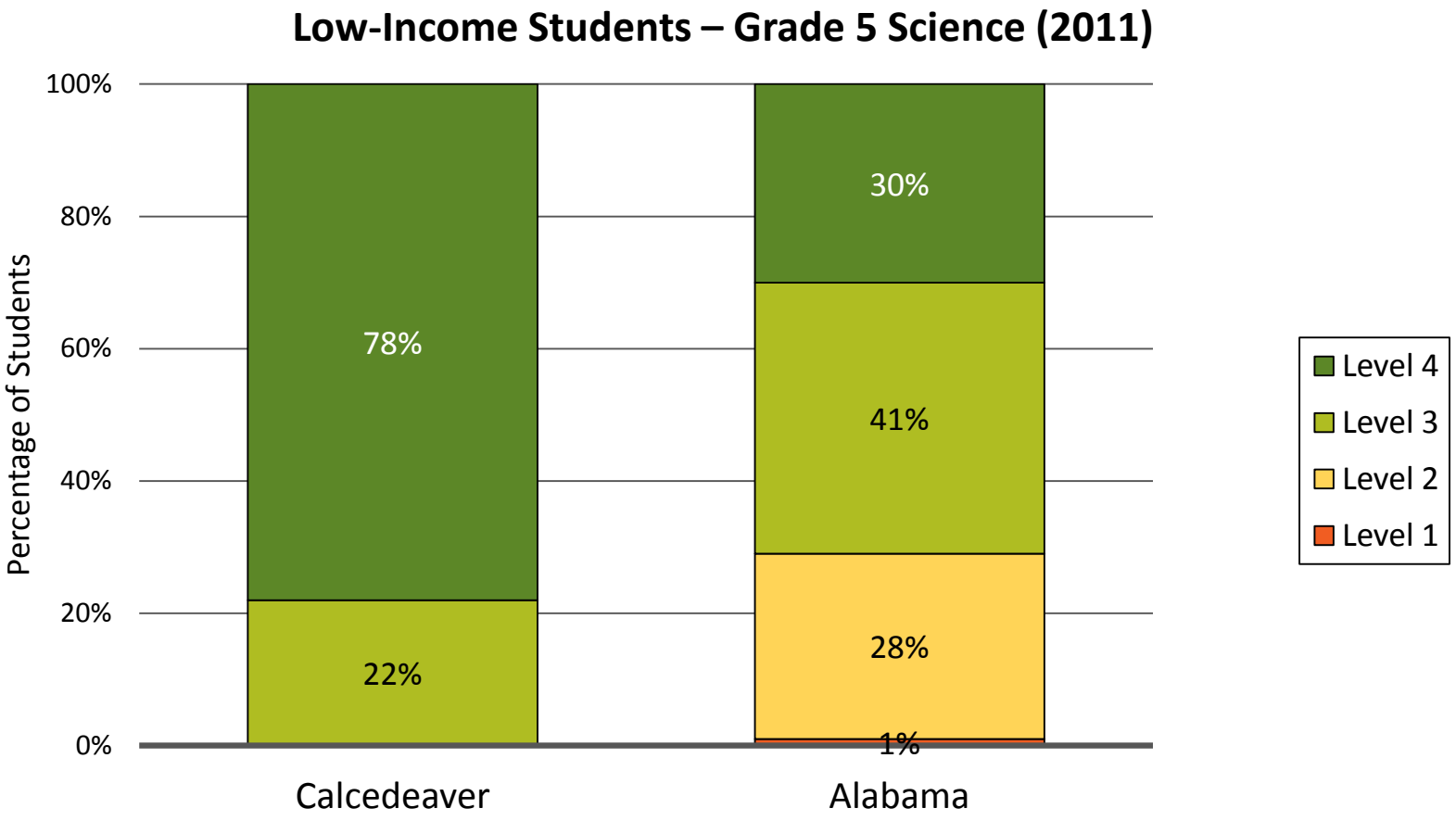
Source: Alabama State Department of Education

High Performance Across Groups at Calcedeaver Elementary



Source: Alabama State Department of Education

Advanced Performance at Calcedeaver Elementary



Source: Alabama State Education Department

3. Make sure all kids in demanding curriculum.

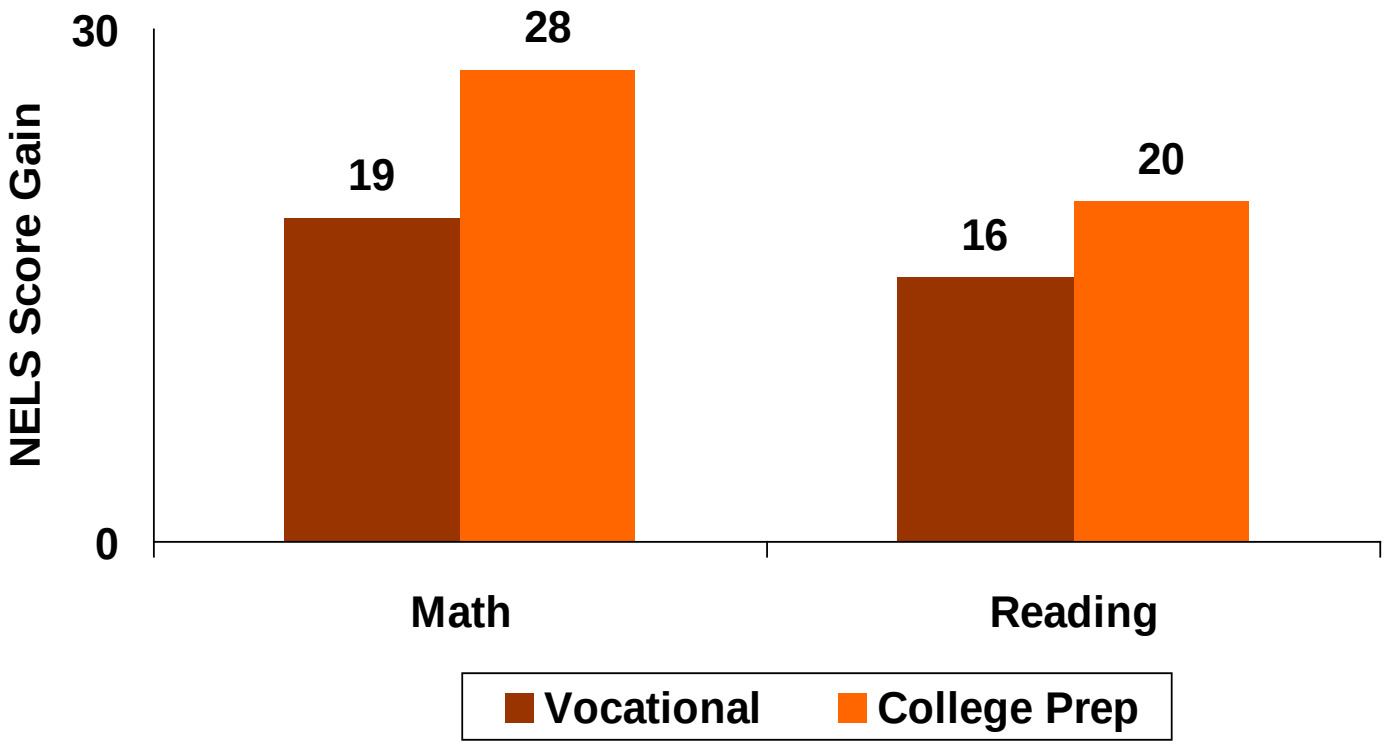
Single biggest predictor post-high school success is QUALITY AND INTENSITY OF HIGH SCHOOL CURRICULUM

Cliff Adelman, *Answers in the Tool Box*, U.S. Department of Education.

College prep curriculum has benefits far beyond college.

Students of all sorts will learn more...

Low Quartile Students Gain More From College Prep Courses*



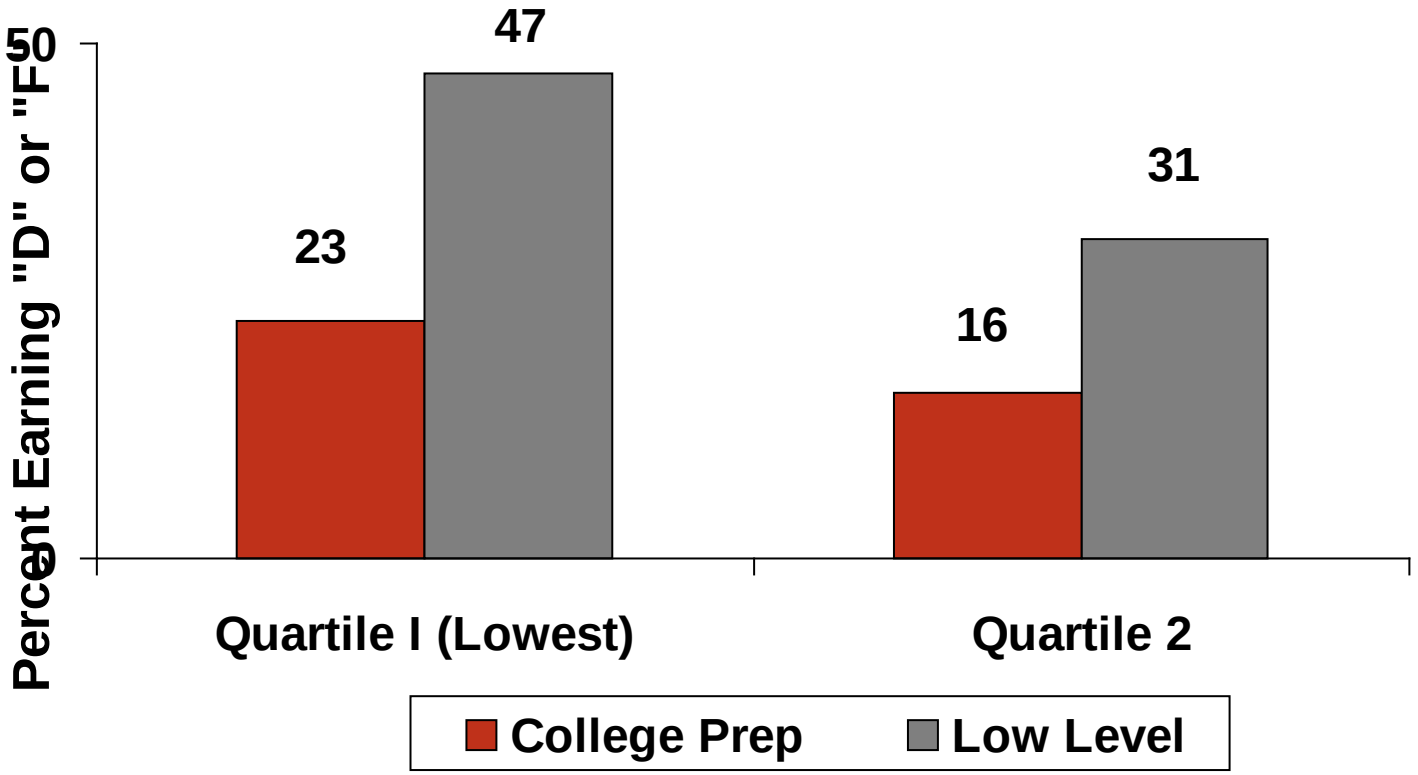
***Grade 8-grade 12 test score gains based on 8th grade achievement.**

Source: USDOE, NCES, *Vocational Education in the United States: Toward the Year 2000, in Issue Brief: Students Who Prepare for College and Vocation*

They will also fail less often...

Challenging Curriculum Results in Lower Failure Rates, Even for Lowest Achievers

Ninth-grade English performance, by high/low level course, and eighth-grade reading achievement quartiles



Source: SREB, "Middle Grades to High School: Mending a Weak Link". Unpublished Draft, 2002.

And they'll be better prepared for the workplace.

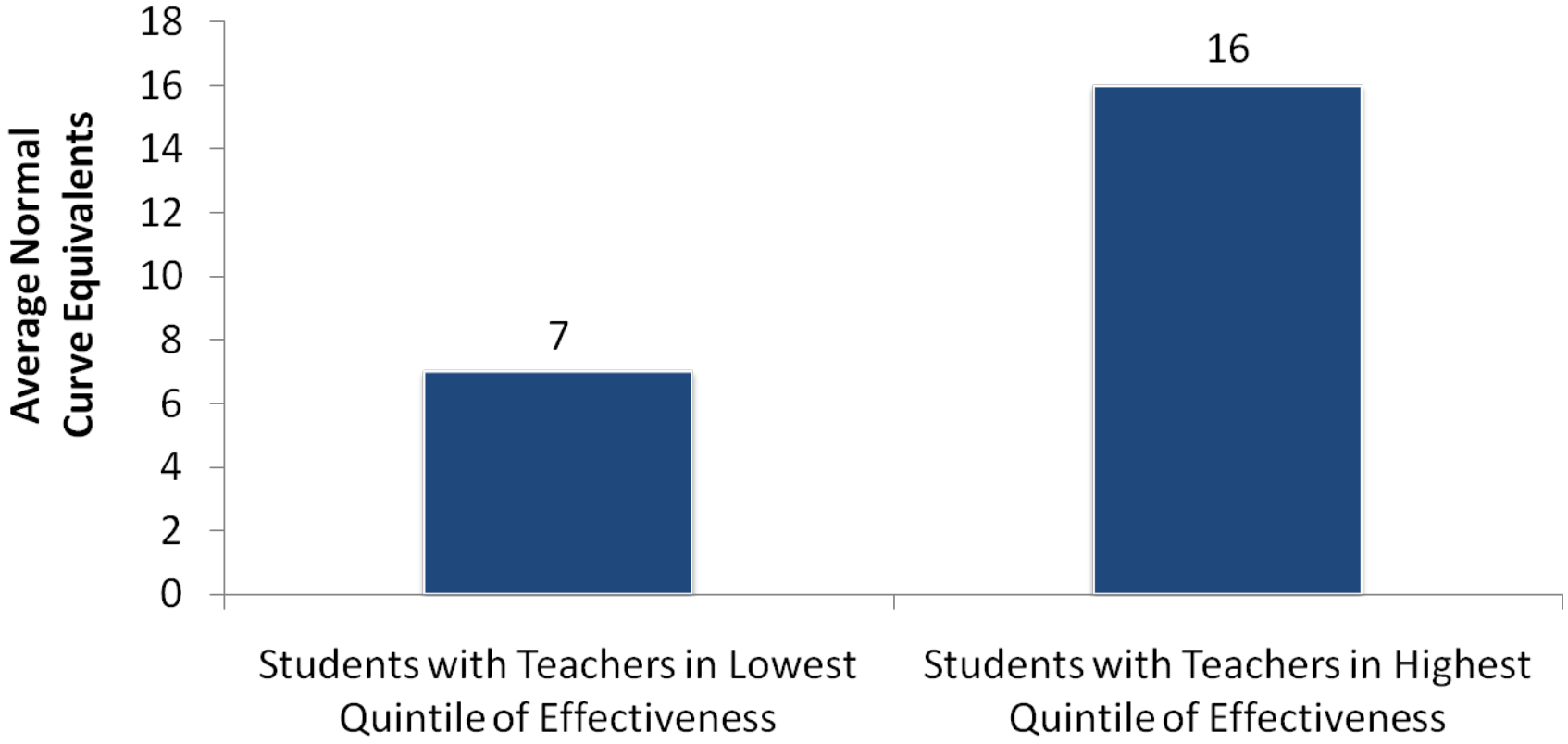
Leading states, districts making college prep the default curriculum.

Texas, Indiana, Arkansas, Michigan, Oklahoma, Kentucky, Kansas.

4. Teachers, principals matter a lot.

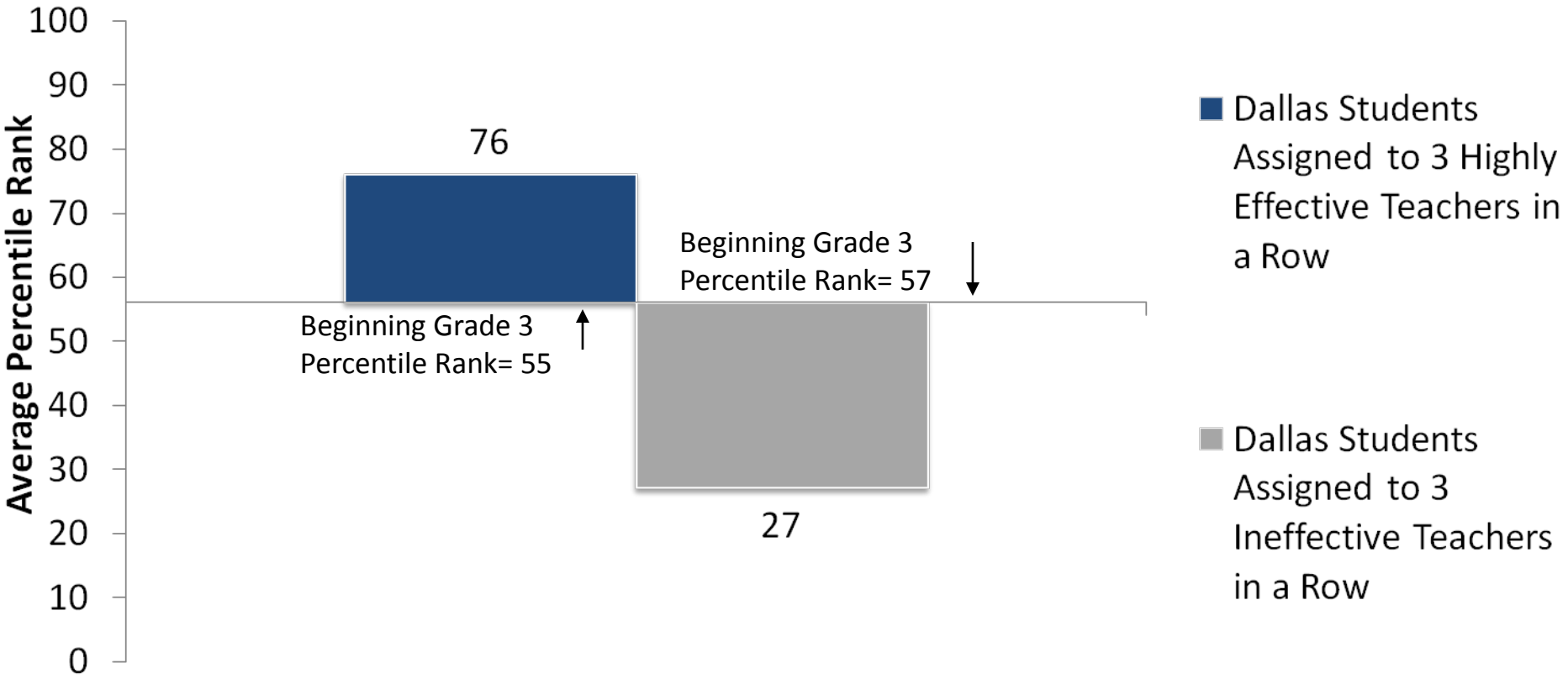
And there are big differences among them.

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 Achievement*, 1997.

Cumulative Teacher Effects On Students' Math Scores in Dallas (Grades 3-5)



Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.

So, there are VERY BIG differences among our teachers.

BUT…

We pretend that there aren’t.

The Widget Effect

"When it comes to measuring instructional performance, **current policies and systems overlook significant differences between teachers. There is little or no differentiation of excellent teaching** from good, good from fair, or fair from poor. This is the **Widget Effect: a tendency to treat all teachers as roughly interchangeable,** even when their teaching is quite variable. Consequently, teachers are **not developed as professionals with individual strengths and** capabilities, and **poor performance is rarely identified or addressed."**

- *The New Teacher Project, 2009*

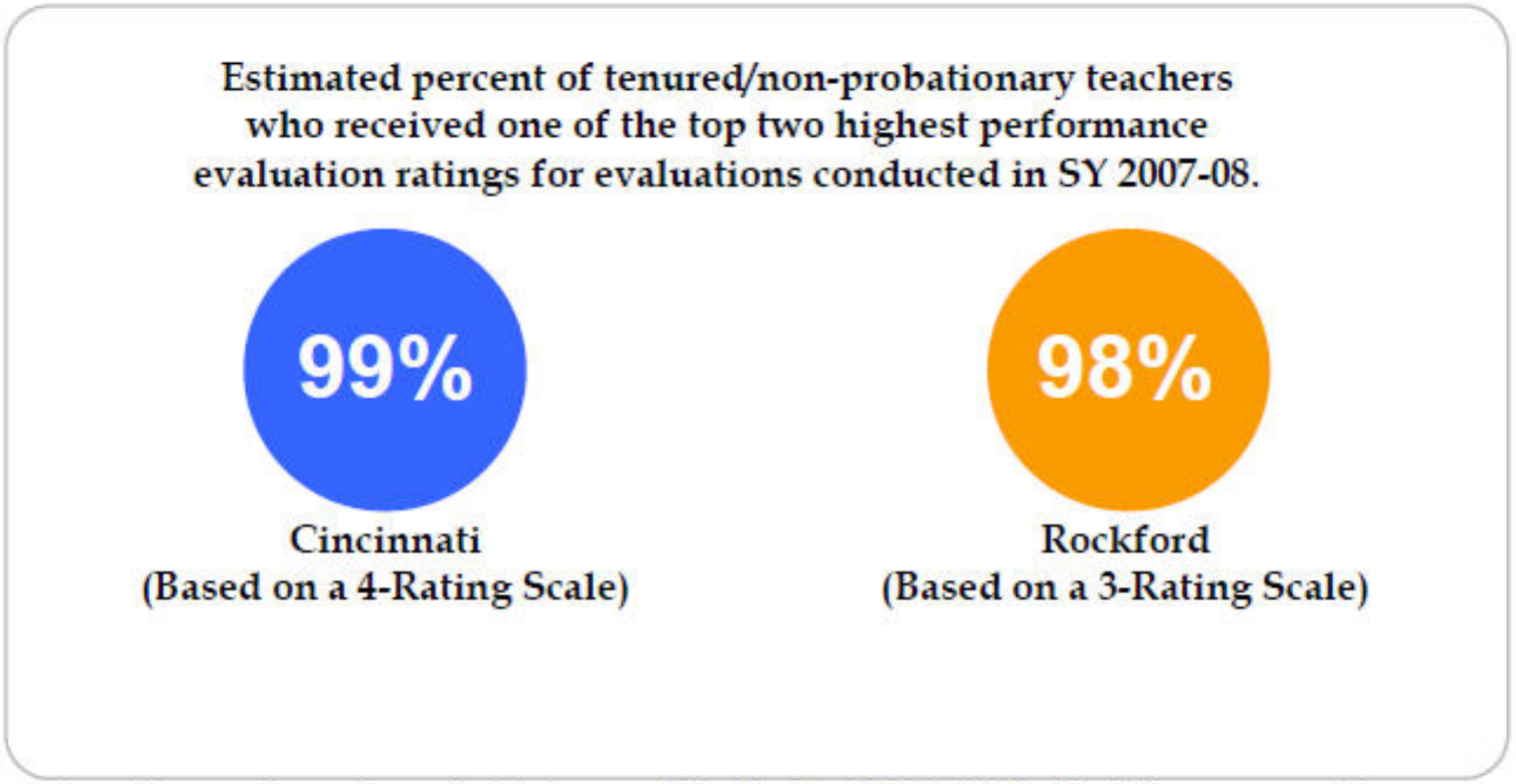
In districts that use a two-rating teacher performance evaluation system—most commonly "satisfactory" or "unsatisfactory"—the "unsatisfactory" rating is rarely used.

Site	S Number of **Satisfactory** Evaluation Ratings SY03-04 - SY07-08[1]	U Number of **Unsatisfactory** Evaluation Ratings SY03-04 - SY07-08[2]
Denver[3]	2,676	22 (0.8%)
Jonesboro[4]	246	0 (0%)
Pueblo[5]	1,284	2 (0.2%)
Toledo[6]	1,768	3 (0.2%)

All data for tenured/non-probationary teachers.
1 Source: District extant data supplied between April 2008 and March 2009
2 Source: District extant data supplied between April 2008 and March 2009
3 Number evaluation ratings assigned between SY 2003-04 to SY 2007-08
4 Number of evaluation ratings assigned between SY 2003-04 to SY 2005-06
5 Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08
6 Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08

Source:

Districts that use multiple evaluation ratings—three or more ratings—regularly award teachers the highest evaluation ratings.

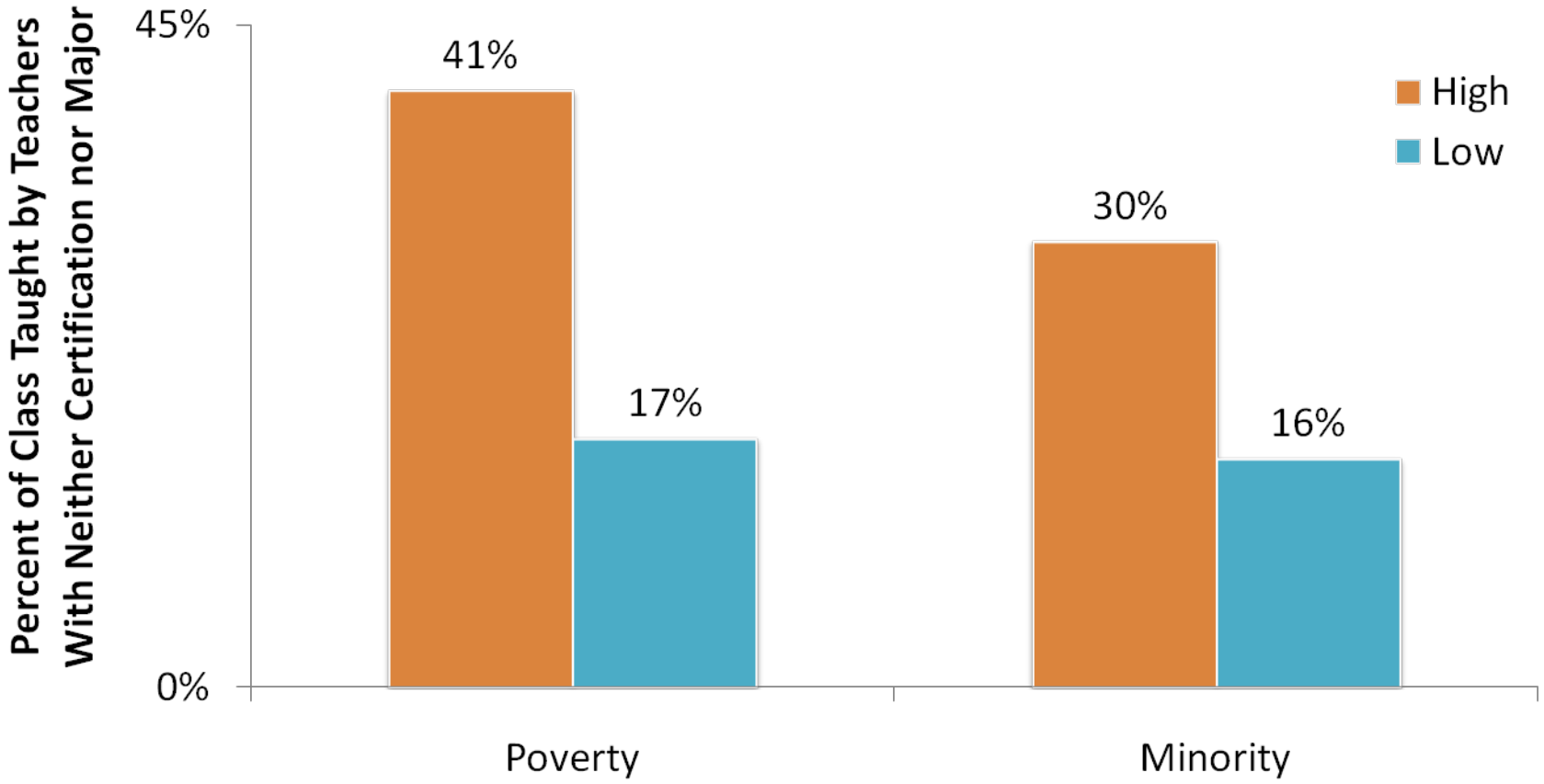


Source: District evaluation data supplied by Cincinnati Public Schools and Rockford Public Schools human resources departments from October 2008 to March 2009.

Source:

So, we paper over the differences among our teachers AND…we continue to assign our weakest to the kids who need the strongest.

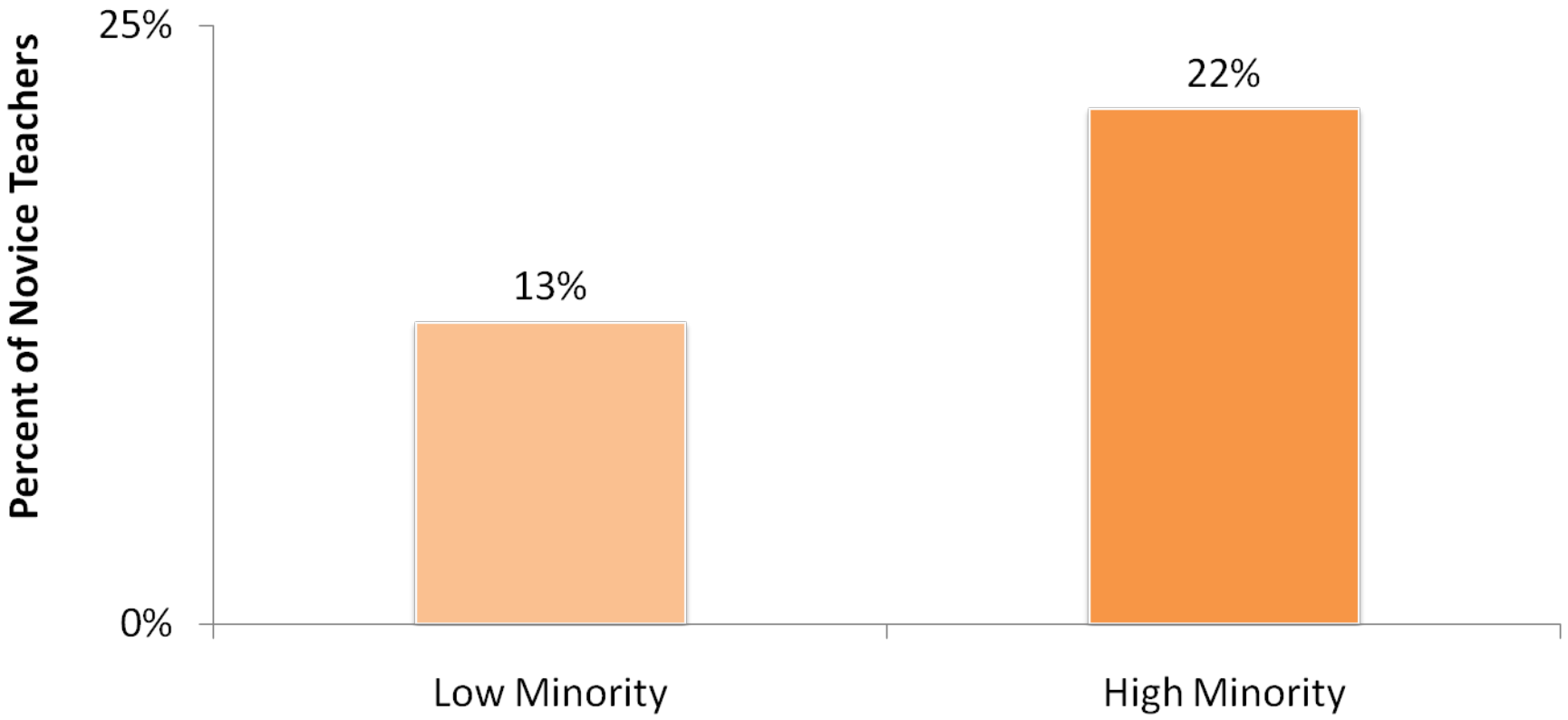
Math Classes at High-Poverty and High- Minority Schools More Likely to be Taught by Out of Field* Teachers



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

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

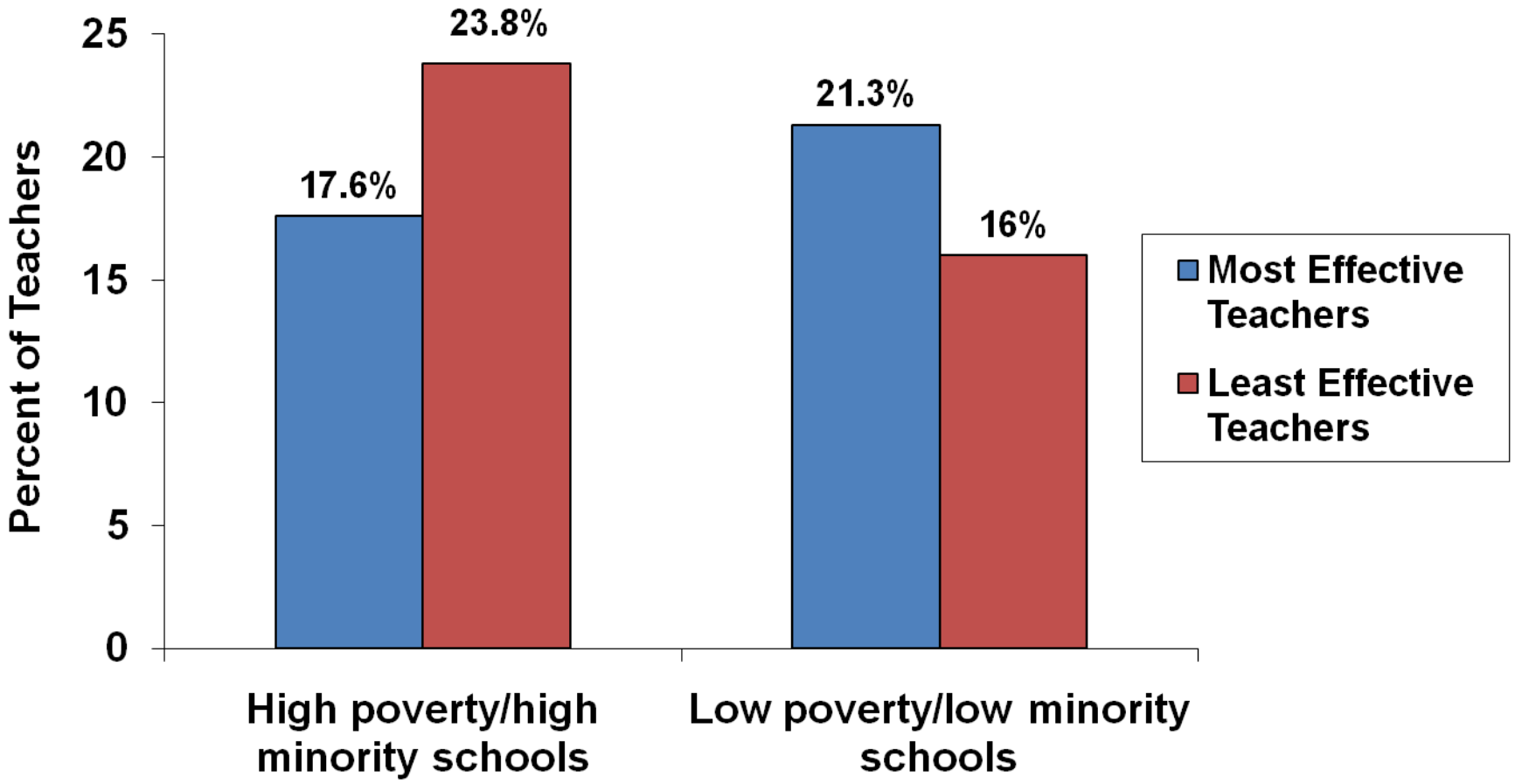


Note: High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -10% or fewer of the students are non-White students.

***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.

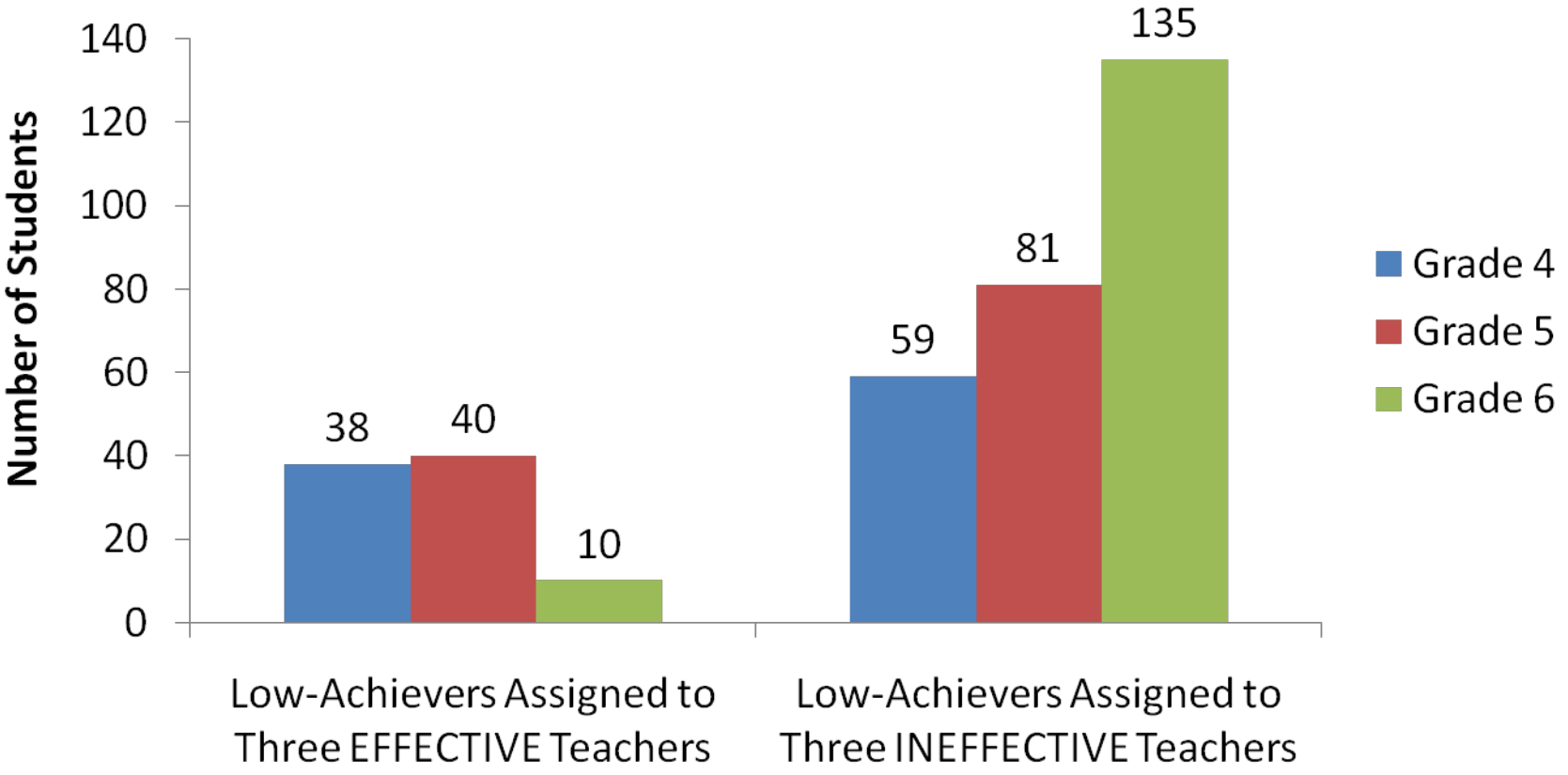
Tennessee: High poverty/high minority schools have fewer of the "most effective" teachers and more "least effective" teachers



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

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.

High performing schools and districts…

- Work hard to attract and hold good teachers and principals
- Make sure that their best are assigned to the students who most need them
- Chase out those who are not “good enough” for their kids.

5. Systems improve faster when there is a demand for change.

Important roles for parents, community.

Download this presentation.

www.edtrust.org

The Education Trust

Washington, D.C.
202/293-1217

Ann Arbor, MI
734/619-8009

Oakland, CA
510/465-6444