



Improving Achievement and Closing Gaps: What Can We Learn From Schools That Get It Right?

Dr. Linda Murray, Superintendent in Residence
The Education Trust—West

Reaching At-Promise Students
4th National Conference
February 2009



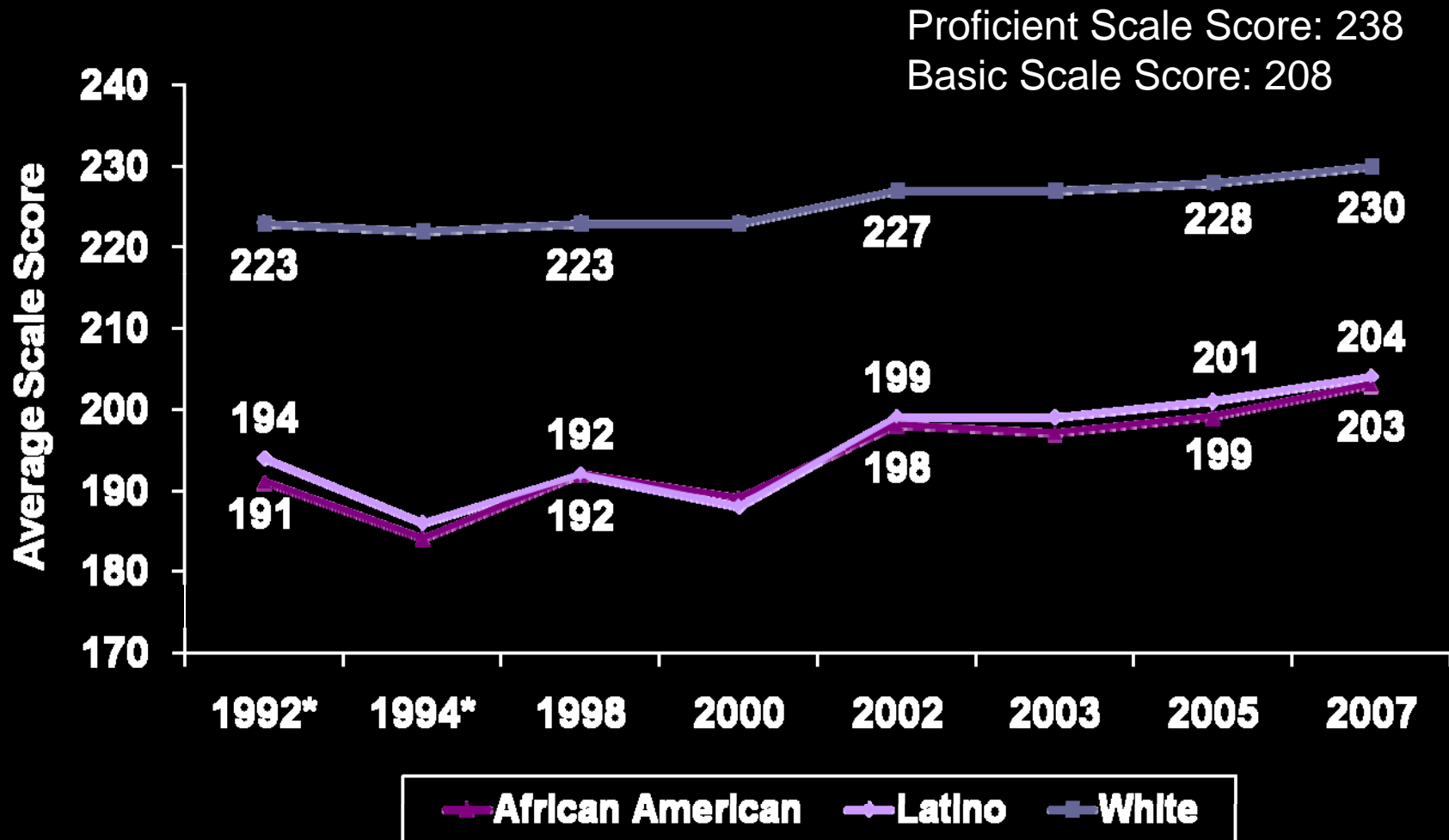
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First, some good news.

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



NAEP Grade 4 Reading Average Scale Scores Over Time, Nation

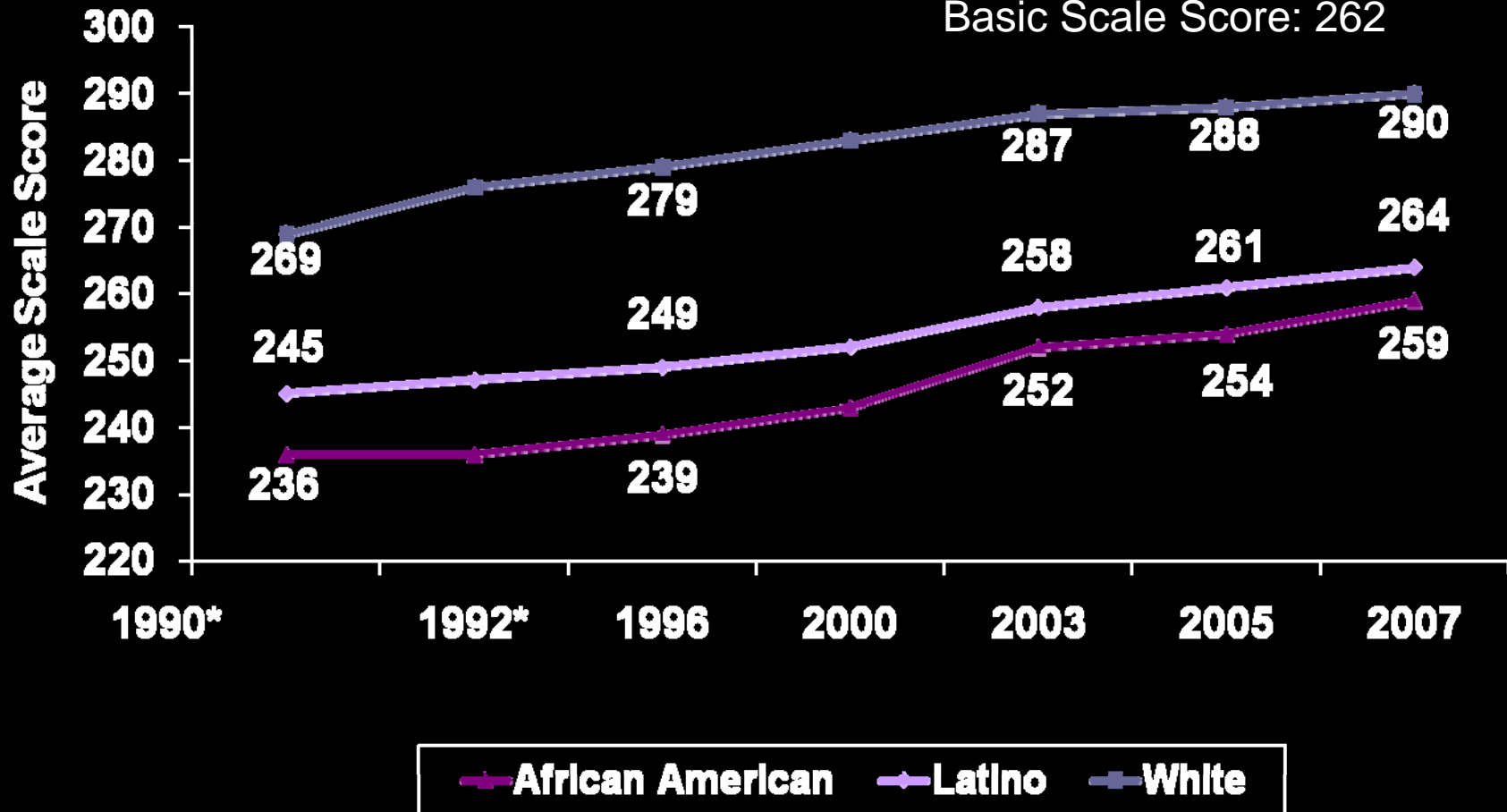


* Accommodations for students with disabilities and English language learners not permitted.

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/ipeds/dataexplorer/naep/>
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NAEP Grade 8 Math, Average Scale Scores Over Time, National

Proficient Scale Score: 299
Basic Scale Score: 262



* Accommodations for students with disabilities and English language learners not permitted.

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

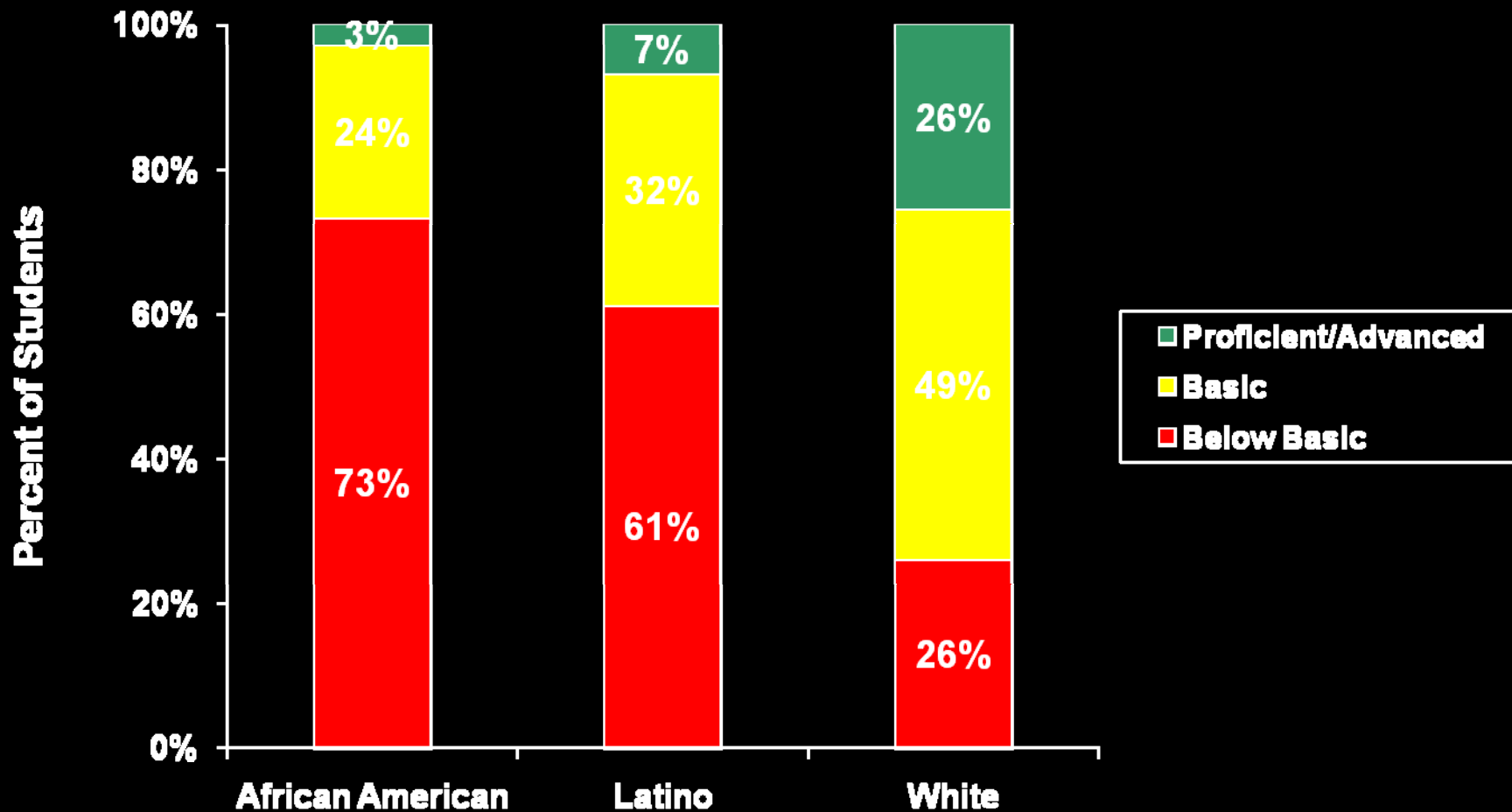


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And next time somebody tells you, “We’re spending more on education, but the results are flat,” show them the results of a decade of effort in mathematics...



1996 NAEP Grade 4 Math by Race/Ethnicity, Nation

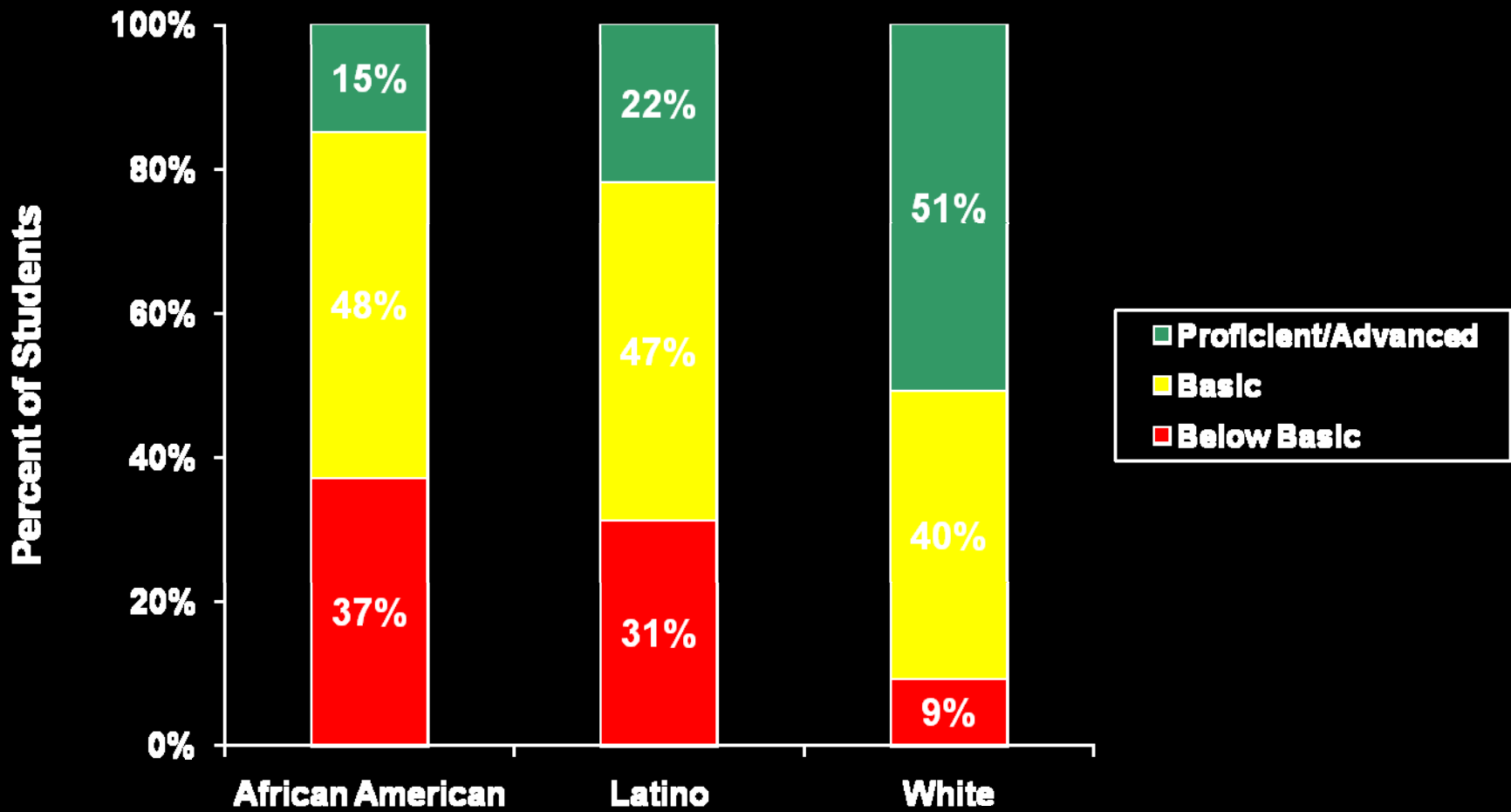


Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/ipeds/dataexplorer/naep/>



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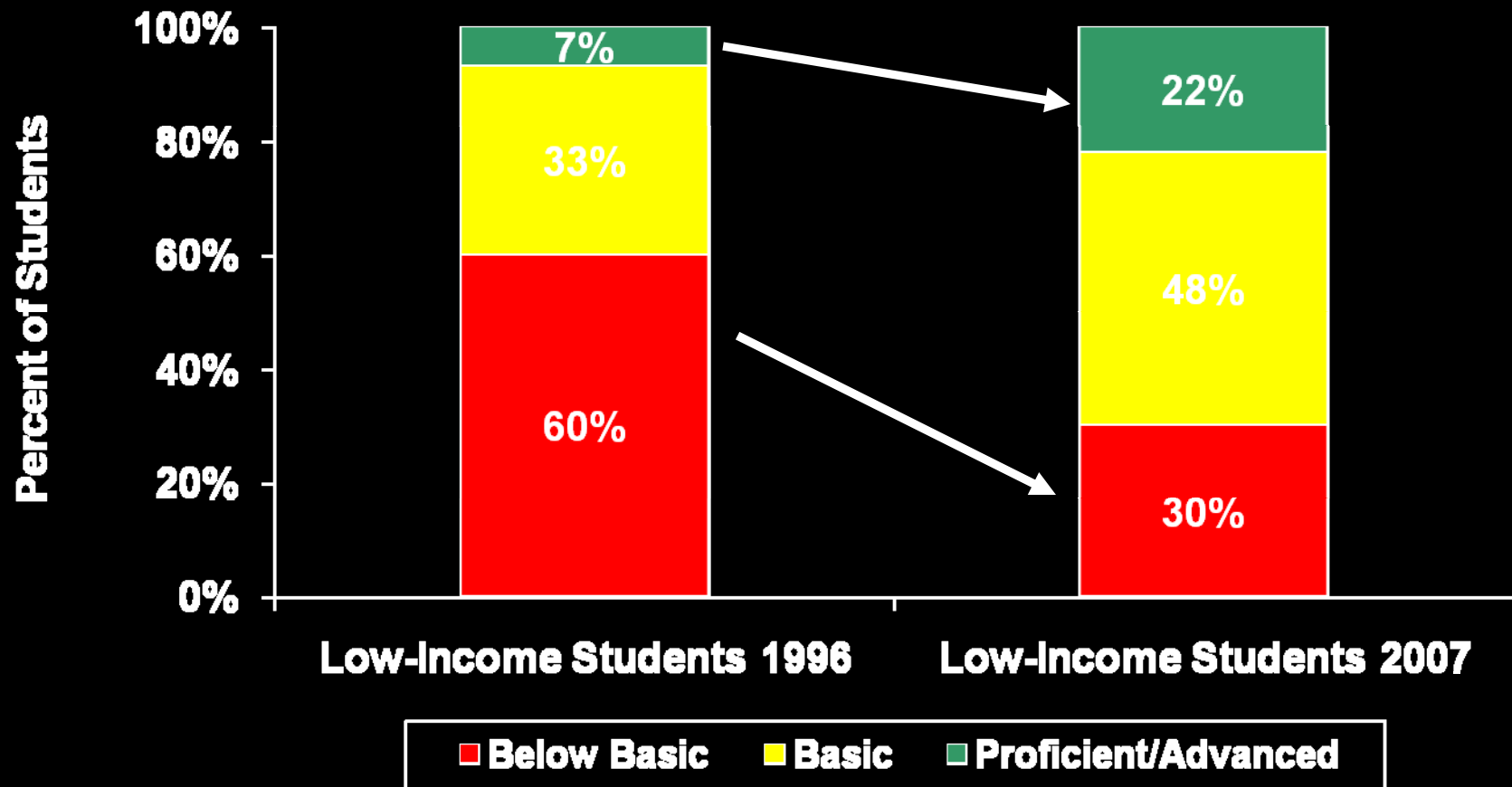
2007 NAEP Grade 4 Math by Race/Ethnicity, Nation



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



NAEP Grade 4 Math Low-Income Students, Nation 1996 compared to 2007



Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/ipeds/datacenter/naepreportcard/nde/>
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2007 State NAEP Results...

Had very good news for some
states.



NAEP Grade 4 Reading

Scale Score Gains, Overall, 1998-2007

Top States	
Delaware, Florida	18
HI, MA, MD	13
Georgia, Virginia	10
National Average	7
Range	18 to -3

Rankings are for the 40 states with Overall data in both 1998 and 2007.

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



NAEP Grade 4 Reading

Scale Score Gains, African American, 1998-2007

Top States	
Delaware	24
Florida	22
Nevada	19
National Average	11
Range	24 to -1

Rankings are for the 34 states with African American data in both 1998 and 2007.

NAEP Grade 4 Reading

Scale Score Gains, Latino, 1998-2007

Top States	
Delaware	42
Rhode Island	21
Florida	20
National Average	12
Range	42 to -6

Rankings are for the 23 states with Latino data in both 1998 and 2007.

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



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NAEP Grade 4 Reading

Scale Score Gains, Poor, 1998-2007

Top States	
Delaware	25
Florida	23
Hawaii	18
National Average	10
Range	25 to -2

Rankings are for the 39 states with Poor data in both 1998 and 2007.

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/ipeds/dataexplorer/naep/>



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NAEP Grade 8 Math

Scale Score Gains, Overall, 2000-2007

Top States	
Massachusetts	19
AR, SC	17
Maryland	14
National Average	8
Range	19 to 0

Rankings are for the 39 states with Overall data in both 2000 and 2007.

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/ipeds/dataexplorer/naep/>



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NAEP Grade 8 Math

Scale Score Gains, African American, 2000-2007

Top States	
Arkansas	27
Arizona, Kansas	22
Maryland, Texas	21
National Average	16
Range	27 to -7

Rankings are for the 28 states with African American data in both 2000 and 2007.

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/ipeds/dataexplorer/naep/>



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NAEP Grade 8 Math

Scale Score Gains, Latino, 2000-2007

Top States	
Massachusetts	24
Nebraska	19
Wyoming	17
National Average	12
Range	24 to -1

Rankings are for the 19 states with Latino data in both 2000 and 2007.

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



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NAEP Grade 8 Math

Scale Score Gains, Poor, 2000-2007

Top States	
Maryland	23
Arkansas	21
SC, TN	20
National Average	12
Range	23 to 1

Rankings are for the 39 states with Poor data in both 2000 and 2007.

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



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NAEP Grade 8 Writing

Scale Score Gains, Overall, 1998-2007

Top States	
Florida	16
AR & DE	14
MA & WY	12
National Average	6
Range	-3 to 16

Rankings are for the 33 states with Overall data in both 1998 and 2007.

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



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NAEP Grade 8 Writing

Scale Score Gains, African American, 1998-2007

Top States	
Arizona	20
AR & WA	19
Florida	18
National Average	10
Range	-9 to 20

Rankings are for the 27 states with African American data in both 1998 and 2007.

NAEP Grade 8 Writing

Scale Score Gains, Low Income, 1998-2007

Top States	
AR & DE	19
Florida	17
Washington	16
National Average	10
Range	-1 to 19

Rankings are for the 33 states with Low Income data in both 1998 and 2007.

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



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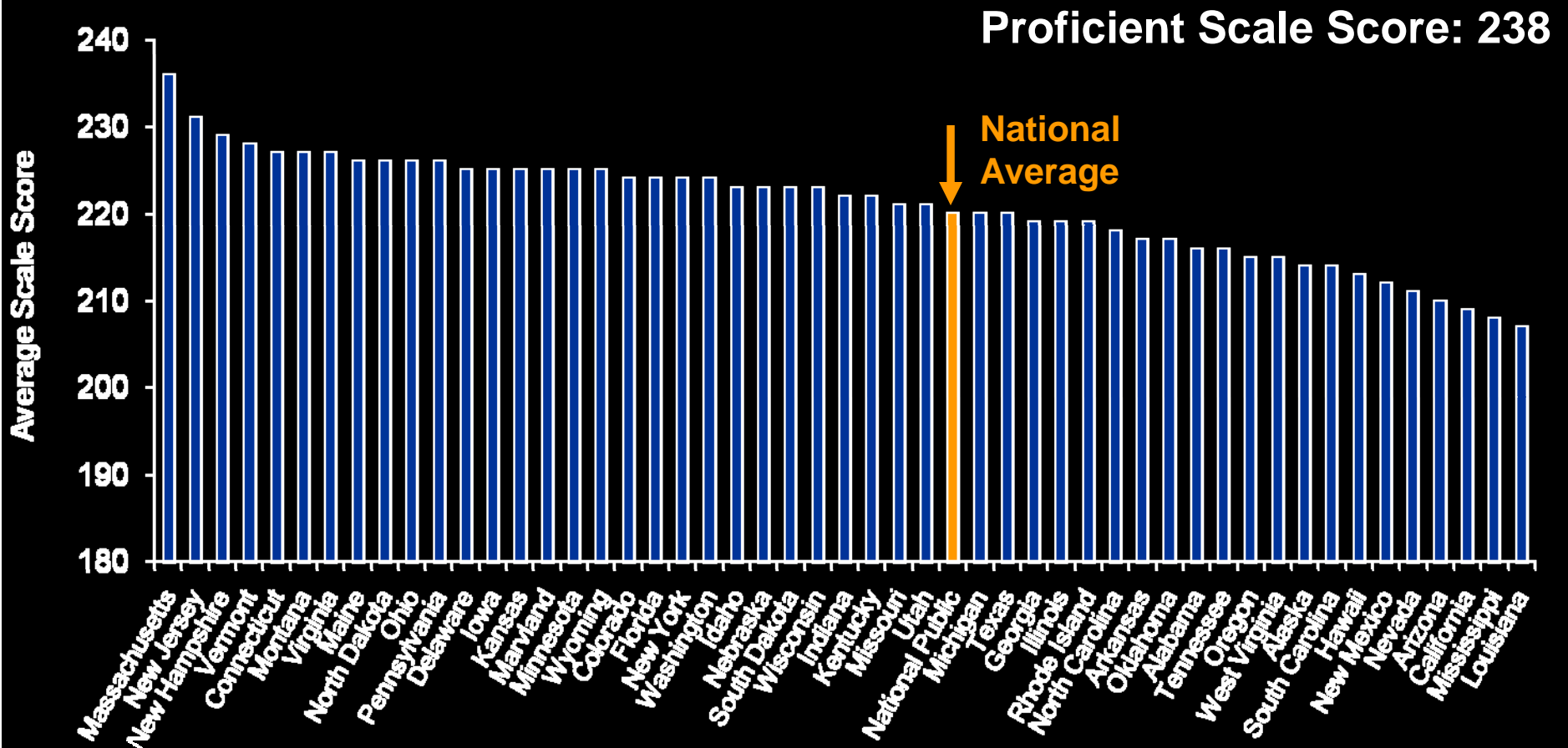
**Bottom Line:
When We Really Focus on
Something, We Make Progress**



Clearly, much more remains to
be done in elementary and
middle school
Too many youngsters still enter high
school way behind.



2007 NAEP Grade 4 Reading Average Overall Scale Scores by State



Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/ipeds/dataexplorer/naep/>

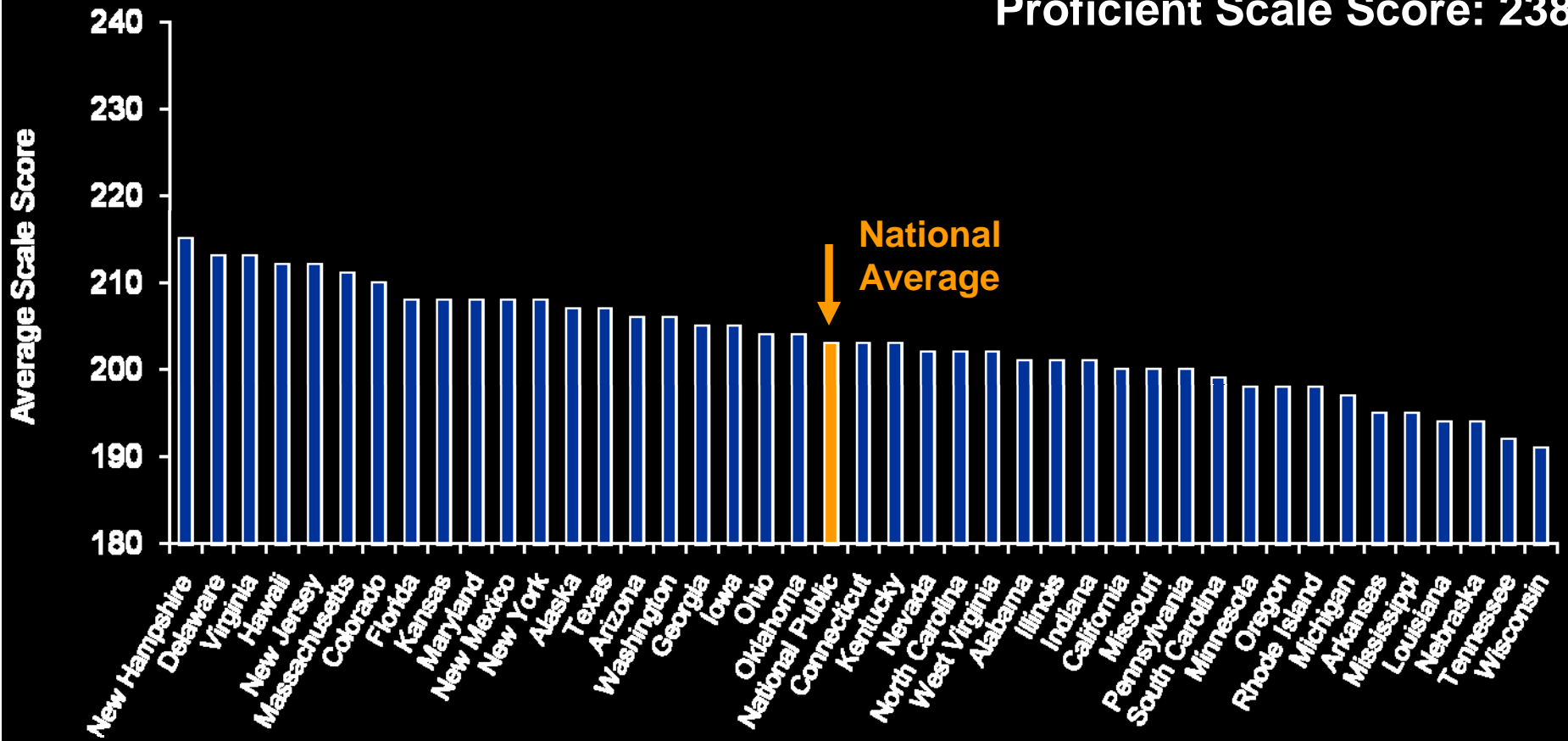


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2007 NAEP Grade 4 Reading

Average African American Scale Scores by State

Proficient Scale Score: 238

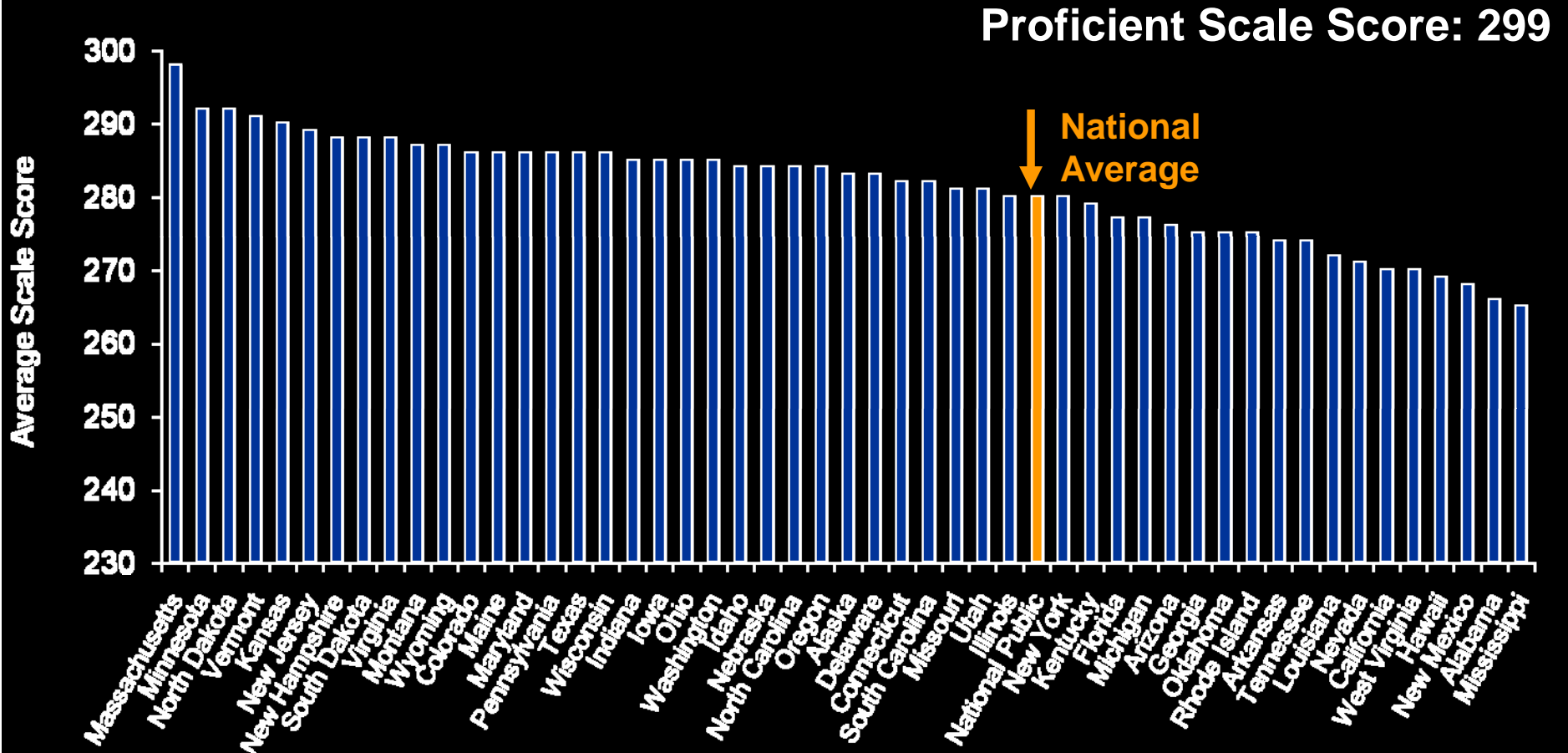


Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>



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2007 NAEP Grade 8 Math Average Overall Scale Scores by State



Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/ipeds/dataexplorer/naep/>



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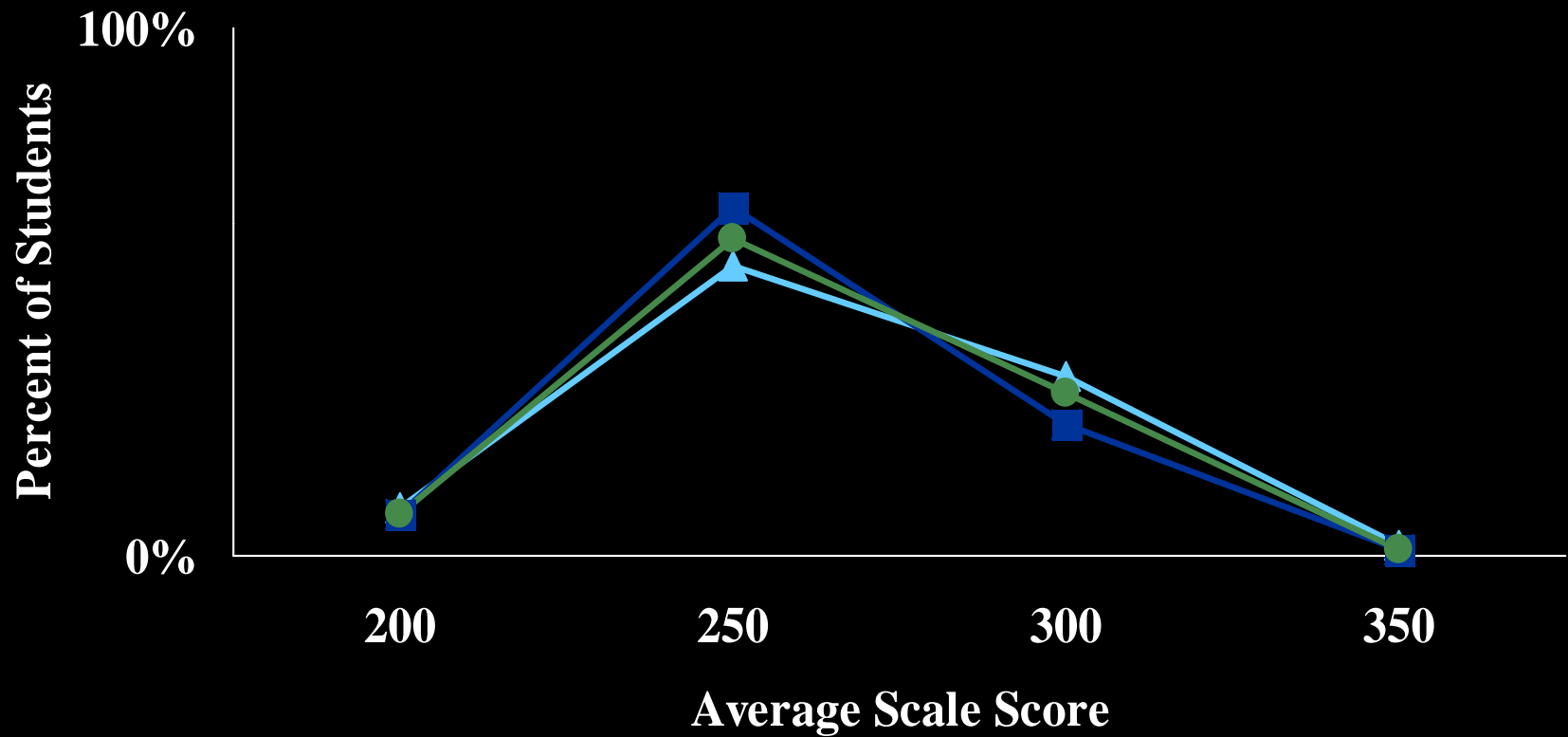
But at least we have some traction on these problems.



The same is **NOT** true of our
high schools.



African American and Latino 17 Year-Olds Do Math at Same Levels As White 13 Year-Olds



▲ White 13 Year-Olds ■ African American 17 Year-Olds ● Latino 17-Year Olds

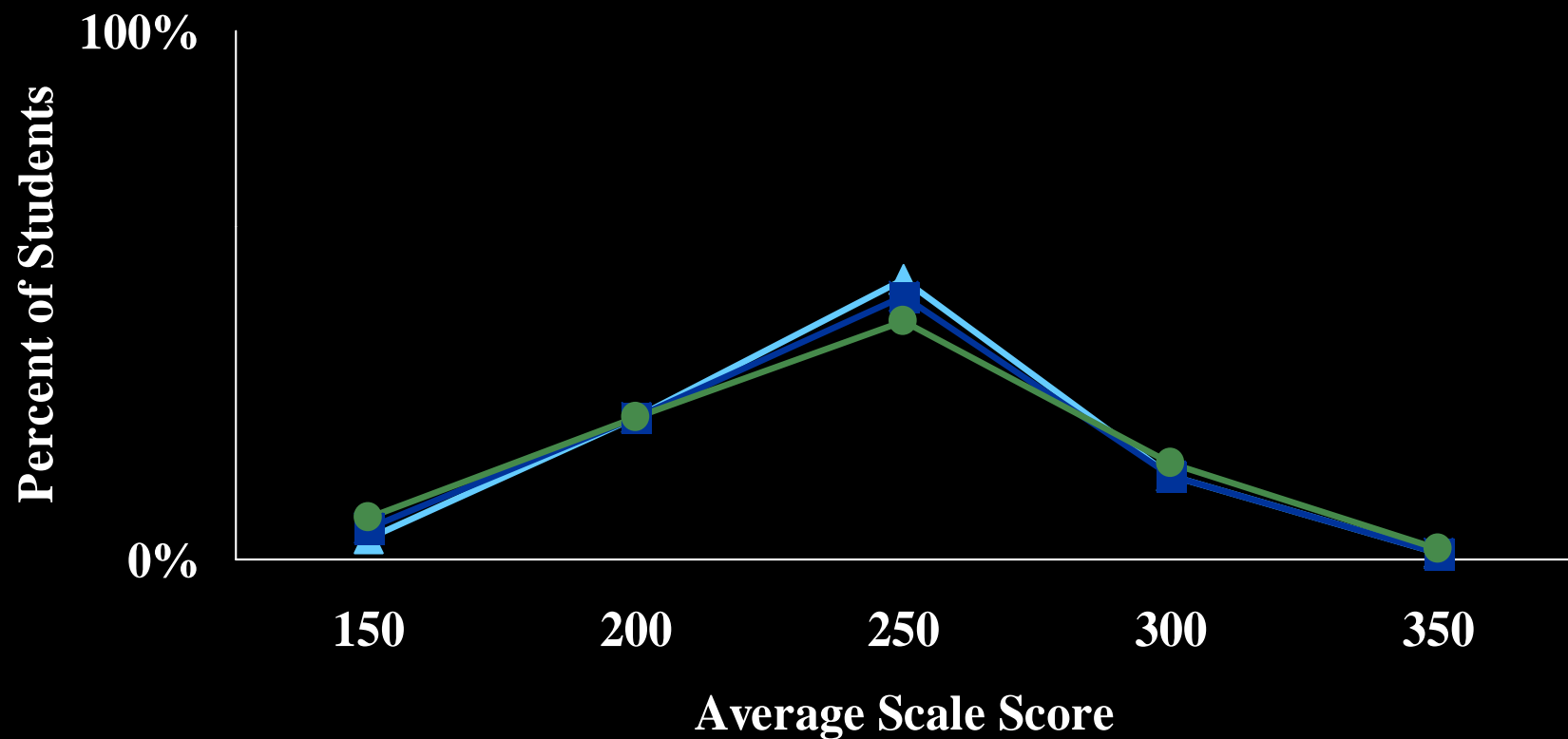
•Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends
in Academic Progress



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African American and Latino 17 Year-Olds Read at Same Levels As White 13 Year-Olds



▲ White 13 Year-Olds ■ African American 17 Year-Olds ● Latino 17 Year-Olds

•Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



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Why so much less progress in our high schools?

Hormones?



If so, we'd see the same
pattern in other countries.

And we don't.



A few years ago, we got a wake
up call when the 1999 PISA
results were published.



US 15 Year-Olds Rank Near Middle Of The Pack Among 32 Participating Countries: 1999

	U.S. RANK
READING	15TH
MATH	19TH
SCIENCE	14TH



2003?



PISA 2003: US 15 Year-Olds Rank Near The End Of The Pack Among 29 OECD Countries

	U.S. RANK
READING	20TH
MATH	24TH
SCIENCE	19TH

Source: NCES, 2005, International Outcomes of Learning in Mathematics, Literacy and Problem Solving: 2003 PISA Results.
NCES 2005-003



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2006?

Taking just the 26 countries that
participated in all three
administrations....



PISA Performance

U.S.A. Ranks Near Bottom, Has Fallen Since 2000

Subject	2000 Rank (out of 26)	2003 Rank (out of 26)	2006 Rank (out of 26)
Mathematics	17th	22nd	22nd
Science	13th	Tied for 17th	19th

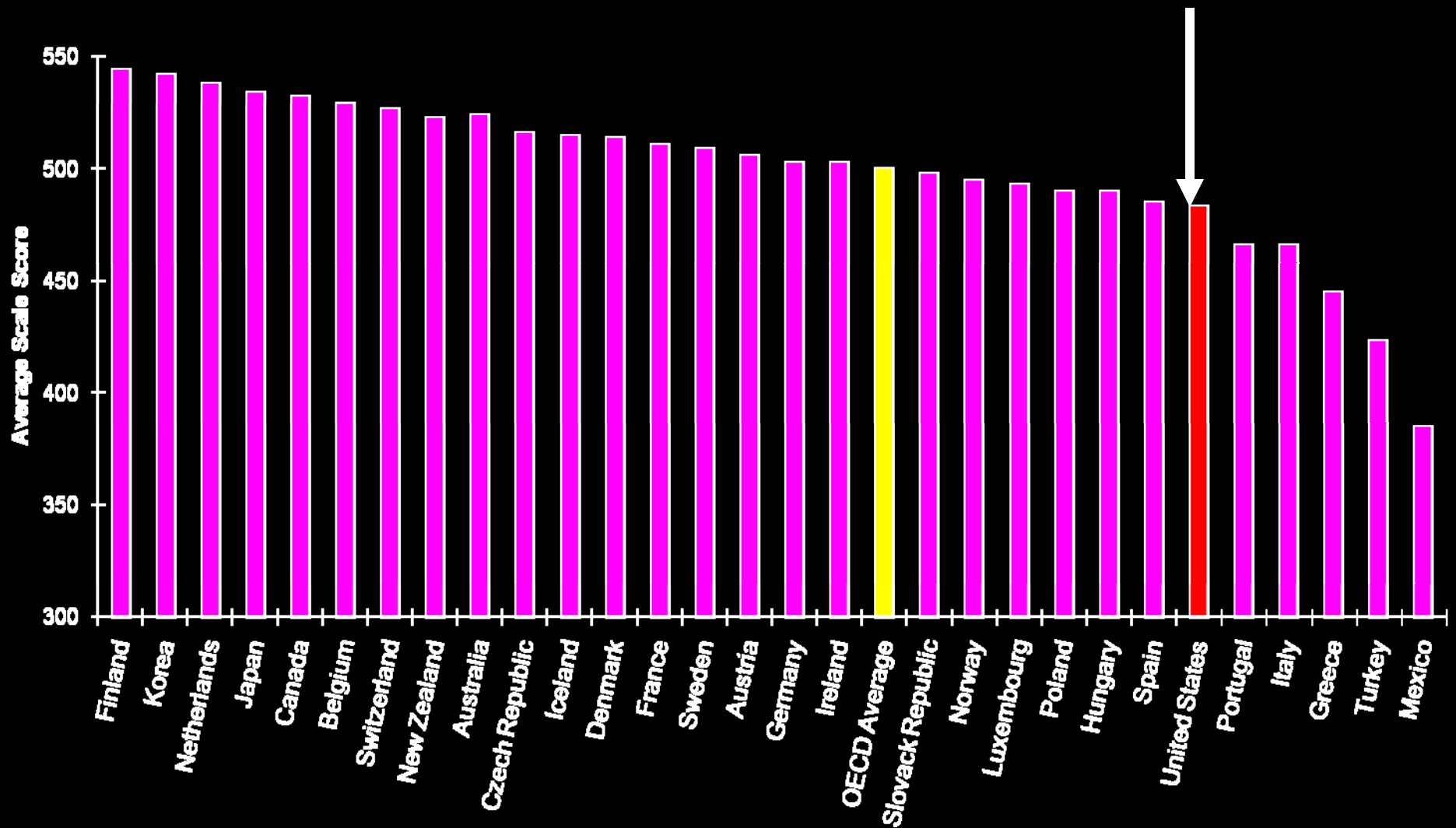
Rankings are for the 26 OECD countries participating in PISA in 2000, 2003, and 2006.



Let's take a closer look at
math...



2003: U.S. Ranked 24th out of 29 OECD Countries in Mathematics

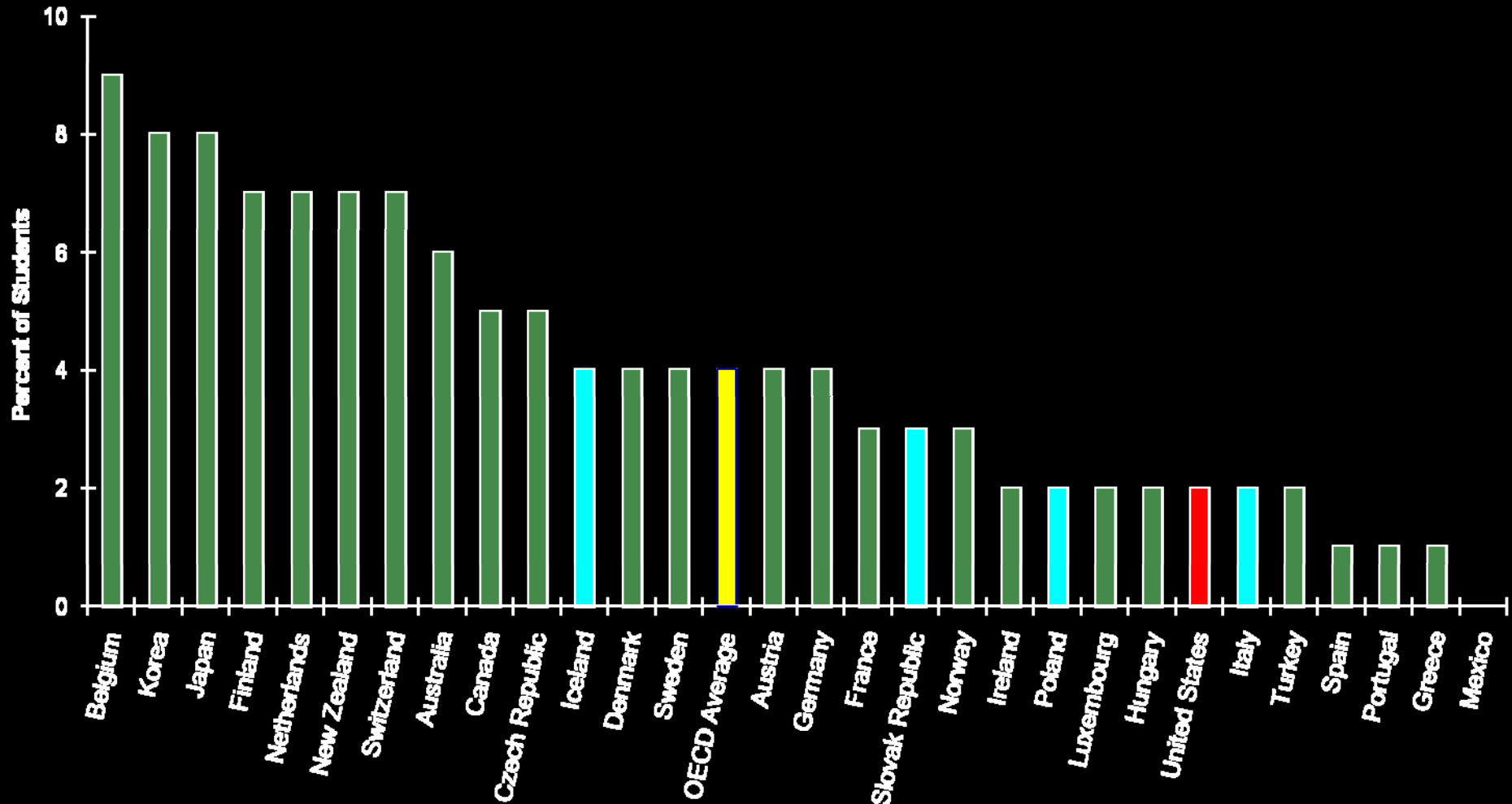


Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at <http://www.oecd.org/> 2009 by The Education Trust-West

Problems are not limited to our
high-poverty and high-minority
schools . . .



U.S. Ranks Low in the Percent of Students in the Highest Achievement Level (Level 6) in Math

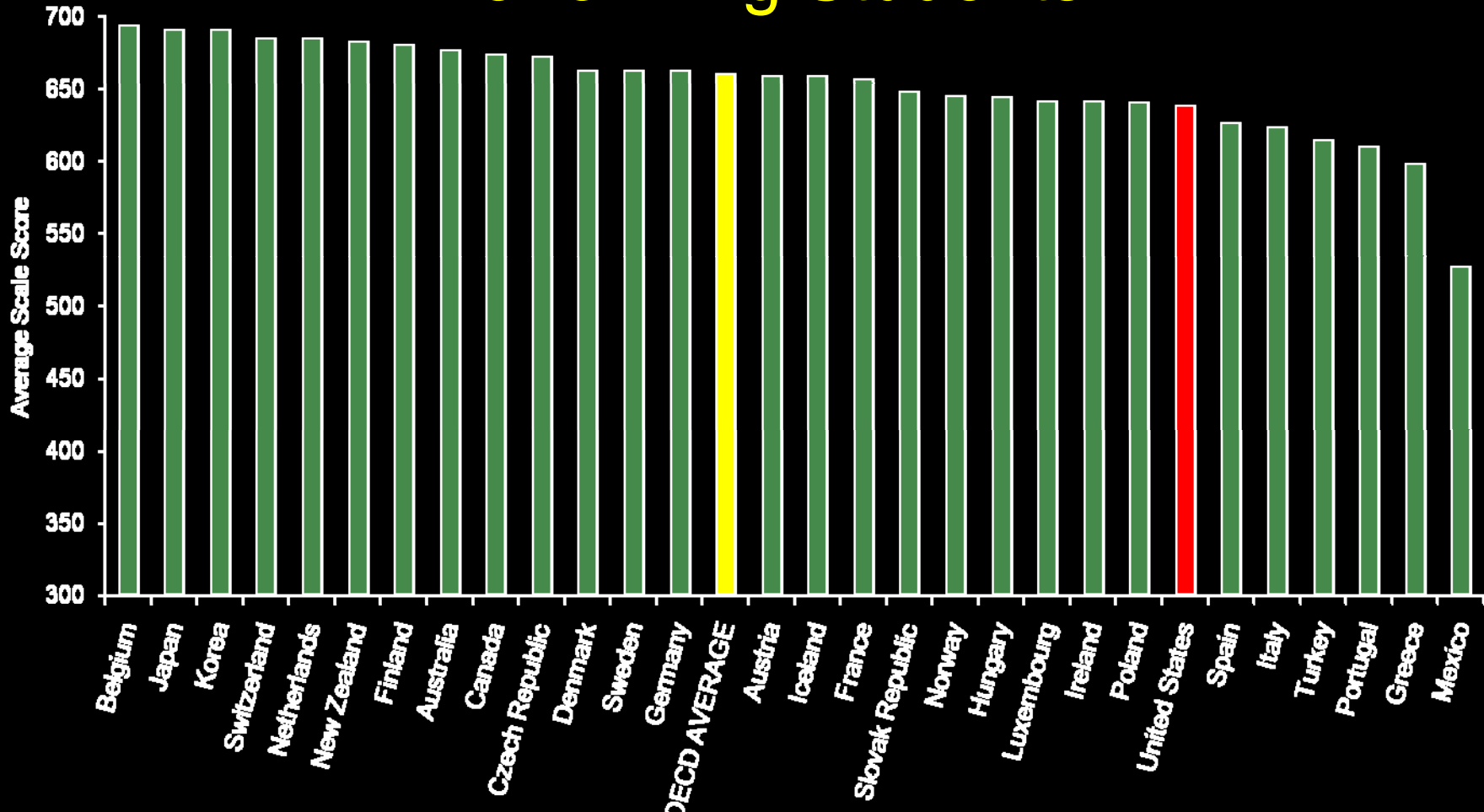


Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at <http://www.oecd.org/>



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U.S. Ranks 23rd out of 29 OECD Countries in the Math Achievement of the Highest-Performing Students*



* Students at the 95th Percentile

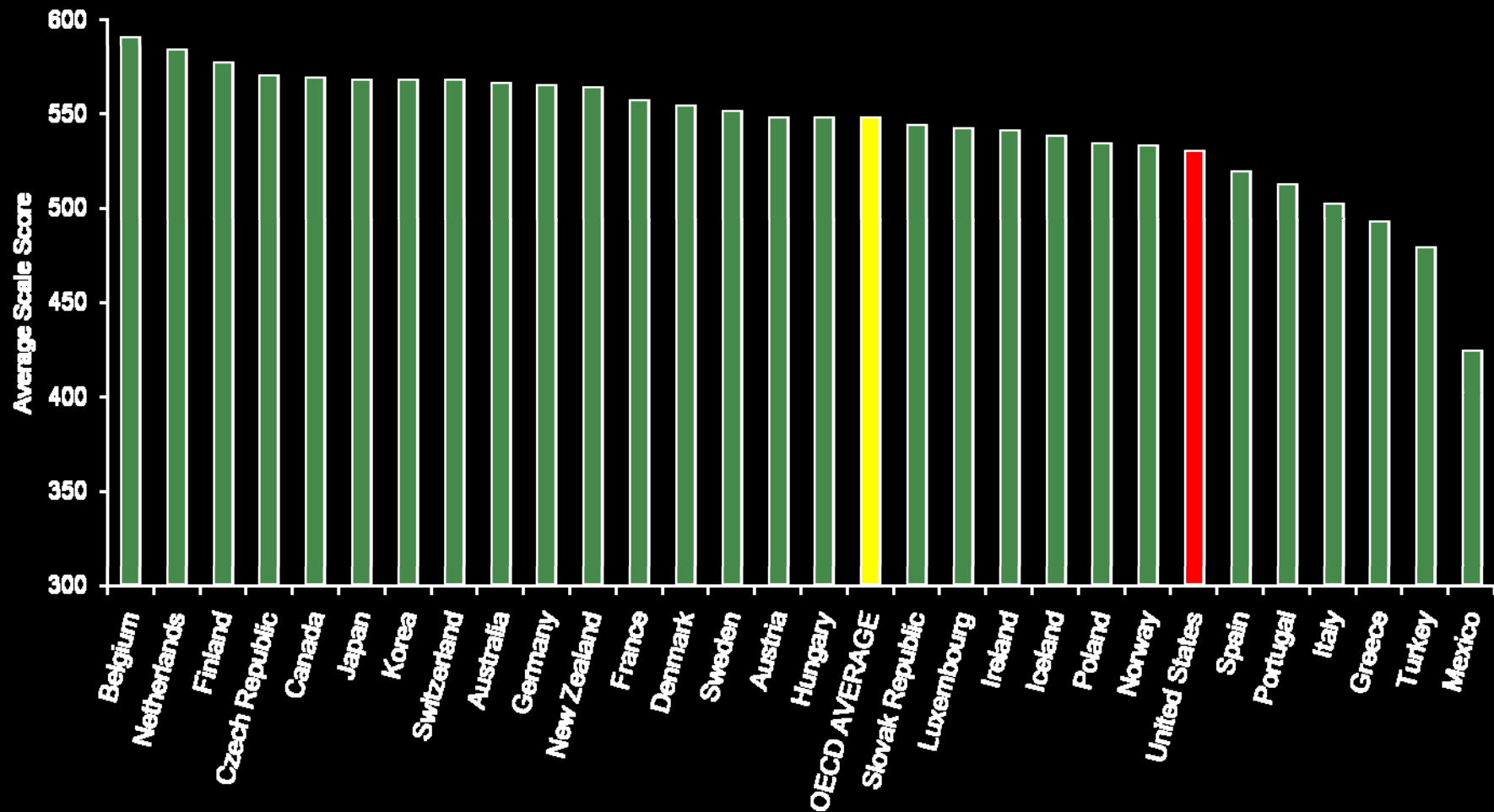
Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at

<http://www.oecd.org/>



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U.S. Ranks 23rd out of 29 OECD Countries in the Math Achievement of High-SES Students



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



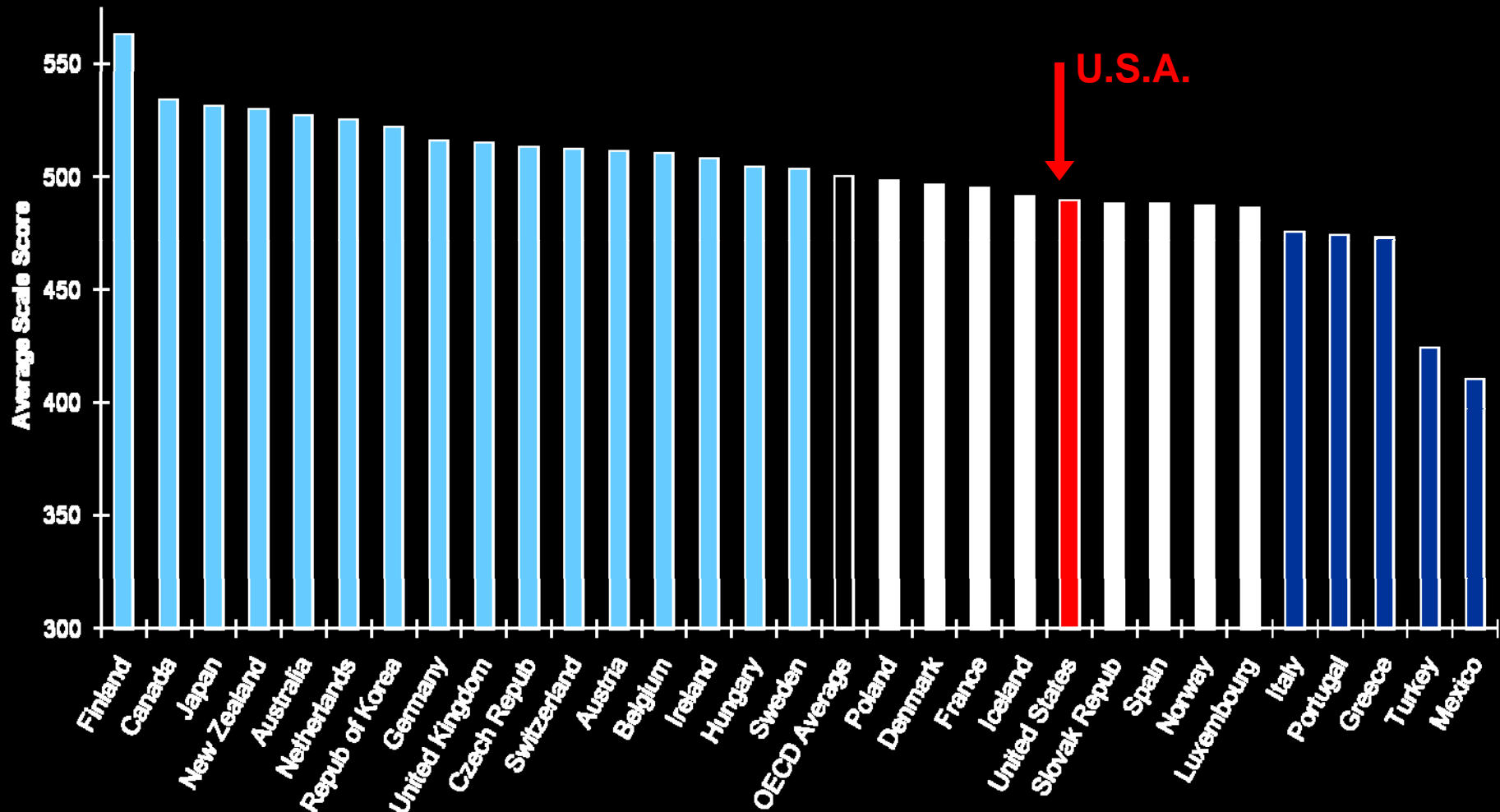
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Science?



PISA 2006 Science

Of 30 OECD Countries, U.S.A. Ranked 21st



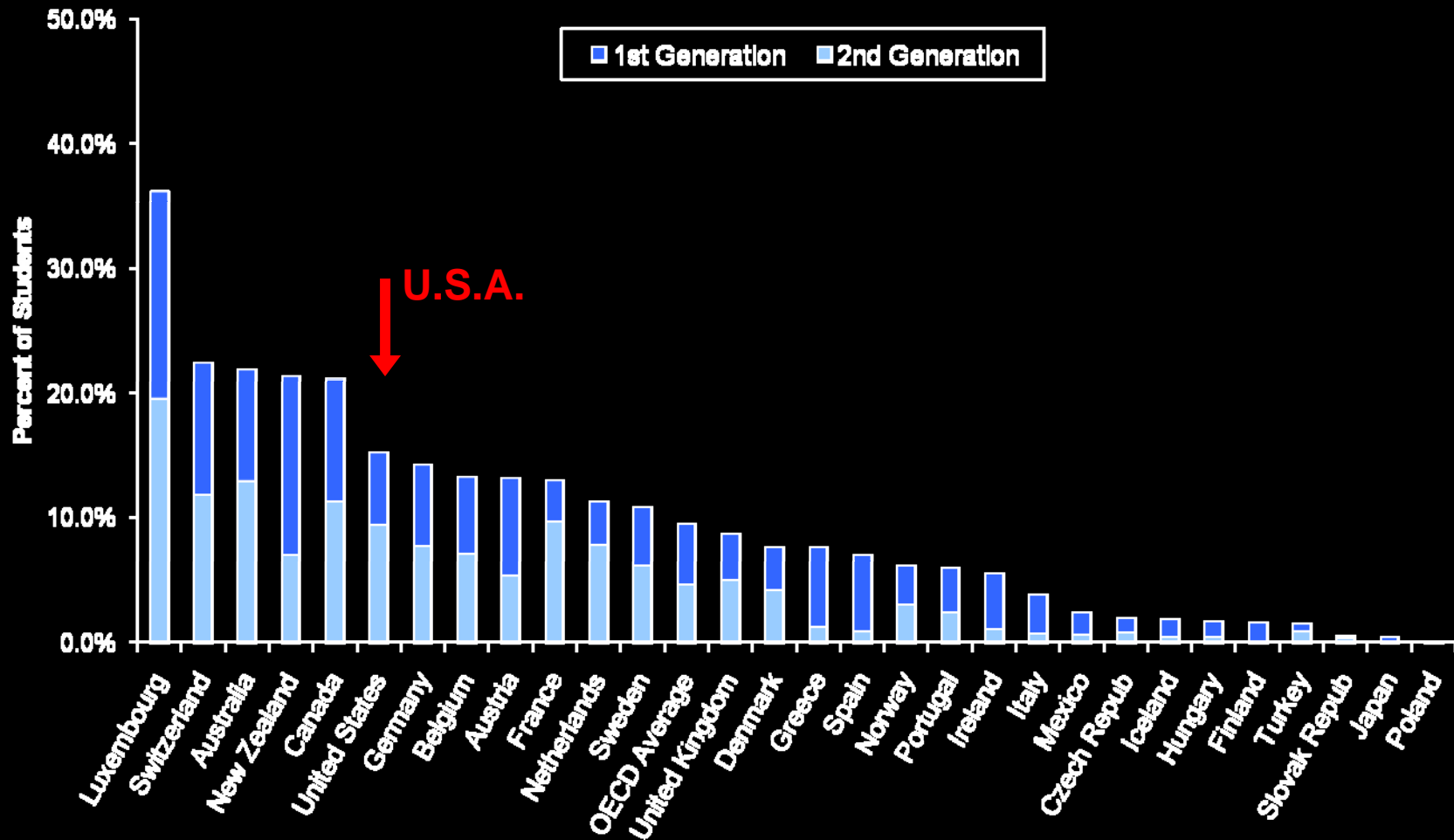
■ Higher than U.S. average
 □ Not measurably different from U.S. average
 ■ Lower than U.S. average

Source: NCES, PISA 2006 Results, <http://nces.ed.gov/surveys/pisa/>



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Immigrants? The U.S.A. does have a larger percentage of immigrants and children of immigrants than most OECD countries

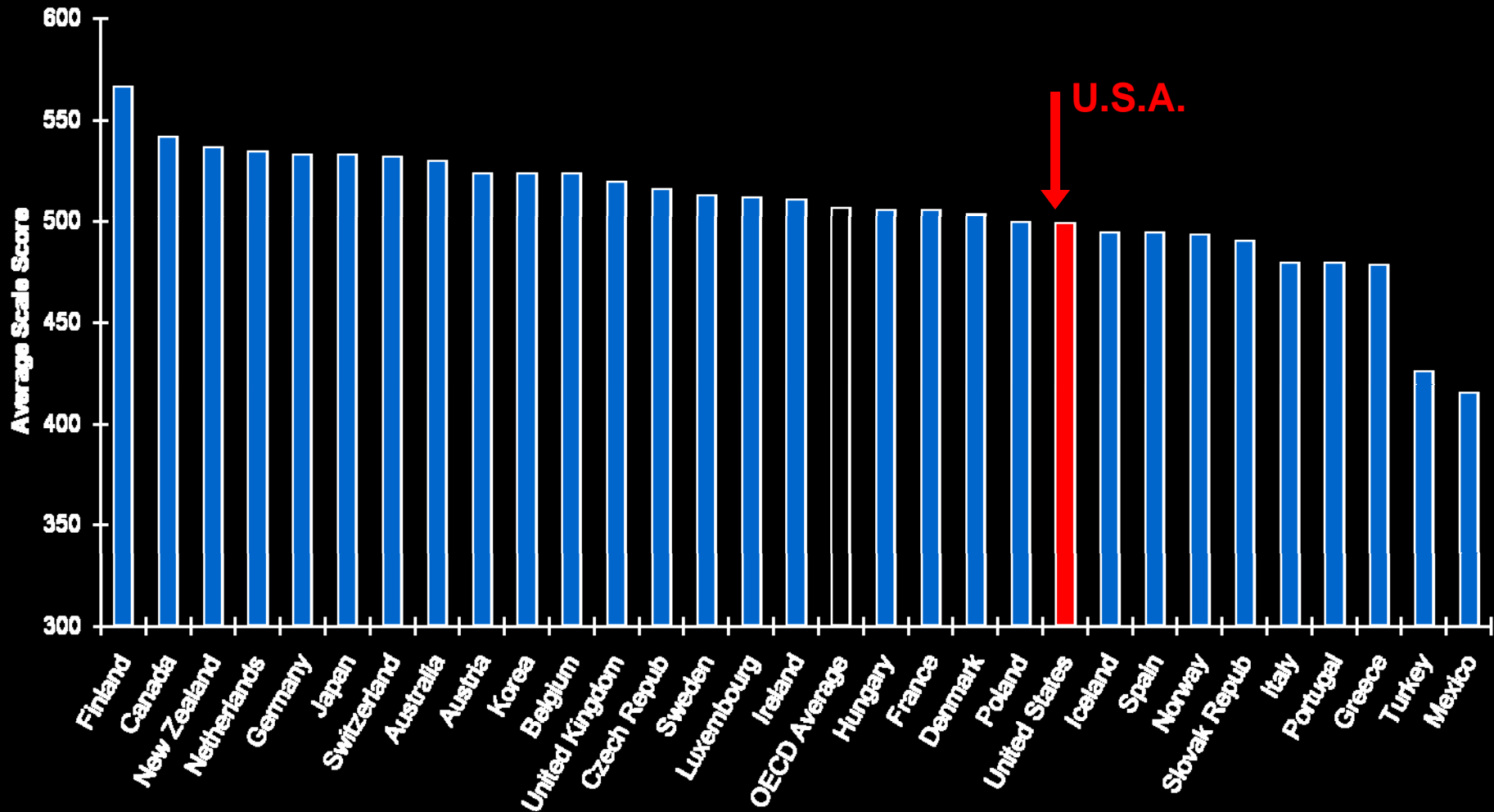


Source: OECD, PISA 2006 Results, table 4.2c, <http://www.oecd.org/>



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But ranks 21st out of 30 OECD countries when only taking into account native student* scores PISA 2006 Science



*Students born in the country of assessment with at least one parent born in the same country

Source: OECD, PISA 2006 Results, table 4.2c, <http://www.oecd.org/>

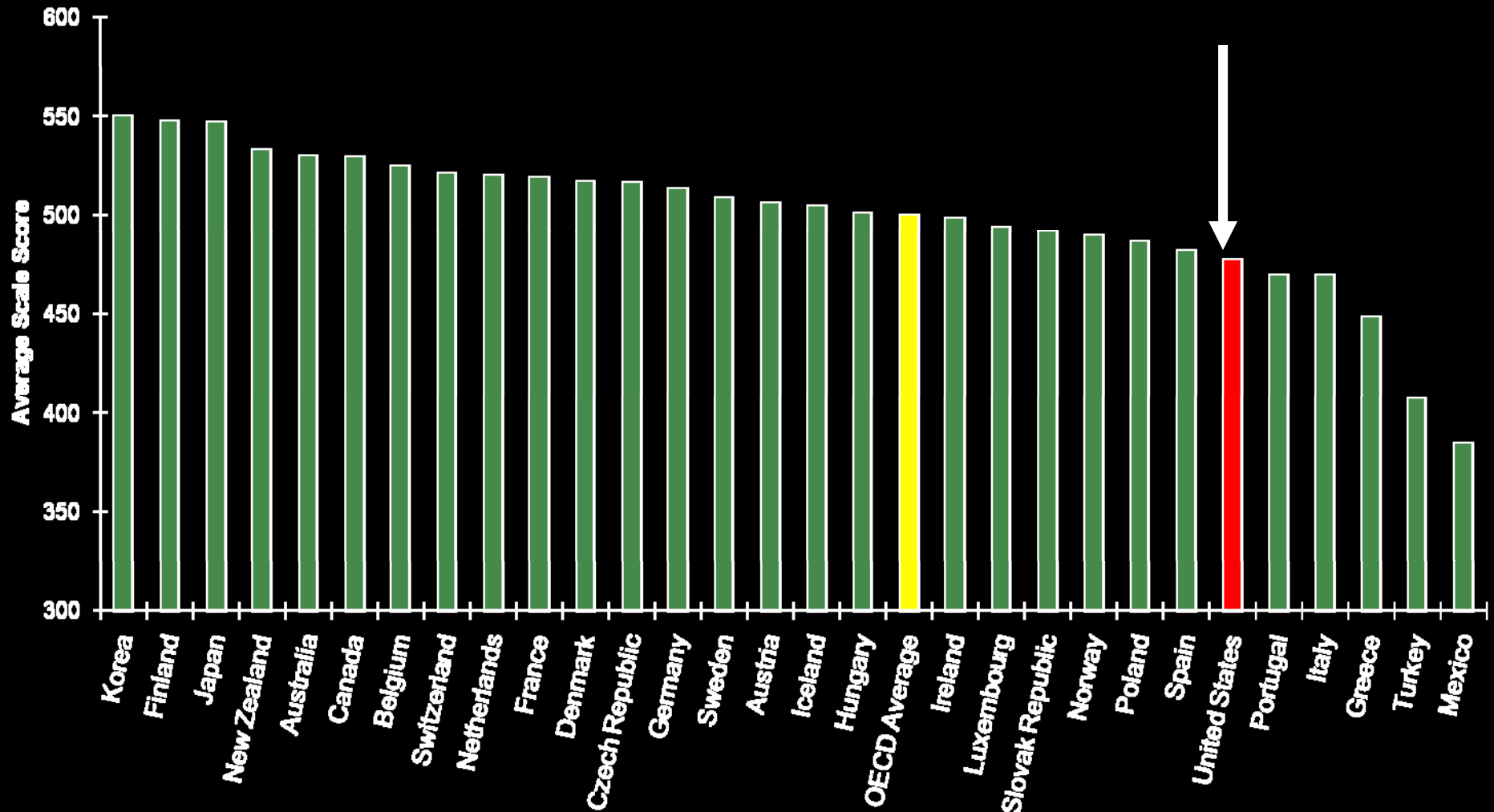


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Even in problem-solving,
something we consider an
American strength...



PISA 2003: Problem-Solving, US Ranks 24th Out of 29 OECD Countries



Source: NCES, 2005, International Outcomes of Learning in Mathematics, Literacy and Problem Solving: 2003 PISA Results. NCES 2005-003



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One measure on which 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.**

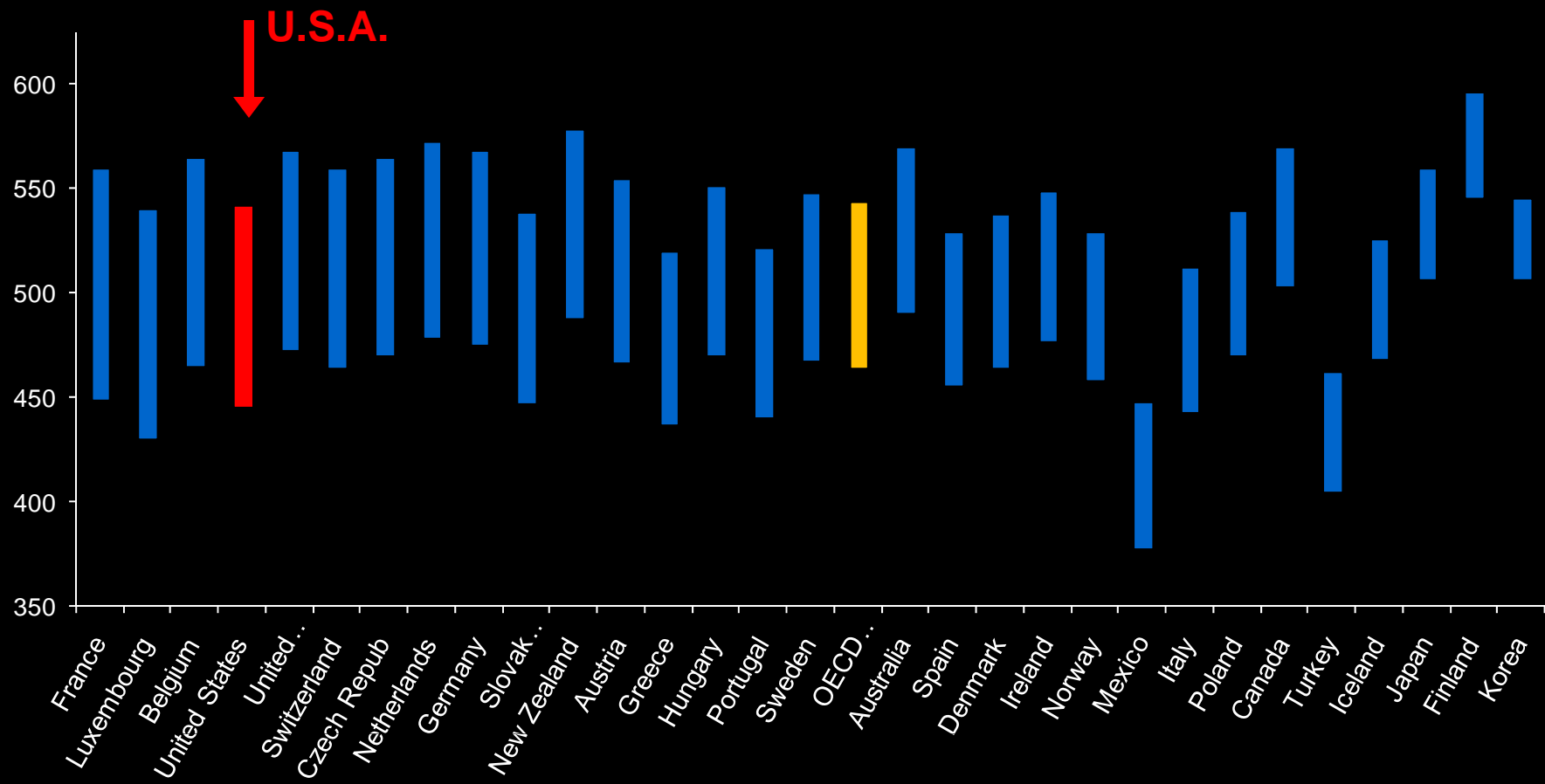
Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at <http://www.oecd.org/>



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

PISA 2006 Science



Source: OECD, PISA 2006 Results, table 4.8b, <http://www.oecd.org/>



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**These gaps 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 “lesser” are a result of choices that policymakers make.



Nation: Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$907 per student
High Minority vs. Low Minority Districts	-\$614 per student



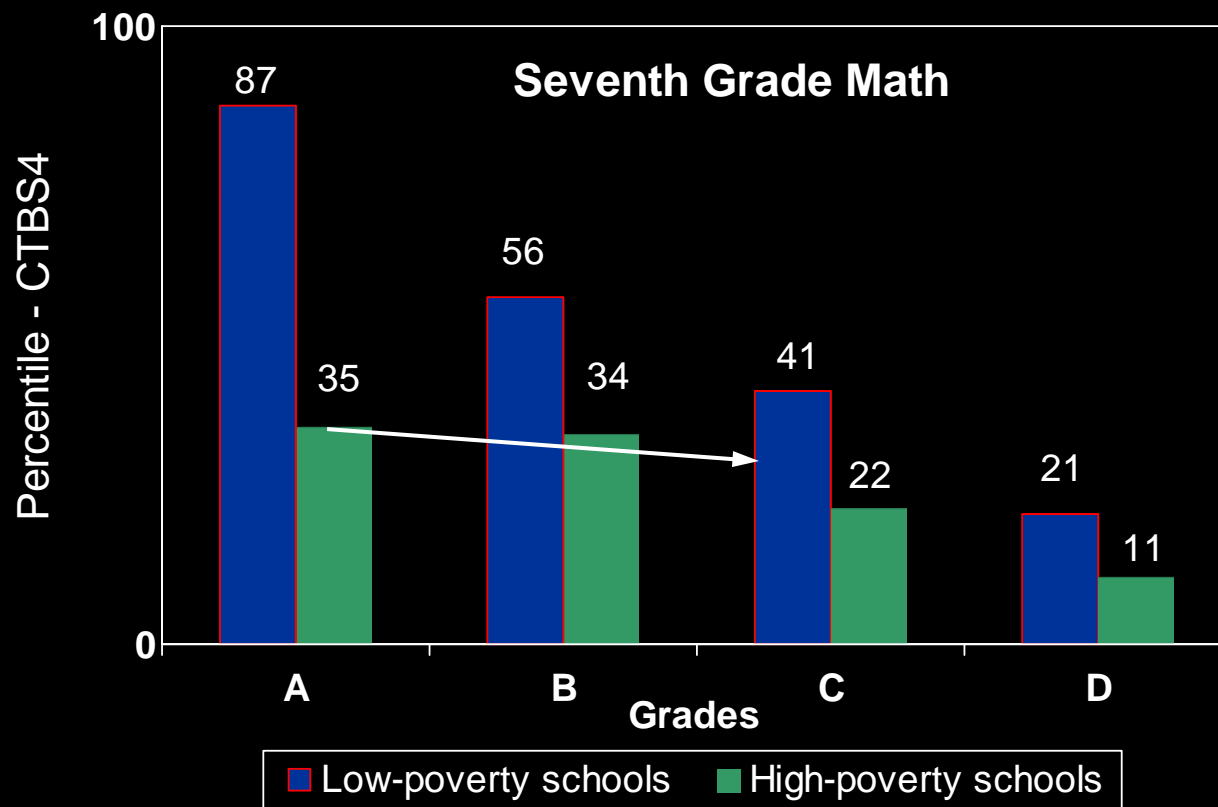
But some of the most devastating
“lesses” are a function of choices
that we educators make..



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



Students in Poor Schools Receive 'A's for Work That Would Earn 'Cs' in Affluent Schools



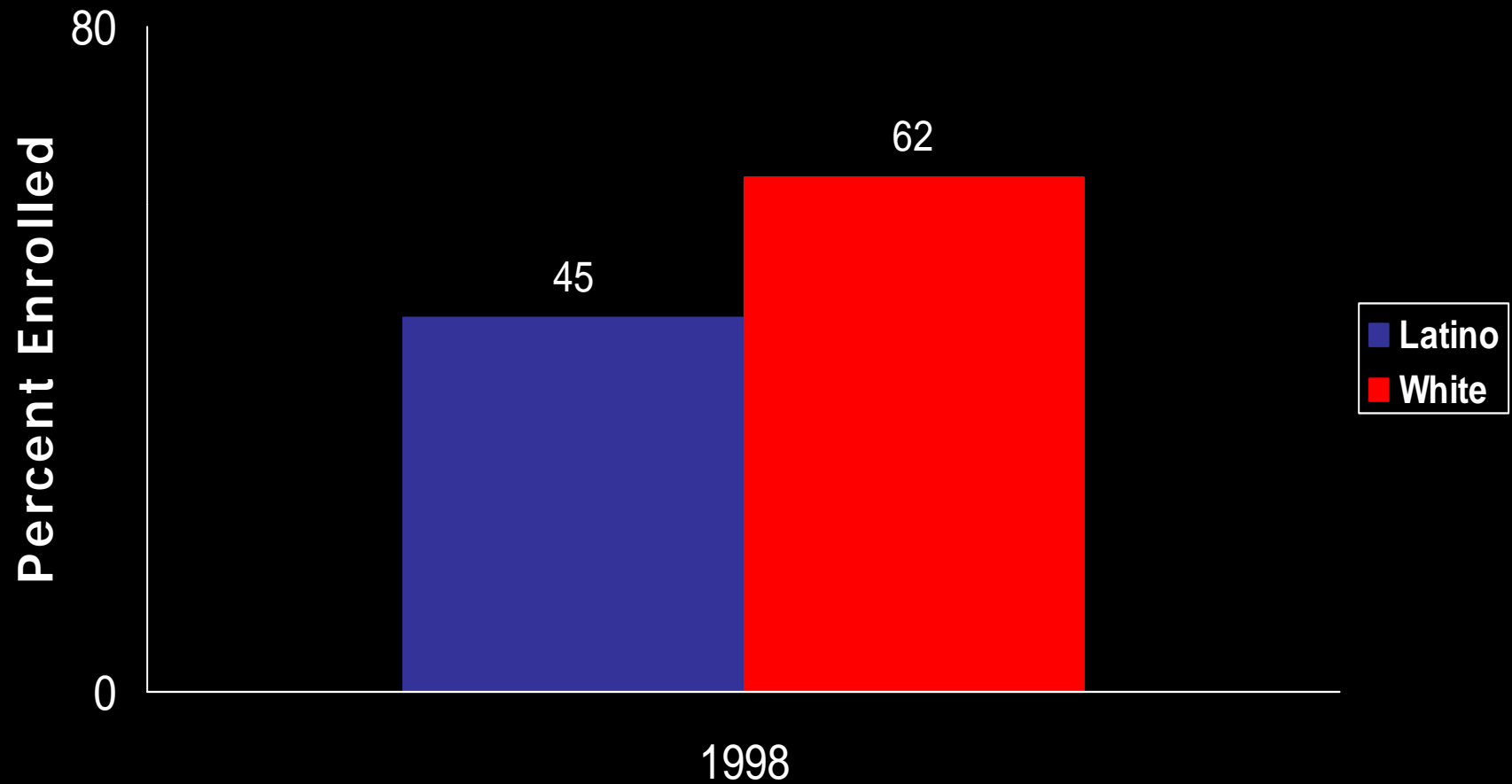
Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



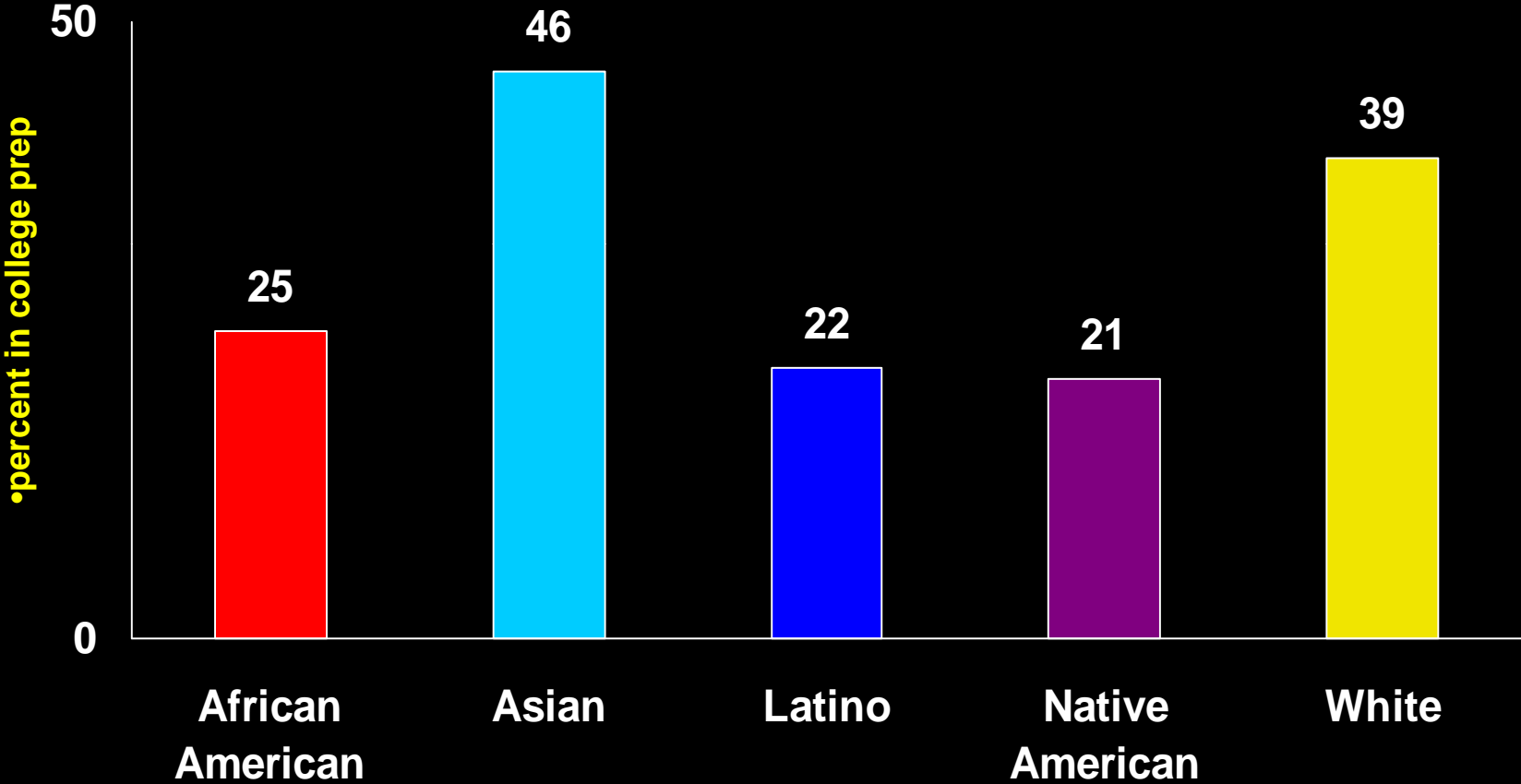
Choices we make about what
to teach whom...



Fewer Latino students are enrolled in Algebra 2



African American, Latino & Native American high school graduates are less likely to be in a full college prep track



Full College Prep track is defined as at least: 4 years of English, 3 years of math, 2 years of natural science, 2 years of social science and 2 years of foreign language

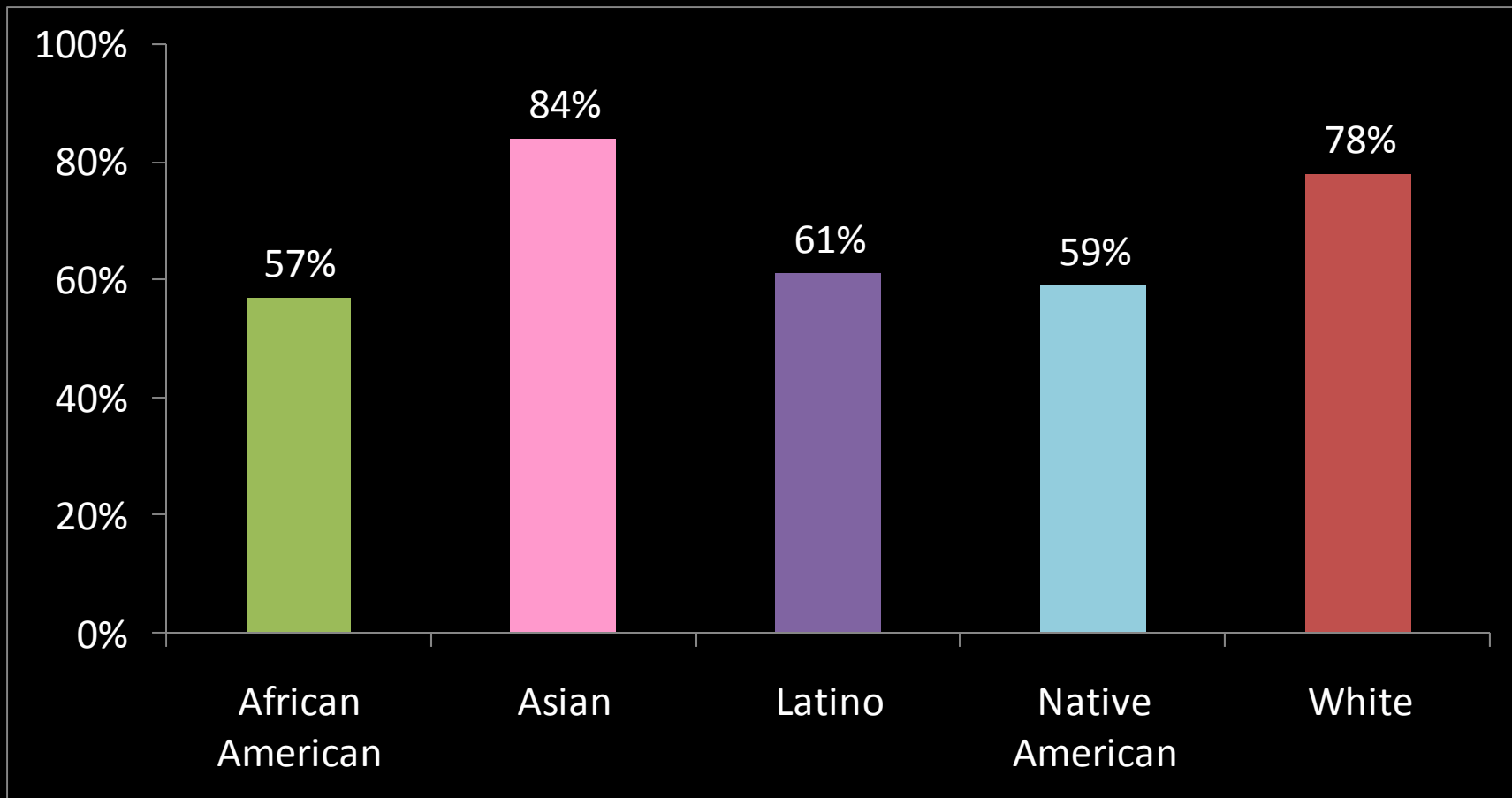
Source: Jay P. Greene, Public High School Graduation and College Readiness Rates in the United States, Manhattan Institute, September 2003. Table 8. 2001 high school graduates with college prep curriculum. © 2009 by The Education Trust-West

Results are devastating.

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



Best available estimates of national four-year graduation rates Class of 2006



Source: Ed Trust analysis of enrollment data from the National Center for Education Statistics, Common Core of Data using the Averaged Freshman Graduation Rate (AFGR) methodology. For more information on the AFGR methodology, see National Center for Education Statistics, *Users Guide to Computing High School Graduation Rates, Volume 2*, August 2002, 2009 by The Education Trust-West

Add it all up...



Of Every 100 White Kindergartners:

- 94** Graduate from high school
- 66** Complete at least some college
- 34** Obtain at least a Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 African American Kindergartners:

- 89** Graduate from High School
- 51** Complete at Least Some College
- 18** Obtain at Least a Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 Latino Kindergartners:

62 Graduate from
high school

31 Complete at least
some college

10 Obtain at least a
Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 American Indian/Alaskan Native Kindergartners:

71 Graduate from
high school

30 Complete at least
some college

12 Obtain at least a
Bachelor's Degree

(25 Years Old and Older)

Source: U.S. Census Bureau, *We the People: American Indians and Alaska Natives in the United States*.

Data source: Census 2000, www.census.gov/population/www/socdemo/race/censr-28.pdf 2009 by The Education Trust-West

Some Americans Are Much Less Likely to Graduate From College

	25-29 Year Olds with B.A. or Higher
White	35.5%
Black	19.5%
Latino	11.6%



Some Americans Are Much Less Likely to Graduate From College

	B.A. Rate by Age 24
Young People from High SES Families	75%
Young People from Low SES Families	9%

Note: SES is a weighted variable developed by NCES, which includes parental education levels and occupations and family income. "High" and "low" refer to the highest and lowest quartiles of SES.

Achievement Gaps Are Not Inevitable.



What Can We Do?

An awful lot of educators 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



But if they are right, why are low-income students and students of color performing so much higher in some schools...



Ralph J. Bunche Elementary School

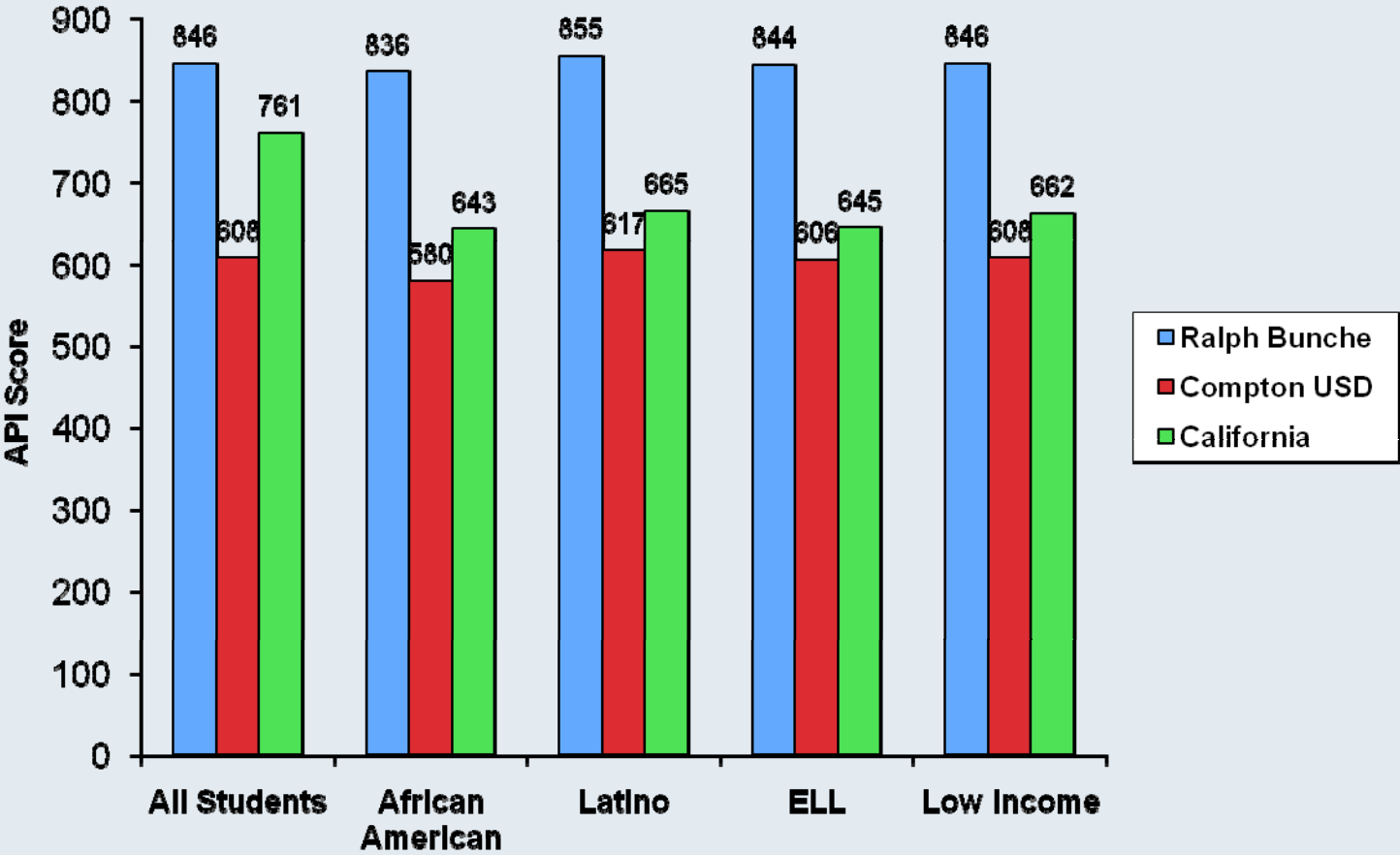
Compton Unified School District

Carson, California

- 417 students in grades K-5
- 99% African American and Latino
- 40% English Language Learner
- 93% Low-Income



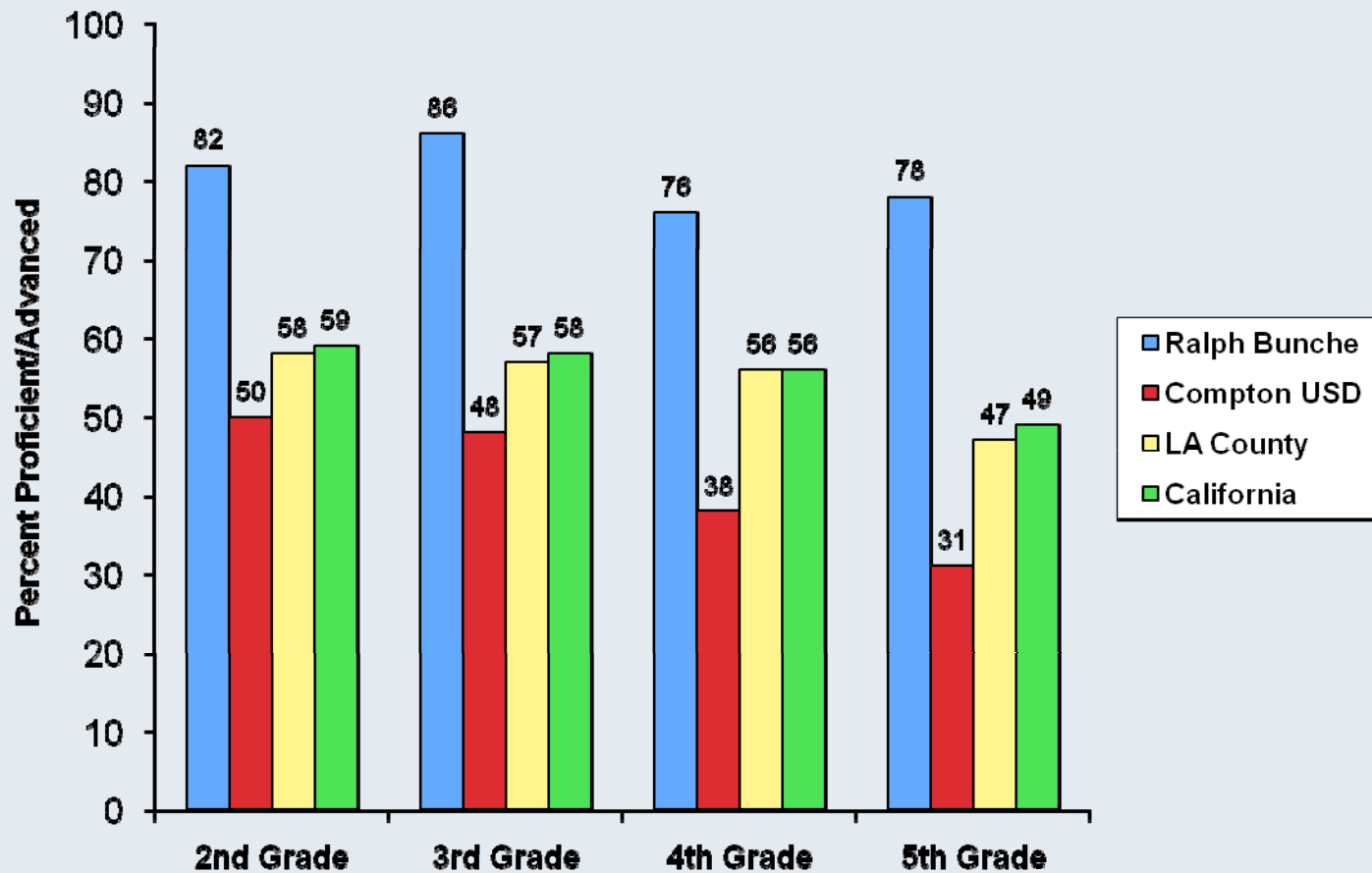
Ralph Bunche Students Outpacing District and State 2007 API



Source: California Department of Education, <http://dq.cde.ca.gov/dataquest>



Ralph Bunche Success at Every Grade Level Math 2007



Source: California Department of Education, <http://dq.cde.ca.gov/dataquest>



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2008-2009
 Elementary School
 2008-2009
 2008-2009

When Data Speaks... Proficient or Advanced Makes the Most Noise



Bunche of Data





Ralph Bunche College Bound



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Elmont Memorial Junior-Senior High School



Elmont Memorial Junior-Senior High School Elmont, New York

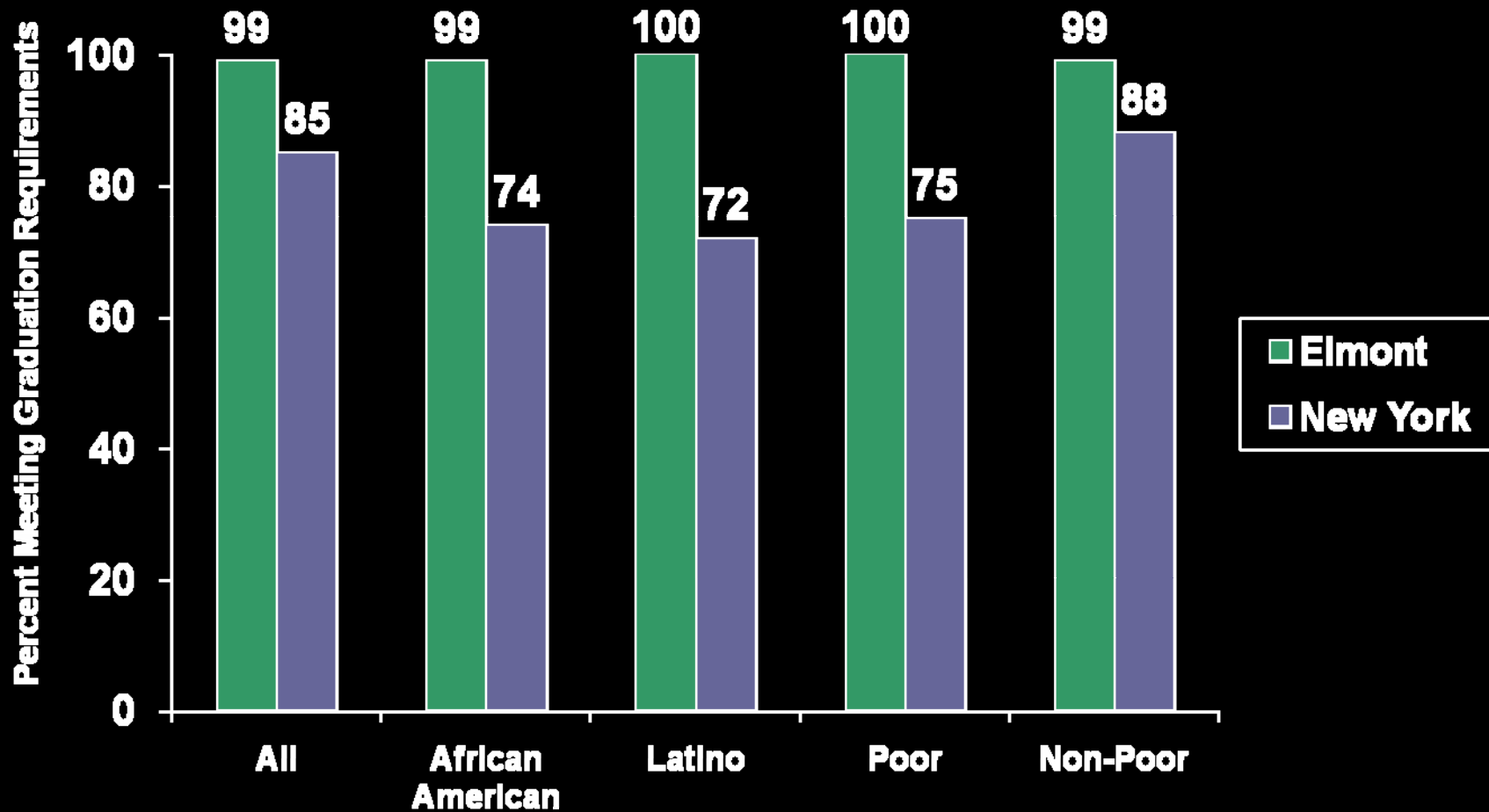
- 1,966 Students in Grades 7-12
- 75% African American
- 12% Latino

Source: New York State School Report Card, <http://www.emsc.nysed.gov/irts/reportcard/>



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Elmont Memorial Higher Percentage of Students Meeting Graduation Requirements than the State, Class of 2004 Regents English

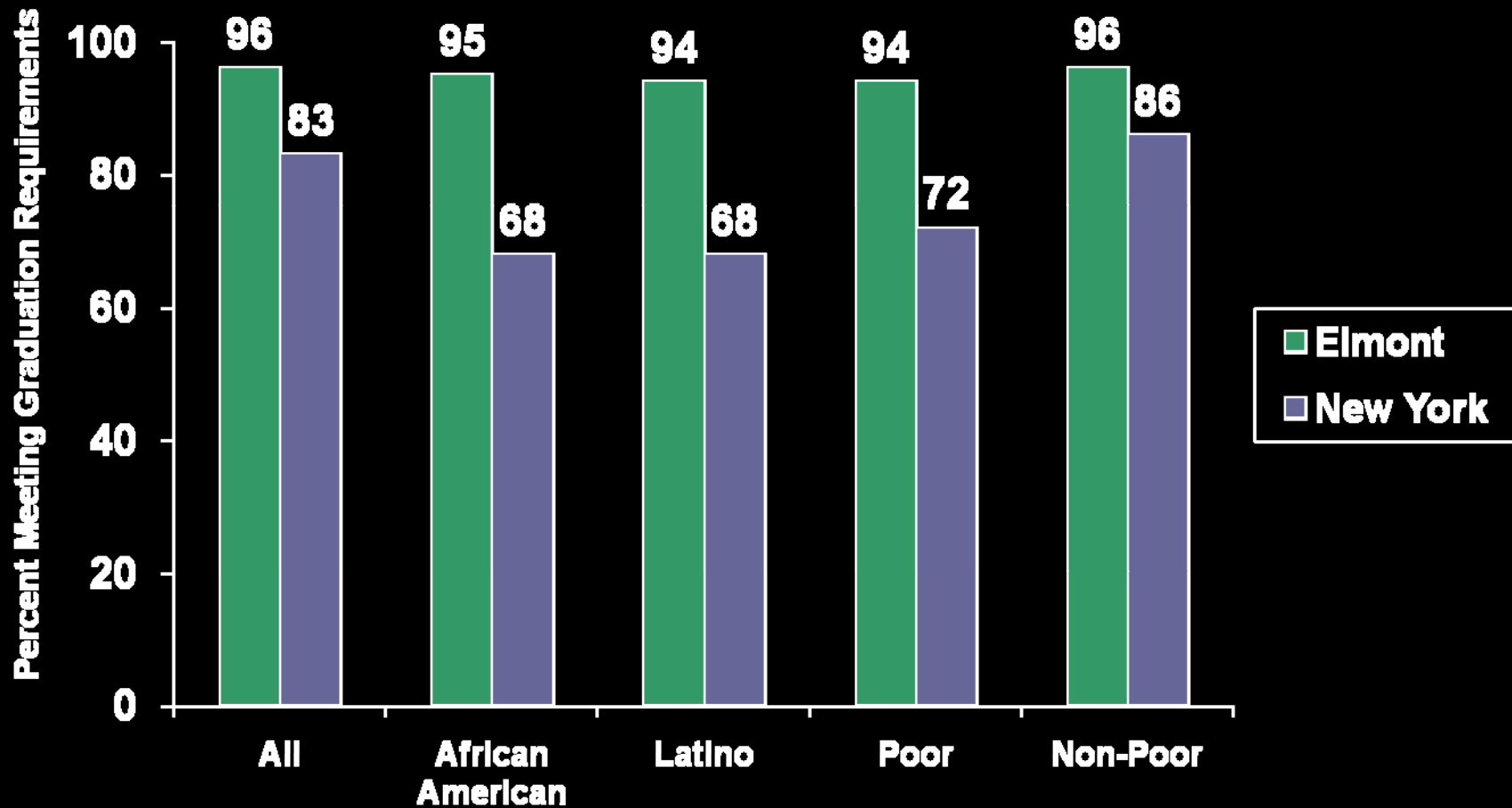


Source: New York State School Report Card, <http://www.emsc.nysed.gov/irts/reportcard/>



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Elmont Memorial Higher Percentage of Students Meeting Graduation Requirements than the State, Class of 2004 Regents Math



Source: New York State School Report Card, <http://www.emsc.nysed.gov/irts/reportcard/>



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Abraham Lincoln High School

San Jose, California

- 1741 students in grades 9-12
- 60% Latino
- 34% Low-Income



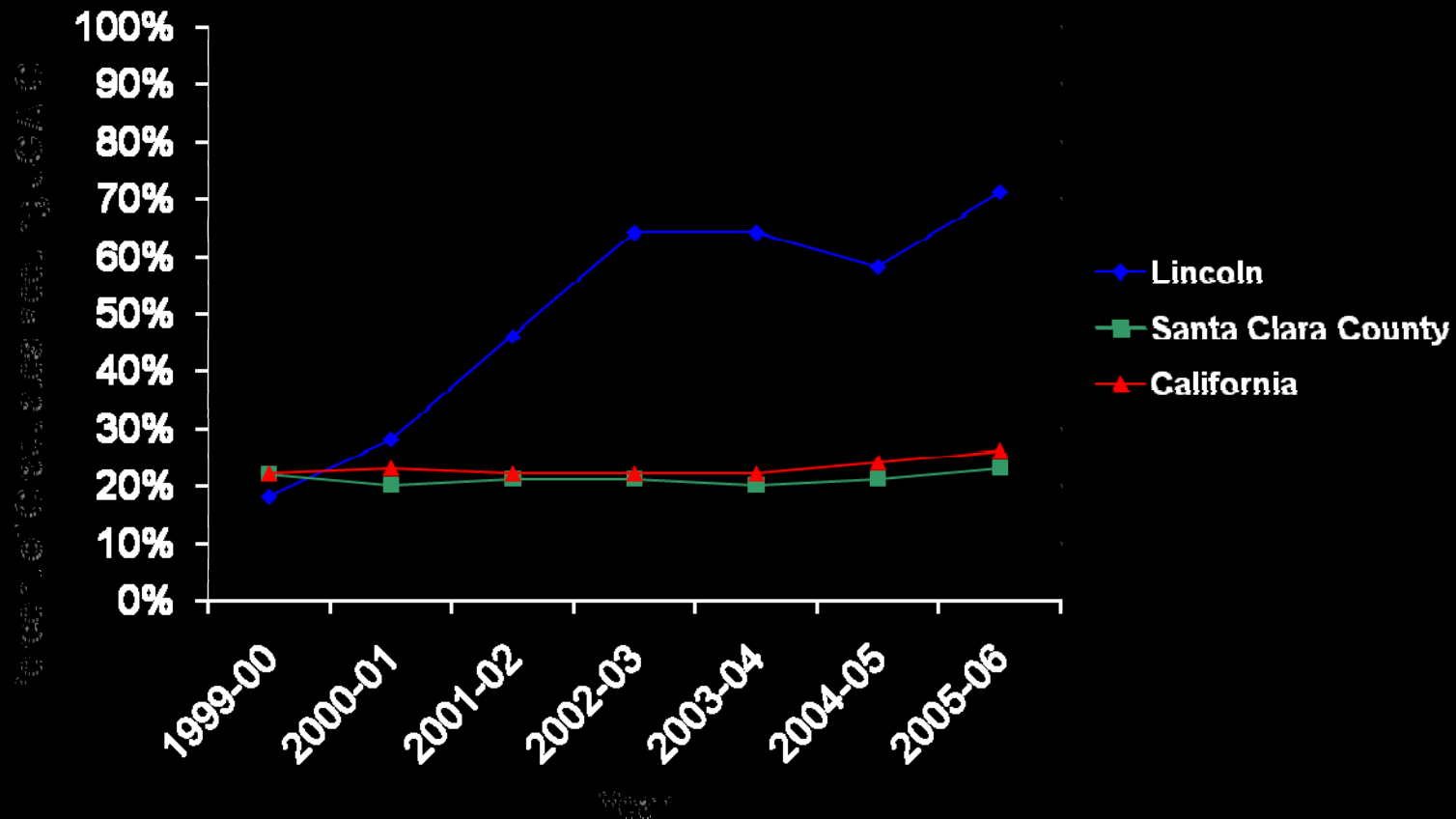


Lincoln High Performing Arts

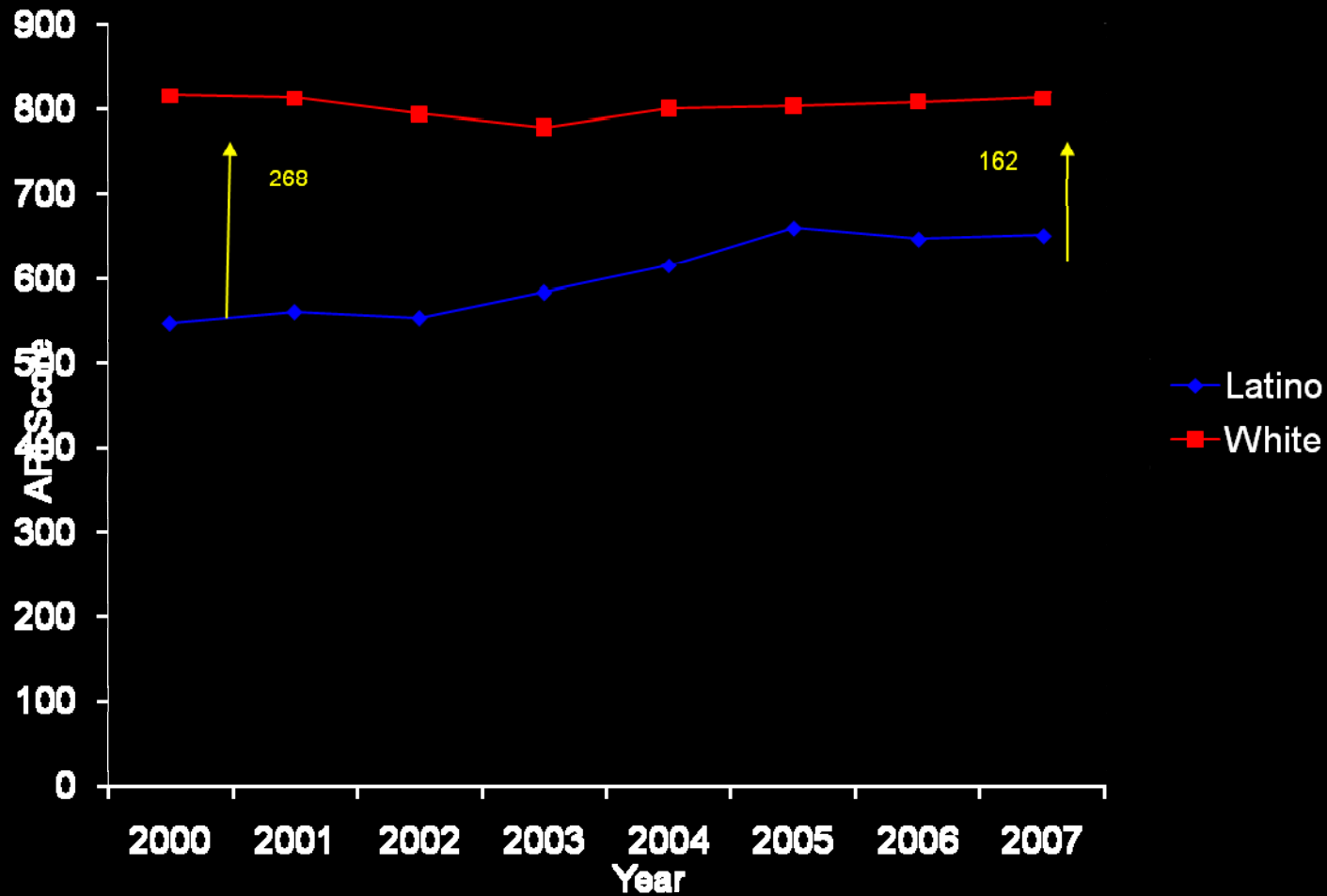


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Lincoln High Graduating Latino Students College-Ready at Significantly Higher Rates than the County and State



Gap Closing at Lincoln High School



Source: California Department of Education, <http://dq.cde.ca.gov/dataquest/>

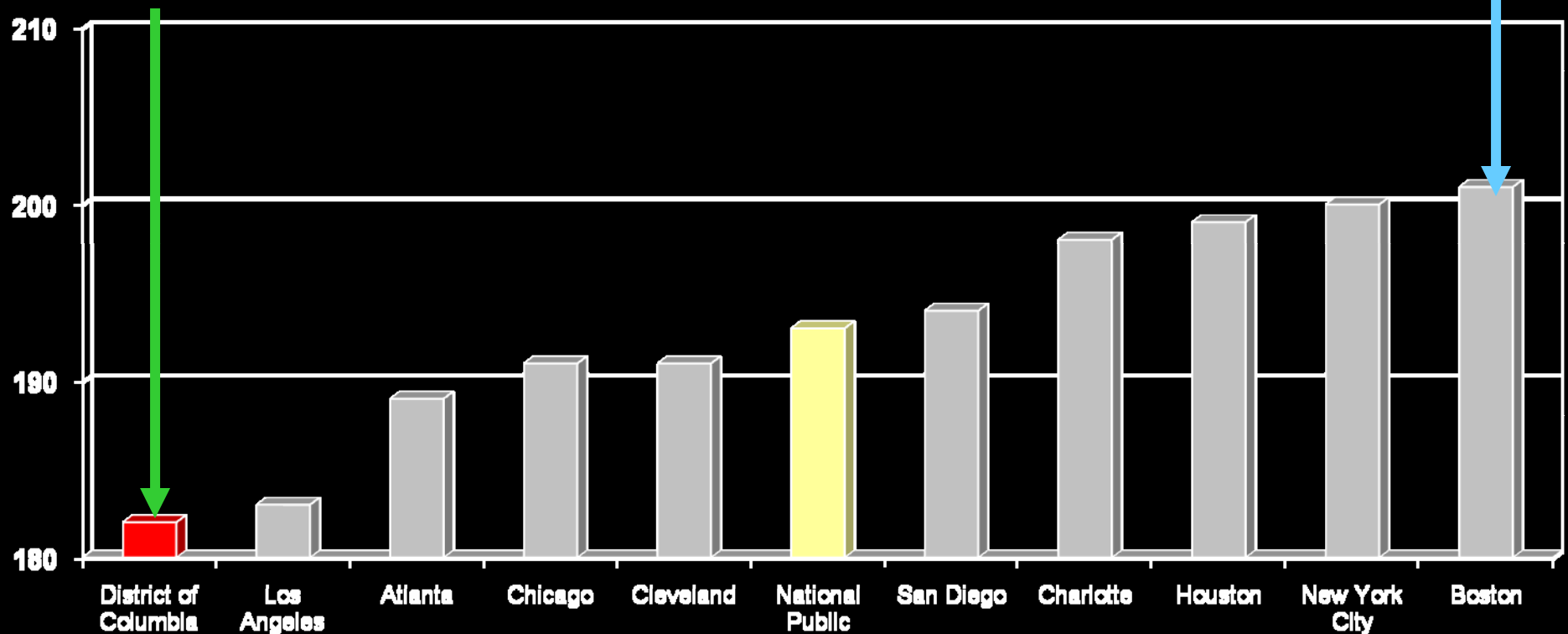


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Very big differences at district level, too—even in the performance of the “same” group of students.



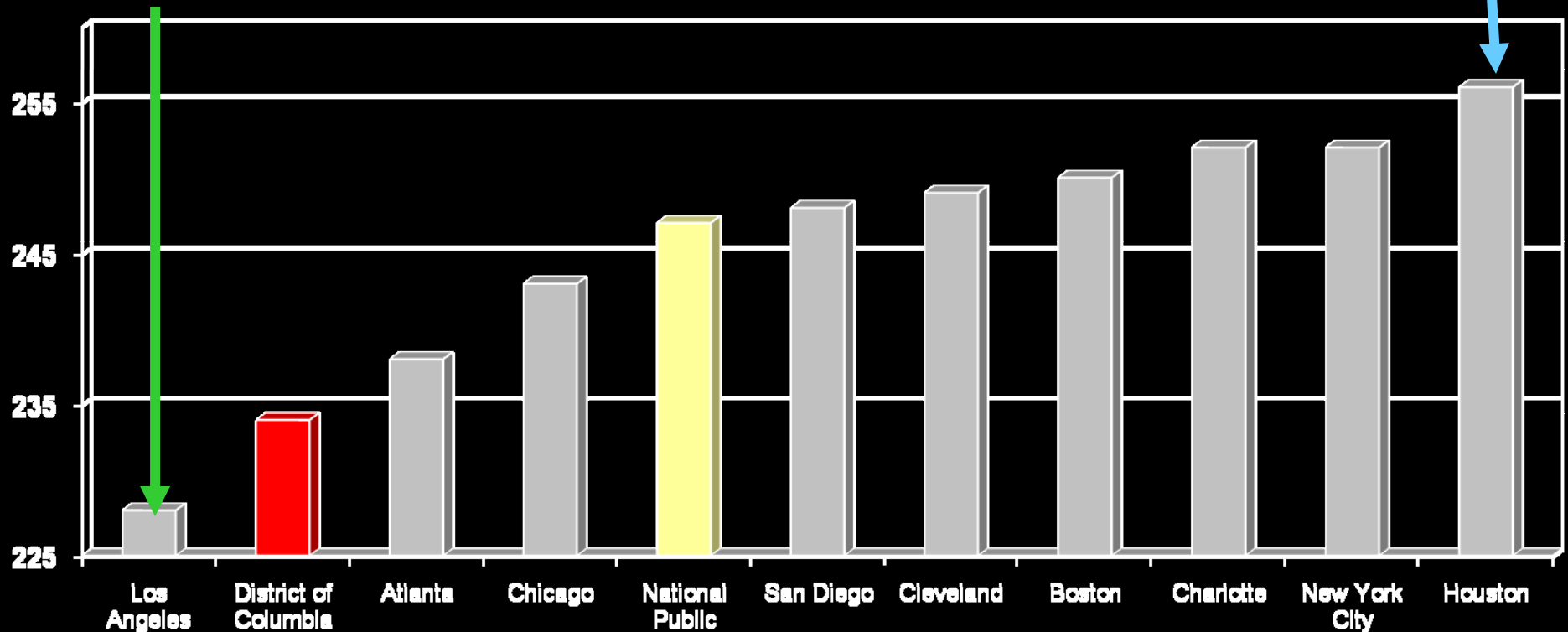
Low-Income African American Students do Better in Some Districts (NAEP Reading 4th 2003)



* There is a 19 point gap between Poor African American 4th graders in the District of Columbia and Boston (roughly equivalent to 2 years' worth of learning)



Low-Income African American Students do Better in Some Districts (NAEP Math 8th 2003)



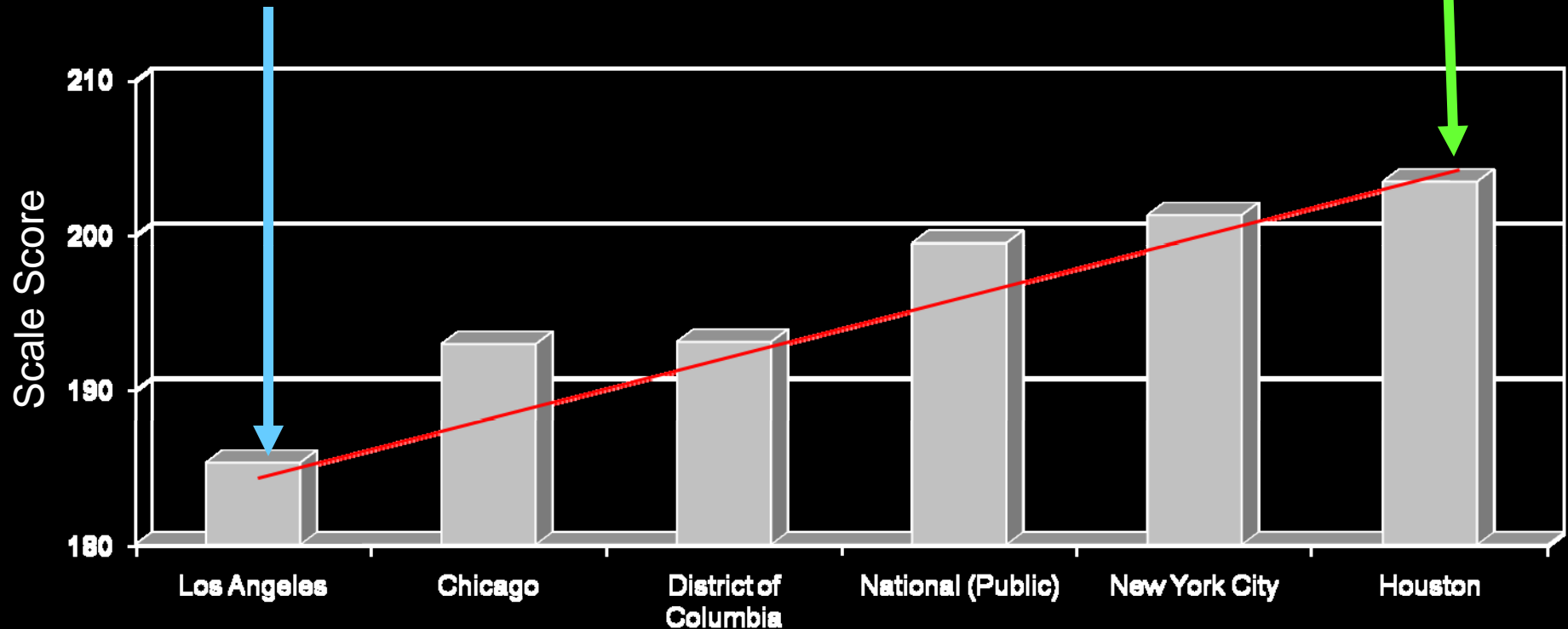
*** There is a 28 point gap between Poor African American 8th graders in Los Angeles and Houston (roughly equivalent to 3 years' worth of learning)**

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Trial Urban District Reading Assessment.



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Latino Students do Better in Some Districts (NAEP Reading 4th, 6 Urban Districts)



*** There is an 18 point gap between Los Angeles and Houston (equivalent to almost 2 years worth of learning)**



What do we know about gap closing schools?

Six powerful lessons



#1. They focus on what they *can* do, rather than what they *can't*.



Some schools and districts get
all caught up in “correlations”.



Spend endless time tracking:

- Percent of babies born at low-birthweight;
- Percent of children born to single moms;
- Percent of children in families receiving government assistance;
- Education levels of mothers; and...



**Educators in high-performing
high poverty schools and districts
don't do that.**

**They focus on what they can
change.**



“ Some of our children live in pretty dire circumstances. But we can't dwell on that, because we can't change it. So when we come here, we have to dwell on that which is going to move our kids.”

Barbara Adderly, Principal,
M. Hall Stanton Elementary, Philadelphia



**#2. They 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.



Result? A System That:

- Doesn't expect very much from MOST students; and,
- Expects much less from some types of students than others.



Students can do
no better than
the assignments
they are given...



Elementary School Example

Kindergarten Assignment

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



Elementary School Example

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?



Middle School Example: 7th Grade High Level 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.



7th Grade Low-Level 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:



9th Grade Low Level Assignment

Create a visual that shows you understand the central theme of Romeo and Juliet. Be prepared to present your creation to the class.



That Assignment Brings in Work Like This:



Using the SAME TEXT BOOK

College-prep assignments from:

School A, District A, California

1467 students enrolled
in 2005

- 82% White
- 6% Asian
- 4% Latino
- 2% Black
- 2% Low-Income

School B, District B, California

2001 students enrolled
in 2005

- 45% White
- 4% Asian
- 48% Latino
- 1% Black
- 27% Low-Income



Same Text Book:

High-Level college-prep assignment.

- Describe the fundamental problems in the economy that helped cause the Great Depression. Consider agriculture, consumer spending and debt, distribution of wealth, the stock market
- Describe how people struggled to survive during the Depression
- How did Hoover's belief in "rugged individualism" shape his policies during the depression?



Same Text Book:

Low Level college-prep assignment.

- Role play (Meet the Press) & interview key people of the era
- Draw a political cartoon highlighting a major event of the time
- Share excerpts from noted literary authors-Lewis, Fitzgerald, Hemingway, Hughes
- Listen to jazz artists of the 20's
- Construct a collage depicting new inventions



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 every 4-8 weeks to measure progress;
- ACT immediately on the results of those assessments.



#3. They set their goals high.



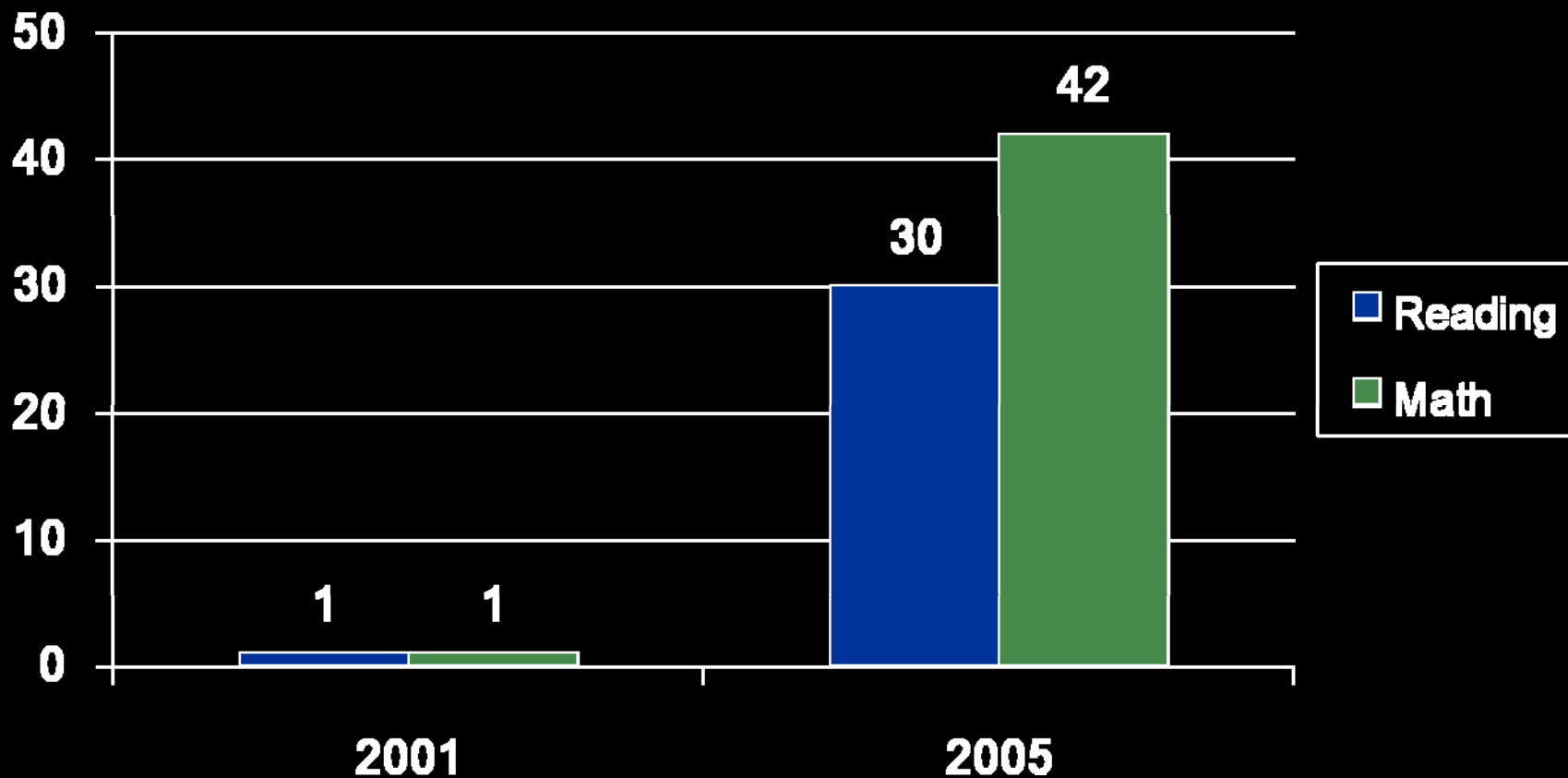
At every level of the system, kids are expected to be on track to graduate ready for college, career and civic participation.



Elementary Version...



M. Hall Stanton Elementary: Percent of 5th Graders ADVANCED



High School Version...

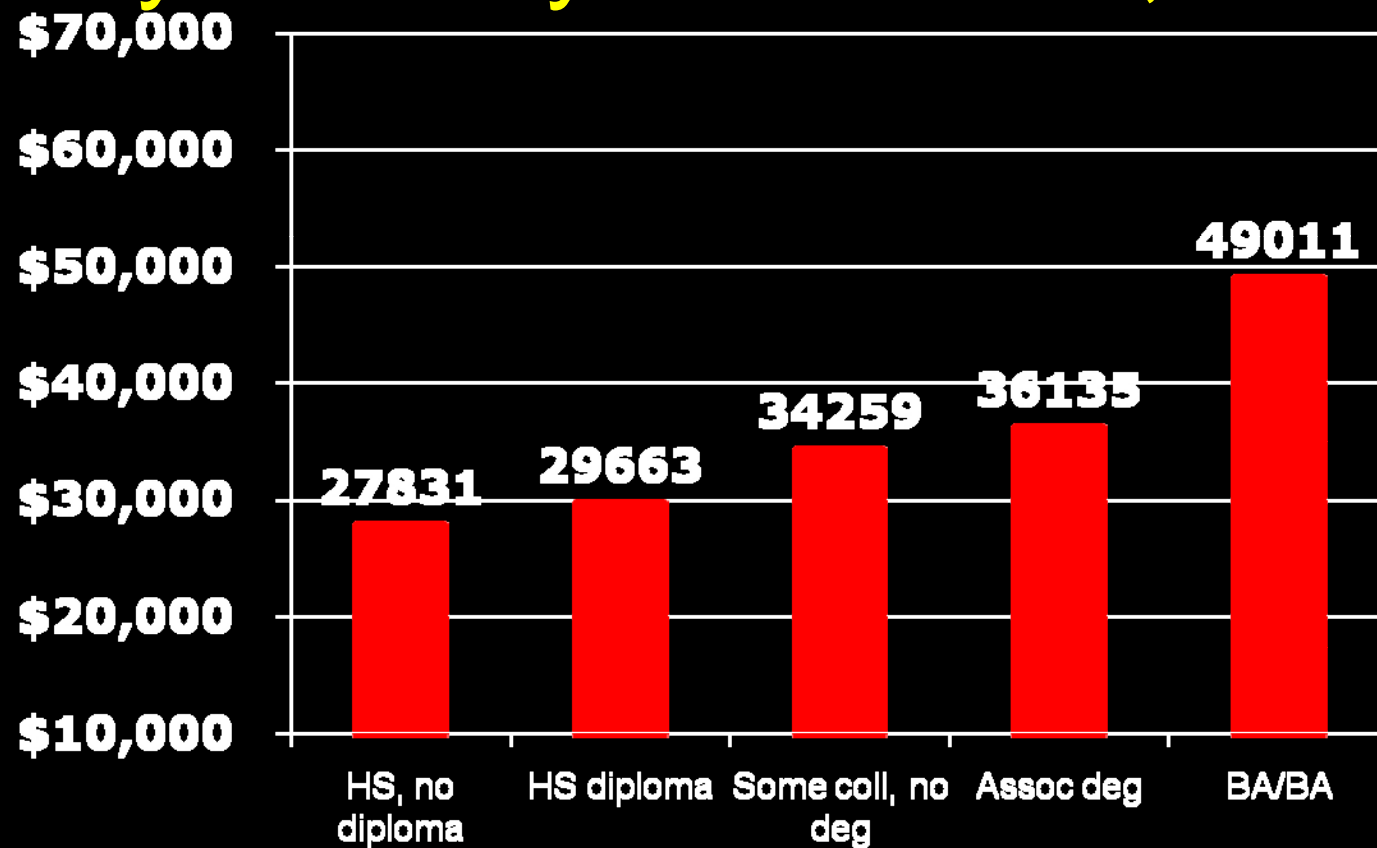


Even when they start with high drop out rates, high impact high schools focus on preparing all kids for college and careers

Education Trust 2005 study, "Gaining Traction, Gaining Ground."



That's Good, Because Education Pays: Annual Earnings of 25-34 yr-olds by Attainment, 2001

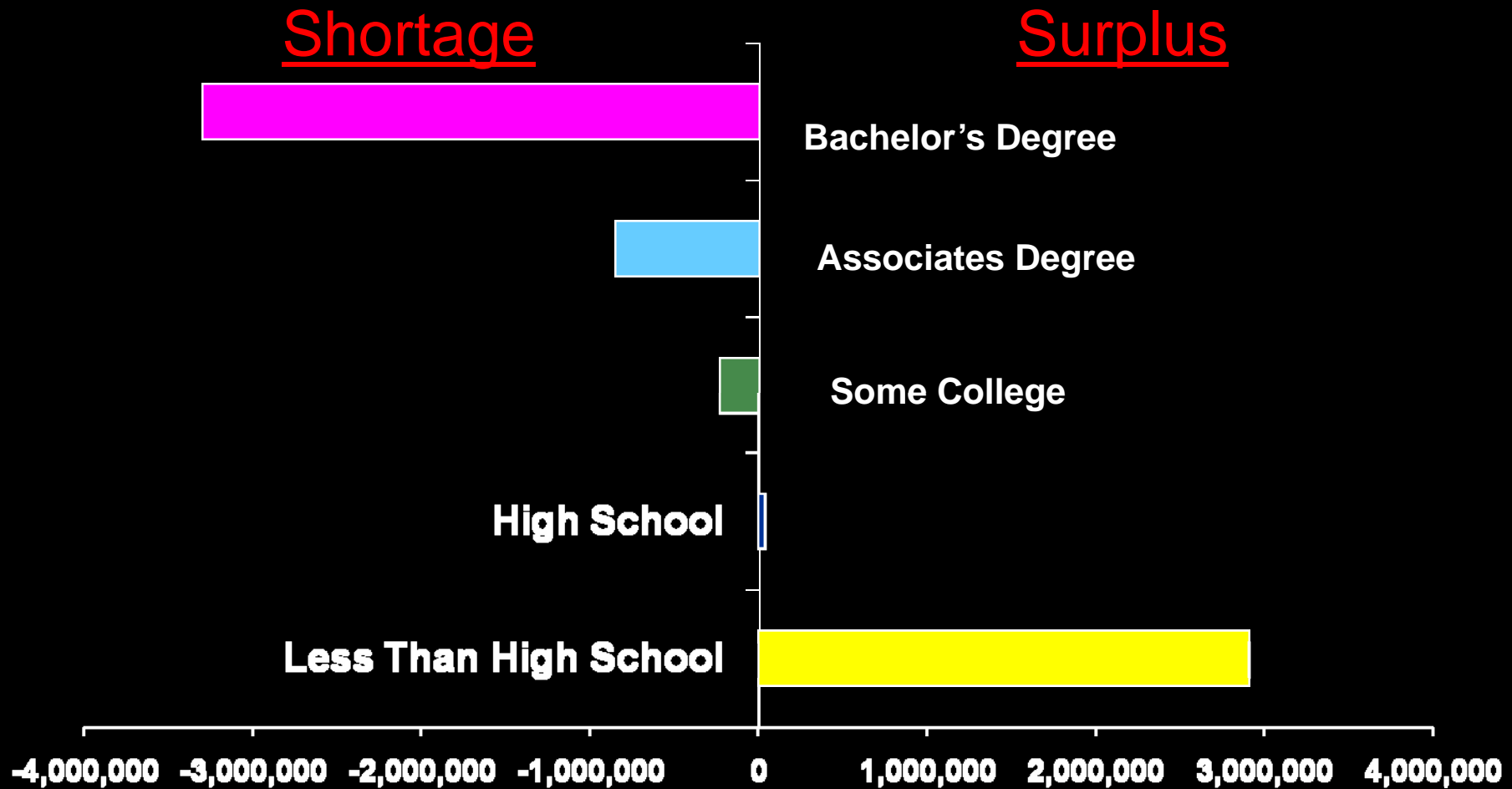


Source: US bureau of Labor Statistics and Bureau of the Census, Current Population Survey, March 2002



Growing Need for Higher Levels of Education:

Projections of Education Shortages and Surpluses in 2012



Source: Analysis by Anthony Carnevale, 2006 of Current Population Survey (1992-2004) and Census Population Projection Estimates 2009 by The Education Trust-West



Even if you have your doubts,
NEW STUDY FROM ACT:
College ready, workforce training
ready=same thing



Higher performing secondary schools put all kids—not just some—in a demanding high school core 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.



2009 by The Education Trust-West

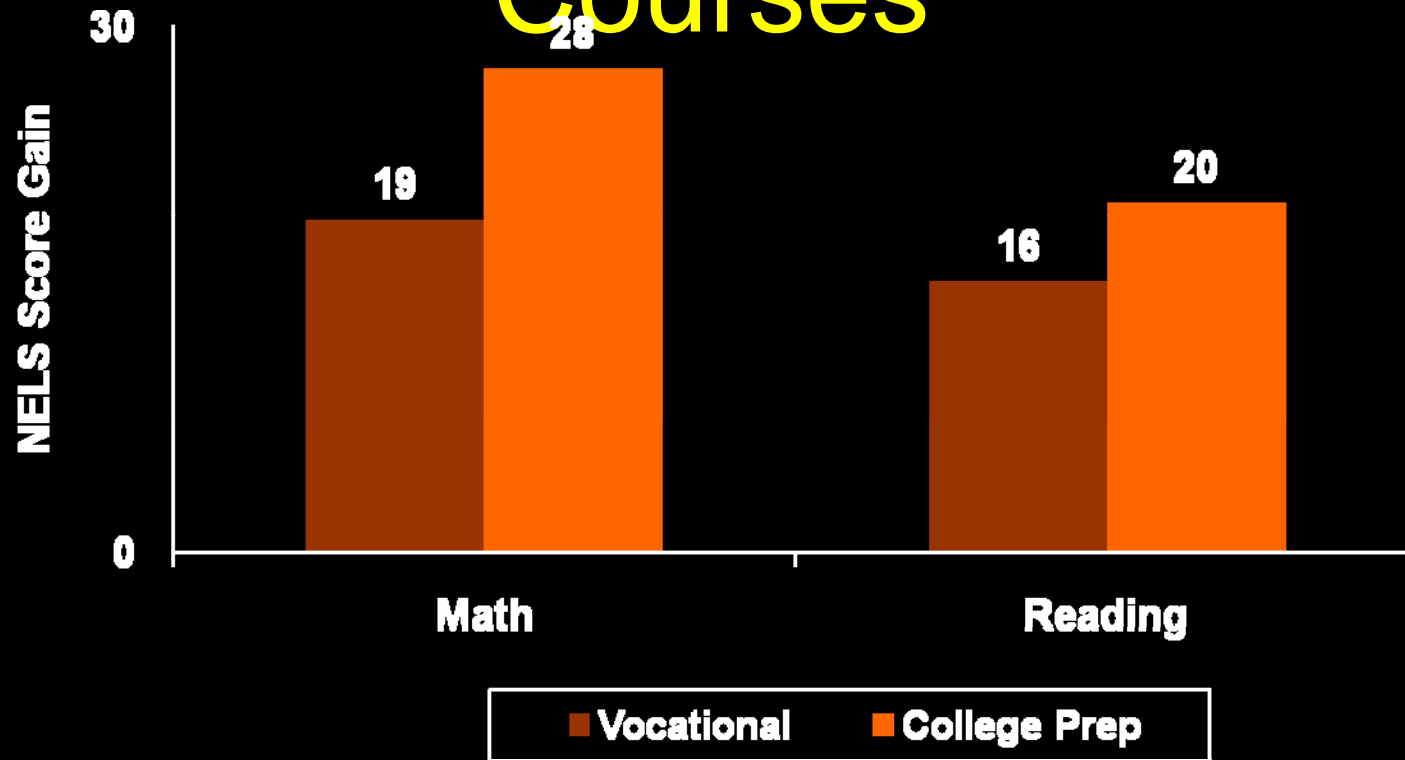
**College prep curriculum has
benefits far beyond college.**



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*

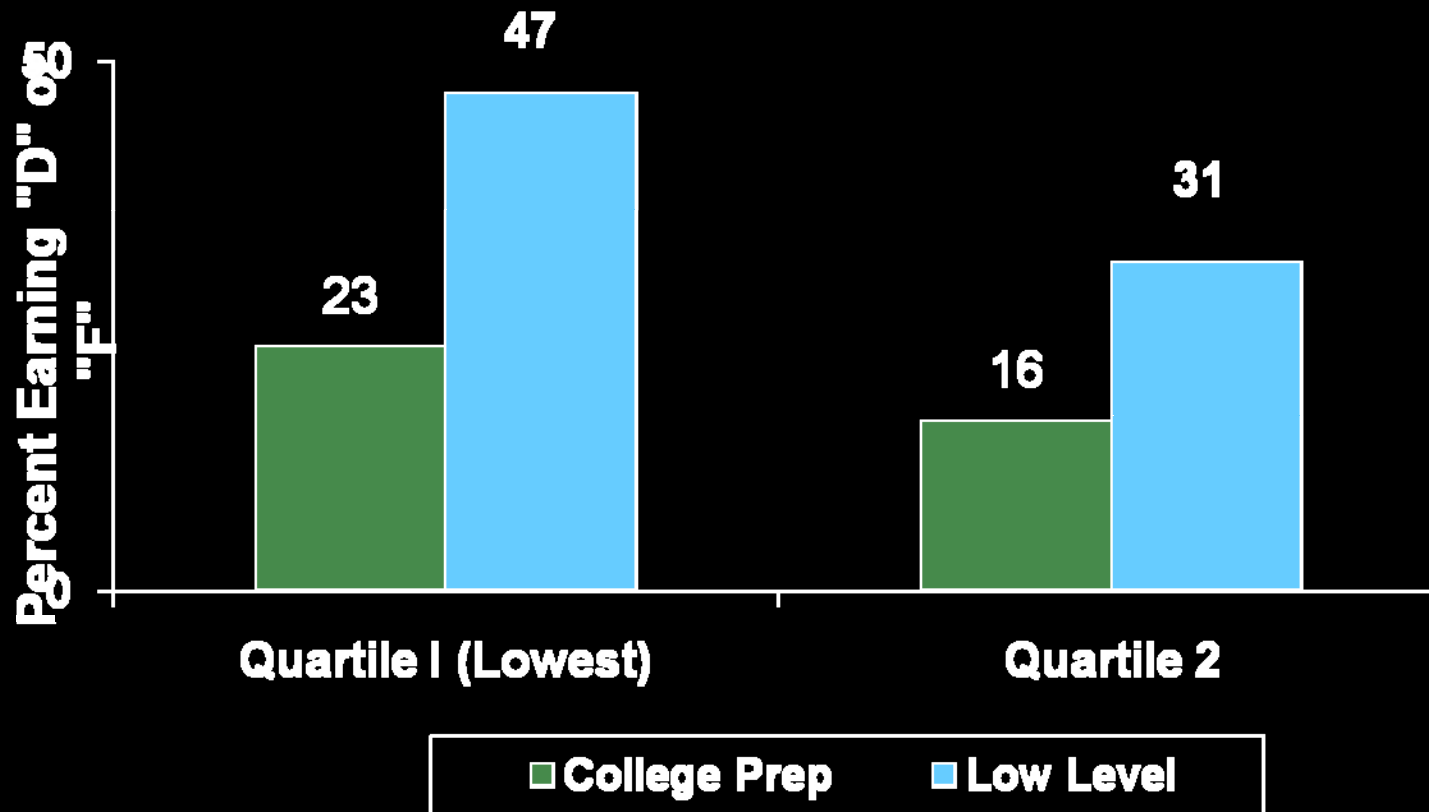


They will also fail less often...



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.**



Ready for Career *is* Ready for College

Tool and Die Makers

- Algebra
- Geometry
- Trigonometry
- Statistics

Sheet Metal Workers

- Algebra
- Geometry
- Trigonometry
- Technical Reading

Auto Technicians

- Physics
 - Force
 - Hydraulics
 - Friction
 - Electrical circuits



Even in Jobs We Don't Expect...

Plumbing Heating-Air Conditioning

- Algebra
- Plane Geometry
- Trigonometry
- Statistics
- Physics
- Chemistry
- Biology
- Engineering
- Economics

Construction and Engineering

- Algebra
- Plane Geometry
- Critical thinking
- Problem Solving
- Reading and Writing

**And ALL require
strong reading,
writing and
speaking of the
English
language**

Sources: Plumbing : Shapiro, D., and Nichols, J. *Constructing Your Future: Consider a Career in Plumbing, Heating, Ventilation, Air Conditioning (HVAC)* PHCC Auxiliary 2005 downloaded March 13, 2006 <http://www.phccweb.org/PDFs/PHCC20pg.pdf>, Construction: California Apprenticeship Council *Division of Apprenticeship Standards 2001 Annual Legislative Report* Downloaded March 15, 2006 <http://www.dir.ca.gov/das/DASAnnualReport2001/LegRep2001.pdf#search='architecture%20construction%2C%20engineering%20%28ace%20pathway%29%20course%20outline'>



Culinary Arts Admission Criteria

- High School Diploma, written essays and interview.
- SAT, ACT and Accuplacer or COMPASS test scores.
- Credit if scored a 3+ on AP or 4+ on IB test.
- Math & Science prerequisites for many courses.
- Written and practical exam required for some courses.
- No-credit remedial courses required in math and English if placement test scores are not high enough.
- ELL students must show proficiency on the TOEFL.
- Foreign language is required at one of the schools.

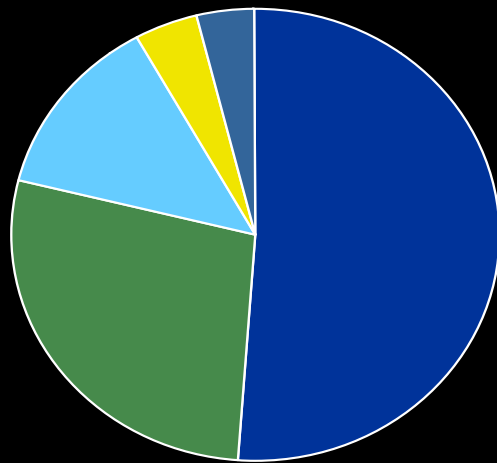
Source: The Culinary Institute of America and The Art Institute



Case Study: San Jose Unified School District



San José Unified Demographics



■ Hispanic

■ White

■ Asian

■ African
Amer

■ Other

- **51% Hispanic**
- **28% White**
- **13% Asian**
- **4% African/American**
- **4% Other**

✓ **39% Low SES**

✓ **28% EL**

- **87% Spanish Speaking**

Source: EdTrust West analysis of California Department of Education data



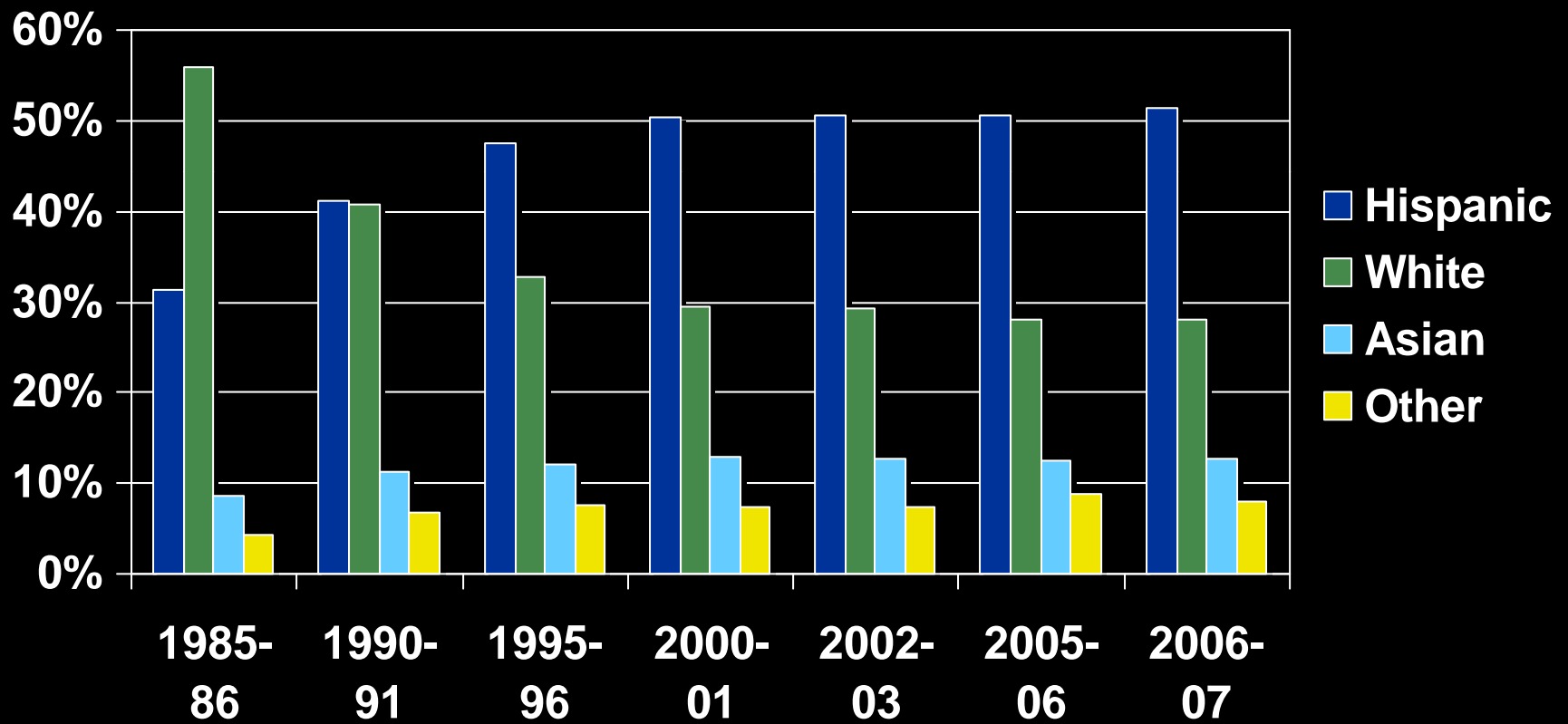
2009 by The Education Trust-West

SJUSD Information

- **30,900 students**
- **6 comprehensive high schools,**
- **1 continuation high school**
- **6 middle schools**
- **1 K-8 magnet school**
- **26 elementary schools**



K-12 Enrollment by Ethnicity



Source: EdTrust West analysis of California Department of Education data



2009 by The Education Trust-West

SJUSD Graduation Requirements

Course	Years	Credits
English	4.0	40
Mathematics	3.0	30
Science (2 lab)	3.0	30
Social Science	3.5	35
Foreign Language	2.0	20
Visual Performing Arts and Applied Arts	2.0	20
Physical Education	2.0	20
Other Electives	2.0	45
Total		240

***40 hour Community Service Requirement**



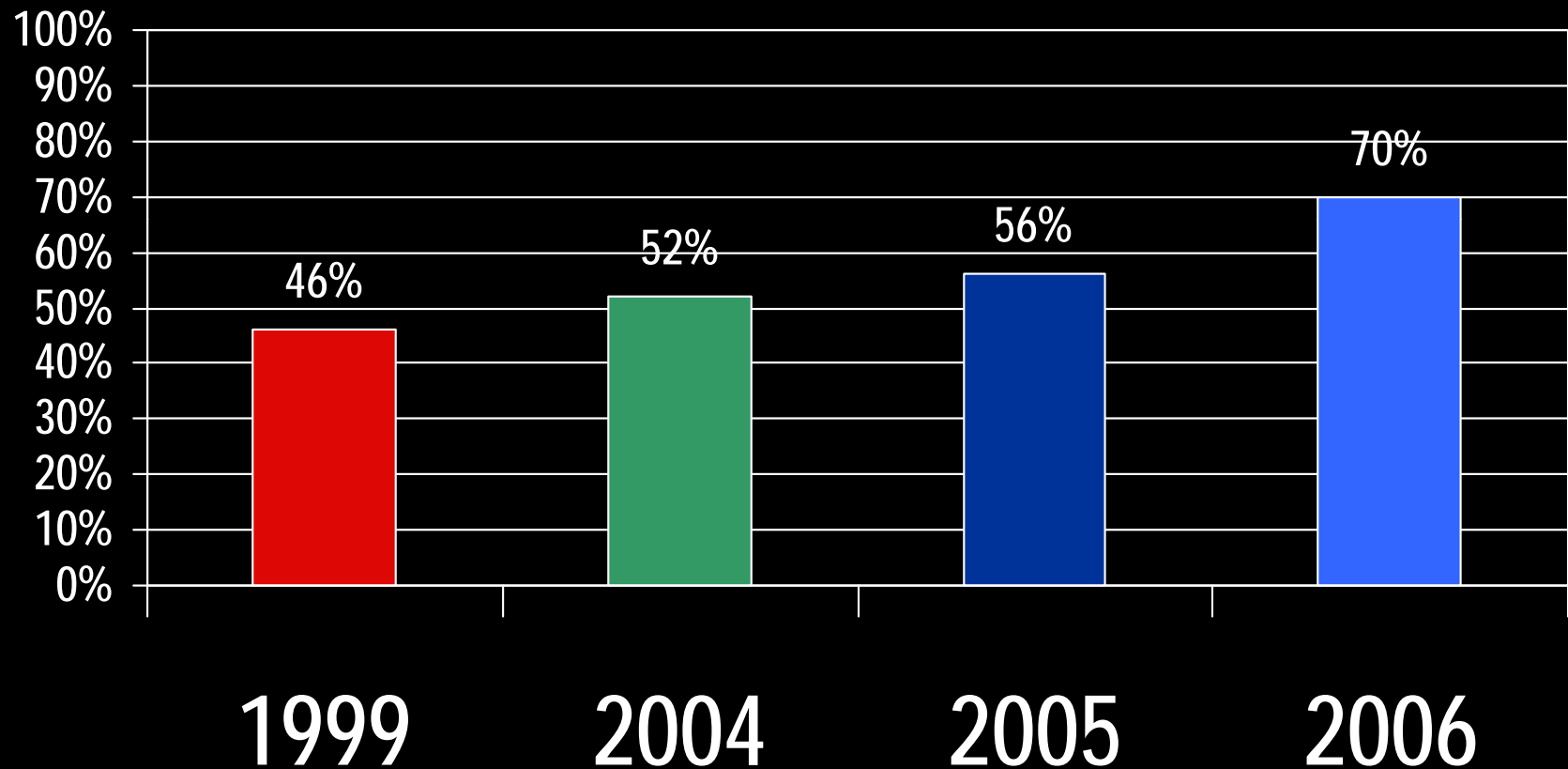
Dispelling myths about what happens to students when the college/career ready curriculum is expected for ALL.



Myth: Requiring a rigorous course of study for all high school students will result in a watered down curriculum.



Seniors who take at least one AP course

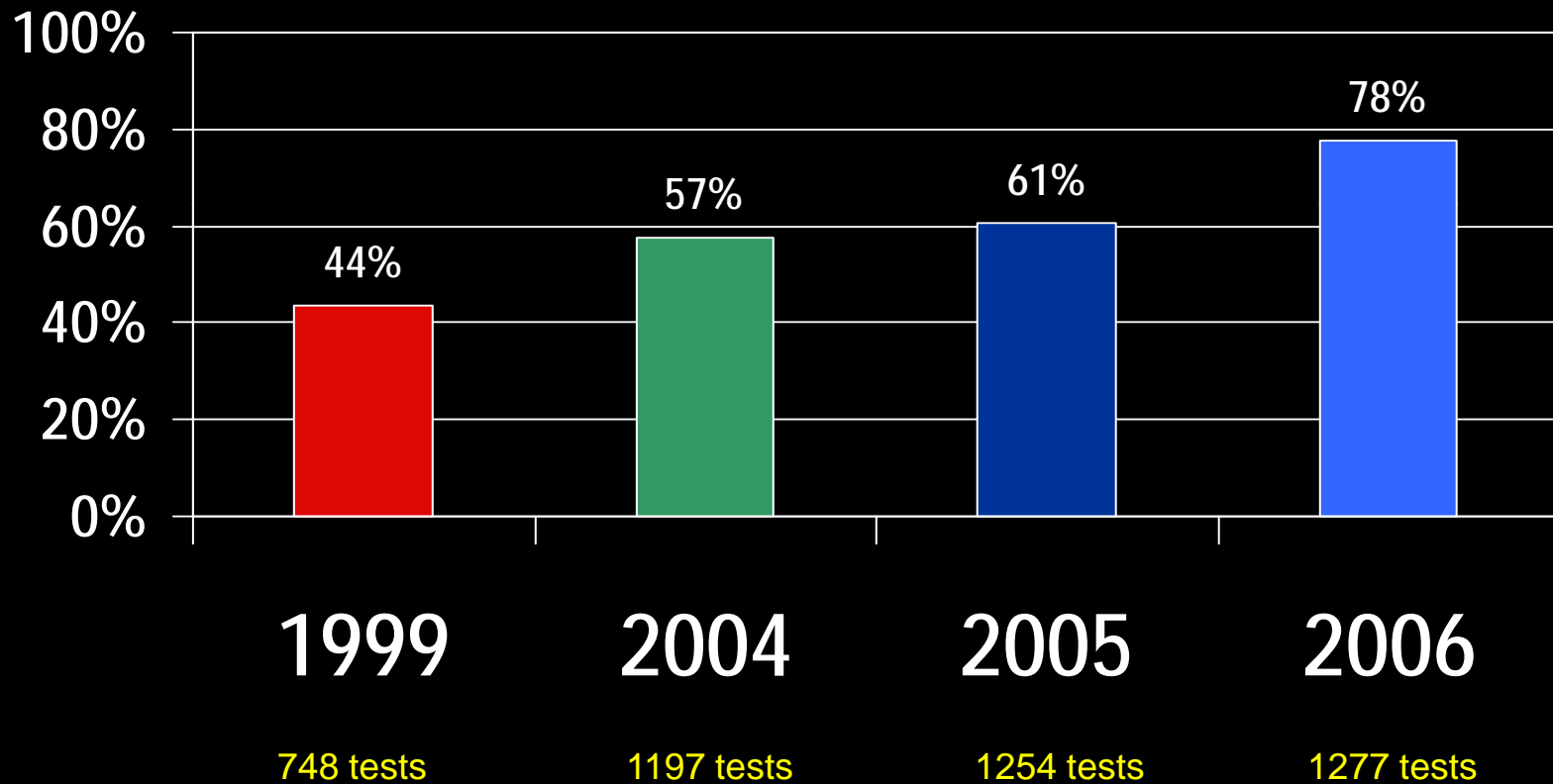


Source: EdTrust West analysis of California Department of Education data



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Senior AP scores of 3 or higher



Source: EdTrust West analysis of California Department of Education data

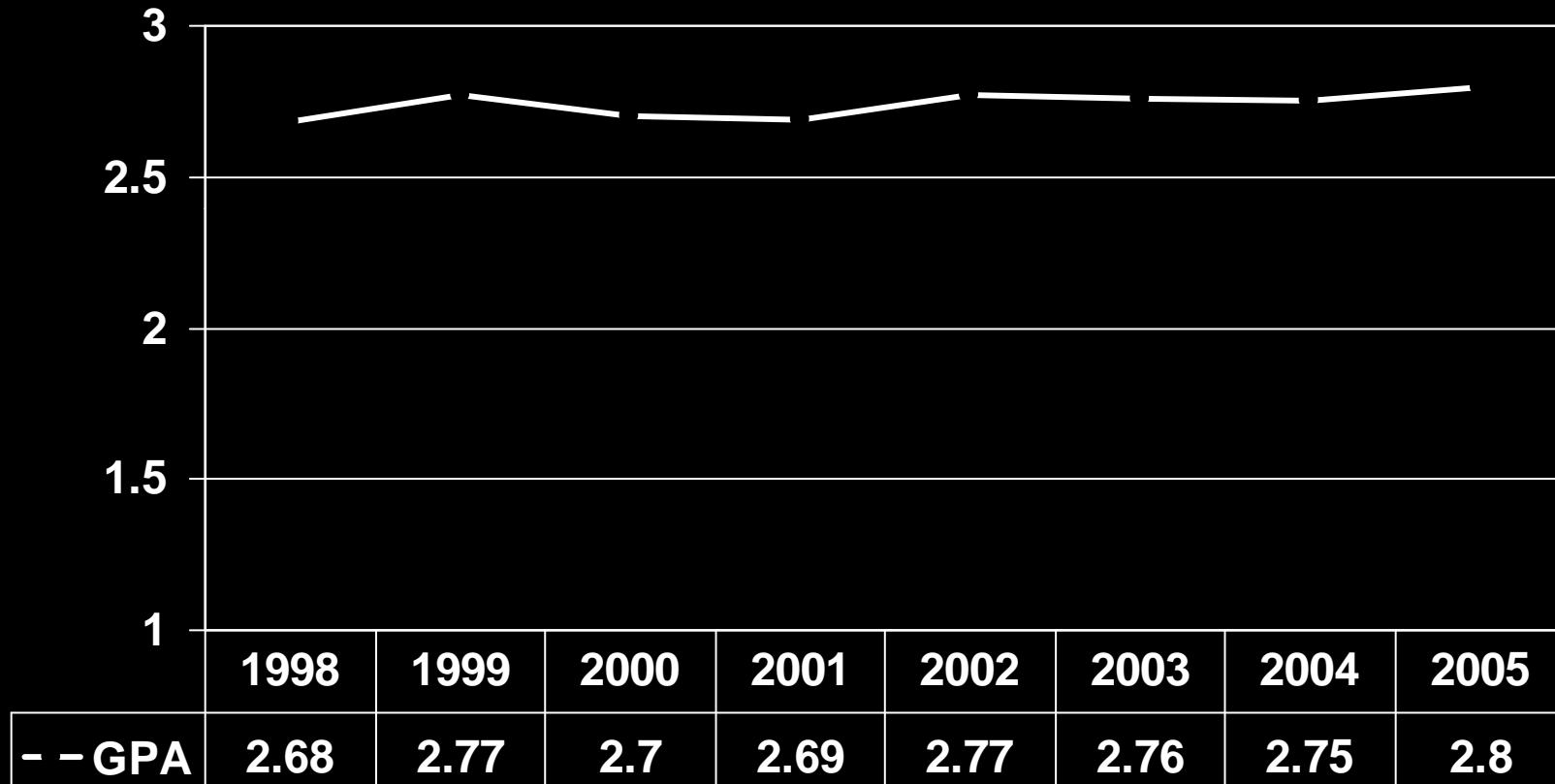


2009 by The Education Trust-West

MYTH: Grades will plummet if all students are expected to complete a college-ready/work-ready curriculum



Mean GPA for All SJUSD Graduating Seniors



Source: EdTrust West analysis of San Jose District data

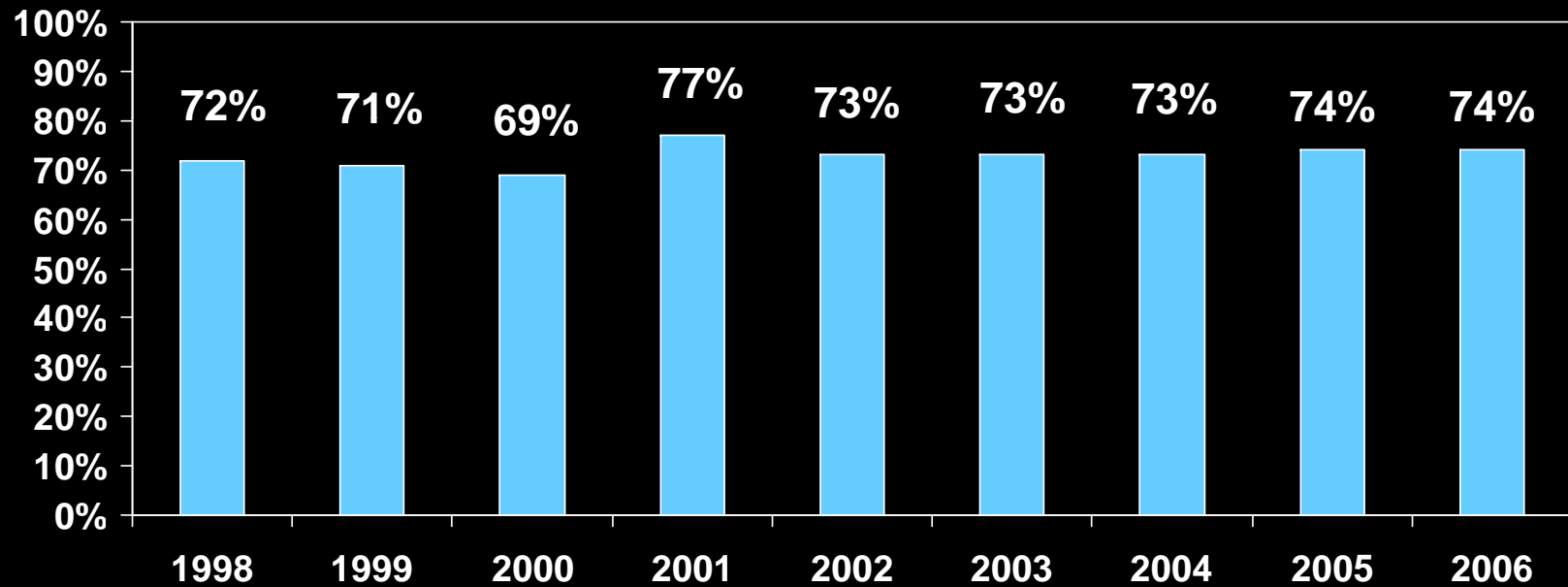


2009 by The Education Trust-West

**MYTH: Tough graduation requirements will
cause non college bound students to
disengage and drop out**



SJUSD Graduation Rates



Estimated completion rate using Manhattan Institute methodology



MYTH: Requiring traditionally underrepresented students to take a rigorous academic course load will result in huge failure rates



Hispanic Enrollment in AP/IB Courses 1999-2005



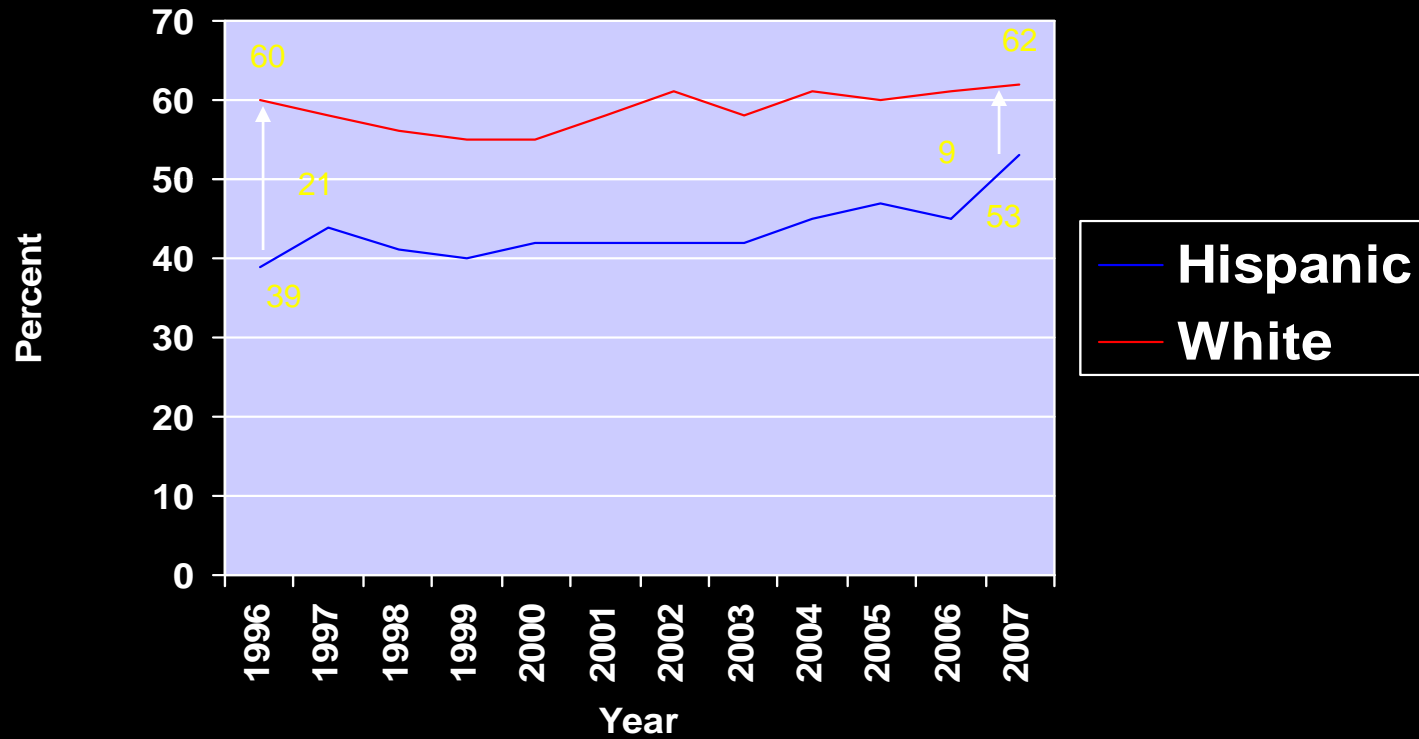
Source: EdTrust West analysis of San Jose Unified data



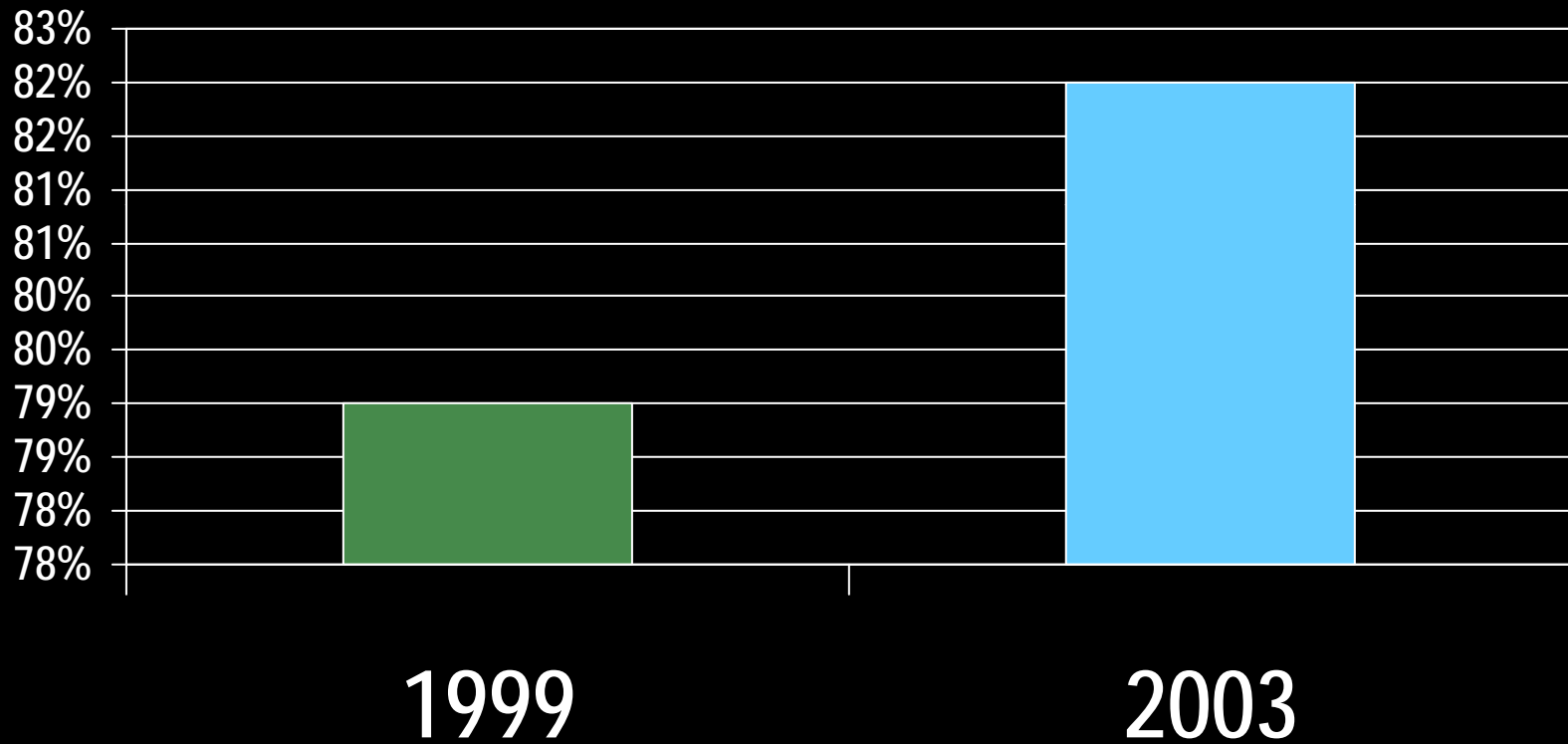
2009 by The Education Trust-West

Closing the Gap

% of Students Earning at Least 5 Credits in AP/IB



Pass Rate in A-G Courses for Hispanic Students



Source: EdTrust West analysis of San Jose Unified data

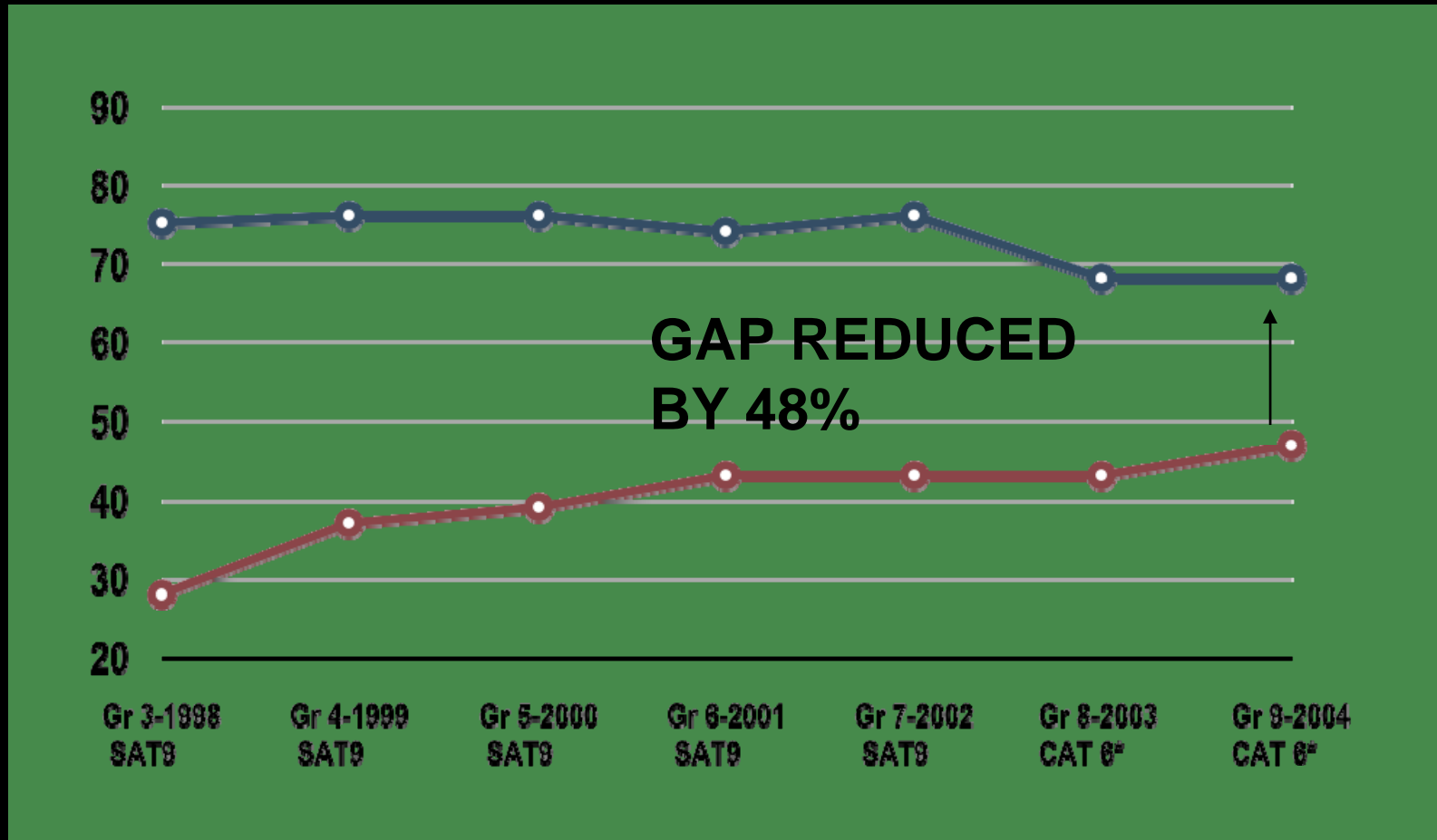


2009 by The Education Trust-West

MYTH: Closing the achievement gap by demanding rigor in graduation standards is the wrong place to start



San Jose SAT9 & CAT6-Matched reading scores at grades 3-9 who have been tested with STAR every year since 1998 – White and Latino students



Source: EdTrust West analysis of California Department of Education data



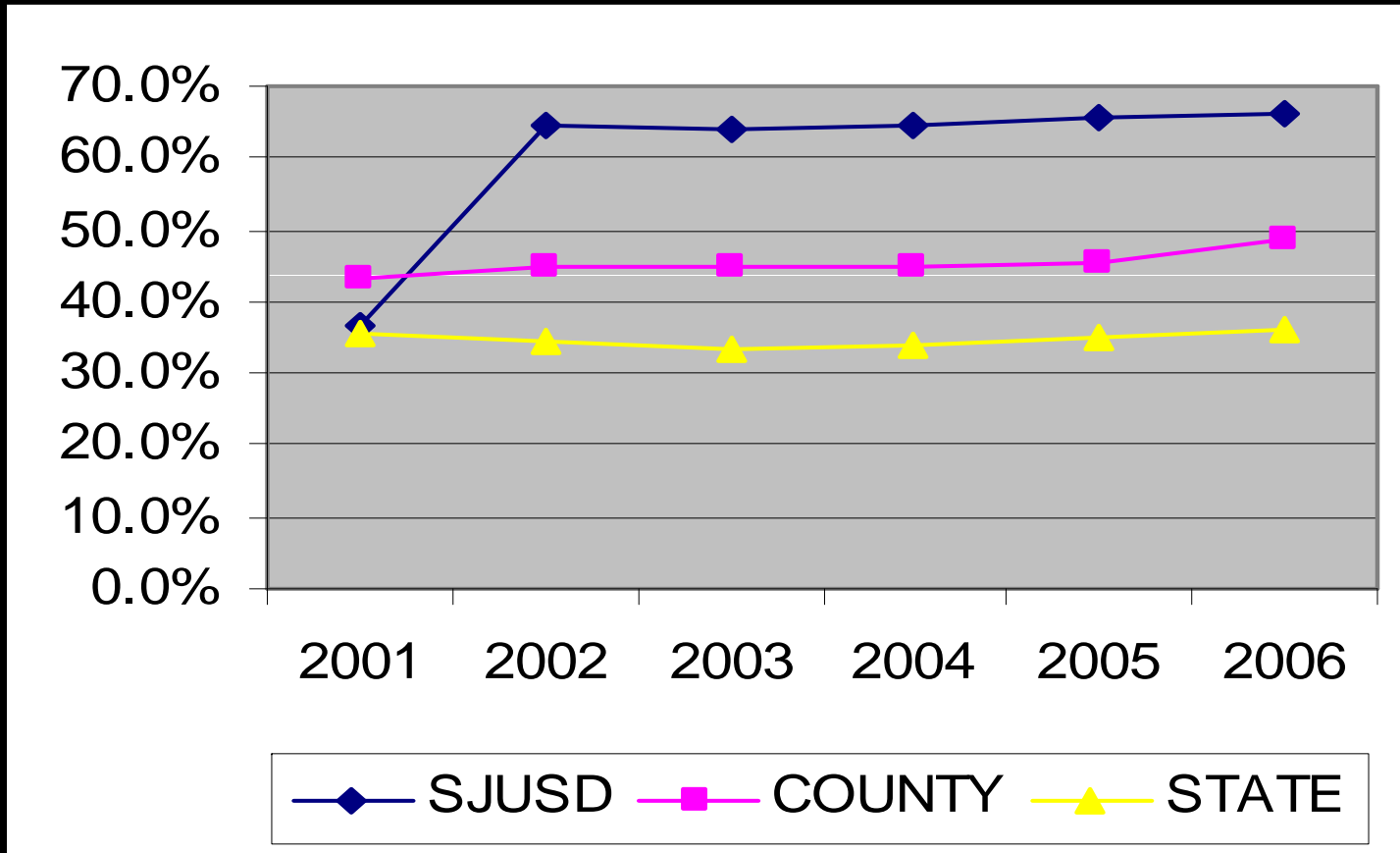
2009 by The Education Trust-West

THE REALITY IS:

A college-ready/career-ready curriculum for all students will result in dramatic increases in the numbers of students, both minority and non-minority, who are eligible to enter UC/CSU directly out of high school.



All 12th Grade Graduates 2001-2006 Completing all Courses Required with a “C” or better for UC/CSU Entrance

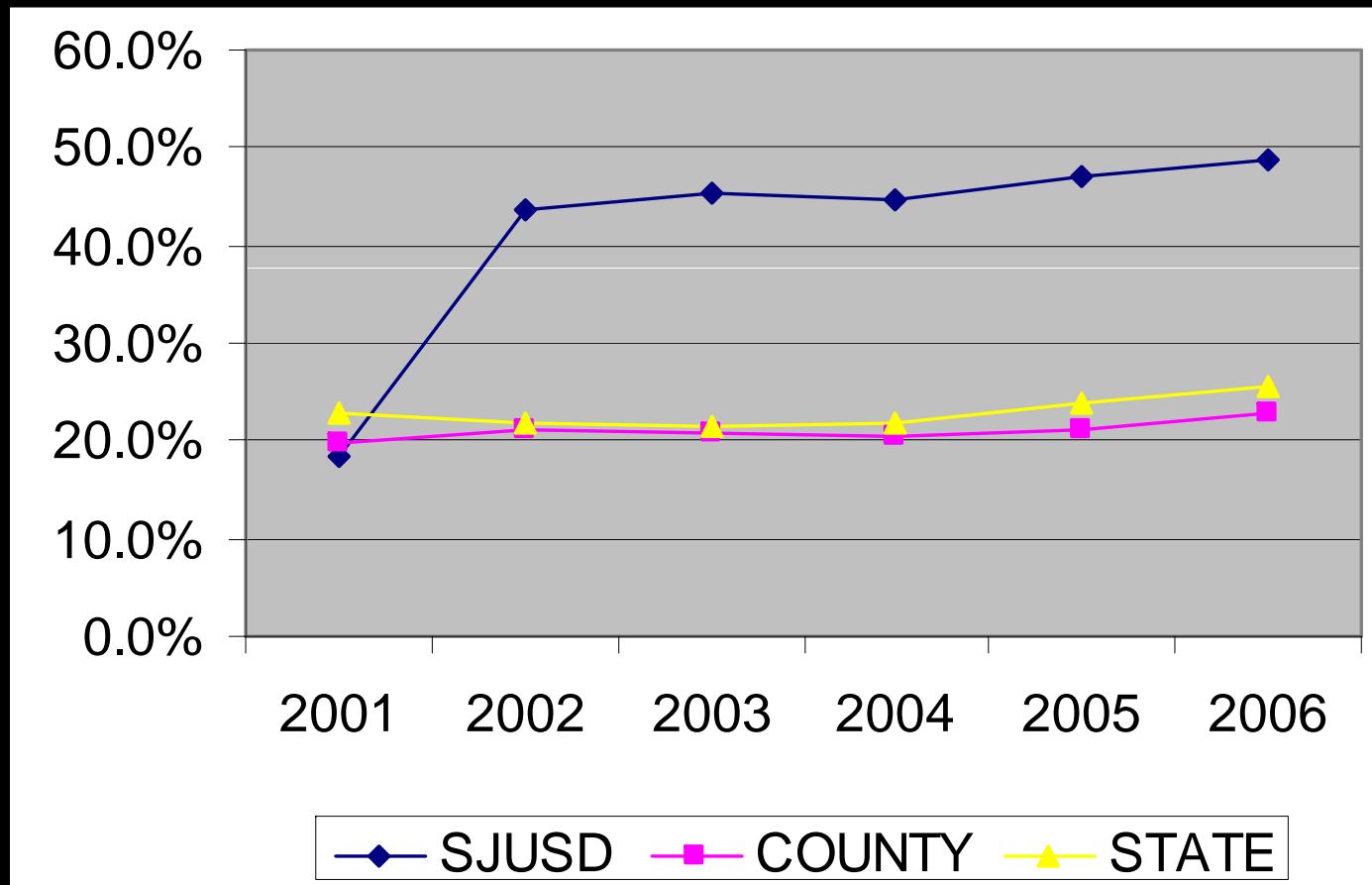


Source: EdTrust West analysis of California Department of Education data



2009 by The Education Trust-West

12th Grade Latino Graduates 2001-2006 Completing all Courses Required with a “C” or better for UC/CSU Entrance

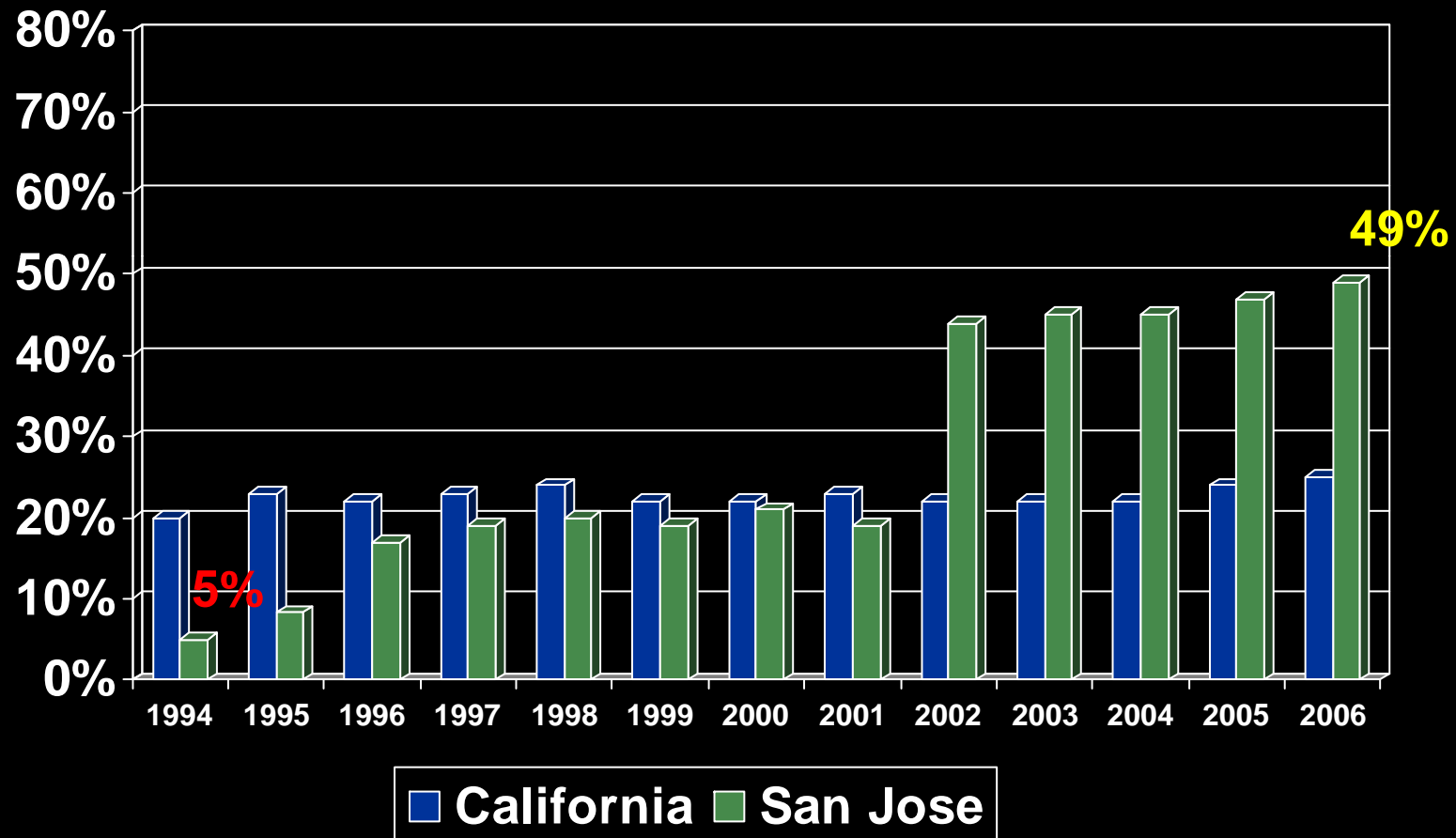


Source: EdTrust West analysis of California Department of Education data

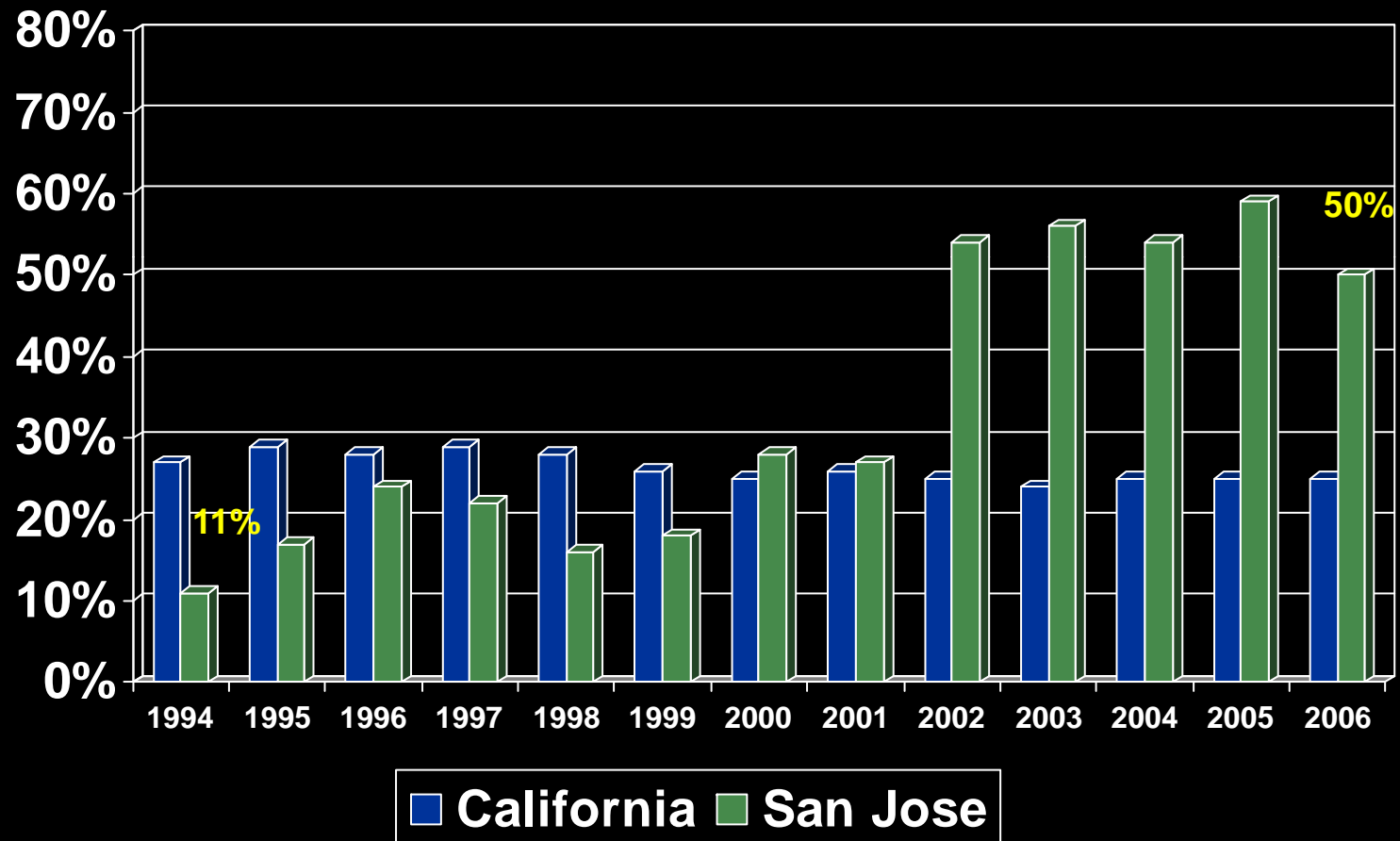


2009 by The Education Trust-West

Latino Graduates College-Ready San Jose vs. California



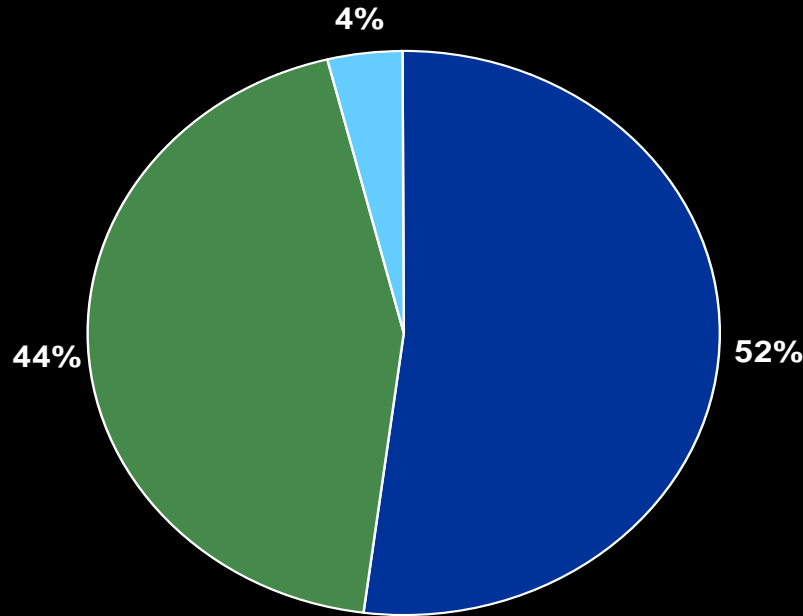
African American Graduates College-Ready San Jose vs. California



Senior Exit Survey-

96% surveyed/88% responded

SJUSD 2005 Senior Exit Survey Post Secondary Plans



■ 4 yr. University ■ 2 yr. College/ Career Tech ■ Other



Student Quotes

- *When I got to high school – I didn't know I needed to take these classes. There was so much college talk I realized how important it was to take the a-g courses.*
- *Having everyone take a-g classes meant they're available. Without the a-g requirement, many kids would slip through the cracks.*
- *My teacher stood up in front of the class and said, "This class is going to be tough, you will get into college and I'm here to support you."*



“You need a door, or a window. The A-G curriculum gives you that opportunity. I can’t imagine not having it. Students will find the motivation, they only need the opportunity. Personally, I didn’t see myself in college until my sophomore year. I had kept up in my school work, but I didn’t know what I would do after graduation. It was that persistence; that I had to keep doing well and the bar being raised so high, that made me realize that I was college material.”

- Cesar Lopez, Senior, Lincoln High, San Jose Unified

Source: *Students Speak Out*, The Education Trust – West, 2005.



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“They showed me how to fill out a McDonald’s application in my Life Skills Class. I think that they should have at least taught me how to fill out a college application or at least tell me what the ‘A-G’ requirements are,”

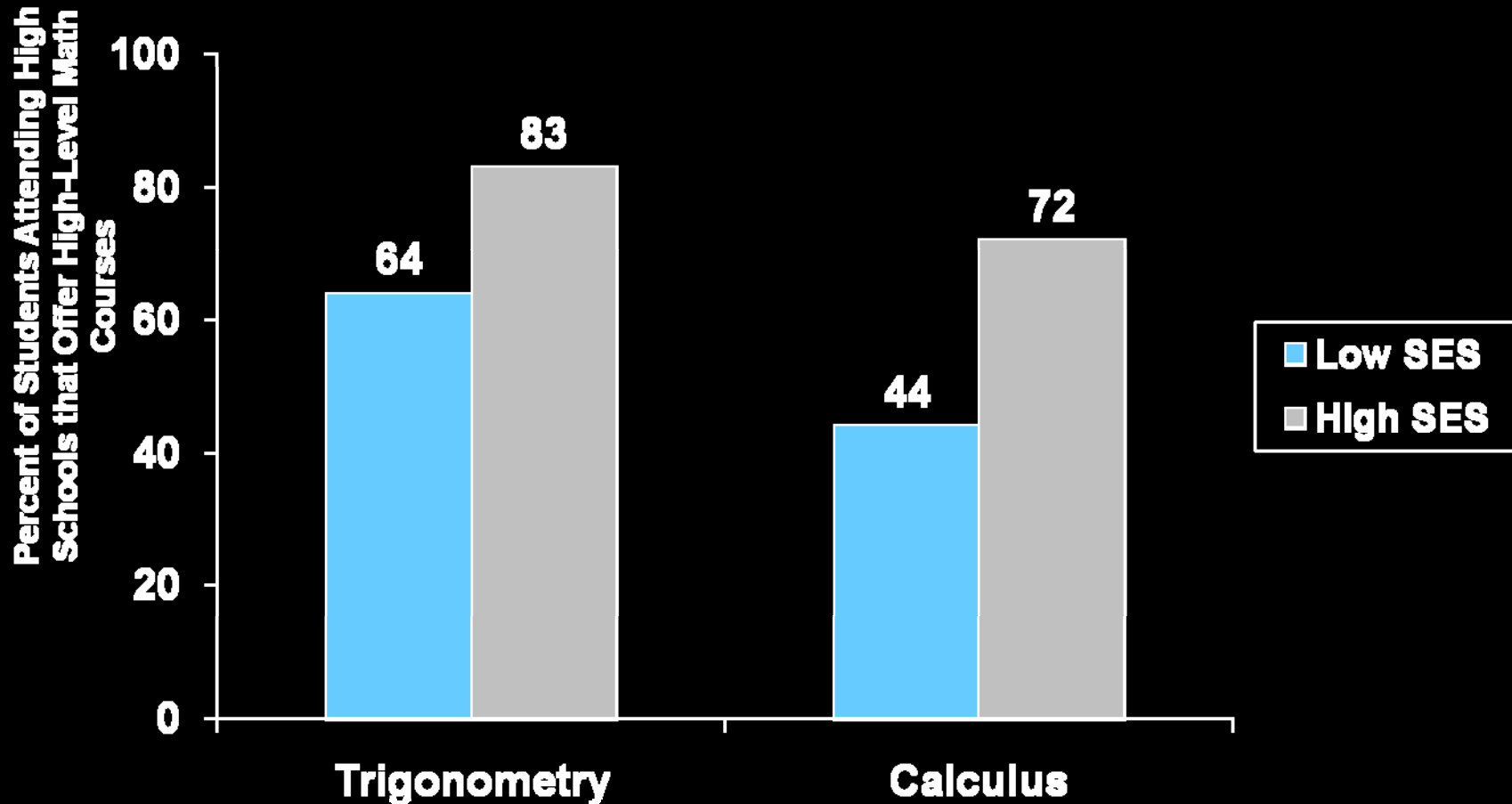
- Gabriela Perez, 17, Garfield High School, LAUSD



Students Need College-Prep Courses Early On

- College-prep coursework in 9th grade starts a “clear trajectory that continues throughout high school.”
- Students who fall off college-prep track early rarely get back on.

Nationwide Low-Income Students are Less Likely to Attend High Schools that Offer High-Level Math Courses



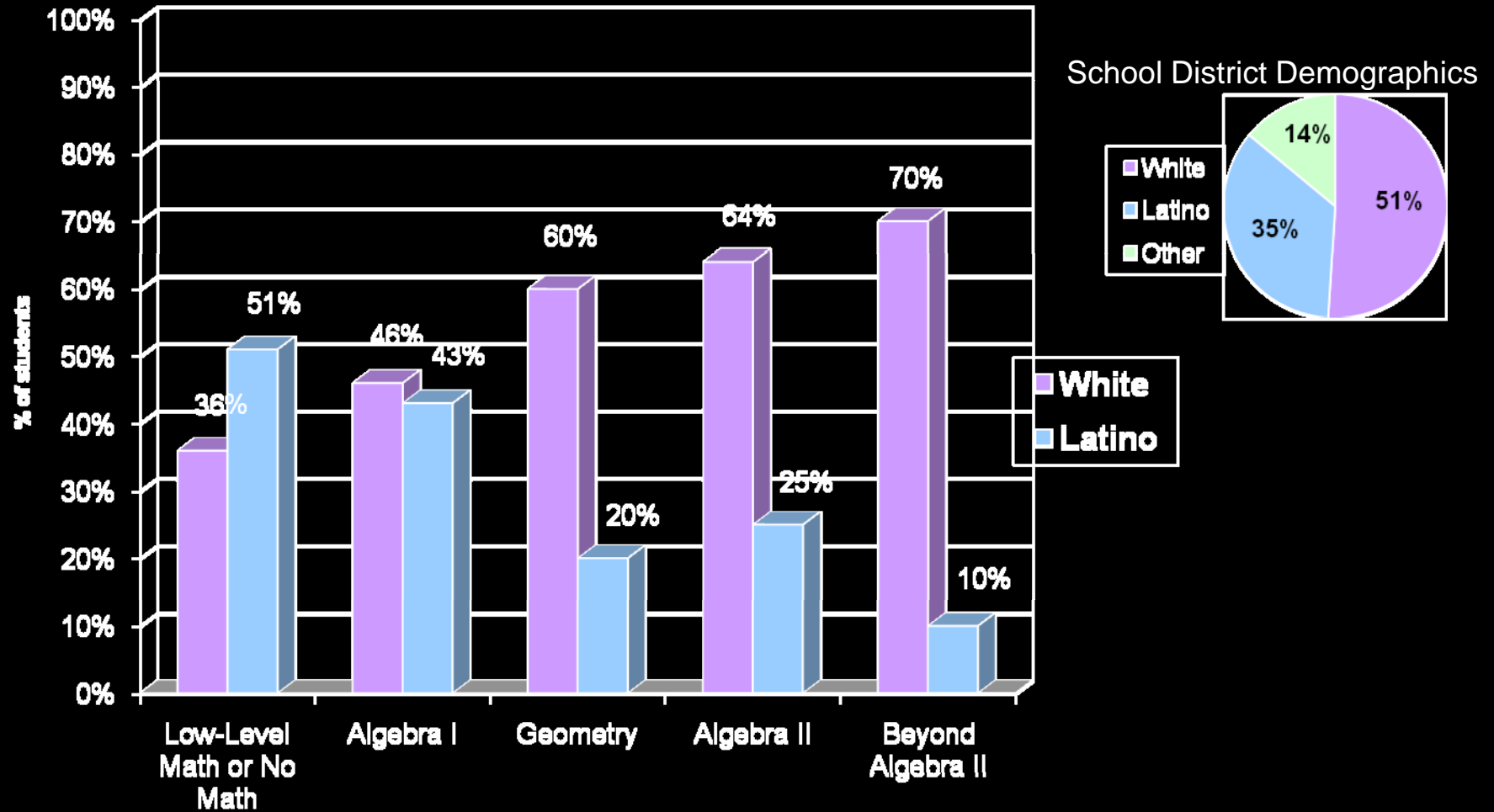
SES quintiles are composites of family income, parental education, prestige of parental occupation(s), and the presence of reading materials and computers in the household.

Source: Clifford Adelman, U.S. Department of Education, The Toolbox Revisited, 2006.



2009 by The Education Trust-West

CA: Latino students significantly under-represented in higher order math courses



Source: The Education Trust—West Transcript Analysis, 2007, unnamed ETW partner district.

Notes: Special Education students are removed from analysis; Analysis shows the percentage of students earning a grade of C or higher in specified math courses.



© 2009 by The Education Trust-West

Latino, Black Students More Likely to be Enrolled in Non College-Prep Courses

- What are they taking instead?
- Usually P.E.

How Does This Happen?

At least in part, decisions adults
make.



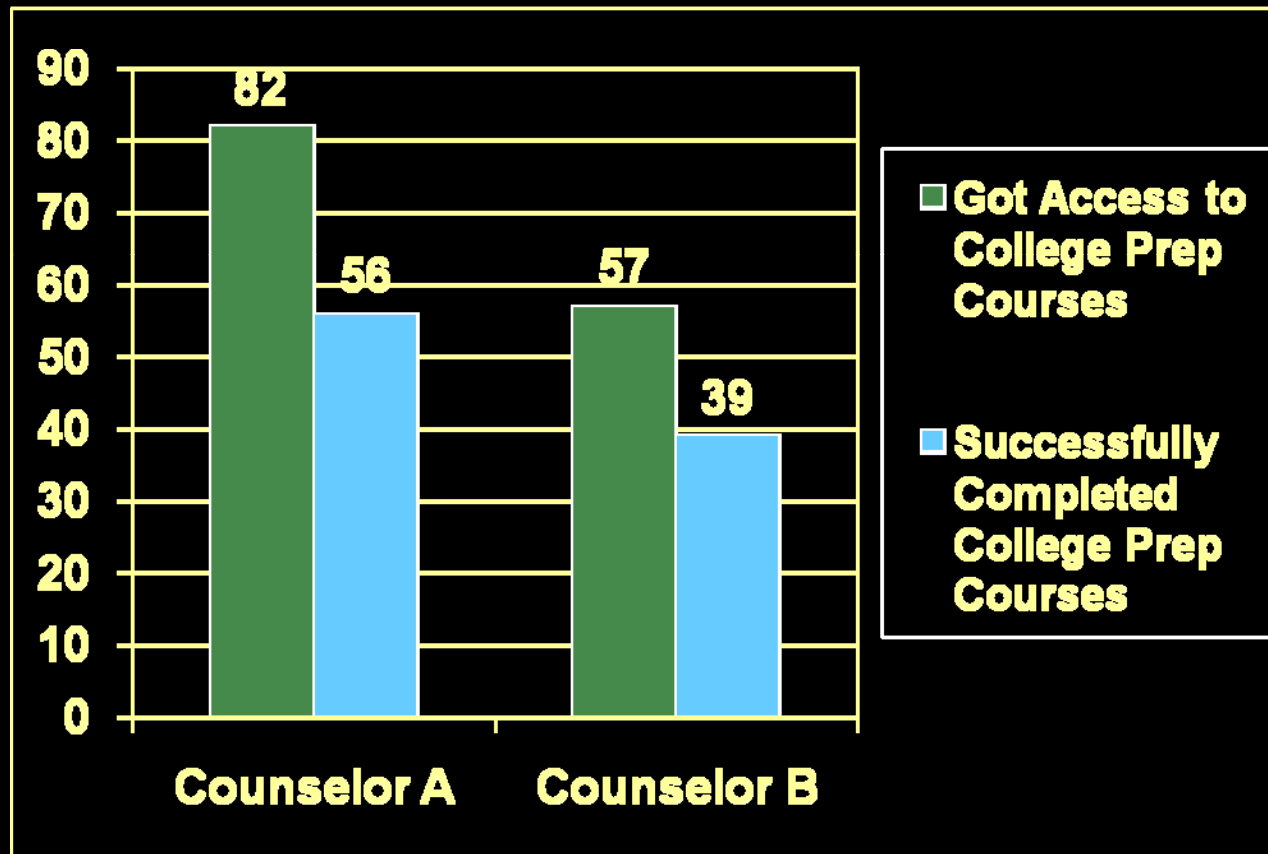
A Tale of Two Counselors

Students assigned by alphabet.



Dramatically Different Opportunities for Latino Students Based on Counselor Assignment.

Latino High School Students



Bottom Line:

Our Choices Affect Their Chances



If We TELL Students About A-G, They Are More Likely to Take the Classes

- When students were alerted about their college eligibility, they took deliberate steps to complete the required courses.
- It's Obvious:
If they DON'T KNOW, they WON'T take the classes.

What are students actually getting by the time they get to high school?

Our Current Favorites:

- Algebra Art
- Exploratory
- Street Law
- Career with Child I, II
- Problem Solving Math
- School Security
- Home Rest
- Early Release
- Opportunity English
- Opportunity Math
- Newcomer Math
- Office Practice
- Library Practice
- Algebra II Prepared
- Algebra Readiness
- Science Elective

Source: Education Trust Analysis of High School Transcripts



2009 by The Education Trust-West

Curious about your own school or system?

Pull a random sample of senior transcripts, white out the names, and take a look.

Then ask yourself:

If we had to defend these before the editorial board of our local newspaper, could we?



#4. High performing schools are obsessive about time, especially instructional time.



By contrast, most schools aren't too thoughtful about time.

Both principals and teachers moan about having too little of it, but then they give it away.



The Bottom Line:

Roughly 18 Eight-Hour Days
Per Subject
Per Year



2007-08 California High School Calendar

September, 2007							October, 2007							November, 2007								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
December, 2007							January, 2008							February, 2008								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
March, 2008							April, 2008							May, 2008								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
June, 2008							July, 2008							August, 2008								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		



2007-08 California High School Calendar – Less Summer Vacation

September, 2007

S	M	T	W	TH	F	S

October, 2007

S	M	T	W	TH	F	S

November, 2007

S	M	T	W	TH	F	S

December, 2007

S	M	T	W	TH	F	S

January, 2008

S	M	T	W	TH	F	S

February, 2008

S	M	T	W	TH	F	S

March, 2008

S	M	T	W	TH	F	S

April, 2008

S	M	T	W	TH	F	S

May, 2008

S	M	T	W	TH	F	S

June, 2008

S	M	T	W	TH	F	S

July, 2008

S	M	T	W	TH	F	S

August, 2008

S	M	T	W	TH	F	S



2007-08 California High School Calendar – Less Weekends and Holidays

September, 2007

S	M	T	W	TH	F	S

October, 2007

S	M	T	W	TH	F	S

November, 2007

S	M	T	W	TH	F	S

December, 2007

S	M	T	W	TH	F	S

January, 2008

S	M	T	W	TH	F	S

February, 2008

S	M	T	W	TH	F	S

March, 2008

S	M	T	W	TH	F	S

April, 2008

S	M	T	W	TH	F	S

May, 2008

S	M	T	W	TH	F	S

June, 2008

S	M	T	W	TH	F	S

July, 2008

S	M	T	W	TH	F	S

August, 2008

S	M	T	W	TH	F	S



2007-08 California High School Calendar – Less Special Schedules and Professional Development

September, 2007

S	M	T	W	TH	F	S

October, 2007

S	M	T	W	TH	F	S

November, 2007

S	M	T	W	TH	F	S

December, 2007

S	M	T	W	TH	F	S

January, 2008

S	M	T	W	TH	F	S

February, 2008

S	M	T	W	TH	F	S

March, 2008

S	M	T	W	TH	F	S

April, 2008

S	M	T	W	TH	F	S

May, 2008

S	M	T	W	TH	F	S

June, 2008

S	M	T	W	TH	F	S

July, 2008

S	M	T	W	TH	F	S

August, 2008

S	M	T	W	TH	F	S



2007-08 California High School Calendar – Less Testing Days

September, 2007

S	M	T	W	TH	F	S

October, 2007

S	M	T	W	TH	F	S

November, 2007

S	M	T	W	TH	F	S

December, 2007

S	M	T	W	TH	F	S

January, 2008

S	M	T	W	TH	F	S

February, 2008

S	M	T	W	TH	F	S

March, 2008

S	M	T	W	TH	F	S

April, 2008

S	M	T	W	TH	F	S

May, 2008

S	M	T	W	TH	F	S

June, 2008

S	M	T	W	TH	F	S

July, 2008

S	M	T	W	TH	F	S

August, 2008

S	M	T	W	TH	F	S



How much time is left for instruction?

CA State Ed Code Instructional Minutes Requirement	64,800 minutes
Actual Instructional Minutes	51,027 minutes
Total Hours per Year	850 hours
Total Days (8 hour school day)	106 days
Total days per subject (6 period day)	18 days



Average High School: Percent of Instructional Time in Reading Intensive Courses

Below Grade Level Students	On Grade Level Students	Advanced Students
24%	29%	35%



Higher Performing High Schools:

- “Behind” students spend **60** additional hours (**25%** more time) over 1 year in reading related courses)
- “Behind” students get **240** additional hours over 4 years!



**#5. Principals are hugely
important, ever present, and they
make sure they are
NOT
the only leaders in the school**



High performing schools...

- Teachers regularly observe other teachers;
- Teachers have time to plan and work collaboratively;
- New teachers get generous and careful support and acculturation;
- Teachers take on many other leadership tasks at the school



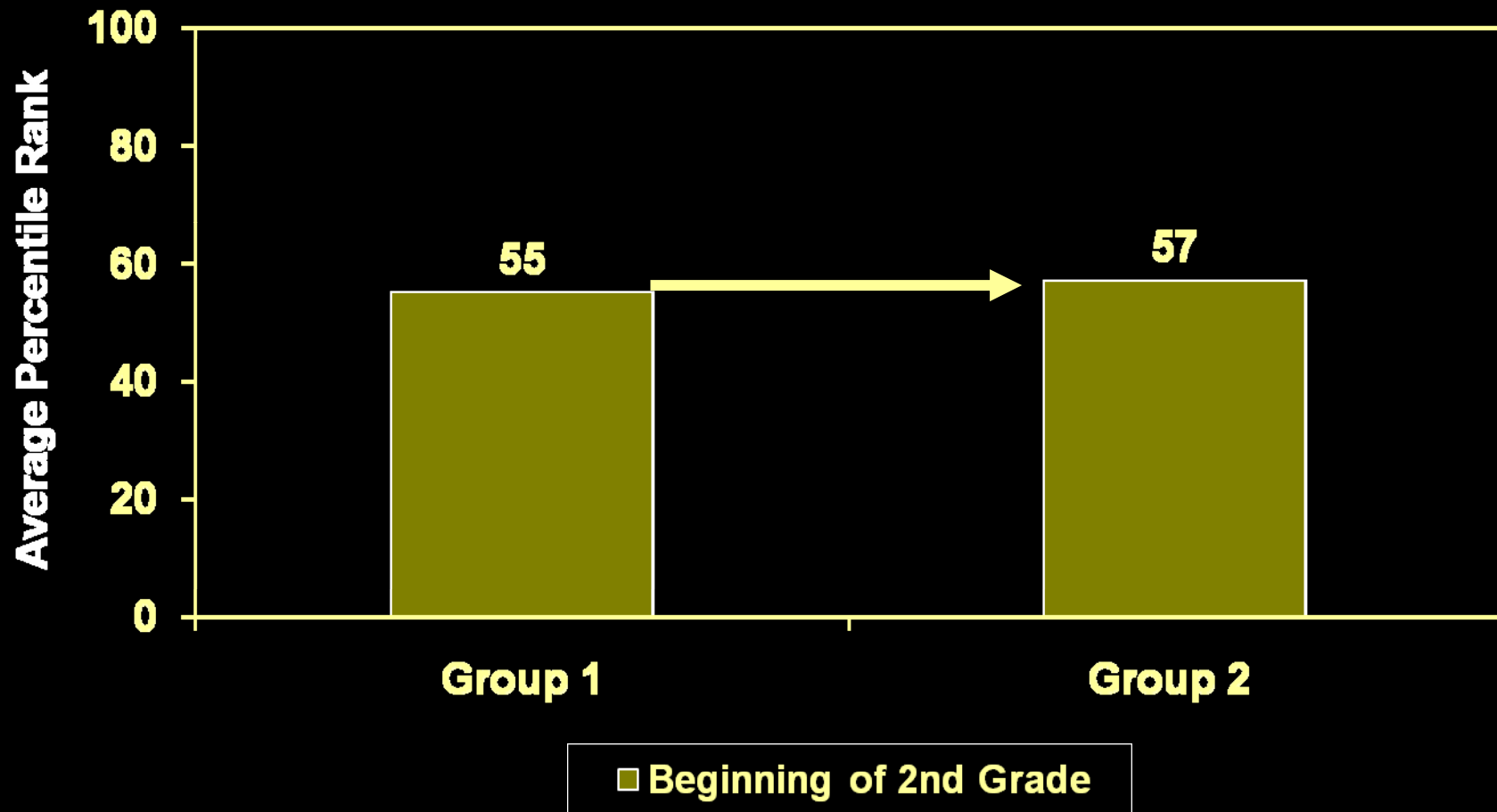
#6. Good schools know how much teachers matter, and they act on that knowledge.



Building the Will to Monitor the Distribution of Teacher Talent in More Revealing Ways



Students Who Start 2nd Grade at About the Same Level of Math Achievement...

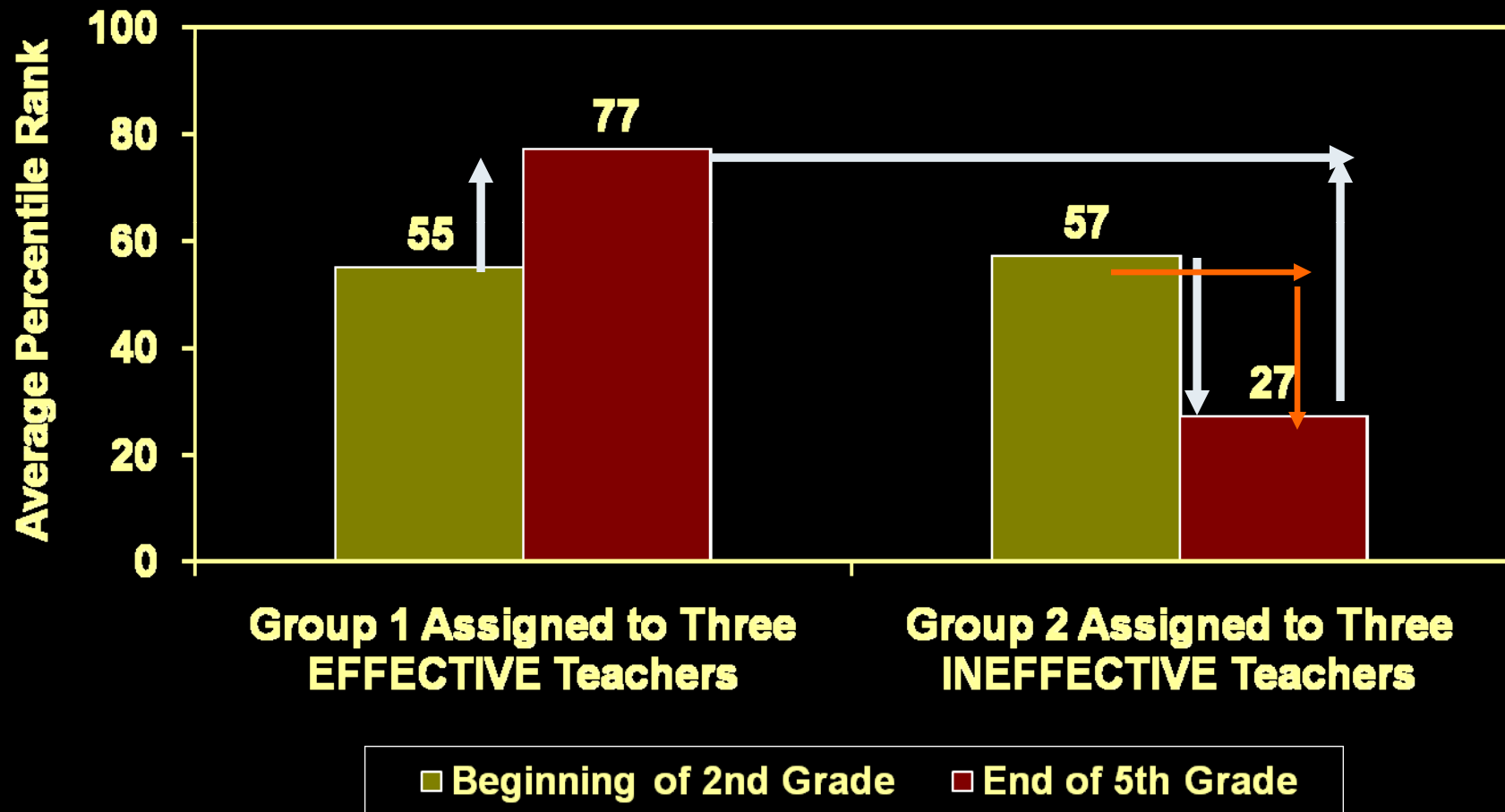


Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.



2009 by The Education Trust-West

...Finish 5th Grade Math at Dramatically Different Levels Depending on the Quality of Their Teachers



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



2009 by The Education Trust-West

**We can't be serious about
closing the Achievement
Gap while allowing the
Teacher Quality Gap to
persist, and grow.**

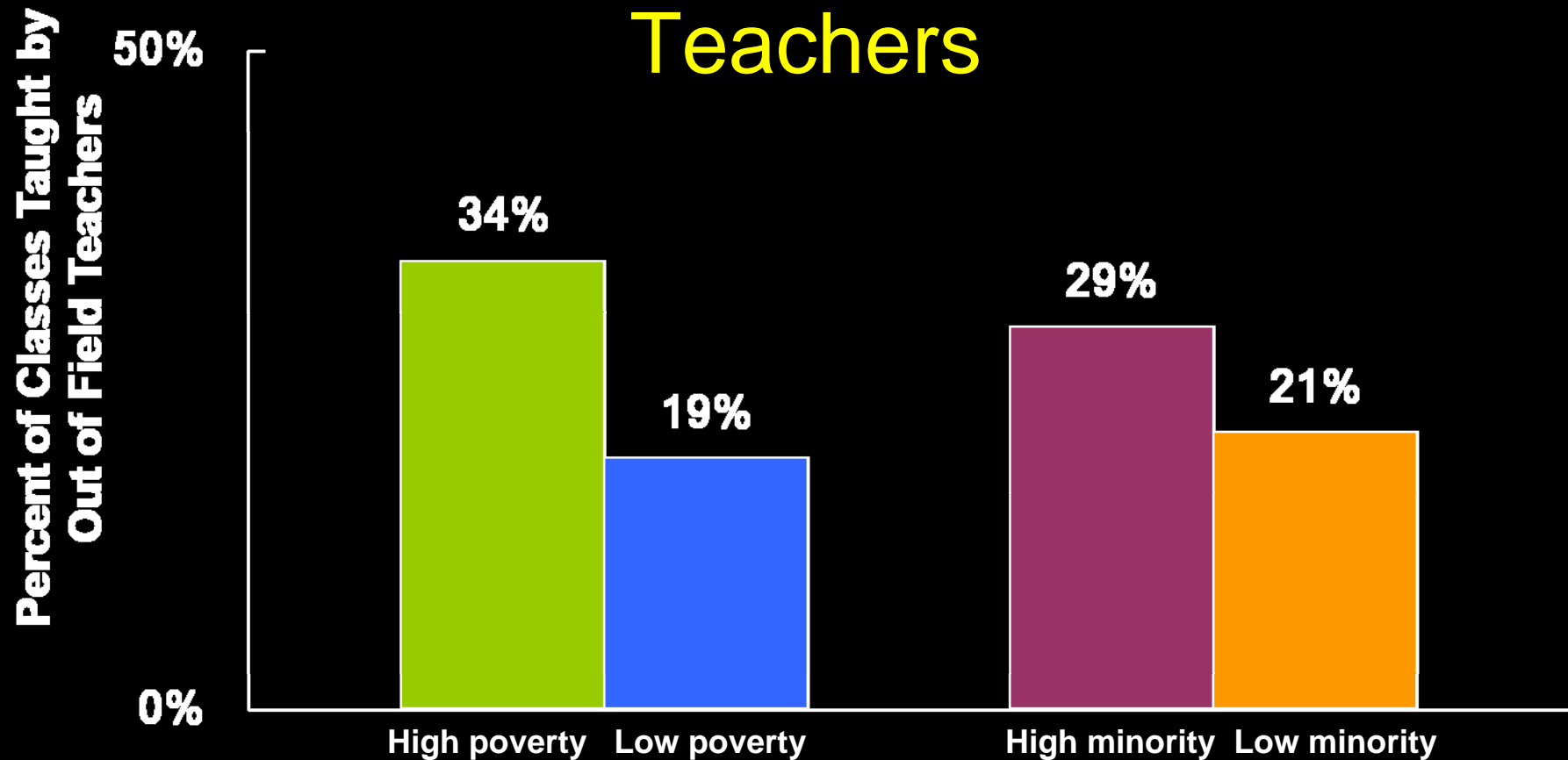


Good teachers matter a lot.

**But some groups of kids don't get
their fair share of quality teachers.**



More Classes in High-Poverty, High-Minority Schools Taught By Out-of-Field Teachers



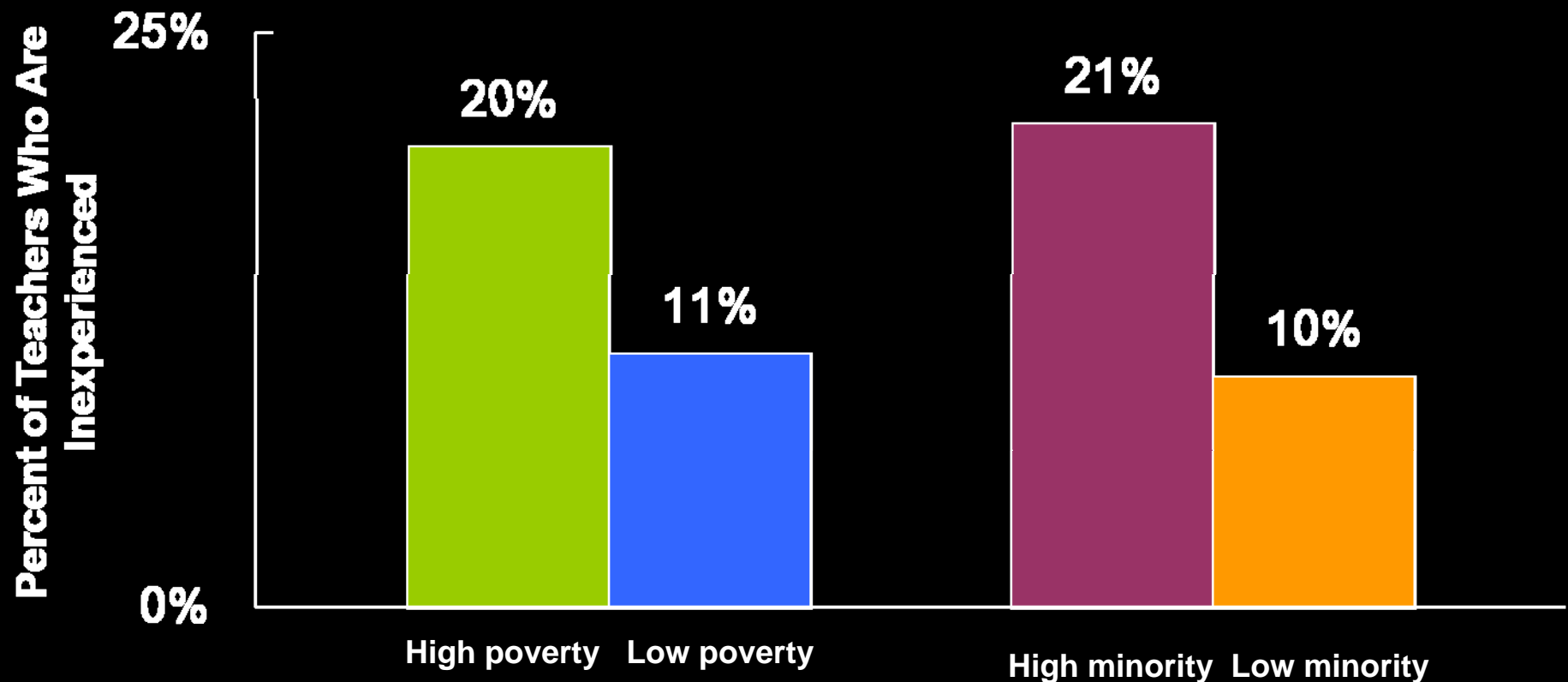
Note: High Poverty school-50% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch.

High-minority school - 50% or more of the students are nonwhite. Low-minority school- 15% or fewer of the students are nonwhite.

***Teachers lacking a college major or minor in the field. Data for secondary-level core academic classes.**

Source: Richard M. Ingersoll, University of Pennsylvania. Original analysis for the Ed Trust of 1999-2000 Schools and Staffing Survey.

Poor and Minority Students Get More Inexperienced* Teachers



***Teachers with 3 or fewer years of experience.**

Note: High poverty refers to the top quartile of schools with students eligible for free/reduced price lunch. Low poverty-bottom quartile of schools with students eligible for free/reduced price lunch. High minority-top quartile; those schools with the highest concentrations of minority students. Low minority-bottom quartile of schools with the lowest concentrations of minority students

Yes, improved working
conditions, extra pay, and
reduced student load help.



But we've also got to address the
perverse status hierarchy that
has grown up in our profession.



**We must restore honor to those
who are doing our country's most
important work.**



Finally,
Good systems always and
aggressively tackle the myth that
“Closing the achievement gap is
unfair...and unachievable.”



May be unfair.

**If ours were a just nation, we wouldn't
allow so many of our children to live in
such miserable circumstances.**



But it is not un-achievable.





The Education Trust— West

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