

ORDINARY PEOPLE

EXTRA

ORDINARY

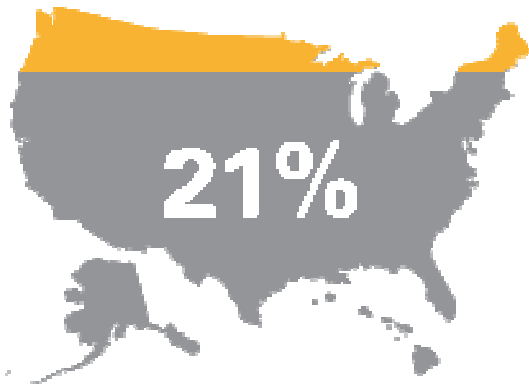
RESULTS

Opening Plenary
Education Trust Annual Conference

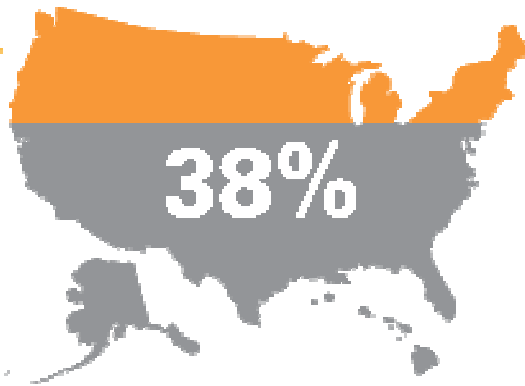
Baltimore, MD
October 24, 2013

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

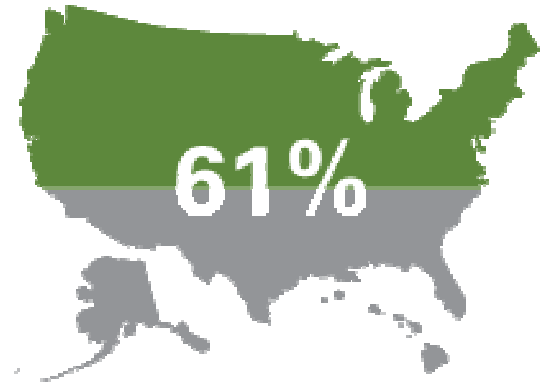
1920



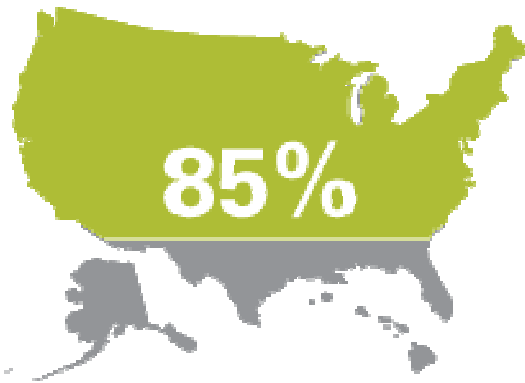
1940



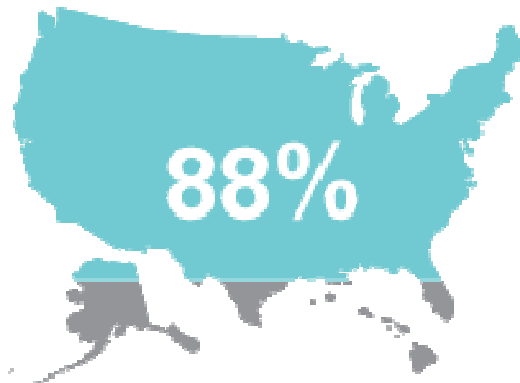
1960



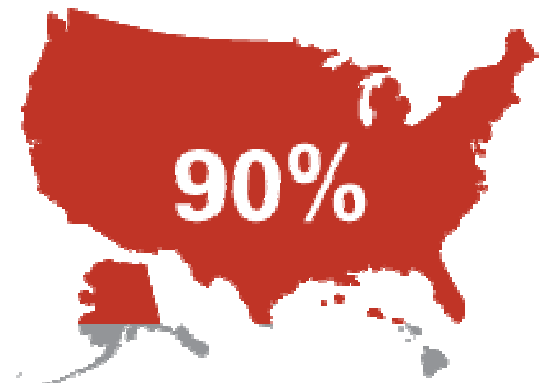
1980



2000

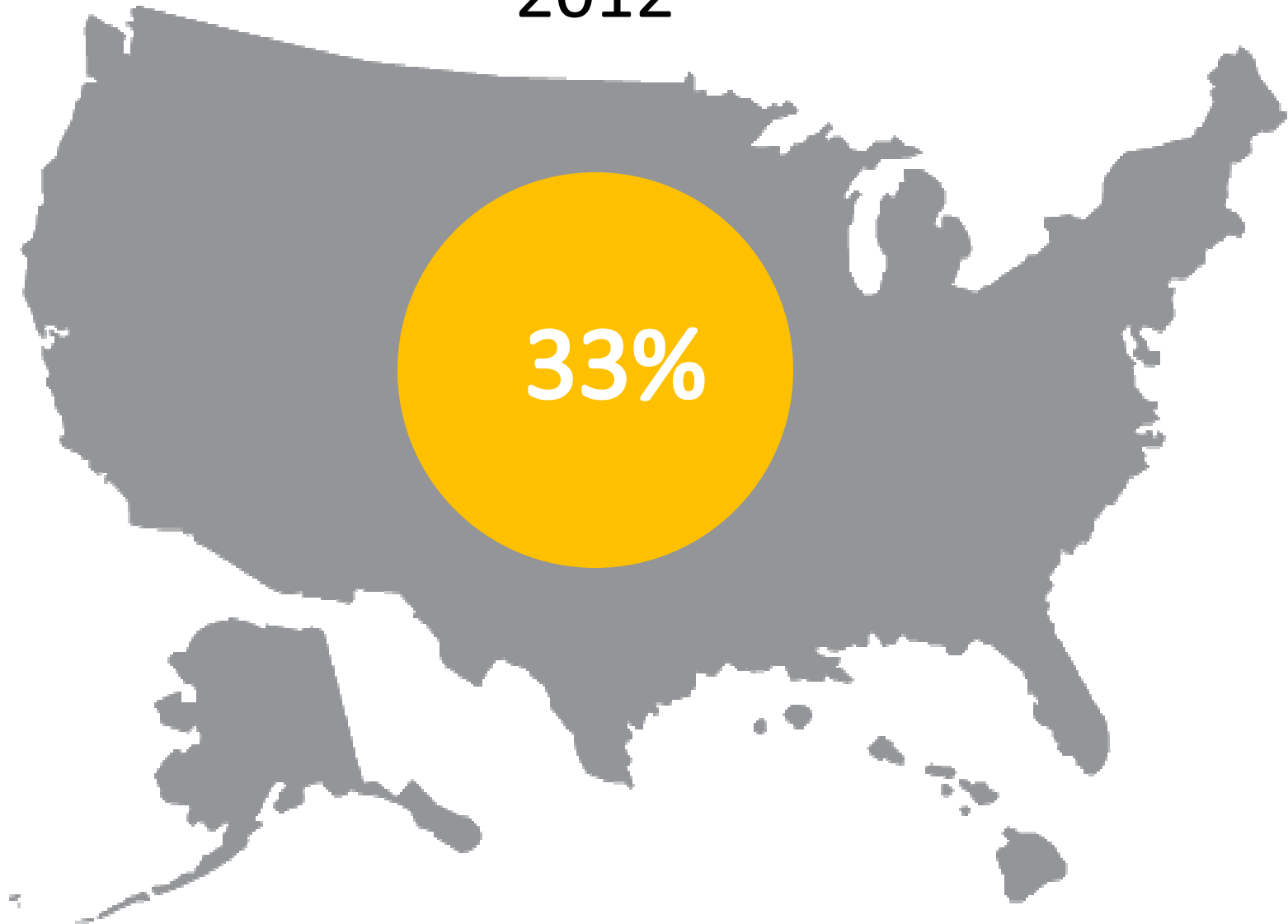


2012



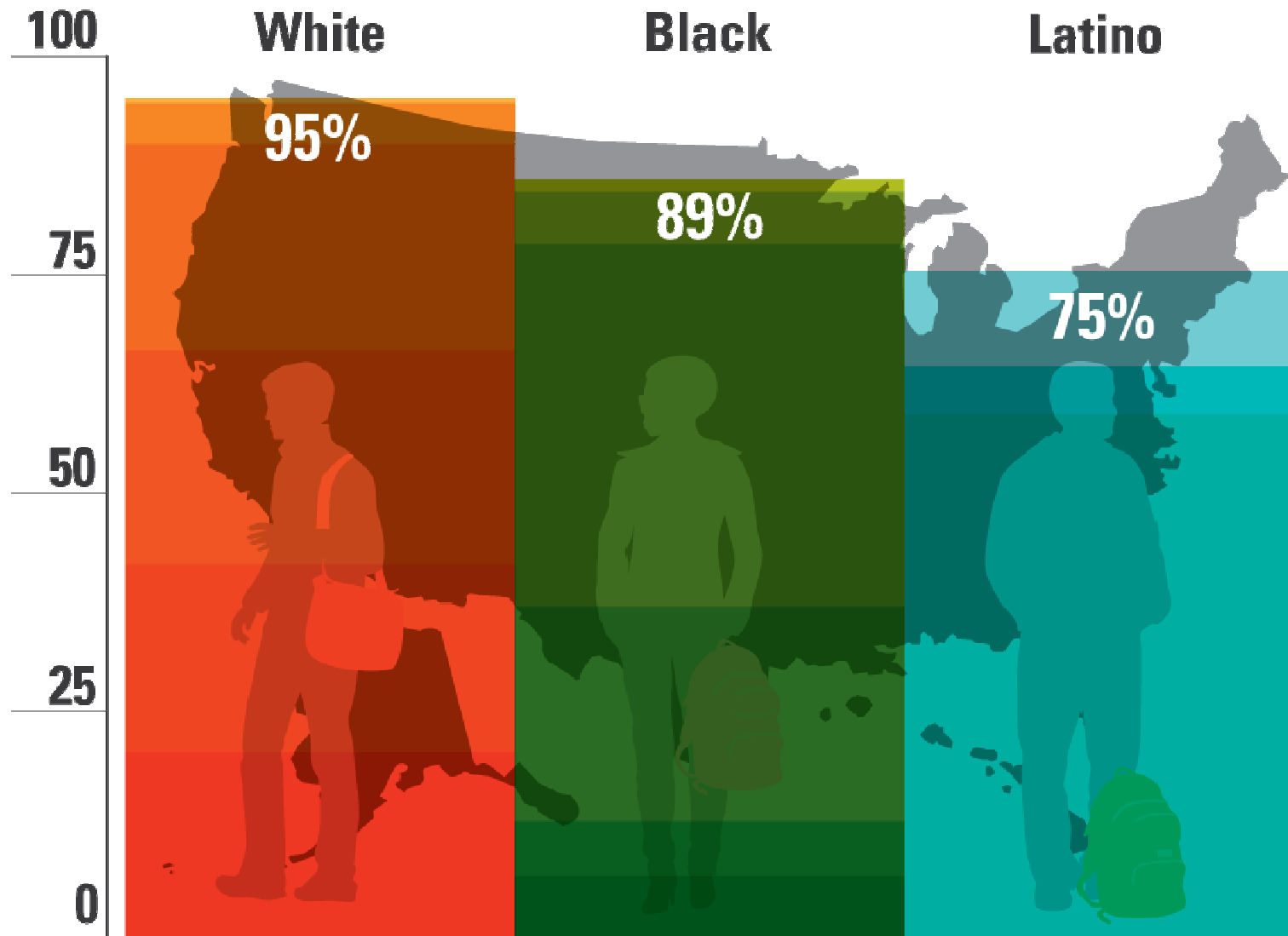
Percent of U.S. adults with a B.A. or more

2012



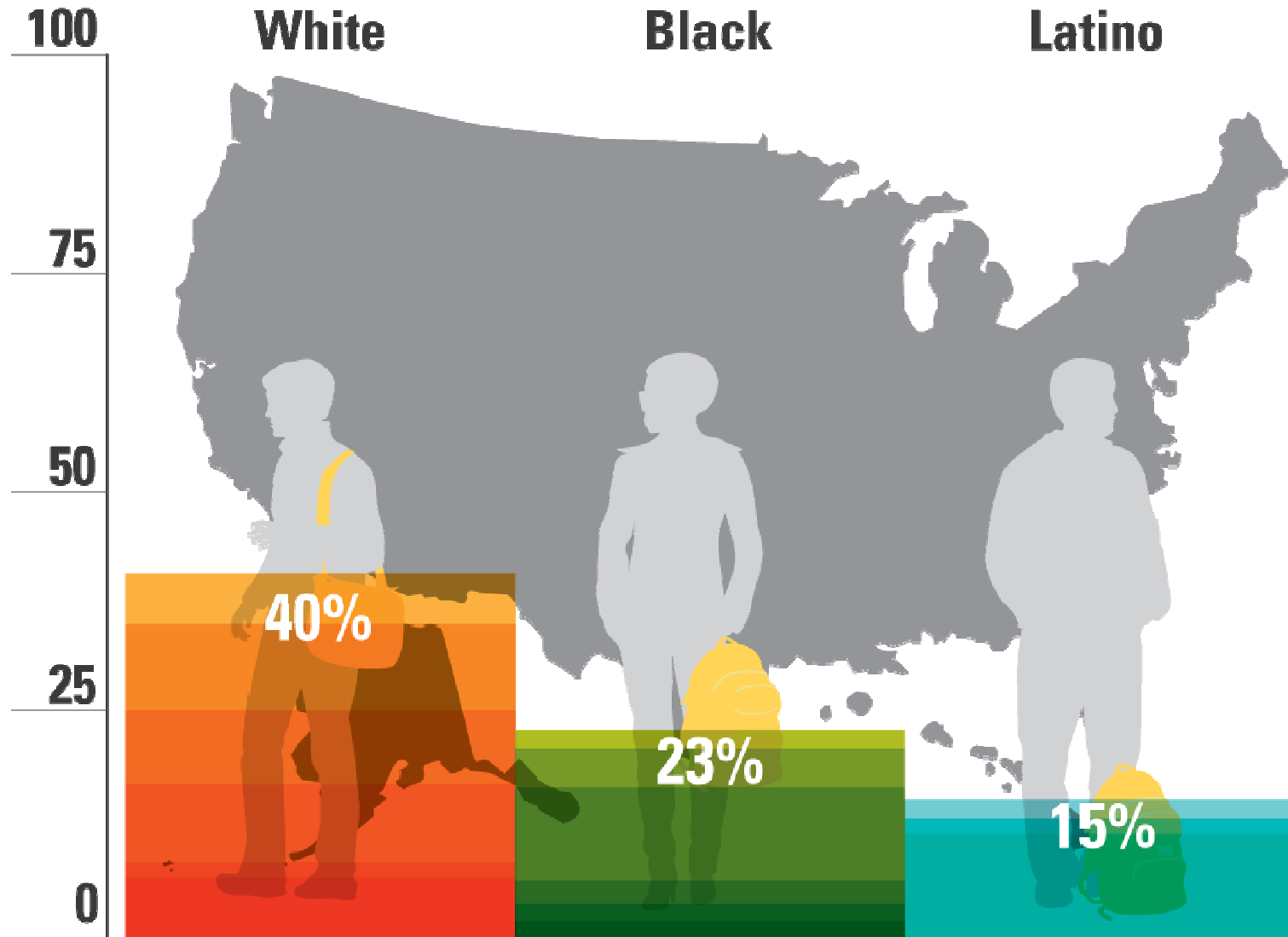
Percent of U.S. adults with a high school diploma, by race

2012




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

2012





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




In the past four years alone, 95% of
all income gains have gone to the
top 1%.

Source: Stiglitz, "Inequality is a Choice," *New York Times*, October 13, 2013.

In 2012:

- In 2012, the top 5% of Americans took home 22% of the nation's income; the top .1% took home 11%.
- And the bottom 20% took home just 3%.

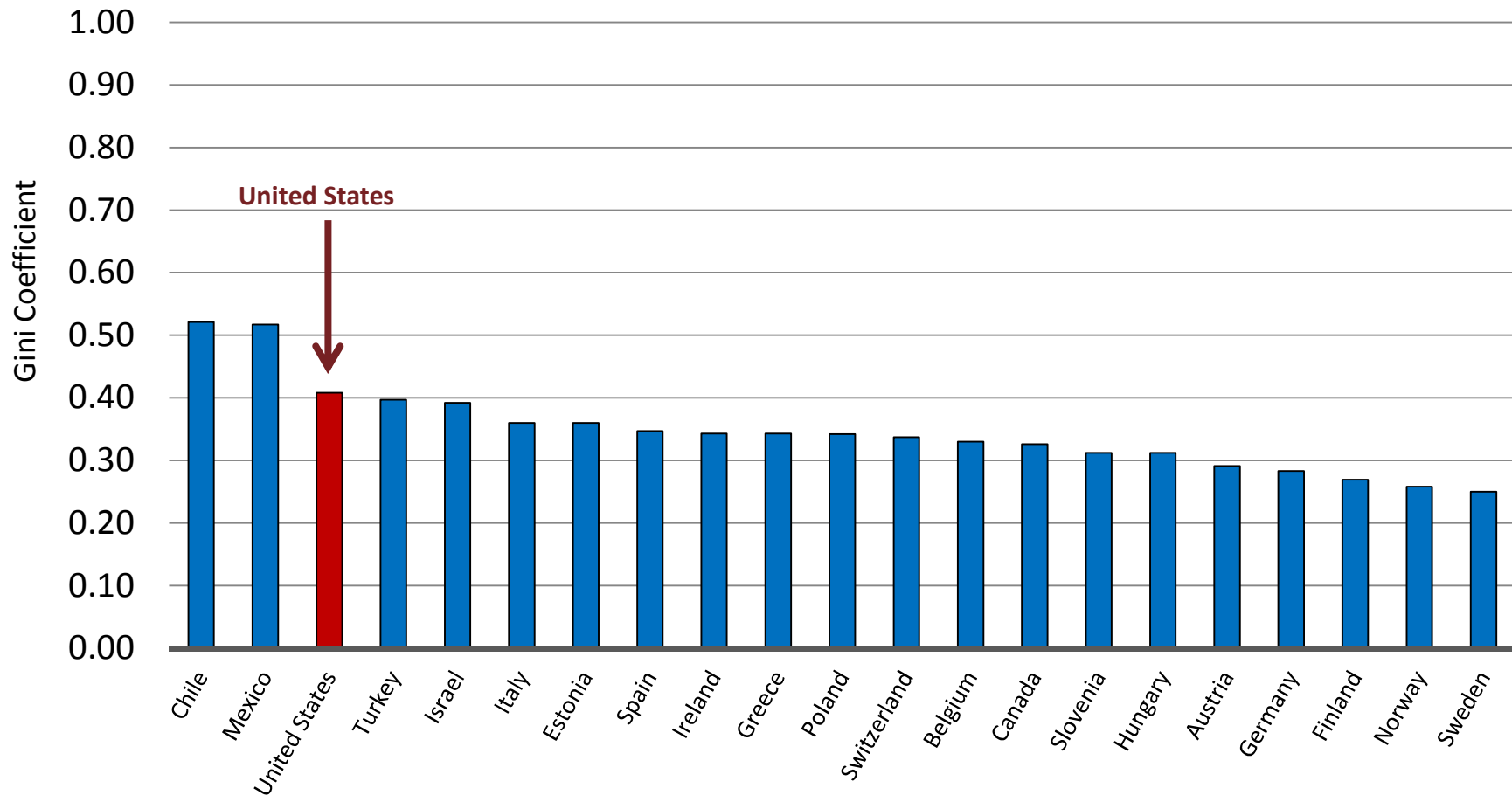
Source: DeNavas-Walt, Proctor, & Smith, "Income, Poverty, and Health Insurance Coverage in the United States: 2012," U.S. Census Bureau, September 2013; Stiglitz, "Inequality is a Choice," New York Times, October 13, 2013.



The typical American man makes less than he did 45 years ago (after adjusting for inflation). Men with only high school diplomas make 40% less than they did 4 years ago.


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.

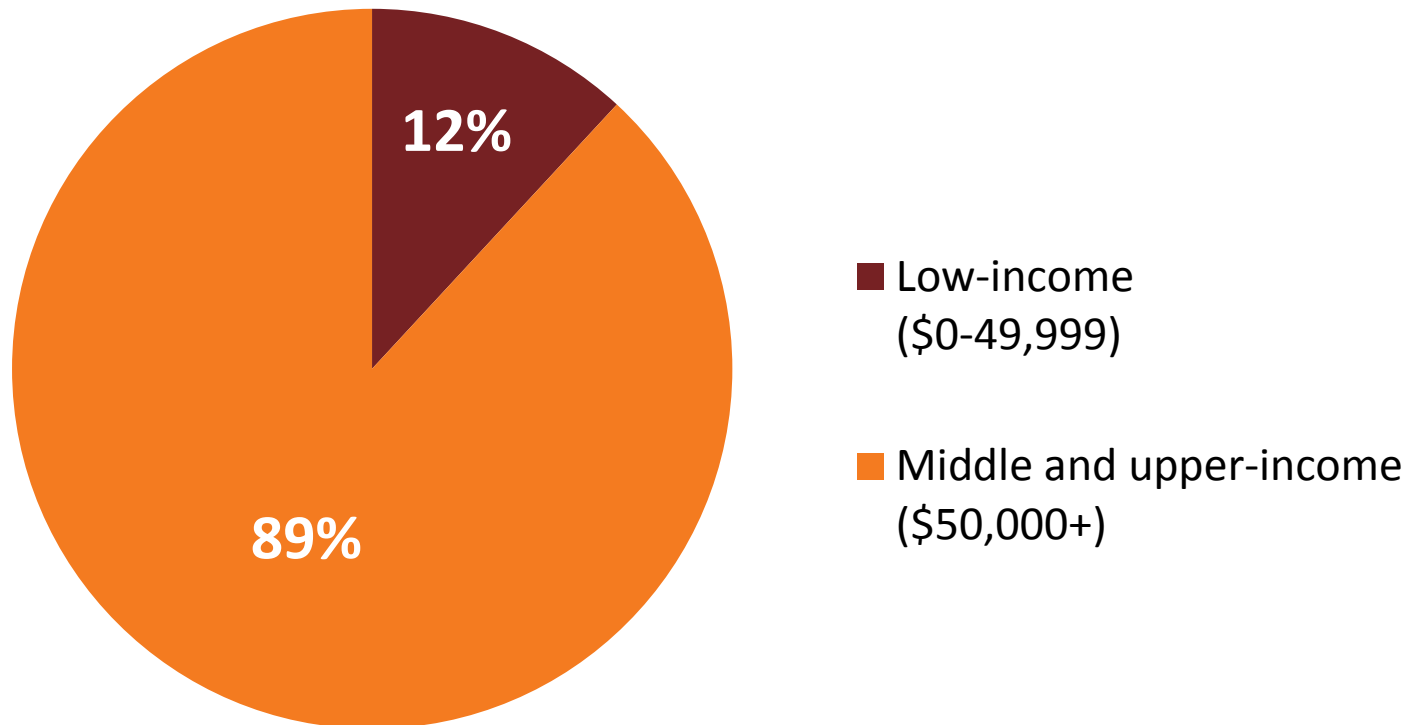
Source: United Nations, U.N. data, <http://data.un.org/DocumentData.aspx?q=gini&id=271>: 2011



Growing gaps are reinforced by
government choices...


Federal student aid dollars trend away from the poor: 89% of savings from tuition tax deductions go to middle- and upper-income families

Distribution of Tax Deduction Savings
by Adjusted Gross Income



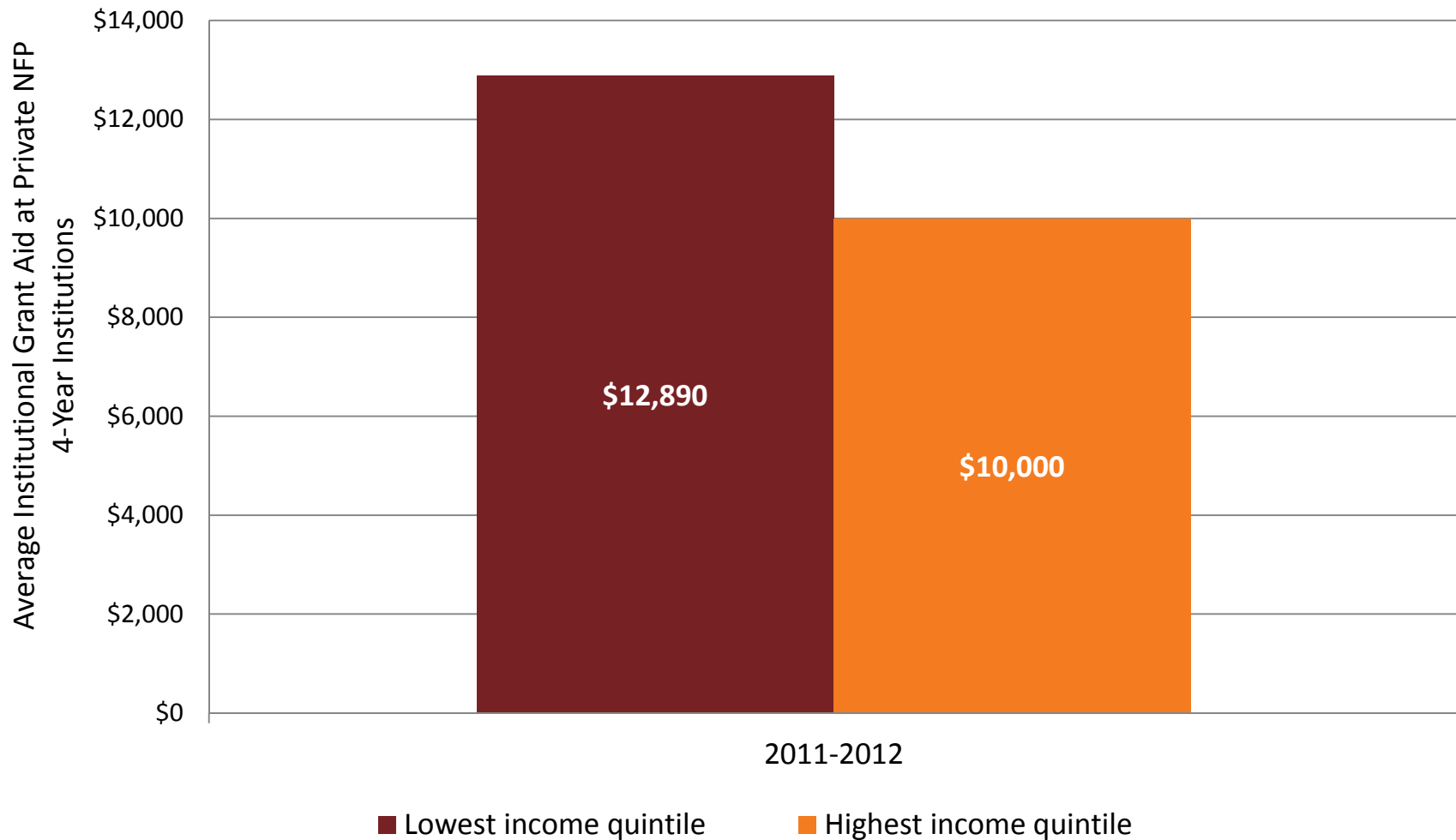
Note: Percentages may not add to 100% because of rounding.

Source: Trends in Student Aid 2013, The College Board



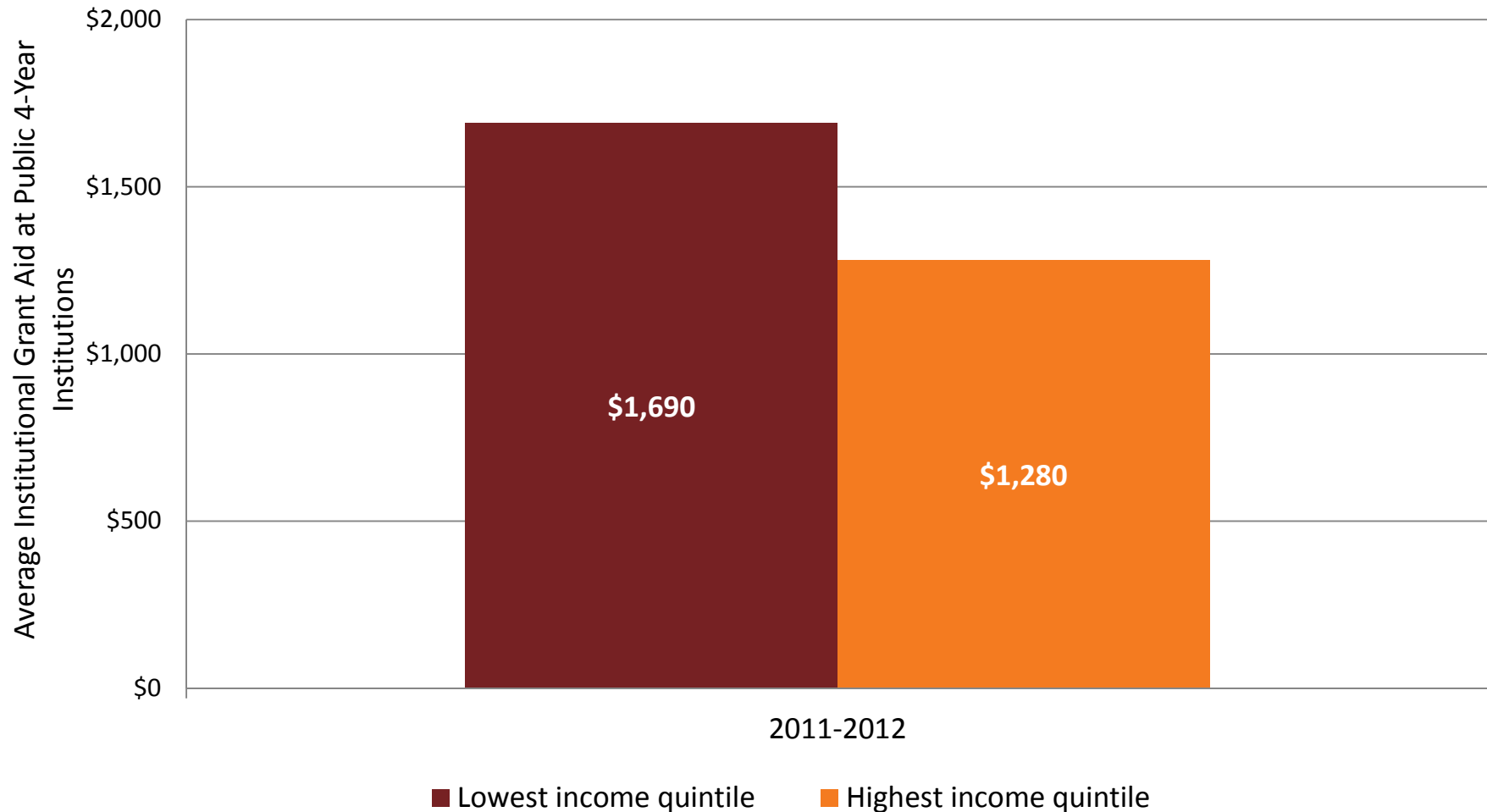
...and institutional choices,
especially in higher education.

Private nonprofit 4-year colleges now spend nearly as much on “financial aid” for their wealthiest students as they do on their poorest



Source: Trends in Student Aid 2013, The College Board

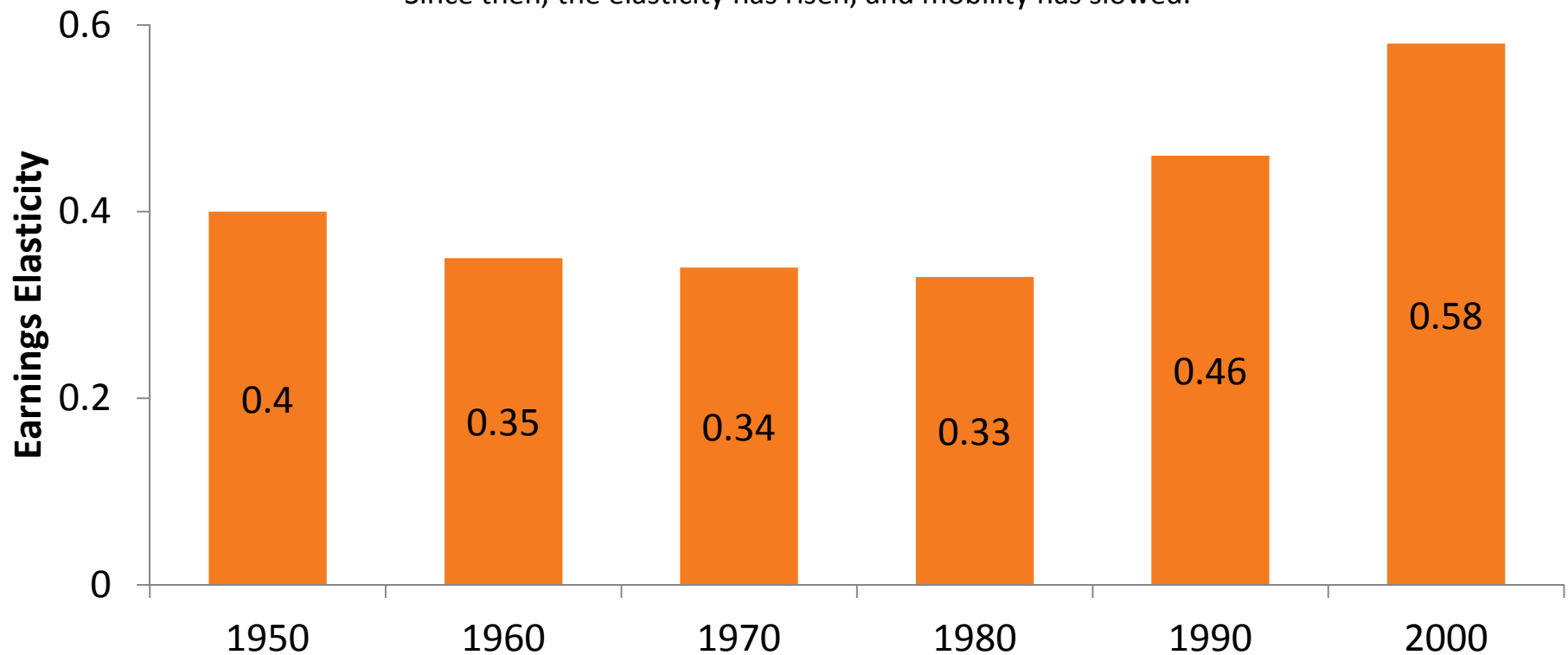
Public 4-year colleges also spend nearly as much on “financial aid” for their wealthiest students as they do on their poorest.



Source: Trends in Student Aid 2013, The College Board

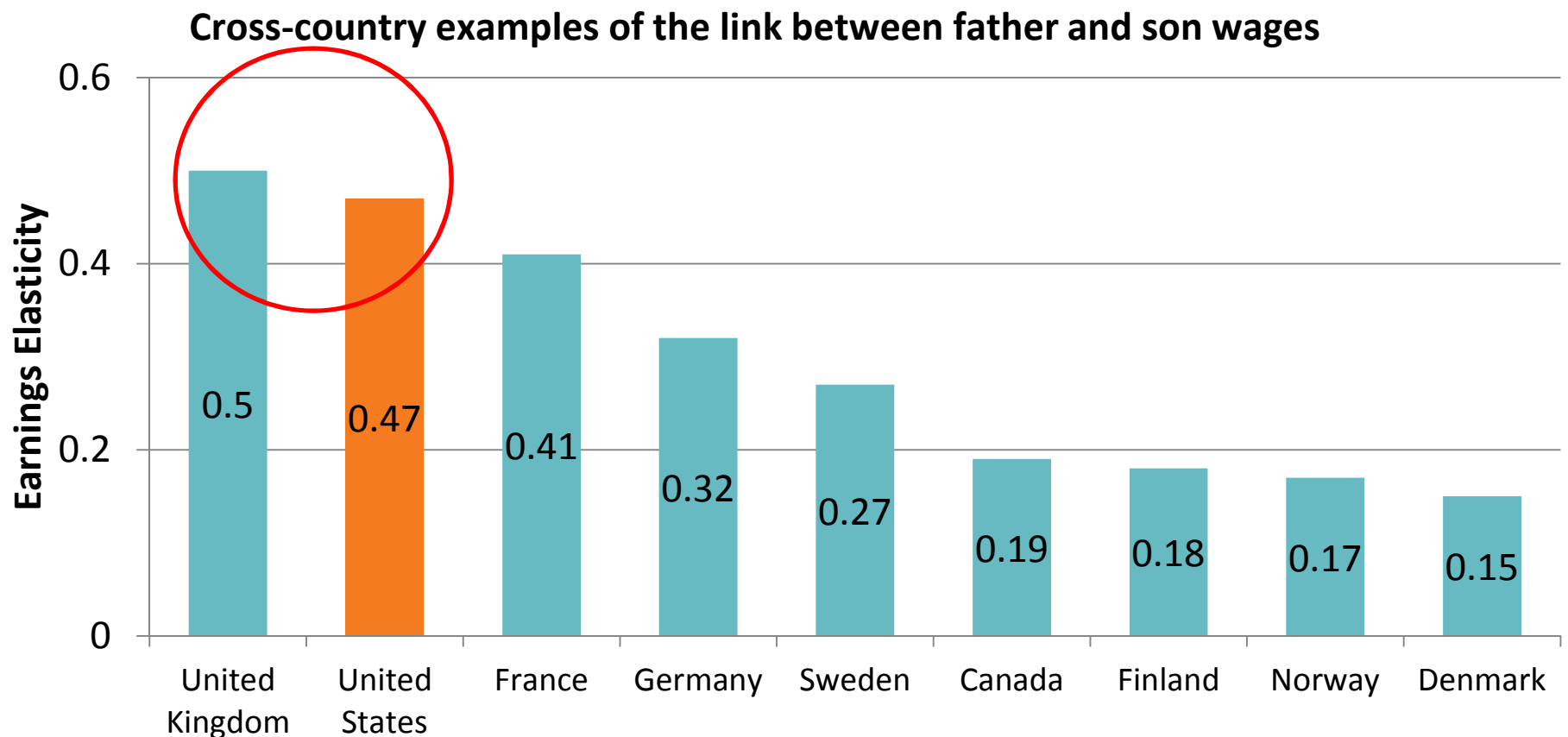
U.S. intergenerational mobility was increasing until 1980, but has sharply declined since.

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.

Now, instead of being the “land of opportunity,” the U.S. has one of lowest rates of intergenerational mobility.



Source: Tom Hertz, “Understanding Mobility in America” (Washington, D.C.: Center for American Progress, 2006).




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

Overwhelming message about what matters in turning this around?

Education.

“Among those who have finished four years of college, there is no racial gap in economic mobility. Both whites and blacks experience very high rates.”

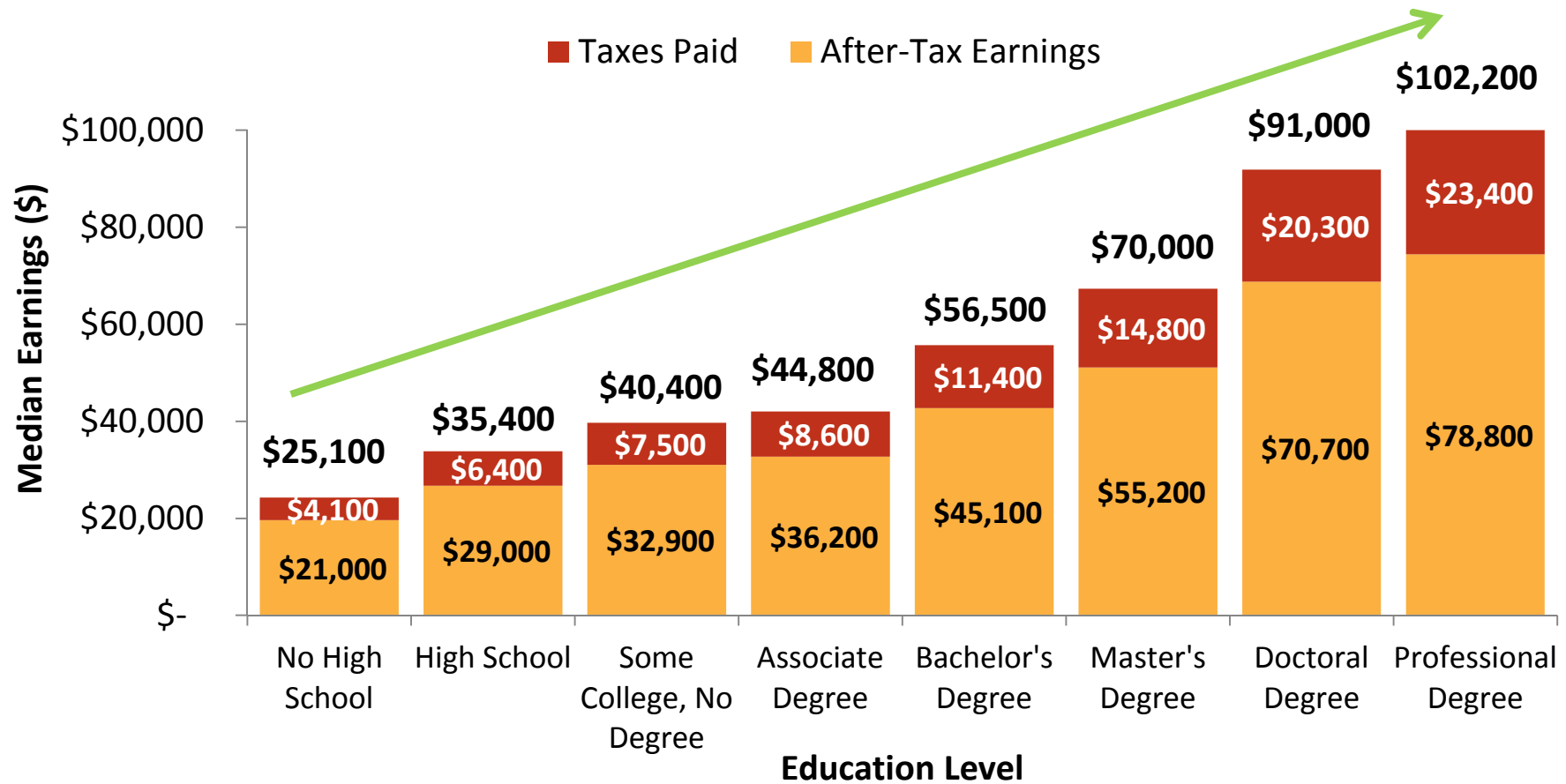
Source: Upward Intergenerational Mobility in the US. PewTrusts.



At macro level, better and more
equal education is not the only
answer.

But at the individual level, it really is.

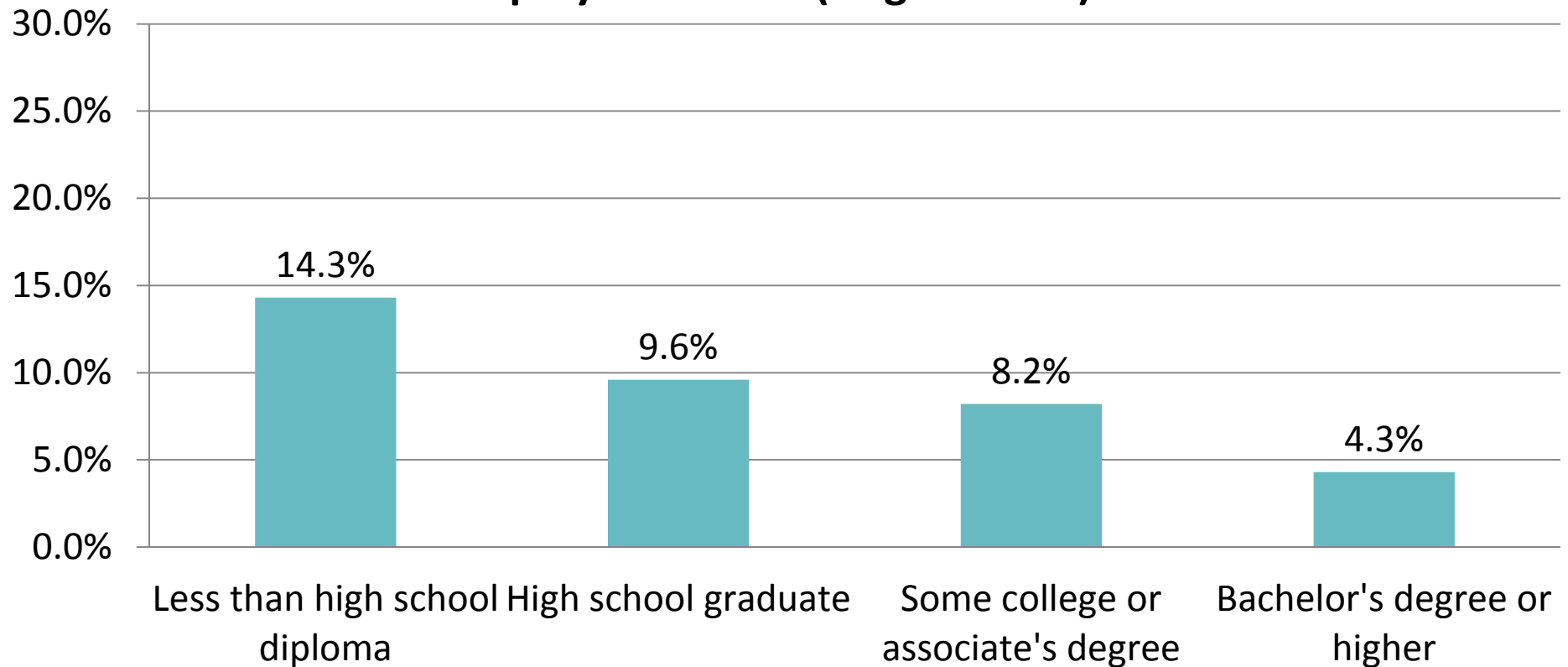
College Grads Earn More



Source: College Board, Education Pays, 2013, Figure 1.1: Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2011

College Grads Less Likely to be Unemployed

Unemployment Rate (August 2011)



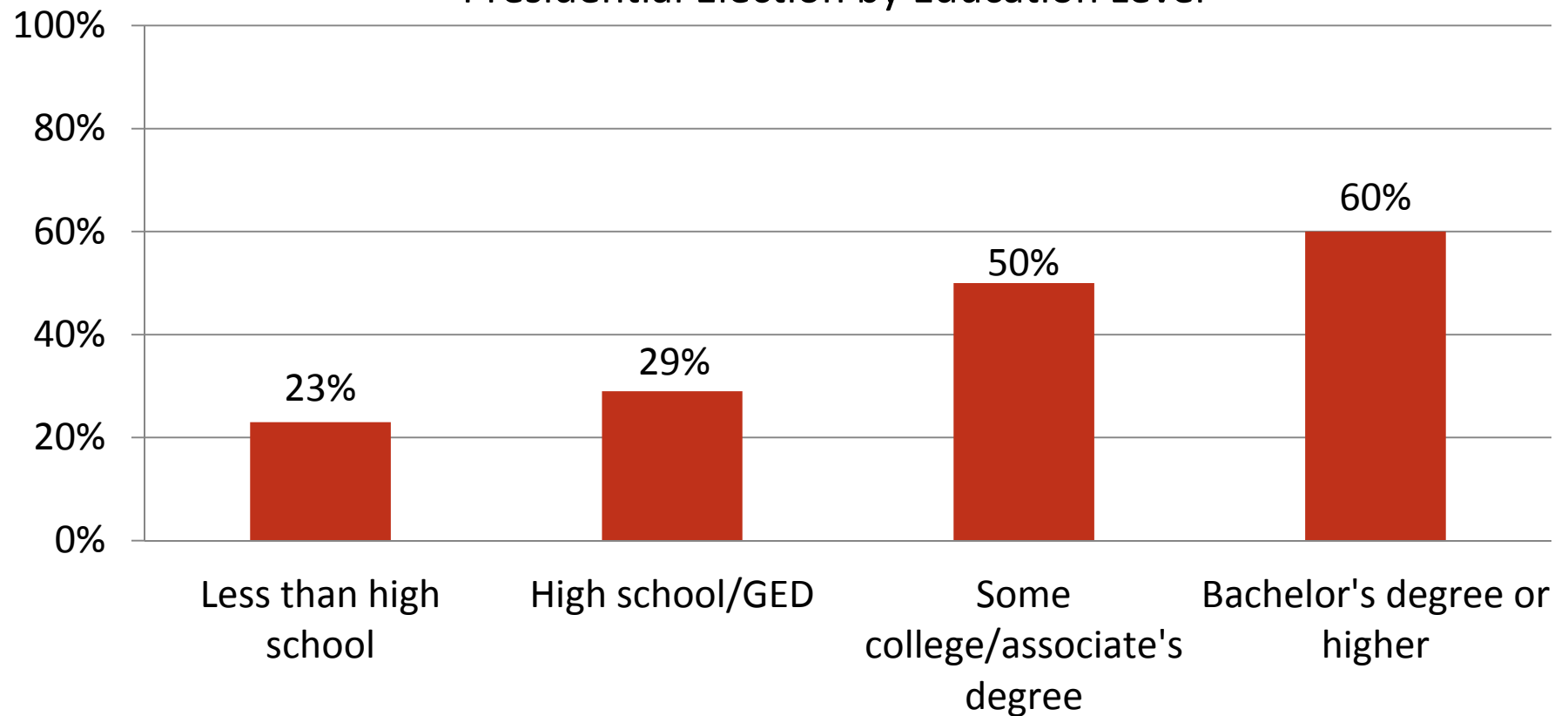
Source: U.S. Bureau of Labor Statistics, Table A-4, <http://www.bls.gov/news.release/empsit.t04htm>



They also stand out on the
other things we value.

College graduates more likely to vote

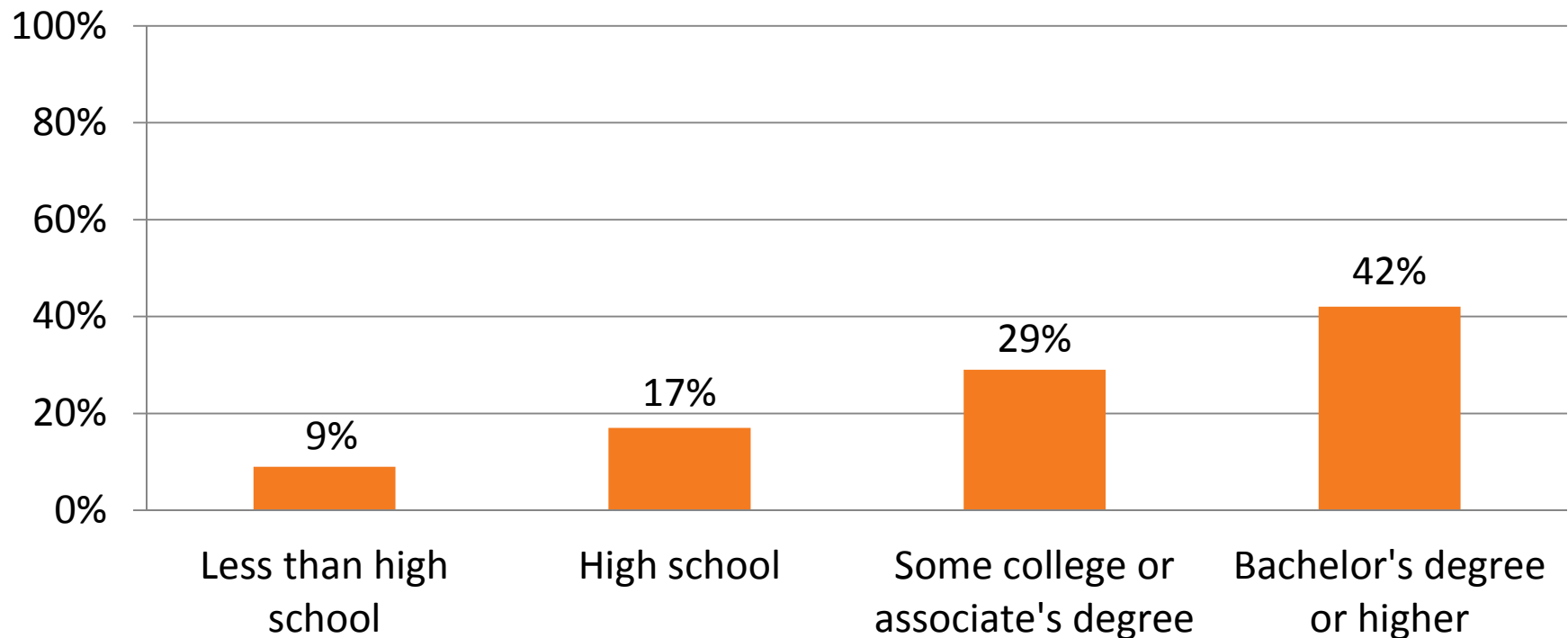
Percent of US Citizens Aged 18-24 Who Voted in the 2012 Presidential Election by Education Level



Note: Data include both those who are and are not registered to vote.
Source: Education Pays 2013, The College Board

College graduates more likely to volunteer

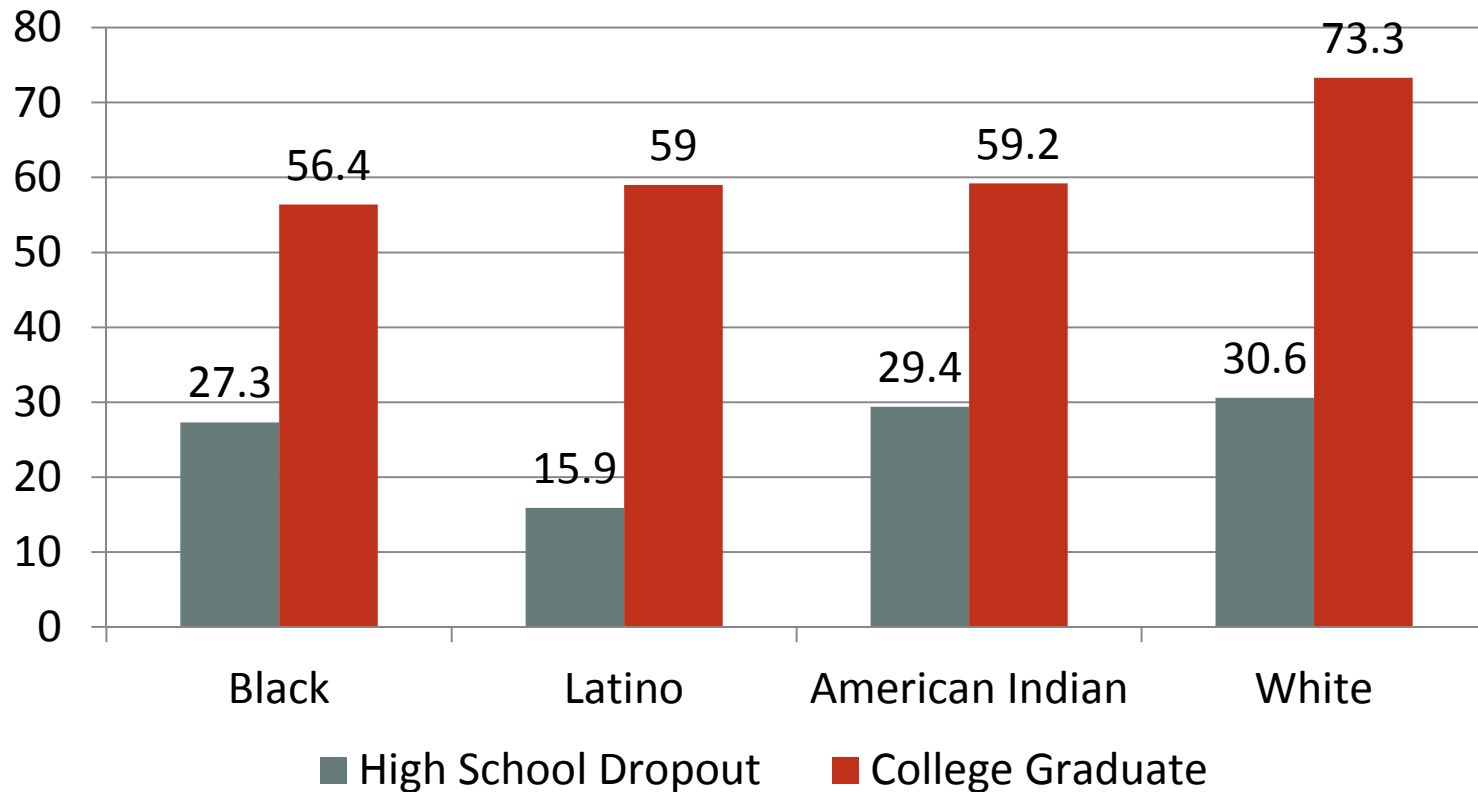
Percent of Adults 25 and Over Who Volunteered in 2012 by Education Level



Note: Data represent percentage of total population that reported volunteering from September 2008 to September 2009

Source: Education Pays 2013, The College Board

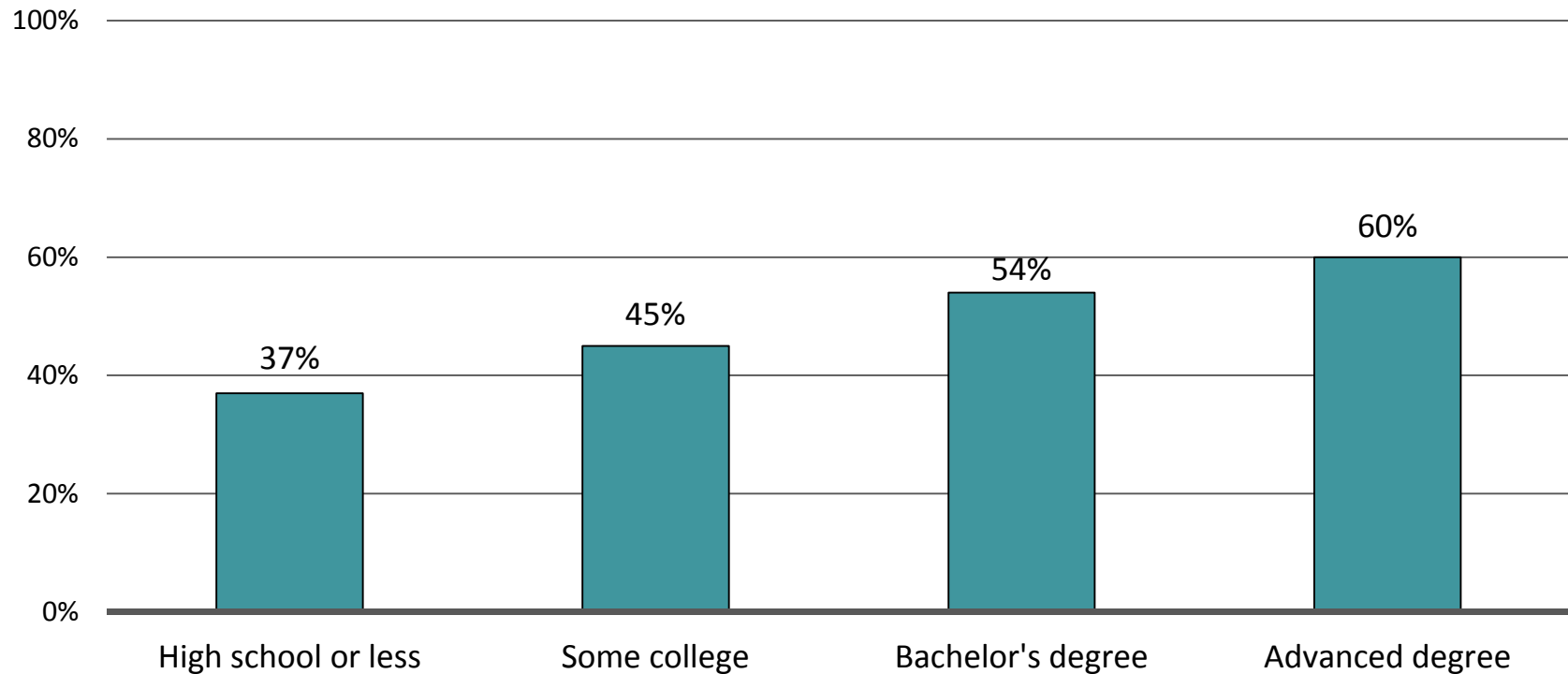
College Grads of all races far more likely to be in “Very Good” or “Excellent” Health




Source: Robert Wood Johnson Foundation Commission for a Healthier America, 2009

College Grads Even Have Better Mental Health

Percentage of respondents reporting themselves to be in excellent mental health



Source: Gallup, "Strong Relationship Between Income and Mental Health" (2007)



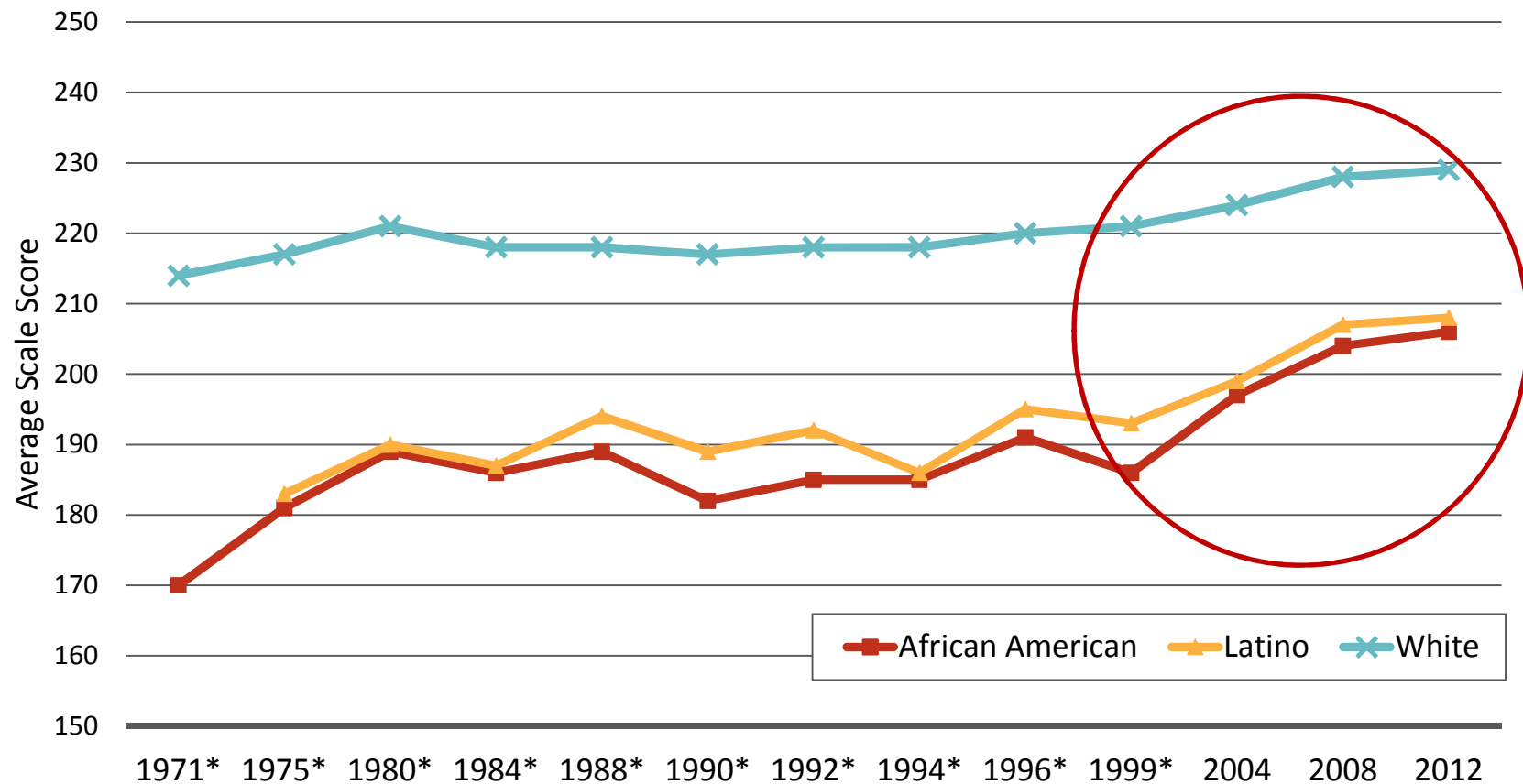
What schools and colleges do, in other words, is hugely important to our **economy**, our **democracy**, and our **society**.

So, how are we doing?



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

9 Year Olds – NAEP LTT Reading

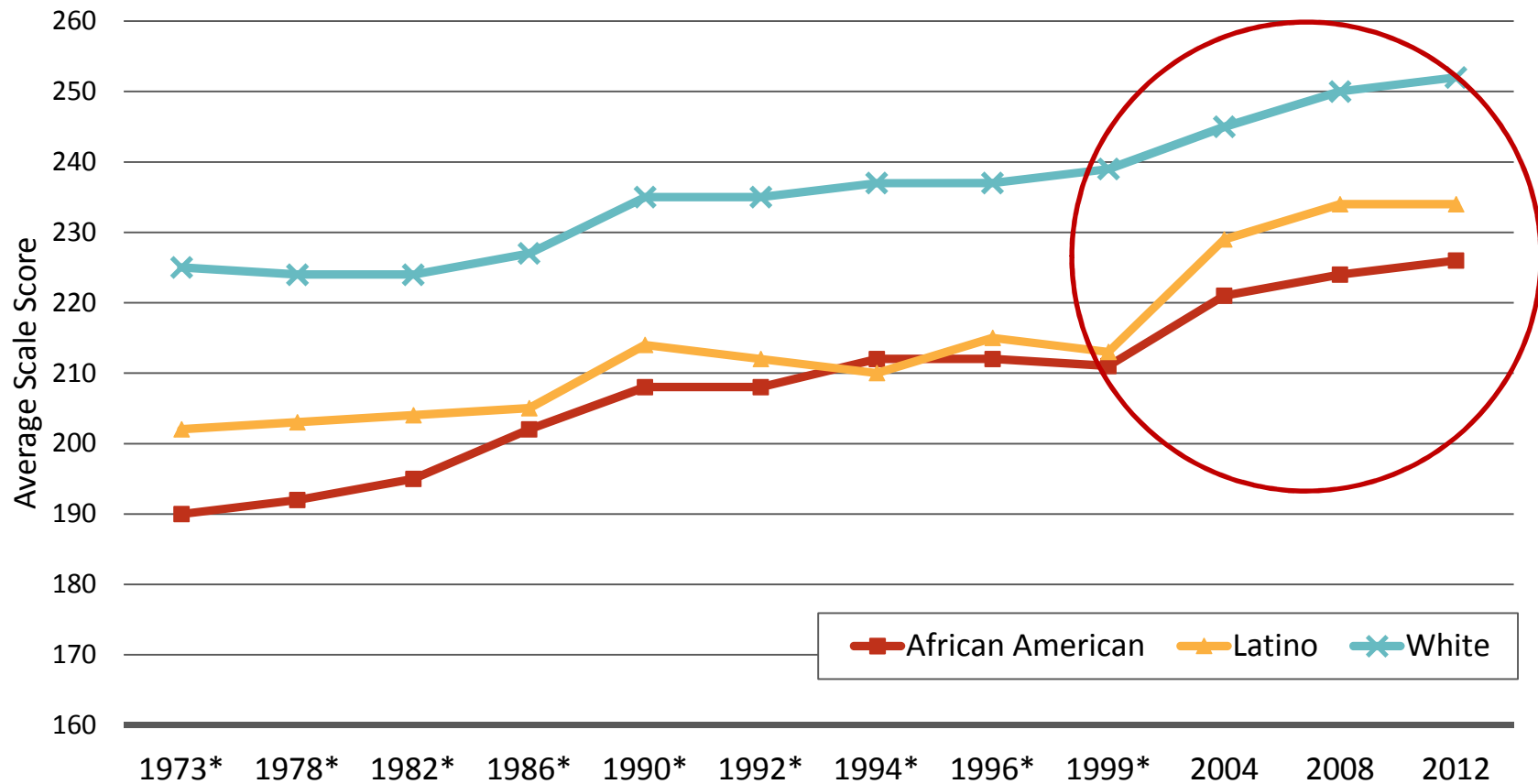


*Denotes previous assessment format

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 LTT Math

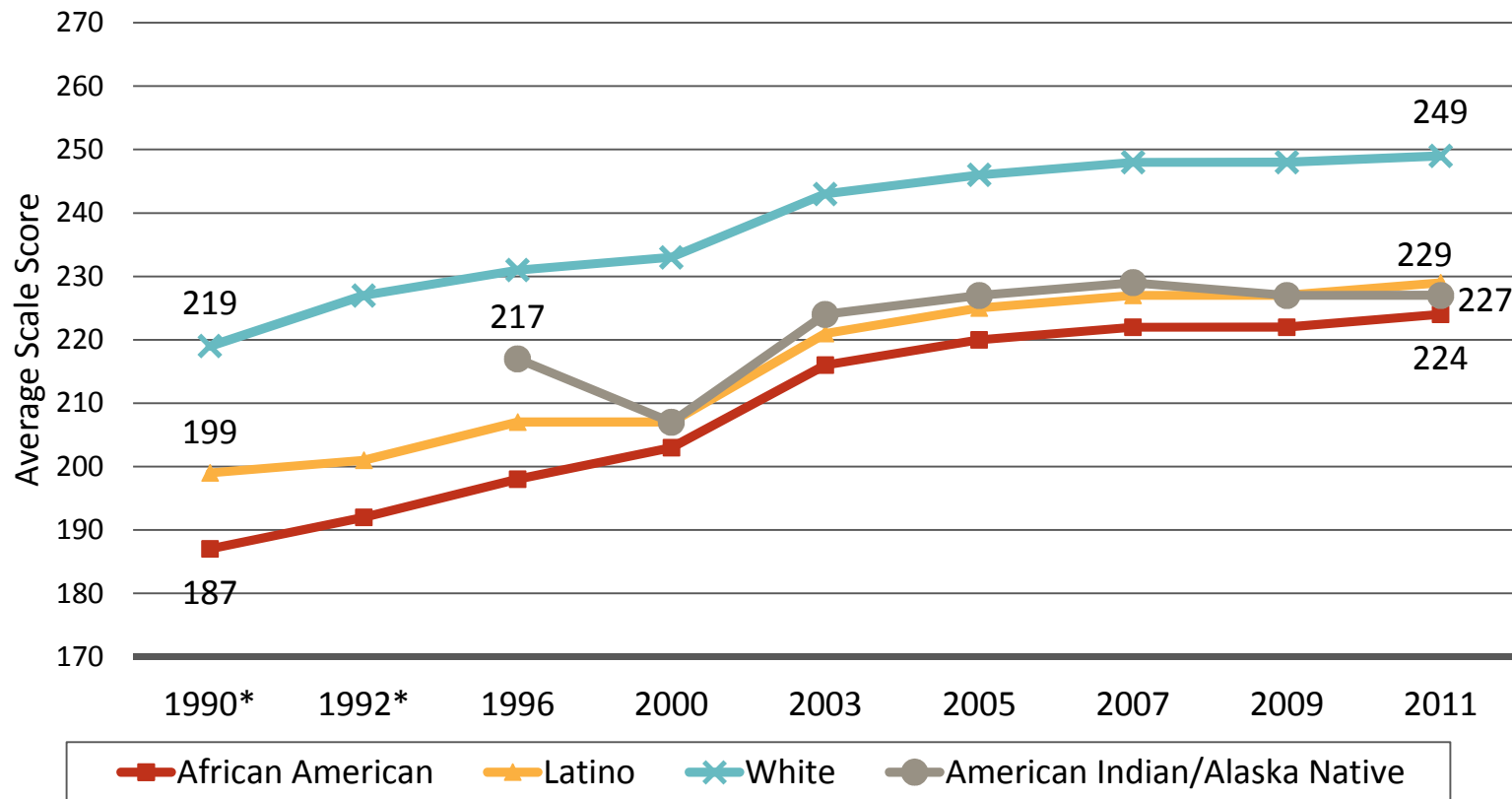


*Denotes previous assessment format

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

All groups have improved since 1990

National Public – Grade 4 NAEP Math

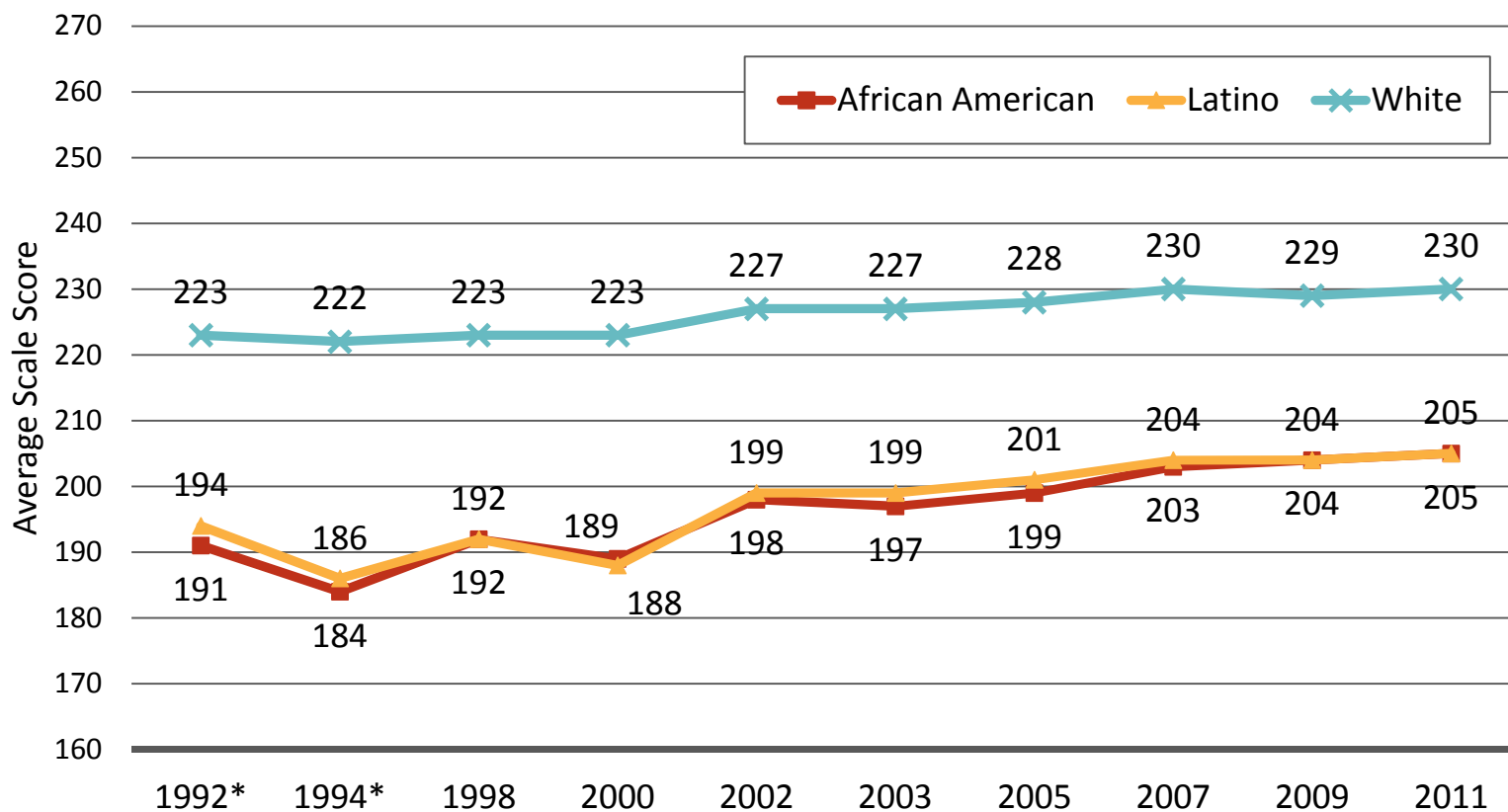


*Accommodations not permitted

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

Progress and some gap-closing over last decade

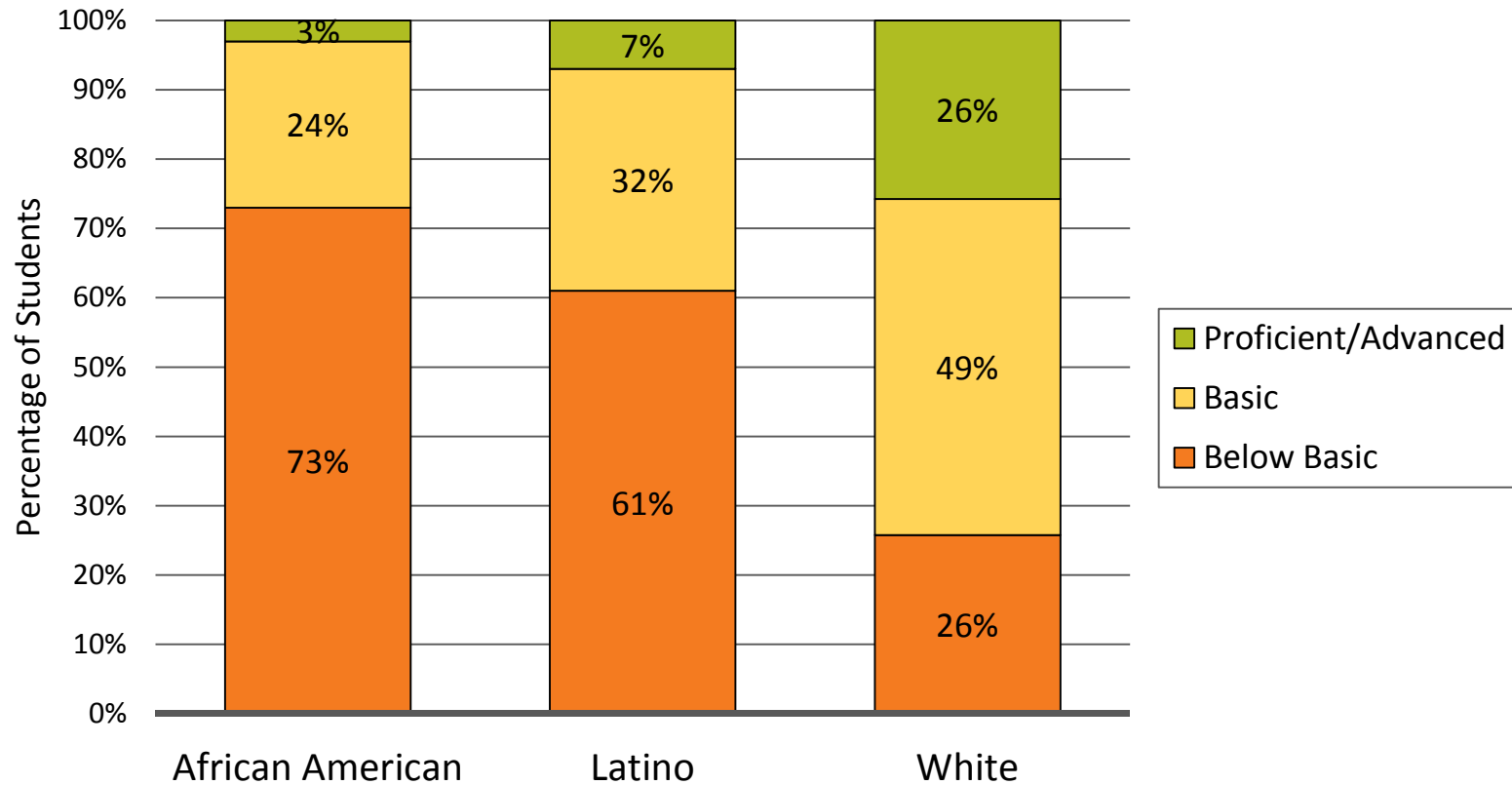
National Public – Grade 4 NAEP Reading



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

1996 NAEP Grade 4 Math

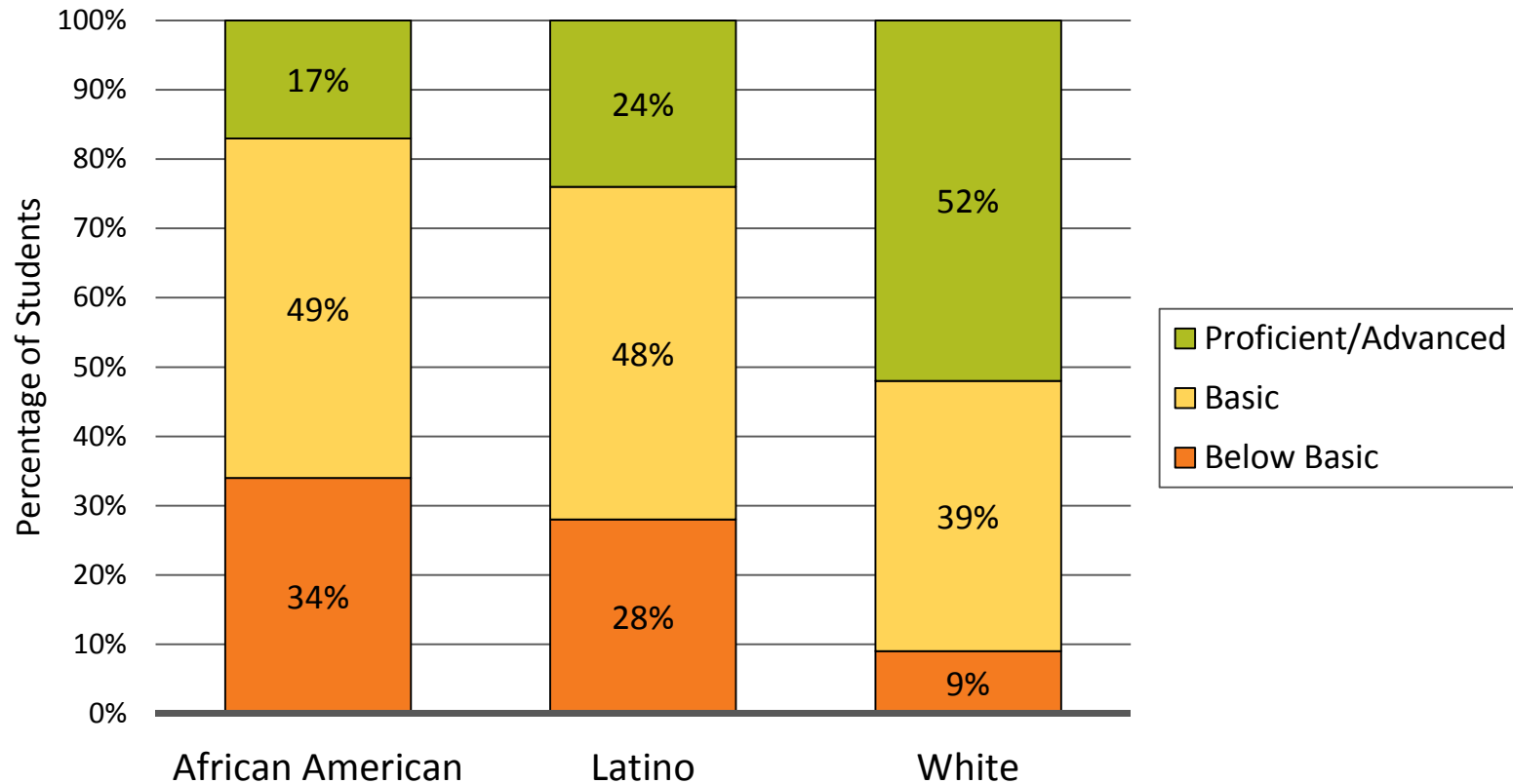
By Race/Ethnicity – Nation



Source: NAEP Data Explorer, NCES

2011 NAEP Grade 4 Math

By Race/Ethnicity – Nation



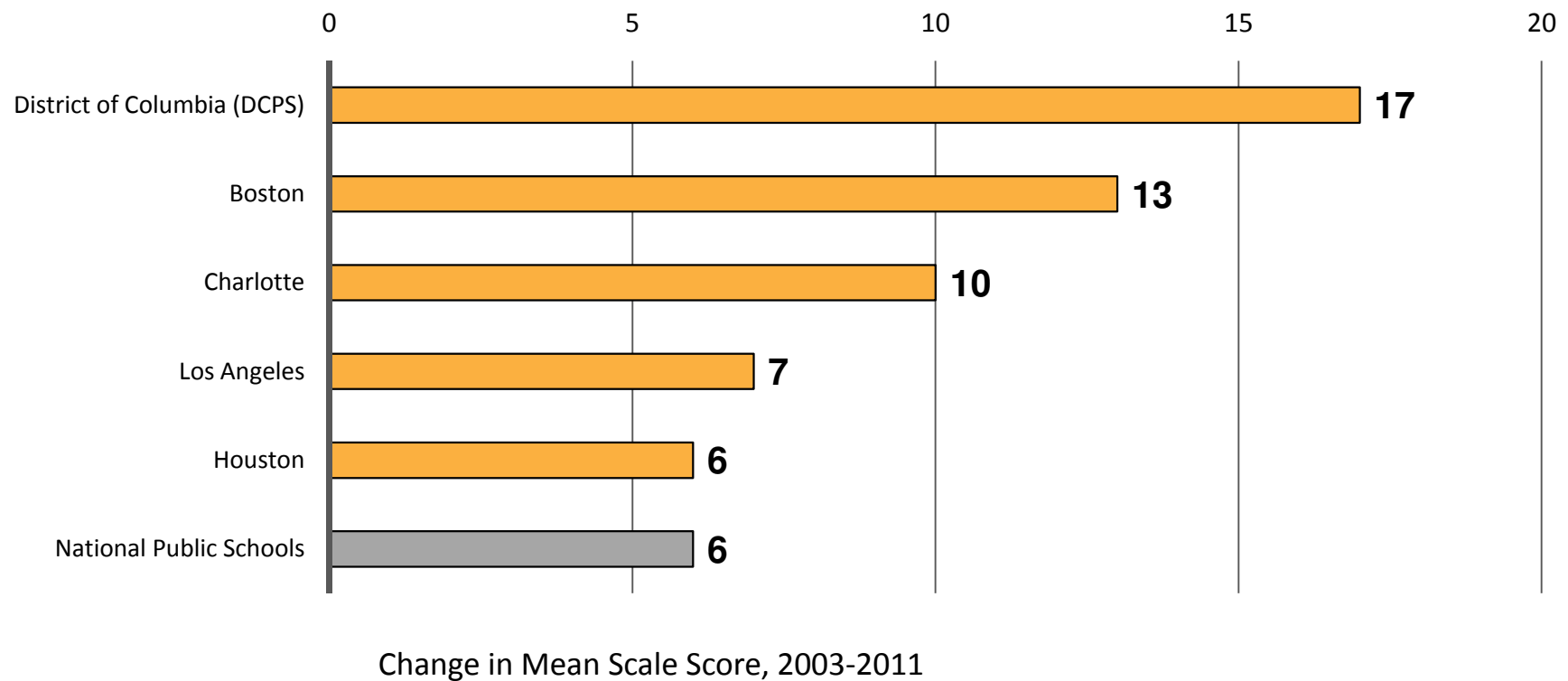
Source: NAEP Data Explorer, NCES



Some districts make far bigger gains

Reading Improvement for Latino 4th Graders: DC, Boston, Charlotte, and LA Lead

Latino Students – NAEP TUDA Grade 4 Reading

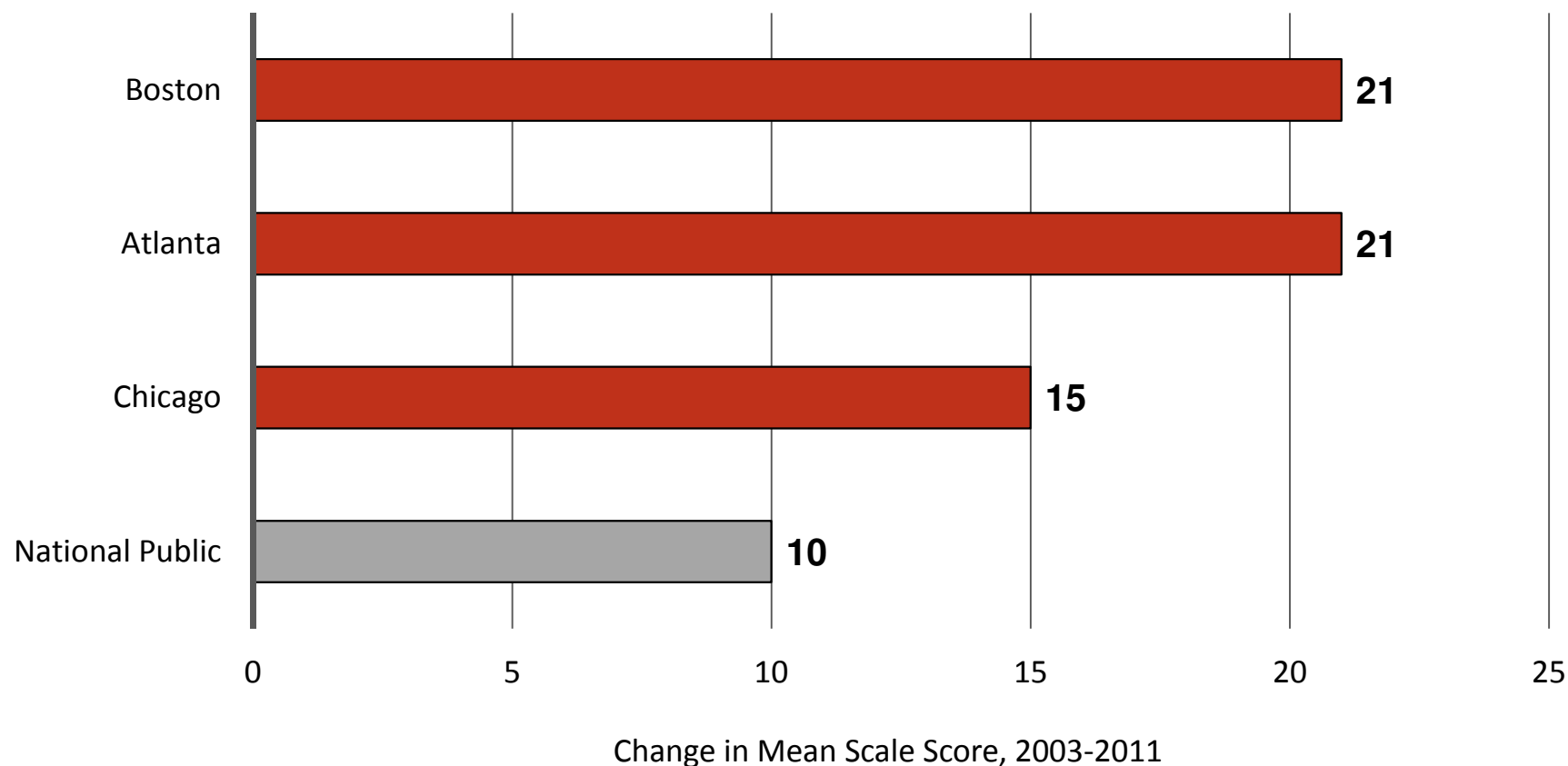


Note: Chart includes only districts that participated in, and had members of this specific subgroup, in both the 2003 and 2011 NAEP TUDA administrations .

Source: NCES, NAEP Data Explorer

African American students in Atlanta and Boston improved at twice the rate of their counterparts nationally

African-American Students – NAEP TUDA Grade 8 Math



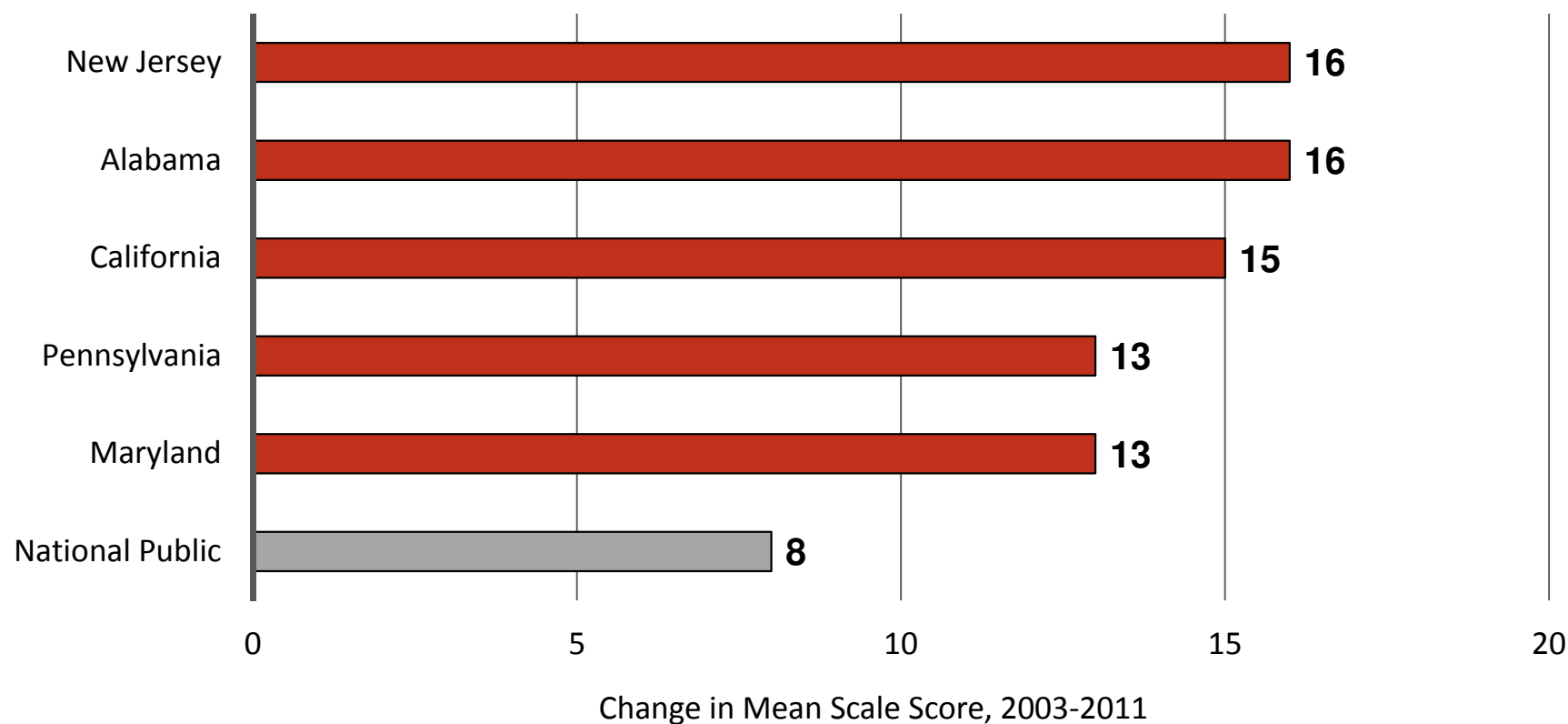
Note: Chart includes only districts that participated in, and had members of this specific subgroup, in both the 2003 and 2011 NAEP TUDA administrations .
Source: NCES, NAEP Data Explorer



Some states make far bigger gains

African American students in New Jersey, Alabama showed the largest improvements in performance from 2003 to 2011

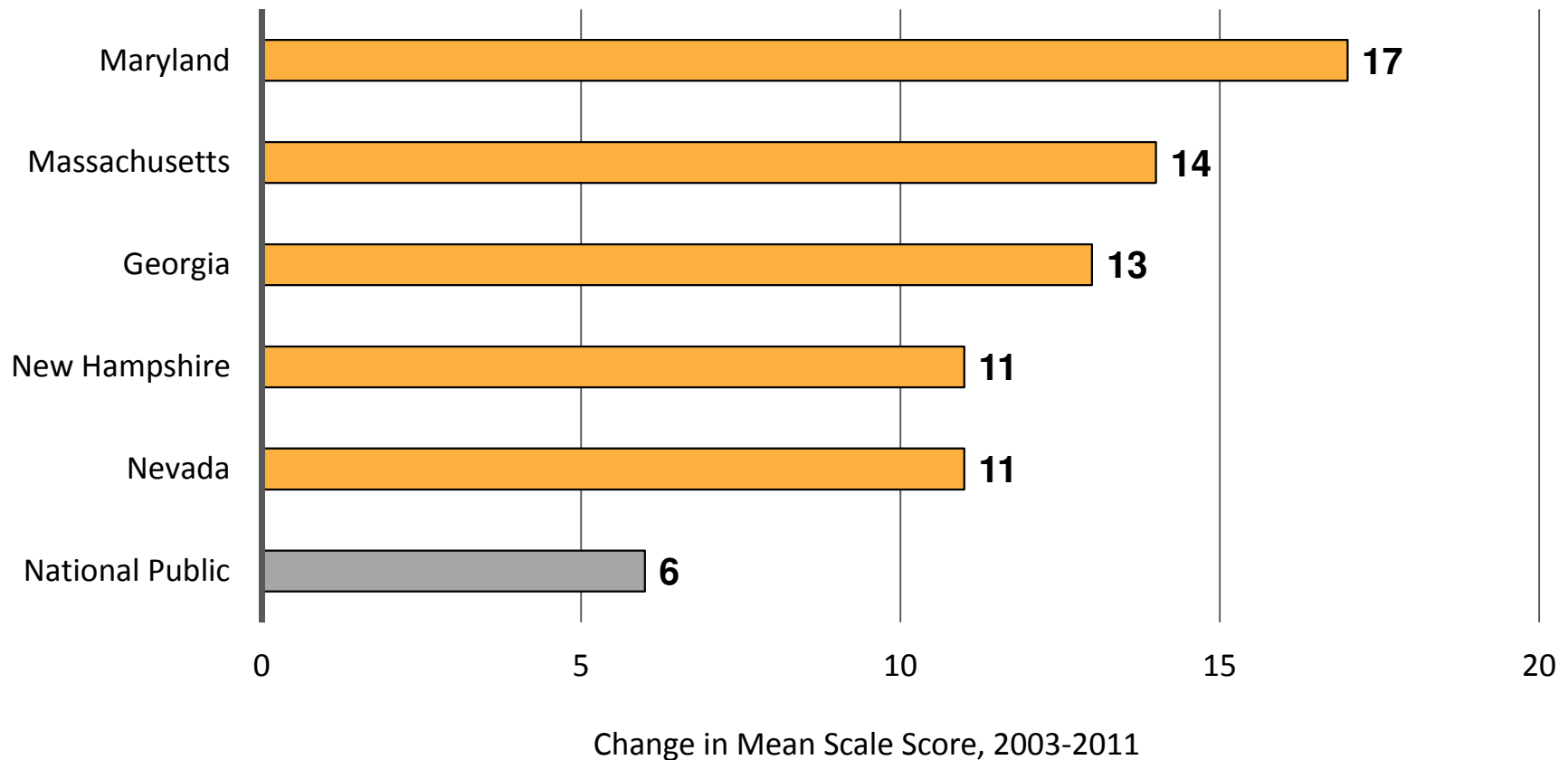
African-American Students – NAEP Grade 4 Reading



Note: Chart includes only districts that participated in, and had members of this specific subgroup, in both the 2003 and 2011 NAEP TUDA administrations.
Source: NCES, NAEP Data Explorer

From 2003 to 2011, Latino students in Maryland showed greater improvement than students in any other state

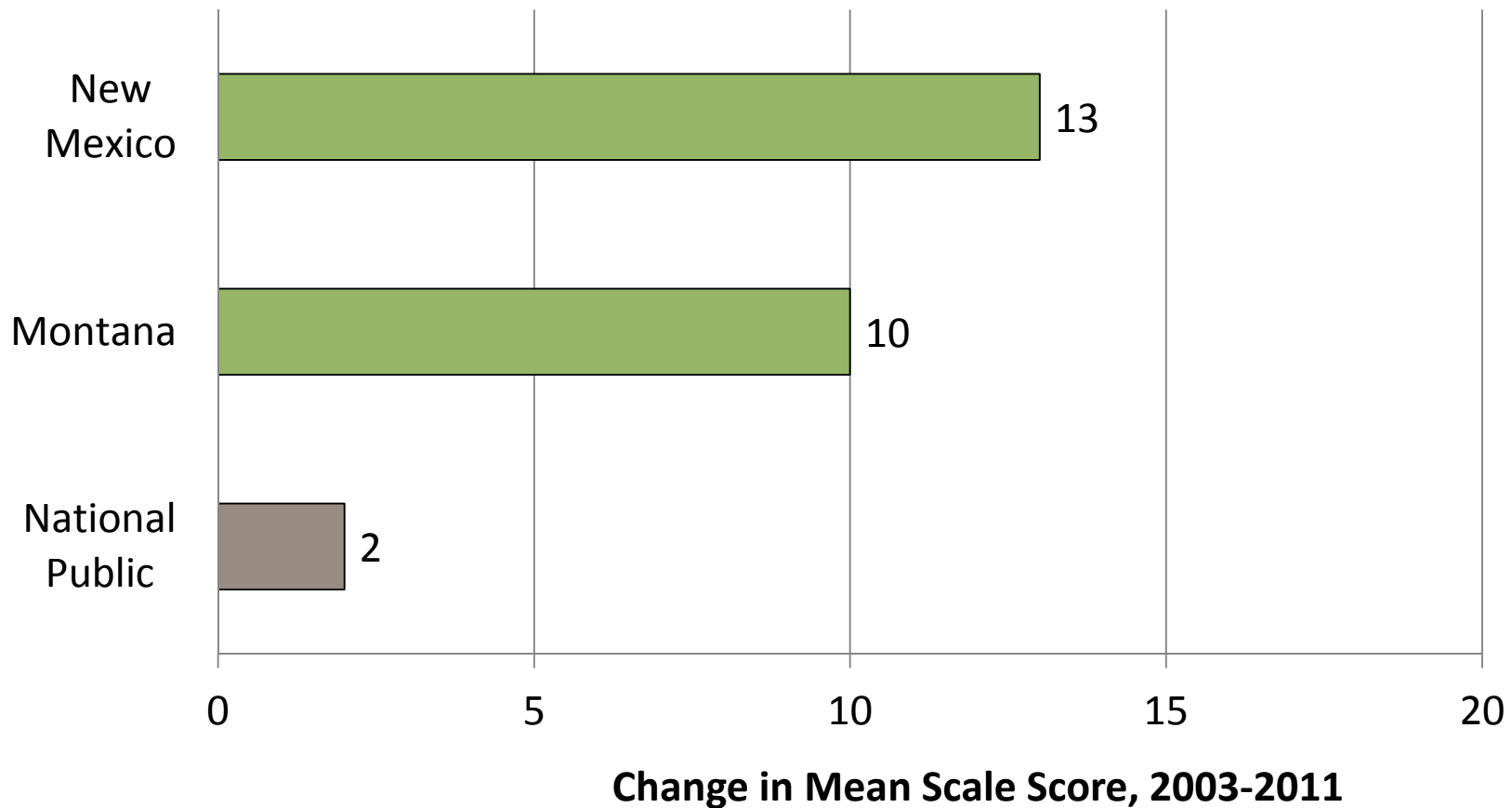
Latino Students – NAEP Grade 4 Reading




Note: Chart includes only districts that participated in, and had members of this specific subgroup, in both the 2003 and 2011 NAEP TUDA administrations .
Source: NCES, NAEP Data Explorer

American Indian 8th graders showed big improvement from 2003 to 2011 in some states

American Indian Students – NAEP Grade 8 Math



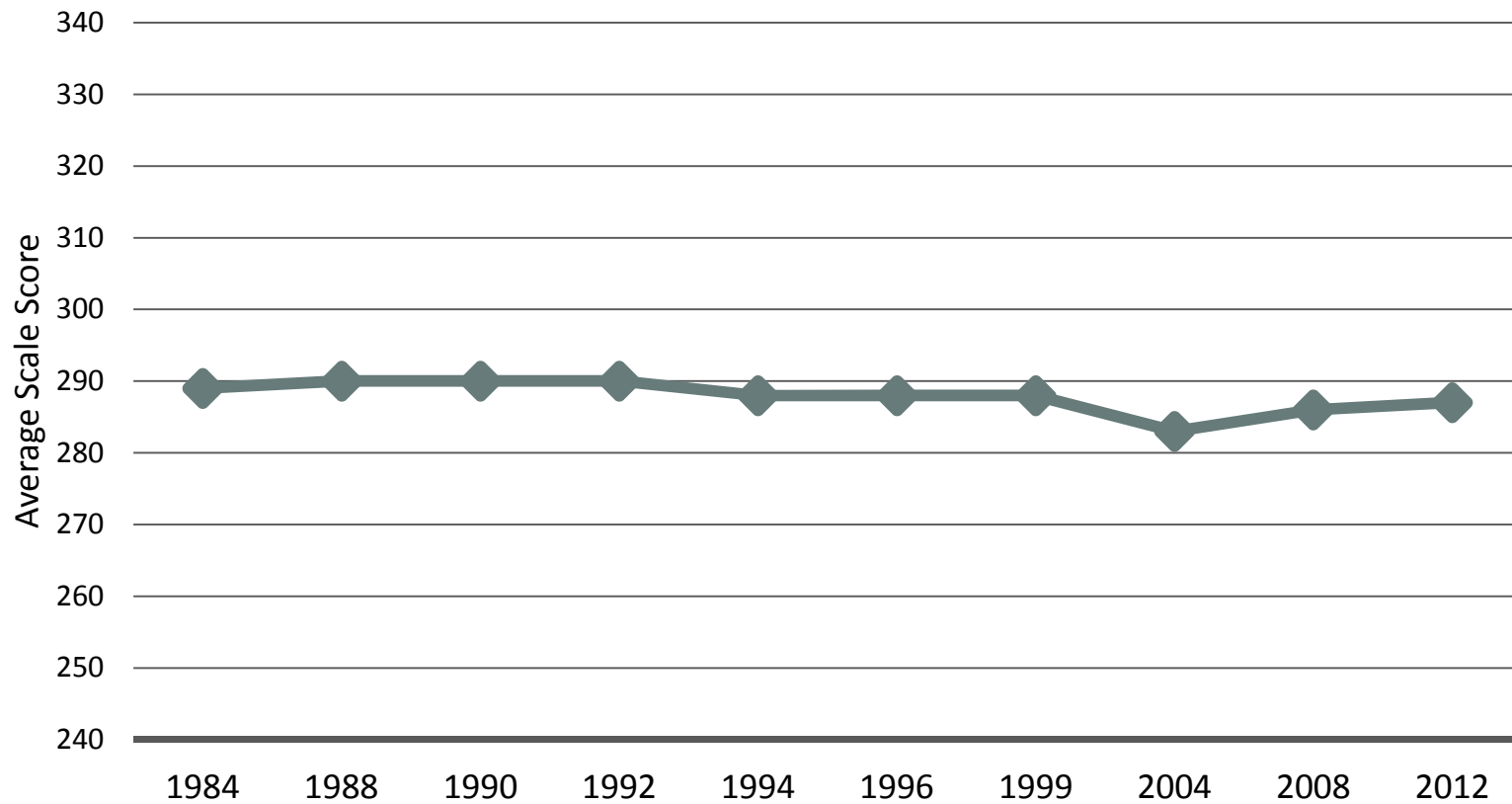
Source: NCES, NAEP Data Explorer



But even as we get some traction on elementary and middle school change, we're not getting traction on our high schools.

Achievement is flat in reading.

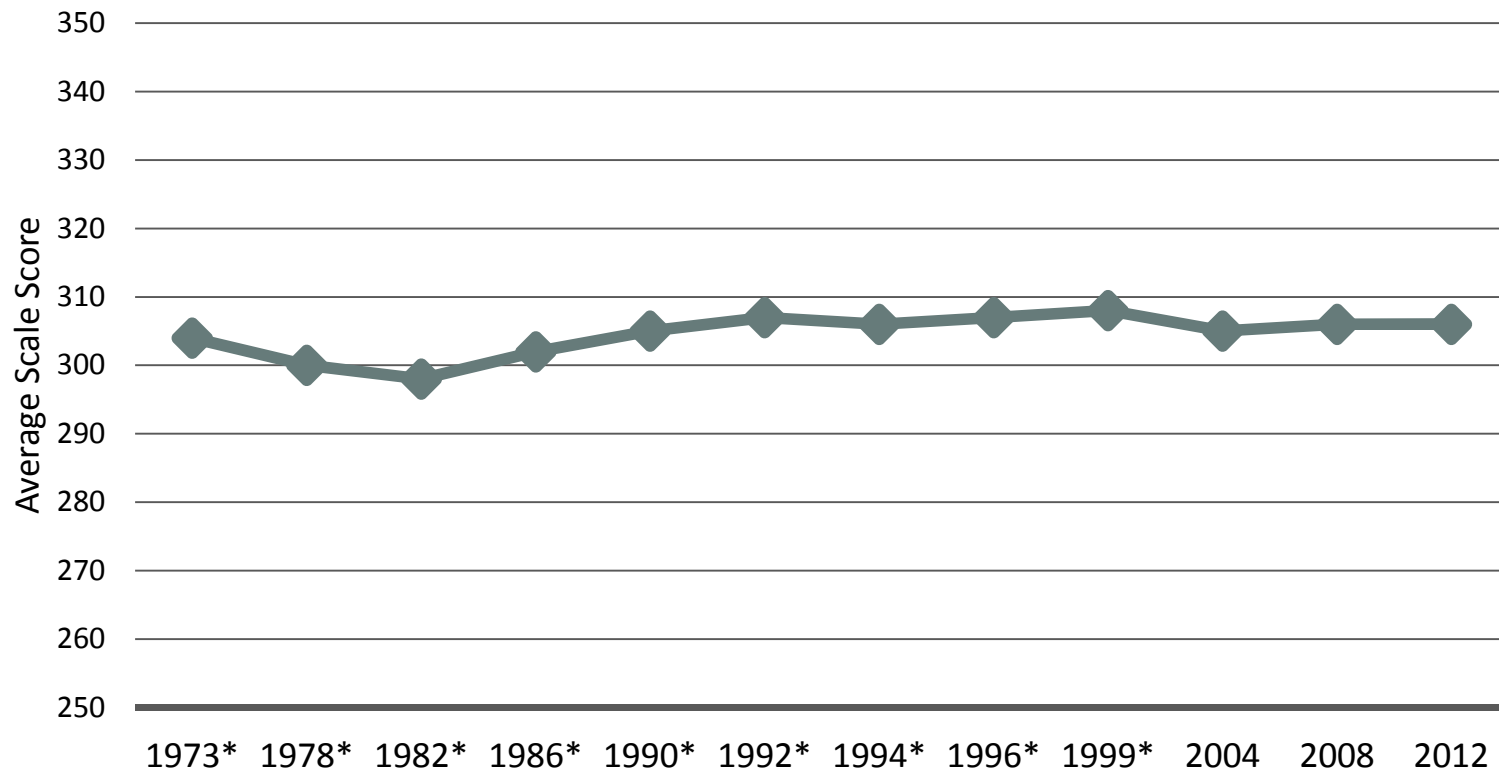
17-Year-Olds Overall – NAEP LTT



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


Math achievement is flat over time.

17-Year-Olds Overall – NAEP LTT



* Denotes previous assessment format

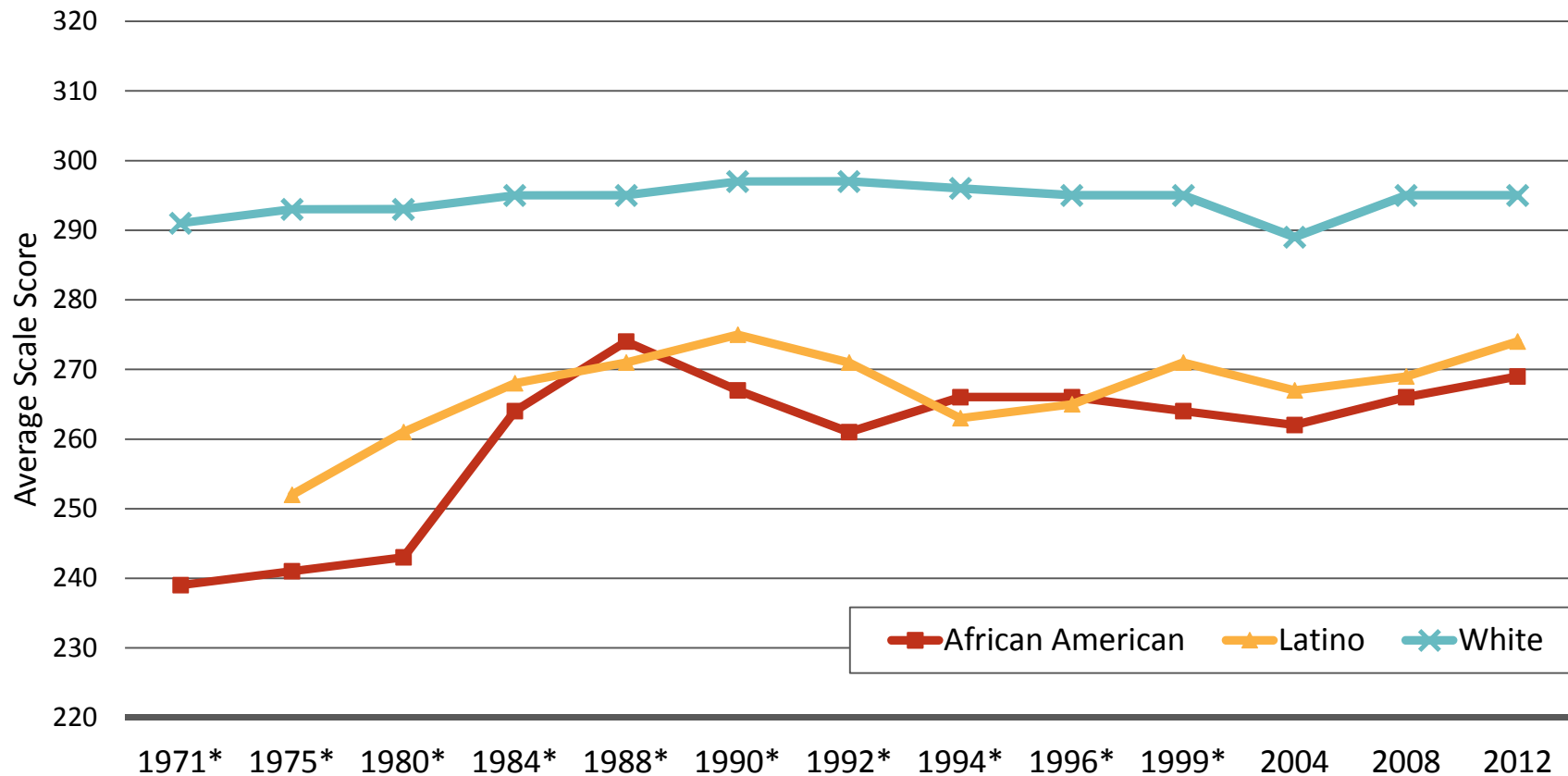
Source: National Center for Education Statistics, NAEP 2008 Trends in Academic Progress



And gaps between groups haven't narrowed since the late 80s and early 90s.

Reading: Not much gap narrowing since 1988.

17 Year Olds – NAEP LTT Reading

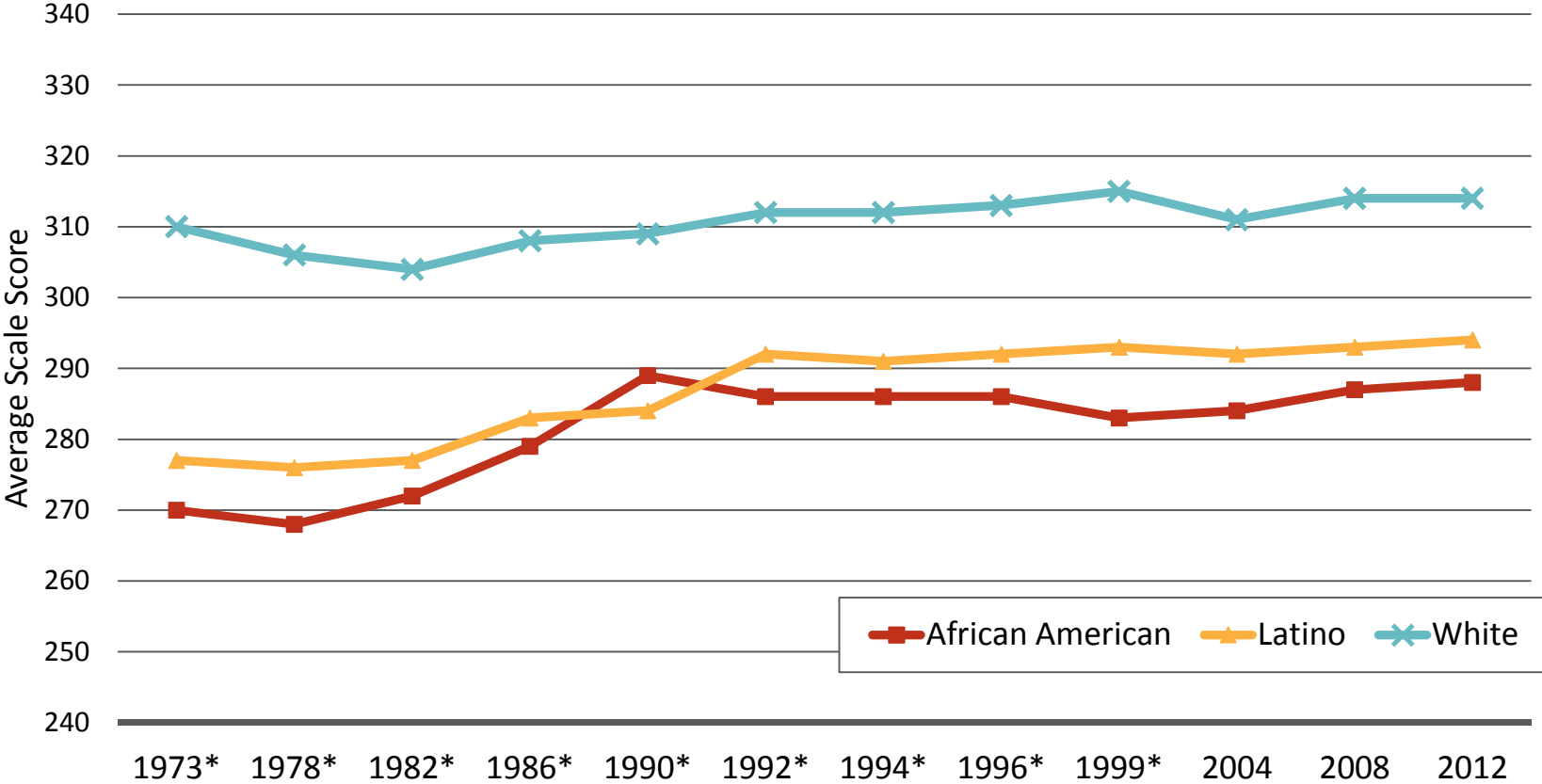


*Denotes previous assessment format

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 LTT Math



*Denotes previous assessment format

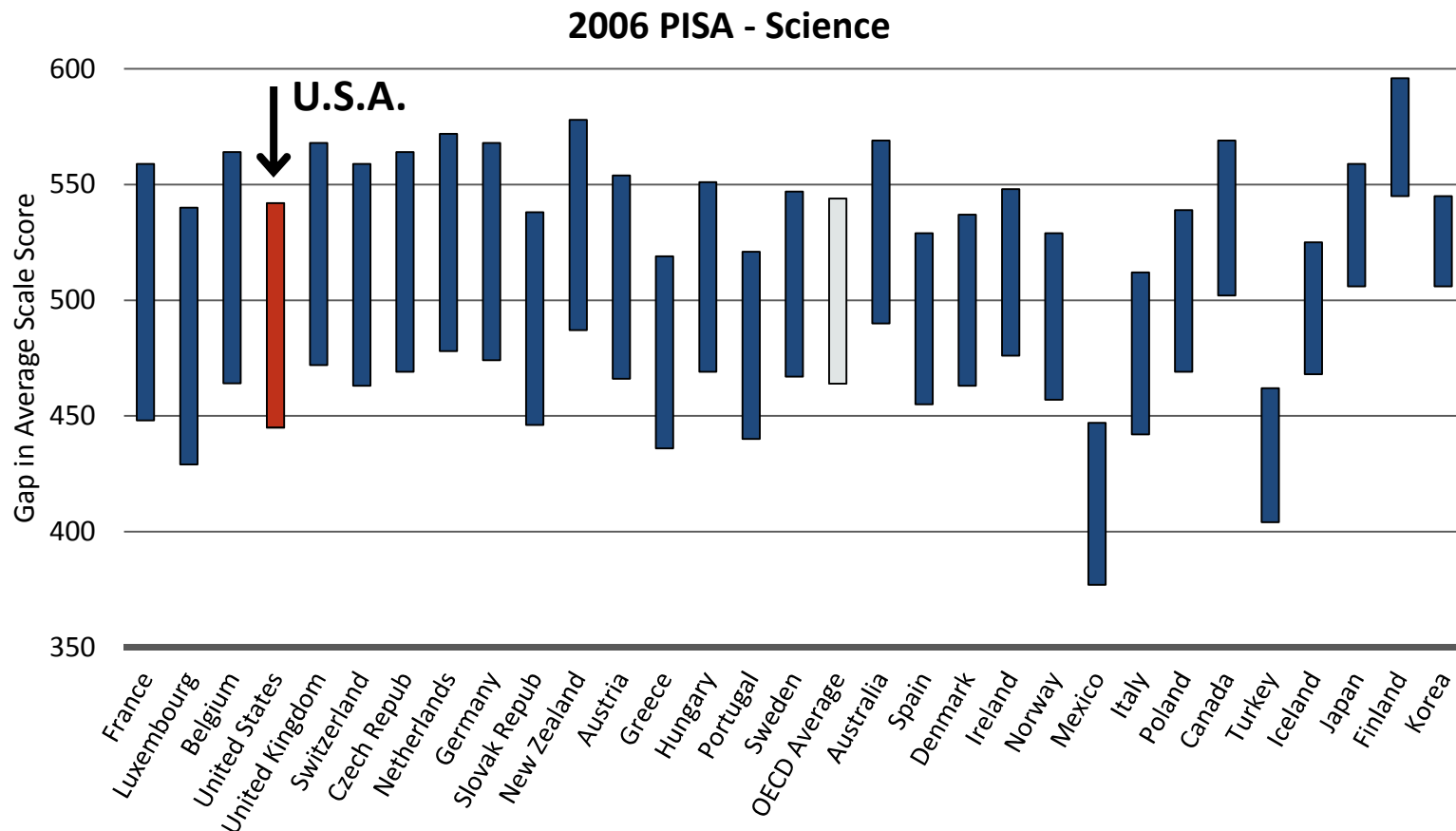
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



Only place we rank high on
international assessments?

Inequality.

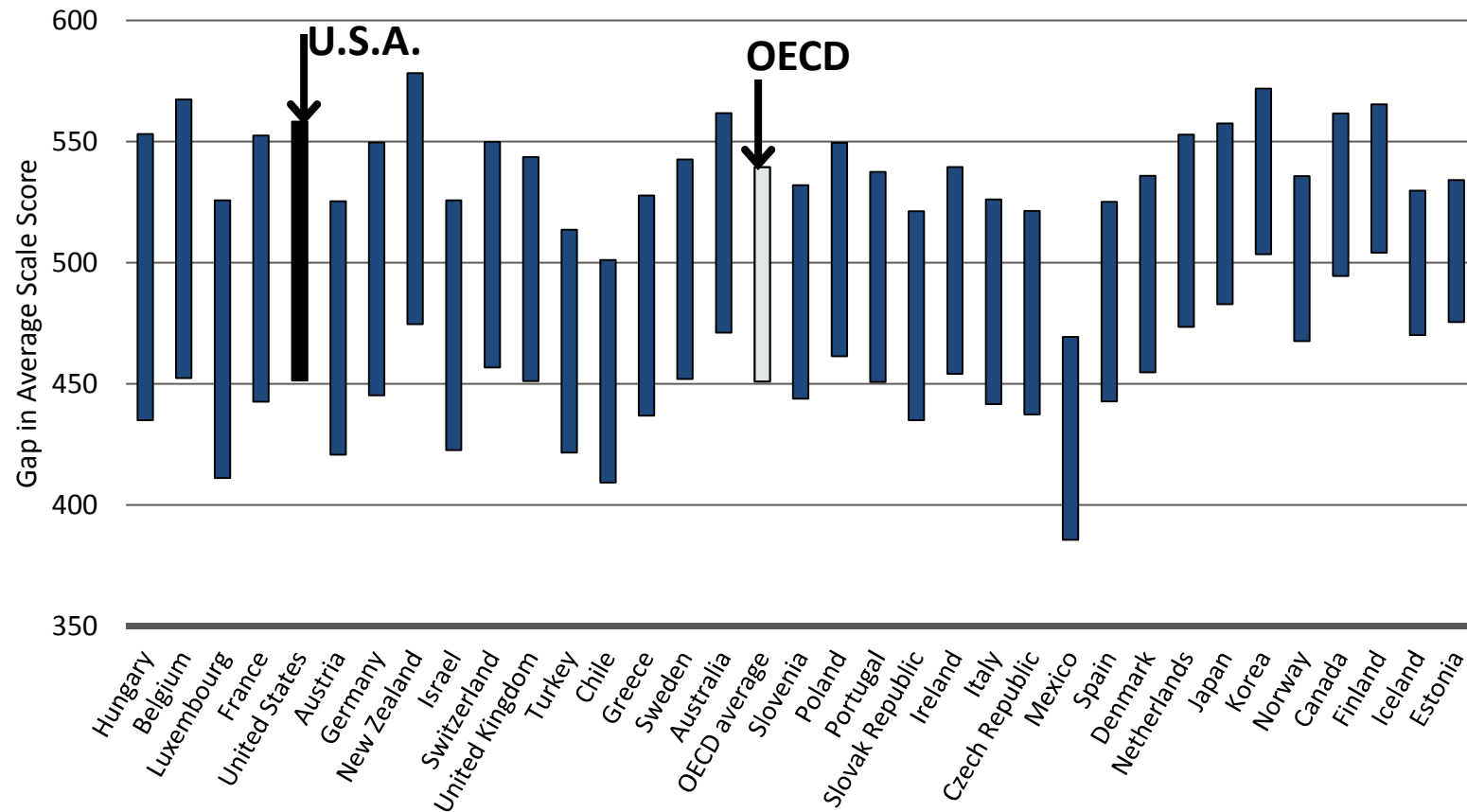
Among OECD Countries, U.S. has the 4th Largest Gap Between High-SES and Low-SES Students




Source: PISA 2006 Results, OECD, table 4.8b

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

2009 PISA – Reading



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




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 “lessees” are a result of choices that policymakers make.

Funding Gaps *Between Districts*: National inequities in state and local revenue per student

	Gap
High-Poverty versus Low-Poverty Districts	-\$773 per student
High-Minority versus Low-Minority Districts	-\$1,122 per student

Note: Analysis looks across all states, so high-poverty/high-minority districts may not necessarily be in the same state as low-poverty/low-minority districts.
Source: Education Trust analyses of U.S. Department of Education and U.S. Census Bureau data for the 2005-06 school year.



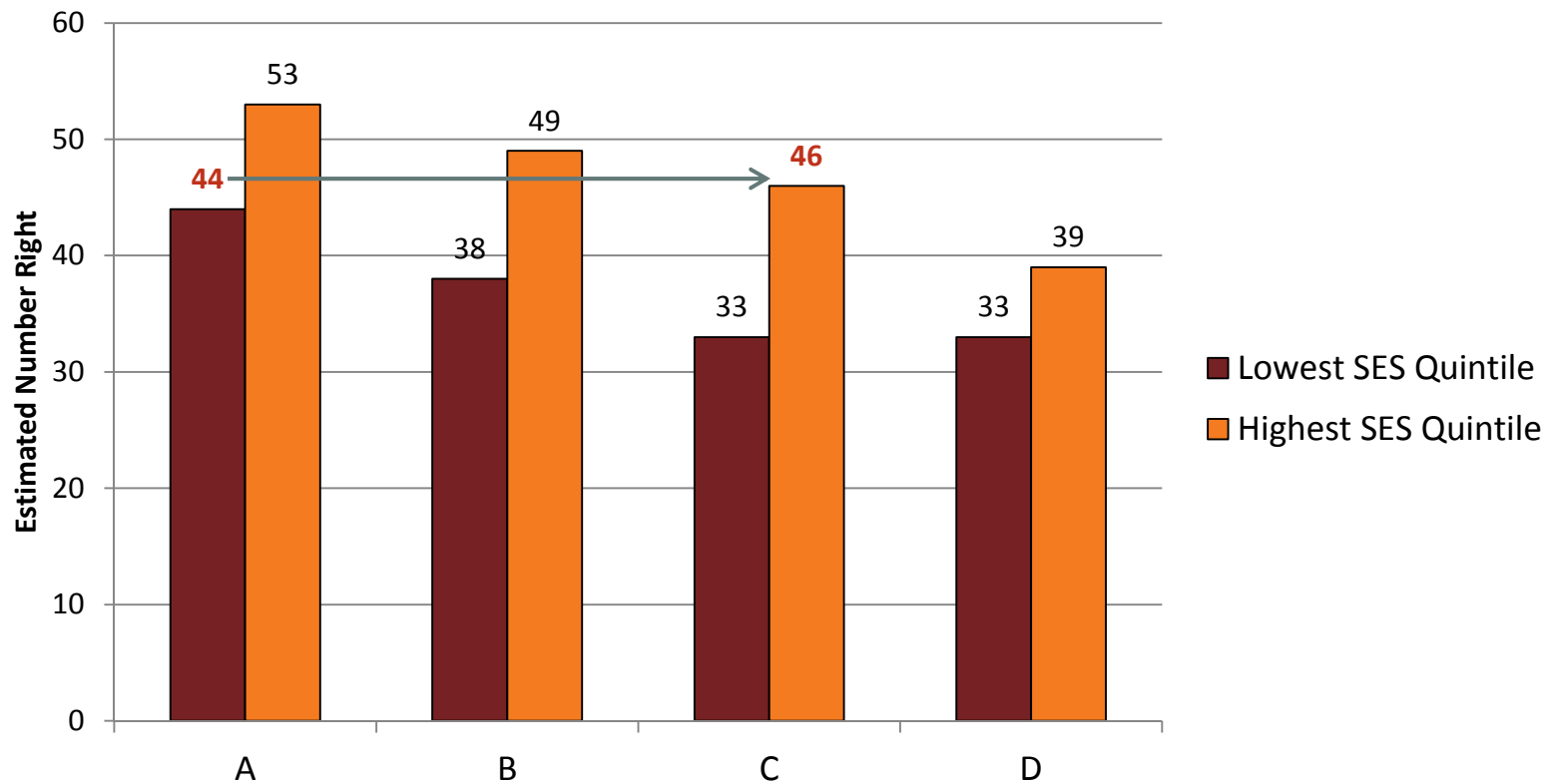
In truth, though, some of the most devastating “lesser” are a function of choices that educators make.

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




Low SES students are receiving A's for work that would earn high SES students C's or lower.

Performance on the HSLA Algebra Assessment by Grade and SES Among Students in 8th grade Algebra

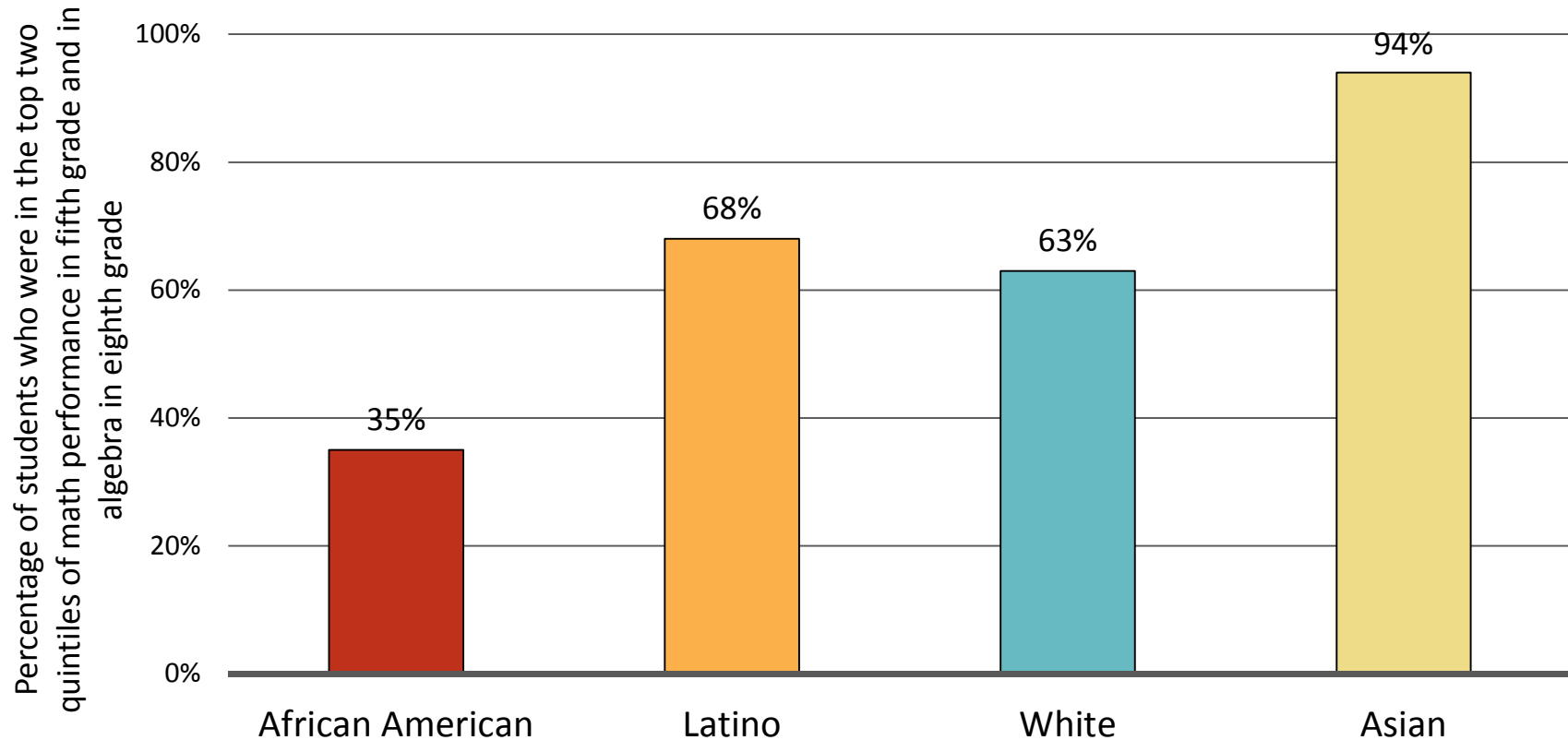


Source: Education Trust analysis of data from the High School Longitudinal Study of 2009.



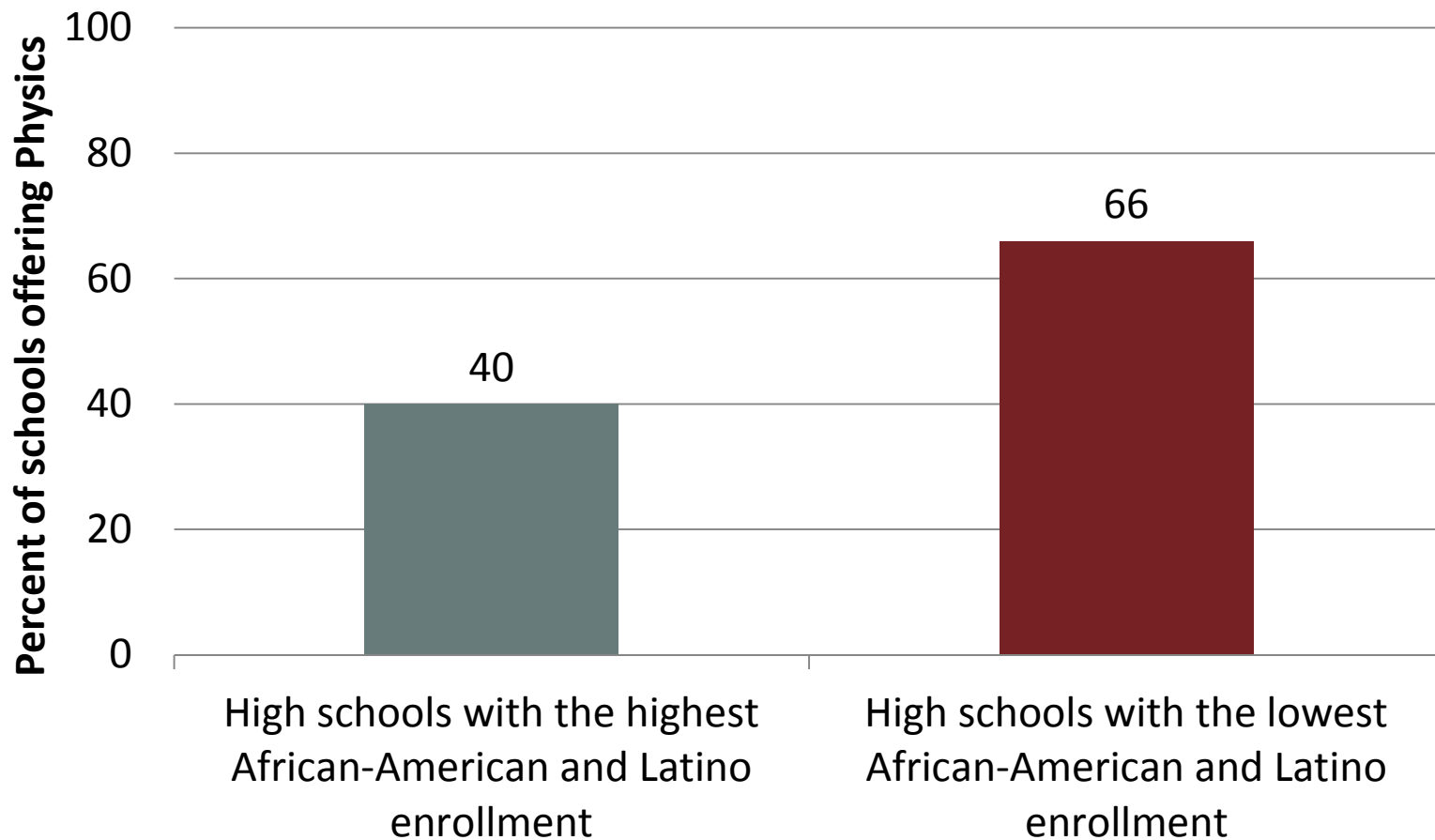
Choices we make about what to
teach whom...

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




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

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

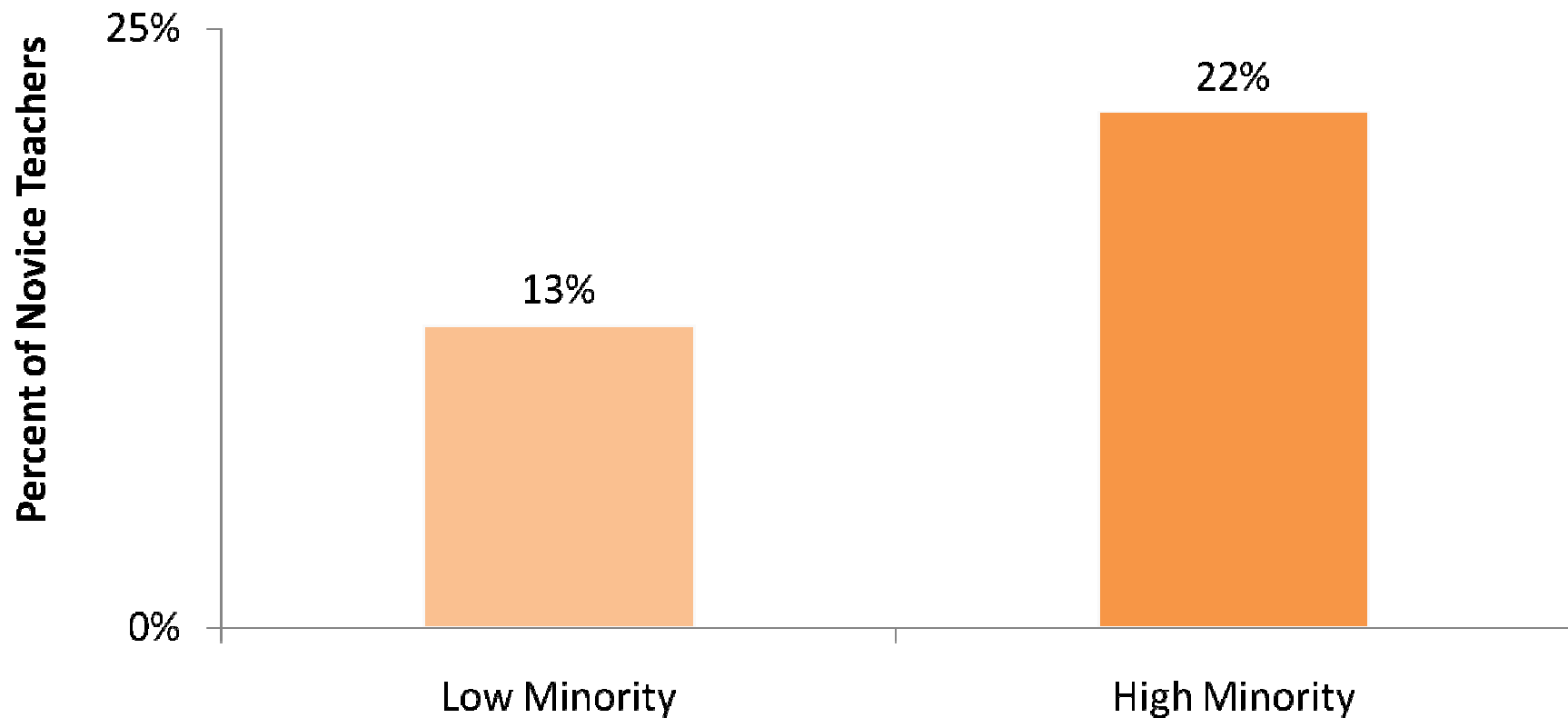


Source: U.S. Department of Education Office of Civil Rights, Civil Rights Data Collection, March 2012



And choices we make about
who teaches whom...

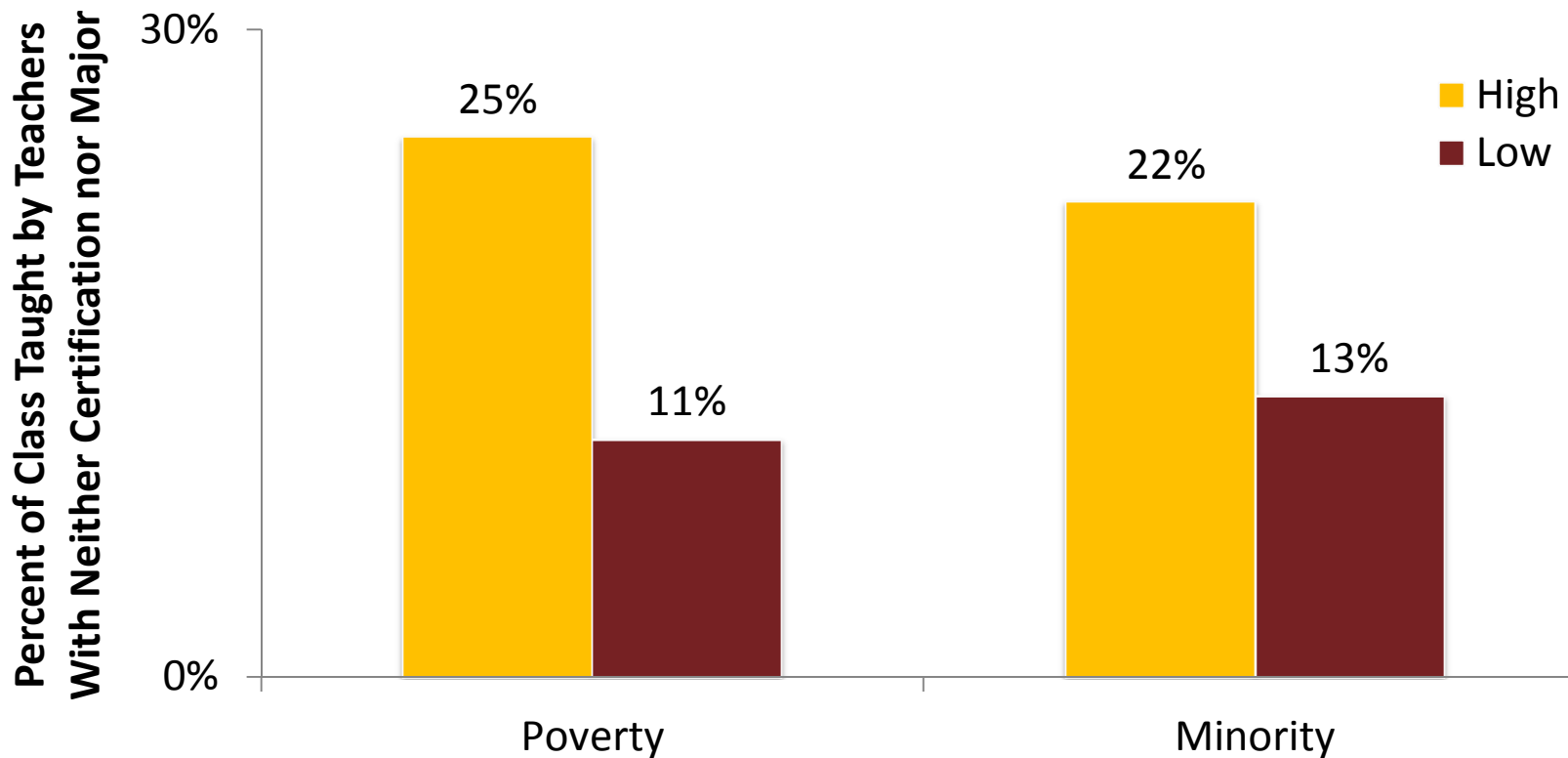
Students at high-minority schools more likely to be taught by novice* teachers.



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

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

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

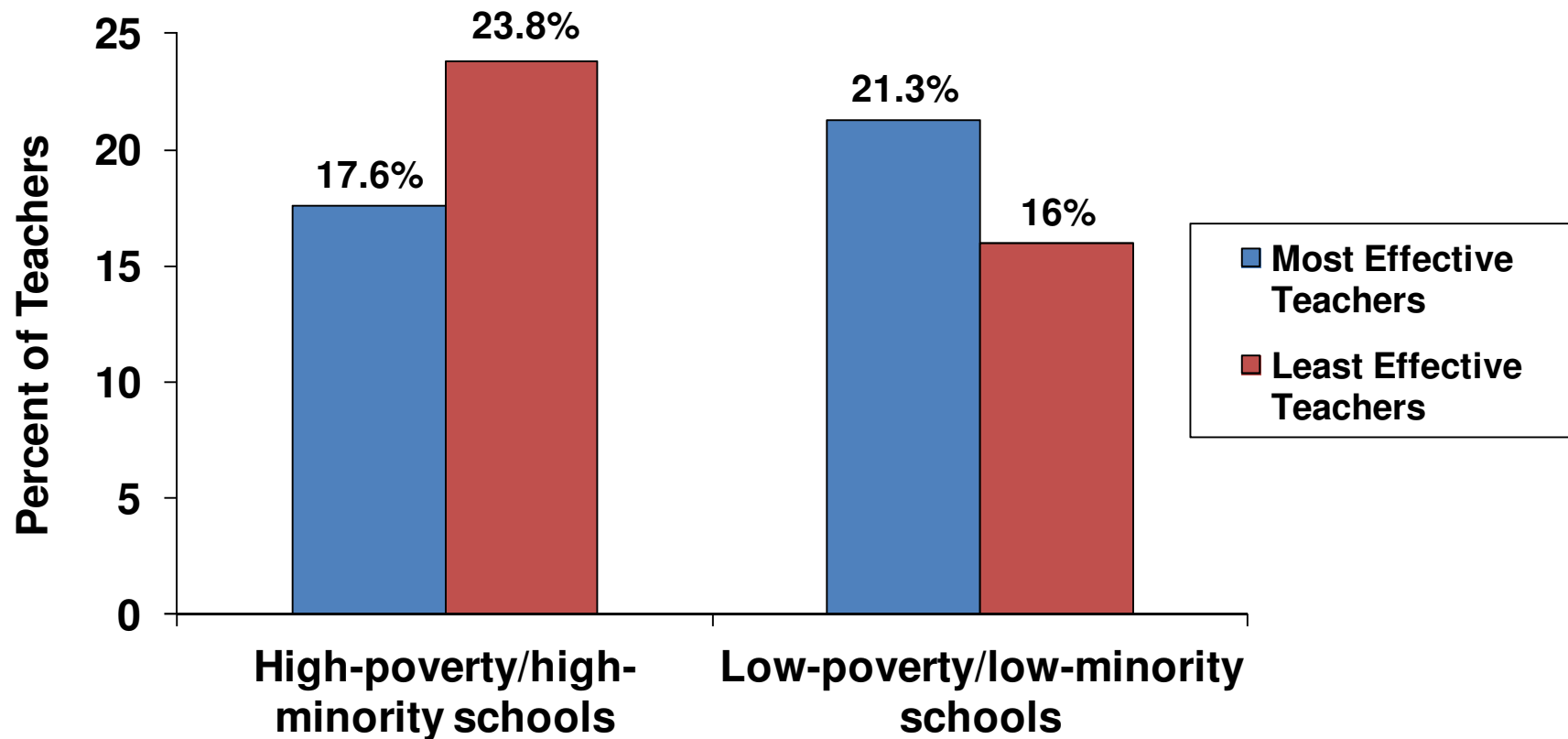


Note: High-poverty school: 55 percent or more of the students are eligible for free/reduced-price lunch. Low-poverty school :15 percent or fewer of the students are eligible for free/reduced-price lunch. High-minority school: 78 percent or more of the students are black, Hispanic, American Indian or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

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

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

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



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

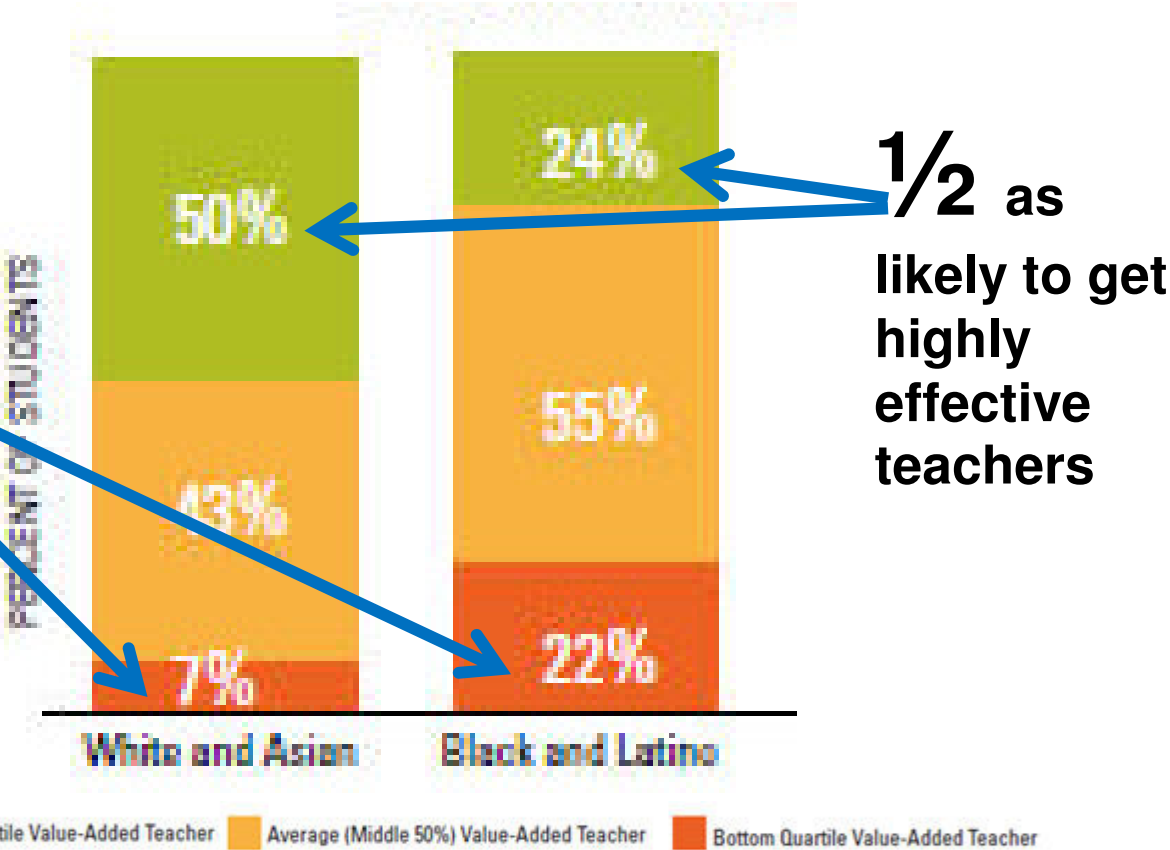
Source: Tennessee Department of Education 2007. “Tennessee’s Most Effective Teachers: Are they assigned to the schools that need them most?” http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf.

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

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

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



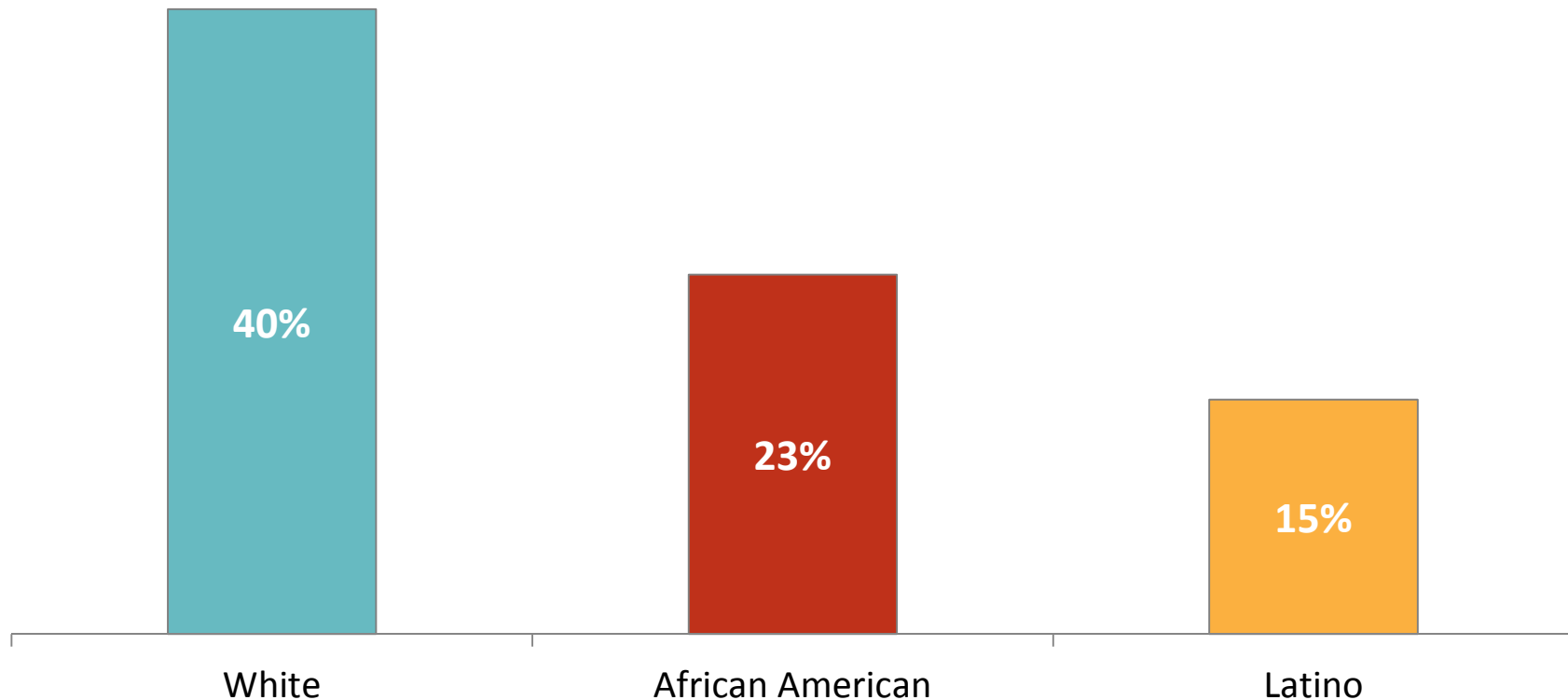
The results are devastating.

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

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

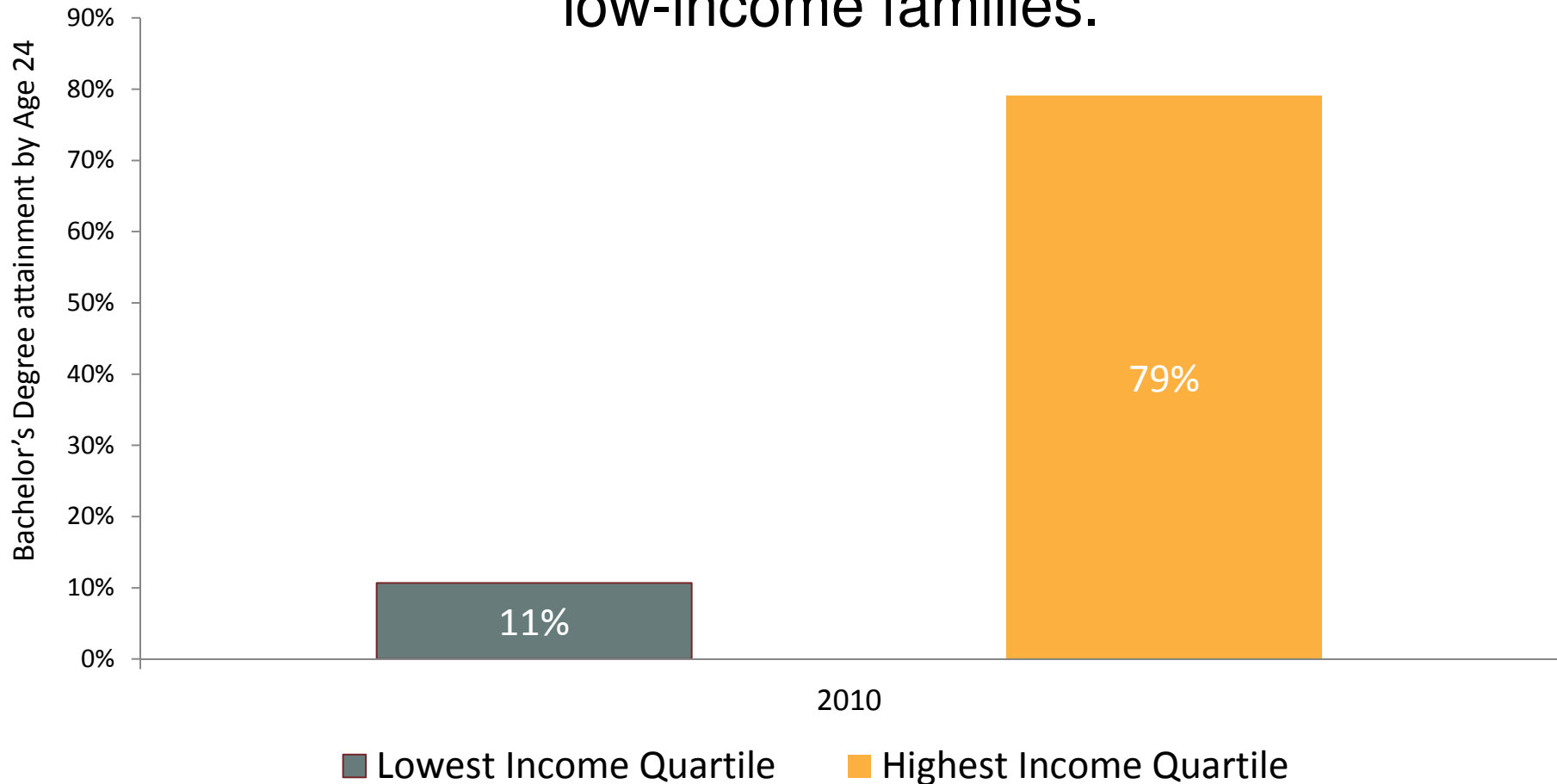
Whites attain bachelor's degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

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



Source: NCES, *Condition of Education* 2010 (Table A-22-1) and U.S. Census Bureau, *Educational Attainment in the United States: 2012*

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."



Dispelling the Myth





“As a teenager and an adolescent I had a not-so-good experience with my family, and it was school that was the one institution that was stable for me. My teachers, instead of pitying me or feeling sorry for me, they actually made sure that I learned how to read, write, and solve complex problems. And because of that I was able to determine my own destiny without my circumstances determining them for me. So for me education is about making sure our kids have the same opportunity that I had, that my teachers gave me.”

--Frank Lozier
Principal

Laurel Street Elementary, DTM 2012

“I was poor when I was little...When I became superintendent...I went and looked at my dad’s permanent record. He graduated in 1935. The permanent record is a 5 x 8 card. His whole high school transcript is on that 5 x 8 card....When I looked at it, it said....I didn’t tell anybody this.... It said, **‘Poor family. Poor student....Not much future.’** That’s what it said.”



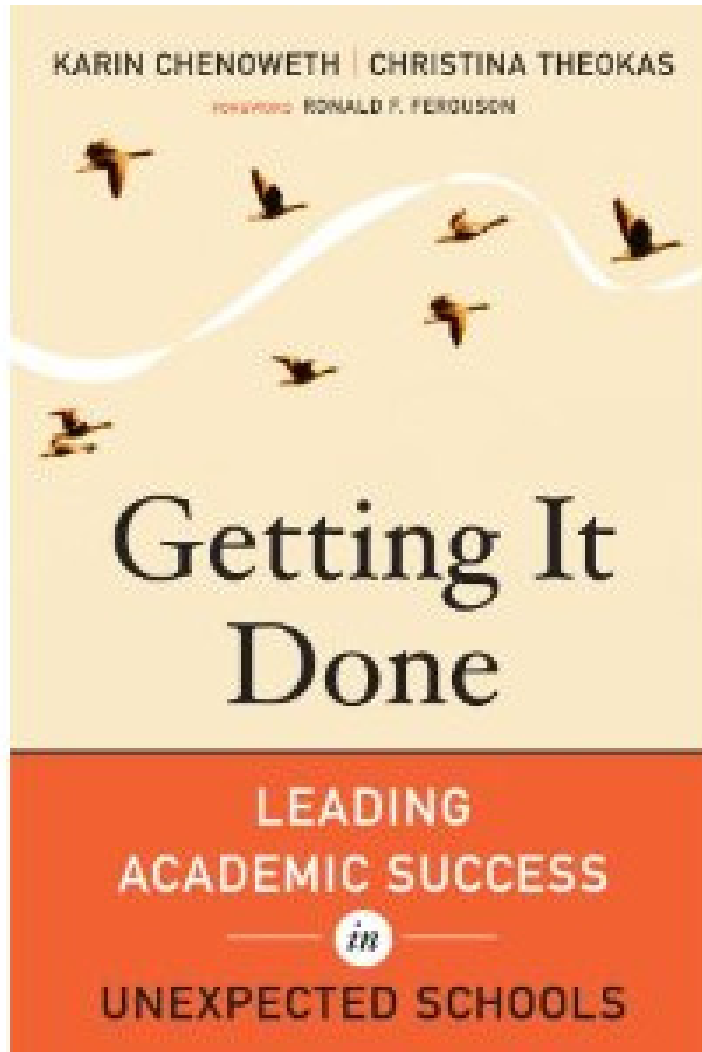
Richard Ranallo,
former superintendent
Steubenville, Ohio
(School district of Wells Elementary,
DTM 2006)



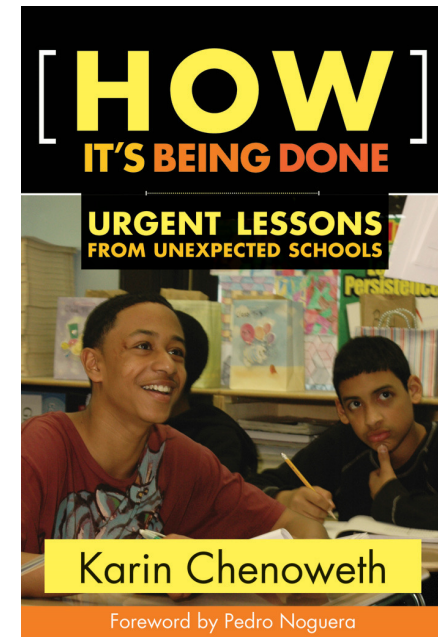
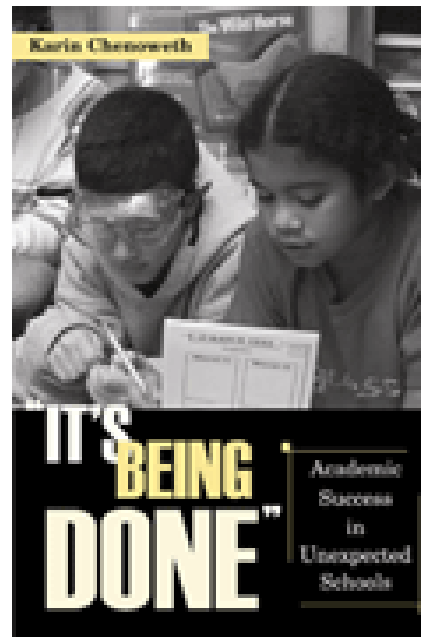


“Through my teaching experiences, I learned that my students were capable of learning just about anything I was capable of teaching.”

-Molly Bensinger-Lacy, principal,
Graham Road Elementary School
(DTM 2008)



Available from
Harvard Education Press
and amazon.com



#1. It starts by just believing.

“Many people say all children can learn. Well that’s true. But a parakeet can learn too. We look for people who believe that children can excel.”



--Jeffrey Litt

Founder and superintendent
Icahn Charter School (DTM 2011)

#2. Grab the Common Core State Standards and put them to work.

3. Assignments Matter!

Eleanor Dougherty



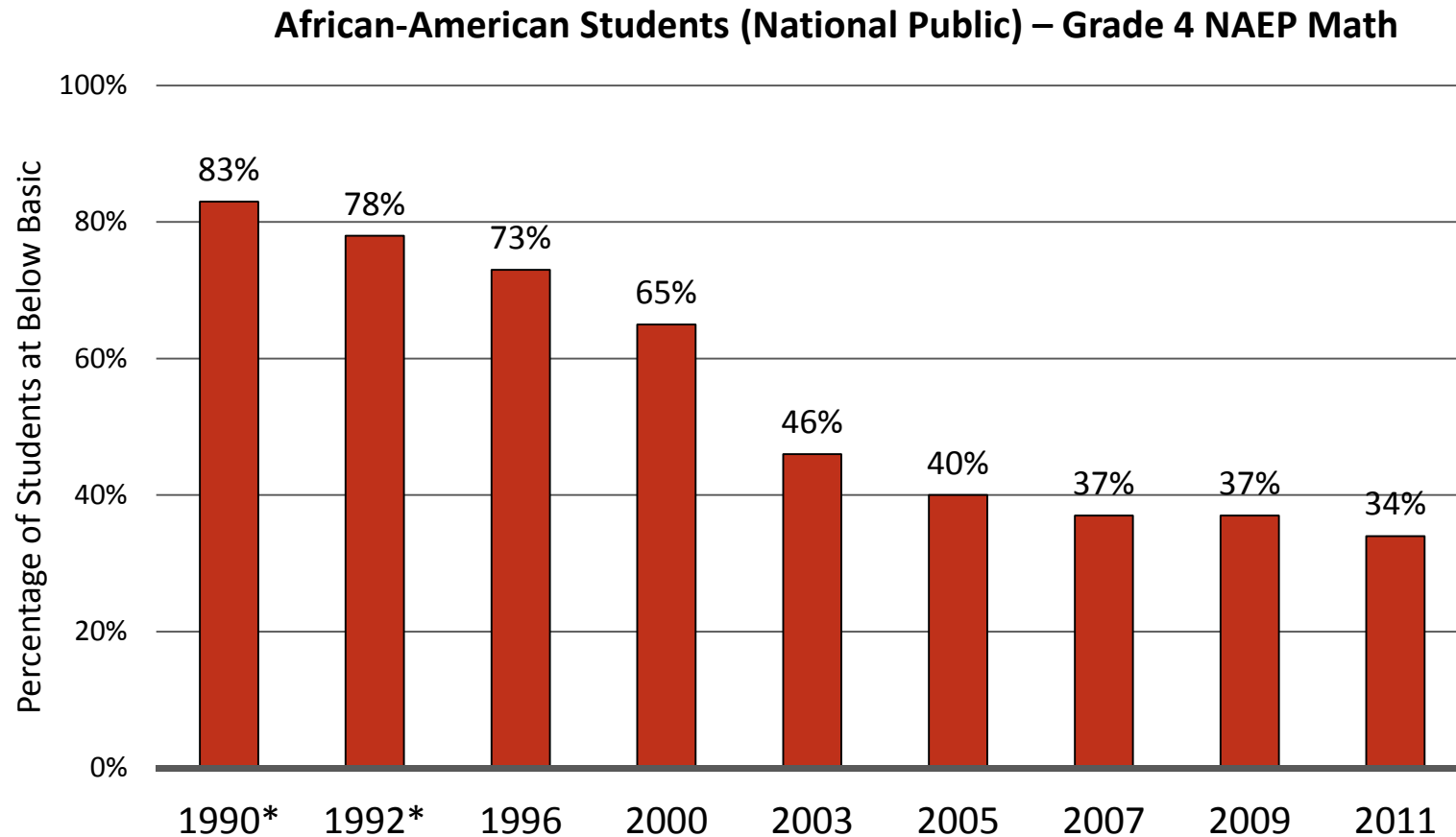
Assignments Matter

Making the Connections That Help
Students Meet Standards

4. Build feedback loops.

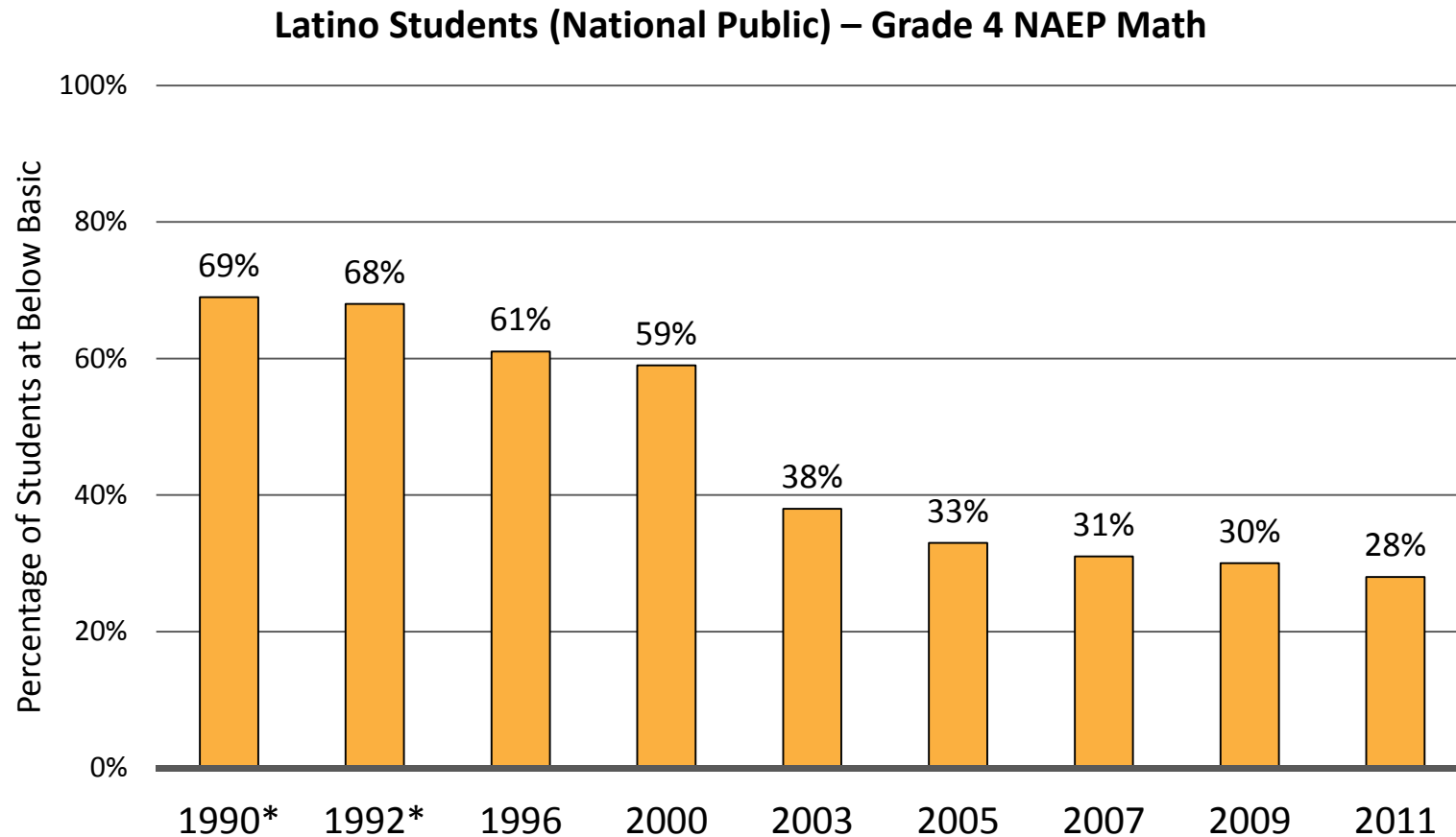
5. Mine the data, develop a culture of responsibility around it, and aim high.

Percentage Below Basic Over Time



Source: NAEP Data Explorer, NCES

Percentage Below Basic Over Time



Source: NAEP Data Explorer, NCES

K-12
RESEARCH

SHATTERING EXPECTATIONS SERIES

**Breaking the Glass Ceiling of Achievement
for Low-Income Students and Students of Color**

MAY 2013




The Education Trust

TO THE POINT

- Gaps between student groups at the below-basis level of performance have narrowed over time, while gaps at the advanced level of performance have widened.
- Gap-widening between white students and students of color at the advanced level is more pronounced among higher income groups.
- Solutions for closing gaps, must
 - 1. Set more high goals for students at all levels
 - 2. Raise the bar for all students
 - 3. Share more information for signals
 - 4. Identify and address the gaps between groups

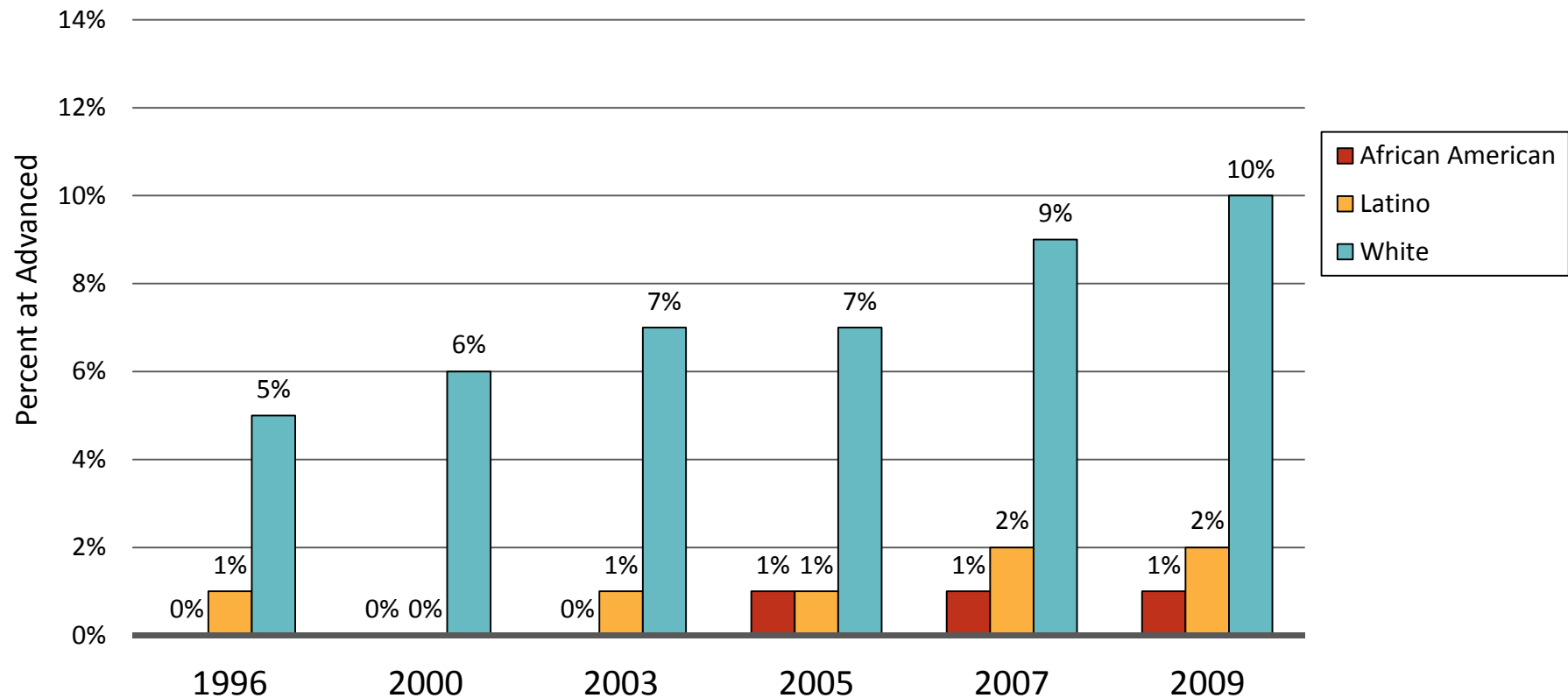
Source:




Yet while we're making progress in getting White students to the Advanced level, we're not making the same progress with others...

African American and Latino students are not making gains at the *advanced level* at the same rate as white students

NAEP – Grade 8 Math



Source: NAEP Data Explorer, NCES




We've got to grow every child,
including those who come in at
higher levels.



Roles for Districts, States, Advocates

- Start with clear message about the capacity of every child and clear expectations about improvement;
- Clear away the clutter, keep the focus on the instructional core, and cut back the incessant demand for reports...on everything;
- Don't leave schools on their own with CCSS; jump start with anchors.

- Align evaluation and Common Core timelines and protocols;
- Re-examine budgets, prioritize;
- Invest in communication with parents and community, especially around Common Core;
- Celebrate gains.



Taking on the hard, important stuff:
Getting strong teachers to the kids
who need them the most.

Download this presentation at
www.edtrust.org



The Education Trust

Washington, D.C.
202/293-1217

Metro Detroit, MI
734/619-8009

Oakland, CA
510/465-6444