THE EDUCATION TRUST

Achievement and Opportunity in America:

NAIOP—NM
Albuquerque, NM
April, 2014

America: Two Powerful Stories

1. **Land of Opportunity**:

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

2. Generational Advancement:

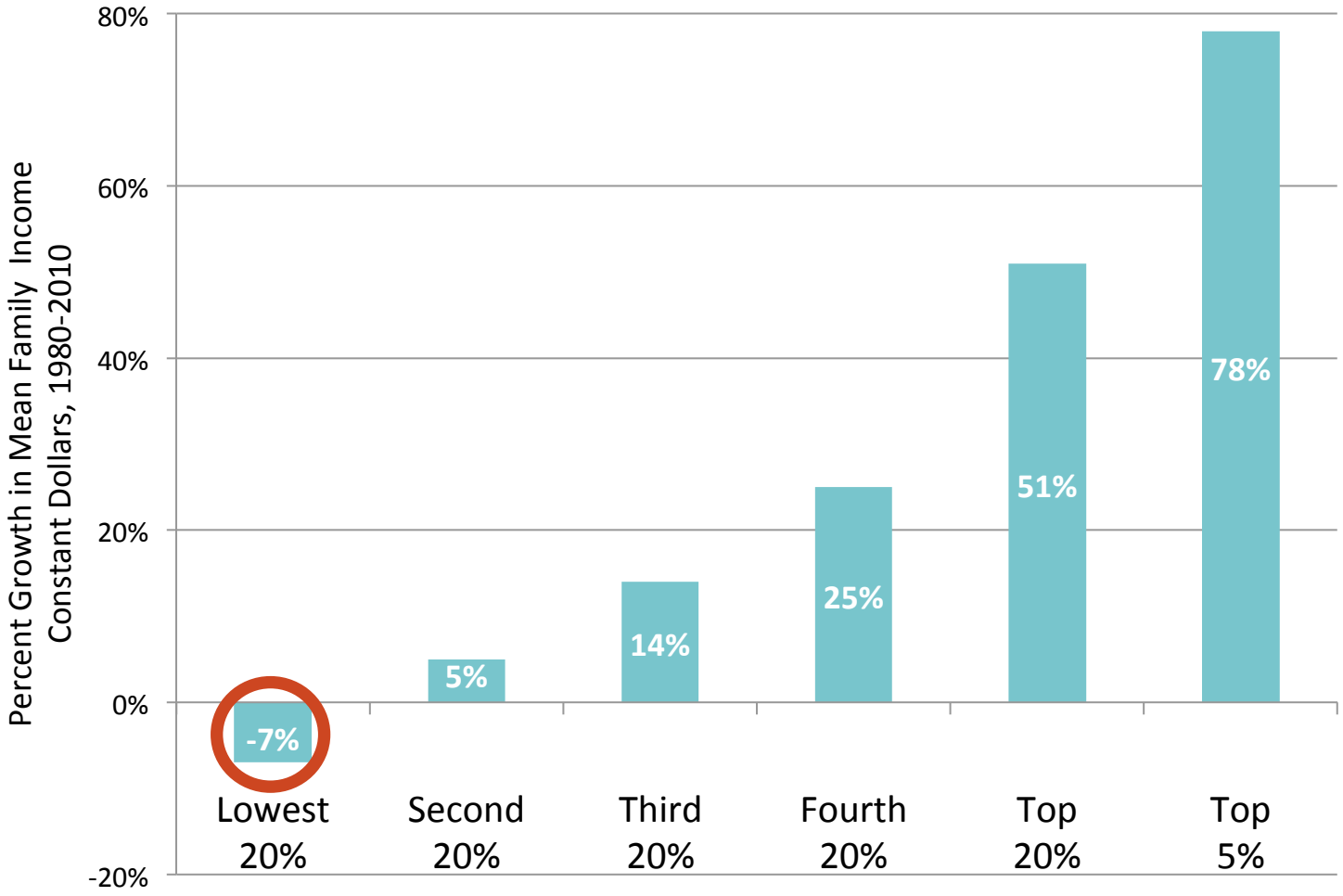
Through hard work, each generation of parents can assure a better life — and better education — for their children.

Powerful narratives.

Slipping away.

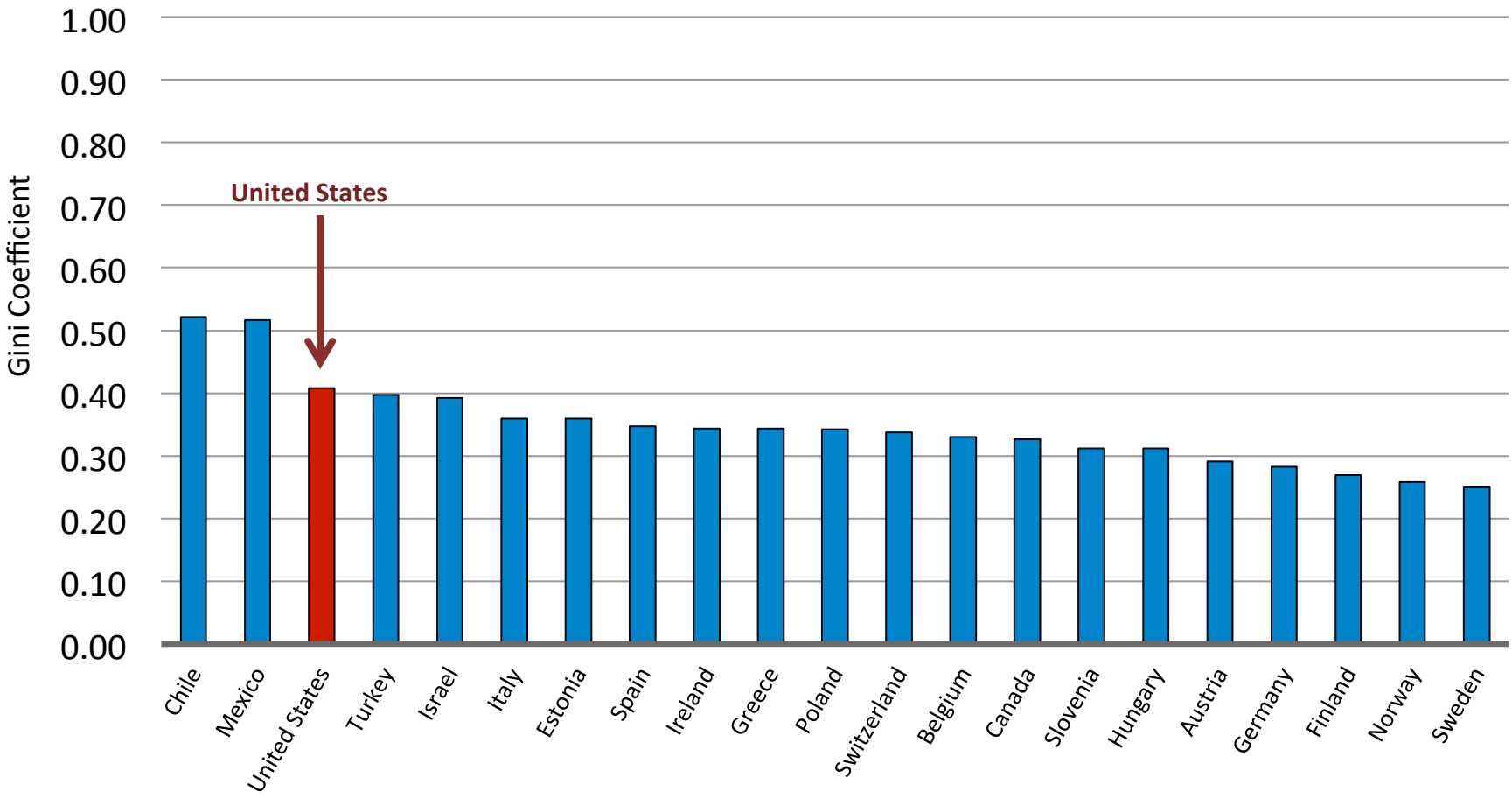
Within the U.S., income inequality has been rising.

Earnings among the lowest income families have declined, even amid big increases at the top.



Source: The College Board, "Trends in College Pricing 2011" (New York: College Board, 2010), Figure 16A.

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

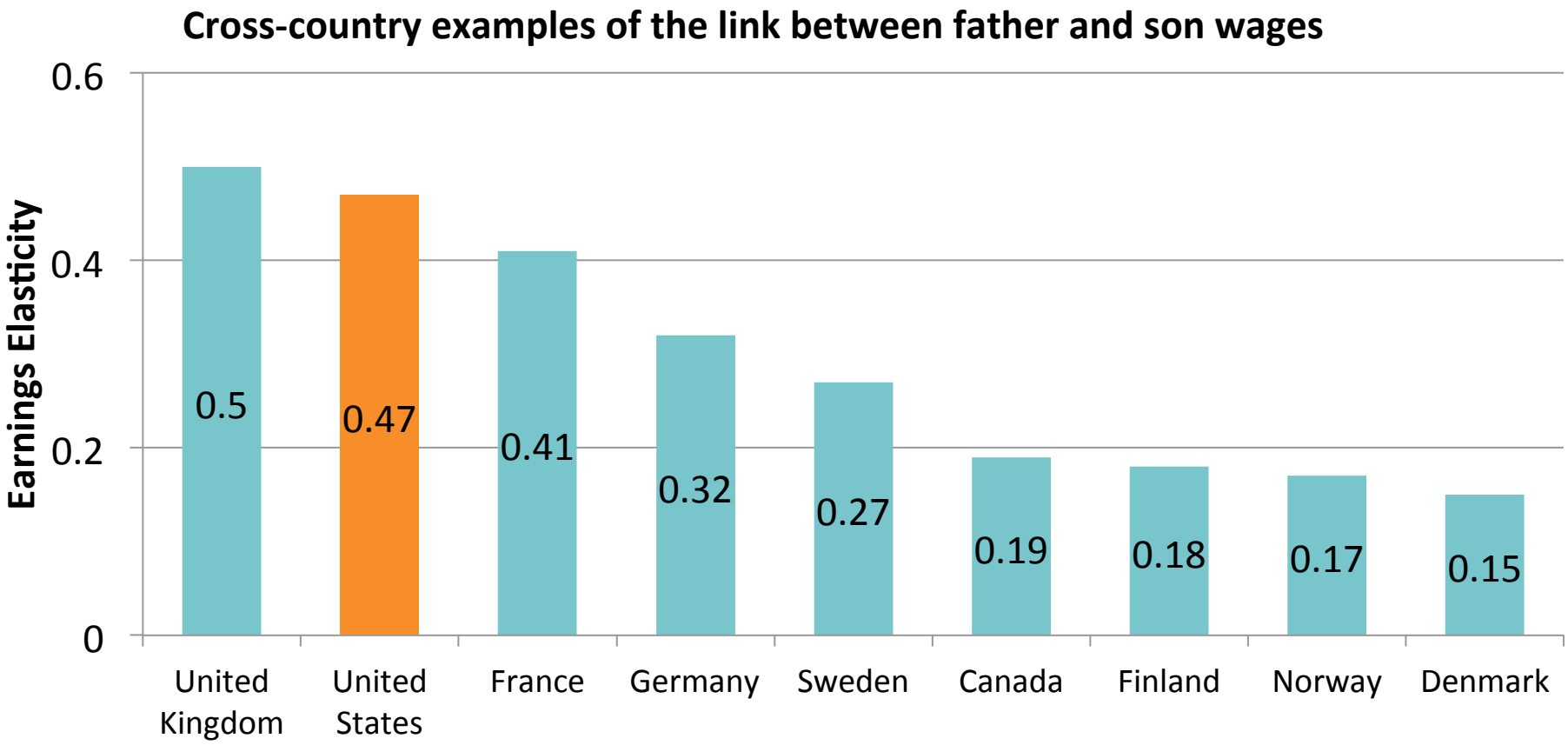


Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality.

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

Not just wages and wealth,
but mobility as well.

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).

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

But at the individual level, it really is.

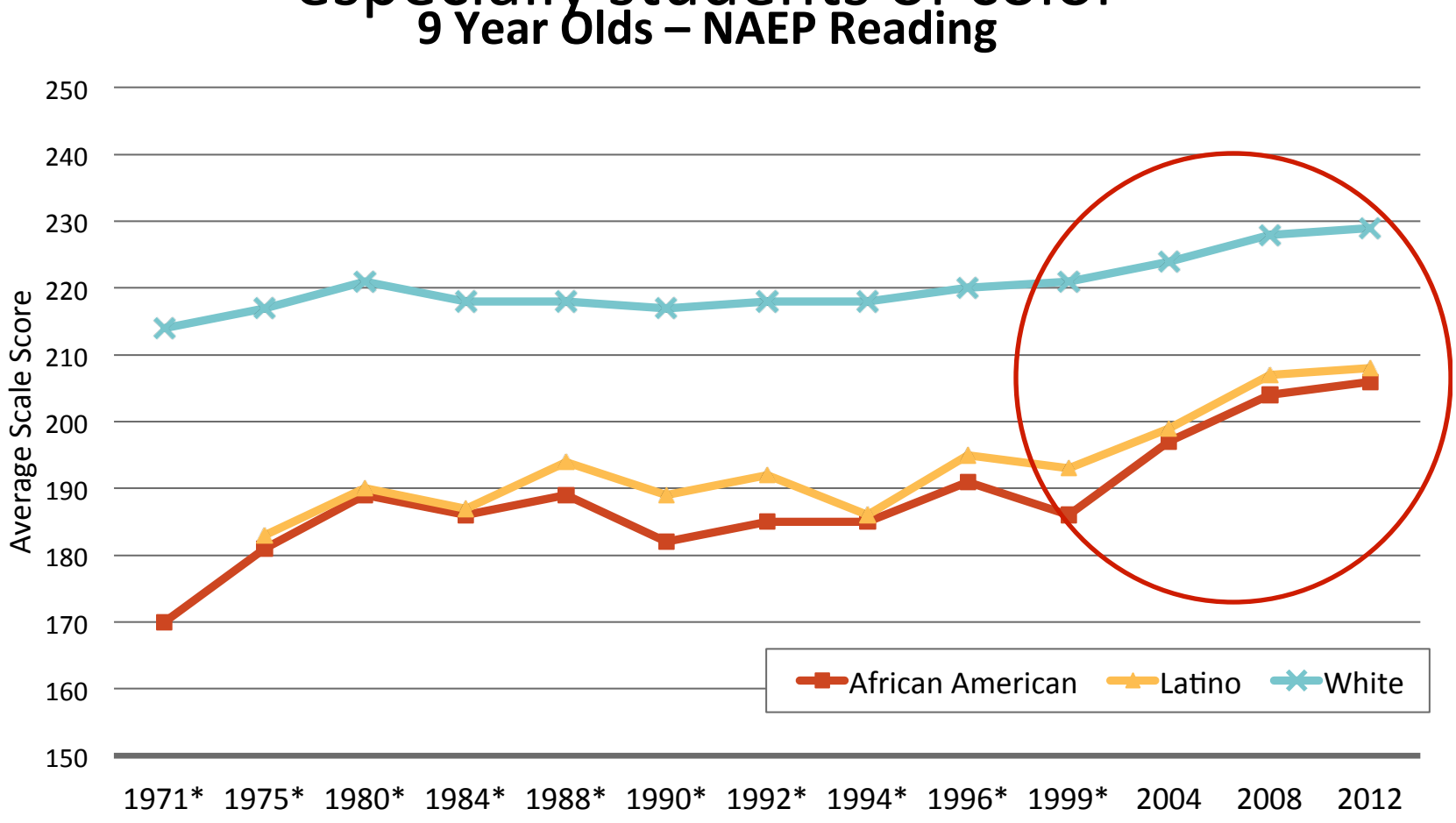
What schools and colleges do, in other words, is hugely important to our **economy**, our **democracy**, and our **society**.

So, how are we doing?

First, some good news.

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

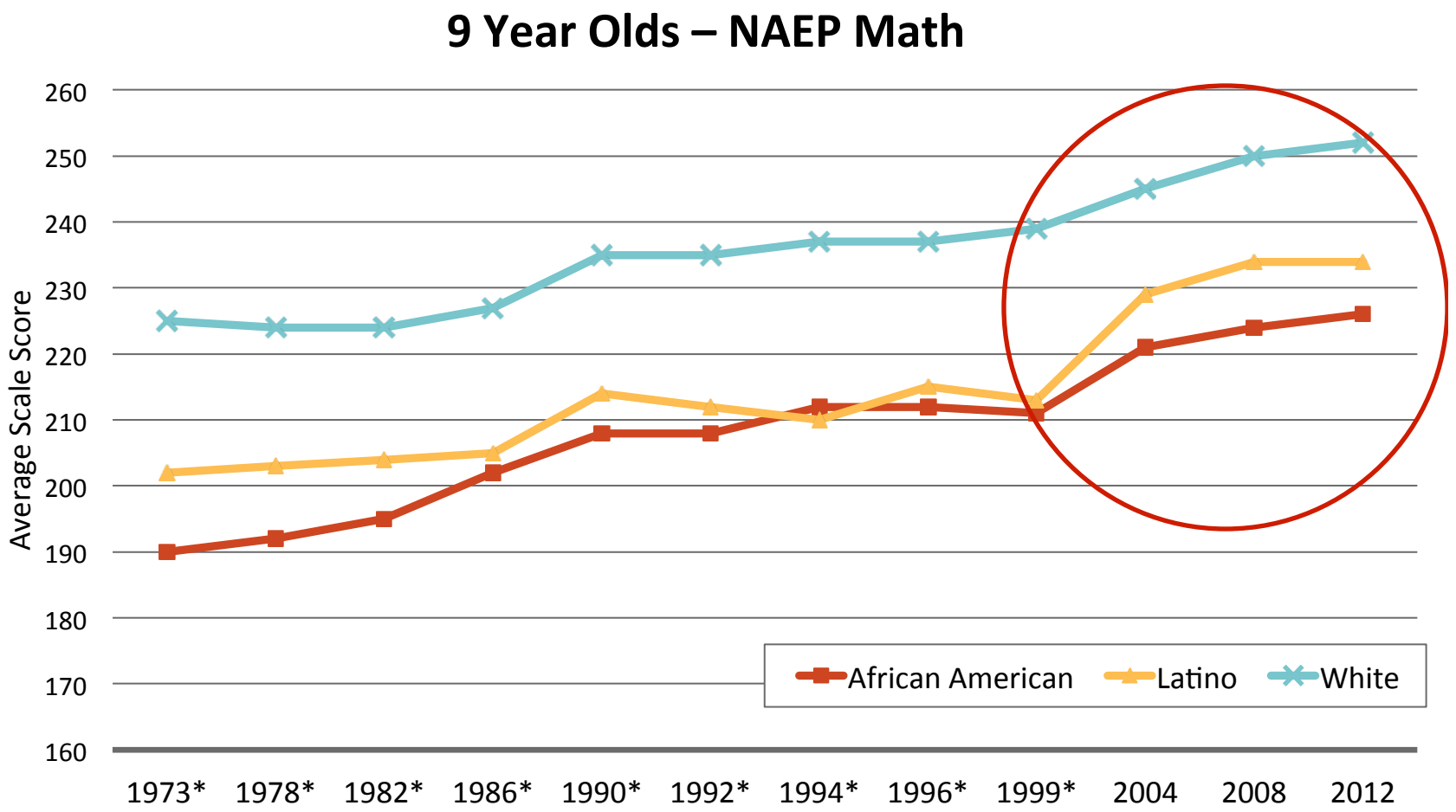
Since 1999, large gains for all groups of students, especially students of color



*Denotes previous assessment format

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

Since 1999, performance rising for all groups of students

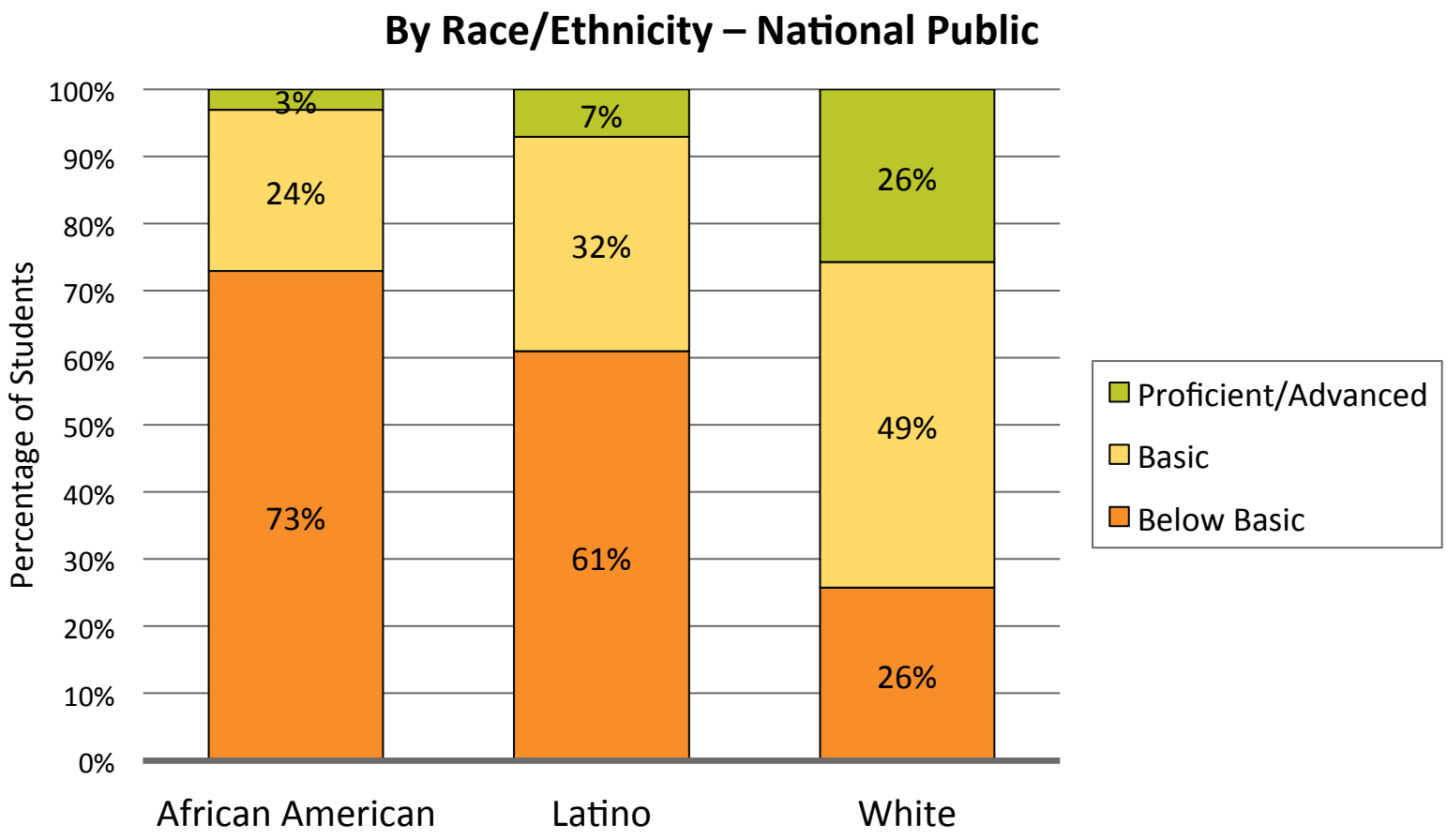


*Denotes previous assessment format

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

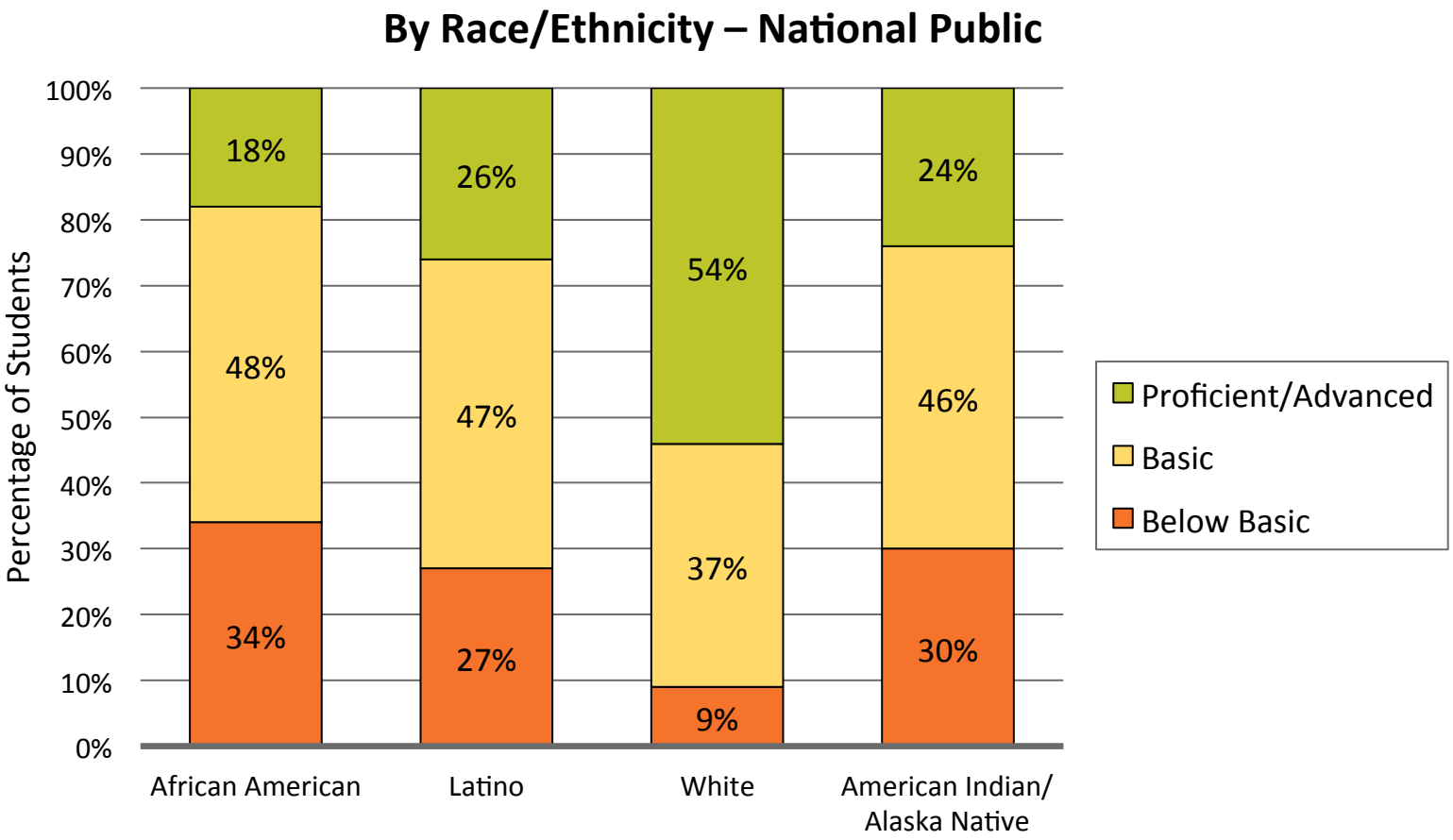
Looked at differently
(and on the “other” NAEP exam)
…

1996 NAEP Grade 4 Math



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

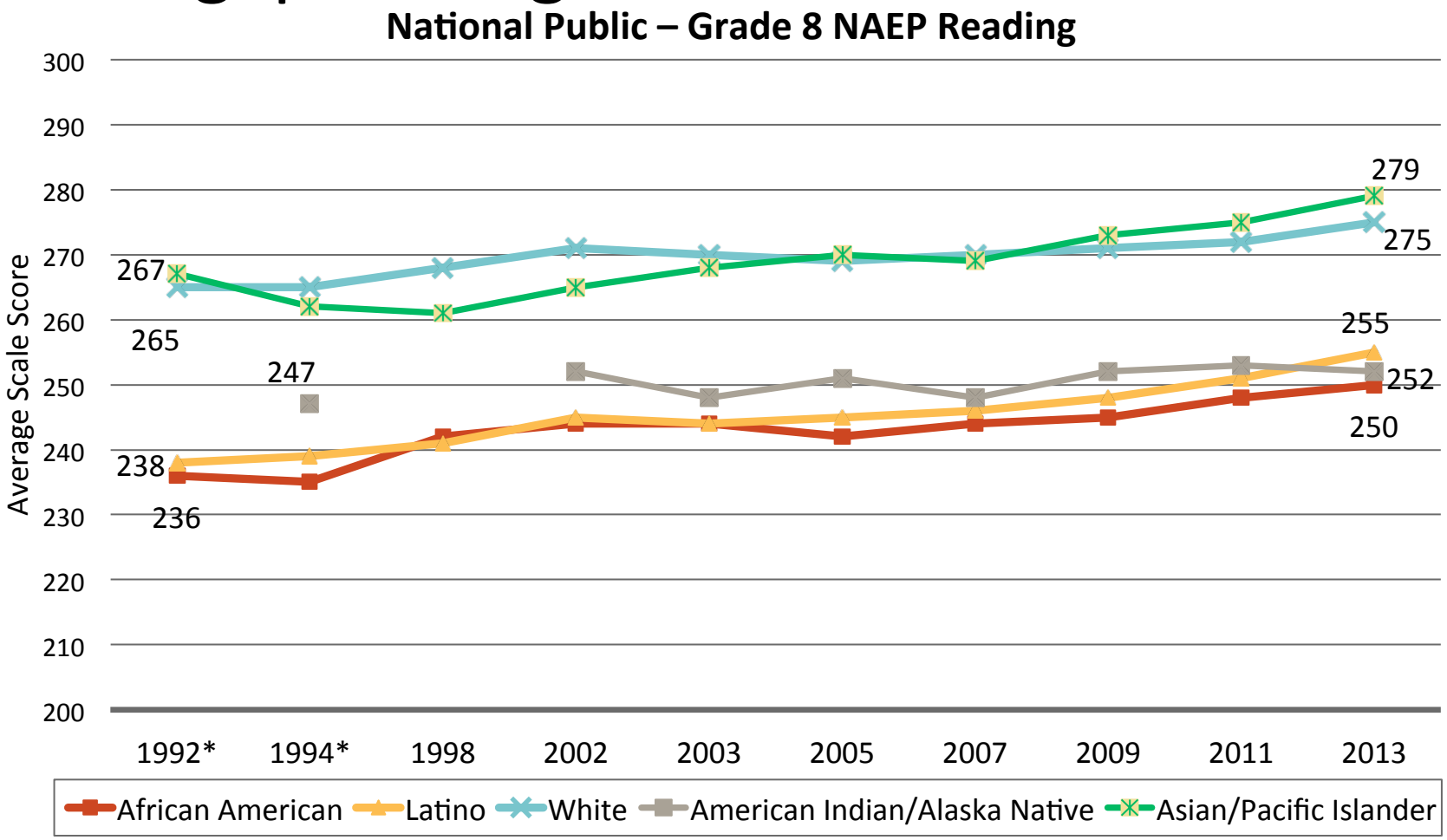
2013 NAEP Grade 4 Math



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

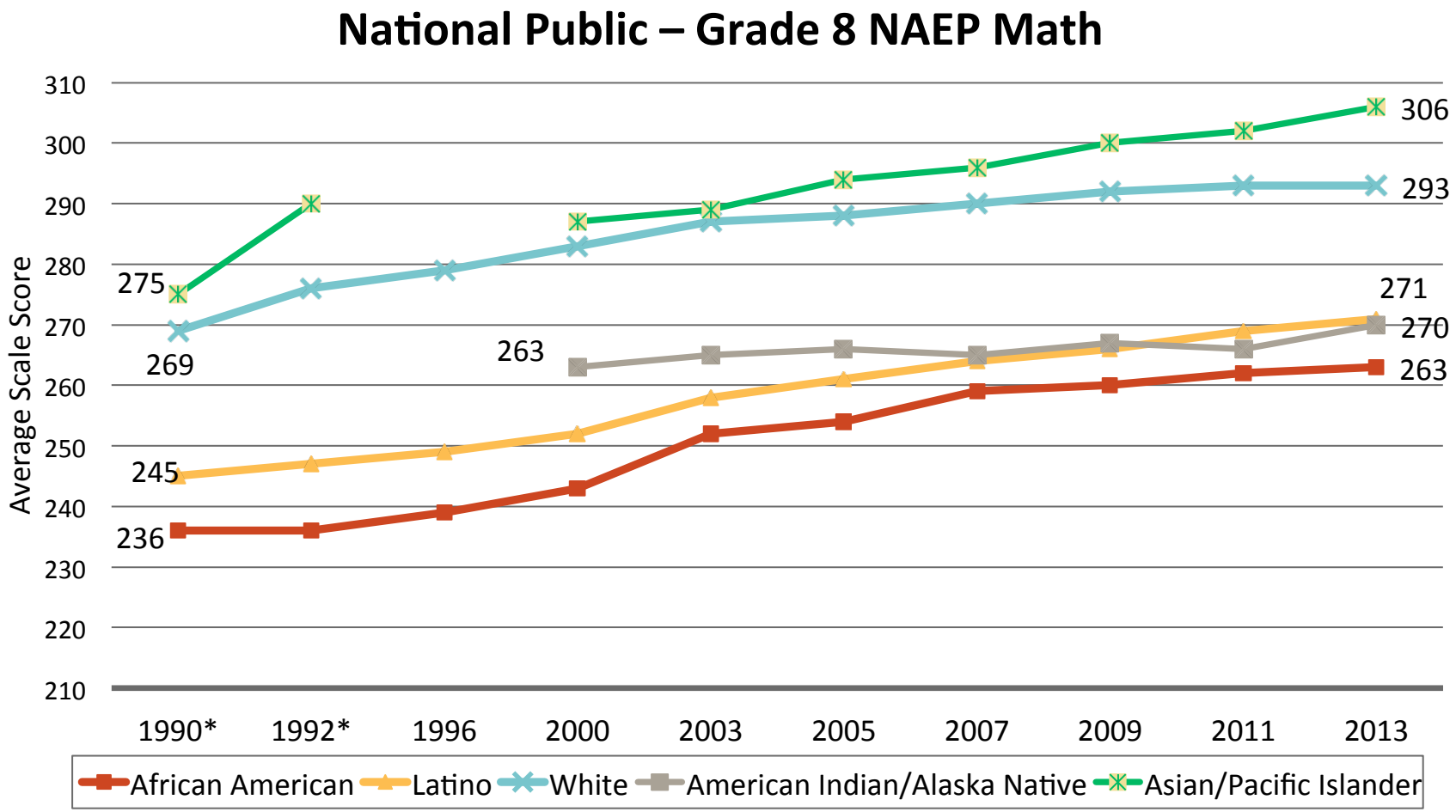
Middle grades are up, too.

Reading: Modest improvement and some gap closing over the last decade



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

Math: More improvement and gap narrowing.



*Accommodations not permitted
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Bottom Line:

When we really focus on something, we make progress!

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

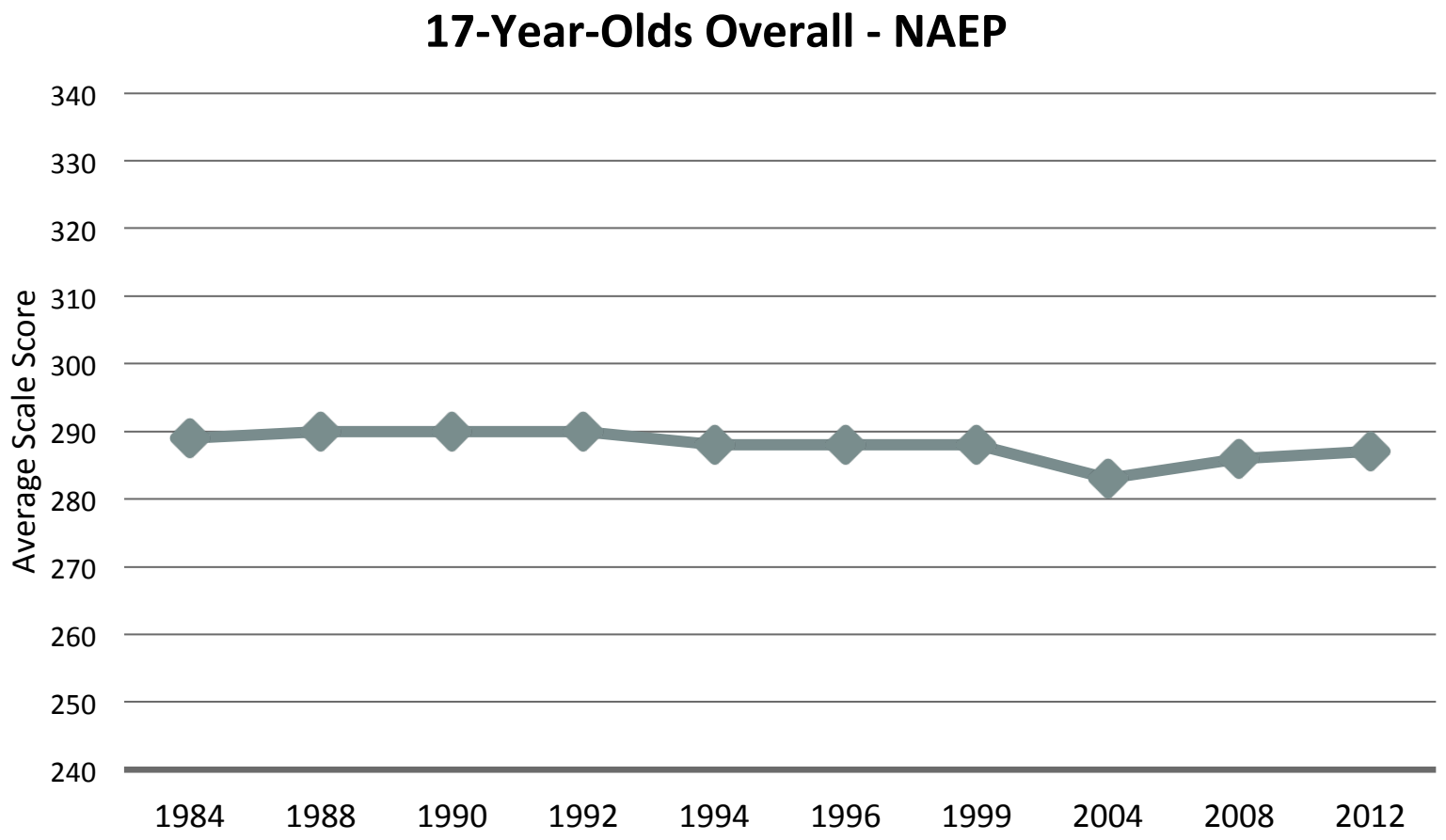
Too many youngsters still enter high school way behind.

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

The same is NOT true

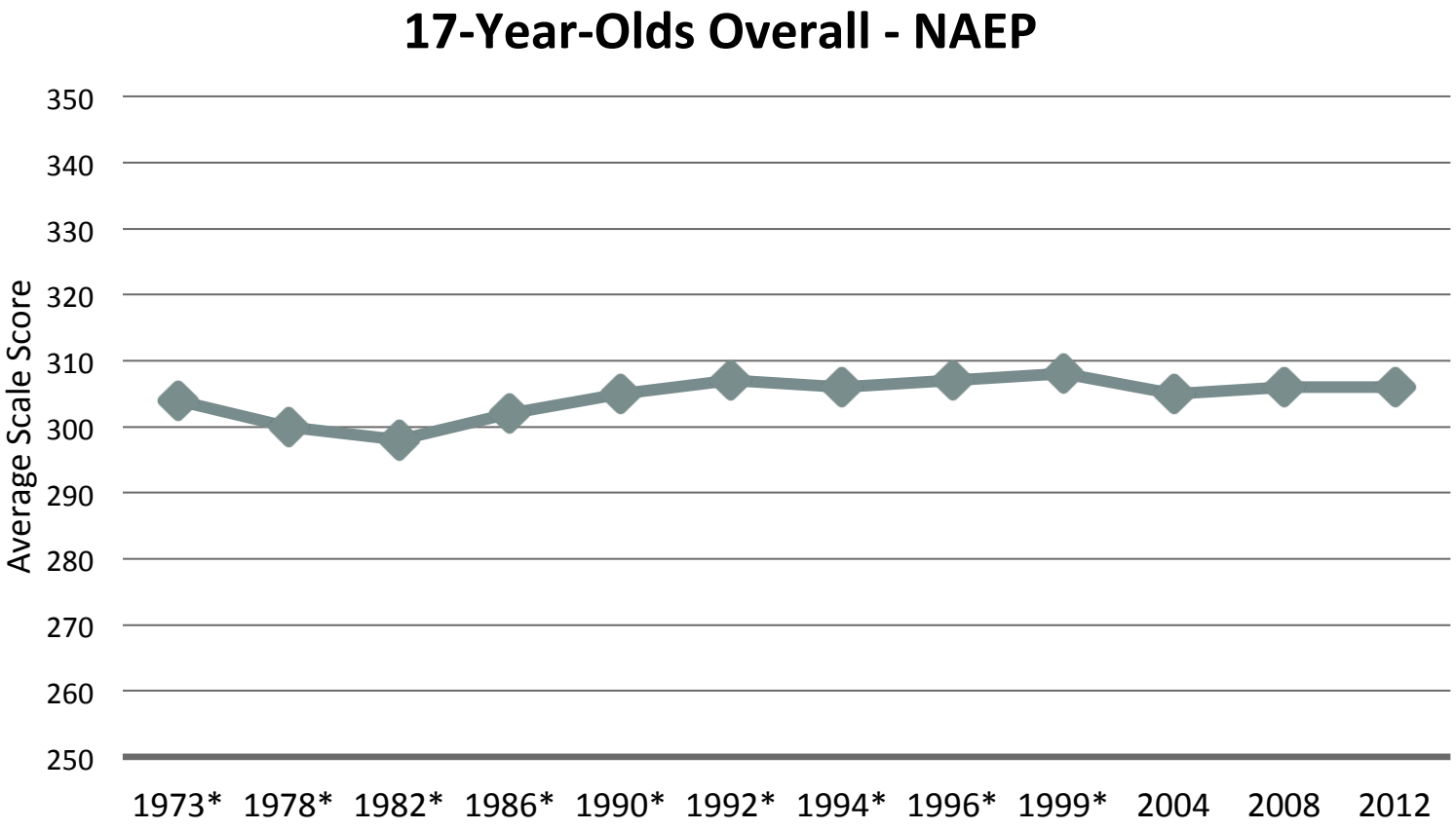
of our high schools.

Achievement is flat in reading for students overall.



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

Math achievement for students overall is flat over time.

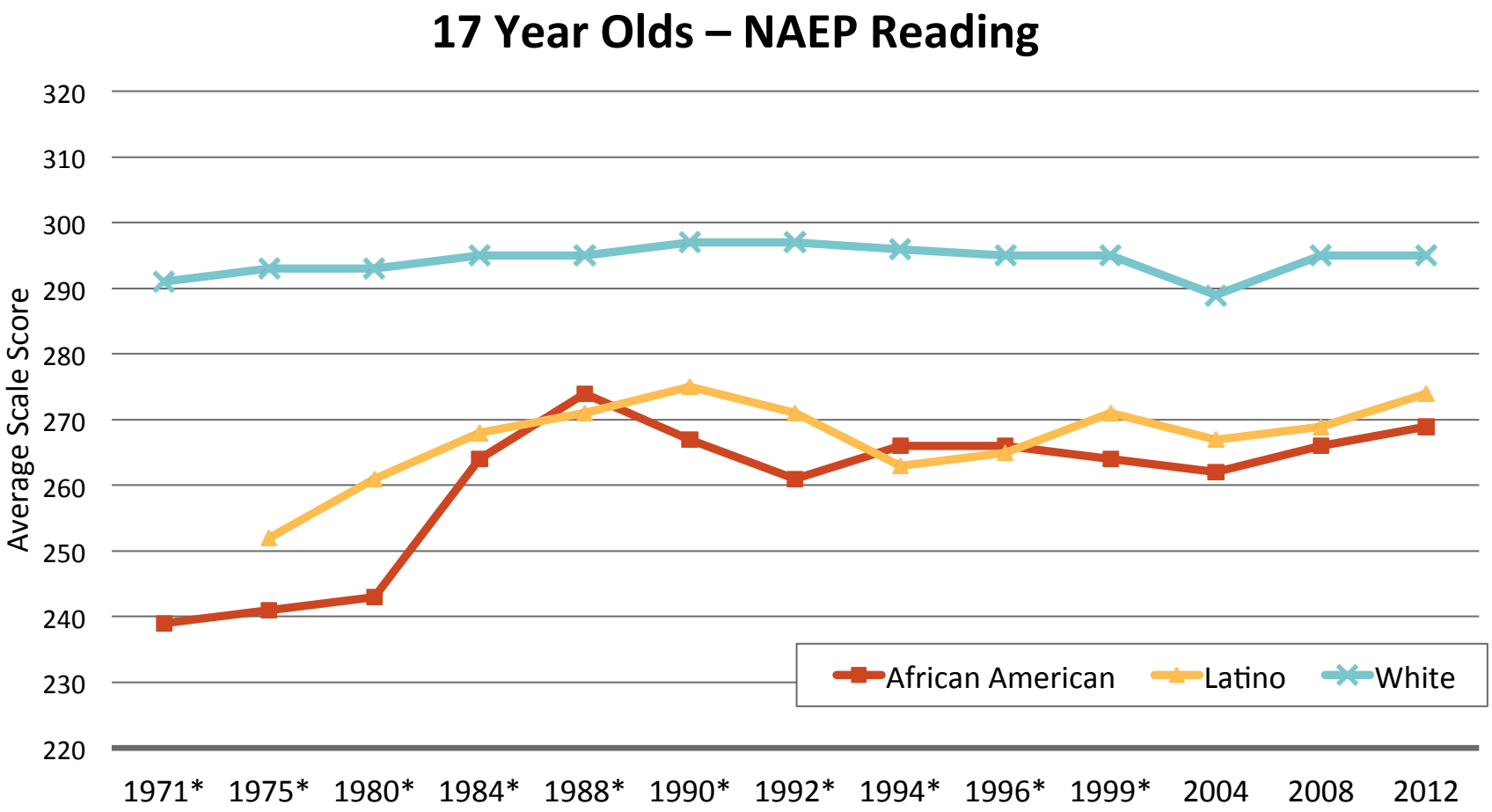


* Denotes previous assessment format

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

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

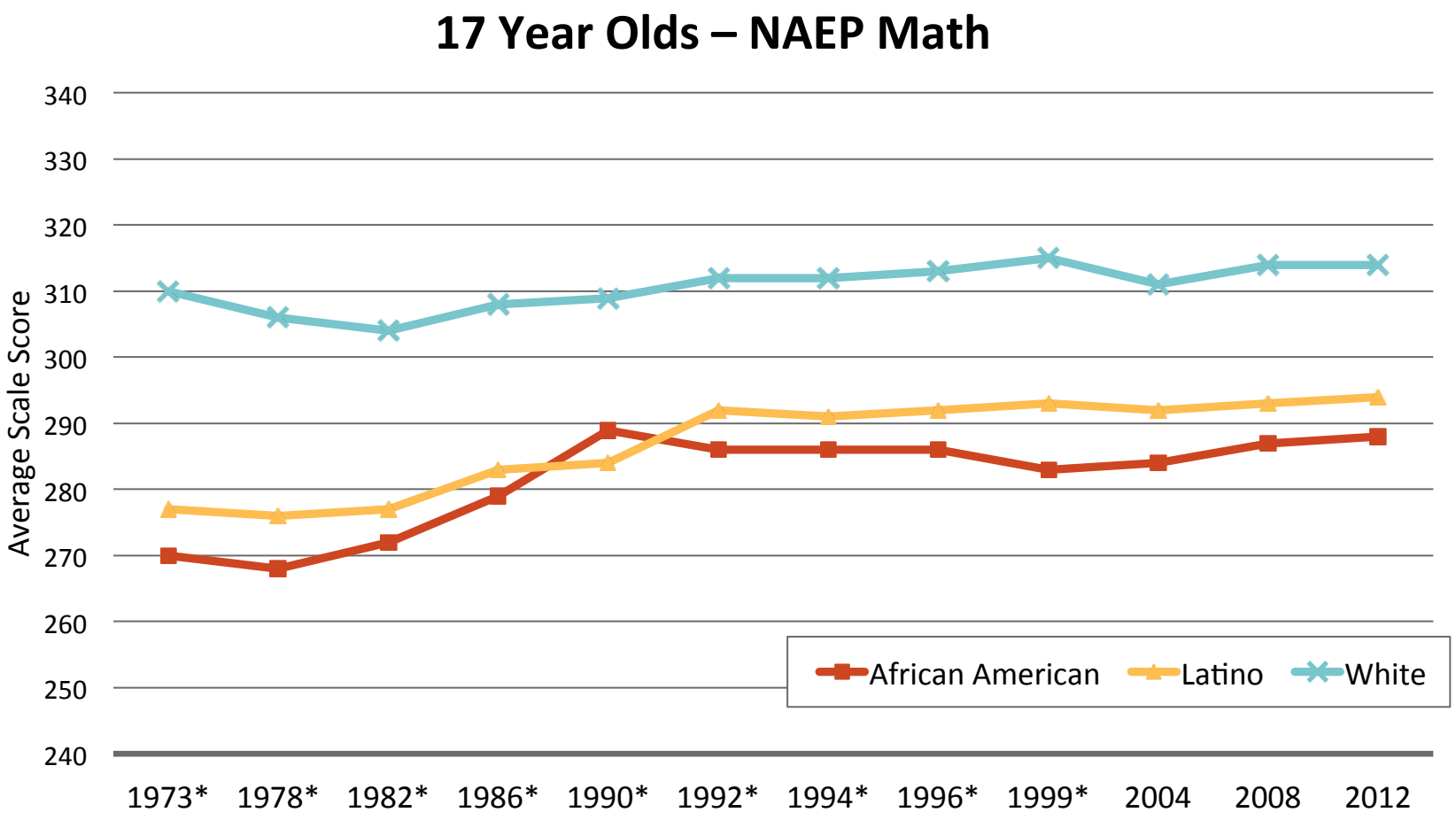
Reading: Not much gap narrowing since 1988.



*Denotes previous assessment format

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

Math: Not much gap closing since 1990.

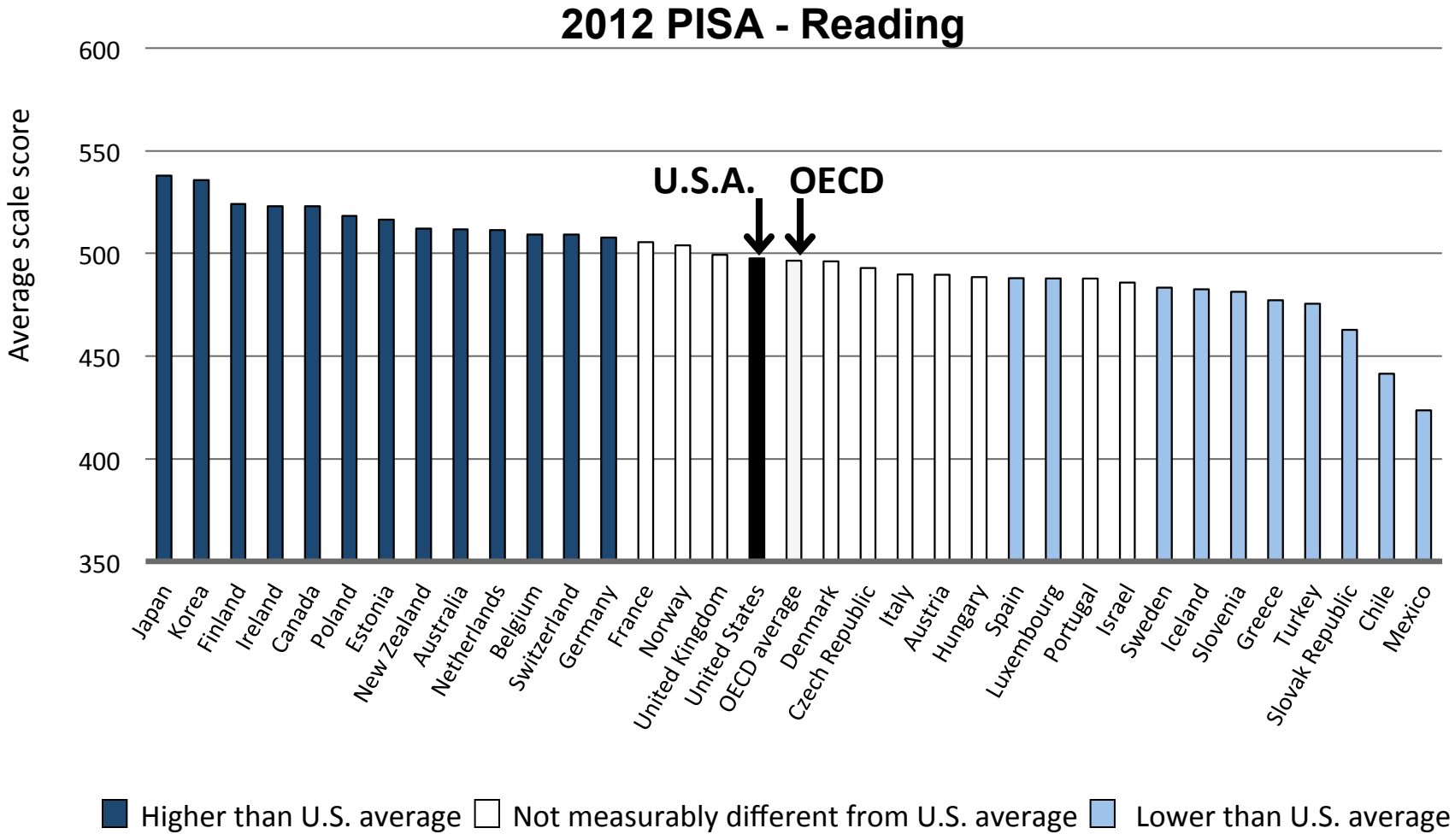


*Denotes previous assessment format

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

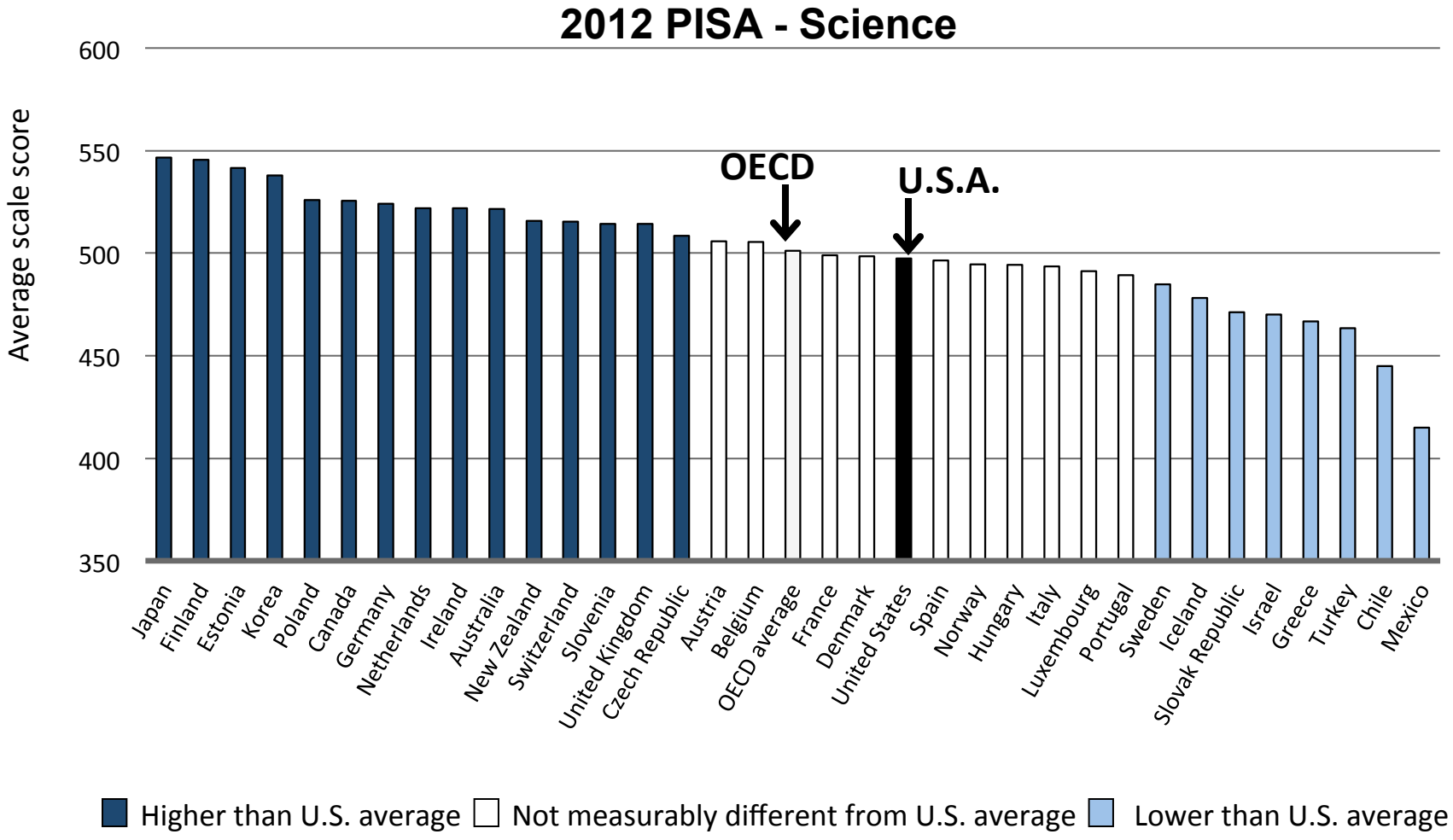
Moreover, no matter how you cut the data, our students aren't doing well compared with their peers in other countries.

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



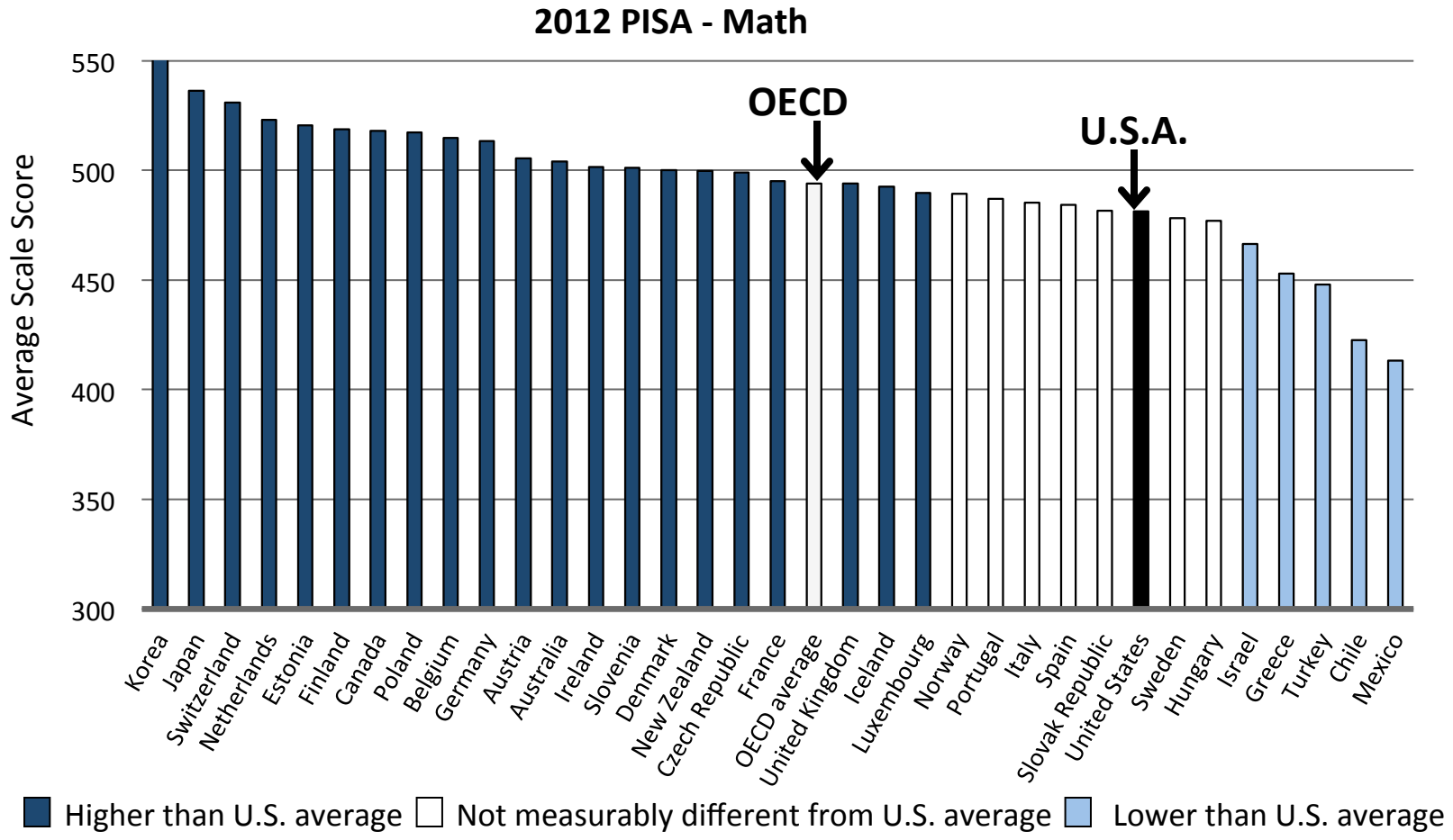
Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_5a.asp.

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



Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_4a.asp.

Of 34 OECD Countries, U.S.A. Ranks 27th in Math Literacy

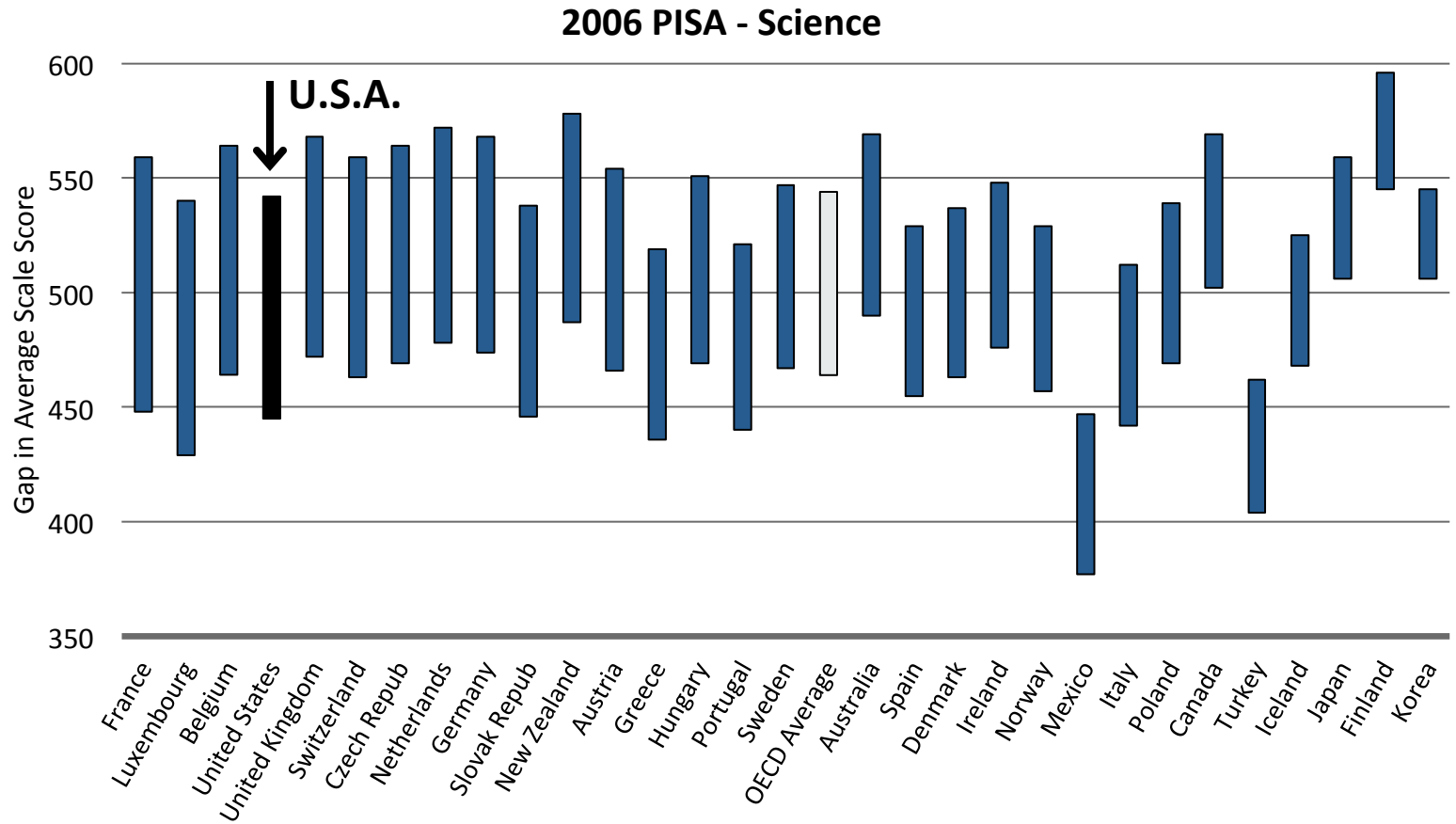


Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_3a.asp.

Only place we rank high?

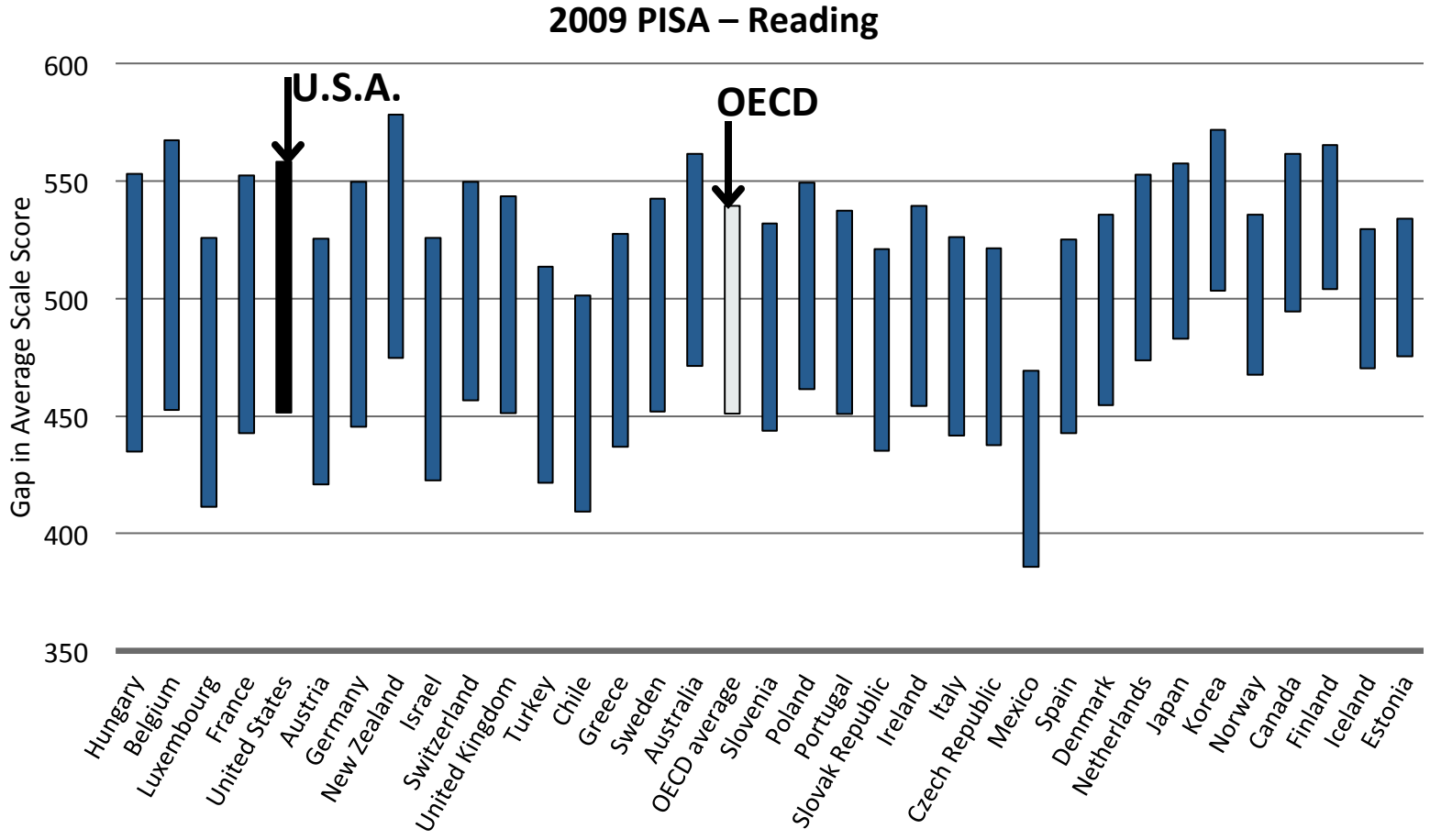
Inequality.

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



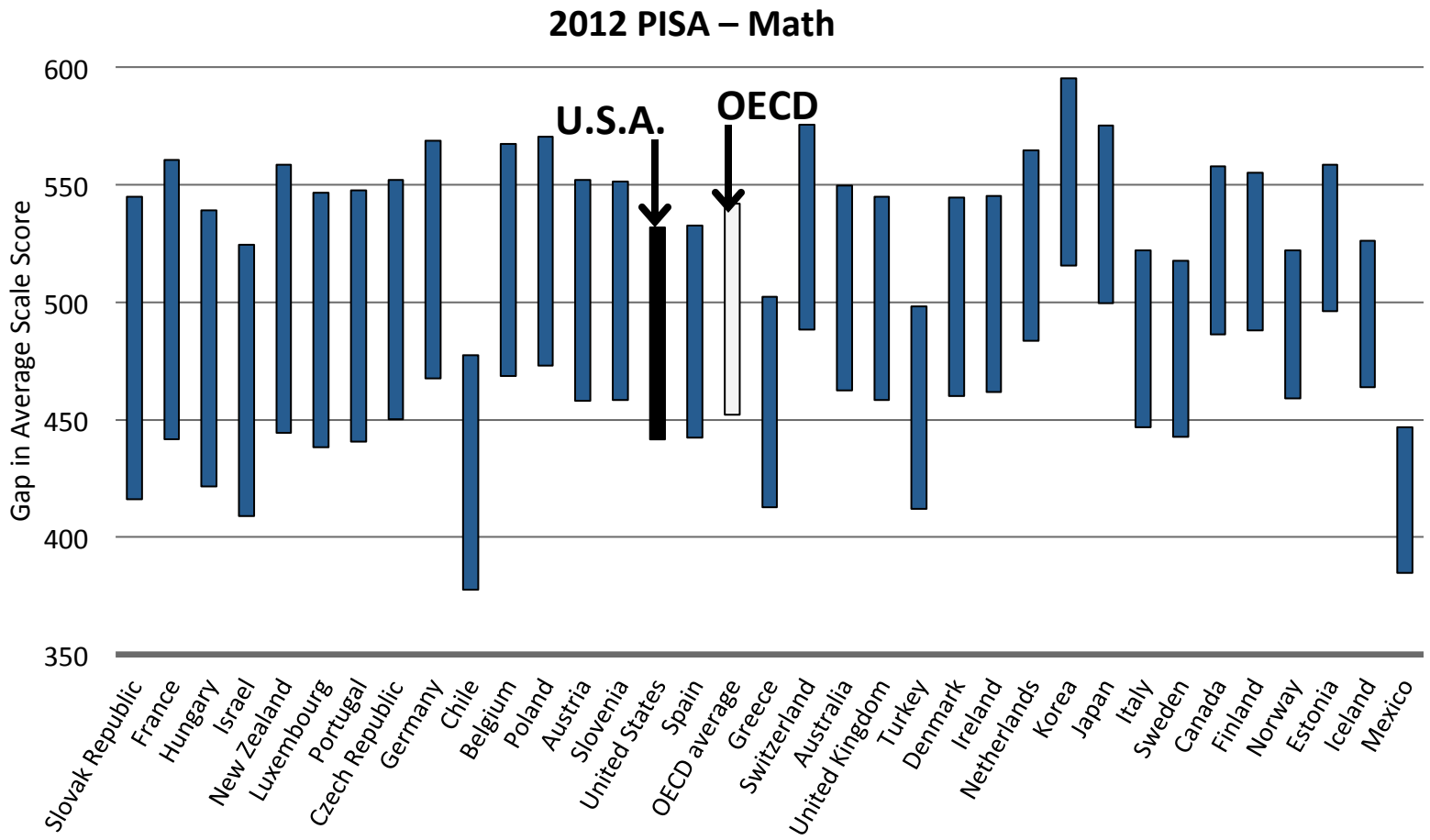
Source: PISA 2006 Results, OECD, table 4.8b

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



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

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



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

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

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

How?

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

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

Funding Gaps ***Within States:*** National inequities in state and local revenue per student

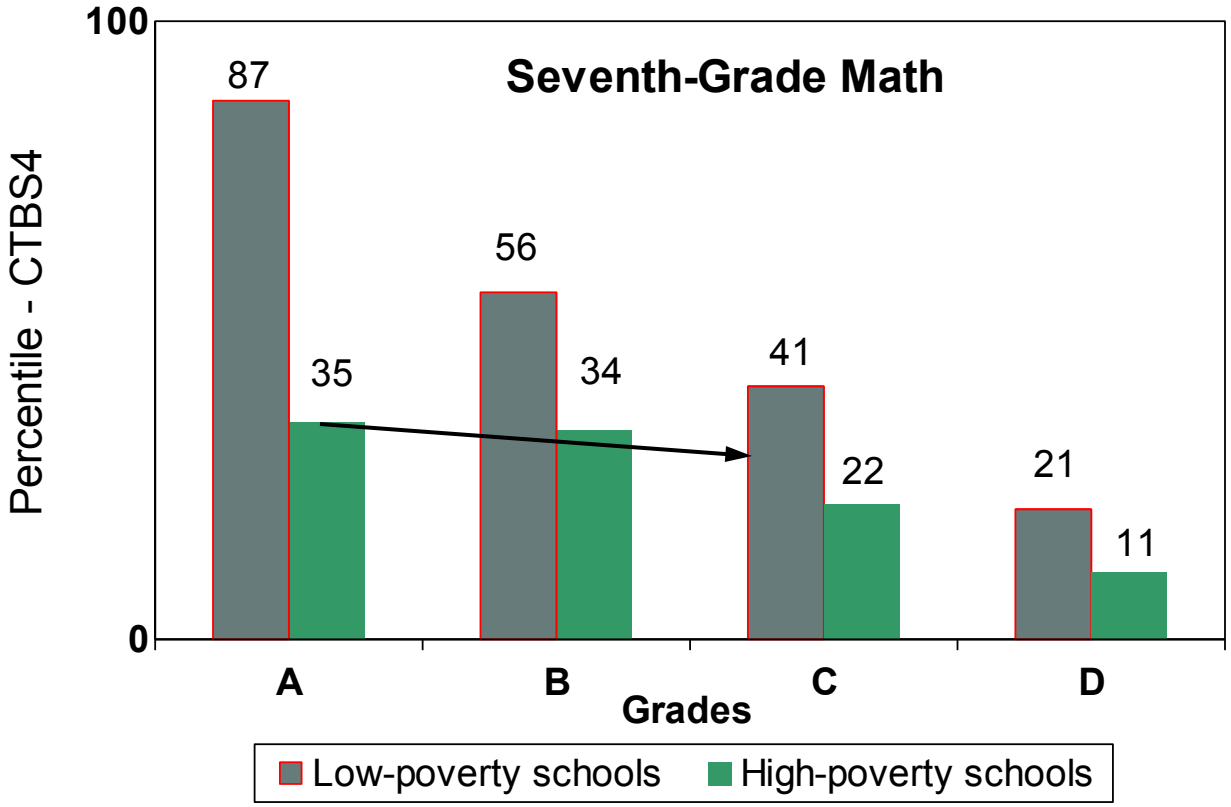
	Gap
High-Poverty versus Low-Poverty Districts	**–$773** per student
High-Minority versus Low-Minority Districts	**–$1,122** per student

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 “lesses” are a function of choices that educators make.

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

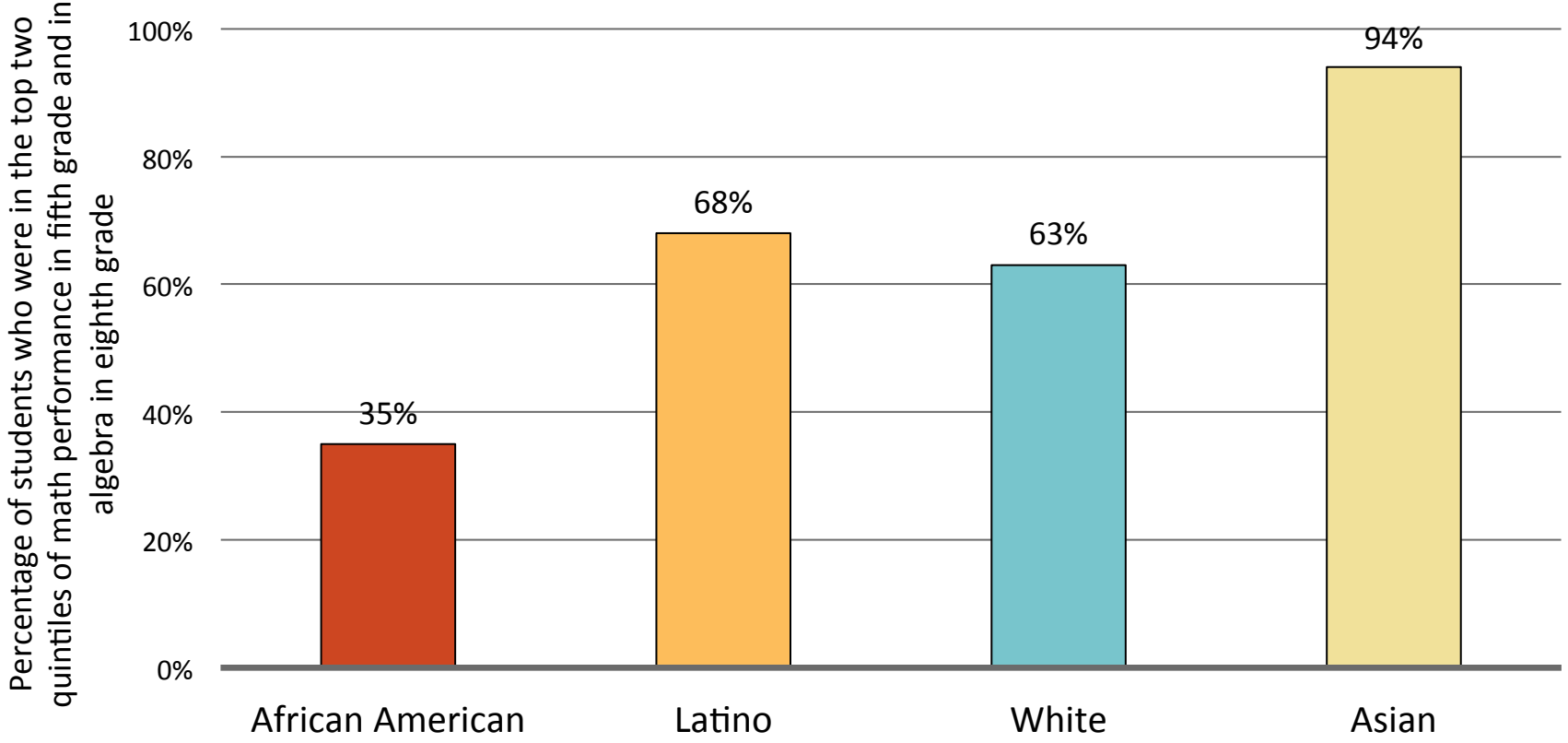
Students in poor schools receive As for work that would earn Cs in affluent schools.



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

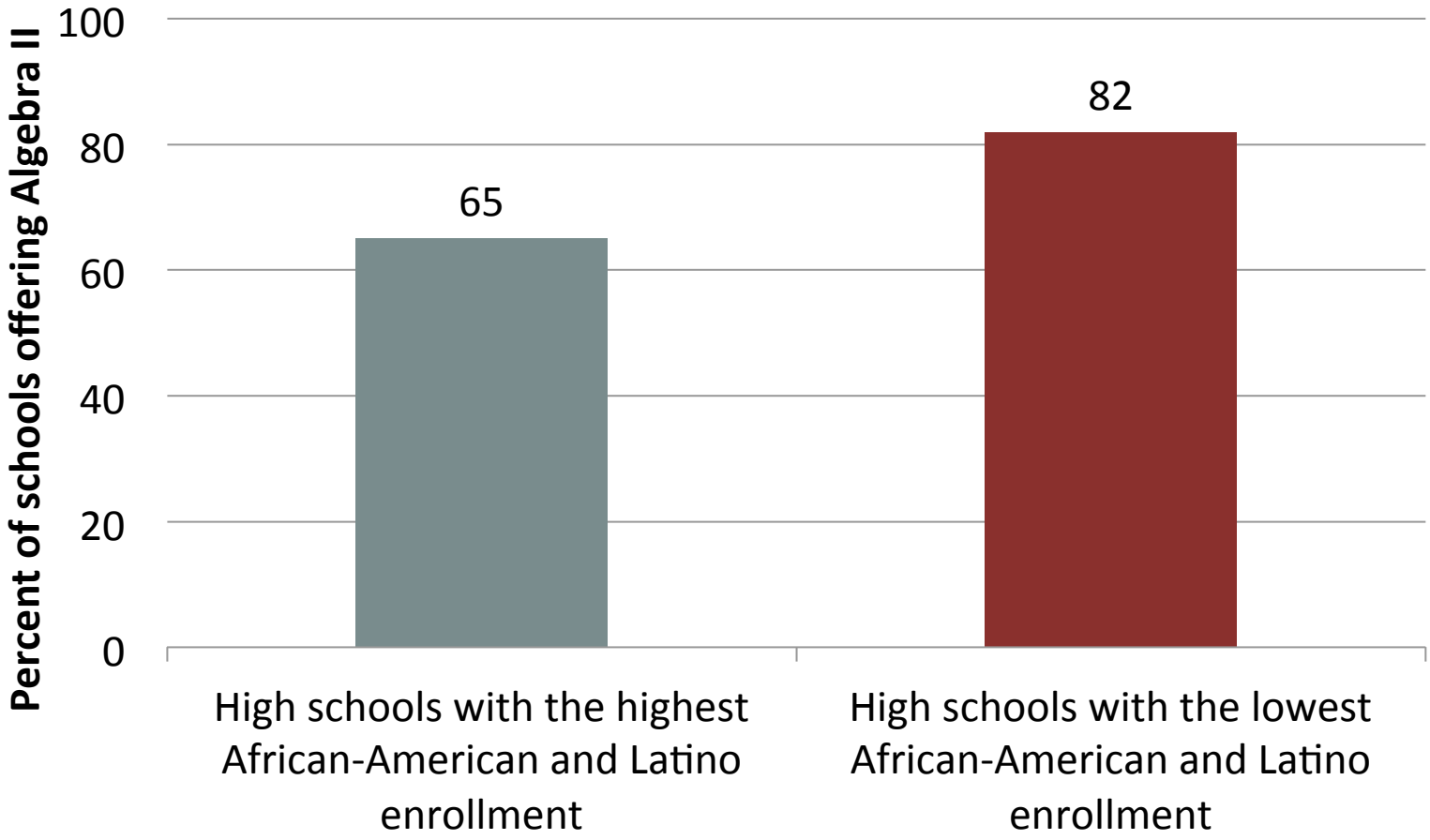
Choices we make about what to teach whom…

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



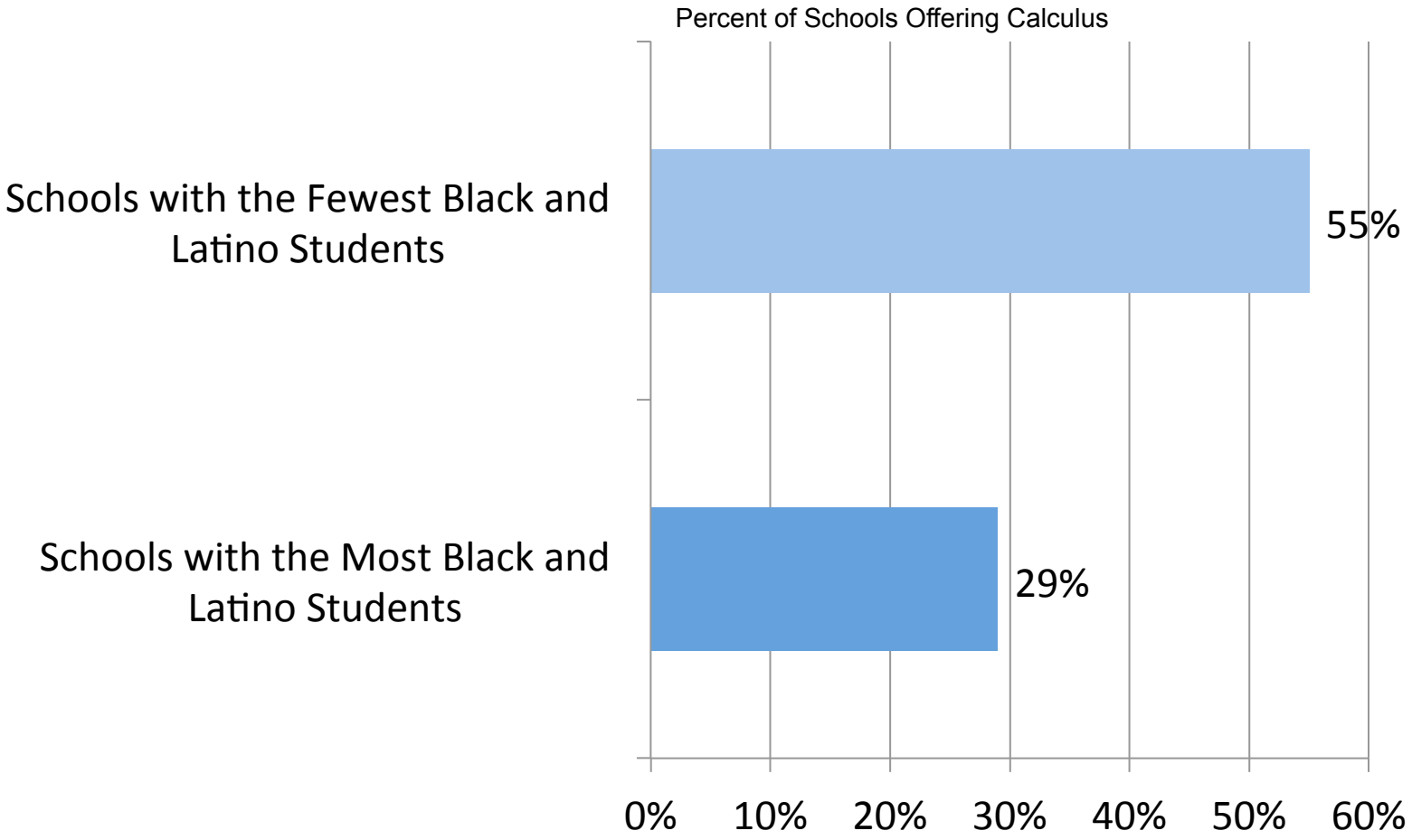
Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

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



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

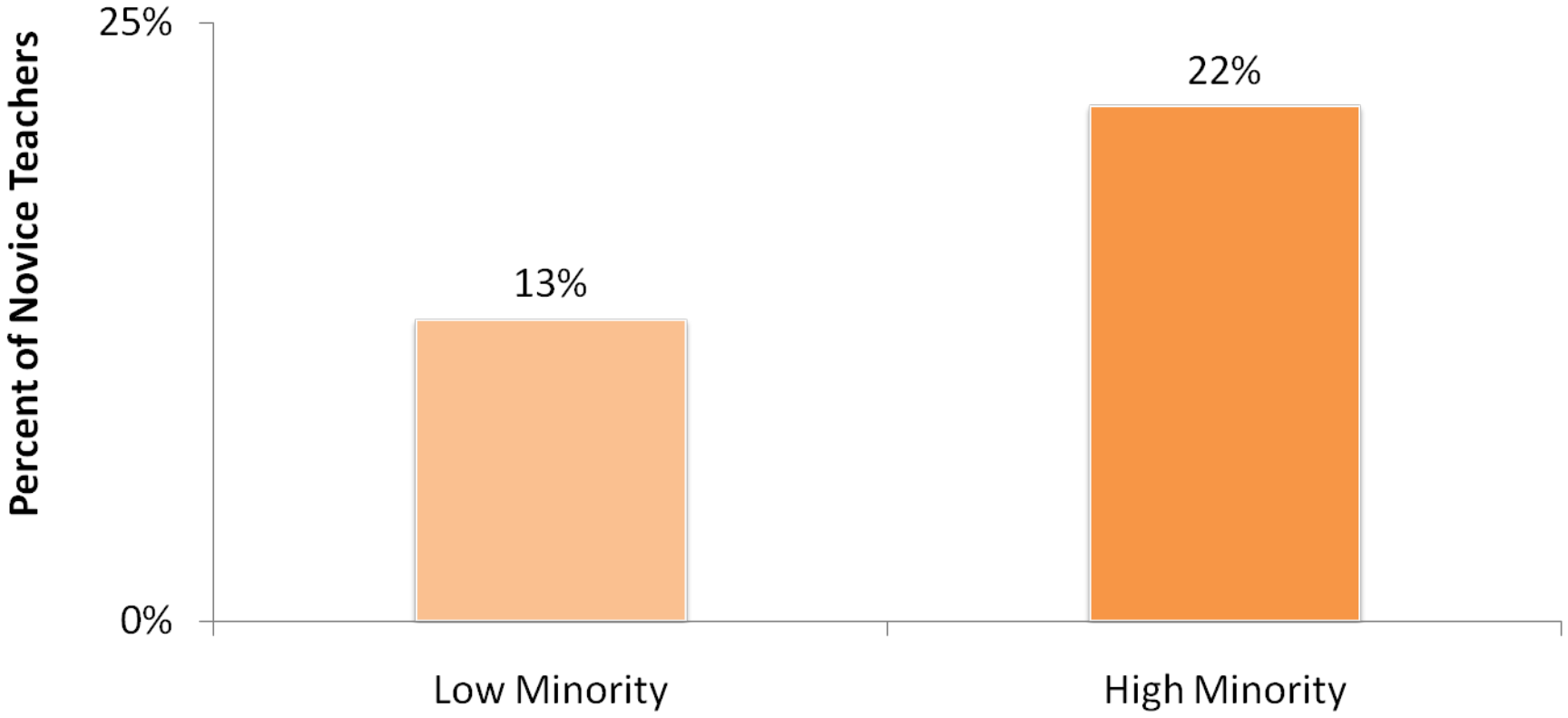
Students of color are less likely to attend high schools that offer calculus.



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

And choices we make about *who* teaches whom…

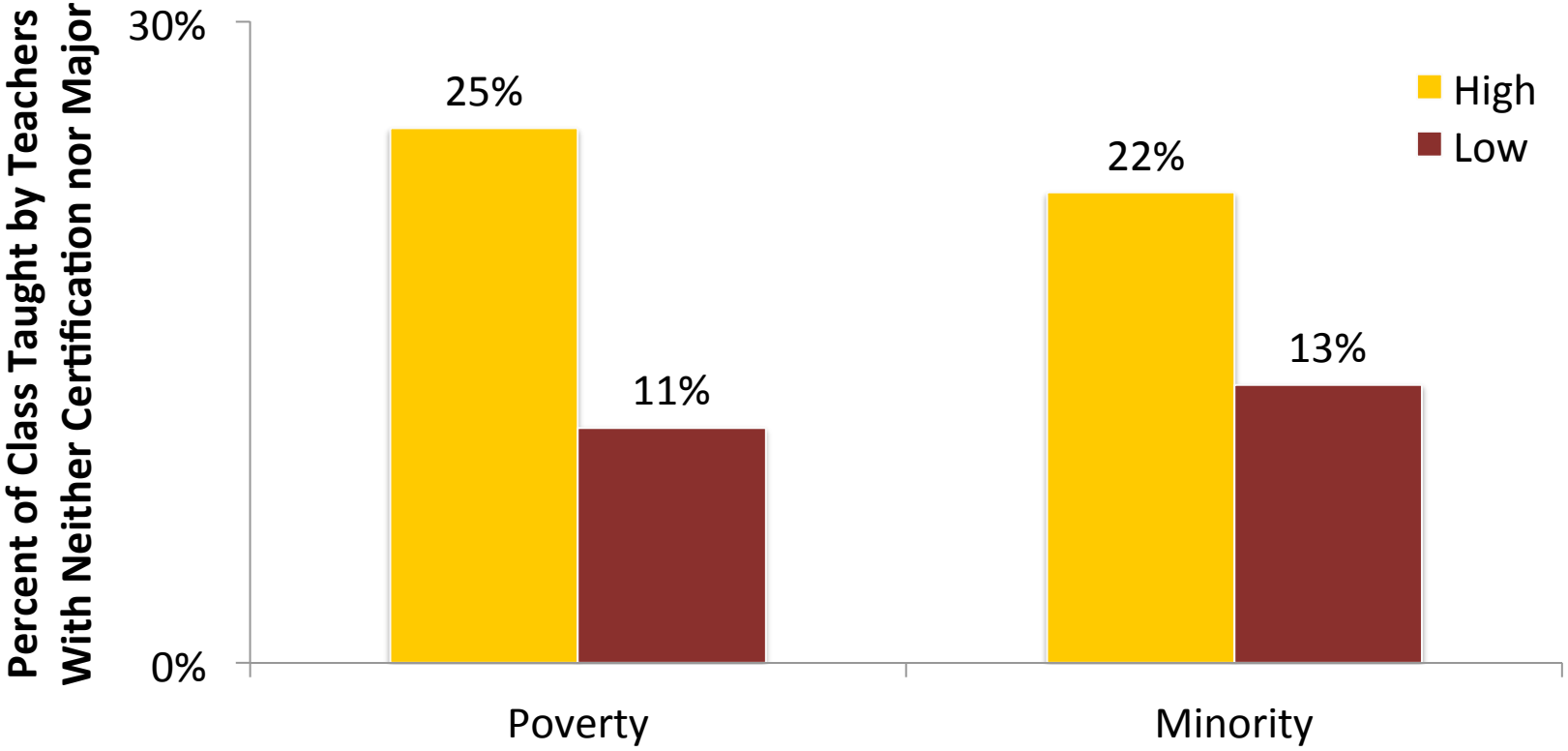
Students at high-minority schools more likely to be taught by novice* teachers.



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

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

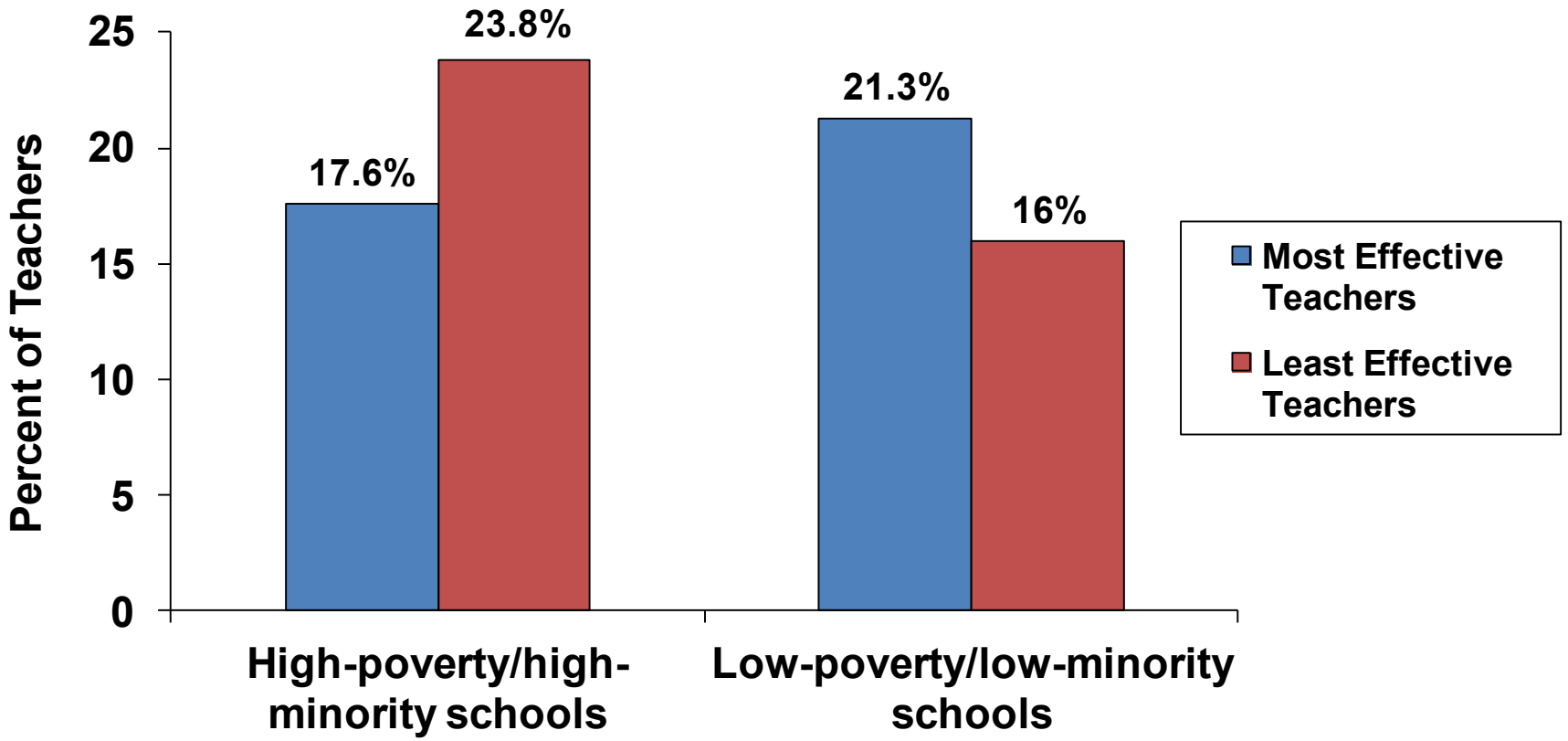
Math classes at high-poverty, high-minority secondary schools are more likely to be taught by out-of-field* teachers.



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

*Teachers with neither certification nor major. Data for secondary-level core academic classes (math, science, social studies, English) across the U.S.
Source: Education Trust Analysis of 2007-08 Schools and Staffing Survey data.

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



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

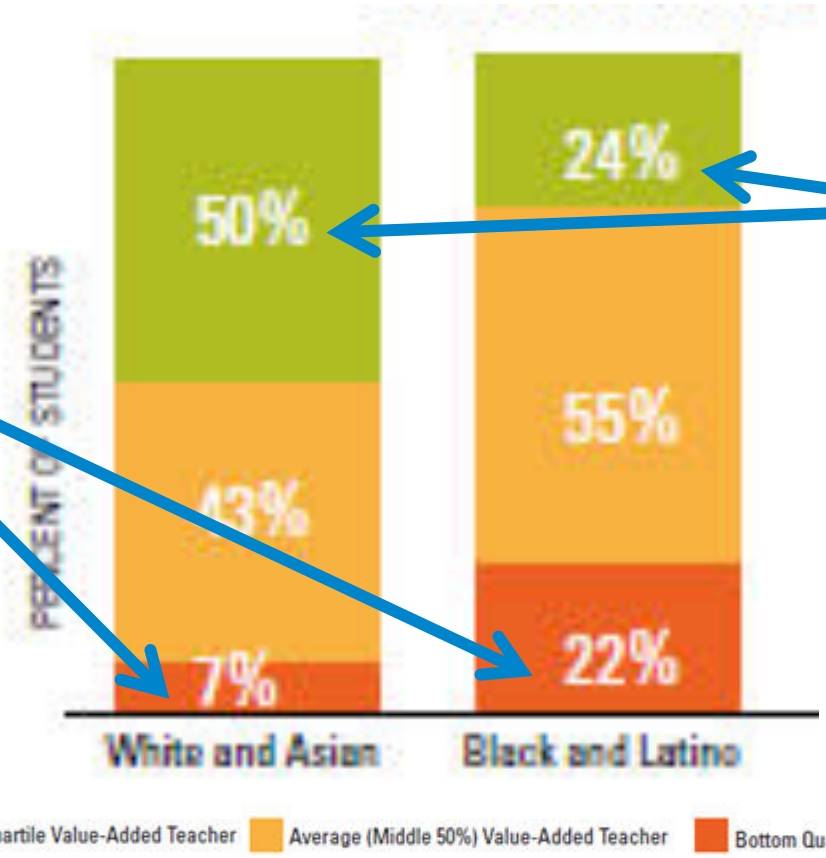
Source: Tennessee Department of Education 2007. "Tennessee's Most Effective Teachers: Are they assigned to the schools that need them most?" http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf.

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

Latino and black students are:

3X as likely to get low-effectiveness teachers

READING/LANGUAGE ARTS



½ as likely to get highly effective teachers

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

The results are devastating.

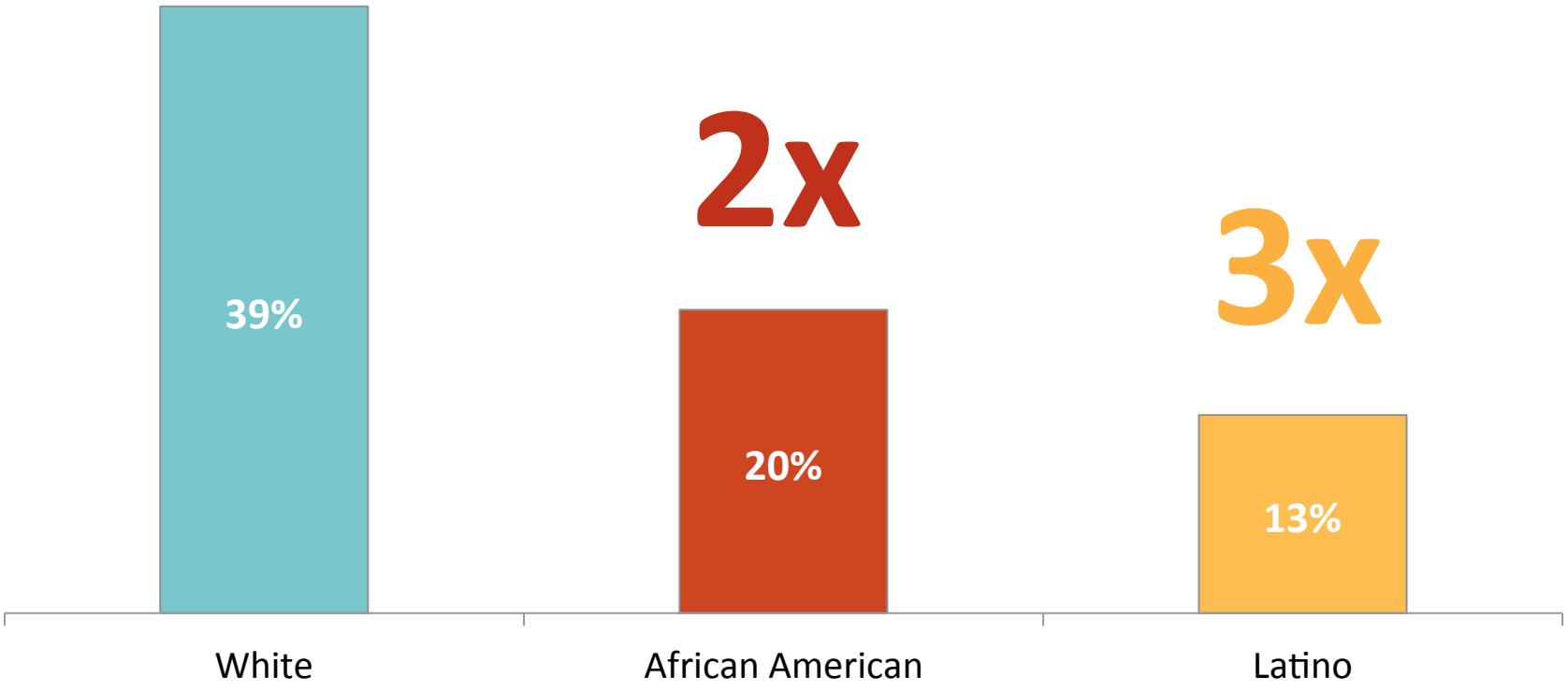
Kids who come in a little behind,
leave a **lot** behind.

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

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

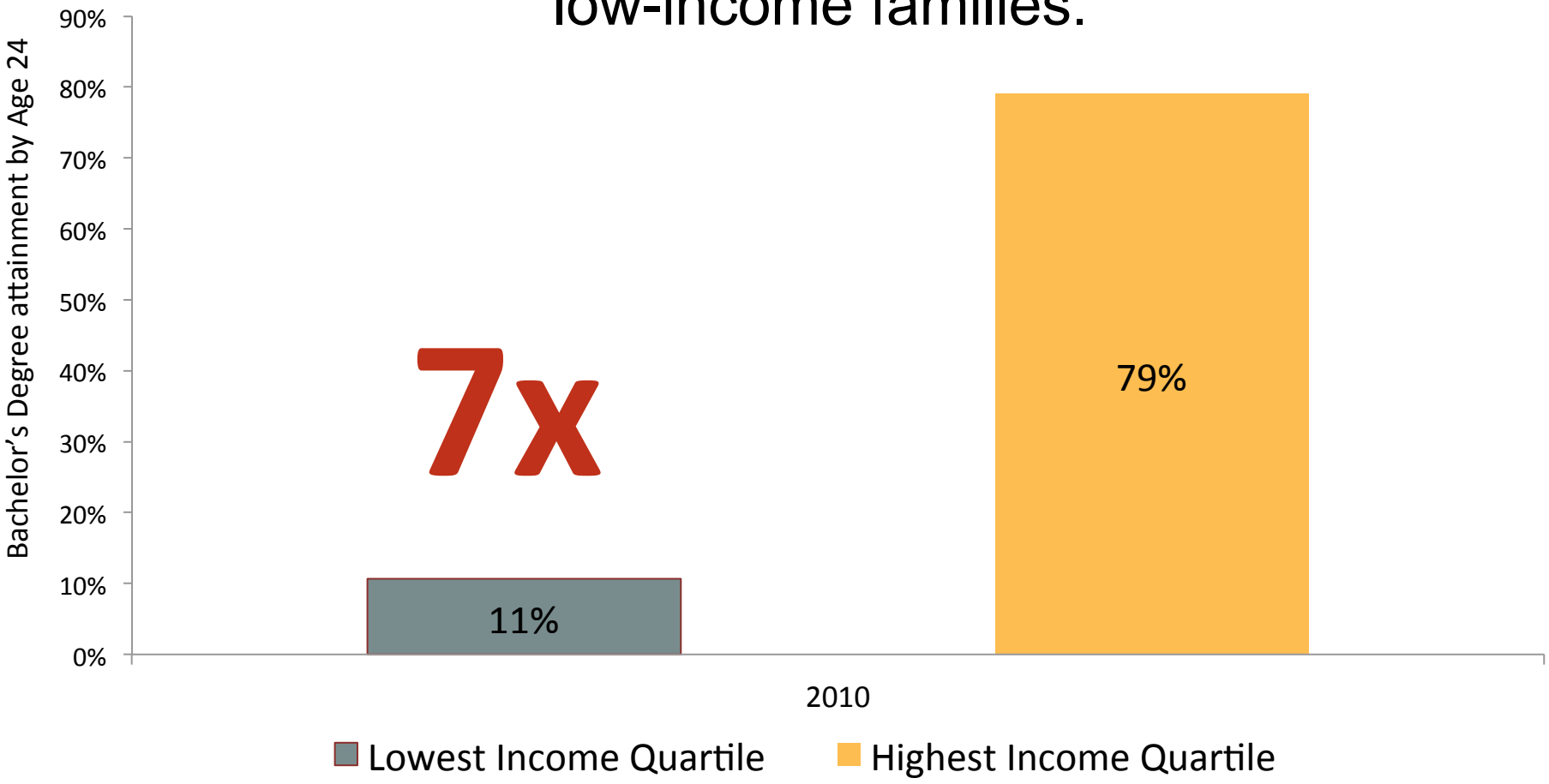
Whites attain bachelor's degrees at twice the rate of blacks and three times the rate of Hispanics.

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



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

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



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

These rates threaten the health of our democracy.

But even for those who don't care much about that, the rates are particularly worrisome, given which groups are growing — and which aren't.

What Can We Do?

An awful lot of Americans have decided that we can't do much.

What We Hear Many Educators Say:

- They're poor
- Their parents don't care
- They come to schools without breakfast
- Not enough books
- Not enough parents

Source: N/A

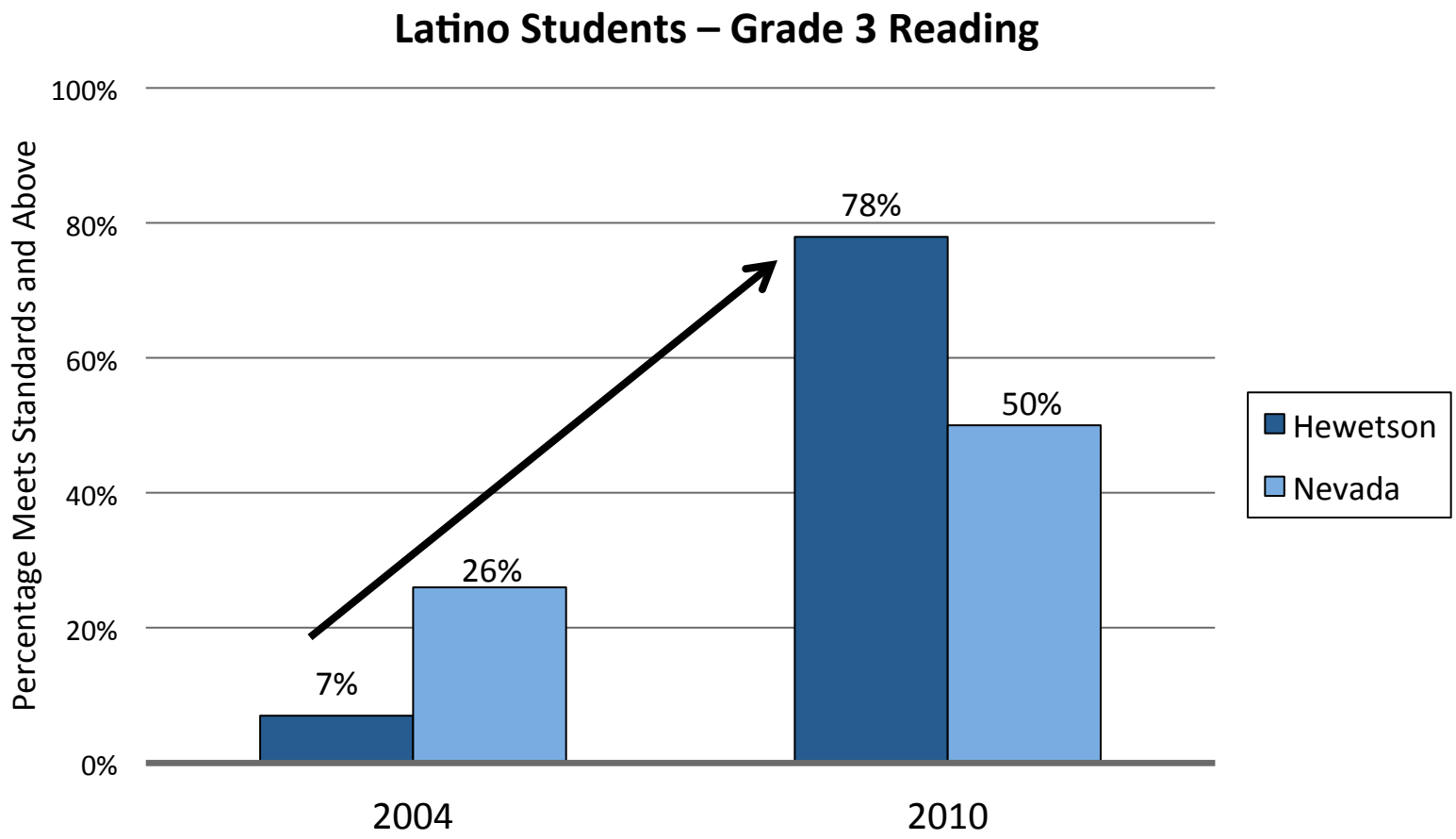
But if they are right, why are low-income students and students of color performing so much higher in some schools…

Halle Hewetson Elementary School
Las Vegas, NV

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

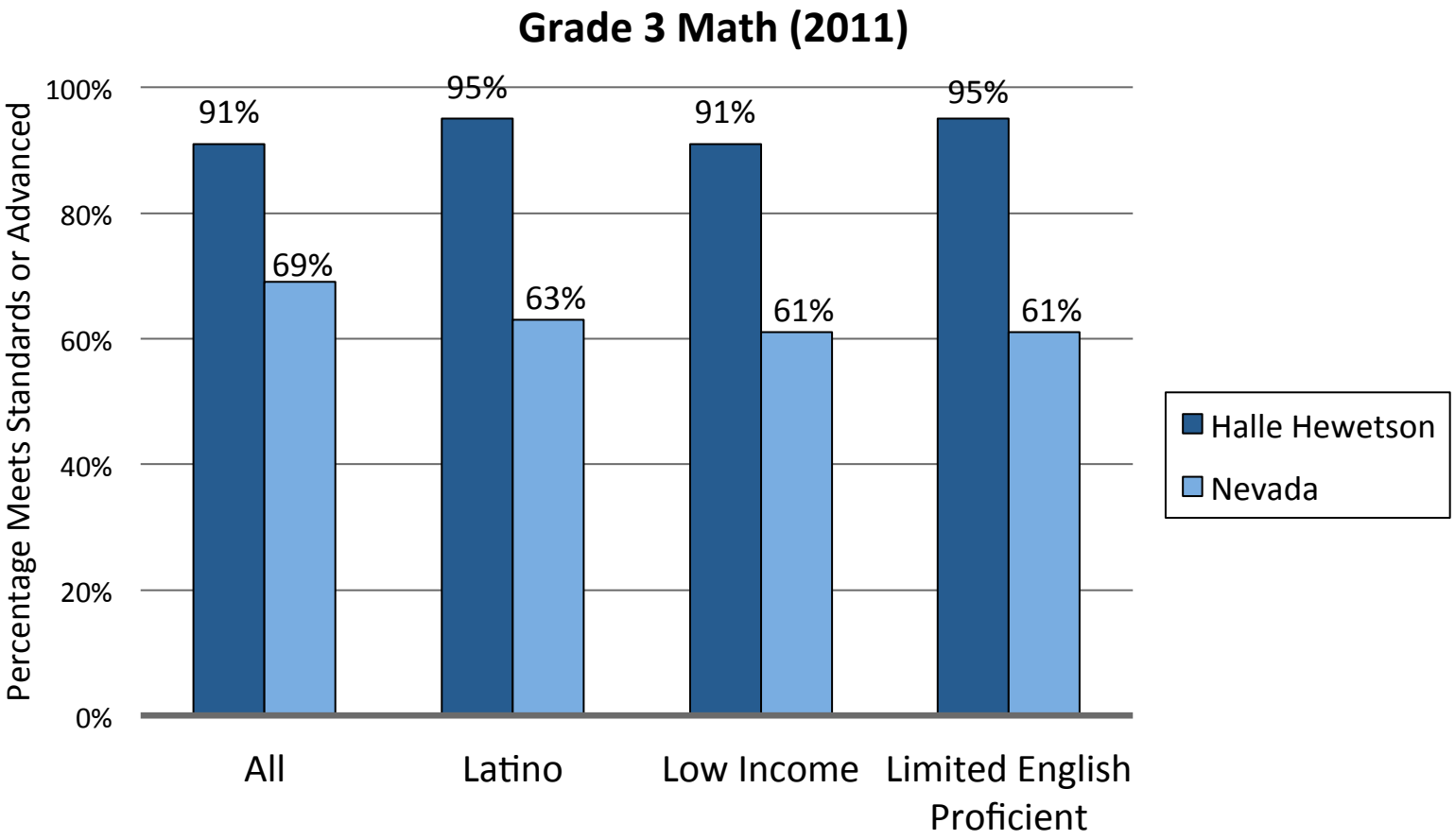
Note: Data are for 2010-2011 school year
Source: Nevada Department of Education

Big Improvement at Halle Hewetson Elementary



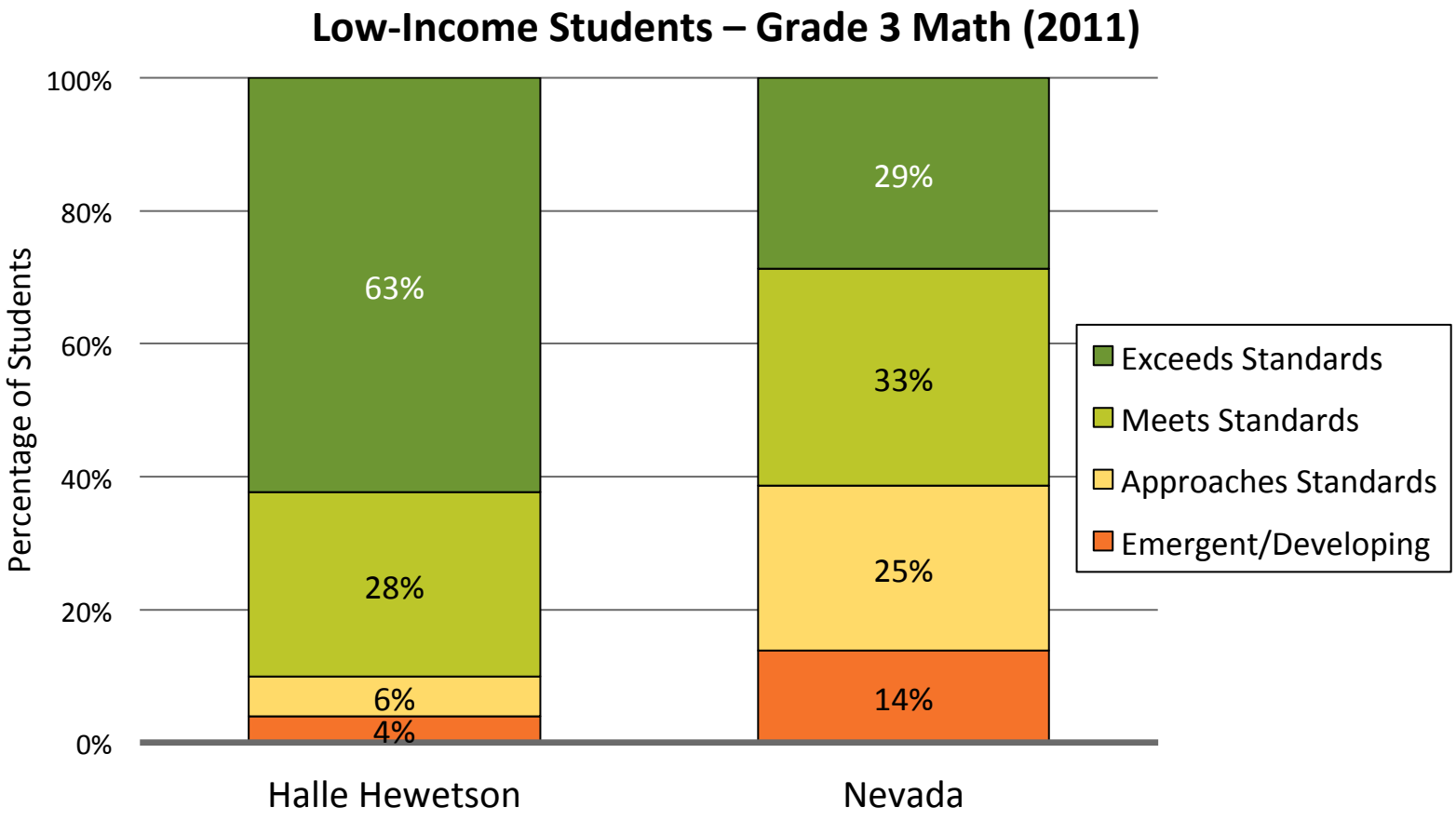
Source: Nevada Department of Education

High Performance Across Groups at Halle Hewetson Elementary



Source: Nevada Department of Education

Exceeding Standards at Halle Hewetson Elementary



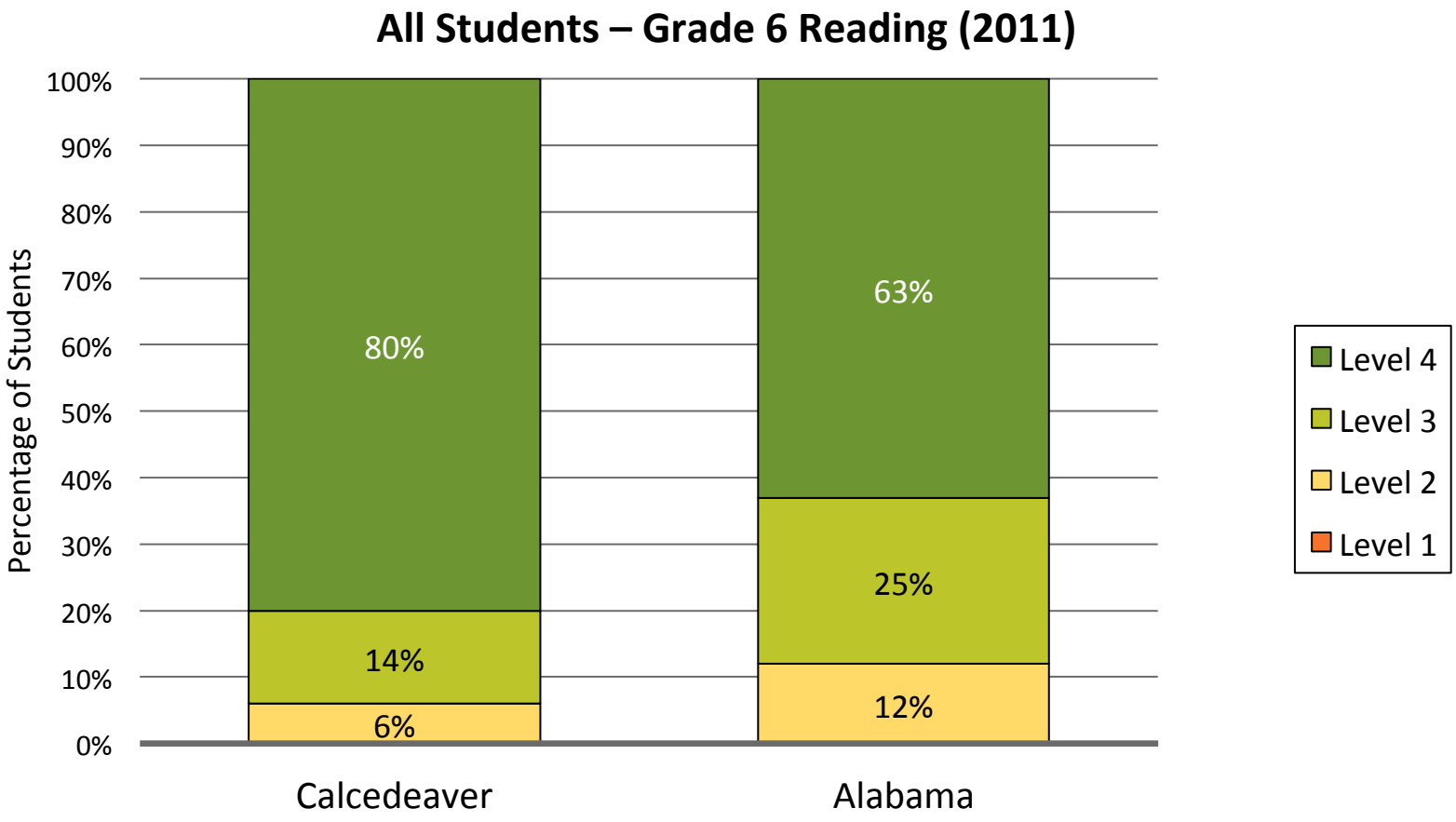
Source: Nevada Department of Education

Calcedeaver Elementary School
Mount Vernon, AL

- 262 students in grades K – 6
  - 81% American Indian
  - 16% white
- 80% Low Income

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

Outperforming the State at Calcedeaver Elementary



Source: Alabama State Department of Education

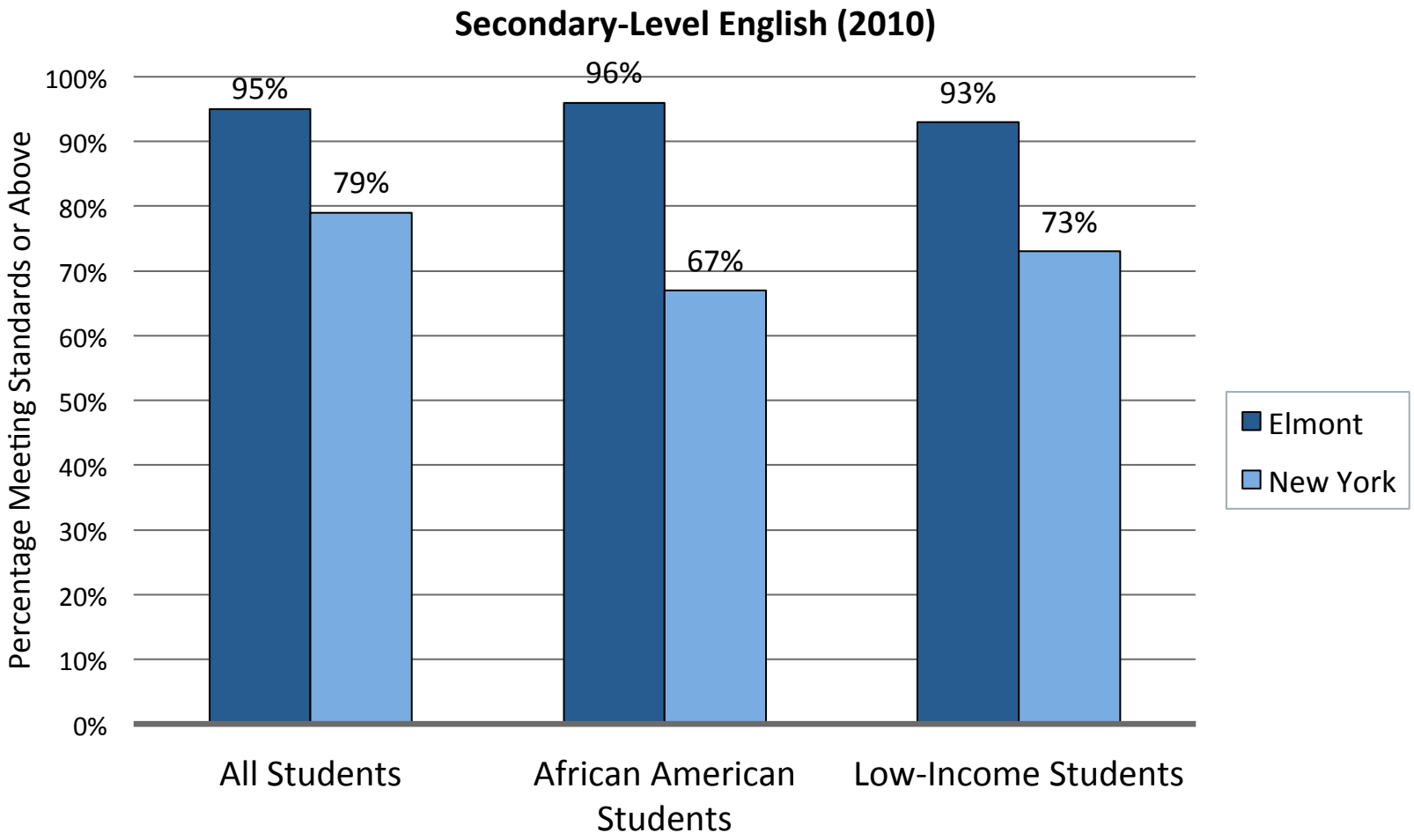
Elmont Memorial Junior-Senior High

Elmont, New York

- 1,895 students in grades 7-12
  - 77% African American
  - 13% Latino
- 25% Low-Income

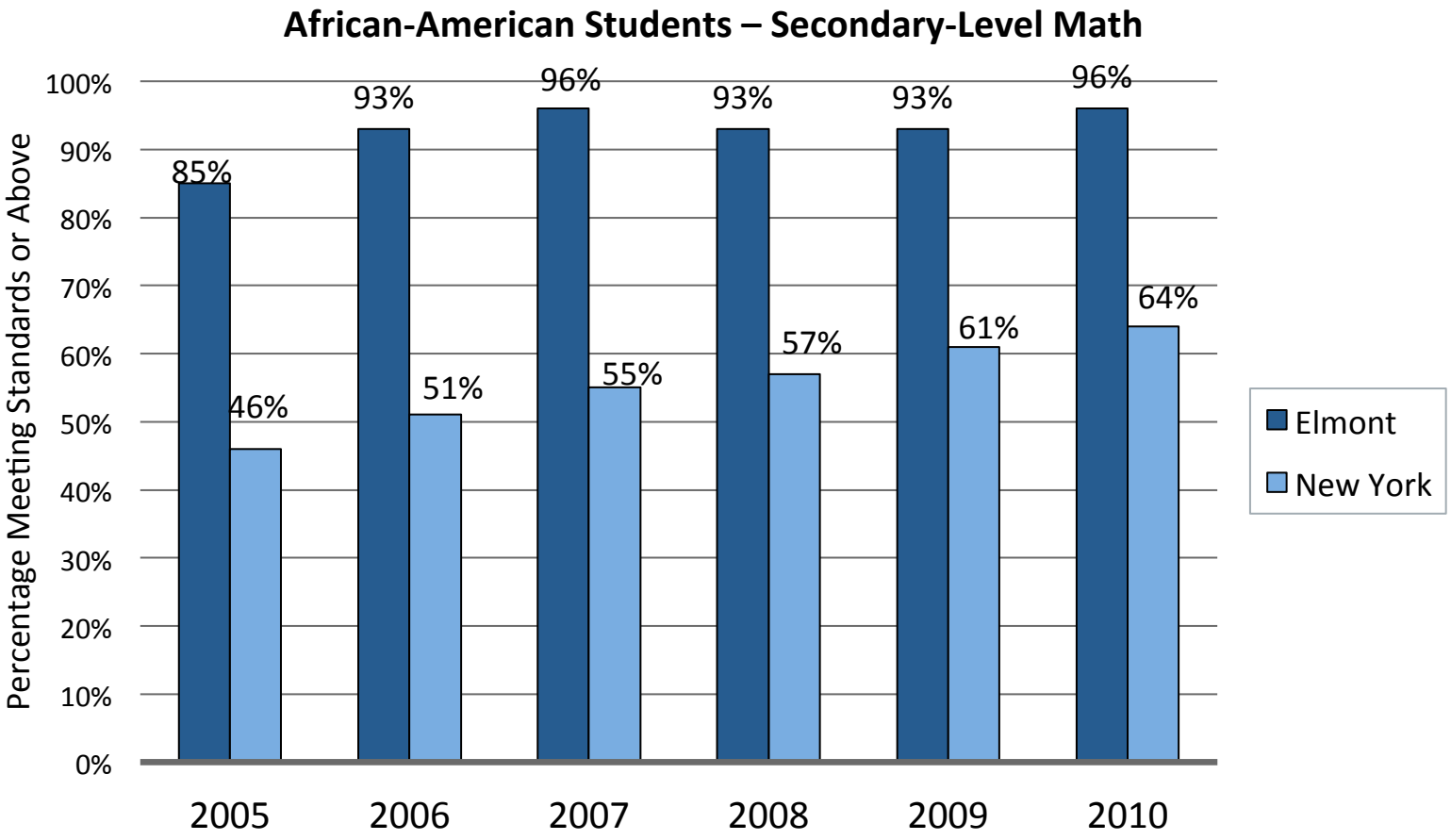
Source: New York Department of Education

Outperforming the State at Elmont



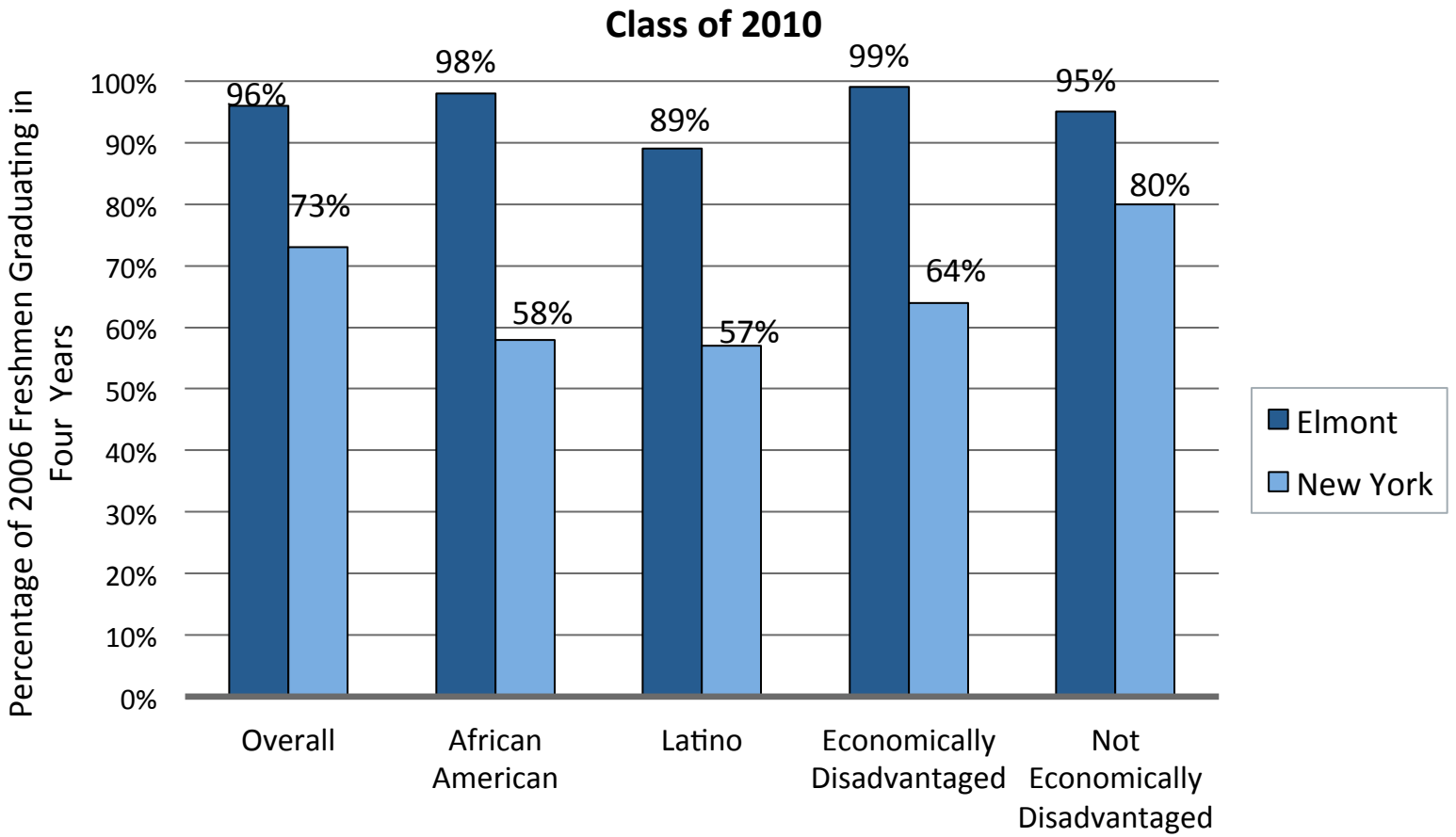
Source: New York State Department of Education

Improvement and High Performance at Elmont Memorial Junior-Senior High

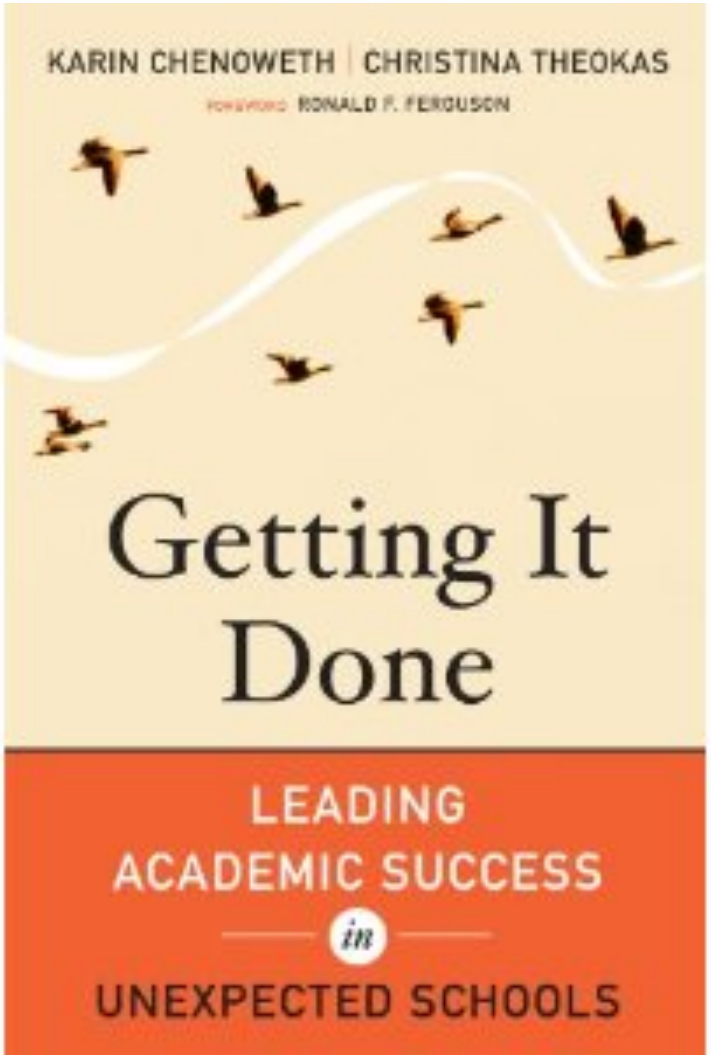


Source: New York State Department of Education

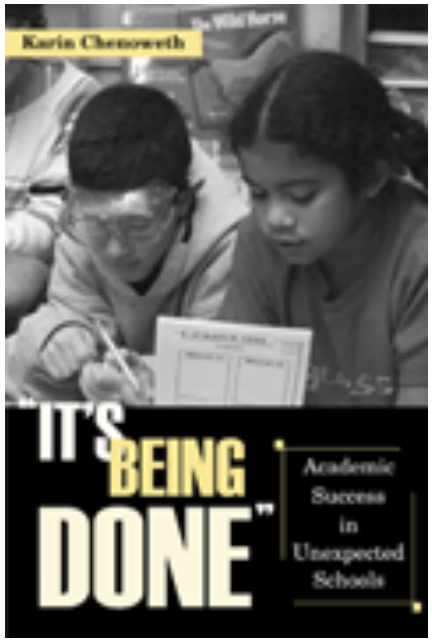
High Graduation Rates at Elmont Memorial High School

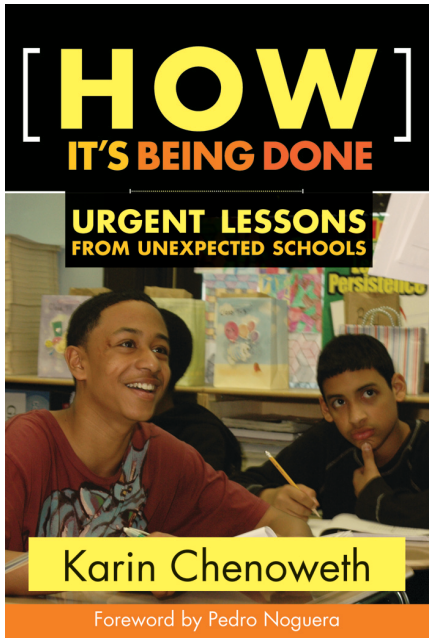


Source: New York State Department of Education



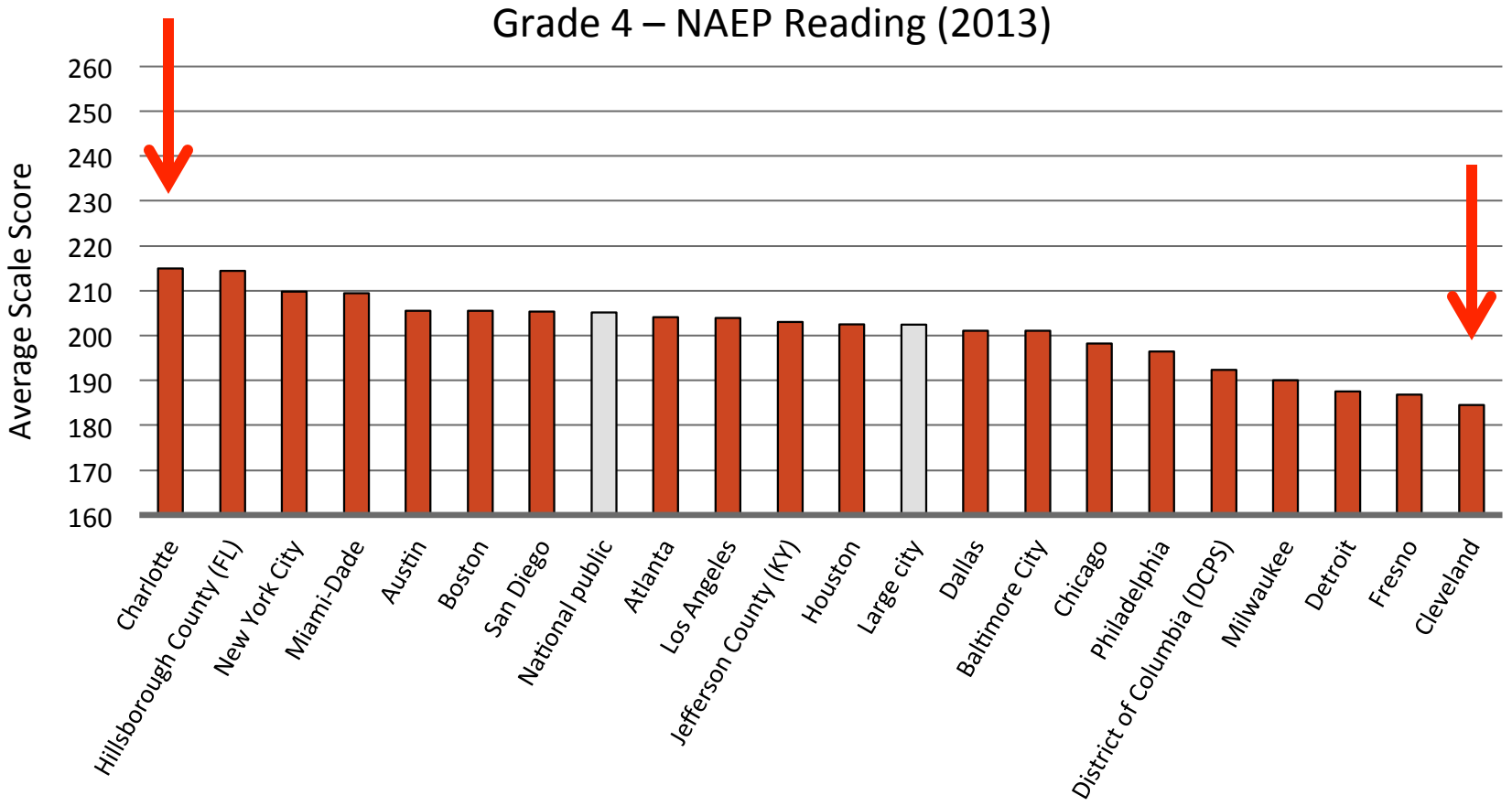
Available from
Harvard Education Press
and amazon.com





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

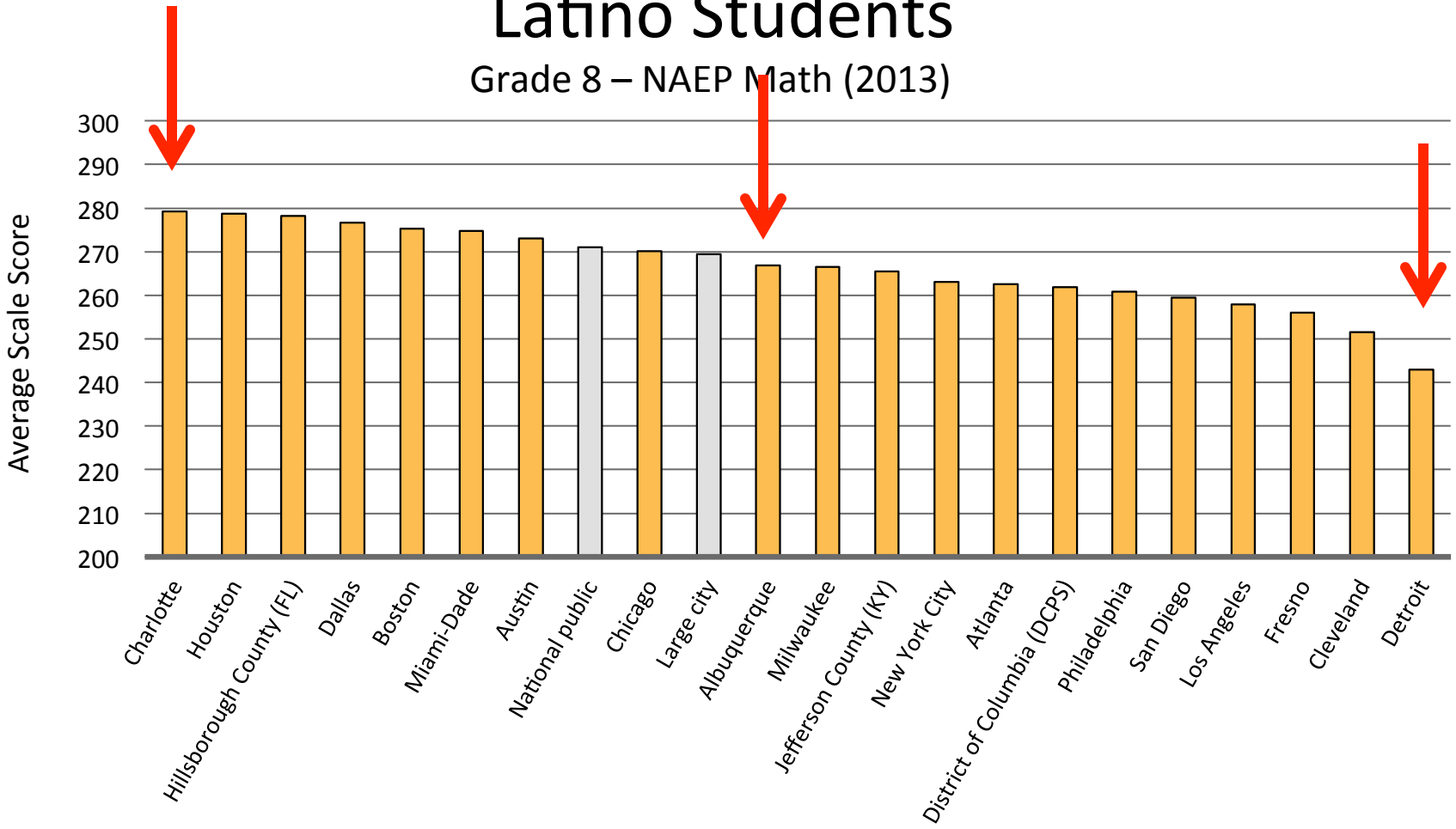
Average Scale Scores, by District
African American Students



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

Source: NAEP Data Explorer, NCES

Average Scale Scores, by District Latino Students

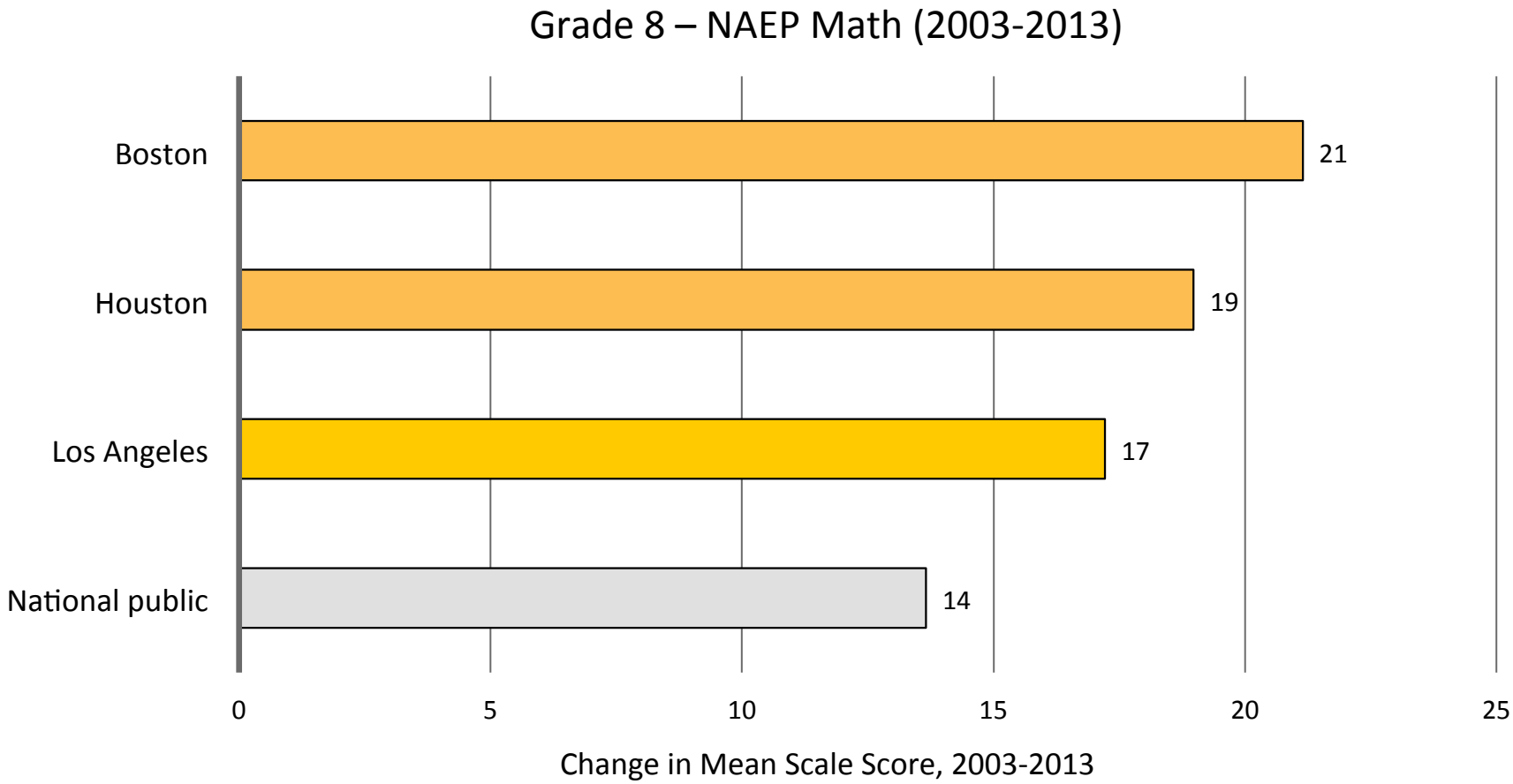


Note: Basic Scale Score = 262; Proficient Scale Score = 299

Source: NAEP Data Explorer, NCES

Big differences in improvement, too.

In Boston and Houston, low-income Latino students made far faster progress between 2003 and 2013 than the country as a whole

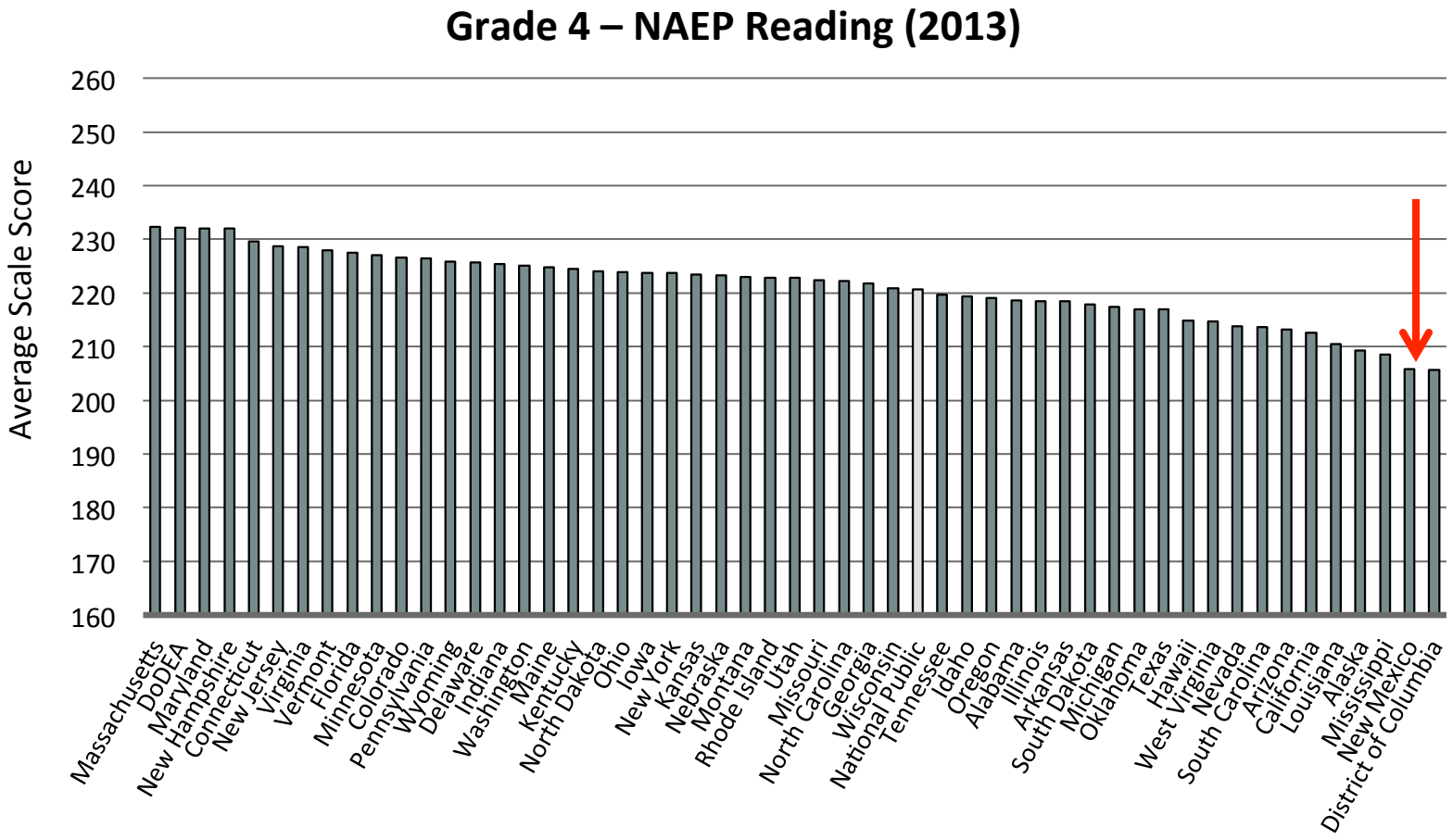


Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2003 and 2013 NAEP TUDA administrations .
Source: NCES, NAEP Data Explorer

Bottom Line:
At Every Level of Education, What We Do Matters!

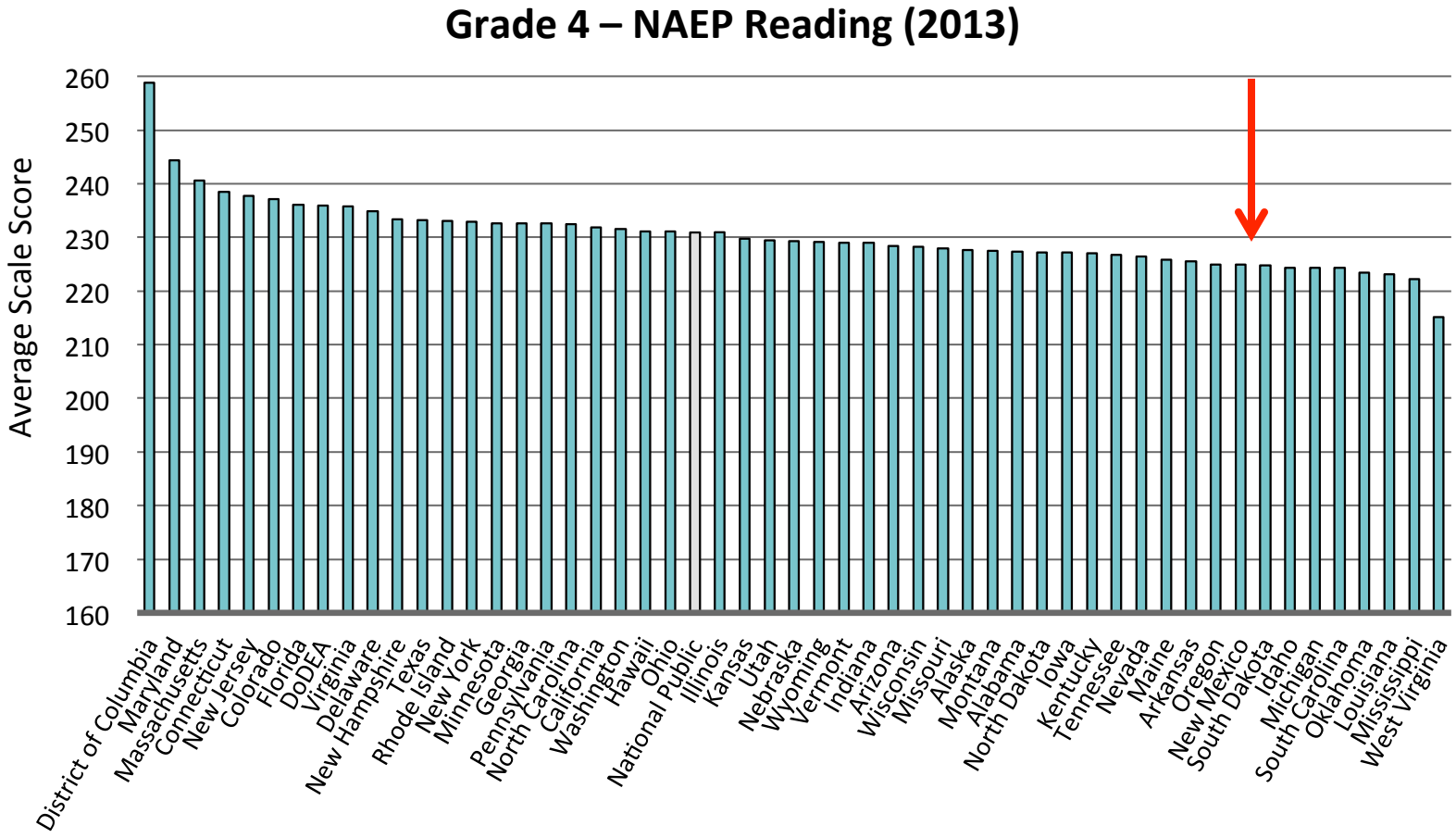
What do the data tell us about New Mexico?

Scale Scores by State – All Students



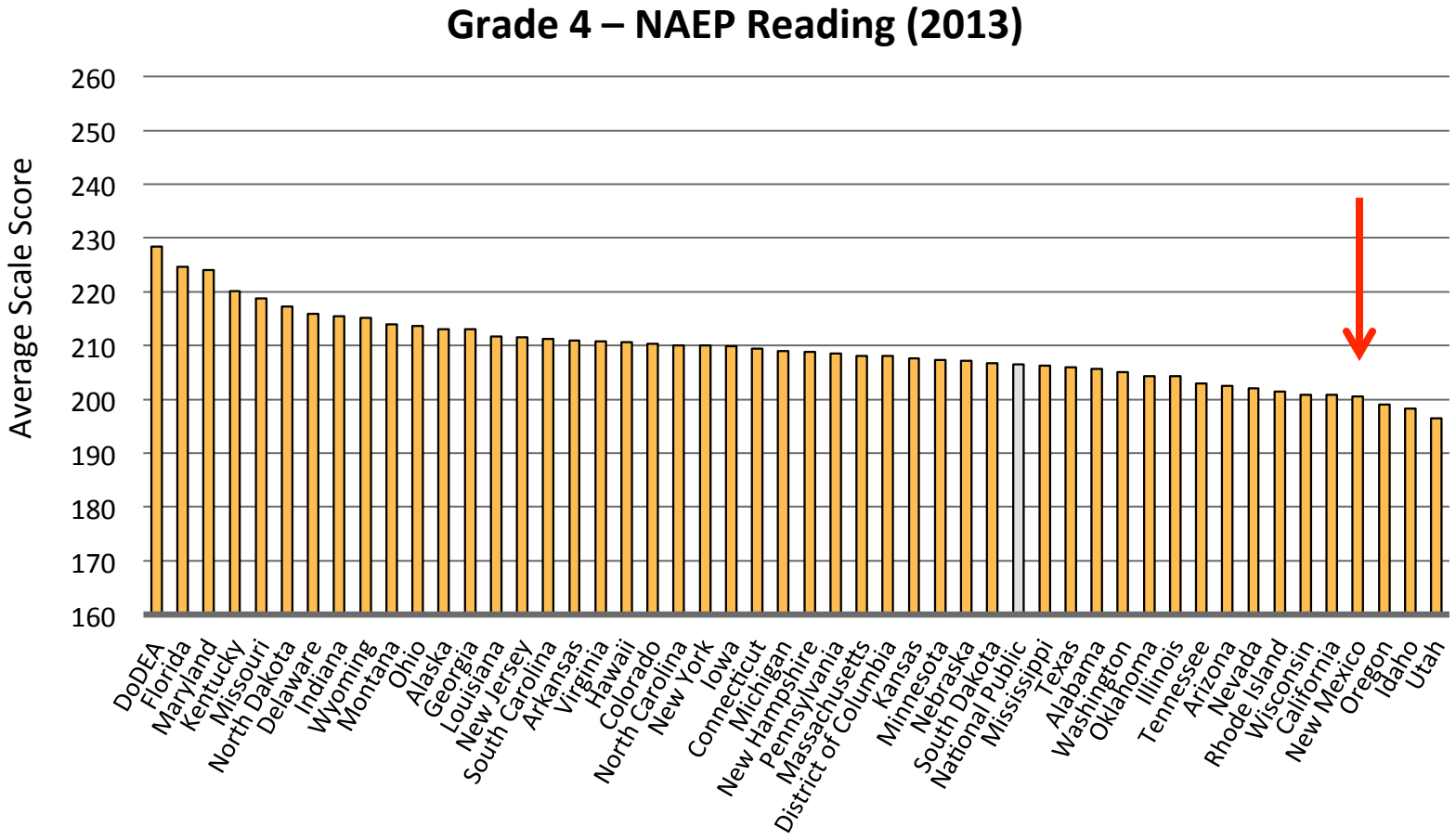
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

Scale Scores by State – White Students



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

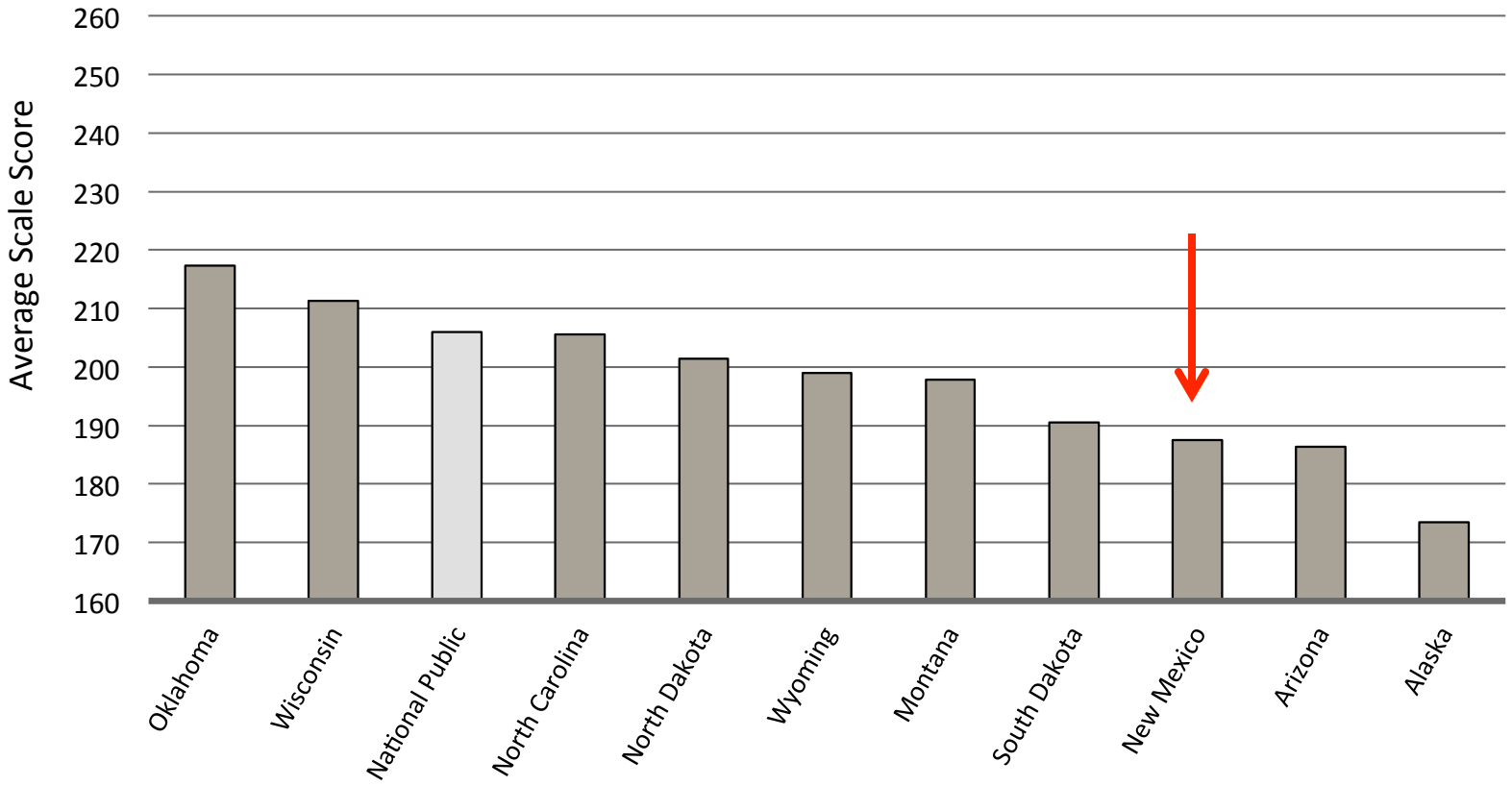
Scale Scores by State – Latino Students



- NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

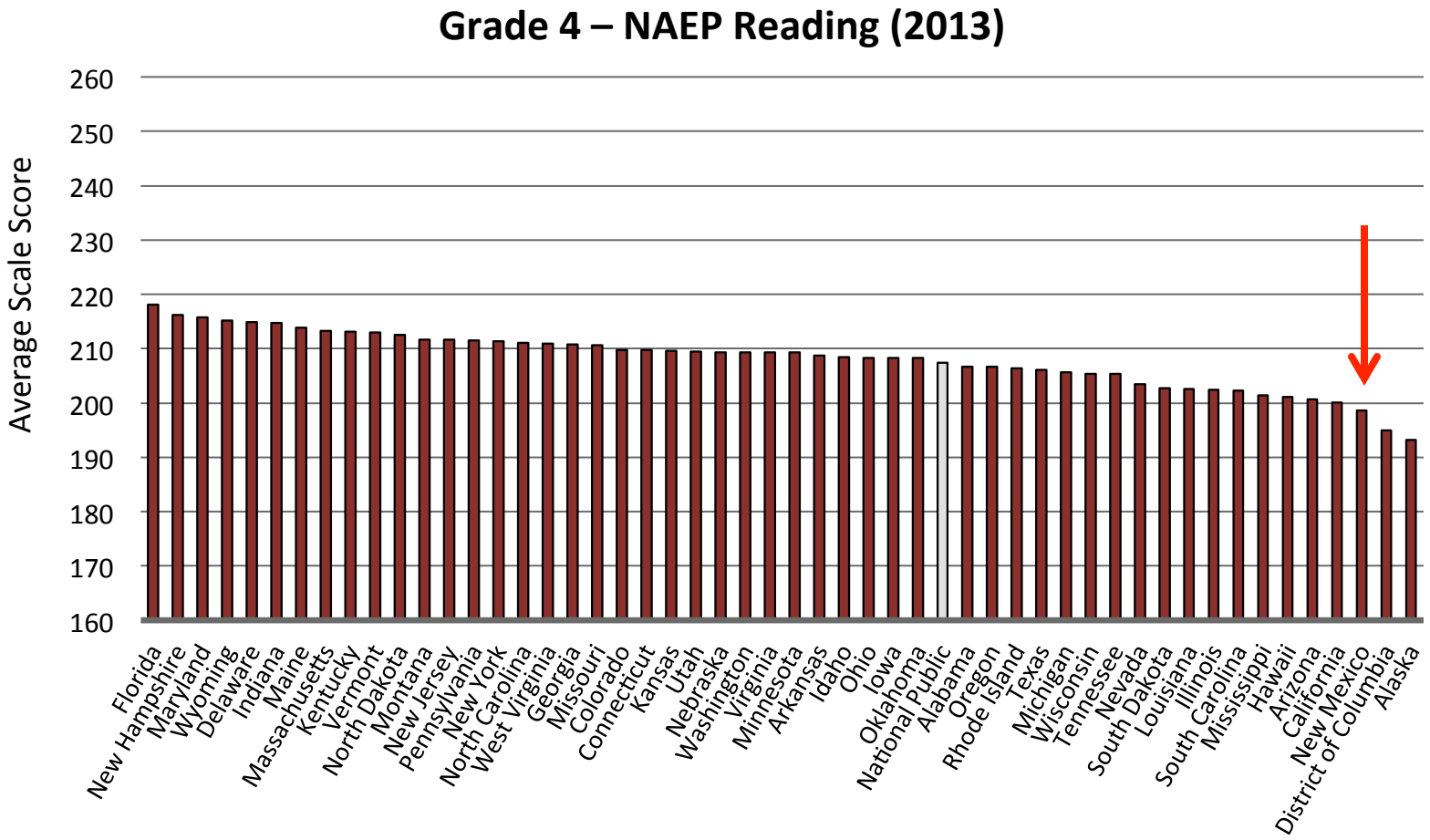
Scale Scores by State – American Indian/Alaska Native Students

Grade 4 – NAEP Reading (2013)



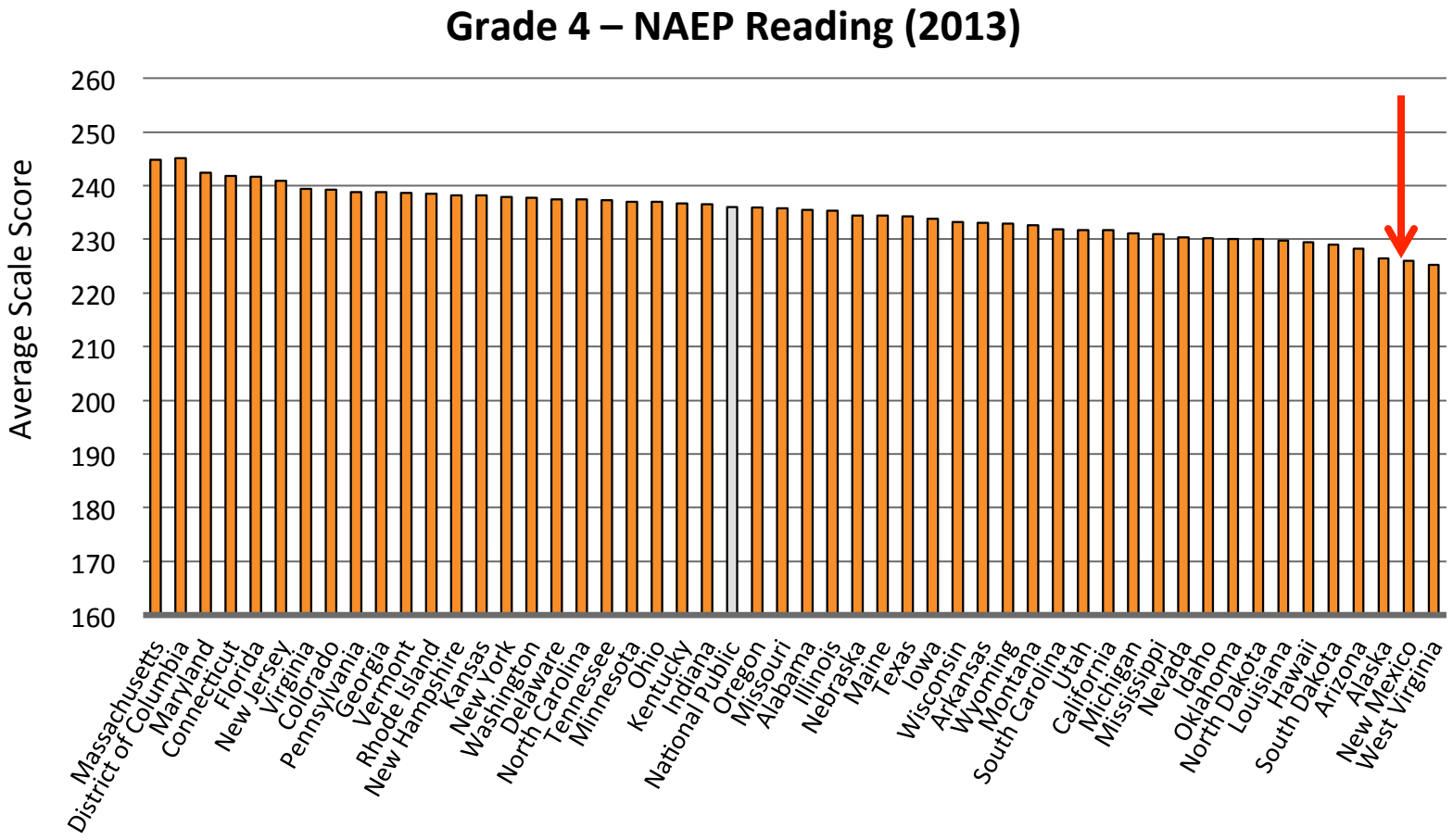
- NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

Scale Scores by State – Low-Income Students



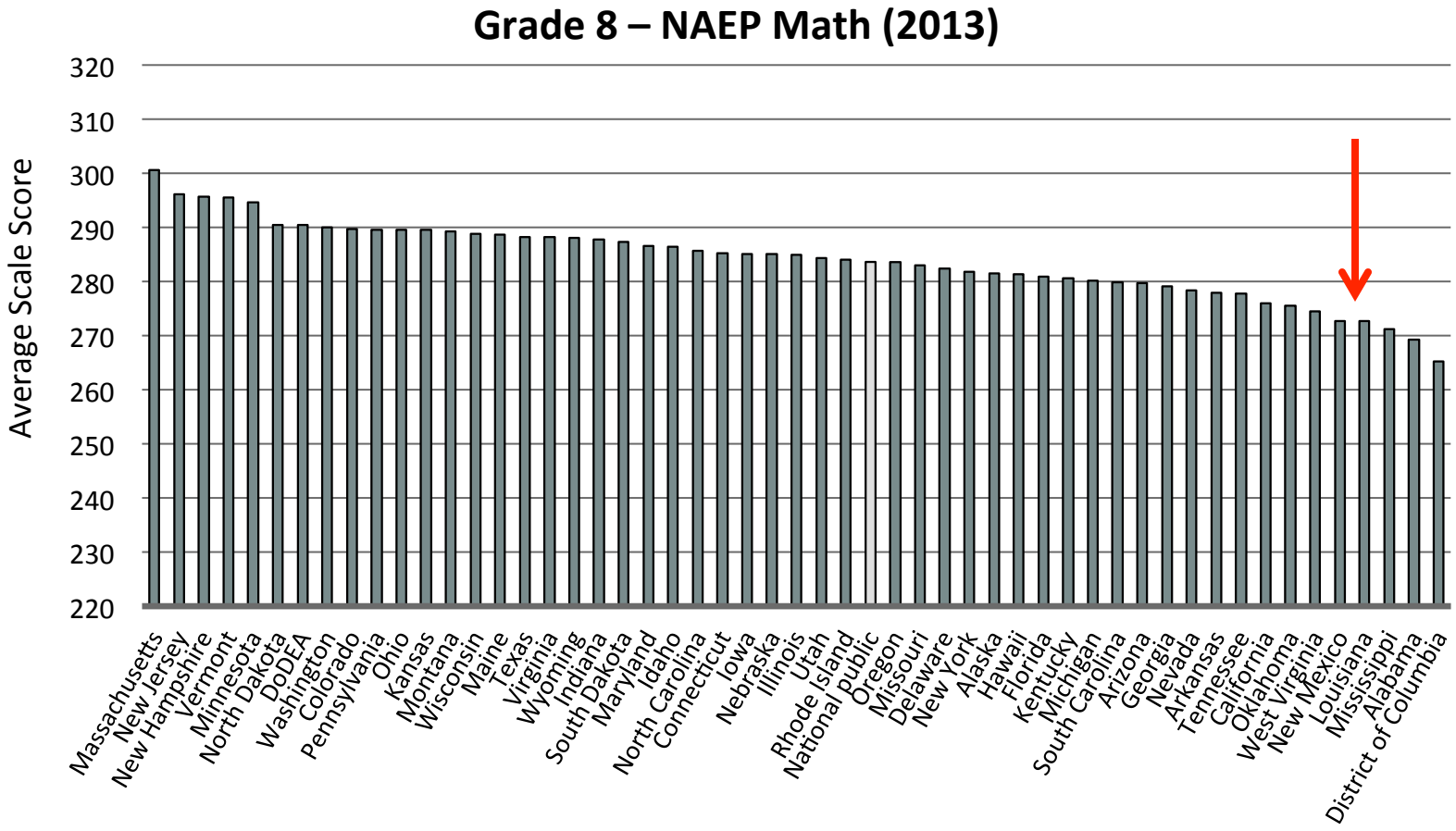
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

Scale Scores by State – Higher Income Students



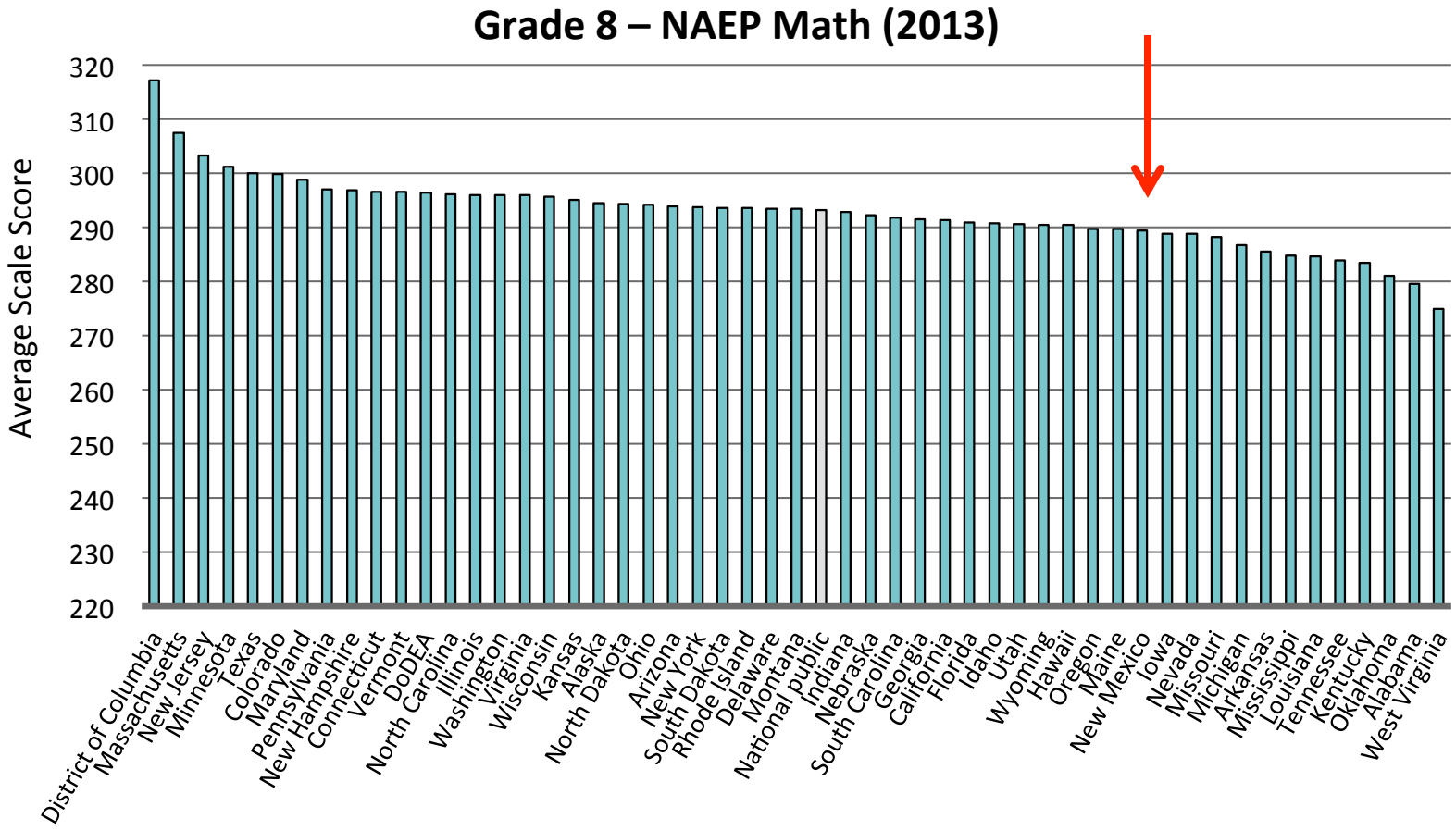
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

Scale Scores by State – All Students



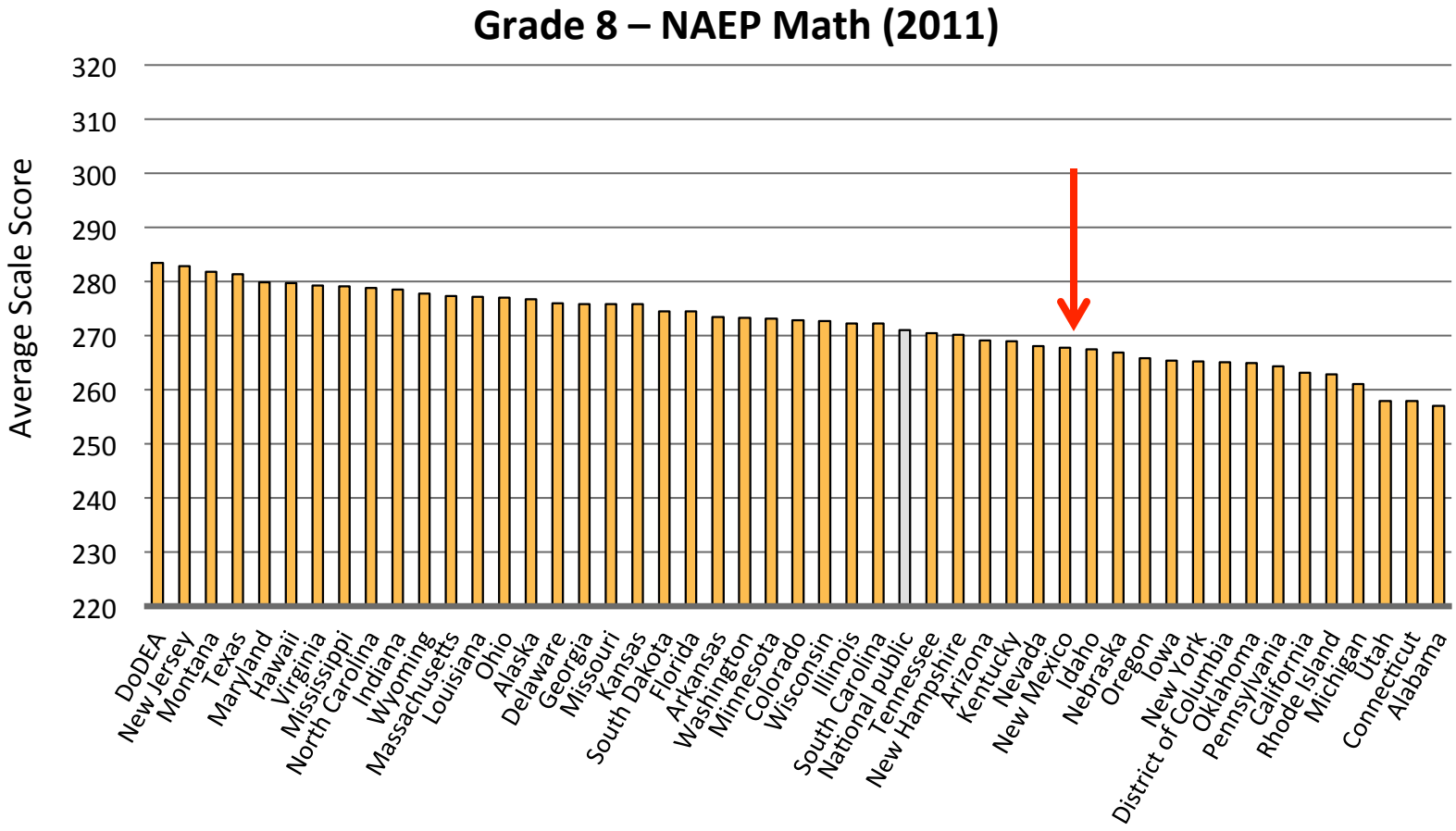
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Scale Scores by State – White Students



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

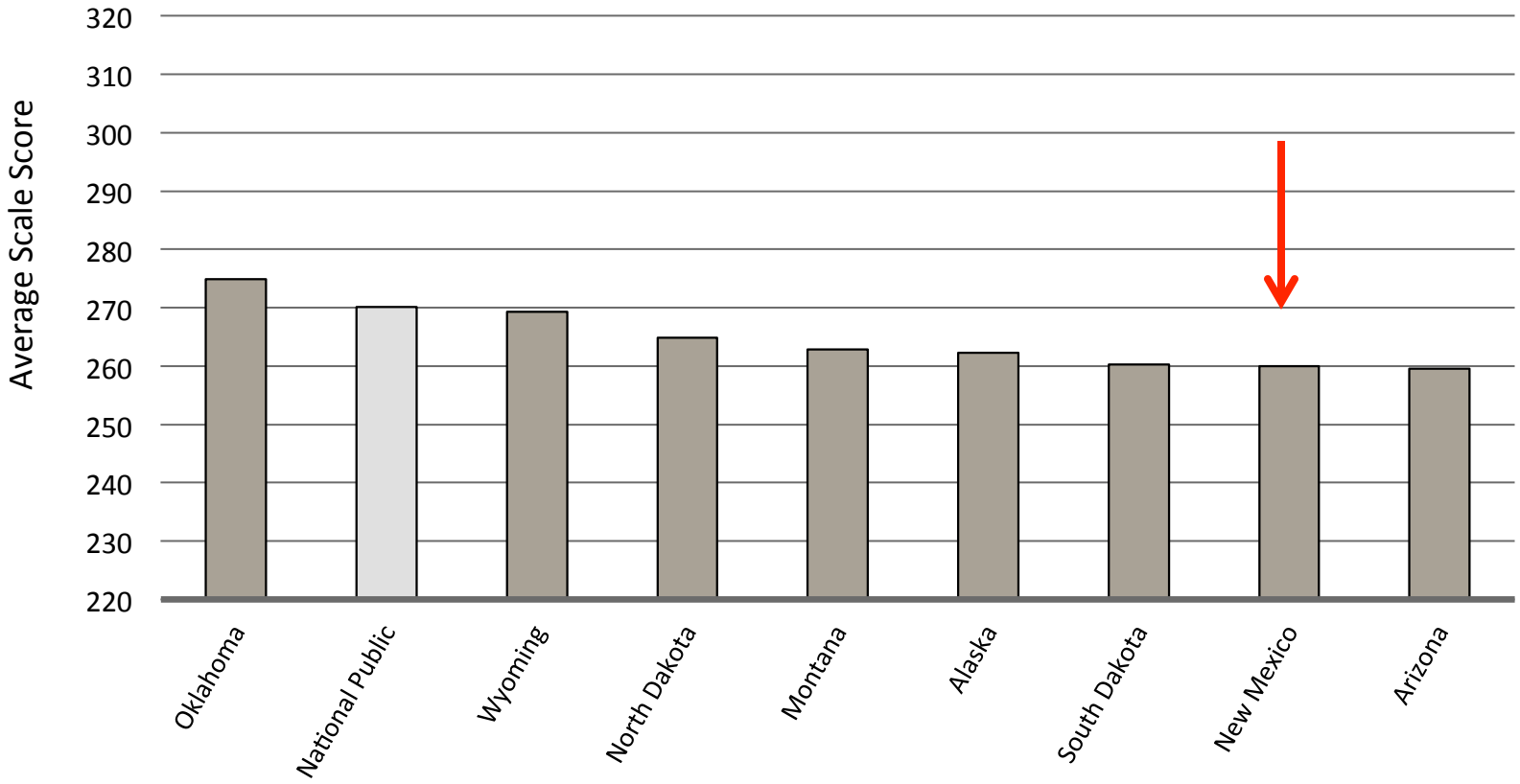
Scale Scores by State – Latino Students



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

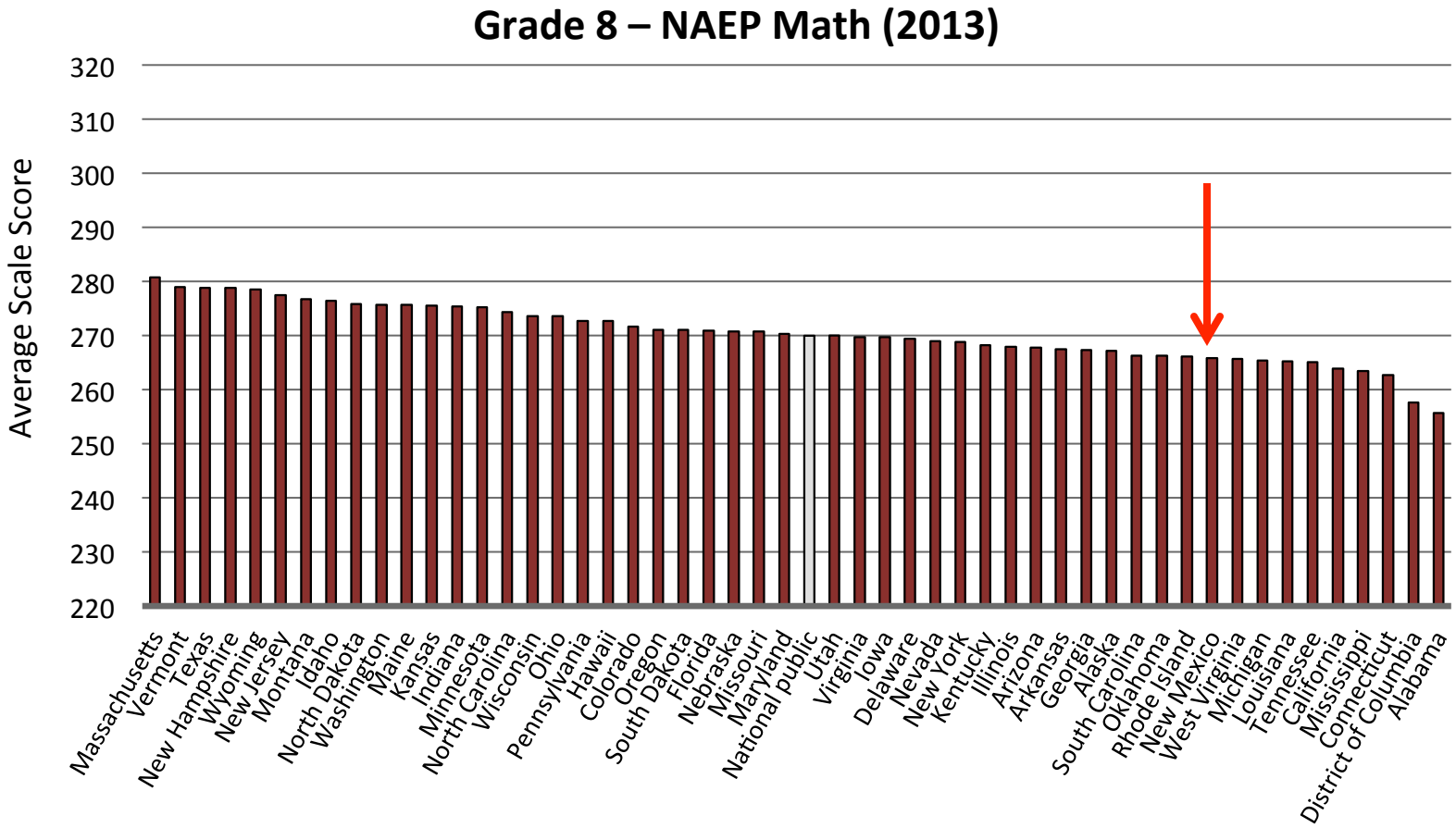
Scale Scores by State – American Indian/Alaska Native Students

Grade 8 – NAEP Math (2013)



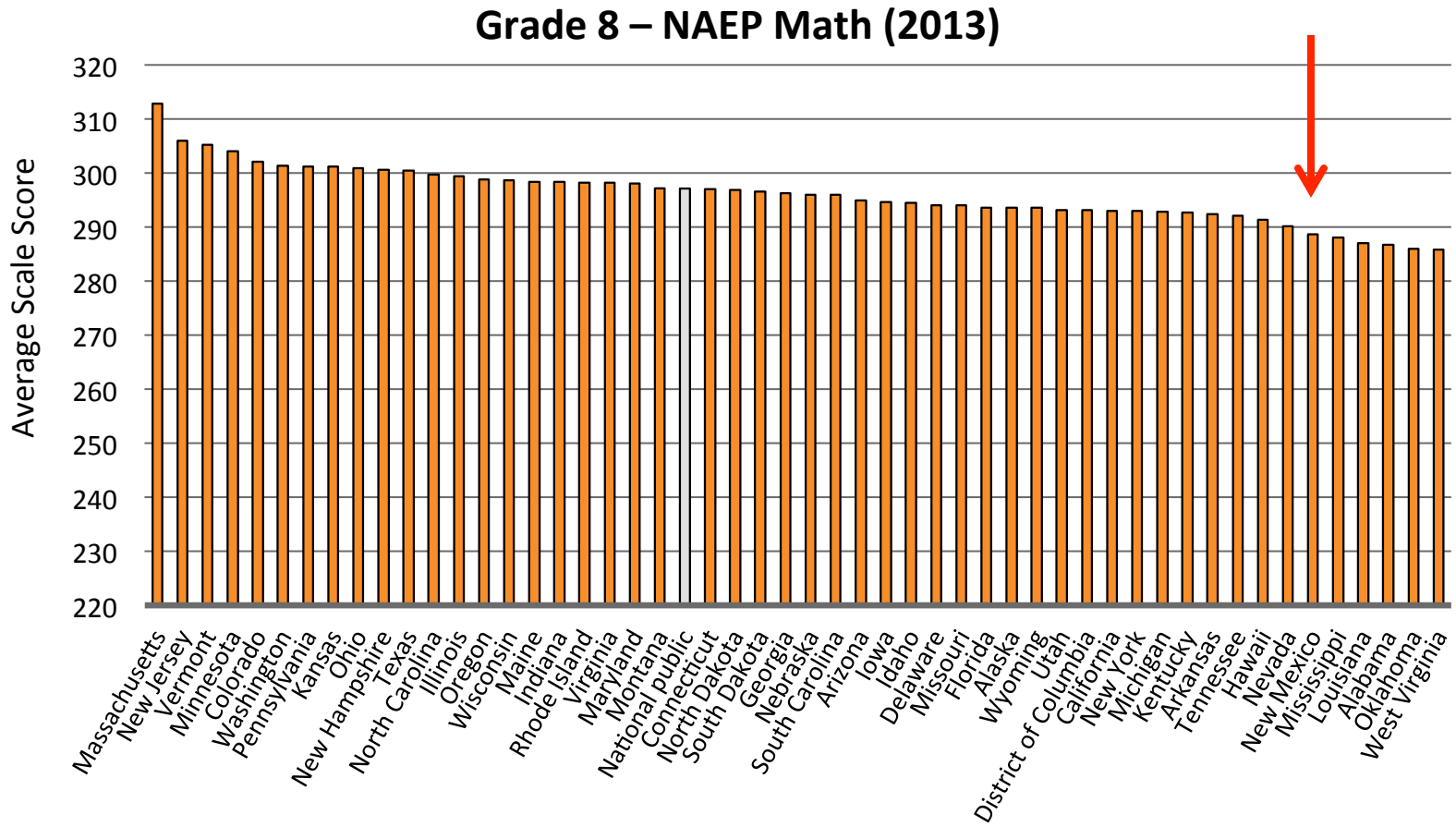
- NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Scale Scores by State – Low-Income Students



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Scale Scores by State – Higher Income Students



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

Looking at Improvement

4th Grade Reading Improvement: 2003-13

	Change	Rank
American Indian	+6	3rd
Hispanic	+4	22nd (tied)
White	+3	27th (tied)

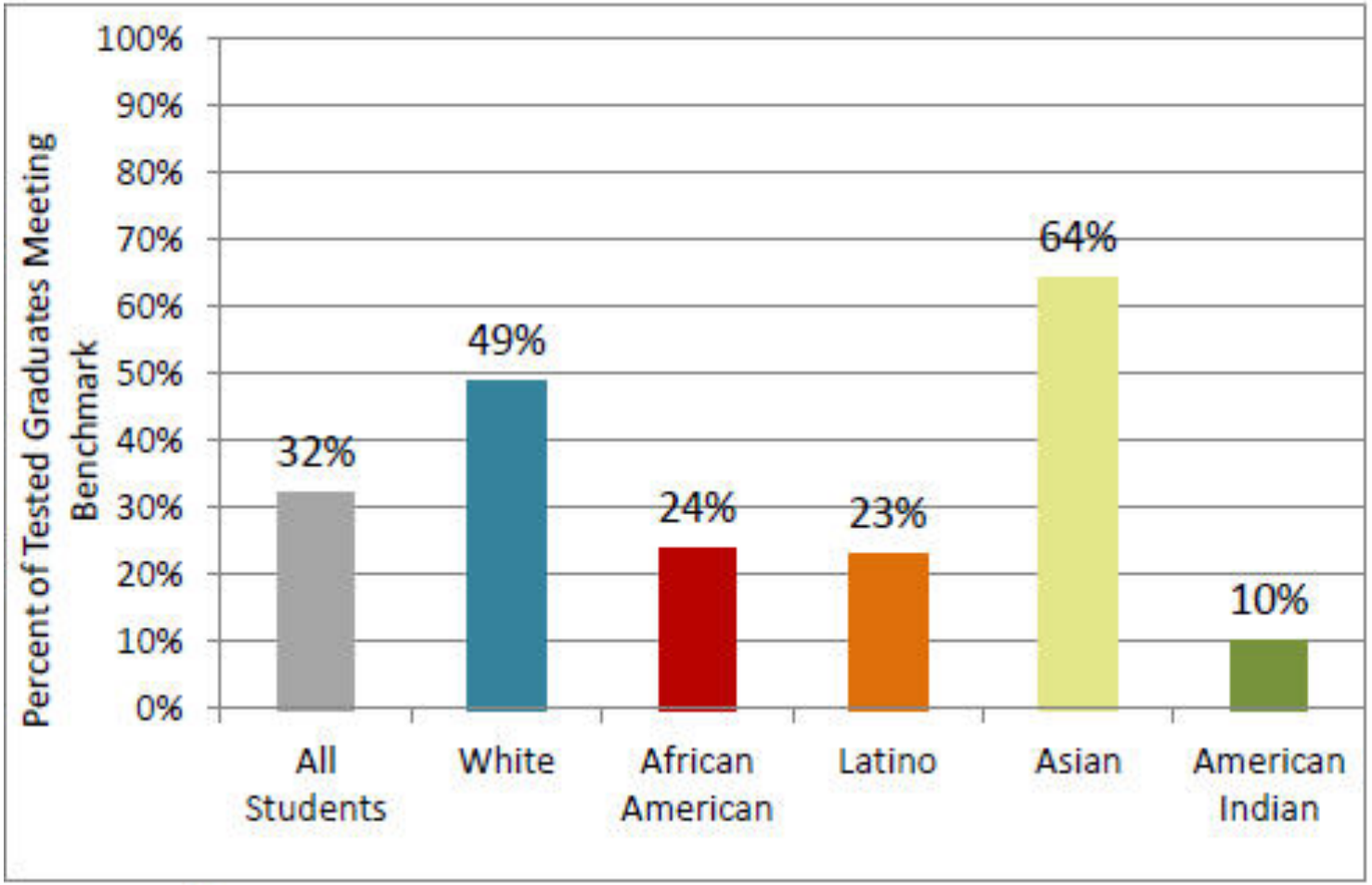
8th Grade Math Improvement: 2003-13

	Change	Rank
American Indian	+15	1
Hispanic	+13	13th (tied)
White	+7	17th (tied)

Readiness for College/Career?

ACT Math: Percent of Test-Takers Meeting the College Readiness Benchmark, by Race/Ethnicity

Percent of all graduates tested: 72

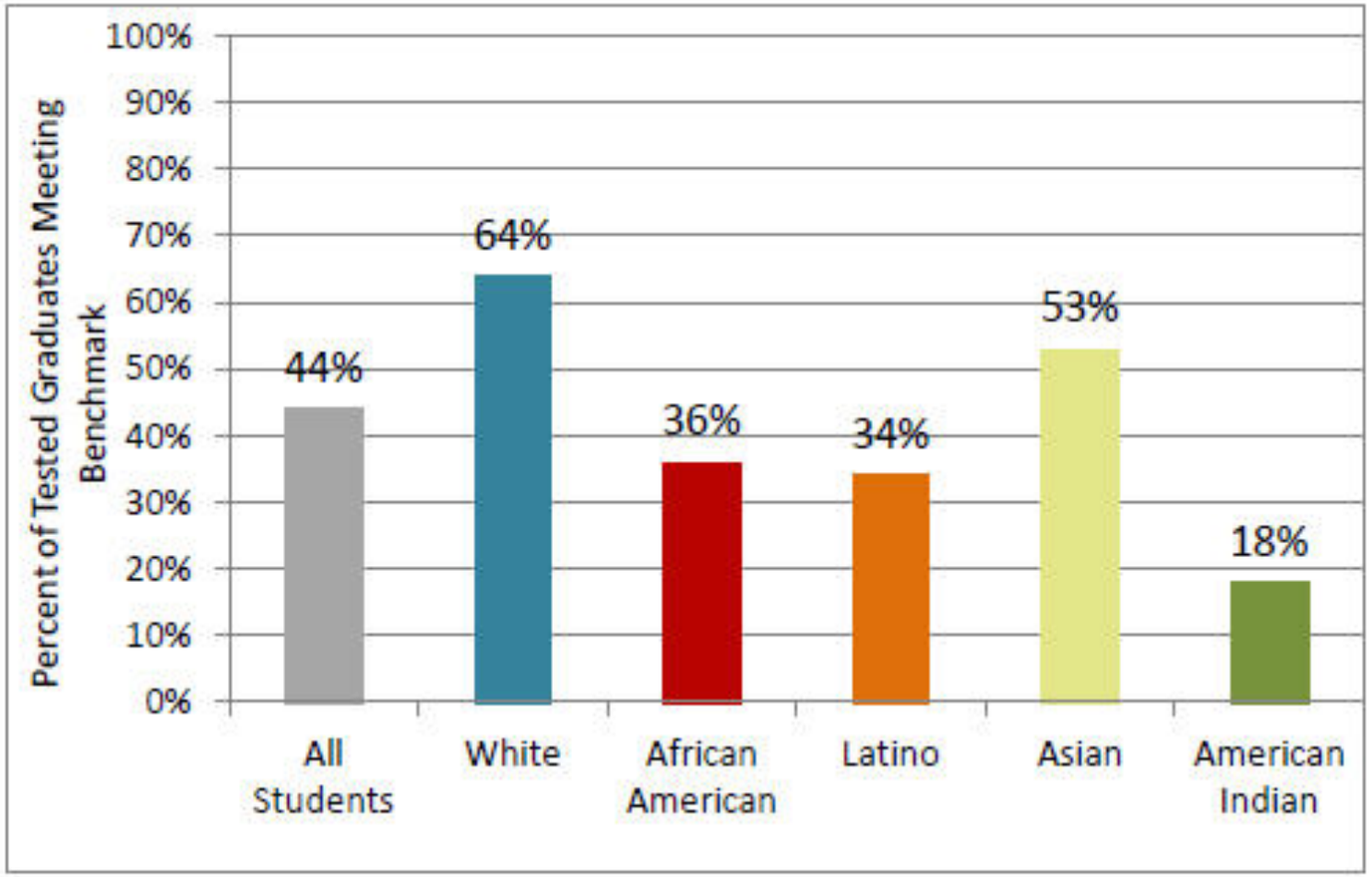


Data are for 2011.

Source:

ACT Reading: Percent of Test-Takers Meeting the College Readiness Benchmark, by Race/Ethnicity

Percent of all graduates tested: 72

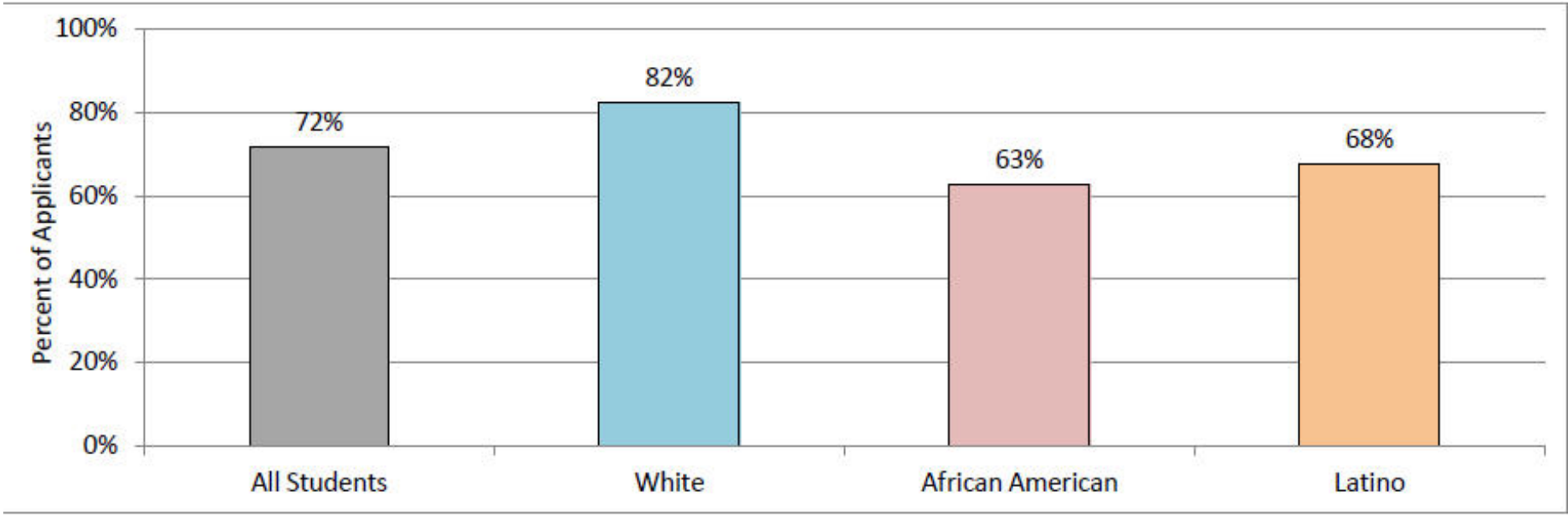


Data are for 2011.

Source:

New Mexico Army Applicants: Too Many Don't Pass Entry Test

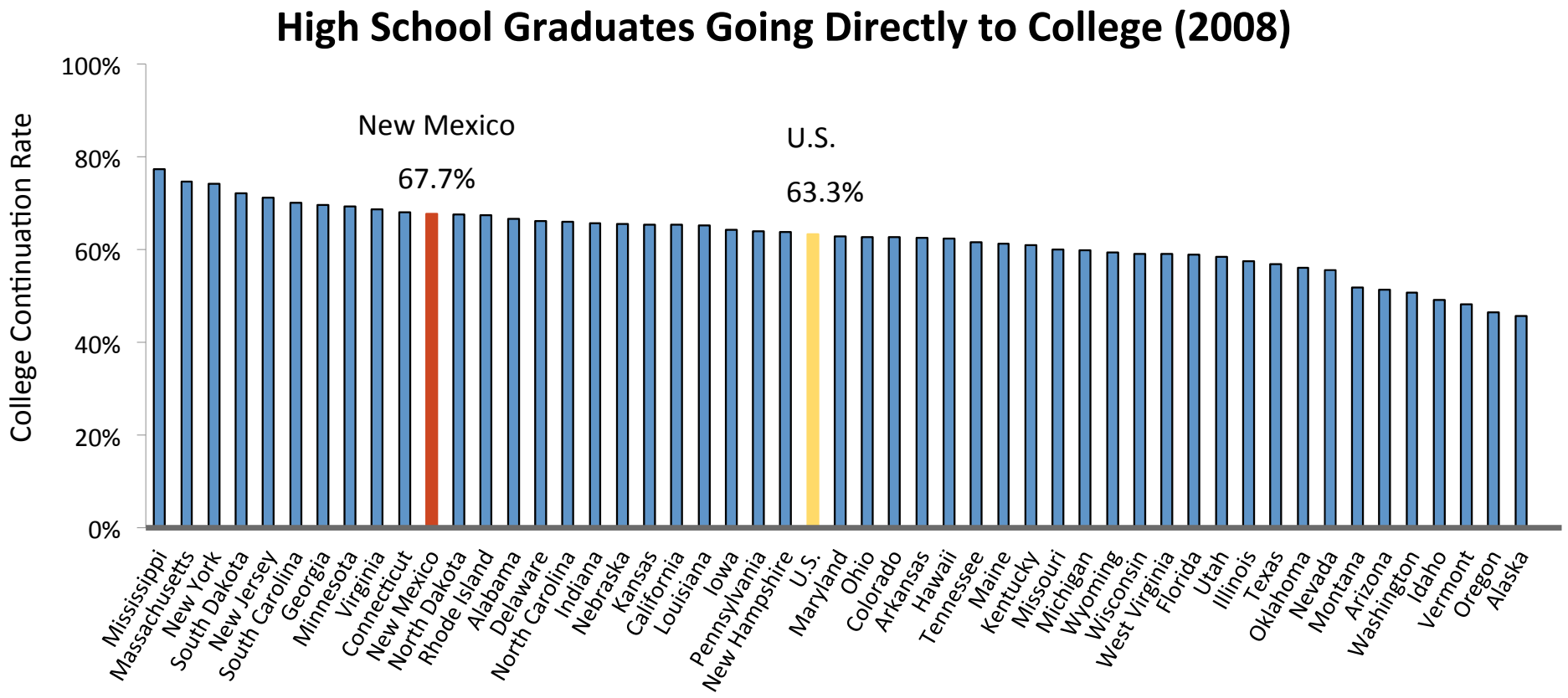
ASVB Pass Rates: 2005-2009



Source:

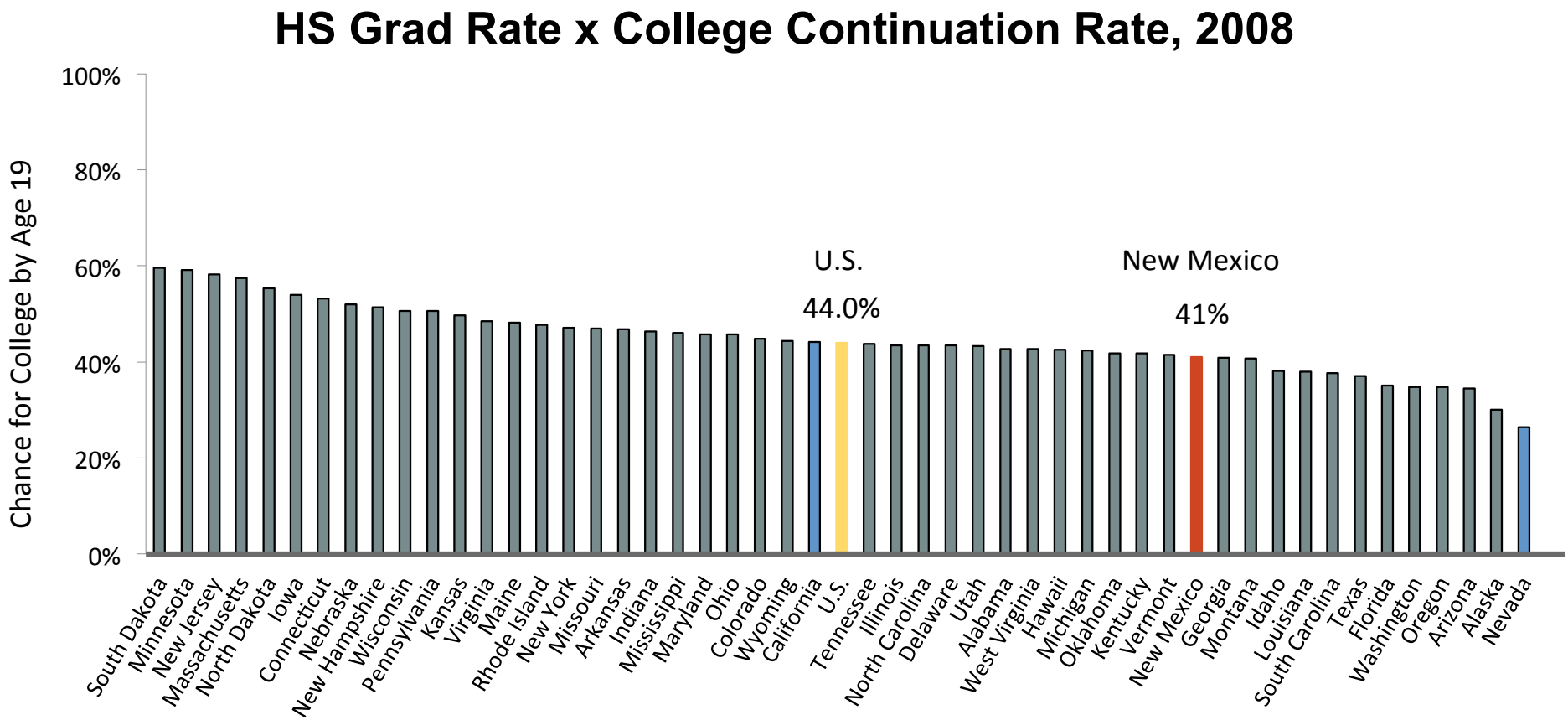
What about at the college level?

New Mexico's high school graduates go on to college at a higher rate than most states



Source: Postsecondary Education Opportunity, "Chance for College by Age 19 by State, 1986-2008"

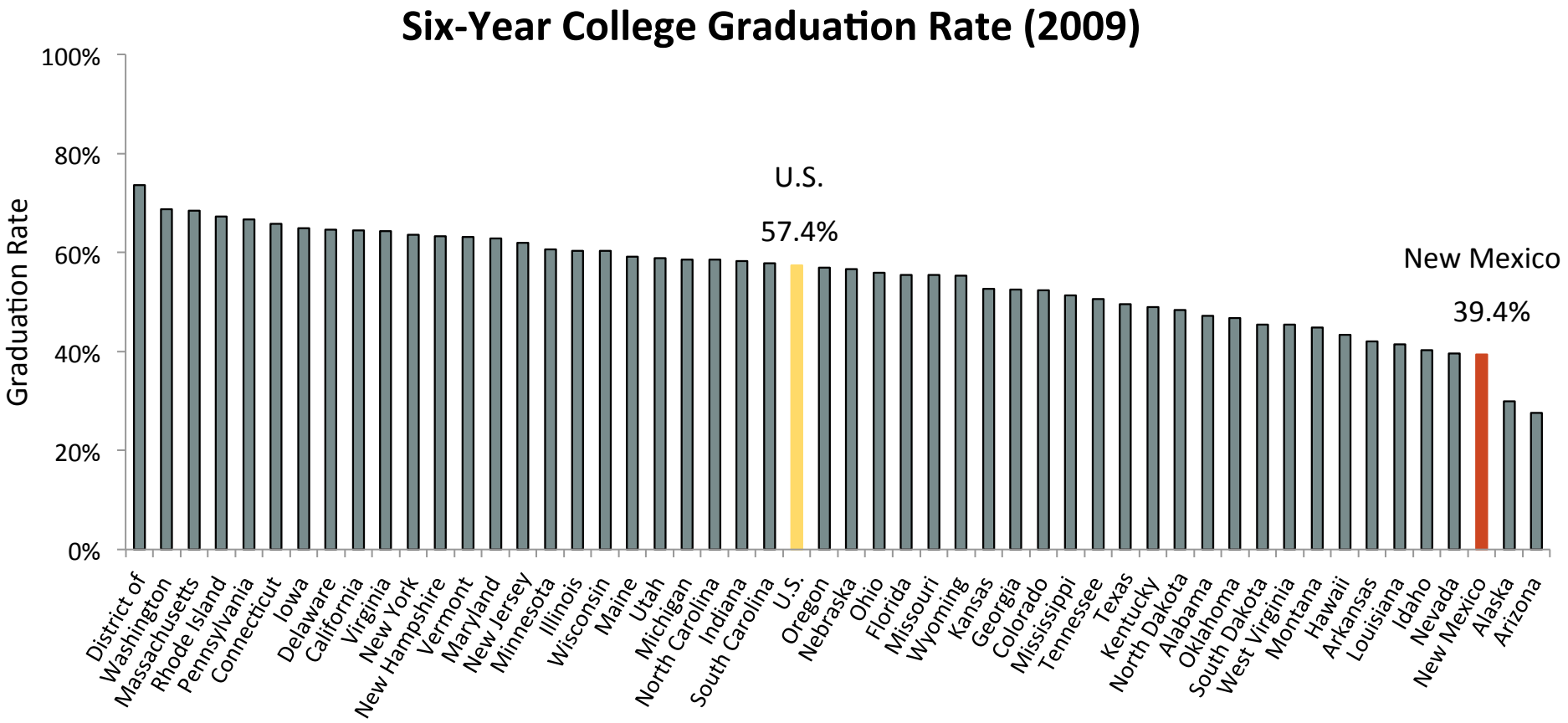
When high school dropout rate is factored in, the picture is worse



Source: Postsecondary Education Opportunity, "Chance for College by Age 19 by State, 1986--2008"

And of those who enter, few graduate.

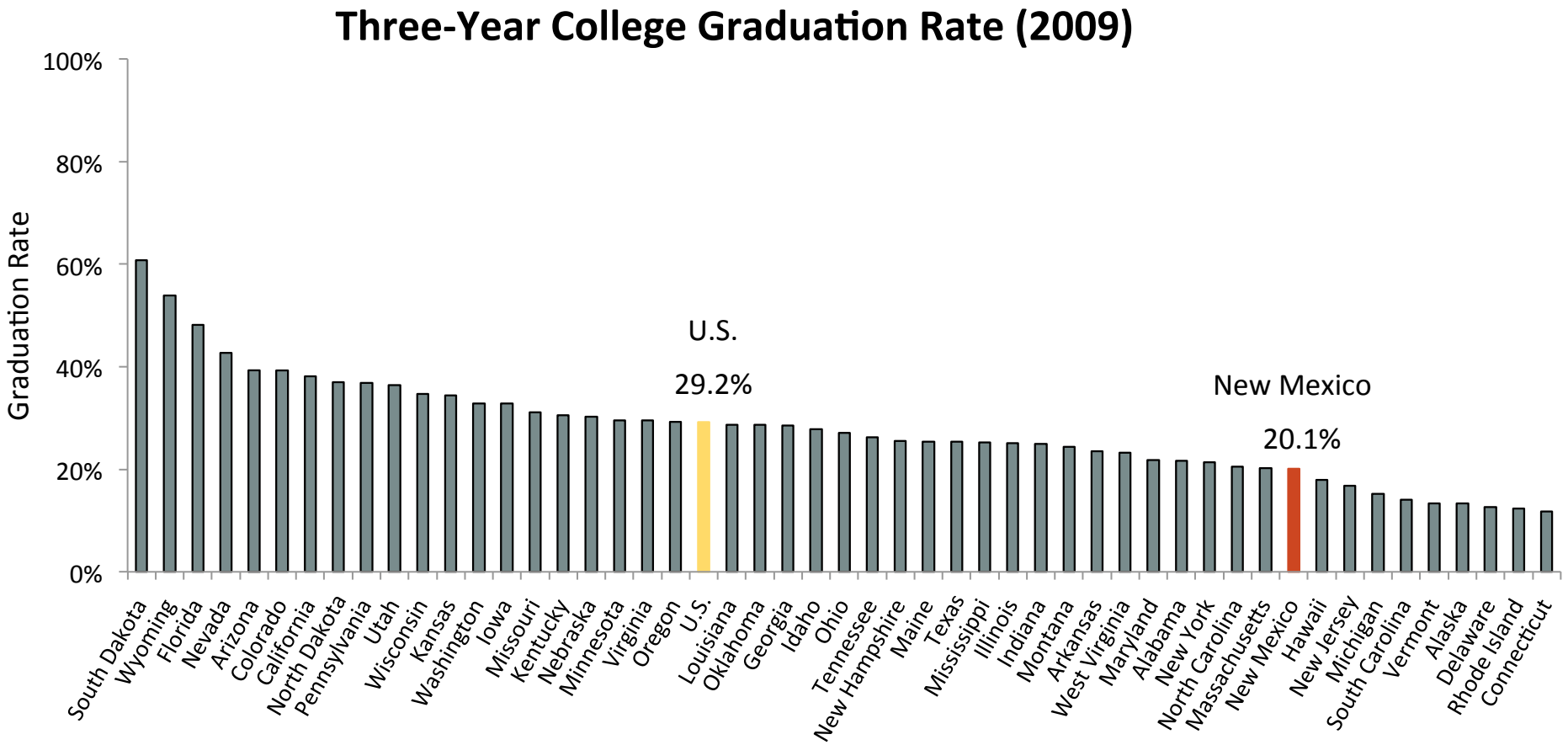
Among those who start in four-year colleges, New Mexico has one of the lowest Bachelor's degree attainment rates



First-time, full-time freshmen completing a BA within 6 years

Source: U.S. Department of Education , 2011. United States Education Dashboard. http://dashboard.ed.gov/statedetail.aspx?i=k&id=0&wt=40

Even among Associate's programs, New Mexico has one of the lowest completion rates

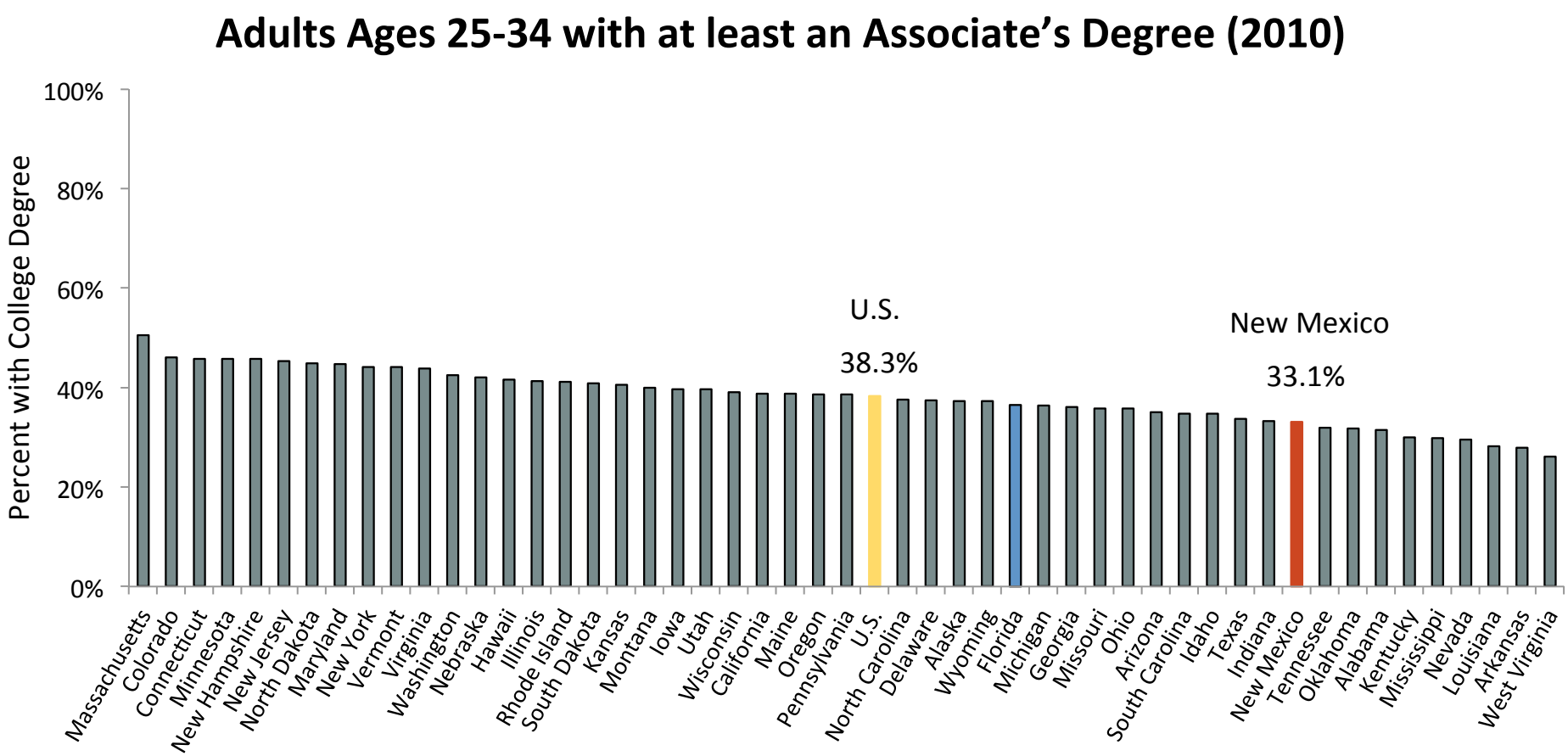


First-time, full-time freshmen completing an AA or certificate within 3 years

- U.S. Department of Education , 2011. United States Education Dashboard. http://dashboard.ed.gov/statedetail.aspx?i=I&id=0&wt=40

Put this all together, and few young adults in New Mexico have completed a postsecondary degree.

New Mexico has one of the lowest rates of young adults with at least an associate's degree



Source: 2010 American Community Survey data from NCHEMS Information Center.

What Can You Do?

First, don’t accept the excuses.

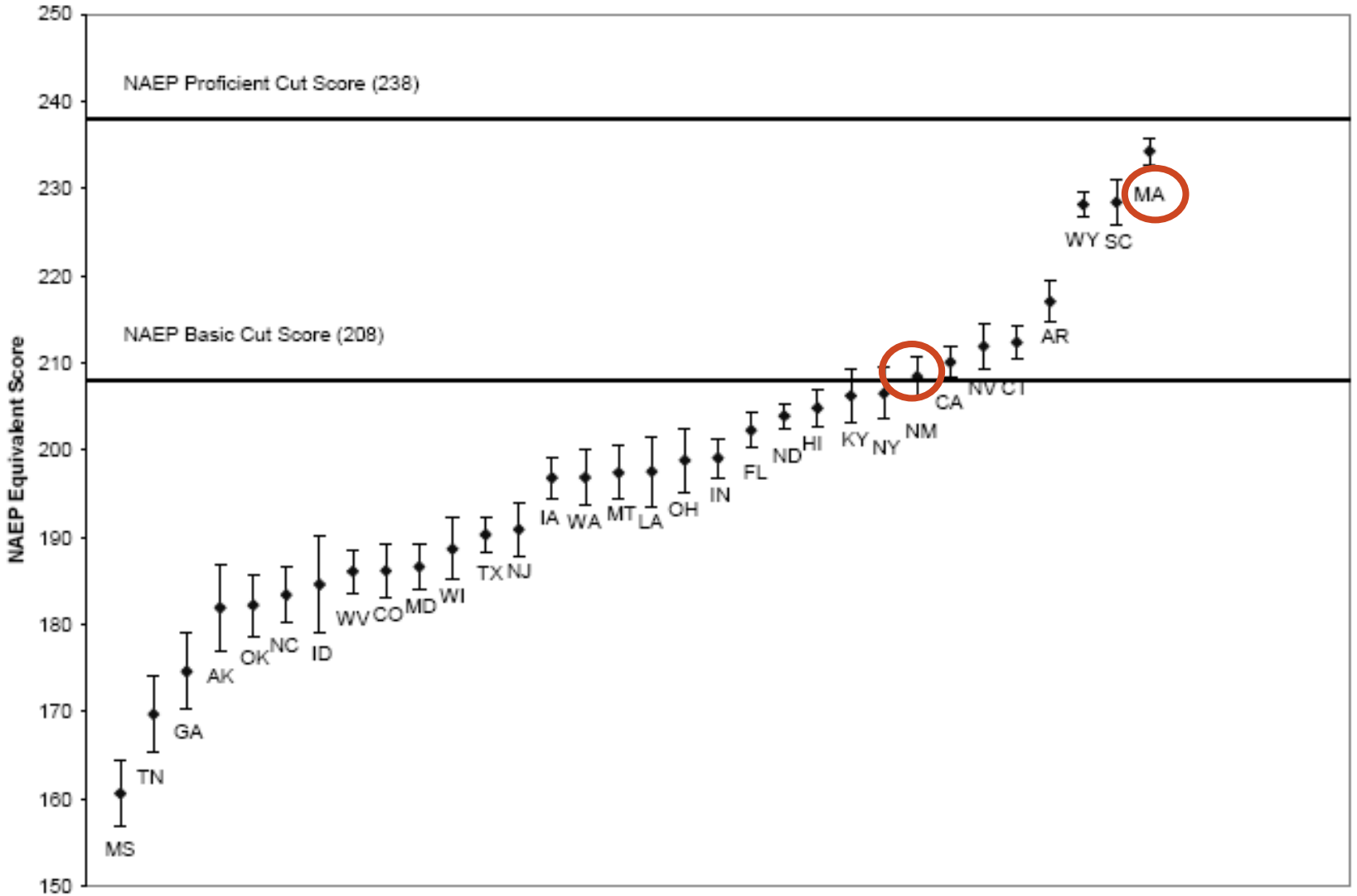
When you see troubling data on your schools, it doesn't help if you just ignore it. You can help create demand for change by pointing to the successes—and by pressing for similar results elsewhere.

Yes, this may make you "*annoying*."
But in the end, you don't do education leaders any favors by being too nice.
The good ones will use your demands to leverage change.

Second, get behind the Common Core Standards.

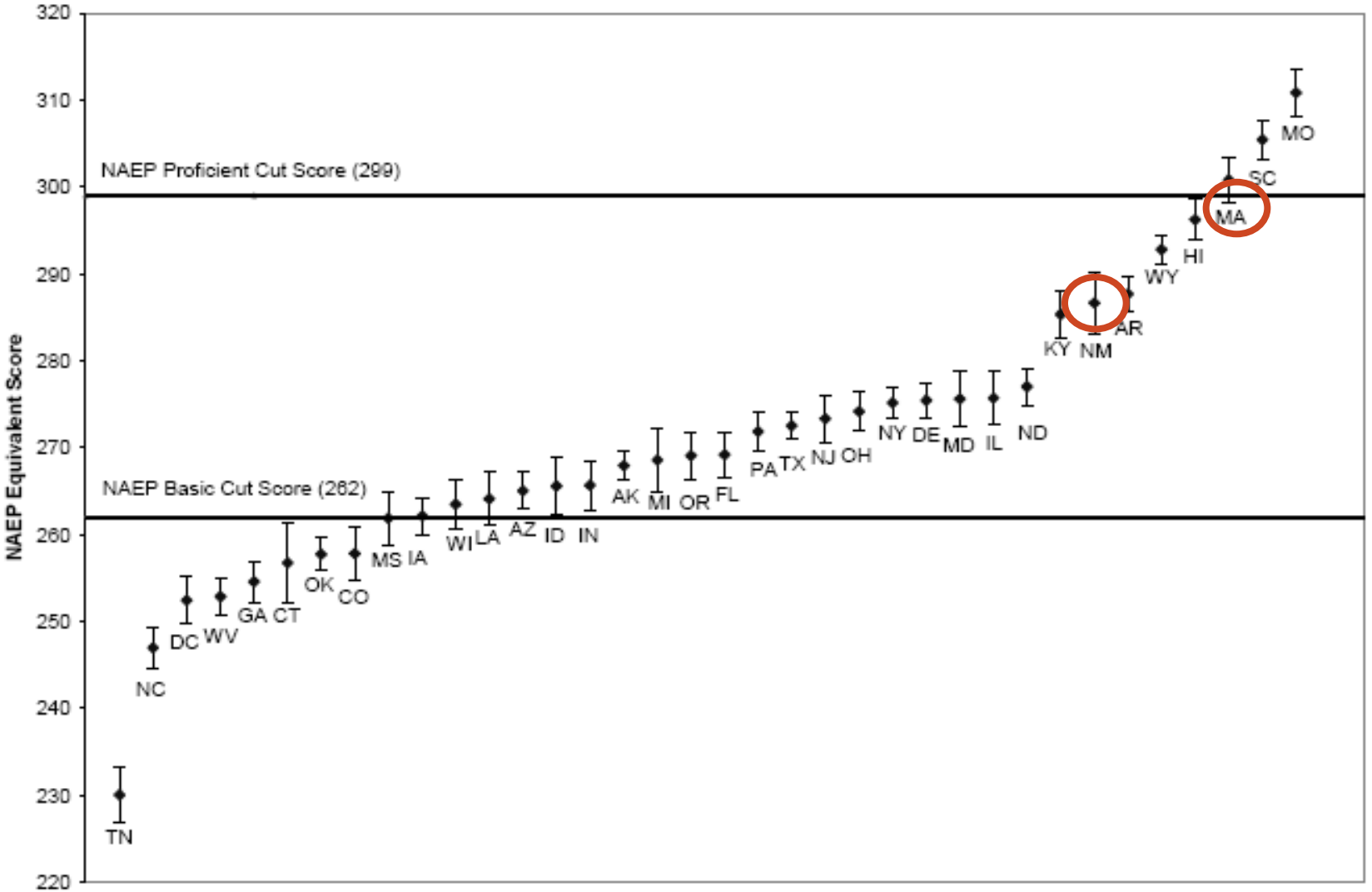
Current standards are varied and, in many states, far too low.

NAEP Score Equivalents of States' Proficiency Standards, Grade 4 Reading, 2005



Source: NCES, *Mapping 2005 State Proficiency Standards Onto the NAEP Scales*, http://n

NAEP Score Equivalents of States' Proficiency Standards, Grade 8 Math, 2005



Source: NCES, *Mapping 2005 State Proficiency Standards Onto the NAEP Scales*, http://n

46 states and DC have adopted Common Core

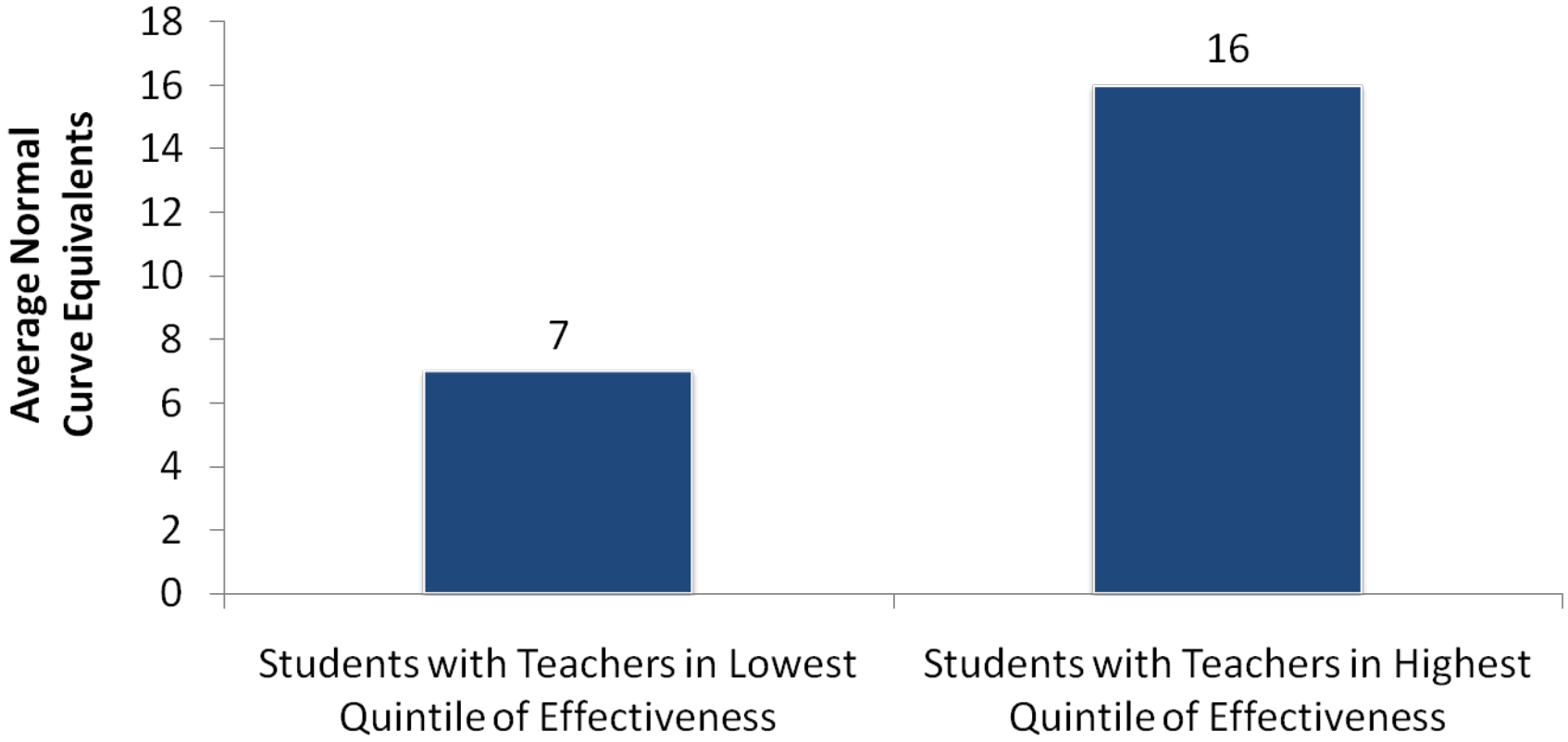
But implementation has been slow, and the big shockers—first-time results—are yet to come.

Folks outside of education—especially employers--can help by explaining why new standards are so important.

By pressing for systematic and careful implementation. And by preparing the public to receive new results. Otherwise, they will appear "lower" and result in huge backpedaling.

Third, help keep momentum in the teacher effectiveness movement.

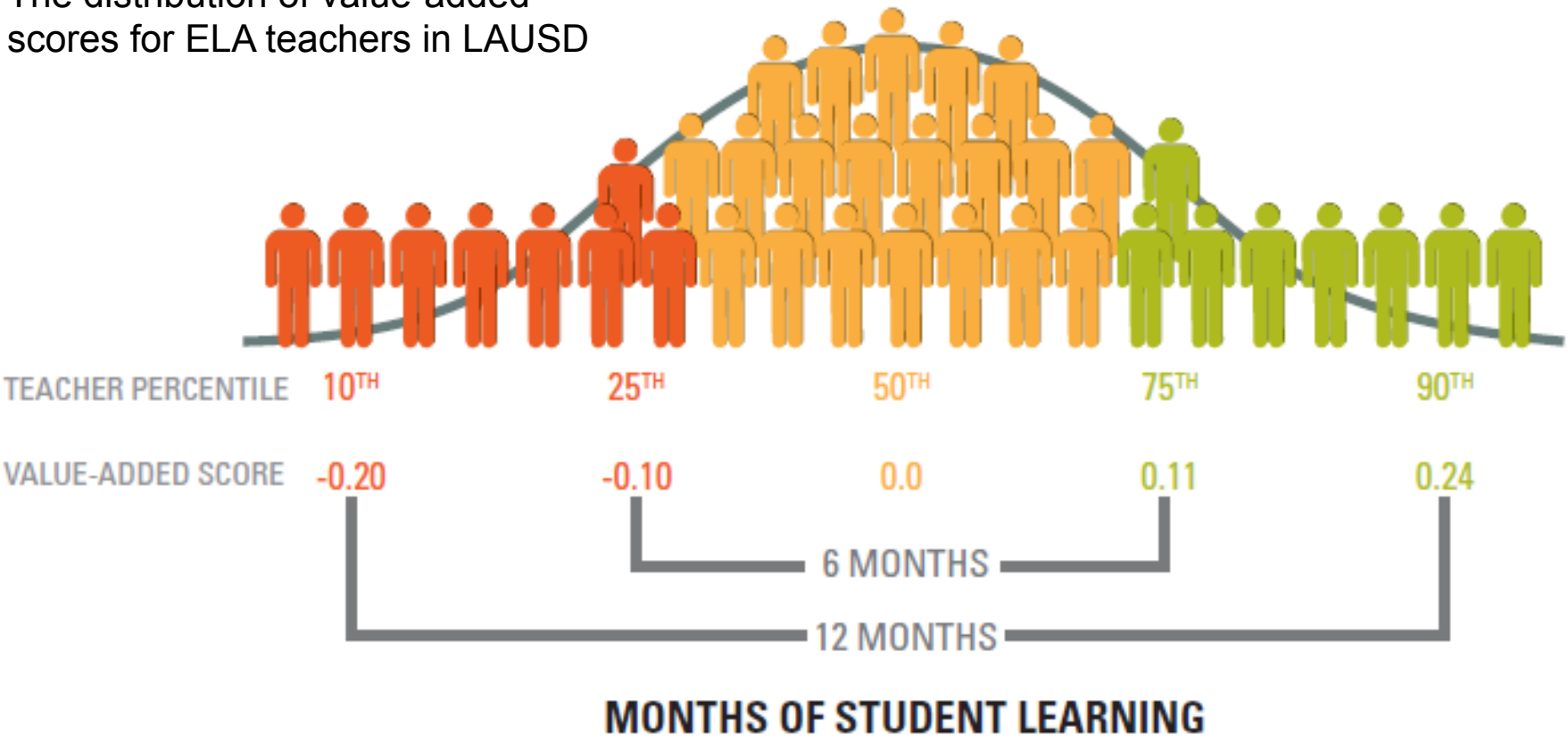
Students in Dallas Gain More in Math with Effective Teachers: One Year Growth From 3rd-4th Grade



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

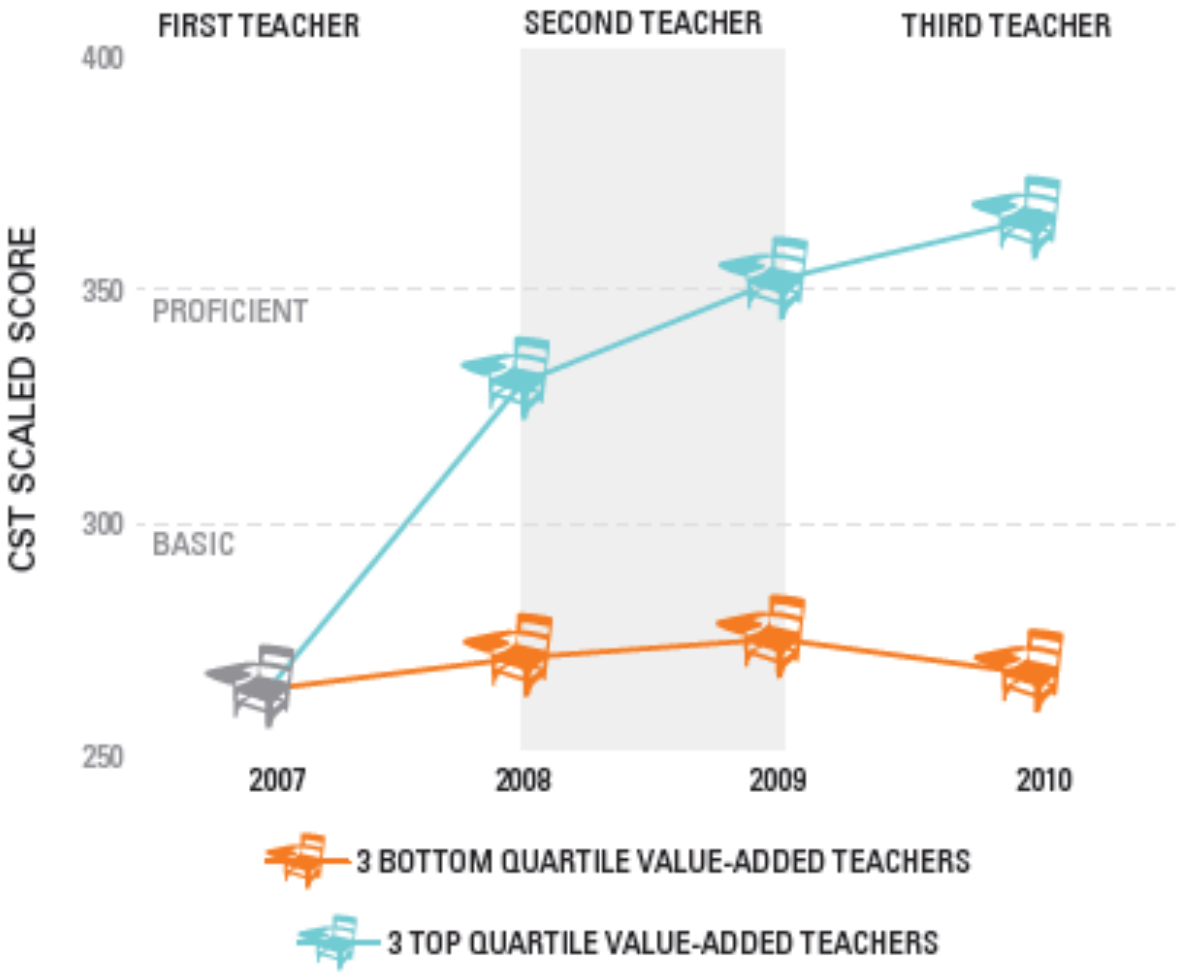
DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING

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



ACCESS TO MULTIPLE EFFECTIVE TEACHERS CAN DRAMATICALLY AFFECT STUDENT LEARNING

CST math proficiency trends for second-graders at 'Below Basic' or 'Far Below Basic' in 2007 who subsequently had three consecutive high or low value-added teachers



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:

Make sure your state and districts are acting on this knowledge by:

- Putting into place an honest evaluation system, that takes student growth into account;
- Training principals and expert teachers in evaluation and feedback techniques;
- Providing support to teachers who are struggling;
- Working hard to hold onto the strongest ones, and chasing out the weak ones; and,
- Assuring that all groups of children get their fair share of strong teachers.

Source:

PS: On all these matters, trust… but verify.

Fourth, principals matter hugely. States and districts need clear plan to grow new leaders.

This is way too important to be left to higher education.

And this is something that business can help with.

Fifth, all this is easier if you start early: push your state and districts to provide pre-k educational services, especially to low-income children.

High quality pre-school is the best investment we can make. It pays to prevent problems rather than ameliorate them later.

Finally, mind the gaps in opportunity and achievement.

True, gaps in achievement begin before children arrive at the schoolhouse door.

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

Those practices aren't good for kids. They are not good for our country. And they are not good for business.

We are taking the diversity that should be our competitive advantage in the international marketplace, and obliterating it.

Don’t just stand by and watch, even if they are not “your” kids. Speak up. Demand the data. Demand progress.

Download this presentation.

www.edtrust.org

The Education Trust

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