



ACHIEVEMENT IN AMERICA:

What do the data tell us?



The Education Trust

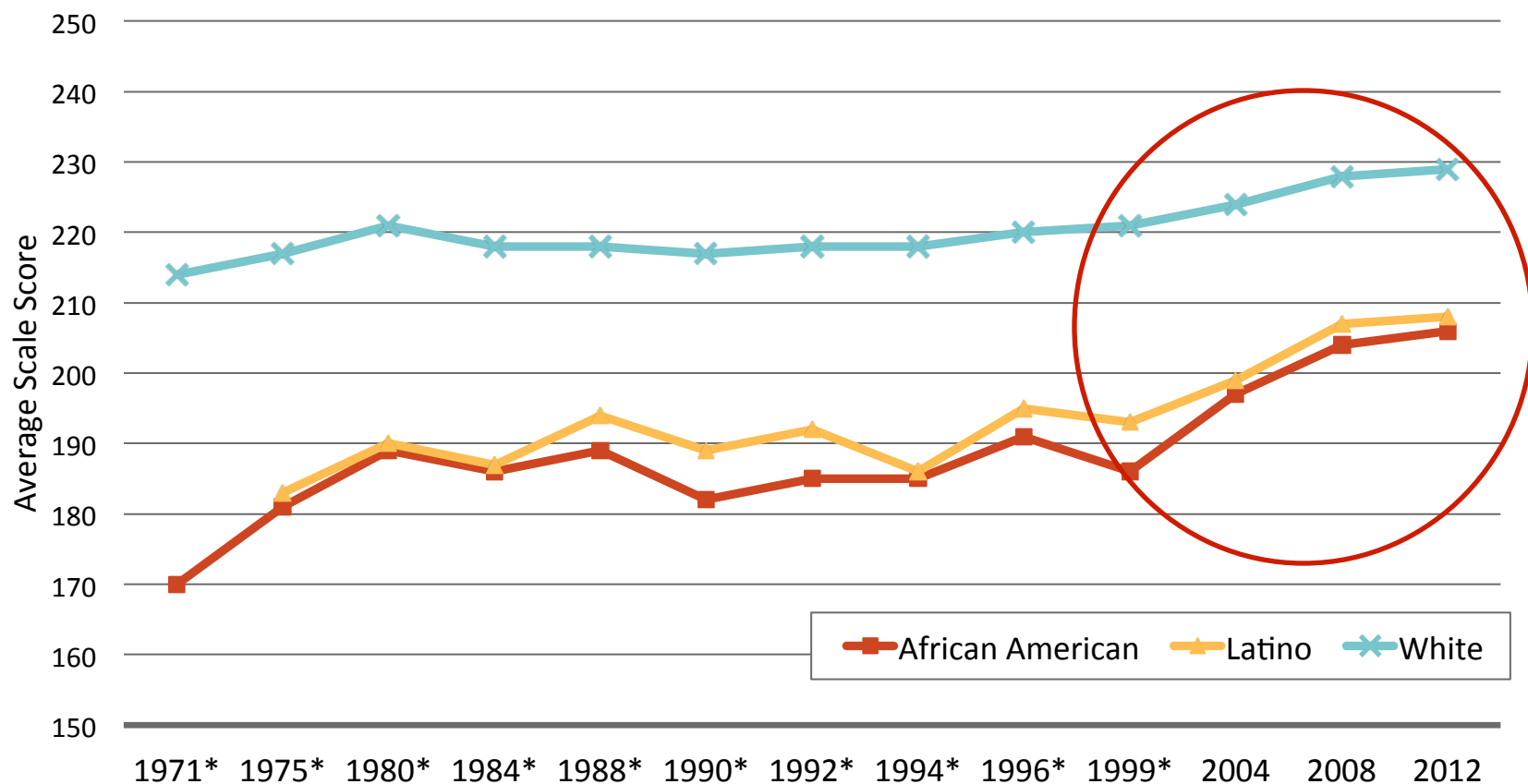
The Education Summit for Parent
Leaders
13 January 2014

First, some good news.

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

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

9 Year Olds – NAEP Reading

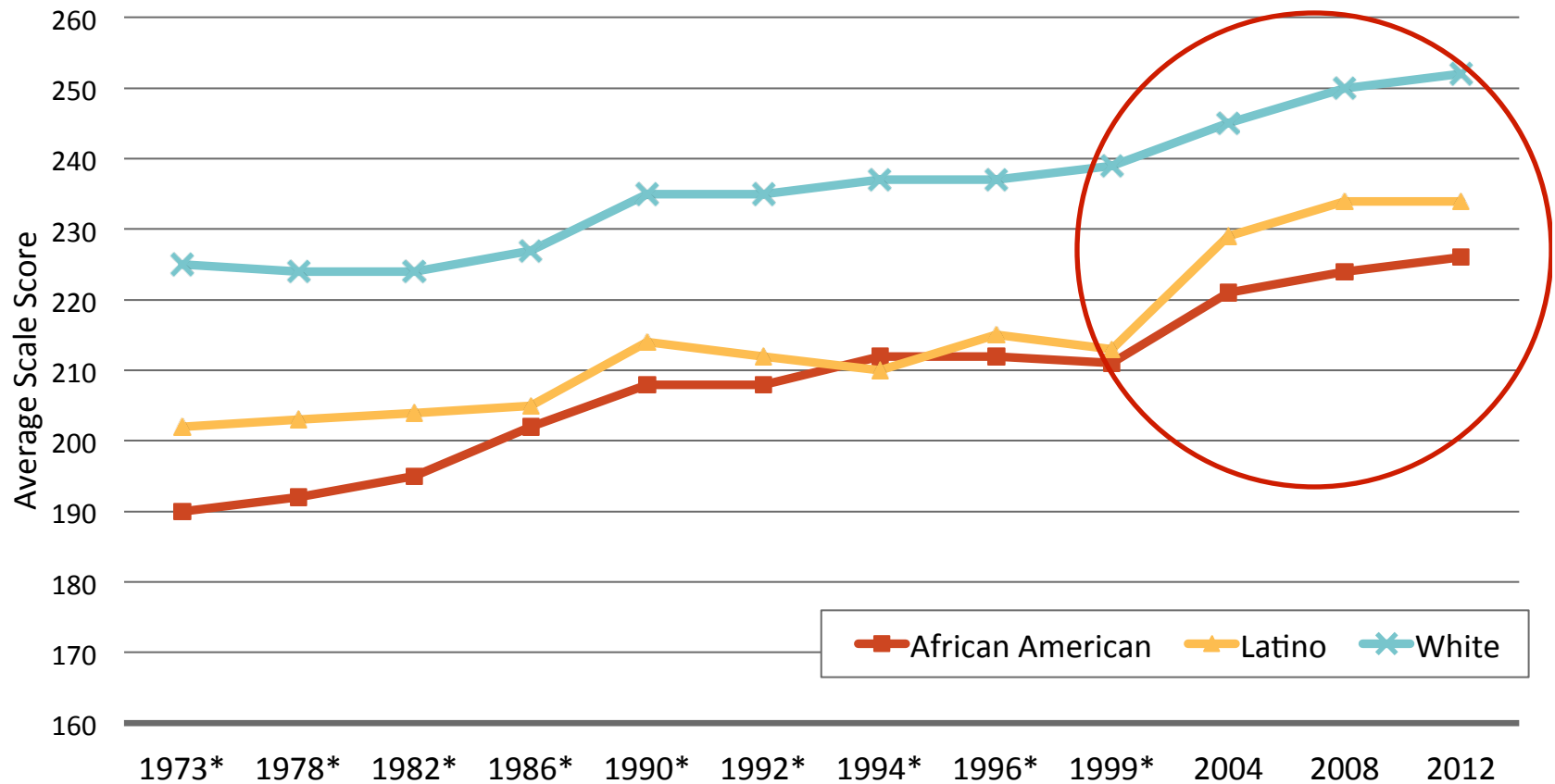


*Denotes previous assessment format

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

Since 1999, performance rising for all groups of students

9 Year Olds – NAEP Math



*Denotes previous assessment format

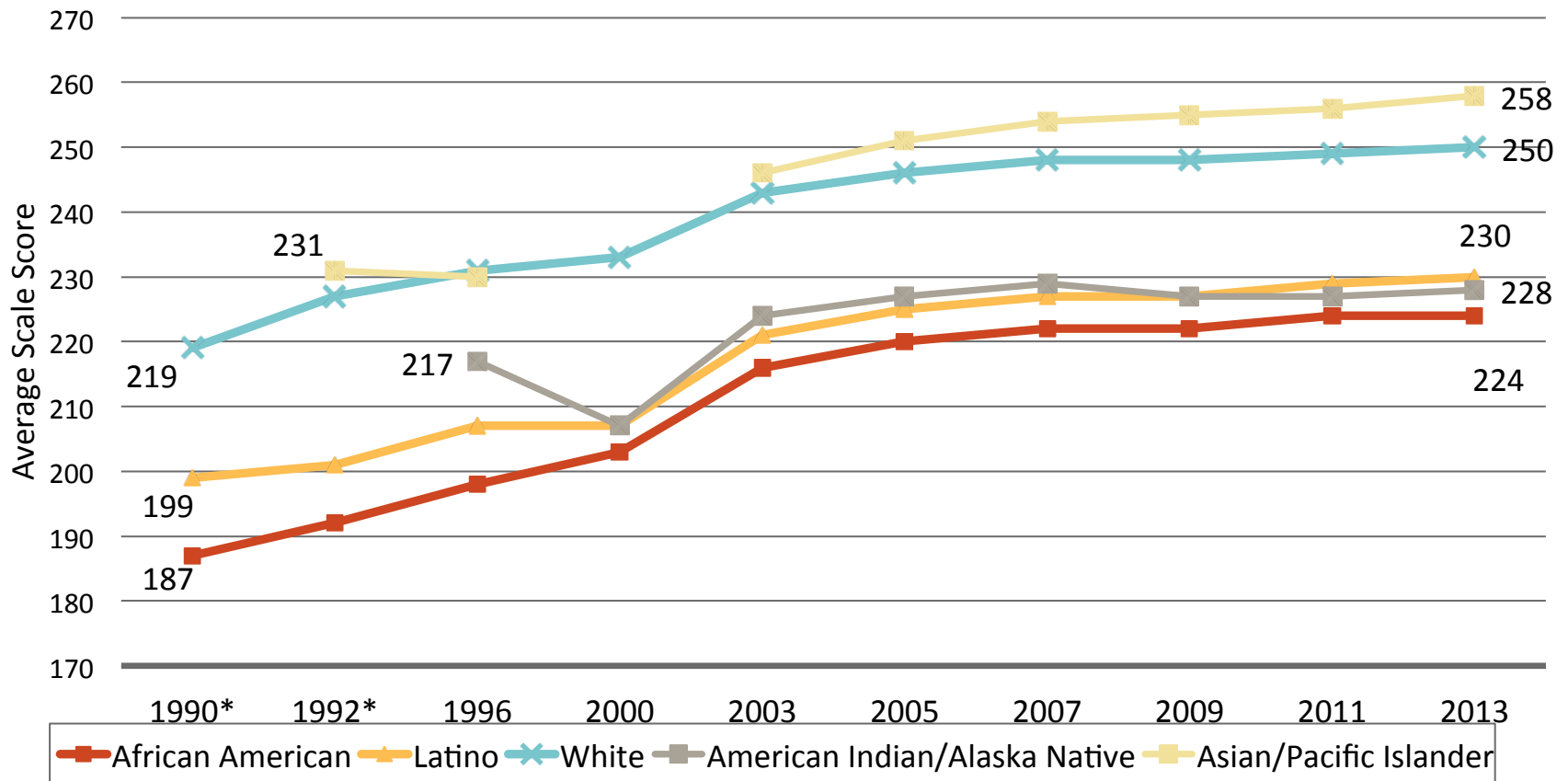
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

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

...

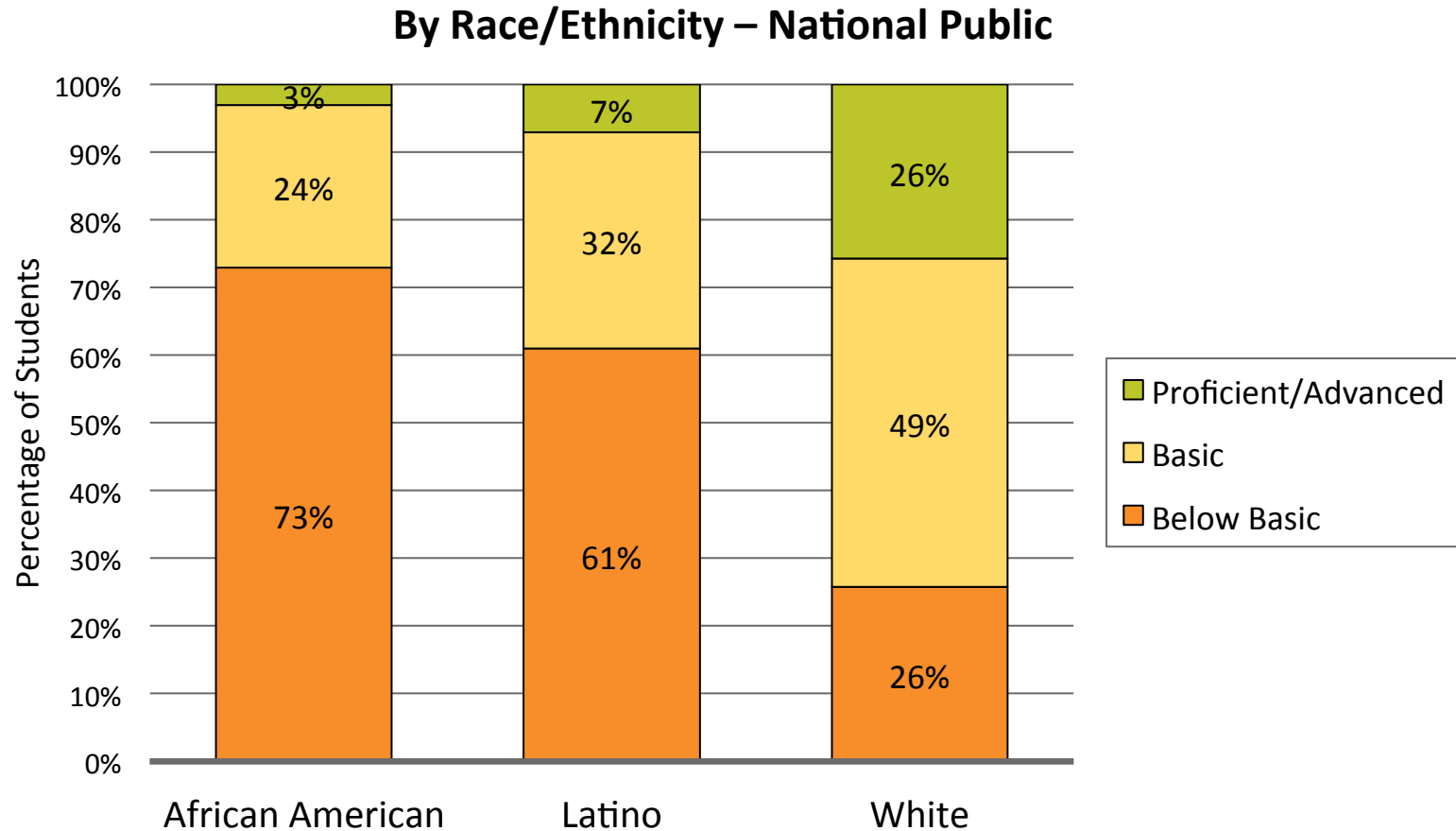
All groups have improved since 1990, but gaps between groups remain wide

National Public – Grade 4 NAEP Math



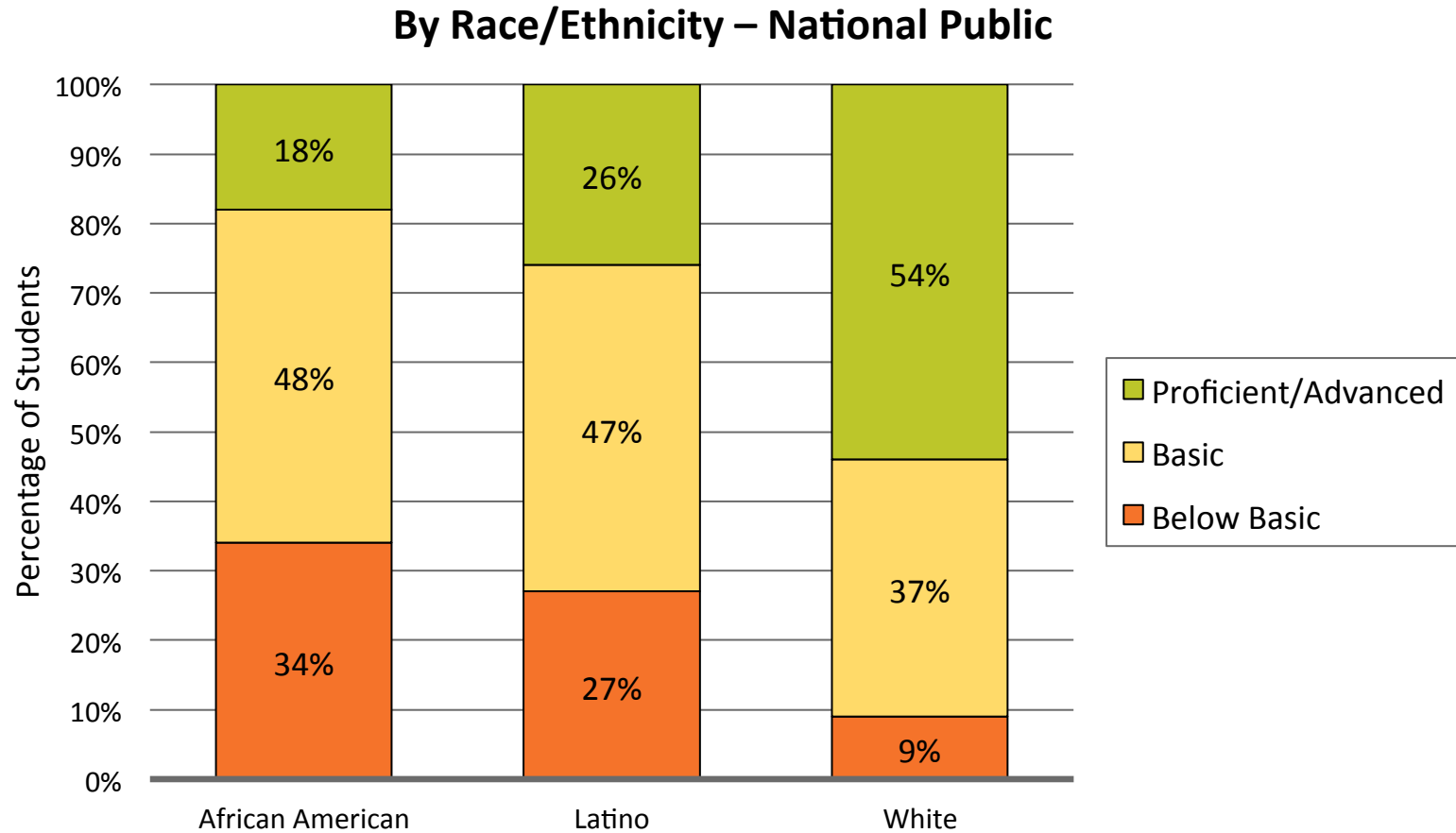
*Accommodations not permitted
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 249)

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

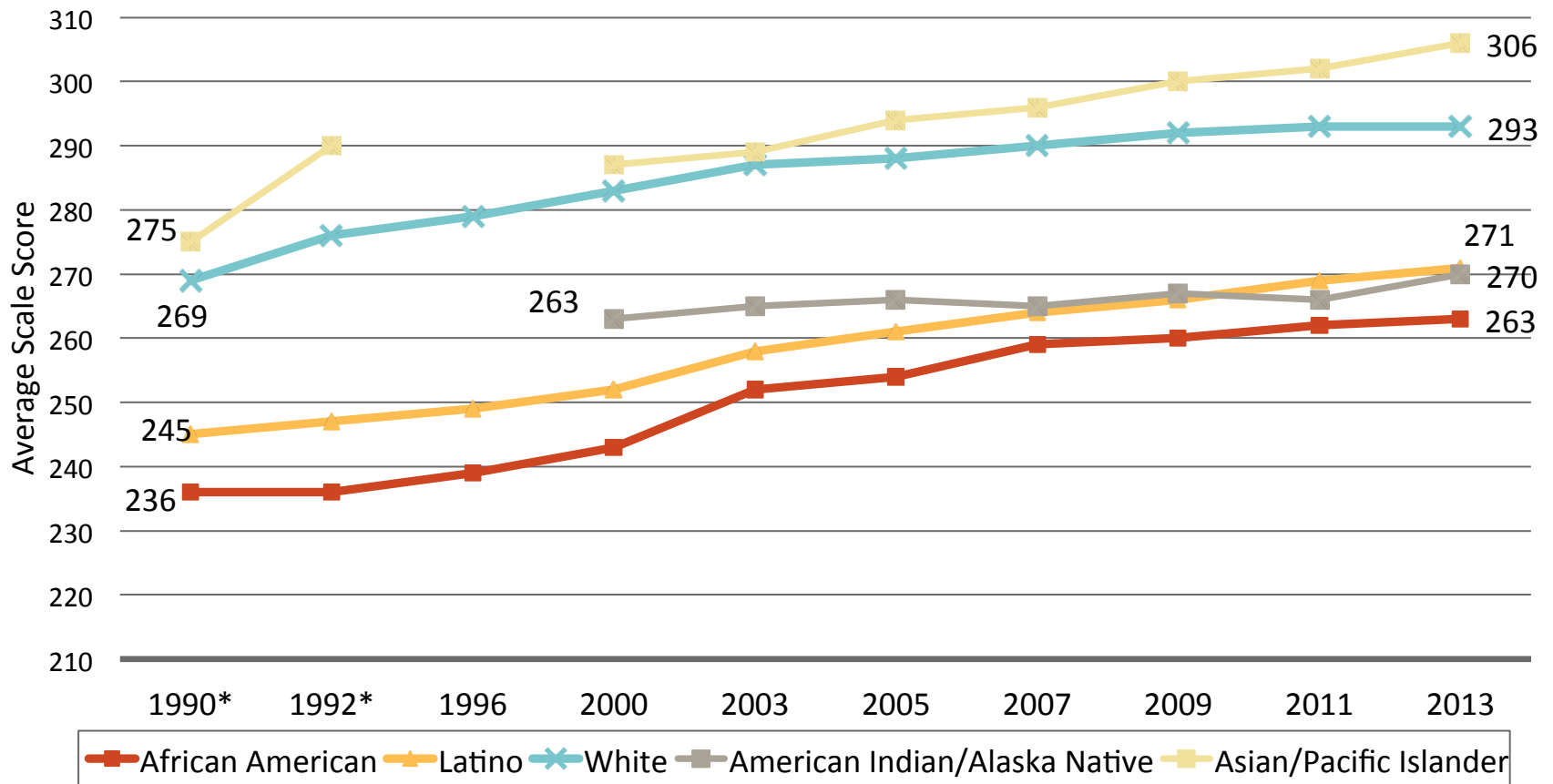


Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

Middle grades are up, too.

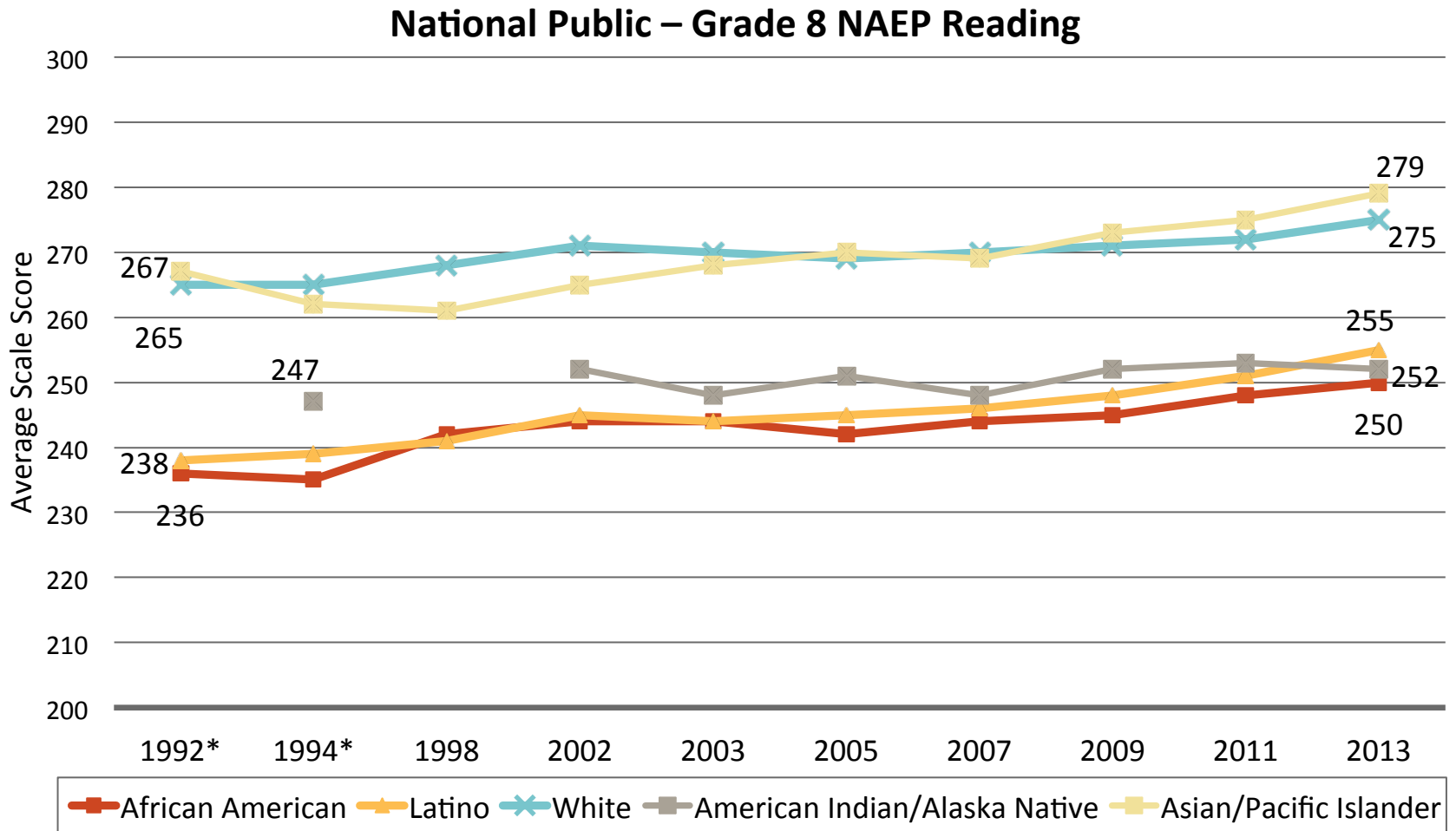
Over the last decade, most groups have steadily improved and gaps have narrowed

National Public – Grade 8 NAEP Math



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

Some gap closing over the last decade



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



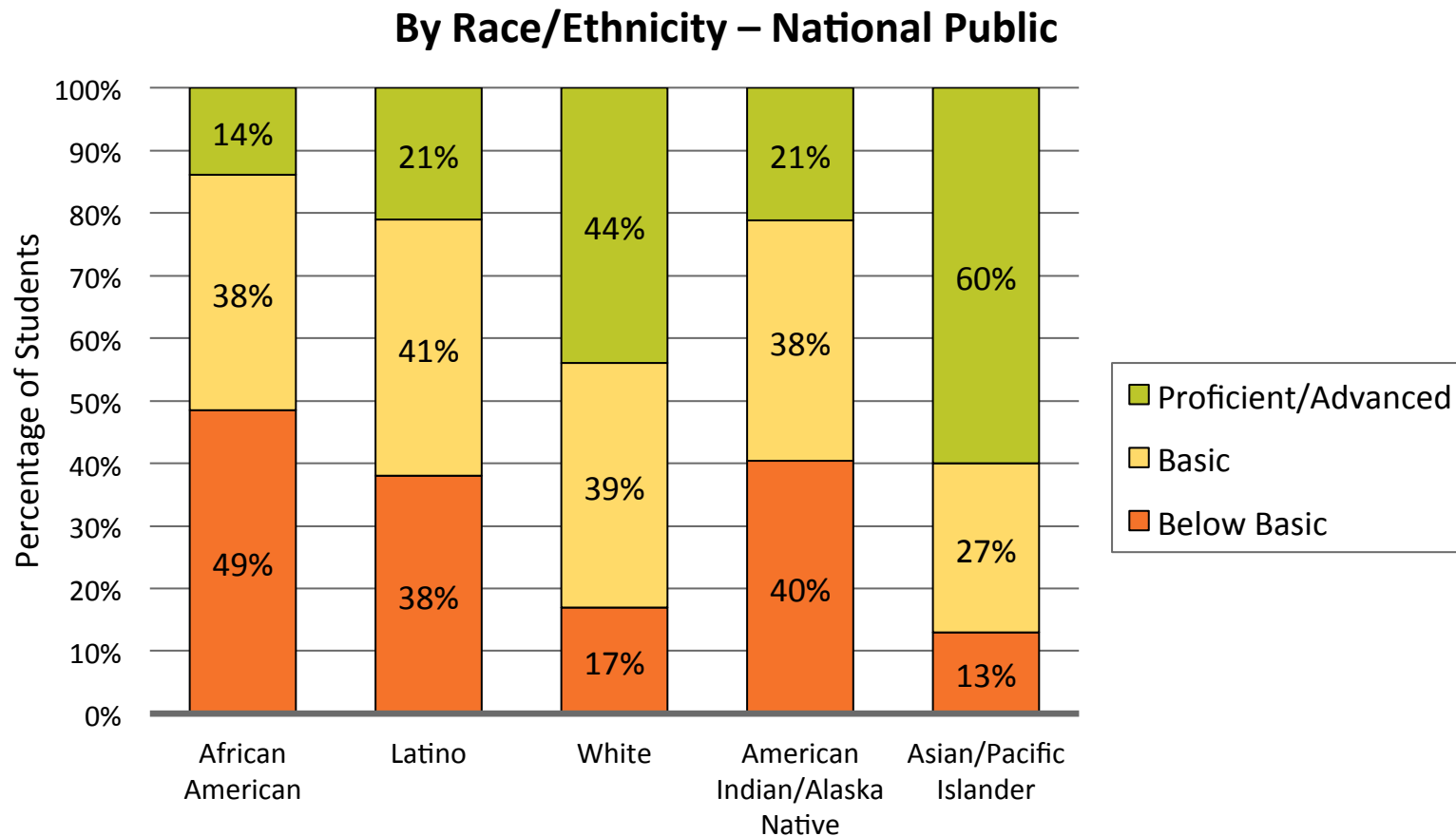
Bottom Line:

When we really focus on
something, we make
progress!

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

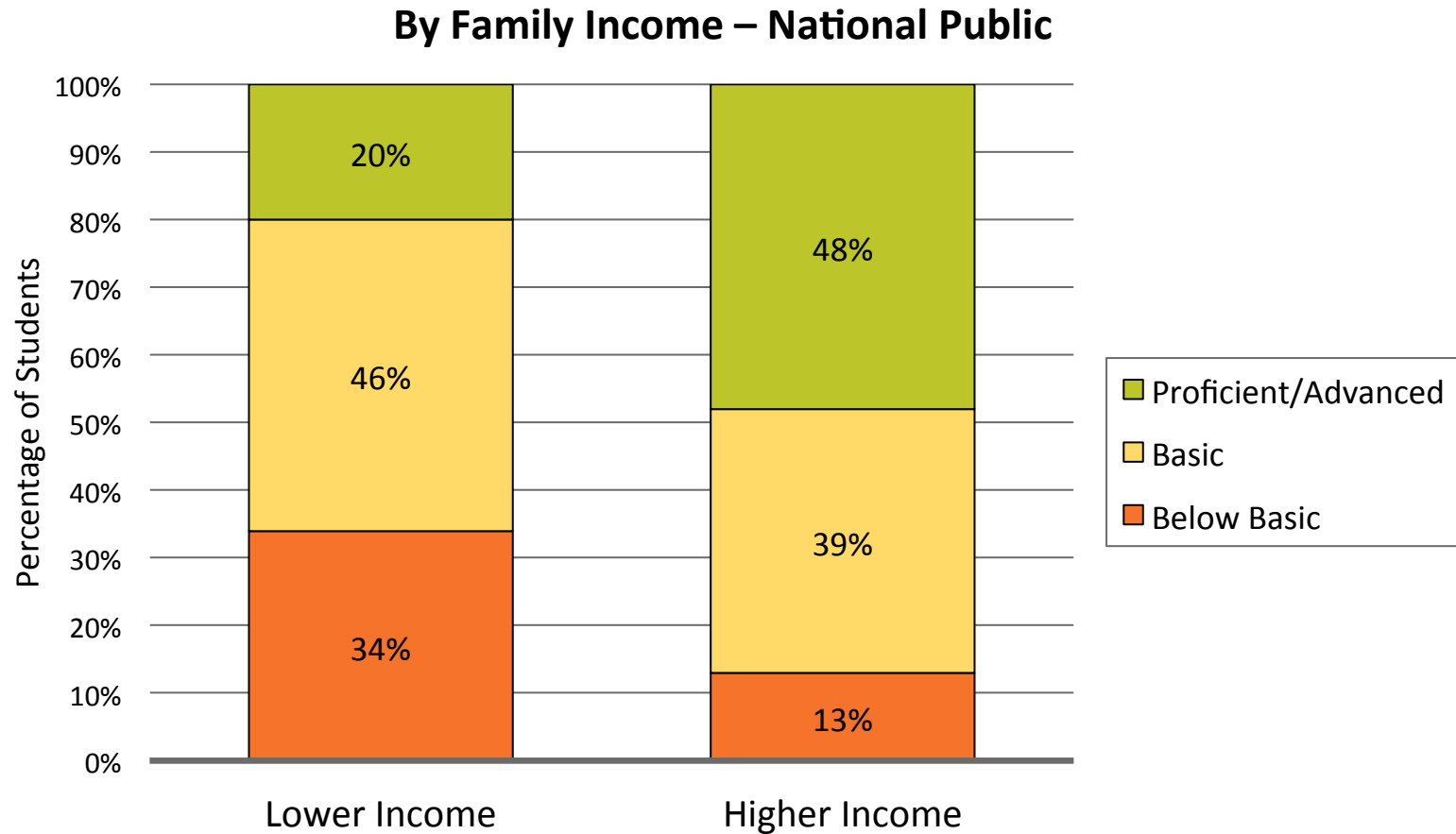
Too many youngsters still enter high
school way behind.

2013 NAEP Grade 8 Math



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

2013 NAEP Grade 8 Reading

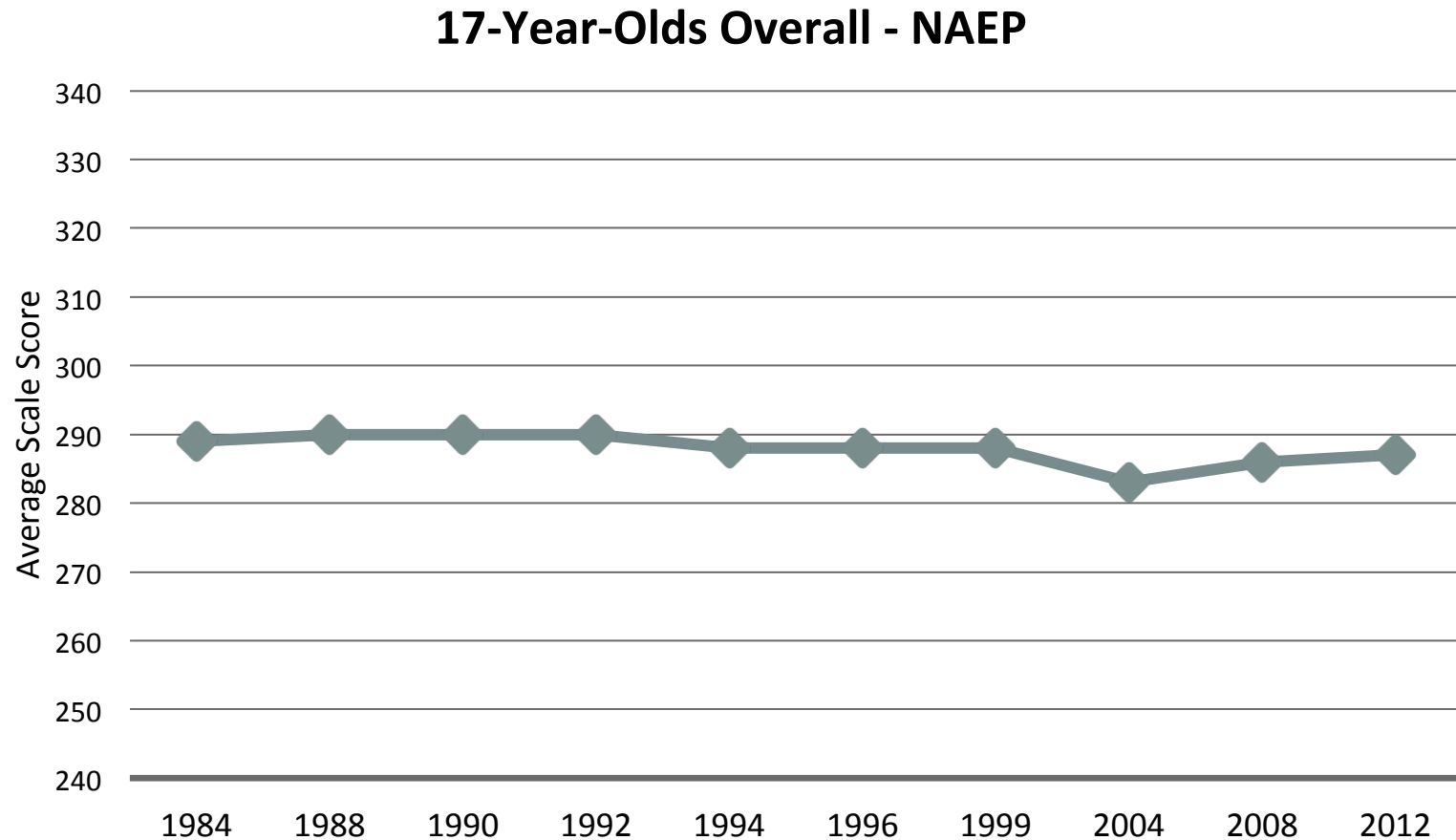


Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

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

The same is NOT true of our high schools.

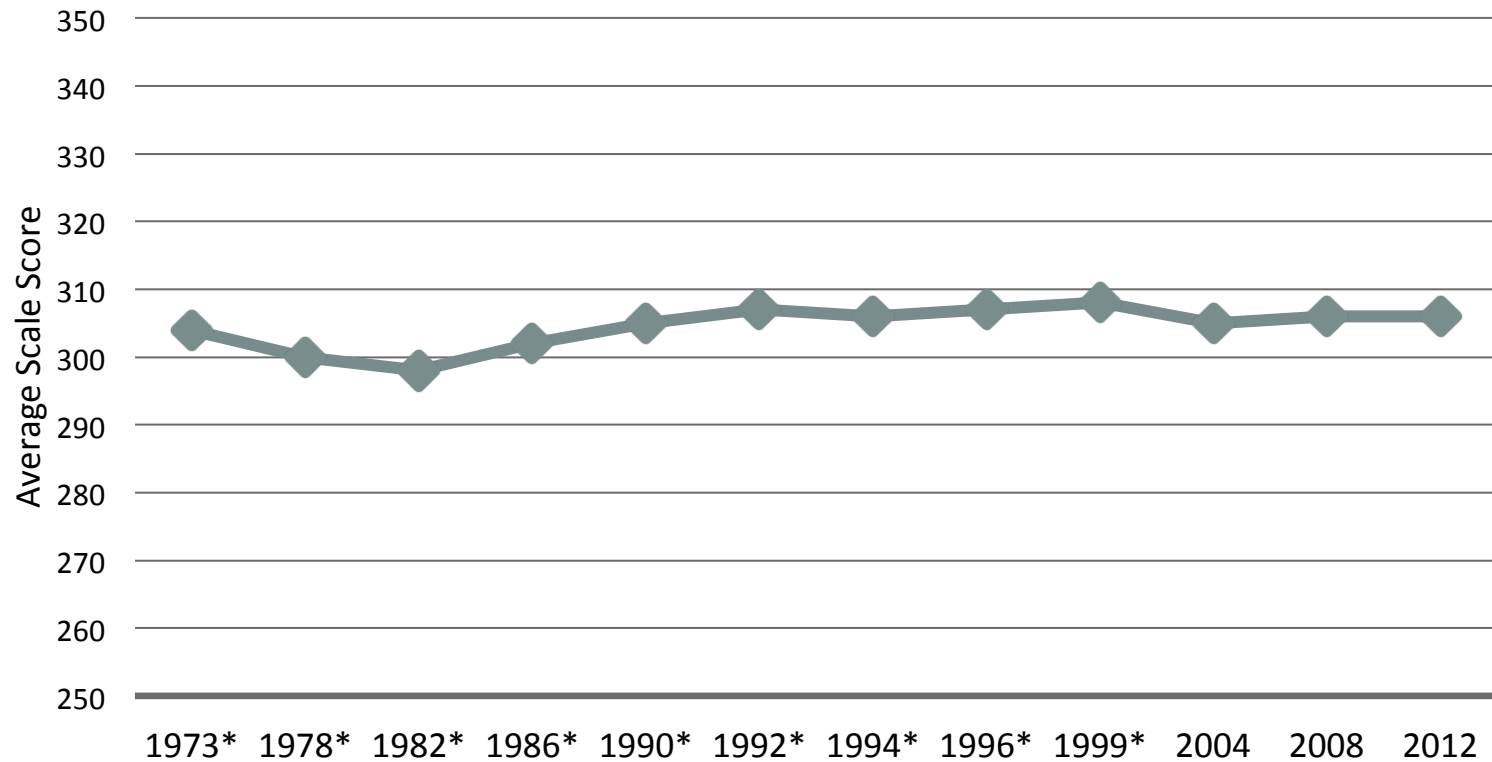
Achievement is flat in reading for students overall.



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

Math achievement for students overall is flat over time.

17-Year-Olds Overall - NAEP



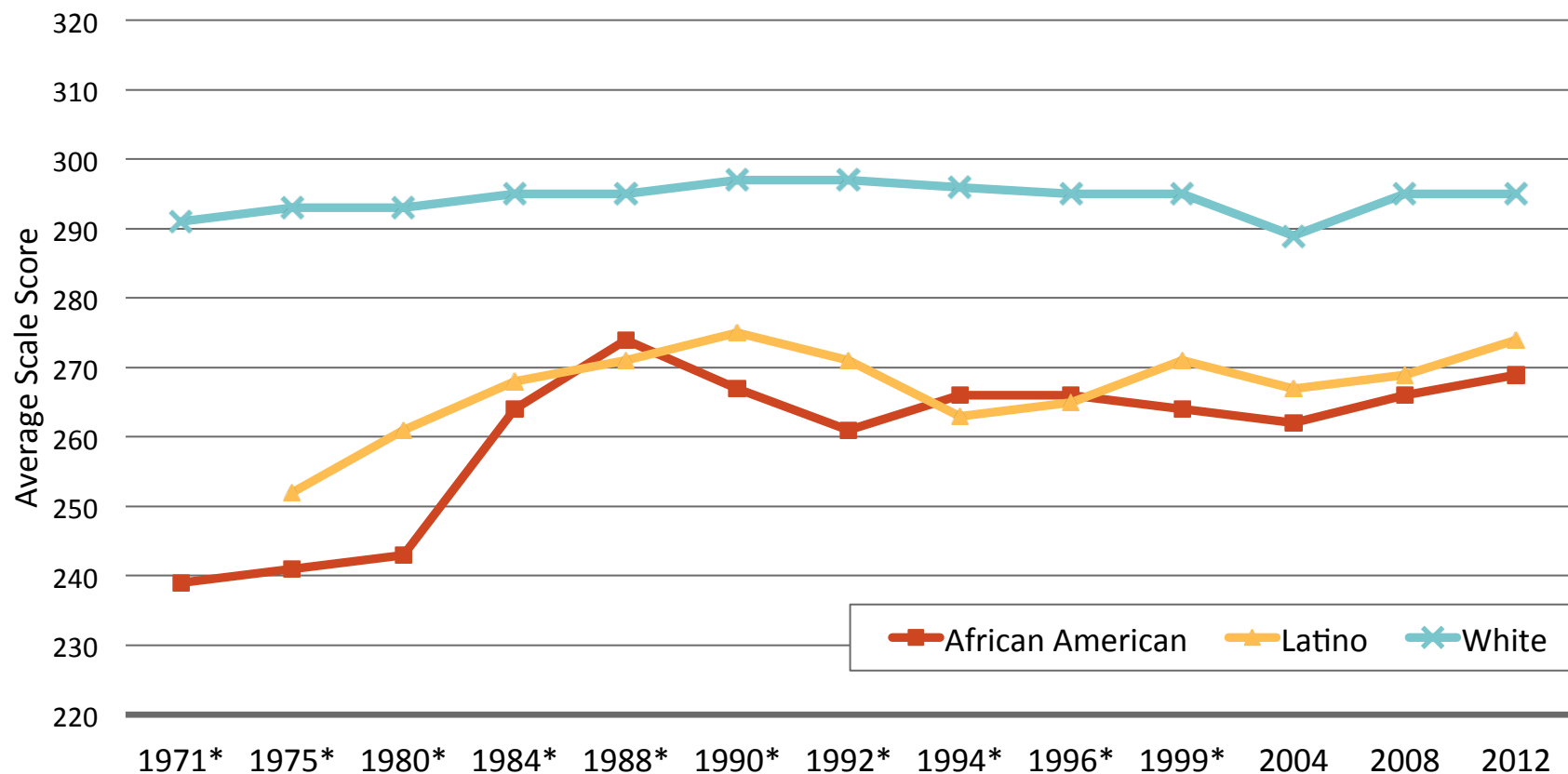
* Denotes previous assessment format

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

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

Reading: Not much gap narrowing since 1988.

17 Year Olds – NAEP Reading

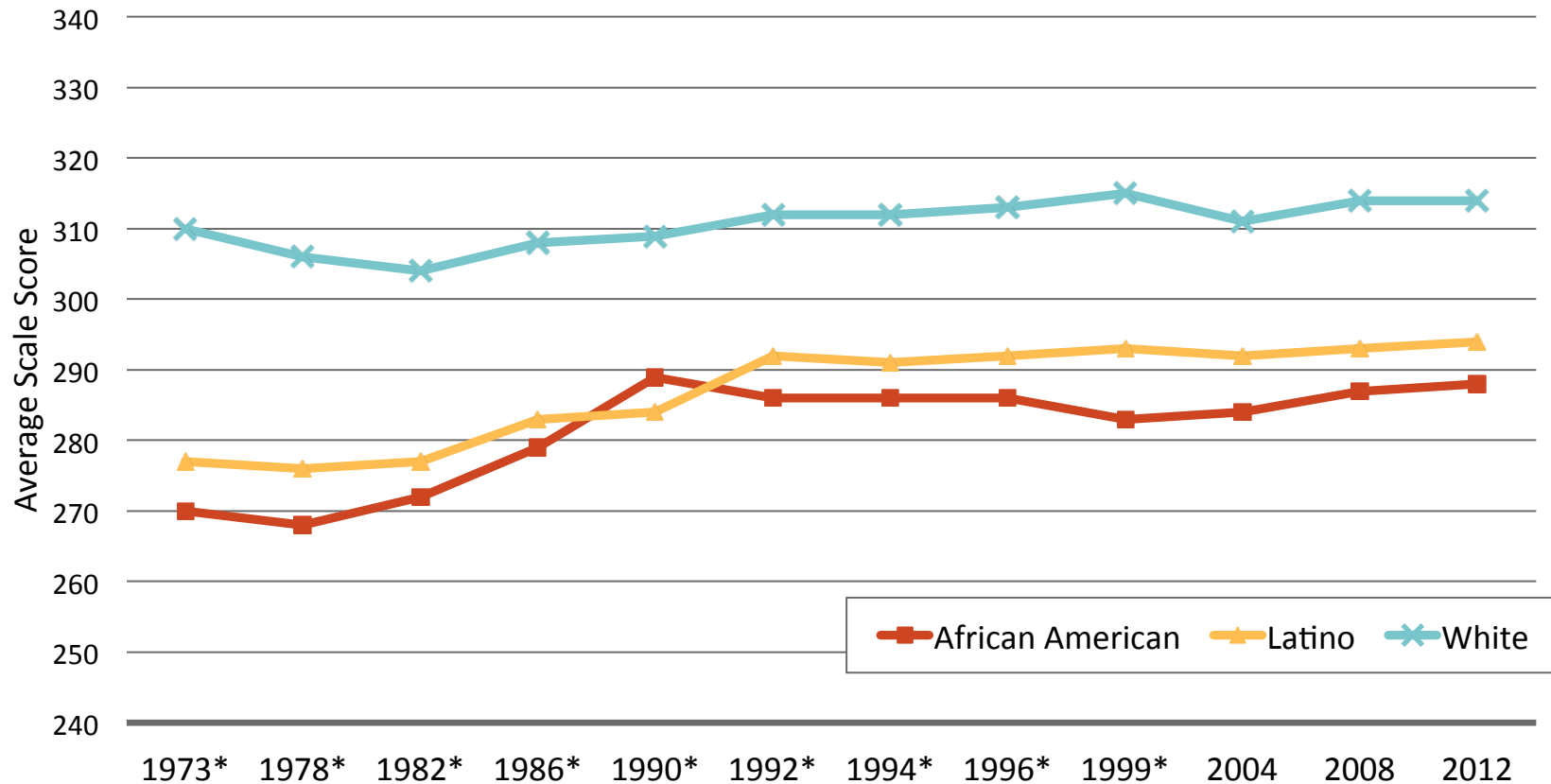


*Denotes previous assessment format

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

Math: Not much gap closing since 1990.

17 Year Olds – NAEP Math



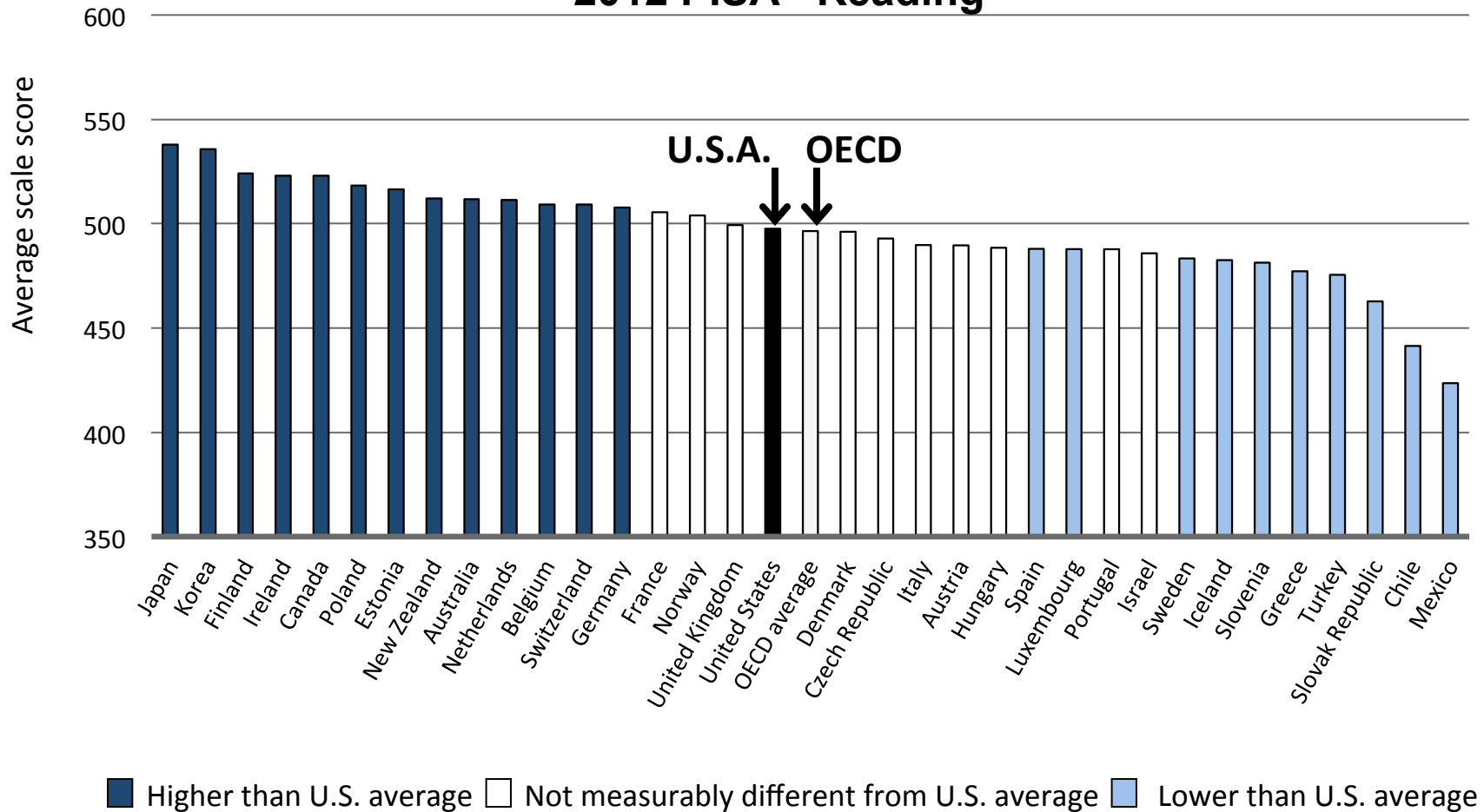
*Denotes previous assessment format

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

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

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

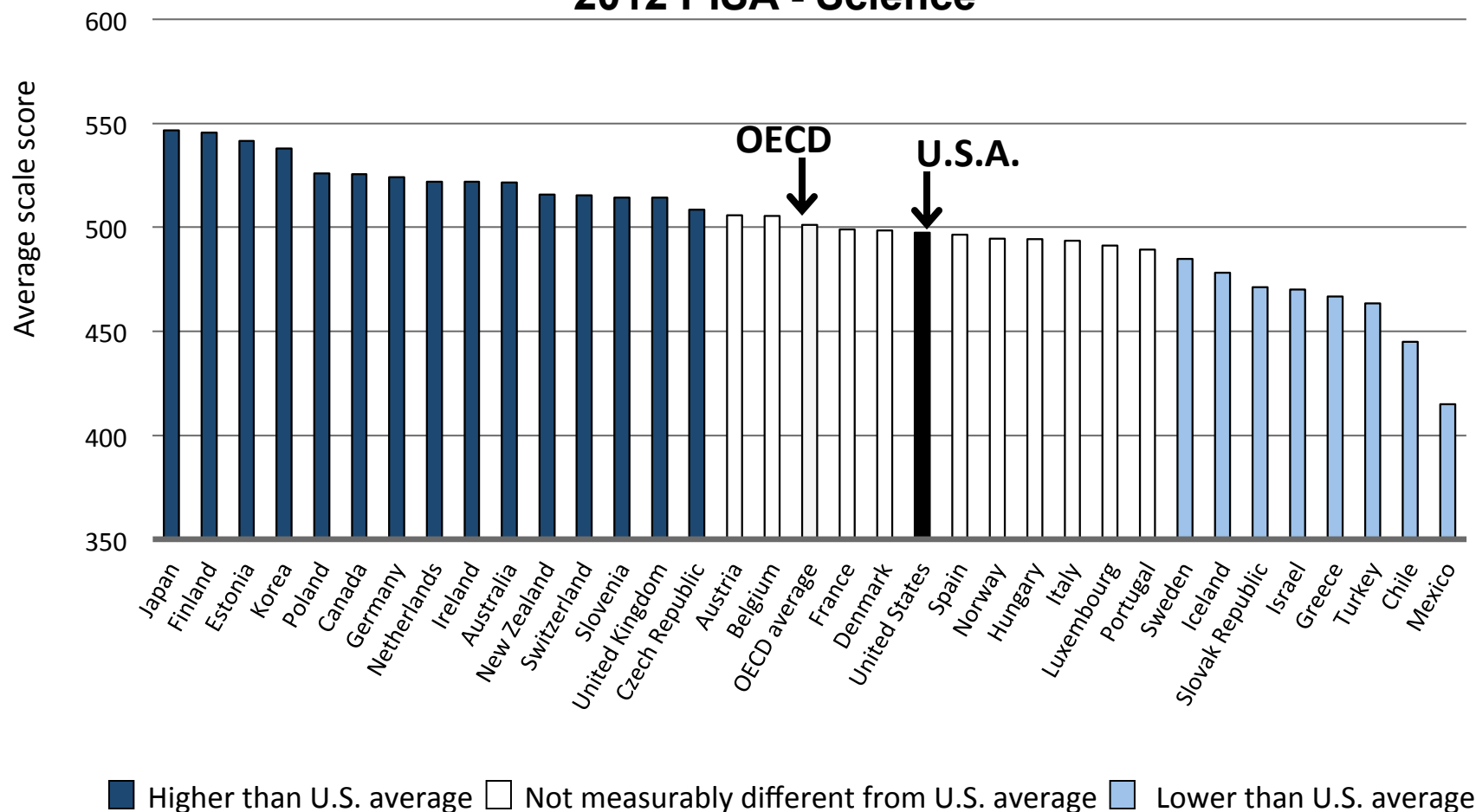
2012 PISA - Reading



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

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

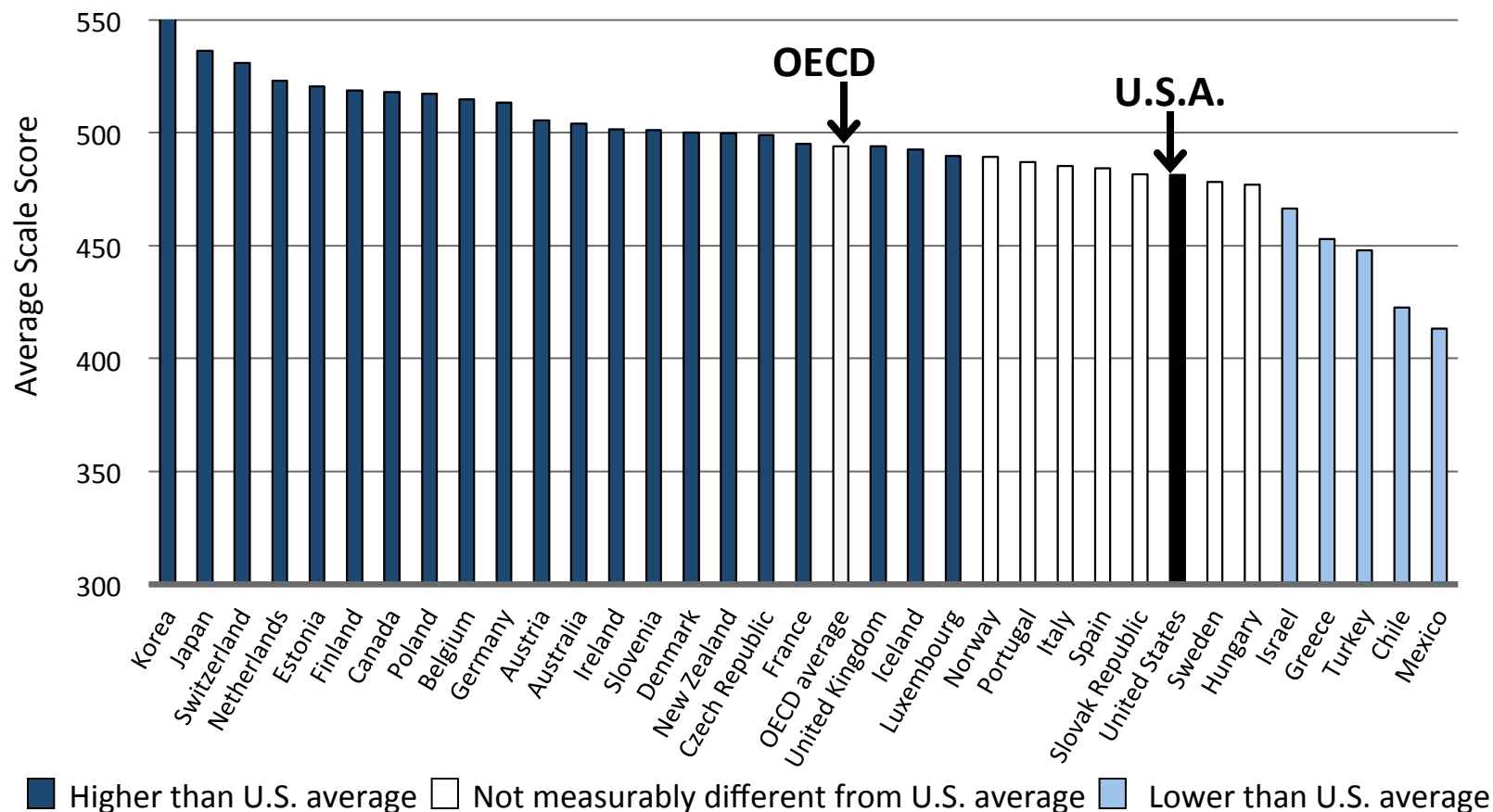
2012 PISA - Science



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

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

2012 PISA - Math

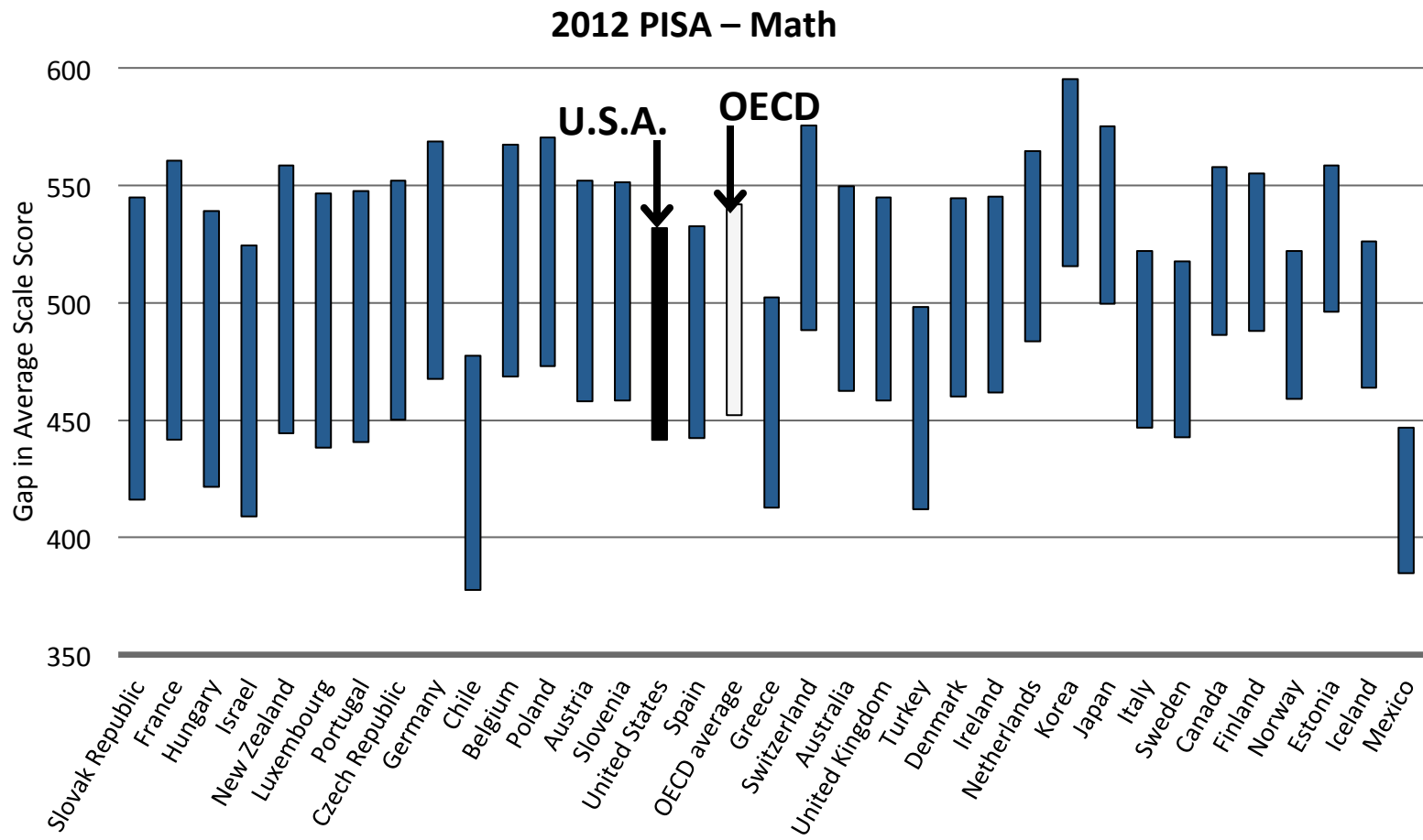


Source: National Center for Education Statistics, 2013, http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_3a.asp.

Only place we rank high?

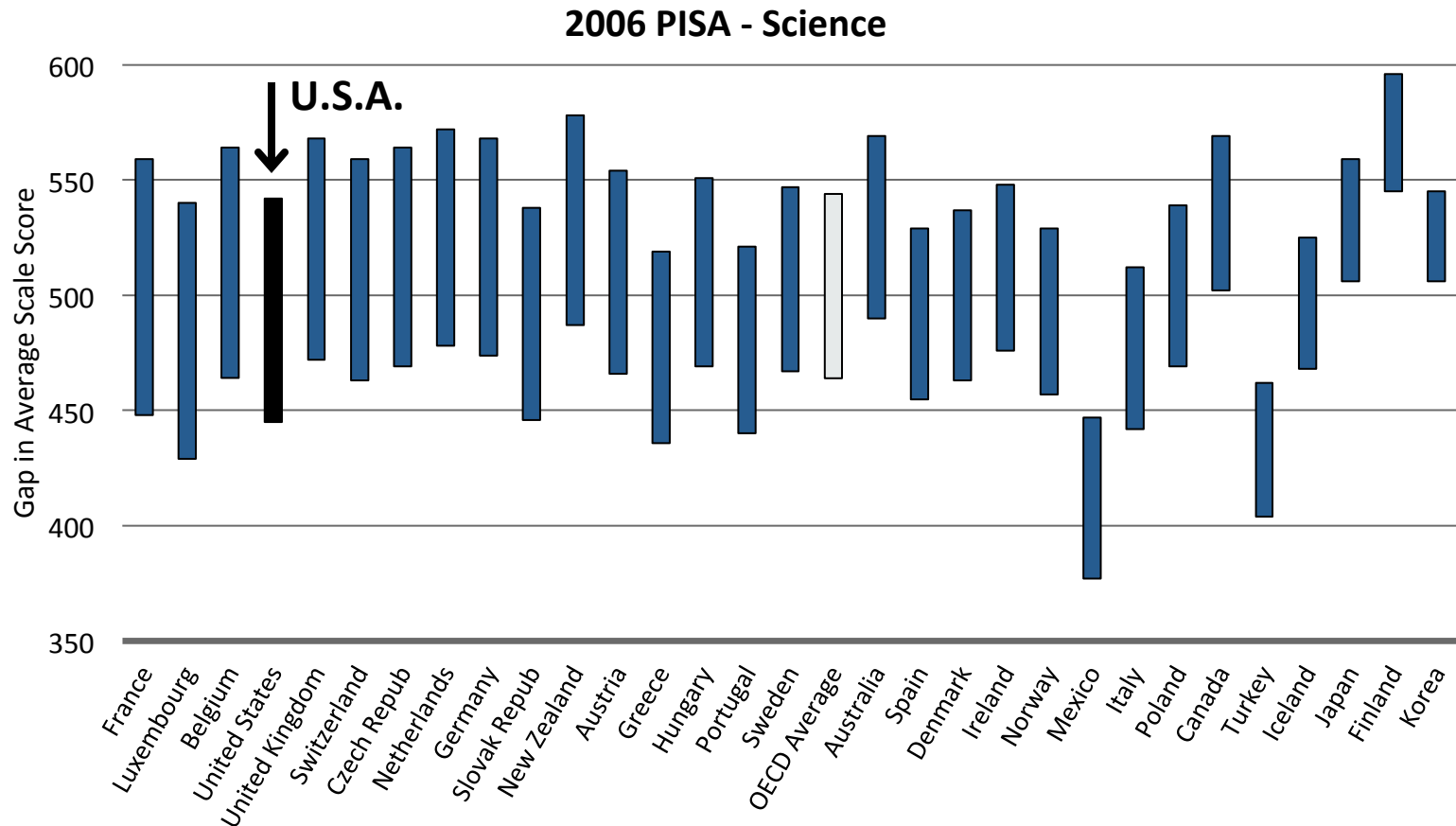
Inequality.

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



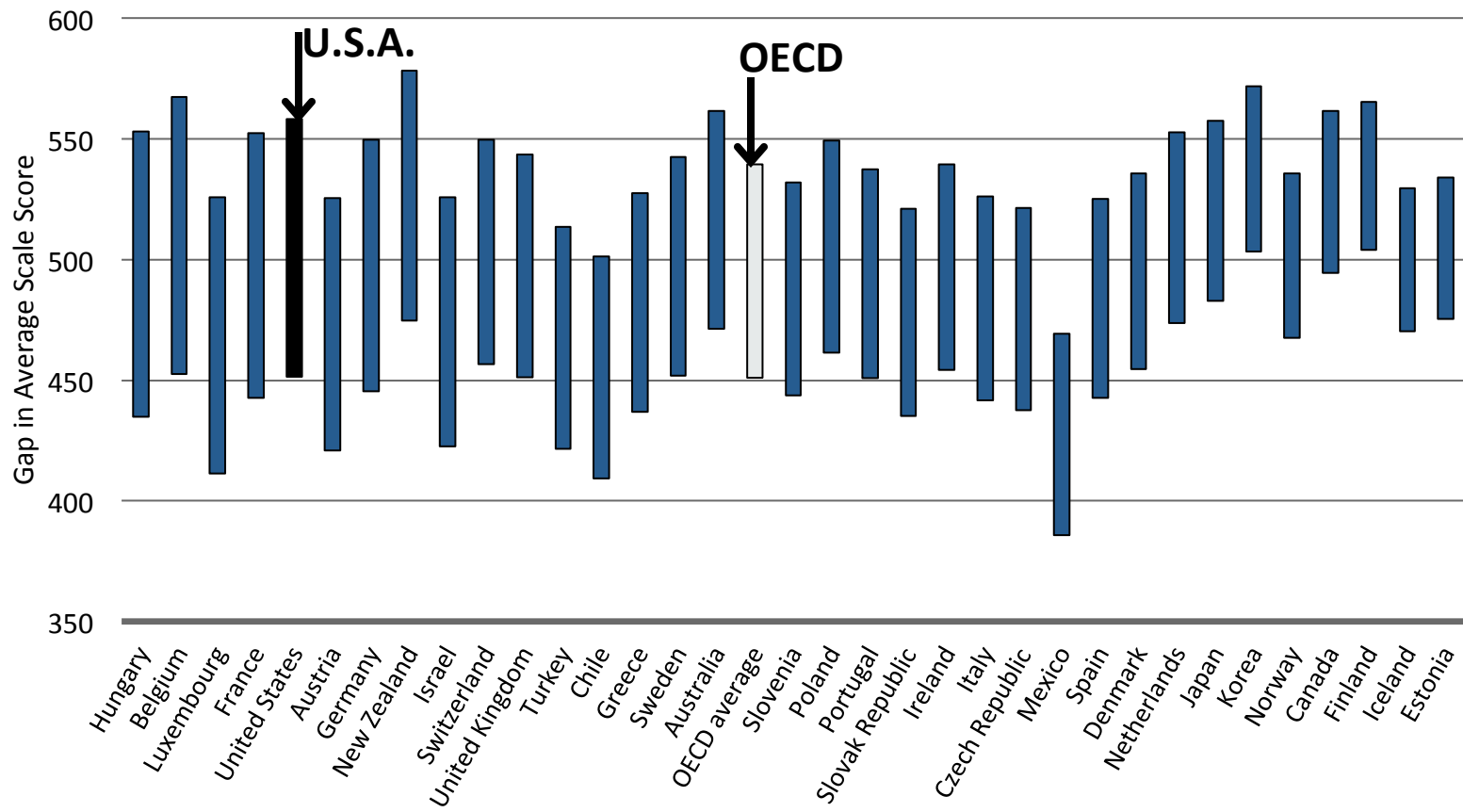
Source: PISA 2012 Results, OECD, Annex B1, Chapter 2, Table II.2.4a

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



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

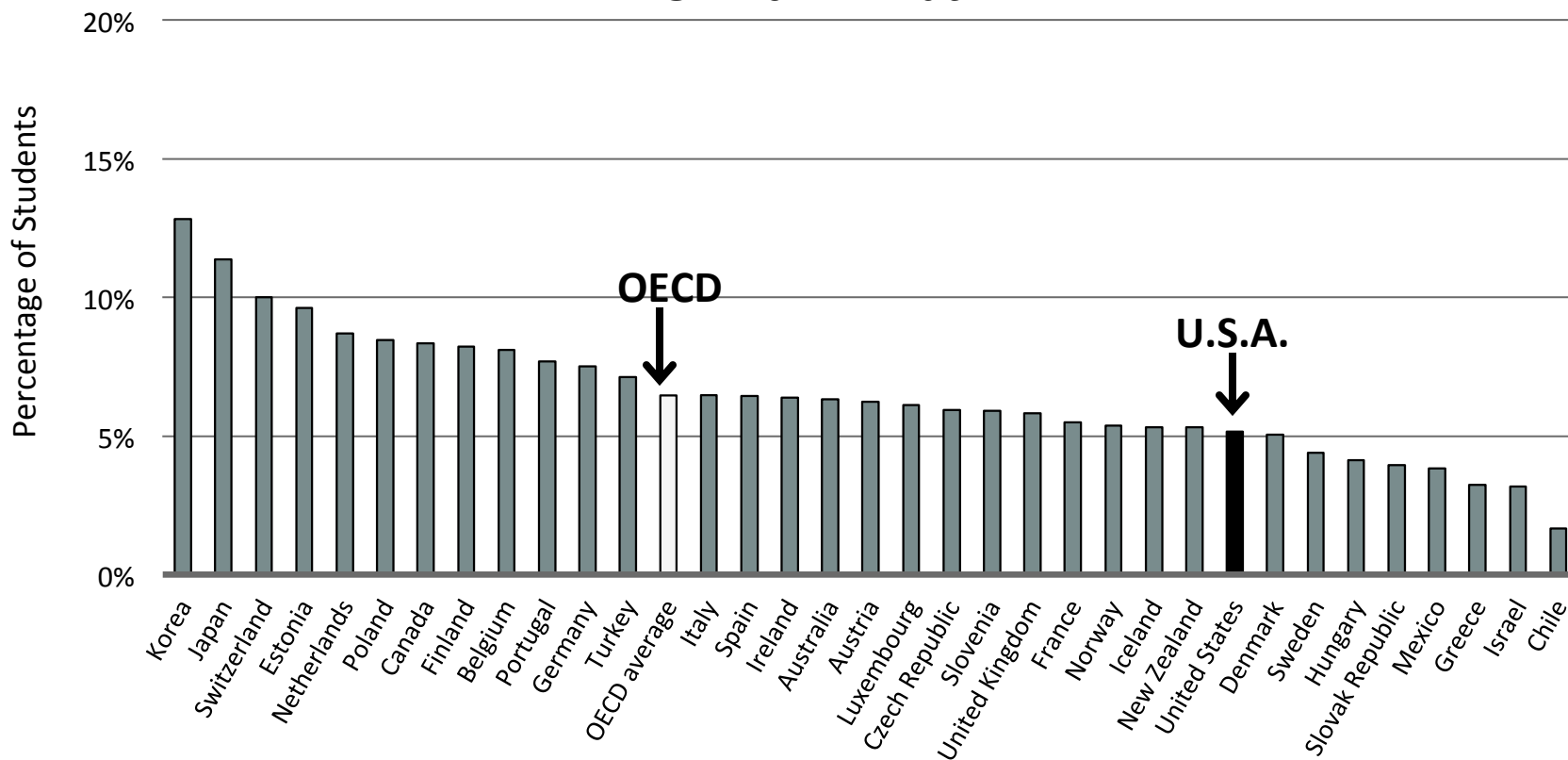
2009 PISA – Reading



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

The U.S. ranks 26th among 34 OECD Countries on the Percentage of Low-SES Students who are High-Performing

PISA 2012 - Math



Note: High-performing, low-SES students are those who are in the bottom quarter of the ESCS in their country but perform in the top quarter across students from all countries after accounting for socioeconomic background.

Source: PISA 2012 Results, OECD, Annex B1, Chapter 2, Table II.2.7a

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 ***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

Source: Education Trust analyses of U.S. Department of Education and U.S. Census Bureau data for the 2005-06 school year.

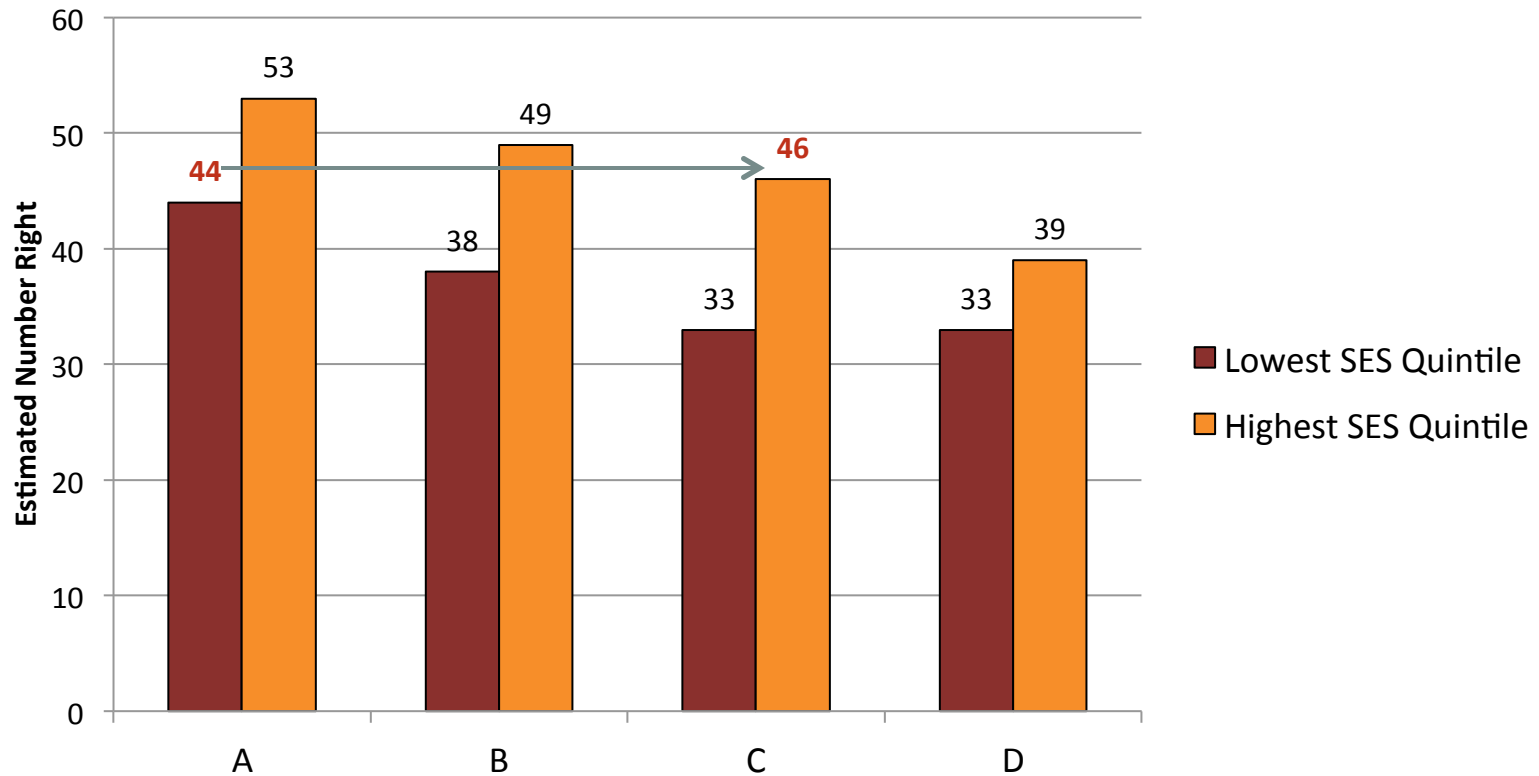
In truth, though, some of the most devastating “lesses” are a function of choices that educators (and school board members) make.

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.

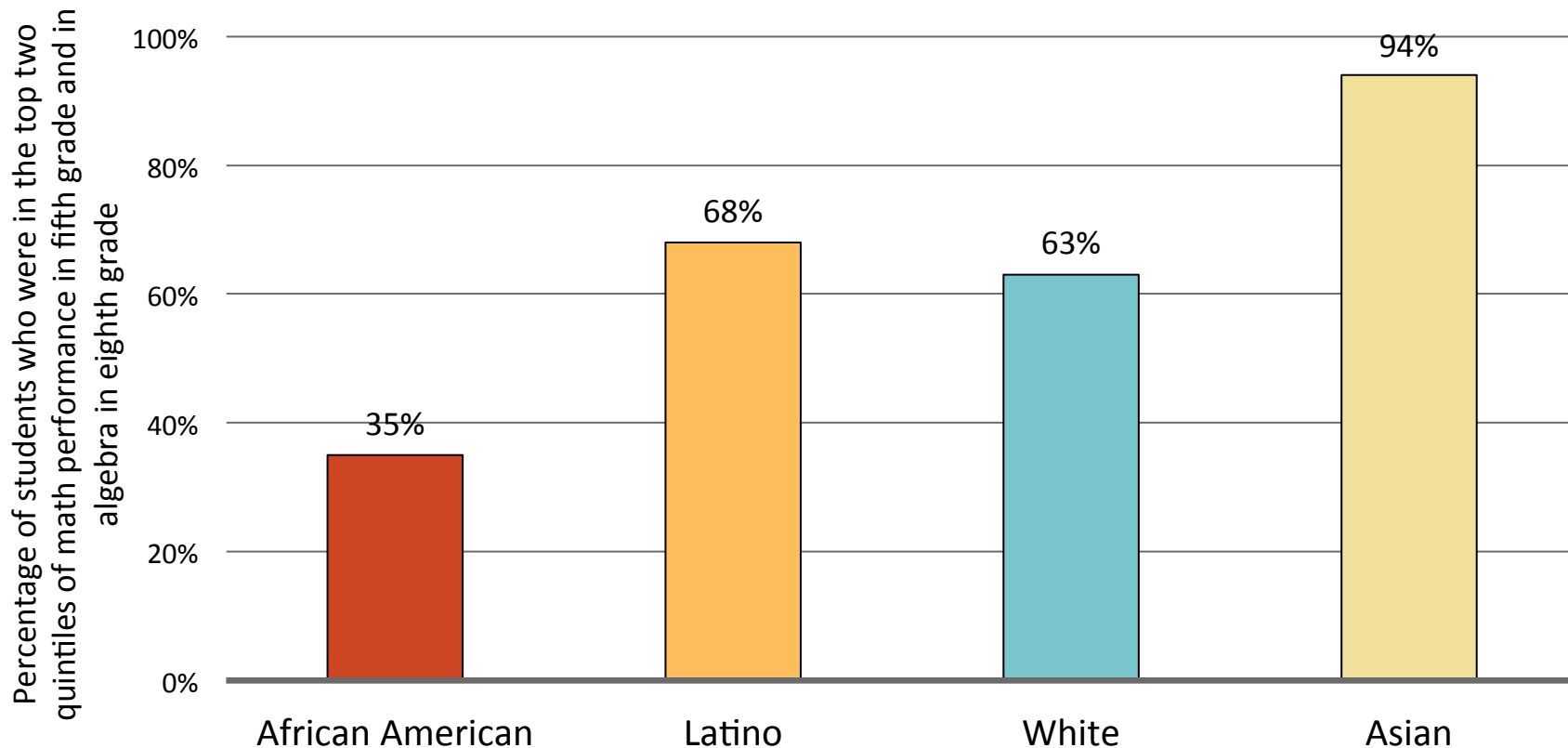
Performance on the HSLS Algebra Assessment by Grade and SES Among Students in 8th grade Algebra



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

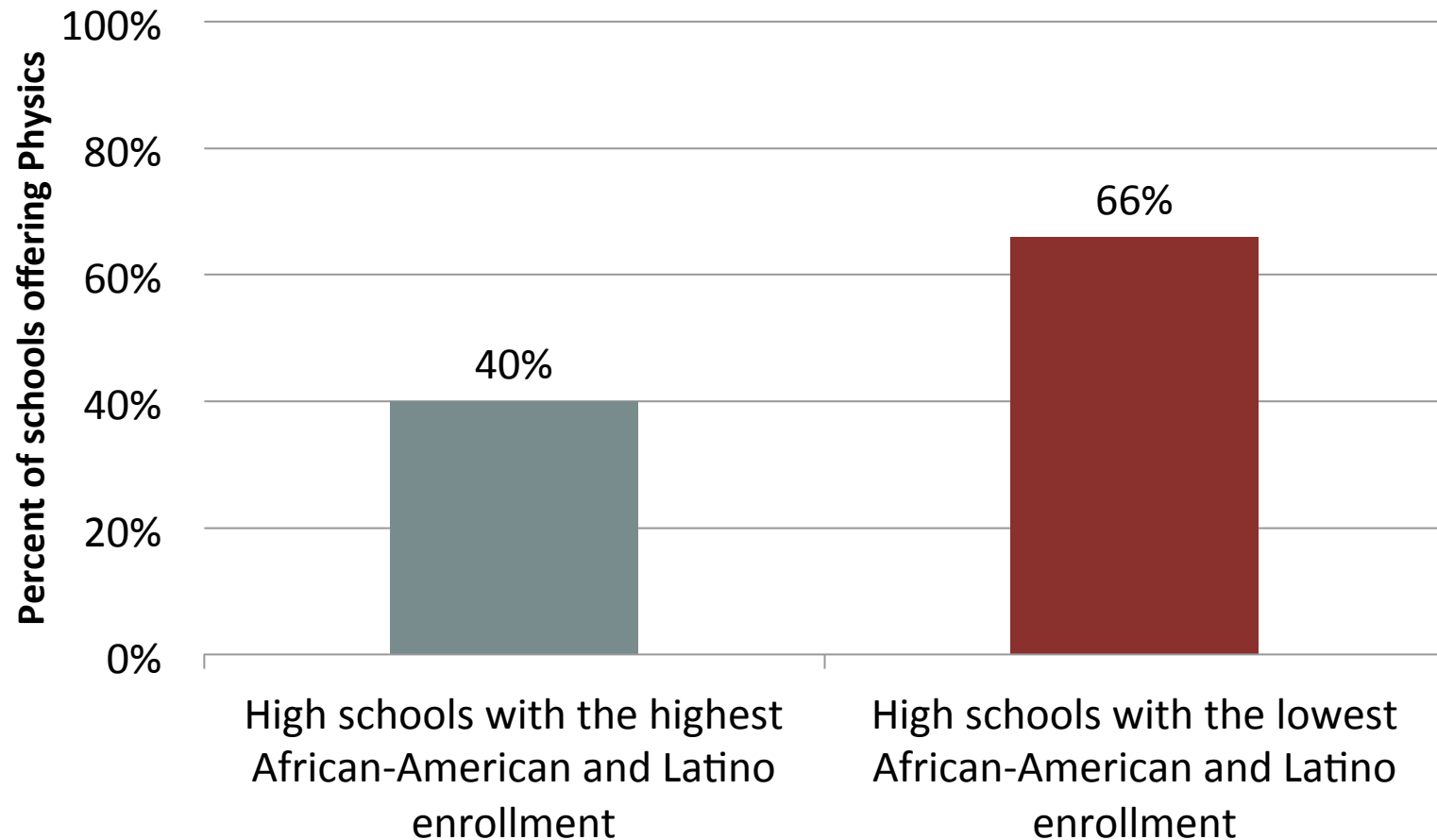
Choices we make about what to
teach whom...

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



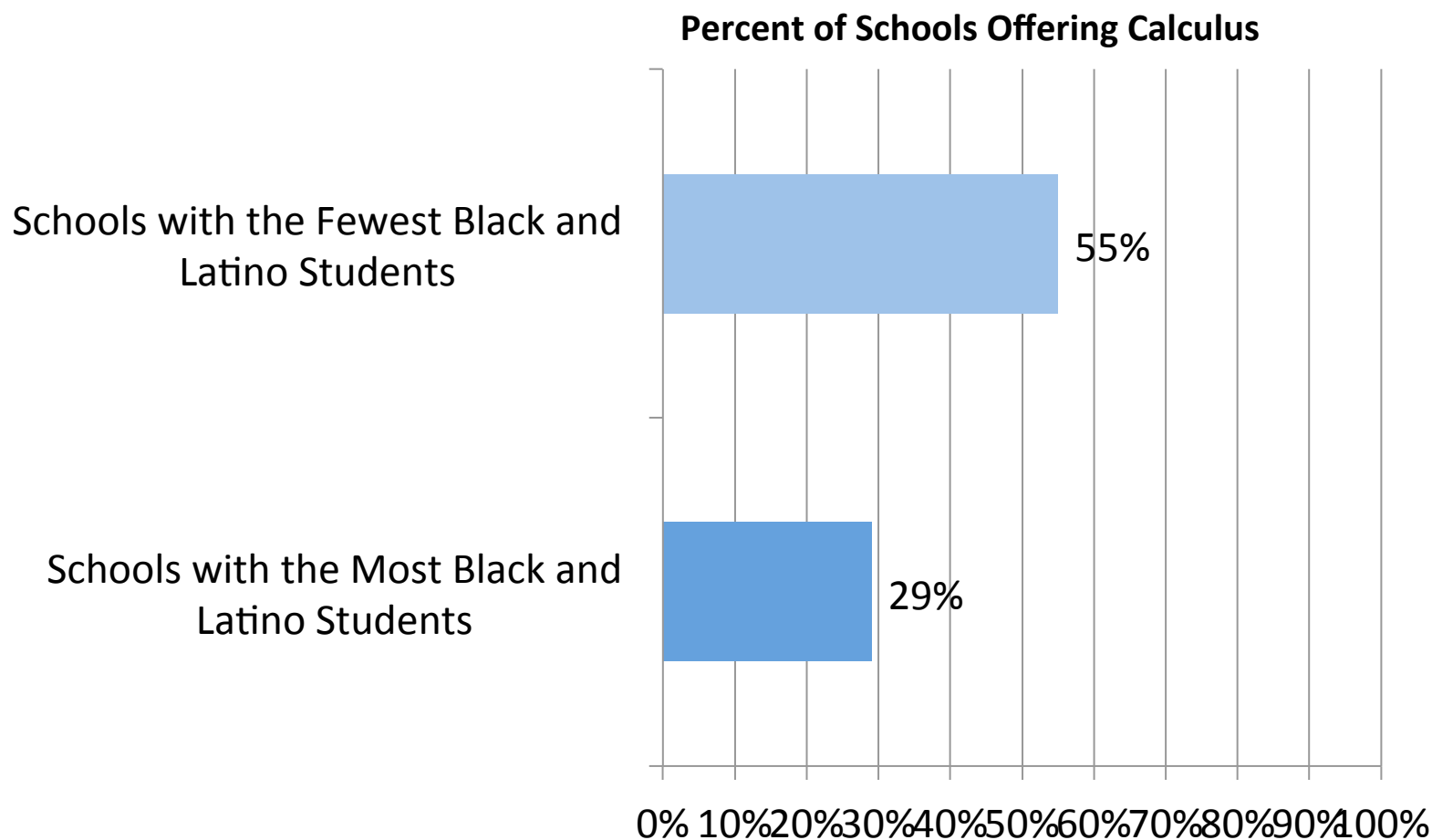
Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

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

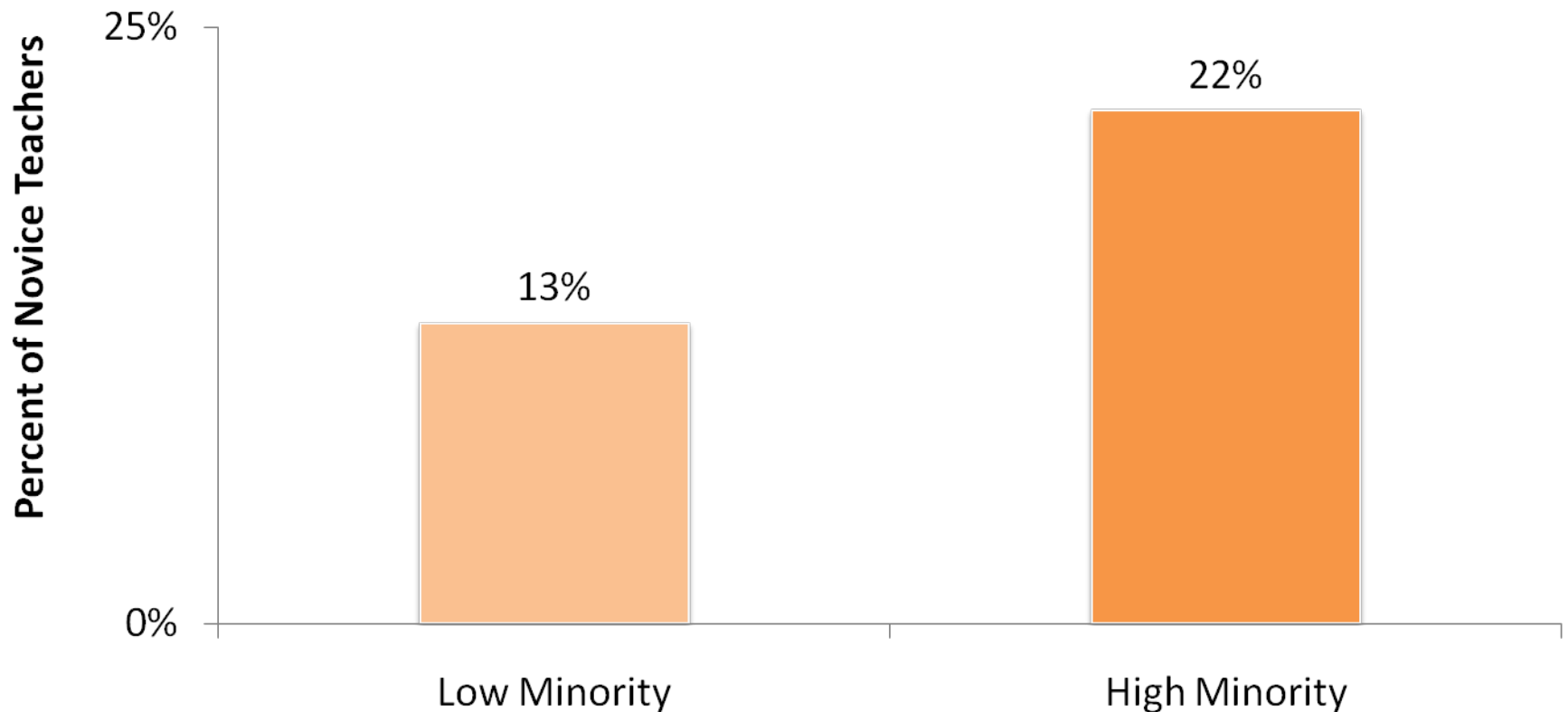
Students of color are less likely to attend high schools that offer calculus.



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

And choices we make about
who teaches whom...

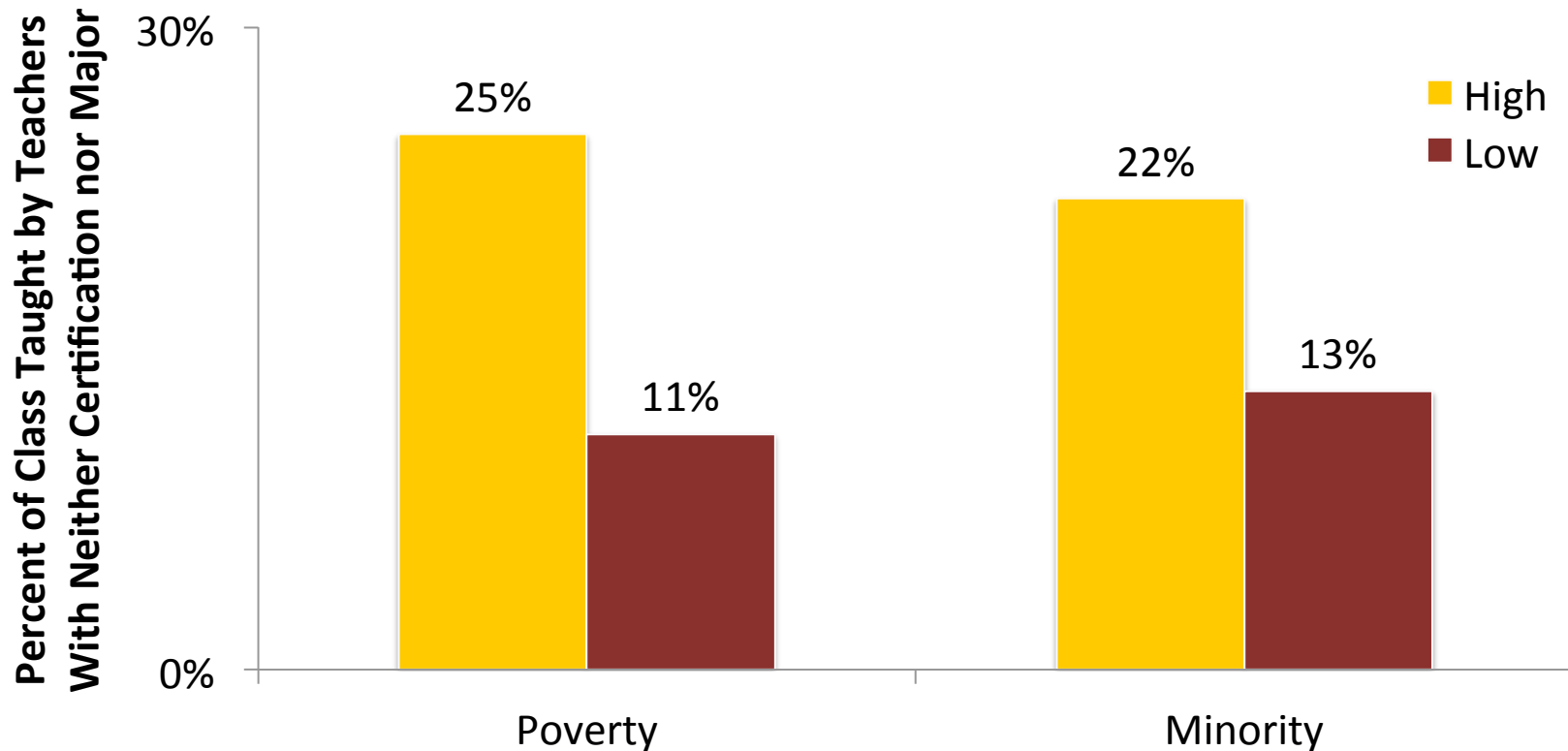
Students at high-minority schools more likely to be taught by novice* teachers.



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.

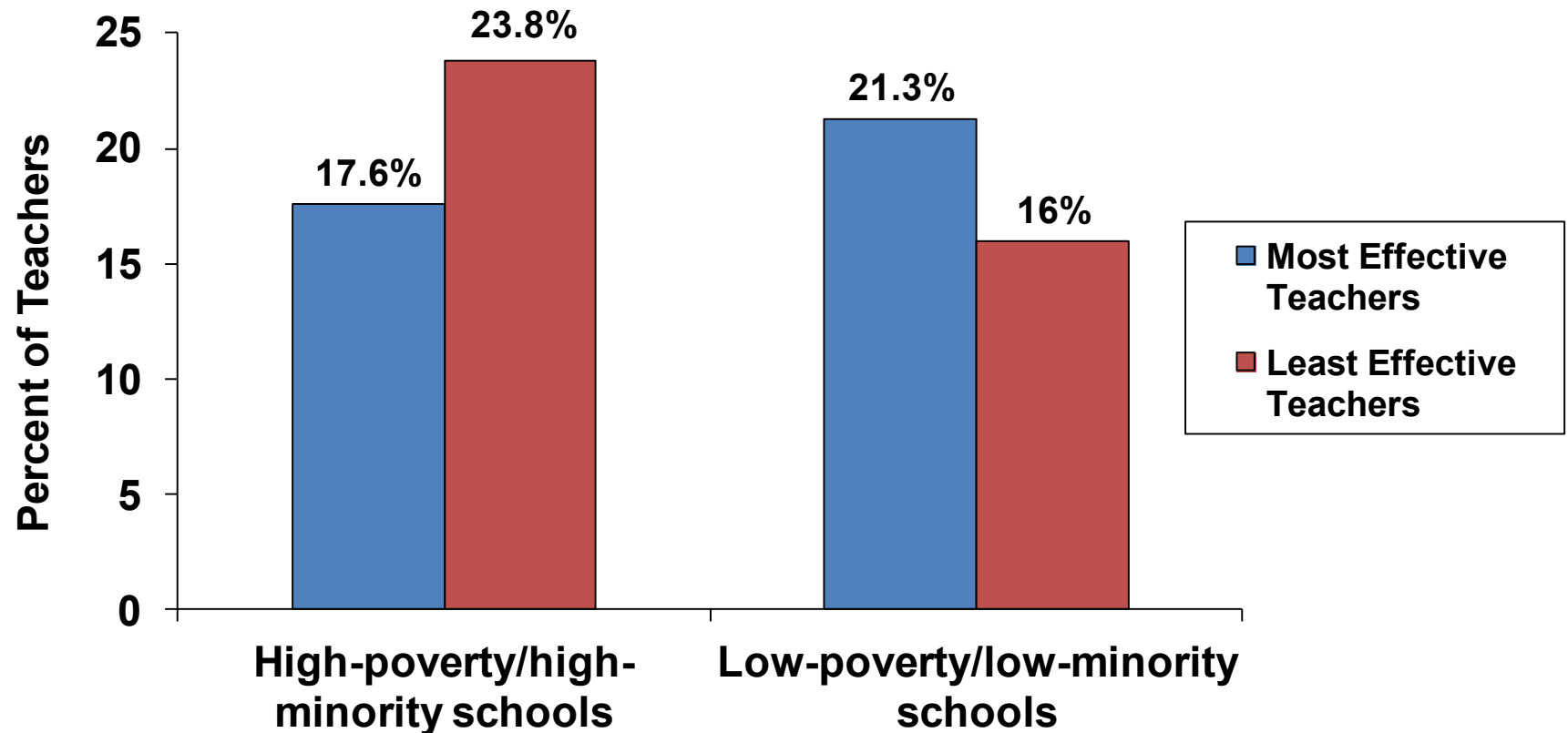
Math classes at high-poverty, high-minority secondary schools are more likely to be taught by out-of-field* teachers.



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.

READING/LANGUAGE ARTS

Latino and black students are:

3X as likely to get low-effectiveness teachers



1/2 as likely to get highly effective teachers

Top Quartile Value-Added Teacher Average (Middle 50%) Value-Added Teacher Bottom Quartile Value-Added Teacher

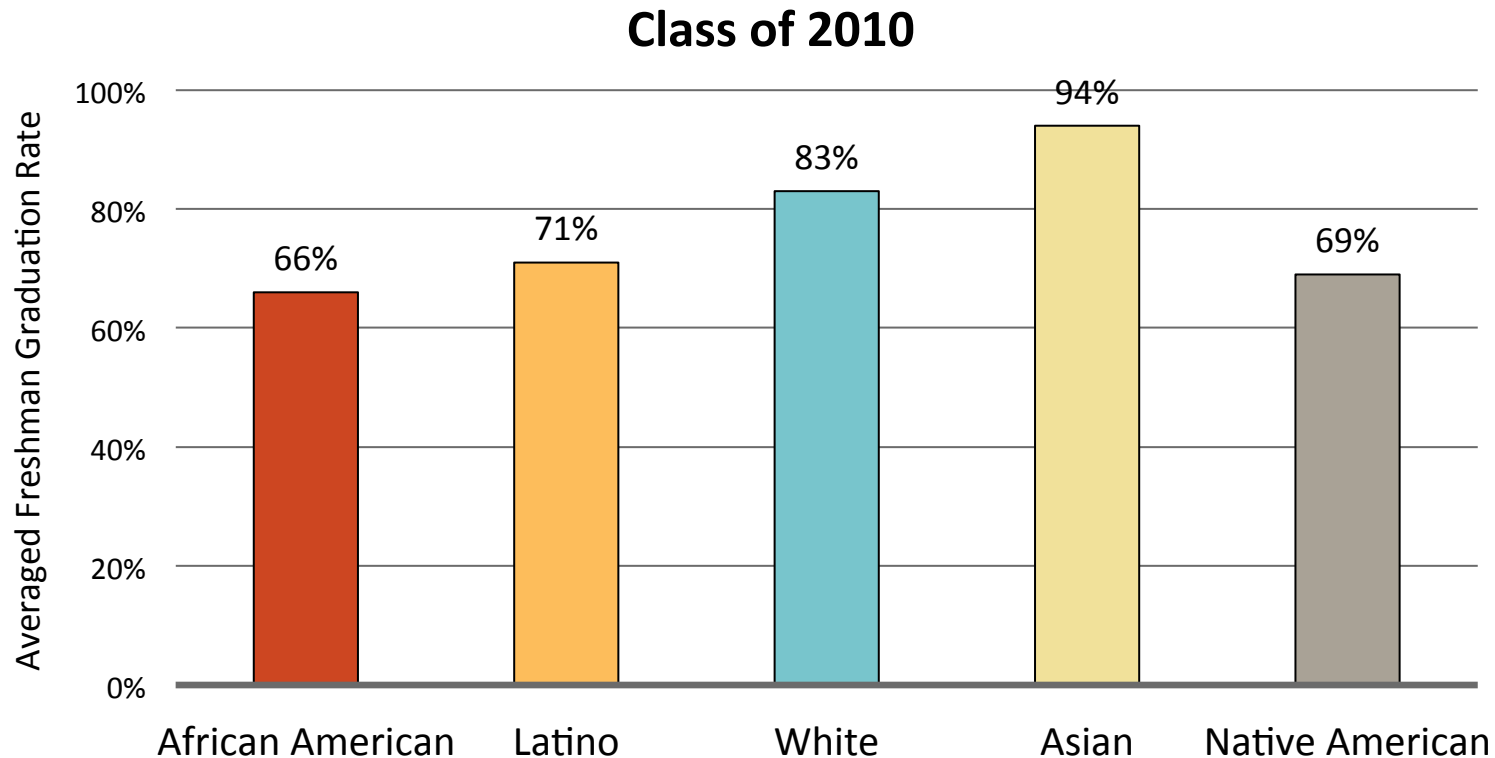
Source: Education Trust—West, *Learning Denied*, 2012.

The results are devastating.

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

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

Students of color are less likely to graduate from high school on time.

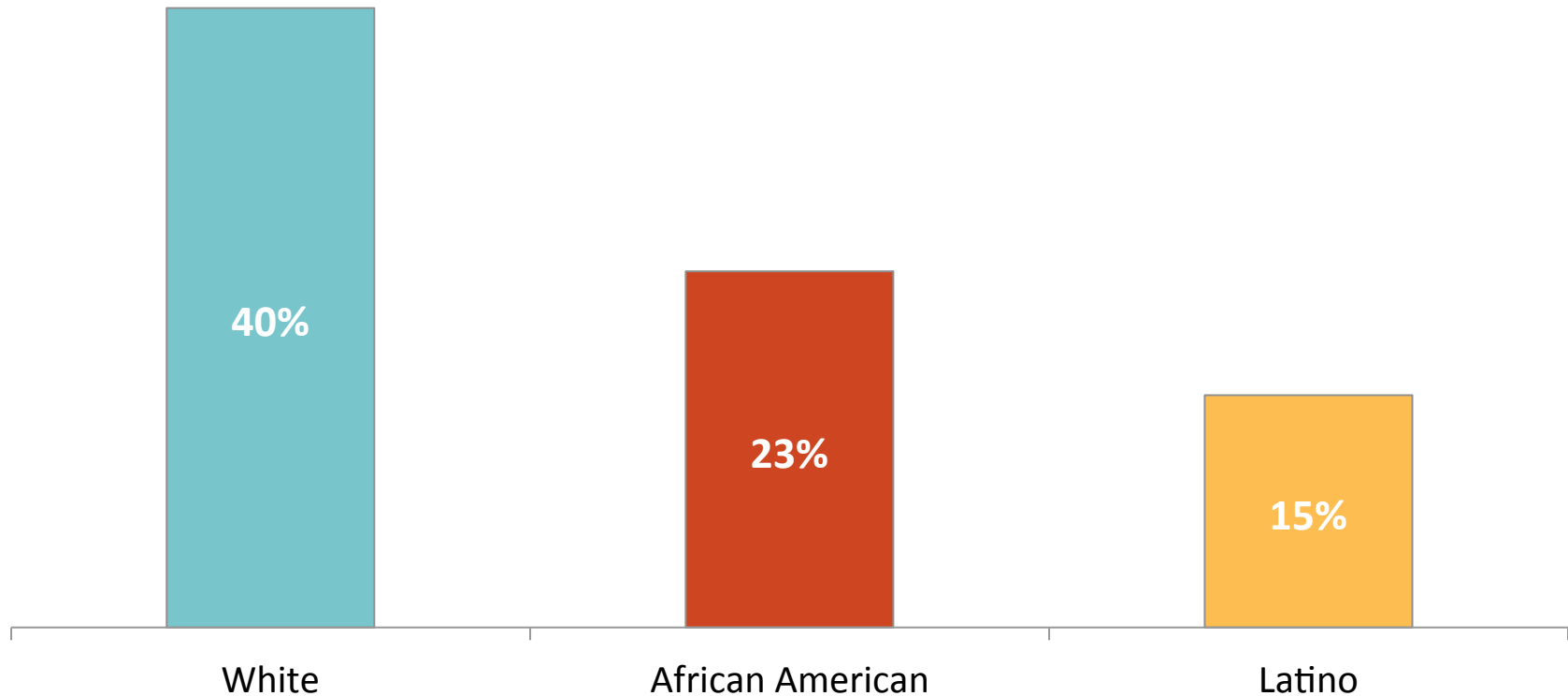


Source: National Center for Education Statistics, "Public School Graduates and Dropouts from the Common Core of Data: School Year 2009-10: First Look" (2013).

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

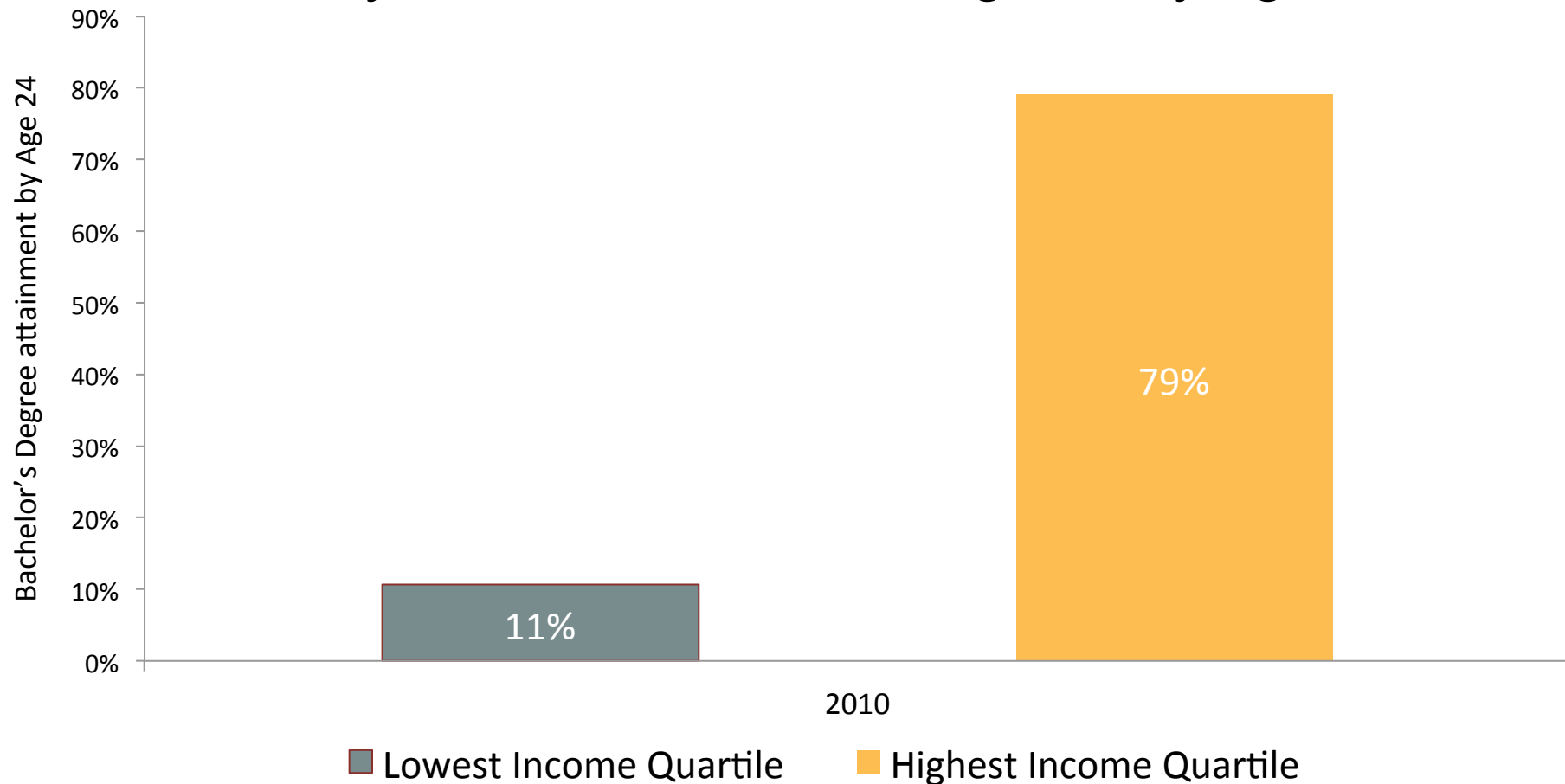
Whites attain bachelor's degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

Bachelor's Degree Attainment of Young Adults
(25-29-year-olds), 2012



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

Young adults from high-income families are 7 times more likely to earn bachelor's degrees by age 24



Source: Tom Mortenson, *Bachelor's Degree Attainment by age 24 by Family income Quartiles, 1970 to 2010*, Postsecondary Education Opportunity, 2012.

What Can We Do?

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

What We Hear Many Americans 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...

George Hall Elementary School

Mobile, Alabama

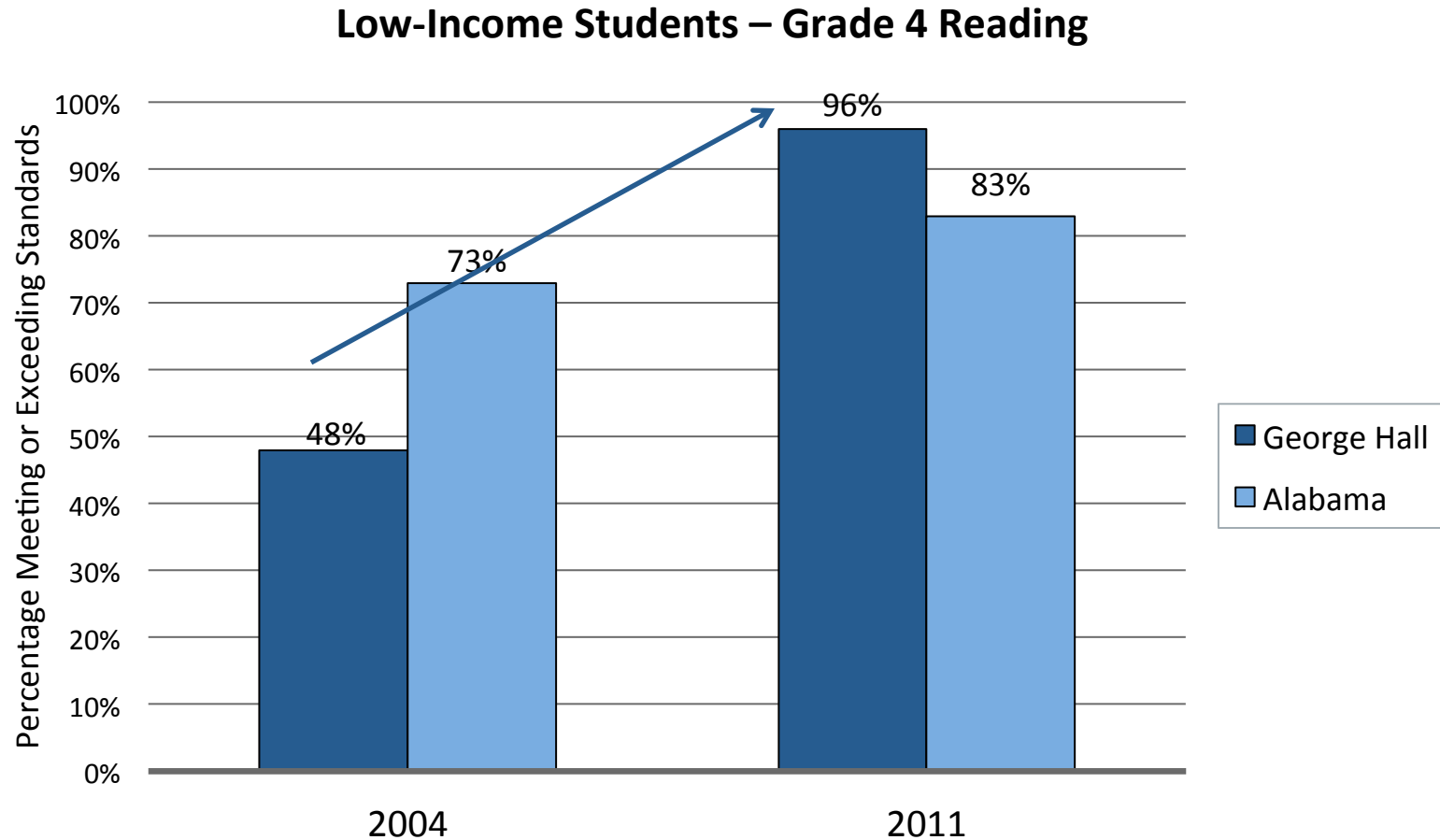
- 549 students in grades PK-5
99% African American
- 99% Low Income



Note: Enrollment data are for 2009-10 school year

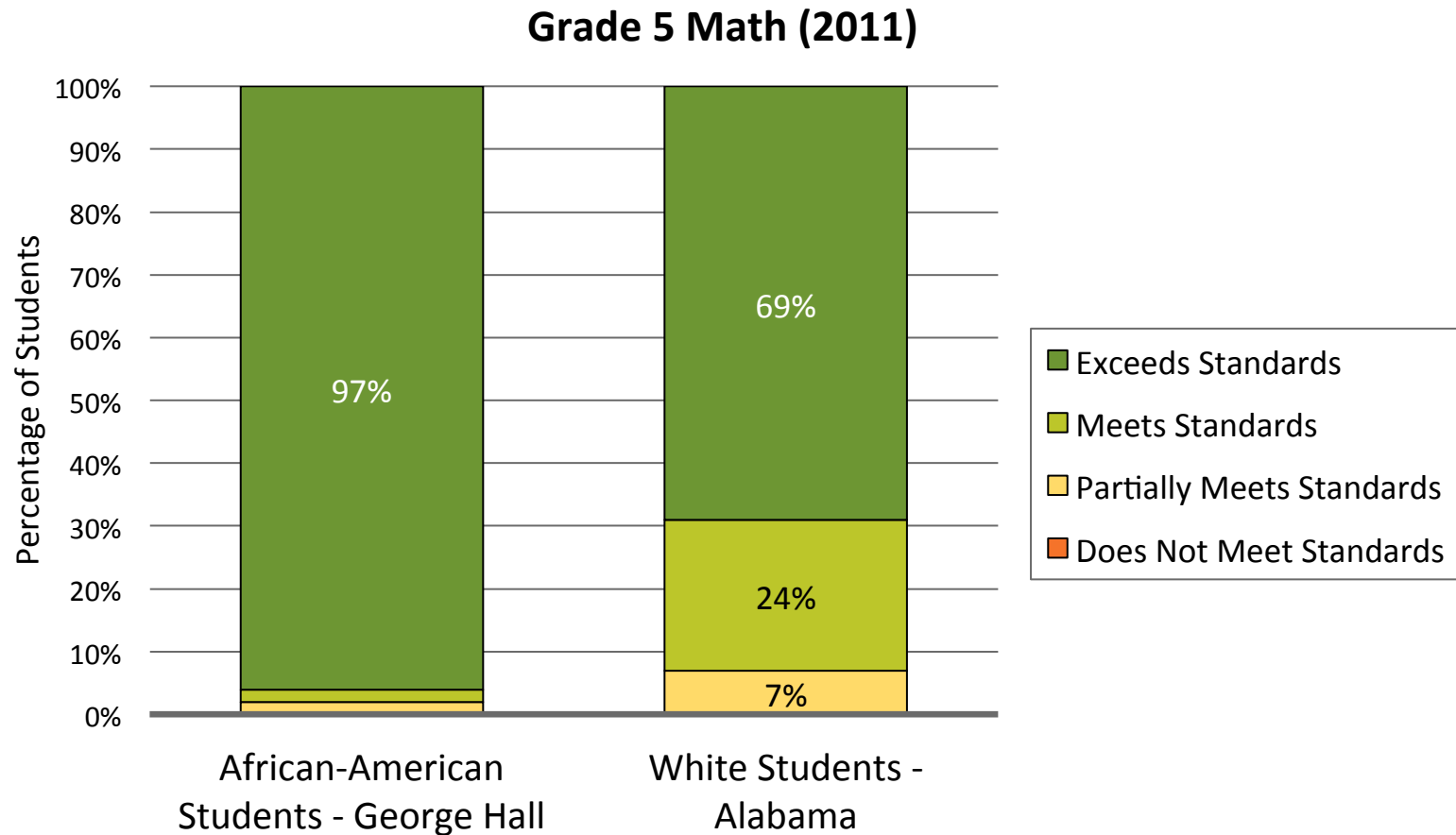
Source: Alabama Department of Education

Big Improvement at George Hall Elementary



Source: Alabama Department of Education

Exceeding Standards: George Hall students outperform white students in Alabama



Halle Hewetson Elementary School

Las Vegas, NV

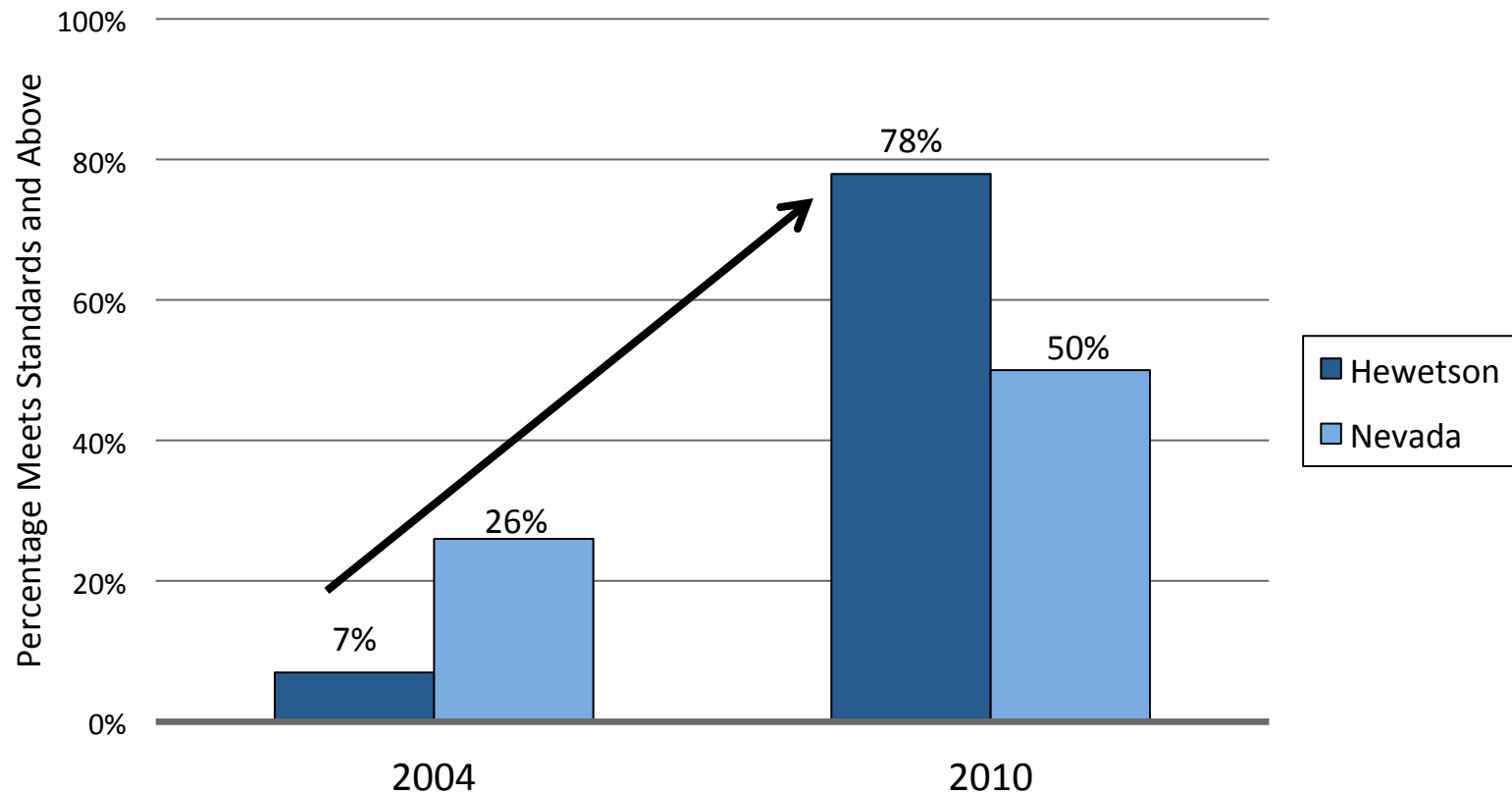
- 962 students in grades PK – 5
 - 85% Latino
 - 7% African American
- 100% Low Income
- 71% Limited English Proficient



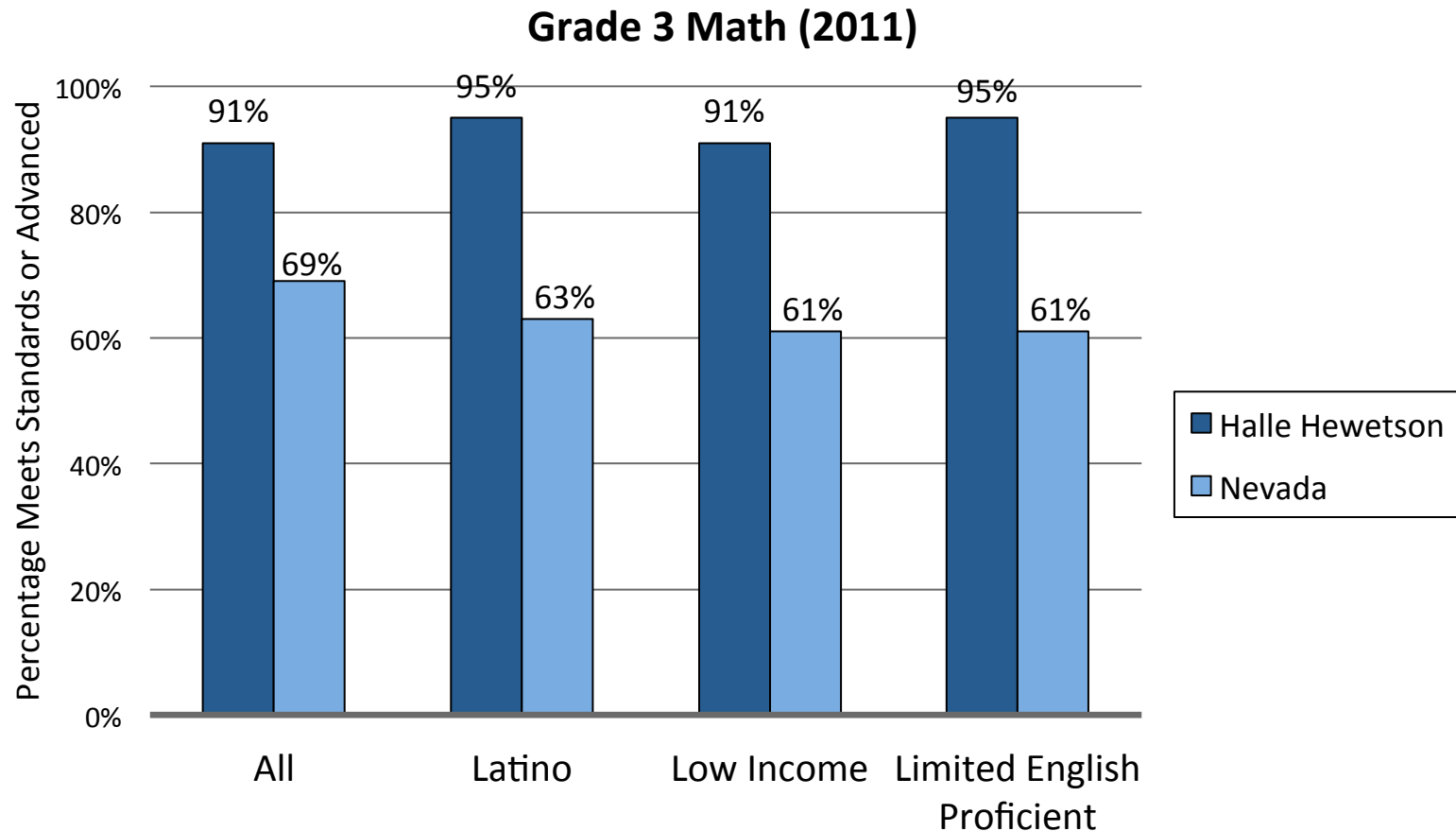
Note: Data are for 2010-2011 school year
Source: Nevada Department of Education

Big Improvement at Halle Hewetson Elementary

Latino Students – Grade 3 Reading

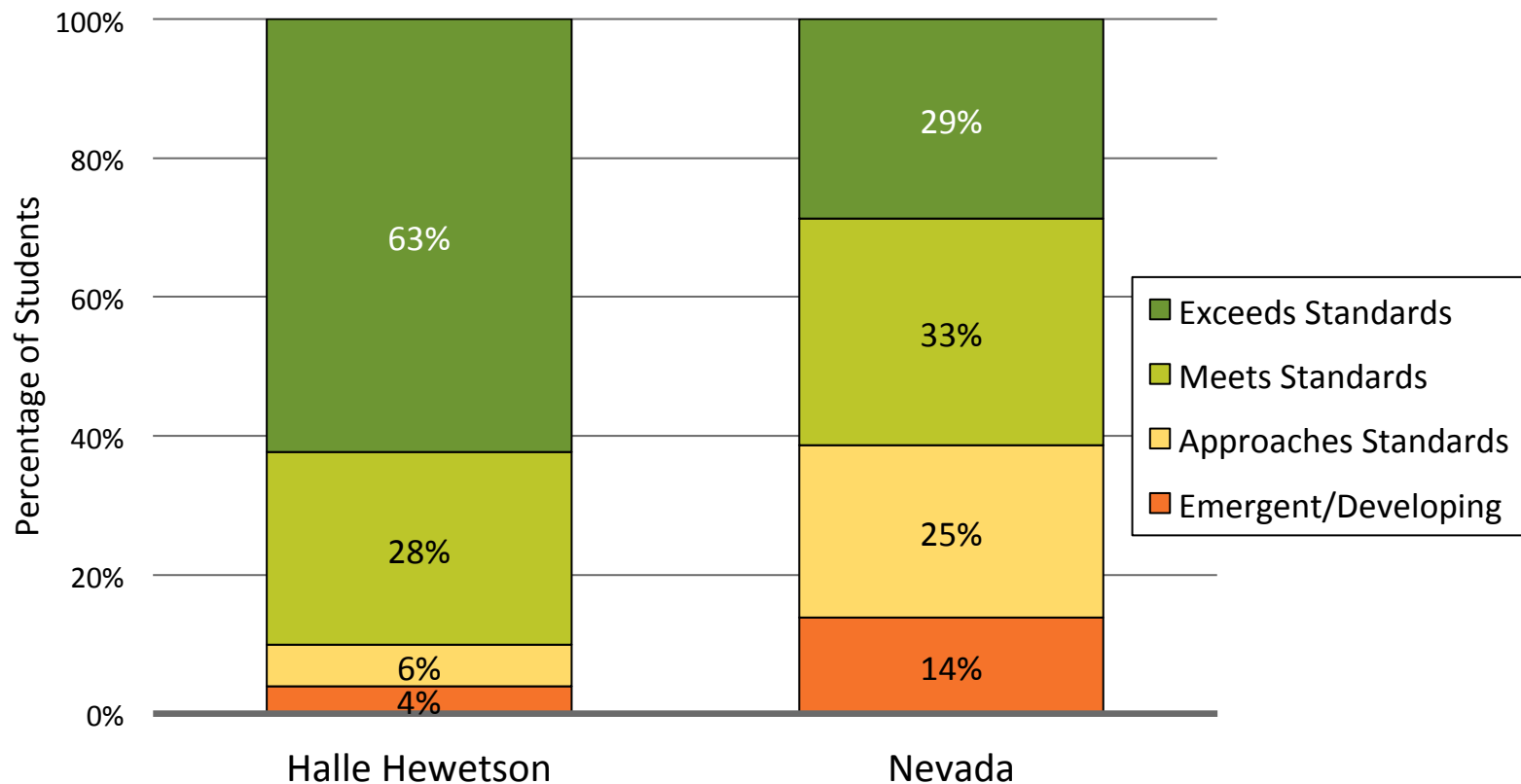


High Performance Across Groups at Halle Hewetson Elementary



Exceeding Standards at Halle Hewetson Elementary

Low-Income Students – Grade 3 Math (2011)



Elmont Memorial Junior-Senior High

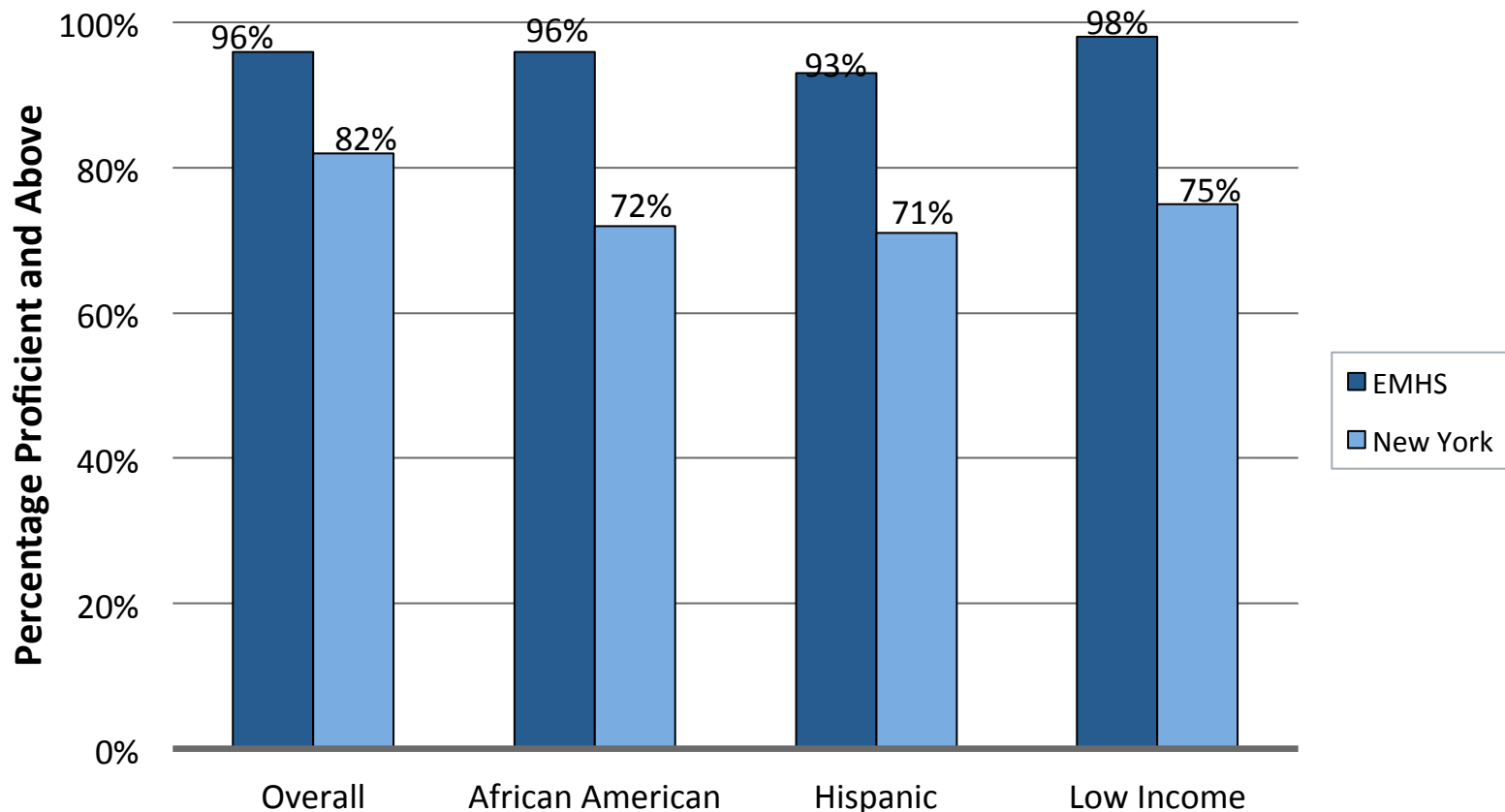
Elmont, New York

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



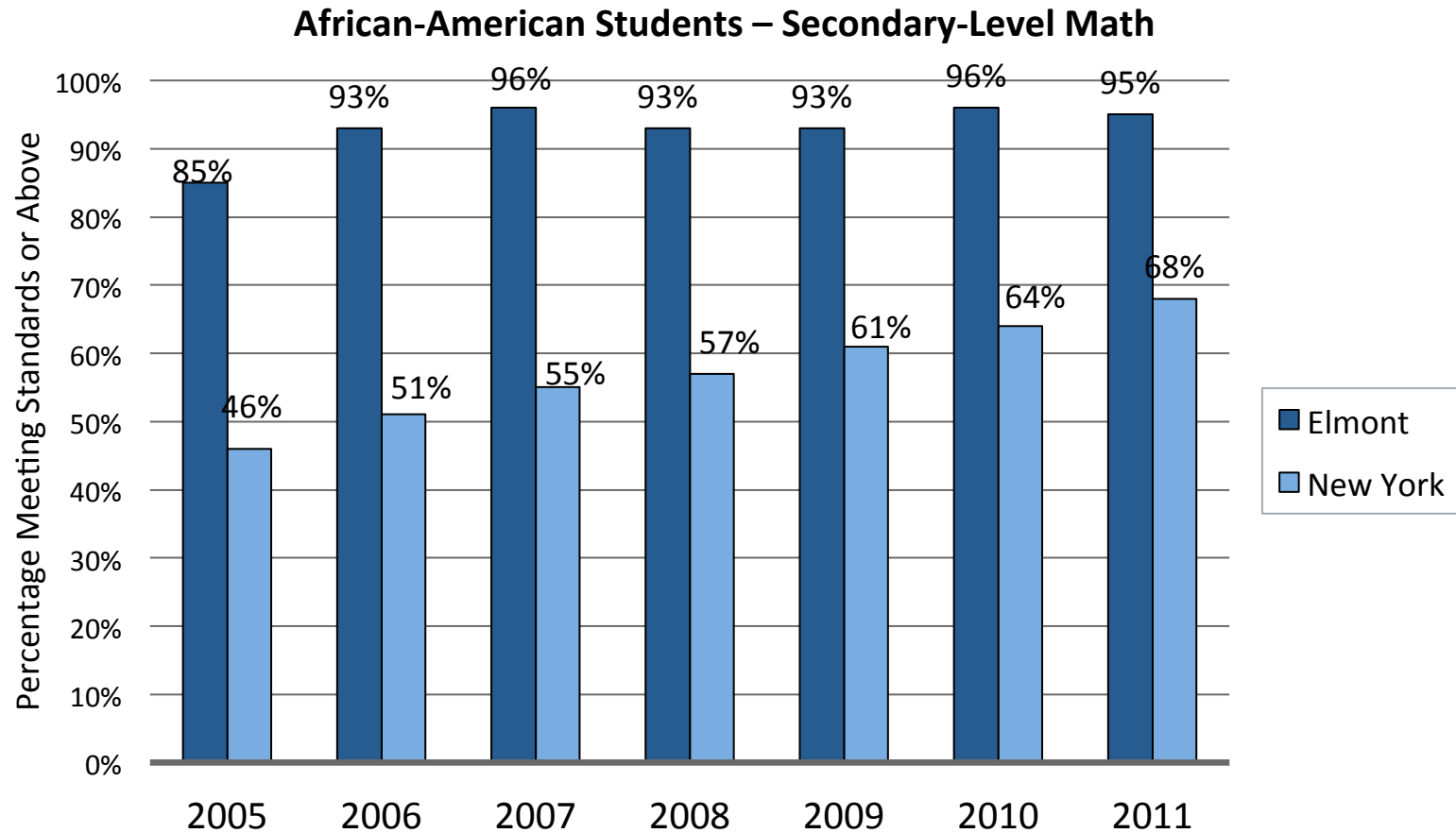
High Performance by ALL Students at Elmont Memorial High School

Secondary Level English (2012)

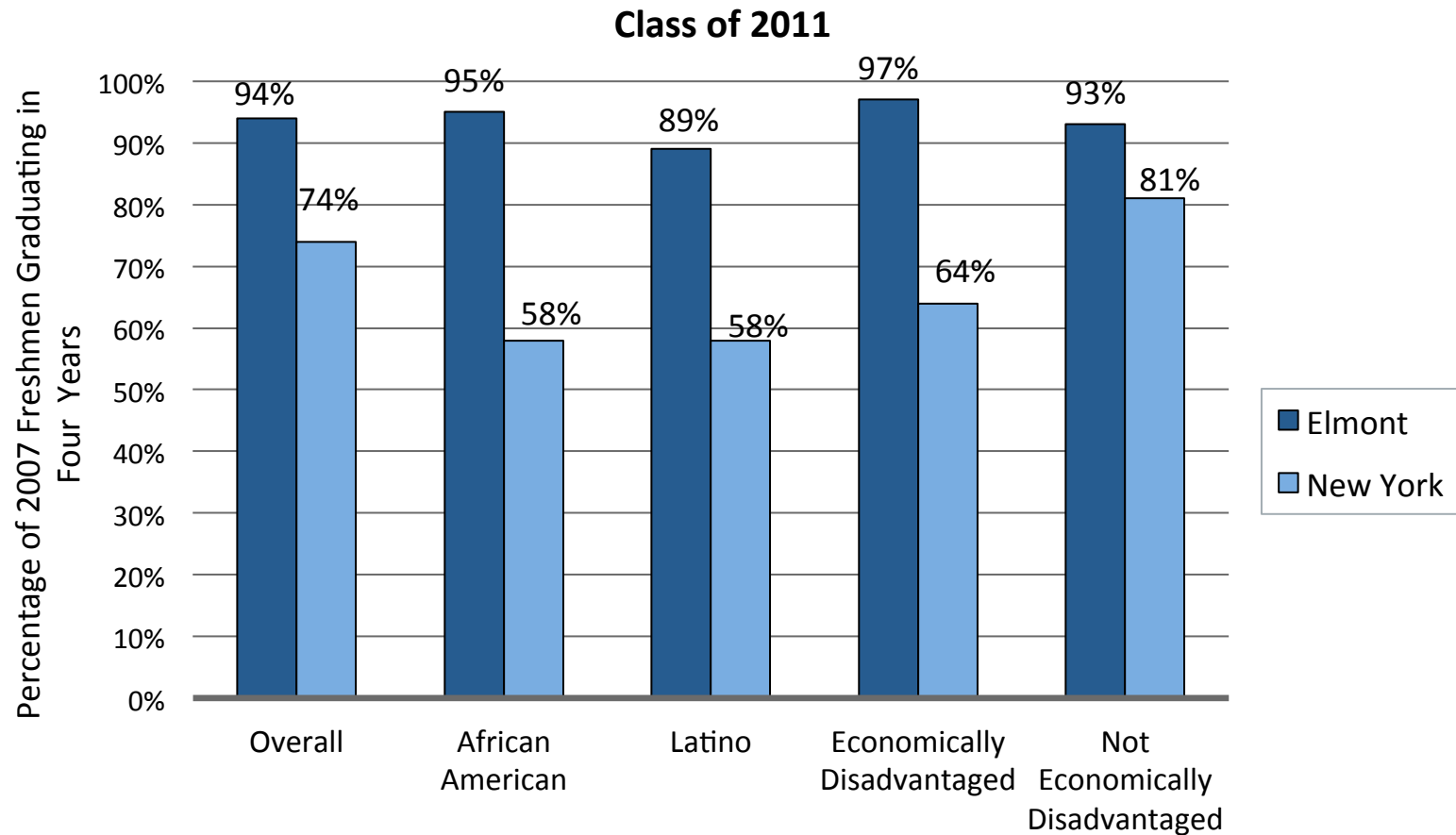


Source: New York Department of Education <https://reportcards.nysed.gov/schools.php?district=800000049235&year=2012>

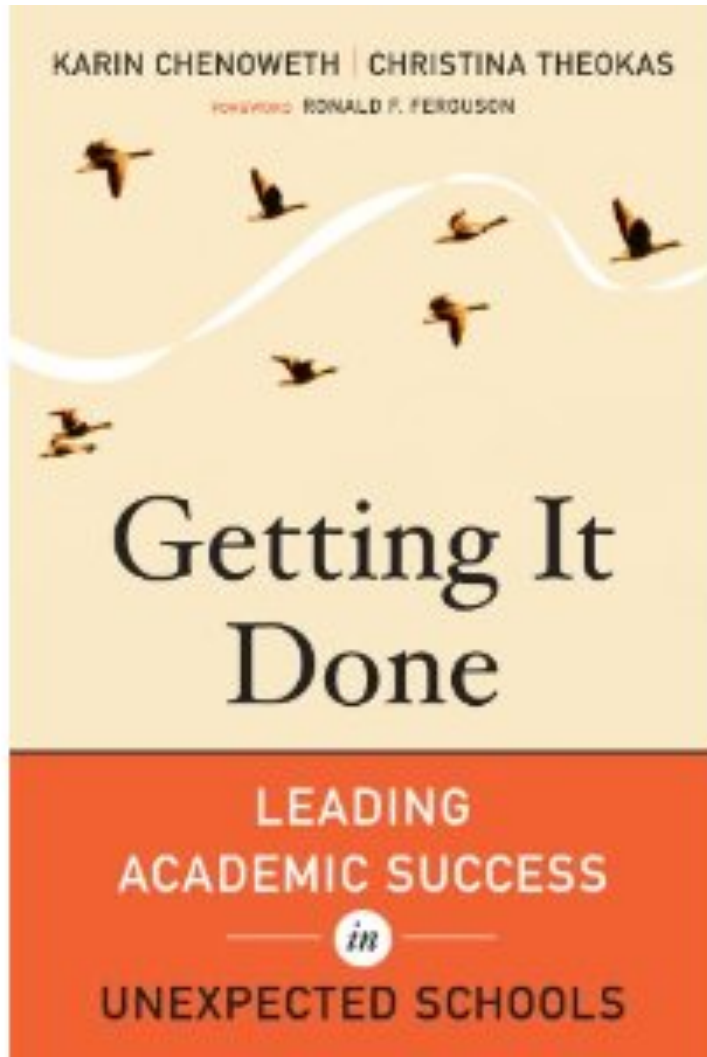
Improvement and High Performance at Elmont Memorial High



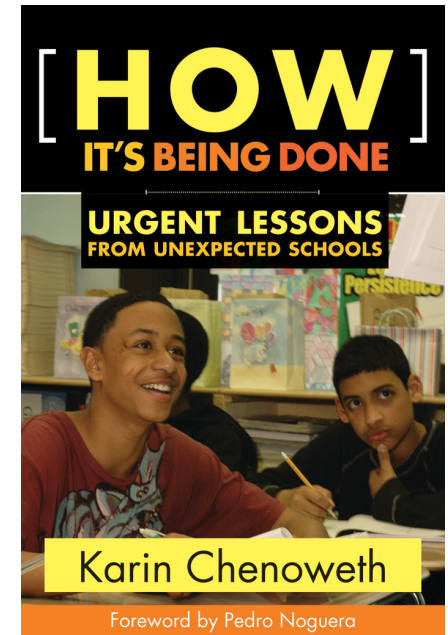
High Graduation Rates at Elmont Memorial High School



Note: Includes students graduating by June 2011.
Source: New York State Department of Education



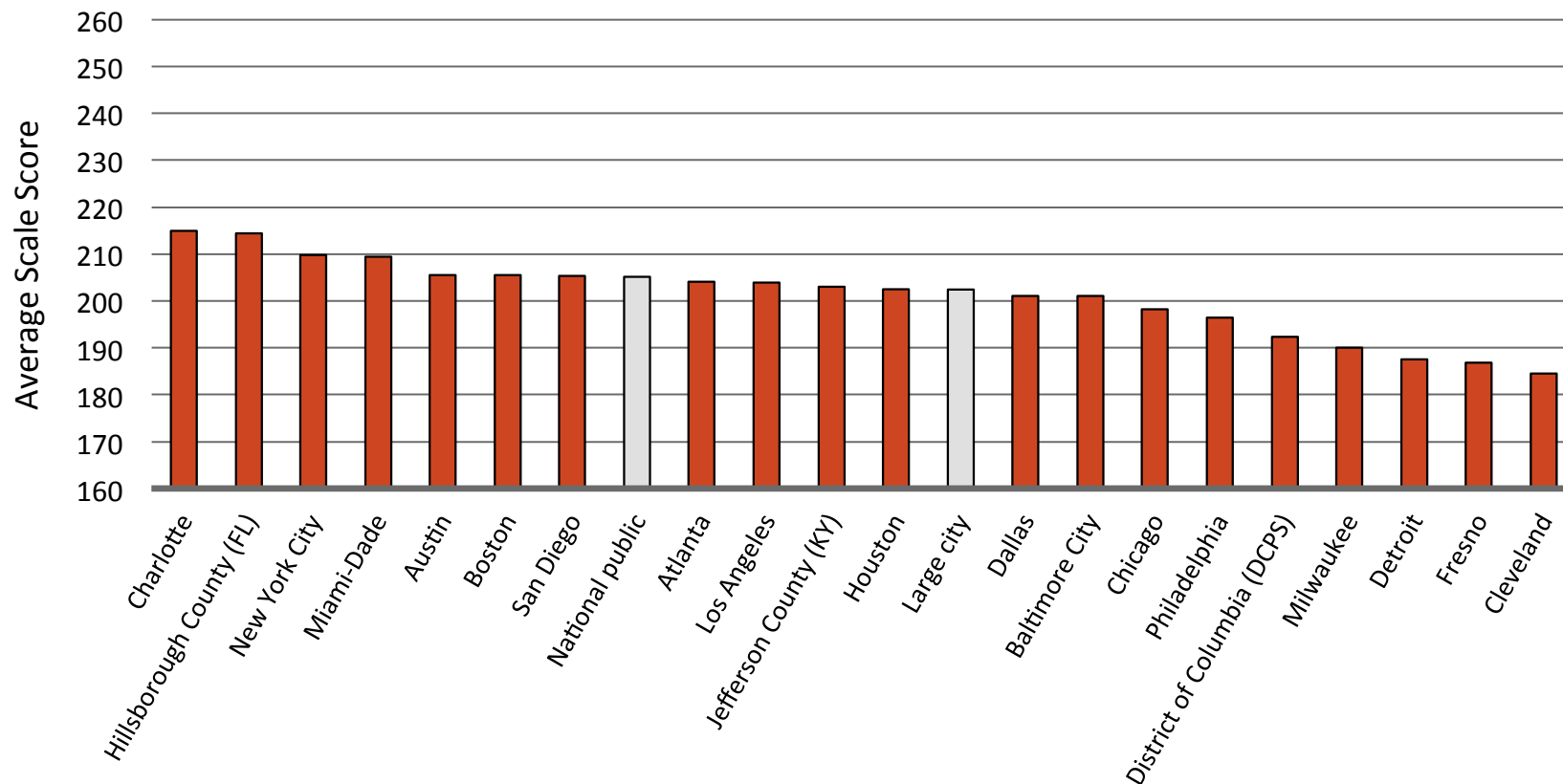
Available from
Harvard Education Press
and amazon.com



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

Grade 4 – NAEP Reading (2013)



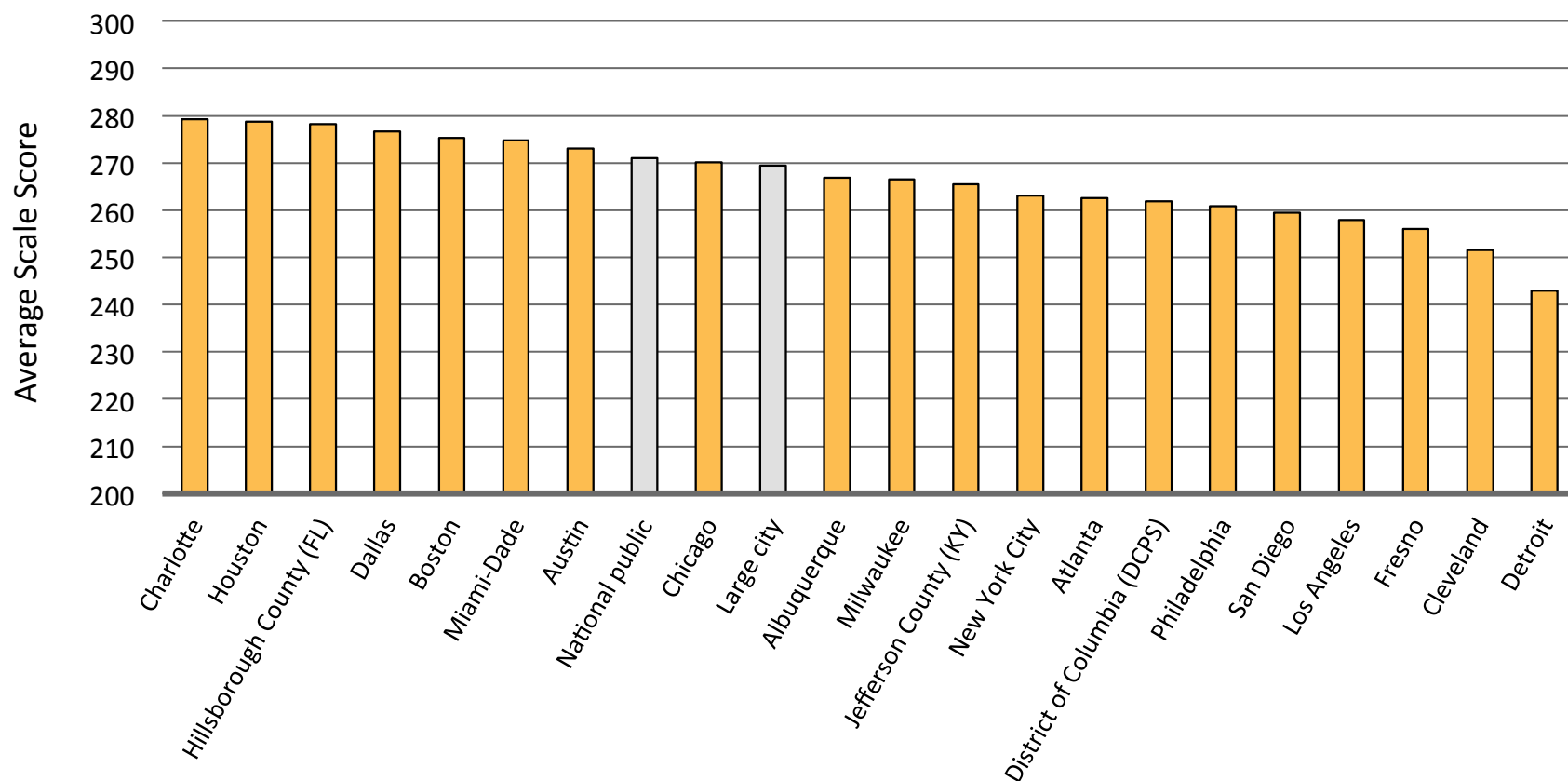
Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

Average Scale Scores, by District

Latino Students

Grade 8 – NAEP Math (2013)



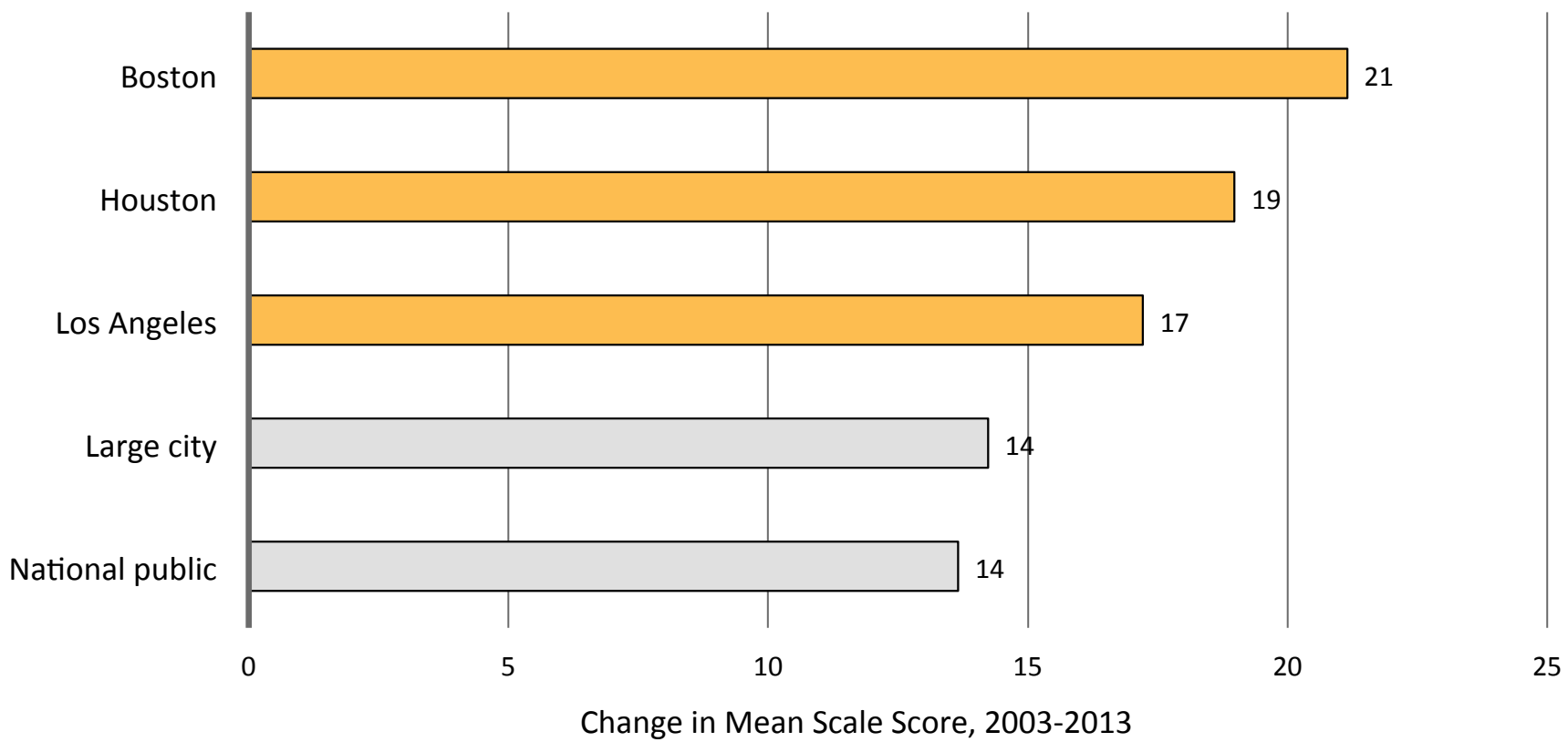
Note: Basic Scale Score = 262; Proficient Scale Score = 299

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

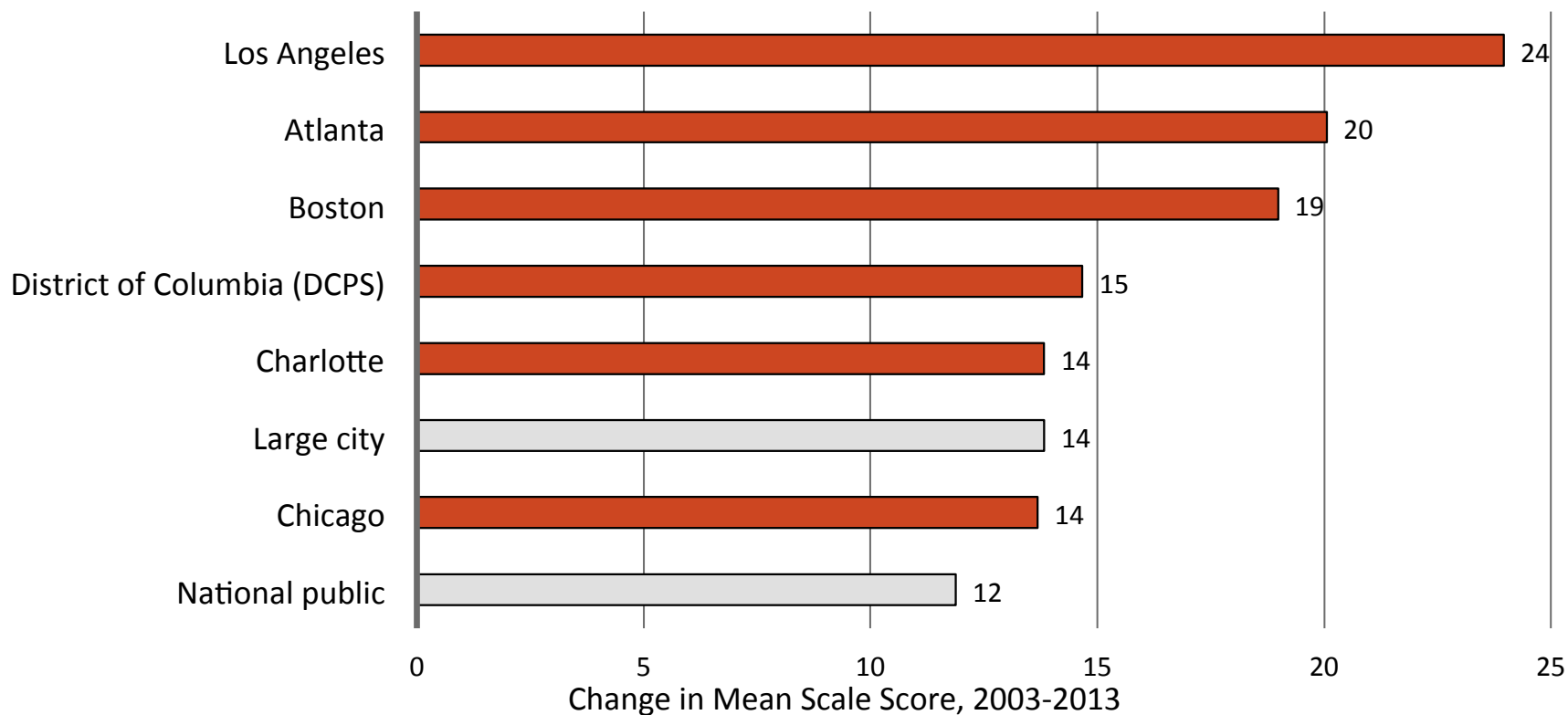
Grade 8 – NAEP Math (2003-2013)



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

Low-income African American students in Los Angeles, Atlanta, and Boston improved at a far faster rate than their counterparts nationally

Grade 8 – NAEP Math (2003-2013)



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

Even big differences—in
performance and improvement—
among whole states.

NAEP Grade 4 Reading – Low-Income Students

States with the Biggest Gains in Mean Scale Scores
(2003 – 2013)

State	Gain
Alabama	14
Florida	13
Pennsylvania	13
Nevada	11
Georgia	11

Note: On average, mean scale scores in reading for low-income fourth-grade students increased by 6 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

NAEP Grade 8 Math – Low-Income Students

States with the Biggest Gains in Mean Scale Scores
(2003 – 2013)

State	Gain
New Jersey	22
Massachusetts	20
Hawaii	19
Pennsylvania	16

Note: On average, mean scale scores in math for low-income eighth-grade students increased by 12 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

In other words,
WE CAN DO THIS!

What will it take?

Talking about the how is mostly
Charles' role today, but...

What matters?

- Strong and collaborative leadership;
- Effective teachers;
- High standards for all kids and a curriculum aligned with those standards;
- Shared accountability for results—schools, students and communities; and,
- A genuine partnership with parents.

Download this presentation
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The Education Trust

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