

Raising Achievement and Closing Gaps in Michigan:

What Do We Know About
What It Will Take?



The Education Trust

Presentation to Flint FACT, October 4, 2011

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Our Mission

- The Education Trust-Midwest works for the high academic **achievement of all Michigan students**, pre-kindergarten through college.
- Our goal is to **close the gaps** in opportunity and achievement for all children, particularly those from low-income families or who are African American, Latino or American Indian.

About the Education Trust Midwest

- The Education Trust-Midwest is **non-partisan, independent, and research-based.**
- The Education Trust-Midwest is a state-wide education **policy, practice and advocacy organization.**
- The Education Trust-Midwest is focused first and foremost on **doing what is right for Michigan students**—we are the only such voice in the state of Michigan.

About the Education Trust Midwest

- Affiliated with national Education Trust founded in 1991.
- Established with generous support from the **W.K. Kellogg Foundation and the Skillman Foundation.**
- Staffed by Michiganders who are **invested in working for Michigan students for the long term.**

How does Education Trust Midwest carry out its work?

- **We serve as a watchdog and independent source of reliable and honest information** for families, educators, journalists, policymakers and others.
- **We conduct research and analyze local, state, and national data**, then use what we learn to help build broader understanding of achievement and opportunity gaps and how to close them.
- **We provide expertise and practical assistance**, working alongside educators, parents, students, policymakers, and civic and business leaders in their efforts to transform schools and colleges into institutions that serve all students well.
- **We participate actively in national and state policy debates**, bringing lessons learned from on-the-ground work and from unflinching data analyses to build the case for policies that will help all students and schools reach high levels of achievement.
- **For more information check out:** www.edtrustmidwest.org

What do we know about trends in student achievement?

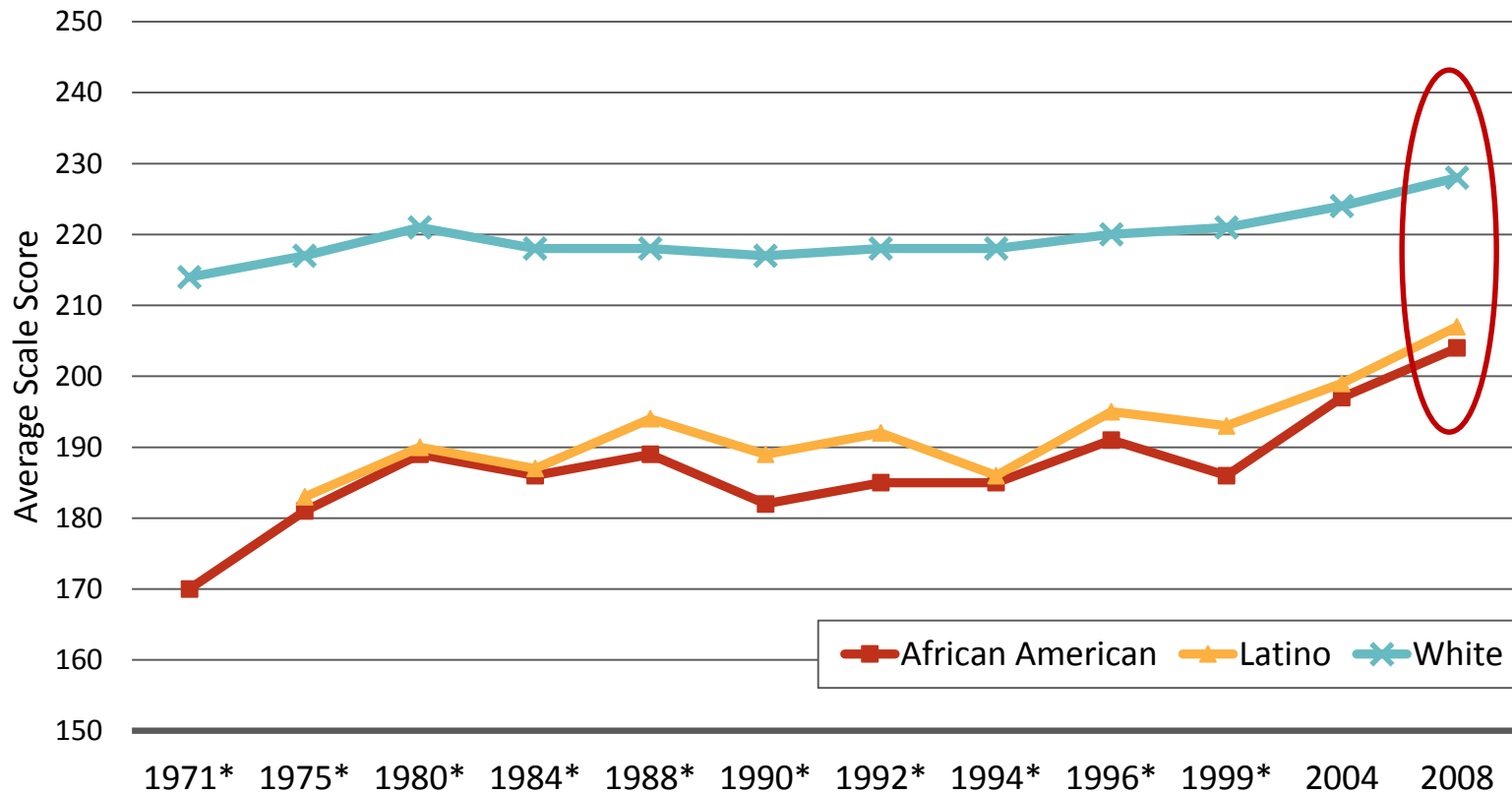
National Assessment of Educational Progress (NAEP) Long-Term Trends

First, some good news.

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

Record Performance with Gap Narrowing

9 Year Olds – NAEP Reading

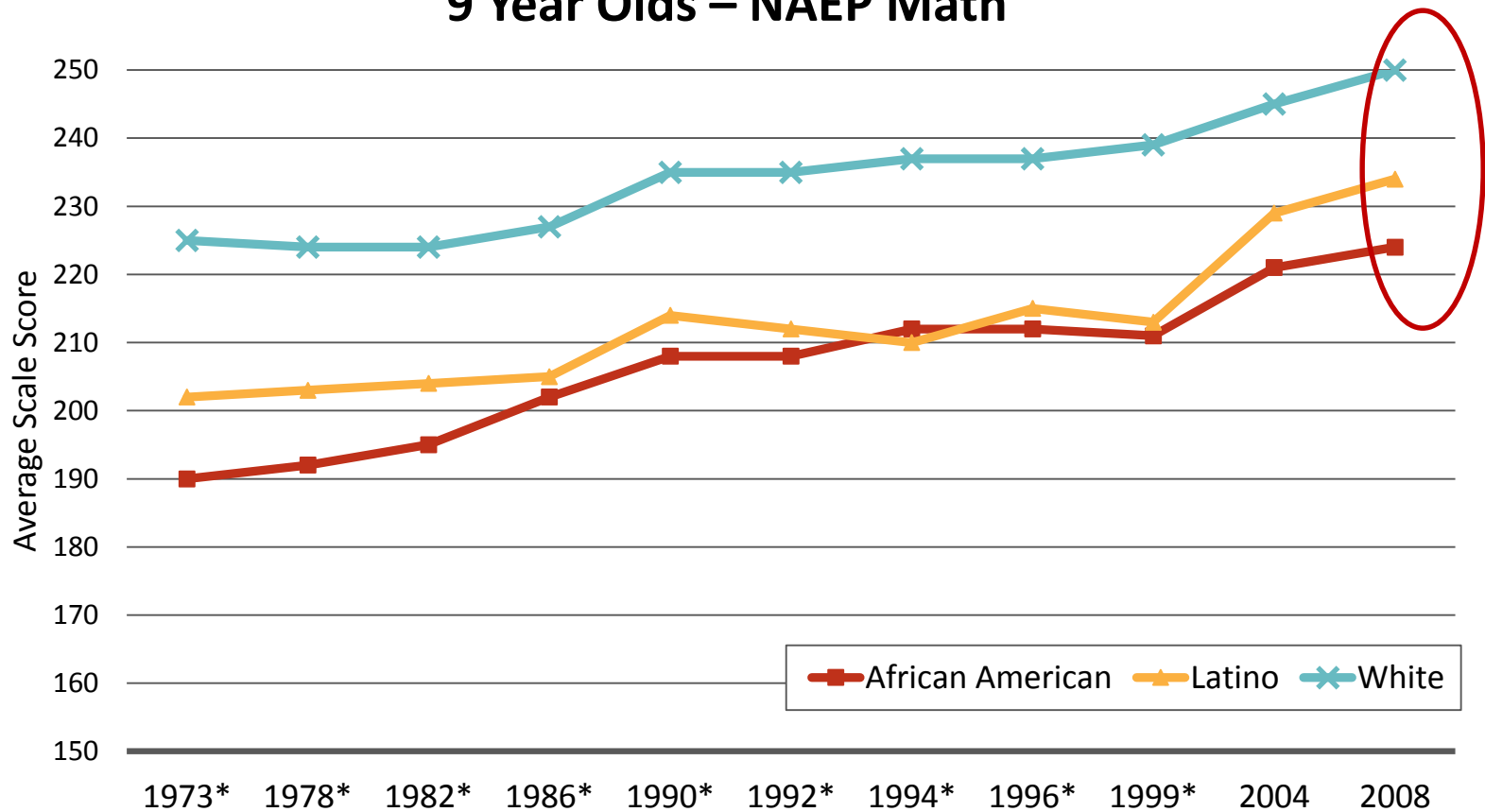


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

Record Performance for All Groups

9 Year Olds – NAEP Math

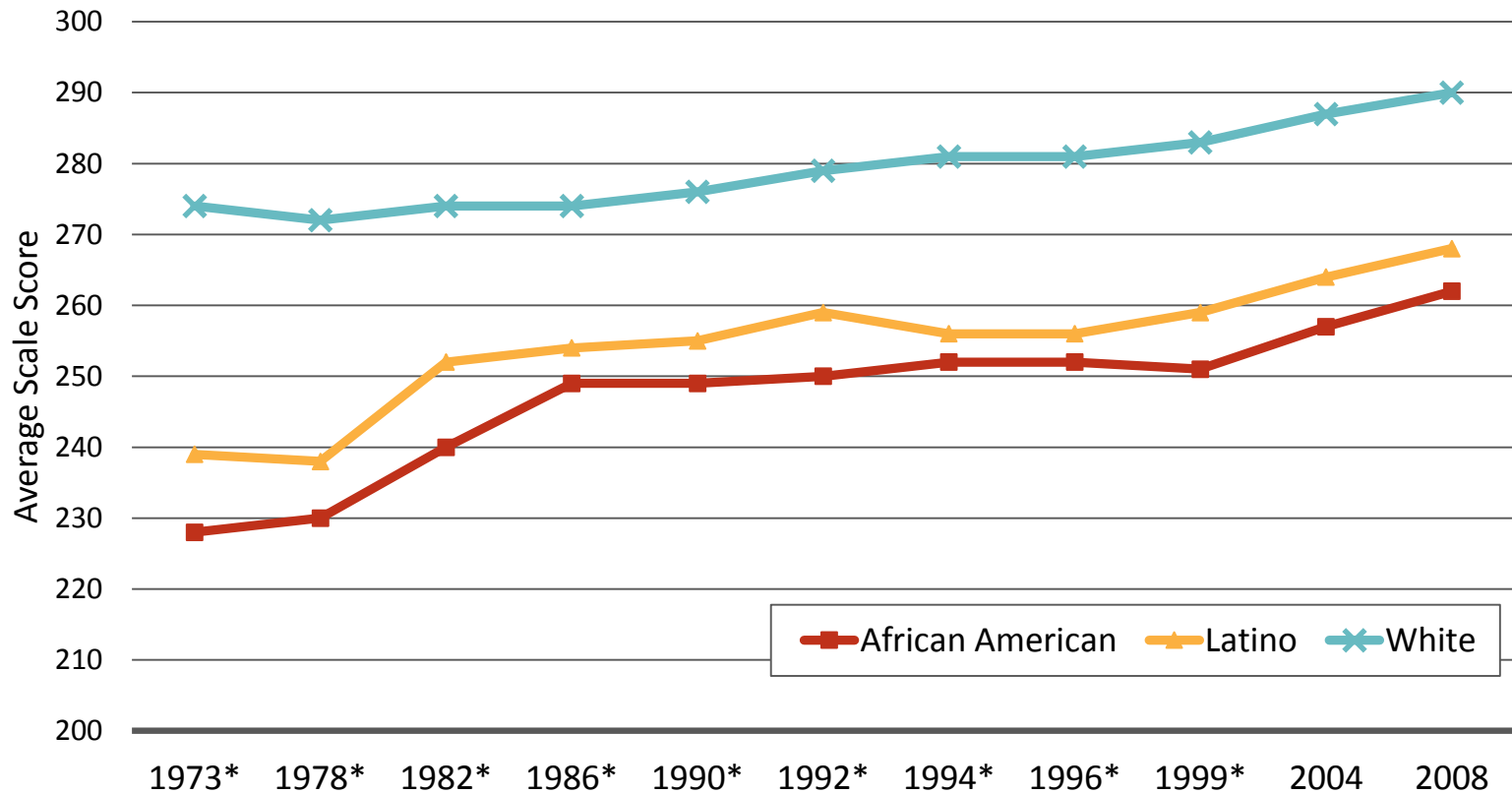


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

Record Achievement for All Groups, (but Gaps Just as Wide as in 1990)

13 Year Olds – NAEP Math



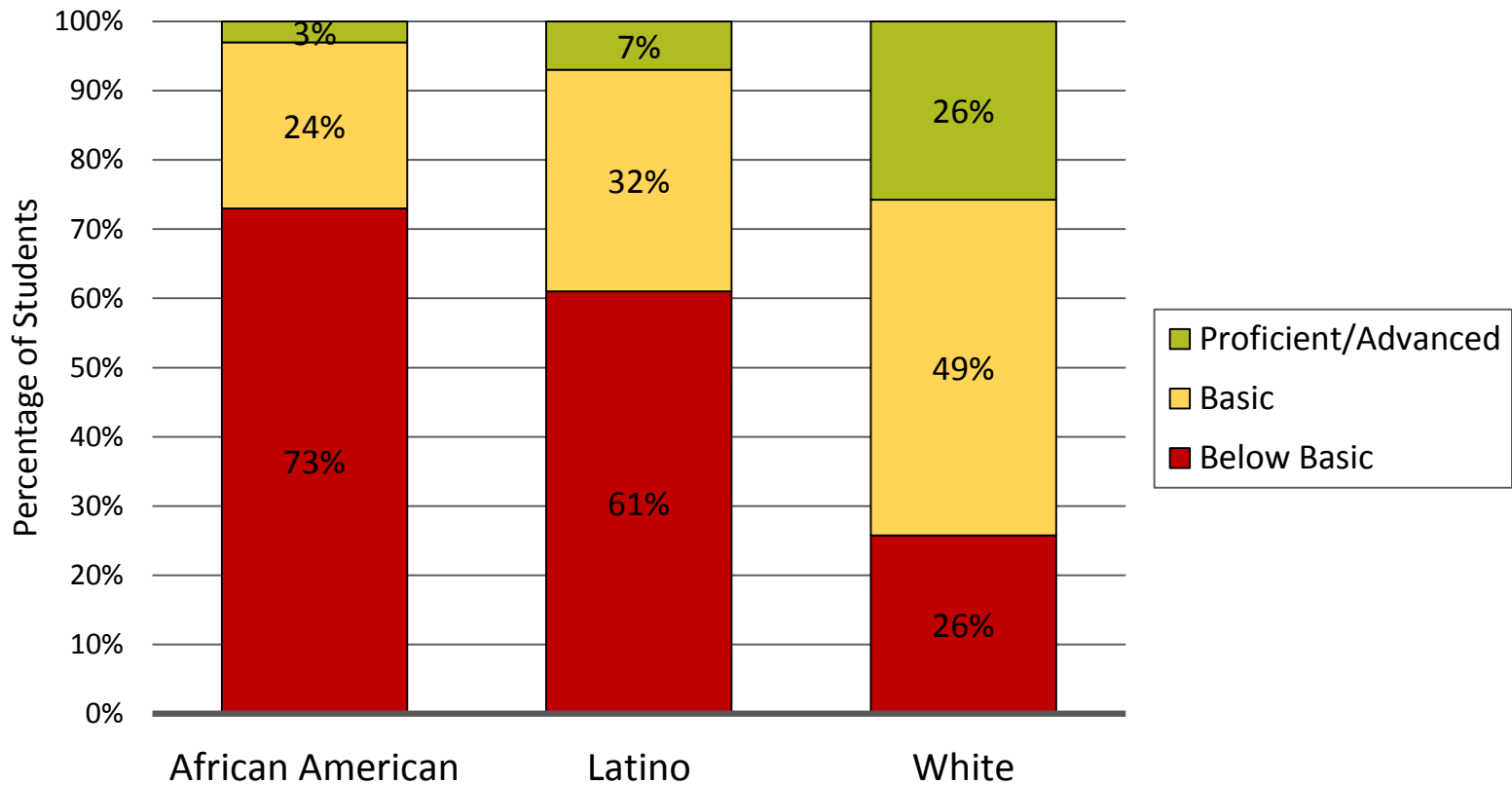
*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

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

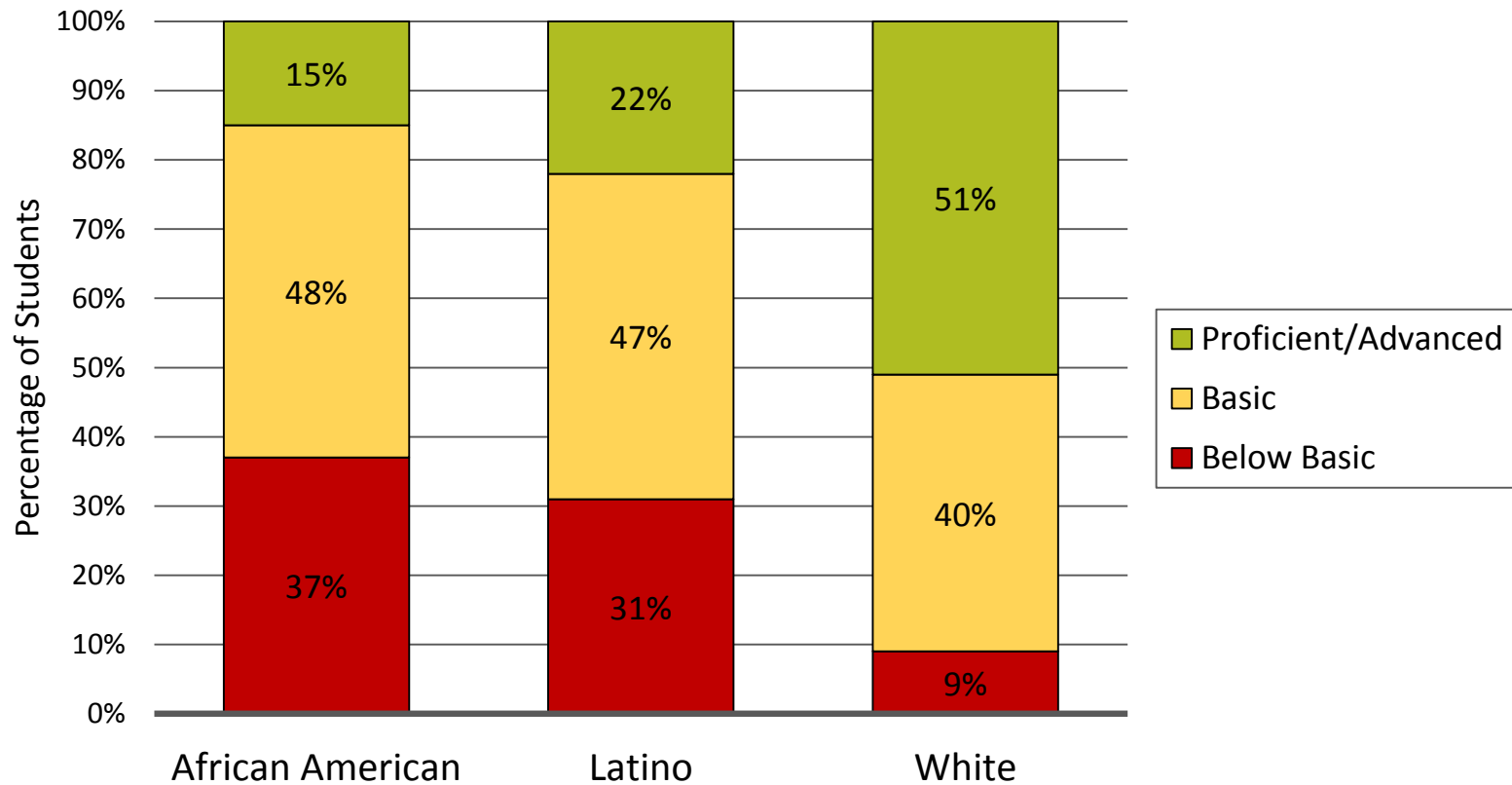
1996 NAEP Grade 4 Math

By Race/Ethnicity – Nation



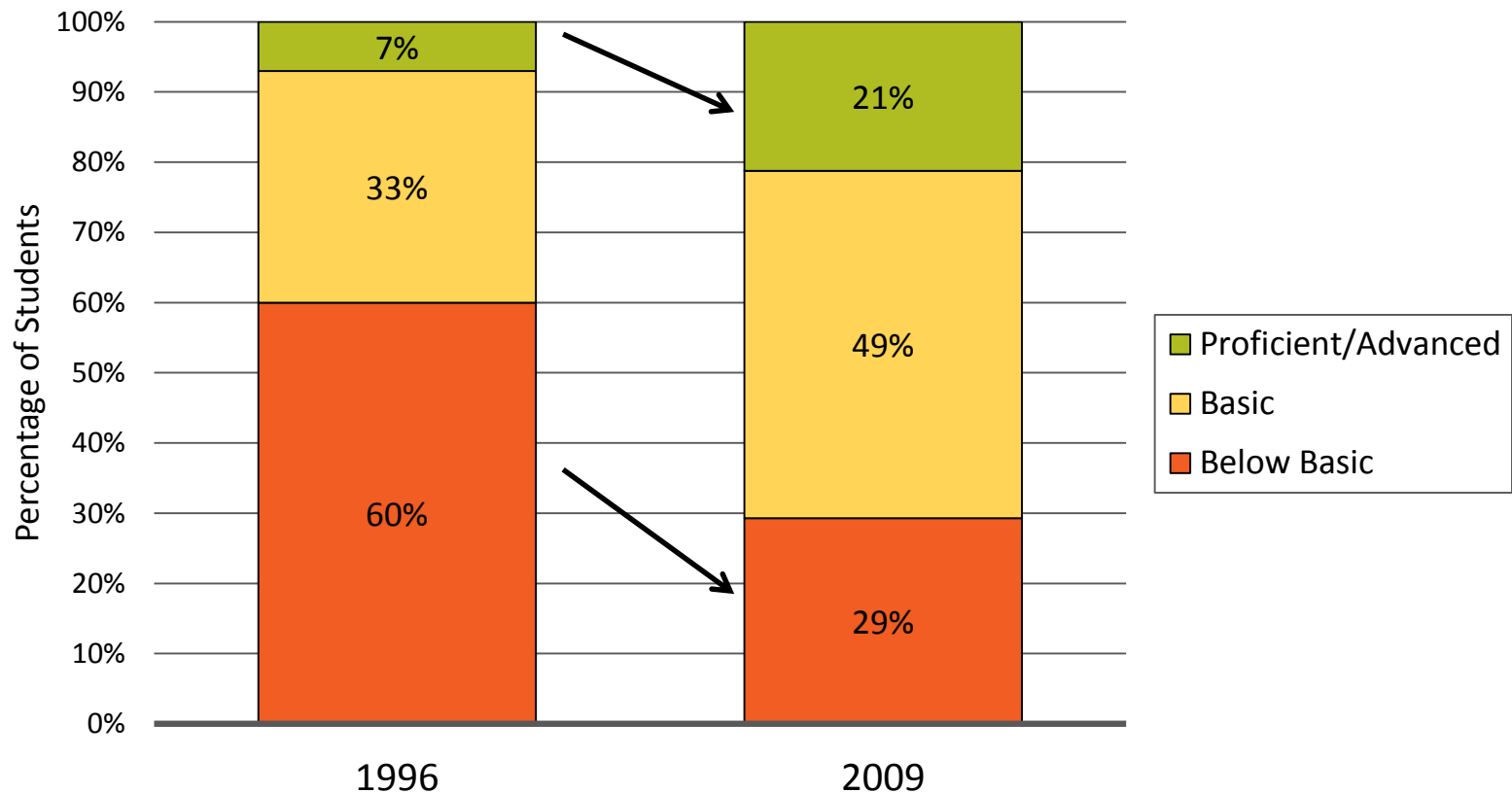
2007 NAEP Grade 4 Math

By Race/Ethnicity – Nation



More low-income students are performing at higher levels today than in 1996

Lower Income Students (National Public) – Grade 4 NAEP Math



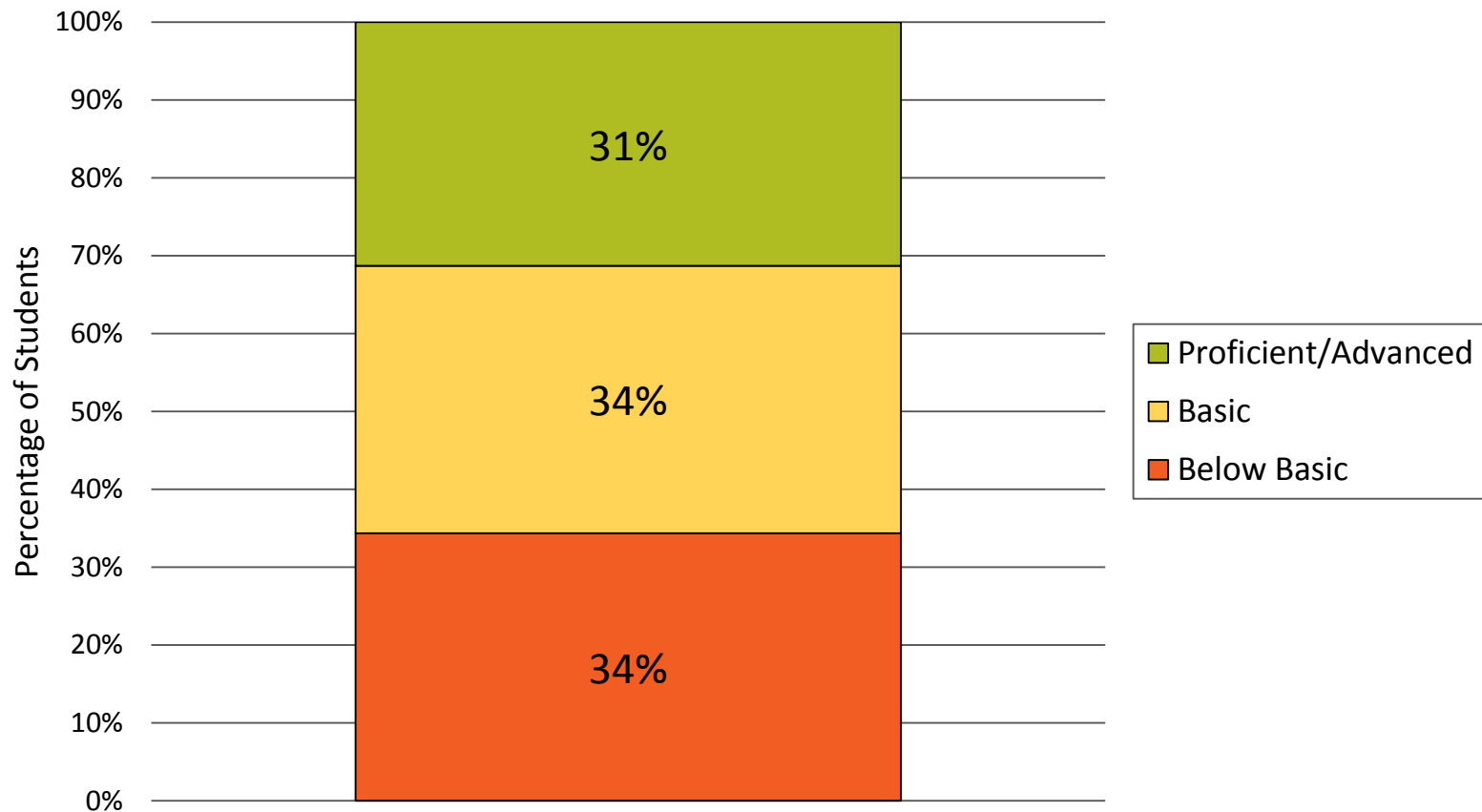
Bottom Line:

When we really focus on something, we make progress.

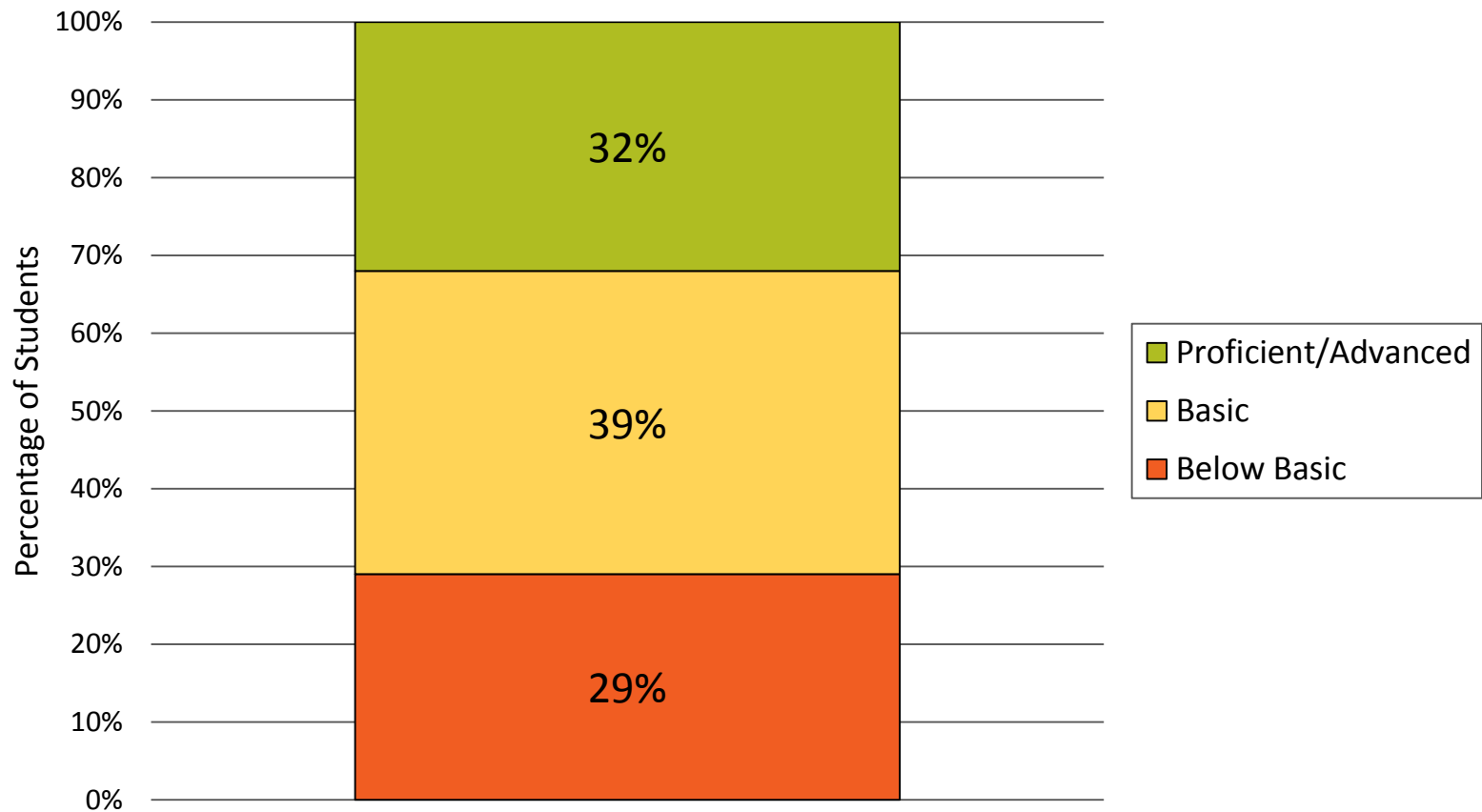
Clearly, though, much more remains to be done in elementary and middle school

Too many students still enter high school way behind.

2009 NAEP Grade 4 Reading All Students, Nation



2009 NAEP Grade 8 Math All Students, Nation



However, NAEP performance in Michigan is less inspiring.

Michigan NAEP Performance

Students Overall – Grade 4 Reading

	2003	2005	2007	2009
Average Scale Score	219	218	220	218
Relative Rank	Tied 25 th	Tied 30 th	Tied 30 th	Tied 34 th

Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

Michigan NAEP Performance

Students Overall – Grade 8 Math

	2003	2005	2007	2009
Average Scale Score	276	277	277	278
Relative Rank	34 th	33 rd	Tied 35 th	Tied 36 th

Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

Low achievement and gaps have
big consequences for our
international competitiveness

A few years ago, we got a wake up call when the 2000 Programme for International Assessment (PISA) results were published.

PISA Performance

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

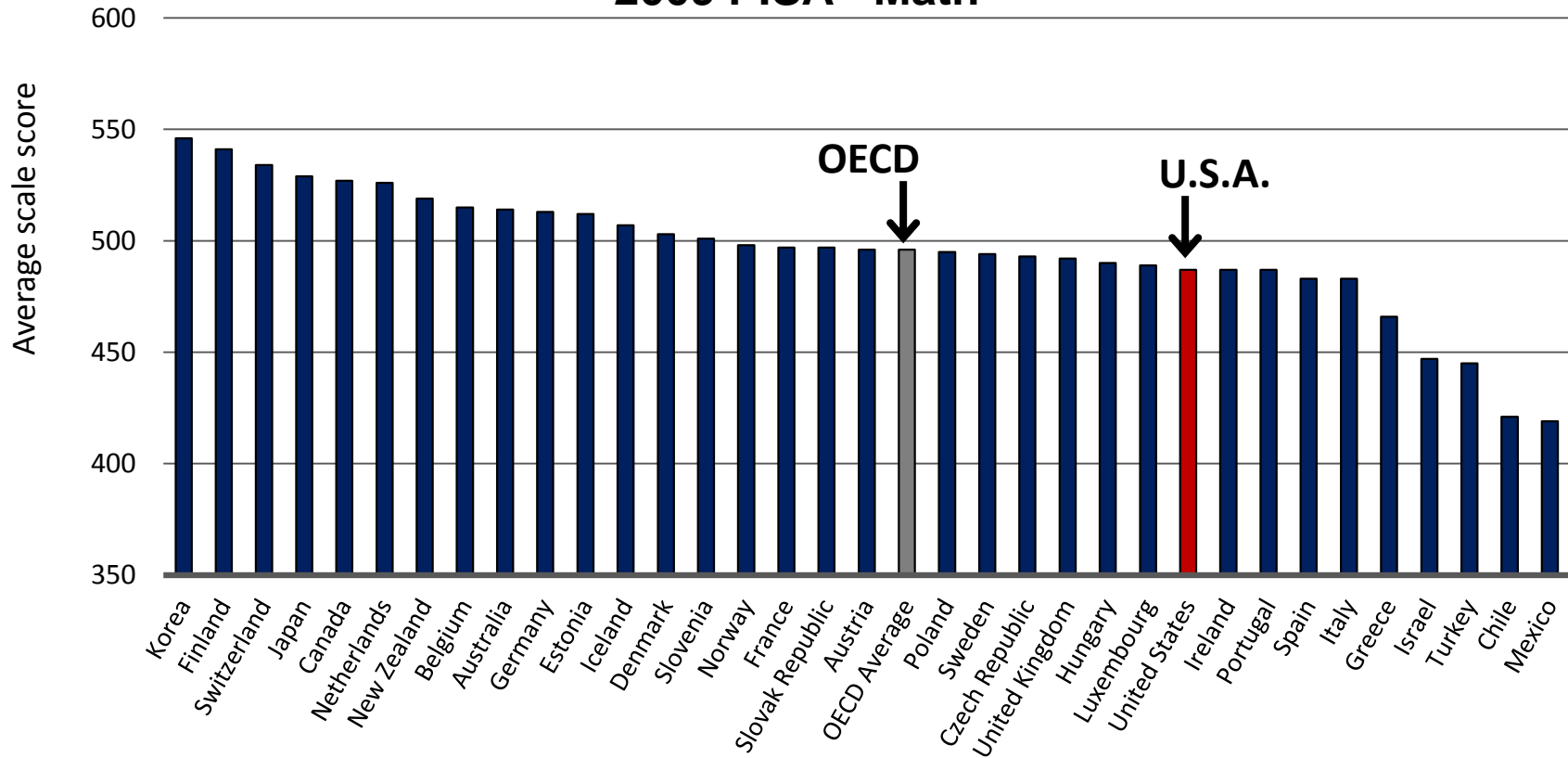
Subject	2000 Rank (out of 26)	2003 Rank (out of 26)	2009 Rank (out of 26)
Mathematics	17 th	22 nd	20 th
Science	13 th	Tied 17 th	13 th

Note: Rankings are for the 26 OECD countries participating in PISA in 2000, 2003, 2006, and 2009.

Source: PISA 2006 Results, OECD

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

2009 PISA - Math

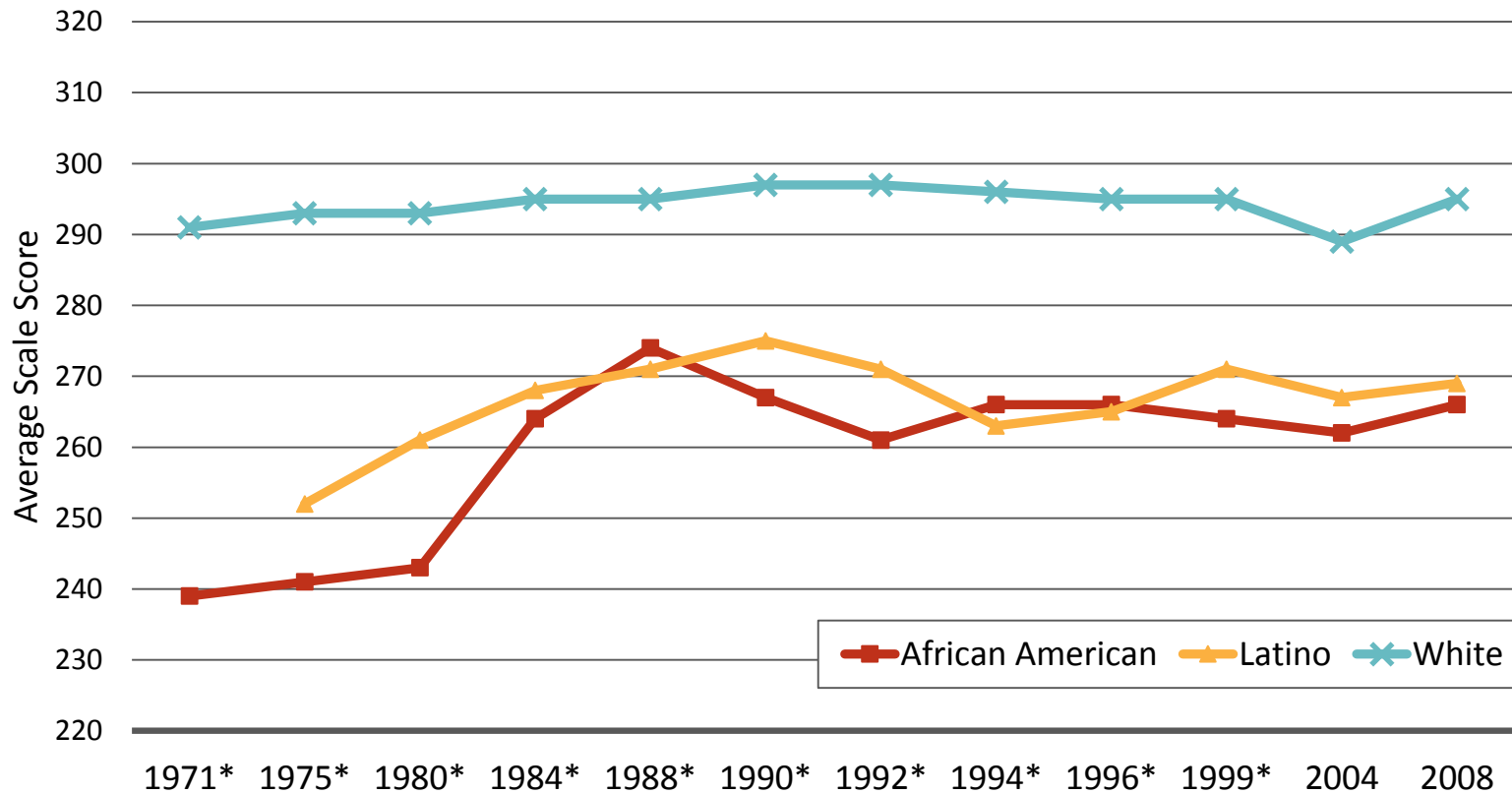


Source: "Highlights from PISA 2009," NCES, 2010

And there's been little progress
in our high schools

Gaps as Wide as in 1990

17 Year Olds – NAEP Reading

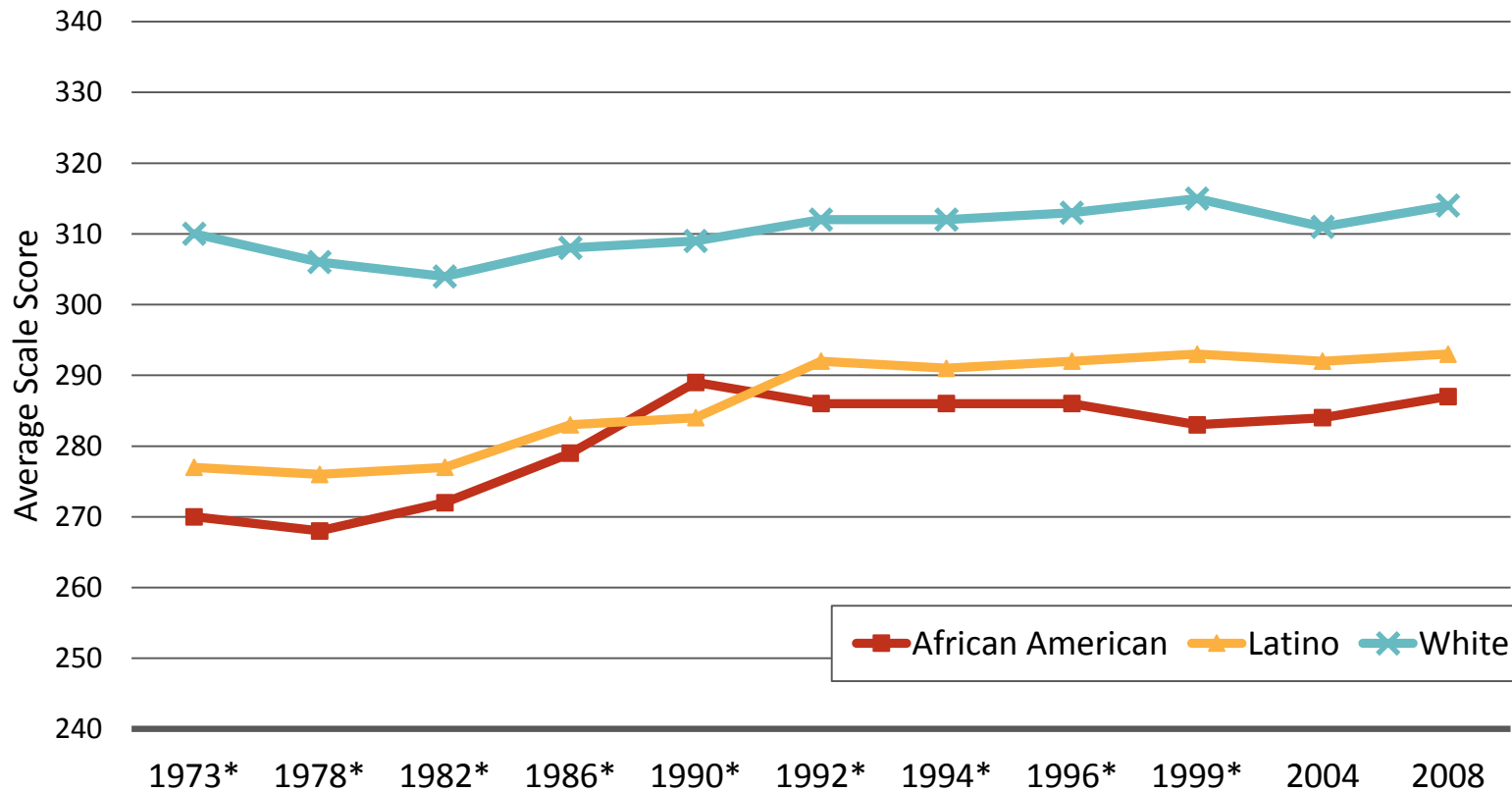


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

Since 1990, African American – White Gap Has Not Narrowed

17 Year Olds – NAEP Math



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

These gaps begin before children arrive at the schoolhouse door.

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

How?

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

Less Money

National Inequities in State and Local Revenue Per Student

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

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

Lower Expectations

10th Grade – Writing Assignment

A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.

10th Grade – Writing Assignment

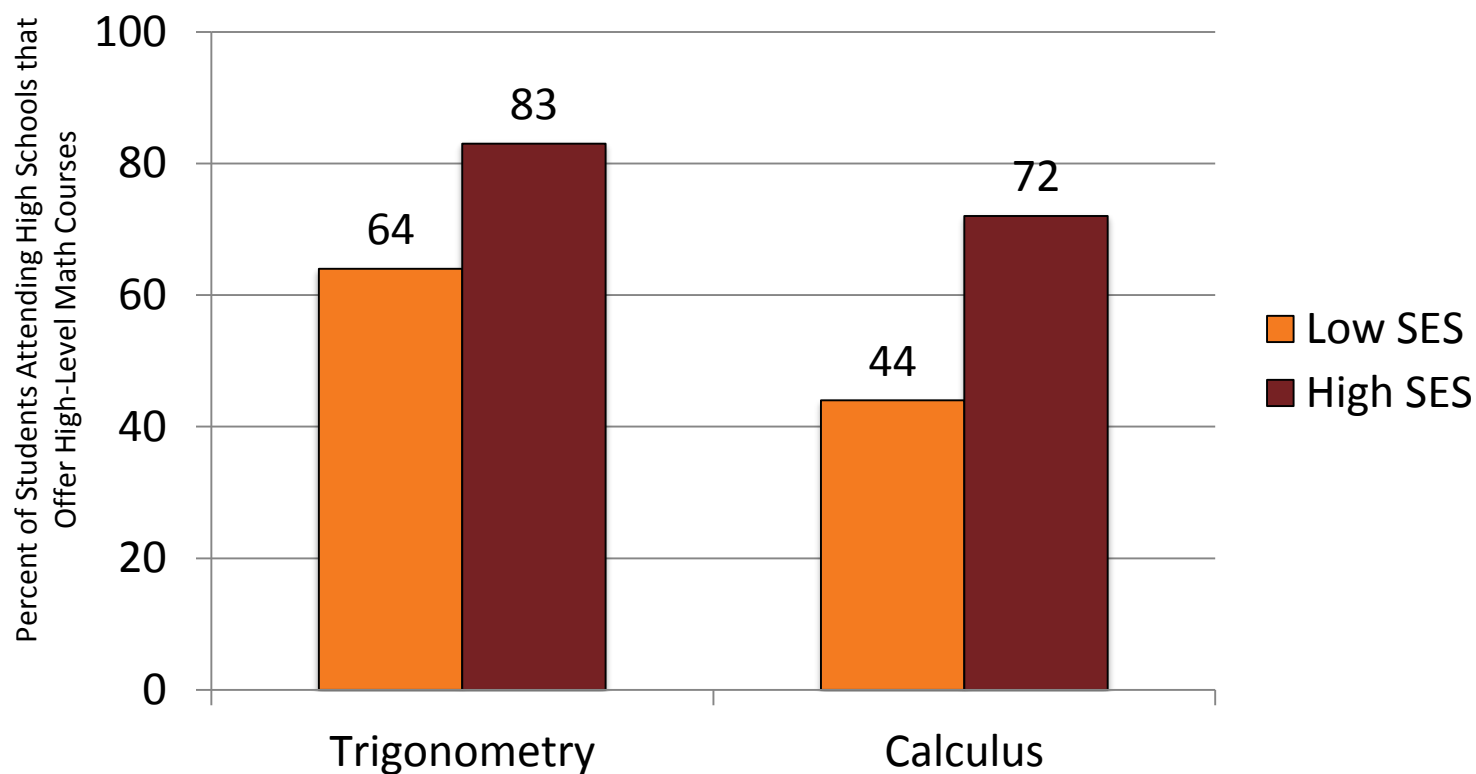
Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.

Less Access to Rigorous Courses Aligned with the Expectations of Colleges and Employers

The single biggest predictor post-high school success is the **QUALITY AND INTENSITY OF THE HIGH SCHOOL CURRICULUM**

Cliff Adelman, *The Toolbox Revisited*, U.S. Department of Education

Low-SES Students are Less Likely to Attend High Schools that **Offer** High-Level Math Courses



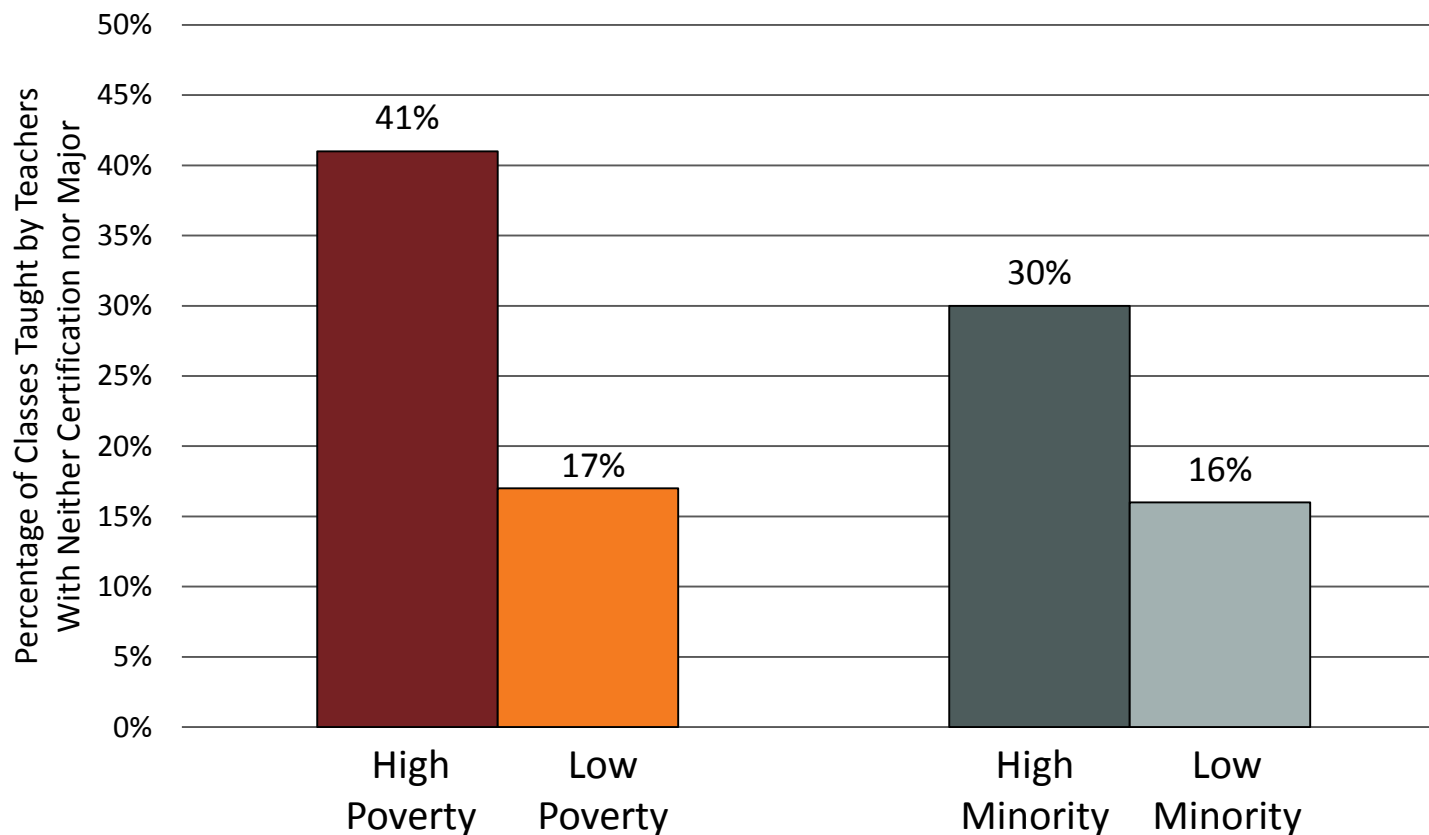
Source: Clifford Adelman, U.S. Department of Education, The Toolbox Revisited, 2006.

They *are* likely to attend high schools that offer courses like these:

Algebra Art
Pre-Spanish
Future Studies
Exploring
Principles of PE
Teen Living
Life Management
Food Fundamentals
Winter Activities

And Less Access to the Best Teachers

Core classes in high-poverty and high-minority secondary schools are more likely to be taught by out-of-field teachers



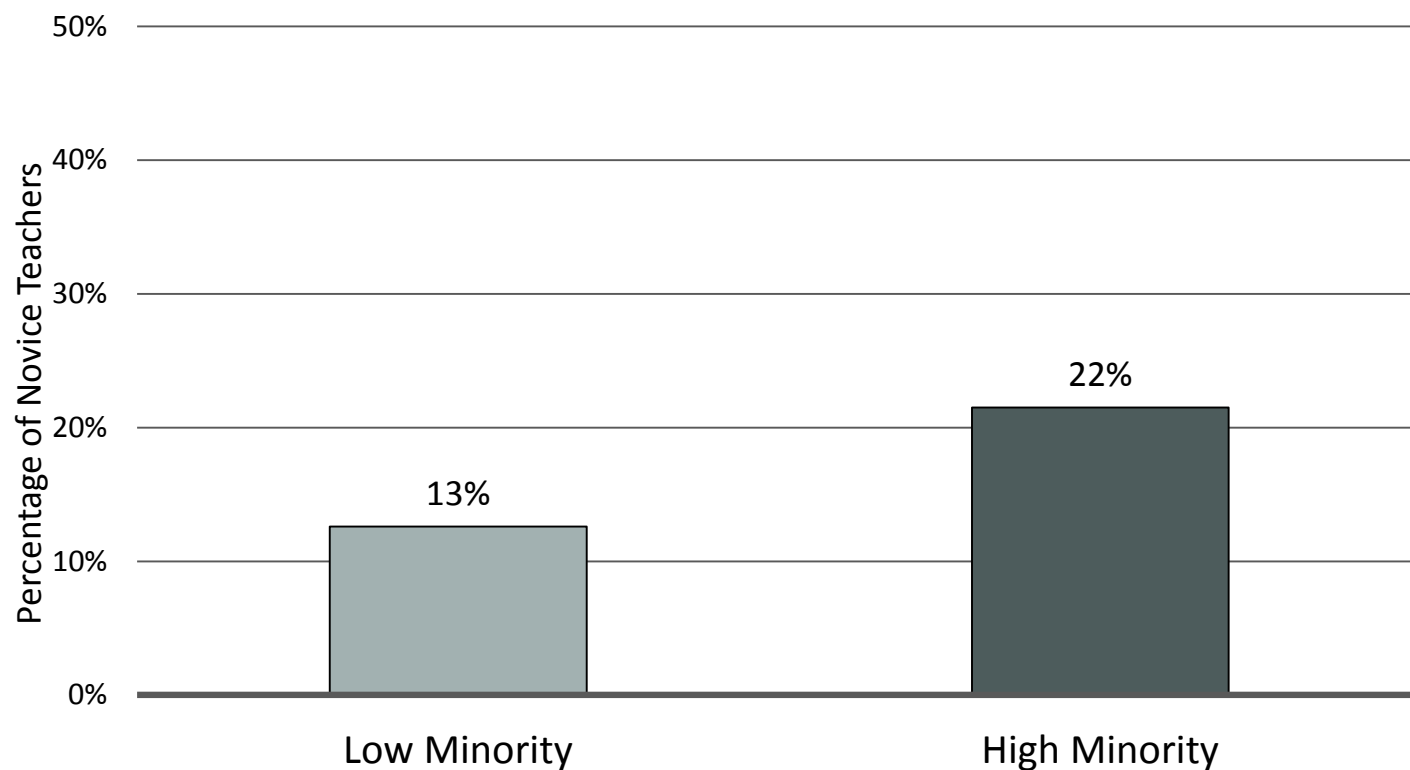
Note: Data are for secondary-level core academic classes (Math, Science, Social Studies, English) across United States.

High-poverty $\geq 75\%$ of students eligible for free/reduced price lunch. Low-poverty school $\leq 15\%$ of students eligible.

High-minority $\geq 75\%$ students non-white. Low-minority $\leq 10\%$ students non-white.

Source: The Education Trust, *Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools*, (2008)

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

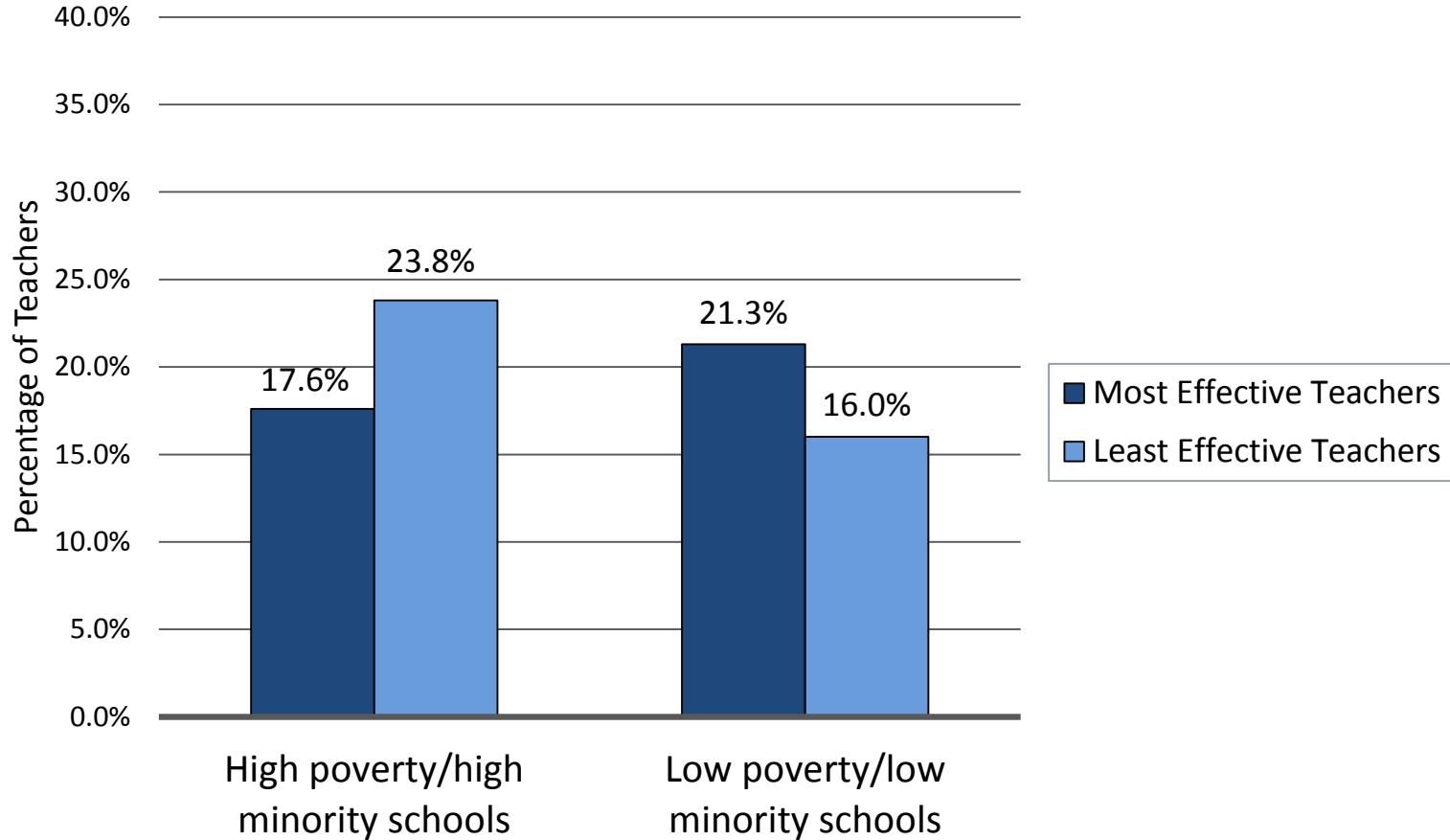


Note: Novice teachers are those with three years or fewer experience.

High-minority $\geq 75\%$ students non-white. Low-minority $\leq 10\%$ students non-white.

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

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



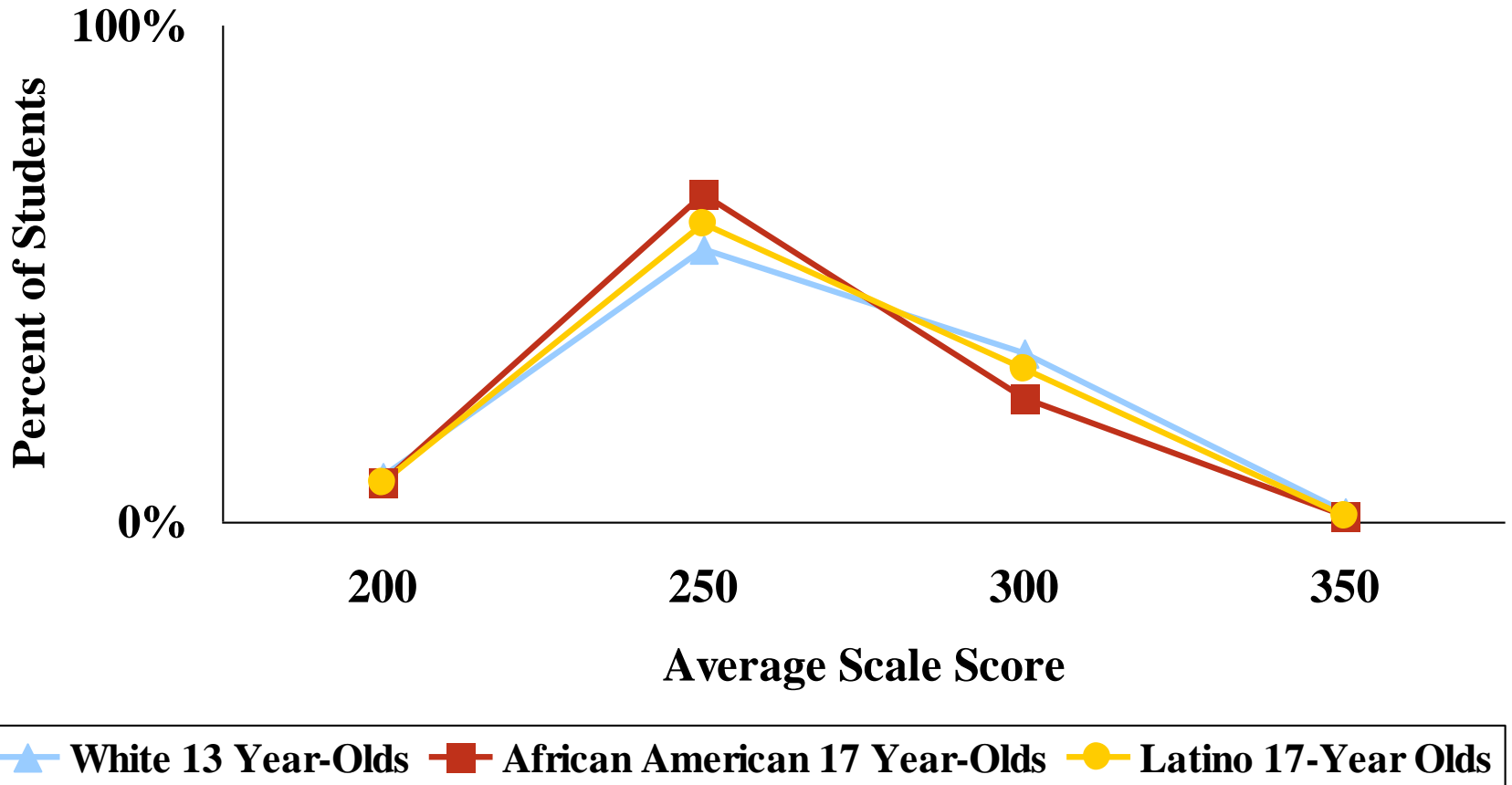
Note: High Poverty/High minority means at least 75% qualify for FRPL and at least 75% are minority.

Source: Tennessee Department of Education (2007). “Tennessee’s Most Effective Teachers.” http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf

Results are devastating.

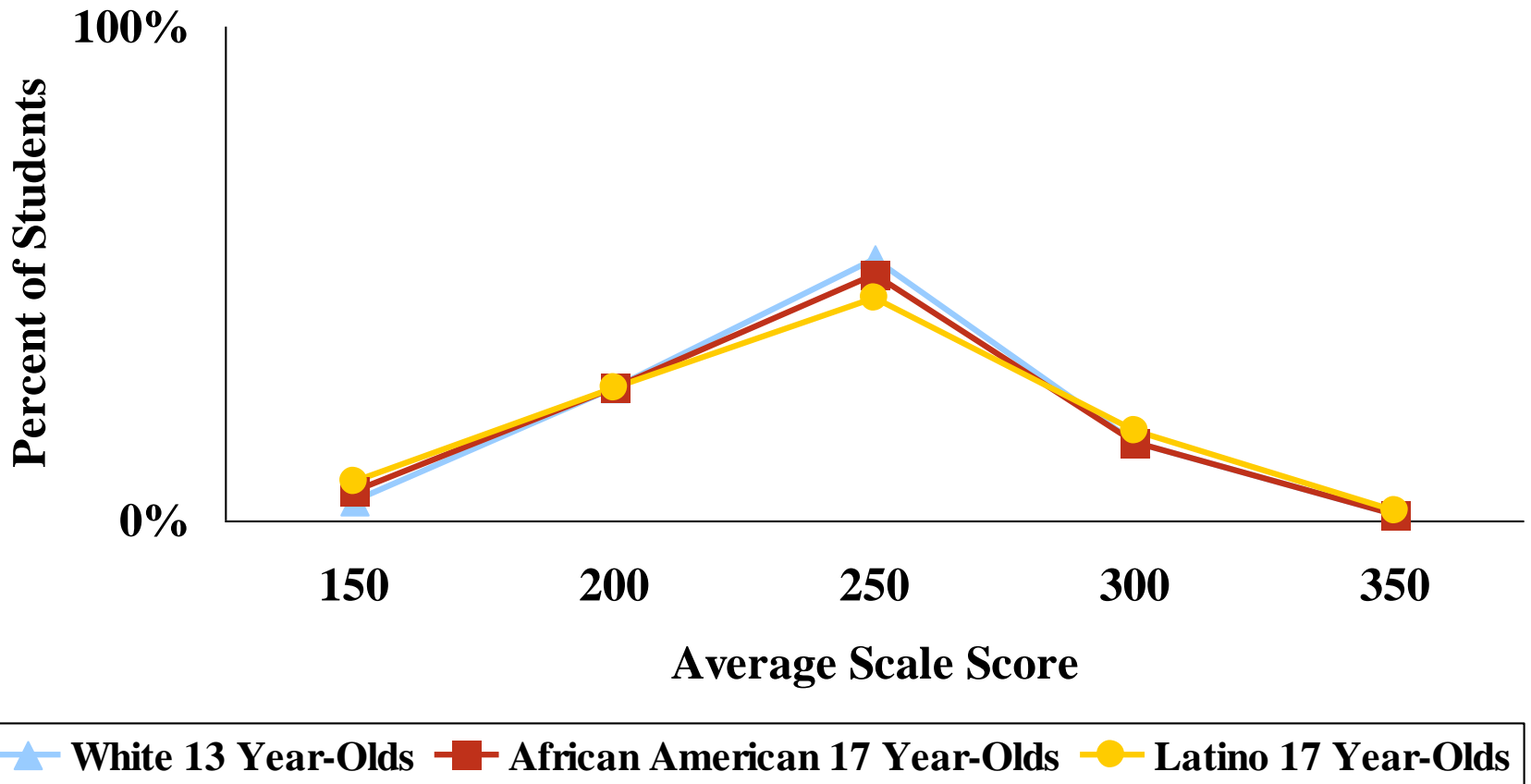
Kids who come in a little behind,
leave a **lot** behind.

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



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

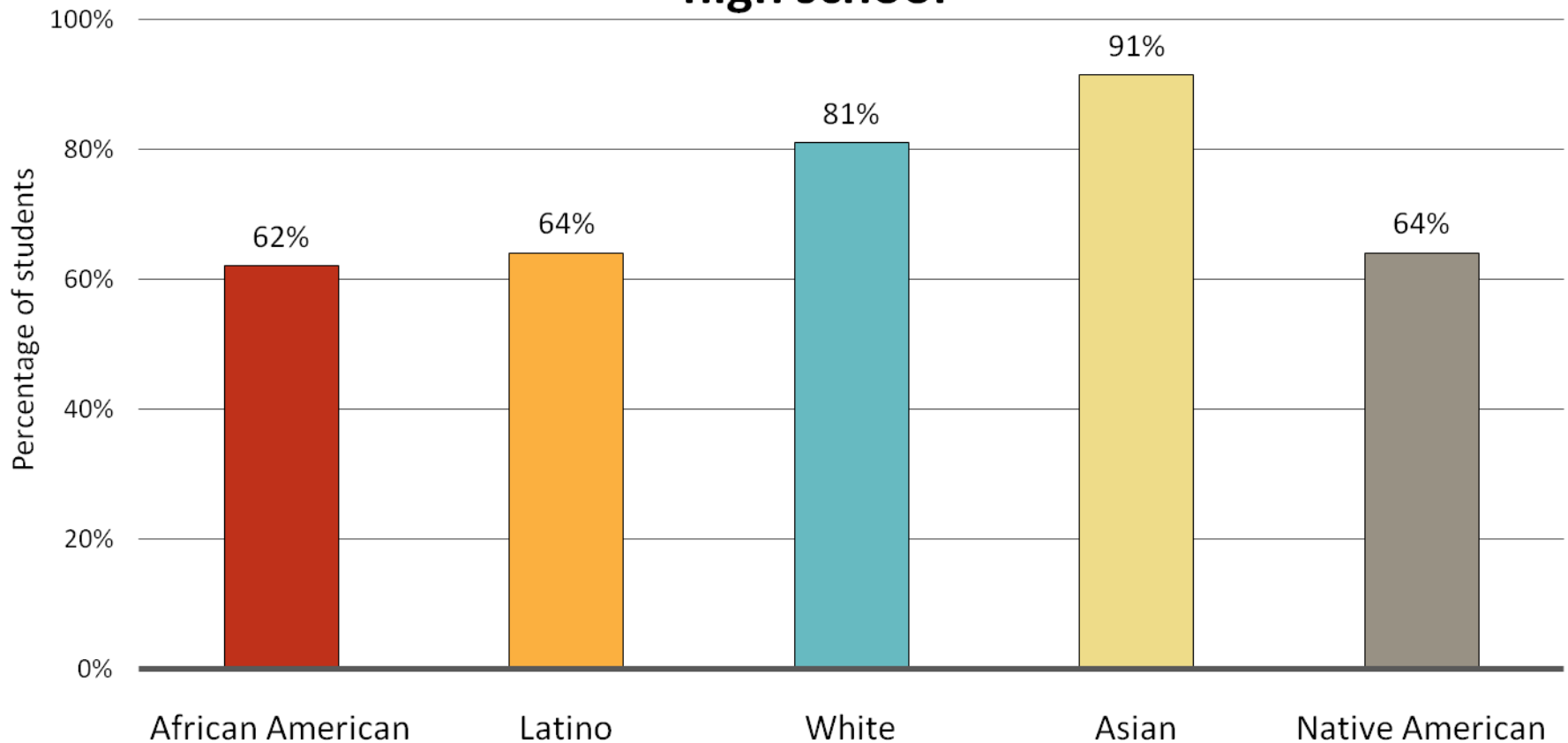
African American and Latino 17 Year-Olds Read at Same Levels As White 13 Year-Olds



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

And this is of the students who stay
in through 12th grade.

Nationwide, African American, Latino, and Native American students are far less likely to graduate from high school



Note: Data show the averaged freshman graduation rate, or the percentage of incoming freshmen who graduate with a high school diploma four years later.

Source: National Center for Education Statistics, Common Core of Data (2008)

This means that of the nearly 4 million students who entered 9th grade in 2002-03, more than 1 million did not graduate by 2005-06

Source: Ed Trust analysis of enrollment data from the National Center for Education Statistics, Common Core of Data using the Averaged Freshman Graduation Rate (AFGR) methodology. For more information on the AFGR methodology, see National Center for Education Statistics, *Users Guide to Computing High School Graduation Rates, Volume 2*, August 2006.

What Can We Do?

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

What We Hear Many Leaders Say:

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

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

North Godwin Elementary School

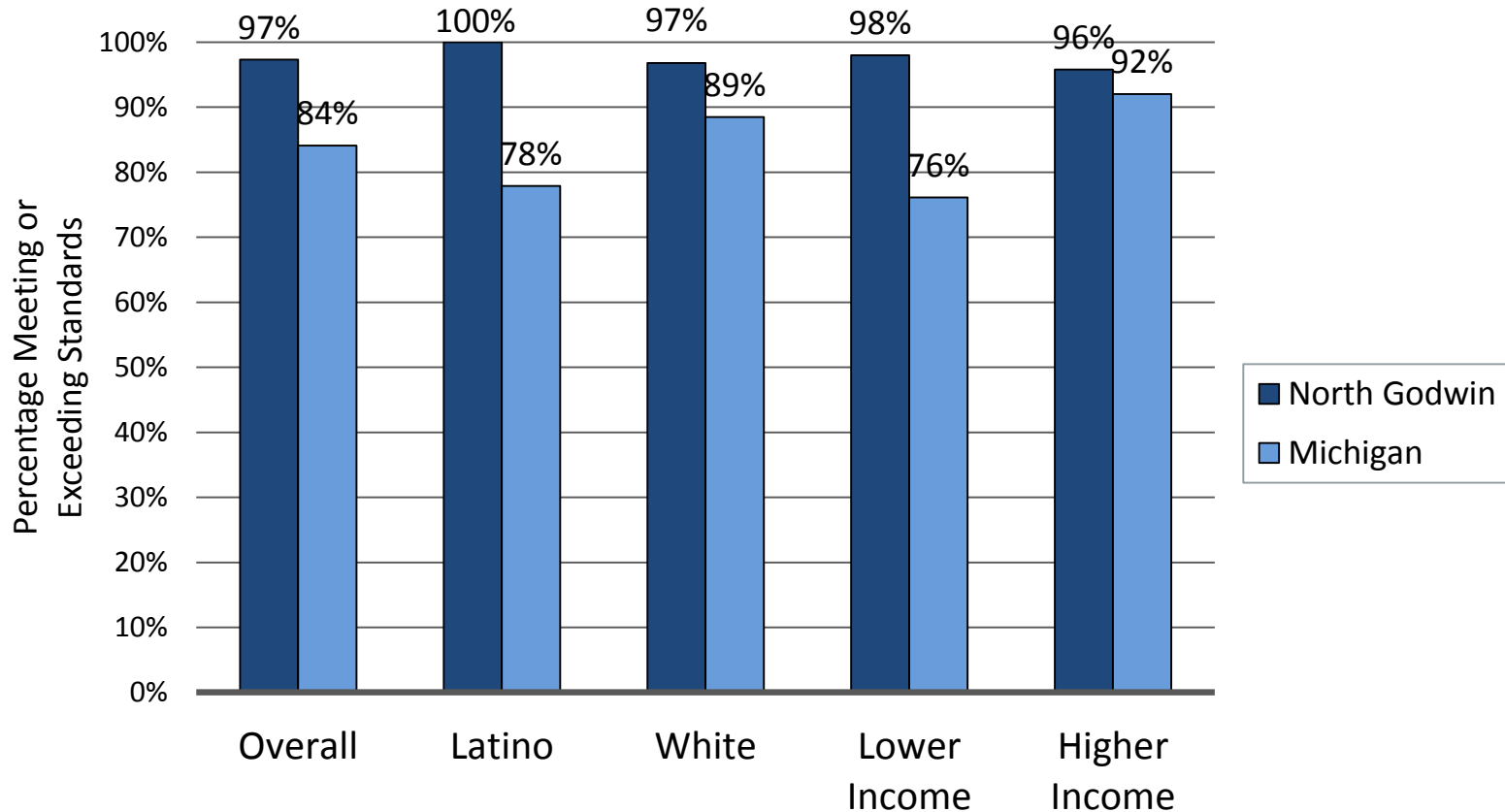
Grand Rapids, Michigan

- 436 students in grades K-4
 - 11% African American
 - 43% Latino
 - 36% White
- 75% Low-Income



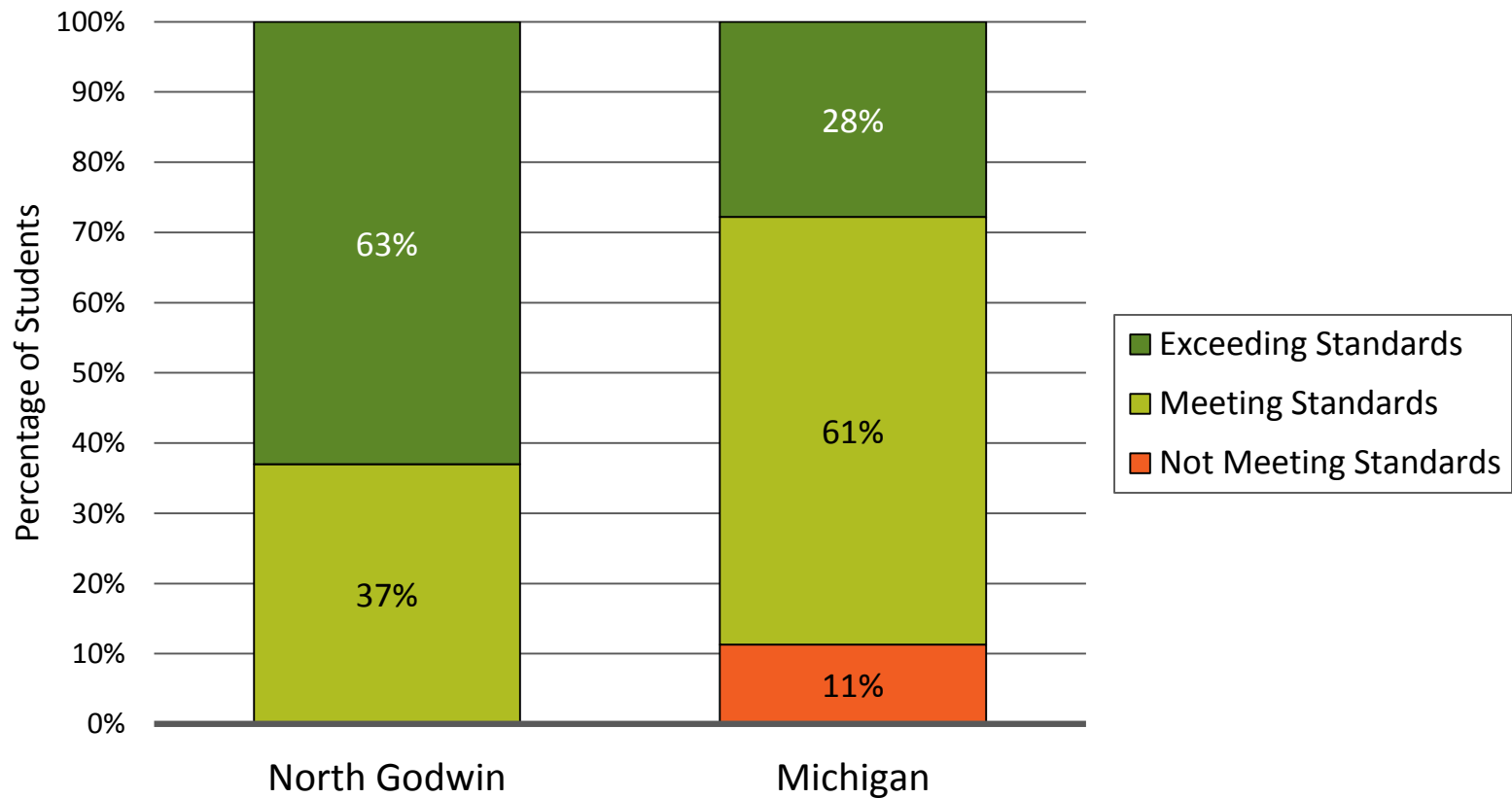
High Performance Across Groups at North Godwin

Grade 4 Reading (2010)



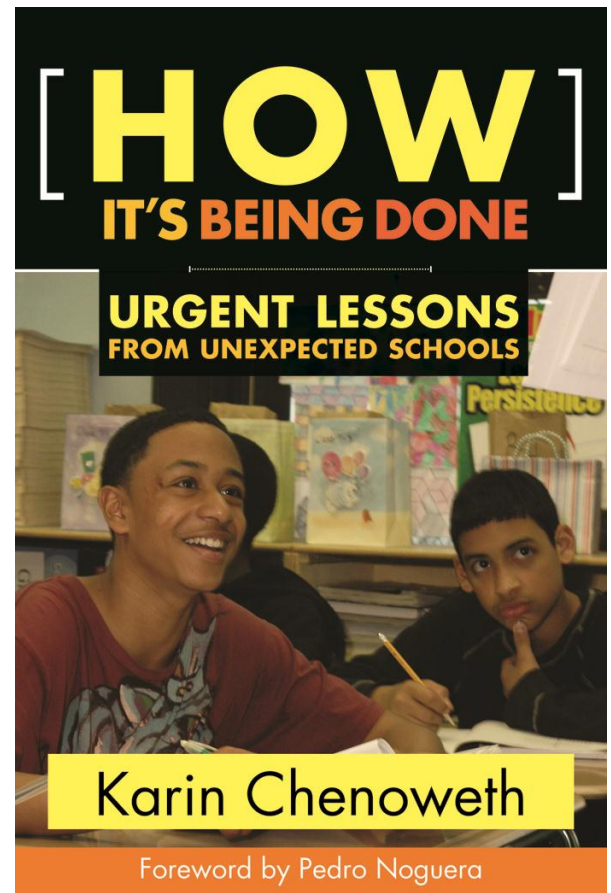
Exceeding Standards at North Godwin

Latino Students – Grade 4 Math (2010)





Available at
Harvard
Education Press
(www.hepg.org)
or Amazon.com

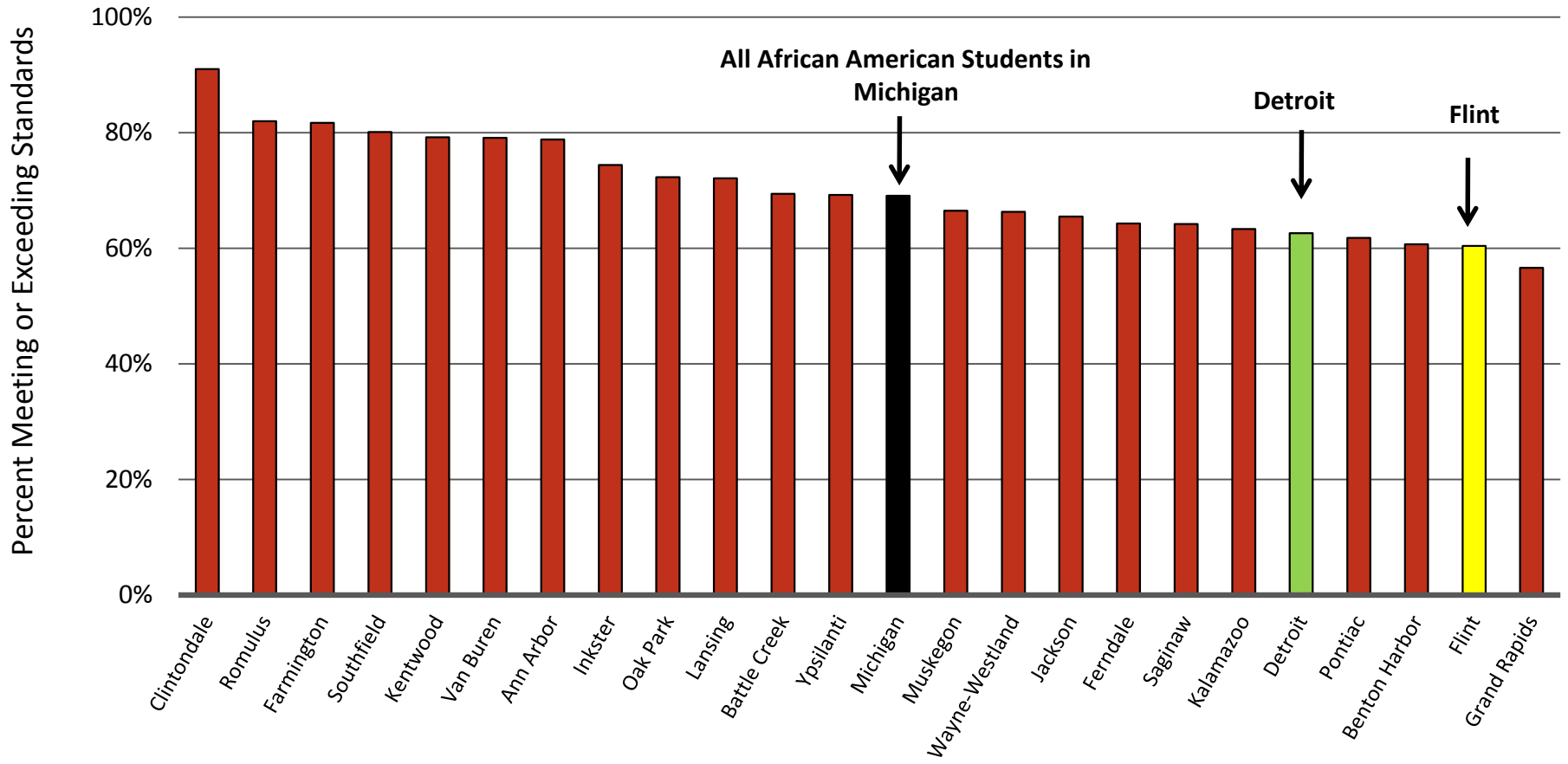


Source:

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

Percentage of African American Students Meeting or Exceeding Standards By District

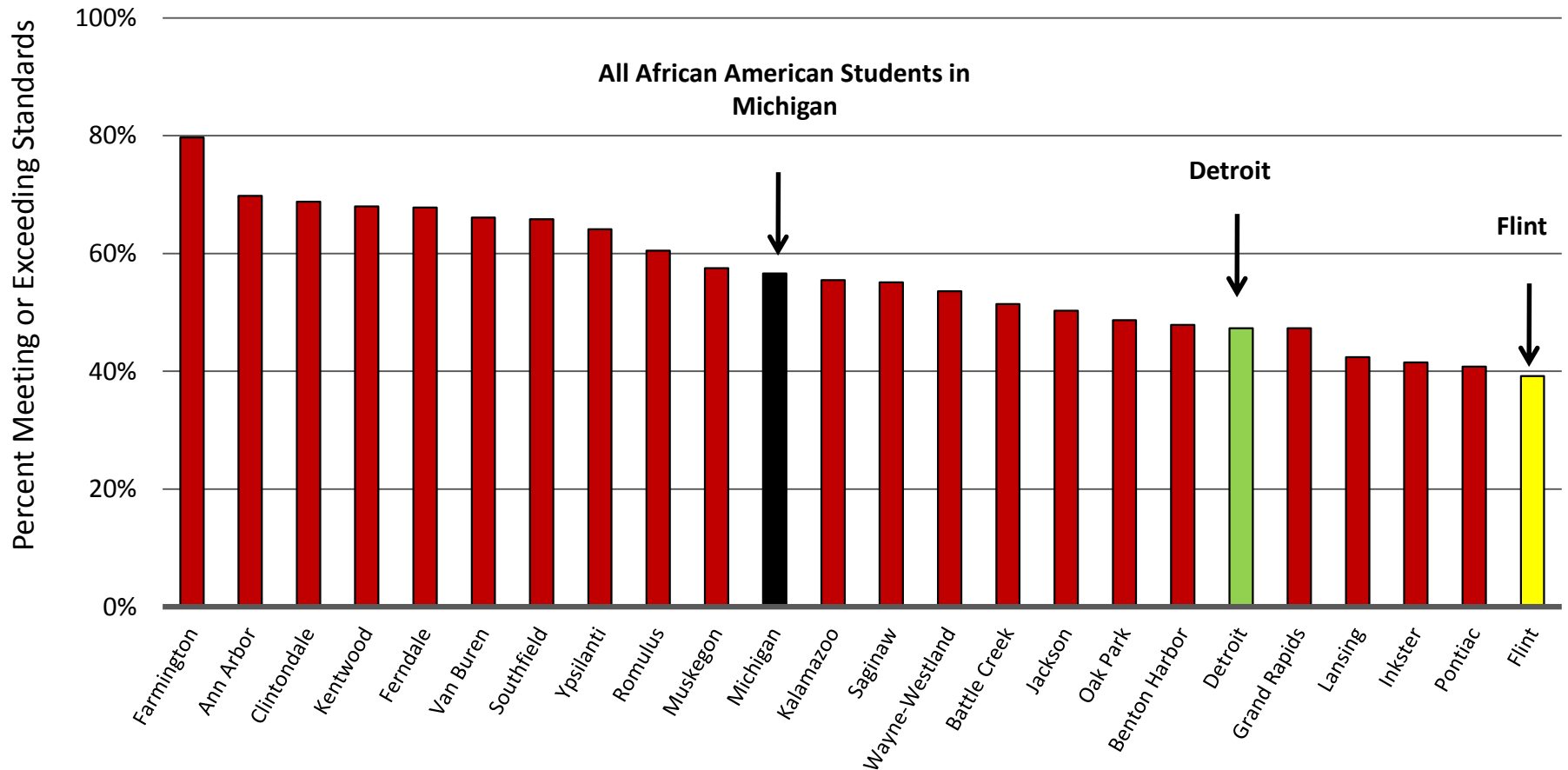
2010 Grade 4 Reading MEAP



Source: Michigan Department of Education Fall 2010 MEAP Data: http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---,00.html

Percentage of African American Students Meeting or Exceeding Standards By District

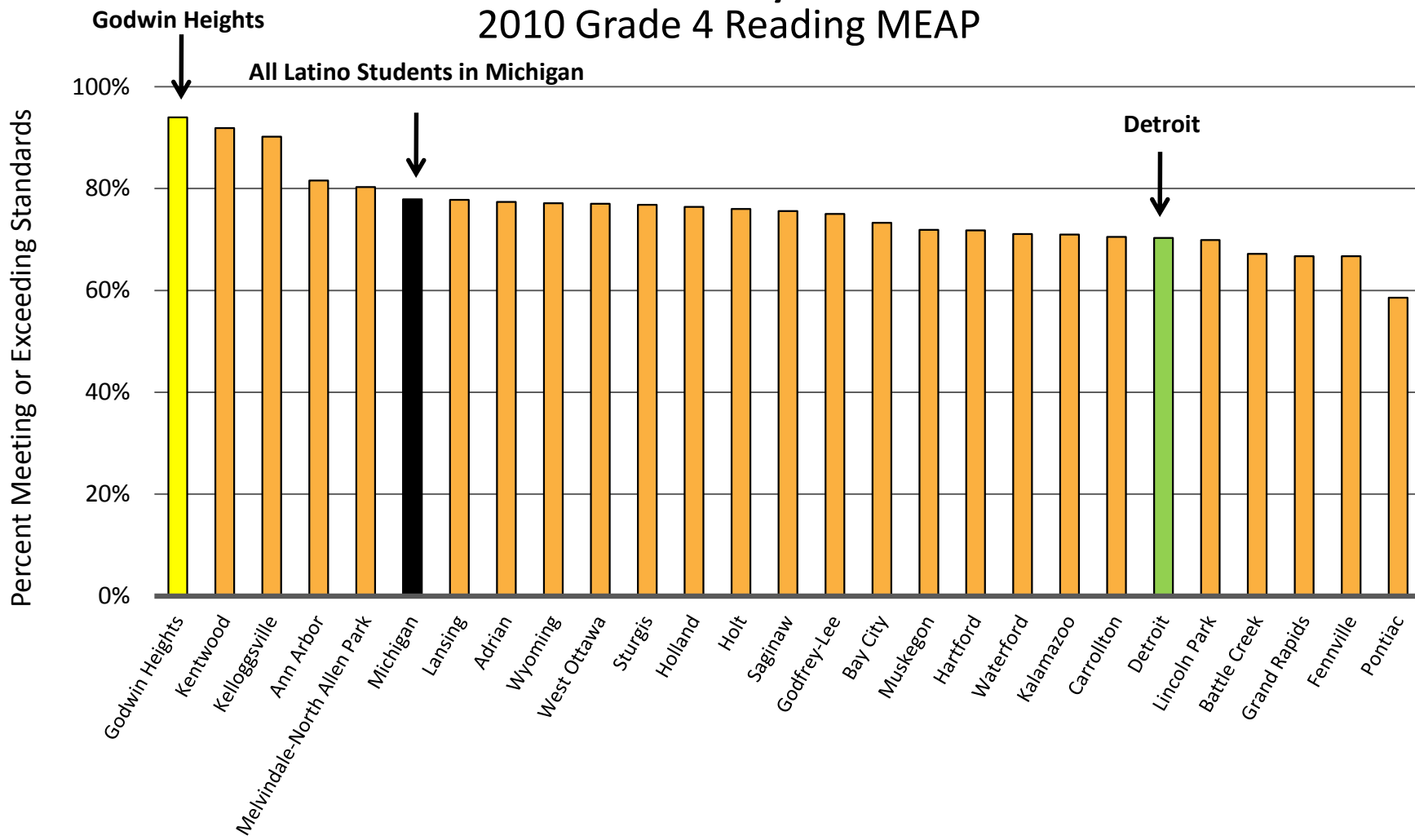
2010 Grade 8 Math MEAP



Source: Michigan Department of Education

Percentage of Latino Students Meeting or Exceeding Standards By District

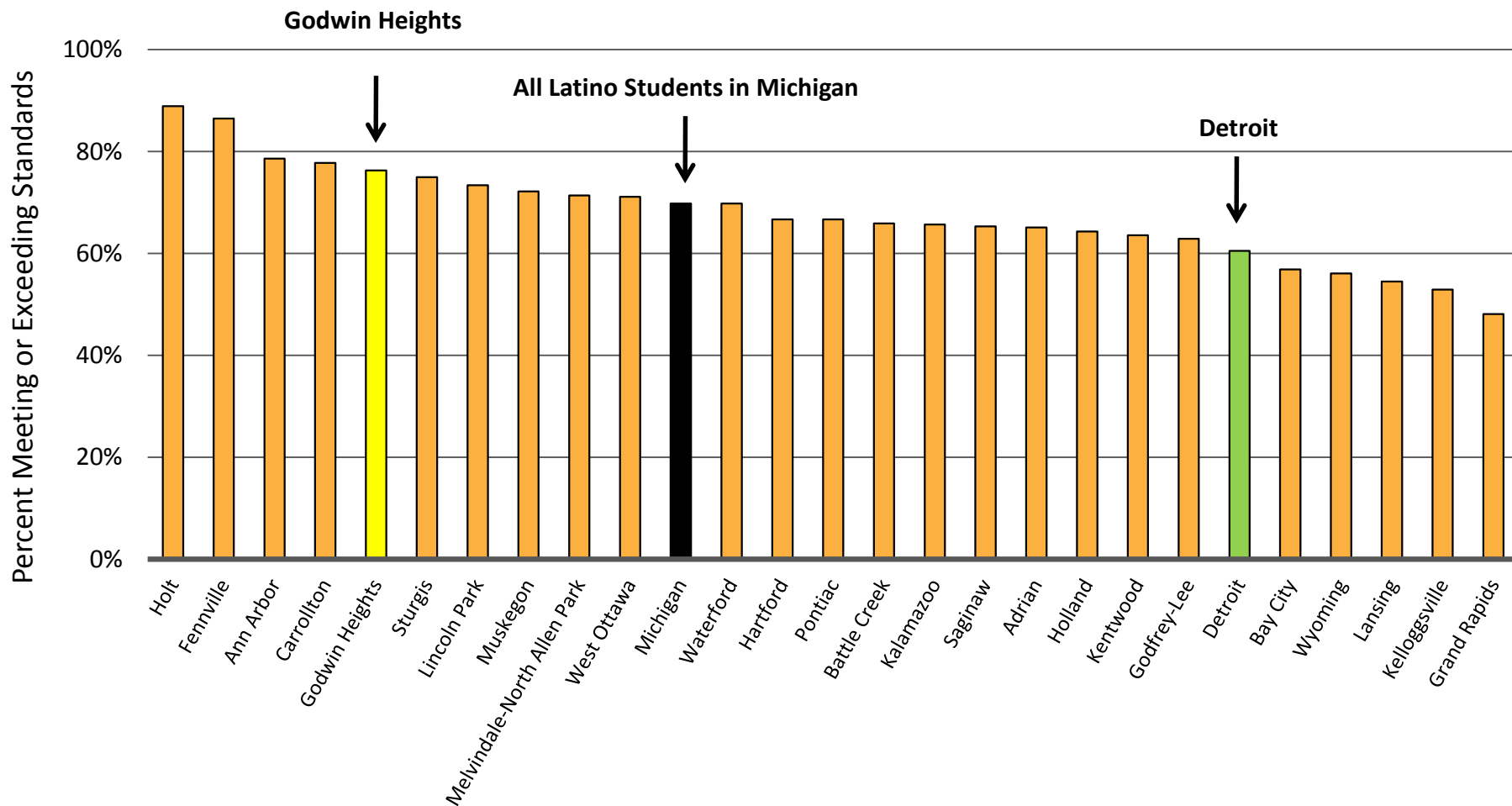
2010 Grade 4 Reading MEAP



Source: Michigan Department of Education

Percentage of Latino Students Meeting or Exceeding Standards By District

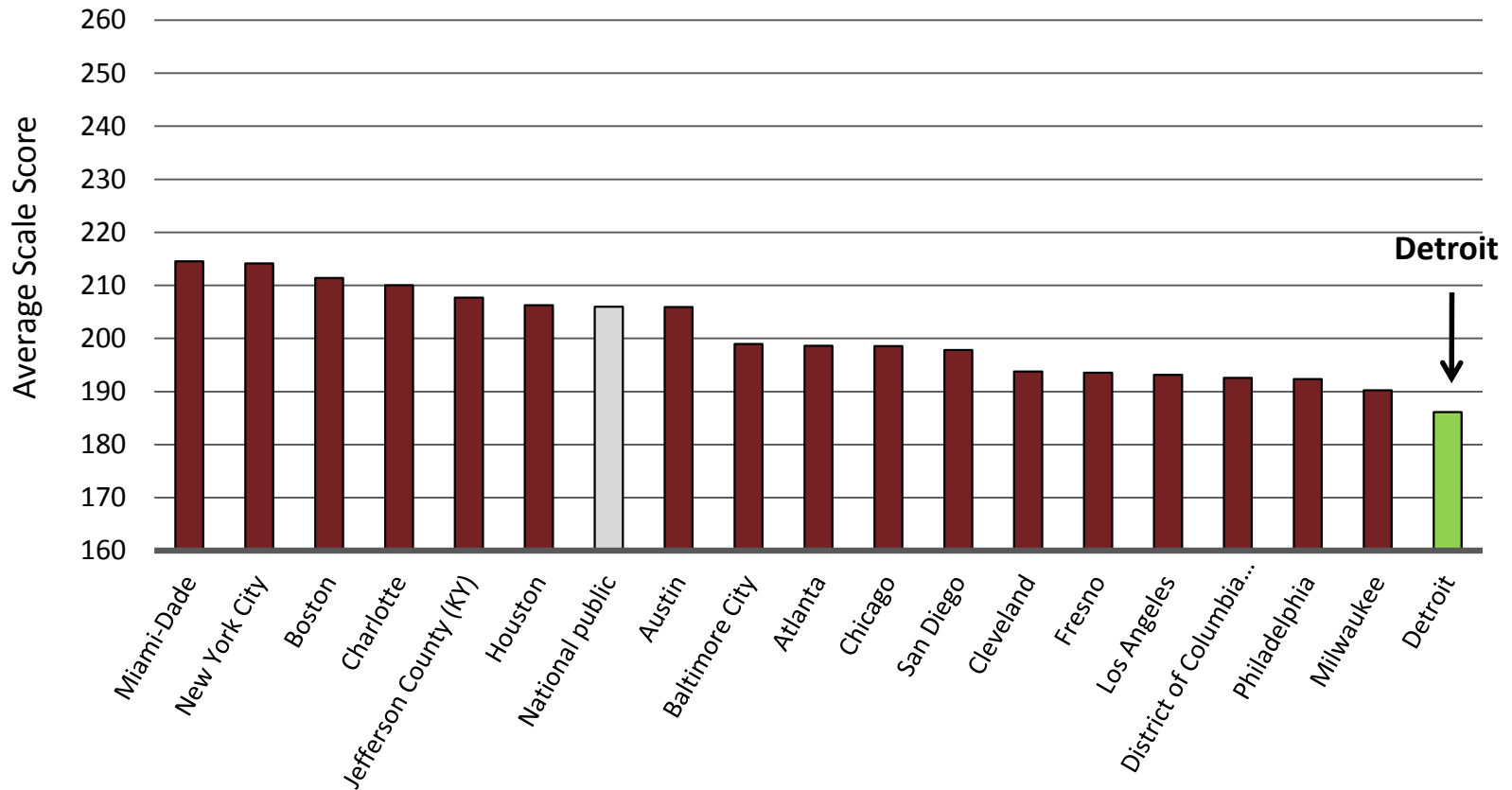
2010 Grade 8 Math MEAP



Source: Michigan Department of Education

Average Scale Scores by District: Low-Income Students

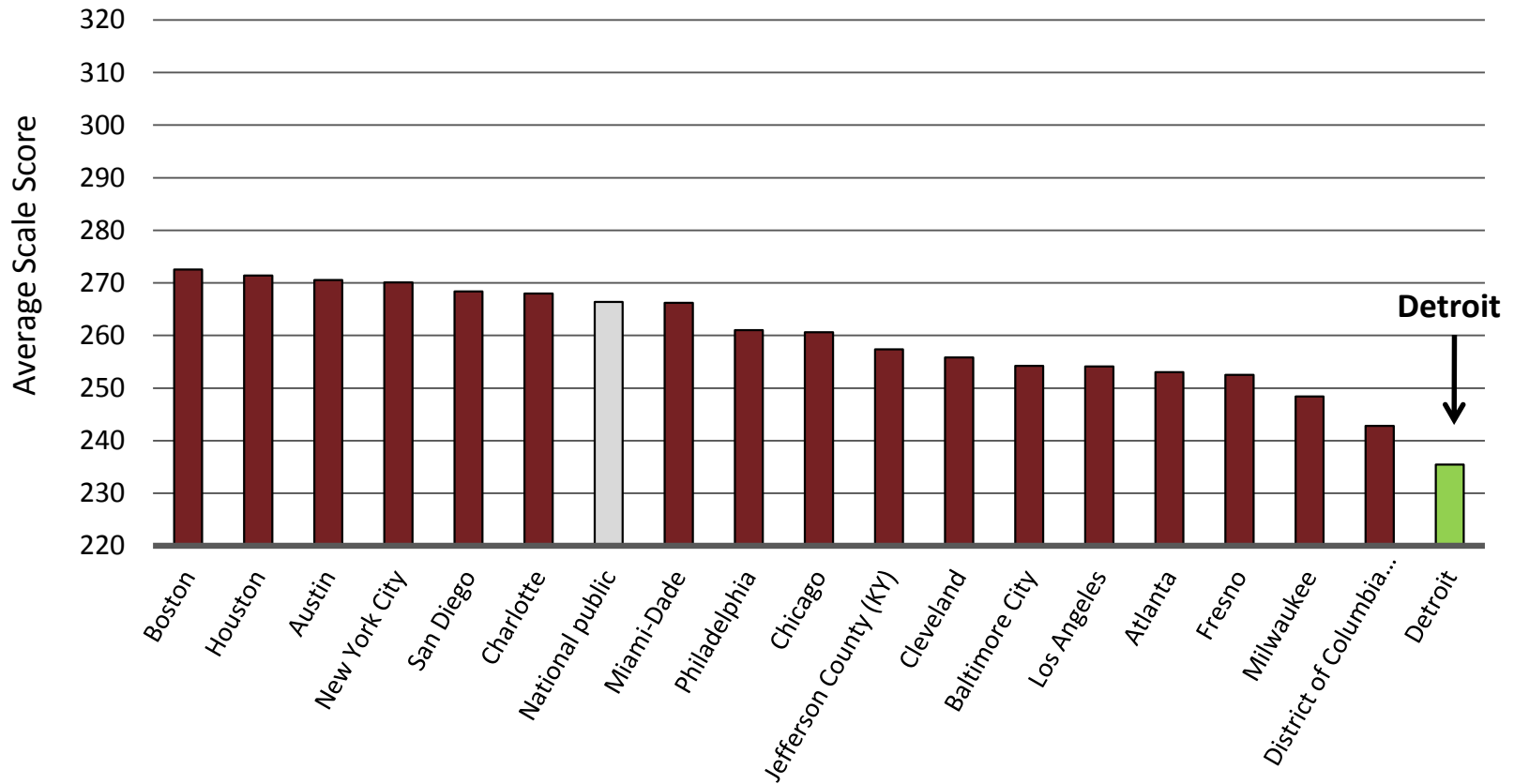
Grade 4 – NAEP Reading (2009)



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

Average Scale Scores by District: Low-Income Students

Grade 8 – NAEP Math (2009)

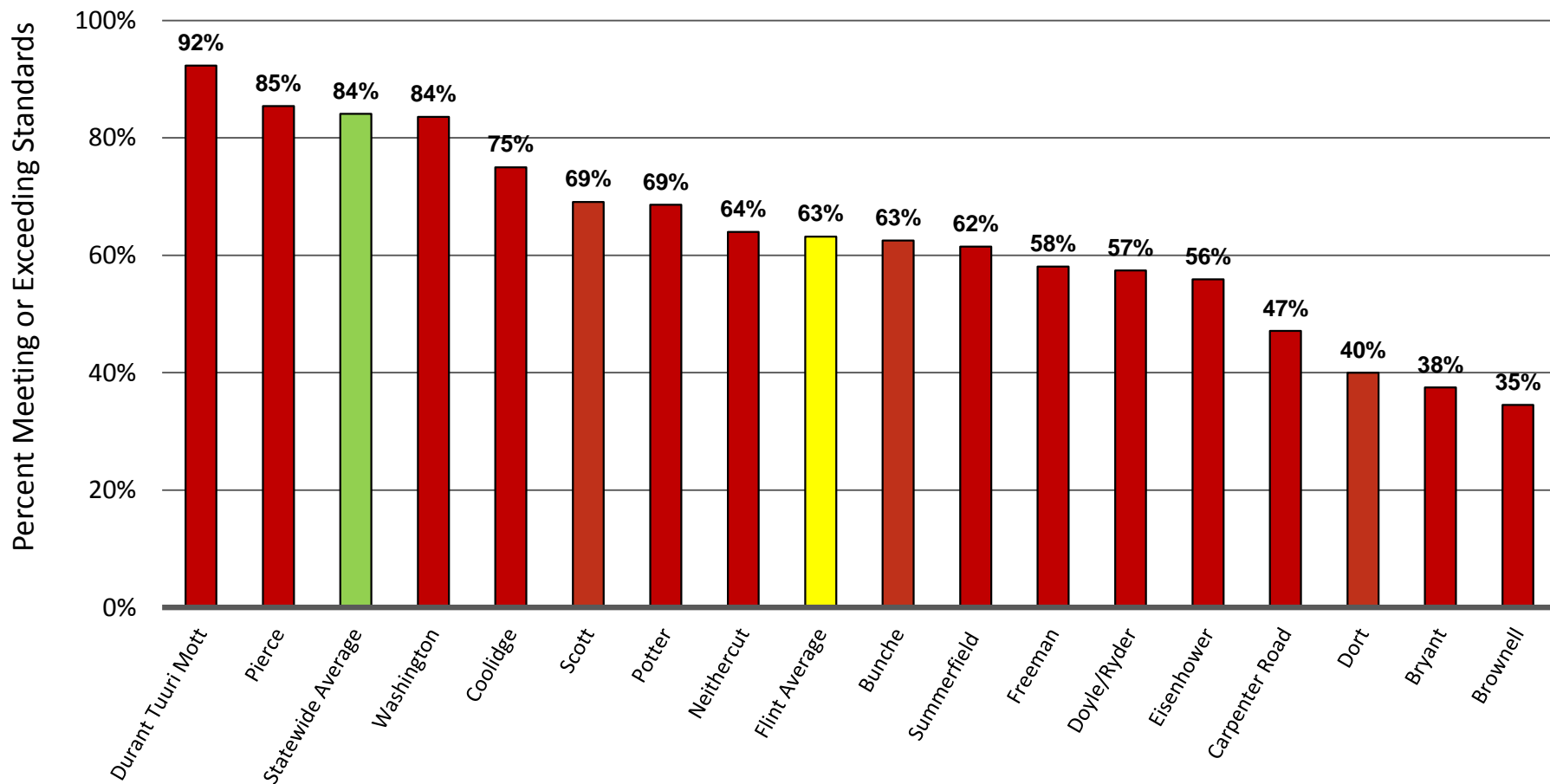


Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Very big differences within a district
as well. Let's take a look at
performance at some Flint schools.

Percentage of Students in Flint Meeting or Exceeding Standards By School

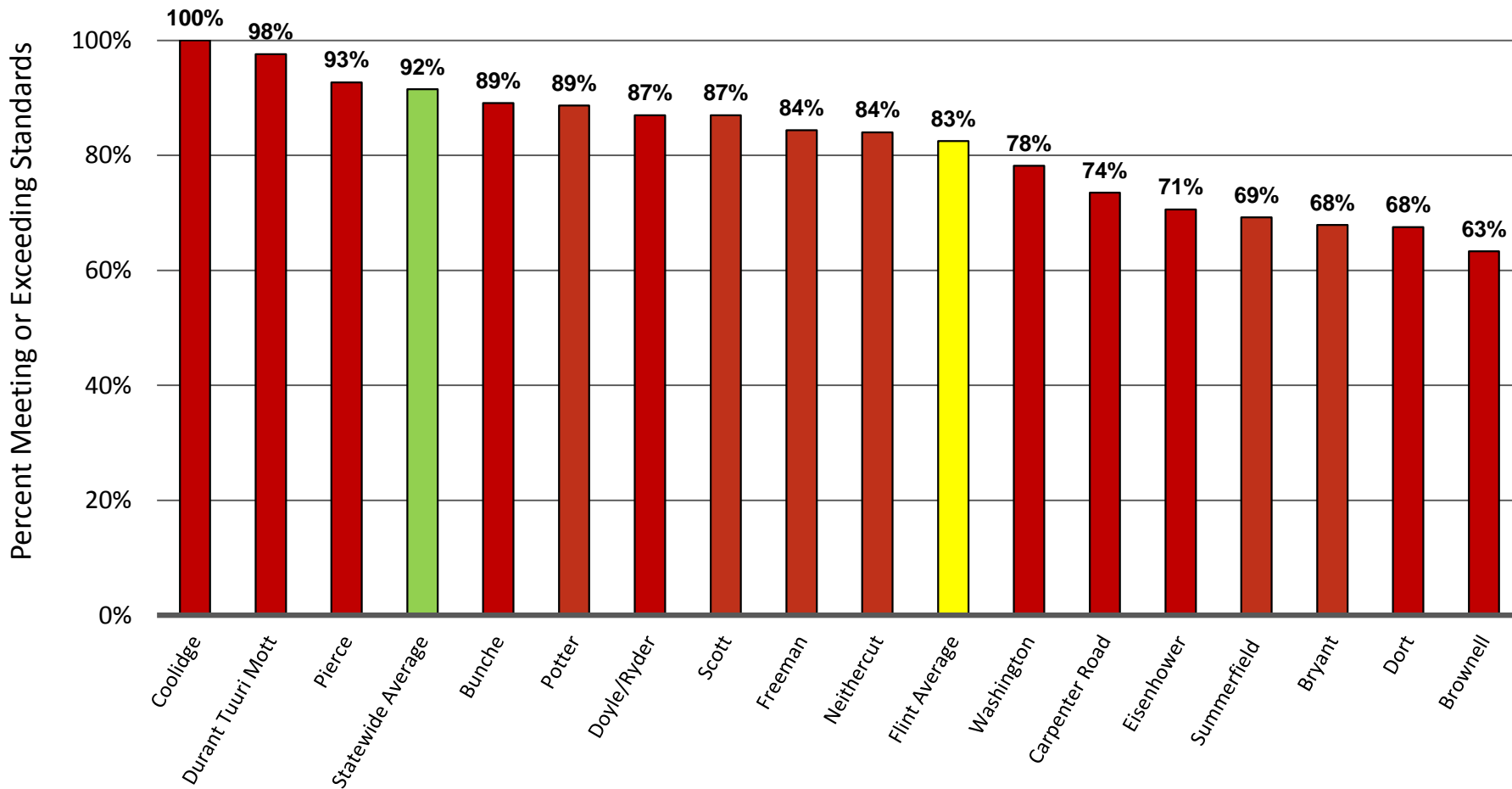
2010 Grade 4 Reading MEAP



Source: Michigan Department of Education Fall 2010 MEAP Data: http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---,00.html

Percentage of Students in Flint Meeting or Exceeding Standards By School

2010 Grade 4 Math MEAP



Source: Michigan Department of Education Fall 2010 MEAP Data: http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---,00.html

Bottom Line:

At every level of education,
what we do matters a lot!

What Do We Know About How To Accelerate Success?

What do the high performers do?

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

The leaders in high-performing high poverty schools
and districts don't do that.

They focus on what they can do, not
on what they can't.

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

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

#2. They don't leave anything about teaching and learning to chance.

An awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.

“No,” say the education leaders.
“They’re supposed to teach to
standards!”

But when is the last time you looked
at a standard?

Sample History Standard

“Students understand how science, technology and economic activity have developed, changed and affected societies throughout history.”

What does this do?

Leaves teachers entirely on their own to figure out what to teach, what order to teach it in, HOW to teach it...and to what level.

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

Low-income and minority students are also less likely to have access to high-quality assignments.

*Using the **same** textbook, School A in California offered high-level assignments; School B did not.*

School A

1,467 students enrolled in 2005

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

School B

2,001 students enrolled in 2005

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

School A:

High-Level College-Prep Assignment

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

School B: Low-Level College-Prep Assignment

- Role play (“Meet the Press”) and interview key people of the era.
- Draw a political cartoon highlighting a major event of the time.
- Share excerpts from noted literary authors-- Lewis, Fitzgerald, Hemingway, Hughes.
- Listen to jazz artists of the 1920s.
- Construct a collage depicting new inventions.

High Performing Schools and Districts

- Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it
- Provide teachers with common curriculum, assignments
- Have regular vehicle to assure common marking standards
- Assess students every 4-8 weeks to measure progress
- Act immediately on the results of those assessments

In other words, they strive for consistency in everything they do.

And they bring that consistency to school discipline, as well.

#3. They set their goals high.

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

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

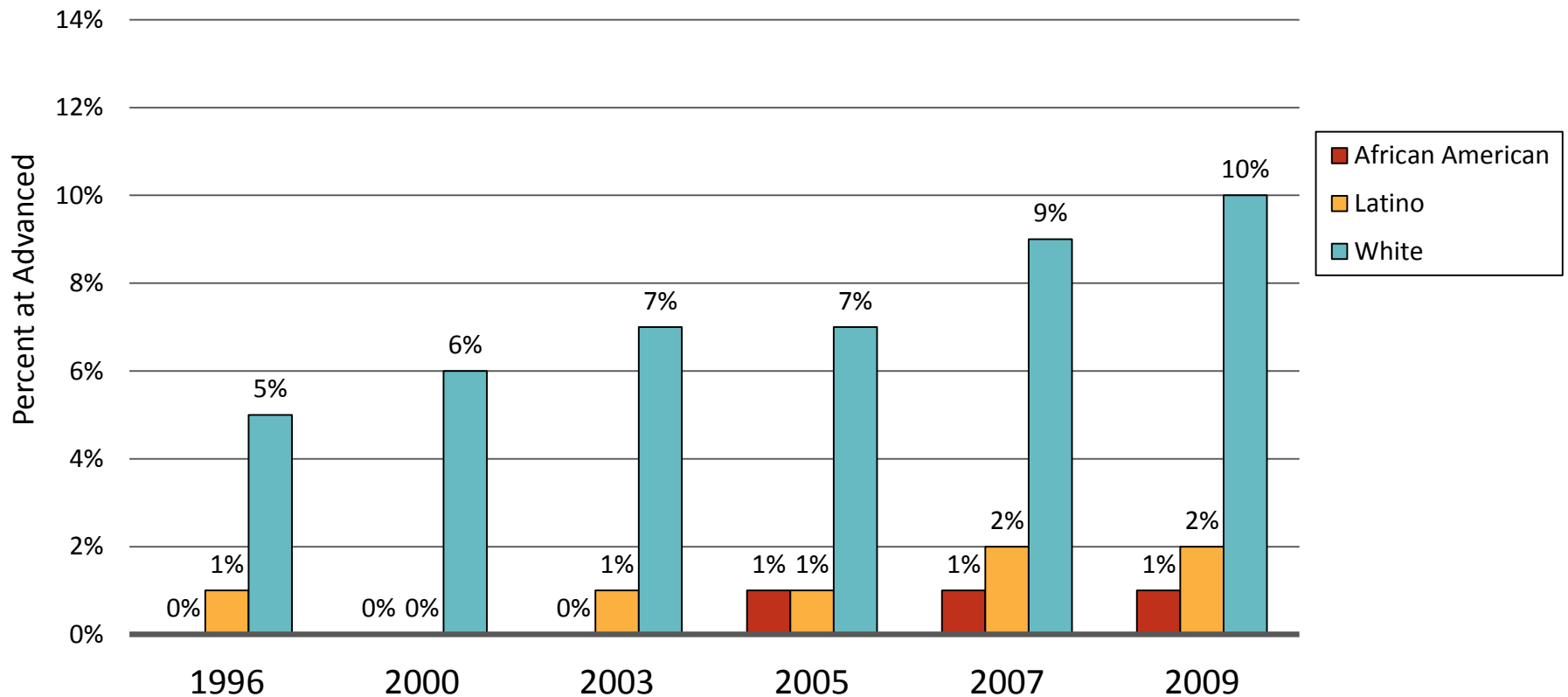
We're not going to close the achievement gap if we continue to think about our work only as "bringing the bottom up."

We also have to bring the middle- and higher-achievers up.

And we're not doing so well on that front right now.

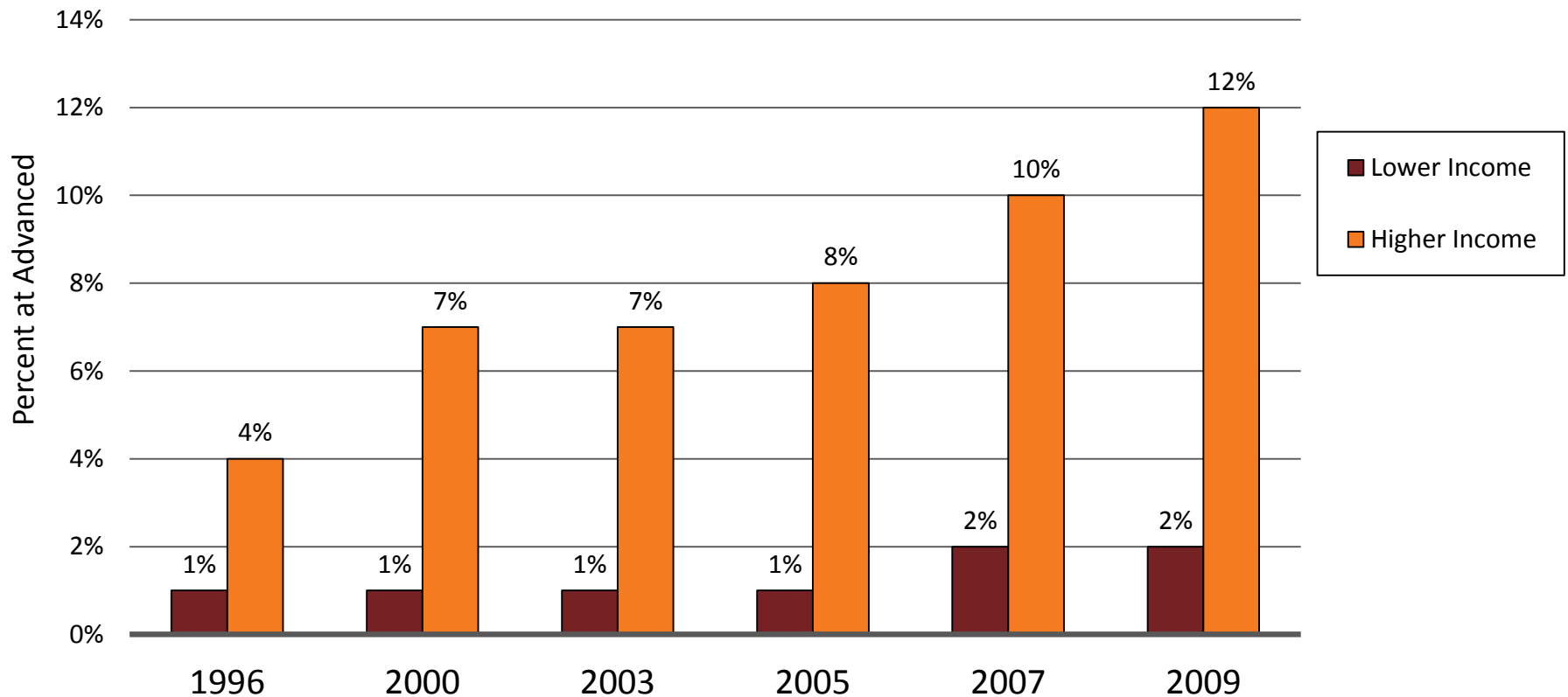
African American and Latino students are not making gains at the *advanced level* at the same rate as white students

NAEP – Grade 8 Math



Lower income students are not making gains at the *advanced level* at the same rate as higher income students

NAEP – Grade 8 Math



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

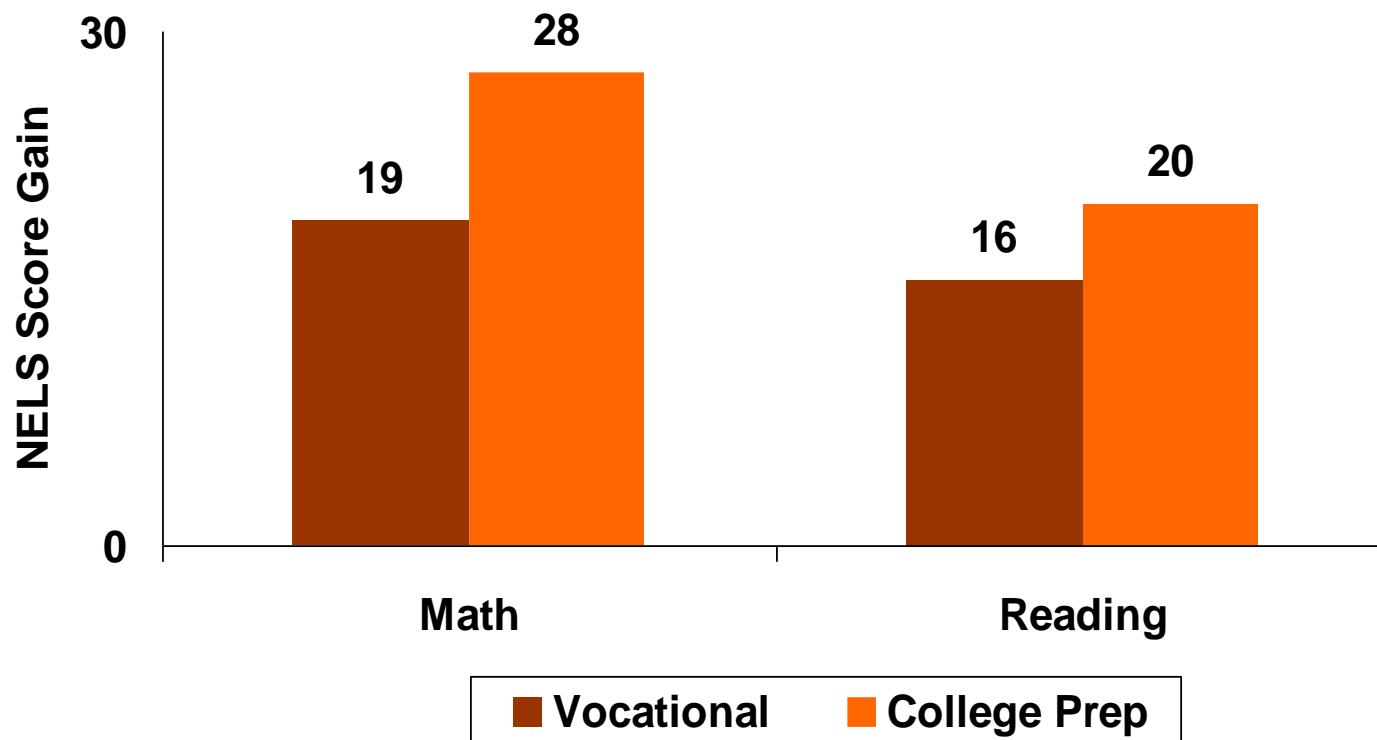
Single biggest predictor post-high school success is
QUALITY AND INTENSITY OF HIGH SCHOOL
CURRICULUM

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

College prep curriculum has
benefits far beyond college.

Students of all sorts do learn
more...

Low Quartile Students Gain More From College Prep Courses*



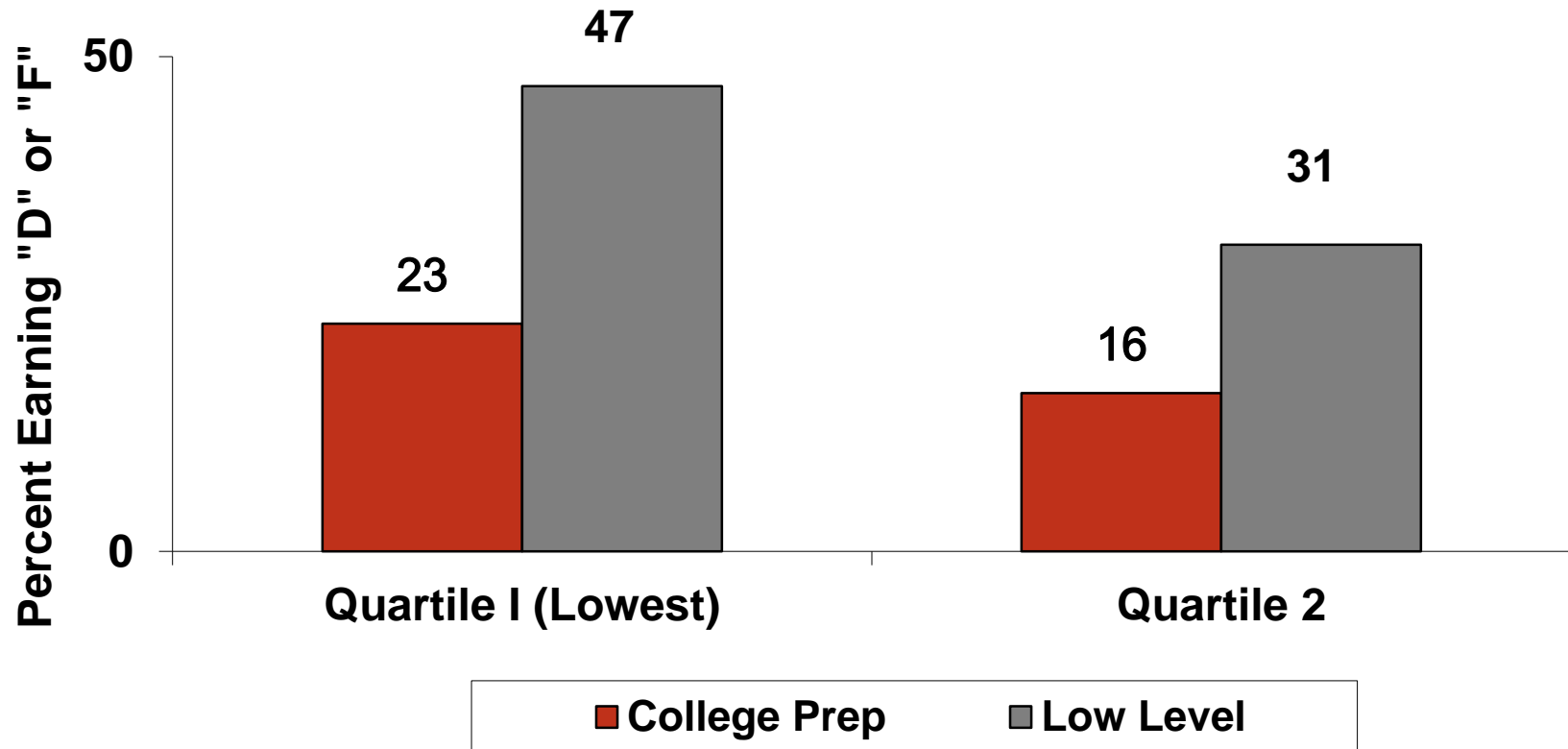
***Grade 8-grade 12 test score gains based on 8th grade achievement.**

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

They also fail less often...

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

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



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

And they'll be better prepared
for the workplace.

Leading states, districts making
college prep the default
curriculum.

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

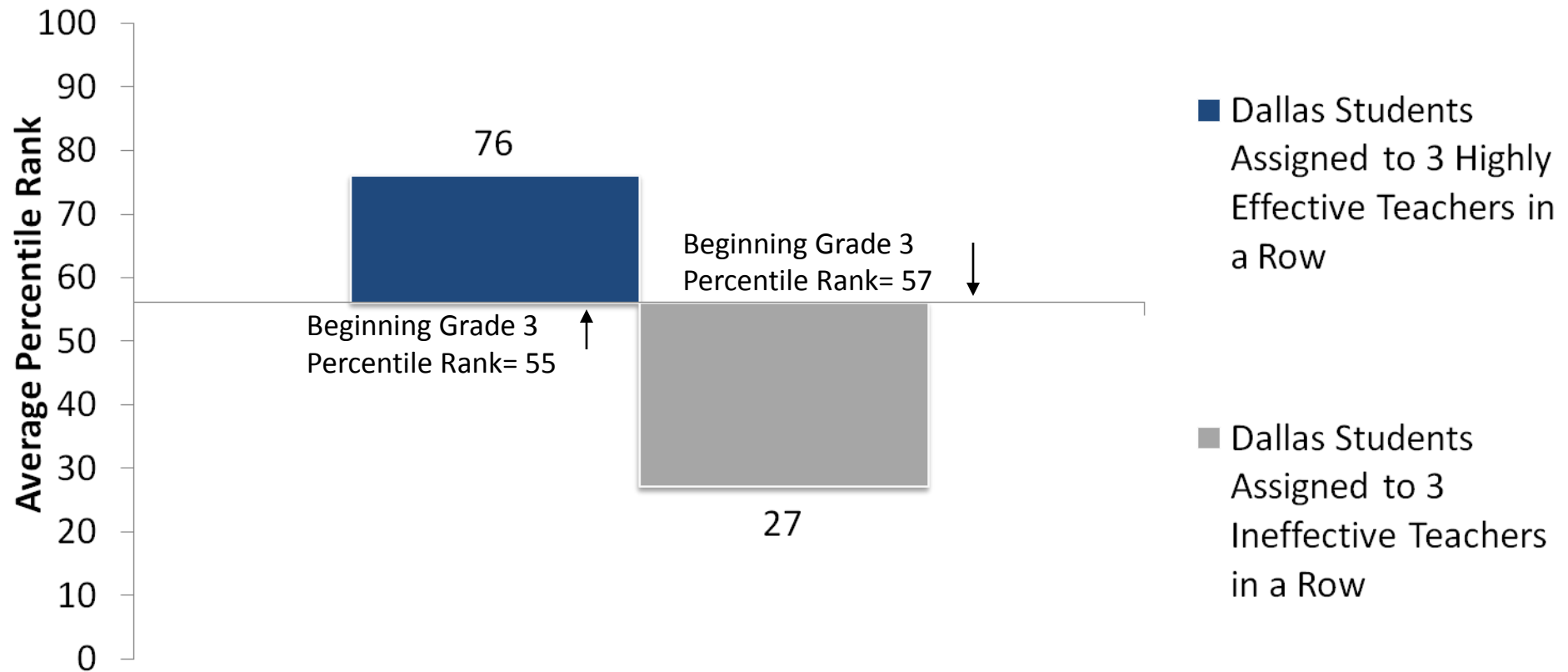
#5. Principals are hugely important,
ever present, but
NOT
the only leaders in the school

High performing schools...

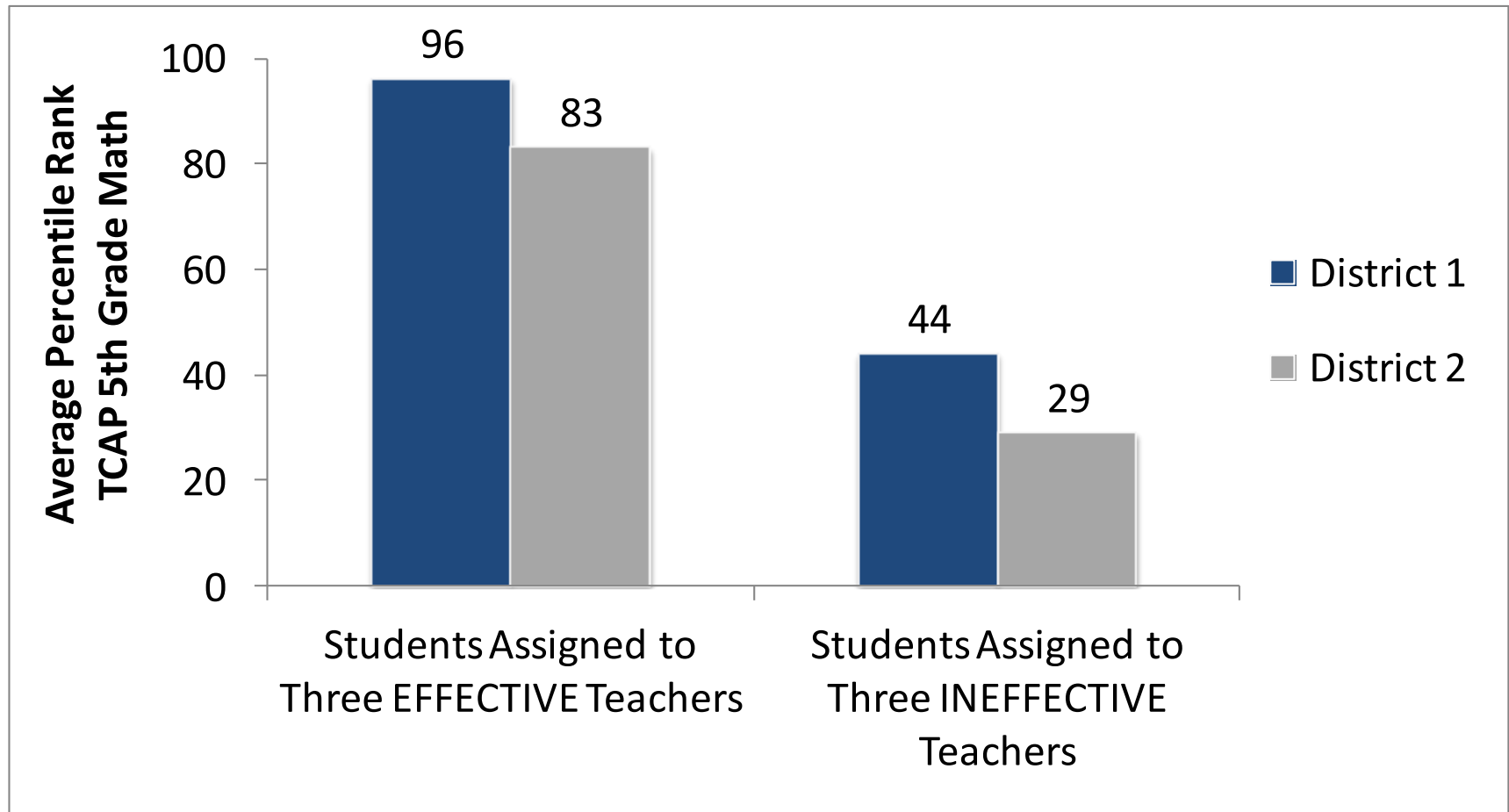
- Teachers regularly observe other teachers;
- Teachers have time to plan and work collaboratively;
- New teachers get generous and careful support and acculturation;
- Teachers are empowered to and take on many other leadership tasks at the school

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

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



Students Assigned to Effective Teachers Dramatically Outperformed Students Assigned to Ineffective Teachers



A 2008 study found that individual teachers have a significant impact on student graduation rates, prompting researchers to conclude that **“increasing the ability of urban schools to recruit and retain high-quality teachers has the potential to reduce student dropout rates significantly.”**

So, there are VERY BIG
differences among our teachers.

BUT...

For years, we have pretended that there aren't, as if teachers don't matter.

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



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

Estimated percent of tenured/non-probationary teachers who received one of the top two highest performance evaluation ratings for evaluations conducted in SY 2007-08.

99%

Cincinnati
(Based on a 4-Rating Scale)

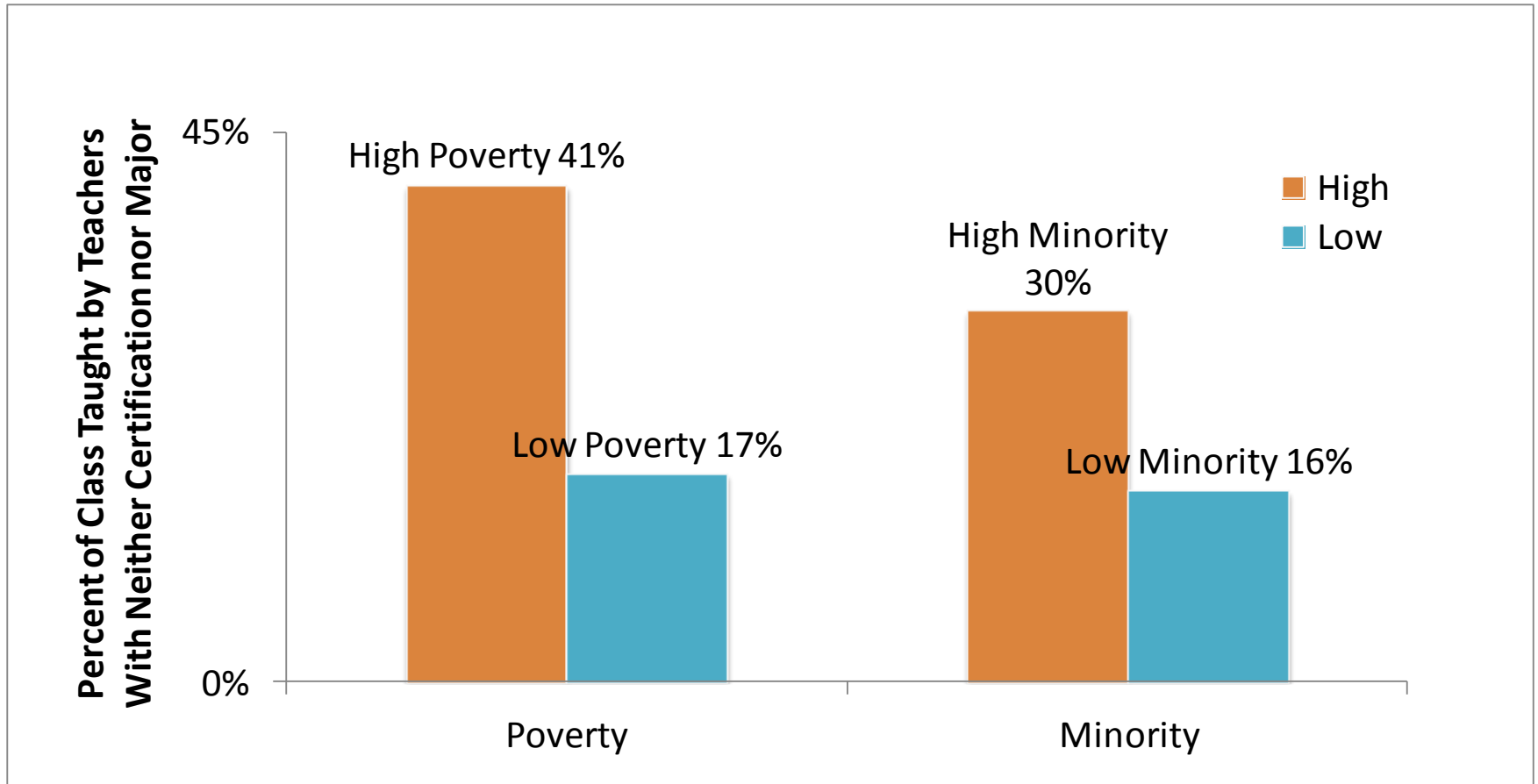
98%

Rockford
(Based on a 3-Rating Scale)

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

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

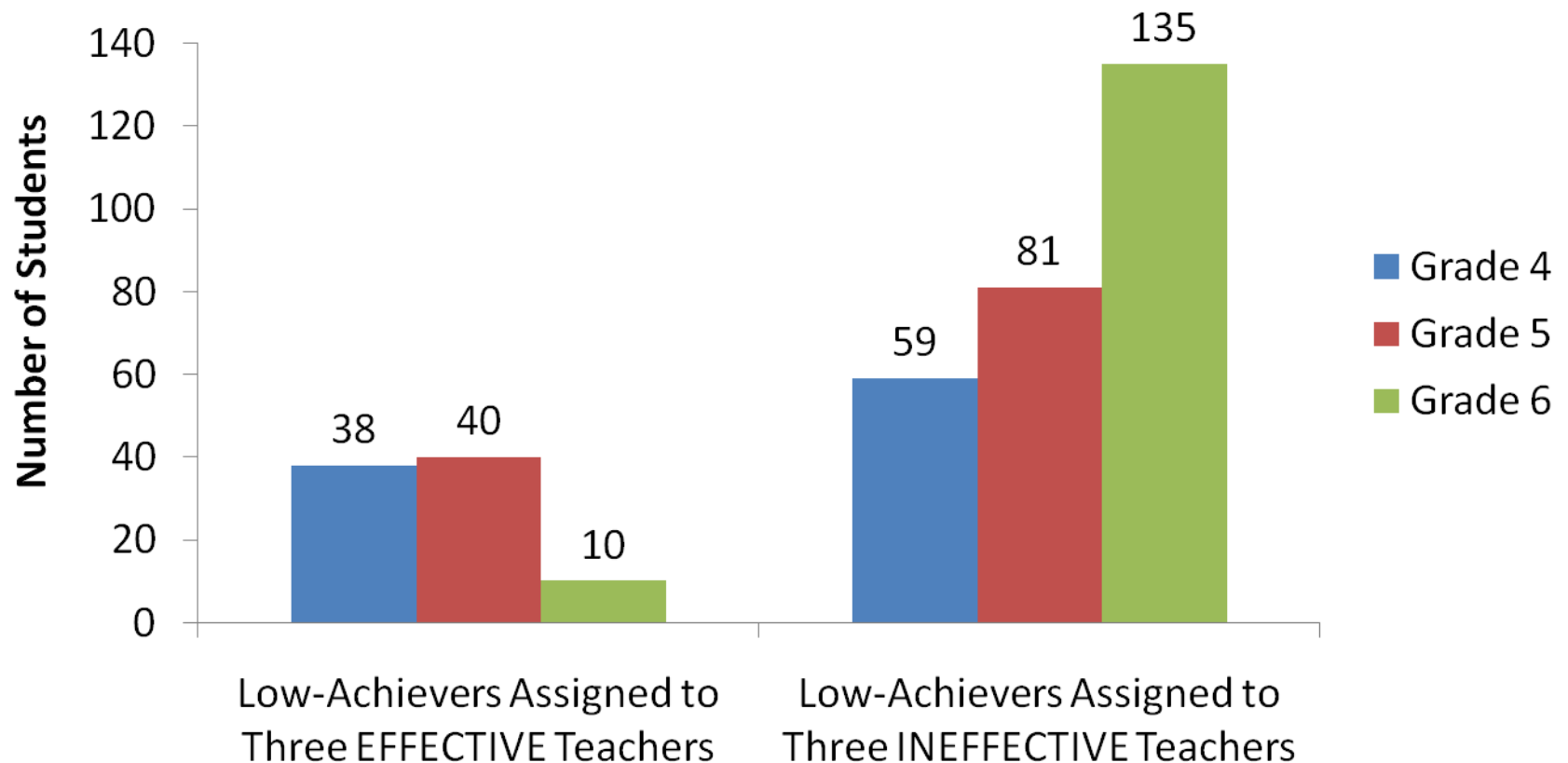
Math Classes at High-Poverty and High-Minority Schools More Likely to be Taught by Out of Field* Teachers



Note: High Poverty school-75% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch. High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -10% or fewer of the students are non-White students.

*Teachers with neither certification nor major. Data for secondary-level core academic classes (Math, Science, Social Studies, English) across USA.
Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007. © 2011 THE EDUCATION TRUST

Low-Achieving Students are More Likely to be Assigned to Ineffective Teachers than Effective Teachers



High performing schools and districts...

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

All in all, not a very long list.

Mostly just common sense.

Unfortunately, too few kids get access to schools like these.

Not because they couldn't learn...but because we have not had the will.

The most important agenda for
all of us?

Turning that around.

Ed Trust Midwest's Work So Far

- Making sure that every Michigan child has an effective teacher.
 - Under new tenure reforms, new teachers will receive more support in their formative years
 - Evaluations will become fair, consistent and provide teachers with valuable feedback
 - Teachers or administrators who earn three, consecutive ineffective ratings on their annual performance evaluations will be dismissed

Big Opportunities for Michigan

- New Governor's Council on Educator Effectiveness will convene in late October and will come up with:
 - Ways to ensure that parents and the public have honest and reliable information about the performance of their schools
 - Common definitions of teaching effectiveness
 - Council is expected to report its findings to the Legislature in late April 2012

Proposed Accreditation/Accountability System

- An accountability system gives us a way to gauge the performance of all schools in the state—Michigan is revising its system so this is hugely important.
- The current proposal doesn't provide schools with accountability if they are in the top 80%.
- Schools in the bottom 20% do not receive any goals or assistance to get better.

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