

LEADING WITH HEART AND SMARTS:

Lessons about Raising
Achievement and Closing Gaps
from Schools, Districts and States
on the Performance Frontier



The Education Trust

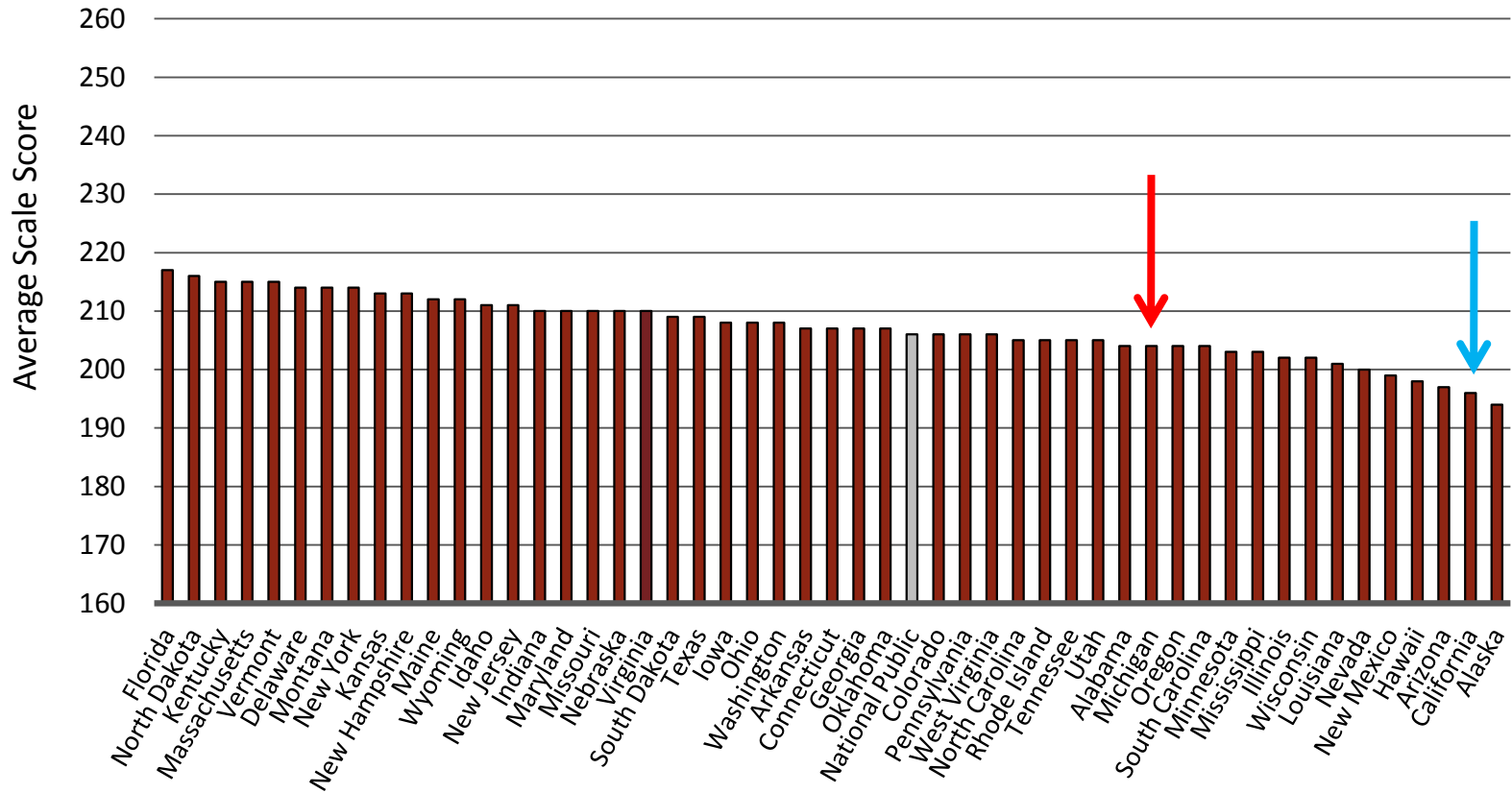
Governor's Education Summit
Lansing, MI

April, 2011

Tale of two states

Average Low-Income Scale Scores by State

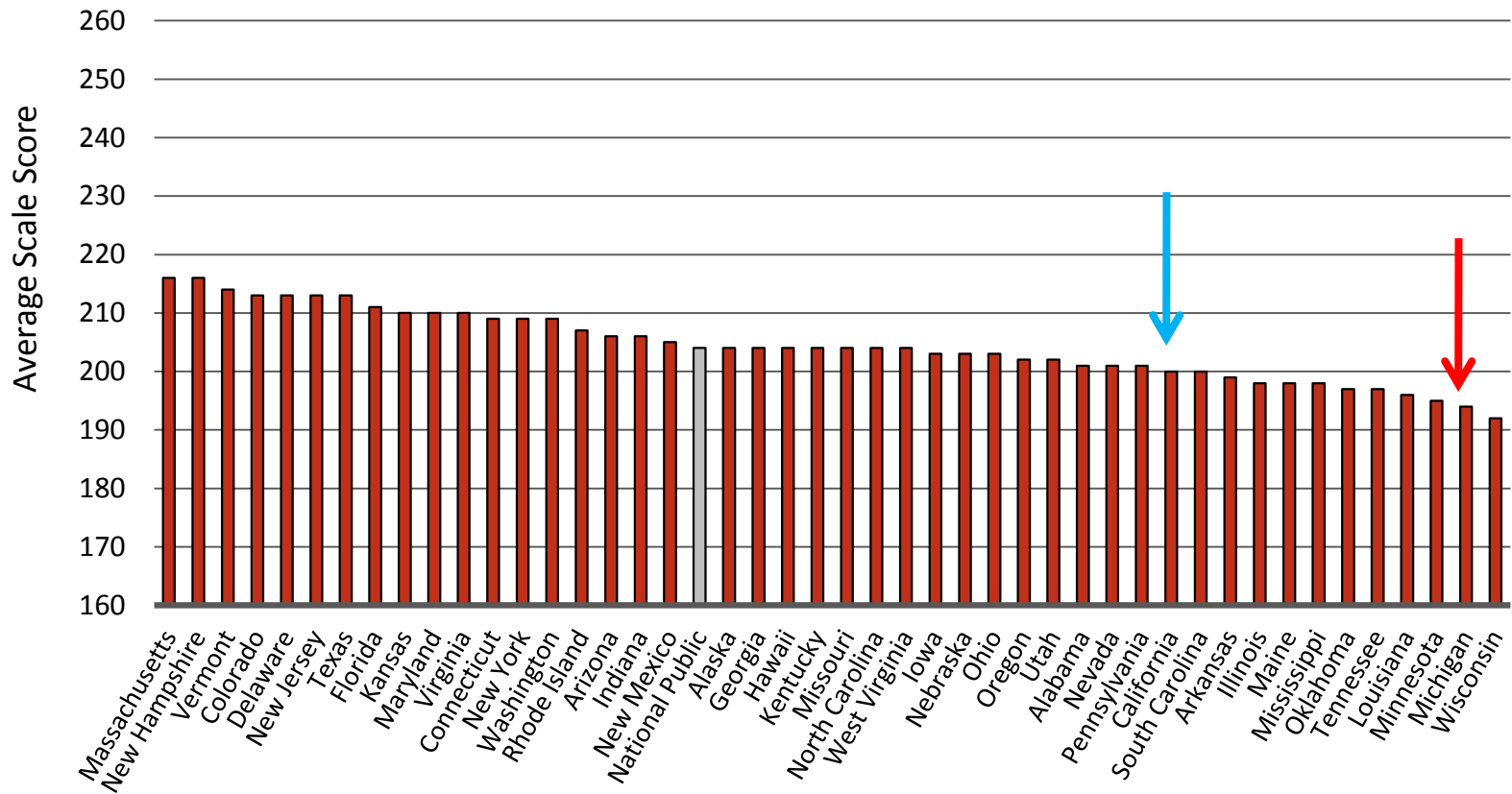
Grade 4 – NAEP Reading (2009)



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

Average African-American Scale Scores by State

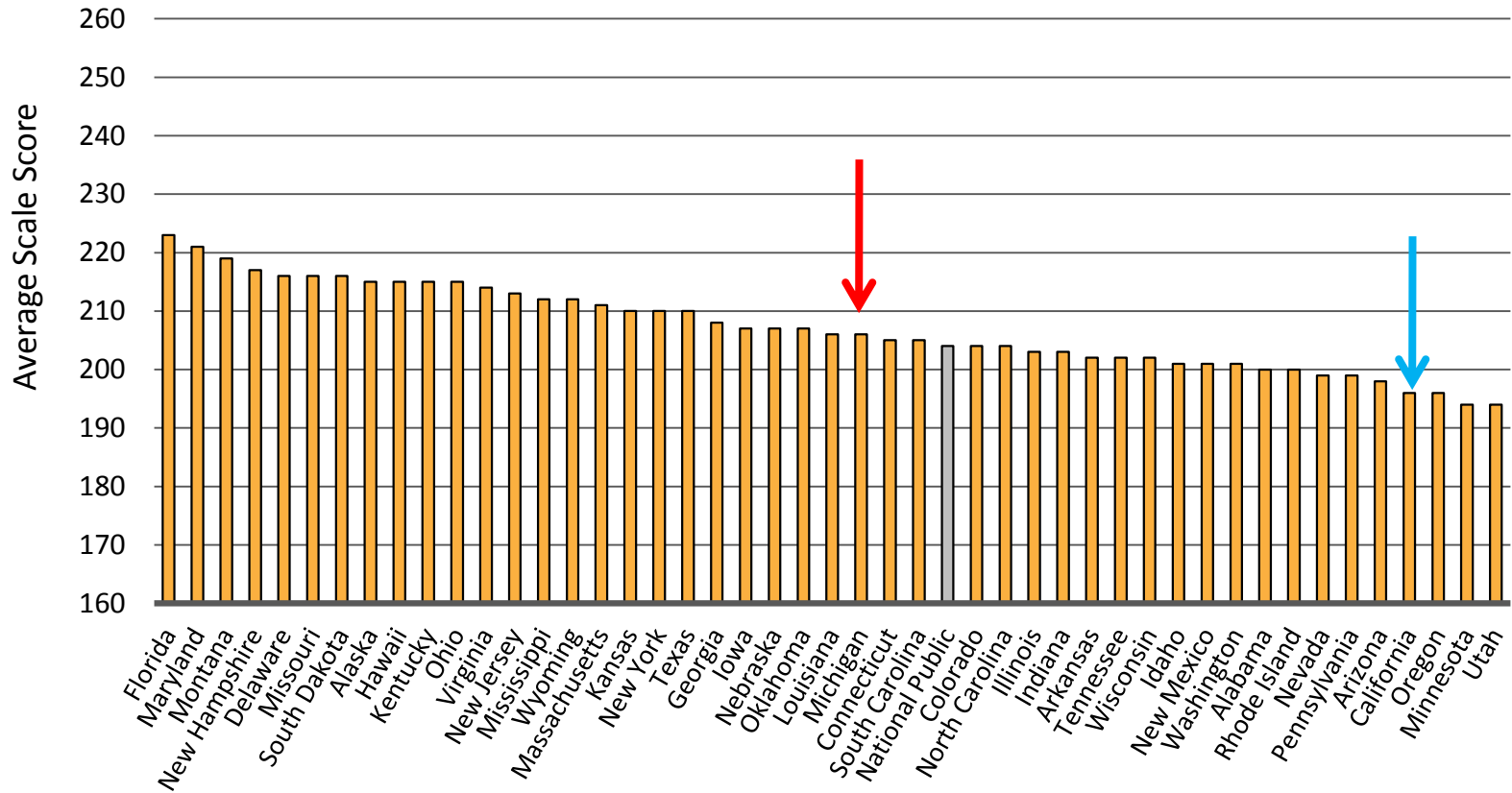
Grade 4 – NAEP Reading (2009)



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

Average Latino Scale Scores by State

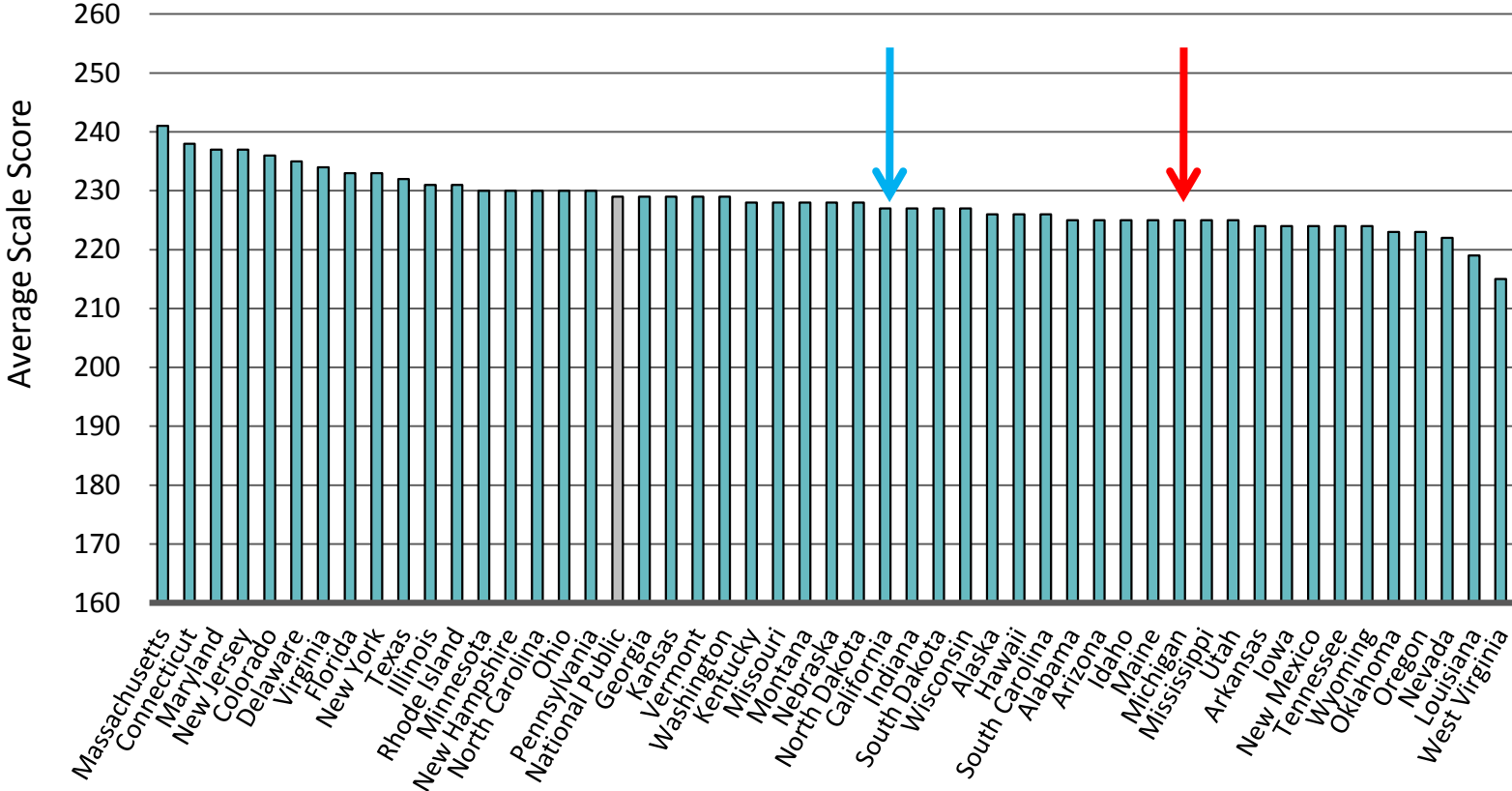
Grade 4 – NAEP Reading (2009)



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

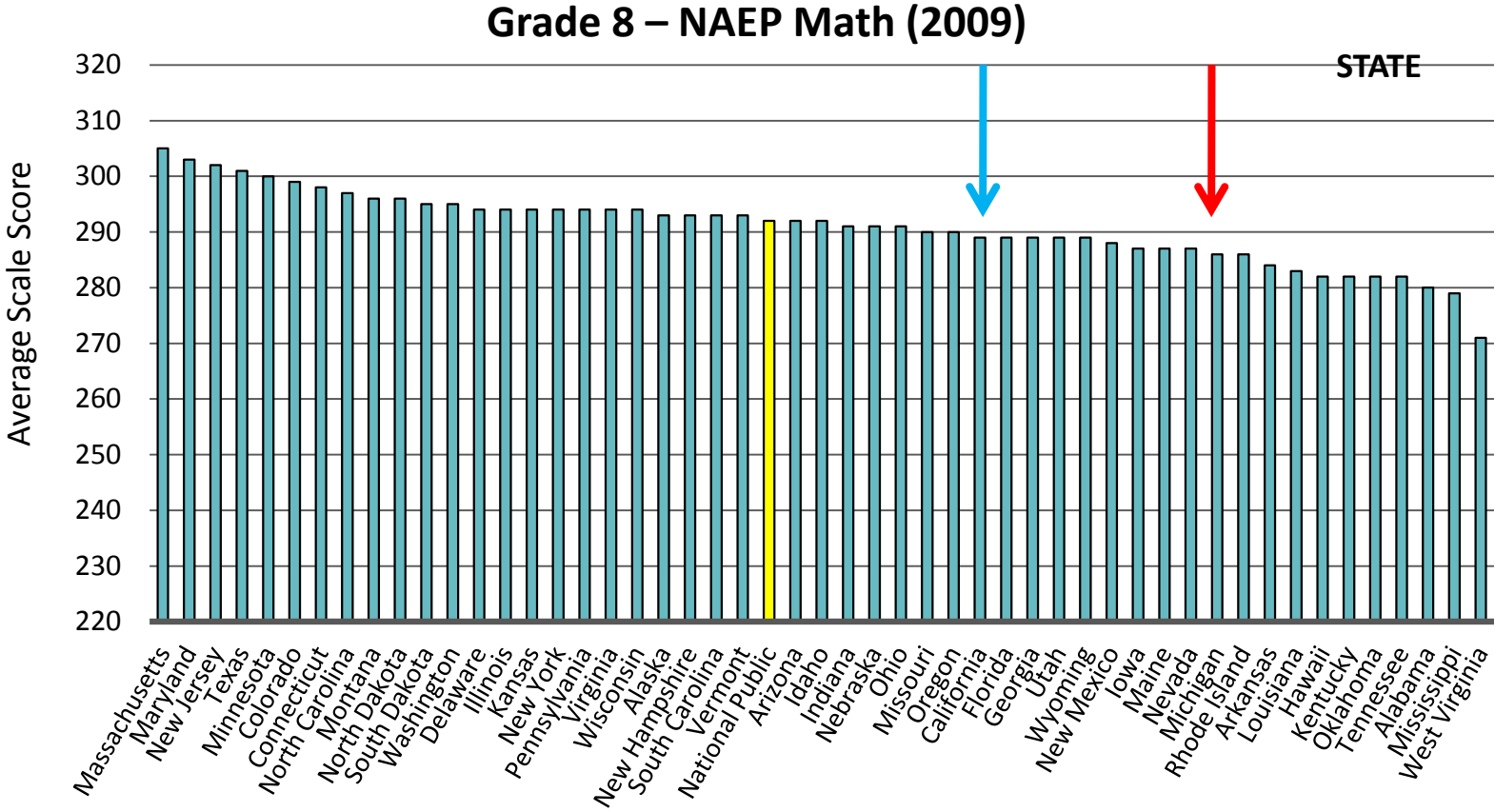
Average White Scale Scores by State

Grade 4 – NAEP Reading (2009)



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

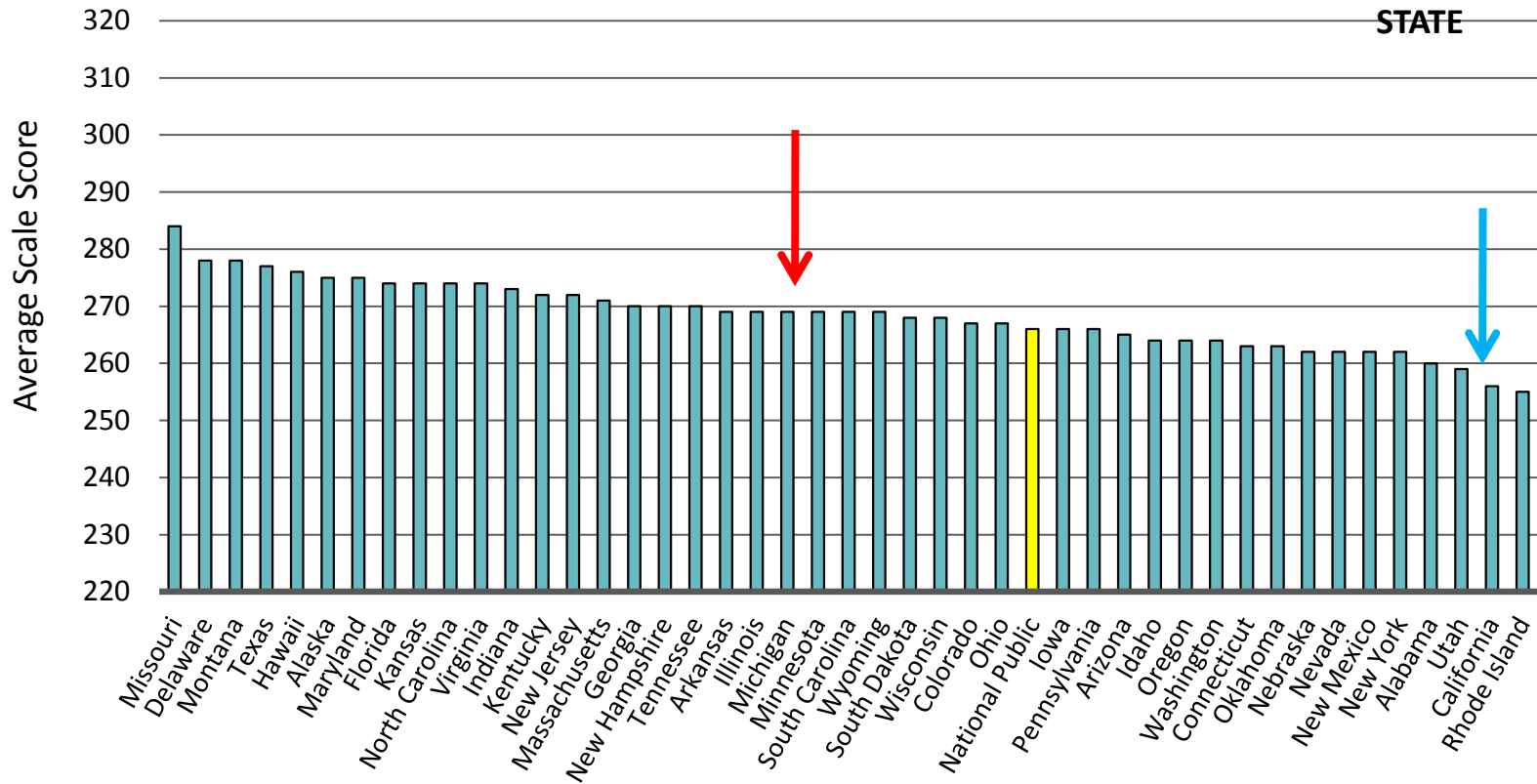
Average White Scale Scores by State



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

Average Latino Scale Scores by State

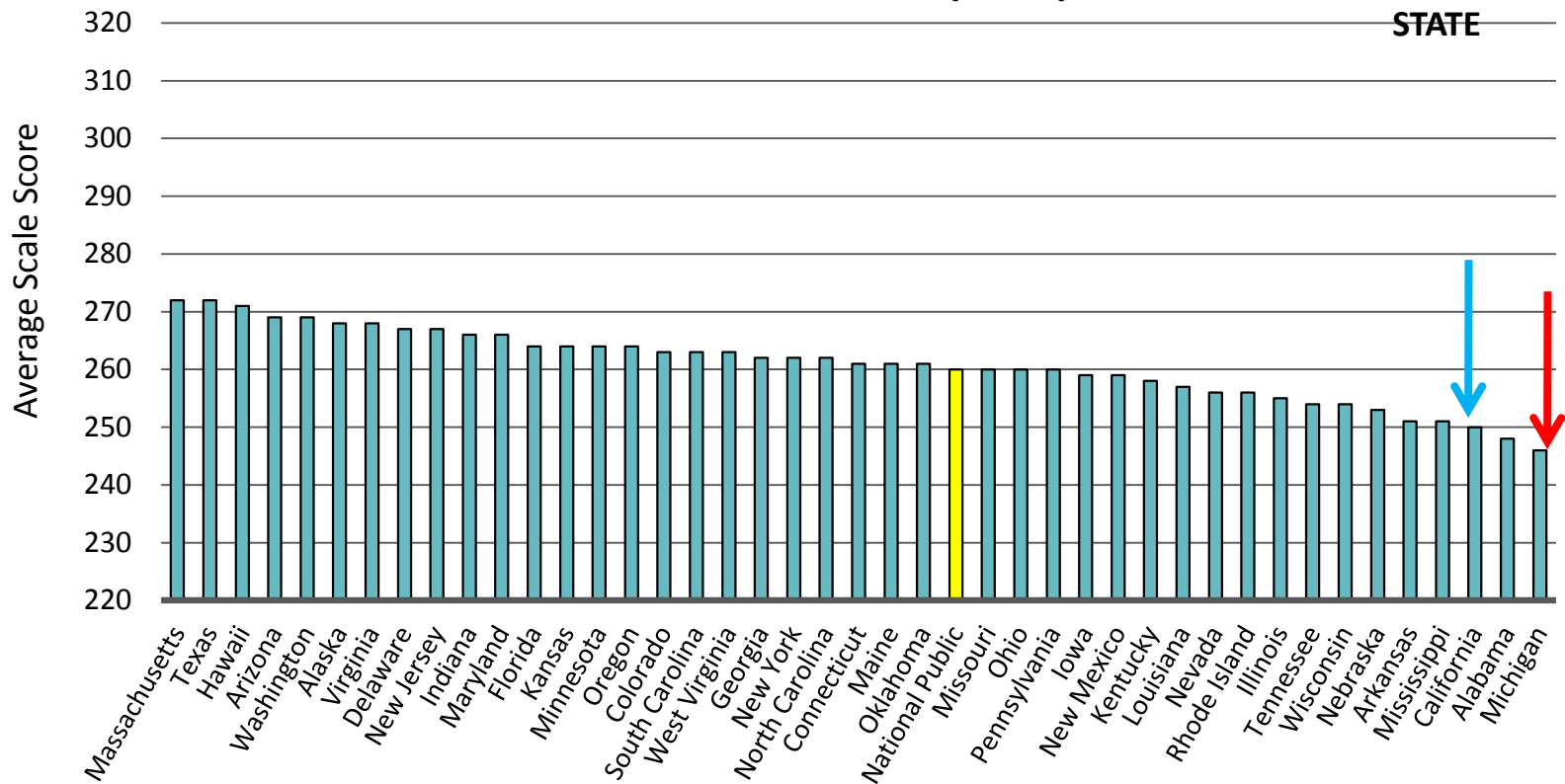
Grade 8 – NAEP Math (2009)



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

Average African-American Scale Scores by State

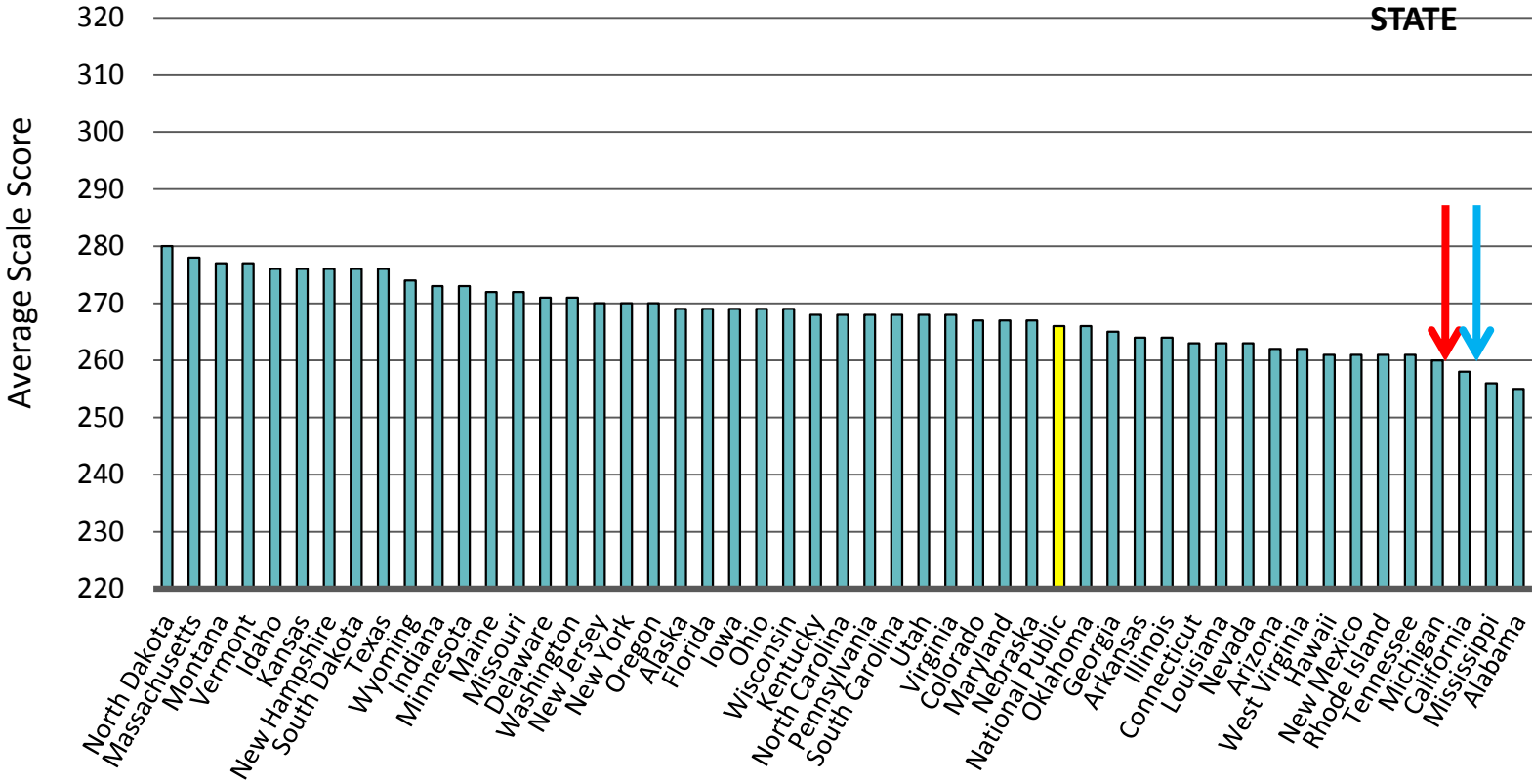
Grade 8 – NAEP Math (2009)



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

Average Low-Income Scale Scores by State

Grade 8 – NAEP Math (2009)



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

So that's where we are.

Are we at least getting better?

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

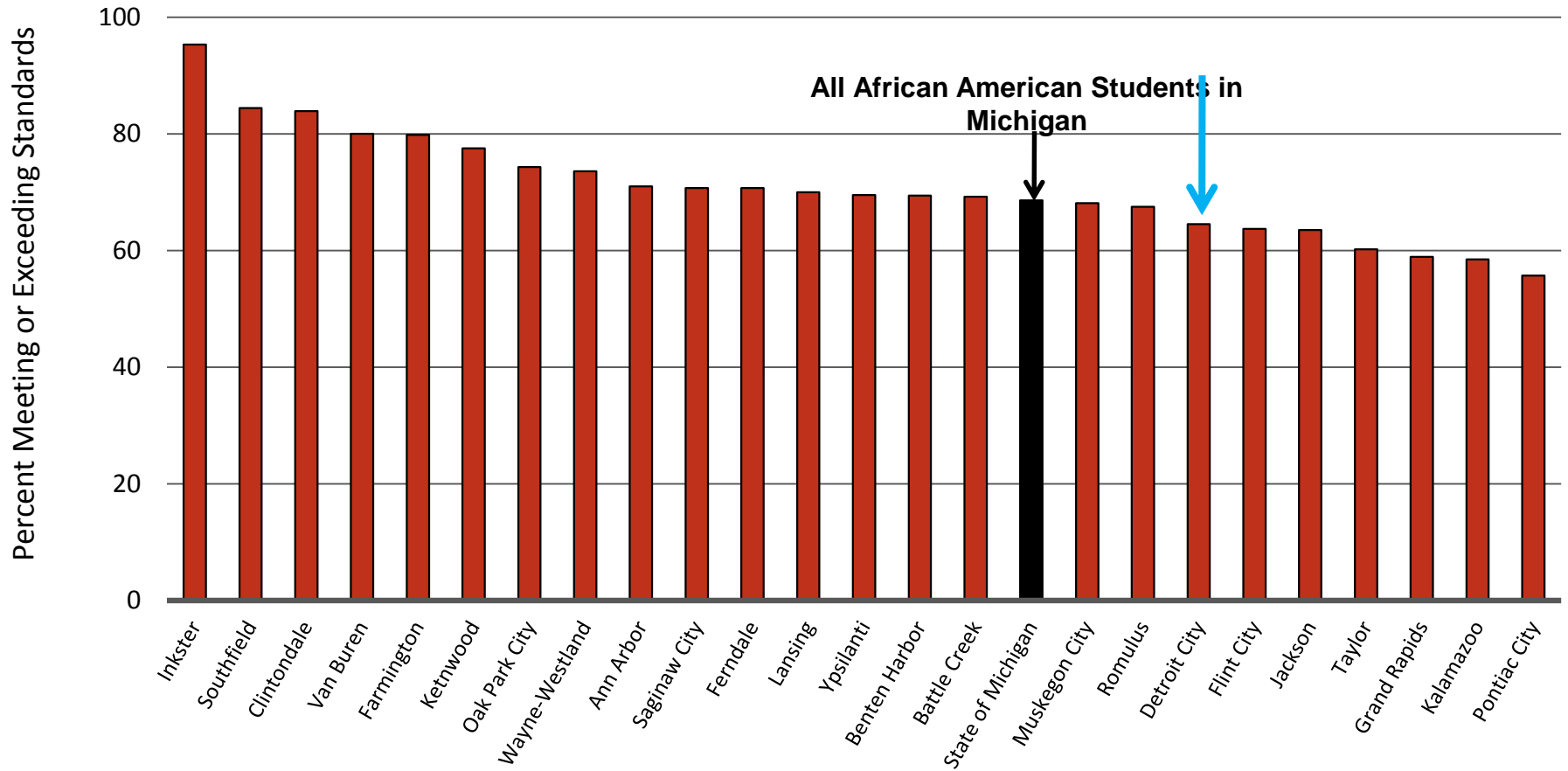
Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

Just Detroit?

Percentage of African American Students Meeting or Exceeding Standards By District

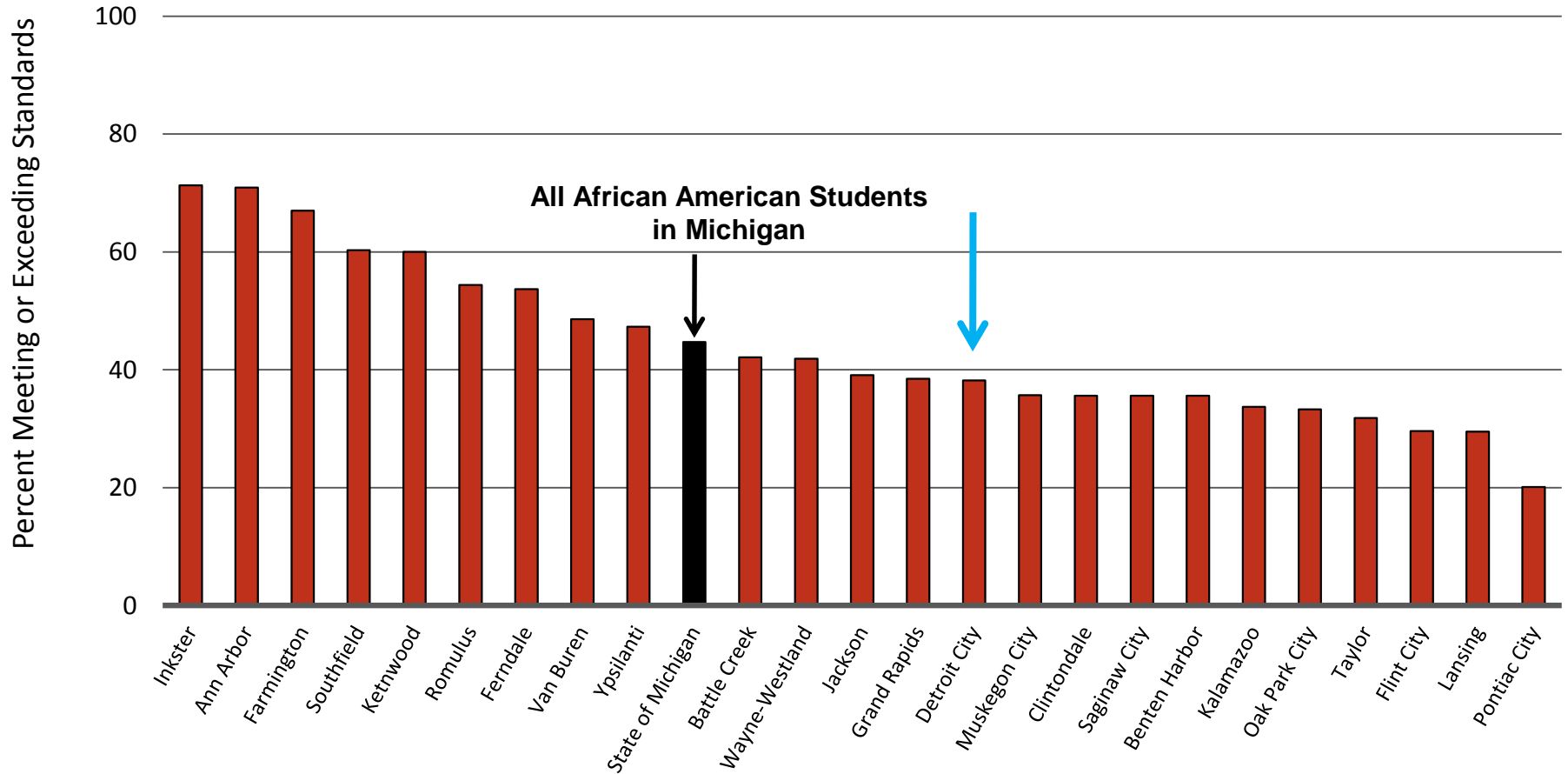
2009 Grade 4 Reading MEAP



Source: Michigan Department of Education

Percentage of African American Students Meeting or Exceeding Standards By District

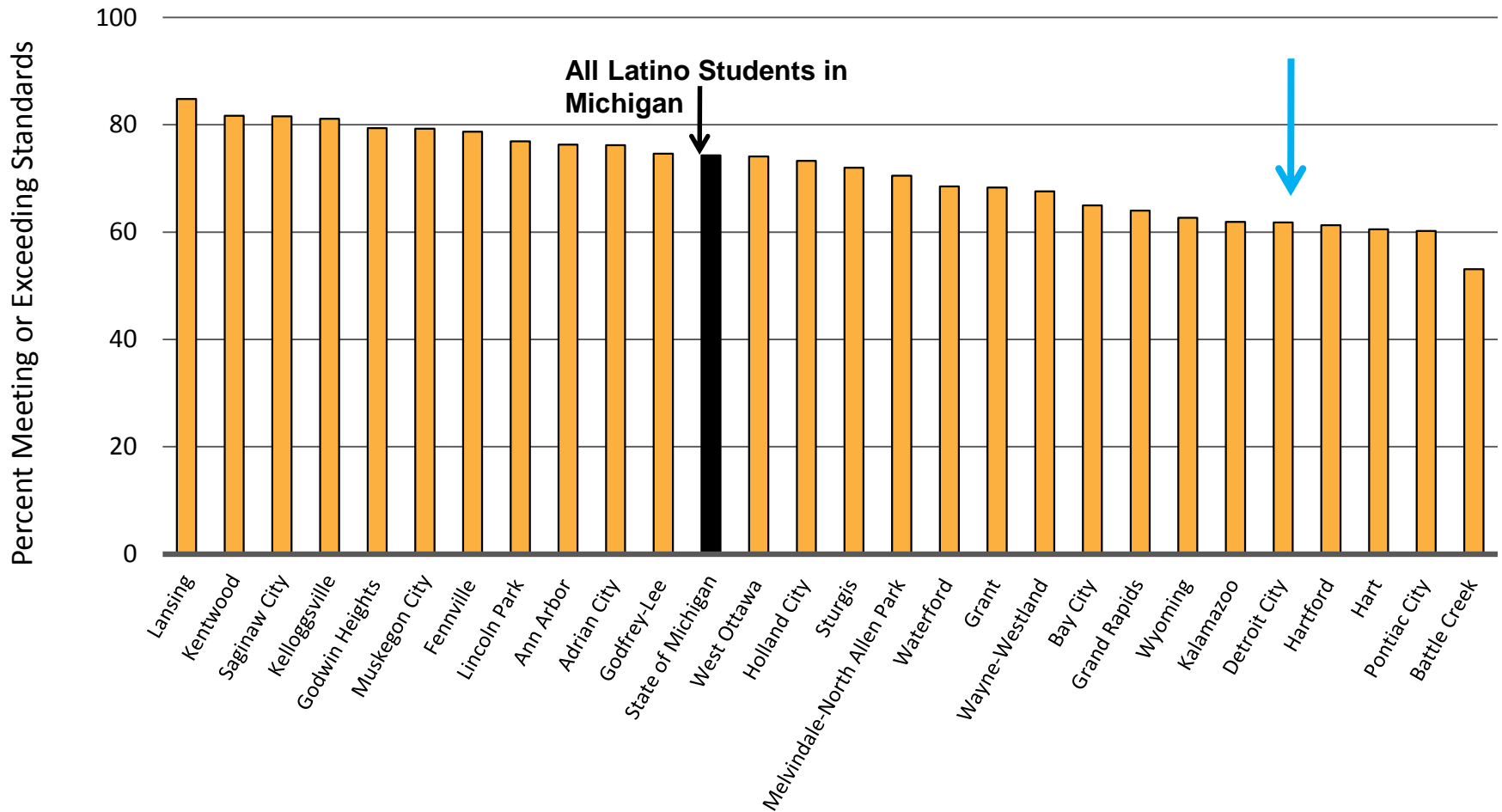
2009 Grade 8 Math MEAP



Source: Michigan Department of Education

Percentage of Latino Students Meeting or Exceeding Standards By District

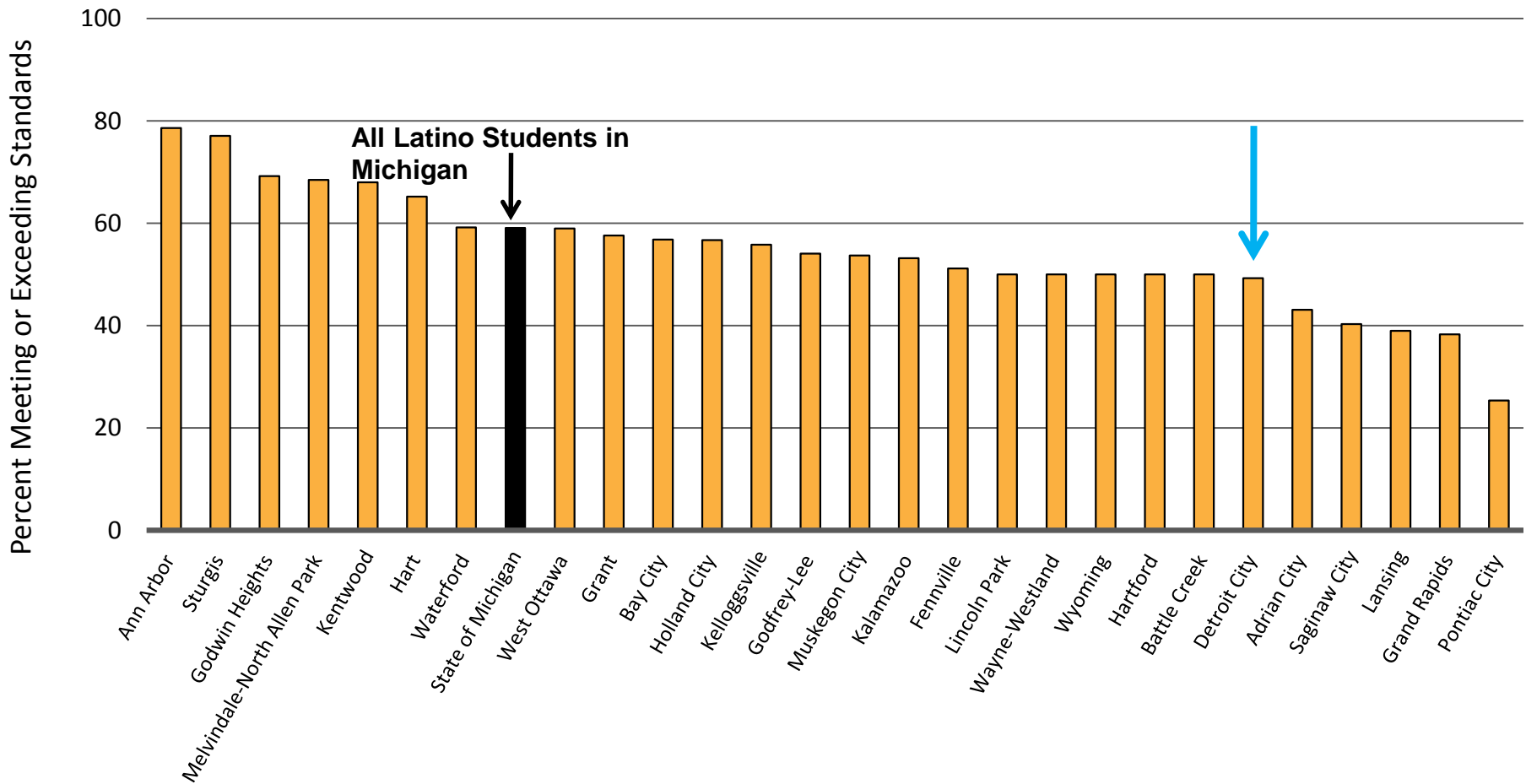
2009 Grade 4 Reading MEAP



Source: Michigan Department of Education

Percentage of Latino Students Meeting or Exceeding Standards By District

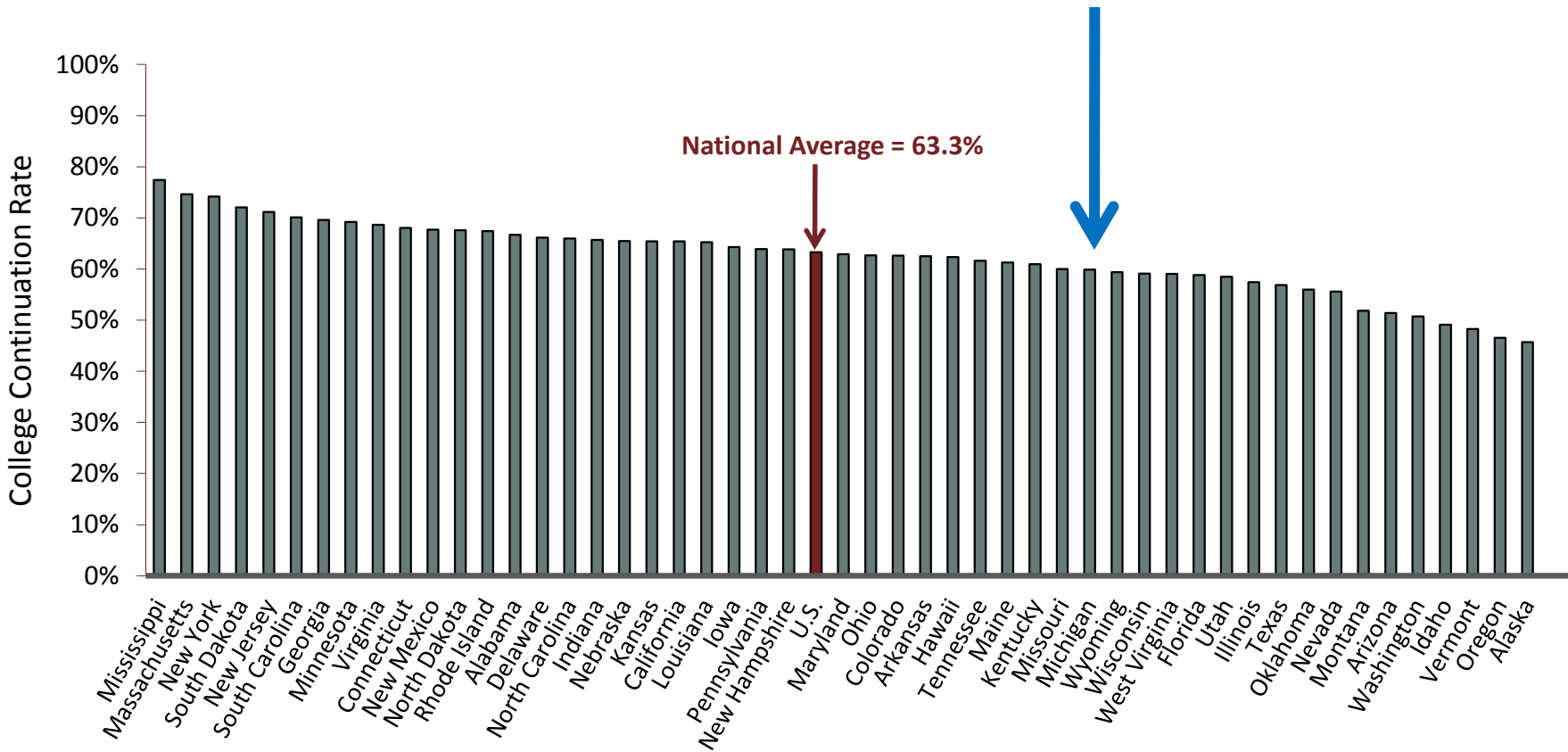
2009 Grade 8 Math MEAP



Source: Michigan Department of Education

High school graduation, college
entry and completion?

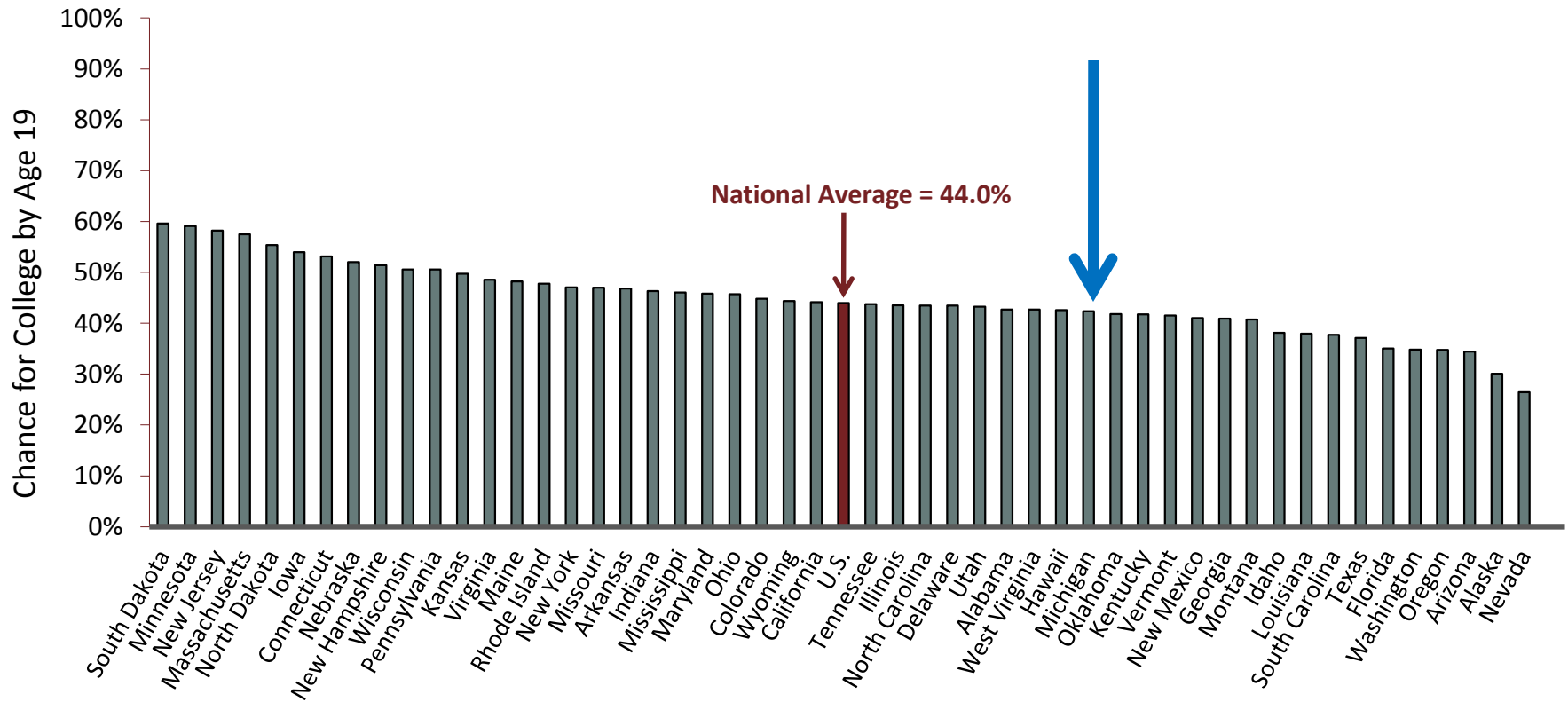
College Going Rate for Recent High School Graduates, 2008



Source: Postsecondary Education Opportunity

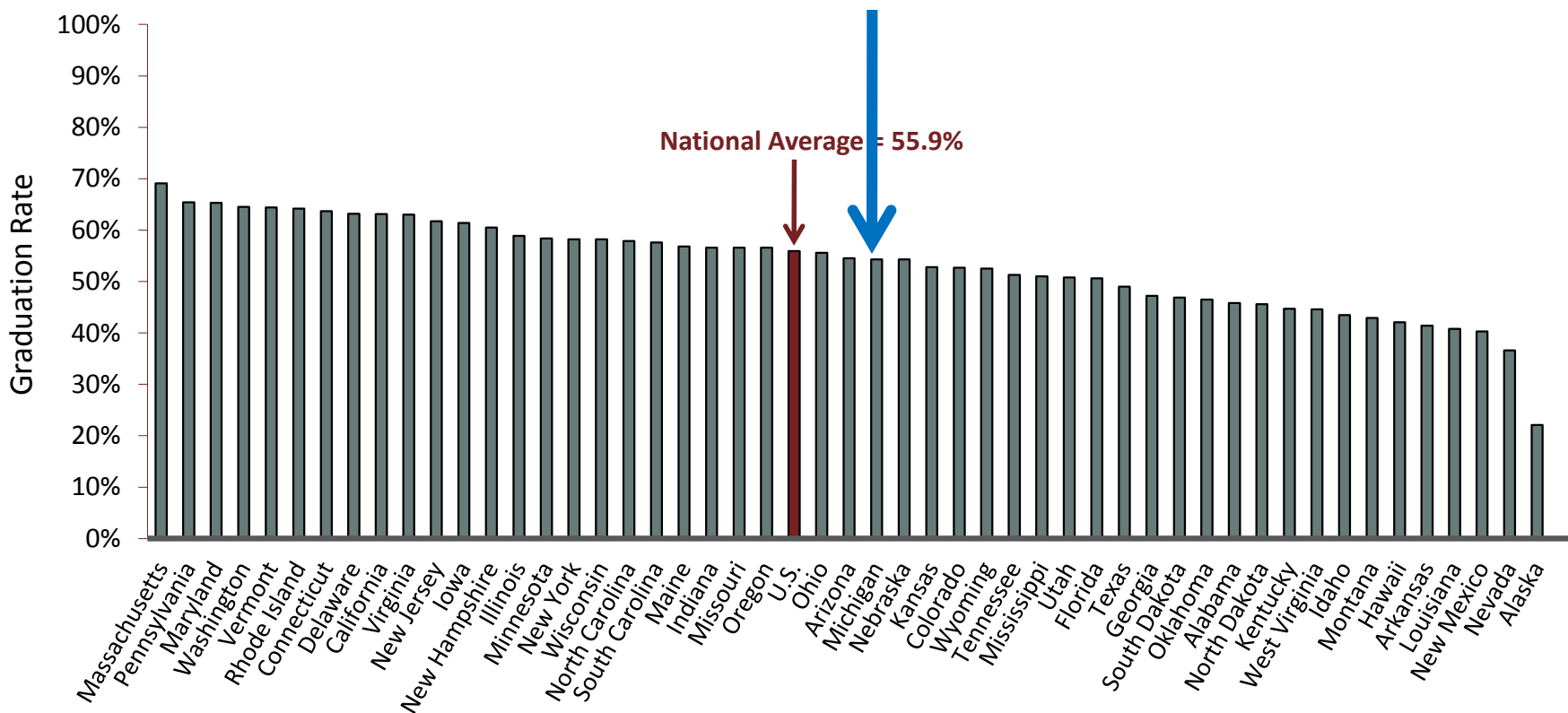
When High School Dropout Rate is Factored In, the Picture is Different

(HS Grad Rate x College Continuation Rate, 2008)



Source: Postsecondary Education Opportunity

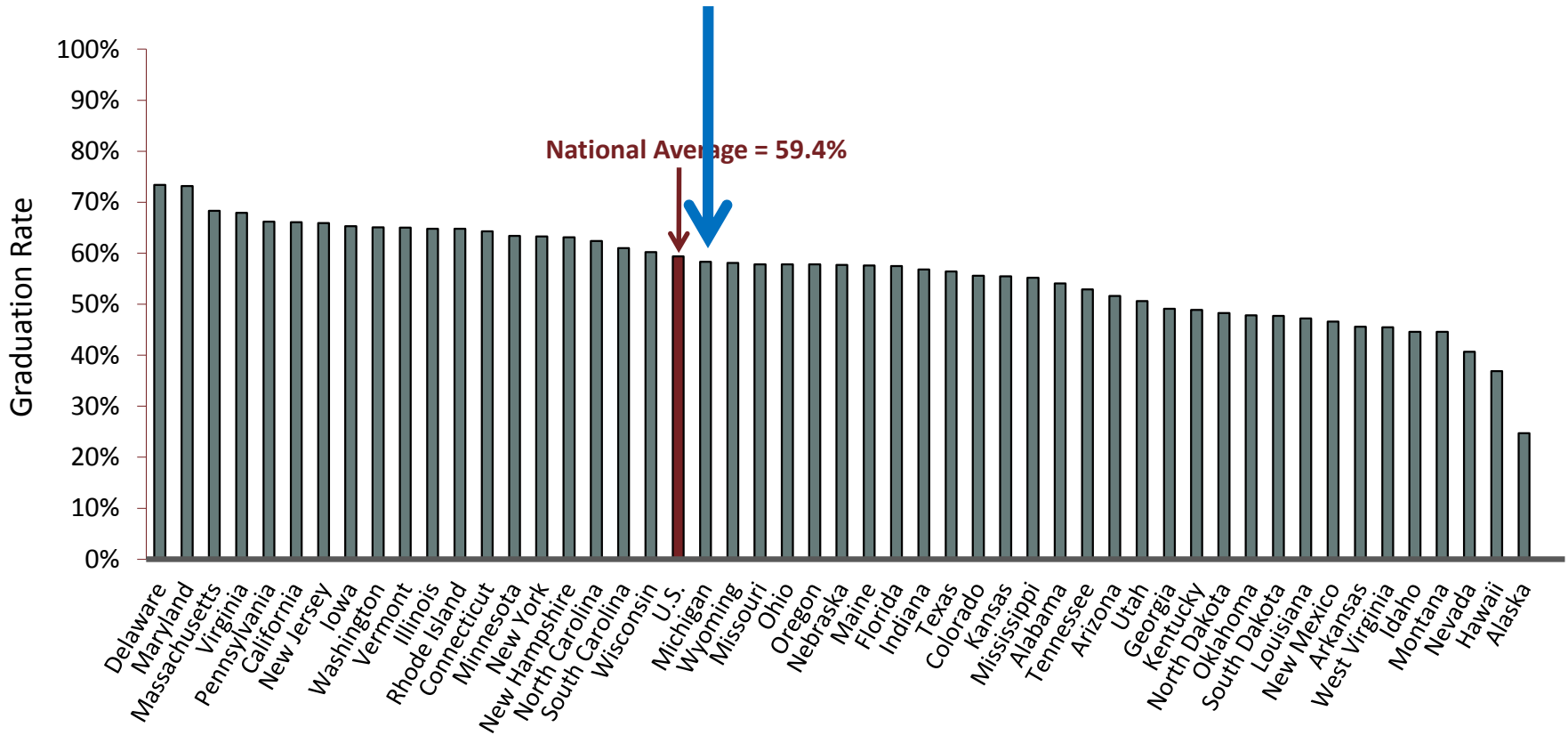
Six-Year College Graduation Rates, 2008



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

Source: NCHEMS Information Center, 2008

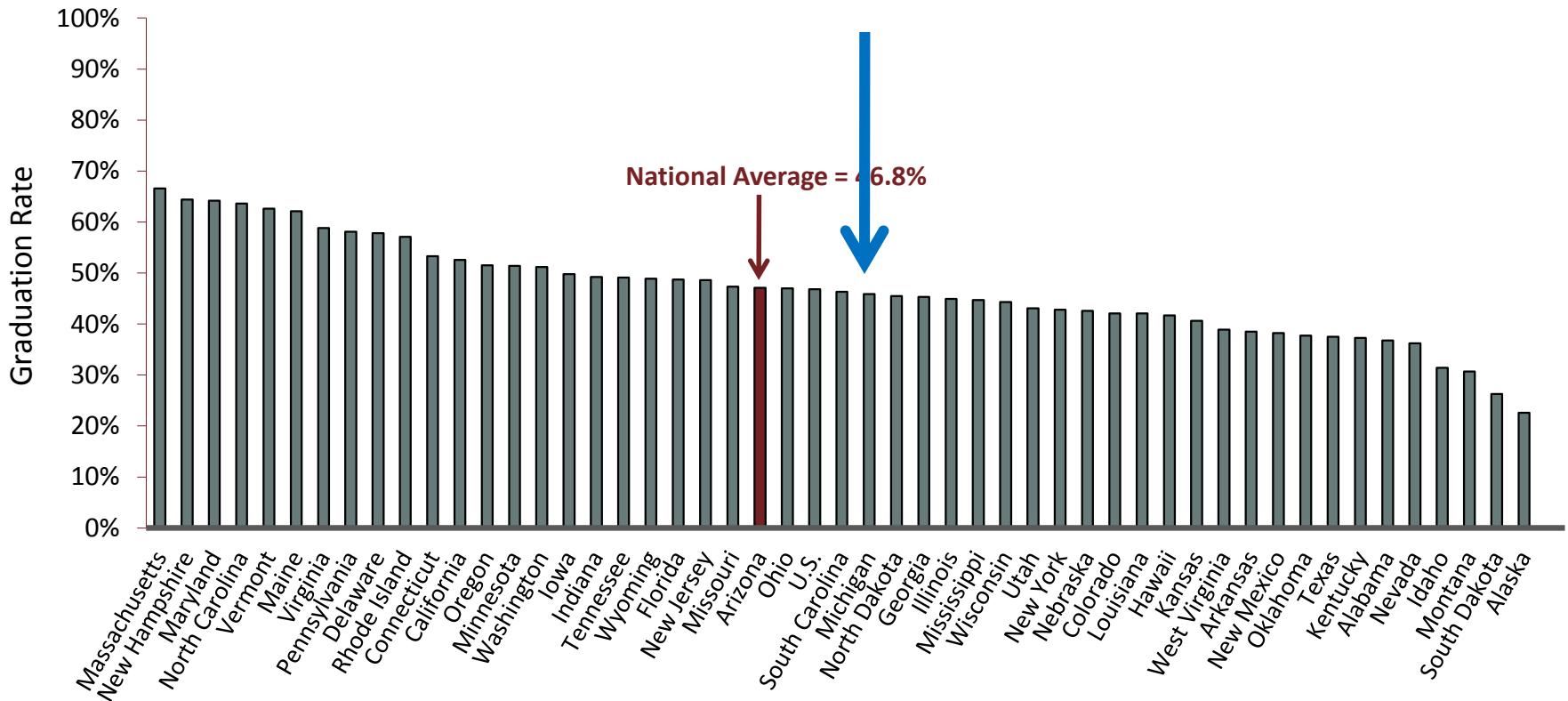
Six-Year College Graduation Rates White, 2007



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

Source: NCHEMS Information Center, 2007

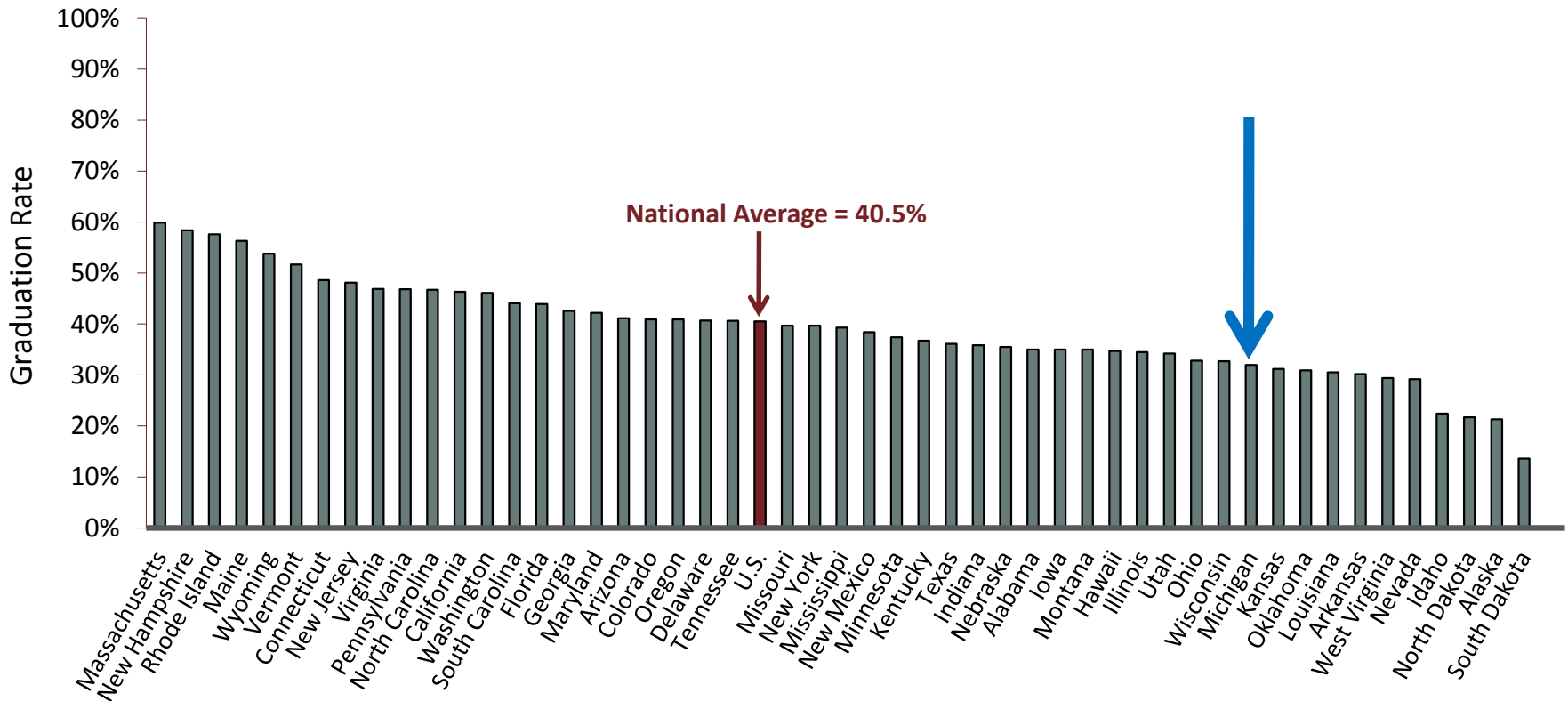
Six-Year College Graduation Rates Hispanic, 2007



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

Source: NCHEMS Information Center, 2007

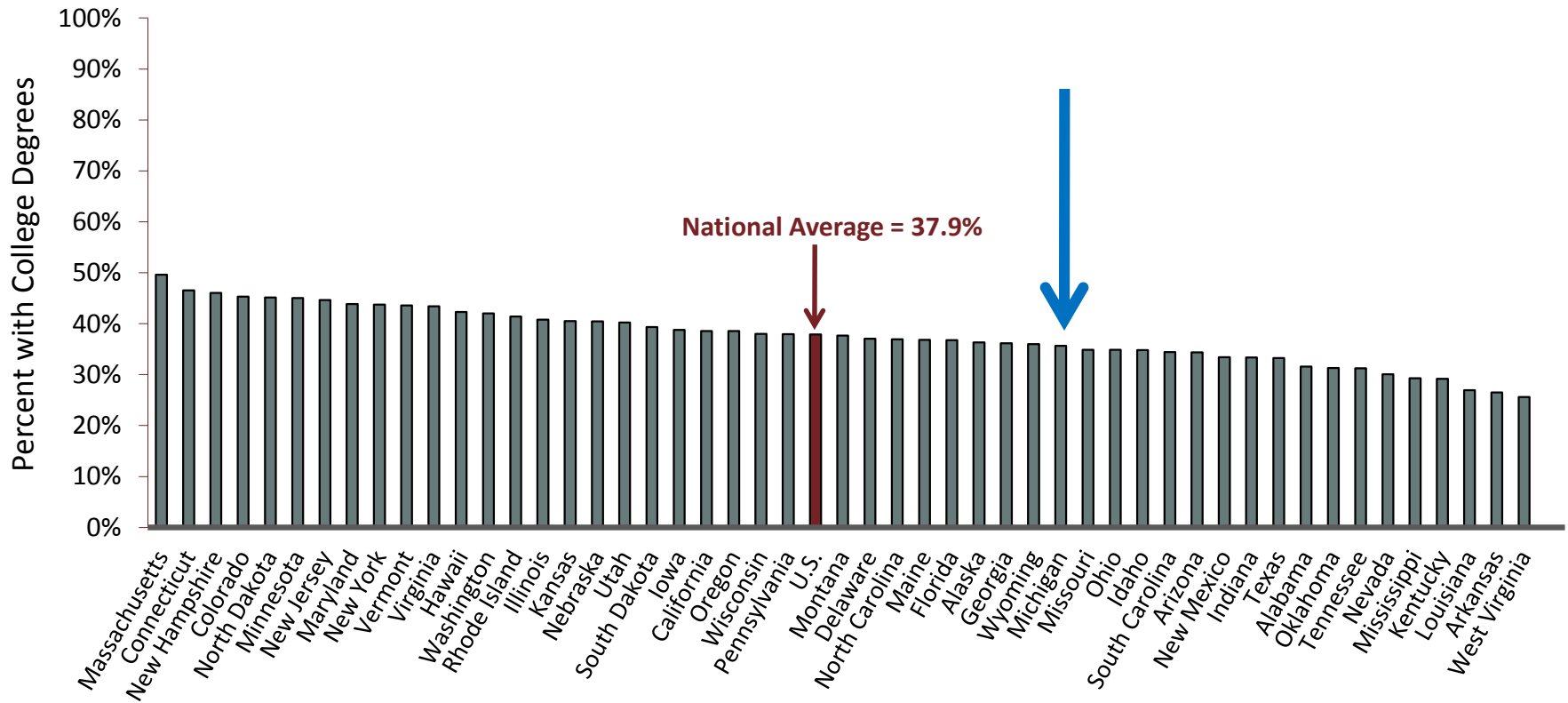
Six-Year College Graduation Rates African American, 2007



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

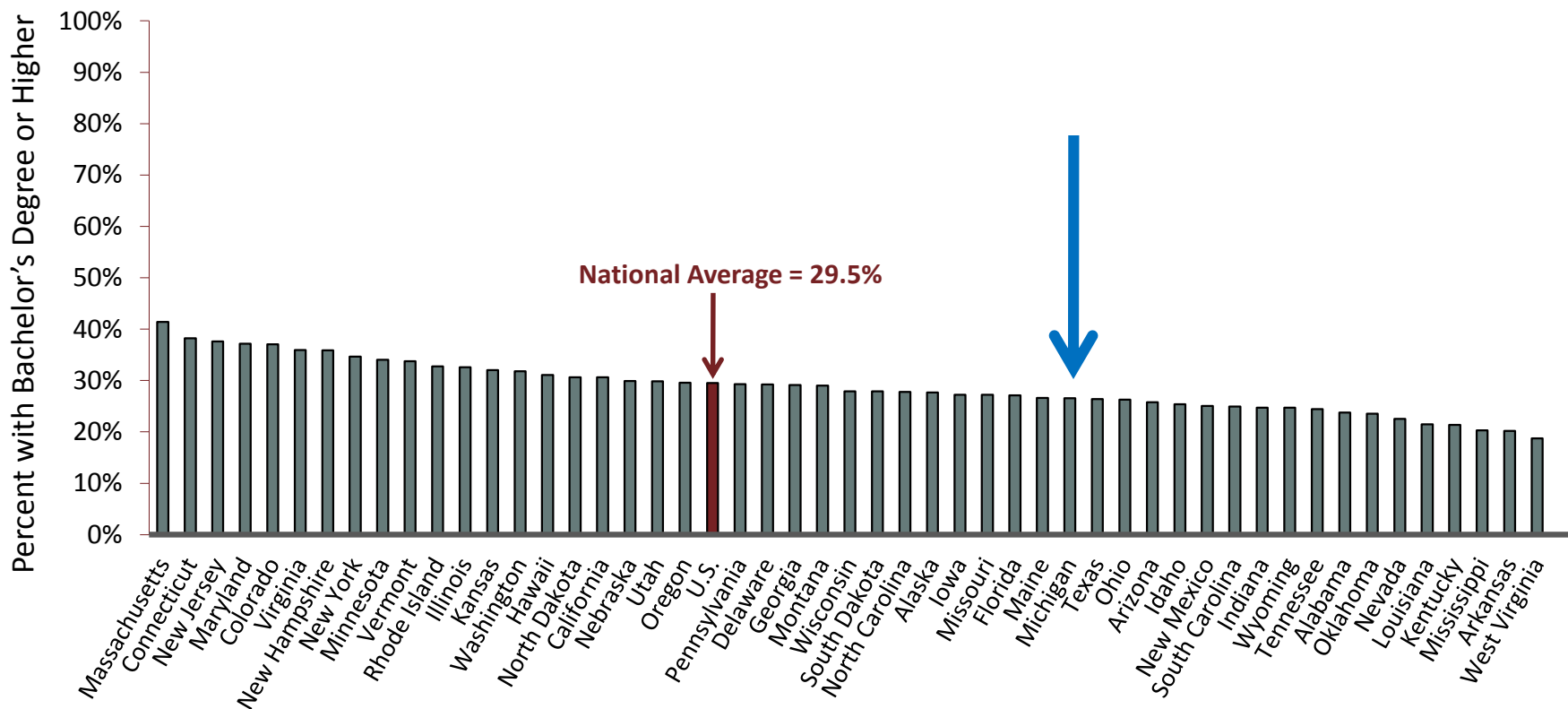
Source: NCHEMS Information Center, 2007

Adults Ages 25-64 with at least an Associate's Degree, 2008



Source: NCHEMS Information Center, 2008

Adults Ages 25-64 with at least a Bachelor's Degree, 2008



Source: NCHEMS Information Center, 2008

Certainly, some exceptions to this
pattern.

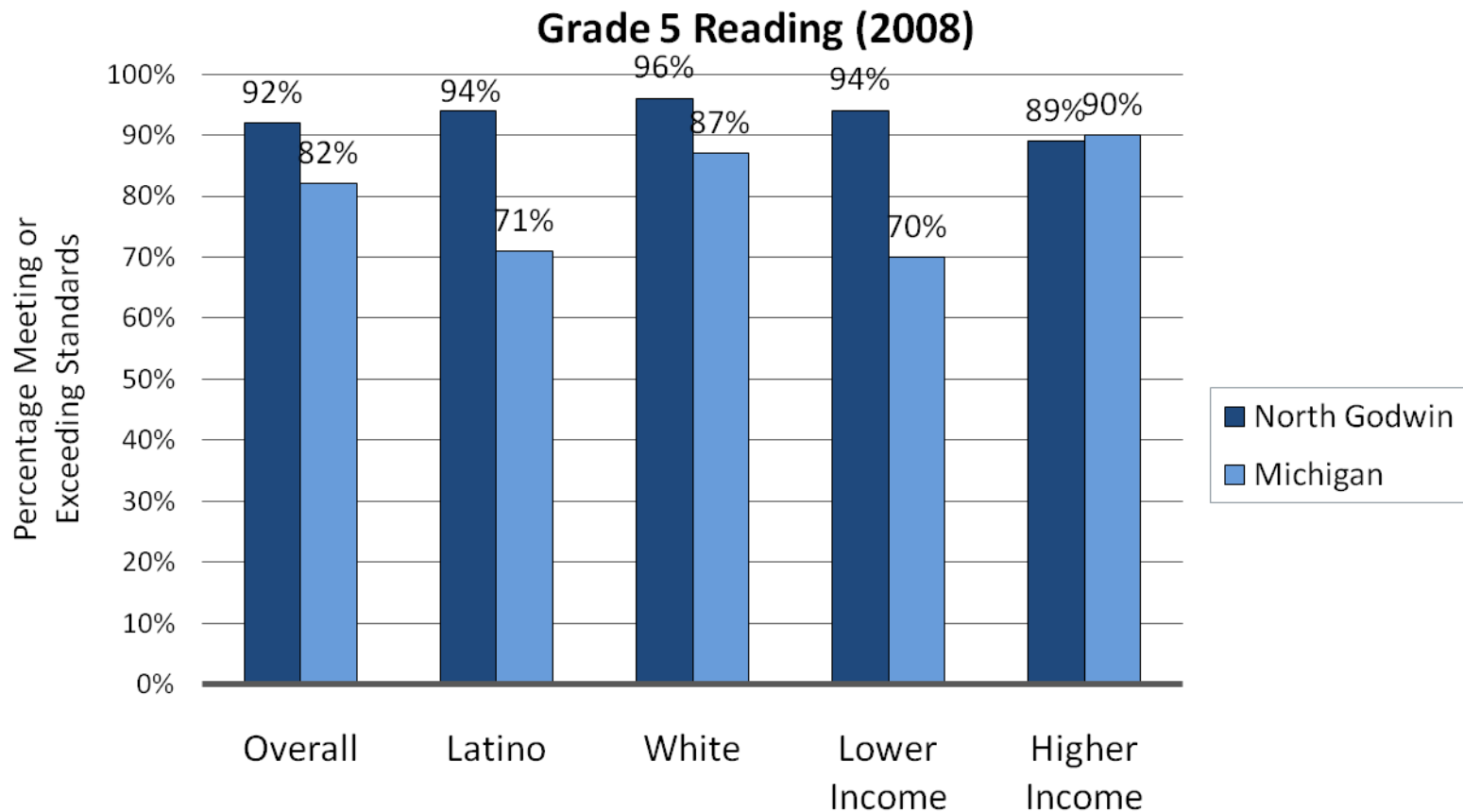
North Godwin Elementary School

Wyoming, Michigan

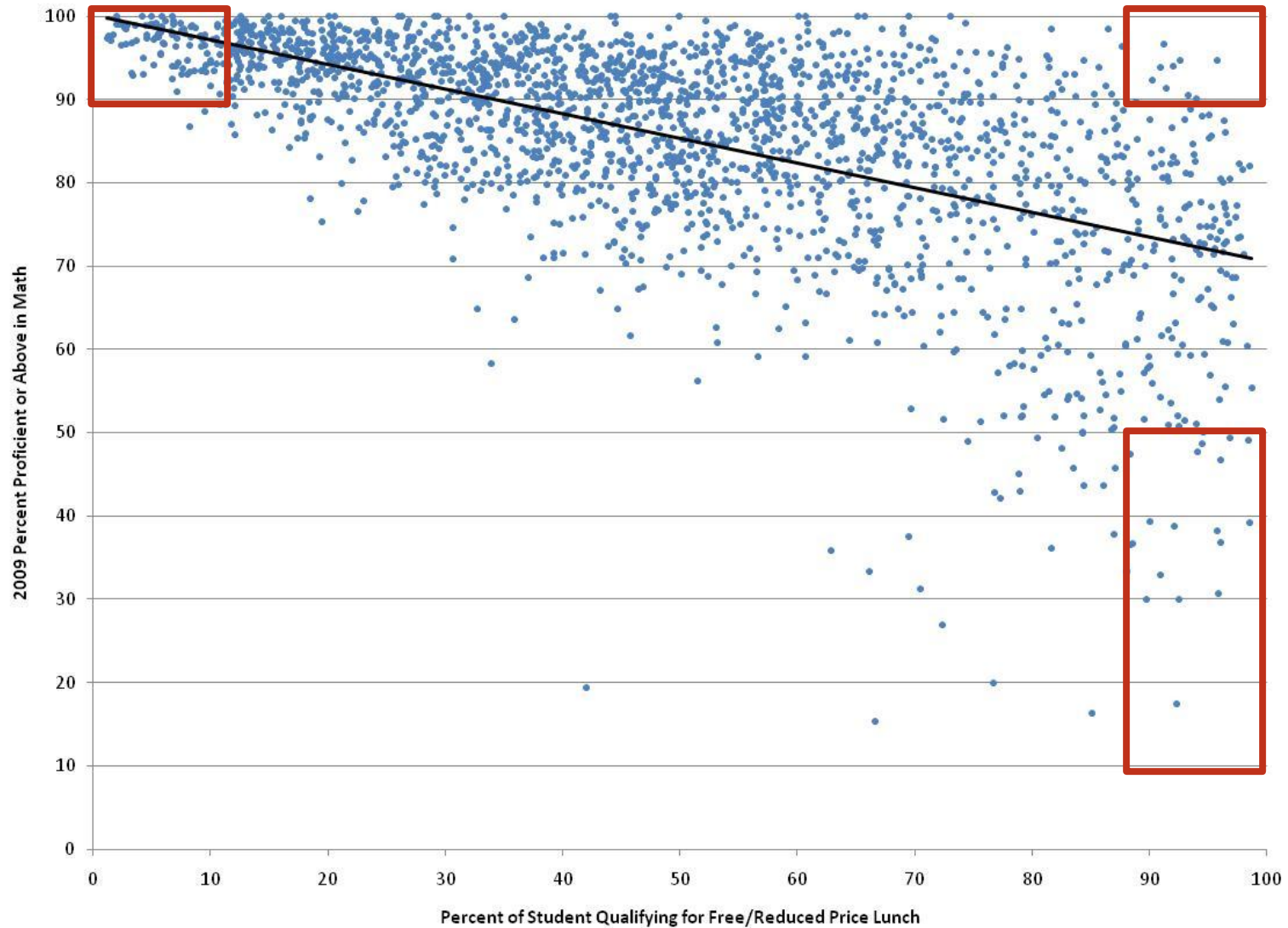
- 414 students in grades preK-6
 - 36% African American
 - 23% Latino
 - 37% White
- 70% Low-Income



High Performance Across Groups at North Godwin



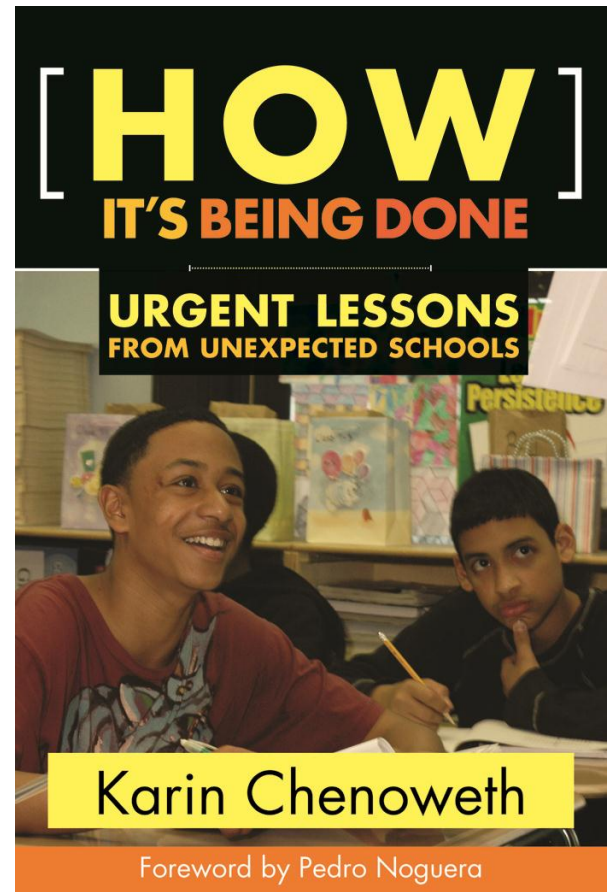
Fall 2009 Math proficiency rates at Michigan's regular public elementary and middle schools



● Non-Charter Public School



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



Source:

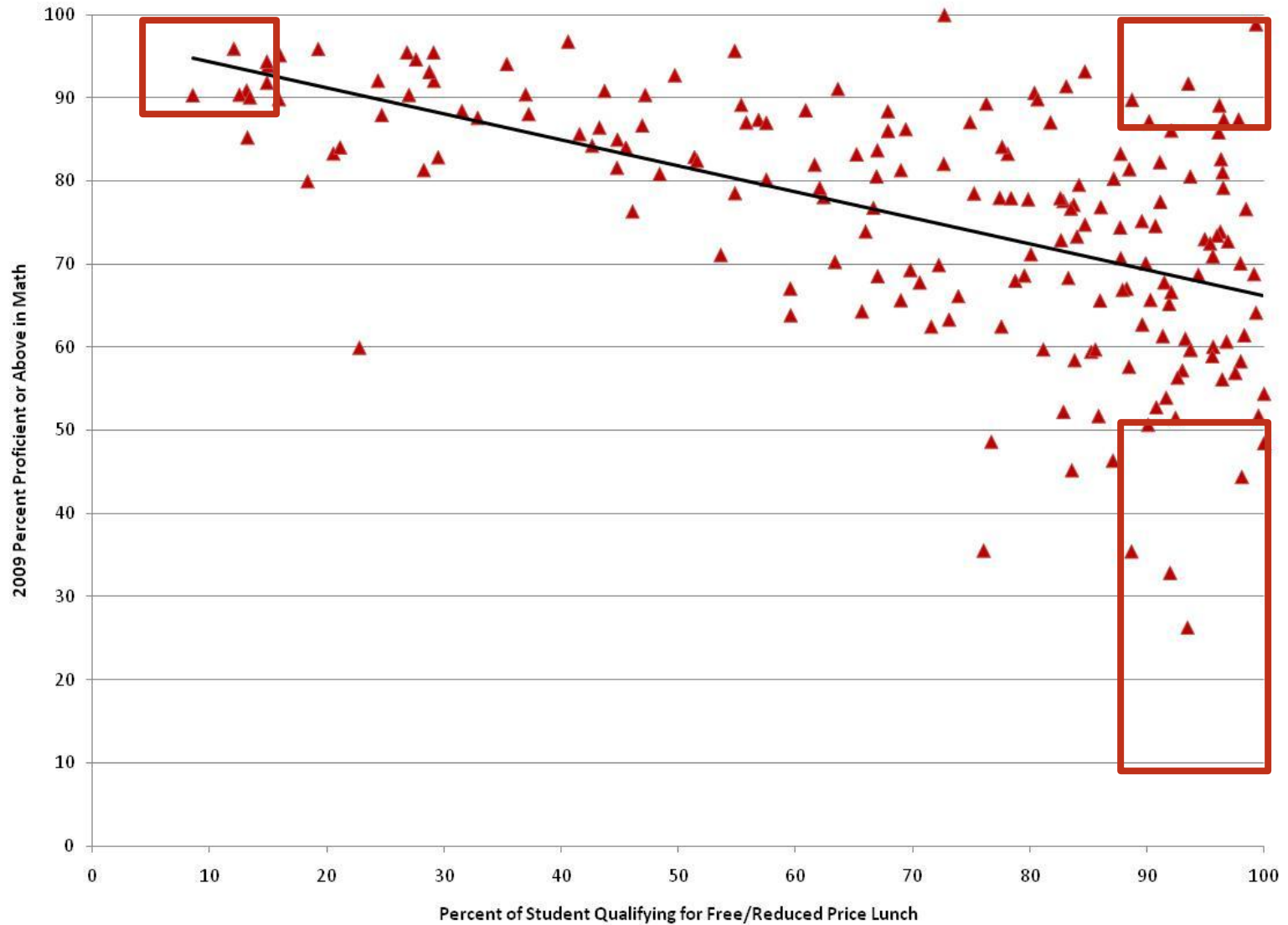
So, we know it can be done.
Some schools, right here in
Michigan and elsewhere, are
already doing it.

**What can we learn from the
high performers?**

A lot of people in Michigan have been seduced by idea that all of Michigan's problems would go away if we just radically expanded charter schools.

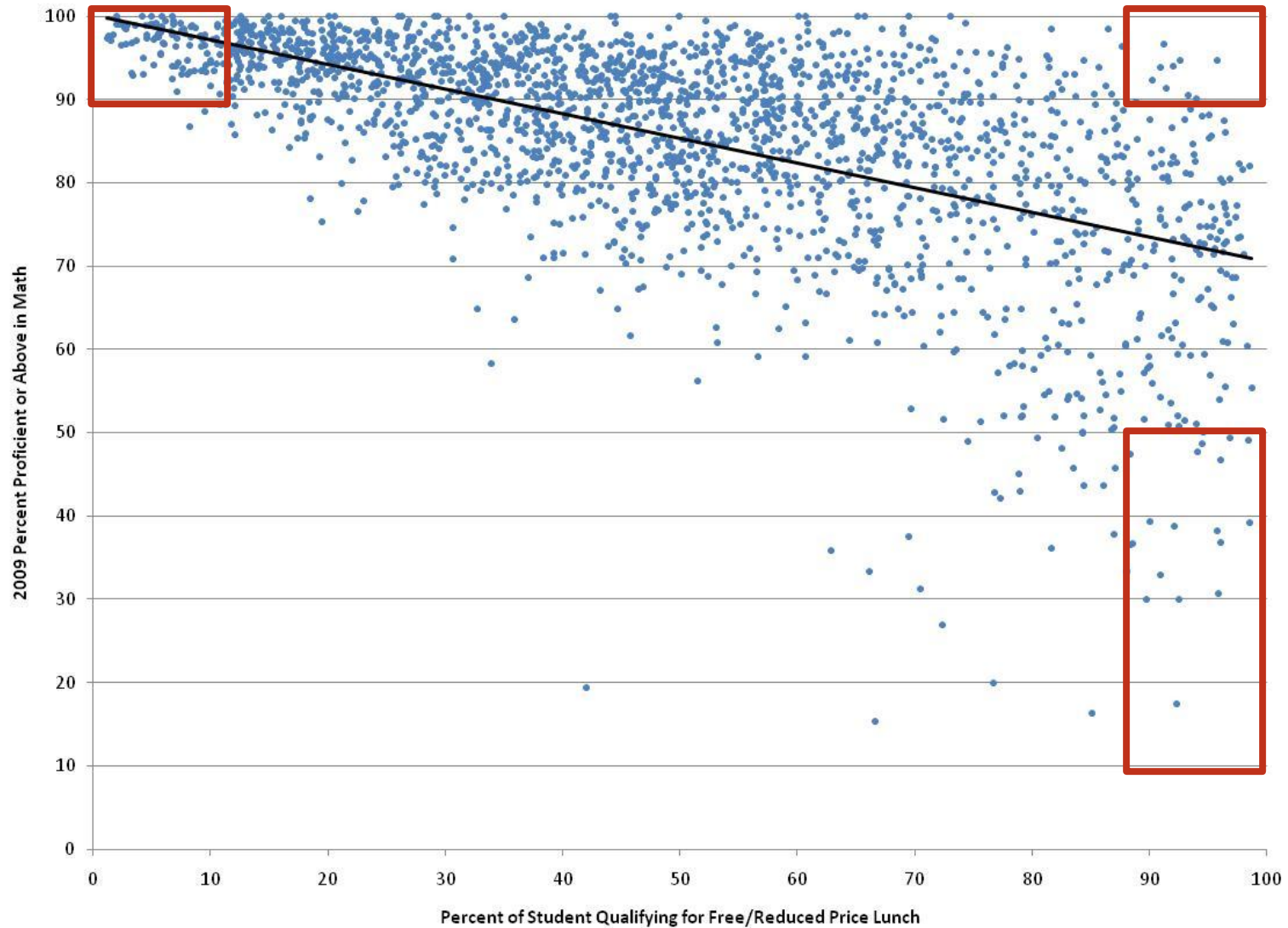
We've got to get over that myth.

Fall 2009 Math proficiency rates at Michigan's charter elementary and middle schools



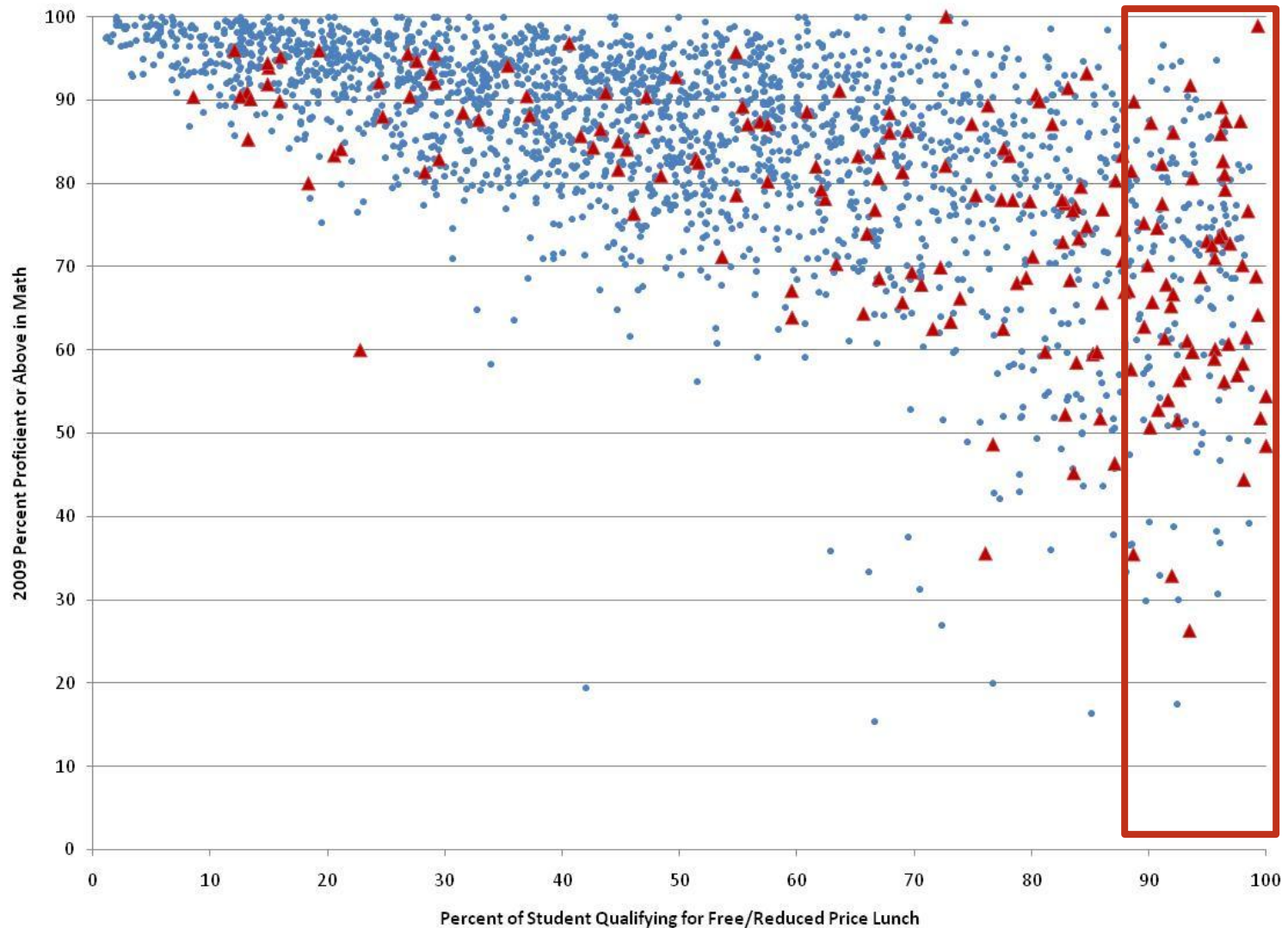
▲ Charter school

Fall 2009 Math proficiency rates at Michigan's regular public elementary and middle schools



● Non-Charter Public School

Fall 2009 Math proficiency rates at Michigan's regular public and charter elementary and middle schools



Charter school

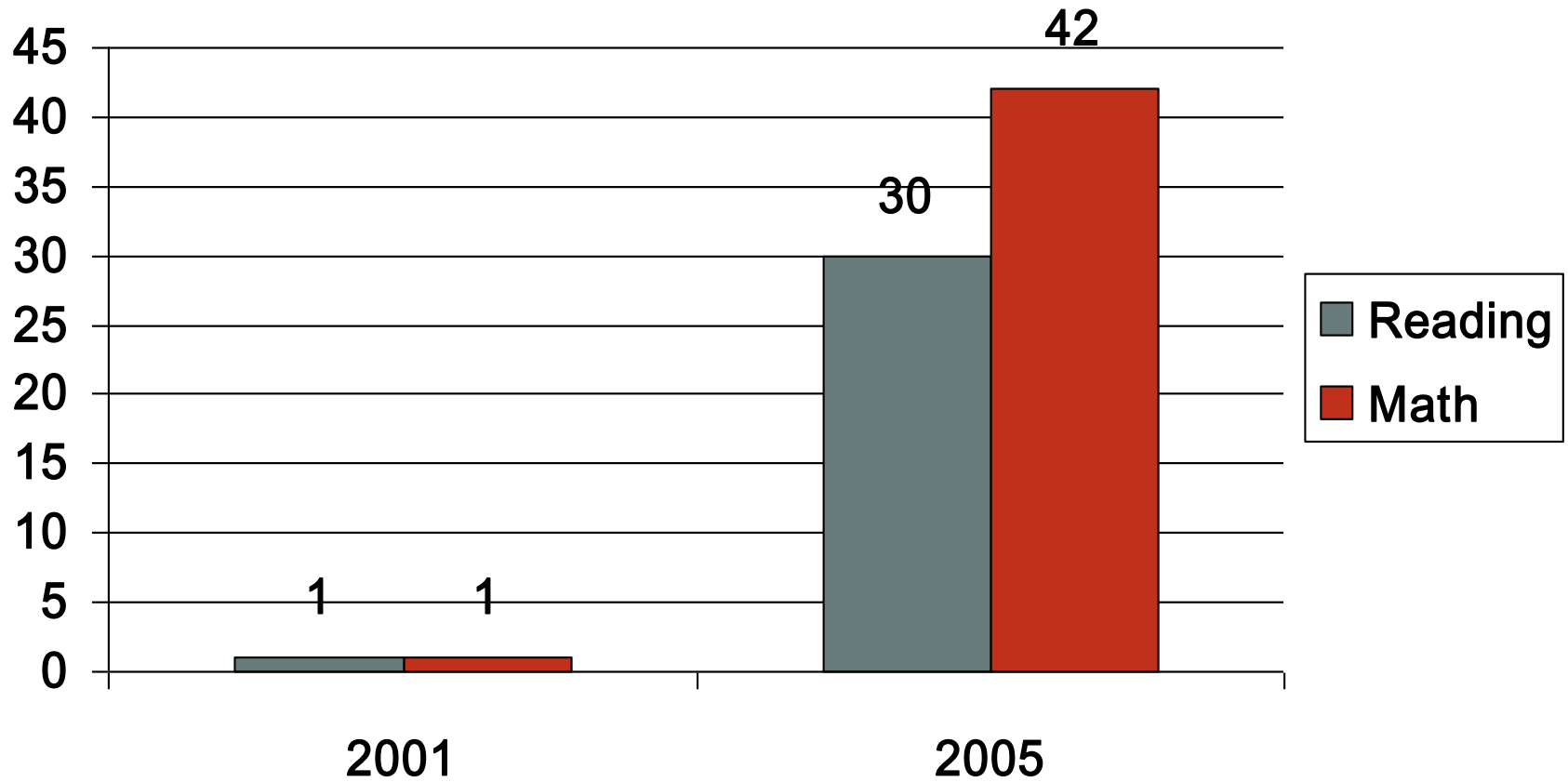


Non-Charter Public School

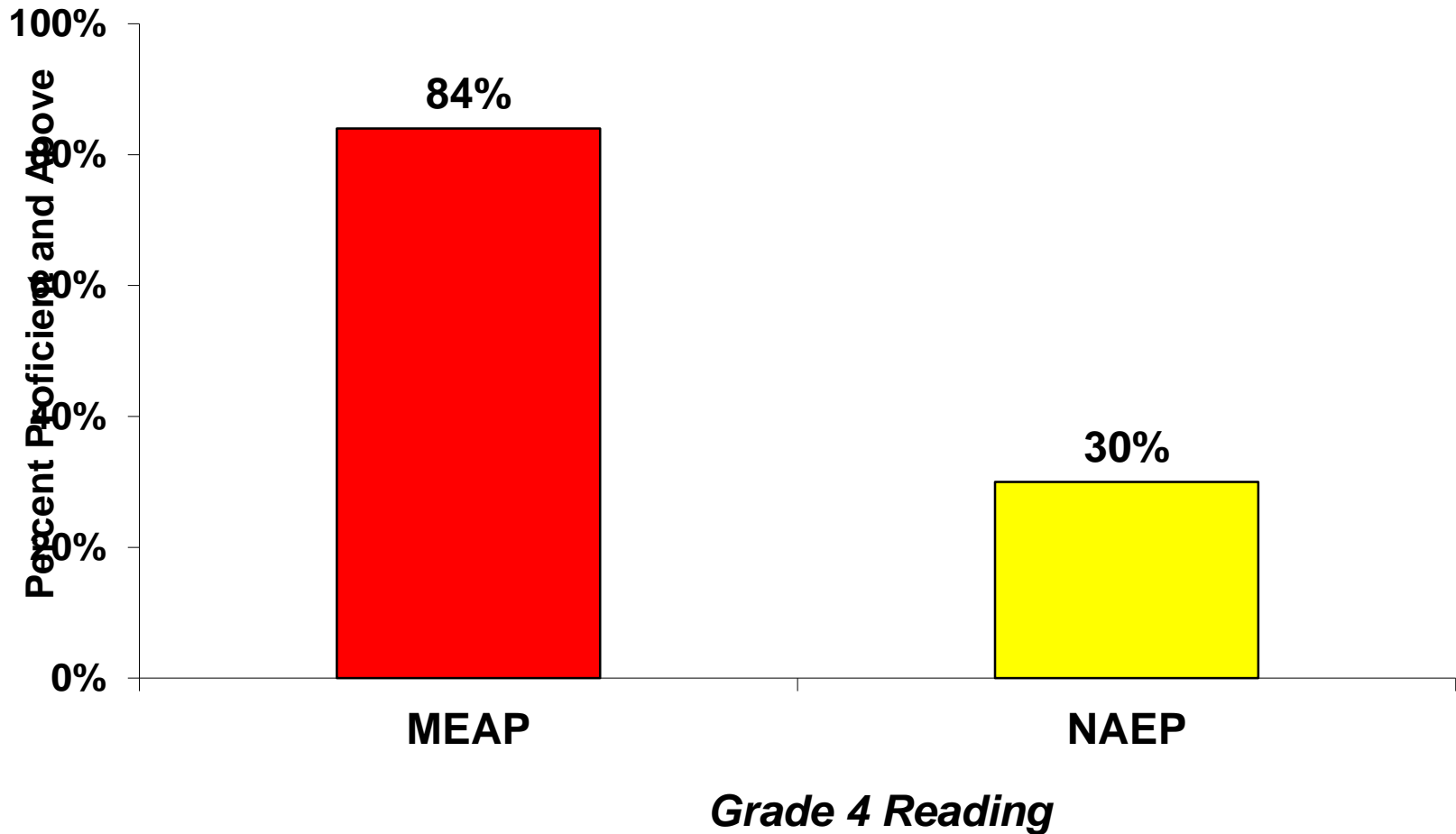
Whether schools are charters or traditional public schools, several features distinguish the high performers from all the rest.

#1. They set their goals high.

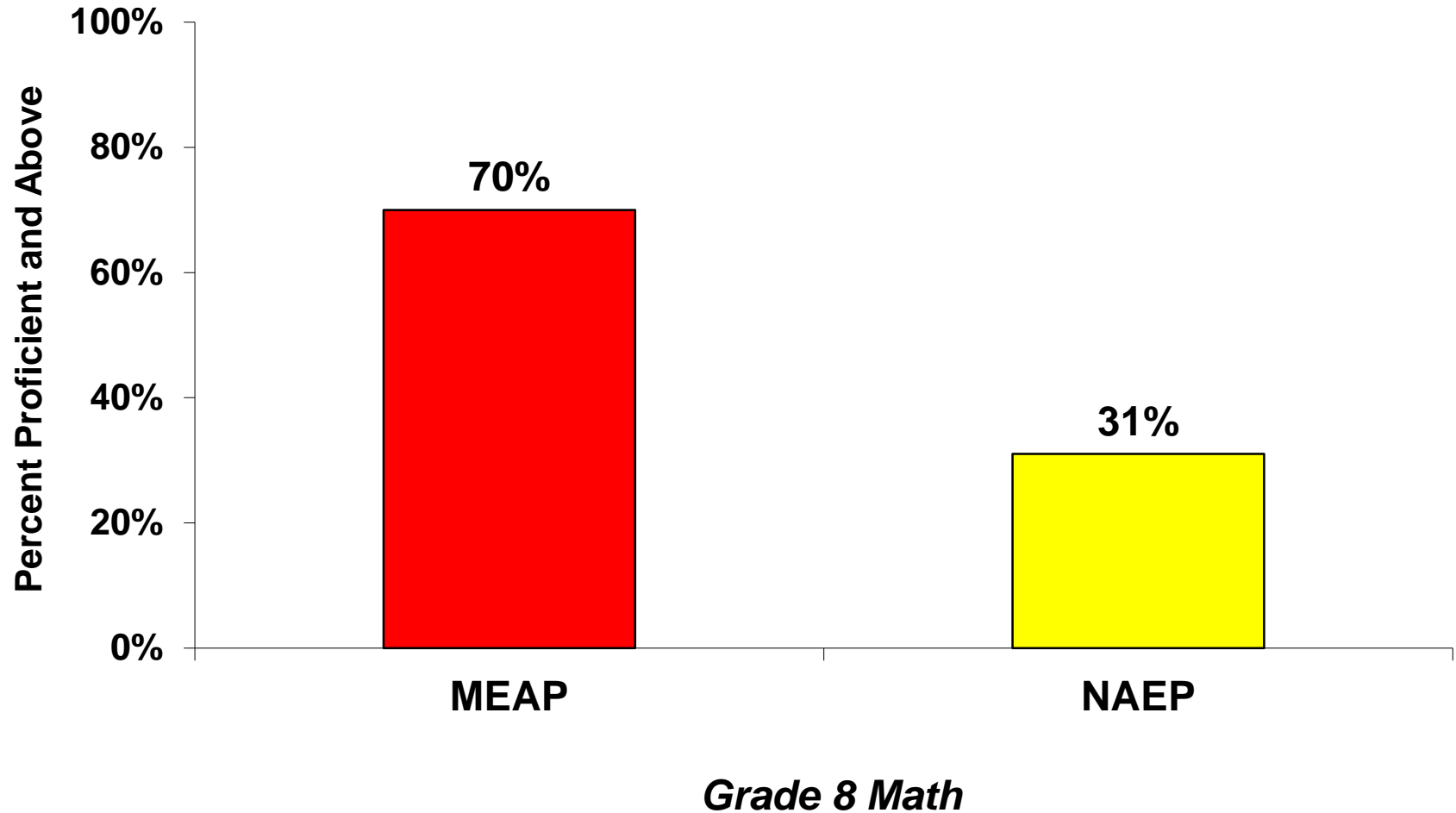
M. Hall Stanton Elementary: Percent of 5th Graders ADVANCED



Michigan: Student Performance on State Exams vs. National Assessment Grade 4 Reading 2009



Michigan: Student Performance on State Exams vs. National Assessment Grade 8 Math 2009



That is why the State Board's recent decision is the right one--tough times or not.

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

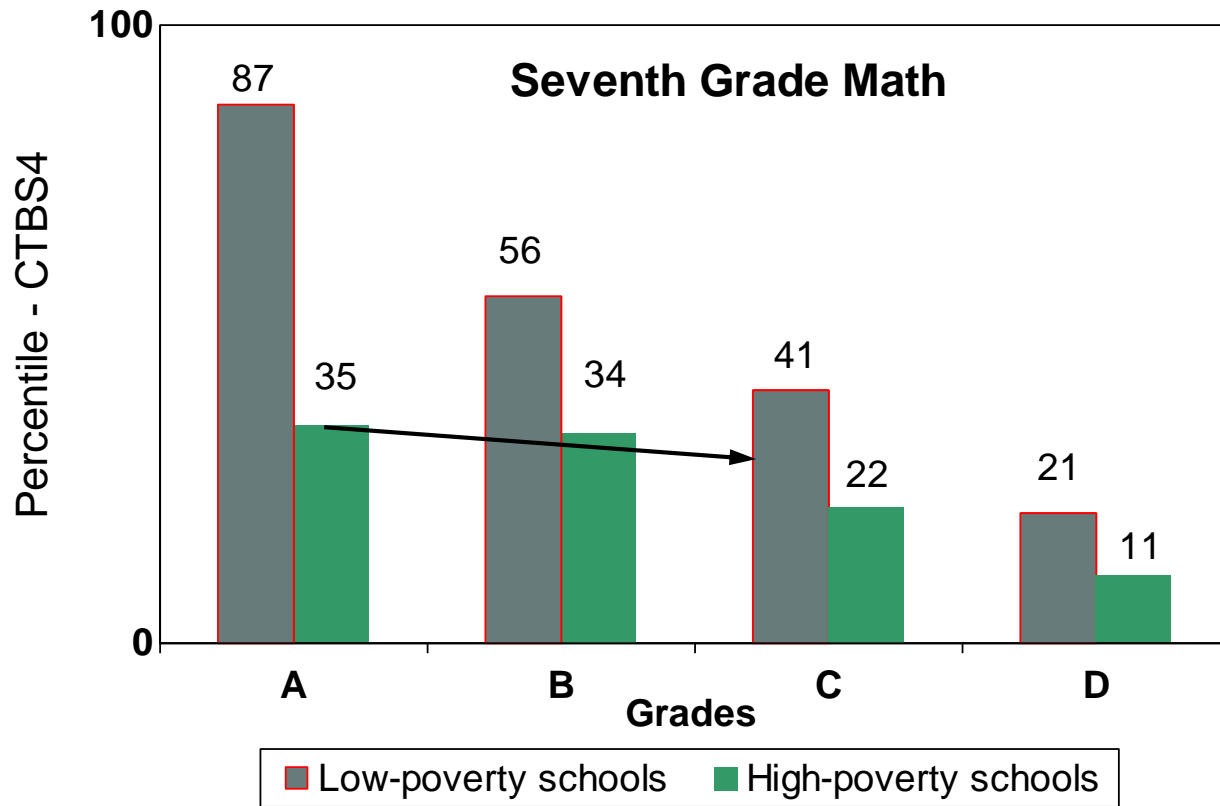
An awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.

Result?

A System That:

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

'A' Work in Poor Schools Would Earn 'Cs' in Affluent Schools



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

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

Grade 10 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.

Grade 10 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.

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.

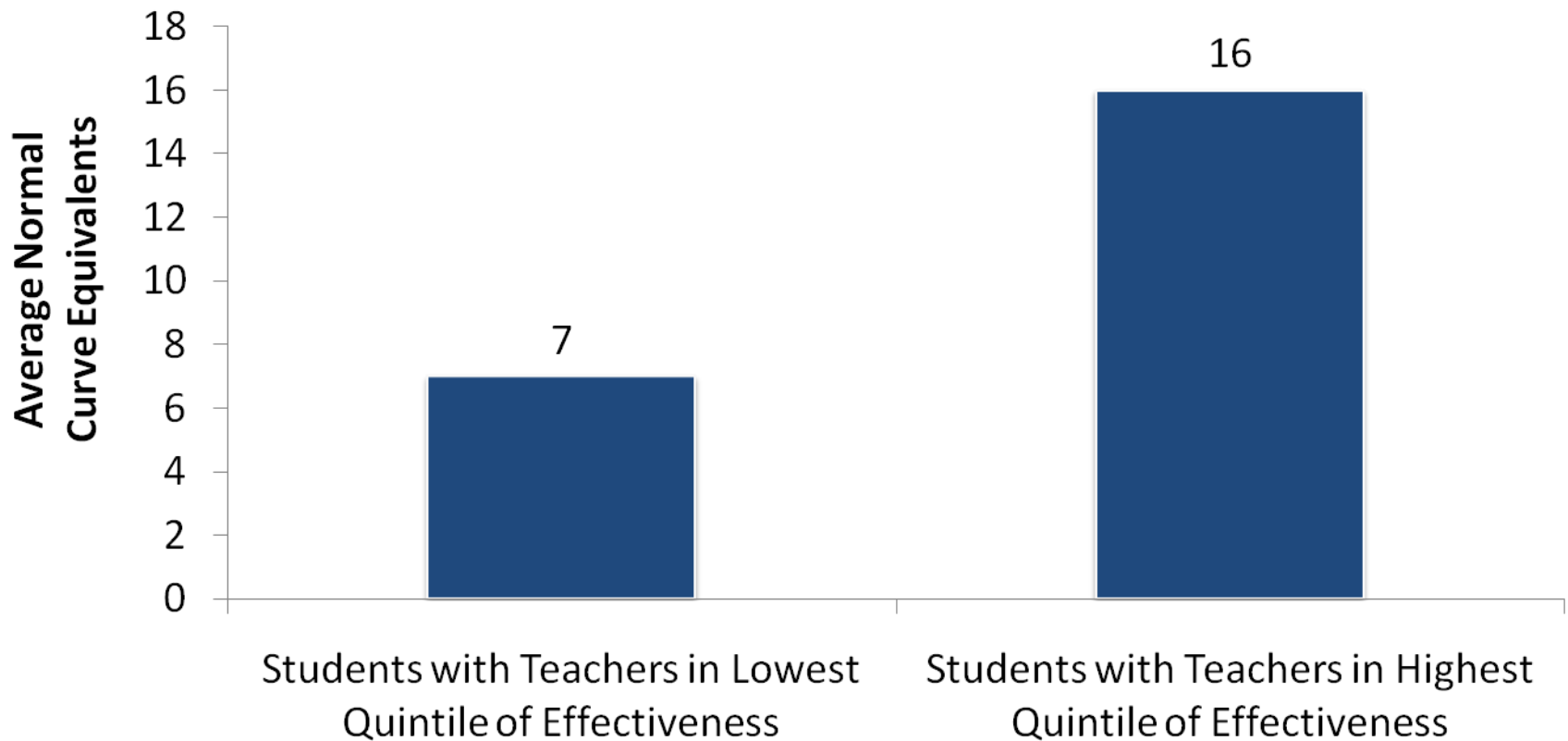
#3. Principals are hugely important, ever present, but **NOT** the only leaders in the school

In high performing schools...

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

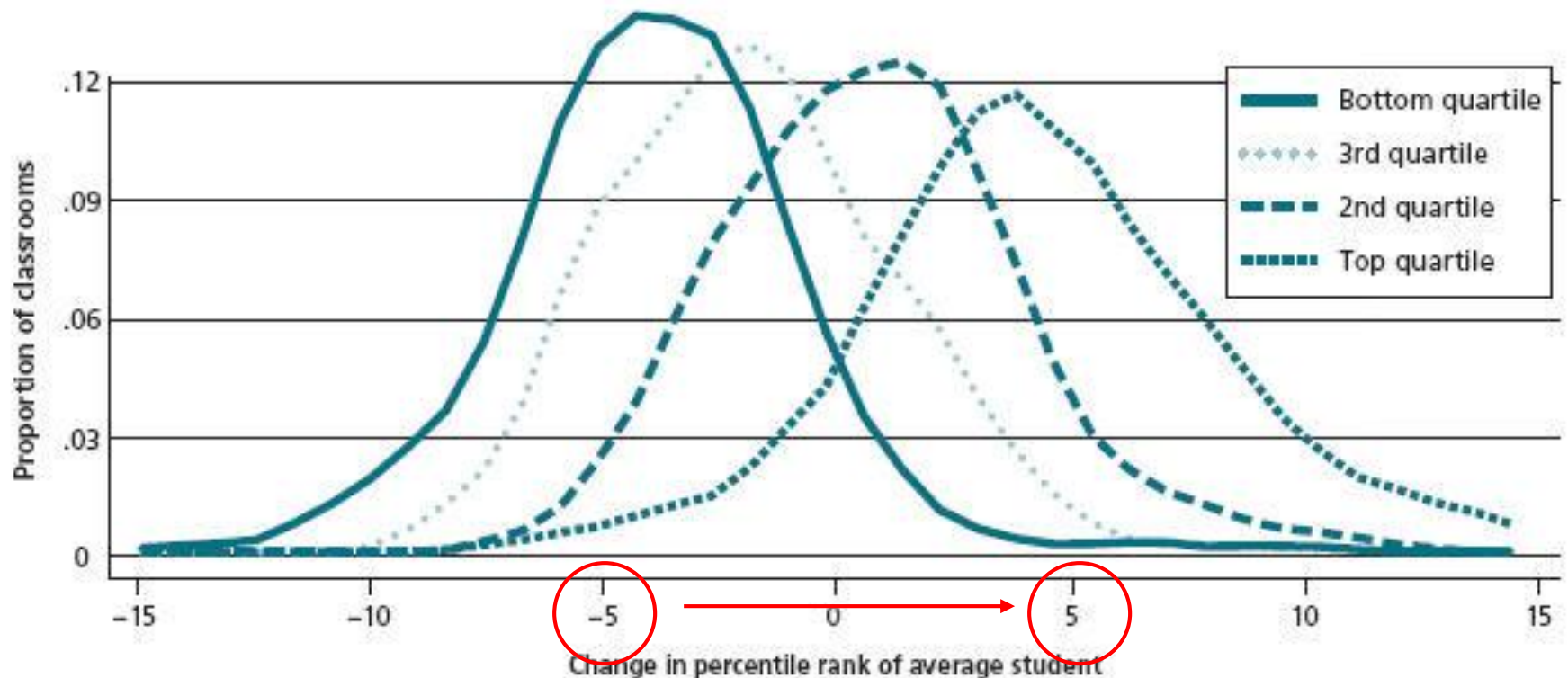
#4. Good schools know how much teachers matter, and they act on that knowledge.

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



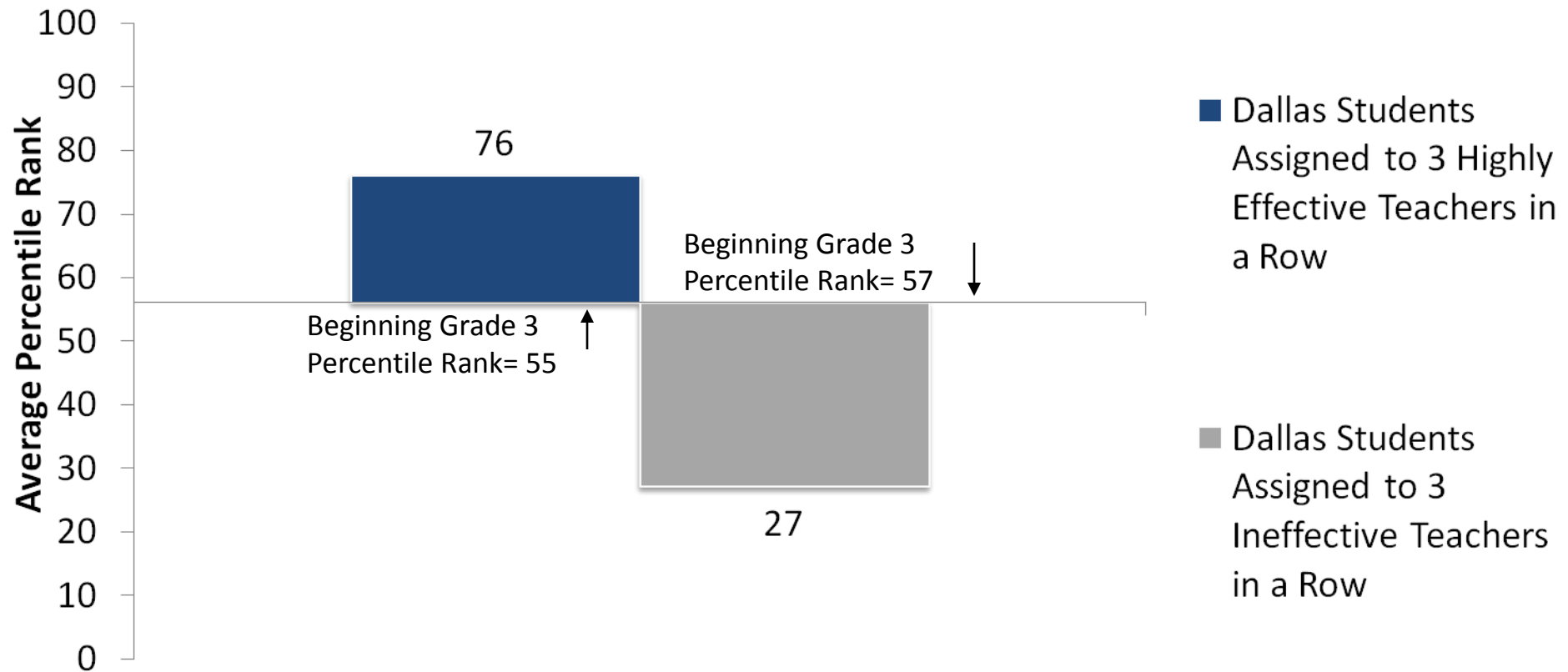
10 Percentile Point Average Difference for Students who have Top and Bottom Quartile Teachers

Figure 2. Teacher Impacts on Math Performance in Third Year By Ranking after First Two Years



Note: Classroom-level Impacts on average student performance, controlling for baseline scores, student demographics, and program participation. LAUSD elementary teachers, < 4 years' experience.

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



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



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)

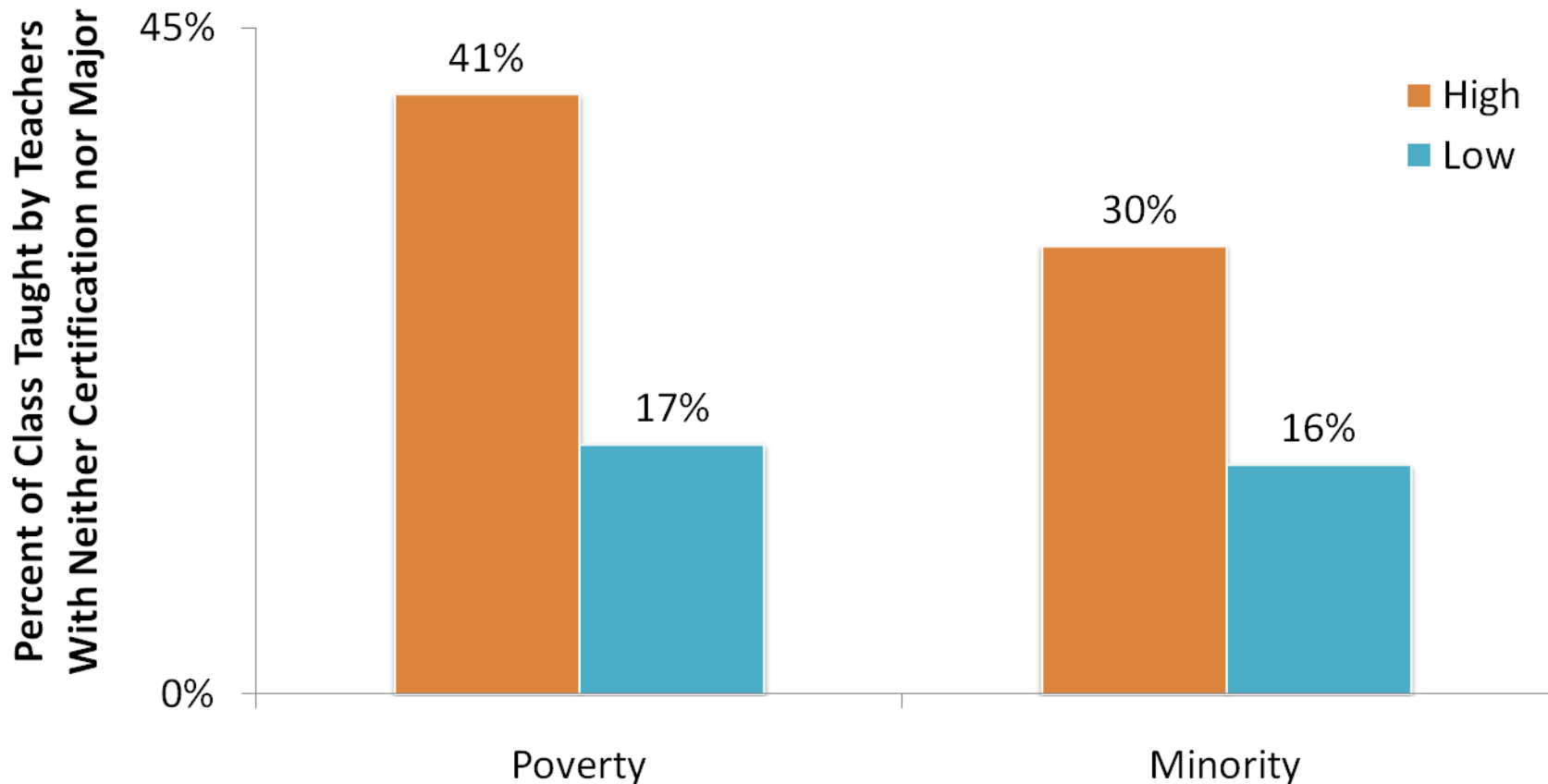
98%

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.

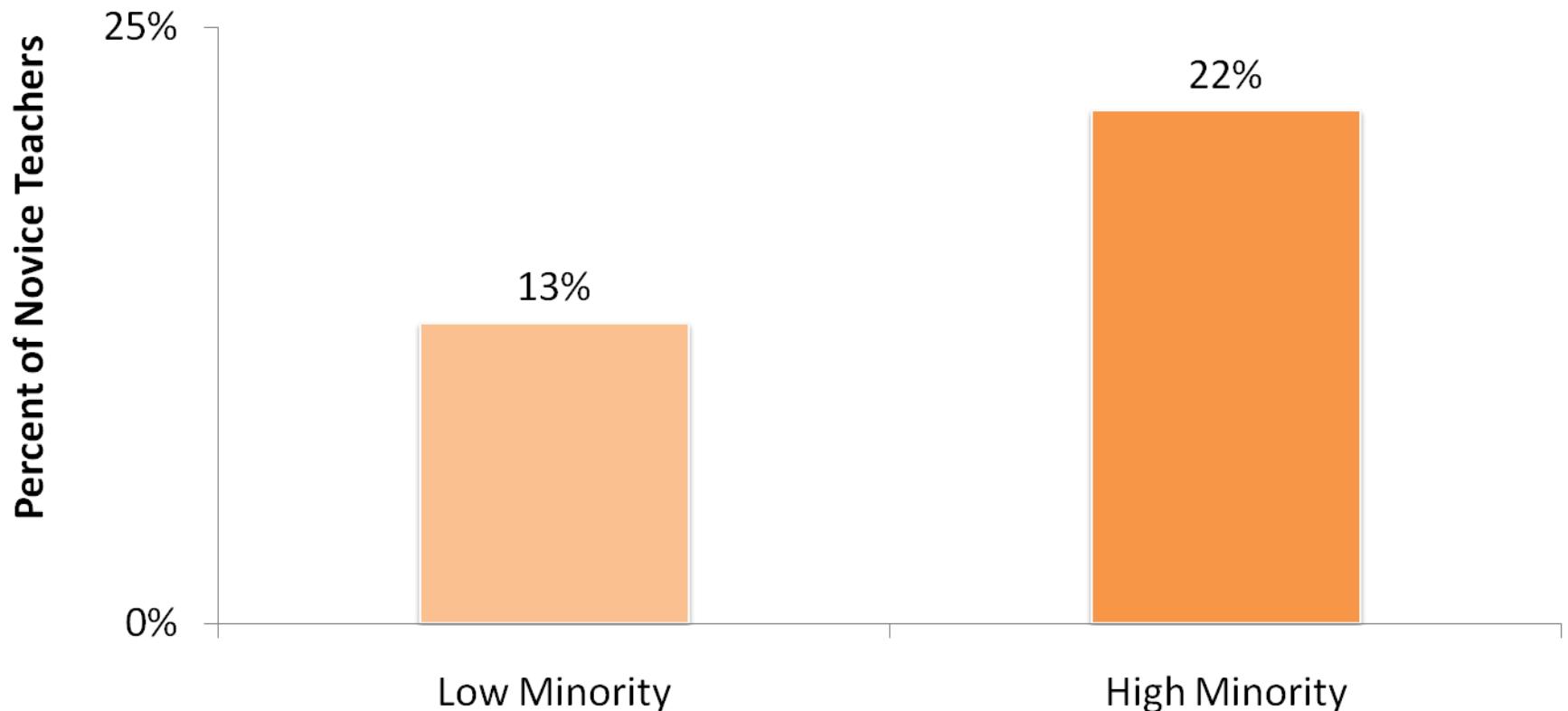
Math Classes at High-Poverty and High-Minority Schools More Likely to be Taught by Out of Field* Teachers



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

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

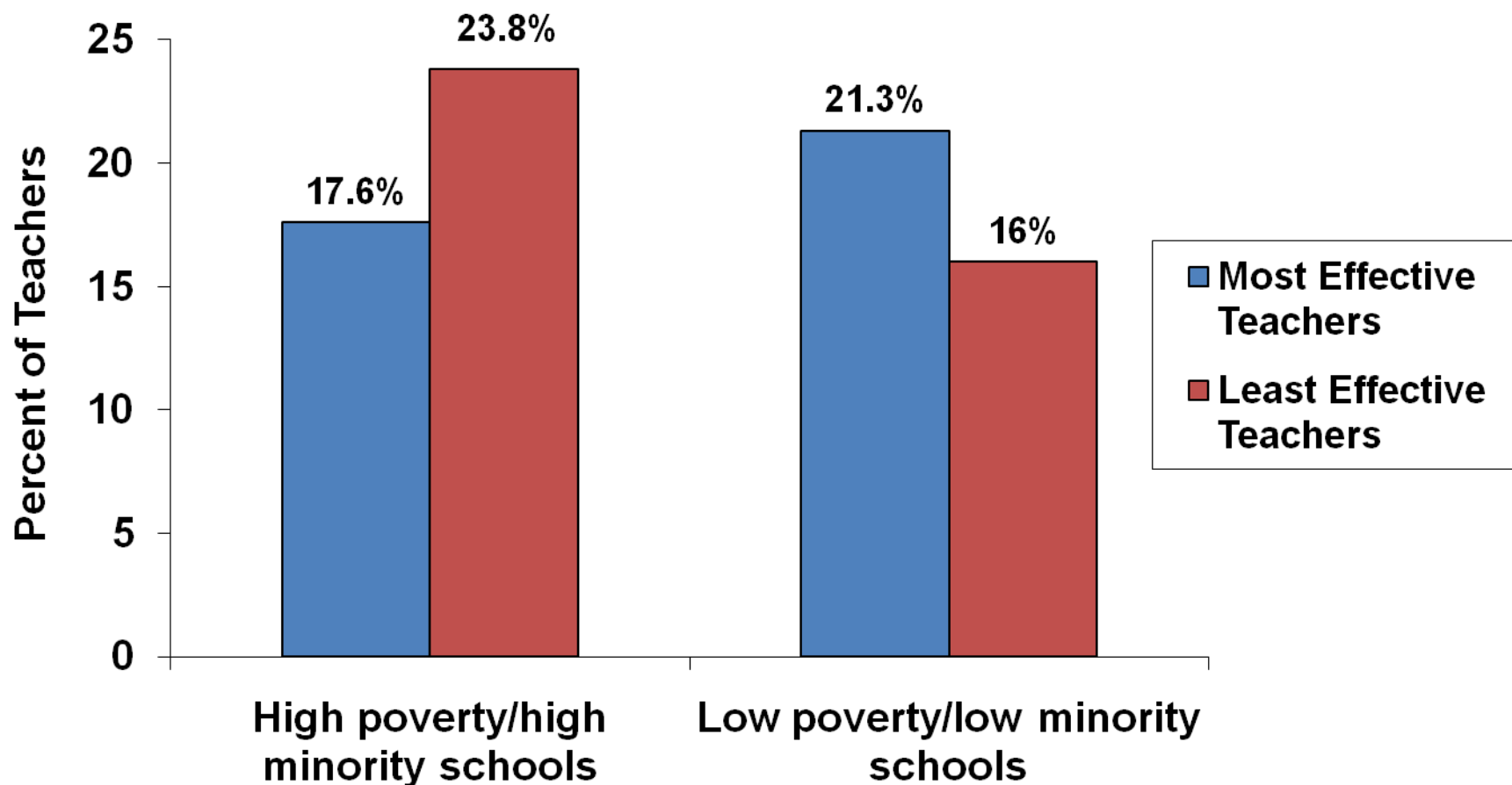


Note: High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -10% or fewer of the students are non-White students.

*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 © 2011 THE EDUCATION TRUST

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

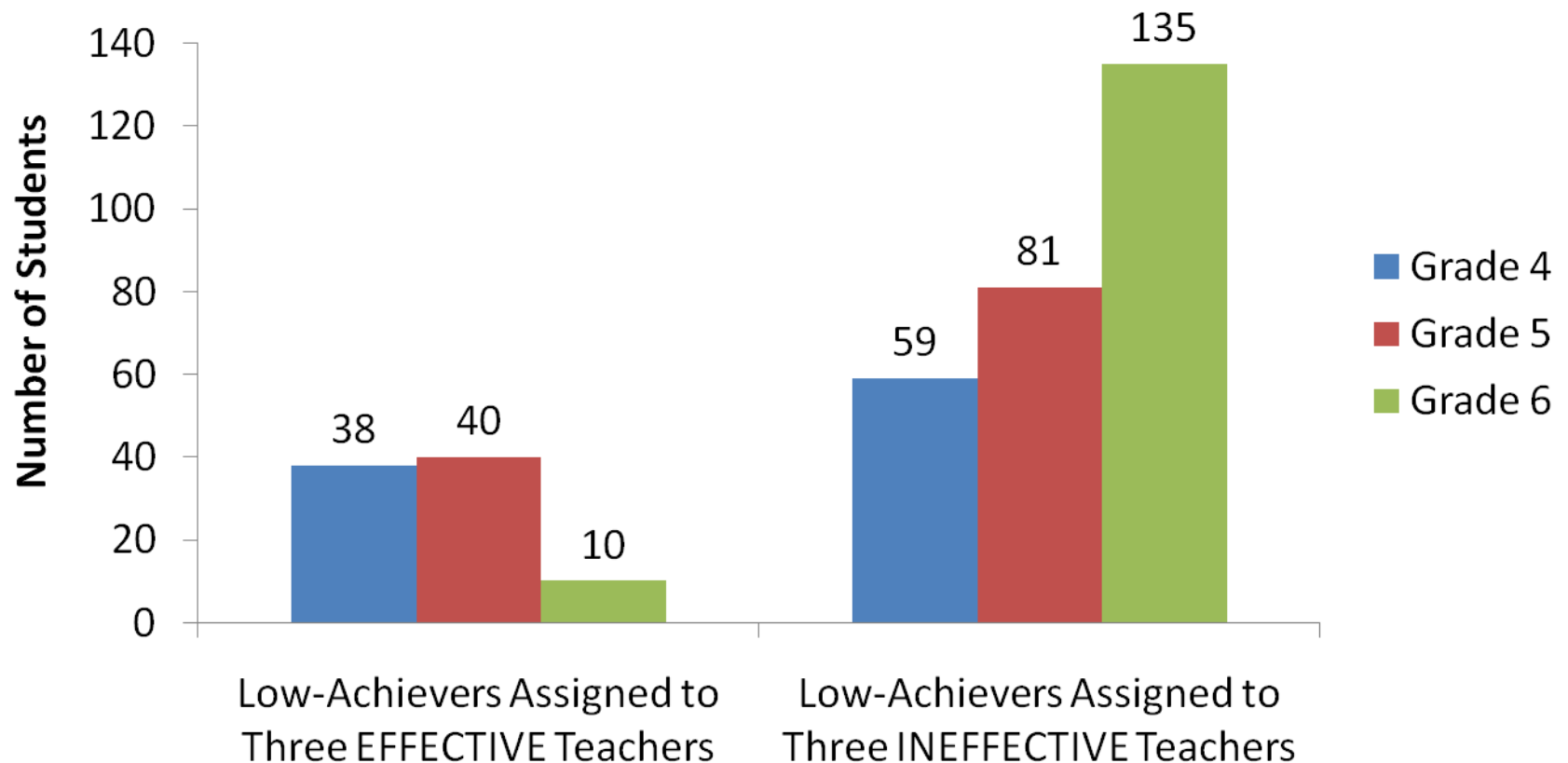


Note: High Poverty/High minority means at least 75% qualify for FRPL and at least 75% are minority.

Source: Tennessee Department of Education 2007. "Tennessee's Most Effective Teachers: Are they assigned to the schools that need them

most?" http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf

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.

#5. They don't give in, and they never give up—not on a single student.

“At my old school, it was functional for me to act stupid. If I did that, nobody expected anything of me and I could kind of just slip by. But at this school, nobody lets me act stupid. Not the principal. Not my teachers. Not the other students.”

--Elmont Student

Not giving up on a single child takes courage. It means you have to tackle the hard stuff, not just what is easy.













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LIE B WALKER Jr
ARY E EICHELER
WART R MOODY
MMY D SANDERS
LEE HAMMONDS
NY W OVERTON
ILLIAM S WADDLE
E M BEDSWORTH
IAM F GILMORE Jr
MICHAEL O LUND
NDALL E RAMSDEN

JOEL B SIMPSON
ALVIN L HALVERSON · THOMAS M HILL Jr · KALE
· GEORGE R MATTHEWS · JOHN MAYNARD · MICHAEL M
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· JOEL R STEPP · DOUGLAS H TANNER · LANNIE RAY
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· WALTER K D · CHARLES P DUESSENT · DA



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FREEDOM IS NOT FREE





Preserving our freedoms as
Americans has required courage,
tenacity and a high level of skill from
generations of soldiers.

Today, it requires those same things
of us.



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