

RAISING ACHIEVEMENT AND CLOSING GAPS BETWEEN GROUPS:

**Lessons from Schools and
Districts on the Performance
Frontier**



The Education Trust

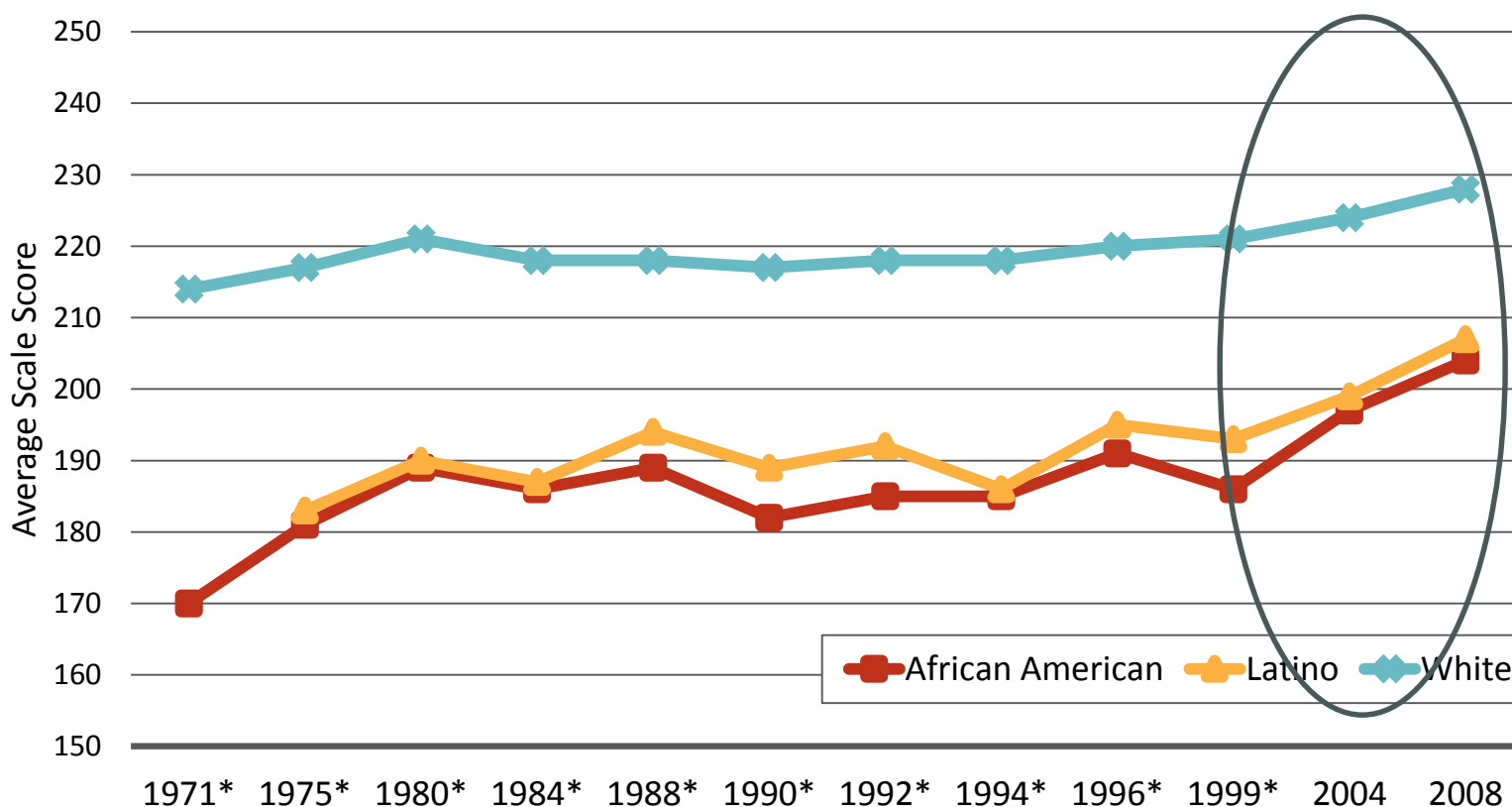
Michigan Elementary and Middle School Principals Association
Traverse City, MI
November, 2010

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.

4th Grade Reading: Record Performance with Gap Narrowing

9 Year Olds – NAEP Reading

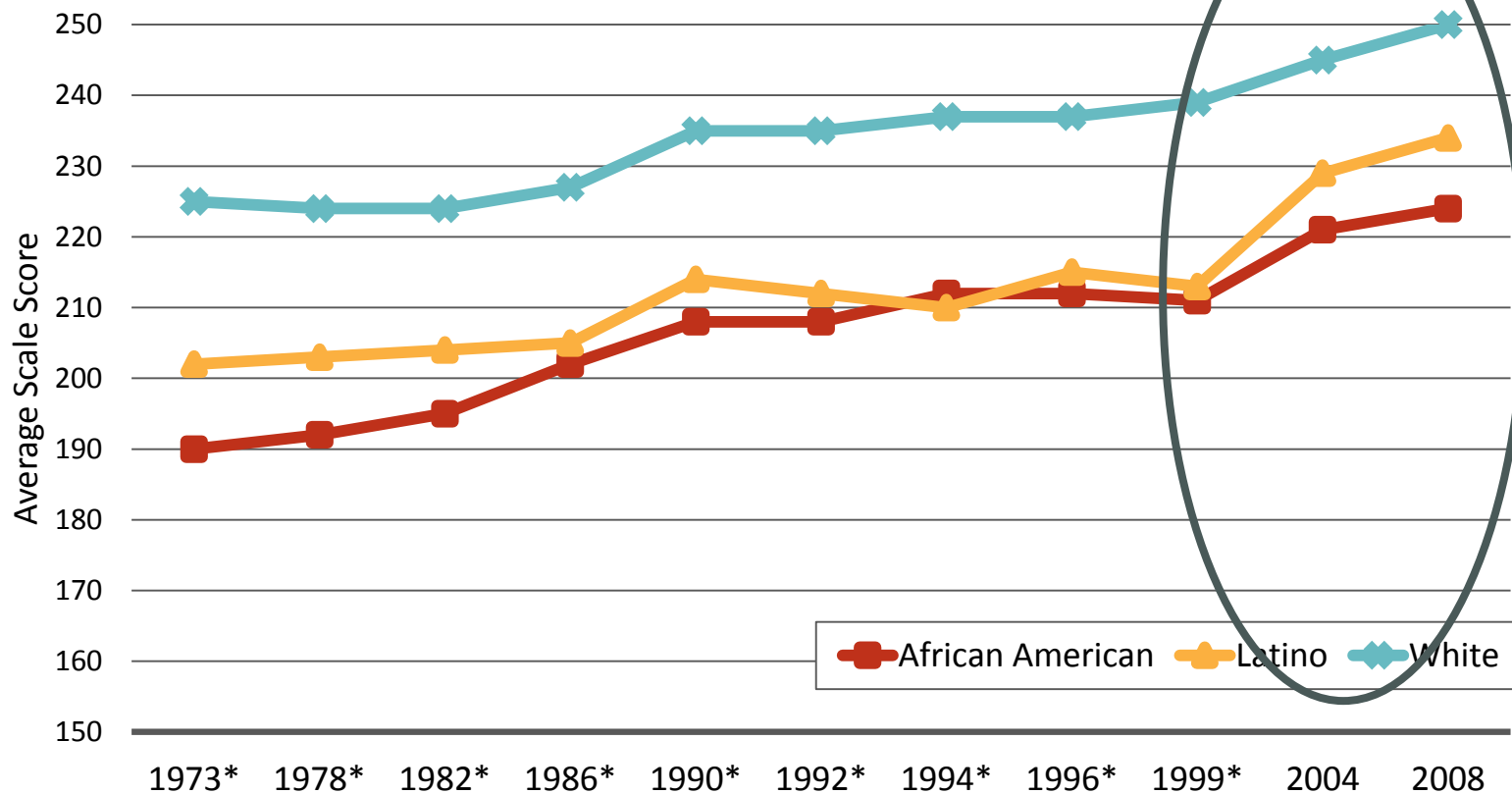


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

4th Grade Math: Record Performance with Gap Narrowing

9 Year Olds – NAEP Math

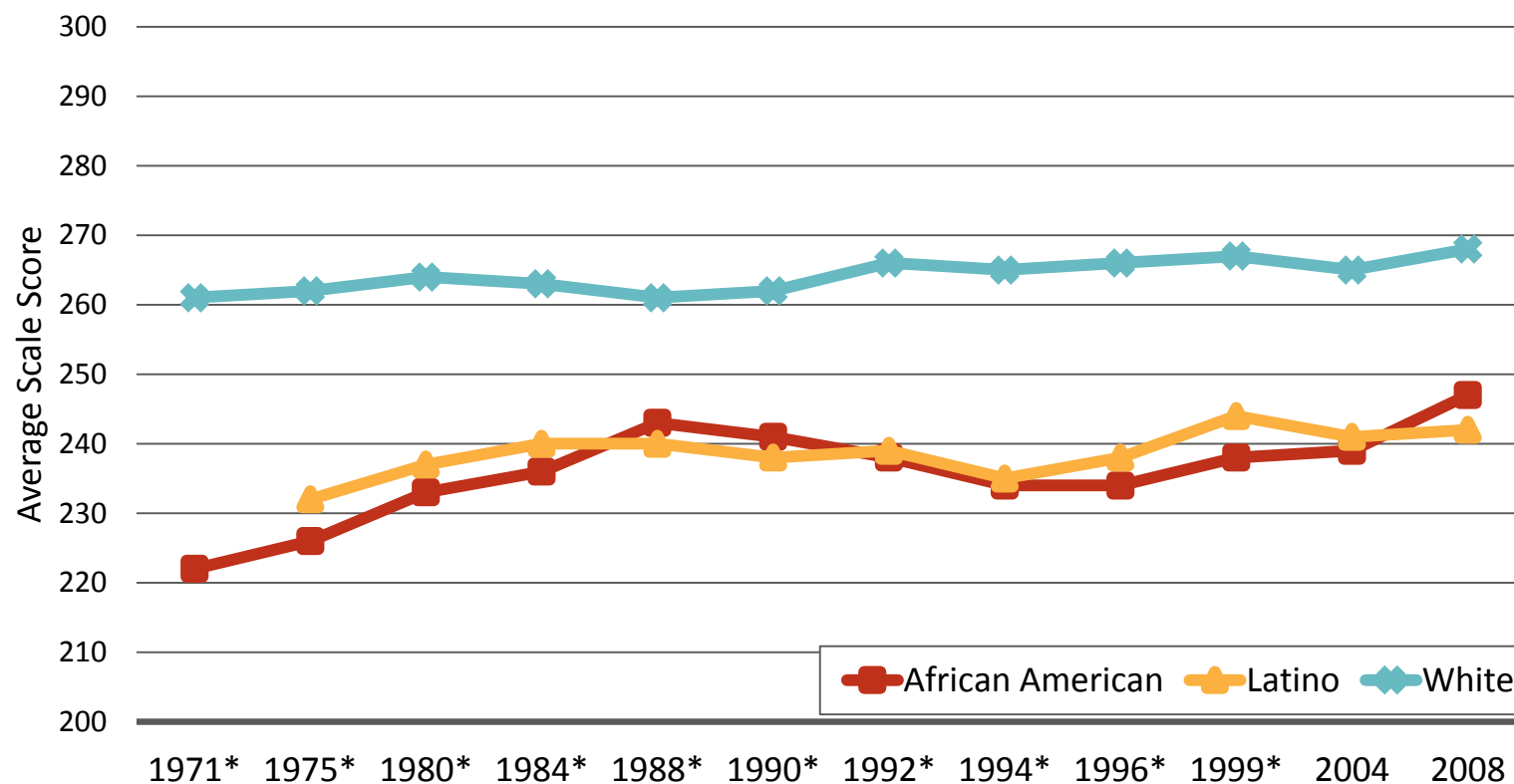


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

8th Grade Reading: Recent Gap Narrowing for Blacks, Less for Latinos

13 Year Olds – NAEP Reading

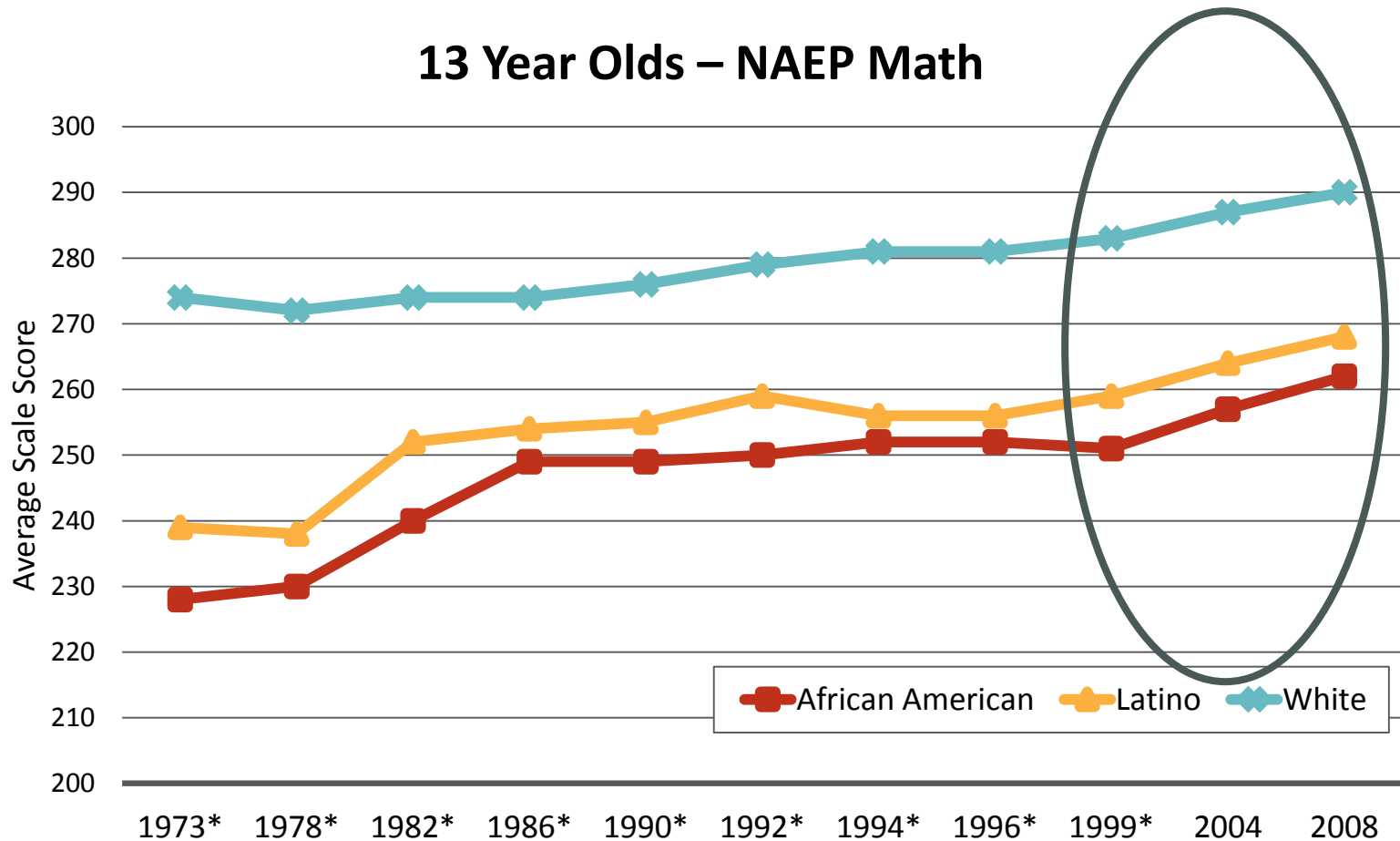


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

8th Grade Math: Progress for All Groups, Some Gap Narrowing

13 Year Olds – NAEP Math



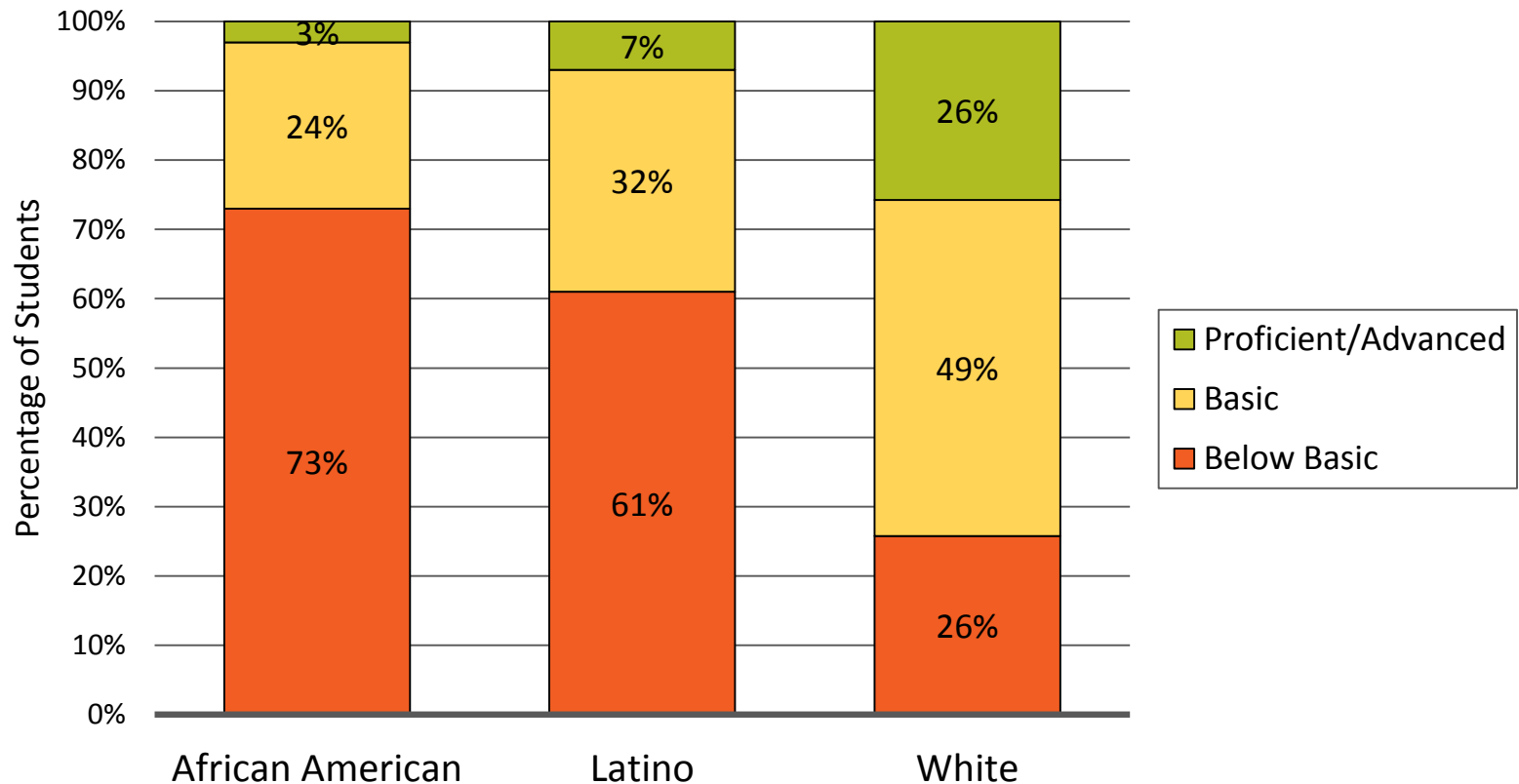
*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

Progress Even Clearer When Examined Over a Decade on the “Main NAEP” Exam

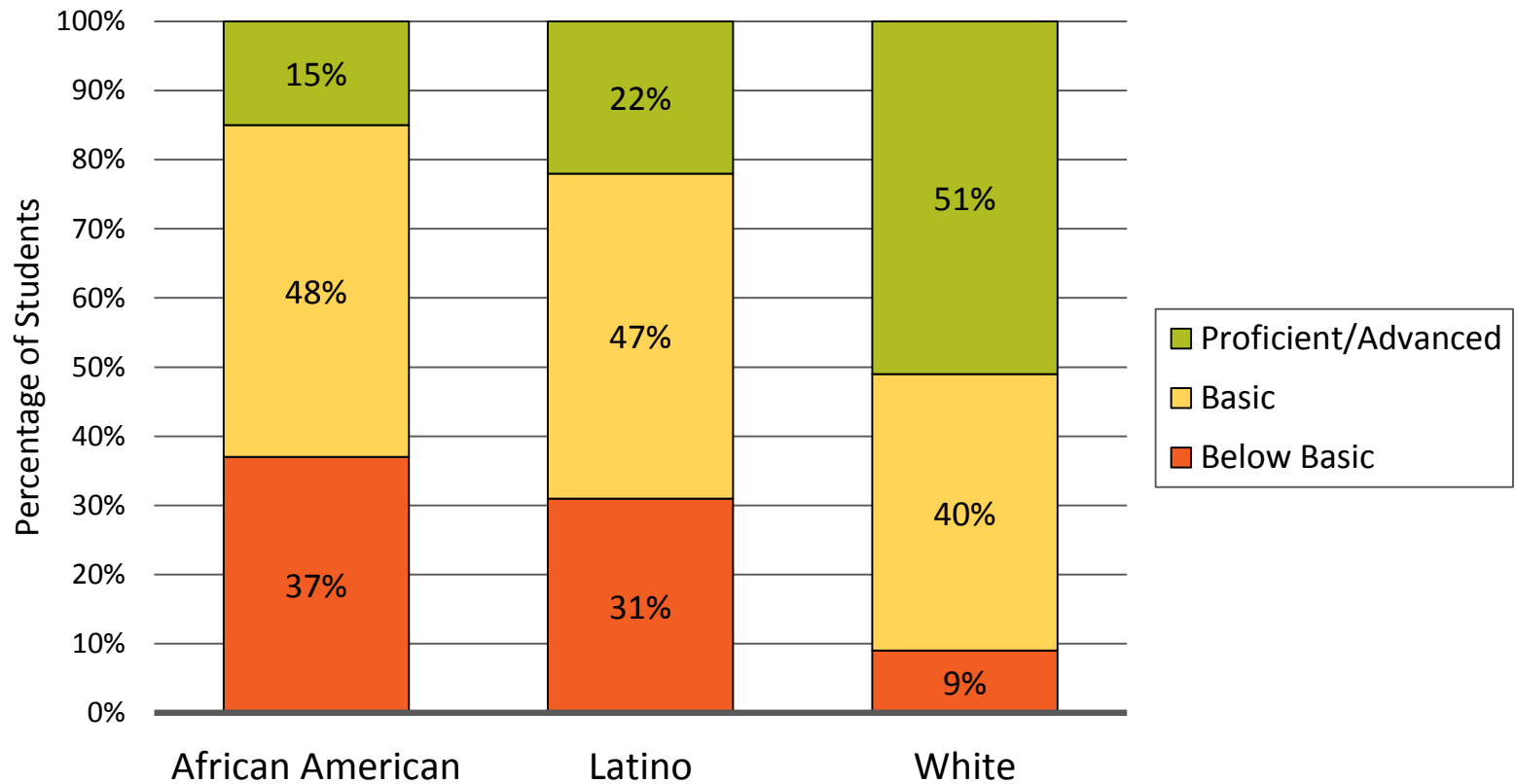
1996 NAEP Grade 4 Math

By Race/Ethnicity – Nation



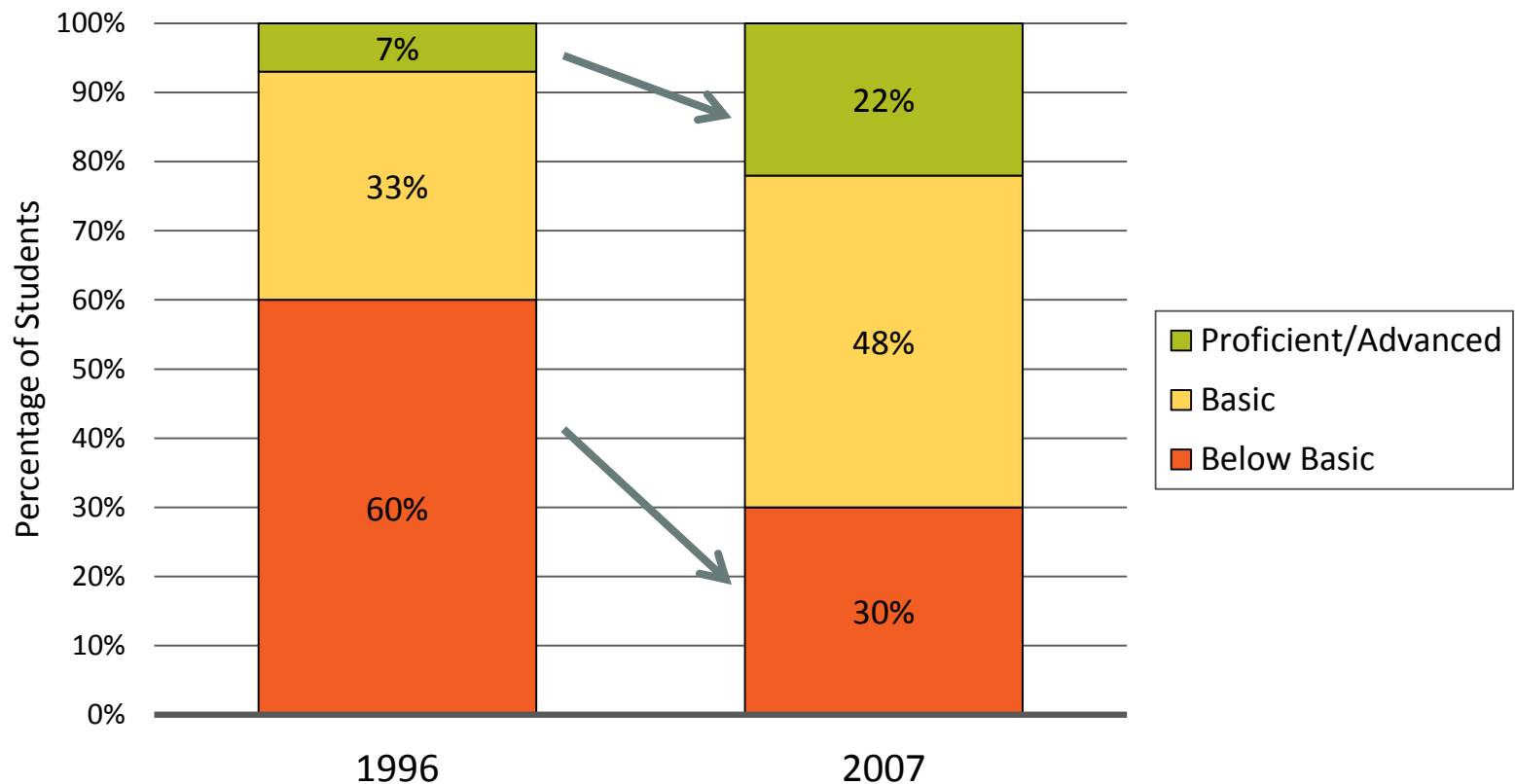
2007 NAEP Grade 4 Math

By Race/Ethnicity – Nation



NAEP Grade 4 Math 1996 Compared to 2007

Low-Income Students – Nation





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.

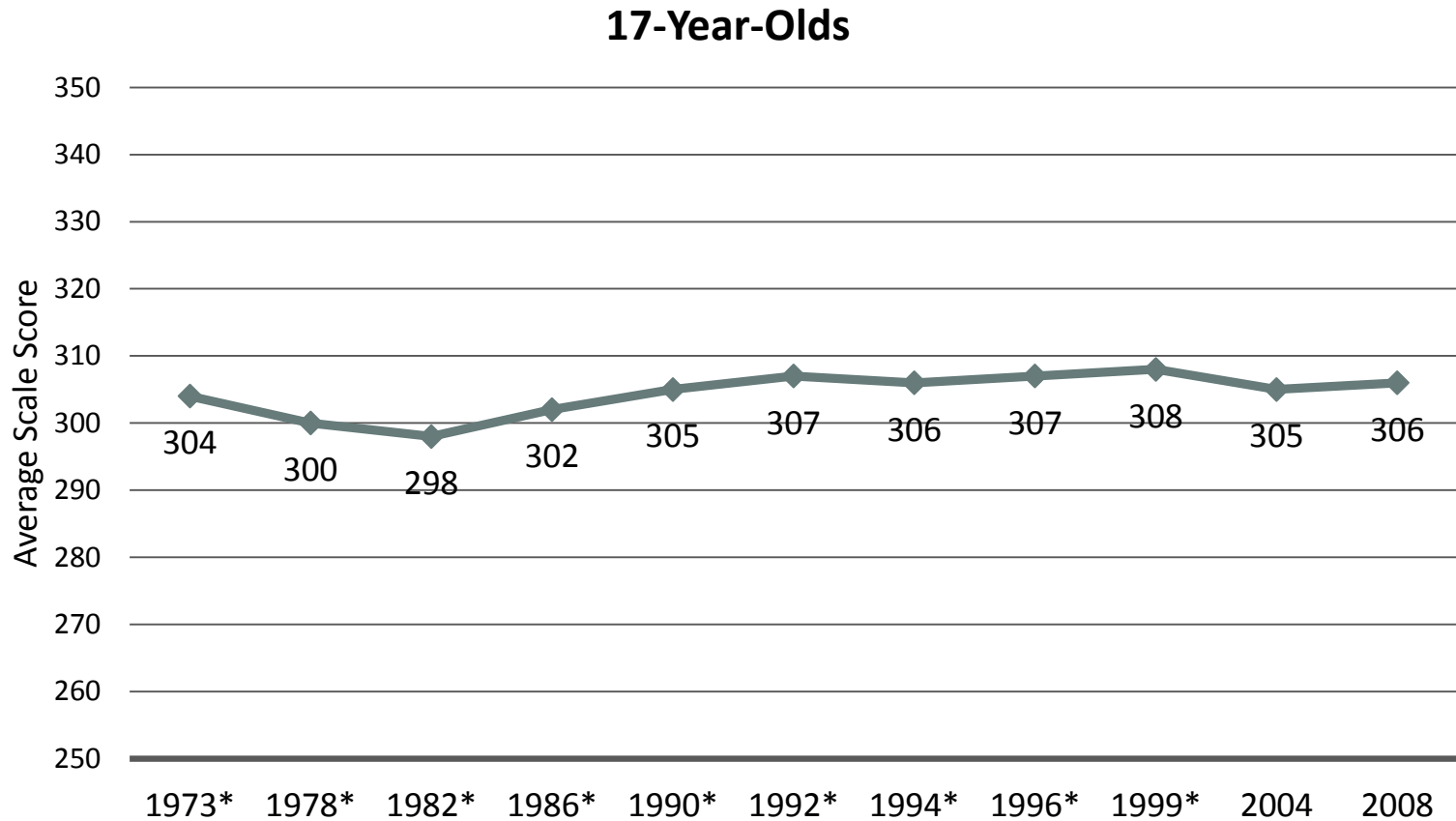
Achievement Flat in Reading

17 Year Olds Overall - NAEP



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

Math achievement flat over time



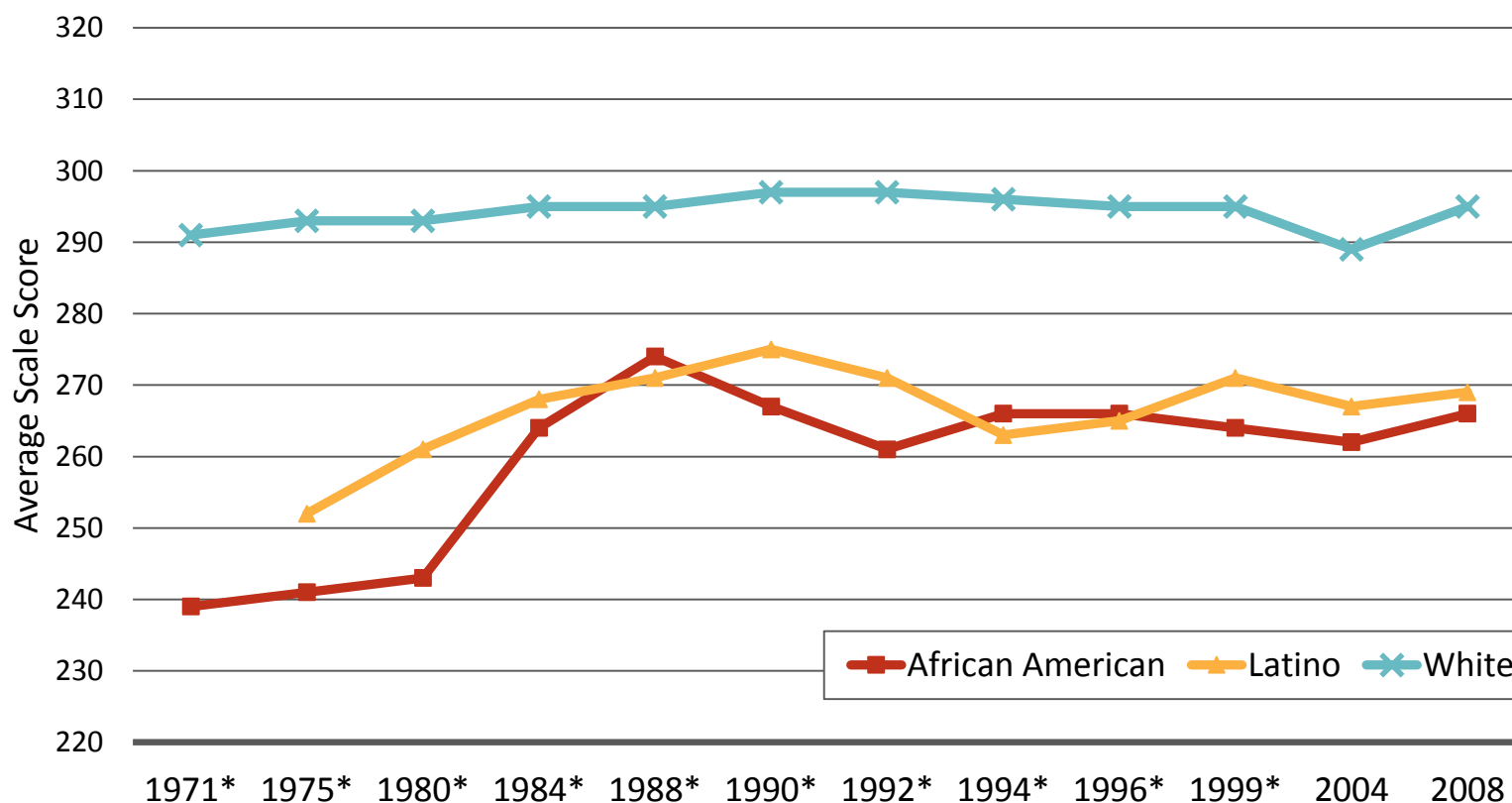
* Denotes previous assessment format

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

And gaps between groups are
mostly **wider** today than in late
eighties, early nineties

12th Grade Reading: No Progress, Gaps Wider than 1988

17 Year Olds – NAEP Reading

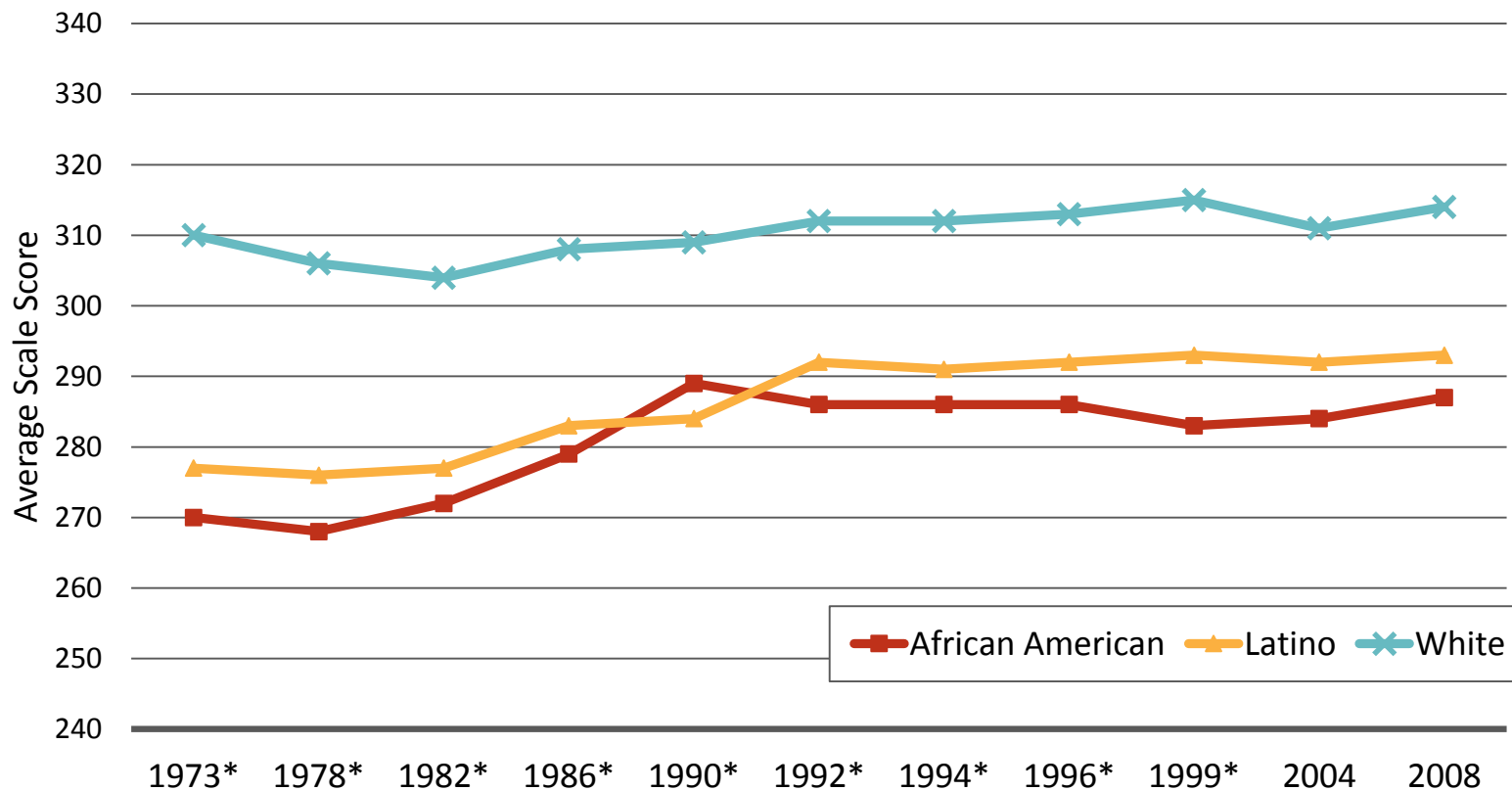


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

12 Grade Math: Results Mostly Flat Gaps Same or Widening

17 Year Olds – NAEP Math



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

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

PISA Performance

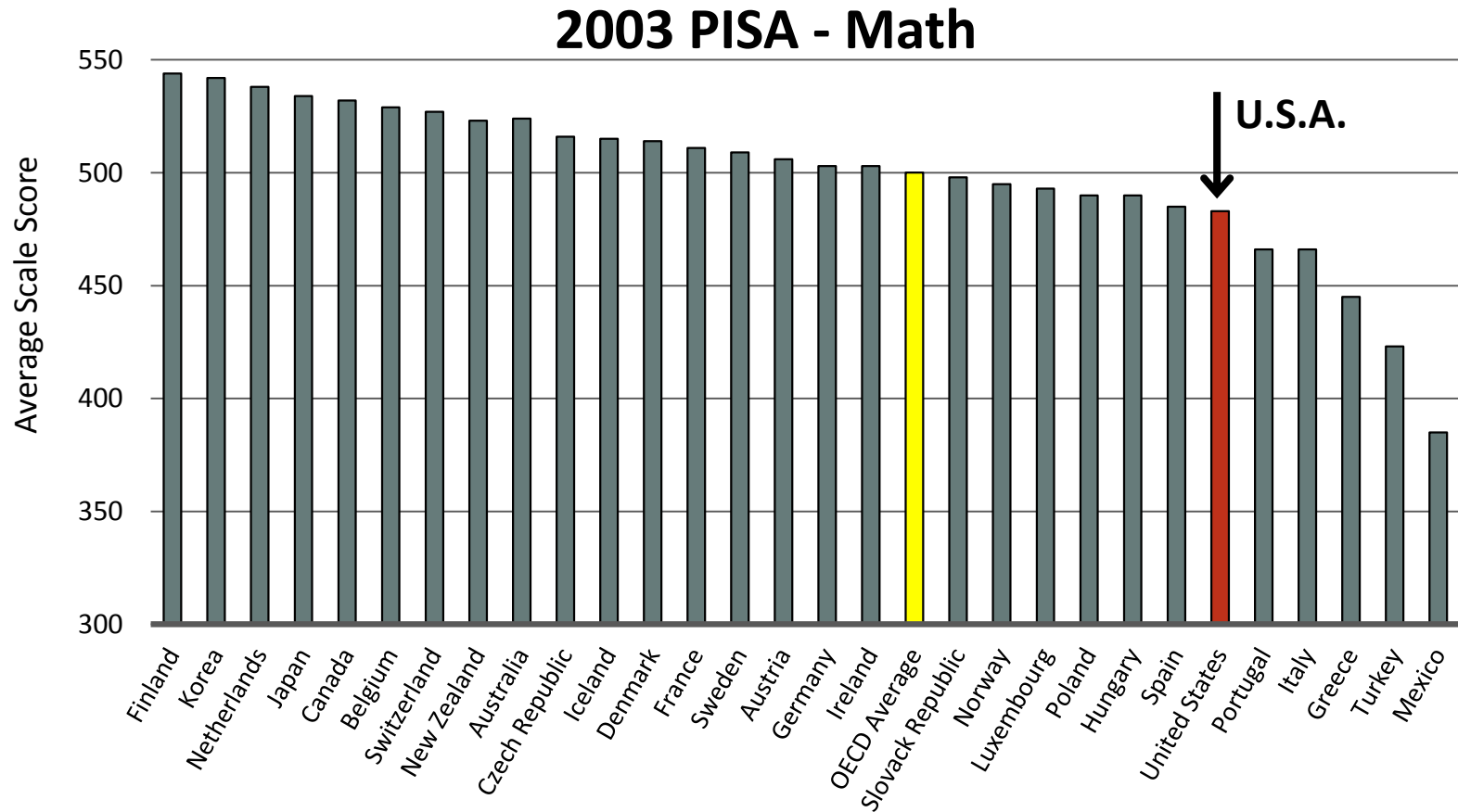
U.S.A. Ranks Near Bottom, Has Fallen Since 2000

Subject	2000 Rank (out of 26)	2003 Rank (out of 26)	2006 Rank (out of 26)
Mathematics	17 th	22 nd	22 nd
Science	13 th	Tied for 17 th	19 th

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

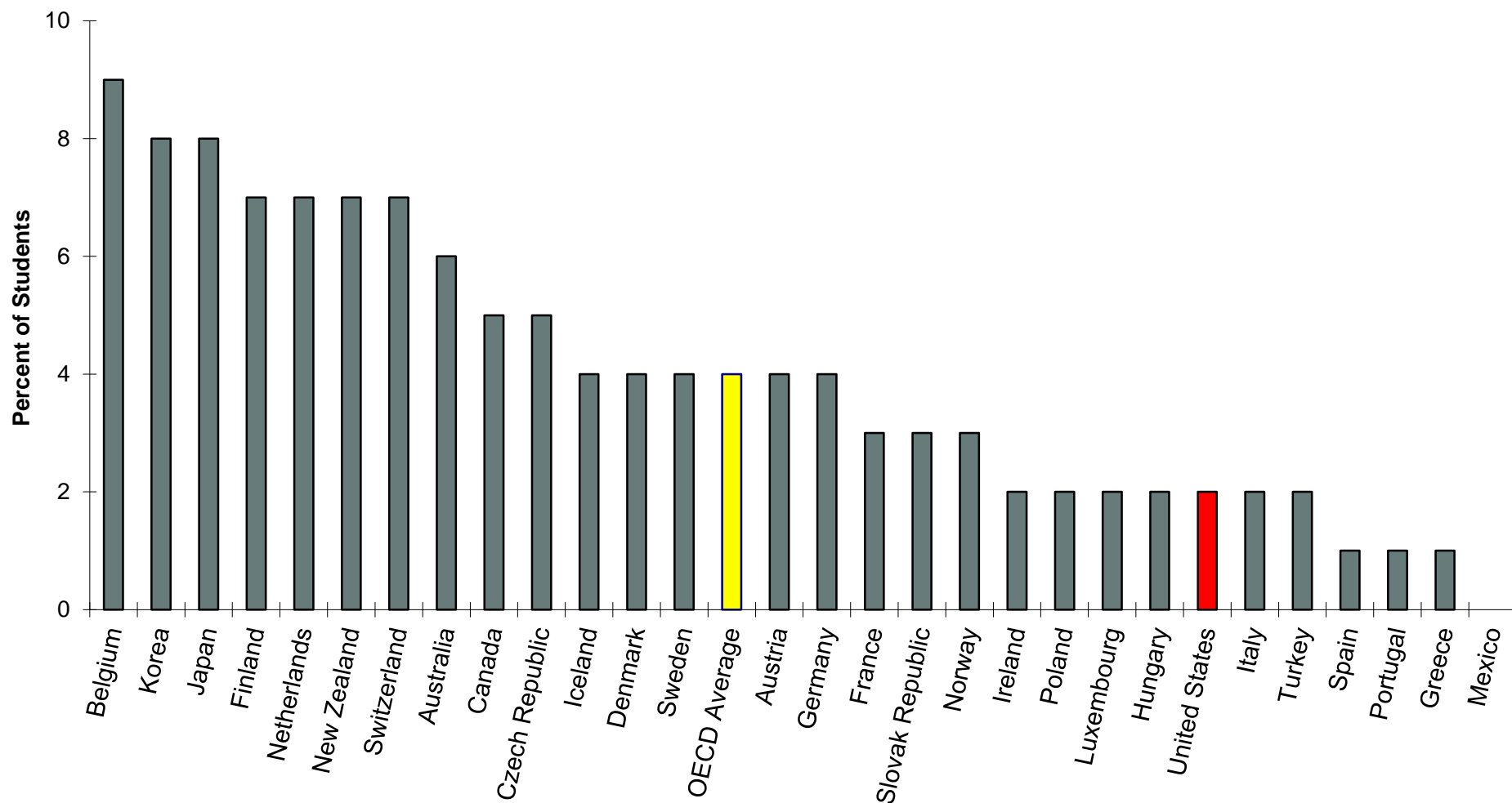
A closer look at math

Of 29 OECD Countries, U.S.A. Ranked 24th



Problems are not limited to our
high-poverty and high-minority
schools . . .

U.S. Ranks Low in the Percent of Students in the Highest Achievement Level (Level 6) in Math

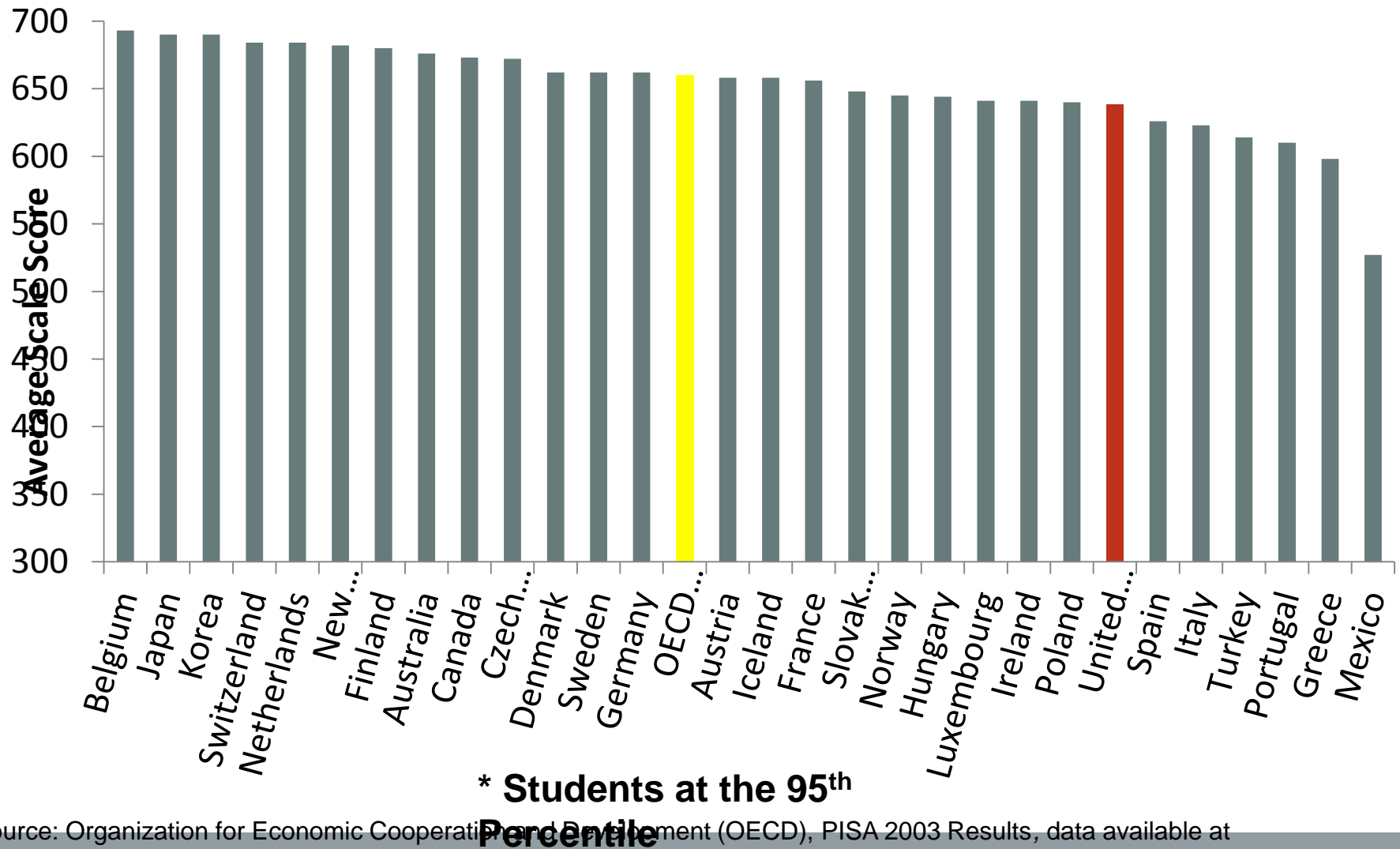


Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at

<http://www.oecd.org/>

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U.S. Ranks 23rd out of 29 OECD Countries in the Math Achievement of the Highest-Performing Students*

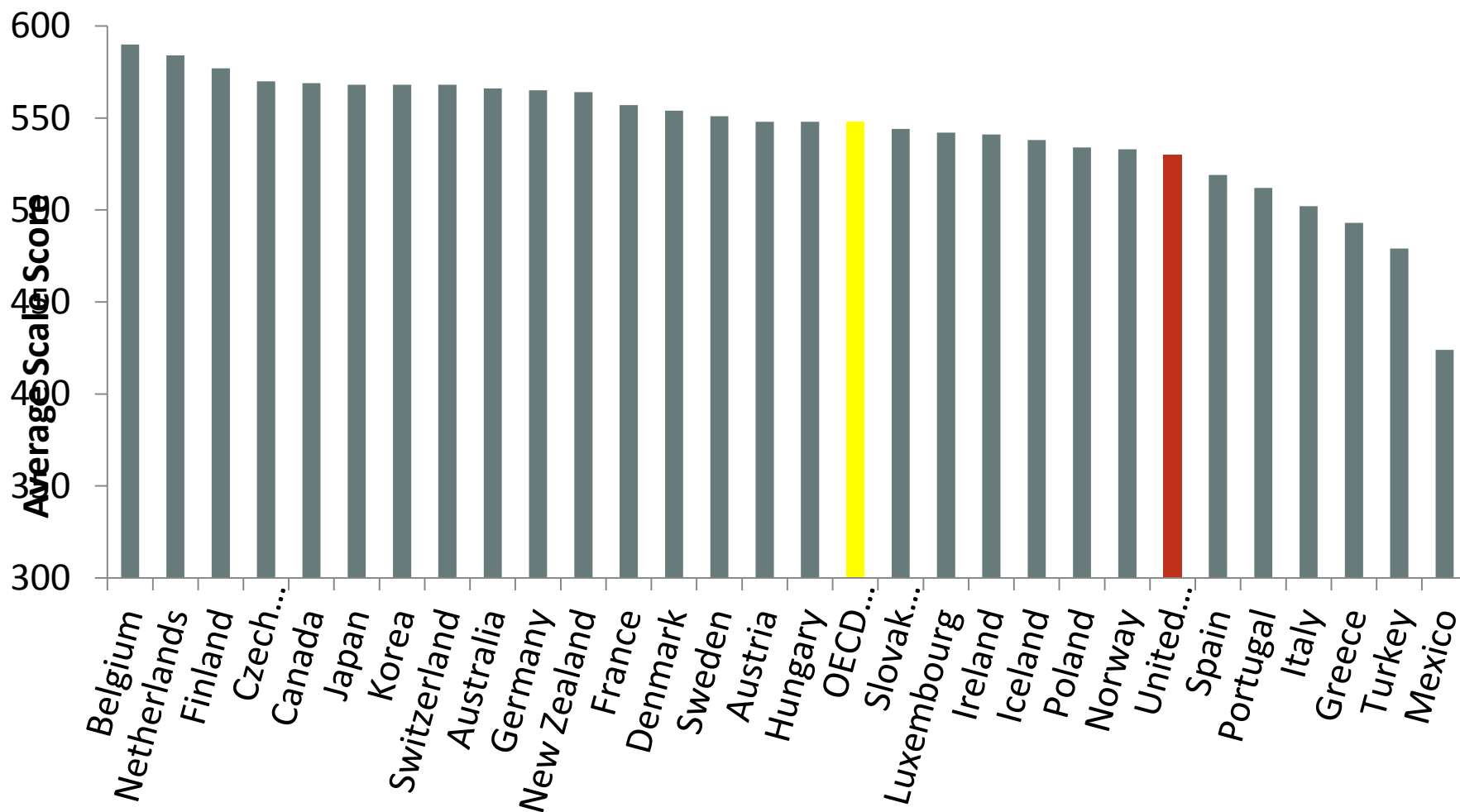


Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at

<http://www.oecd.org/>

U.S. Ranks 23rd out of 29

OECD Countries in the Math Achievement of High-SES Students



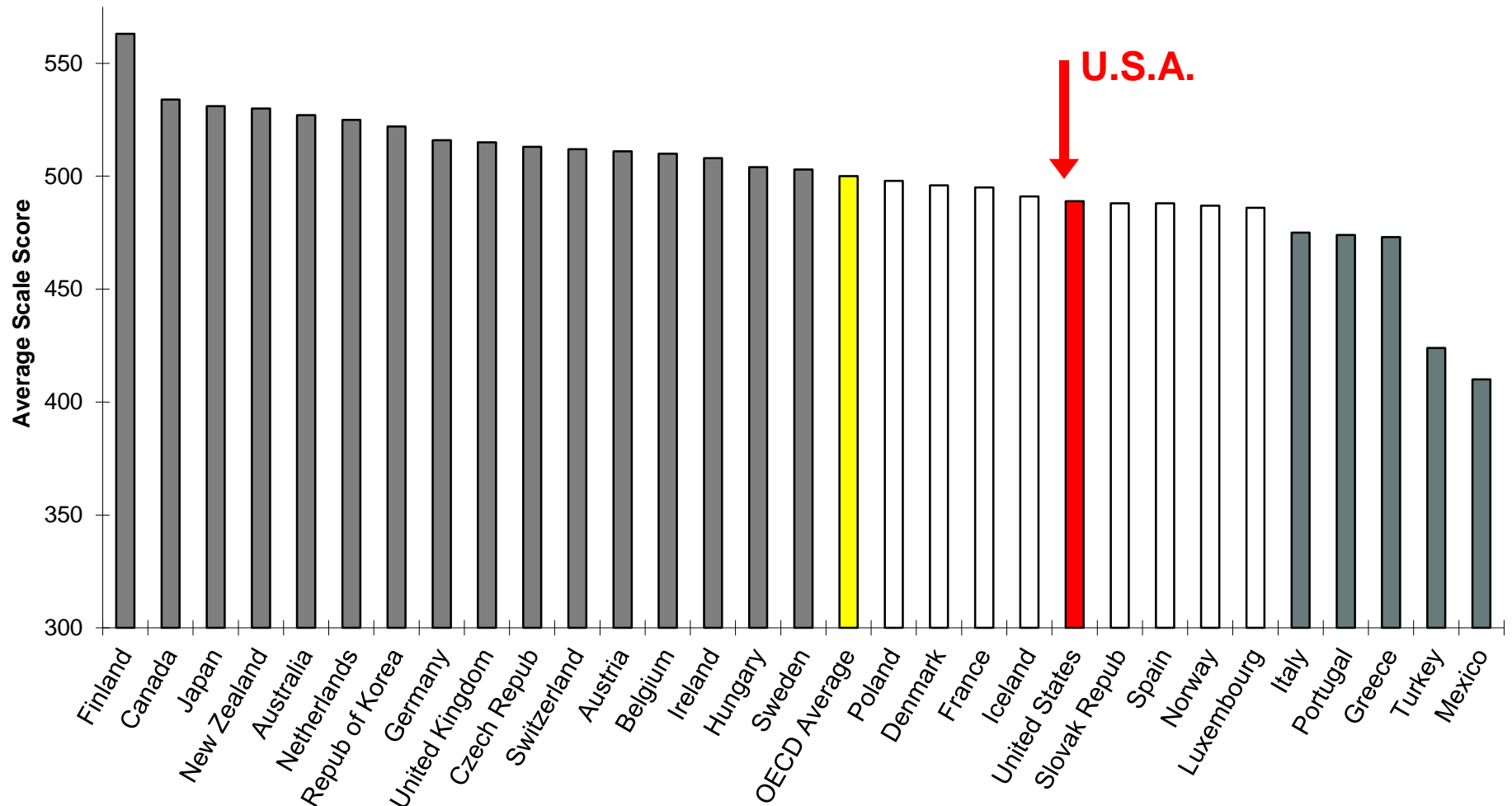
Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at <http://www.oecd.org/>

Problems not limited to math,
either.

Science?

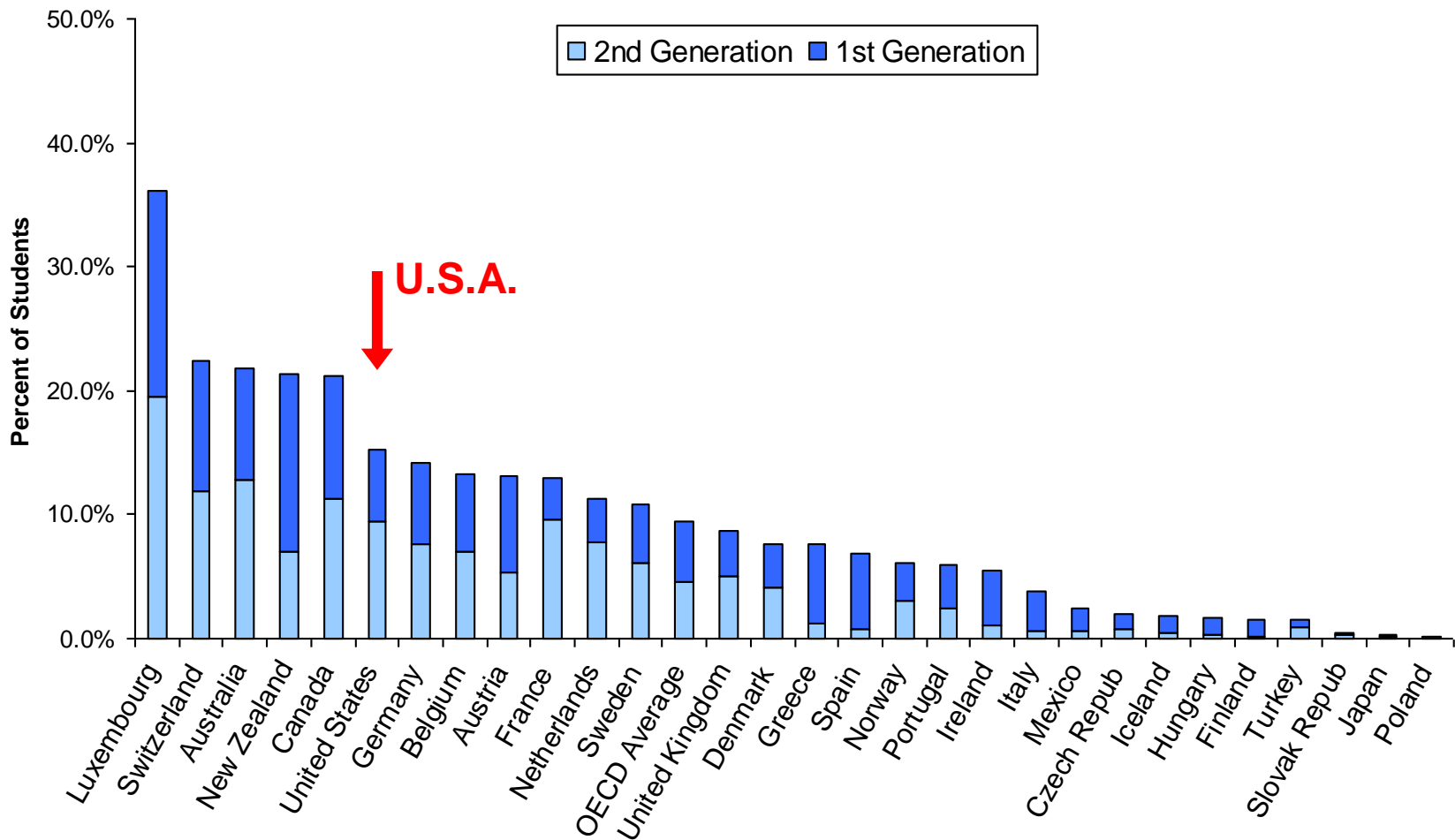
PISA 2006 Science

Of 30 OECD Countries, U.S.A. Ranked 21st



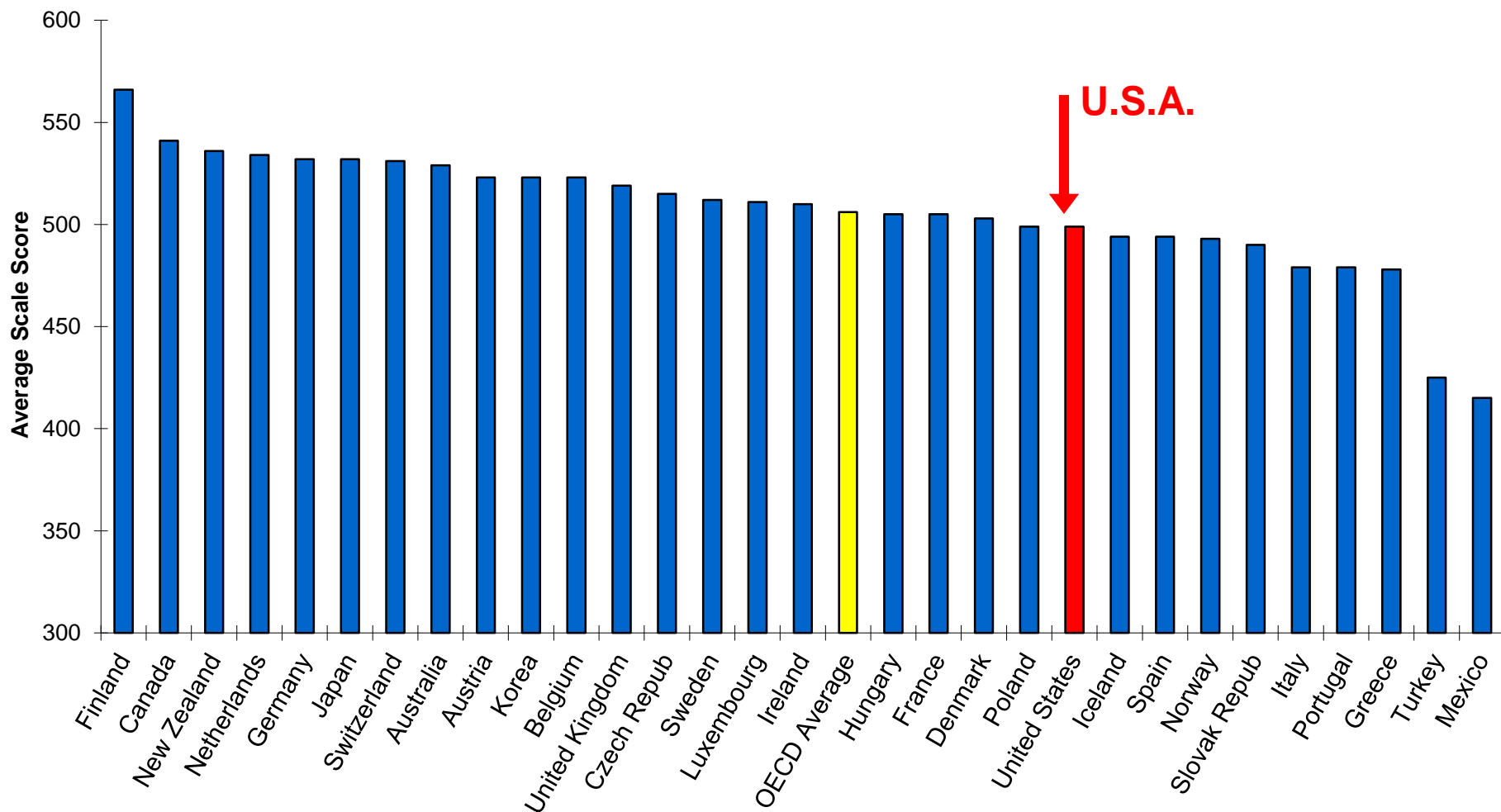
Higher than U.S. average
 Not measurably different from U.S. average
 Lower than U.S. average

Immigrants? The U.S.A. does have a larger percentage of immigrants and children of immigrants than most OECD countries



But ranks 21st out of 30 OECD countries when only
taking into account native student* scores

PISA 2006 Science



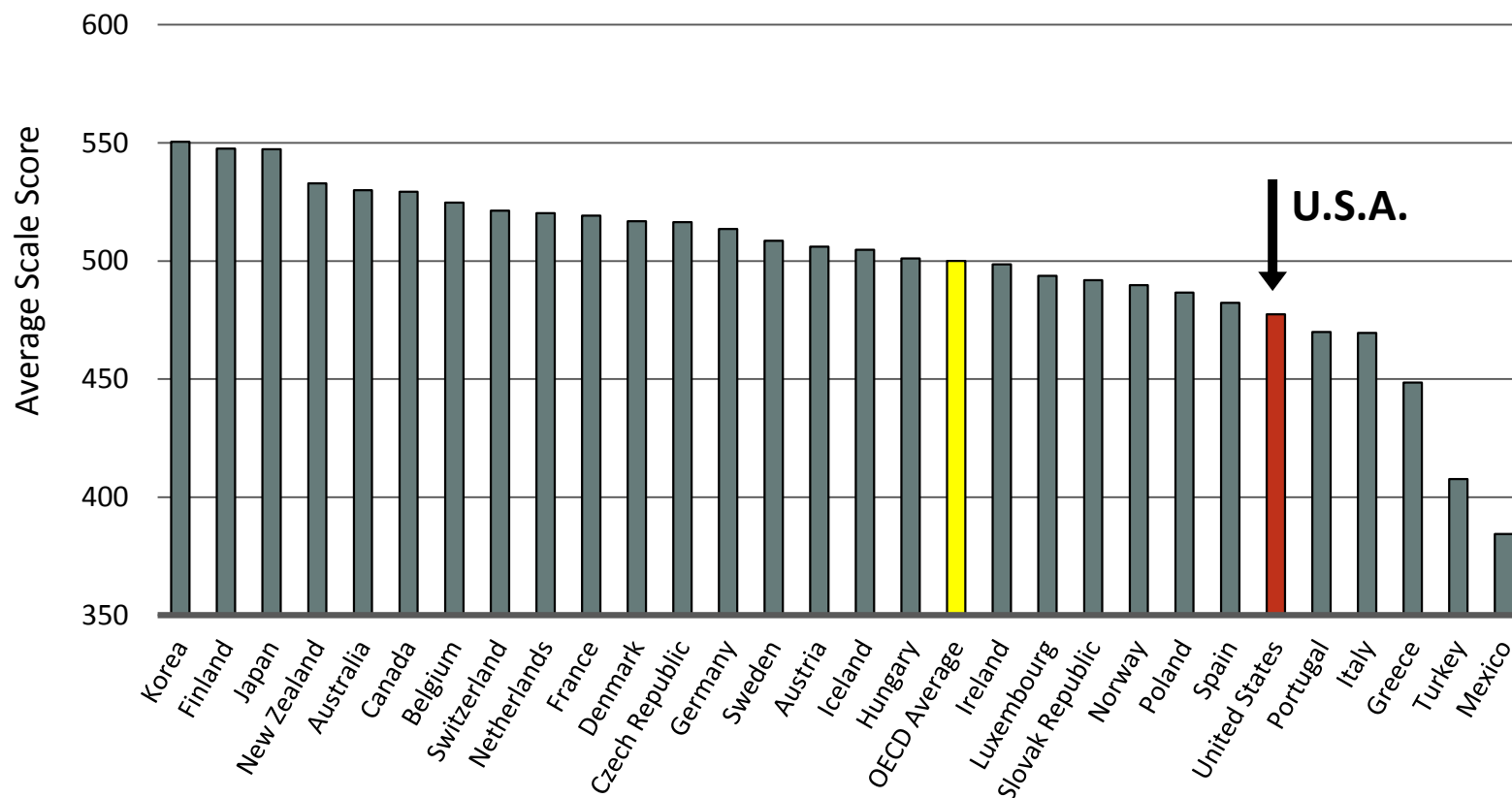
*Students born in the country of assessment with at least one parent born in the same country

Source: OECD, PISA 2006 Results, table 4.2c, <http://www.oecd.org/>

Even in problem-solving, something
we consider an American strength...

U.S.A. Ranks 24th Out of 29 OECD Countries in Problem-Solving

2003 PISA



Source: PISA 2003 Results, OECD

Only place we rank high?

Inequality.

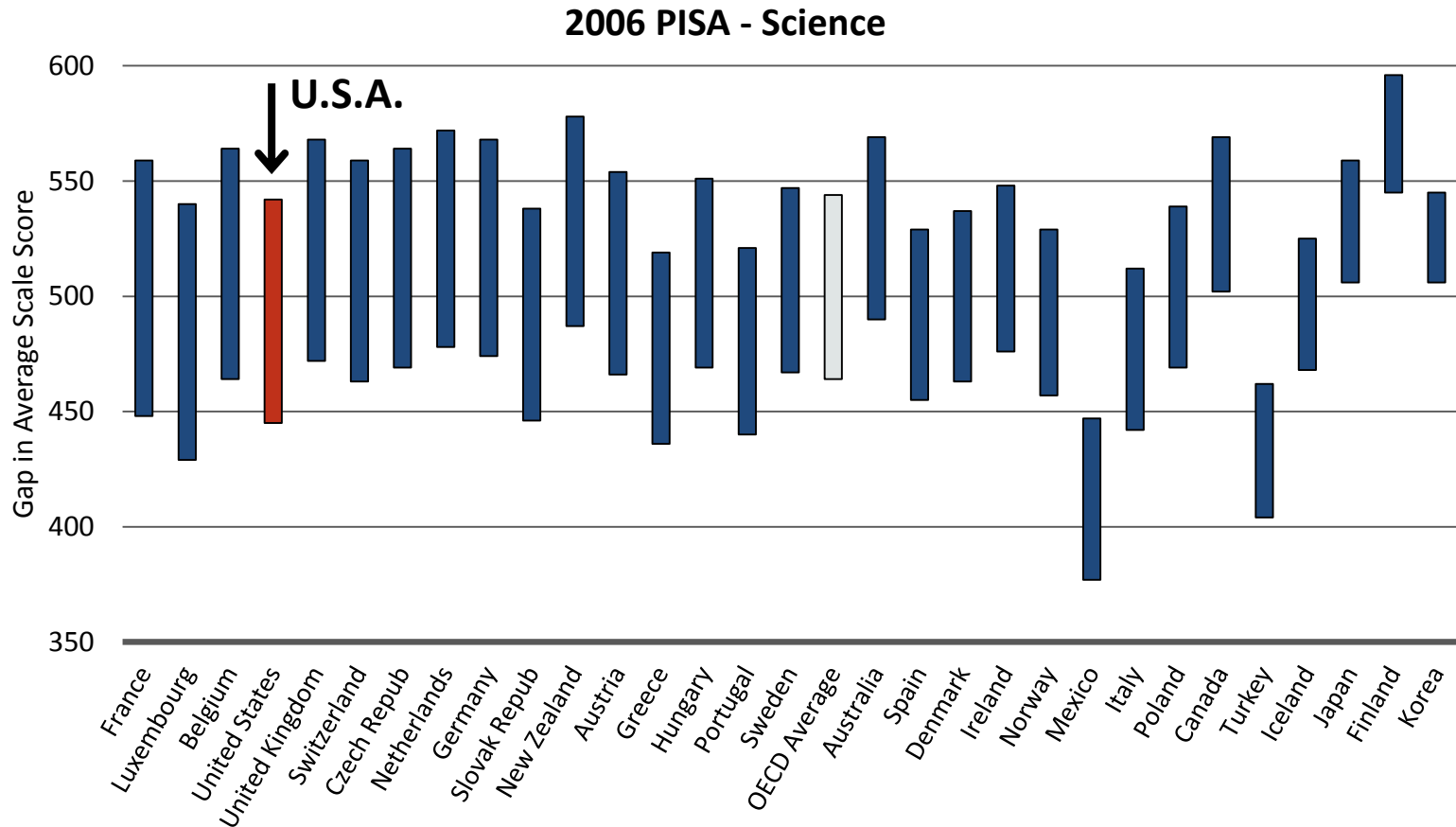
PISA 2003: Gaps in Performance Of U.S.15 Year-Olds Are Among the Largest of OECD Countries

	Rank in Performance Gaps Between Highest and Lowest Achieving Students *
Mathematical Literacy	8th
Problem Solving	6th

***Of 29 OECD countries, based on scores of students at the 5th and 95th percentiles.**

Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at <http://www.oecd.org/>

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

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.

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

National Inequities in State and Local Revenue Per Student

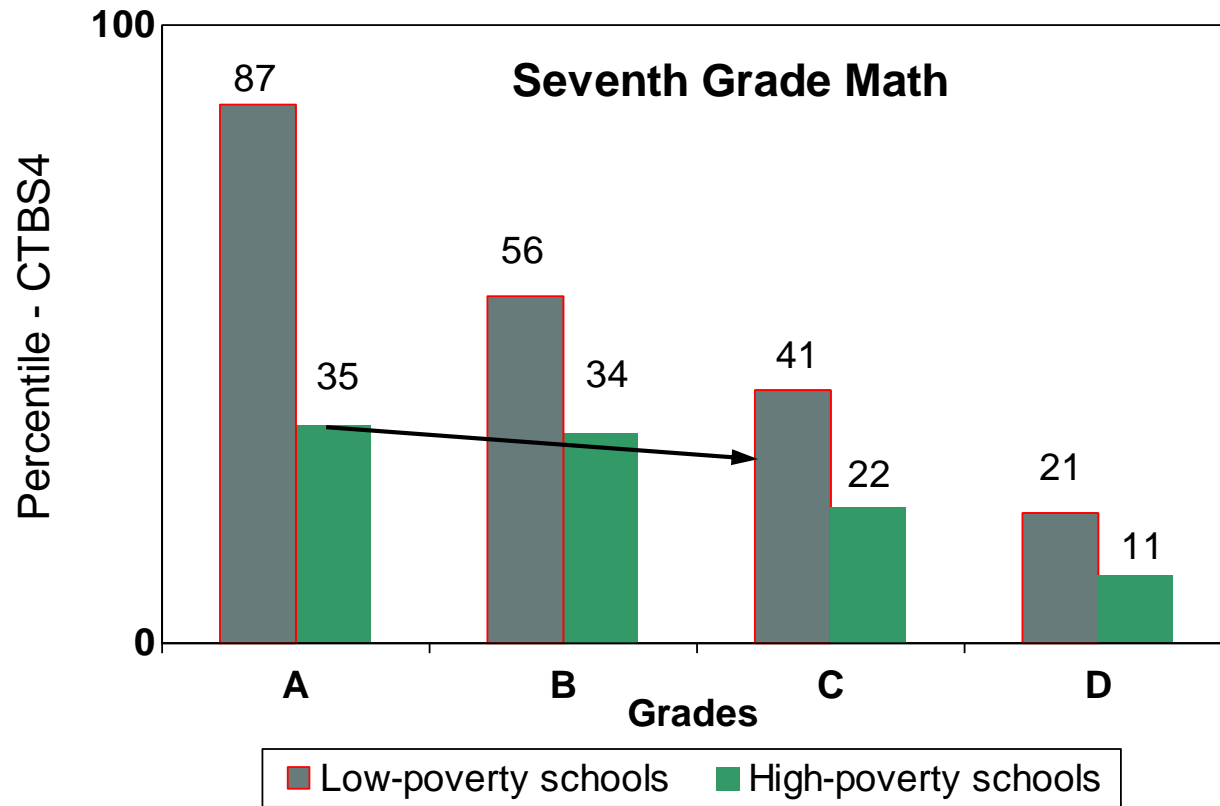
	Gap
High Poverty vs. Low Poverty Districts	-\$773 per student
High Minority vs. Low Minority Districts	-\$1,122 per student

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

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

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

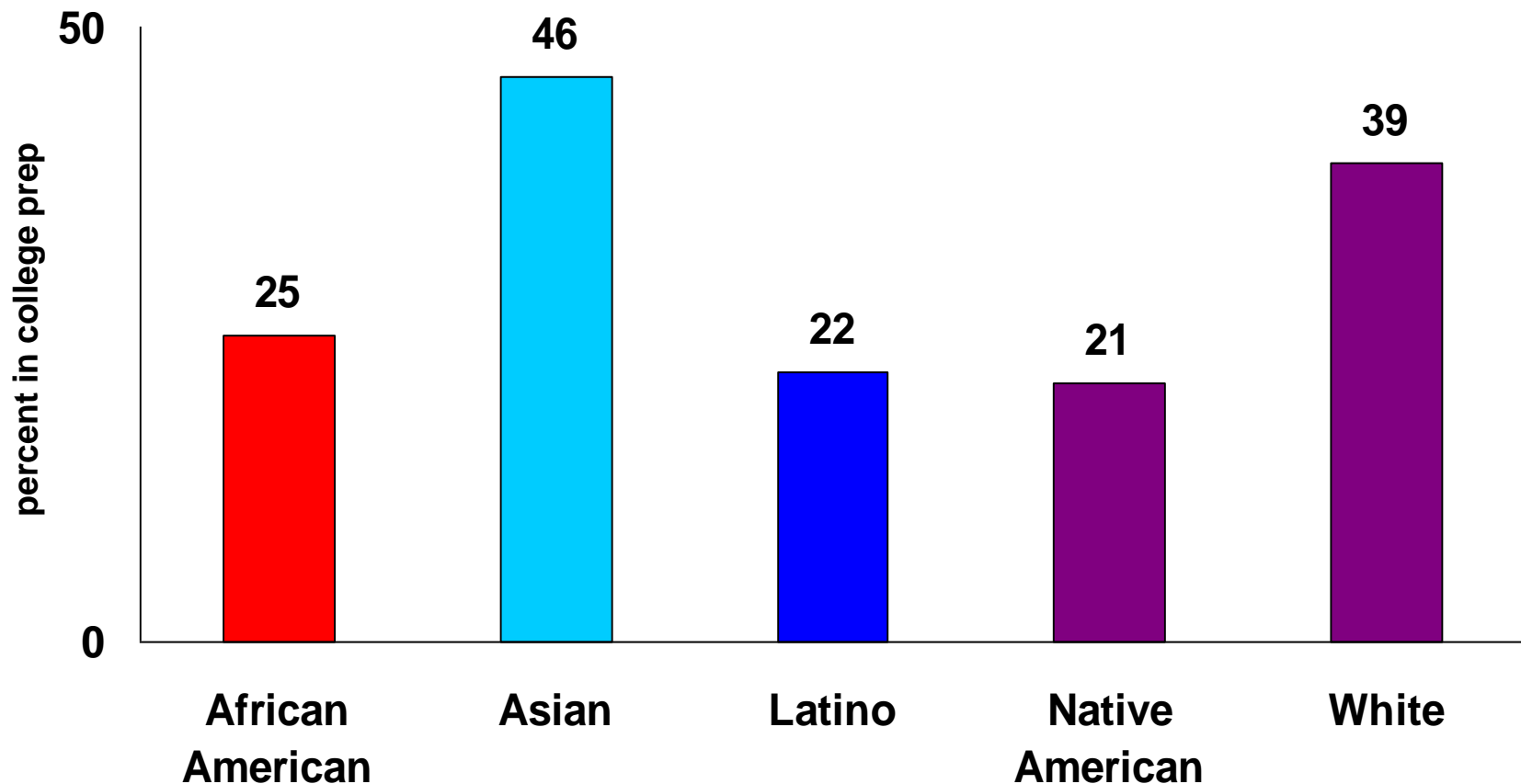
Students in Poor Schools Receive 'A's for Work That Would Earn 'Cs' in Affluent Schools



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

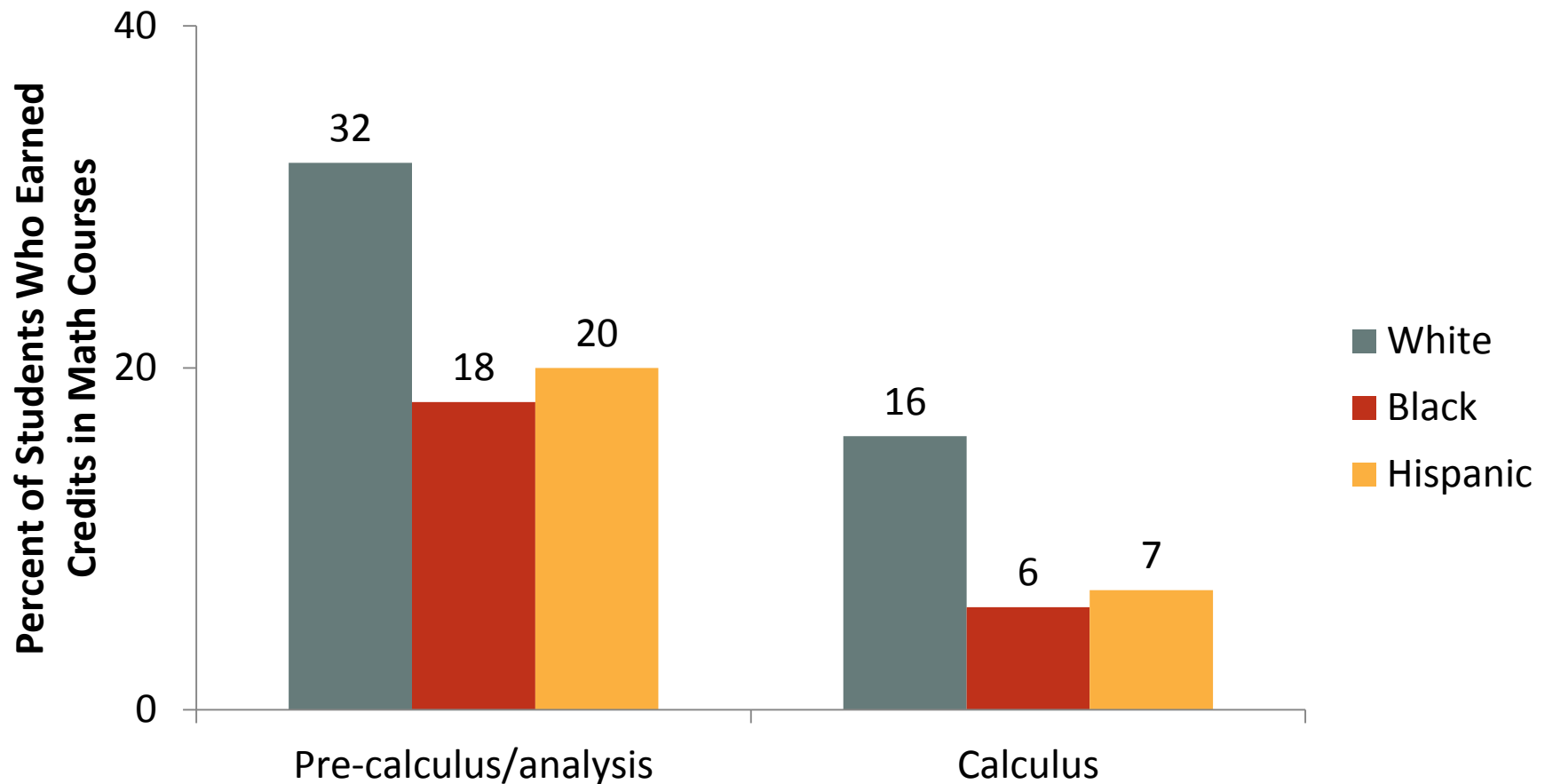
Choices we make about what to
teach whom...

African American, Latino & Native American high school graduates are less likely to have been enrolled in a full college prep track



Full College Prep track is defined as at least: 4 years of English, 3 years of math, 2 years of natural science, 2 years of social science and 2 years of foreign language

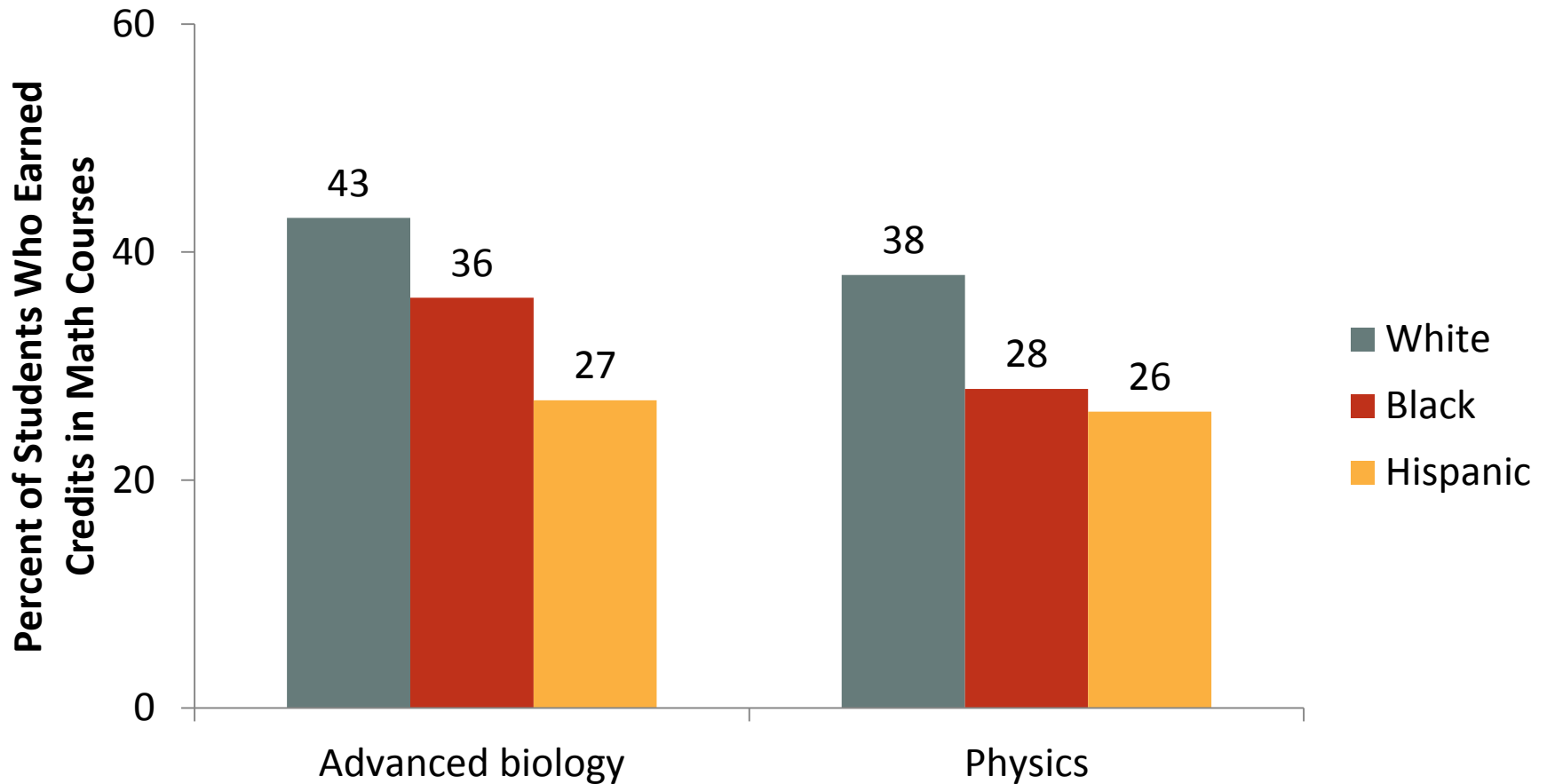
Percent of Students Who Earned Credits in Advanced Math Courses



Source: MPR Research (2010). STEM Coursetaking Among High School Graduates 1990-2005.

Available at http://www.mprinc.com/products/pdf/STEM_Coursetaking_Brief.pdf Data are for 2005.

Percent of Students Who Earned Credits in Advanced Science Courses

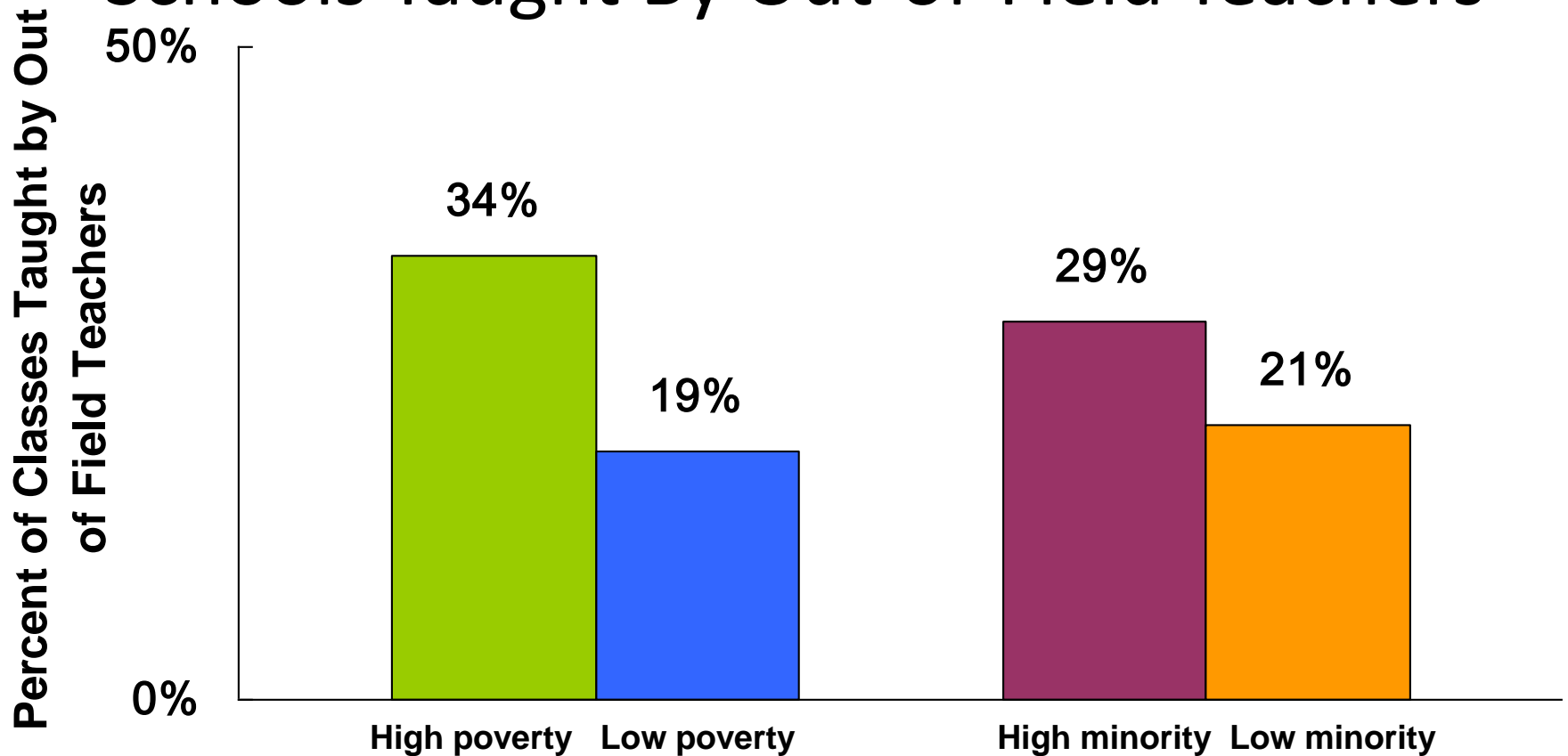


Source: MPR Research (2010). STEM Coursetaking Among High School Graduates 1990-2005.

Available at http://www.mprinc.com/products/pdf/STEM_Coursetaking_Brief.pdf Data are for 2005.

And choices we make about
who teaches whom...

More Classes in High-Poverty, High-Minority Schools Taught By Out-of-Field Teachers



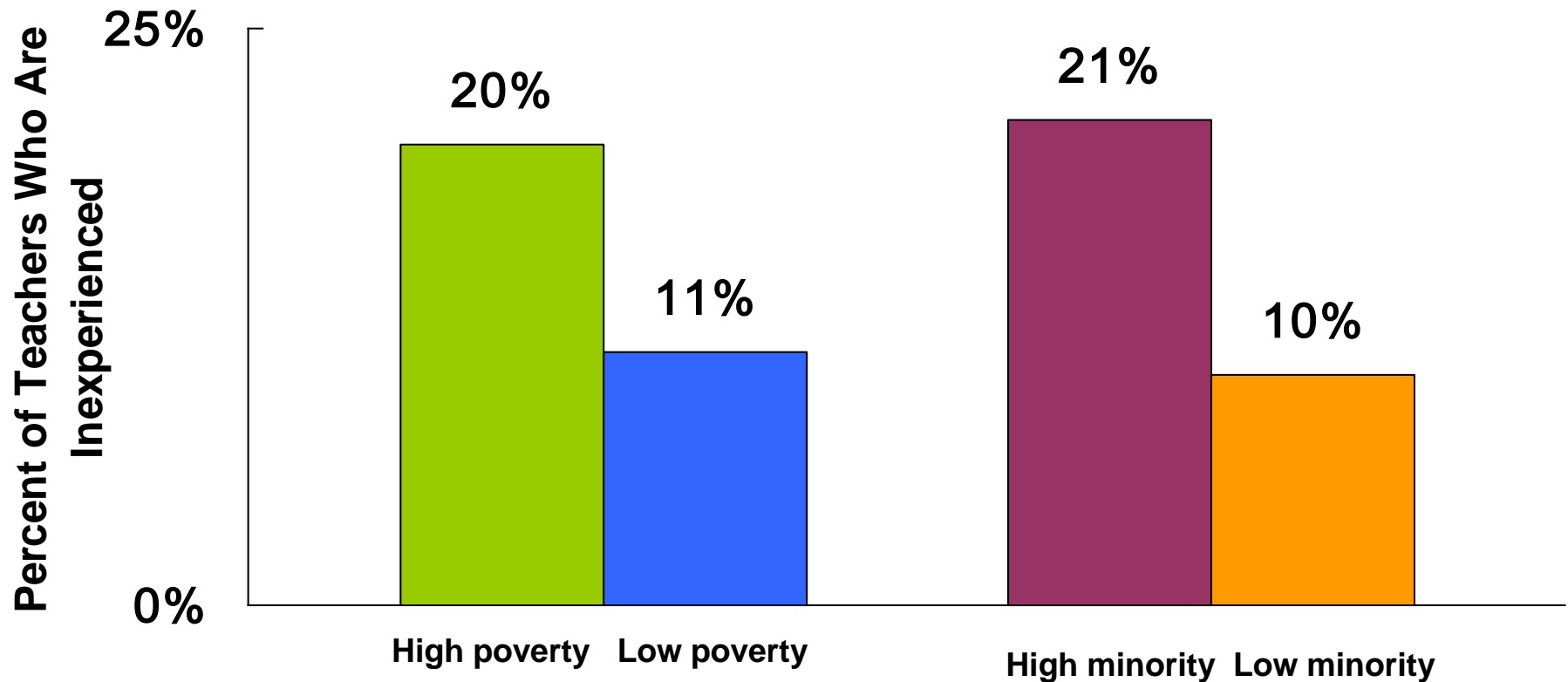
Note: High Poverty school-50% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch.

High-minority school - 50% or more of the students are nonwhite. Low-minority school- 15% or fewer of the students are nonwhite.

***Teachers lacking a college major or minor in the field. Data for secondary-level core academic classes.**

Source: Richard M. Ingersoll, University of Pennsylvania. Original analysis for the Ed Trust of 1999-2000 Schools and Staffing Survey.

Poor and Minority Students Get More Inexperienced* Teachers



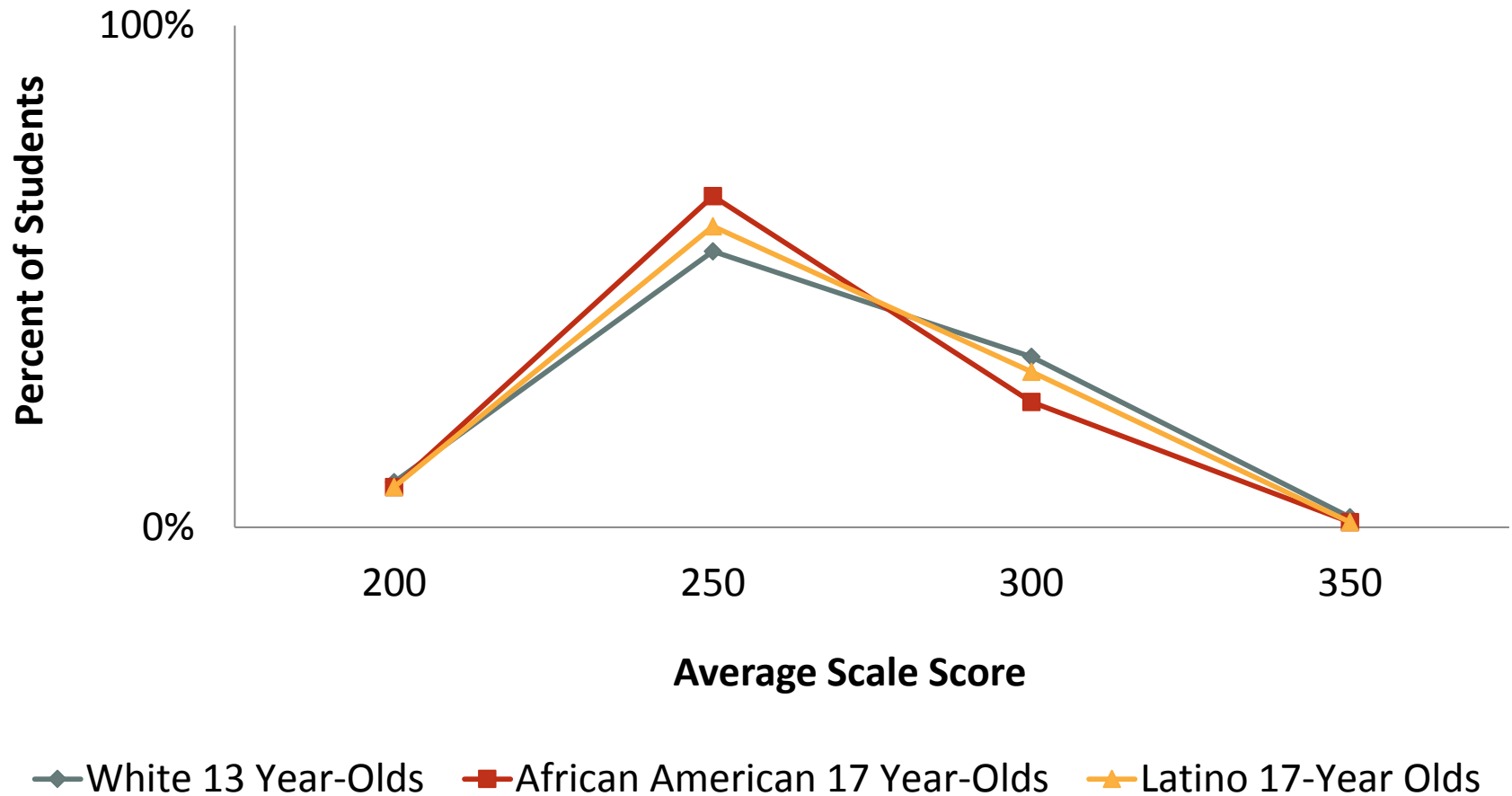
***Teachers with 3 or fewer years of experience.**

Note: High poverty refers to the top quartile of schools with students eligible for free/reduced price lunch. Low poverty-bottom quartile of schools with students eligible for free/reduced price lunch. High minority-top quartile; those schools with the highest concentrations of minority students. Low minority-bottom quartile of schools with the lowest concentrations of minority students

Results are devastating.

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

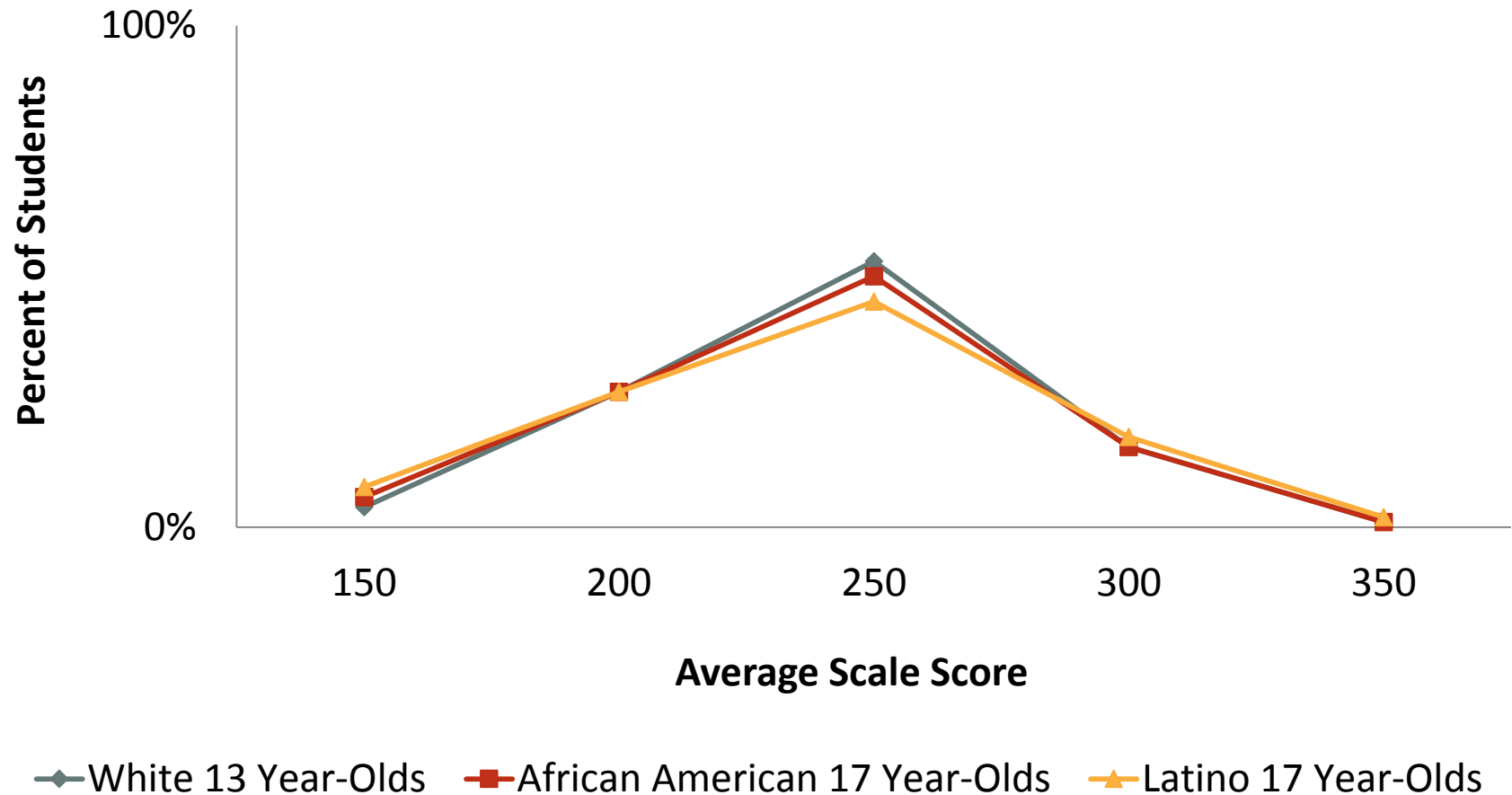
African American and Latino 17 Year-Olds Do Math at Same Levels As White 13 Year-Olds



Note: Long-Term Trends NAEP

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



Note: Long-Term Trends NAEP

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

And these are the students who remain in school through 12th grade. Add those all up and throw in college entry and graduation, and...

Of Every 100 White Kindergartners:

94 Graduate from
high school or get
a GED

67 Complete at least
some college

37 Obtain at least a
Bachelor's Degree

(25-to 29-Year-Olds)

Source: US Department of Commerce, Bureau of the Census. March Current Population Surveys, 1971-2008, in The Condition of Education 2009. http://nces.ed.gov/programs/coe/2009/pdf/23_2009.pdf

Of Every 100 African American Kindergartners:

88 Graduate from
High School or get
a GED

51 Complete at Least
Some College

20 Obtain at Least a
Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 Latino Kindergartners:

68 Graduate from
high school or get
a GED

36 Complete at least
some college

12 Obtain at least a
Bachelor's Degree

(25-to 29-Year-Olds)

Of Every 100 American Indian/Alaskan Native Kindergartners:

71 Graduate from high school

30 Complete at least some college

12 Obtain at least a Bachelor's Degree

(25 Years Old and Older)

College Graduates by Age 24

Young People From High Income Families	75%
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Young People From Low Income Families	9%
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What Can We Do?

An awful lot of educators 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

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

Frankford Elementary School



Frankford Elementary School

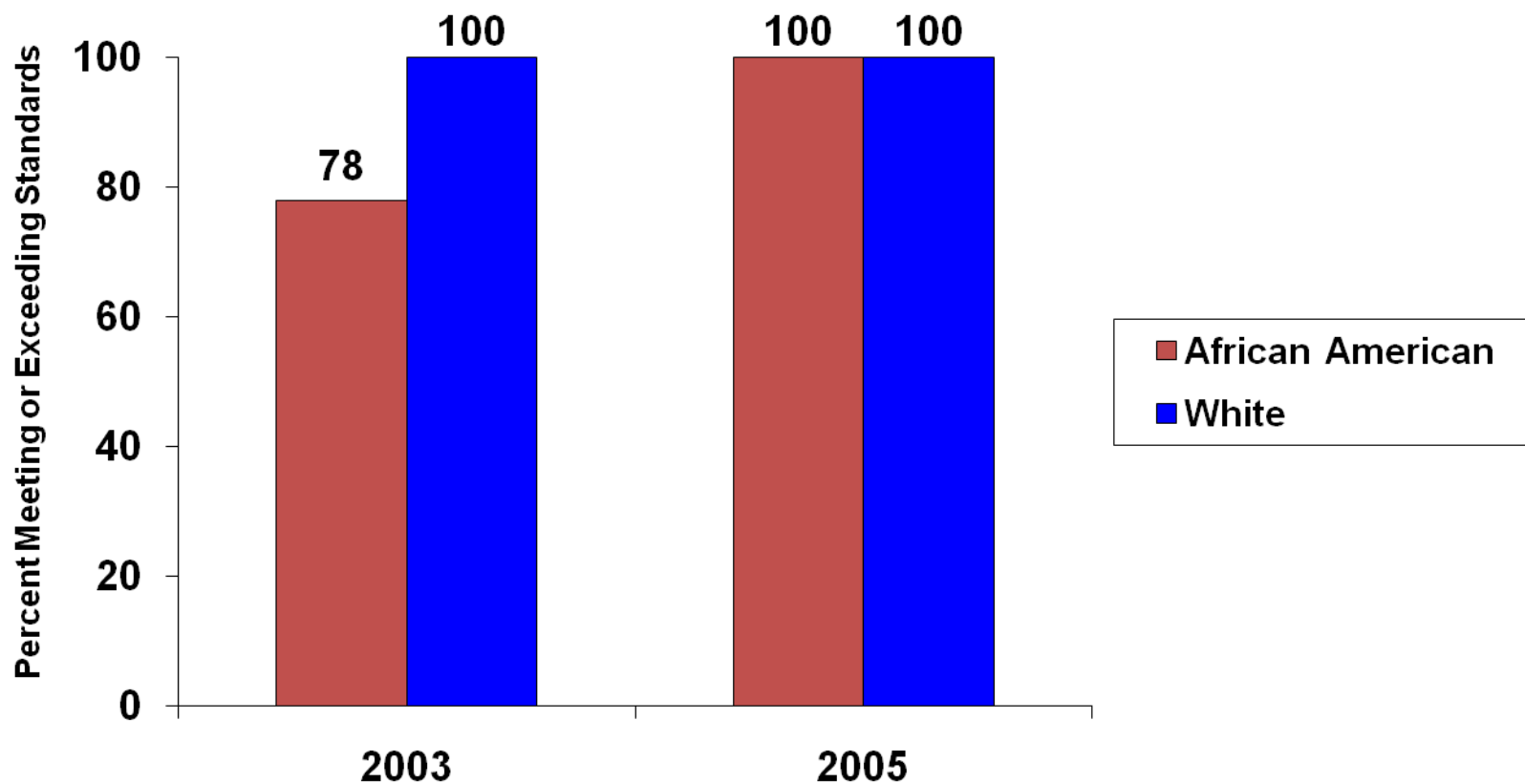
Frankford, Delaware

- 523 students in grades K-5
 - 25% African American
 - 45% Latino
 - 28% White
- 78% Low-Income
- 29% ELL



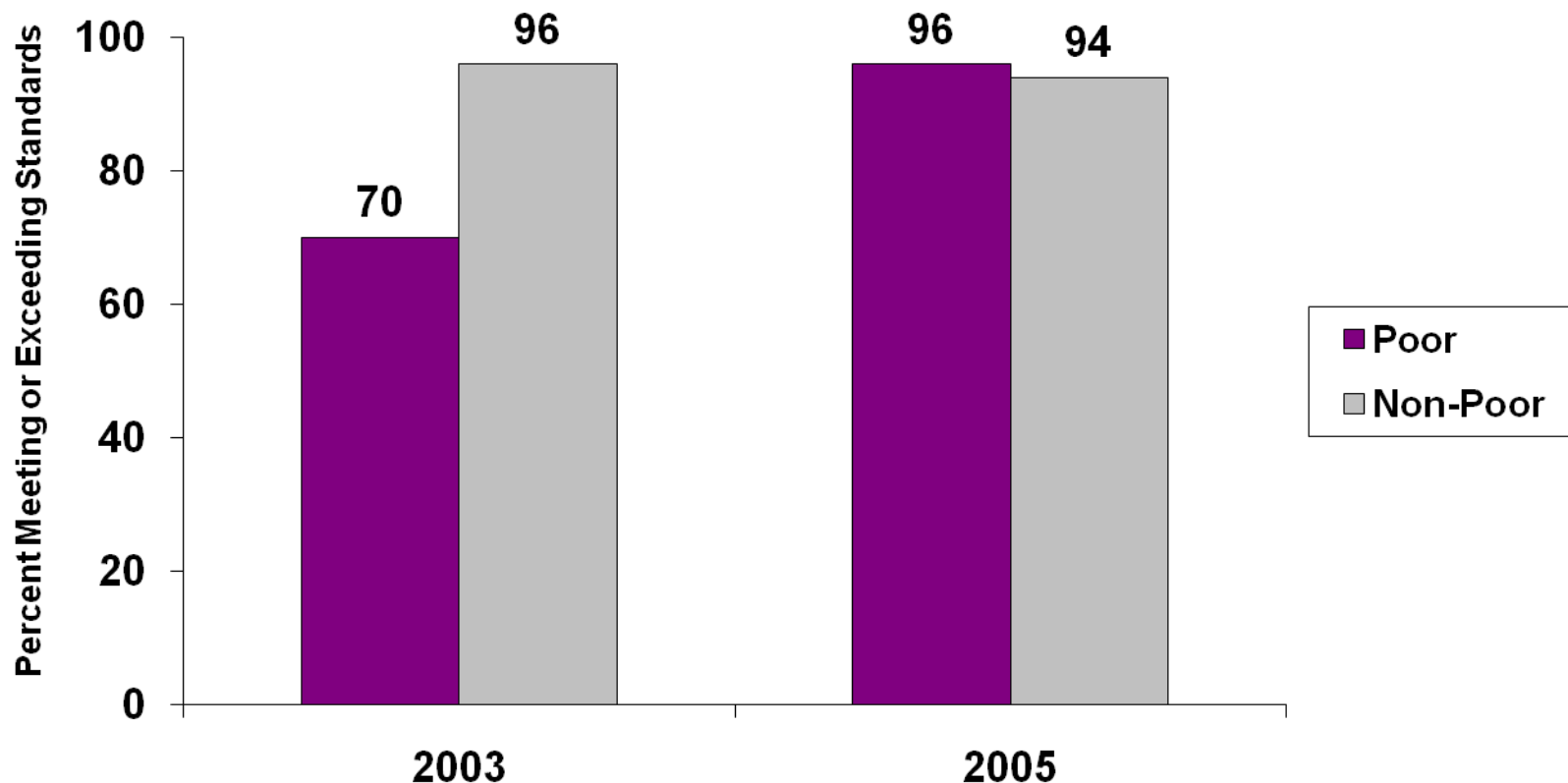
Frankford Elementary

Closing Gaps, Grade 5 Reading



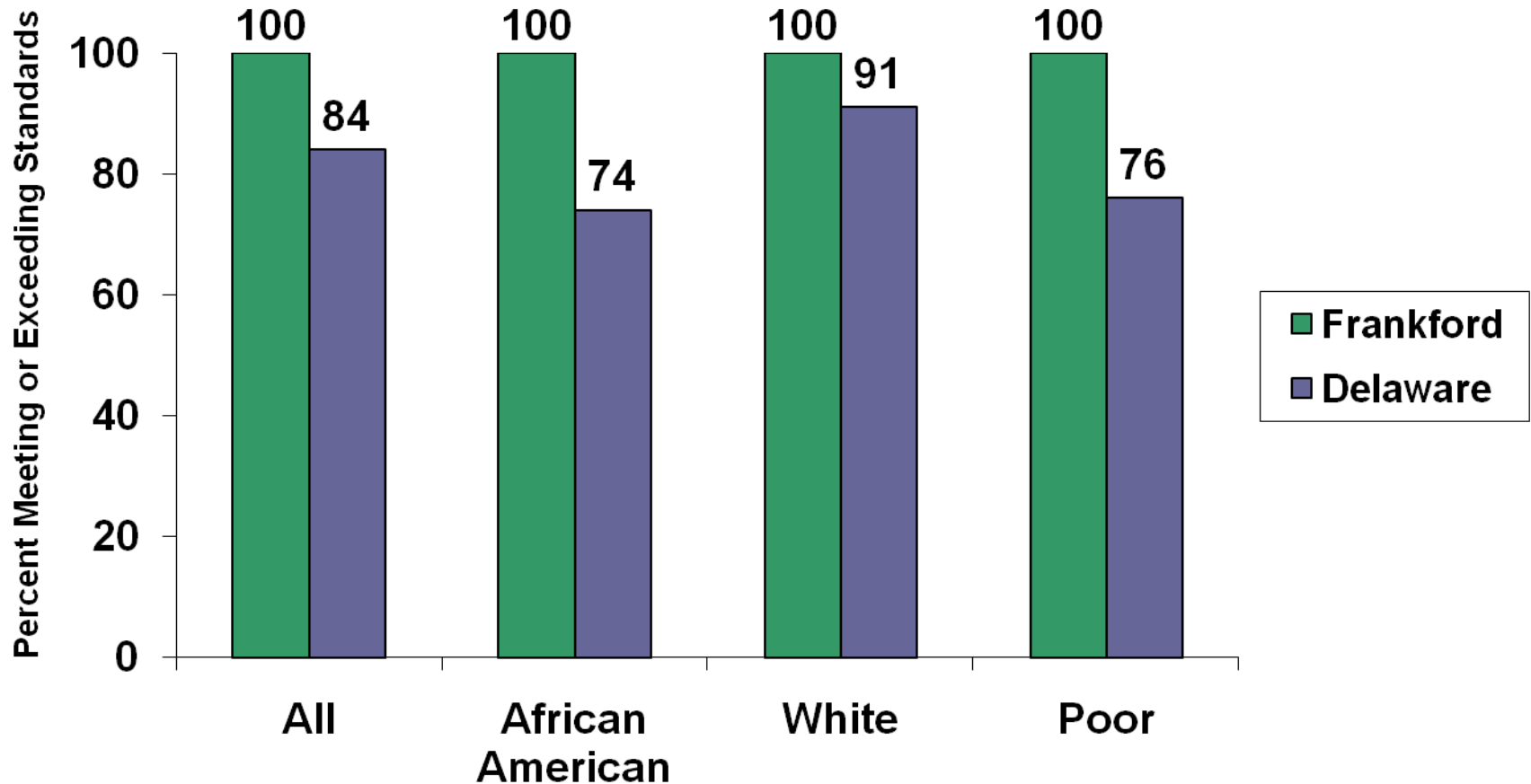
Frankford Elementary

Closing Gaps, Grade 5 Math



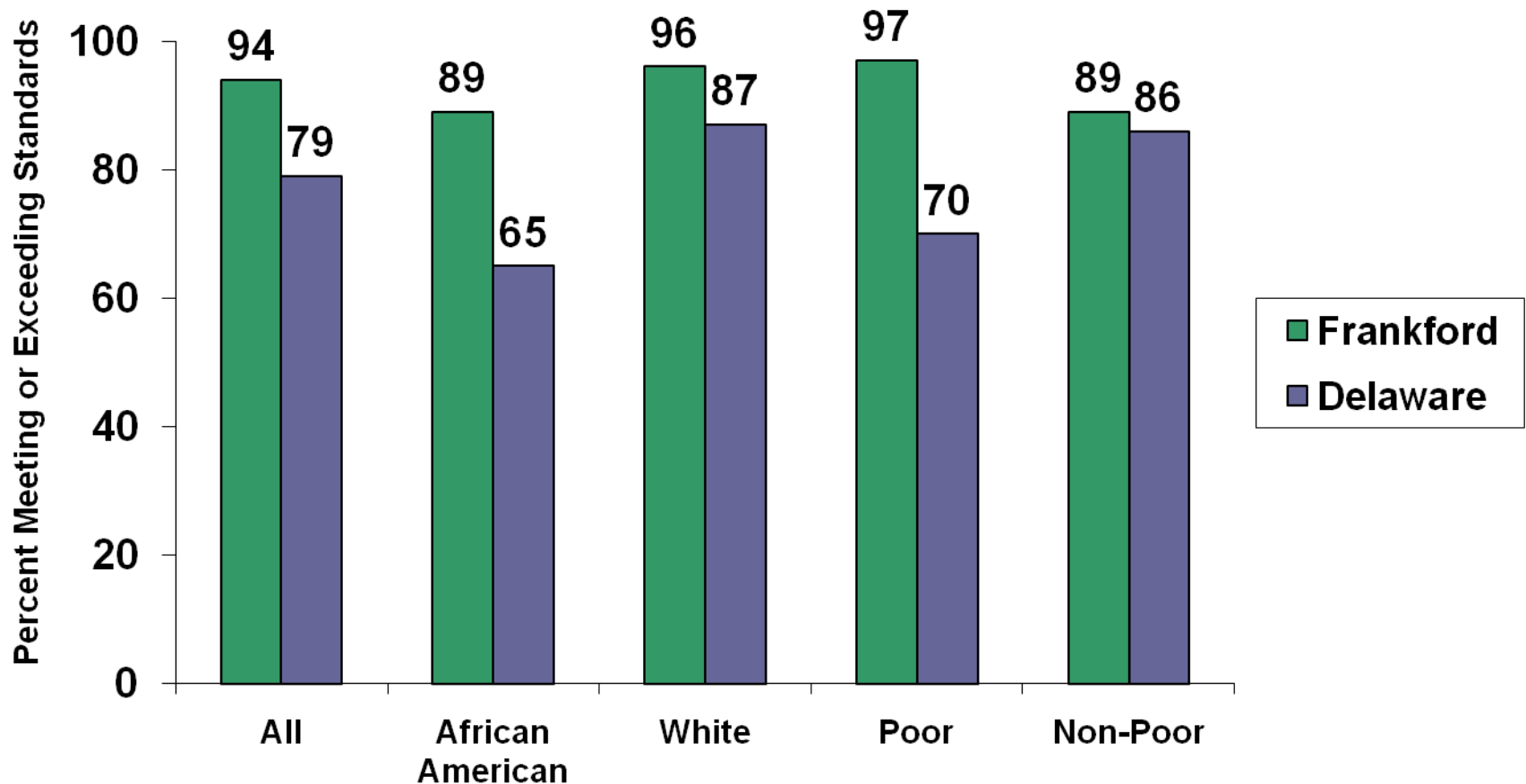
Frankford Elementary

Higher Proficiency Rates than the State, 2005 Grade 3 Reading



Frankford Elementary

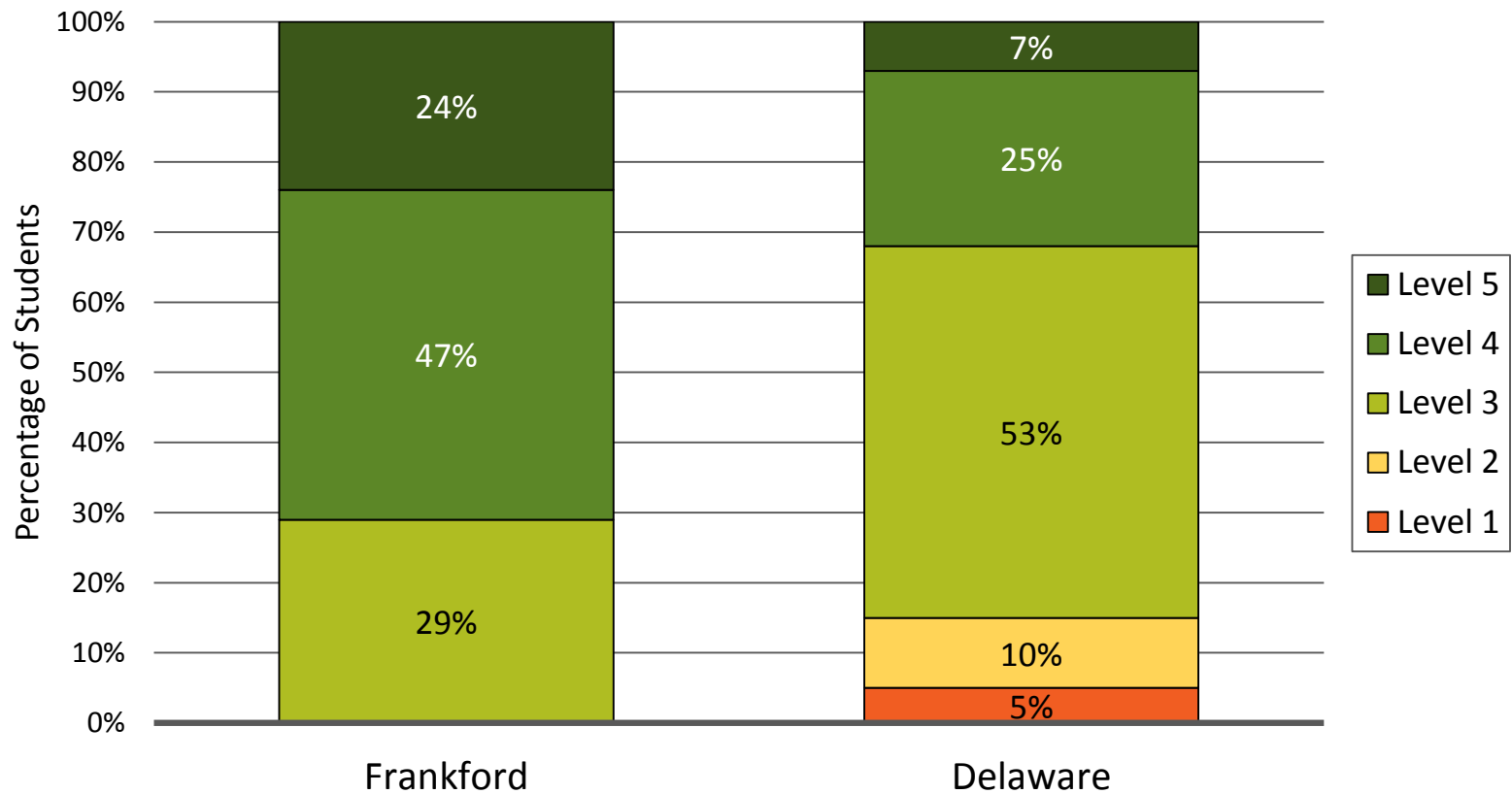
Higher Proficiency Rates than the State, 2005 Grade 3 Math



2005 DTM
Award
Winner

Exceeding Standards at Frankford Elementary

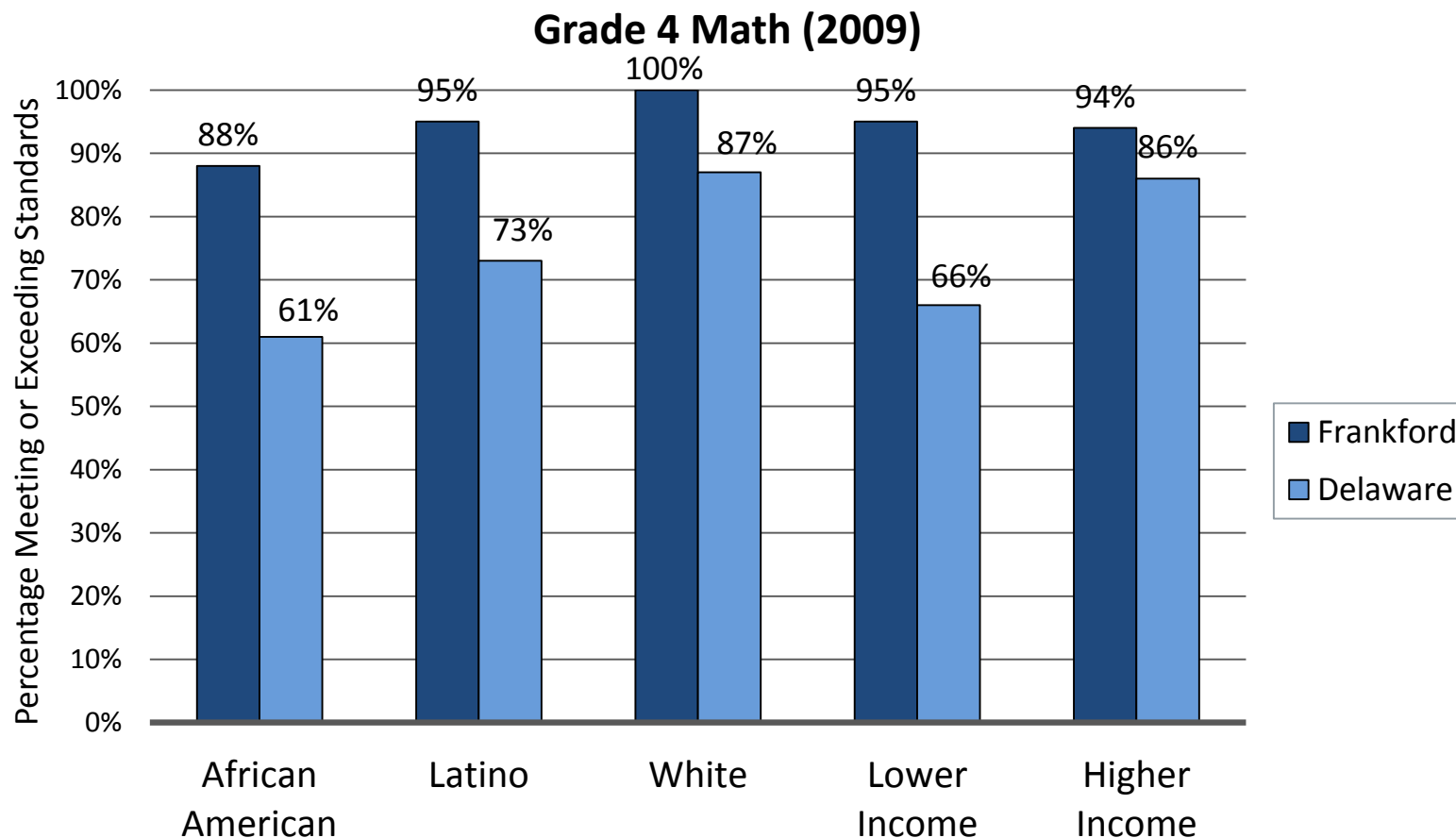
Latino Students – Grade 5 Reading (2009)



Source: Delaware Department of Education

2005 DTM
Award
Winner

All Groups of Students Achieving at Frankford Elementary



Source: Delaware Department of Education

George Hall Elementary School

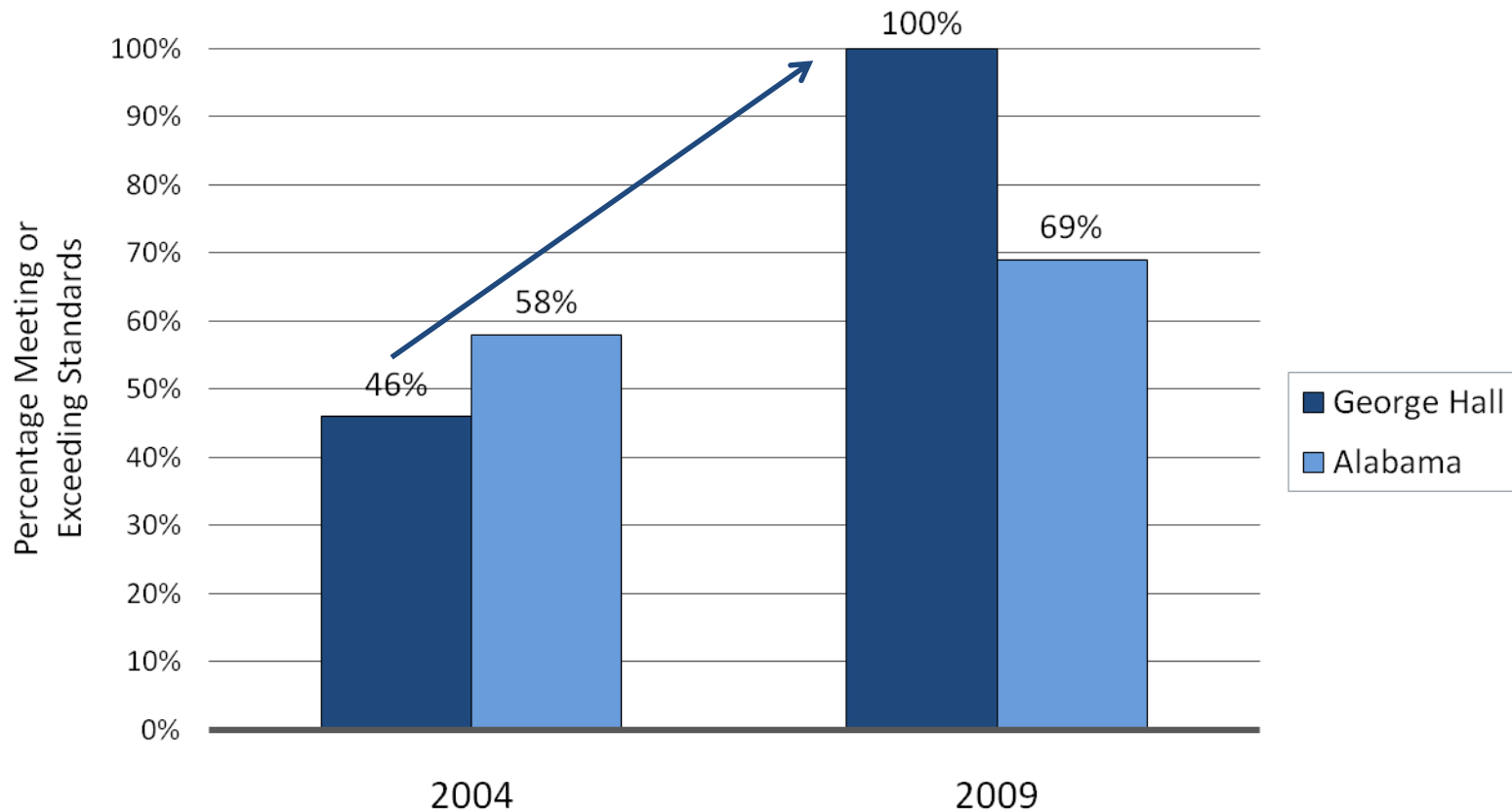
Mobile, AL

- 530 Students
- 100% African American
- 99% Low-Income

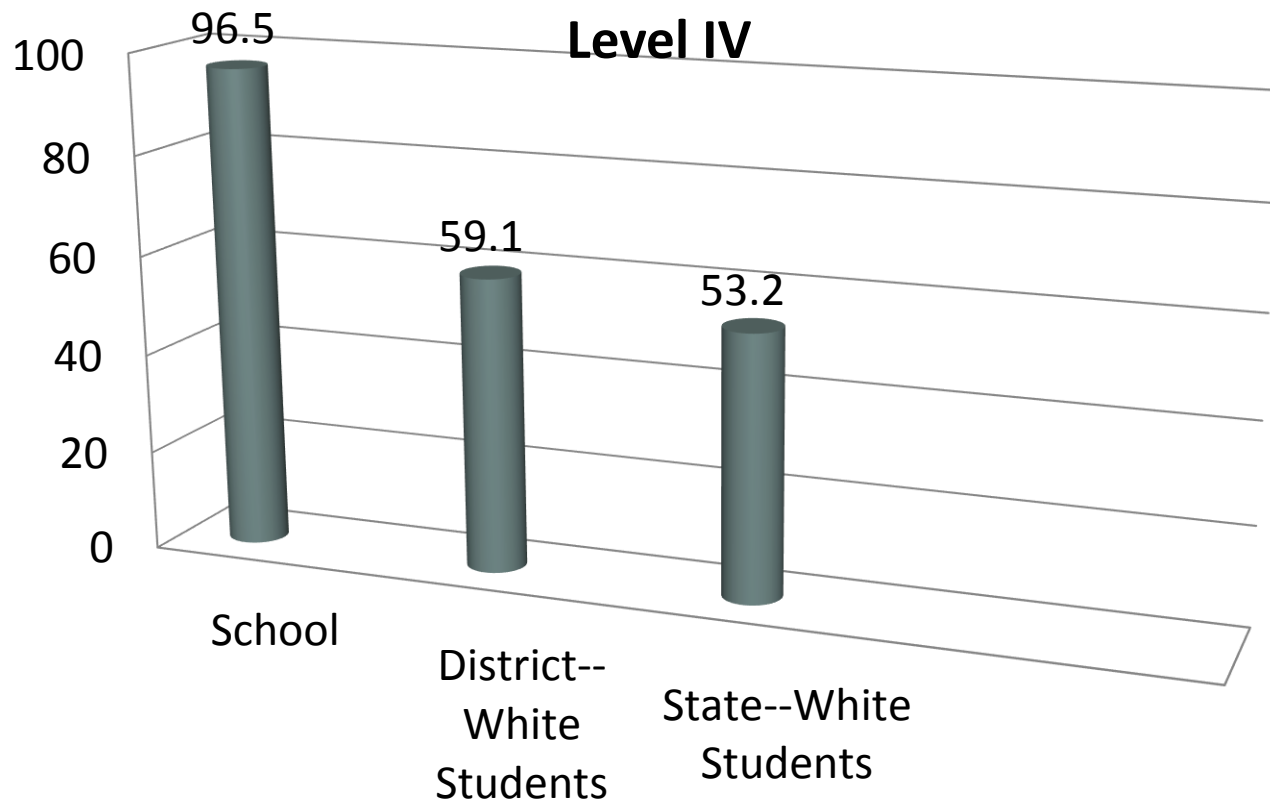
Four years ago, school was lowest performing in the district and among the bottom few in the state. District reconstituted—and restaffed.

Rapid Improvement

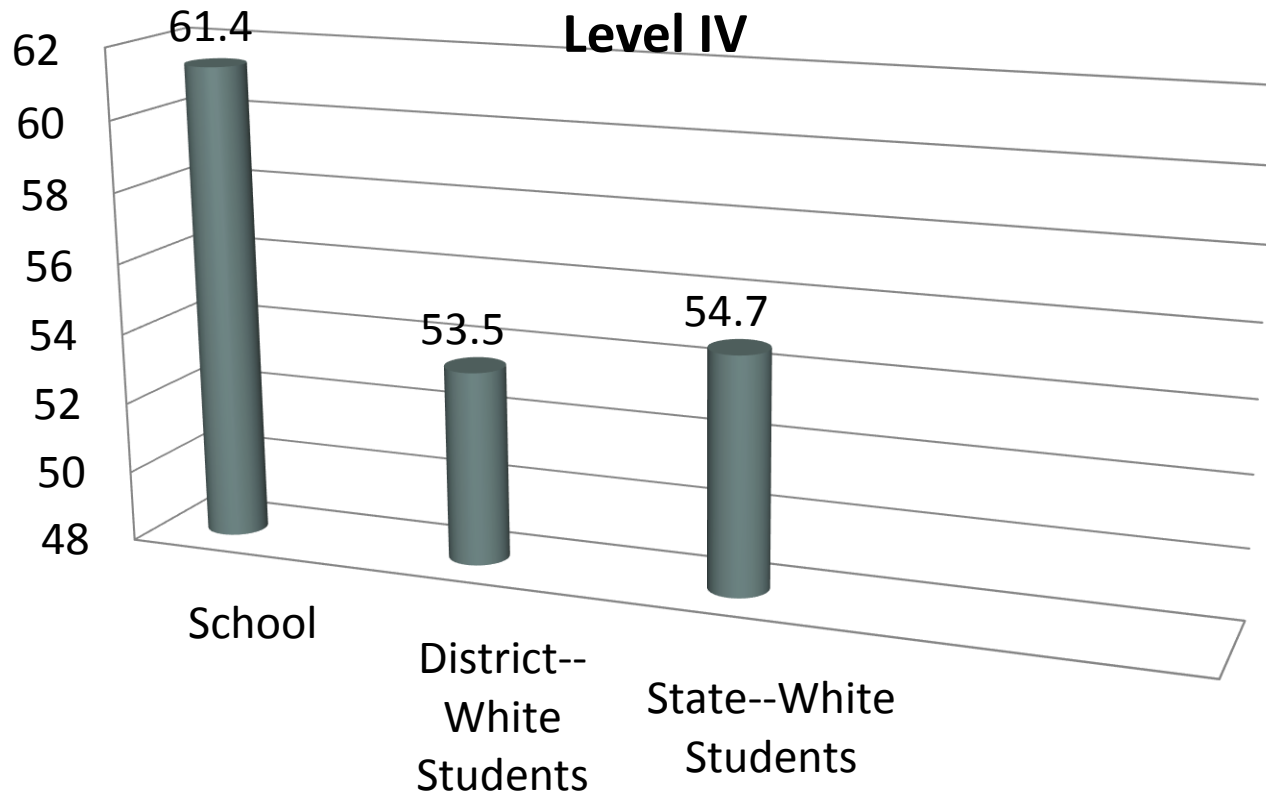
African-American Students – Grade 4 Math



George Hall Elementary, Grade 5 Math 2008



George Hall Elementary, Grade 5 Reading 2008



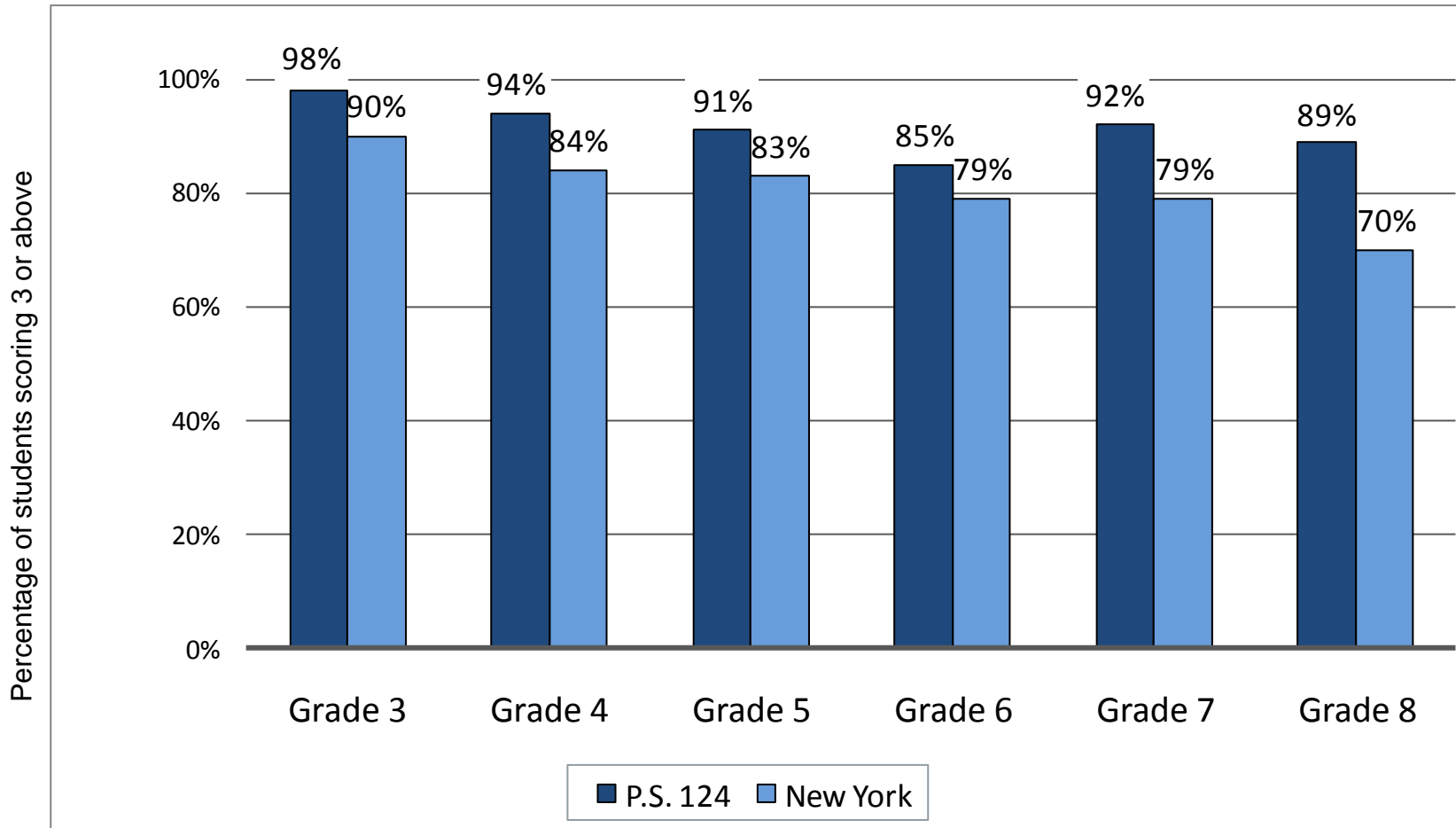
Osmond A. Church School (P.S./M.S. 124)

Queens, New York



- 1,107 students in grades pK-8
 - 36% African American
 - 40% Asian
 - 21% Latino
- 97% low-income (more than double the rate for the state)

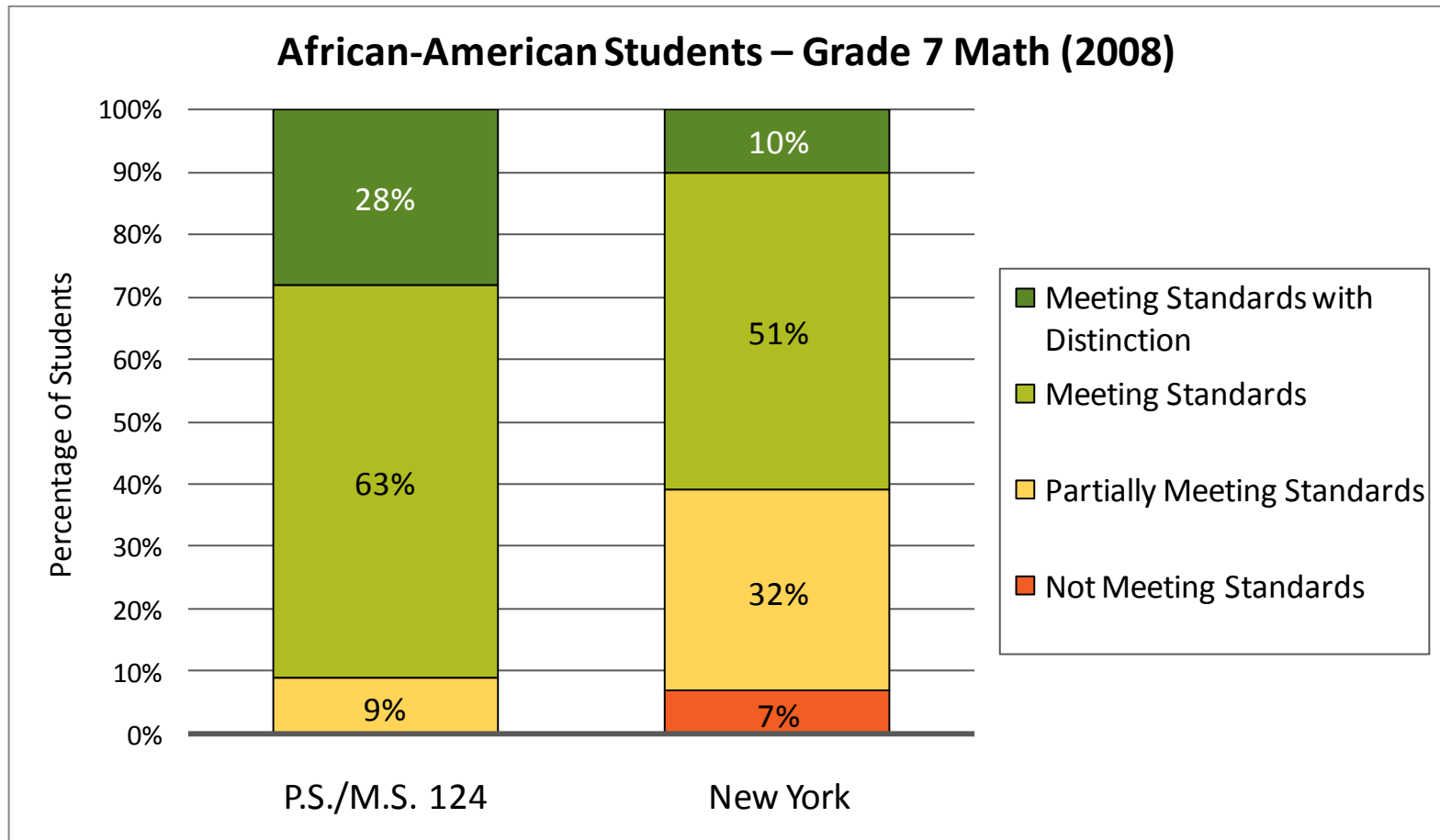
Meeting State Math Standards, 2008



Source: New York Department of Education

P.S./M.S. 124

Meeting and Exceeding Standards



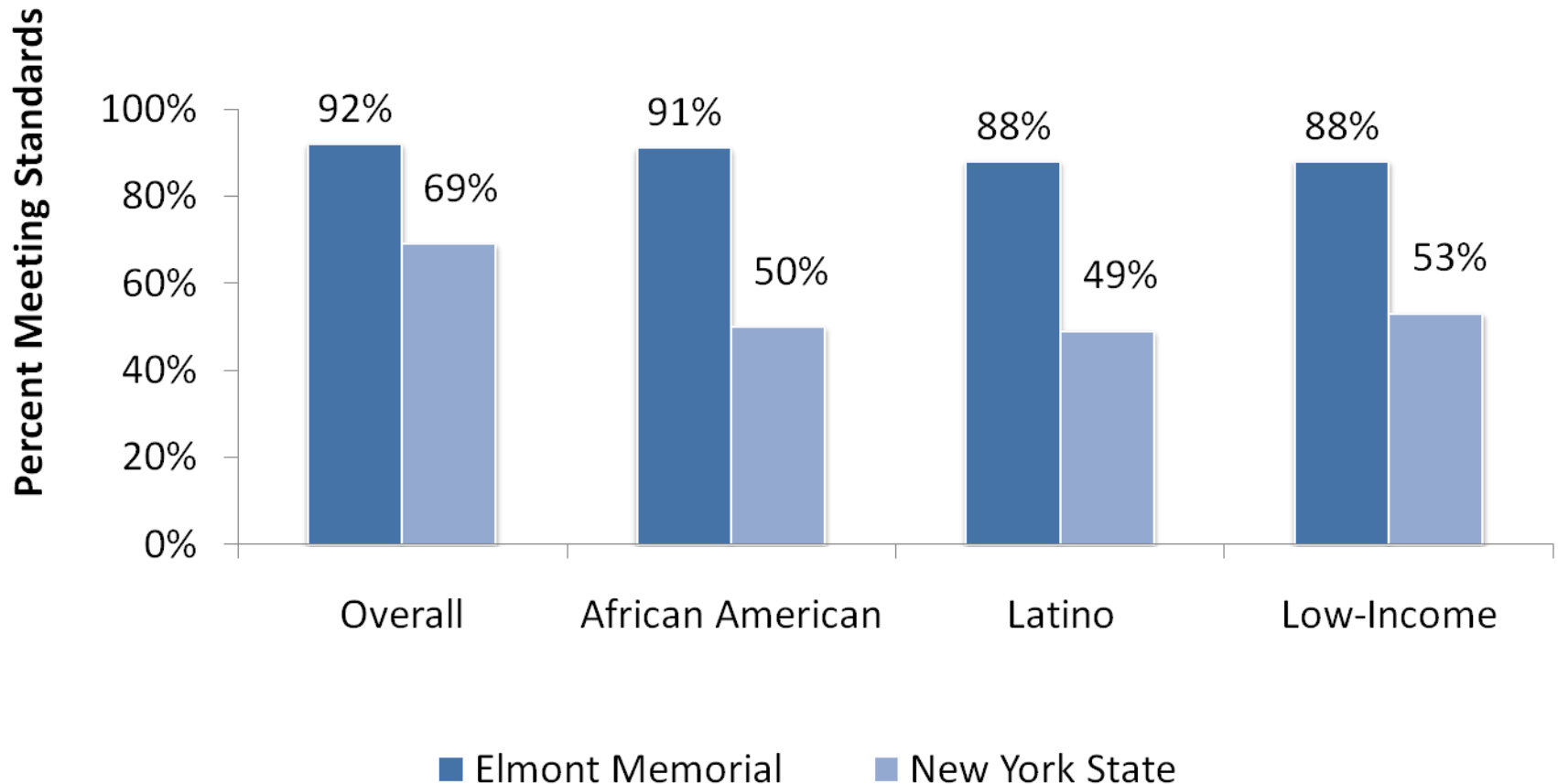
Elmont Memorial Junior-Senior High

Elmont, New York

- 1,880 students in grades 7-12
 - 76% African American
 - 14% Latino
- 28% Low-Income

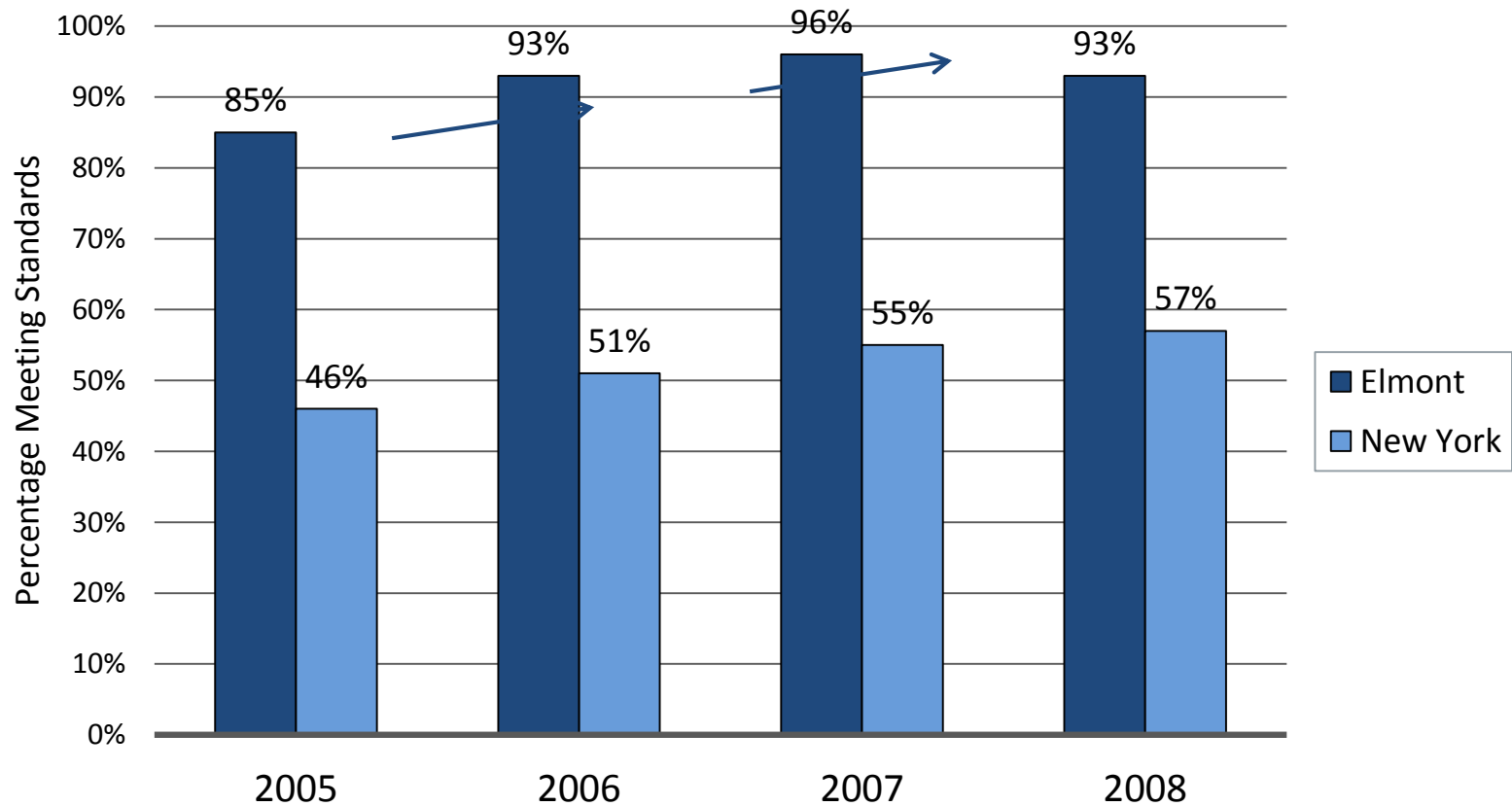


Elmont: Out-Performing the State Secondary-Level English



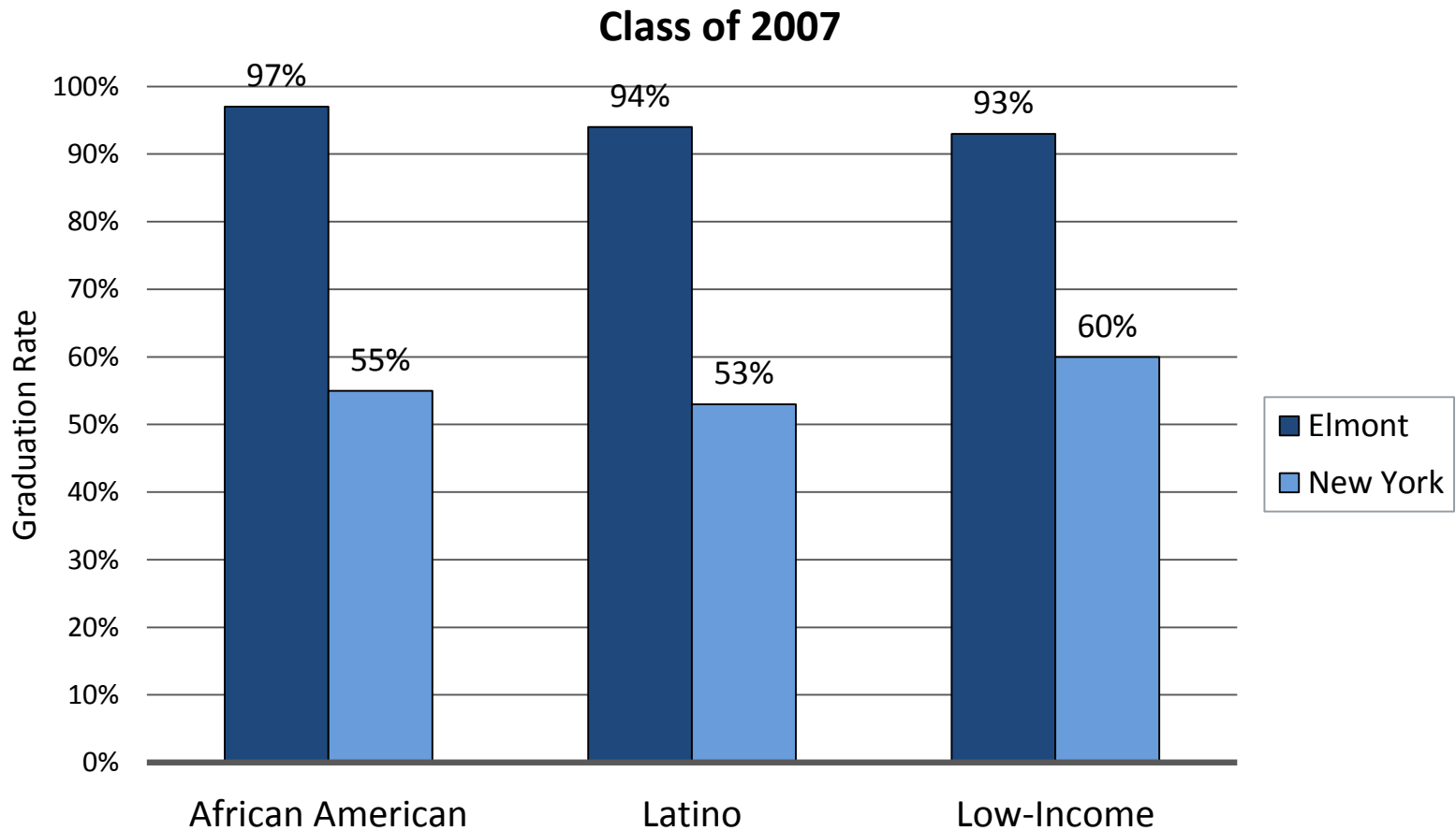
Improvement and High Performance at Elmont Memorial Junior-Senior High

African-American Students – Secondary-Level Math



Source: New York Department of Education

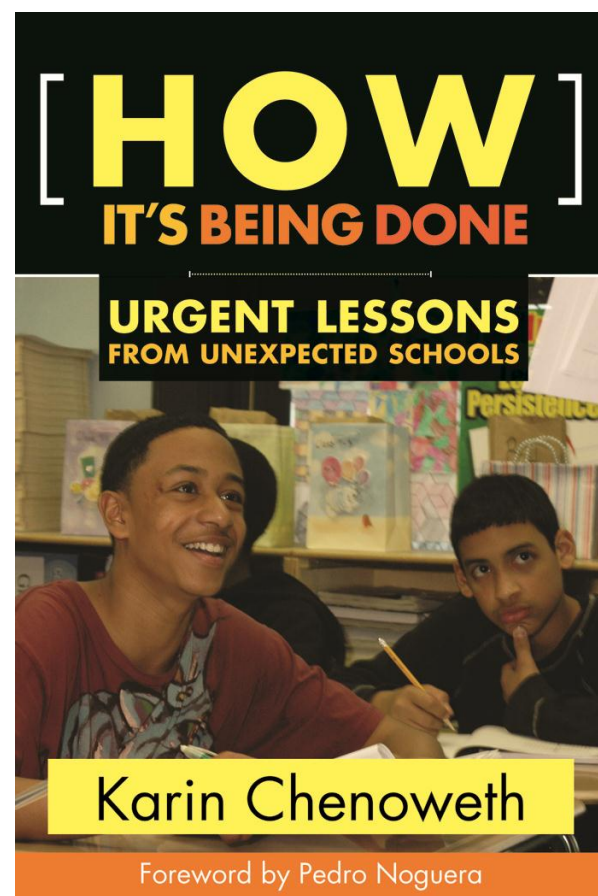
More Students Graduate at Elmont Memorial Junior-Senior High



Source: New York Department of Education



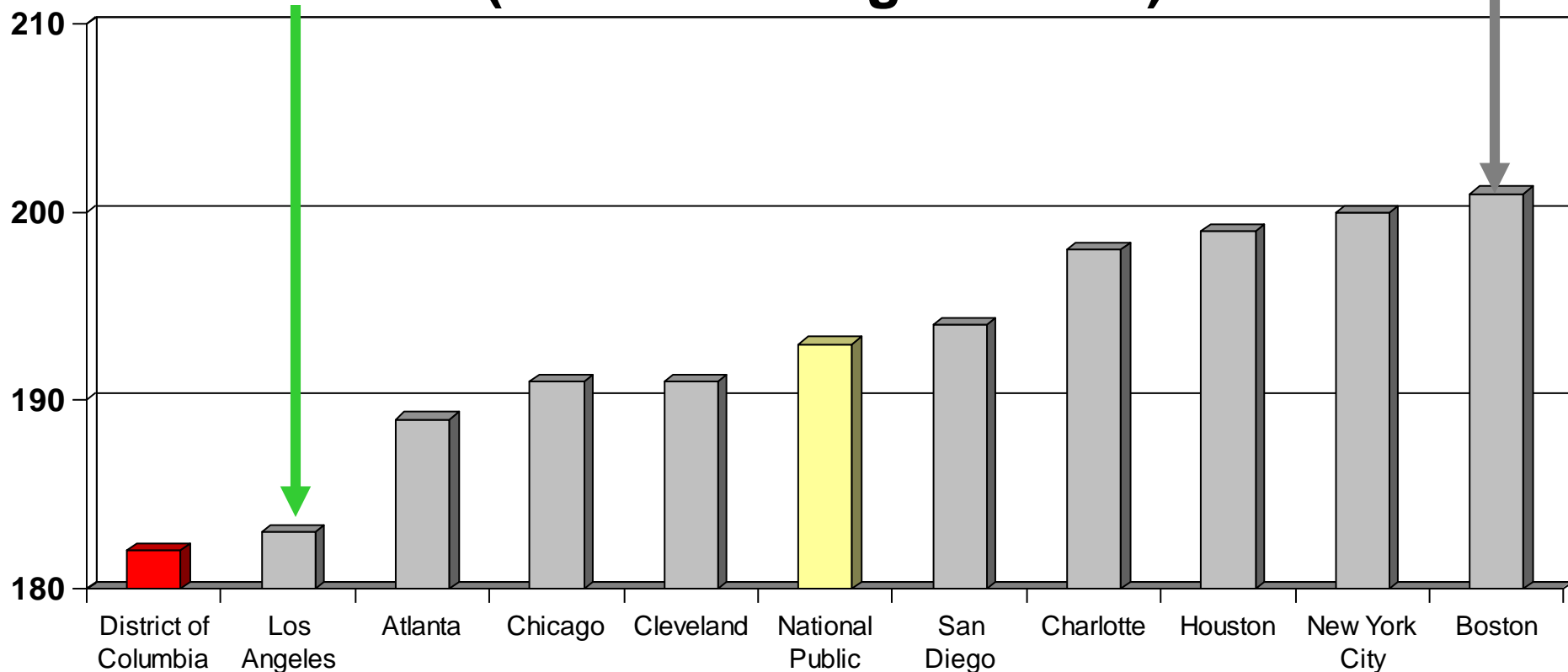
Available at
Harvard
Education Press
(www.hepg.org)
or Amazon.com



Source:

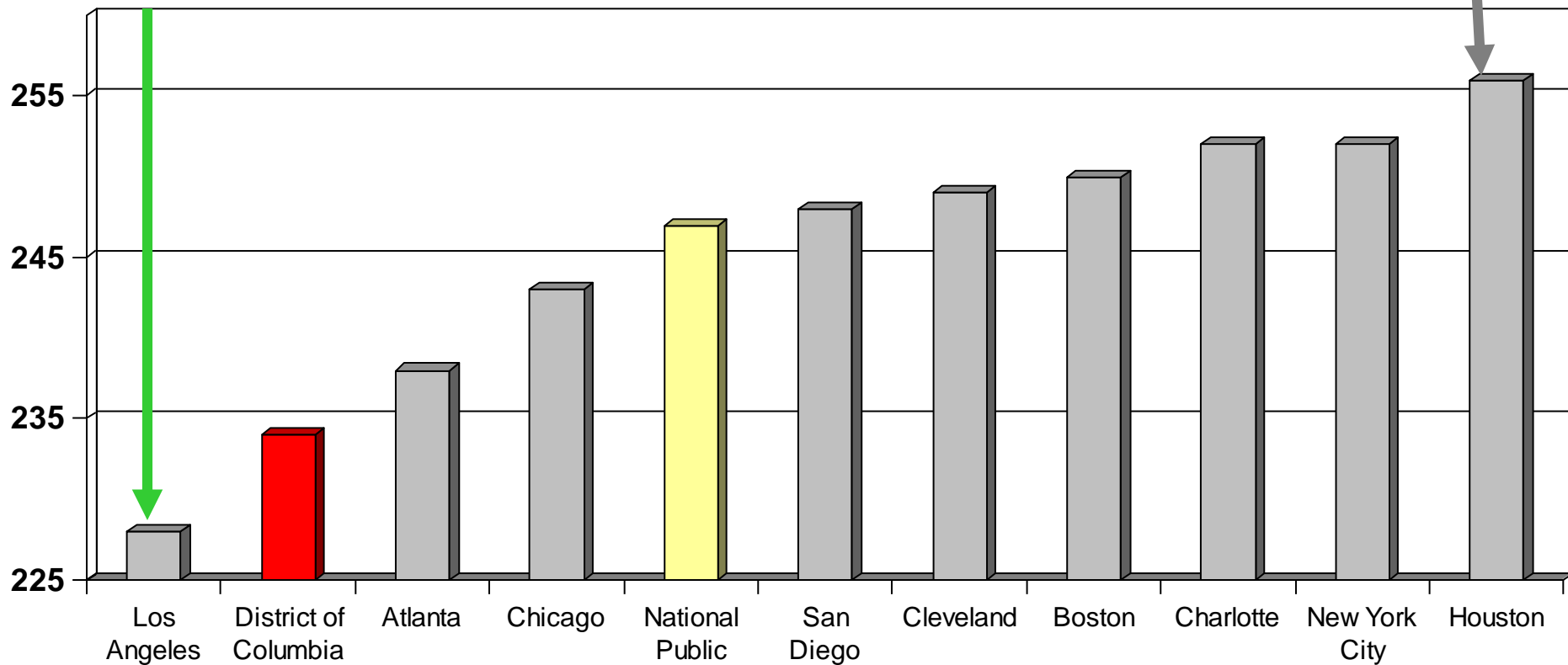
Very big differences at district level,
too—even in the performance of the
“same” group of students.

Low-Income African American Students do Better in Some Districts (NAEP Reading 4th 2003)



*** There is a 19 point gap between Poor African American 4th graders in the District of Columbia and Boston (roughly equivalent to 2 years' worth of learning)**

Low-Income African American Students do Better in Some Districts (NAEP Math 8th 2003)



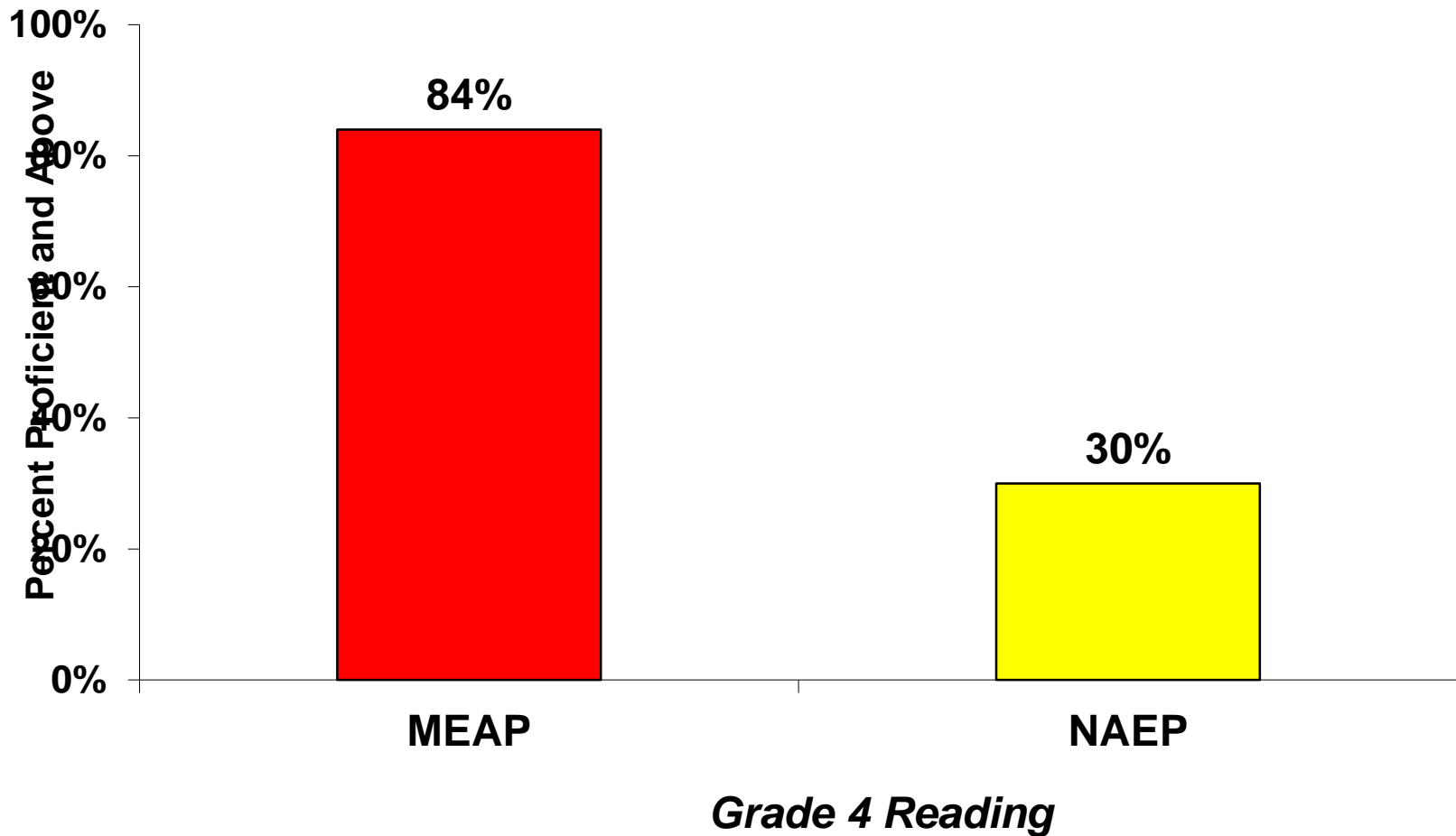
*** There is a 28 point gap between Poor African American 8th graders in Los Angeles and Houston (roughly equivalent to 3 years' worth of learning)**

Bottom Line:

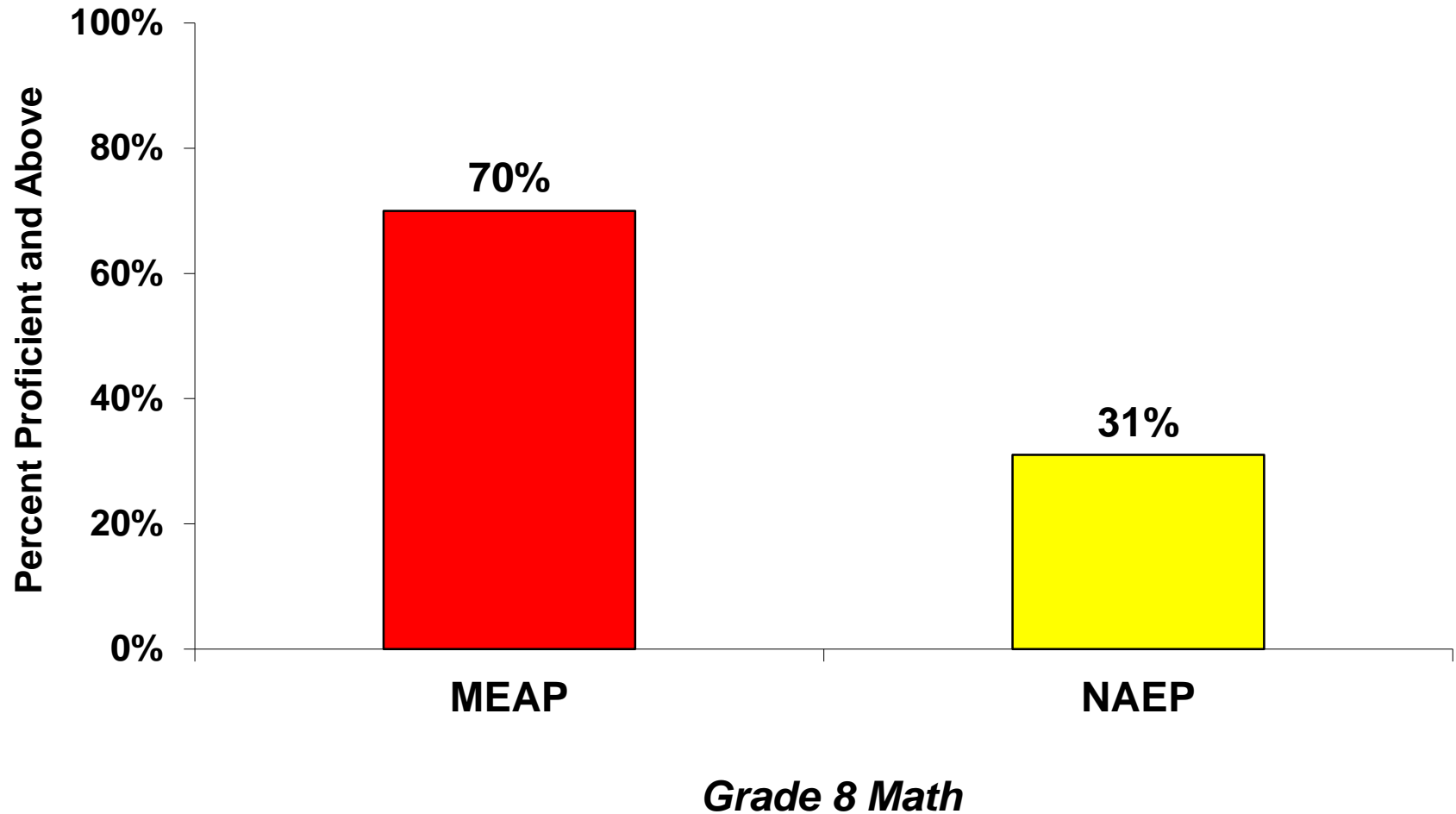
At every level of education,
what we do matters a lot!

So where does Michigan fit?

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



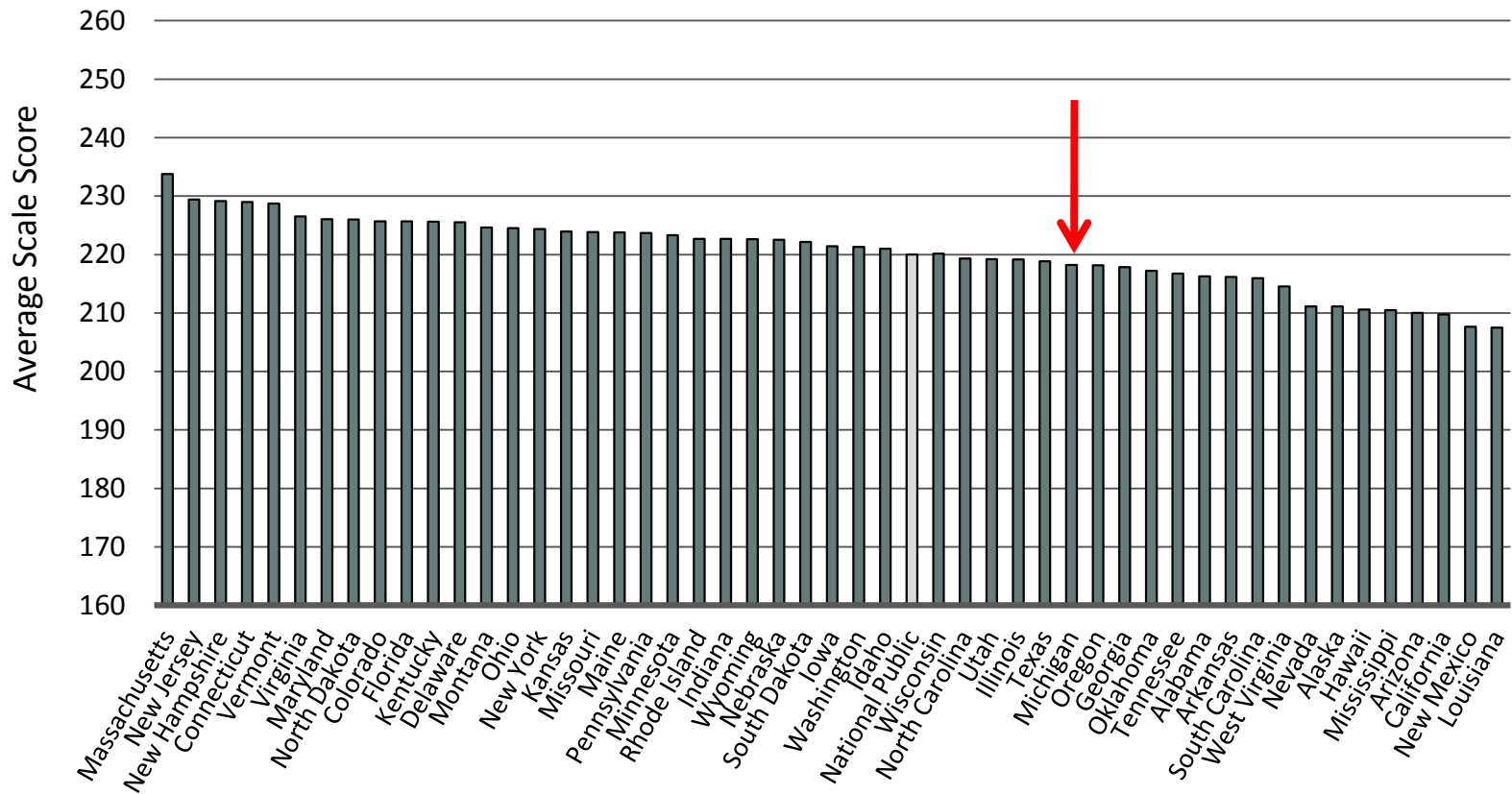
Michigan: Student Performance on State Exams vs. National Assessment Grade 8 Math 2009



Compared with other states?

Average Overall Scale Scores by State

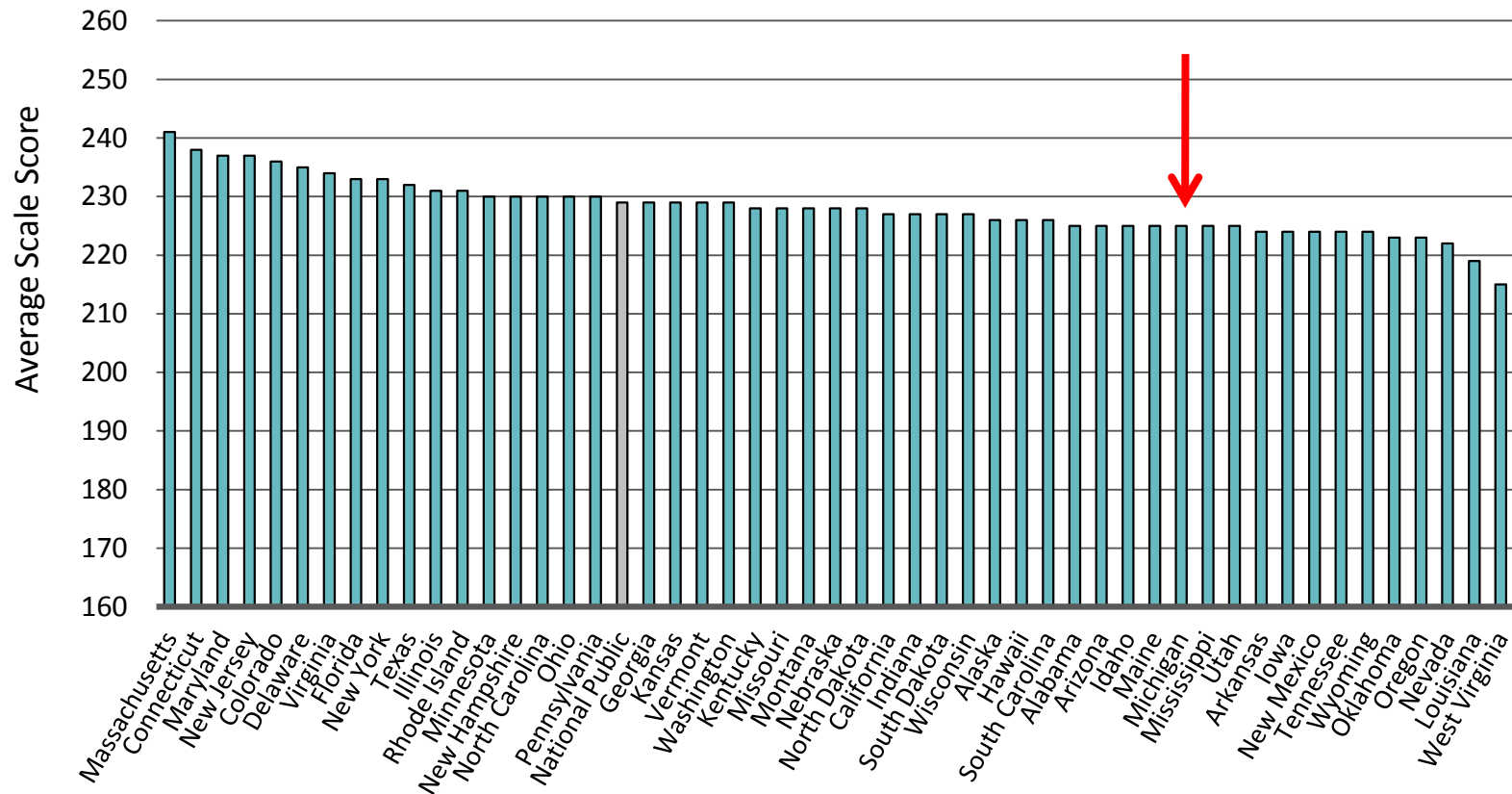
Grade 4 – NAEP Reading (2009)



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

Average White Scale Scores by State

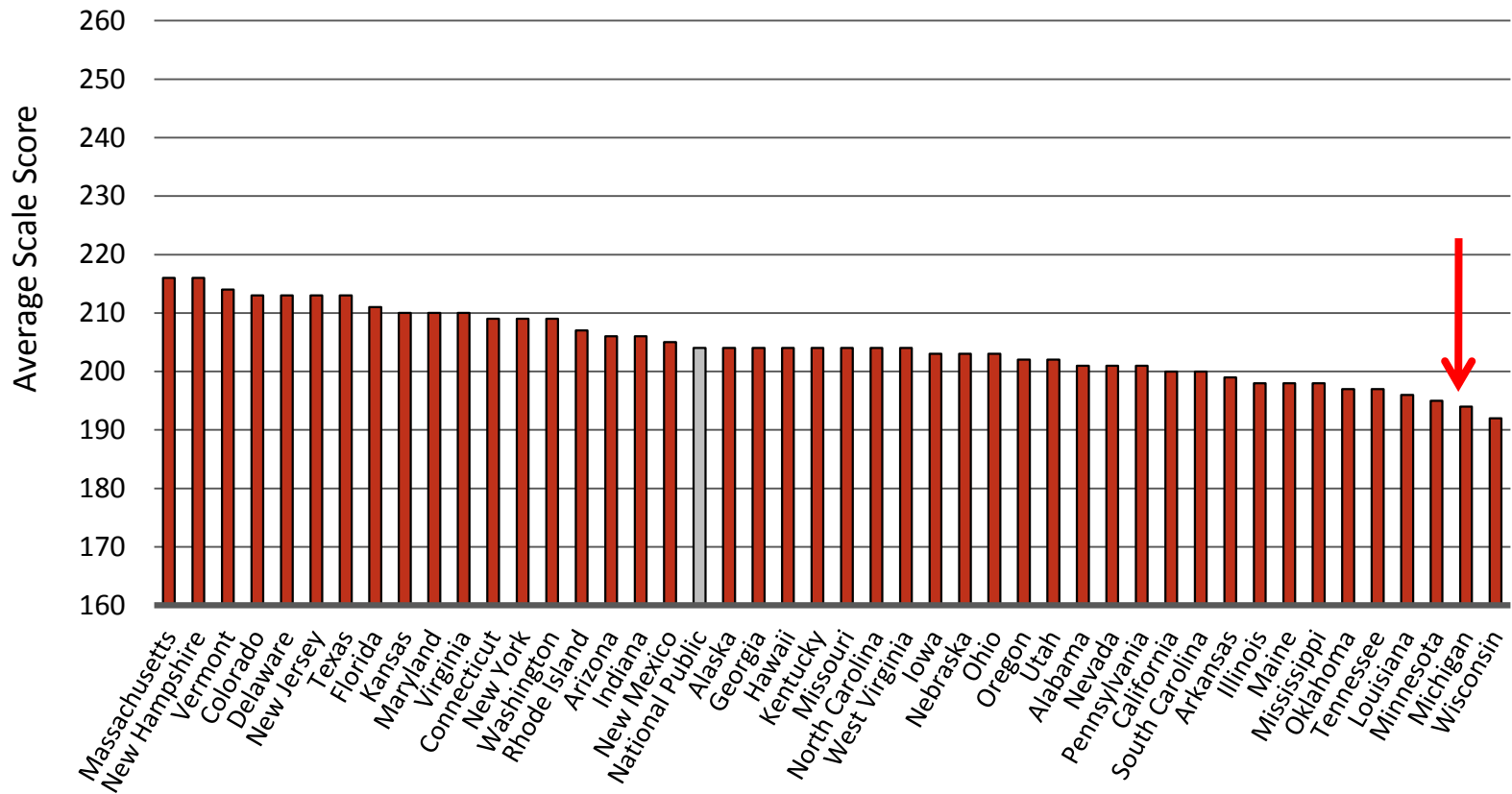
Grade 4 – NAEP Reading (2009)



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

Average African-American Scale Scores by State

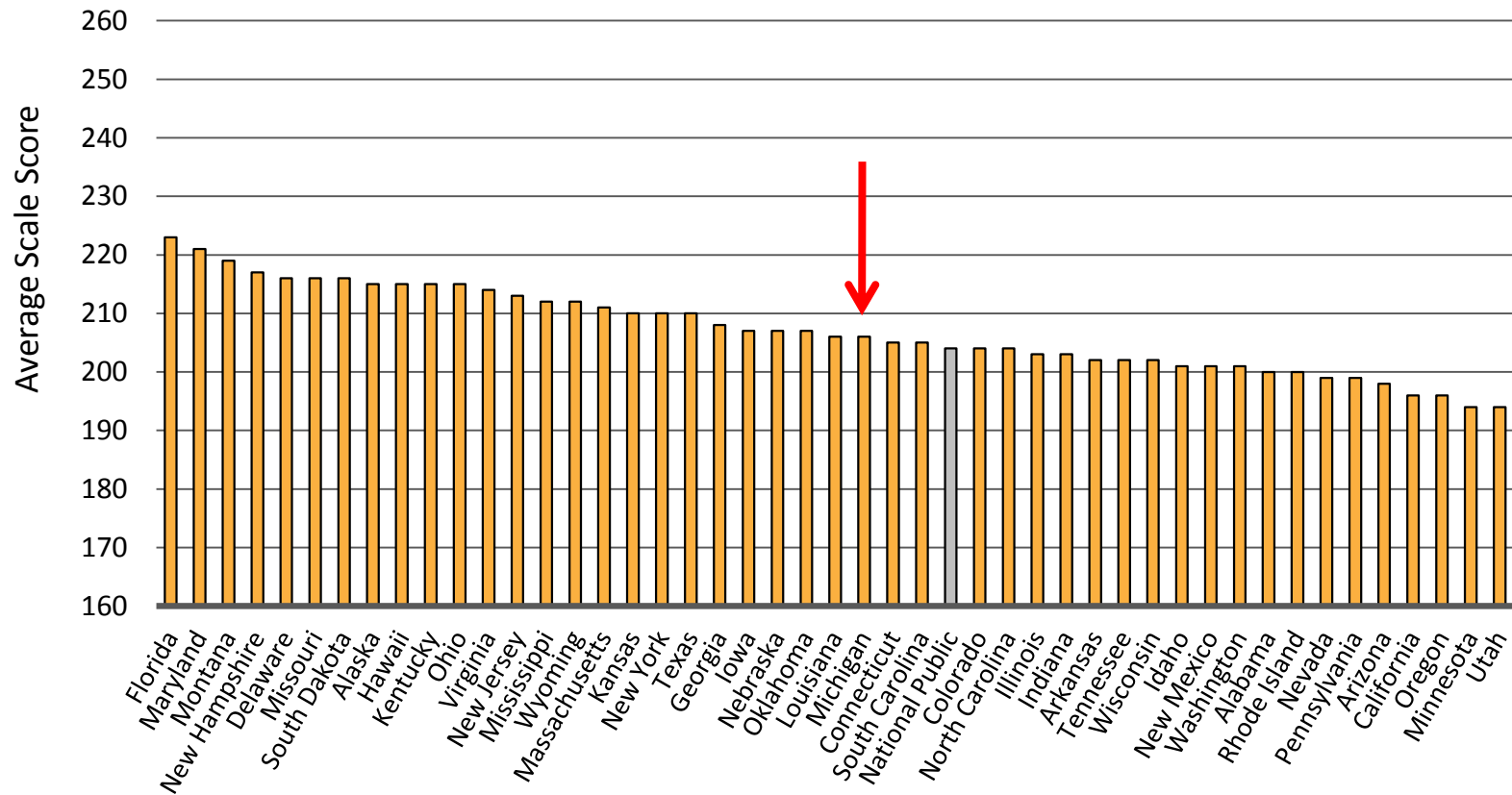
Grade 4 – NAEP Reading (2009)



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

Average Latino Scale Scores by State

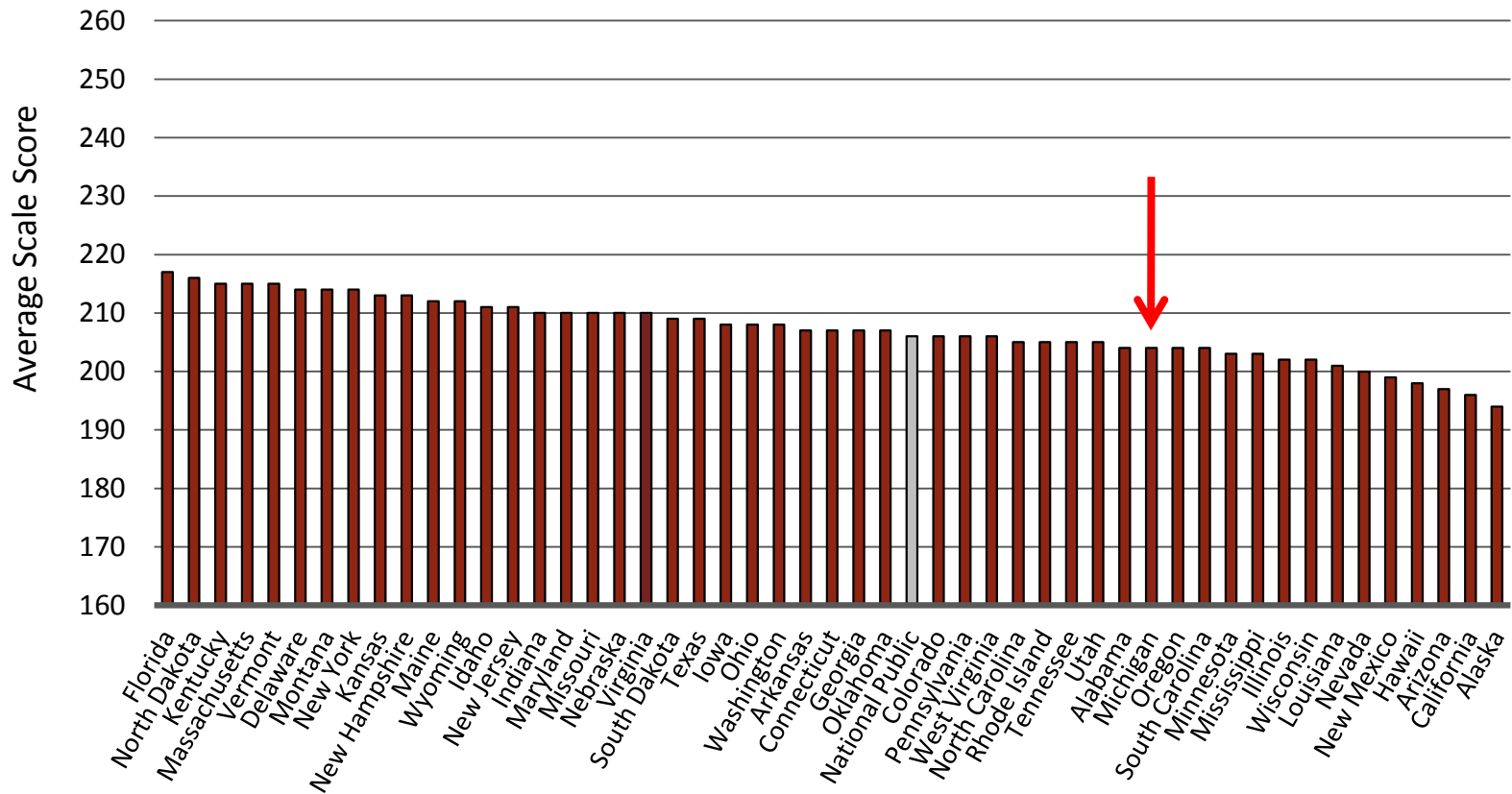
Grade 4 – NAEP Reading (2009)



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

Average Low-Income Scale Scores by State

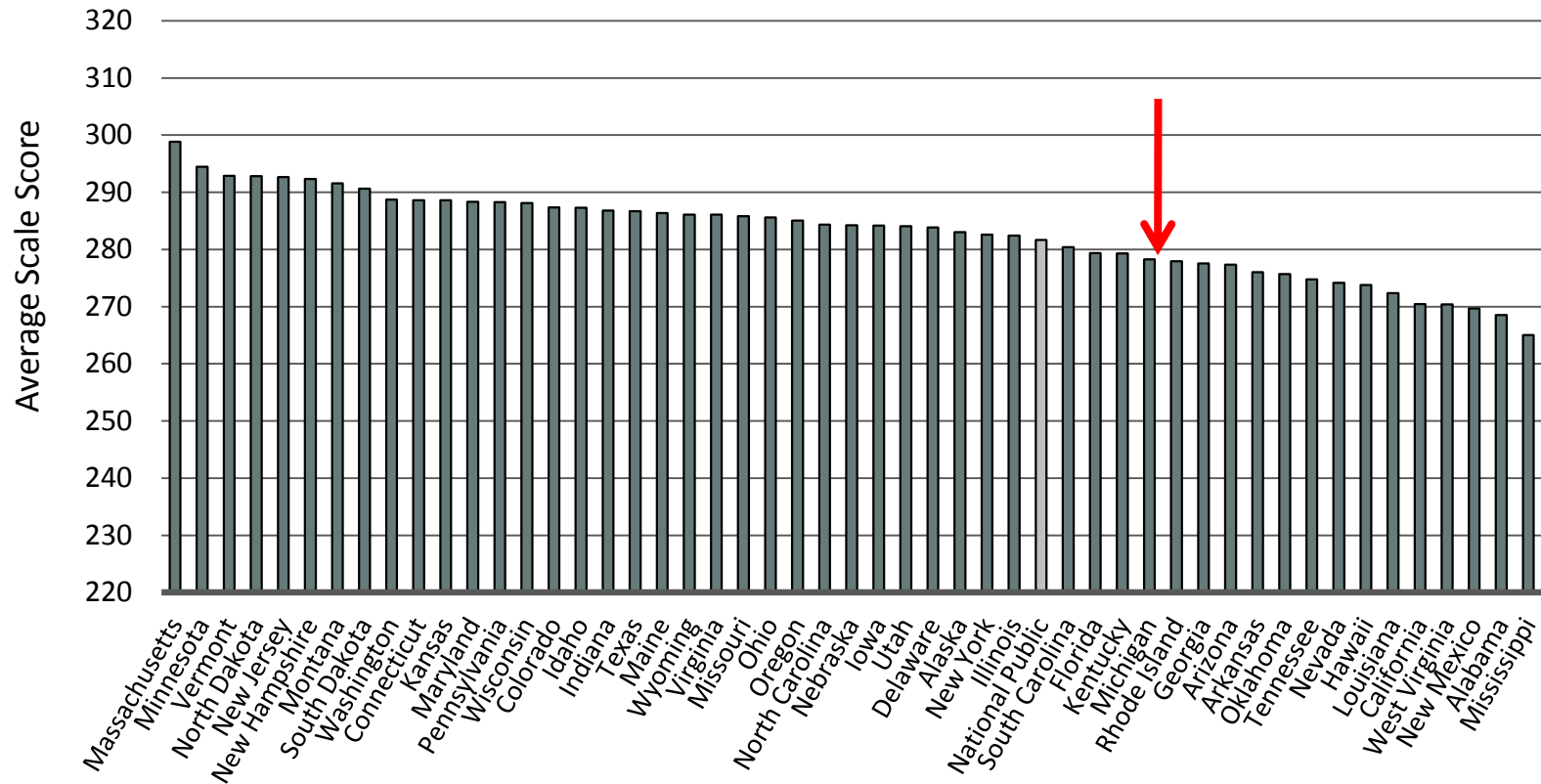
Grade 4 – NAEP Reading (2009)



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

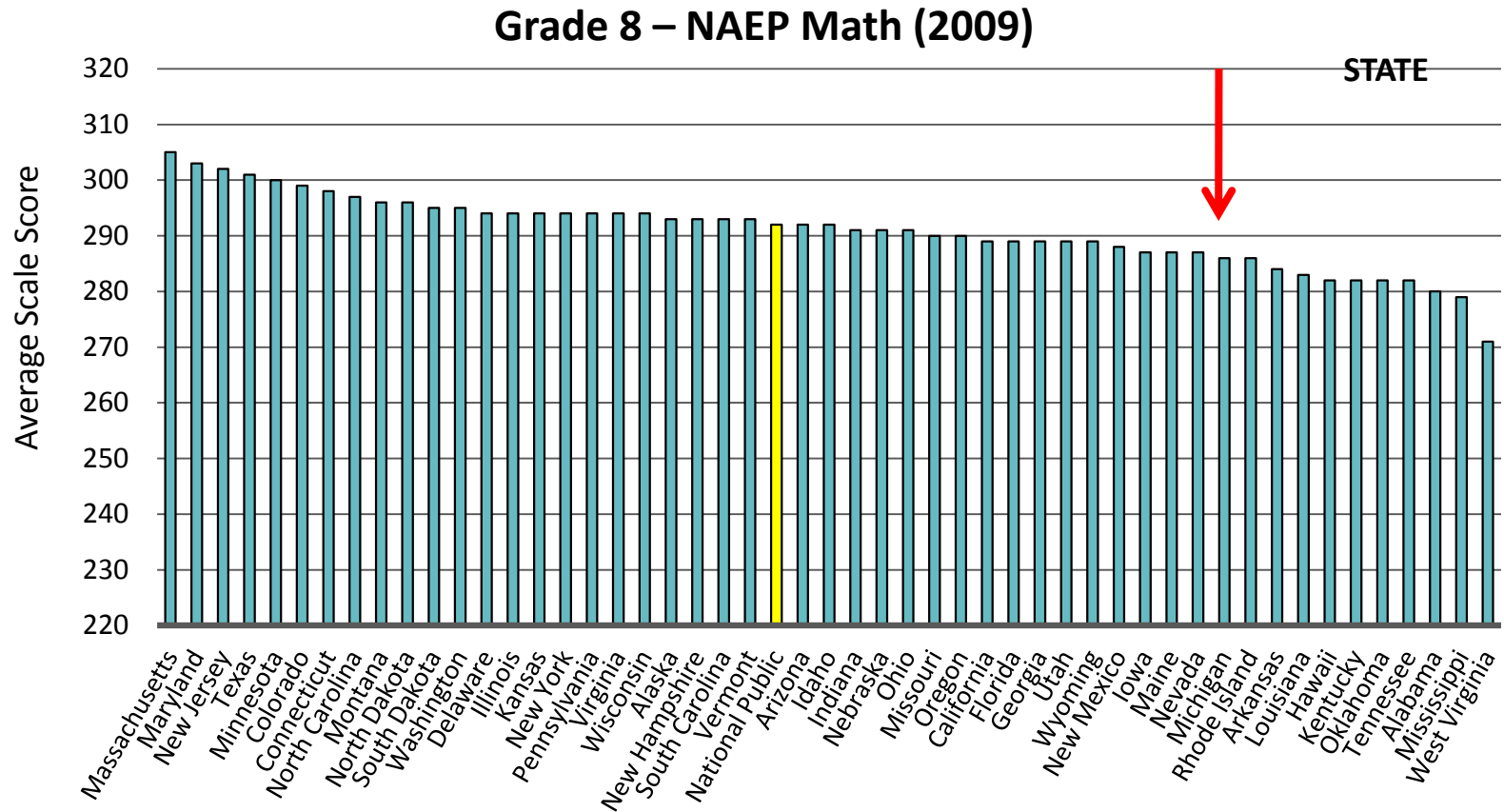
Average Overall Scale Scores by State

Grade 8 – NAEP Math (2009)



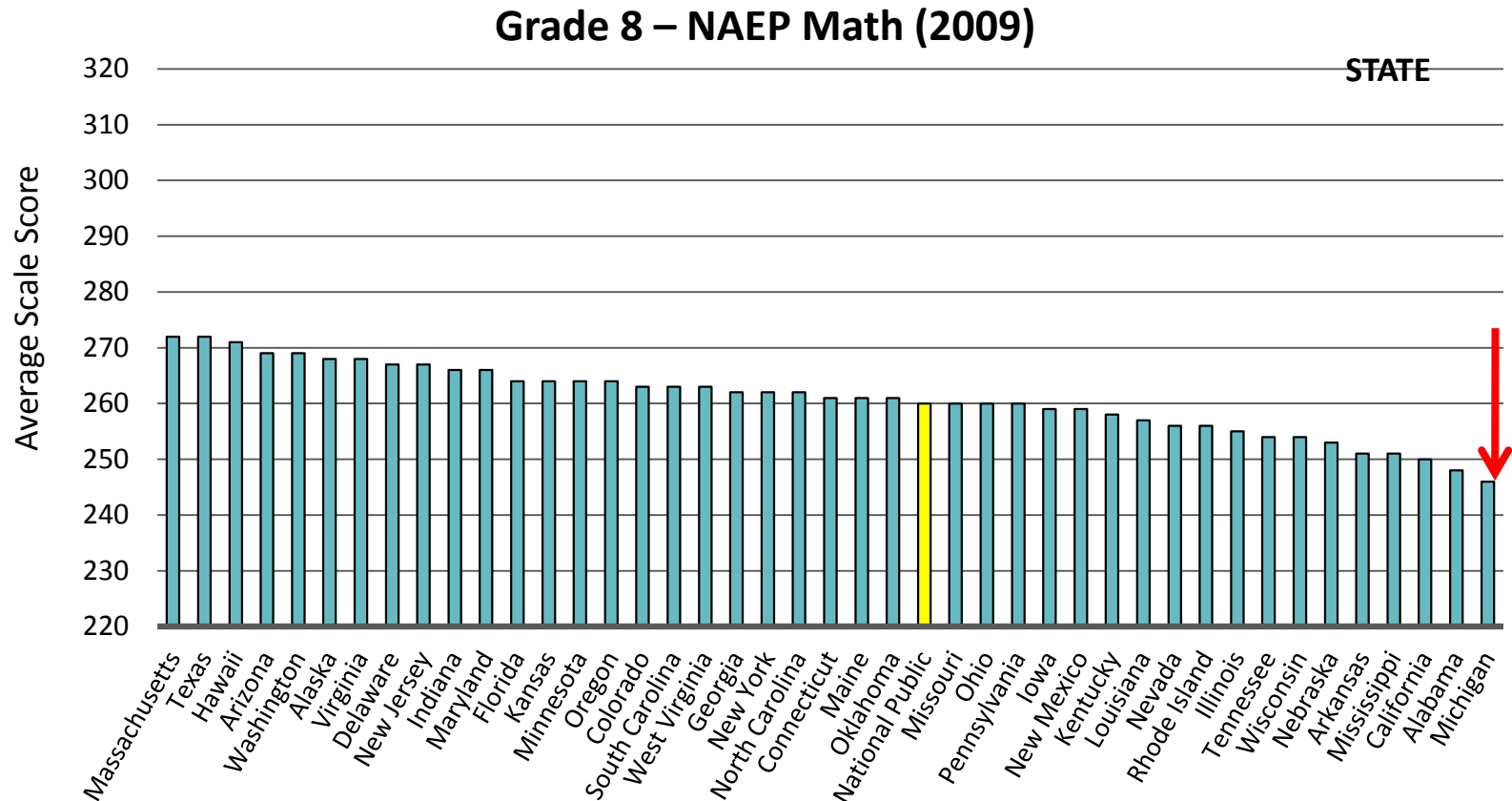
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Average White Scale Scores by State



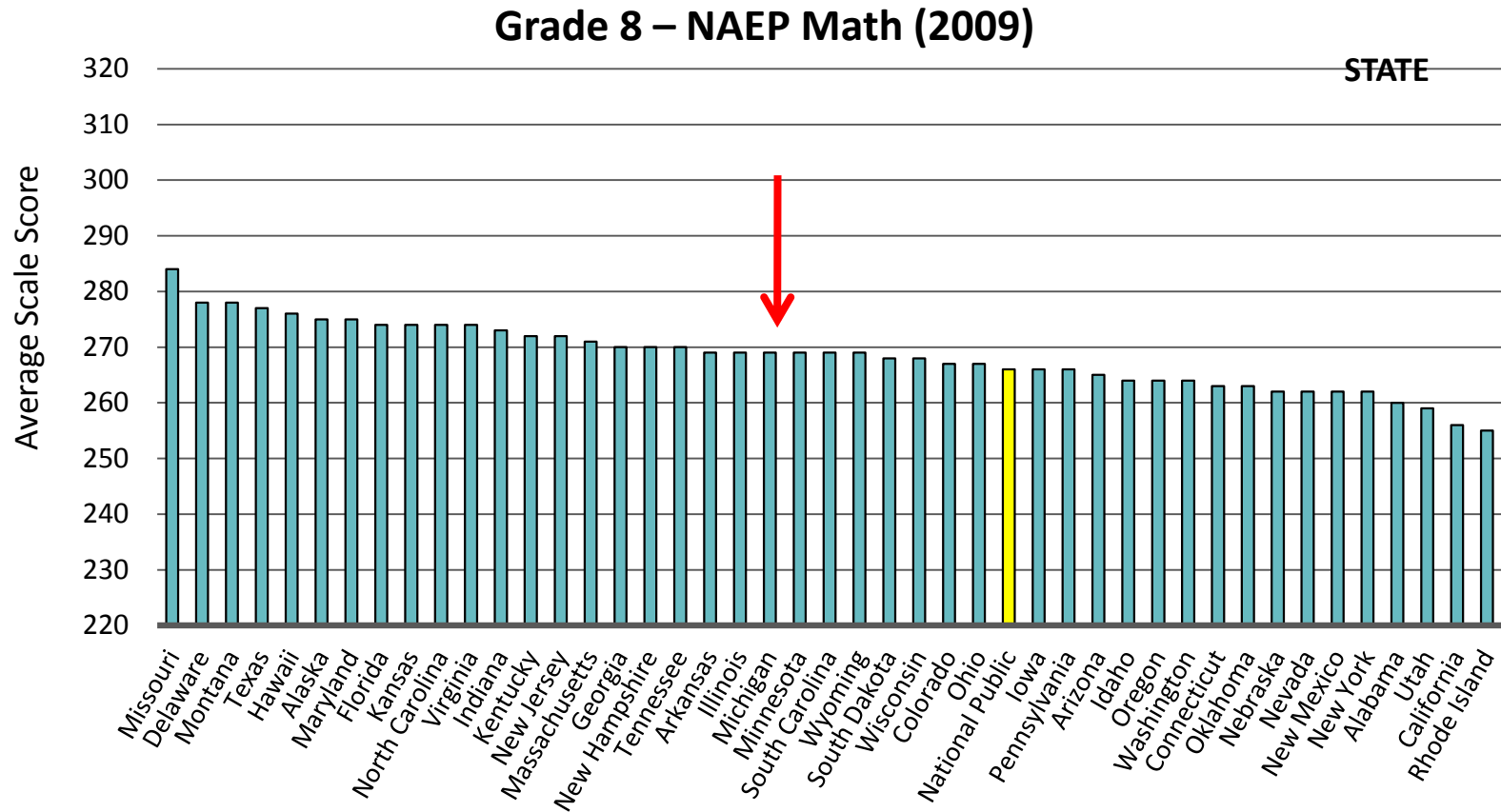
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Average African-American Scale Scores by State



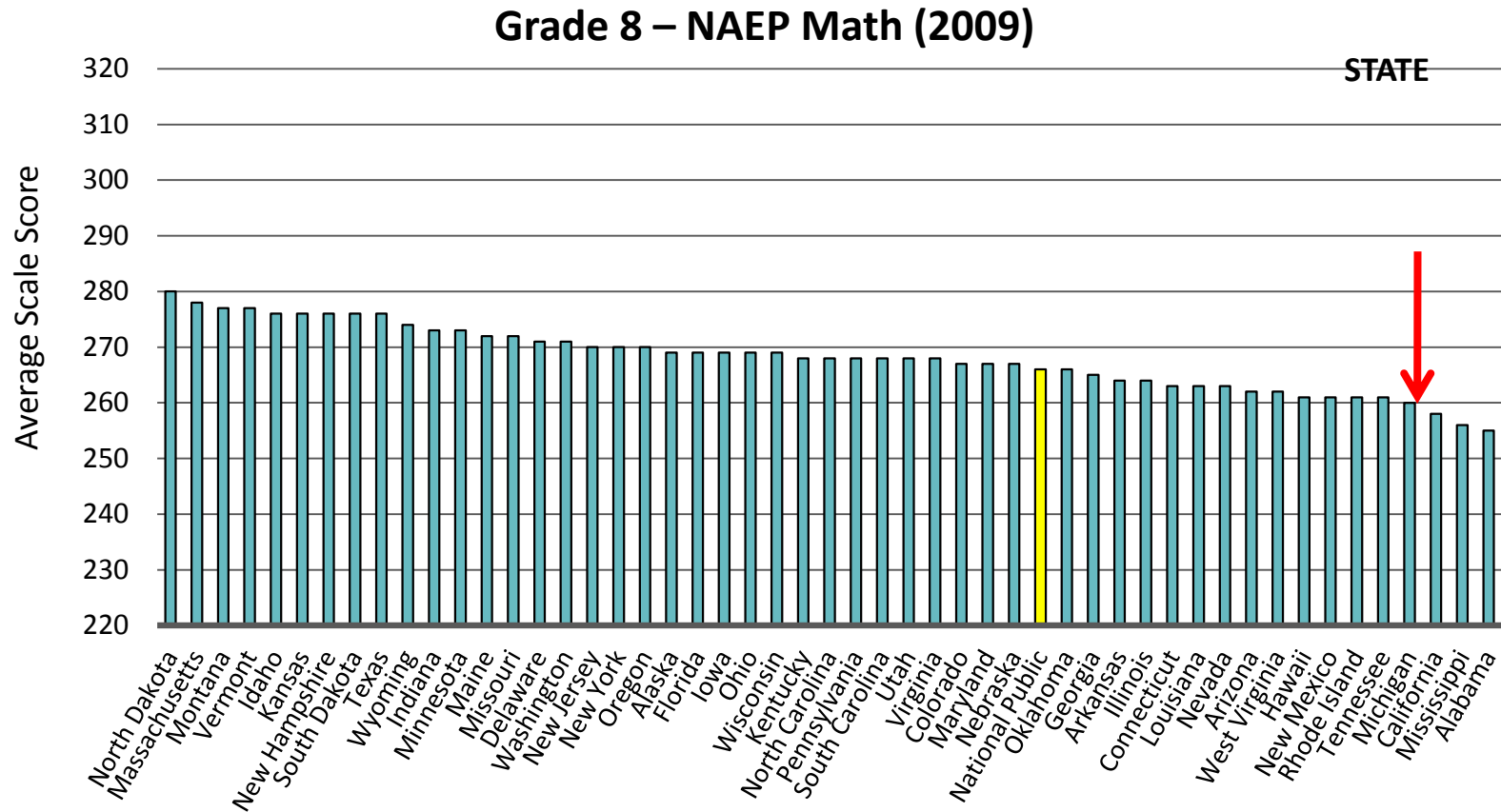
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

Average Latino Scale Scores by State



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

Average Low-Income Scale Scores by State



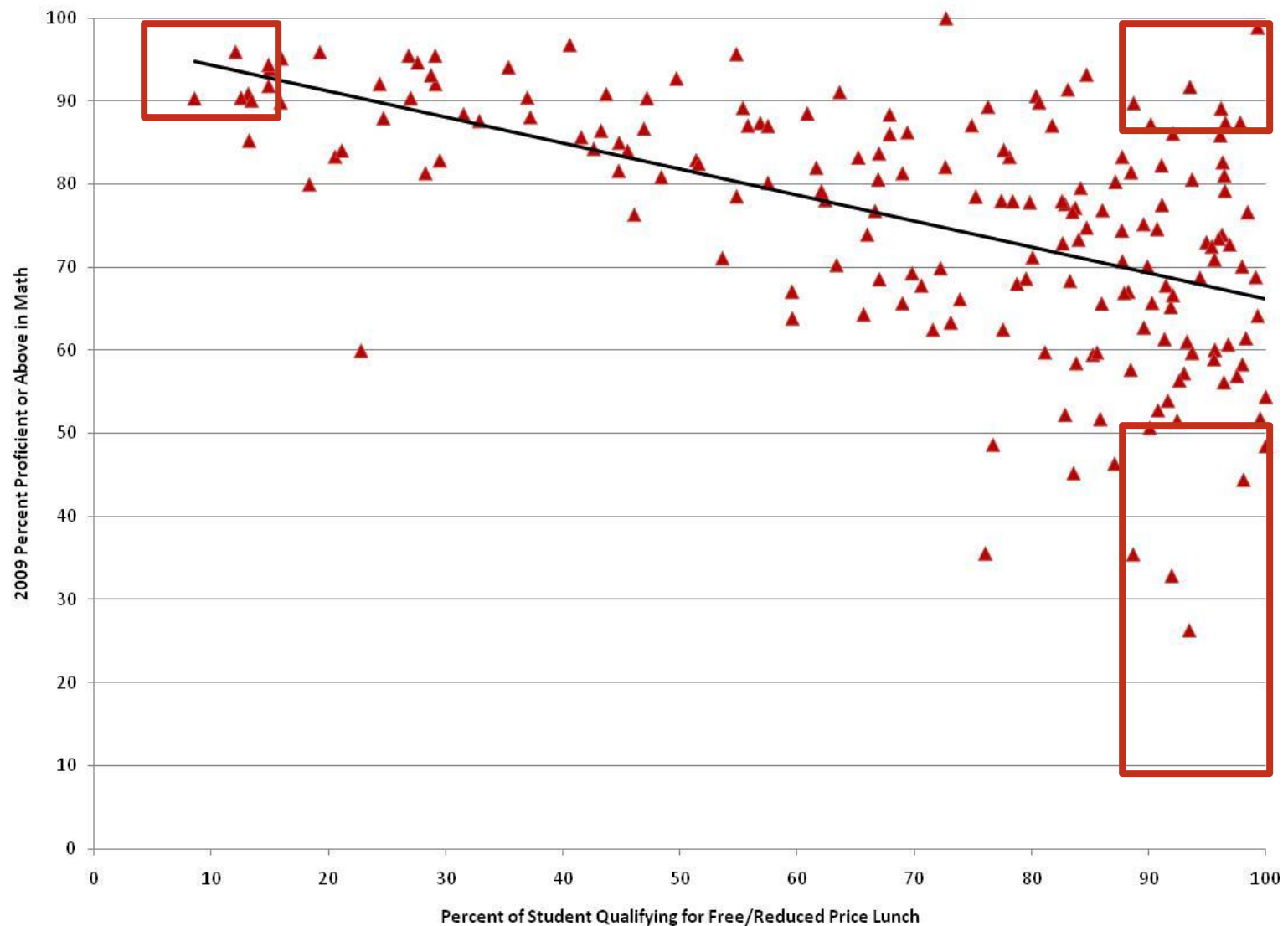
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

**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.

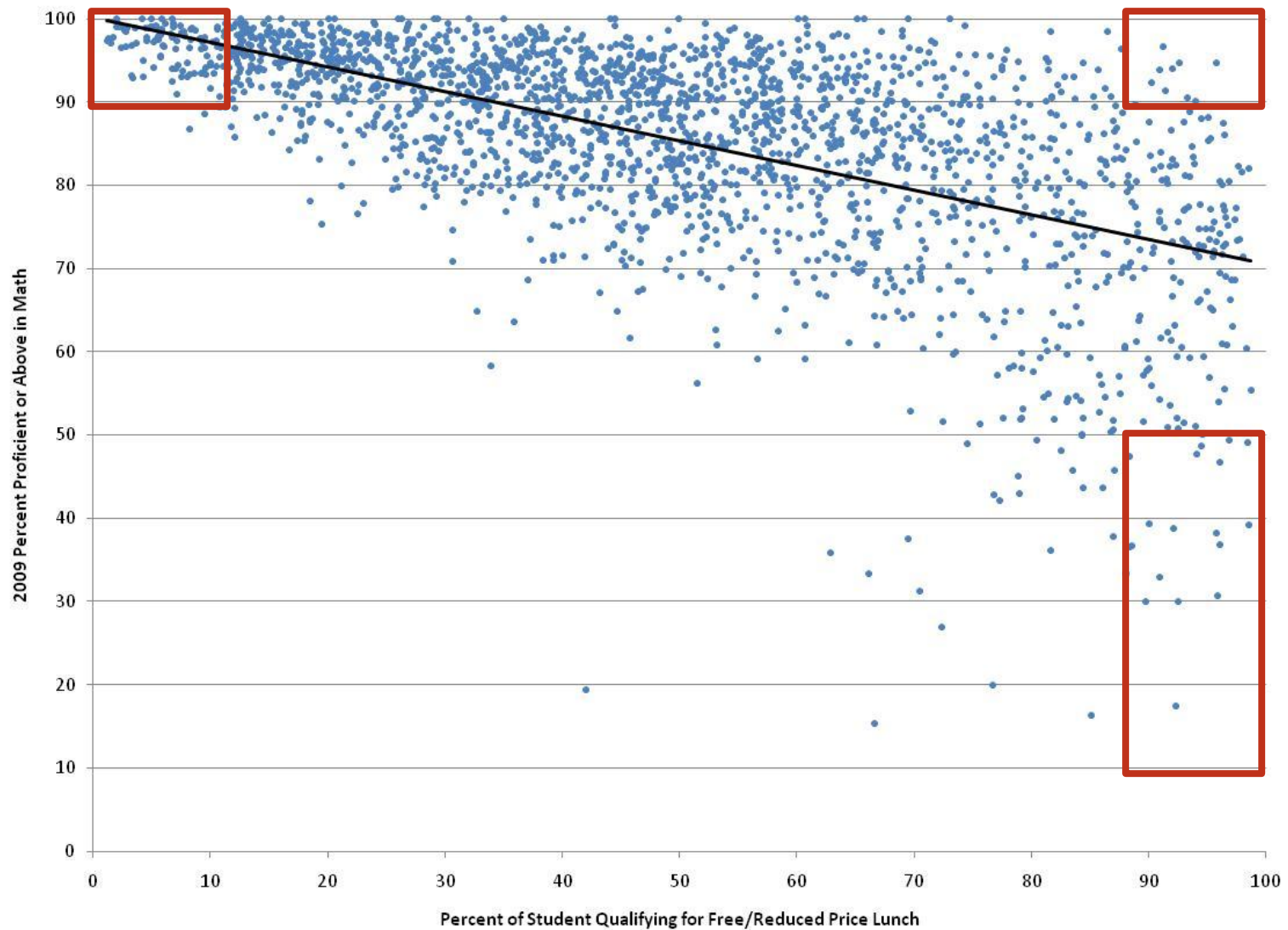
We've got to get over that myth.

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



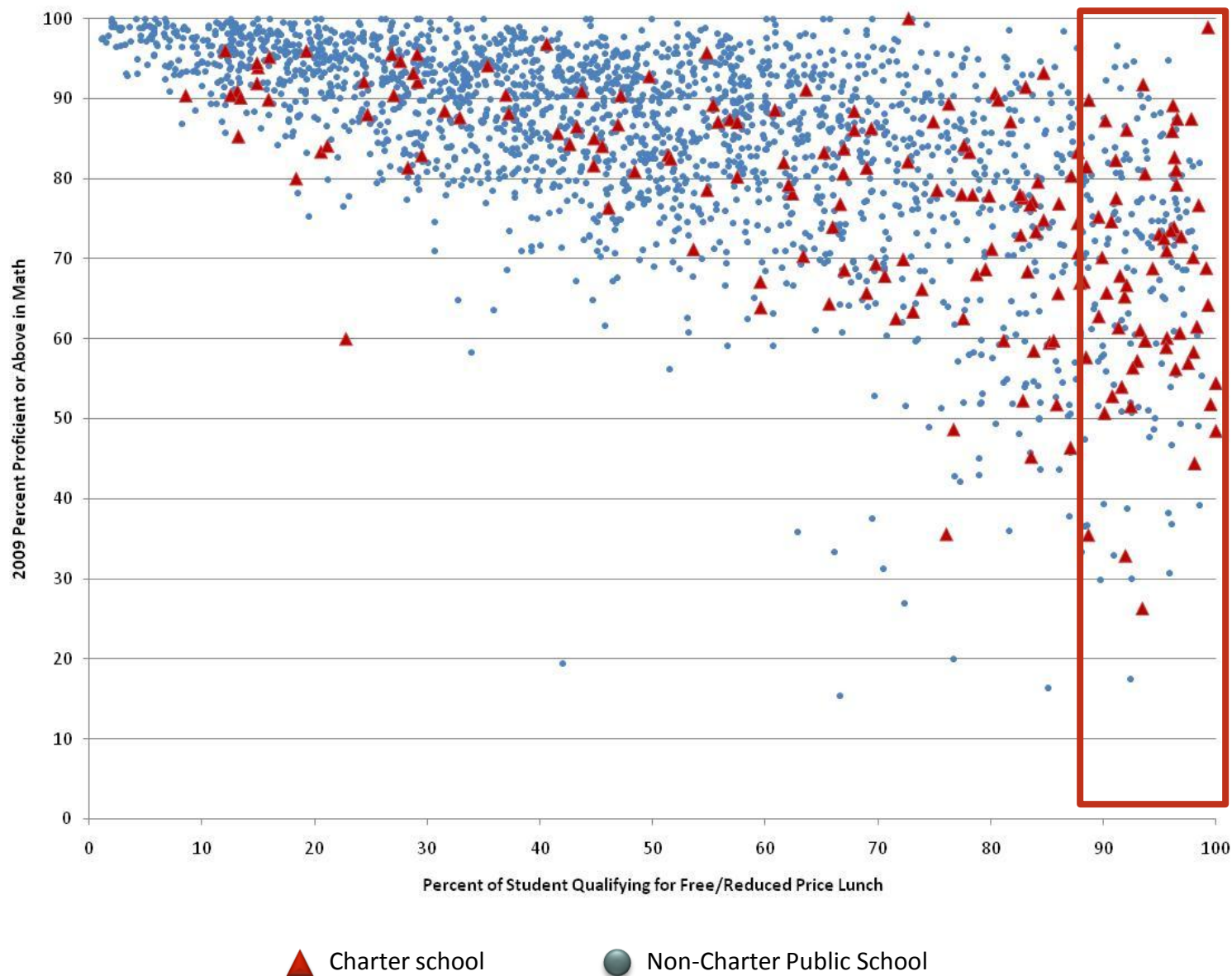
▲ Charter school

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



North Godwin Elementary School

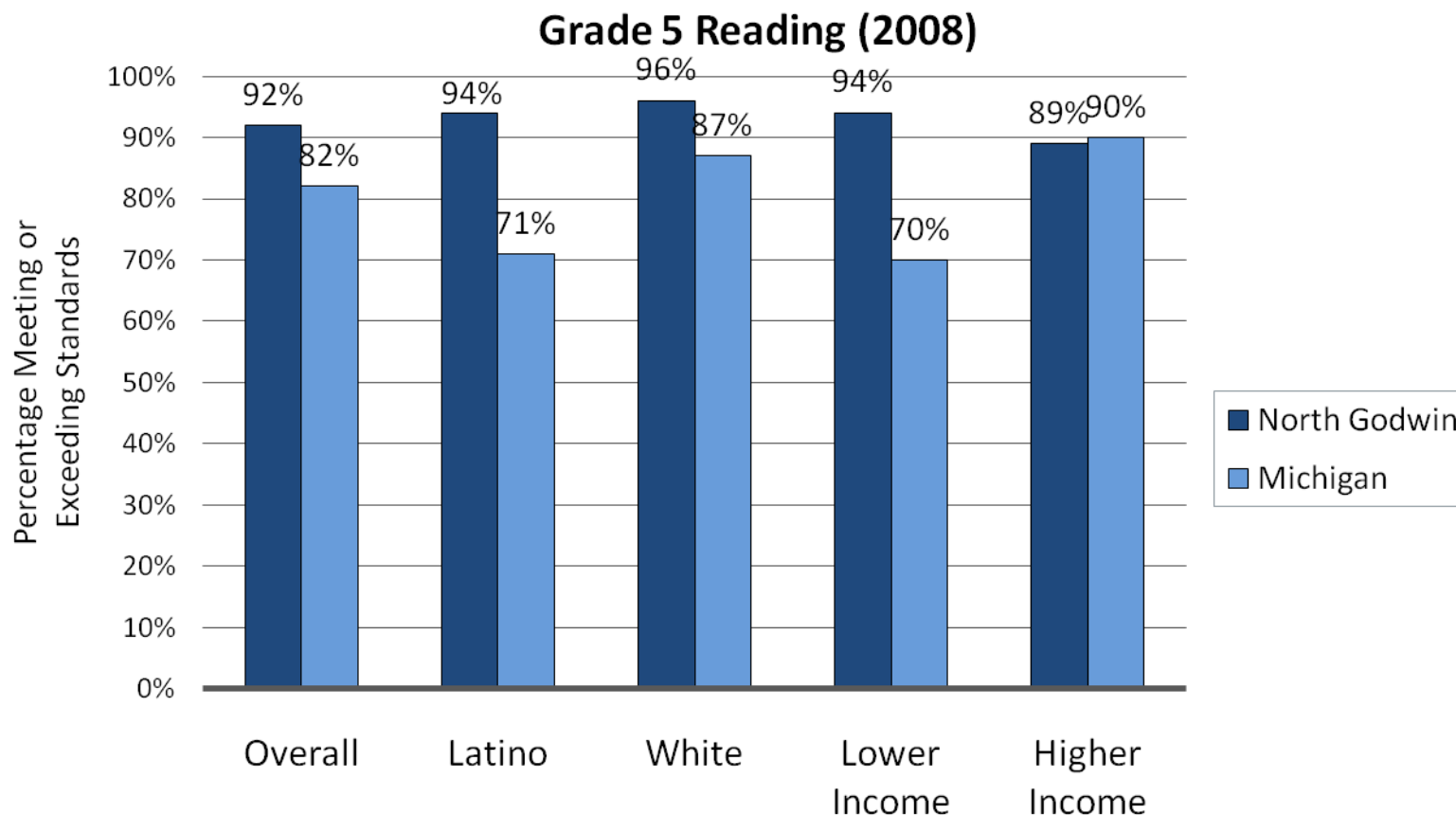
Wyoming, Michigan

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



Source: Michigan Department of Education

High Performance Across Groups at North Godwin



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

Some schools and districts get all caught up in “correlations”.

Spend endless time tracking:

- Percent of babies born at low birth-weight
- Percent of children born to single moms
- Percent of children in families receiving government assistance
- Education levels of mothers

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

“ 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.

Result?

A System That:

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

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

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

Sample Language Arts Standard: Grade 9

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”

Sample Language Arts Standard: Grade 10

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”

Sample Language Arts Standard: Grade 11

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”

Sample Language Arts Standard: Grade 12

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”

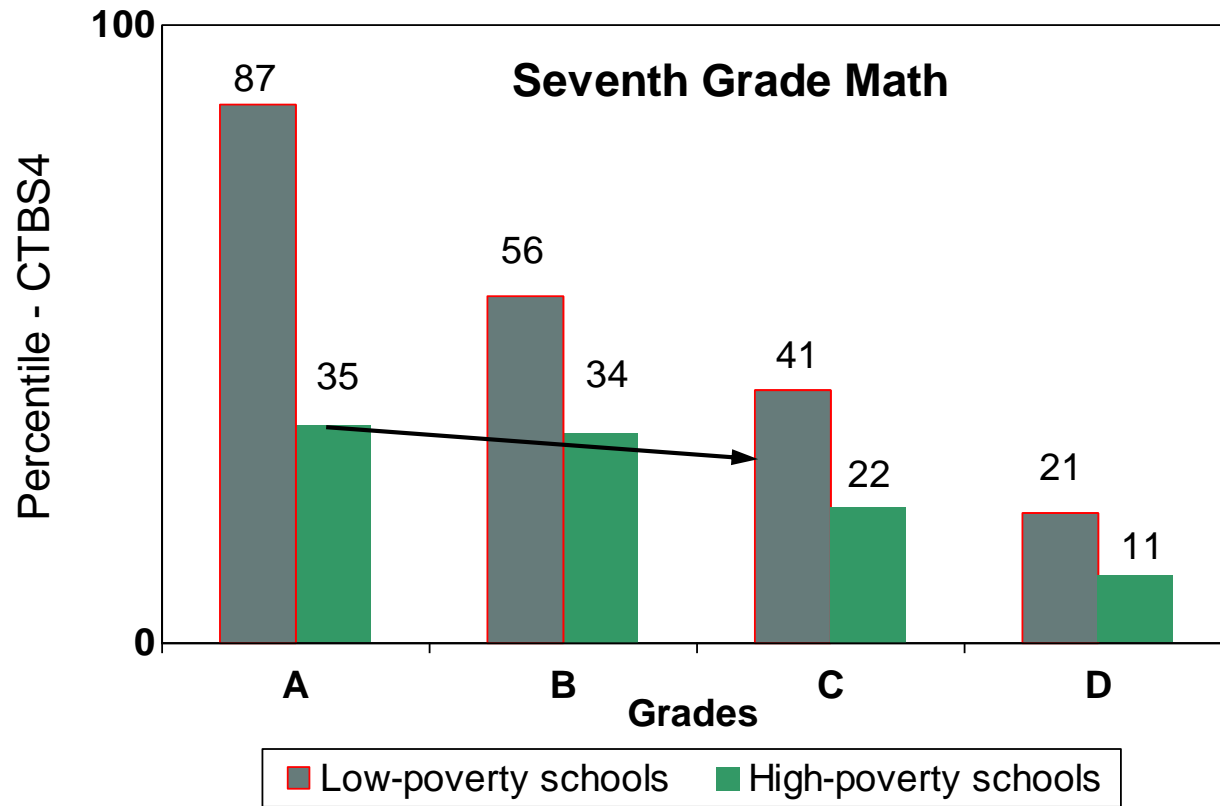
Sample History Standard

“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.

'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.

Grade 7 Writing Assignment

Essay on Anne Frank

Your essay will consist of an opening paragraph which introduced the title, author and general background of the novel.

Your thesis will state specifically what Anne's overall personality is, and what general psychological and intellectual changes she exhibits over the course of the book

You might organize your essay by grouping psychological and intellectual changes OR you might choose 3 or 4 characteristics (like friendliness, patience, optimism, self doubt) and show how she changes in this area.

Grade 7 Writing Assignment

The "ME" Page	
My name:	
Three words which describe me best:	
Three words others would use to describe me:	
My best feature:	
A neat expression:	
My best friend:	
My favorite food:	
A chore I hate:	
Something I wish would happen at my home:	
My hero:	
My favorite sport:	
A car I want:	
The best thing about my school:	
My biggest secret:	
A television character I act like:	
My worst fear:	
A contest I want to win:	
My favorite movie star:	
My heartthrob:	
A political office I would like to hold:	
Something I want to buy:	
My chosen career:	
My favorite beverage:	
A place I want to visit:	
A school subject I adore:	
My favorite book:	
A nightmare I have:	
Someone I would like to have as a relative:	
A movie I would like to be the star in:	
Something I would like to do for my family:	
A teacher I respect:	
What I would do if I were in Hollywood:	
A friend I would like to have:	
What I would do to change our school:	
My dream for America:	

- My Best Friend:
- A chore I hate:
- A car I want:
- My heartthrob:

High-level Assignment

Comparison/Contrast Paper Between Homer's Epic Poem, *The Odyssey* and the Movie "O Brother Where Art Thou"

By nature, humans compare and contrast all elements of their world. Why? Because in the juxtaposition of two different things, one can learn more about each individual thing as well as something about the universal nature of the things being compared.

For this 2-3 page paper you will want to ask yourself the following questions: what larger ideas do you see working in *The Odyssey* and "O Brother Where Art Thou"? Do both works treat these issues in the same way? What do the similarities and differences between the works reveal about the underlying nature of the larger idea?

The Odyssey

Ninth Grade

Low-level Assignment

Divide class into 3 groups:

Group 1 designs a brochure titled "Odyssey Cruises". The students *listen* to the story and write down all the places Odysseus visited in his adventures, and list the cost to travel from place to place.

Group 2 draws pictures of each adventure.

Group 3 takes the names of the characters in the story and gods and goddesses in the story and designs a crossword puzzle.

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

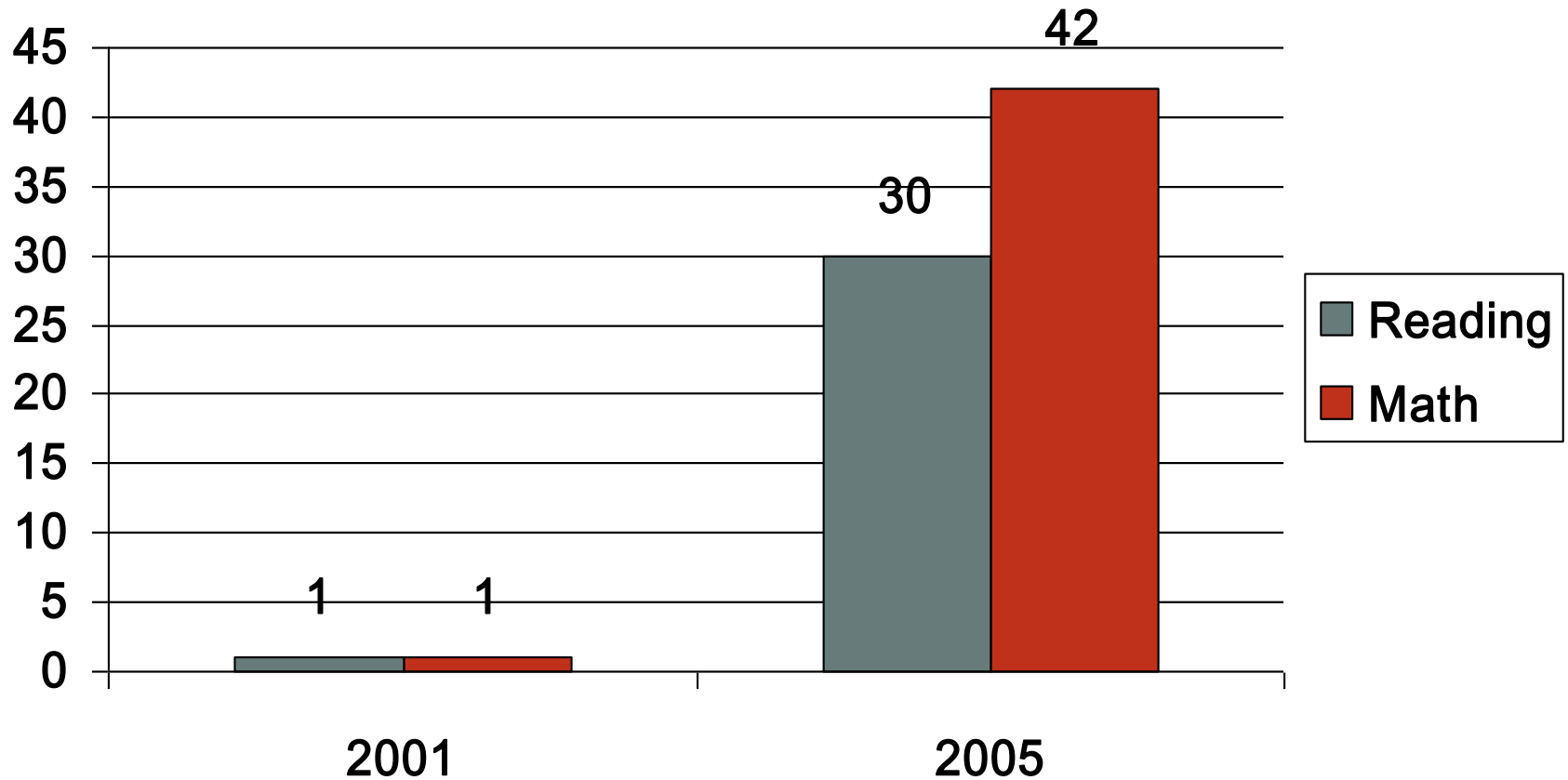
In other words, they strive for consistency in everything they do.

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

#3. They set their goals high.

Elementary Version...

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



High School Version...

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.”

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

And those demanding courses are
not just demanding in name only.

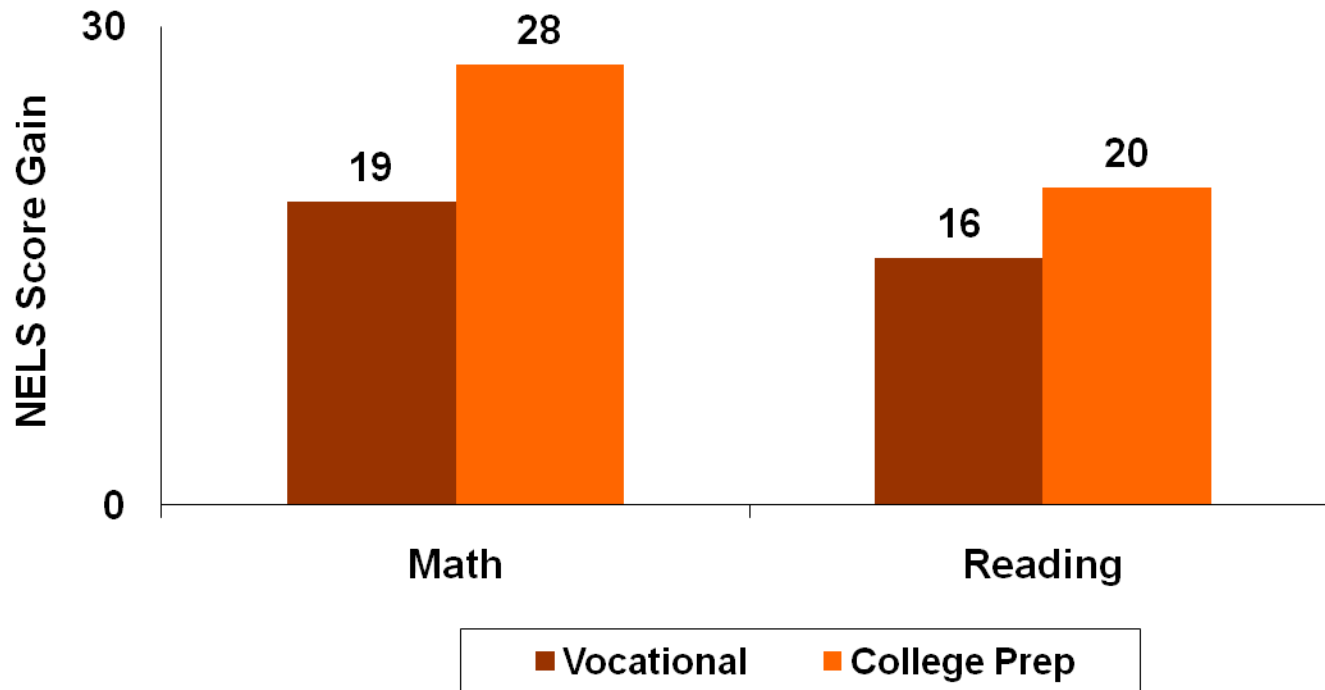
The single biggest predictor post-high school success is the **QUALITY AND INTENSITY OF THE HIGH SCHOOL CURRICULUM**

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

College prep curriculum has
benefits far beyond college.

Students of all sorts will learn
more...

Low Quartile Students Gain More From College Prep Courses*



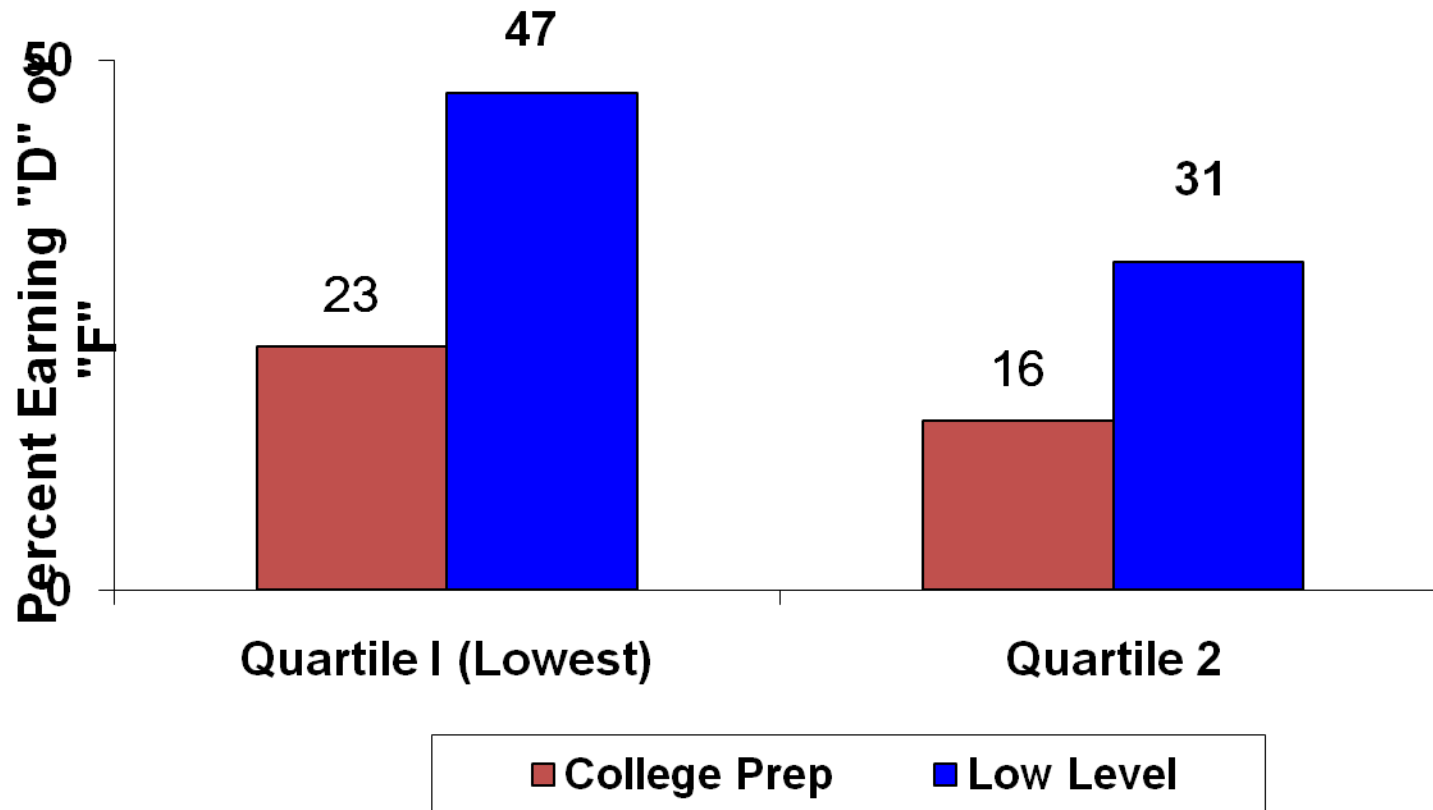
***Grade 8-grade 12 test score gains based on 8th grade achievement.**

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

They will 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.

Twenty-two states now
making college prep the
default curriculum.

And some districts are going
even further.

Setting goals to close gaps in AP, IB
Enrollment.

All kids in at least some college-level
courses.

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

Elmont Memorial Junior-Senior High

Elmont, New York



Source: New York Department of Education

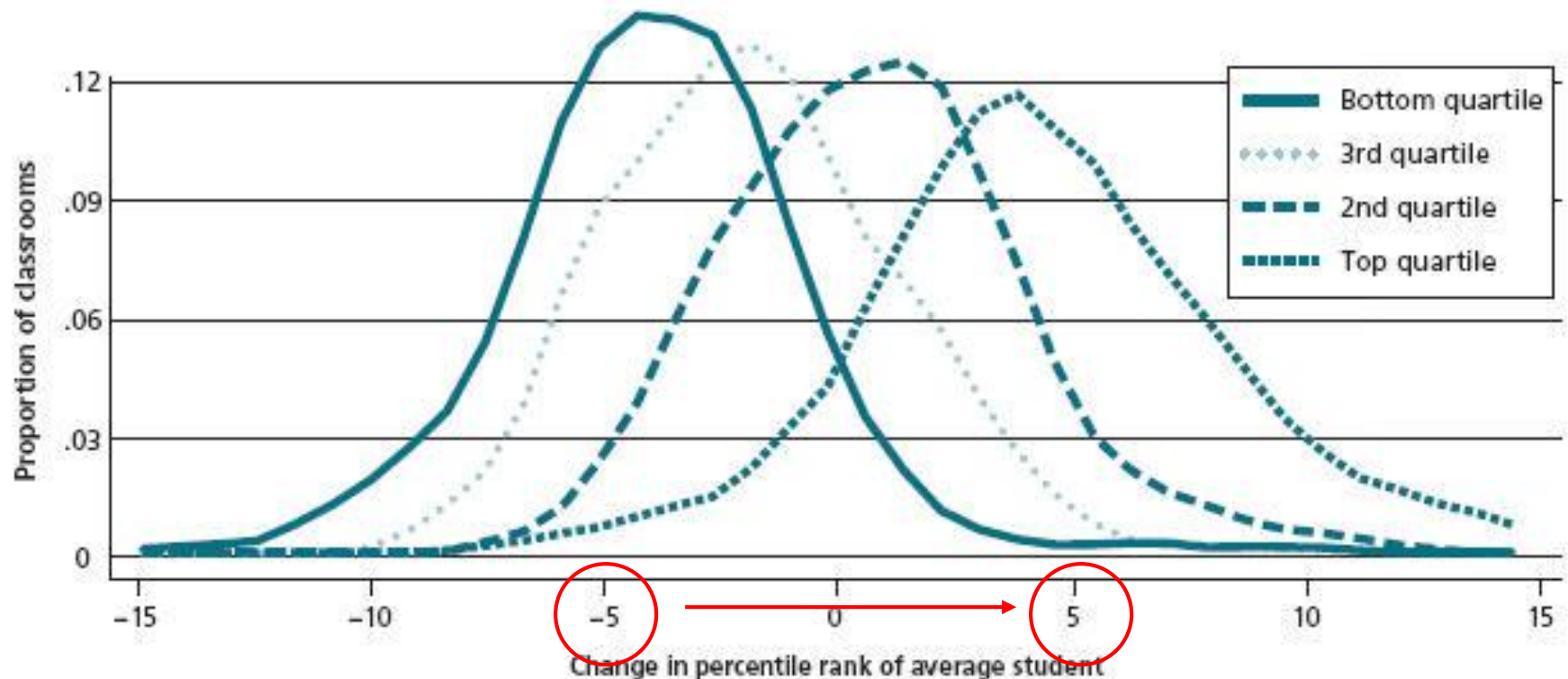
In high performing schools...

- 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

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

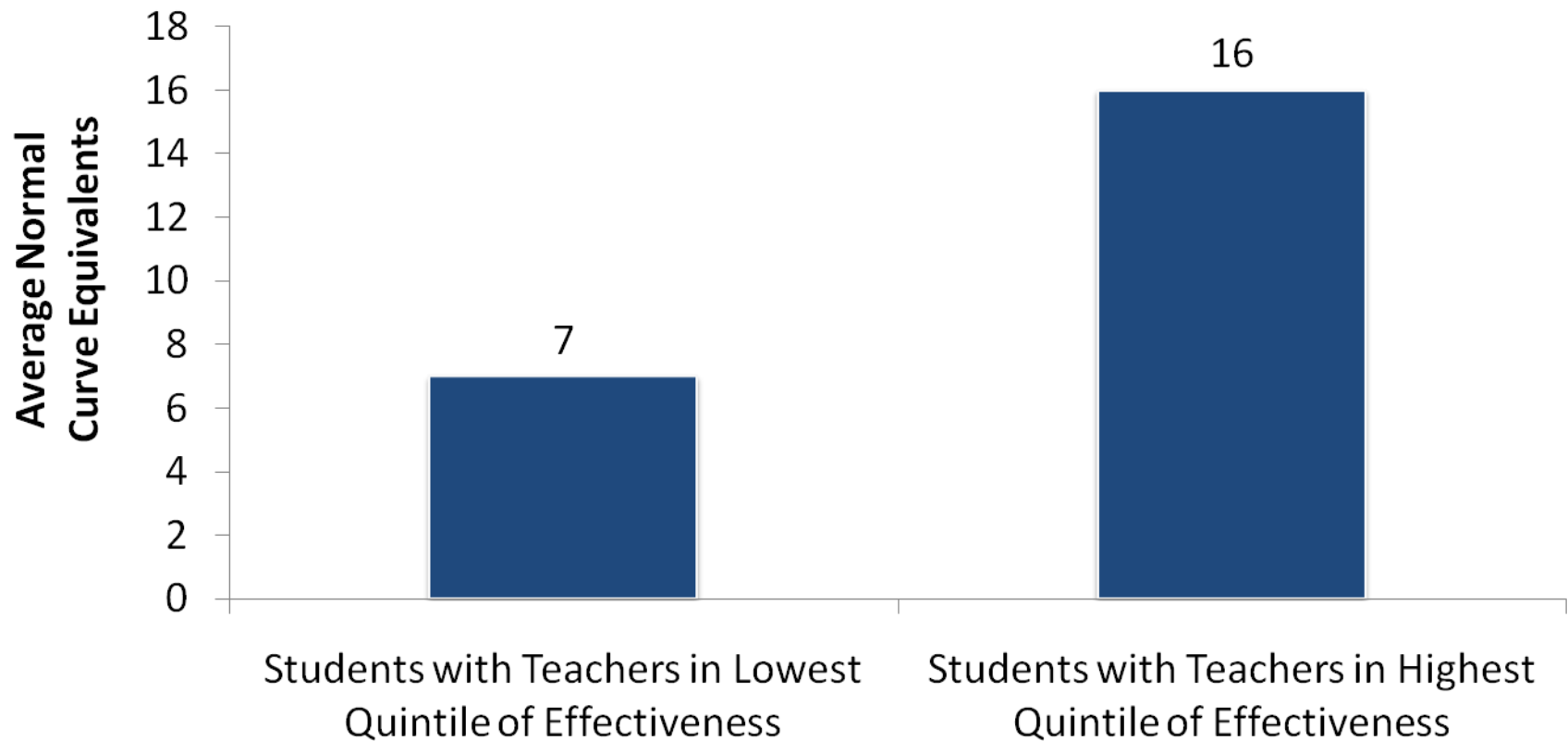
10 Percentile Point Average Difference for Students who have Top and Bottom Quartile Teachers

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

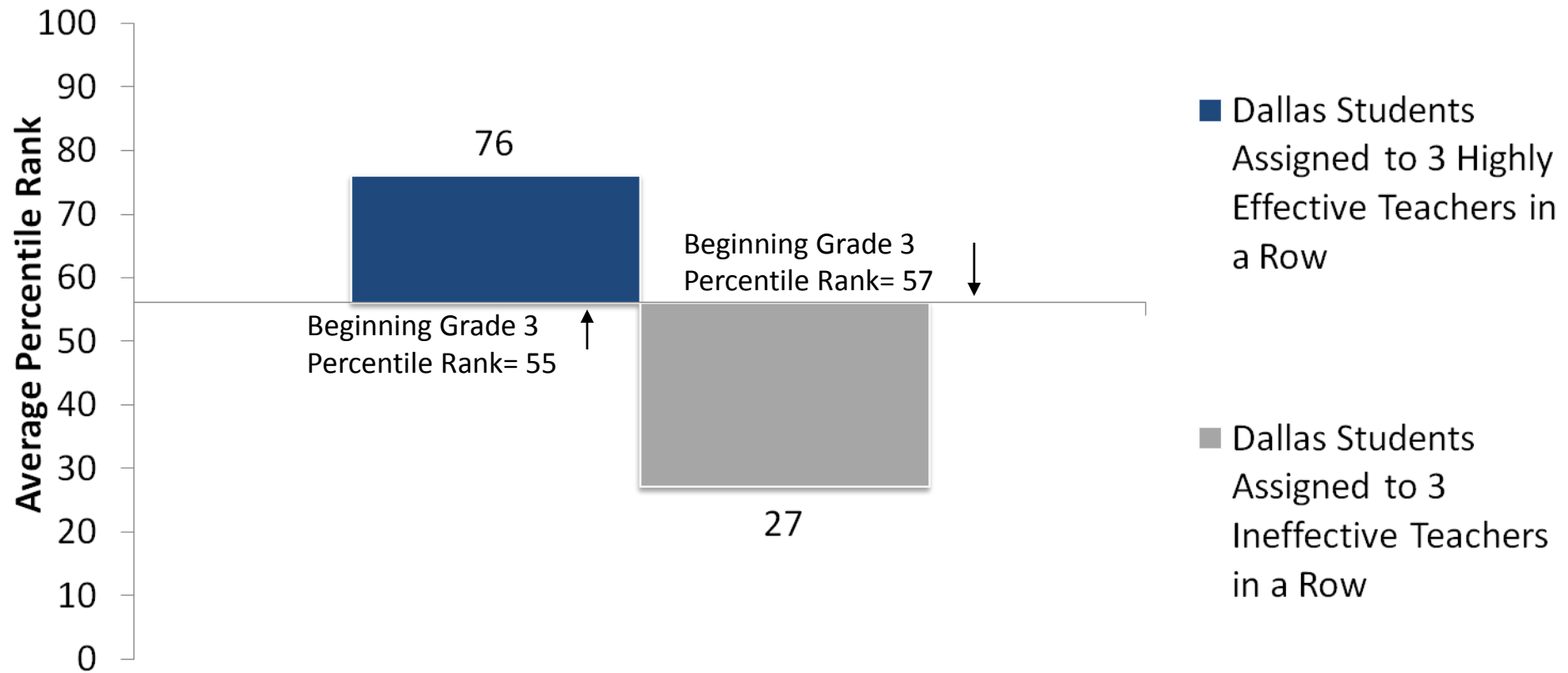


Note: Classroom-level Impacts on average student performance, controlling for baseline scores, student demographics, and program participation. LAUSD elementary teachers, < 4 years' experience.

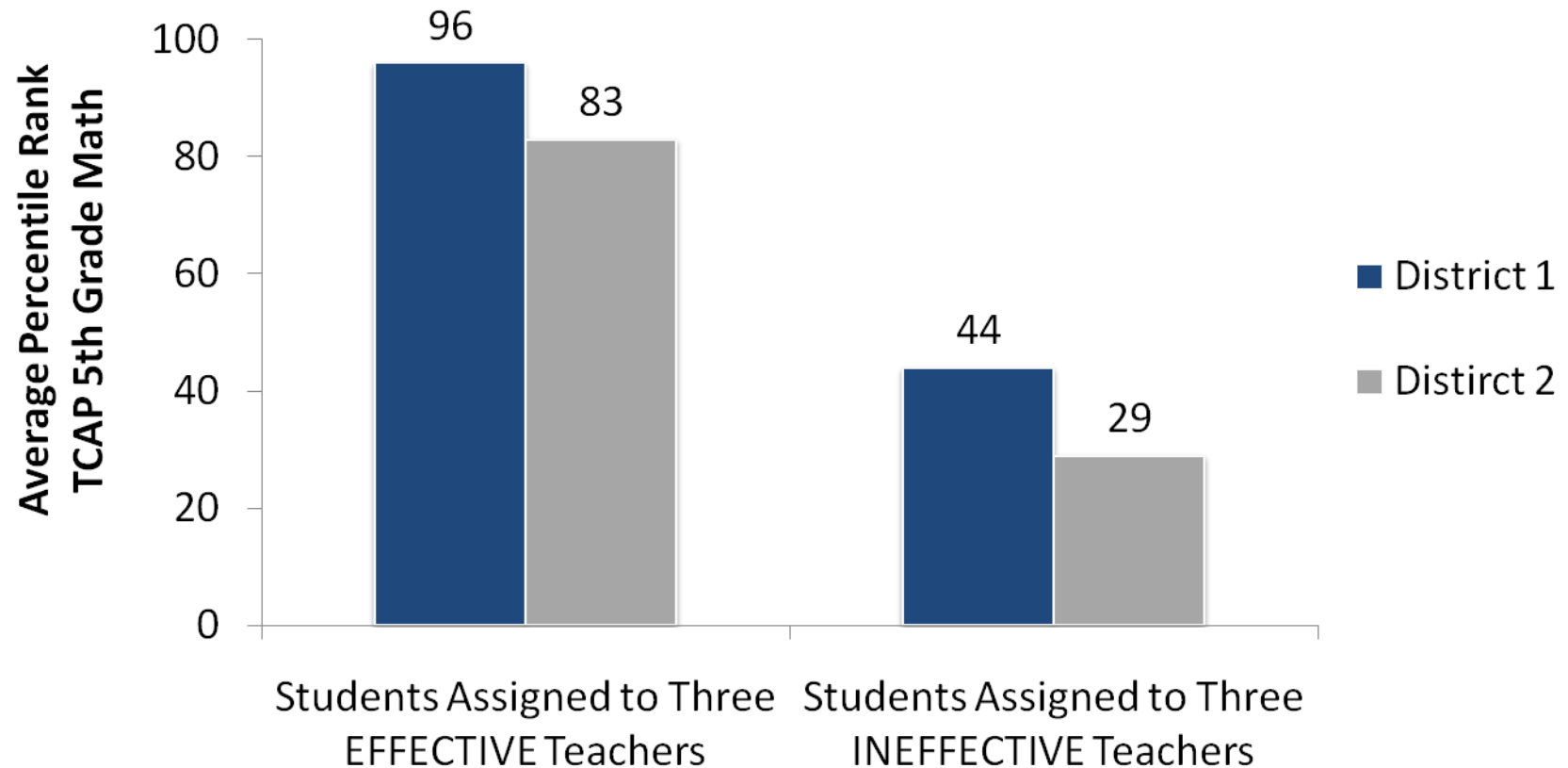
Students in Dallas Gain More in Math with Effective Teachers: One Year Growth From 3rd-4th Grade



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



Students Assigned to Effective Teachers Dramatically Outperformed Students Assigned to Ineffective 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



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)

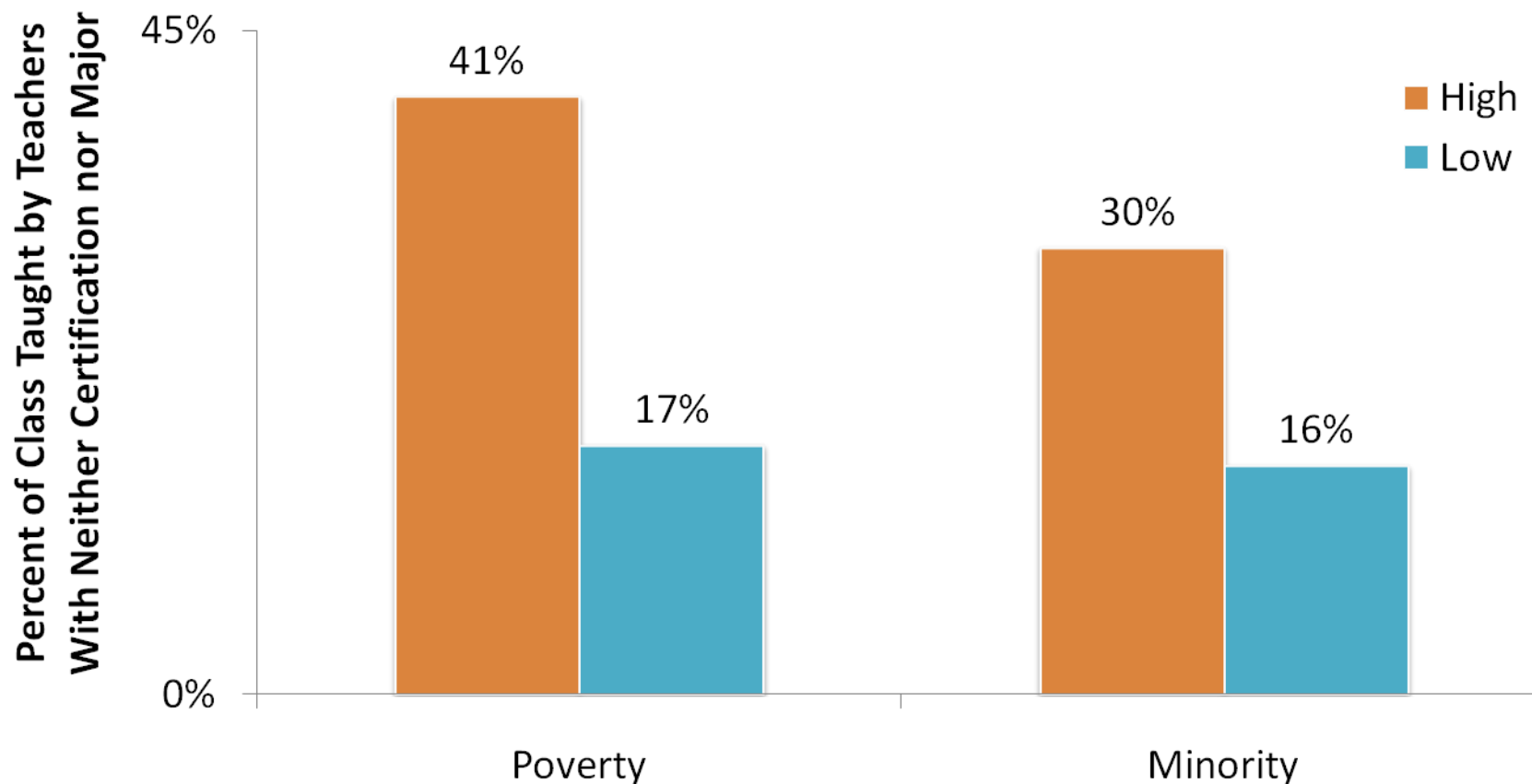
98%

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.

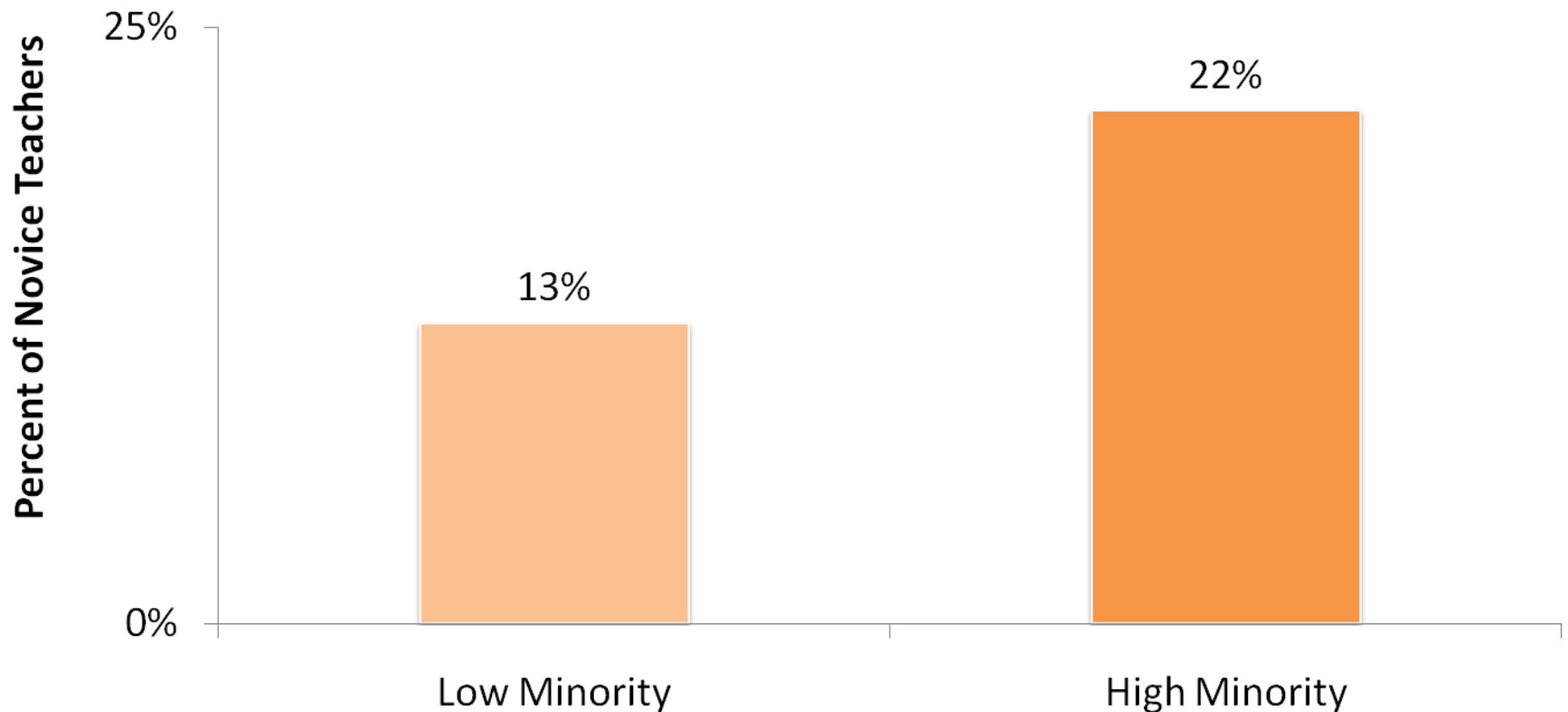
Math Classes at High-Poverty and High- Minority Schools More Likely to be Taught by Out of Field* Teachers



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. © 2010 THE EDUCATION TRUST

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

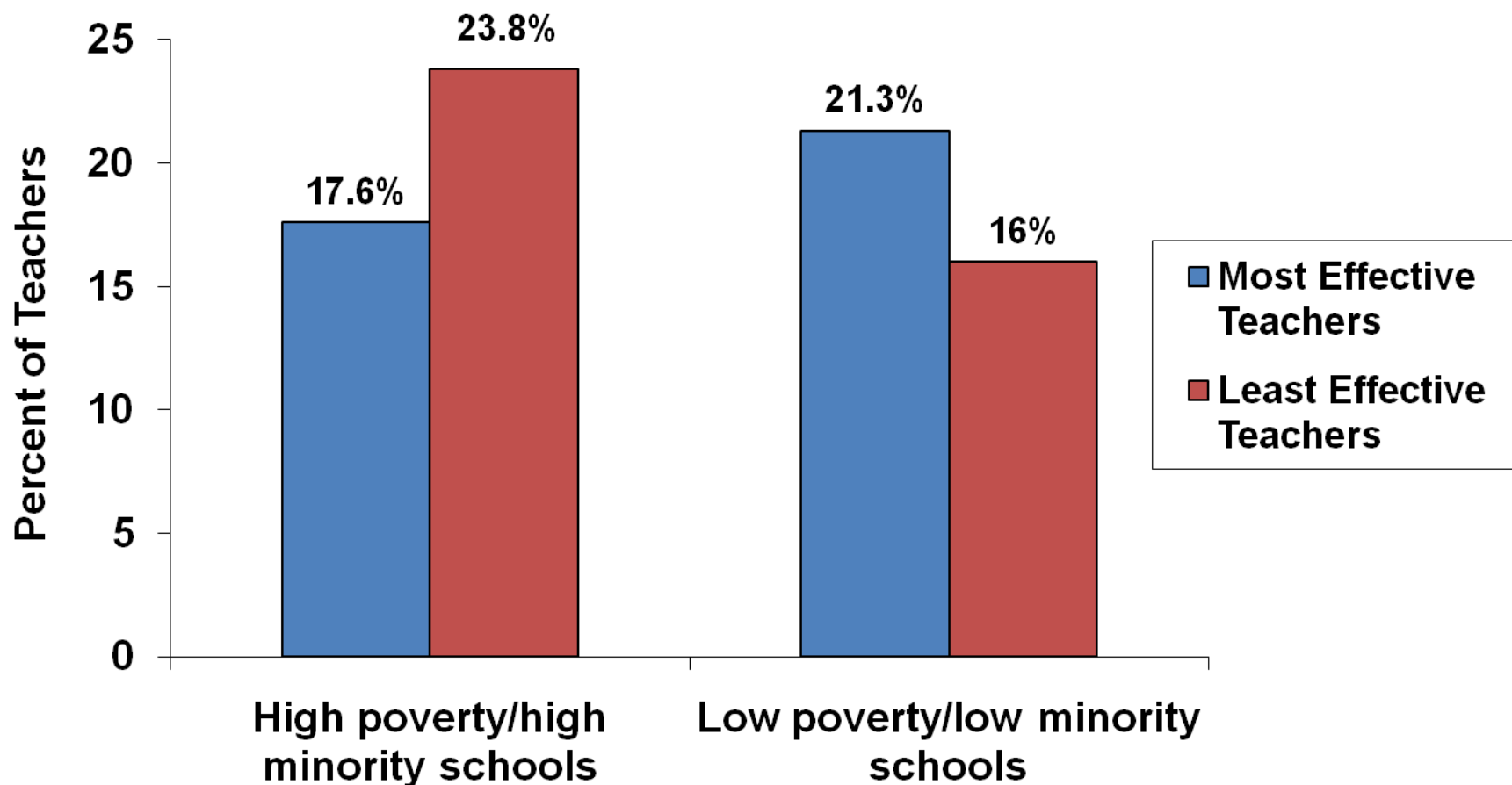


Note: High minority school-75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander.
Low-minority school -10% or fewer of the students are non-White students.

*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. © 2010 THE EDUCATION TRUST

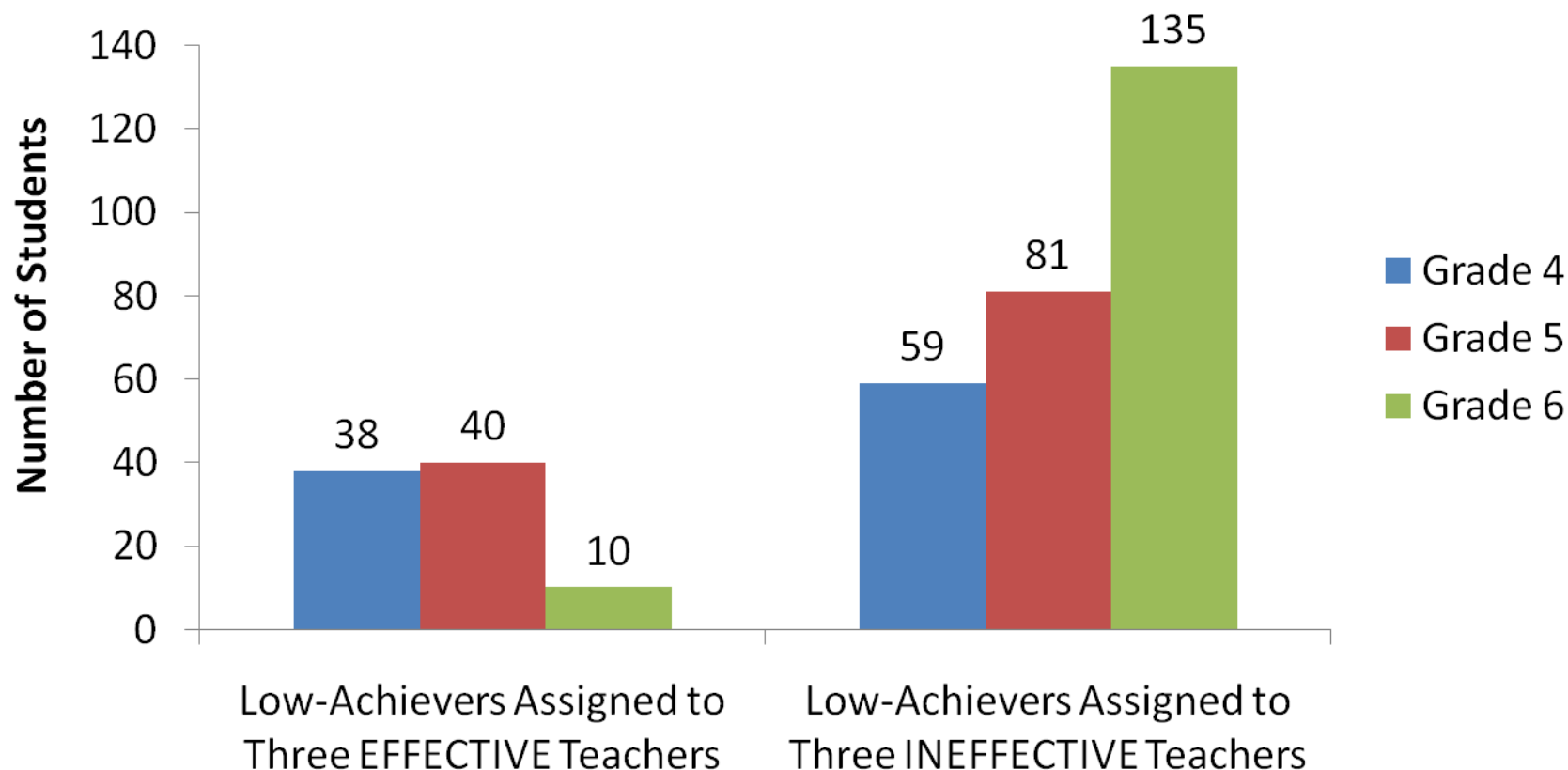
Tennessee: High poverty/high minority schools have fewer of the “most effective” teachers and more “least effective” teachers



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.

#7. Good schools are nice places to be—both for teachers and for students.

Saying that they are nice, doesn't mean that they are easy places to work. Principals and teachers work hard. But there is also a kind of shared sense of mission and camaraderie.

For students, they are even more
different.

“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

None of this is magic.

It's mostly just common sense. The only thing that is NOT common sense is that we don't act on this at scale.

The children in the pictures that follow are some of the lucky ones. Though they are poor...they live on the high end of the gap because they attend schools that enable their students to soar.











But most of the children who look like them aren't so lucky. They live on the bottom side of the gap.

Not because they couldn't learn...but
because we didn't bother to teach them.

The most important agenda for
all of us?

Turning that around.

For more information, visit www.edtrust.org



The Education Trust

**1250 H Street N.W. Suite 700
Washington, D.C. 20005
202/293-1217**