ACHIEVEMENT AND OPPORTUNITY IN AMERICA (and Michigan):

Where are we? What can we learn from the fast improvers?

The Education Trust

Mackinac Island, MI
May, 2014

America: Two Enduring Stories

1. **Land of Opportunity**:

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

2. Generational Advancement:

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

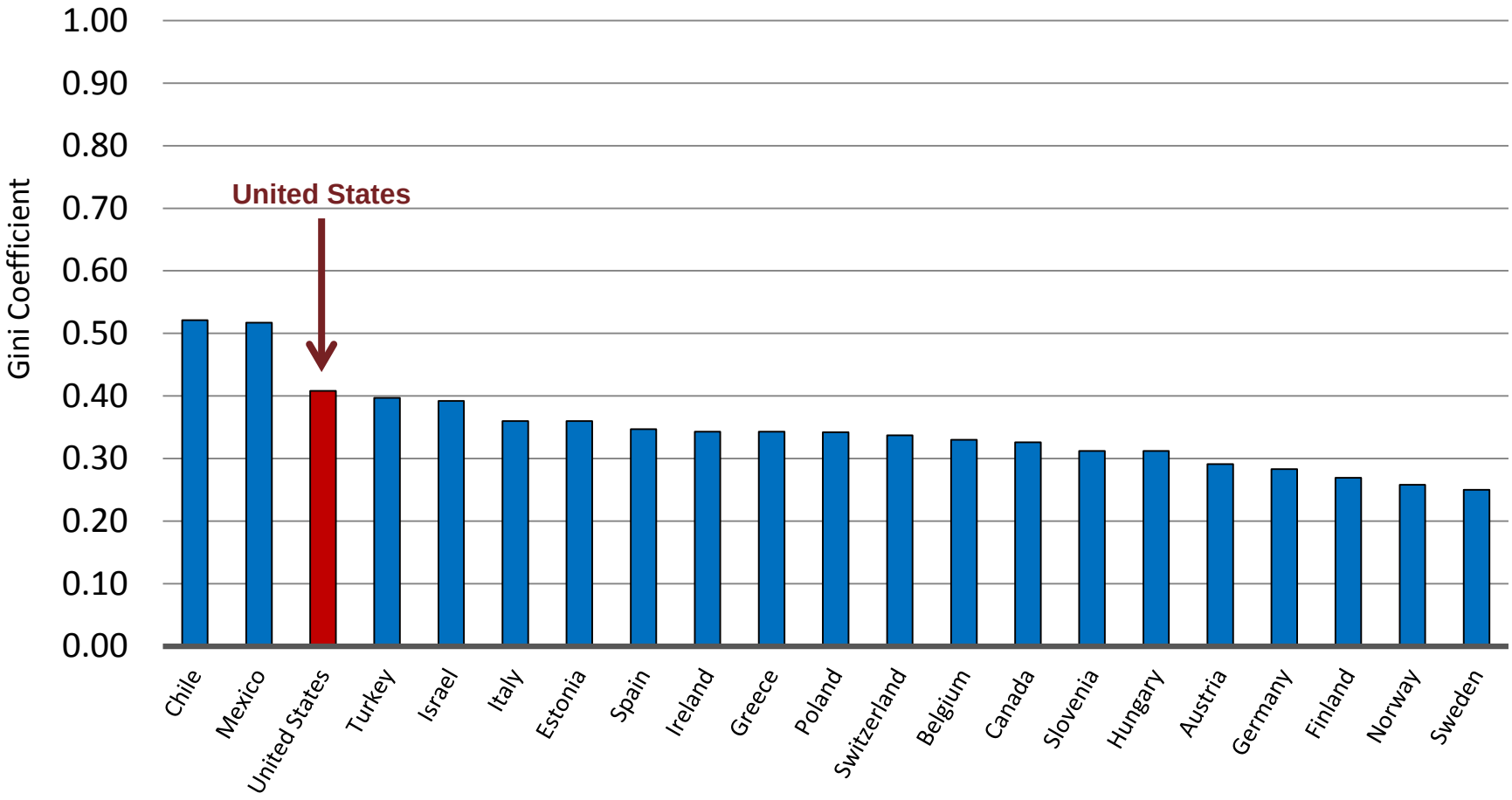
Powerful narratives.

Fast slipping away.

Within the US, income inequality has been growing by leaps and bounds…

n/a

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



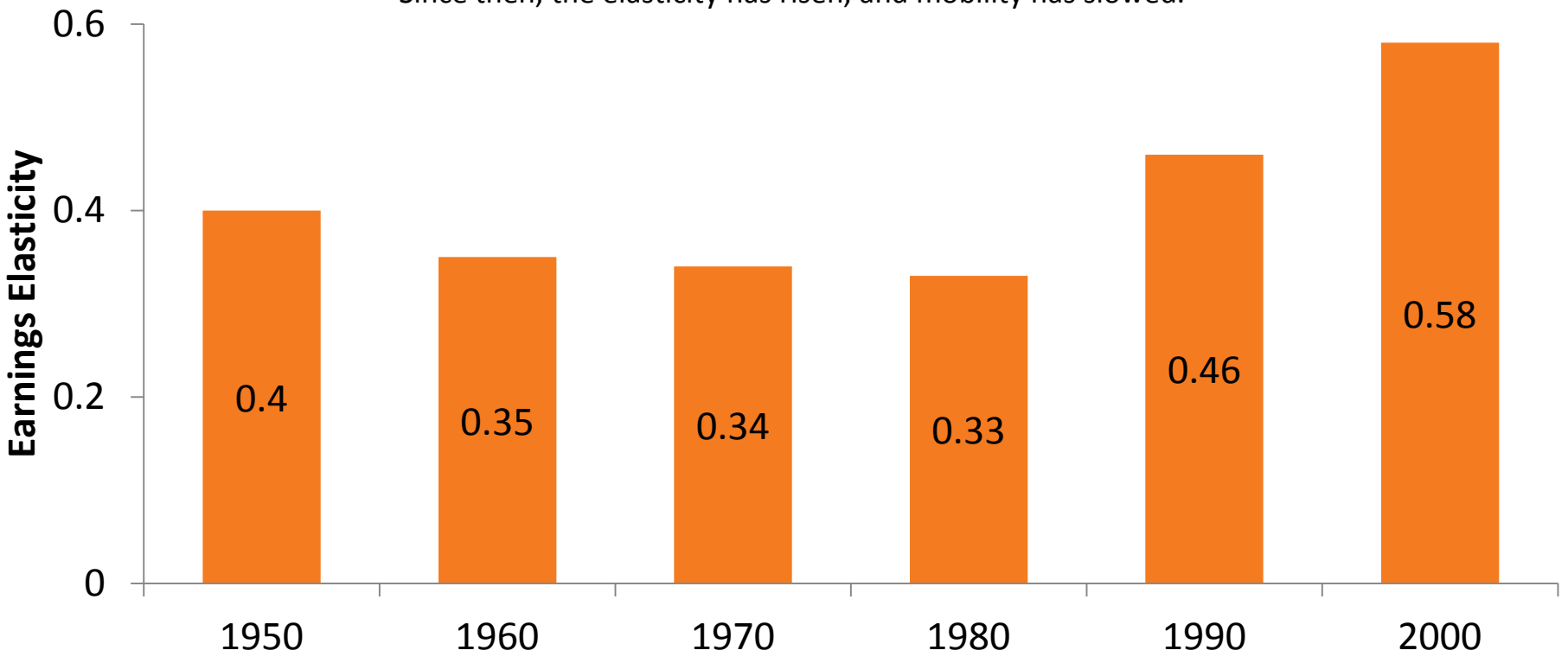
Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality.

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

And it’s not just inequality in wages and wealth, but problems with economic mobility as well.

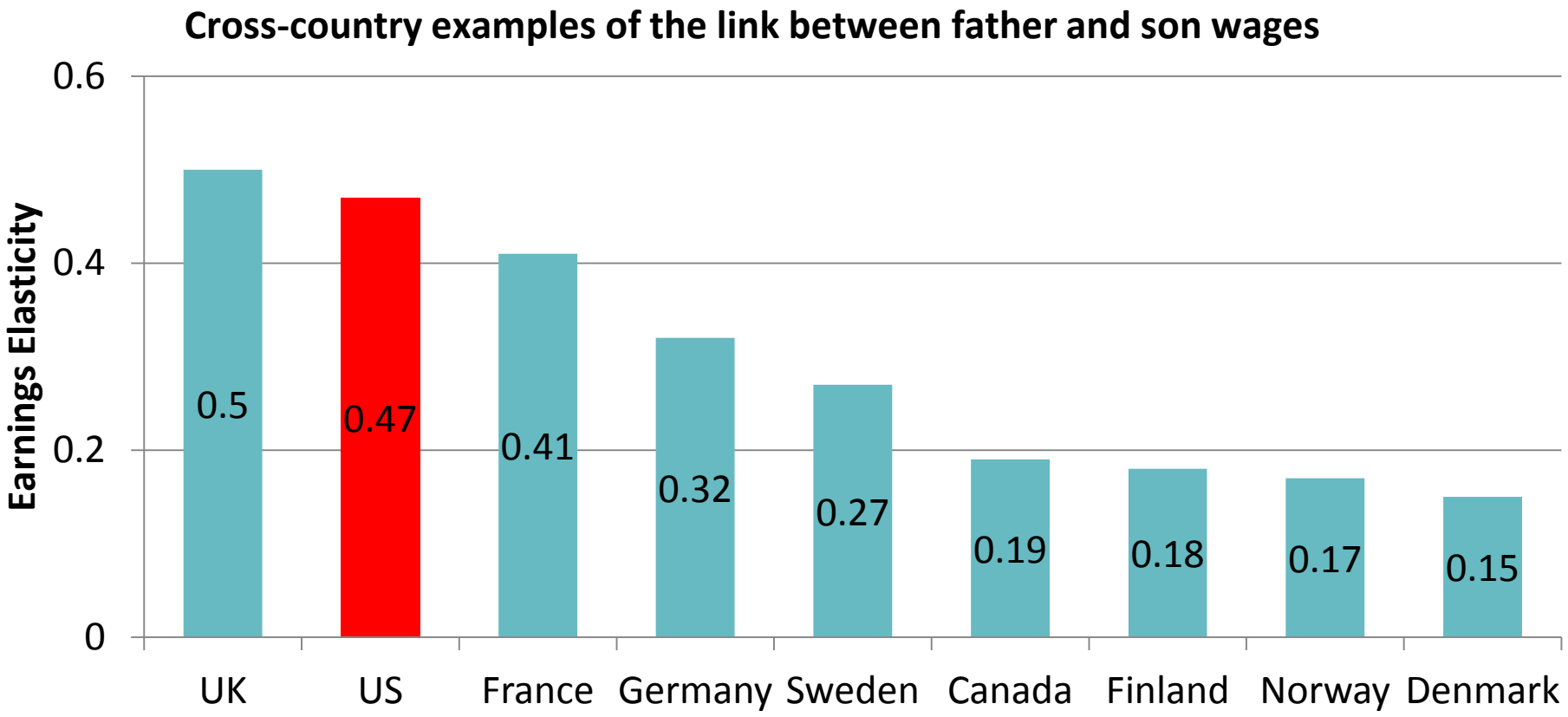
U.S. intergenerational mobility was increasing until 1980, but has sharply declined since.

The falling elasticity meant increased economic mobility until 1980.
Since then, the elasticity has risen, and mobility has slowed.



Source: Daniel Aaronson and Bhashkar Mazumder. *Intergenerational Economic Mobility in the U.S.,1940 to 2000.* Federal Reserve Bank of Chicago WP 2005-12: Dec. 2005.

US now has one of lowest rates of intergenerational mobility



Source: Hertz, Tom. *Understanding Mobility in America*. Center for American Progress: 2006.

At macro level, better and more equal education—especially postsecondary education--is not the only thing we have to do to improve opportunity and mobility in America.

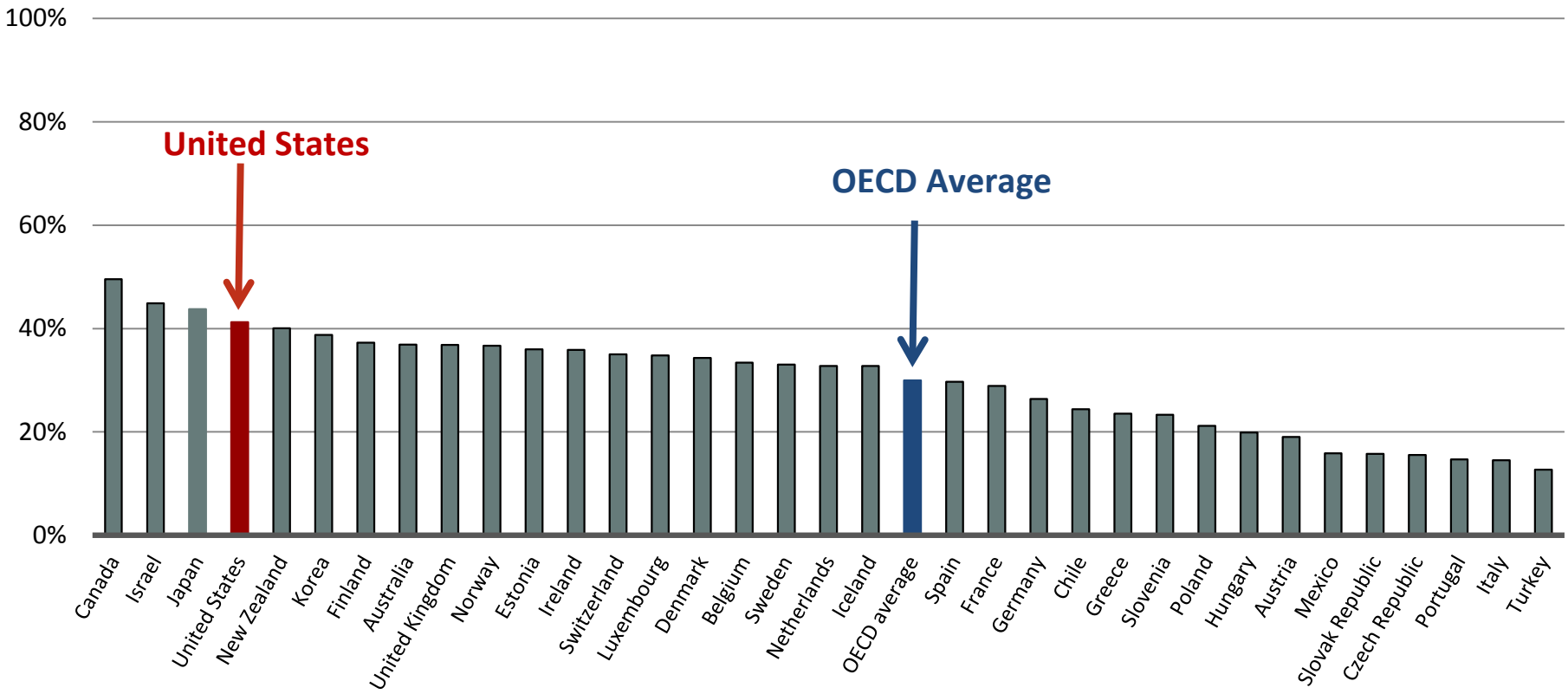
But at the individual level, it really is.

n/a

Yet here, too, we are falling behind the rest of the developed world.

Among adults overall, we're still relatively strong in educational attainment

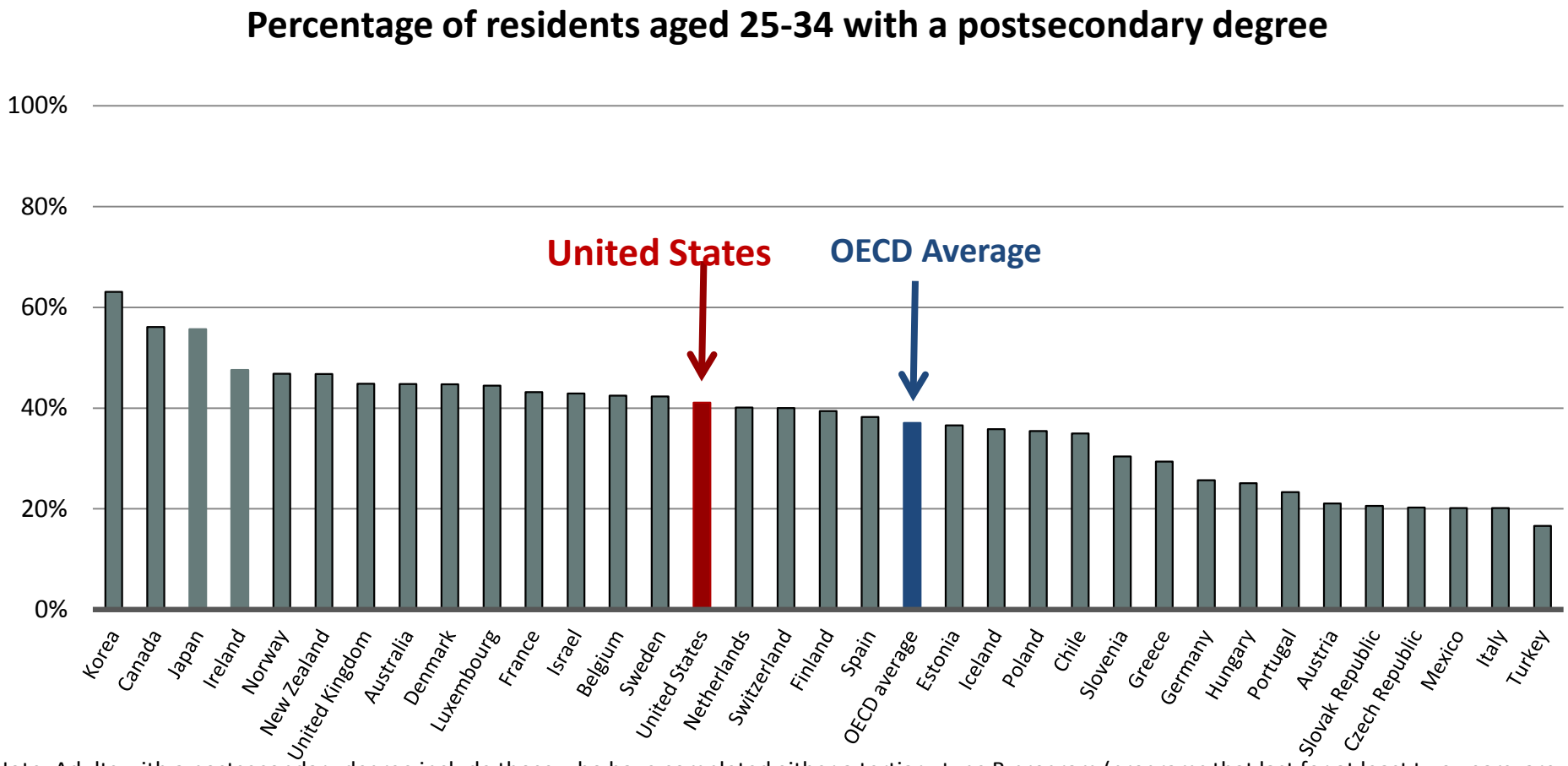
Percentage of residents aged 25-64 with a postsecondary degree



Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs)

Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)

But our world standing drops to 15th for younger adults



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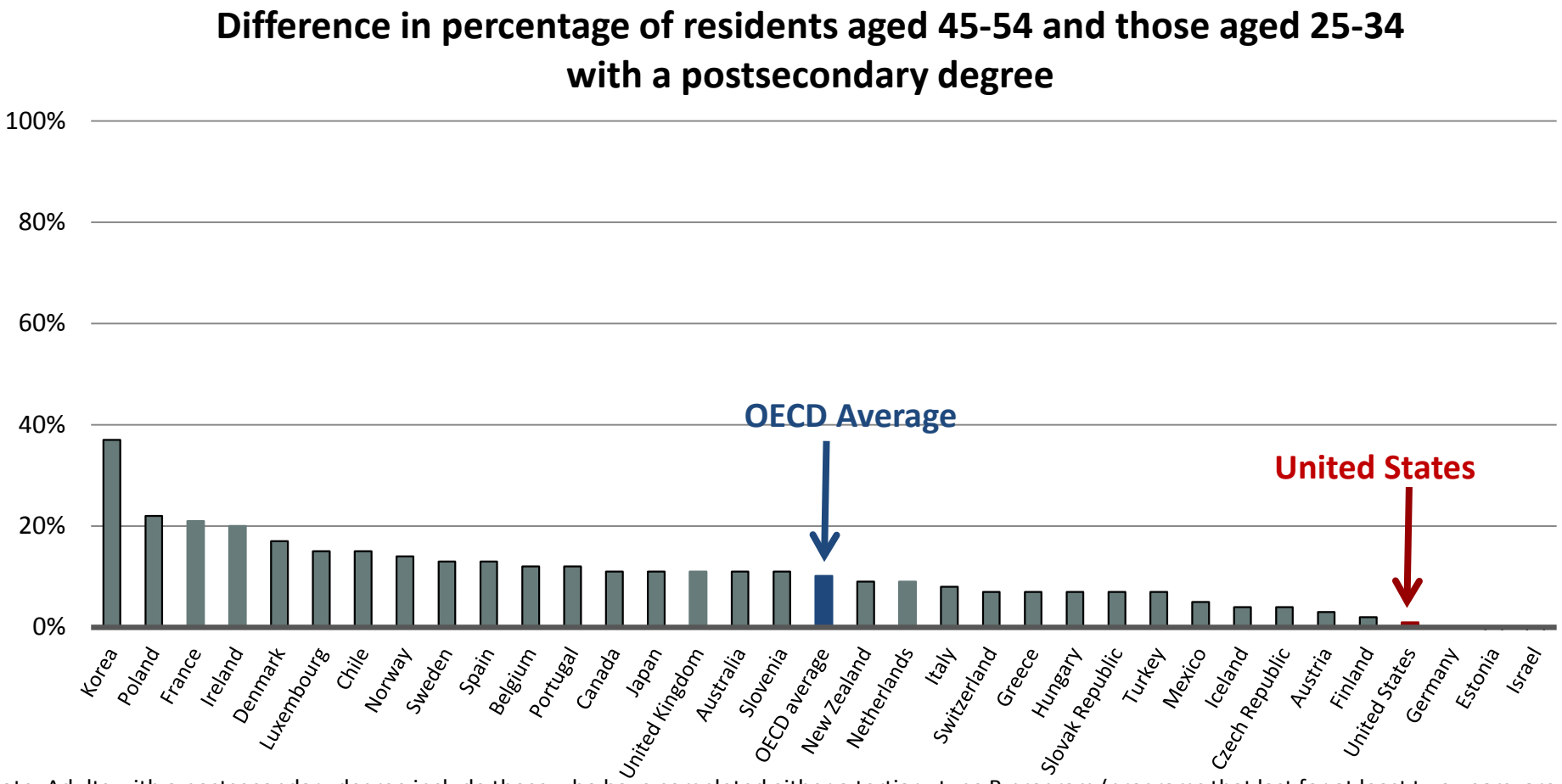
Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)

We're near the bottom in intergenerational progress



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Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)

Whether our schools and colleges **step up**, in other words, is hugely important to our **economy**, our **democracy**, and our **society**.

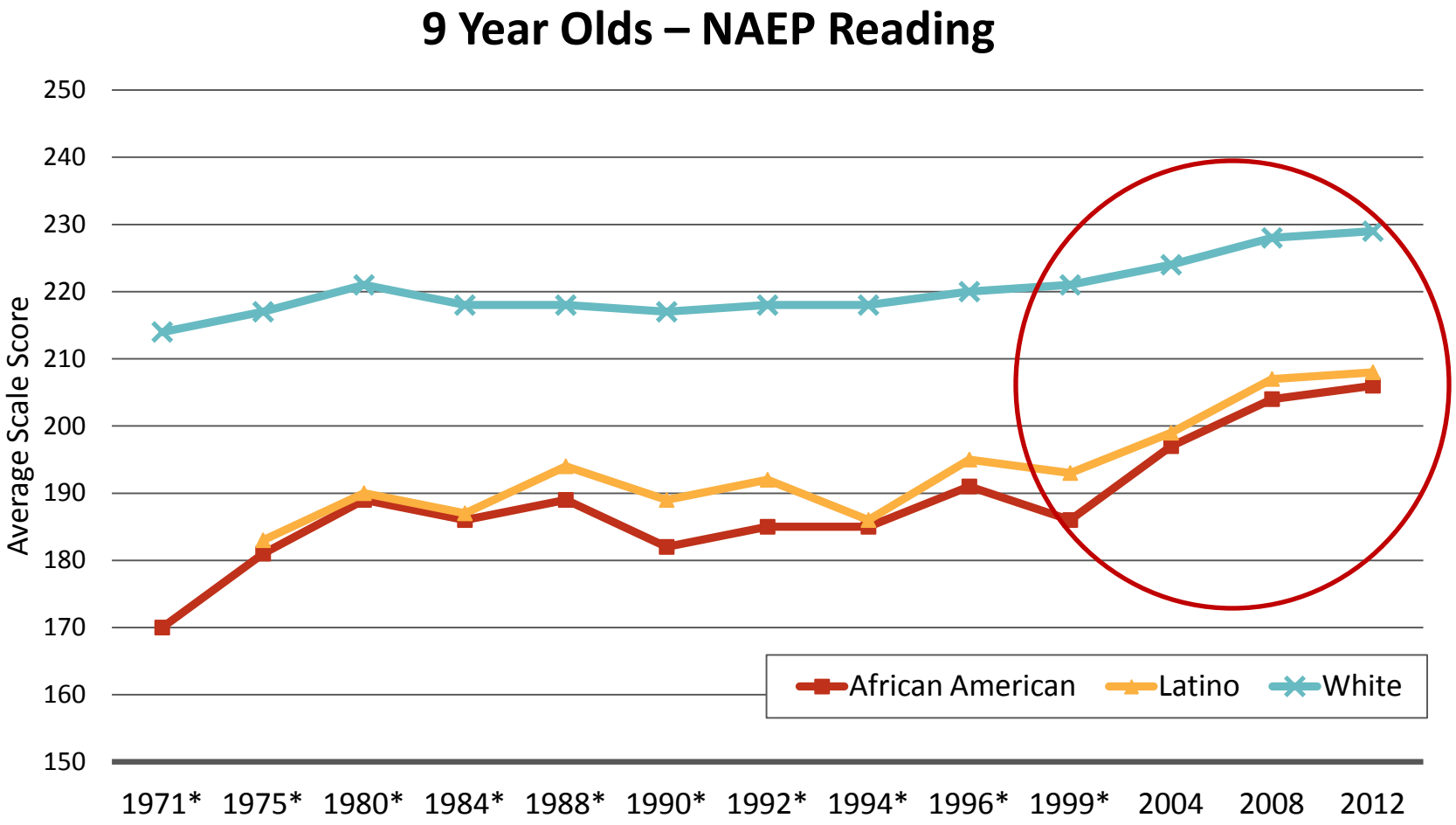
So, how are we doing?

Source:

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.

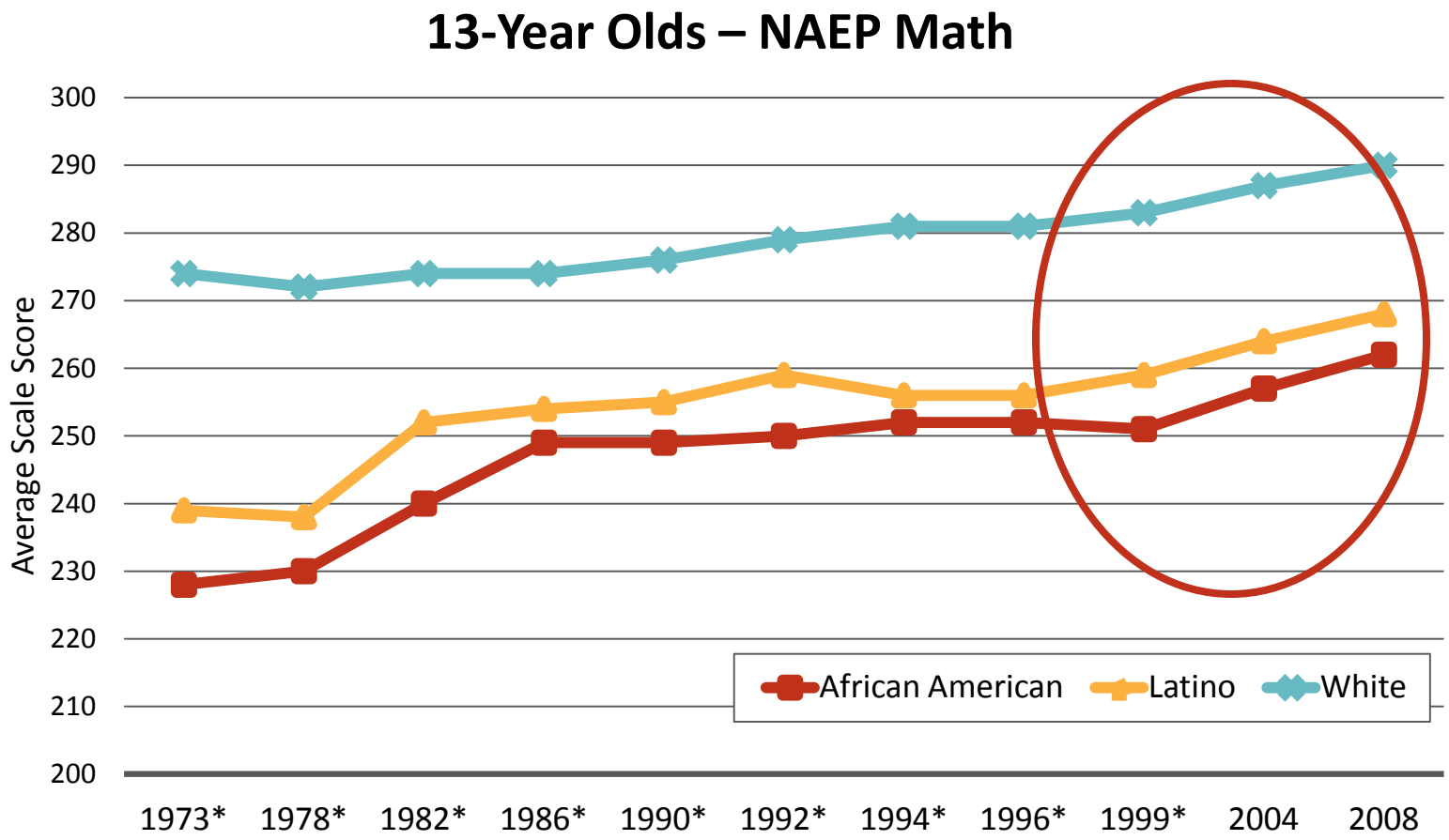
Since 1999, large gains for all groups of students, especially students of color



*Denotes previous assessment format

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

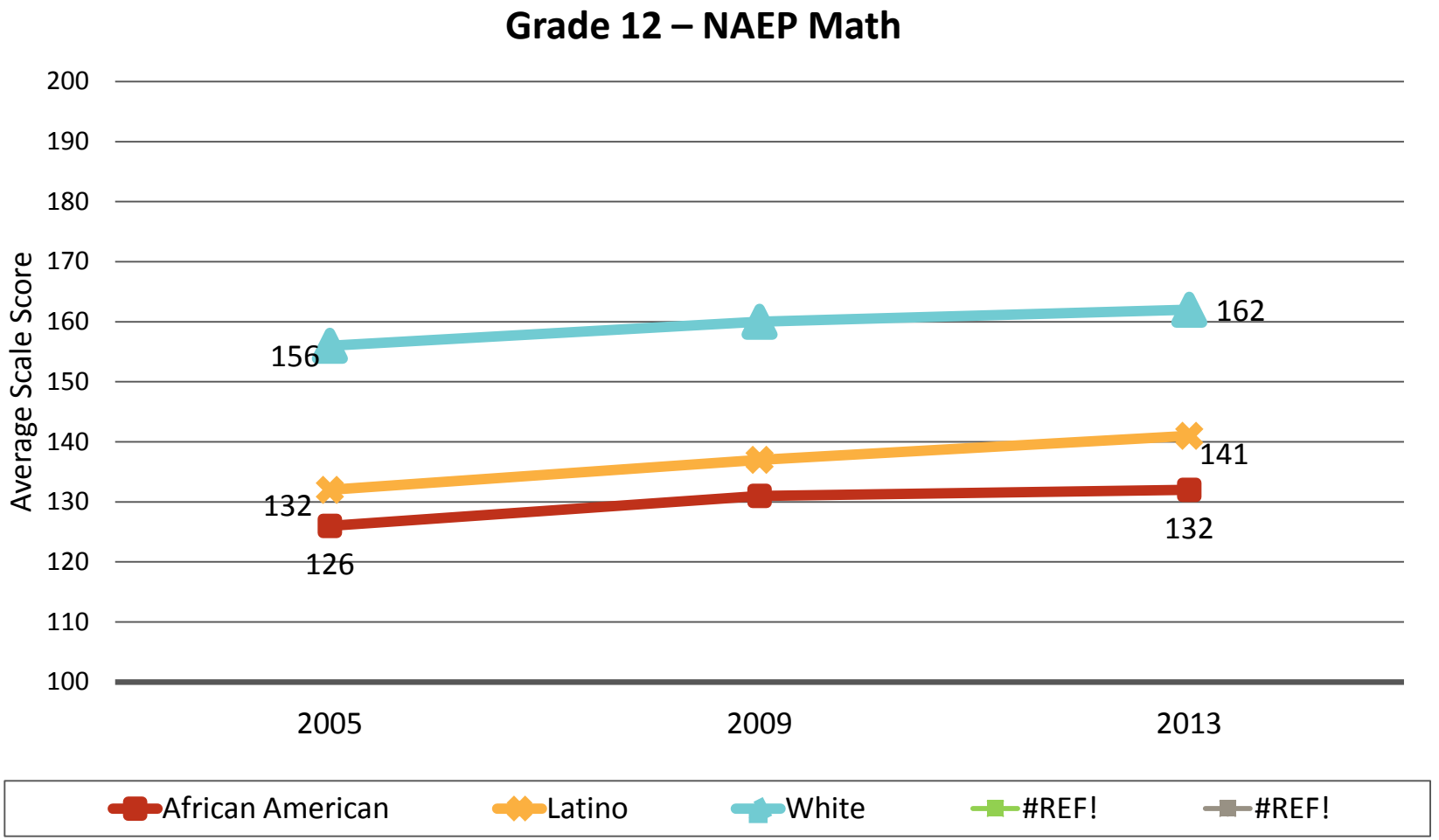
Eighth-Grade Math: Progress for all groups, some gap narrowing



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

12th Grade Math: Progress for all groups, but smaller



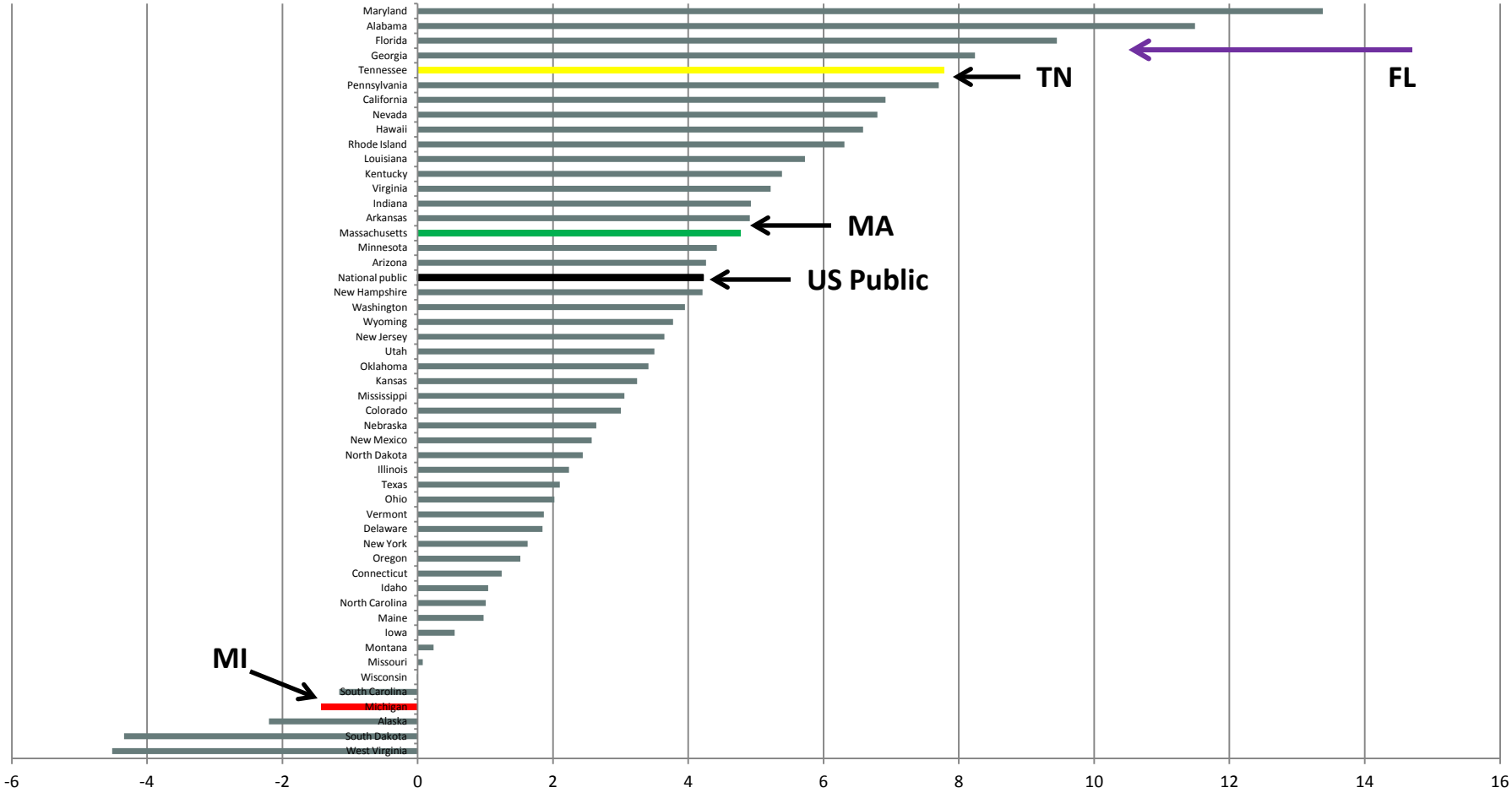
Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/ (Proficient Scale Score = 176; Basic Scale Score = 141)

In other words, reason to be encouraged—if cautiously so.

Different story in Michigan.

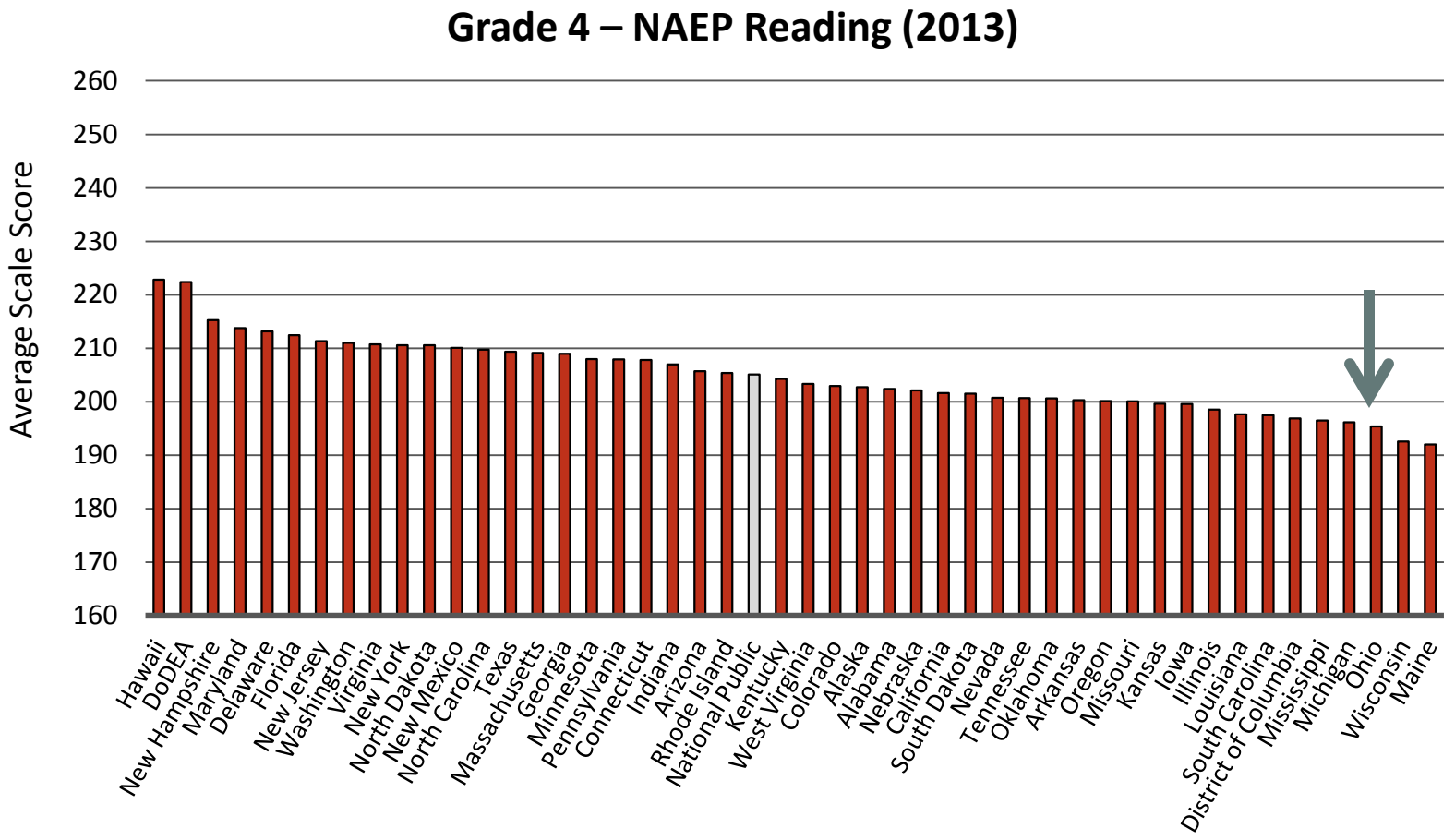
Ten Year Growth in Reading Scores by State

Average Scale Score Change, NAEP Grade 4 - Reading - All Students (2003-13)



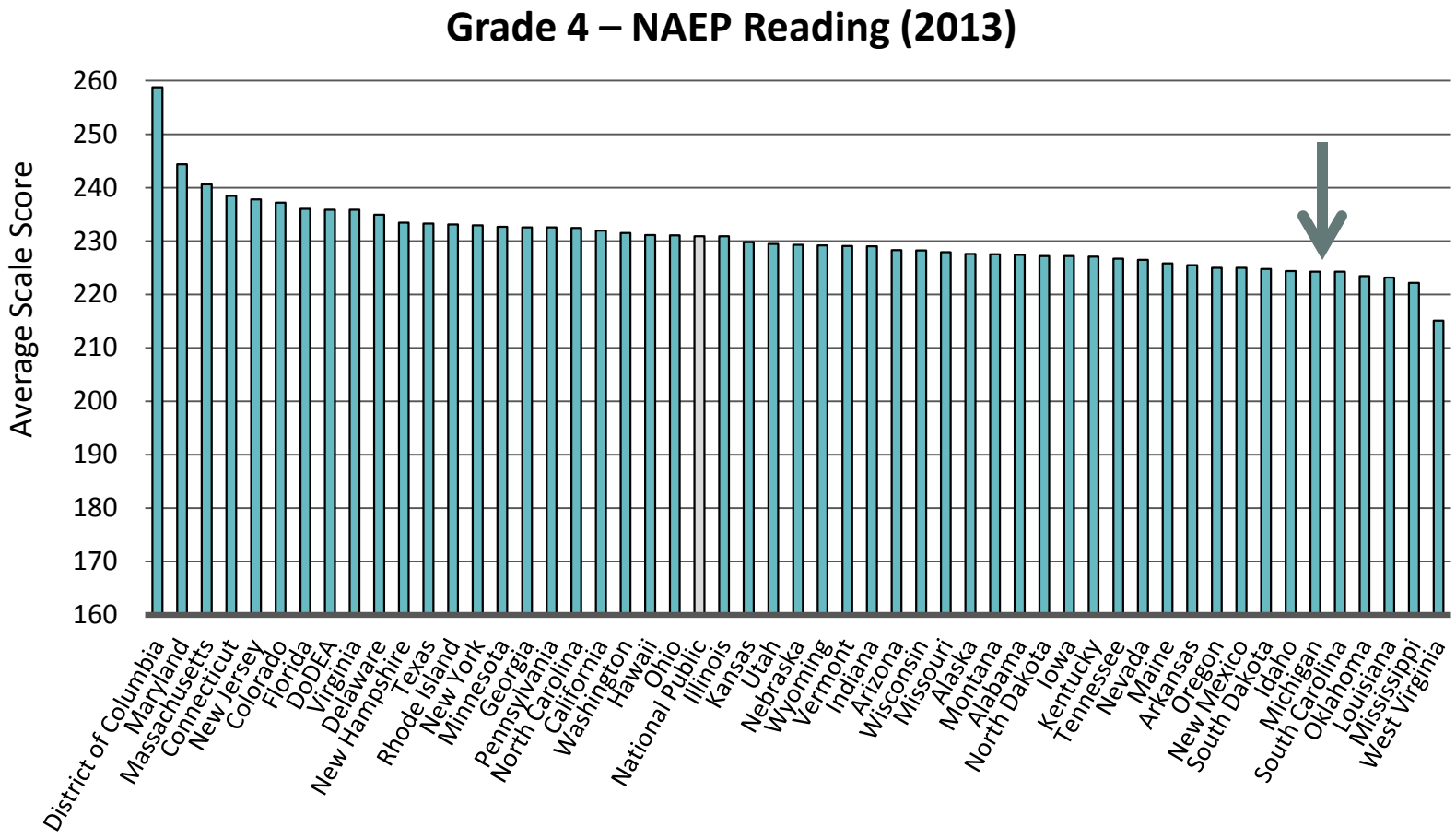
Note: Basic Scale Score = 208; Proficient Scale Score = 238
Source: NAEP Data Explorer, NCES

Scale Scores by State – African-American Students



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

Scale Scores by State – White Students



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

Michigan NAEP Performance

Relative Rank of All Students Falls 2003-2013

	2003	2005	2007	2009	2011	2013
4th Grade Reading	28th	30th	30th	34th	35th	38th
4th Grade Math	27th	32nd	32nd	38th	41st	42nd
8th Grade Reading	27th	29th	32nd	32nd	28th	32nd
8th Grade Math	34th	33rd	36th	36th	36th	37th

Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

Michigan NAEP Performance

Relative Rank of African-American Students Falls 2003-2013

	2003	2005	2007	2009	2011	2013
4th Grade Reading	38th	39th	36th	44th	45th	42nd
4th Grade Math	37th	40th	40th	43rd	44th	44th
8th Grade Reading	29th	33rd	38th	37th	34th	33rd
8th Grade Math	35th	32nd	39th	42nd	42nd	41st

Note: Rankings are among the states that reported data for African-American students.

Source: NCES, NAEP Data Explorer

Michigan NAEP Performance

Relative Rank of Latino Students Falls 2003-2013

	2003	2005	2007	2009	2011	2013
4th Grade Reading	22nd	15th	13th	25th	26th	24th
4th Grade Math	16th	25th	20th	31st	32nd	40th
8th Grade Reading	5th	13th	38th	13th	4th	21st
8th Grade Math	4th	12th	35th	19th	13th	43rd

Note: Rankings are among the states that reported data for Latino students.

Source: NCES, NAEP Data Explorer

Michigan NAEP Performance

Relative Rank of Higher Income Students Falls 2003-2013

	2003	2005	2007	2009	2011	2013
4th Grade Reading	24th	35th	36th	36th	35th	38th
4th Grade Math	20th	29th	35th	35th	43rd	32nd
8th Grade Reading	21st	37th	36th	31st	30th	31st
8th Grade Math	34th	35th	38th	39th	40th	39th

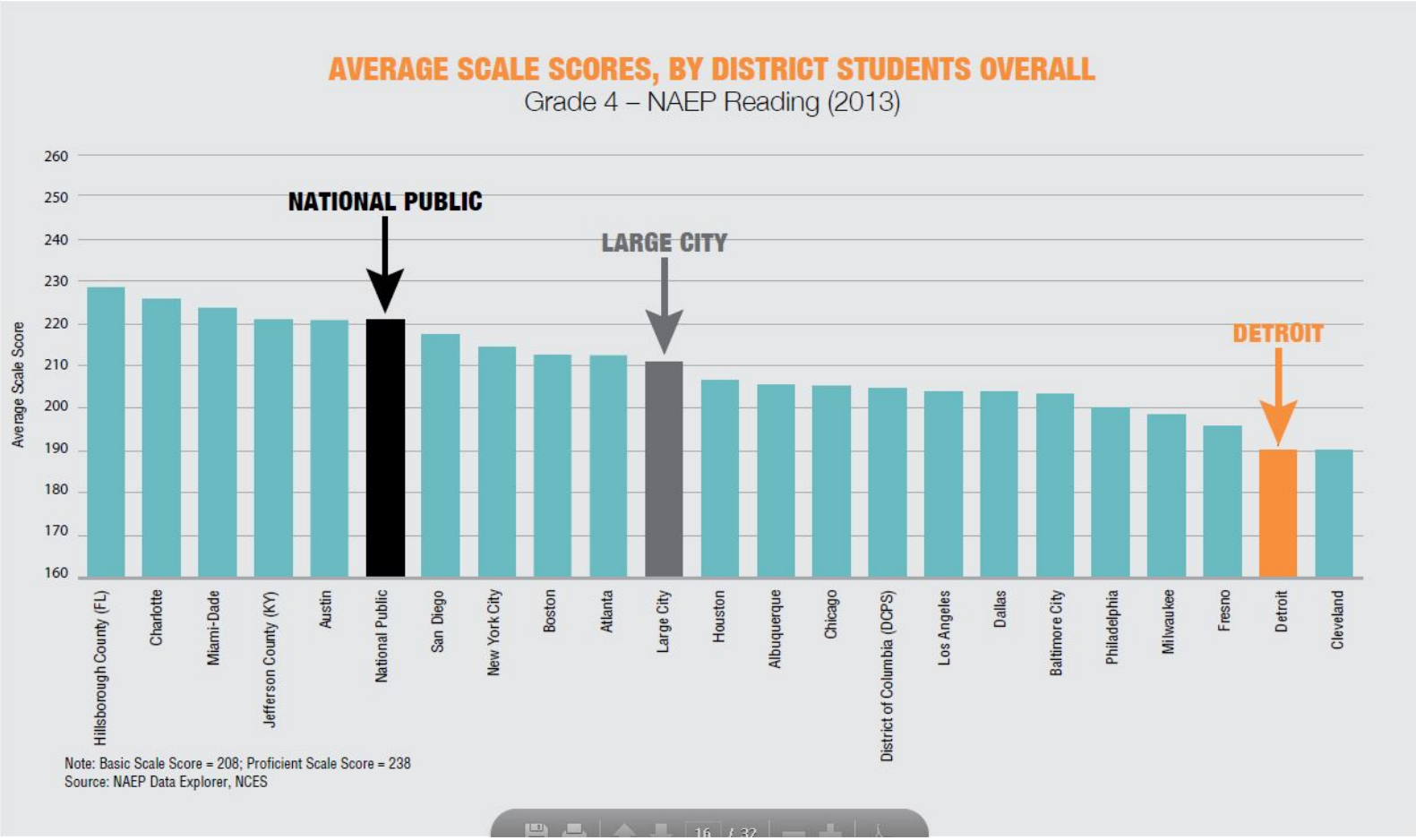
Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

And those are statewide averages.

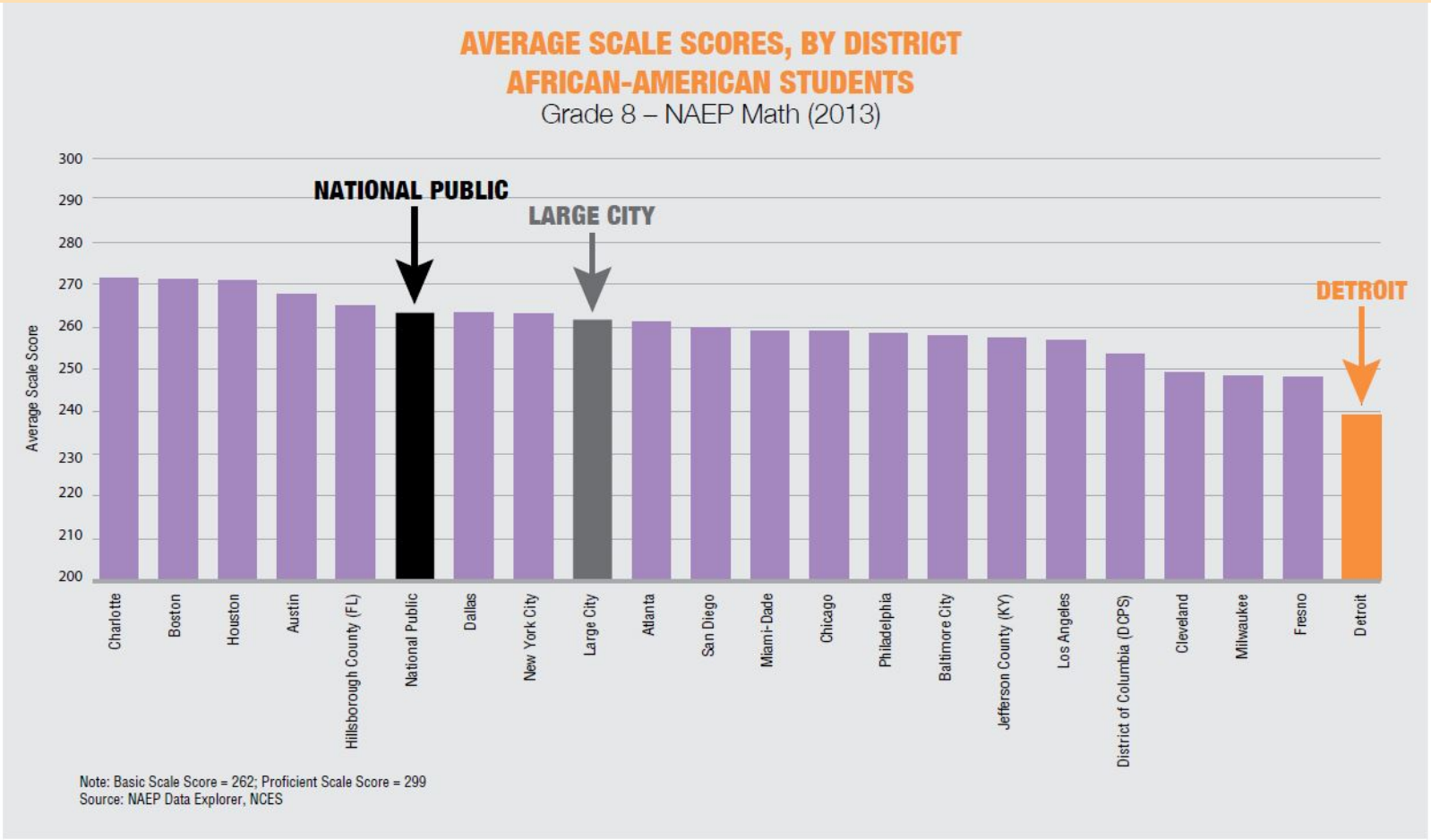
What about Detroit?

4th Grade Reading: Detroit and Cleveland Bring Up the Rear Among Big Cities



Source:

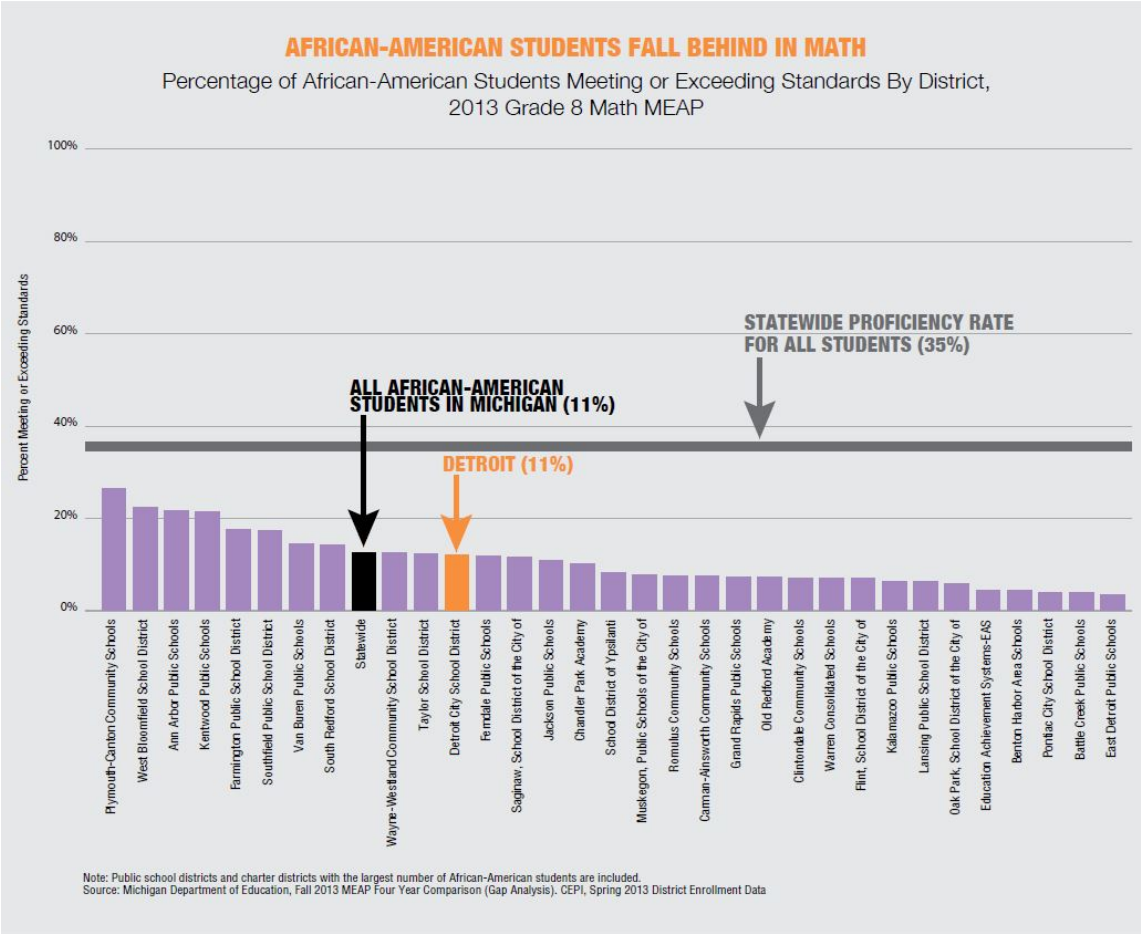
8th Grade Math: Detroit Worst Big City in the Country for African Americans



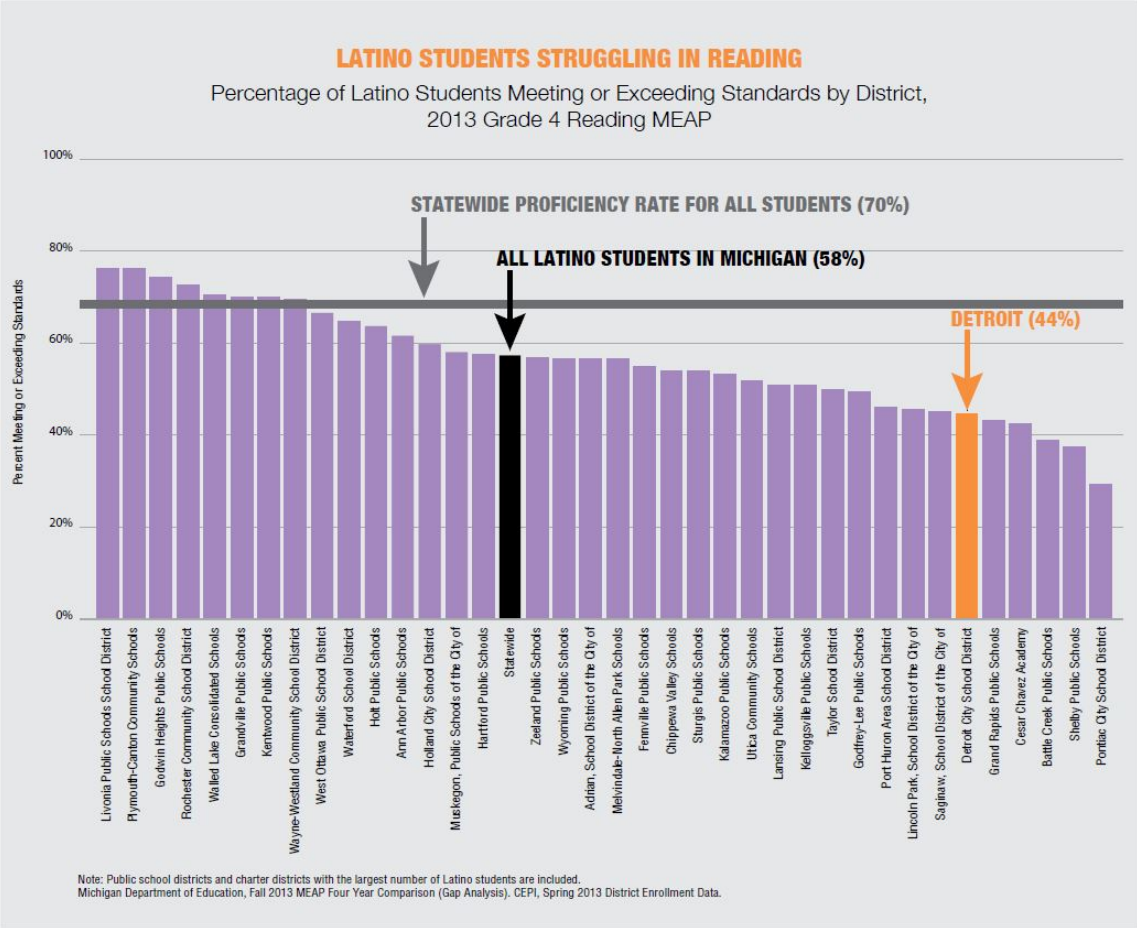
Source:

Detroit Not Worst District for African Americans in Michigan:

Saginaw, Ypsilanti, Grand Rapids and Others Perform Lower



Detroit Not Worst for Latinos, Either: Grand Rapids, Battle Creek, Pontiac Perform Lower



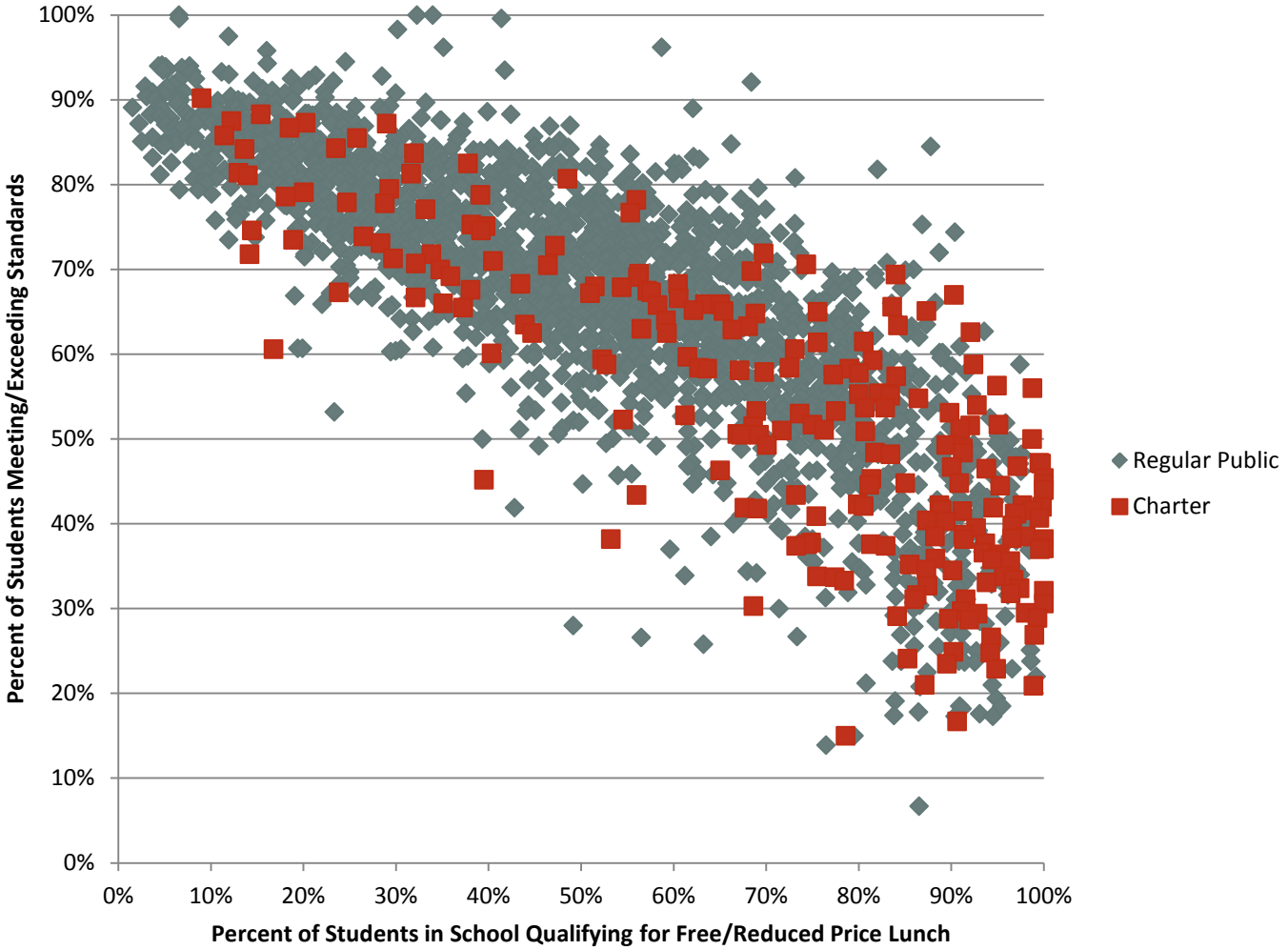
Note: Public school districts and charter districts with the largest number of Latino students are included.
Michigan Department of Education, Fall 2013 MEAP Four Year Comparison (Gap Analysis). CEPI, Spring 2013 District Enrollment Data.

And for those of you who have decided that the “answer” is fast growth of charters….

Fall 2012 MEAP Math Proficiency Rates of All Students at Charter and Regular Public Schools

Source: Fall 2012 MEAP Four Year (Gap Analysis).

Fall 2012 MEAP Reading Proficiency Rates of All Students at Charter and Regular Public Schools



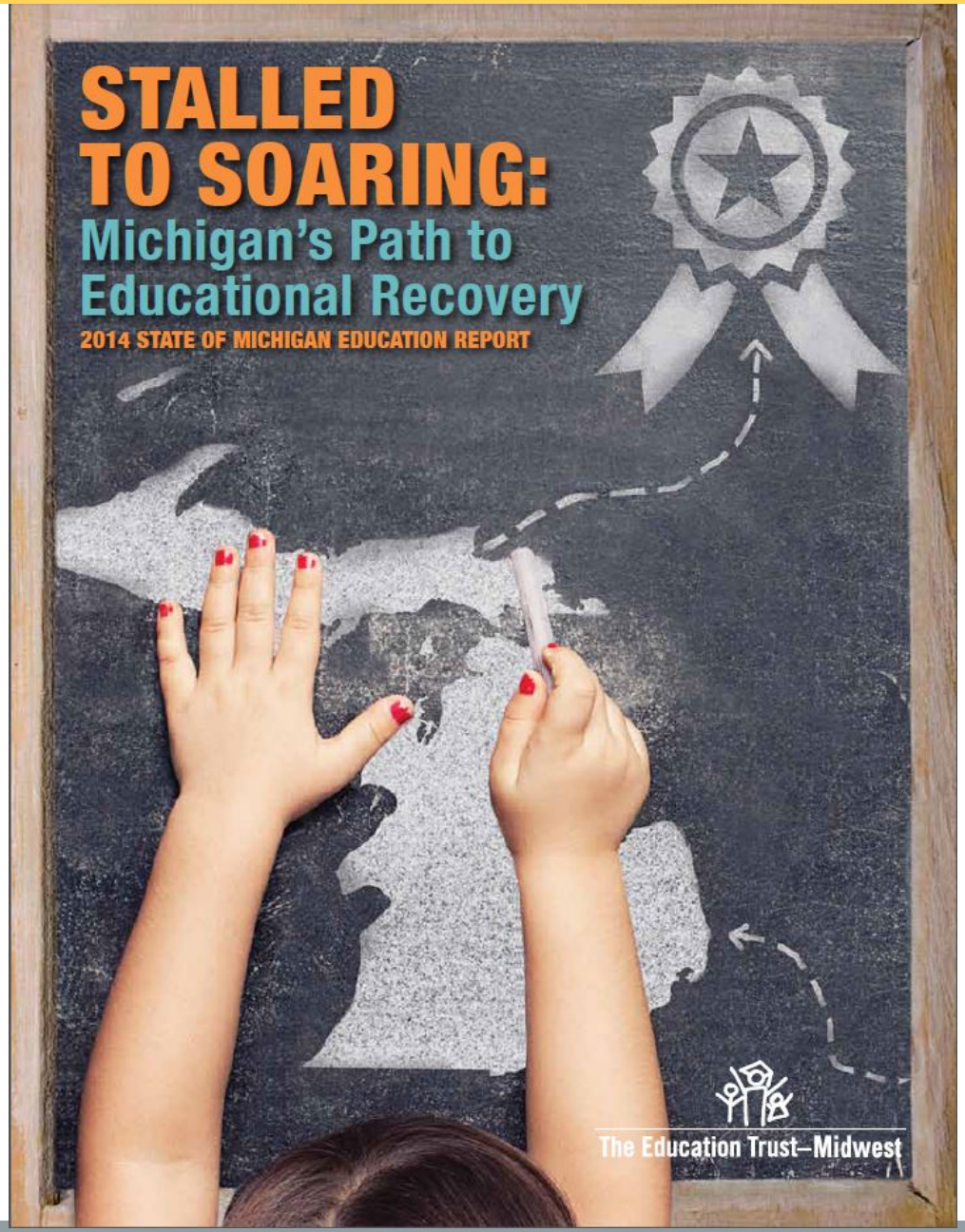
Source: Fall 2012 MEAP Four Year (Gap Analysis).

Add them all together and compare with other states?

Michigan is generally both **low performing and low improving**—not a good place to be in a country that is at best only middle-of-the-pack.

What Can You Do?

Main lessons from fast-improving states.



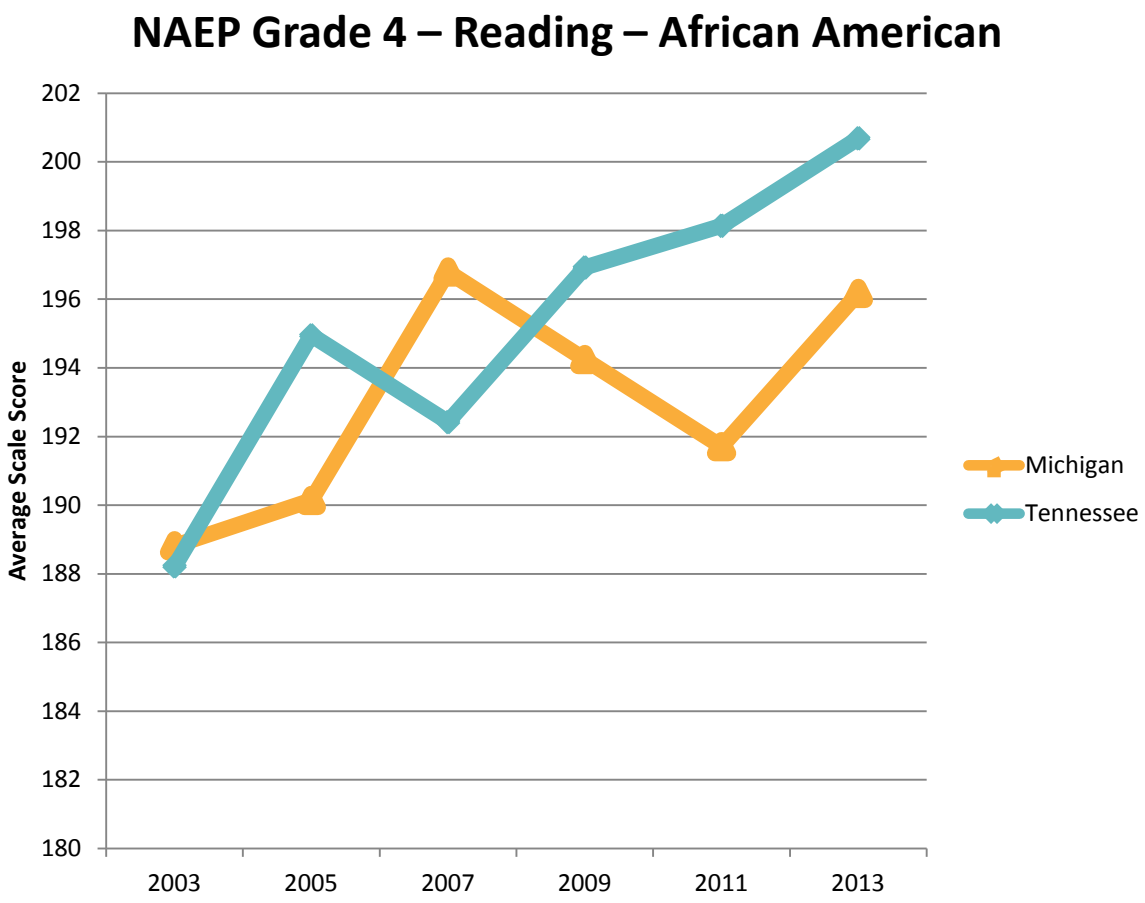
First, don’t accept the excuses.

What we hear many say:

- They’re poor.
- Their parents don’t care.
- They come to school without breakfast.
- They don’t have enough books.
- They don’t have enough parents.

But if there's truly nothing that we can do, why are low-income students and students of color performing so much higher—and growing so much faster-- in some schools? Some districts? Even some whole states?

Tennessee African-American Students Outpace Mi Over Last Decade



Source: National Center for Education Statistics, State Comparisons Tool

NAEP Grade 4 Reading – African-American Students

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

State	Gain
Pennsylvania	17
Florida	15
Alabama	14
Minnesota	14
Maryland	14

Note: On average, mean scale scores in reading for African-American fourth-grade students increased by 8 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

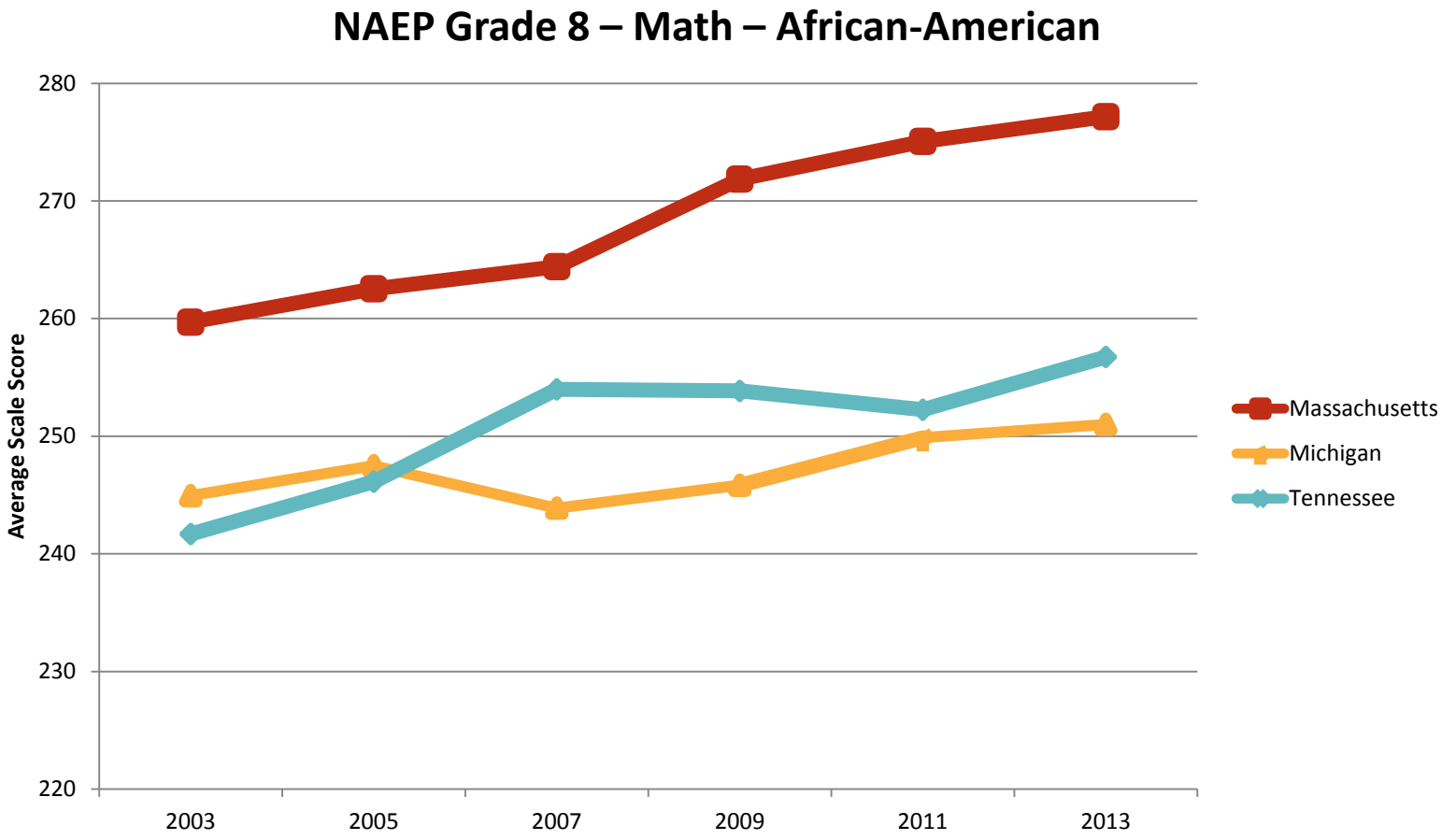
NAEP Grade 4 Reading – Latino Students

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

State	Gain
Maryland	15
Florida	14
Pennsylvania	13
Georgia	13
Minnesota	12
California	10
Nevada	10

Note: On average, mean scale scores in reading for Latino fourth-grade students increased by 7 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer

African-American Students Improving in Math in Leading States



Source: National Center for Education Statistics, State Comparisons Tool

You can help by pointing to the successes—and by pressing for similar results elsewhere.

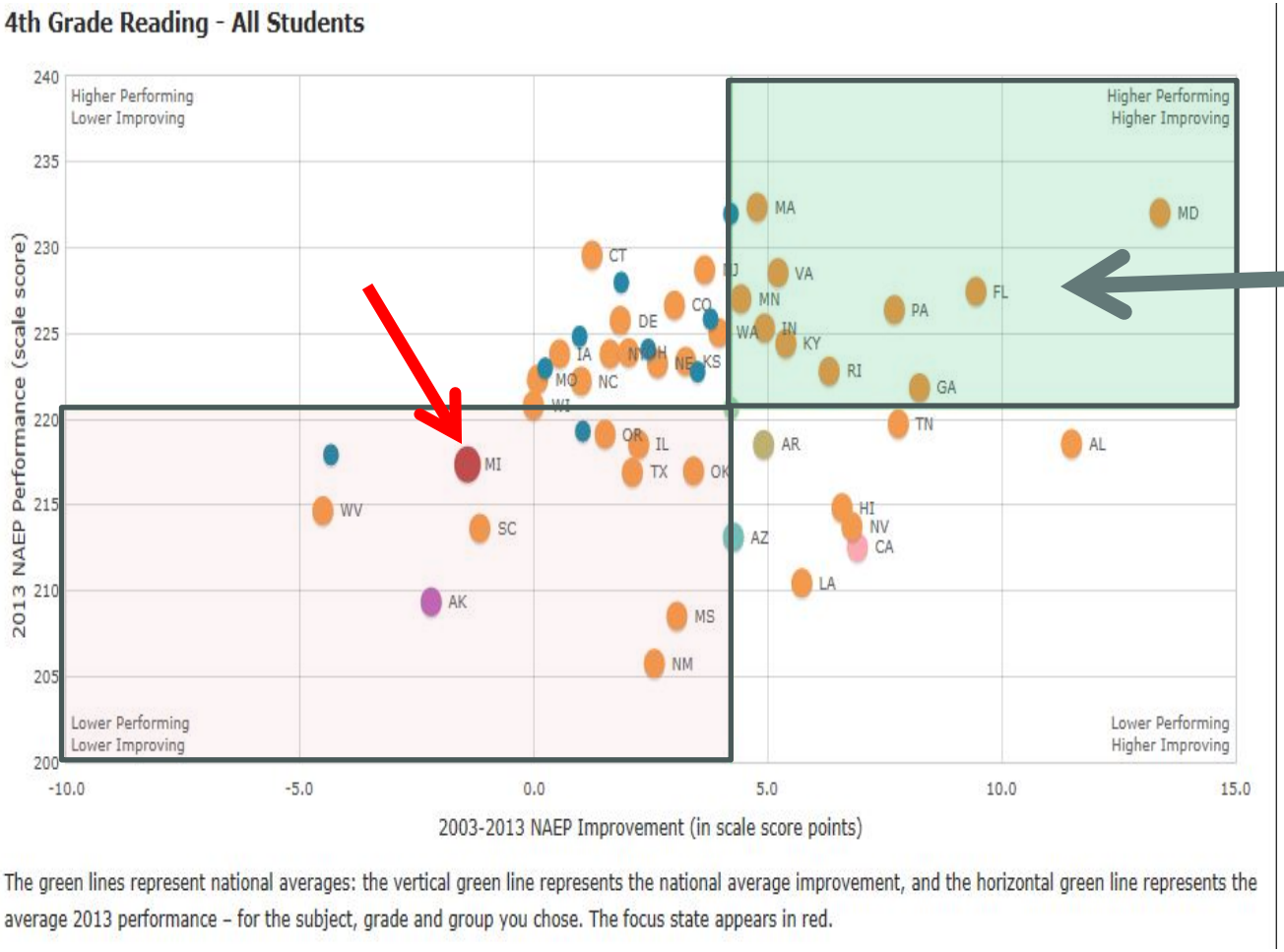
Yes, this may make you "*annoying*."
But in the end, you don't do education leaders any favors by being too nice.
The good ones will use your demands to leverage change.

Second, keep up your push around early education, especially for low-income children.

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

4th Grade Reading:

Michigan Low Performing, Low Growth while Florida is High Performing, High Growth



The green lines represent national averages: the vertical green line represents the national average improvement, and the horizontal green line represents the average 2013 performance – for the subject, grade and group you chose. The focus state appears in red.

Source:

Florida: One of the Nation's Top Gainers in Reading

- Universal pre-k;
- Investment in high quality professional development for elementary reading teachers, perhaps the best in the country;
- Significant supports for struggling readers, accompanied by end to social promotion.

Michigan: Giant Steps Forward

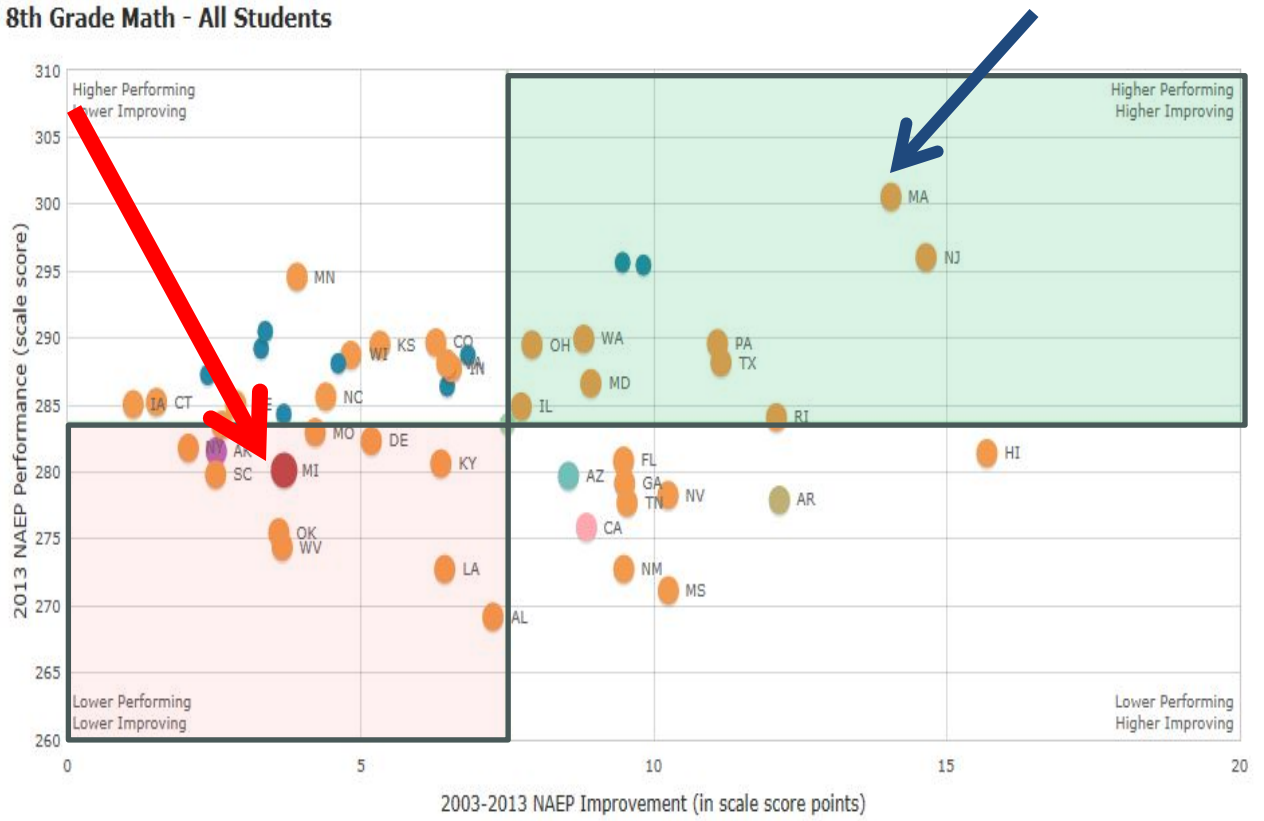
- In 2012-13, Michigan ranked **24th** overall for pre-K access, with about **21% of four-year-olds** enrolled in pre-K.
- In May 2013, the MI legislature passed a **$65 million expansion** (a 60 percent increase) in early childhood funding, the largest dollar figure expansion in the country. The investment in the Great Start Readiness Program (GRSP) allowed at least 10,000 more low- and moderate-income four year olds to attend publically funded preschool.
- In December 2013, Michigan was one of six states that won a **$51.7 million grant through the USDOE Race to the Top-Early Learning Challenge grant** to be spent over four years.
- In January 2014, Gov. Snyder asked for an additional **$65 million** to support GRSP.

Third, support Common Core State Standards.

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

46 states and DC have adopted Common Core

8th Grade Math:
Michigan Low Performing, Low Growth, while Massachusetts is High Performing, High Growth



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Source:

What led to Massachusetts' success?

- Major reforms began in 1993 with education grand bargain:
  - Career- and College- Ready Expectations for All K-16 Students
  - Investments in Effective Teaching and School Leadership
  - Support for All Teachers
  - Fair Funding for Schools

Massachusetts: Career- and College- Ready Expectations & Teacher Supports

College- and Career- Ready Expectations

- National leader in holding all students to rigorous standards, which included a new comprehensive assessment system.
- Developed statewide curriculum frameworks & standards in core academic subjects.

Support for All Teachers

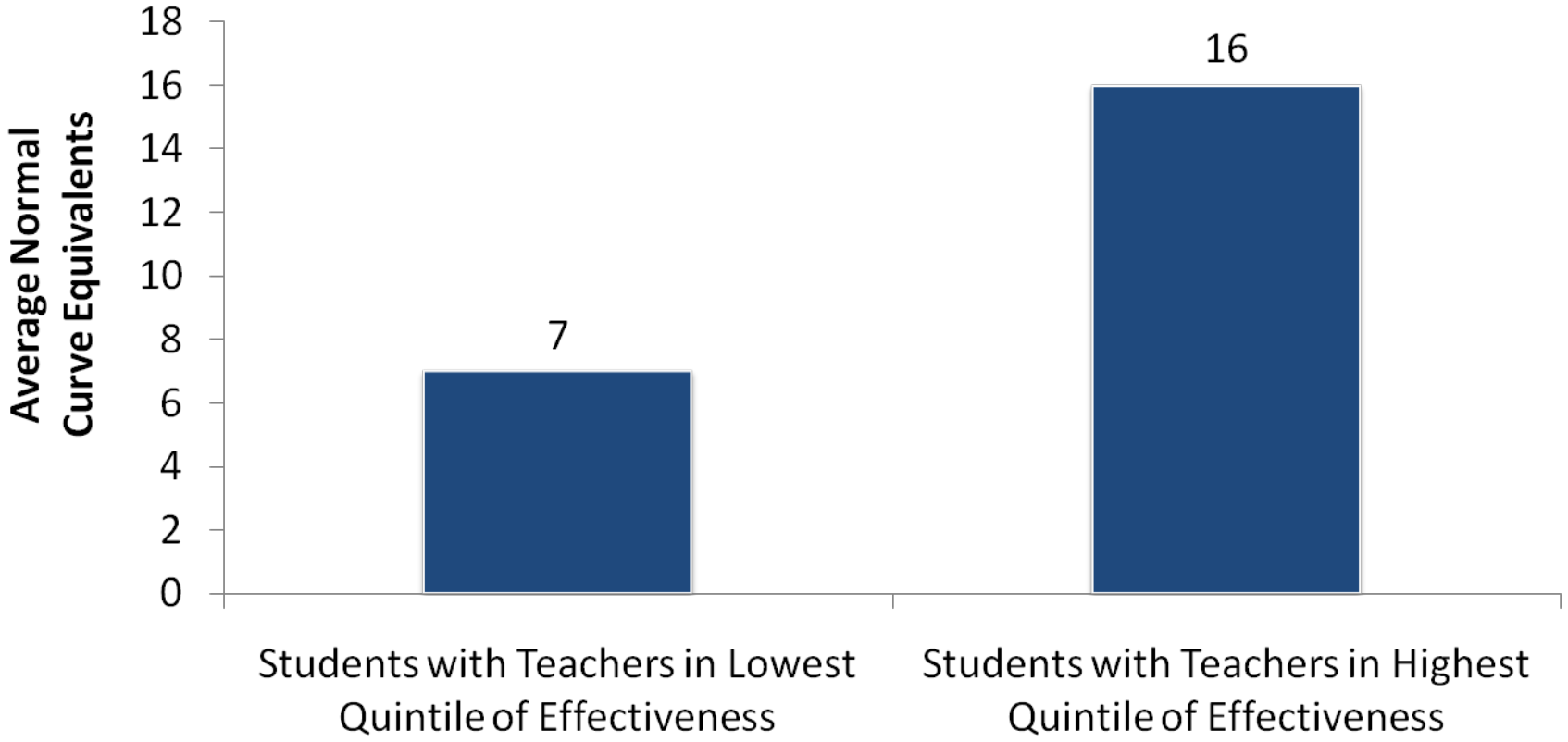
- Now, CCSS training for thousands of educators.
- Expanded learning time.
- Joined other states to create tool to help educators assess quality of their lessons.

Investment in Systems Improvement

- **Increased state support**, with a formula that sent extra resources to higher poverty schools and expanded learning time. Today, average per pupil spending is almost double what it is in Michigan.
- **Emphasis on effective teaching and leadership**, including teacher performance standards; annual evaluations of teachers and administrators; raised certification requirements; accountability for teacher prep programs; investment in development and retention of top teachers.

Fourth, help keep momentum in the teacher effectiveness movement.

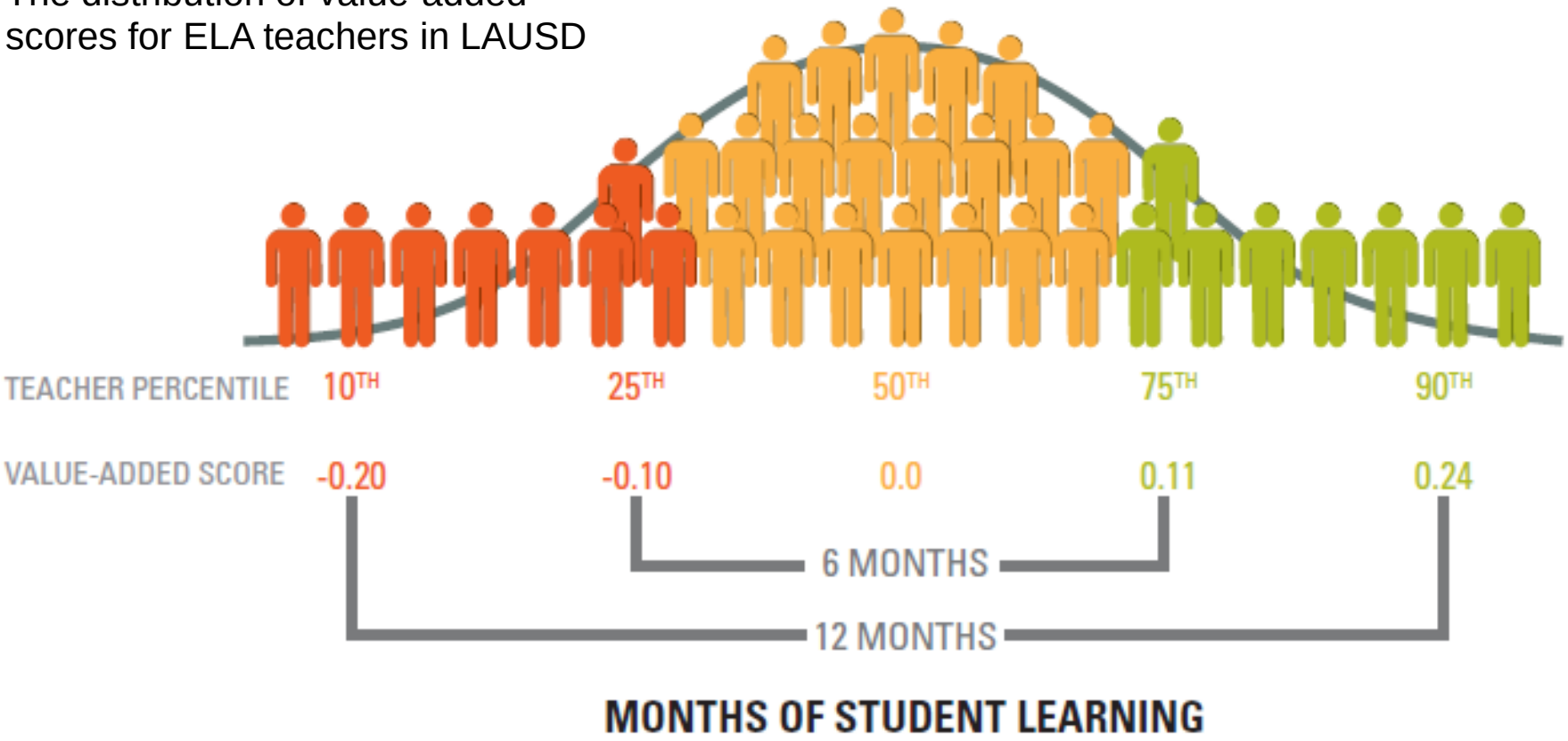
Students in Dallas Gain More in Math with Effective Teachers: One Year Growth From 3rd-4th Grade



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

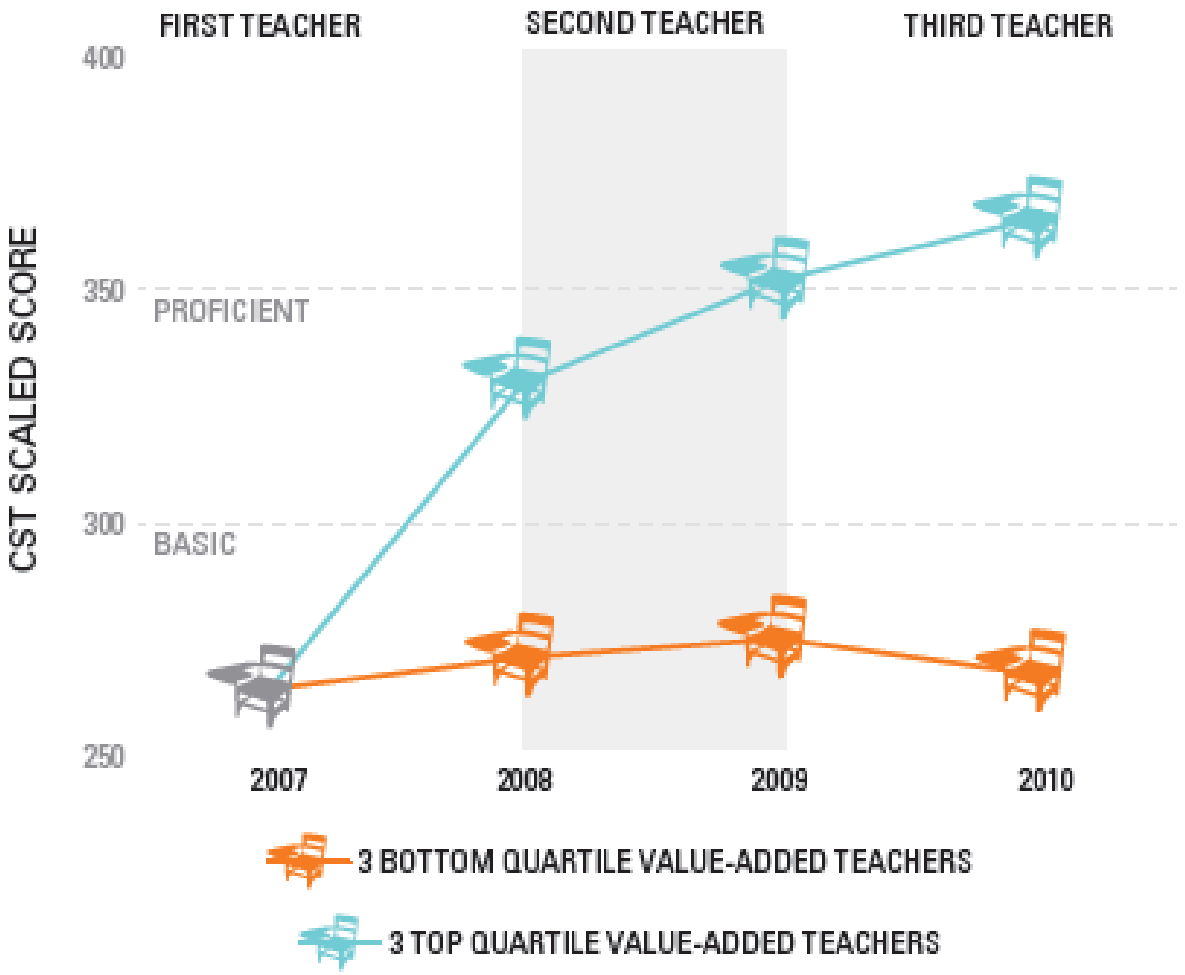
DIFFERENCES IN TEACHER EFFECTIVENESS ACCOUNT FOR LARGE DIFFERENCES IN STUDENT LEARNING

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

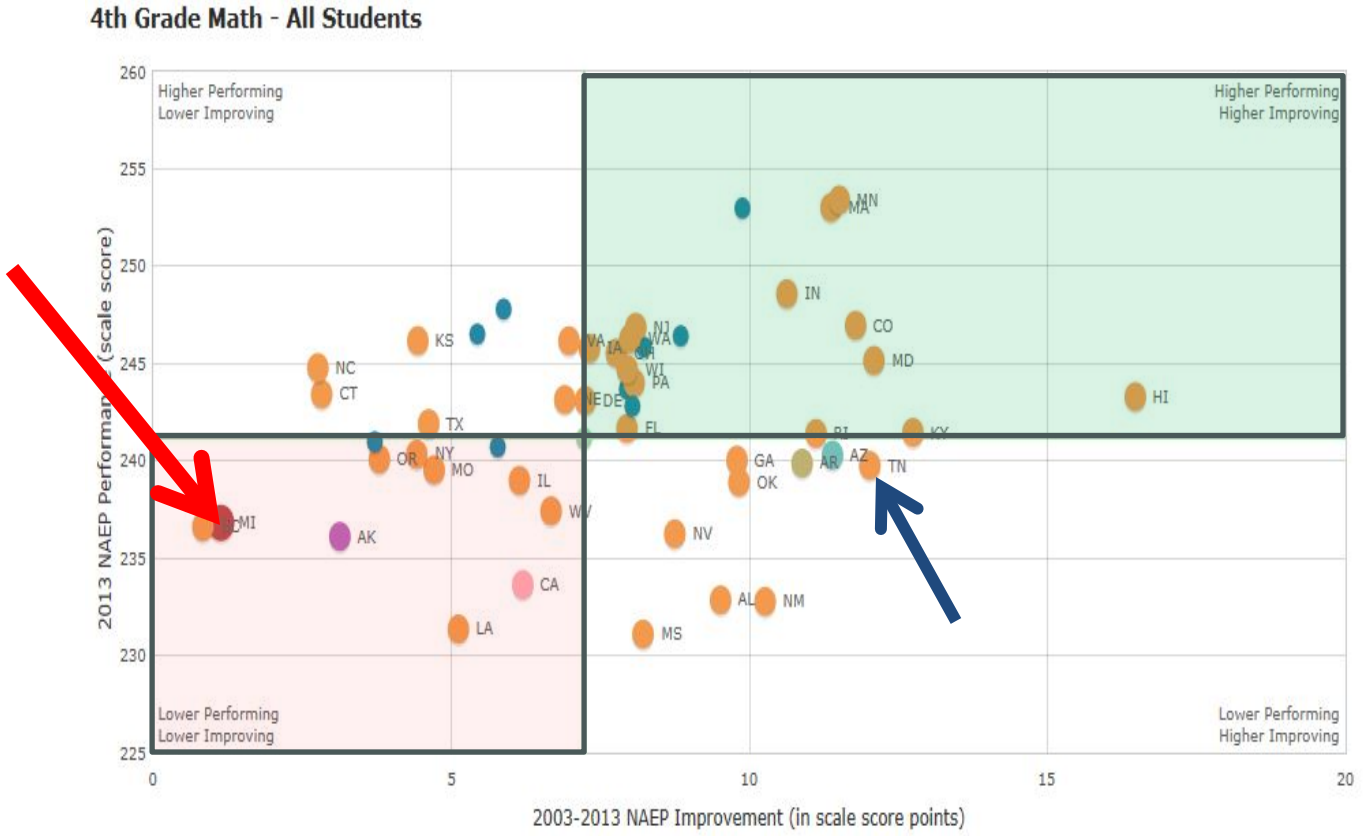


ACCESS TO MULTIPLE EFFECTIVE TEACHERS CAN DRAMATICALLY AFFECT STUDENT LEARNING

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



4th Grade Math:
Michigan Low Performing, Low Growth, while Tennessee is High Growth and Almost High Performing



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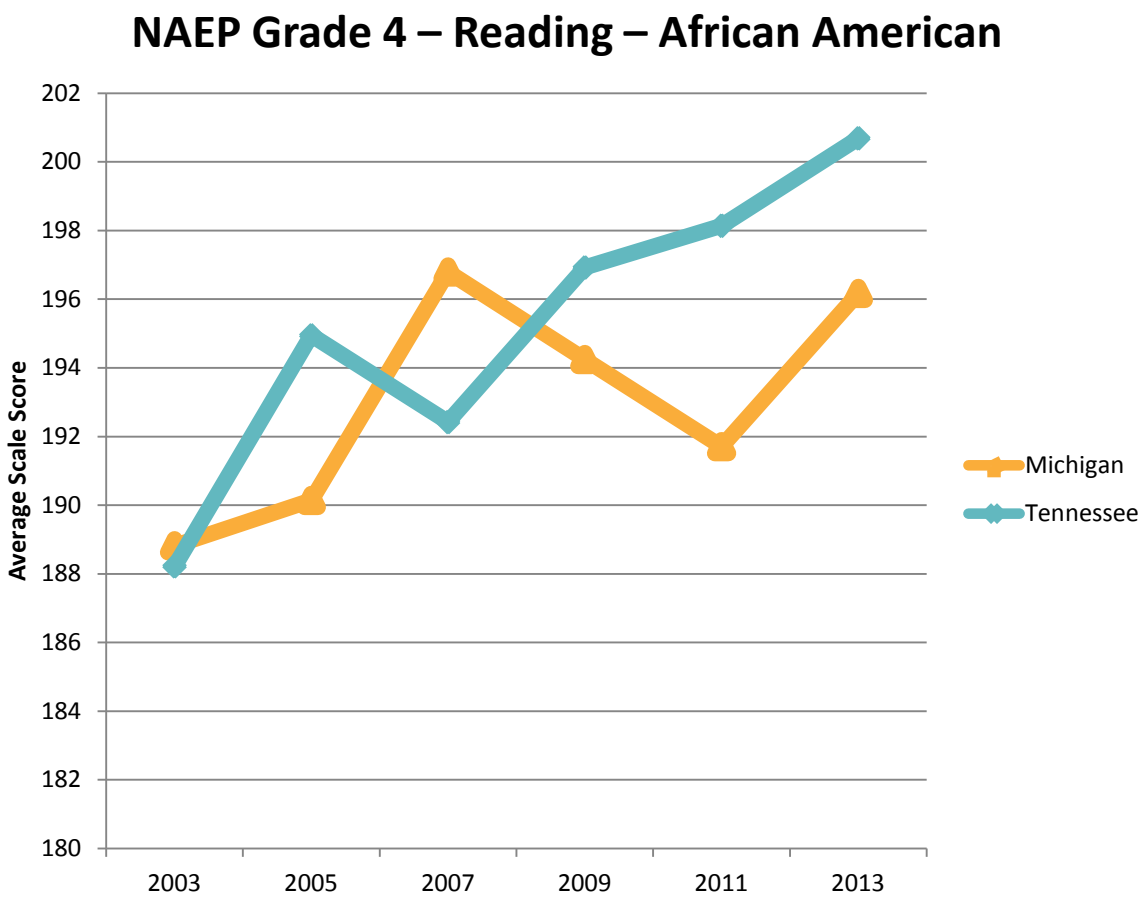
Source:

Tennessee African-American Students Outpace Mi Over Last Decade



Source: National Center for Education Statistics, State Comparisons Tool

What led to Tennessee's Recent Success?

- A **commitment to education reform, through a change in governors**:
  - Research-based, comprehensive statewide reform effort with a focus on improving teaching quality
  - Collaboration across sectors
  - Strong investment and implementation over time

Effective Teaching and School Leadership

- Tennessee has put a laser-like focus on **effective teaching and school leadership.**
  - All teachers evaluated based on classroom observations and student learning data through the statewide evaluation system.
    - Tennessee has trained **5,000** evaluators in the system.
  - One of the nation's first value-added data systems
  - Multiple observations of classroom practice in final evaluations and individual evaluations private

Career- and College- Ready Expectations for All Students

- Tennessee phased in the Common Core standards over multiple years, starting with math in grades 3-8 and a pilot of English standards in 60 school districts.
- Invested $15 million in Common Core training. Identified more than 700 teachers with strong learning gains and trained them to be Common Core coaches for more than **30,000** educators.
- Developed a pre-K through higher education (P-20) longitudinal student data system and piloted early warning data system so educators could monitor real-time indicators of at-risk student progress

Finally, mind the gaps in opportunity and achievement.

True, 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.

We spend less on their education…

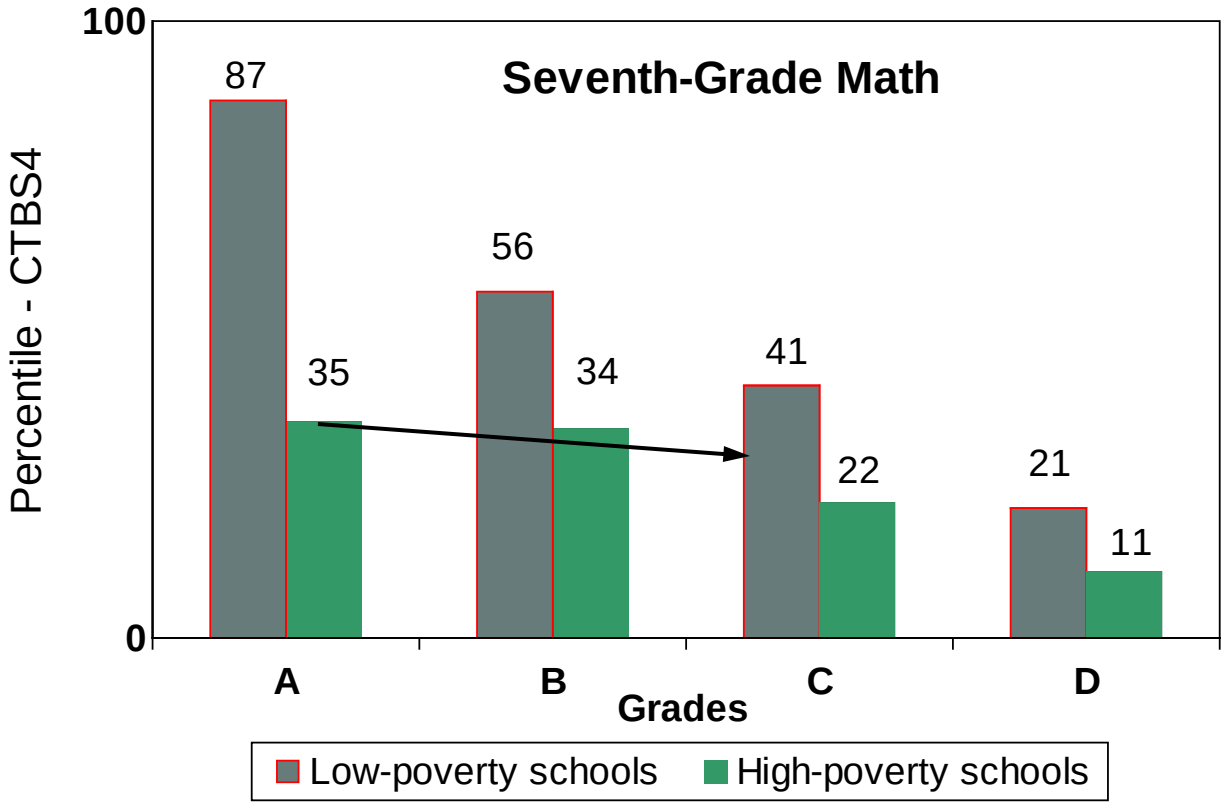
Funding Gaps ***Within States:*** National inequities in state and local revenue per student

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

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

We expect less of them.....

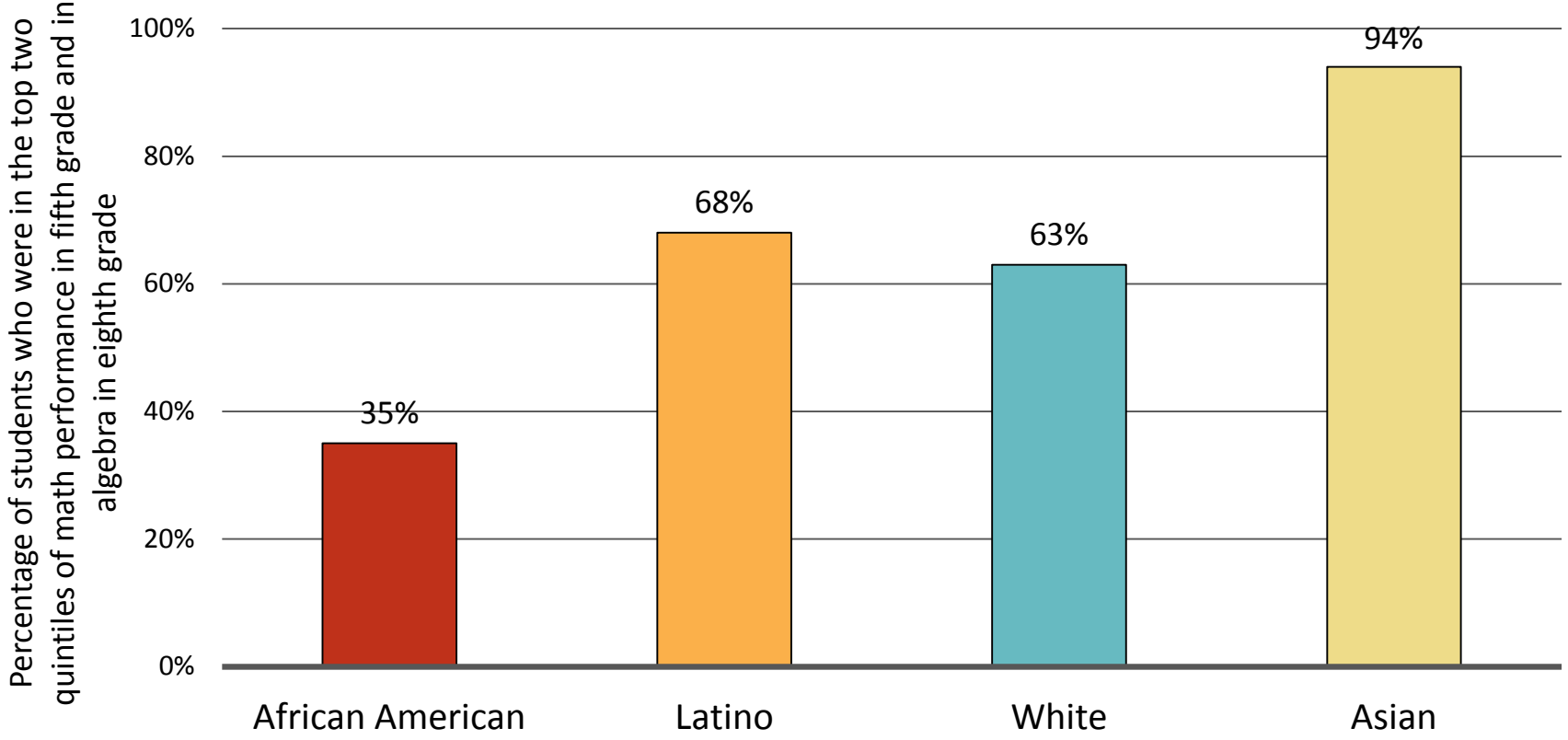
Students in poor schools receive As for work that would earn Cs in affluent schools.



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

We teach them less…

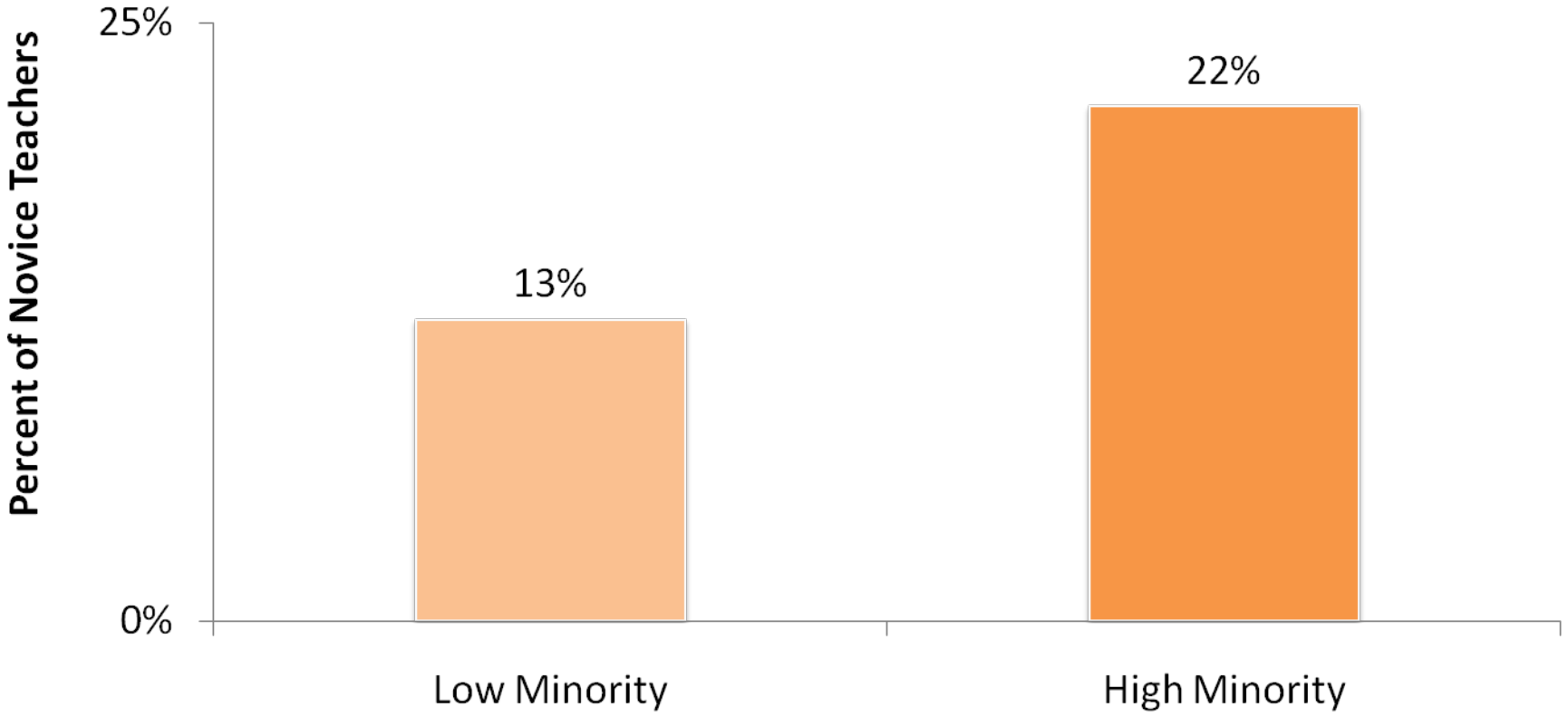
Even African-American students with ***high math performance*** in fifth grade are unlikely to be placed in algebra in eighth grade



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).

And we assign them disproportionately to our least experienced, least well-educated, and least effective teachers…

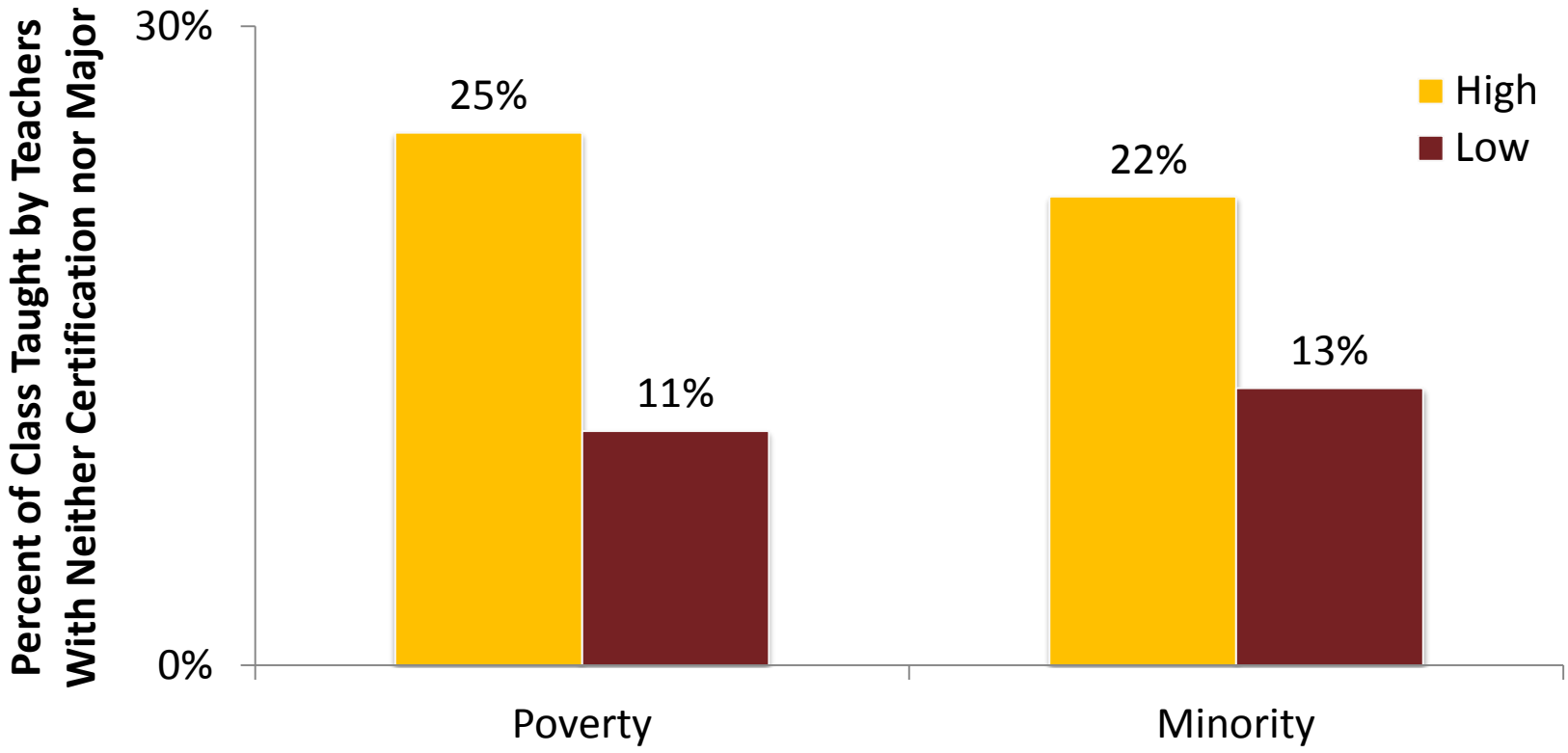
Students at high-minority schools more likely to be taught by novice* teachers.



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.

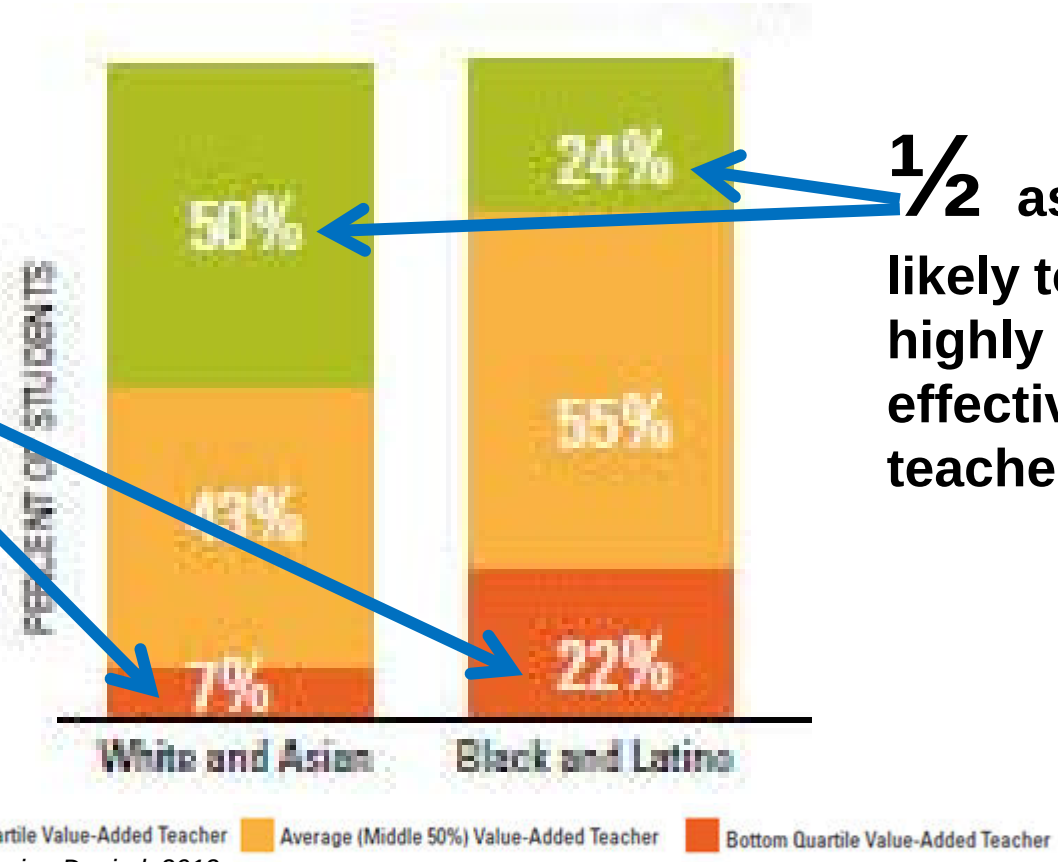
Source: Education Trust Analysis of 2007-08 Schools and Staffing Survey data.

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

Latino and black students are:

3X as likely to get low-effectiveness teachers

READING/LANGUAGE ARTS



½ as likely to get highly effective teachers

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

The results are devastating.

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

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

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

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

Download this presentation and learn more about the Education Trust.
www.edtrust.org

The Education Trust

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