



It's Up to Us:

Going the Distance to Improve Results and Close Gaps



The Education Trust

League of Education Voters

Seattle, WA

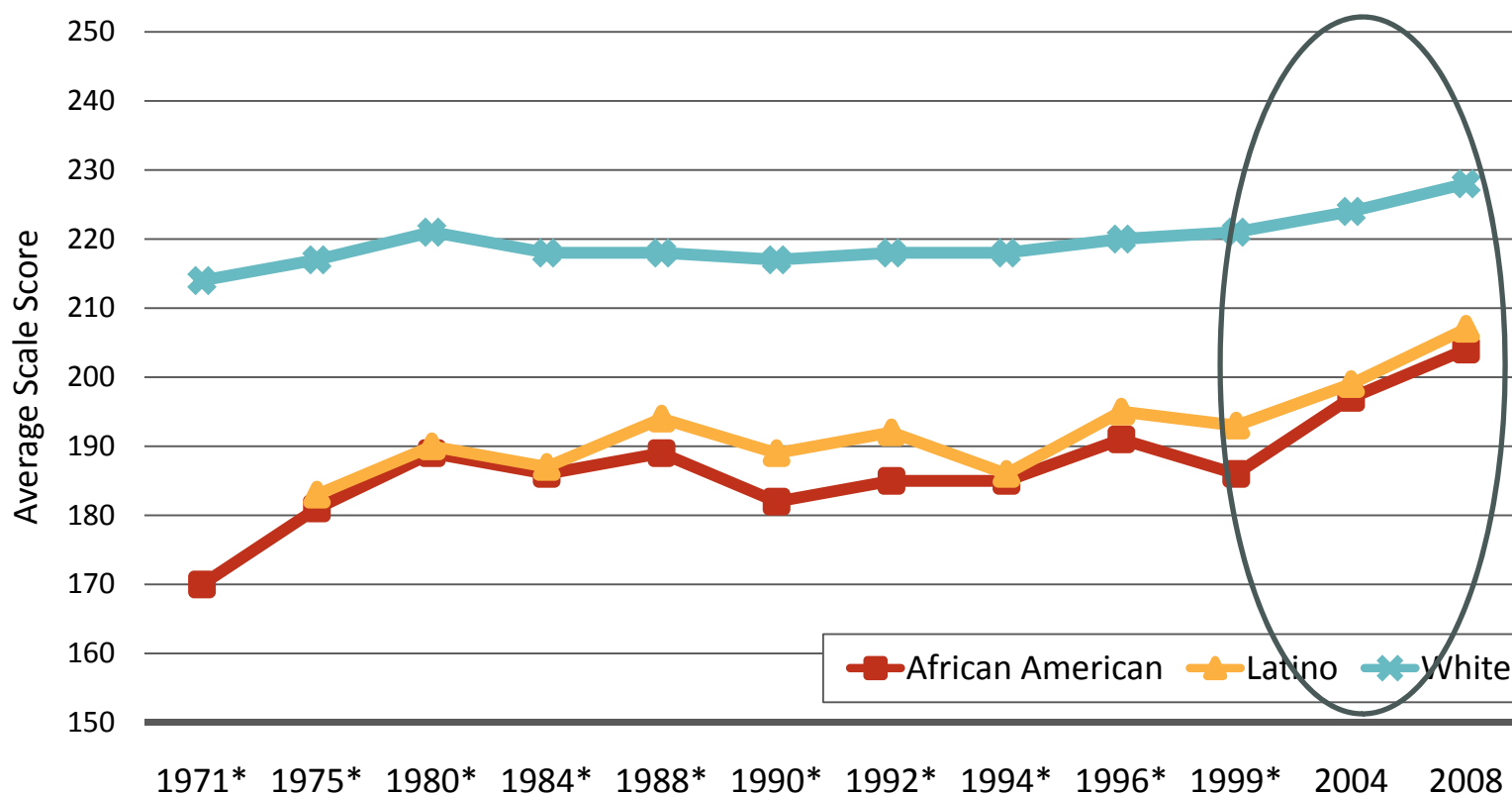
May, 2009

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

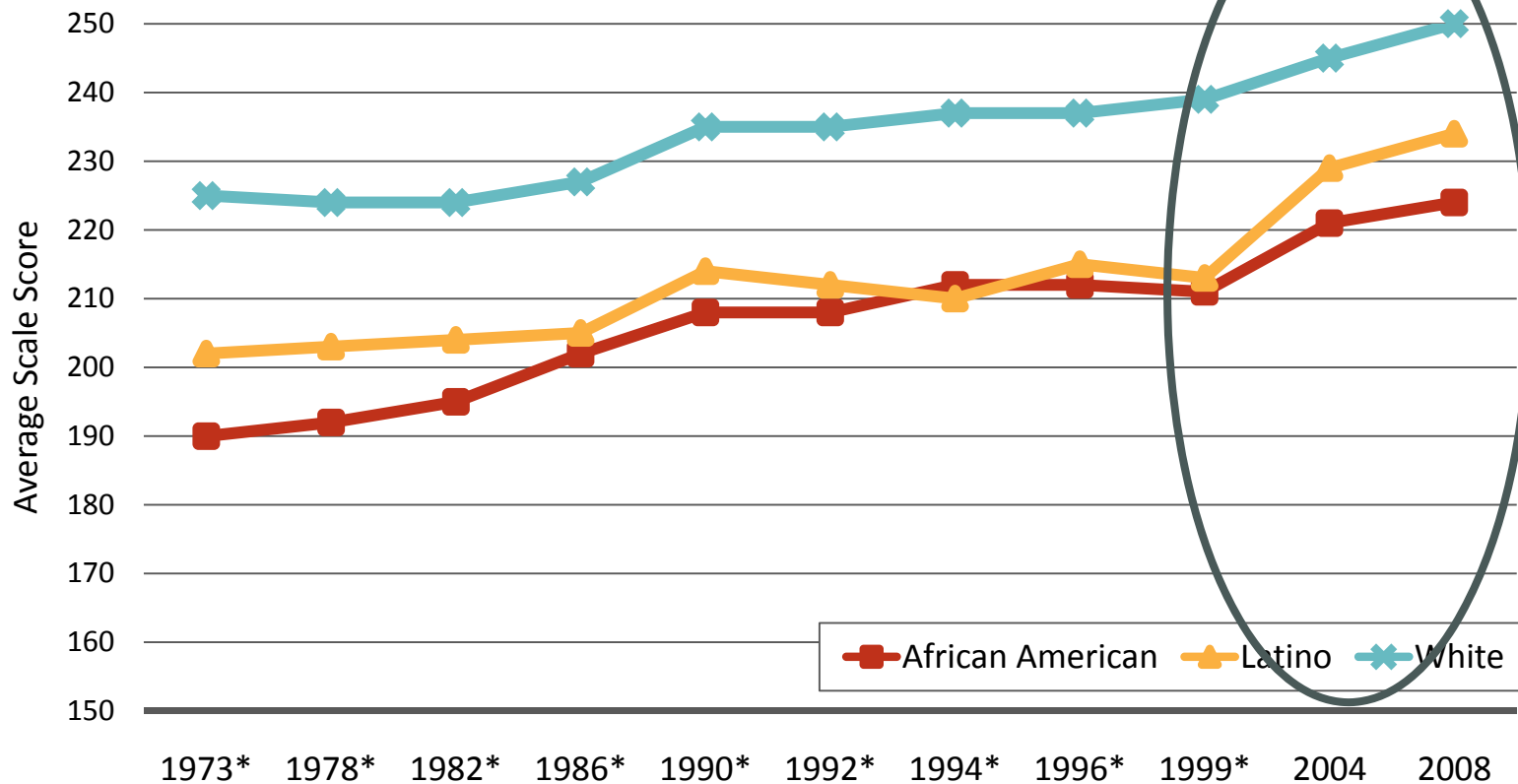


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

4th Grade Math: Record Performance with Gap Narrowing

9 Year Olds – NAEP Math

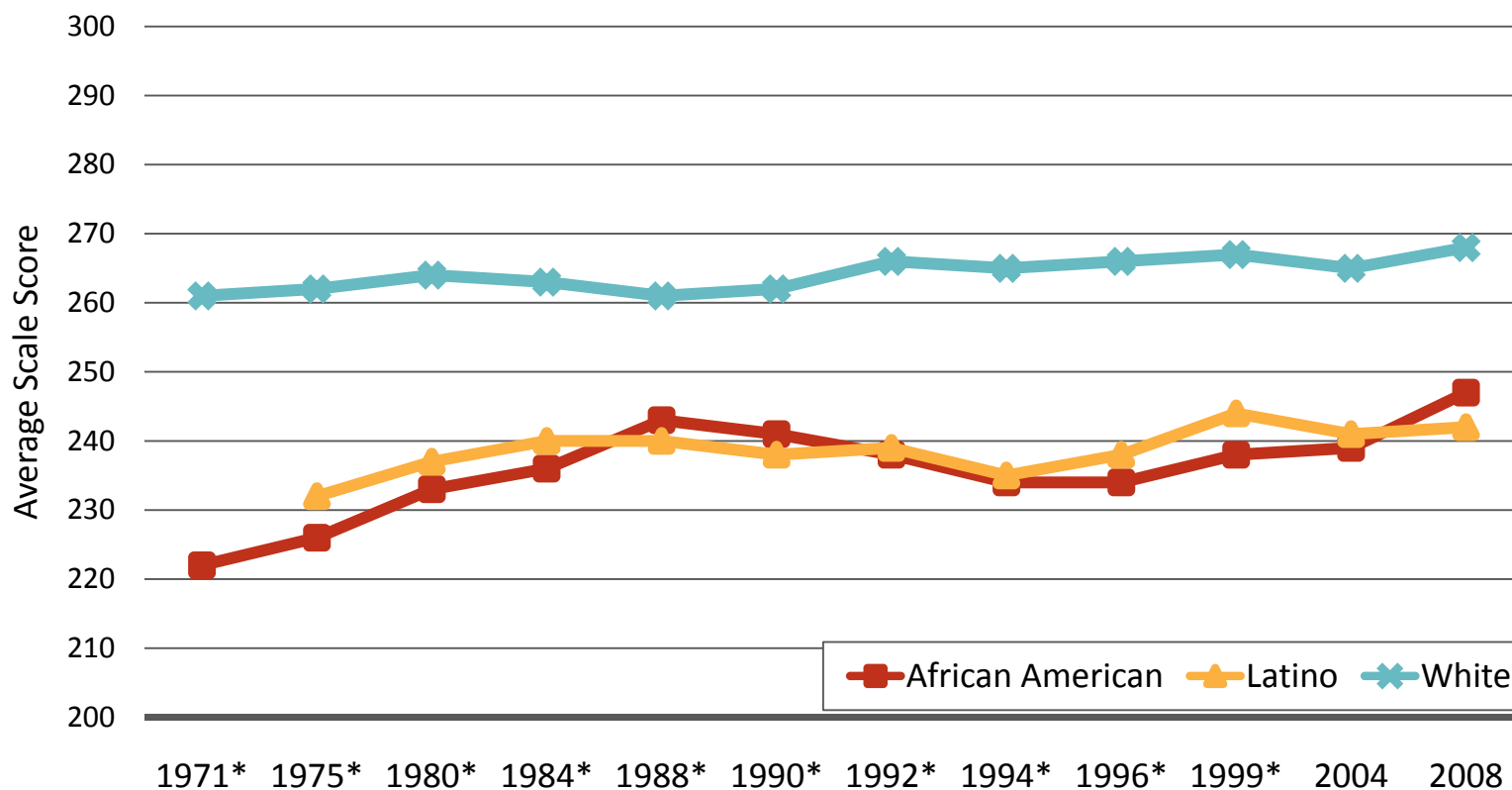


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

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

13 Year Olds – NAEP Reading

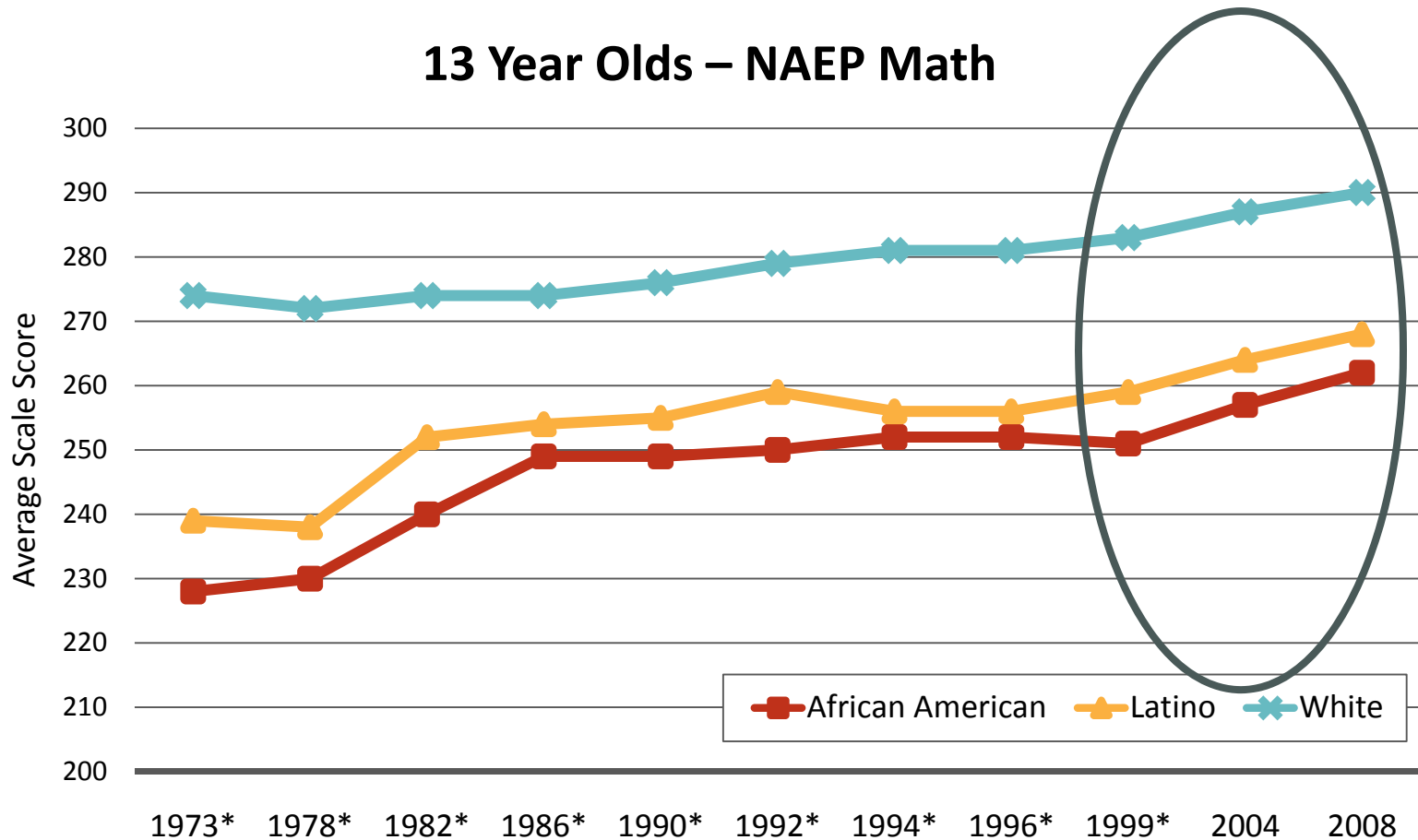


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

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

13 Year Olds – NAEP Math



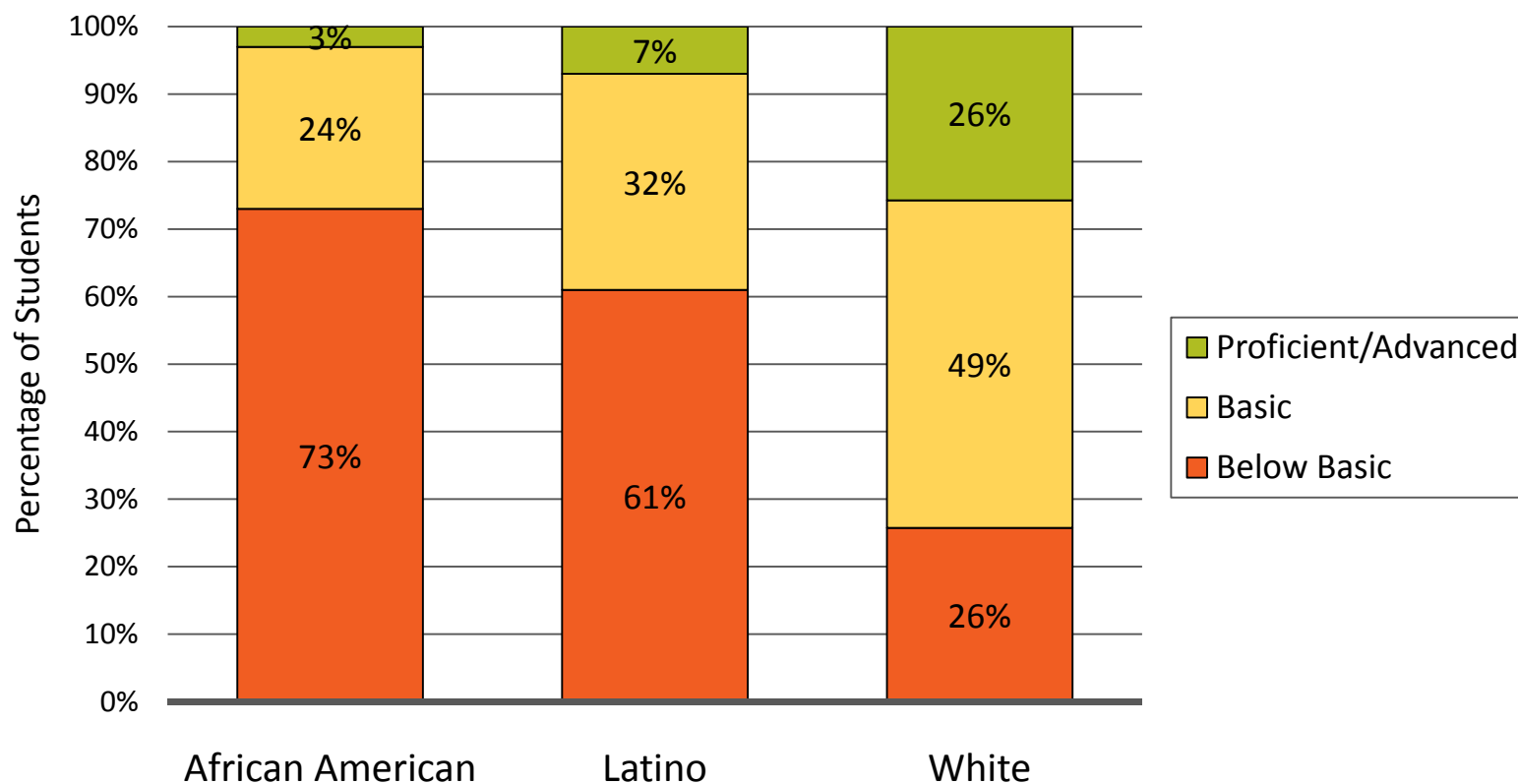
*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

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

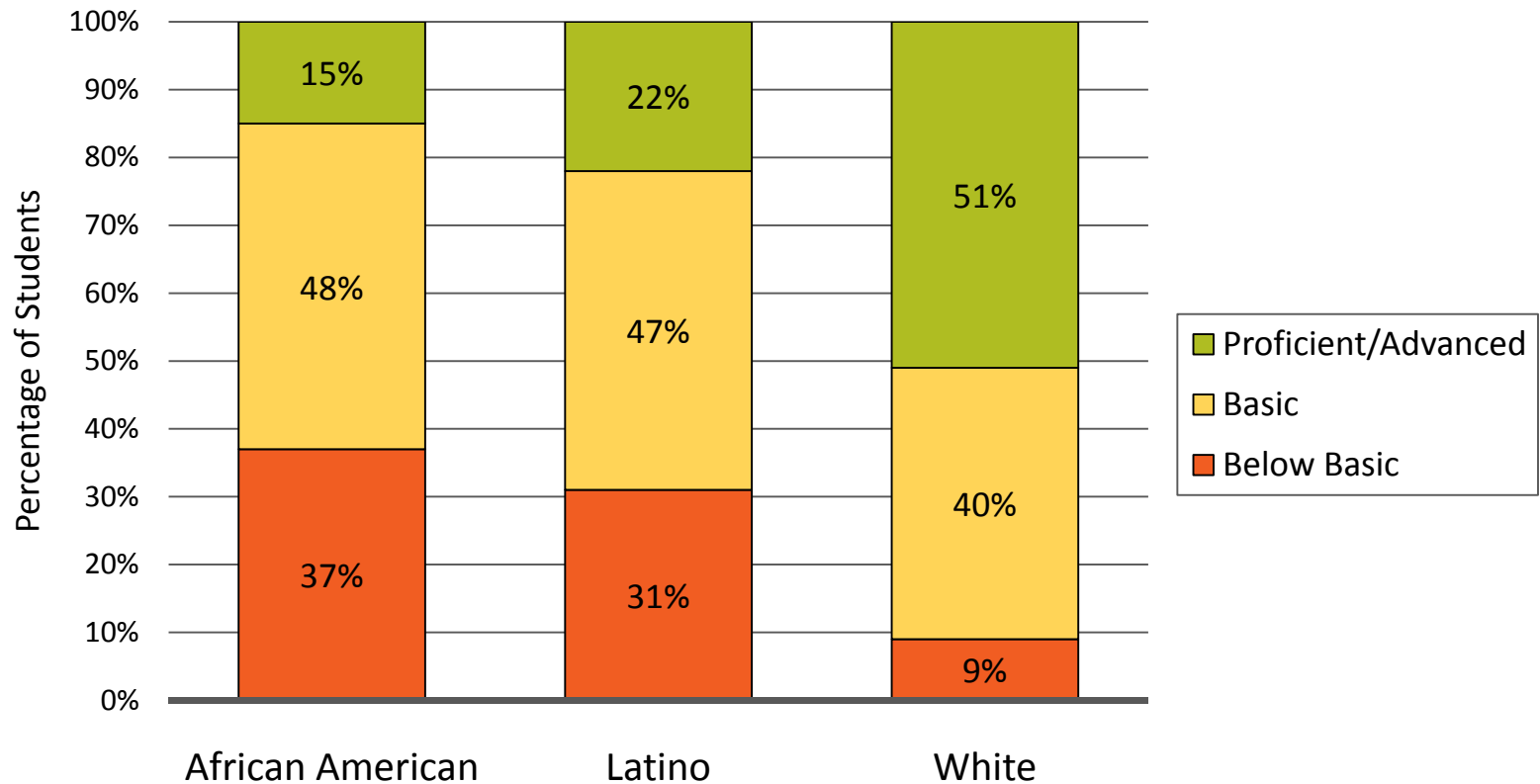
1996 NAEP Grade 4 Math

By Race/Ethnicity – Nation



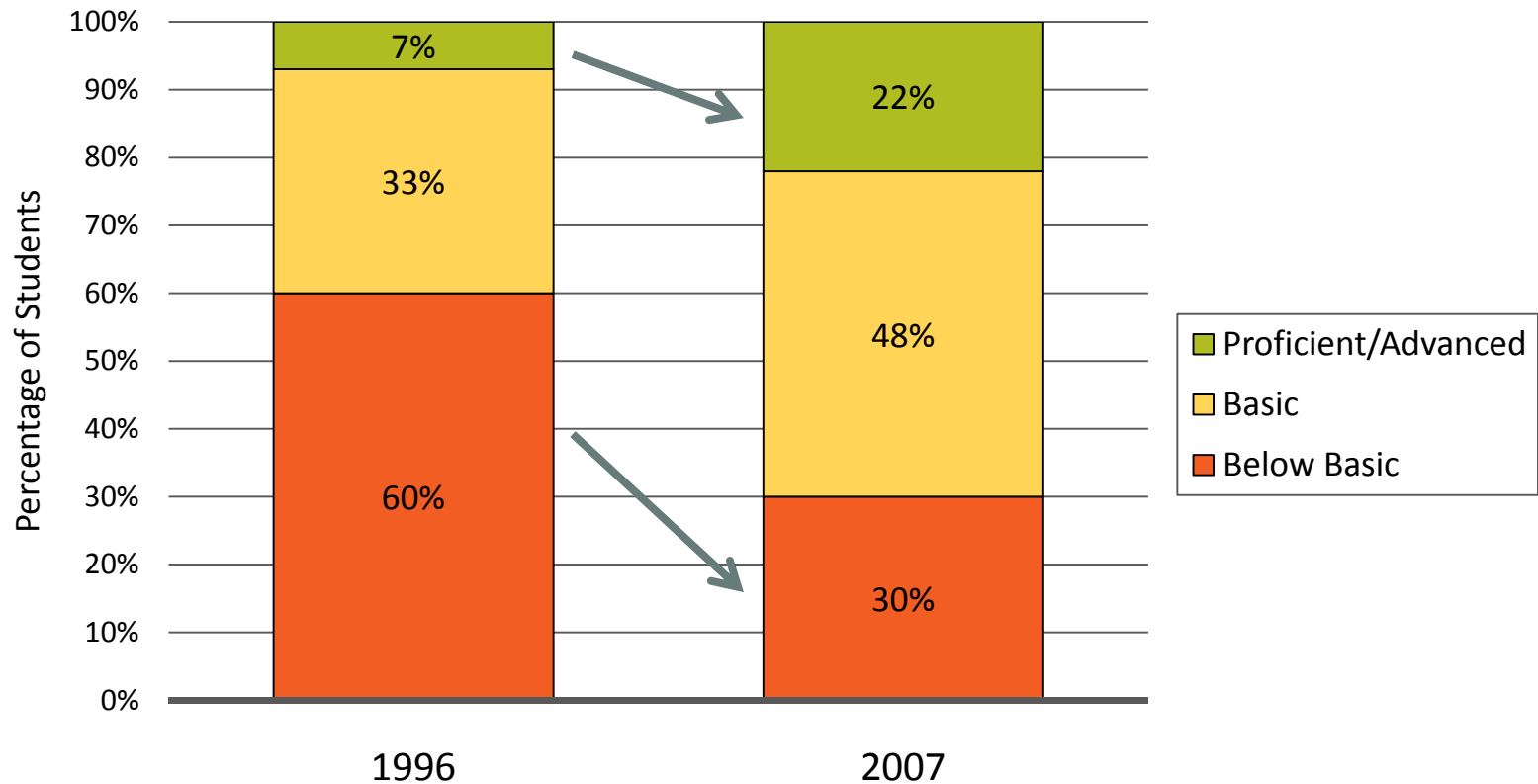
2007 NAEP Grade 4 Math

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

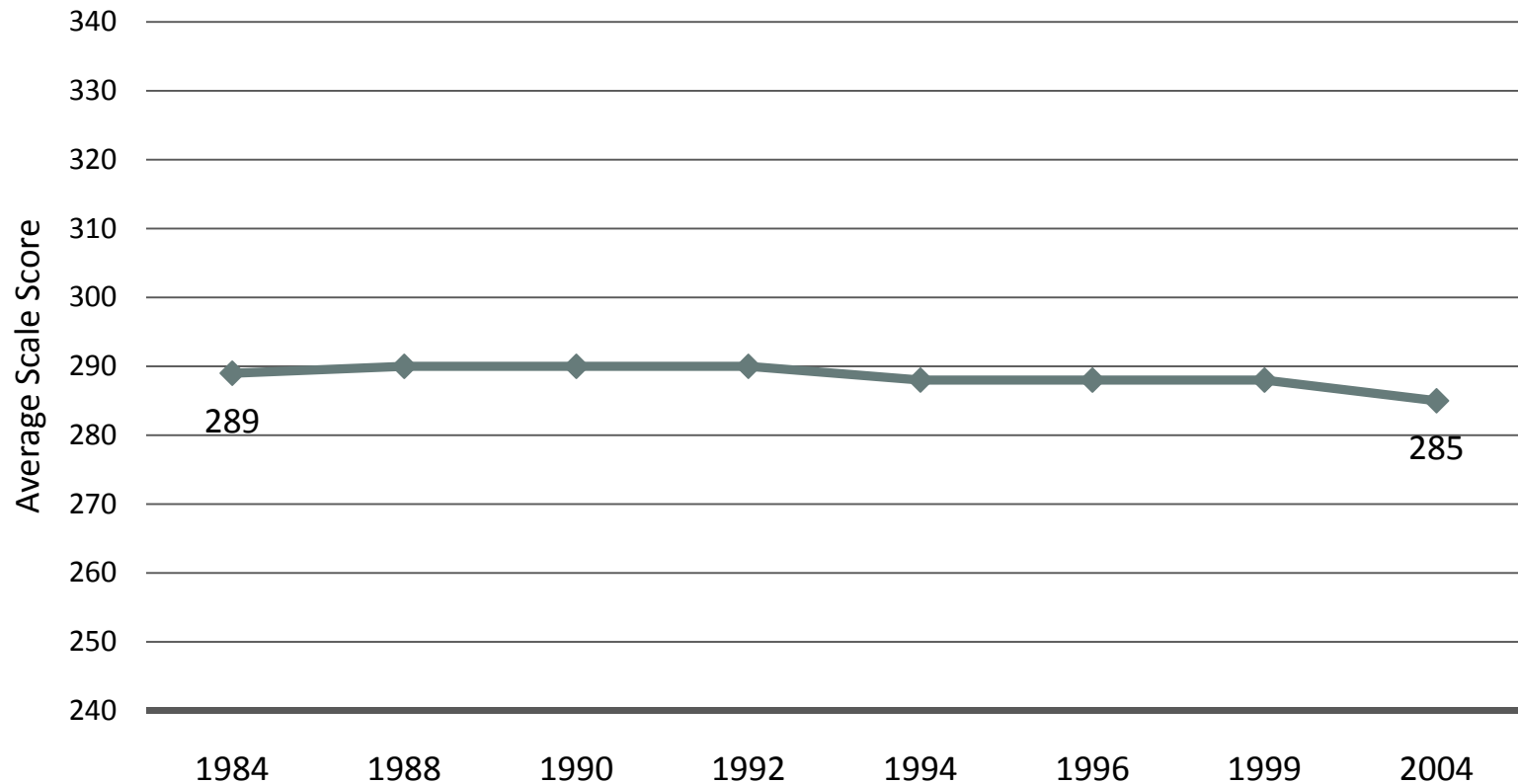
Too many youngsters still enter high
school way behind.

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

The same is NOT true
of our high schools.

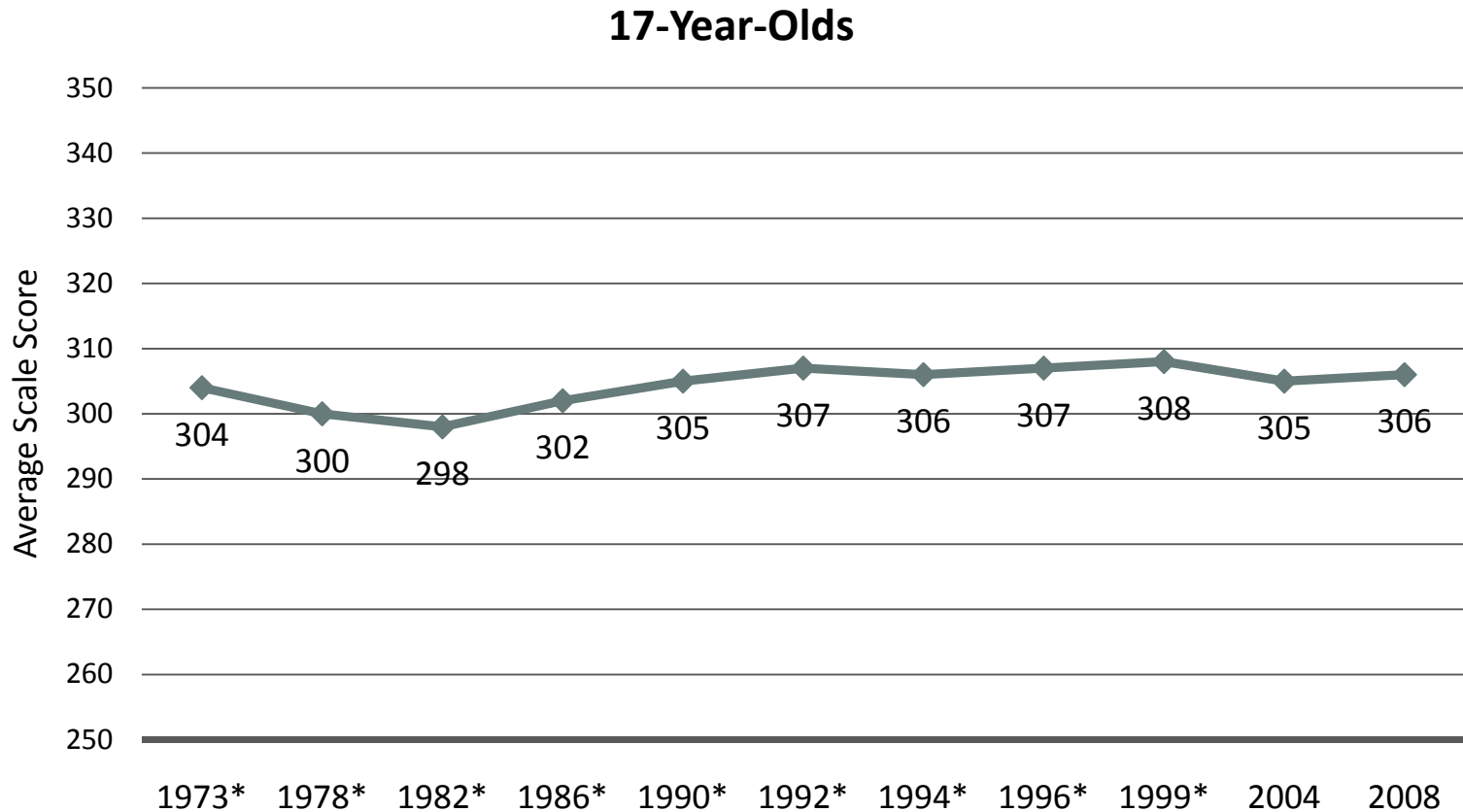
Achievement Flat in Reading

17 Year Olds Overall - NAEP



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

Math achievement flat over time



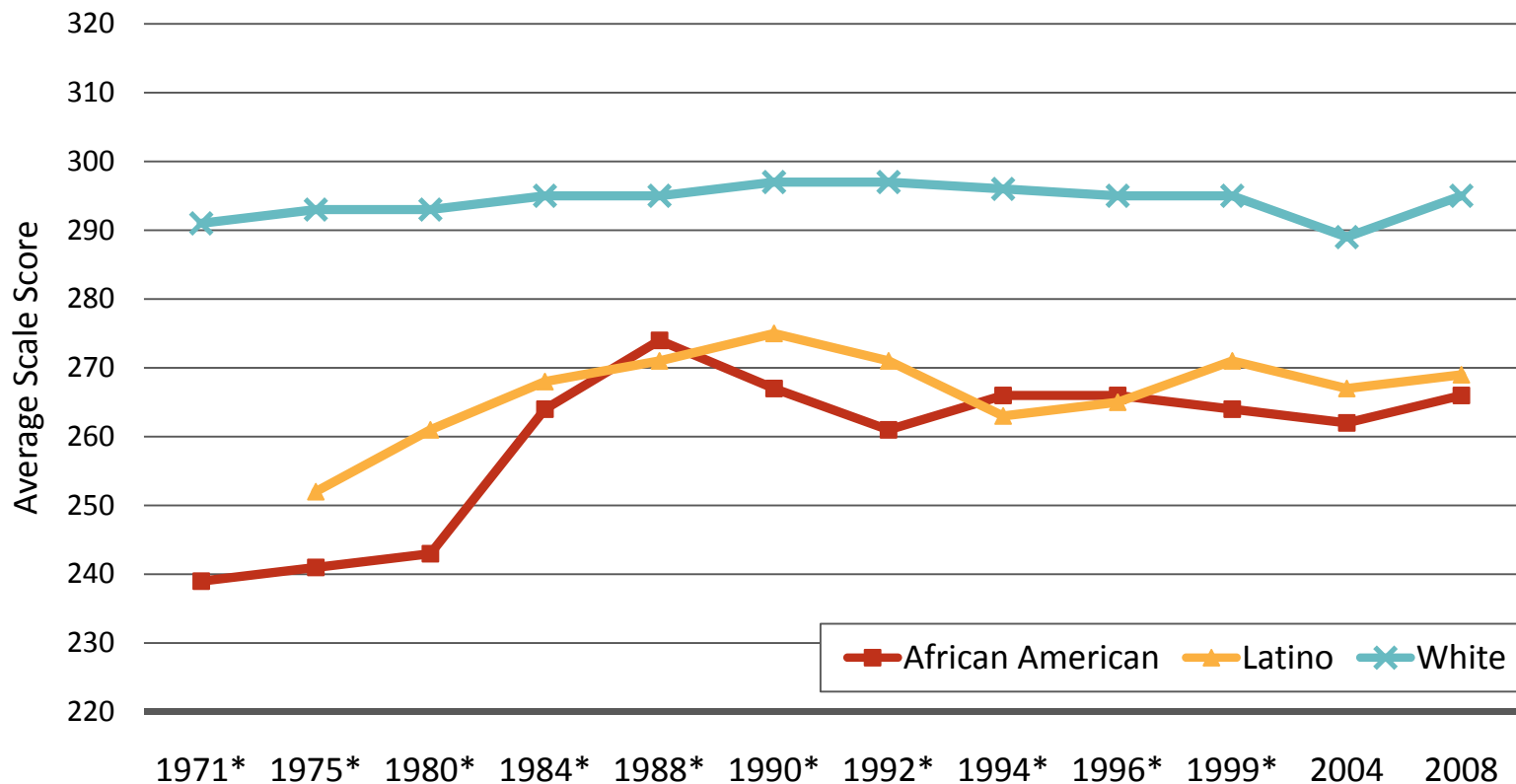
* Denotes previous assessment format

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

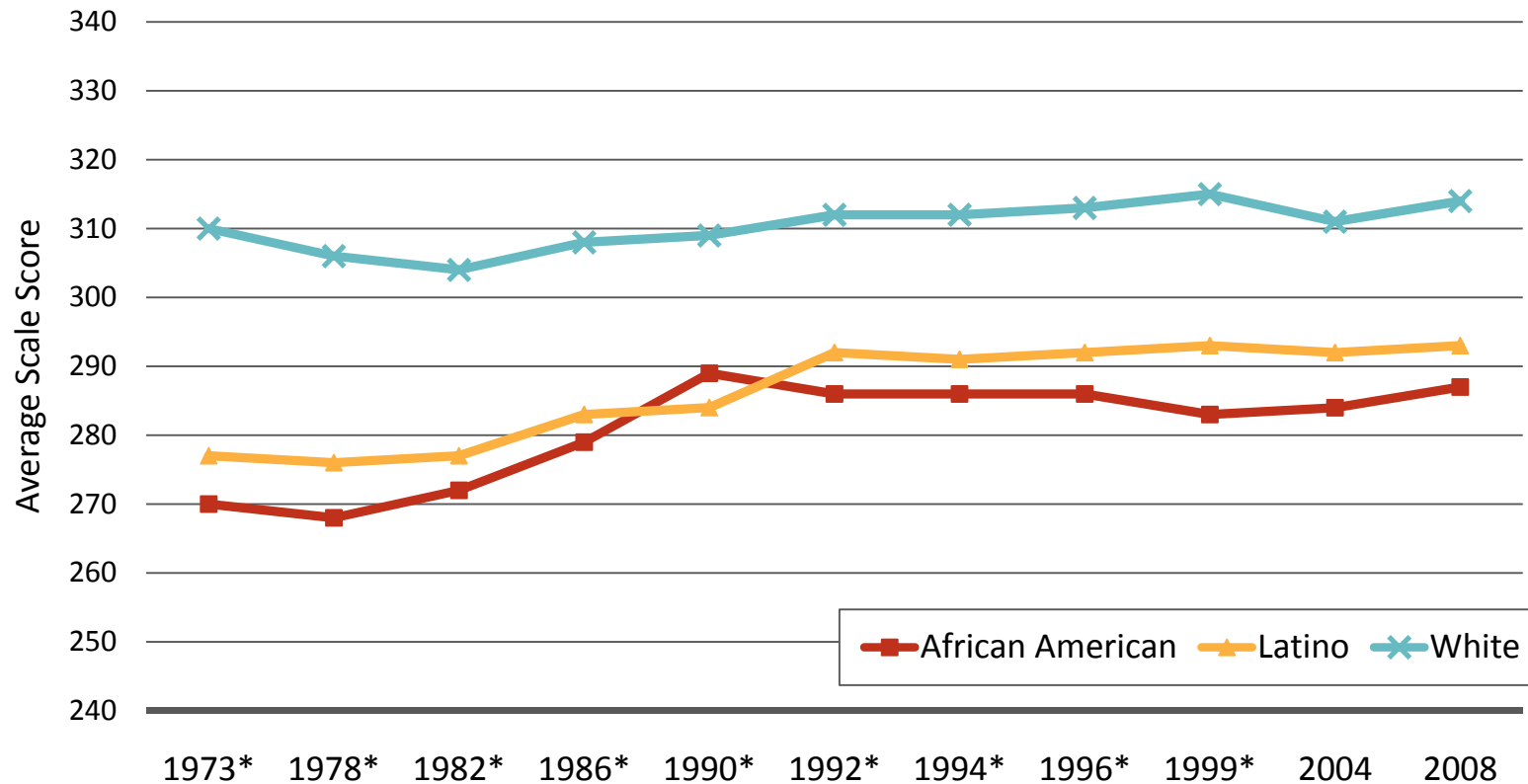


*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

12 Grade Math: Results Mostly Flat Mostly Widening Gaps for Blacks

17 Year Olds – NAEP Math



*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES

Why so much less progress in our
high schools?

Hormones?

If so, we'd see the same pattern
in other countries.

And we don't.

A few years ago, we got a wake up call when the 2000 PISA results were published.

PISA Performance

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

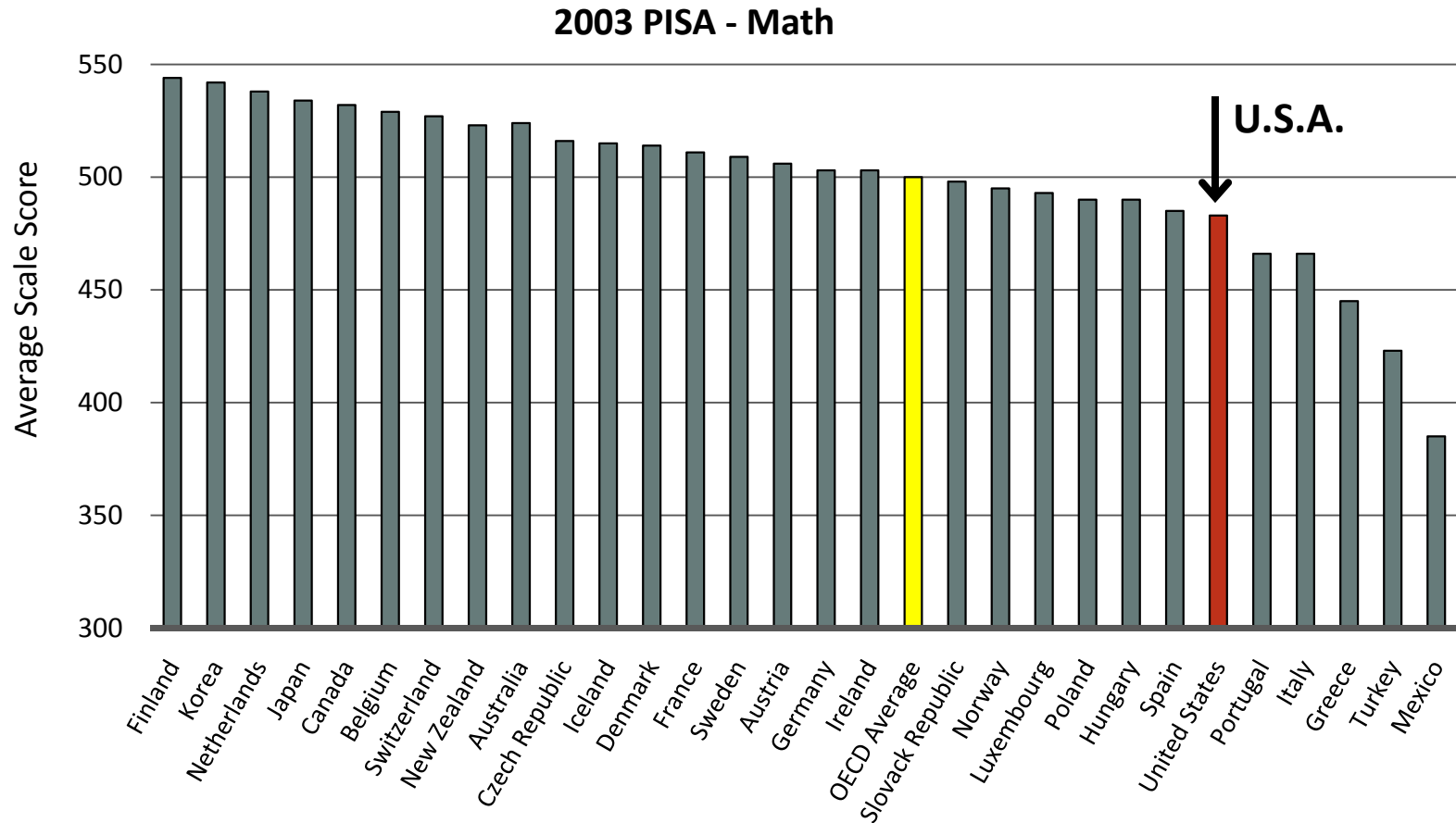
Subject	2000 Rank (out of 26)	2003 Rank (out of 26)	2006 Rank (out of 26)
Mathematics	17 th	22 nd	22 nd
Science	13 th	Tied 17 th	19 th

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

Source: PISA 2006 Results, OECD

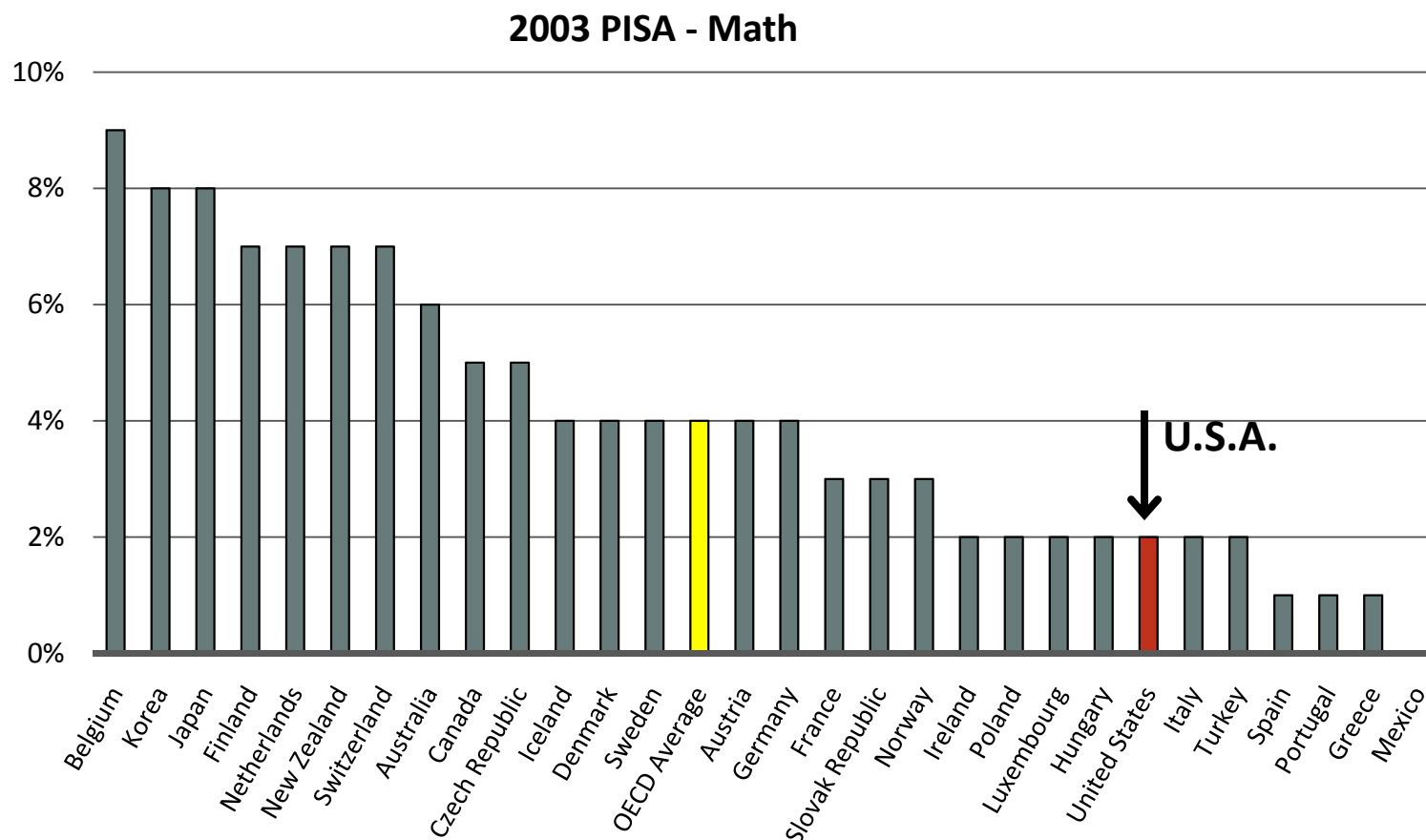
A closer look at math

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



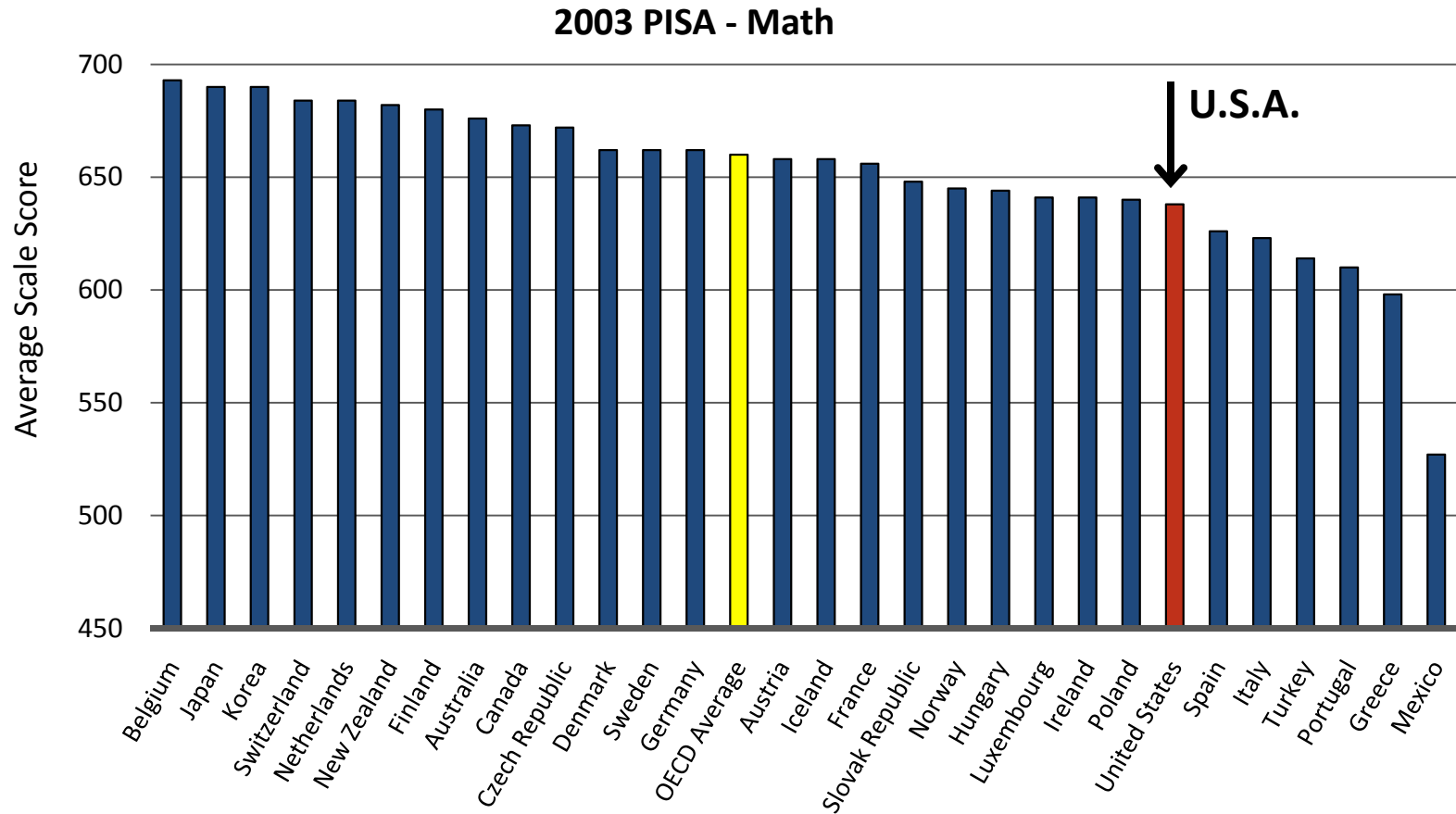
Problems are not limited to
our high-poverty and high-
minority schools . . .

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



Source: PISA 2003 Results, OECD

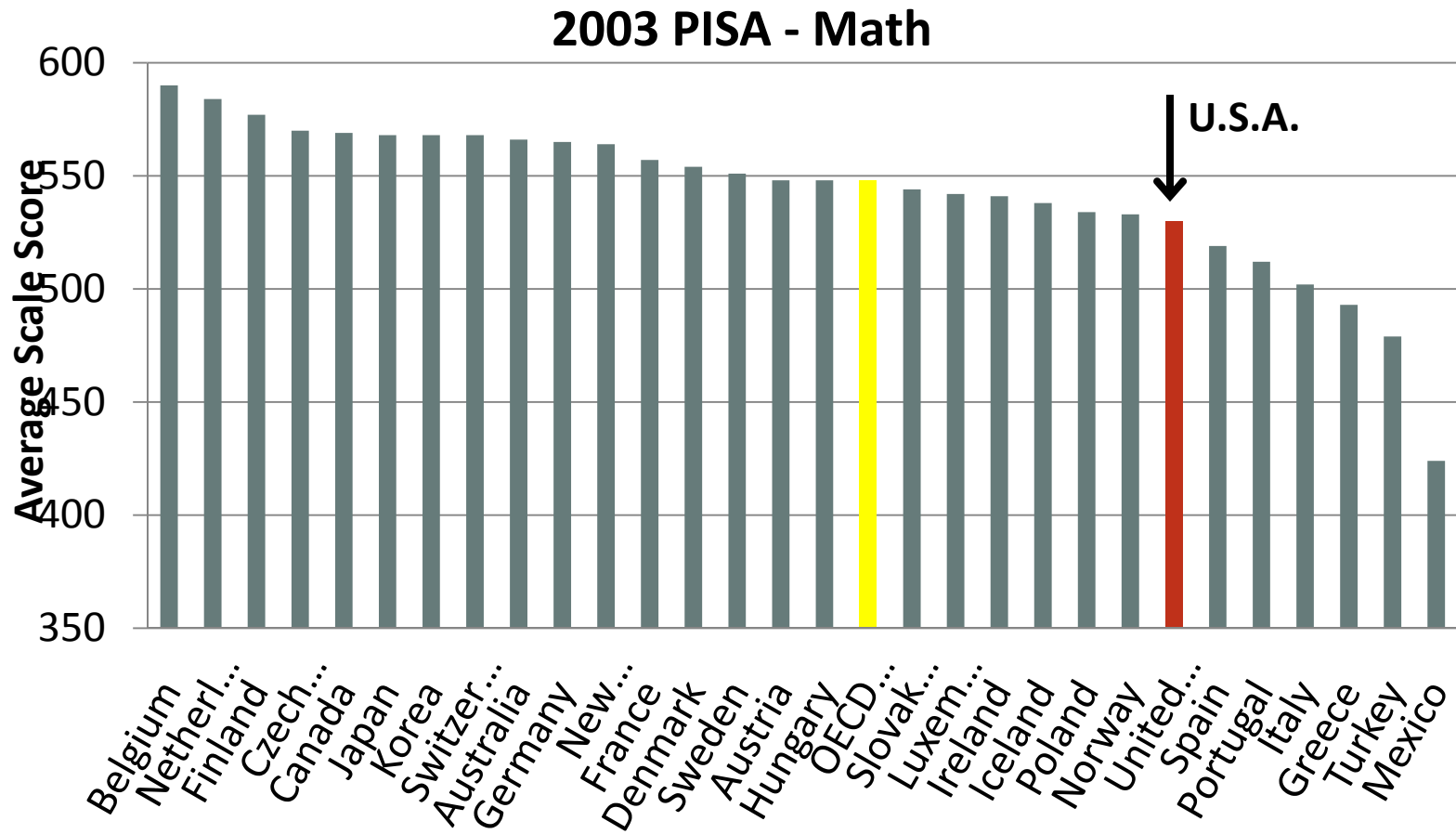
U.S.A. Ranks 23rd out of 29 OECD Countries in the Math Achievement of the Highest-Performing Students*



* Students at the 95th Percentile

Source: PISA 2003 Results, OECD

U.S.A. Ranks 23rd out of 29 OECD Countries in the Math Achievement of High-SES Students

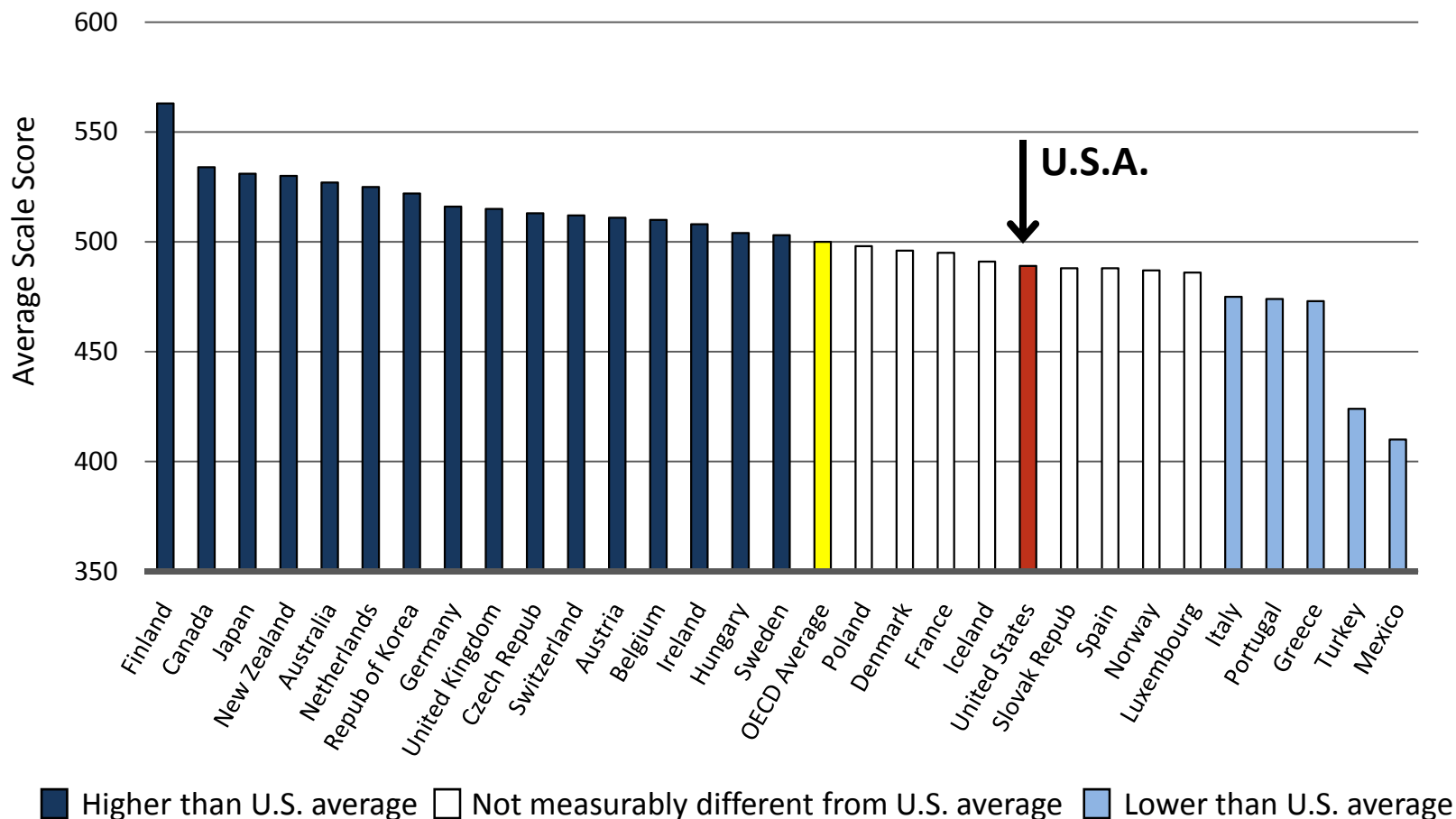


Problems not limited to math,
either.

Science?

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

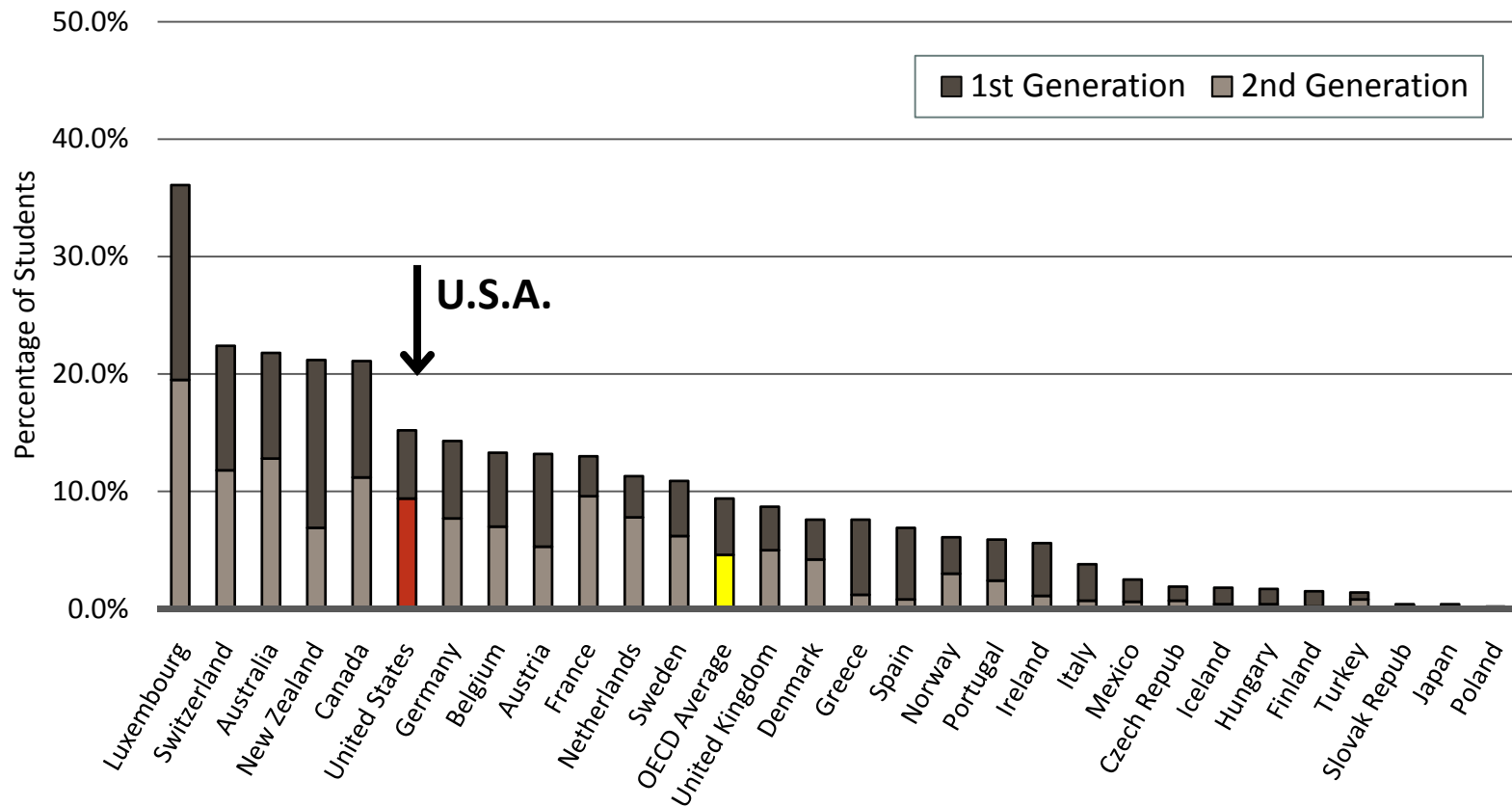
2006 PISA - Science



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

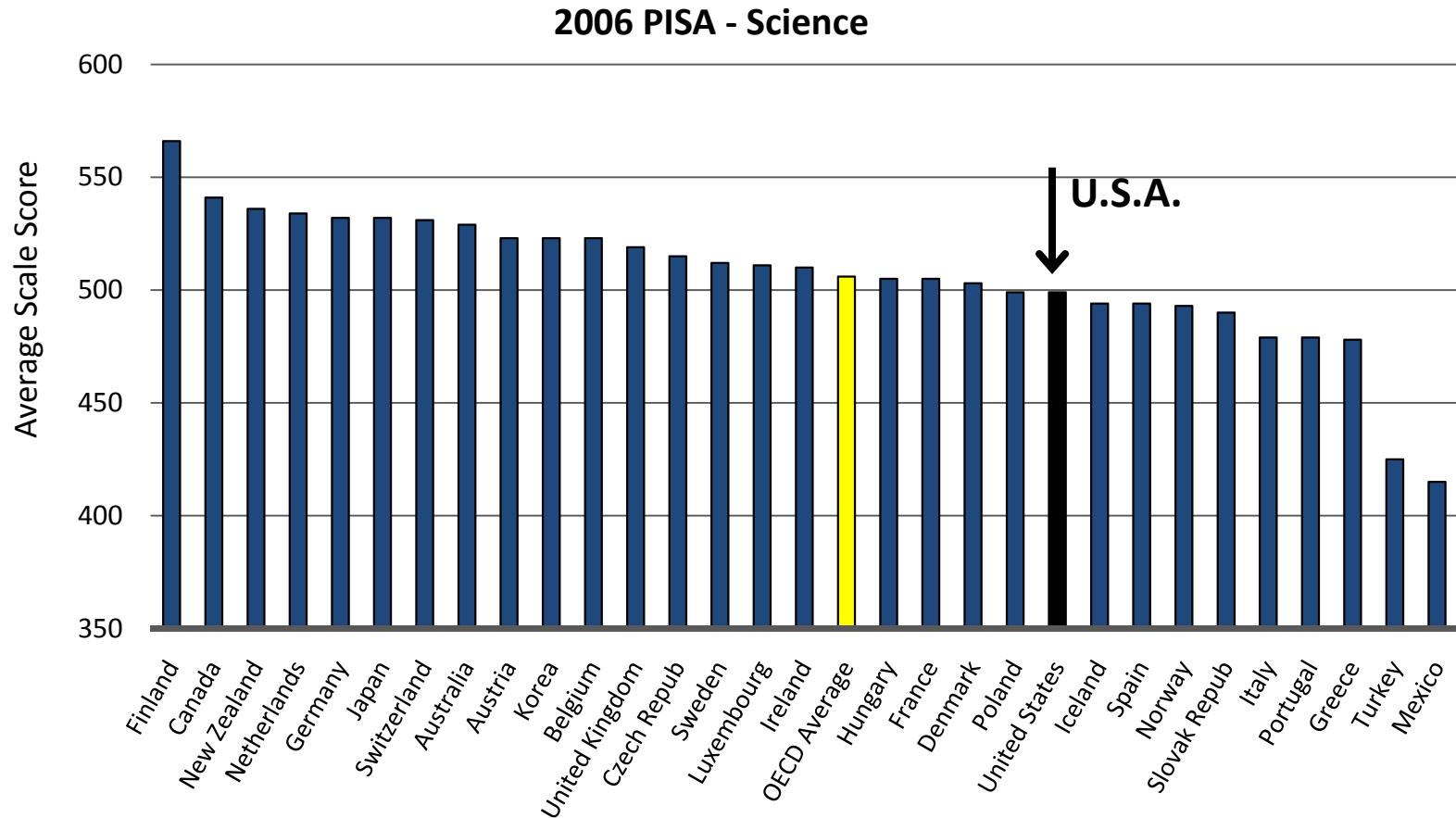
Source: PISA 2006 Results, OECD

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



Source: PISA 2006 Results, OECD, table 4.2c

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



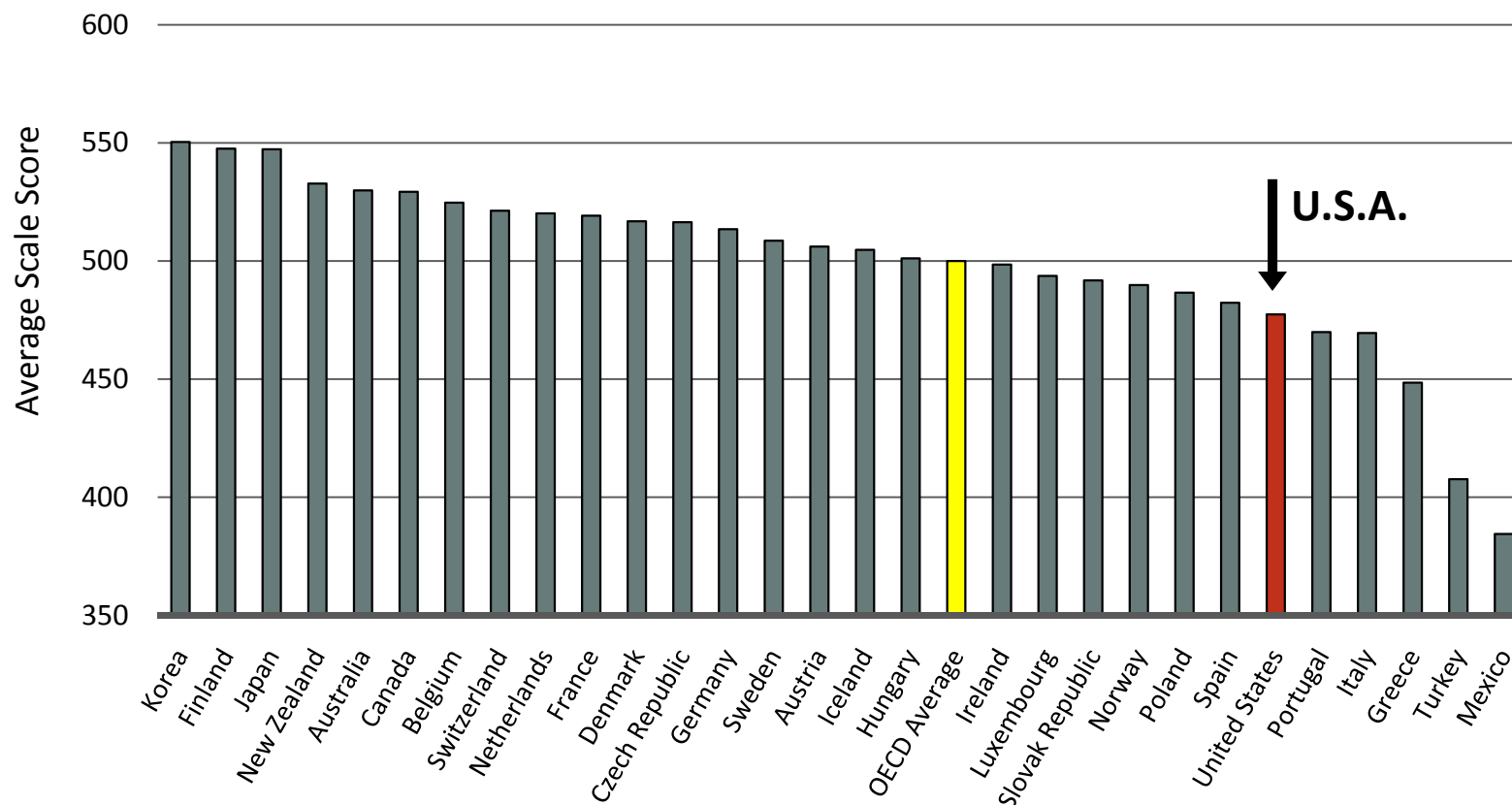
*Students born in the country of assessment with at least one parent born in the same country

Source: PISA 2006 Results, OECD, table 4.2c

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.

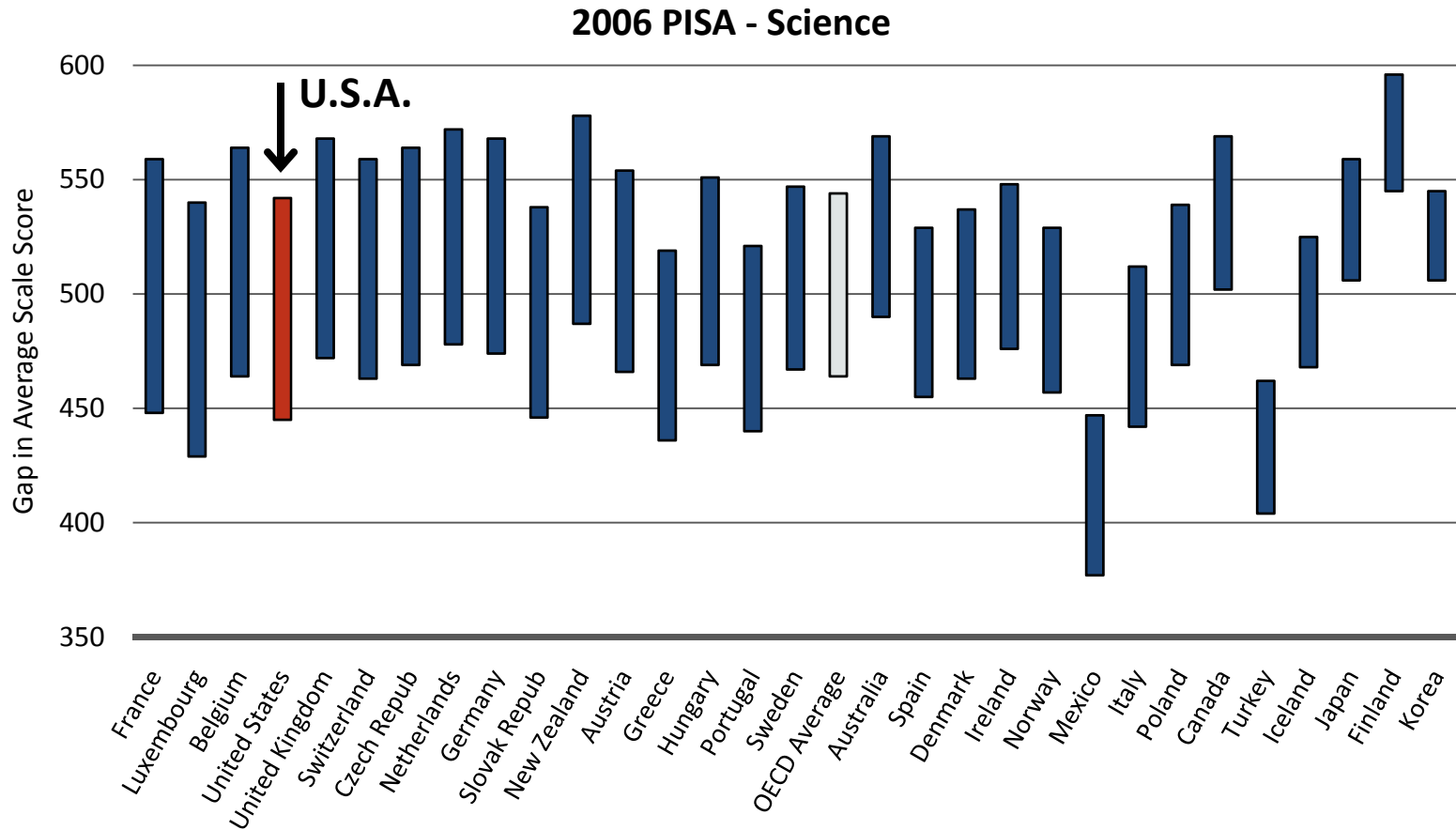
PISA 2003: Gaps in Performance Of U.S.15 Year-Olds Are Among the Largest of OECD Countries

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

***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

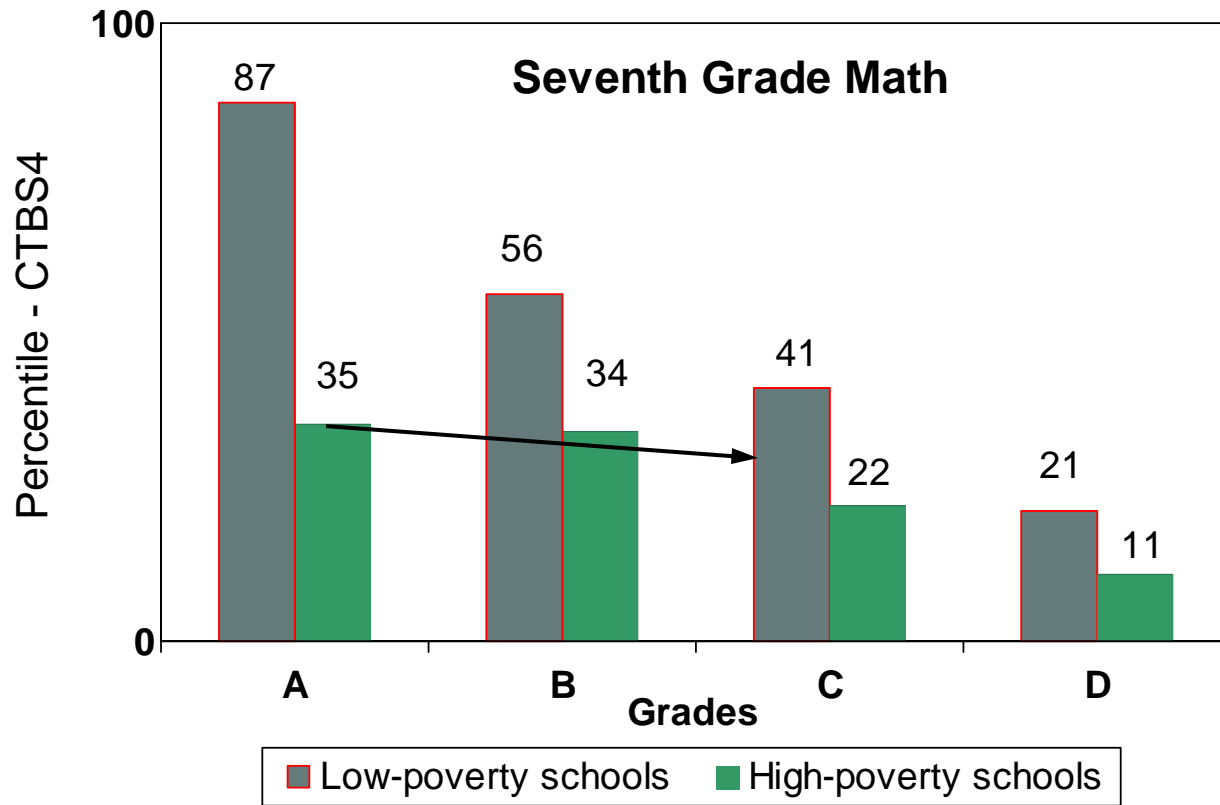
	Gap
High Poverty vs. Low Poverty Districts	-\$773 per student
High Minority vs. Low Minority Districts	-\$1,122 per student

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...

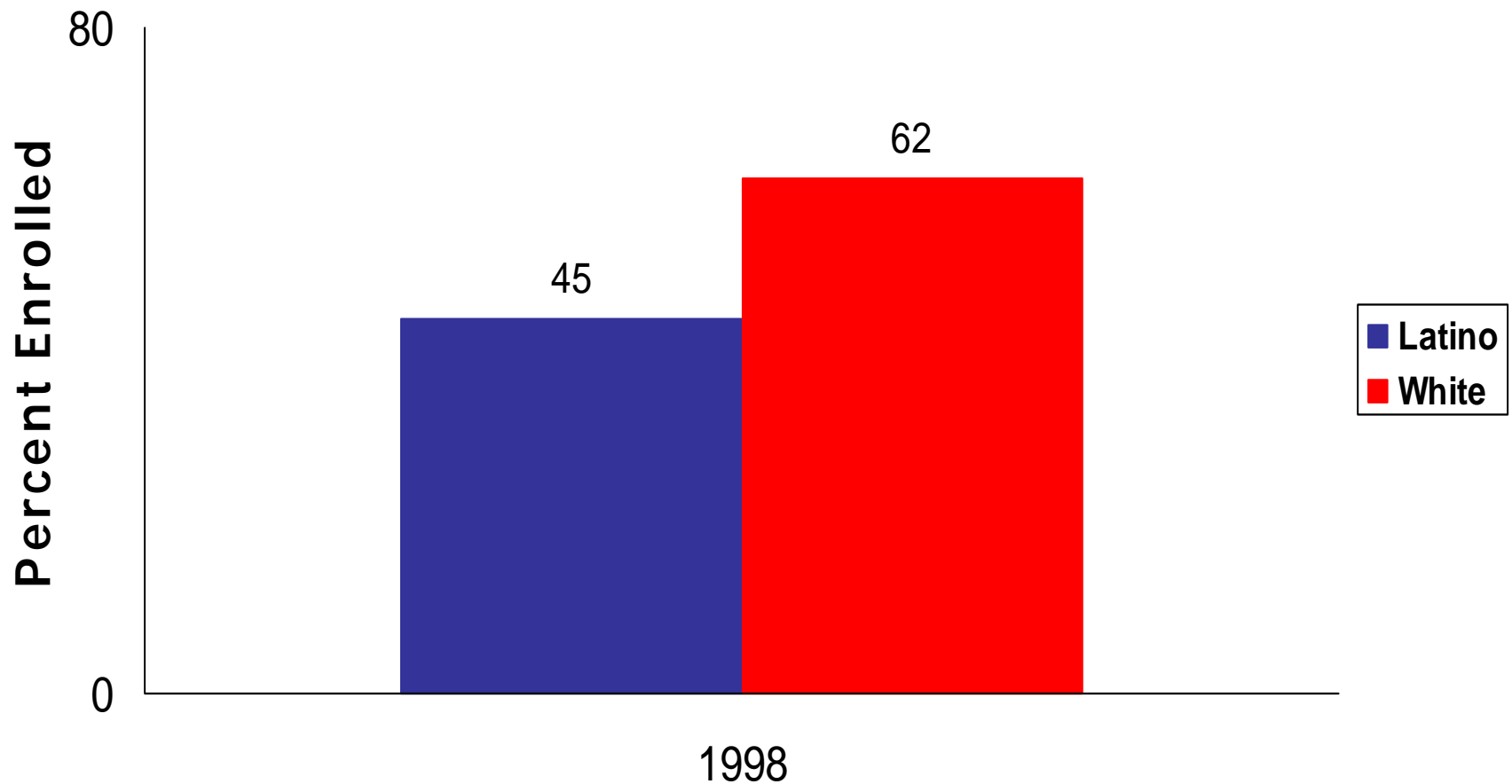
Students in Poor Schools Receive 'A's for Work That Would Earn 'Cs' in Affluent Schools



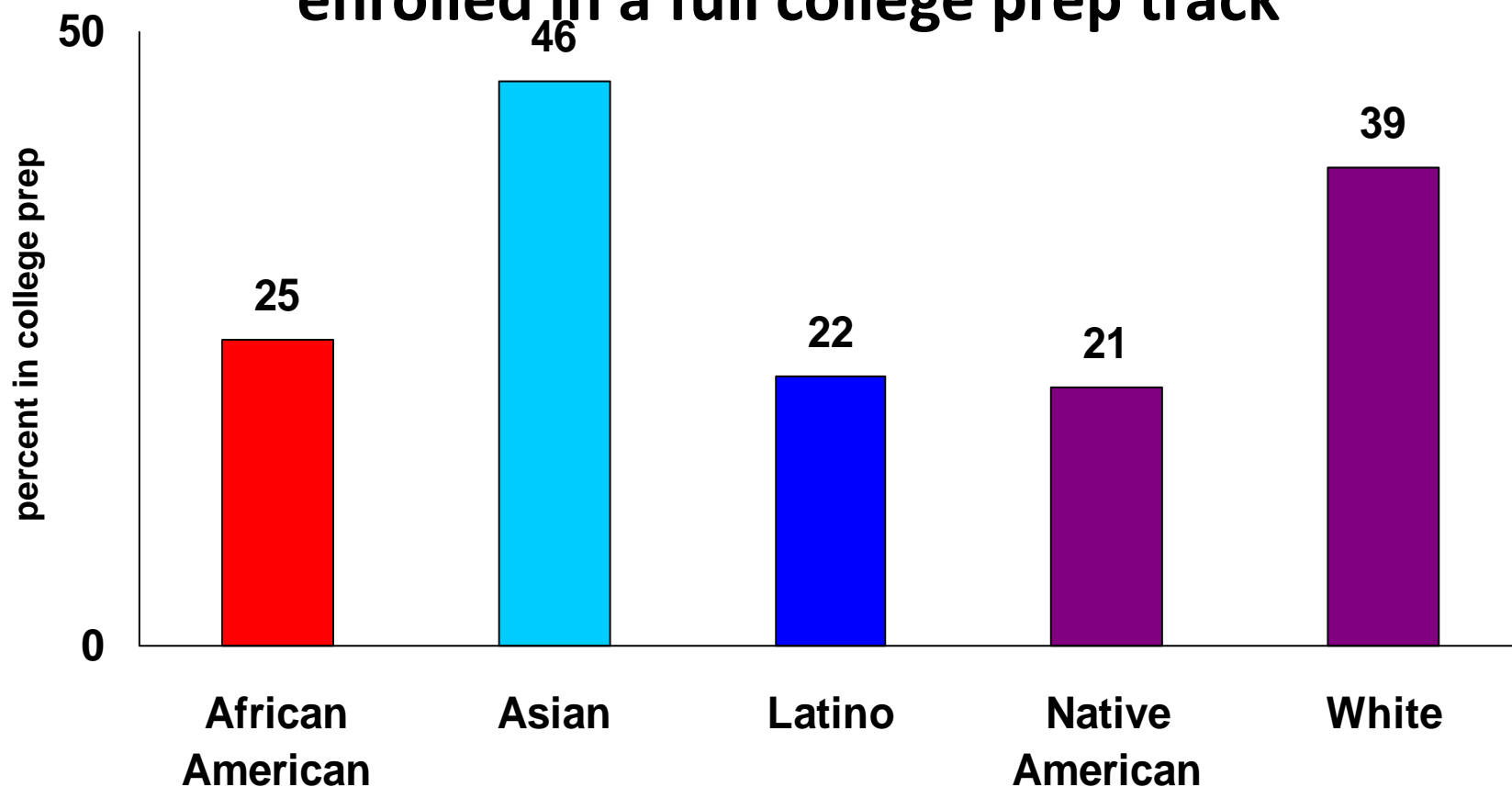
Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.

Choices we make about what to
teach whom...

Fewer Latino students are enrolled in Algebra 2



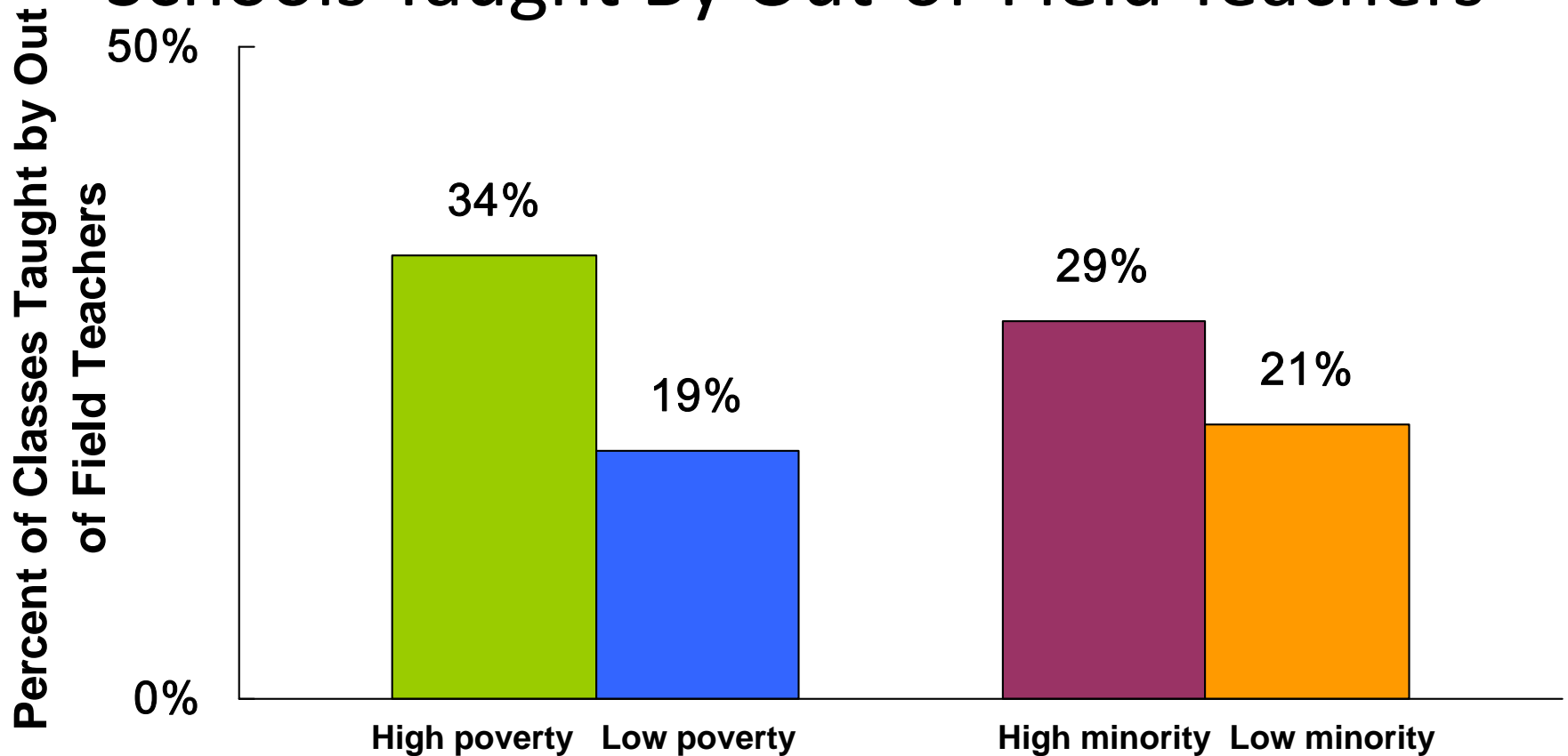
African American, Latino & Native American high school graduates are less likely to have been enrolled in a full college prep track



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

And choices we make about
who teaches whom...

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



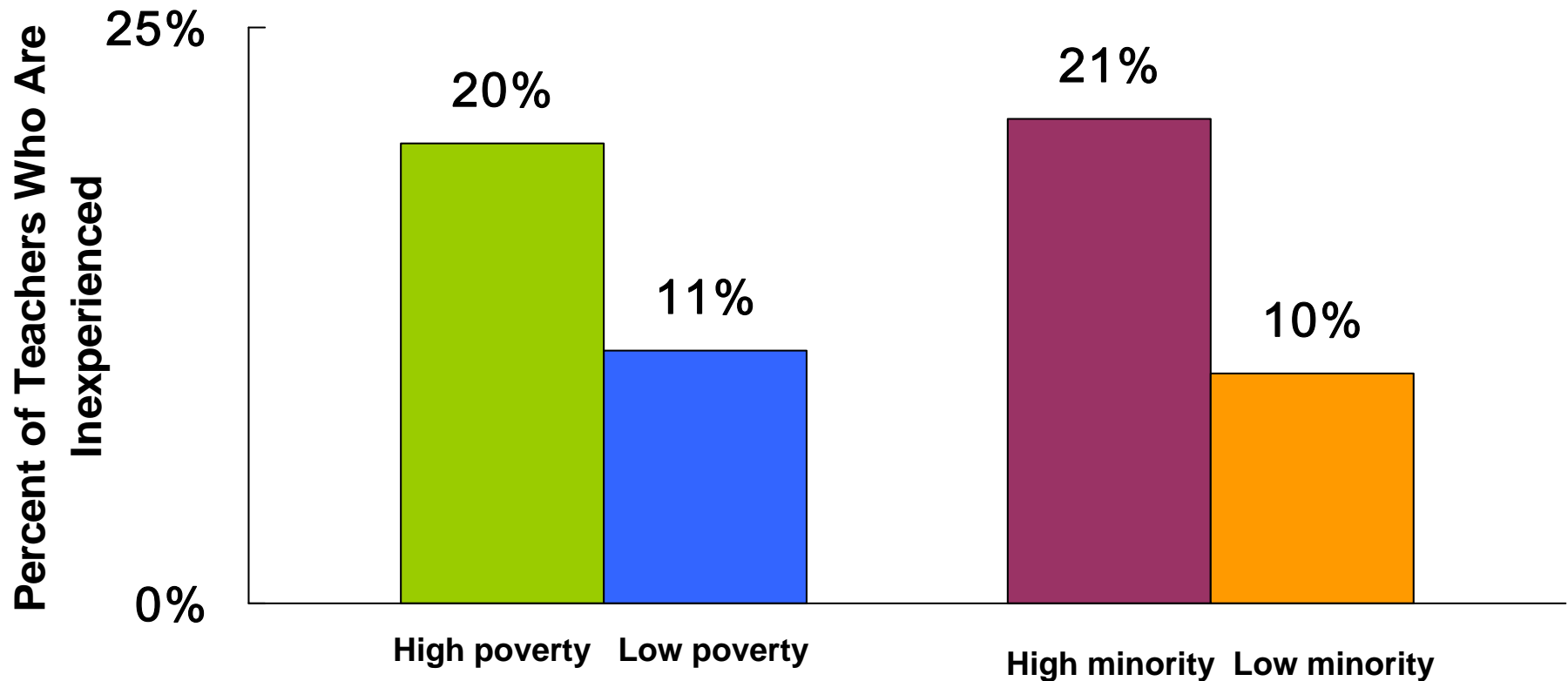
Note: High Poverty school-50% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch.

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

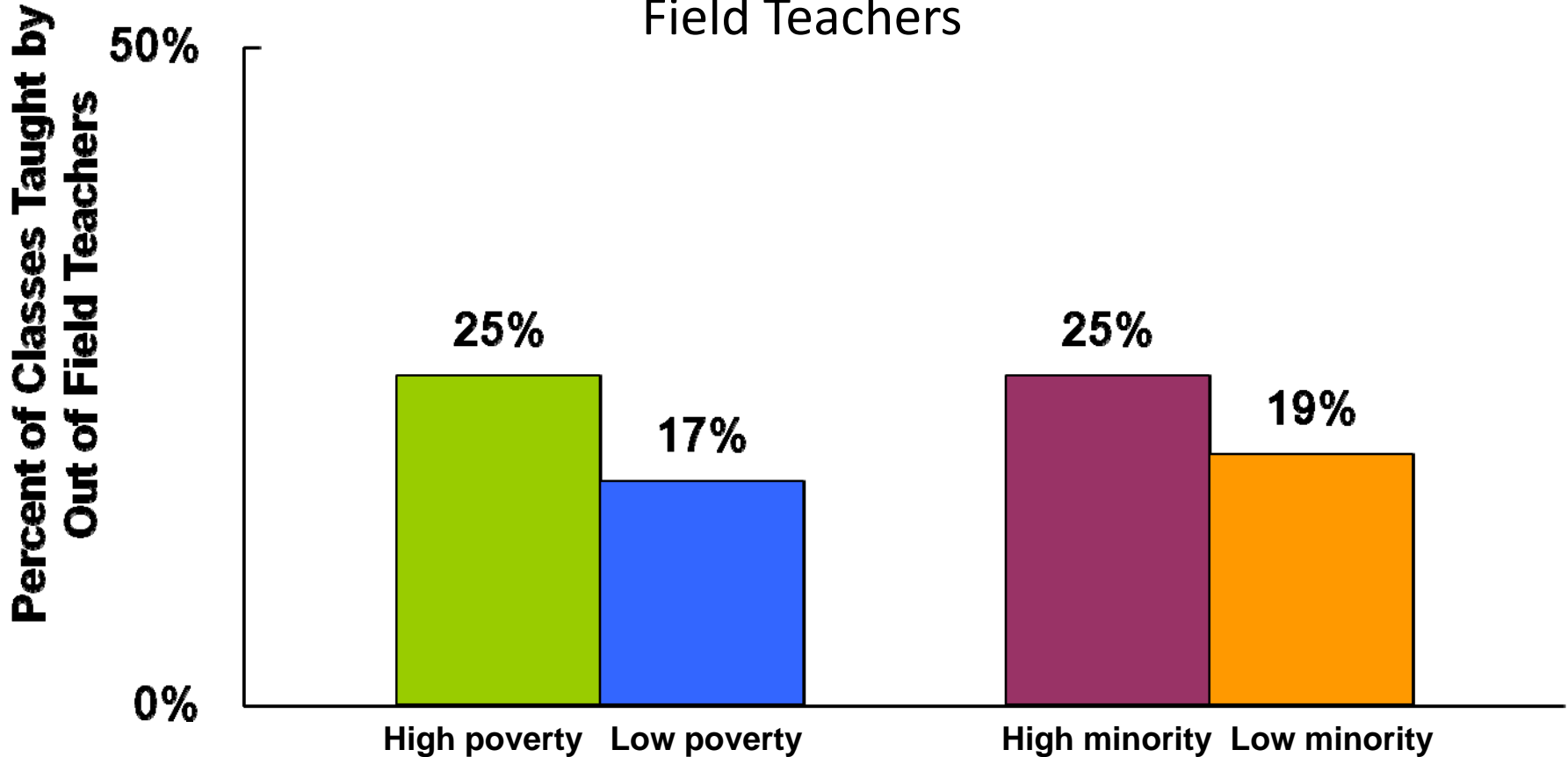


***Teachers with 3 or fewer years of experience.**

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

MICHIGAN:

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.

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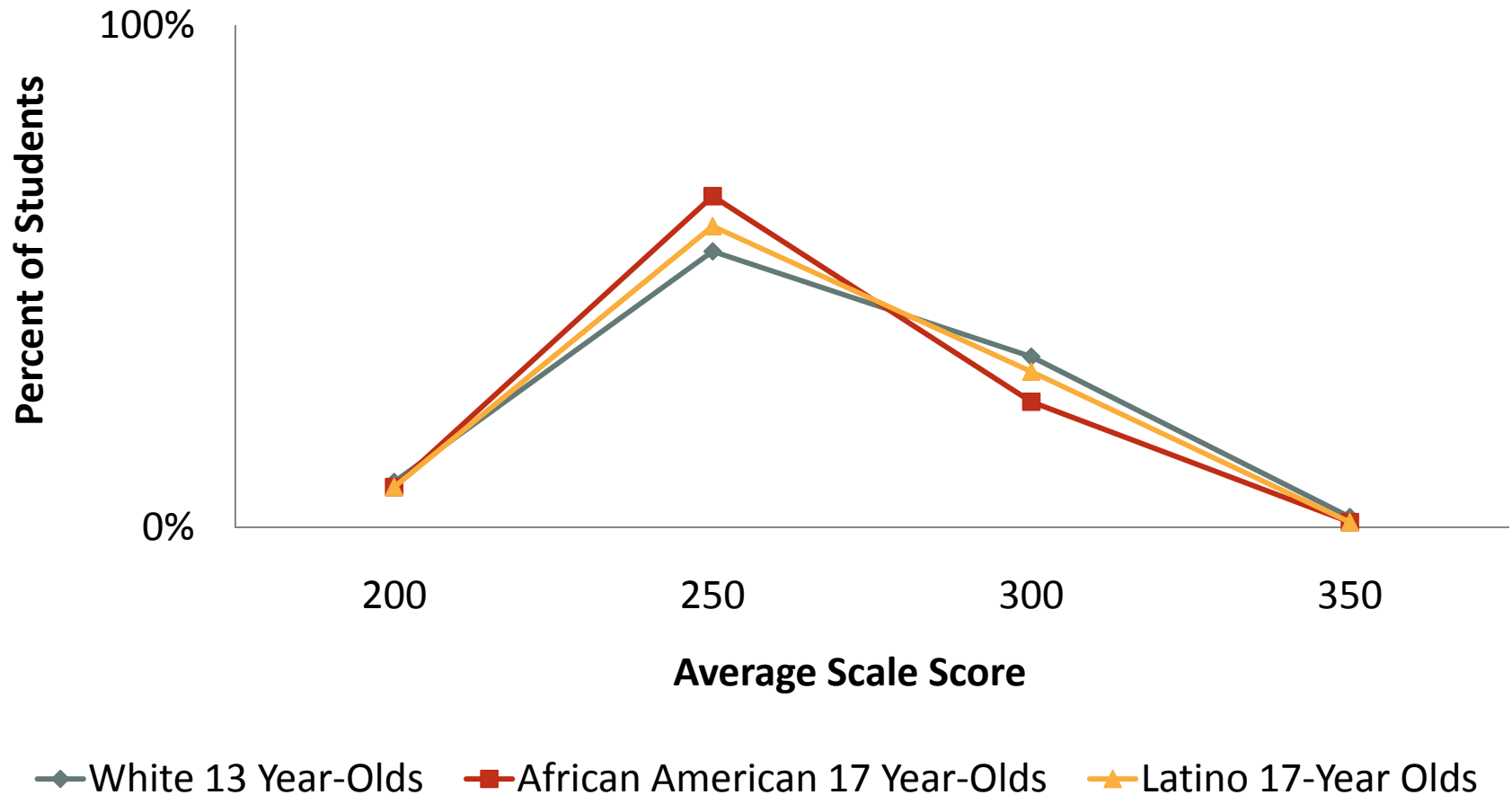
***Teachers lacking a college major or minor in the field. Data for secondary-level core academic classes.**

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

Results are devastating.

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

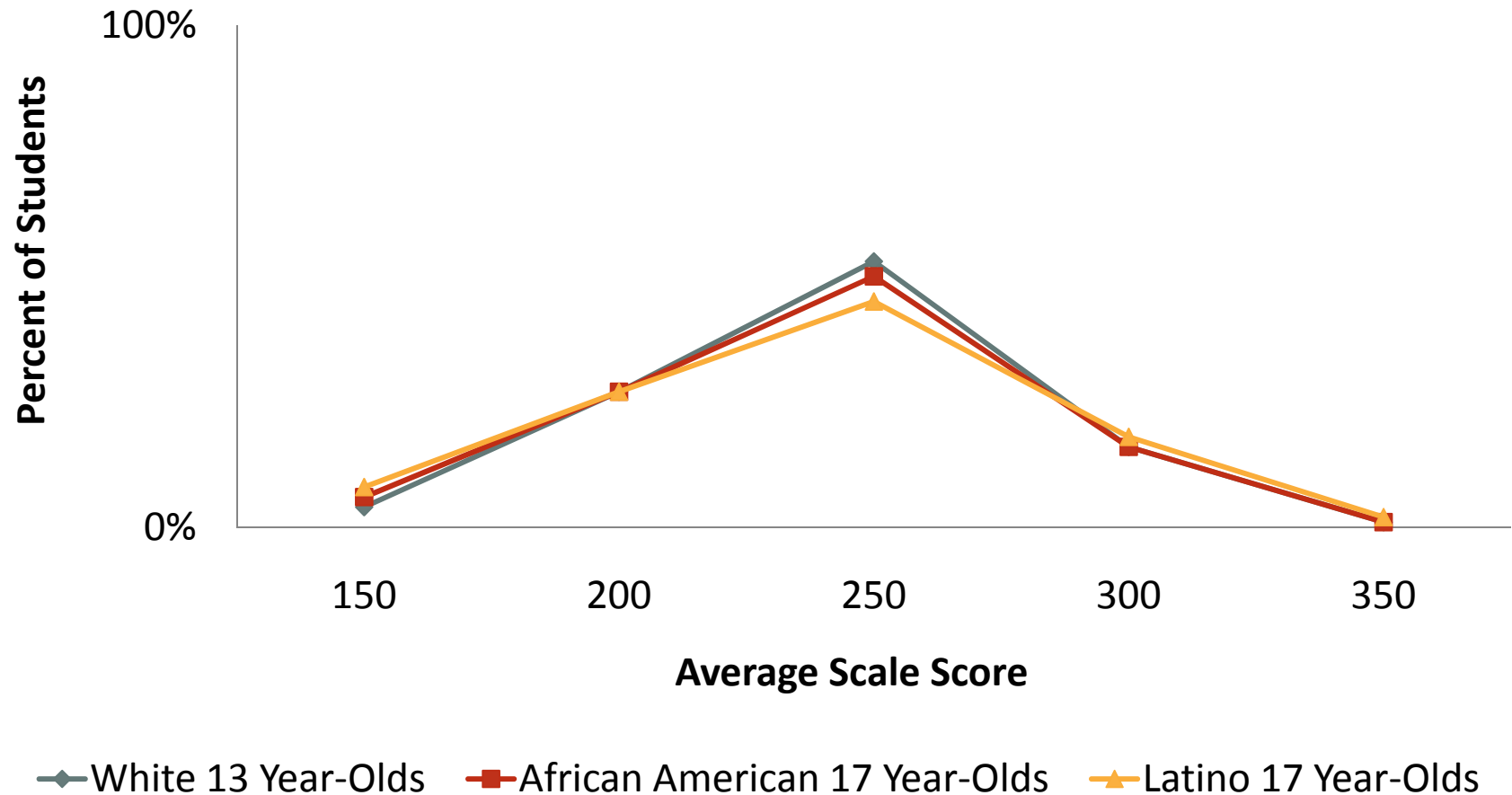
African American and Latino 17 Year-Olds Do Math at Same Levels As White 13 Year-Olds



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 those are the students who
remain in school...

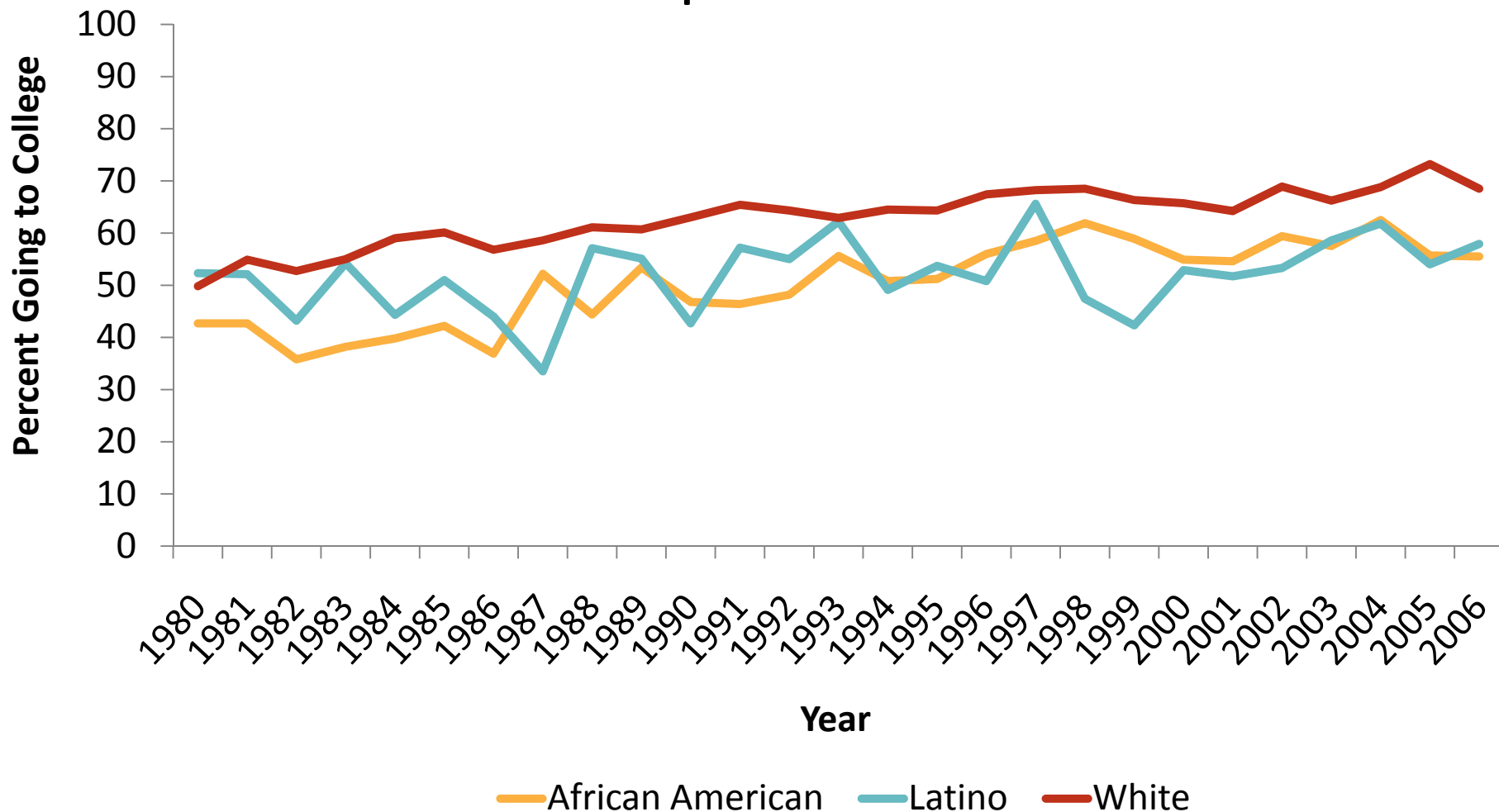
How Many Students Graduate With Their Class? (2006)

Estimated percentage of the freshman class of 2002 that graduated in 2006

	Four-Year High School Grad Rate
African American	59%
Asian	90%
Latino	61%
Native American	62%
White	81%
Overall	73%

Among High School Graduates,
College-going is up for **all** groups.

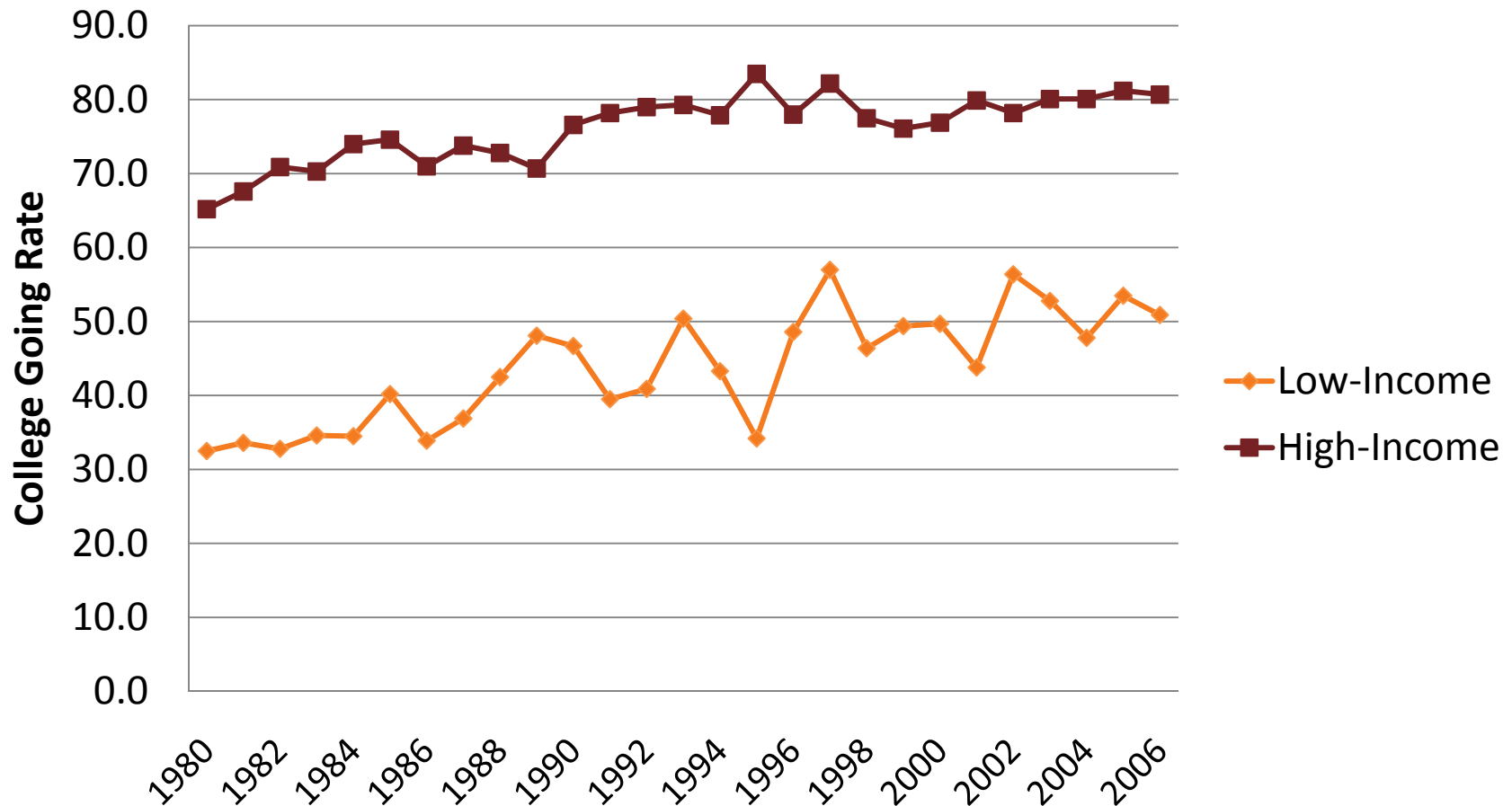
Immediate* College-Going Increasing for All Groups: 1980 to 2006



* Percent of high school completers who were enrolled in college the October after completing high school

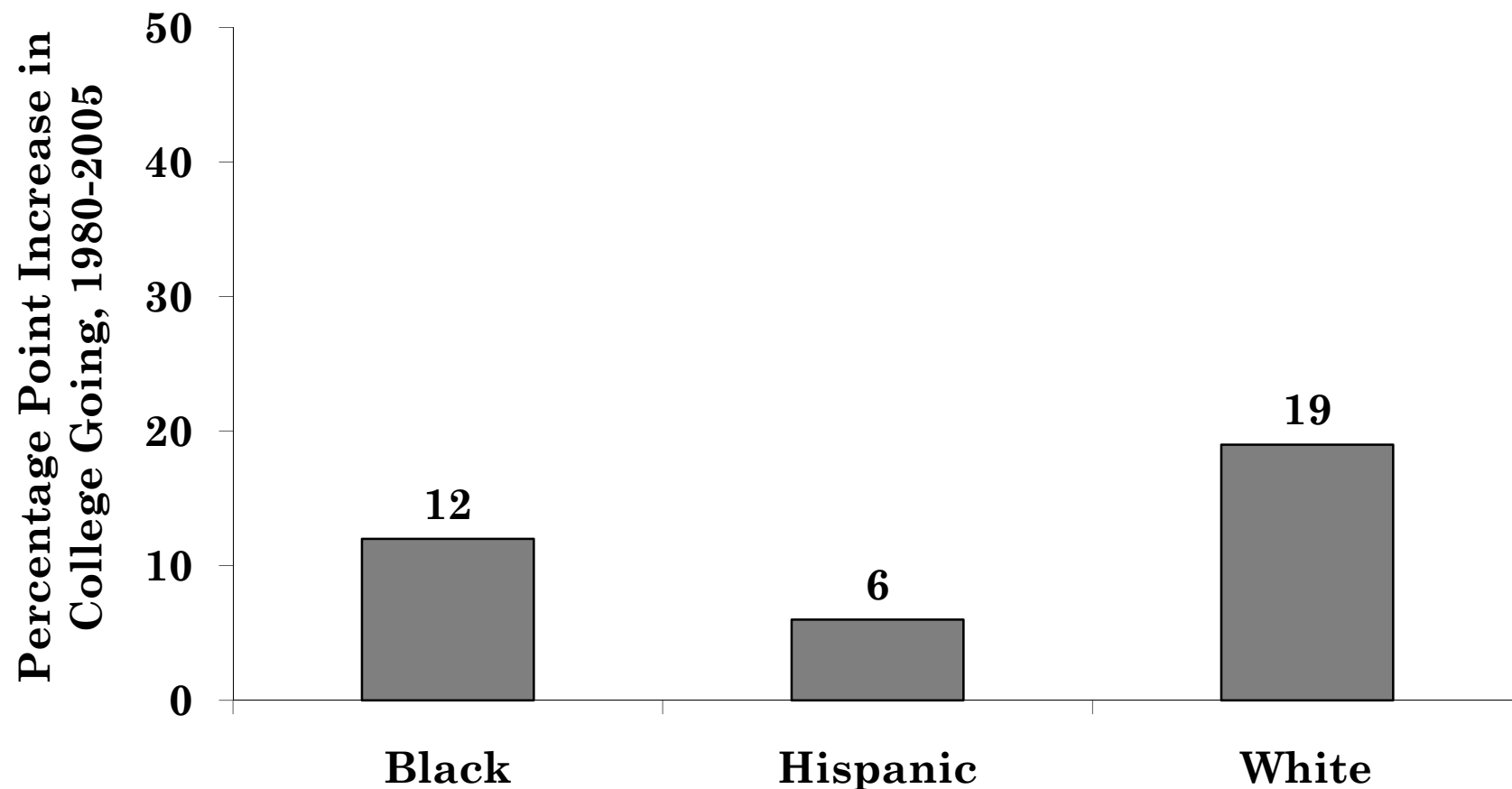
Source: Condition of Education 2008 Table 24-1. <http://nces.ed.gov/programs/coe/2008/section3/table.asp?tableID=902> © 2009 FIVE EDUCATION TRUST

College-Going Generally Increasing for All Income Groups



But though college-going up for minorities, gains among whites have been greater

All Groups Up In College-Going from 1980-2006, But Gaps Also Increase



And though college going up for low-income students, they still haven't reached rate of high income students in mid-seventies.

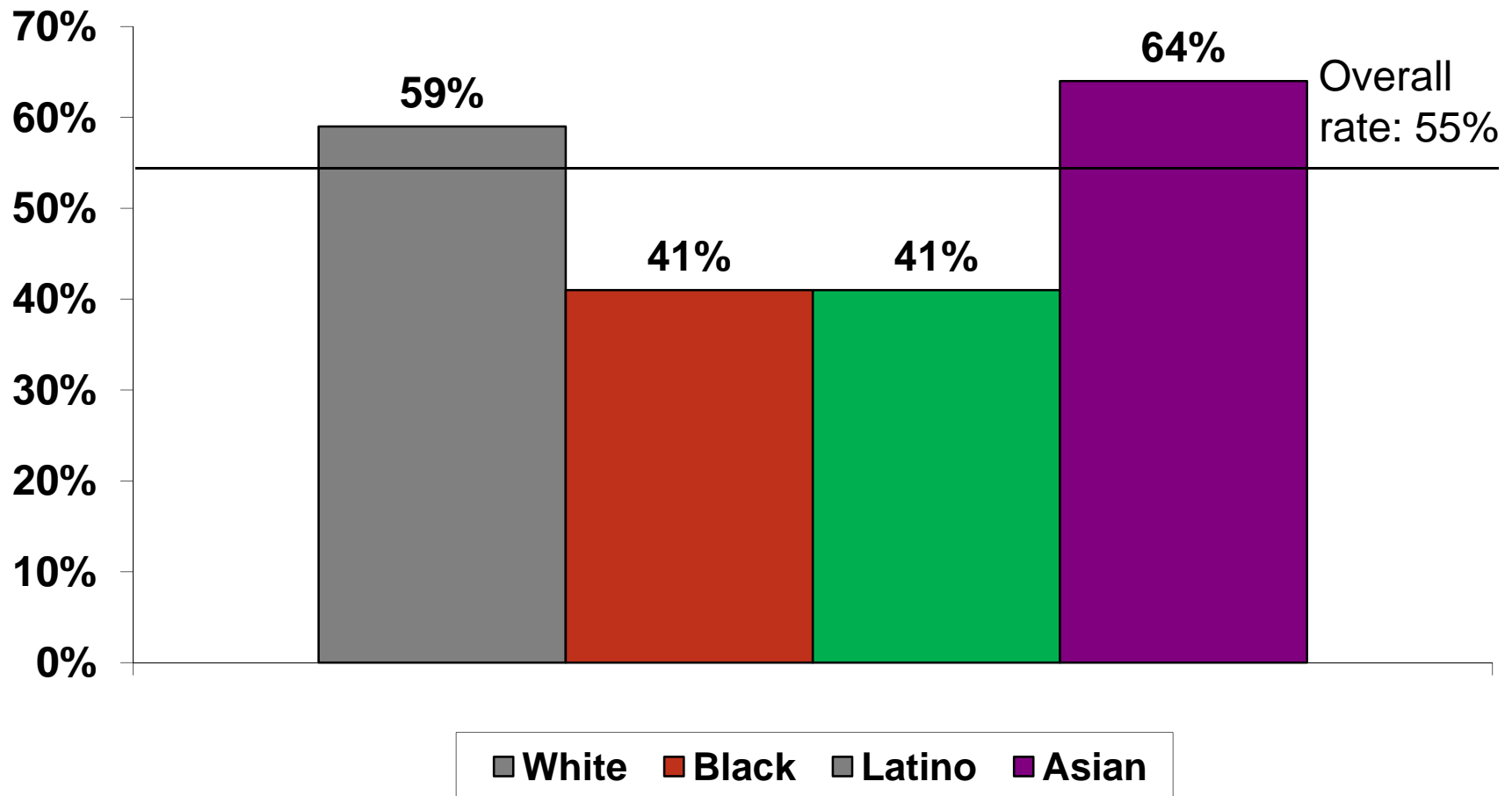
College-Going Rates by Family Income

Year	Low Income	Middle Income	High Income
1976	39%	41%	63%
1986	34%	49%	71%
1996	49%	63%	78%
2006	51%	61%	81%

What about graduation?

Black and Latino Freshmen Complete College at Lower Rates

(6 Year Rates; All 4-Year Institutions)



Source: U.S. DOE, NCES, 1995-96 Beginning Postsecondary Students

Longitudinal Study, Second Follow-Up (BPS: 96/01) in U.S. DOE, © 2009 THE EDUCATION TRUST

Add it all up...

Different groups of young
Americans obtain degrees at very
different rates.

Some Americans Are Much Less Likely to Graduate From College

	25-29 Year Olds with B.A. or Higher
White	35.5%
Black	19.5%
Latino	11.6%

Some Americans Are Much Less Likely to Graduate From College

	B.A. Rate by Age 24
Young People from High SES Families	75%
Young People from Low SES Families	9%

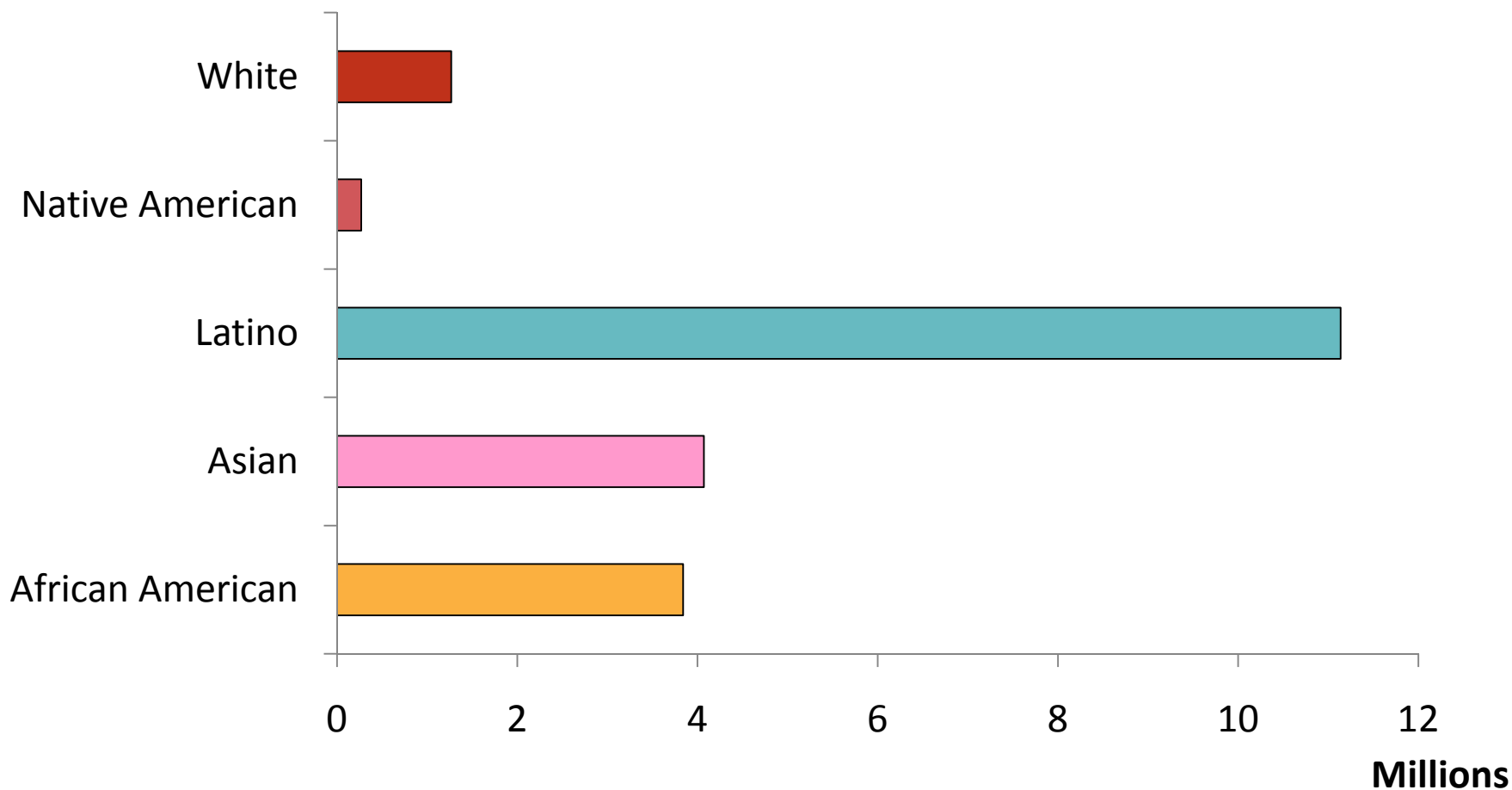
Note: SES is a weighted variable developed by NCES, which includes parental education levels and occupations and family income. “High” and “low” refer to the highest and lowest quartiles of SES.

Source: *Postsecondary Education Opportunity*, Number 156, June 2005, “Family Income and Higher Education Opportunity 1970 to 2003”

These rates threaten health of
our democracy.

But even for those who don't care much
about that, they are particularly
worrisome, given which groups are
growing...and which aren't.

Growth Differs Substantially by Group

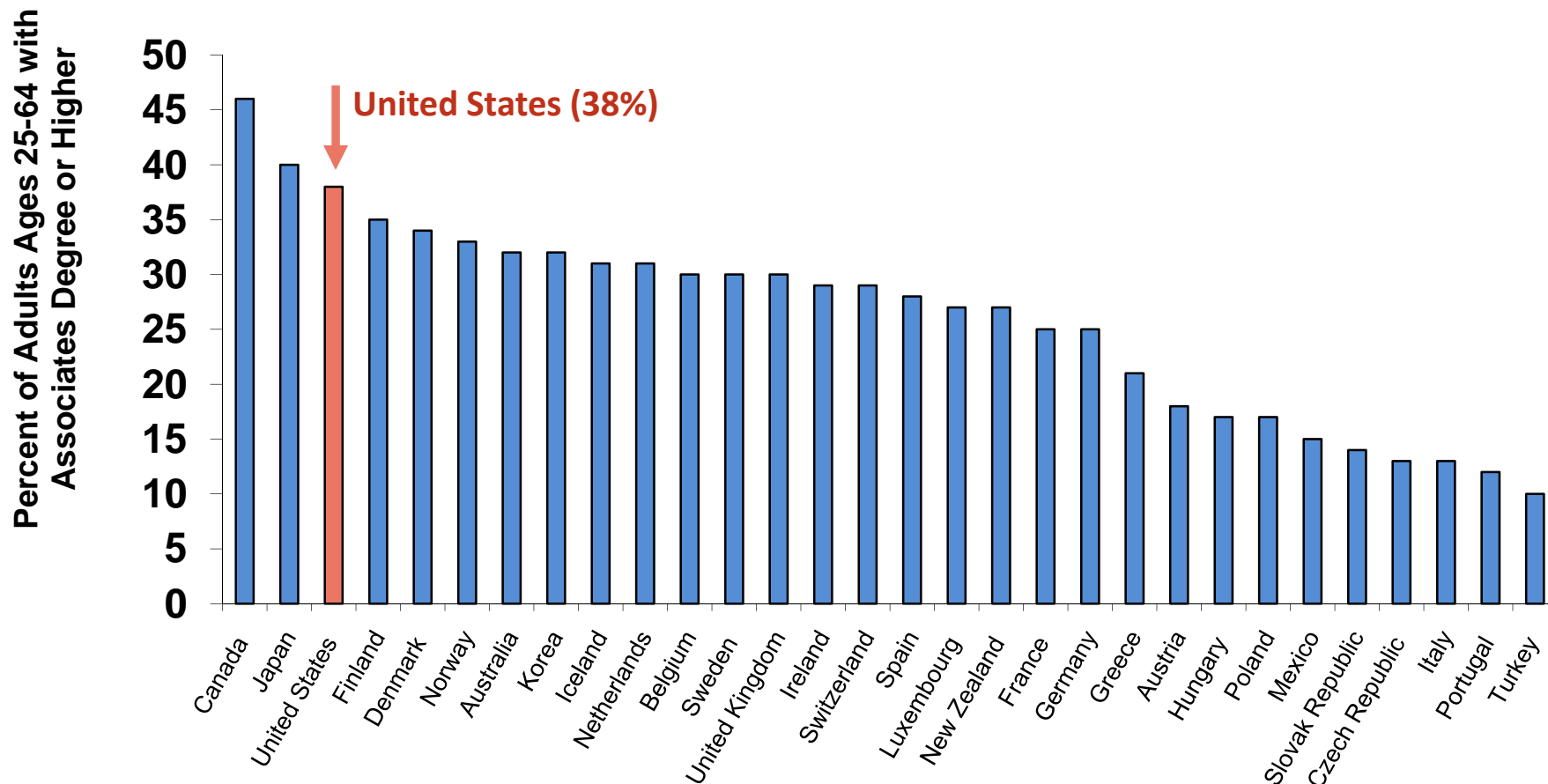


Projected Increase in the Population of 25-64 Year-Olds, 2000 to 2020

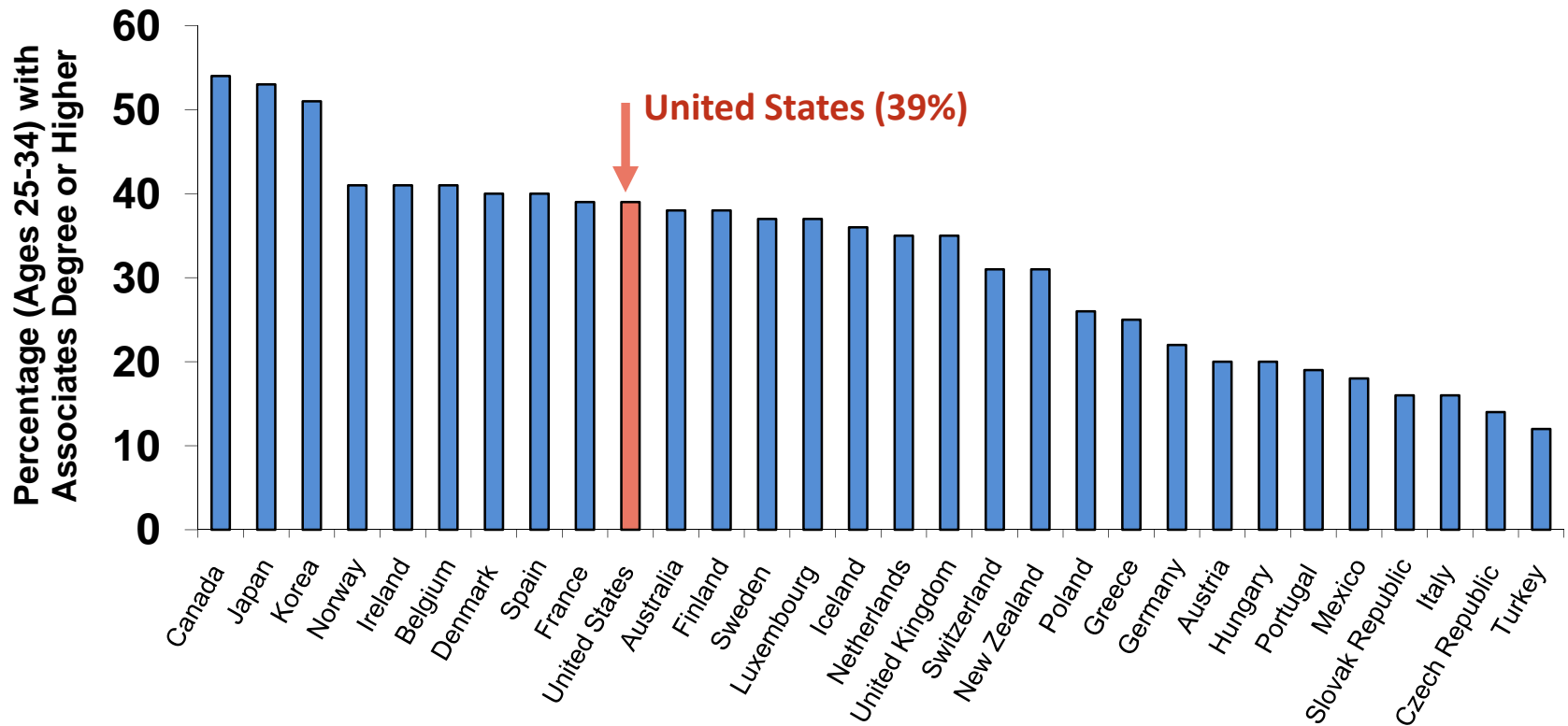
Not surprisingly, our international
lead is slipping away

We're still relatively strong (although
no longer in the lead) with all adults.

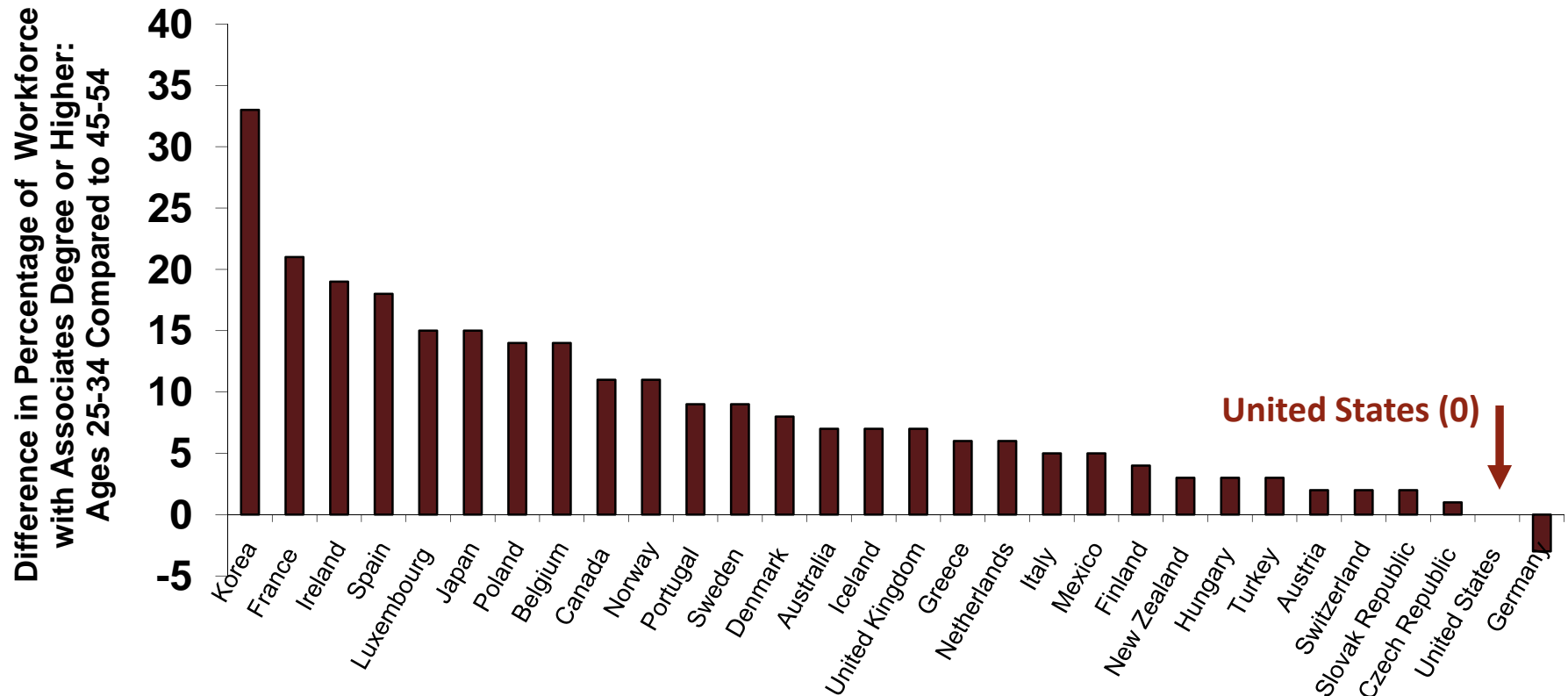
U.S: 3rd Out of 30 OECD Countries in Overall Postsecondary Attainment



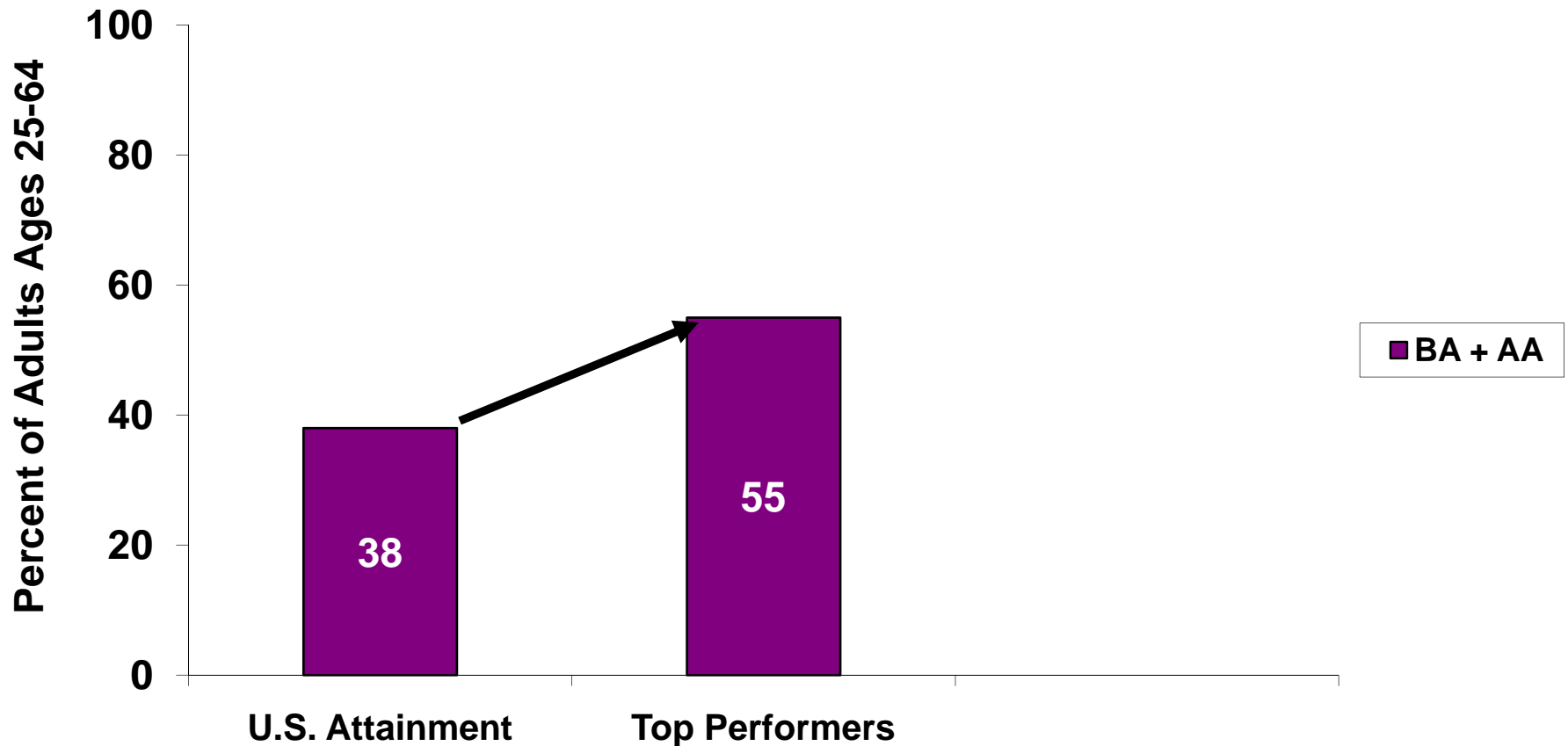
U.S. tied for 9th out of 30 OECD nations in the percentage of *younger workers* with an associates degree or higher



U.S. is one of only two OECD nations where today's young people are not better educated than their parents



To reach top performing countries



What Can We Do?

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

What We Hear Many Adults Say:

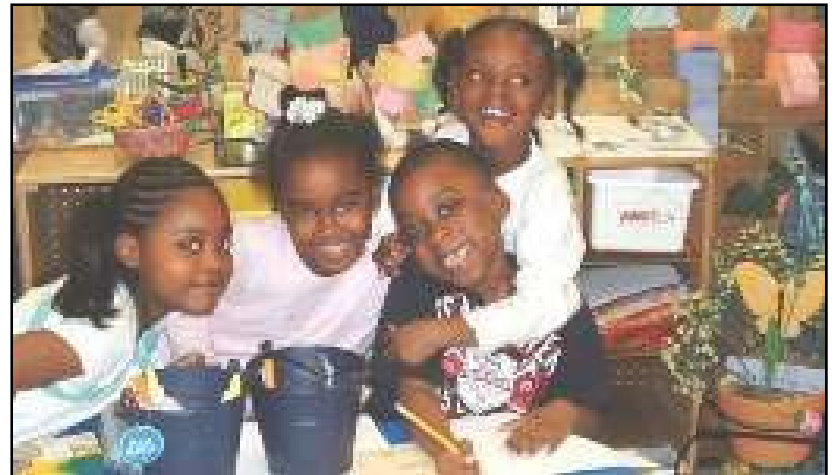
- They're poor
- Their parents don't care
- They come to schools without breakfast
- Not enough books
- Not enough parents

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

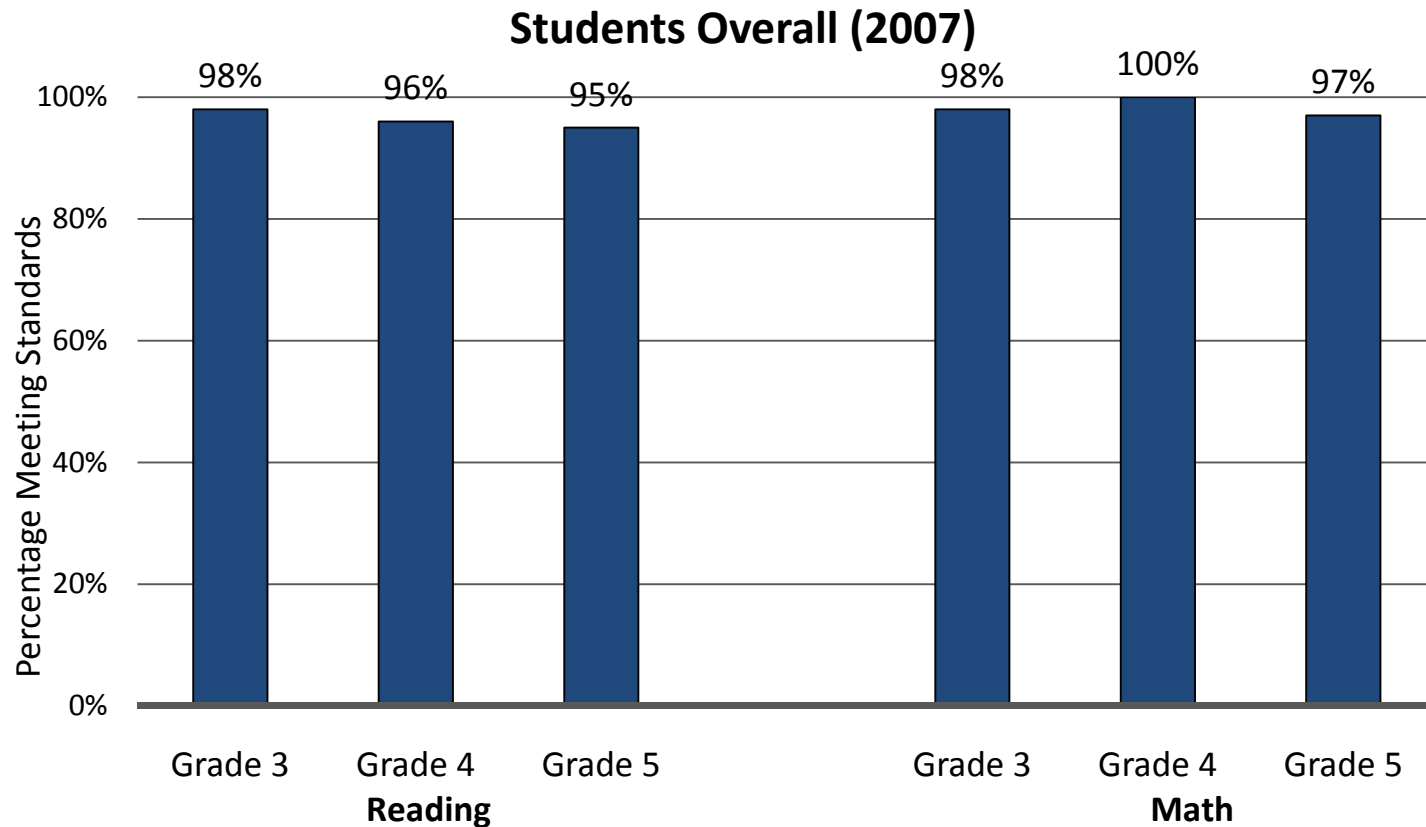
Capitol View Elementary

Atlanta, Georgia

- 228 students in grades K-5
 - 96% African American
- 88% Low-Income



High Achievement for All at Capitol View Elementary

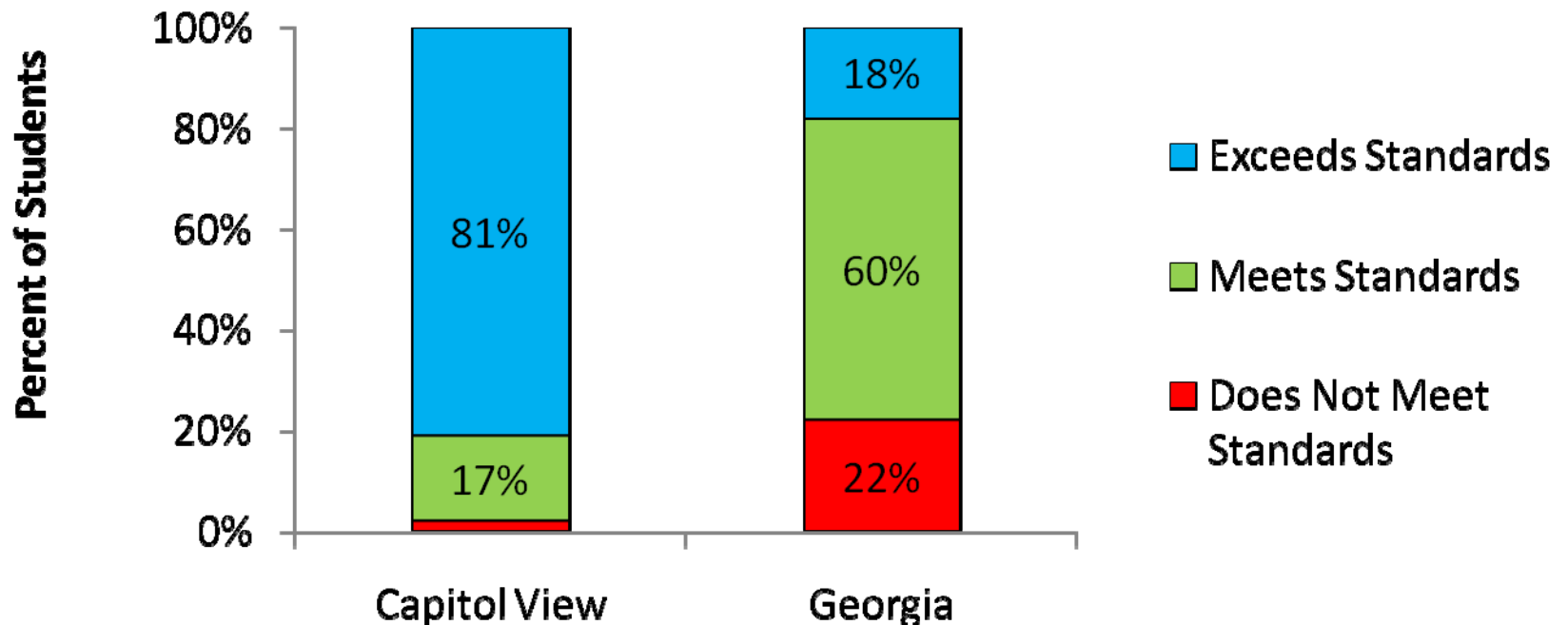


Source: Georgia Department of Education

Exceeding Standards at Capitol View

African American Students

Grade 3 Reading (2007)



Frankford Elementary School



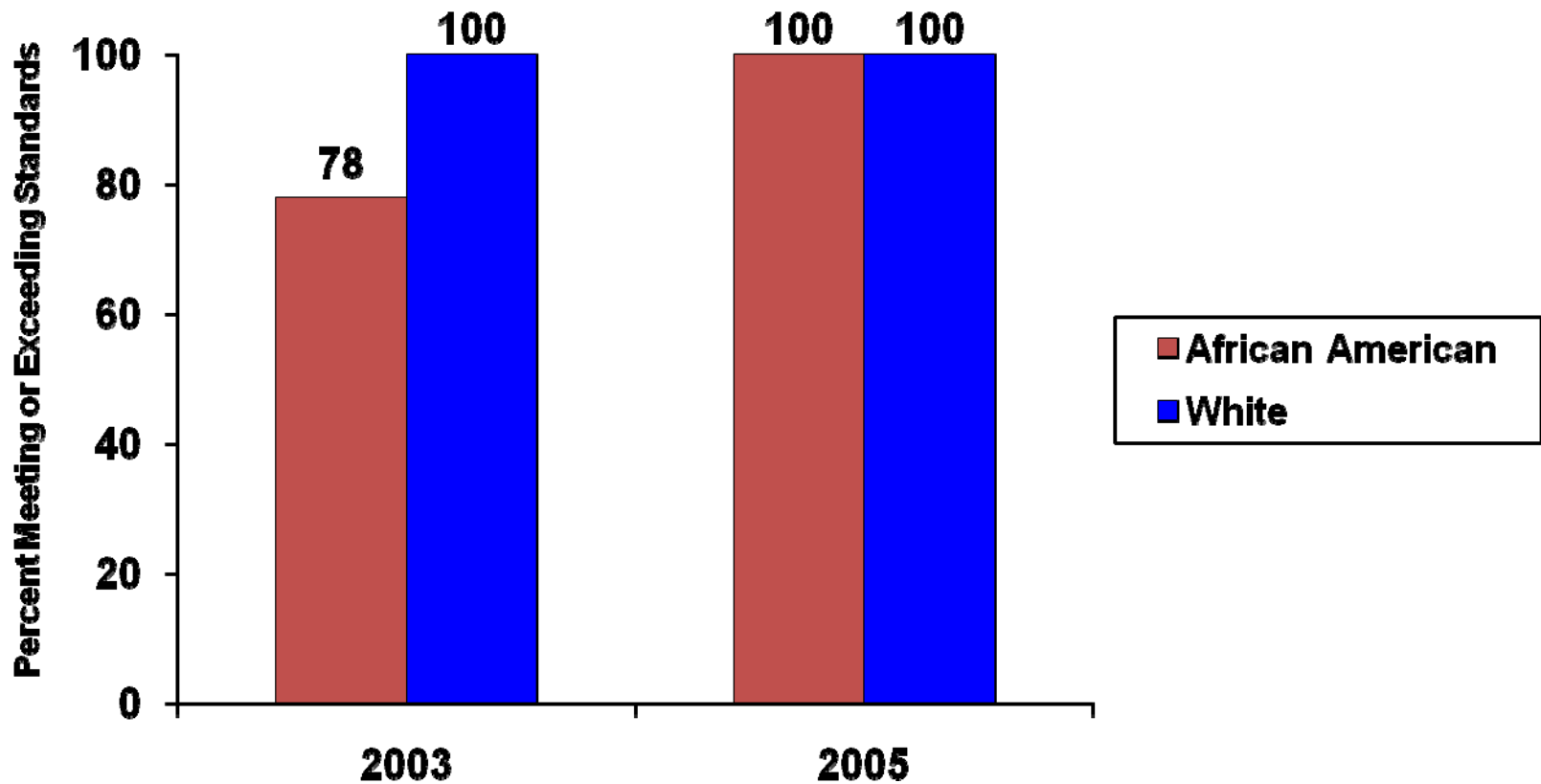
Frankford Elementary

Frankford, Delaware

- 449 Students in Grades PreK-5
- 29% African American
- 34% Latino
- 34% White
- 76% Low-Income

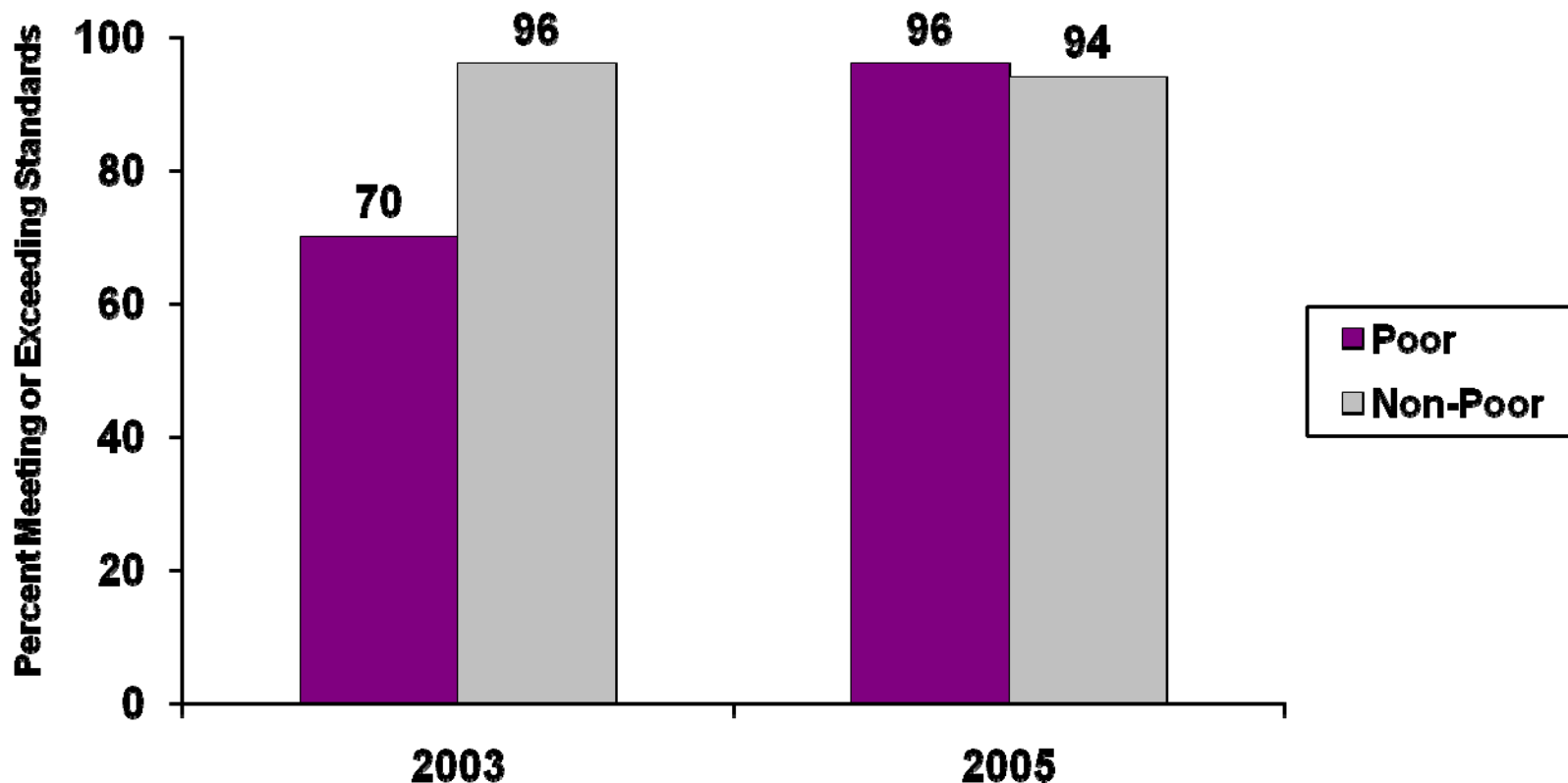
Frankford Elementary

Closing Gaps, Grade 5 Reading



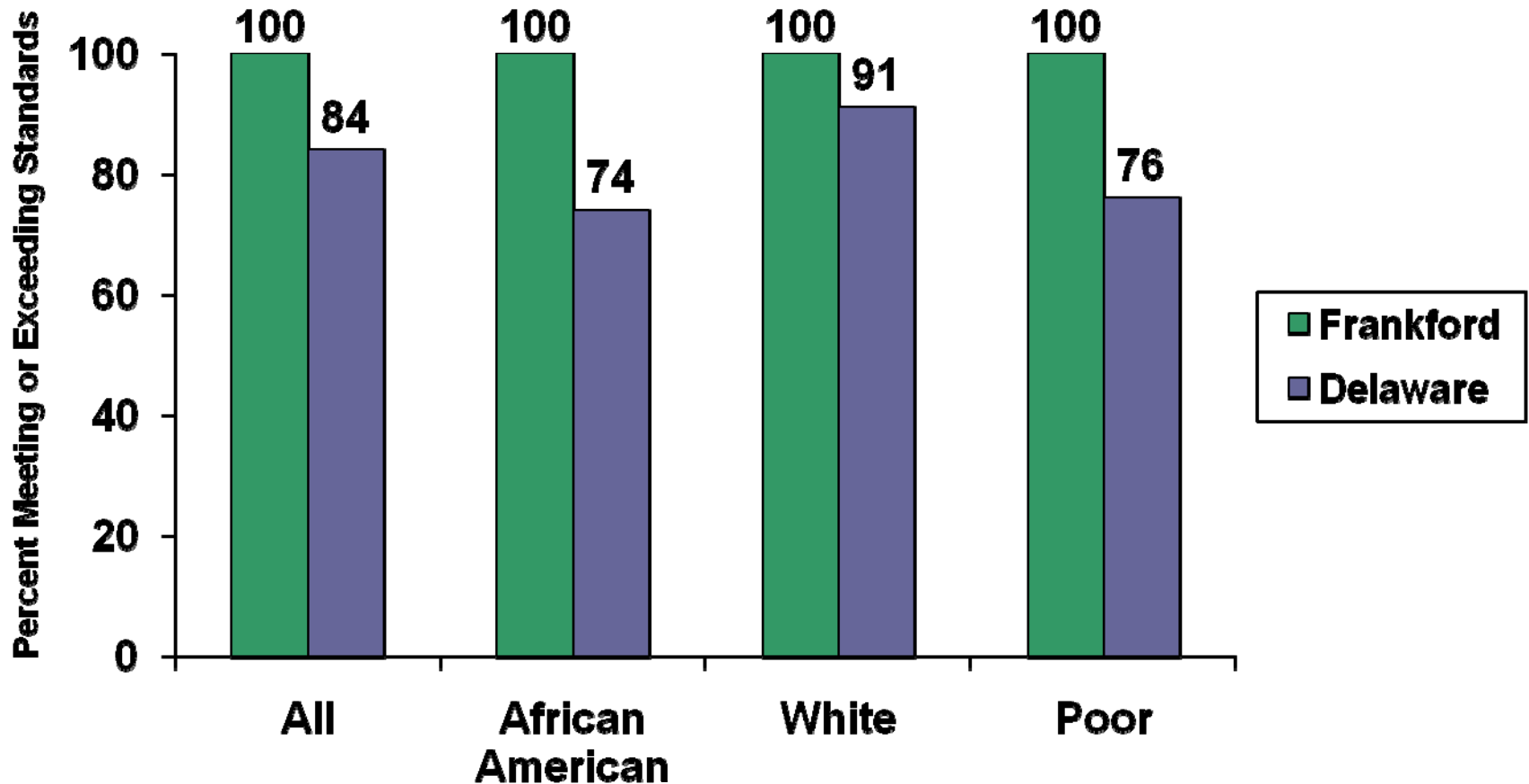
Frankford Elementary

Closing Gaps, Grade 5 Math



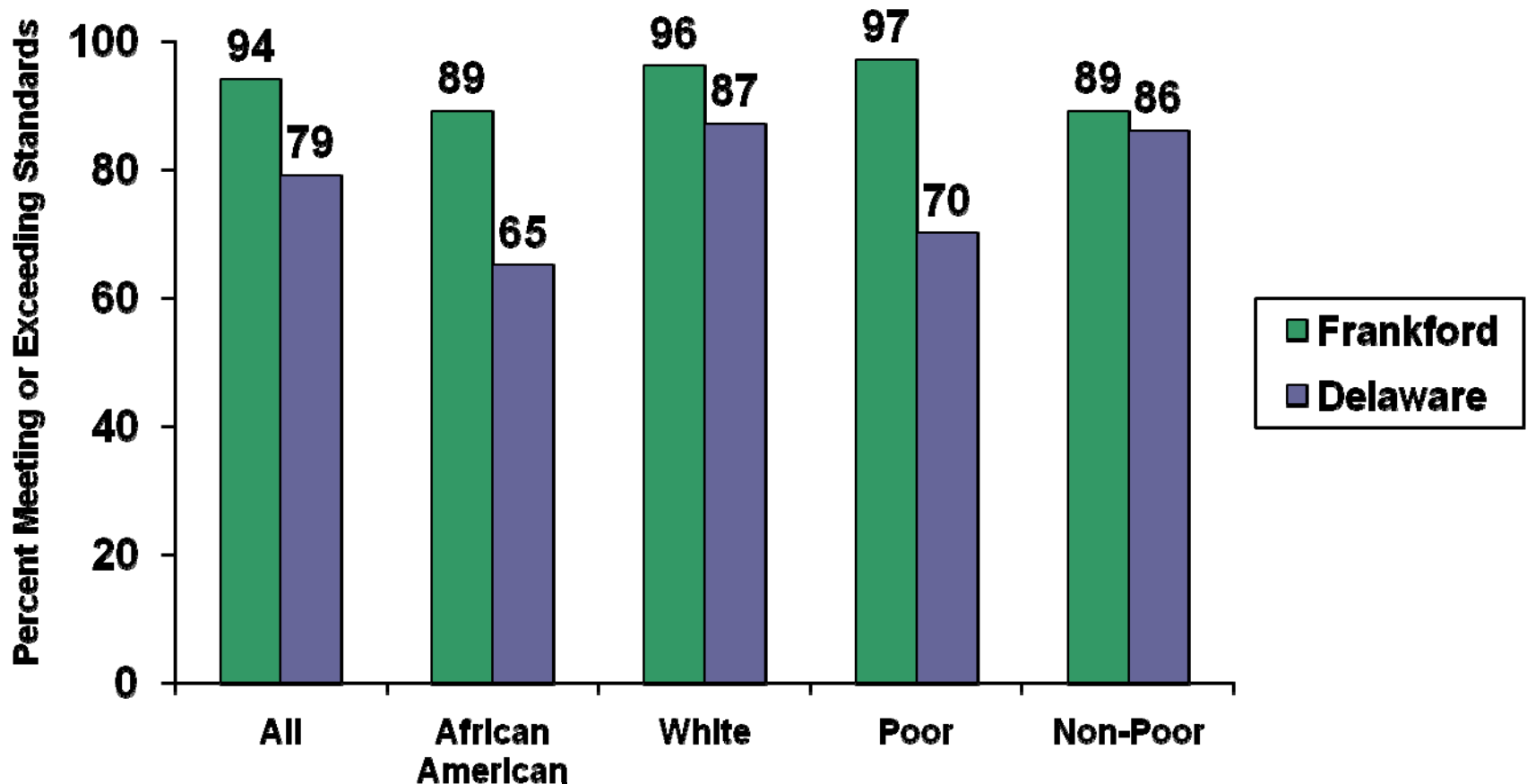
Frankford Elementary

Higher Proficiency Rates than the State, 2005 Grade 3 Reading



Frankford Elementary

Higher Proficiency Rates than the State, 2005 Grade 3 Math



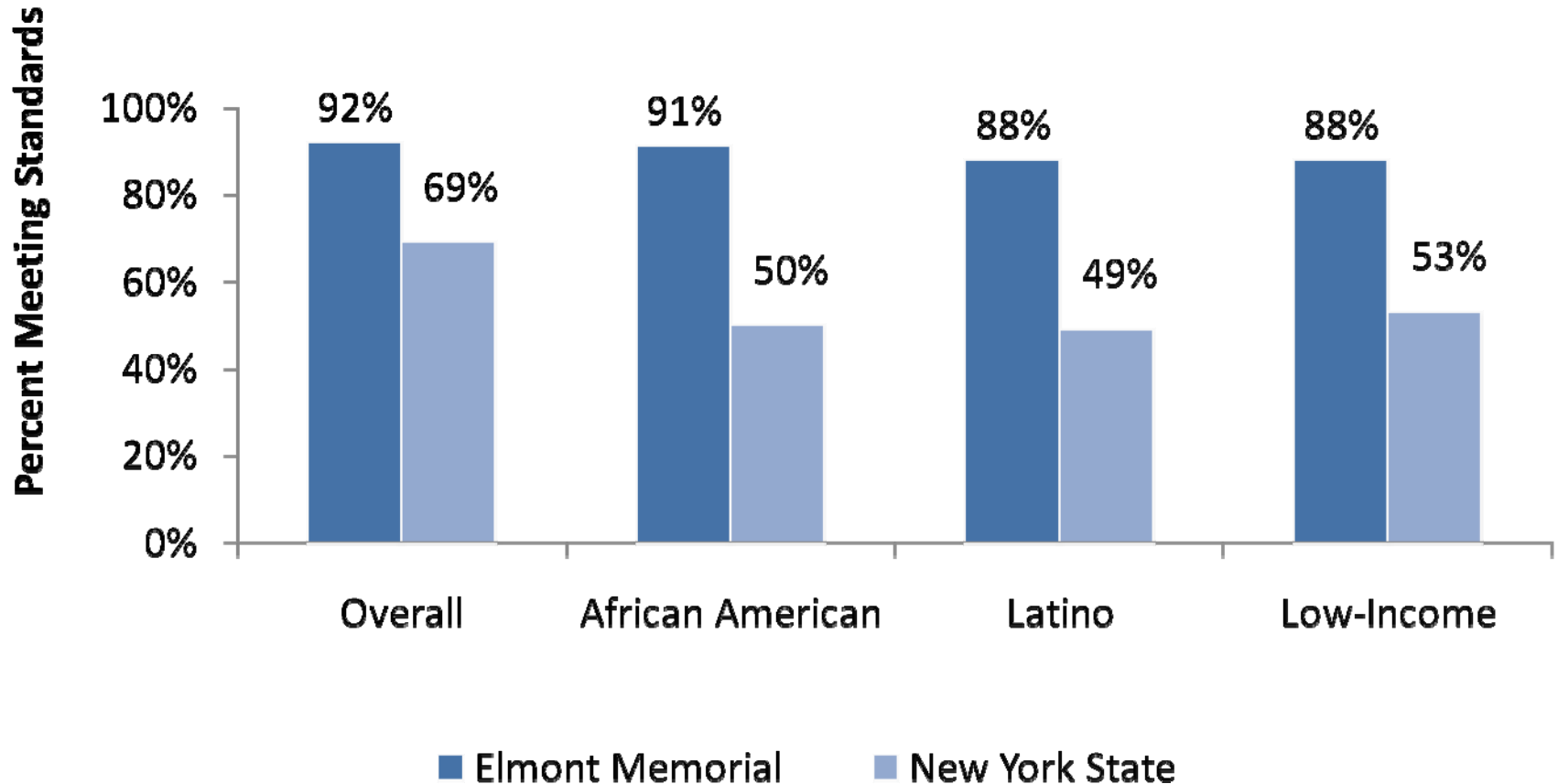
Elmont Memorial Junior-Senior High

Elmont, New York

- 1,945 students in grades 7-12
 - 77% African American
- 27% Low-Income

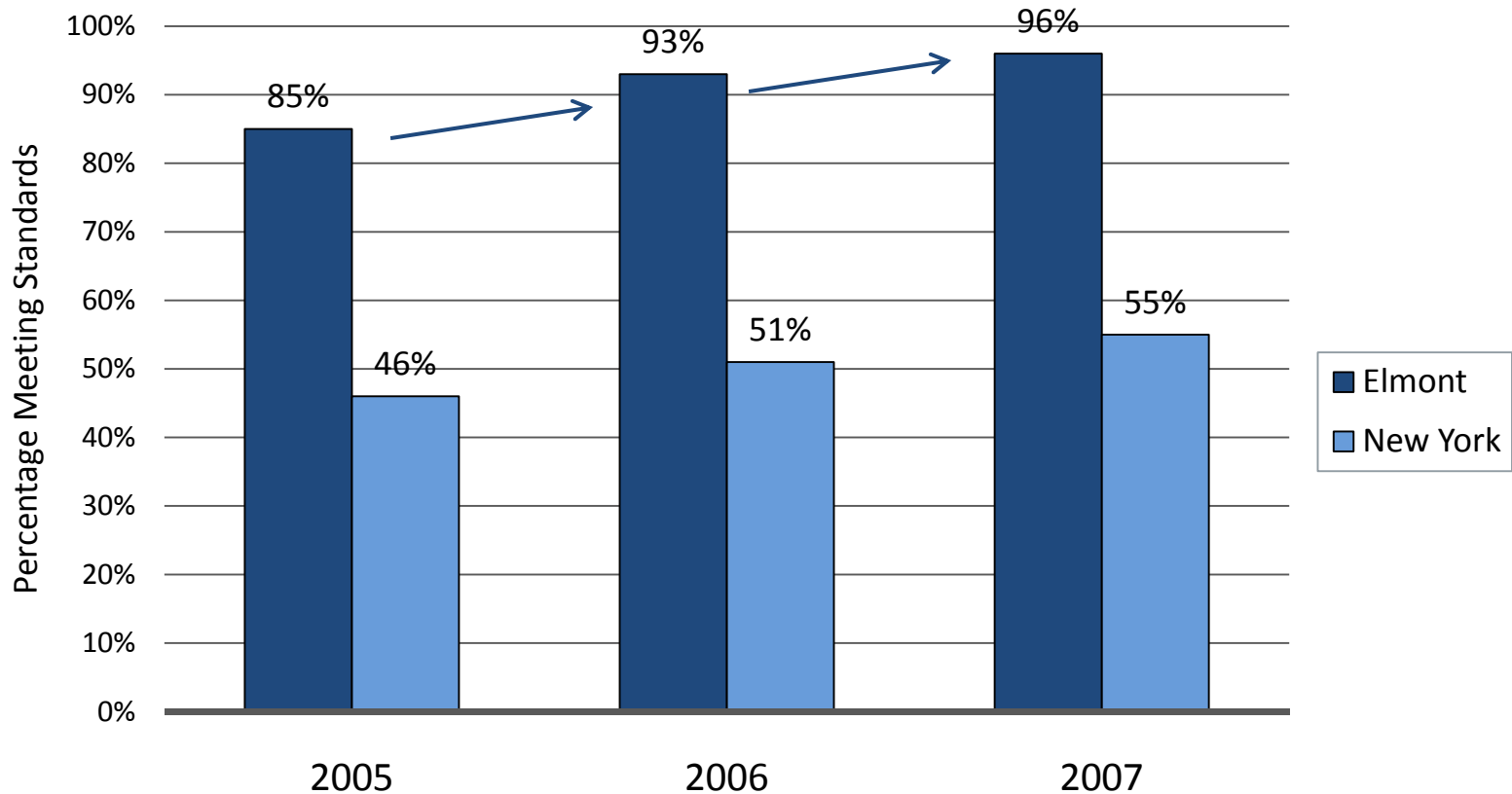


Elmont: Out-Performing the State Secondary-Level English (2006)



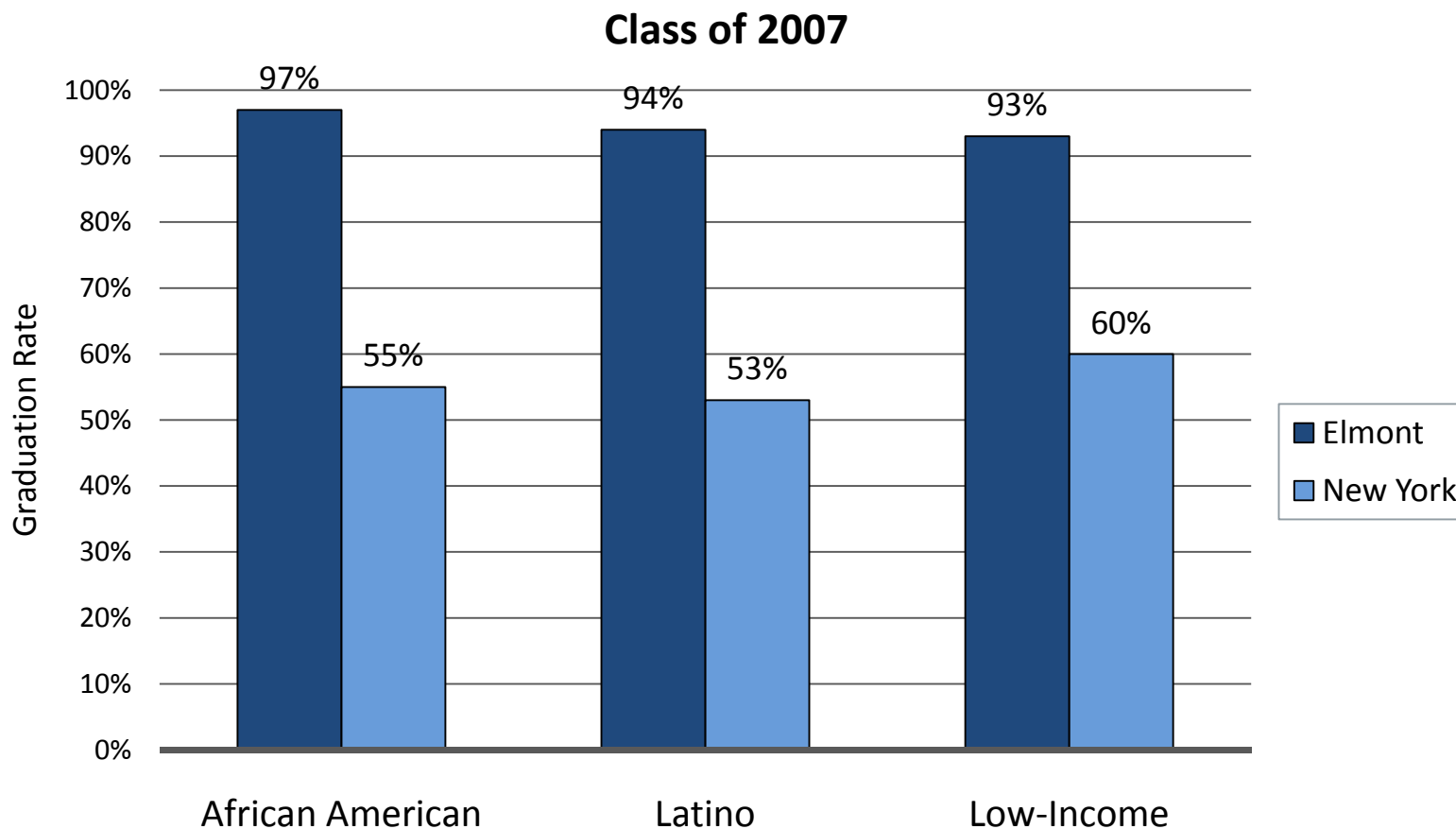
Improvement and High Performance at Elmont Memorial Junior-Senior High

African-American Students – Secondary-Level Math



Source: New York Department of Education

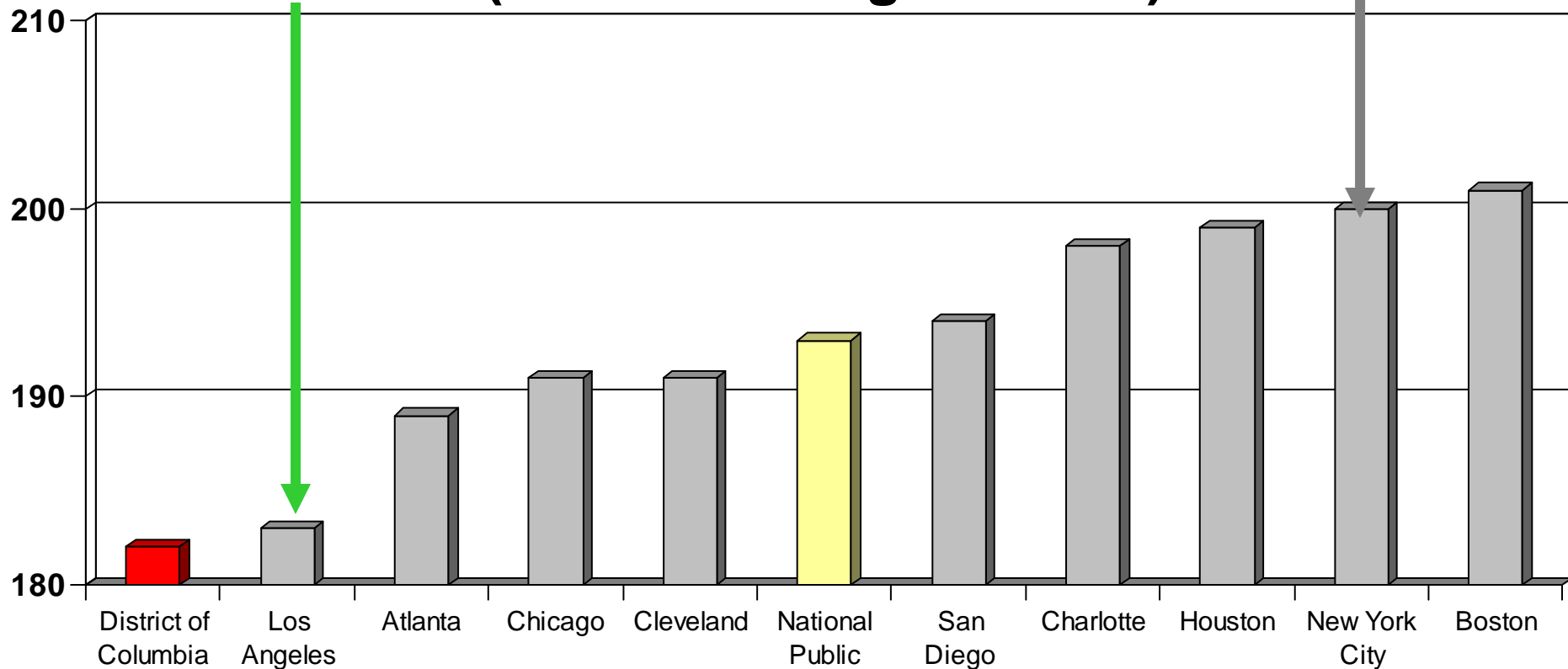
More Students Graduate at Elmont Memorial Junior-Senior High



Source: New York Department of Education

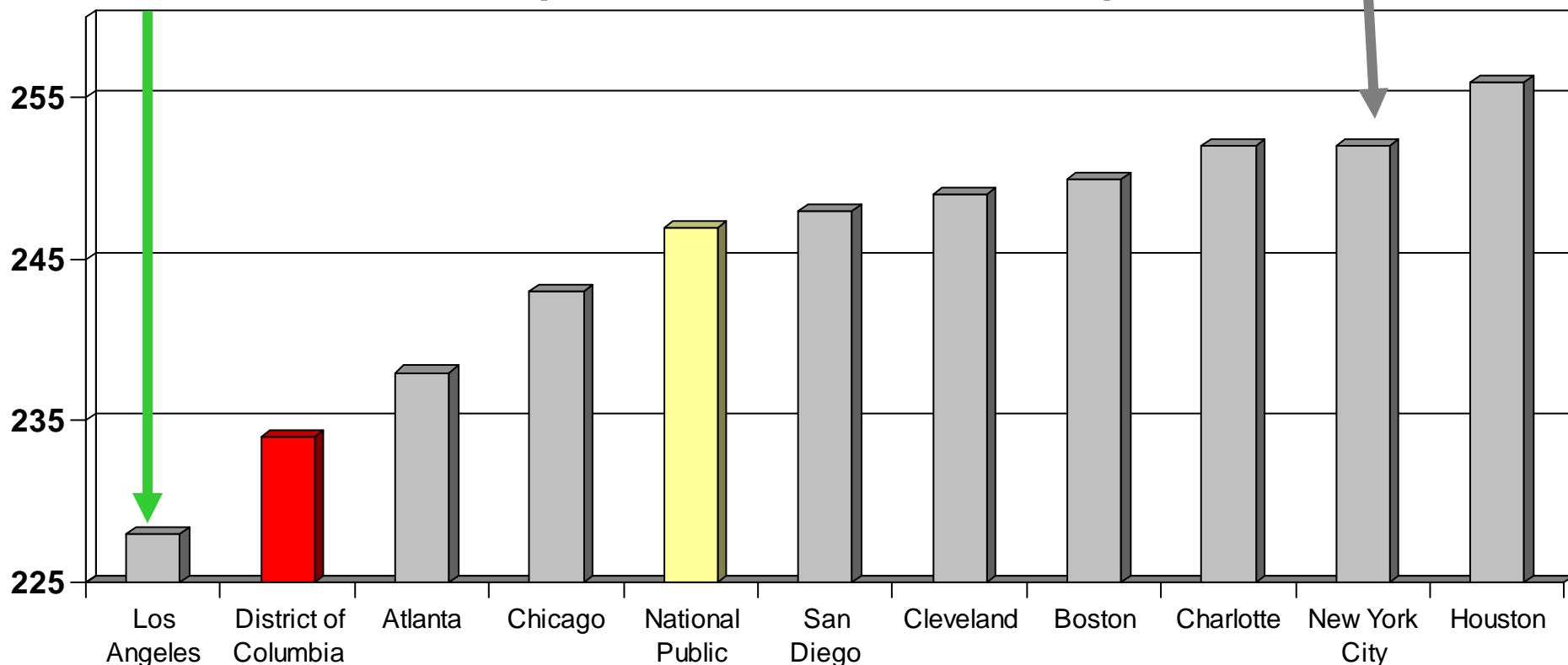
Very big differences at district level,
too—even in the performance of the
“same” group of students.

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



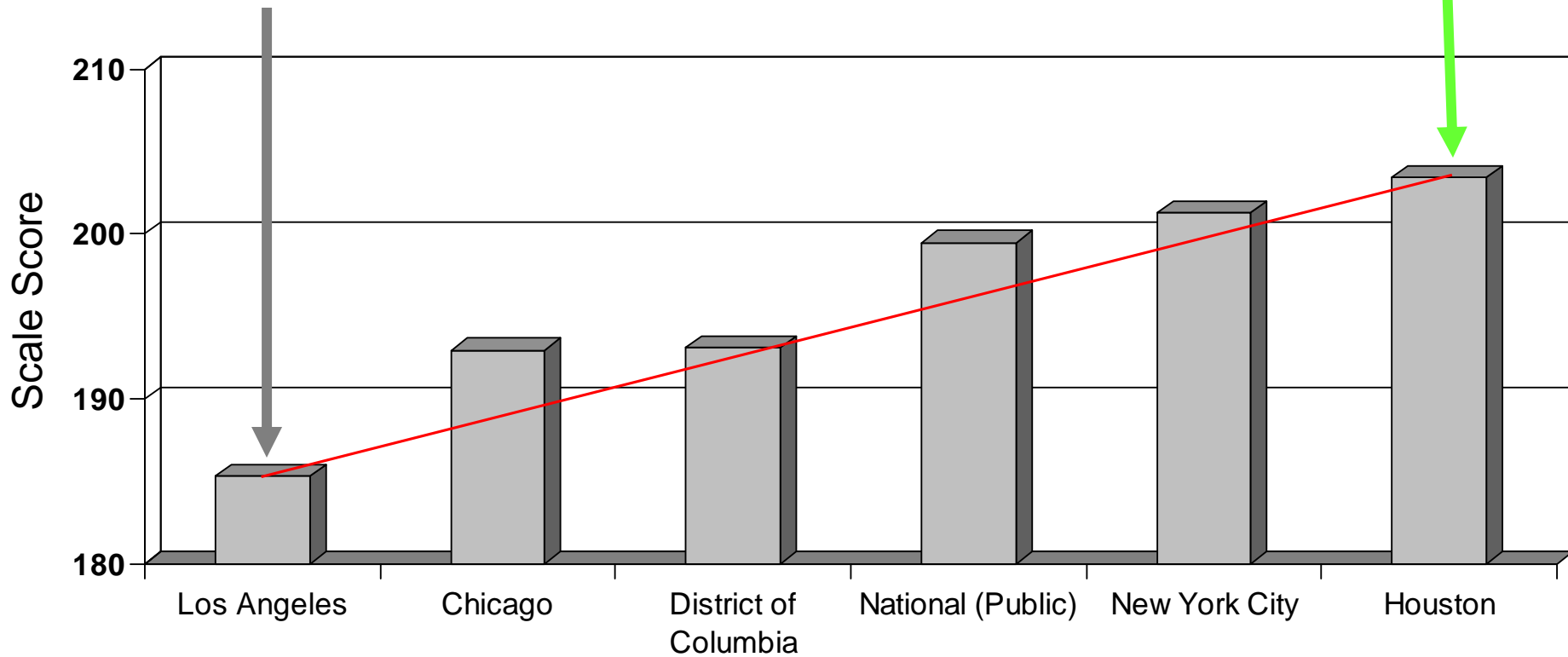
*** There is a 19 point gap between Poor African American 4th graders in the District of Columbia and Boston (roughly equivalent to 2 years' worth of learning)**

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)**

Latino Students do Better in Some Districts (NAEP Reading 4th 2002, 6 Urban Districts)



*** There is an 18 point gap between Los Angeles and Houston (equivalent to almost 2 years worth of learning)**

What about colleges?

Research Institutions

Similar Students, Different Results

	Median SAT	Size	% Pell	% URM	Overall Grad Rate	URM Grad Rate
Penn State University	1,190	33,684	18.5%	7.4%	84.2%	68.8%
University of Wisconsin	1,260	27,869	13.7%	5.9%	76.7%	57%
University of Washington	1,200	24,540	23.2%	8.7%	74.3%	63.7%
Purdue University	1,145	30,579	18.4%	6.6%	66.4%	52.4%
University of Minnesota	1,165	28,910	18.4%	7.2%	60.7%	41.4%

Masters Institutions – Large

Similar Students, Different Results

	Median SAT	Size	% Pell	Overall Graduation Rate
University of Northern Iowa	1,045	10,167	26.5%	65%
Montclair State	1,045	10,664	27.1%	58.3%
Western Illinois	990	10,639	28.9%	55.4%
University of Wisconsin Whitewater	1,030	8,844	21%	50%
Southern Illinois Edwardsville	1,045	9,803	29.1%	44.8%

Source: College Results Online 2005 data

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Historically Black Colleges

Similar Students, Different Results

	Median SAT	Size	% Pell	Overall Graduation Rate
Elizabeth City	835	2,390	65.6%	48.8%
Delaware State	810	3,111	52.1%	35.1%
University of Arkansas Pine Bluff	775	2,931	75.3%	30.3%
Norfolk State	880	4,726	55.5%	29.2%
Coppin State		2,968	67.1%	20.2%

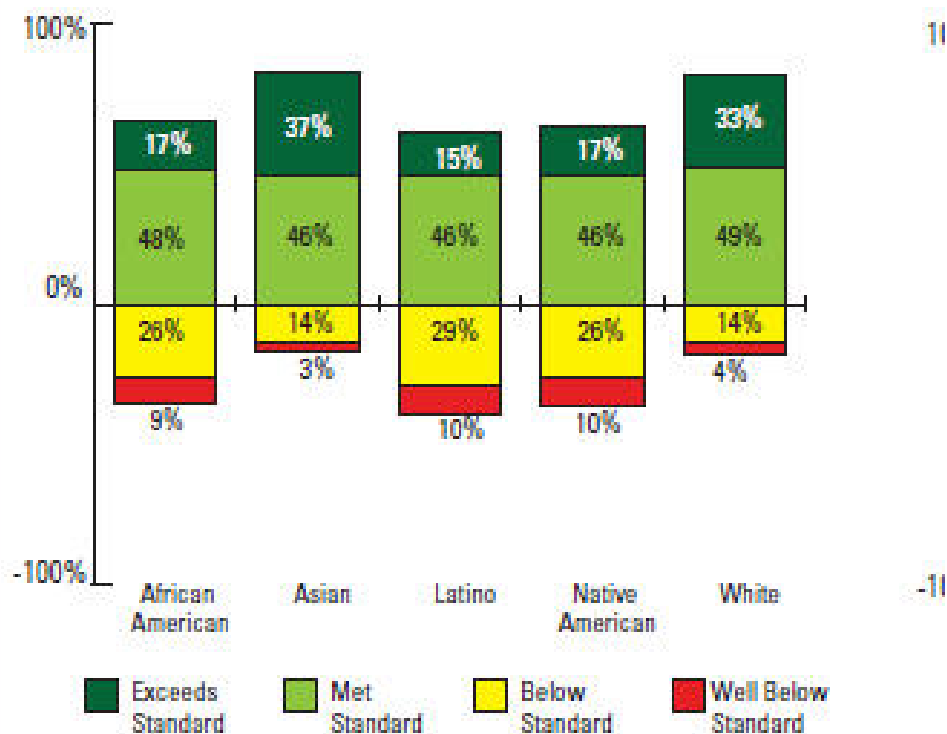
Bottom Line:

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

What about Washington State?

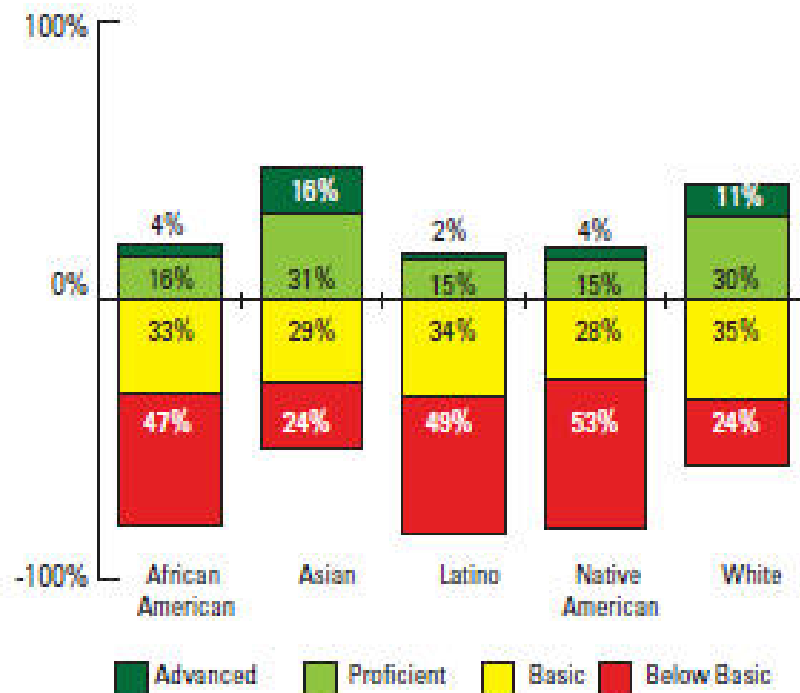
4th Grade Reading: WASL

2007 Washington State Assessment
of Student Learning
Grade 4 Reading



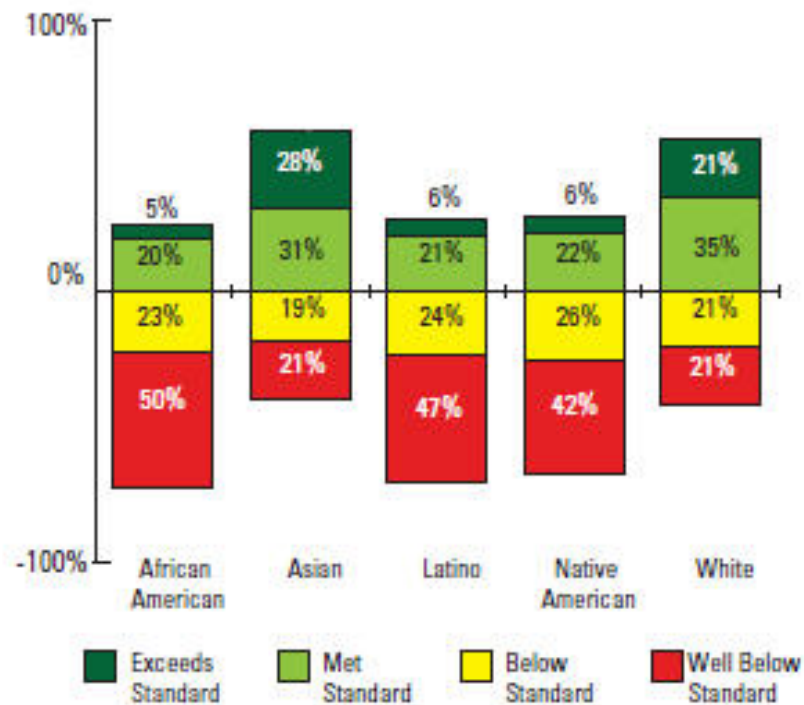
4th Grade Reading: WA Kids on National Assessment

2007 NAEP—Washington
Grade 4 Reading



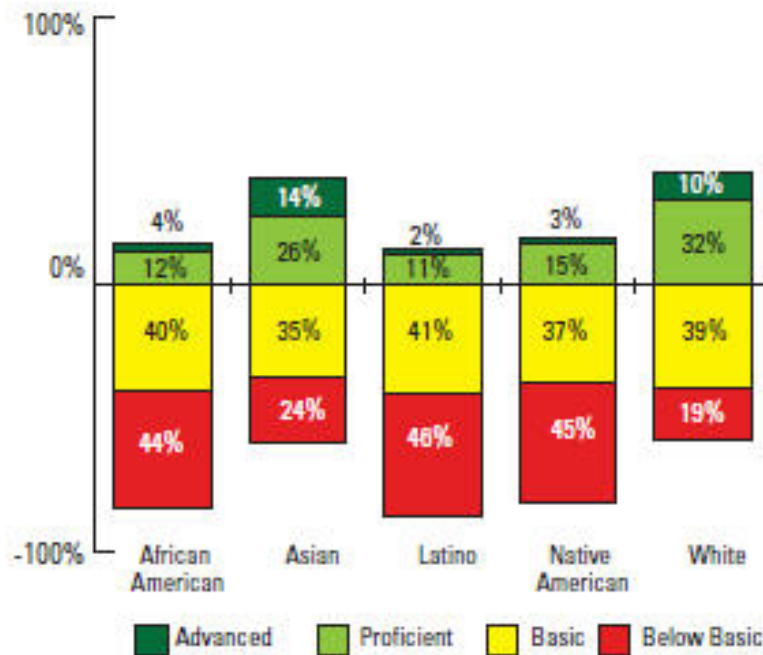
8th Grade Math: WASL

2007 Washington State Assessment of Student Learning Grade 8 Mathematics



8th Grade Math: WA Kids on National Assessment

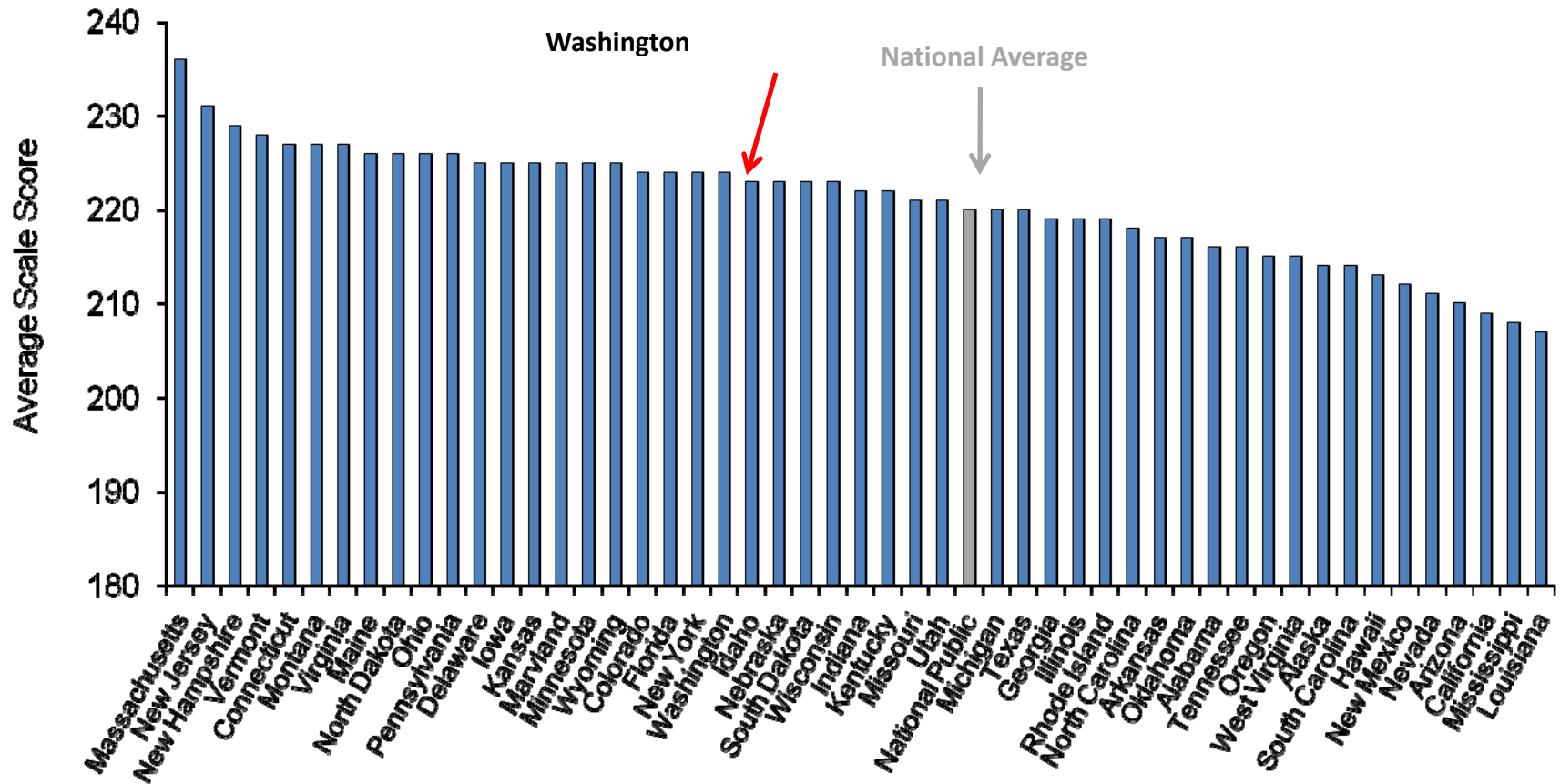
2007 NAEP—Washington
Grade 8 Mathematics



Compared to other states?

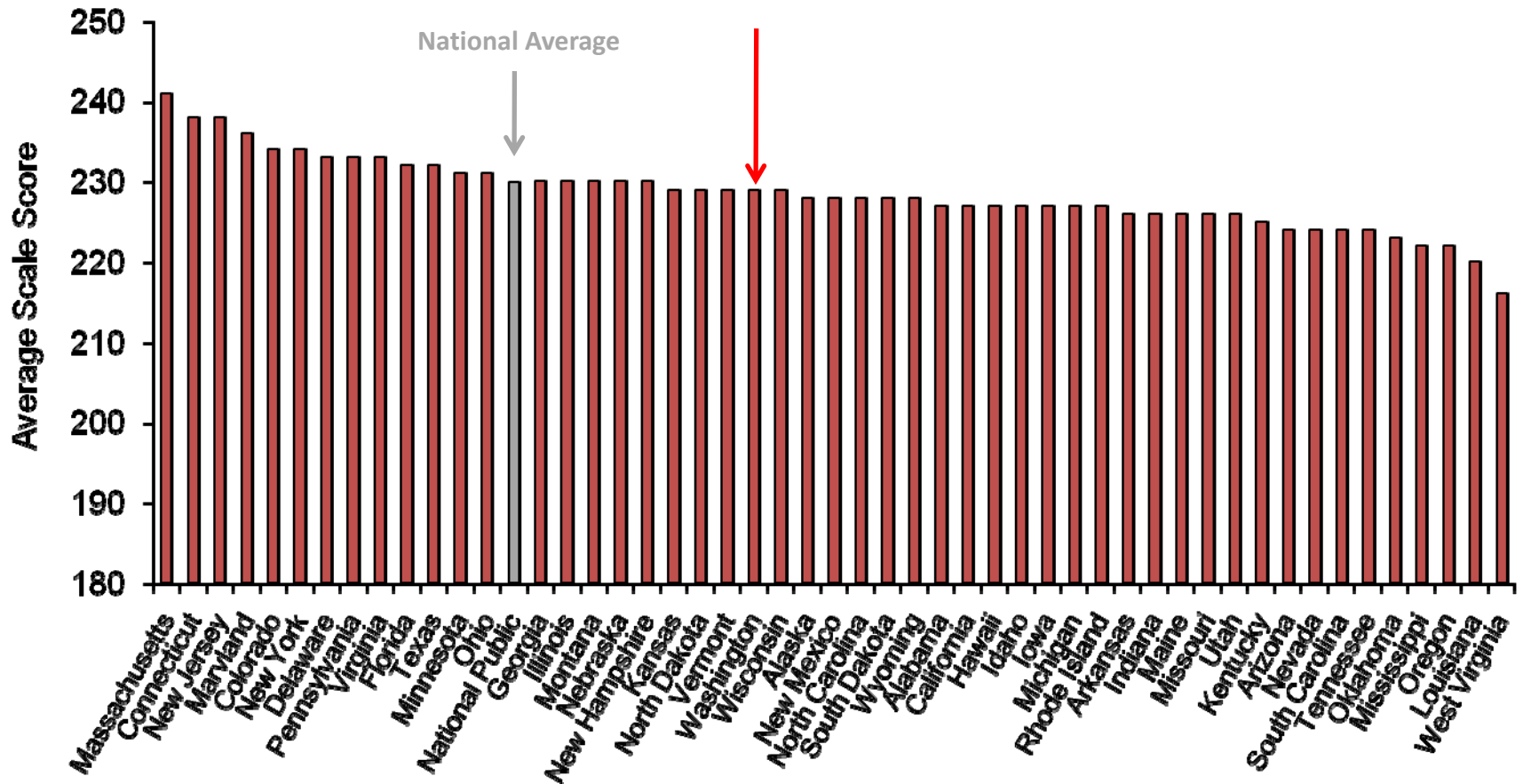
2007 NAEP Grade 4 Reading

Average Overall Scale Scores by State



Proficient Scale Score: 238

2007 NAEP Grade 4 Reading Average White Scale Scores by State

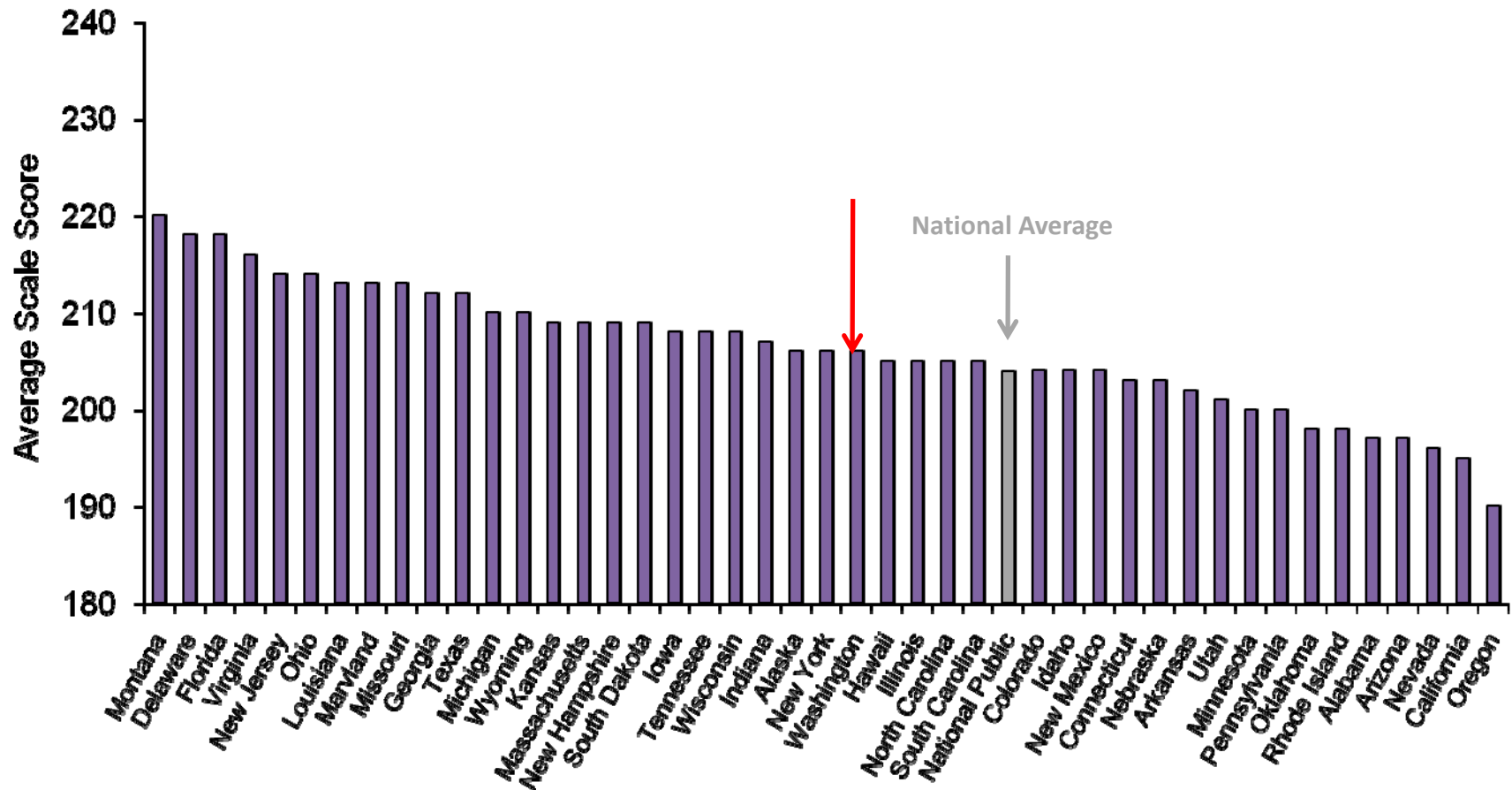


Proficient Scale Score: 238

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/ndep/> © 2009 THE EDUCATION TRUST

2007 NAEP Grade 4 Reading

Average Latino Scale Scores by State

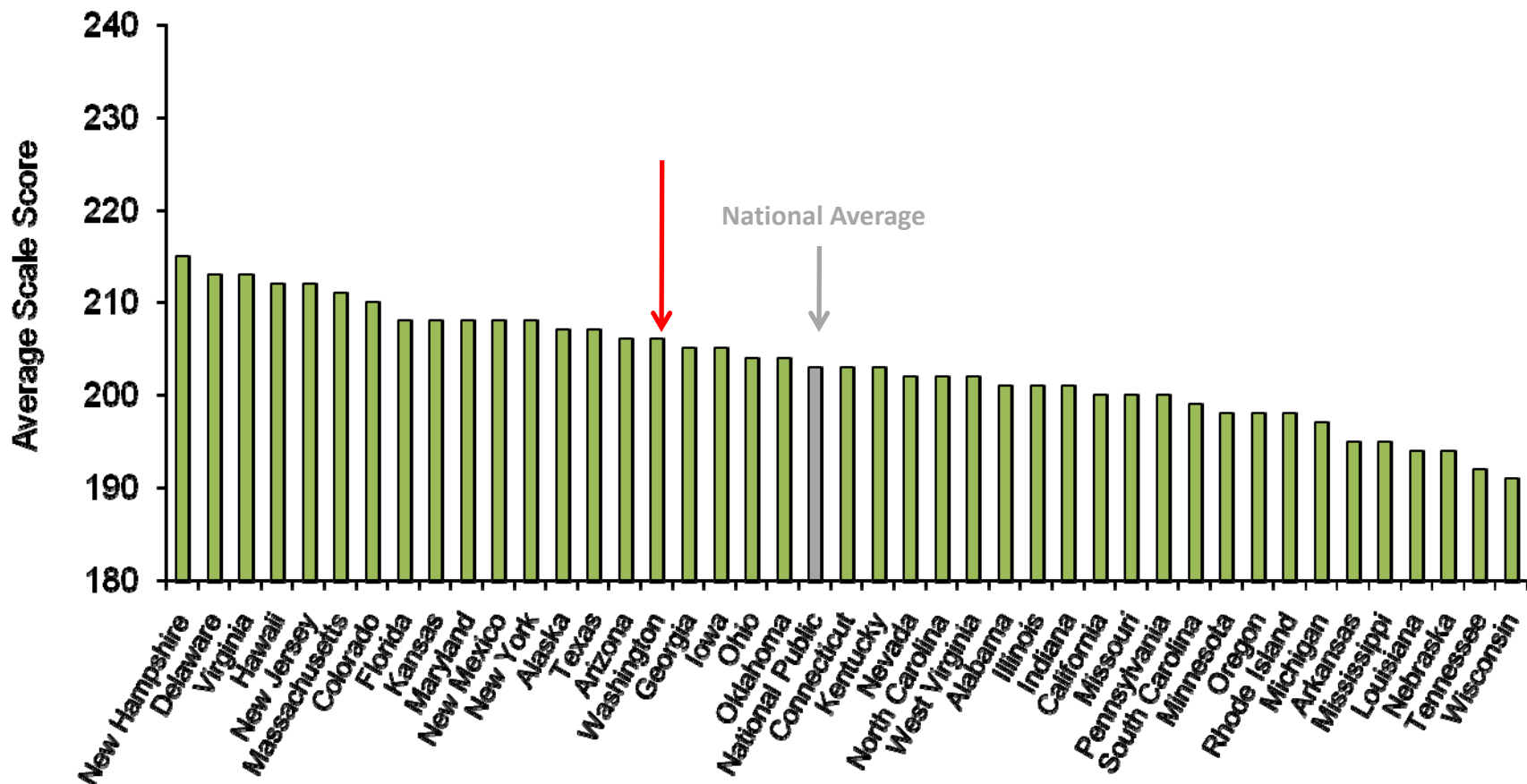


Proficient Scale Score: 238

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/ndep/> © 2009 THE EDUCATION TRUST

2007 NAEP Grade 4 Reading

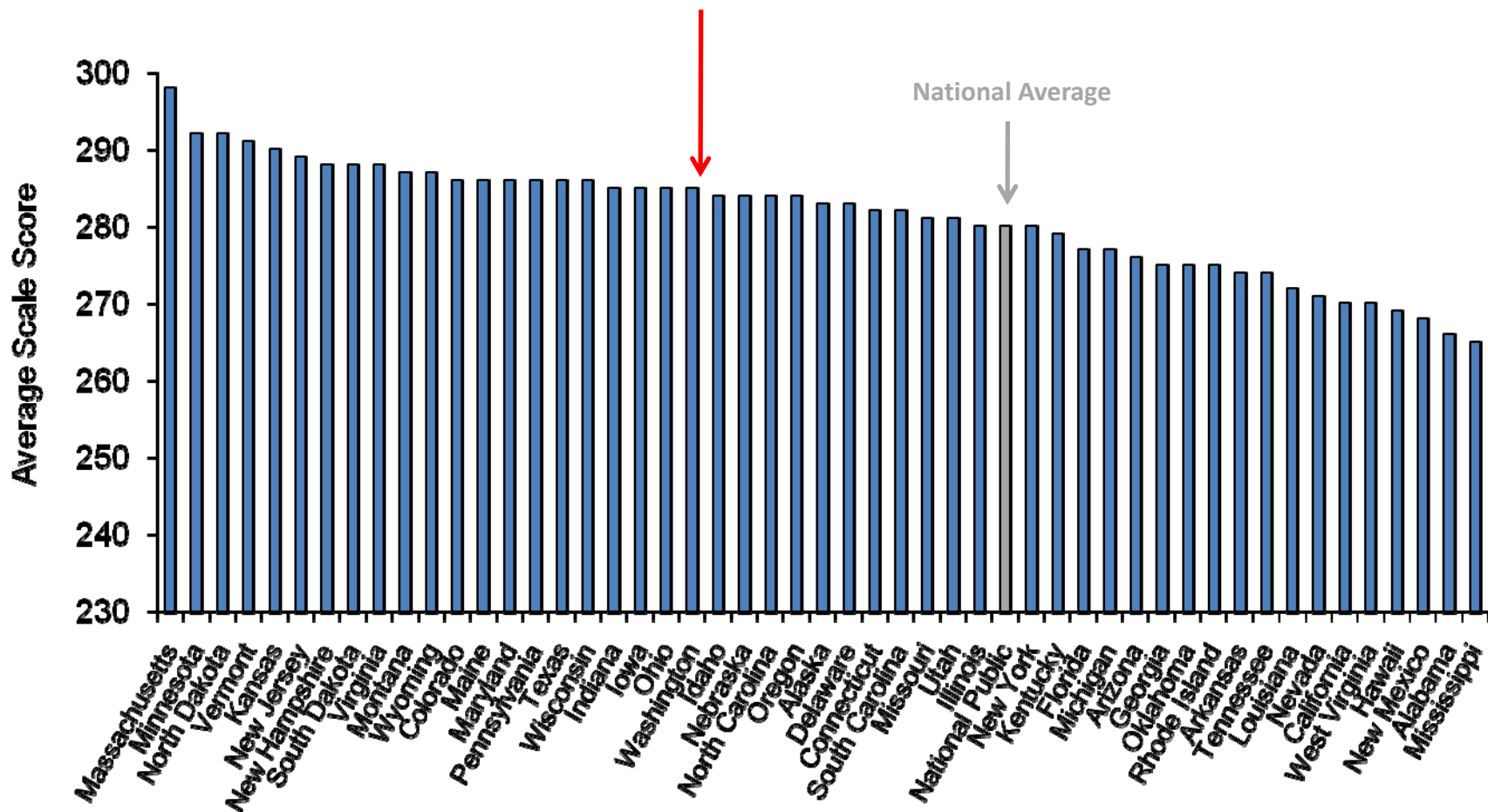
Average African American Scale Scores by State



Proficient Scale Score: 238

2007 NAEP Grade 8 Math

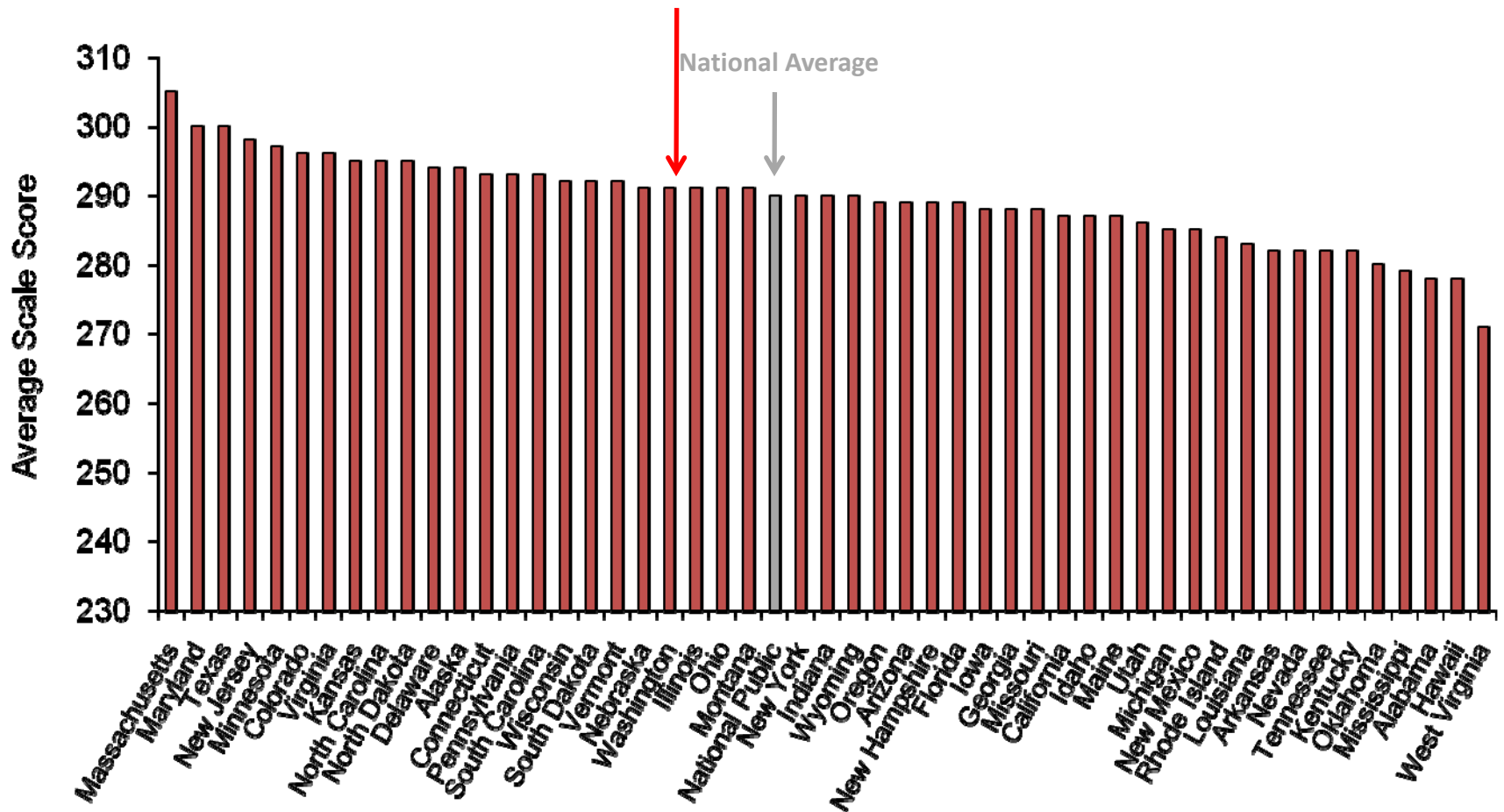
Average Overall Scale Scores by State



Proficient Scale Score: 299

2007 NAEP Grade 8 Math

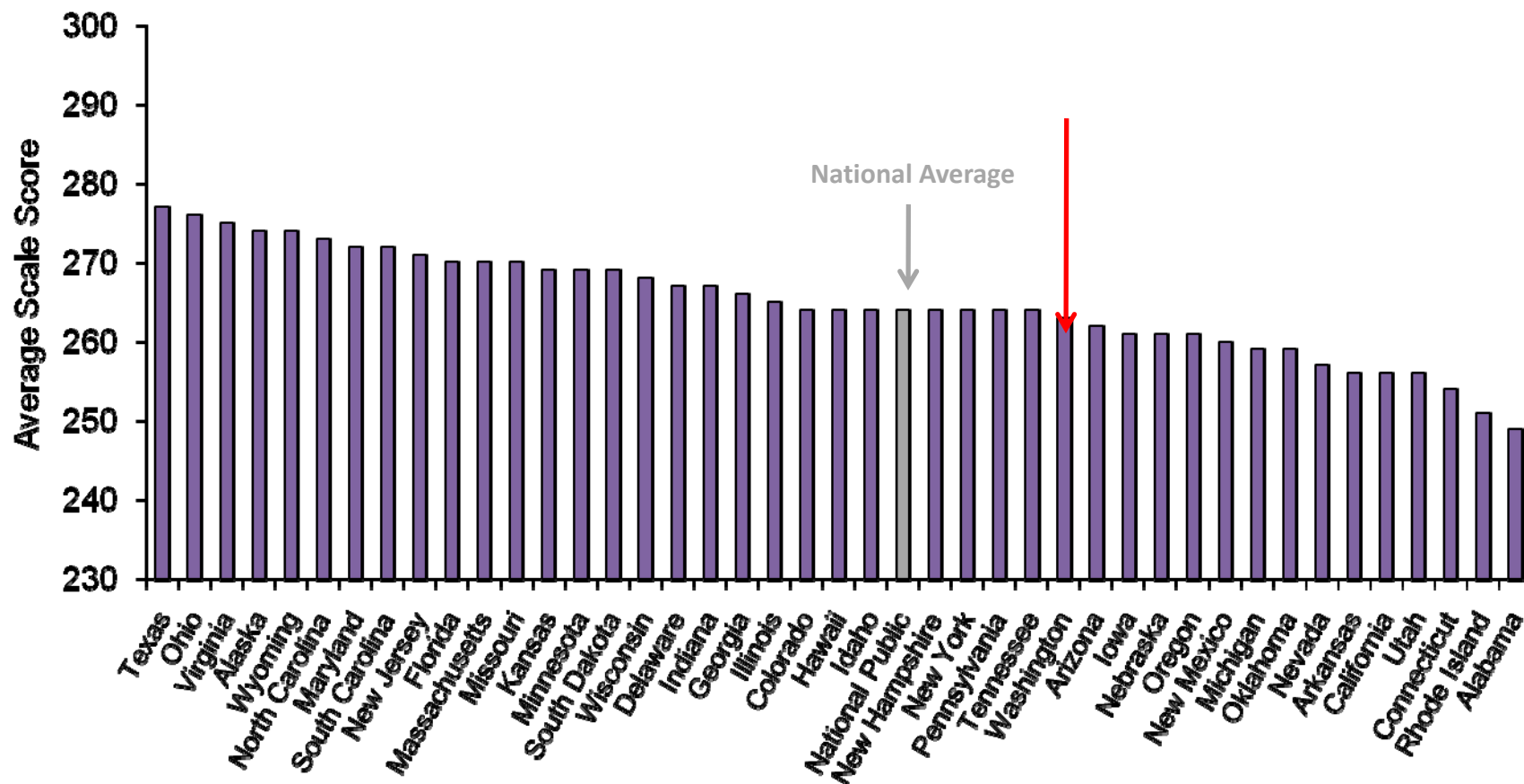
Average White Scale Scores by State



Proficient Scale Score: 299

2007 NAEP Grade 8 Math

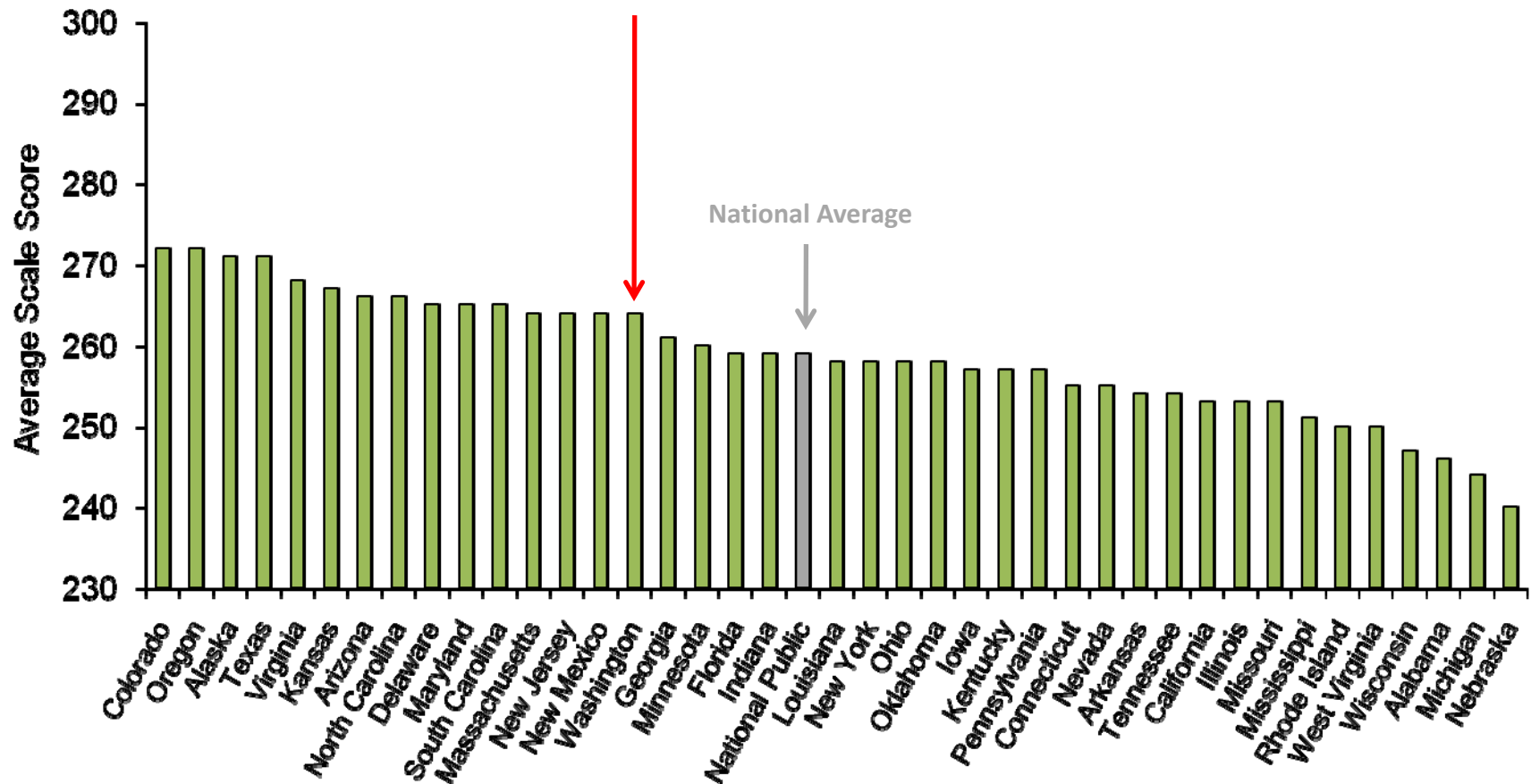
Average Latino Scale Scores by State



Proficient Scale Score: 299

2007 NAEP Grade 8 Math

Average African American Scale Scores by State



Proficient Scale Score: 299

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/> © 2009 THE EDUCATION TRUST

Mostly average performance...

Improvement over time?

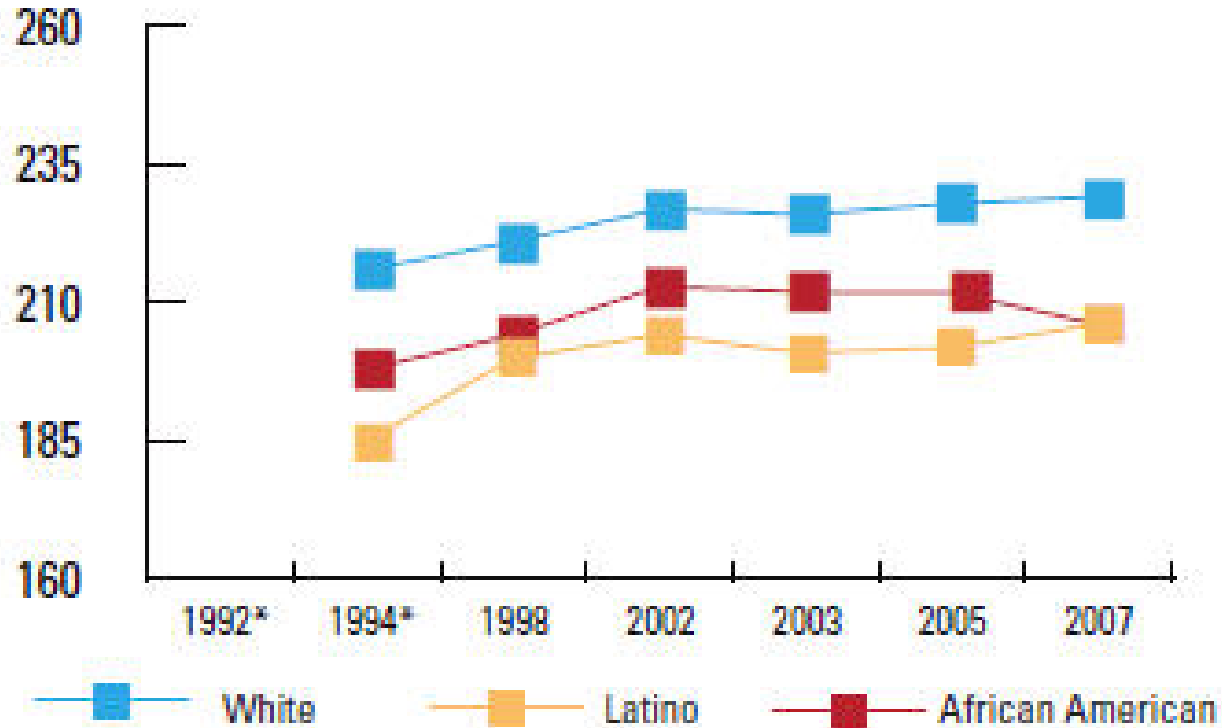
4th Grade Reading Improvements: WA vs. Leading Improvers

Grade 4 Reading

	NAEP Scale Score		Change from 1998-2007	
	1998	2007	State Change	Biggest Gainers
African American	204	206	2	24 (DE)
Asian	213	232	19	30 (MA)
Latino	200	206	6	42 (DE)
Native American	203	205	2	17 (NM)
White	221	229	8	15 (DE, FL)
All	218	224	6	18 (DE, DC, FL)

4th Grade Reading: Gaps Narrowing in WA?

NAEP Grade 4 Reading



WA: 4th Grade Reading Gaps Over Time

	Score Gap		
	1998	2003	2007
African American-White Gap	17	14	23
Latino-White Gap	21	25	23

8th Grade Math Improvements: WA versus Leading Improvers

Is NAEP performance improving?

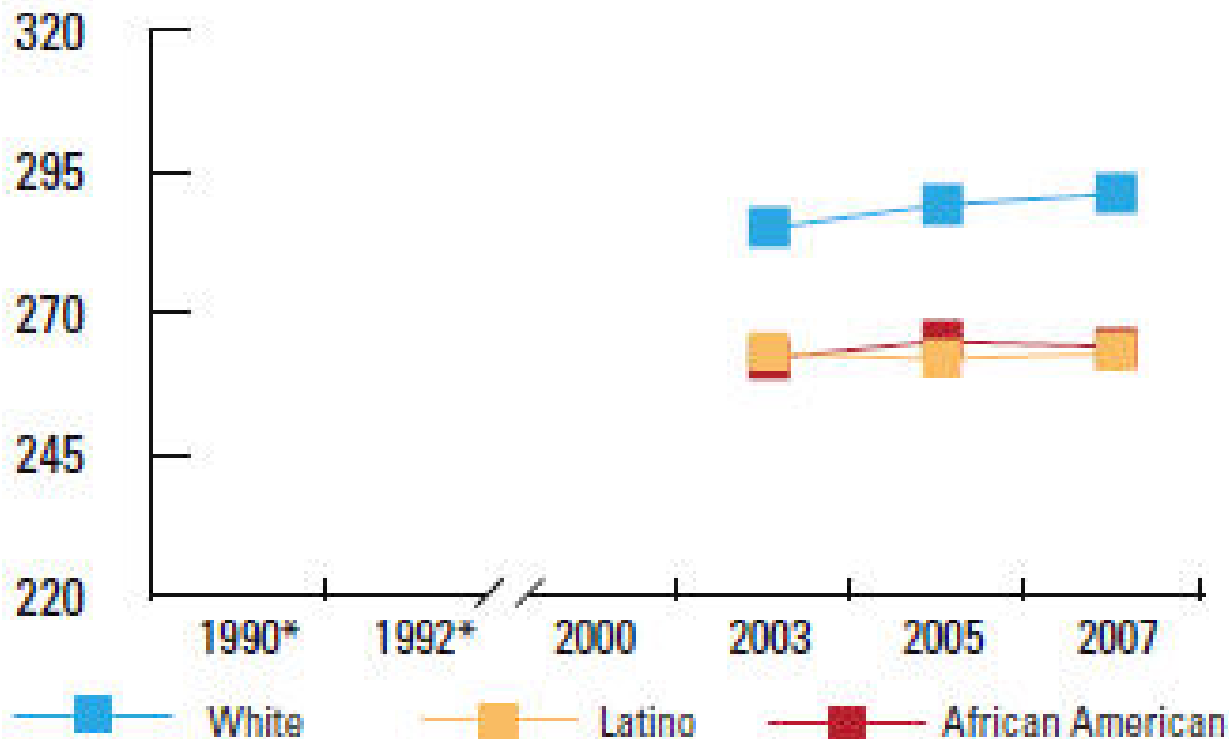
Grade 8 Mathematics

	NAEP Scale Score		Change from 2003–2007	
	2003	2007	State Change	Biggest Gainers
African American	262	264	2	17 (CO)
Asian	285	289	4	18 (KS)
Latino	263	263	0	15 (MA)
Native American	264	265	1	8 (NM)
White	285	291	6	13 (MA)
All	281	285	4	11 (MA)

8th Grade Math: Gaps Narrowing in WA?

Is Washington closing the gap?

NAEP Grade 8 Mathematics



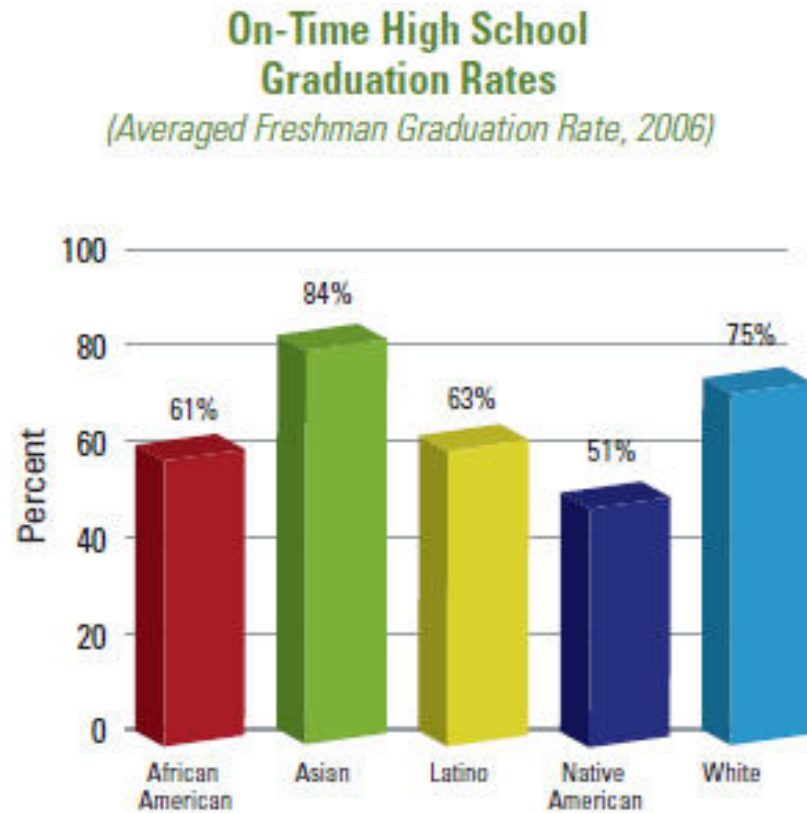
Source:

WA 8th Grade Math Gaps Over Time

	Score Gap		
	2000	2003	2007
African American-White Gap	N/A	23	27
Latino-White Gap	N/A	22	28

Source:

High School Completion



Source:

What about college?

College Graduation Rates: WA versus Leading States

Percentage of first-time, full-time college freshmen in 2000 who received a bachelor's degree by 2004 and 2006

	Four-Year Grad Rate, 2004	Six-Year Grad Rate, 2006	Top States' Six-Year Grad Rates, 2006*
African American	27%	57%	52%
Asian	38%	70%	72%
Latino	31%	60%	67%
Native American	28%	46%	60%
White	37%	64%	71%
Overall	37%	65%	66%

*Median of top five performing states

Adults With Bachelors degrees: WA versus Leading States

Percentage of adults 25 and older with a bachelor's degree or higher in 2006

	Washington	Top States' Degree Attainment*
African American	21%	33%
Asian	41%	68%
Latino	12%	29%
Native American	10%	24%
White	32%	40%
Overall	30%	35%

*Median of top five performing states

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*.

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.

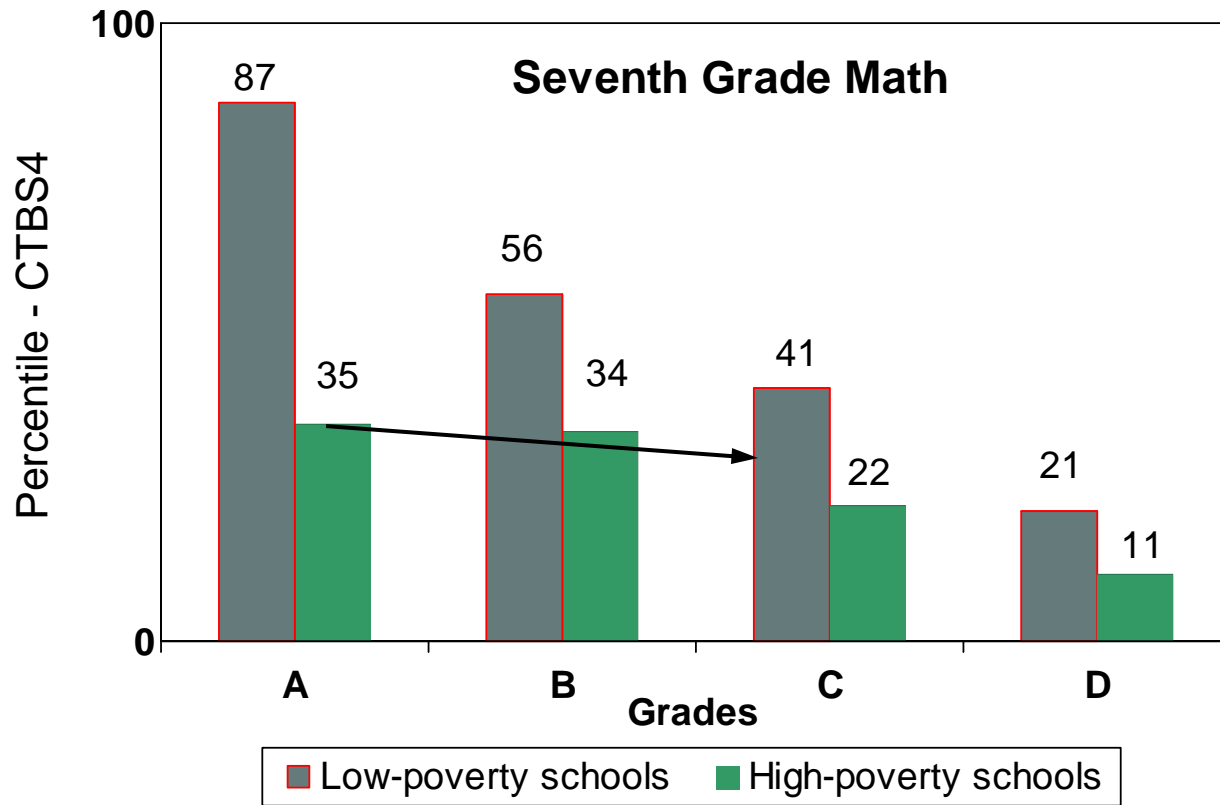
An awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.

Result?

A System That:

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

'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.

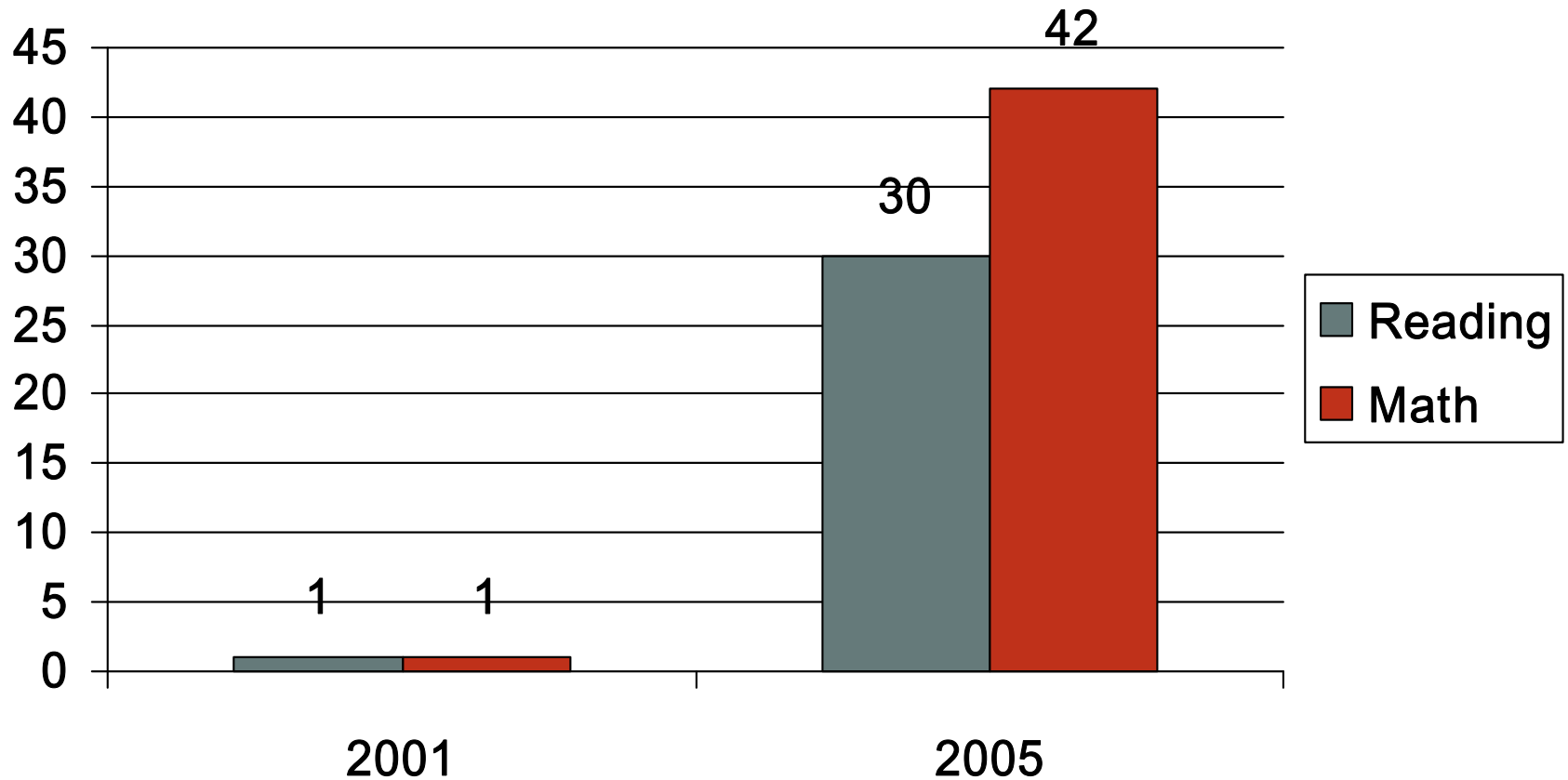
High Performing Schools and Districts

- 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

#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.

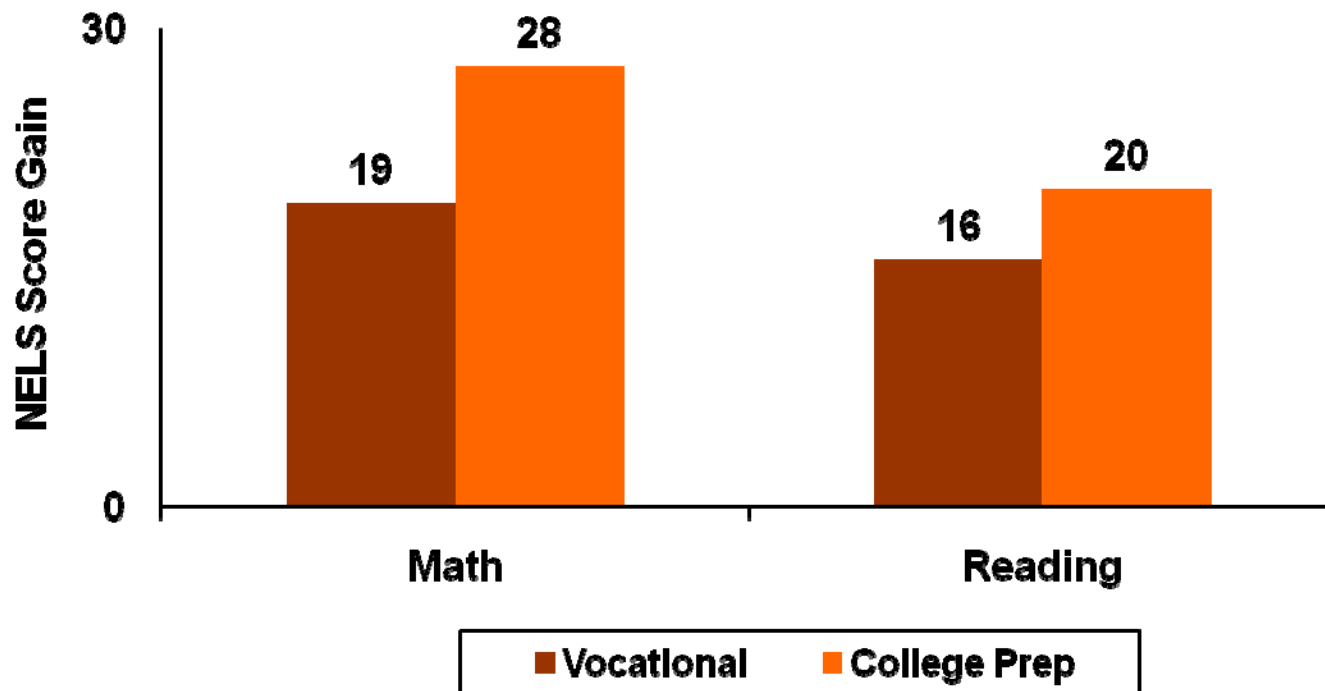
The single biggest predictor post-high school success is the **QUALITY AND INTENSITY** OF THE HIGH SCHOOL CURRICULUM

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

Rigorous course of study in high school ALSO has benefits far beyond college.

Students of all sorts will learn
more...

Low Quartile Students Gain More From College Prep Courses*



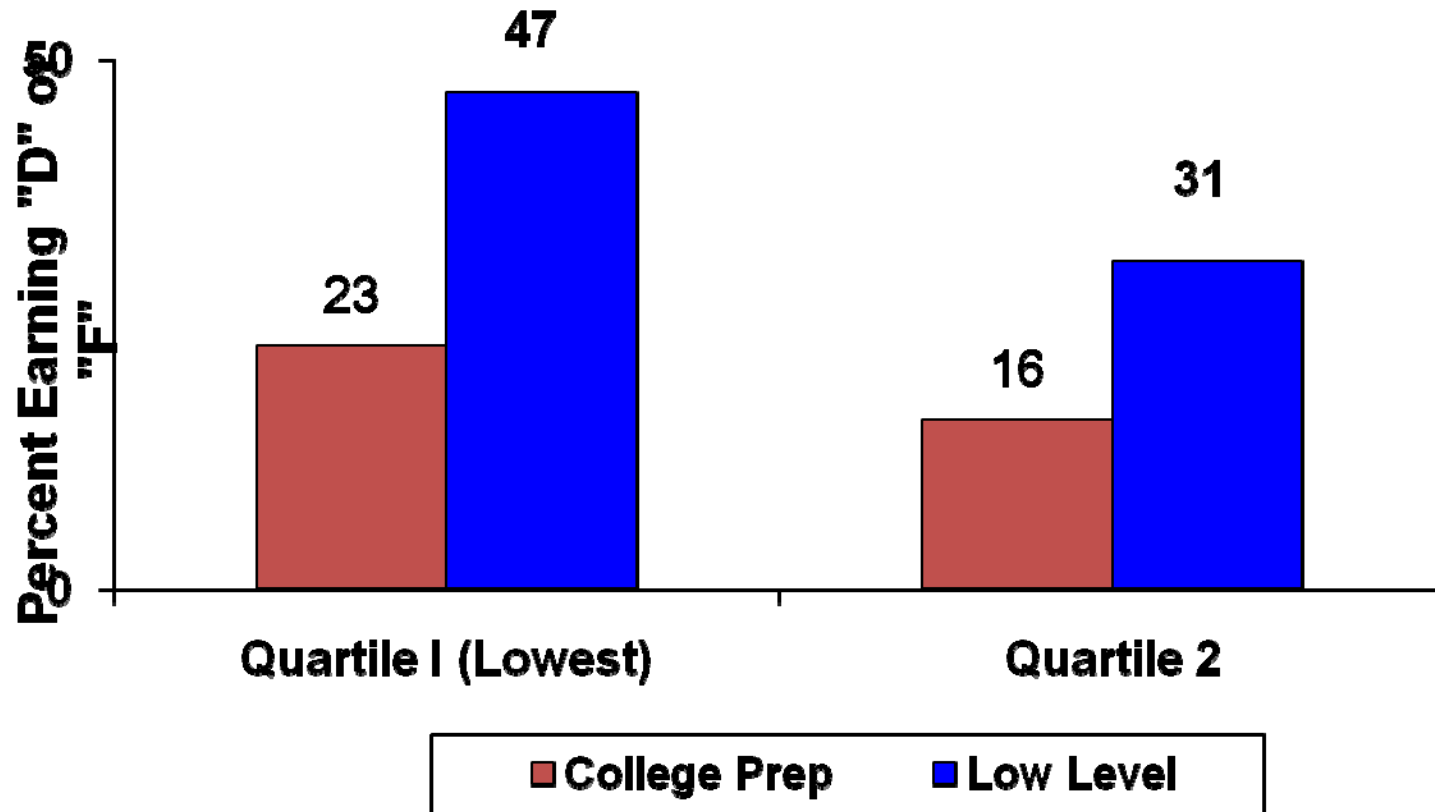
***Grade 8-grade 12 test score gains based on 8th grade achievement.**

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.

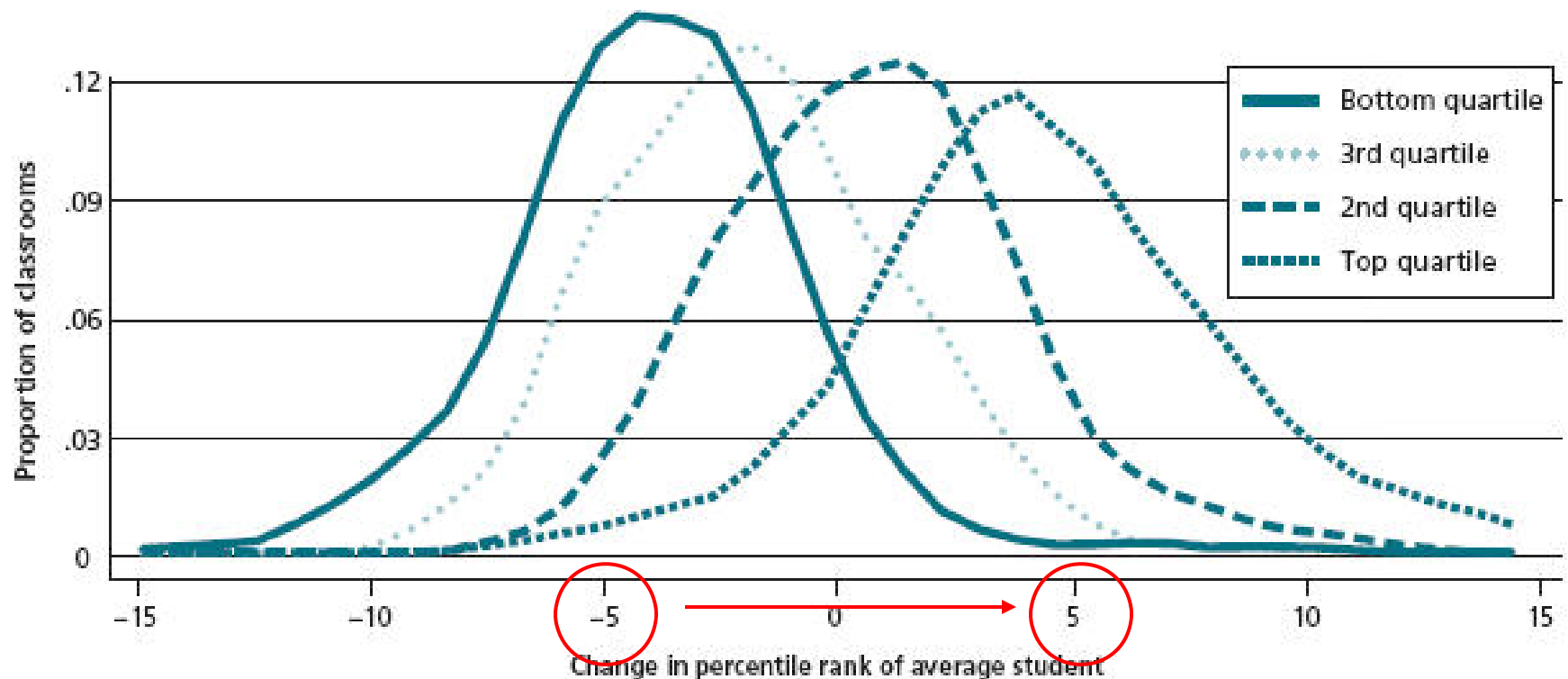
Leading states are making
college prep the default
curriculum.

19 states...and Washington just
made 20!

#5. 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

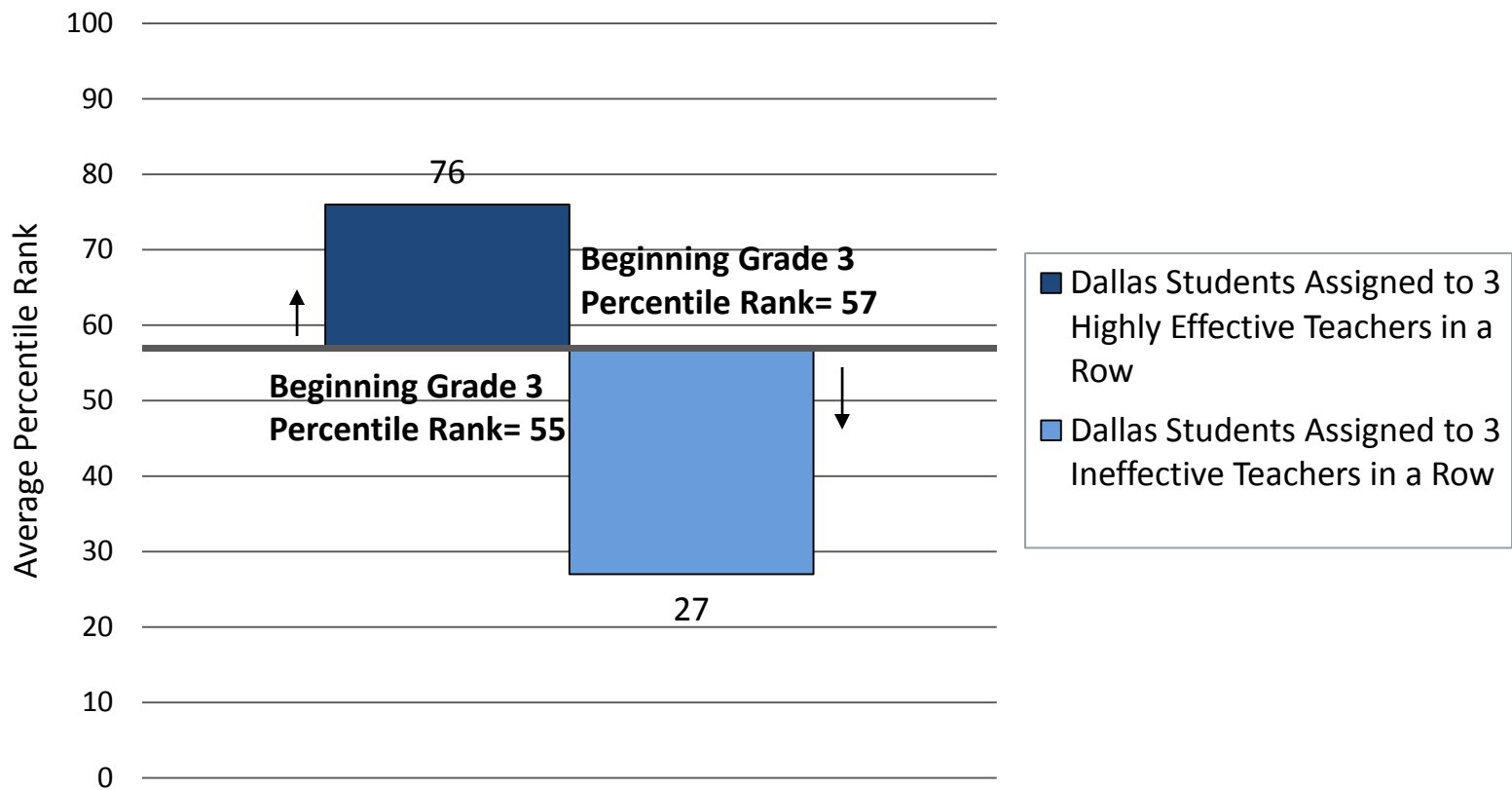
Figure 2. Teacher Impacts on Math Performance in Third Year By Ranking after First Two Years



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

Cumulative Teacher Effects On Students' Math Scores in Dallas

Grades 3-5



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

Good teachers matter a lot.

But some groups of kids don't get
their fair share of quality 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.

#6. In good systems, leaders are focused, relentless, and they have the...

...Courage to take on the tough
parts.

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.

We need courageous leaders both
inside and outside of schools.

The children in these pictures 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.

Download this presentation on our website!
www.edtrust.org



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