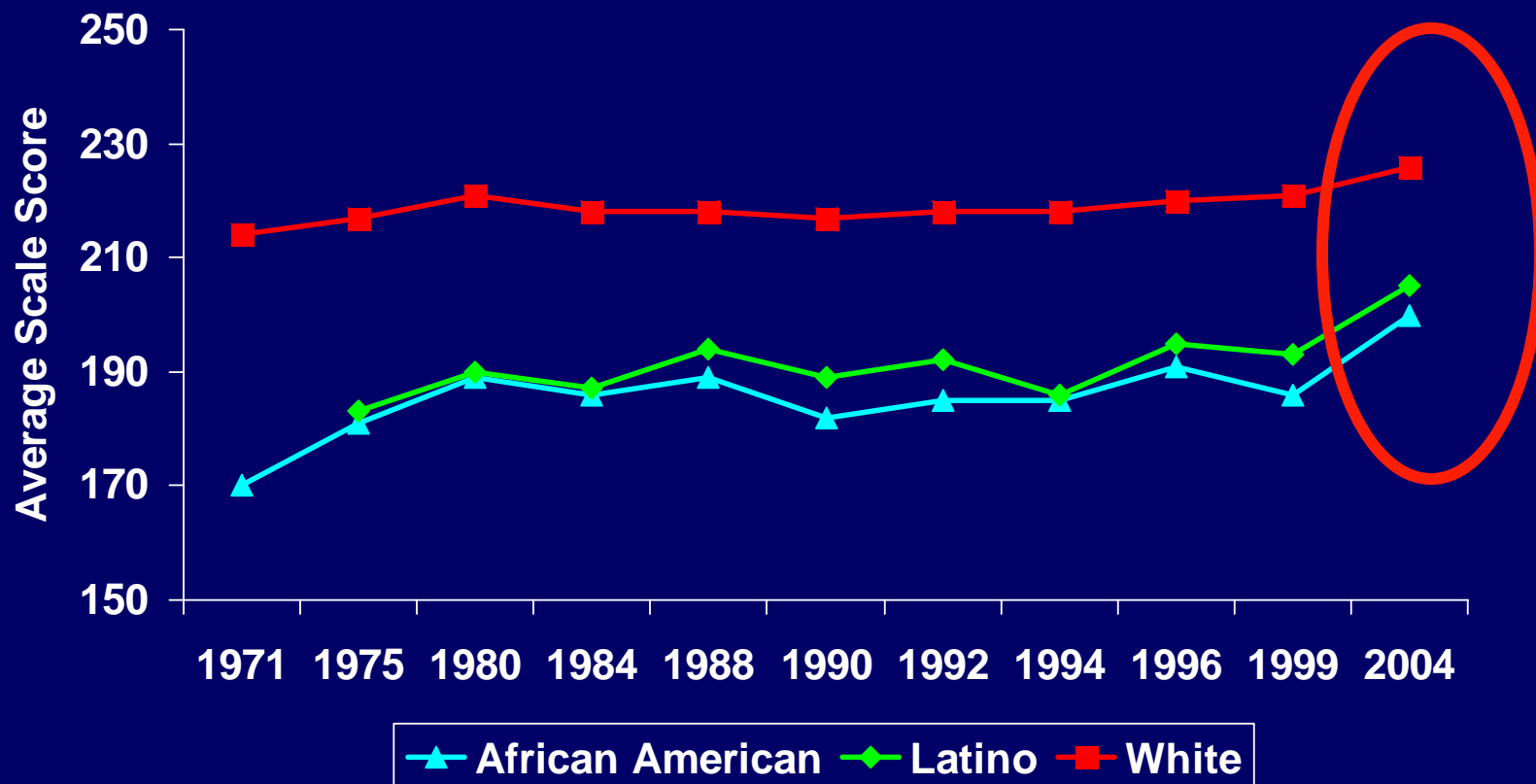


# First, some good news.

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



# NAEP Reading, 9 Year-Olds: Record Performance for All Groups

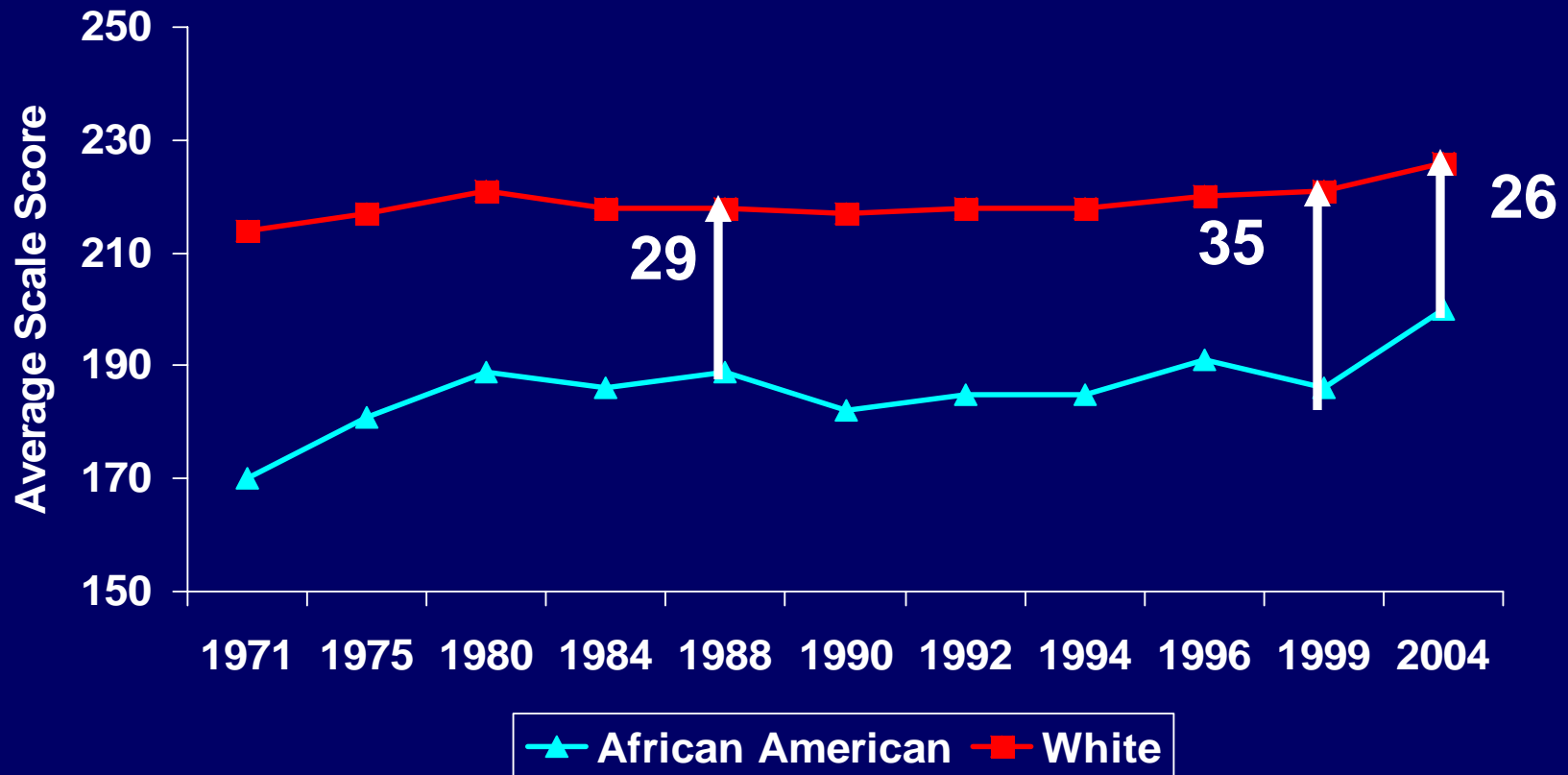


Note: Long-Term Trends NAEP

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



# African American-White Gap Narrows to Smallest Size in History NAEP Reading, 9 Year-Olds

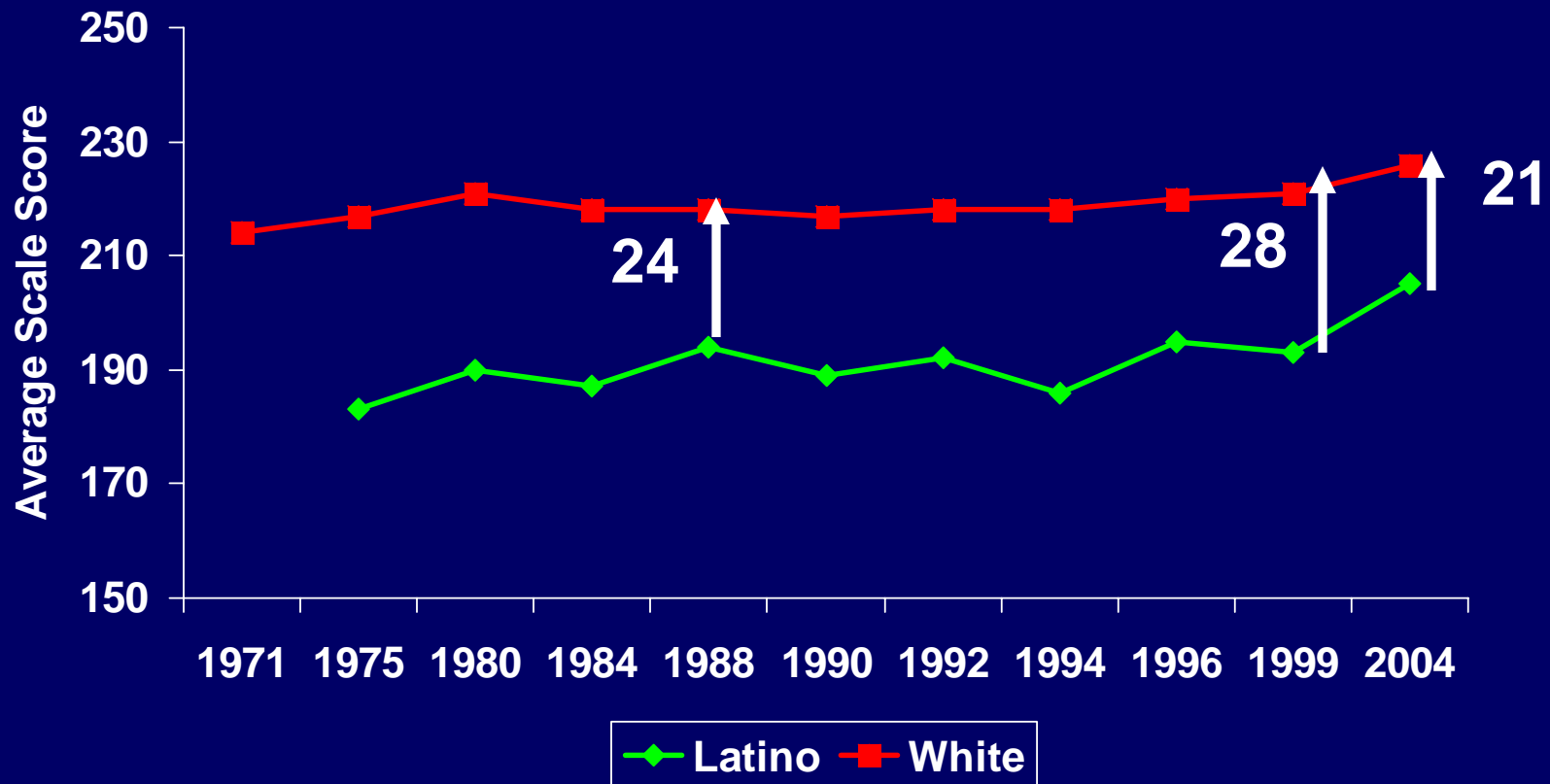


Note: Long-Term Trends NAEP

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



# Latino-White Gap Narrows to Smallest Size in History NAEP Reading, 9 Year-Olds

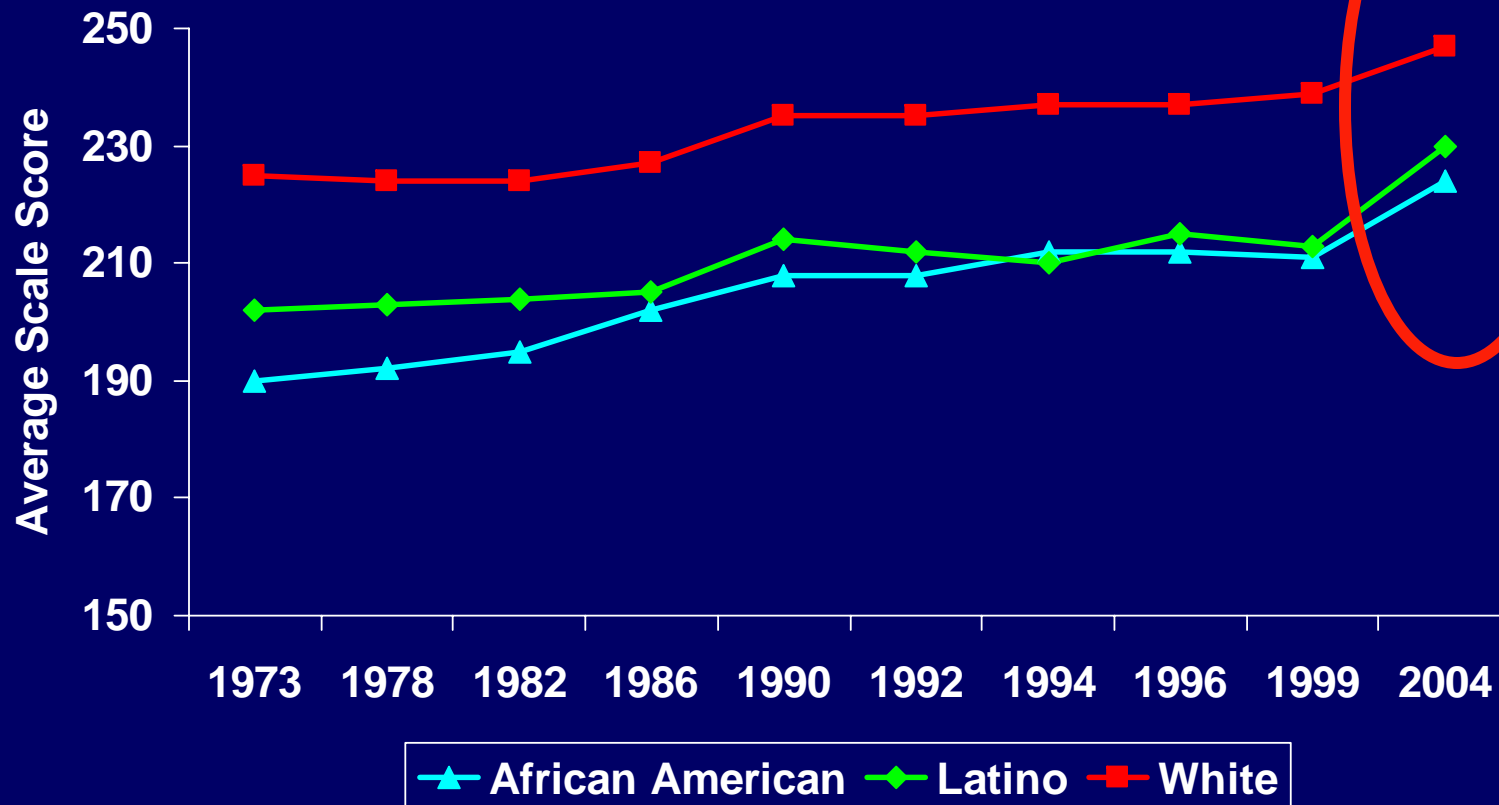


Note: Long-Term Trends NAEP

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



# NAEP Math, 9 Year-Olds: Record Performance for All Groups

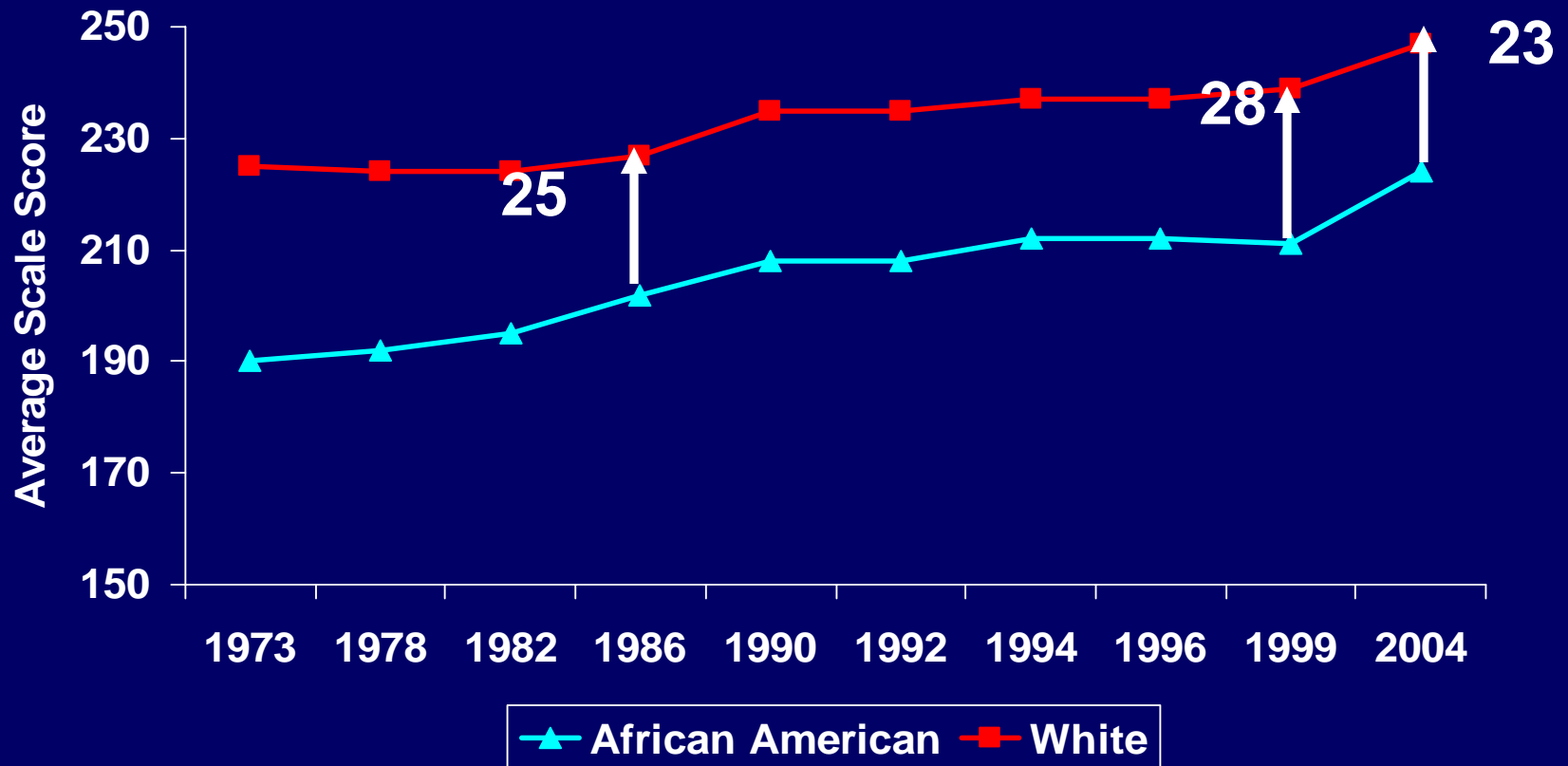


Note: Long-Term Trends NAEP

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



# African American-White Gap Narrows to Smallest Size in History NAEP Math, 9 Year-Olds

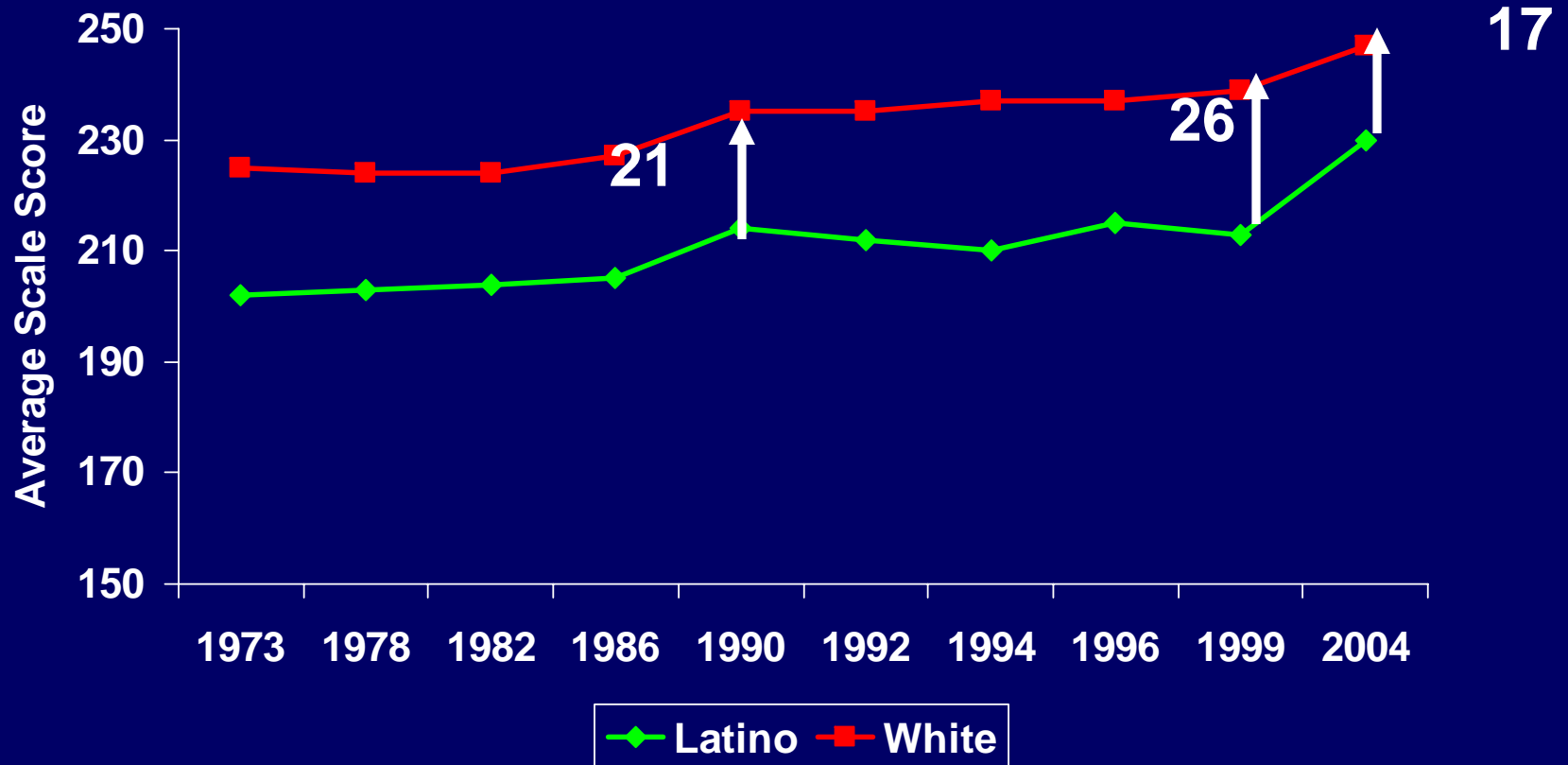


Note: Long-Term Trends NAEP

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



# Latino-White Gap Narrows to Smallest Size in History NAEP Math, 9 Year-Olds



Note: Long-Term Trends NAEP

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



**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 these problems.



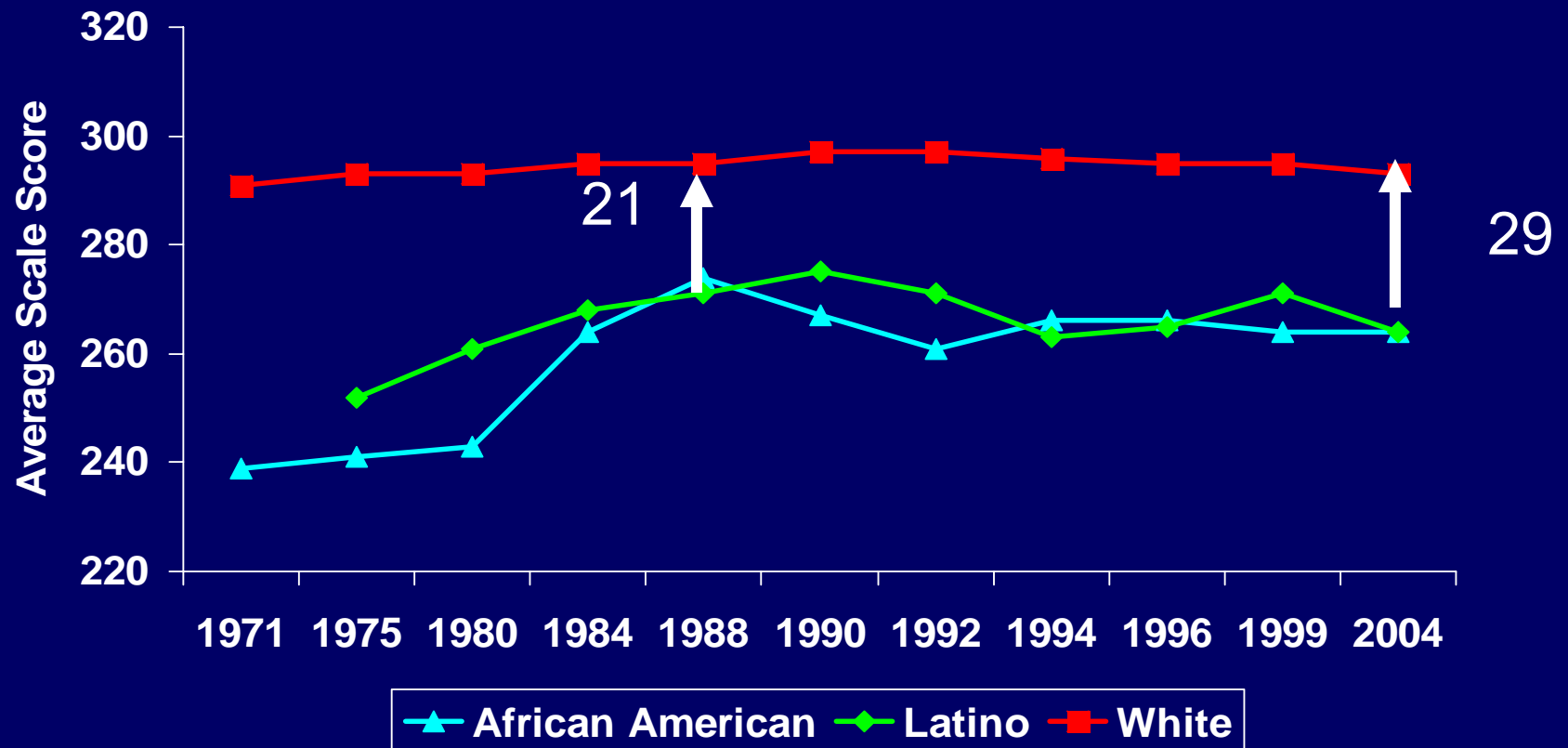
The same is **NOT** true of our  
high schools.



Gaps between groups wider  
today than in 1990



# NAEP Reading, 17 Year-Olds

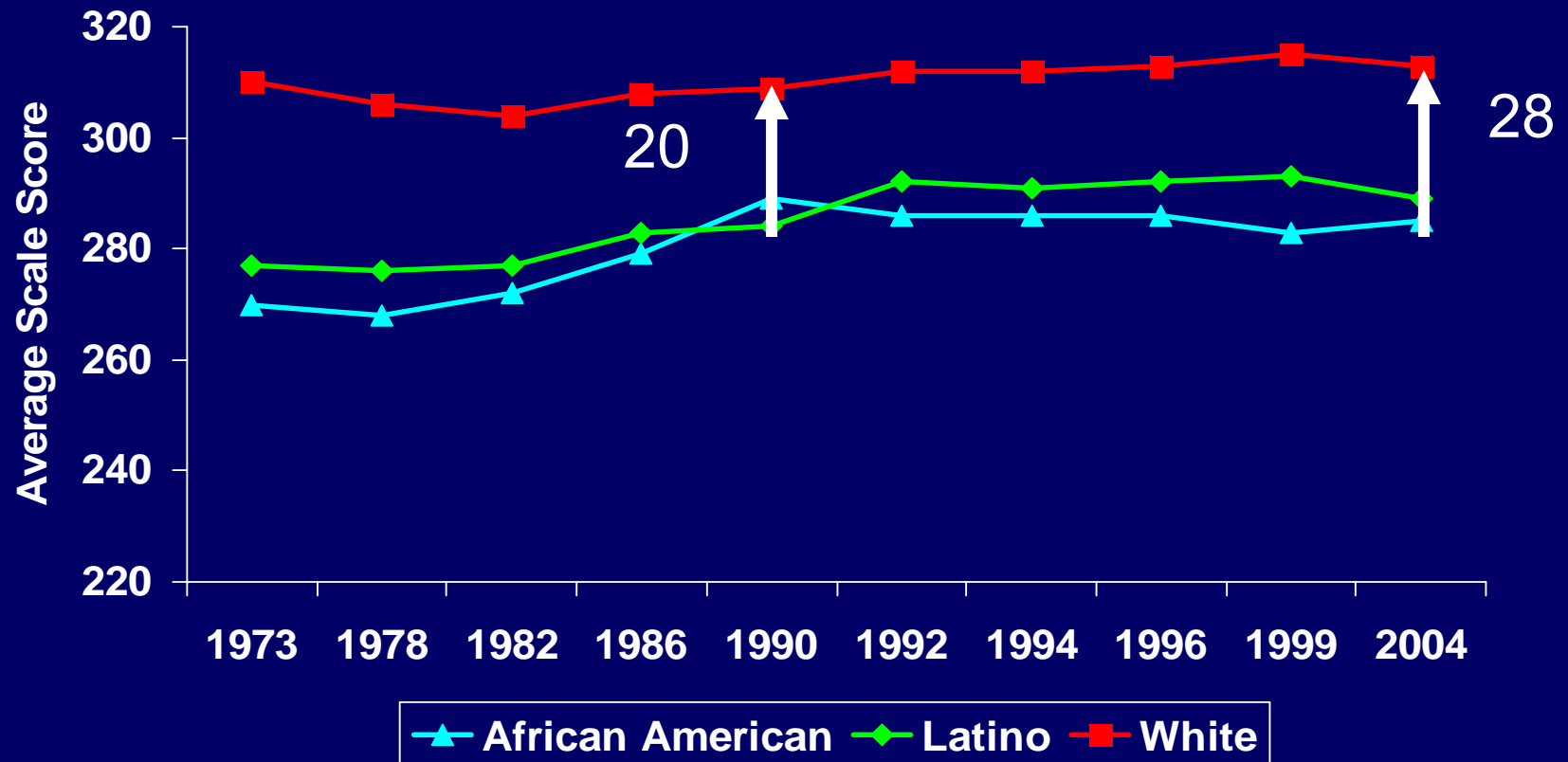


Note: Long-Term Trends NAEP

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



# NAEP Math, 17 Year-Olds



Note: Long-Term Trends NAEP

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



Why so much less progress in  
our high schools?

Hormones?



# US 15 Year-Olds Rank Near Middle Of The Pack Among 32 Participating Countries: 1999

	<b>U.S. RANK</b>
READING	15TH
MATH	19TH
SCIENCE	14TH





The new ones?



# PISA 2003: US 15 Year-Olds Rank Near The End Of The Pack Among 29 OECD Countries

	U.S. RANK
READING	20 <sup>TH</sup>
MATH	24 <sup>TH</sup>
SCIENCE	19 <sup>TH</sup>



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?

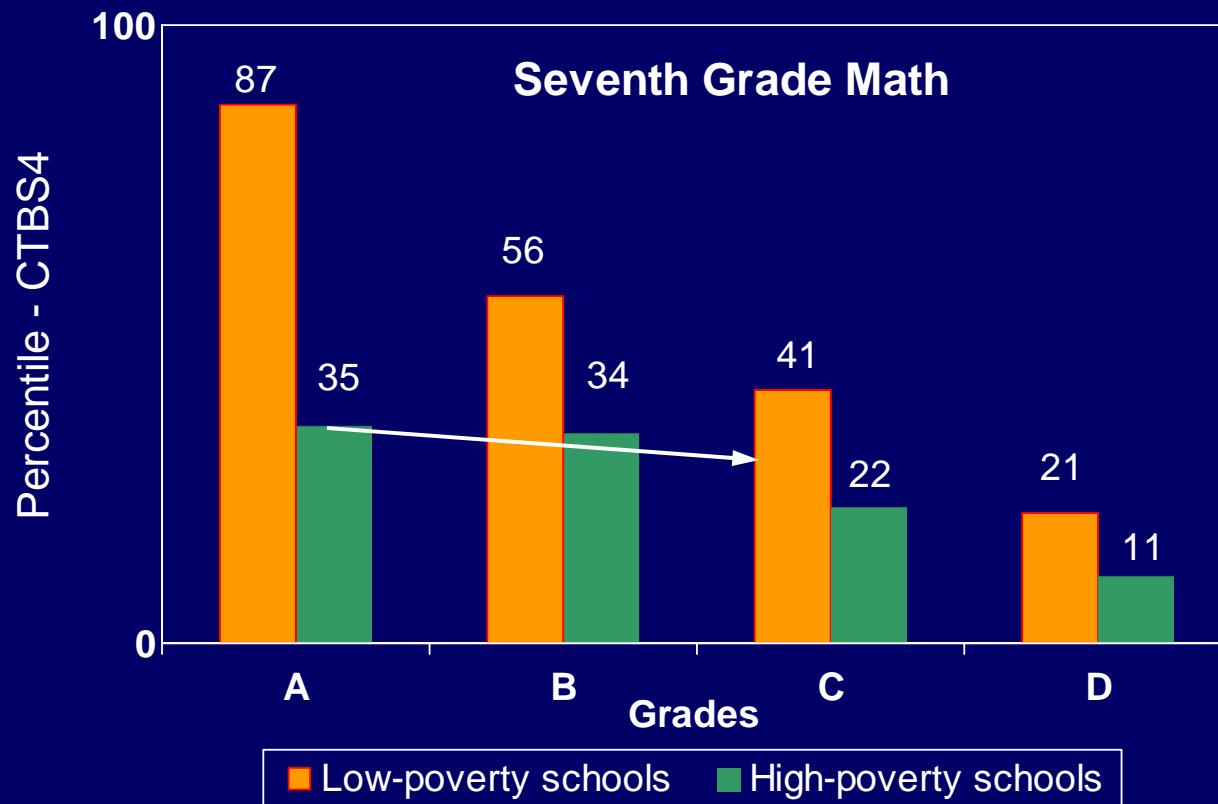
By giving students who arrive with less, less in school, too.



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



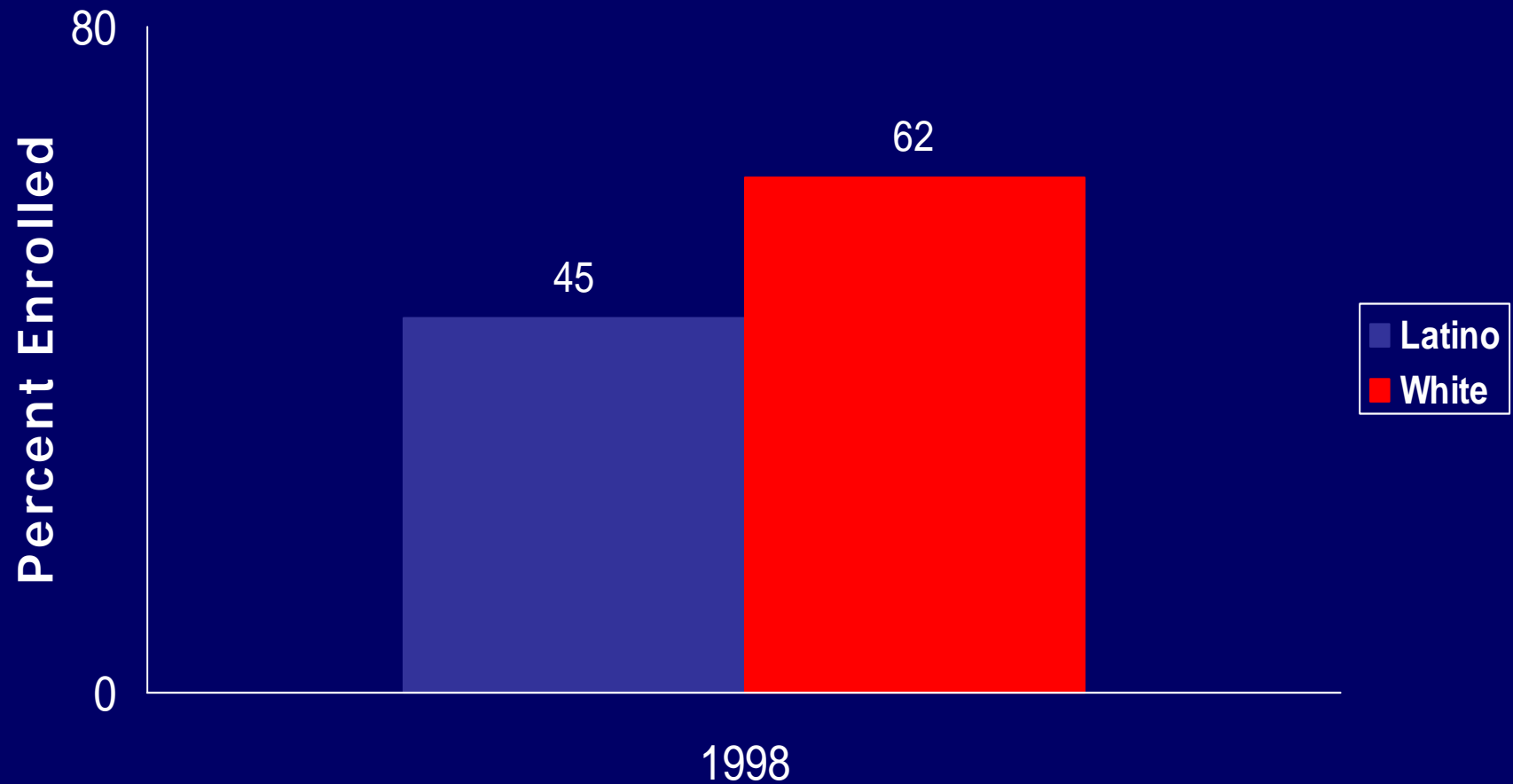
Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



Choices we make about what  
to teach whom...



# Fewer Latino students are enrolled in Algebra 2



Source: CCSSO, State Indicators of Science and Mathematics Education, 2001

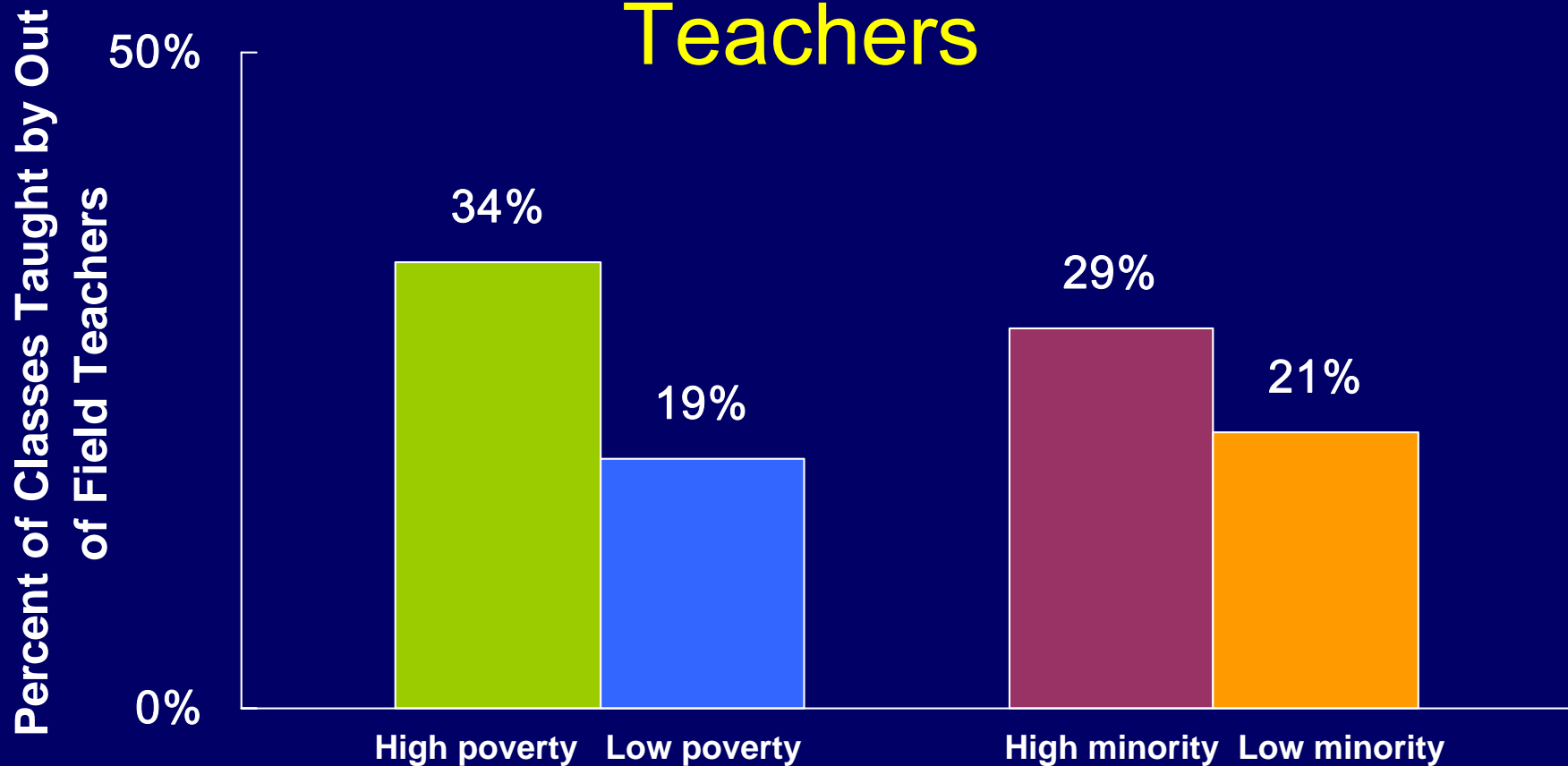




And choices we make about  
*Who*  
teaches whom...



# 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.

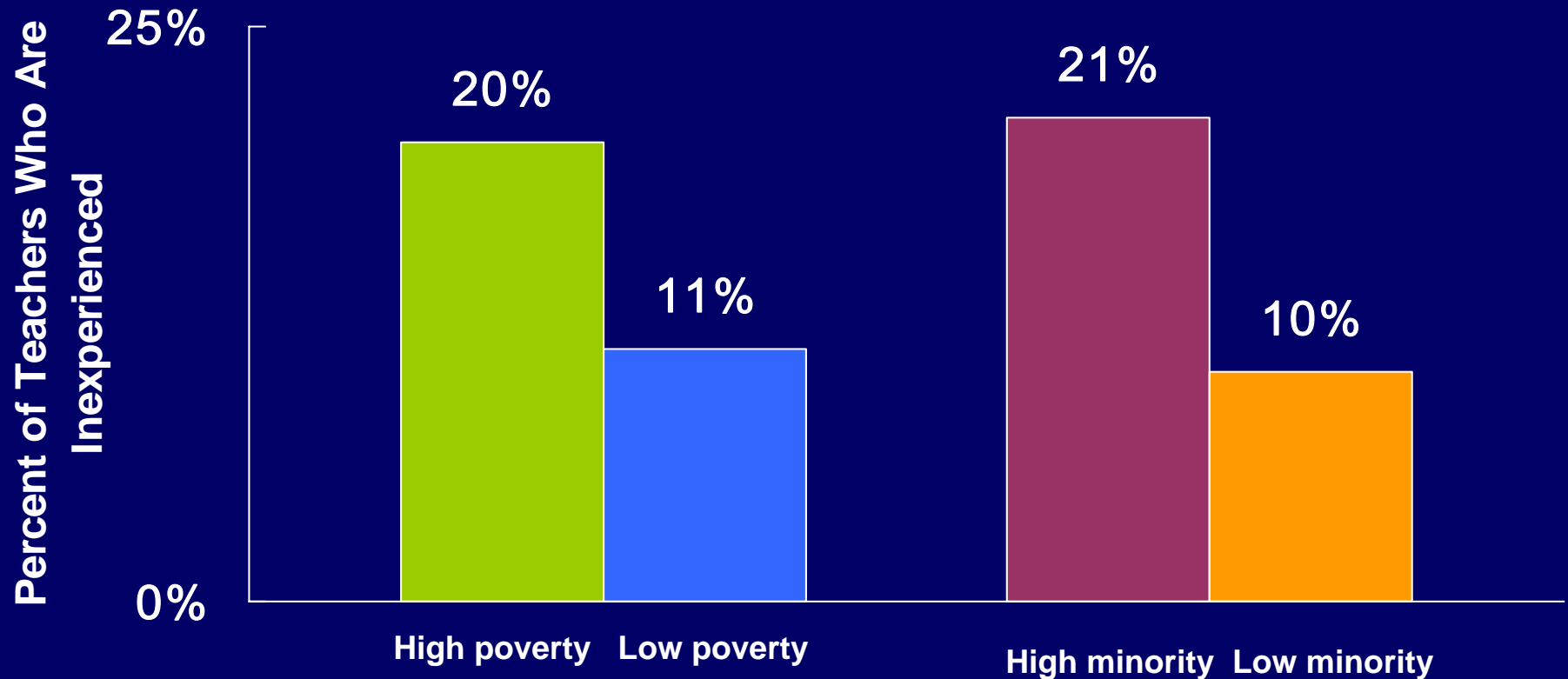
High-minority school - 50% or more of the students are nonwhite. Low-minority school- 15% or fewer of the students are nonwhite.

\*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

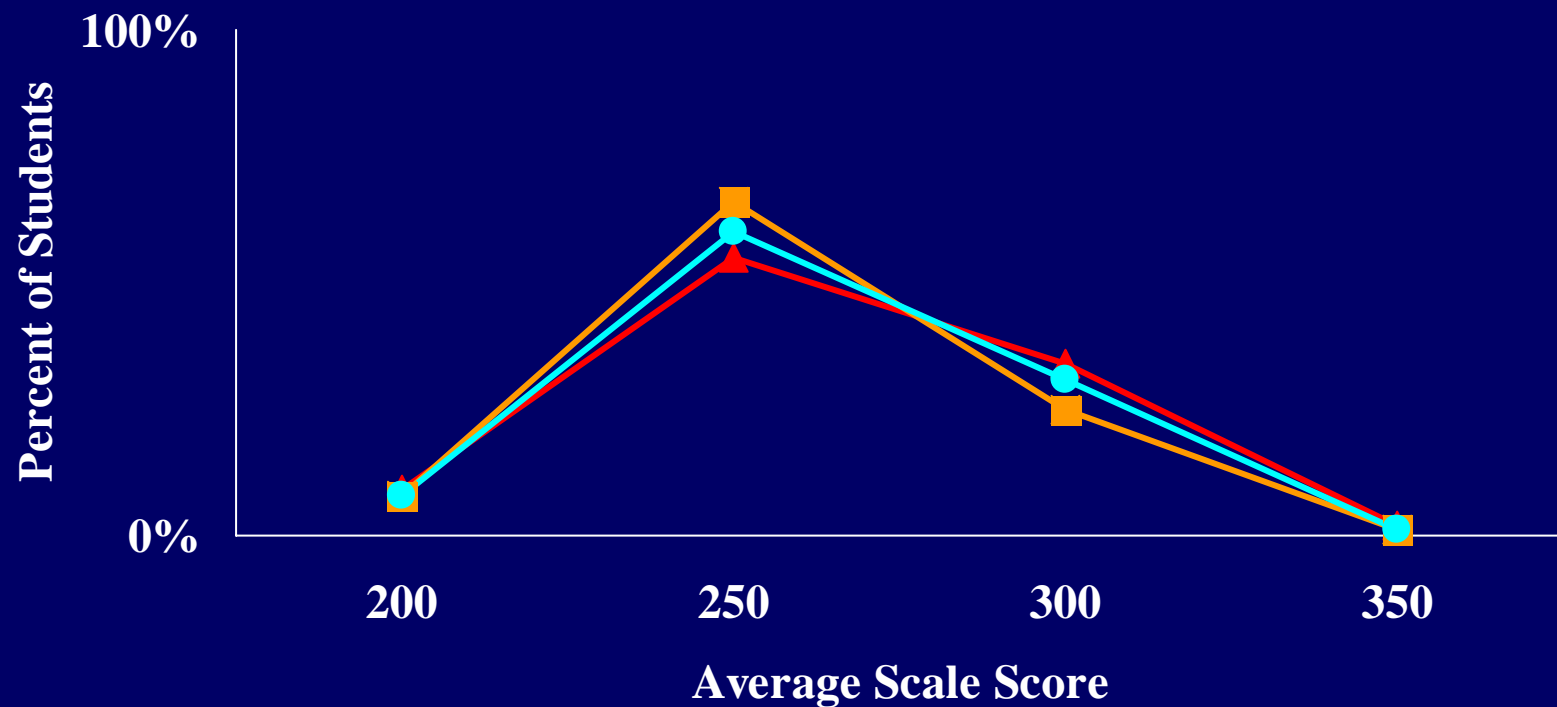


Results are devastating.

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



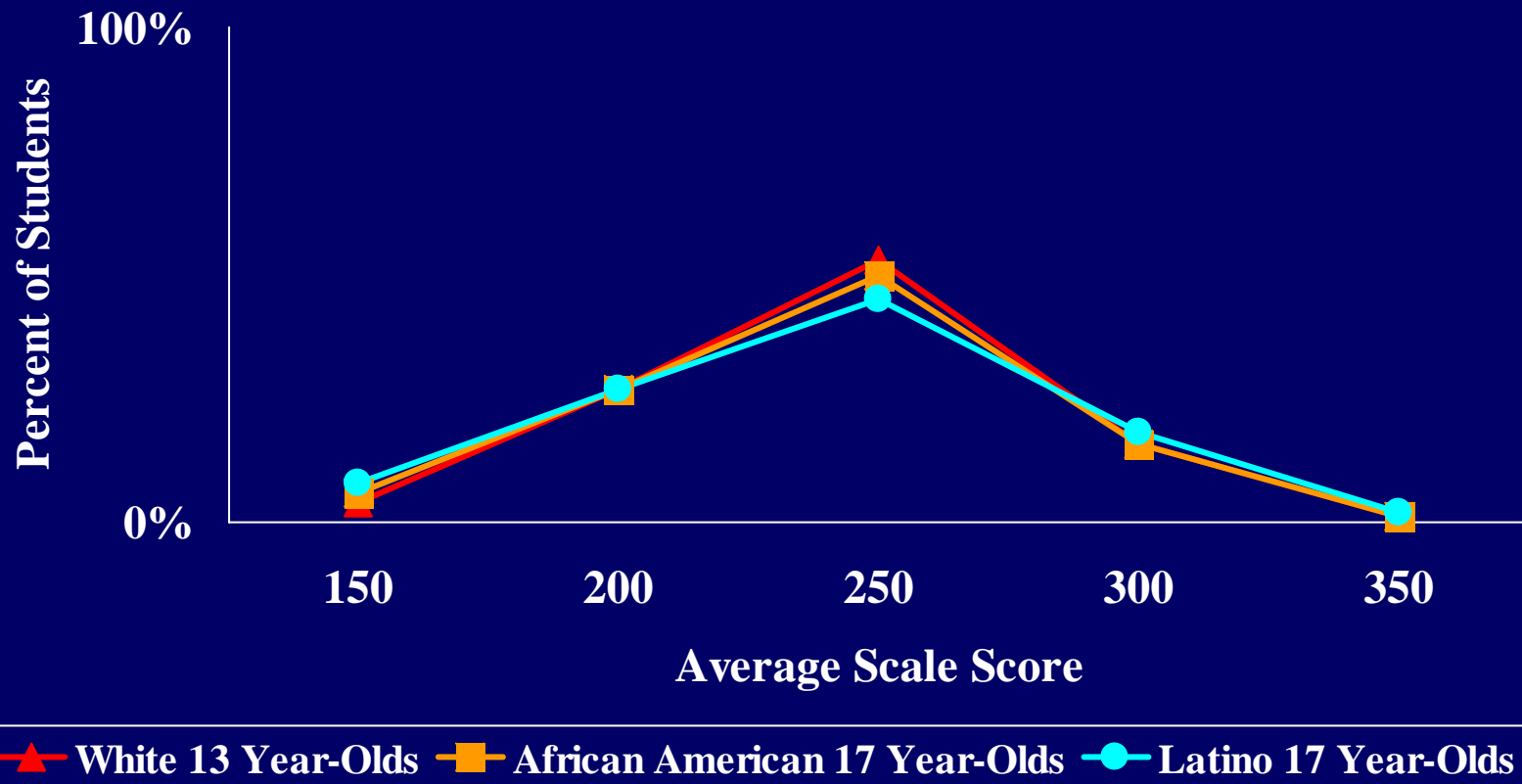
▲ White 13 Year-Olds ■ African American 17 Year-Olds ● Latino 17-Year Olds

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



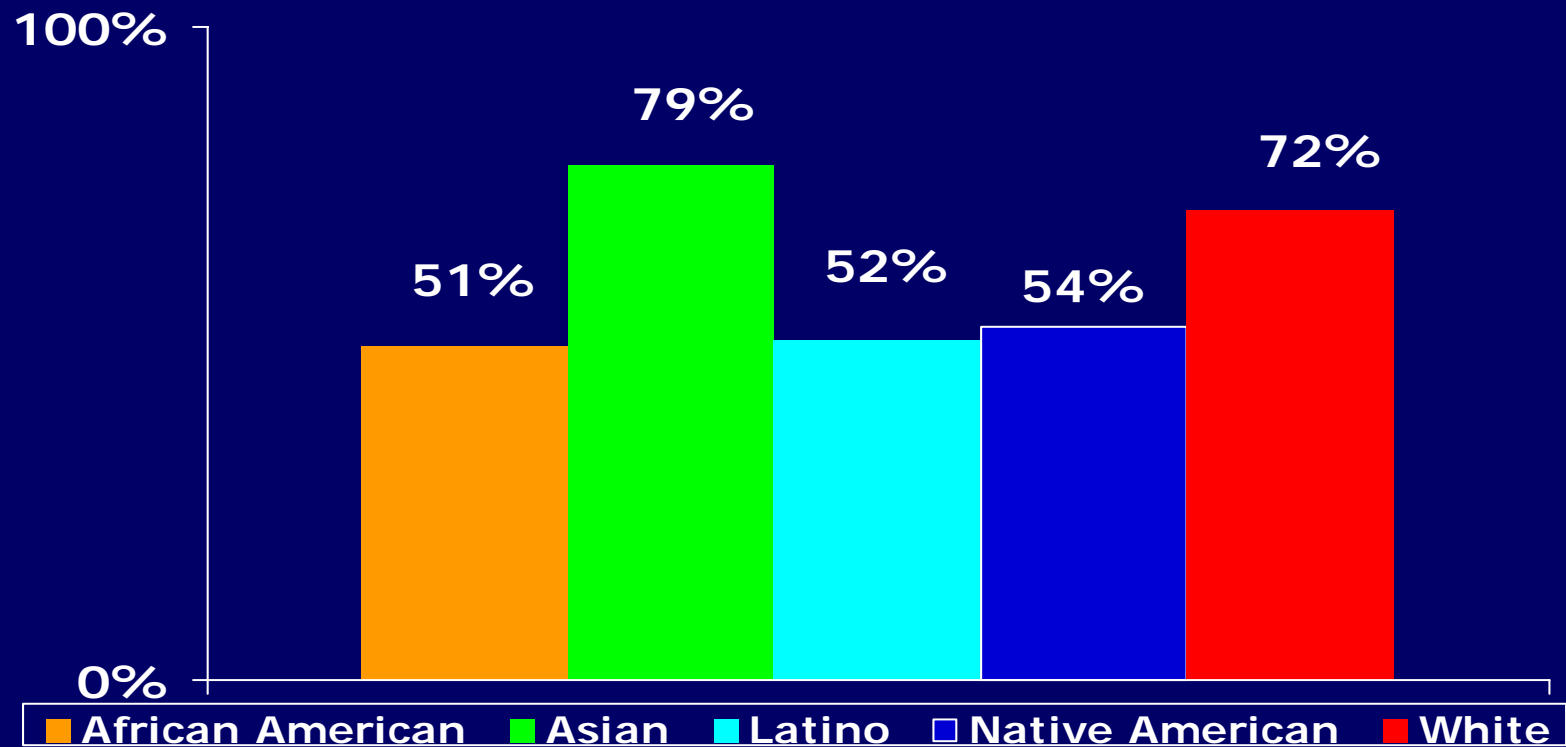
Note: Long-Term Trends NAEP

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



# Students Graduate From High School At Different Rates, 2001\*

\* 4-Year Graduation Rates



**Source:** Jay P. Greene and Greg Forster, "Public High School Graduation and College Readiness Rates in the United States," Manhattan Institute for Policy Research, September 2003.



# What Can We Do?





An awful lot of us 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 this were right, why are  
low-income students and  
students of color performing so  
well in some schools...



# M. Hall Stanton Elementary Philadelphia, Pennsylvania

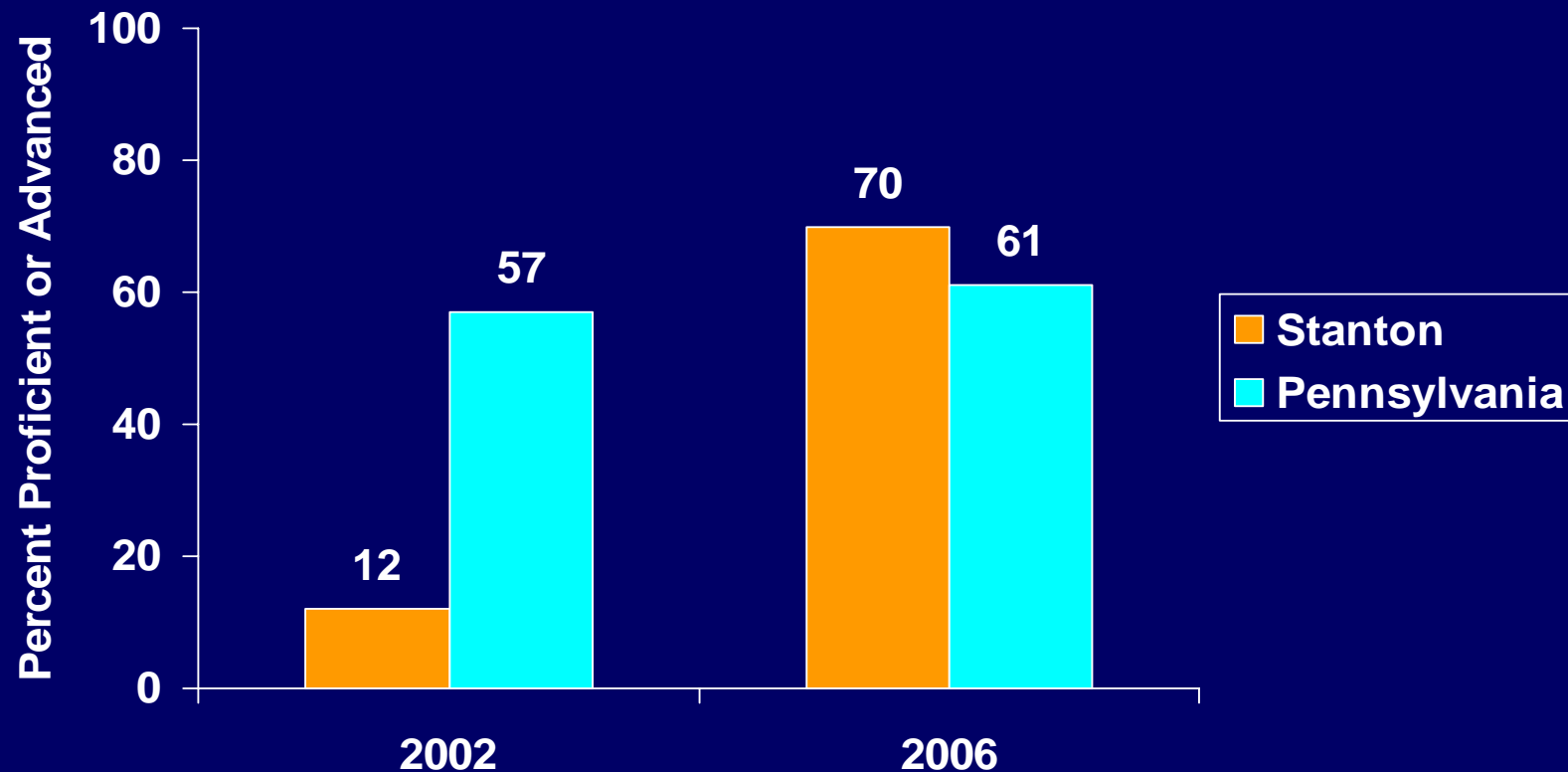


# M. Hall Stanton Elementary Philadelphia, Pennsylvania

- 487 students in grades K-6
- 100% African American
- 86% Low-Income



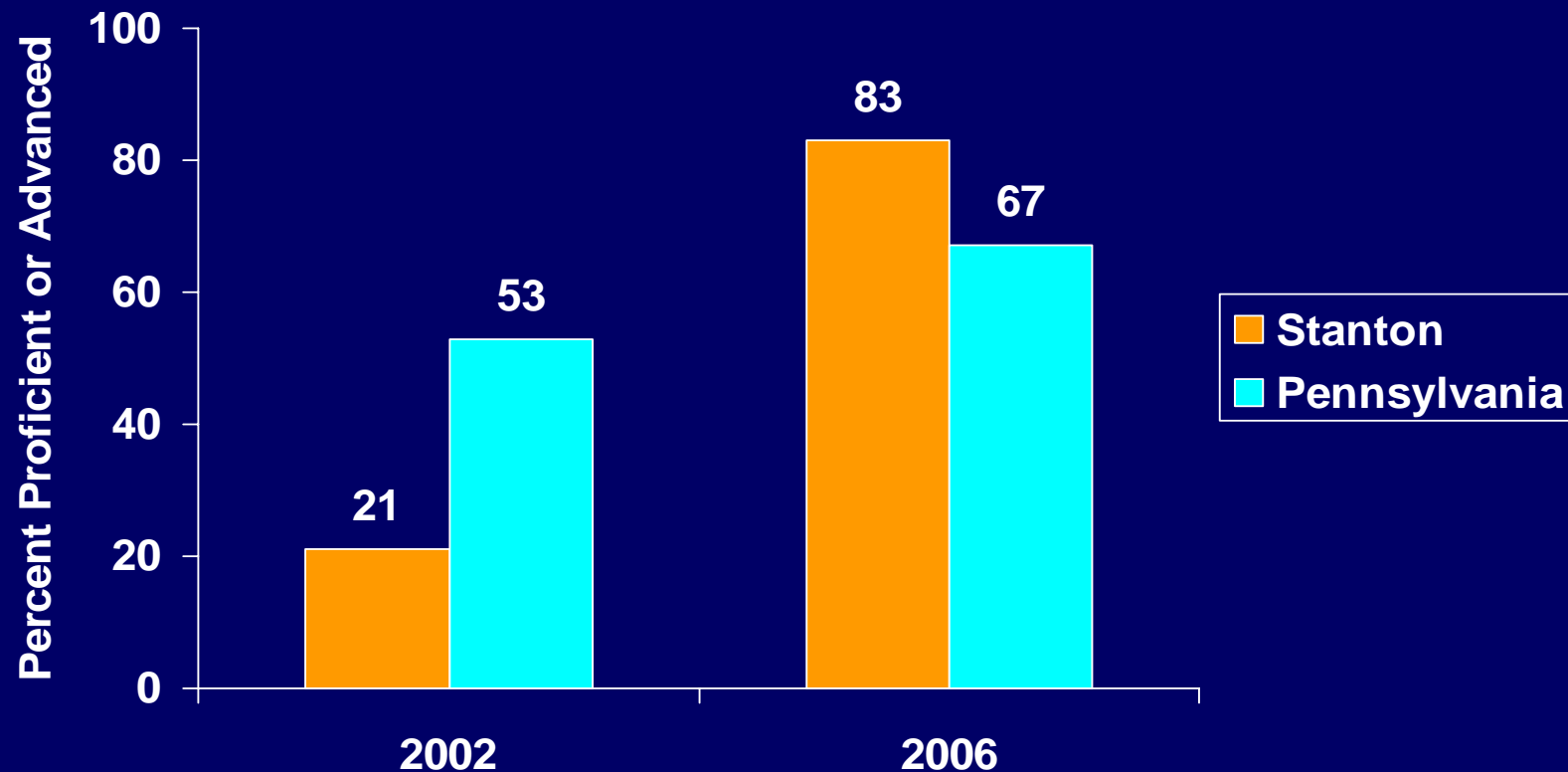
# Rapid Improvement at Stanton Grade 5 Reading Over Time



Source: School Information Partnership, <http://www.schoolmatters.com>  
Pennsylvania Department of Education, <http://www.pde.state.pa.us>



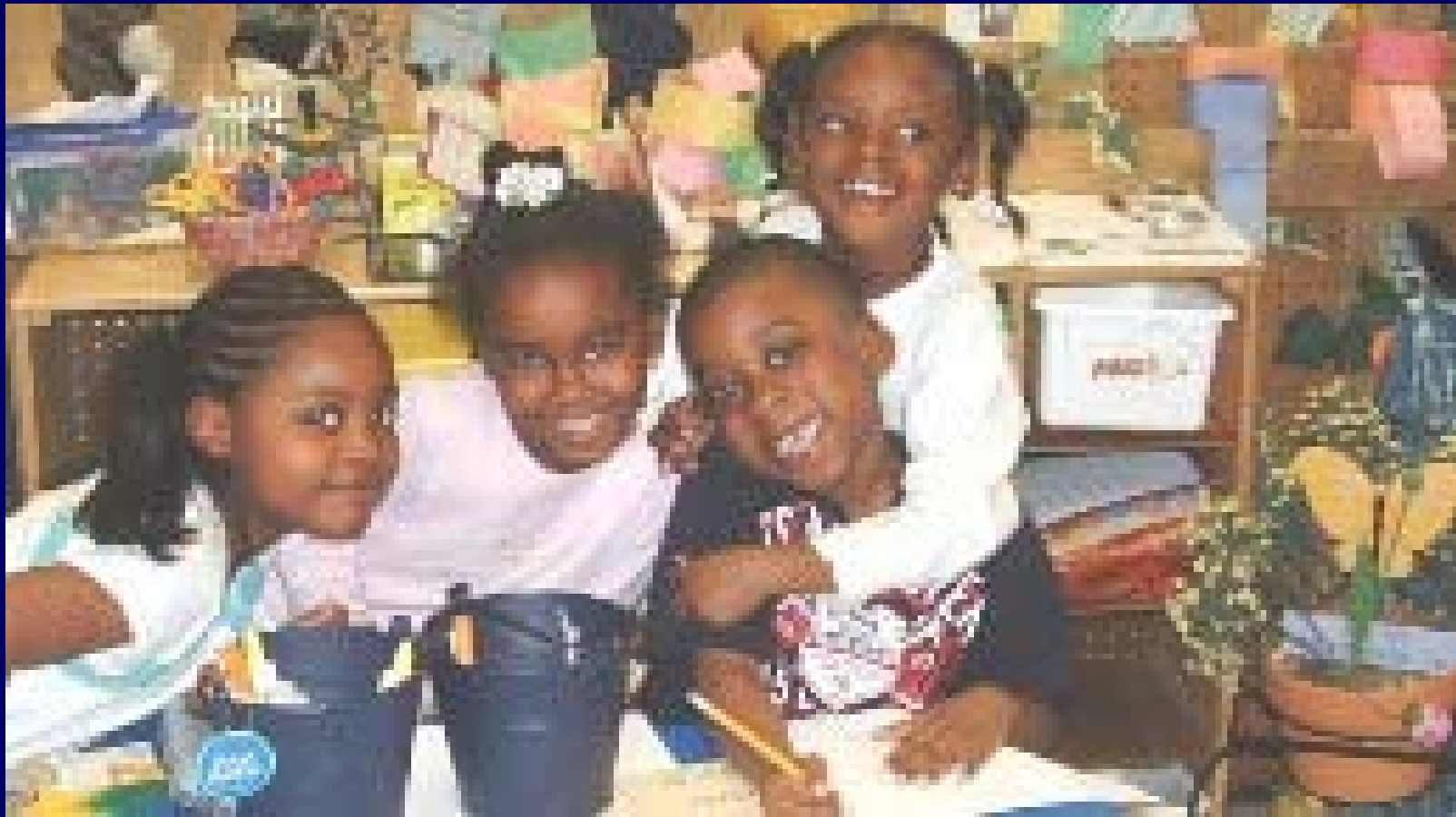
# Rapid Improvement at Stanton Grade 5 Math Over Time



Source: School Information Partnership, <http://www.schoolmatters.com>  
Pennsylvania Department of Education, <http://www.pde.state.pa.us>



# Capitol View Elementary Atlanta, Georgia



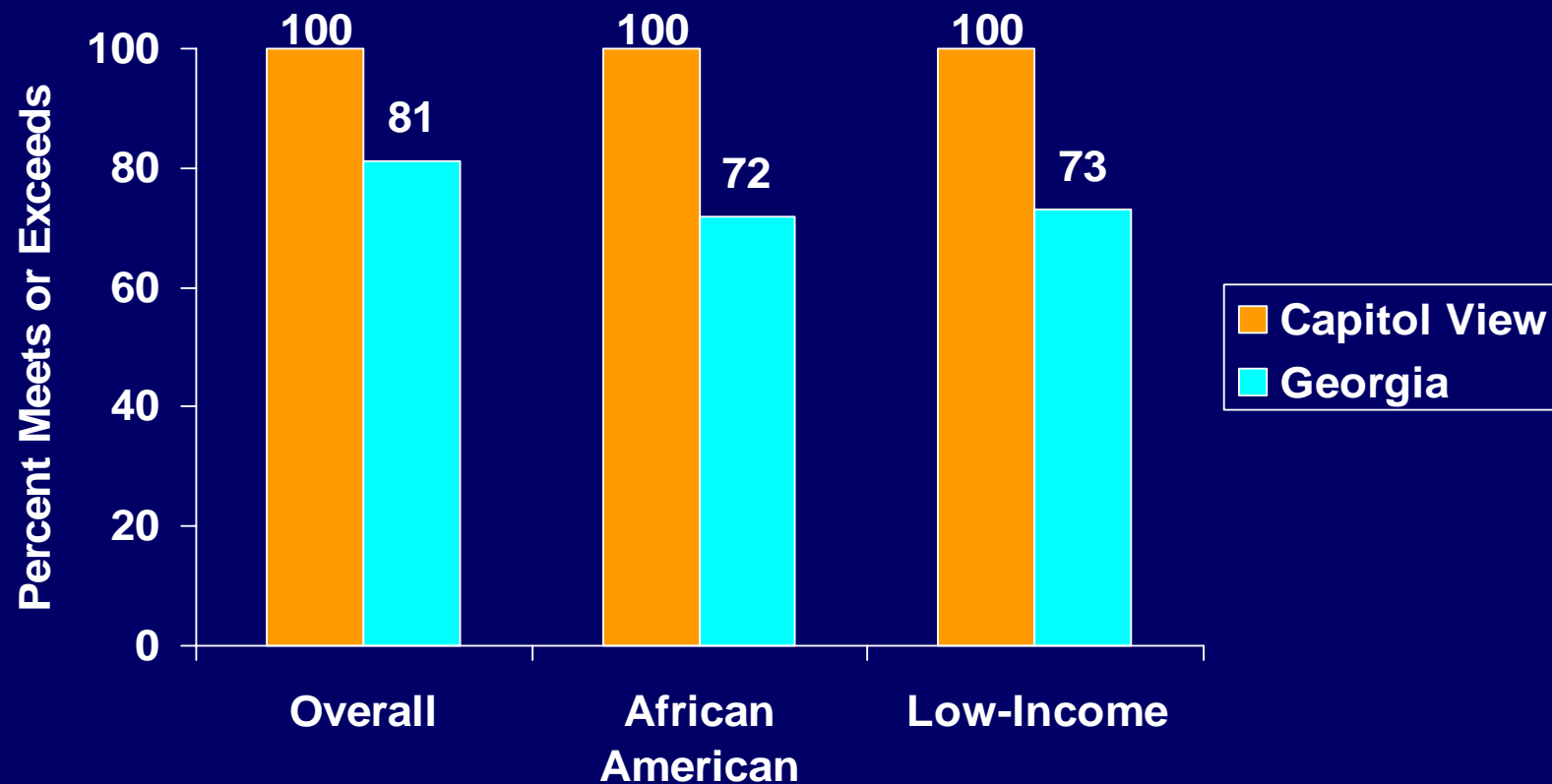


# Capitol View Elementary Atlanta, Georgia

- 252 students in grades K-5
- 95% African American
- 88% Low-Income



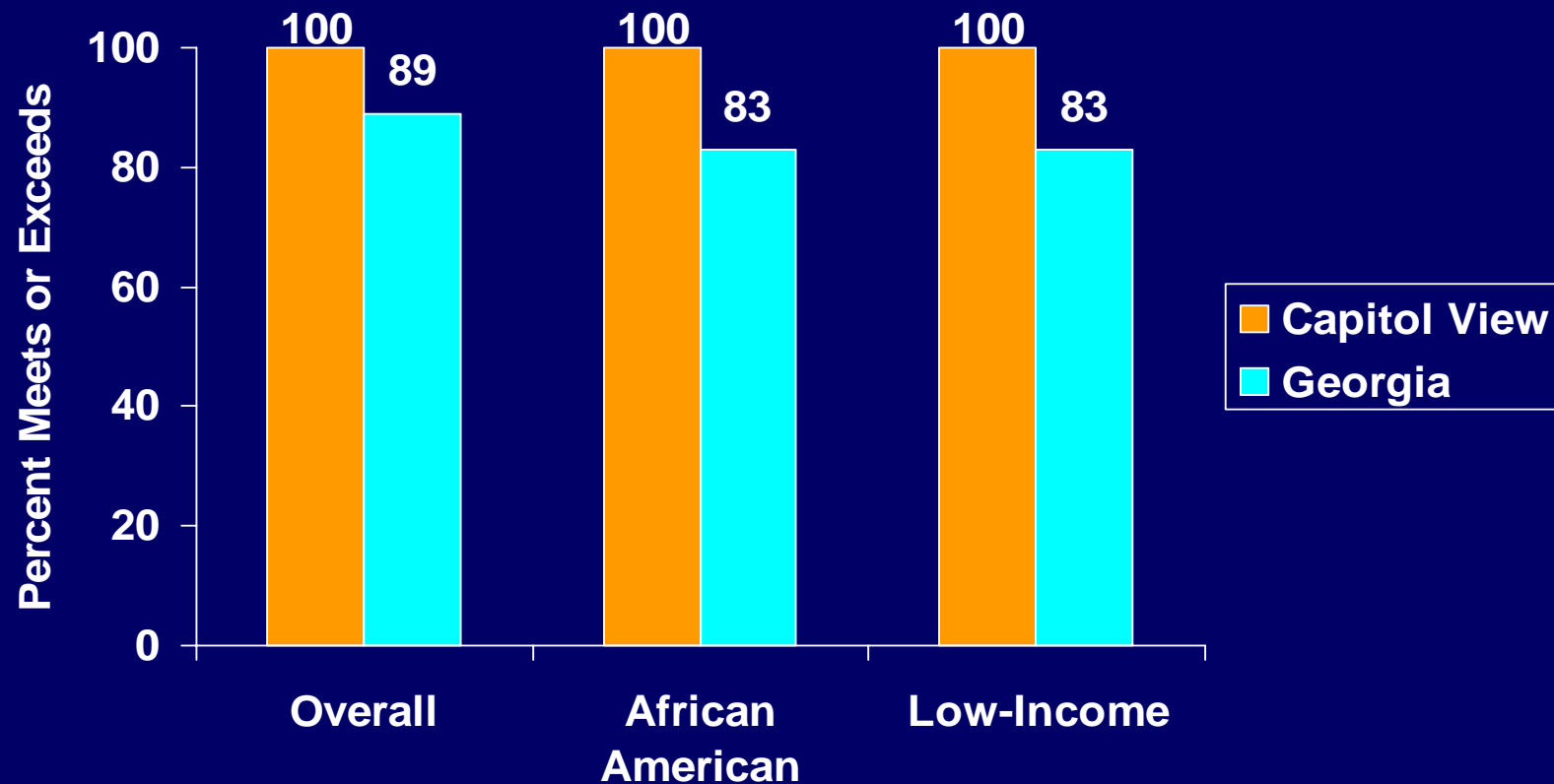
# High Achievement at Capitol View 2006 Grade 5 Reading



Source: Georgia Governor's Office of Student Achievement, <http://reportcard2006.gaosa.org/>



# High Achievement at Capitol View 2006 Grade 5 Math



Source: Georgia Governor's Office of Student Achievement, <http://reportcard2006.gaosa.org/>



# Elmont Memorial Junior-Senior High School

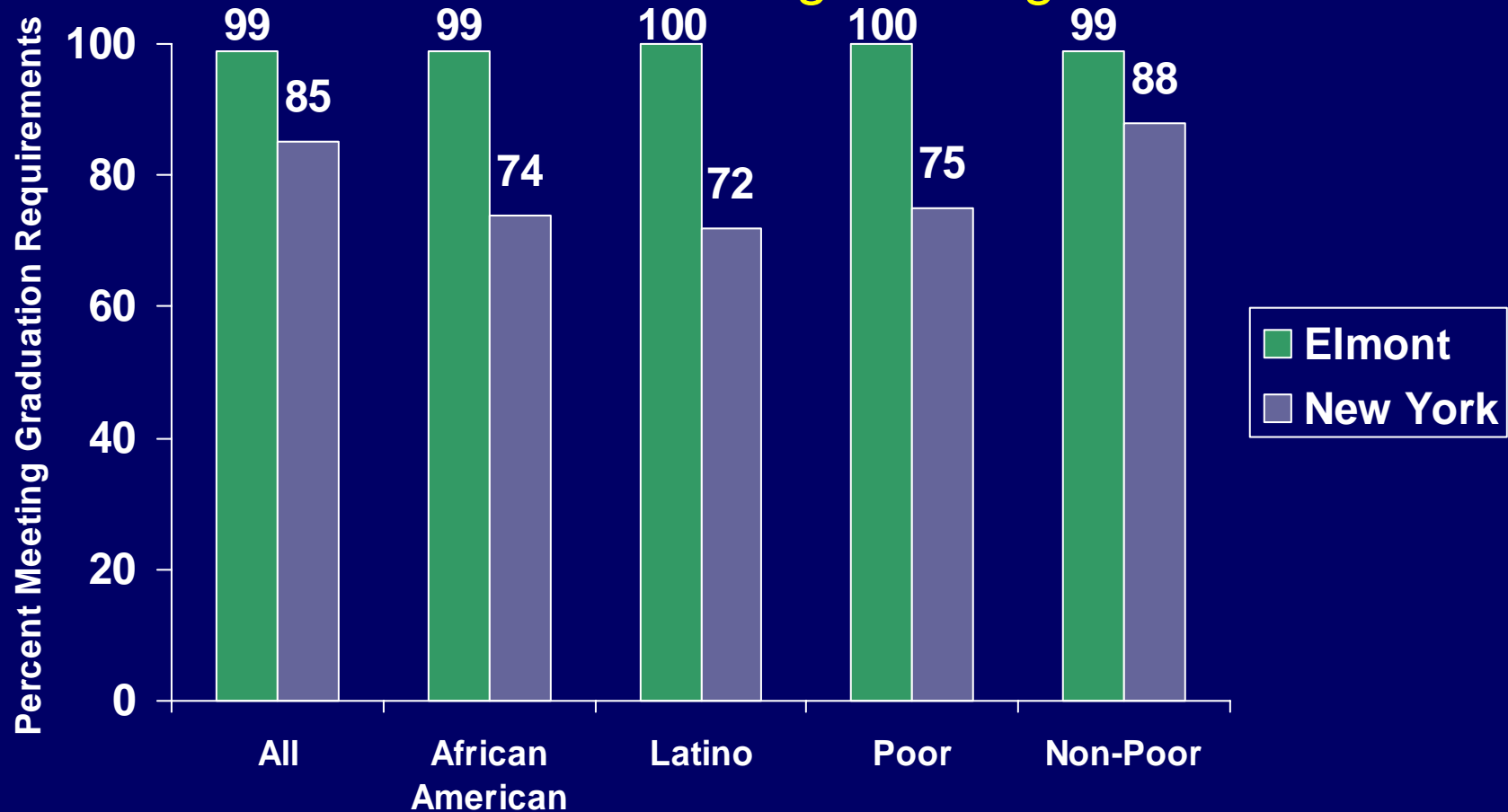


# Elmont Memorial Junior-Senior High School Elmont, New York

- 1,966 Students in Grades 7-12
- 75% African American
- 12% Latino



# Elmont Memorial Higher Percentage of Students Meeting Graduation Requirements than the State, Class of 2004 Regents English



Source: New York State School Report Card, <http://www.emsc.nysed.gov/irts/reportcard/>



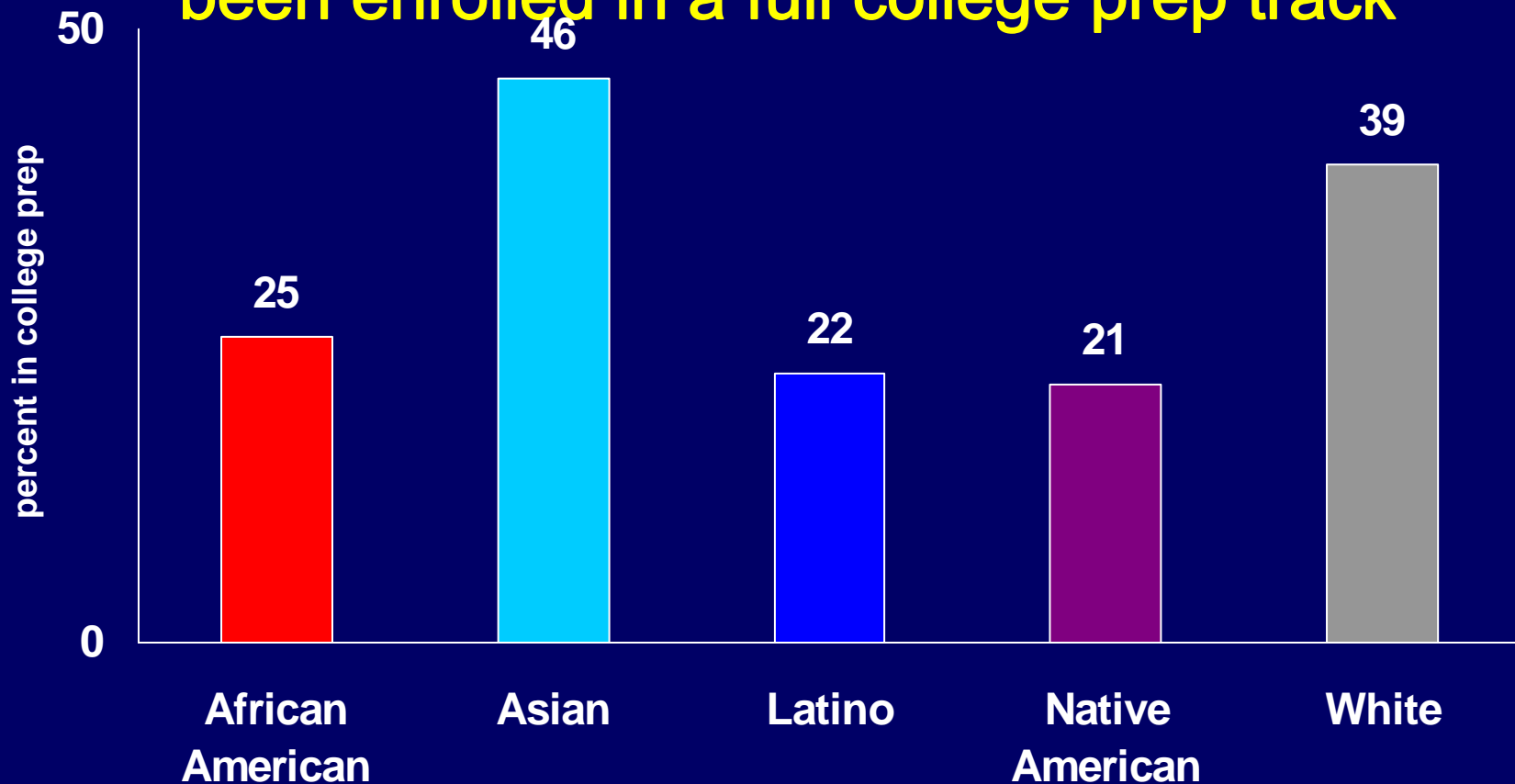
# Nation: Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$907 per student
High Minority vs. Low Minority Districts	-\$614 per student

Source: The Education Trust, The Funding Gap 2005. Data are for 2003



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



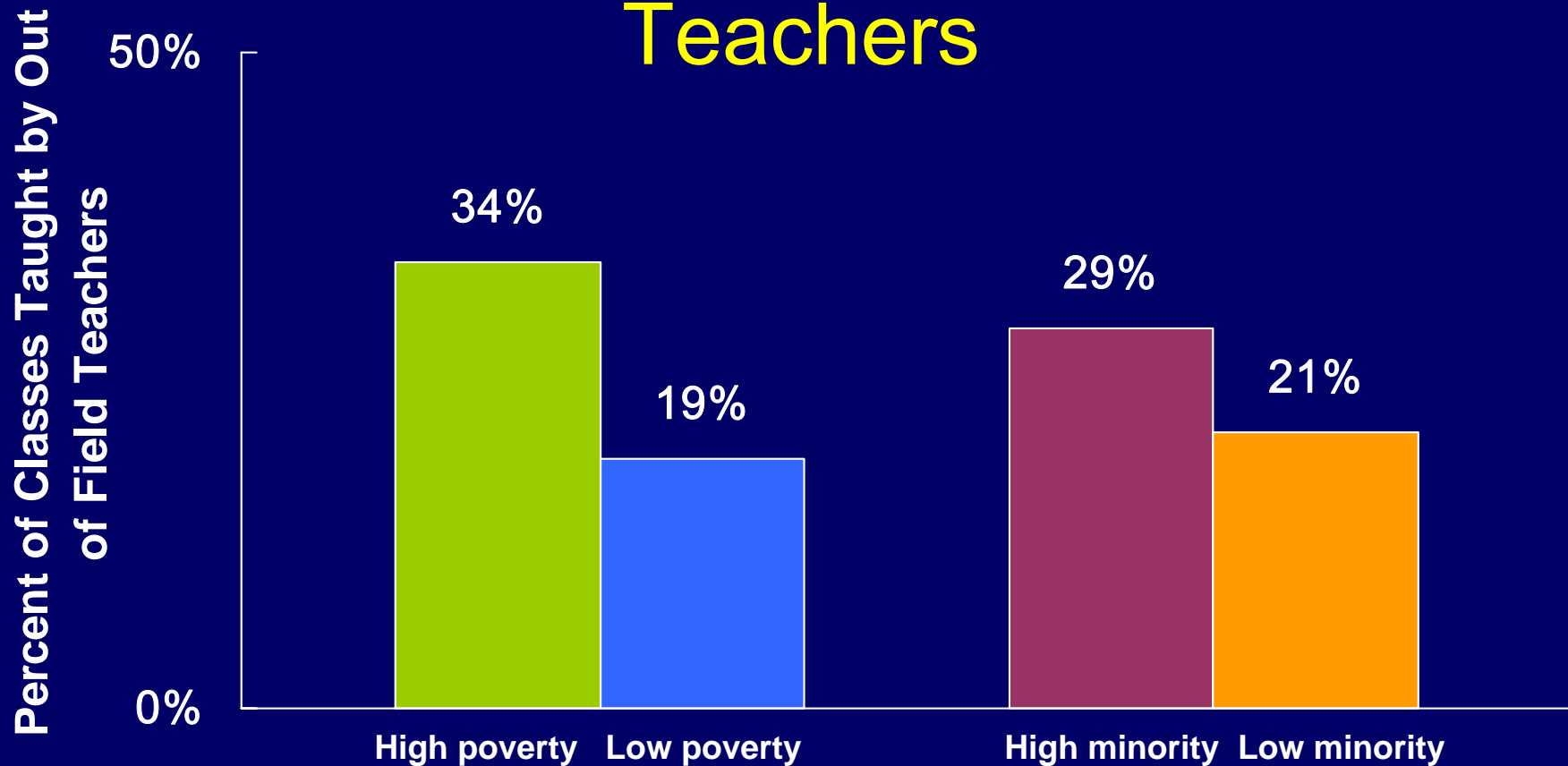
Full College Prep track is defined as at least: 4 years of English, 3 years of math, 2 years of natural science, 2 years of social science and 2 years of foreign language

Source: Jay P. Greene, Public High School Graduation and College Readiness Rates in the United States, Manhattan Institute, September 2003. Table 8. 2001 high school graduates with college-prep curriculum.





# 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.

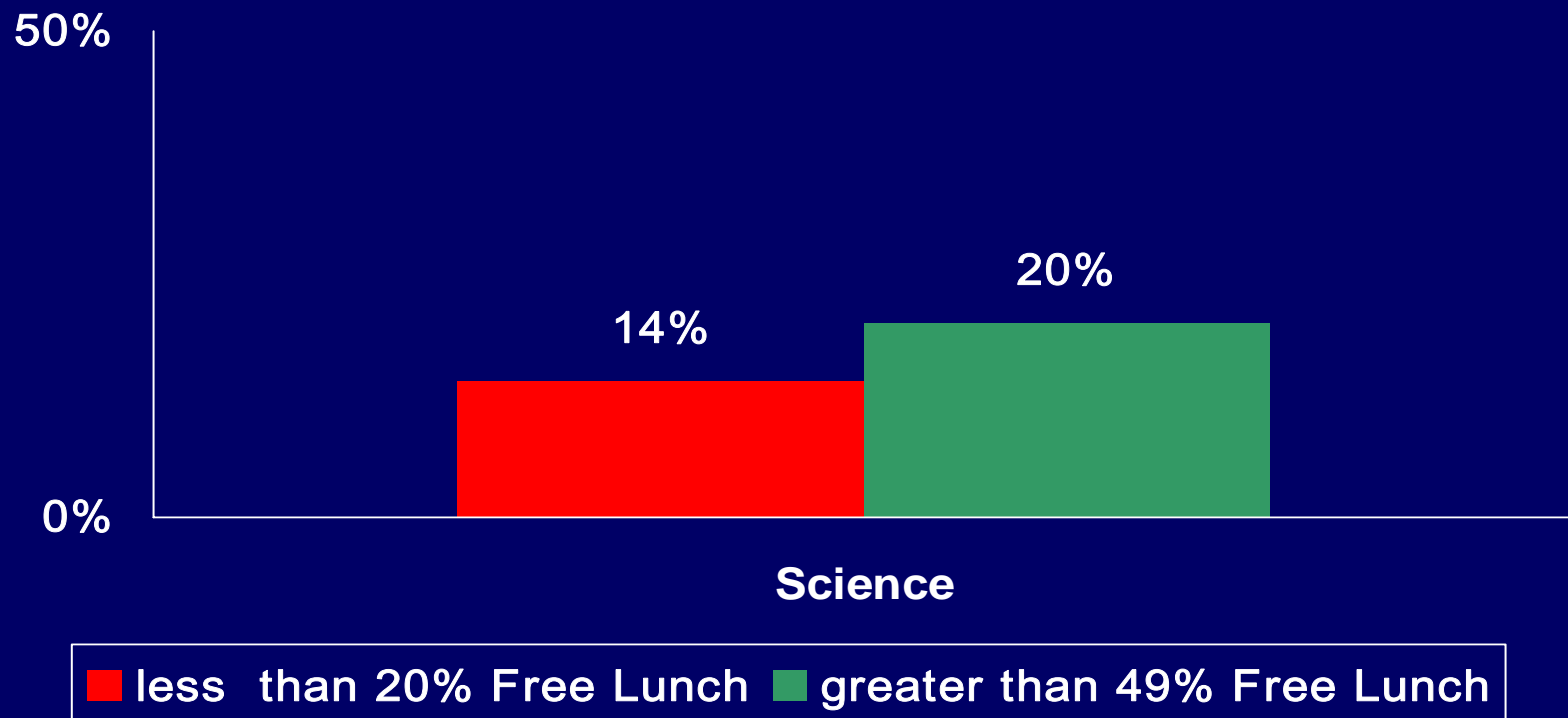
High-minority school - 50% or more of the students are nonwhite. Low-minority school- 15% or fewer of the students are nonwhite.

\*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.



# Science Classes in High Poverty High Schools More Often Taught by Misassigned\* Teachers

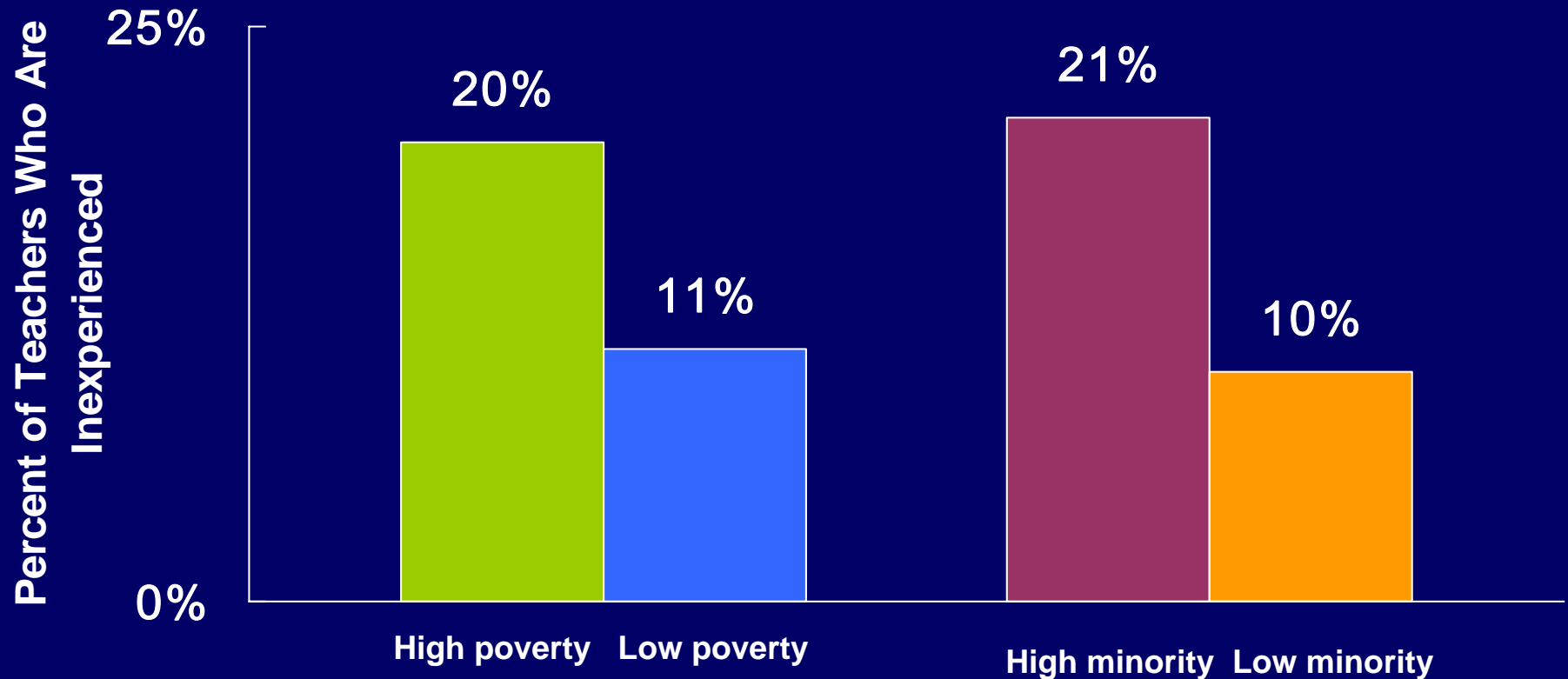


\*Teachers who lack a major or minor in the field

Source: National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future* (p.16) 1996



# Poor and Minority Students Get More Inexperienced\* Teachers

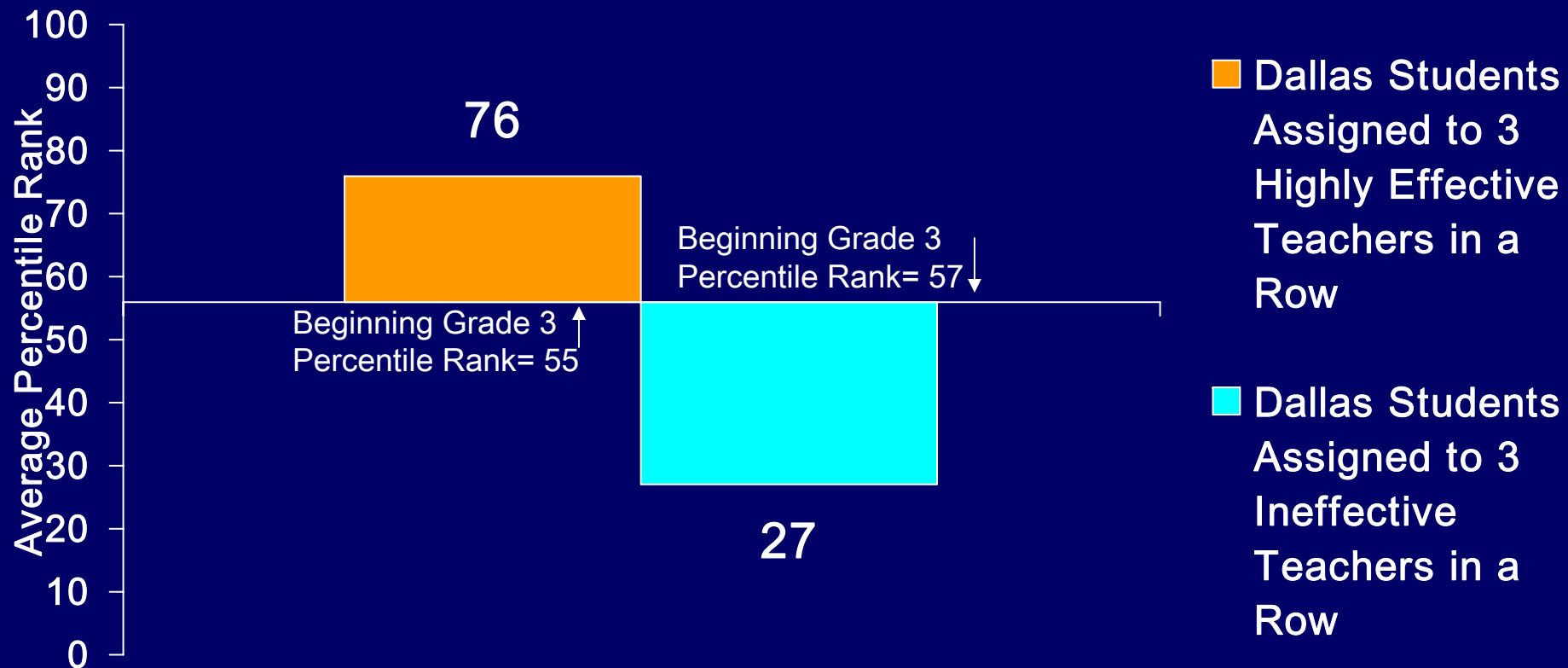


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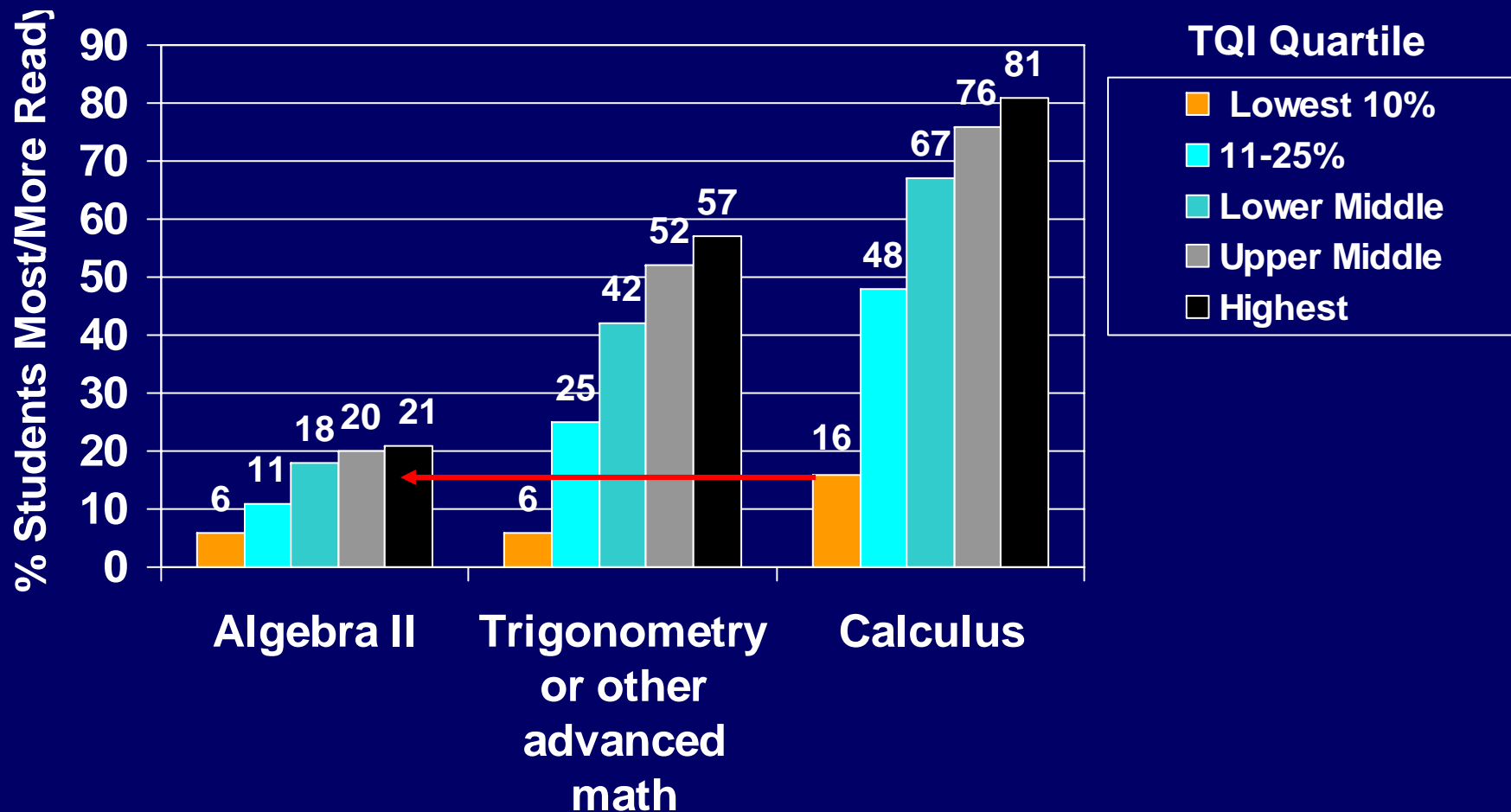
# Cumulative Teacher Effects On Students' Math Scores in Dallas (Grades 3-5)



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



# Teacher Quality More Important to College Readiness than Course Taking



Presley, J. and Gong, Y. (2005). The Demographics and Academics of College Readiness in Illinois.  
<http://ierc.siu.edu/documents/College%20Readiness%20-%202005-3.pdf>



“By our estimates from Texas schools, having an above average teacher for five years running can completely close the average gap between low-income students and others.”

John Kain and Eric Hanushek

