

The Crisis Facing At-Risk Youth in America's Public Schools: Problems and Solutions.

US Conference of Mayors
Summit on At-Risk Youth
Miami, Florida
March 22, 2007
Russlynn Ali, Director
The Education Trust -West



America: The Land of Opportunity.

But For Whom?

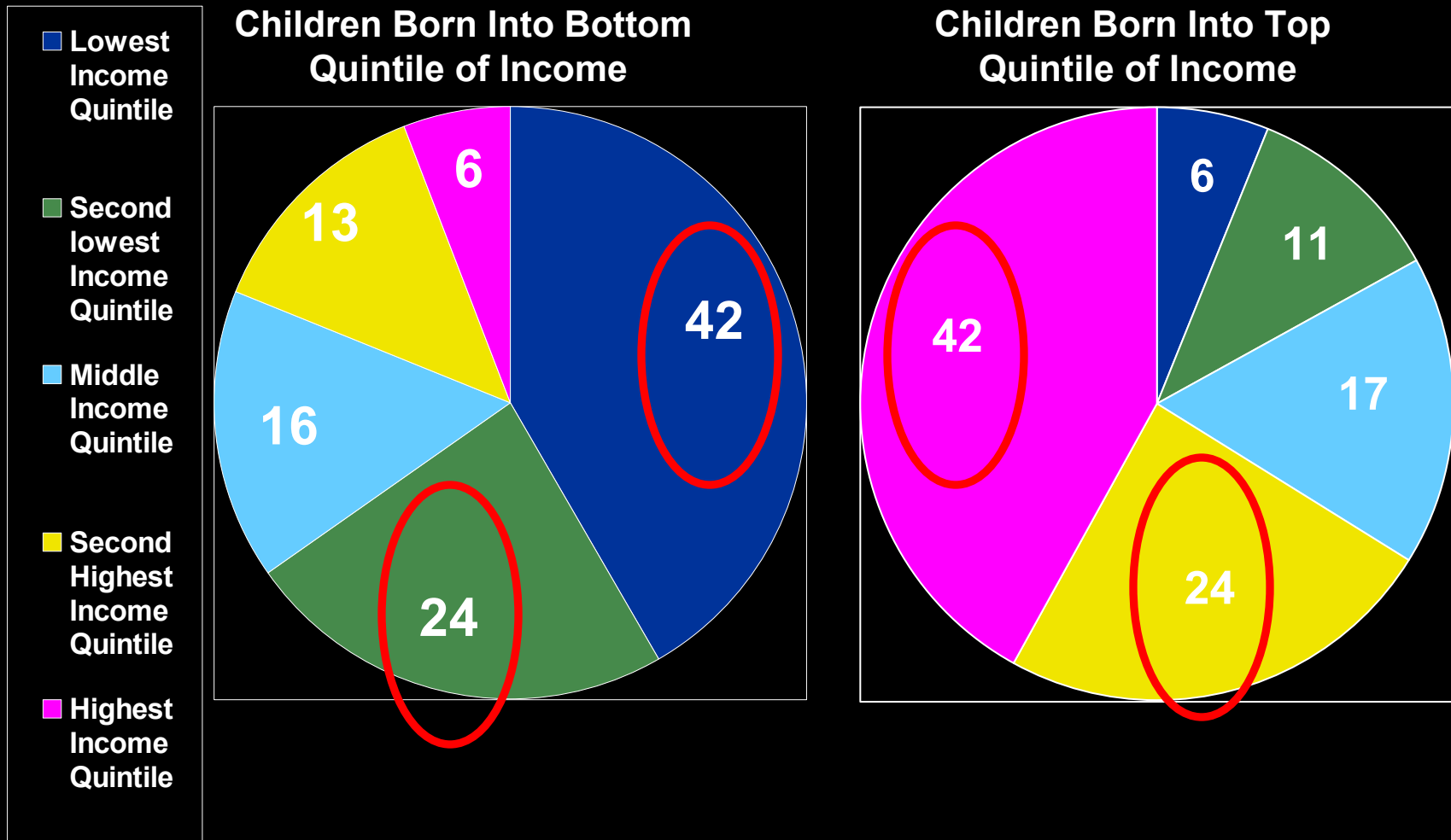


In the U.S., Chances for Upward Mobility Decreasing Fast.

Among nine high-income industrialized countries, the United States is second only to the UK when it comes to low economic mobility among generations.

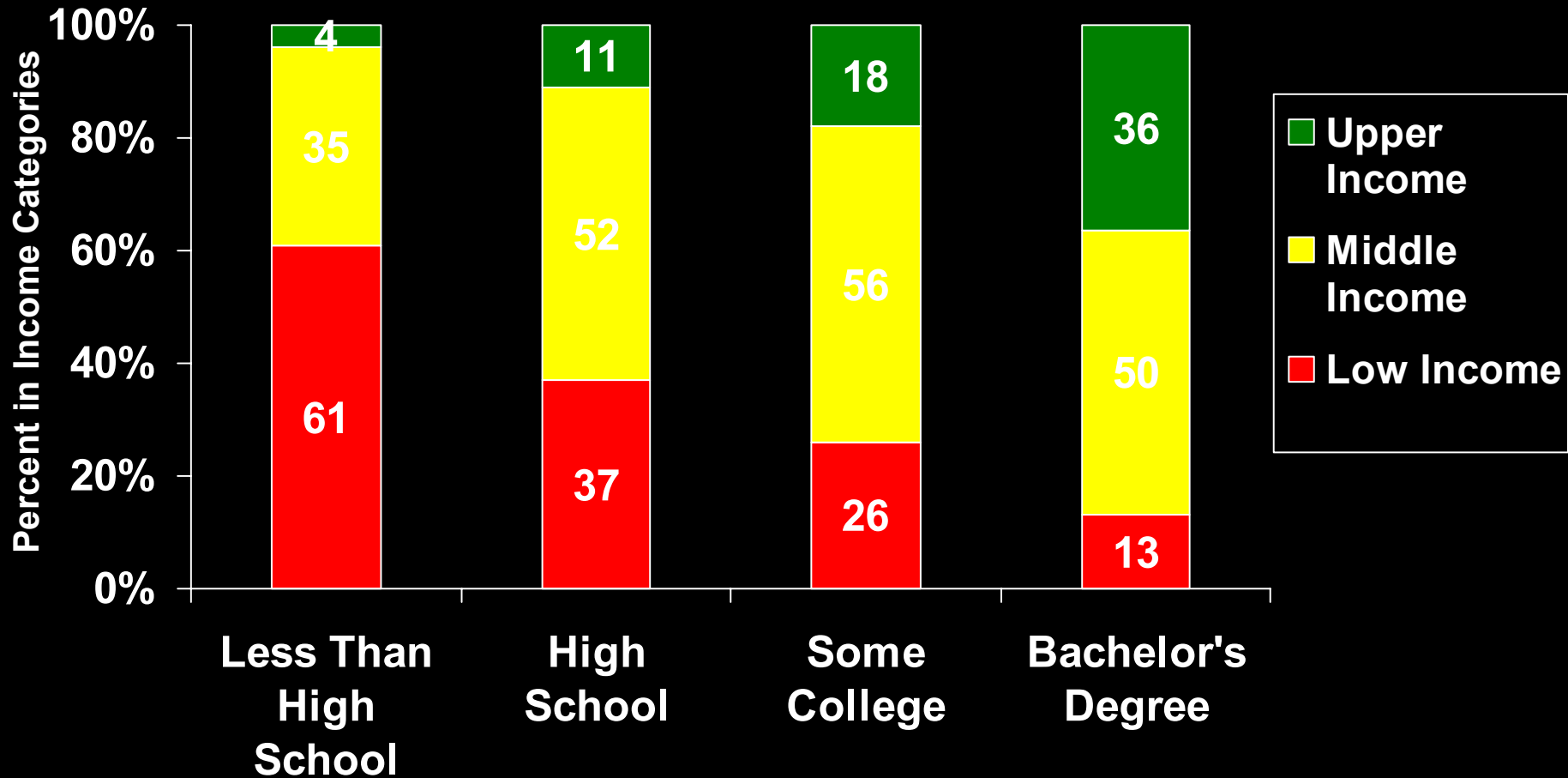


The Income Levels Children are Born Into are the Income Levels They Will Most Likely Be In As Adults



The Way Up? Education.

With more education, the wage gap closes.



Based on the mean 2003 Household income of each decile, the income (2004 Constant Dollars) range of the lower class ranges from \$13,760-\$27,771, the middle class ranges from \$38,205-\$82,666, and the upper class ranges from \$99,525-\$262,951. Household education has been defined by the highest attainment of Head or Spouse.



Where are we now?

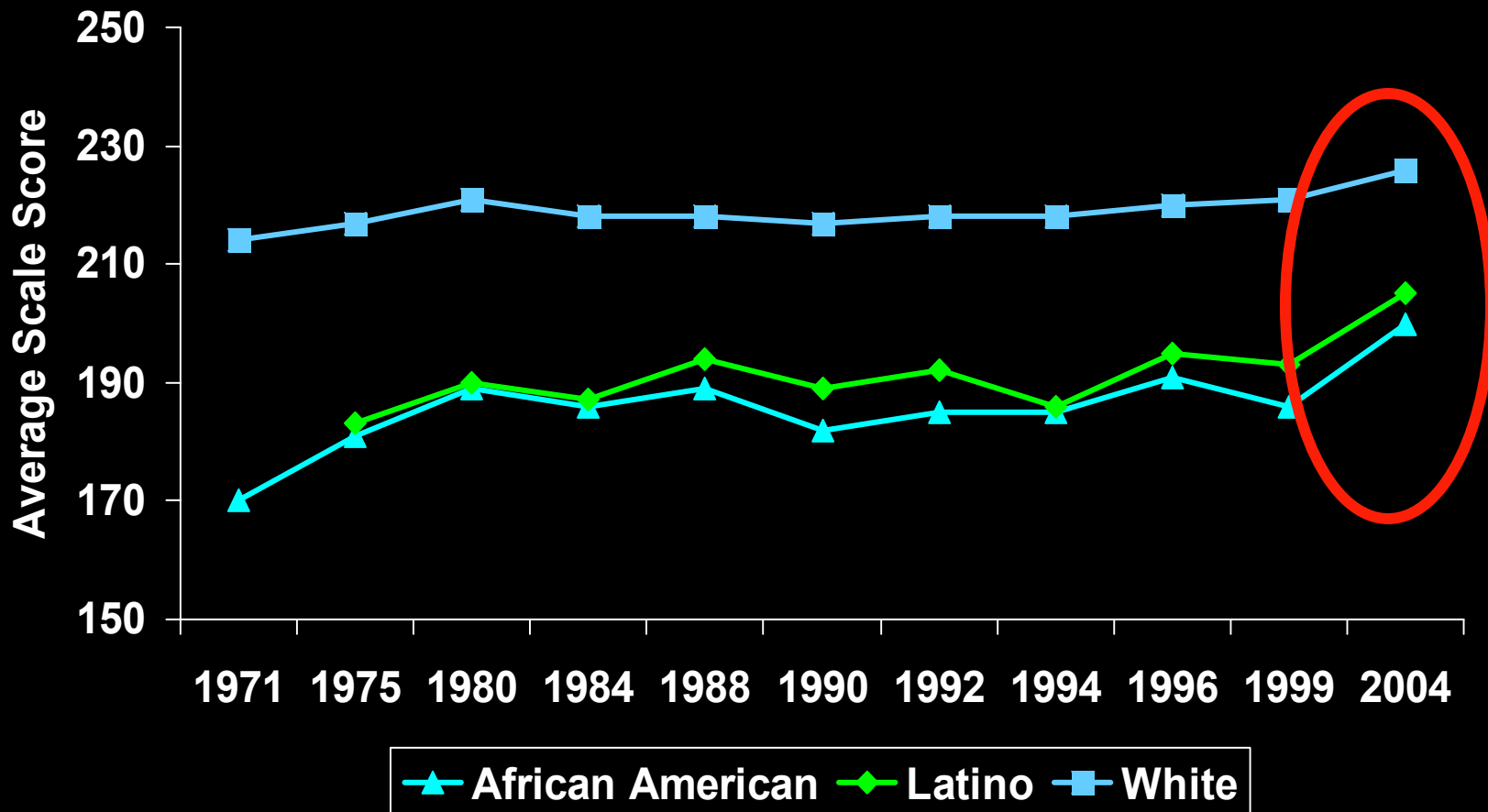
NAEP-The Nation's Report Card



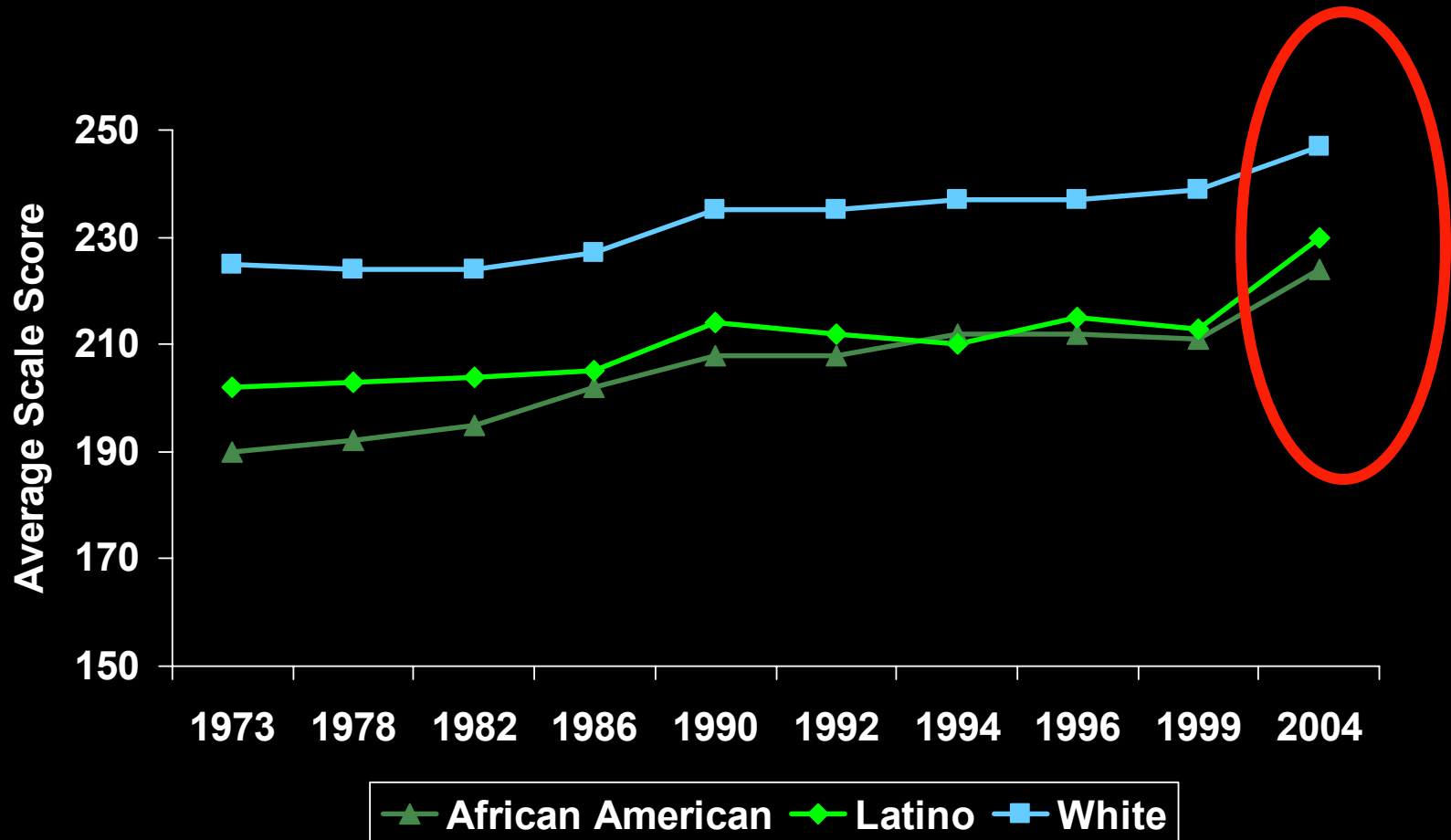
**Good News: Achievement Gaps for
Younger Hispanic and African
American Students Are Narrowing
at the Elementary Level.**



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

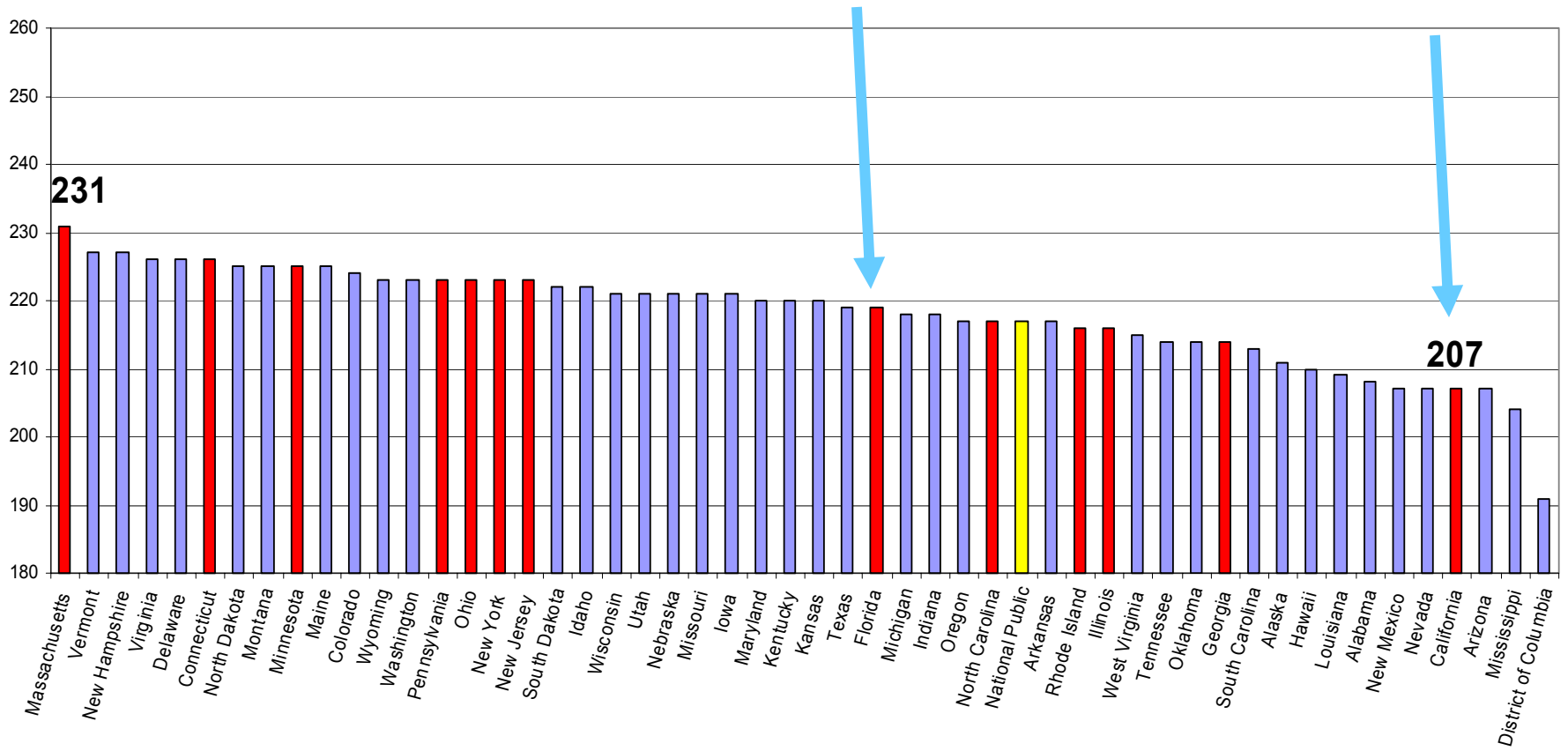


NAEP Math, 9 Year-Olds: Record Performance for All Groups



Some States Outperform Others NAEP Scores for 4th Grade Reading

All 4th Grade Students - 2005 NAEP Reading
Average Scale Scores From Highest to Lowest



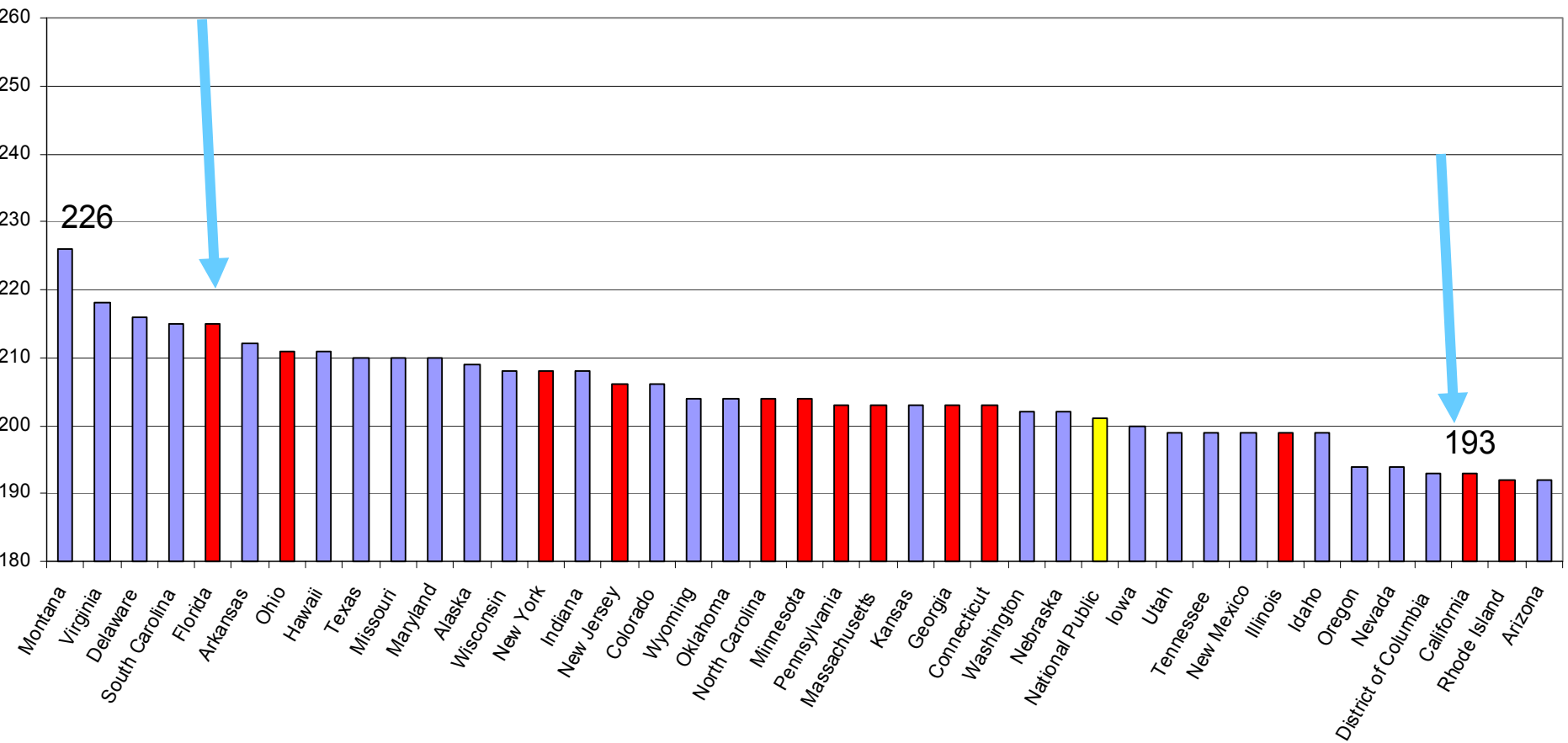
Source: National Center for Education Statistics,
<http://nces.ed.gov/nationsreportcard/>



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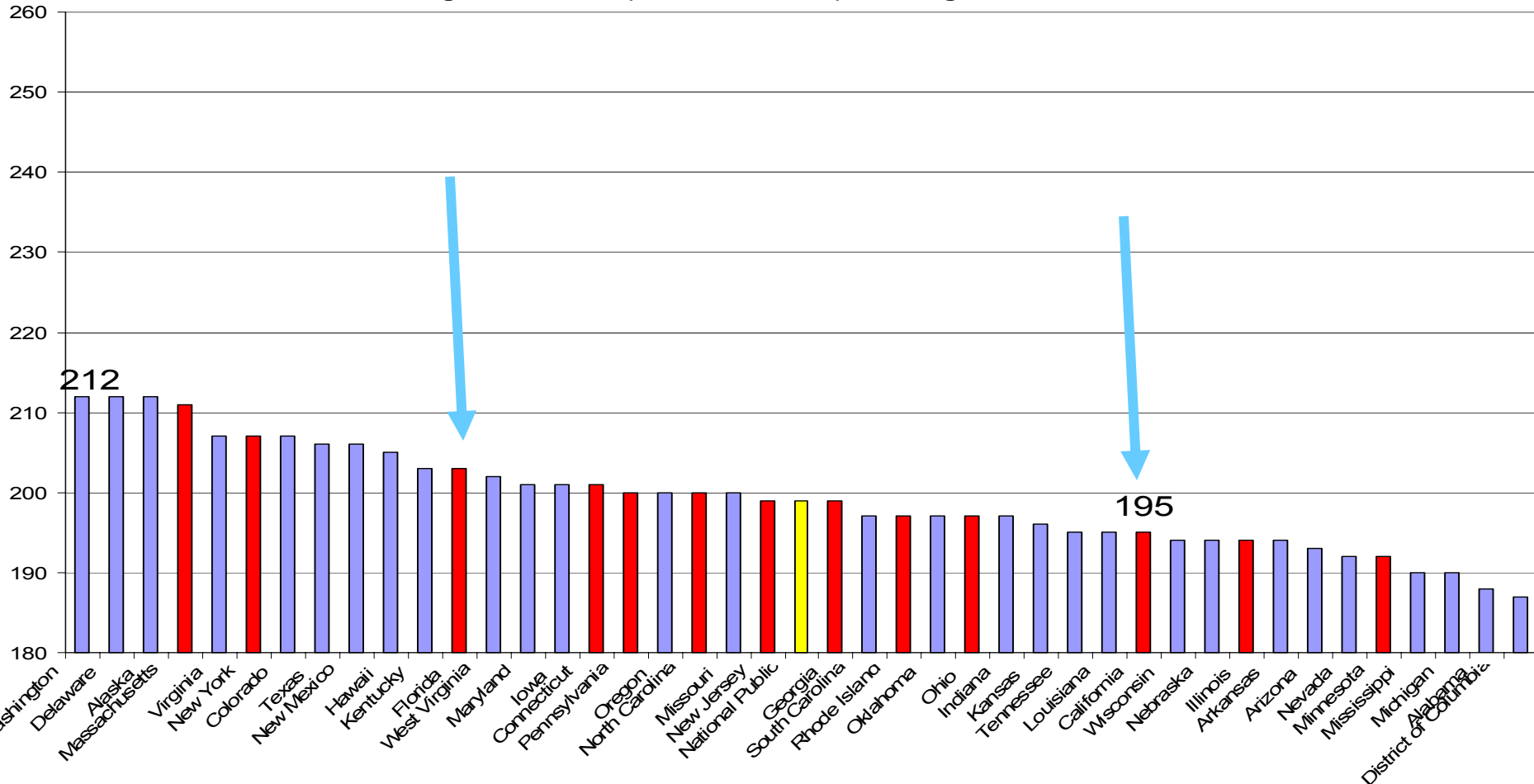
Latino 4th Grade Students – NAEP READING

Latino 4th Grade Students - 2005 NAEP Reading
Average Scale Score (Latino) From Highest to Lowest



African American 4th Grade Students – NAEP READING

African American 4th Grade Students - 2005 NAEP Reading
Average Scale Score (African American) From Highest to Lowest



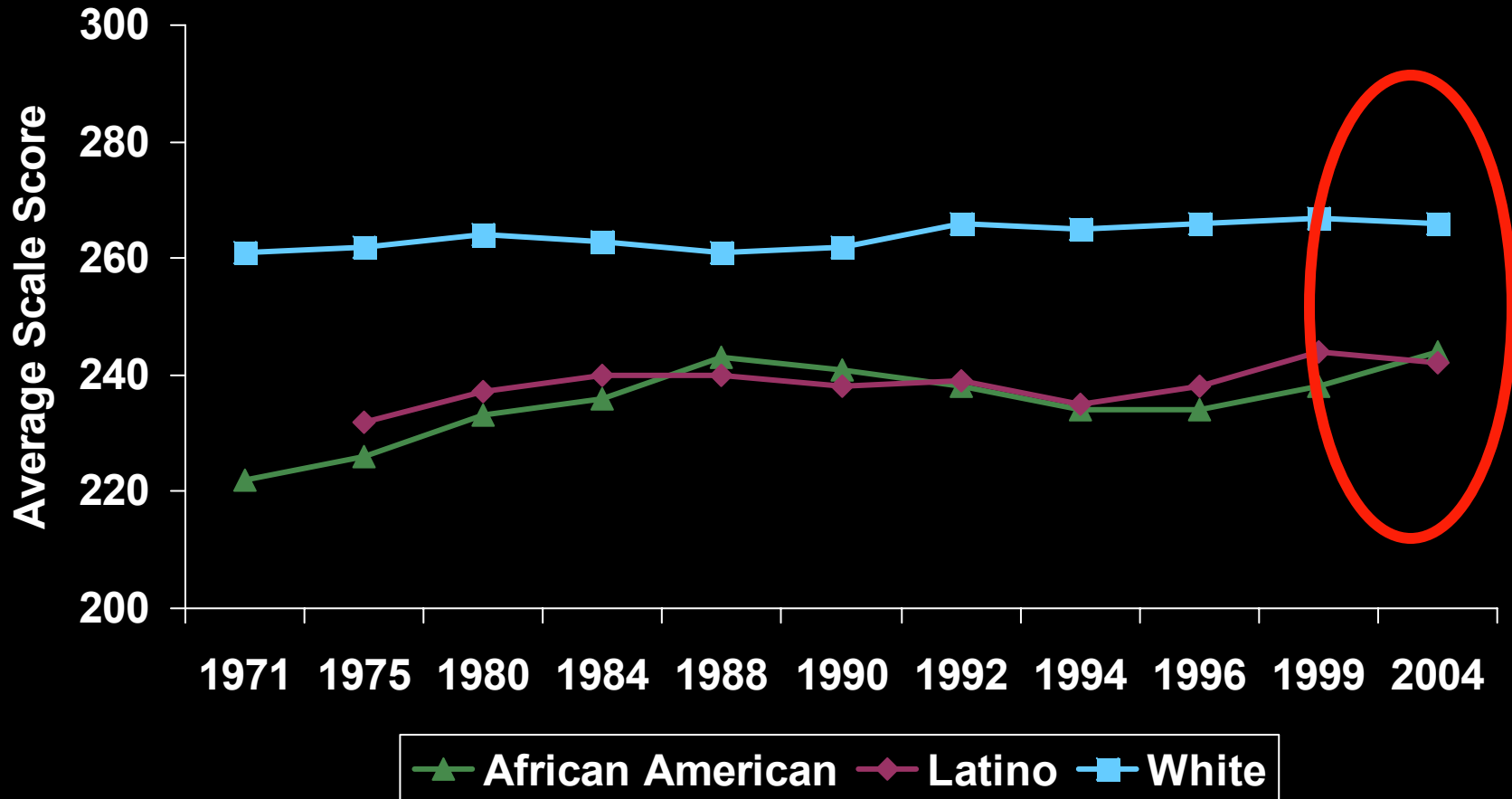
Clearly much more remains to be
done in the early grades.
But, the Bottom Line?
When We Really Focus on
Something, We Make Progress.



The bigger problem is that we're not really building on these successes in the upper grades.

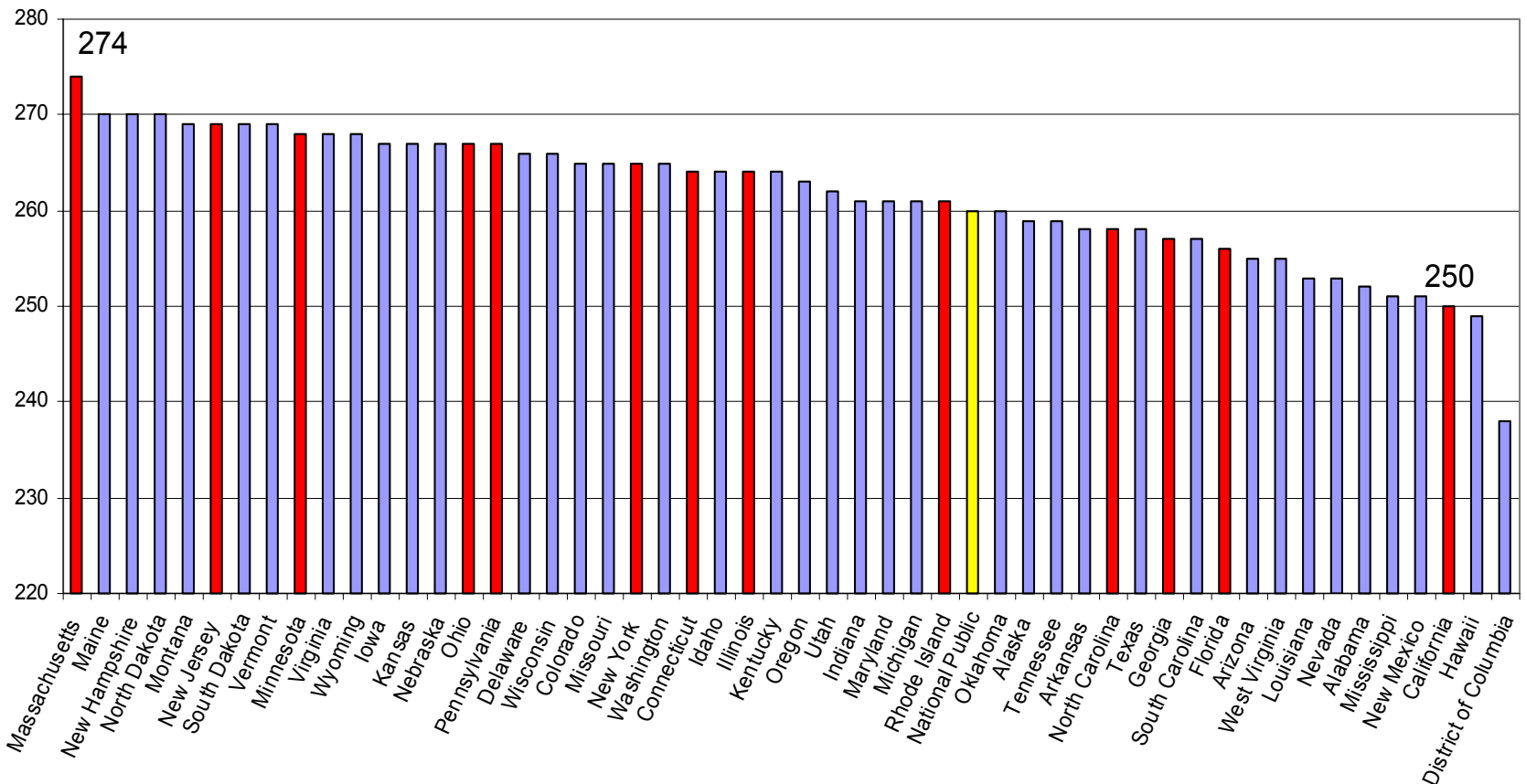


8th Grade NAEP Reading, 13 Year-Olds



NAEP Scores for 8th Grade Reading

All 8th Grade Students - 2005 NAEP Reading

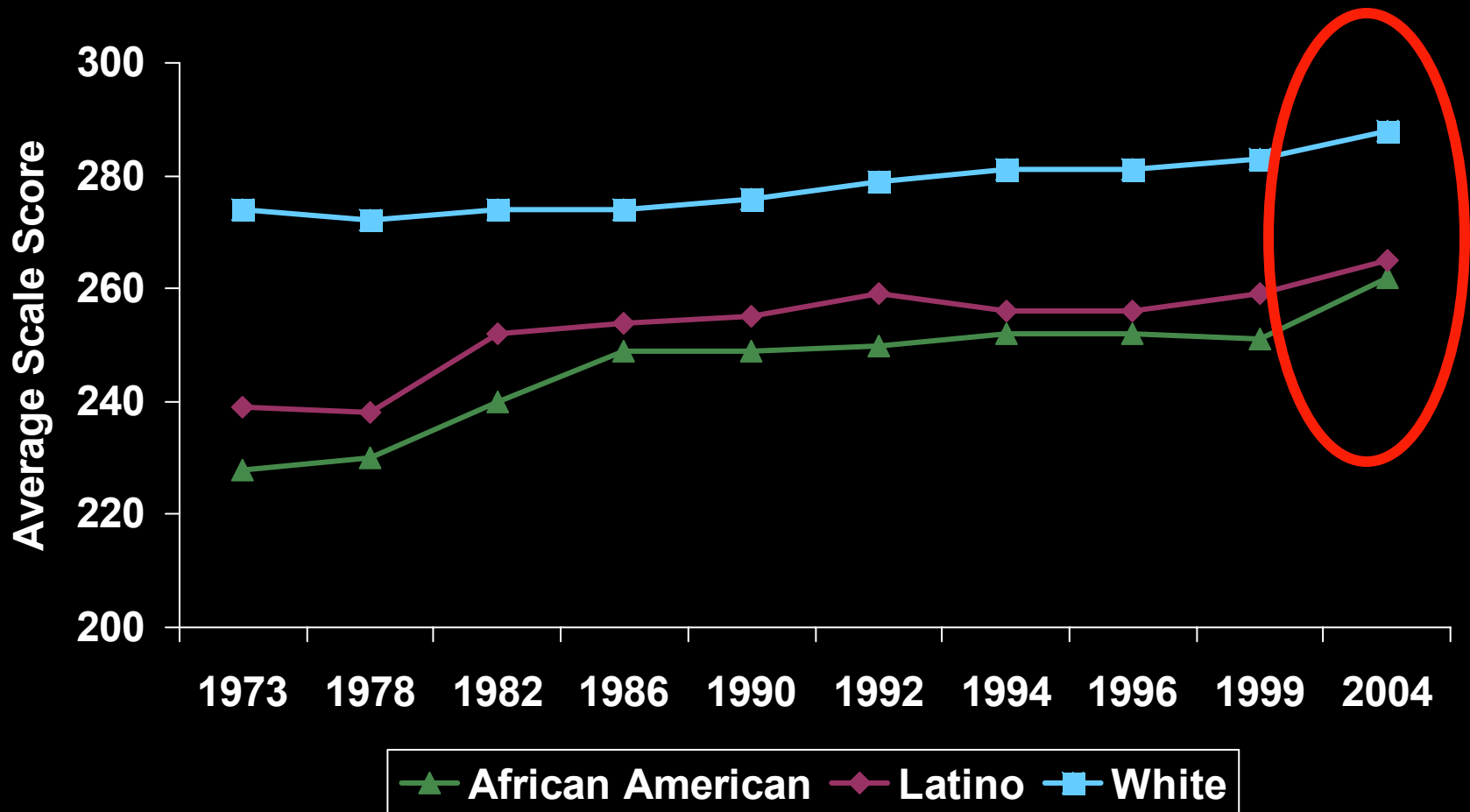


Source: National Center for Education Statistics,
<http://nces.ed.gov/nationsreportcard/>



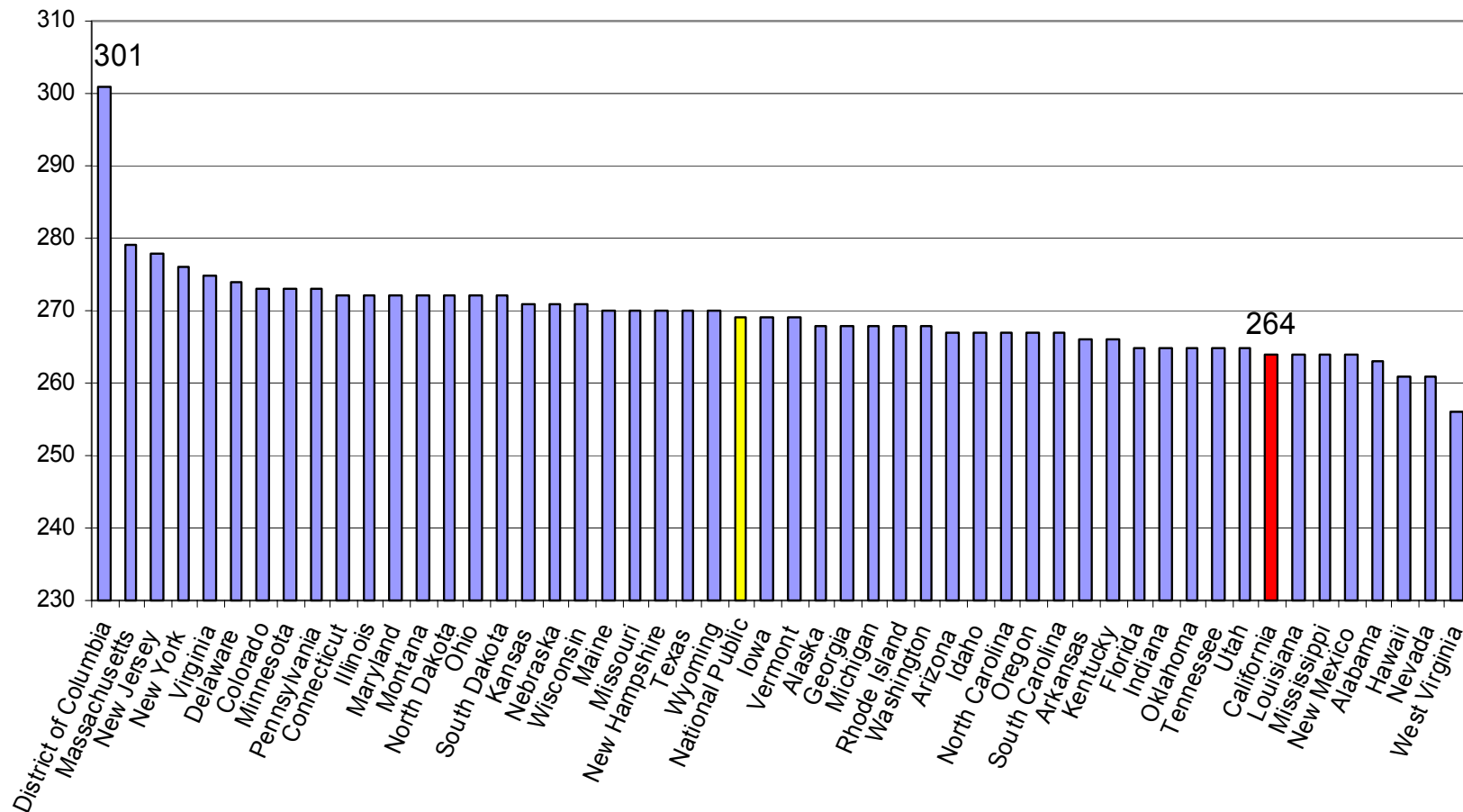
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NAEP Math, 13 Year-Olds



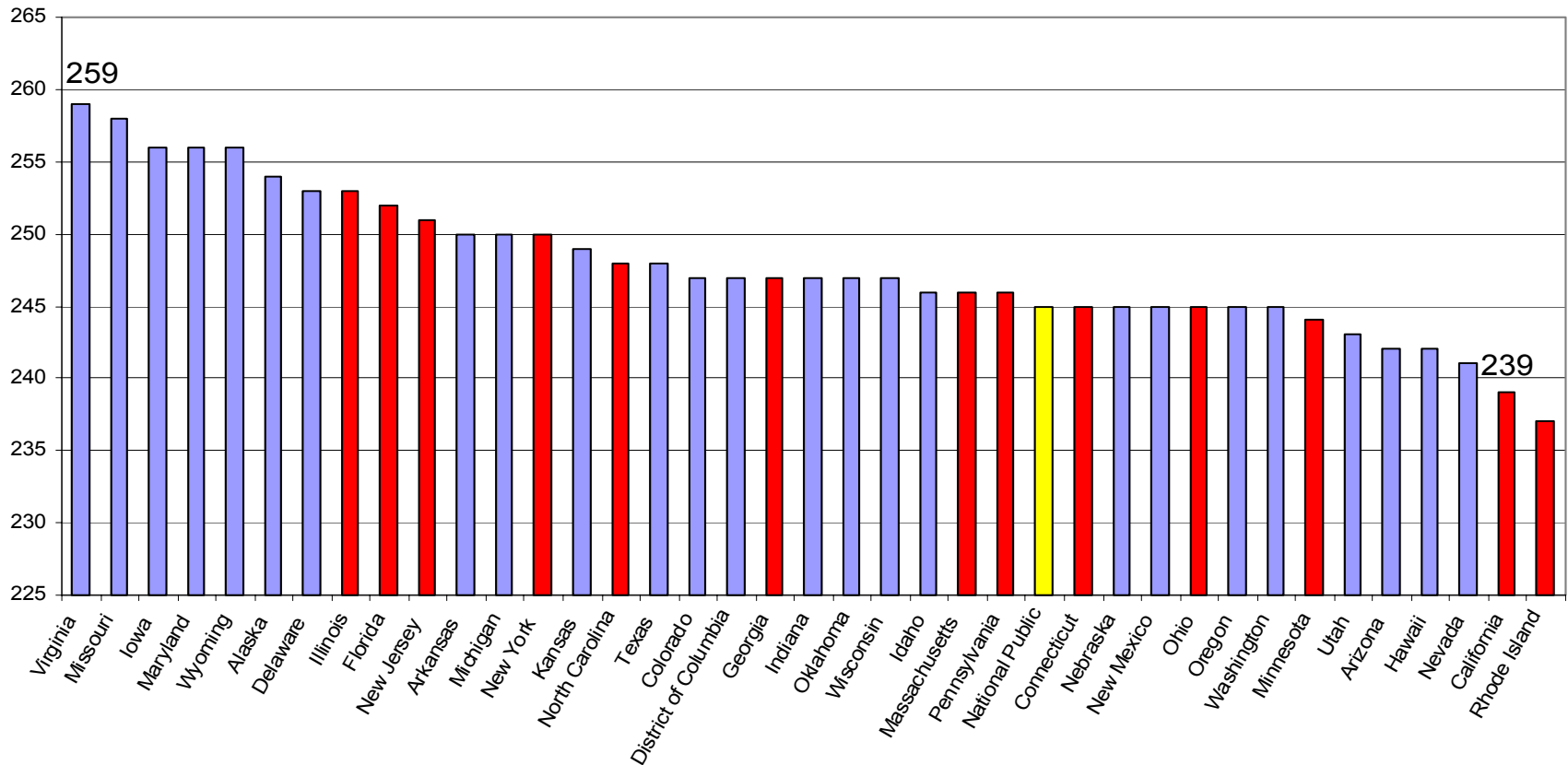
California's White 8th Grade Students Trail Behind Their Peers in Most States

White 8th Grade Students - 2005 NAEP Reading
Average Scale Score (White) From Highest to Lowest

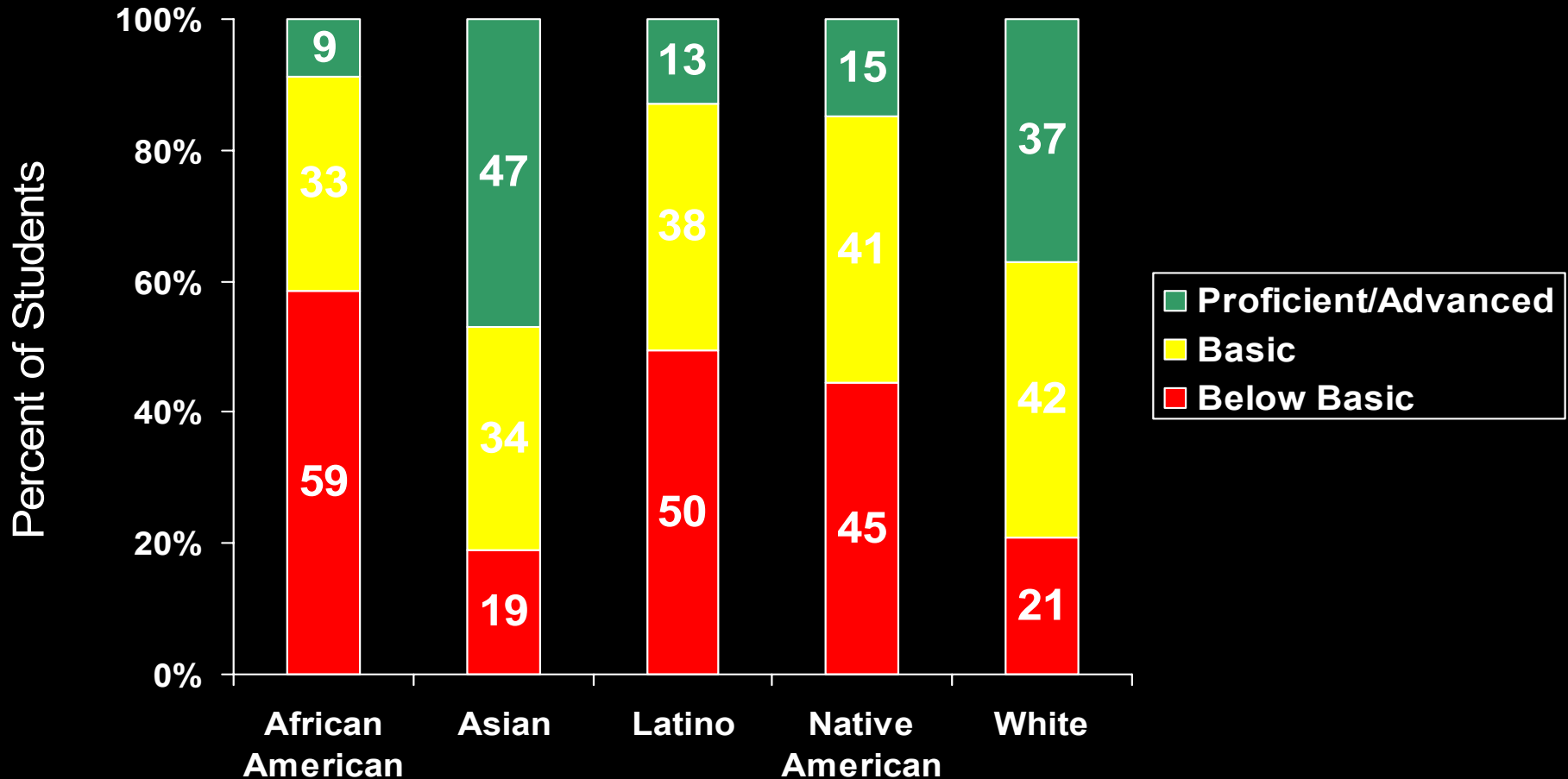


Latino 8th Grade Students – NAEP READING

Latino 8th Grade Students - 2005 NAEP Reading
Average Scale Score (Latino) From Highest to Lowest



Middle School: 2005 NAEP Grade 8 Math by Race/Ethnicity, Nation

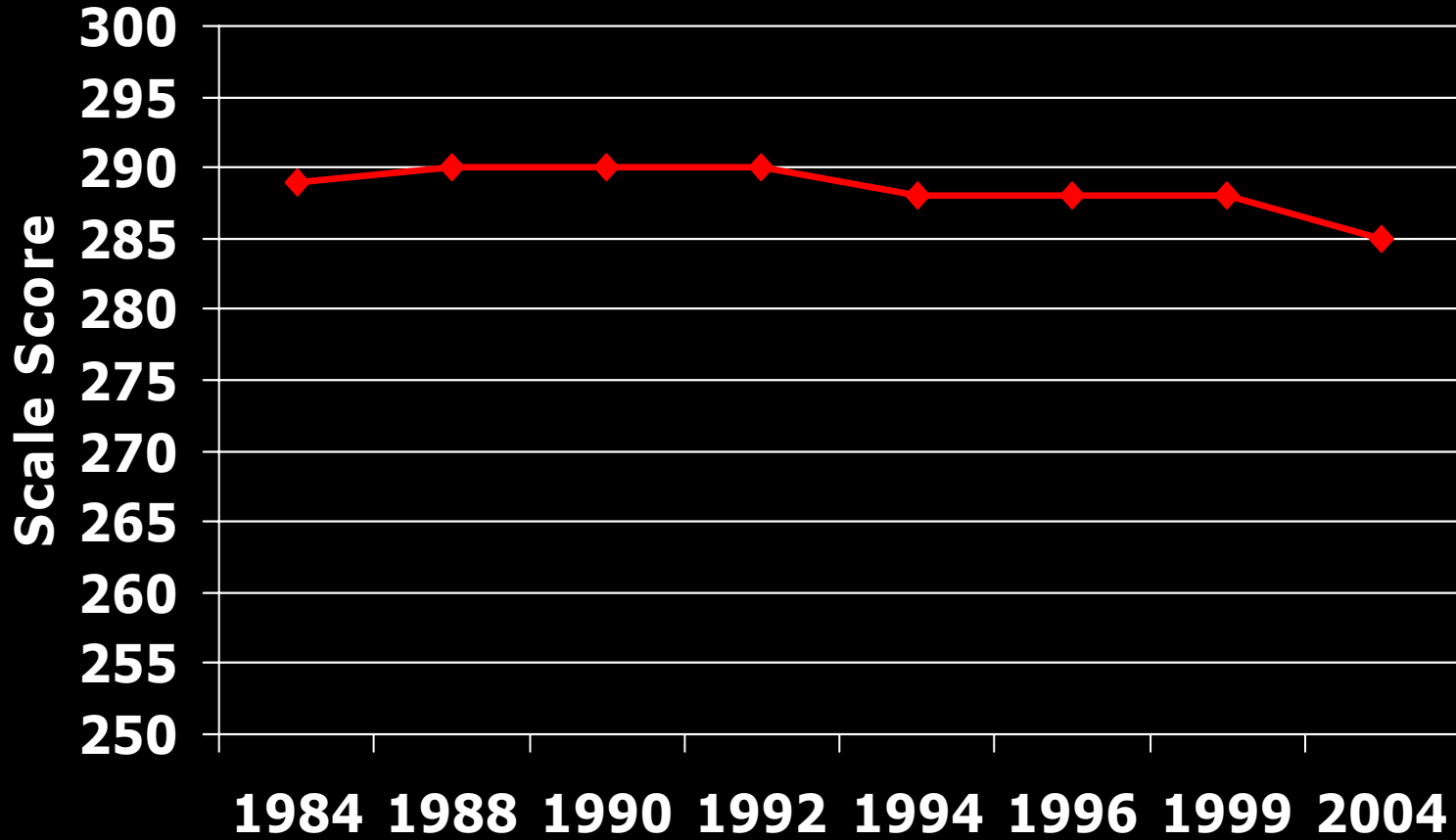


At least we're getting some traction on these issues.

The same is NOT true for our nation's high schools.



Achievement Flat or Declining in Reading, 17 year olds, NAEP



Note: Long-Term Trends NAEP

Source: NAEP 2004 Trends in Academic Progress.

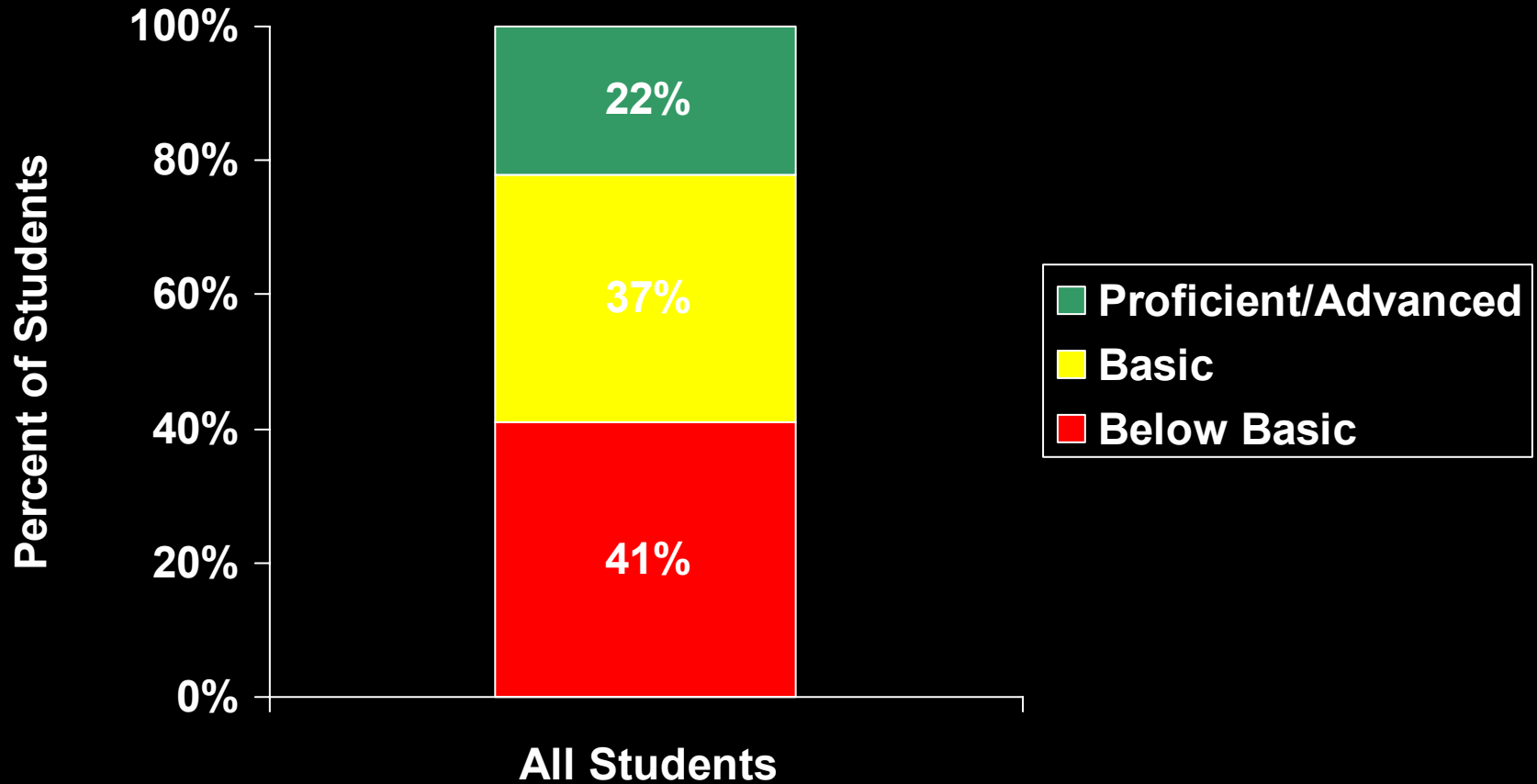


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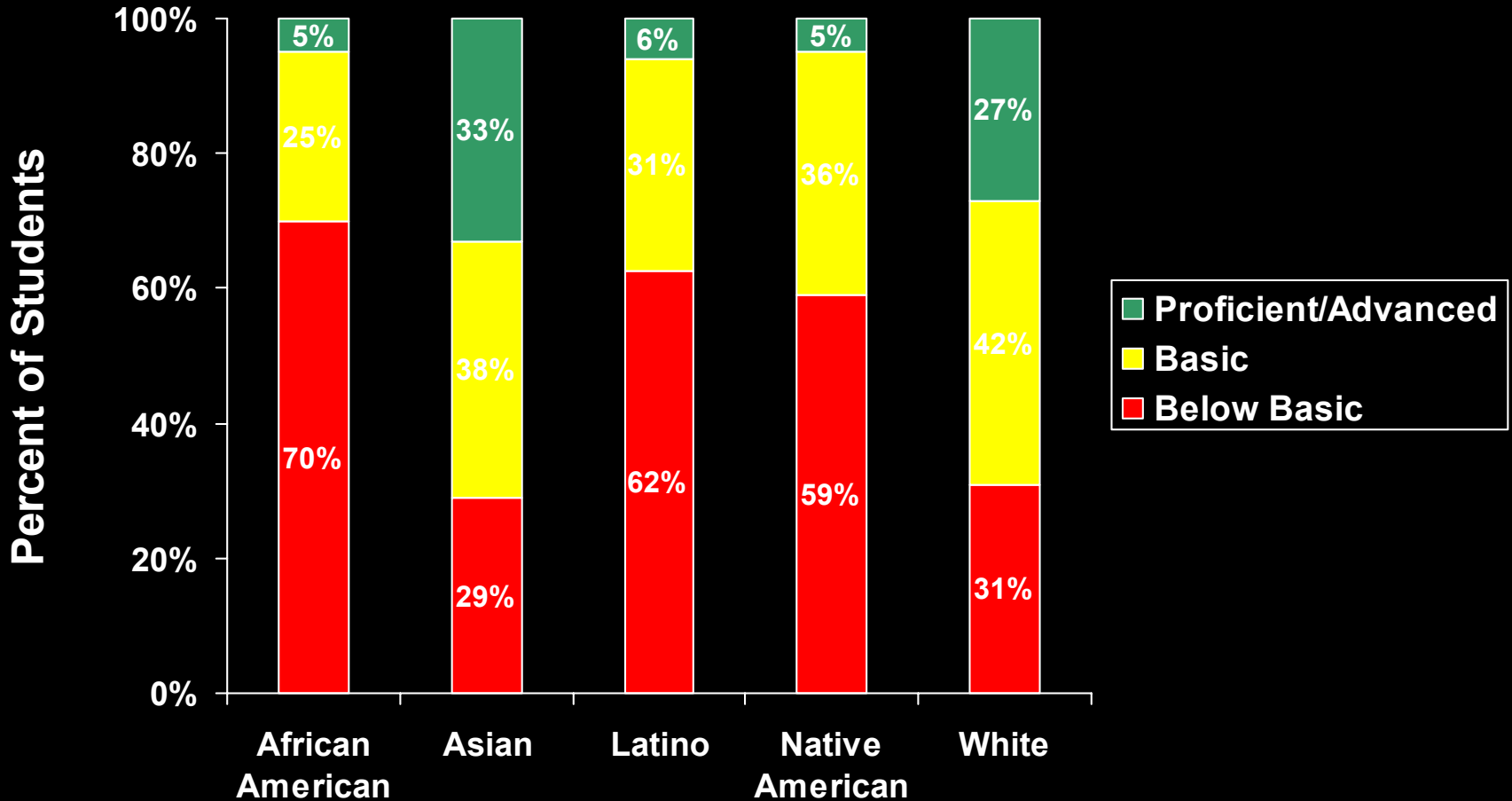
In Math, the Problems are Even Worse.



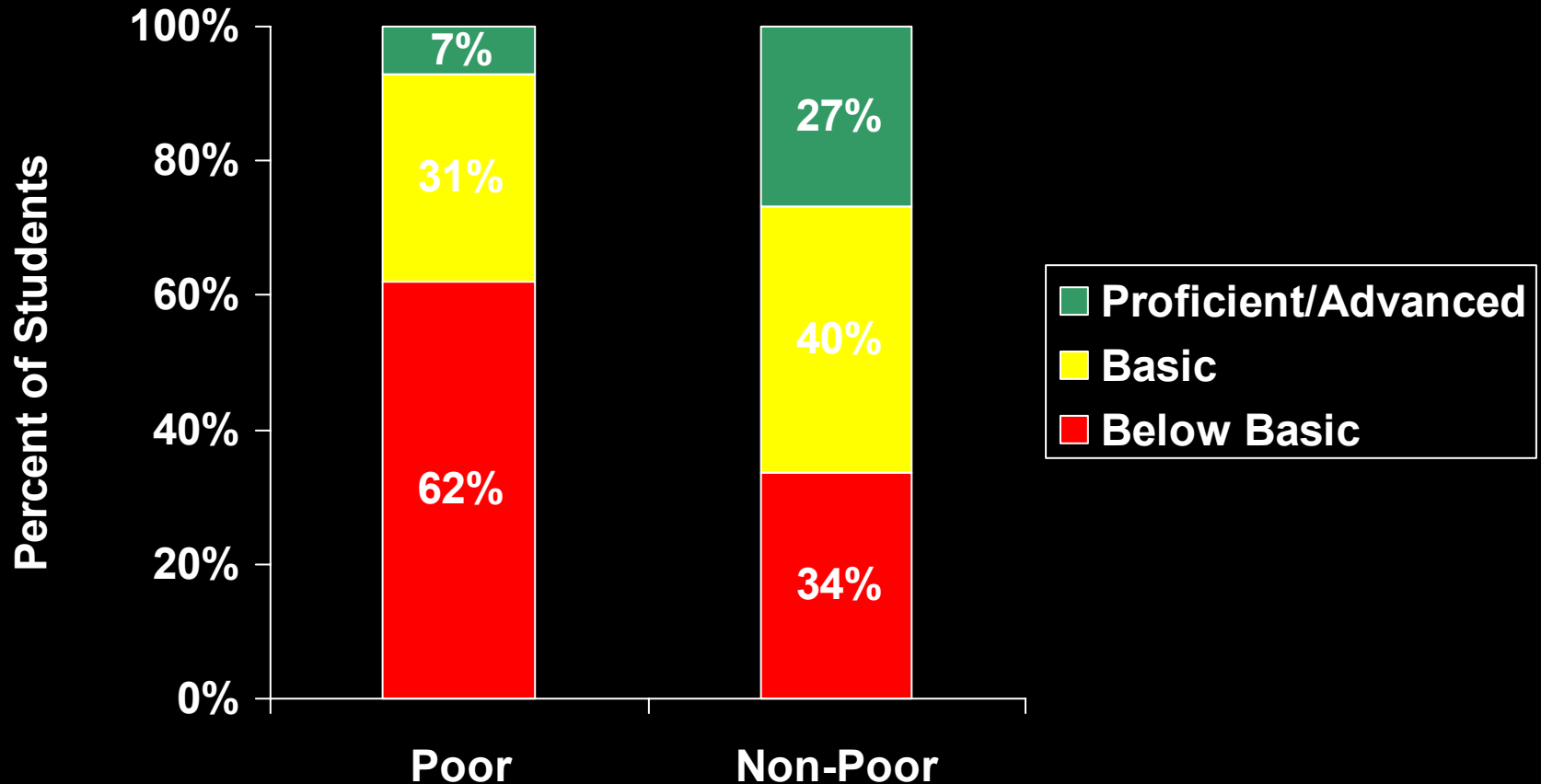
2005 NAEP Grade 12 Math All Students, Nation



2005 NAEP Grade 12 Math by Race/Ethnicity, Nation



2005 NAEP Grade 12 Math by Family Income, Nation



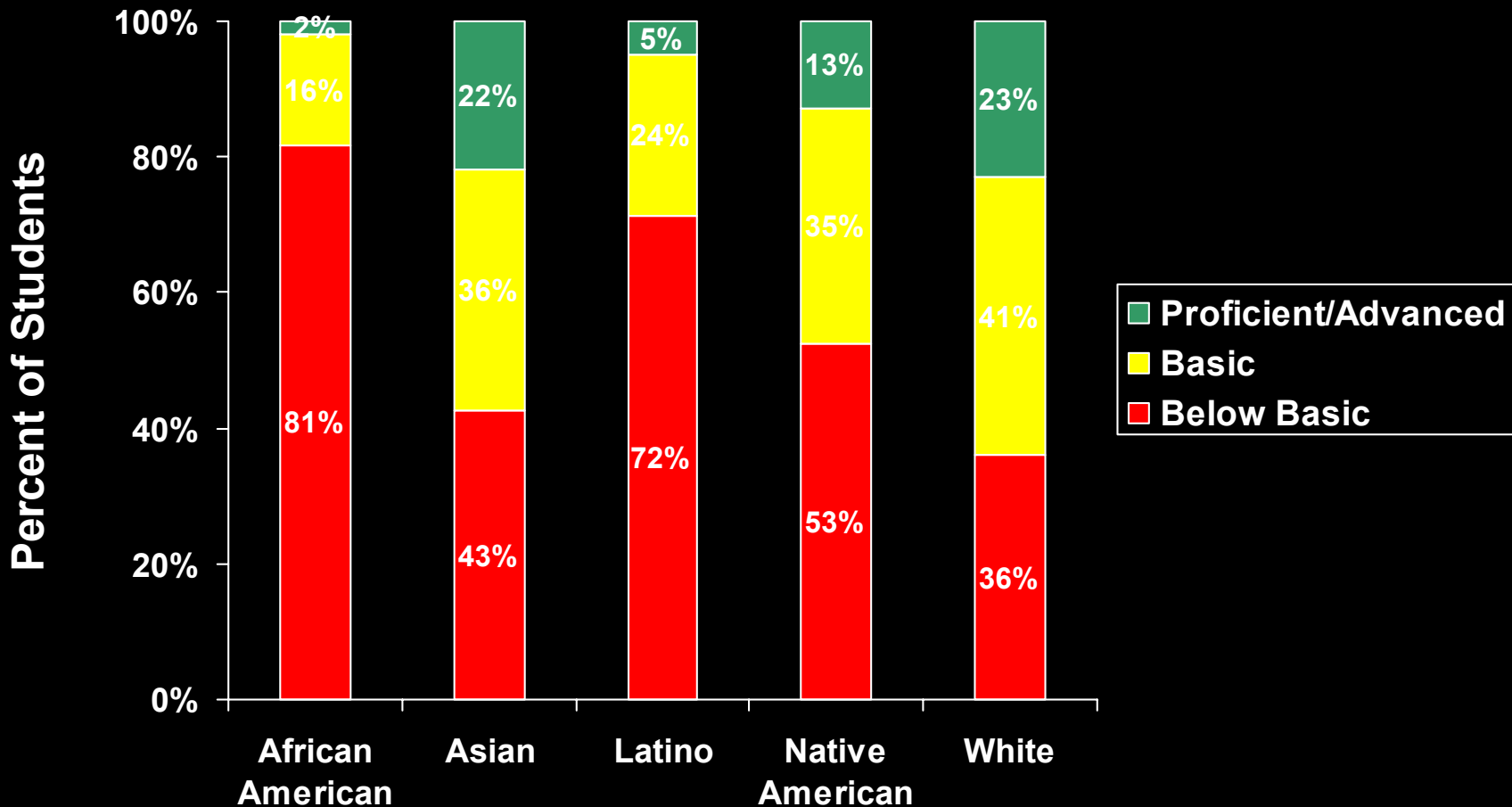
Science?

Note: NAEP scores are for public school students on

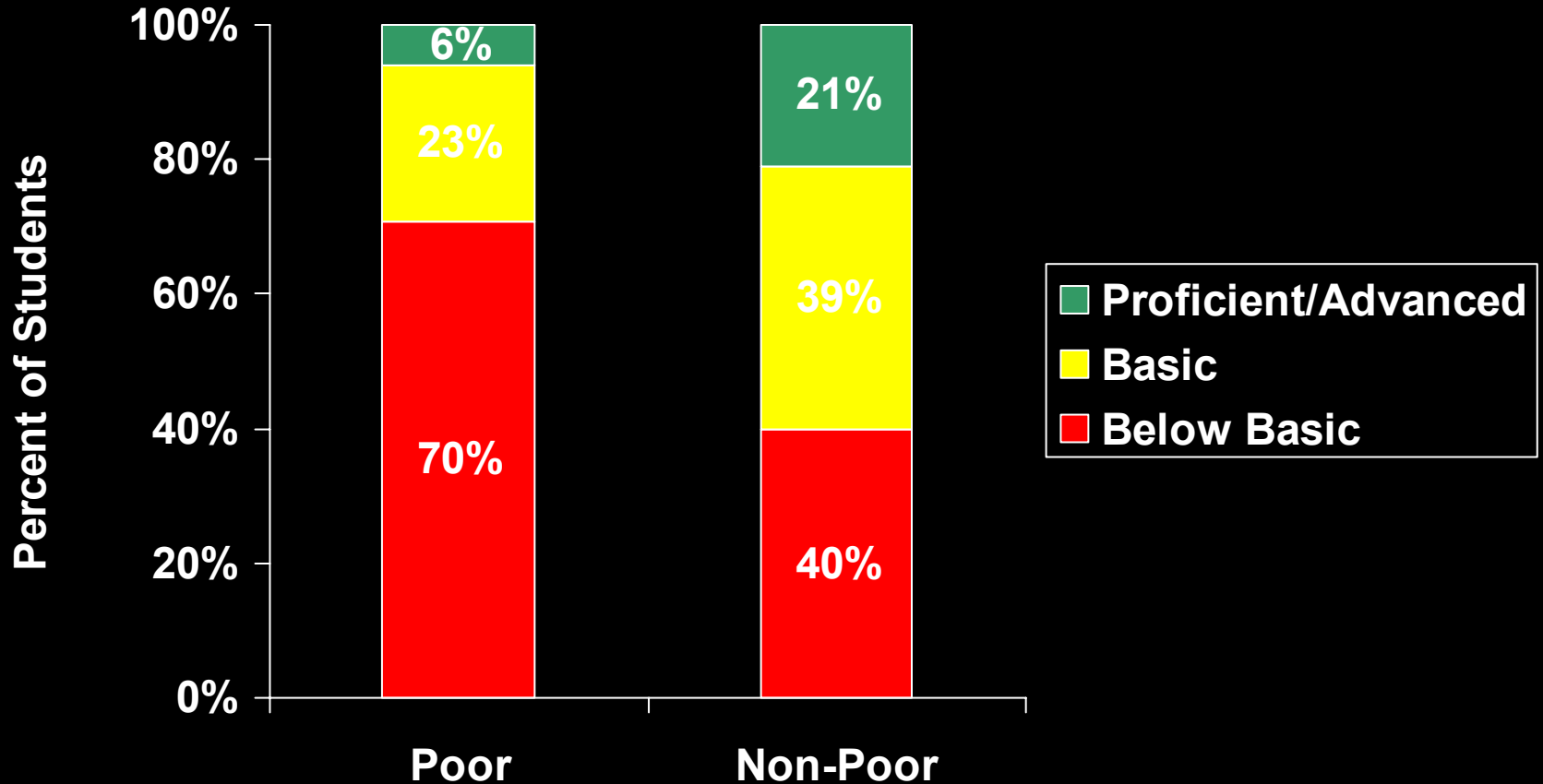


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2005 NAEP Grade 12 Science by Race/Ethnicity, Nation



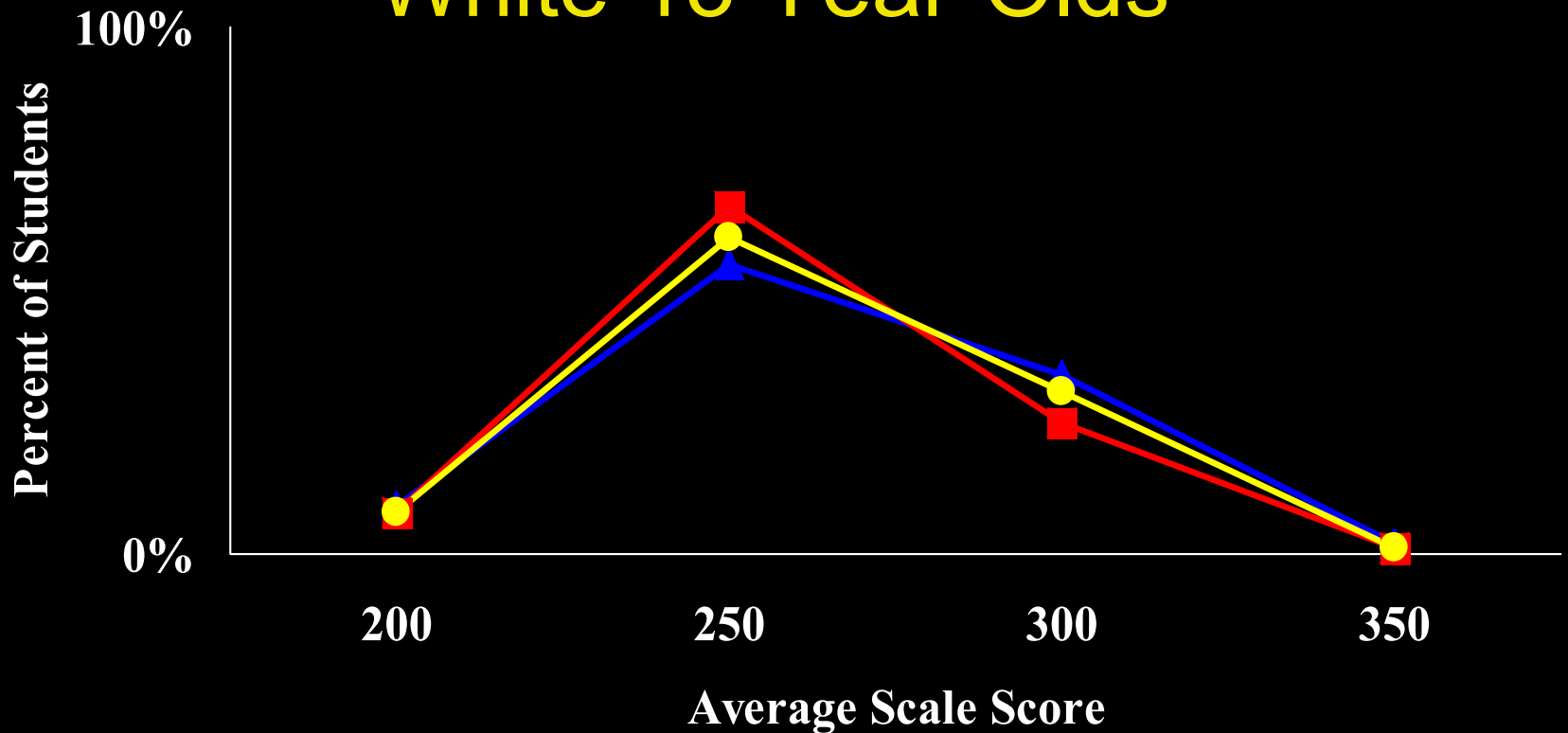
2005 NAEP Grade 12 Science by Family Income, Nation



By the end?

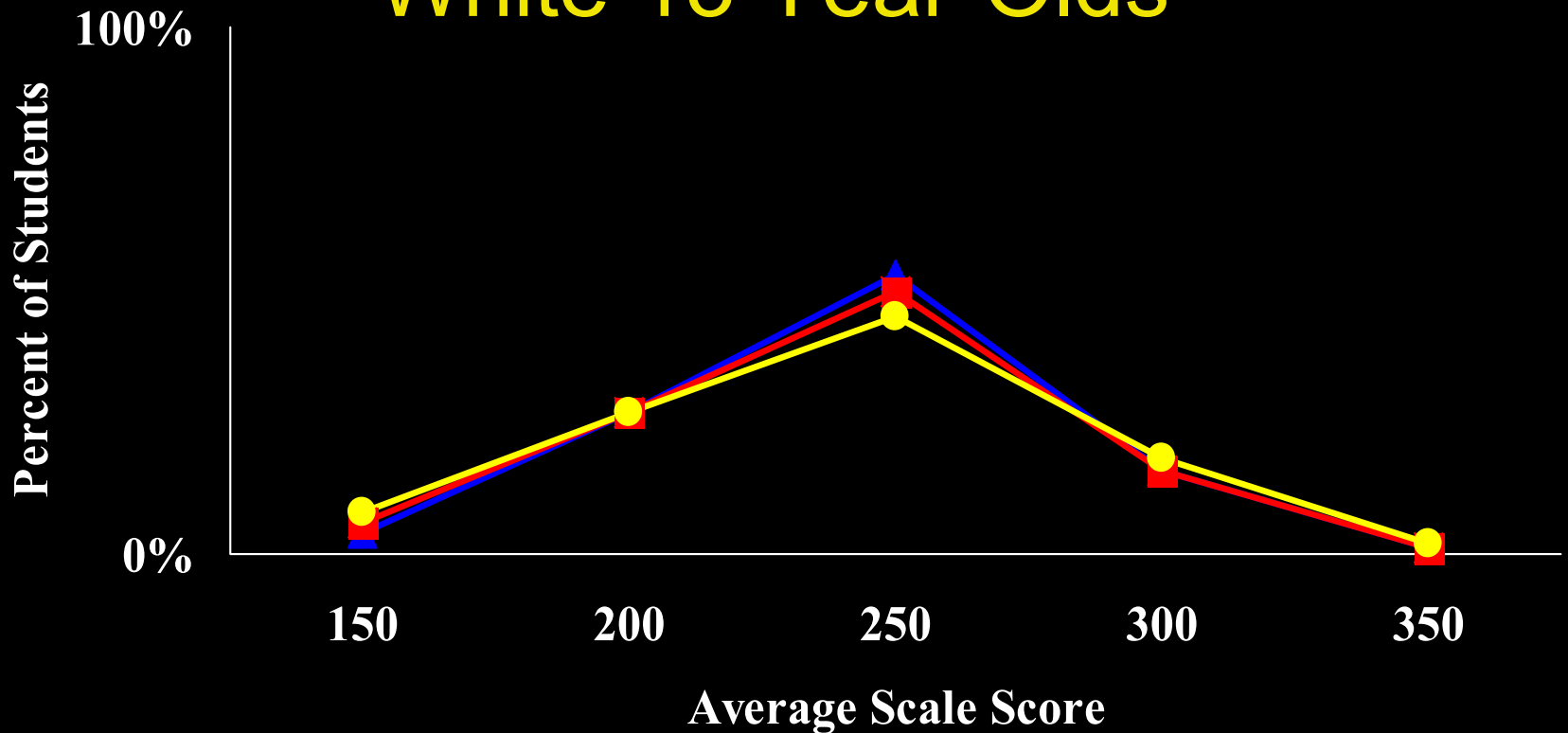


African American and Latino 17 Year-Olds Do Math at Same Levels As White 13 Year-Olds



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

Nationwide African American and Latino 17 Year-Olds Read at Same Levels As White 13 Year-Olds

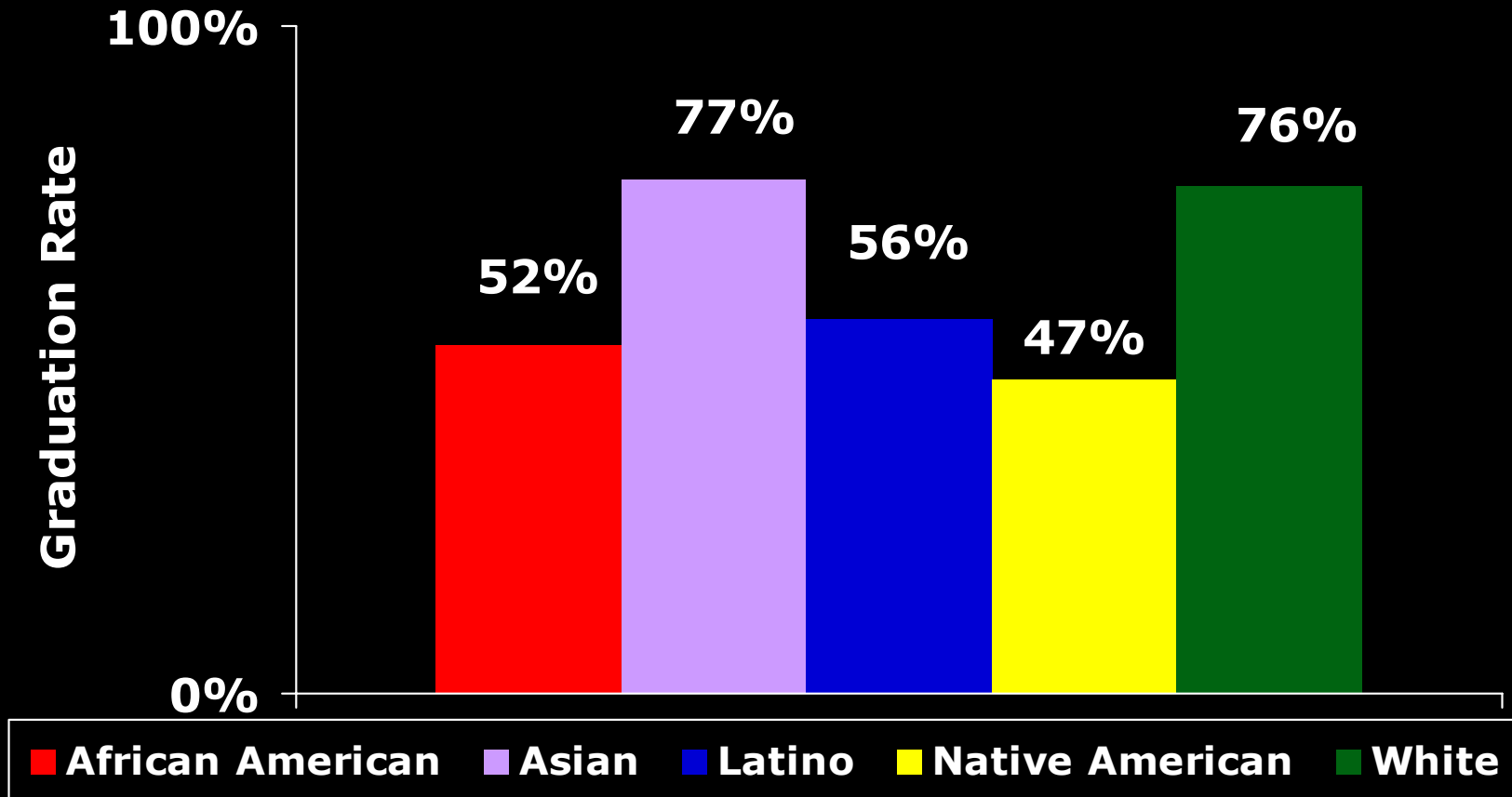


▲ White 13 Year-Olds ■ African American 17 Year-Olds ● Latino 17 Year-Olds

And that's for the students that
remain in school.



ON-TIME HIGH SCHOOL GRADUATION



Data is for the Class of 2003

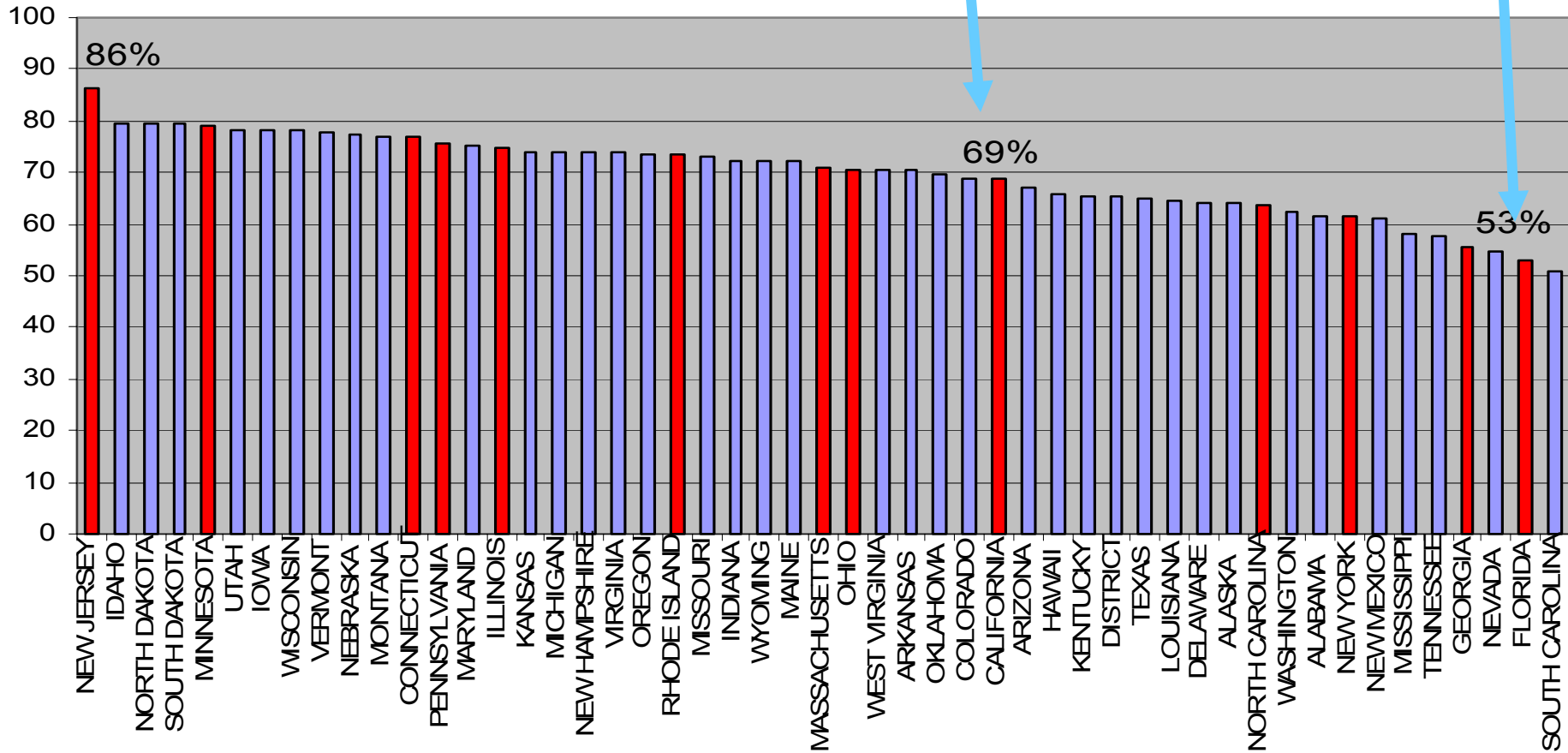
Source: Ed Week, EPE Research Center, *Diploma Counts 2006*, uses the Cumulative Promotion Index (CPI).



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Some states do a better job of graduating students than others.

Graduation Rates - 2000-01



Source: *Losing Our Future: How Minority Youth Are Being Left Behind by the Graduation Rate Crisis*, Harvard Civil Rights Project & Urban Institute, 2004 – Uses the Cumulative Promotion Index.



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Is it 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 1999 PISA
results were published.



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

	U.S. RANK
READING	15TH
MATH	19TH
SCIENCE	14TH



The new ones?



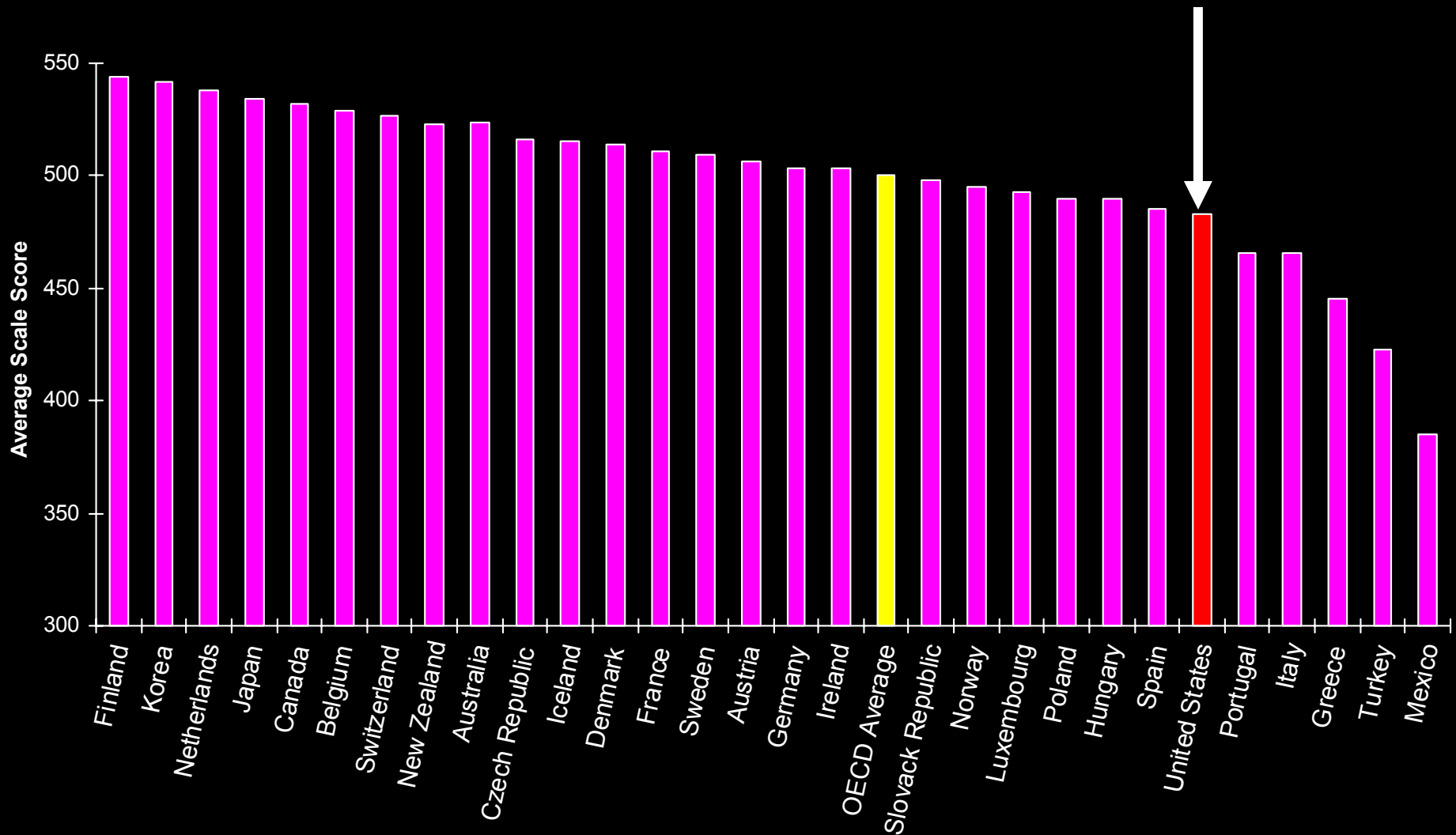
PISA 2003: US 15 Year-Olds Rank Near The End Of The Pack Among 29 OECD Countries

	U.S. RANK
READING	20 TH
MATH	24 TH
SCIENCE	19 TH

Let's take a closer look at
math.



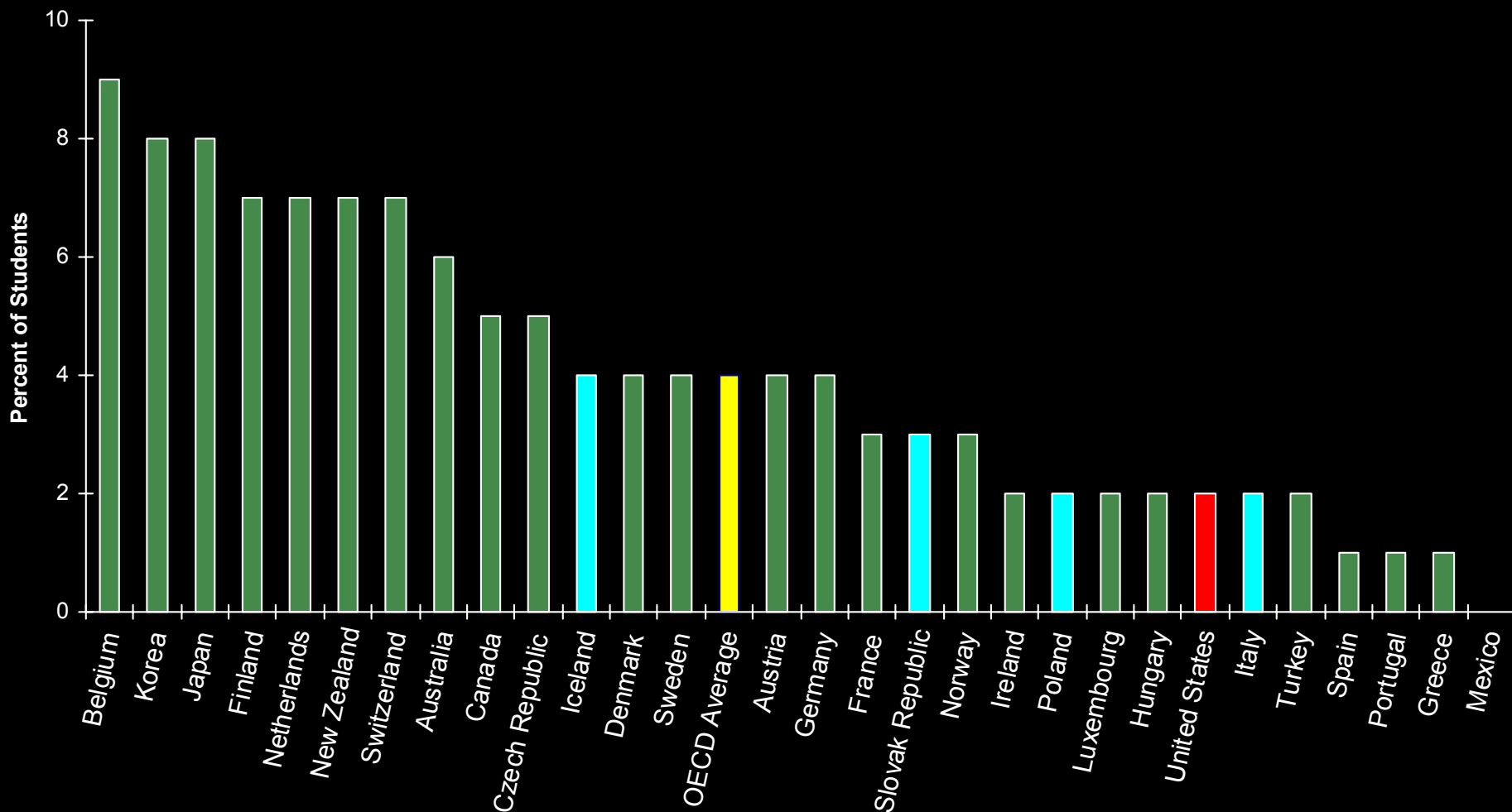
2003: U.S. Ranked 24th out of 29 OECD Countries in Mathematics



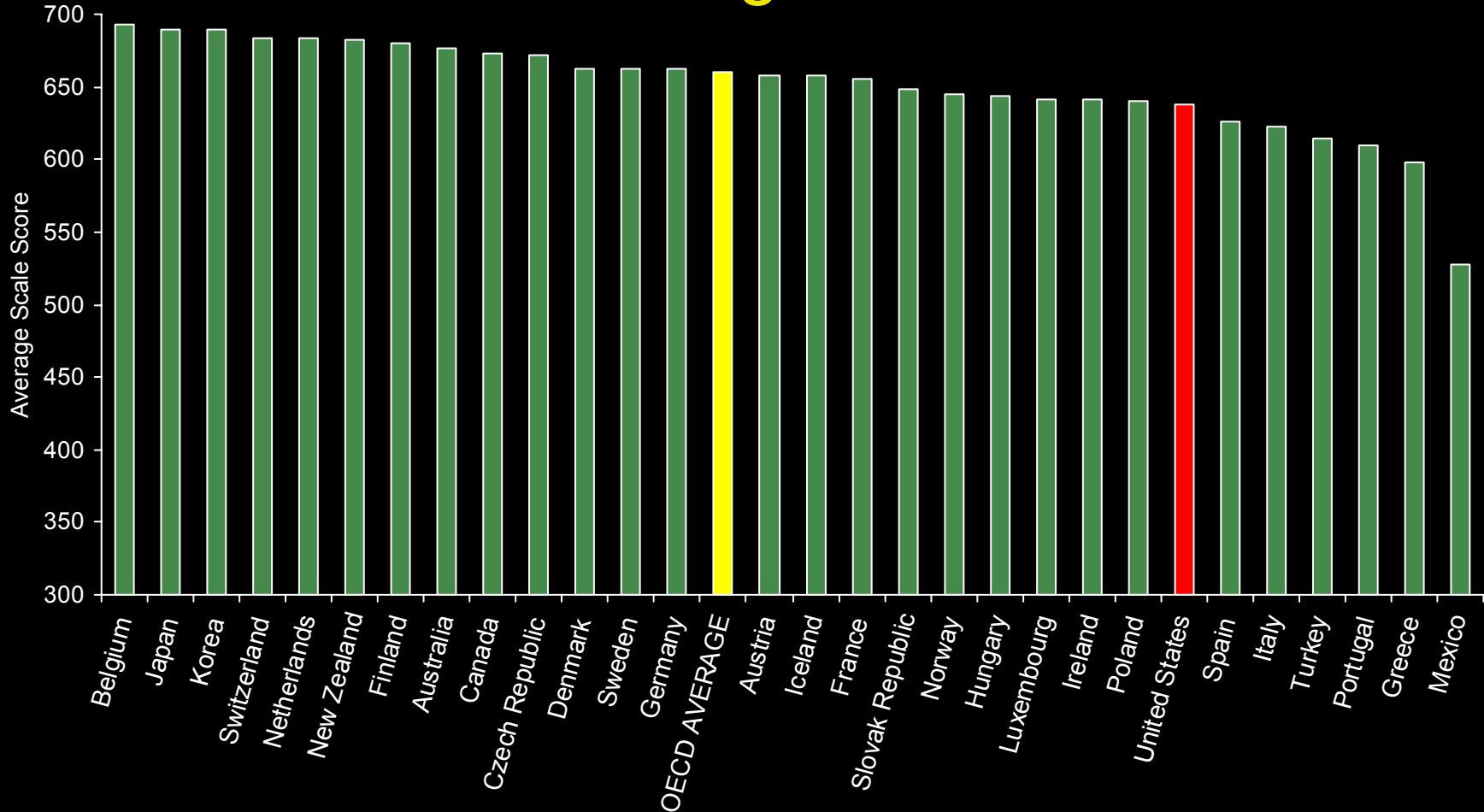
Problems are not limited to our
high-poverty and high-minority
schools . . .



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



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



* Students at the 95th Percentile

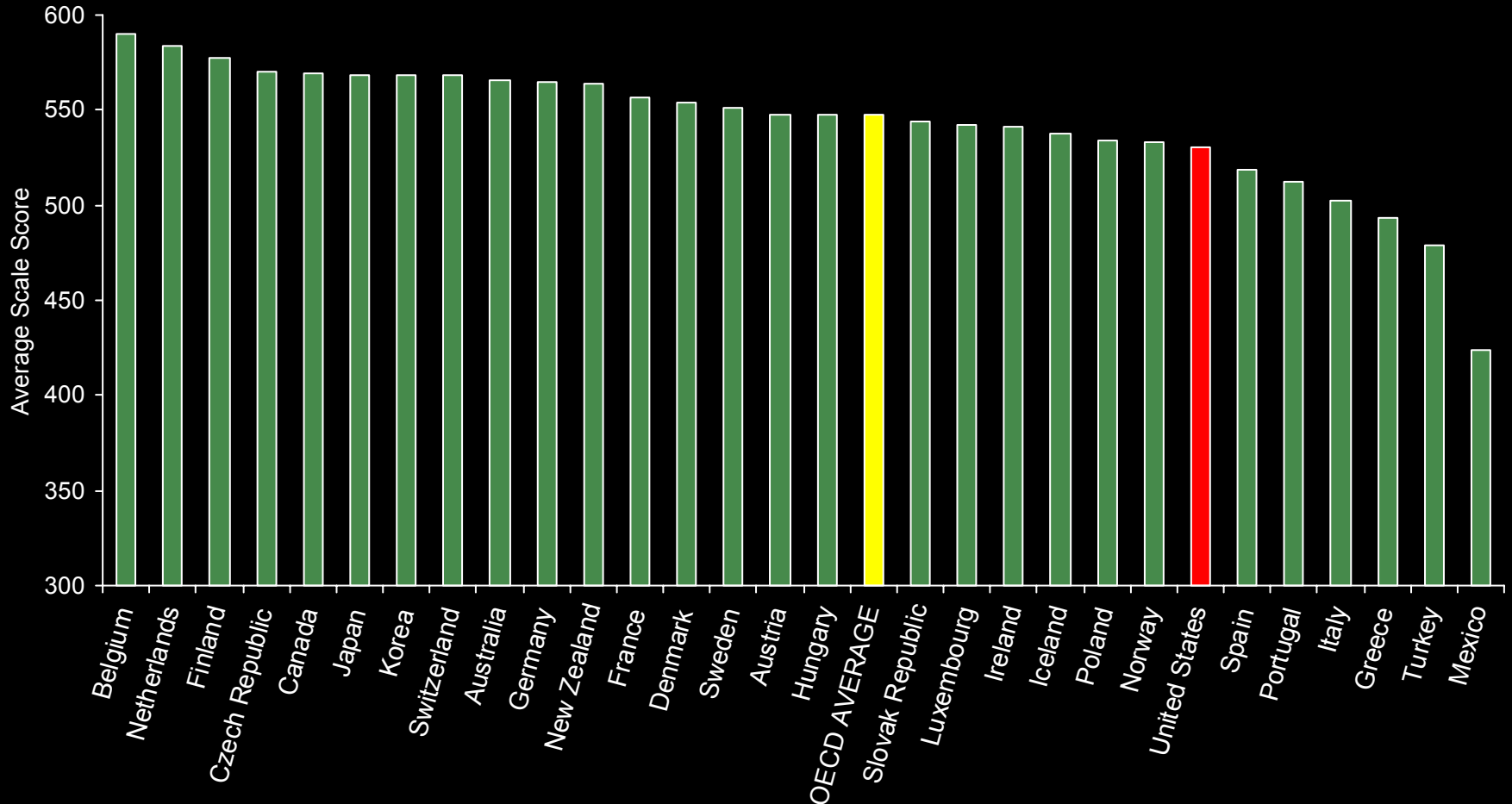
Source: Organization for Economic Cooperation and Development (OECD), PISA 2003 Results, data available at

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



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



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

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



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Our 15-year-olds have a worse average scale score in mathematics than most of their international peers.

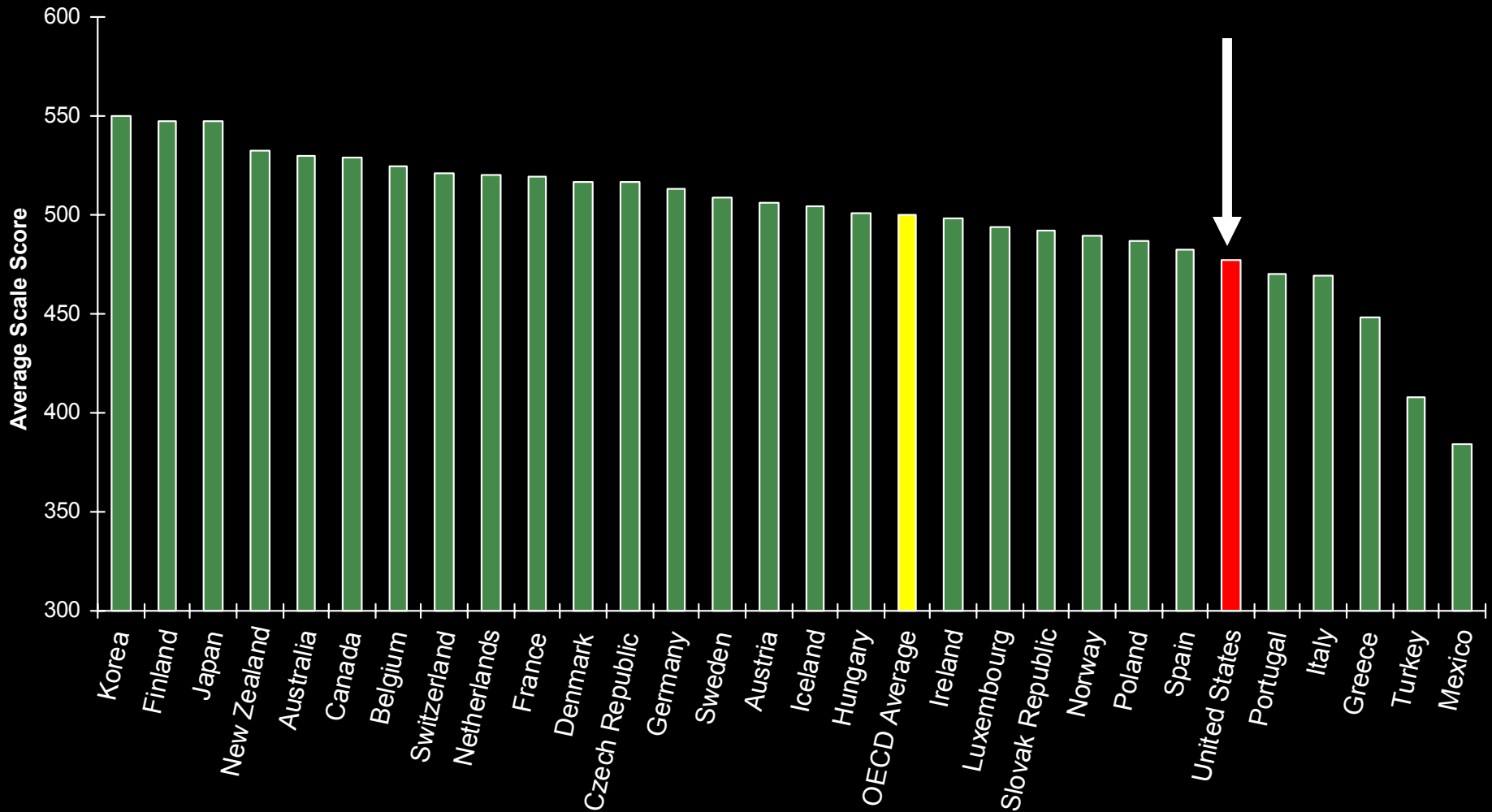
Closest Competitor?

Latvia.

Problems not limited to math,
either.



PISA 2003: Problem-Solving, US Ranks 24th Out of 29 OECD Countries



More than half of our 15 year olds at problem-solving level 1 or below.



One measure on which 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/>

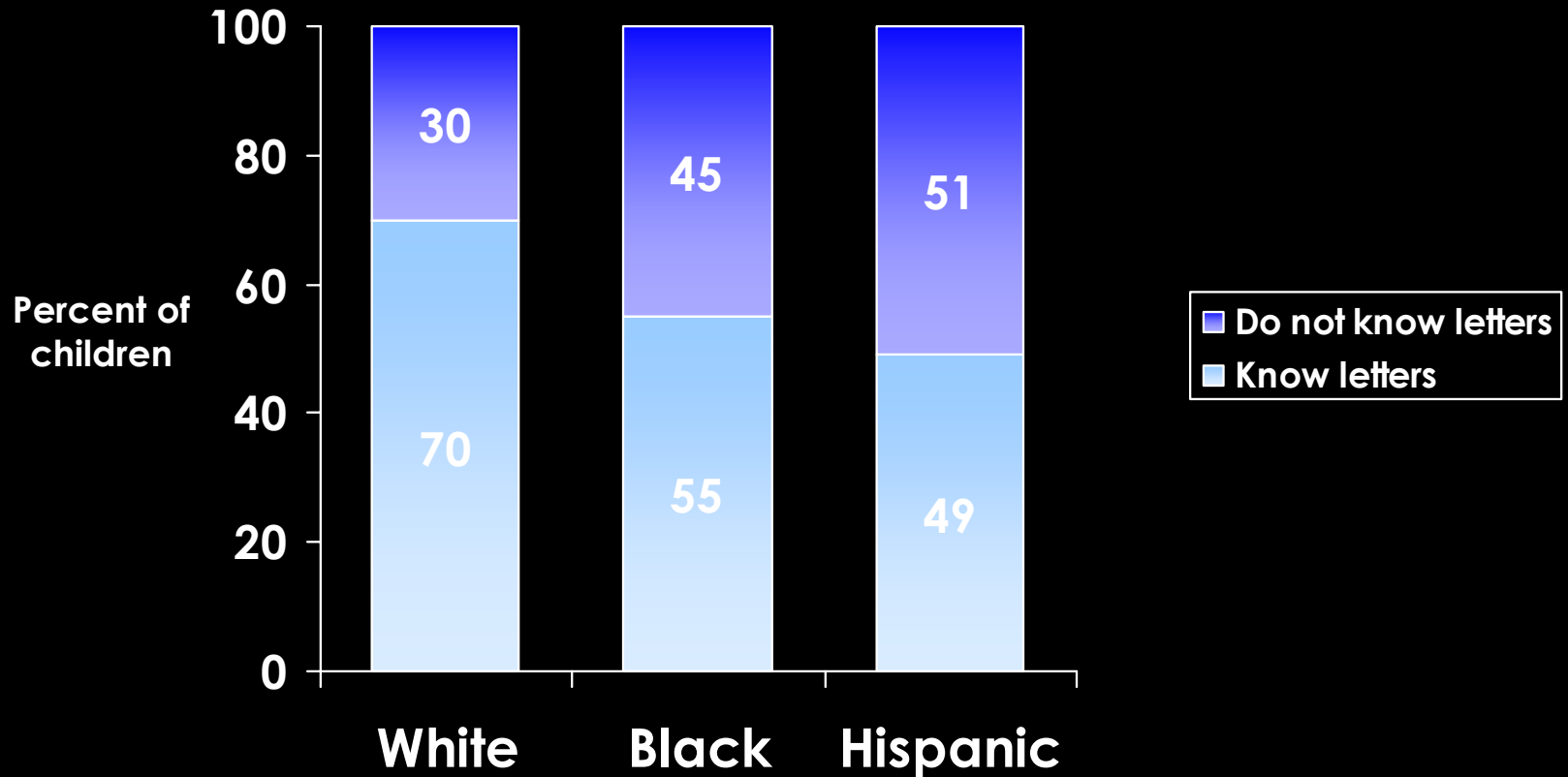


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These gaps begin before children arrive at the schoolhouse door.



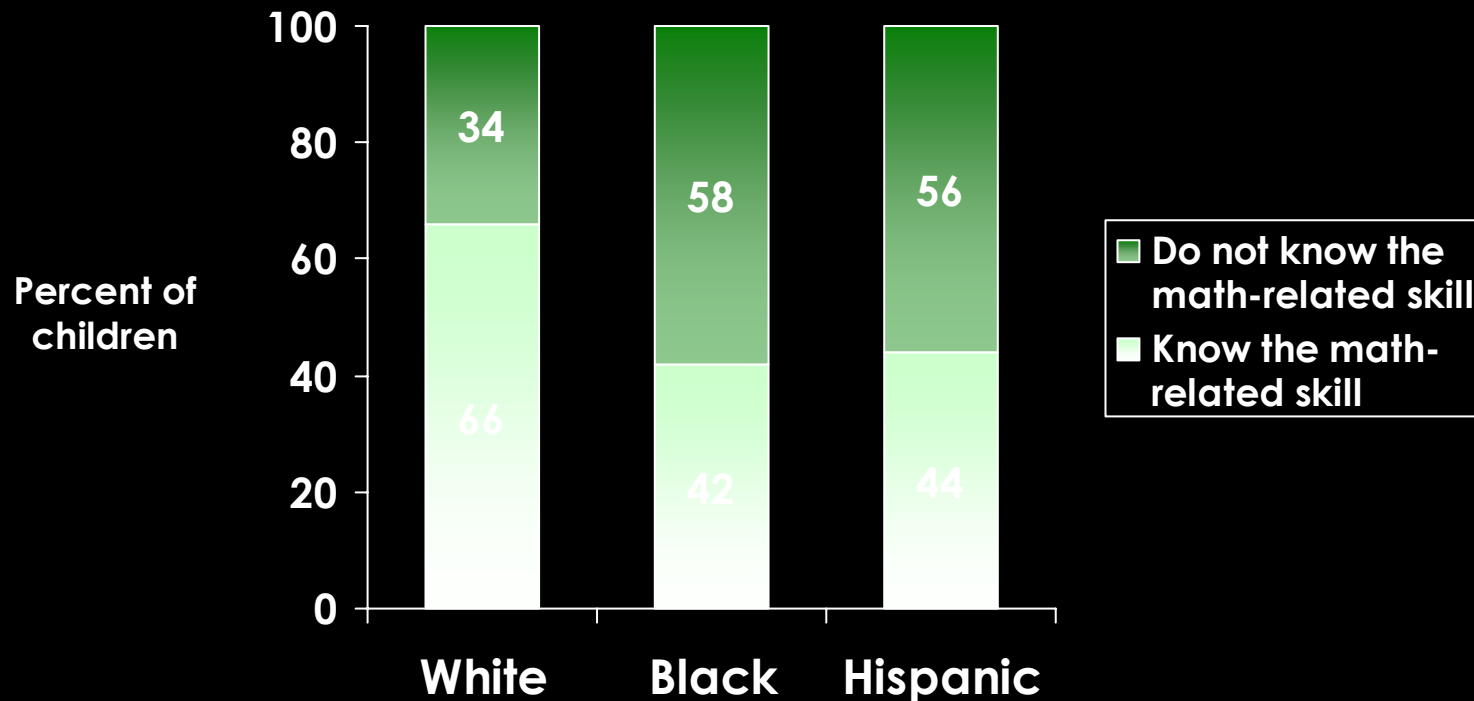
Black and Hispanic children are significantly less likely than White children to know their letters when they enter kindergarten.



Source: America's Kindergartners. NCES 2000-070.



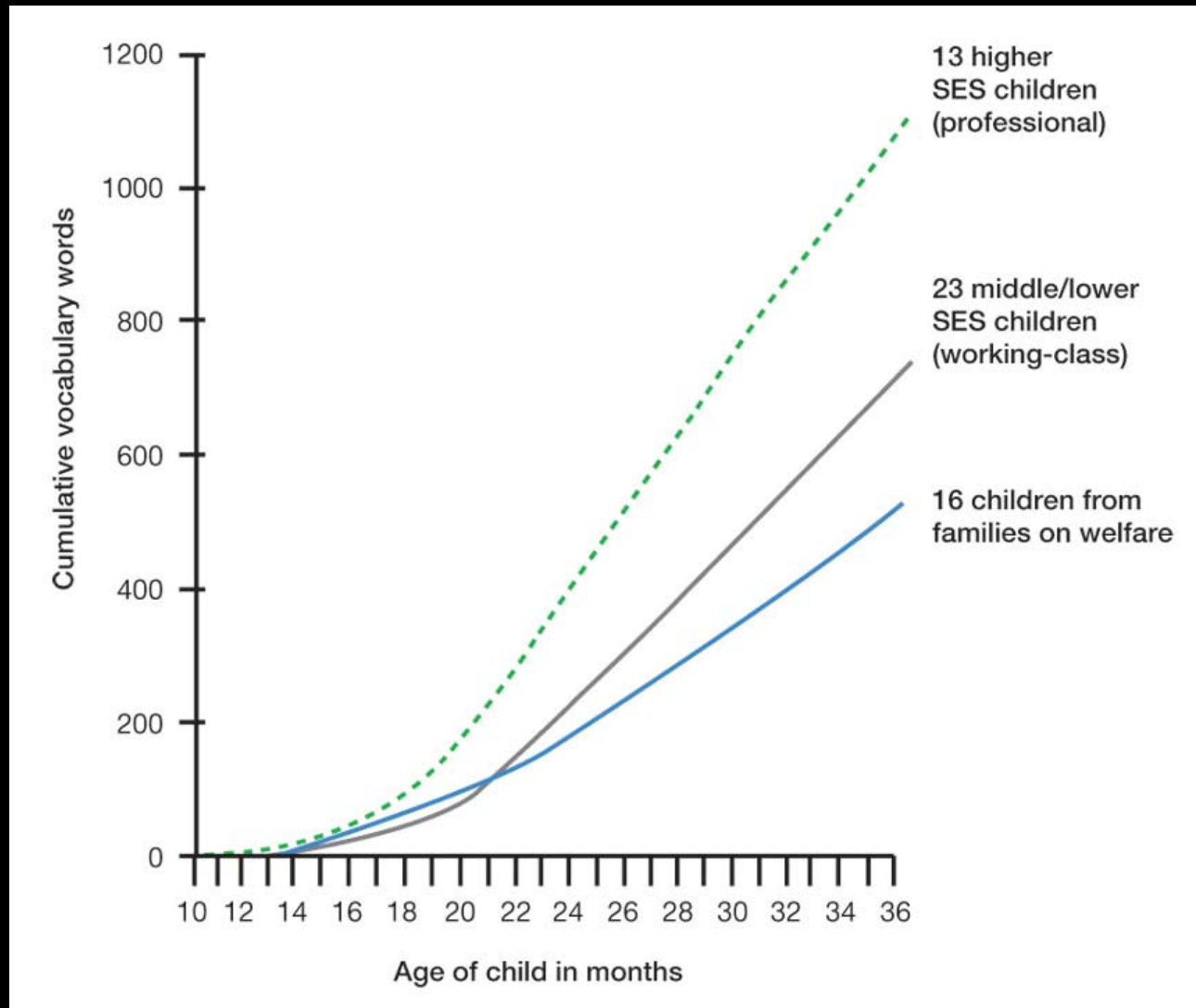
Black and Hispanic children are significantly less likely than White children to understand the mathematical concept of relative size (e.g., longer v. shorter) when they enter kindergarten.



Source: America's Kindergartners. NCEES 2000-070.



Low income 3-year-olds have smaller vocabularies than their more affluent peers



But, rather than organizing our educational system to ameliorate the school-readiness gap, we organize it to exacerbate the problem.



Are these patterns of low achievement inevitable?



What Too Many Educators Say:

- They're poor;
- Their parents don't care;
- They come to schools without breakfast;
- Violence in the community;
- Not enough books...



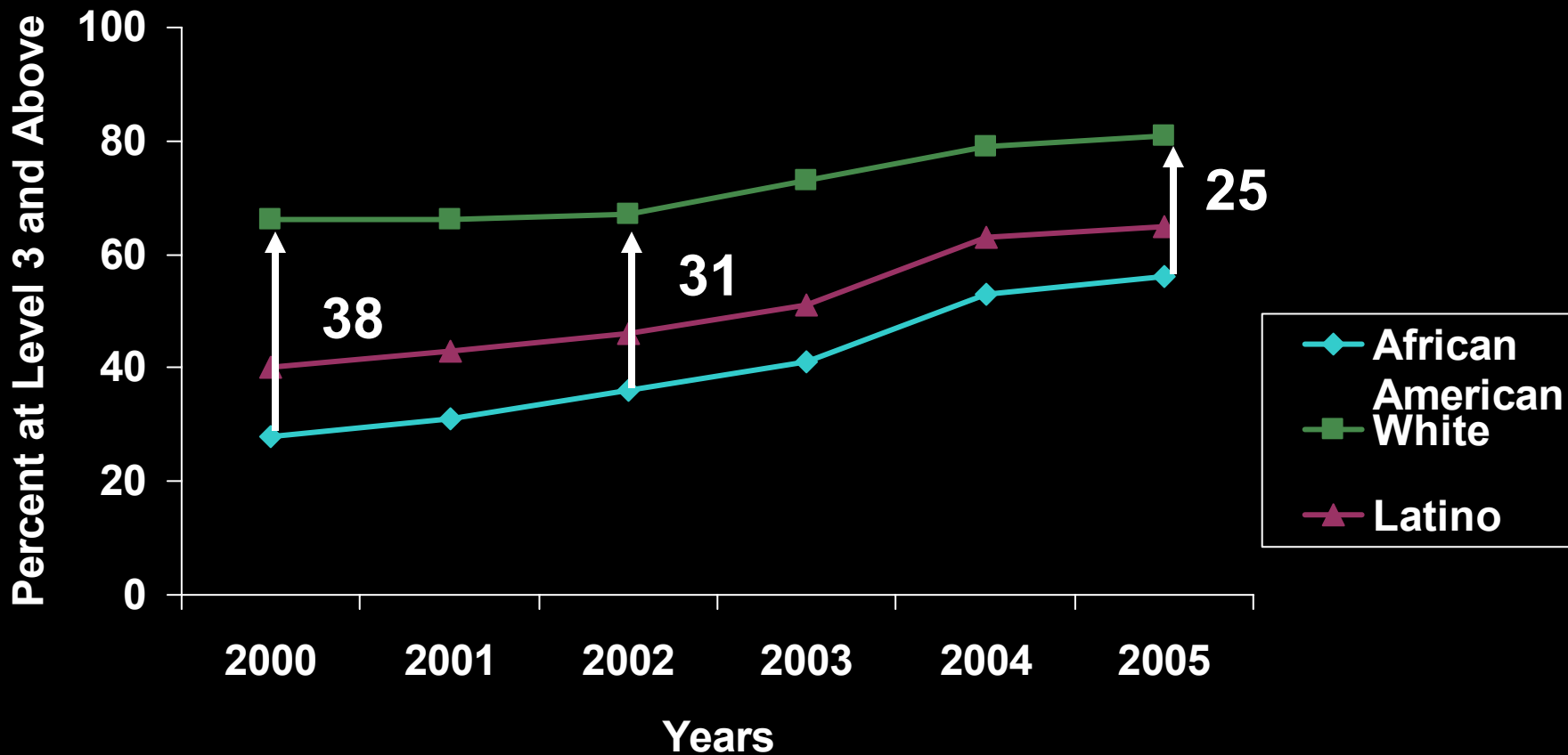
But if they're right?

What about the high performing, high minority and high poverty schools and districts across the country overcoming their challenges and raising achievement for all kids?

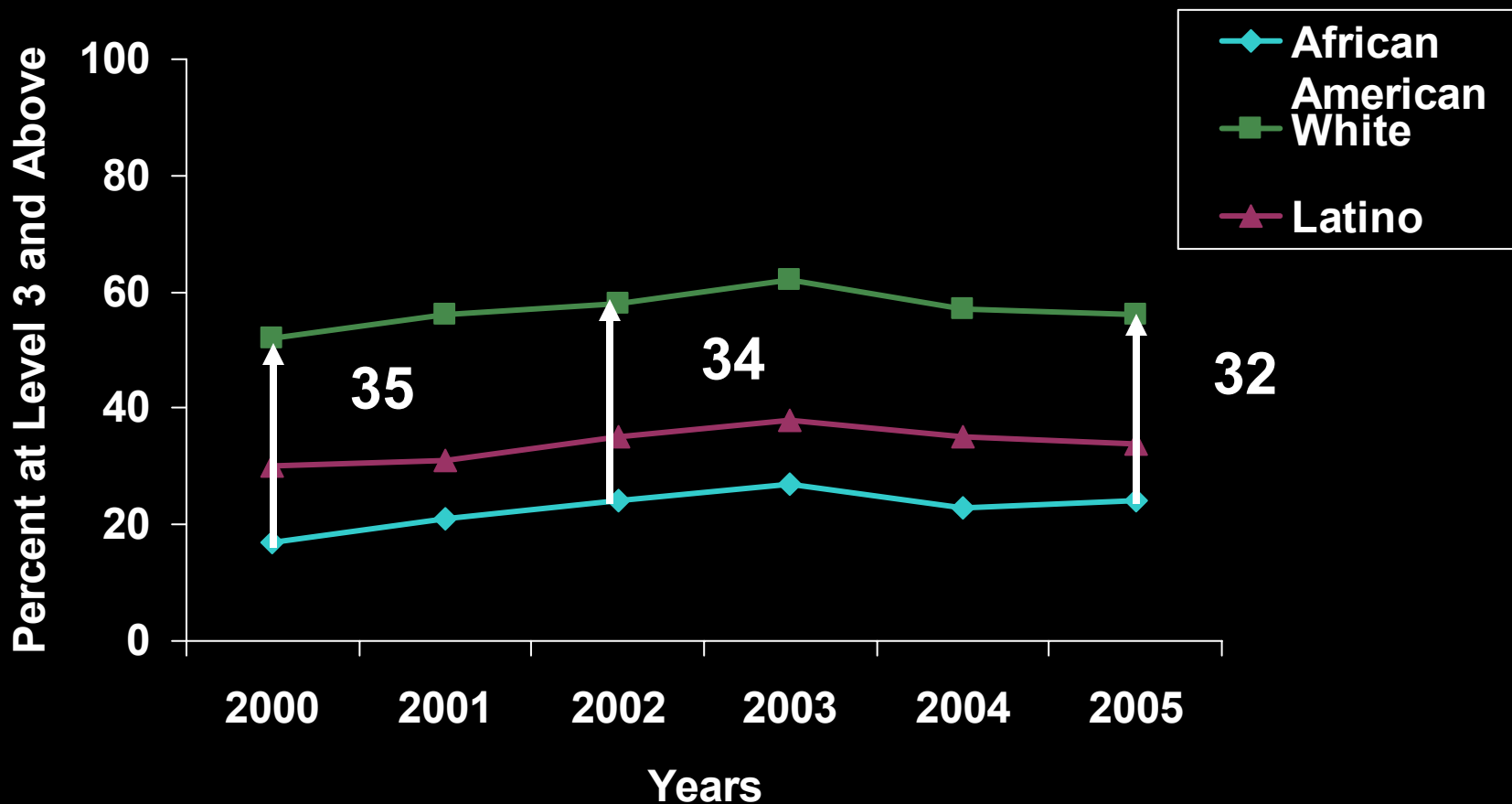
Some right in your home states and cities . . .



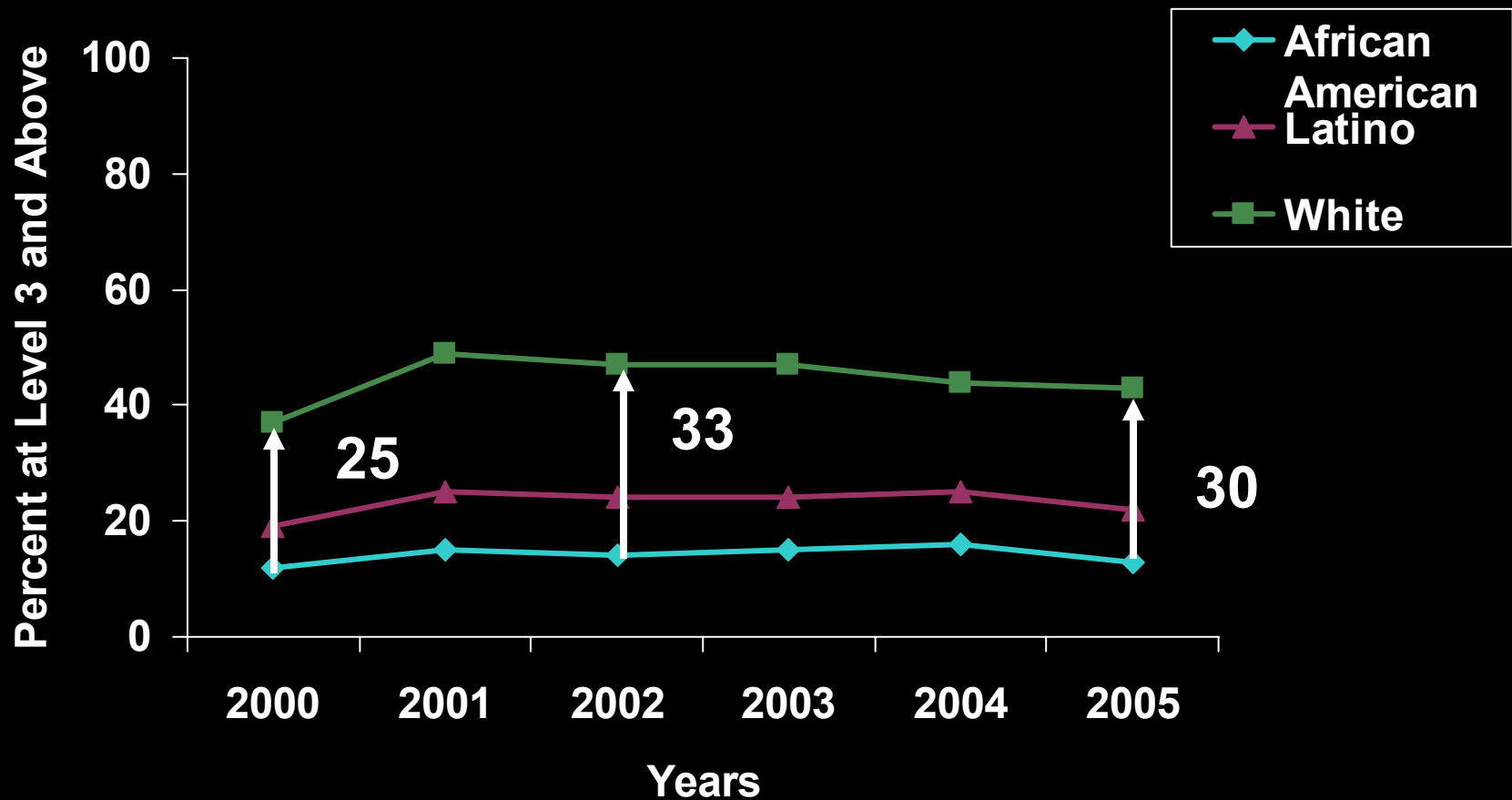
Florida Comprehensive Assessment Test, Grade 4 Reading by Race/Ethnicity



Florida Comprehensive Assessment Test, Grade 8 Reading by Race/Ethnicity



Florida Comprehensive Assessment Test, Grade 10 Reading by Race/Ethnicity

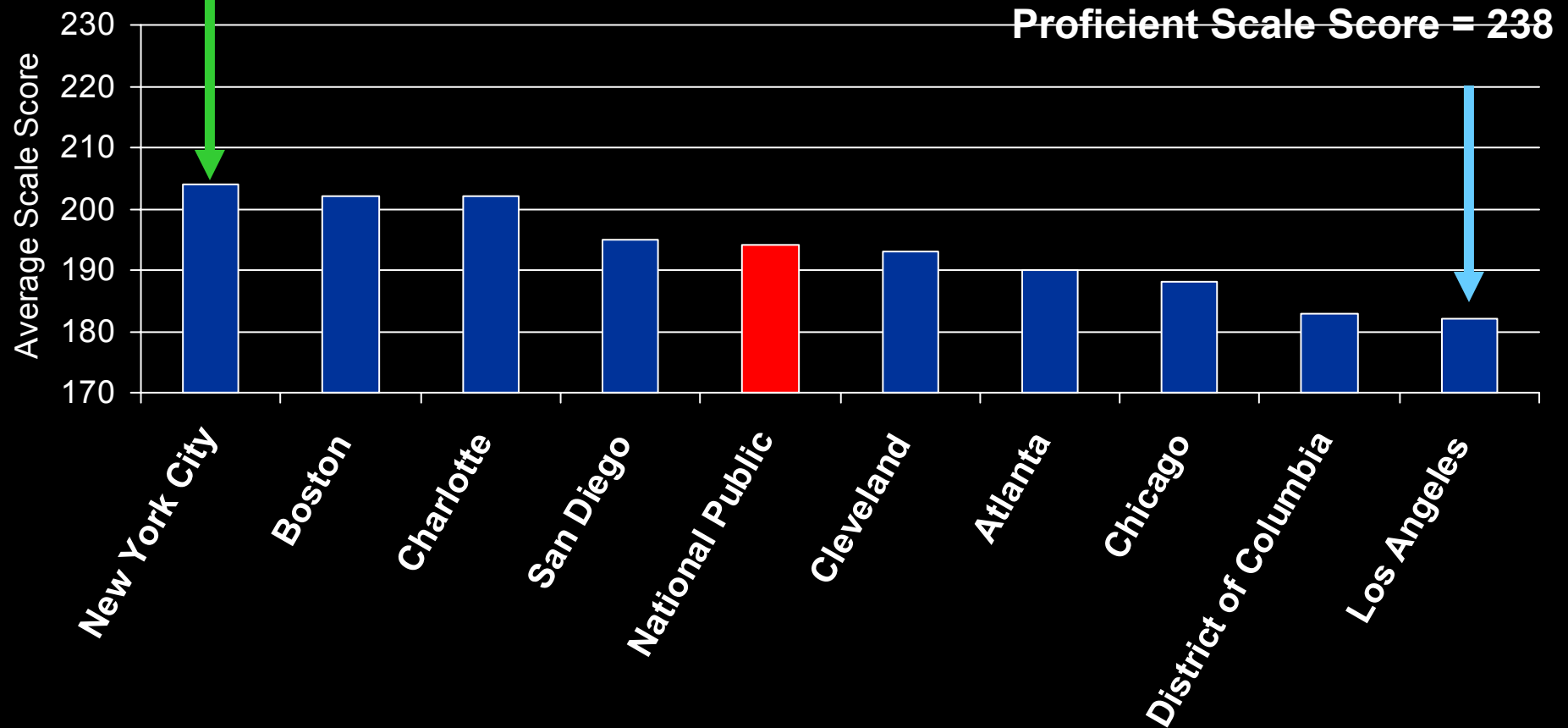


NAEP 4th Grade Reading Growth Between 1998 and 2005 Florida vs. Other States

	Florida Rank
Overall	#2
African Americans	#2
Latinos	#4
Low-Income	#2
White	#2



Low-Income African American Students do Better in Some Districts (Urban NAEP Grade 4 Reading, 2005)

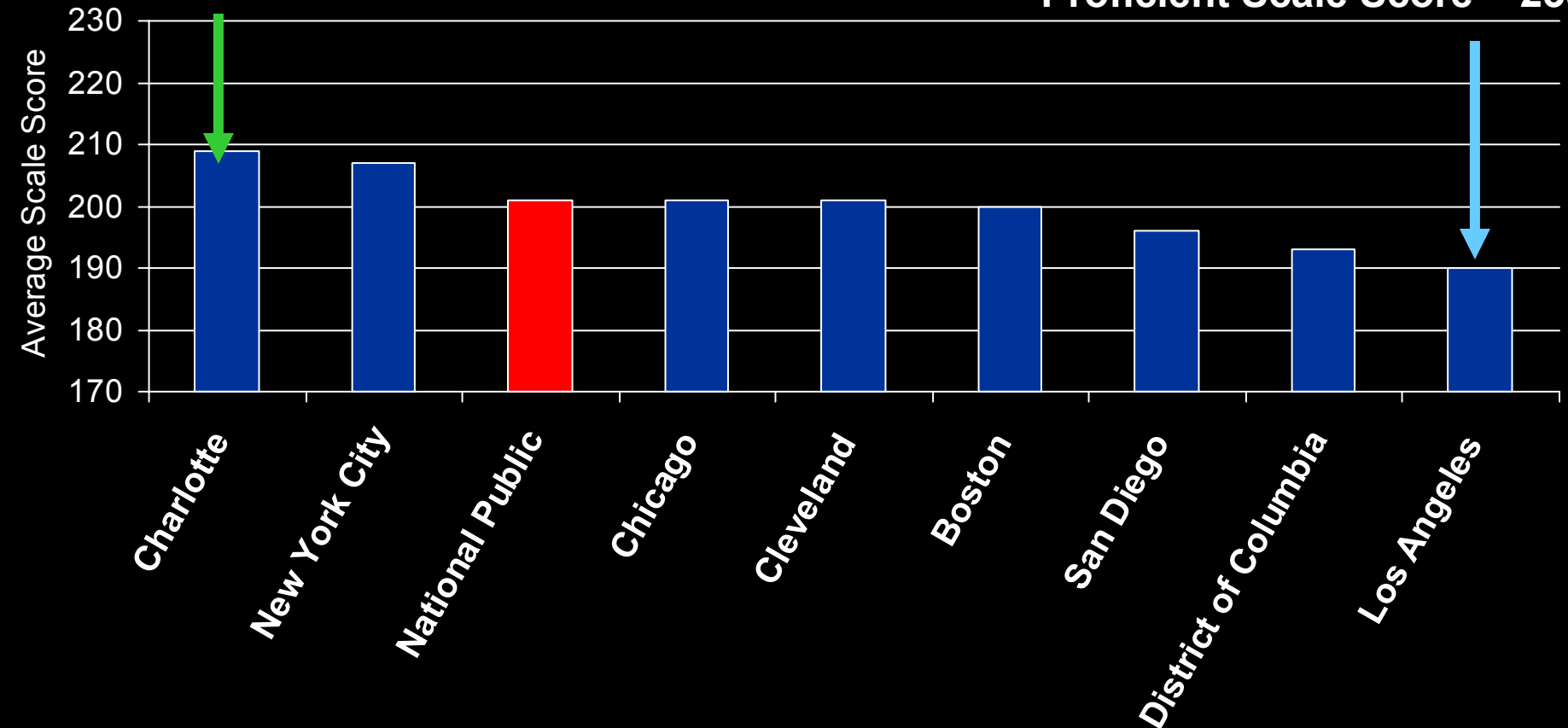


Houston and Austin are not included due to high exclusion rates for students with disabilities and English Language Learners



Latino Students Do Better In Some Districts (Urban NAEP Grade 4 Reading, 2005)

Proficient Scale Score = 238

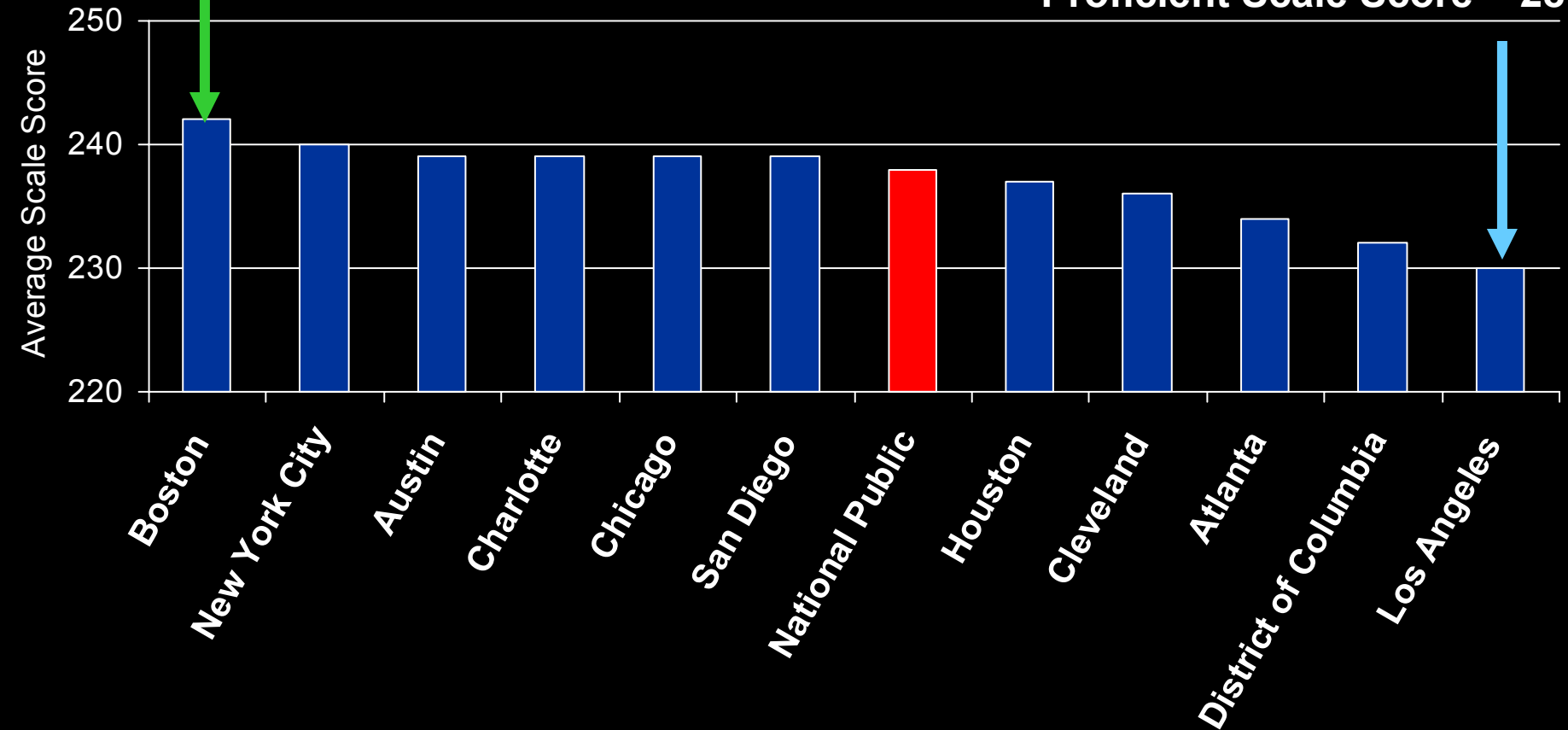


Houston and Austin are not included due to high exclusion rates for students with disabilities and English Language Learners. Latino scores are not available for Atlanta



Low-Income African American Students do Better in Some Districts (Urban NAEP Grade 8 Math, 2005)

Proficient Scale Score = 281



Mount Vernon City School District Demographics

- 78% African American
- 13% Latino
- 7% White

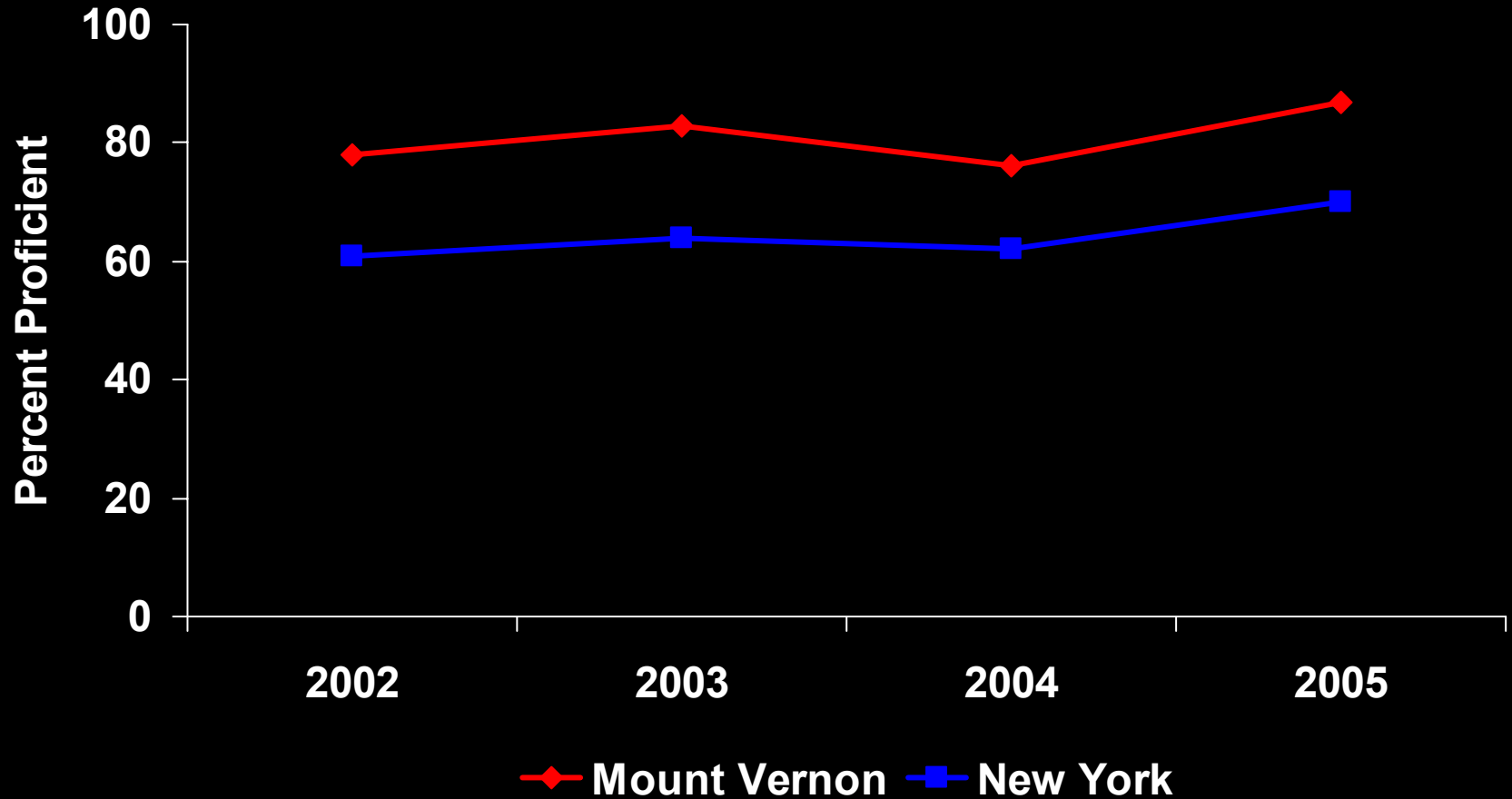
Note: Figures are for 2004

Source: School Matters, <http://www.schoolmatters.com/>

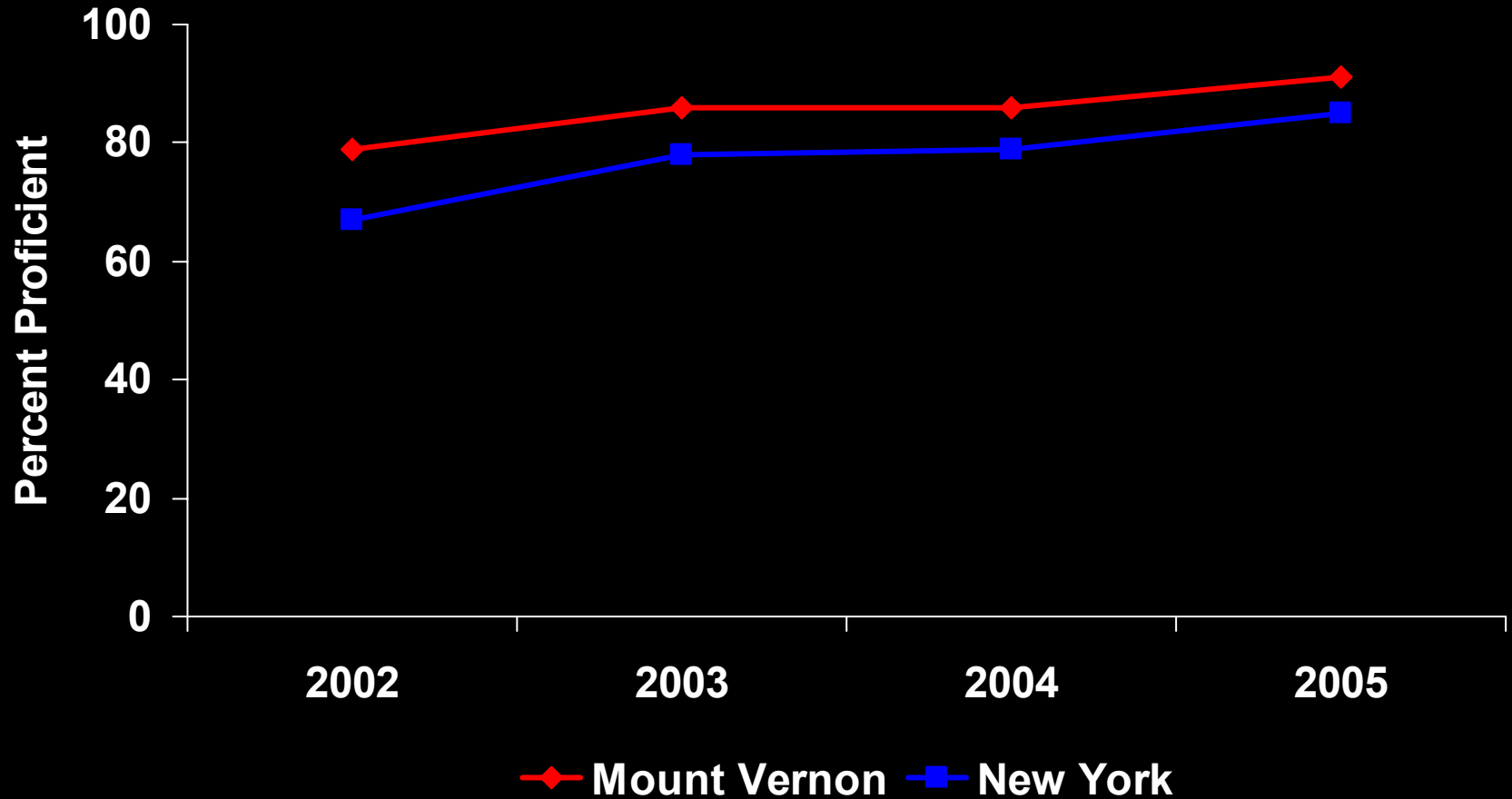


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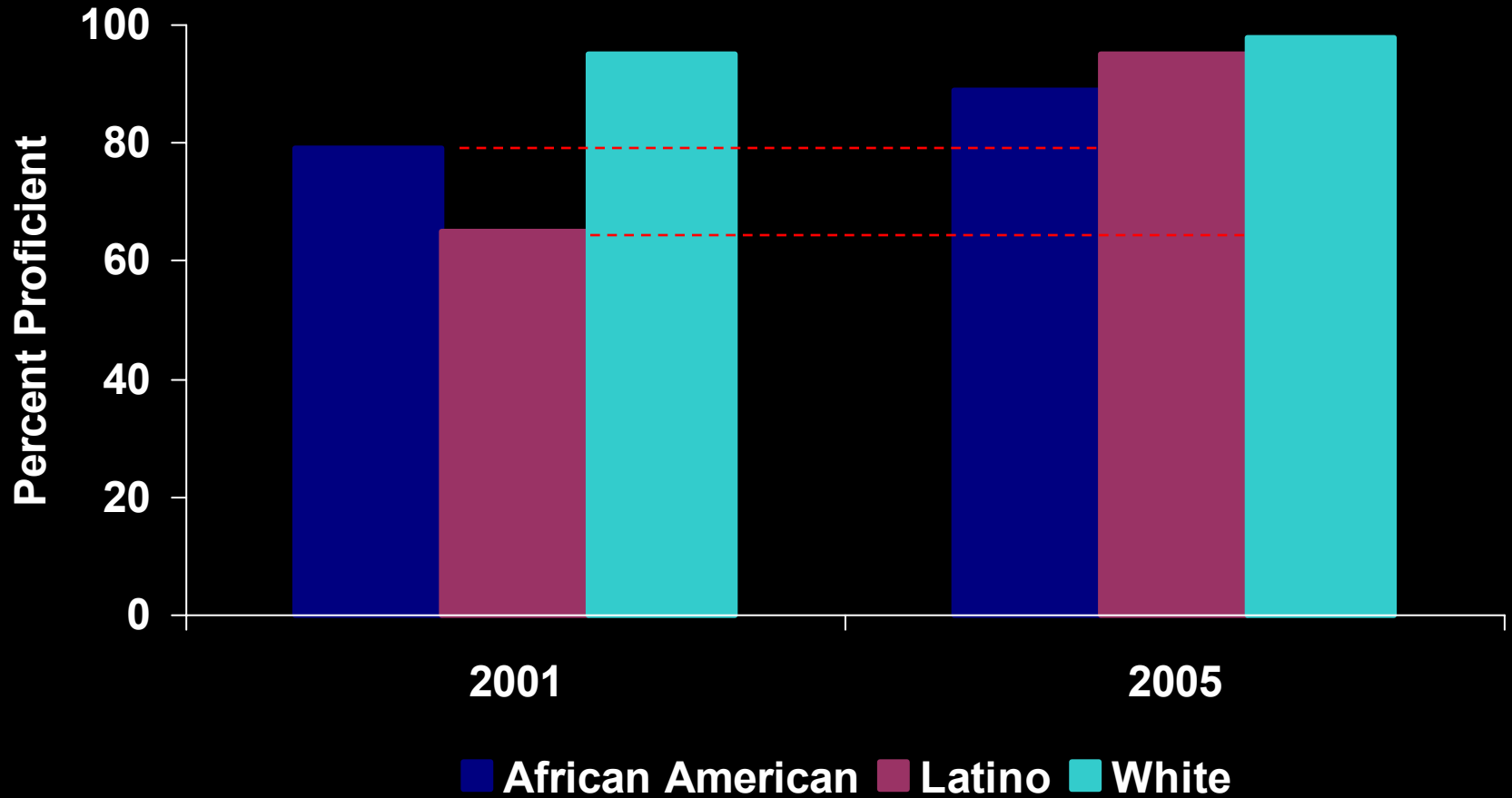
Mount Vernon City School District Consistently Outperforms the State in 4th Grade Reading



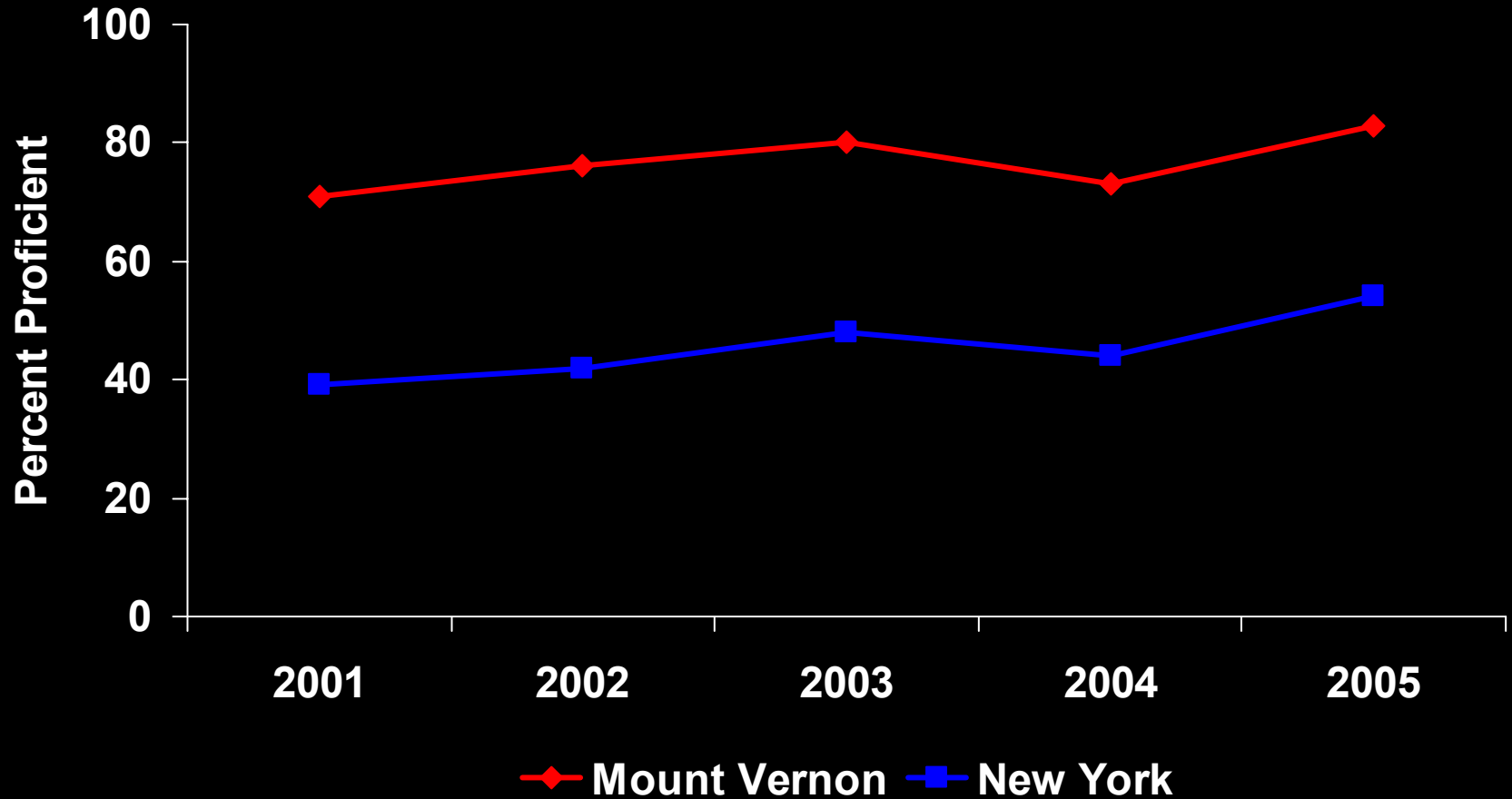
Mount Vernon City School District Outperforms the State in 4th Grade Math



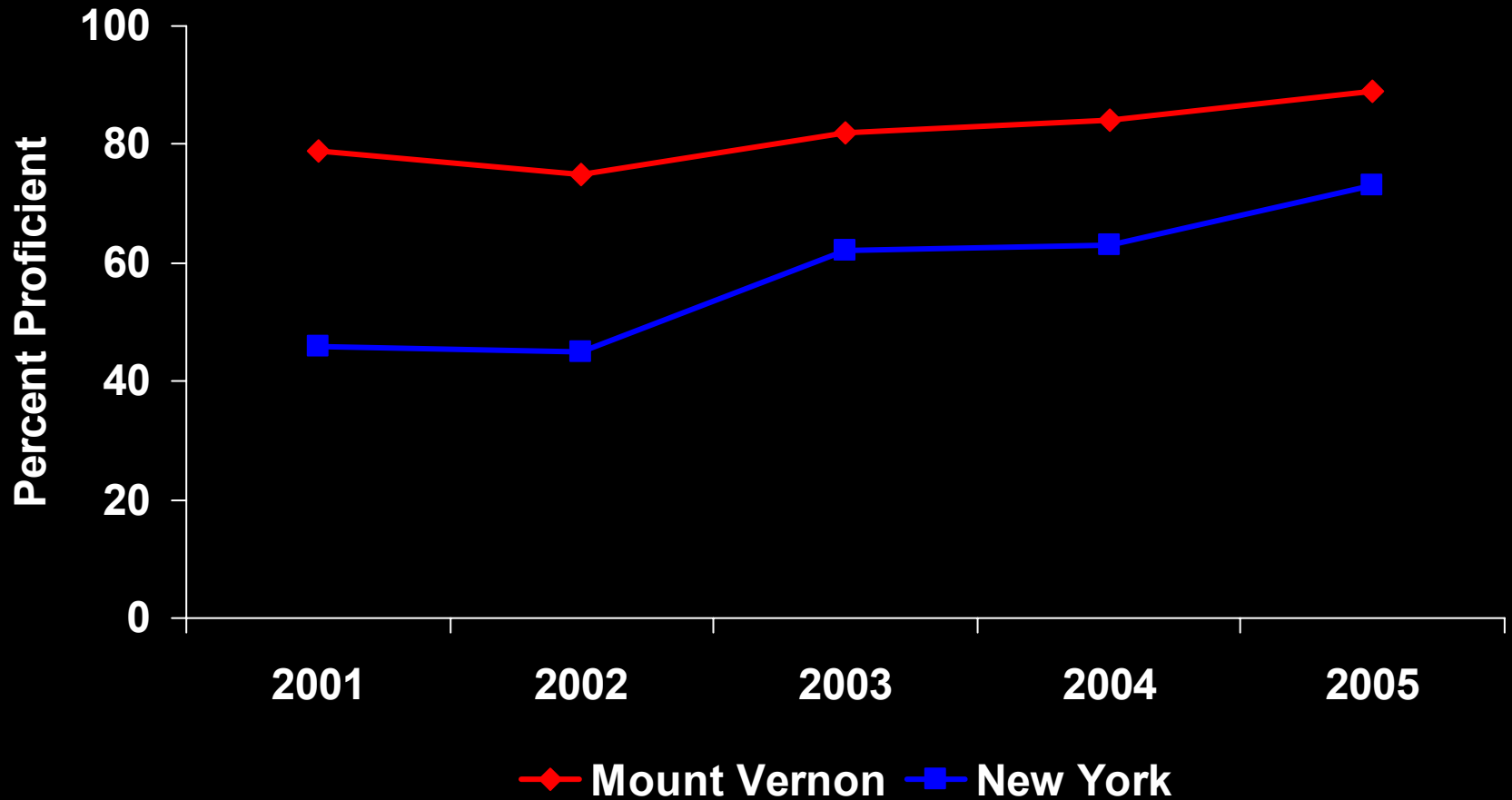
Mount Vernon City School District's Achievement is on the Rise and Gaps are Closing in 4th Grade Math



Mount Vernon City School District African American Achievement Consistently Outperforms the State in 4th Grade Reading



Mount Vernon City School District African American Achievement Consistently Outperforms the State in 4th Grade Math



Philadelphia City School District Demographics

- 65% African American
- 15% Latino
- 15% White

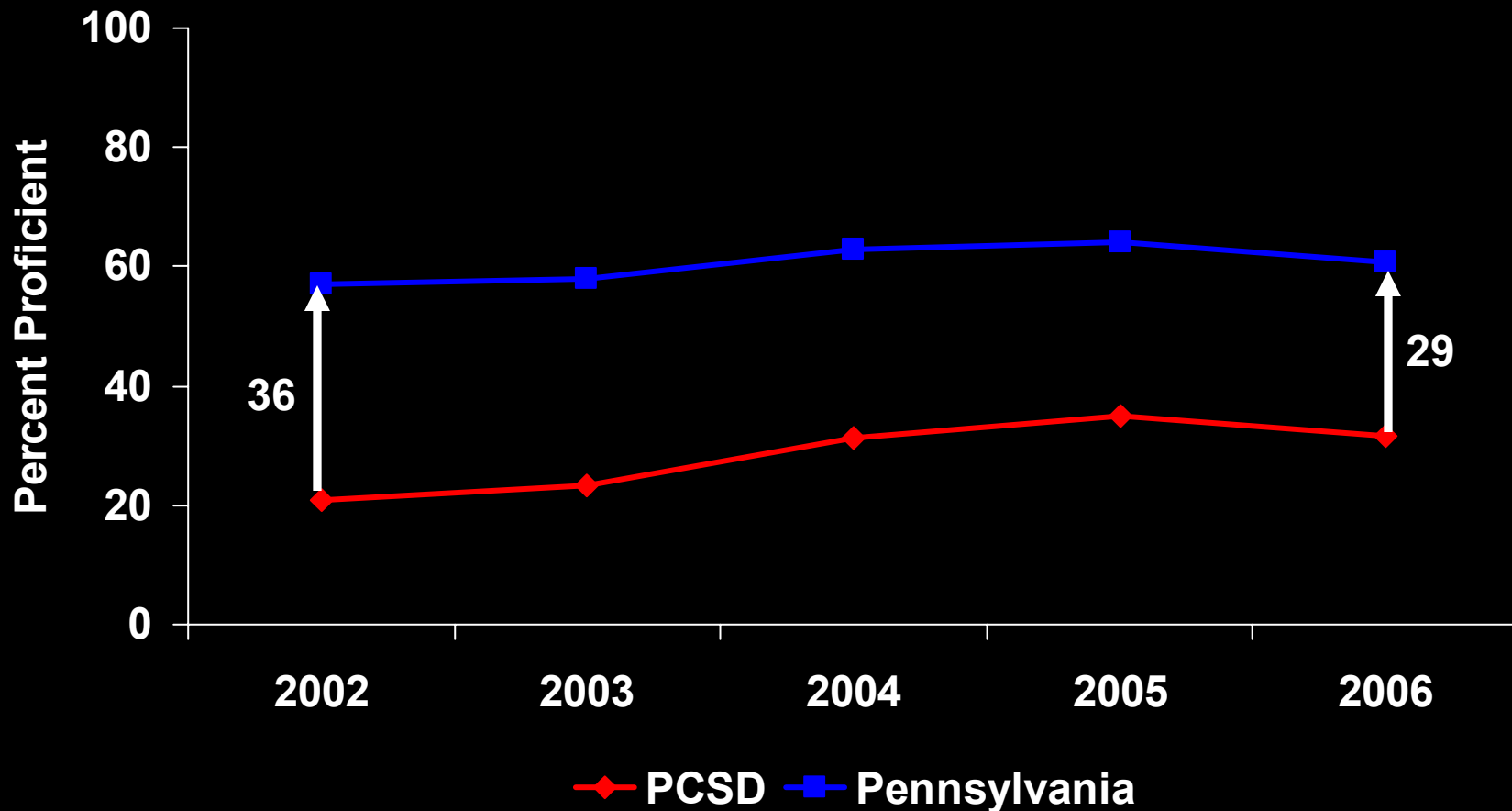
Note: Figures are for 2004

Source: School Matters, <http://www.schoolmatters.com/>

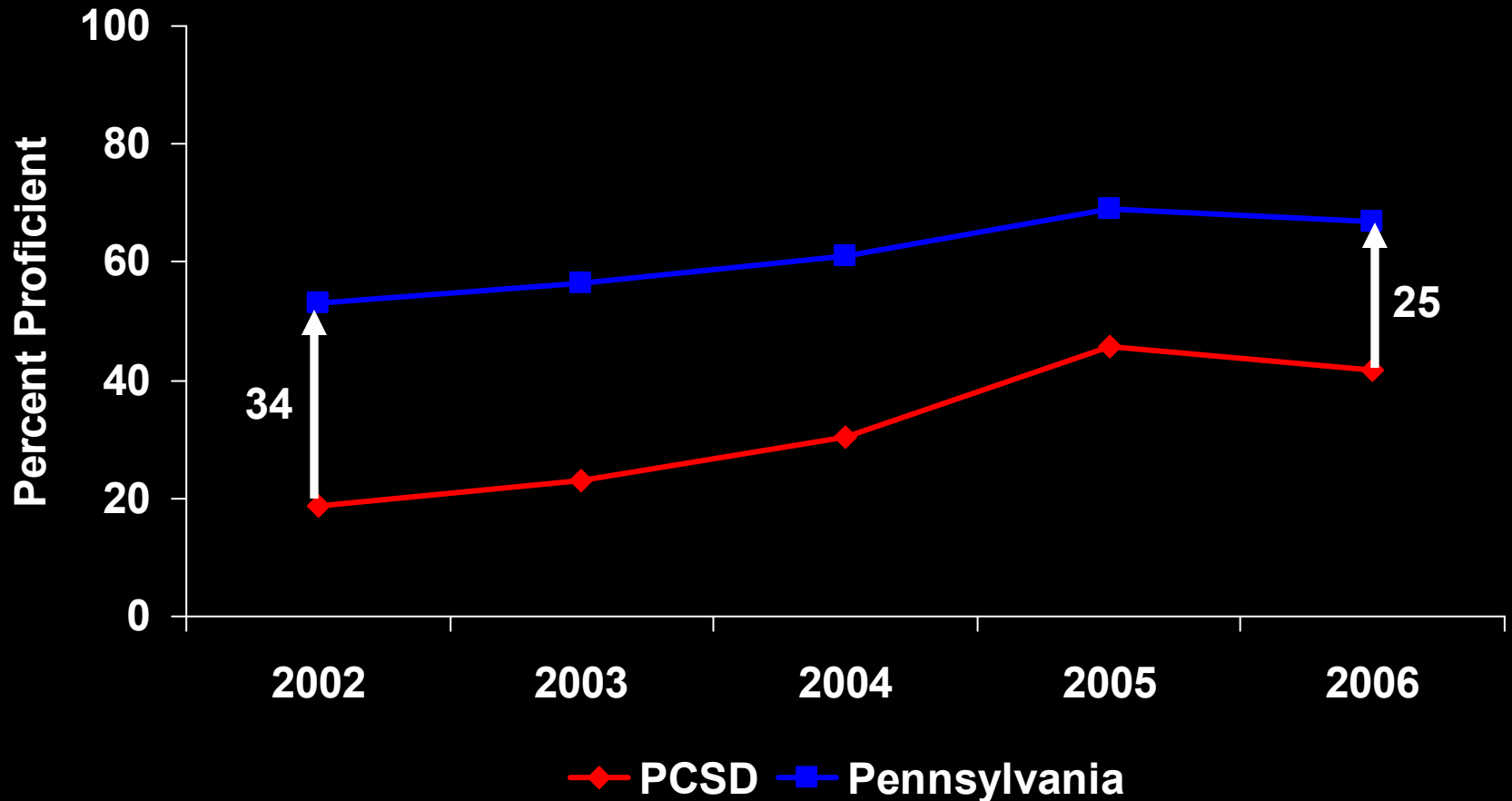


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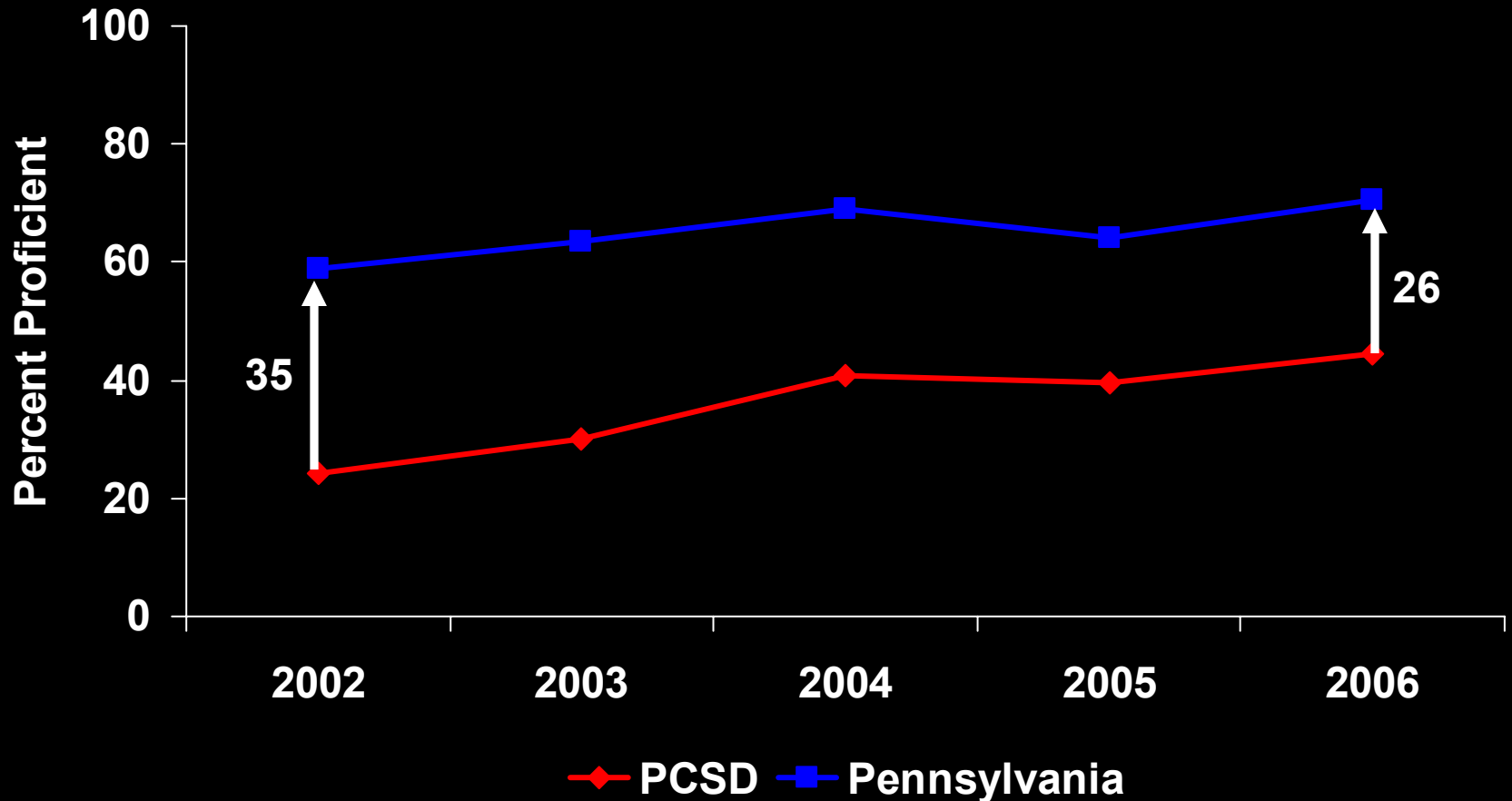
Philadelphia City School District Is Closing the City-State Gap in 5th Grade Reading



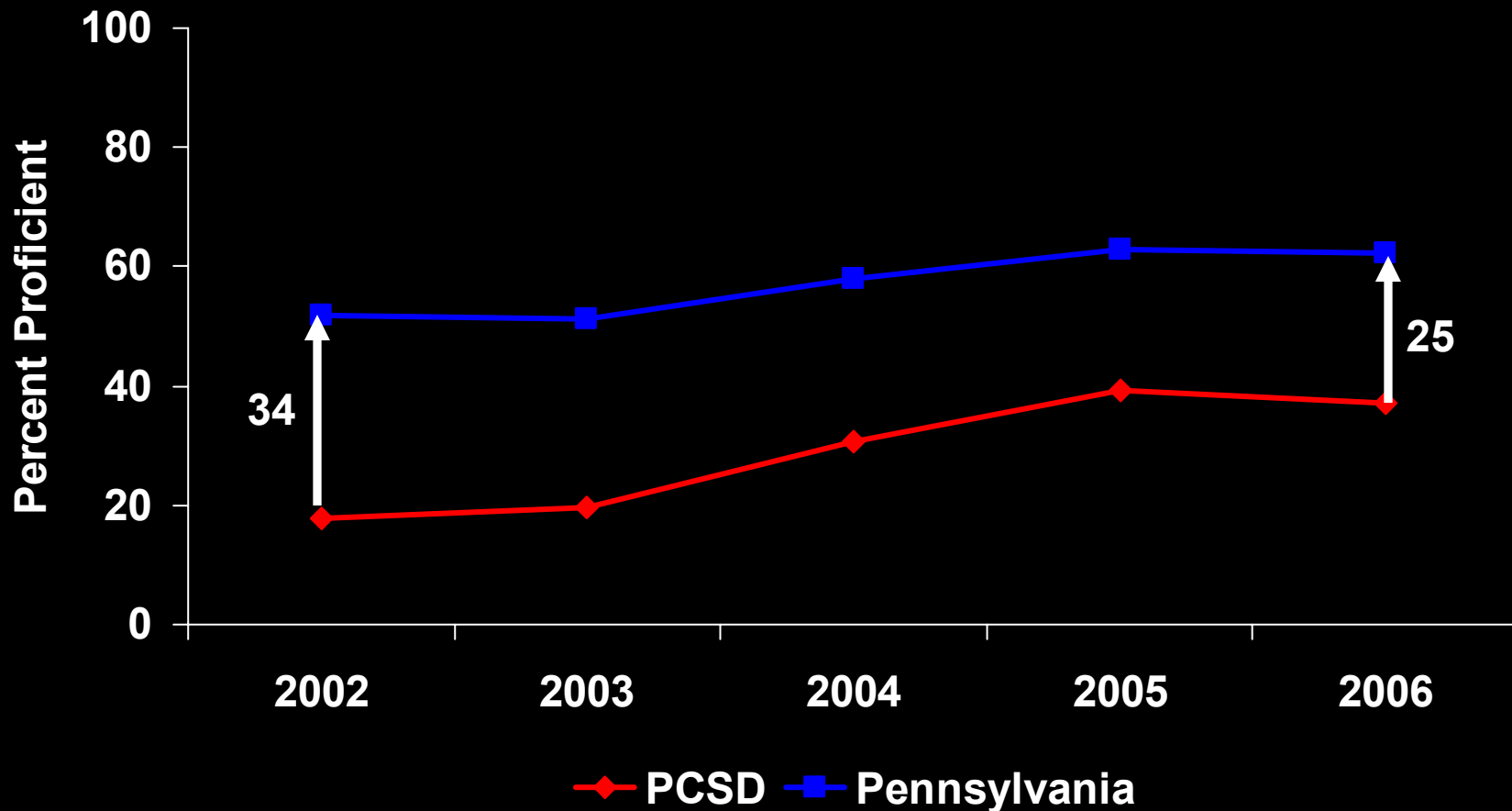
Philadelphia City School District Is Closing the City-State Gap in 5th Grade Math



Philadelphia City School District Is Closing the City-State Gap in 8th Grade Reading



Philadelphia City School District Is Closing the City-State Gap in 8th Grade Math



Minneapolis City School District Demographics

- 42% African American
- 15% Latino
- 27% White

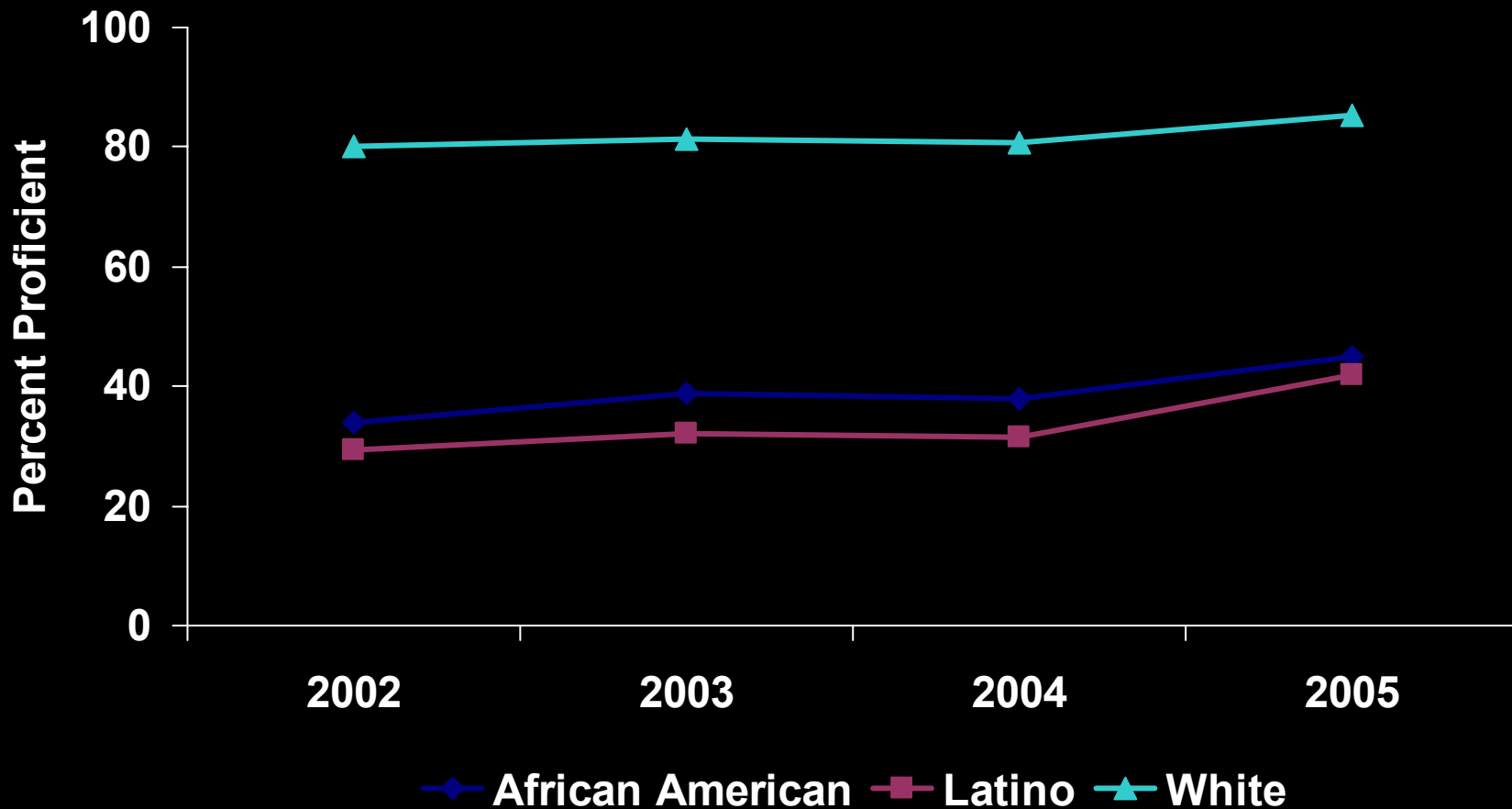
Note: Figures are for 2005

Source: School Matters, <http://www.schoolmatters.com/>

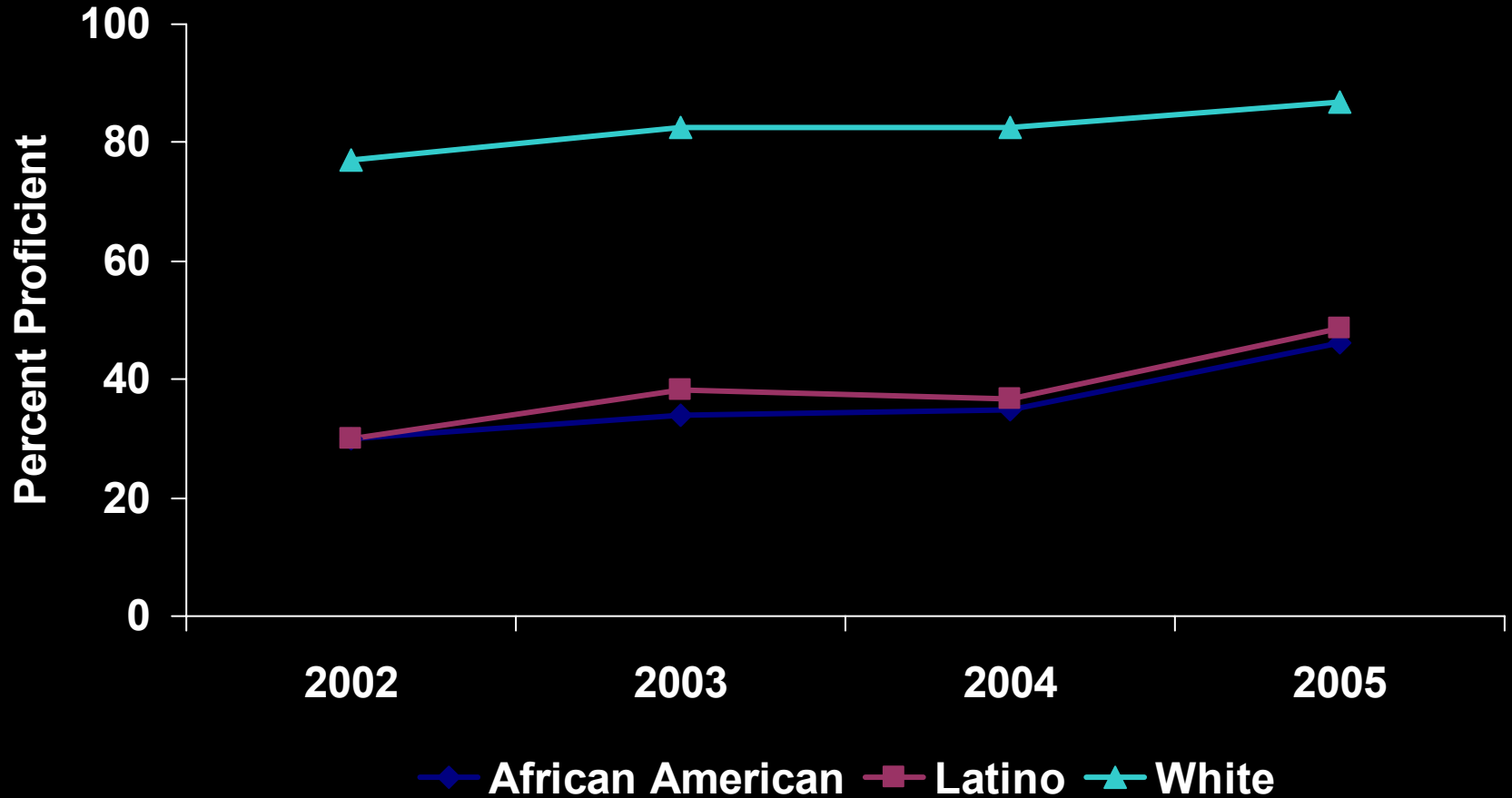


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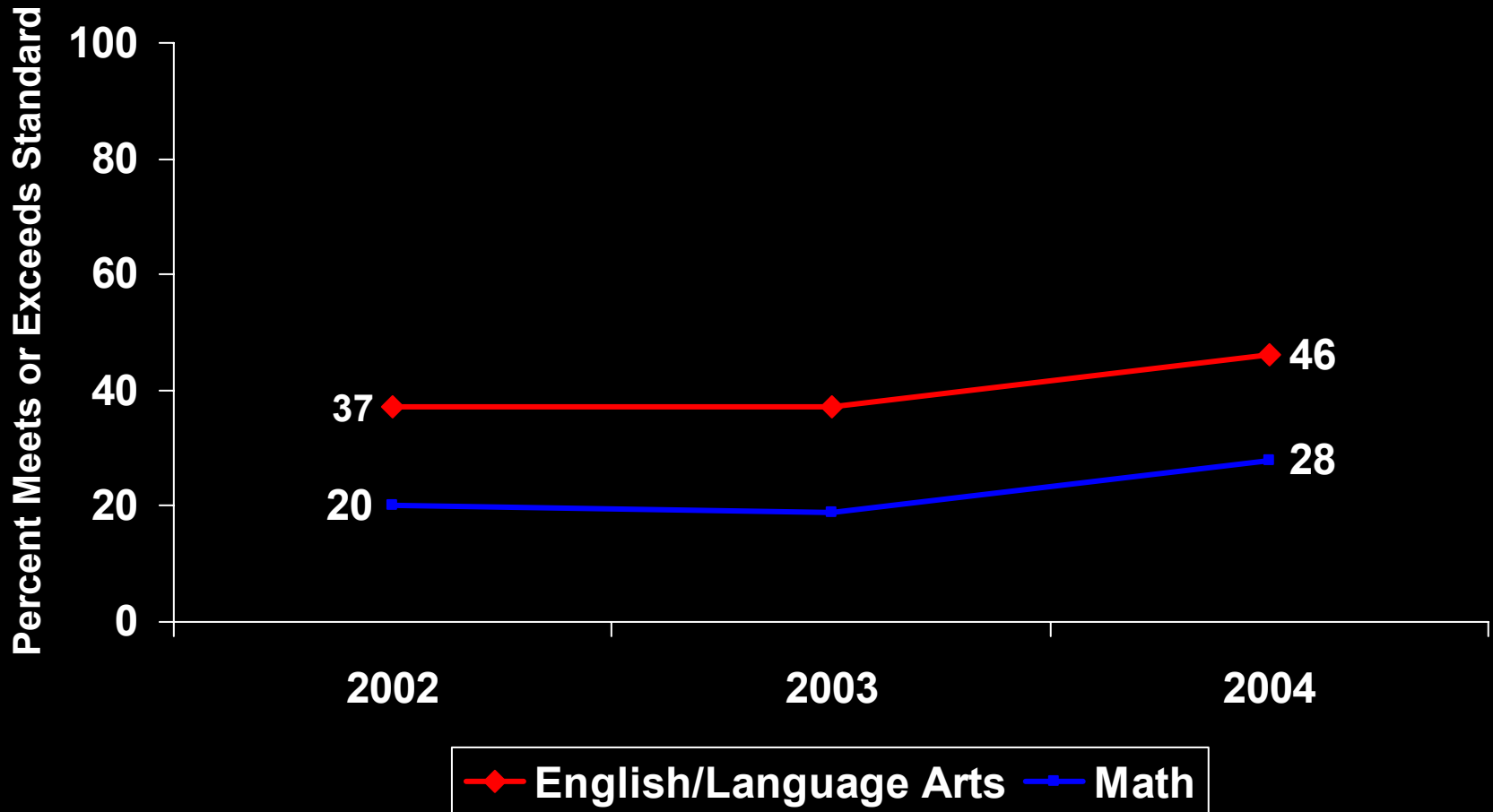
In Minneapolis Public School District, Gaps Beginning to Close 5th Grade Reading



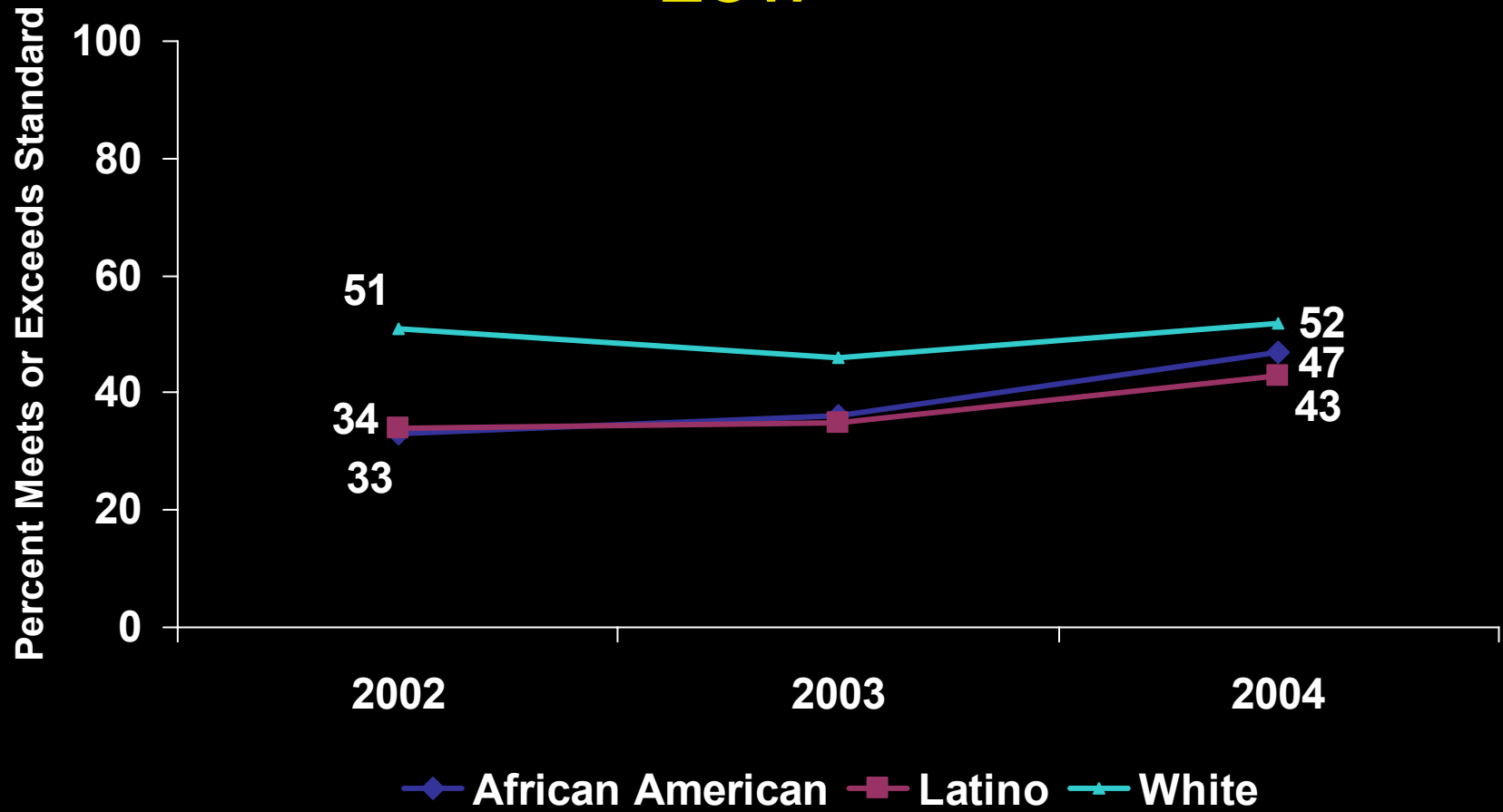
In Minneapolis Public School District, Gaps Beginning to Close 5th Grade Math



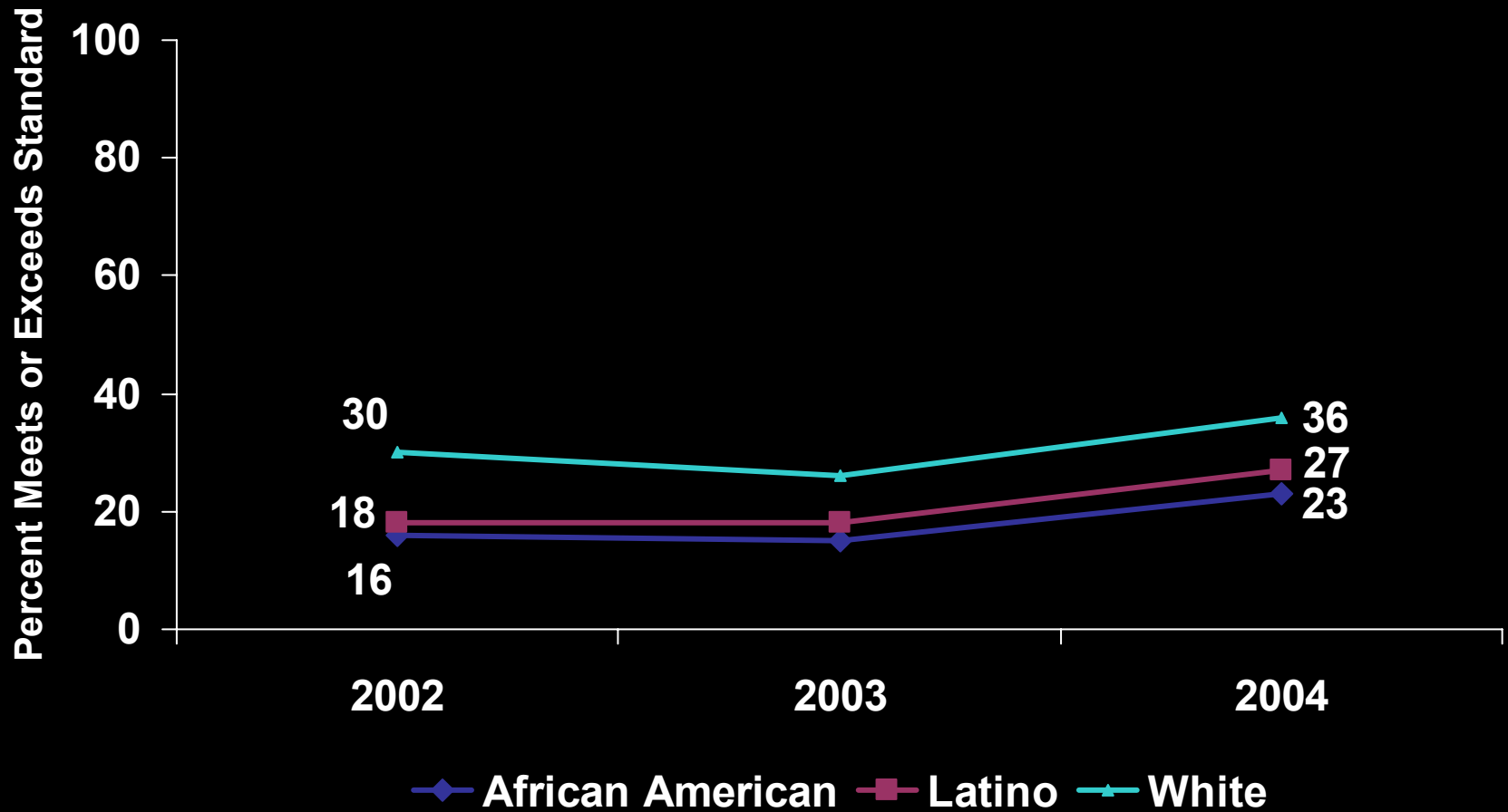
Providence Shows Gains on 4th Grade New Standards Reference Exam



Providence: Gaps Narrow on 4th Grade ELA NSRE, But Achievement Remains Low



Gaps Narrow on 4th Grade Math NSRE, But Achievement Remains Low



University Park Campus School

Worcester, Massachusetts



University Park Campus School Worcester, Massachusetts

- 220 Students in Grades 7-12
- 9% African American
- 18% Asian
- 35% Latino
- 39% White
- 73% Low-Income

University Park Results: 2004

- 100% of 10th graders passed MA high school exit exam on first attempt.
- 87% passed at advanced or proficient level.
- Fifth most successful school in the state, surpassing many schools serving wealthy students.



M. Hall Stanton Elementary Philadelphia, Pennsylvania

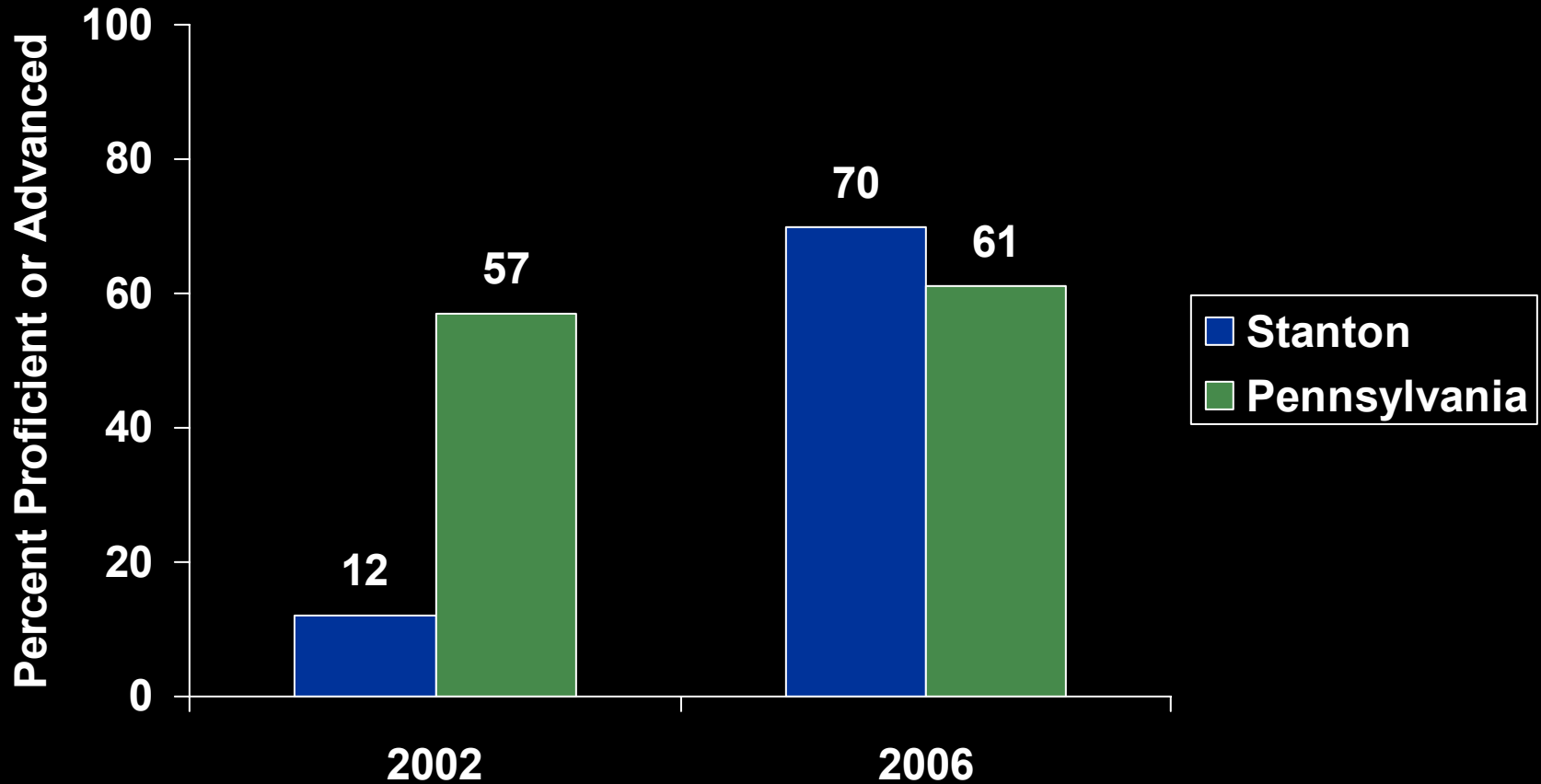


M. Hall Stanton Elementary Philadelphia, Pennsylvania

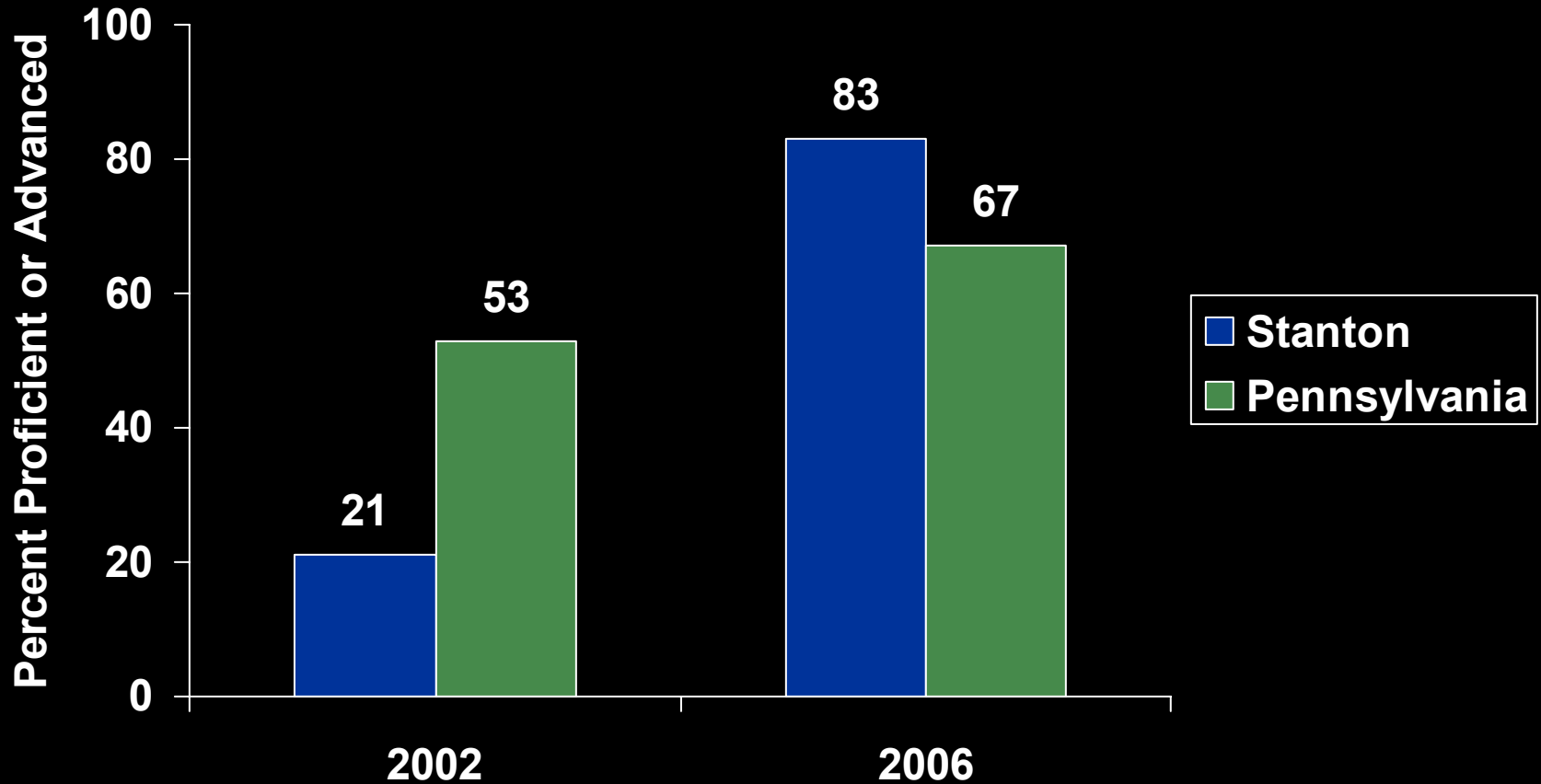
- 487 students in grades K-6
- 100% African American
- 86% Low-Income



Rapid Improvement at Stanton Grade 5 Reading Over Time



Rapid Improvement at Stanton Grade 5 Math Over Time



A Tale of Two High Schools in California

Livingston High School

Merced Union High School District

1123 students

84% low-income

74% Latino & African-American

West High

Kern Union High School District

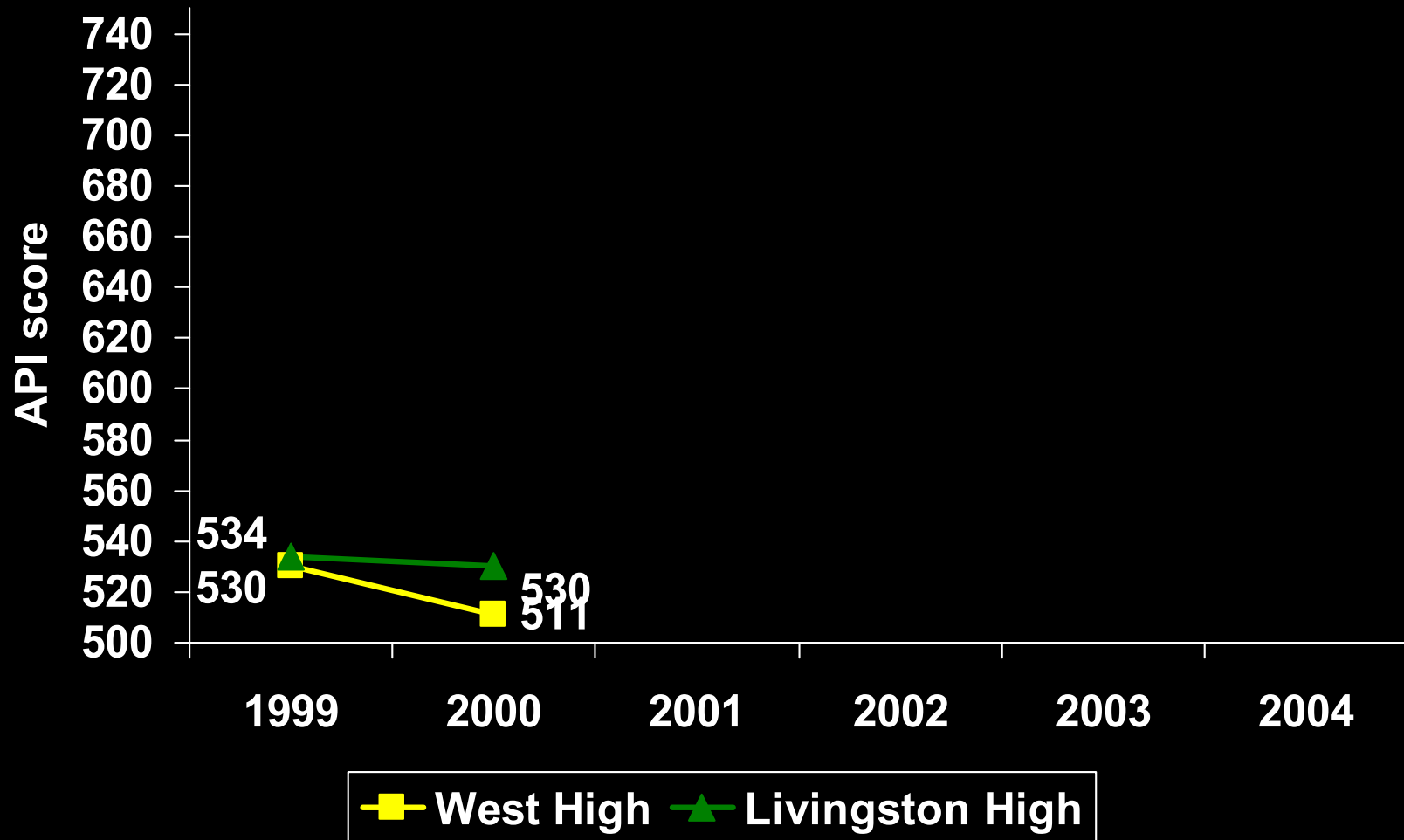
2550 students

52% low-income

67% Latino & African-American



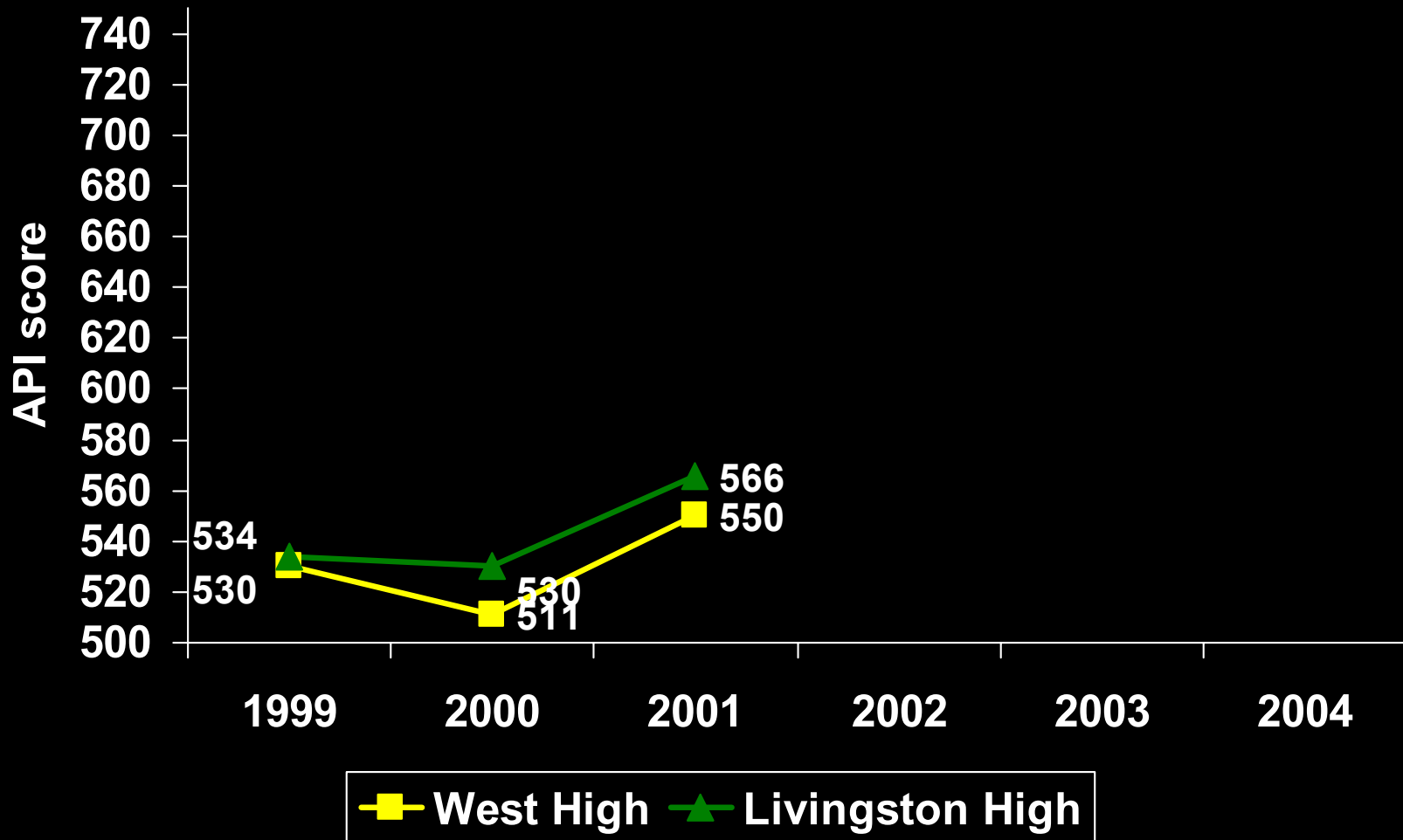
A Tale of Two High Schools in California



Source: California Department of Education <http://www.cde.ca.gov>



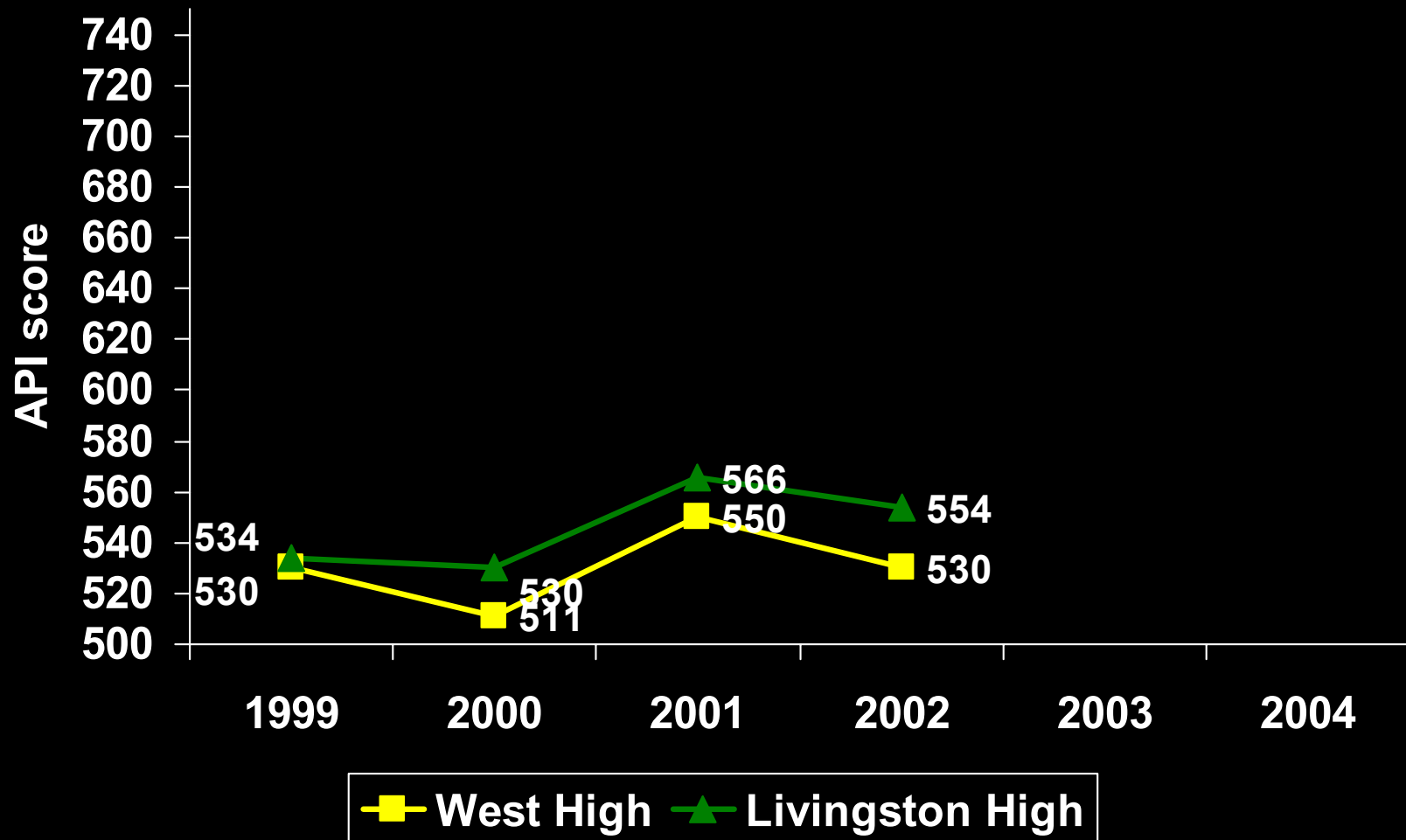
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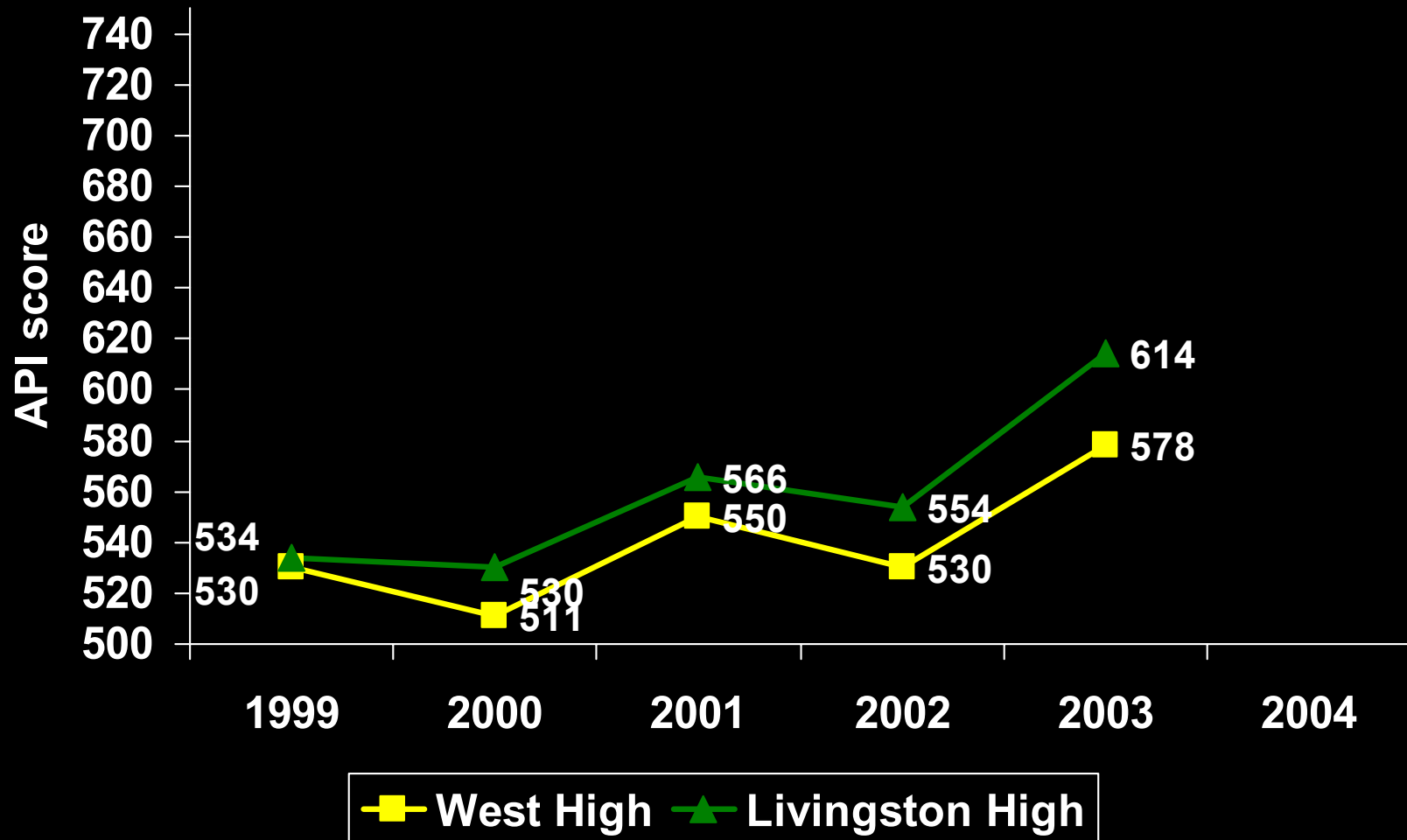
A Tale of Two High Schools in California



Source: California Department of Education <http://www.cde.ca.gov>



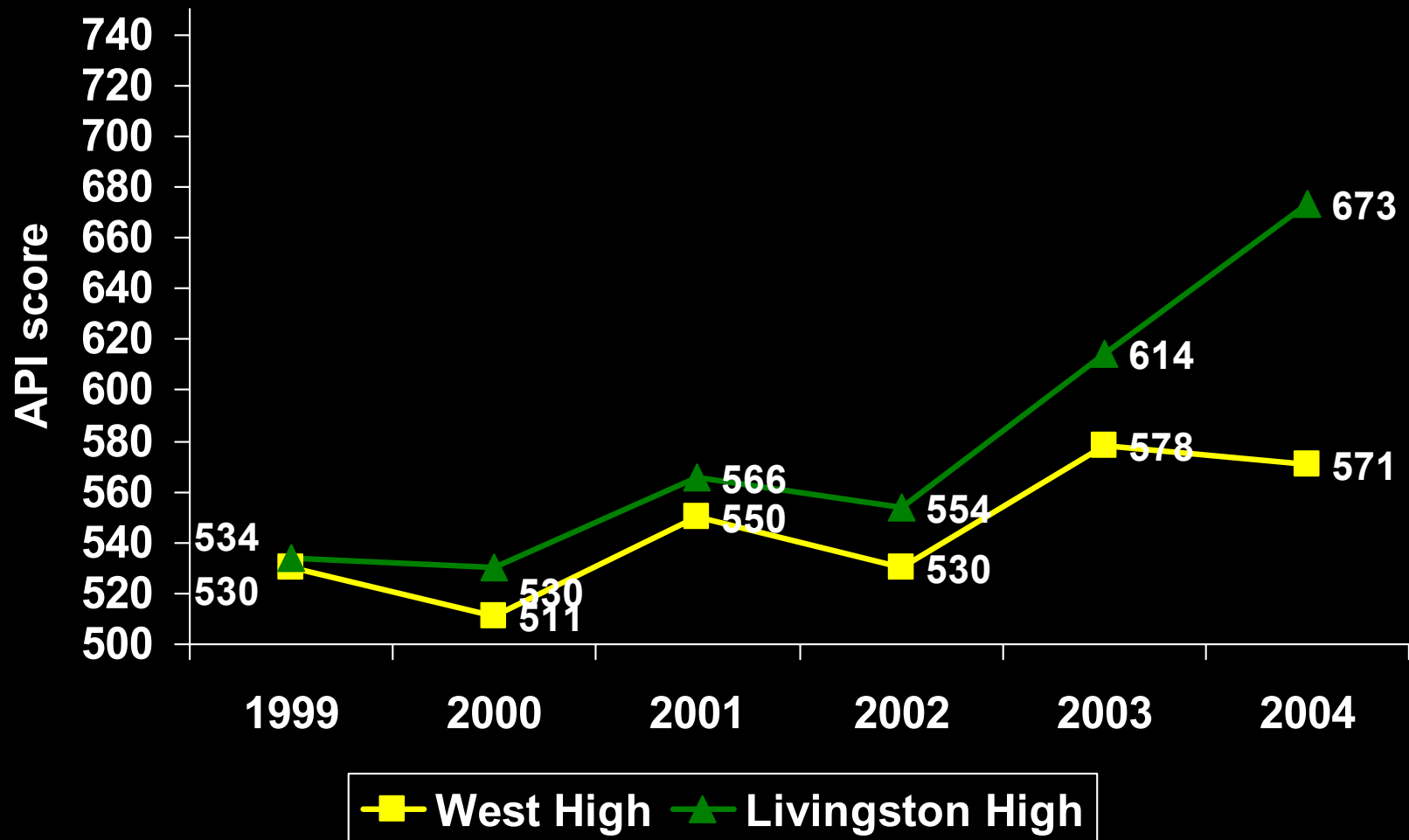
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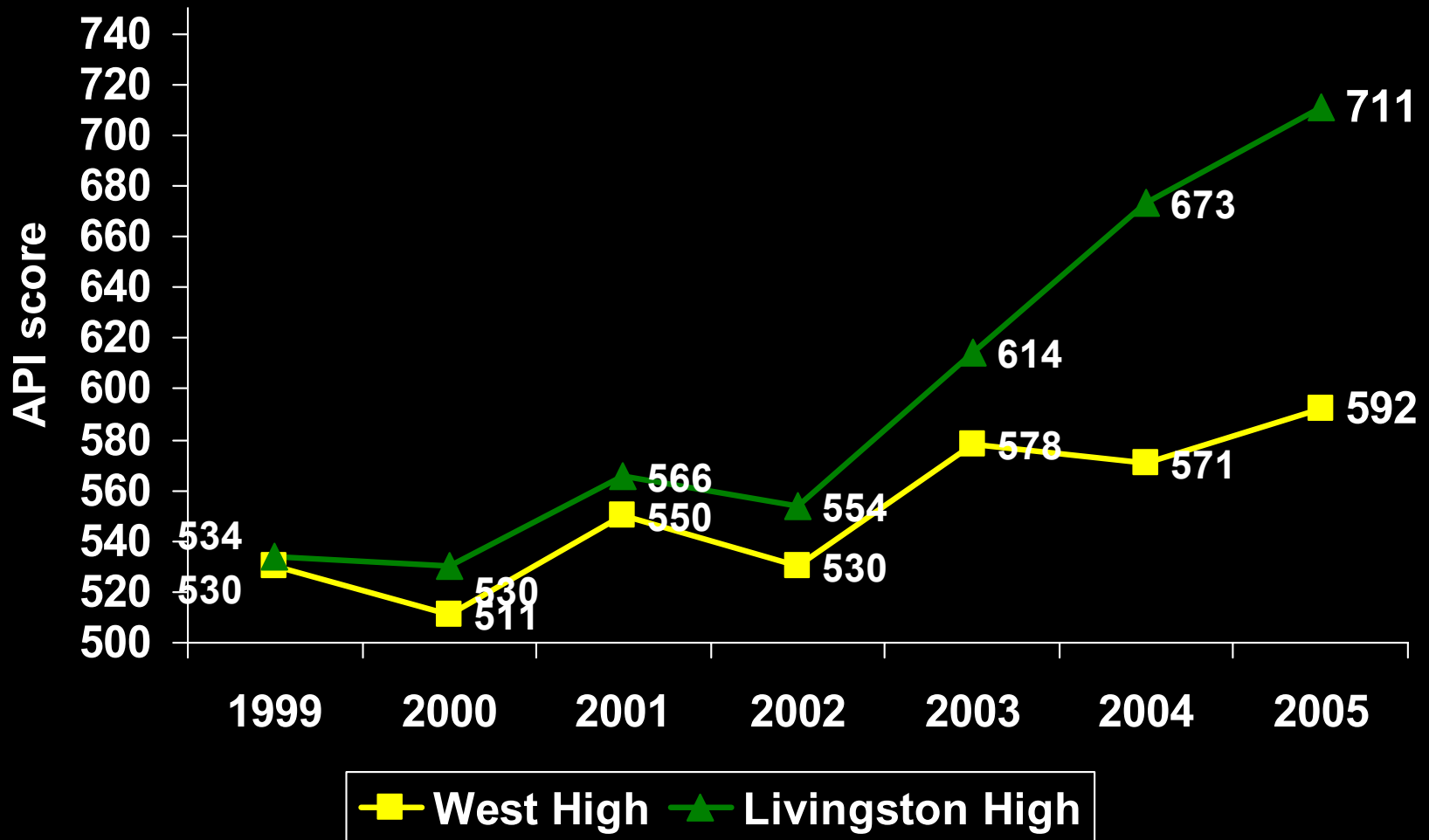
A Tale of Two High Schools in California



Source: California Department of Education <http://www.cde.ca.gov>



A Tale of Two High Schools in California



Source: California Department of Education <http://www.cde.ca.gov>



**So why do achievement gaps
persist?**

Turns out, it's not the kids.

**Opportunity Gaps give rise to
the Achievement Gap. Close
them, and students will soar.**



Closing the Teacher Quality Gap:

High Performing Schools and Districts Monitor the Distribution of Teacher Talent...and

Make Sure Low-Income and Minority Students Have the High Quality Teachers They Need



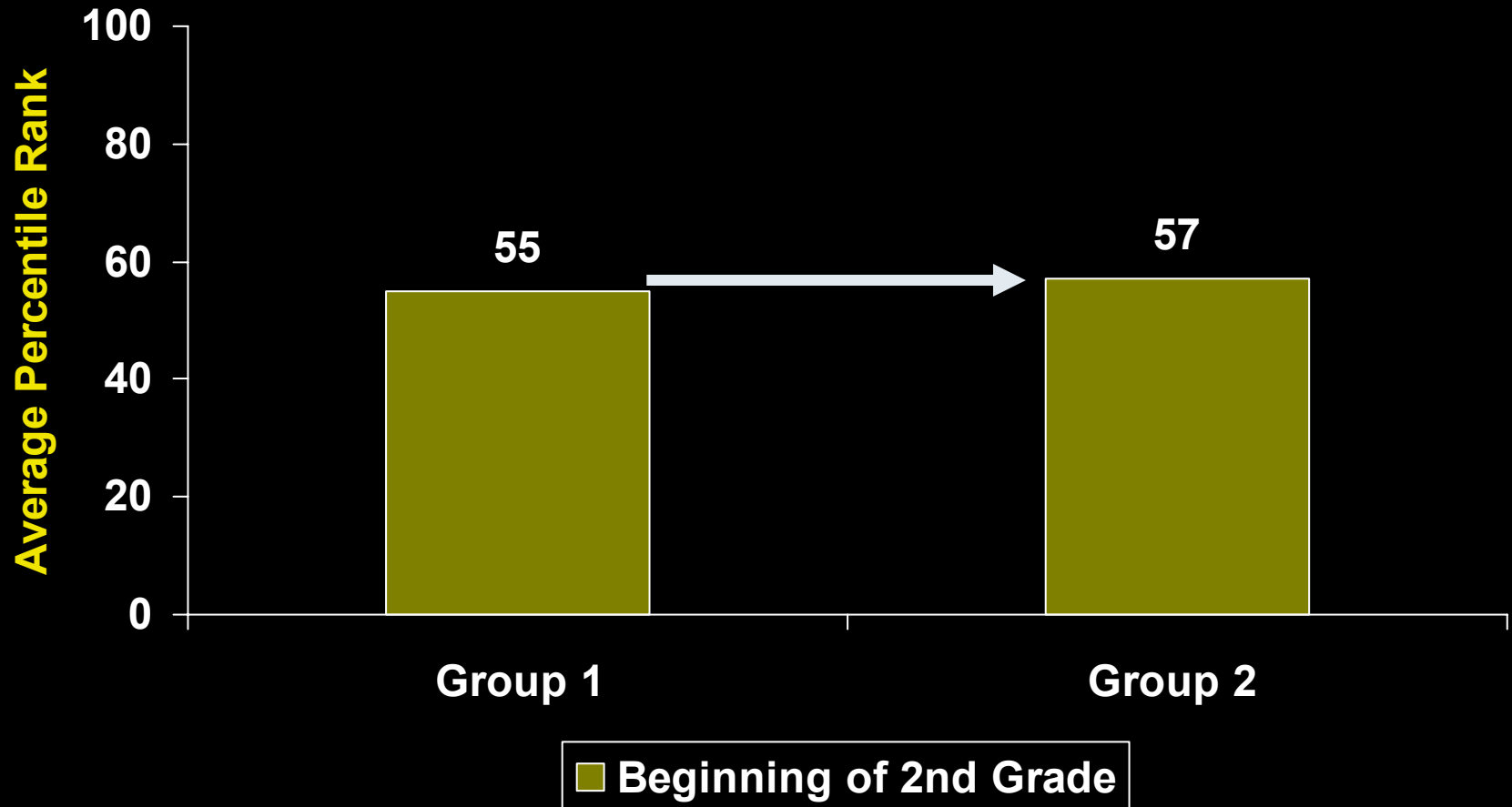
Impact of effective teachers
swamps almost every other
“intervention,” including class
size reduction.



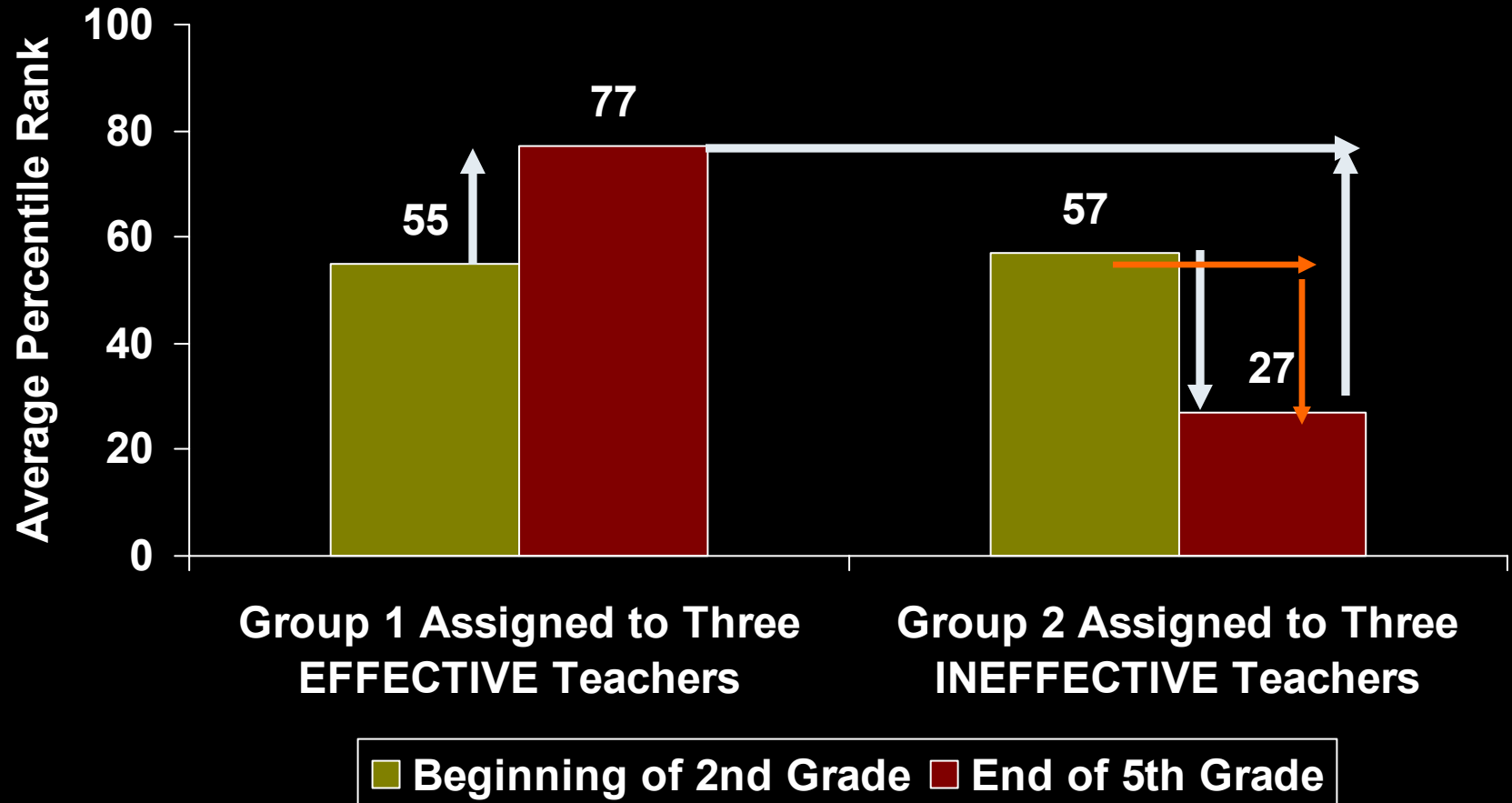
Effective Teaching Matters the Most



Students Who Start 2nd Grade at About the Same Level of Math Achievement...



...Finish 5th Grade Math at Dramatically Different Levels Depending on the Quality of Their Teachers



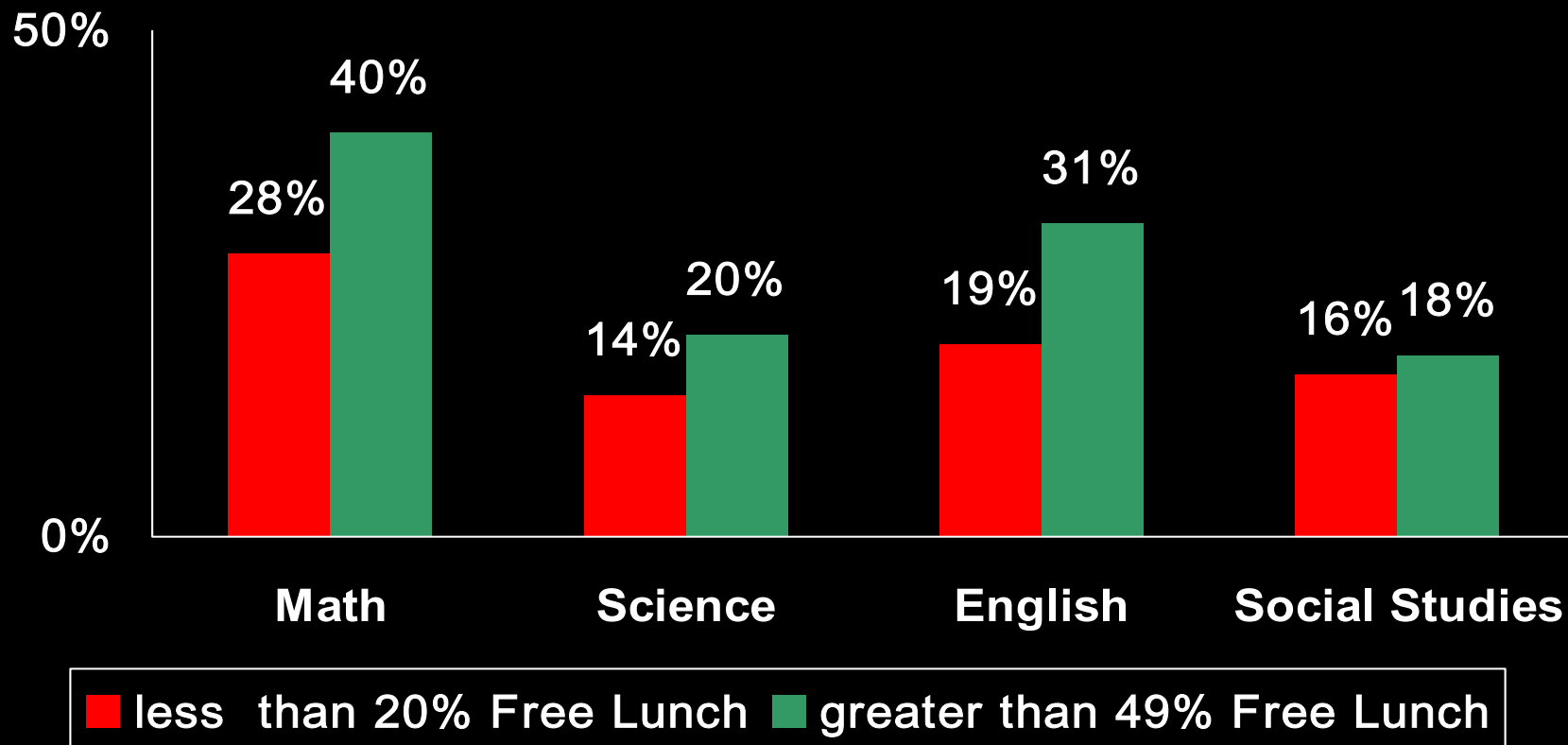
Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.



Yet, poor kids and kids of color get more than their fare share of our most underprepared teachers.



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



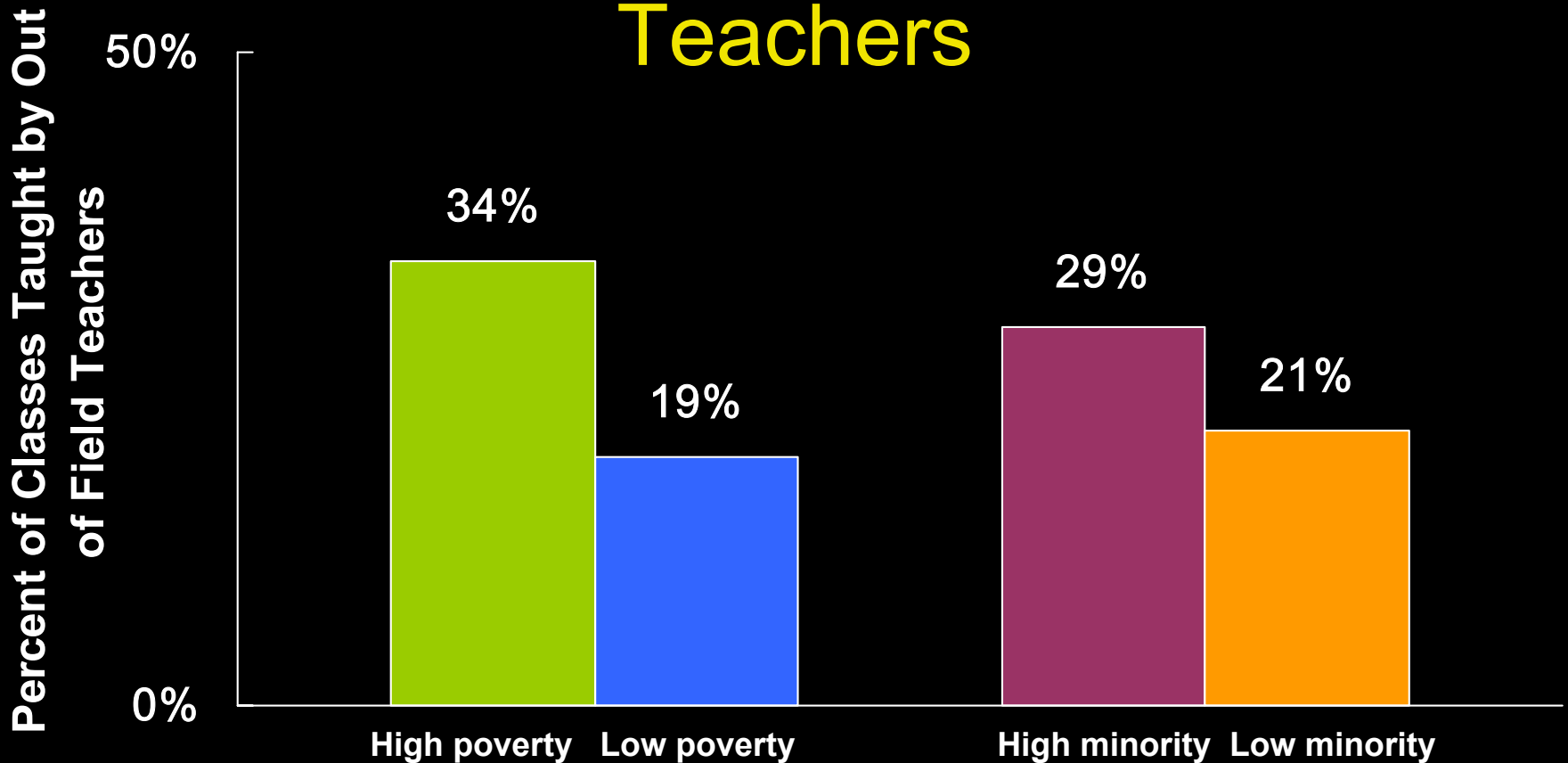
*Teachers who lack a major or minor in the field

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



2007 by The Education Trust-West

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



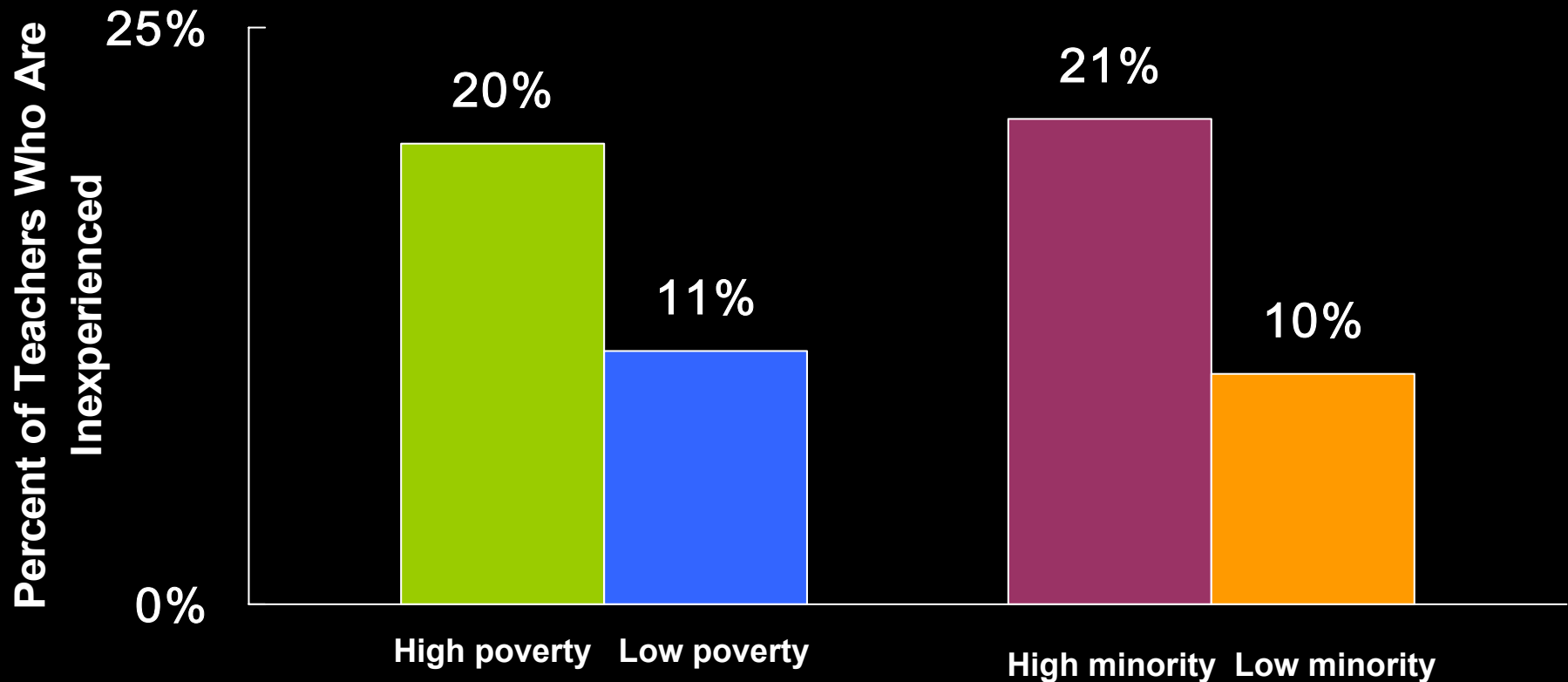
Note: High Poverty school-50% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch.

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 academic classes.

Source: Richard M. Ingersoll, University of Pennsylvania. Original analysis for the Ed Trust of 1999-2006 Schools and Staffing Survey.

Poor and Minority Students Get More Inexperienced* Teachers

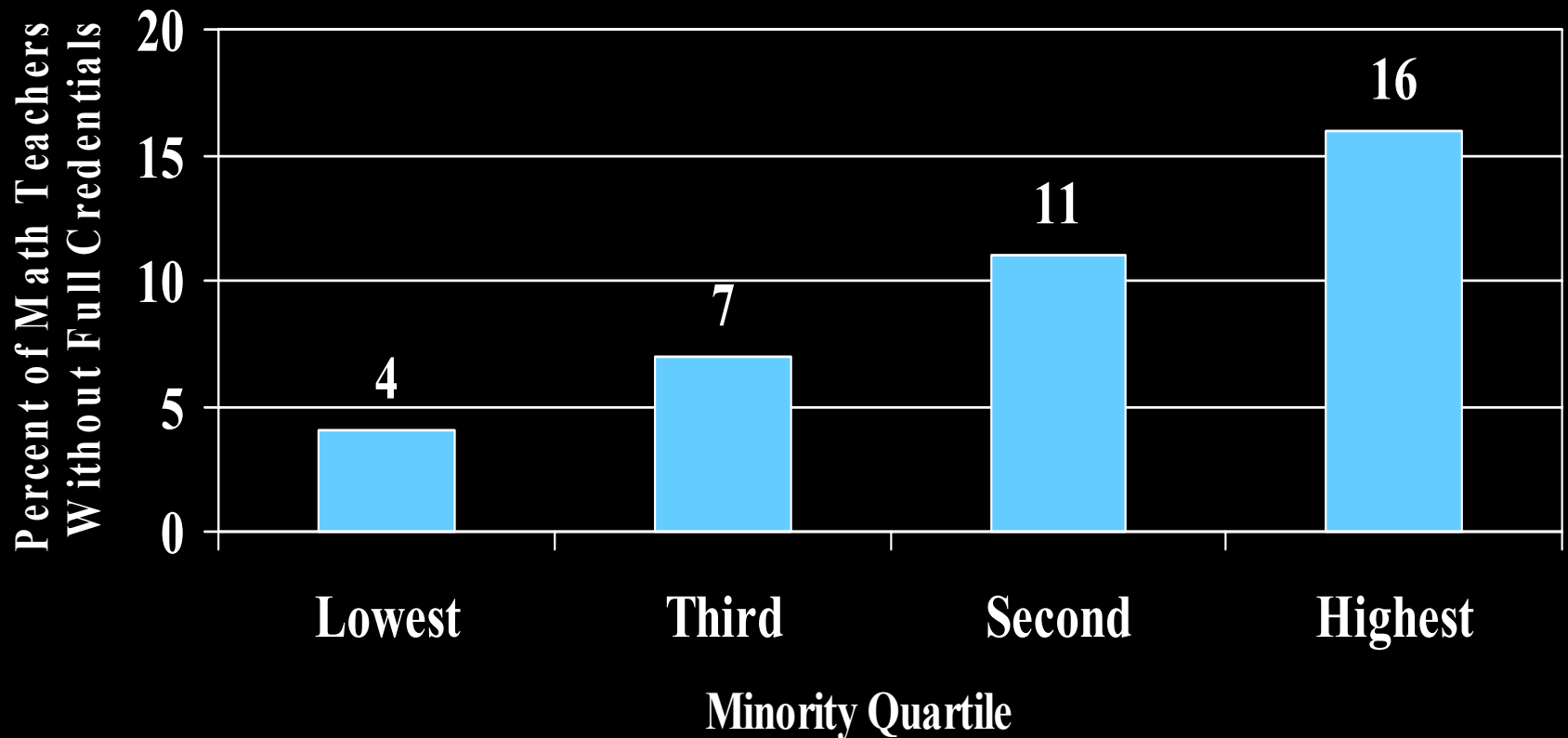


***Teachers with 3 or fewer years of experience.**

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

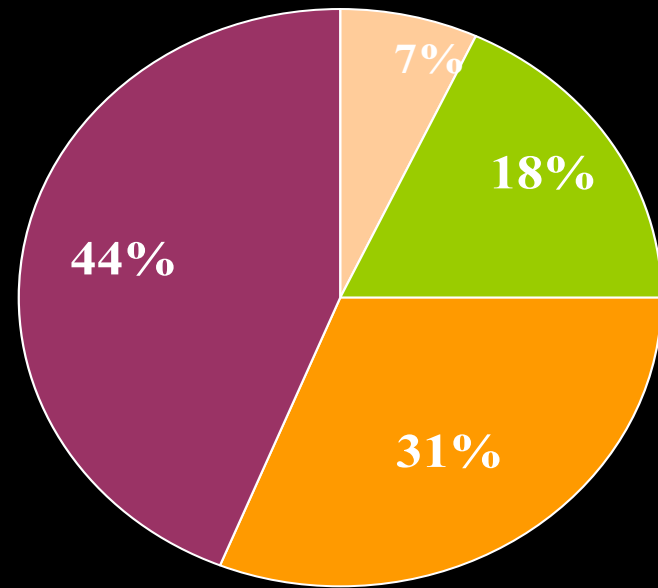


In California Minority Students Have Four Times More Underprepared Math Teachers



CA: A Greater Percentage of Intern Teachers Work in High-Minority Schools

- 44% of all interns are teaching in schools with the highest proportion of minority students, compared to only 7% of interns in schools with lowest minority student population.



Minority Quartiles
■ Lowest Quartile
■ Third Quartile
■ Second Quartile
■ Highest Quartile

Teacher Quality Index

Illinois Education Research Council

- **School Level Teacher Characteristics**

- % of Teachers with Emergency/Provisional Certification
- % of Teachers from More/Most Selective Colleges
- % of Teachers with < 4 Years Experience
- % of Teachers Failing Basic Skills Test on First Attempt
- School Average of Teachers' ACT Composite and English Scores

School
Teacher
Quality
Index
(TQI)

DeAngelis, K., Presley, J. and White, B. (2005). The Distribution of Teacher Quality in Illinois.
http://ierc.siue.edu/documents/Teacher_Quality_IERC_%202005-1.pdf



IERC College Readiness Index

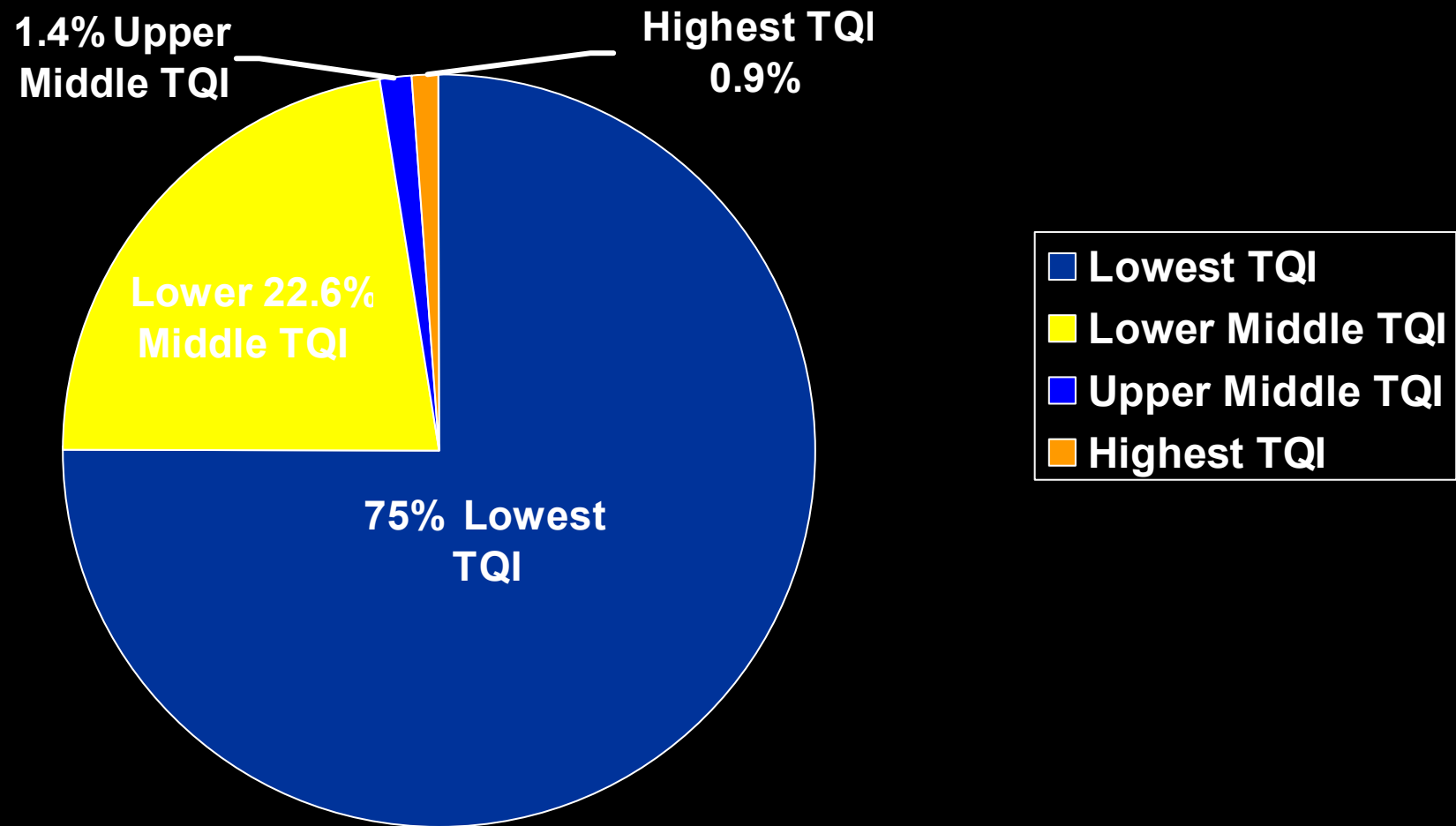
- Uses ACT scores and self-reported GPA
- Five levels
 - Not/least ready
 - Minimally ready
 - Somewhat ready
 - More ready
 - Most ready

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>



Student Access to Teacher Quality in High Poverty, High Minority Schools



Presley, J. and Gong, Y. (2005). The Demographics and Academics of College Readiness in Illinois.

<http://ierc.siue.edu/documents/College%20Readiness%20-%202005-3.pdf>



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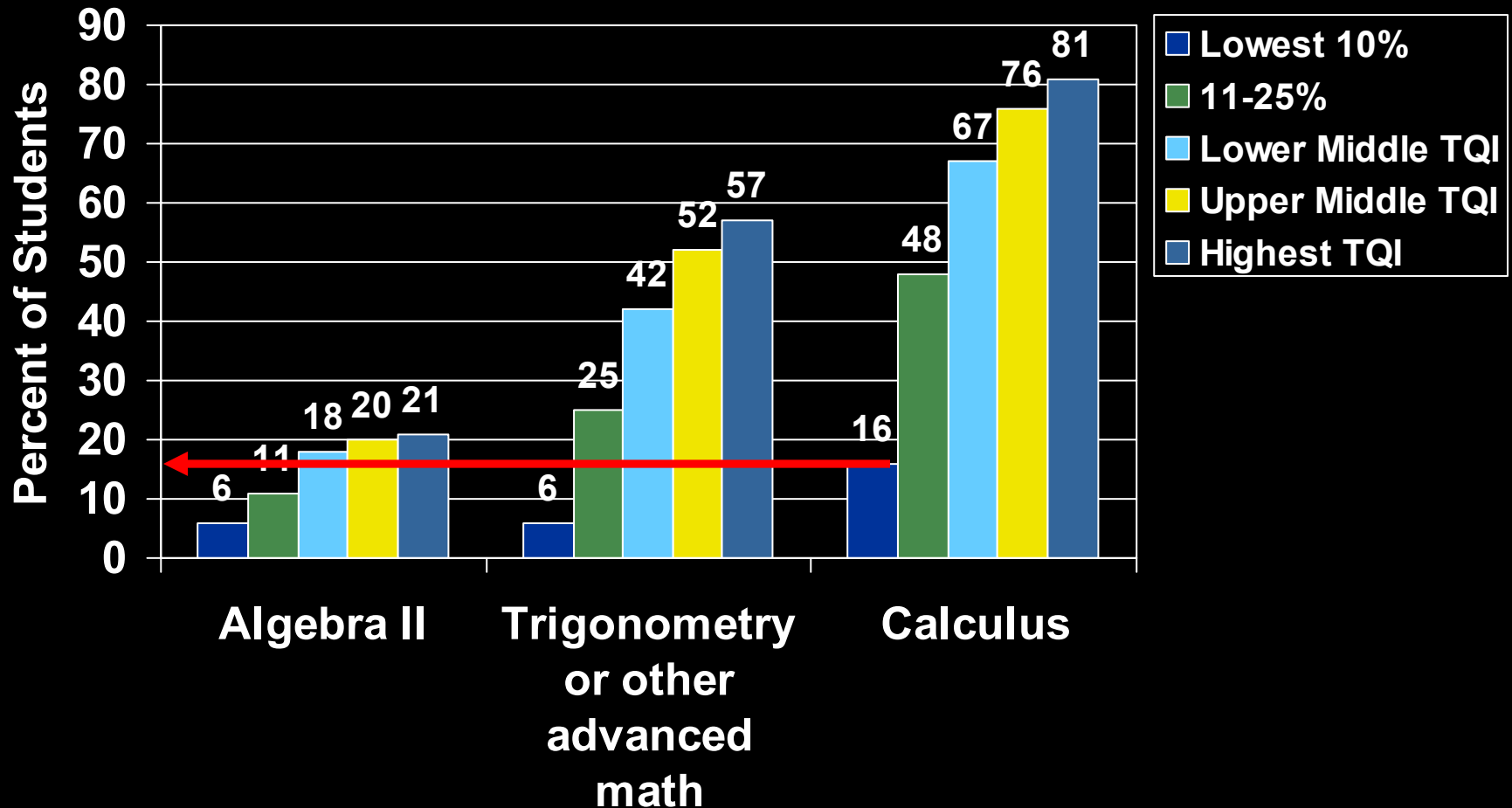
Impact?



College Readiness at High Poverty, High Minority Schools by TQI



Percent of Students More/Most Ready by High School TQI and Highest Math Level



Presley, J. and Gong, Y. (2005). The Demographics and Academics of College Readiness in Illinois.

<http://ierc.siue.edu/documents/College%20Readiness%20-%202005-3.pdf>



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If we had the courage to change
these patterns?



“The Rivkin, Hanushek, and Kain estimates of teacher performance suggest that having five years of good teachers in a row* could overcome the average seventh-grade mathematics achievement gap [...].”

* “1.0 standard deviation above average, or at the 85th quality percentile”

SOURCE: Eric A. Hanushek and Steven G. Rivkin, “How to Improve the Supply of High-Quality Teachers,” In *Brookings Papers on Education Policy: 2004*,” Diane Ravitch, ed., Brrookings Institution Press, 2004. Estimates based on research using data from Texas described in “Teachers, Schools, and Academic Achievement,” Working Paper Number 6691, National Bureau of Economic Research, revised July 2002.



Despite all the evidence showing the teacher quality gap hurts poor kids and kids of color it's been very difficult to get traction on an improvement agenda.

A Mayor's leadership can change the debate.

Example: The Benwood Initiative

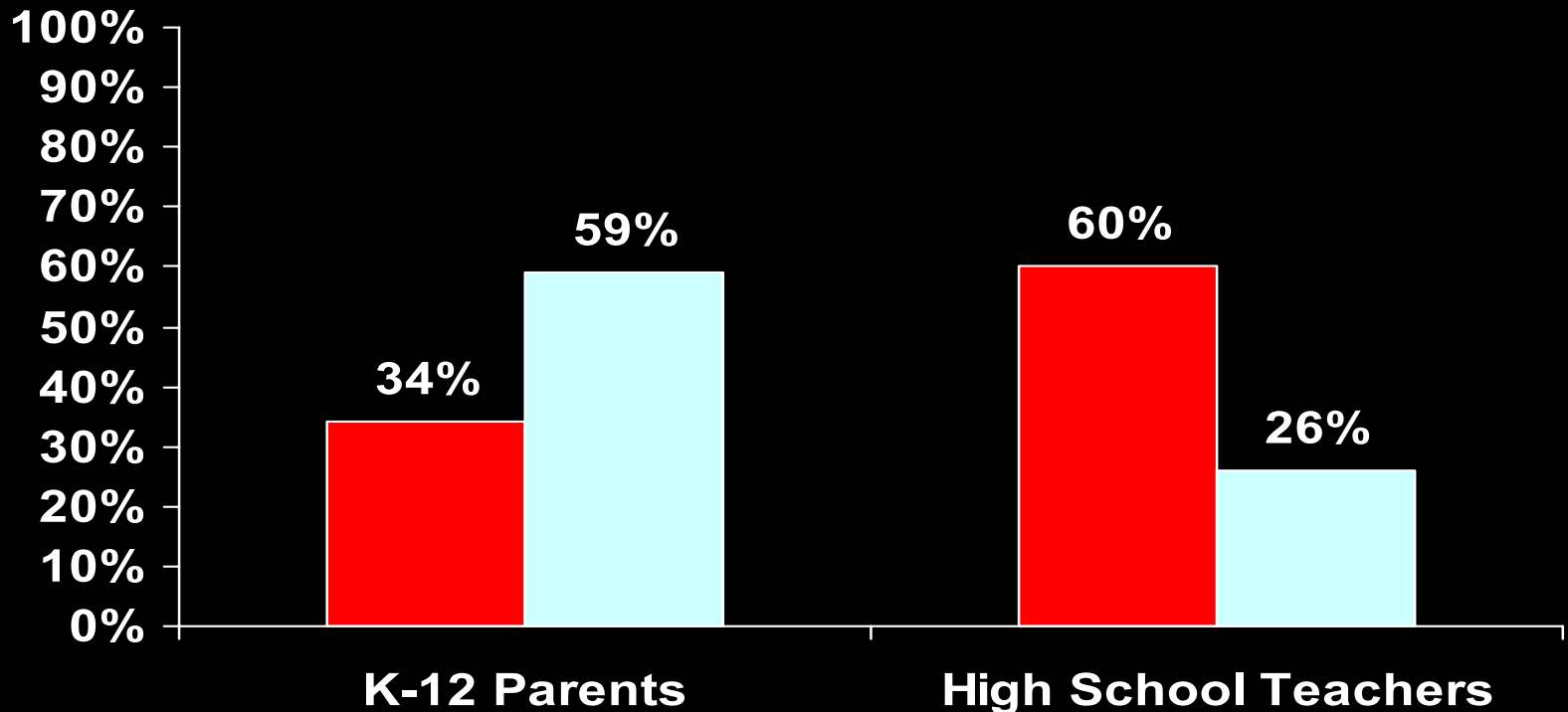


Closing the Expectation Gap:

High Performing Schools and Districts Neither Make Nor Tolerate Excuses. They Get the Data Out and Take Responsibility for Student Learning.



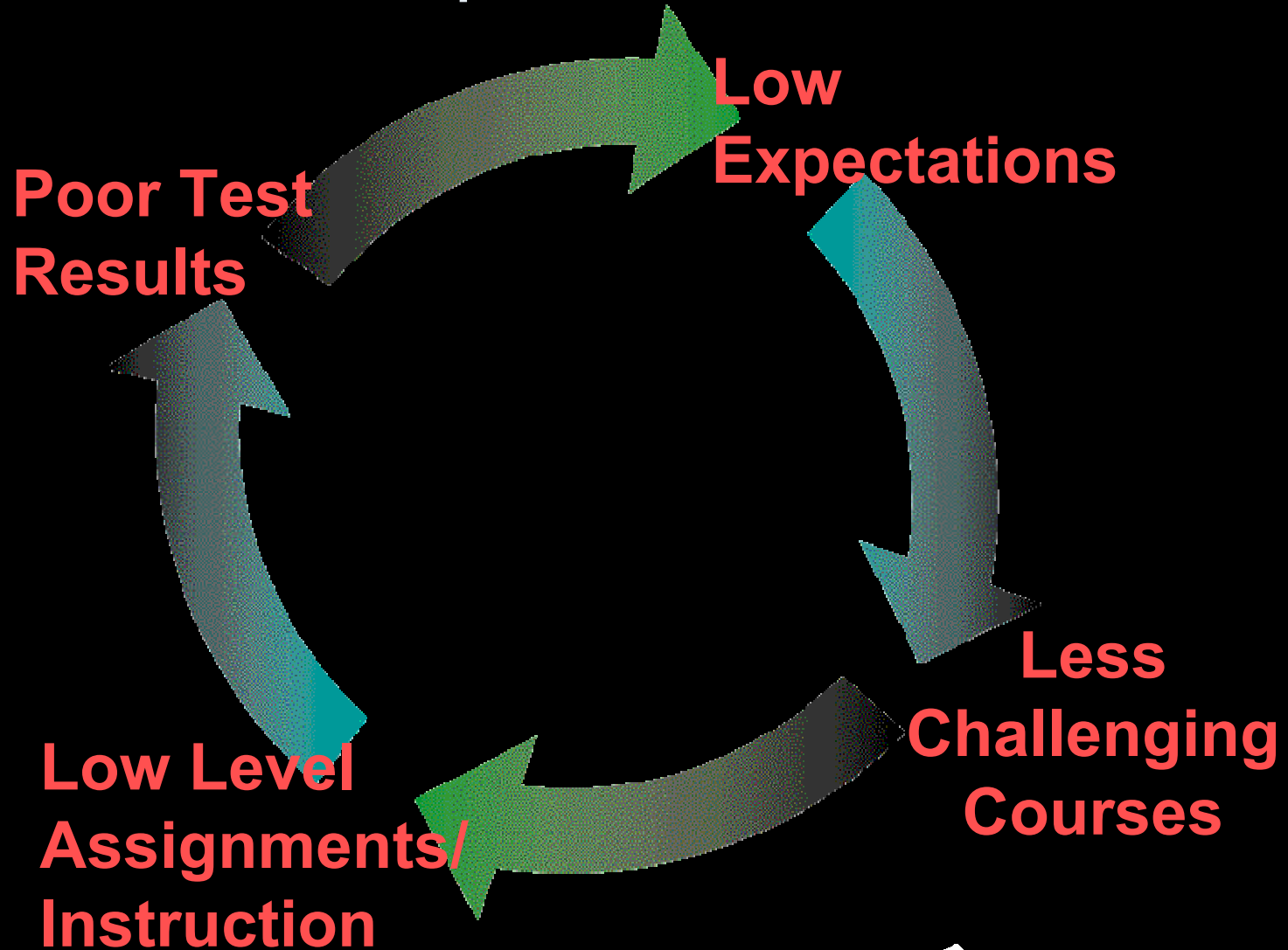
Only 26% of Teachers Believe All Should Mean All



■ We shouldn't expect disadvantaged students to reach the same level of performance on standardized tests

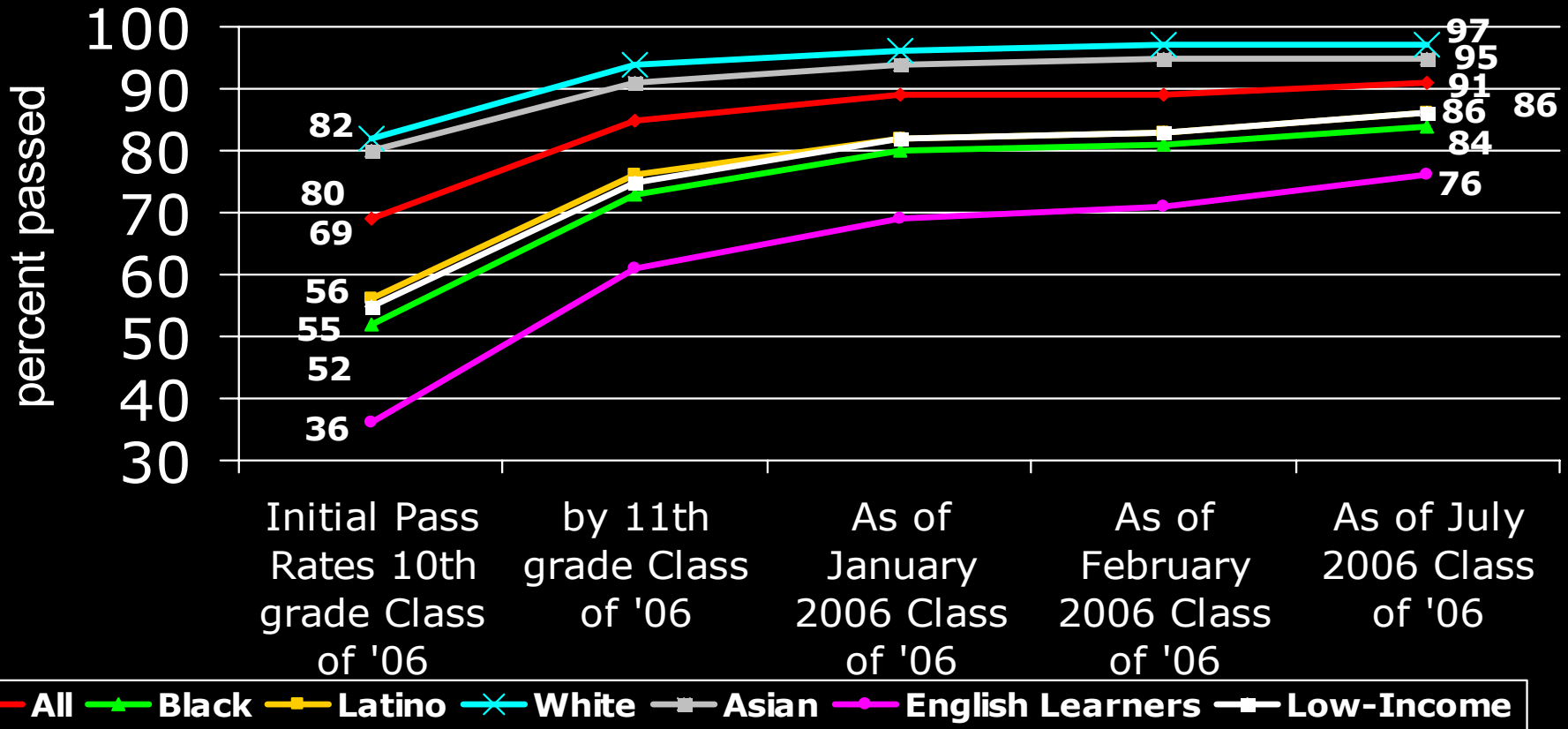
■ All students should be held to same standard

Underlying Everything Is the Cycle of Low Expectations



CAHSEE Passage Rates California Class of 2006

as of July 2006



What about alternative assessments?

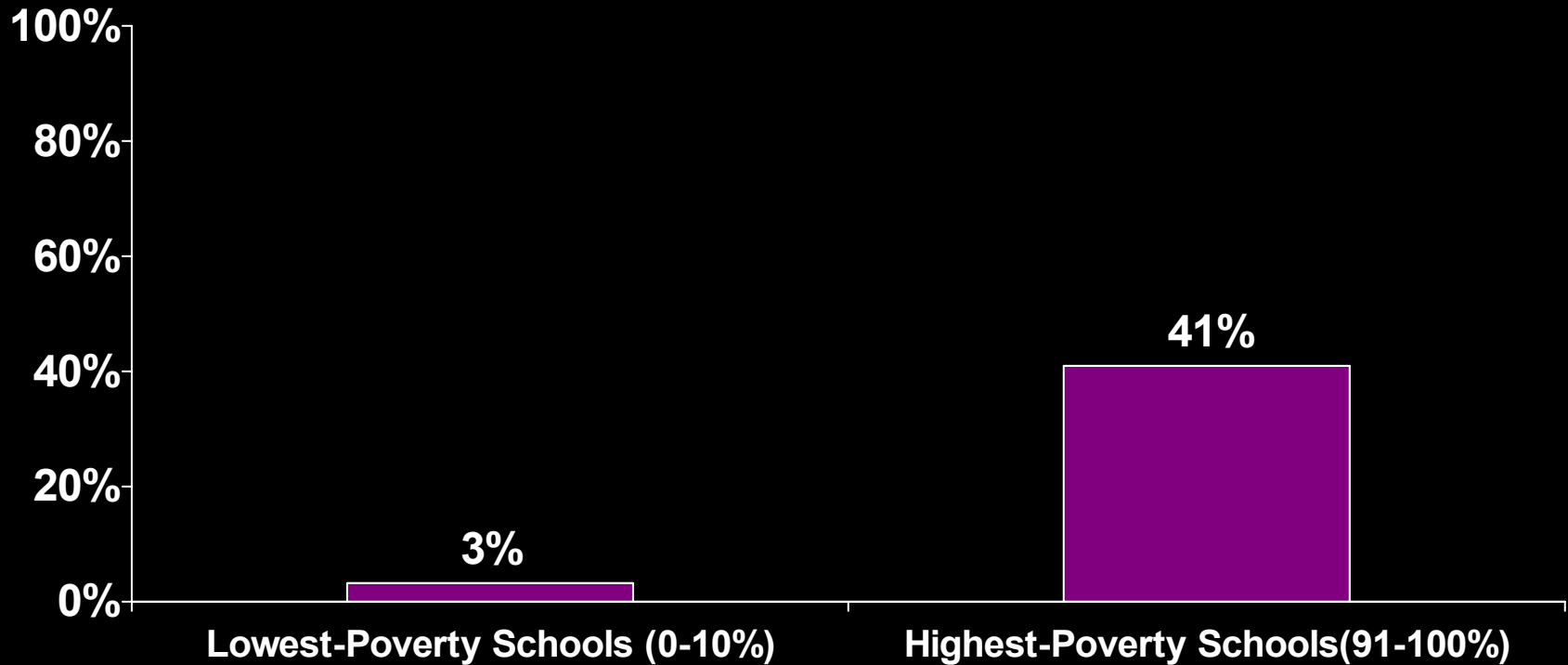


If we don't hold the line on standards, we run the risk of creating devastating unintended consequences...

Alternatives to the High School Exit Exam?

Example: New Jersey

Average Percent of New Jersey *general education students* graduating via alternative assessment, 2004



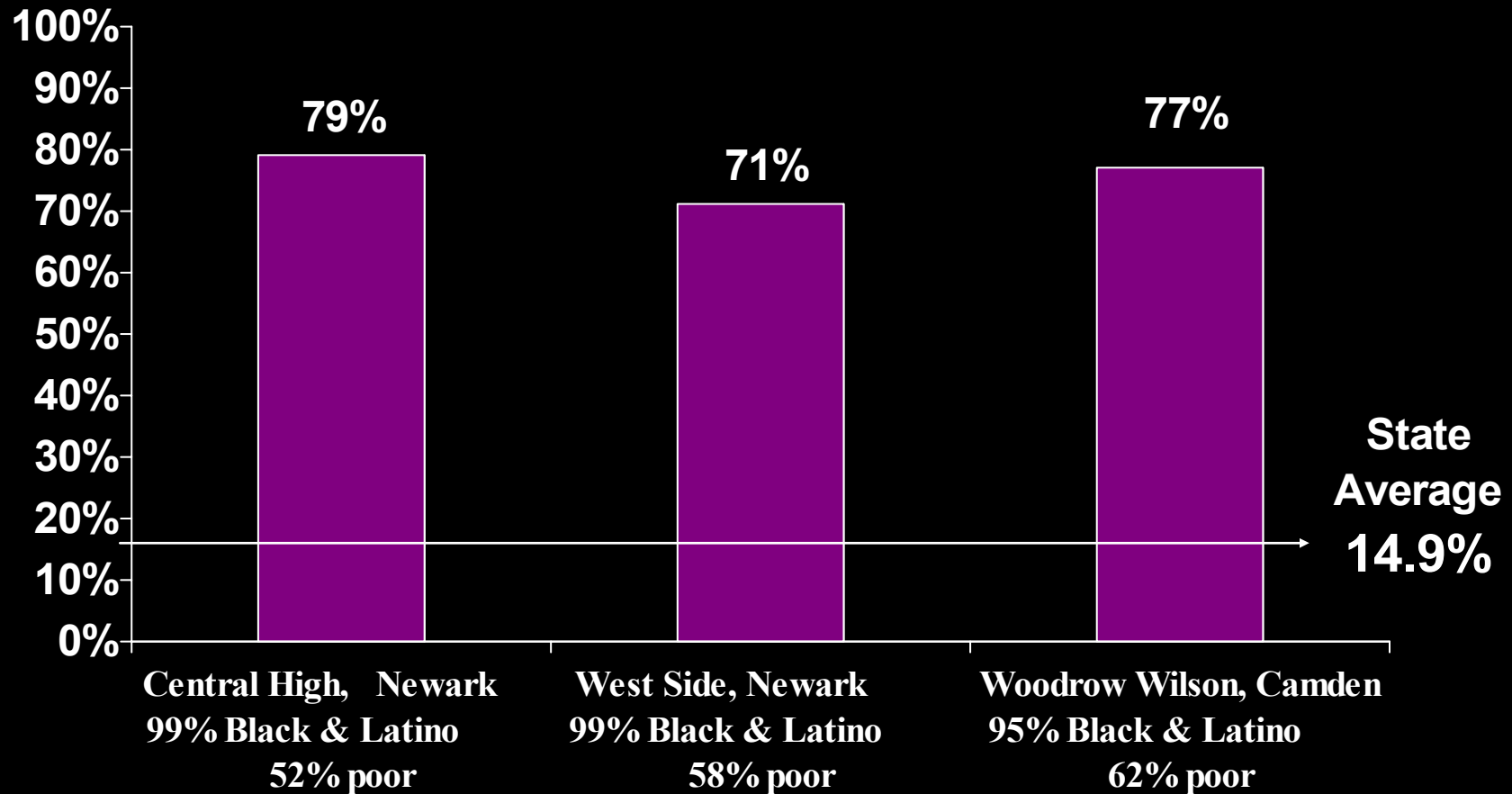
Source: EdTrust-West analysis of NJ Department of Education and schoolmatters.com data, 2005



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In New Jersey's large urban high schools...

Average Percent of NJ general education students graduating via alternative assessment, 2004



This one is about changing belief systems.

High expectations do matter.

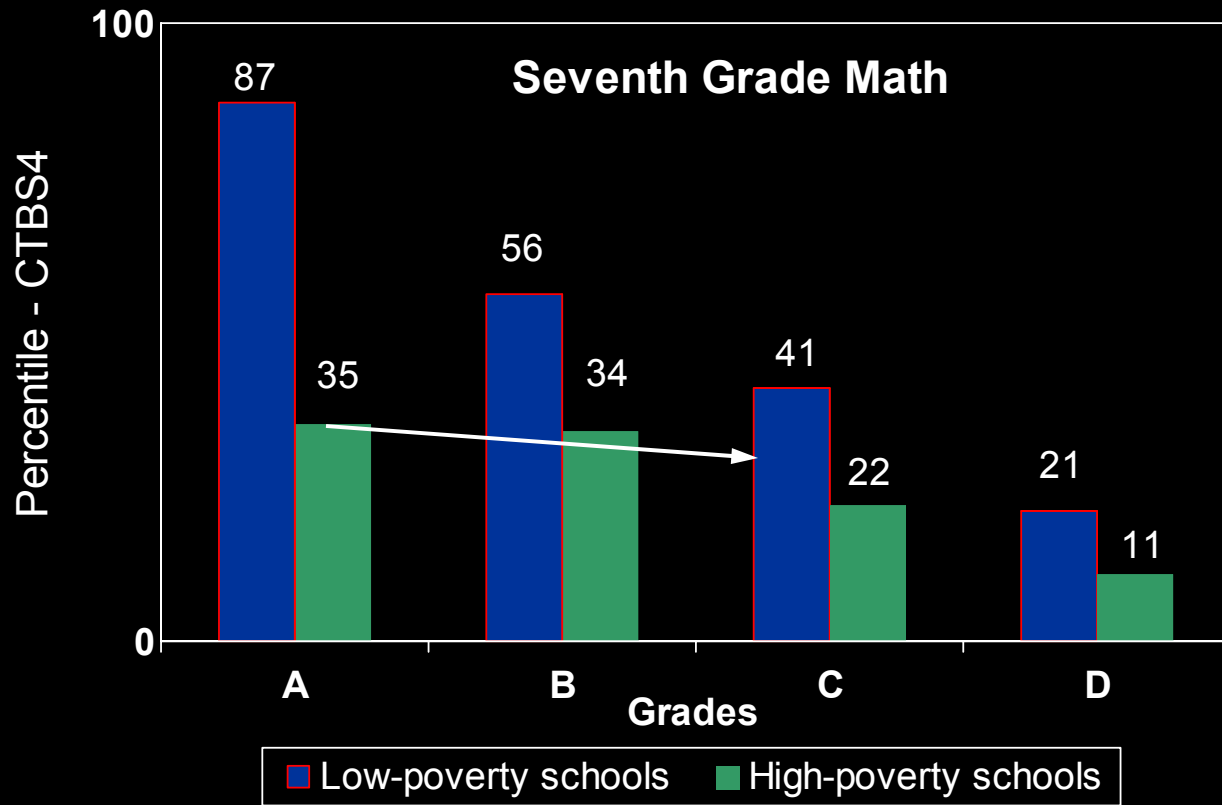
Seeing is believing.



Closing the Assignment Gap:
High Performing Schools and
Districts Make Sure Their
Instructional System is Fully
and Carefully Aligned...and
That Nothing About Teaching
and Learning is Left to
Chance



'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.



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.



Even in college-prep classes,
differences in rigor...



Using the SAME TEXT BOOK

College-prep assignments from:

School A, District A, California

1467 students enrolled
in 2005

- 82% White
- 6% Asian
- 4% Latino
- 2% Black
- 2% Low-Income

School B, District B, California

2001 students enrolled
in 2005

- 45% White
- 4% Asian
- 48% Latino
- 1% Black
- 27% Low-Income



Same Text Book:

High-Level college-prep assignment.

- Describe the fundamental problems in the economy that helped cause the Great Depression. Consider agriculture, consumer spending and debt, distribution of wealth, the stock market
- Describe how people struggled to survive during the Depression
- How did Hoover's belief in "rugged individualism" shape his policies during the depression?



Same Text Book:

Low Level college-prep assignment.

- Role play (Meet the Press) & interview key people of the era
- Draw a political cartoon highlighting a major event of the time
- Share excerpts from noted literary authors-Lewis, Fitzgerald, Hemingway, Hughes
- Listen to jazz artists of the 20's
- Construct a collage depicting new inventions



That's just one example of how low expectations play out in classrooms.

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

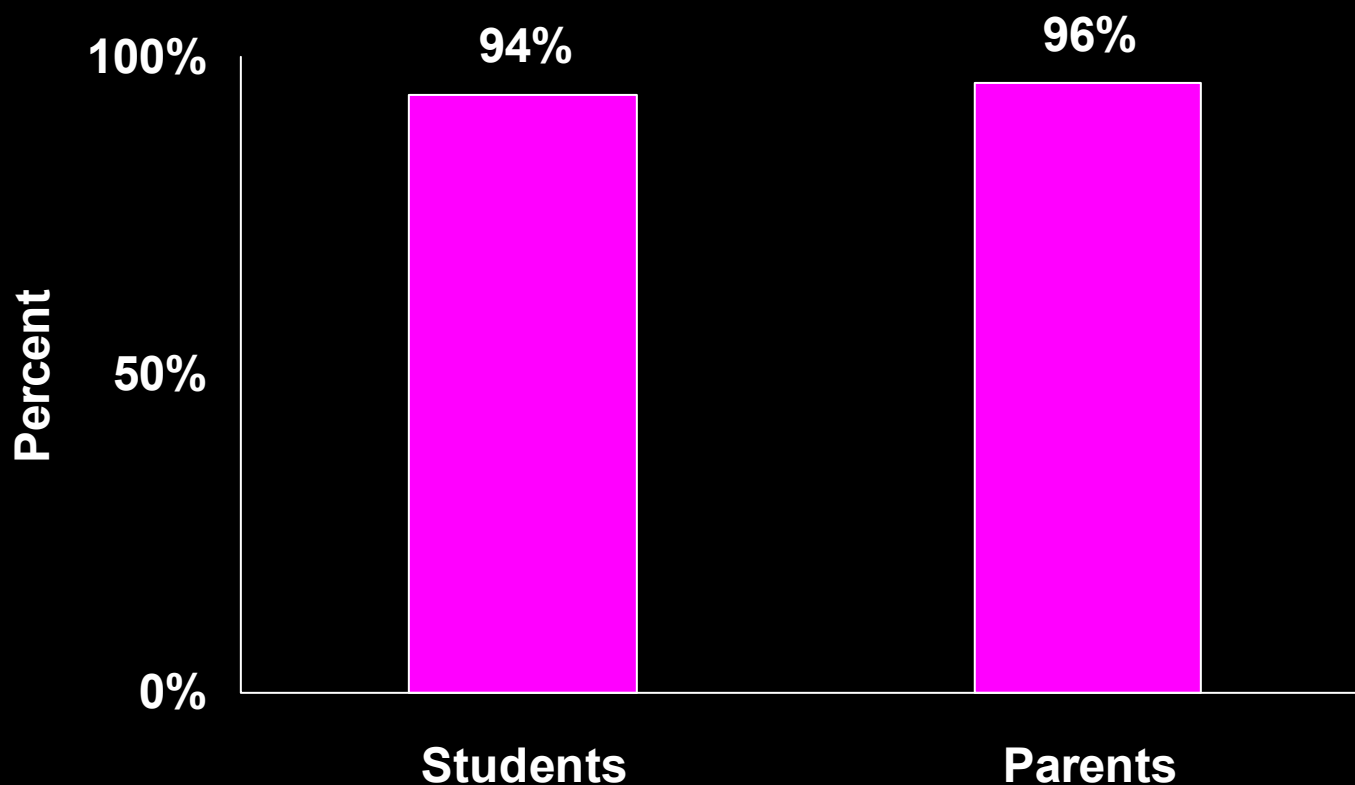


Closing the Curriculum Gap:

High Performing Schools and Districts Insist on Rigor and High Standards for All Students. They Make the College Prep Curriculum the Default Curriculum.



Parents and Kids Nationwide: THEIR GOAL IS COLLEGE



Source: U.S. DOE, NCES, Getting Ready to Pay for College: What Students and Their Parents Know About the Cost of College Tuition and What They Are Doing to Find Out, September 2003



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Even though most students want to go to college, the truth is, many low income students and students of color aren't getting the classes in the first place.

**“Life Prep”
Opportunity:
A Tale of Two
Los Angeles Schools**

Granada Hills

3922 students
27% poverty
32% African American and Latino
58% of graduates successfully
completed A-G in 2004

Garfield

4844 students
98% poverty
99% Latino
33% of graduates successfully
completed A-G in 2004

Beginning algebra part 1 (non-A-G)	9 classes	32 classes
Beginning algebra part 2 (A-G)	14 classes	26 classes
Intermediate algebra (A-G)	20 classes	10 classes
Trigonometry (A-G)	7 classes	4 classes
Chemistry (A-G)	17 classes	15 classes
Automotive mechanics	5 classes	12 classes
Special education day classes	33 classes	77 classes
Military science	0 classes	14 classes



San Diego City Schools: Two High Schools

Gompers HS:

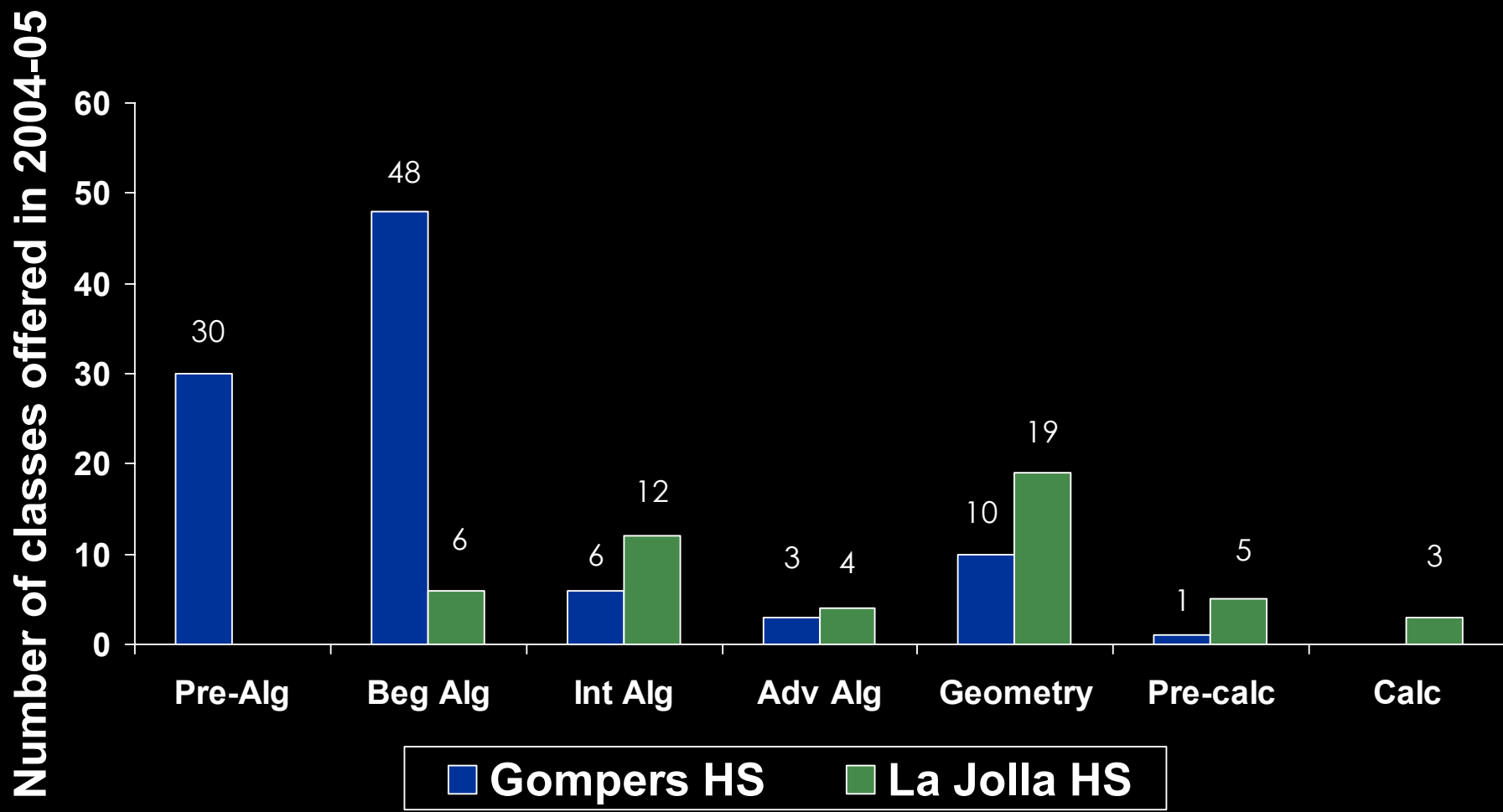
- 1543 Students
- 87.1% Latino & African-American
- 81.1% low-income
- 17% of graduates successfully completed A-G in 2004

La Jolla HS:

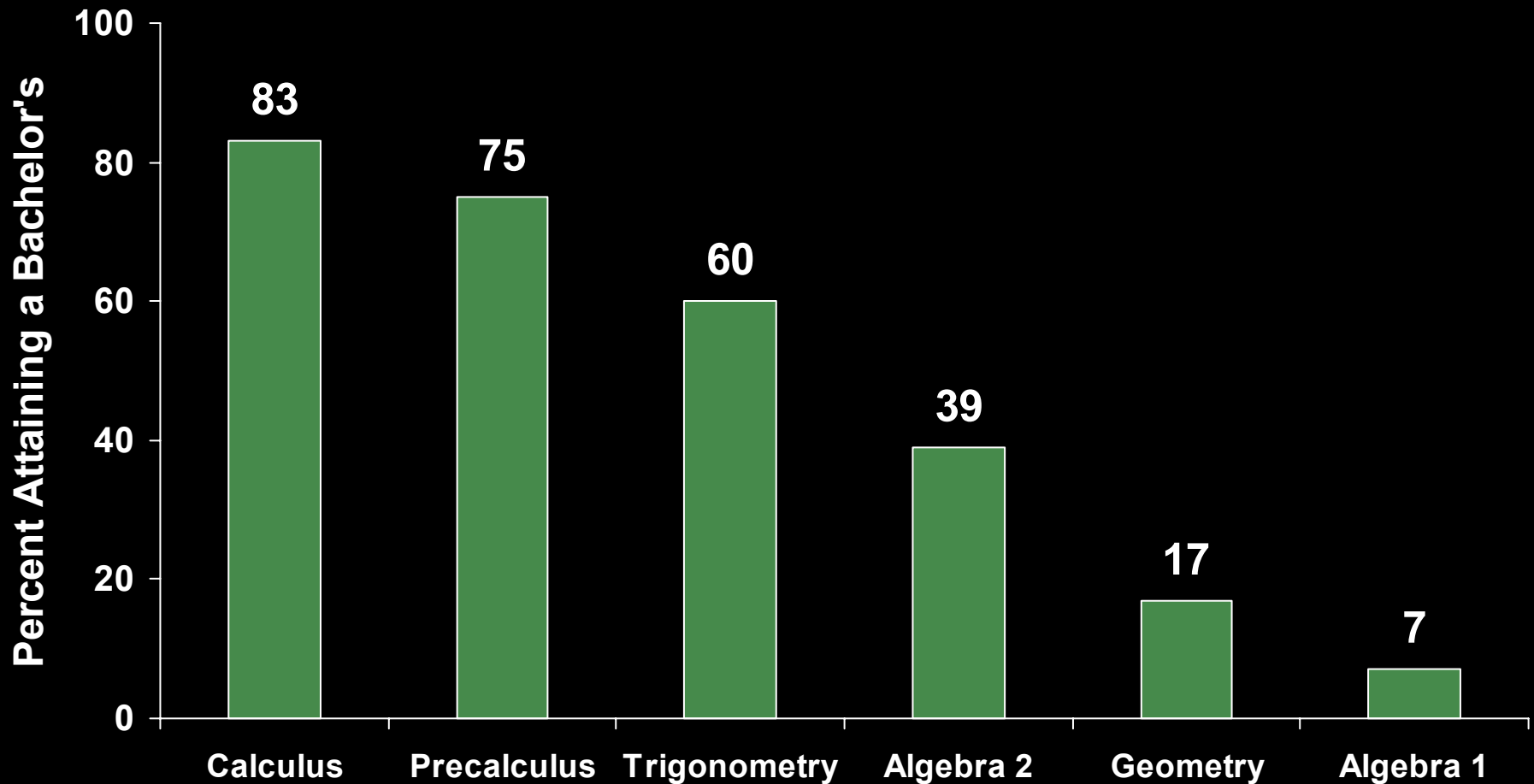
- 1688 students
- 25% Latino & African-American
- 17.8% low-income
- 56.7% of graduates successfully completed A-G in 2004



Opportunities to take higher level math classes are much more limited at the high-poverty, high-minority high school: Gompers HS vs. La Jolla HS, San Diego City Schools



Yet, The Highest Level of Math Reached in High School is a Strong Predictor of BA Attainment



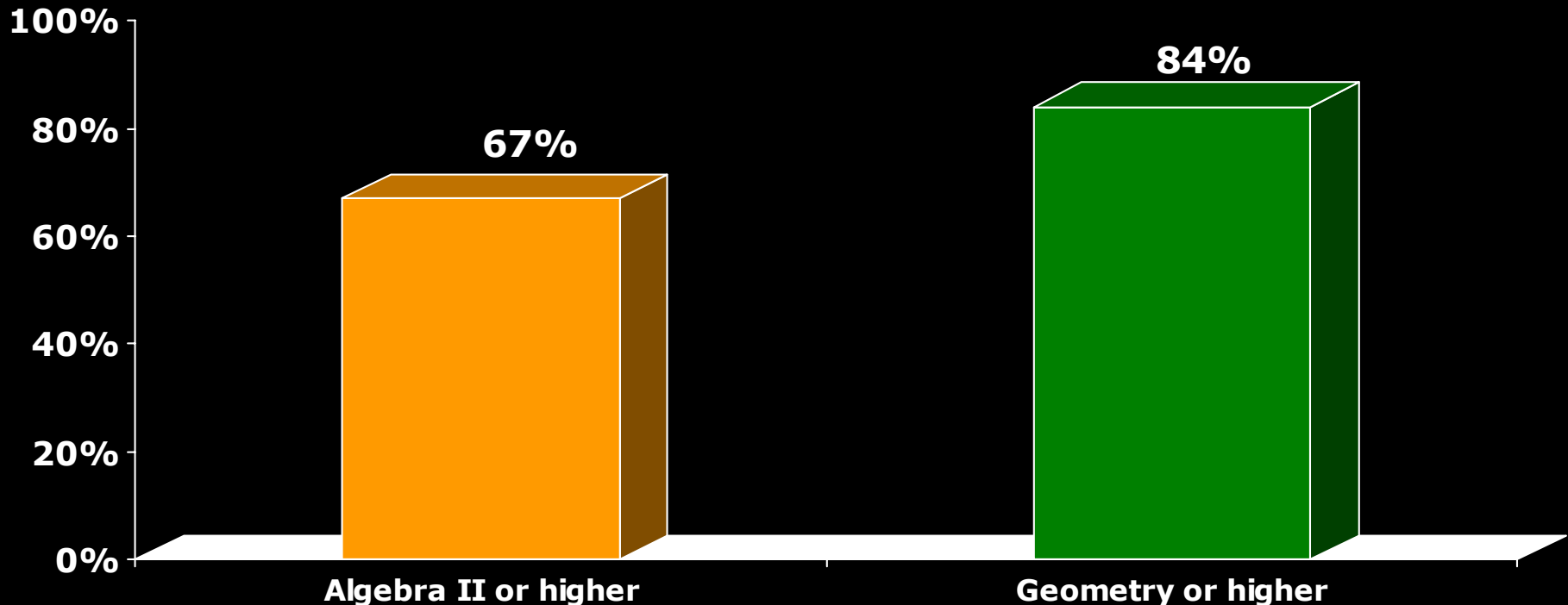
Ready for Work and Ready for
College mean the same thing:

A College Prep Curriculum for ALL.



High School Course-Taking Indicates Opportunity for Success in the Workplace

The majority of workers who hold well-paid, white-collar, skilled jobs took high-level math courses in high school



Source: Carnevale and Desrochers, ETS, Connecting Education Standards & Employment: Course Taking Patterns of Young Workers, ADP: Workplace Study, 2002.

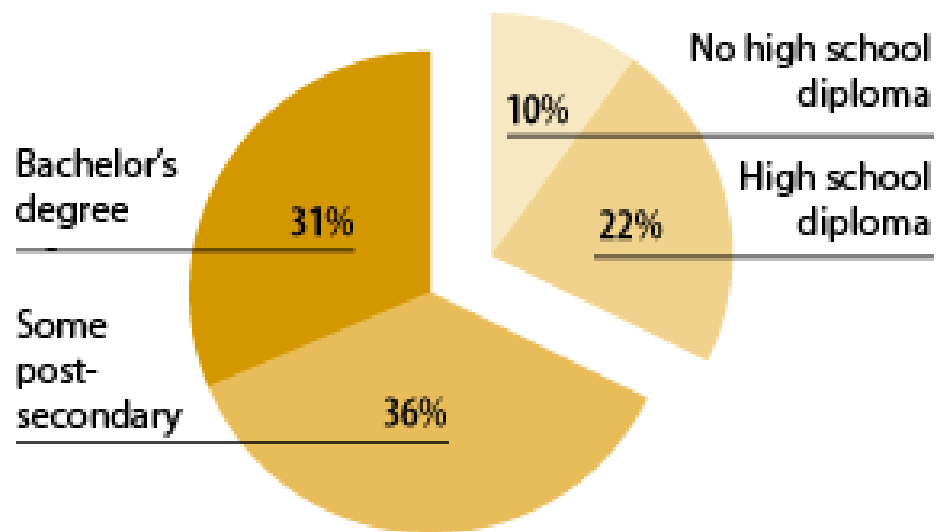


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Most 21st Century Jobs Require Postsecondary Education

More Than Two-Thirds of New Jobs Require Some Postsecondary Education

Share of new jobs, 2000–2010



Source: Carnevale, Anthony P., and Donna M. Desrochers, *Standards for What? The Economic Roots of K–12 Reform*, Educational Testing Service, 2003.



Even in Jobs We Don't Expect

Requirements for Tool and Die Makers

- Four or five years of apprenticeship and/or postsecondary training;
- Algebra, geometry, trigonometry and statistics;
- Average earnings: \$40,000 per year.

Requirements for Sheet Metal Workers

- Four or five years of apprenticeship;
- Algebra, geometry, trigonometry and technical reading;

Requirements for Auto Technicians

- A solid grounding in physics is necessary to understand force, hydraulics, friction and electrical circuits.



Even in Jobs We Don't Expect...

Plumbing-Heating-Air Conditioning

- Four or five years of apprenticeship and/or post-secondary training;
- Algebra, plane geometry, trigonometry and statistics;
- Physics, chemistry, biology, engineering economics.

Construction and Engineering

- Four or five years of apprenticeship and/or post-secondary training;
- Algebra, plane geometry
- Critical thinking, problem solving, reading and writing

ALL of these jobs require a strong foundation of reading, writing and speaking the English language in order to comprehend instructions and technical manuals



Why Ontario, Canada is a better location for a new Toyota plant...

“The level of the workforce in general is so high the training program you need for people, even for people who have never worked in a Toyota plant before, is minimal compared to what you have to go through in the southeastern United States,”

--Gerry Fedchun, president of Automotive Parts Manufacturers' Association, 7/8/2005

But are most of our kids getting
anything that even remotely
resembles
INTENSE?



Jake: Fall Schedule, Freshman Year

English

Health Ed/Academic Foundations (Required Course for all freshmen)

Conceptual Physics

Volleyball



Spring Schedule, Freshman Year

Algebra

Auto Shop

Auto Shop

Volleyball



Fall Schedule, Sophomore Year

English

Spanish

Chemistry

Open Period (required)



Spring Schedule, Sophomore Year

Geometry

W. History

Volleyball

Open Period (required)



Fall Schedule, Junior Year

Mythology

Algebra

Auto Shop

Career Choices



Spring Schedule, Junior Year

Algebra 2

American History

Arts Tech

English



Senior Year?

Too embarrassing to even show



Ed Trust Transcript Study: Our Current Favorites

- Pre-Spanish;
- Future Studies;
- Exploring;
- Principles of PE;
- Teen Living;
- Life Management;
- Food Fundamentals;
- Winter Activities.



Ways to Help.

- Bringing Municipal Resources to Bear on:
 - Working Conditions.
 - Safety. MTA?
 - Joint Use? Example: Libraries.



Closing the Resource Gap:

High Performing Schools think very hard about how to deploy resources...both people and time.



One High School: Student/Teacher Ratio by Grade

Grade	9th	10th	11th	12th
Average number of students per teacher	30.3	16.7	11.6	12.1

Source: Jovenes Unidos & Padres Unidos; March, 2004.



Same High School: Counselor Deployment by Grade

Grade	9th	10th	11th	12th
Number of Counselors	1	1	1	1
Number of Students	572	366	309	213

Source: Jovenes Unidos and Padres Unidos; March, 2004



Is this school structured around
student, or adult needs?



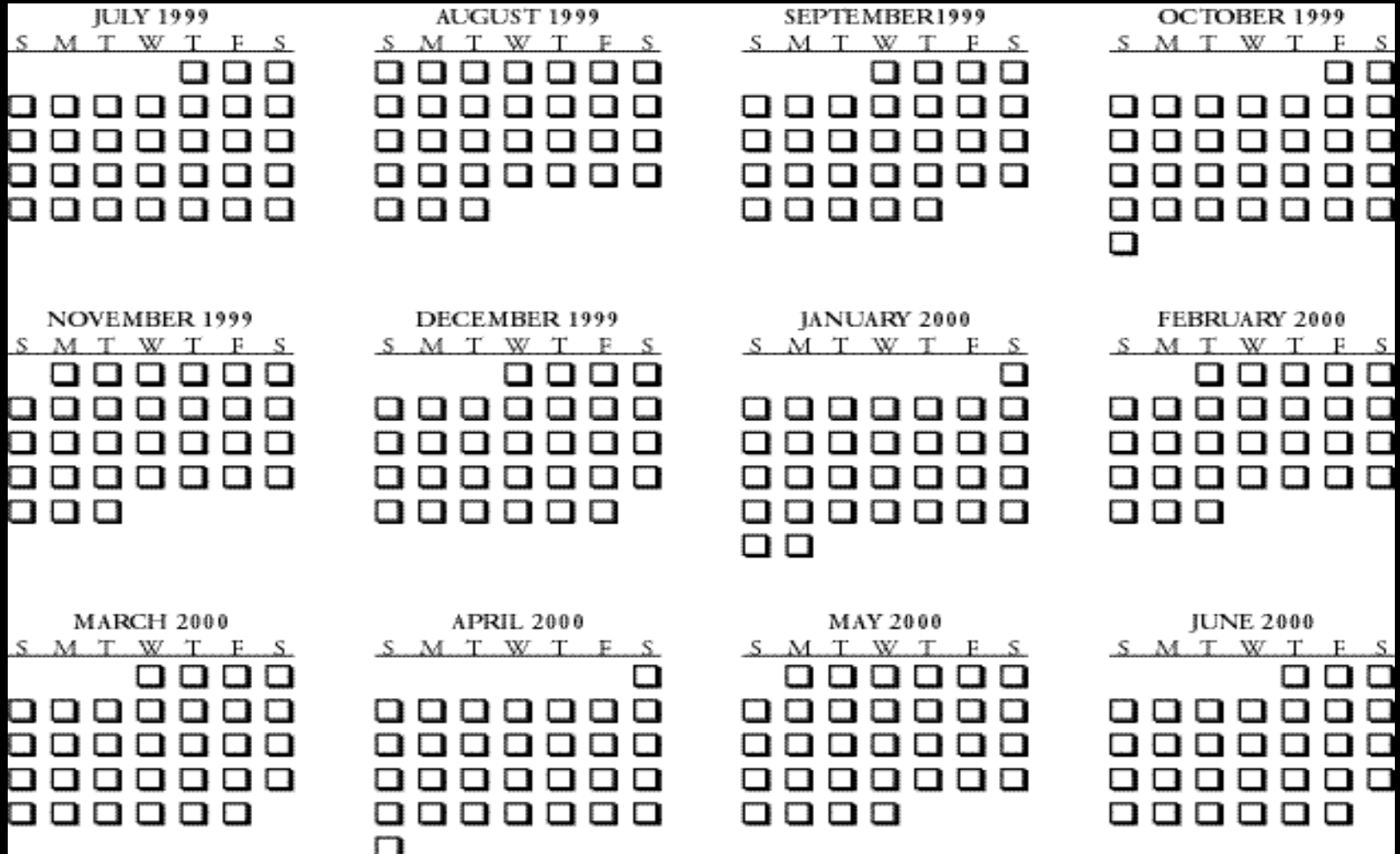
Struggling students and their
teachers need more time.



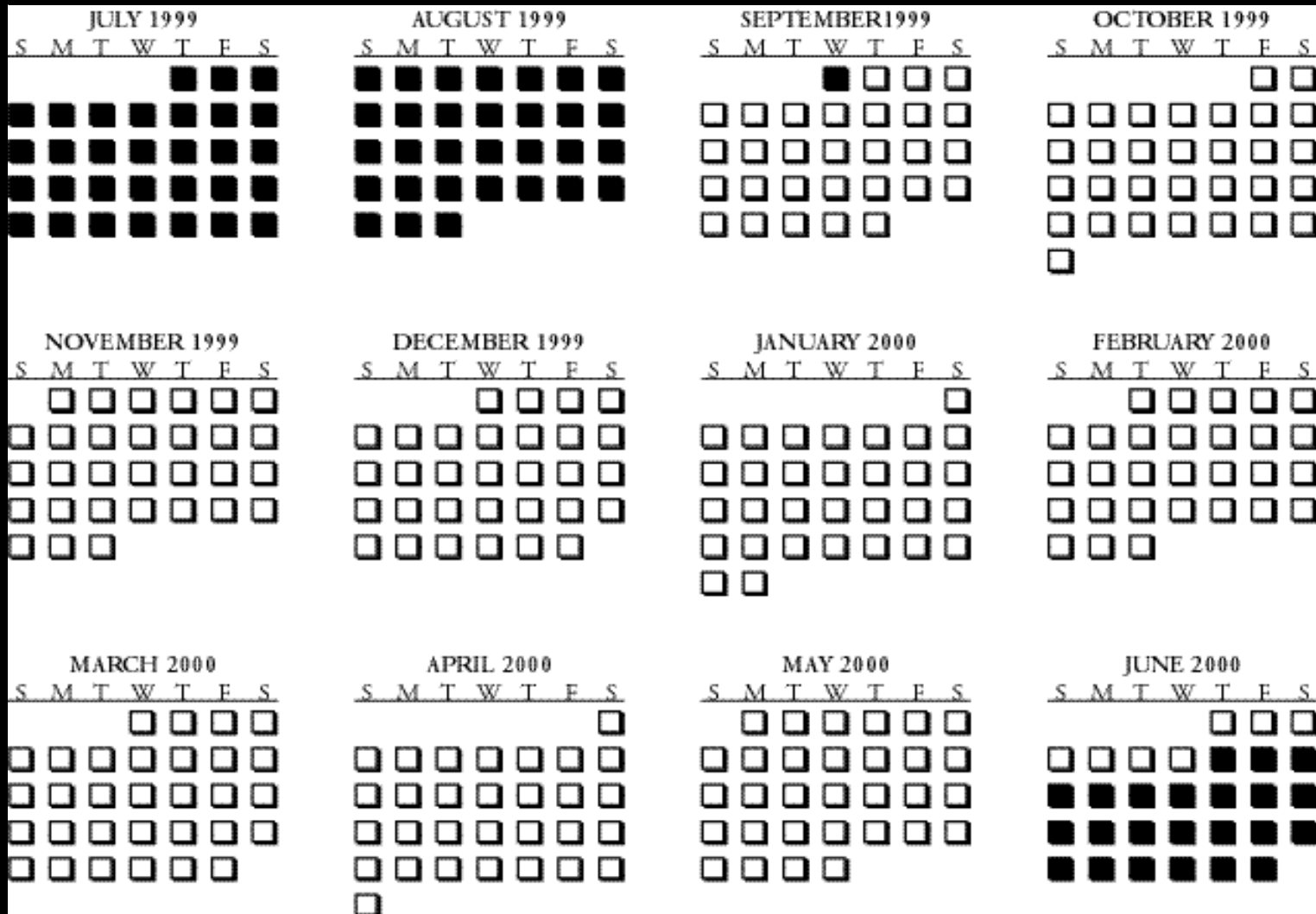
USE OF INSTRUCTIONAL TIME

Analysis of One California Urban Middle School Calendar

The Full Year Calendar



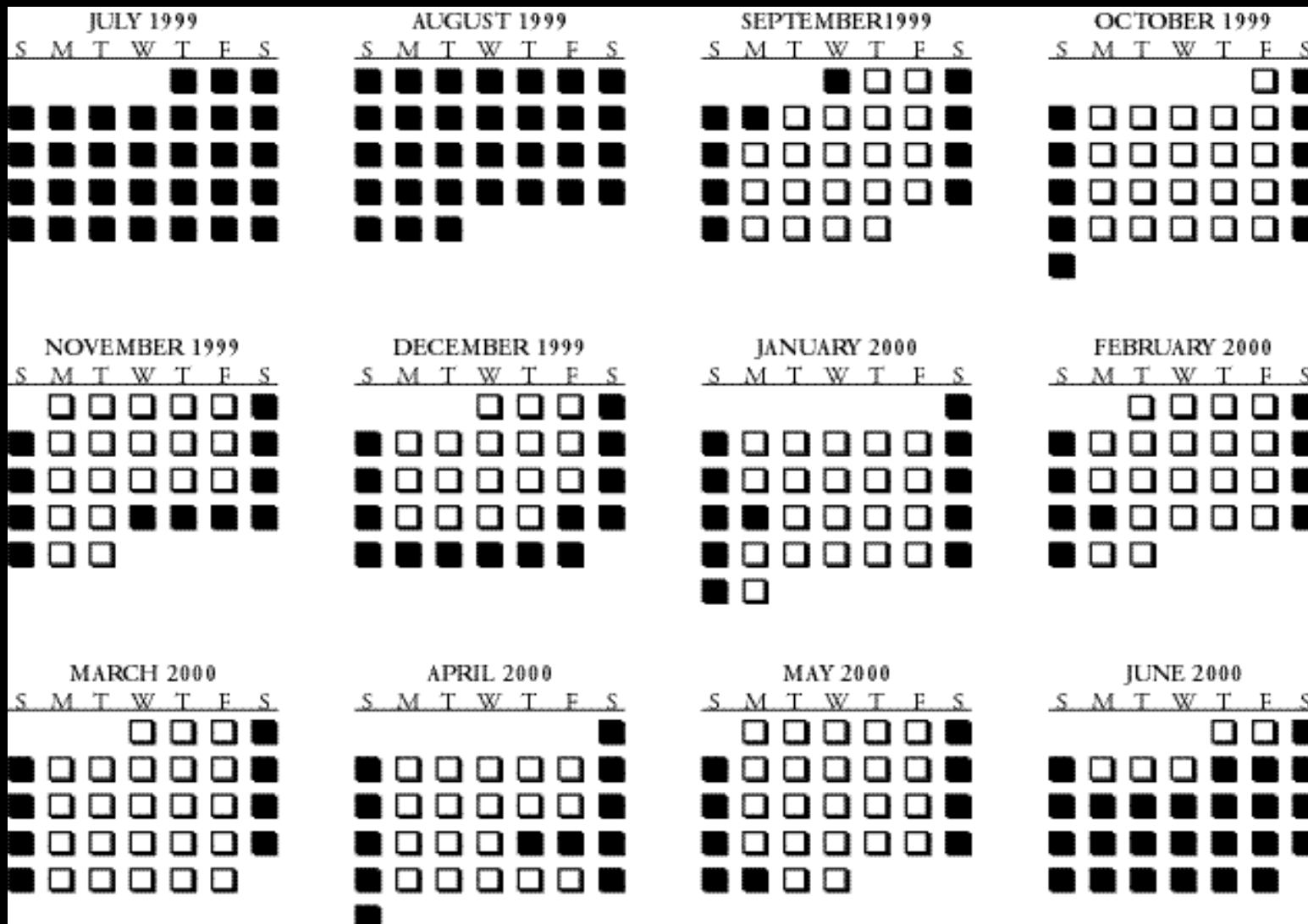
Less Summer Vacation



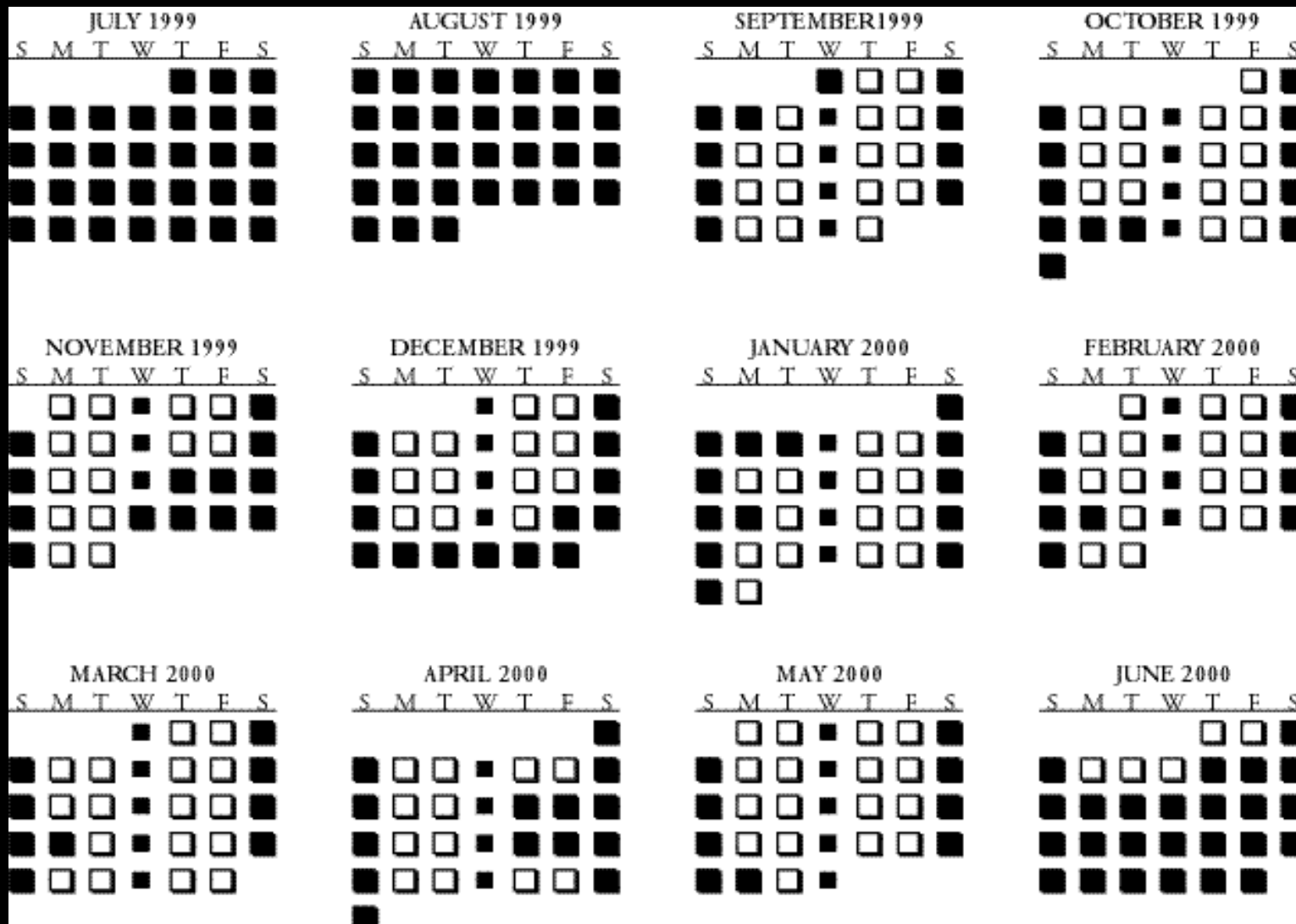
Source: Ed Trust – West analysis of the master schedule of an unnamed school in CA



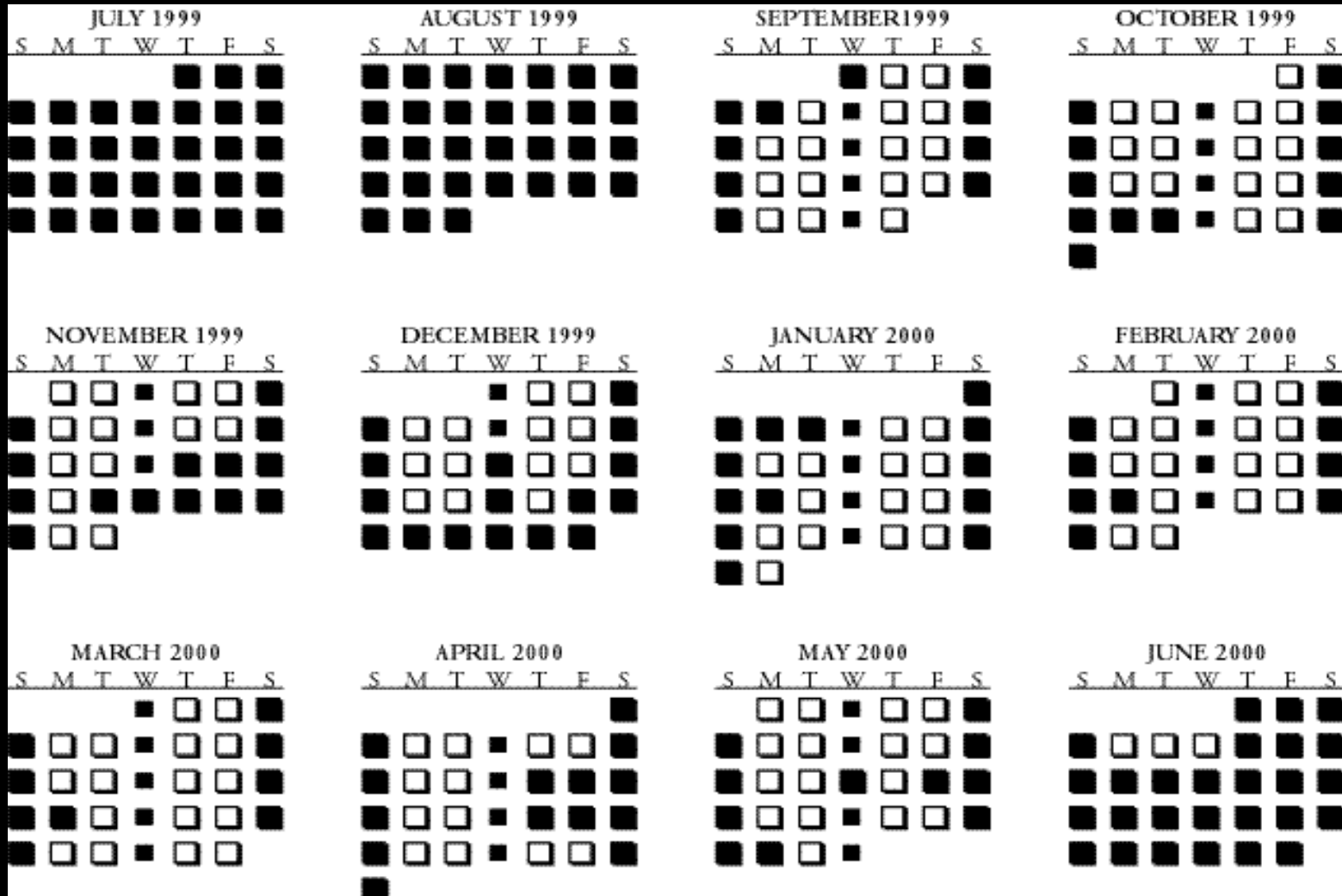
Less Weekends, Holidays, & Summer Vacation



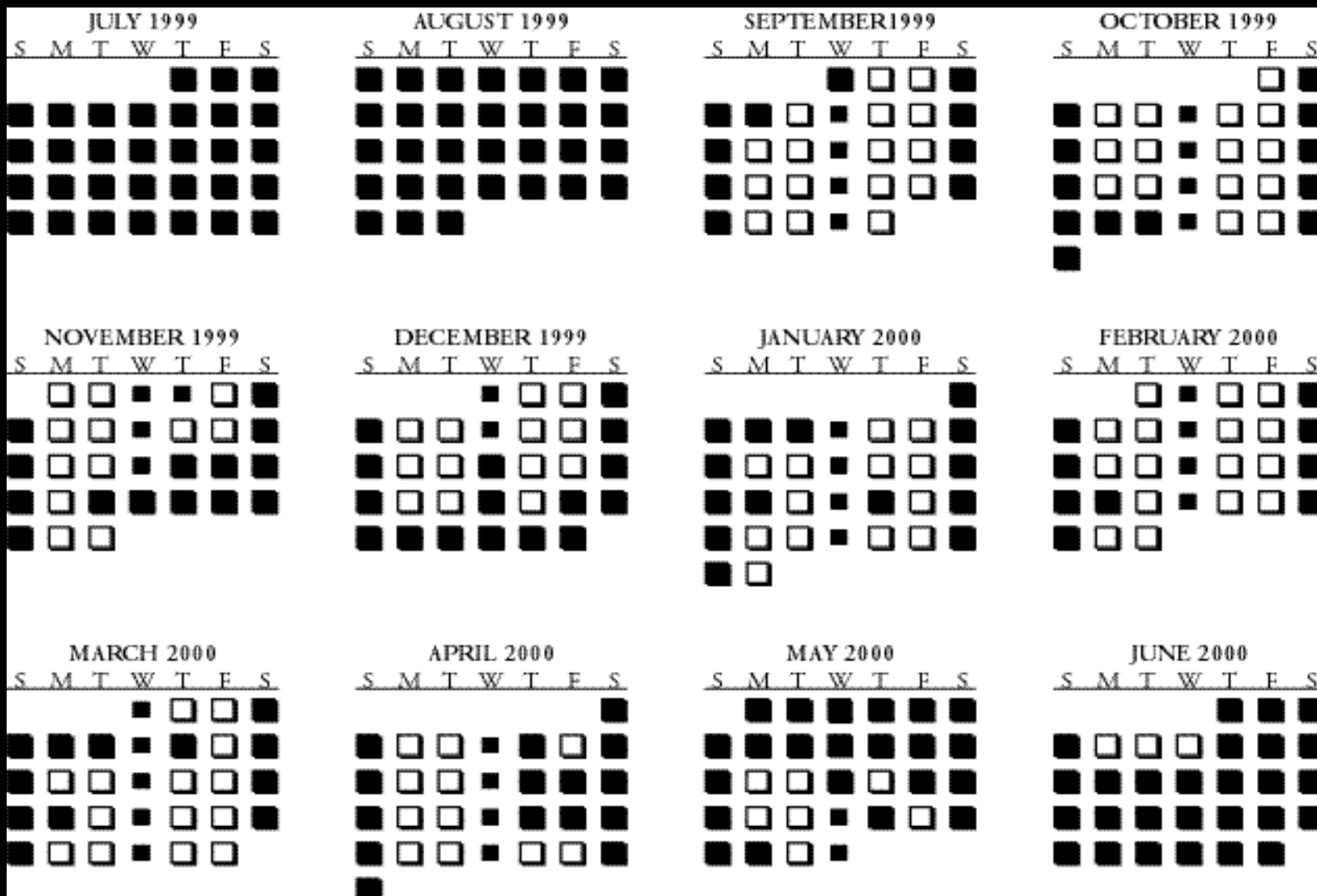
Less Professional Development Days & Early Dismissal/Parent Conferences



Less Class Picnic, Class Trip, Thanksgiving Feast, Christmas, Kwanzaa, Hanukkah, Awards, Assemblies, & Concerts



Less State and District Testing and Other Non-Instructional Time



BOTTOM LINE?

Teachers are Left with about

24 School Days

OR

18 Eight Hour Days

Per Subject

Per Year



Some helpful hints from high performers:

- Use the power of the Master Schedule to make sure that time is spent effectively, and more time is provided to struggling students and their teachers.
- Provide interventions and supports as soon as students start to slip. And measure student progress every 6 to 9 weeks.
- Tailor professional development for teachers to meet the needs of their students.
- Remediation alone isn't enough, it has to be about accelerated learning.



High Performers Close the
Funding Gap. And Use
Money More Effectively.

Advocates for more money
must also be advocates for
reform.



Some funding differences occur
between poor and rich school
districts.



Nation: Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$1307 per student
High Minority vs. Low Minority Districts	-\$1203 per student

Note: Both figures are after 40% low-income student cost adjustment



California: Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$259 per student
High Minority vs. Low Minority Districts	-\$499 per student

Note: Both figures are after 40% low-income student cost adjustment



Funding Gaps in California: Add it up.

Minority Funding Gap:	...between two typical classrooms of 25 students	...between two typical elementary schools of 400 students	...between two typical high schools of 1500 students
\$499	\$12,475	\$199,600	\$748,500

Source: The Education Trust, *Funding Gaps*, 2006.

Note: These figures are after 40% low-income student cost adjustment



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But there are big differences within school districts, as well. In fact, in most states these differences are larger than between-district differences.



A Tale of Two Schools



Granada Hills High School
Los Angeles Unified

- **32% Latino & African American**
- **27% of students receive free or reduced price lunch**
- **Academic Performance Index = 773**



Locke High School
Los Angeles Unified

- **99% Latino & African American**
- **66% of students receive free or reduced price lunch**
- **Academic Performance Index = 440**



The average teacher at Locke High School actually gets paid an estimated **\$8,034 less** every year than his counterpart at Granada Hills High School.

If Locke spent as much as Granada Hills on teacher salaries for its 119 teachers, the school budget would increase by nearly a **million dollars (\$956,056)** every year.



Same Problem in Your City?

You can bet on it!

Example: A Mayor's Role in the
Benwood Initiative.



Of course, we need more money
too.

But how much more new money
will help depends on how wisely
we spend it.

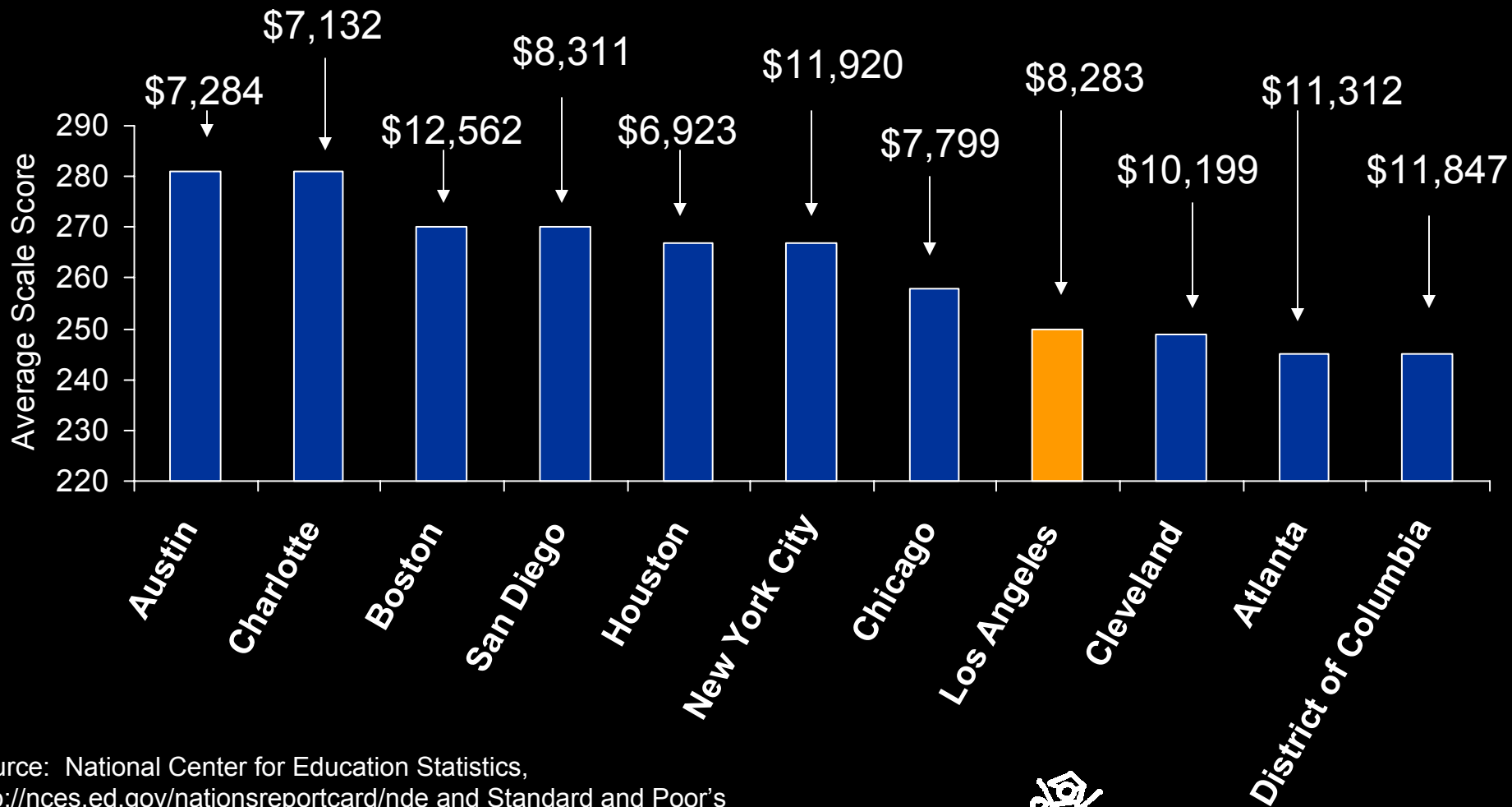


Some districts get more for less.



Some districts that out-perform spend less

NAEP 2005 Grade 8 Math -Overall Scale Scores



Source: National Center for Education Statistics,
<http://nces.ed.gov/nationsreportcard/nde> and Standard and Poor's
www.schoolmatters.com

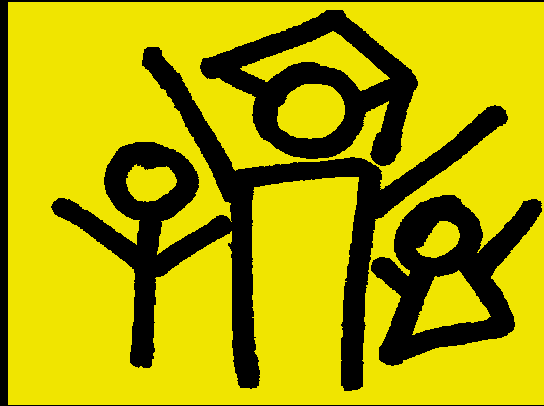


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How do generate the civic and political will to close the opportunity gaps? And then sustain it?

- Correlation is Not Causation:
 - Race and Poverty Are Not Destiny in Education.
- Opportunity gaps give rise to the achievement gap.





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510-465-6444

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