



Claremont Graduate University Teacher Education Internship Program

Tami Pearson
The Education Trust – West
March 20, 2010

Goals

- Understand the history and importance of accountability systems in public education at the federal, state and classroom level.
- Examine schools that are dispelling the myth.
- Ability to access and understand teacher's role in using data as tools to inform instruction and increase student achievement.

Federal

- 1965 – Elementary and Secondary Education Act
- Funding for K-12: Professional development, instructional materials, educational programs, parental involvement
- Through 1970 and reauthorized every 5 years
- Title 1 – funding for schools with low income students
- Some additions/changes – Individual with Disabilities Act (IDEA), Goals 2000
- Most notably:

No Child Left Behind

- 2002 – signed into law (Reauthorization of ESEA)
- 2007 – due for reauthorization
- 4 Principles:
 - **Accountability:** Guaranteeing Results
 - **Flexibility:** Local Control for Local Challenges
 - **Proven Education Methods:** Proven Methods with Proven Results
 - **Parental Options:** Choices for Parents, Hope for Kids

ESEA – Where Are We Now?

- ESEA Blueprint
 - College and Career-Ready Students
 - High standards, better assessments
 - Great Teachers and Leaders in Every School
 - Effective, high need schools, preparation
 - Equity and Opportunity for All Students
 - Rigorous and fair accountability, meet needs of diverse learners
 - Raise the Bar and Reward Excellence
 - Race to the Top, culture of college readiness
 - Promote Innovation and Continuous Improvement
 - Innovation and accelerate success, recognize and reward, supports

RTTT – Impact on California

- Tore down data wall
- Not all LEA's signed on to state application
- State very vague on reporting requirements – if any
- State not picked as finalist in round 1 – can apply for round 2 money
- www.caracetothetop.org



But until ESEA is authorized, NCLB is still in effect

NCLB Goals

- ALL students will attain proficiency or better in reading and mathematics by 2013-2014
- ALL limited English students will become proficient in English
- ALL teachers will be highly qualified by 2005-2006
- ALL students will be educated in safe, drug-free environments
- ALL students will graduate from high school

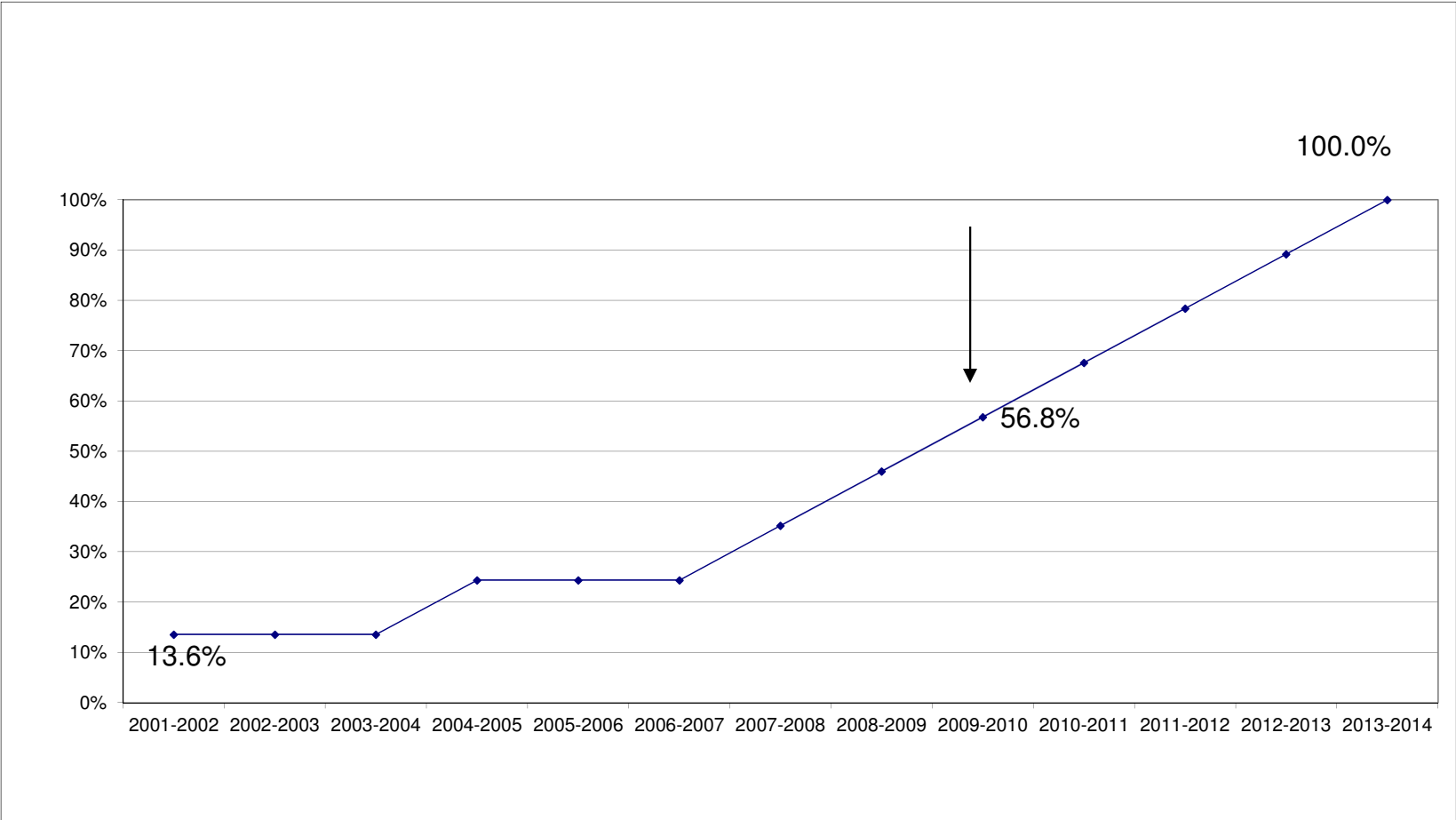
Accountability

- Testing Requirements
- Adequate Yearly Progress (AYP)
- Consequences
- Public Reporting

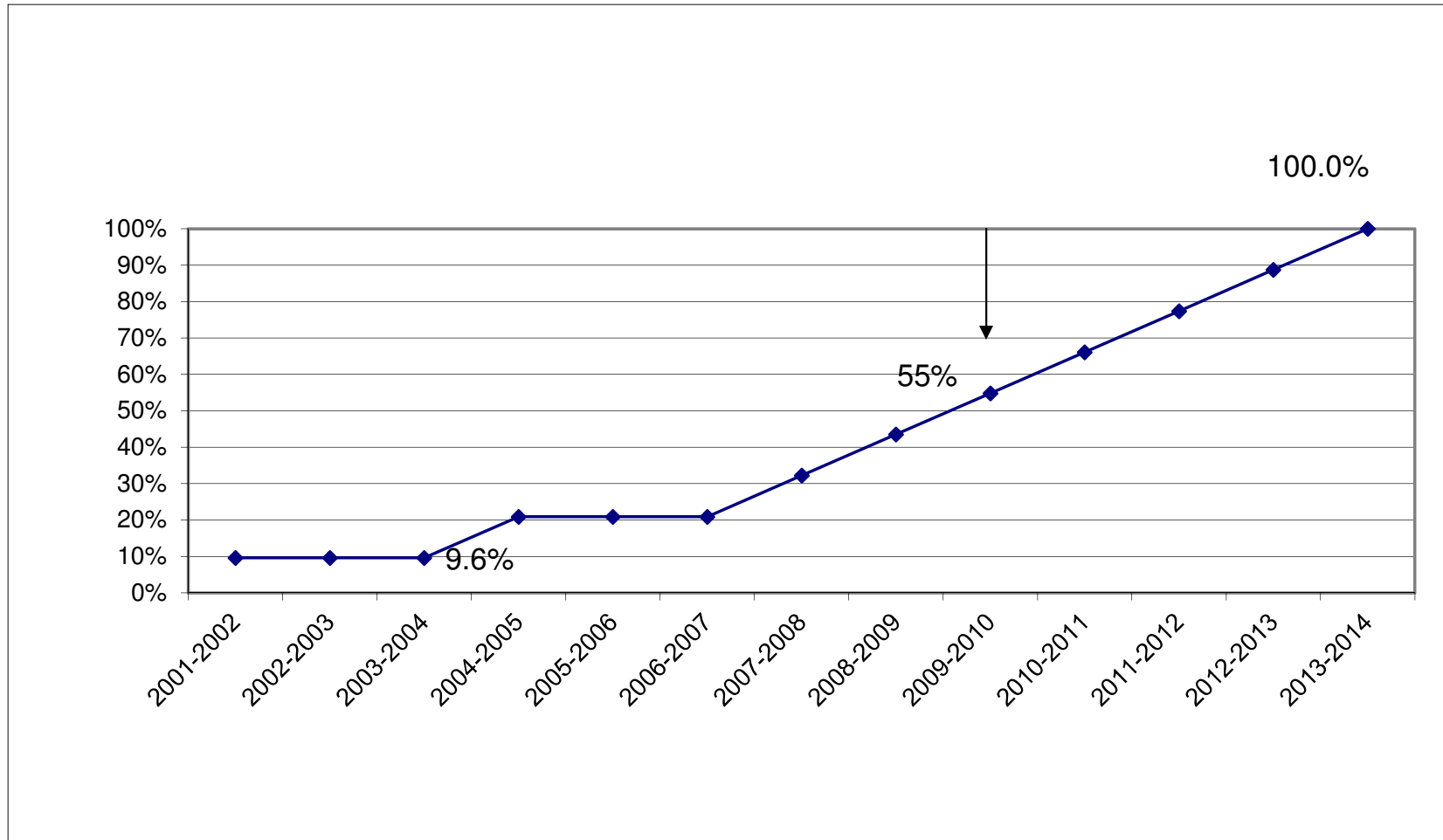
AYP – Annual Measurable Objectives (AMOs)

- Participation rates (95%)
- CSTs – Elementary/Middle Schools; CAHSEE – High School
- All Students
- Racial/Ethnic groups
- Low SES
- Special Education
- ELL
- Graduation Rates (Growth of 1/10 of 1%)
- California – API (Growth of 1 point)
- Up to 46 different criteria

California AMO's ELA Elementary/Middle School



California AMO's Math High School



Consequences

- Schools:
- Year One – Did not make AYP
- Year Two – Did not make AYP
- Year Three (PI Year 1) – Revise school plan, 10% Title 1 for PD
- Year Four (PI Year 2)– Continue plan implementation and PD
- Year Five (PI Year 3) – Collaborate with district, PD
- Year Six (PI Year 4) – Plan for alternative governance (charter, new staff, state takeover), notice to parents, PD
- Year Seven (PI Year 5) – Implement restructuring plan
- Each Year – Parent notification; starting with Year 2 add school choice; starting with Year 3 add supplemental services

State

- 1983 – A Nation at Risk: Content; Standards and Expectations; Time; Teaching; and Leadership and Fiscal Support
- 1983 – Bill Honig – California State Superintendent starts decade long educational reform in California; developing content standards and curriculum frameworks.
- 1990 SCANS report – skills kids need to succeed in work.
- 1992 – Second to None: A Vision of the New California High School
- 1997-98: SBE adopts standards and framework for core curriculum
- 1999 – Public Schools Accountability Act (PSAA)
 - Academic Performance Index (API)
 - Standardized Testing and Reporting (STAR)
 - Alternative Schools Accountability Model (ASAMs)
 - Rewards and Interventions
- 2001 – Elementary: Making the Grade
- 2001 – Middle School: Taking Center Stage
- 2002 – Aiming High: High Schools for the 21st Century

API

- 200-1000; 800 Target
- Growth Targets:
 - 200-690 – 5% of difference between that and 800
 - 691-795 – 5 points
 - 800 or higher – maintain minimum of 800
 - Subgroup growth targets
- Base and Growth API (compare 2008 base with 2009 growth)
- Statewide and Similar School Ranks (20 variables)
 - Deciles – top 10% equals decile 10
 - Statewide – compared with all same type of schools in the state
 - Similar School Rank – 20 variable

API (cont.)

- Standardized Testing and Reporting (STAR)
- California Standards Tests (CSTs)
 - English, Math, Science, Social Studies
- California Achievement Tests (CAT/6) – 3rd and 7th grades
- Norm referenced: Measure students performance against a relevant comparison group (CAT/6, SAT/9)
- Criterion referenced: Measure specific skills in relation to standards of academic performance (CSTs, CAHSEE)
- California High School Exit Exam (CAHSEE)
- California Alternate Performance Assessment (CAPA) (Grades 2-11)
- California Modified Assessment (CMA) (Grades 3-5)
- Dropout rates

Consequences

- Immediate Intervention/Underperforming Schools Program (II/USP) – bottom 5 deciles
- High Priority Schools
- State monitored schools – School Assistance and Intervention Team (SAIT)
- Exit if all API targets met for two years or decile 6 or higher

Classroom

- CSTs
- CAT/6
- CAHSEE
- Interim/Benchmark/Quarterly Assessments
- Database management systems (IDMS, OARS, Edusoft...)
- Districts at different points in terms of teachers accessing data.

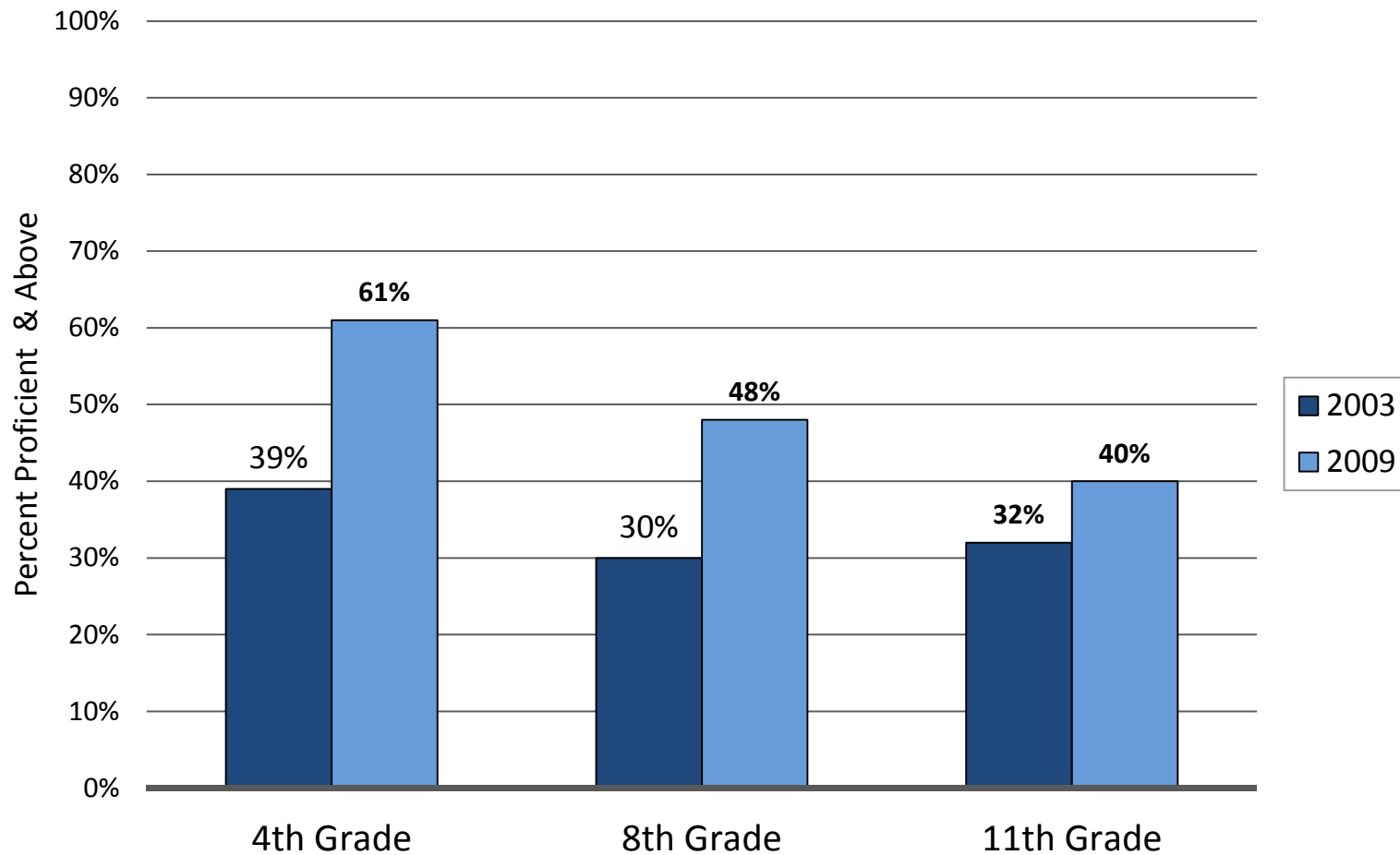


Where Are We Now?

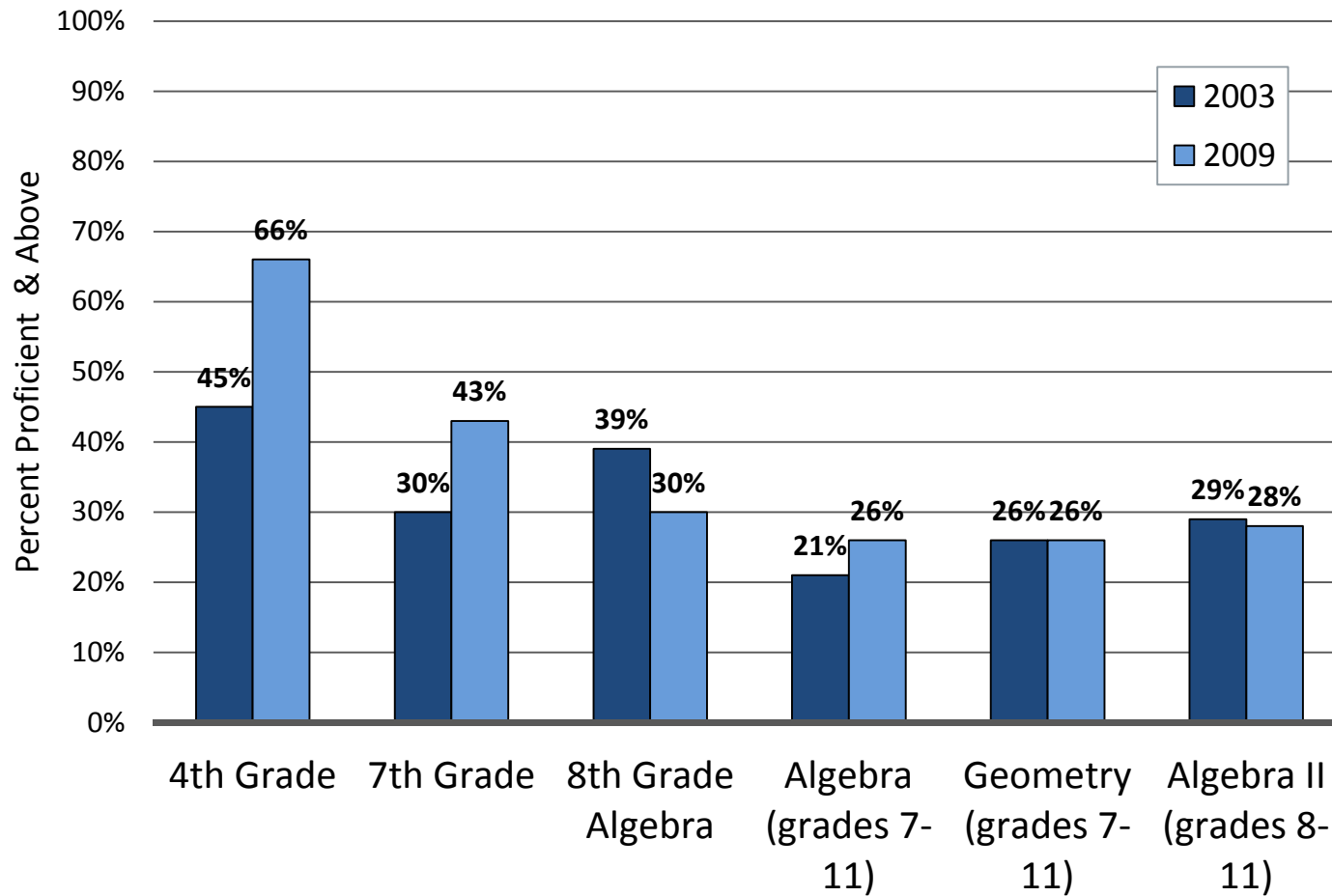
How are California students doing
on state assessments?

CST English-Language Arts Proficiency Across Grades

(2003 & 2009)



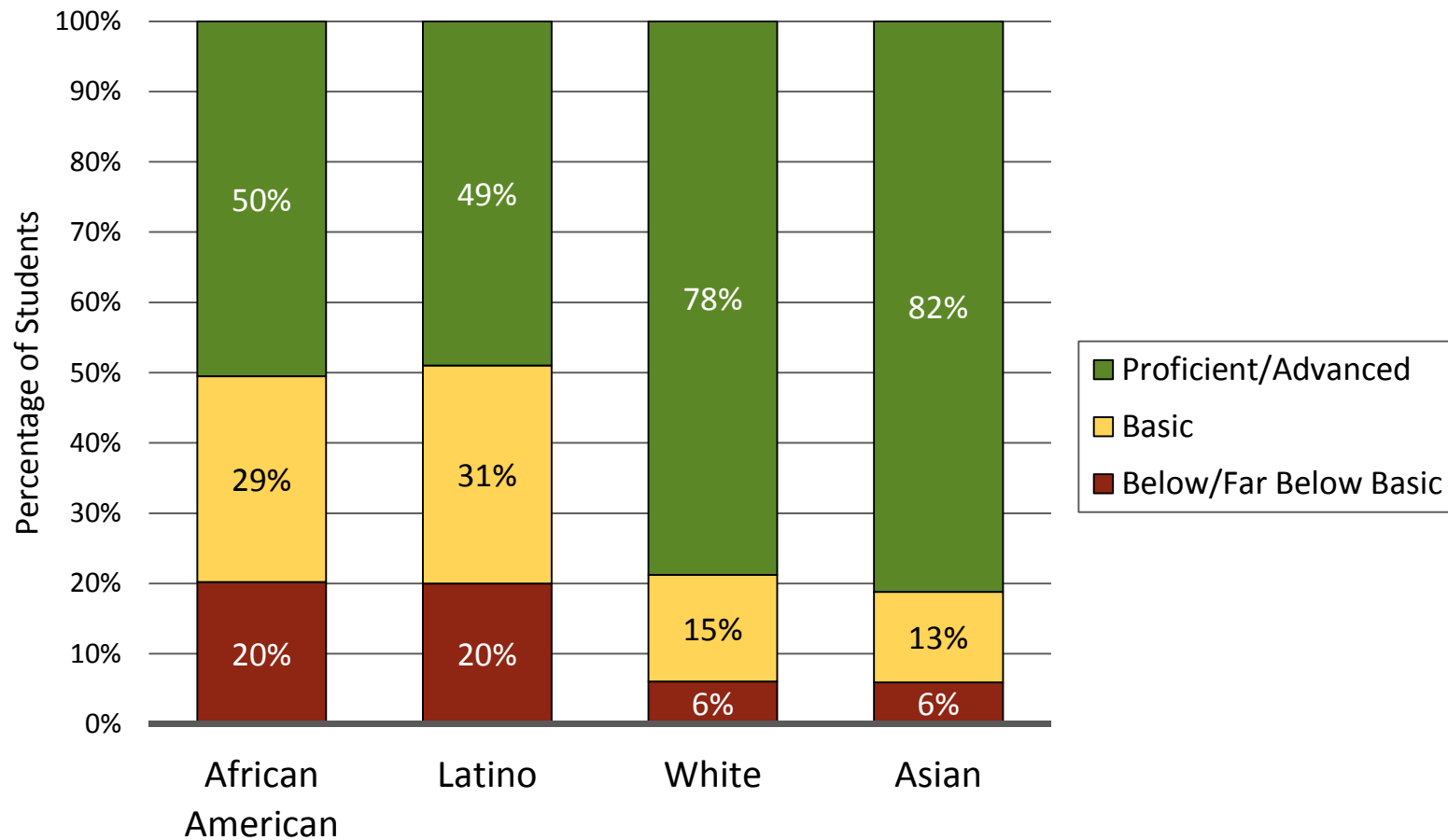
CST Mathematics Proficiency Across Grades (2003 & 2009)



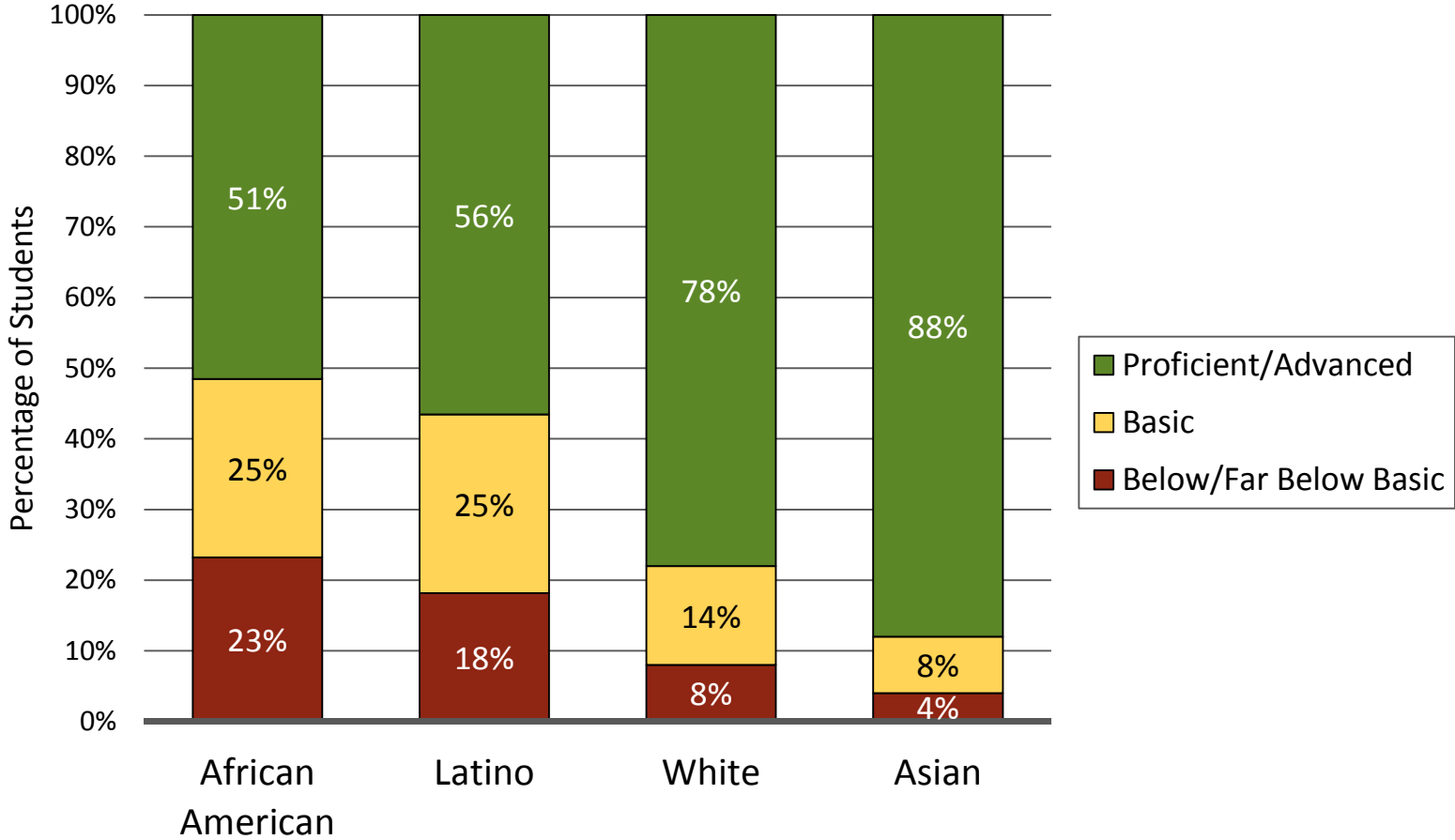



But underneath those averages. . .

CST 4th Grade English-Language Arts Proficiency, by Ethnicity (2009)



CST 4th Grade Mathematics Proficiency, by Ethnicity (2009)

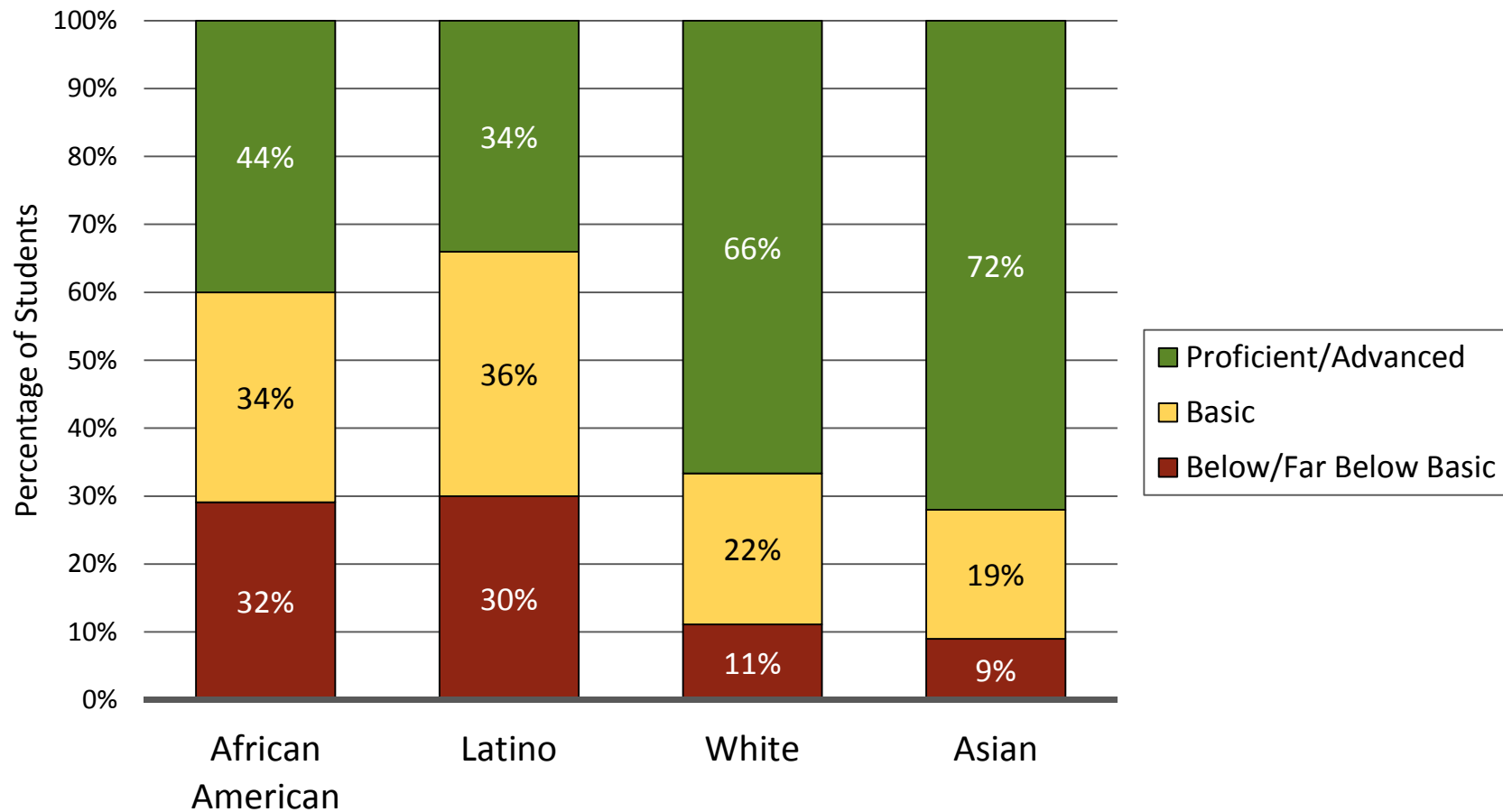




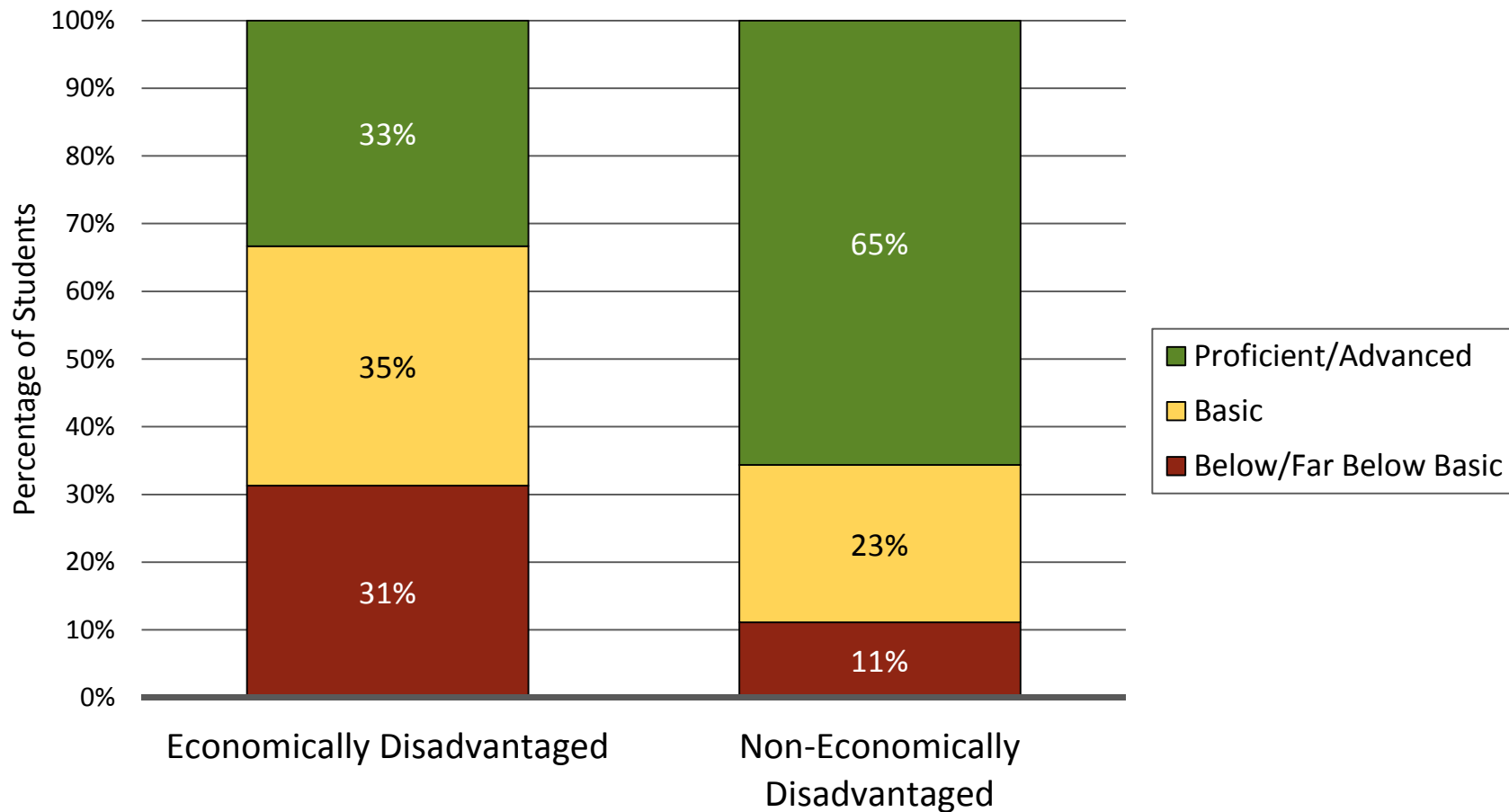
By Middle and High School Gaps Grow Increasingly Wider. In both Reading and Math.

By the end of high school, even for those students that stay in our school, the gaps are staggering.

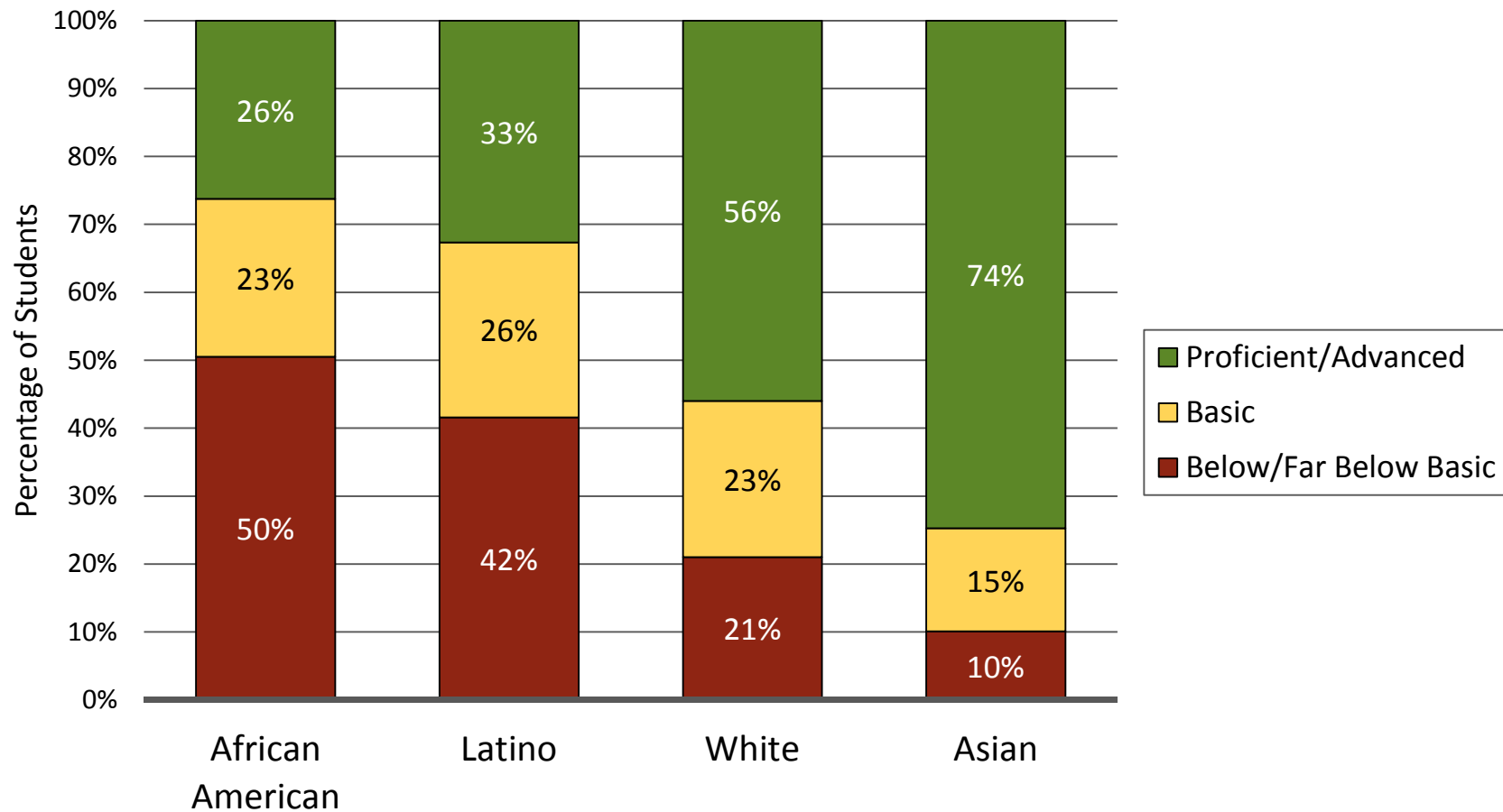
CST 8th Grade English-Language Arts, by Ethnicity (2009)



CST 8th Grade English-Language Arts Proficiency, by Economic Status (2009)

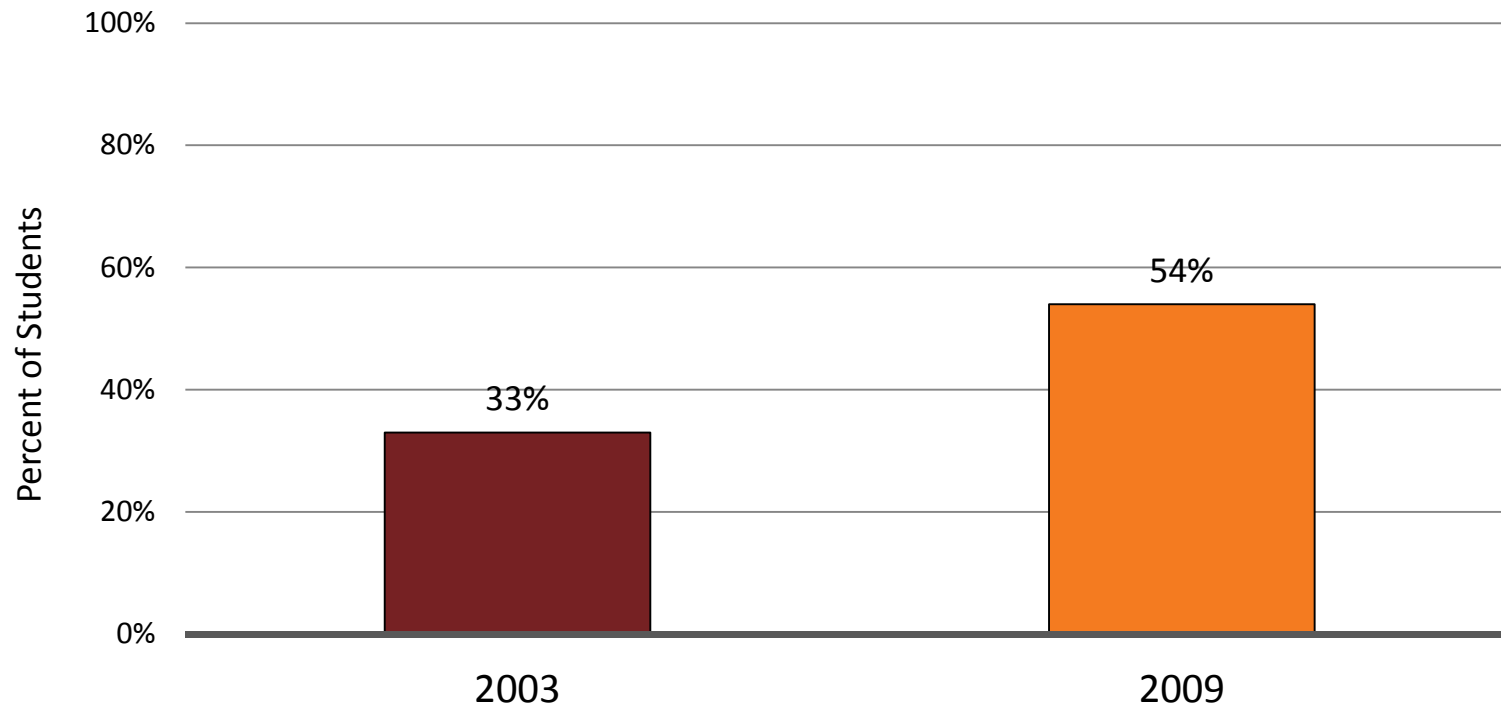


CST 8th Grade Algebra I, by Ethnicity (2009)

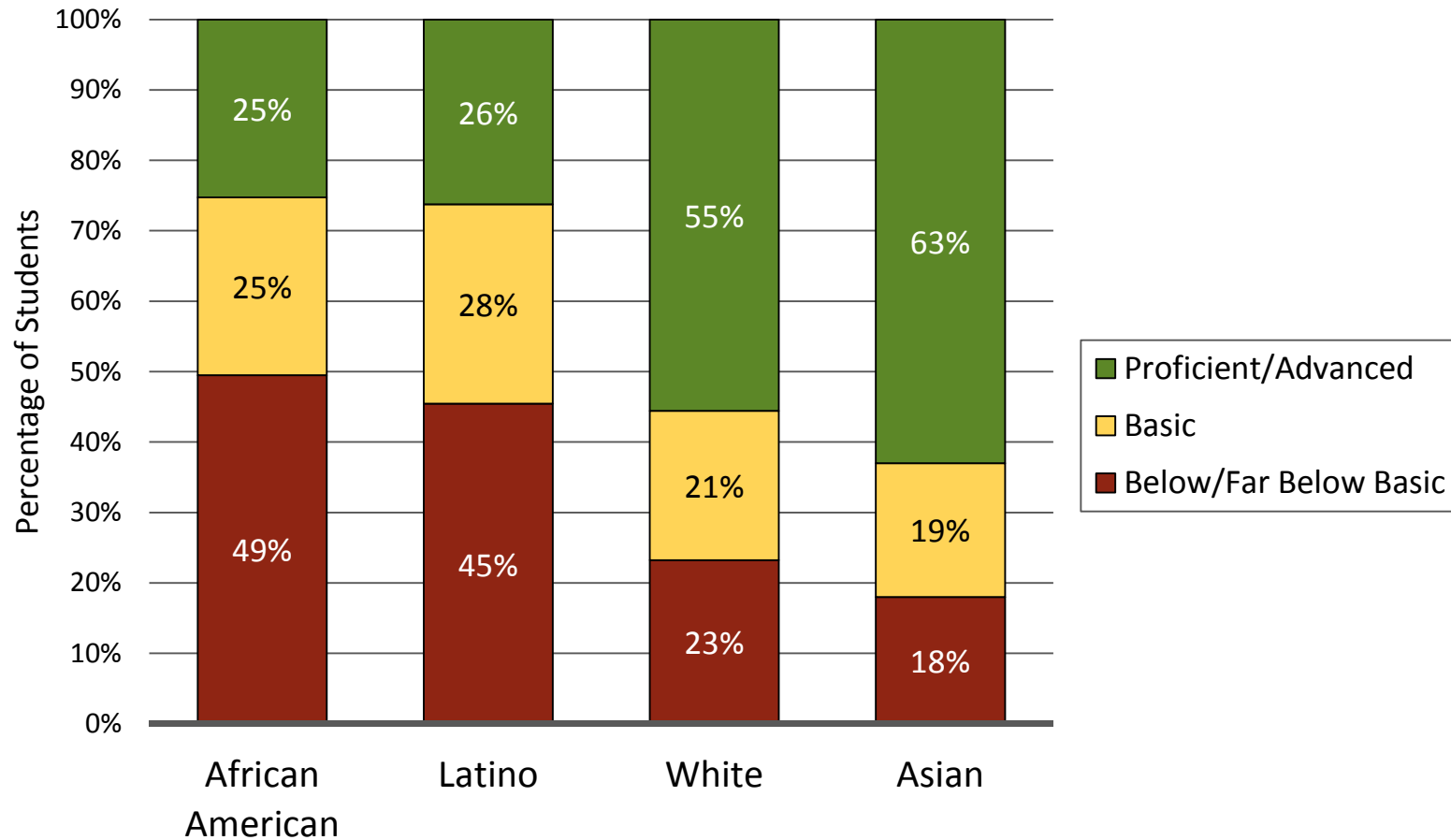


Percentage of CA 8th Graders Enrolled in Algebra I

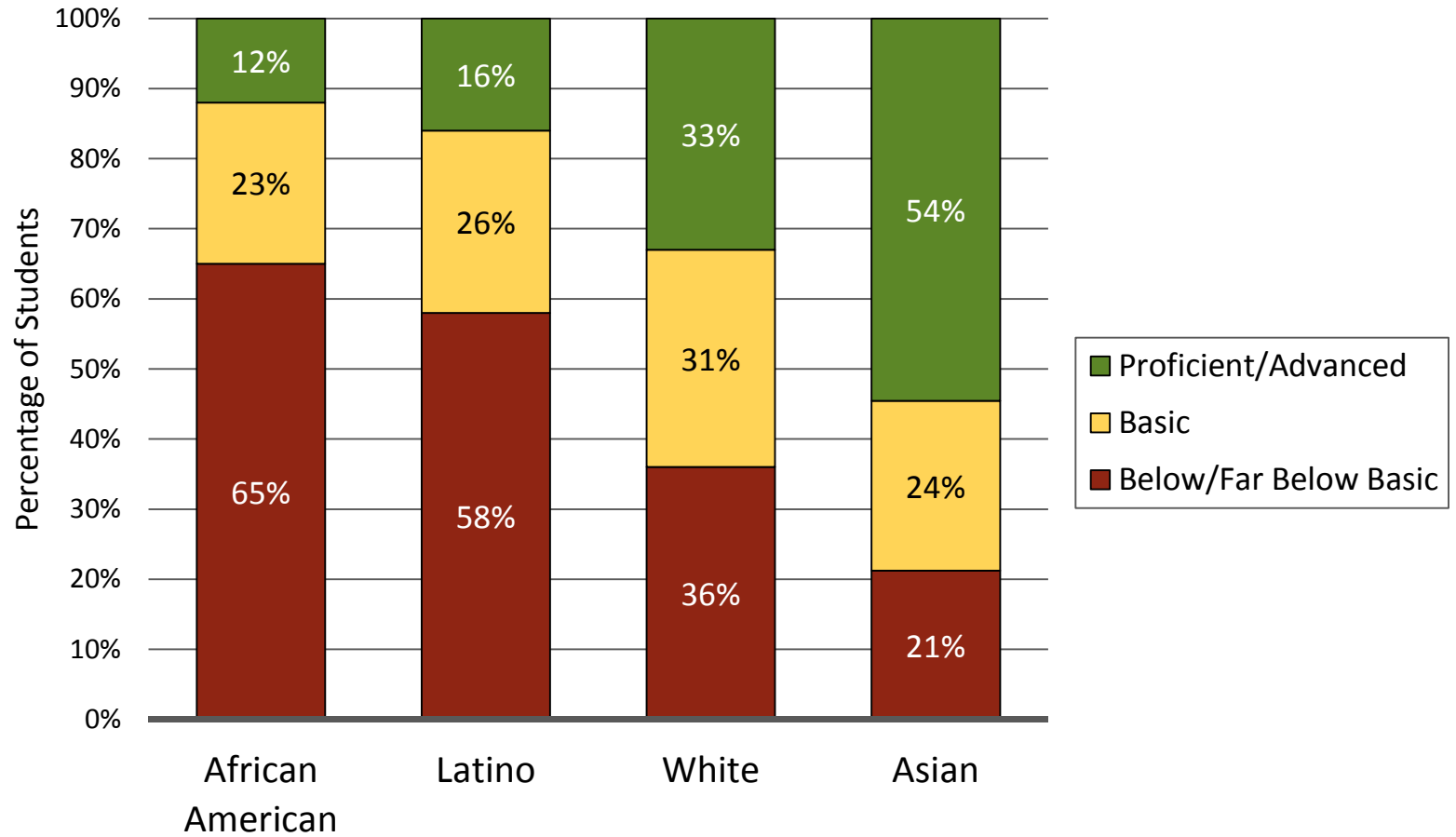
(2003 & 2009)



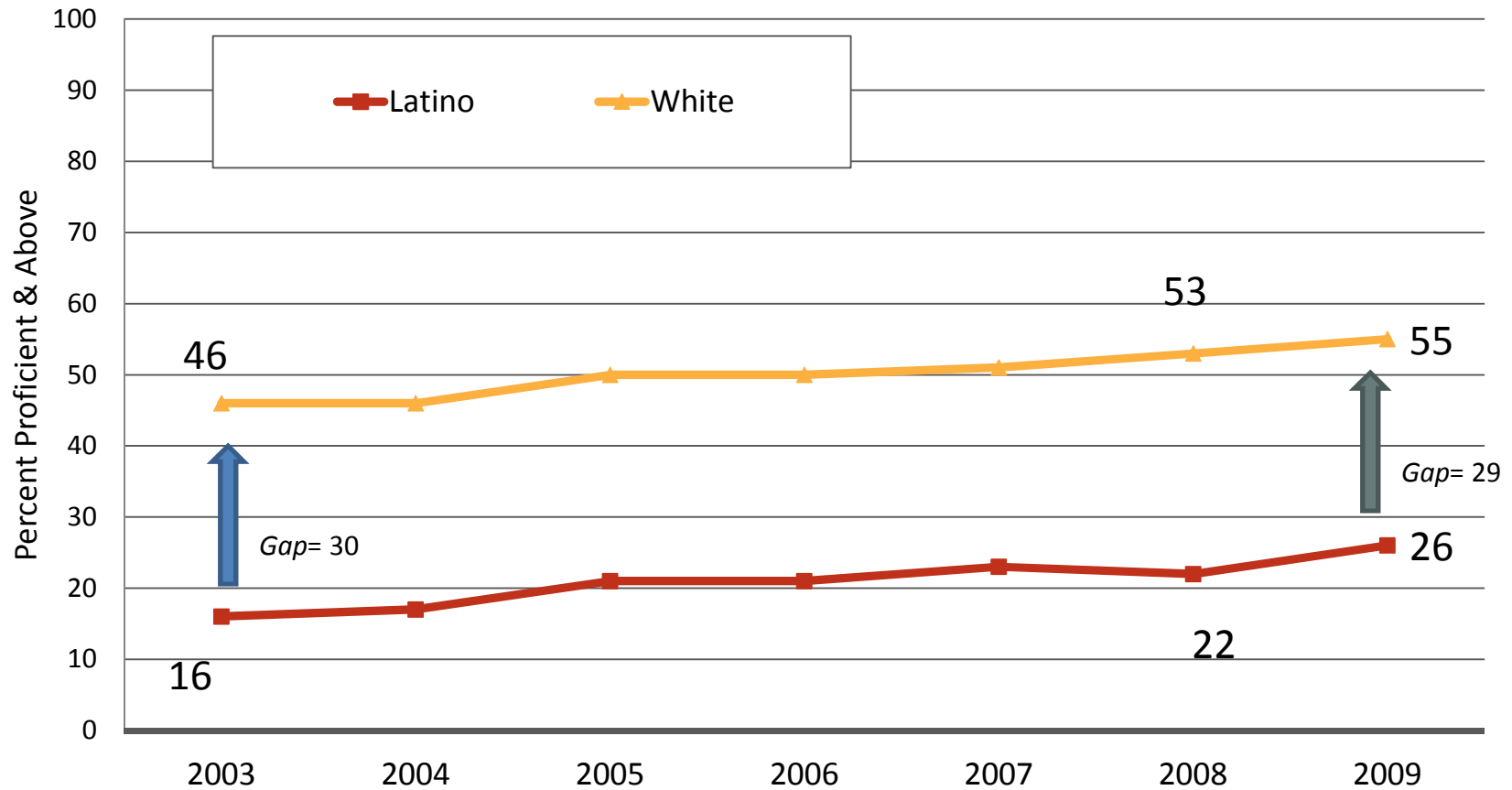
CST 11th Grade English-Language Arts Proficiency, by Ethnicity (2009)



CST Algebra II Proficiency: Grades 8-11, by Ethnicity (2009)



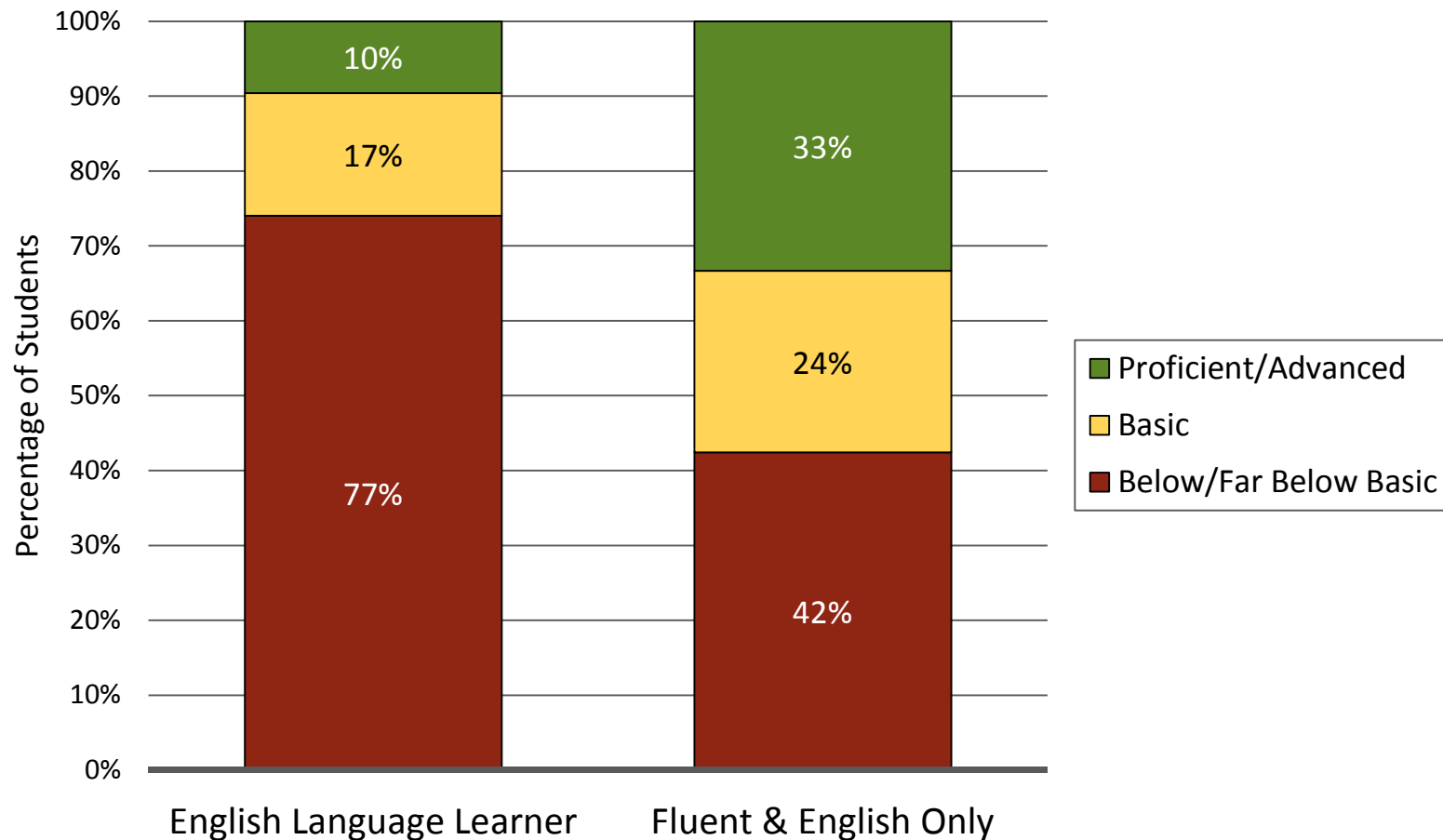
CST 11th Grade English-Language Arts Latino-White Gap





And ELL Students...

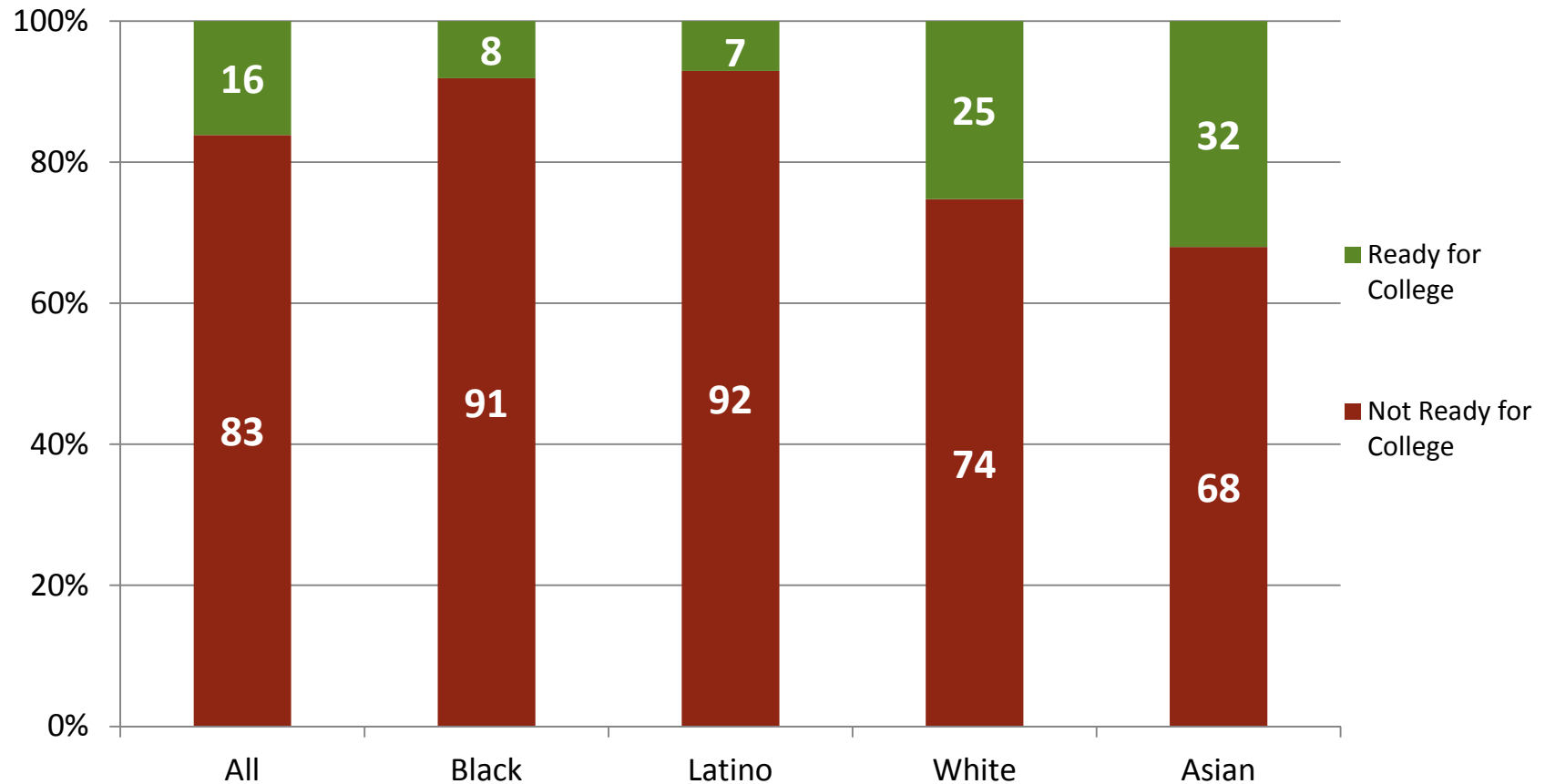
CST Algebra I Proficiency (grades 7-11), by English Proficiency (2009)



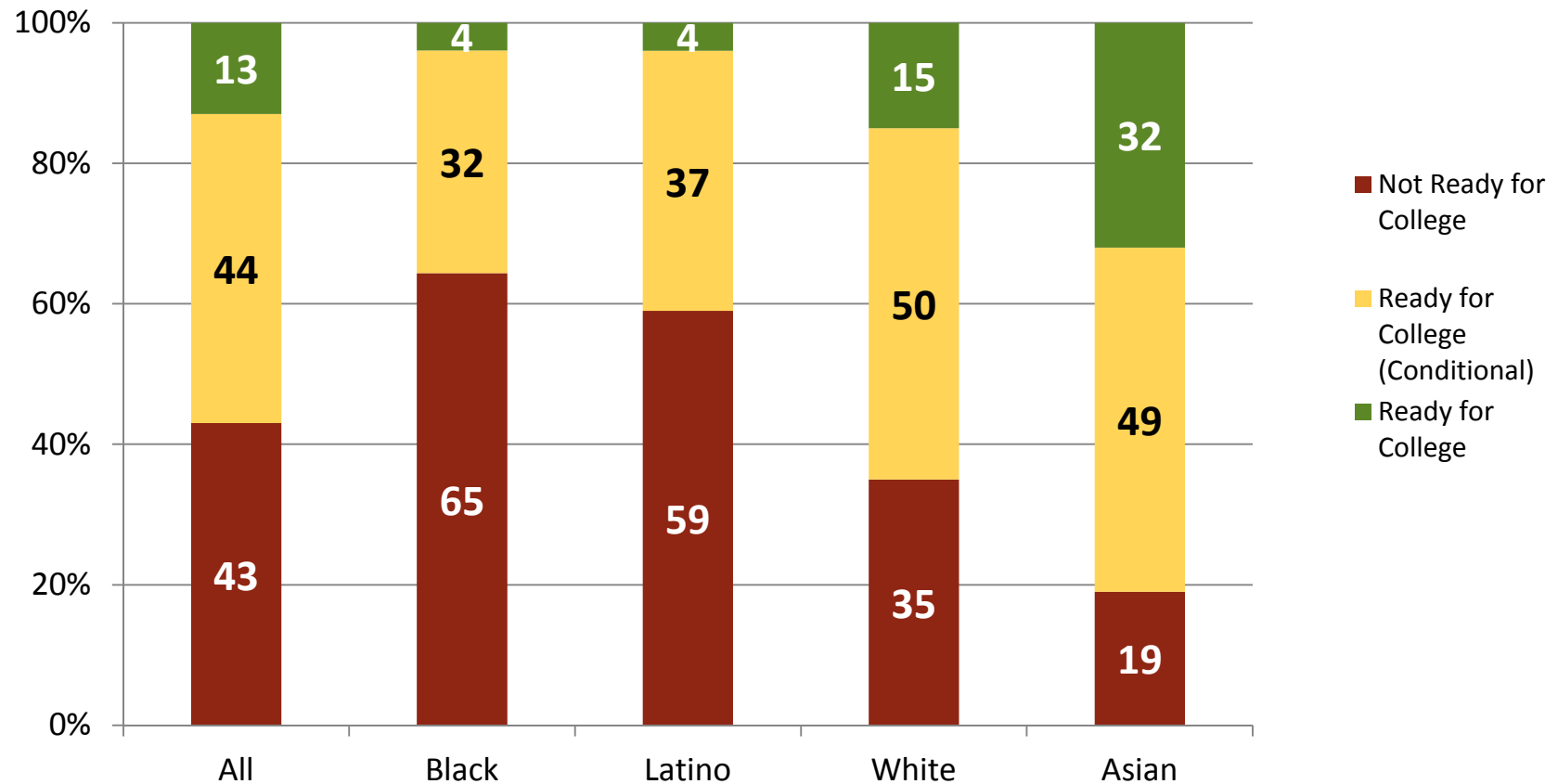


Even our college-bound students aren't very college ready.

California Early Assessment Program (EAP): English results, by ethnicity - 2009



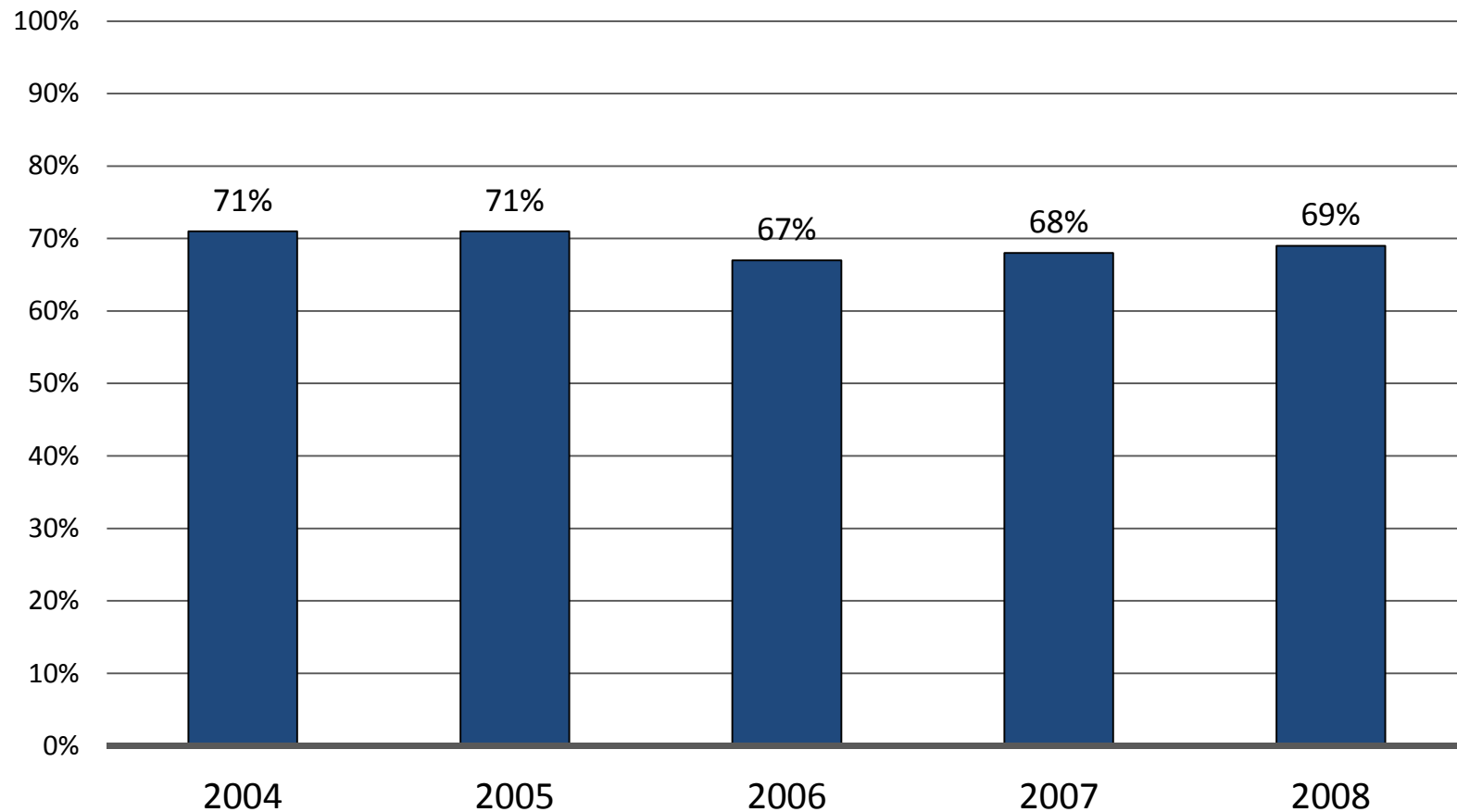
California Early Assessment Program (EAP): Math Results, by ethnicity - 2009






**Drop Out Rates Staggering, Even if Unclear.
We lose most kids between 9th and 10th grades.**

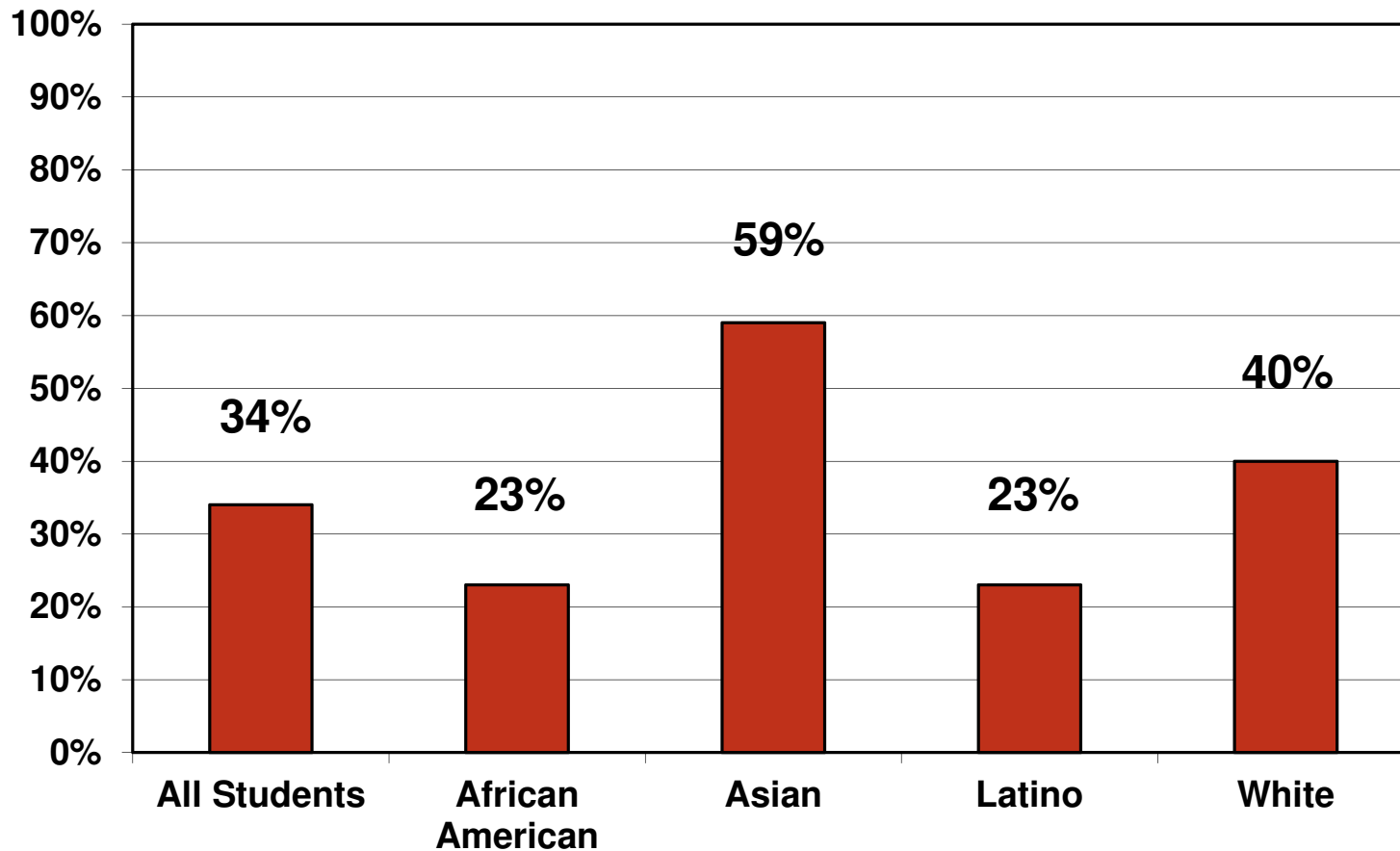
California High School Graduation Rates* Remain Stagnant - 2004-2008





**And of those who do graduate from
high school...**


California College Access and Readiness: UC/CSU A-G Eligibility * - Class of 2008



*Includes 9th graders who have completed the UC/CSU A-G course sequence with a "C" or better in each class four years later.

Schools Dispelling the Myth

Every K-12 School needs to create a college-going culture of achievement



When we focus on changing those
patterns, we get results.

156th Street Elementary School

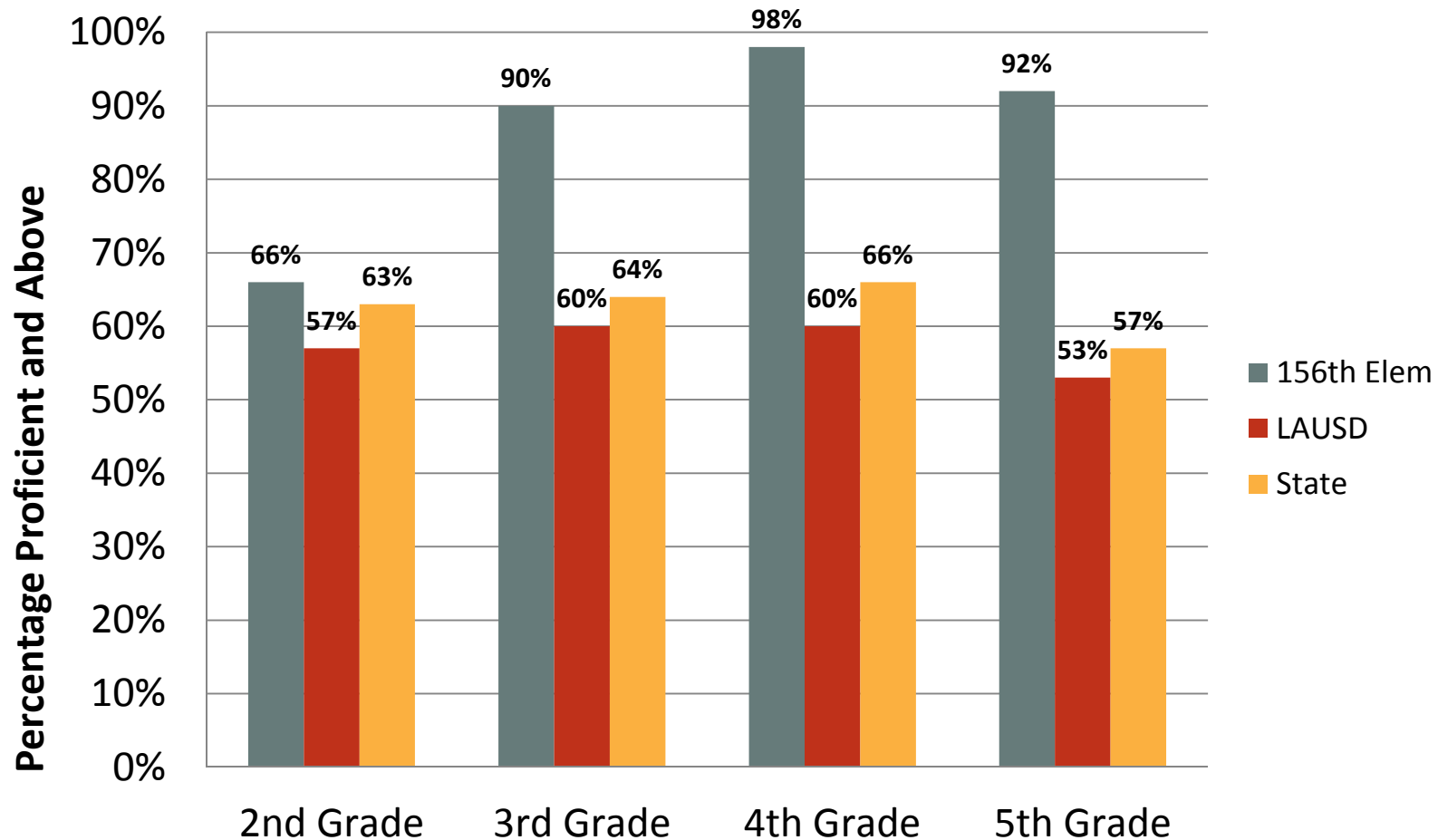
Los Angeles Unified School District

Gardena, California

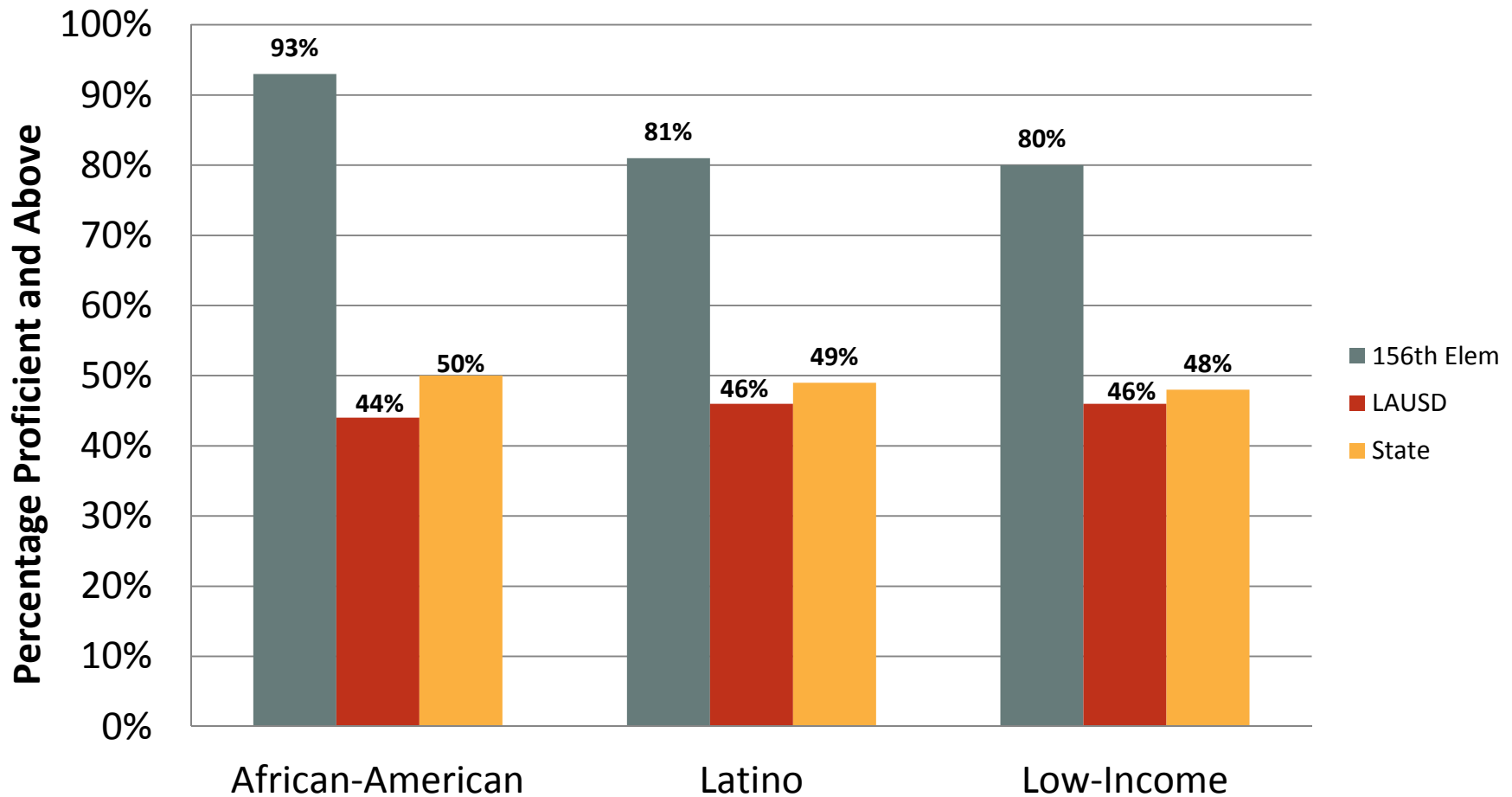
- 316 students in grades K-5
- 49% Latino, 15% Asian, 15% White, 14% African-American
- 58% Low-Income
- 17% English Language Learners

156th Street Elementary School: Success at Every Level CST Math proficiency by grade

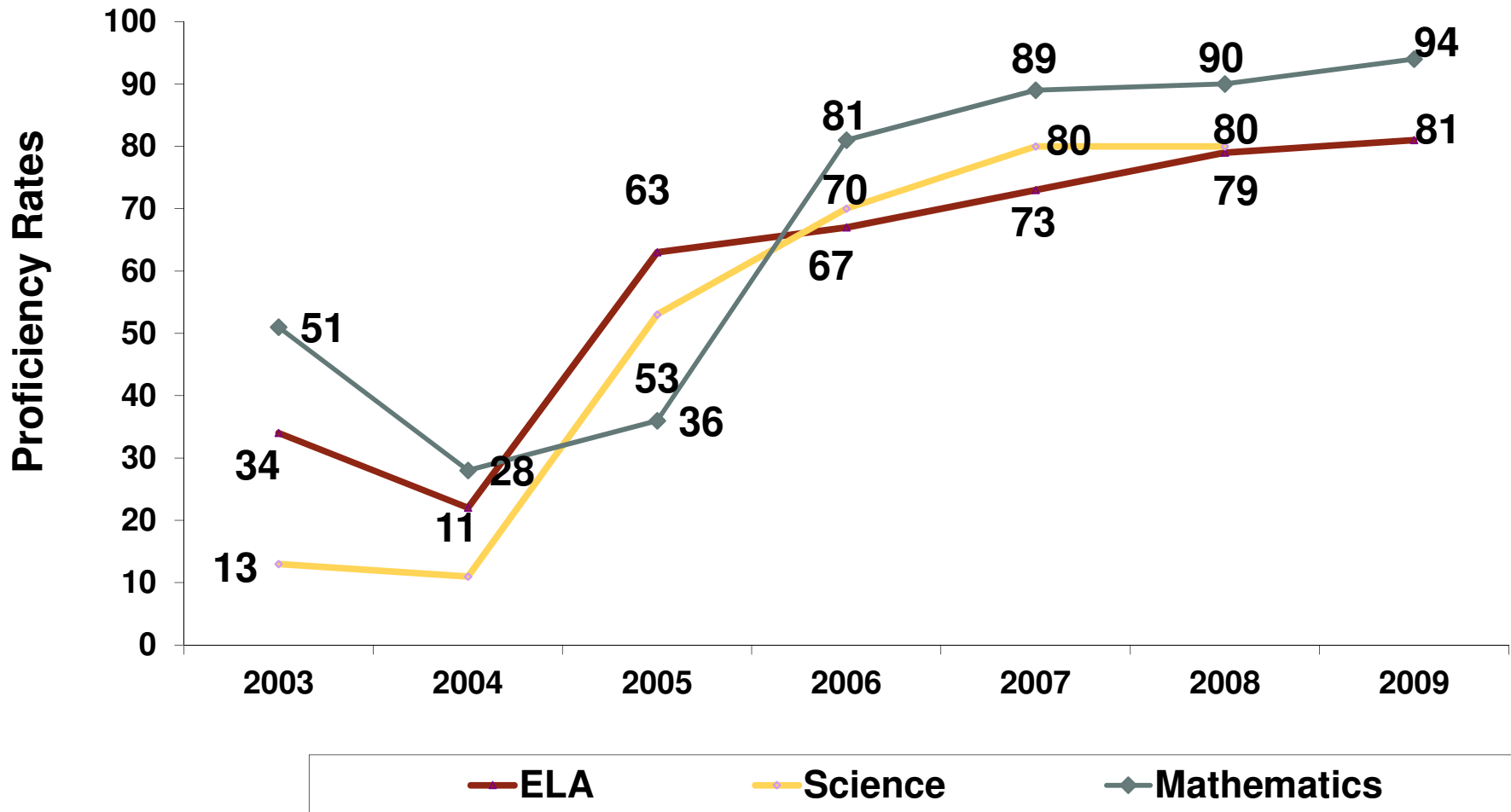
(2009)



156th Street Elementary School: Outperforming District and State CST 4th Grade ELA proficiency (2009)



Large Gains in Latino Achievement: 156th Street Elementary CST 4th grade proficiency by Subject 2003-2009



1st-7th Grade
 Elementary School
 2009-2010
 Test Scores

When Data Speaks... Proficient or Advanced Makes the Most Noise



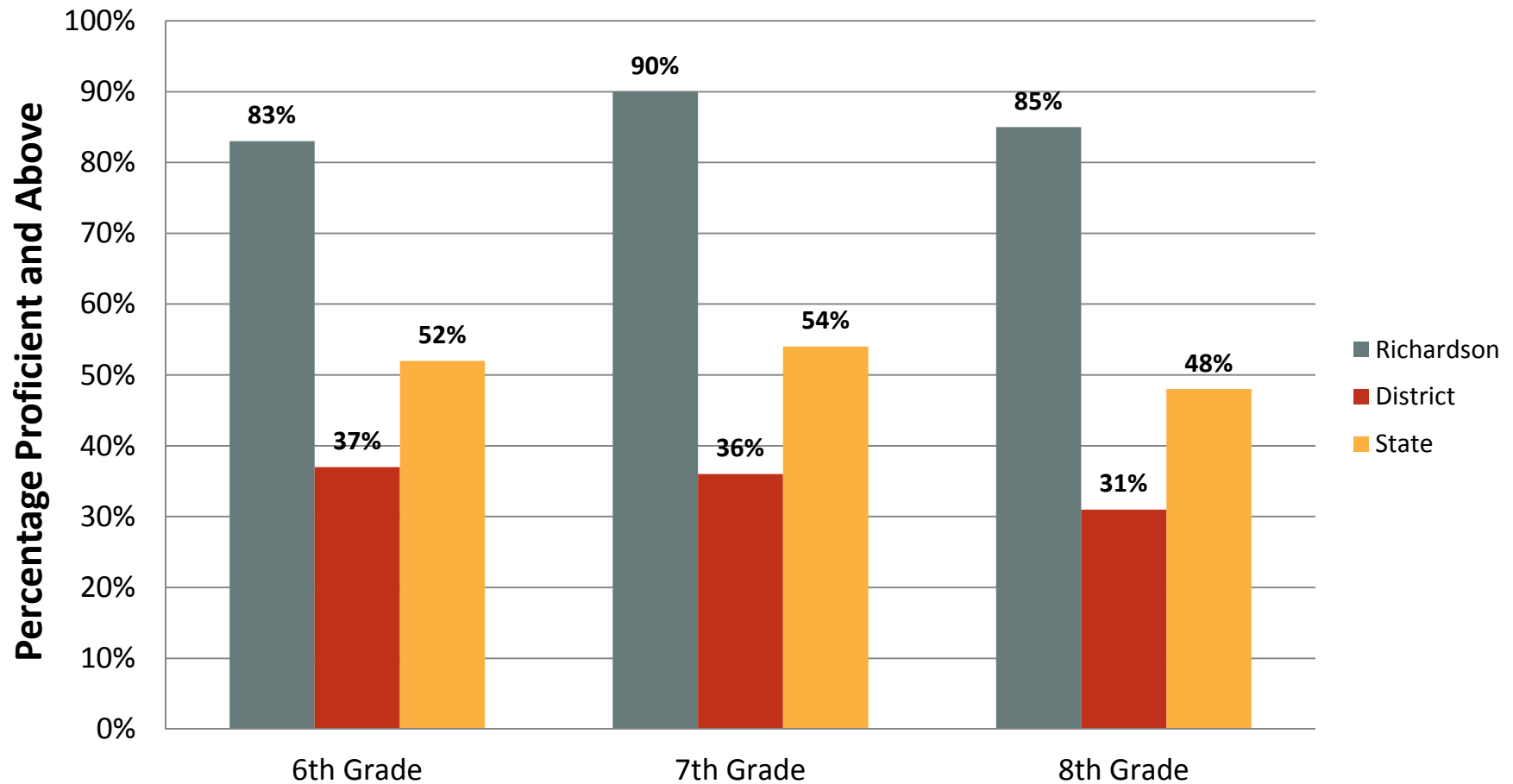
Richardson Prep Hi

San Bernardino Unified

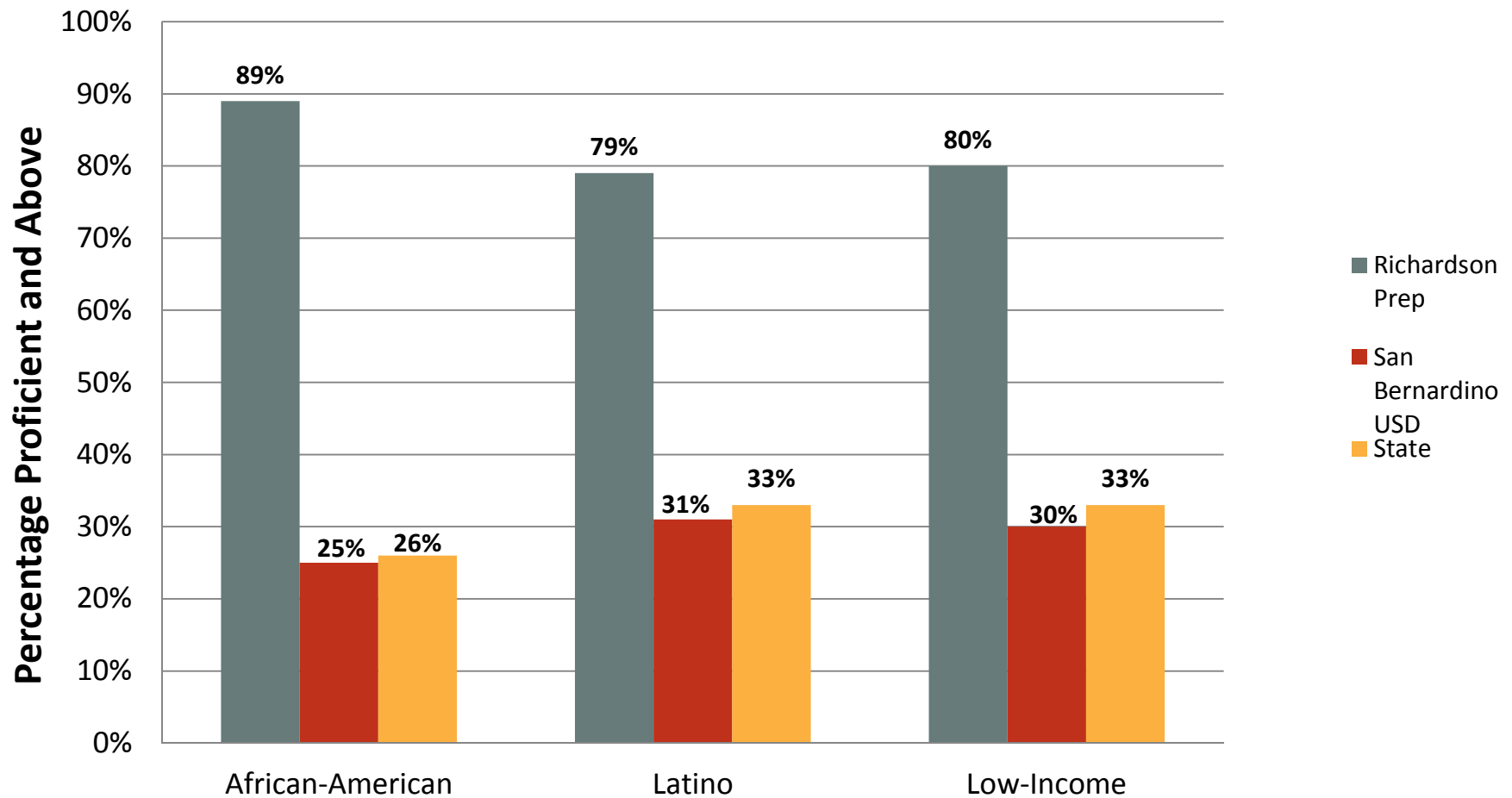
San Bernardino, CA

- 614 students in grades 6-8
- 64% Latino, 17% White, 13% African-American
- 71% Low-Income

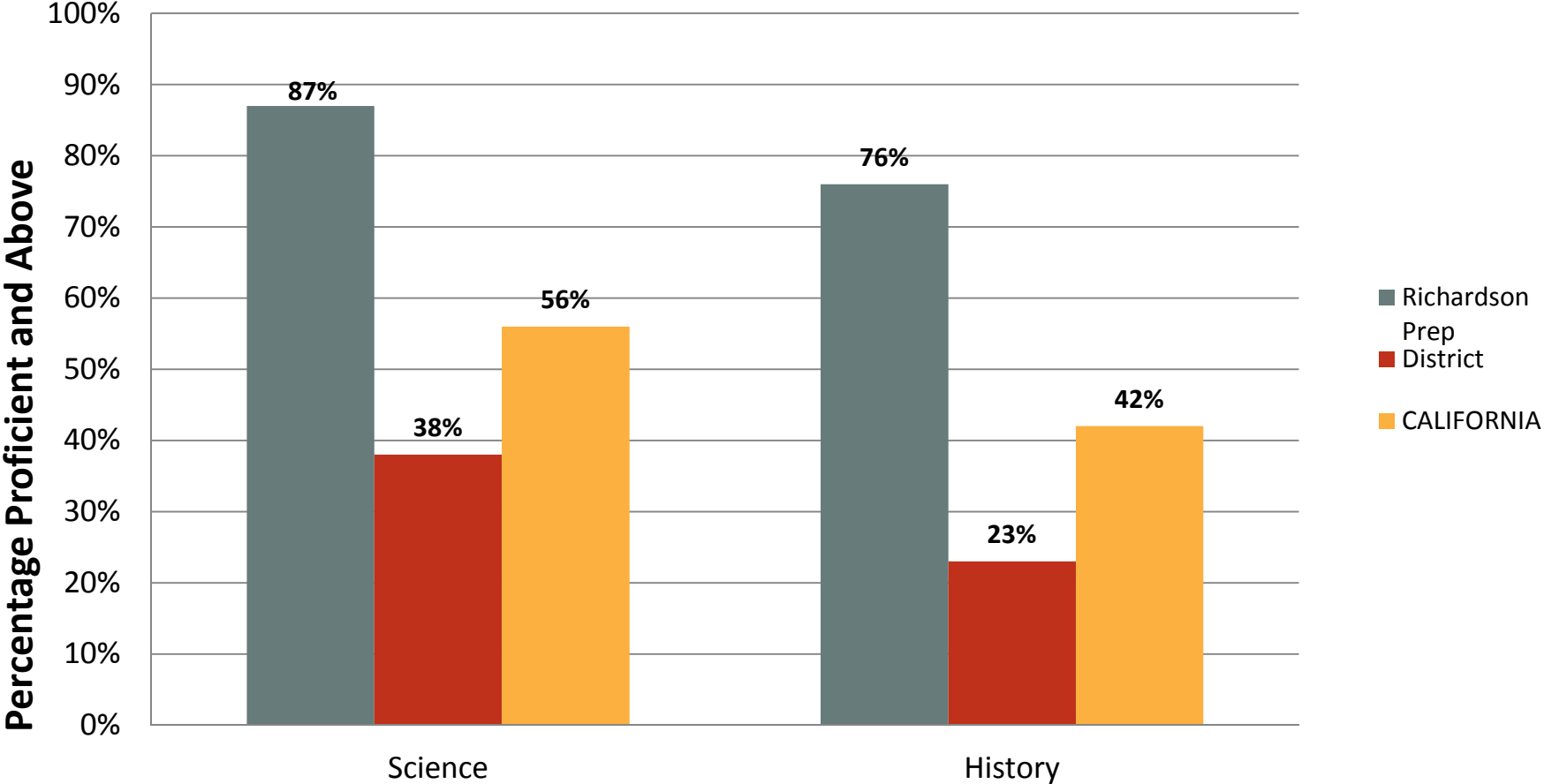
Richardson Prep Hi CST ELA proficiency by Grade (2009)



Richardson Prep Hi: Outperforming District and State in 8th Grade Algebra I (2009)

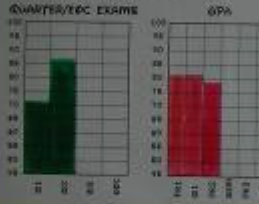


Richardson Prep Hi: Excelling Across All Subjects: Science & History Proficiency (2009)

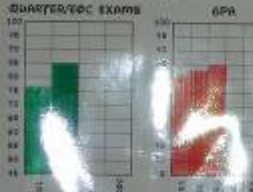


CLASS STATISTICS

PERIOD 1/2 QUARTER/EOC EXAMS AND GPA RESULTS



PERIOD 3 QUARTER/EOC EXAMS AND GPA RESULTS



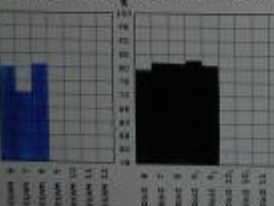
PERIOD 4 QUARTER/EOC EXAMS AND GPA RESULTS



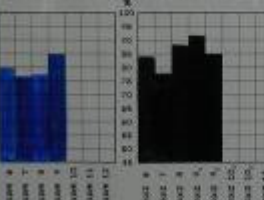
PERIOD 5 QUARTER/EOC EXAMS AND GPA RESULTS



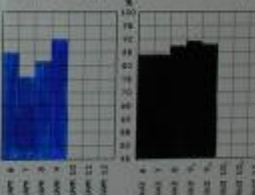
PERIOD 1/2 EXAM AND QUIZ RESULTS



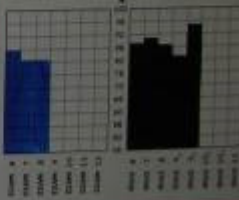
PERIOD 3 EXAM AND QUIZ RESULTS



PERIOD 4 EXAM AND QUIZ RESULTS



PERIOD 5 EXAM AND QUIZ RESULTS



PERIOD 1/2 HW AND NOTES RESULTS



PERIOD 3 HW AND NOTES RESULTS



PERIOD 4 HW AND NOTES RESULTS



PERIOD 5 HW AND NOTES RESULTS



Hill Middle School Class Data Wall

Abraham Lincoln High School

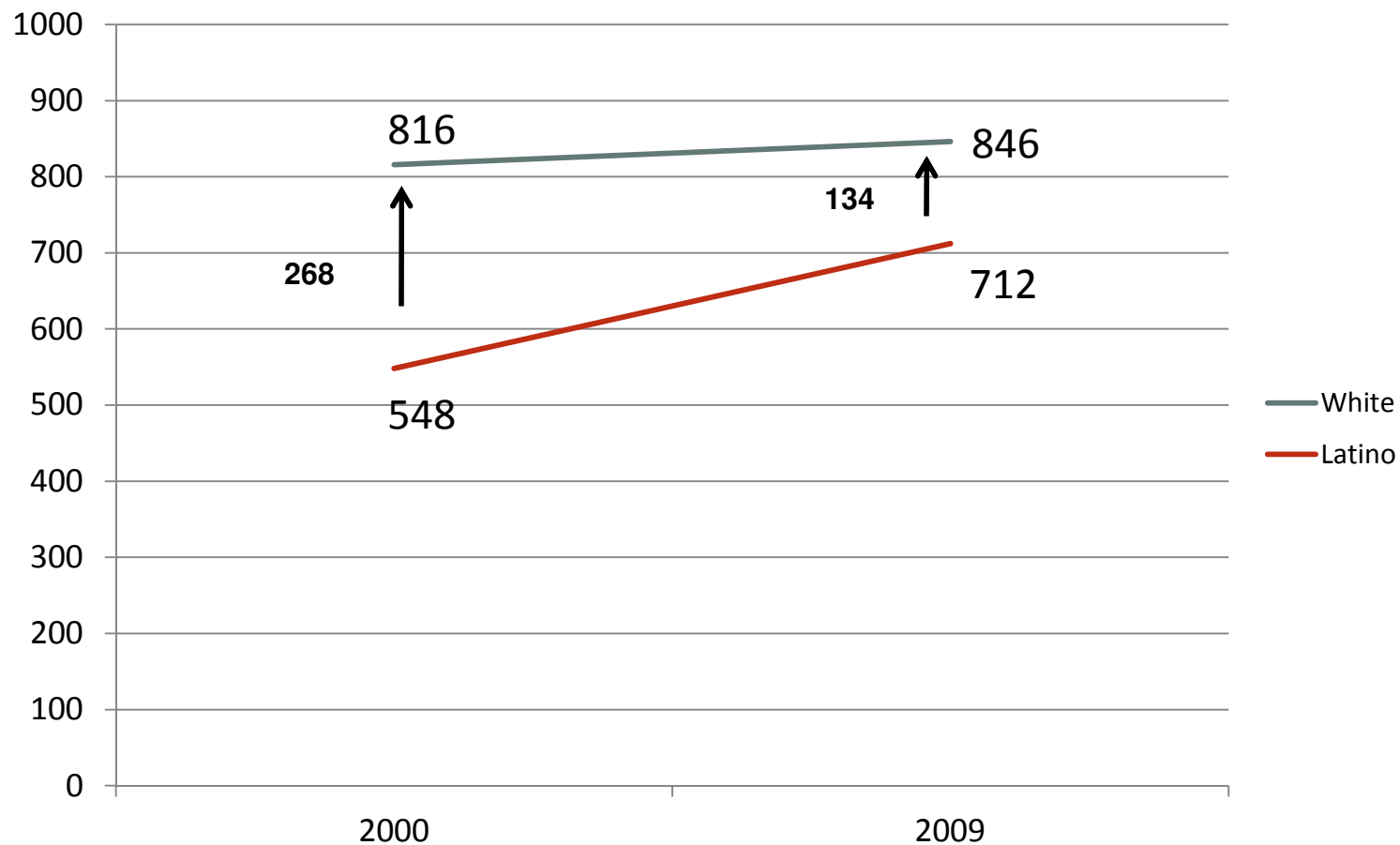
- **San Jose Unified School District**
- **San Jose, California**

Abraham Lincoln High School

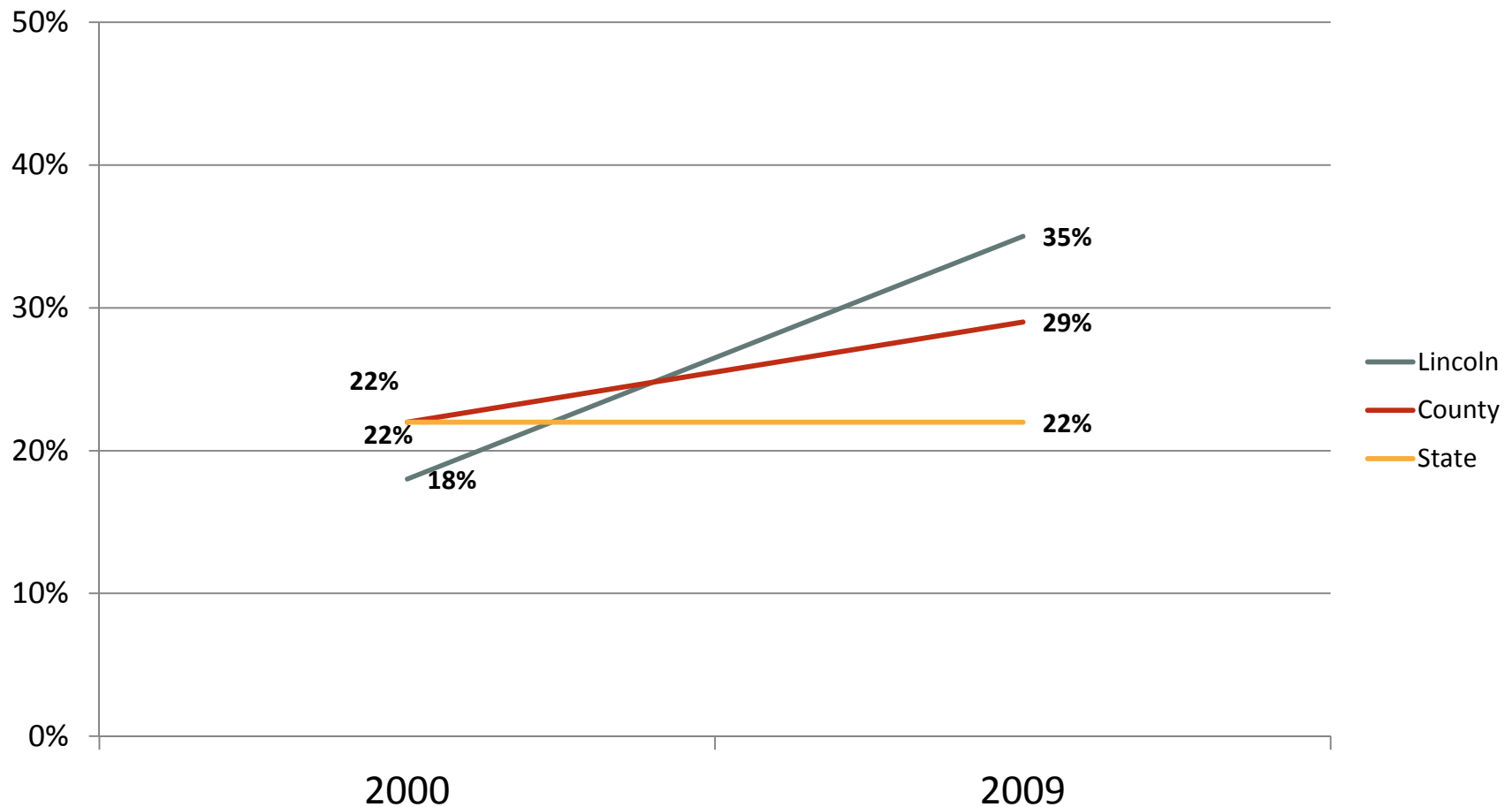
San Jose, California

- 1741 students in grades 9-12
- 60% Latino
- 34% Low-Income


Latino Students API Has Steadily Improved and the Gap Has Narrowed



Lincoln High Graduating Latino Students College-Ready at Significantly Higher Rates than the County and State









What do we know about gap closing schools?

Six powerful lessons



#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-birthweight;
- Percent of children born to single moms;
- Percent of children in families receiving government assistance;
- Education levels of mothers; and...

“ 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.”

- Principal, High-Poverty, High-Minority School




#2. They don't leave anything about teaching and learning to chance.



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

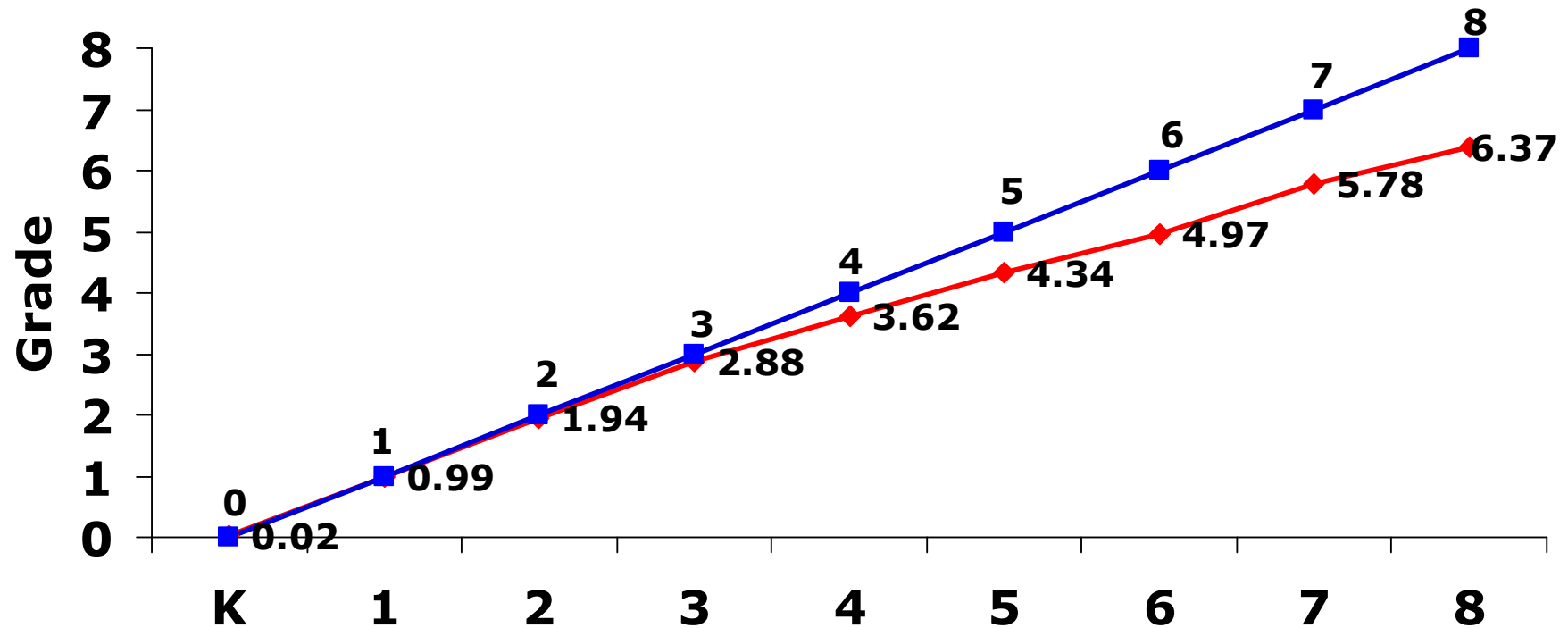
Result? A System That:

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



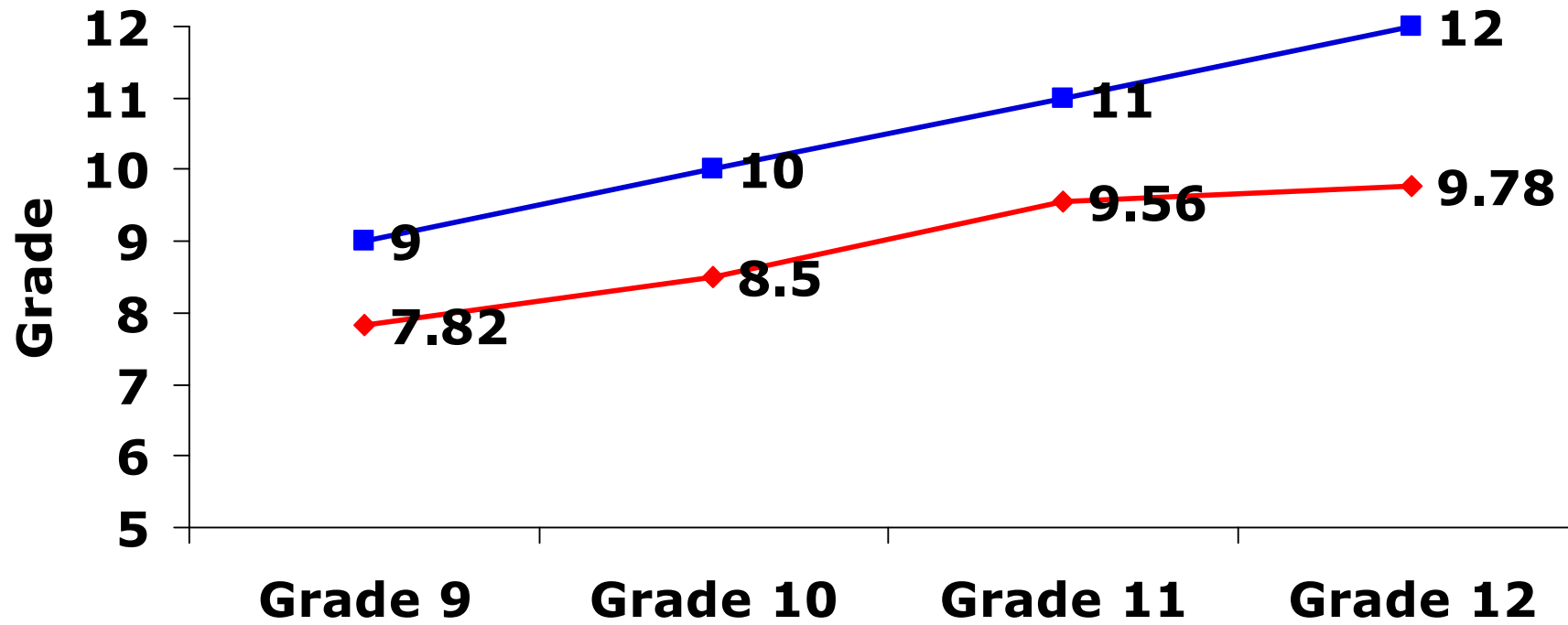
It's About Curriculum
and
Instruction
Instruction
Instruction!!!

As Grade Level Increases, the Assignments Given to Students Fall Further and Further Behind Grade Level Standards



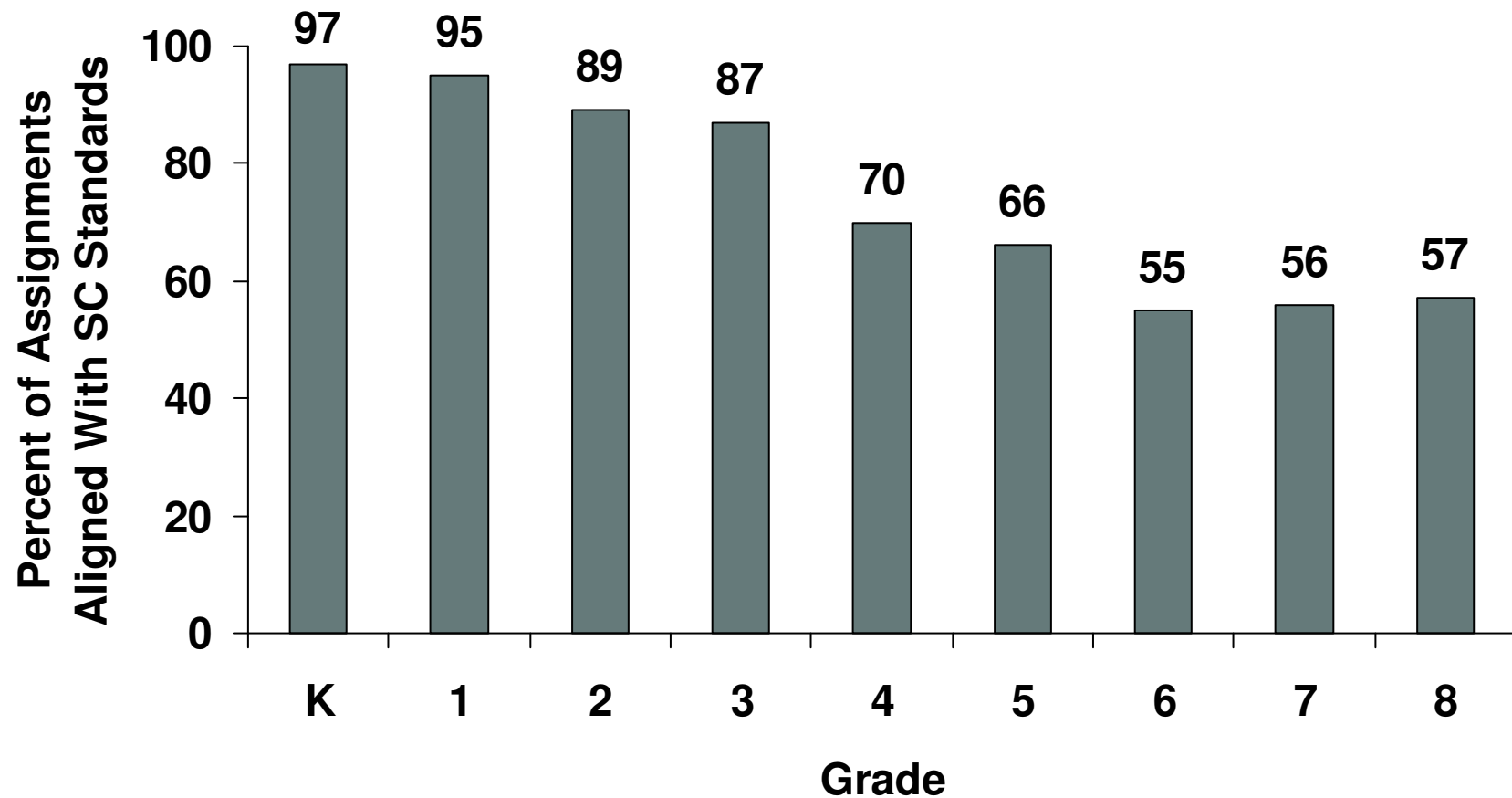
◆ Average Grade Level of Assignment ■ Grade Level Standard

And this Pattern Continues in High School



◆ Average Grade Level of Assignment ■ Grade Level Standard

As Grade Level Increases, The Percent of Assignments Aligned to Standards Decreases




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.



At every level of the system, kids are expected to be on track to graduate ready for college, career and civic participation.





Even when they start with high drop out rates, high impact high schools focus on preparing all kids for college and careers

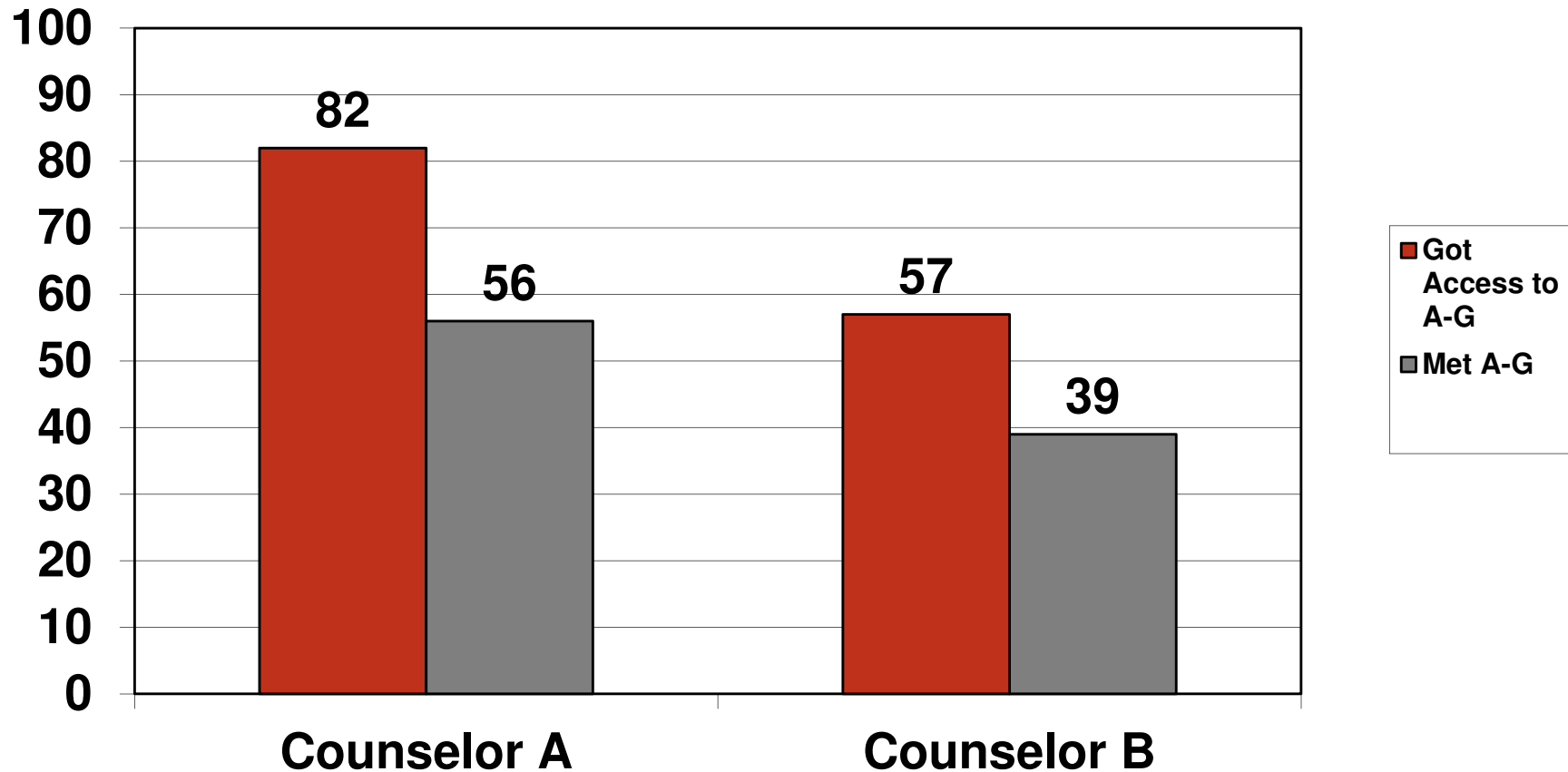
- Education Trust 2005 study, “Gaining Traction, Gaining Ground.”



A Tale of Two Counselors In California

Students assigned by alphabet.

Dramatically Different Opportunities for Latino Students Based on Counselor Assignment





Bottom Line:


Our Choices Affect Their Chances

Curious about your own school or system?

Pull a random sample of senior transcripts, white out the names, and take a look.

Then ask yourself:

If we had to defend these before the editorial board of our local newspaper, could we?



#4. High performing schools are obsessive about time, especially instructional time.



**By contrast, most schools aren't too thoughtful
about time**

Both principals and teachers moan about
having too little of it, but then they give it
away.

2007-08 California High School Calendar

September, 2007							October, 2007							November, 2007								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
December, 2007							January, 2008							February, 2008								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
March, 2008							April, 2008							May, 2008								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		
June, 2008							July, 2008							August, 2008								
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	S	M	T	W	TH	F	S		

2007-08 California High School Calendar – Less Summer Vacation

September, 2007

S	M	T	W	TH	F	S

October, 2007

S	M	T	W	TH	F	S

November, 2007

S	M	T	W	TH	F	S

December, 2007

S	M	T	W	TH	F	S

January, 2008

S	M	T	W	TH	F	S

February, 2008

S	M	T	W	TH	F	S

March, 2008

S	M	T	W	TH	F	S

April, 2008

S	M	T	W	TH	F	S

May, 2008

S	M	T	W	TH	F	S

June, 2008

S	M	T	W	TH	F	S

July, 2008

S	M	T	W	TH	F	S

August, 2008

S	M	T	W	TH	F	S

Less Weekends and Holidays

September, 2007

S	M	T	W	TH	F	S

October, 2007

S	M	T	W	TH	F	S

November, 2007

S	M	T	W	TH	F	S

December, 2007

S	M	T	W	TH	F	S

January, 2008

S	M	T	W	TH	F	S

February, 2008

S	M	T	W	TH	F	S

March, 2008

S	M	T	W	TH	F	S

April, 2008

S	M	T	W	TH	F	S

May, 2008

S	M	T	W	TH	F	S

June, 2008

S	M	T	W	TH	F	S

July, 2008

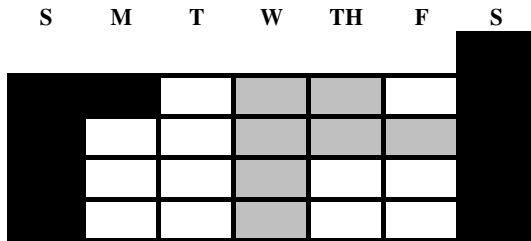
S	M	T	W	TH	F	S

August, 2008

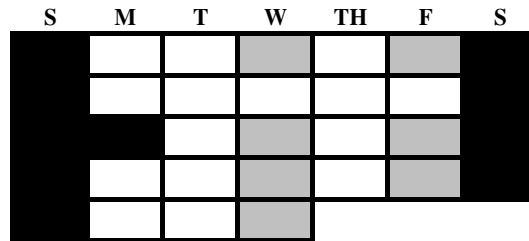
S	M	T	W	TH	F	S

Less Special Schedules and Professional Development Days

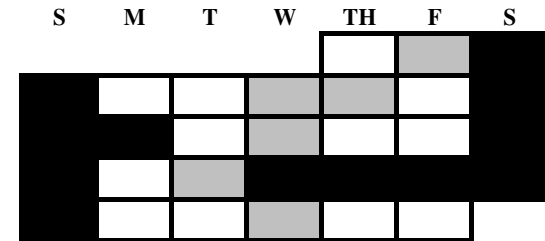
September, 2007



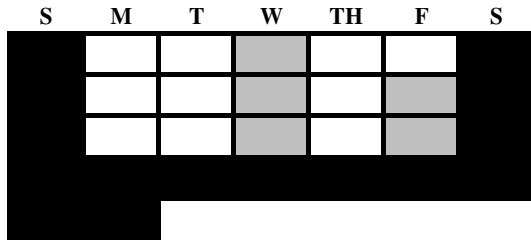
October, 2007



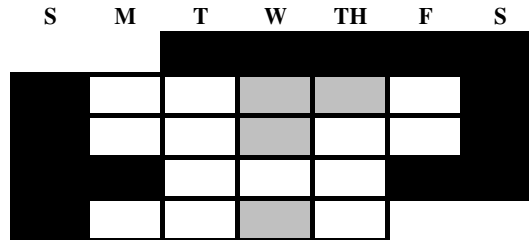
November, 2007



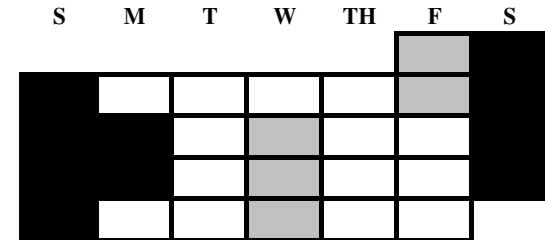
December, 2007



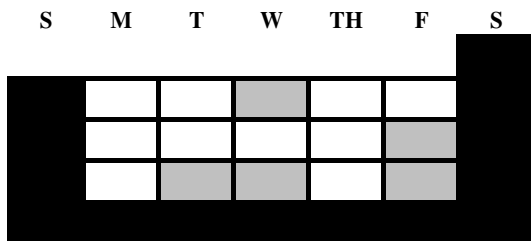
January, 2008



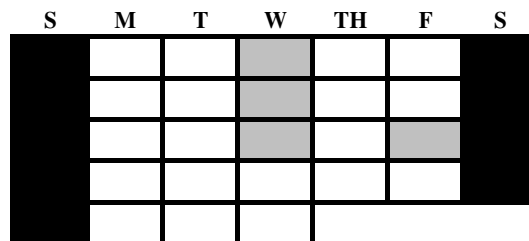
February, 2008



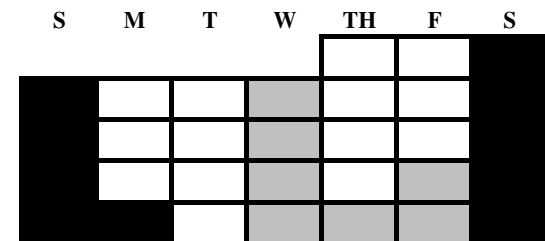
March, 2008



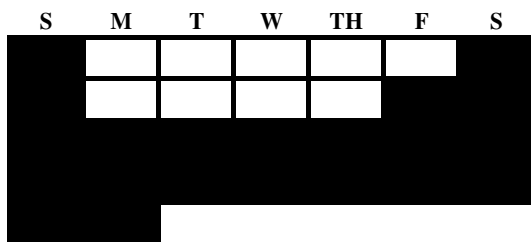
April, 2008



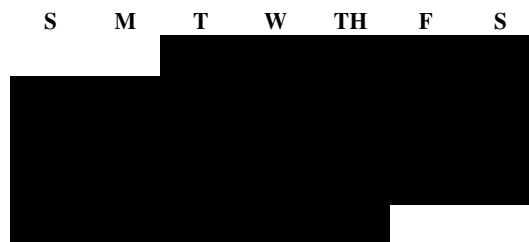
May, 2008



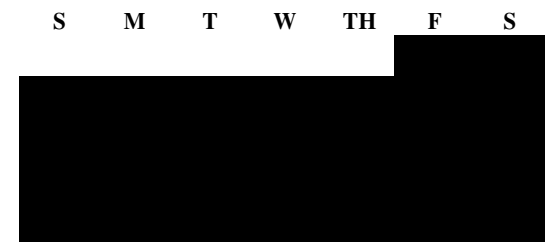
June, 2008



July, 2008

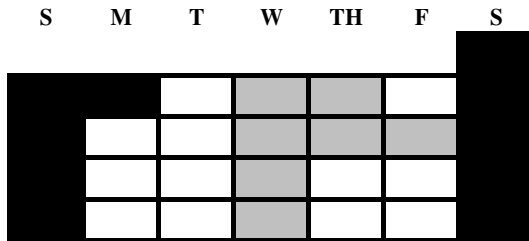


August, 2008

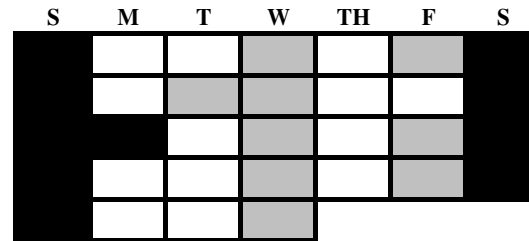


Less Testing Days

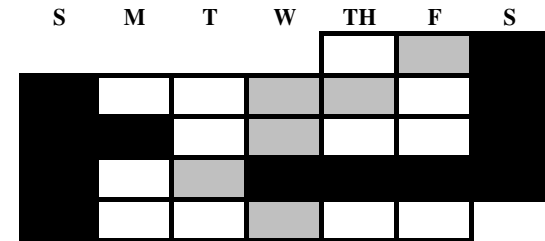
September, 2007



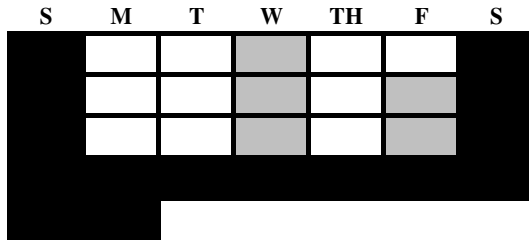
October, 2007



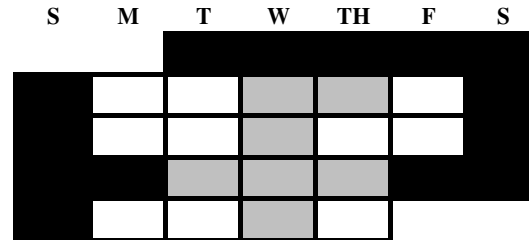
November, 2007



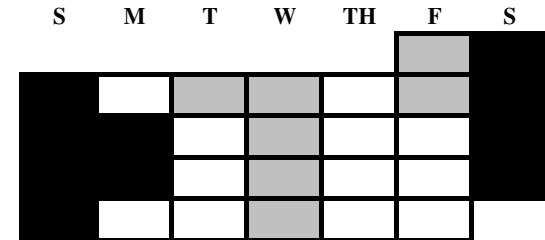
December, 2007



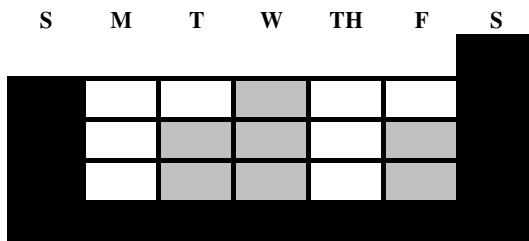
January, 2008



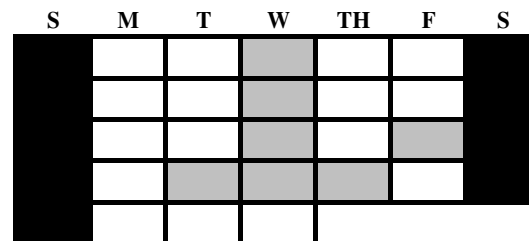
February, 2008



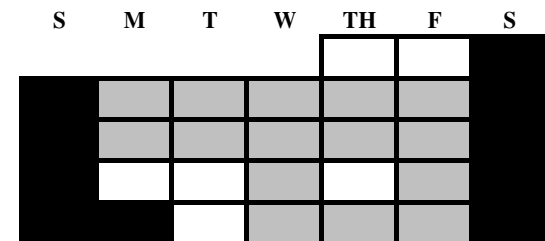
March, 2008



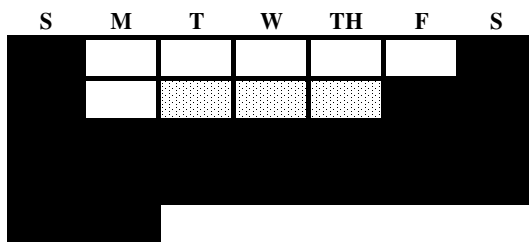
April, 2008



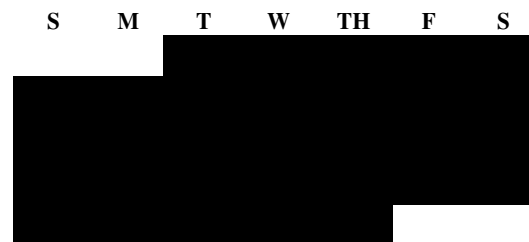
May, 2008



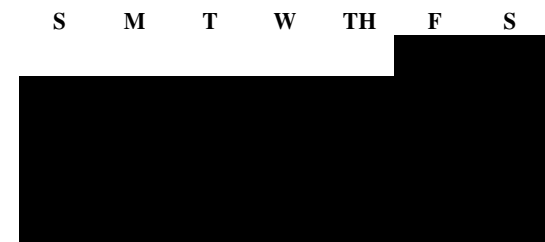
June, 2008



July, 2008



August, 2008




How much time is left for instruction?

State Ed Code Instructional Minutes Requirement	64,800 minutes
Actual Instructional Minutes	51,027 minutes
Total Hours per Year	850 hours
Total Days (8 hour school day)	106 days
Total days per subject (6 period day)	18 days

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

High performing schools...


- Teachers regularly observe other teachers;
- Teachers have time to plan and work collaboratively;
- New teachers get generous and careful support and acculturation;
- Teachers take on many other leadership tasks at the school



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

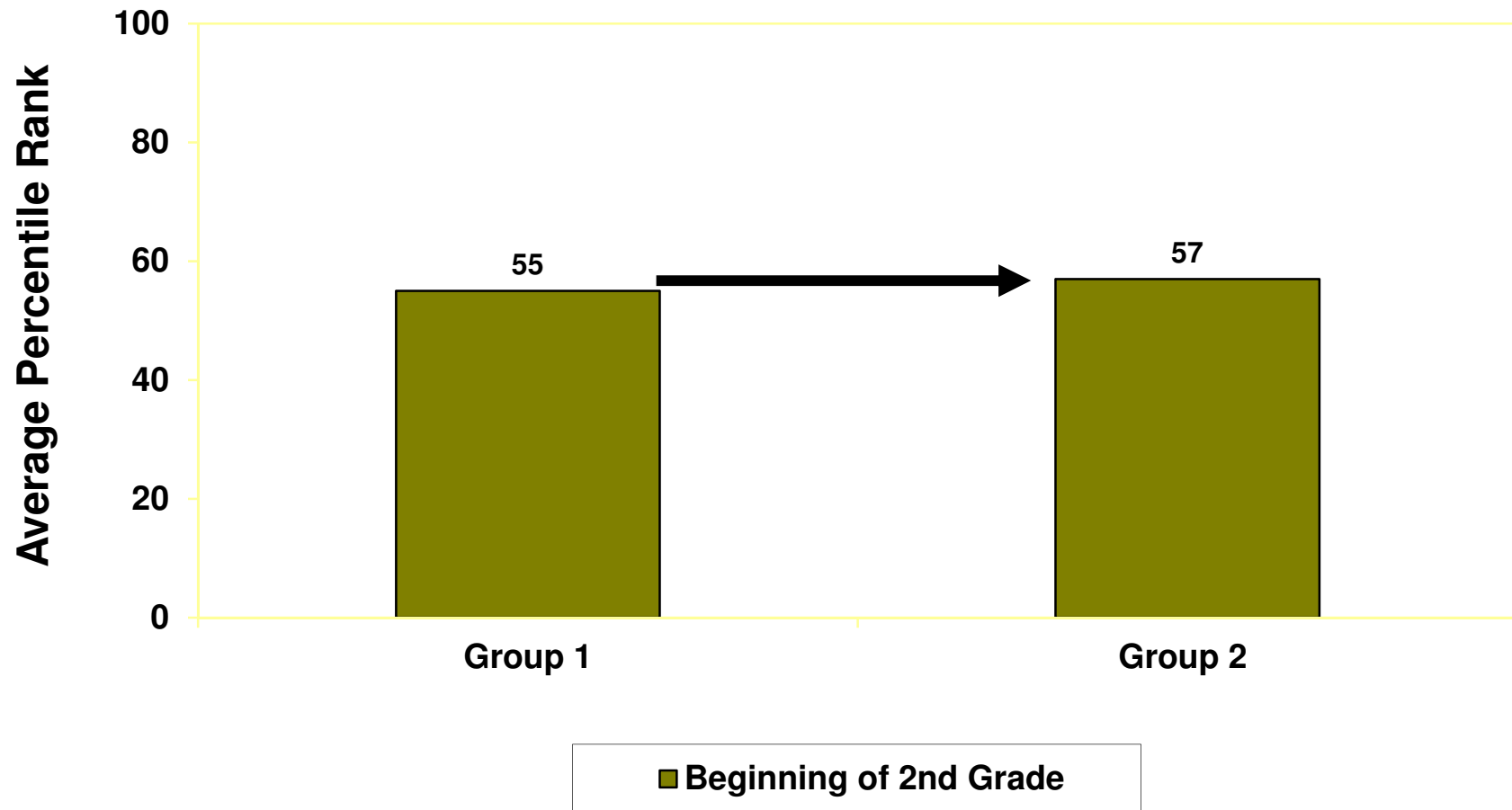
What Good Schools Do

- Assign most effective teachers to kids who need the most
- Provide time for collaboration
- With teachers input identify and provide necessary professional development



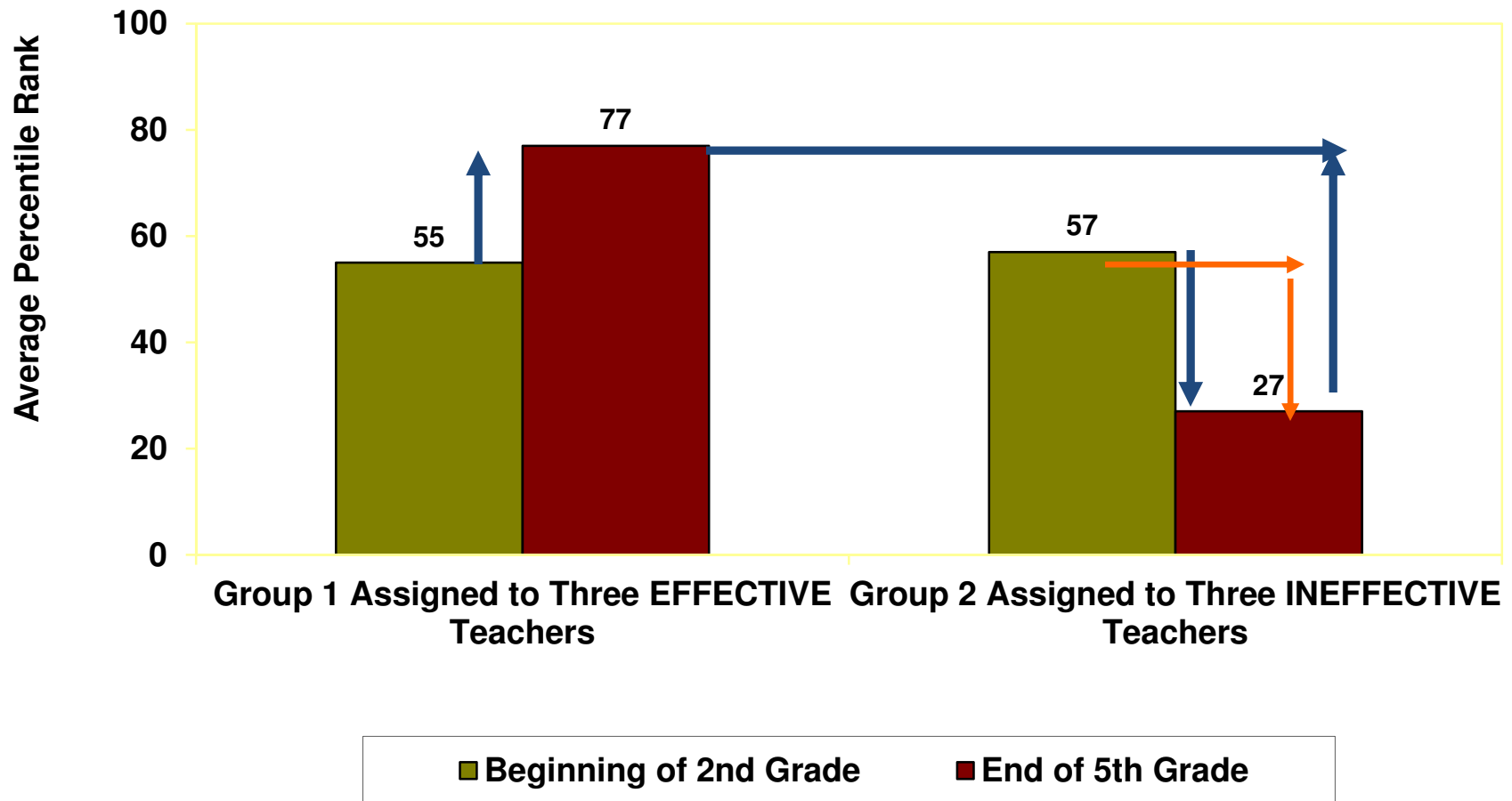
Now 10 years of research:
Very big differences among teachers in
their ability to “grow” student
knowledge and skills.

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



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


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



“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.




We can't be serious about
closing the Achievement
Gap while allowing the
Teacher Quality Gap to persist,
and grow.



Yes, better school leadership will help.

So, too, could improved working conditions,
extra pay, and reduced student load.



We must restore honor to those who
are doing our country's most
important work.

You are doing just that.



Why is All This Data Important?

DATA = EVIDENCE

Without data, achievement gaps would
be invisible.

- Are you using data in your classroom?
- If so, how are you using data?
- What software does your district use?
- Does an administrator hold you responsible for your student data? If so, how?
- What types of discussion do you have with colleagues and administrators around data?

Webtools

- Dataquest
 - www.cde.ca.gov
- Raising the Roof
 - www.edtrustwest.org



TEACHERS DO MAKE A DIFFERENCE

YOU DO MAKE A DIFFERENCE!

Questions and Answers

Download this presentation on our website!

www.edtrustwest.org



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