# Teachers Matter

Claremont Graduate University
Phyllis Hart and Tami Pearson

The Education Trust-West

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# Education Trust - West

- Who we are
- Background
- Who is in the room?

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# Today's Agenda

- Current Student Achievement Data
- Schools that are Dispelling the Myth
- 6 Lessons
- Questions & Answers

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# The Gap Between California's Young People and Their Peers Across the Nation.

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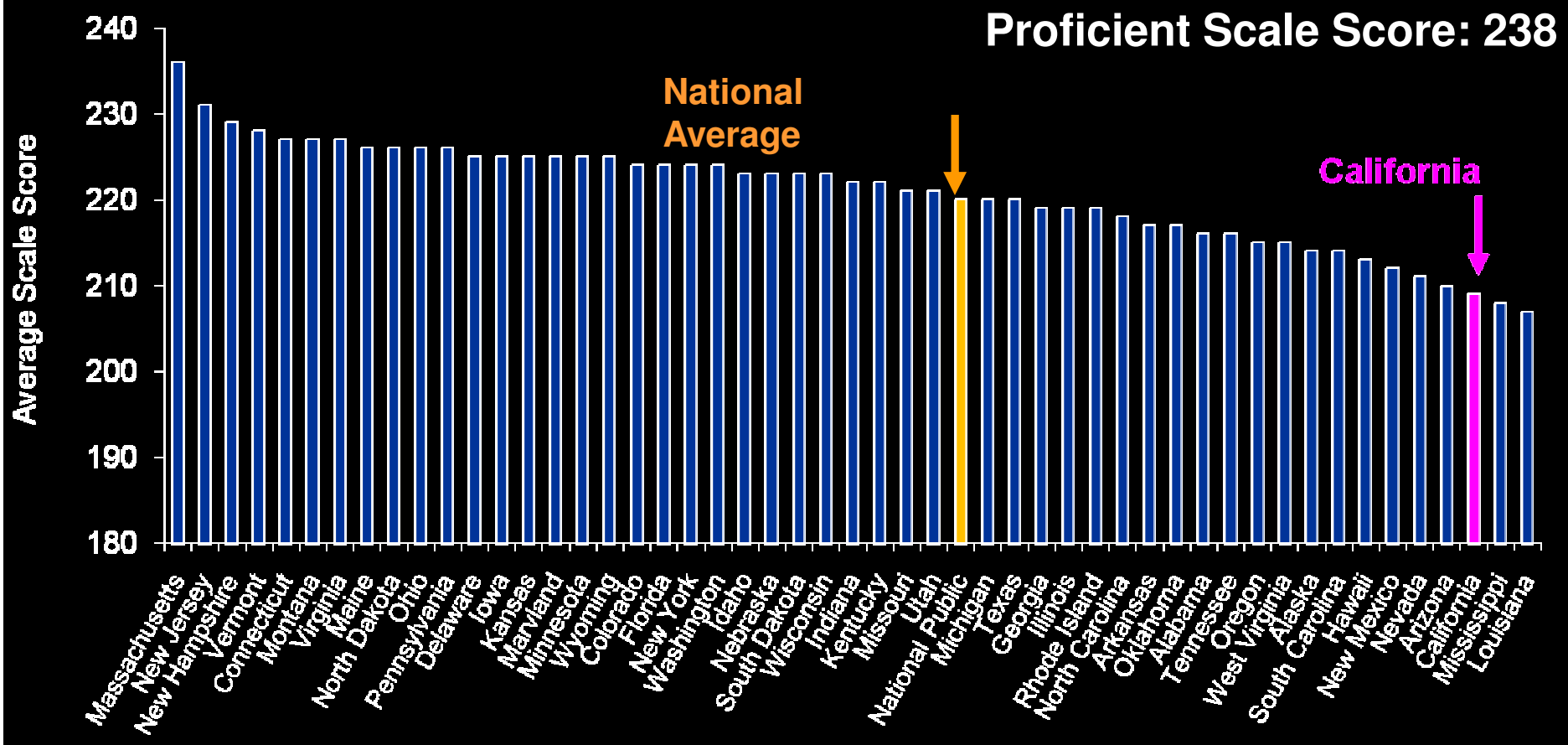
# 2007 NAEP Grade 4 Reading

## Average Overall Scale Scores by State




Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde

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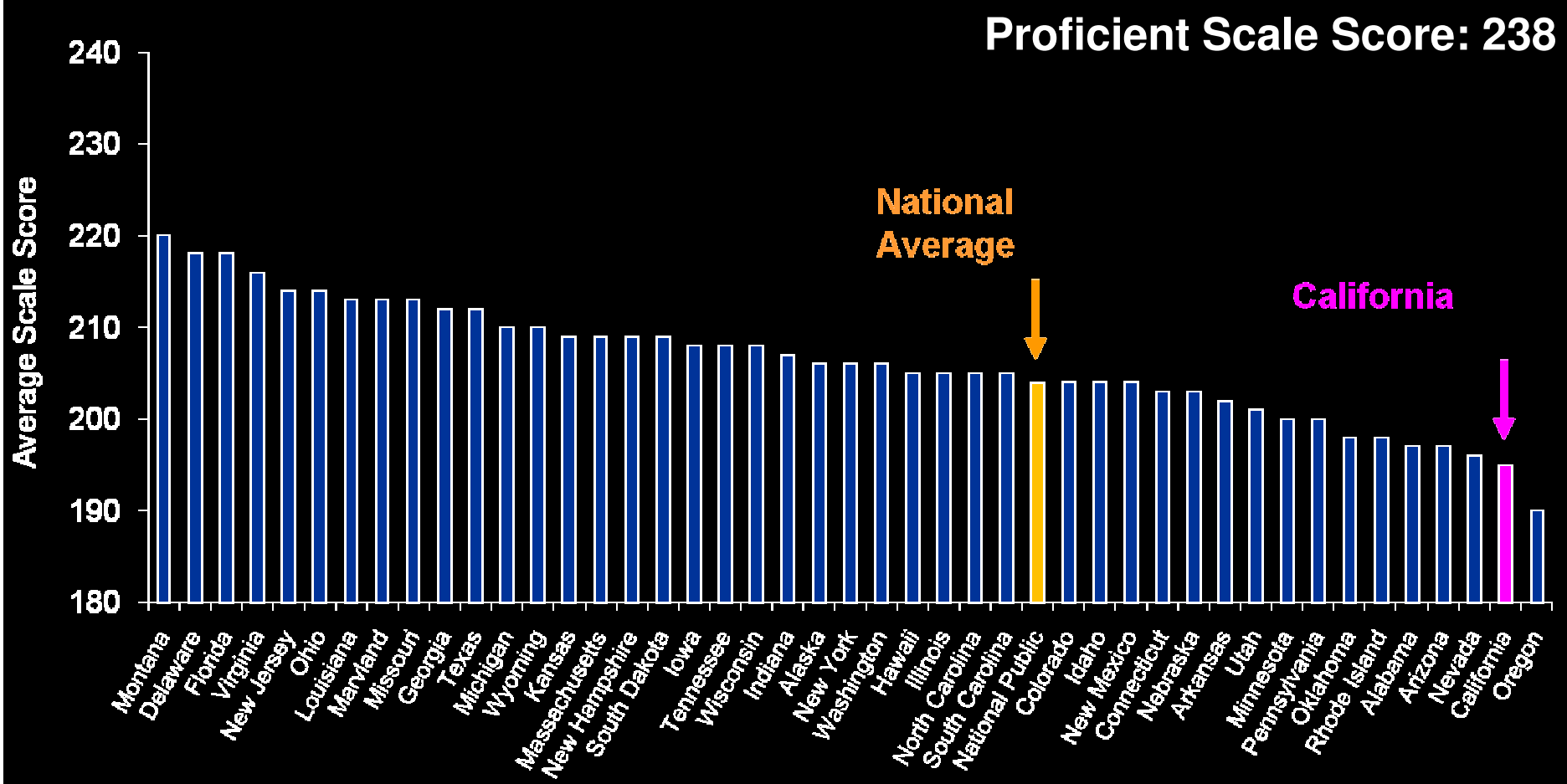
# 2007 NAEP Grade 4 Reading

## Average Latino Scale Scores by State




Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde

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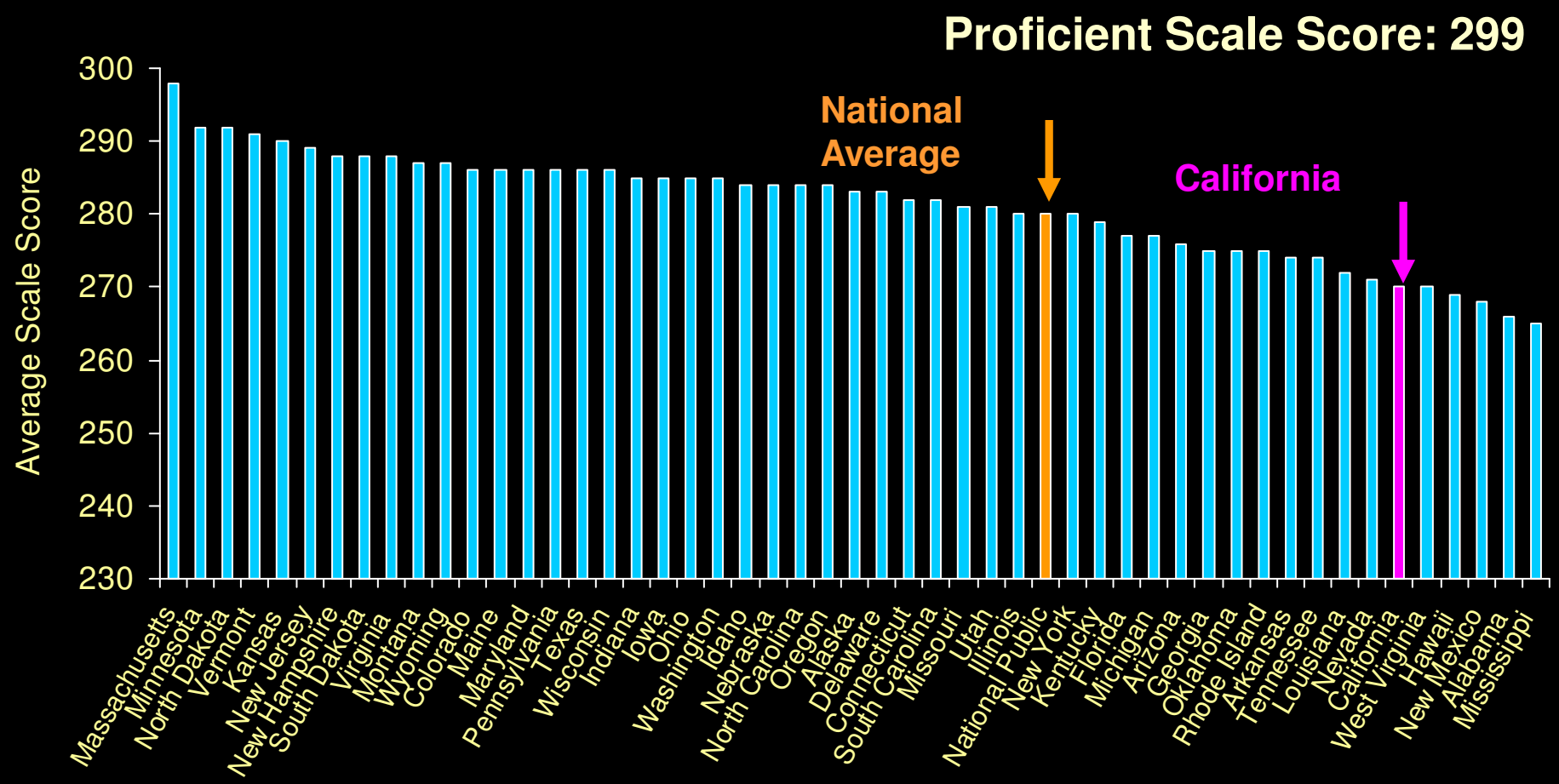
# 2007 NAEP Grade 8 Math

## Average Overall Scale Scores by State




Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/

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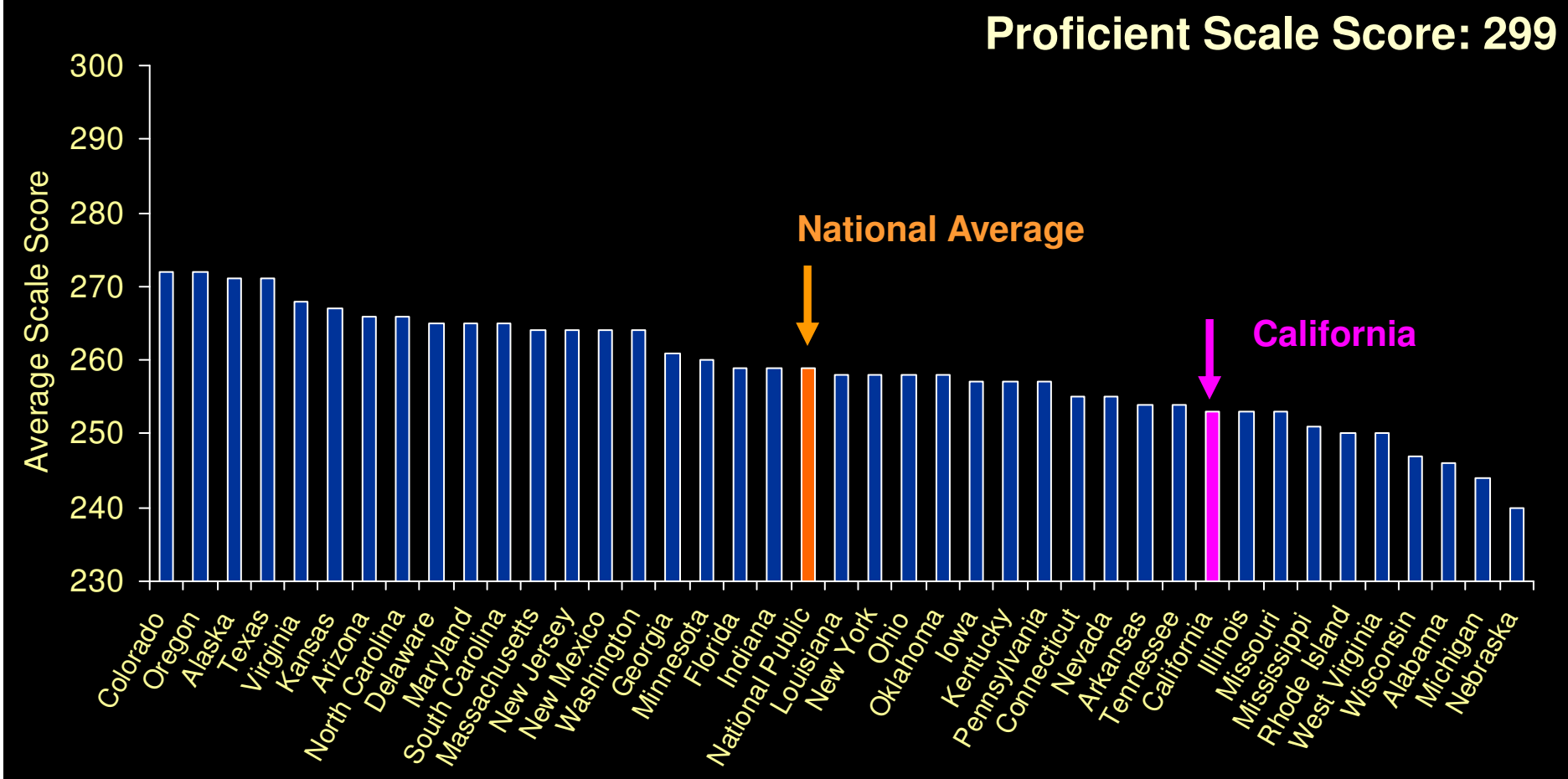
# 2007 NAEP Grade 8 Math

## Average African American Scale Scores by State




Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/

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# And Let’s Be Clear.  It’s Not Our Demographics.

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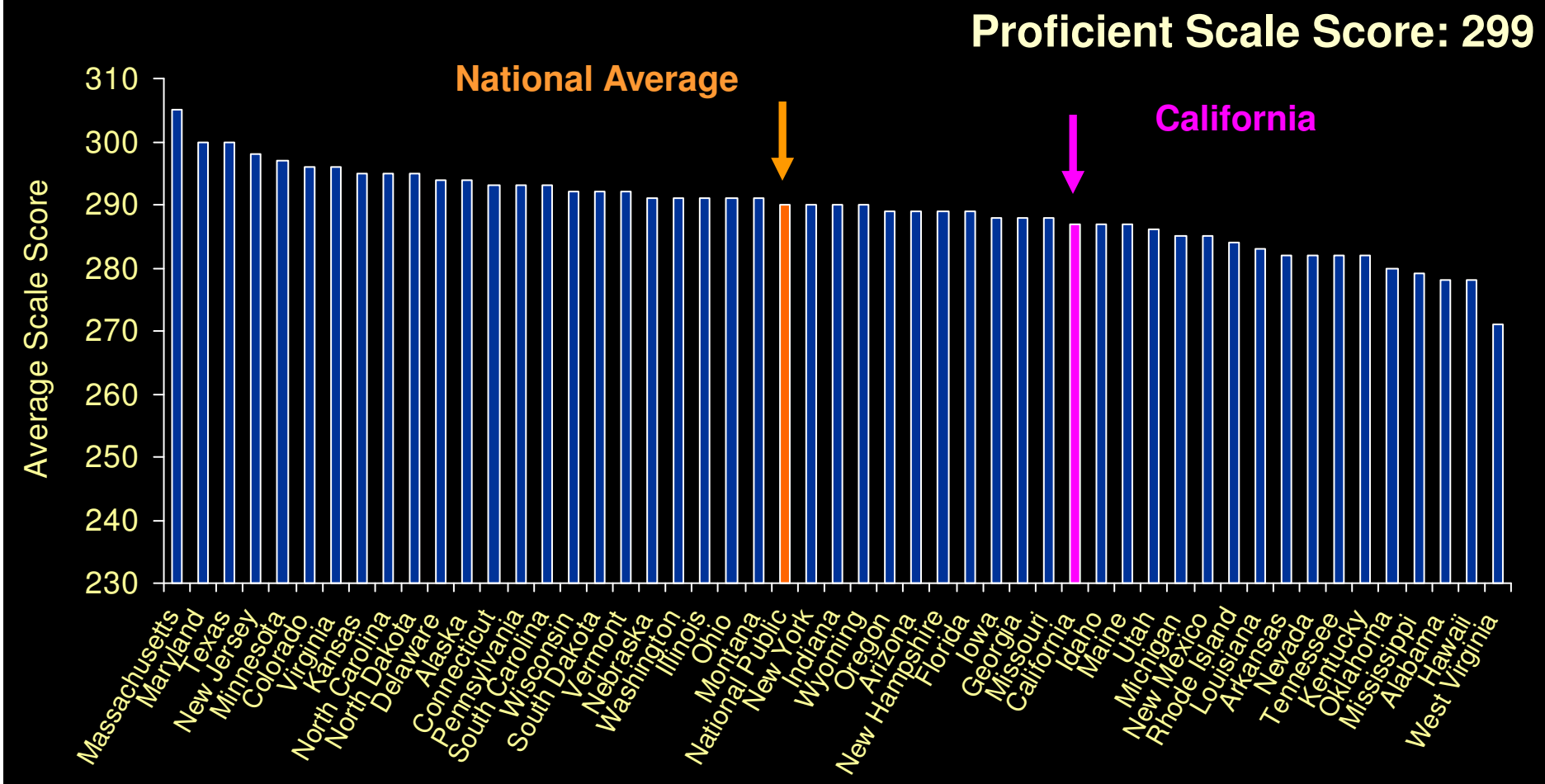
# 2007 NAEP Grade 8 Math

## Average White Scale Scores by State




Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/

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# On Our Own Assessments?

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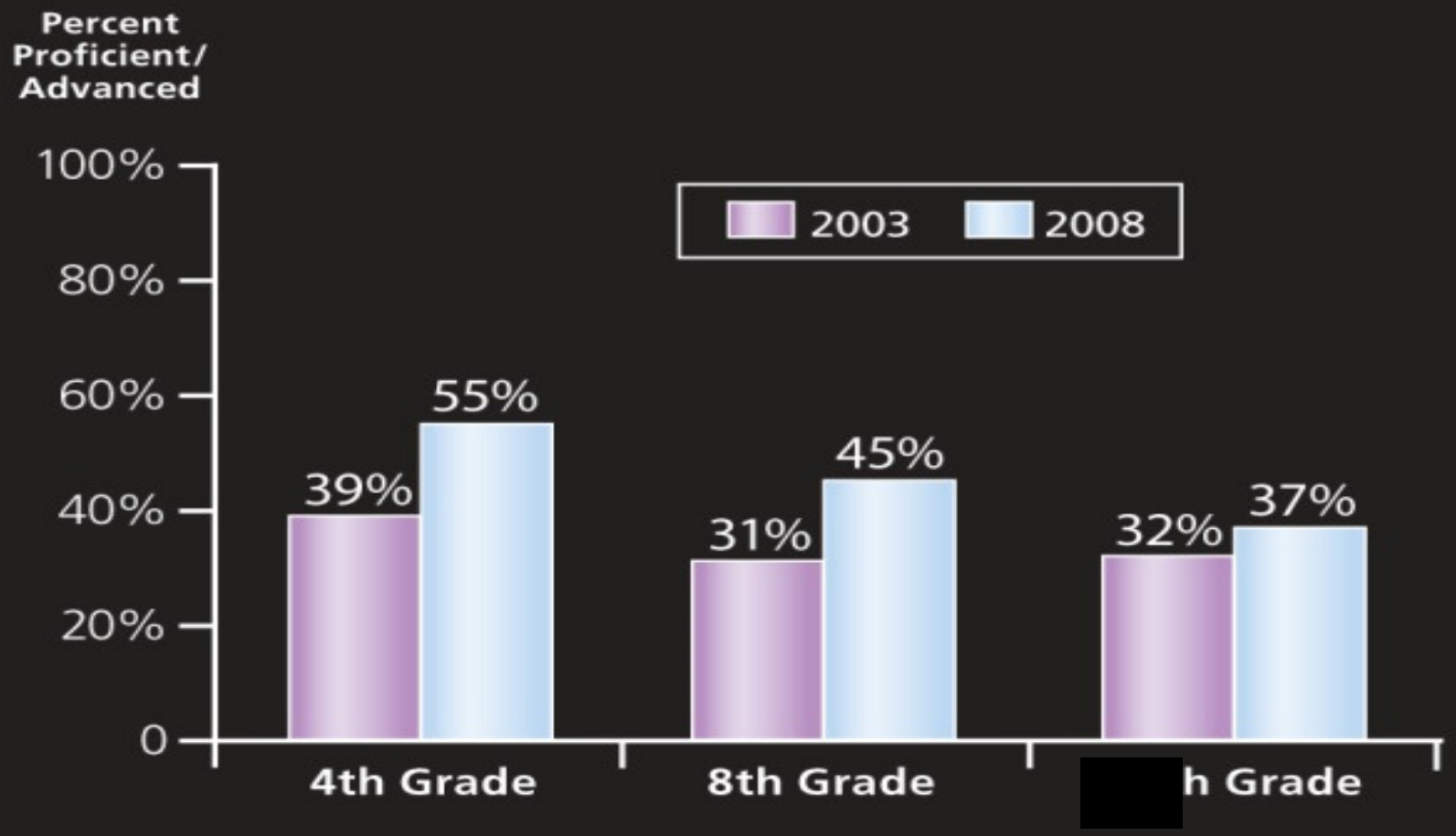
# English Language Arts CST Across Grades (2003 & 2008)




*Source: California Department of Education, 2008.*

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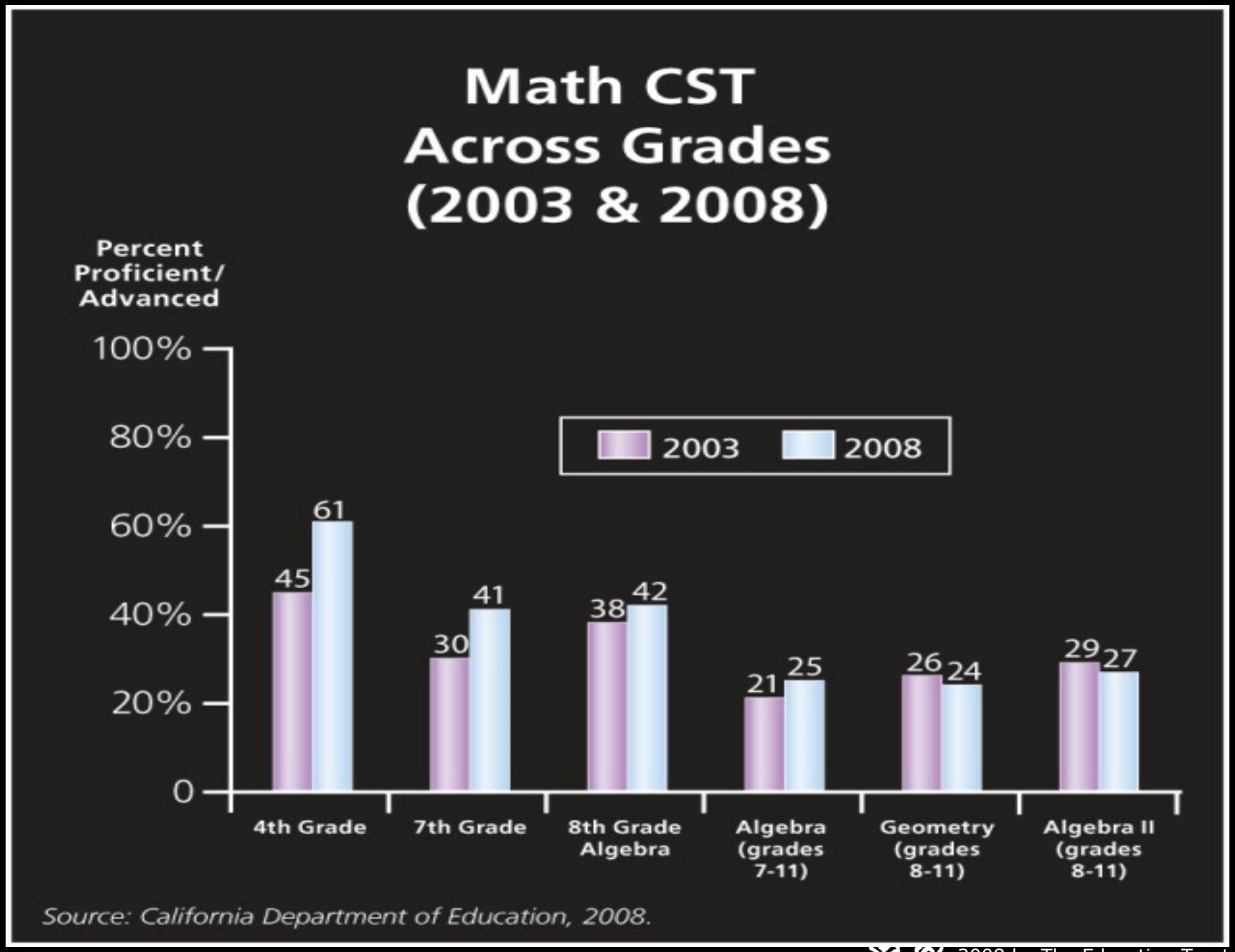


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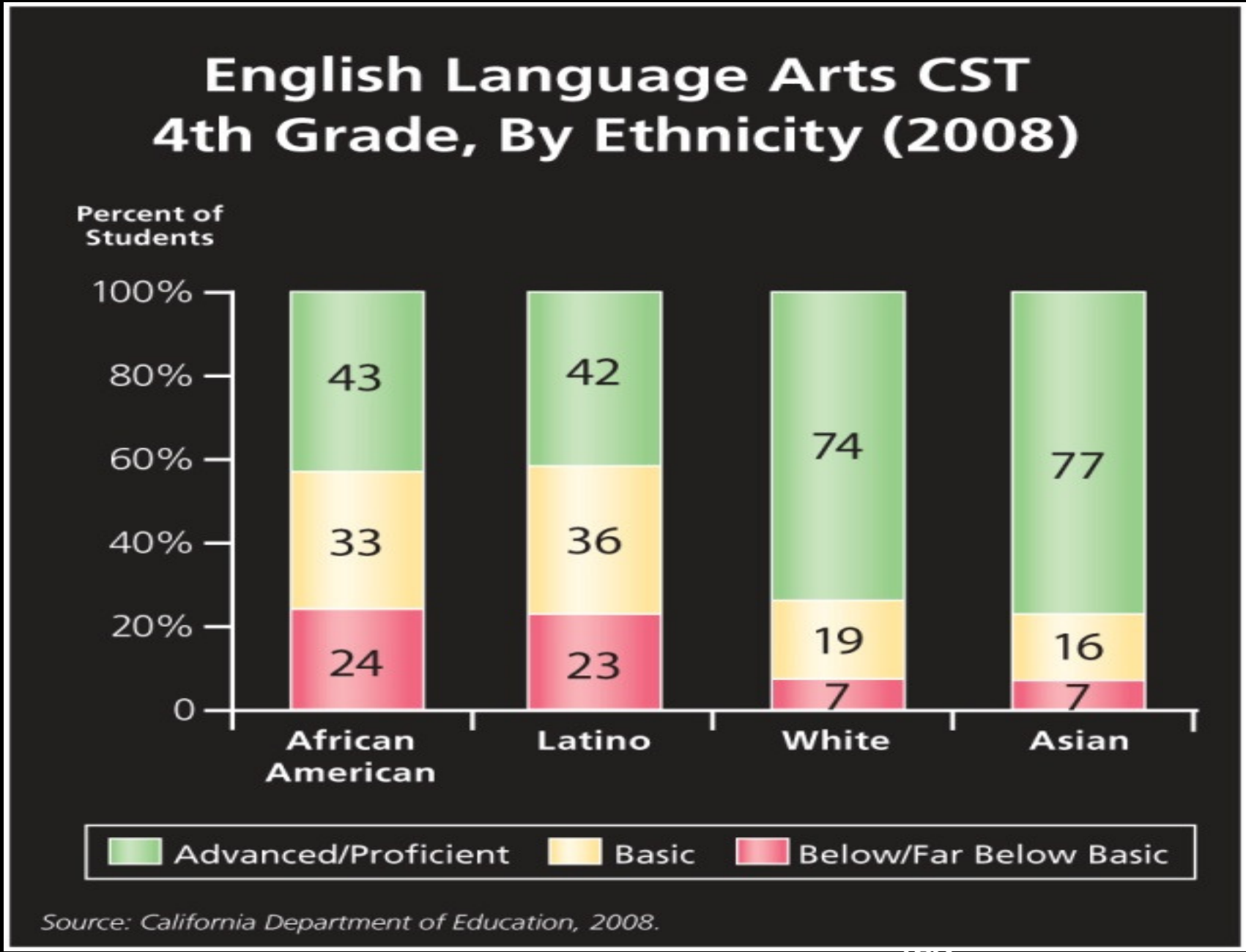
But underneath those averages. . .

2008 by The Education Trust-West

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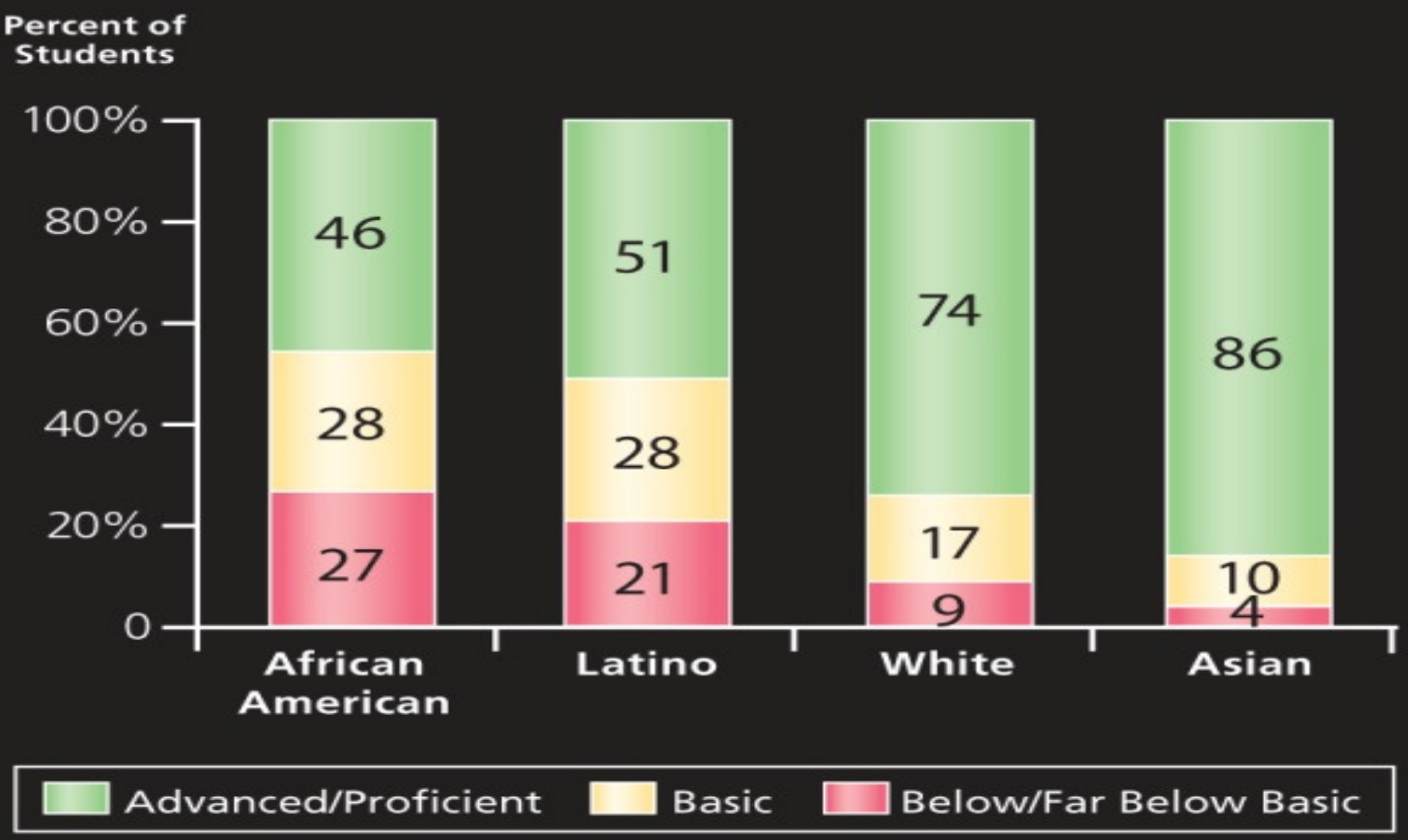
# Math 4th Grade CST, By Ethnicity (2008)




*Source: California Department of Education, 2008.*

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# 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.

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But 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.

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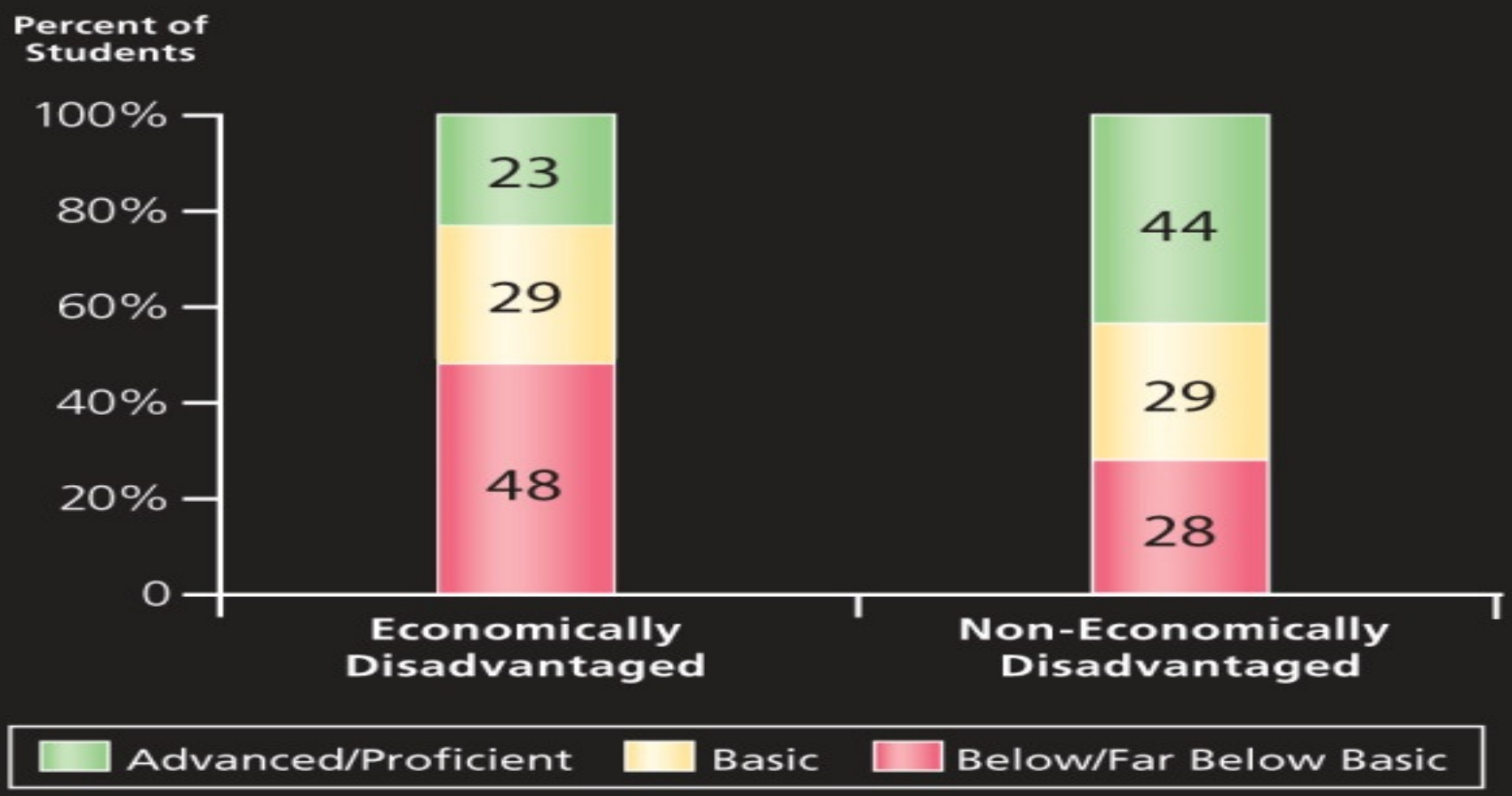
# Math* 8th Grade CST, By Economic Status (2008)




*The General Math test measures 6th and 7th grade math standards and is given to all students not enrolled in Algebra I in the 8th grade

Source: California Department of Education, 2008.

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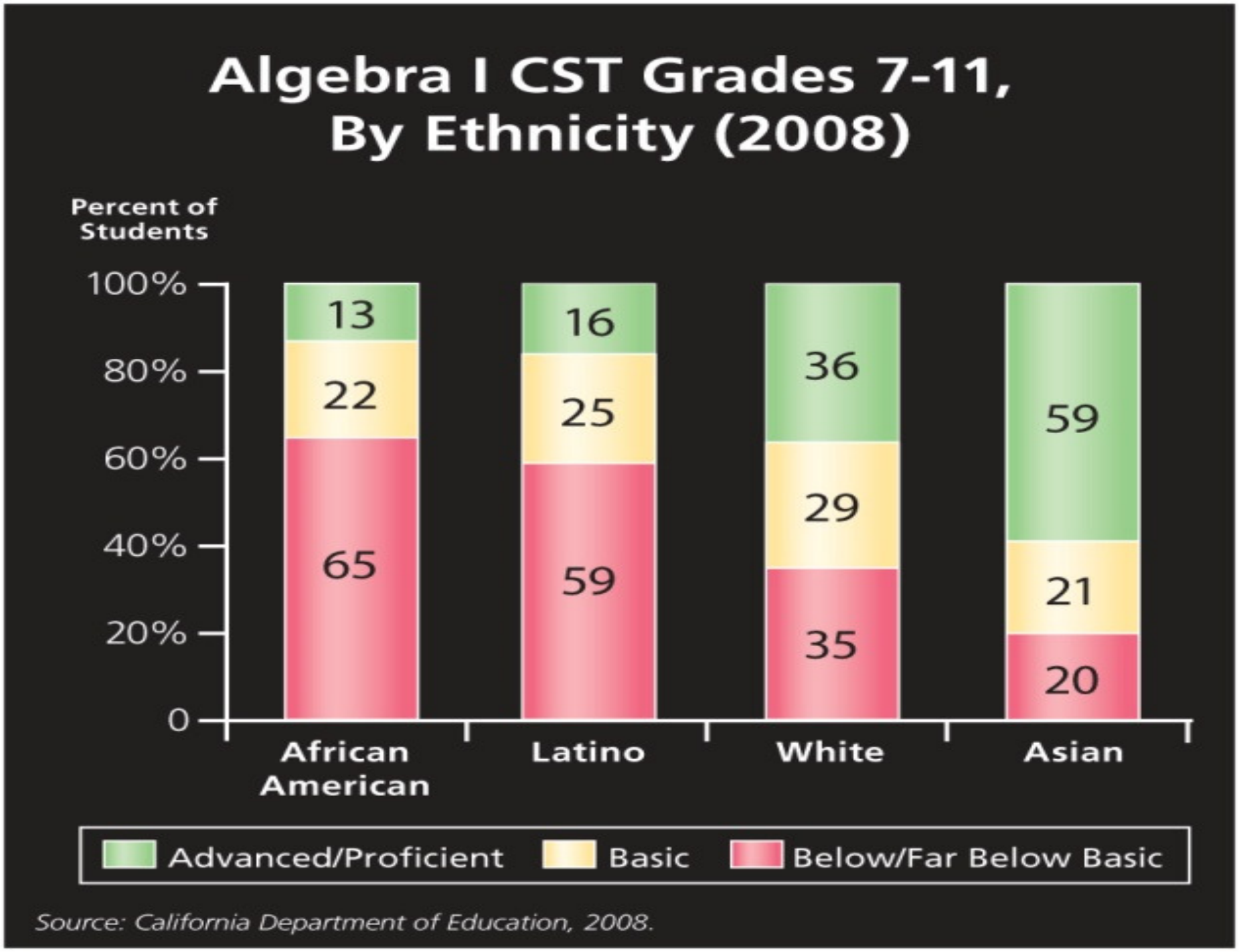
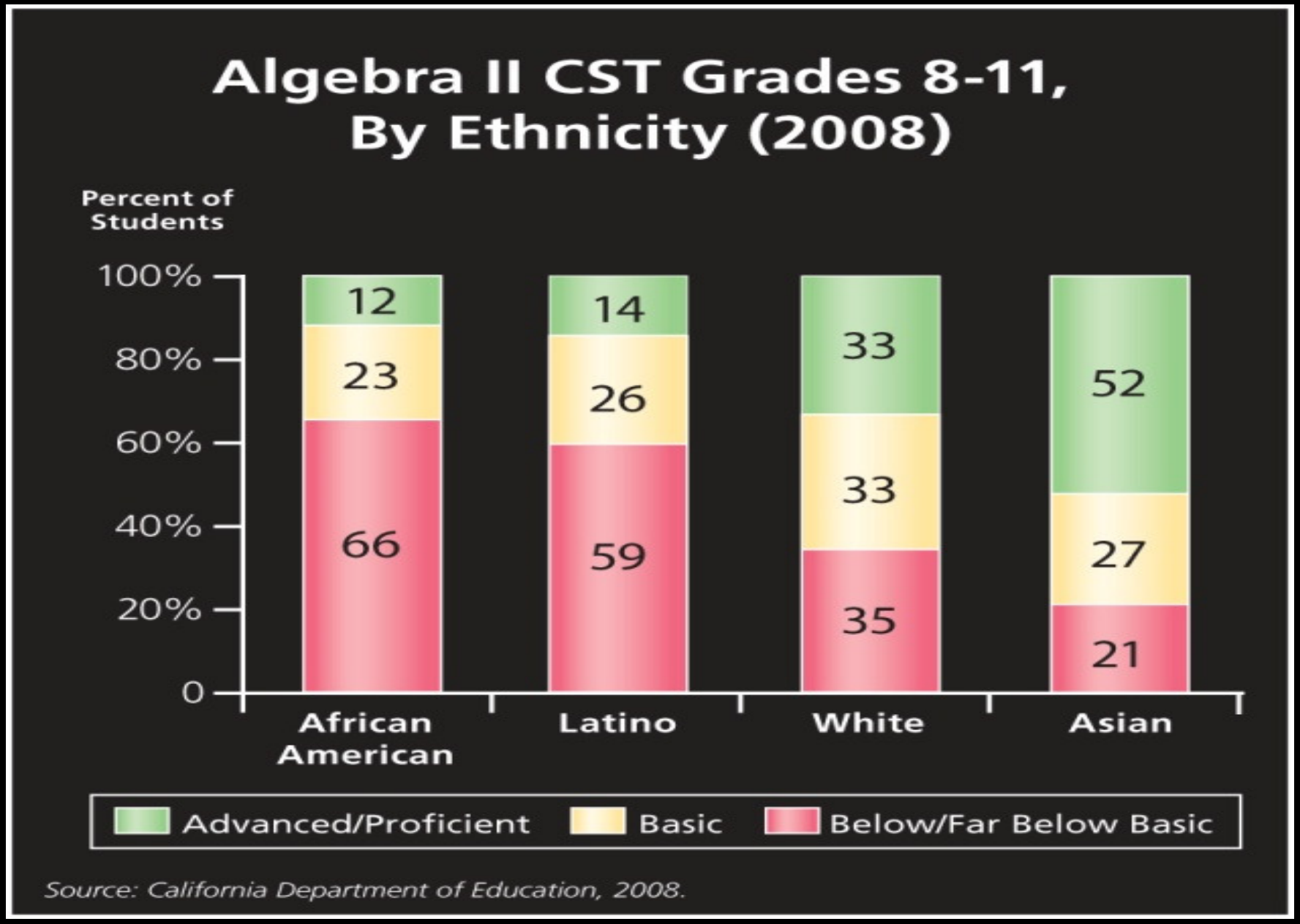
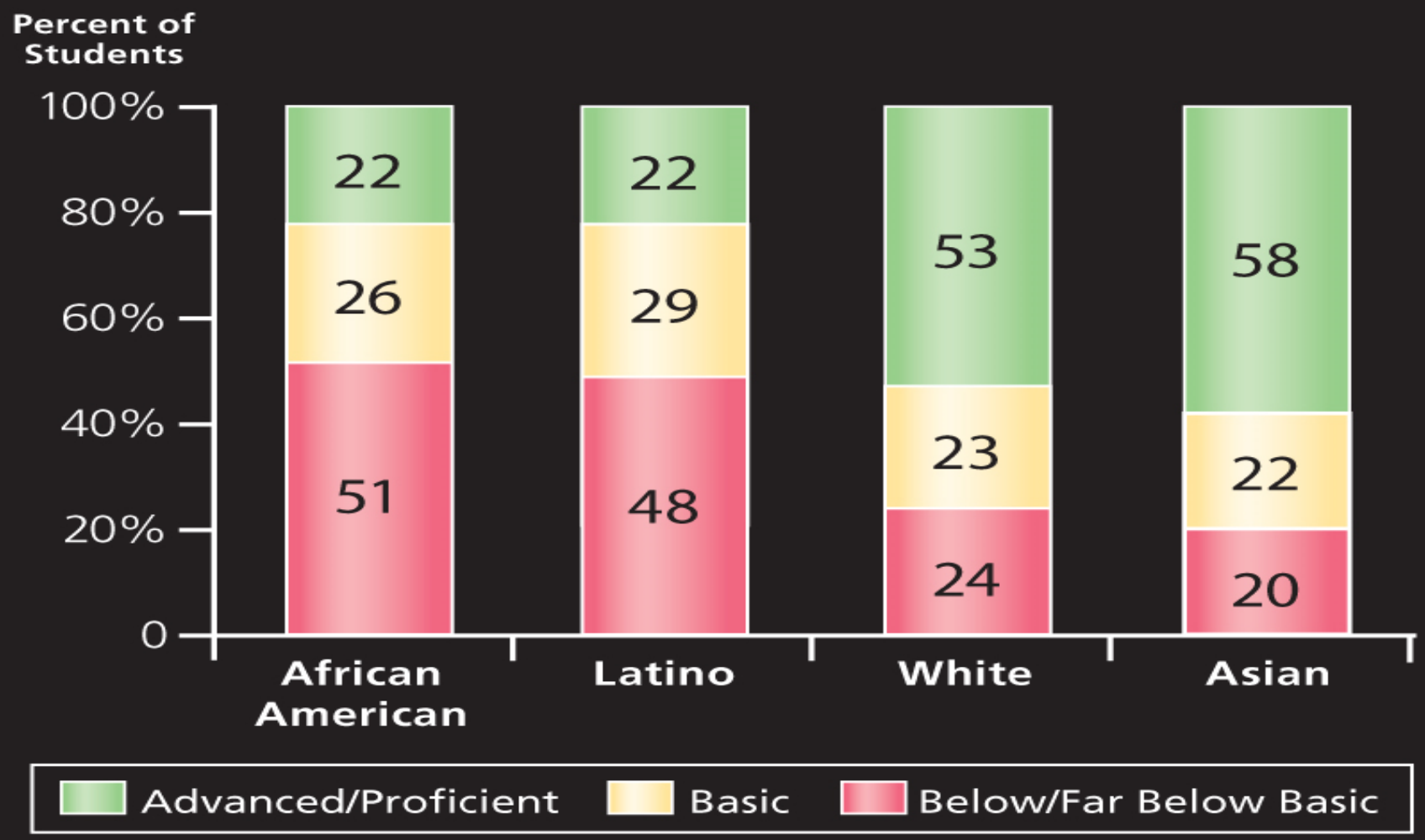

Algebra I CST Grades 7-11,
By Ethnicity (2008)
Percent of Students
100%
80%
60%
40%
20%
0
13
22
65
16
25
59
36
29
35
59
21
20
African American
Latino
White
Asian
Advanced/Proficient
Basic
Below/Far Below Basic
Source: California Department of Education, 2008.




2008 by The Education Trust-West

# English Language Arts CST 11th Grade, By Ethnicity (2008)




*Source: California Department of Education, 2008.*

2008 by The Education Trust-West

# And these are for the students that are left.

Dropout rates are staggering, even if unclear.

We lose most kids between 9th and 10th grades.

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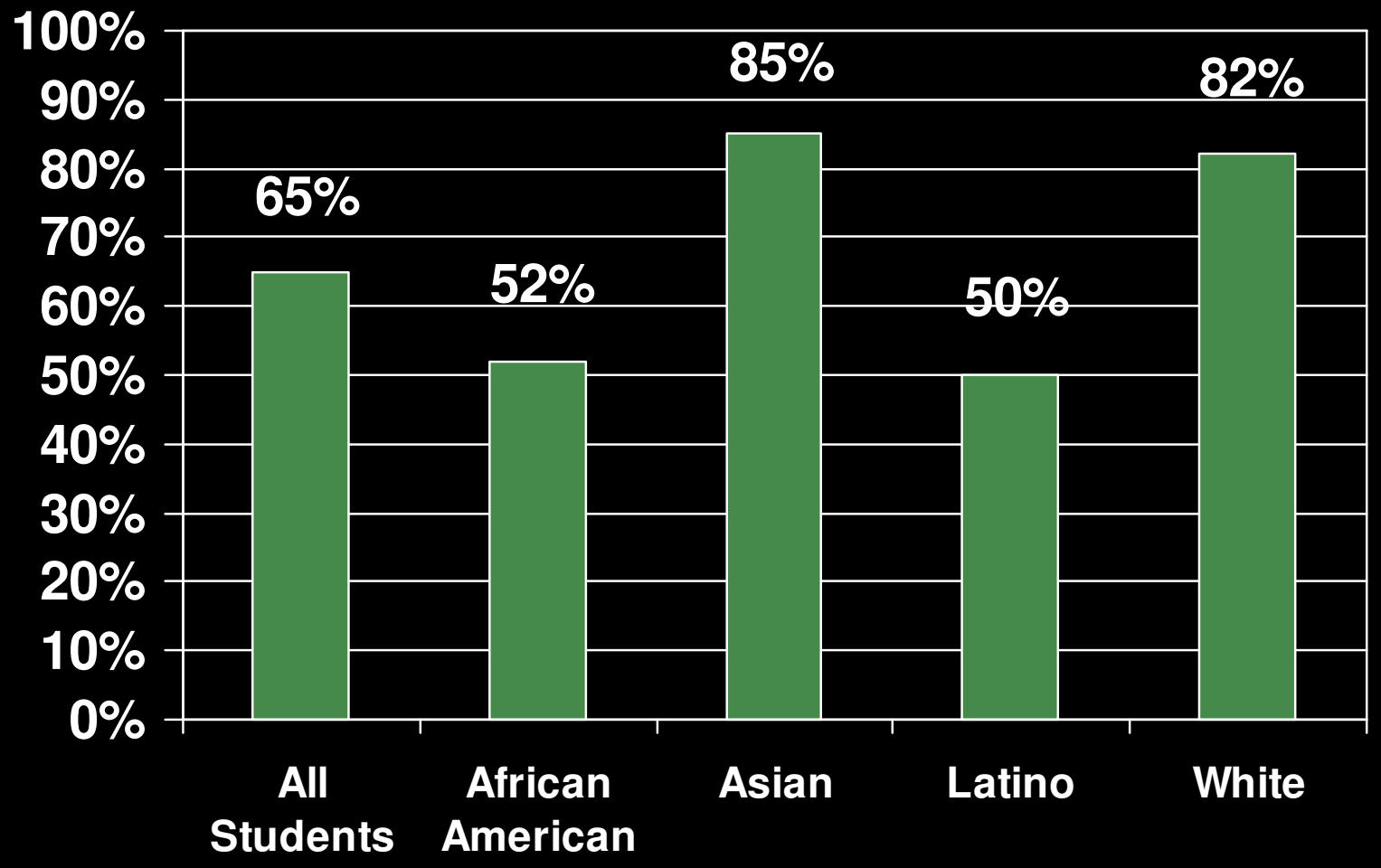
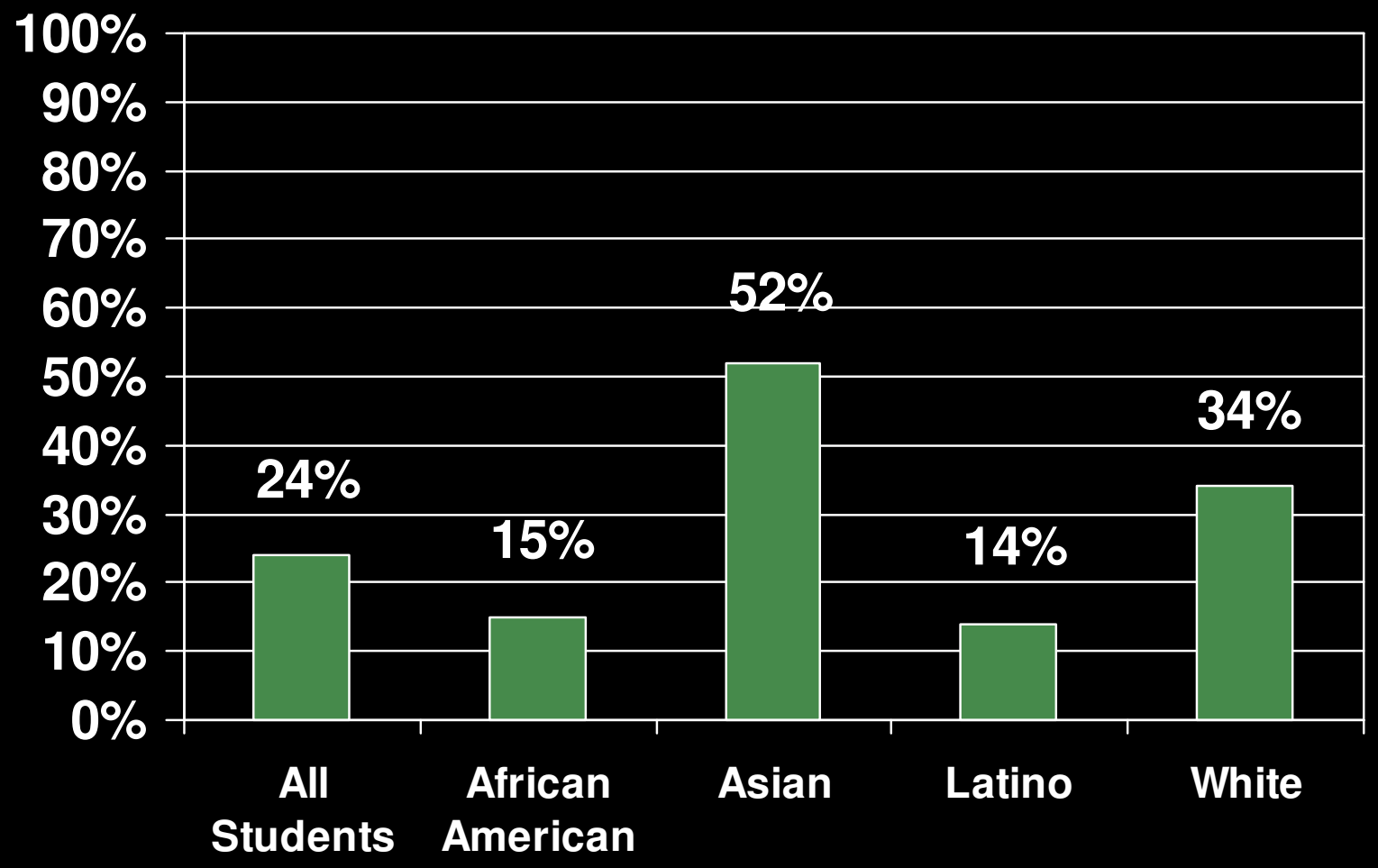
# Graduate Rates - Class of 2006.




Source: Education Trust-West Analysis of CDE data, using the Manhattan Institute methodology

2008 by The Education Trust-West

# Even Fewer Graduate College Ready. * California: Class of 2006.




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

Source: Education Trust-West Analysis of CDE data, using the Manhattan Institute methodology

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# How?

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

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

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# Education Trust – West's

# Dispelling the Myth Schools

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# Ralph J. Bunche Elementary School
# Compton Unified School District

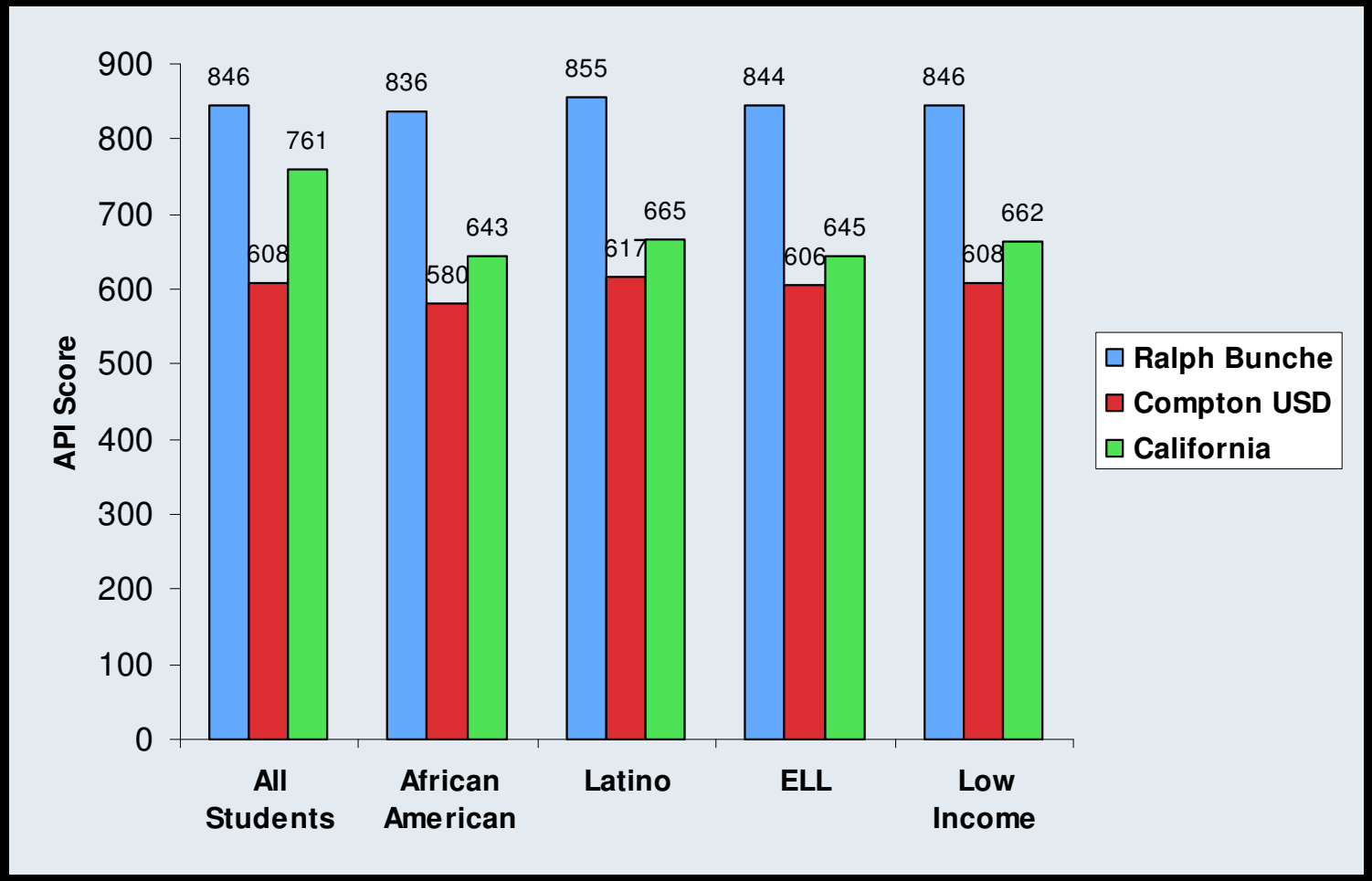
Carson, California

- 417 students in grades K-5
- 99% African American and Latino
- 40% English Language Learner
- 93% Low-Income

Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

2008 by The Education Trust-West

# Ralph Bunche Students Outpacing District and State 2007 API




Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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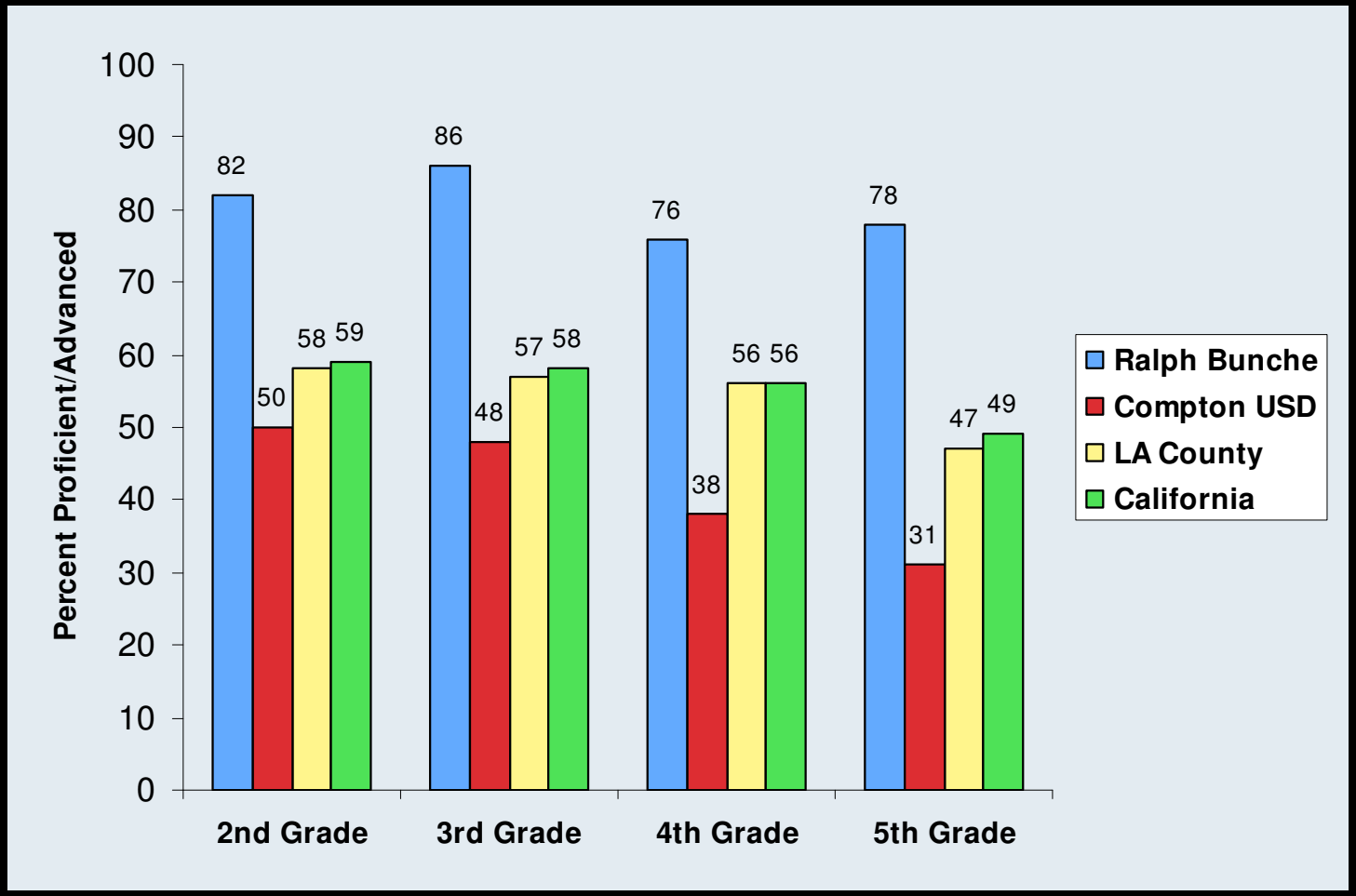
# Ralph Bunche Success at Every Grade Level
# Math 2007




Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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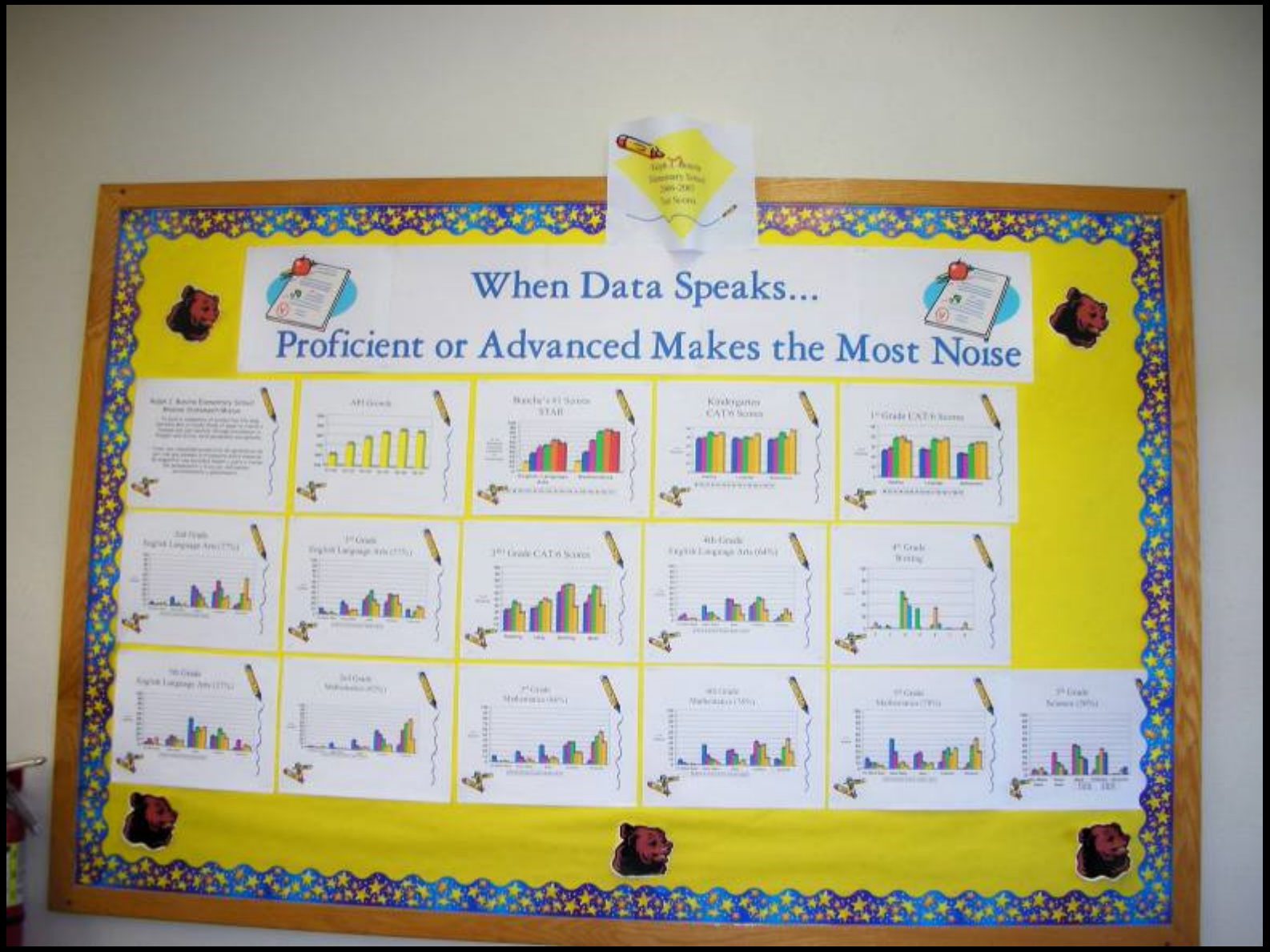


**Bunche of Data**

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**Ralph Bunche College Bound**

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# Stagg Street Elementary School

**Los Angeles Unified School District**

**Van Nuys, California**

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# Stagg Street Elementary School

## Van Nuys, California

- 452 students in grades K-5
- 73% Latino
- 35% English Language Learner
- 74% Low-Income

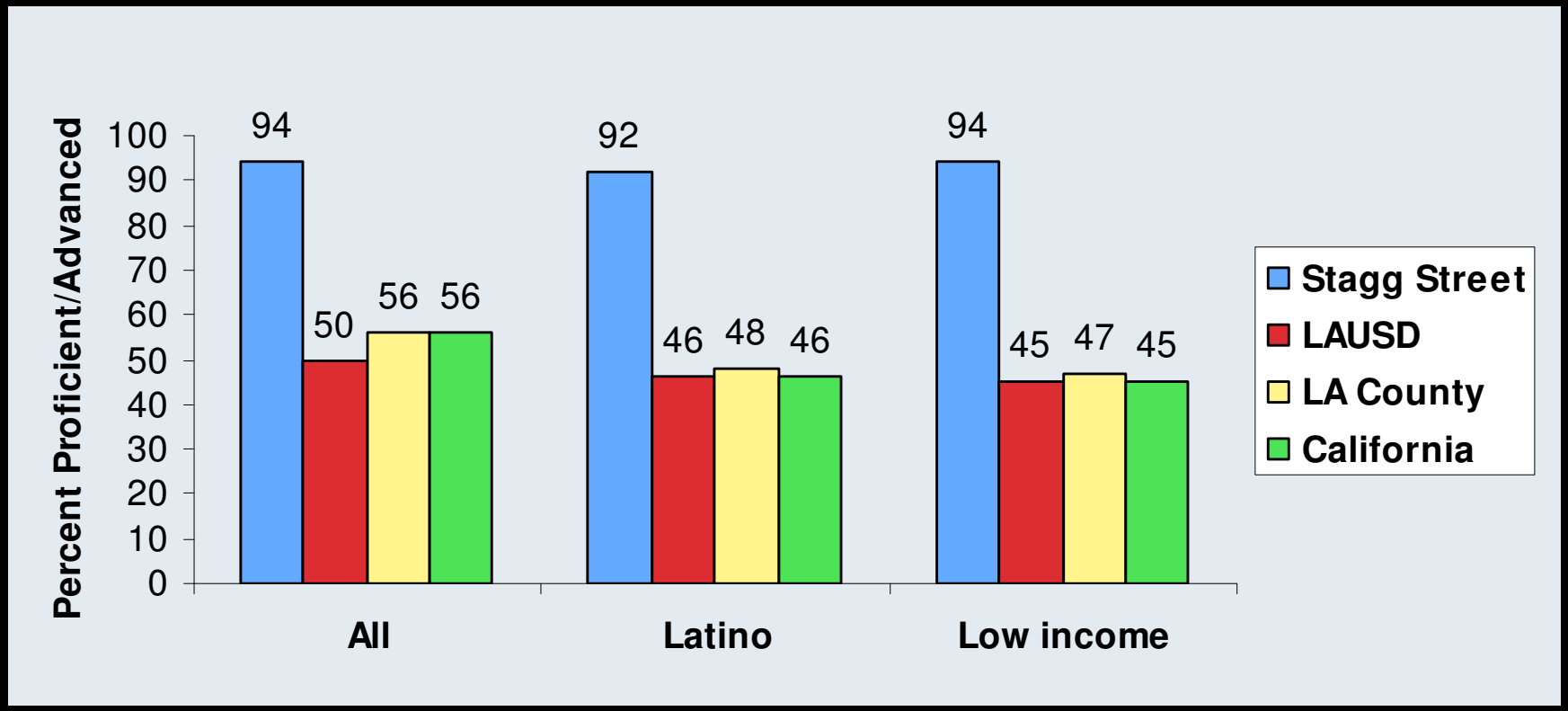
Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

2008 by The Education Trust-West

**Stagg Street 1st Grade Classroom**

2008 by The Education Trust-West

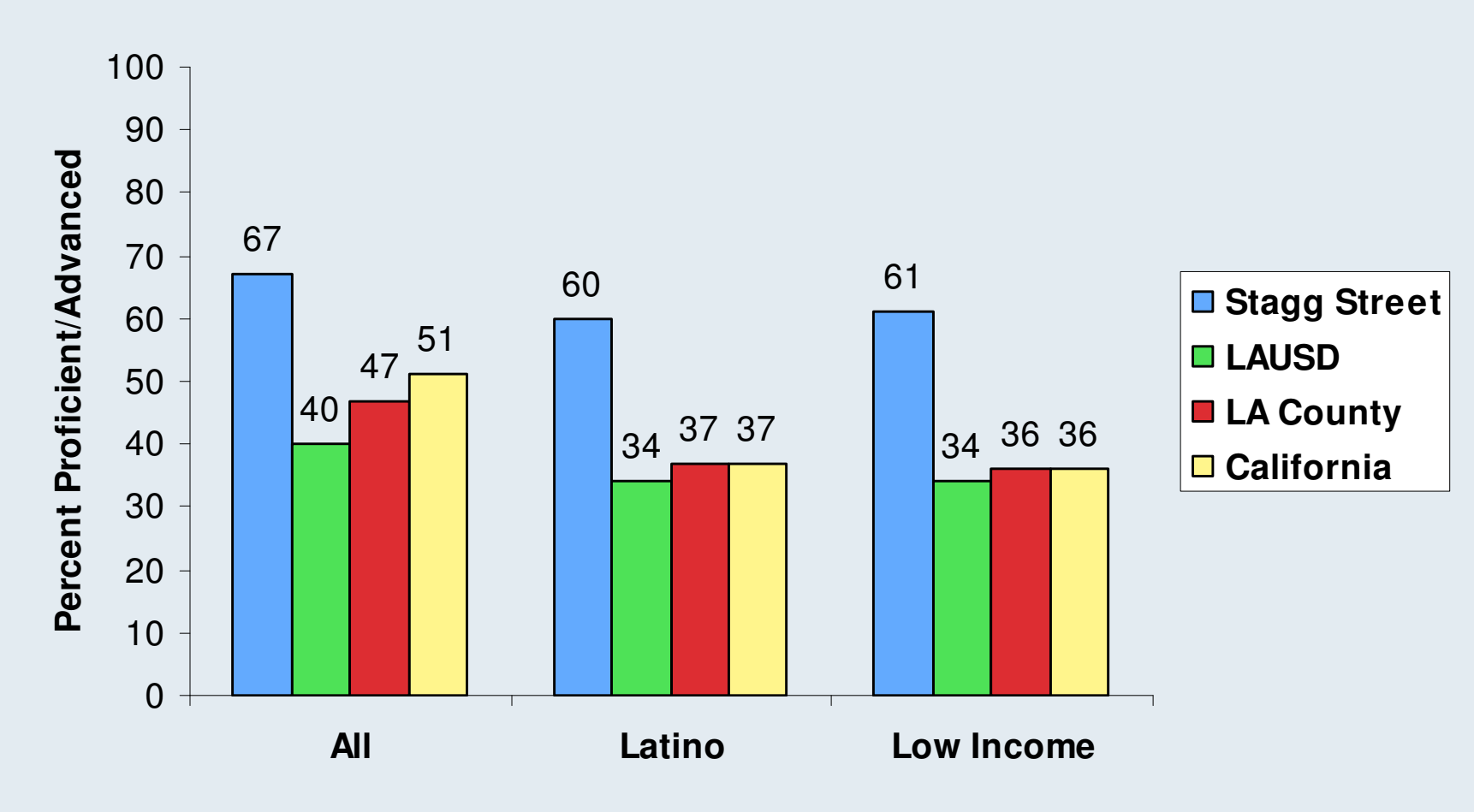
# Stagg's 4th Graders Outperform District, County and State Math 2007




Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

2008 by The Education Trust-West

# Stagg's 4th Graders Outperform District, County and State ELA 2007




Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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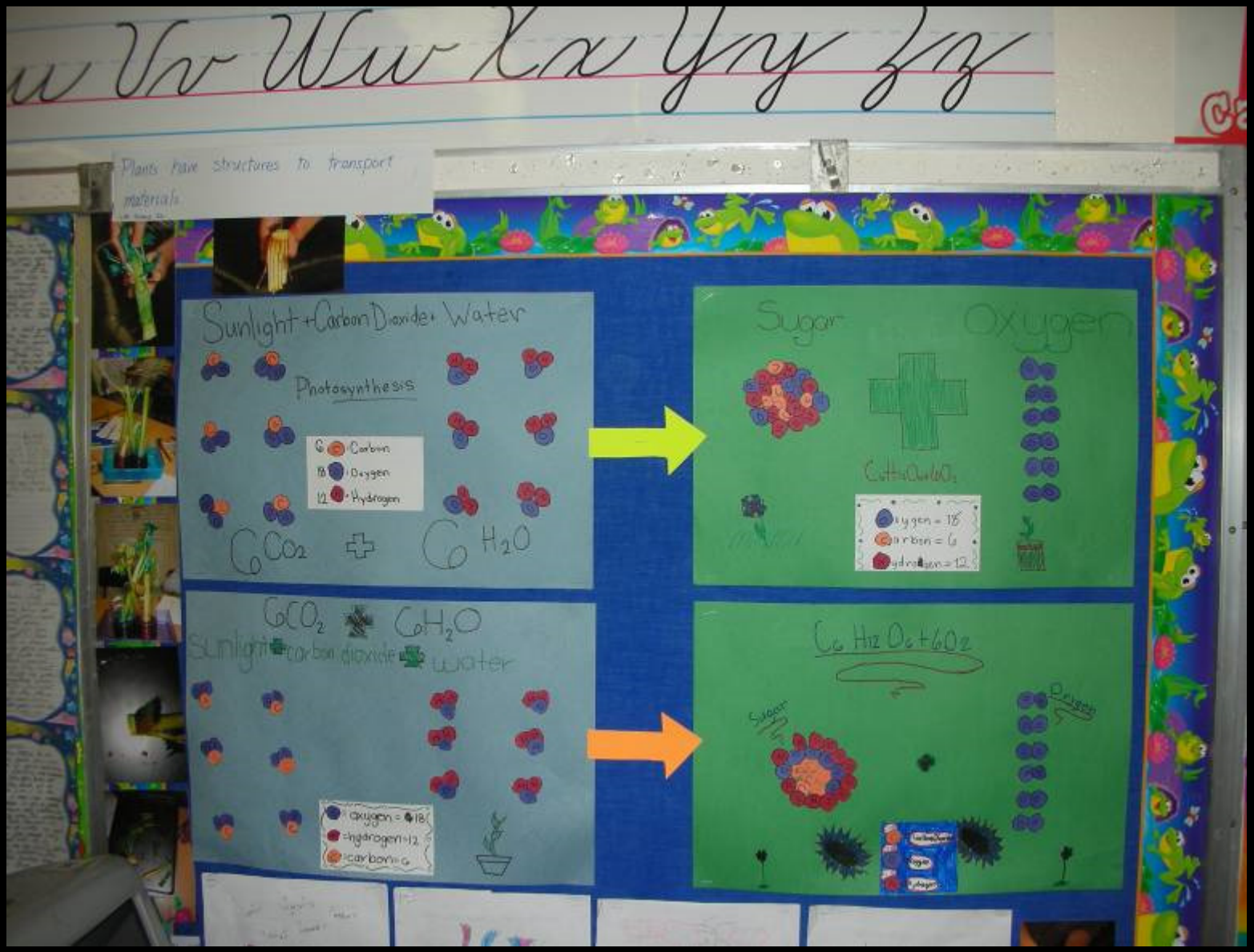
**Stagg students participate in music class**

2008 by The Education Trust-West




**Stagg Street Student Work**

2008 by The Education Trust-West

# KIPP San Francisco Bay Academy

**San Francisco Unified School District**

**San Francisco, California**

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# KIPP San Francisco Bay Academy

San Francisco, California

- 257 students in grades 5-8
- 79% African American and Latino
- 81% Low-Income

Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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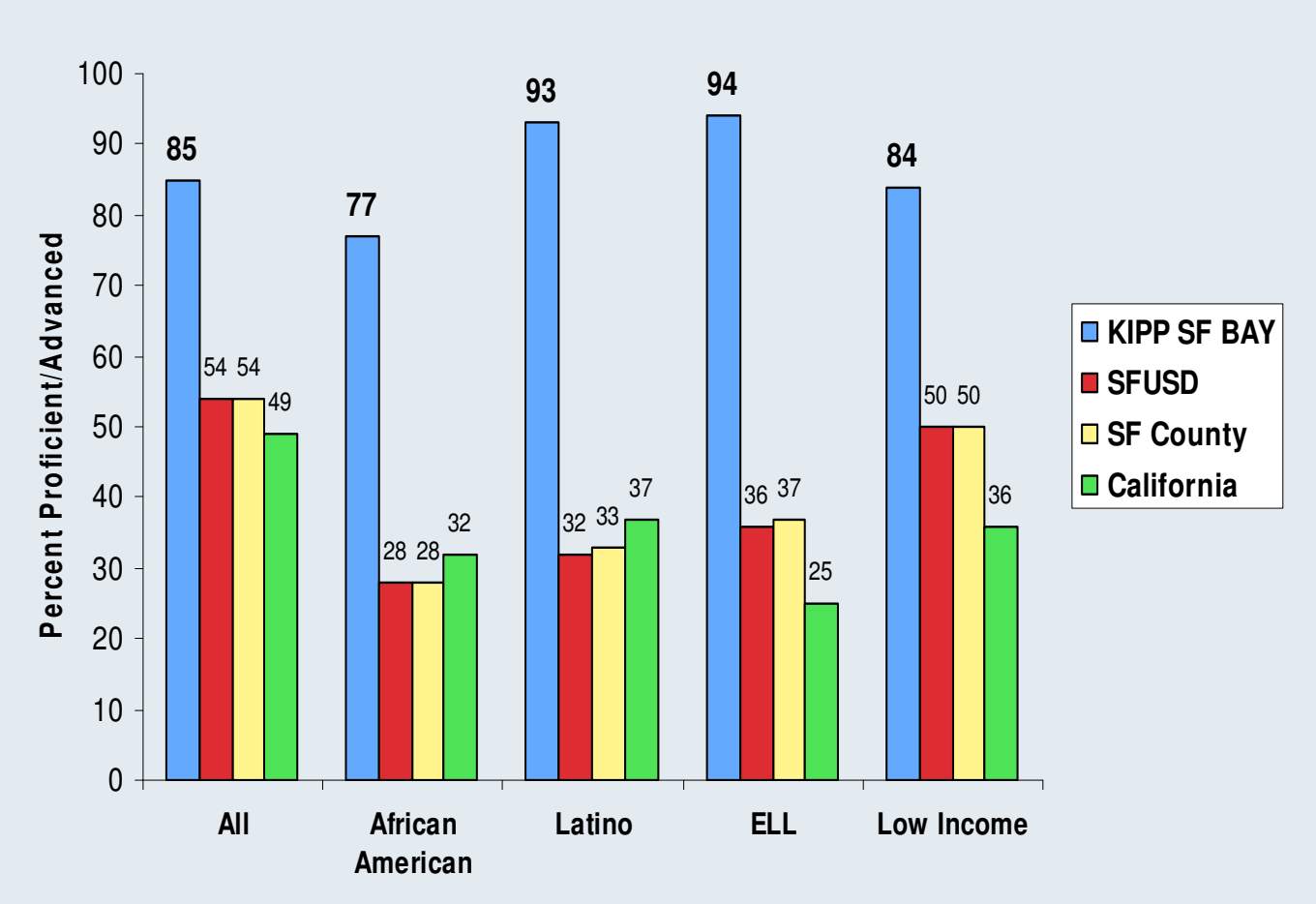
# 5th Graders' High Achievement at KIPP SF Bay Academy Math 2007




Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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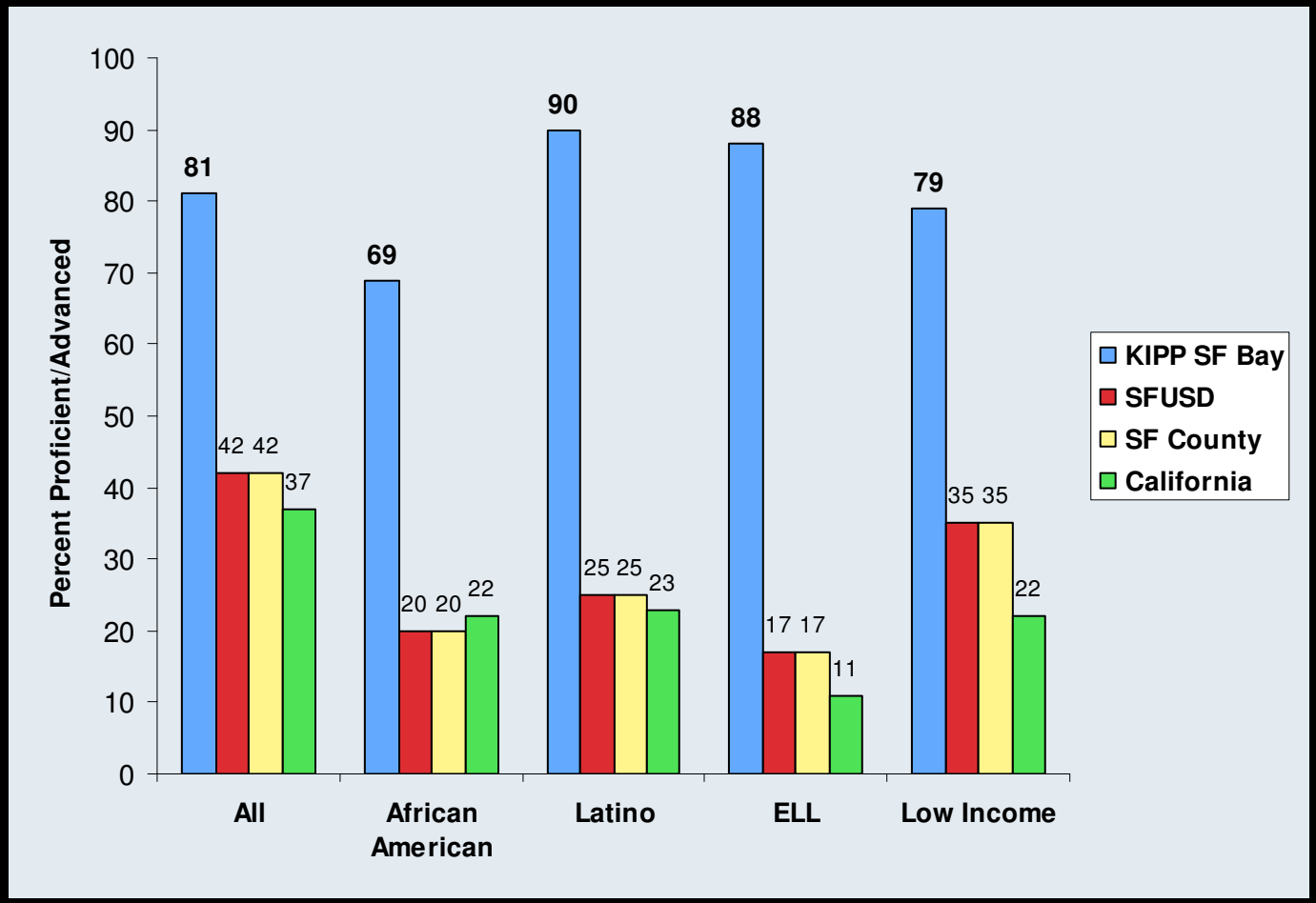
# 5th Graders' High Achievement at KIPP SF Bay Academy Science 2007




Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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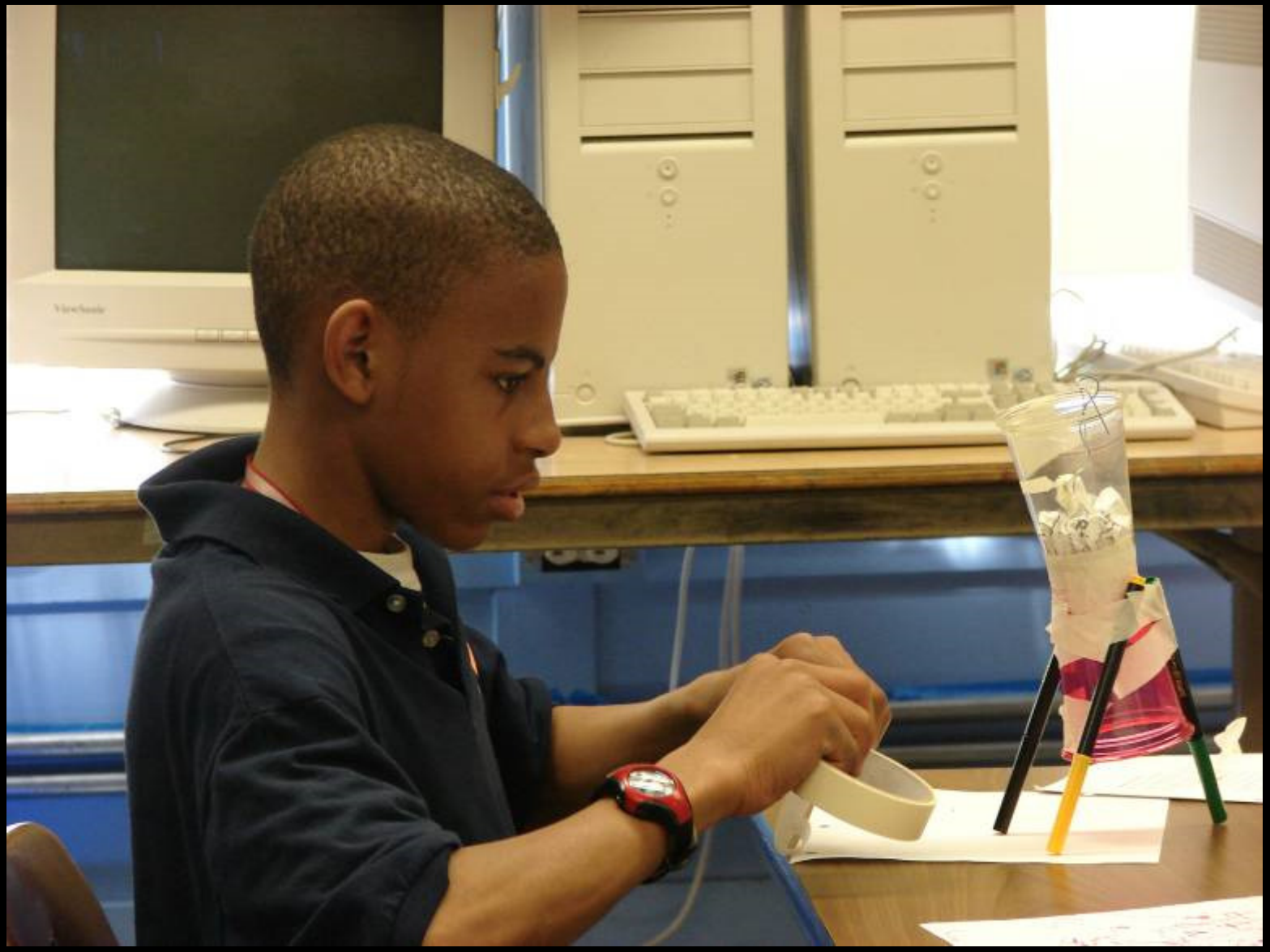
**KIPP Bay Academy Students**

2008 by The Education Trust-West



**Student Doing Science Experiment**

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# Hill Middle School

**Long Beach Unified School District**
**Long Beach, California**

2008 by The Education Trust-West

# Hill Middle School
## Long Beach, California

- 1088 students in grades 6-8
- 72% African American and Latino
- 75% Low-Income

Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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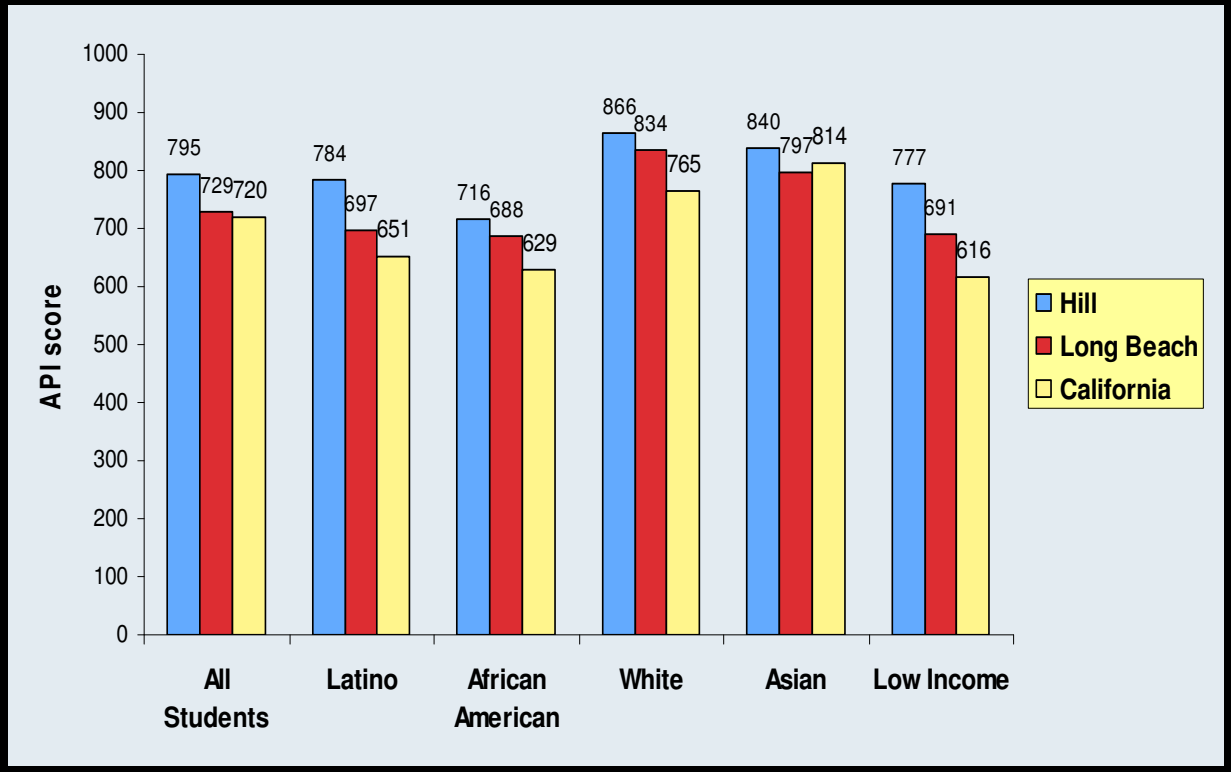
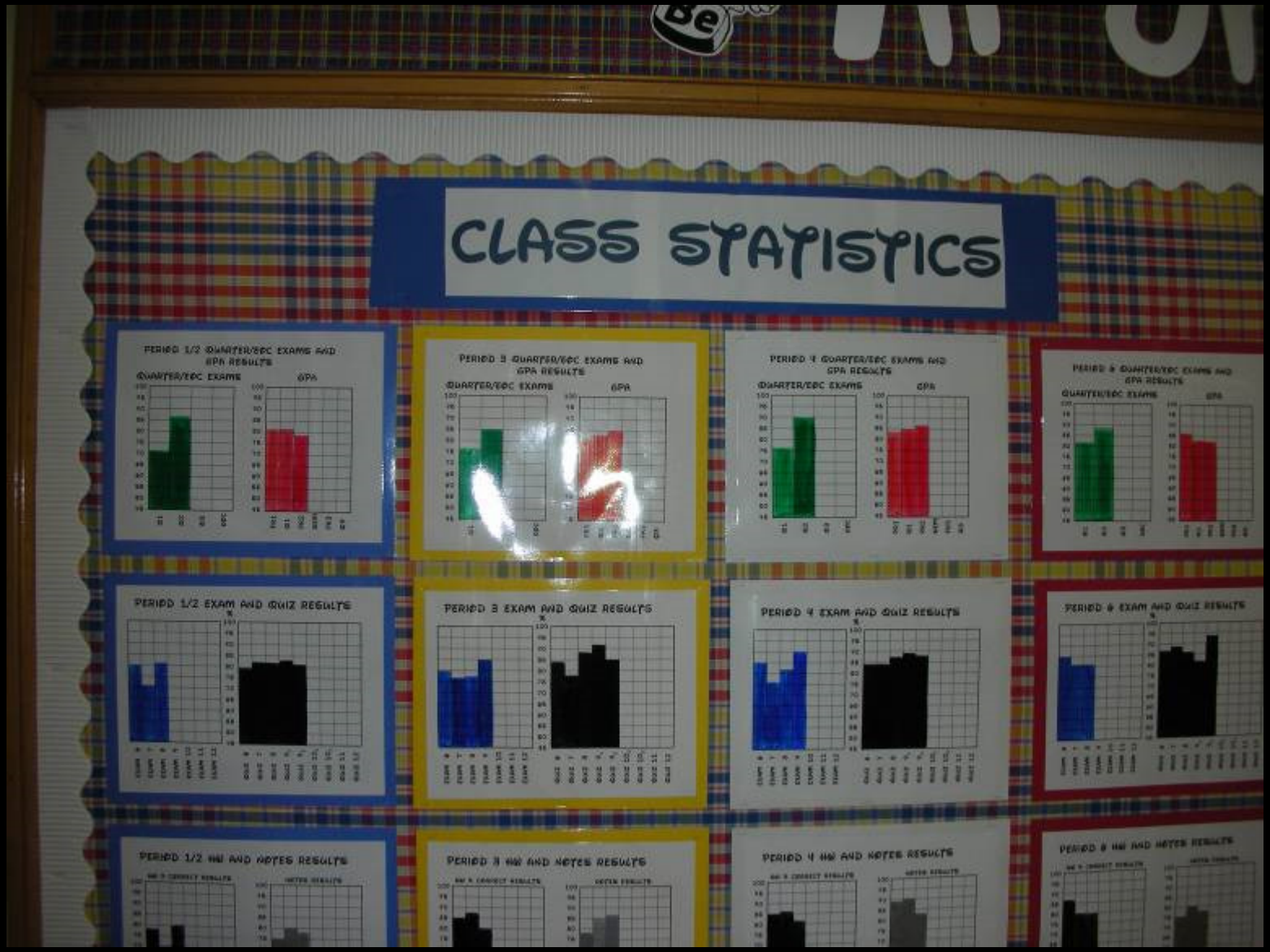
# Hill Middle School Outpaces the District and State - API 2007




Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

2008 by The Education Trust-West




**Hill Middle School Class Data Wall**

2008 by The Education Trust-West

# Abraham Lincoln High School

**San Jose Unified School District**

**San Jose, California**

2008 by The Education Trust-West

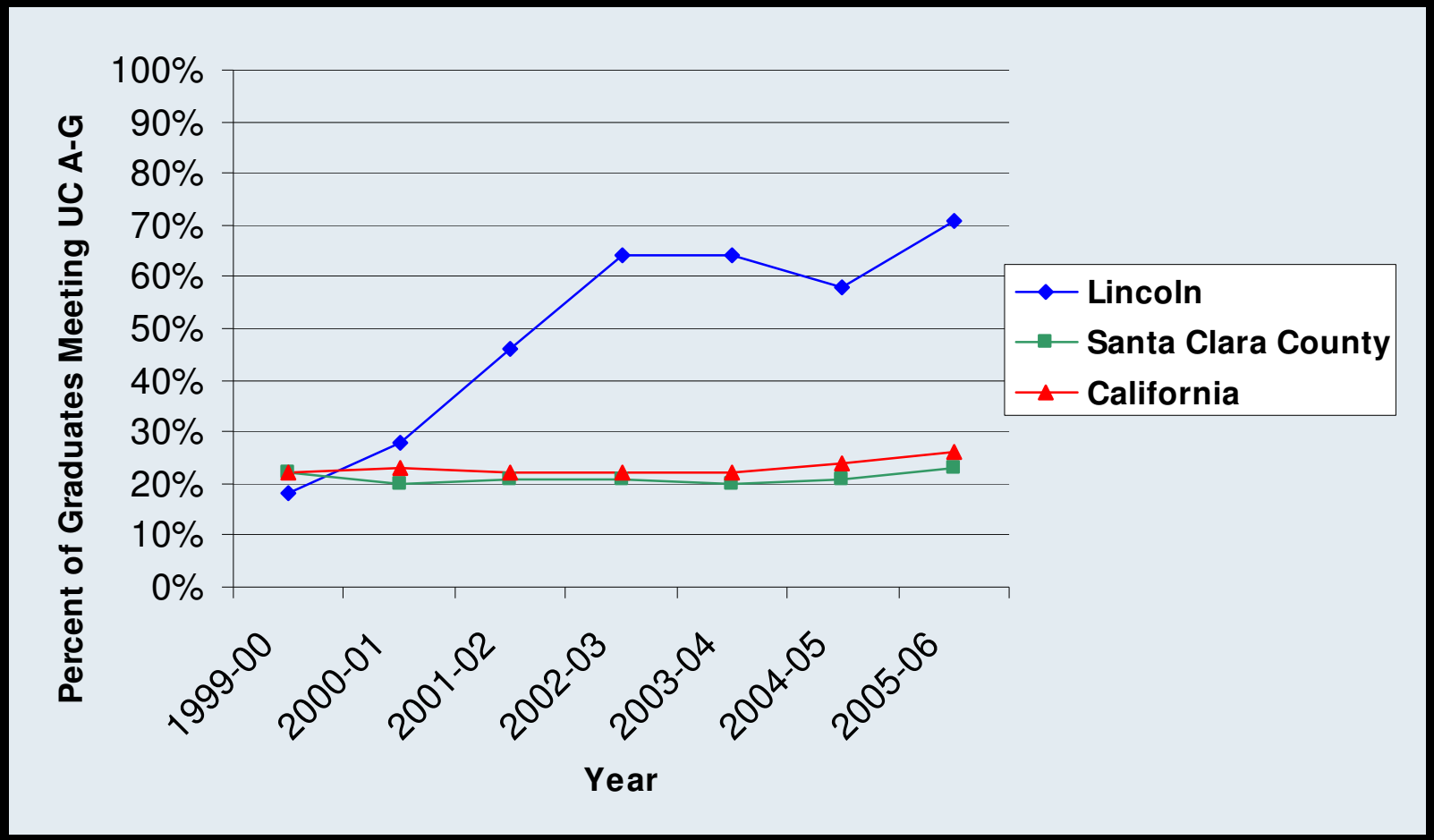
# Abraham Lincoln High School
## San Jose, California

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

Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

2008 by The Education Trust-West

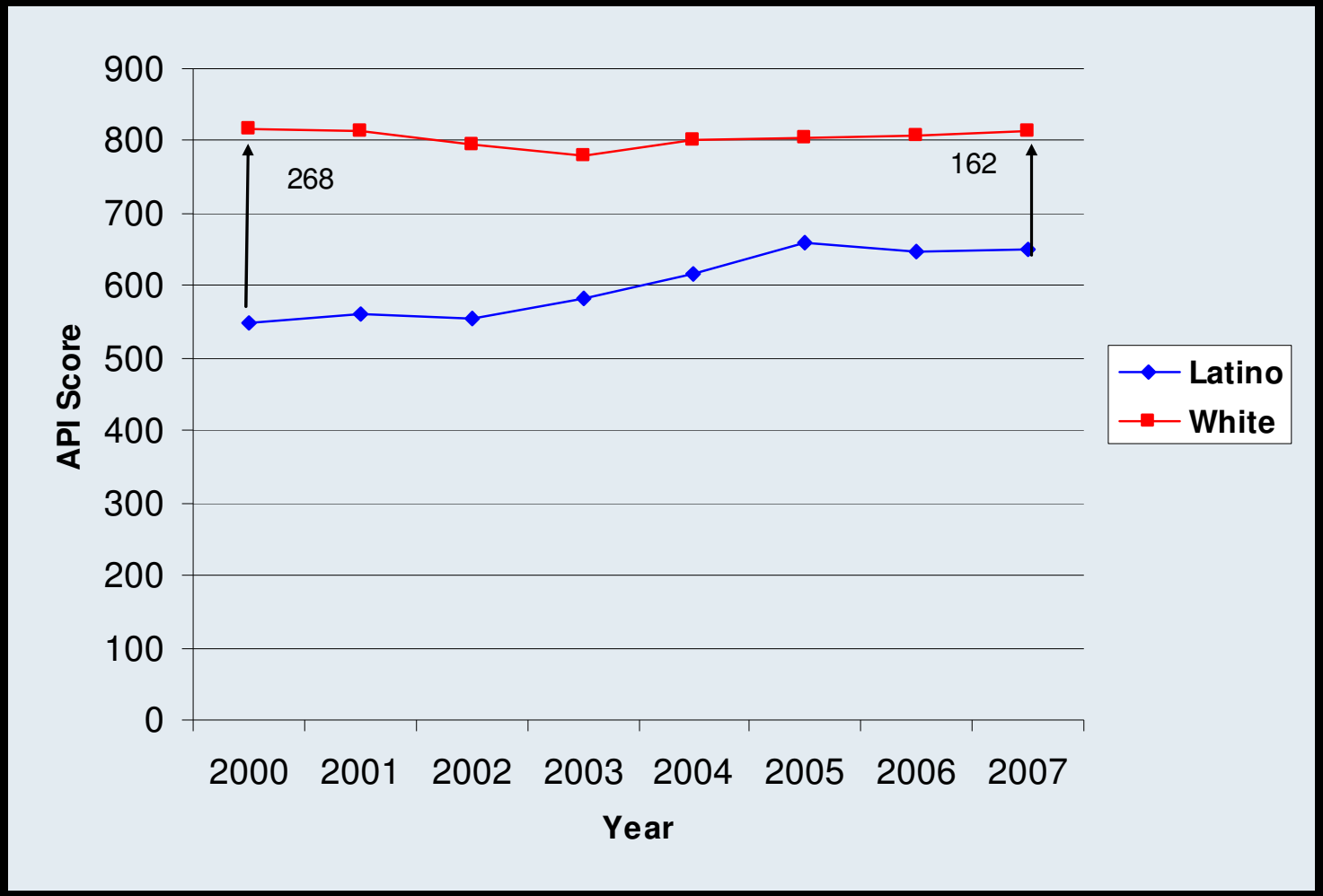
# Lincoln High Graduating Latino Students College-Ready at Significantly Higher Rates than the County




Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

2008 by The Education Trust-West

# Gap Closing at Lincoln High School




Source: California Department of Education, http://dq.cde.ca.gov/dataquest/

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**Lincoln High Performing Arts**

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# What do we know about gap closing schools?

Six powerful lessons

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#1. They focus on what they *can* do, rather than what they *can't.*

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Some schools and districts get all caught up in “correlations”.

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# 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…

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Educators in high-performing high poverty schools and districts don’t do that.

They focus on what they can change.

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“ 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

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

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

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# Result? A System That:

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

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# Elementary School Example

Kindergarten Assignment 1

Based on our reading, draw a picture of an ocean animal that you would like to be.

Kindergarten Assignment 2

Based on our reading, choose an ocean animal you would like to be. Explain what you would look like, what you would eat, and what you would do. Why do you want to be this animal?

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# Middle School Example: 7th Grade High Level 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.

**Source:** Unnamed school district in California, 2002-03 school year.

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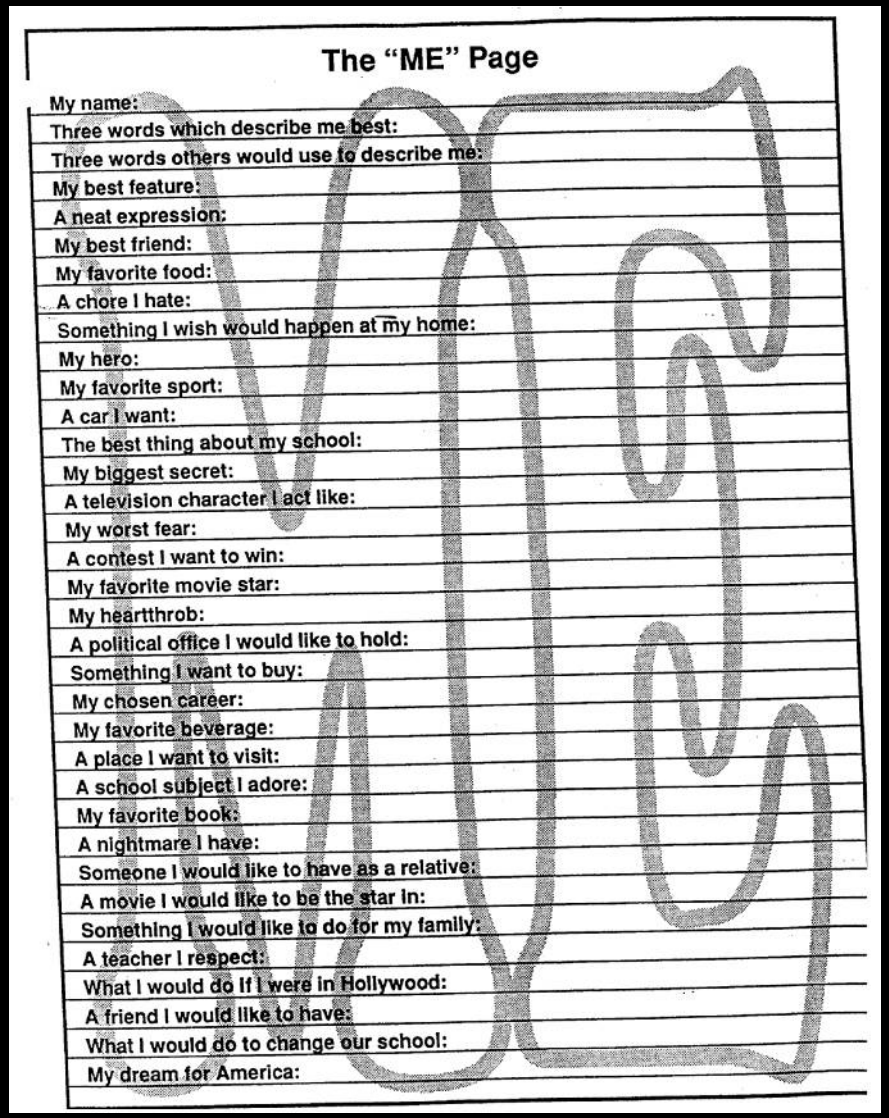
# 7th Grade Low-Level Writing Assignment



The "ME" Page

My name:
Three words which describe me best:
Three words others would use to describe me:
My best feature:
A neat expression:
My best friend:
My favorite food:
A chore I hate:
Something I wish would happen at my home:
My hero:
My favorite sport:
A car I want:
The best thing about my school:
My biggest secret:
A television character I act like:
My worst fear:
A contest I want to win:
My favorite movie star:
My heartthrob:
A political office I would like to hold:
Something I want to buy:
My chosen career:
My favorite beverage:
A place I want to visit:
A school subject I adore:
My favorite book:
A nightmare I have:
Someone I would like to have as a relative:
A movie I would like to be the star in:
Something I would like to do for my family:
A teacher I respect:
What I would do if I were in Hollywood:
A friend I would like to have:
What I would do to change our school:
My dream for America:

My Best Friend:

A chore I hate:

A car I want:

My heartthrob:

**Source:** Unnamed school district in California, 2002-03 school year.

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# 9th Grade Low Level Assignment

Create a visual that shows you understand the central theme of Romeo and Juliet. Be prepared to present your creation to the class.

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# That Assignment Brings in Work Like This:

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# 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

2008 by The Education Trust-West

# 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?

2008 by The Education Trust-West

# 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

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It’s About Curriculum
and
Instruction
Instruction
Instruction!!!

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# 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.

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# #3. They set their goals high.

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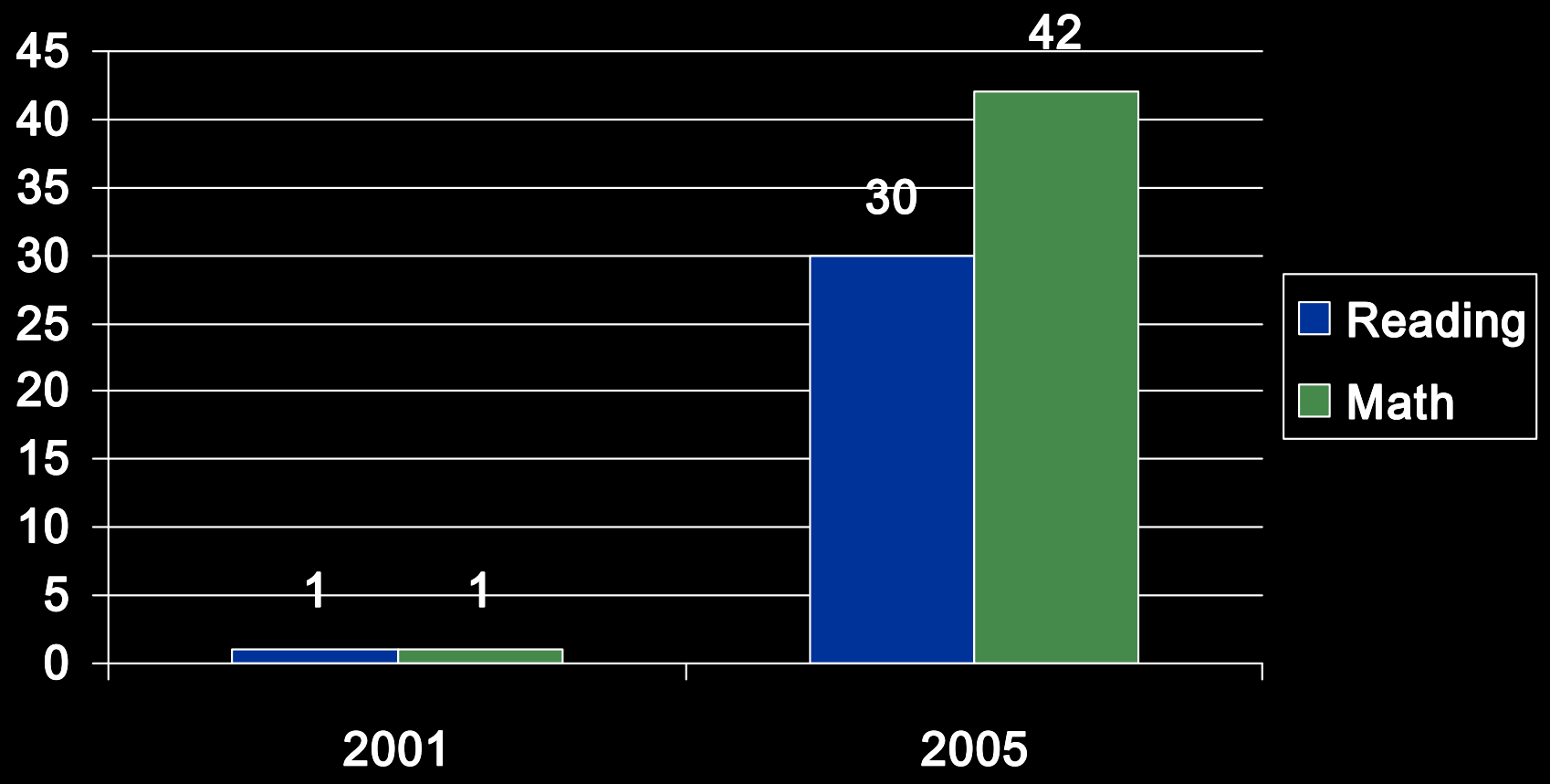
At every level of the system, kids are expected to be on track to graduate ready for college, career and civic participation.

2008 by The Education Trust-West

# Elementary Version...

2008 by The Education Trust-West

# M. Hall Stanton Elementary: Percent of 5th Graders ADVANCED




2008 by The Education Trust-West

# High School Version…

2008 by The Education Trust-West

# 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.”

2008 by The Education Trust-West

# High Impact High Schools

- Los Altos High School

2008 by The Education Trust-West

# Latino, Black Students More Likely to be Enrolled in Non A-G Courses

- What are they taking instead?

Source: Finkelstein, N.D. and Fong, A.B. (2008). *Course-taking patterns and preparation for postsecondary education in California's public university system among minority youth.* (Issues & Answers Report, REL 2008-No. 035). Washington, DC: US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://ies.ed.gov/ncee/edlabs

2008 by The Education Trust-West

# How Does This Happen?

At least in part, decisions adults make.

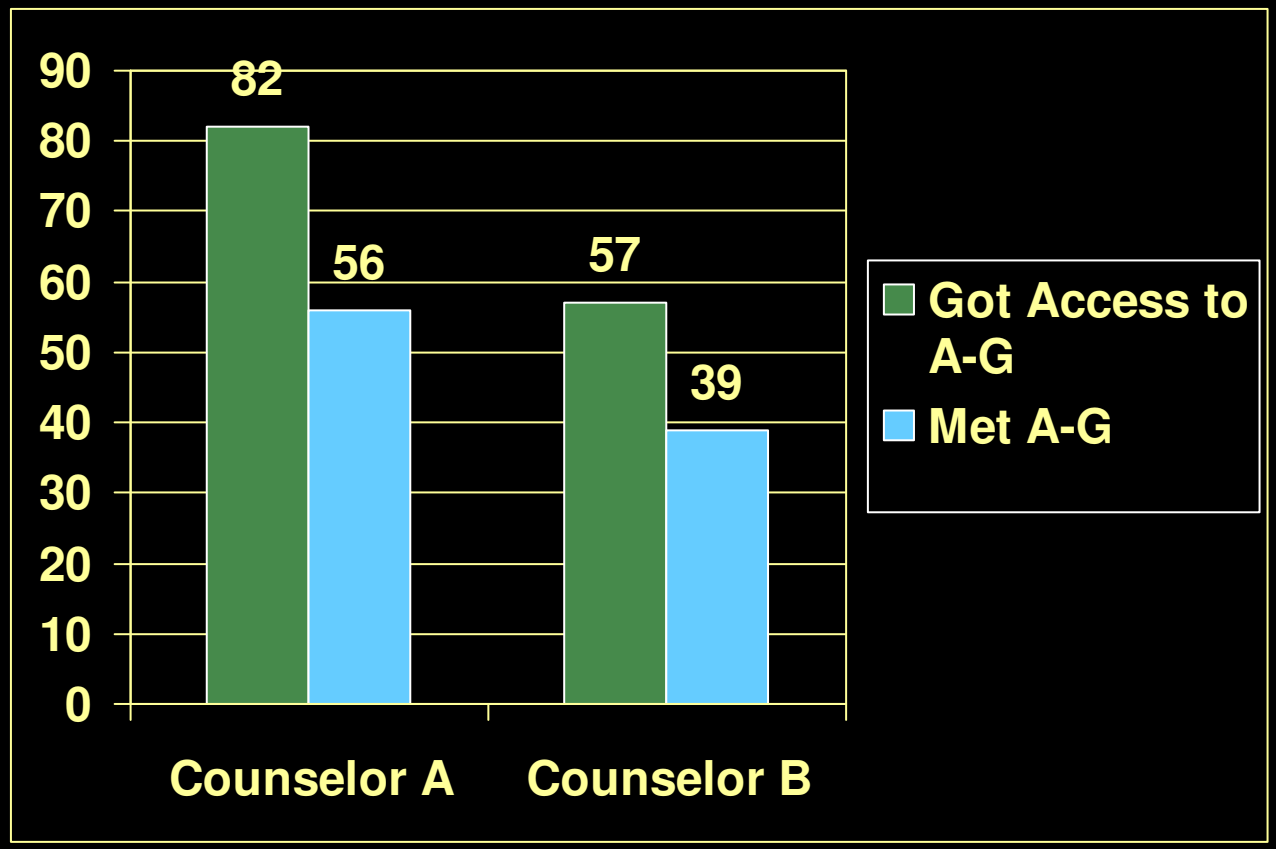
2008 by The Education Trust-West

# A Tale of Two Counselors In California

Students assigned by alphabet.

2008 by The Education Trust-West

# Dramatically Different Opportunities for Latino Students Based on Counselor Assignment. Latino High School Students




Urban High School, Southern California 2007-2007 School Year

2008 by The Education Trust-West

# Bottom Line:

# Our Choices Affect Their Chances

2008 by The Education Trust-West

# What are students actually getting by the time they get to high school?

## Our Current Favorites:

- Algebra Art
- Exploratory
- Street Law
- Career with Child I, II
- Problem Solving Math
- School Security
- Home Rest
- Early Release
- Opportunity English
- Opportunity Math
- Newcomer Math
- Office Practice
- Library Practice
- Algebra II Prepared
- Algebra Readiness
- Science Elective

Source: Education Trust Analysis of High School Transcripts

2008 by The Education Trust-West

# 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?

2008 by The Education Trust-West

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

2008 by The Education Trust-West

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.

2008 by The Education Trust-West

# 2007-08 California High School Calendar

| September, 2007 | | | | | | |
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2008 by The Education Trust-West

# 2007-08 California High School Calendar – Less Summer Vacation

**September, 2007**

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**December, 2007**

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**May, 2008**

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**June, 2008**

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**July, 2008**

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**August, 2008**

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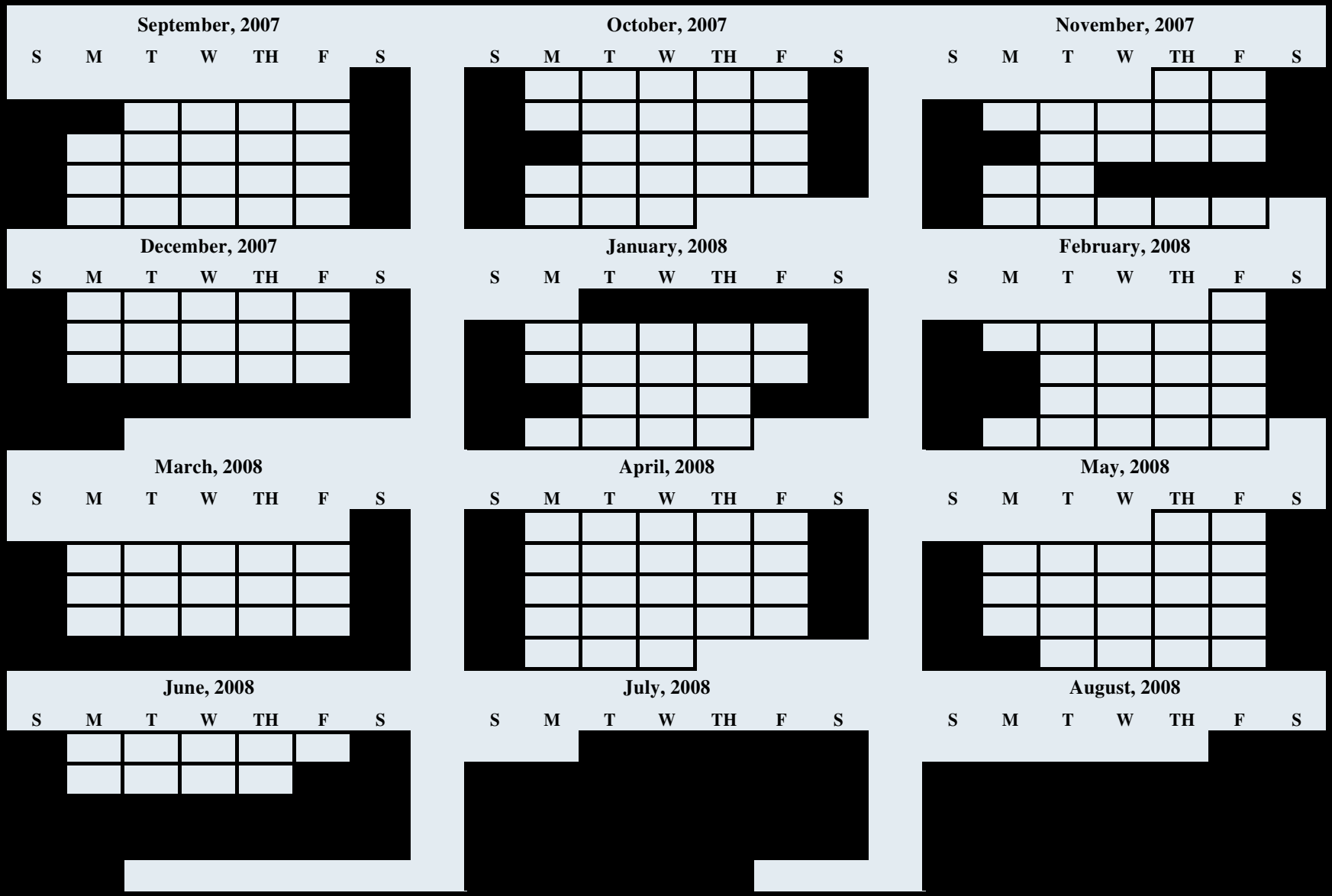
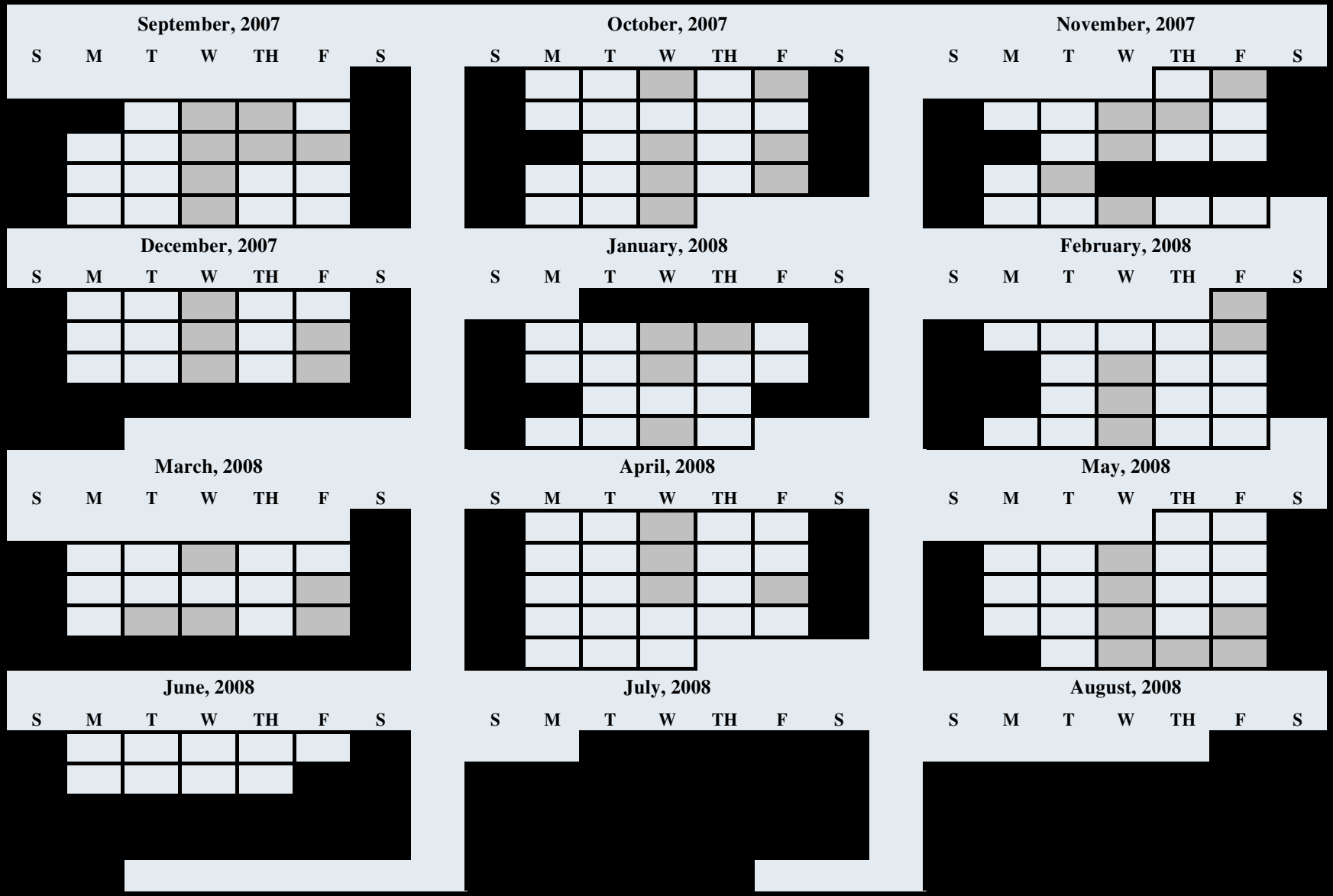
2008 by The Education Trust-West

# 2007-08 California High School Calendar – Less Weekends and Holidays



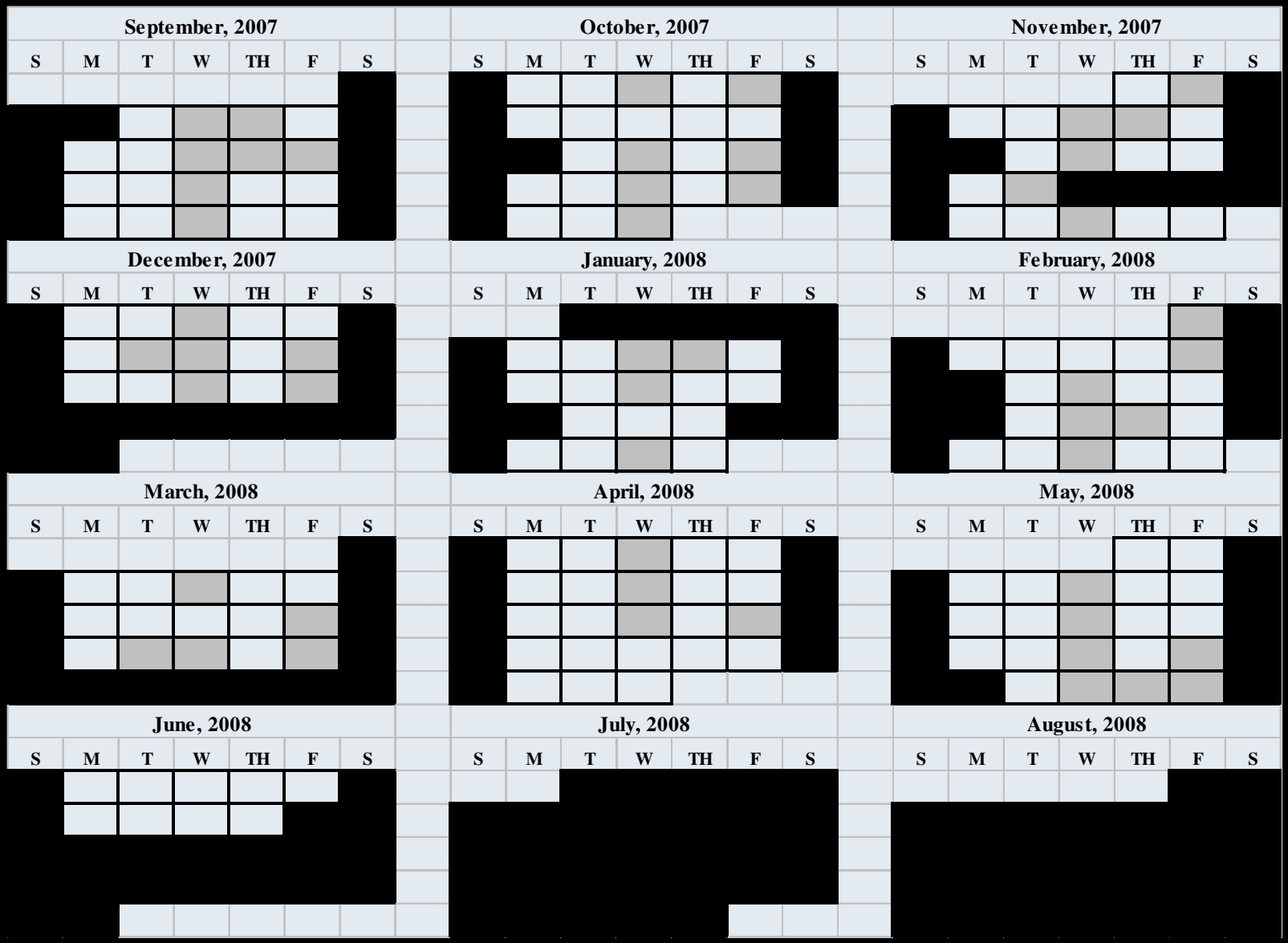

2008 by The Education Trust-West

# 2007-08 California High School Calendar – Less Special Schedules and Professional Development Days




2008 by The Education Trust-West

# 2007-08 California High School Calendar – Less Class Picnic, Class Trip, Awards, Assemblies and Concerts.

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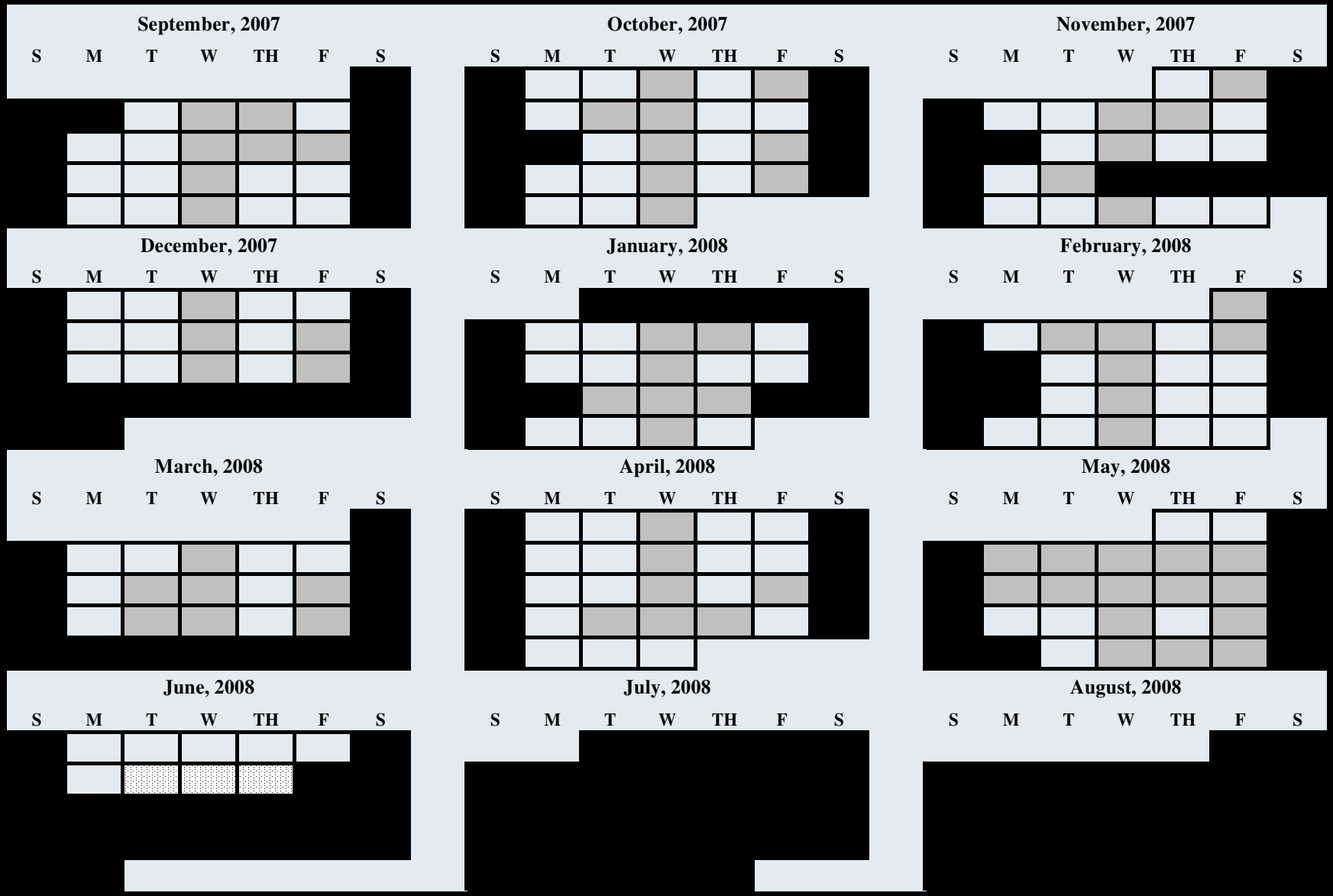
# 2007-08 California High School Calendar – Less Testing Days




2008 by The Education Trust-West

# 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 |

2008 by The Education Trust-West

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

2008 by The Education Trust-West

# 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

2008 by The Education Trust-West

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

2008 by The Education Trust-West

# What Good Schools Do

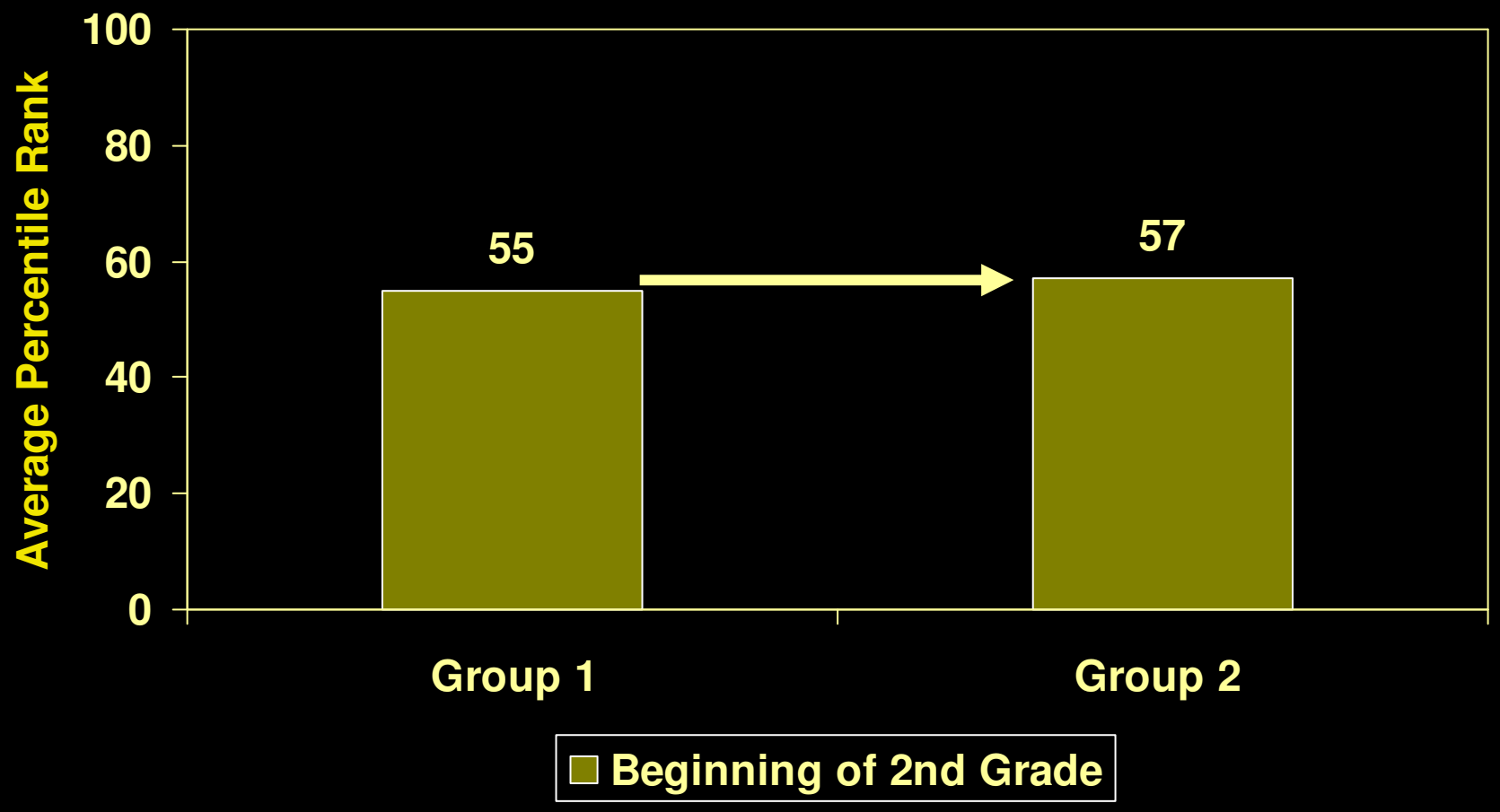
- Assign most effective teachers to kids who need the most
- Provide time for collaboration
- With teachers input identify and provide necessary professional development

2008 by The Education Trust-West

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

2008 by The Education Trust-West

# 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.

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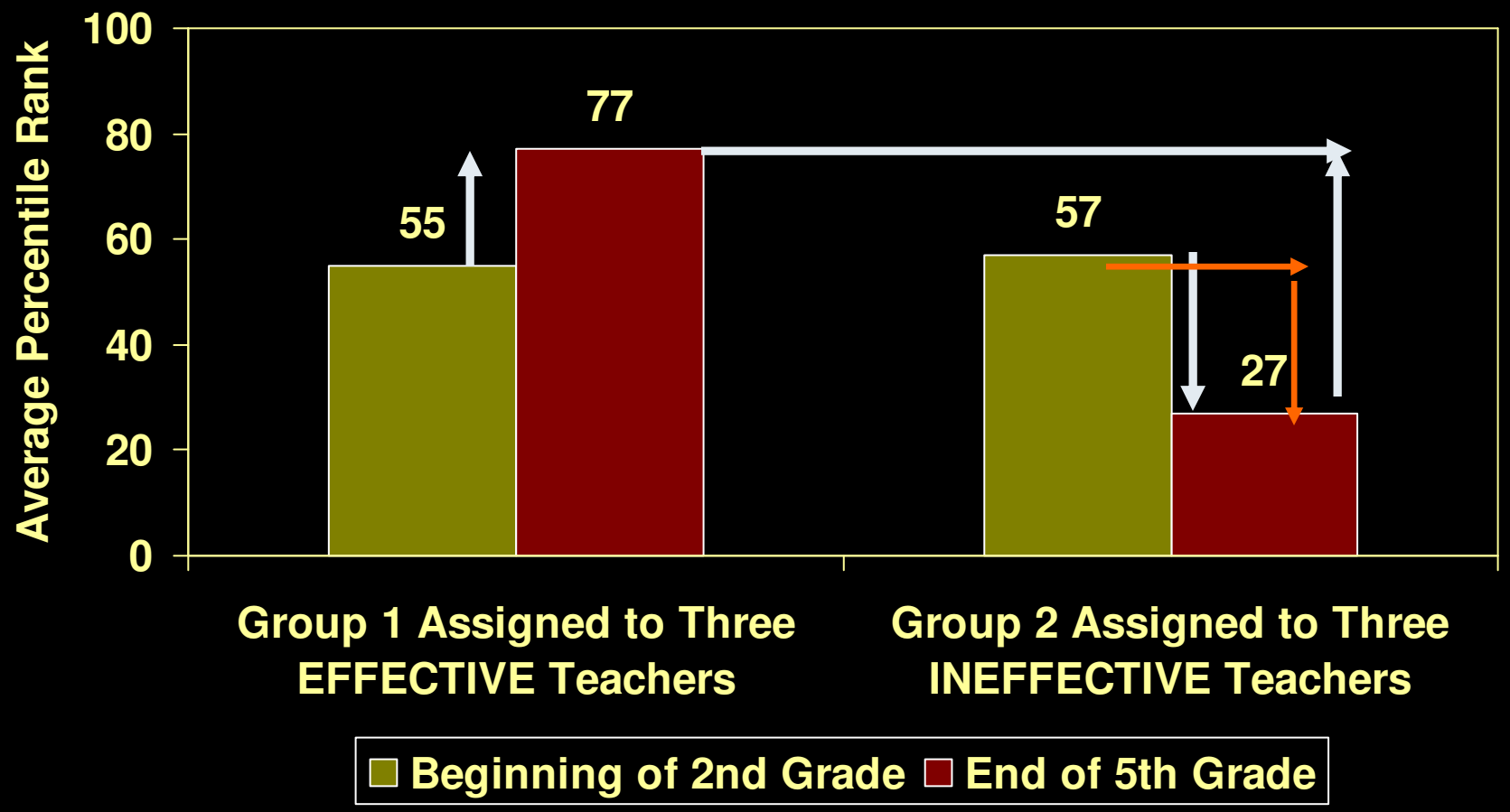
# …Finish 5th Grade Math at Dramatically Different Levels Depending on the Quality of Their Teachers




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

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# “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.

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

2008 by The Education Trust-West

# Yes, better school leadership will help.

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

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

You are doing just that.

2008 by The Education Trust-West

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