



The Education Trust

August, 2016

Achievement and Opportunity in America:

Using the Levers in ESSA to Improve Outcomes for Latino Youth

Latino Policy Forum
Chicago, IL

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People in this room are united by one
thing:

A belief in the capacity of Latino children.

You wouldn't be here if you didn't have a real sense of urgency about improving America's schools, especially their effectiveness in serving the needs of Latino and English-learner students.

The numbers move us, including both
the numbers that remind us how the
system still shortchanges some
children...

We spend less educating poor children and children of color:

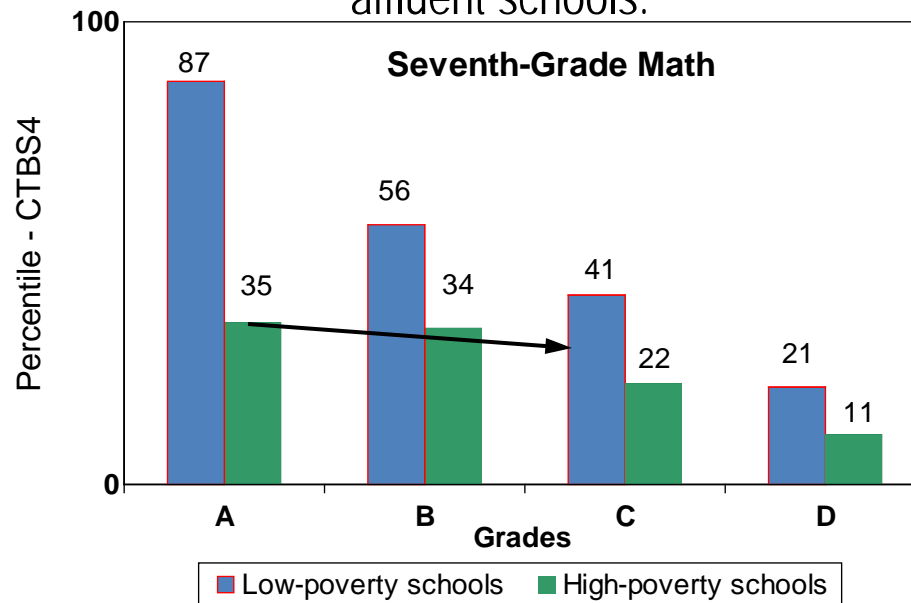
National Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$1200 per student
High Minority vs. Low Minority Districts	-\$2,000 per student

Education Trust analyses based on U.S. Dept of Education and U.S. Census Bureau data for 2010-12

We expect less of poor children and children of color:

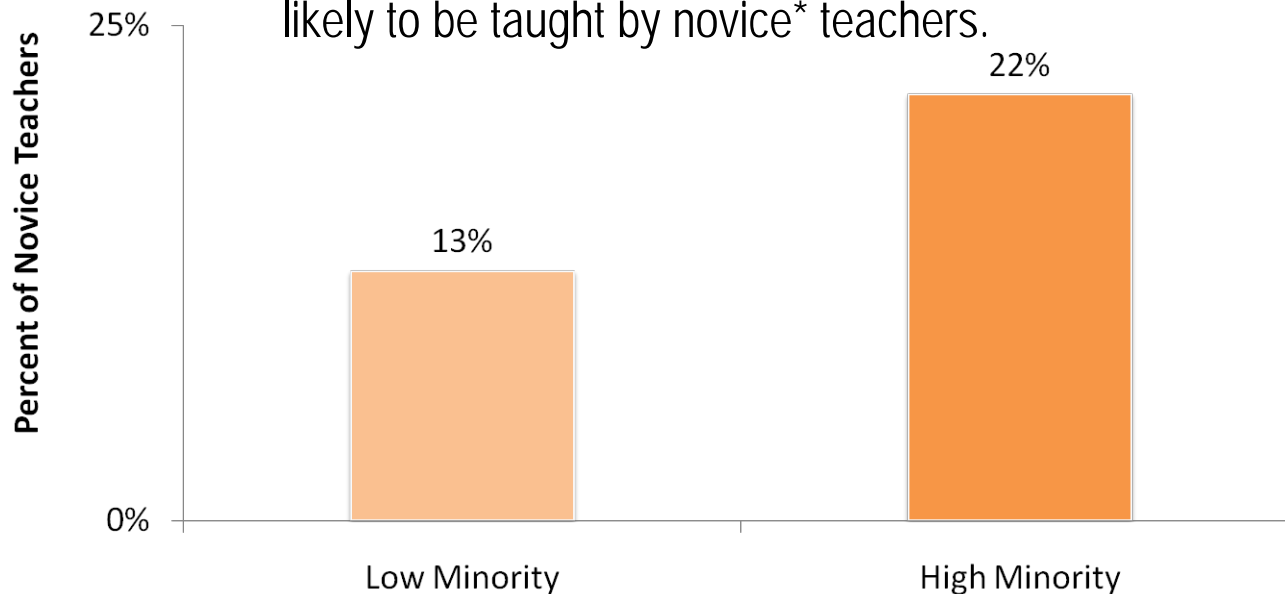
Students in poor schools receive As for work that would earn Cs in affluent schools.



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

We Assign Children of Color Disproportionate Numbers of Inexperienced Teachers:

Students at high-minority schools more likely to be taught by novice* teachers.



Note: High minority school: 75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school: 10% or fewer of the students are non-White students. Novice teachers are those with three years or fewer experience.

Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007.

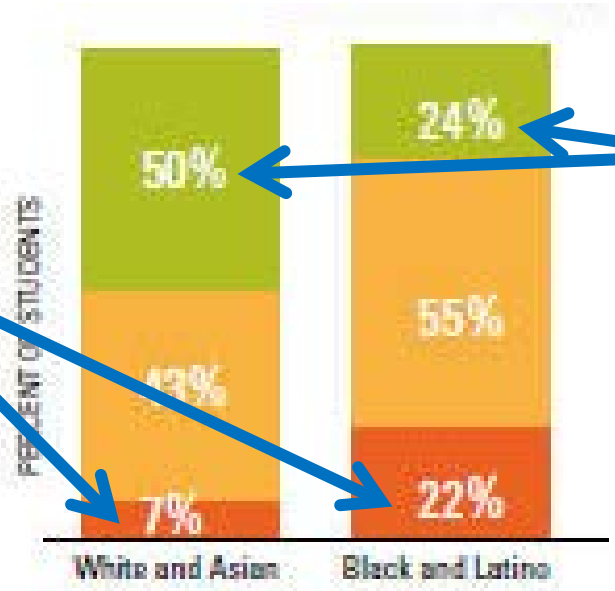
Los Angeles: Black, Latino students have fewer highly effective teachers, more weak ones.

READING/LANGUAGE ARTS

Latino and black students are:

3X as likely to get low-effectiveness teachers

1/2 as likely to get highly effective teachers



Top Quartile Value-Added Teacher | Average (Middle 50%) Value-Added Teacher | Bottom Quartile Value-Added Teacher

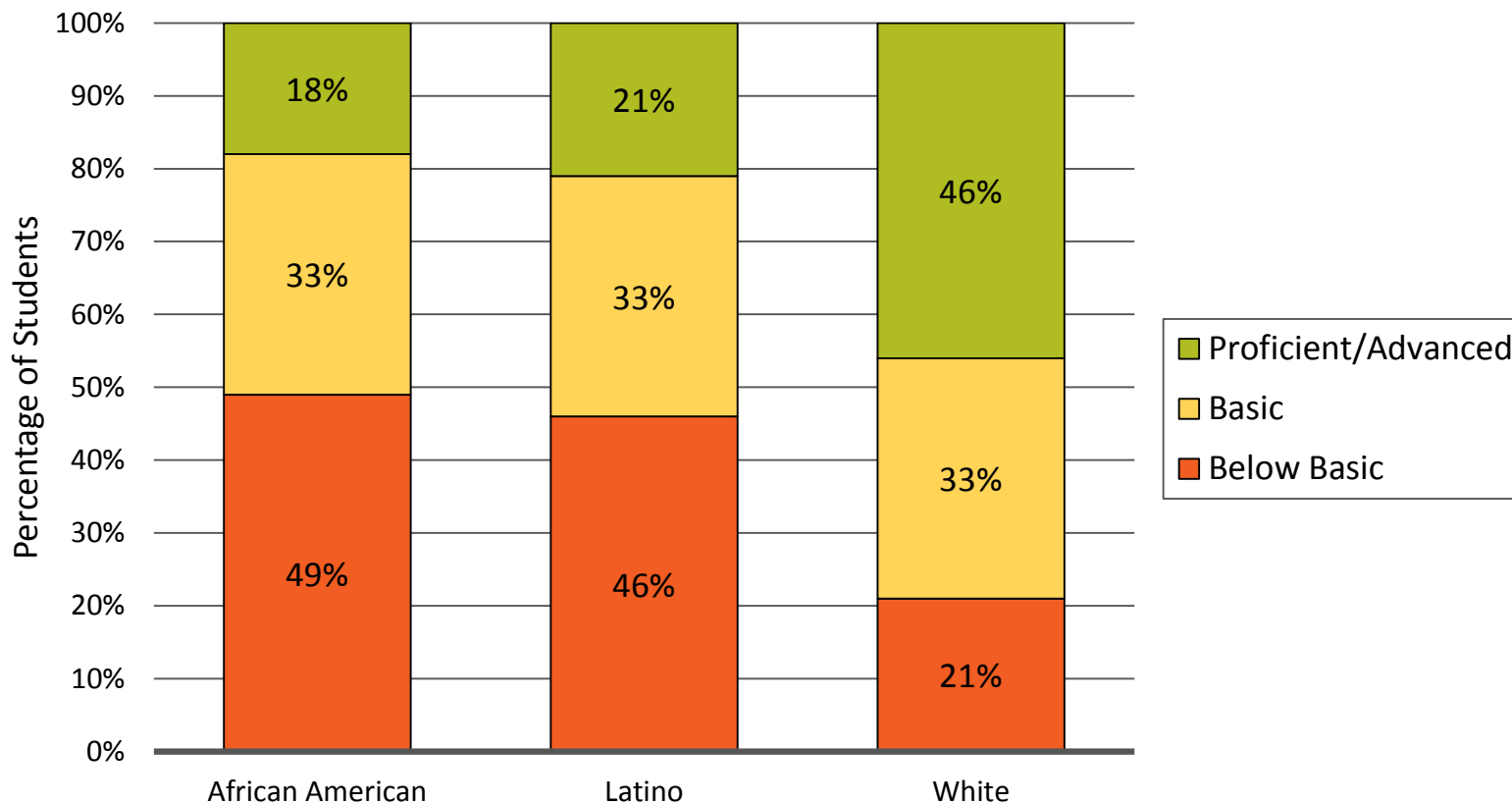
Source: Education Trust—West, *Learning Denied*, 2012.

But when they don't perform so well on
standardized tests...

Nearly half of Latino 4th Graders Trapped at Below Basic Levels in Reading

2015 NAEP Grade 4 Reading

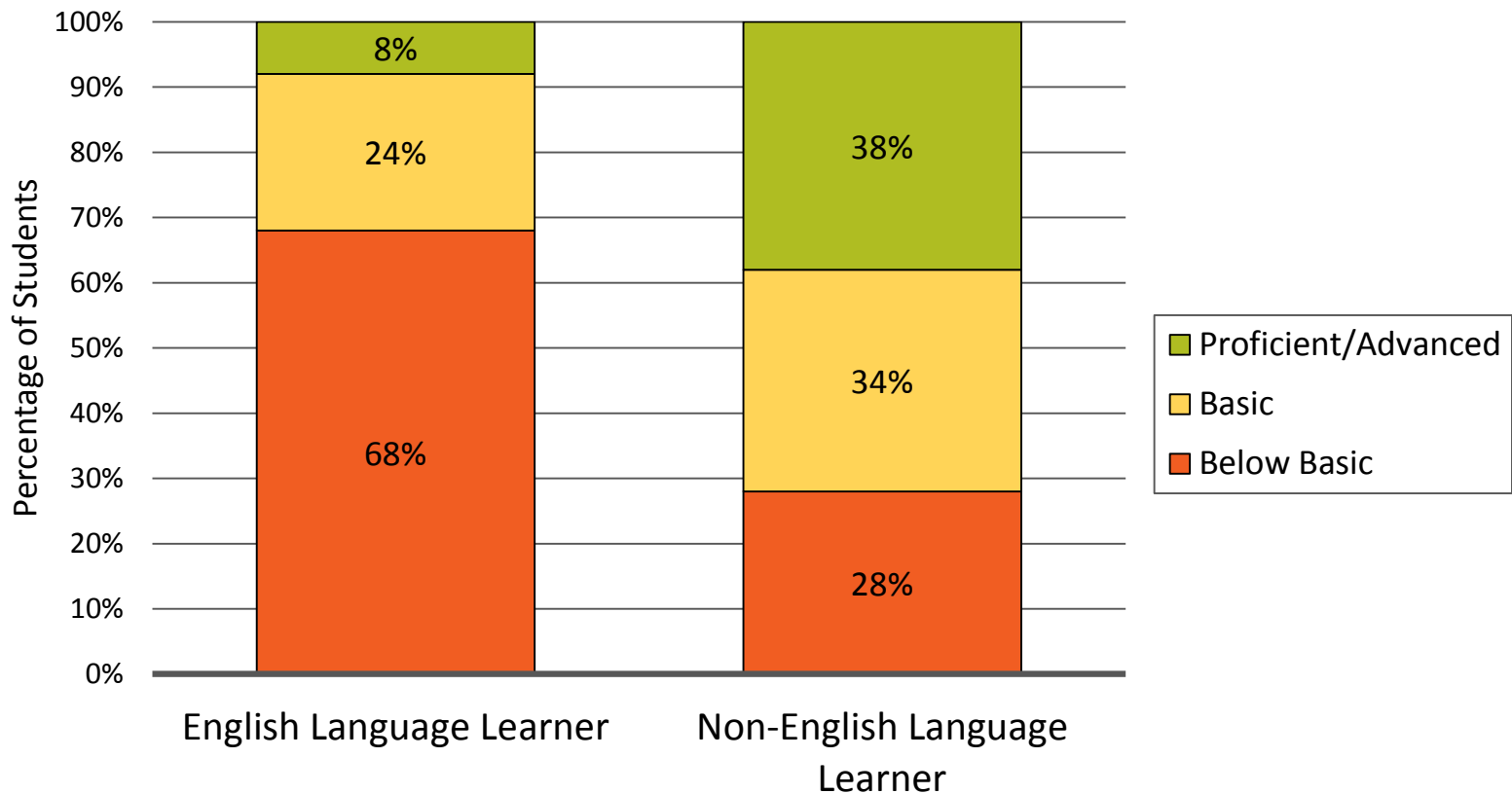
By Race/Ethnicity – National Public



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

Over two-thirds of English Learner 4th Graders Achieve at the Below Basic Level

2015 NAEP Grade 4 Reading By English Learner Status – National Public

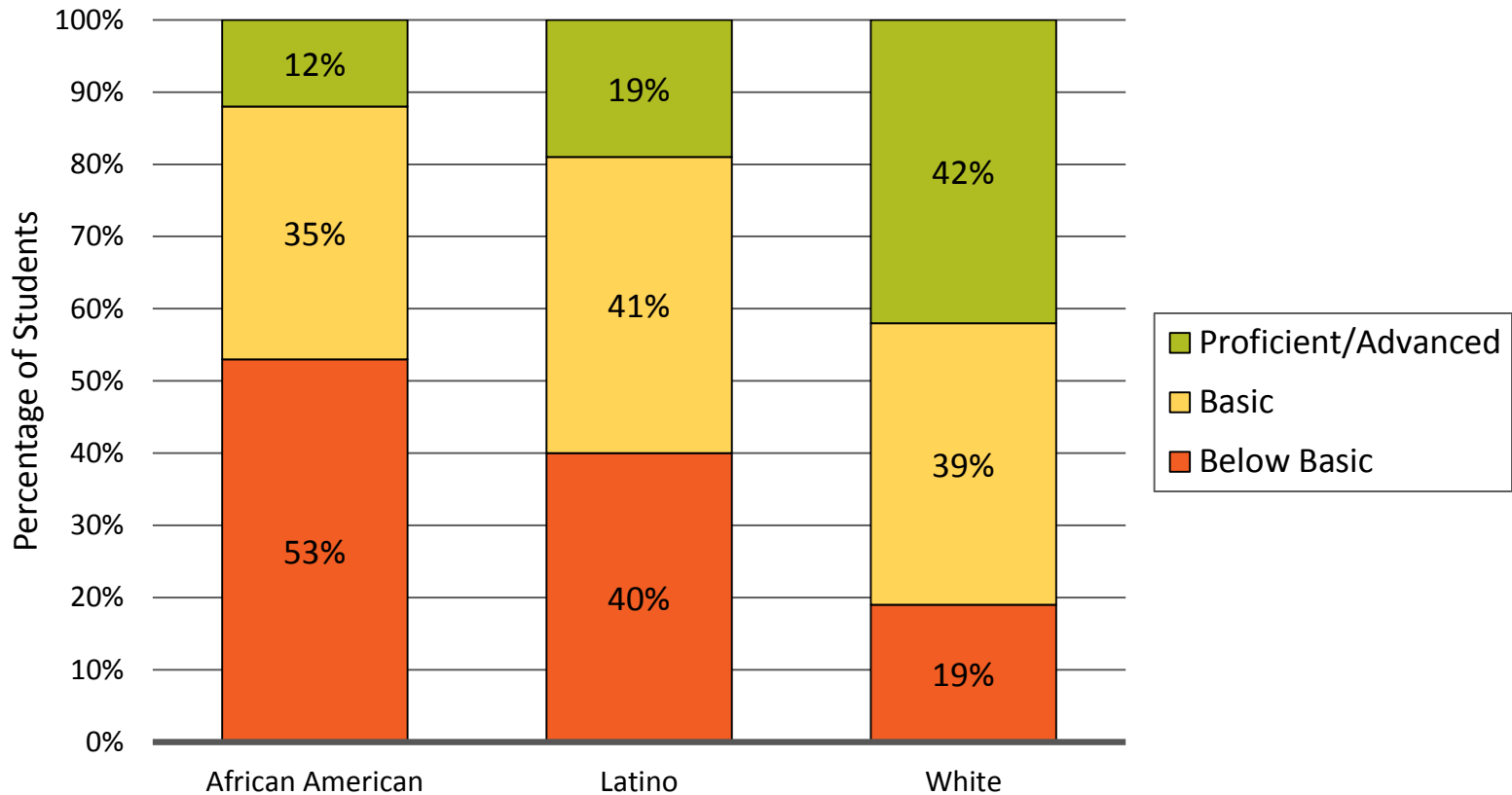


Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

Only 1 in 5 Latino 8th Graders Proficient in Math

2015 NAEP Grade 8 Math

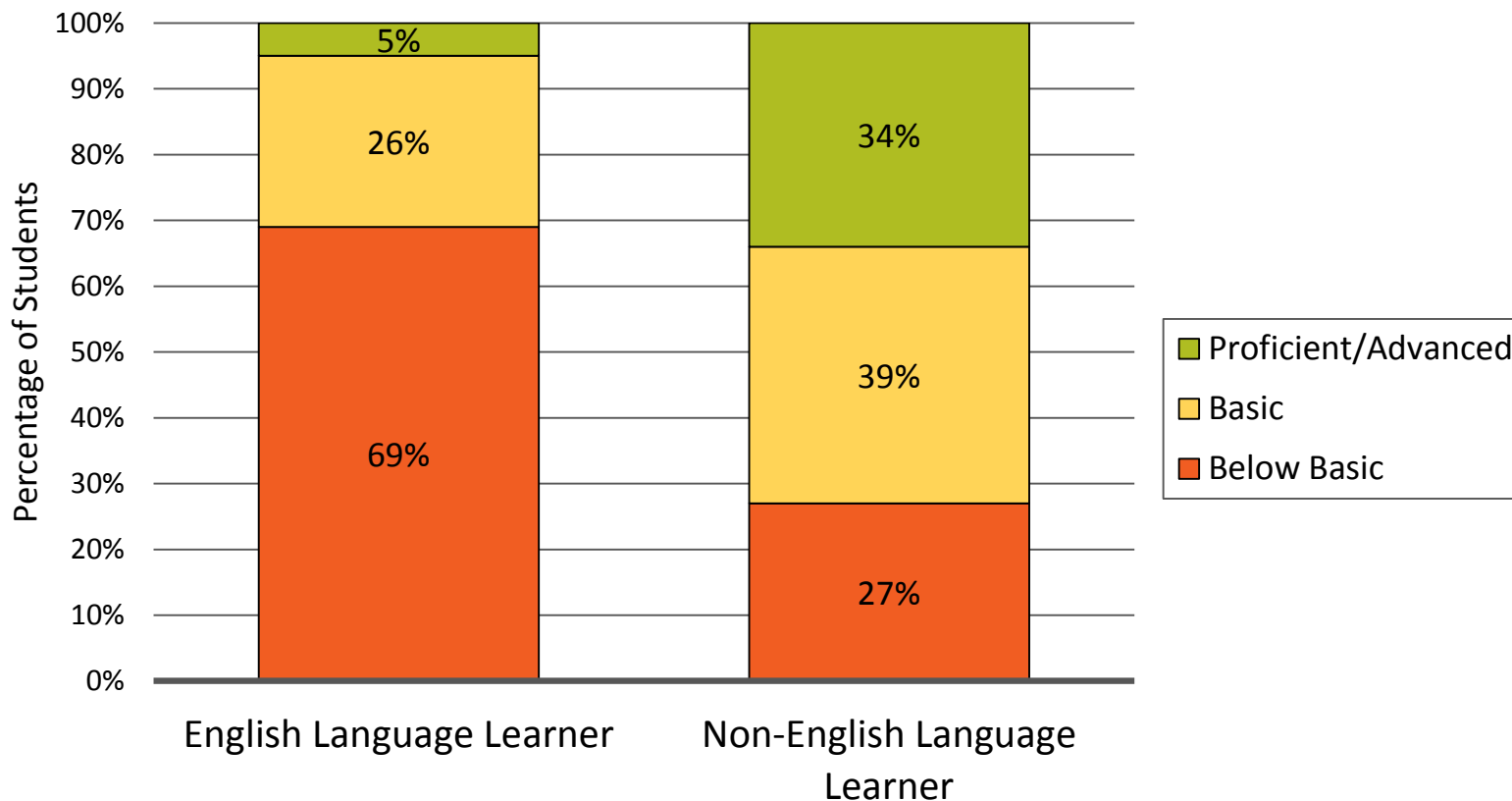
By Race/Ethnicity – National Public



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

One in 20 English Learner 8th Graders Proficient in Math

2015 NAEP Grade 8 Math
By English Learner Status – National Public



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

...who do we blame it on?

The kids, the parents, their race, their
culture, their poverty.....

But the children behind those numbers move us even more.





We are here because we feel an enormous sense of urgency about this continued squandering of talent.

And we want our schools to feel that same sense of urgency—and get the support they need to improve. Now, not five years from now. Or ten.

Well, guess what?

Even if this ESSA accountability stuff seems crazy hard and technical, we have to *get off the sidelines* and **ACT!**

Because when a school gets an “A” (or a “B”) rating on the state accountability system, even if the poor children, or the students with disabilities, or the English Learners or the students of color are lagging behind and not improving...

...there goes the urgency.



And if you have a whole lot of indicators on a giant dashboard, with nothing—and nobody—mattering very much...

...there goes the urgency.



Yes, there's a lot of research to back that up.

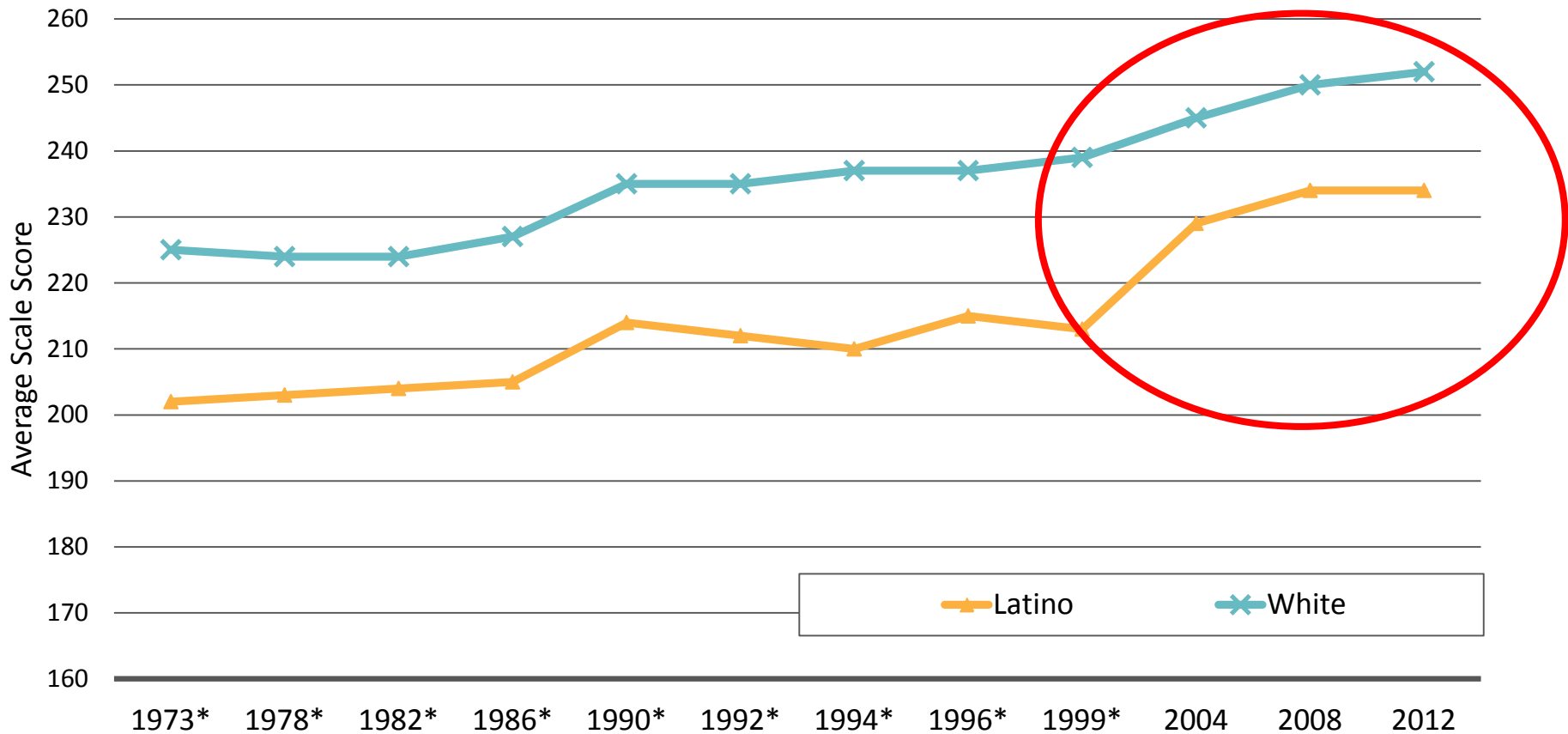
(see *Pacts Americana* for a nice summary)

But you don't have to be a rocket scientist to understand that.

Since we have had annual testing, robust public reporting, and strong accountability for every group of students, the gaps between groups that were mostly widening during the nineties...

Performance rising for all groups of students

9 Year Olds – NAEP Math

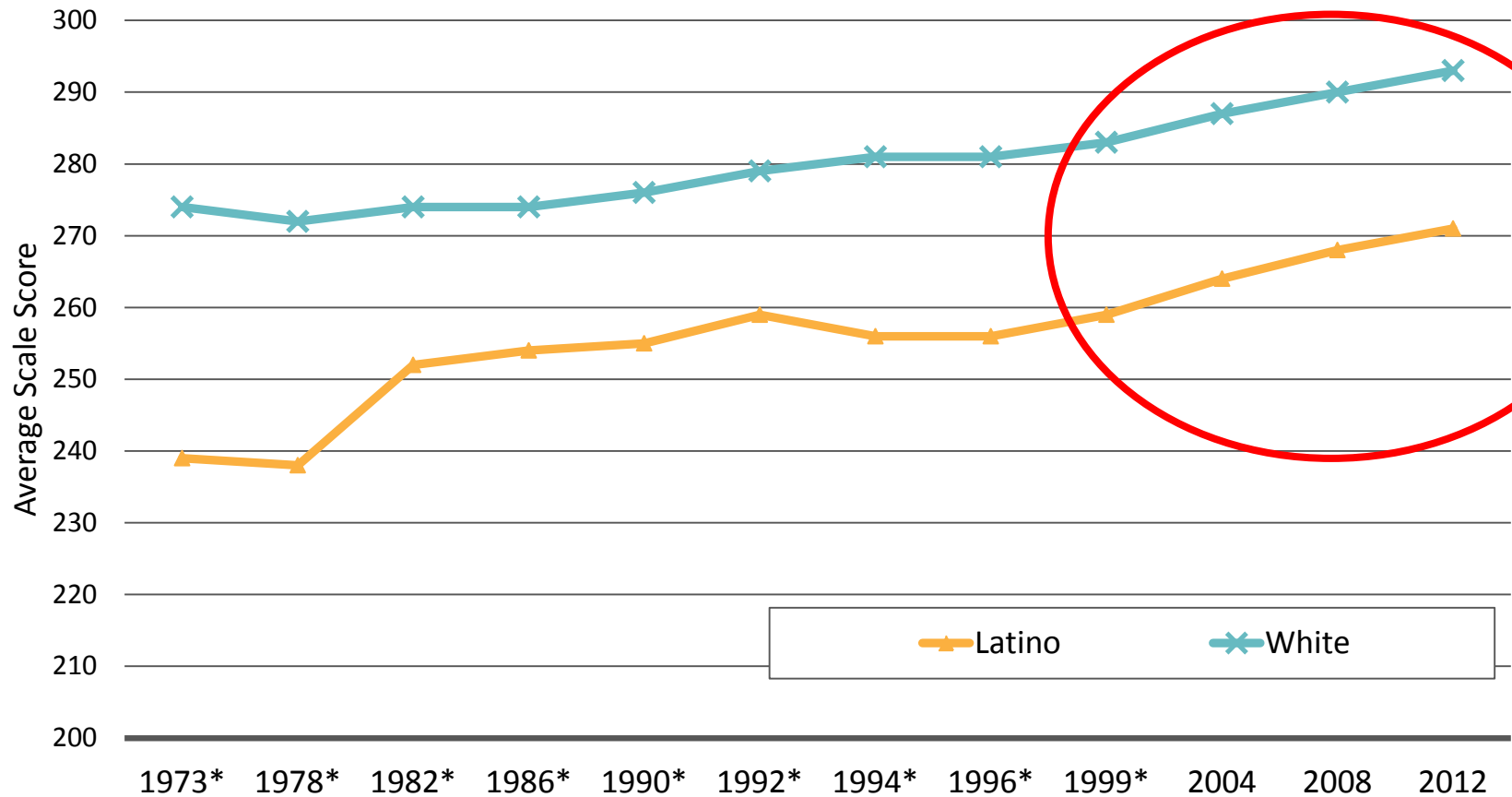


*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

Performance for all groups has risen dramatically

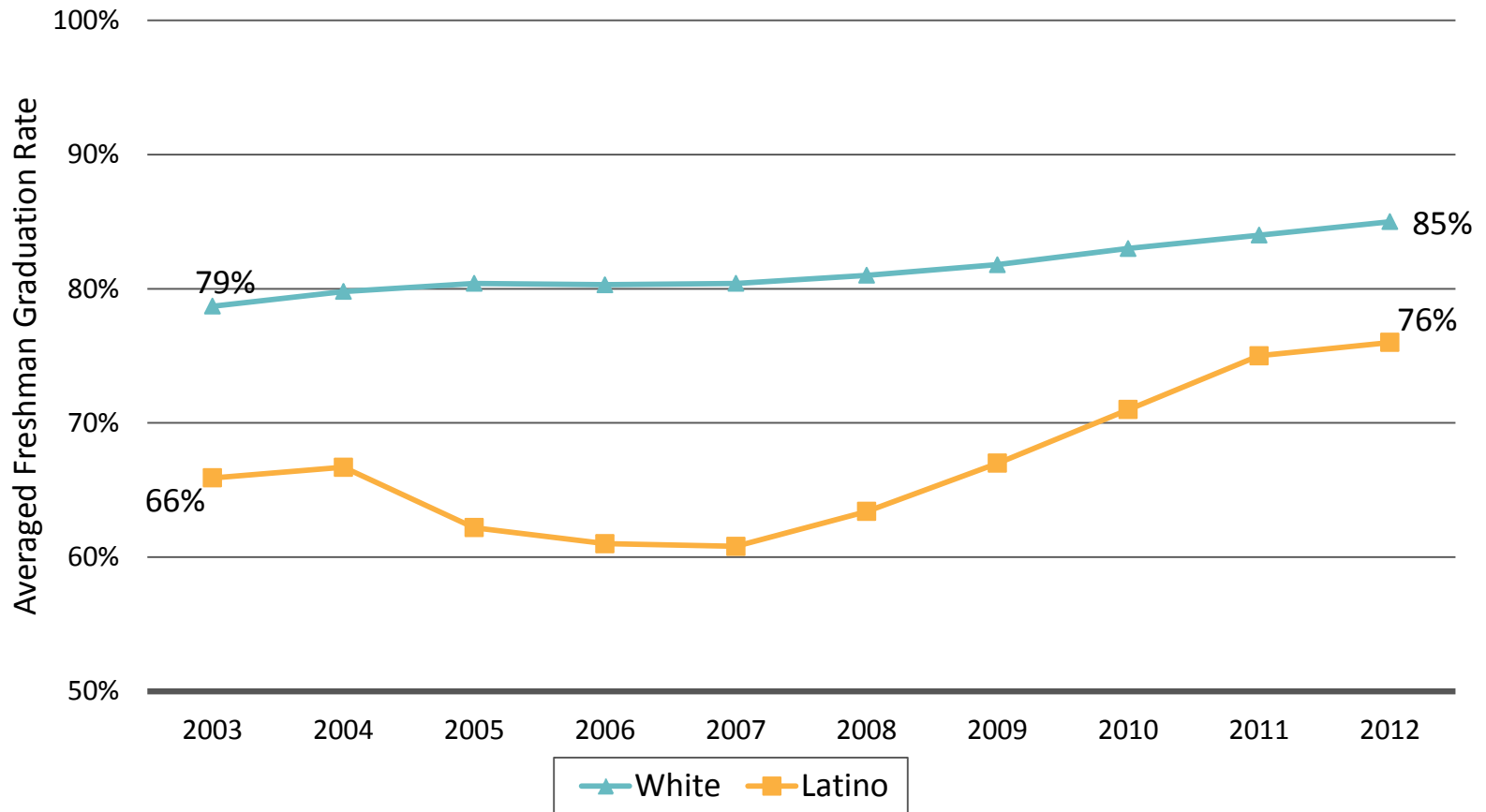
13 Year Olds – NAEP Math



*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

Rising graduation rates, especially for Latino students



Note: Averaged Freshman Graduation Rate is the estimated percentage of entering freshmen who graduate from high school four years later.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, http://nces.ed.gov/ccd/data_tables.asp.

We need to **speed up** that progress, not slow it down.

And anybody who thinks that we are somehow going to move **FASTER** when nobody is pushing—and when our “accountability systems” give every school a pass—is living on some other planet.

That's why two broad-based coalitions
—Business/Civil Rights Coalition and
Civil Rights Principles Coalition—
worked so hard to strengthen the
accountability provisions of the law.

But we all know that the devil is in the details.
The details will be decided by states. And
those decisions are more likely to be
influenced by your advocacy than by any of
US.

That is why many of those organizations worked
together to build a strong policy R and D
process with some tools that we hope you will
use.

Kids Can't Wait: A Joint Process Among Partners



U.S. CHAMBER OF COMMERCE FOUNDATION



None of us is naïve:

Even the best accountability systems do
not themselves produce higher
achievement.

But ask the best school leaders and they
will tell you:

Like low-level standards, bad
accountability systems utterly
undercut improvement efforts.

Message today:

If you care about advancing the achievement of English Learners, Latinos or other groups of children, you *can't afford NOT to get involved.*

Yes, I know that engaging on controversial topics like testing...

Or arcane topics like the details of school ratings systems...

Probably makes many of you
nauseous.

But if we have learned anything, it is
this:

- what (and who) gets measured, ends up mattering; and,
- what matters *most* ends up driving attention, energy and resources.

So, whether your focus is on
narrowing opportunity and
achievement gaps in general...

Or on specific issues like early reading,
college readiness, disproportionate
discipline, or chronic absenteeism...

Learn what process your state has put into place to support its decision making.

Educate yourself. Build alliances. And get involved!

And if you haven't started that already, today is your chance.

A few concrete examples.

Testing.

Why did civil rights and disabilities organizations fight so hard to maintain the requirement for annual assessment?

Because long experience has taught us that kids who aren't tested don't count.

We won that fight.

But opponents are continuing their efforts through two strategies: opt outs and local assessment.

Goal: to render school-level data
meaningless.

And to return to the day where schools
could “opt-out” your child, whether you
wanted that or not.

Whether you are focused on early reading, on STEM performance or on college readiness...

That is very dangerous.

Yet academic performance not the
only thing you care about.

Many of you may be working on things
like chronic absenteeism, SEM skills, or
disproportionate discipline.

Good news: ESSA requires a lot more reporting about these things...and more.

Also allows states to include more indicators of school quality in their school ratings system.

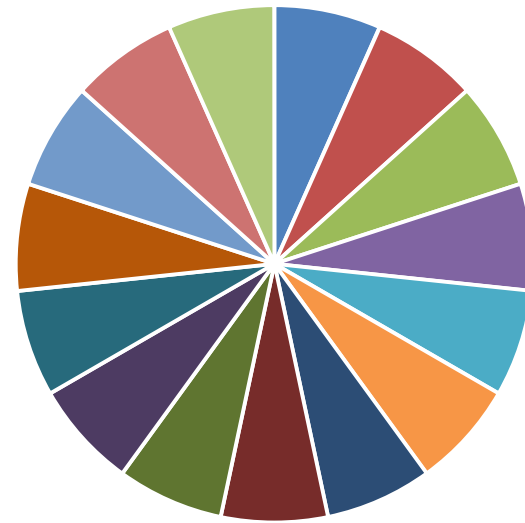
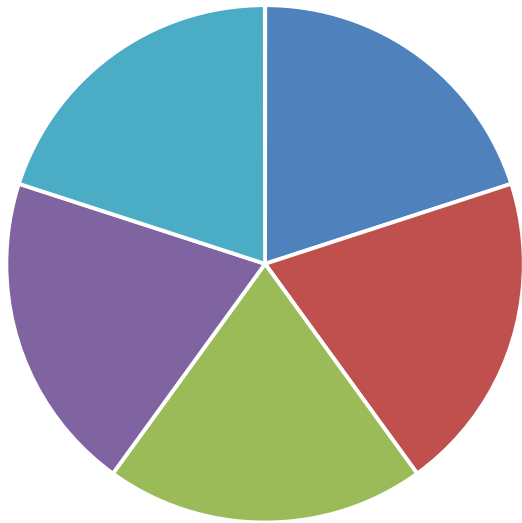
A lot about that sounds exciting:

- Chronic absenteeism;
- Disproportionate discipline;
- Parent and student engagement, satisfaction;
- College going/remediation.

But the devil is very much in the
details.

With every addition there is the probability
of less attention to something else.

The more things we try to measure, the less each one counts...



Risk: Schools will get “A’s” when students measure well on surveys of “self-regulation” or “growth mindset—or parents report satisfaction—even when achievement results are going backward.

And even these thorny issues pale in comparison to the most complicated (and important) of all: how to make sure that the progress of every group of children matters.

Ten Principles for Equity- and Improvement-Focused Accountability Systems

1. Focuses on improvement for all students in all schools.
2. Makes the main thing the main thing.
3. Sets clear improvement expectations both for students overall and for every group of young people.
4. Clearly communicates to families, educators, students and the public whether schools are meeting expectations for all groups of students.
5. Expects immediate action whenever any group of students is struggling.

6. Generates additional data to inform the improvement process.
7. Incentivizes and supports evidence-based solutions.
8. Makes families full partners in the improvement process.
9. Holds districts accountable for doing the parts that only they can do.
10. Keeps close tabs on progress and doesn't keep kicking the can down the road.



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www.edtrust.org



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