

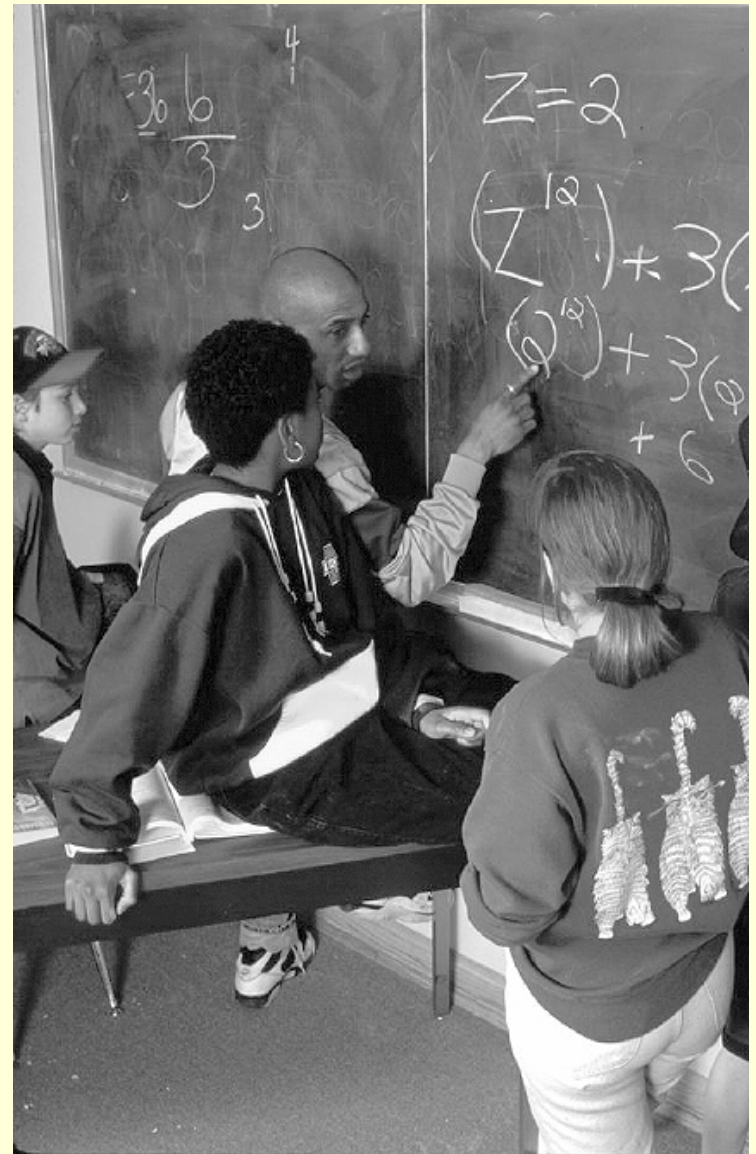
Preparing ALL Texans for College And Careers

Texas State Board of Education

January 17, 2008

Ross Wiener

The Education Trust

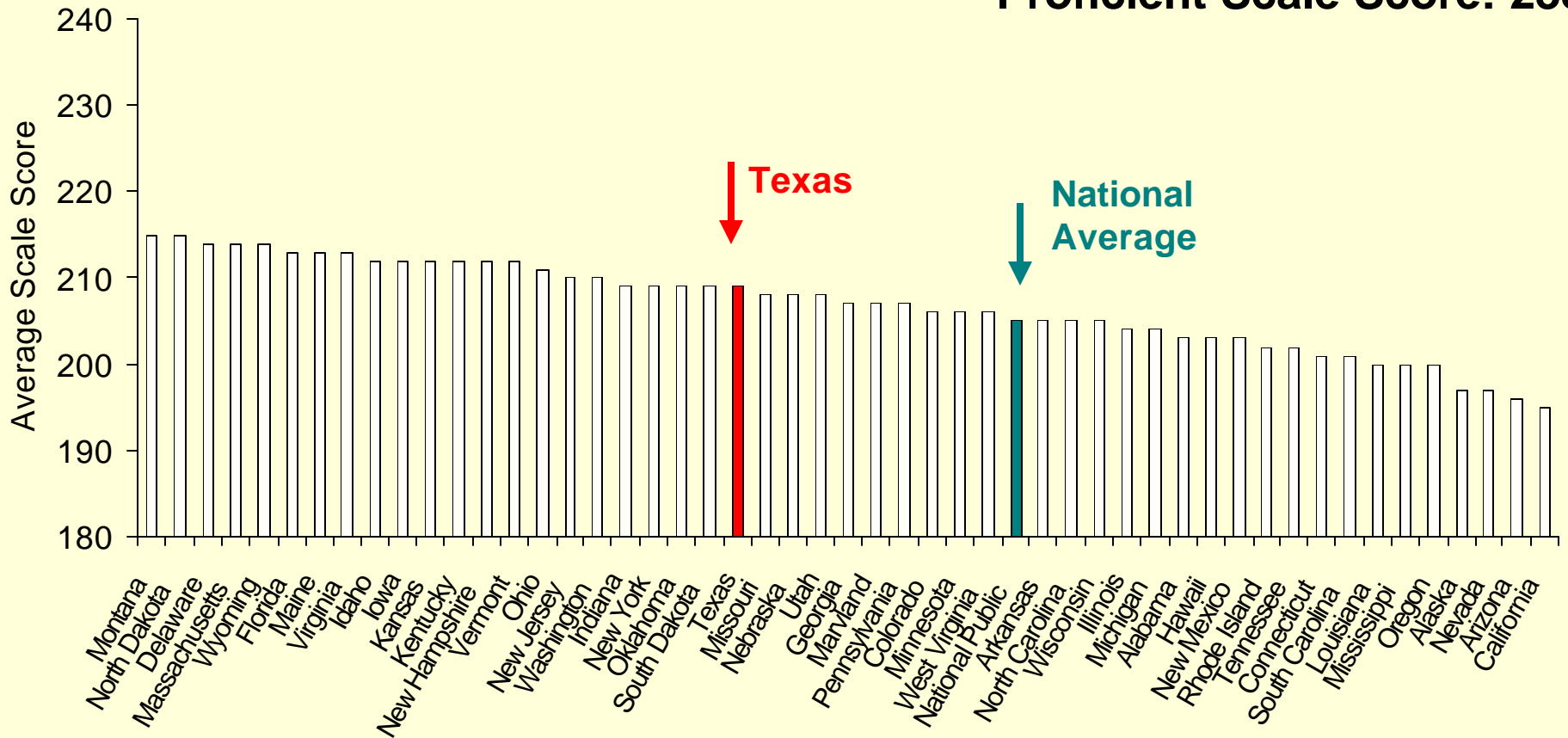


First, a look at where Texas
stands in the nation

National Assessment of
Educational Progress
(NAEP)

2007 NAEP Grade 4 Reading Average Poor Scale Scores by State

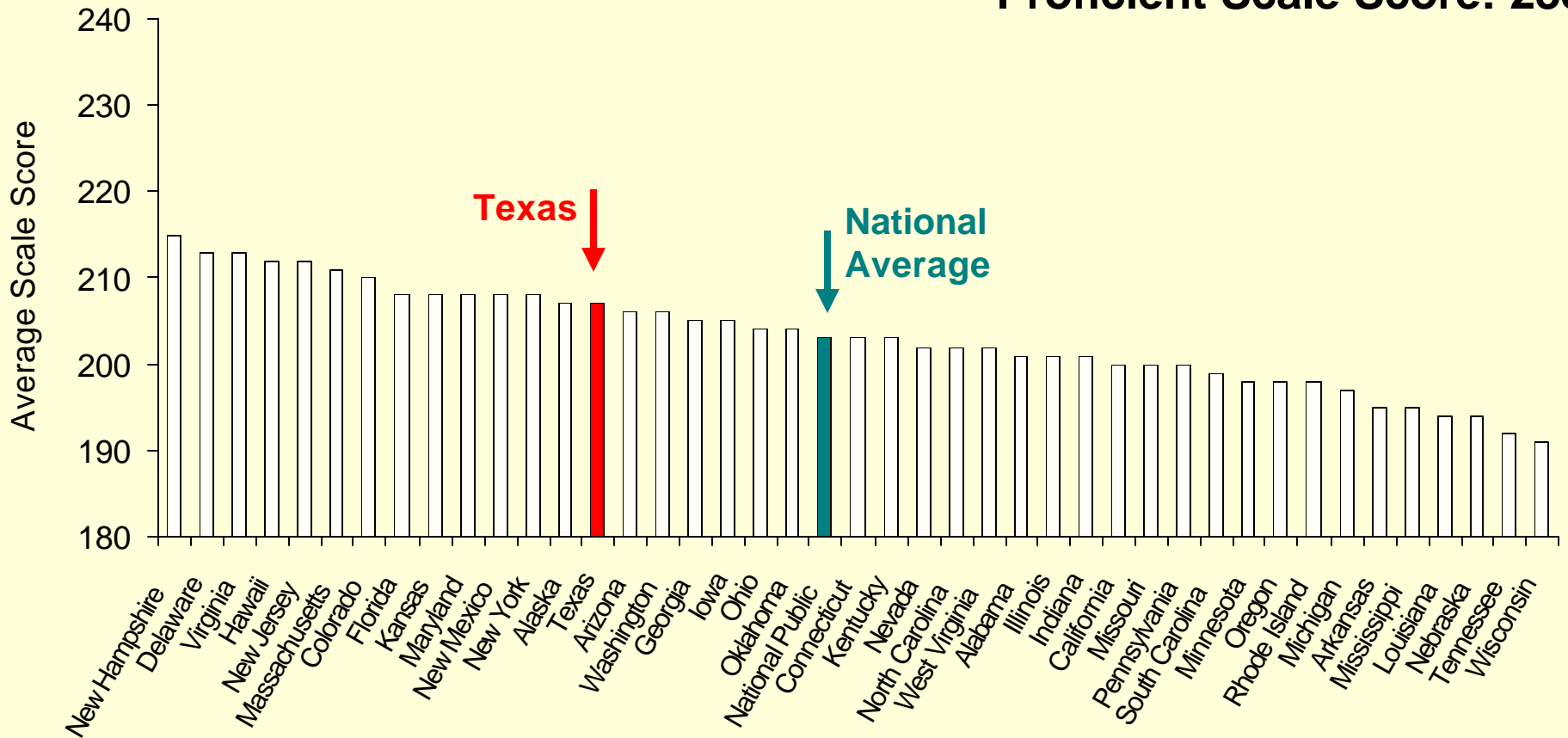
Proficient Scale Score: 238



2007 NAEP Grade 4 Reading

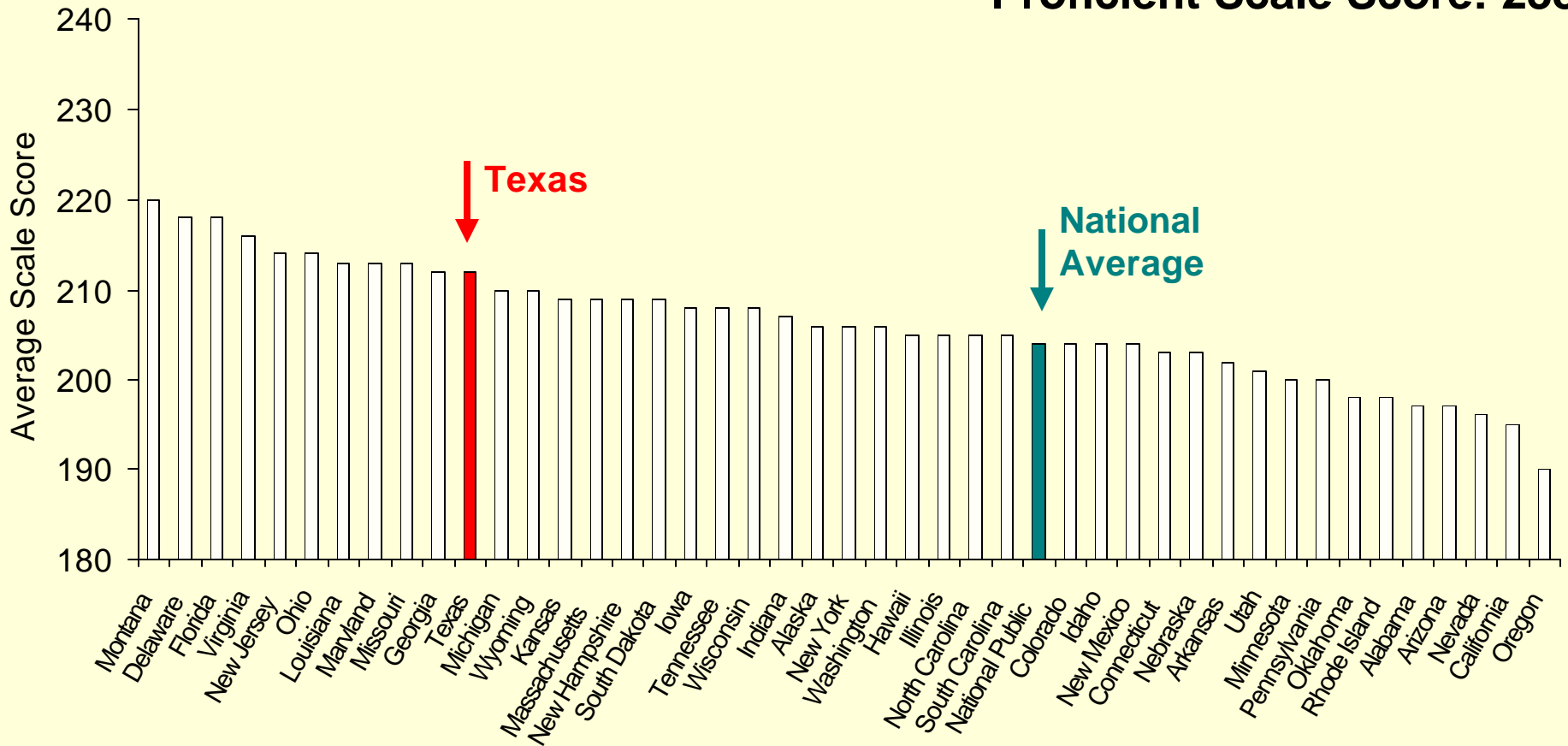
Average African American Scale Scores by State

Proficient Scale Score: 238



2007 NAEP Grade 4 Reading Average Latino Scale Scores by State

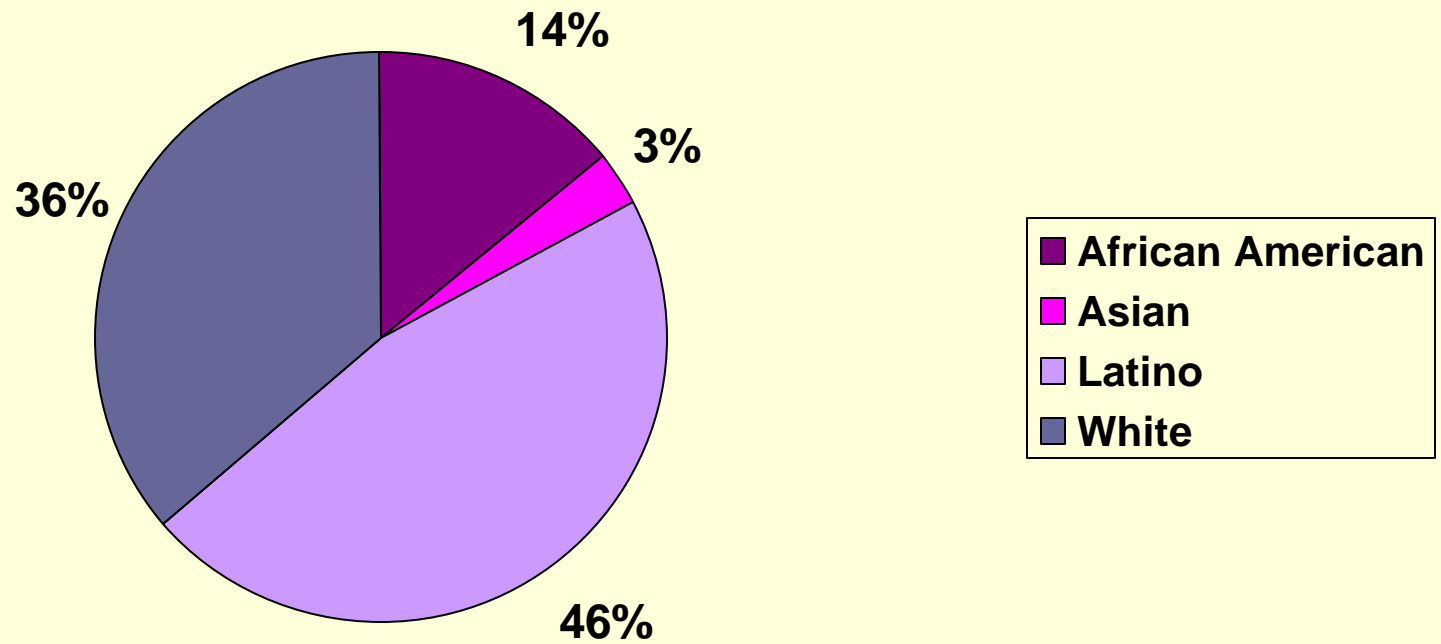
Proficient Scale Score: 238



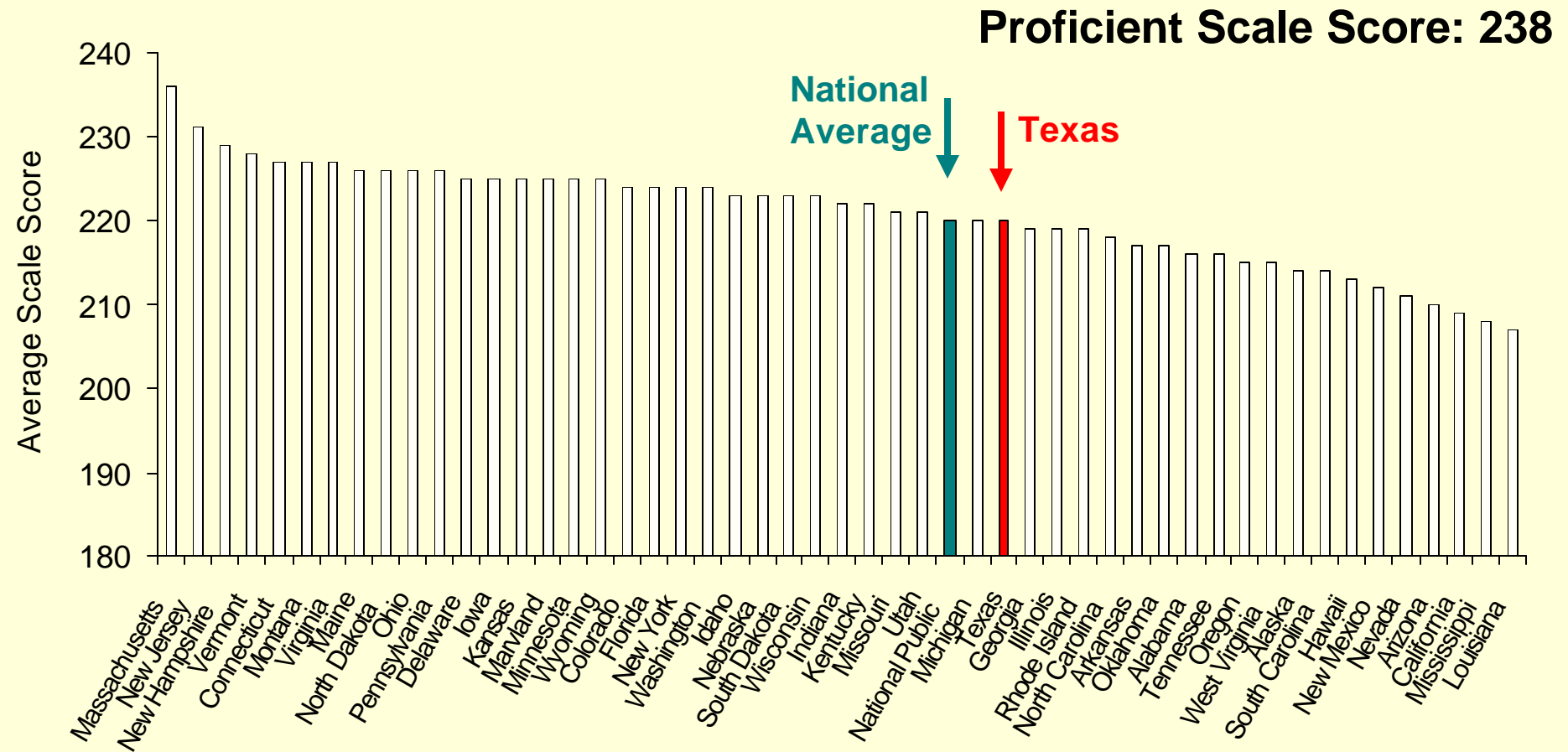
There's Still a Lot of Work to Do

Texas' "minority" students are the majority in your public schools, so very strong group results compared to other states does not produce overall strong results.

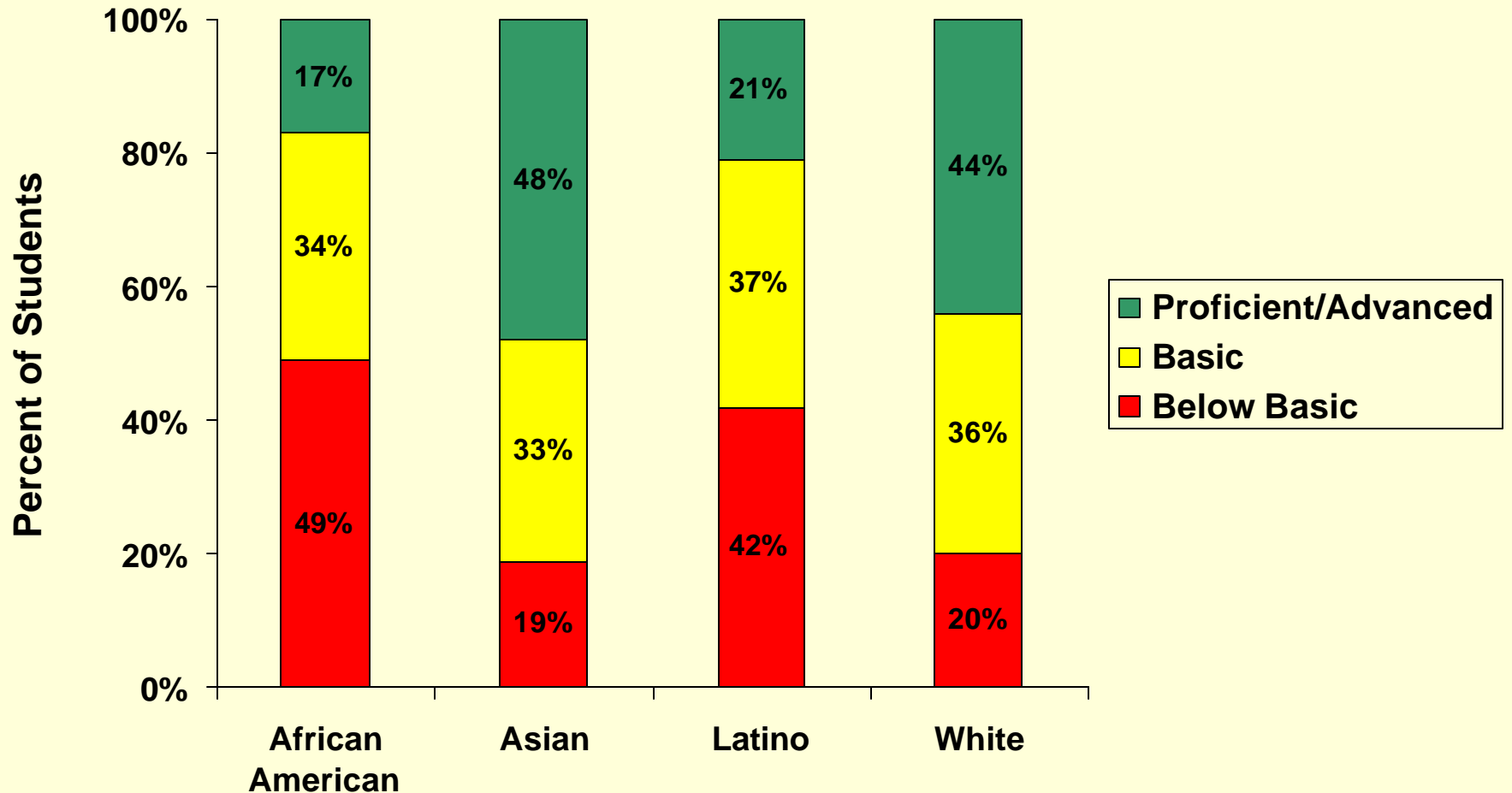
State of Texas 2006-2007 School Enrollment



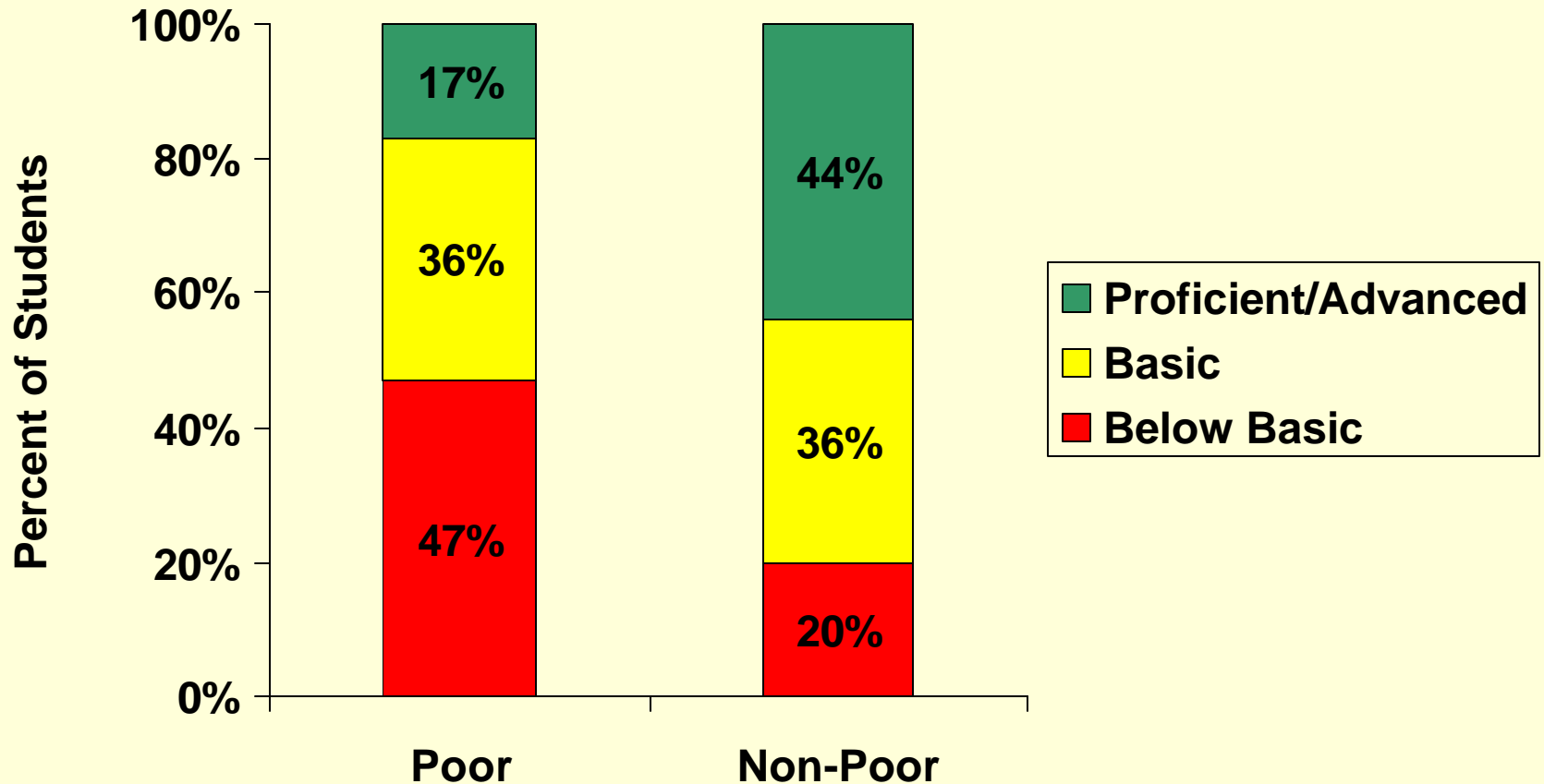
2007 NAEP Grade 4 Reading Average Overall Scale Scores by State



2007 NAEP Grade 4 Reading by Race/Ethnicity, Texas



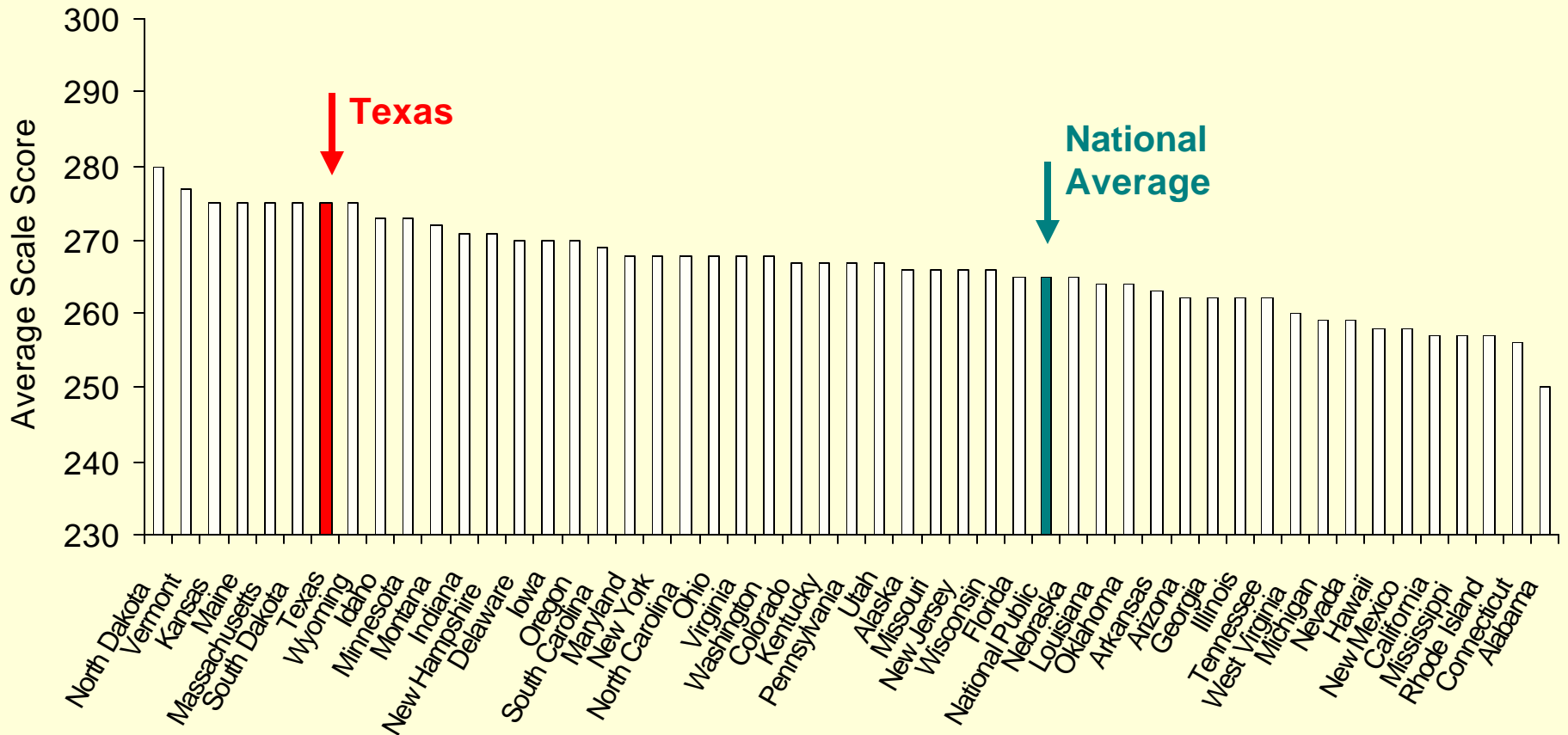
2007 NAEP Grade 4 Reading by Family Income, Texas



There's a similar story in middle school reading, but there is a little better achievement in math.

2007 NAEP Grade 8 Math Average Poor Scale Scores by State

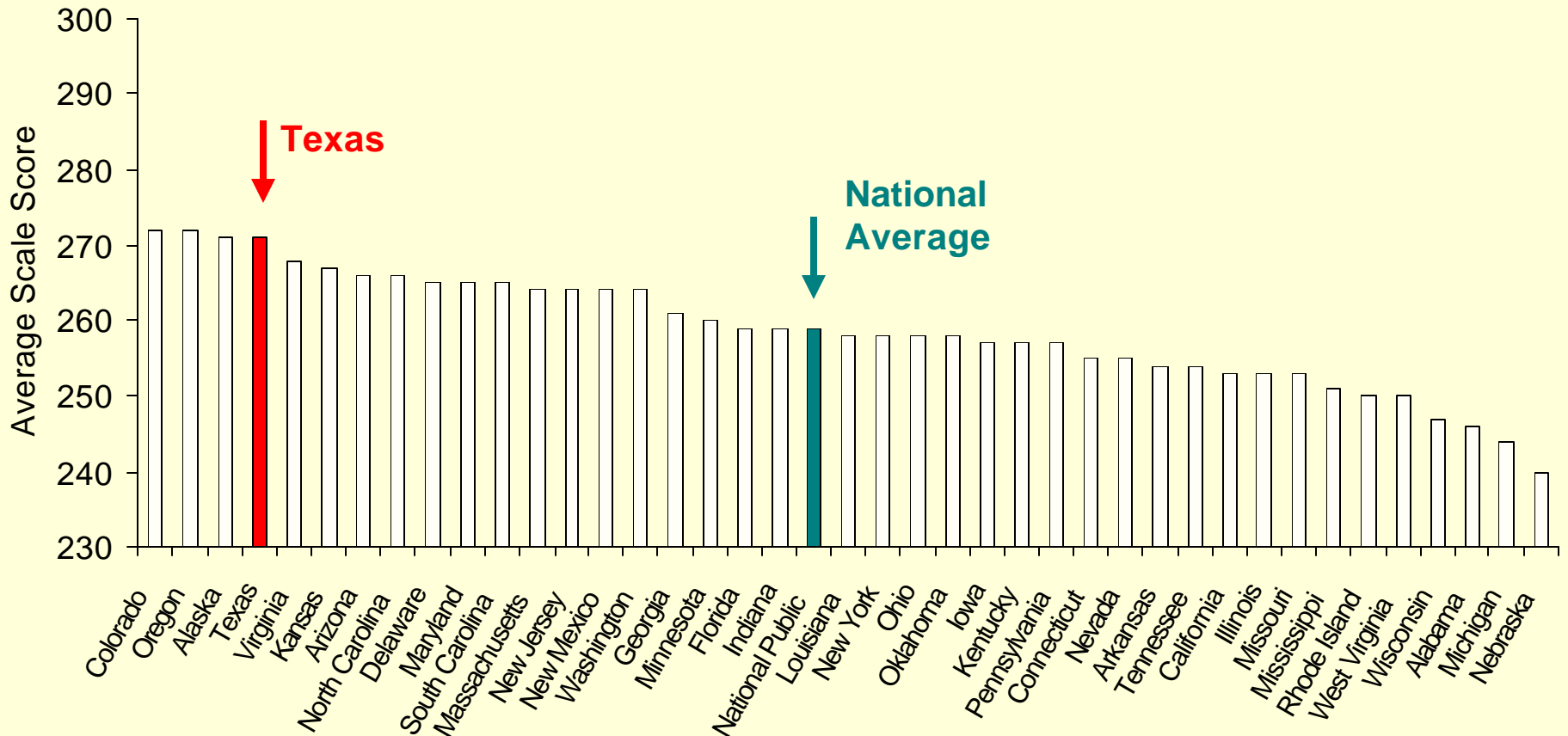
Proficient Scale Score: 299



2007 NAEP Grade 8 Math

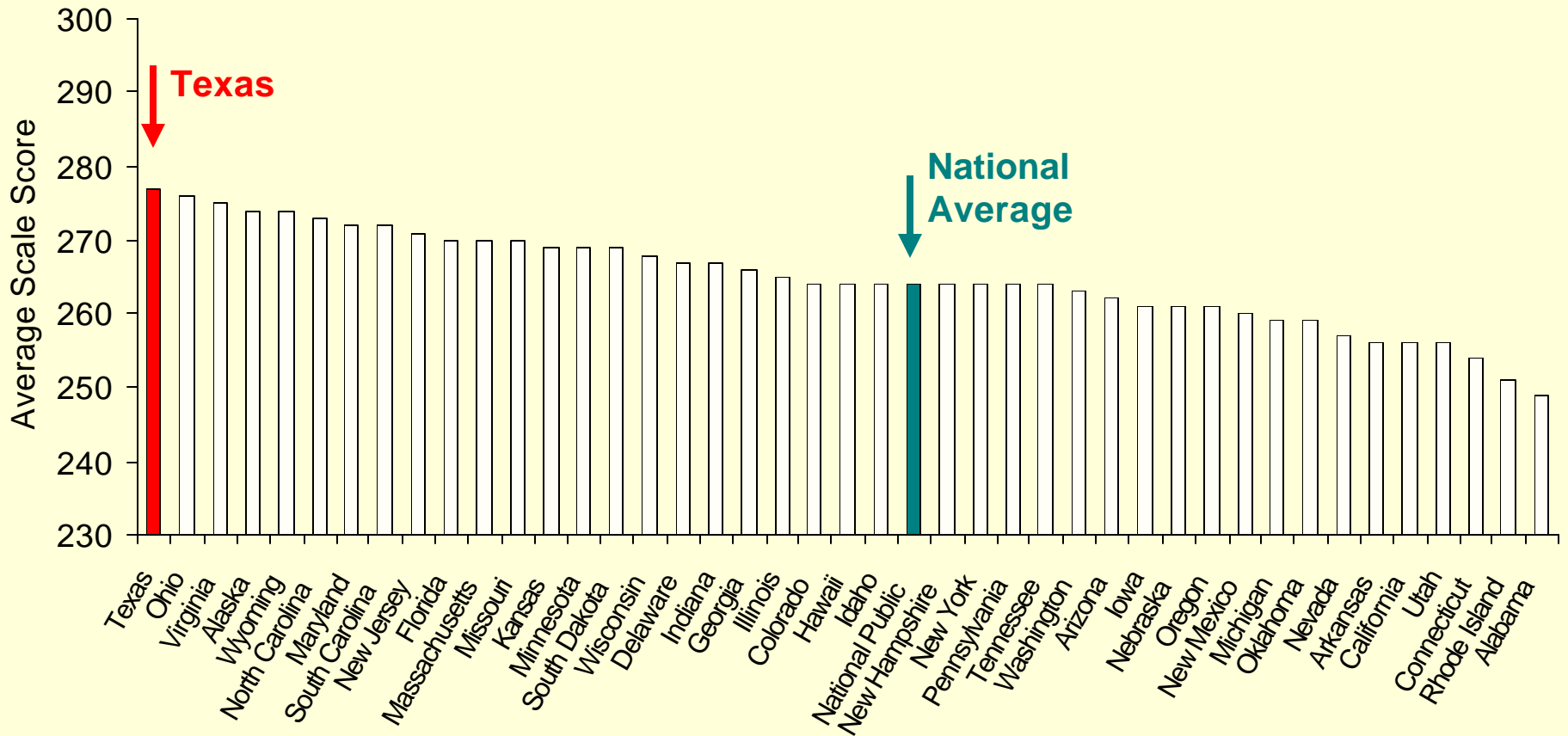
Average African American Scale Scores by State

Proficient Scale Score: 299



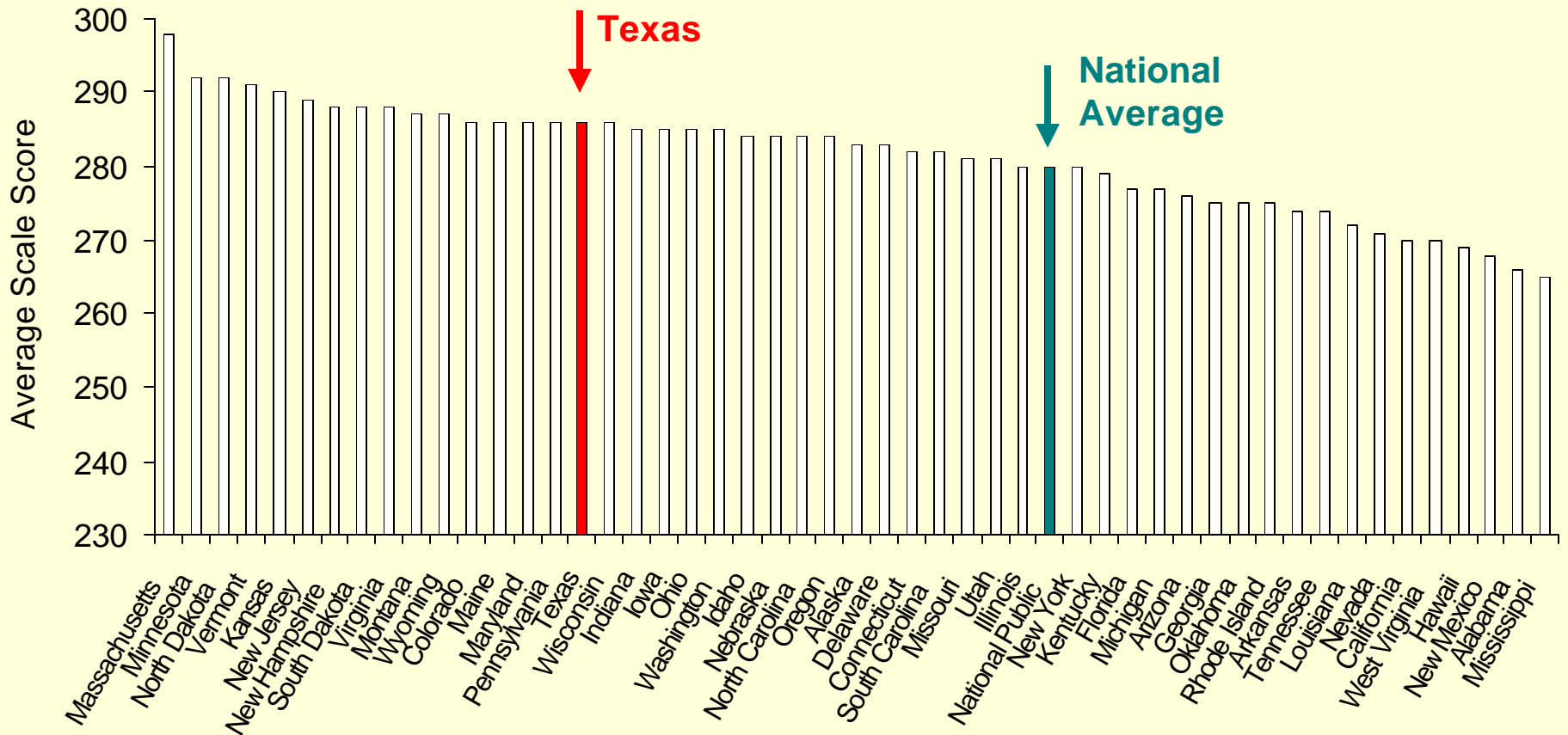
2007 NAEP Grade 8 Math Average Latino Scale Scores by State

Proficient Scale Score: 299

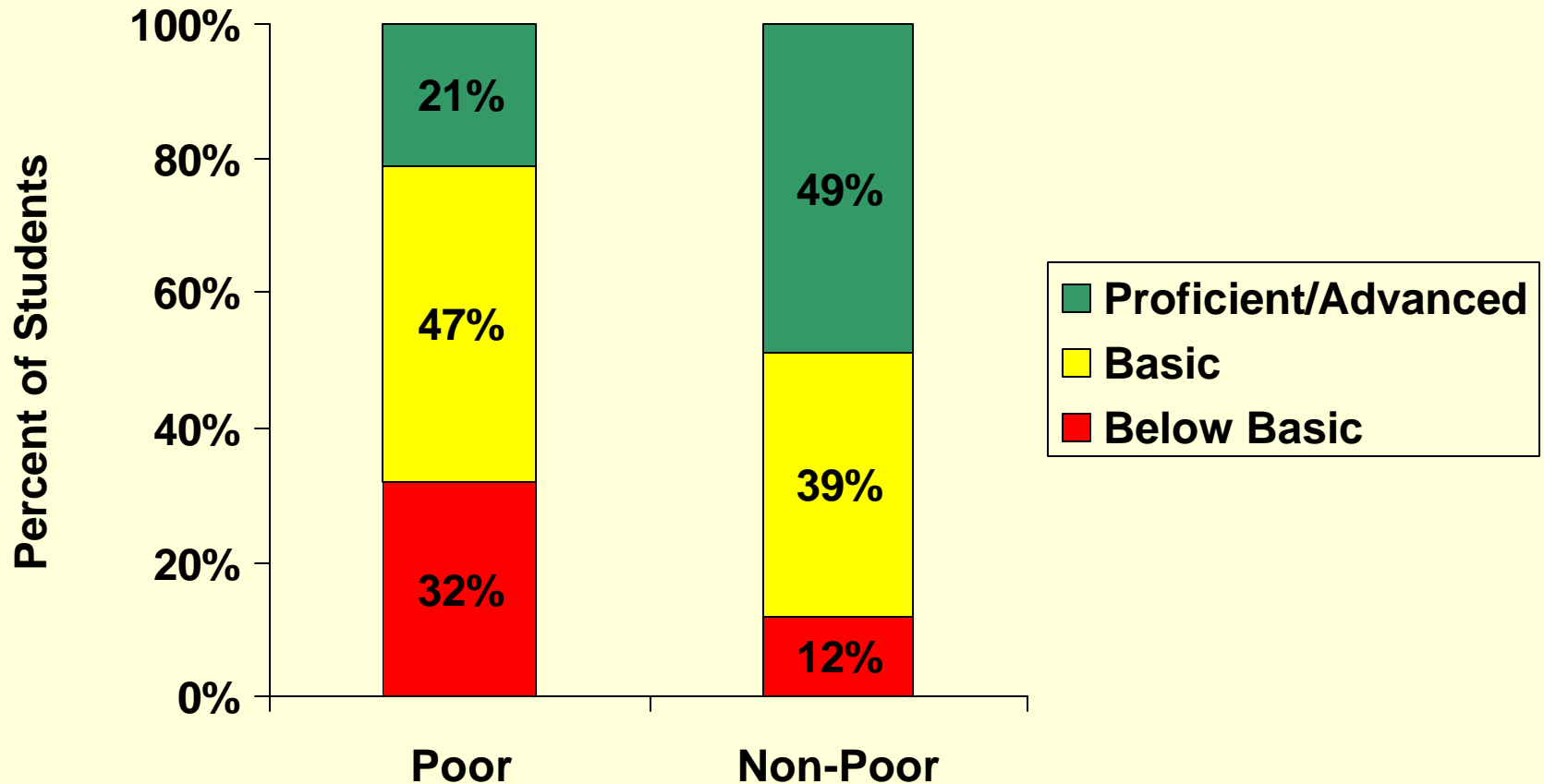


2007 NAEP Grade 8 Math Average Overall Scale Scores by State

Proficient Scale Score: 299

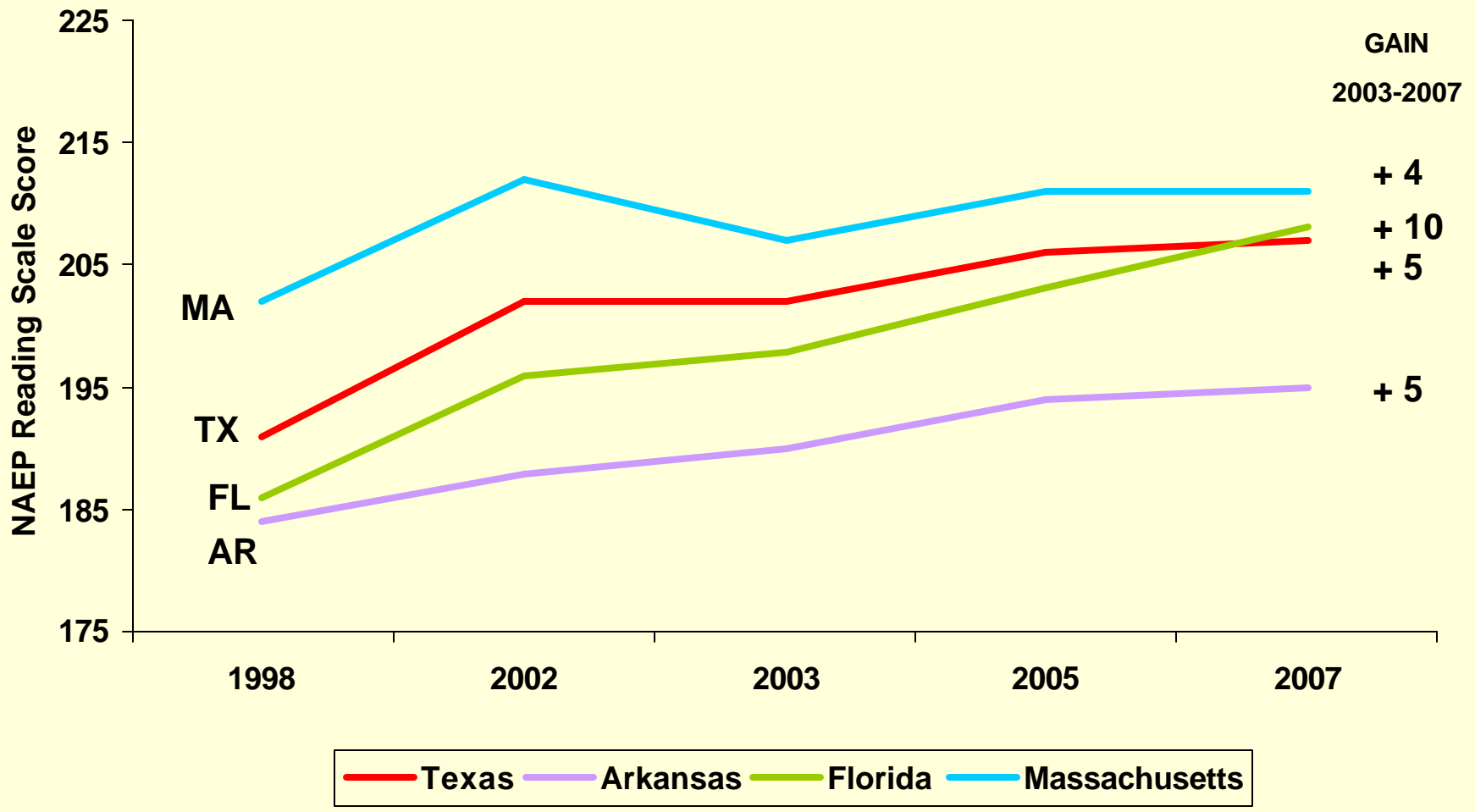


2007 NAEP Grade 8 Math by Family Income, Texas

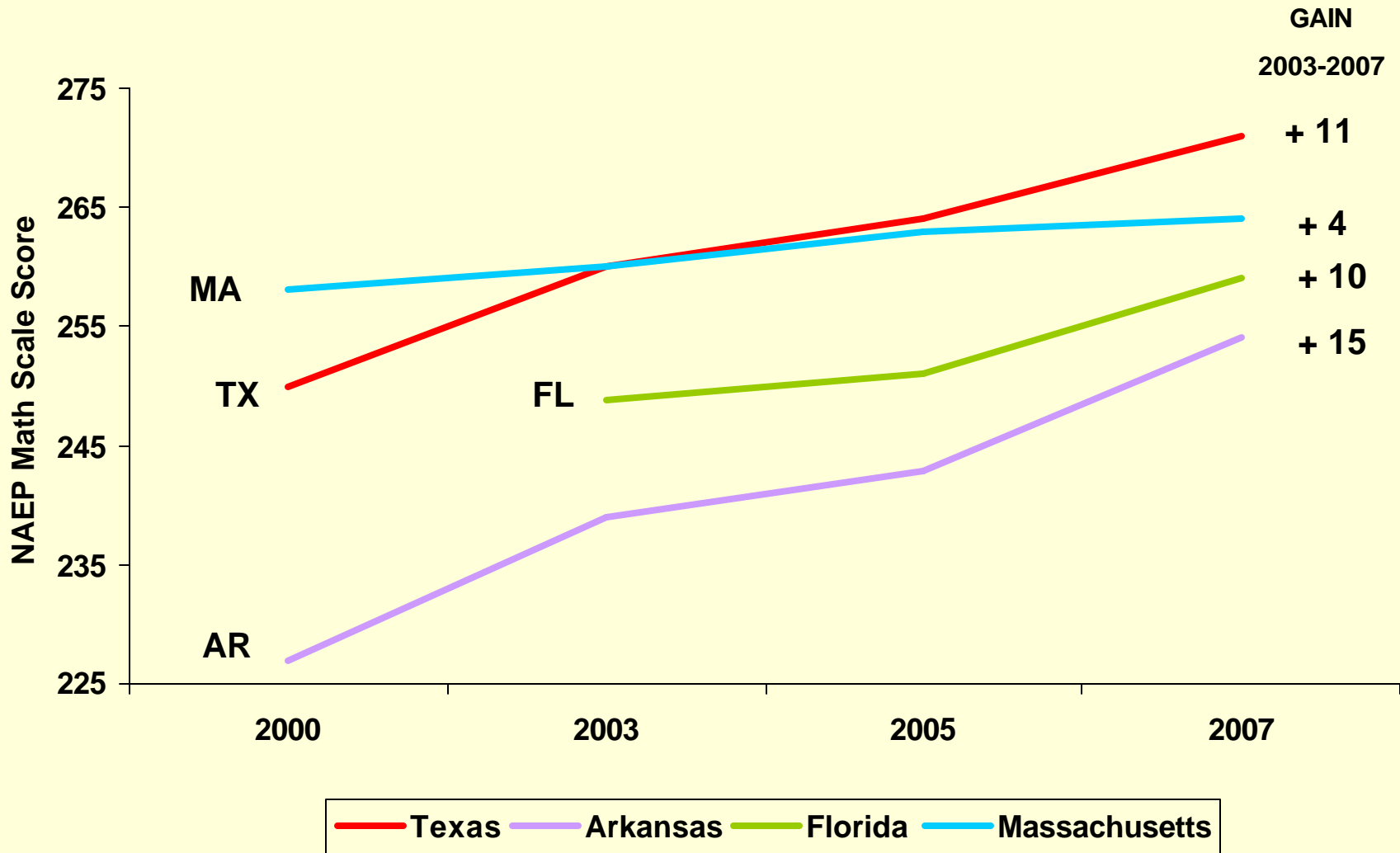


Texas has made solid gains.

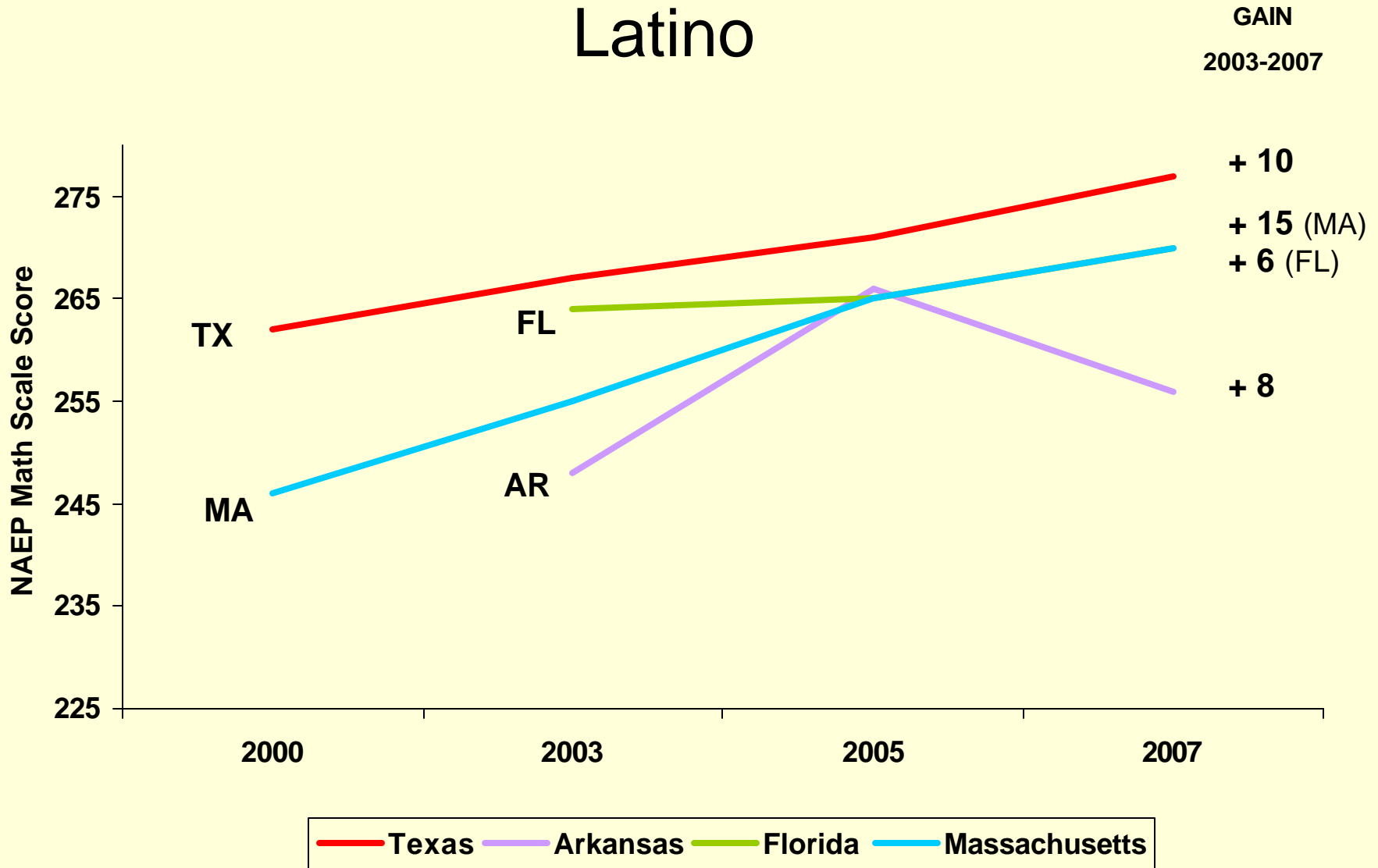
NAEP Gains in Reading, Grade 4 African American



NAEP Gains in Math, Grade 8 African American



NAEP Gains in Math, Grade 8 Latino



NAEP Grade 8 Math

Scale Score Gains, African American, 2000-2007

Top States	
Arkansas	27
Arizona, Kansas	22
Maryland, Texas	21
National Average	16
Range	27 to -7

Rankings are for the 28 states with African American data in both 2000 and 2007.

NAEP Grade 8 Math

Movement Out of Below Basic, African American, 2000-2007

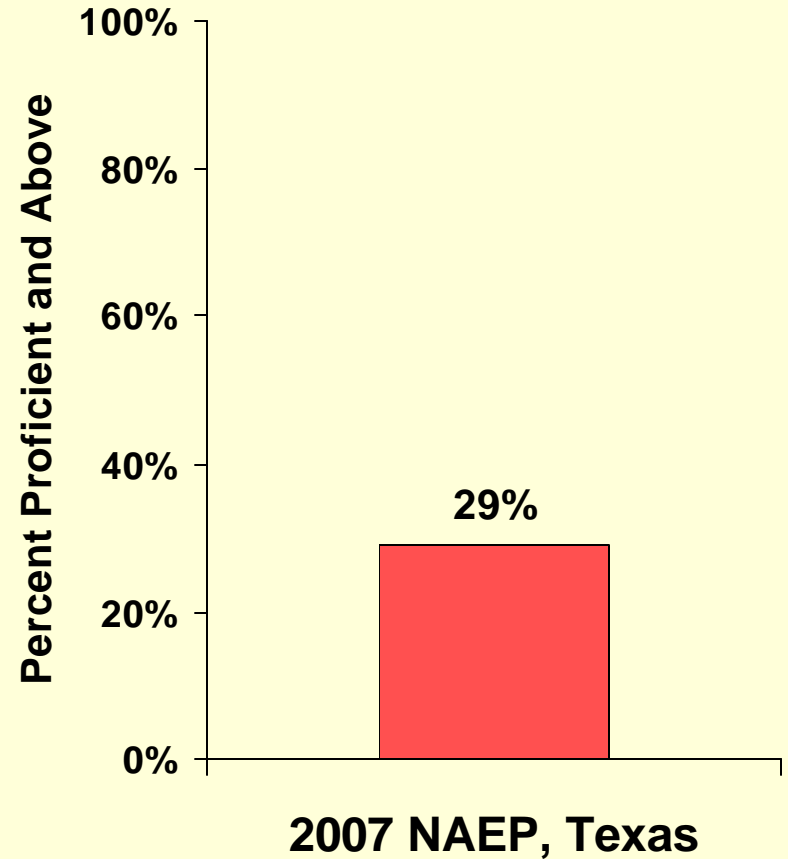
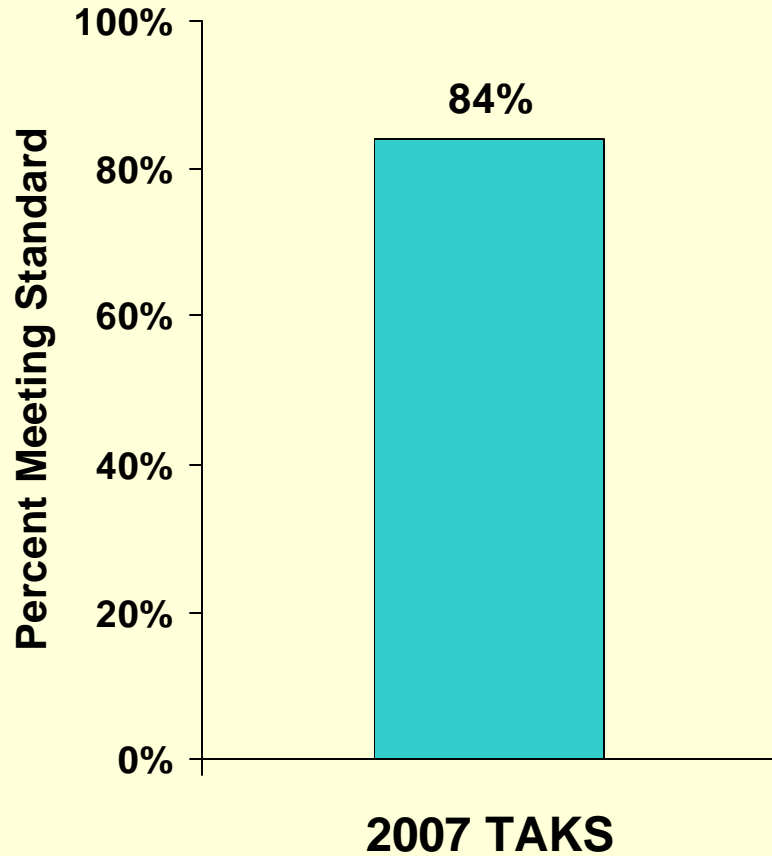
Top States	
Texas	28%
Arkansas	27%
Arizona, South Carolina	25%
National Average	17%
Range	28% to -4%

Rankings are for the 28 states with African American data in both 2000 and 2007. Data refer to the *percentage point difference* between the percent of students at Below Basic in 2007 and 2000.

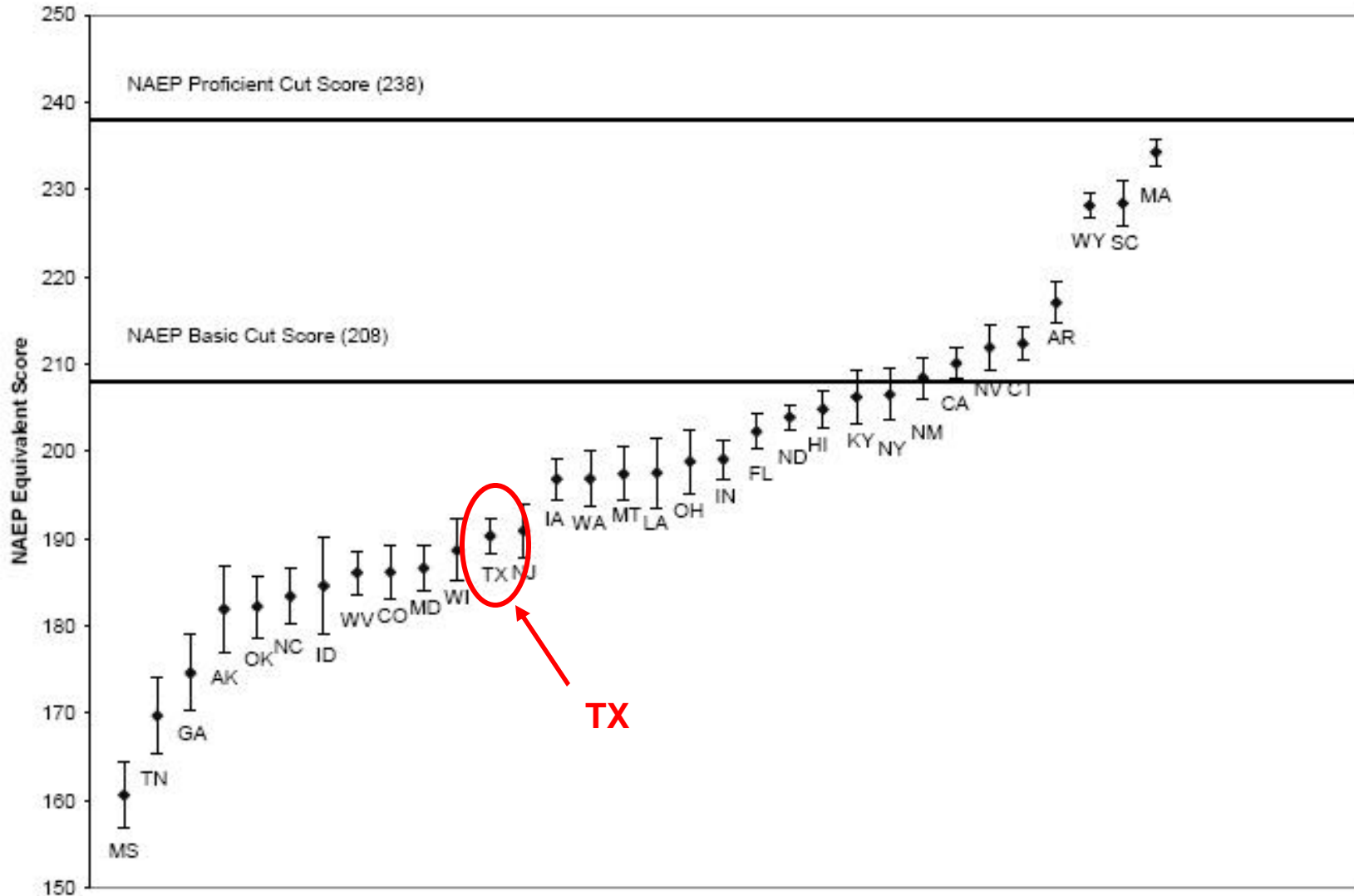
Texas has raised TAKS performance standards, but the difference between TAKS standards and NAEP standards is still huge.

TAKS vs. NAEP

Grade 4 Reading, All Students

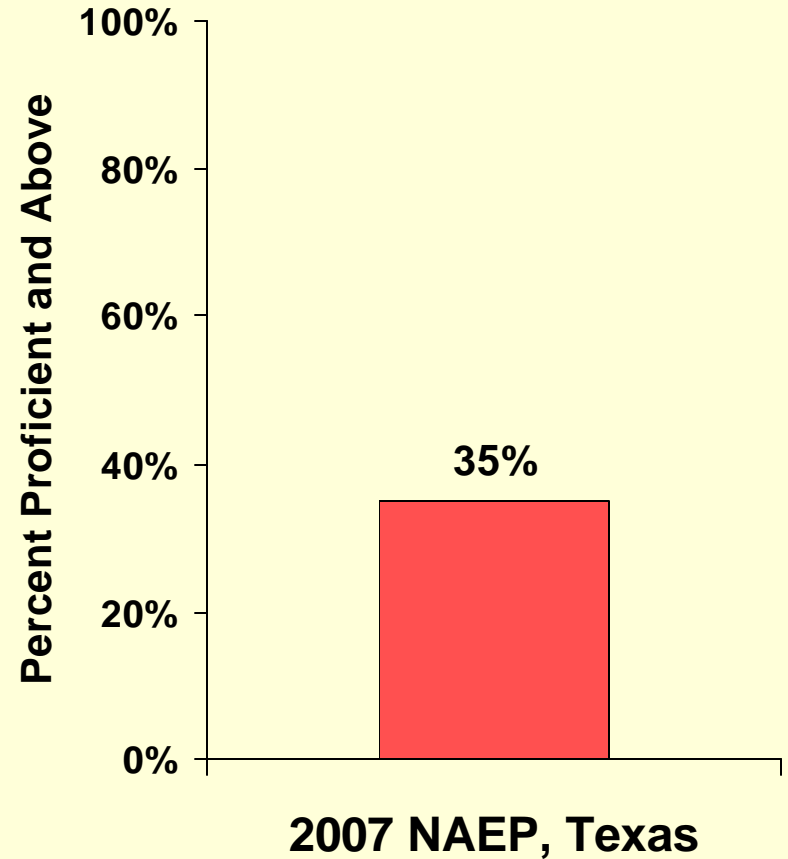
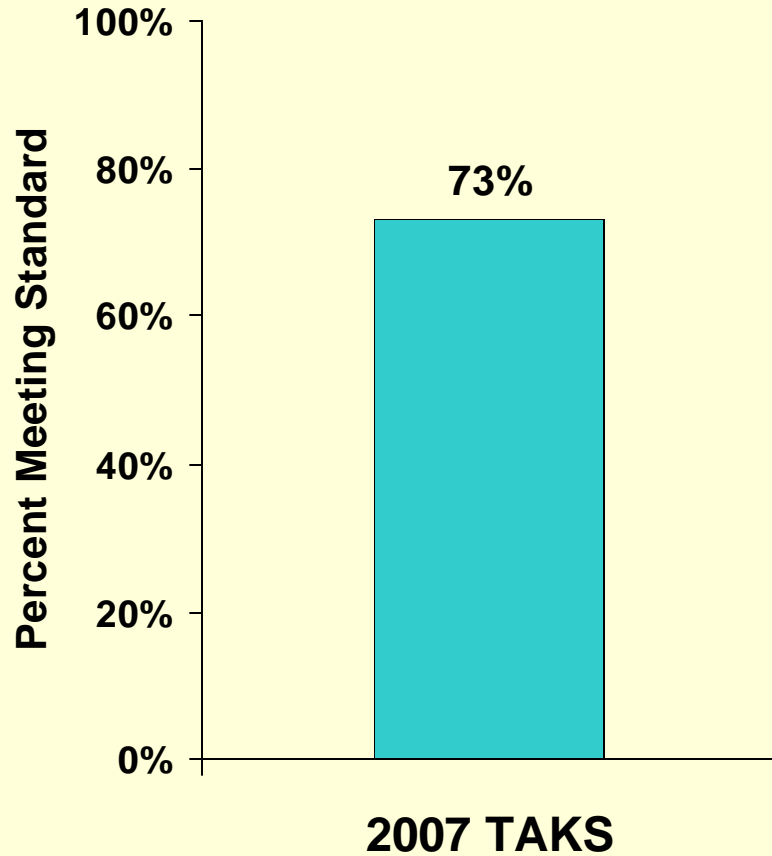


NAEP Score Equivalents of States' Proficiency Standards, Grade 4 Reading, 2005

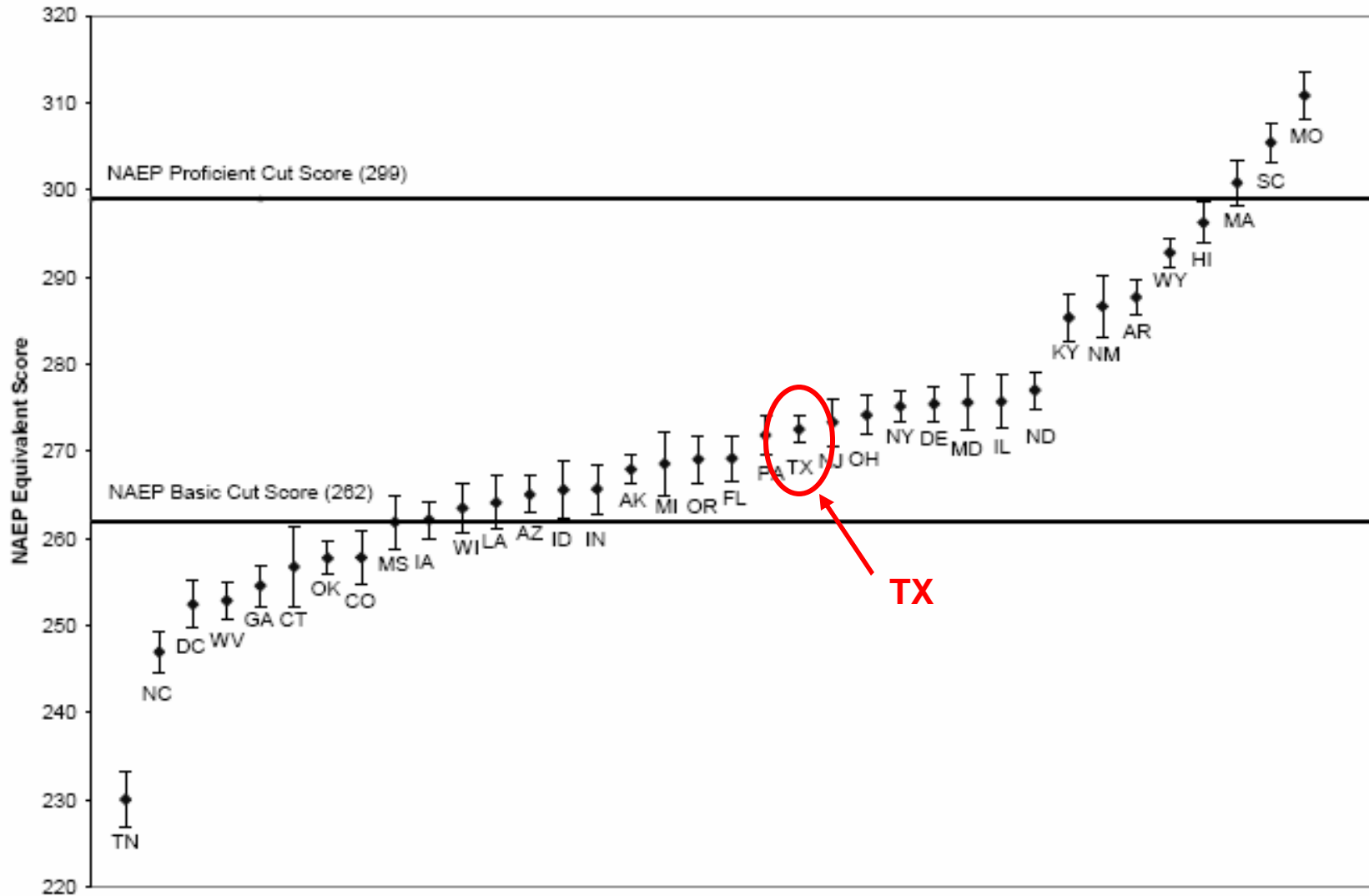


TAKS vs. NAEP

Grade 8 Math, All Students

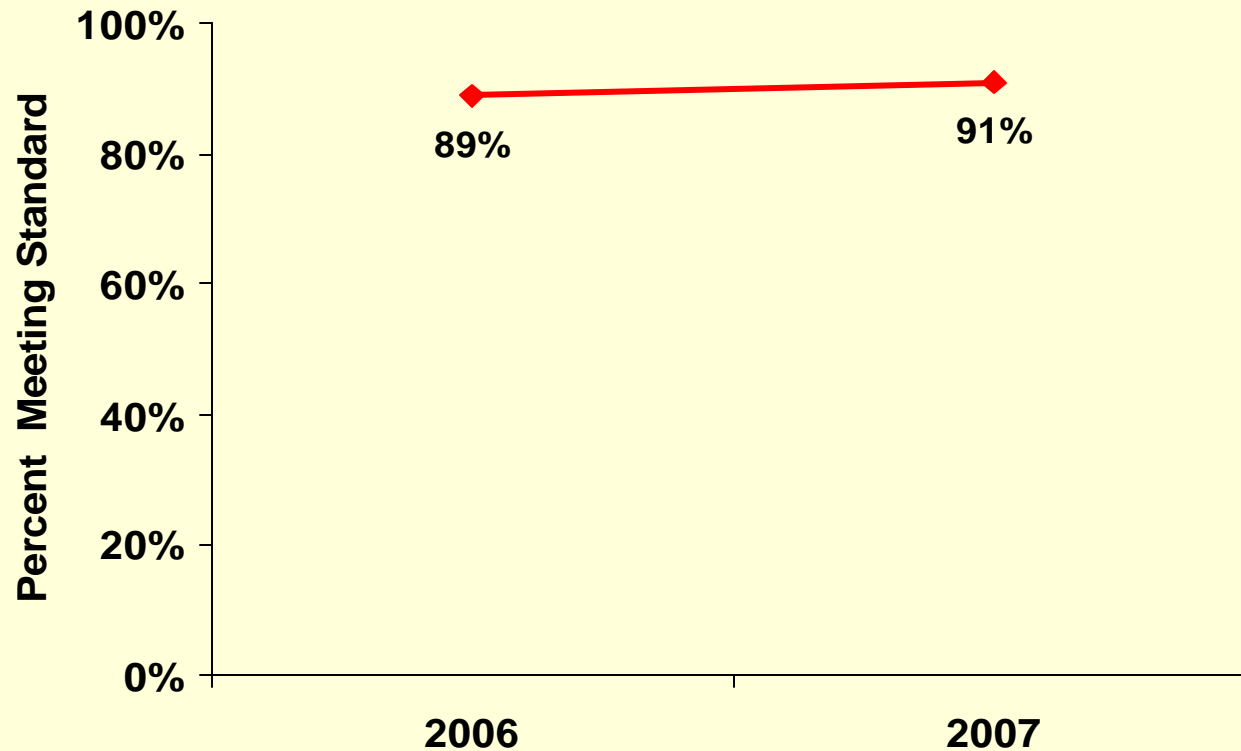


NAEP Score Equivalents of States' Proficiency Standards, Grade 8 Math, 2005

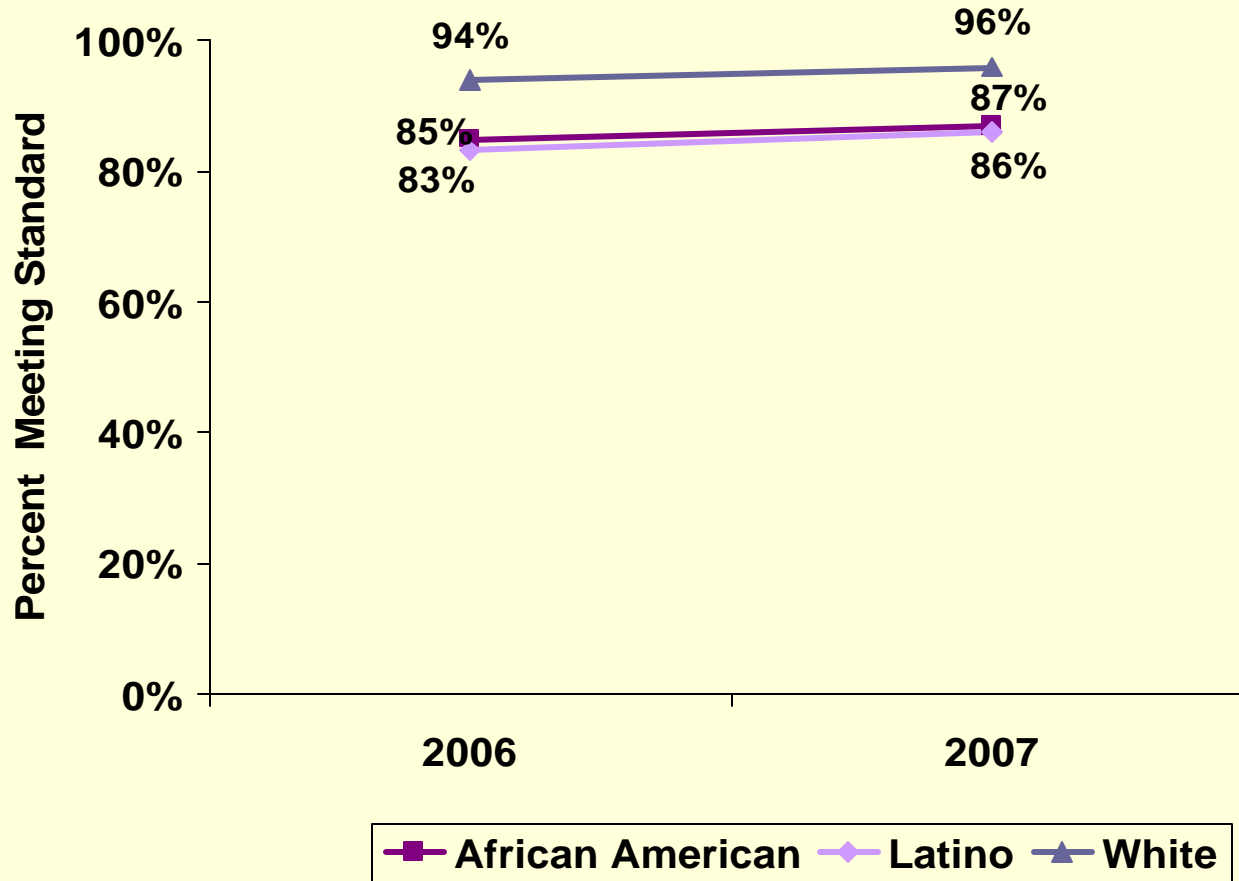


High School TAKS Achievement

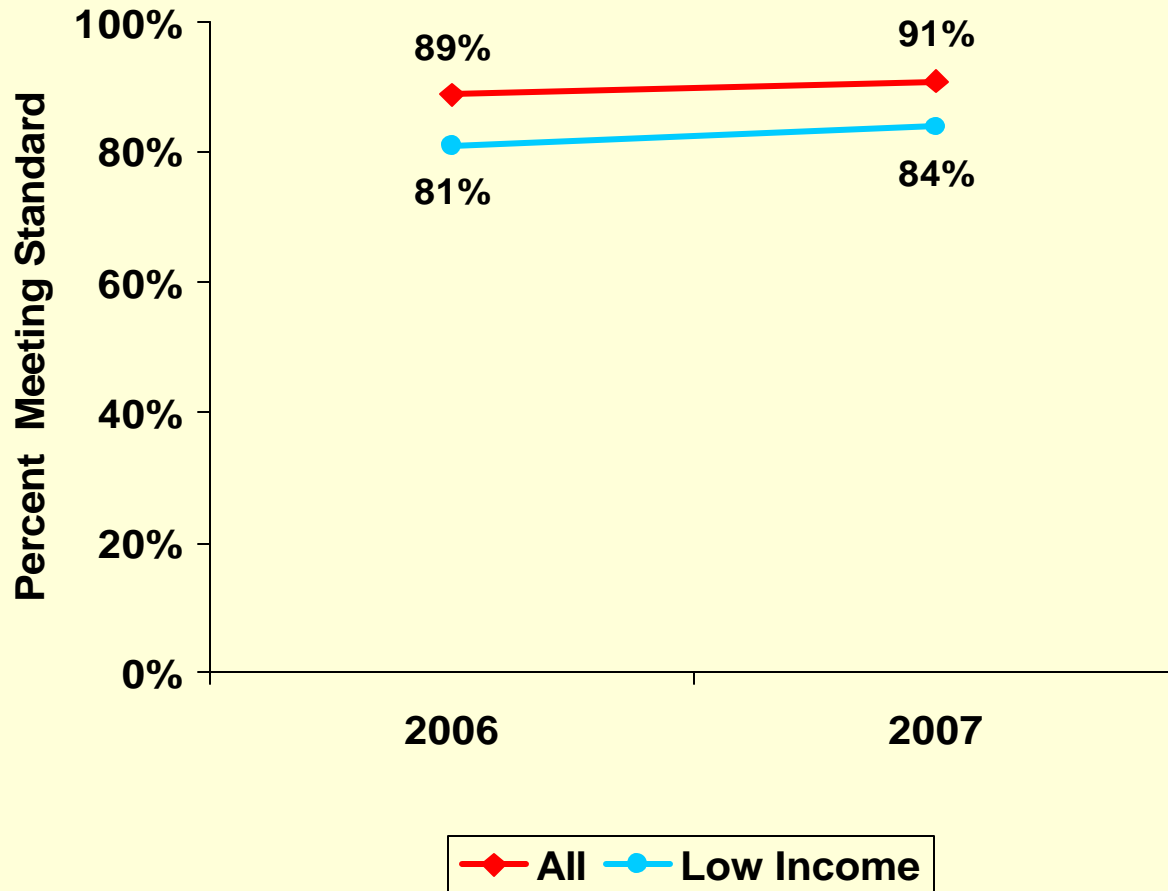
TAKS Grade 11 ELA (exit level)



TAKS Grade 11 ELA (exit level)

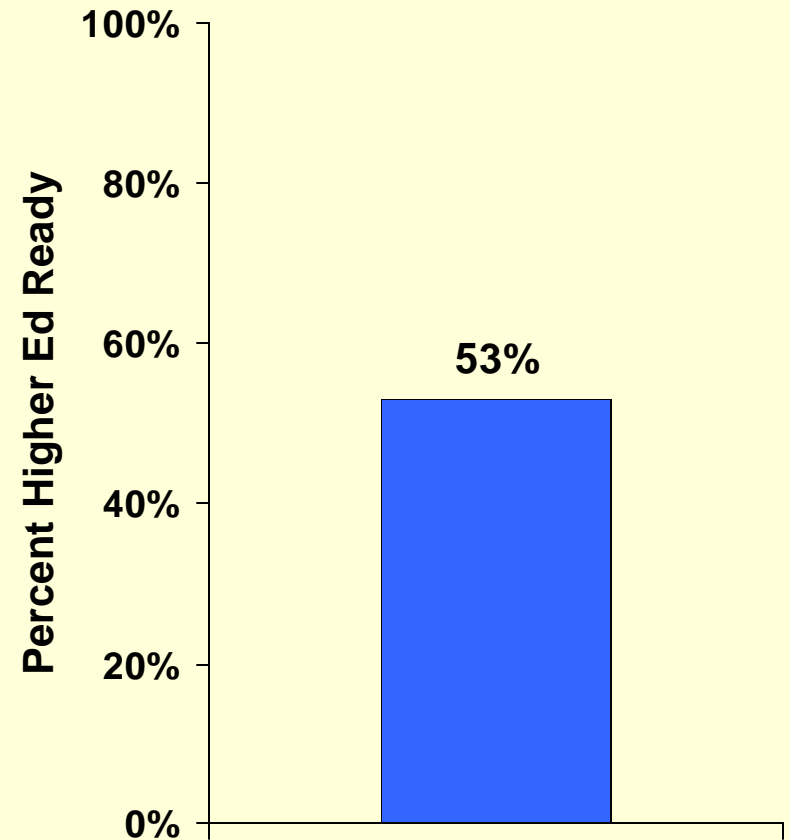
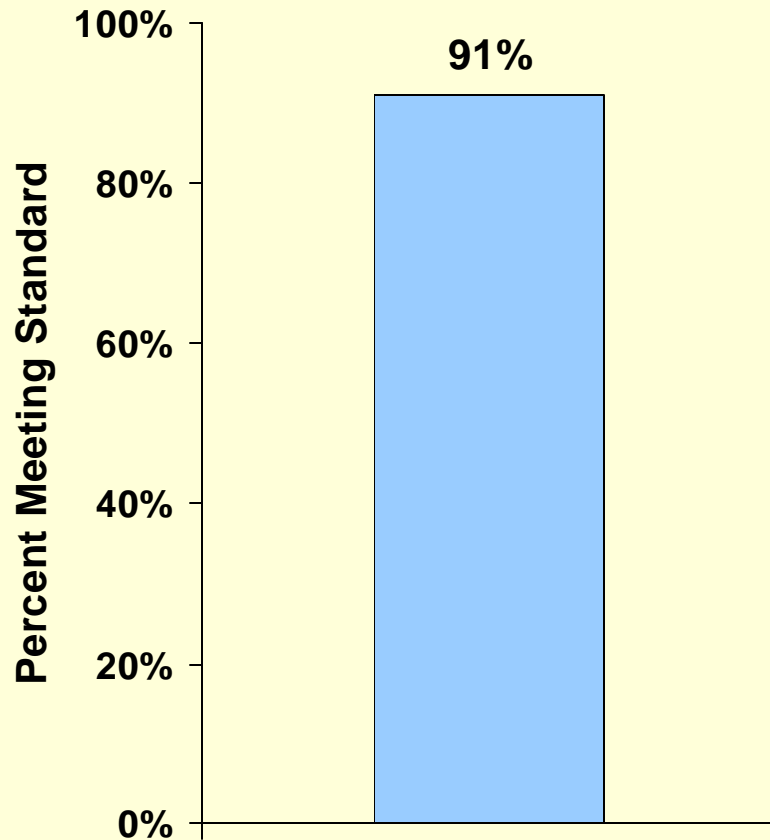


TAKS Grade 11 ELA (exit level)

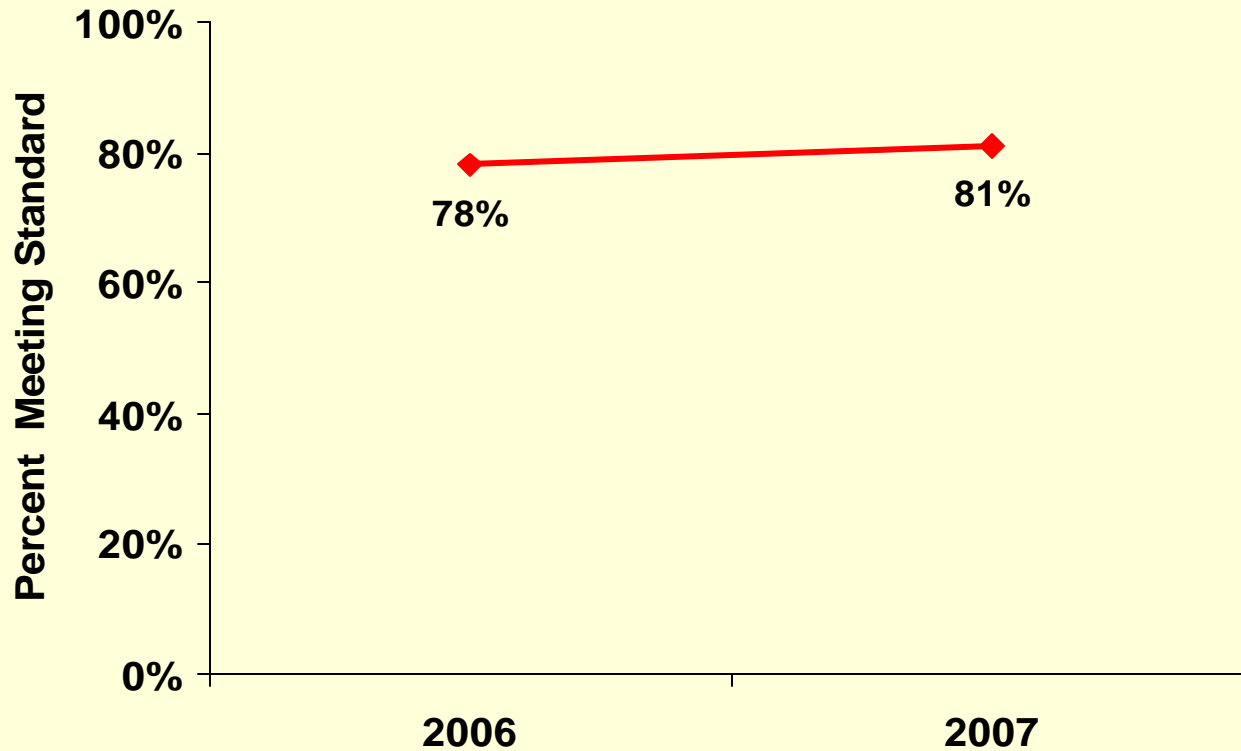


2007 TAKS Grade 11 ELA

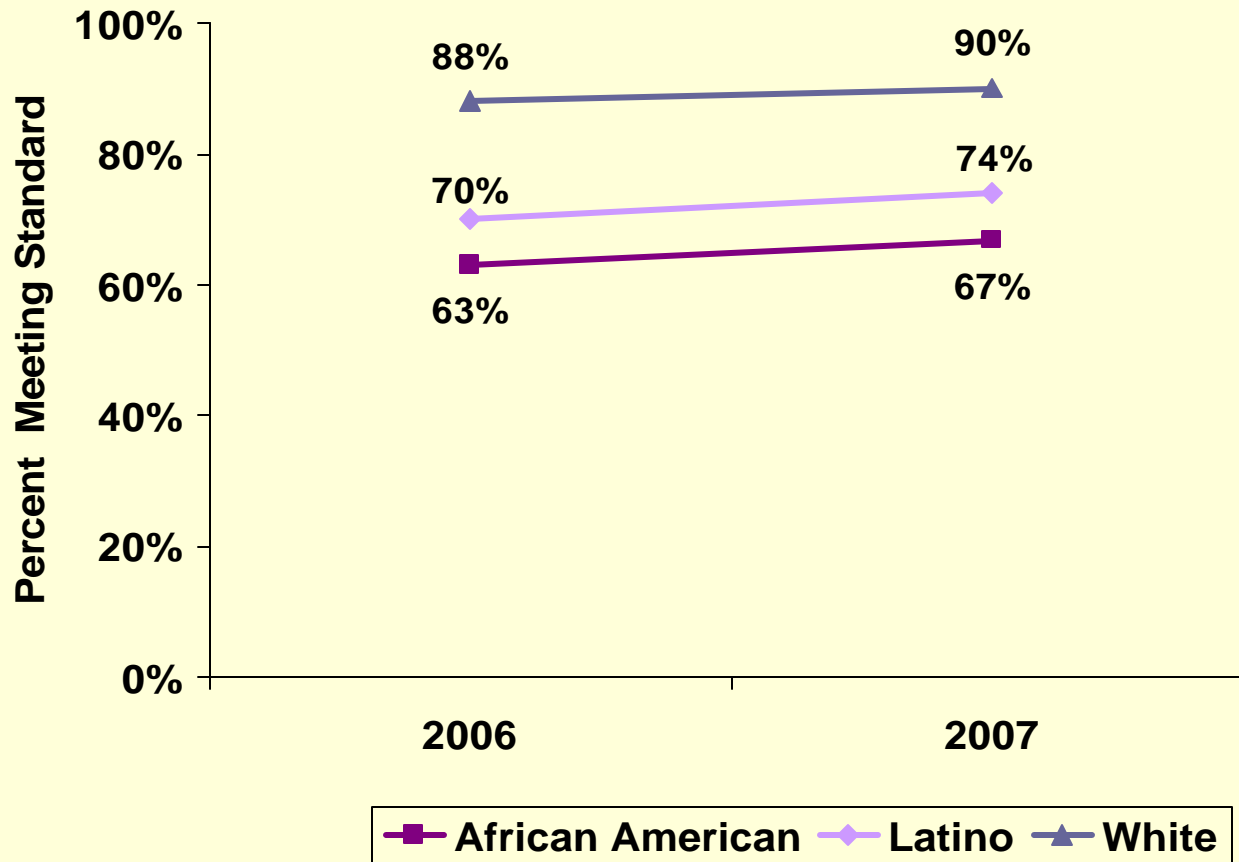
Percent Meeting Standard vs. Percent TSI Higher Education Ready



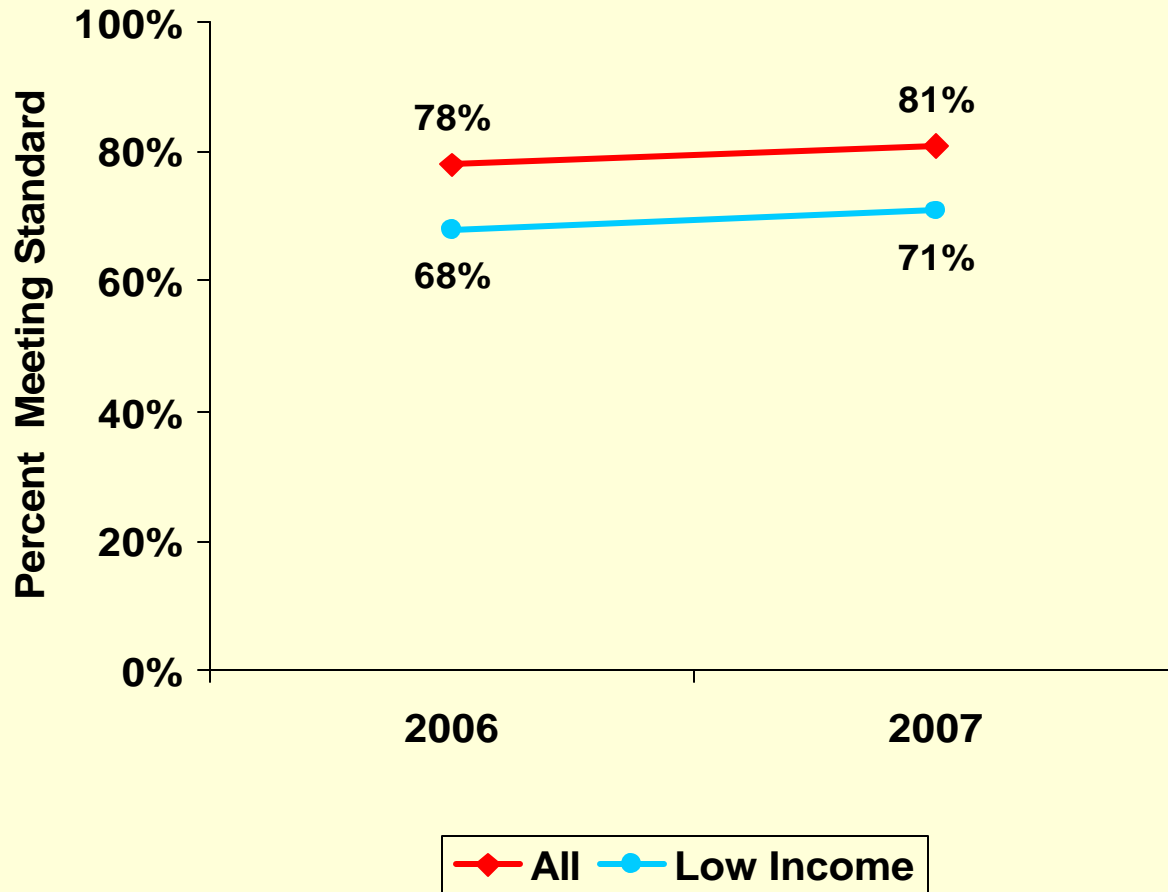
TAKS Grade 11 Math (exit level)



TAKS Grade 11 Math (exit level)

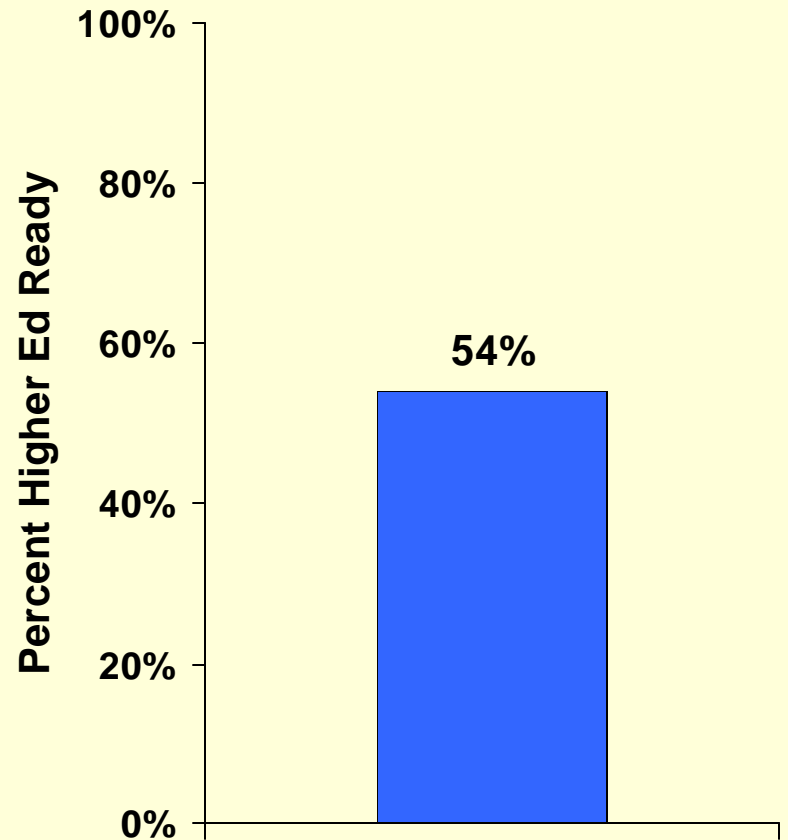
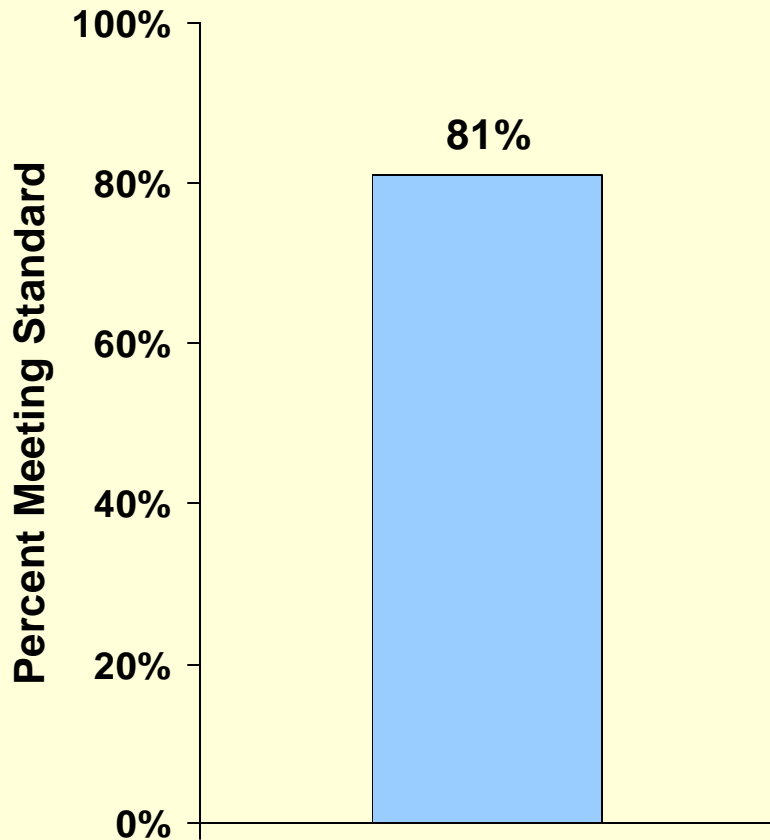


TAKS Grade 11 Math (exit level)



2007 TAKS Grade 11 Math

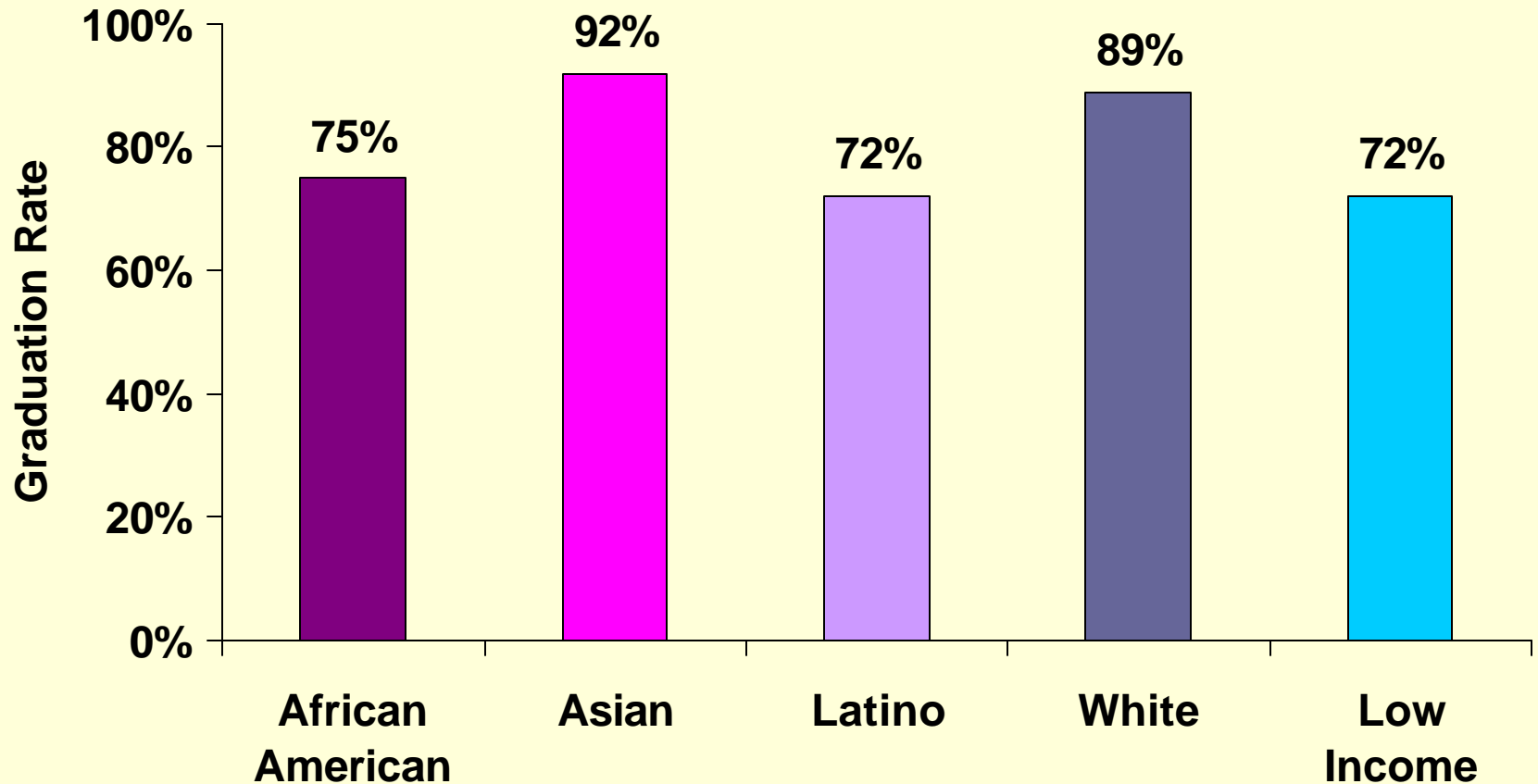
Percent Meeting Standard vs. Percent TSI Higher Education Ready



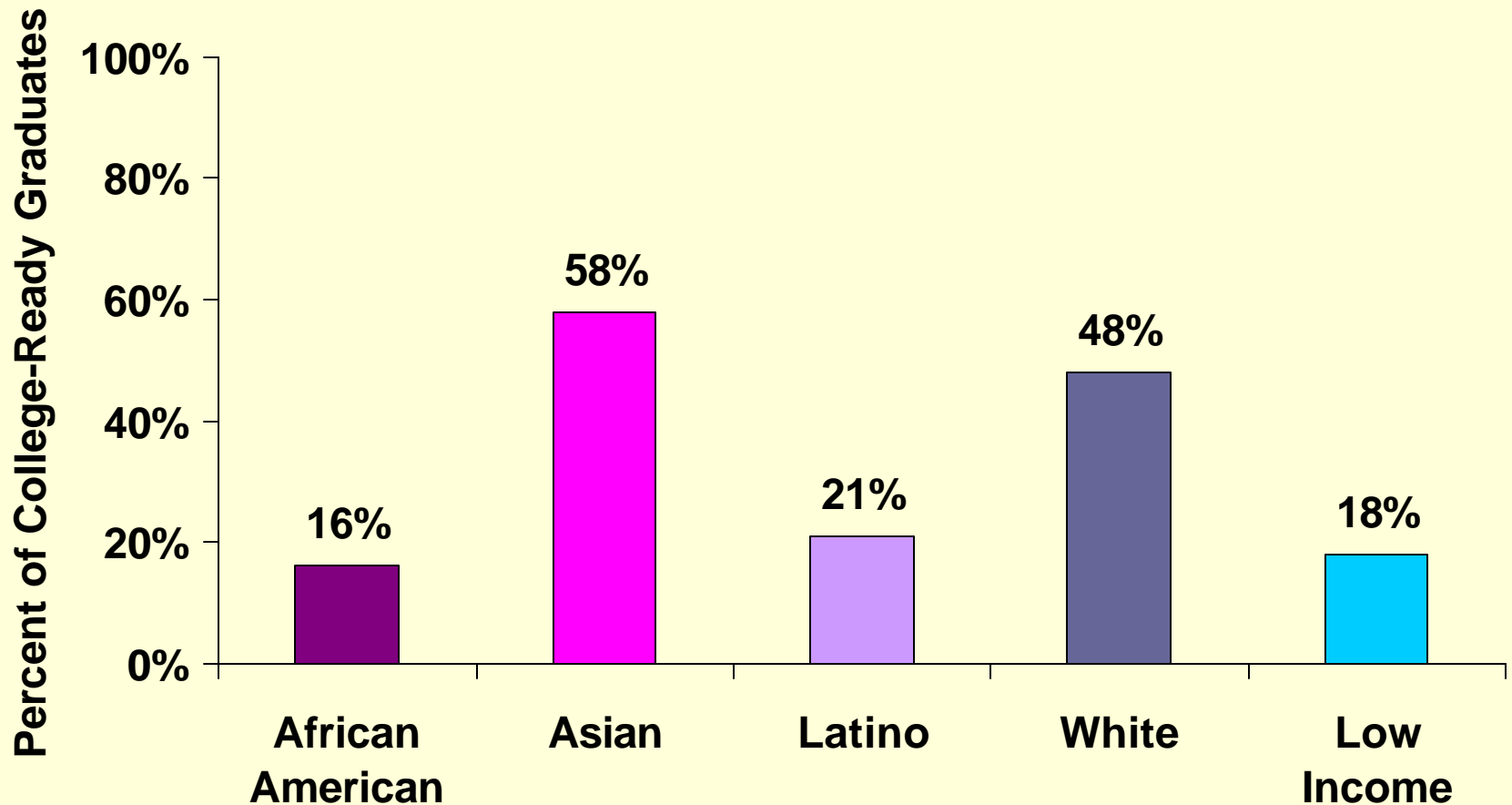
By the End of High School

- Too many students have left without a diploma
- Far too few students are graduating ready for college

Texas-Reported Graduation Rates Class of 2006



Texas-Reported College-Ready Graduates Class of 2006



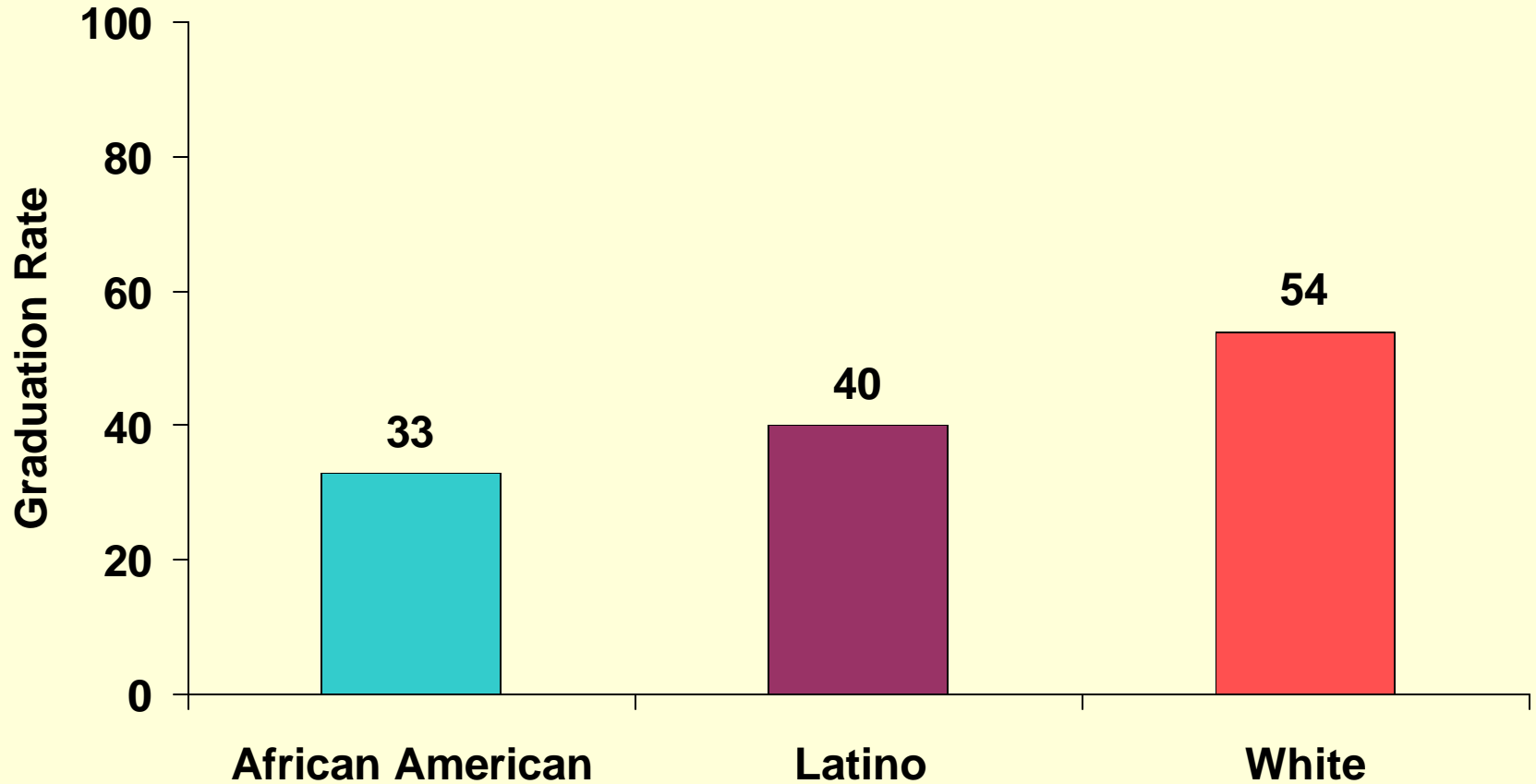
Note: College-Ready definition based on meeting criteria on TAKS, SAT, or ACT in both ELA and Math.

Source: Texas Education Agency, <http://www.tea.state.tx.us/perfreport/aeis/index.html>

Too many college freshman in Texas need remedial/developmental education (National average = 28%)

Overall	50%
African American	71%
Latino	63%

Statewide 6-Year College Graduation Rates for First-Time, Full-Time Freshmen Entering Fall 1999

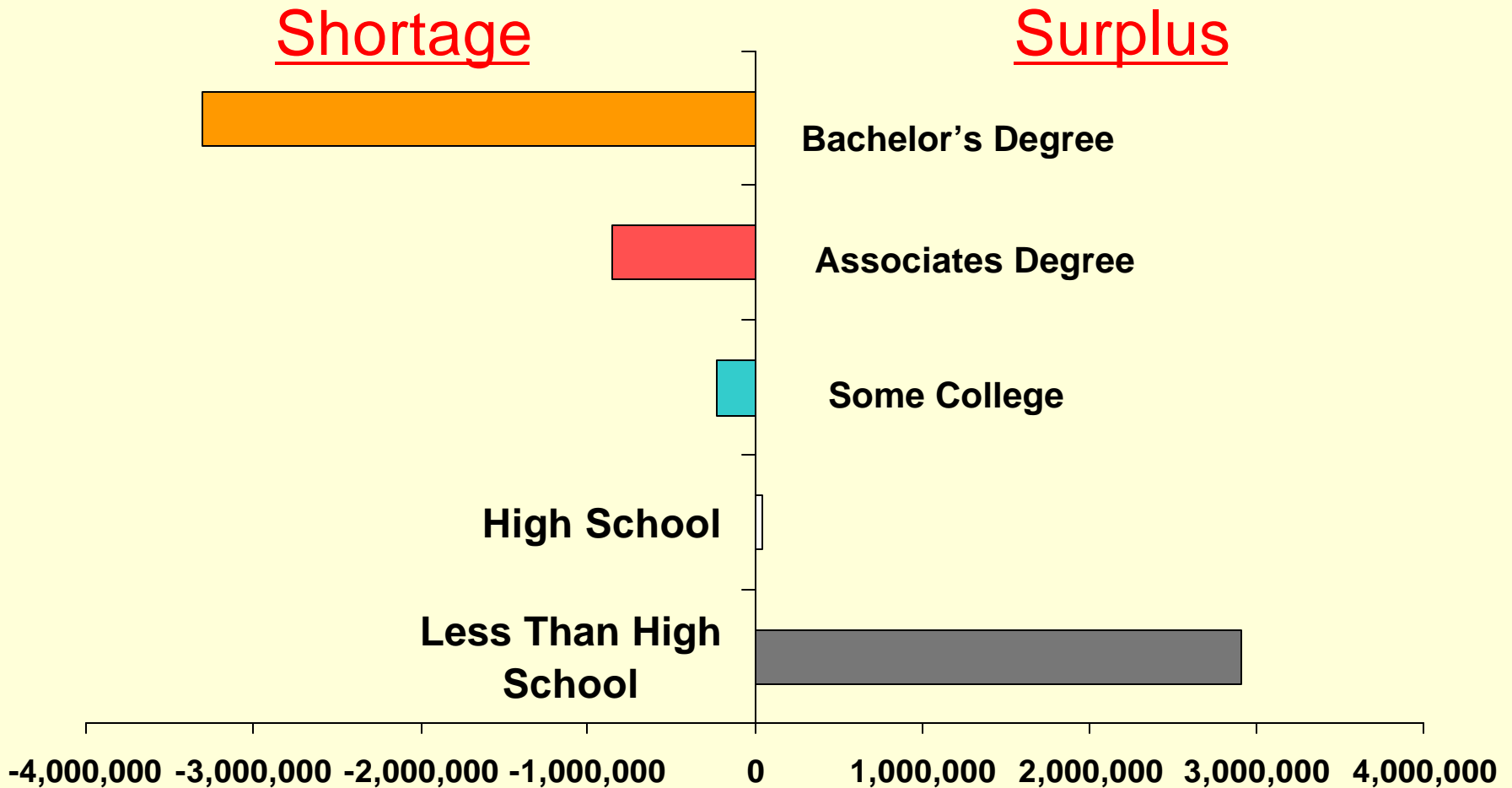


Source: Education Trust analysis of data from the National Center for Education Statistics, Integrated Postsecondary Education Data System, Graduation Rate Survey.

Preparing All Students to Succeed in College Is the Right Goal

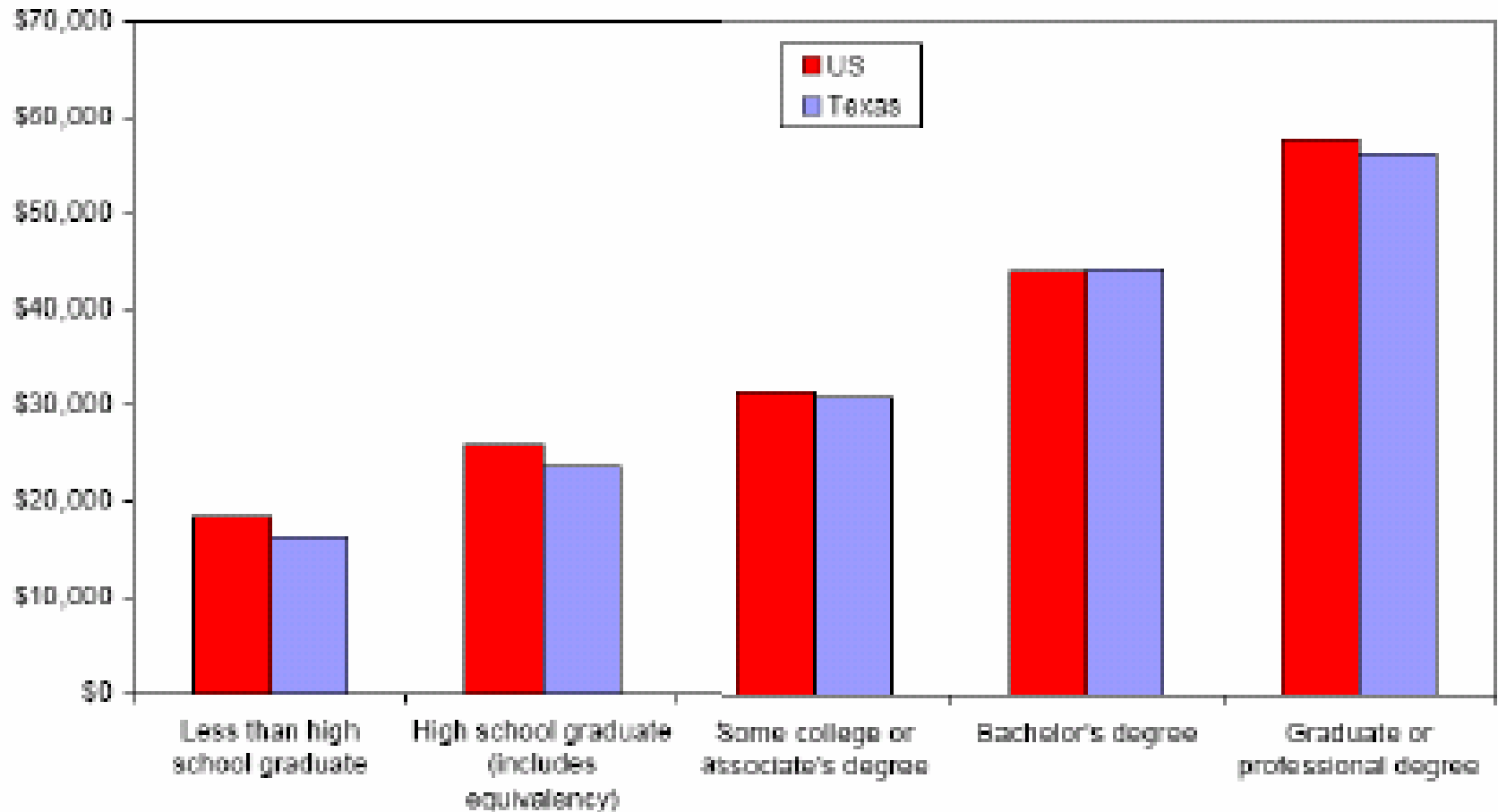
- It's imperative for economic development
- It's what students and families want
- Aligns with the skill demands of high-wage jobs, even those that don't require college

U.S. Needs More College-Educated Workers: Projections of Education Shortages and Surpluses in 2012



Source: Analysis by Anthony Carnevale, 2006 of Current Population Survey (1992-2004) and Census Population Projection Estimates

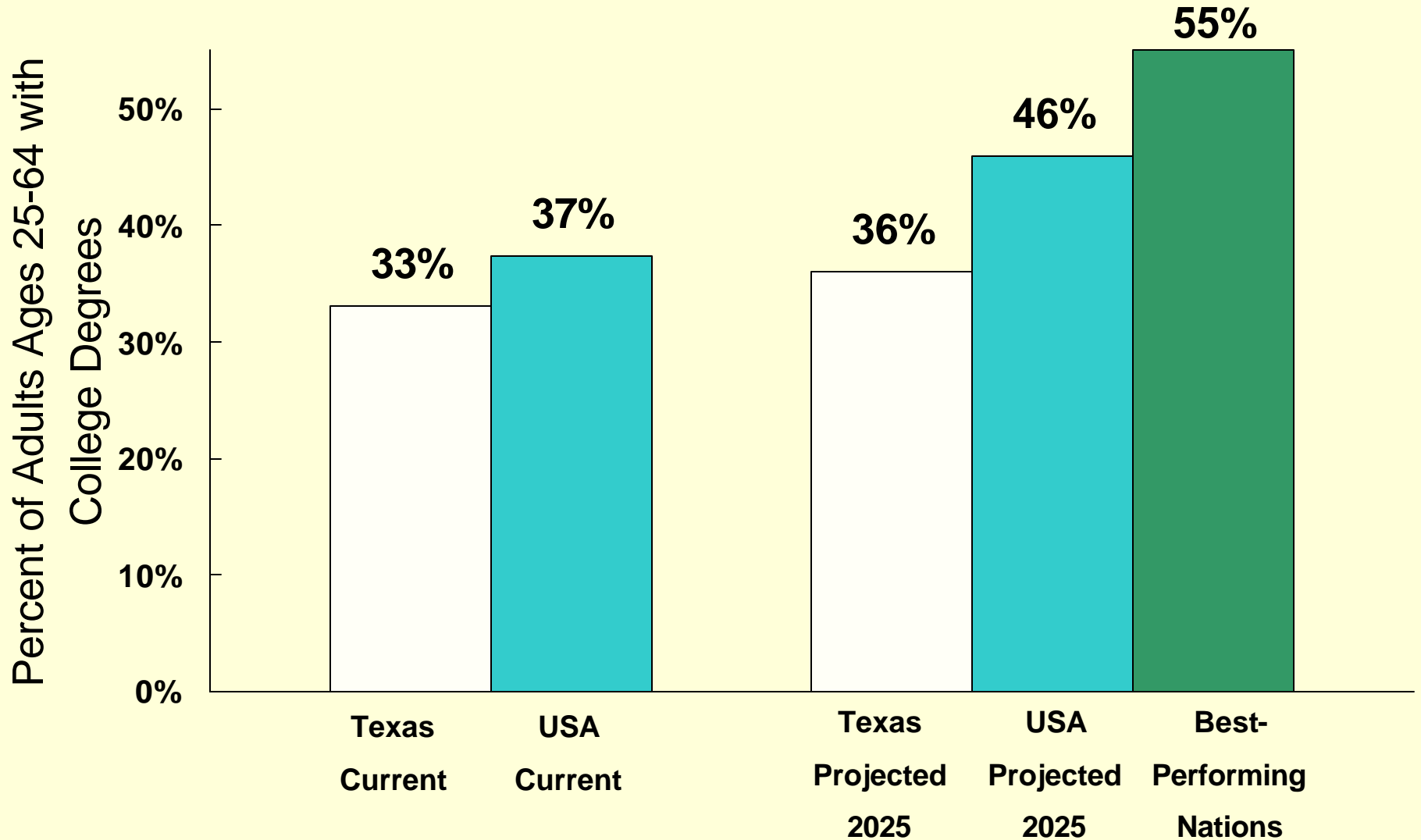
Median Earnings of Population Age 25 and Older by Level of Education in 2005



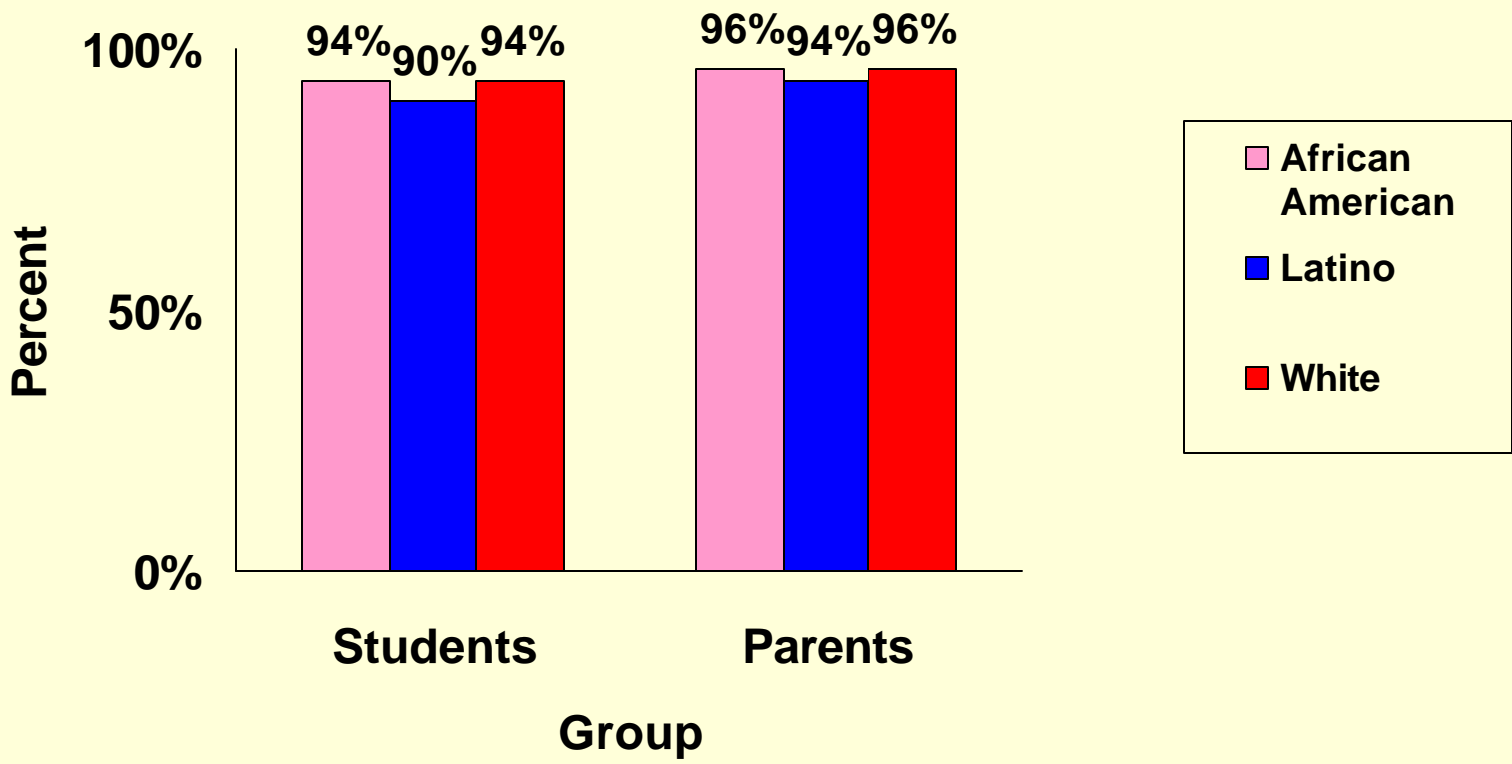
Source: U.S. Census Bureau

Source: The Report of the Commission for a College Ready Texas, November 2007.

The College Educated Population In Texas: Today and Tomorrow

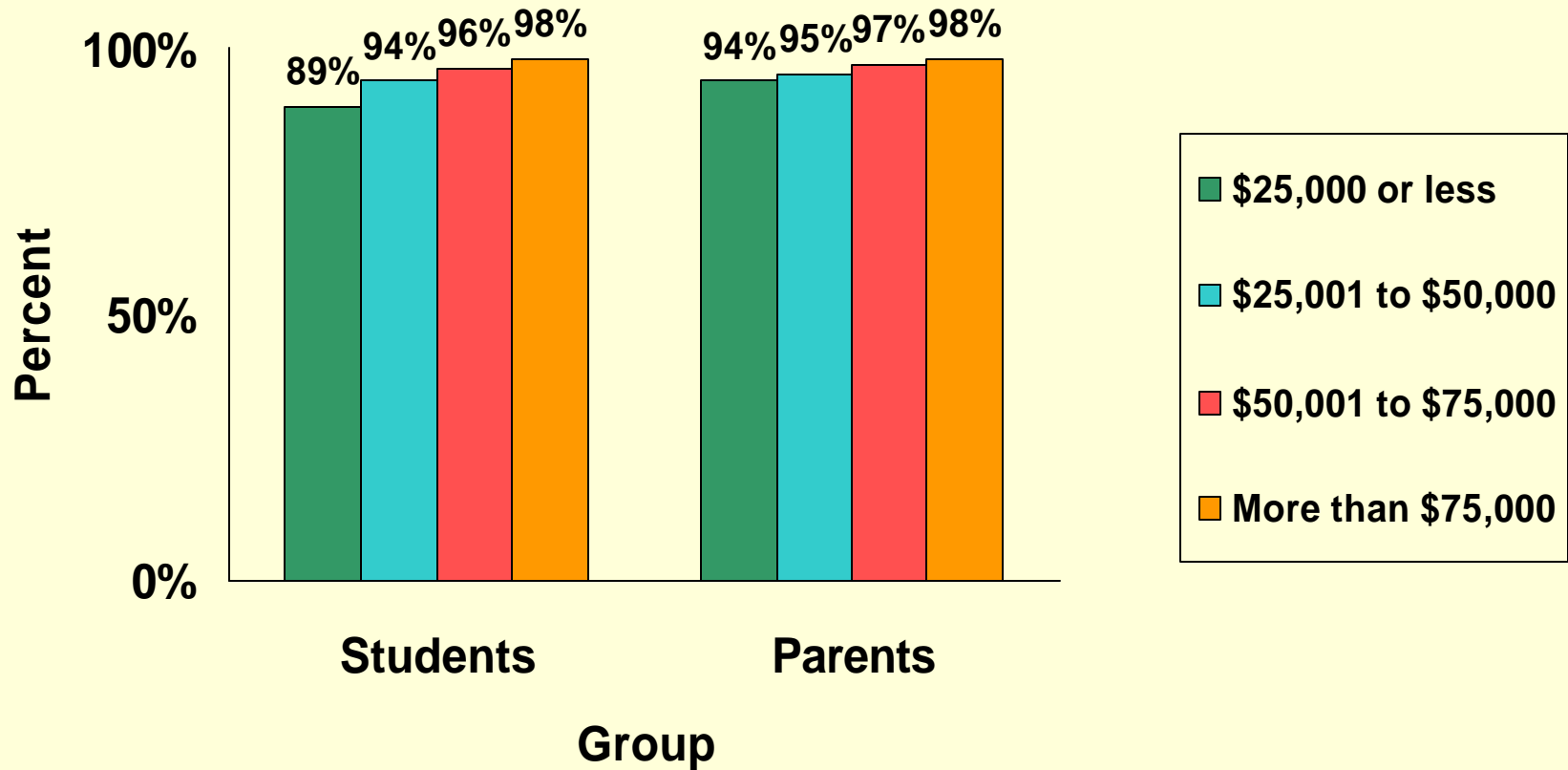


Regardless of Race/Ethnicity, More Than 9 in 10 Students in Grades 6-12 and Their Parents Expect the Student to Attend College



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.

Regardless of Income, 9 in 10 Students in Grades 6-12 and Their Parents Expect the Student to Attend College



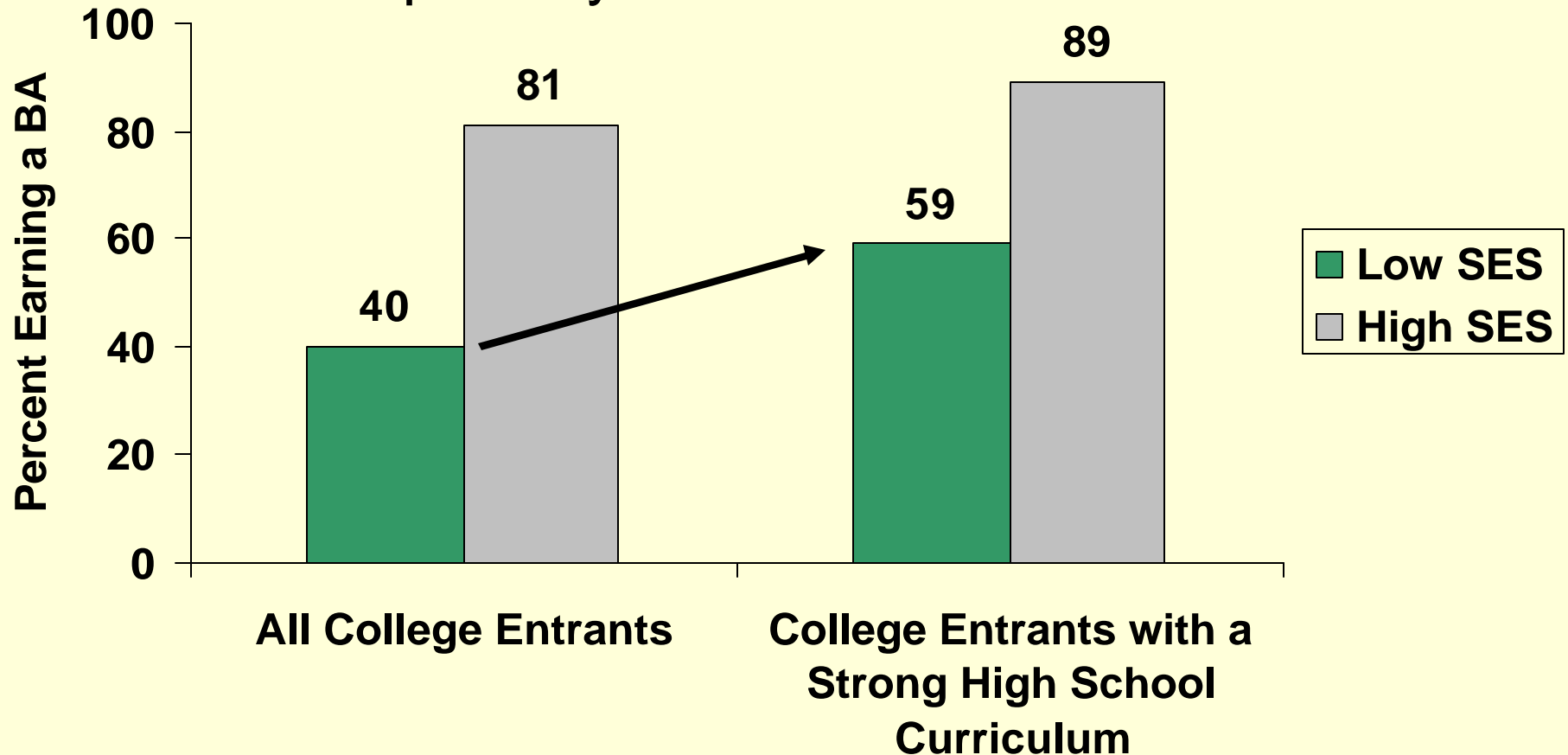
Source: U.S. DOE, NCES, Getting Ready to Pay for College: What Students and Their Parents Know About the Cost of College Tuition and What They Are Doing to Find Out, September 2003.

What Can Texas Do To Improve College-Going and Success?

- **Moving to a Default Academic Curriculum was a good start.**
- **Aligning K-12 Standards with Demands of College and Careers;**
- **Adopting Tests that Provide Useful Information to Educators, Parents, and Students re: College Readiness;**
- **Providing Curriculum and Instructional Support Materials to Teachers;**
- **Eliminating Inequities in Funding and Access to Qualified Teachers Should Coincide With Work on Standards/Curriculum**

1. A college-ready/work-ready curriculum helps students know more and do better, regardless of their path after high school.

A Rigorous High School Curriculum* Greatly Increases Bachelor's Degree Completion, Especially for Low-SES Students



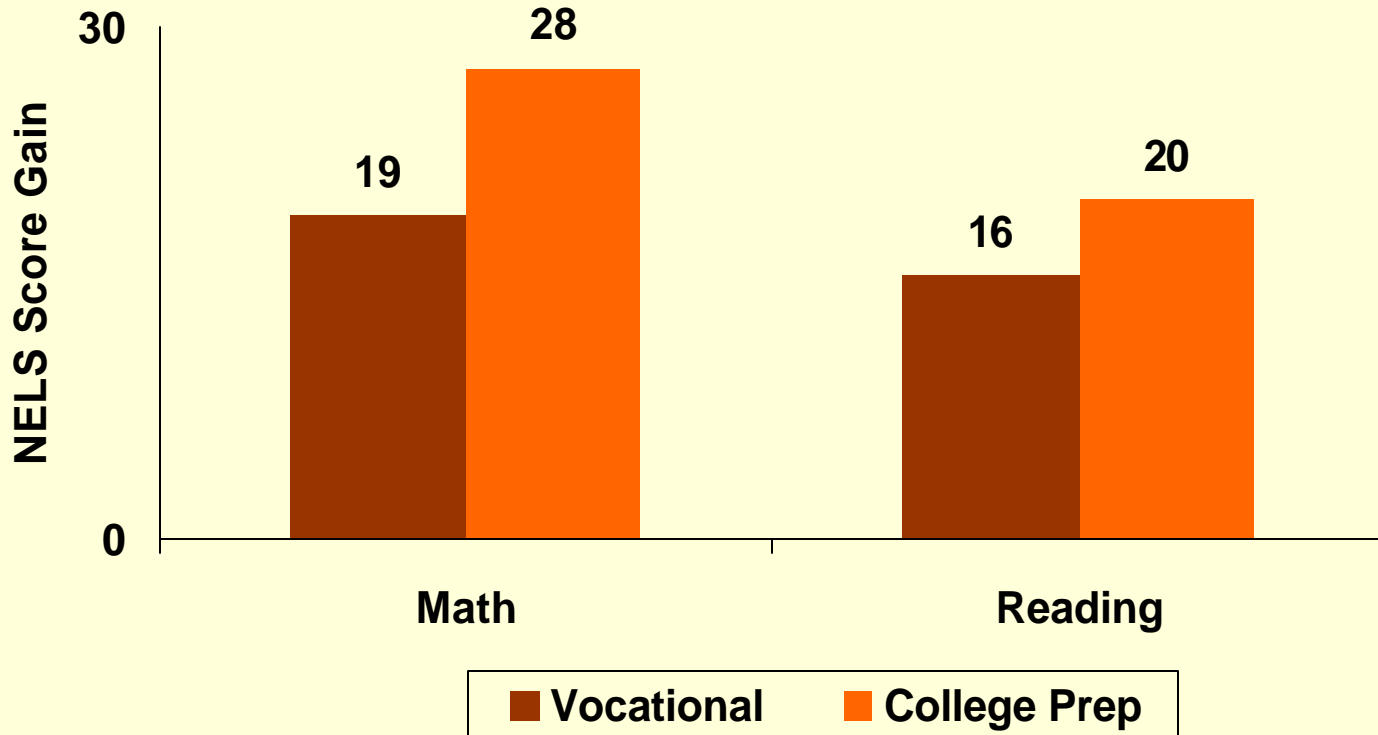
*Rigorous Curriculum is defined as the top 40 percent of high school curriculum and the highest high school mathematics above Algebra 2.

Note: These numbers reflect outcomes for high school graduates who enter four-year institutions with no delay.

Source: Clifford Adelman, U.S. Department of Education, The Toolbox Revisited, 2006.

Students of all sorts
learn more...

Low Quartile Students Gain More From College Prep Courses*



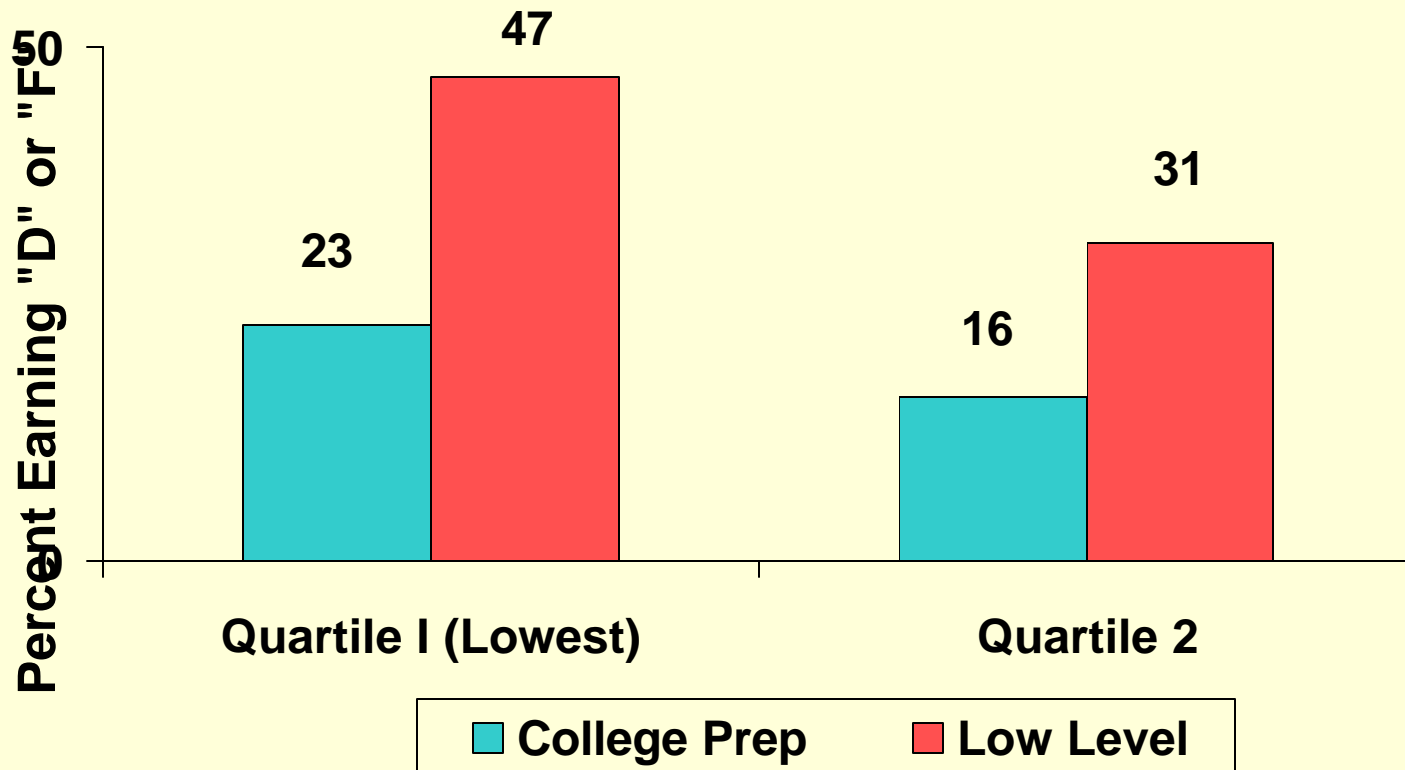
***Grade 8-grade 12 test score gains based on 8th grade achievement.**

Source: USDOE, NCES, *Vocational Education in the United States: Toward the Year 2000, in Issue Brief: Students Who Prepare for College and Vocation*

And fail less often...

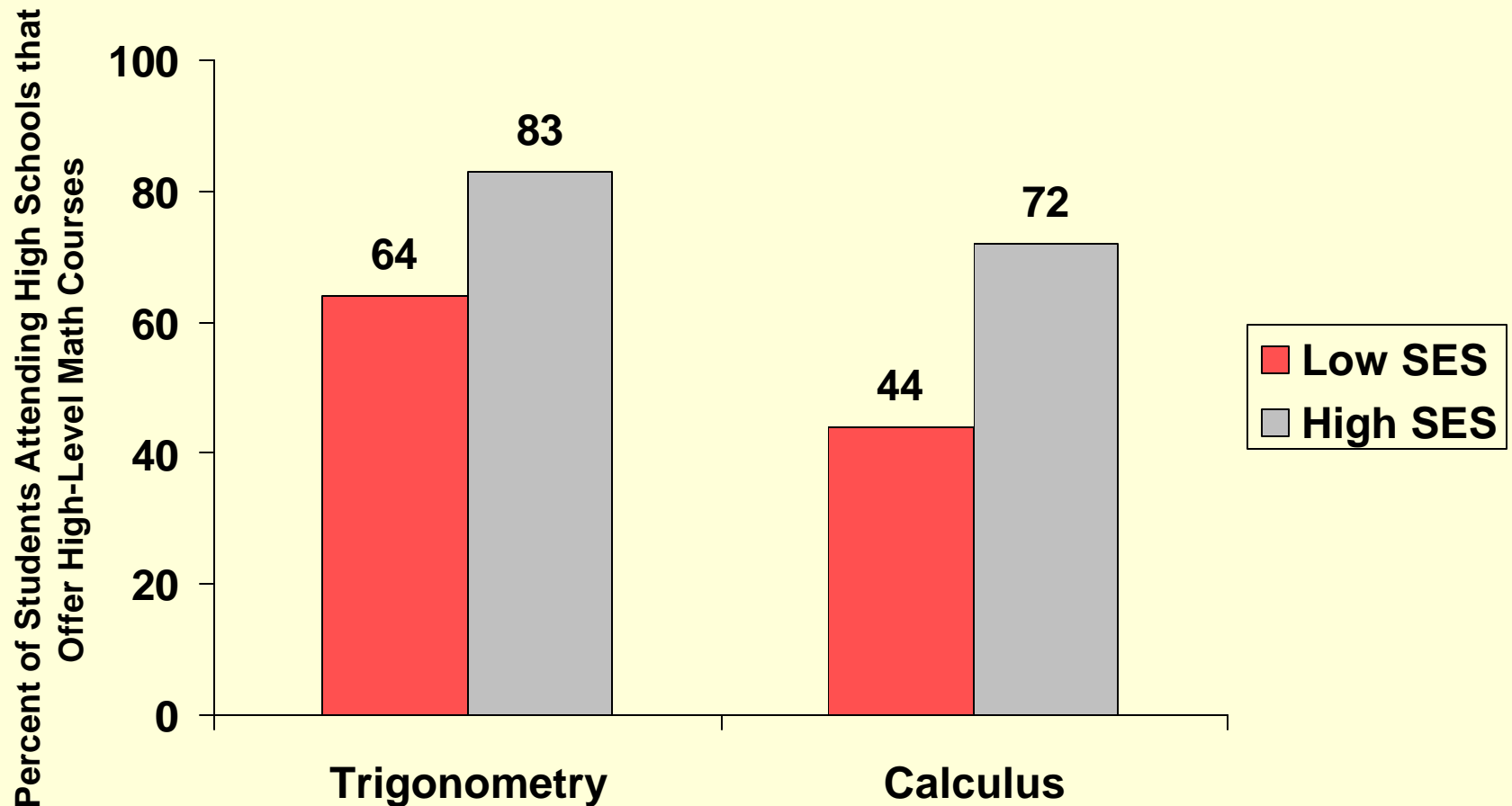
Previous Low-Achievers Do Better In Reading Intensive Courses

Ninth-grade English performance, by high/low level course, and eighth-grade reading achievement quartiles



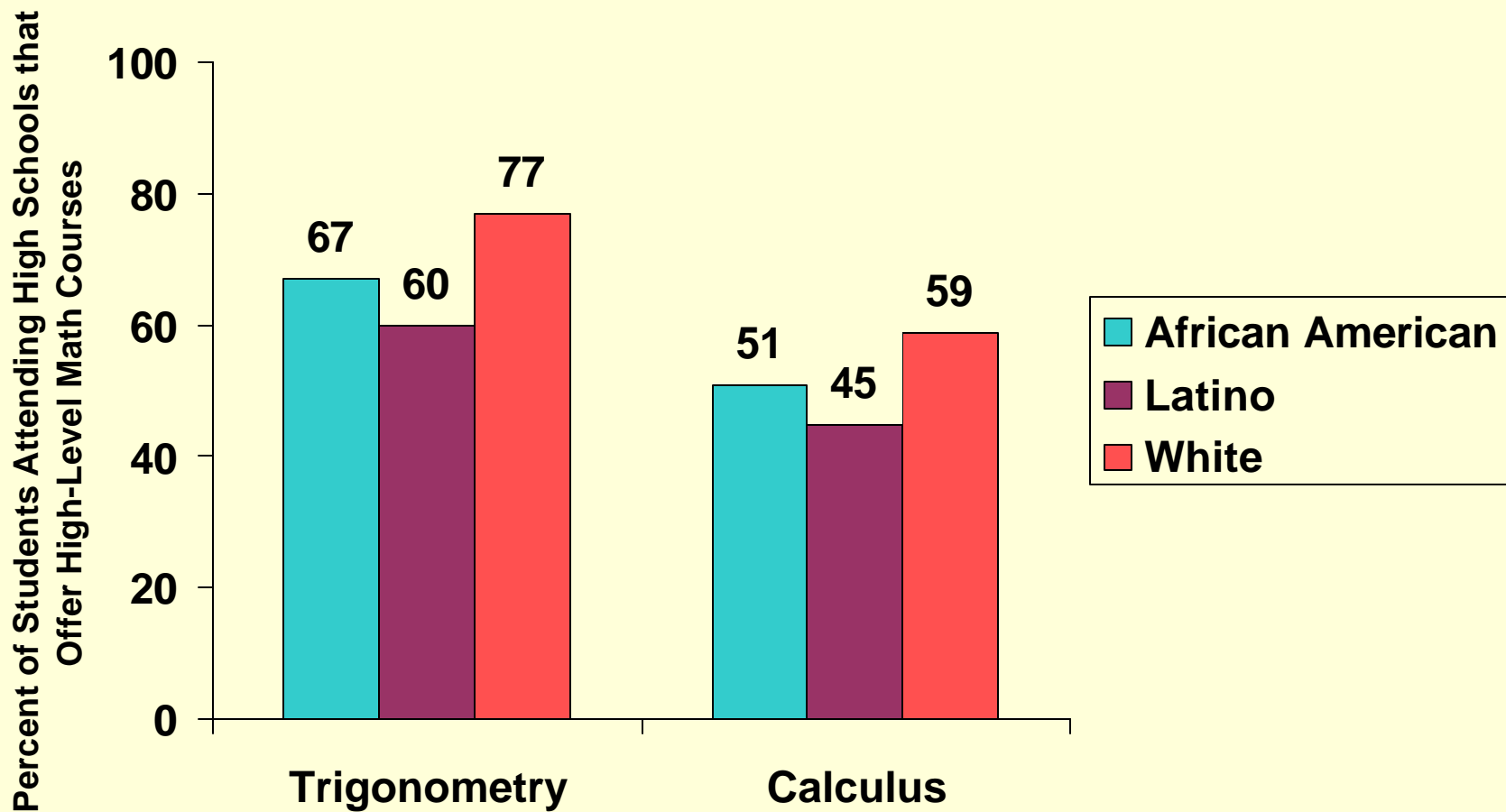
Source: Southern Regional Education Board, "Middle Grades to High School: Mending a Weak Link" by Sondra Cooney and Gene Bottoms, 2002.

Low-SES Students are Less Likely to Attend High Schools that Offer High-Level Math Courses



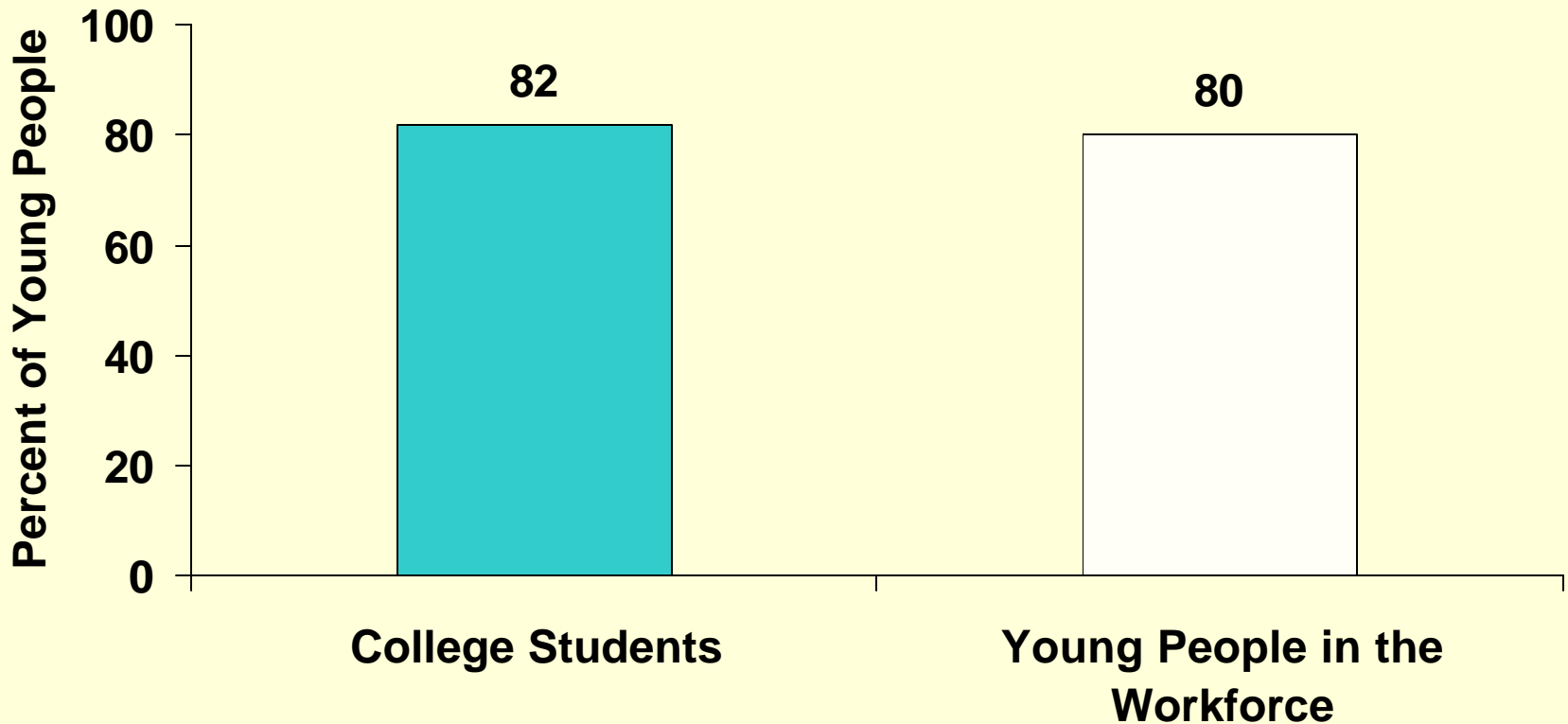
SES quintiles are composites of family income, parental education, prestige of parental occupation(s), and the presence of reading materials and computers in the household.

Students of Color are Less Likely to Attend High Schools that Offer High-Level Math Courses



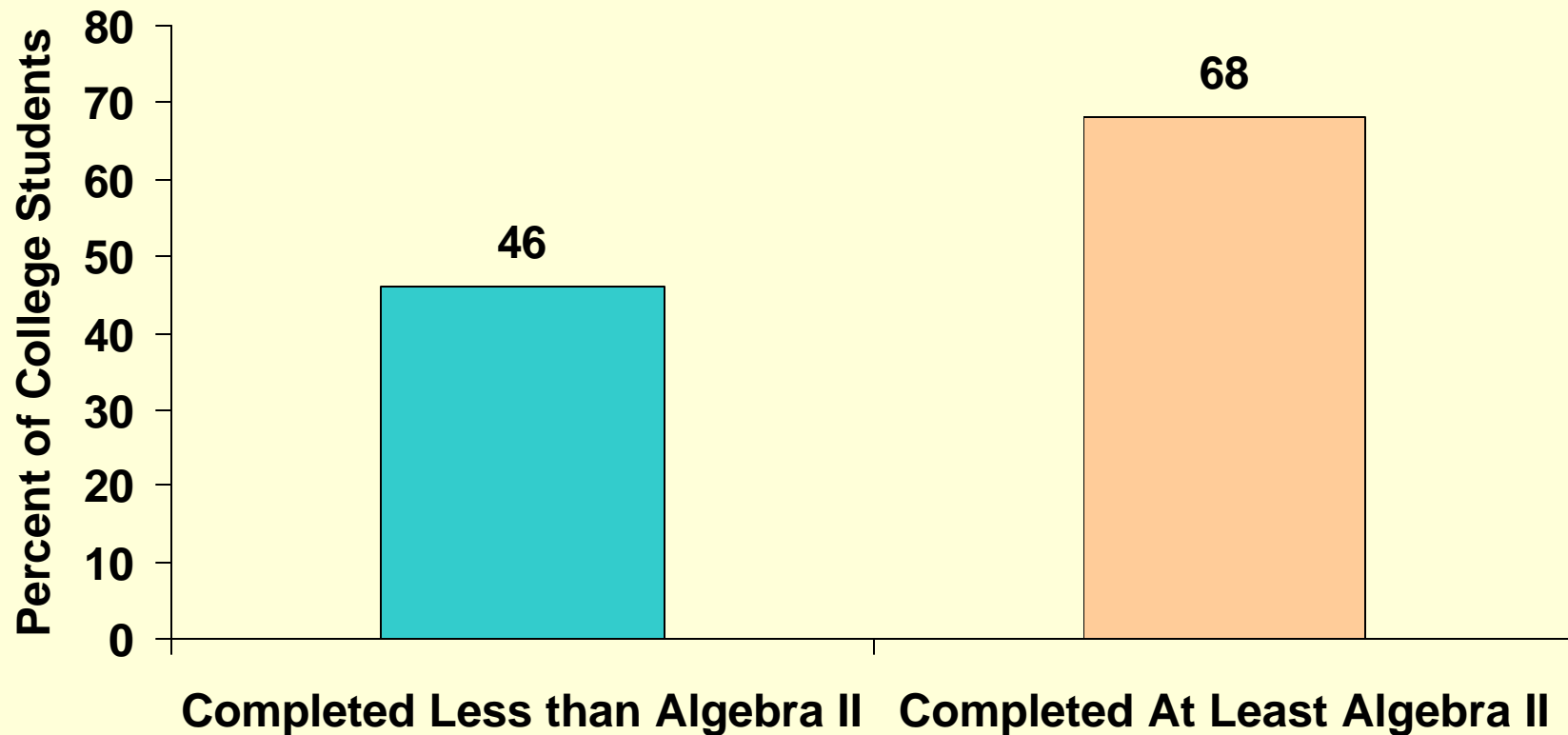
High School Graduates Could Have Met Higher Standards

Percent of young people reporting that they would have worked harder if their high schools had demanded more of them, set higher academic standards, and raised expectations of how much course work and studying was necessary to earn a diploma



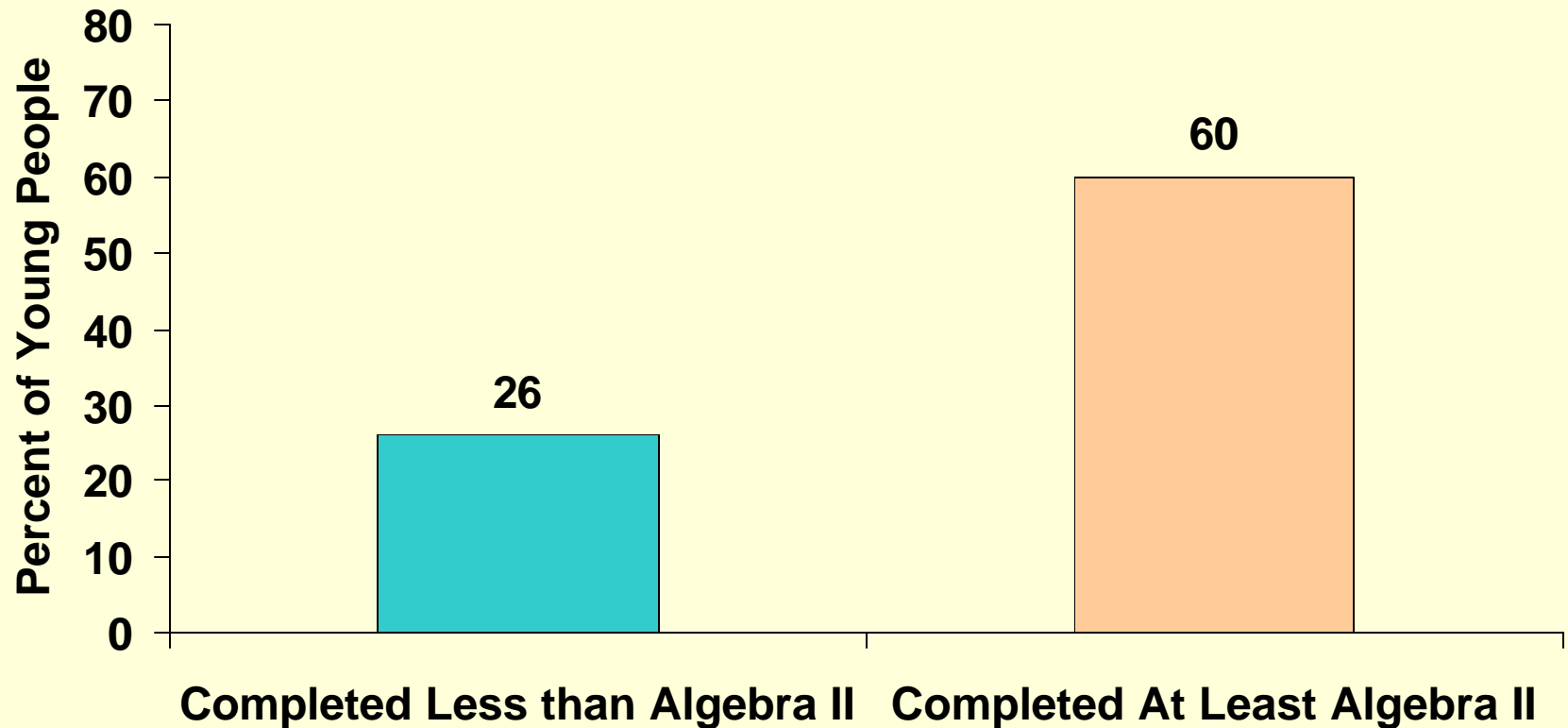
College Students Who Completed at Least Algebra II in High School are Better Prepared to do College Level Math

Percent of college students reporting feeling prepared to do college level math, by level of math taken in high school



Young People Who Completed at Least Algebra II in High School are Better Prepared to do Workplace Math

Percent of young people reporting feeling prepared to do the math expected of them in the workplace, by level of math taken in high school

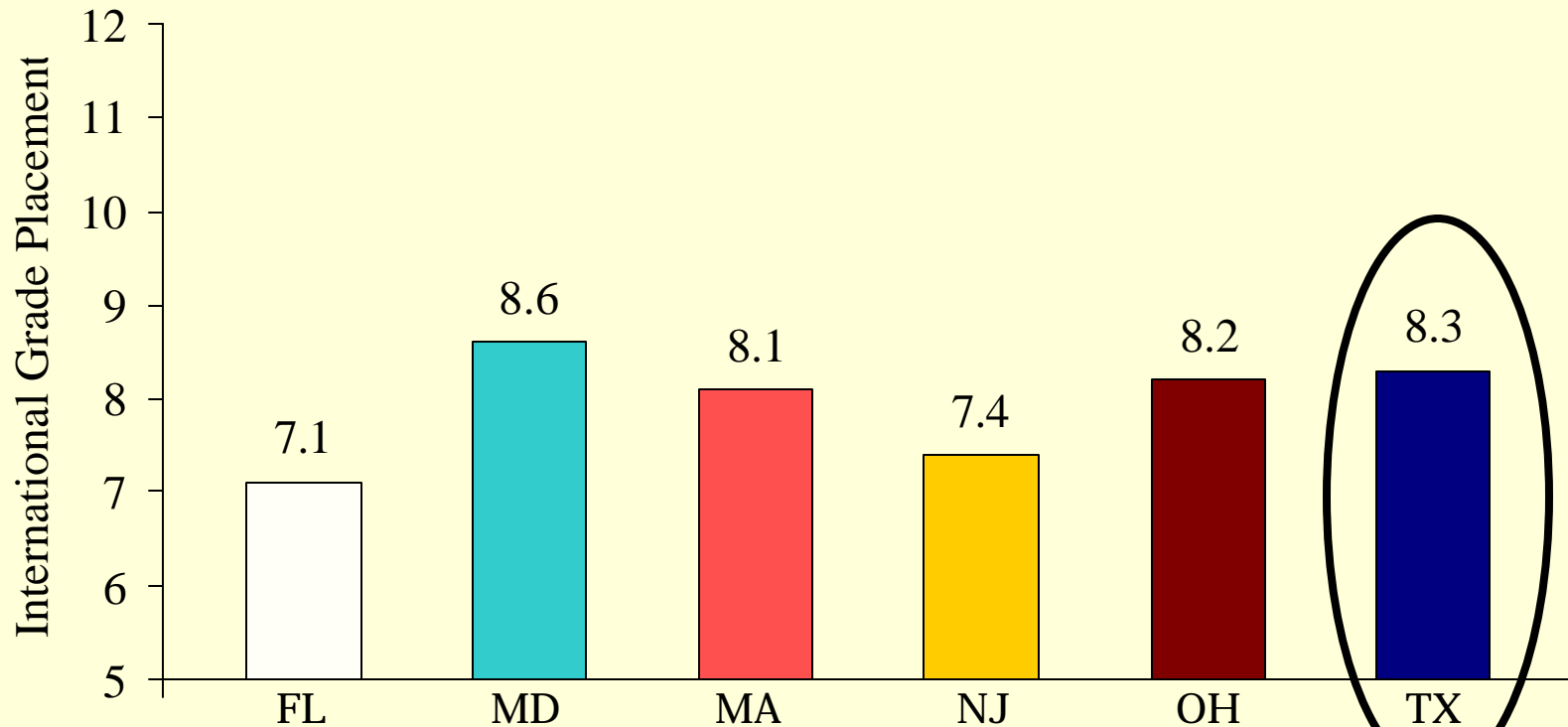


2. Setting the Right Goals

- Texas Has Raised Performance Standards Over Time
- Challenge Now Is to Align K-12 Standards With the Expectations Students Face In College and Work
- Students and Schools Need an “On-Track to College-Ready” Signal Before End of HS

In 2004, students could pass Texas (and most states') math tests knowing content typically taught in 7th and 8th grade internationally

Grade when most international students cover content required to pass state math tests



Source: Achieve, Inc., *Do Graduation Tests Measure Up? A Closer Look at State High School Exit Exams*, 2004.

3. Better Information for Teacher Students, and Policymakers

- End-of-Course Tests with a College-Ready Signal Should Help
- Vertical Scaling to Send Signal In Earlier Grades Is Essential
- Consider Performance Components to Assess Skills Beyond Core Academic Content (e.g., oral communication, research, teamwork)

What's the Right State Role in Performance Assessments?

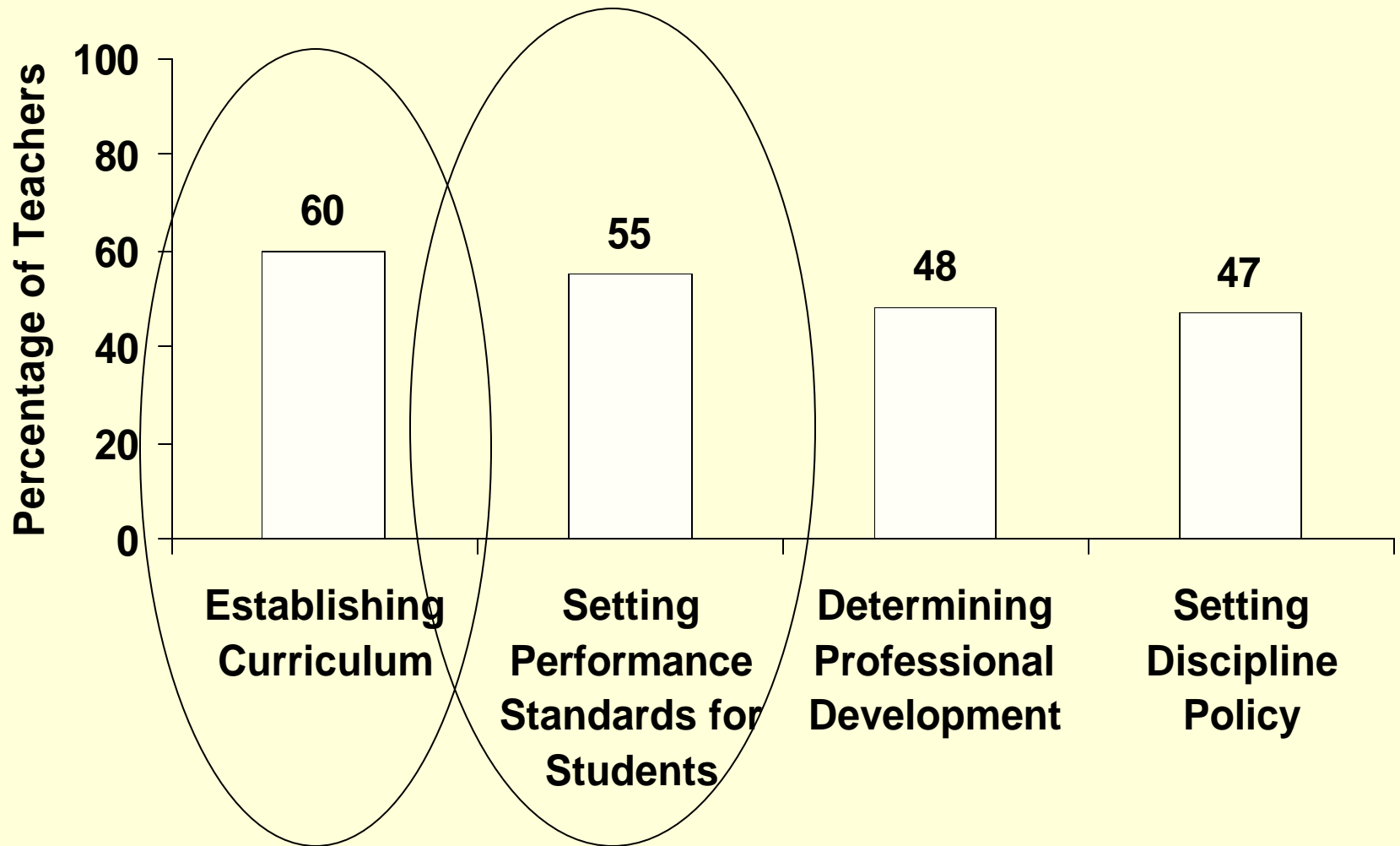
- Signaling Importance
- Setting Standards
- Developing High-Quality Prompts
- Auditing/Quality Control

4. Curriculum Is Key

- Standards and tests do NOT provide sufficient roadmap for teachers.
- Educators need rich curriculum materials, better data on *why* students struggle, and more exemplars of successful strategies with struggling students.

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

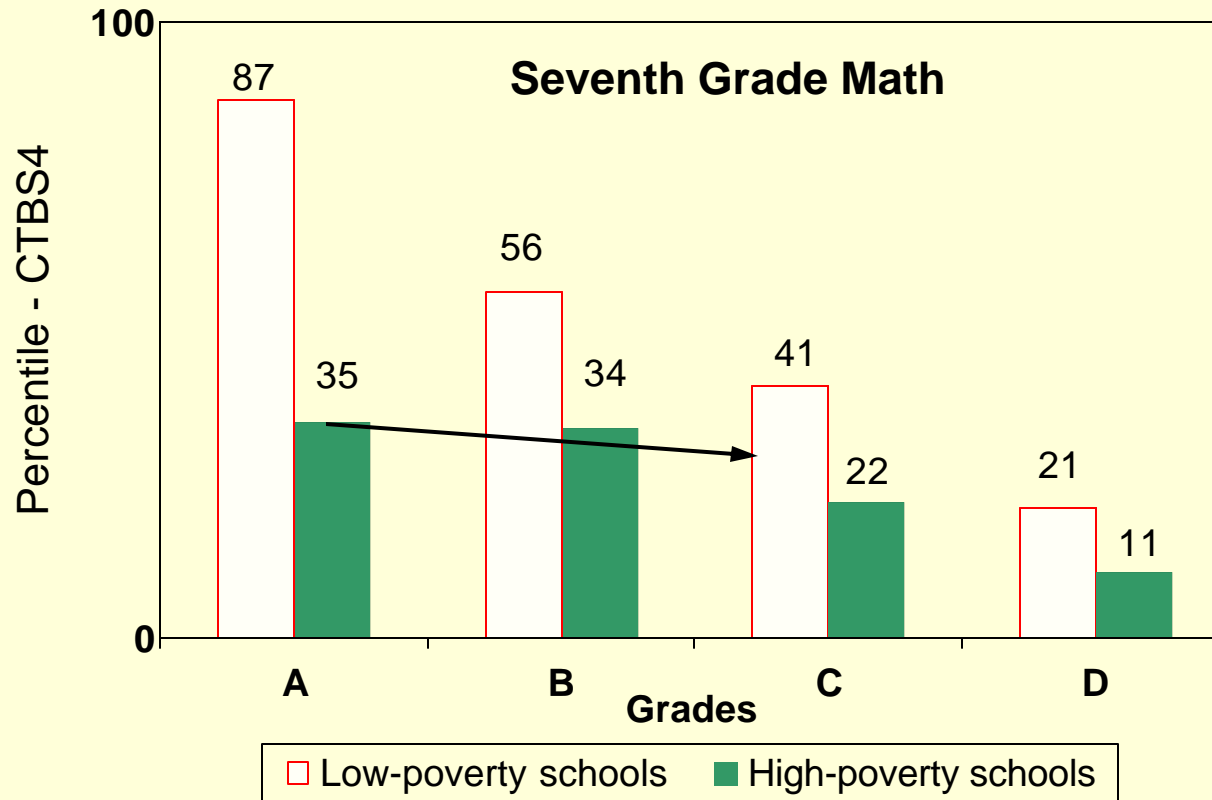
Percentage of Teachers Reporting a Moderate to Great Deal of Influence Over...



Result? A System That:

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

'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.

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

Middle School Example:

7th Grade Assignment

Name and describe functions of the five body systems.

Middle School Example

7th Grade Assignment

Explain the difference between the systems of the body affected by an allergy to pollen and those affected by an allergy to food as well as the process by which different medicines reduce the symptoms of each allergy.

The Odyssey

Ninth Grade

High-level Assignment

Comparison/Contrast Paper Between Homer's Epic Poem, *The Odyssey* and the Movie "O Brother Where Art Thou"

By nature, humans compare and contrast all elements of their world. Why? Because in the juxtaposition of two different things, one can learn more about each individual thing as well as something about the universal nature of the things being compared.

For this 2-3 page paper you will want to ask yourself the following questions: what larger ideas do you see working in *The Odyssey* and "O Brother Where Art Thou"? Do both works treat these issues in the same way? What do the similarities and differences between the works reveal about the underlying nature of the larger idea?

The Odyssey

Ninth Grade

Low-level Assignment

Divide class into 3 groups:

Group 1 designs a brochure titled "Odyssey Cruises". The students *listen* to the story and write down all the places Odysseus visited in his adventures, and list the cost to travel from place to place.

Group 2 draws pictures of each adventure.

Group 3 takes the names of the characters in the story and gods and goddesses in the story and designs a crossword puzzle.

Grade 10 Writing Assignment

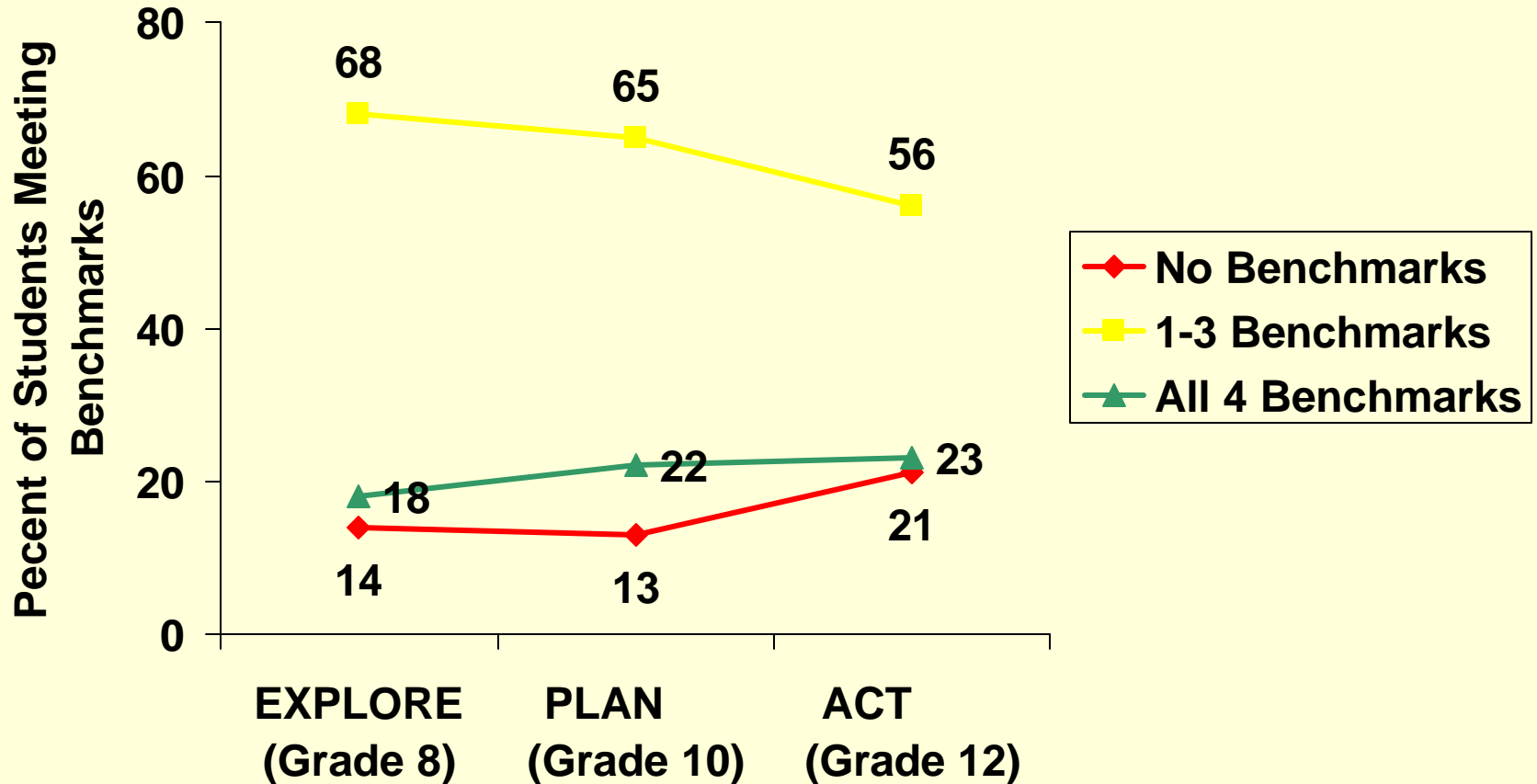
A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.

Grade 10 Writing Assignment

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society.

Illustrate your work with a neat cover page. Neatness counts.

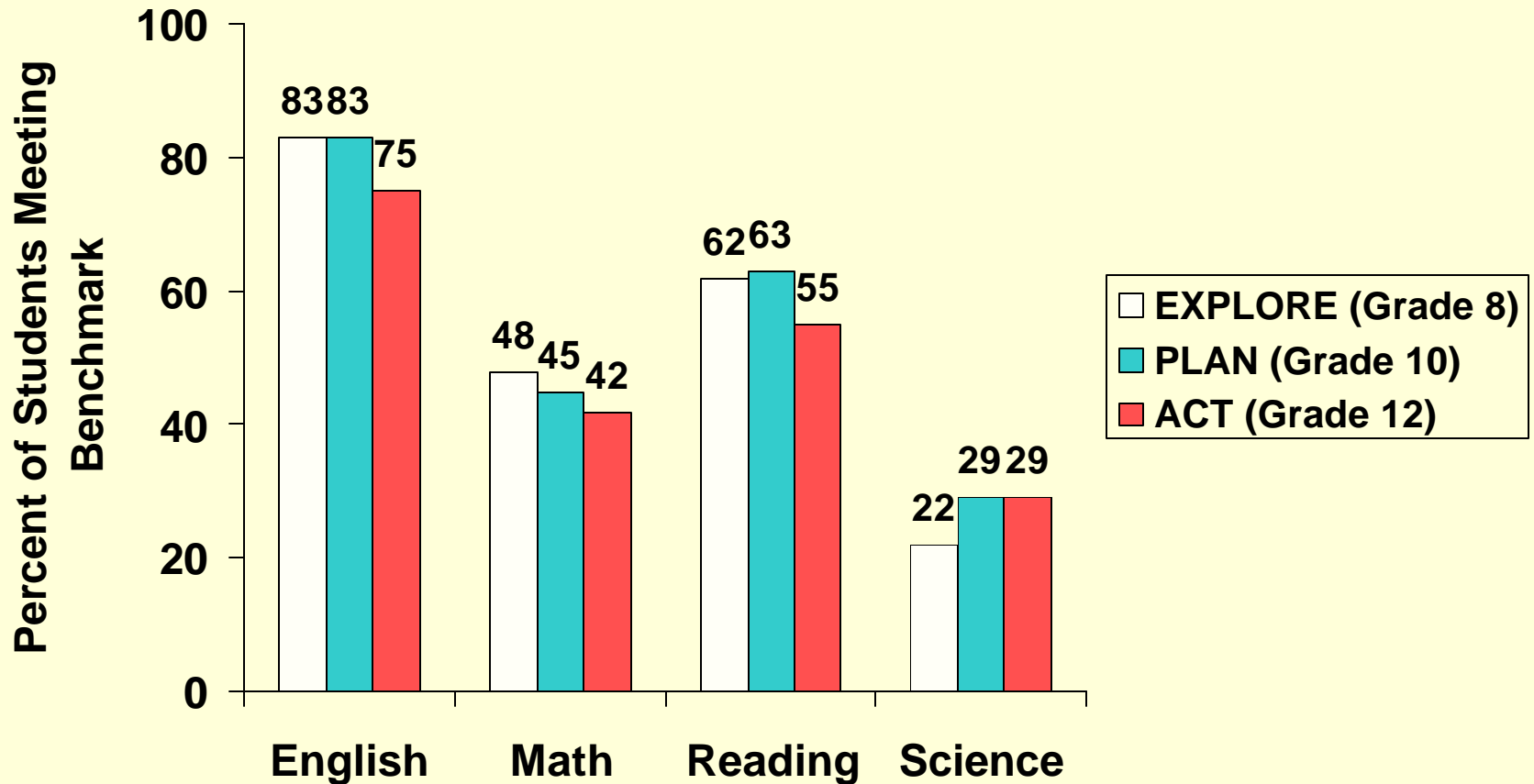
College-Readiness Declines as Students Progress Through the School System



Note: Data are for students who graduated in 2003, 2004, or 2005.

Source: Rigor at Risk: Reaffirming Quality in the High School Core Curriculum, ACT, 2007.

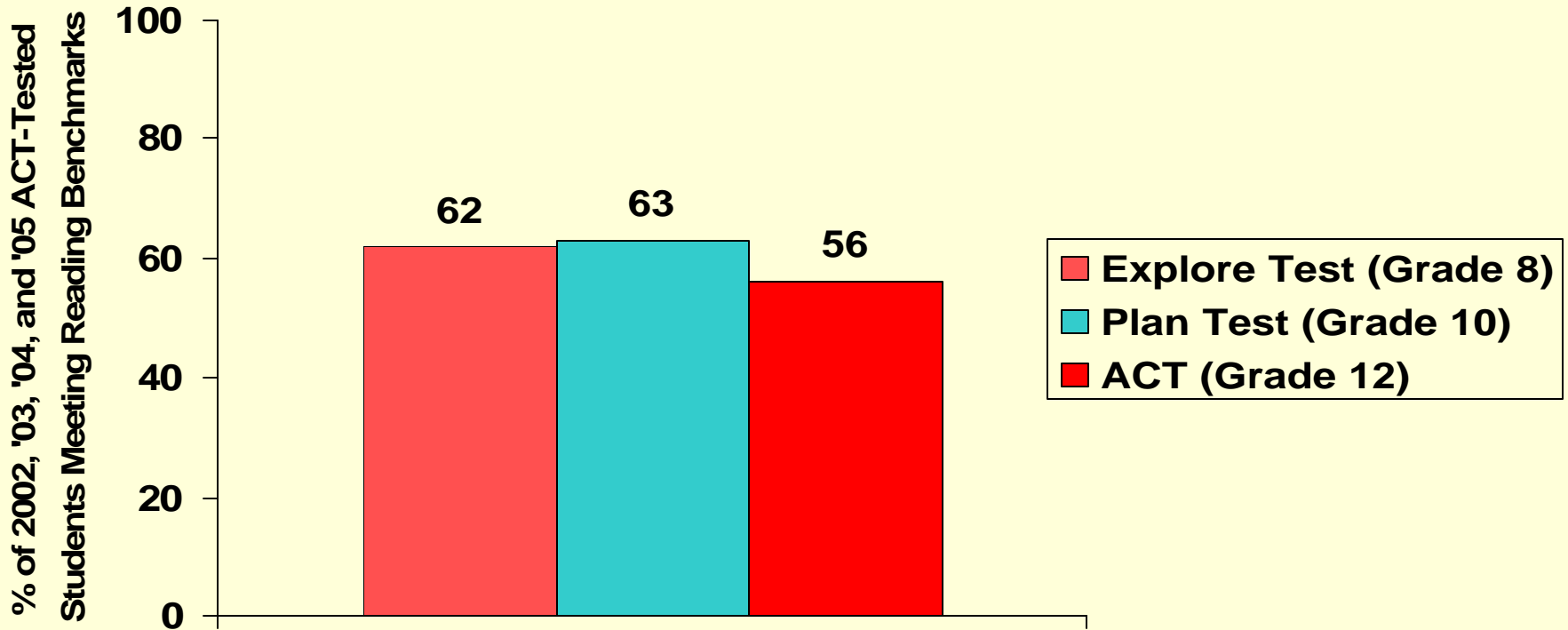
College-Readiness Benchmark Attainment by Subject



Note: Data are for students who graduated in 2003, 2004, or 2005.

Source: Rigor at Risk: Reaffirming Quality in the High School Core Curriculum, ACT, 2007.

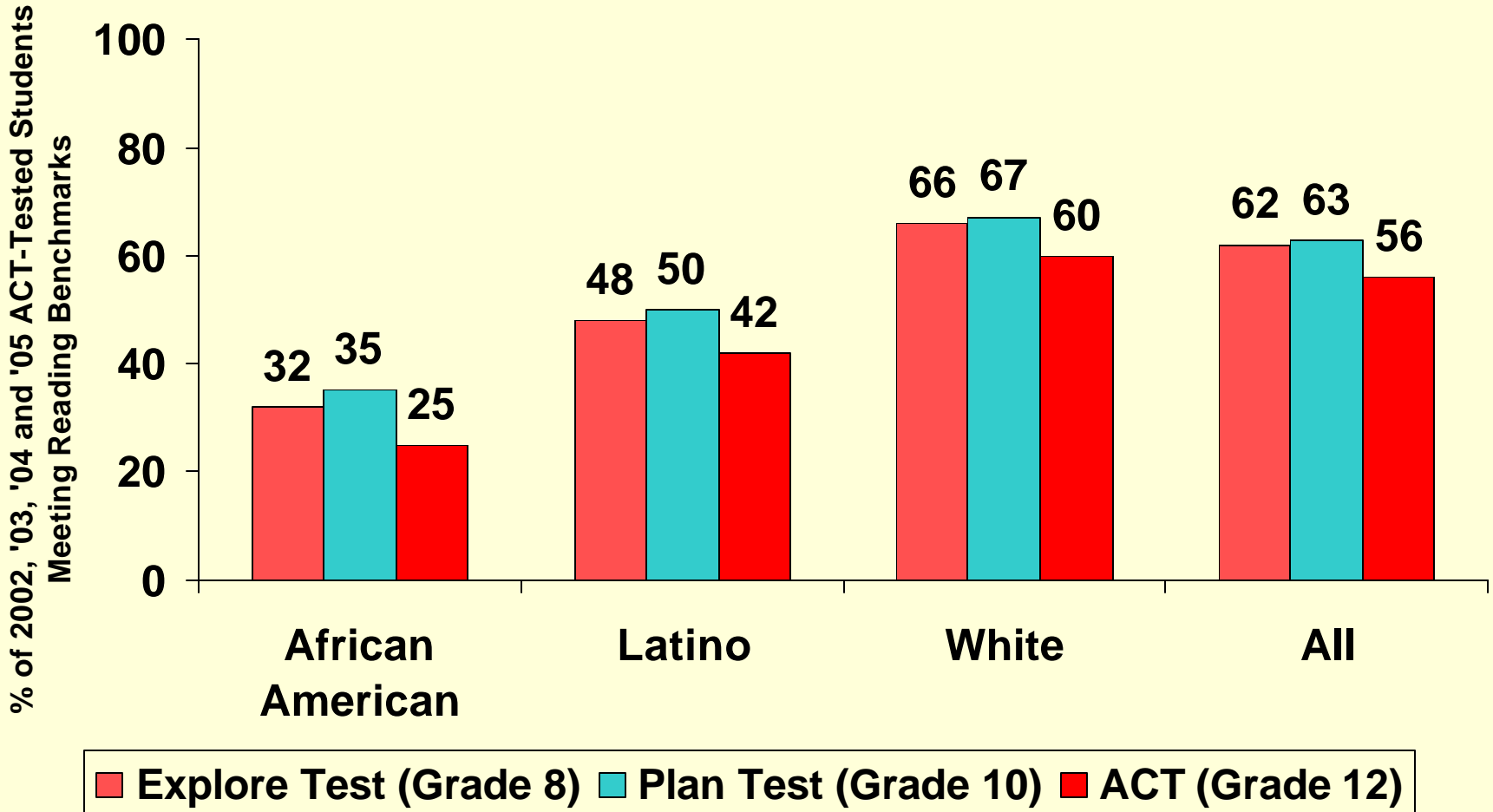
Students are Losing Ground In Reading in High School



ACT's College Reading Readiness Benchmark is defined as a 50% chance or higher of earning a "B" or better or a 75% chance or higher of earning a "C" or better in credit bearing courses such as Psychology or U.S. History that are usually reading dependent.

Students Lose Ground in Reading in HS

Students of Color Lose the Most



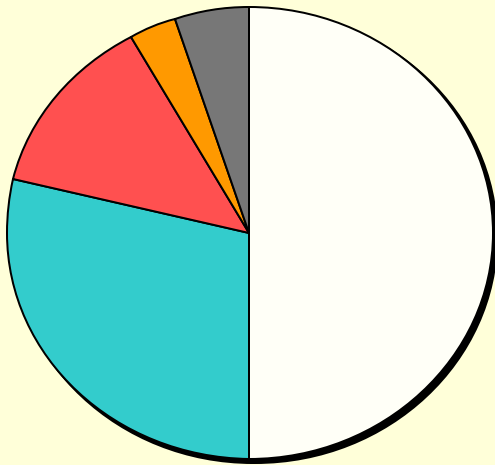
ACT's College Reading Readiness Benchmark is defined as a 50% chance or higher of earning a "B" or better or a 75% chance or higher of earning a "C" or better in credit bearing courses such as Psychology or U.S. History that are usually reading dependent.

Source: ACT, 2006, Reading Between the Lines: What the ACT Reveals About College Readiness in Reading

Some Places Are Showing Us
the Potential Progress When
College-Ready/Work-Ready
Curriculum Is Expected for All

San Jose (CA) U.S.D.

San José Unified Demographics



□ Hispanic

■ White

■ Asian

■ African
Amer

■ Other

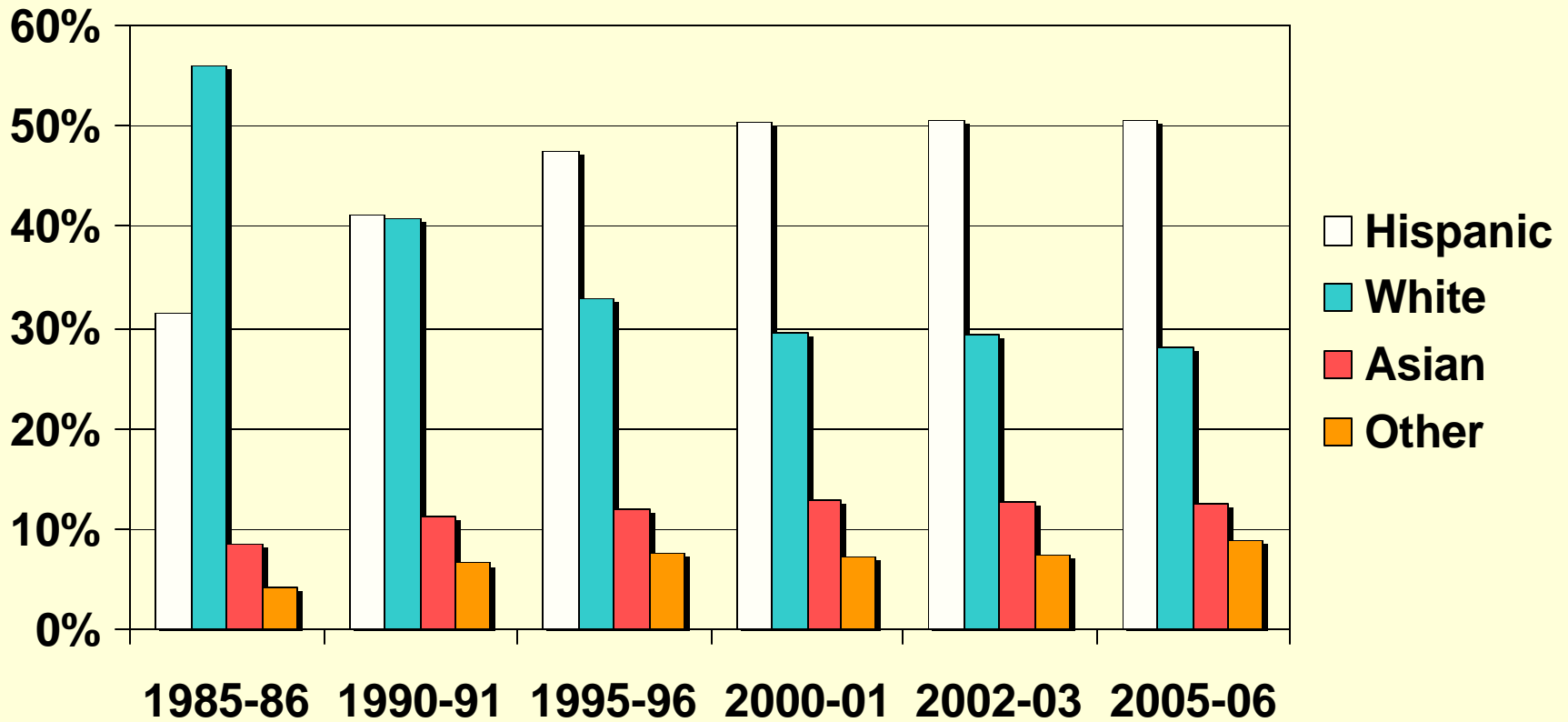
- **50% Hispanic**
- **29% White**
- **13% Asian**
- **3% African/American**
- **5% Other**

✓ **39% Low SES**

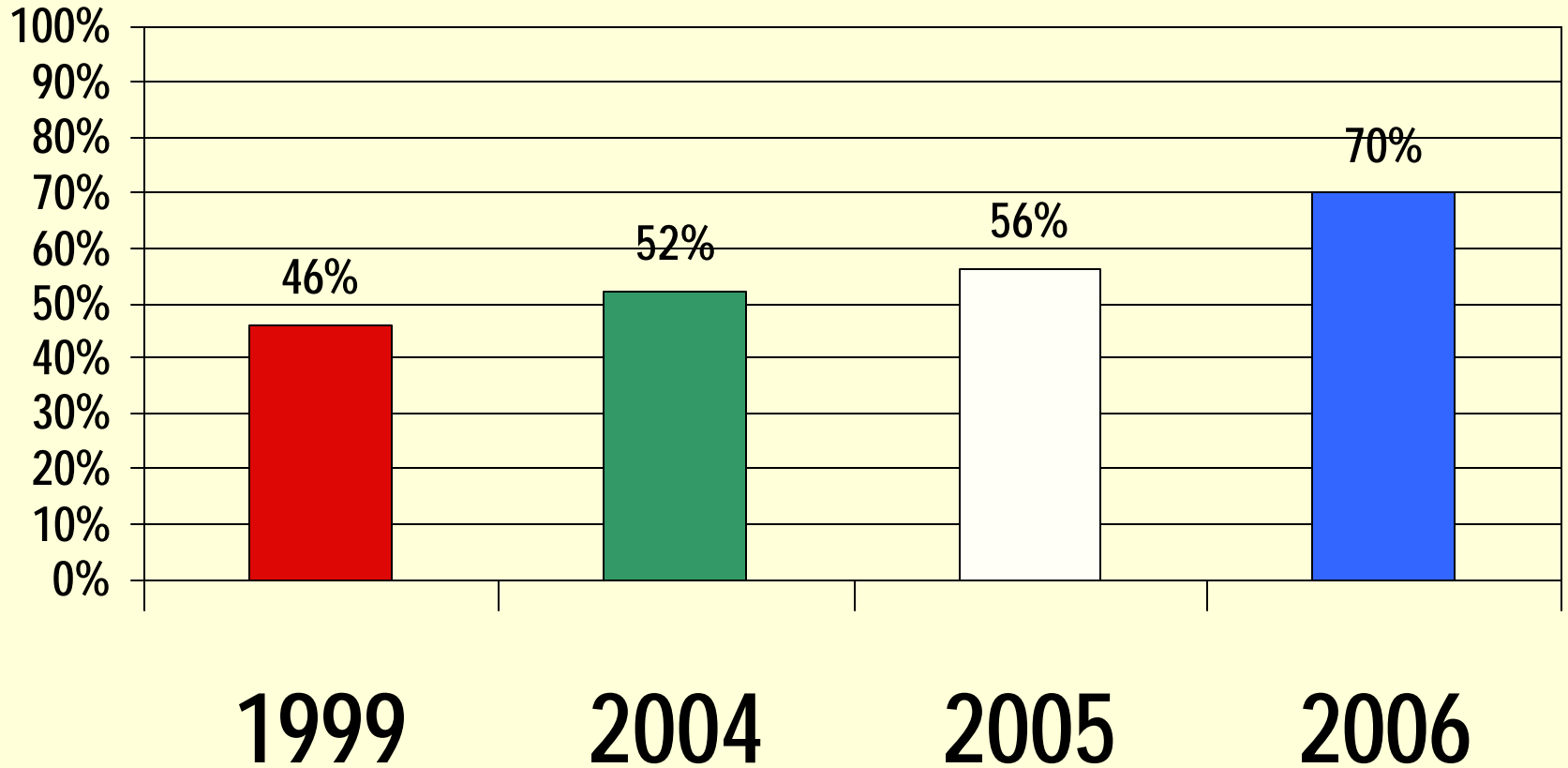
✓ **28% EL**

- **87% Spanish Speaking**

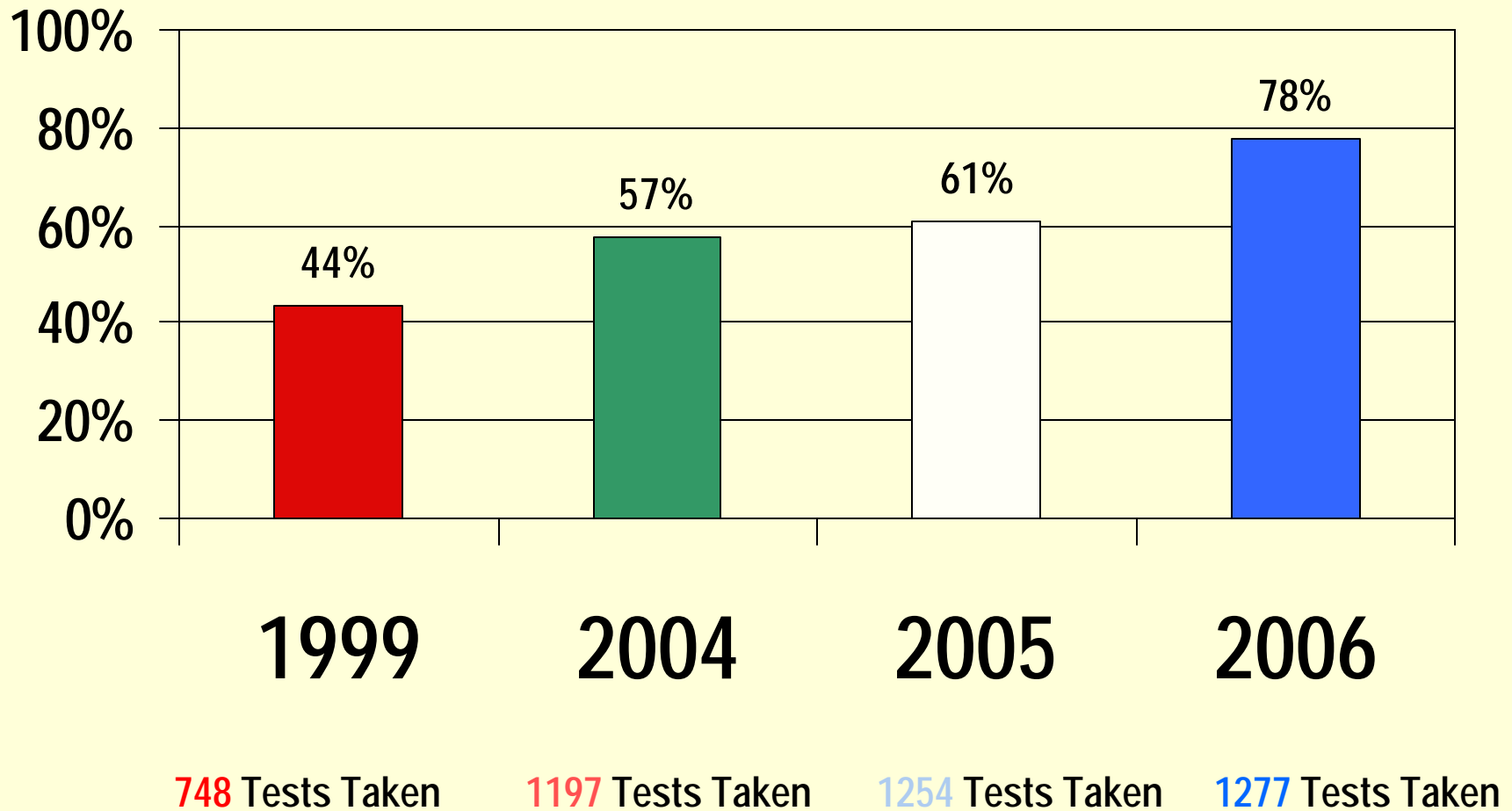
San Jose U.S.D. K-12 Enrollment by Ethnicity



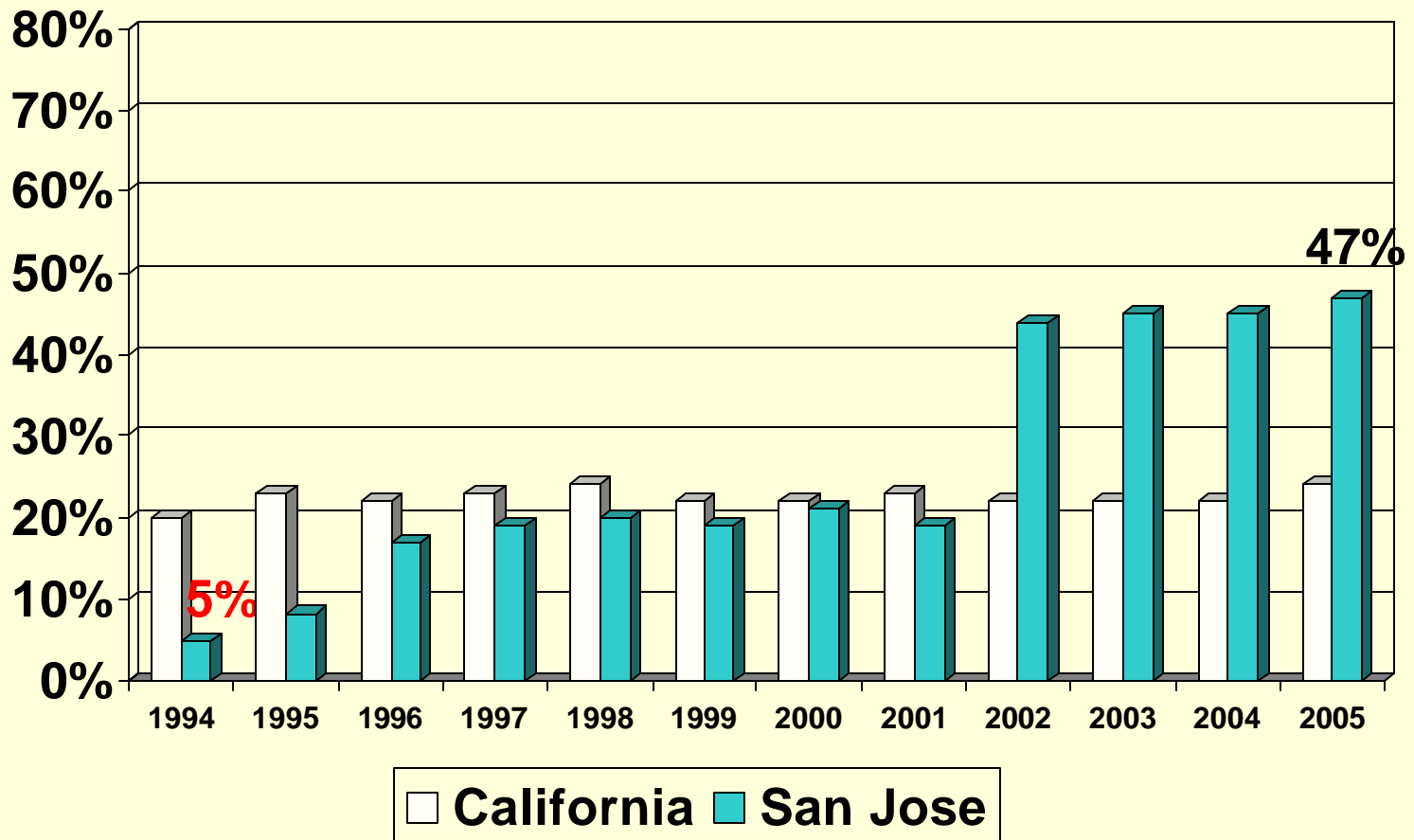
AP Participation is Up



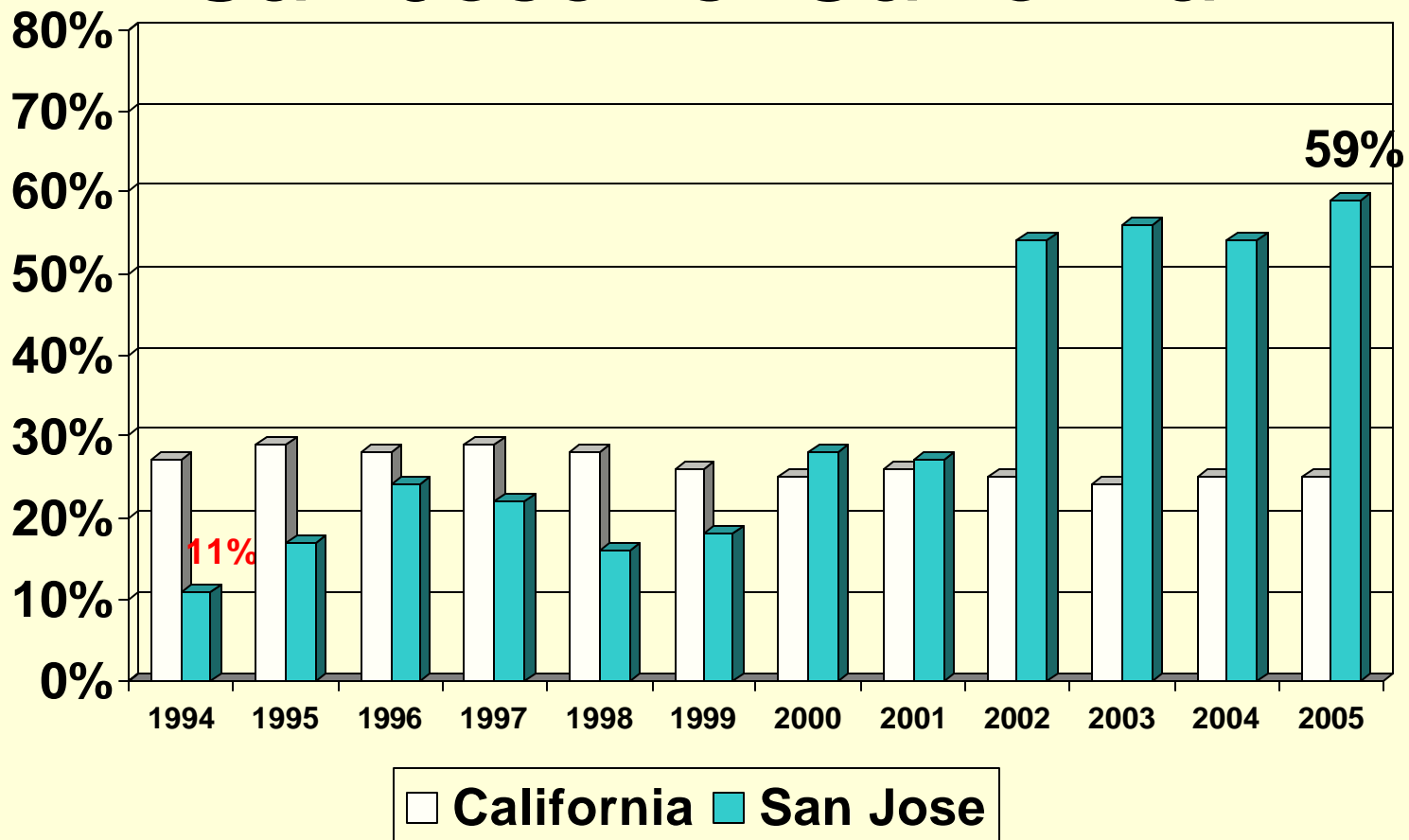
... So Is Success in AP: Seniors With AP score of ≥ 3



Latino College-Ready Graduates San Jose vs. California

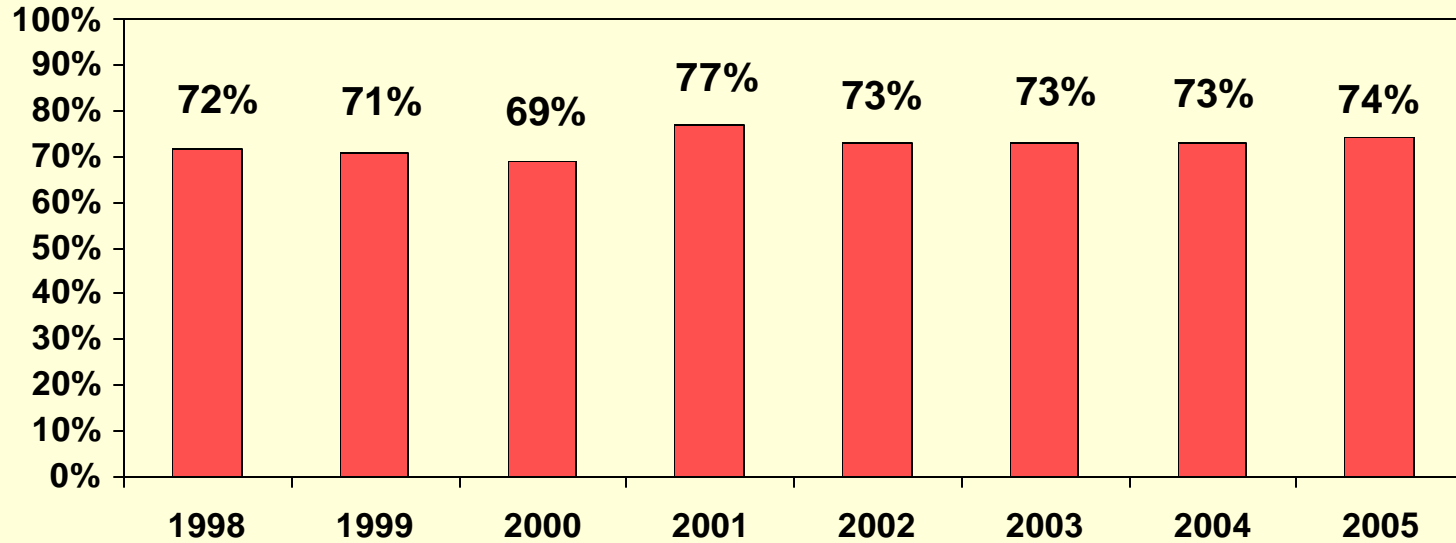


African American College-Ready Graduates San Jose vs. California



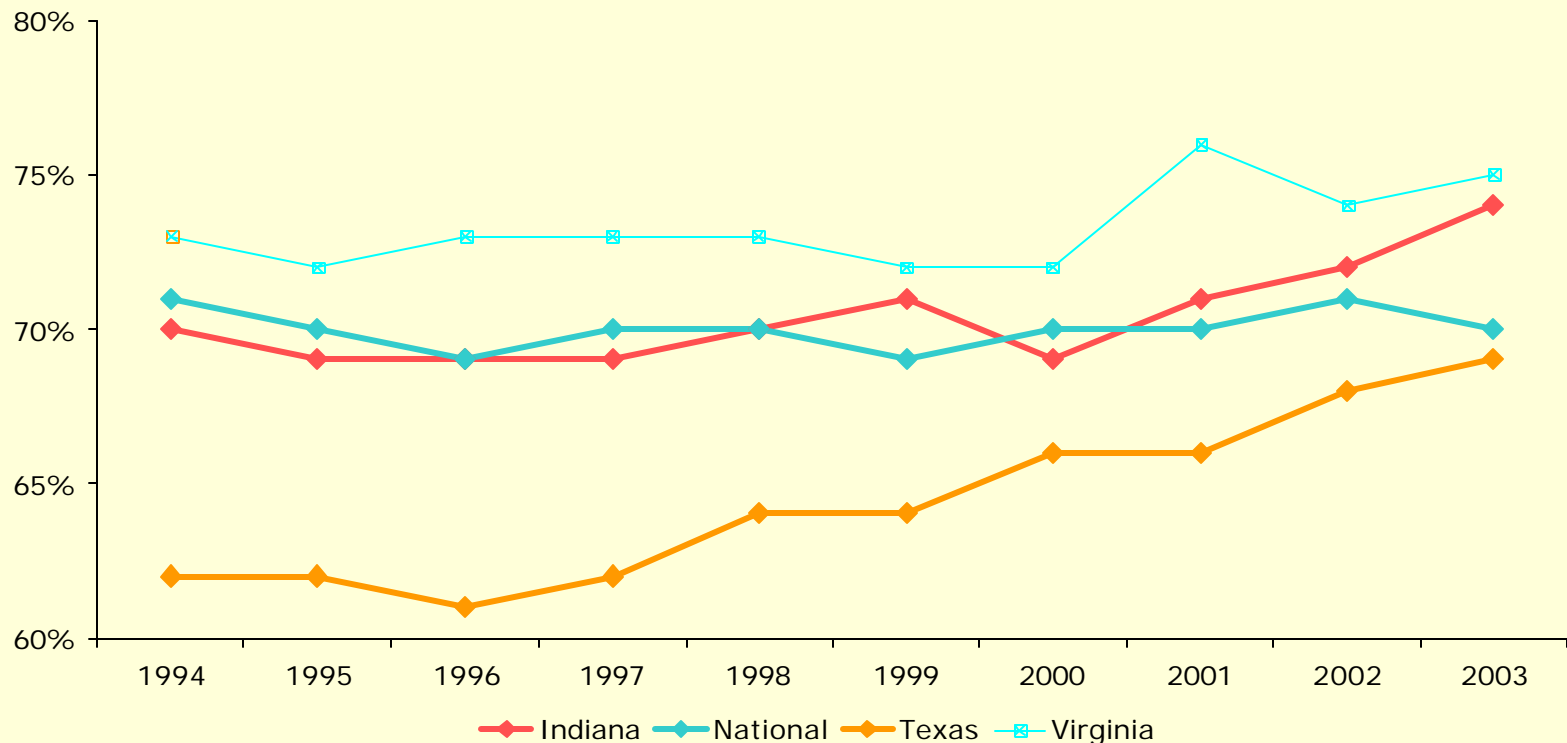
And Grad Rates Held Steady

SJUSD Graduation Rates



Estimated
completion rate
using Manhattan
Institute
methodology

High school graduation rates generally remain steady — or rise — as states raise expectations



Sources: Greene, Jay P. *Leaving Boys Behind: Public High School Graduation Rates*, Manhattan Institute, Civic Report No. 48, April 2006; Greene, Jay P. *Public High School Graduation and College-Readiness Rates: 1991–2002*, Manhattan Institute, Education Working Paper No. 8, February 2005.

Analysis by Achieve, Inc.

Standards and Assessments Are the Foundation

- But Much More Needs To Be Done So All Texans Have a Fair Shot At Meeting the Standards
 - Funding Gaps
 - Teacher Quality Gaps

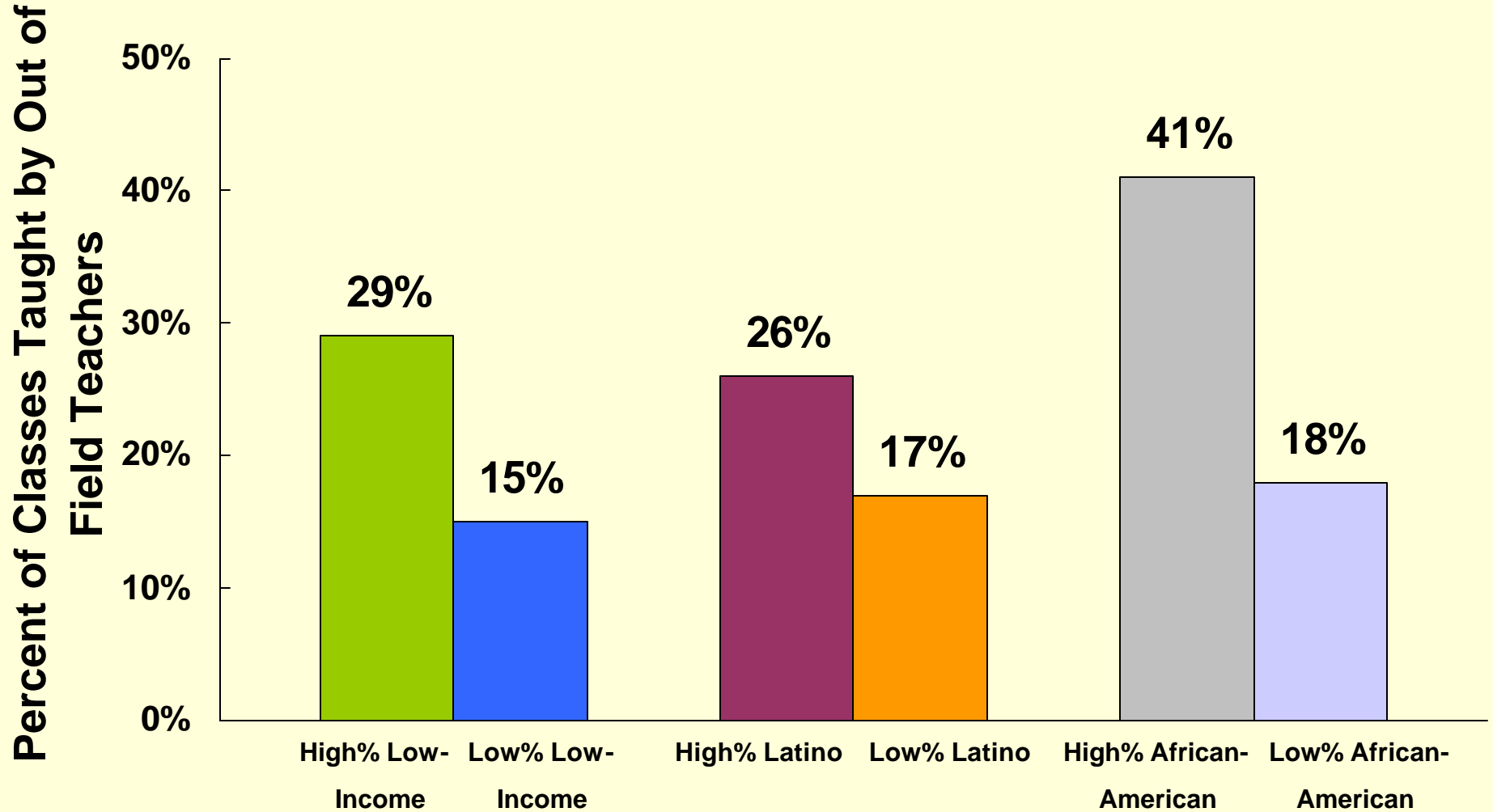
Texas Funding Gaps

Gap Between:	Gap Size
Highest and Lowest-Poverty Districts	\$165 per student
Highest and Lowest-Minority Districts	\$912 per student
Highest-ELL and Lowest-ELL Districts	\$1,252 per student

Note: Figures do not include adjustments for low-income students

Source: The Education Trust, The Funding Gap 2007. Data are for 2005

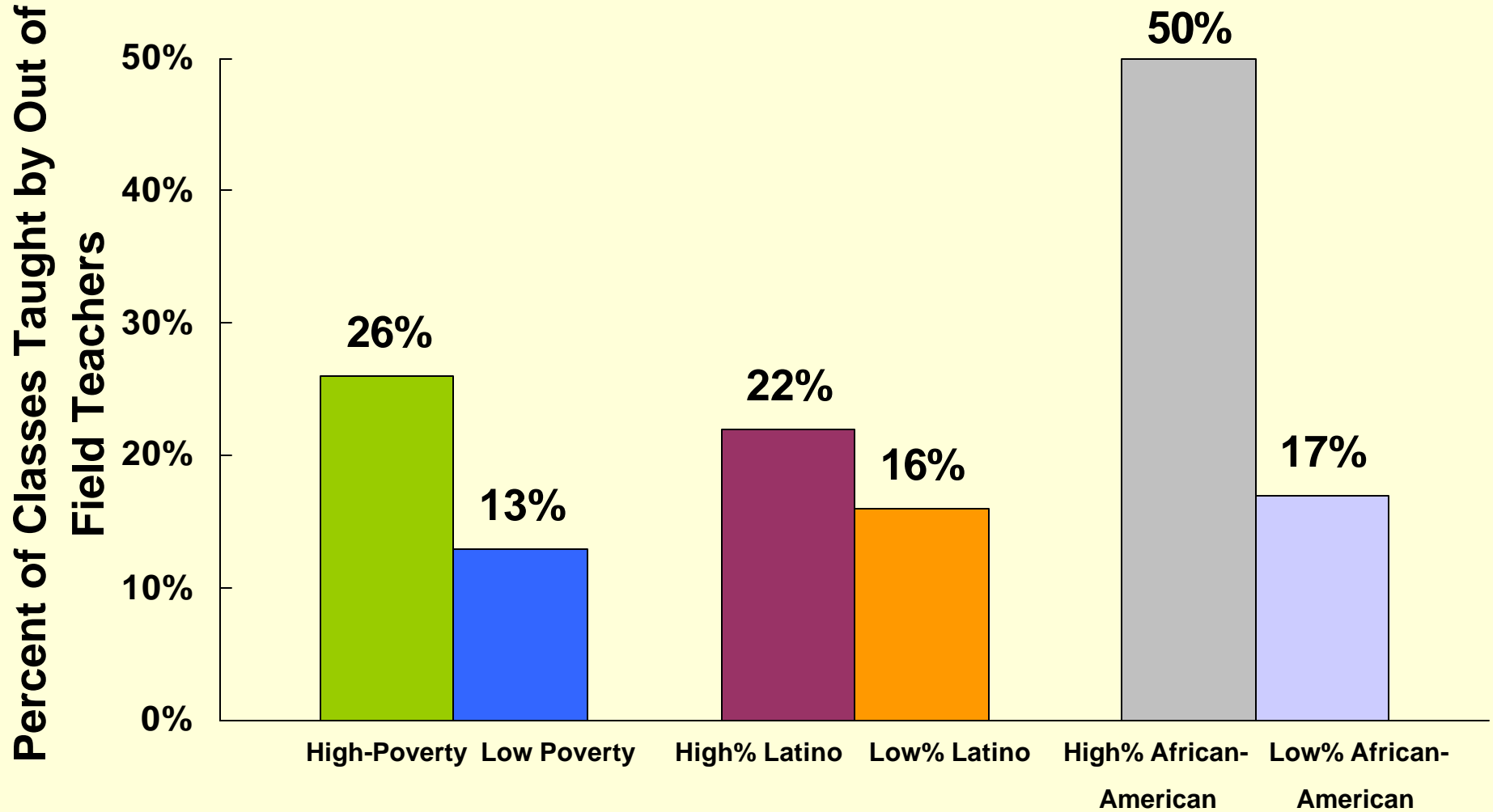
Low-Income and Minority Students Get Less Qualified Teachers – Algebra I



Note: High% represents a school population of 75.1% - 100%; Low% represents school population of 0 – 25%; Out-of-field teachers are teachers who teach in a subject in which they are not certified.

Source: Analysis of 2005-2006 Teacher Employment Records from the Public Education Information Management Systems (PEIMS) data by Ed Fuller, Ph.D., University of Texas-Austin.

Low-Income and Minority Students Get Less Qualified Teachers – English I



Note: High% represents a school population of 75.1% - 100%; Low% represents school population of 0 – 25%; Out-of-field teachers are teachers who teach in a subject in which they are not certified.

Source: Analysis of 2005-2006 Teacher Employment Records from the Public Education Information Management Systems (PEIMS) data by Ed Fuller, Ph.D., University of Texas-Austin.



The Education Trust

www.edtrust.org

202-293-1217