Mid-Winter 2008

EDUCATION IS A CIVIL RIGHT

THE COUNCIL OF
SCHOOL SUPERINTENDENTS

LEADERS • EDUCATORS • ADVOCATES
The Current Hand-wringing

Tough Choices or Tough Times
THE REPORT OF THE NEW COMMISSION ON THE SKILLS OF THE AMERICAN WORKFORCE

Beyond NCLB
Fulfilling the Promise to Our Nation's Children
Previous Hand-wrinking

The current and previous hand-wrinking all miss the central point:

- It’s about poverty
- It’s about race.
Childhood Poverty Prior to "Nation at Risk" Report

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</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>10.0%</td>
<td>12.0%</td>
<td>14.0%</td>
<td>16.0%</td>
<td>18.0%</td>
<td>20.0%</td>
<td>22.0%</td>
<td>24.0%</td>
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OECD - % of Kids in Poverty

Source: UNICEF
Paradigm Shift 1

- Measure what matters… not what’s easy to measure
- Tests are inevitable… Teaching to the test is inevitable… Let’s have tests worth teaching to
- Higher-order thinking skills
- 21st Century Curriculum
# Role Changes in Education

<table>
<thead>
<tr>
<th>Role Player</th>
<th>Past: Knowledge Adoption Era</th>
<th>Present: Knowledge Production Era</th>
<th>Future: Knowledge Navigation Era</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner</td>
<td>knowledge adoption</td>
<td>knowledge production</td>
<td>knowledge navigation</td>
</tr>
<tr>
<td>Teacher</td>
<td>instruction</td>
<td>learning facilitation</td>
<td>coaching and mentoring</td>
</tr>
<tr>
<td>Instructional Designer</td>
<td>design of instruction</td>
<td>design of learning facilitation and learning activities</td>
<td>design of coaching and navigation activities</td>
</tr>
<tr>
<td></td>
<td>reduction of content</td>
<td>re-/configuration of knowledge</td>
<td>configuration of navigation tools</td>
</tr>
<tr>
<td>Information Specialist</td>
<td>information gathering and provision</td>
<td>information configuration</td>
<td>information facilitation</td>
</tr>
<tr>
<td></td>
<td>knowledge provision</td>
<td>knowledge management</td>
<td>sense making</td>
</tr>
</tbody>
</table>
Paradigm Shift 2

- Use test data more intelligently
- Growth/Value-Added Testing
Growth and Value-Added

ELA Value Added by District: Capital Region BOCES 2005-2006

Performance Index for ELA

Growth Index

-1 SD  0.00  2.00  4.00

District 1
District 2
District 3
District 4
District 5
District 6

ELA PI=150

-1 SD
Paradigm Shift 3

- Everyone wants “Highly Effective” teachers
- Everyone agrees that experience counts
- Therefore most new teachers won’t be highly effective … yet.
- Instead require equal distribution of talent.
More Classes in High-Poverty, High-Minority Schools Taught By Out-of-Field Teachers

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

Percent of Teachers Who Are Inexperienced

High poverty: 20%, Low poverty: 11%, High minority: 21%, Low minority: 10%

*Teachers with 3 or fewer years of experience.

Note: High poverty refers to the top quartile of schools with students eligible for free/reduced price lunch. Low poverty-bottom quartile of schools with students eligible for free/reduced price lunch. High minority-top quartile; those schools with the highest concentrations of minority students. Low minority-bottom quartile of schools with the lowest concentrations of minority students.

Paradigm Shift 4

- Every level of government has a share of the responsibility for student achievement

- Create a reciprocal accountability system:
  - Hold every level accountable for things it can influence:
    - Feds
    - State
    - School District
    - Building
# Reciprocal Accountability

<table>
<thead>
<tr>
<th>Federal (Benchmarked against OECD Countries)</th>
<th>State (Benchmarked against other states)</th>
<th>District (Benchmarked against other districts)</th>
<th>School (Benchmarked against similar schools)</th>
</tr>
</thead>
</table>
| Metrics & Goals (compared by country, by state, by district) | • % GDP spent on Education  
• % of kids in poverty  
• % of kids w/o health insurance  
• % of kids with poor nutrition  
• Other OECD measures  
• Spending on R&D | • Quality of standards – higher order thinking skills (HOTS)  
• Quality of assessment of HOTS, not content  
• Timeliness of testing data  
• Instructional usefulness of testing data (VAT, vertical scaling)  
• Quality of support for schools  
• Internal funding allocation fairness | • State Assessments  
• Internal VATs  
• Internal resource allocation fairness  
  ○ funding  
  ○ teacher effectiveness | • Value-Added tests  
• Formative Assessments  
• Quality of curriculum (accreditation reviews)  
• Fidelity of implementation  
• Quality of relationship between data and professional development |
Your Child

Math 4 – 750, Level 4
English 4 – 725, Level 4
Science 4 – 683, Level 3

Comments:
- Plays well with others
- Reads aloud well

Your School

![Graph showing performance levels for your school, similar schools, and the whole state.]

Your State – New York

<table>
<thead>
<tr>
<th>State Resources</th>
<th>Rating</th>
<th>US Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td>A</td>
<td>1/50</td>
</tr>
<tr>
<td>Assessments</td>
<td>A</td>
<td>1/50</td>
</tr>
<tr>
<td>Usefulness of Data</td>
<td>C</td>
<td>23/50</td>
</tr>
<tr>
<td>Racial Integration</td>
<td>F</td>
<td>50/50</td>
</tr>
<tr>
<td>Resource Adequacy</td>
<td>B</td>
<td>15/50</td>
</tr>
<tr>
<td>Resource Fairness</td>
<td>F</td>
<td>45/50</td>
</tr>
</tbody>
</table>

Your Country - USA

Percentage of Children in Poverty

![Bar chart showing percentage of children in poverty by country.]

Percentage of GDP spent on Education

![Bar chart showing percentage of GDP spent on education by country.]

NAEP Score

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th</td>
<td>12th</td>
<td>19th</td>
</tr>
<tr>
<td>8th</td>
<td>20th</td>
<td>28th</td>
</tr>
</tbody>
</table>

The Council of School Superintendents
Leaders • Educators • Advocates
Why a Civil Right?

- Children deserve an excellent education
  - Not because of the family they were born in... but because of the Nation they live in.

- Educational disparities self-perpetuate
  - $\frac{2}{3}$ of white kids earn > their parents
  - $\frac{1}{3}$ of black kids earn > their parents

- Globalized economy demands it
  - Boutique options can’t deliver at scale