

*Save the Date!*

*Tuesday, October 26, 2004*



*ODE, OAESA and the Educational Council*

*present*

## *Schools of Promise Conference*

*at the*

*47th annual OAESA Professional Conference & Trade Show*

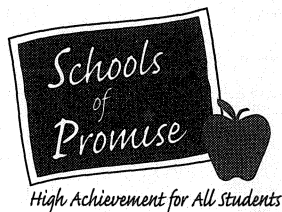
*An all-day conference within a conference devoted to strategies to achieve school success*

*Hyatt Regency, Columbus*

*The State Superintendent's Schools of Promise for the 2003-2004 school year will be recognized.*

*Watch [www.ode.state.oh.us/achievement\\_gaps](http://www.ode.state.oh.us/achievement_gaps) for details!*





## State Superintendent's Schools of Promise

### Five Lessons Learned from Successful Schools

**1. These schools deliver rigorous instruction aligned to the standards.**

*All students, regardless of how they are grouped for instruction, have access to challenging academic curricula. Curricula and instruction is focused on high academic standards. Teachers pursue a variety of instructional strategies to ensure that their students acquire challenging skills.*

**2. These schools provide leadership that results in continuous improvement of instruction.**

*There is a shared responsibility for improving teaching and learning throughout the school. Teachers and administrators have regular opportunities to plan, work and learn with each other. Administrators are focused primarily on student learning and good teaching. School personnel collaborate around instructional issues and learn from and with each other in ways that continually improve teaching.*

**3. These schools design instruction to ensure every student's success.**

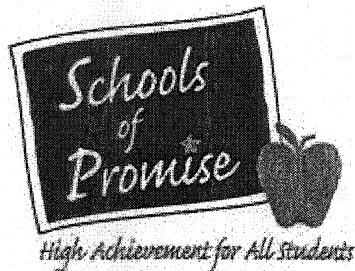
*The school is relentless and organized in ways that reflect high academic expectations for every student, including children receiving special education and bilingual education services, children who have exhibited behavior problems, and children who tend to fall behind academically.*

**4. These schools engage parents and the community to support student success.**

*Parents have multiple avenues for getting involved. The school is working actively to build strong relationships with parents, families and community groups. The school is reaching out to parents, families, and communities in ways that help create a sense of true partnership that is built on mutual respect and focused toward the common goal of improving student achievement.*

**5. These schools create a culture where each individual feels valued.**

*The school has created an environment in which students and staff feel valued, respected and appreciated. The academic work of students is celebrated and held in high esteem. The cultural, racial, ethnic and language backgrounds of students are honored.*



## What's Working in Schools of Promise

Two Schools of Promise forums, entitled "What's Working," were held in Spring 2004. Administrators and teachers from across Ohio visited Schools of Promise in the Buckeye Local, Edison Local, Steubenville City and Cleveland Municipal school districts, and then participated in an afternoon discussion around educational practices that are contributing to the success of these schools. In other words, what's working? This document reflects observations and insights shared during those discussions.

### 1. What word most powerfully expresses reasons for the success of the Schools of Promise?

- |                 |                     |                   |
|-----------------|---------------------|-------------------|
| ~ Commitment    | ~ Efficacy          | ~ Leadership      |
| ~ Data-driven   | ~ Focus             | ~ Ownership       |
| ~ Depth         | ~ High expectations | ~ Relationships   |
| ~ Determination | ~ Innovation        | ~ Standards-based |

### 2. Why are some Ohio schools, such as the Schools of Promise, more successful than others?

- ~ Coherent and collaborative effort
- ~ A shared vision and joint leadership
- ~ Commitment to the enjoyment of schooling by the entire community
- ~ Courage to discuss difficult issues
- ~ Clear goals are established – people know what they are working towards
- ~ Children are partners in the decision-making process
- ~ Teachers and administrators support each other
- ~ Teachers hold themselves and each other to high standards
- ~ Students are challenged academically
- ~ Students believe they can be successful – a direct result of how instruction is organized
- ~ A level of trust established in the school environment
- ~ Data-driven decisions meet both school and individual needs
- ~ High expectations for all students
- ~ Not a minute wasted -- no "down time"
- ~ Strong leadership that fosters an environment of collaboration and empowerment
- ~ Teachers set goals that are measurable, and regularly measure the progress made toward each goal; adjustments are made for progress to continue
- ~ Respect, support, and trust among staff and administration
- ~ Students know why they are there and what is expected of them

**3. What are some examples of the things being taught in the Schools of Promise that are not typically taught in a large urban setting?**

- ~ Methods of teaching critical cognitive skills
- ~ Children are told that they can be successful
- ~ Emphasis on active student participation
- ~ Leadership is a shared phenomenon at all levels
- ~ Leadership helps people see their potential and changes perceptions

**4. How are Schools of Promise using data as a tool to help people see things differently?**

- ~ Assessments are done at the beginning of the school year to allow appropriate interventions to be made with no time lost at the outset
- ~ Early assessments allow teachers to find educational comfort level for students before they have a chance to be left behind
- ~ Assessments are used to tailor instruction to meet student needs, not just to assign a grade

**5. How are teaching styles different in Schools of Promise?**

- ~ Common planning periods give staff opportunities to discuss subject areas
- ~ Collaboration becomes an opportunity to rethink teaching strategies
- ~ "Learning walks"--- visits to classrooms to gain new insights and ideas
- ~ Continual adaptation of teaching styles to meet individual learner needs

**6. Why is the level of parental engagement higher in Schools of Promise?**

- ~ Regular times are scheduled for parents to visit the school
- ~ Administrators respect parents' life situations
- ~ Teachers send home information to help parents tutor their children
- ~ Intervention is a collaborative effort
- ~ Parental engagement is a designed strategy

**7. If this is what it takes, why isn't every school as successful as the Schools of Promise? What are the barriers?**

- ~ Teachers need to be involved in the decision-making
- ~ Teachers must understand the standards and develop strategies for implementation that meets all learners' needs
- ~ Teachers need to feel a sense of ownership and valued as professionals
- ~ Teachers need to be held to high expectations, but also must be trusted and respected
- ~ Empowered administrators need to empower teachers
- ~ Administrators need quality professional development and to be held to high standards
- ~ Staff's attitudes and beliefs about their students can facilitate or impede learning
- ~ We must rethink how we do school
- ~ Accountability of teachers, students and families is critical
- ~ Goals that appear to be unreasonable can be a barrier
- ~ Lack of classroom management skills can be a barrier



2002-2003 State Superintendent's Schools of Promise

Selection Criteria

- 1. The school has met Adequate Yearly Progress (AYP) requirements as defined by the federal government based on 2002-2003 data.
- 2. At least 50% of the students in the school have met low-income criteria based on 2002-2003 data.
- 3. At least 75% of the students in each of the tested grade levels in the school have passed the 2002-2003 Ohio Proficiency Test in math or reading.
- 4. At least 75% of every racial/ethnic group of students in each of the tested grade levels in the school (with five or more test takers) have passed the 2002-2003 Ohio Proficiency Test in math or reading.
- 5. At least 75% of the students who have met low-income criteria in each of the tested grade levels in the school have passed the 2002-2003 Ohio Proficiency Test in math or reading (if there were at least five test takers meeting low-income criteria).
- 6. At least 50% of the students in each of the tested grade levels in the school have passed the 2001-2002 Ohio Proficiency Test in math or reading.

Awardees

Building	District	County	Grade	Subject (Pass Rate)
Mesopotamia Elementary School *	Bloomfield-Mesopotamia Local Schools	Trumbull	Fourth-Grade	Reading (95%)
Buckeye Local High School *	Buckeye Local Schools	Jefferson	Ninth-Grade	Reading (89.1%)
Buckeye North Elementary School	Buckeye Local Schools	Jefferson	Fourth-Grade	Reading (80%)
Buckeye South Elementary School *	Buckeye Local Schools	Jefferson	Fourth-Grade	Reading (89.6%)
Buckeye Southwest Middle School *	Buckeye Local Schools	Jefferson	Sixth-Grade	Reading (85.2%)
Tiffin Elementary School *	Chillicothe City Schools	Ross	Fourth-Grade	Reading (93.3%)
Cleveland School of the Arts High School	Cleveland City Schools	Cuyahoga	Sixth-Grade and Ninth-Grade	Reading (84.6% and 99.1%)
Douglas MacArthur Year Round Elementary School *	Cleveland Municipal Schools	Cuyahoga	Fourth-Grade	Reading (77.4%) and Mathematics (85.2%)

\* Denotes a 2001-2002 School of Promise.

Gracemount Elementary School	Cleveland Municipal Schools	Cuyahoga	Fourth-Grade	Reading (86%)
Health Careers Center High School *	Cleveland Municipal Schools	Cuyahoga	Ninth-Grade	Reading (91.7%)
Jane Addams Business Careers High School *	Cleveland Municipal Schools	Cuyahoga	Ninth-Grade	Reading (89.9%)
Louisa May Alcott Elementary School *	Cleveland Municipal Schools	Cuyahoga	Fourth-Grade	Reading (86.1%) and Mathematics (88.9%)
Whitney M. Young Middle School *	Cleveland Municipal Schools	Cuyahoga	Sixth-Grade	Reading (92.4%)
Central Elementary School	Coshocton City Schools	Coshocton	Fourth-Grade and Sixth-Grade	Reading (81.8% and 79.3%)
Dawson-Bryant Elementary School *	Dawson-Bryant Local Schools	Lawrence	Fourth-Grade	Reading (88.2%) and Mathematics (96.8%)
Dohn Community High School	Dohn Community School	Hamilton	Ninth-Grade	Reading (87.5%)
Madison Elementary School	East Guernsey Local Schools	Guernsey	Fourth-Grade	Reading (92%)
Mount Hope Elementary School *	East Holmes Local Schools	Holmes	Fourth- and Sixth-Grade	Mathematics (93.8% and 100%)
Wise Elementary School *	East Holmes Local Schools	Holmes	Fourth- and Sixth-Grade	Mathematics (100% and 100%)
John E. Gregg Elementary School *	Edison Local Schools	Jefferson	Fourth-Grade	Reading (82.1%)
Jackson Elementary School	Jackson City Schools	Jackson	Fourth-Grade	Reading (88.9%)
Lockland High School	Lockland City Schools	Hamilton	Ninth-Grade	Reading (91.8%)
Sciotoville Community School	Sciotoville Community School	Scioto	Ninth-Grade	Reading (83.9%)
Burlington Elementary School	South Point Local Schools	Lawrence	Fourth-Grade	Reading (86.0%)
Fredericksburg Elementary School	Southeast Local Schools	Wayne	Fourth- and Sixth-Grade	Reading (83.3% and 92.3%) and Mathematics (77.8% and 92.3%)
Lincoln Elementary School *	Steubenville City Schools	Jefferson	Fourth-Grade	Reading (76.2%)
McKinley Elementary School *	Steubenville City Schools	Jefferson	Fourth-Grade	Reading (84.2%) and Mathematics (78.9%)
Struthers High School *	Struthers City Schools	Mahoning	Ninth-Grade	Reading (89.7%) and Mathematics (84.3%)
Alden Elementary School	Warren City Schools	Trumbull	Fourth-Grade	Reading (84.8%)
MacDonald Elementary School *	Wellsville Local Schools	Columbiana	Fourth-Grade	Reading (86.4%) and Mathematics (86.4%)
Opportunity Special Needs School	Wooster City Schools	Wayne	Ninth-Grade	Reading (100%)

\* Denotes a 2001-2002 School of Promise.

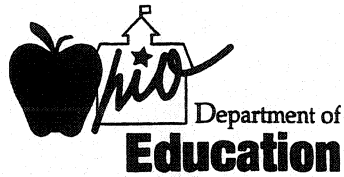
**Demographic Data and Contact Information**  
*State Superintendent's Schools of Promise*

Below is a sample of demographic data and contact information that can be found for each School of Promise *both on the CD and at the following Web link:*

[www.ode.state.oh.us/achievement\\_gaps/schools\\_of\\_promise](http://www.ode.state.oh.us/achievement_gaps/schools_of_promise)

Click on “schools,” then “2002-2003 Schools of Promise,” then “Demographic Data/Contact Information.”

<b>Louisa May Alcott Elementary School</b> <b>Cleveland Municipal School District - Cuyahoga County</b>	
<b><i>Data Source: 2001-2002 and 2002-2003 Local Report Cards and FY2003 CCIP*</i></b>	
<b>Enrollment</b>	<b>203</b>
<b>Grade Levels</b>	<b>K-5</b>
<b>Percentage of Economically Disadvantaged Students</b>	<b>84.1%</b>
<b>Percentage of Students with Disabilities</b>	<b>21.4%</b>
<b>Percentage of African American Students^</b>	<b>27.8%</b>
<b>Percentage of Hispanic Students^</b>	<b>12.0%</b>
<b>Percentage of Multiracial Students^</b>	<b>6.1%</b>
<b>Percentage of White Students^</b>	<b>53.6%</b>
<b>Percentage Proficient in Mathematics in 2001-2002<sup>+</sup></b>	<b>95.5%<sup>#</sup> (95.7%)</b>
<b>Percentage Proficient in Mathematics in 2002-2003</b>	<b>88.9%<sup>#</sup></b>
<b>Percentage Proficient in Reading in 2001-2002<sup>+</sup></b>	<b>73.9% (70.8%)</b>
<b>Percentage Proficient in Reading in 2002-2003</b>	<b>86.1%<sup>#</sup></b>
<p>*Data regarding economically disadvantaged students were reported in the district's FY2003 Comprehensive Continuous Improvement Plan. All other data were reported on the building's 2001-2002 and 2002-2003 Local Report Cards.</p> <p>^Percentages are provided for all racial/ethnic student groups that are composed of at least ten students.</p> <p>+Proficiency data from 2001-2002 were adjusted on the 2002-2003 Local Report Card 1) to include those students with disabilities whose scores had previously been exempted from accountability calculations, and 2) to include only those students who had been enrolled in the building for 120 consecutive days. The original percentages reported on the 2001-2002 Local Report Card are listed first, and the adjusted percentages displayed on the 2002-2003 Local Report Card are noted in parentheses.</p> <p># Proficiency percentages in the subject area(s) for which the building was recognized as a 2001-2002 or 2002-2003 State Superintendent's School of Promise.</p> <p><b>For more information contact:</b> Maureen Berg, Principal (216) 631-3151 <a href="mailto:bergma@cmsdnet.net">bergma@cmsdnet.net</a> <a href="http://www.cmsdnet.net/schools/elementary/alcott.htm">http://www.cmsdnet.net/schools/elementary/alcott.htm</a></p>	



## 2004/2005 Structure for Regional School Improvement



For more information, contact the Office of Field Relations at 614-466-1298  
or at: [www.ode.state.oh.us/school\\_improvement/](http://www.ode.state.oh.us/school_improvement/)





# Building Lifetime Skills

*To help students have more success,  
Ohio schools have new academic  
content standards that describe  
what students should know and  
be able to do from kindergarten  
through high school.*

## Parents, *here's how you can help your child:*

- Talk to your teacher about what your child should know and how you can help.
- Visit **www.OhioAcademicStandards.com** and find the ***Standards Guide for Families*** for your child in kindergarten through grade 8. Read it and discuss it with your child and his or her teacher. And look for a listing of where you can attend a ***Parent Academy on Standards***.

Hundreds of Ohio teachers, along with parents, business leaders and community members developed content standards in:

- reading and writing
- mathematics
- science
- social studies

They are now developing standards in:

- technology
- foreign languages
- the arts



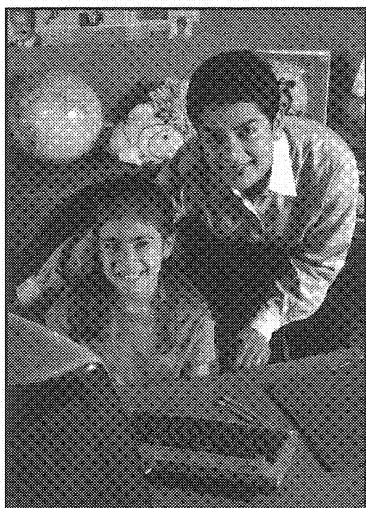
**Standards now,  
*knowledge for a lifetime.***

**www.OhioAcademicStandards.com**

**Standards now,  
knowledge for a lifetime.**



## Tool Kit for Ohio's Academic Content Standards



### **Background:**

Students have more success in school when they understand what they are expected to learn. Ohio's new academic content standards are clear statements describing the knowledge and skills of what students

should know and be able to do from kindergarten through high school graduation.

Hundreds of Ohio teachers, along with parents, families, business leaders and community members throughout the state, developed content standards in reading, writing, mathematics, science and social studies and are in the process of developing standards in technology, foreign languages and the arts.

State standards provide guidance on knowledge and skills at every grade level so that the content is consistent across the state. Standards do not tell teachers how to teach, but rather what to teach. This allows every classroom to be unique and more flexible to the needs of all students.

Academic content standards became state law in June 2001, resulting from recommendations of the 1999 Governor's Commission for Student Success. In 2001, the federal *No Child Left Behind* Act also became law. It requires that

states not only have standards, but also have tests to determine if students are meeting these standards.

### **It's a Fact:**

In the winter of 2003, the Ohio Department of Education (ODE) commissioned a study of Ohioans and Ohio educators to assess their understanding of the new academic content standards. Some of the findings of that survey are:

- Sixty-nine percent of all Ohioans support the concept of academic standards, with 64 percent of Ohio's urban public school parents and 83 percent of rural parents supporting standards;
- Forty percent of all Ohioans are aware that the state has developed new academic standards;
- Fifty-seven percent of all Ohioans, including 55 percent of all parents with children in Ohio public schools, indicate they have not heard anything about the new academic content standards;
- Sixty-six percent of Ohio teachers support state standards for all students in Ohio's public schools;
- Eighty percent of Ohio teachers are familiar with the new English language arts and mathematics standards, while 56 percent are familiar with standards in social studies and science;
- Focus group feedback revealed that parents want information about the academic content standards and teachers want information on tools to apply the standards in the classroom.

**Tool Kit Resources**

Several resources about Ohio's academic content standards have been shipped directly to schools, school districts, Educational Service Centers and Ohio public libraries this school year. These items are also available online for teachers, parents and families of Ohio's school-age children.

The materials are designed to help increase educator and family knowledge and understanding of the new academic content standards, curriculum models and related products and services to assist them in a standards-based education environment. All of the materials listed here are available through the ODE Web site:

**Web site:**

[www.OhioAcademicStandards.com](http://www.OhioAcademicStandards.com)

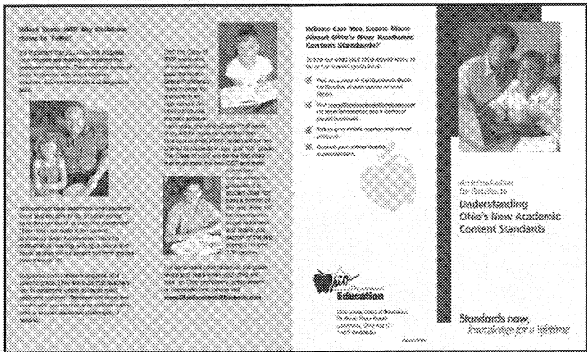


This ODE Web site is dedicated to providing teachers and families with up-to-date information about Ohio's new academic content standards. The site has easy-to-follow links for families and teachers that lead them to the resources designed to best meet their specific needs and interests. For instance, the family link provides tools to check what a student is learning at each grade level and to know what to expect each year.

Each of the tools (brochures, posters, flyers, Standards Guides for Families, and other materials) is available for downloading and reprinting.

**Brochure:**

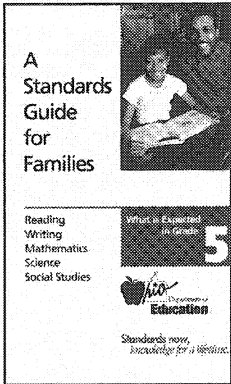
**An Introduction for Families:  
Understanding Ohio's New Academic  
Content Standards**



This brochure provides overview information about Ohio's new academic content standards and answers some of the common questions parents and family members ask about the new standards. This publication also provides parents and families with questions they can ask teachers and school administrators when seeking more help for their children.

**Standards Guides for Families:**

**Kindergarten through Grade 8**



ODE has developed a new tool, *A Standards Guide for Families*, to help family members understand Ohio's new academic content standards. It is a series of grade-level guides for kindergarten through grade eight. The information in these guides gives families a sample of some of the things children need to

know and be able to do in reading, writing, mathematics, science and social studies.

The guides also contain helpful practice problems, tips and activities families can do with their children to help them achieve the new standards.

These guides will be useful at back-to-school orientations, open houses, parent-teacher conferences, community events, PTA meetings and grade-level curriculum events.

Electronic versions of the guides are also available in Spanish.

**Parent Poster & Flyer:**

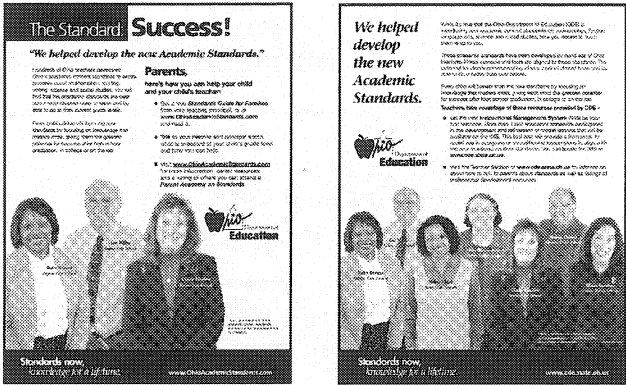
**Building Lifetime Skills**



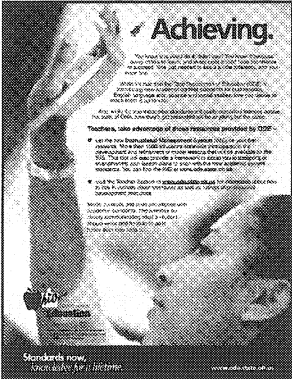
The 8 1/2 x 14-inch, two-color parent poster and identical 8 1/2 x 11-inch black and white flyer are aimed at providing families with basic information about the academic content standards and encouraging them to access the OhioAcademicStandards.com Web page for additional information.

**Teacher Flyers/Posters:**

**The Standard: Success!**  
**"We helped develop the new Academic Standards" and Achieving.**



These informational flyers highlight Ohio teacher involvement in the development of the new academic content standards. The multi-use information sheets encourage teachers to take advantage of resources, including the new Instructional Management System (IMS), as well as a variety of other materials being provided by ODE.



"Achieving" is a black and white flyer for teachers and administrators that highlights ODE's Instructional Management System and teacher resources. The flyer is available only at: [www.OhioAcademicStandards.com](http://www.OhioAcademicStandards.com)



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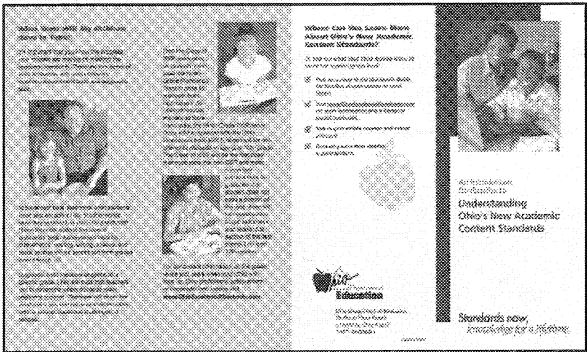


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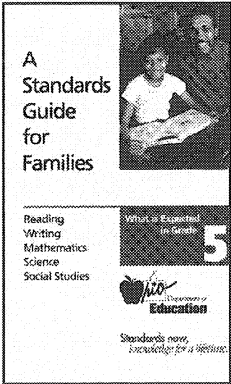
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**Susan Tave Zelman**  
Superintendent of Public Instruction

July 20, 2004

Dear Professional Development Coordinator:

There is a widespread myth that poor children and children of color cannot learn at high levels. However, success in some Ohio schools clearly shows that all children *can* achieve. This interactive professional development tool and supporting materials detail lessons learned from Ohio's Schools of Promise – schools where high poverty does *not* mean low achievement.

I encourage you to explore the enclosed CD-ROM and supporting materials for consideration as part of your professional development offerings for the 2004-2005 school year. For instance, you could use the segment on *Standards-Based Instruction* during a session devoted to understanding and implementing Ohio's academic content standards. To help teachers understand how all learners' needs can be addressed, you could use the segment on Instructional Design.

As districts and schools prepare for a new school year, I invite you to share these materials in your effort to create a culture of success for all Ohio students. You might use these materials at all-staff meetings, district-wide or regional meetings and curriculum meetings that focus on the academic content standards, instructional leadership, high-quality instruction, parent and community engagement, and school climate. You also can share this with other district coaches, building coaches, teachers-on-loan, curriculum coordinators and instructional leaders.

The Schools of Promise Professional Development CD-ROM features:

- *Introduction* to the CD
- *National Perspective* featuring Kati Haycock, Director, Education Trust
- *Ohio Schools of Promise Overview* provided by Joseph F. Johnson, Jr., national expert on closing achievement gaps
- *State Perspective* provided by Susan Tave Zelman, Superintendent of Public Instruction
- *What's Working in Ohio* delivered by teachers and principals who are leading the way in these high-performing, high-poverty schools

The printed materials to support the CD include:

- *Five Lessons Learned from Successful Schools*
- *What's Working*: educators offer observations from Schools of Promise visits
- Quality tools: three suggested facilitation activities
- PowerPoint handout: Kati Haycock's *National Perspective* (from CD presentation)
- Selection criteria and list of 2002-2003 awardees
- Postcard announcing Schools of Promise Conference in October 2004

Thank you for all you do for Ohio's children. As you use these materials, you can encourage Ohio teachers and administrators that they, too, can beat the odds.

Sincerely,

Susan Tave Zelman  
Superintendent of Public Instruction

National Perspective: Kati Haycock  
Director, Education Trust

## DISPELLING THE MYTH

*Ohio Schools of Promise  
Education Trust  
October 2003*



***"Requiring every group of students in every school to be proficient within 12 years, is like asking every kid to jump the Grand Canyon."***

—educator, Connecticut  
June 10, 2002  
Associated Press

Every day, the nation's newspapers are filled with statements—many from "education leaders"—about the capacity of certain groups of children.

***"They may as well have decreed that pigs can fly . . . I think the State Board of Education is dealing with reality, not myth. Some of these politicians just have their heads in the sand."***

—Wayne Johnson, CTA President  
Los Angeles Times  
August 6, 2002

***"I have difficulty with the standards because they're so unattainable for so many of our students . . . We just don't have the same kids they have on Long Island or Orchard Park."***

—Superintendent, New York  
October 21, 2002, The Buffalo News

These statements—and others like them—have led to a widespread myth that poor children and children of color can't learn at high levels.

National Perspective: Kati Haycock  
Director, Education Trust

However, as you are showing  
through your own work, that myth  
is:

- Powerful;
- Pervasive; and,
- DEAD WRONG.

That has got to stop.

- Our profession can't afford it;
- Our country can't afford it; and, most of all,
- Our KIDS can't afford it.

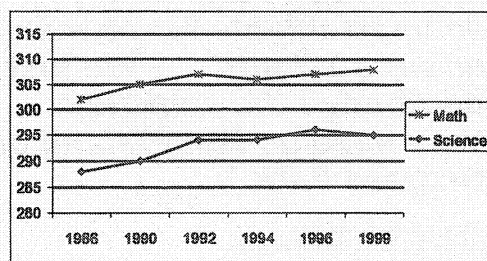
Around the country, there are  
schools that are proving every  
day that these children absolutely  
can achieve.

12th Grade Achievement  
In Math and Science is Up  
Somewhat

But rather than celebrating those  
schools and learning from them,  
we:

- Pick at them;
- Tear at them; and,
- Otherwise seek to minimize their accomplishments.

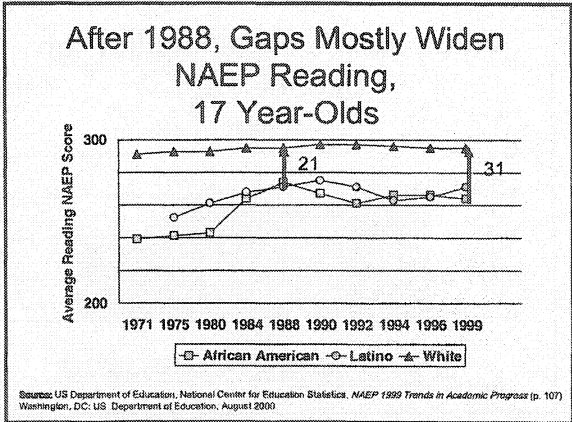
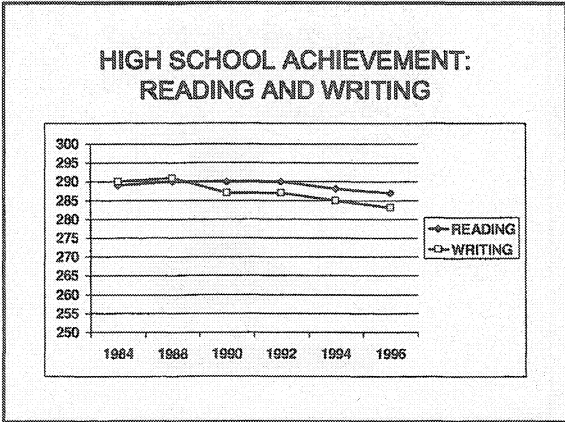
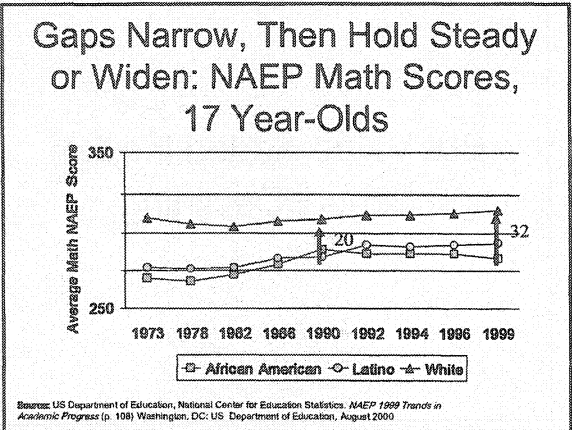
High School Achievement:  
Math and Science



Source: NAEP 1999 Trends in Academic Progress.

National Perspective: Kati Haycock  
Director, Education Trust

In Reading, 12th Grade  
Achievement is Headed  
Downward



What about different groups of  
students?

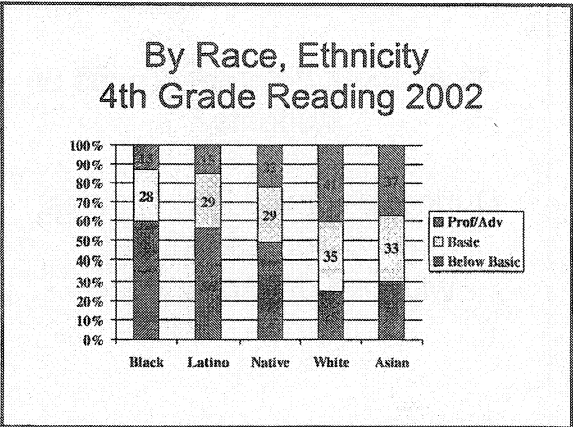
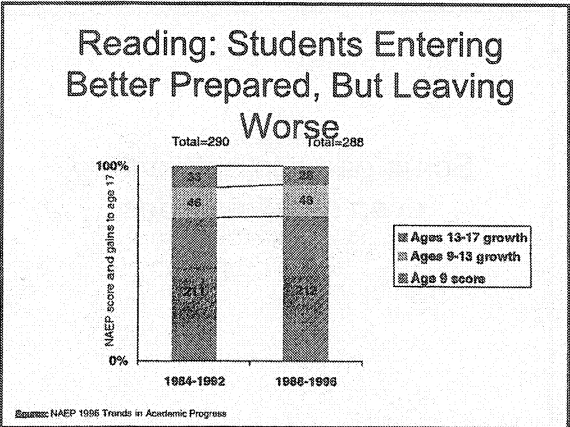
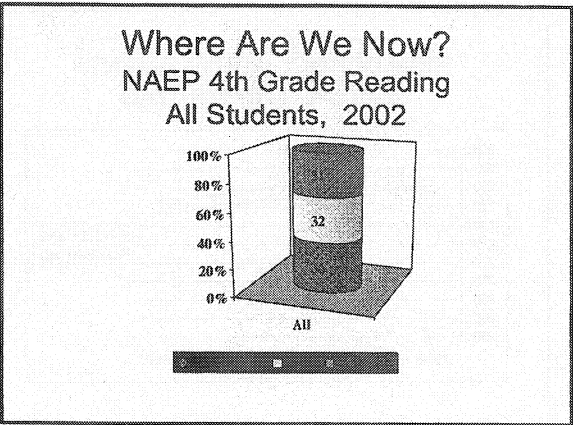
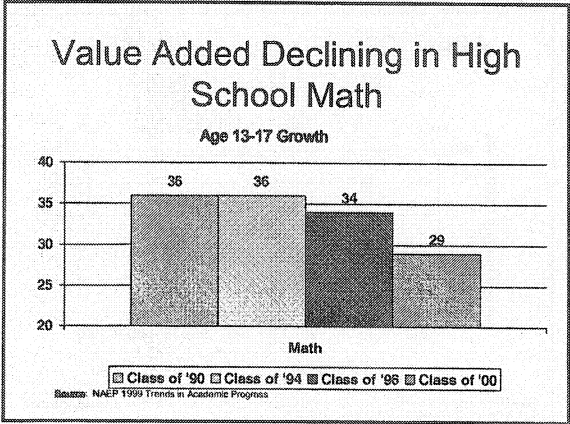
During seventies and eighties,  
much progress, but gaps  
widened during nineties.

Some gains in elementary,  
even middle grades.

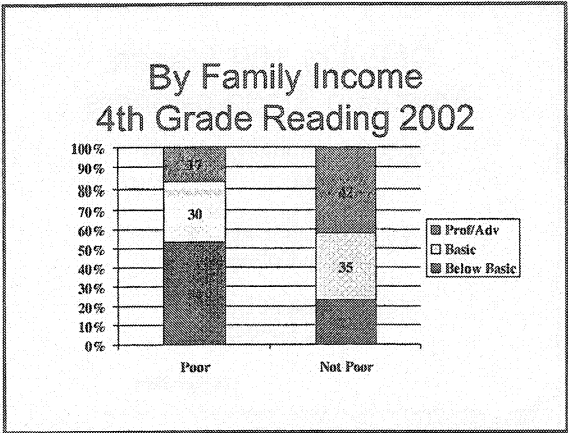


But Value Added in High School Declining

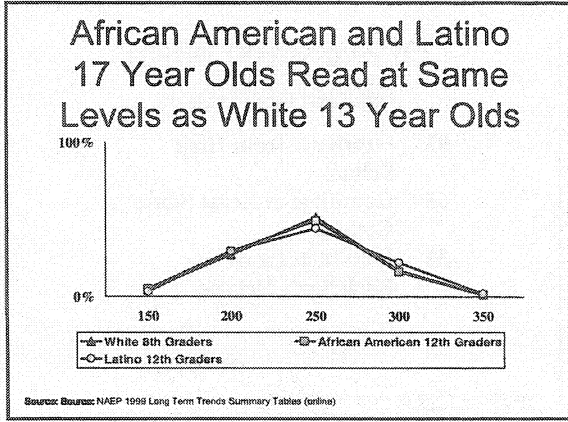
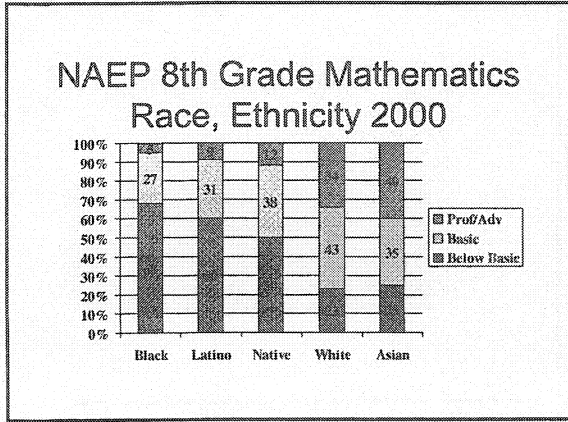
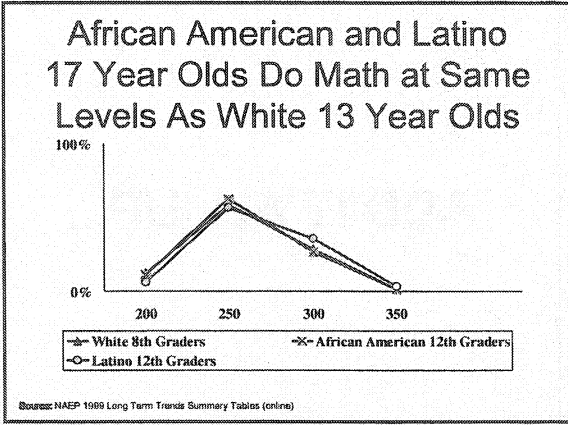
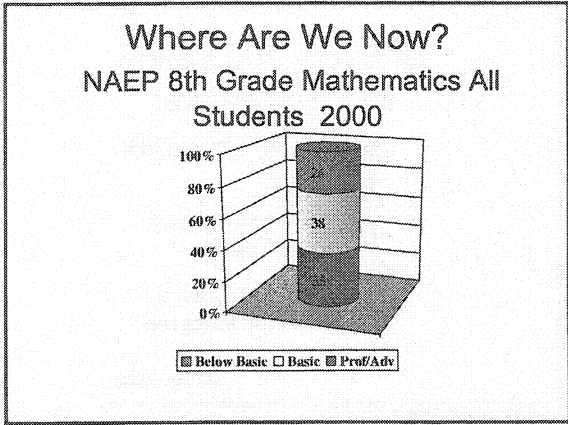
Where are we now?



National Perspective: Kati Haycock  
Director, Education Trust



AT END OF HIGH SCHOOL?



Not Surprisingly, These  
Patterns Also Clear in HS  
Graduation, College Entry and  
Graduation Rates

Of Every 100 African  
American Kindergartners:

- 87 Graduate from High School
- 51 Complete at Least Some College
- 17 Obtain at Least a Bachelor's Degree

(24 Year-Olds)

Source: US Bureau of Census, Current Population Reports, Educational Attainment in the United States, March 2000, Detailed Tables No. 2

ADD IT ALL UP...

Of Every 100 Latino  
Kindergartners:

- 63 Graduate from High School
- 32 Complete at Least Some College
- 11 Obtain at Least a Bachelor's Degree

(24 Year-Olds)

Source: US Bureau of Census, Current Population Reports, Educational Attainment in the United States, March 2000, Detailed Tables No. 2

Of Every 100 White  
Kindergartners:

- 93 Graduate from High School
- 65 Complete at Least Some College
- 32 Obtain at Least a Bachelor's Degree

(24 Year-Olds)

Source: US Bureau of Census, Current Population Reports, Educational Attainment in the United States, March 2000, Detailed Tables No. 2

College Graduates by Age 26

Young People From High Income Families	60%
Young People From Low Income Families	7%

Source: Tom Mortenson, Research Seminar on Public Policy Analysis of Opportunity for Post Secondary, 1997.



WHY?

Some schools...

What We Hear Adults Say:

- They're poor;
- Their parents don't care;
- They come to schools without breakfast;
- Not enough books
- Not enough parents . . .

KENTUCKY

Wrigley Elementary

- 78% Low-Income
- 3rd Highest Performing in State in Reading
- 6th Highest Performing in State in Writing

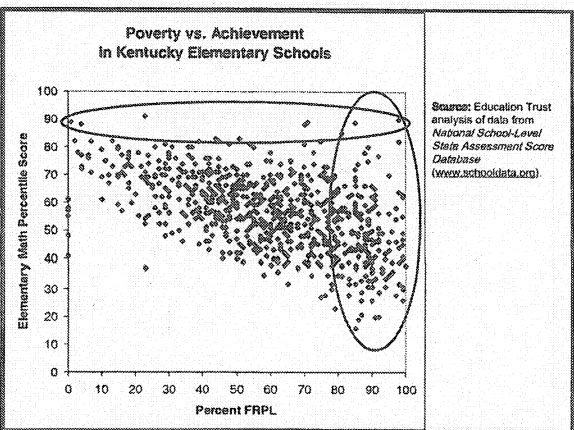
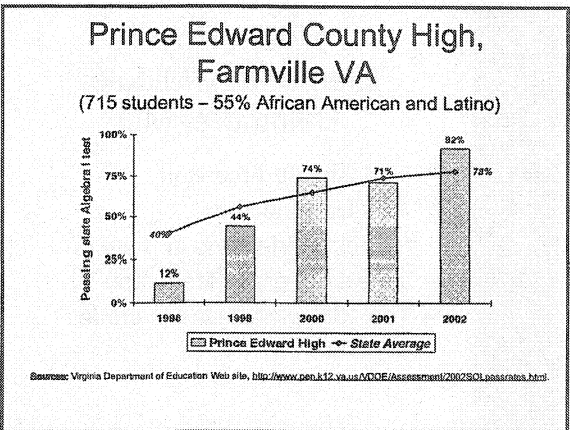
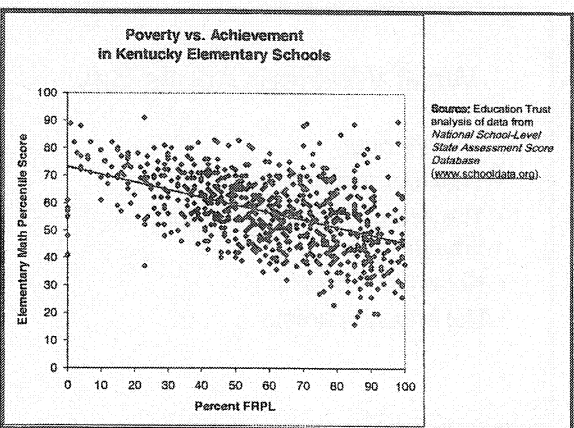
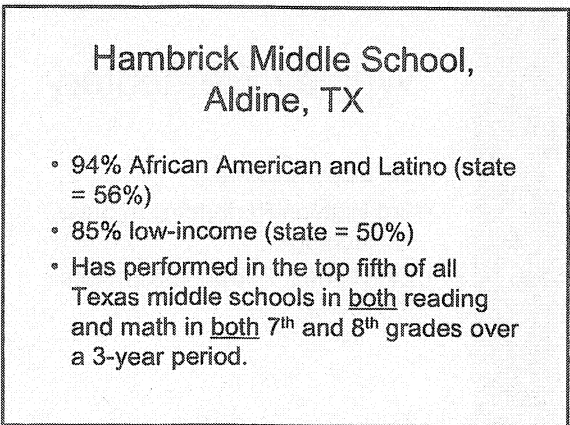
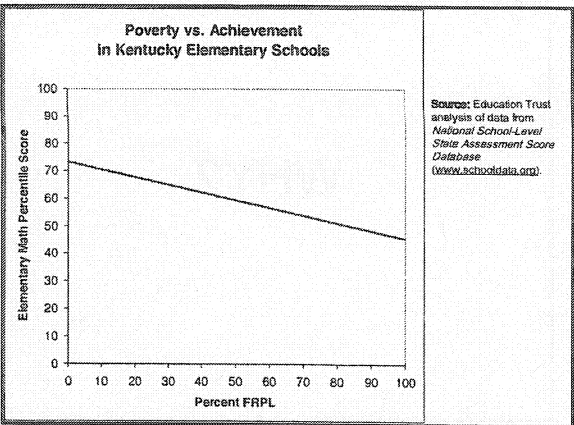
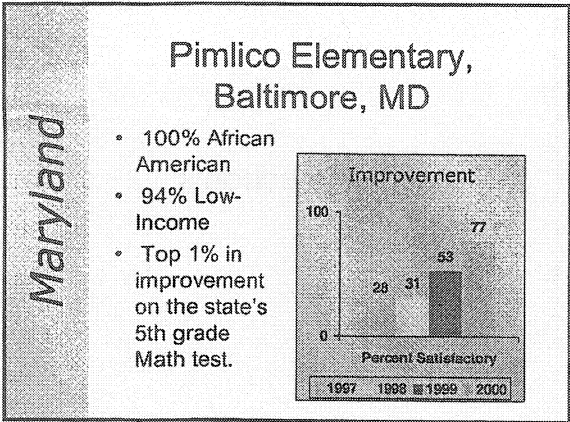
But if they're right,  
then why are poor and  
minority children performing  
so high in...

MARYLAND

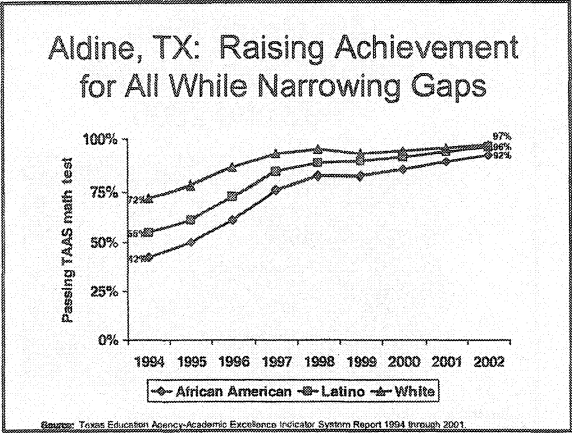
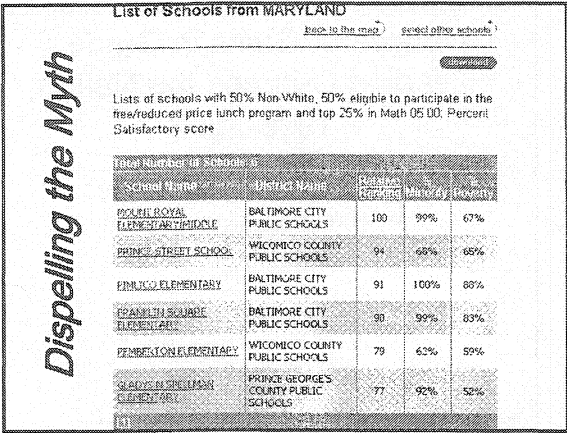
Mount Royal  
Elementary/Middle,  
Baltimore, MD

- 99% African American
- 73% Low-Income
- Highest Performing in State on state's 5th grade Math test.
- Top 10% of state in 5th grade reading.

National Perspective: Kati Haycock  
Director, Education Trust

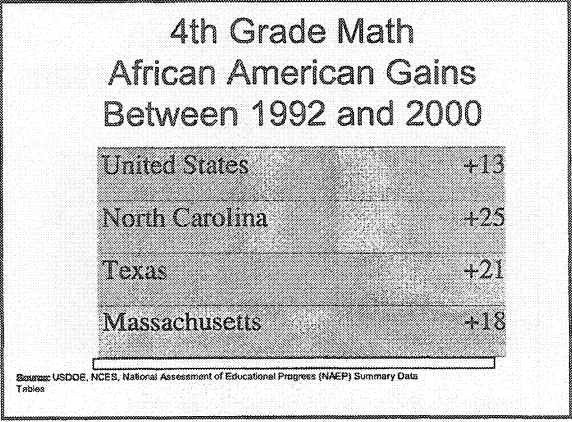
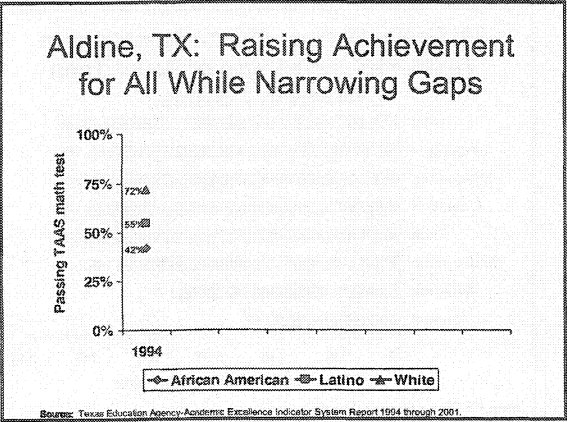


National Perspective: Kati Haycock  
Director, Education Trust

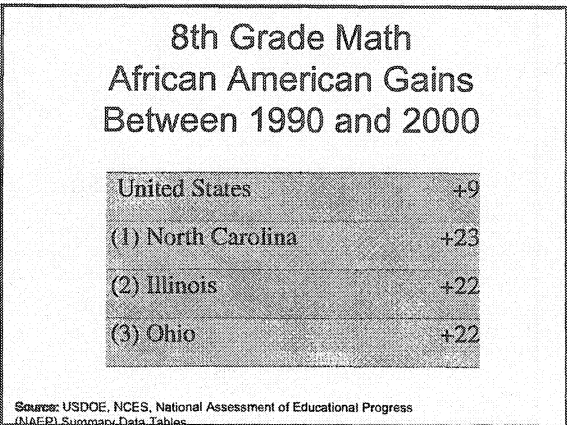
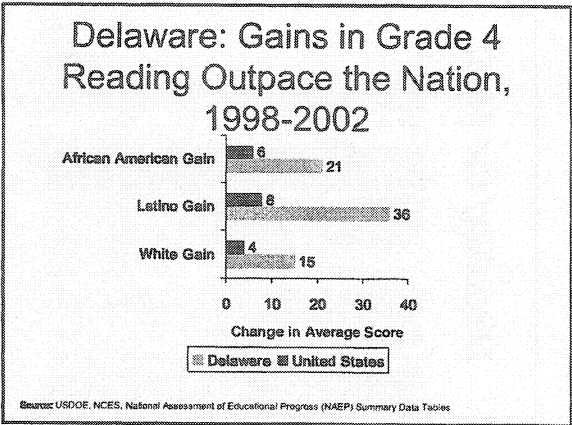
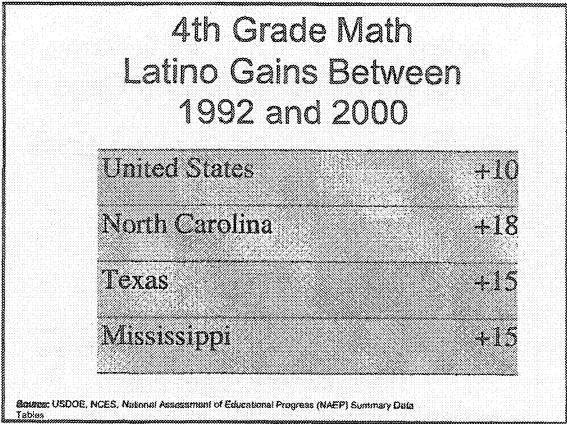


Some districts...

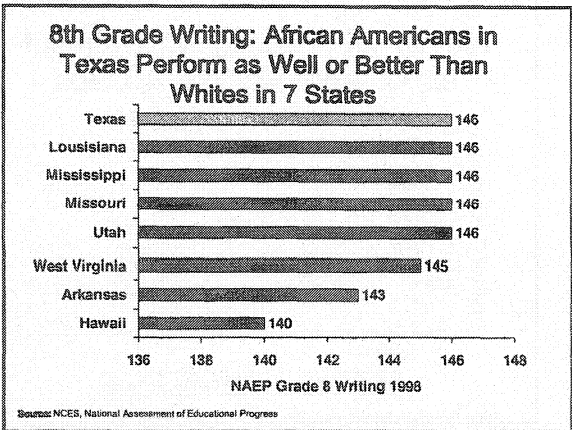
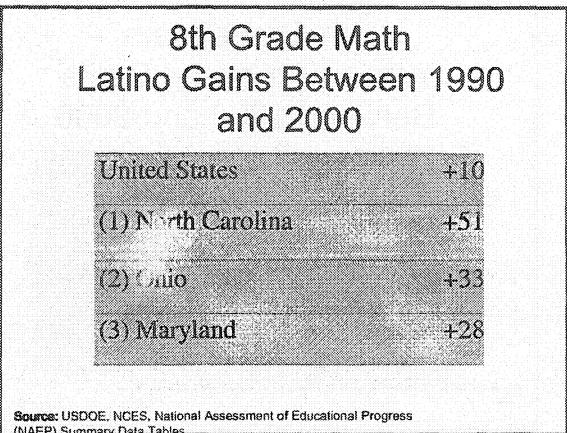
And some entire states...



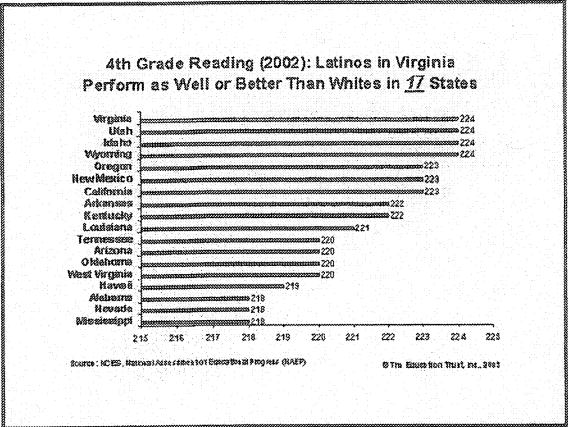
National Perspective: Kati Haycock  
Director, Education Trust



Minority and/or poor students  
in some states outperforming  
white and/or non-poor  
students in others.



National Perspective: Kati Haycock  
Director, Education Trust



First, for you schools of promise,  
take time to **CELEBRATE** your  
accomplishments.

**BOTTOM LINE:**

- What schools do matters big time;
- What districts do matters big time; and,
- What states do matters big time.

Remember, however, that  
improvement is still the goal.  
Your continued growth and  
success is vital to your kids—and  
to the field.

What does this  
mean for you?

And for the rest of you?



1. Celebrate these schools, too.

3. Districts: Does Every School Have to Figure This Out for Themselves? Can't you take some of these tasks on?

2. LEARN from them.

4. For all of us, the importance of BREAKING THE SILENCE.

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;
- Assess students every 4-8 weeks to measure progress;
- ACT immediately on the results of those assessments, providing students and teachers with the help they need.

Educational Opportunities Still Very Unequal. Poor children and children of color are:

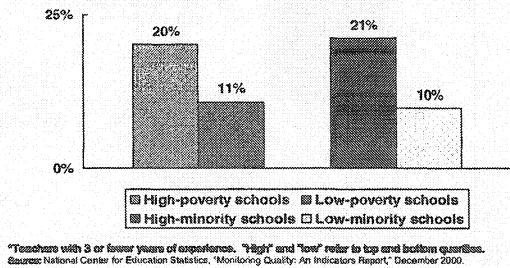
- Less likely to be provided with high-level instruction, challenging assignments;
- Less likely to be enrolled in college-prep courses; and,
- Less likely to be taught by experienced and well educated teachers.

National Perspective: Kati Haycock  
Director, Education Trust

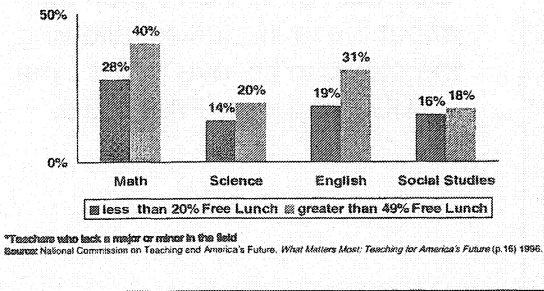
Teachers:

Virtually every high poverty school has some spectacularly wonderful teachers, but...

Poor and Minority Students Get More Inexperienced\* Teachers

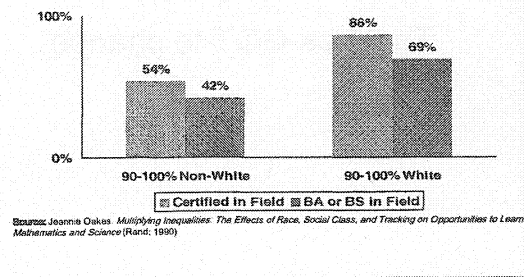


Classes in High Poverty High Schools More Often Taught by Misassigned\* Teachers



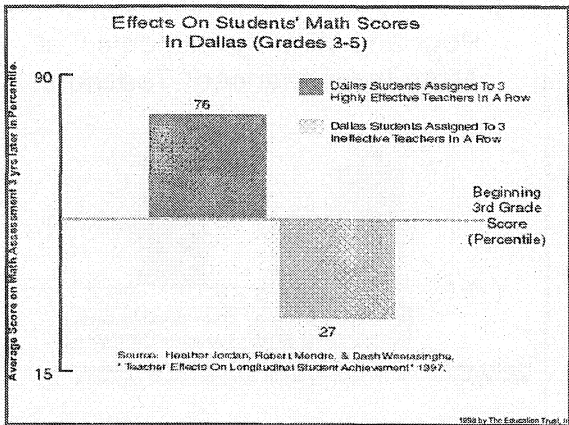
Big differences even within schools.

Math and Science Classes of Mostly Minority Students Are More Often Taught by Misassigned Teachers



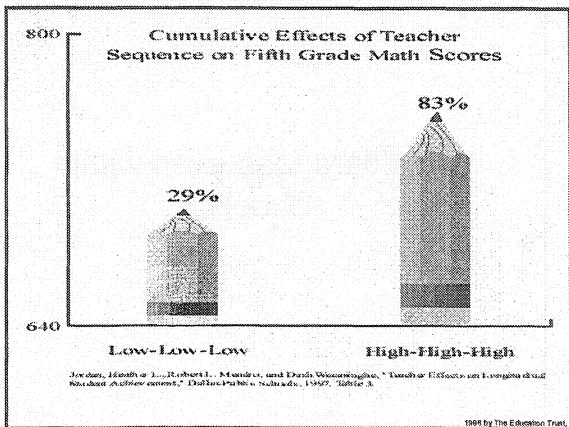
Devastating Impact

National Perspective: Kati Haycock  
Director, Education Trust



"By our estimates from Texas schools, having an above average teacher for five years running can completely close the average gap between low-income students and others."

John Kain and Eric Hanushek



But most of us won't even talk about these inequities, allowing the public to believe that it's the KIDS and their FAMILIES.

If we had the courage and creativity to change these patterns?

That has GOT to change.



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Director, Education Trust

Real EDUCATORS are talking about the challenge of raising achievement and closing gaps in very different ways....

***"With proper instruction, students here can blow other kids away in the humanities. The more you challenge them, the better they'll do."***

-Dolores Edwards Sullivan, an English teacher in the predominantly African American Roosevelt school district, whose 11th graders are starting to earn higher marks on state Regents exams.

***"We know the bar will always be raised. I call it a forklift, not a cart, because it's going forward and going up. But we are here to educate children, and we should have our standards raised."***

-Martha Stone, assistant superintendent of curriculum and instruction, Irving School District, TX

***"At the end of the day, we are responsible for every child. Will we do it? Certainly. Will we look good early on? I doubt it."***

-Superintendent, Wake County  
June 2, 2002 News and Observer (NC)

***"Neither poverty nor race is an excuse. All children can rise to the standards and there are many schools in the data that you have to prove it."***

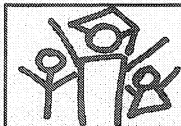
-Rick Mills, Commissioner of Education,  
New York. March 28, 2002, New York Times

***"Yes, parents may have the greatest impact on how their children come to us. But we have the greatest impact on how they leave us."***

-Superintendent, North Carolina

National Perspective: Kati Haycock  
Director, Education Trust

*IN THE END, WHAT YOU DO  
MATTERS. BUT WHAT YOU  
SAY MATTERS A LOT, TOO.*



**The Education Trust:**  
Learn from High Performing Districts  
by Registering Now for our National  
Zap the Gap Conference Nov 6-8 in  
Washington, DC.

[www.edtrust.org](http://www.edtrust.org)  
Washington, DC: 202-293-1217  
Oakland, CA: 510-465-6444

## **Facilitation Activity 1**

### **Activity:**

Force-Field Analysis and Barrier SMART-Goal Action Plan (30-40 minutes)

### **Purposes:**

- To analyze the driving and restraining forces that surround any proposed change
- To develop an action plan to ameliorate a selected barrier prior to implementation of a change

### **Materials:**

- Chart Paper divided in half, with one-half labeled “DRIVERS” and one-half labeled “RESTRAINERS/BARRIERS”
- Markers
- Handout “Barrier SMART-Goal Action Plan”

### **Procedure:**

1. In a large group setting, identify the proposed change and have participants list the driving forces that support the change. (5 minutes)
2. Have participants list the potential restraining forces, or barriers to the proposed change. (5 minutes)
3. In table groups, each group will select one of the large group “barriers” and write it in the top portion of the handout as a “Problem Statement.” (10 minutes)
4. The small group will then “Brainstorm” possible solutions. (5 minutes)
5. Finally, the small group will select one of the possible actions and write an Action Plan using the SMART-goal criteria at the bottom of the page. (10 minutes)
6. Table groups will share their plans with the large group. (5 minutes)



**SMART-Goal Action Plan for Restrainer/Barrier**

Barrier #\_\_ – Problem Statement:

Brainstorm Solutions:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

SMART\* Goal Statement

\*SMART=Specific/Strategic, Measurable, Achievable, Results-oriented, Timely

## **Facilitation Activity 2**

### **Activity:**

3 – 2 – 1 Organizer (15-20 minutes)

### **Purpose:**

- To provide a graphic organizer to guide reflection and conversation around any of the video segments

### **Materials:**

- 3 - 2- 1 Handout

### **Procedure:**

1. While viewing the video, participants complete the first section, “Three new things you learned,” as they encounter new ideas or concepts.
2. Following the video, participants reflect on the information gleaned and complete the second section, “Two things that validated your perceptions,” in which they note validation of their previous learning/experience. (5 minutes)
3. In table groups, participants discuss “actions” they would like to pursue in their own quest for school improvement as a result of their video experience. (5 minutes)
4. Table groups then share their ideas with the large group. (5 minutes)

### **Variation:**

Depending on time available, facilitators may want to use the 3-2-1 SMART-Goal Action Plan template adapted for this activity that was described in Facilitation Activity 1.



# 3 - 2 - 1

Three new things you learned

Two things that validated your perceptions

One “action” you’d like to pursue

**SMART-Goal Action Plan for 3-2-1 Activity**

Statement:

Brainstorm Solutions:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

SMART\* Goal Statement

\*SMART=Specific/Strategic, Measurable, Achievable, Results-oriented, Timely



## Facilitation Activity 3

### Activity:

“Here’s What . . .” (15-20 minutes after watching the video selection)

### Purpose:

- Graphic organizer tool for note-taking and focused discussion.

### Materials:

- Handout “Here’s What / So What? / Now What?”
- Optional: Chart paper or blank transparency and overhead projector
- Markers

### Procedure:

- Prior to viewing the video, distribute the handout “Here’s What / Now What? / So What?” and direct participants to make notes under the column “Here’s What” as they view the video. (5 minutes)
- After viewing, ask participants to think of the implications for their school improvement situation and note them under the heading “So What?” (5 minutes)
- In table groups, participants will share their implications and brainstorm possible applications for the “So What?” notes, listing them under “Now What?” (5 minutes)
- Finally, table groups will share their applications with the large group, and the facilitator will list ideas on either the chart paper or blank transparency. (5-10 minutes)

Depending on the situation, a SMART-Goal Action Plan could be developed later, after validating the need with data.



**Here's What**

**So What?**

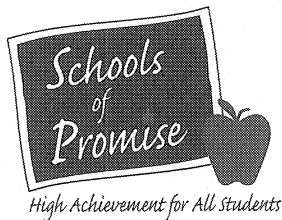
**Now What?**

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Major Points

Implications

Applications



## Professional Development CD-Rom *PRESENTERS*

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### **Susan Tave Zelman, Superintendent of Public Instruction**

Susan Tave Zelman became superintendent of public instruction for Ohio in 1999. Under her leadership, the Ohio Department of Education created a mission for the state's educational system that has brought sweeping change through standards-based reform. Ohio now has academic content standards that are aligned to curriculum models for teachers, diagnostic and achievement tests for students, and an accountability system that measures improvement.

Zelman is committed to closing achievement gaps between Ohio's lowest- and highest-performing students, especially low-income and minority students. She created a task force on closing achievement gaps which led to the development of Ohio's Schools of Promise program. The program is a vehicle for identifying and recognizing high-performing, high-poverty schools and sharing their best practices with schools and districts throughout the state.

Before coming to Ohio, Zelman was Deputy Commissioner, Missouri Department of Elementary and Secondary Education; Associate Commissioner, Massachusetts Department of Education Personnel; chair of the Department of Education at Emmanuel College in Boston, and held a five-year appointment with the Education Technology Center of the Harvard Graduate School of Education.

### **Kati Haycock, Director of the Education Trust**

Established in 1992, the Education Trust is a part of the American Association for Higher Education. The Trust assists school districts and institutions of higher education to launch simultaneous reform efforts aimed at improving teaching and learning, especially for minority and low-income students, and provides policy leadership that the national level.

Throughout her career, Haycock has exhibited a commitment to raising standards for all learners through clear and consistent articulation of standards at all levels, pre-kindergarten through college. Prior to her work with Education Trust, she served as executive vice-president of the Children's Defense Fund, the nation's largest child advocacy organization. She also served as Director of Relations with Schools and Educational Opportunity Programs for the nine-campus University of California System and was founder and president of The Achievement Council, a California group devoted to closing the achievement gap for poor and minority students. She has made appearances on NBC Nightly News and the Today Show and also has been published and quoted in many educational journals and magazines.

### **Joseph F. Johnson, Jr., Special Assistant to the Superintendent**

In July 2002, Joseph Johnson joined the Ohio Department of Education as a special assistant to State Superintendent Susan Zelman. He leads the department's Policy Council and works with senior leadership to design and implement a comprehensive strategy for closing achievement gaps in Ohio.

Prior to joining the Ohio Department of Education, he served as Director of Compensatory Education Programs at the U.S. Department of Education, administering more than \$10 billion in federal education resources to serve low-income communities, including Title I, Even Start, and Early Reading First. He also served as Director of District Support and Services at the University of Texas at Austin where he organized and directed studies of high performing, high-poverty schools. Between 1988 and 1994, he was a Senior Director at the Texas Education Agency (the Texas State Department of Education). Before his move to Texas, he directed special education programs for the Carlsbad Municipal Schools in New Mexico. He also served as a classroom teacher in San Diego for six years. In 1989, he was the founding president of the National Association for the Education of Homeless Children and Youth.