We have a growing problem—and haven’t really addressed it.

Rob Weil, AFT
### How Long Before We Say Things are Not Working for All Students?

<table>
<thead>
<tr>
<th>Indicator</th>
<th>What it Showed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2013 NAEP Scores</strong>&lt;br&gt;National Center for Educational Statistics</td>
<td>District had gains but was still way behind rest of country, achievement gap grew by an enormous amount</td>
</tr>
<tr>
<td><strong>2014 Ed Week – Quality Counts Report</strong></td>
<td>“the combined poverty gap for the District of Columbia expanded by 44 scale-score points, indicating that its poor students are now much more further behind their more affluent peers.”</td>
</tr>
<tr>
<td><strong>2014 Broader, Bolder Approach to Education Report</strong></td>
<td>DCPS claims of large gains in DC-CAS proficiency are questioned, confirmed large growth of achievement gap on both NAEP and DC-CAS</td>
</tr>
<tr>
<td><strong>2014 DC-CAS Scores</strong></td>
<td>Overall scores were relatively flat, but still large achievement gaps</td>
</tr>
<tr>
<td><strong>2015 DC Action for Children Report: Third-grade Reading Proficiency</strong></td>
<td>Showed wealthy students are making large to moderate gains in reading, less affluent schools showed much less growth</td>
</tr>
<tr>
<td><strong>National Research Council, June 2015</strong></td>
<td>&quot;We could not determine performance gaps on DC-CAS for students of low socioeconomic status, English-language learners, and students with disabilities because the city does not report data for the relevant comparison groups.&quot;</td>
</tr>
<tr>
<td><strong>NAEP Results 2015</strong>&lt;br&gt;National Center for Educational Statistics</td>
<td>“In 2015, students who were eligible for free/reduced school lunch, as an indicator of low family income, had an average score that was 47 points lower than that for students who were not eligible. This performance gap was wider than in 2003 (21 points).” - 4th Grade Math</td>
</tr>
</tbody>
</table>
Add One More Study to the Stack

February, 2017

Our Segregated Capital
An Increasingly Diverse City
with Racially Polarized Schools

Gary Orfield & Jongyeon Ee
February 2017

The Civil Rights Project
Projects Derechos Civiles
“A young, inexperienced and deeply ideological Superintendent, Michelle Rhee, brought the adoption of a forceful version of the dominant conservative theories: that the educational inequality could be solved by firing teachers, breaking up the union’s power, and shutting schools.”

Our Segregated Capital, February 2017 (page 39)

“Research has shown for a half century that students’ school success is aided significantly by being in classes with better prepared fellow students and better trained and more experienced teachers...”

Our Segregated Capital, February 2017 (page 40)
Achievement in 8th Grade Reading

2003-2015 8th Grade Reading Scores

Gap

Current Gap

NAEP Scale Score

2003 2005 2007 2009 2011 2013 2015

Source: National Center for Educational Statistics
Institute of Educational Sciences
National Assessment of Educational Progress

There was growth before the shift...
Achievement in 4th Grade Reading

2003-2015 4th Grade Reading Scores

There was growth before the shift...

Source: National Center for Educational Statistics
Institute of Educational Sciences
National Assessment of Educational Progress
District of Columbia Public Schools experienced unprecedented growth in achievement gaps because of a focus on the wrong aspects of teaching and learning. **For example**, efforts were skewed towards policies that don’t prioritize the improvement of instruction, only the measurement of it.

In other words, the focus should be on developing the teaching and learning process, not managing it.

We don’t need another study on the pile, we need research-based actions and support from experts with experience in turning around struggling schools.
Use Data for the Right Reason?

“While performance data in the United States are often used for purely accountability purposes, other countries tend to give greater weight to using them to guide intervention, reveal best practices and identify shared problems.”

- Lessons from PISA 2012 for the United States, OECD 2013

“The main difference is that in most high performing nations the consequences is for students, in the United States the consequences are for teachers and schools. This is where the U.S. is different from most other countries.”

“Unless there is a shift in approach, we can’t expect a change in results.”

Andreas Schleicher, Director for the Directorate of Education and Skills, OECD, Dec 7, 2016

We should reflect on how these statements apply to DCPS...
WHO PAYS TEACHERS BEST FOR THEIR TIME?

HOURS PRIMARY SCHOOL TEACHERS SPEND WORKING

Teacher salary after 15 years experience / GDP per capita (Primary school)

Source: Education at a Glance 2009. OECD Indicators

Created by oBizMedia.com
Look at How We Allocate Time

“…such a large class load normally does not leave time for planning, grading, working with students and parents, participating in extracurricular activities and all of the other tasks that teachers do.” - OECD

This discrepancy in time to review student work and collectively plan lessons creates the “teaching gap.”

It is no secret why teachers in high-performing countries, on average, have more developed lessons and provide more and better feedback to students.
Look at How We Allocate Time

Algebra Homework (show your work)                                   Name ____________________________

1. Write the expression one-half the sum of 4m and -2p algebraically.

2. A purse contains 82 cents in pennies, nickels, and dimes. There are four more pennies than nickels and twice as many dimes as nickels. How many of each type of coin are in the purse?

3. Simplify: \( \frac{4x - 3y}{3y - 4x} \)
International Summit on the Teaching Profession

- 2011: New York City
- 2012: New York City
- 2013: Amsterdam, Netherlands
- 2014: Wellington, New Zealand
- 2015: Banff, Alberta, Canada
- 2016: Berlin, Germany
- 2017: Edinburgh, Scotland
There are three essential components of successful teacher quality systems:

1. COLLABORATION
2. TRUST
3. TIME
A Few Words on Collaboration

“PLCs are an indication of a broader trend towards professional development that is increasingly collaborative, data-driven, and peer-facilitated, all with a focus on classroom practice.”


“In other words, collaborative practice becomes the main mechanism both for improving teaching practice and making teachers accountable to each other.”


“...but this collaborative culture does not fall from the sky and needs to be carefully crafted into policy and practice.”

“Collaborative Culture is the Key to Success” Andreas Schleicher - March 2013
The Shanghai Secret
By THOMAS L. FRIEDMAN
SHANGHAI — Whenever I visit China, I am struck by the sharply divergent predictions of its future one hears. Lately, a number of global investors have been “shorting” China, betting that someday soon its powerful economic engine will sputter, as the real estate boom here remarks. Education experts will tell you that of all the things that go into improving a school, nothing — not class size, not technology, not length of the school day — pays off more than giving teachers the time for peer review and constructive feedback, exposure to the best teaching and time to deepen their knowledge of what they’re teaching.

This is a lesson high-performing systems learned years ago.
## Teacher Retention & Pay

<table>
<thead>
<tr>
<th>Singapore</th>
<th>Finland</th>
<th>South Korea*</th>
<th>Shanghai, China</th>
<th>USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnover is around 3% - retention and performance bonuses are common for various achievements, both academic and non-academic.</td>
<td>Turnover is 2% - surveys show teaching in Finland is a top career - #1 for women, #3 for men.</td>
<td>Turnover rate is 1% - teaching is a very prestigious career, huge cultural respect.</td>
<td>No data on retention, but many opportunities for career advancement without leaving the classroom.</td>
<td>Teacher turnover is 14% for all schools and over 20% for high-needs schools.</td>
</tr>
<tr>
<td>“Take pay off the table” - focus is on a professional working environment.</td>
<td>Teacher pay in Finland is better than the U.S., but is not outstanding.</td>
<td>Combination of salary (highest in world), job security, vacations and social acceptance.</td>
<td>Moving up the career ladder brings more prestige and responsibility, and in some cases, more pay.</td>
<td>Most research indicates that the U.S. has a much bigger retention problem than a recruitment problem. In other words, fix retention and it will greatly improve recruitment.</td>
</tr>
<tr>
<td>“The experience of a teacher is a very valuable asset to retain” - tremendous respect for teachers. Virtually all PD is done by teachers with teachers.</td>
<td>Hard to describe the level of autonomy in Finland - teachers have guidelines, but make all their own choices. Teachers work together on school issues.</td>
<td>“the right to teach” - teachers are basically guaranteed a teaching position for life. Engage in “Lesson Study”.</td>
<td>Teachers work together to improve all students’ performance - improving poor performance is seen as everyone’s job not an individual teacher’s.</td>
<td>Constant attacks on the value of experience and job security. Accountability policies focus on individual teachers.</td>
</tr>
</tbody>
</table>

Note: Annual Turnover Rates

- Singapore: Turnover is around 3%
- Finland: Turnover is 2%
- South Korea*: Turnover rate is 1%
- Shanghai, China: No data on retention
- USA: Teacher turnover is 14% for all schools and over 20% for high-needs schools.
CSI

Why does DCPS not participate?
WTU Contract has pages of language on Partnership, Collaboration and Professional Development, almost none implemented. Things need to change...

ARTICLE 2 - QUALITY EDUCATION

2.1 Full and Equal Partnership

2.1.1 With this contract, the WTU and DCPS are committed to establishing a partnership, which we define as shared commitment, responsibility, and accountability for student achievement. This partnership requires open communication, trust, respect, collaboration, shared decision making, and compliance with all agreements. It requires full participation on all issues concerning education of DCPS students.

2.1.2 To that end, we establish the Full and Equal Partnership Committee (FEP). It will consist of the Chancellor and the President of the WTU and as many designees (an equal number from DCPS and the WTU) as they deem appropriate. All other joint committees described herein, with the exception of the committees working on Pilot schools and the Career Ladder, will work under the auspices of the FEP.

2.1.3 The FEP is primarily responsible for ensuring the full implementation of this collective bargaining agreement. It will also work to build collaborative relationships among stakeholders (Teachers, administrators, parents, students and others) in order to create a healthy climate for improved learning.

2.1.4 DCPS and the WTU agree that all students are entitled to a high quality
<table>
<thead>
<tr>
<th>Geographic area</th>
<th>Total</th>
<th>Salaries and wages</th>
<th>Employee benefits</th>
<th>Total</th>
<th>Salaries and wages</th>
<th>Employee benefits</th>
<th>Total</th>
<th>Pupil support</th>
<th>Instructional staff support</th>
<th>General administration</th>
<th>School administration</th>
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<tbody>
<tr>
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<td>6,363</td>
<td>2,407</td>
<td>6,480</td>
<td>4,305</td>
<td>1,609</td>
<td>3,762</td>
<td>601</td>
<td>502</td>
<td>198</td>
<td>538</td>
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<tr>
<td>Alabama</td>
<td>8,755</td>
<td>5,045</td>
<td>1,884</td>
<td>5,031</td>
<td>3,308</td>
<td>1,189</td>
<td>3,112</td>
<td>502</td>
<td>400</td>
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<td>6,110</td>
<td>10,105</td>
<td>5,193</td>
<td>2,965</td>
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<td>1,497</td>
<td>1,260</td>
<td>260</td>
<td>1,171</td>
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<tr>
<td>Arizona</td>
<td>7,208</td>
<td>4,446</td>
<td>1,265</td>
<td>4,016</td>
<td>2,833</td>
<td>766</td>
<td>2,807</td>
<td>567</td>
<td>410</td>
<td>66</td>
<td>338</td>
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<td>5,639</td>
<td>1,556</td>
<td>5,319</td>
<td>3,632</td>
<td>996</td>
<td>3,547</td>
<td>484</td>
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<td>5,507</td>
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<td>515</td>
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<td>5,036</td>
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<td>955</td>
<td>3,259</td>
<td>418</td>
<td>472</td>
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<tr>
<td>Connecticut</td>
<td>16,631</td>
<td>9,601</td>
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<td>2,970</td>
<td>5,729</td>
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<td>Delaware</td>
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<td>3,726</td>
<td>8,637</td>
<td>5,271</td>
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<td>4,726</td>
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<tr>
<td>District of Columbia</td>
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<td>11,528</td>
<td>1,651</td>
<td>10,771</td>
<td>6,580</td>
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<td>6,414</td>
<td>303</td>
<td>846</td>
<td>1,905</td>
<td>1,512</td>
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<td>Florida</td>
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<td>3,151</td>
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<td>2,844</td>
<td>353</td>
<td>523</td>
<td>75</td>
<td>486</td>
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<tr>
<td>Georgia</td>
<td>9,099</td>
<td>5,541</td>
<td>1,867</td>
<td>5,616</td>
<td>3,830</td>
<td>1,356</td>
<td>2,945</td>
<td>425</td>
<td>473</td>
<td>117</td>
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<td>4,171</td>
<td>1,089</td>
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<td>2,050</td>
<td>4,596</td>
<td>830</td>
<td>492</td>
<td>600</td>
<td>631</td>
</tr>
</tbody>
</table>

U.S. Census Bureau, 2013
The Resource Strategy...

Support Services (Percentage of PPOR)

PPOR – Per Pupil Operating Revenue
Source: Public Education Finances: 2013, U.S. Census Bureau (Table 8)
The Resource Strategy...

Instruction (Percentage of PPOR)

PPOR – Per Pupil Operating Revenue
Source: Public Education Finances: 2013, U.S. Census Bureau (Table 8)
The Resource Strategy...

<table>
<thead>
<tr>
<th>Rank</th>
<th>District</th>
<th>Years to $75,000</th>
<th>Adjusted starting salary</th>
<th>Adjusted ending salary</th>
<th>Adjusted lifetime earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pittsburgh for an exemplary teacher</td>
<td>8</td>
<td>$42,576</td>
<td>$106,440</td>
<td>$2,738,691</td>
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<tr>
<td>2</td>
<td>District of Columbia for an exemplary teacher</td>
<td>5</td>
<td>$54,643</td>
<td>$93,910</td>
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<tr>
<td>3</td>
<td>Columbus (OH)</td>
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<td>$44,856</td>
<td>$102,095</td>
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<td>4</td>
<td>Atlanta</td>
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<td>$46,507</td>
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<td>5</td>
<td>Shelby County (TN)</td>
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<td>$49,602</td>
<td>$85,362</td>
<td>$2,257,586</td>
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<tr>
<td>6</td>
<td>Pittsburgh for an above average teacher</td>
<td>9</td>
<td>$42,576</td>
<td>$85,152</td>
<td>$2,252,262</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>District</th>
<th>Years to $75,000</th>
<th>Adjusted starting salary</th>
<th>Adjusted ending salary</th>
<th>Adjusted lifetime earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Norfolk (VA)</td>
<td>20</td>
<td>$40,852</td>
<td>$86,434</td>
<td>$1,924,859</td>
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<td>Indianapolis</td>
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<td>$77,241</td>
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<td>32</td>
<td>District of Columbia for an average teacher</td>
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<td>33</td>
<td>Northside (TX)</td>
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<td>34</td>
<td>East Baton Rouge Parish (LA) for an exemplary teacher</td>
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<td>$49,174</td>
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<td>35</td>
<td>Greenville County (SC)</td>
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<td>36</td>
<td>Fresno</td>
<td>&gt;30</td>
<td>$38,786</td>
<td>$70,532</td>
<td>$1,894,032</td>
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<td>37</td>
<td>Jefferson County (CO)</td>
<td>20</td>
<td>$32,252</td>
<td>$77,744</td>
<td>$1,887,102</td>
</tr>
</tbody>
</table>
Contrary to what many say, using “market-based” reforms for educational change is not new. In the industrialized world two countries stand out: Chile and Sweden.

• Chile has used a voucher-based school system for almost 30 years. Developed under Pinochet by the market-based guru, Milton Friedman from the University of Chicago, the Chilean public school system is based on the free-market, competition and choice.

• Sweden implemented a market-based school system in the 1990s. Since that time, most aspects of Swedish schools have changed to reflect this new philosophy. This includes: school choice, individual teacher contracts and many other basic educational services.

Let’s see the results...
OECD: Chile’s public school system is the most economically segregated in the world. When asked about Chile’s academic performance, Andreas Schleicher defined it as “chronically underperforming.”

After years of students and parents protesting inequity in the schools, last spring Chile’s parliament began a system of reforms to create more equity and to move away from a market-based school system.
OECD: Sweden’s academic performance significantly and continually dropped since 2000. After the 2012 PISA results, the Swedish Government re-established rules and regulations on private providers. When asked about Sweden’s academic struggles, some blame the market-based reforms, others do not.

Regardless of these results, market-based education and the inequity it brings is a huge issue in Sweden.
We All Need to Work Together, There are Big Issues...

Enlow said he hopes one of Trump’s first moves as president will be to push for the reauthorization and expansion of the D.C. voucher program to qualify not just low-income students, but all children in the city. He argues that all parents should have the opportunity to choose which school their children attend.

Rep. Luke Messer (R-Ind.), chair of the Congressional School Choice Caucus, said his first priority is ensuring that there are enough vouchers to meet demand among low-income families. But he said he supports the idea of offering vouchers to all families, including affluent ones with children who already attend elite private schools.

“Listen, every single one of those parents is a taxpayer,” Messer said. “So from my perspective, I’m open to broad proposals.”

Washington Post 11/27/16