

Turnaround Schools that Work

Center for American Progress/The Century
Foundation

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Current Turnaround Strategy

- Kudos for Taking on the Problem

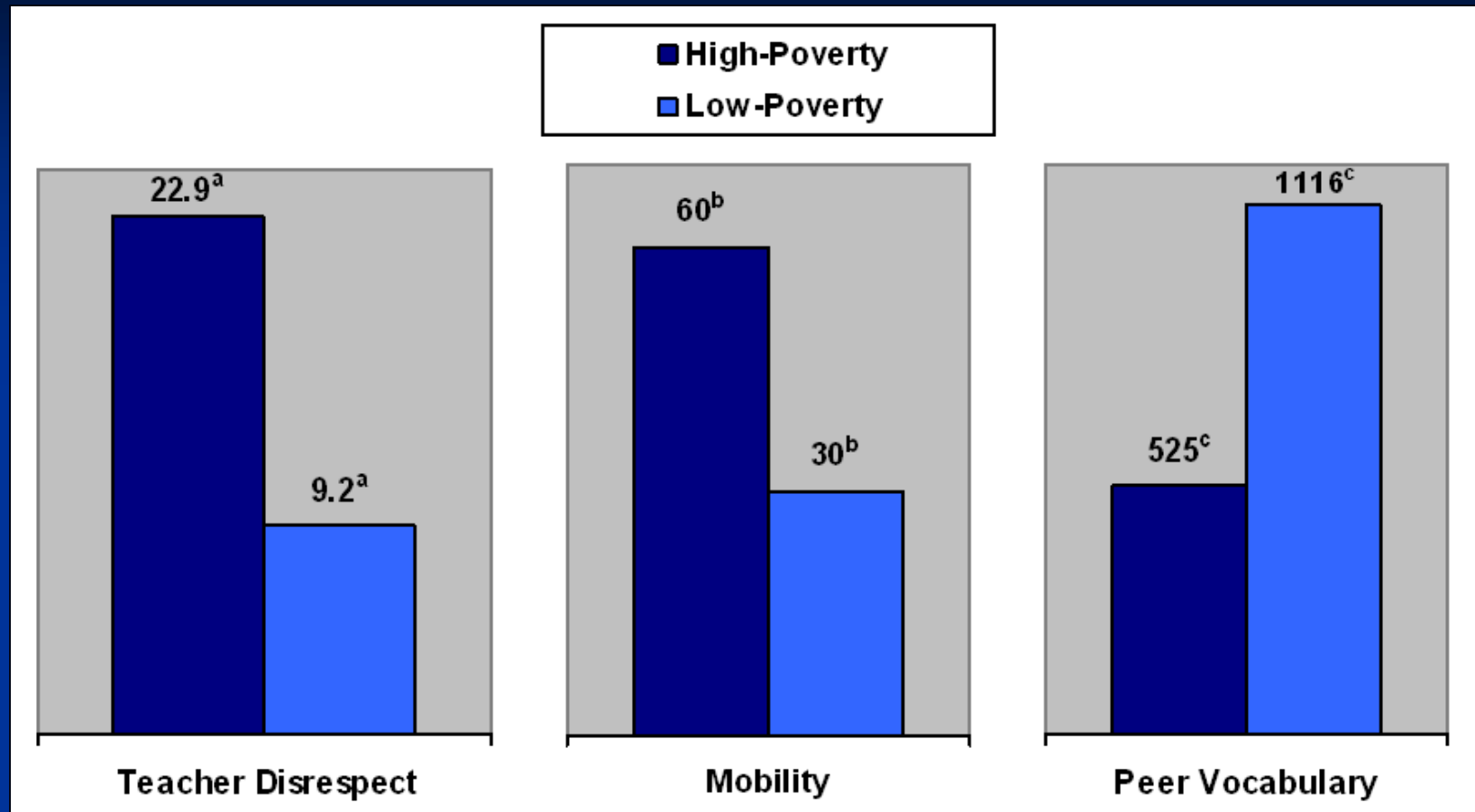


- Fire Principal and Teachers, bring in “new adults”



- “Mixed” results – Bryan Hassel
- “Scattered individual successes” – Mass Insight Education and Research Institute
- In CA, OH, MD and elsewhere, “consistently fallen short of hopes” – Andrew Smarick

Figure 1 Classmate Characteristics, by School or Student SES



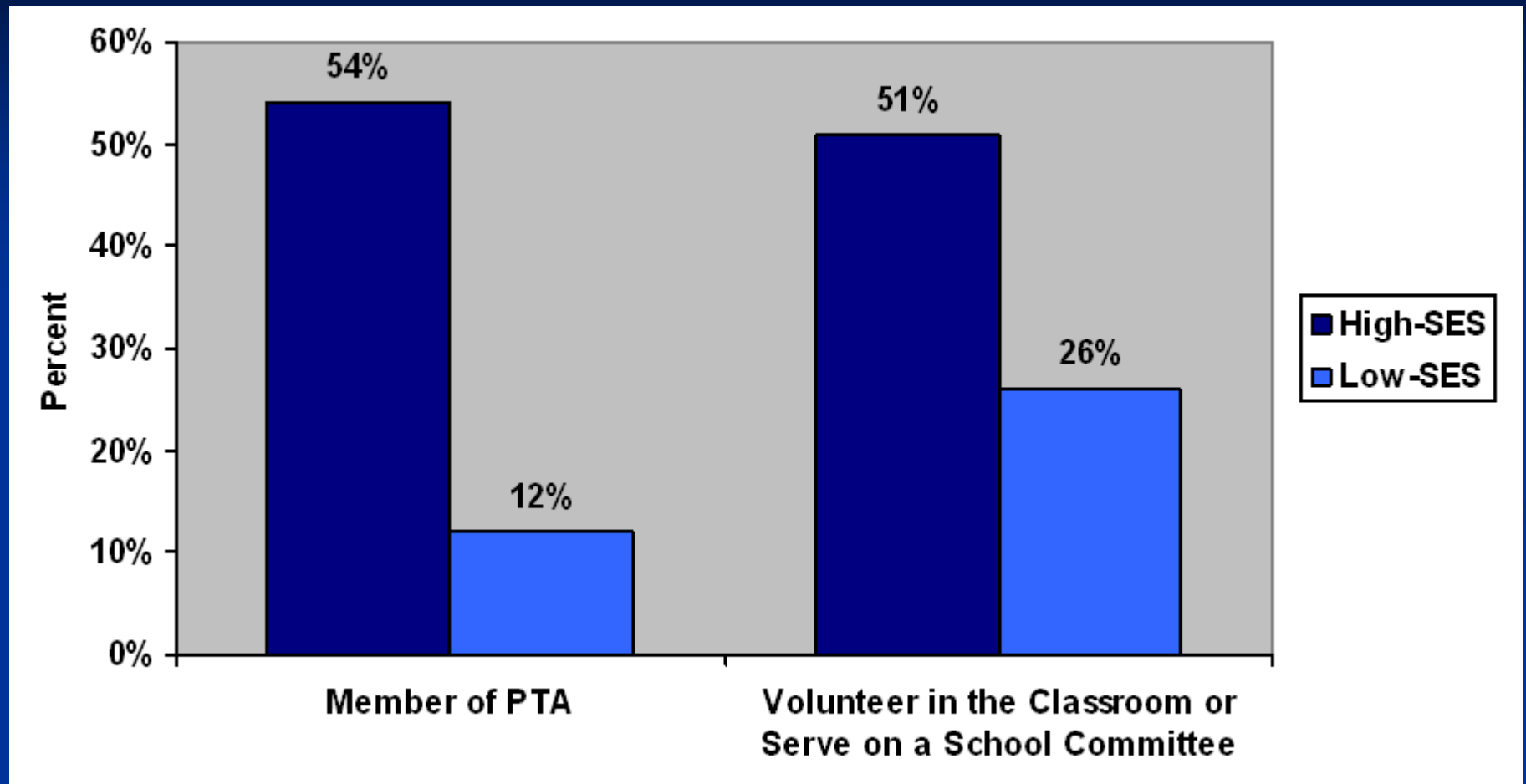
a Percentage of schools reporting student acts of disrespect for teachers in classrooms at least once per week. High-poverty refers to schools with 50 percent or more of their students eligible for free or reduced-price lunch; and low-poverty refers to schools with 20% or less of their students eligible for free or reduced-price lunch.

b Percentage of students who have attended two or more schools between first and third grades. High-poverty refers to the study's lowest family income group (family income is less than \$10,000). Low-poverty refers to the study's highest family income group (family income is \$50,000 or more).

c Number of words in student's vocabulary by 36 months of age. High-poverty means child is part of a family receiving welfare, and low-poverty means child is part of a professional family.

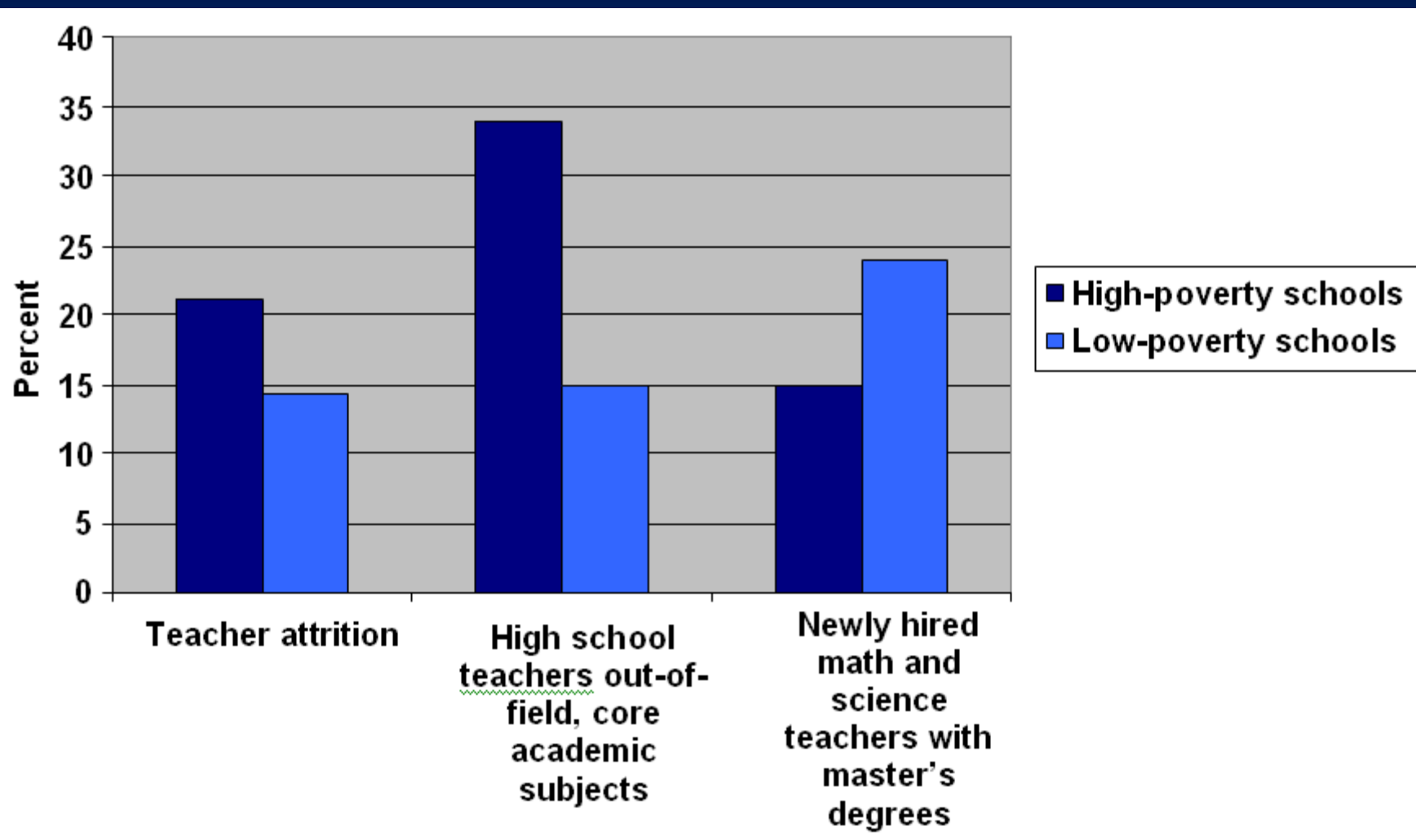
Source: Rachel Dinkes, Emily Forrest Cataldi, and Wendy Lin-Kelly, *Indicators of School Crime and Safety: 2008*, National Center for Education Statistics, U.S. Department of Education and U.S. Department of Justice, Washington, D.C., December 2008, Table 7.2, p. 99 (teacher disrespect); U.S. General Accounting Office, *Elementary School Children: Many Change Schools Frequently, Harming Their Education* (Washington, DC: U.S. General Accounting Office, 1994) (mobility); and Paul Barton and Richard Coley, *Windows on Achievement and Inequality* (Princeton, NJ: Educational Testing Service, 2008), p. 9, Figure 2 (vocabulary).

Figure 2 Parental Involvement, by Student SES



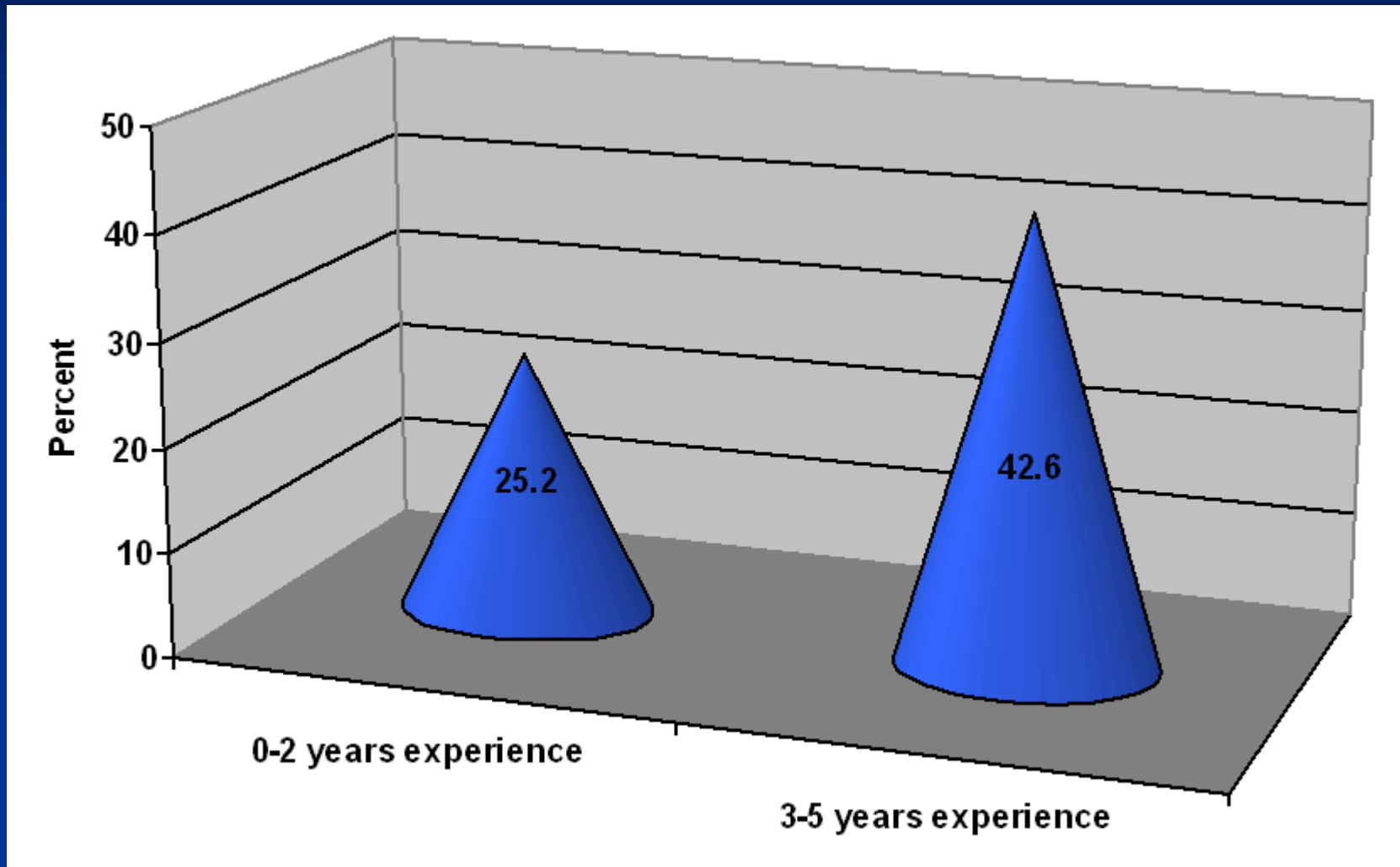
Source: 1988 National Educational Longitudinal Study data on PTA membership cited in Richard D. Kahlenberg, *All Together Now* (Washington, DC: Brookings Institution Press, 2001), p. 62; National Center for Education Statistics, *Parent and Family Involvement in Education, 2006-07 School Year*, August 2008, p. 9, Table 3 (volunteer and committee service). NCES considers students living in households with incomes below the poverty threshold to be poor, or low-SES. Both studies gauge parental involvement based on the socioeconomic status of students—not schools.

Figure 3 Teaching Quality, by School SES



Source: U.S. Department of Education, *The Condition of Education 2008* (Washington, D.C.: Government Printing Office, 2008), p. 51; Richard M. Ingersoll, cited in "Parsing the Achievement Gap," Educational Testing Service, 2003, p. 11; Linda Darling-Hammond, "Doing What Matters Most: Investing in Quality Teaching," National Commission on Teaching and America's Future, 1997, pp. 25–27.

Figure 4 Salary Increase Needed to Counteract Turnover Effects Caused by Differences in Student Characteristics Between Large Urban and Suburban Districts, by Experience Class of Teacher (for Female, Nonminority Teachers)



Source: Eric A. Hanushek, John F. Kain, and Steven G. Rivkin, "Why Public Schools Lose Teachers," *Journal of Human Resources* 39:2 (2004): 326-54.

Examples of Magnet Schools as Turnarounds

- Wexford Elementary, Lansing, MI

Was facing reconstitution; adopted magnet theme; now integrated and high performing

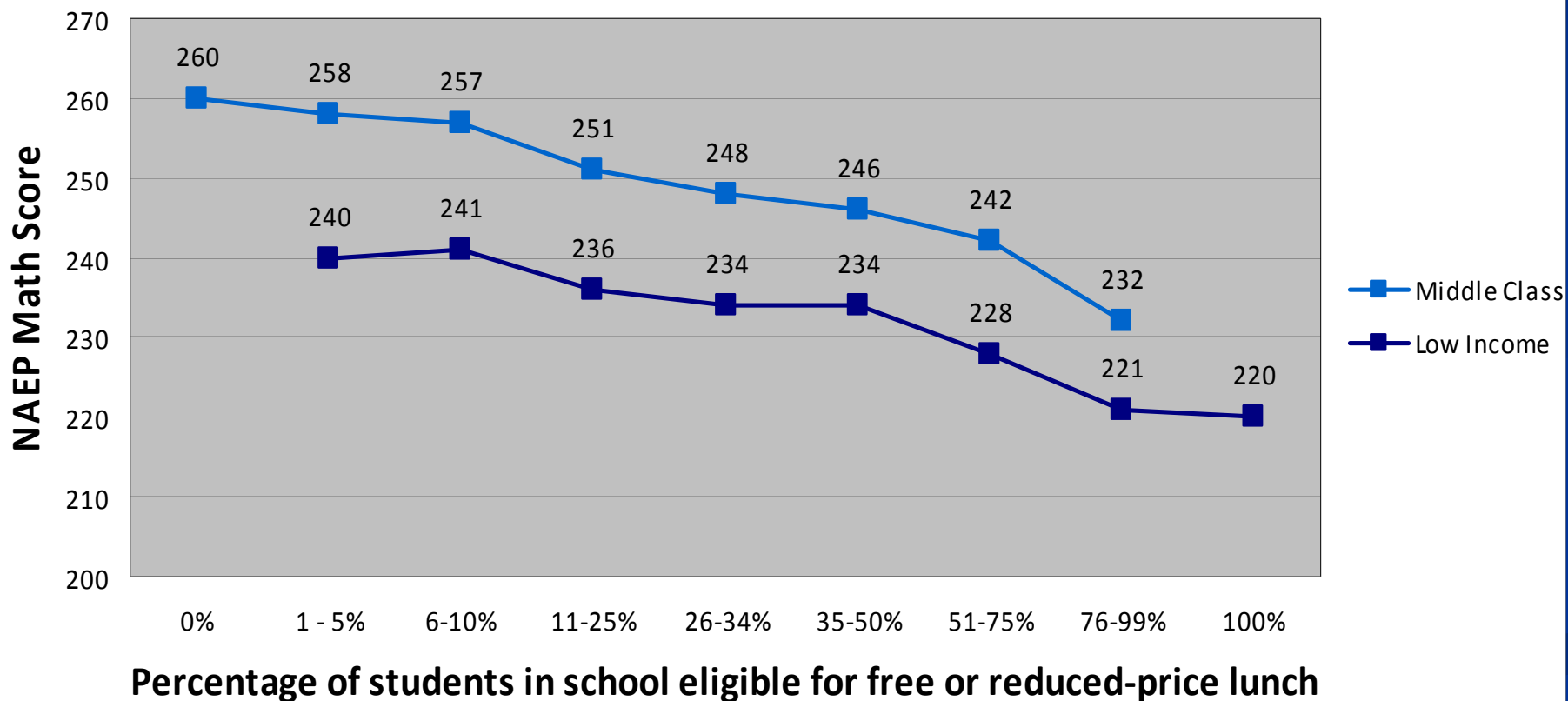
- Tobin School, Cambridge, MA

Was underchosen and low income (only 12 applicants for 60 seats), now 145 applicants for 60 seats, twice as many middle class applicants

40 Years of Research

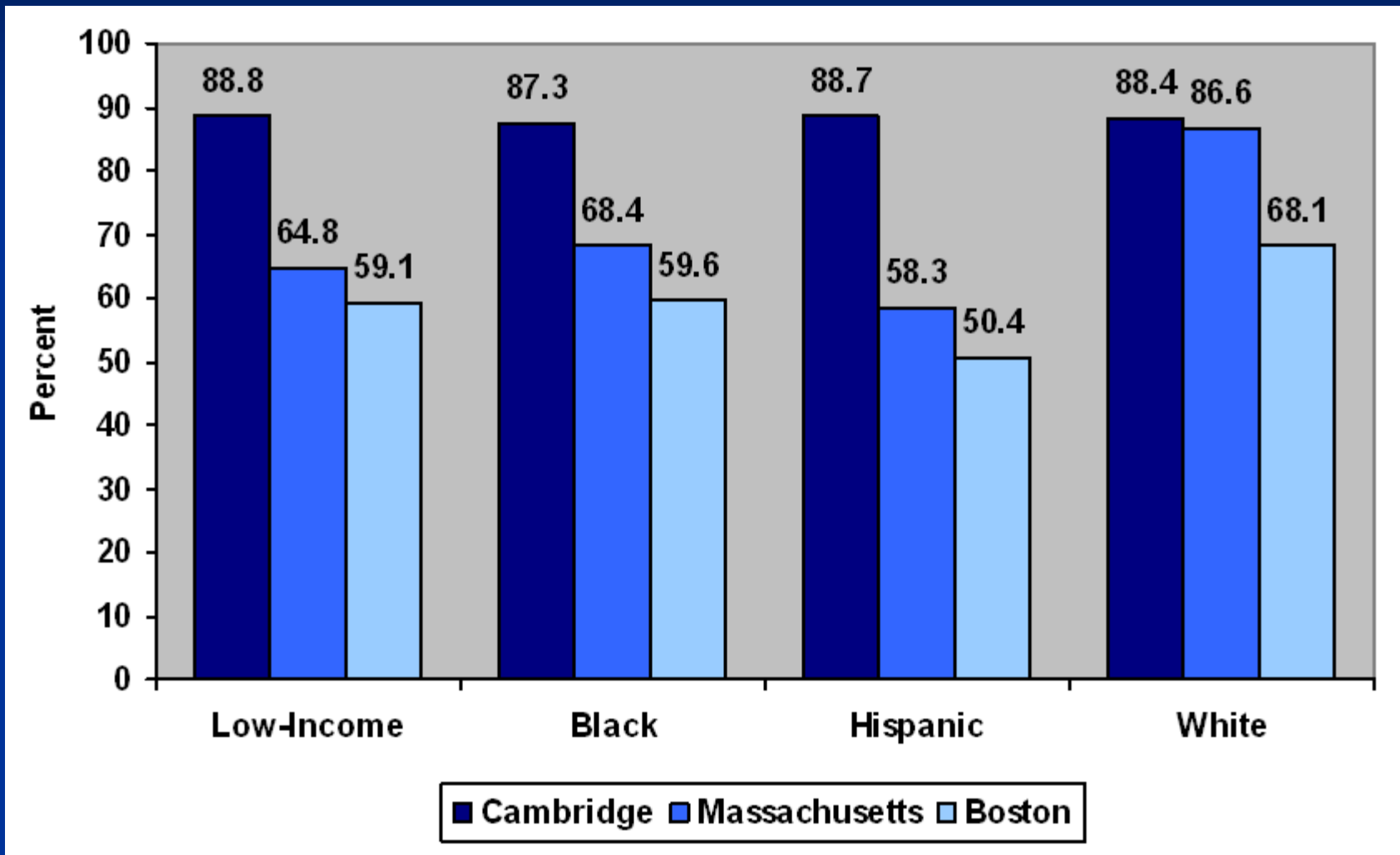
- 1966 Coleman Report: SES of family the biggest predictor of achievement; SES of school the second biggest predictor.
- 2006 Programme for International Student Assessment (PISA) for 15 year olds in science showed a “clear advantage in attending a school whose students are, on average, from more advantaged socioeconomic backgrounds.” Finland least economically segregated
- 2006 Douglas Harris CAP study: Math data from 18 million students found minority students have greater gains in racially integrated schools and that “a substantial portion of the ‘racial composition’ effect is really due to poverty and peer achievement.”

Figure 5 National Assessment of Educational Progress 2007, 4th Grade Math Results



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessments of Educational Progress (NAEP), 2007 Math Assessment, Grade 4.

Figure 6 Cambridge, Massachusetts, and Boston Four-Year Cohort Graduation Rates, 2008

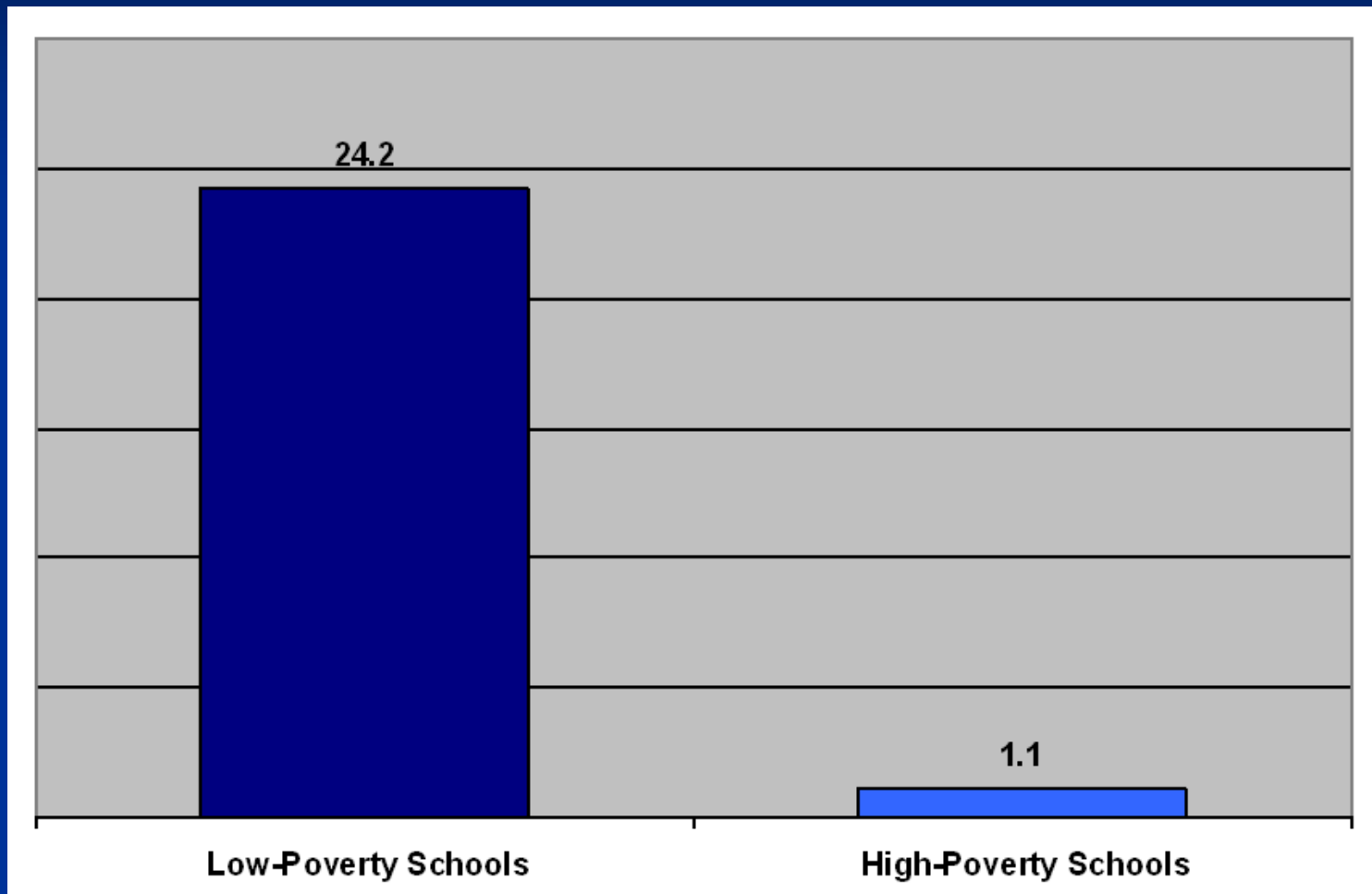


Source: Massachusetts Department of Elementary and Secondary Education, Cohort 2008 Four-Year Graduation Rates – State Results, < http://www.doe.mass.edu/infoservices/reports/gradrates/08_4yr.html>.

Racial vs. Socioeconomic Integration

- Socioeconomic Integration Perfectly Legal
- Not just a clumsy proxy. Research: Academic benefits of integration not from proximity to whiteness but middle-class environment
- Racial Desegregation in Charlotte vs. Boston (1970s)
- Roosevelt Perry Elementary in Louisville.

Figure 8 Percentage of Schools That are Persistently High-Performing, by SES

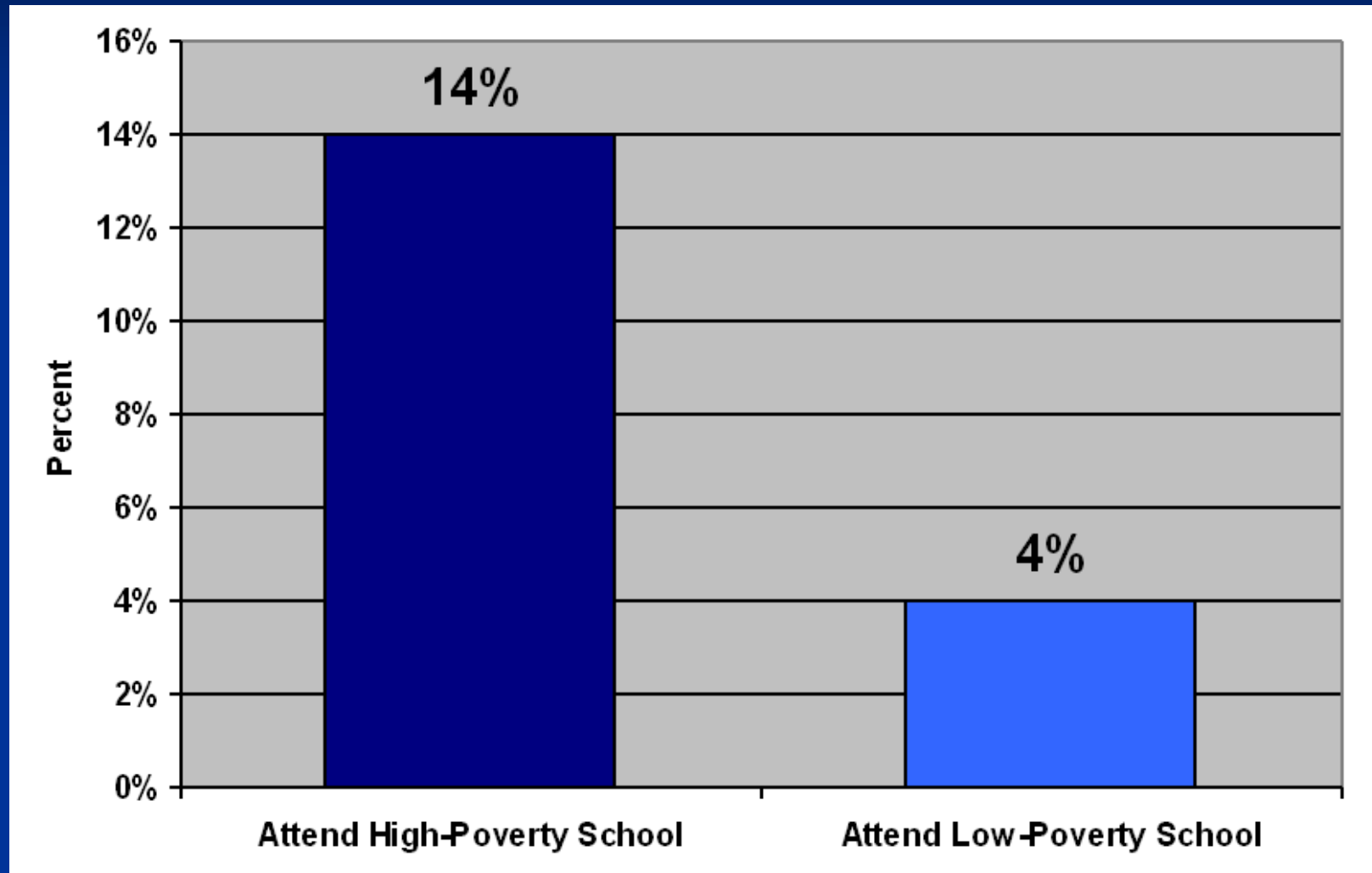


Note: High-poverty is defined as at least 50 percent of students eligible for free or reduced-price lunch; low-poverty is defined as fewer than 50 percent eligible. High-performing is defined as being in the top third in the state in two subjects, in two grades, and over a two-year period.
Source: Douglas N. Harris, "Ending the Blame Game on Educational Inequity: A study of 'High Flying' Schools and NCLB," Educational Policy Studies Laboratory, Arizona State University, March 2006, p. 20.

KIPP

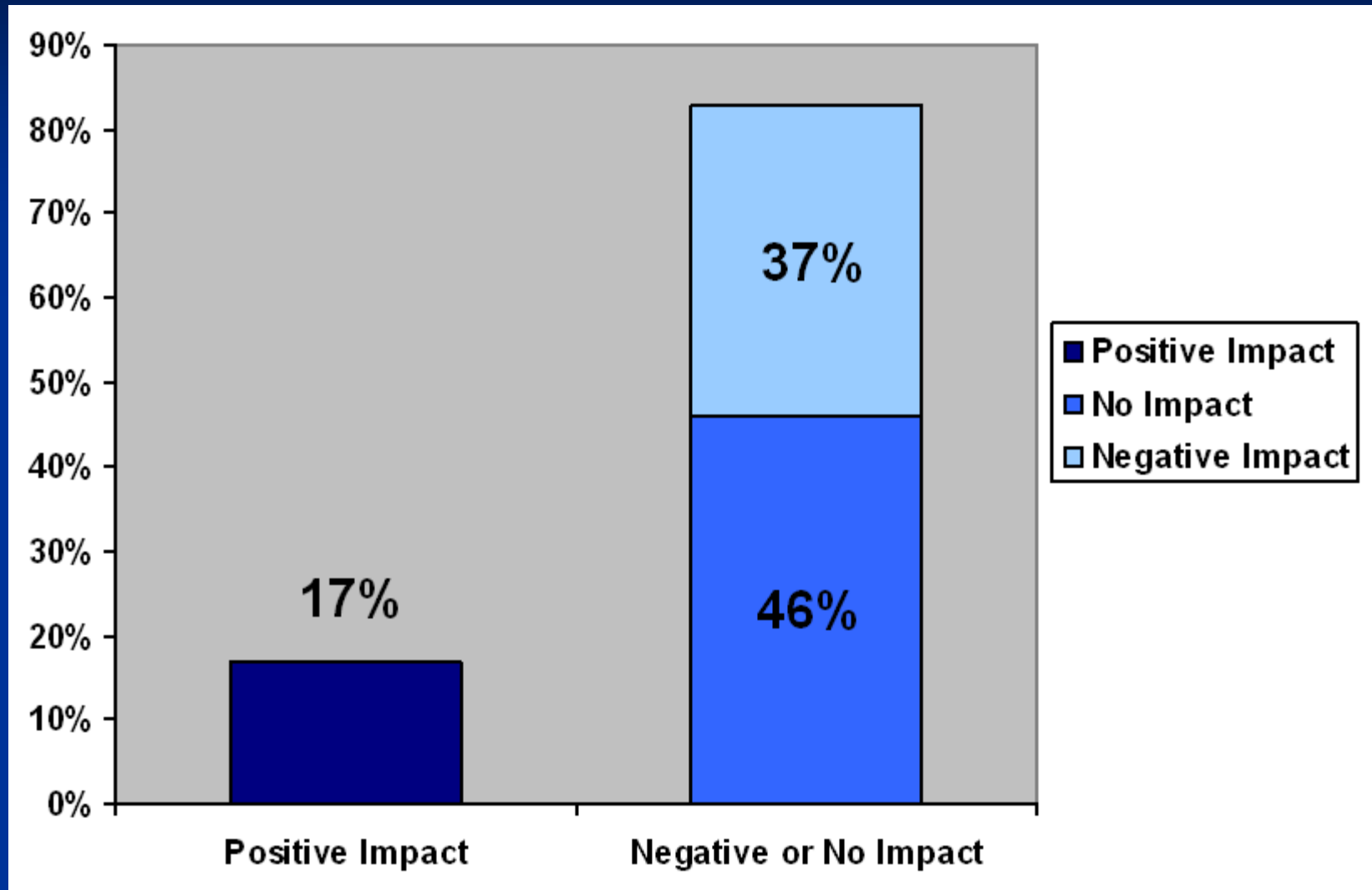
- Tremendously Successful High Poverty Schools
- Scalable to Turnaround?
 - Self-selected students. Takeover Failed.
 - 60% Attrition in San Francisco schools.
 - Parents who sign statements committing to read to their children every night
 - Crazy hours for teachers; 49% attrition in San Francisco area schools.
 - Generous funding

Figure 9 Chance of Adult Poverty, by School SES (Controlling for Individual Ability and Family Home Environment)



Source: Claude S. Fischer et al., *Inequality by Design: Cracking the Bell Curve Myth* (Princeton, NJ: Princeton University Press, 1996), p. 84.

Figure 10 Impact of Charter Schools on Math Gains in 15 States and D.C.



Source: "Multiple Choice: Charter School Performance in 16 States," Center for Research on Education Outcomes (CREDO), Stanford University, Stanford, CA, June 2009, p. 44, Table 9.

Concluding Thoughts

- Poor kids can learn, if given the right environment.
- Poverty and Economic Segregation are the major drivers of inequality, not Teachers and their Unions.
- 95% of education reform about making separate but equal work rather than reducing the number of high poverty schools.

For More Information

- Richard D. Kahlenberg, *All Together Now: Creating Middle Class Schools through Public School Choice* (Brookings Press, 2001; paperback, 2003).
- *Divided We Fail: Coming Together through Public School Choice: Report of The Century Foundation Task Force on the Common School* (Lowell Weicker, Chair) (Century Foundation Press, 2002).
- Jennifer Jellison Holme and Amy Stuart Wells chapter in *Improving on No Child Left Behind*, ed. by Richard D. Kahlenberg (Century Foundation, 2008).

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