

The 2001
**Results
Card**

ANALYZING MULTIPLE MEASURES
OF STUDENT ACHIEVEMENT

ARIZONA, COLORADO, FLORIDA,
GEORGIA, MARYLAND, OHIO,
PENNSYLVANIA, TEXAS, VIRGINIA



StandardsWork[®]



Preface

The purpose of the Results Card is to examine student achievement from various vantage points. We look through the lens of multiple measures to determine whether some states are having more success than others and to examine the reasons for those outcomes. Four years into this effort, the quality of the data still thwarts our efforts. Nevertheless, the 2001 Results Card:

- Reports on the pace and direction of achievement in states across the nation. Is achievement going up, is it going down or is it flat?
- Determines the size of change. Is it big, small or nonexistent?
- Focuses attention on the extent to which minority students are participating in the improvements that are found.
- Gets underneath the numbers (when given the right data) to uncover the policies and practices influencing the direction of student achievement, including a review of multiple measures (e.g., rates of enrollment in higher-level courses, chronic absenteeism rates, teacher expertise in the subject matter and more). For more information on multiple measures, see *Driving Student Success*, a companion report to the 2001 Results Card.
- Focuses discussion on specific data that need to be reported if we are going to systematically improve student performance across the nation.

About Our Approach

While we review test data in the Results Card, we *do not* judge the validity or rigor of state tests. State tests have different content, numbers of performance levels (from three to five levels for the states participating in the Results Card), definitions of what constitutes satisfactory or proficient work, levels of testing exemptions, and approaches to assessing student knowledge.

Still, what states are reporting about the direction of student achievement — whether it is up, down or flat — *can* be evaluated. Moreover, whether or not the National Assessment of Educational Progress¹ (NAEP) and college board scores confirm or contradict the state results *also can* be evaluated. The reporting in the Results Card is designed primarily to focus attention on whether a state is making progress against the standards and measures that it has set for itself. We use the NAEP data as an “audit” measure to present another viewpoint

¹ The National Assessment of Educational Progress (NAEP) will be referred to in this report as the national assessment.






on the state’s results. We also display how other participating states are performing on the measures research tells us matter.

We believe that if, as a nation, we are serious about improving the achievement of all students and closing the achievement gap between different groups of students, then we should be looking at those states making the greatest gains and see what they are doing that is making a difference. *After all, tests by themselves cannot improve student performance. Tests prompt improvement only if they become a stimulus to improve curricula, upgrade instruction, target professional development and focus resources.* For that reason, the Results Card focuses equal attention on nontest indicators. As you will see, when there are substantial data, we learn a lot.

Nine states are participating in the 2001 Results Card: *Arizona, Colorado, Florida, Georgia, Maryland, Ohio, Pennsylvania, Texas and Virginia.* The test data are evaluated for *all* students, black students and Hispanic students on state proficiency tests, the national assessment and college entrance exams.

How To Read the Results Card

Each indicator measured in the Results Card includes charts with icons that group individual schools, districts and states (all by grade level) into one of five categories:

-  exemplary
-  good
-  moving in the right direction
-  maintaining (*used for trend data only*)
-  possible problem

At a glance you can tell whether the news is good or bad for a particular measure, area or level of schooling. For a deeper understanding of what the data show, the charts are accompanied by “Kudos,” “Alerts” and “Questions” sections that analyze key data — positive and negative — displayed on the charts and offer further lines of inquiry as well as possible policy and practice options for generating improvement.

StandardsWork™, Inc. is a nonprofit education consultancy that has worked hand-in-hand with states and communities throughout the country to improve student performance through the development and implementation of grade-by-grade standards, results-based evaluation systems, and other quality tools and processes. Its best-selling book and CD-ROM, *Raising the Standard*, which now includes a chapter on charter schools, is being used to implement standards in districts across the country

For a downloadable PDF file of the 2001 Results Card, visit our Web site at www.goalline.org/resultscard/2001.html or call (202) 835-2000.

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Executive Summary

The Results Card has great promise. As we enter this new period, governed by the changes in the new Elementary and Secondary Education Act, the Results Card is designed to look beyond the next federal requirement and anticipate the needs of those working to improve student achievement. The results we report here are the culmination of more than four years of work. With this 2001 report, we hope to open a discussion with the participating states (and other interested parties) about policies and practices that are driving performance. At the same time, we want to use this examination to raise questions about the current state of data collection and reporting and to provide a platform for systemizing measurement and methods — so we can accelerate improvements in teaching and learning.

Top Reflections

- 1. Performance in the various content areas is uneven, and improvements generally are incremental, although there are isolated areas of promise.**

Good News in Reading

- Colorado* is a standout in all categories. The state registered the strongest and most consistent showing in terms of absolute scores, trends over time and performance of all groups of students when state proficiency test results are reviewed in concert with national assessment results, especially at grade four. The state's average SAT verbal score is 29 points higher than the national average; its ACT verbal score is at the national average. The other good news is that SAT verbal scores for Hispanic students improved by 14 percentage points in one year.
- Texas* also is showing strength at all grades tested on both its state proficiency test and the national assessment. Scores on its state proficiency test are higher than those *Colorado* is reporting, which is probably because of the differences in the state tests and cut scores. However, *Texas* exhibits weaker performance in terms of absolute scores, trends over time and performance of different groups of students on the national assessment. The achievement gap between minority students and students as a whole is reduced to a handful of percentage points on the state proficiency test. Curiously, these gains did not translate into narrowing the gap on the national assessment. On the other hand, *Texas* is one of only two states with solid percentages of students scoring at the highest proficiency level on the state test. *Georgia* is the other.

Good News in Writing

- Texas* is again showing strength at all grades tested on both the state proficiency test and the national assessment. High percentages of students are passing the state proficiency test, and the percentage of students scoring proficient or above on NAEP is higher than the national average. The gap in achievement between minority students and students as a whole is reduced to a handful of percentage points on the state proficiency test and 11 percentage points on the national assessment. The percentages of black and Hispanic students scoring proficient or above on the national assessment are up to two to three times higher than those of the other eight states participating in the Results Card.
- Virginia* is showing strength at all grades tested on both the state proficiency test and the national assessment. High percentages of students are passing the state proficiency test; the percentage of students scoring proficient or above on NAEP is at the national average. Relatively speaking, *Virginia* is one of the strongest performers among the nine states. Improvements at grade eight are exemplary for black students and students as a whole.
- Maryland* registered strong improvements (from 8 to 9 percentage points) among all groups of students who were at or above proficient on the grade eight state test in writing.

Good News in Math

- Texas* registered the strongest showing of the nine participating states when state results are reviewed in concert with national assessment results in terms of absolute scores and hefty improvements over time for all groups of students in all grades (except for grade eight on the national assessment).
- Virginia* had a strong showing as well on the state proficiency test, which is confirmed by results on the national assessment for all groups of students in most grades.
- Ohio* registered more limited yet impressive success. At grade eight, *Ohio* turned in the strongest performance of all Results Card participants on the national assessment and was among the highest scorers in the nation. As important, from 1992 to 2000, improvements on the national assessment at grades four and eight were substantial (10 percentage points and 13 percentage points, respectively).



- *Maryland* shows similar strength at grade eight on the national assessment.
 - At grade eight, improvement trends are strong on the national assessment for all states that participate in both the Results Card and NAEP: *Arizona, Georgia, Maryland, Ohio, Texas* and *Virginia*. *Ohio, Texas* and *Virginia* also registered strong gains in grade four.
- 2. Results on the national assessment tend to confirm the results on state proficiency tests: States that are top performers in a particular content area on NAEP are showing the best results on individual state proficiency tests. Results on the other national measures — the SAT and ACT — are not so clear; improvements on state proficiency tests and NAEP do not always translate into improvements on SAT/ACT tests. Should state education leaders (and other policymakers) be wondering about this discrepancy?**

NAEP results signal strong performance by *Colorado* students in reading and by *Texas* and *Virginia* students in writing and math. In other words, results on the national assessment tend to confirm the results on state proficiency tests. *Georgia* is the only exception — strong results on the state proficiency tests are not confirmed by performance on the national assessment. The confirmations offer proof that certain practices and policies are working in those states and may reassure those who worried about using NAEP as a gauge of performance at the national level.

It is important to note that several states participating in the Results Card chose not to participate in the latest rounds of the national assessment given in 1998 and 2000.

- *Ohio* and *Pennsylvania* chose not to participate in the 1998 national assessment in reading. Note: They did participate in the 1992 assessment.
- *Ohio* and *Pennsylvania* chose not to participate in the 1998 national assessment in writing.
- *Colorado, Florida* and *Pennsylvania* chose not to participate in the 2000 national assessment in math. Note: They did participate in the 1996 assessment.

With less information available to confirm state results, fewer conclusions can be drawn.

A caution: In most states reporting here — and across the nation — the proportion of students considered proficient or satisfactory on their state tests is often double or triple the percentage of students scoring proficient on NAEP. The percentage point difference varies from state to state; *Texas* consistently registers the largest gap for all students (between 53 and 65 percentage points). In *Texas*, the gap is smaller when the satisfactory or pass rates on state tests are compared

to the basic level rather than the proficient level on NAEP. There are a couple of exceptions: *Maryland* in reading and *Colorado* in math. In both cases, similar percentages of students score proficient or satisfactory on the state tests and NAEP.

NAEP content is designed to reflect a broad national consensus on what is or should be taught but may or may not be reflected in a particular state’s standards. Reasons for the disparity in scores could be differences in the content of the tests, the rigor of the tests and/or how the cut scores (definitions of proficiency) are set. Some states openly state that they have set their proficiency levels low and plan to raise the bar incrementally. *Texas* has chosen this path. *Maryland*, on the other hand, purposely chose to take a harder line from the start by setting its proficiency levels closer to those of NAEP. This difference in how proficiency levels are set is evident in reading, but less evident in the areas of writing and math. Regardless, we think the gaps between the state and national measures should sound an alarm and cause states to reflect on the validity — and rigor — of their assessments.

Results on State Tests and National Assessment Vary

Percentage of students scoring proficient/satisfactory or above in grade eight reading

	State proficiency test	NAEP
<i>Arizona</i>	52%	28%
<i>Colorado</i>	n/a	30%
<i>Florida</i>	39%	23%
<i>Georgia</i>	75%	25%
<i>Maryland</i>	29%	31%
<i>Ohio</i>	n/a	n/a
<i>Pennsylvania</i>	53%	n/a
<i>Texas</i>	89%	28%
<i>Virginia</i>	70%	33%

- 3. The fact that black and Hispanic students as a group consistently score lower on standardized tests than their white counterparts throughout the country is not exactly news, but the fact that some states are reporting significant gains in some content areas and with certain groups of students is worth probing.**

Texas is having the most consistent success in improving minority achievement, which is particularly impressive given that the number of minority students in the state is many times that of the other states participating in the Results Card.

- *Small Gap in Absolute Scores:* The percentage of black and Hispanic students scoring satisfactorily in reading, writing and math on *Texas*’ state proficiency tests is nearly the same as the percentage for all students — only

a handful of percentage points separate them. However, the gap remains large on the national assessment in reading and math — the percentage of black and Hispanic student scoring proficient or above is anywhere from one-half to one-quarter that of all students.

- *Huge Improvements:* Students made substantial achievement gains in math in all grades on *Texas*' state proficiency test — up to 15 percentage points for black and Hispanic students at certain grades. Both black and Hispanic students in grade four and Hispanic students in grade eight made strong gains on the national assessment. Black and Hispanic students also showed huge gains in all grades tested on *Texas*' state proficiency tests for reading and writing.

Colorado and *Virginia* are two other states that have had strong minority achievement gains, although this success is not repeated across the board in all content areas.

- *Small Gap in Absolute Scores:* On *Virginia*'s 2000 state proficiency test, writing achievement for minority students in all grades tested is close to the achievement of students in general.
- *Consistent Gains:* In *Colorado*, reading achievement gains on the state proficiency test and NAEP, especially at grade four, reach 6 percentage points for black students. The writing achievement gains on the state proficiency test in *Virginia* for black students, especially at grade eight, also are impressive (10 percentage points). Similarly impressive gains are evident for black students on the math state proficiency test in four grades tested (as much as 15 percentage points in one grade), as are more moderate gains in the other two grades. Hispanic students registered gains — although somewhat more modest — in four out of six grades tested. Two grades suffered declines.

While we have to moderate conclusions drawn from only one year of data, Hispanic students in *Colorado*, *Georgia* and *Ohio* and black students in *Arizona* have made impressive gains in their math and verbal scores on the college boards. This trend merits watching.

When considering minority achievement, there is a great deal of anecdotal noise about what “causes” the gap. Most troubling to us is the repeated excuse that minority and poor students under-perform *because* they are minority and/or poor. However, a new Vanderbilt University study evaluating the performance of children who attend schools run by U.S. Department of Defense (DOD) found these children closely resemble their peers in inner-city schools in terms of mobility, percentage who are minority, and percentage who qualify for free and reduced-price lunches. But DOD students consistently score higher than students in nearly every state on the national assessment, and *the achievement gap between*

whites and nonwhites is significantly narrower than the national average. Among the conditions the researchers identified as making a difference are:

- Clear, centralized standards combined with local decisionmaking defined by the researchers as mission, money and measurement from the top and methods from the bottom.
- High expectations for all kids.

Colorado, *Texas* and *Virginia* appear to translate these conditions into placing a premium on reporting test scores separately by income and racial group. *Texas* adds rigor to the reporting requirements by insisting that each group of students meet the same test score targets. We applaud these efforts, and the Results Card illuminates them.

When specific additional data are available, other insights emerge. For instance, when we evaluated the performance of the black and Hispanic minority groups, we found that in seven of the states participating in the Results Card, the minority group comprising the smaller percentage of the state's total student population is having more academic success. For instance, in *Maryland*, *Ohio* and *Pennsylvania*, and to a lesser extent in *Florida* and *Georgia*, Hispanic students in most cases are outscoring their black peers in terms of absolute scores and gains over time. The opposite is true in *Colorado* and *Arizona*, where the black student population is a fraction of the size of the Hispanic student population. In *Virginia*, where black students outnumber Hispanic students by a factor of six or seven, the results are mixed: Black student gains over time are better than Hispanic gains, but in absolute scores, Hispanic students are outscoring the larger group of black peers.

These results make clear — if any doubt existed — that it is both unfair and counterproductive to assume that “disadvantaged” racial or socioeconomic groups under-perform because of demographics. It's not about the student or his/her ethnicity — other conditions undermine learning.

For example, a recent *Washington Post* article found the following phenomenon related to poverty. The reporters analyzed the test scores and economic status of 50,000 Montgomery County students in third through eighth grades. The data indicated that the performance of individual students differed dramatically depending upon the overall level of poverty in the school they attended. Lower-income students performed their worst at schools where the student population was overwhelmingly poor. But when lower-income students attended schools where most of the students were more affluent, they achieved higher scores — matching or exceeding the county average. According to district personnel, schools that are considered high-poverty have long been given more resources — as much as \$3,000 more per pupil, in some cases, than other county schools. This report (and others)



suggests that money doesn't seem to be the answer; rather, it is a change in environment that improves a poor child's fate. When they attend schools where they are but a fraction of the student body, their achievement is higher.

However, before we dismiss minority achievement data as statistically unreliable, we need to probe deeper to uncover possible new approaches to improve minority achievement. More data are needed. *States would need to determine whether minority students are concentrated in certain schools or districts or spread throughout the state and whether variations in scores correlate to the differences in school environments. Disaggregating data related to high-level course-taking, teacher qualifications and chronic absenteeism is likely to reveal what's really holding students back.*

4. There is an intersection between policy and achievement. Available research tells us that certain state policies make a difference in student performance; data from the Results Card confirm these findings.

Of the nine states participating in the Results Card, the two that are showing the most consistent success on both the national assessment and their own state tests also are the two that have instituted most of the policies research has identified. *Texas* has instituted all but one; *Virginia* has implemented about half, including requiring teachers to have certain coursework in the subject in which they teach.

5. Student performance clearly improves when state or national policies require constant monitoring and reporting of specific multiple measures to confirm student progress. The states participating in the Results Card show that those most committed to data collection and reporting — *Texas* and *Virginia* — have the most good news to report this year. The reason? The more precise the data, the more focused interventions can be.

The next step is to determine whether we can reach some consensus about what measures more states and districts are willing to be held accountable for — and by what definitions. We present the Results Card and its indicators as a place to begin.



Who's Doing What?

Questions and Observations

Available research tells us that certain state policies make a difference in student performance. In 1999, David Grissmer and Ann Flanagan at RAND Corporation studied the policies of North Carolina and *Texas* because student performance in both states had improved most on the national assessment and their own state tests.

The mix of policies they identify as underpinning success (and which we believe are confirmed by the recent Vanderbilt study of DOD schools) include:

- Creating grade-by-grade standards.
- Linking state assessments to those standards.
- Instituting clear achievement goals with consequences — positive and negative.
- Increasing local flexibility for schools.
- Computerizing feedback systems for quick and easy access to information.

Achievement-Related Policies

Academic Requirements

	AZ	CO	FL	GA	MD	OH	PA	TX	VA
Standards for Every Grade	N	N	N	Y	N	Y	N	Y	Y
Minimum Reading/Math Time ¹	200X	N	Y	N	N	N	N	N	Y
Core Course Requirements for All Students	Y	N	N	N	Y	N	N	Y	N
	Y			200X		N		?	
	Policy in Place			Policy to be Implemented		No Policy		Uncertain	

¹ Virginia's policy applies only to elementary

Assessments

	AZ	CO	FL	GA	MD	OH	PA	TX	VA
Tests Aligned to Standards	Y	Y	Y	Y	N	2001	Y	Y	Y
"No Exemption" Policy	N	N	Y	N	N	N	N	N	Y
Quick and Easy Feedback to Districts	N	N	N	N	N	N	N	Y	N
High Stakes Consequences for Students ¹	2004	N	Y	Y	2007	2006	2003	2005	2004
End of Course Tests	?	N	?	Y	Y	?	N	Y	Y
ACT/SAT Test Taking Required	N	Y	N	N	N	?	N	Y	N
	Y			200X		N		?	
	Policy in Place			Policy to be Implemented		No Policy		Uncertain	

¹ Maryland currently reports scores on transcripts. Ohio will institute promotion requirements in 2002. Pennsylvania will institute "seal of proficiency." Texas will require for promotion in 2003. Virginia will allow substitute tests.

Accountability

	AZ	CO	FL	GA	MD	OH	PA	TX	VA
Identify Low-Performing Schools	Y	Y	Y	Y	Y	N	Y	Y	Y
Technical Assistance to Low-Performing Schools	N	Y	Y	2002	Y	N	Y	Y	Y
Sanctions for Low-Performing Schools	N	Y	Y	Y	Y	Y	Y	Y	Y
State Takes Charge of Chronically Low-Performing Schools	N	Y	Y	2004	Y	N	2003	Y	N
Rewards to High-Performing or Improving Schools	N	Y	Y	Y	Y	Y	Y	Y	N
Permit Students to Enroll Elsewhere	N	Y	Y	200X	N	Y	N	Y	N
	Y			200X		N		?	
	Policy in Place			Policy to be Implemented		No Policy		Uncertain	

Questions and Observations (Continued)

To those conditions, we add:

- Subsidizing prekindergarten for low-income children.
- Requiring teachers to hold a degree in the subject they teach. (*Texas* does not have this requirement, although research from that state shows a definite link between student achievement and degreed teachers.)
- Creating end-of-course tests (rather than omnibus high school tests in, for example, math). Economist John Bishop at Cornell University found that students in states with a combination of high school exit tests and end-of-course exams perform better on national tests than students in states without such exams. Why? End-of-course tests tend to pose more difficult questions because they are more targeted, and because they assess the content of specific courses, they make teachers more responsible for ensuring that students master the course material.

Targeted Assistance for At-Risk Students

	AZ	CO	FL	GA	MD	OH	PA	TX	VA
Subsidized Pre-Kindergarten	N	Y	N	Y	Y	N	N	Y	N
Lower Pupil-Teacher Ratios in K-3 (lower than the <i>Average</i> Ratios in Upper Grades (4-12) Tutoring, etc. for Low Performers ¹	N	200X	N	Y	Y	N	N	Y	N
	Y	N	N	Y	Y	Y	2001	Y	Y
	Y			200X		N		?	
	Policy in Place			Policy to be Implemented		No Policy		Uncertain	

¹ Arizona's policy is for reading.



Who's Doing What?

Teacher Professionalism

	AZ	CO	FL	GA	MD	OH	PA	TX	VA
Alternative Certification and Other Regulations	N	Y	Y	Y	Y	N	N	N	N
Minimum Degree/ Coursework Required	N	Y	Y	Y	Y	Y	N	N	Y
New Teacher Prep Criteria	N	Y	Y	Y	Y	N	Y	?	N
Performance-Based Evaluations ¹	N	Y	Y	Y	N	N	N	Y	N
Targeted Staff Training Linked to Student Achievement ²	N	N	N	N	Y	N	N	Y	Y
		Y		200X		N		?	
		Policy in Place		Policy to be Implemented		No Policy		Uncertain	

¹ In Florida, performance-based evaluations are based on school grade.

² Reading, min. achievement middle school in Maryland. Reading in Texas. Require Intervention re media. Strategies in Virginia.



Achievement Results

Reading – At or Above Passing/Proficient

★ Kudos

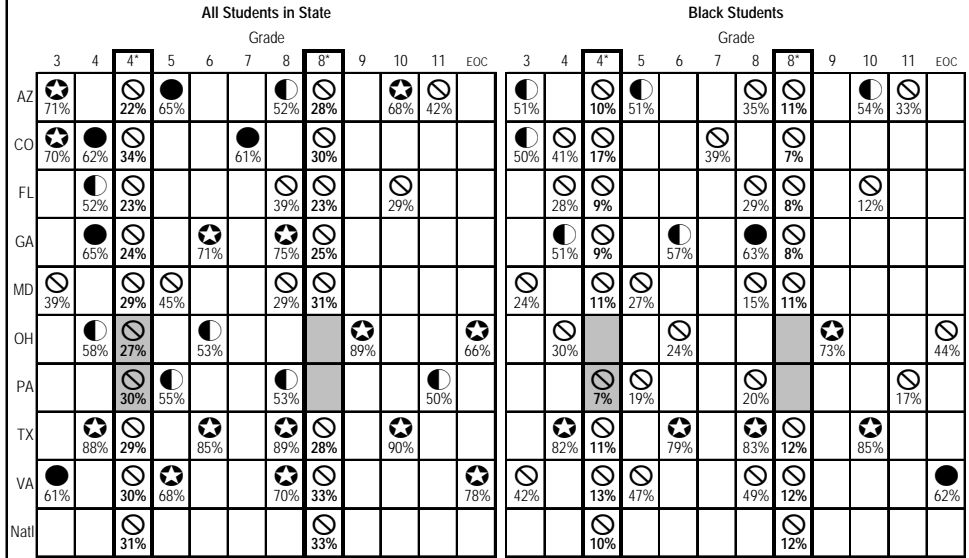
In all the grades assessed, *Colorado, Georgia, Texas and Virginia* students registered strong performances on state proficiency tests. Between 61 percent and 90 percent of students scored satisfactory or above in 2000. Results on the national assessment for reading confirm the positive results in *Colorado, Texas and Virginia. Georgia's* success on its state proficiency test, however, is not reflected in its performance on the national assessment. Conversely, *Maryland* registered strong performances on the national assessment relative to the other Results Card states (and other states nationwide), but it scored lower on the state proficiency tests. See “Questions and Observations” for further comments.

Colorado is a standout in all categories, registering the strongest and most consistent showing when state proficiency test results are reviewed in concert with national assessment results, especially at grade four.

- *Colorado* is one of few states that outperformed the national average and other Results Card participants in terms of the percentage of fourth-grade students scoring at or above proficient on NAEP (34 percent). Black student performance on the national assessment at grade four also is the stronger in *Colorado* than in the other Results Card states (17 percent of black students in *Colorado* scored at or above proficient on NAEP).

Spring 2000 State Proficiency Test Scores – 1998 NAEP Scores

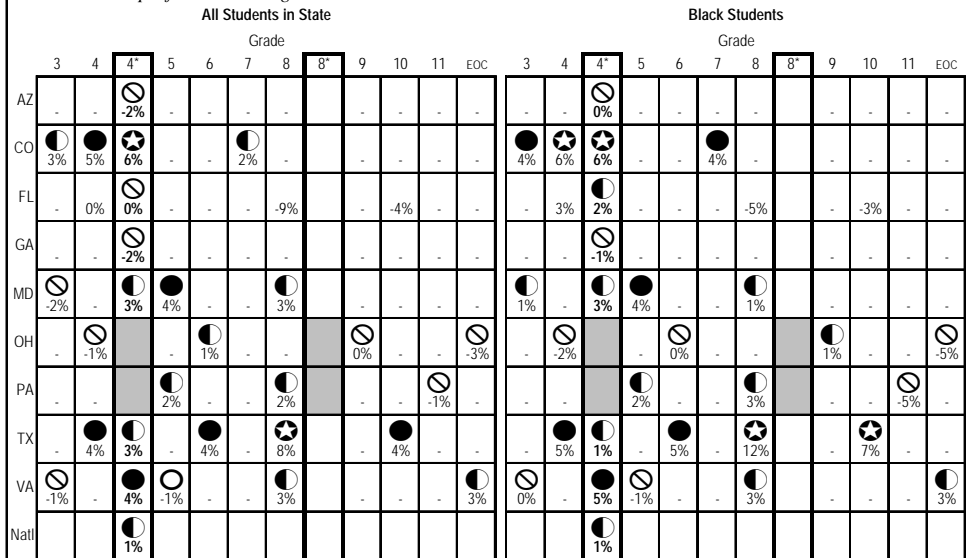
Percentage of state's students at or above passing on state test – at or above proficient on 4th and 8th grade NAEP



* 1998 NAEP Scores
 EOC = End of course or Grade 12
 State did not participate in 1998 NAEP. Ohio scores shown are from 1992 NAEP. Pennsylvania scores shown are from 1994 NAEP.
 Maryland data includes only reading, not reading and language arts combined.

Trends

Percentage point change in state's students at or above passing on state test over a two to three year period – at or above proficient on 4th grade NAEP 1994 to 1998



* 1998 NAEP Scores - Trend data are not available for Grade 8 NAEP.
 State did not participate in 1998 NAEP.
 Florida's 2000 test is not comparable with the 1999 test.

		Hispanic Students											
		Grade											
		3	4	4*	5	6	7	8	8*	9	10	11	EOC
AZ													
CO													
FL													
GA													
MD													
OH													
PA													
TX													
VA													

★ Kudos (Continued)

- *Colorado's* trends are impressive, too. On the state proficiency test, improvement is noted in all three grades tested over three years; the greatest gain (5 percentage points) was registered for all students at grade four. Similar gains (6 percentage points) are noted on the national assessment.
- While in absolute terms the state's percentage of black and Hispanic students scoring at or above proficient lags seriously behind that of all students, the trend over time is equal to the gain for all students and is impressive on both the state and national assessments.

Texas has really good news to report with respect to its black and Hispanic students: The percentages of minority students who are scoring passing or above on the state proficiency test (between 76 and 85 percent, depending on the content area) are nearly equal to the percentages of all students scoring at these levels. Improvement over three years is noted at all grades tested with gains of 12 and 13 percentage points at grade eight for black and Hispanic students, respectively, on the state proficiency test. However, despite the narrow gap in performance on the state proficiency test, on the national assessment, the gap remains large between black and Hispanic students and students as a whole.

Gains in *Maryland's* Hispanic student performance are impressive at grades five and eight on the state proficiency test and at grade four on the national assessment. (Note: *Maryland* has a small Hispanic population, approximately one-eighth of its black student population.)

In *Ohio*, grade nine is a standout — between 73 percent and 89 percent of students scored satisfactory or above. While black students and students in general show little or no progress, Hispanic students made substantial gains at grade six and solid gains at grade nine over one year.

		Hispanic Students											
		Grade											
		3	4	4*	5	6	7	8	8*	9	10	11	EOC
AZ													
CO													
FL													
GA													
MD													
OH													
PA													
TX													
VA													

⊗ Alerts

Florida registered one of the weakest performances on both the state proficiency test and the national assessment. On the state proficiency test, little more than one-third of students at grade eight are scoring proficient or above. That percentage drops even lower at grade 10. *Florida's* performance on the national assessment is low relative to that of other states participating in the Results Card and to the nation as a whole.

In *Arizona*, the percentage of students scoring satisfactory or above drops 26 percentage points to only 42 percent in grade 11. Trend data are available only for the national assessment. For all students in the state and for black students in particular, the trend in performance on the national assessment is static or declining. (Hispanic students, on the other hand, gained 5 percentage points on NAEP at grade four.)

In *Pennsylvania*, low percentages of black and Hispanic students are scoring satisfactory or above in all three grades tested (on average about 20 percent or less). At grade 11, both groups of students lost ground from one year to the next.



Achievement Results

Reading – At or Above Passing/Proficient

Alerts (Continued)

While *Virginia* has a lot of good news to report in reading performance, Hispanic students lost substantial ground on the state assessment in grades three and five from 1998 to 2000 and on the national assessment in grade four from 1994 to 1998.

In *Ohio*, the difference between the percentage of students scoring satisfactory or above on the grade nine state proficiency test and on the high school end-of-course tests is huge — 23 percentage points for all students. That number rises to 29 percentage points for black students.

Questions and Observations

With the Results Card, we do not attempt to judge the validity or rigor of state tests. Among other differences, the tests have varying definitions of proficiency. Some states openly state that they have set their proficiency levels low and plan to raise the bar incrementally. *Texas* has chosen this path. *Maryland*, on the other hand, purposely chose to take a harder line from the start by setting its proficiency levels closer to those of NAEP.

This difference in how proficiency levels are set is evident in reading, but less evident in the areas of writing and math. The differences show up when state proficiency test results are compared to the national assessment results. For example, when we look at results on state proficiency tests for *Colorado*, *Maryland*, *Texas* and *Virginia*, noticeably lower percentages of *Maryland*'s students are scoring satisfactory or above. Yet *Maryland*'s performance on NAEP is almost as strong as *Colorado*'s and *Virginia*'s and about the same as that of *Texas*. Beyond the Results Card states, *Maryland*'s performance in reading also is one of the strongest ones in the nation. The improvement trends for *Maryland* on the national assessment are not particularly strong, however, except for Hispanic students.

It is clear from these charts that only one-third of U.S. students are performing at or above proficient on NAEP. Trend data provide some measure of hope that when we begin to focus on the right things, performance will improve.



Achievement Results

Reading – Highest Proficiency Level

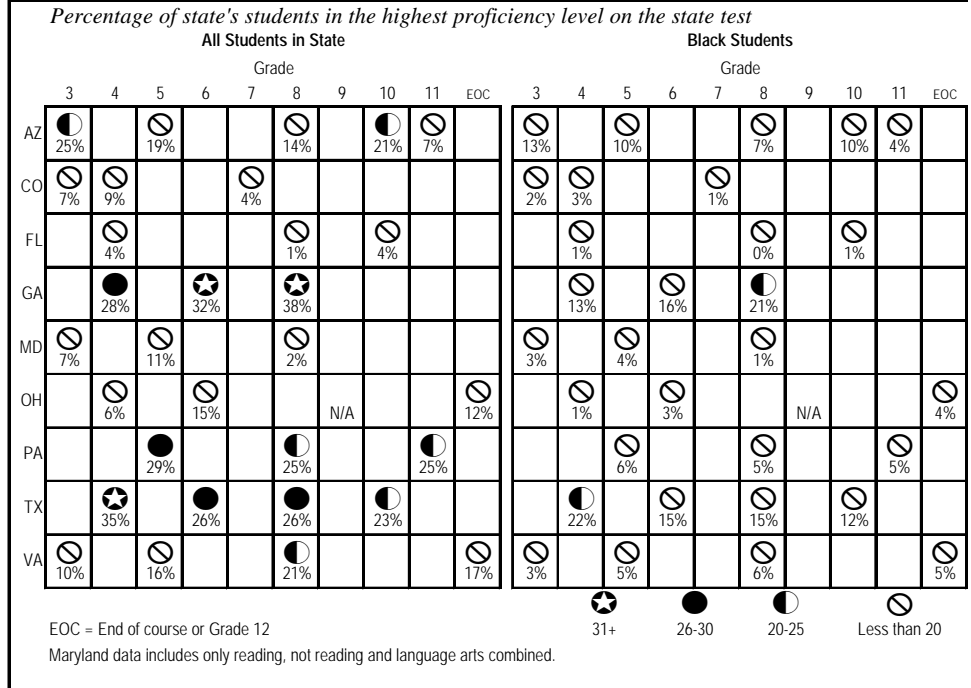
Spring 2000 State Proficiency Test Scores

★ Kudos

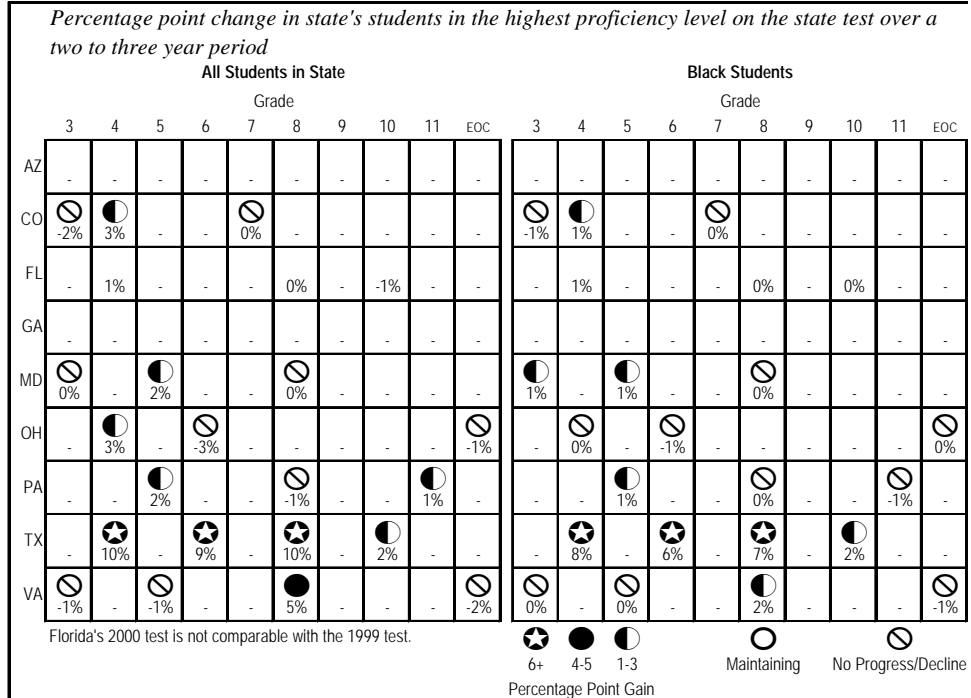
Only *Georgia, Pennsylvania* and *Texas* have high percentages of their students scoring at the highest proficiency level on their state tests. Moreover, at grades four, six and eight, performance for all students has improved in *Texas* by 9 to 10 percentage points over three years. While their performances are not quite as strong, black and Hispanic students in this state registered significant gains as well.

⊗ Alerts

The percentage of black and Hispanic students scoring at the highest proficiency level is dismal almost across the board. Except for those in *Texas*, gains over two to three years are negative or weak for black and Hispanic students and for all students in almost all the grades tested.



Trends



Hispanic Students

	Grade										
	3	4	5	6	7	8	9	10	11	EOC	
AZ	13%		7%			5%		9%	3%		
CO	3%	2%			1%						
FL		2%				1%		2%			
GA		14%		18%		23%					
MD	4%		7%			2%					
OH		3%		9%			N/A			8%	
PA			8%			7%			9%		
TX		24%		14%		16%		11%			
VA	5%		8%			11%				9%	

Hispanic Students

	Grade										
	3	4	5	6	7	8	9	10	11	EOC	
AZ	-	-	-	-	-	-	-	-	-	-	
CO	0%	1%	-	-	0%	-	-	-	-	-	
FL	-	-4%	-	-	-	-4%	-	-2%	-	-	
GA	-	-	-	-	-	-	-	-	-	-	
MD	0%	-	1%	-	-	1%	-	-	-	-	
OH	-	1%	-	1%	-	-	-	-	-	2%	
PA	-	-	1%	-	-	0%	-	-	0%	-	
TX	-	10%	-	6%	-	7%	-	0%	-	-	
VA	-2%	-	-2%	-	-	2%	-	-	-	-3%	



Achievement Results

Reading – Lowest Proficiency Level

★ Kudos

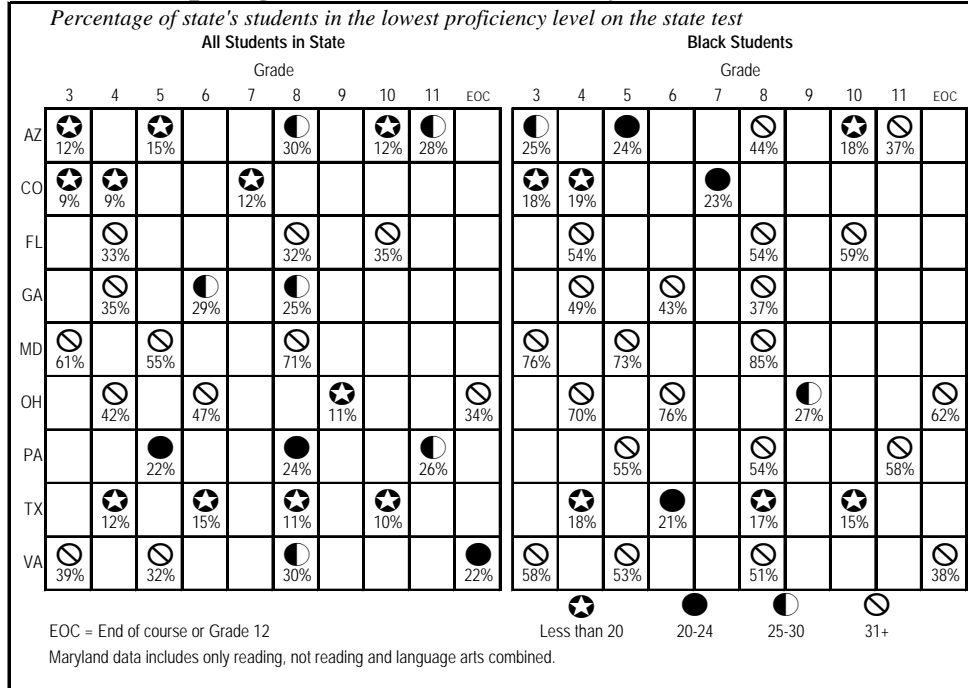
Not surprising, two of the strongest performers, *Colorado* and *Texas*, have small percentages of their students scoring at the lowest proficiency level on the 2000 assessment. While the percentages are higher for black and Hispanic students in those two states, in the great majority of grades, they are still below 20 percent. In three out of five grades, *Arizona* can boast the same for all students.

Improvements over a three-year period are strongest in *Texas*. Huge improvements are noted for black students at grades eight and 10 — the proportion of students in this proficiency level declined as much as 12 percentage points. Hispanic improvements are strong as well in all grades tested in *Texas* and in two out of three grades tested in *Maryland*.

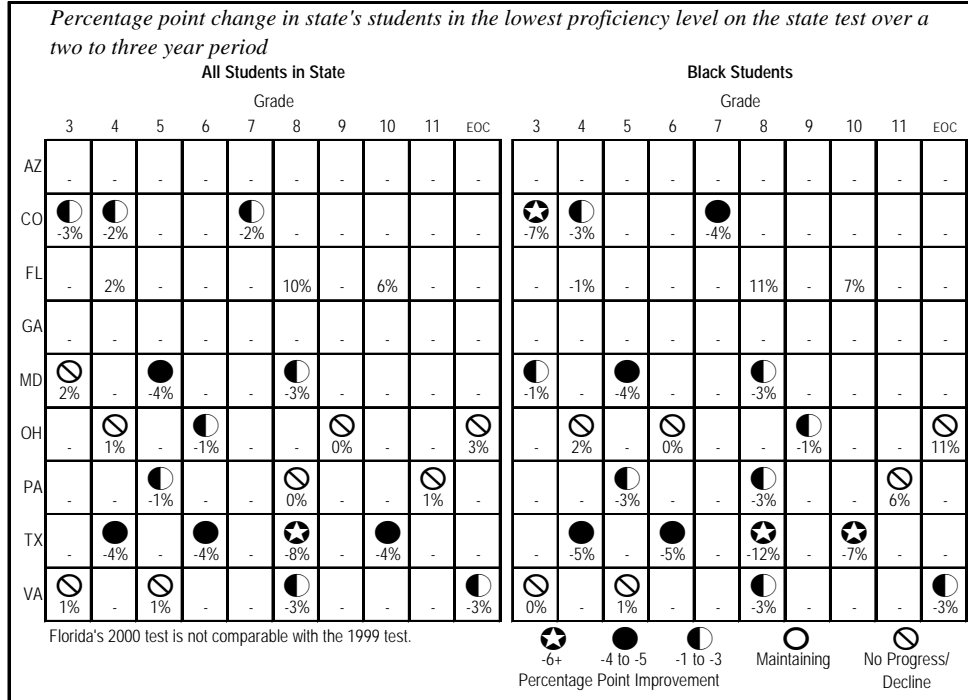
⊗ Alerts

Florida and *Maryland* have large percentages of students scoring at the lowest proficiency level in all grades tested. *Ohio* has large percentages in three out of four grades tested. These percentages are even larger for black and Hispanic students — up to as much as 85 percent in *Maryland* in grade eight and 76 percent in *Ohio* in grade six. The bad news continues for black and Hispanic students in *Georgia*, *Pennsylvania* and *Virginia*. In *Pennsylvania*, the percentage of black and Hispanic students scoring at the lowest proficiency level on the 2000 assessment is more than double the percentage of all students. In *Virginia*, Hispanic students lost ground, particularly in the early grades.

Spring 2000 State Proficiency Test Scores



Trends



Q Questions and Observations

Low-income and minority children who are able to pronounce words with some ease still typically show big deficiencies in vocabulary and, therefore, in comprehension. The disappointing minority scores in reading might better be defined as a vocabulary or language gap.

Colorado and *Texas* are having some significant success with minority performance in reading. What do those states feel is making the difference? Both claim that their focus on minority achievement (disaggregating the data and setting specific minority achievement goals) has helped to spark the improvements. Both also subsidize prekindergarten programs and give parents and students the right to enroll elsewhere if assigned schools are failing. Both states also have taken steps to reduce class size in the early grades, where research shows it makes a difference — especially for minority students. *Texas* has launched comprehensive staff training in reading.

		Hispanic Students										
		Grade										
		3	4	5	6	7	8	9	10	11	EOC	
AZ		☾ 25%		☾ 26%			☾ 48%		● 24%	☾ 36%		
CO		★ 18%	● 20%			☾ 27%						
FL			☾ 43%				☾ 41%		☾ 47%			
GA			☾ 53%		☾ 45%		☾ 41%					
MD		☾ 69%		☾ 63%			☾ 76%					
OH			☾ 56%		☾ 61%			☾ 21%				☾ 44%
PA				☾ 53%			☾ 50%				☾ 54%	
TX			★ 18%		● 24%		★ 17%		★ 17%			
VA		☾ 51%		☾ 43%			☾ 40%					☾ 31%

		Hispanic Students										
		Grade										
		3	4	5	6	7	8	9	10	11	EOC	
AZ		-	-	-	-	-	-	-	-	-	-	-
CO		★ -6%	● -4%	-	-	☾ -2%	-	-	-	-	-	-
FL		-	23%	-	-	-	24%	-	36%	-	-	-
GA		-	-	-	-	-	-	-	-	-	-	-
MD		☾ 4%	-	★ -6%	-	-	★ -6%	-	-	-	-	-
OH		-	☾ -2%	-	★ -8%	-	-	● -4%	-	-	-	☾ 1%
PA		-	-	☾ -2%	-	-	☾ -3%	-	-		☾ 4%	-
TX		-	★ -7%	-	★ -6%	-	★ -13%	-	★ -6%	-	-	-
VA		☾ 10%	-	☾ 7%	-	-	☾ 2%	-	-	-	-	☾ 0%



Achievement Results

Writing – At or Above Passing/Proficient

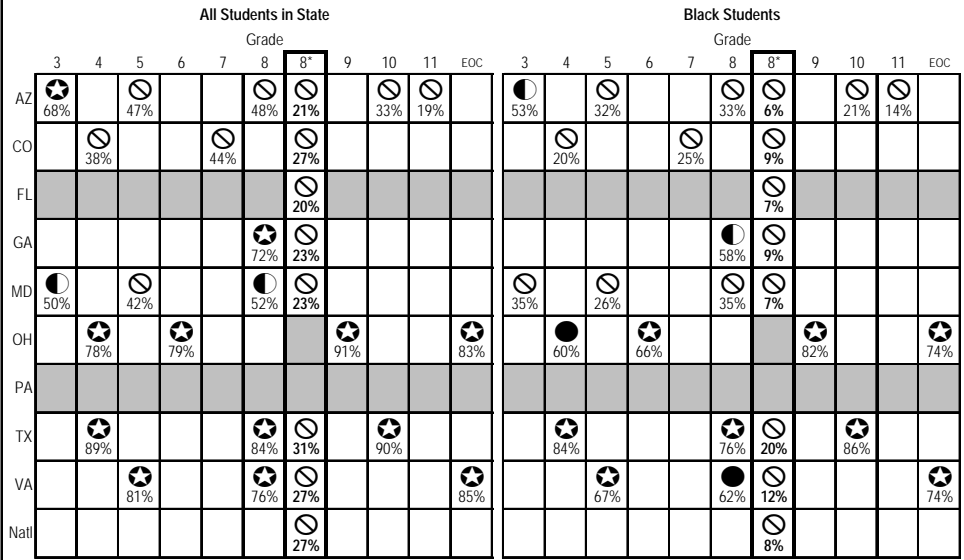
★ Kudos

Texas and Virginia registered the strongest showing in writing as demonstrated by:

- Strong performance on the national assessment, confirming positive state results.
- Performance on their 2000 state proficiency tests in all grades tested (from 76 percent to 90 percent of students scored satisfactory or above).
- Substantial improvements (as much as 5 to 6 percentage points in several grades) over three years on the state tests.
- Performance of black and Hispanic students on the 2000 state proficiency tests in all grades tested. (From 62 percent to 86 percent of students scored satisfactory or above. These percentages are lower than the percentages for all students in each state, but the achievement gap is relatively small, especially in Texas.)

Spring 2000 State Proficiency Test Scores – 1998 NAEP Scores

Percentage of state's students at or above passing on state test – at or above proficient on 8th grade NAEP



* 1998 NAEP Scores

EOC = End of course or Grade 12

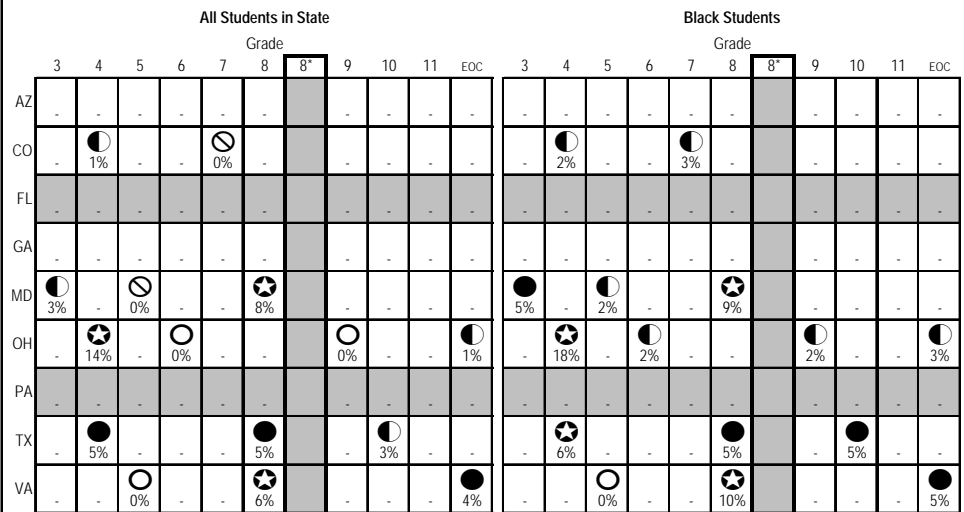
■ State did not participate in 1998 NAEP. Pennsylvania does not administer writing proficiency test.

Florida's scoring methodology is not consistent with that used for the Results Card. Therefore, no data are presented.

★ 66+ ● 60-65 ○ 50-59 ◯ Less than 50

Trends

Percentage point change in state's students at or above passing on state test over a two to three year period



* Trend data are not available for Grade 8 NAEP.

★ 6+ ● 4-5 ○ 1-3 ◯ Maintaining ◯ No Progress/Decline
Percentage Point Gain

★ Kudos (Continued)

Colorado also registered strong performances on the national assessment relative to those of other Results Card participants and other states nationwide.

While Ohio did not participate in the national assessment in writing, the percentage of students scoring satisfactory or above on the state test is high in all grades tested and for all groups of students, including minorities. However, an achievement gap still exists between minority students and students in general. The improvement at grade four is huge across student groups. In one year, the proportion of students scoring satisfactory or above grew by 14 percentage points for all students and even more for black and Hispanic students.

🚨 Alerts

As noted with reading, from grade 10 to grade 11, the percentage of Arizona students scoring satisfactory or above drops 14 percentage points. This sharp decline could be because students who are more skilled in this content area take the test in grade 10, and students who need to retake the test make up a larger proportion of the grade 11 assessment. Still, in four out of five grades tested in Arizona, less than 50 percent of students scored satisfactory or above.

🗋 Questions and Observations

Colorado's performance on NAEP is almost as strong as that of Texas and is the same as Virginia's, yet lower percentages of its students are scoring satisfactory or above on the state proficiency test. This could be because of differences in the states' definitions of proficiency.

		Hispanic Students										
		Grade										
		3	4	5	6	7	8	8*	9	10	11	EOC
AZ	🚨	55%	🚨	31%	🚨	🚨	29%	10%	🚨	16%	11%	🚨
CO	🚨	20%	🚨	🚨	🚨	20%	🚨	11%	🚨	🚨	🚨	🚨
FL	🚨	🚨	🚨	🚨	🚨	🚨	🚨	14%	🚨	🚨	🚨	🚨
GA	🚨	🚨	🚨	🚨	🚨	🚨	56%	10%	🚨	🚨	🚨	🚨
MD	🚨	43%	🚨	34%	🚨	🚨	46%	8%	🚨	🚨	🚨	🚨
OH	★	69%	★	72%	★	🚨	🚨	85%	★	🚨	🚨	76%
PA	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨
TX	★	85%	★	🚨	🚨	🚨	76%	20%	★	84%	🚨	🚨
VA	★	73%	★	🚨	🚨	🚨	69%	17%	🚨	🚨	🚨	77%
								11%				

		Hispanic Students										
		Grade										
		3	4	5	6	7	8	8*	9	10	11	EOC
AZ	🚨	-	-	-	-	-	-	🚨	-	-	-	-
CO	🚨	3%	🚨	🚨	🚨	1%	🚨	🚨	🚨	🚨	🚨	🚨
FL	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨
GA	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨
MD	🚨	0%	🚨	1%	🚨	🚨	9%	🚨	🚨	🚨	🚨	🚨
OH	★	17%	🚨	3%	🚨	🚨	🚨	🚨	4%	🚨	🚨	4%
PA	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨	🚨
TX	★	7%	🚨	🚨	🚨	🚨	5%	🚨	5%	🚨	🚨	🚨
VA	🚨	🚨	7%	🚨	🚨	🚨	4%	🚨	🚨	🚨	🚨	2%



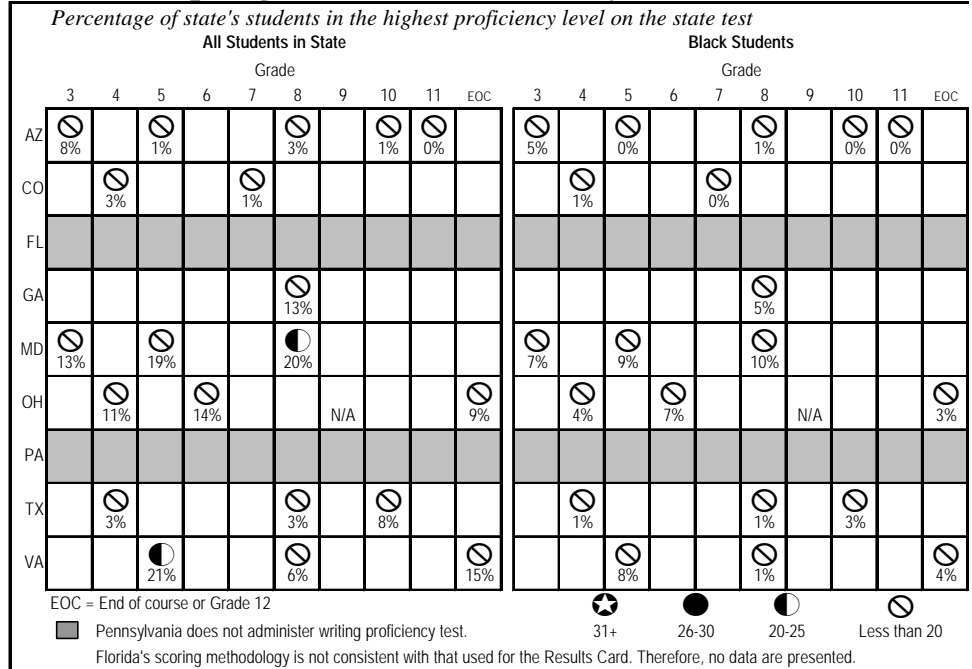
Achievement Results

Writing – Highest Proficiency Level

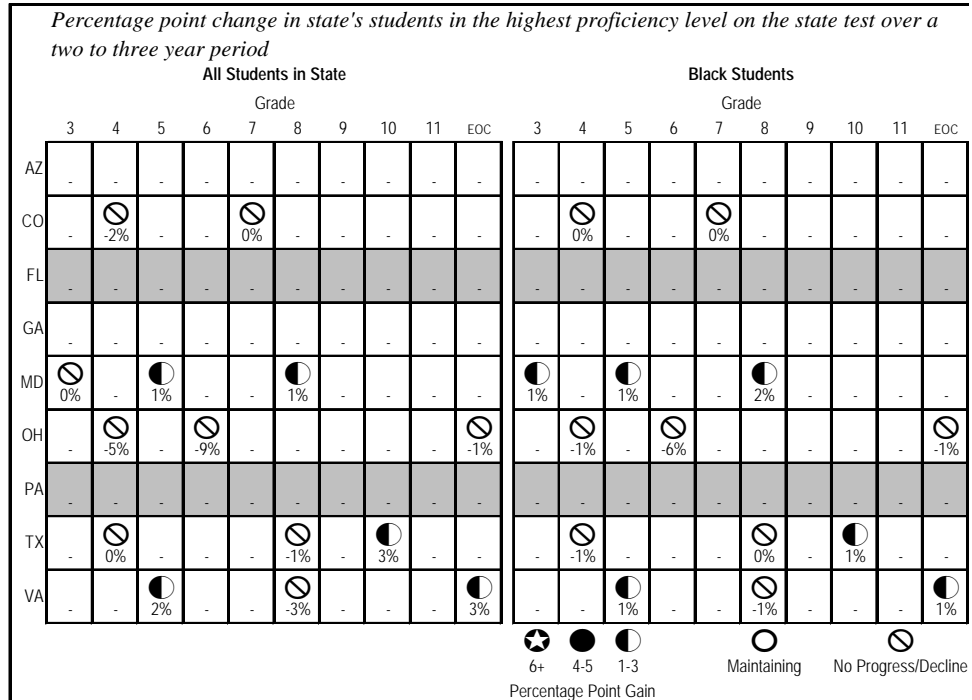
Spring 2000 State Proficiency Test Scores

Alerts

On the 2000 state proficiency tests, there is little good news to report about the percentage of students scoring at the highest proficiency level in any of the states. The percentages of black and Hispanic students scoring at this level are even more dismal. Trends over time also are weak for all groups of students.



Trends



Hispanic Students

	Grade										
	3	4	5	6	7	8	9	10	11	EOC	
AZ	4%		0%			1%		0%	0%		
CO		1%			0%						
FL											
GA						6%					
MD	10%		12%			14%					
OH		6%		9%			N/A			5%	
PA											
TX		2%				2%		4%			
VA			13%			2%					9%

Hispanic Students

	Grade										
	3	4	5	6	7	8	9	10	11	EOC	
AZ	-	-	-	-	-	-	-	-	-	-	-
CO	-	0%	-	-	0%	-	-	-	-	-	-
FL	-	-	-	-	-	-	-	-	-	-	-
GA	-	-	-	-	-	-	-	-	-	-	-
MD	1%	-	1%	-	-	2%	-	-	-	-	-
OH	-	-2%	-	-6%	-	-	-	-	-	0%	-
PA	-	-	-	-	-	-	-	-	-	-	-
TX	-	0%	-	-	-	0%	-	2%	-	-	-
VA	-	-	-1%	-	-	-3%	-	-	-	-	2%



Achievement Results

Writing – Lowest Proficiency Level

★ Kudos

Arizona, Colorado, Texas and Virginia have small percentages of their students scoring at the lowest proficiency level. The good news is that many more students are just shy of scoring proficient and with added attention and focus could reach the proficient or passing level.

In Maryland, trend data in grade eight are strong for all groups of students. From 1998 to 2000, the proportion of students scoring at the lowest proficiency level decreased 9 percentage points.

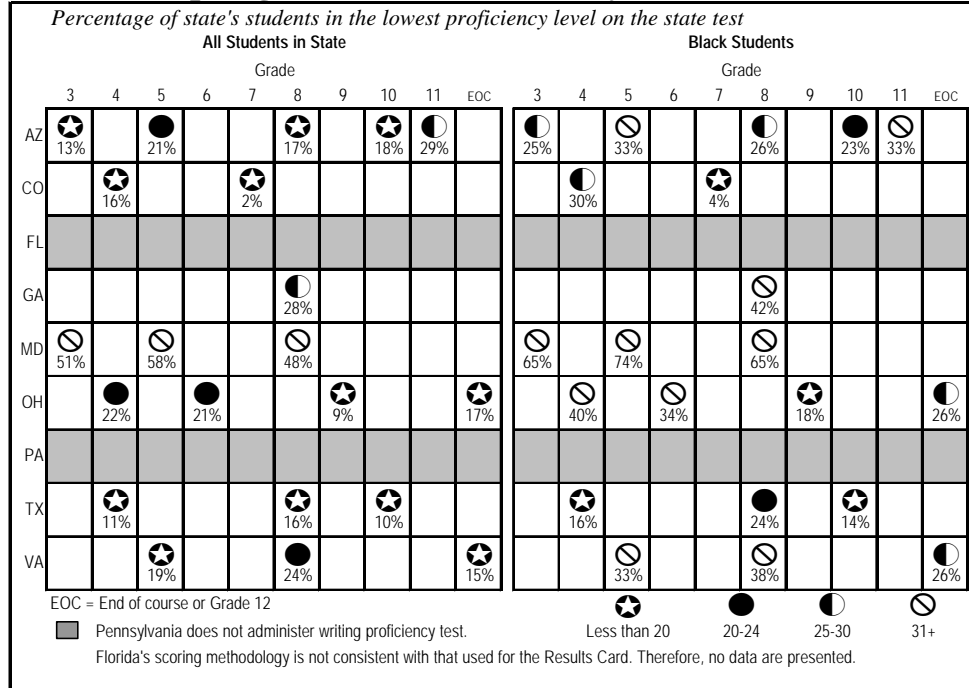
In Virginia, grade eight again shows strong trend data — the proportion of black students in this proficiency level decreased 10 percentage points, and the proportion of all students decreased 6 percentage points. In Colorado, grade four is the standout for all groups of students. In Texas, trend data improvements are solid in all three grades and for all groups of students.

In Ohio, the one-year grade four trend data for all groups of students, including black and Hispanic students, are impressive (from 14 to 18 percentage point reduction).

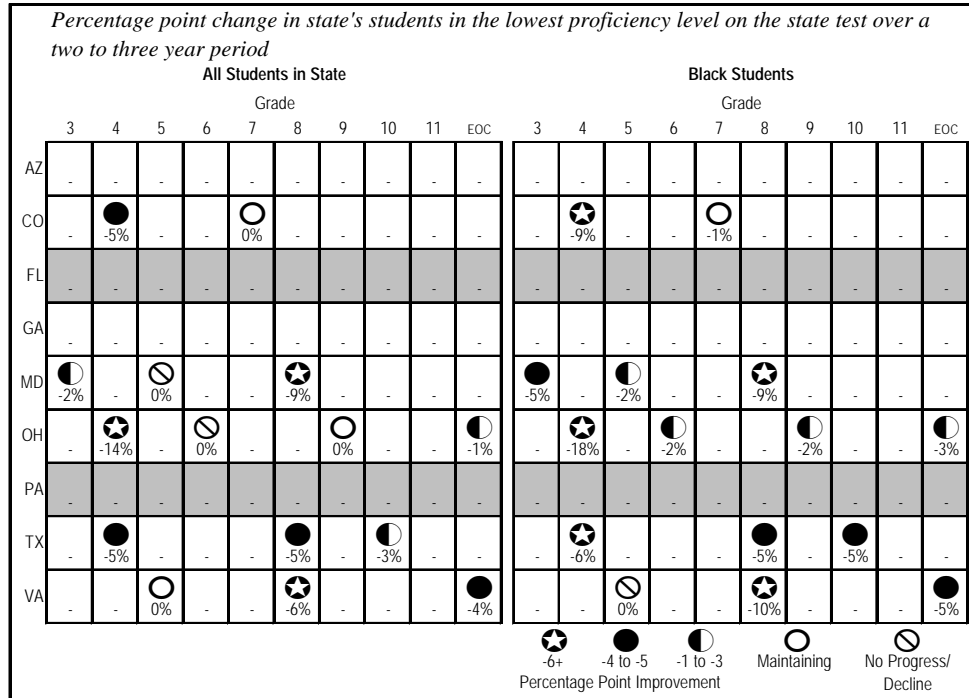
⊘ Alerts

In Maryland, about one-half of students in grade eight and even more in grades three and five are scoring in the lowest proficiency level. Those percentages rise even higher for black and Hispanic students (almost three-quarters of black fifth graders score at this level).

Spring 2000 State Proficiency Test Scores



Trends



Hispanic Students

	Grade										
	3	4	5	6	7	8	9	10	11	EOC	
AZ	● 21%		○ 31%			◐ 28%		○ 33%	○ 39%		
CO		○ 31%			★ 6%						
FL											
GA						○ 44%					
MD	○ 57%		○ 66%			○ 55%					
OH		◐ 31%		◐ 28%			★ 15%			● 24%	
PA											
TX		★ 15%				● 24%		★ 16%			
VA			◐ 27%			○ 31%					● 23%

Hispanic Students

	Grade										
	3	4	5	6	7	8	9	10	11	EOC	
AZ	-	-	-	-	-	-	-	-	-	-	-
CO	-	★ -9%	-	-	○ 0%	-	-	-	-	-	-
FL	-	-	-	-	-	-	-	-	-	-	-
GA	-	-	-	-	-	-	-	-	-	-	-
MD	○ 0%	-	◐ -1%	-	-	★ -9%	-	-	-	-	-
OH	-	★ -17%	-	◐ -3%	-	-	● -4%	-	-	● -4%	-
PA	-	-	-	-	-	-	-	-	-	-	-
TX	-	★ -7%	-	-	-	● -5%	-	● -5%	-	-	-
VA	-	-	○ 7%	-	-	● -4%	-	-	-	◐ -2%	-



Achievement Results

Mathematics – At or Above Passing/Proficient

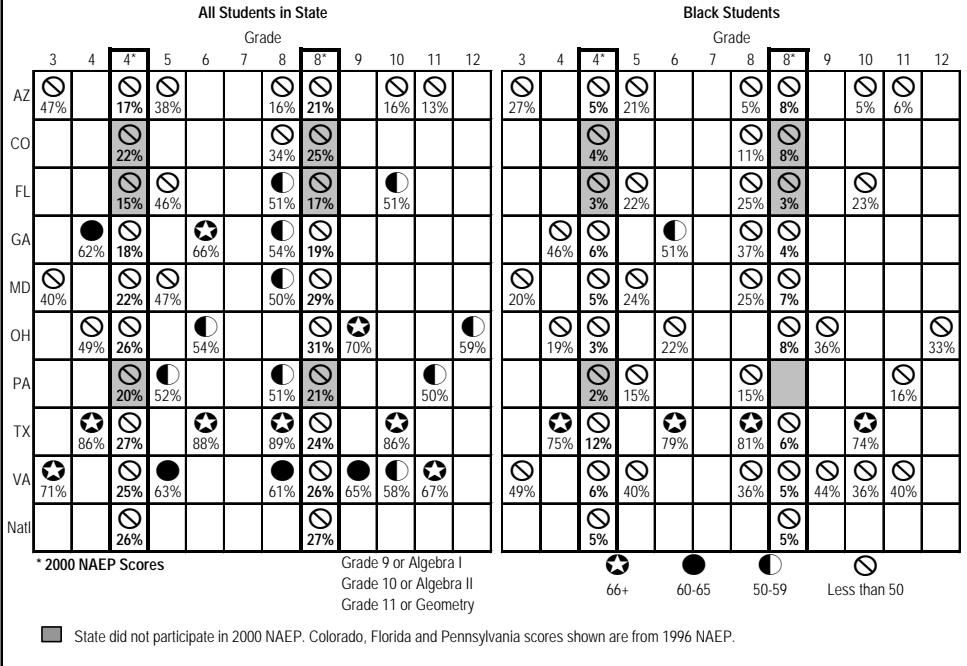
★ Kudos

Texas registered the strongest showing in math as demonstrated by:

- Performance on their 2000 state proficiency tests in all grades tested (from 86 percent to 89 percent of students scored satisfactory or above satisfactory).
- Substantial improvements over three years (as much as 11 percentage points in one grade) on the state test.
- Performance of black and Hispanic students on the 2000 state proficiency tests in all grades tested. (From 74 percent to 85 percent of black and Hispanic students scored satisfactory or above, which is not much lower than the percentage for all students.)
- Substantial improvements for black and Hispanic students over three years (as much as 15 percentage points in grade eight and 16 percentage points in grade 10) on the state proficiency test.
- Improvements in the percentage scoring at or above proficient on the national assessment for all students as well as for black and Hispanic students, especially at grade four.

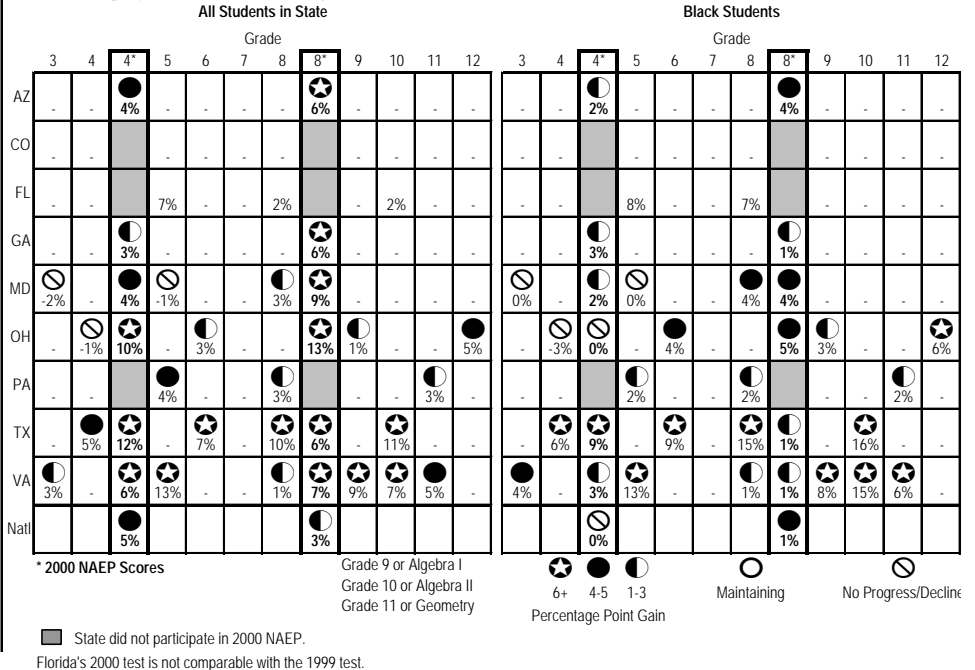
Spring 2000 State Proficiency Test Scores – 2000 NAEP Scores

Percentage of state's students at or above passing on state test – at or above proficient on 4th and 8th grade NAEP



Trends

Percentage point change in state's students at or above passing on state test over a two to three year period – at or above proficient on 4th and 8th grade NAEP 1992 to 2000



★ Kudos (Continued)

Virginia had a strong showing as well. From 58 percent to 71 percent of students scored satisfactory or above on the state test. In addition, in grades five, nine, 10 and 11, impressive gains are evident for all students and black students on the state proficiency test. While the results are more modest, Hispanic students registered gains in those years as well. In 2001, improvement has continued. Most pronounced on the algebra II test, the percentage of students passing the exam jumped 16 points, from 58 percent to 74 percent. The percentage of students passing algebra I also continued to rise, increasing by another 9 percentage points to 74 percent. In 1998, the first year the tests were given, only 40 percent of students passed the test.

At grade eight, Ohio registered the strongest performance on the national assessment of the states participating in the Results Card. It also was one of the strongest states in the nation. As important, fourth-grade students improved 10 percentage points, and eighth-grade students improved 13 percentage points from 1992 to 2000 on the national assessment. Hispanic eighth graders improved 16 percentage points over the same time period. On the state proficiency test, Hispanic students improved in three out of four grades from 1999 to 2000.

Maryland's gains on the national assessment at grade eight for all students and for Hispanic students are strong (9 percentage points and 13 percentage points, respectively). The percentage of students at or above proficient in Maryland is somewhat higher than the national average at grade eight and was second to Ohio, the strongest of the participating Results Card states.

Georgia has good news to report at grade six on its state proficiency test, but again its 2000 NAEP results for grades four and eight are low relative to the other Results Card states and the national averages. The state's eighth-grade students have made progress equal to that of Texas students since 1992.

⊗ Alerts

In Arizona, in grades eight and 10, only 16 percent of students scored satisfactory or above. That number drops to 13 percent in grade 11.

In Colorado, only one-third of students in grade eight — the only grade tested — are scoring satisfactory or above on the state proficiency test. Black and Hispanic student percentages drop to a mere 11 percent and 12 percent, respectively.

In Arizona, Colorado, Florida, Maryland, Ohio and Pennsylvania, black student performance is considerably weaker than the performance of all students. The percentage of black students scoring satisfactory or above in these four states is between one-half and a mere one-eighth that of all students on both the state tests and the national assessment.

		Hispanic Students											
		Grade											
		3	4	4*	5	6	7	8	8*	9	10	11	12
AZ	⊗	29%		⊗	⊗			⊗	⊗	⊗	⊗	⊗	
CO				⊗				⊗	⊗				
FL				⊗	⊗			⊗	⊗	⊗	⊗		
GA		⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗				
MD	⊗		⊗	⊗				⊗	⊗				
OH		⊗	⊗			⊗			⊗	⊗		⊗	
PA			⊗	⊗				⊗				⊗	
TX		★	★			★		★	⊗	⊗	★		
VA	⊗		⊗	⊗				⊗	⊗	⊗	⊗	⊗	
Natl			⊗					⊗					

		Hispanic Students											
		Grade											
		3	4	4*	5	6	7	8	8*	9	10	11	12
AZ				⊗					⊗				
CO													
FL					-10%			-25%			-17%		
GA			⊗						⊗				
MD	⊗		⊗	⊗				⊗	★				
OH		⊗	⊗	⊗	★				★	⊗			⊗
PA				⊗				⊗				⊗	
TX		★	★		★			★	★	★	★		
VA	⊗		⊗	★				⊗	⊗	★	★	⊗	
Natl			⊗					⊗					



Achievement Results

Mathematics – Highest Proficiency Level

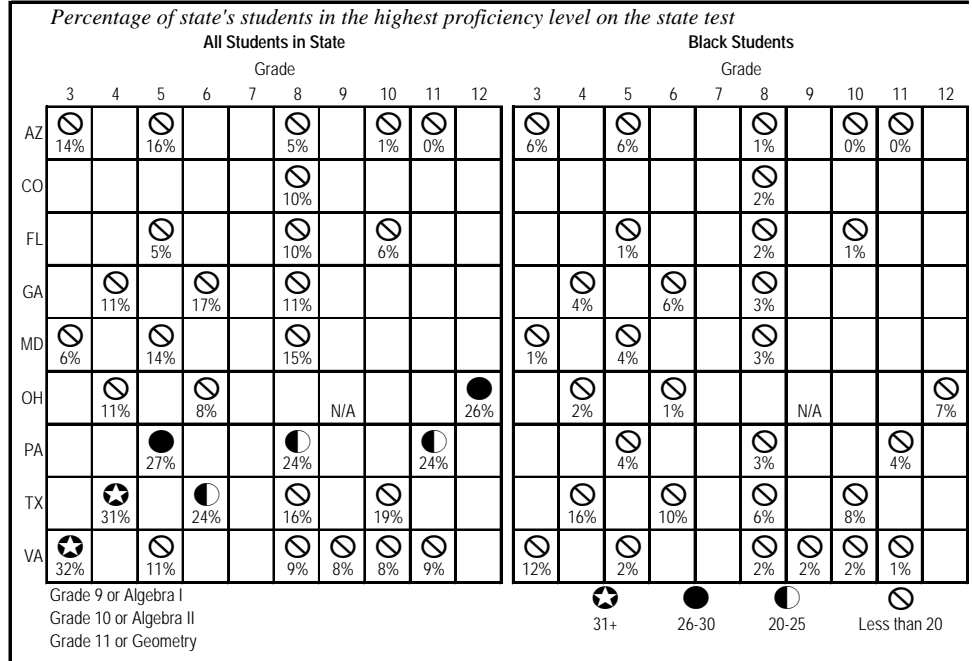
★ Kudos

There is little cheer in the percentage of students scoring at the highest proficiency level on any of the 2000 state proficiency tests. *Pennsylvania*, *Texas* and *Virginia* can boast some success; in *Texas* and *Virginia*, that success is limited to the earliest grades.

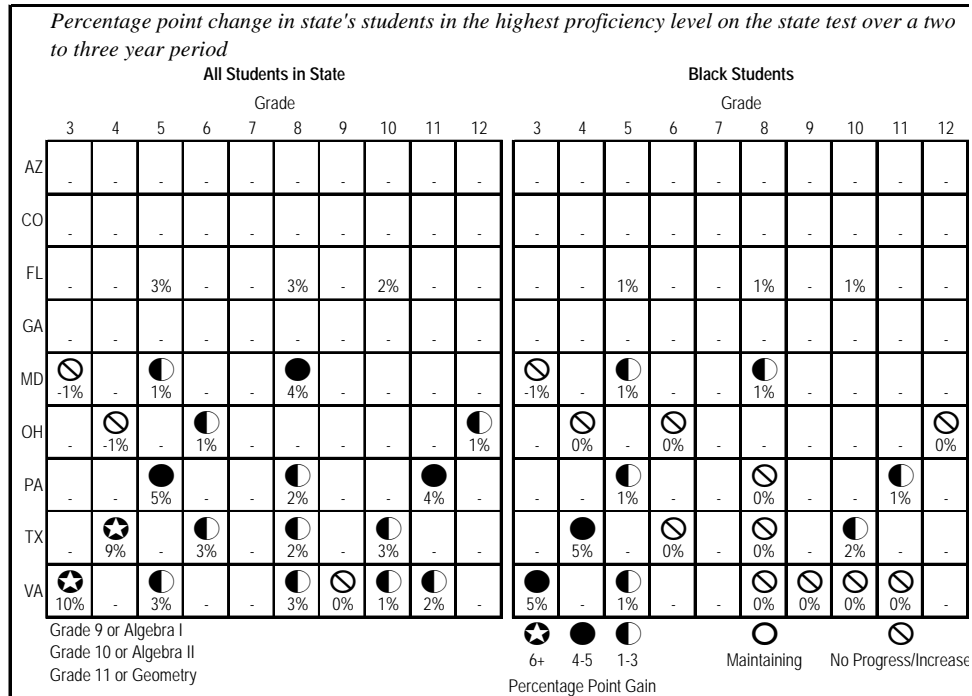
⊗ Alerts

In most states and in most grades, only small percentages of students are scoring at the highest proficiency level. The percentage of black and Hispanic students scoring at this level is even more dismal. Trends over time also are weak for all groups of students, in most grades and in most states.

Spring 2000 State Proficiency Test Scores



Trends



Florida's 2000 test is not comparable with the 1999 test.

Hispanic Students

	Grade											
	3	4	5	6	7	8	9	10	11	12		
AZ	5%		6%			1%		0%	0%			
CO						2%						
FL			3%			5%		3%				
GA		5%		7%		5%						
MD	3%		7%			9%						
OH		4%		5%			N/A				17%	
PA			8%			7%			9%			
TX		23%		16%		9%		12%				
VA	20%		5%			5%	5%	6%	5%			

Hispanic Students

	Grade											
	3	4	5	6	7	8	9	10	11	12		
AZ	-	-	-	-	-	-	-	-	-	-	-	-
CO	-	-	-	-	-	-	-	-	-	-	-	-
FL	-	-	0%	-	-	-9%	-	-3%	-	-	-	-
GA	-	-	-	-	-	-	-	-	-	-	-	-
MD	1%	-	1%	-	-	2%	-	-	-	-	-	-
OH	-	-2%	-	3%	-	-	-	-	-	-	2%	-
PA	-	-	3%	-	-	2%	-	-	2%	-	-	-
TX	-	8%	-	2%	-	1%	-	3%	-	-	-	-
VA	4%	-	1%	-	-	1%	1%	2%	1%	-	-	-



Achievement Results

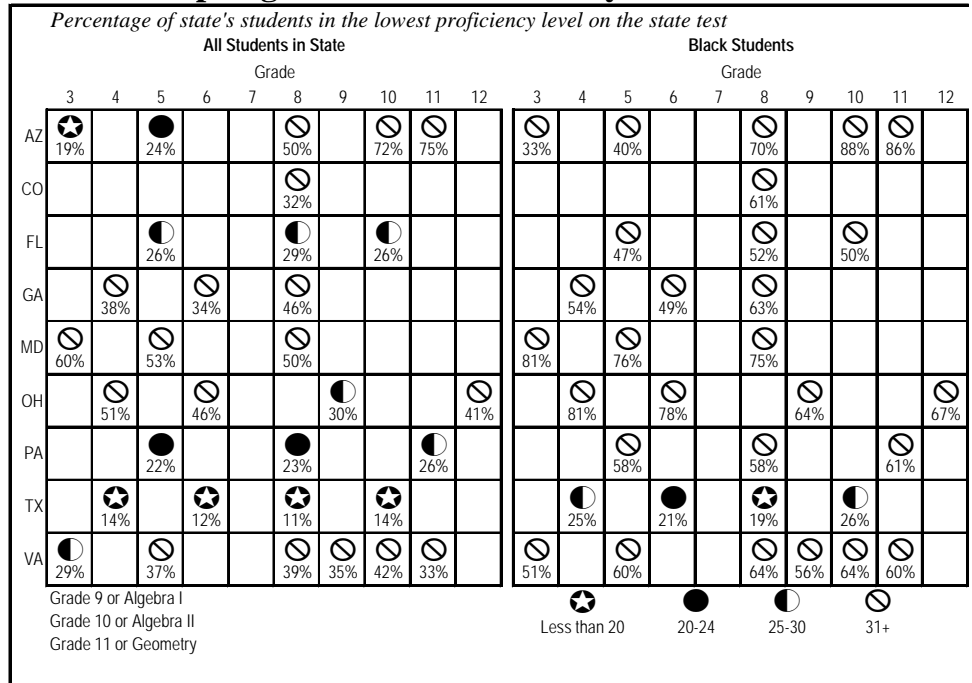
Mathematics – Lowest Proficiency Level

Spring 2000 State Proficiency Test Scores

★ Kudos

Only *Texas* has small percentages of students scoring at the lowest proficiency level. While the percentages are not quite as low as for all students, the percentage of Hispanic students scoring at the lowest proficiency level is small, too.

In many grades, *Texas* and *Virginia* registered sizeable reductions (from 4 to 13 percentage points) in the percentage of students scoring at the lowest proficiency level (the only exception is grade eight in *Virginia*). In *Texas*, reductions for black and Hispanic students are even larger (from 6 to 16 percentage points). In *Virginia*, reductions for black students are about the same as for all students. Hispanic student reductions are evident in only four out of six grades tested and generally aren't as strong.

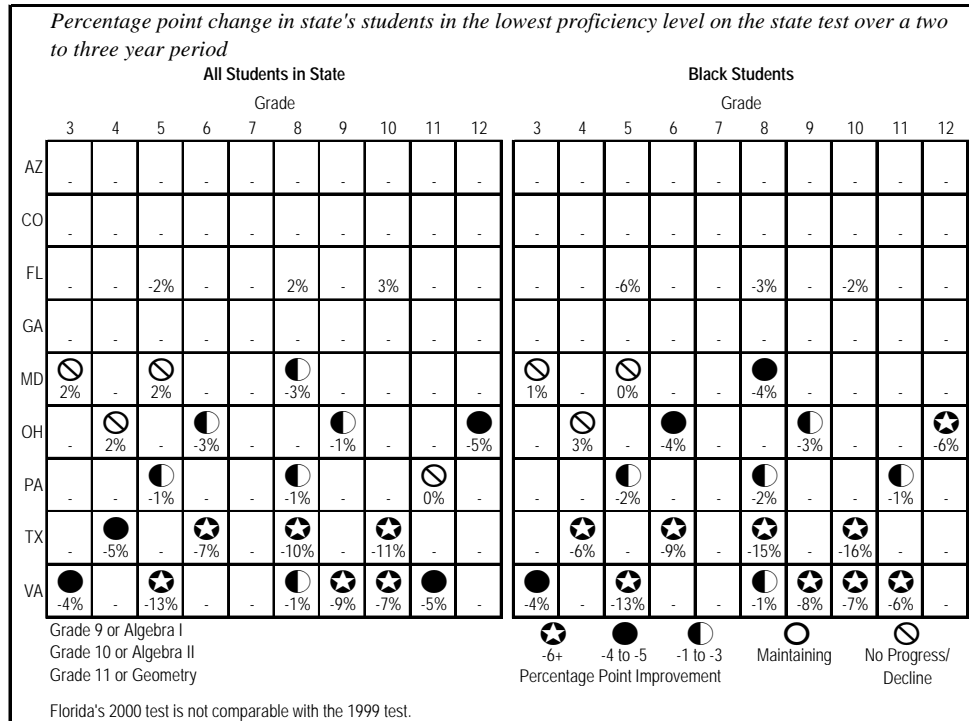


Trends

⊘ Alerts

Huge percentages of students (50 percent or more) are scoring in the lowest proficiency level in *Arizona* in grades eight, 10 and 11 and in *Maryland* in all three grades tested. Those percentages rise even higher for black and Hispanic students.

In *Colorado*, *Georgia* and *Virginia*, on average in all grades tested, around one-third of students are scoring in the lowest proficiency level. Those percentages rise to close to one-half or about two-thirds for black and Hispanic students.



Hispanic Students

	Grade											
	3	4	5	6	7	8	9	10	11	12		
AZ	☉ 28%		☉ 37%			☉ 70%		☉ 89%	☉ 88%			
CO						☉ 57%						
FL			☉ 32%			☉ 37%		☉ 35%				
GA		☉ 51%		☉ 49%		☉ 62%						
MD	☉ 71%		☉ 67%			☉ 58%						
OH		☉ 67%		☉ 59%			☉ 49%				☉ 54%	
PA			☉ 51%			☉ 50%				☉ 55%		
TX		★ 18%		★ 17%		★ 15%		● 20%				
VA	☉ 39%		☉ 46%			☉ 47%	☉ 40%	☉ 47%	☉ 40%			

Hispanic Students

	Grade											
	3	4	5	6	7	8	9	10	11	12		
AZ	-	-	-	-	-	-	-	-	-	-	-	-
CO	-	-	-	-	-	-	-	-	-	-	-	-
FL	-	-	10%	-	-	27%	-	17%	-	-	-	-
GA	-	-	-	-	-	-	-	-	-	-	-	-
MD	☉ 4%	-	☉ 2%	-	-	☉ -3%	-	-	-	-	-	-
OH	-	☉ 2%	-	★ -11%	-	-	● -4%	-	-	-	● -5%	-
PA	-	-	☉ 0%	-	-	● -5%	-	-	☉ 0%	-	-	-
TX	-	★ -7%	-	★ -9%	-	★ -15%	-	★ -15%	-	-	-	-
VA	☉ 5%	-	★ -7%	-	-	☉ 5%	★ -11%	★ -7%	☉ -2%	-	-	-



Achievement Results

College Entrance Exams (SAT/ACT)

2000

★ Kudos

Colorado, Florida, Georgia, Maryland, Ohio, Texas and Virginia have more than 75 percent of their high school students taking at least one of the two college admissions tests. Colorado and Florida have 96 percent and 98 percent, respectively, of their students taking these tests. Colorado actually has instituted a policy requiring all high school students to take a college admissions test. In Virginia, by 2004, high school students must pass six end-of-course or other state-approved tests, including such alternatives as the college-level Advanced Placement tests, International Baccalaureate tests or the SAT/ACT exams, to graduate.

Percent of state's graduates taking the SAT and/or ACT

	SAT	ACT*	Total
AZ	13%	27%	40%
CO	32%	64%	96%
FL	58%	40%	98%
GA	63%	18%	81%
MD	65%	10%	75%
OH	26%	61%	87%
PA	70%	8%	78%
TX	52%	32%	84%
VA	67%	9%	76%



75+



65-74



50-64



Less than 50

* Percent of graduates tested as reported by ACT

See next page for more on College Entrance Exams.



Achievement Results

College Entrance Exams (SAT/ACT)

2000 SAT Scores

★ Kudos

Of the states in which the SAT predominates — *Florida, Georgia, Maryland, Virginia* and *Texas* — only *Maryland* and *Virginia* have average verbal scores higher than the national average. *Georgia* is the only state that has registered any significant gains for students as a whole. It has shown even greater gains for black students in SAT math, and huge gains for Hispanic students in math (7 points) and verbal (10 points).

Note: *Arizona, Colorado* and *Ohio* registered scores well above the national average on SAT math and verbal — which is good news — but all three states have low percentages of students taking the SAT, making comparisons among states unwise and unfair. Hispanic students in *Colorado* and *Ohio* and black students in *Arizona* also made impressive one-year gains in their math and verbal scores.

⊘ Alerts

Improvement trends on the SAT college admissions test are not strong for students in general — disappointing since gains are evident on several states' proficiency tests. Improvements on the ACT are flat as well.

While there is some good news with respect to black and Hispanic student scores on the SAT, in absolute terms, minority students still lag well behind their white peers and all students. Black students lag behind Hispanic students on the SAT. In *Pennsylvania*, for example, the average SAT combined math and verbal score for black students is 176 points lower than the average for all students. Hispanic scores are only slightly better (127 points lower than the scores of all students). Over two years, black students lost ground in the verbal area (a decline of 4 percentage points).

Comparison of state to national averages

	All Students			Percent Scoring 1200 or Better	Percent Taking Test*
	Average Scores		Top 10% of Students		
	SAT Math	SAT Verbal			
AZ	523	521			13%
CO	537	534			32%
FL*	⊘ 500	⊘ 498	⊘ 1347	16%	58%
GA	⊘ 486	⊘ 488	⊘ 1152		63%
MD	⊘ 509	★ 507			65%
OH	539	533	1230		26%
PA	⊘ 497	⊘ 498			70%
TX	⊘ 500	⊘ 493			52%
VA	⊘ 500	★ 509			67%
Natl	514	505	1380		

★ Above National Average
● National Average
⊘ Below National Average

* Percent of graduates tested
 ⊘ State did not meet the 40% participation threshold for analysis.

1999-2000 Trend

Change over a two-year period

	All Students			Percent Scoring 1200 or Better**	Percent Taking Test**
	Average Scores		Top 10% of Students		
	SAT Math	SAT Verbal			
AZ	-2	-3			
CO	-3	-2			
FL	⊘ 2	⊘ -1	⊘ -1	⊘ 0%	⊘ 2%
GA	● 4	● 1	● 1		⊘ -1%
MD	● 2	○ 0			
OH	1	-1	8		
PA	● 2	⊘ 0			○ 0%
TX	● 1	⊘ -1			
VA	● 1	● 1			
Natl	3	0			

★ 6+ Gain
● 4-5 Gain
◐ 1-3 Gain
○ Maintaining
⊘ No Progress/Decline

** Percentage point change













Alerts (Continued)













Interestingly, while Hispanic students in *Maryland* have shown impressive gains in reading and math on state proficiency tests, no gains on the SAT verbal are noted, and only modest gains are noted on math.

The states need to do a better job accessing and reporting data about SAT performance, including the percentage of students who score above 1200 and how the state's top students compare to the nation's top students. Both of these measures highlight improvement in student achievement. These data are easily available from the College Board and should be published.

Questions and Observations

Despite all the claims that the SAT is culturally biased, research within the California State University System has shown that the SAT predicts college success about as well for minority groups as it does for the total group of students. The real bias black and Hispanic students face is in their lack of access to higher-level courses. At this time, however, only a couple of states are keeping track of how many and which students are taking higher-level courses. *Georgia* and *Texas* are to be congratulated for keeping focused on the right information. Years of experience tell us that what gets measured gets done.













Black Students		
Average Scores		
	SAT Math	SAT Verbal
AZ	451	464
CO	443	460
FL	 426	 431
GA	 420	 430
MD	 421	 433
OH	437	447
PA	 402	 417
TX	 423	 427
VA	 413	 433
Natl	514	505


Hispanic Students		
Average Scores		
	SAT Math	SAT Verbal
AZ ¹	479	483
CO ¹	501	505
FL ³	 484	 483
GA ³	 490	 492
MD ³	 489	 489
OH ³	529	529
PA ²	 428	 440
TX ¹	 455	 450
VA ³	 492	 491
Natl	514	505

¹ Mexican American

² Puerto Rican

³ Latin, South, Central American, Other

Black Students		
Average Scores		
	SAT Math	SAT Verbal
AZ	11	7
CO	3	-6
FL	 3	 0
GA	 6	 3
MD	 1	 -4
OH	-1	-11
PA	 0	 -4
TX	 -4	 -7
VA	 1	 -1
Natl	3	0

Hispanic Students		
Average Scores		
	SAT Math	SAT Verbal
AZ	-1	-4
CO	11	14
FL	 4	 -1
GA	 7	 10
MD	 3	 0
OH	23	21
PA	 2	 1
TX	 2	 -1
VA	 9	 3
Natl	3	0



Achievement Results

Kudos

In addition to *Colorado's* strong SAT scores and high overall participation rates, the average score of its students in both math and verbal on the ACT beat the national averages. *Ohio's* ACT scores beat the national average also.

College Entrance Exams (SAT/ACT)

2000 ACT Scores

Comparison of state to national averages

	All Students			Percent Scoring 26 or Better	Percent Taking Test*
	Average Scores		Top 10% of Students		
	ACT Math	ACT Reading			
AZ					27%
CO	★ 21.1	● 21.4			64%
FL	⊘ 20.5	⊘ 21.0	29.1	16%	40%
GA				14%	18%
MD					10%
OH	★ 21.2	★ 21.9		15%	61%
PA					8%
TX				15%	32%
VA					9%
Natl	20.7	21.4	30.0		38%



Above National Average



National Average



Below National Average

* Percent of graduates tested as reported by ACT

■ State did not meet the 40% participation threshold for analysis.

1999-2000 Trend

Change over a two-year period

	All Students			Percent Scoring 26 or Better**	Percent Taking Test**
	Average Scores		Top 10% of Students		
	ACT Math	ACT Reading			
AZ					-1%
CO					● 2%
FL	⊘ 0.0	⊘ 0.0	0.1	0%	● 1%
GA					2%
MD					0%
OH	◐ 0.1	○ 0.0			● 2%
PA					1%
TX				1%	1%
VA					2%
Natl	0.0	0.0			2%



6+ Gain



4-5 Gain



1-3 Gain







Maintaining







No Progress/Decline

** Percentage point change

Black Students	
Average Scores	
ACT Math	ACT Reading
AZ	
CO	
FL	
GA	17.3 16.9
MD	
OH	 17.3  17.6
PA	
TX	17.3 17.1
VA	
Natl	20.7 21.4

Hispanic Students	
Average Scores	
ACT Math	ACT Reading
AZ	
CO	
FL	
GA	20.2 20.3
MD	
OH	 19.7  20.9
PA	
TX	18.4 18.2
VA	
Natl	20.7 21.4

Black Students	
Average Scores	
ACT Math	ACT Reading
AZ	
CO	
FL	
GA	0.0 -0.1
MD	
OH	 -0.1  -0.3
PA	
TX	0.1 -0.3
VA	
Natl	0.0 0.0

Hispanic Students	
Average Scores	
ACT Math	ACT Reading
AZ	
CO	
FL	
GA	-0.1 0.2
MD	
OH	 0.1  0.7
PA	
TX	0.1 0.1
VA	
Natl	0.0 0.0



Achievement Results

Graduation Rates

1998 High School Graduation Rate Data Supplied by Jay Greene

★ Kudos

Of the nine states, *Pennsylvania* ranks highest on both overall graduation rates and college continuation measures; 85 percent of students graduate from high school and 62 percent go on to college, according to a report by Jay P. Greene, Ph.D. (For more information about Greene's report, see "Questions and Observations.") In other words, one has a better chance graduating from high school and then continuing to college in *Pennsylvania* than in the other eight states.

Relative to the other states, *Maryland* had a high Hispanic graduation rate in 1998, and so did *Ohio* and *Virginia*. *Maryland* and *Virginia* also have high black student graduation rates, although those rates are still well below the rates for all students.

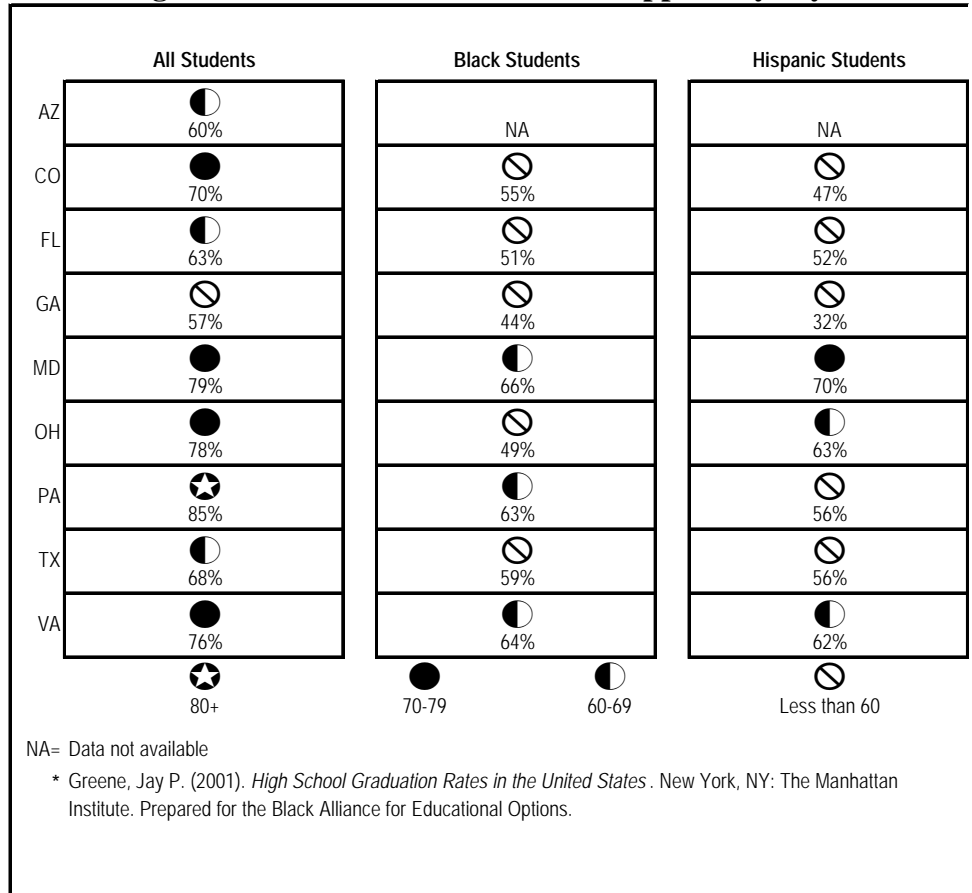
⊘ Alerts

In *Georgia*, the problem is not access to college, it's completing high school; the state is last in the nation, with only 51 percent of students graduating from high school. *Georgia* also has one of the worst graduation rates in the nation for black students and the worst graduation rate for Hispanic students (only one-third in the class of 1998 graduated).

While states need to take action to improve overall graduation rates, they need to focus particularly on ensuring that minority students finish high school — in some states the lowest graduation rates for white students are close to the highest rates for black and Hispanic students.

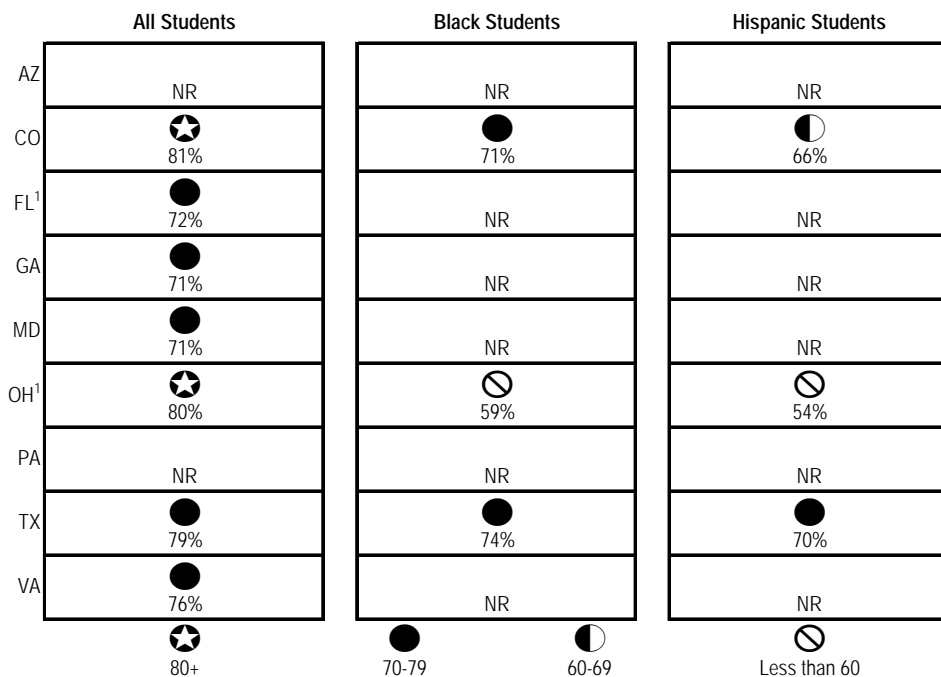
Ⓚ Questions and Observations

Inconsistencies in what to collect, how to define terms and what to report serve as major barriers to understanding what graduation rate data really show. One obstacle to fully understanding these data is the way annual dropout rates currently are reported.



1998 High School Graduation Data Supplied by States

Q Questions and Observations (Continued)



NR= Data not reported by state

¹ Florida's method of calculating the graduation rate was revised beginning with the 1998-99 school year.

Ohio students who are retained are counted in the graduation rate of the class/cohort which they are in when they graduate/dropout.

As normally calculated, the dropout rate represents the percentage of students who leave school in a given year, not the percentage of students who eventually will drop out between eighth and 12th grades. The dropout rate captures only one year of what is usually a five- or six-year span in which students leave school. Researcher Jay Greene of the Manhattan Institute for Policy Research says it is akin to calculating a credit card interest rate as a monthly percentage instead of an annual percentage. The rate sounds low, but it compounds over a longer period of time. Greene gives an example of one district with a graduation rate of 52 percent but an annual dropout rate of only 1.3 percent. Even if the dropout rate were compounded, the two numbers have no relation.

Calculating and reporting reliable and straightforward public high school graduation rates and then disaggregating the data by race is not being done currently. Several states report percentages that are significantly different from those of credible third-party data compilers, including Greene in his most recent study, *High School Graduation Rates in the United States*, which was prepared for Black Alliance for Educational Options. The data from *Colorado, Georgia and Texas* differ dramatically from Greene's (differences range from 13 to 14 percentage points). On the other hand, numbers from *Florida, Maryland, Ohio and Virginia* are much more in line with the third-party data.

A correct assessment of graduation rates is likely to help us identify and then attack specific, underlying problems in schools that susceptible student populations face — things that otherwise are not analyzed, such as course-taking patterns and teacher competence.



Achievement Results

College Remediation Rates

★ Kudos

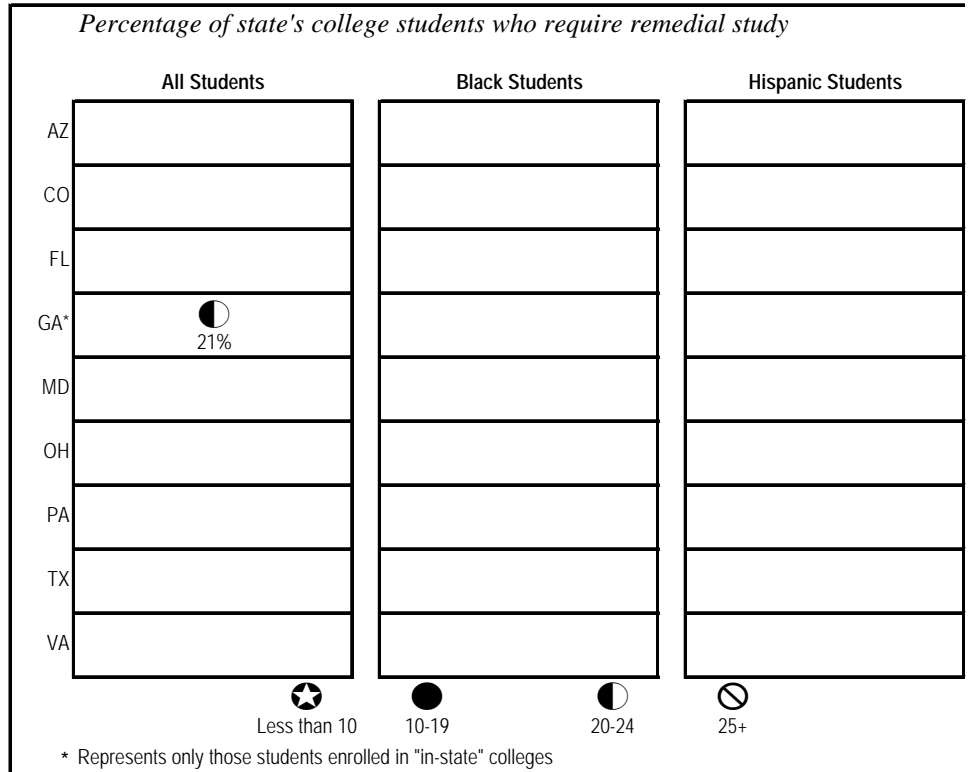
Of the states participating in the Results Card, only *Georgia* could supply a remediation rate. In fact, *Georgia* has made remediation a major focus, enlisting the help of its university system to reduce the number of incoming freshmen who need remedial classes. The result: *Georgia's* remediation rate stands at about one-fifth of its students compared to the national average of close to one-third.

🗨️ Questions and Observations

Colleges across the nation are reporting increasing numbers of students requiring remedial math courses. Nationally, estimates are that close to one-third (29 percent) of students who make it to college are being required to take remedial courses in one or more subjects — most notably, mathematics and English language arts — based on college placement tests (*The Extent and Cost of Remediation in Higher Education*, Brookings Papers on Education Policy, 1998).

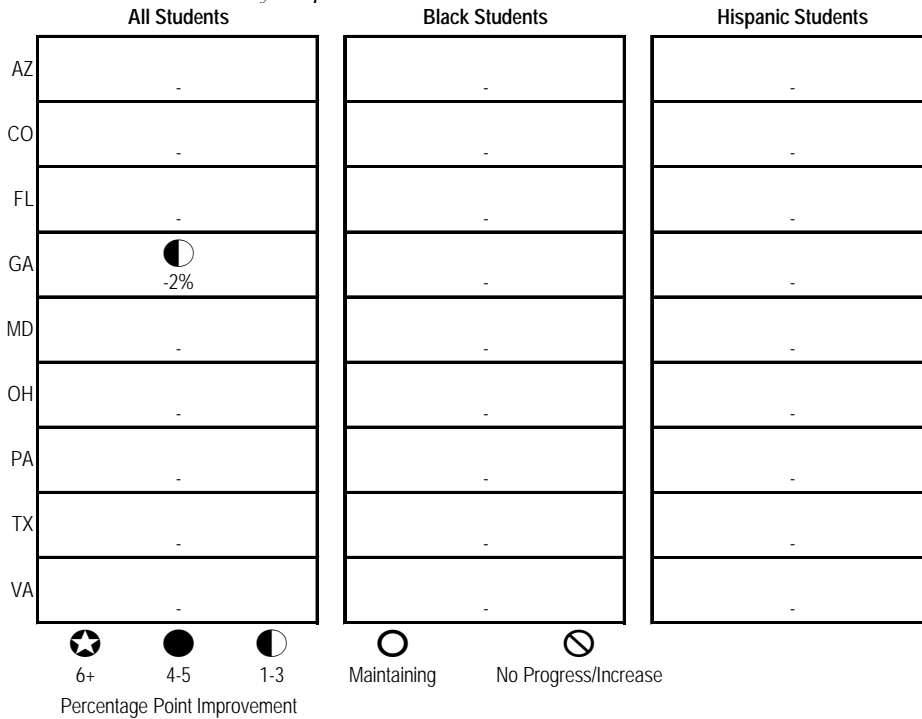
The annual budgetary cost of college remedial programs is estimated to be around \$1 billion, according to researchers David W. Breneman and William N. Haarlow. As their report notes, gathering data proved difficult. Many states had little or no information that was useful, either because it was too general, it was too out of date or the state did not collect it. Indeed, some states denied that “remediation” even existed in their institutions.

2000



1998-2000 Trends

Percentage point change in state's college students who require remedial study over a two- to three-year period



Q Questions and Observations (Continued)

When data exist in other states, the information is collected idiosyncratically. Here is a sample of answers that researchers Breneman and Haarlow received to the question: "What are your enrollments in remedial courses?"

- In *Maryland*, nearly 60 percent of all new high school graduates who enter a two-year institution in *Maryland* require remediation.
- Of traditional-age freshmen in *Ohio* public colleges, 27 percent are enrolled in remedial courses.
- Between the 1988–89 biennium and the 1998–99 biennium, remedial enrollments in *Texas* increased by 44 percent in the universities and 37 percent in the community colleges. Some of this increase is attributable to mandatory statewide testing not fully implemented until after 1988–89.
- In *Virginia*, 24 percent of in-state freshmen need remediation — 50 percent of community college students and 10 percent of four-year college and university students.

As these answers show, there needs to be a national criterion for determining remediation rates for recent high school graduates. The policy implications are significant because the older the student, the less meaningful it is to connect the academic deficiency with the K–12 schools.



Student-Oriented Achievement Drivers

School Readiness

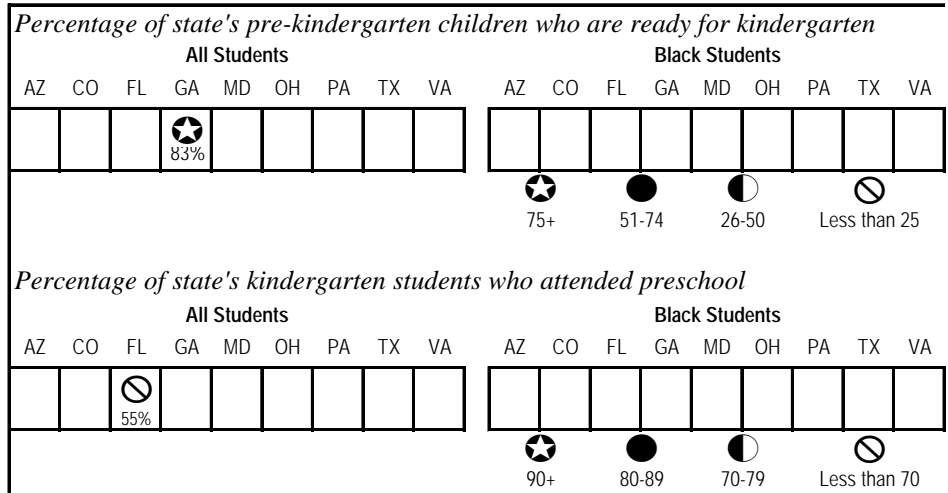
★ Kudos

Georgia is the only state reporting the percentage of students who attended preschool and are ready for kindergarten, and Florida is the only 2001 Results Card participant reporting the percentage of kindergarten students who attended prekindergarten.

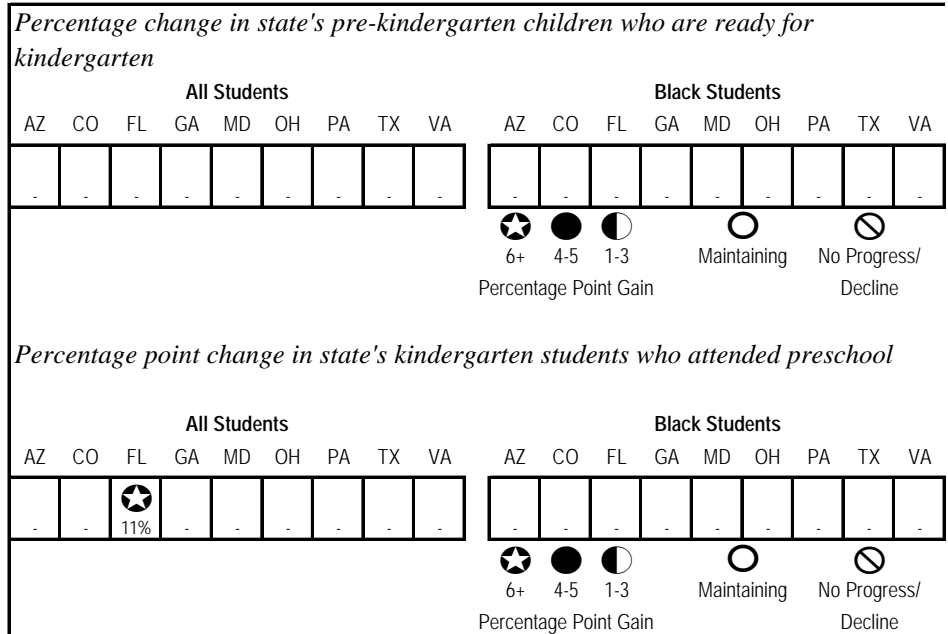
While this an area where available data are slim, there is a new emphasis on early literacy, and other states are beginning to monitor these data. Maryland, for example, is piloting a screen of its prekindergarten students, using the highly acclaimed Work Sampling System, which is employed nationally and internationally to generate information on pupil readiness. Arizona is developing early childhood standards and is planning to assess school readiness in its state-funded family literacy preschools. Other public and private preschool programs also may choose to adopt the new standards and tests.

According to *Education Week's* "Quality Counts 2002," Florida, Ohio and Virginia offer local districts some incentives or access to funding through block grants or other policies and programs, but the states did not report this subsidy to the Results Card.

2000



1998-2000 Trend



Hispanic Students

AZ	CO	FL	GA	MD	OH	PA	TX	VA

Hispanic Students

AZ	CO	FL	GA	MD	OH	PA	TX	VA

Hispanic Students

AZ	CO	FL	GA	MD	OH	PA	TX	VA
-	-	-	-	-	-	-	-	-

Hispanic Students

AZ	CO	FL	GA	MD	OH	PA	TX	VA
-	-	-	-	-	-	-	-	-

Questions and Observations

Well-designed educational services in early childhood can have positive, lasting effects for disadvantaged children, according to new studies by the National Institutes of Health and the U.S. Department of Education. These reports support the findings of older studies, such as the Carolina Abecedarian Project and the High/Scope Perry Preschool Project. Children who were enrolled in a long-running preschool program are 40 percent less likely to be held back a grade, 41 percent less likely to be placed in special education classes, 33 percent less likely to be arrested and almost 30 percent more likely to complete high school (Linda Jacobson, "Preschool Study Finds Positive Effects for Poor Children," *Education Week*, May 16, 2001).

Other studies show that they are more likely to perform well on tests of intelligence, pursue higher education and postpone having children. And even if the lasting impact of solid prekindergarten programs is factored out, a recent review finds that state-funded preschools are giving young children the skills they need for a good start in school (Gilliam and Zigler, *Early Childhood Research Quarterly*, March 28, 2001).



Student-Oriented Achievement Drivers

Higher-Level Course Enrollments¹

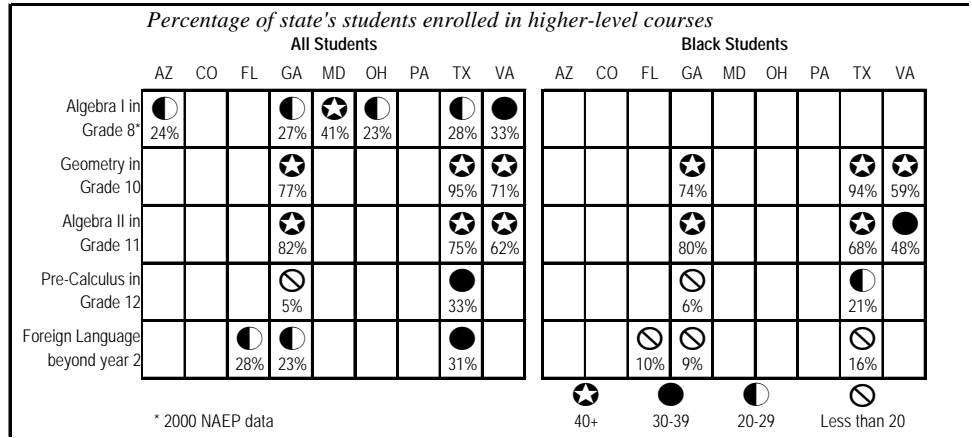
★ Kudos

Of the states participating in the 2001 Results Card, only *Georgia, Texas* and *Virginia* are monitoring these data consistently. All three have admirable news to report, including that high percentages of students are enrolled in algebra and geometry; *Texas* and *Virginia* also have strong, positive trends.

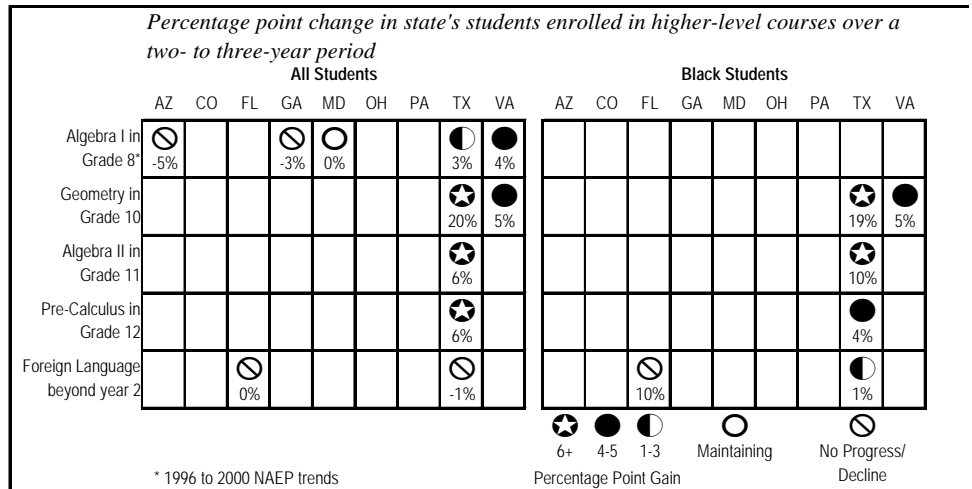
Florida has gotten off to a good start. It measures the percentage of students studying a foreign language beyond the second year and participation in International Baccalaureate (IB) courses.

Arizona and *Texas* have instituted core course requirements for high school students that should help to address the bias minority students now face in accessing higher-level courses.

2000



1998-2000 Trend



Hispanic Students

	AZ	CO	FL	GA	MD	OH	PA	TX	VA
Algebra I in Grade 8*									
Geometry in Grade 10				★ 65%				★ 99%	★ 75%
Algebra II in Grade 11				★ 93%				★ 74%	★ 55%
Pre-Calculus in Grade 12				⊘ 7%				◐ 24%	
Foreign Language beyond year 2			★ 48%	● 38%				● 34%	

Hispanic Students

	AZ	CO	FL	GA	MD	OH	PA	TX	VA
Algebra I in Grade 8*									
Geometry in Grade 10								★ 25%	★ 6%
Algebra II in Grade 11								★ 10%	
Pre-Calculus in Grade 12								★ 7%	
Foreign Language beyond year 2			○ -2%					⊘ -1%	



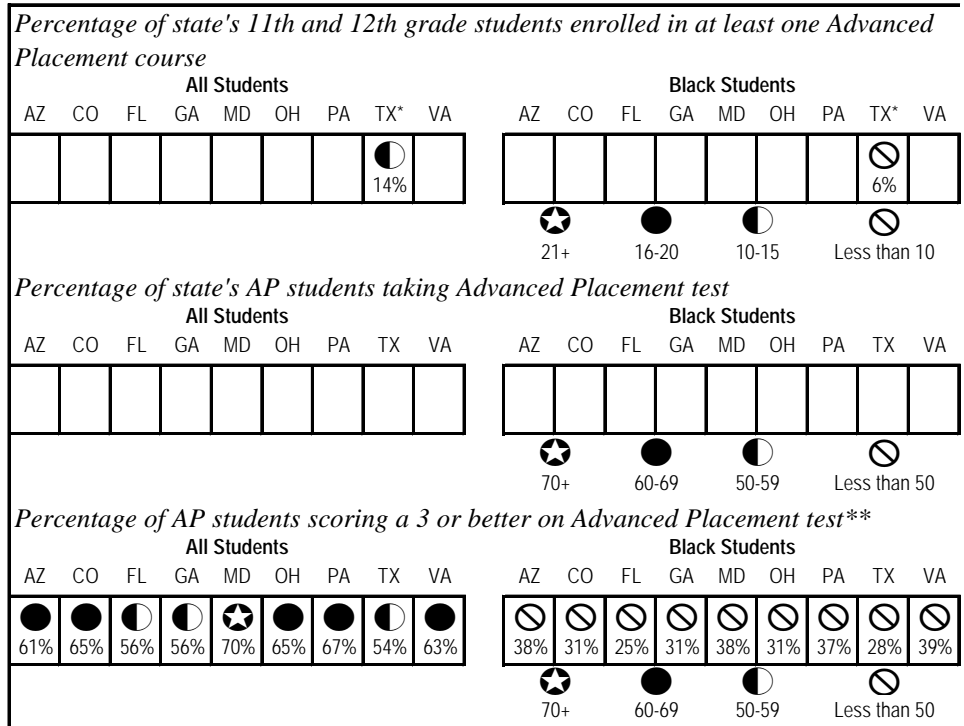
Student-Oriented Achievement Drivers

Alerts

None of the nine participating states is monitoring Advanced Placement (AP) participation fully. The only AP data we are able to report for participating states is the percentage of students who pass the AP tests, earning a score of 3 or better. While we know that students who participate in AP courses outperform other students, few states seem to be collecting data on how many high school students actually enroll in such courses. In addition, few states are able to tell us the percentage of students who take the courses and then take the tests.

Higher-Level Course Enrollments

2000

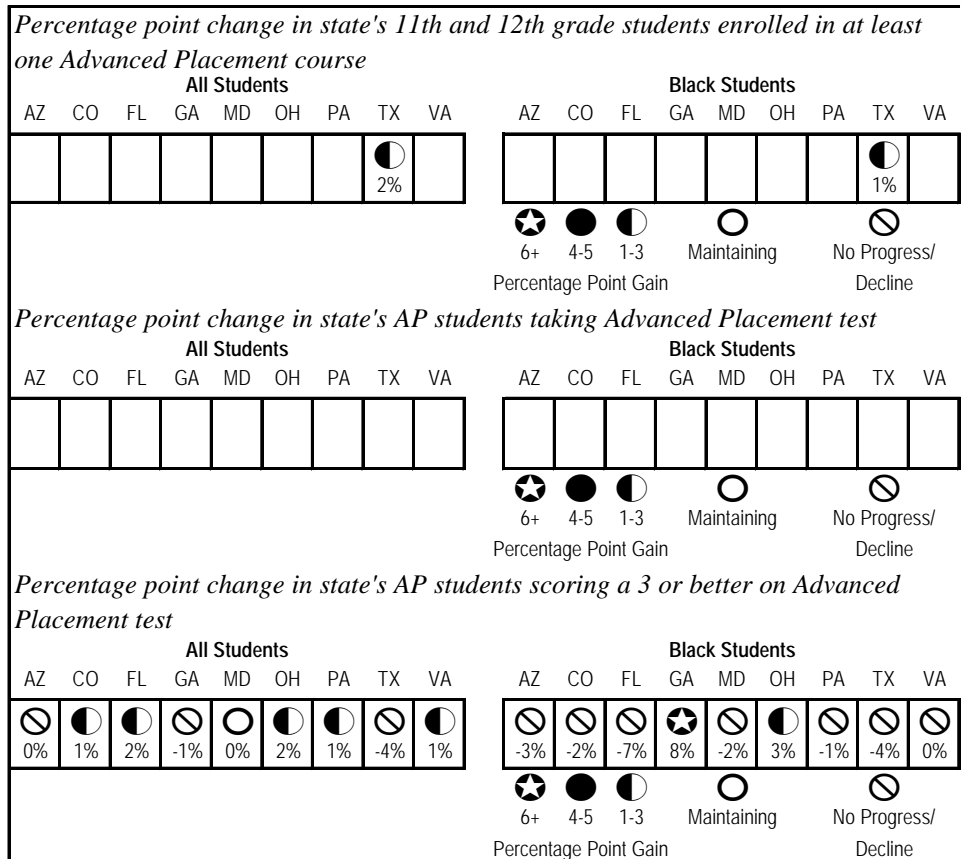


Notes to Chart:

* Texas reports participation as the number of students testing divided by the number of 11th and 12th graders. These data include both Advanced Placement and International Baccalaureate.

** Source: The College Board Advanced Placement Program for public school students with the exception of data for Texas. Texas percentages include the percentage of students scoring at or above the state's indicator of 3 for Advanced Placement and 4 for International Baccalaureate. The College Board data for Texas students scoring a 3 or better on AP tests are 53%, 30%, and 40% for all, Black, and Hispanic students, respectively. The corresponding percentage point change for 1999 to 2000 was -2%, 1%, and 1% for all, Black, and Hispanic students, respectively.

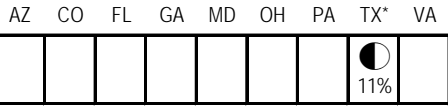
1999-2000 Trend



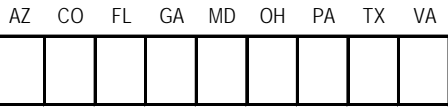
Questions and Observations

In 1999, Clifford Adelman, a senior researcher at the U.S. Department of Education, reported that taking challenging courses such as those in AP and IB programs in high school was a better predictor of college completion than good high school grades or test scores. Yet time and again, we read about different groups of students — including minority students, “noncollege-bound” students and “disadvantaged” students — who take courses that are so different in quality that the students might as well be in different schools. For example, a study by the University of California shows that failure to complete required courses was the main barrier to eligibility for admission. About three-quarters of African-American and Latino high school graduates were ineligible because of inadequate course backgrounds: They had major course omission or grade deficiencies, or they attended schools that did not have an approved college-prep curricula. Research tells us that there is a strong link between enrollments in higher-level courses and students’ academic futures, yet most states fail to monitor these enrollments systematically.

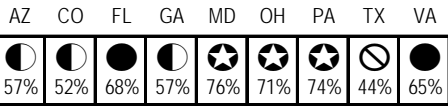
Hispanic Students



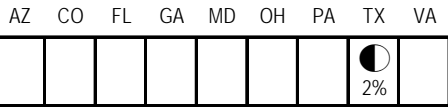
Hispanic Students



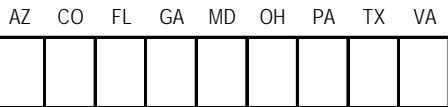
Hispanic Students



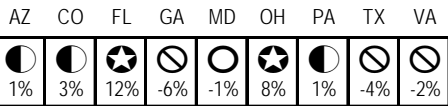
Hispanic Students



Hispanic Students



Hispanic Students





Student-Oriented Achievement Drivers

Chronic Student Absenteeism

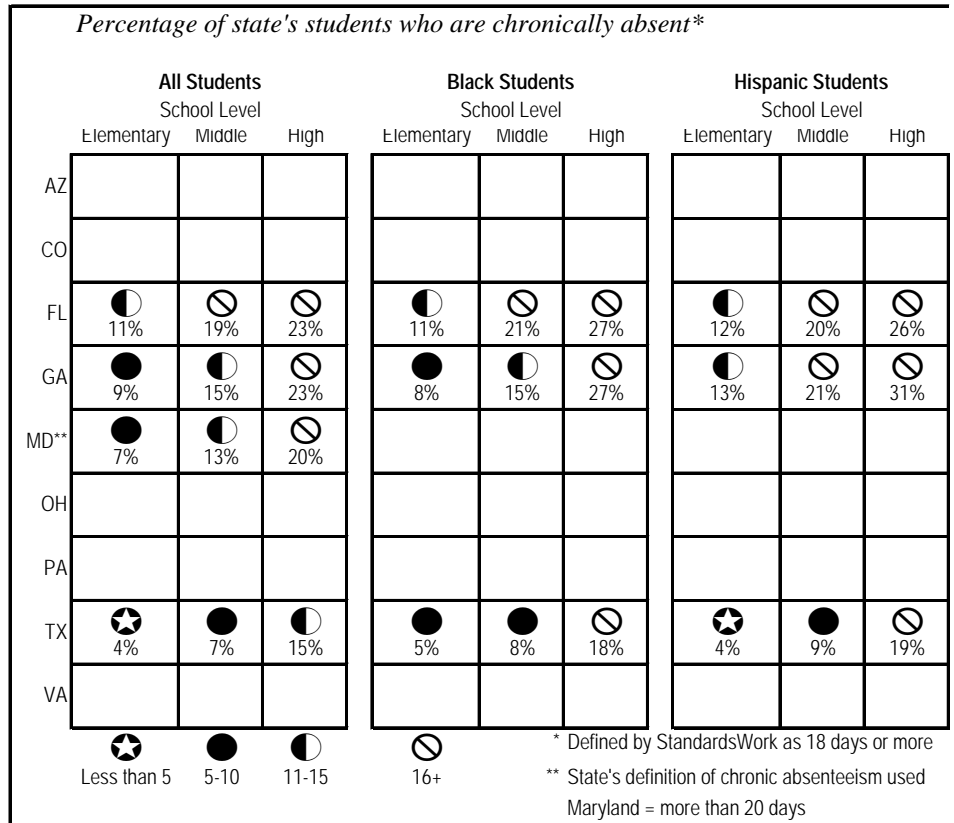
2000

★ Kudos

Four participating states — *Florida, Georgia, Maryland* and *Texas* — collect chronic absenteeism data. *Maryland's* definition of what constitutes chronic absenteeism is liberal compared to that of the other states — more than 20 days versus 18 days. *Florida, Georgia* and *Texas* further disaggregate the data for black and Hispanic students.

🕒 Questions and Observations

“Ninety percent of life is just showing up,” according to Woody Allen. As important as it is to focus educators on raising academic standards, upgrading curricula and improving test scores, these efforts will not amount to much if students are not in school to receive the benefits. Common sense, backed by research, shows that attendance and achievement are linked — as are patterns of absenteeism (starting as early as second grade) and dropping out of school. Showing up matters; time on task counts.



The traditional reporting of average daily attendance makes absenteeism an easy indicator to overlook. An average daily attendance rate of 93 percent rarely triggers alarm bells. But this rate translates into students missing, on the whole, about two-and-a-half weeks of class time. Even more troubling, many urban schools have attendance rates that are much lower than the national average — 85 percent or less in 1999–2000. That translates into 24 or more days missed (Hoachlander, Dykman, Godowsky, “Attending to Attendance,” *Education Week*, May 16, 2001). And these do not include excused absences such as field trips, sporting events, illnesses, doctor visits and almost anything that is explained by a written note from a parent.

1998-2000 Trends

Percentage point change in state's students who are chronically absent over a two- to three-year period

	All Students			Black Students			Hispanic Students		
	Elementary	Middle	High	Elementary	Middle	High	Elementary	Middle	High
AZ	-	-	-	-	-	-	-	-	-
CO	-	-	-	-	-	-	-	-	-
FL	-3%	-4%	-3%	-3%	-5%	-2%	-3%	-4%	-3%
GA	-	-	-	-	-	-	-	-	-
MD	0%	-1%	-2%	-	-	-	-	-	-
OH	-	-	-	-	-	-	-	-	-
PA	-	-	-	-	-	-	-	-	-
TX	0%	-1%	-2%	-1%	-2%	-3%	0%	-2%	-2%
VA	-	-	-	-	-	-	-	-	-

-6+	-4 to -5	-1 to -3		Maintaining	No Progress/ Decline
Percentage Point Improvement					

Q Questions and Observations (Continued)

Strategies to improve these rates include publishing attendance indicators and providing a mix of incentives (such as certificates of recognition and special field trips) and sanctions (such as mandatory parent meetings and withholding of course credit unless time is made up). Currently, *Pennsylvania* is the only state of the nine participants that reports offering incentive grants to schools that improve attendance rates.



Teacher-Oriented Achievement Drivers

Questions and Observations

Collecting teacher-oriented data is just as important as collecting student-oriented data. Increasingly, research confirms that capable teachers are the essential link between public aspirations for high-quality schooling and solid student achievement. Recent research from the state of Tennessee and the cities of Dallas and Boston, for example, indicates that students placed with one bad teacher emerge a full year behind their peers who were taught by a good teacher. Three years of poor teachers is more than most students can overcome (Marguerite Roza, "The Challenge for Title I," *Education Week*, April 4, 2001).

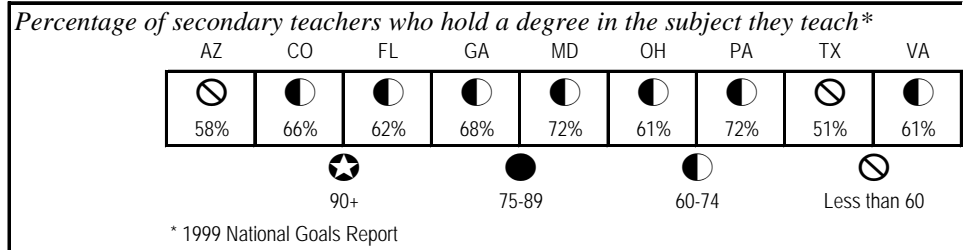
A recent Charles A. Dana Center report shows that *Texas* students did better on state exams when their instructors had degrees in their class subjects. Three-quarters of third graders taught by in-field instructors passed all sections of the 1997 *Texas* state assessment. The pass rate for Hispanic third graders jumped from 58.7 percent to 67.5 percent when their teachers held degrees in their class subjects.

According to the study:

- 20 percent of K–12 students in *Texas* were taught by out-of-field teachers.
- 49.2 percent of urban middle school mathematics classes in *Texas* were led by math teachers certified in their subject; that number rises to 70.2 percent in small towns and 65.3 percent statewide.
- 68.1 percent of urban high school algebra I courses were taught by trained math teachers; that number rises to 83.7 percent in small suburbs.

Teacher Preparedness

1999



Q Questions and Observations (Continued)

The 2000 NAEP results underscore these findings. NAEP reports that eighth graders whose teachers majored in math or math education scored higher on average in math than students whose teachers majored in other fields.

In addition, according to several analyses by Richard W. Ingersoll from the University of *Georgia*–Athens, U.S. Department of Education data indicate that the practice of assigning nondegreed teachers is most prevalent in poor and urban districts. In other words, the children who need expert teaching the most are getting it the least. While much public attention is paid to the gap in achievement between rich and poor and white and minority students, states continue policies that are certain to compound the problem.

Furthermore, certification in a field may not be the best indication of subject-matter competence. For example, Ingersoll found that in one state only 8 percent of high school science teachers did not hold a science certificate, yet 18 percent lacked a science major or minor; 44 percent of certified high school teachers teaching physical science classes did not hold even a college minor in the field. Which students have the benefit of the highest-qualified teachers? Who has out-of-field teachers? Which students get the new teachers, and which get the experienced teachers? Do certification requirements promote subject-matter competence or not? Asking these questions (and monitoring these data) will help connect policy with practice and change those things producing unsatisfactory results. Despite the critical nature of these data, no state was able to supply us with 2000 data on teacher subject-matter competence. Only national data are available — and what those data say is alarming.



Teacher-Oriented Achievement Drivers

Professional Training for Teachers

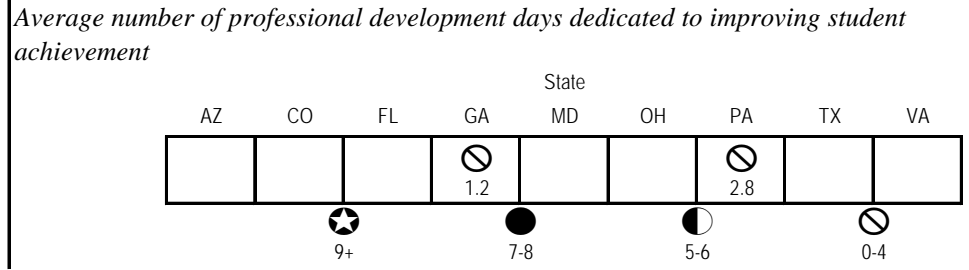
★ Kudos

Despite the importance of teacher professional development, only *Pennsylvania* and *Georgia* currently monitor the number of days of professional training teachers receive that is targeted at improving student

Q Questions and Observations

For students to reach high standards, teachers need to deepen their subject knowledge, sharpen their teaching skills and stay current with developments in their fields. It is not surprising that the *Education Week* “Quality Counts 2001” survey found that although teachers are told to teach to the standards, most do not believe they are given the tools and training for the job. The great majority of teachers received five hours or less of training on standards, tests and how to interpret results; data show it takes double that time to make even a dent in understanding. The same survey reports that when teachers receive 11 or more hours of training in state standards, most modify the classroom curriculum “a great deal” to reflect the standards — twice as often as teachers who receive little or no training. Also, when they receive the same amount of training in interpreting test results, those teachers tend to use the results “a great deal” — twice as often as teachers who receive no such training — to diagnose individual student needs and adjust instruction accordingly.

2000



Q Questions and Observations **(Continued)**

The absence of targeted professional development — designed to improve curriculum, instruction and assessment — is undermining standards-driven reform and implementation.

Teachers rally against state standards and tests, saying that both stifle their creativity when, very often, they simply have no idea how to change their teaching practice to reflect higher-level instruction. No corporate enterprise would try to change its culture without a major retraining effort; if it did, as with nearly a decade of school-reform activities, it would fail.



Teacher-Oriented Achievement Drivers

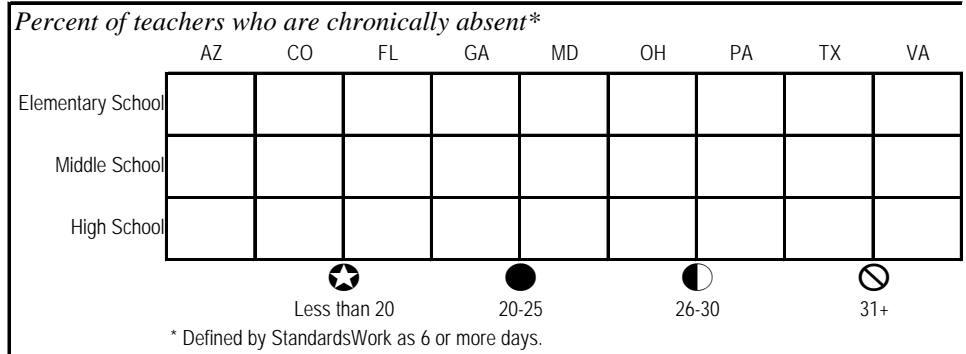
Chronic Teacher Absenteeism

Q Questions and Observations

A student who attends public school from kindergarten through 12th grade will have a substitute teacher for the equivalent of a full year, reports Lance Tomei of the University of Central Florida. Tomei, an expert on substitute teaching, cited this piece of data, based on current teacher absentee rates, when speaking to a National Substitute Teachers Alliance meeting in Florida in July 2001. This statistic means that the quality of substitute teachers — or, put another way, the problem of teacher absenteeism — is at least one-twelfth of the teacher-quality equation, but it rarely receives that much attention.

Schools collect this information, but rarely do they aggregate or correlate it to student achievement. Yet, chronic teacher absenteeism seems to be linked with chronic student absenteeism, and many educators feel it is a growing problem nationally. No states participating in the Results Card are collecting or monitoring this indicator, yet student learning likely is suffering when teachers are regularly absent.

2000





The Good News: Data Make a Difference

Over the years that we have been working on the Results Card, we have seen the impact that collecting — and making constructive use of — the right data can have on student performance. Consider the following evidence from the 2001 Results Card.

Texas and Virginia Are Showing Consistent Gains

Across the board, Texas and Virginia have done the best job of systematically collecting and examining the broadest set of indicators. Not coincidentally, students in those two states continue to make sustained and steady improvement; when compared with other states, Texas and Virginia are the most consistent in terms of improving across grade levels and content areas.

In the 2001 report, Texas students performed well at all grade levels tested on both the state and national reading and writing assessments. In mathematics, Texas students showed strong scores — and large improvements over time. Notably, only a handful of percentage points separates the scores for minority students and students overall on the state proficiency test in all three subjects.

Virginia students performed well on both the state and national assessments for writing with particularly large improvements on the eighth-grade and end-of-course tests. Only a small gap exists between the minority student score and the score for students overall on the state proficiency test in writing. Math performance also is strong among Virginia students.

Georgia deserves an honorable mention here. We do not yet know whether improvements will be forthcoming — the state has little trend data to report — but Georgia has baseline data for 2000 on almost every Results Card indicator except teacher subject-matter competence and chronic teacher absenteeism.

Multiple Measures Analysis Enables Districts To Address Issues

We also have encouraging examples from our work with local school districts. Consider the Massachusetts elementary school where boys recently were earning lower test scores overall than girls. Based on that data alone, school leaders were preparing to hire more male teachers, buy more books appealing to boys and structure more classroom activities around boys' interests — all to encourage achievement among those male students.

But an examination of additional measures, including school-readiness data, found the true culprit. Boys and girls who had

participated in academic preschool programs performed roughly equally at this all- Hispanic school. In general, more boys than girls lacked this preparation. It was those boys who had not participated in academic preschool who were underperforming and, thus, pulling down males' average scores. Acknowledging the problem, school leaders started talking about ways to address it. They also started talking about the larger lesson learned: the value of considering a broader spectrum of data before jumping to conclusions.

Sometimes the problems — and the answers — are more complex. For instance, one South Carolina school district traditionally had reported only systemwide average test scores by grade — a typical practice for school districts. The information had been useful in showing how the district compared with other districts, at least in general, but it had proved virtually useless for shedding light on policy or practice. Conventional wisdom had long linked the poor performance of some students with the low incomes of their parents. Based on this assumption, school leaders were pursuing a common intervention strategy, grouping children of different achievement levels together in the same class.

Again, to help add critical depth and complexity to the district's picture of student performance, we analyzed multiple measures from multiple perspectives, disaggregating data by school, grade, students' socioeconomic status and students' race. The analysis revealed that, in 19 of the 25 elementary classrooms examined, the most important variable in performance was not socioeconomic status but race. Poor white children consistently outperformed middle-class black children. Black children from families of all income levels were falling behind.

Facing the real reasons for the system's lack of improvement, district leaders used the school-by-school analysis to pinpoint the one school in the system that was bucking the trend — educating black students to the same high levels as their white peers. Principals from across the district visited the school to observe, identify and adapt effective strategies to eliminate the racial achievement gaps in their schools. The main strategies were setting high expectations and making no excuses — for students and staff alike. Students were required to learn first-grade material before moving on to second-grade material, learn second-grade material before moving on to third-grade material and so on. Rather than grouping students heterogeneously (the district norm), educators grouped children of similar achievement levels within particular subject areas. Students who needed extra tutoring got it. Homework was a staple. Parent visits became commonplace. And as a result of these targeted interventions, student achievement started climbing.

Challenges Ahead Require Effective Use of Data

We all can agree on one thing: Our students must succeed. But their success depends on sound policy, strong curricula and a supportive environment at state, district and school levels. None of these can be achieved without solid data collected on a complete range of indicators.

Unfortunately, many states still are only slowly edging toward a comprehensive review of the data. In some cases, the data is being collected, but it is flawed or not being processed or analyzed in ways that can inform decisionmaking. In other cases, the data simply are not being collected. Until states, districts and schools are able to collect and analyze these data, school-reform initiatives will not be as effective as they can be, and student achievement will continue to suffer.



StandardsWork®
1001 Connecticut Ave., NW, Ste. 901
Washington, DC 20036
202-835-2000 • Fax 202-659-4494
www.standardswork.org