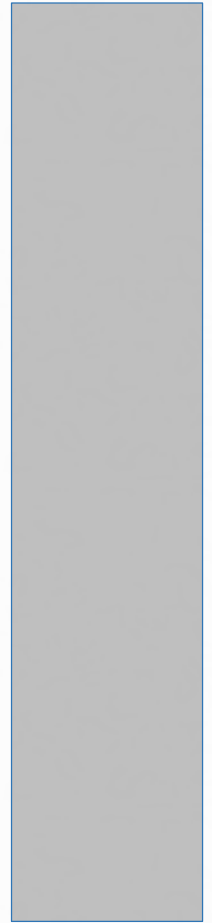


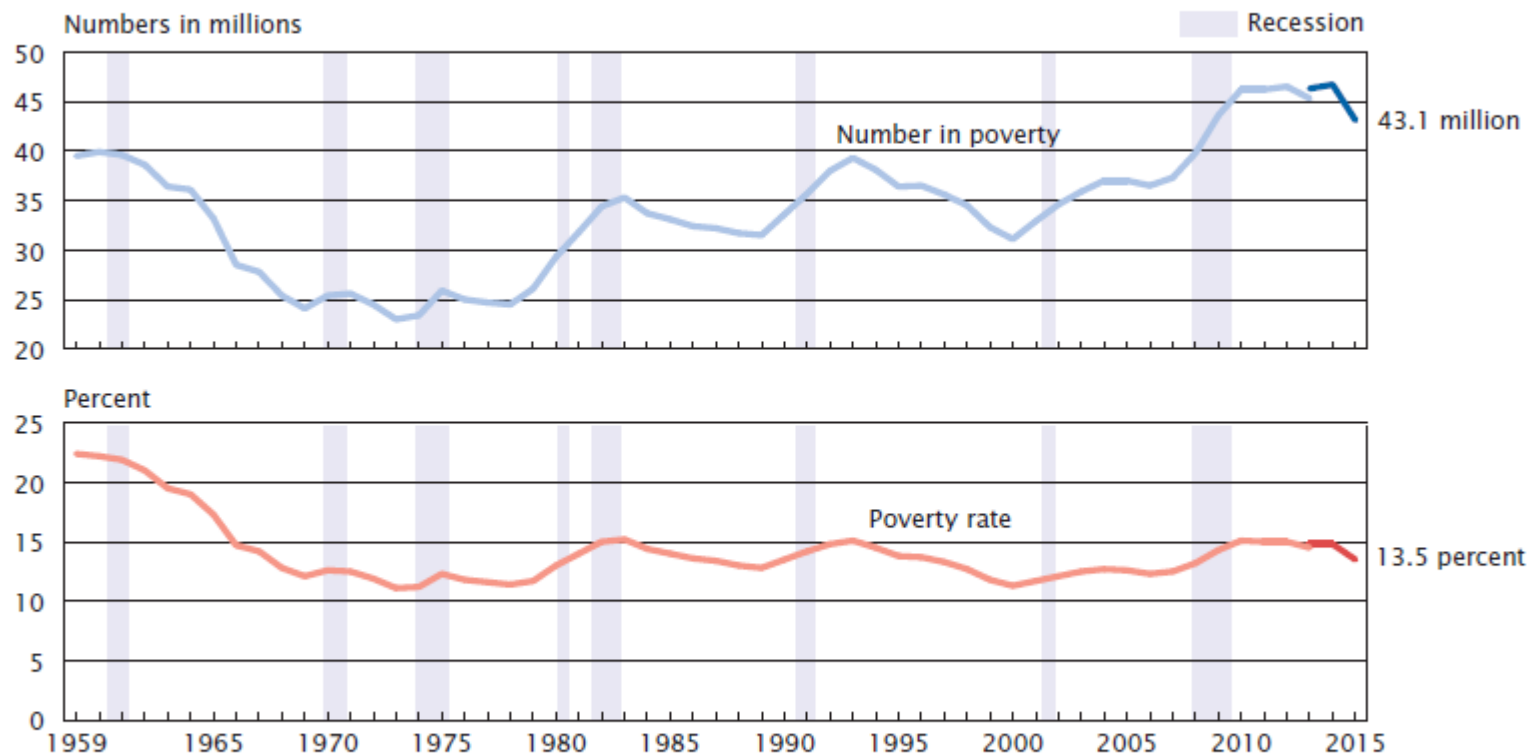
ANALYSIS OF PERFORMANCE IN AMERICA'S PUBLIC, PRIVATE, AND CHARTER SCHOOLS

RAY HART



U.S. POVERTY RATE OVER TIME

Figure 4.
Number in Poverty and Poverty Rate: 1959 to 2015



Note: The data for 2013 and beyond reflect the implementation of the redesigned income questions. The data points are placed at the midpoints of the respective years. For information on recessions, see Appendix A. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www2.census.gov/programs-surveys/cps/techdocs/cpsmar16.pdf.

Source: U.S. Census Bureau, Current Population Survey, 1960 to 2016 Annual Social and Economic Supplements.

PERCENTAGE OF HOUSEHOLDS BY INCOME LEVEL

SOURCE: UNITED STATES CENSUS BUREAU, 2011-2015 AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES.

	Less than \$10,000	\$10,000 to \$14,999	\$15,000 to \$24,999	Total
Detroit City School District	21.7	10.2	16.9	48.8
Cleveland Municipal School District	20.5	10.6	17.1	48.2
Fresno Unified School District	11.5	9.4	16.0	36.9
Milwaukee School District	12.2	8.7	15.1	36.0
Philadelphia City School District	14.2	7.9	13.0	35.1
Baltimore City Public Schools	13.1	7.5	11.6	32.2
Dade County School District	10.6	6.8	13.3	30.7
Fort Worth Independent School District	9.9	7.1	13.3	30.3
Atlanta City School District	12.8	6.3	11.1	30.2
Dallas Independent School District	9.6	6.5	13.1	29.2
Chicago Public School District 299	11.1	5.9	11.6	28.6
Boston School District	12.0	7.3	9.3	28.6
Shelby County School District	9.7	6.2	12.7	28.6
Houston Independent School District	9.1	6.4	12.8	28.3
Albuquerque Public Schools	9.1	5.8	12.3	27.2
New York City Department Of Education	10.4	6.1	10.5	27.0
Los Angeles Unified School District	7.9	6.9	12.0	26.8
Guilford County Schools	8.1	5.8	12.3	26.2
Jefferson County School District	8.5	6.0	11.3	25.8
Duval County School District	8.7	5.6	10.9	25.2
Hillsborough County School District	7.7	5.4	11.3	24.4
Denver County School District 1	8.4	5.2	9.6	23.2
District of Columbia Public Schools	10.2	4.2	7.4	21.8
Clark County School District	6.7	4.6	10.4	21.7
Austin Independent School District	7.9	4.5	9.3	21.7
Charlotte-Mecklenburg Schools	6.4	4.4	9.4	20.2
San Diego City Unified School District	6.3	4.9	9.0	20.2

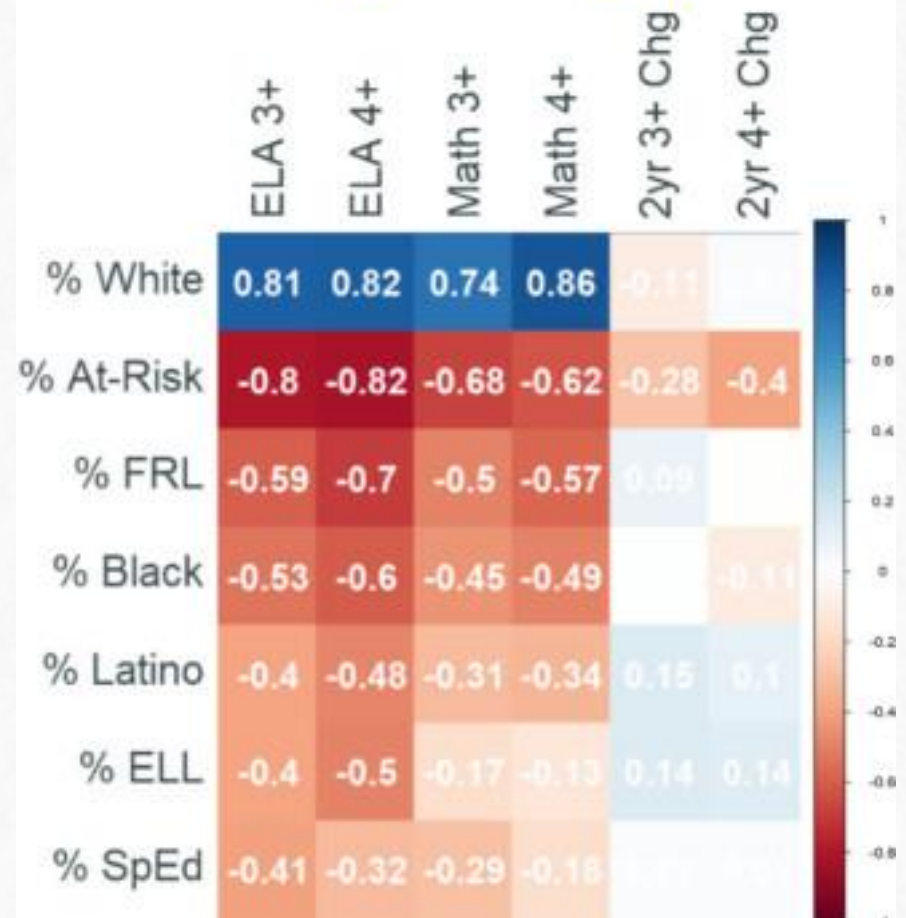
IMPACT OF ABJECT POVERTY ON STUDENT ACHIEVEMENT

At-Risk Identification

- Homeless
- Foster Care
- Qualified for Food Stamps
- Qualified for TANF
- Over-age for their grade level

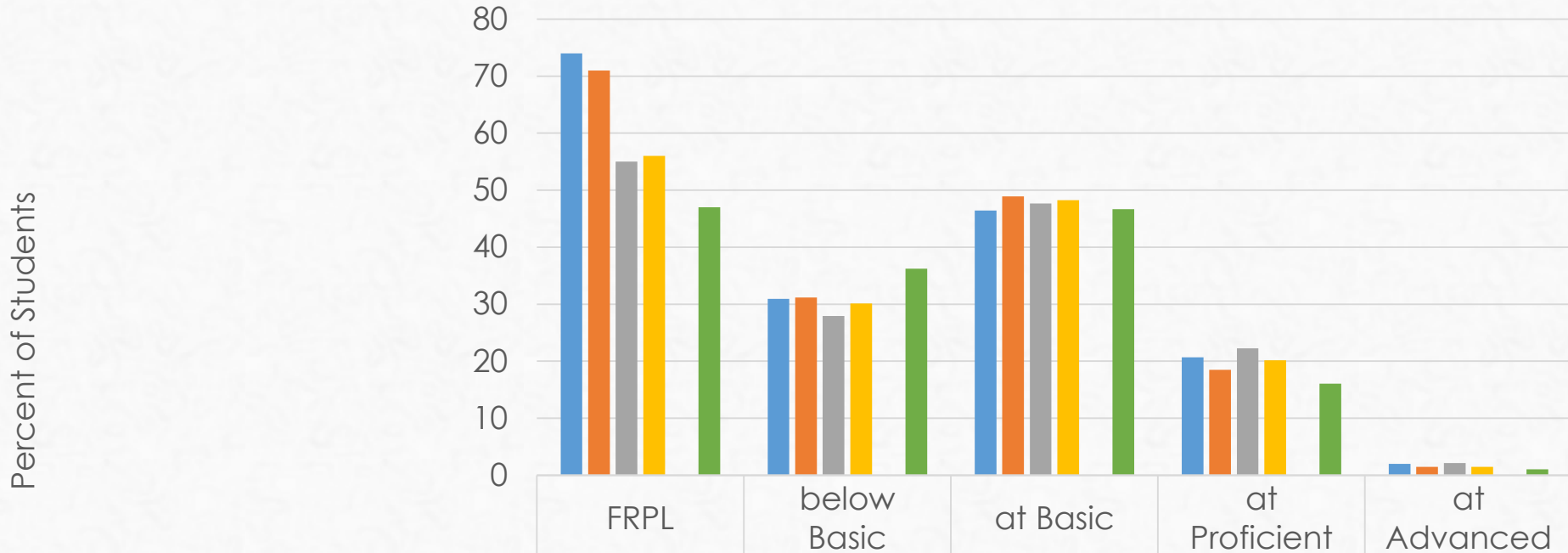
Source: Bellinger, C., Boots, J. (September, 2017). To find top DC public schools, look beyond demographics, new analysis says. Greater Greater Washington. Retrieved from <https://ggwash.org/view/64796/want-the-best-dc-school-for-your-child-look-beyond-demographics>

Correlation Plot Between PARCC Proficiency and Demographics



2015 NAEP PROFICIENCY LEVEL COMPARISON BETWEEN LOW INCOME PUBLIC, CHARTER AND PRIVATE SCHOOL STUDENTS

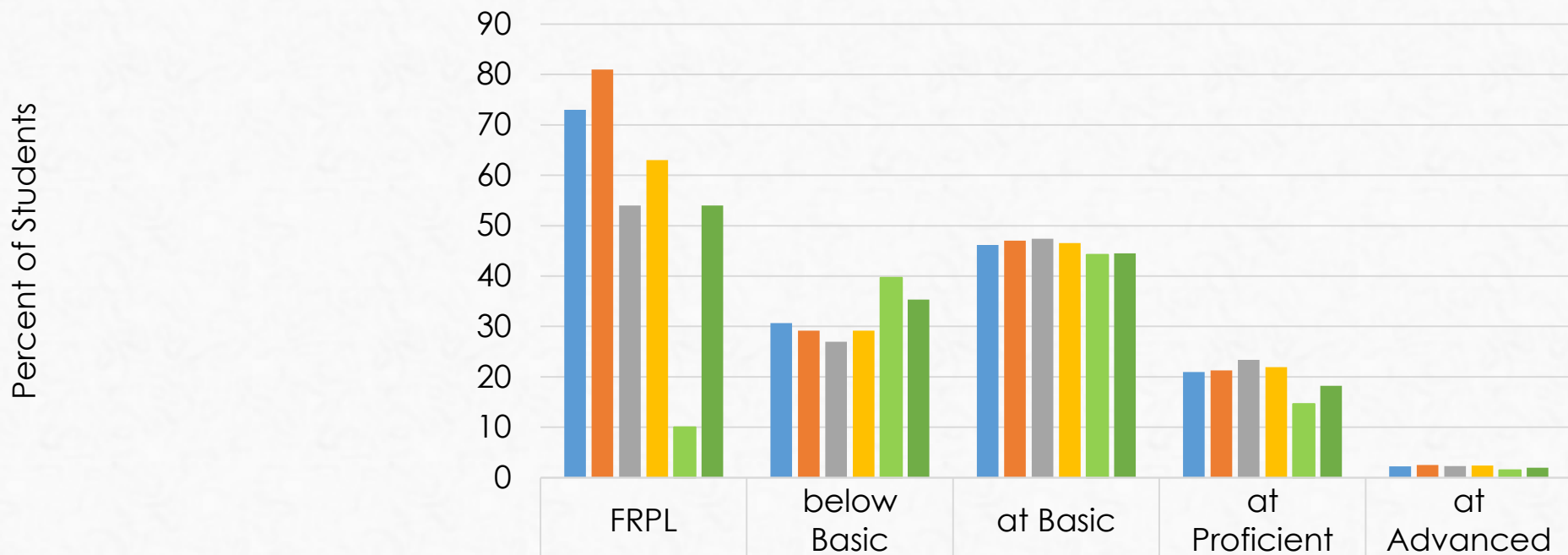
Math Grade 4 Low Income Students, 2015



	FRPL	below Basic	at Basic	at Proficient	at Advanced
Large city	74	30.9	46.4	20.7	2.0
Charter school - Large city	71	31.1	48.9	18.5	1.5
National public	55	27.9	47.7	22.3	2.2
Charter school - National public	56	30.1	48.3	20.2	1.5
National private					
Michigan	47	36.2	46.7	16.1	1.0

2013 NAEP PROFICIENCY LEVEL COMPARISON BETWEEN LOW INCOME PUBLIC, CHARTER AND PRIVATE SCHOOL STUDENTS

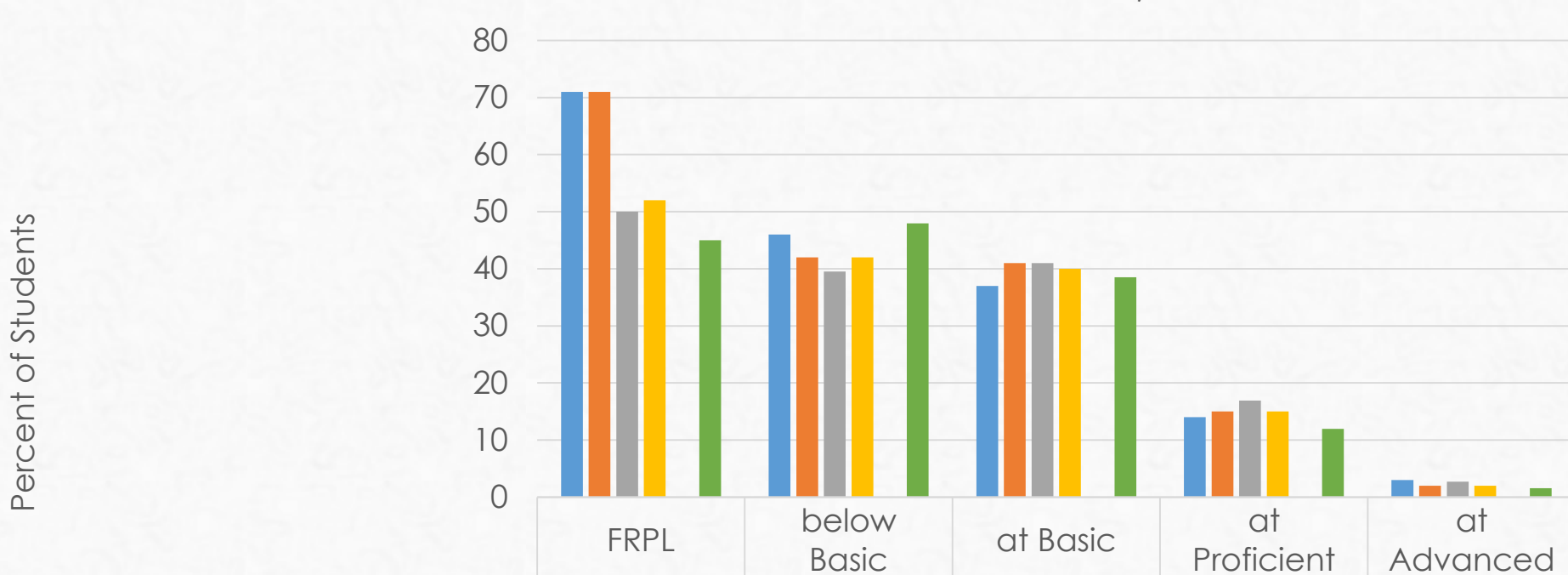
Math Grade 4 Low Income Students, 2013



	FRPL	below Basic	at Basic	at Proficient	at Advanced
Large city	73	30.7	46.1	20.9	2.2
Charter school - Large city	81	29.2	47.1	21.3	2.5
National public	54	27.0	47.4	23.4	2.3
Charter school - National public	63	29.2	46.5	21.9	2.4
National private	10	39.7	44.2	14.6	1.5
Michigan	54	35.4	44.5	18.2	2.0

2015 NAEP PROFICIENCY LEVEL COMPARISON BETWEEN LOW INCOME PUBLIC, CHARTER AND PRIVATE SCHOOL STUDENTS

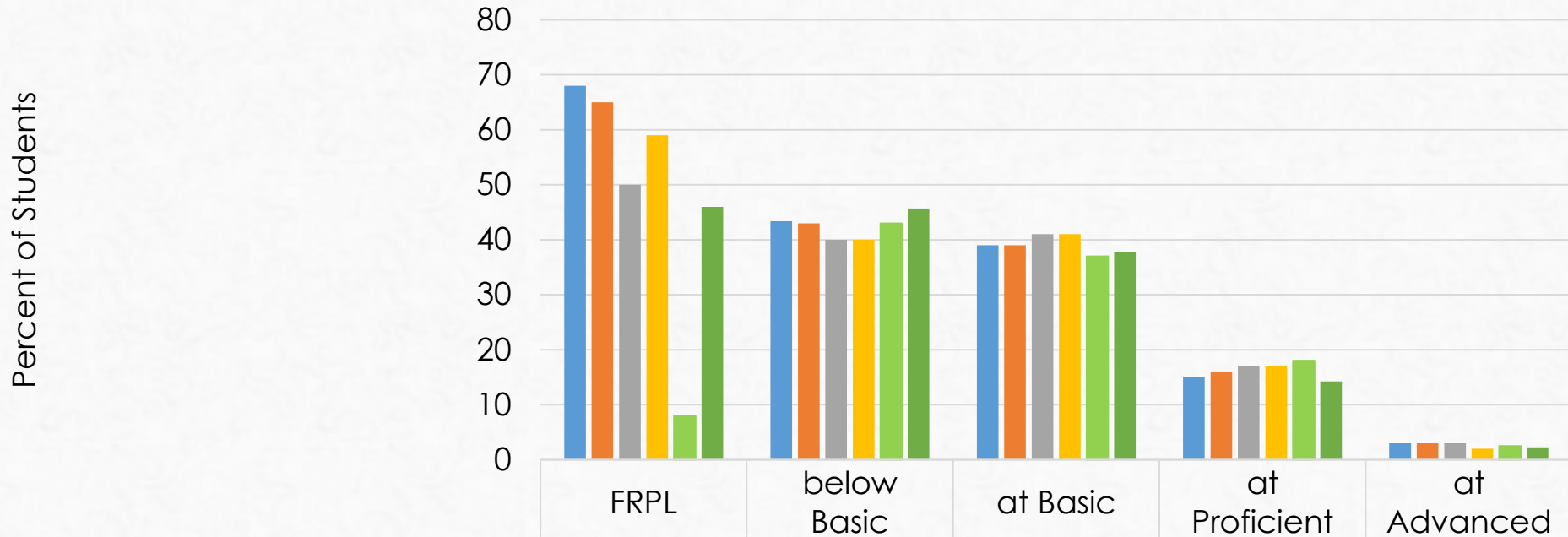
Math Grade 8 Low Income Students, 2015



■ Large city	71	46	37	14	3
■ Charter school - Large city	71	42	41	15	2
■ National public	50	40	41	17	3
■ Charter school - National public	52	42	40	15	2
■ National private					
■ Michigan	45	48	39	12	2

2013 NAEP PROFICIENCY LEVEL COMPARISON BETWEEN LOW INCOME PUBLIC, CHARTER AND PRIVATE SCHOOL STUDENTS

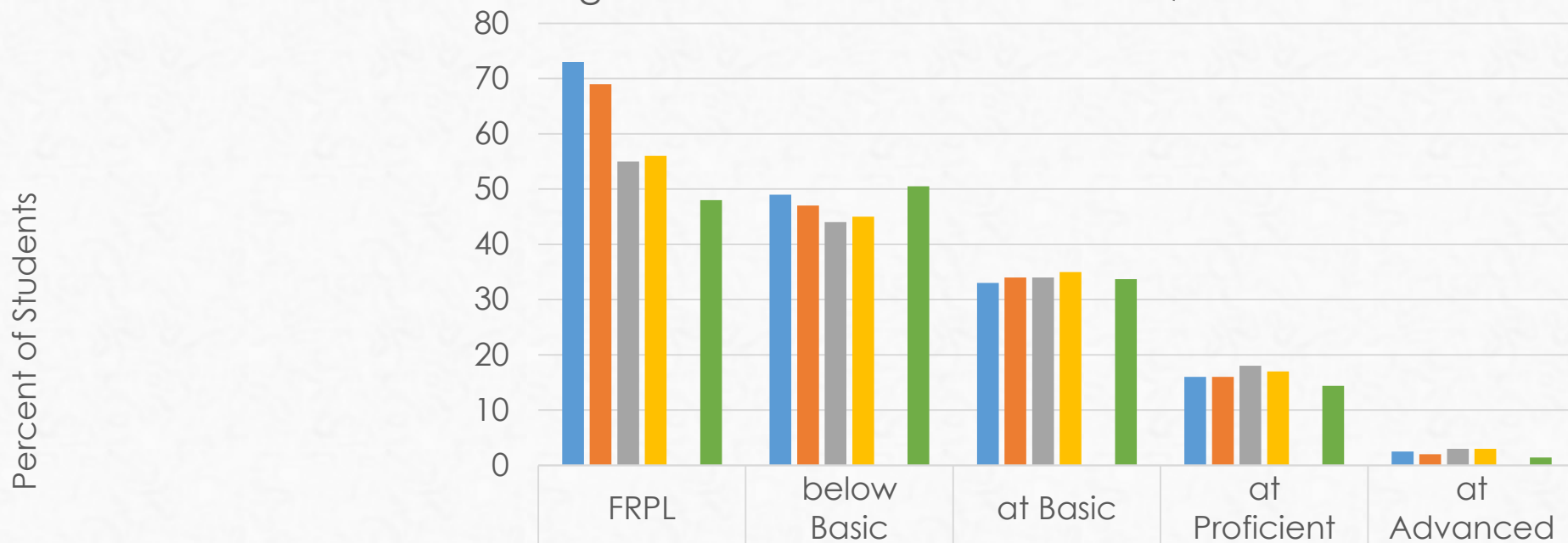
Math Grade 8 Low Income Students, 2013



■ Large city	68	43	39	15	3
■ Charter school - Large city	65	43	39	16	3
■ National public	50	40	41	17	3
■ Charter school - National public	59	40	41	17	2
■ National private	8	43	37	18	3
■ Michigan	46	46	38	14	2

2015 NAEP PROFICIENCY LEVEL COMPARISON BETWEEN LOW INCOME PUBLIC, CHARTER AND PRIVATE SCHOOL STUDENTS

Reading Grade 4 Low Income Students, 2015

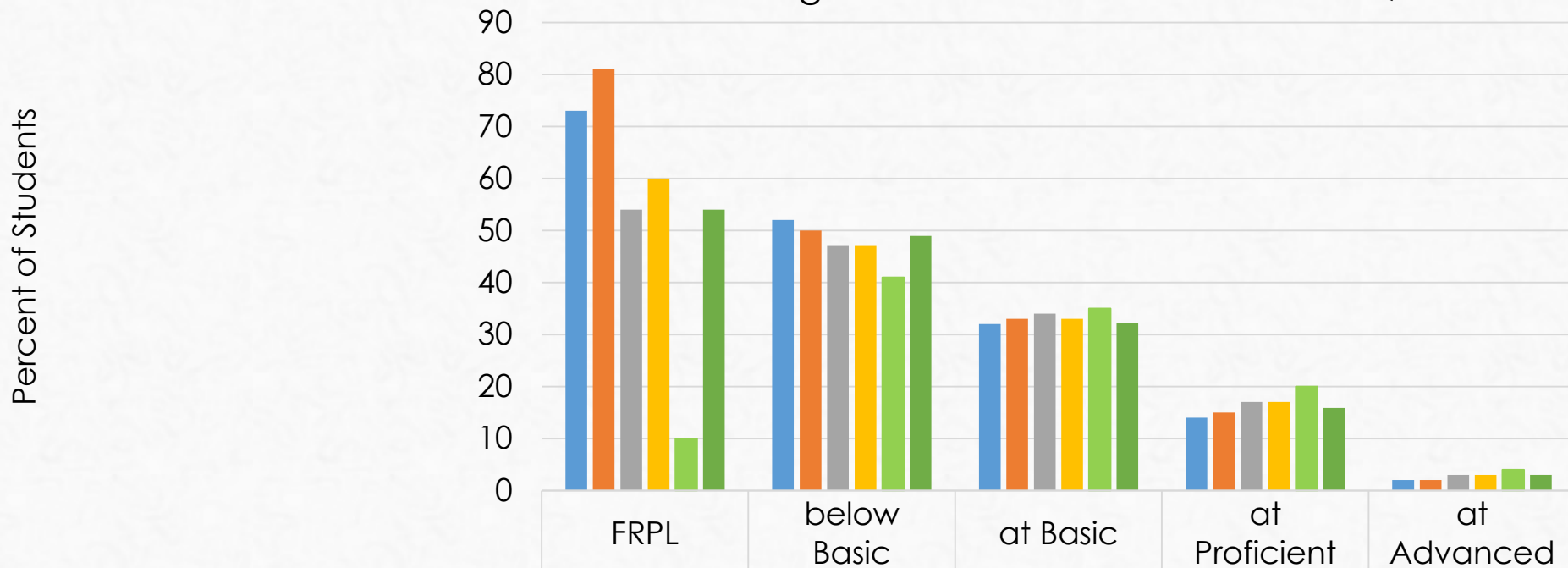


Percent of Students

Large city	73	49	33	16	3
Charter school - Large city	69	47	34	16	2
National public	55	44	34	18	3
Charter school - National public	56	45	35	17	3
National private	48	50	34	14	1
Michigan	48	50	34	14	1

2013 NAEP PROFICIENCY LEVEL COMPARISON BETWEEN LOW INCOME PUBLIC, CHARTER AND PRIVATE SCHOOL STUDENTS

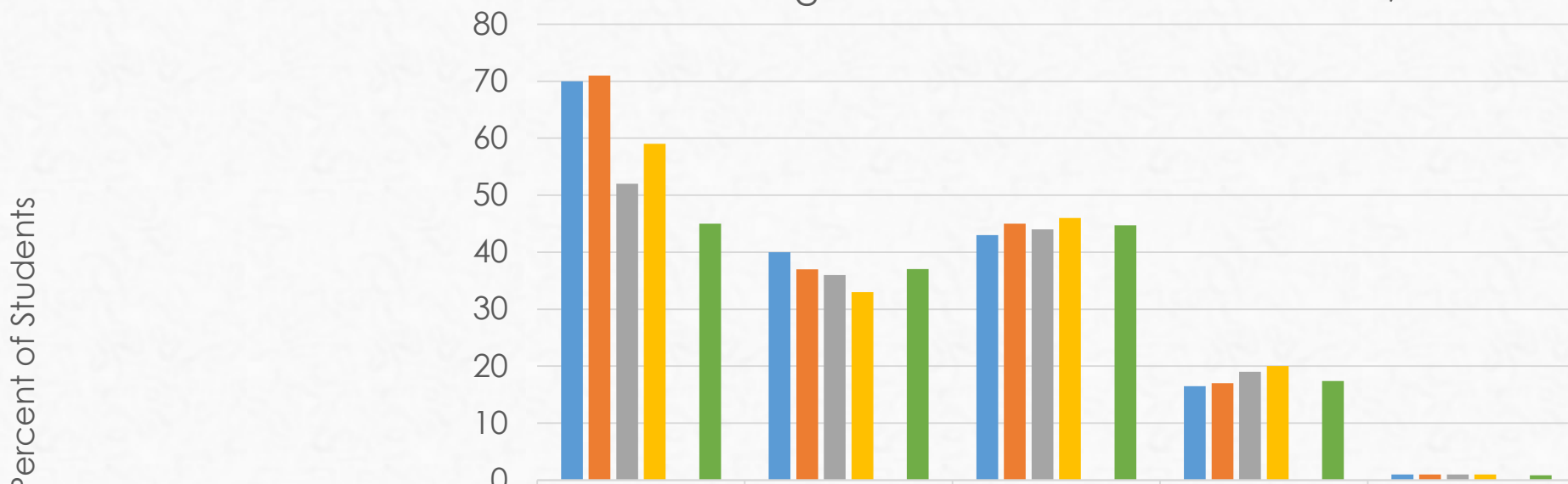
Reading Grade 4 Low Income Students, 2013



Large city	73	52	32	14	2
Charter school - Large city	81	50	33	15	2
National public	54	47	34	17	3
Charter school - National public	60	47	33	17	3
National private	10	41	35	20	4
Michigan	54	49	32	16	3

2015 NAEP PROFICIENCY LEVEL COMPARISON BETWEEN LOW INCOME PUBLIC, CHARTER AND PRIVATE SCHOOL STUDENTS

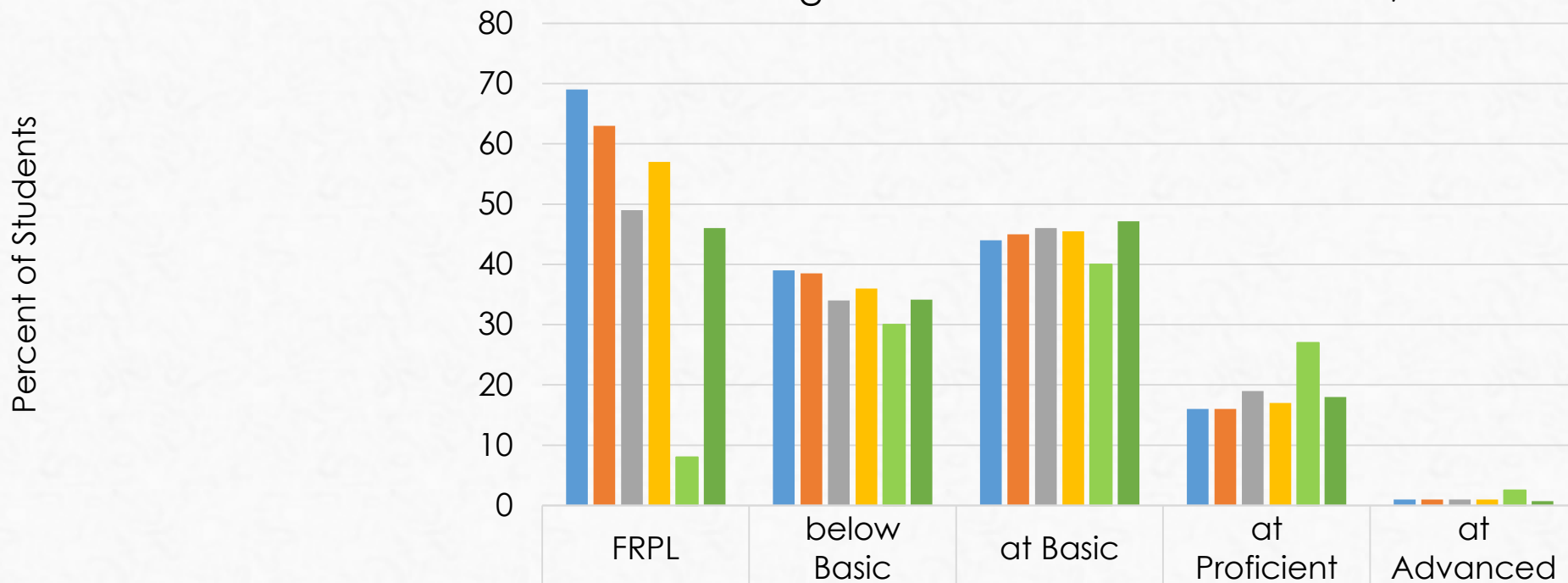
Reading Grade 8 Low Income Students, 2015



	FRPL	below Basic	at Basic	at Proficient	at Advanced
Large city	70	40	43	17	1
Charter school - Large city	71	37	45	17	1
National public	52	36	44	19	1
Charter school - National public	59	33	46	20	1
National private					
Michigan	45	37	45	17	1

2013 NAEP PROFICIENCY LEVEL COMPARISON BETWEEN LOW INCOME PUBLIC, CHARTER AND PRIVATE SCHOOL STUDENTS

Reading Grade 8 Low Income Students, 2013



■ Large city	69	39	44	16	1
■ Charter school - Large city	63	39	45	16	1
■ National public	49	34	46	19	1
■ Charter school - National public	57	36	46	17	1
■ National private	8	30	40	27	3
■ Michigan	46	34	47	18	1

SCHOOL DISTRICT KINDERGARTEN READINESS 2014 VS. GRADUATION RATE 2014

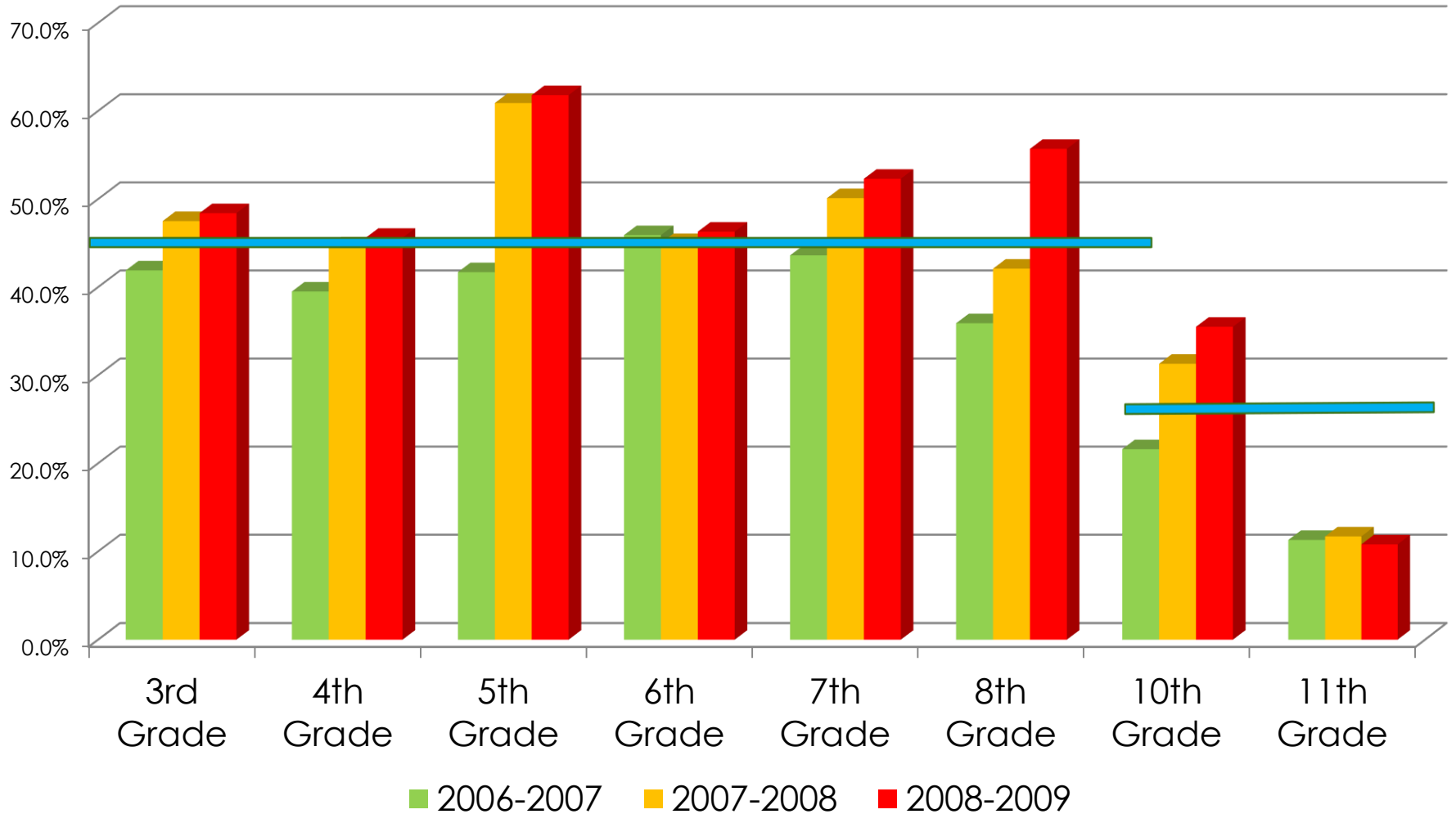


■ Kindergarten Readiness Level 2 and 3 2014

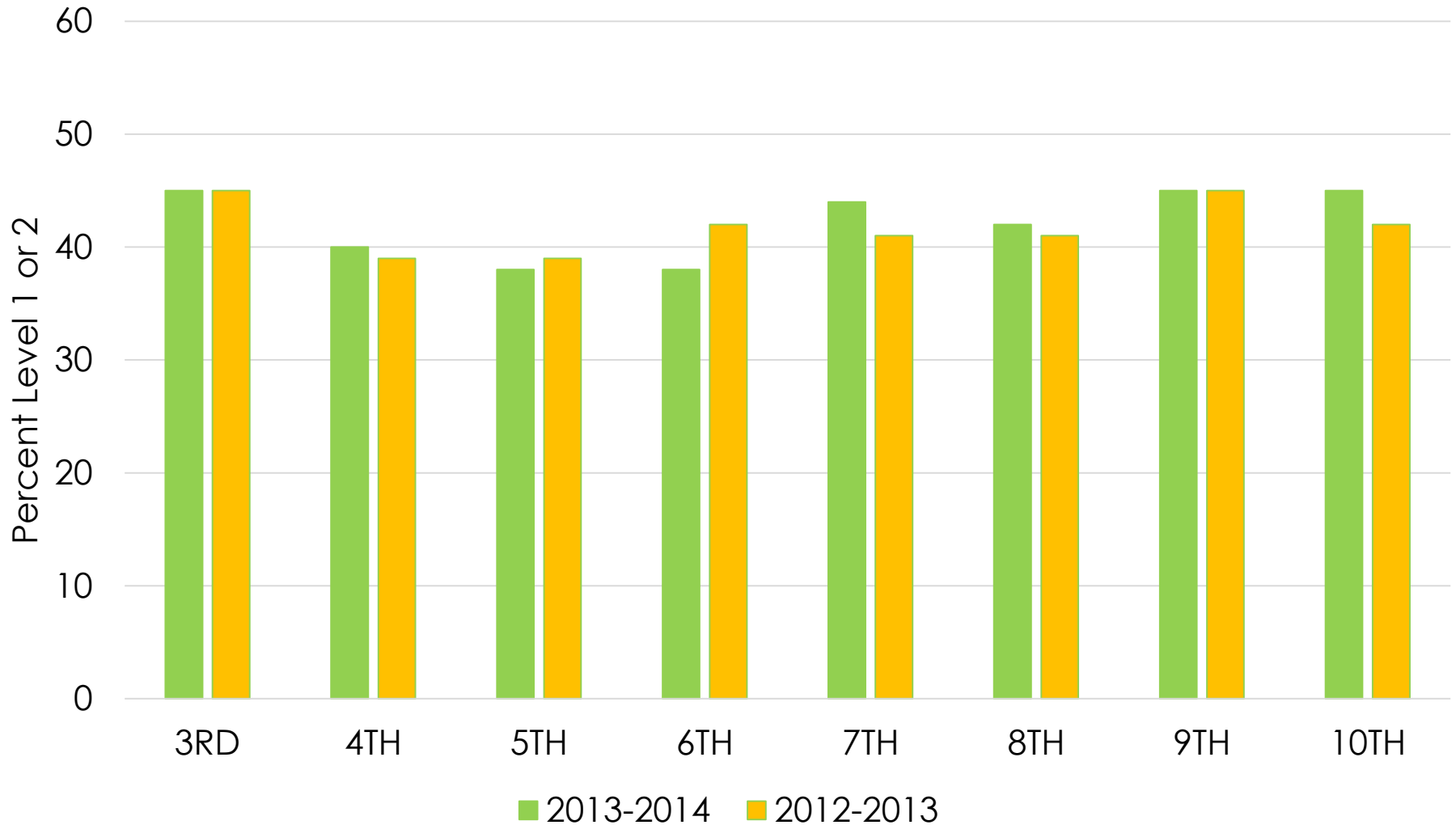
■ Four Year Grad Rate Class of 2014

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
93	52	72	84	56	68	94	88	91	45	93	96	52	97	100	84
93	66	81	90	72	67	94	94	96	68	96	98	75	90	91	87

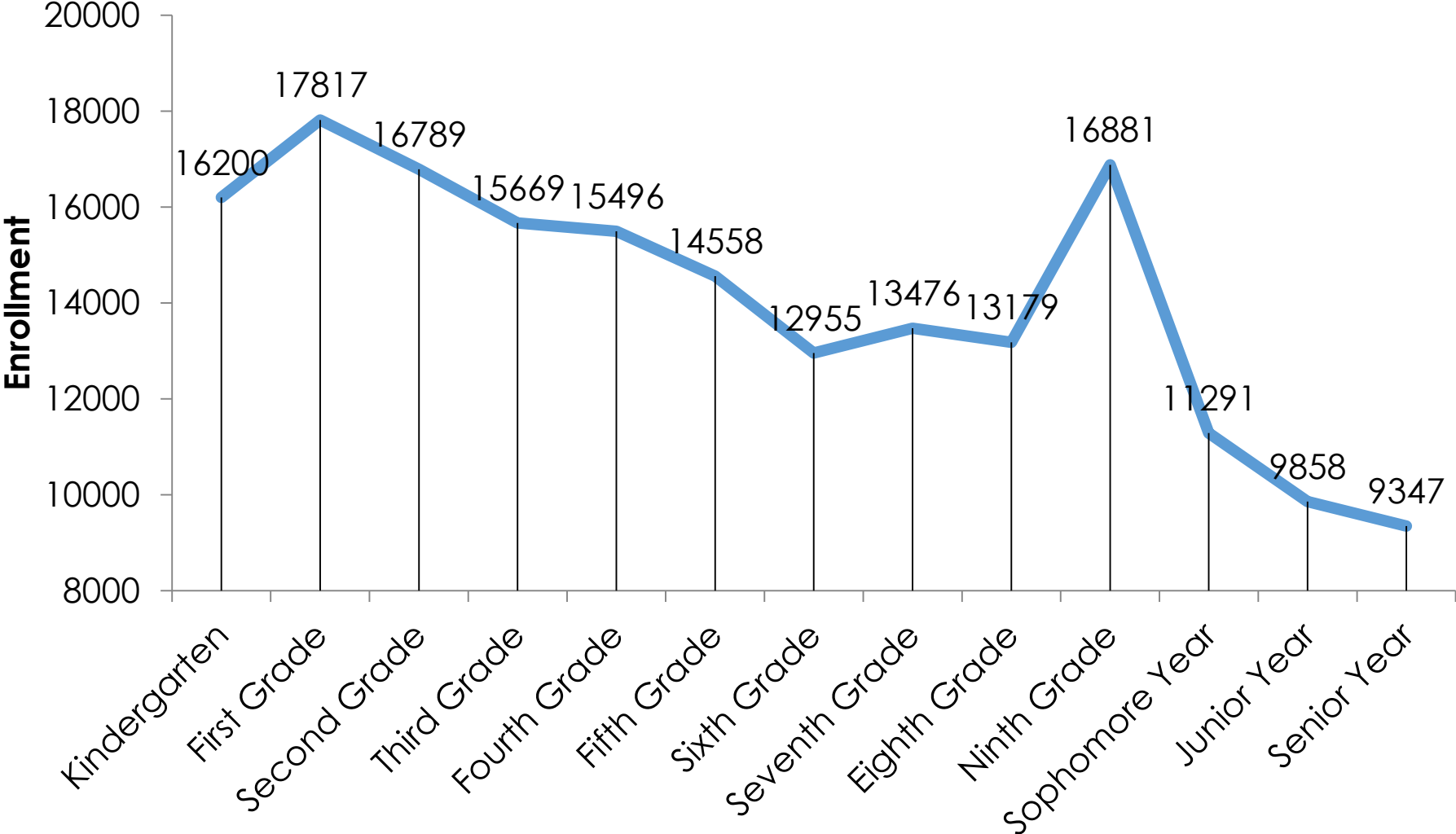
DISTRICT A PERCENT OF STUDENTS FAILING STATE READING ASSESSMENT TESTS



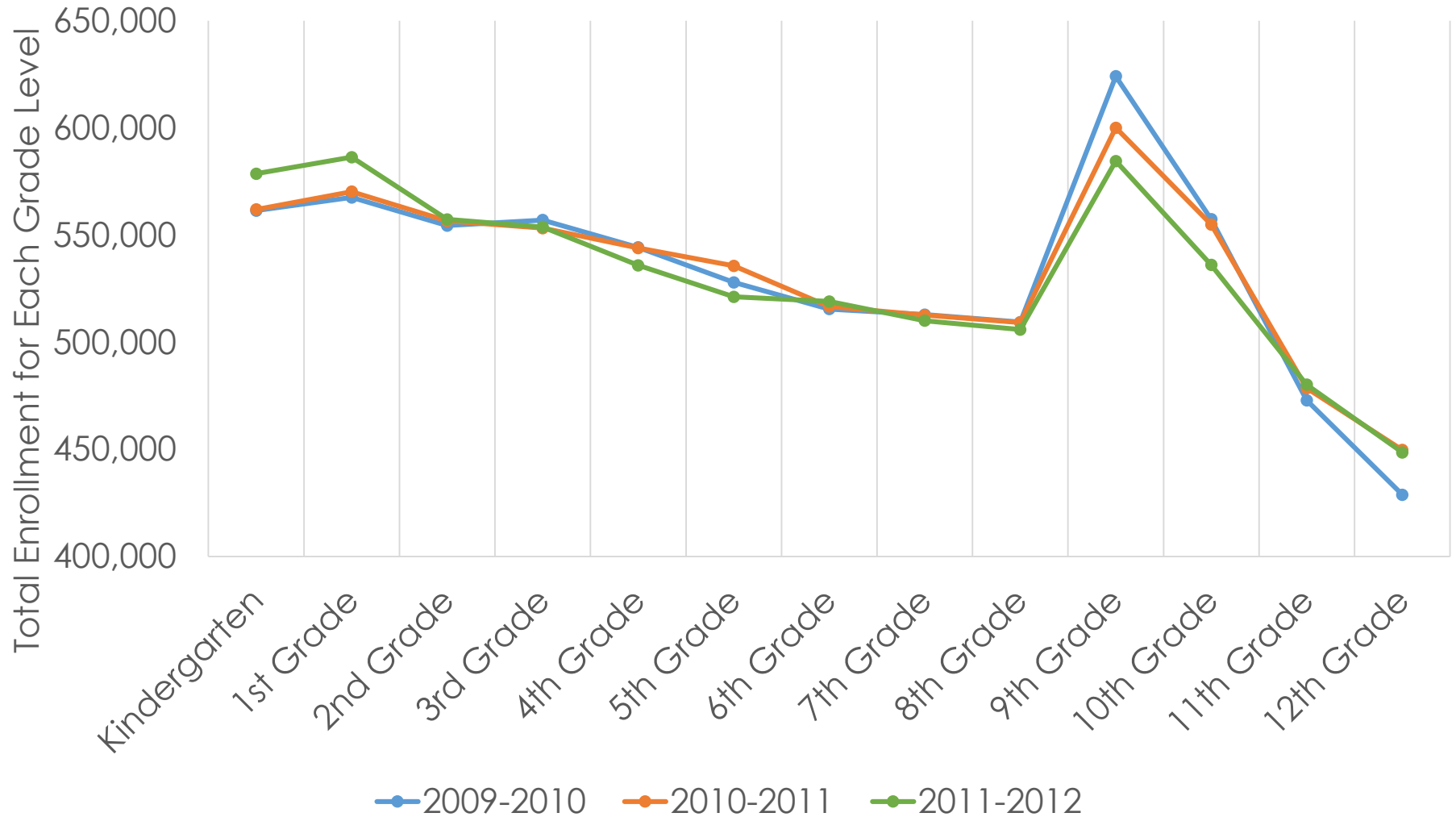
DISTRICT B PERCENT OF STUDENTS BELOW PROFICIENCY STATE READING ASSESSMENT TESTS



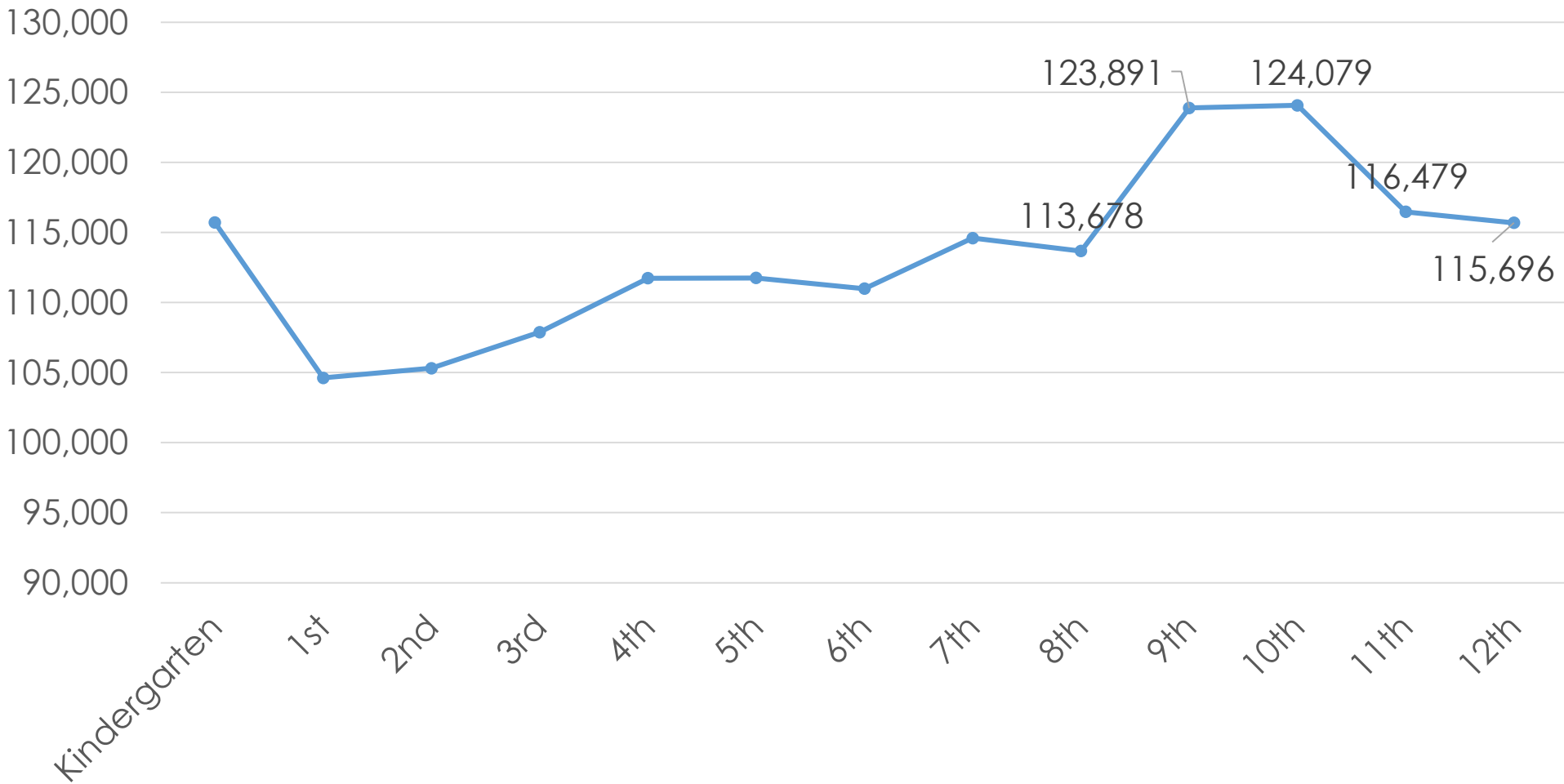
DISTRICT C ENROLLMENT BY GRADE



CGCS ENROLLMENT BY GRADE



MICHIGAN ENROLLMENT SNAPSHOT BY GRADE LEVEL, 2016-17



IMPLICATIONS OF
“ONE-YEAR” STUDENT
GROWTH GOALS

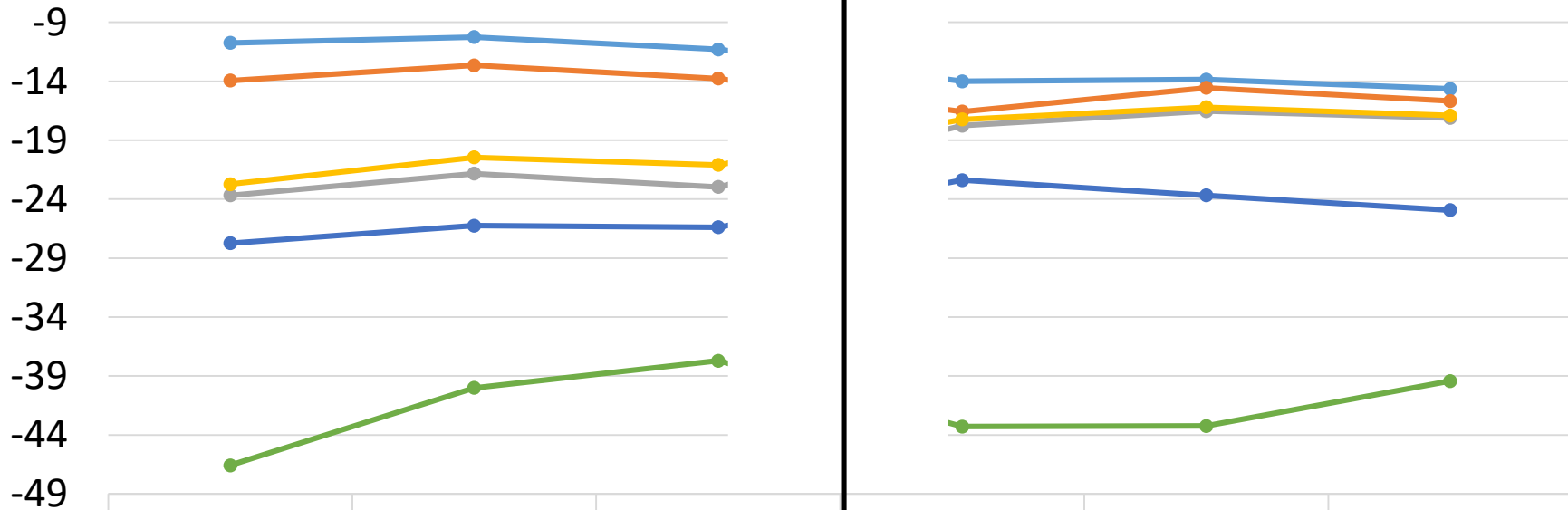
SETTING GOALS BASED ON NATIONAL NORMS FOR BENCHMARK ASSESSMENTS

	Math		Reading	
Grade	State Proficiency Target	NWEA Norm	State Proficiency Target	NWEA Norm
3	194.3	190.0	189.7	188.0
4	208.6	202.0	197.5	198.0
5	216.6	211.0	204.3	206.0
6	221.5	218.0	209.5	211.0
7	232.9	223.0	217.0	214.0
8	252.8	226.0	219.3	217.0

Source: NWEA 2015 Comparative Data to Inform Instructional Decisions. Fall Norms Retrieved from

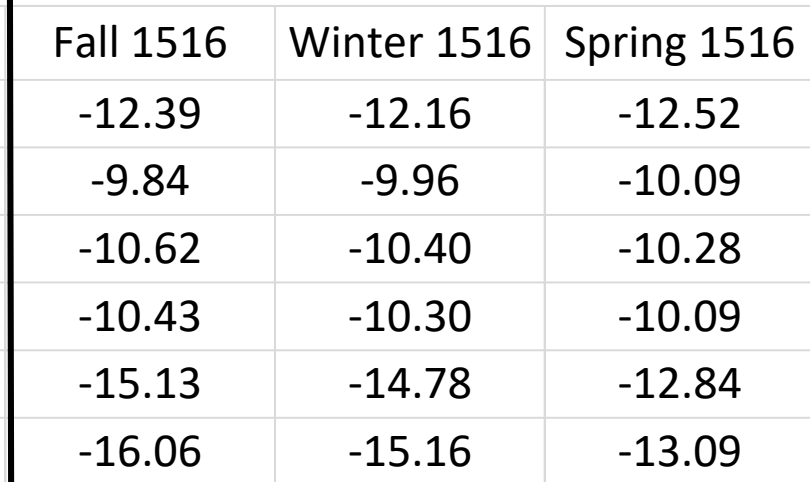
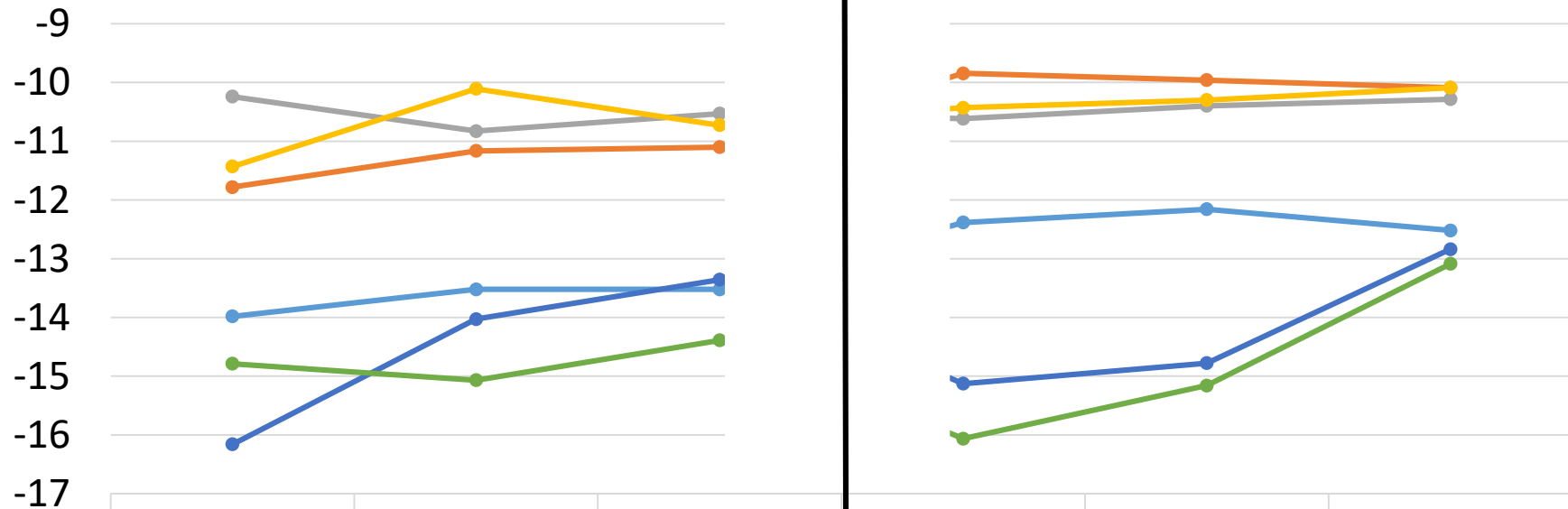
<https://www.nwea.org/content/uploads/2015/09/MAP-2015-Comparative-Data-to-Inform-Instruction-Decisions.pdf>

GAP BETWEEN CALCULATED NWEA MATH STATE TARGET AND DISTRICT MEAN SCALE SCORES



	Fall 1415	Winter 1415	Spring 1415	Fall 1516	Winter 1516	Spring 1516
Grade 3	-10.74	-10.26	-11.30	-14.00	-13.86	-14.64
Grade 4	-13.94	-12.65	-13.77	-16.57	-14.56	-15.68
Grade 5	-23.68	-21.84	-22.97	-17.76	-16.54	-17.11
Grade 6	-22.74	-20.46	-21.10	-17.24	-16.20	-16.90
Grade 7	-27.73	-26.24	-26.38	-22.39	-23.68	-24.94
Grade 8	-46.58	-40.01	-37.70	-43.28	-43.24	-39.43

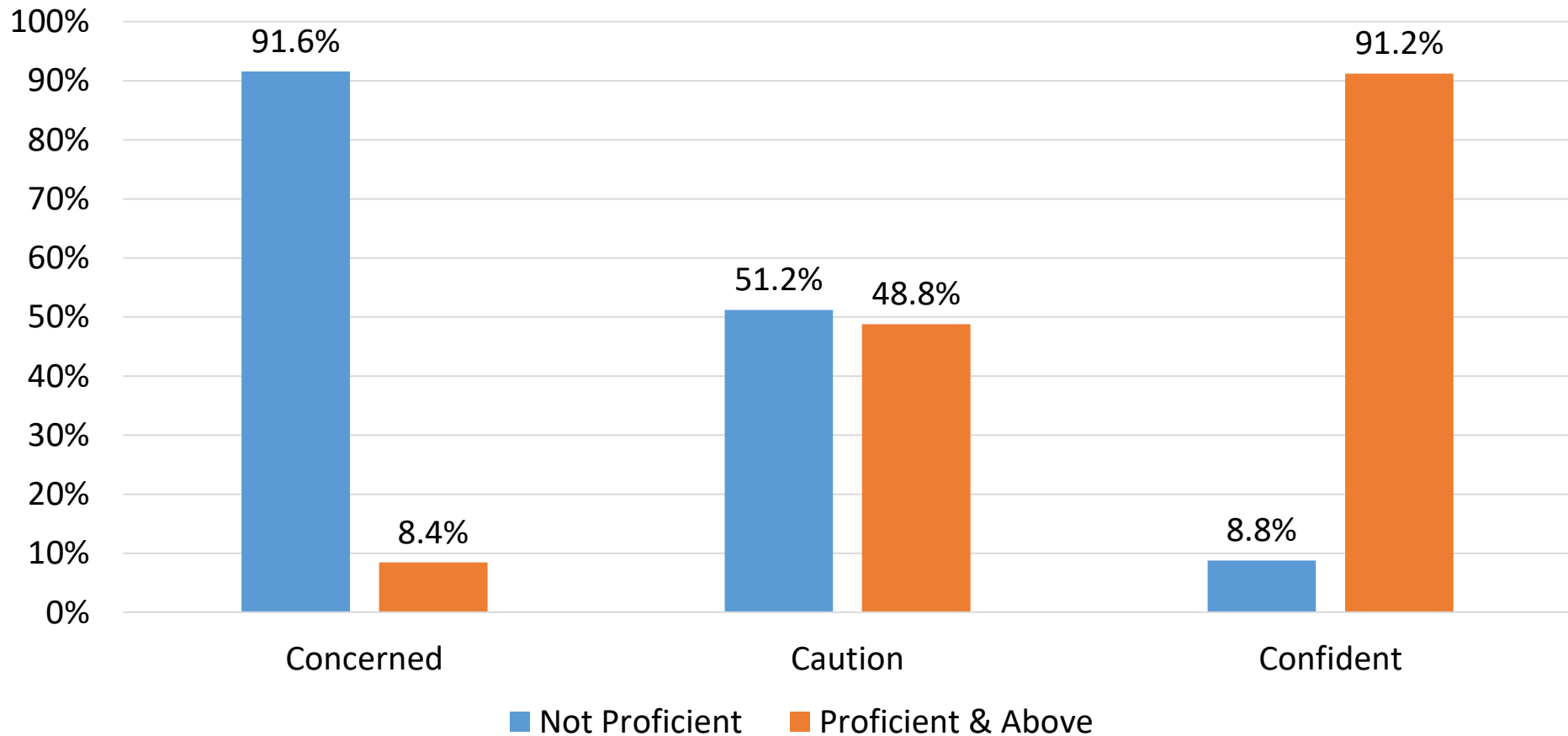
GAP BETWEEN CALCULATED NWEA READING STATE TARGET AND DISTRICT MEAN SCALE SCORES



	Fall 1415	Winter 1415	Spring 1415	Fall 1516	Winter 1516	Spring 1516
Grade 3	-13.98	-13.52	-13.52	-12.39	-12.16	-12.52
Grade 4	-11.78	-11.17	-11.10	-9.84	-9.96	-10.09
Grade 5	-10.24	-10.83	-10.53	-10.62	-10.40	-10.28
Grade 6	-11.43	-10.11	-10.73	-10.43	-10.30	-10.09
Grade 7	-16.16	-14.03	-13.36	-15.13	-14.78	-12.84
Grade 8	-14.79	-15.07	-14.39	-16.06	-15.16	-13.09

PREDICTED VS. ACTUAL READING STATE PERFORMANCE BASED ON NWEA 3RD GRADE TARGET SCORES

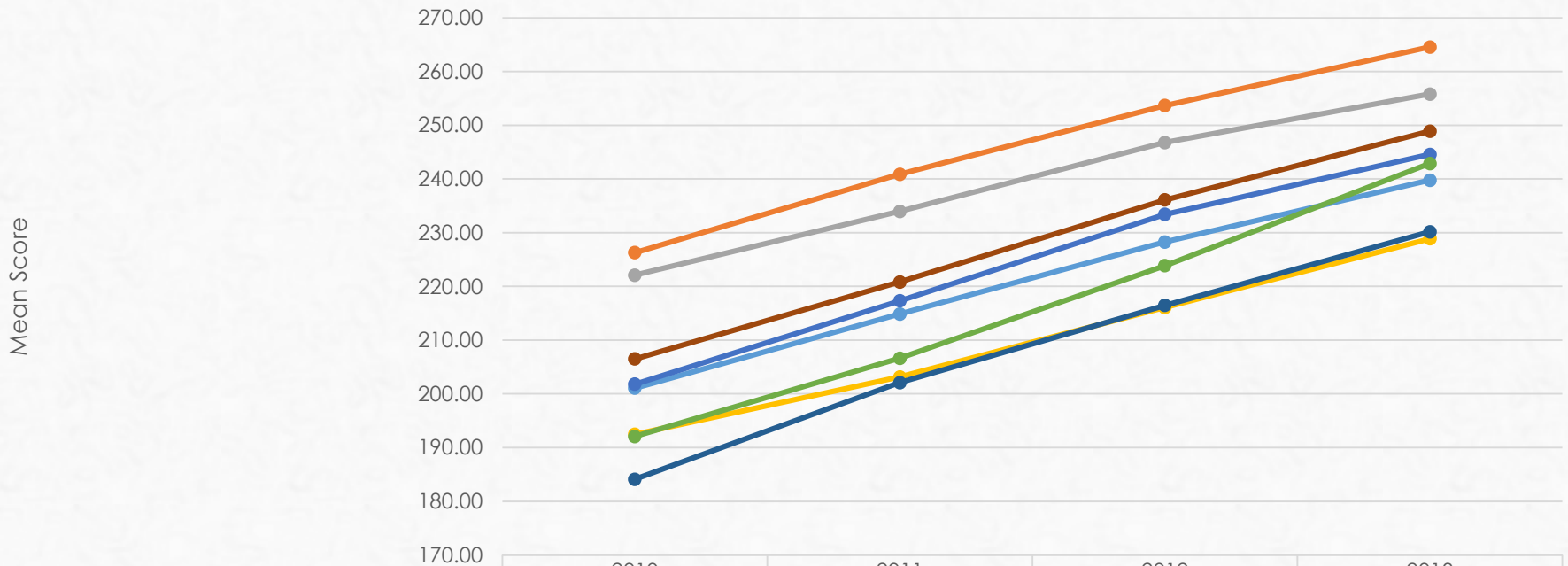
Grade 3



			Actual Math Performance on Spring State Assessment		
Fall 14-15 NWEA Predicted Performance Level			Below Basic or Basic	Proficient or Advanced	
Predicted Performance Group	Grade				
	3	Concerned		576	53
		Caution		235	224
		Confident		5	52
		Total		816	329
	4	Concerned		619	51
		Caution		174	170
		Confident		5	34
		Total		798	255
	5	Concerned		621	56
		Caution		50	83
		Confident		0	9
		Total		671	148
	6	Concerned		615	57
		Caution		70	75
		Confident		0	8
		Total		685	140
	7	Concerned		627	30
		Caution		40	62
		Confident		0	5
		Total		667	97
	8	Concerned		552	69
		Caution		0	11
		Total		552	80

READING COHORT PERFORMANCE ON STATE ASSESSMENTS OVER FOUR YEARS BY RACE AND ELL STATUS

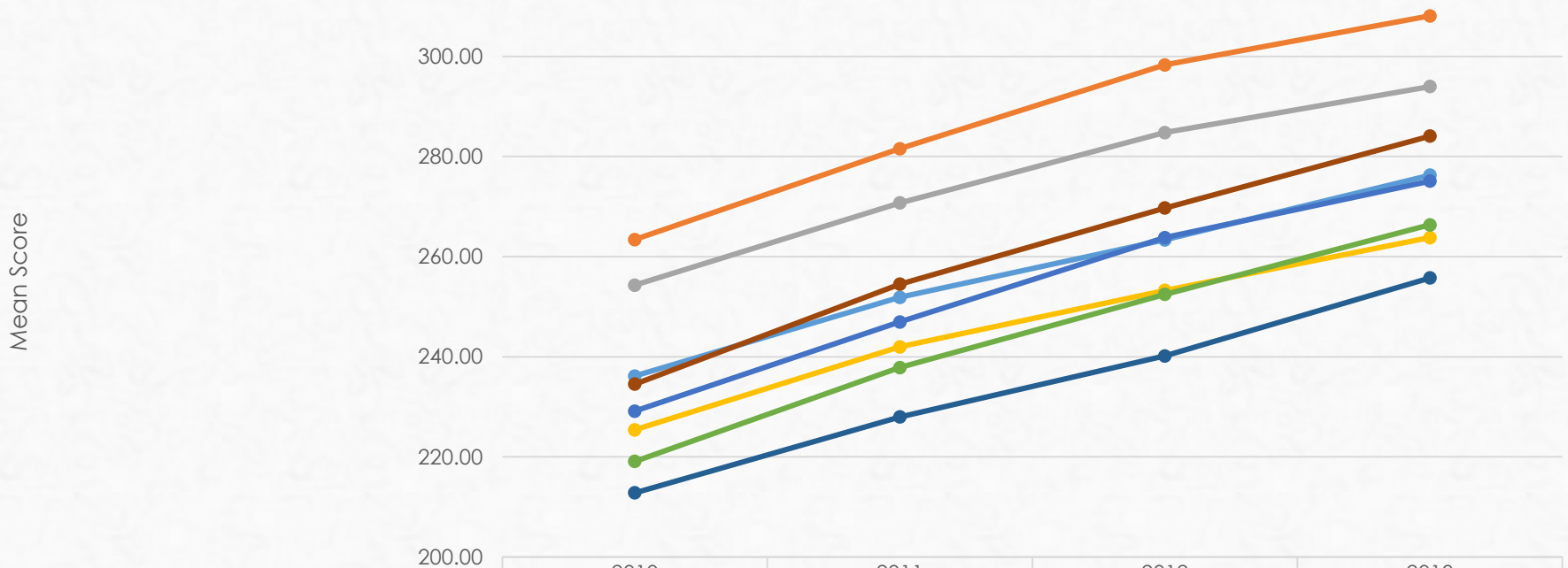
2010 Grade 3 4-Year Cohort – State Reading Scores



	2010	2011	2012	2013
Non-ELL White, Non-Hispanic	222.08	233.95	246.79	255.82
Non-ELL Black, Non-Hispanic	192.46	203.16	216.08	228.88
Non-ELL Hispanic	201.06	214.85	228.26	239.77
Non-ELL ASIAN, Pacific Islander, Hawaiian	226.29	240.87	253.66	264.56
ELL White, Non-Hispanic	201.80	217.32	233.42	244.57
ELL Black, Non-Hispanic	192.07	206.64	223.86	242.88
ELL Hispanic	184.11	202.11	216.49	230.15
ELL ASIAN, Pacific Islander, Hawaiian	206.50	220.82	236.09	248.90

READING COHORT PERFORMANCE ON STATE ASSESSMENTS OVER FOUR YEARS BY RACE AND ELL STATUS

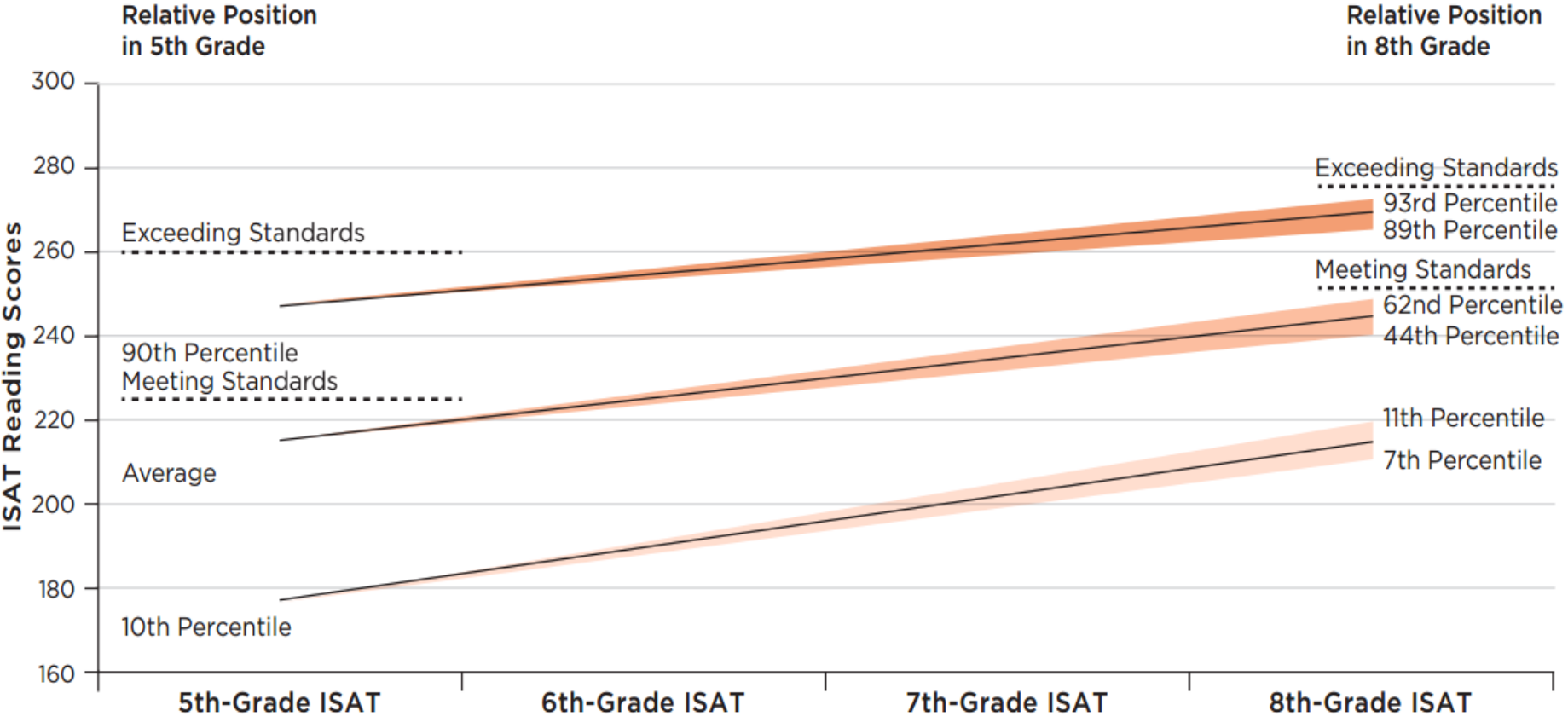
2010 Grade 5 4-Year Cohort – State Math Scores



	2010	2011	2012	2013
Non-ELL White, Non-Hispanic	254.29	270.74	284.78	293.96
Non-ELL Black, Non-Hispanic	225.41	241.98	253.27	263.80
Non-ELL Hispanic	236.14	251.88	263.34	276.27
Non-ELL ASIAN, Pacific Islander, Hawaiian	263.40	281.56	298.30	308.07
ELL White, Non-Hispanic	229.15	246.96	263.80	275.09
ELL Black, Non-Hispanic	219.11	237.84	252.47	266.33
ELL Hispanic	212.83	227.99	240.17	255.75
ELL ASIAN, Pacific Islander, Hawaiian	234.55	254.51	269.72	284.08

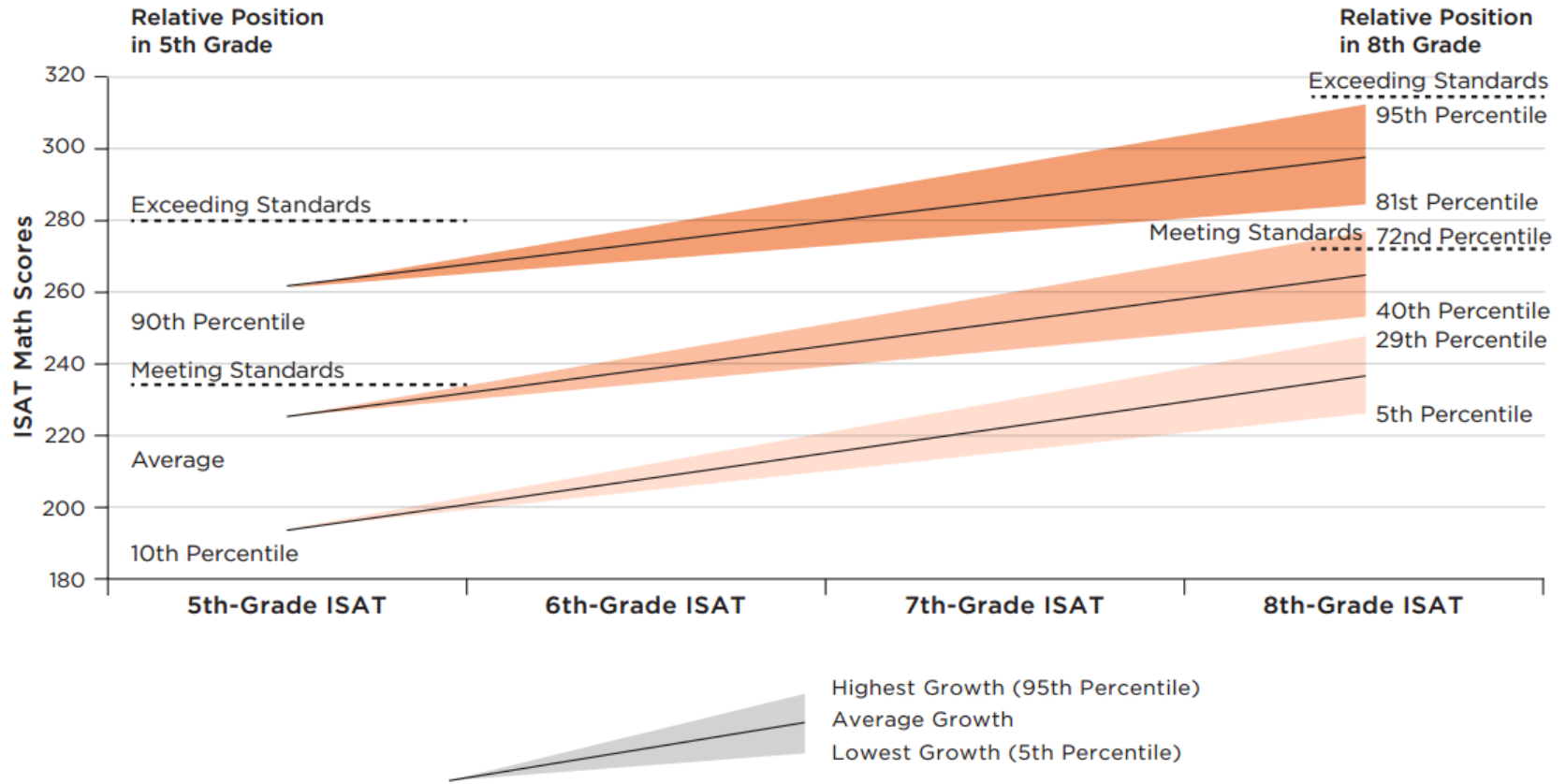
Growth in Reading and Math Test Scores from Fifth Grade to Eighth Grade

Comparing students who start with similar reading test scores in fifth grade



Source: Allensworth, E. M., Gwynne, J. A., Moore, P., & de la Torre, M. (November, 2004). *Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools*. The University of Chicago Consortium on Chicago School Research. Retrieved from <https://ccsr.uchicago.edu/publications/looking-forward-high-school-and-college-middle-grade-indicators-readiness-chicago>

Comparing students who start with similar math test scores in fifth grade



Note: Appendix C describes the methodology for calculating the growth trends and the rationale for the methods that were used. These growth trends are based on HLM models, nesting four observation points (grades five through eight) within students, and calculating a slope for each student. Variance in the Bayes estimates of the slope coefficients was inflated to match the model estimate of the true variance in slopes before graphing the distribution of growth trends. ISAT scores are vertically scaled so that a score has the same meaning at different grade levels (ISBE, 2012).

Source: Allensworth, E. M., Gwynne, J. A., Moore, P., & de la Torre, M. (November, 2004). *Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools*. The University of Chicago Consortium on Chicago School Research. Retrieved from <https://ccsr.uchicago.edu/publications/looking-forward-high-school-and-college-middle-grade-indicators-readiness-chicago>

CONCLUSIONS

- All school types are challenged when educating students in poverty
 - Note the recent findings from randomly awarded private school vouchers in the District of Columbia:
 - Reading Impact for scholarships used to attend private school = -4.9 Percentile Points (Not statistically significant)*
 - Math Impact for scholarships used to attend private school = -7.3 Percentile Points (Statistically significant at the 0.05 level)*
 - Our job as researchers is to ensure every child in our districts gets an education!

*Source: Dynarski, M., Rui, N., Webber, A., and Gutmann, B. (2017). Evaluation of the DC Opportunity Scholarship Program: Impacts after one year (NCEE 2017-4022). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U. S. Department of Education.

- The most significant barrier to school and district success is a concentration (large population) of at-risk students in abject poverty
- All students grow and have the potential to succeed, but successful turn-around schools need additional resources and supports to be successful including, but not limited to:
 - strong and focused instructional supports,
 - strong leadership,
 - strong community supports focused on instruction,
 - academic enrichment and wrap around services, and
 - high expectations for student achievement.

THANK YOU
QUESTIONS AND ANSWERS

CONTACT INFORMATION

Raymond C. Hart, Ph. D.

Director of Research – Council of the Great City Schools

Office: 202-393-2427 ext. 22

rhart@cgcs.org

www.cgcs.org

Twitter: @GreatCitySchls