



# NCSL Annual Leadership Conference

Leadership that makes a difference for children

**Seizing Success**  
Annual Leadership Conference



# Kati Haycock

## President, Education Trust

**Seizing Success**  
Annual Leadership Conference



# Improving Achievement and Closing Gaps:

Lessons for School  
Leaders from  
Schools on the  
Performance  
Frontier

National College for School  
Leadership

Birmingham, England  
June, 2008



# Lessons from a Country that has Gotten Almost Everything Wrong



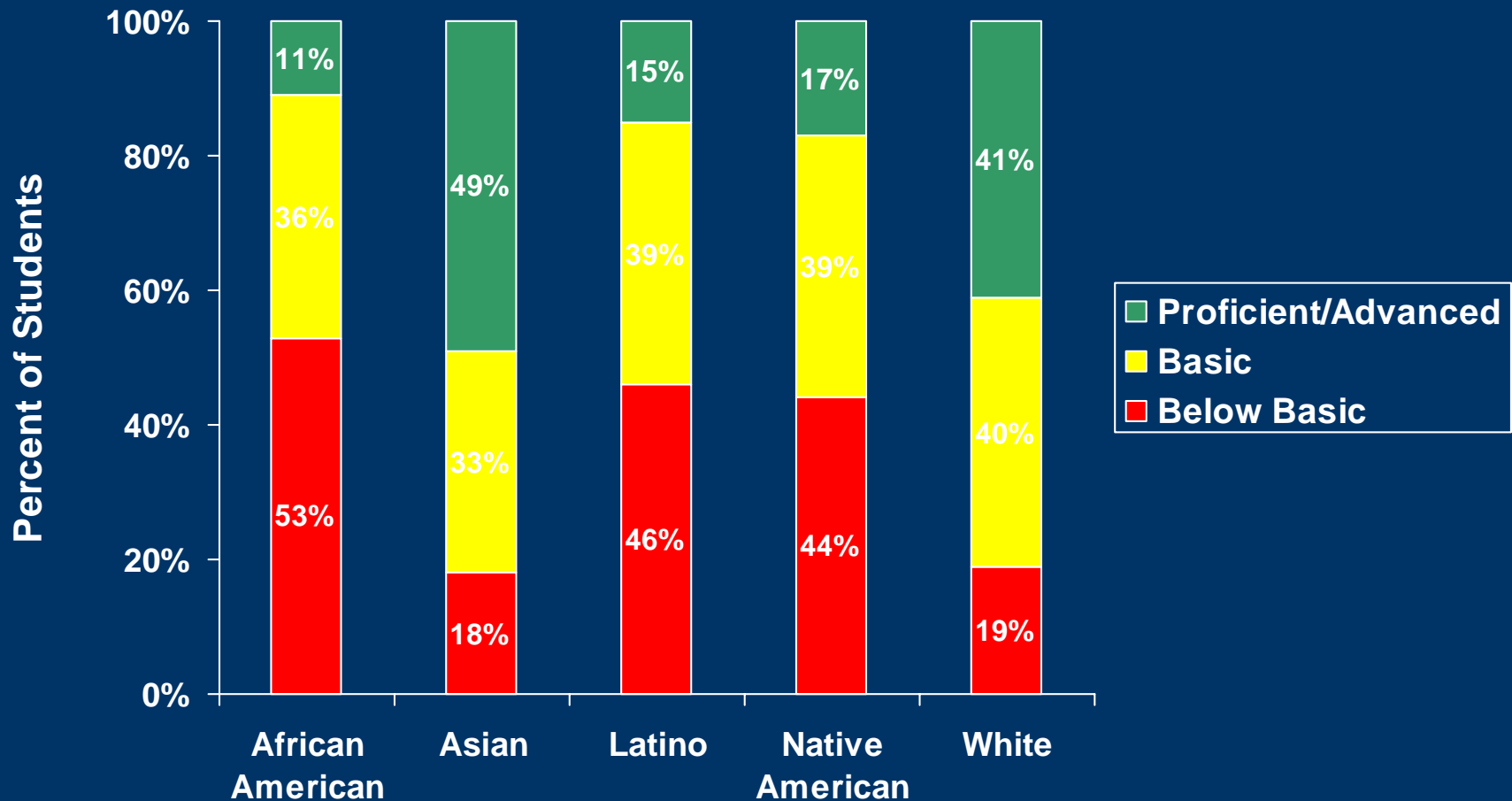
David Kirp:  
“US does worse by its minority students  
than UK, which deals with race  
mostly...by ignoring it.”



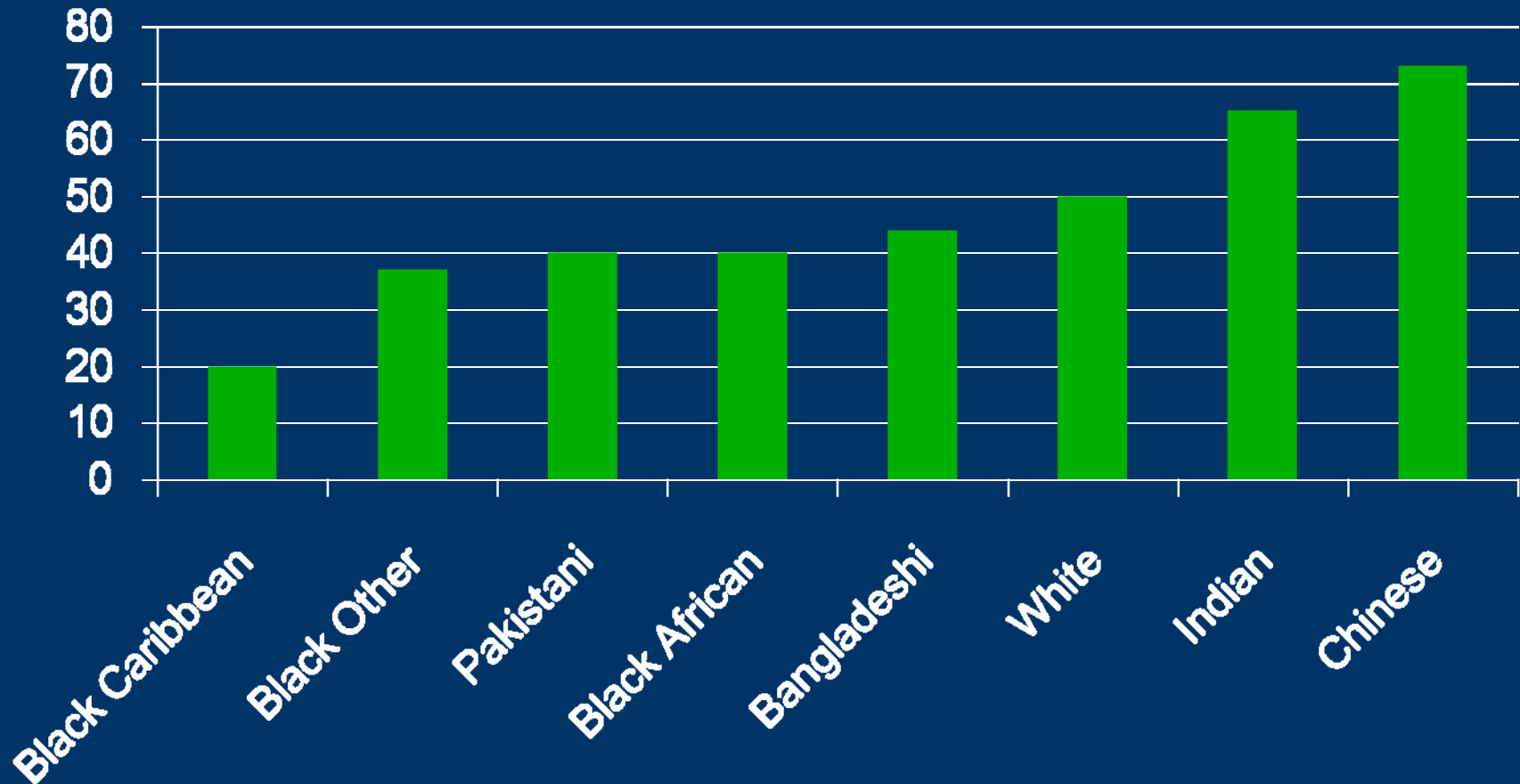
But the data suggest that we've both got  
a pretty serious problem.



# 2007 US National Assessment Grade 8 Math by Race/Ethnicity



# UK: Proportion of Students Achieving 5+ A\*-C GCSEs



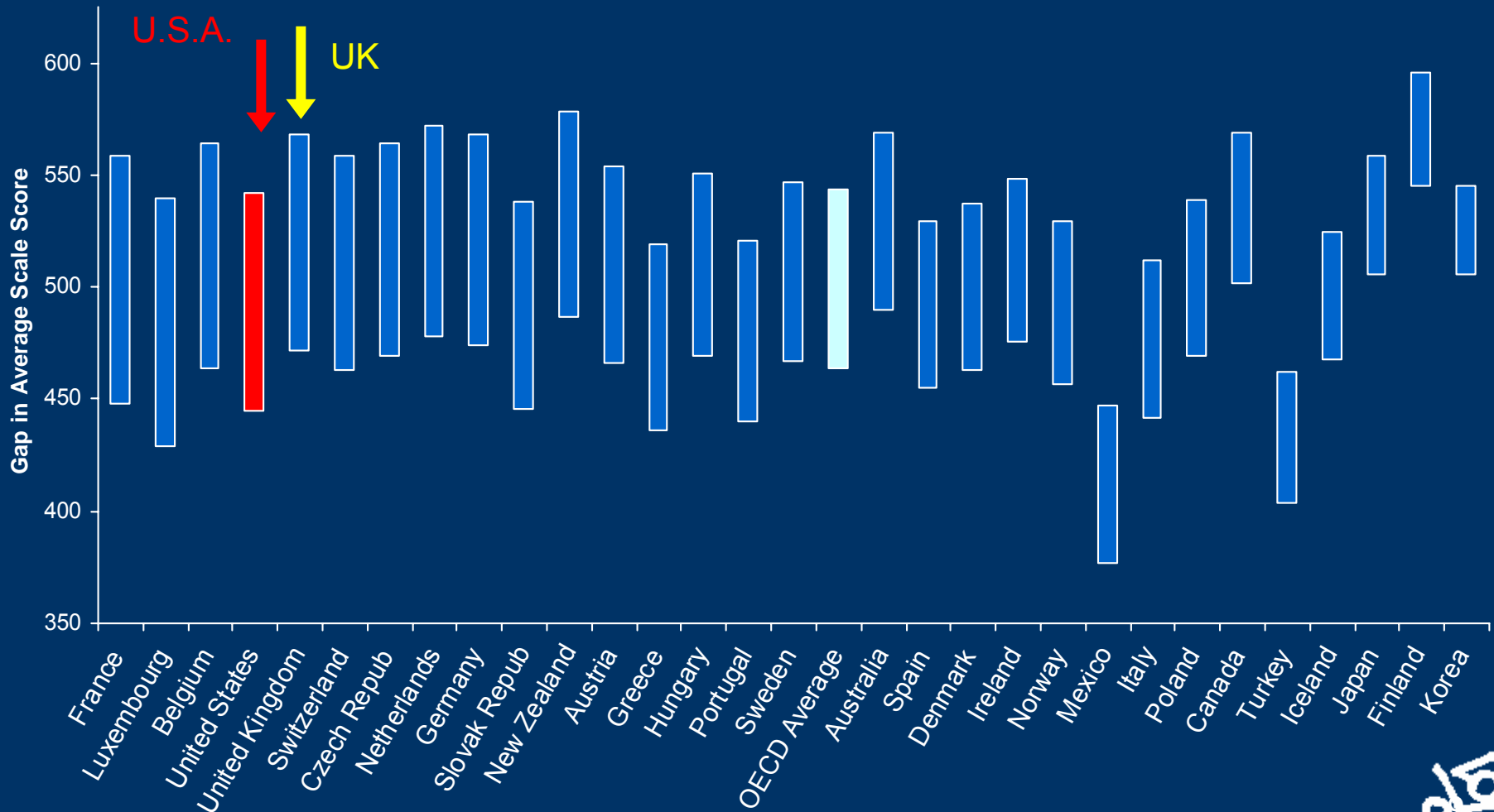
DFES: 2002





# Among OECD Countries, US and UK have the 4<sup>th</sup> and 5<sup>th</sup> Largest Gaps Between High-SES and Low-SES Students

## PISA 2006 Science



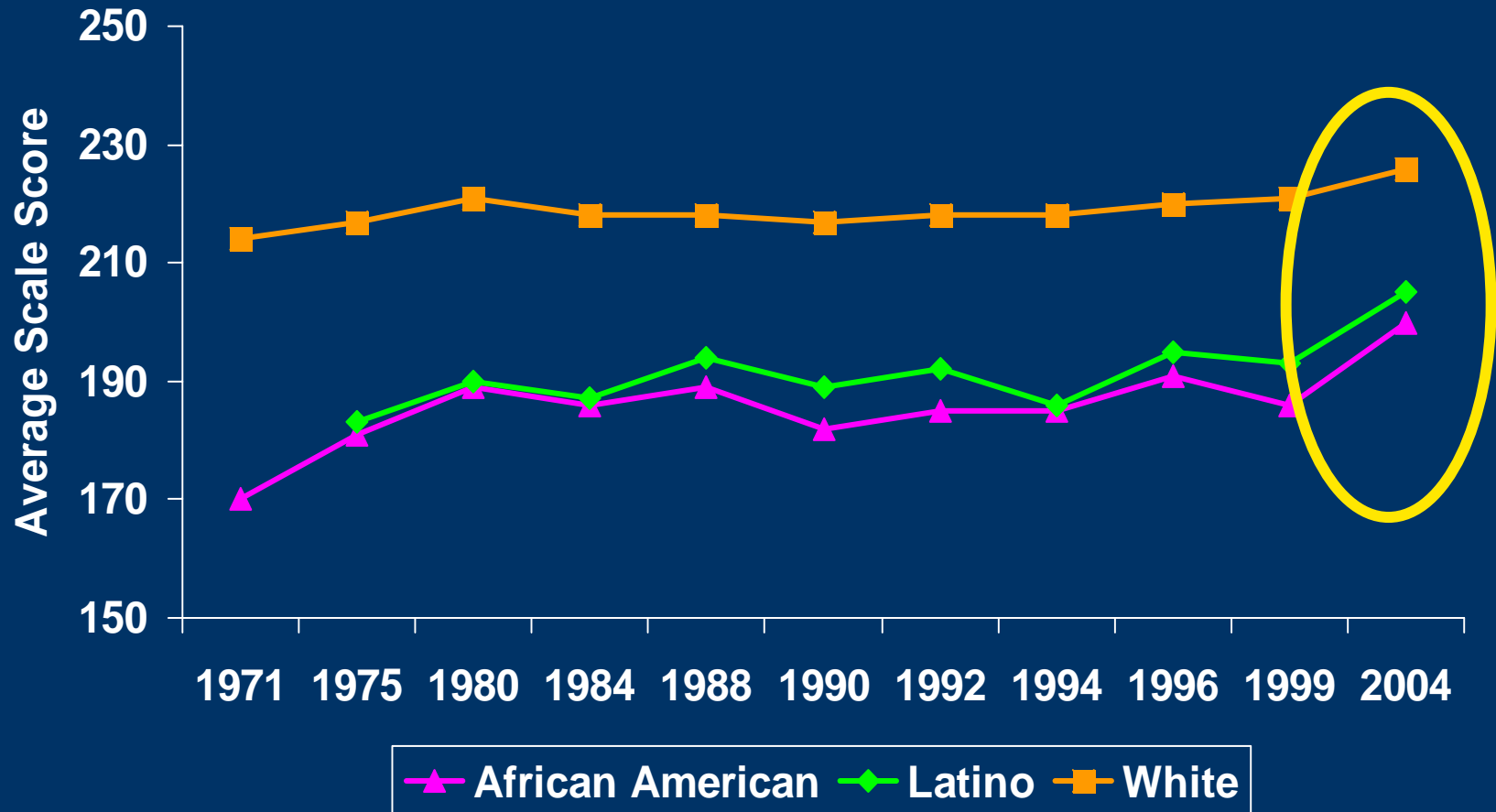
But we have some good news to report.

After more than a decade of fairly flat achievement and stagnant or growing gaps, we appear to be turning the corner.



# NAEP Reading, 9 Year-Olds

## Record Performance for All Groups



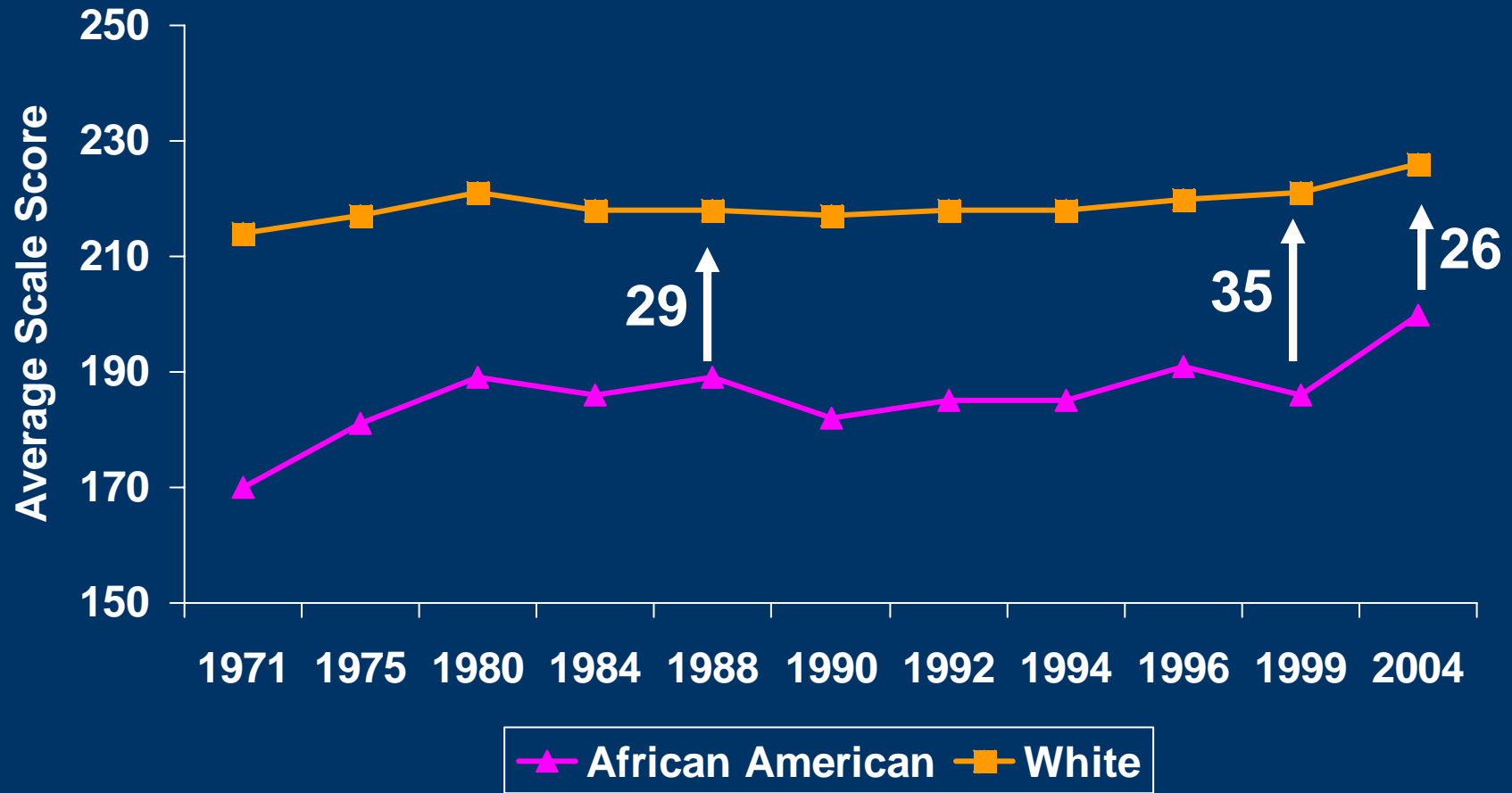
Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



# NAEP Reading, 9 Year-Olds

## African American-White Gap Narrows to Smallest Size in History



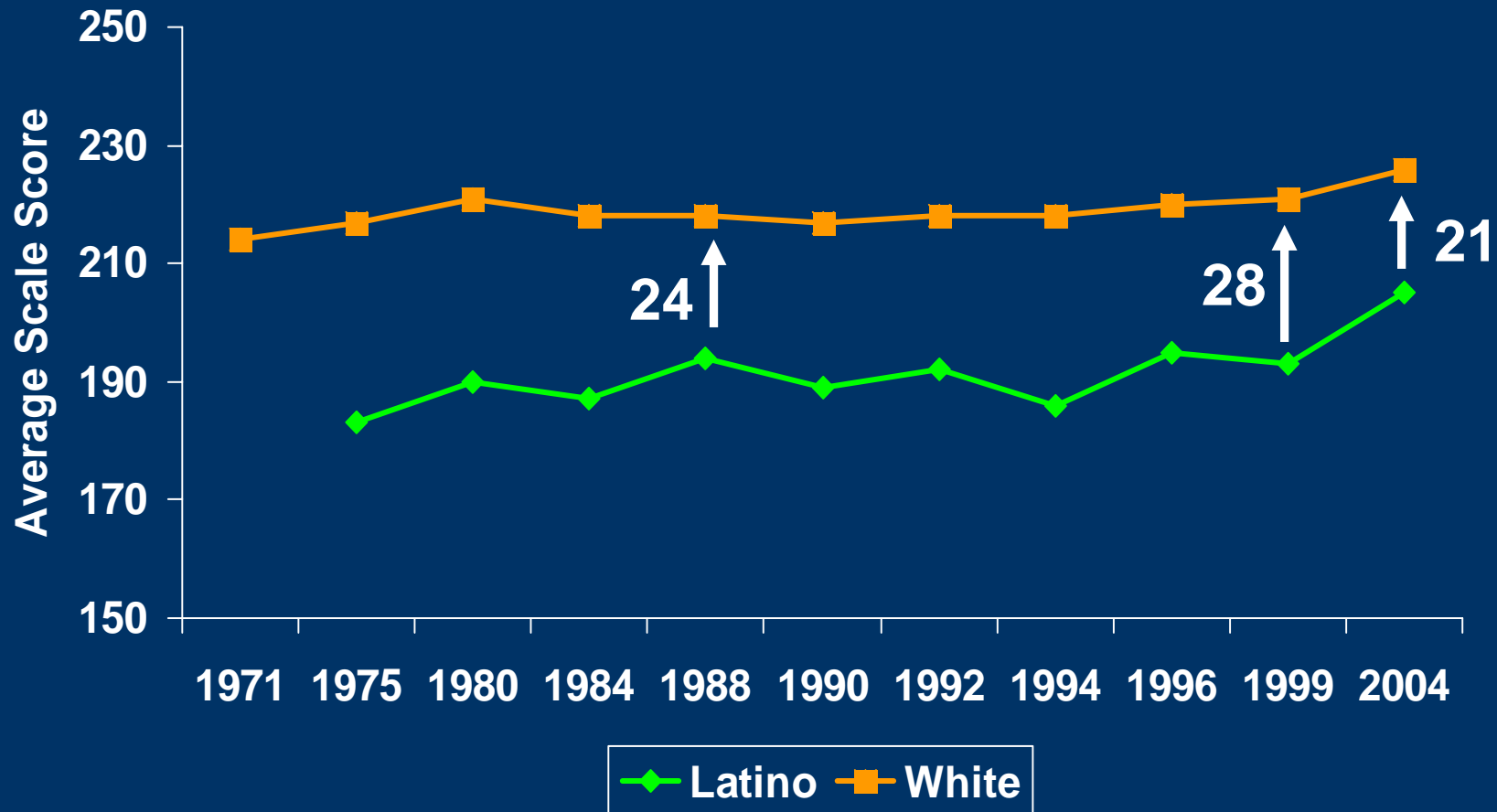
Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



# NAEP Reading, 9 Year-Olds

## Latino-White Gap Narrows to Smallest Size in History



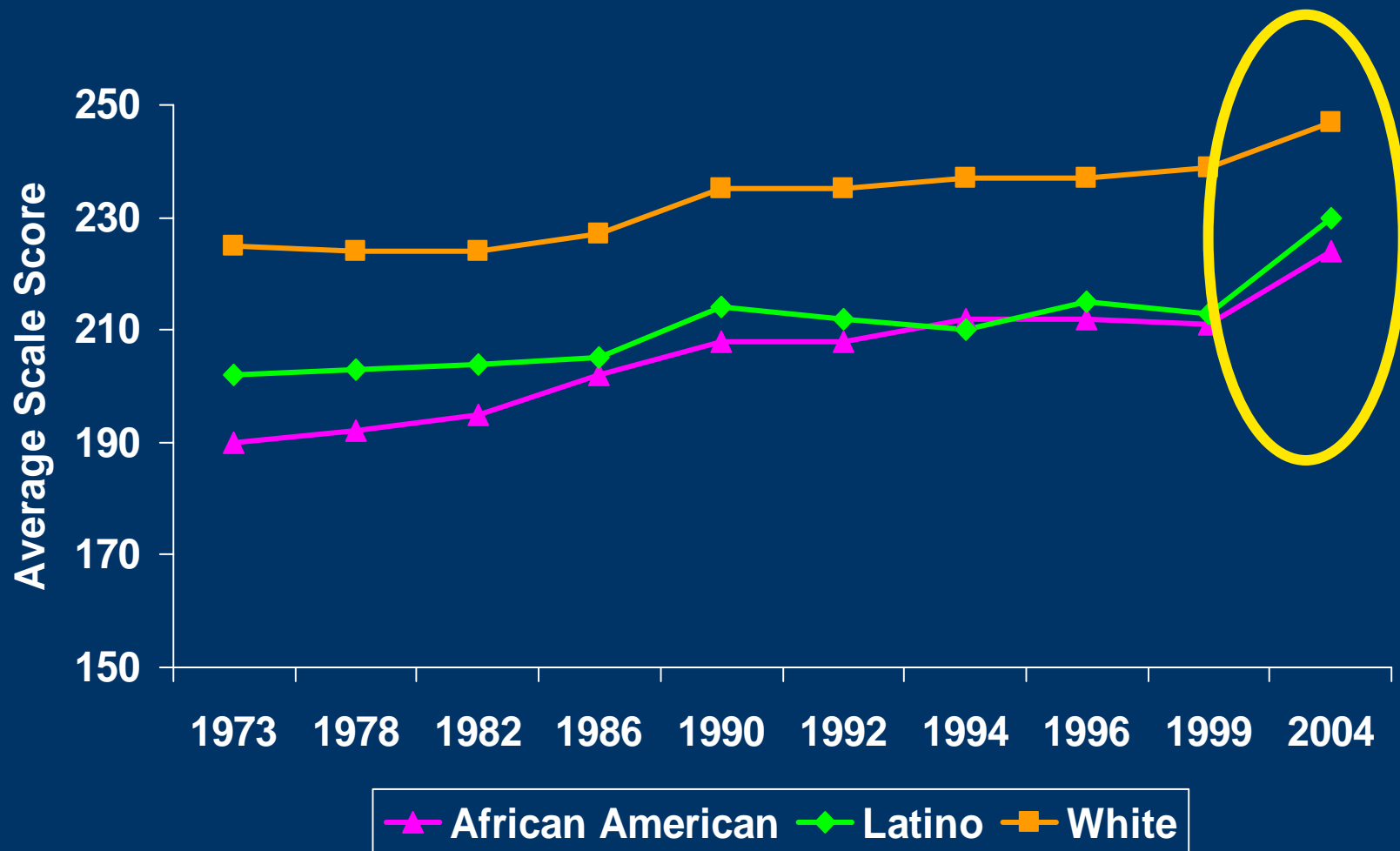
Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



# NAEP Math, 9 Year-Olds

## Record Performance for All Groups



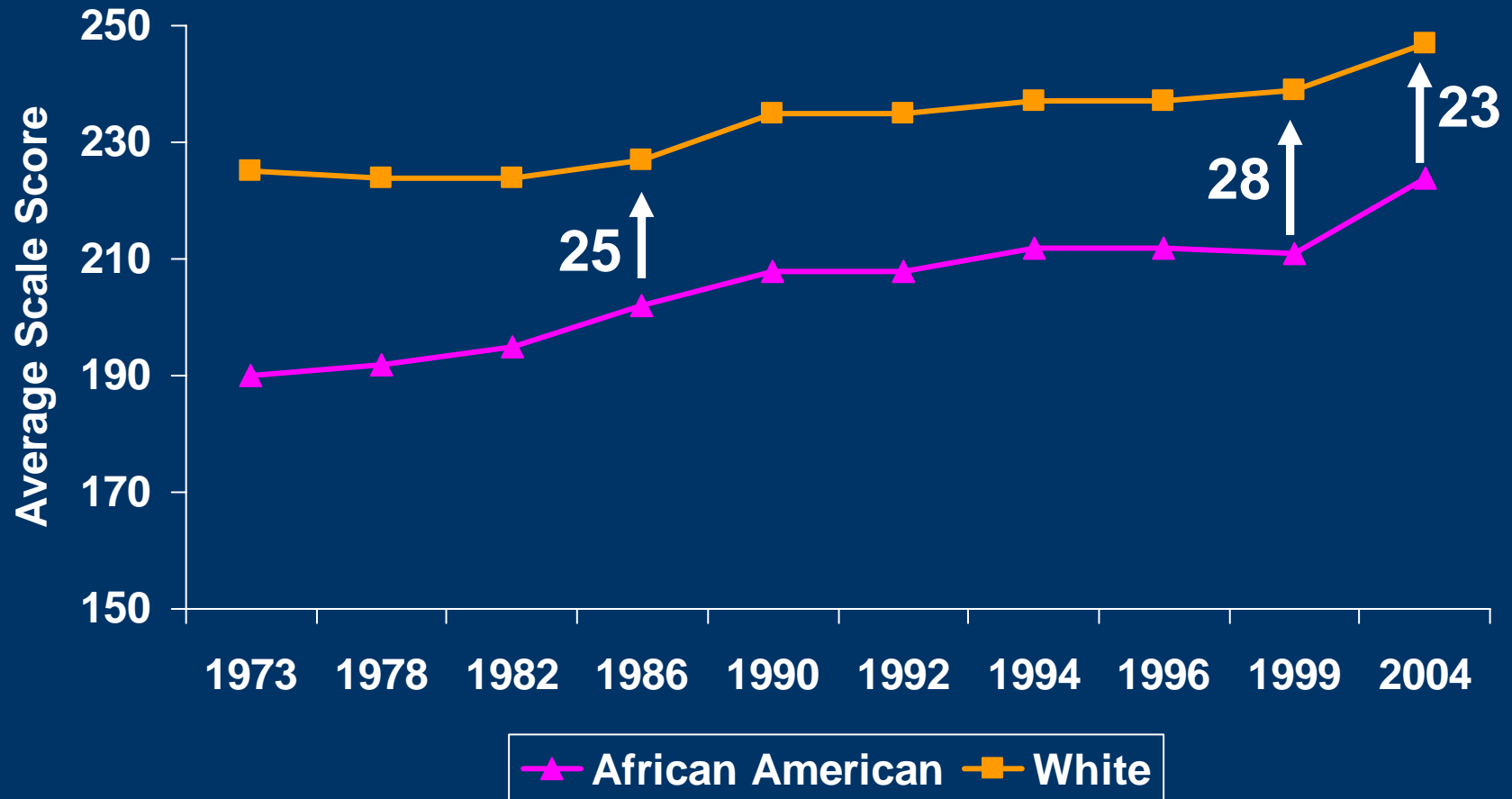
Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



# NAEP Math, 9 Year-Olds

## African American-White Gap Narrows to Smallest Size in History



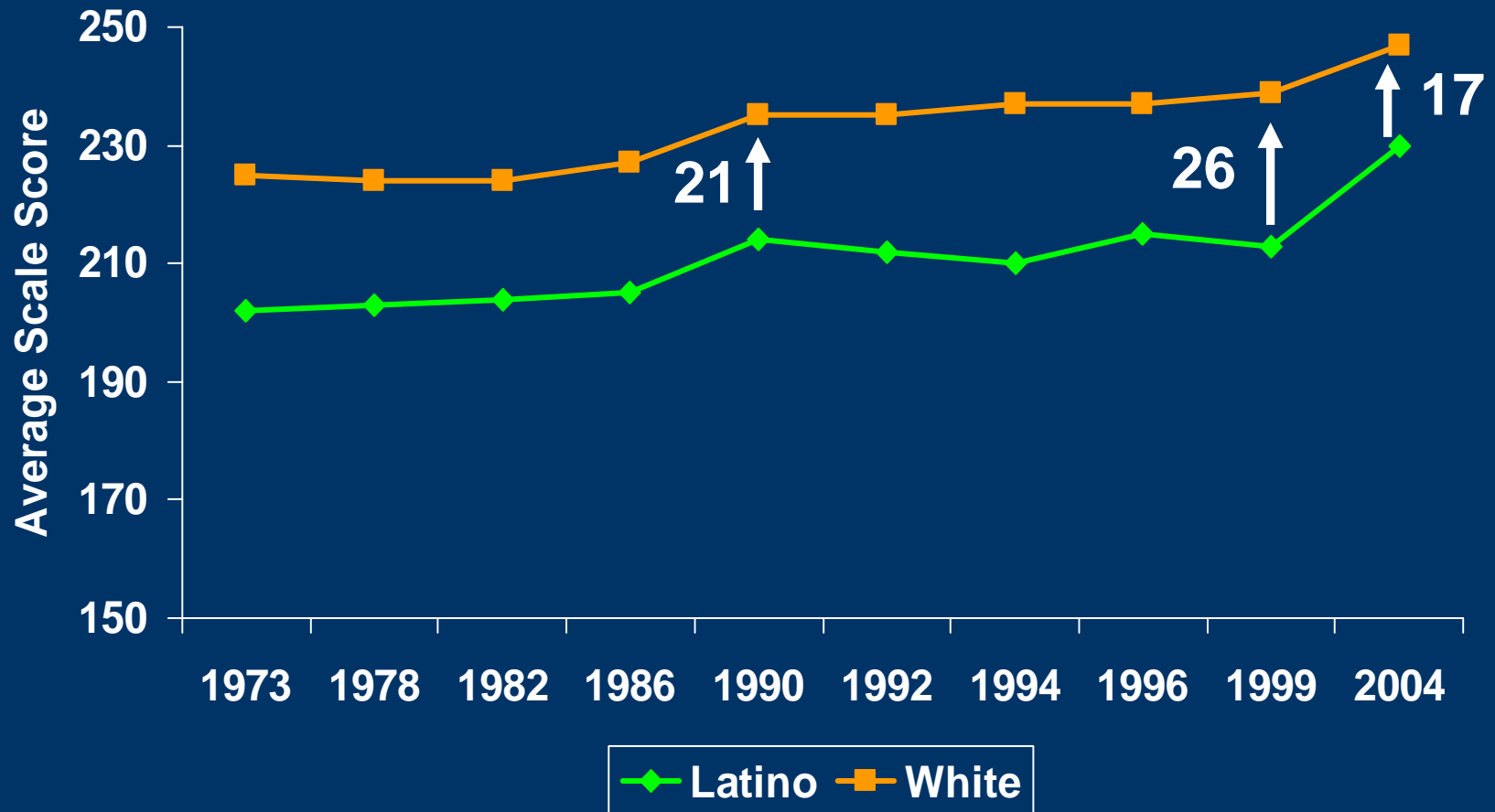
Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



# NAEP Math, 9 Year-Olds

## Latino-White Gap Narrows to Smallest Size in History



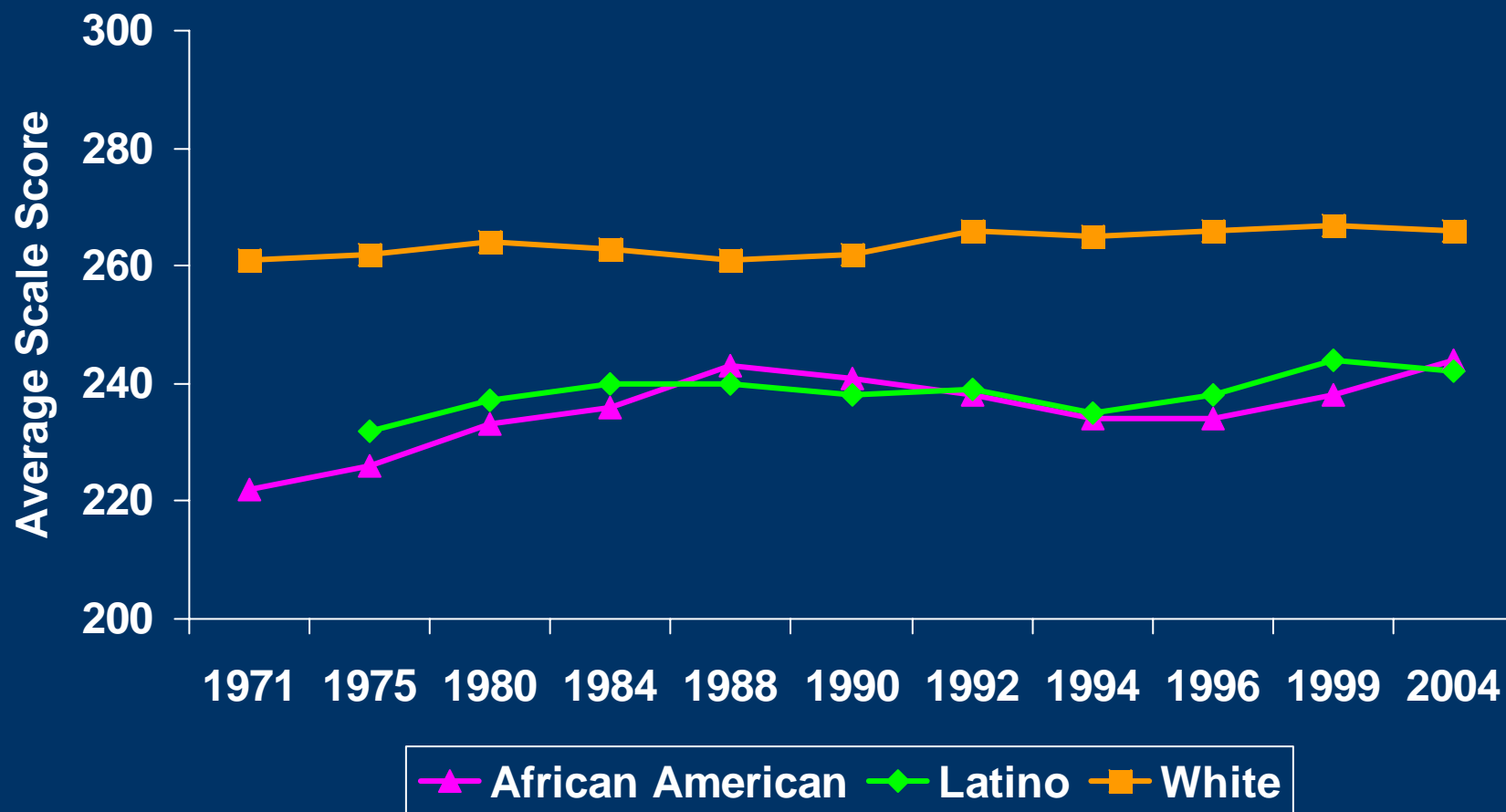
Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress





# NAEP Reading, 13 Year-Olds



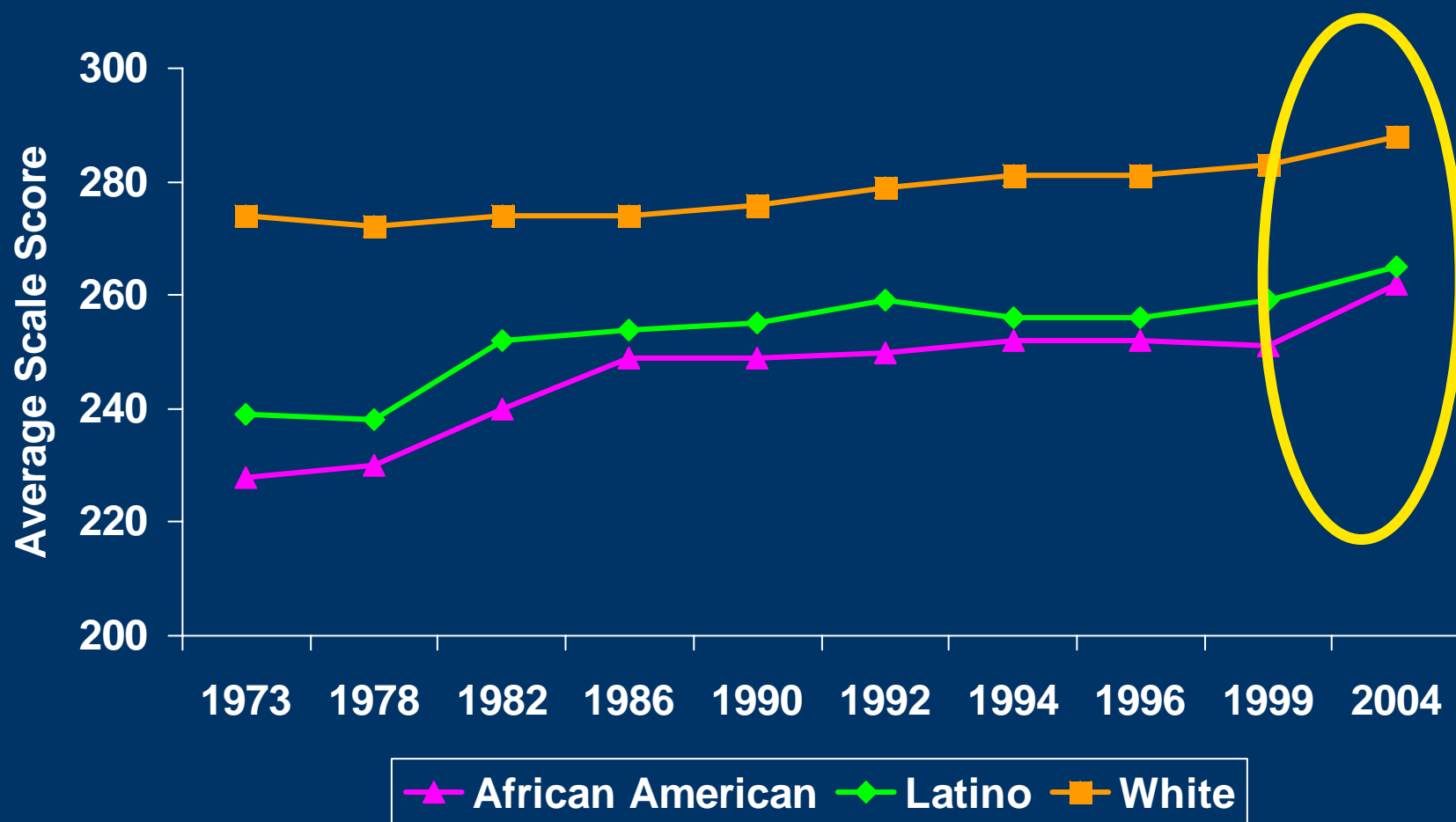
Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



# NAEP Math, 13 Year-Olds

## Increases and Record Performance for All Groups



Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



**We've really been focusing on this.**

**Bottom line: when we focus on something, we make progress.**



Clearly, much more remains to be done in  
elementary and middle school

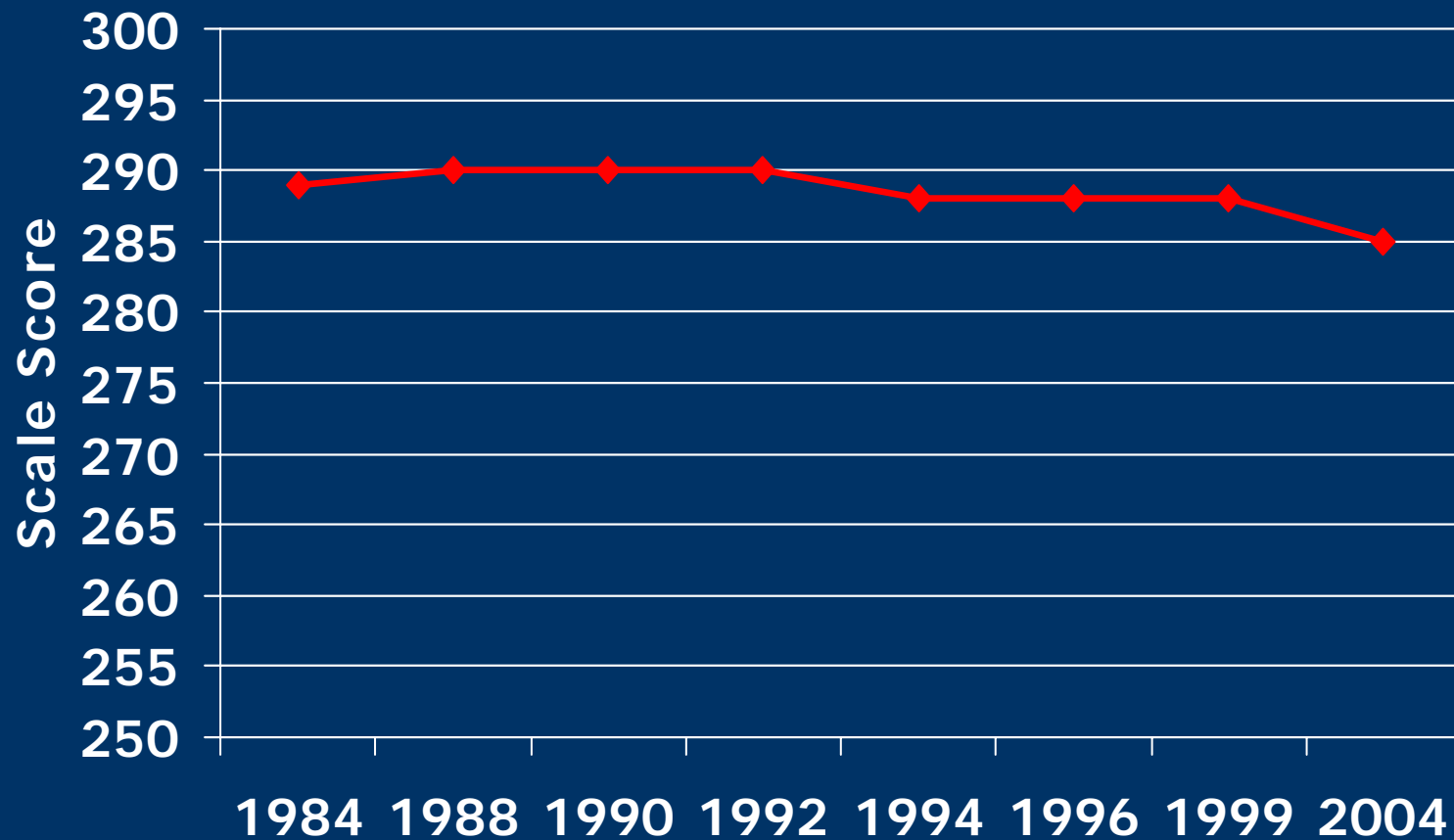
Too many youngsters still enter  
high school way behind.



**But the bigger problem is that we're not really building on these successes in our high schools.**



# Achievement Flat or Declining in Reading, 17 year olds, NAEP



Note: Long-Term Trends NAEP

Source: NAEP 2004 Trends in Academic Progress.

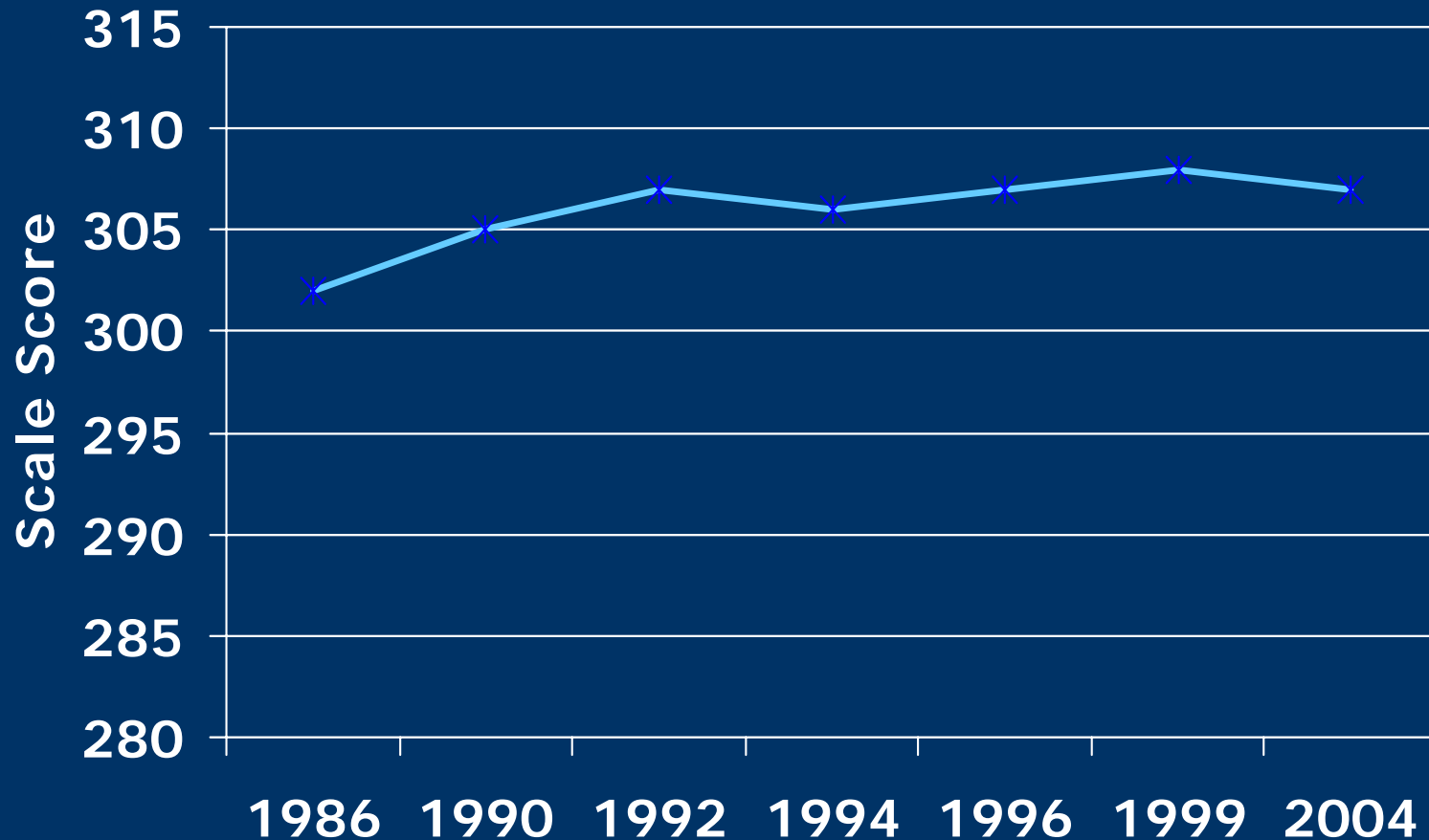


# Math?

At first blush, appears to be  
trending upwards.



# Achievement up in Math, 17 year olds, NAEP



Note: Long-Term Trends NAEP

**Source:** NAEP 2004 Trends in Academic Progress and NAEP 1999 Trends in Academic Progress.

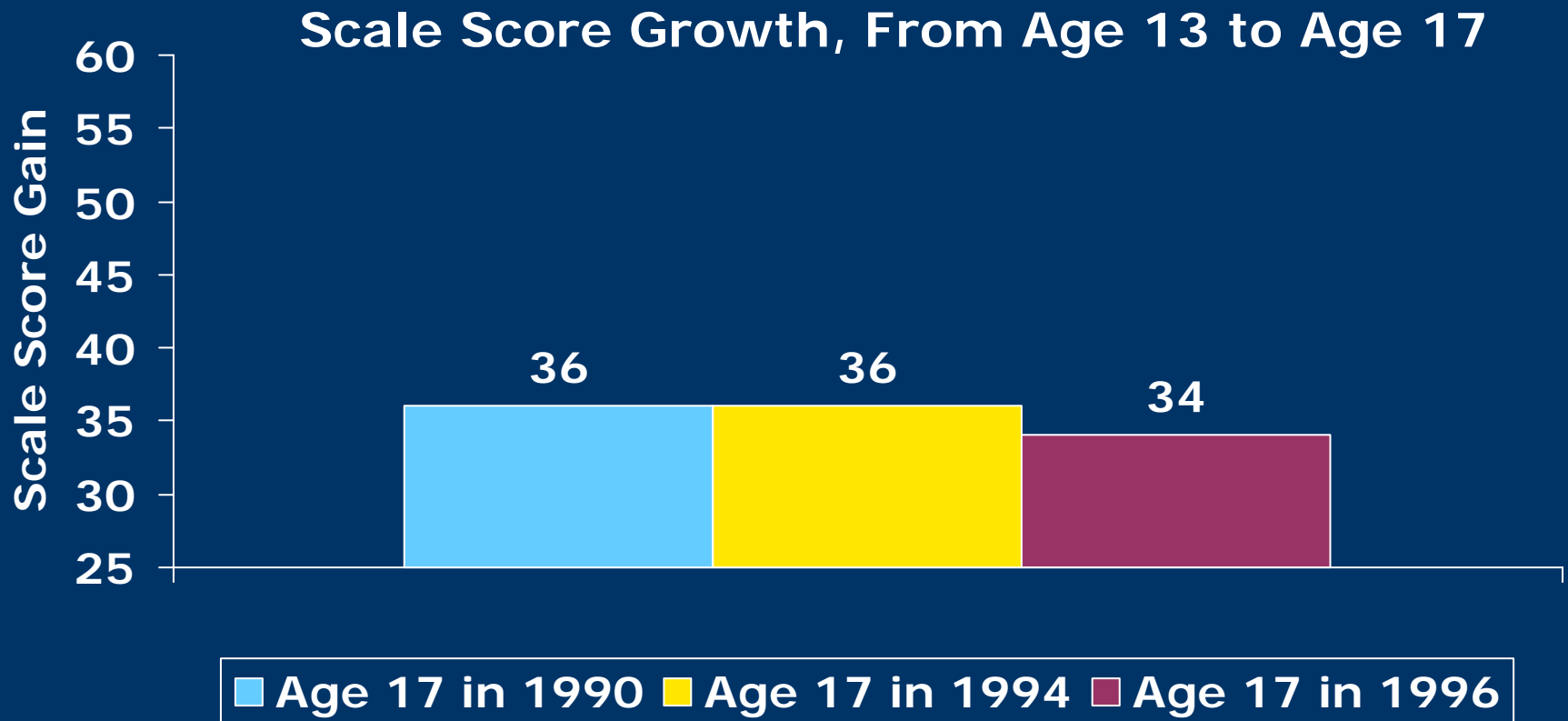




# **But Value Added in High School Math Actually Declined During the Nineties**



# Value Added Declining in High School Math...



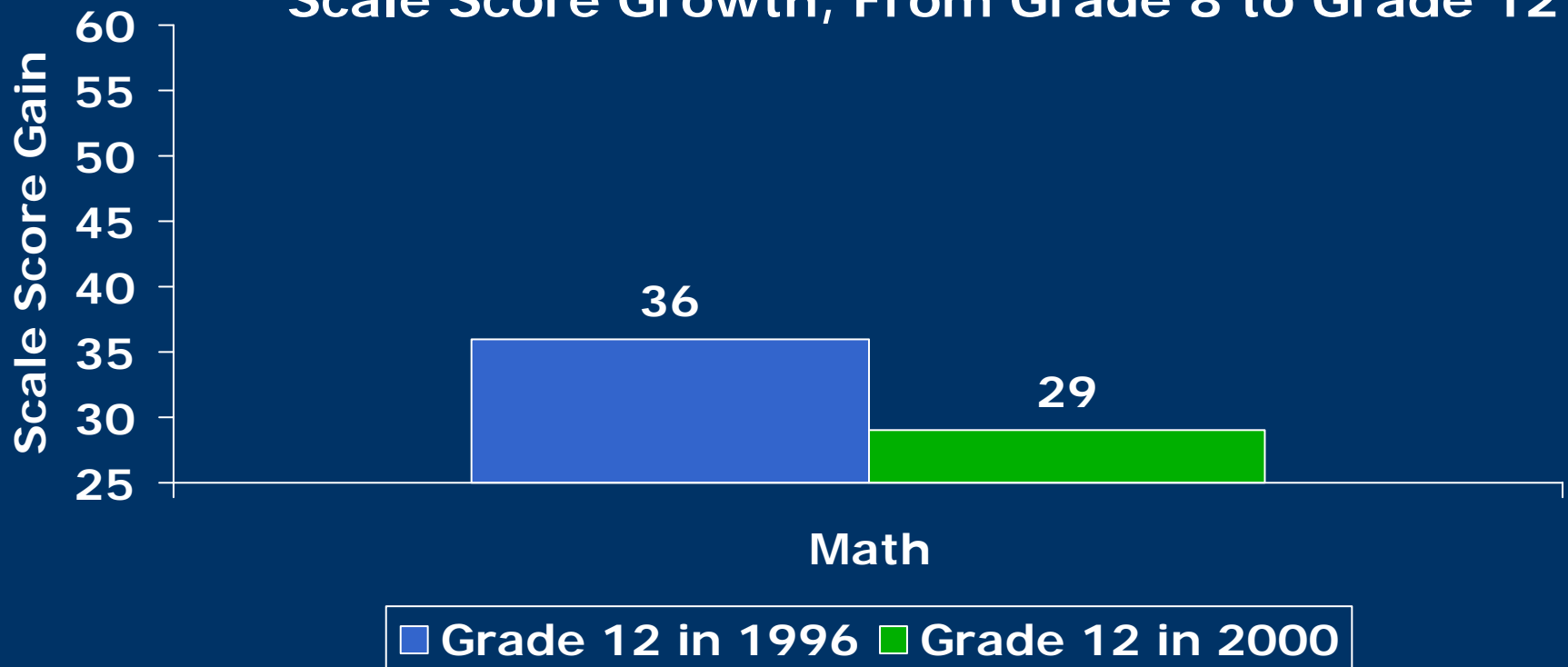
Note: Scale score gains reflect the difference between the scale scores of 17-year-olds and the scale scores of 13-year-olds four years prior.

Source: NCES, 1999. Trends in Academic Progress. Data from Long Term Trend NAEP



... Still

## Scale Score Growth, From Grade 8 to Grade 12



Note: Scale score gains reflect the difference between the scale scores of 12<sup>th</sup> Graders and the scale scores of 8<sup>th</sup> Graders four years prior.

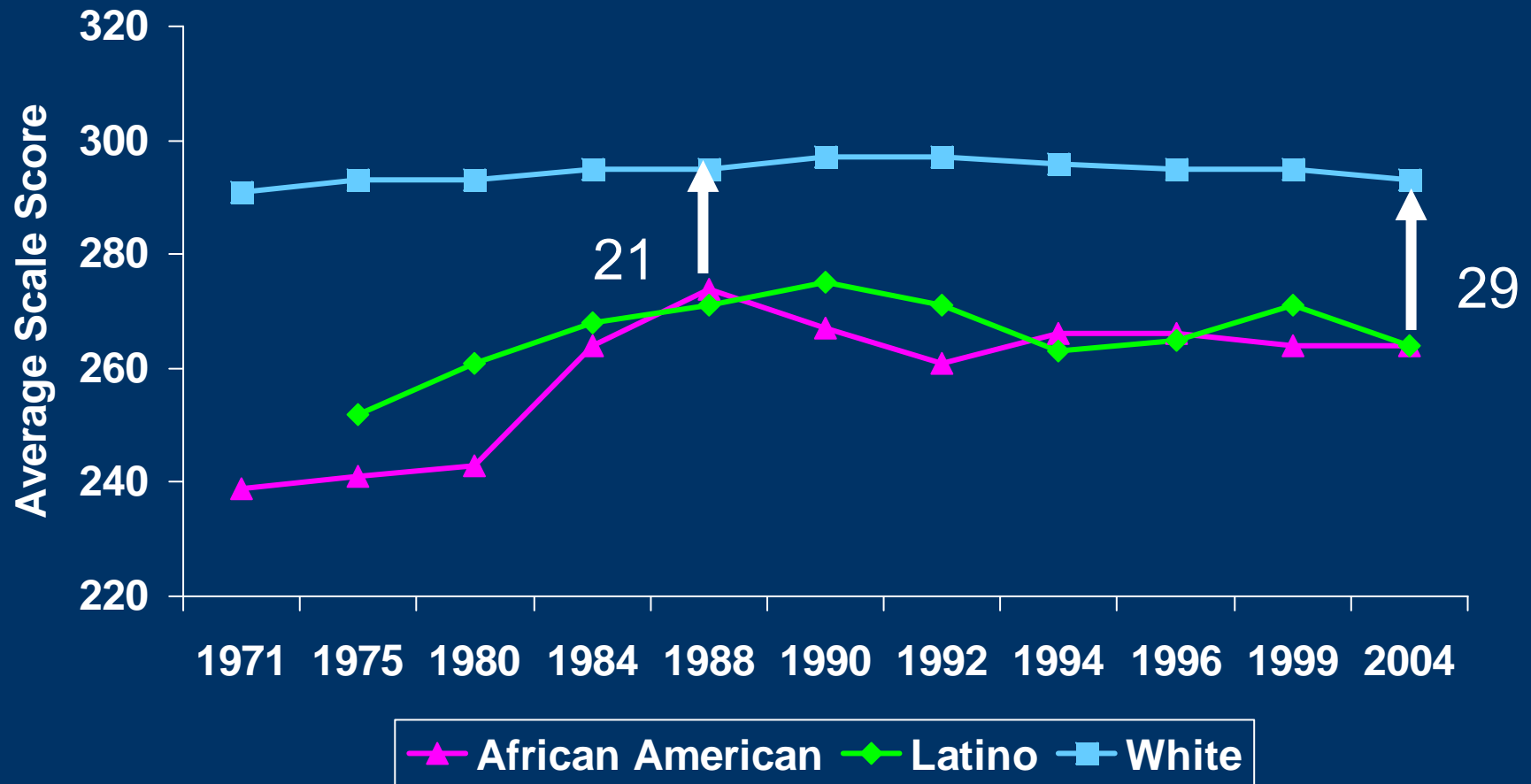
Source: NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde>



Gaps between groups wider today than in  
1990



# NAEP Reading, 17 Year-Olds

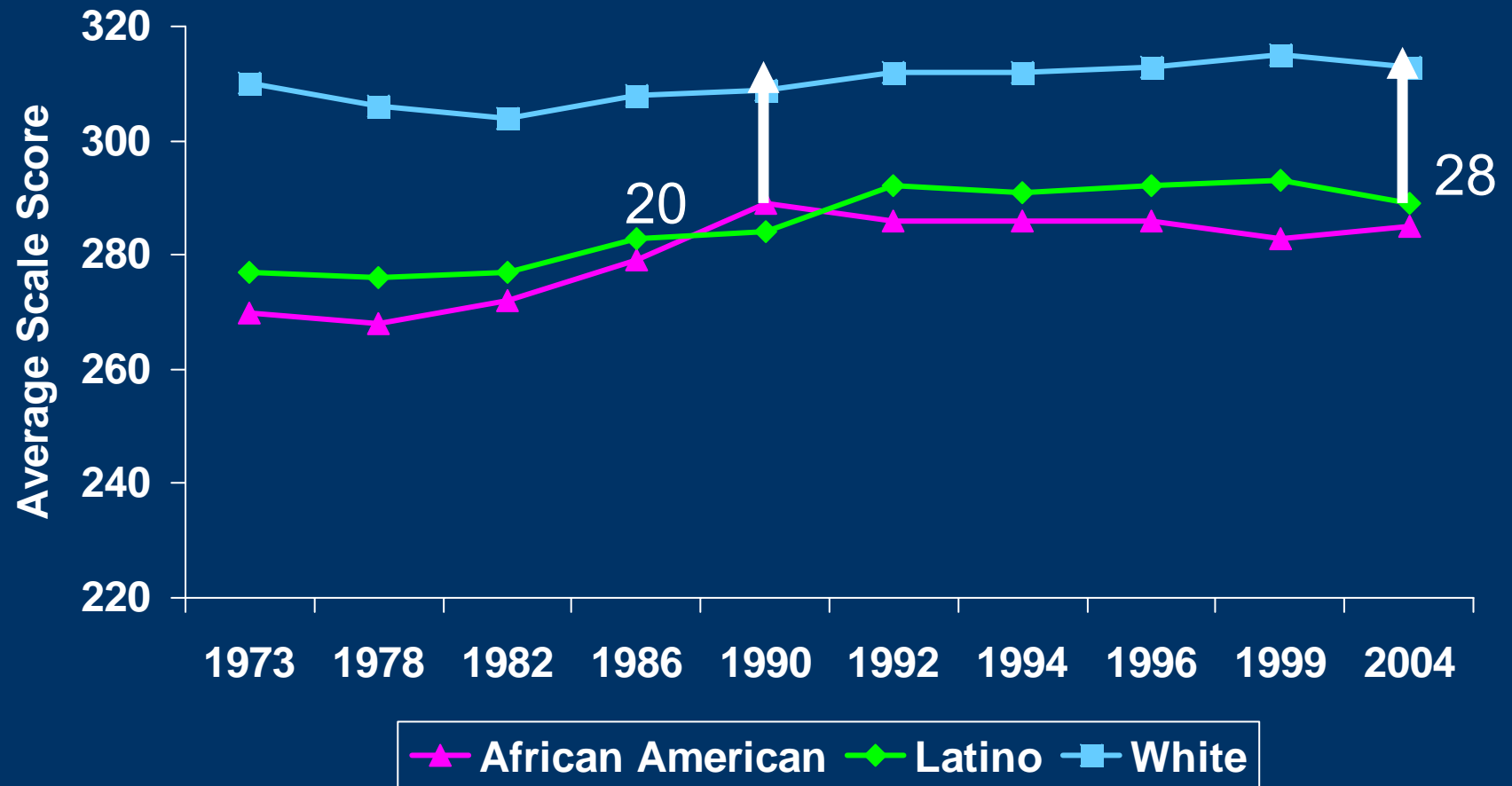


Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



# NAEP Math, 17 Year-Olds



Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



These gaps begin before children arrive at the  
schoolhouse door.

But, rather than organizing our  
educational system to ameliorate this  
problem, we organize it to exacerbate  
the problem.



How?

By giving students who arrive with  
less, less in school, too.





Some of these “lesses” are a result of choices  
that policymakers make.



# National Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	–\$938 per student
High Minority vs. Low Minority Districts	–\$877 per student



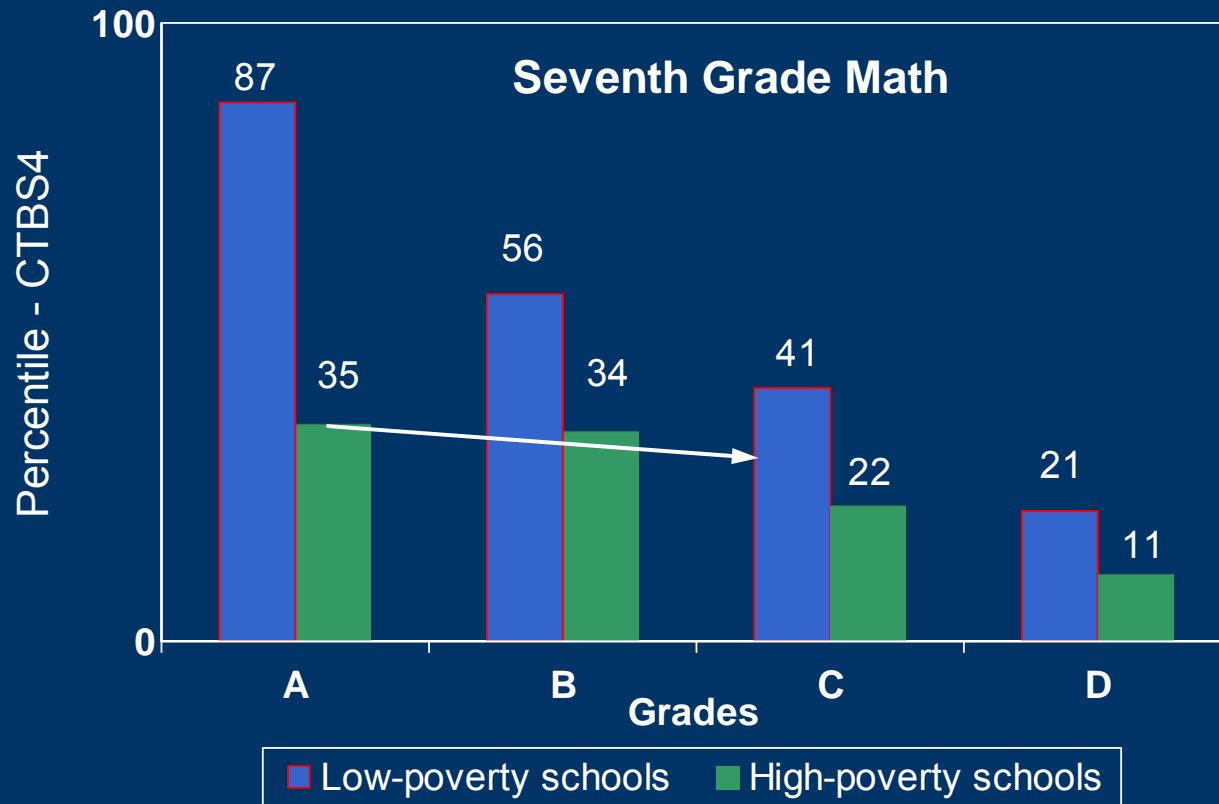
In truth, though, some of the most devastating  
“lessees” are a function of choices that we  
educators make.



Choices we make about what to expect of  
whom...



# Students in Poor Schools Receive 'A's for Work That Would Earn 'Cs' in Affluent Schools



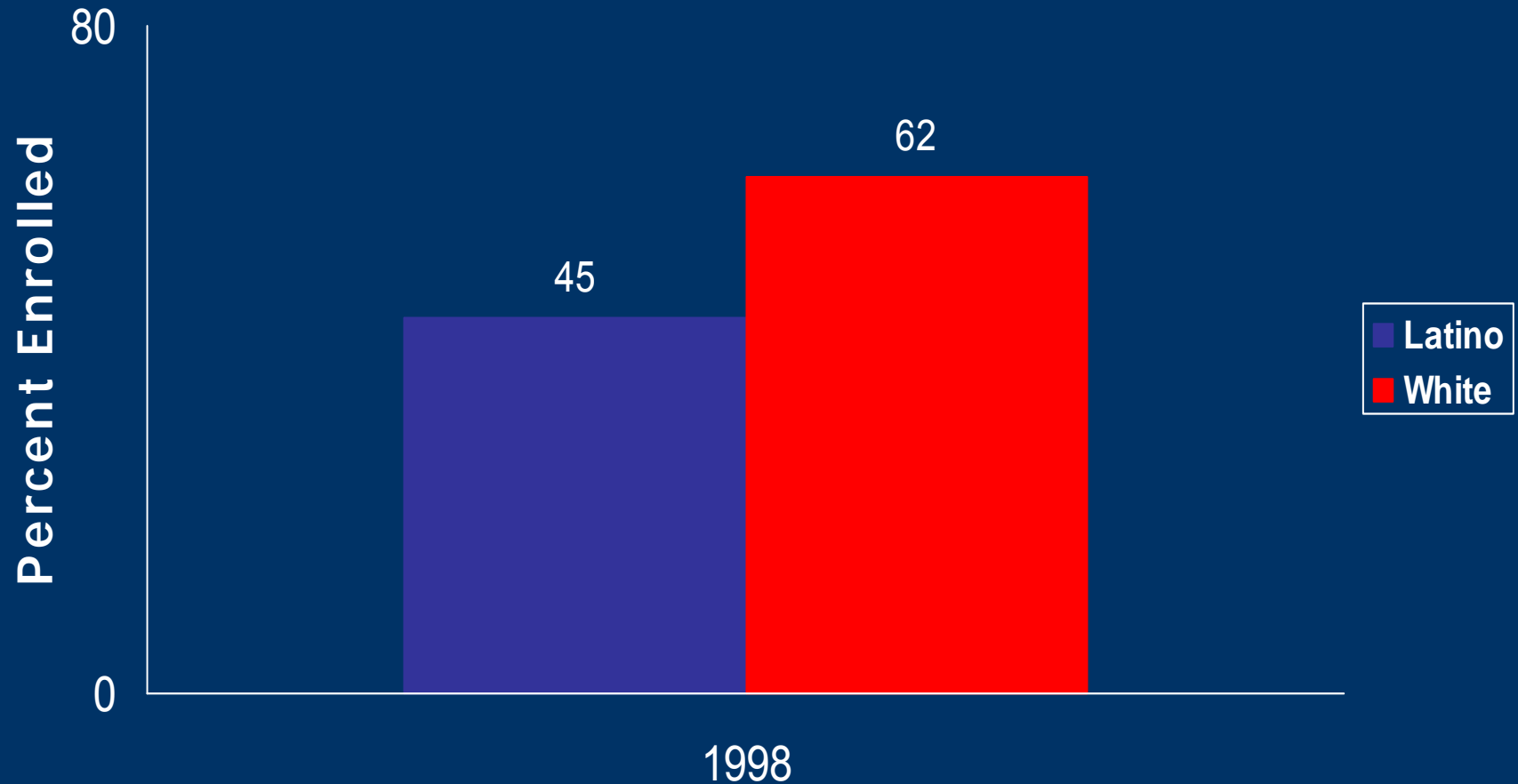
Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



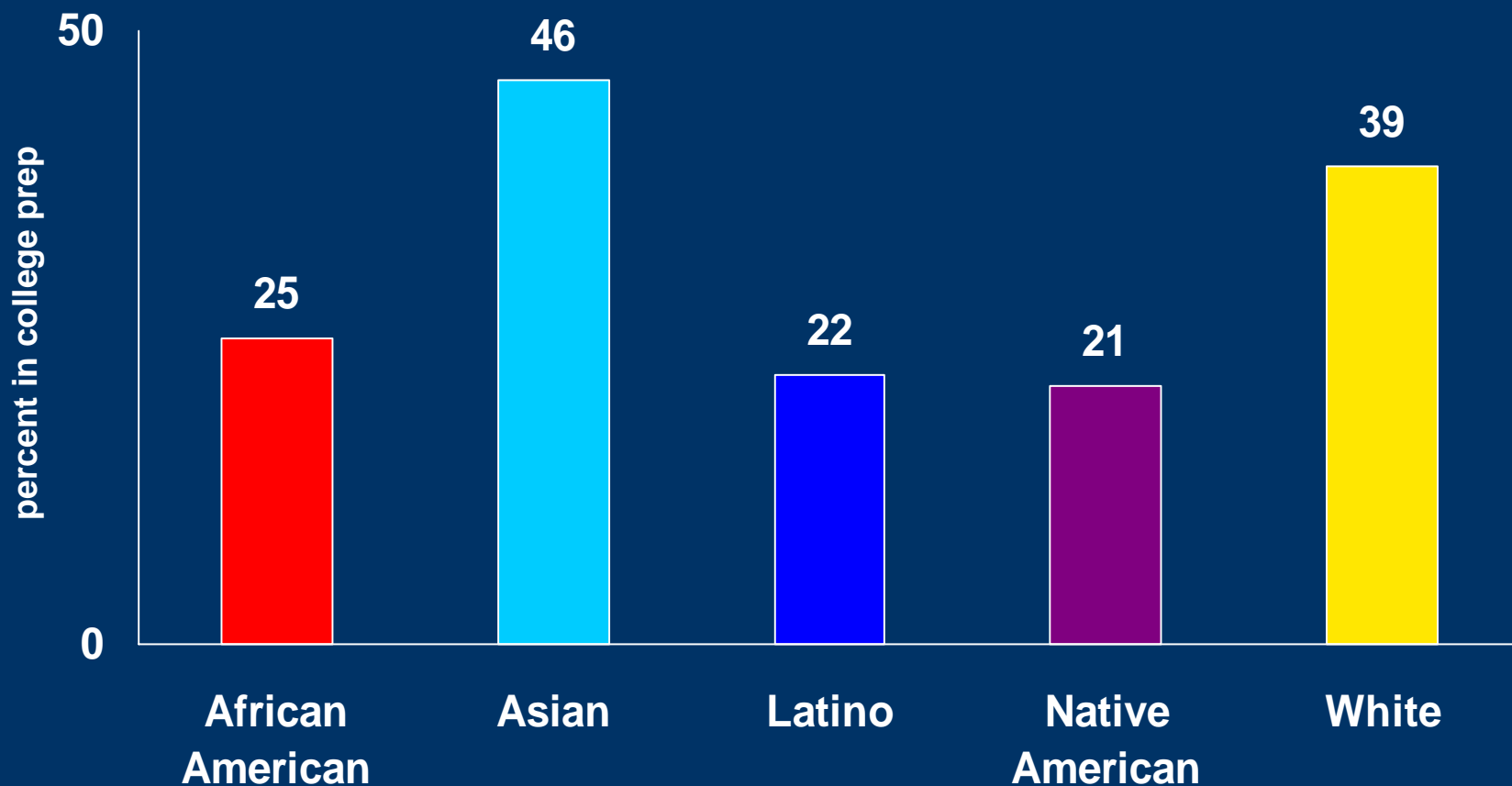
Choices we make about what to teach  
whom...



# Fewer Latino students are enrolled in Algebra 2



# African American, Latino & Native American high school graduates are less likely to be in a full college prep track



Full College Prep track is defined as at least: 4 years of English, 3 years of math, 2 years of natural science, 2 years of social science and 2 years of foreign language

Source: Jay P. Greene, Public High School Graduation and College Readiness Rates in the United States, Manhattan Institute, September 2003. Table 8. 2001 high school graduates with college-prep curriculum.

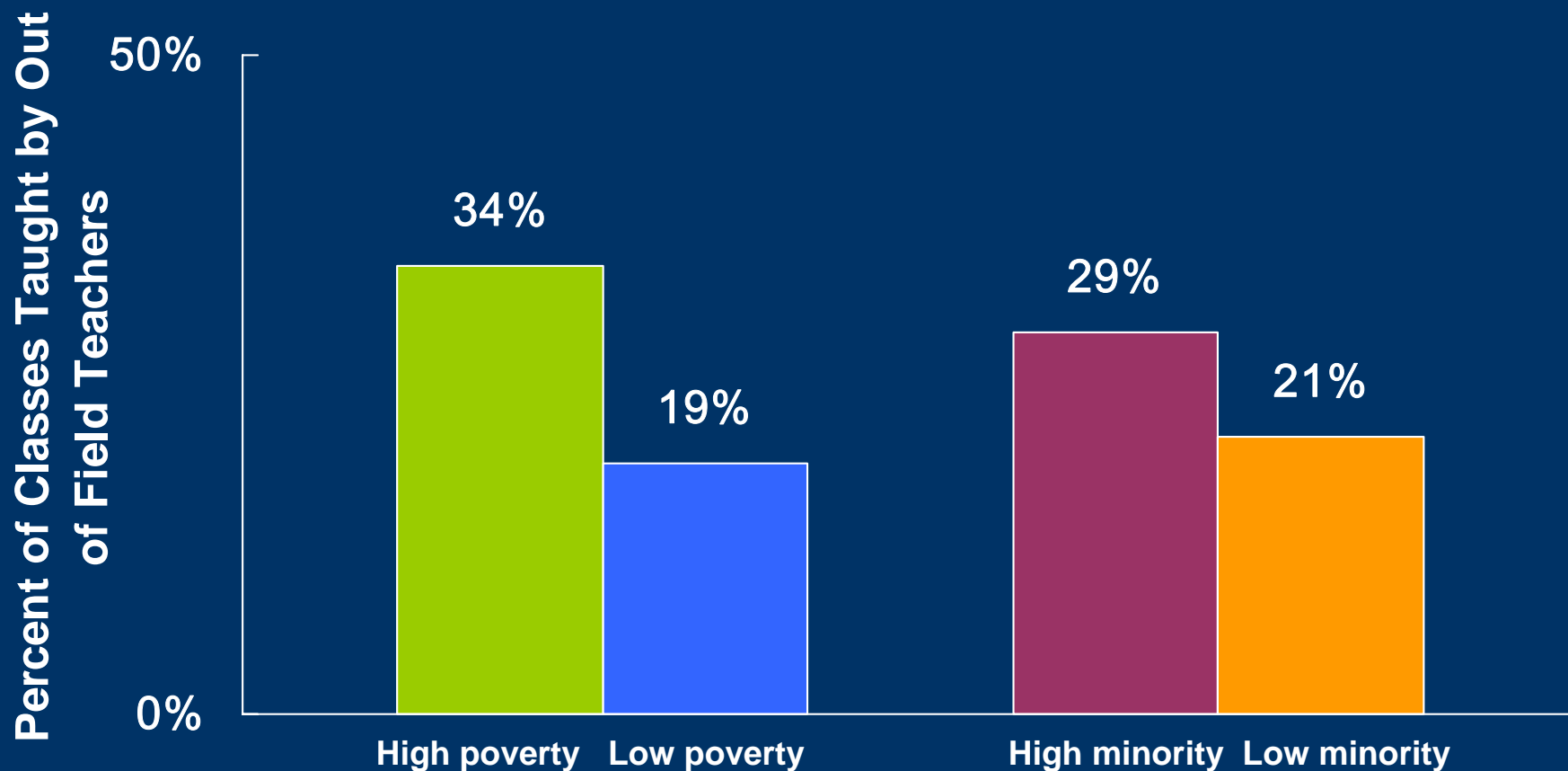




And choices we make about  
*Who*  
teaches whom...



# US: More Classes in High-Poverty, High-Minority Schools Taught By Out-of-Field Teachers



Note: High Poverty school-50% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch.

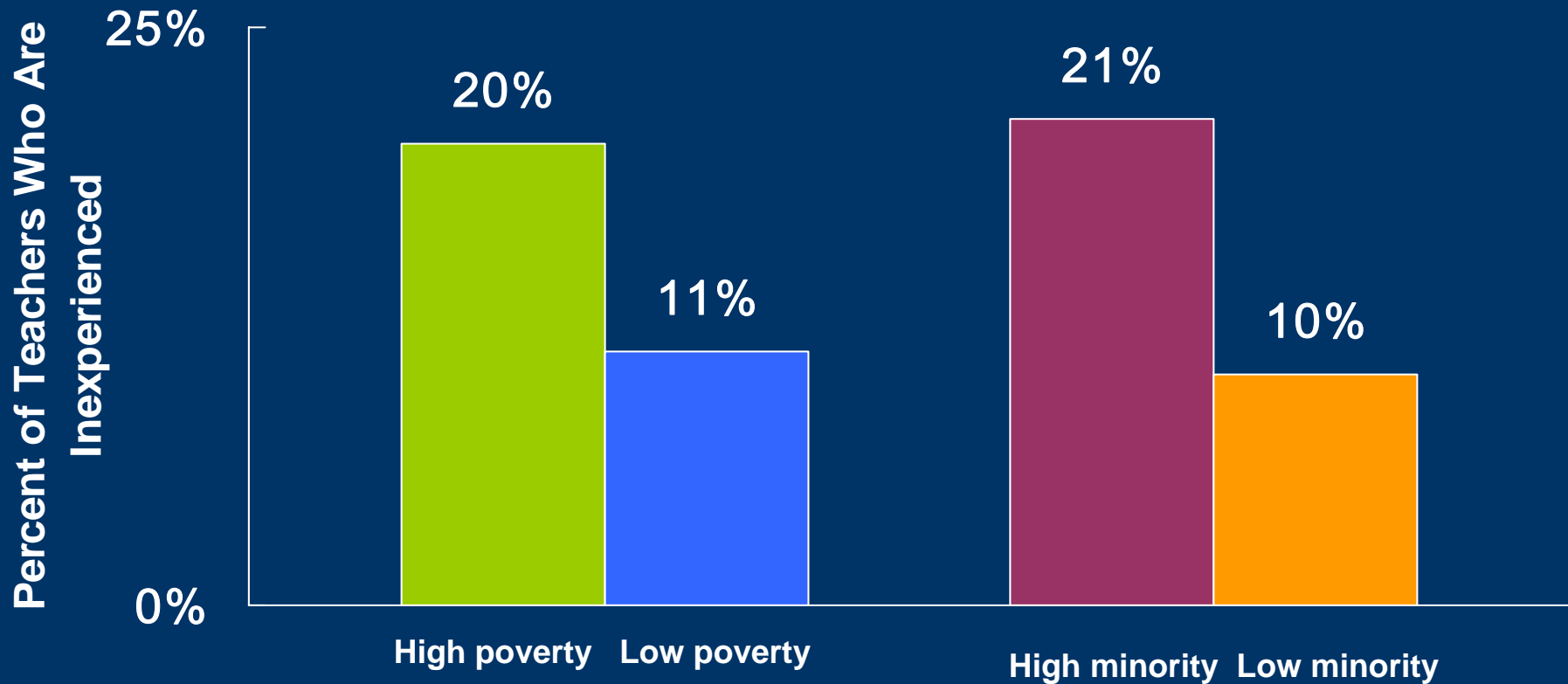
High-minority school - 50% or more of the students are nonwhite. Low-minority school- 15% or fewer of the students are nonwhite.

**\*Teachers lacking a college major or minor in the field. Data for secondary-level core academic classes.**

**Source:** Richard M. Ingersoll, University of Pennsylvania. Original analysis for the Ed Trust of 1999-2000 Schools and Staffing Survey



# US: Poor and Minority Students Get More Inexperienced\* Teachers



**\*Teachers with 3 or fewer years of experience.**

Note: High poverty refers to the top quartile of schools with students eligible for free/reduced price lunch. Low poverty-bottom quartile of schools with students eligible for free/reduced price lunch. High minority-top quartile; those schools with the highest concentrations of minority students. Low minority-bottom quartile of schools with the lowest concentrations of minority students



Results are devastating.

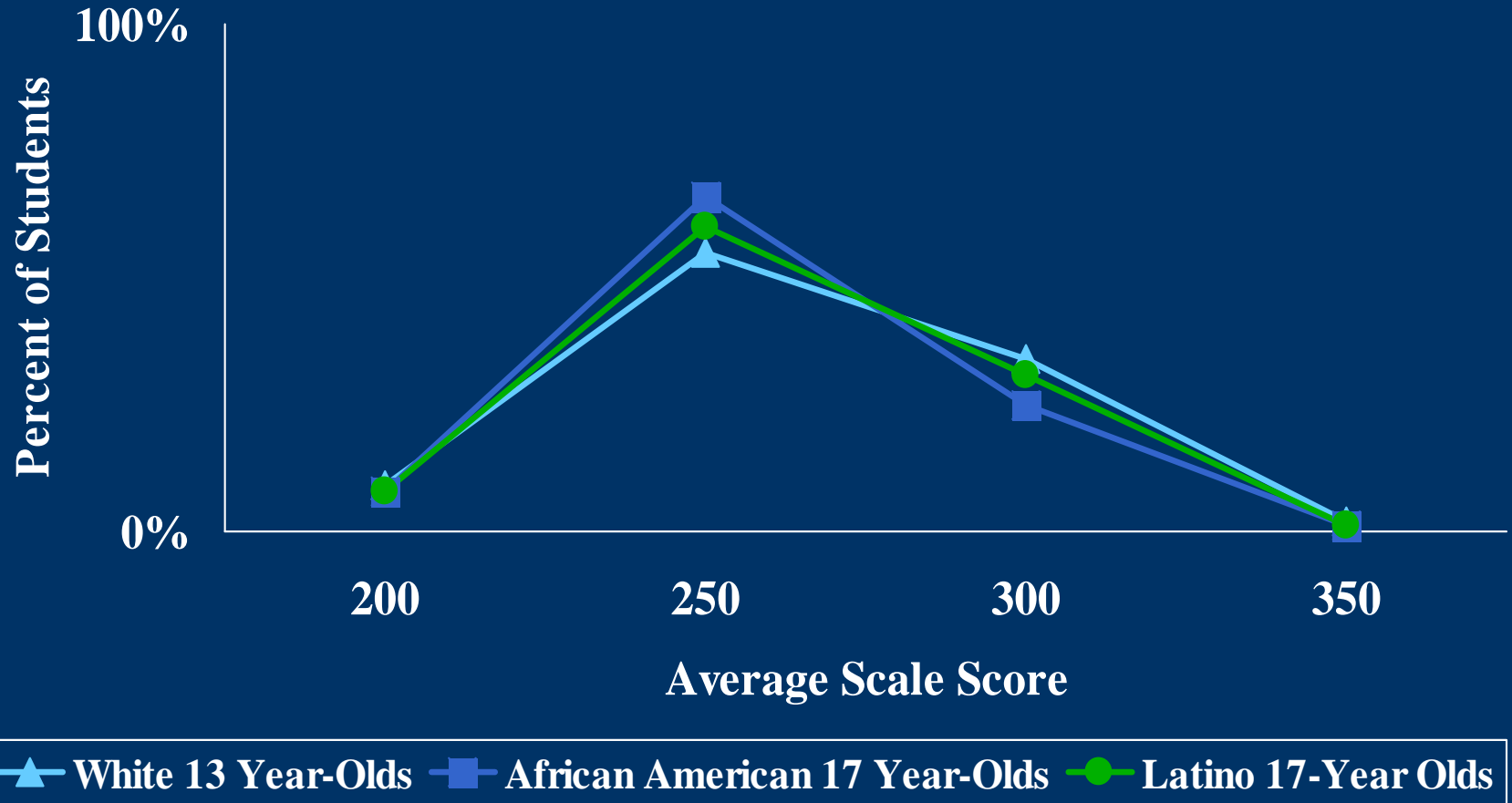
Kids who come in a little behind,  
leave a lot behind.



By the end of high school?



# African American and Latino 17 Year-Olds Do Math at Same Levels As White 13 Year-Olds

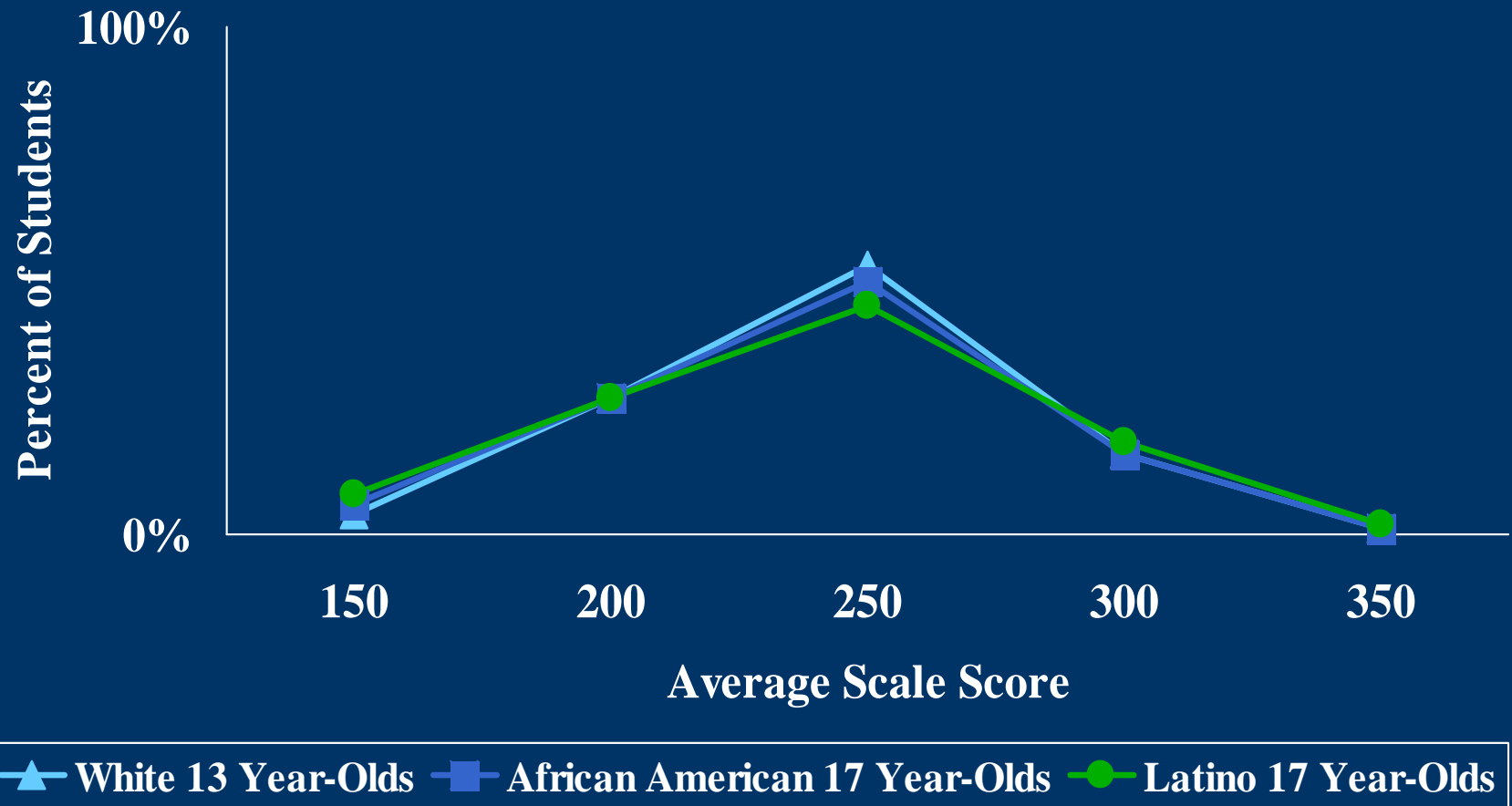


Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



# African American and Latino 17 Year-Olds Read at Same Levels As White 13 Year-Olds



Note: Long-Term Trends NAEP

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress



And these are the students who remain in  
high school through 12<sup>th</sup> grade...





# ADD IT ALL UP...



# Of Every 100 White Kindergartners:

- 94** Graduate from high school
- 66** Complete at least some college
- 34** Obtain at least a Bachelor's Degree

(25-to 29-Year-Olds)



# Of Every 100 African American Kindergartners:

**89** Graduate from High School

**51** Complete at Least Some College

**18** Obtain at Least a Bachelor's Degree

**(25-to 29-Year-Olds)**



# Of Every 100 Latino Kindergartners:

**62** Graduate from  
high school

**31** Complete at least  
some college

**10** Obtain at least a  
Bachelor's Degree

**(25-to 29-Year-Olds)**



# Of Every 100 American Indian/Alaskan Native Kindergartners:

- 71** Graduate from  
high school
- 30** Complete at least  
some college
- 12** Obtain at least a  
Bachelor's Degree

(25 Years Old and Older)



# College Graduates by Age 24

<b>Young People From High Income Families</b>	<b>75%</b>
---	------------

<b>Young People From Low Income Families</b>	<b>9%</b>
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**Source:** Tom Mortenson, Postsecondary Educational Opportunity..



# What Can We Do?



An awful lot of educators have decided that we  
can't do much.





## What We Hear Many Educators Say:

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



But if they are right, why are low-income students and students of color performing so high in some schools...



# Capitol View Elementary

Atlanta, Georgia

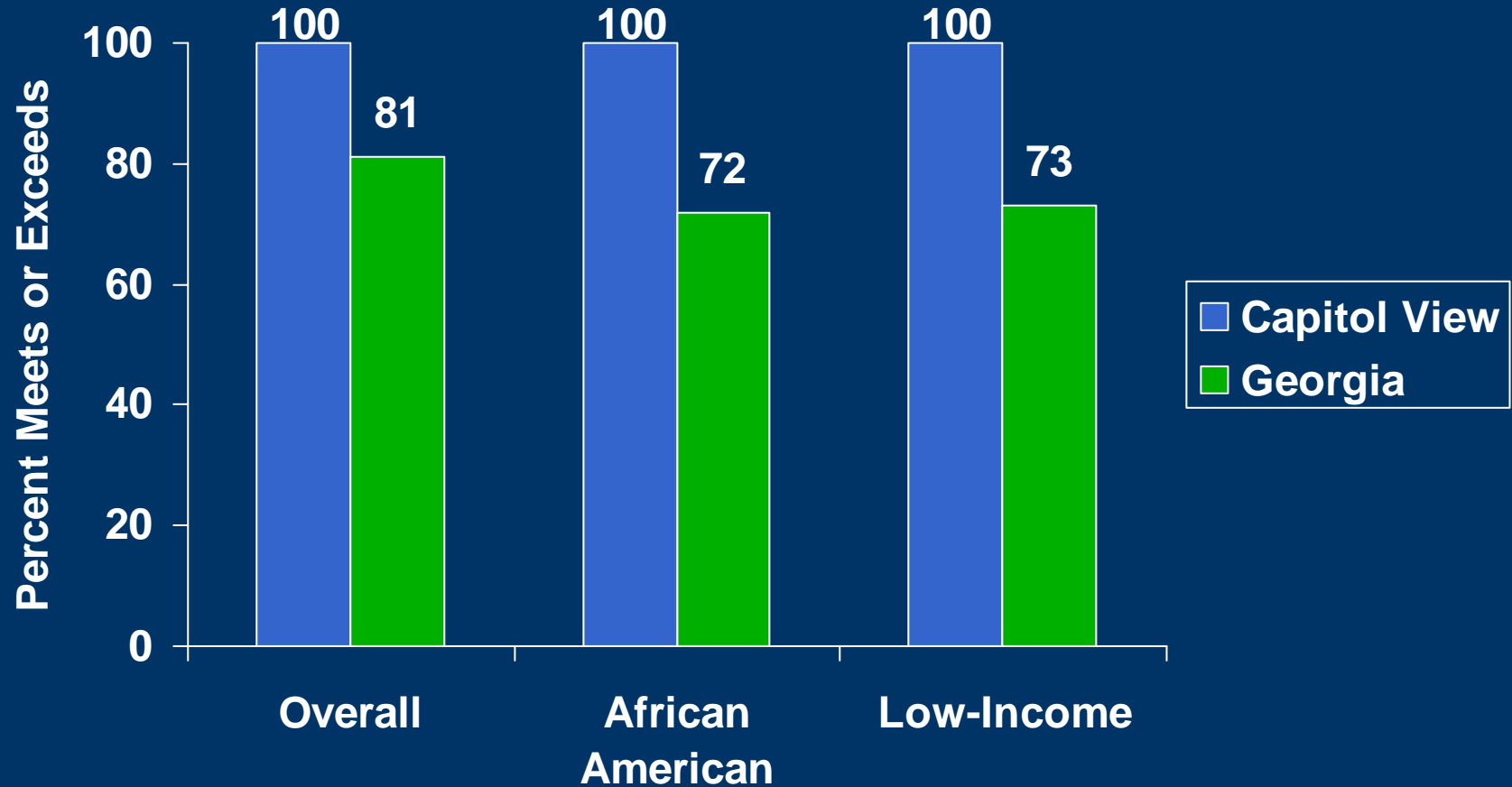


# Capitol View Elementary Atlanta, Georgia

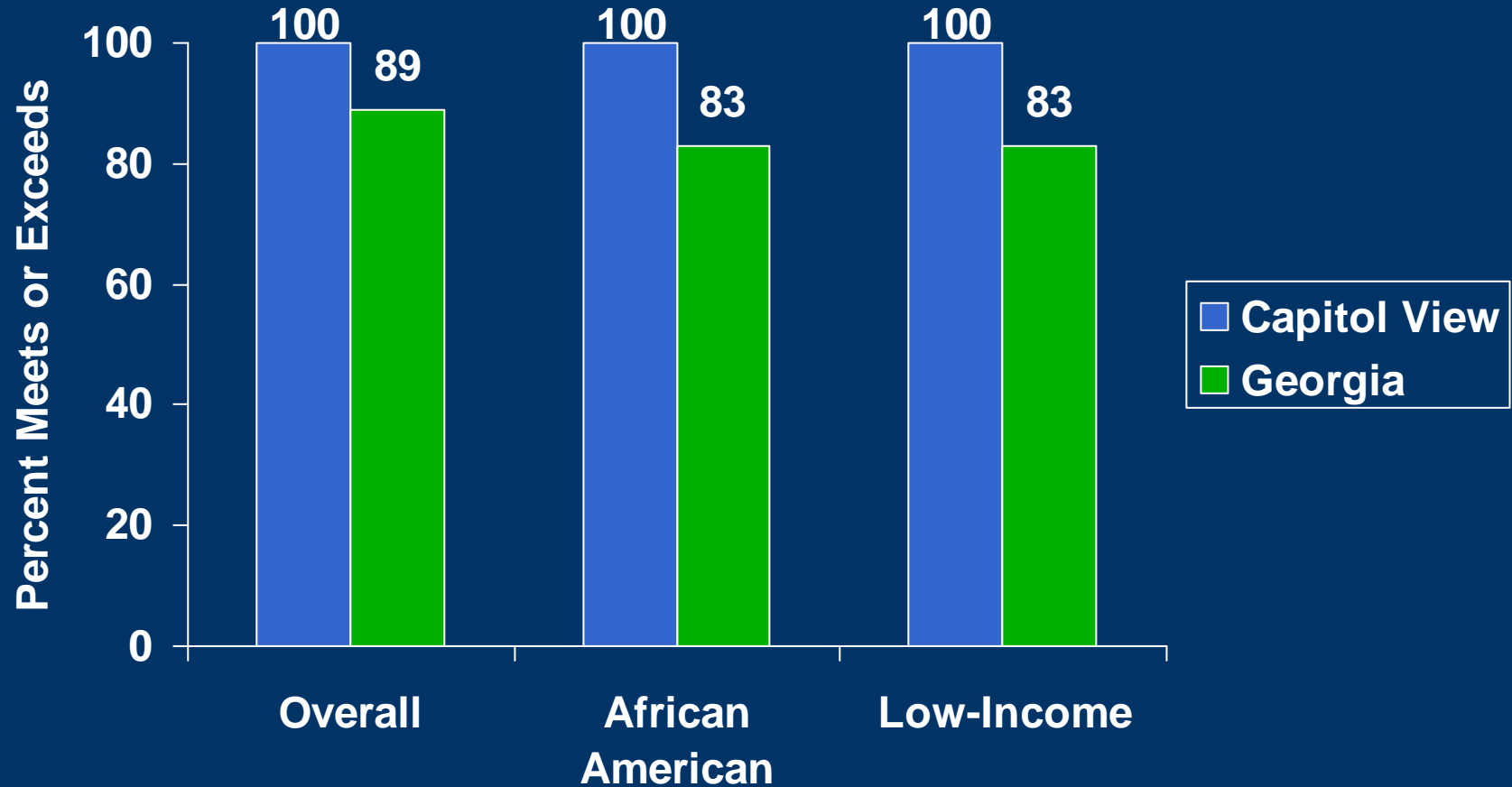
- 252 students in grades K-5
- 95% African American
- 88% Low-Income



# High Achievement at Capitol View 2006 Grade 5 Reading



# High Achievement at Capitol View 2006 Grade 5 Math



# Frankford Elementary School



# Frankford Elementary

## Frankford, Delaware

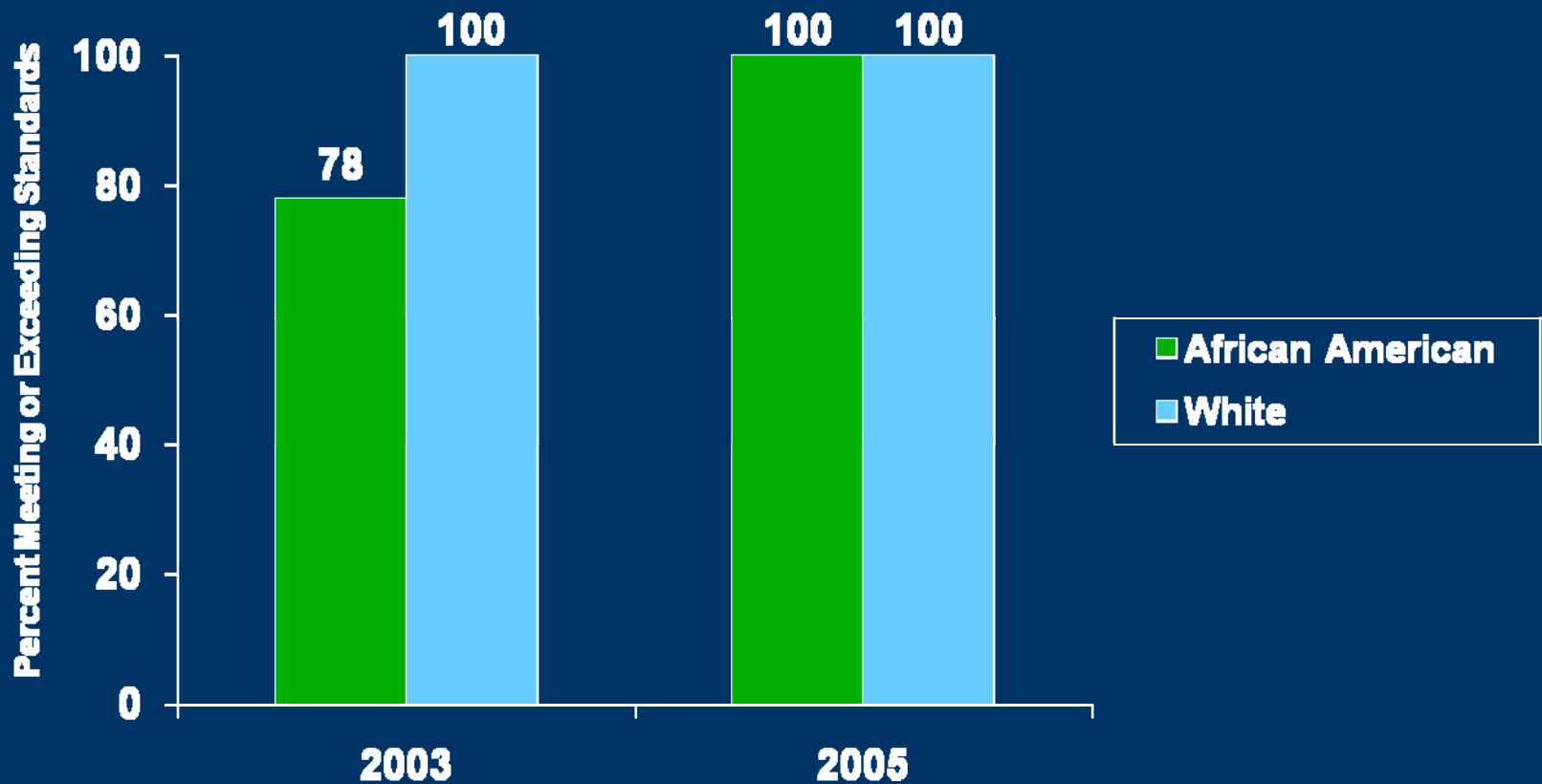
- 449 Students in Grades PreK-5
- 29% African American
- 34% Latino
- 34% White
- 76% Low-Income





# Frankford Elementary

## Closing Gaps, Grade 5 Reading

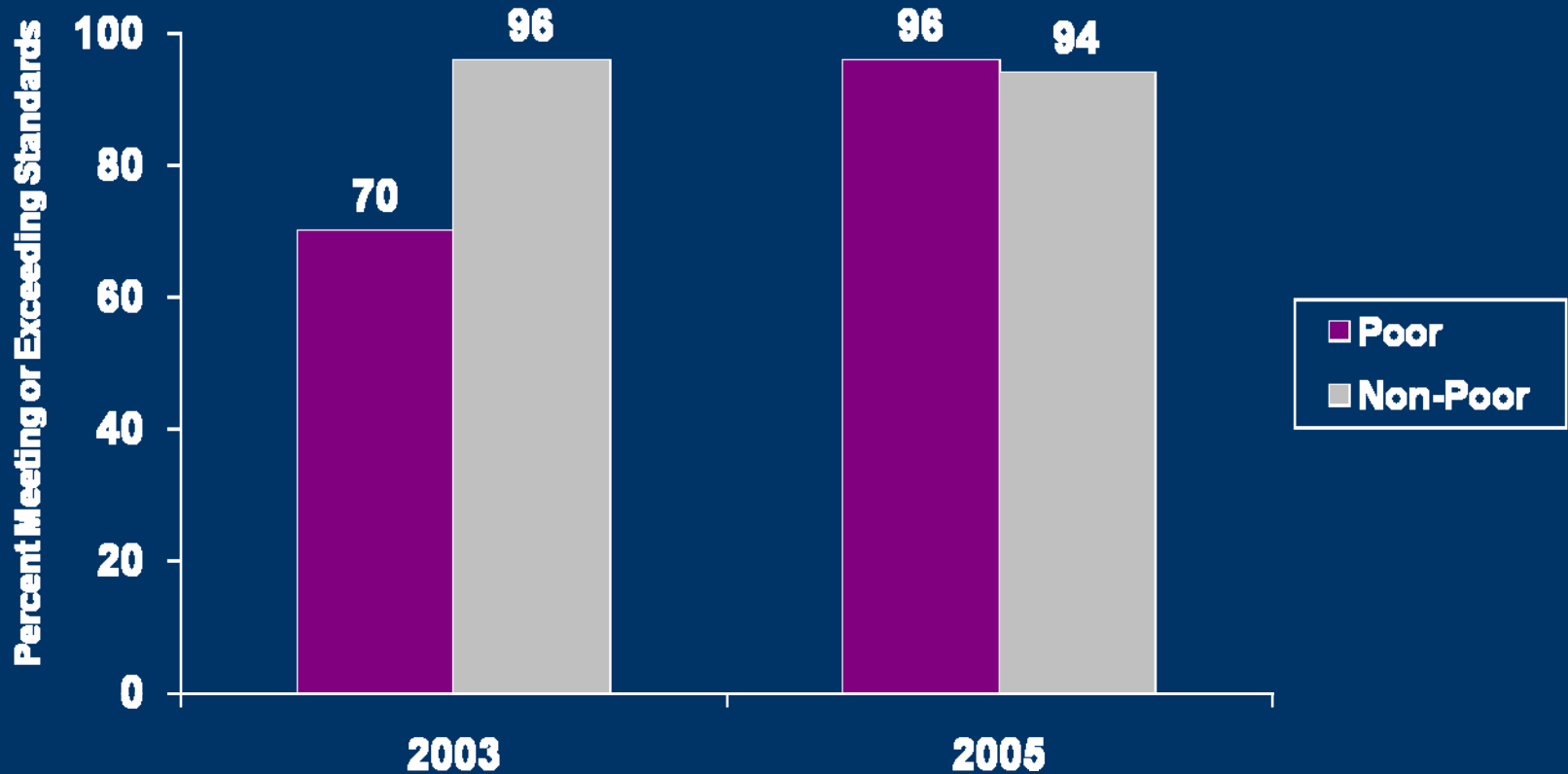


Source: Delaware Department of Education, DSTP Online Reports,  
<http://dstp.doe.k12.de.us/DSTPmart/default.asp>



# Frankford Elementary

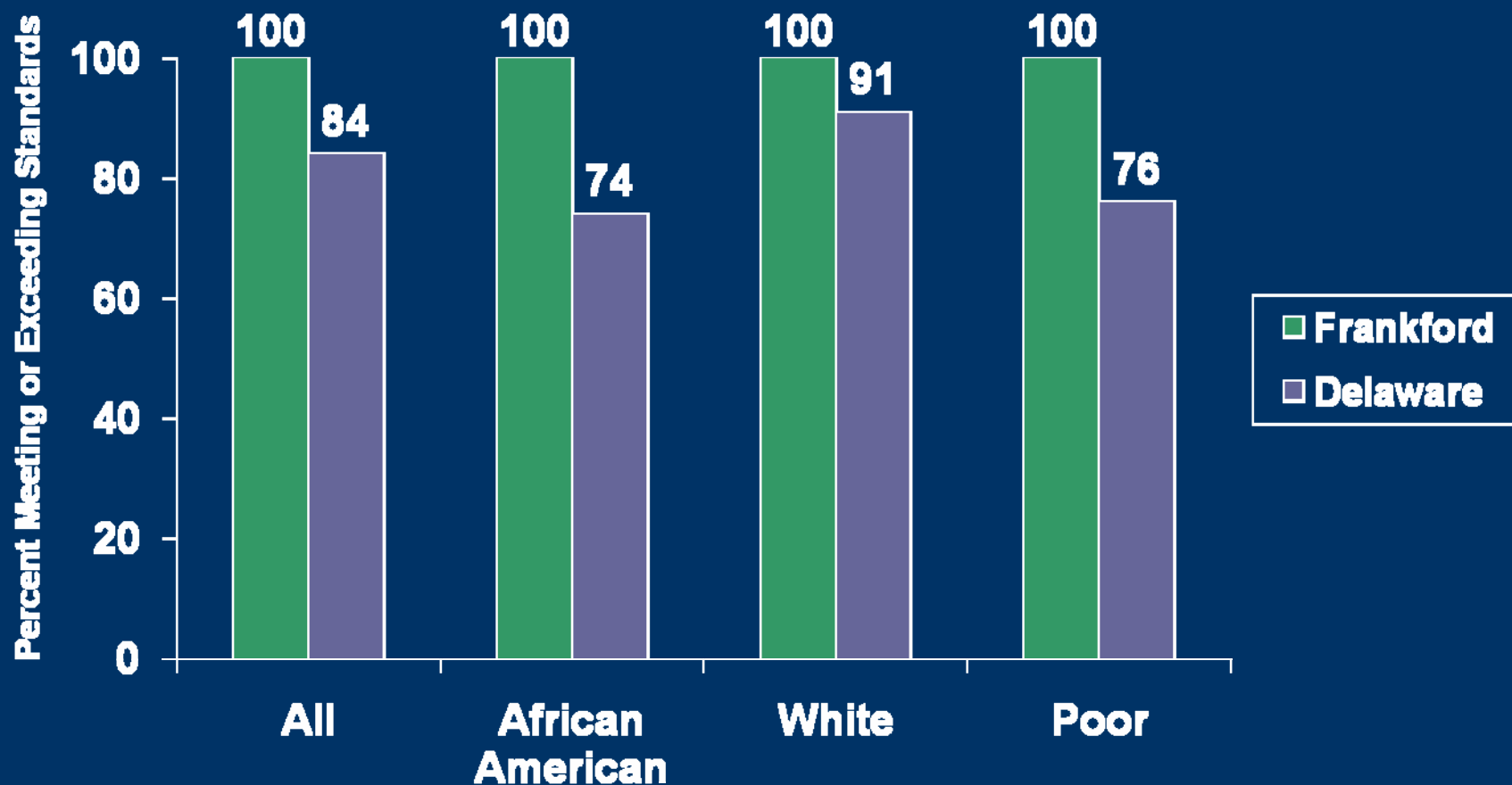
## Closing Gaps, Grade 5 Math



Source: Delaware Department of Education, DSTP Online Reports,  
<http://dstp.doe.k12.de.us/DSTPmart/default.asp>



# Frankford Elementary Higher Proficiency Rates than the State, 2005 Grade 3 Reading

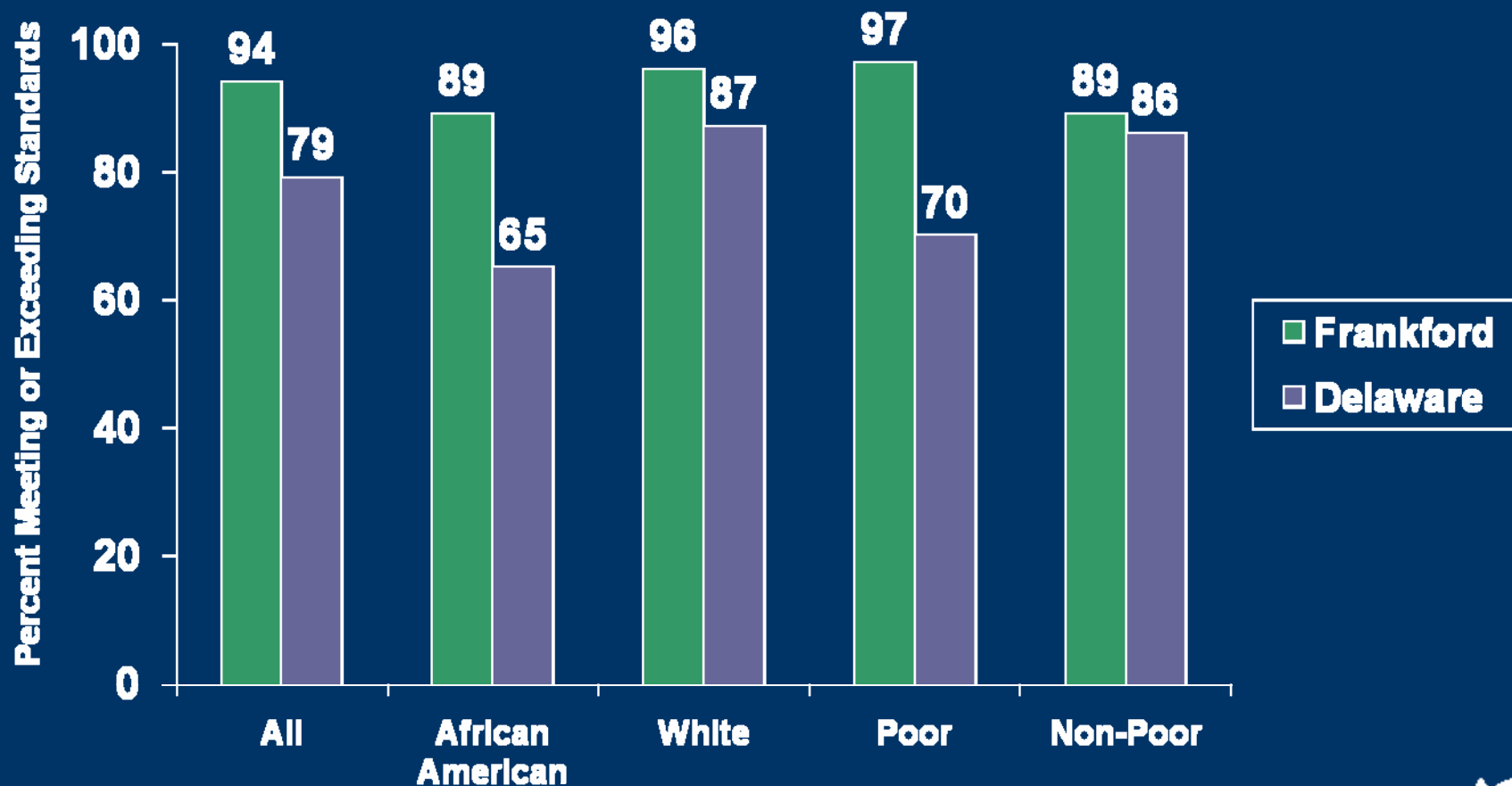


Source: Delaware Department of Education, DSTP Online Reports,  
<http://dstp.doe.k12.de.us/DSTPmart/default.asp>



# Frankford Elementary

## Higher Proficiency Rates than the State, 2005 Grade 3 Math



Source: Delaware Department of Education, DSTP Online Reports,  
<http://dstp.doe.k12.de.us/DSTPmart/default.asp>



# Keith L. Ware Elementary

Fort Riley, KS



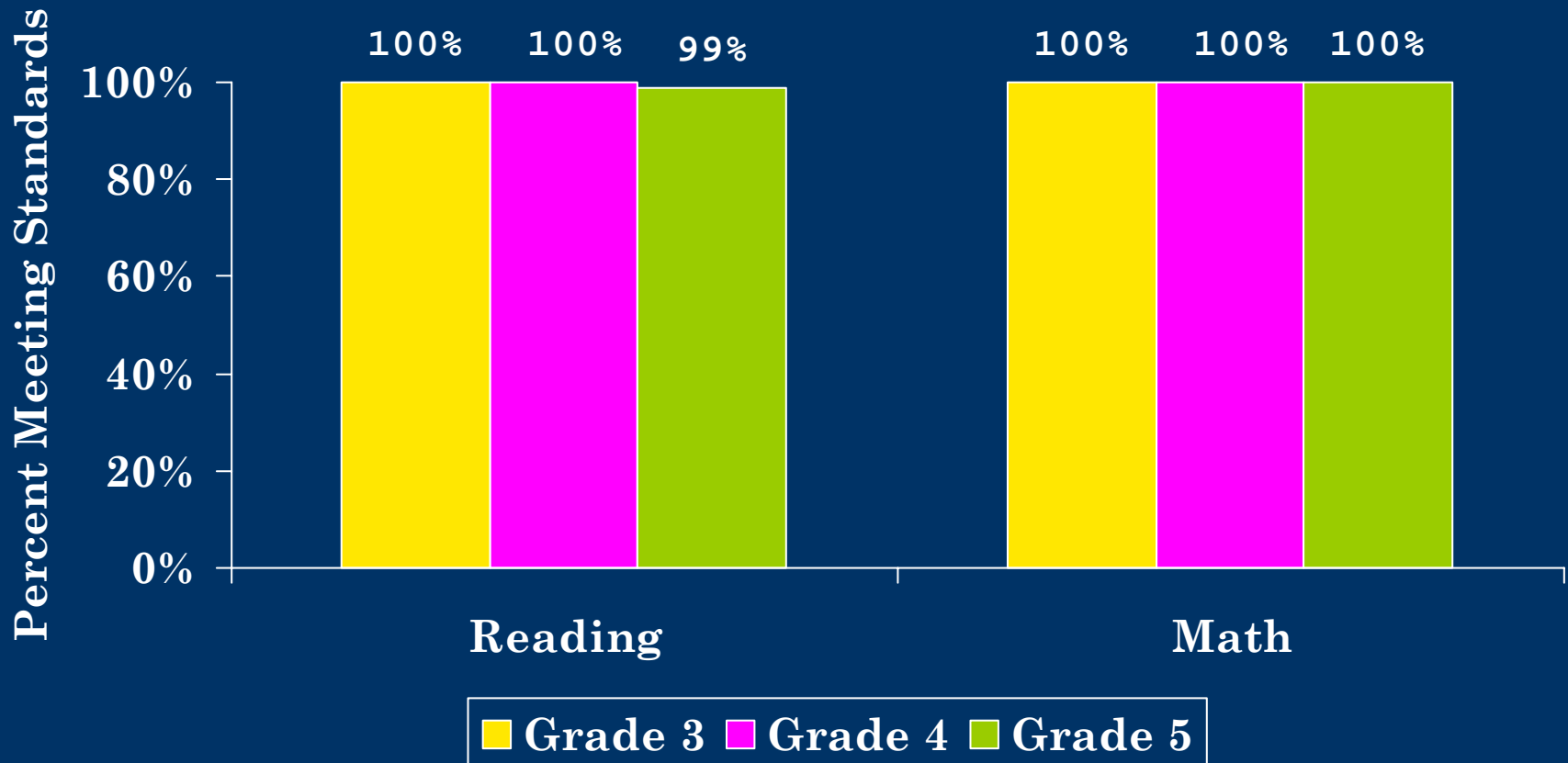
# Keith L. Ware Elementary

Fort Riley, KS

- ▶ 529 students in grades K-5
- ▶ 18% African American
- ▶ 7% Latino
- ▶ 79% Low-Income



# High Achievement for All at Ware Elementary, 2007



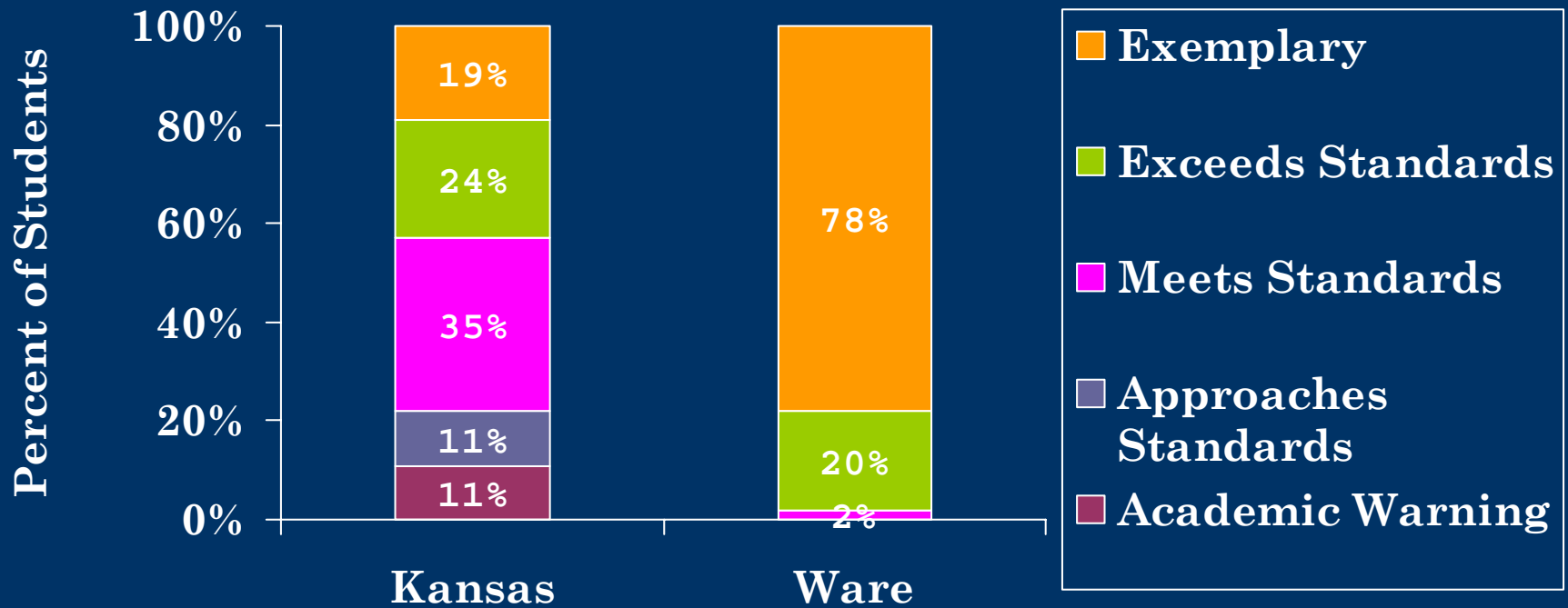
Source: Kansas Department of Education, <http://online.ksde.org/rcard/index.aspx>



# Ware Elementary: Exceeding Standards

## Low-Income Students

### Grade 4 Math (2007)



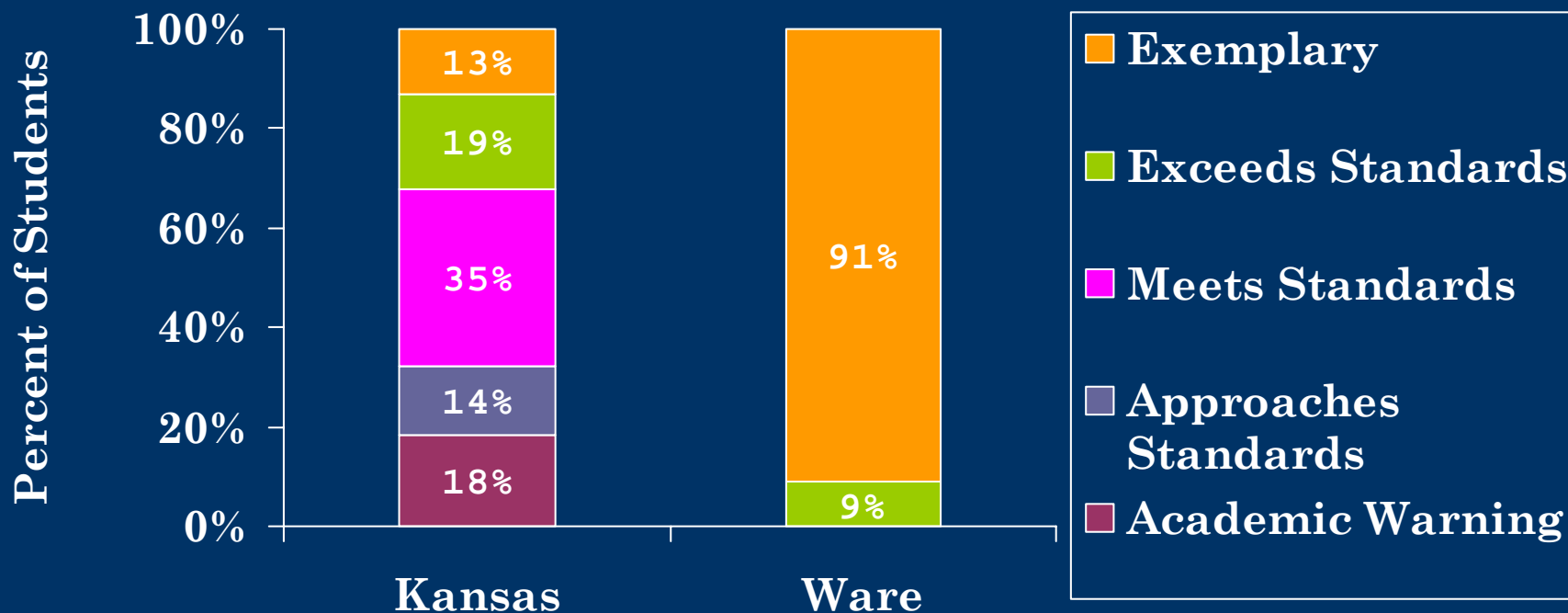
Source: Kansas Department of Education, <http://online.ksde.org/rcard/index.aspx>





# Ware Elementary: Exceeding Standards African-American Students

## Grade 5 Math (2007)



Source: Kansas Department of Education, <http://online.ksde.org/rcard/index.aspx>



# Osmond A. Church School

## New York, New York



# Osmond A. Church School, P.S./M.S. 124 Queens, NY

- ▶ 924 students in grades PK-7\*
- ▶ 40% African American
- ▶ 33% Asian
- ▶ 23% Latino
- ▶ 97% Low-Income

\* In 2005-06

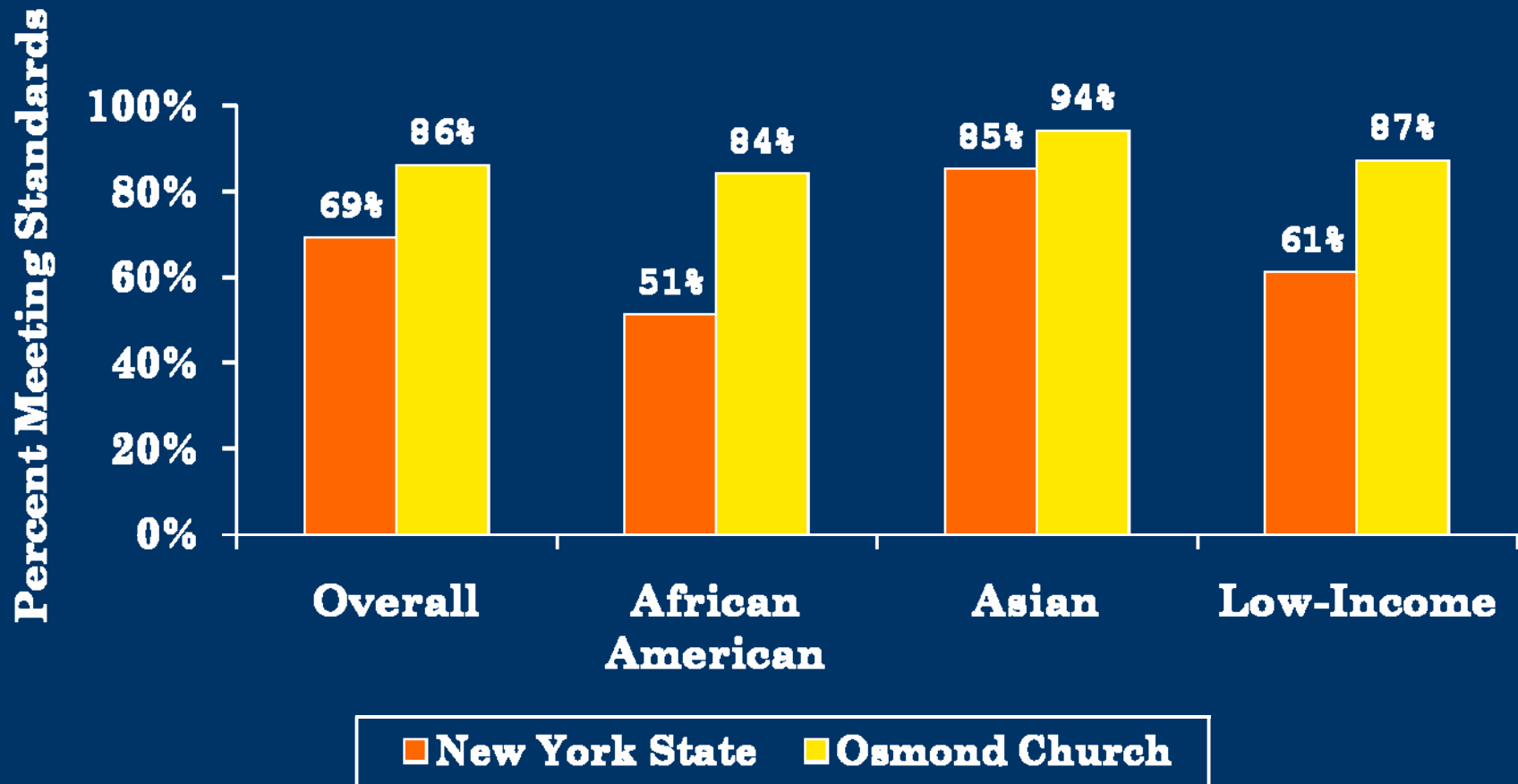
Source: New York Department of Education, <https://www.nystart.gov/publicweb/>



# Osmond A. Church School

## High Achievement for All

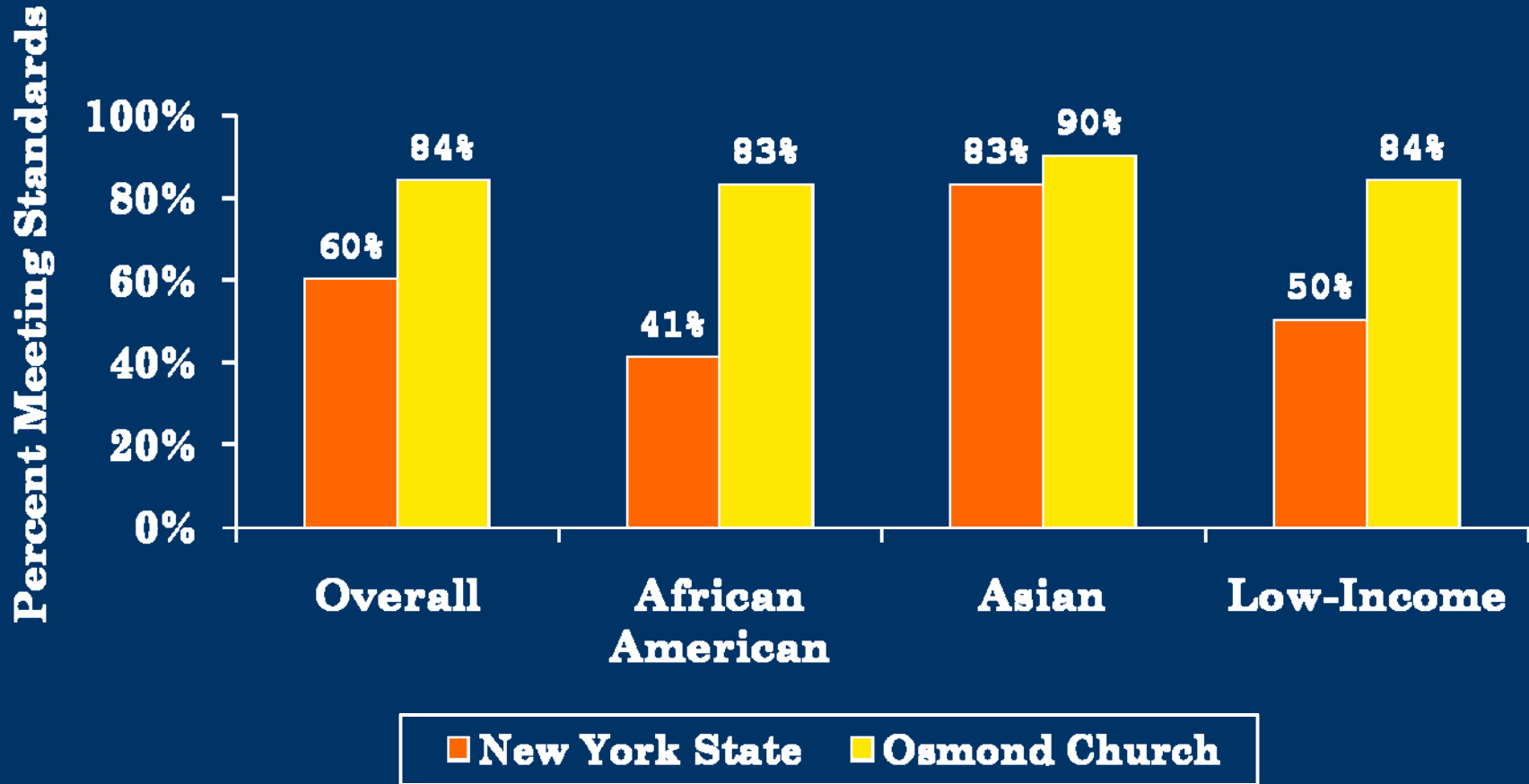
### Grade 3 ELA (2006)



Source: New York Department of Education, <https://www.nystart.gov/publicweb/>



# Osmond A. Church School High Achievement for All Grade 6 Math (2006)



Source: New York Department of Education, <https://www.nystart.gov/publicweb/>



# Elmont Memorial Junior-Senior High School



# Elmont Memorial Junior-Senior High School Elmont, NY

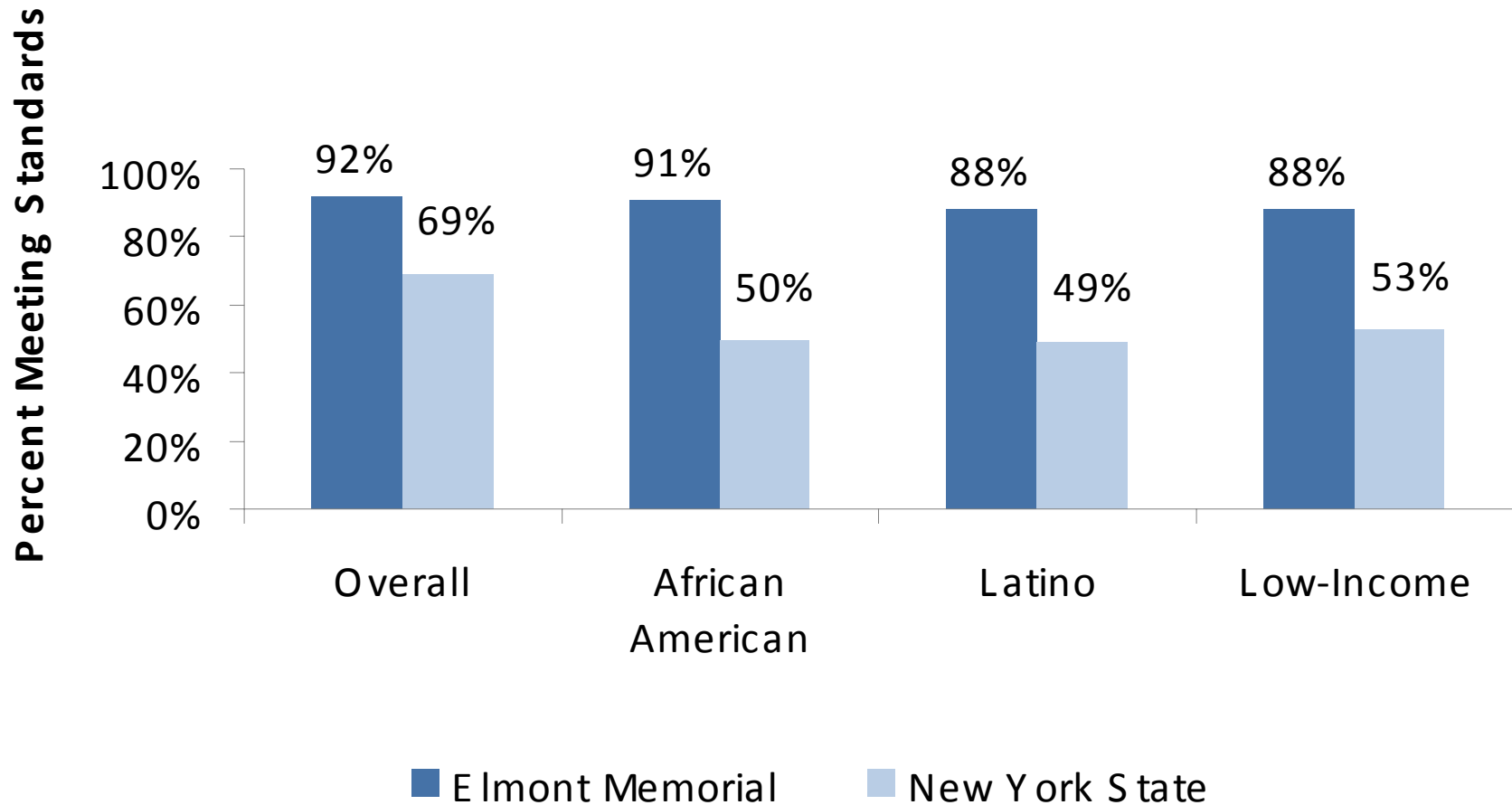
- ▶ 2,012 students in grades 7-12
- ▶ 75% African American
- ▶ 14% Latino
- ▶ 26% Low-Income



2008 by The Education Trust, Inc.

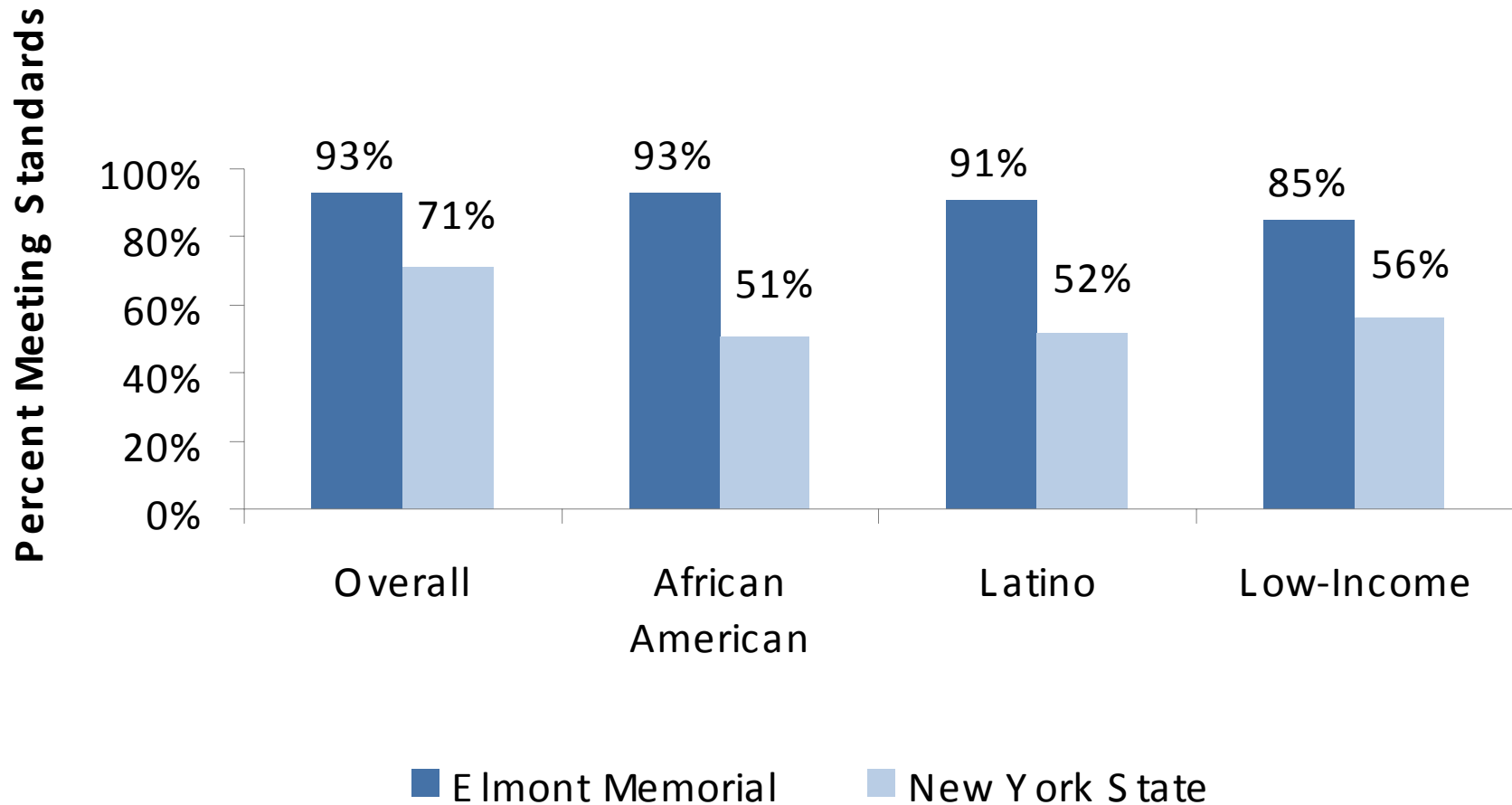


## Elmont: Out-Performing the State Secondary-Level English (2006)

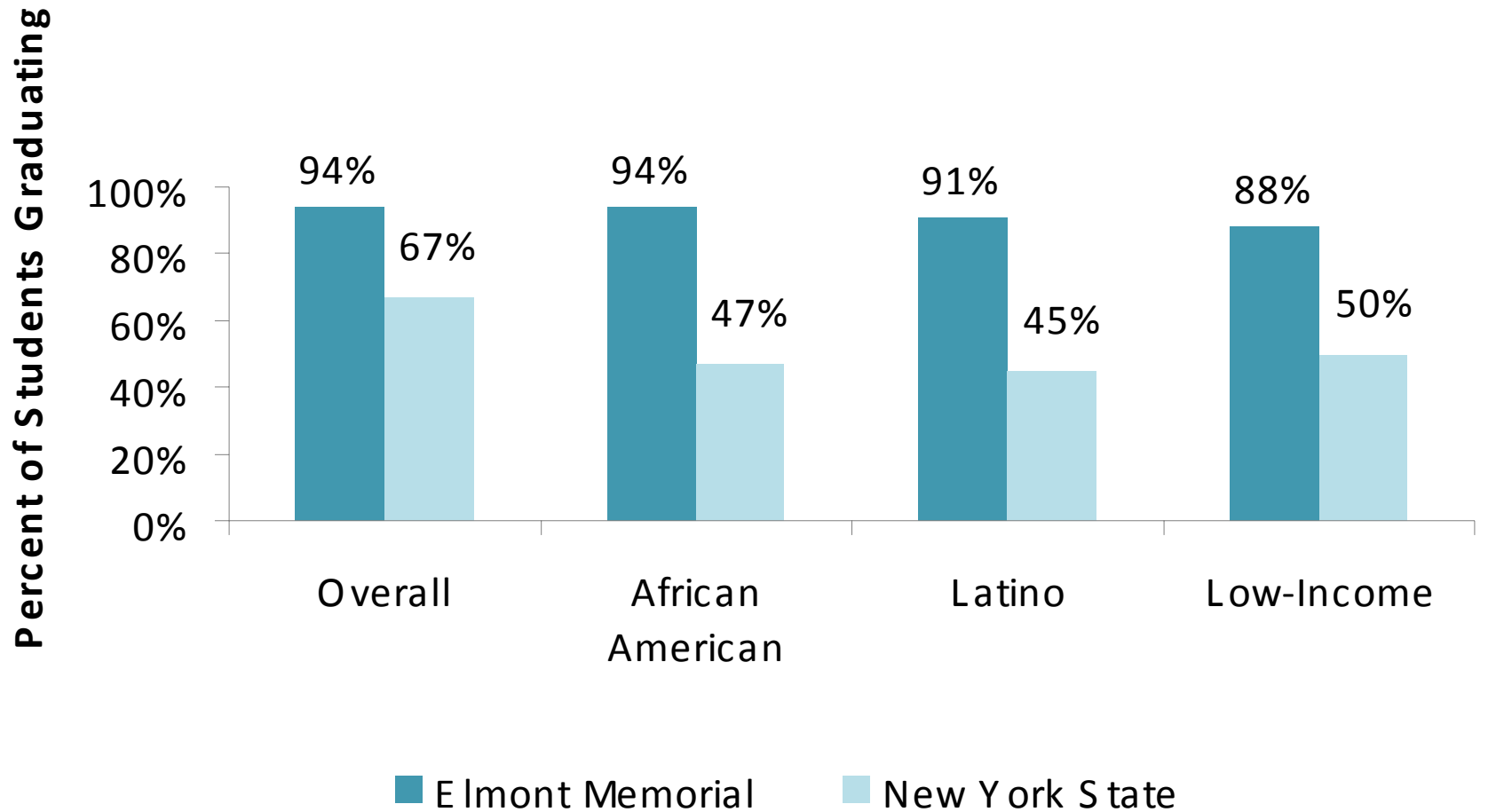




## Elmont: Out-Performing the State Secondary-Level Math (2006)



## Elmont: Graduating More Students Class of 2006



# University Park Campus School



# University Park Campus School Worcester, Massachusetts

- 220 Students in Grades 7-12
- 9% African American
- 18% Asian
- 35% Latino
- 39% White
- 73% Low-Income



# University Park Results: 2004

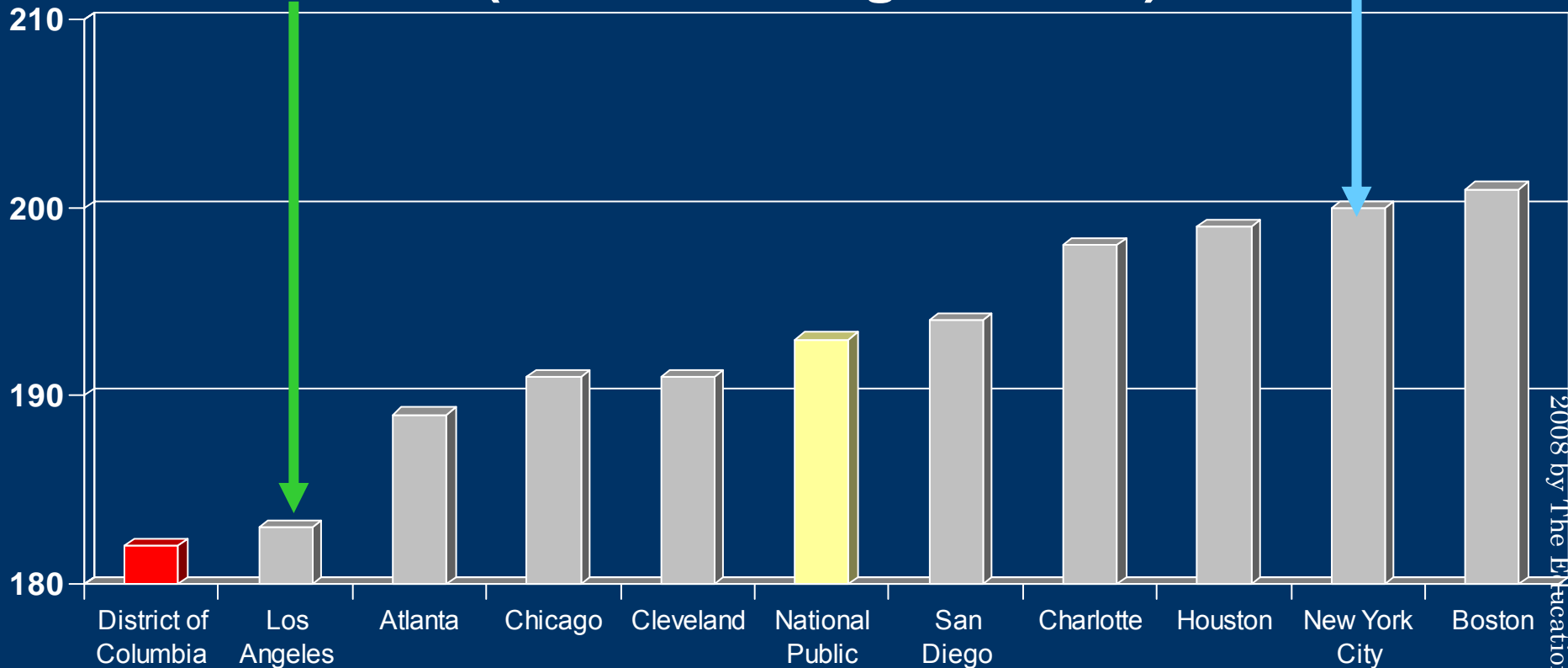
- 100% of 10<sup>th</sup> graders passed MA high school exit exam on first attempt.
- 87% passed at advanced or proficient level.
- Fifth most successful school in the state, surpassing many schools serving wealthy students.



Very big differences at district level, too.



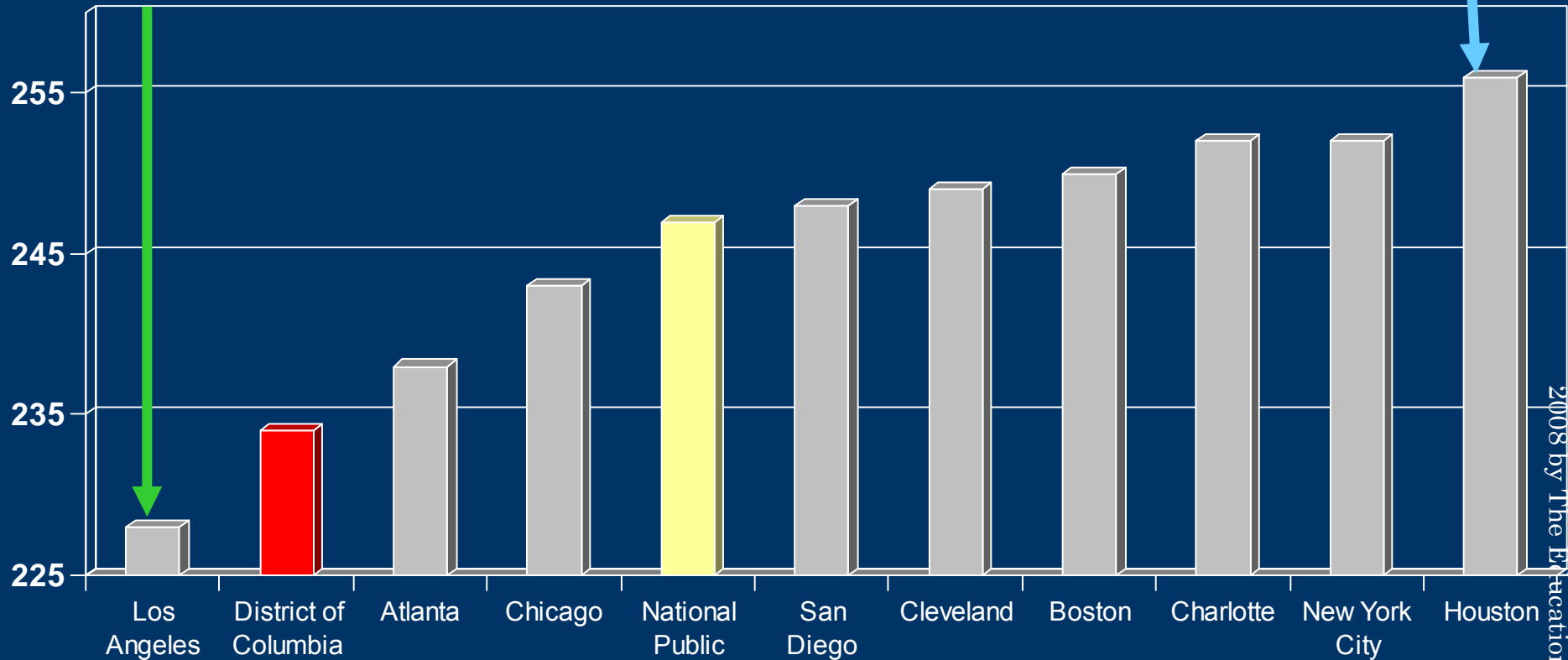
# Low-Income African American Students do Better in Some Districts (NAEP Reading 4th 2003)



**\* There is a 19 point gap between Poor African American 4<sup>th</sup> graders in the District of Columbia and Boston (roughly equivalent to 2 years' worth of learning)**



# Low-Income African American Students do Better in Some Districts (NAEP Math 8th 2003)



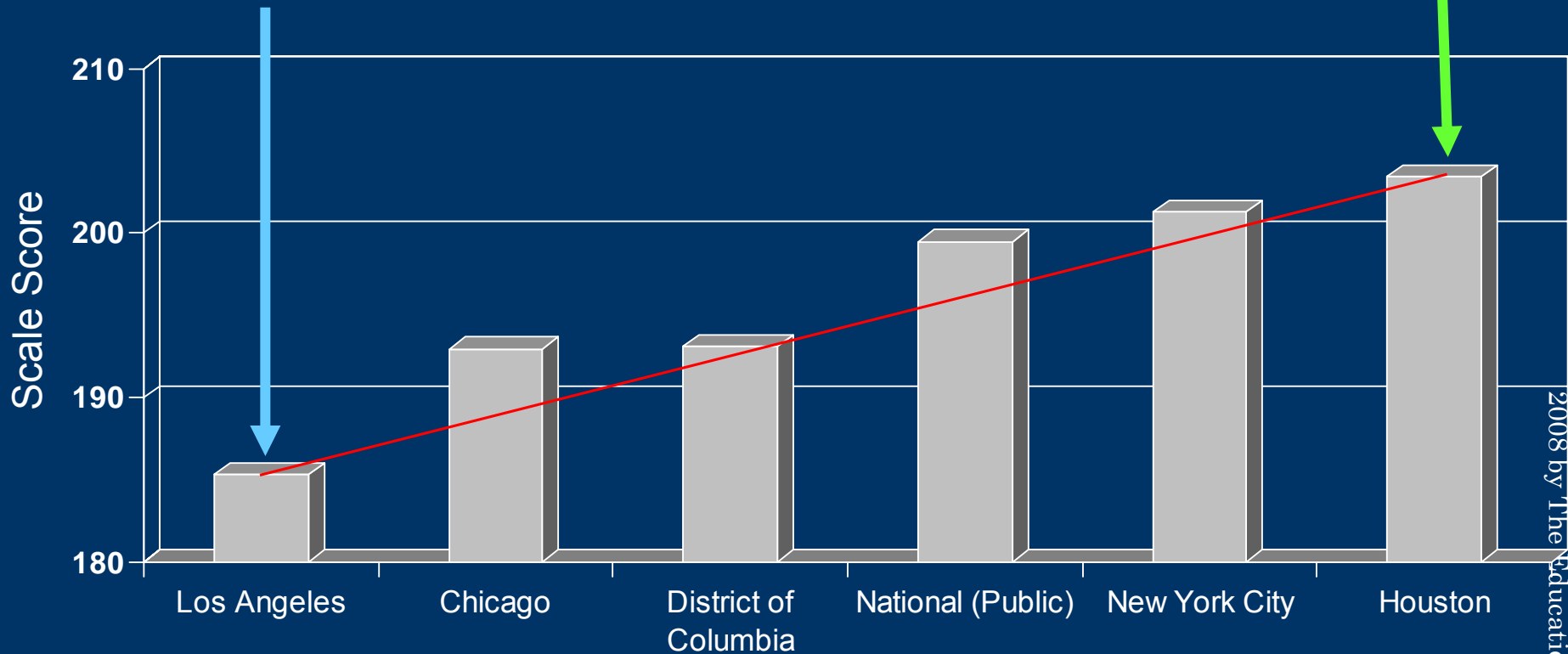
**\* There is a 28 point gap between Poor African American 8<sup>th</sup> graders in Los Angeles and Houston (roughly equivalent to 3 years' worth of learning)**

2008 by The Education Trust, Inc.





## Latino Students do Better in Some Districts (NAEP Reading 4th 2002, 6 Urban Districts)



**\* There is an 18 point gap between Los Angeles and Houston (equivalent to almost 2 years worth of learning)**



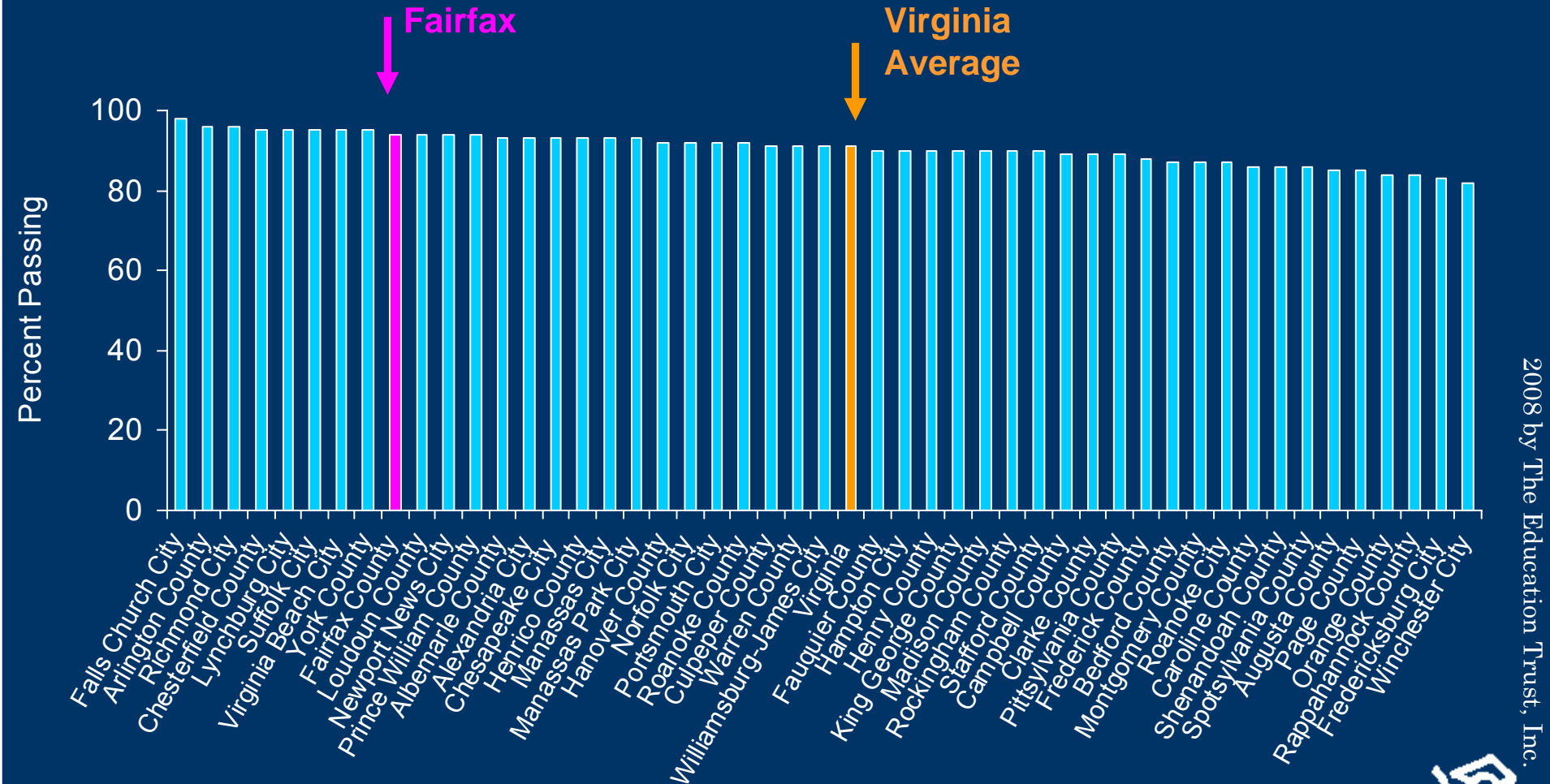
And it's not just urbans.

Take Fairfax, VA for example.



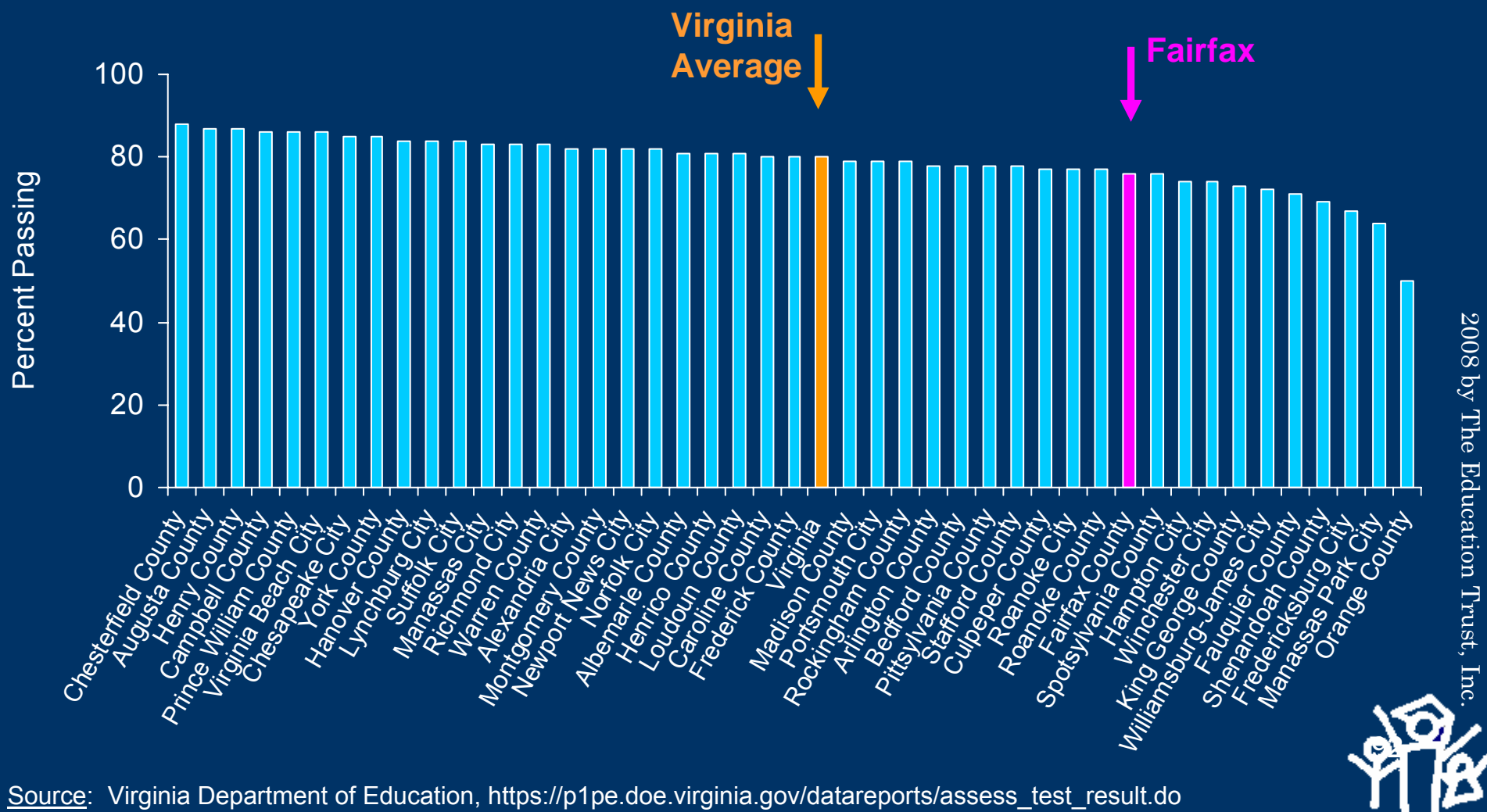
# 2007 SOL Grade 4 Reading

## Percent Passing by Virginia District, White Students



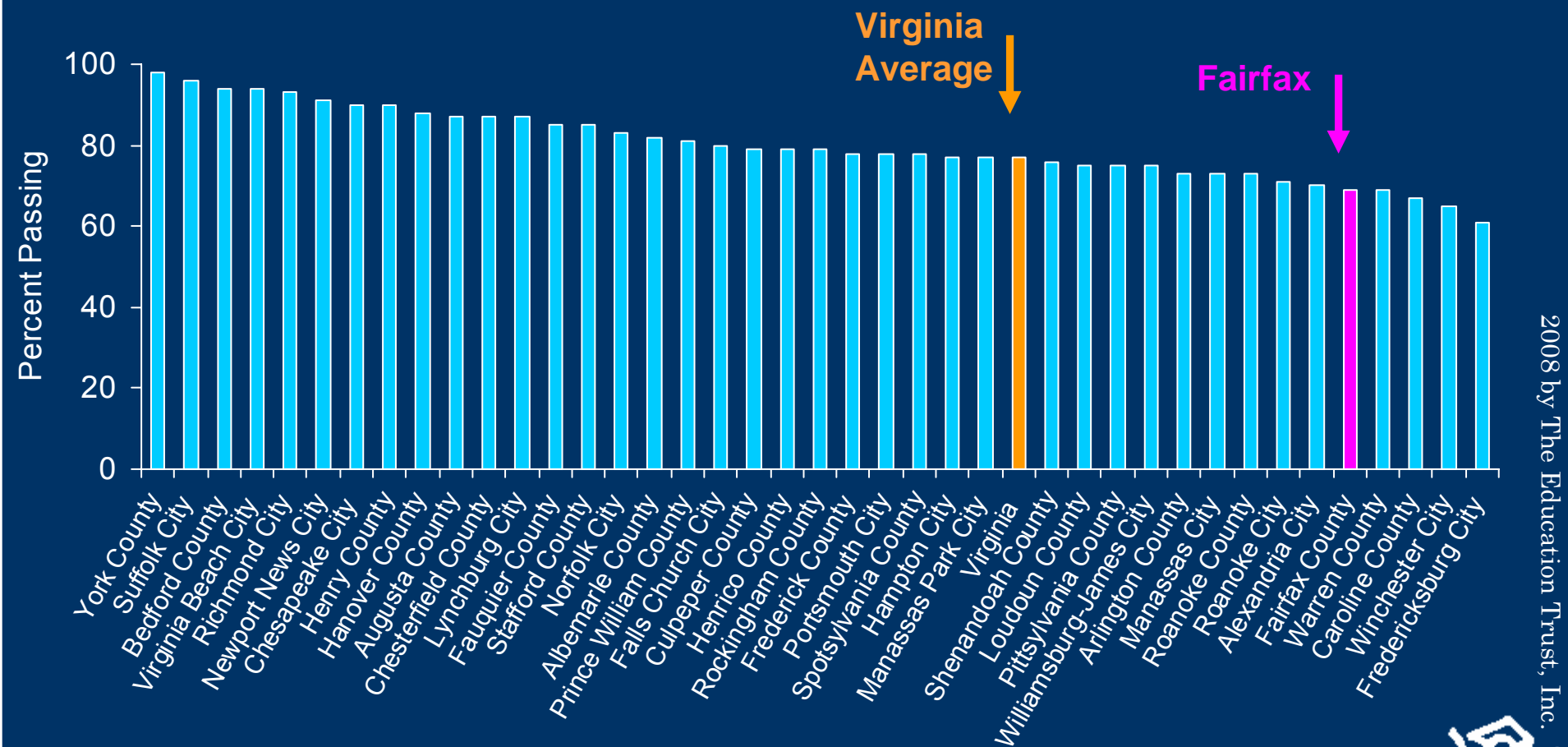
# 2007 SOL Grade 4 Reading

Percent Passing by Virginia District, African American Students



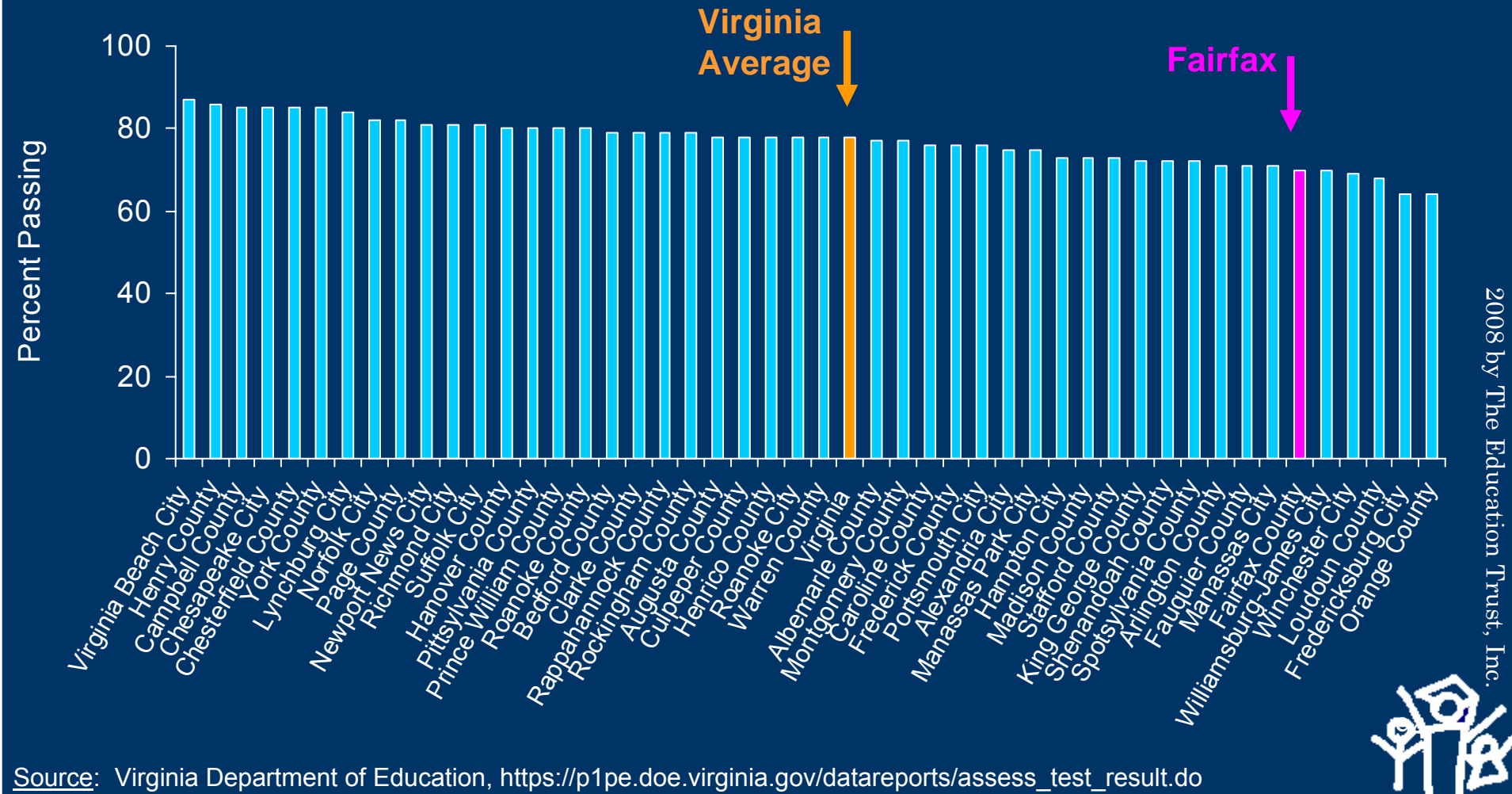
# 2007 SOL Grade 4 Reading

## Percent Passing by Virginia District, Latino Students



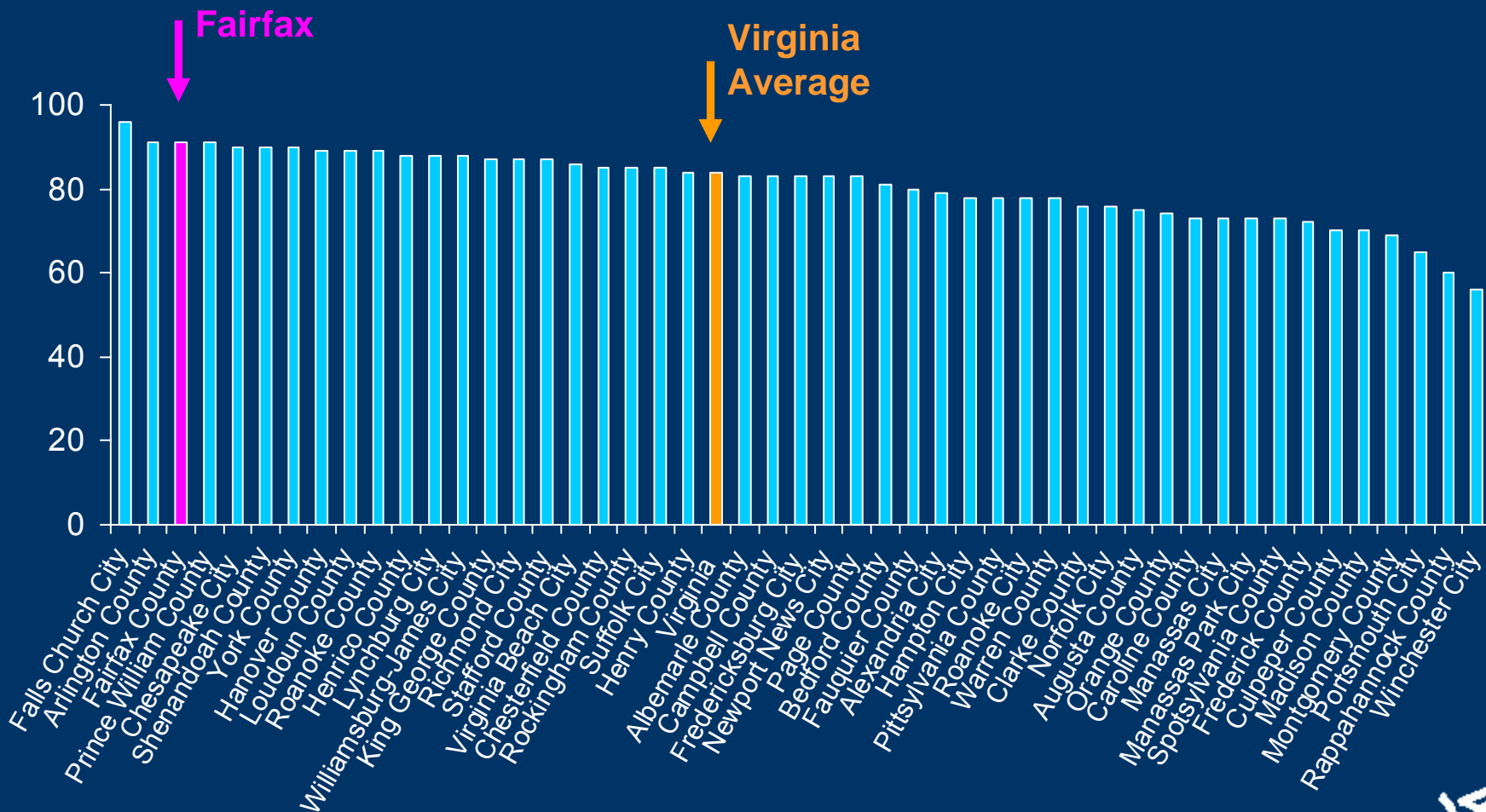
# 2007 SOL Grade 4 Reading

## Percent Passing by Virginia District, Low Income Students



# 2007 SOL Grade 8 Math

Percent Passing by Virginia District, White Students

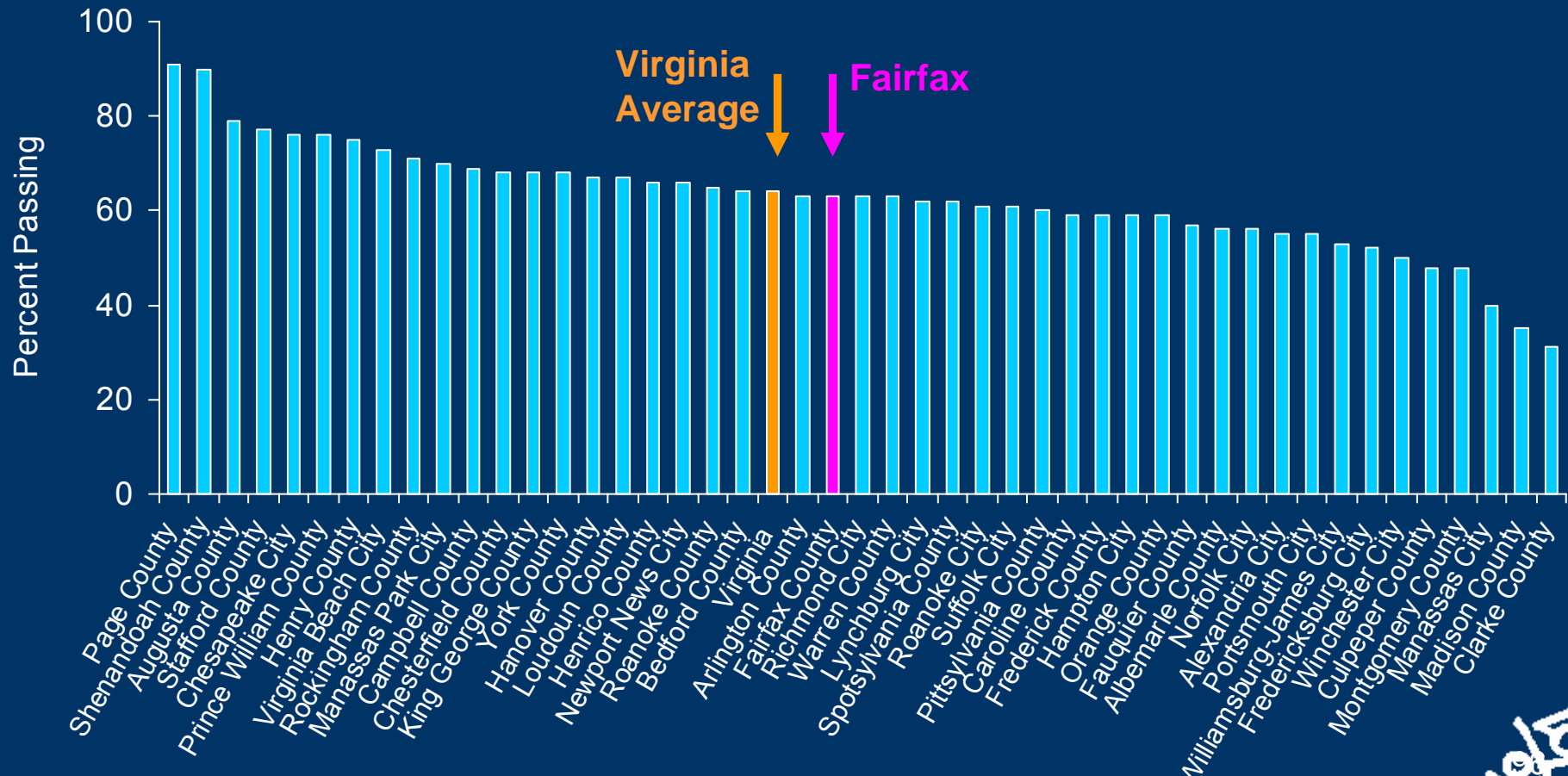


2008 by The Education Trust, Inc.



# 2007 SOL Grade 8 Math

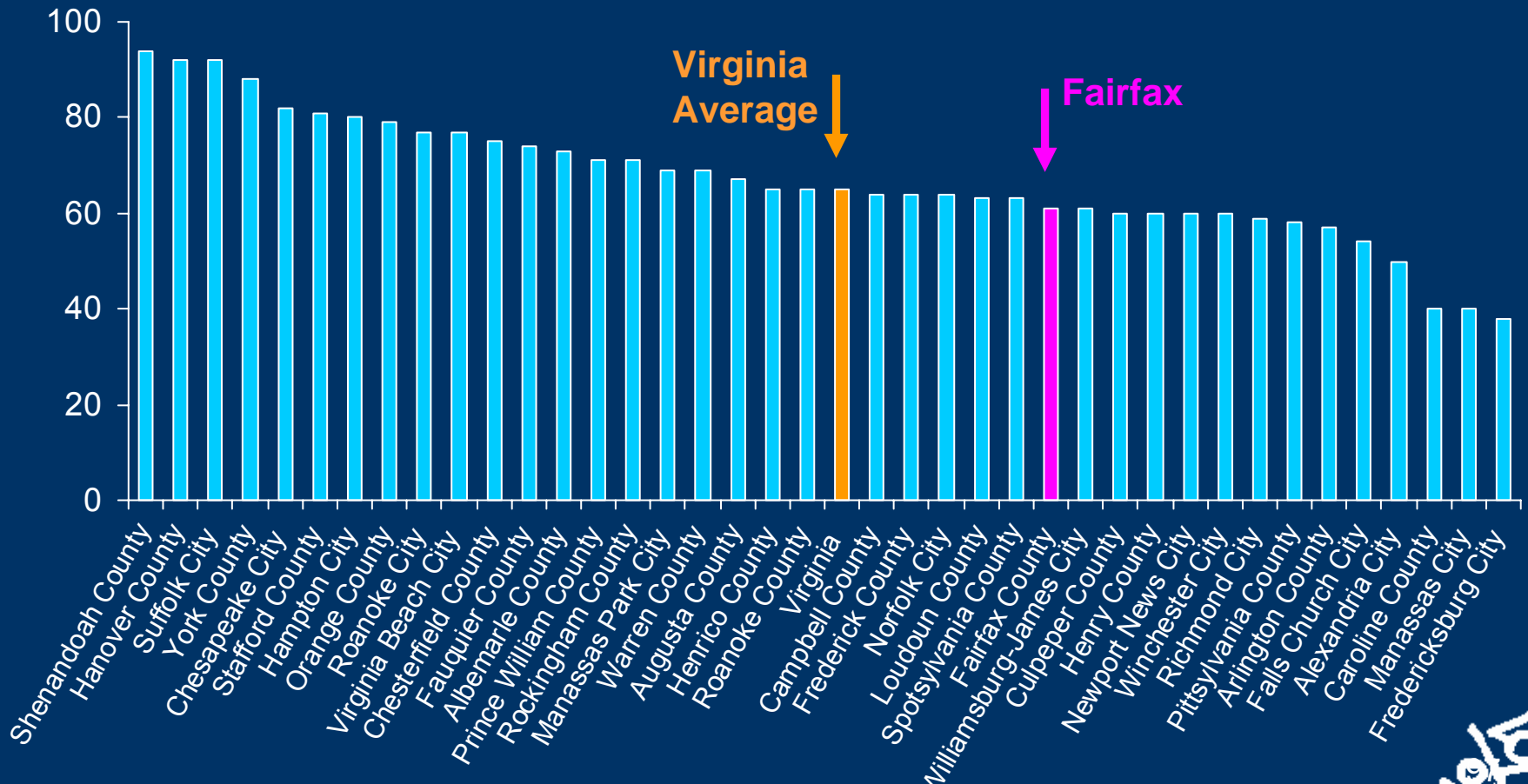
Percent Passing by Virginia District, African American Students





# 2007 SOL Grade 8 Math

## Percent Passing by Virginia District, Latino Students



**Bottom Line:  
At Every Level of Education, What We Do  
Matters!**



# What Do We Know About How To Accelerate Success?

What do leaders in the high  
performers do?



#1. They focus on what they *can* do, rather than what they *can't*.



Some schools and districts get all caught  
up in “correlations”.



## Spend endless time tracking:

- Percent of babies born at low-birthweight;
- Percent of children born to single moms;
- Percent of children in families receiving government assistance;
- Education levels of mothers; and...



The leaders in high-performing high poverty schools and districts don't do that.

They focus on what they can do,  
not on what they can't.



“ Some of our children live in pretty dire circumstances. But we can’t dwell on that, because we can’t change it. So when we come here, we have to dwell on that which is going to move our kids.”

Barbara Adderly, Principal,  
M. Hall Stanton Elementary, Philadelphia





#2. They don't leave anything about teaching  
and learning to chance.



An awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.



**“No,” say state education leaders.  
“They’re supposed to teach to standards!”**

**But when is the last time they  
looked at a standard?**



# Sample Language Arts Standard: Grade 9

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”



# Sample Language Arts Standard: Grade 10

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”



# Sample Language Arts Standard: Grade 11

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”



# Sample Language Arts Standard: Grade 12

“The student will develop and apply expansive knowledge of words and word meanings to communicate.”



## Sample History Standard

**“Students understand how science, technology and economic activity have developed, changed and affected societies throughout history.”**



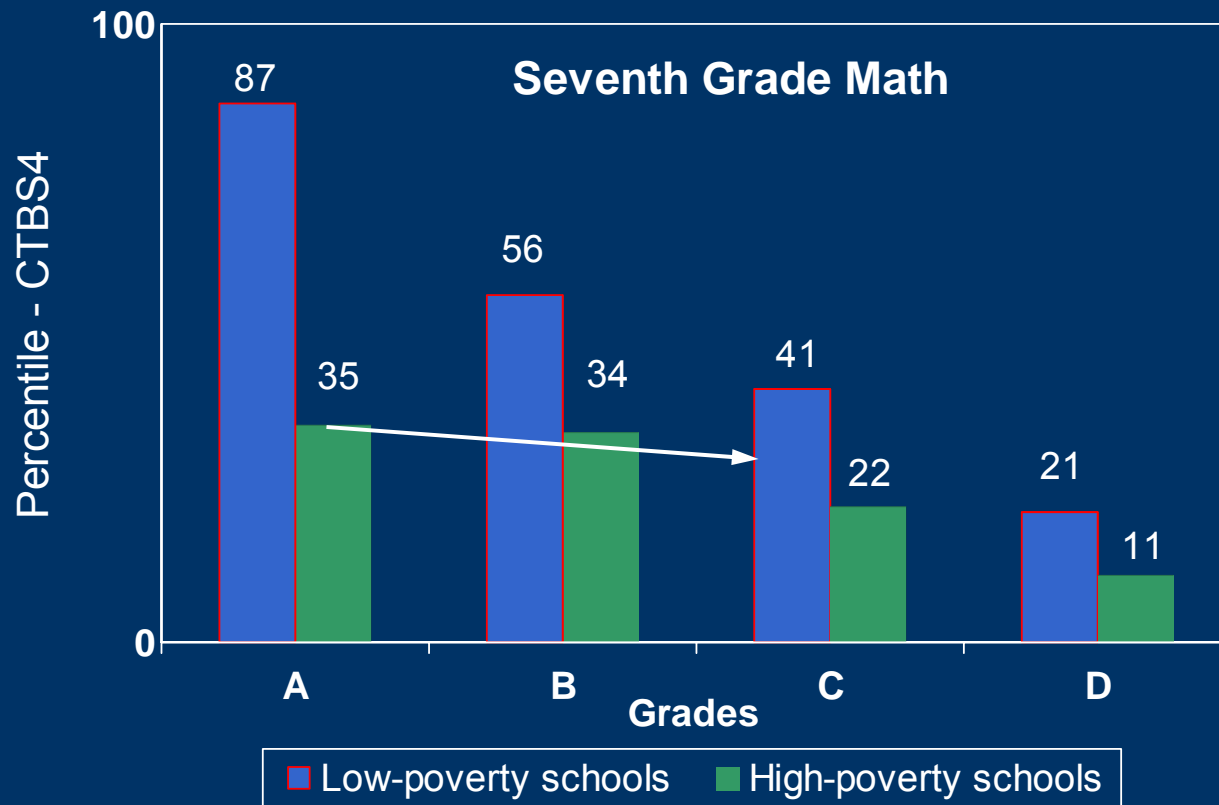


# When you leave teachers with that little guidance?

- We ask too little of most of our students;
- What we ask of students differs from classroom to classroom...



# 'A' Work in Poor Schools Would Earn 'Cs' in Affluent Schools



**Source:** Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



Students can do  
no better than  
the assignments  
they are given...



## Grade 10 Writing Assignment

A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.



# Grade 10 Writing Assignment

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society.

Illustrate your work with a neat cover page. Neatness counts.



# **The Odyssey**

# **Ninth Grade**

## **High-level Assignment**

### **Comparison/Contrast Paper Between Homer's Epic Poem, *The Odyssey* and the Movie "O Brother Where Art Thou"**

**By nature, humans compare and contrast all elements of their world. Why? Because in the juxtaposition of two different things, one can learn more about each individual thing as well as something about the universal nature of the things being compared.**

**For this 2-3 page paper you will want to ask yourself the following questions: what larger ideas do you see working in *The Odyssey* and "O Brother Where Art Thou"? Do both works treat these issues in the same way? What do the similarities and differences between the works reveal about the underlying nature of the larger idea?**



# The Odyssey

# Ninth Grade

## Low-level Assignment

**Divide class into 3 groups:**

**Group 1 designs a brochure titled "Odyssey Cruises". The students *listen* to the story and write down all the places Odysseus visited in his adventures, and list the cost to travel from place to place.**

**Group 2 draws pictures of each adventure.**

**Group 3 takes the names of the characters in the story and gods and goddesses in the story and designs a crossword puzzle.**



# High Performing Schools and Districts

- Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it;
- Provide teachers with common curriculum, assignments;
- Have regular vehicle to assure quality assignments and common marking standards;
- Assess students every 4-8 weeks to measure progress;
- **ACT immediately on the results of those assessments.**





#3. They set their goals high.

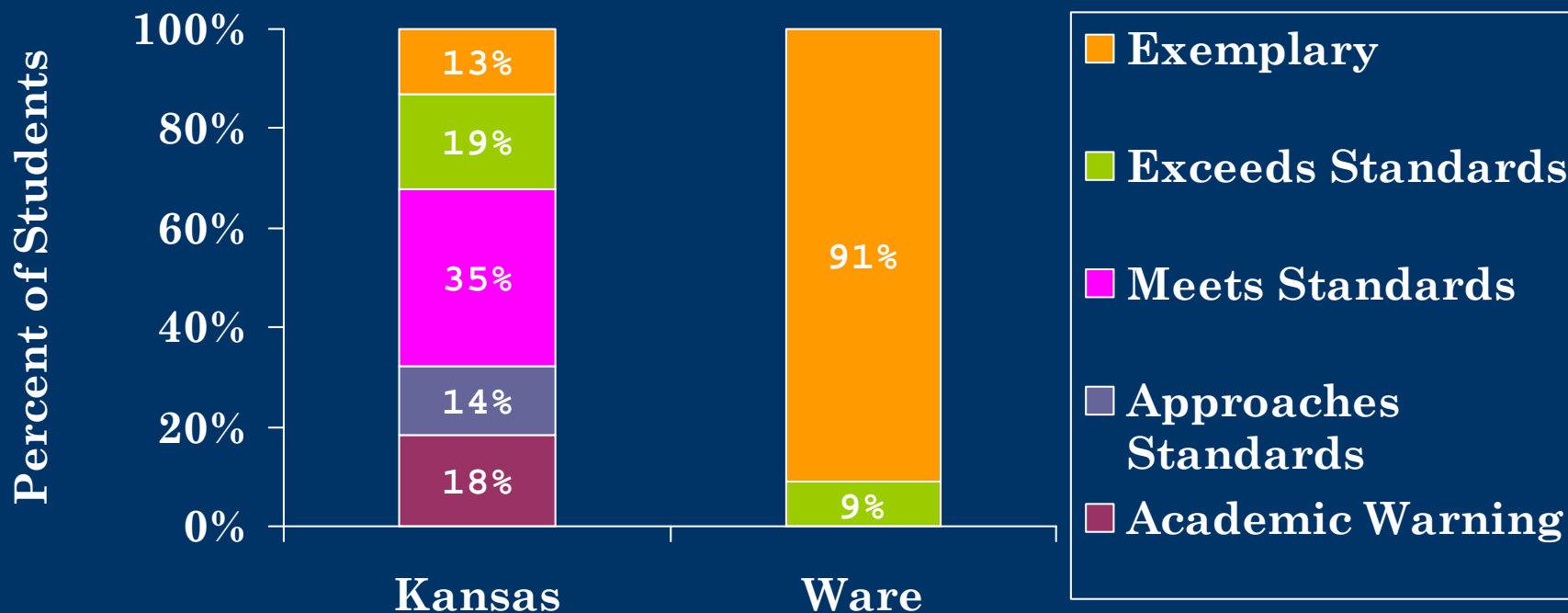


# Elementary Version...



# Ware Elementary: Exceeding Standards African-American Students

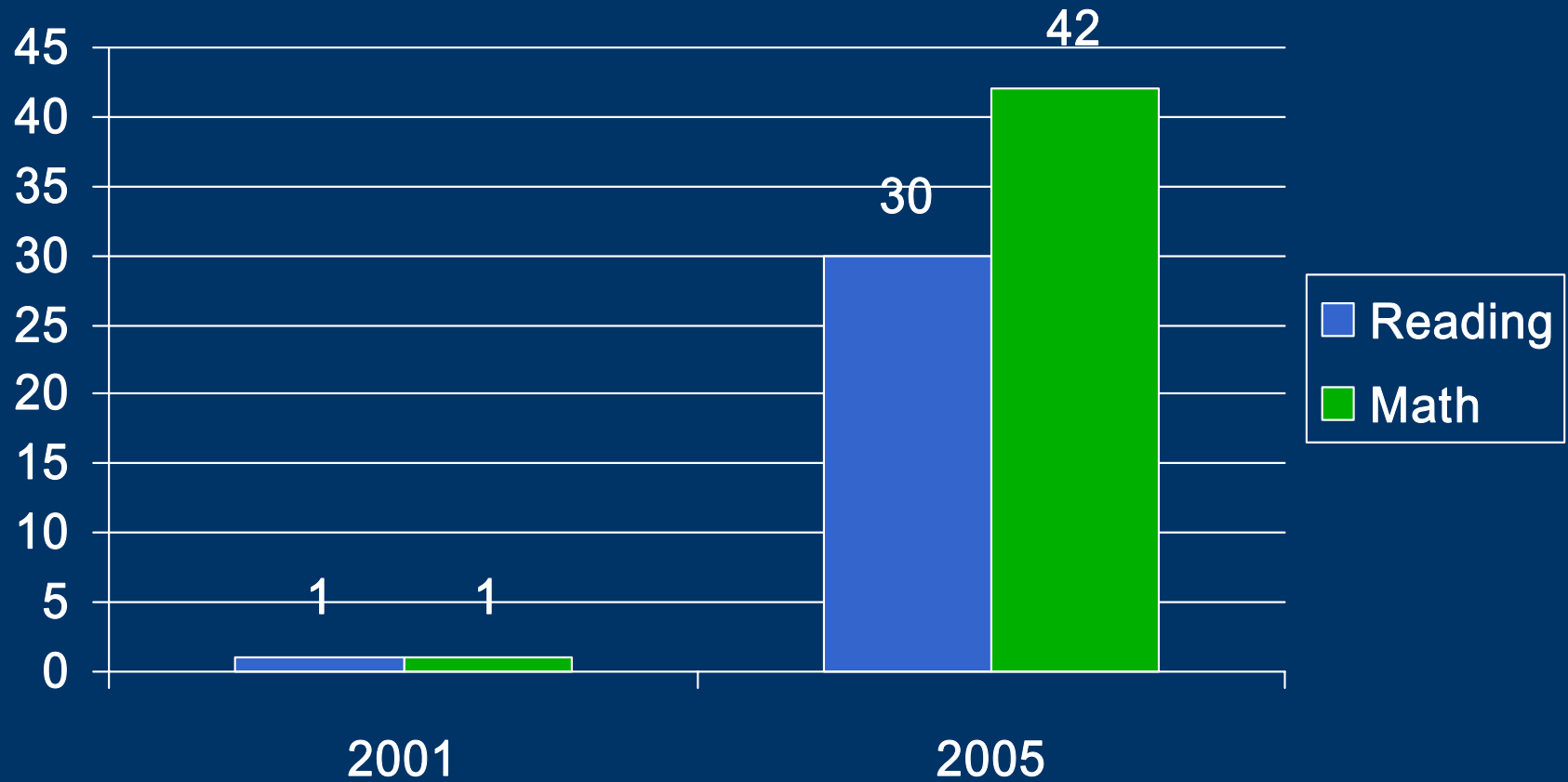
## Grade 5 Math (2007)



Source: Kansas Department of Education, <http://online.ksde.org/rcard/index.aspx>



# M. Hall Stanton Elementary: Percent of 5<sup>th</sup> Graders ADVANCED



# High School Version...



Even when they start with high drop out rates,  
high impact high schools focus on preparing all  
kids for college and careers

Education Trust 2005 study, “Gaining Traction, Gaining  
Ground.”



Even if you have your doubts, **NEW STUDY**  
**FROM ACT:**  
College ready, workforce training ready=same  
thing



#4. Higher performing secondary schools put all kids—not just some—in a demanding high school core curriculum.





Single biggest predictor post-high school  
success is QUALITY AND INTENSITY OF HIGH  
SCHOOL CURRICULUM

Cliff Adelman, *Answers in the Tool Box*, U.S. Department of  
Education.



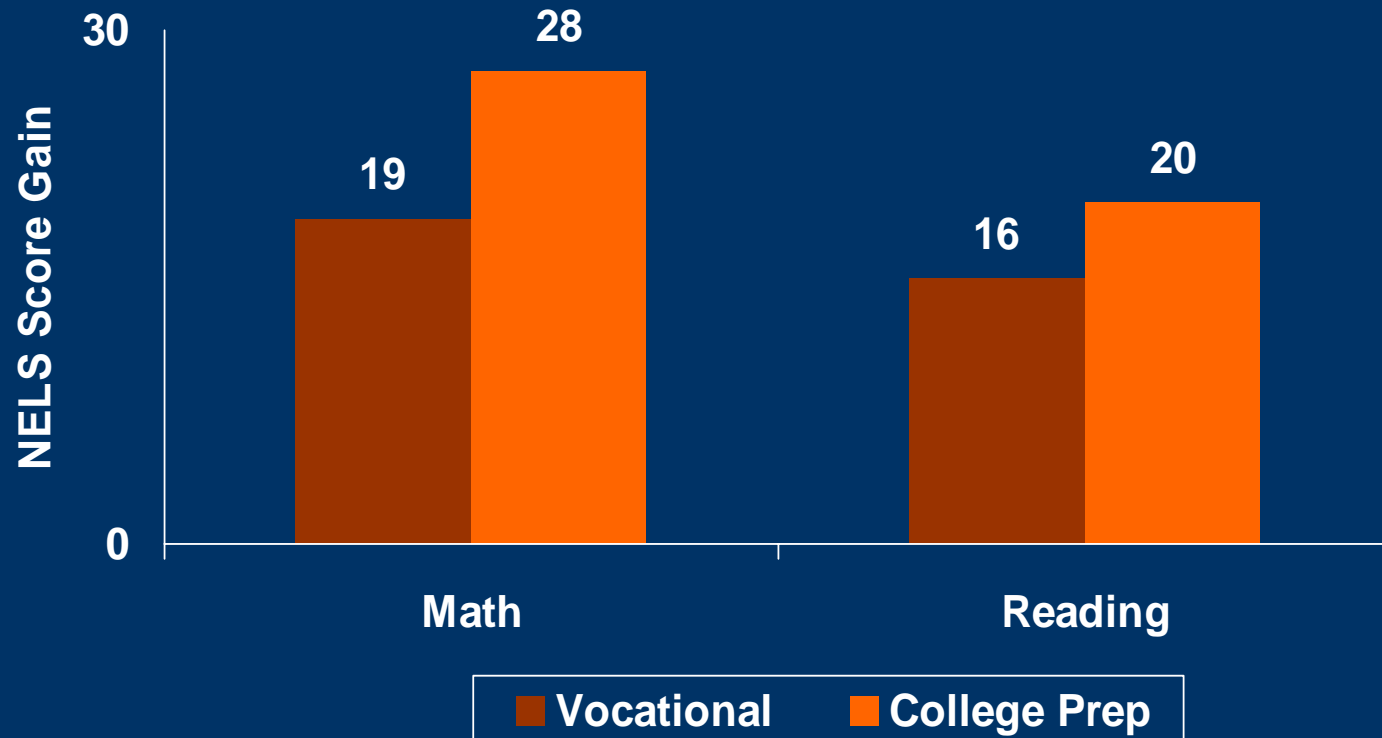
College prep curriculum has benefits far  
beyond college.



Students of all sorts will learn more...



# Low Quartile Students Gain More From College Prep Courses\*



**\*Grade 8-grade 12 test score gains based on 8th grade achievement.**

**Source:** USDOE, NCES, *Vocational Education in the United States: Toward the Year 2000*, in *Issue Brief: Students Who Prepare for College and Vocation*

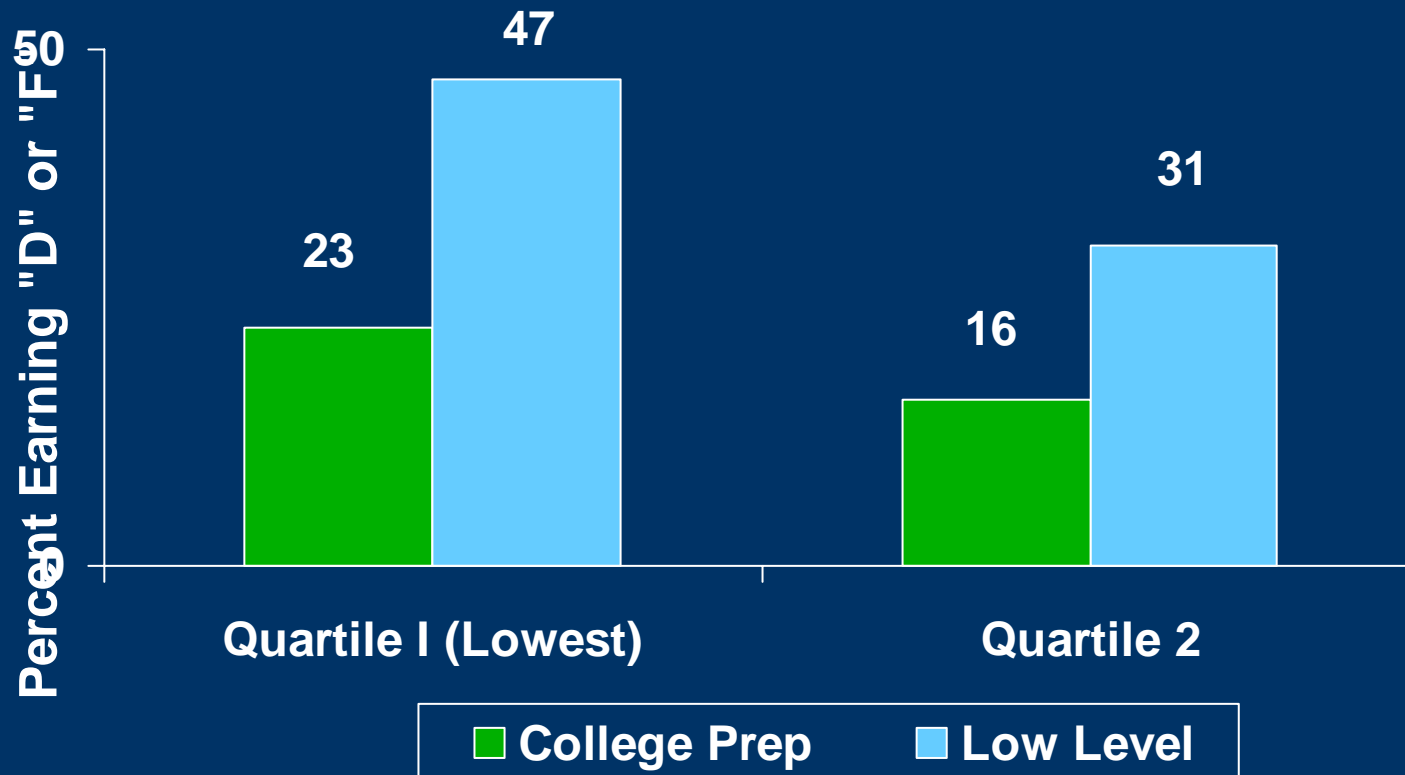


They will also fail less often...



# Challenging Curriculum Results in Lower Failure Rates, Even for Lowest Achievers

**Ninth-grade English performance, by high/low level course, and eighth-grade reading achievement quartiles**



**Source:** SREB, "Middle Grades to High School: Mending a Weak Link". Unpublished Draft, 2002.



And they'll be better prepared for the  
workplace.



Leading states, districts making FULL  
college prep the default curriculum.





#5. Principals are hugely important, ever  
present, but  
NOT  
the only leaders in the school



# Elmont Memorial Junior-Senior High School



## High performing schools...

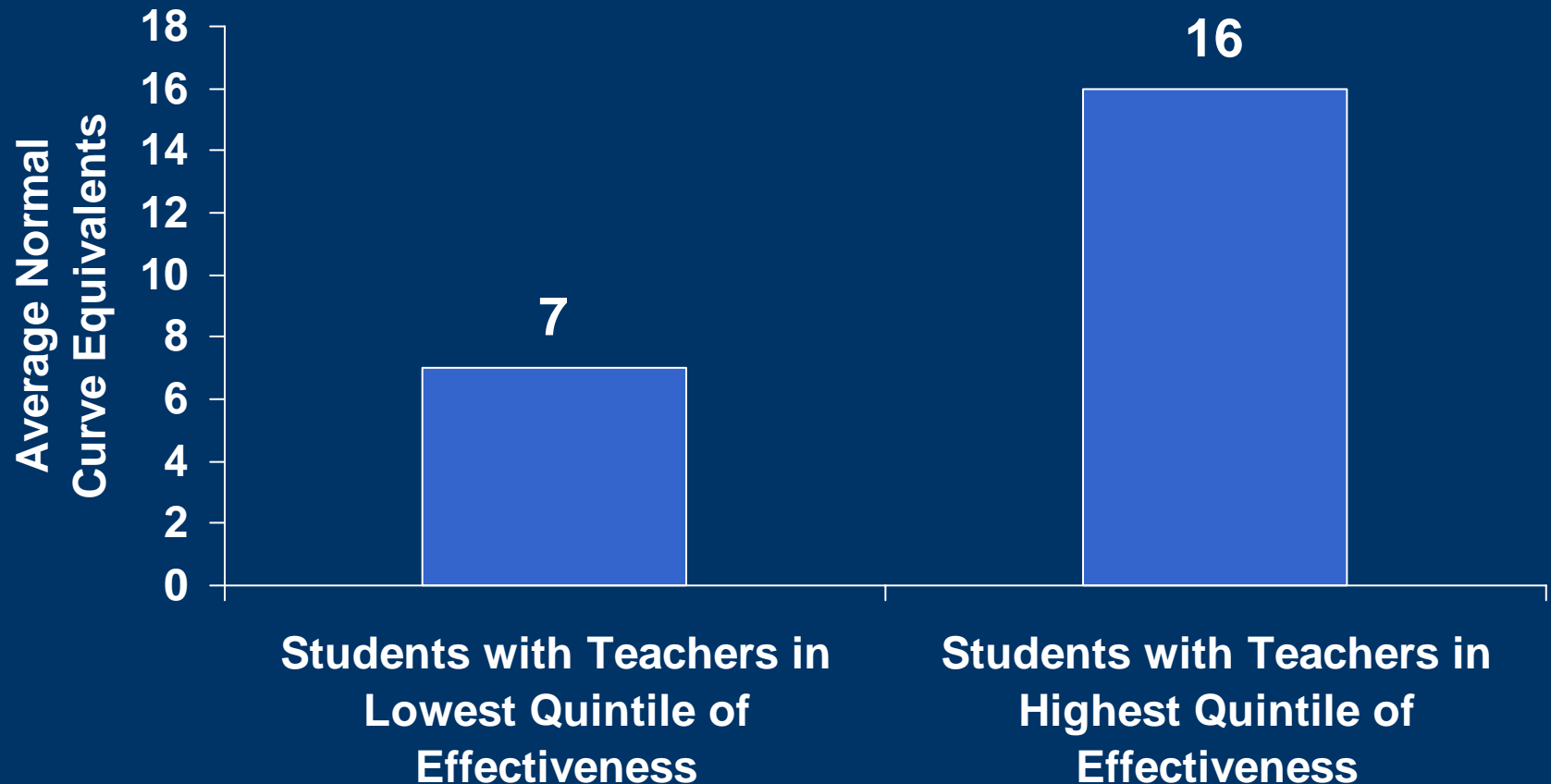
- Teachers regularly observe other teachers;
- Teachers have time to plan and work collaboratively;
- New teachers get generous and careful support and acculturation;
- Teachers take on many other leadership tasks at the school



#6. In good schools, leaders know how much teachers matter, and they act on that knowledge.



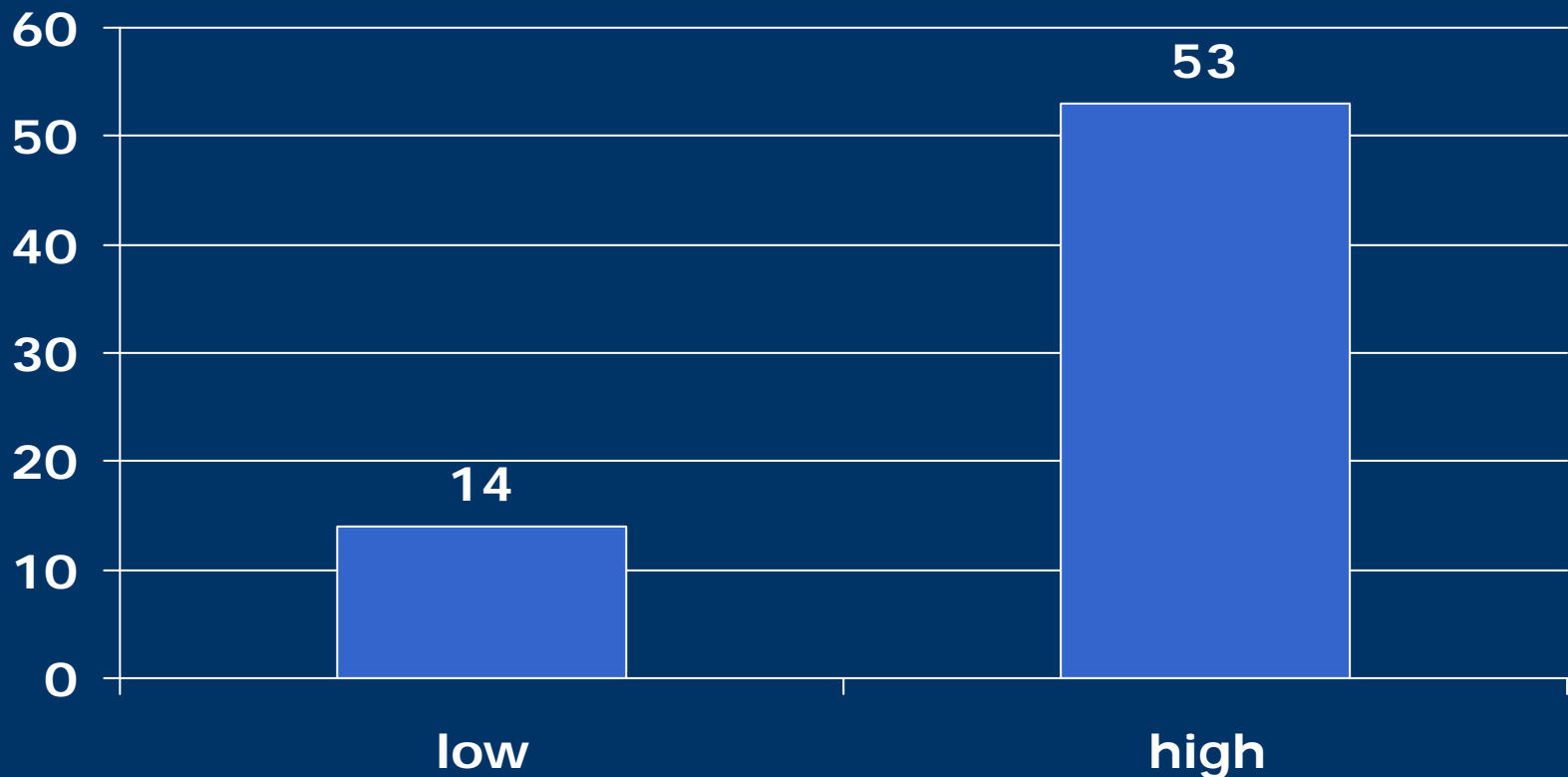
# Students in Dallas Gain More in Math with Effective Teachers: One Year Growth From 3<sup>rd</sup>-4<sup>th</sup> Grade



Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.



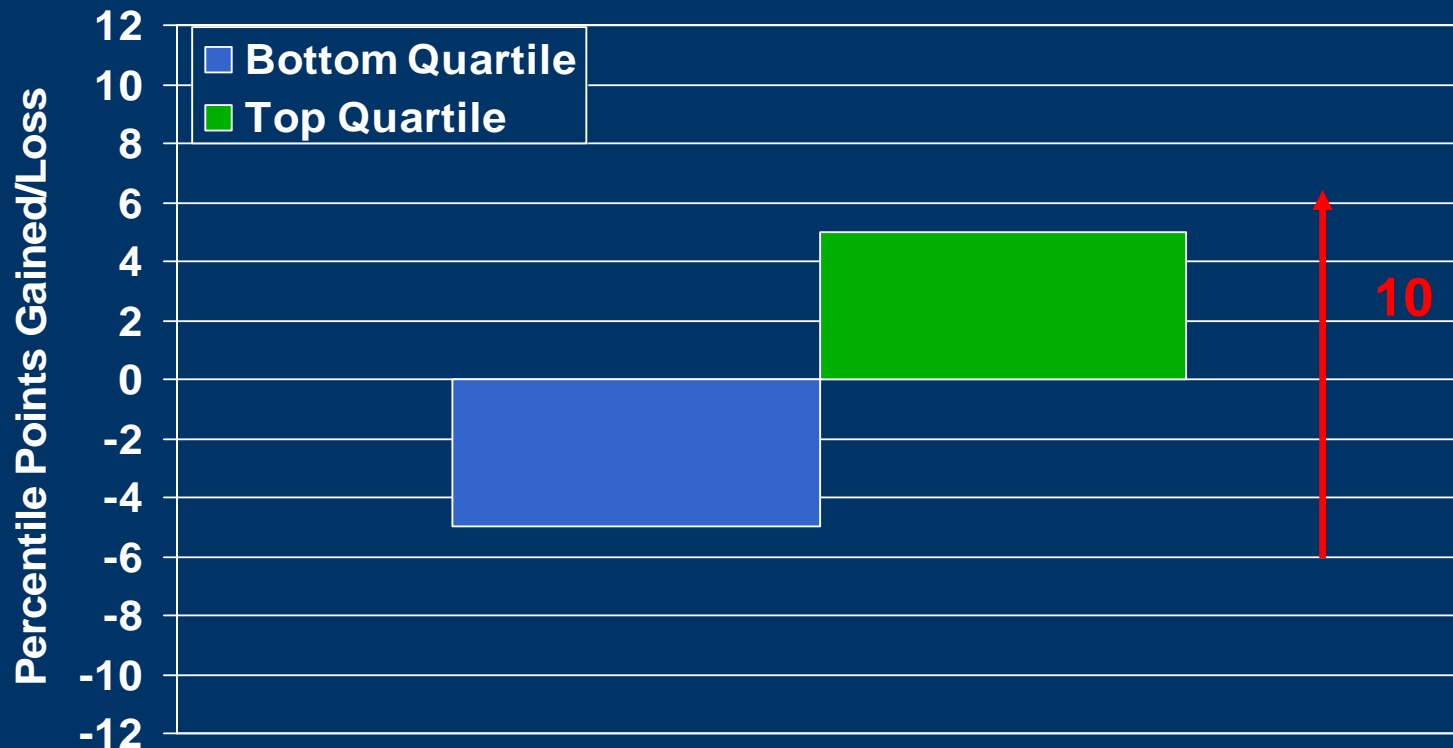
# LOW ACHIEVING STUDENTS IN TN GAIN MORE WITH EFFECTIVE TEACHERS: One Year Growth



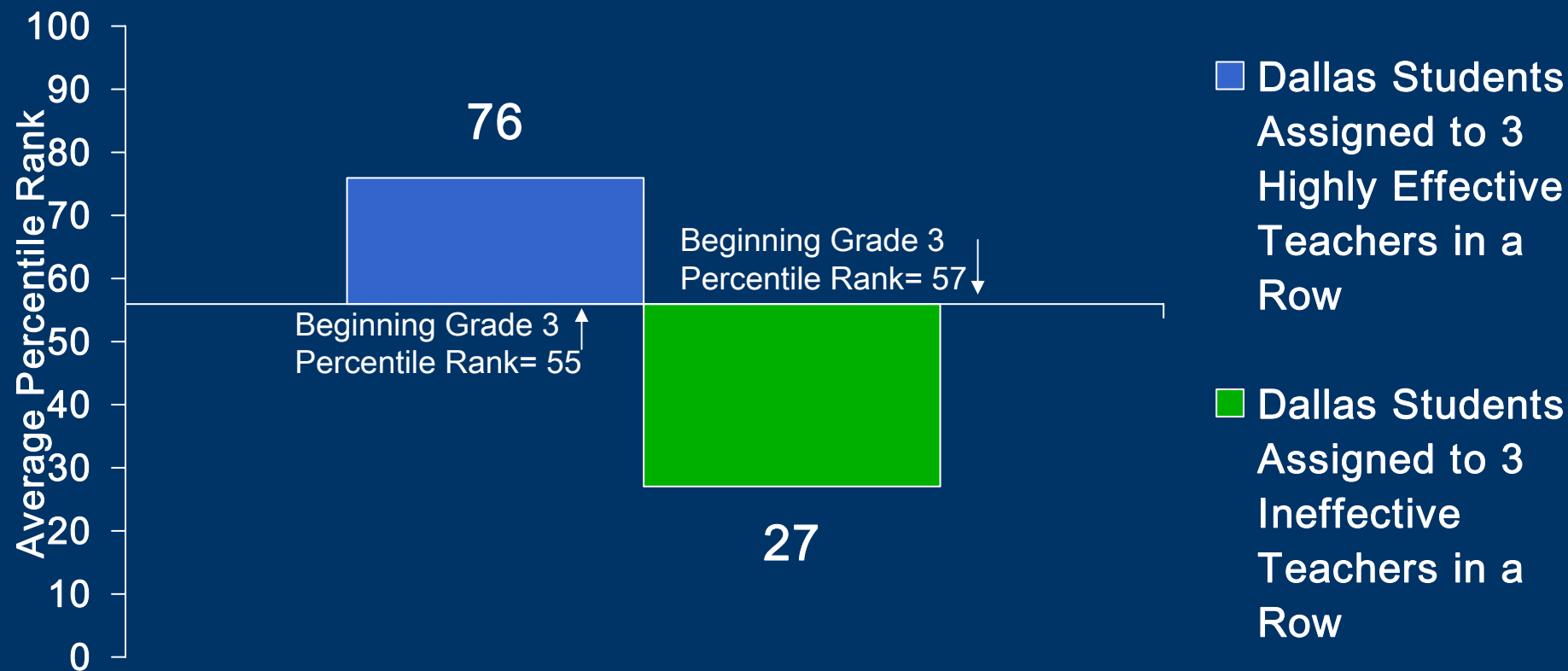
Sanders and Rivers, *Cumulative and Residual Effects of Teachers on Future Academic Achievement*, 1998.



# Comparing Average Growth in the Classrooms of Bottom Quartile and Top Quartile Teachers

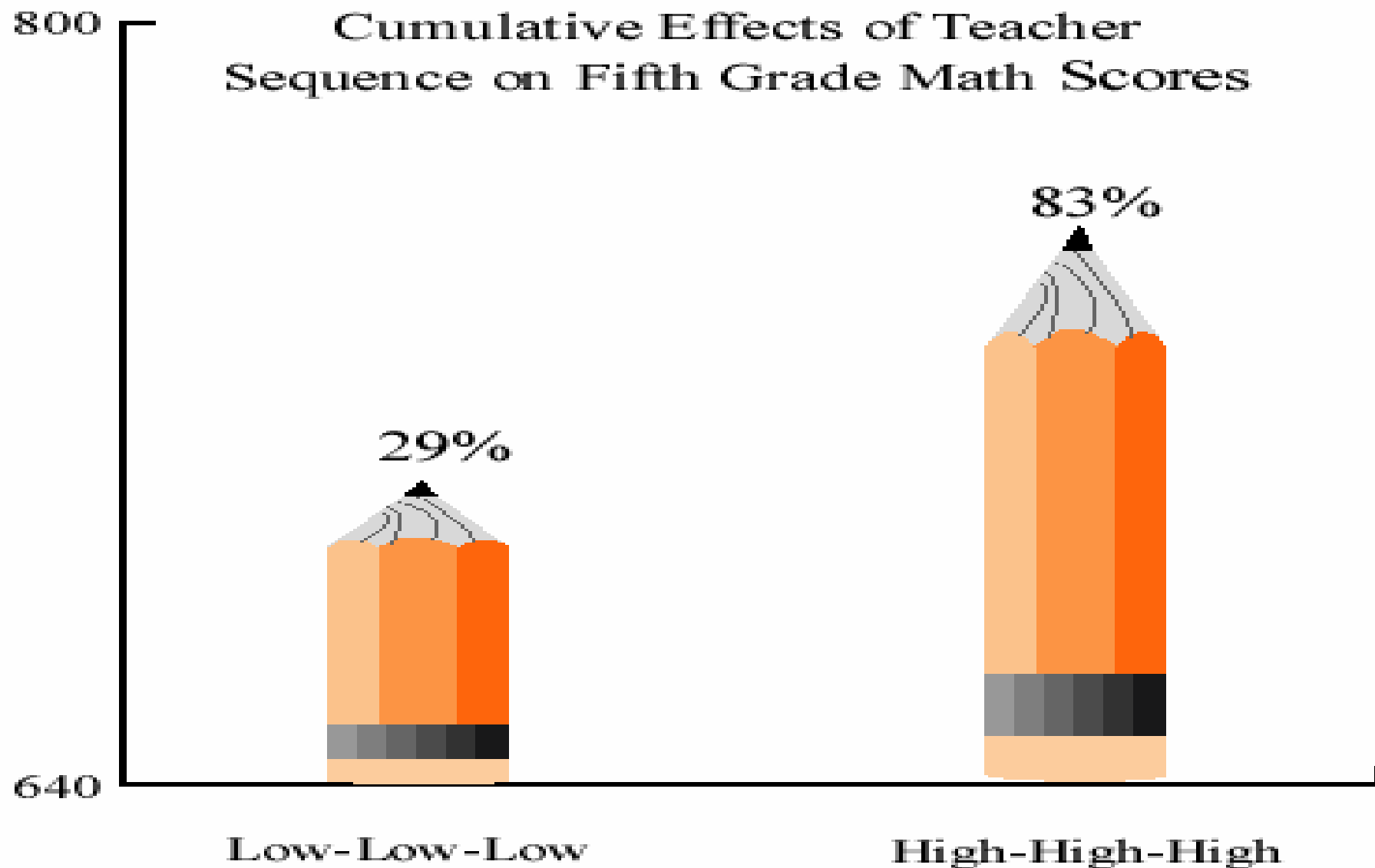


# Cumulative Teacher Effects On Students' Math Scores in Dallas (Grades 3-5)





## Cumulative Effects of Teacher Sequence on Fifth Grade Math Scores



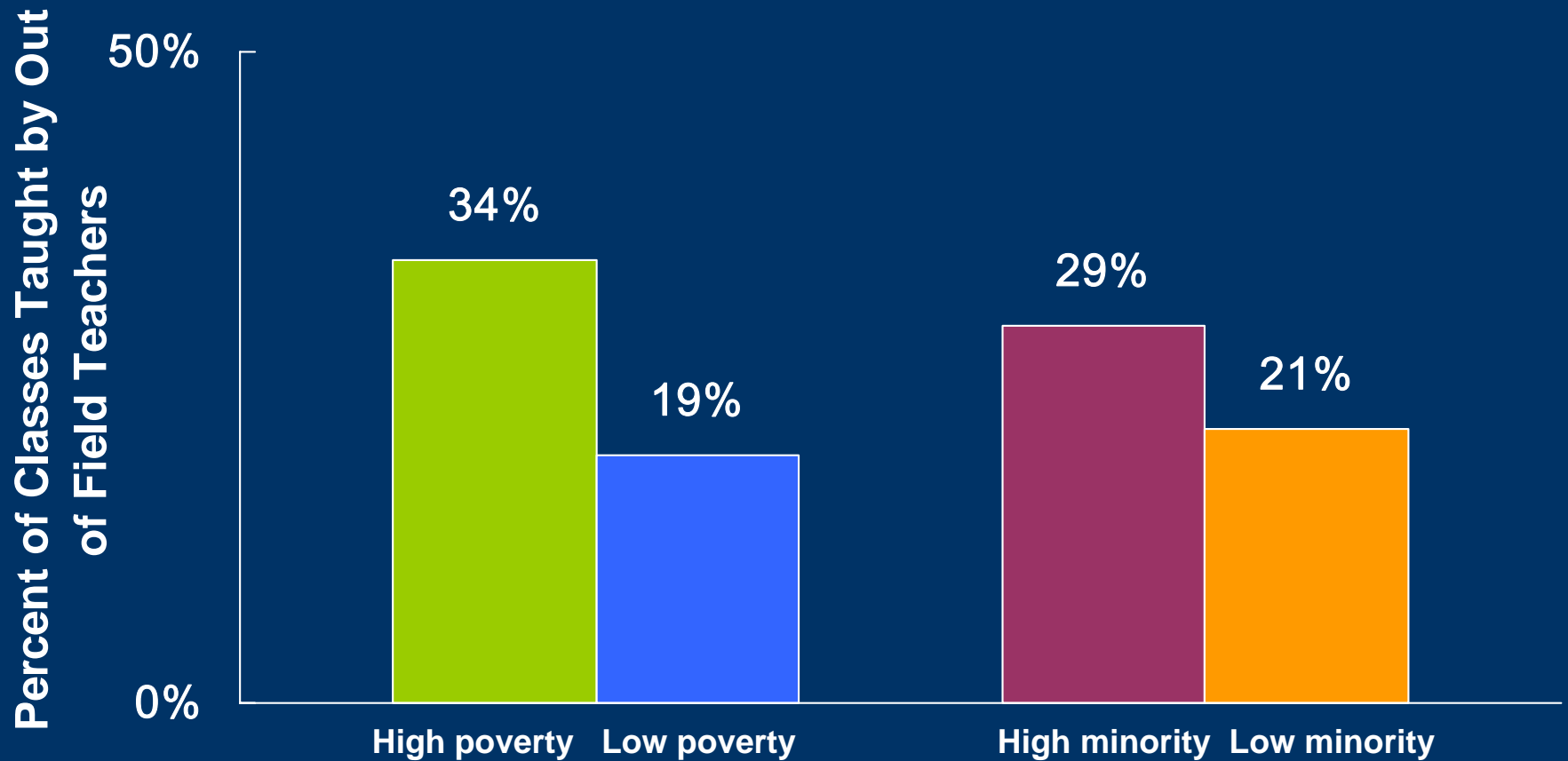
Jordan, Heather L., Robert L. Mendro, and Dash Weeasinghe, "Teacher Effects on Longitudinal Student Achievement," Dallas Public Schools, 1997, Table 3.

Good teachers matter a lot.

But some groups of kids don't get  
their fair share of quality teachers.



# More Classes in High-Poverty, High-Minority Schools Taught By Out-of-Field Teachers



Note: High Poverty school-50% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch.

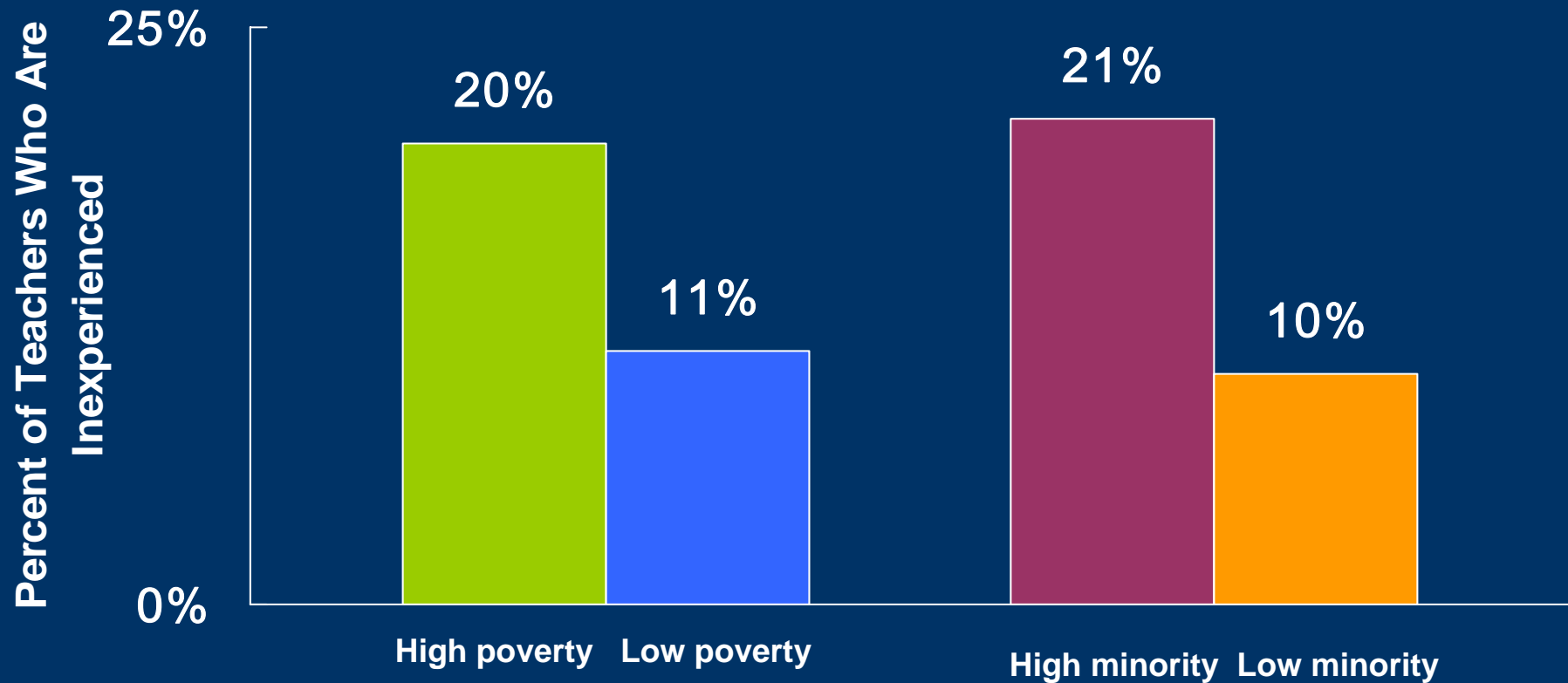
High-minority school - 50% or more of the students are nonwhite. Low-minority school- 15% or fewer of the students are nonwhite.

**\*Teachers lacking a college major or minor in the field. Data for secondary-level core academic classes.**

**Source:** Richard M. Ingersoll, University of Pennsylvania. Original analysis for the Ed Trust of 1999-2000 Schools and Staffing Survey



# Poor and Minority Students Get More Inexperienced\* Teachers

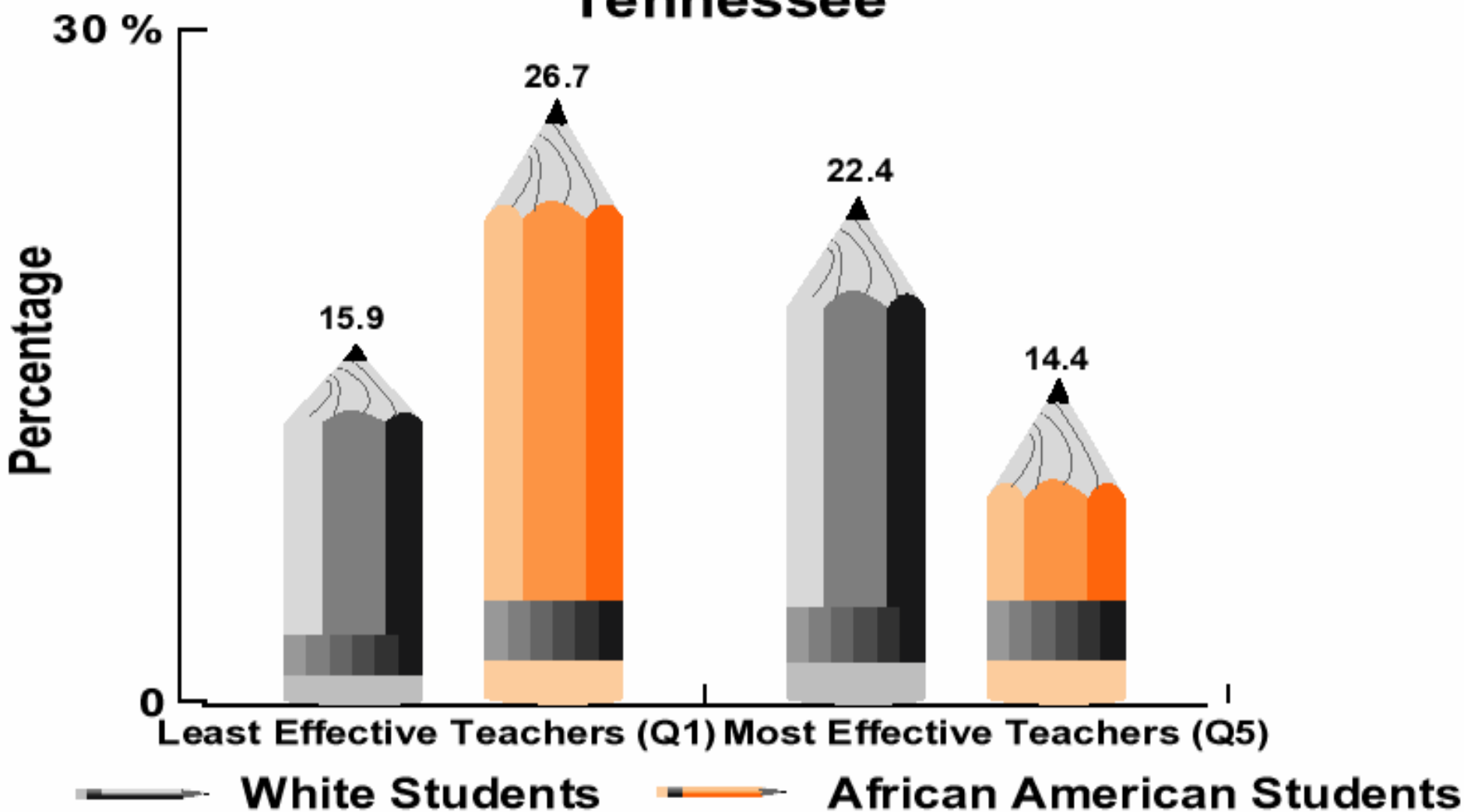


**\*Teachers with 3 or fewer years of experience.**

Note: High poverty refers to the top quartile of schools with students eligible for free/reduced price lunch. Low poverty-bottom quartile of schools with students eligible for free/reduced price lunch. High minority-top quartile; those schools with the highest concentrations of minority students. Low minority-bottom quartile of schools with the lowest concentrations of minority students



# African American Students More Likely To Have Ineffective Teachers: Tennessee



Sanders, William L. and Rivers, Joaun C. "Cumulative And Residual Effects of Teachers on Future Student Academic Achievement," 1996,

These differences even occur **WITHIN**  
same school...

Low-performing students of all  
races most likely to be assigned  
to least effective teachers.



Leaders in high performing schools and districts  
don't let this happen.

They:

- work hard to attract and hold good teachers;
- **make sure that their best are assigned to the students who most need them;** and,
- they chase out teachers who are not “good enough” for their kids.



**#7. Good schools are nice places to be—  
both for teachers and for students.**





Saying that they are nice, doesn't mean that they are easy places to work. Principals and teachers work hard. But there is also a kind of shared sense of mission and camaraderie.



For students, they are even more  
different.



“At my old school, it was functional for me to act stupid. If I did that, nobody expected anything of me and I could kind of just slip by. But at this school, nobody lets me act stupid. Not the principal. Not my teachers. Not the other students.”

*--Elmont Student*



**#8. Good leaders aggressively tackle the myth that “Closing the achievement gap is unfair...and unachievable.”**



May be unfair.



But it is not un-achievable.



The children in these pictures are some of the lucky ones. Though they are poor...they live on the high end of the gap because they attend schools that enable their students to soar.







But most of the children who look like them  
aren't so lucky. They live on the bottom side of  
the gap.

Not because they couldn't learn...but  
because we didn't bother to teach  
them.



The most important agenda for all of us?

Turning that around.





# The Education Trust

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