

Raising Standards, Closing Gaps

Findings from the
Citizens' Commission
on Civil Rights
Title I Monitoring Project

Are 1994 Title I Reforms and Working to Improve the Achievement of Poor and Minority Students?

- ❑ The Federal Role
- ❑ The State Role
- ❑ The District Role
- ❑ Title I Schools

The Key Questions

- ❑ High standards for all children?
- ❑ Fair, accurate assessments, shared with parents and the public?
- ❑ School and district accountability for substantial and continuous achievement gains?
- ❑ Do schools and teachers have the capacity to provide all students an opportunity to learn?
- ❑ Evidence that Title I reforms can work, e.g., successful high-poverty schools?

Phase I: Title I in Midstream

The Fight to Improve Schools for Poor Kids

- ❑ 1999 Report on Federal Implementation and Enforcement of 1994 Amendments



Phase II

Examination of Title I and Standards-Based Reform in Four States

- ❑ Alabama
- ❑ California
- ❑ Maryland
- ❑ Missouri



Key Findings

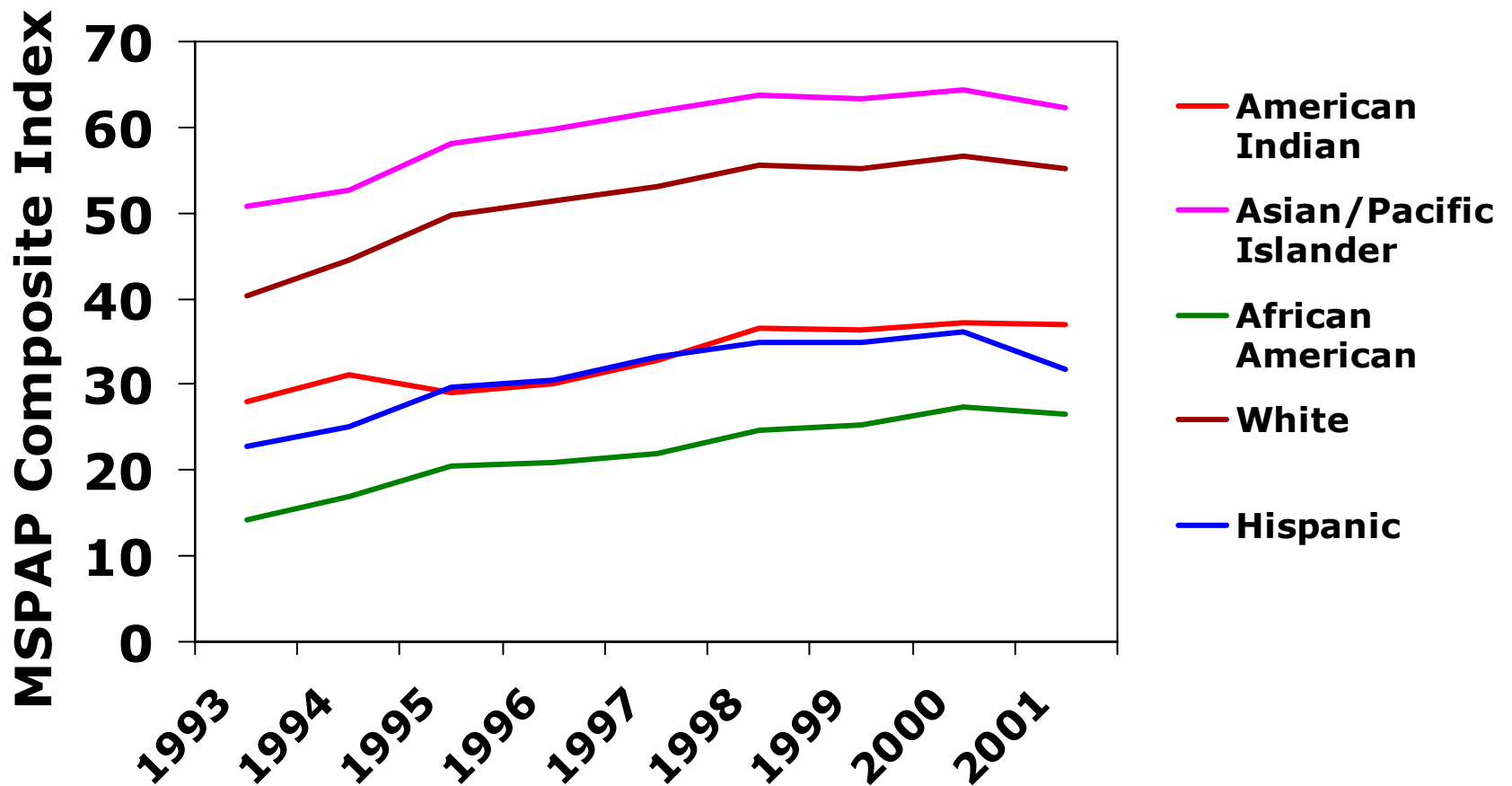
- ❑ Title I Reforms Can Work to Improve High Poverty Schools
- ❑ Federal Law Not Burdensome
- ❑ Standards Based Reforms in all States
- ❑ Wide Variance in State Compliance
- ❑ Weak Federal Enforcement

Achievement Gaps Persist in Each of the Four States the Citizens' Commission Studied

Lowest Performing Student Groups:

- Limited English Proficient
- Disabled
- African-American
- Students in >75% Poor Schools
- Migrant
- Latino
- Low-Income
- Male

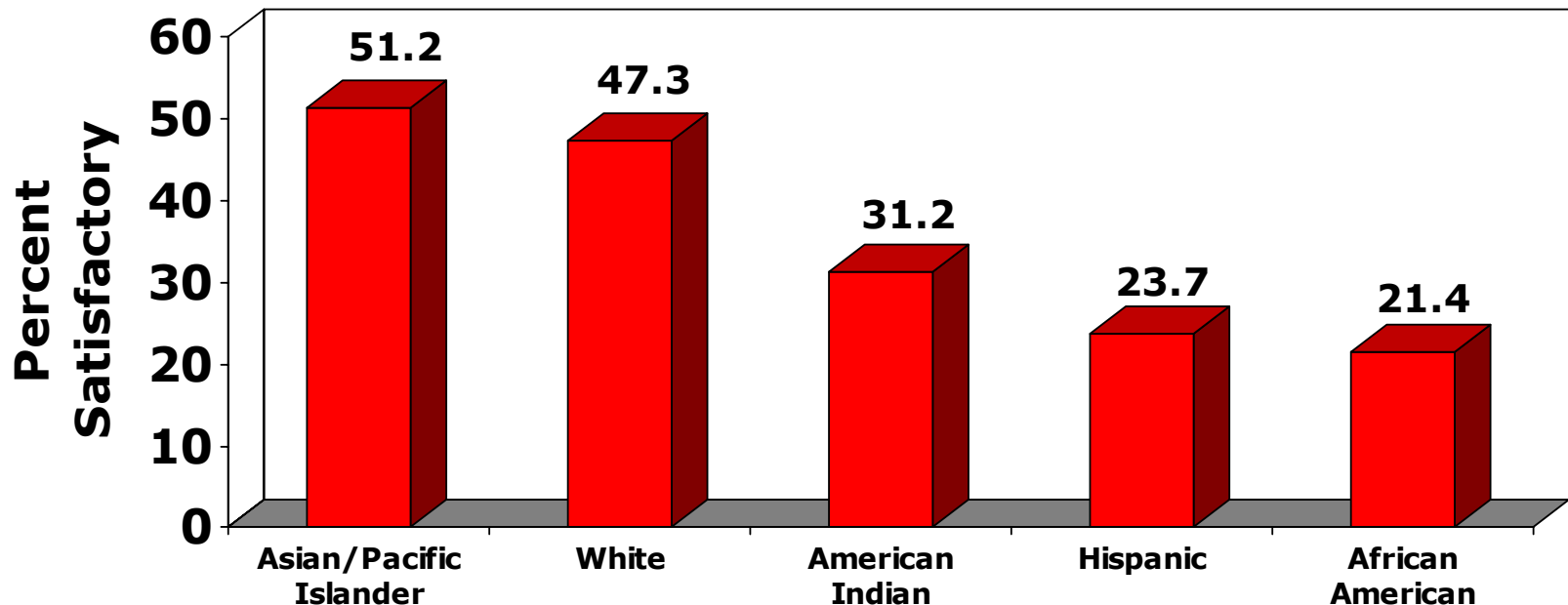
Achievement Gaps in Maryland



Source: Maryland State Department of Education

Achievement Gaps in Maryland

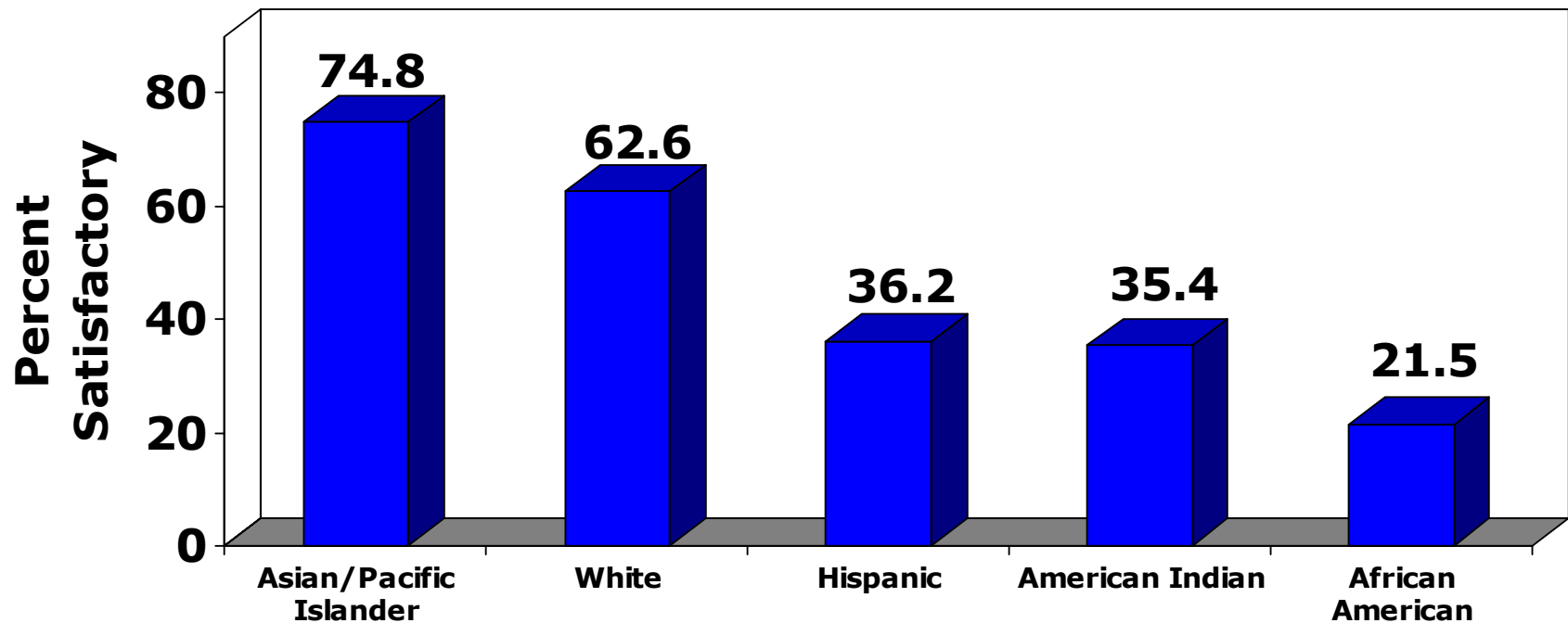
MSPAP Results in 3rd Grade Reading



Source: Maryland State Department of Education

Achievement Gaps in Maryland

MSPAP Results in 8th Grade Math

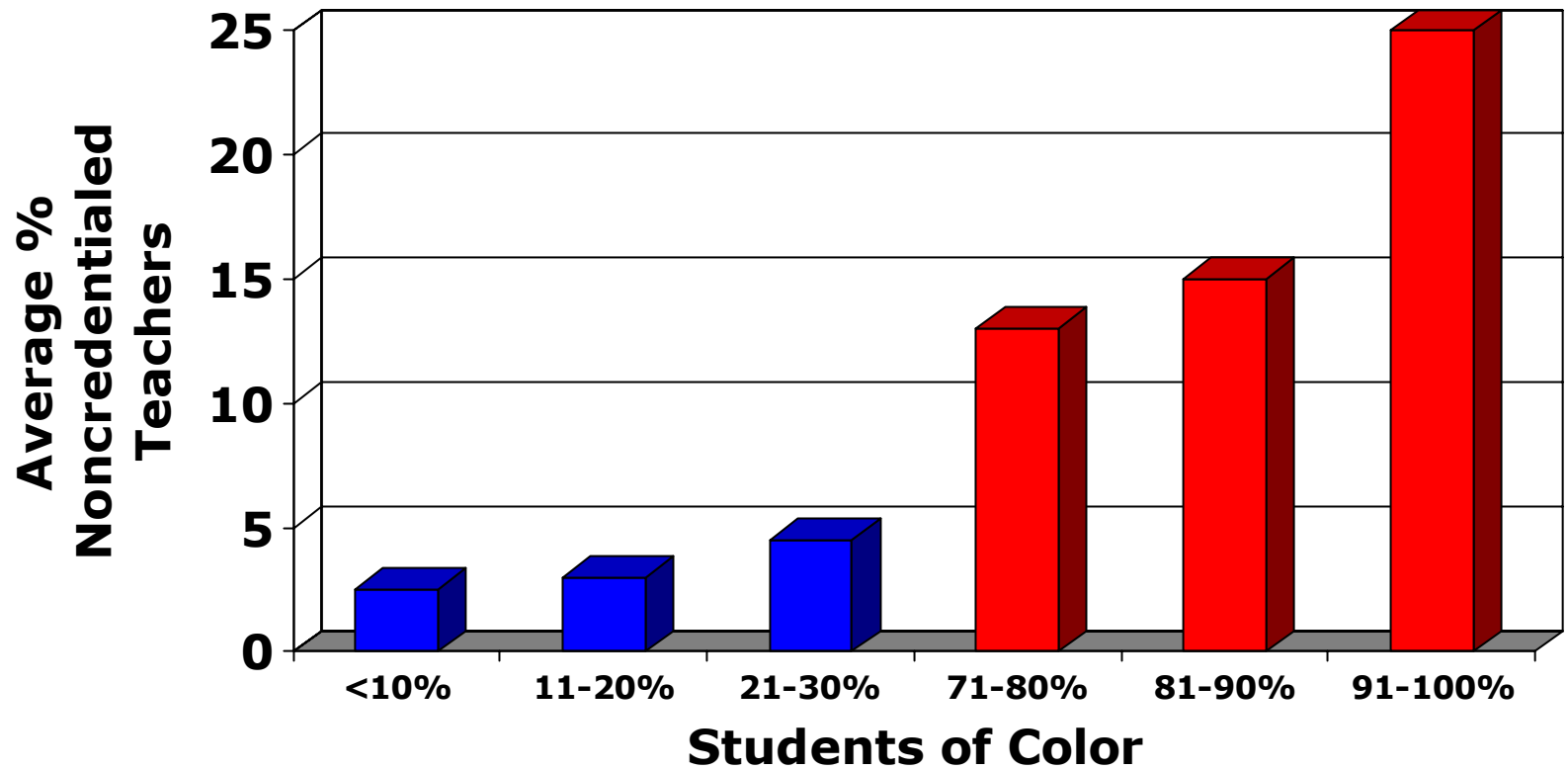


Source: Maryland State Department of Education

Opportunity Gaps Also Persist in Each of the Four States the Citizens' Commission Studied

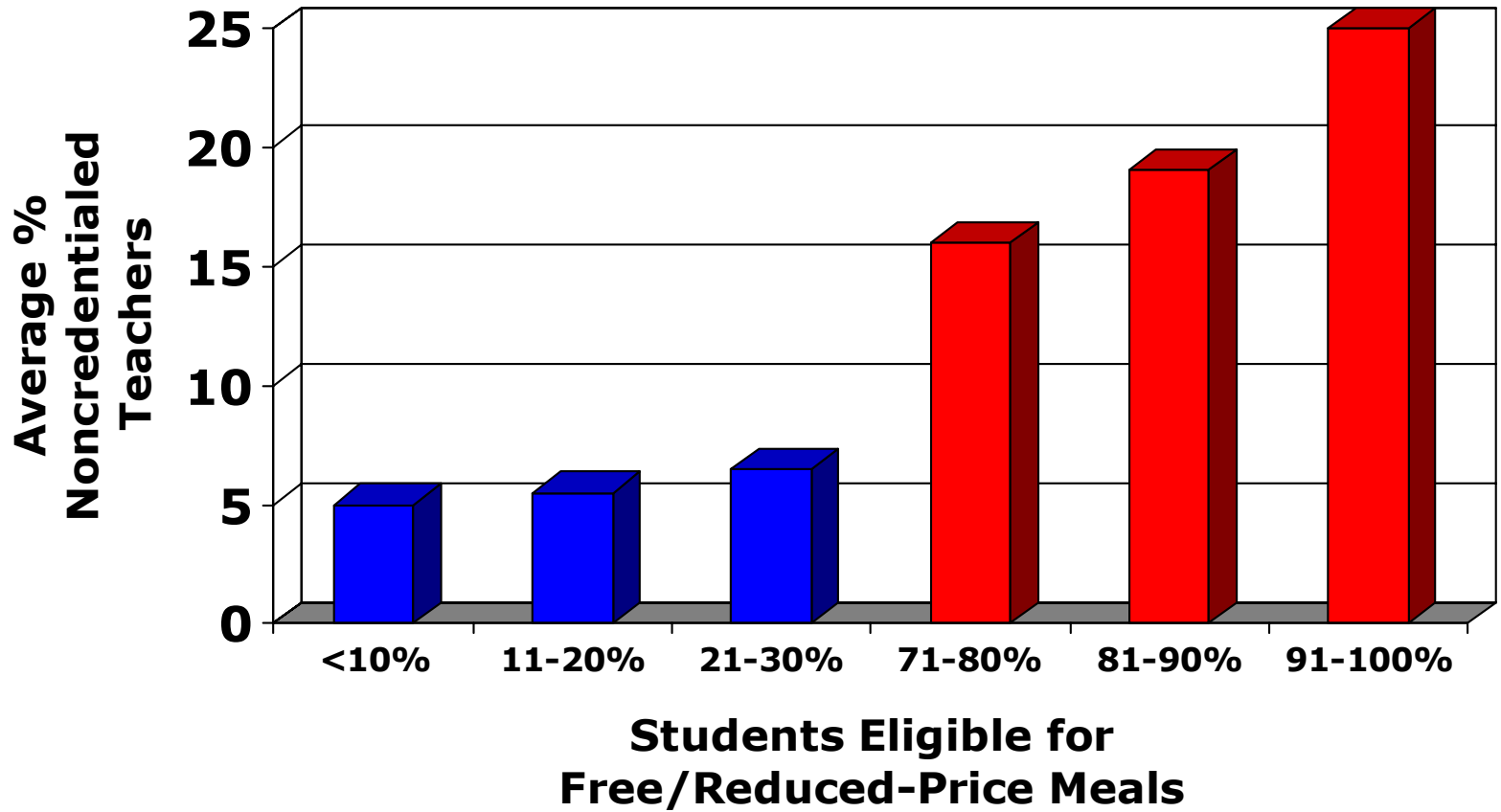
- ❑ Teacher Quality
- ❑ Per-pupil Spending
- ❑ Classroom Resources

Teacher Quality



Source: California Department of Education

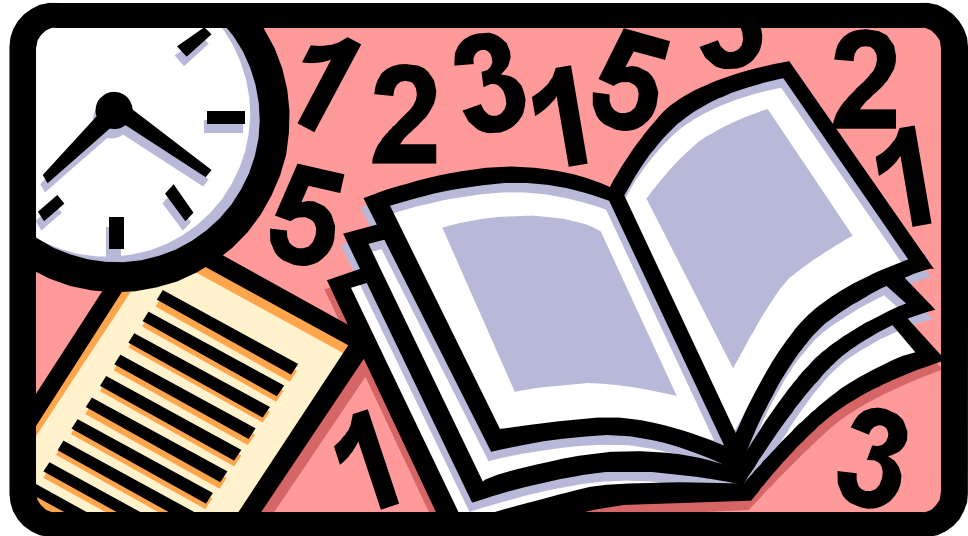
Teacher Quality



Source: California Department of Education

Commission Findings

State and Local Policies and Practices to Raise Standards and Close Gaps and Barriers to Progress



State Level

(as of 1999-2000)

- ❑ Content Standards (AL, CA, MD, MO)
- ❑ Aligned Assessments (MD, MO)
- ❑ Moving Beyond Reading and Math (MD, MO)
- ❑ Reading Initiatives (MD, AL)
- ❑ Public Reporting of Data on www (All)
- ❑ Report Cards to Parents w/ Disaggregated Scores (MD)

State Level cont'd

- ❑ Minority Achievement Initiatives (MD, MO)
- ❑ Consolidated Planning and Coordination (CA, MD)
- ❑ Class-size Reduction (All)
- ❑ Teacher Quality (All)

State Assessment Systems

- ❑ How do states measure up to 1994 testing requirements and protections?



Key Testing Requirements in 1994 Law

- ✓ Aligned with standards
- ✓ Statewide
- ✓ Full inclusion of all students and schools (including charters)
- ✓ Accommodations
- ✓ Native language assessments
- ✓ Assessment of high school standards
- ✓ Technical quality
- ✓ Valid and reliable uses

States Receiving Full Approval from ED as of Spring 2002

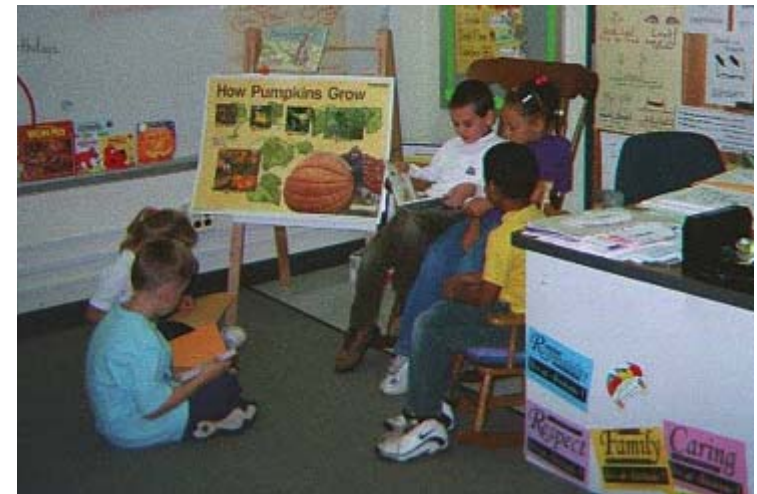
- ✓ Colorado
- ✓ Connecticut
- ✓ Delaware
- ✓ Indiana
- ✓ Kansas
- ✓ Louisiana
- ✓ Maine
- ✓ Maryland
- ✓ Massachusetts
- ✓ Missouri
- ✓ New Hampshire
- ✓ New York
- ✓ North Carolina
- ✓ Oregon
- ✓ Pennsylvania
- ✓ Rhode Island
- ✓ Texas
- ✓ Vermont
- ✓ Virginia
- ✓ Wyoming

States Requiring Compliance Agreement

- ❑ Alabama
- ❑ District of Columbia
- ❑ Idaho
- ❑ Montana
- ❑ West Virginia

States Receiving Waiver of Statutory Time Line for Completion of Final Assessment System

- ❑ Alaska 2/28/03
- ❑ Arizona 8/21/03
- ❑ Arkansas 11/30/02
- ❑ California 11/30/03
- ❑ Florida 12/01/02
- ❑ Georgia 6/30/03
- ❑ Hawaii 6/30/03
- ❑ Illinois 12/31/02
- ❑ Iowa 12/01/03
- ❑ Kentucky 6/30/02
- ❑ Michigan 2/28/03
- ❑ Minnesota 1/31/04
- ❑ Mississippi 6/01/03
- ❑ Nebraska 2/28/03



States Receiving Waiver of Statutory Time Line for Completion of Final Assessment System

- ❑ Nevada 7/20/03
- ❑ New Jersey 2002-03
- ❑ New Mexico 12/01/03
- ❑ North Dakota 8/31/03
- ❑ Ohio 1/22/04
- ❑ Oklahoma 9/21/03
- ❑ Puerto Rico 1/02/04
- ❑ South Carolina 6/30/03
- ❑ South Dakota 6/30/03
- ❑ Tennessee Fall 2003
- ❑ Utah 9/21/03
- ❑ Washington 12/31/02
- ❑ Wisconsin 2003

Deficiencies

❑ Incomplete Standards-based System: 22 States Deficient

Alabama, Alaska, California, Colorado, Georgia, Hawaii, Idaho, Illinois, Michigan, Minnesota, Mississippi, New Jersey, New Mexico, North Dakota, Nebraska, Nevada, Oklahoma, Puerto Rico, South Carolina, South Dakota, Tennessee, West Virginia



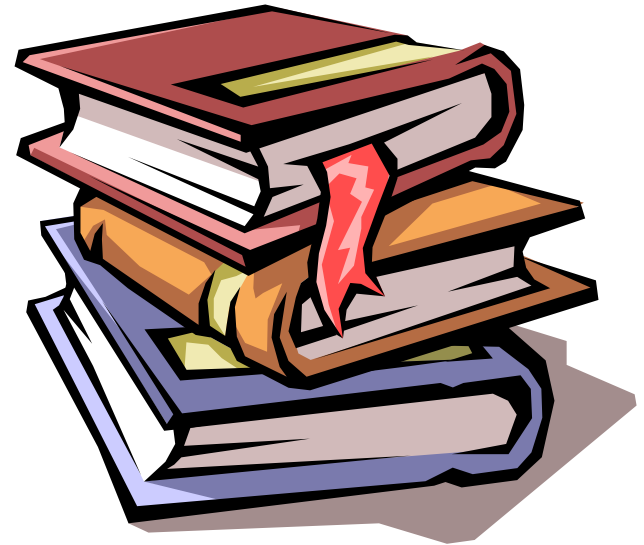
Inclusion of Students with Disabilities: 23 States Deficient



Alabama, Arkansas, California, Connecticut, Idaho, Indiana, Kansas, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, New Mexico, New York, Oregon, South Carolina, South Dakota, Tennessee, Texas, Vermont, Wisconsin, West Virginia

Inclusion of Limited English Proficient Students: 32 States Deficient

Alabama, Alaska, California, Connecticut, Delaware, Georgia, Idaho, Illinois, Kansas, Kentucky, Louisiana, Massachusetts, Maryland, Maine, Michigan, Minnesota, Mississippi, New Jersey, New Mexico, North Carolina, North Dakota, Nebraska, New Hampshire, Nevada, Pennsylvania, Puerto Rico, Rhode Island, South Dakota, Tennessee, Virginia, Wisconsin, West Virginia



Disaggregated Reporting: 41 States Deficient

Alabama, Alaska, California,
Colorado, Connecticut,
Delaware, Georgia, Hawaii,
Idaho, Illinois, Indiana,
Kansas, Kentucky,
Louisiana, Massachusetts,
Maryland, Maine, Michigan,
Minnesota, Mississippi,
Missouri, New Jersey, New
Mexico, New York, North

Carolina, North Dakota, Nebraska, New Hampshire,
Nevada, Oregon, Pennsylvania, Puerto Rico, Rhode
Island, South Carolina, South Dakota, Tennessee,
Utah, Vermont, Virginia, Wisconsin, West Virginia



Conclusion

- ❑ 32 states, Puerto Rico and the District of Columbia have been unable to develop tests in reading and mathematics in 3 grade spans as required in the 1994 amendments. These states now have to develop assessments in six grades.

State Accountability Systems

(as of 1999-2000):

- ❑ Progress for Subgroups, e.g., Poor and LEP Students (None)
- ❑ Substantial Continuous Progress (MO)
- ❑ High Standards (advanced as well as proficient) (MD, MO)
- ❑ Identification of Schools in Need of Improvement (AL, MD)

State Accountability Systems cont'd:

- ❑ Identification for Schools in Need of Improvement (AL, MD)
- ❑ Help for Failing Schools (All, but weak)
- ❑ Corrective Action, e.g., Reconstitution (AL, MO, MD)

Local (District and School) Level:

- ❑ Balanced Literacy and Research-Based Programs
- ❑ Professional Development
- ❑ Summer School/Enrichment
- ❑ Minority Achievement/Gap-Closing Initiatives
- ❑ Full Inclusion, Services for LEP, Homeless, and Other Historically Neglected Groups of Students

High Achieving, High Poverty Schools Exemplary Practices:

- ❑ High Quality Professional Development
- ❑ Research-Based Programs
- ❑ Intensive Instructional Focus on all Aspects of Literacy
- ❑ Support and Oversight from District

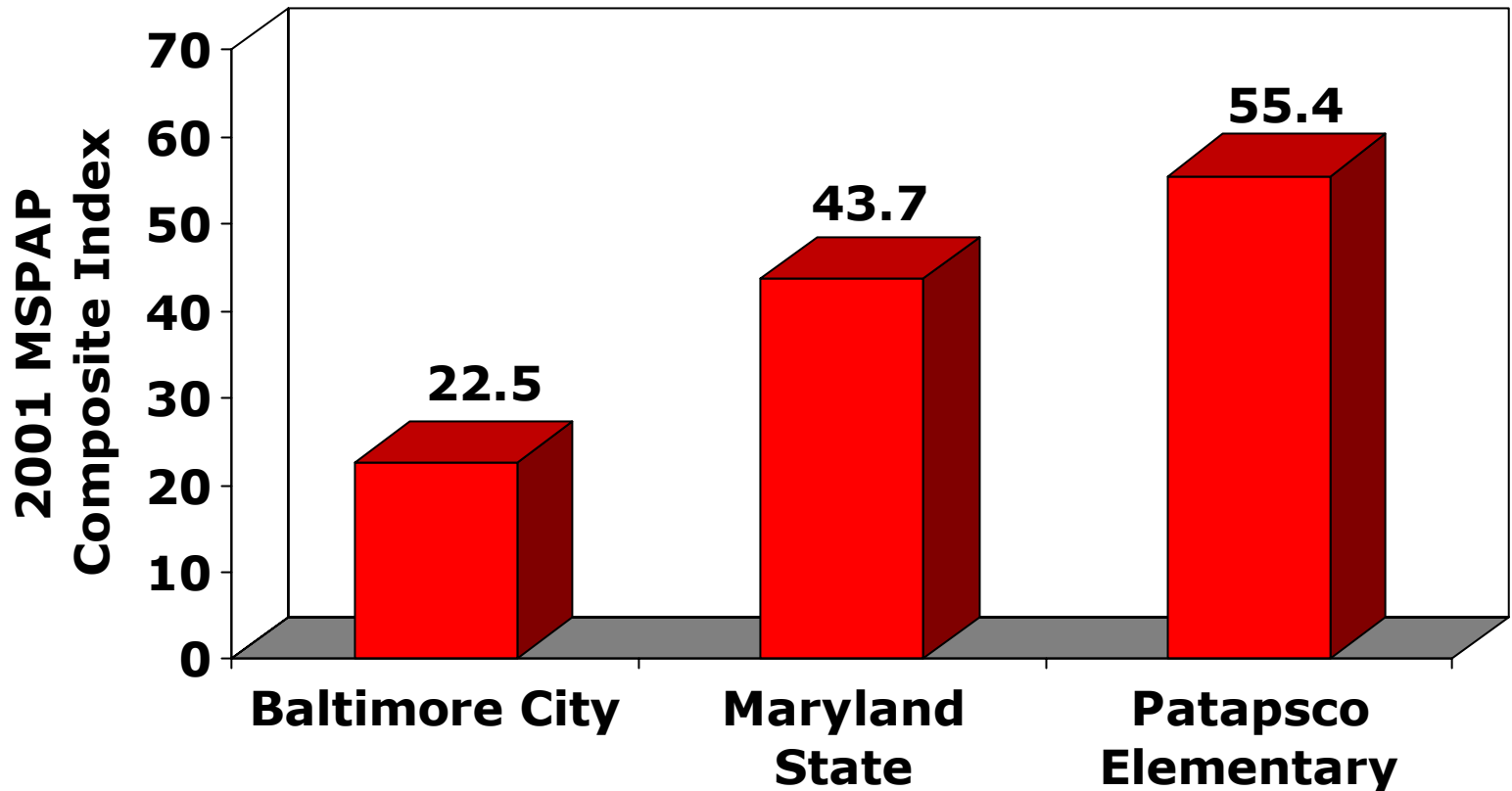
High Achieving, High Poverty Schools cont'd:

- ❑ Principal is Strong Instructional Leader and Holds Teachers Accountable for All Students
- ❑ Trained Specialists (e.g., reading, ESOL)
- ❑ Obsession w/Data
- ❑ School-Based Planning and Budgeting

Patapsco Elementary School, Baltimore, MD

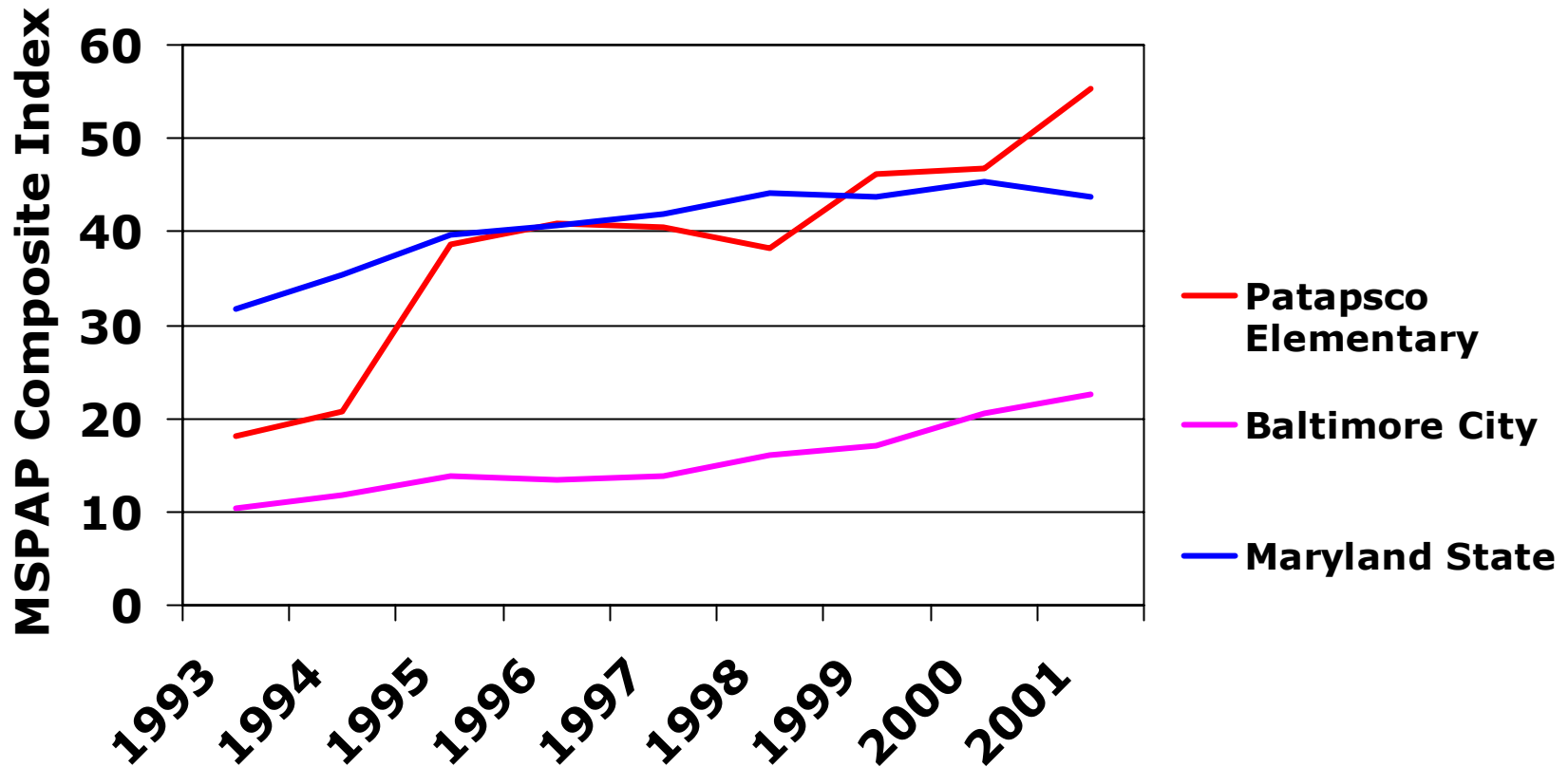


Patapsco Elementary School, Baltimore, MD



Source: Maryland State Department of Education

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For Additional Information...

We invite you to view our website at:

www.cccr.org

or

Email the Citizens' Commission at:

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