HARVARD

GRADUATE SCHOOL OF EDUCATION

Maryland Commission on Innovation and Excellence in Education

Paul Reville | July 26, 2017

MA School Finance

- Education Reform Act of 1993-Grand Bargain
- Adequacy, Equity, Stability
- Foundation Budget
- Minimum Standard of Effort
- Financial Aid
- Categorical Grants
- Court Oversight
- Foundation Budget Review Commission

Poverty Matters: The case for a 21st century system of child development and education

The Myth

Education then,
beyond all other devices
of human origin,
is the great equalizer
of the conditions of men,
the balance-wheel
of the social machinery.

~HORACE MANN

The Challenge

Our school systems and our education reform conversation generally ignore, avoid, minimize or deny the impact of poverty on student success.

Ed reform set out to tackle inequity, to achieve "all means all." Yet after 20+ years of education reform, there is still a persistent,

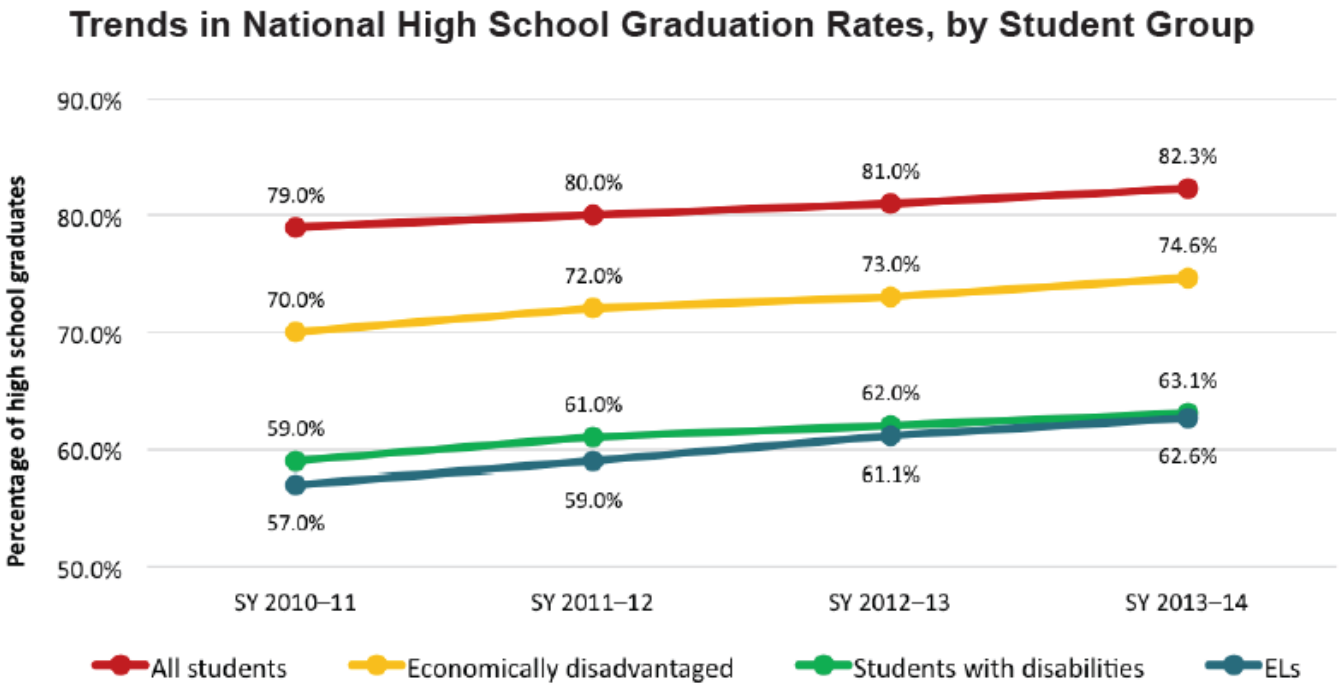
iron law correlation between socioeconomic status and educational achievement and attainment.

There continue to be disparate outcomes at all levels of the system.

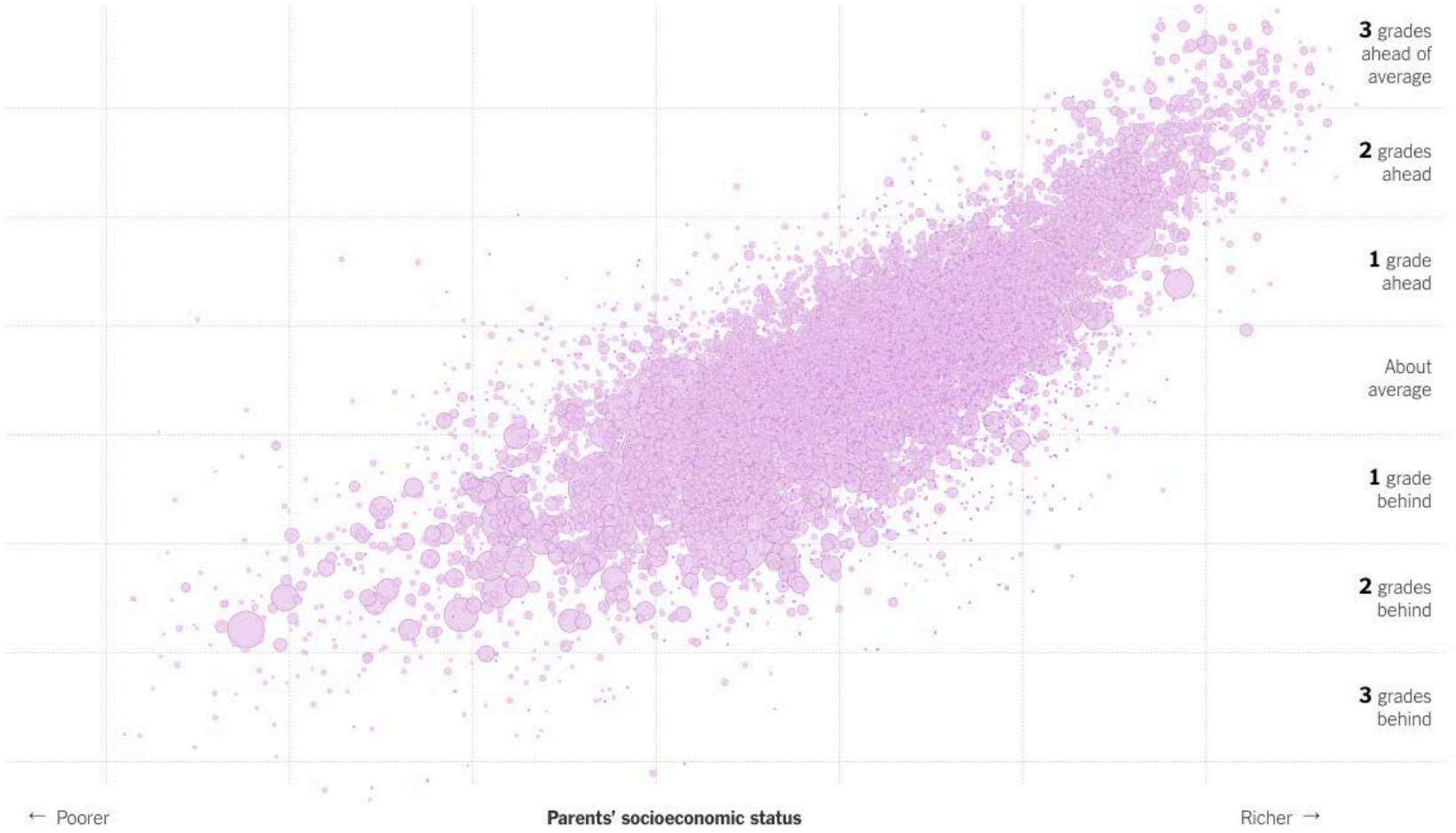
Unequal Outcomes By Race/Ethnicity and Parents' Education

12th-Grade NAEP Achievement Gaps

Unequal Outcomes by Disability & Language Status



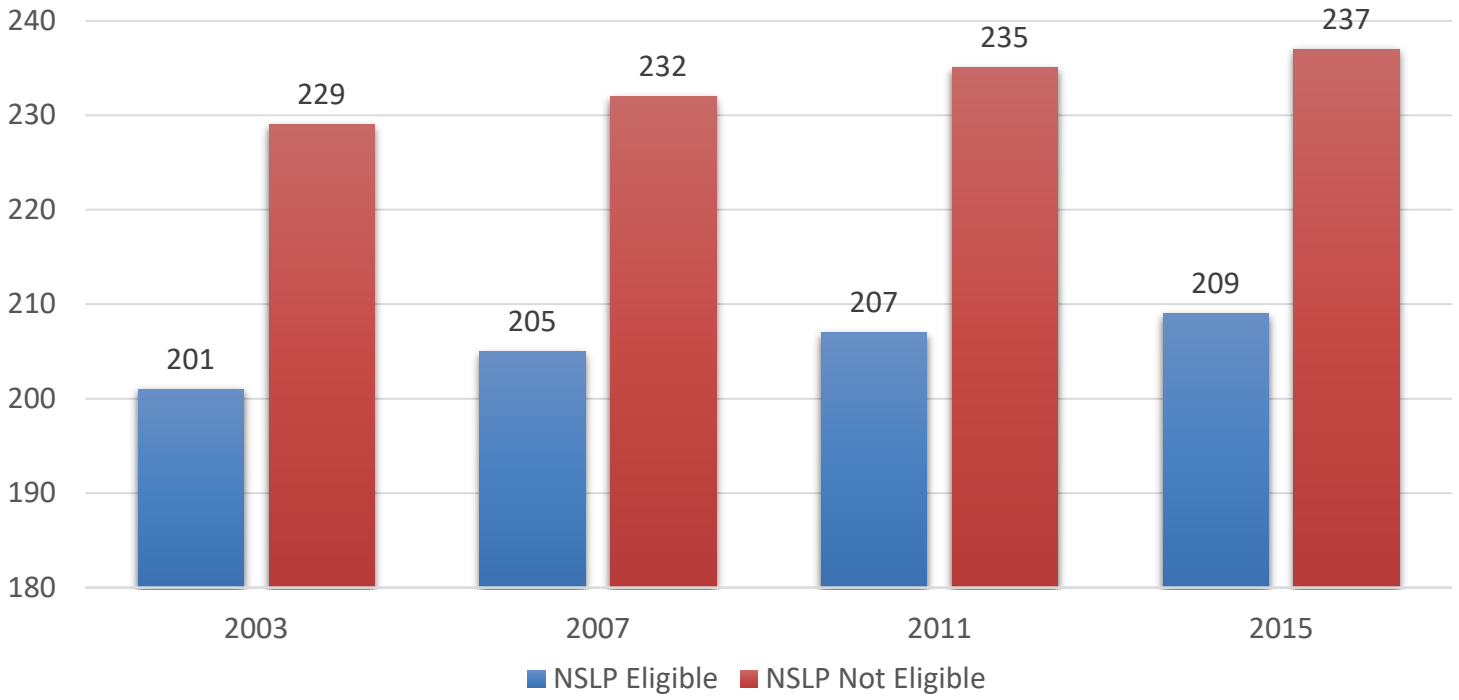
Source: EDFacts/Consolidated State Performance Report, SYs 2010–11, 2011–12, 2012–13, and 2013–14. Retrieved from http://www2.ed.gov/admins/lead/account/consolidated/index.html



Relationship between Socioeconomic Status and Educational Achievement

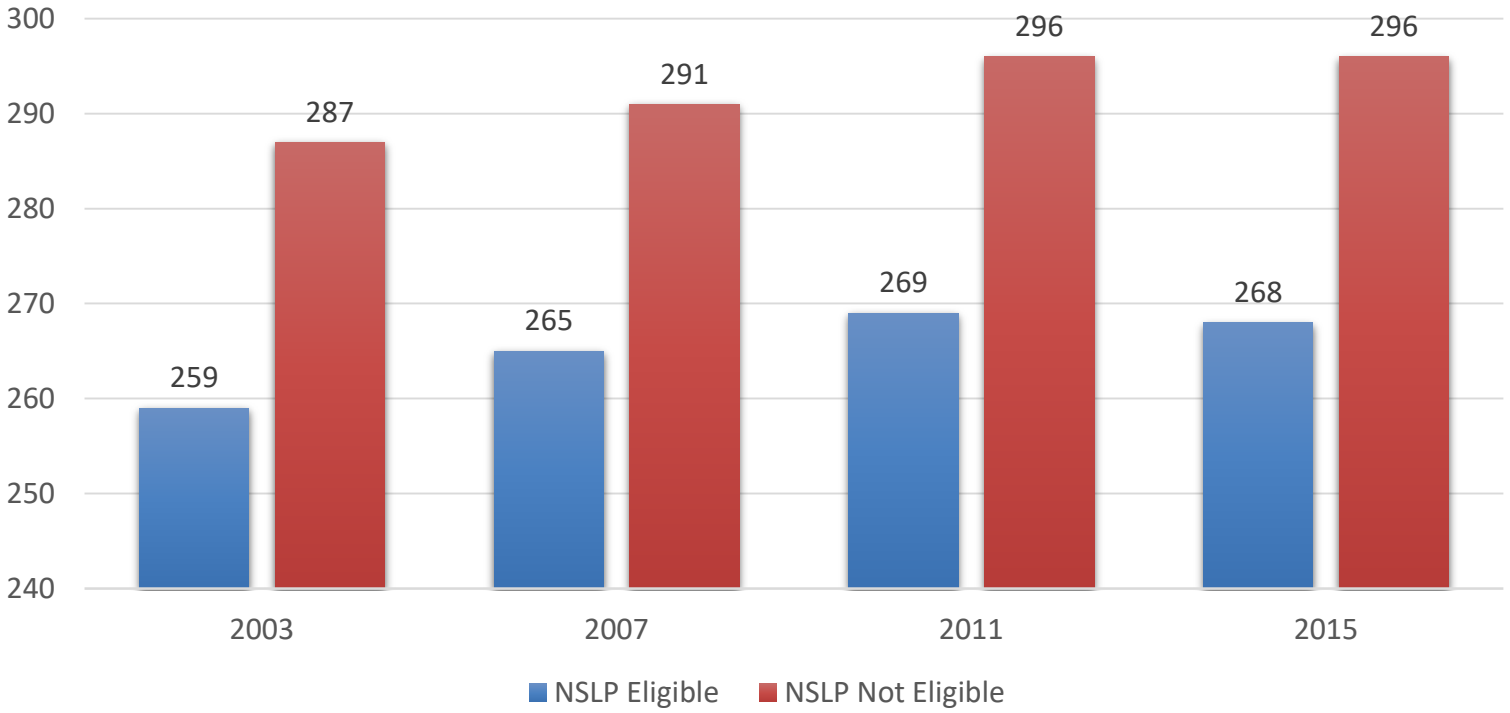
Graphic from the *New York Times*, based on 2016 work done by Sean Reardon, Center for Education Policy Analysis, Stanford University.

4th-Grade NAEP Scaled Reading Scores By Economic Status



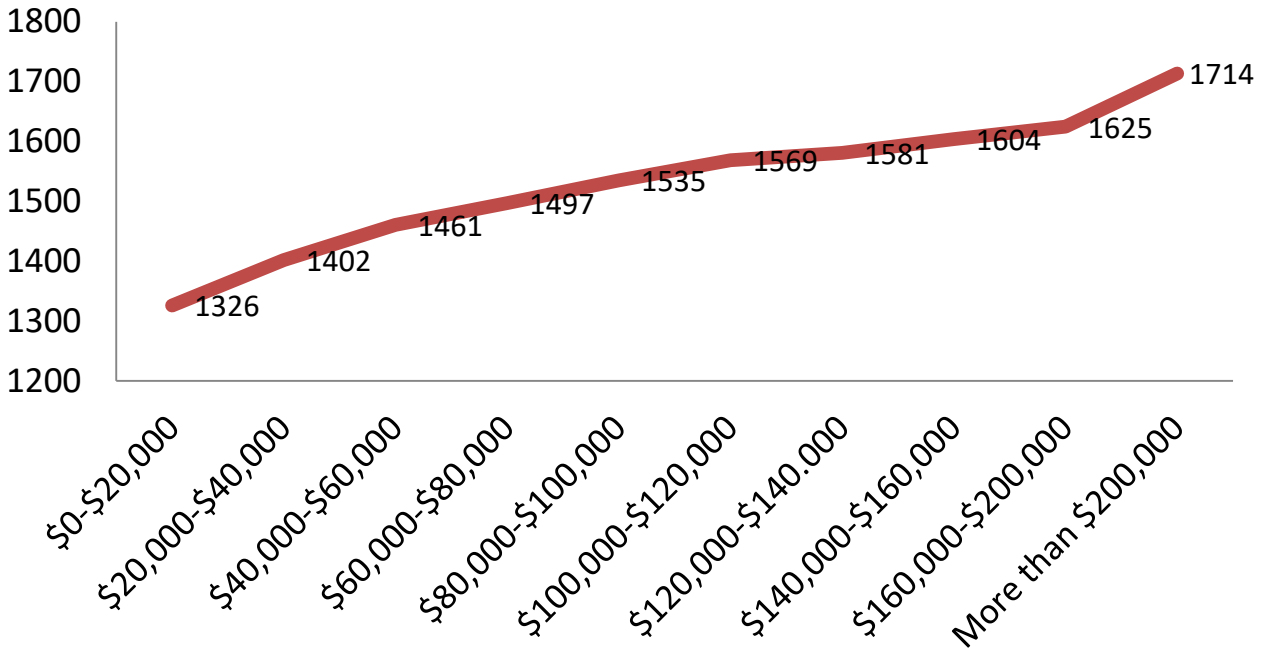
Source: U.S. Department of Education, Institute of Education Science, National Center for Education Statistics; http://nces.ed.gov/nationsreportcard/naepdata/

8th Grade NAEP Scaled Math Scores by Economic Status

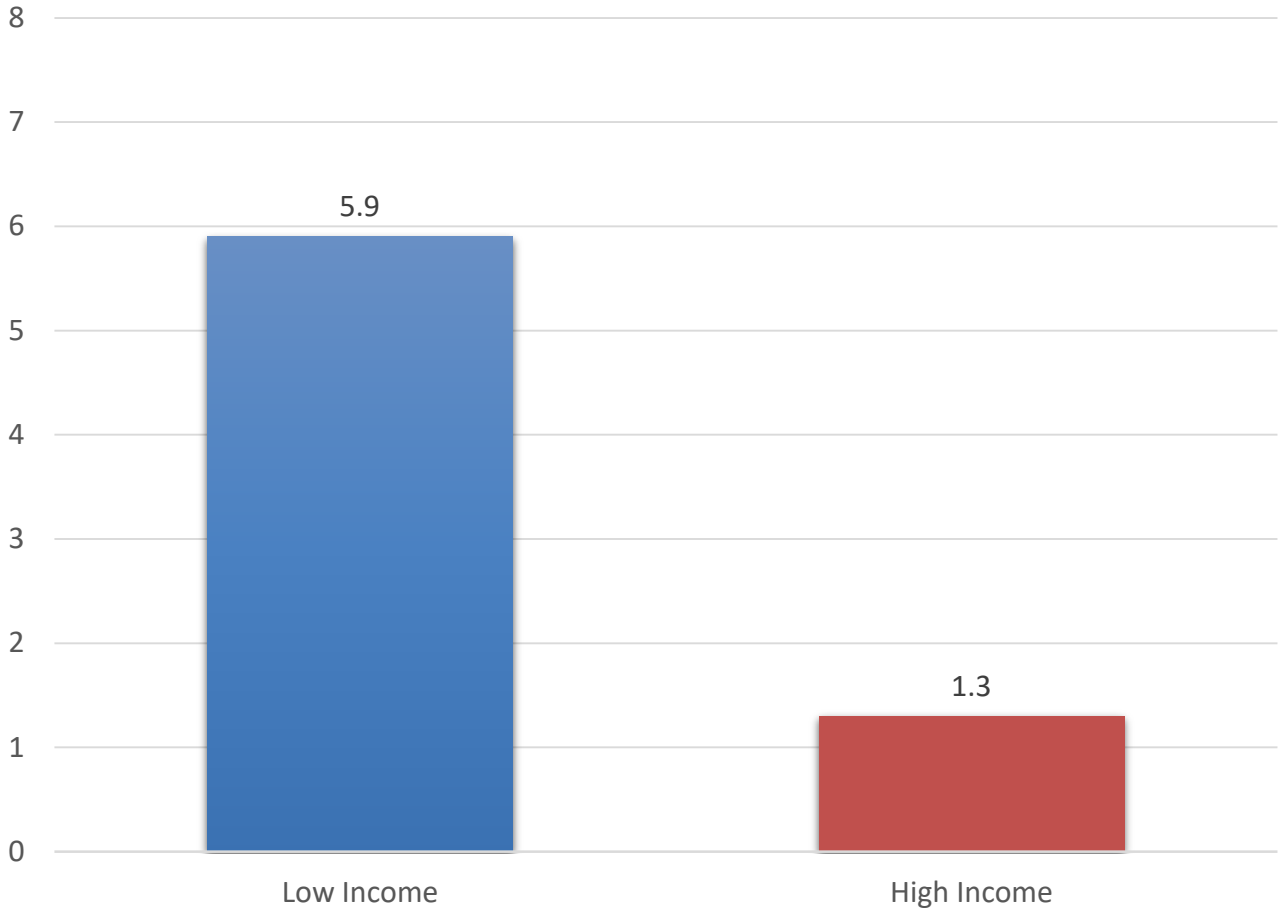


Source: U.S. Department of Education, Institute of Education Science, National Center for Education Statistics; http://nces.ed.gov/nationsreportcard/naepdata/

Average SAT Score by Family Income Level (2013)

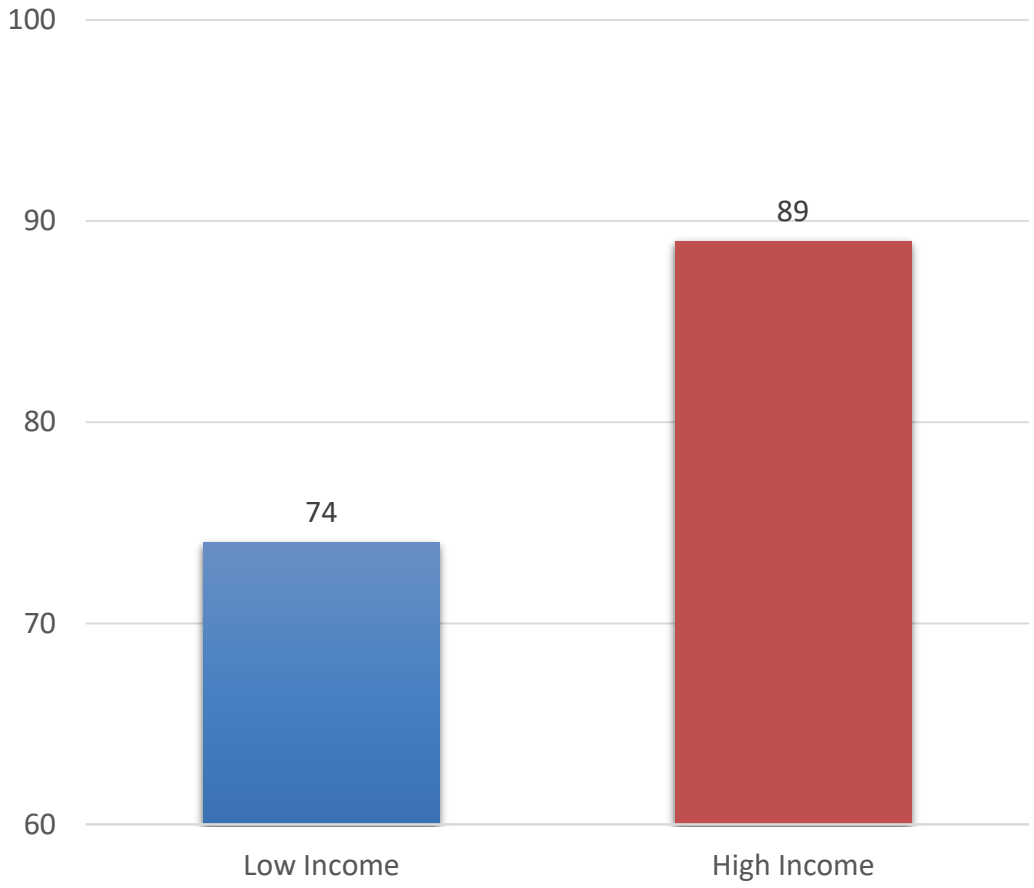


High School Dropout Rate (2012)



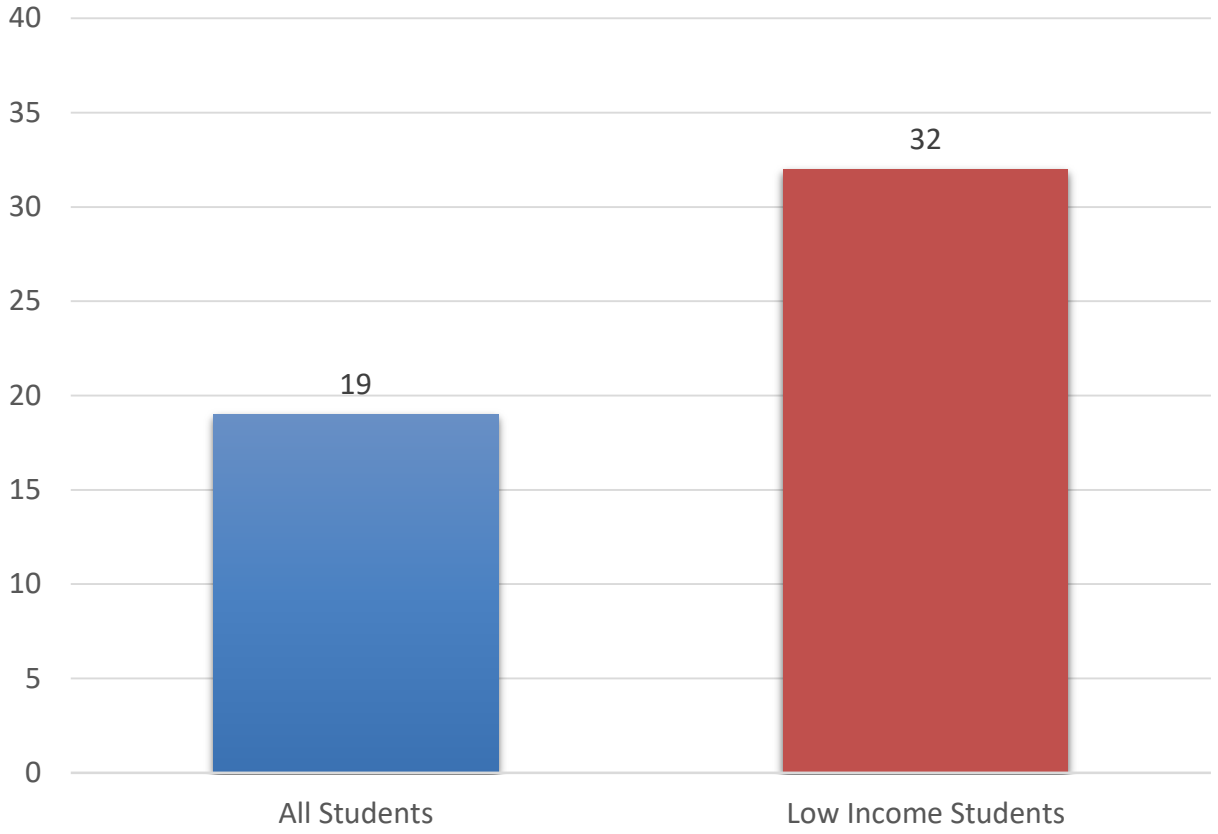
Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October 1990 through 2013. See *Digest of Education Statistics 2014*, table 219.75.

High School Graduation Rate (2013)



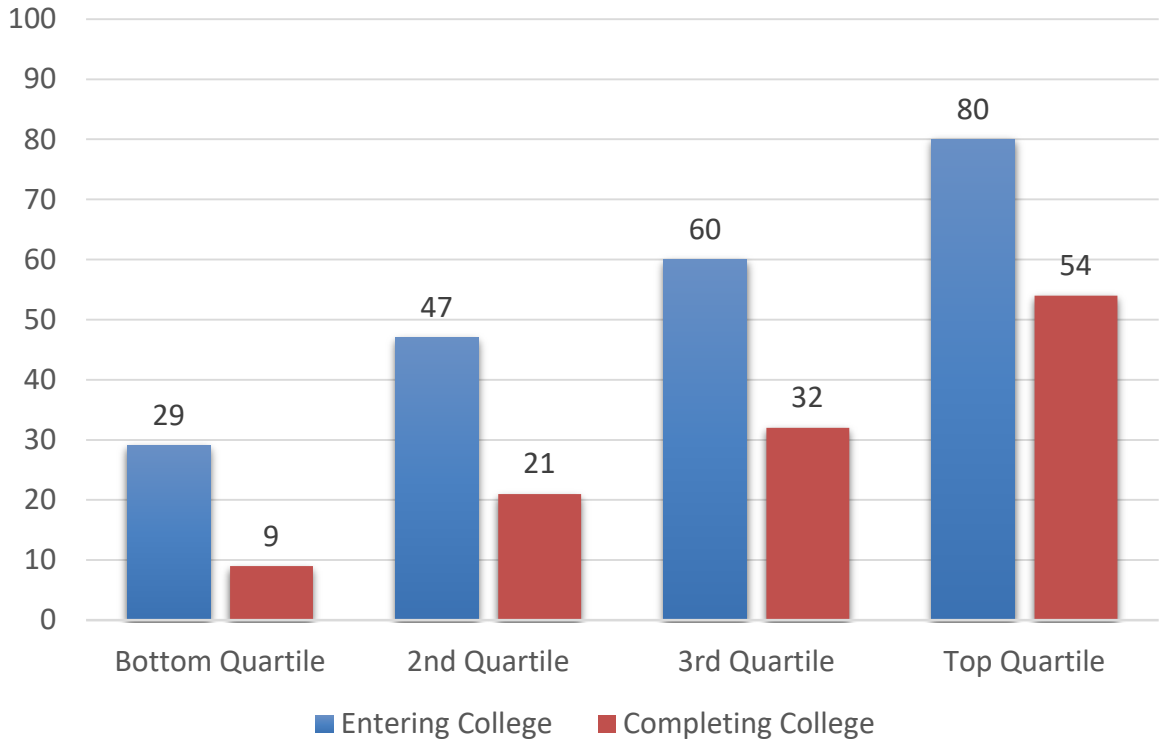
Source: Stetser, M. & Stillwell, R. (2014). Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates. Washington, DC: National Center for Education Statistics; U.S. Department of Education (2013).

Percentage of Students Enrolled in a 4-Year College Requiring Remedial Coursework (2013)



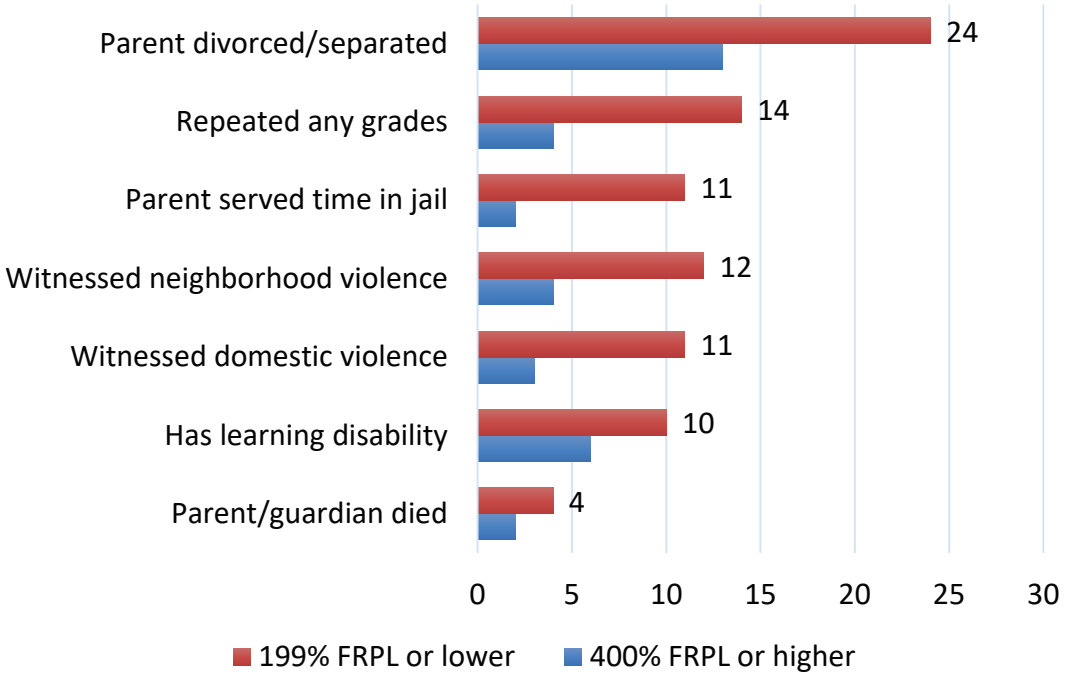
- Source: Adams, P. et. al. (April 2012). Remediation: Higher Education's Bridge to Nowhere. Complete College America. Retrieved from https://www.insidehighered.com/sites/default/server_files/files/CCA%20Remediation%20ES%20FINAL.pdf

Percentage of Students Entering and Completing College by Income Level (2012)



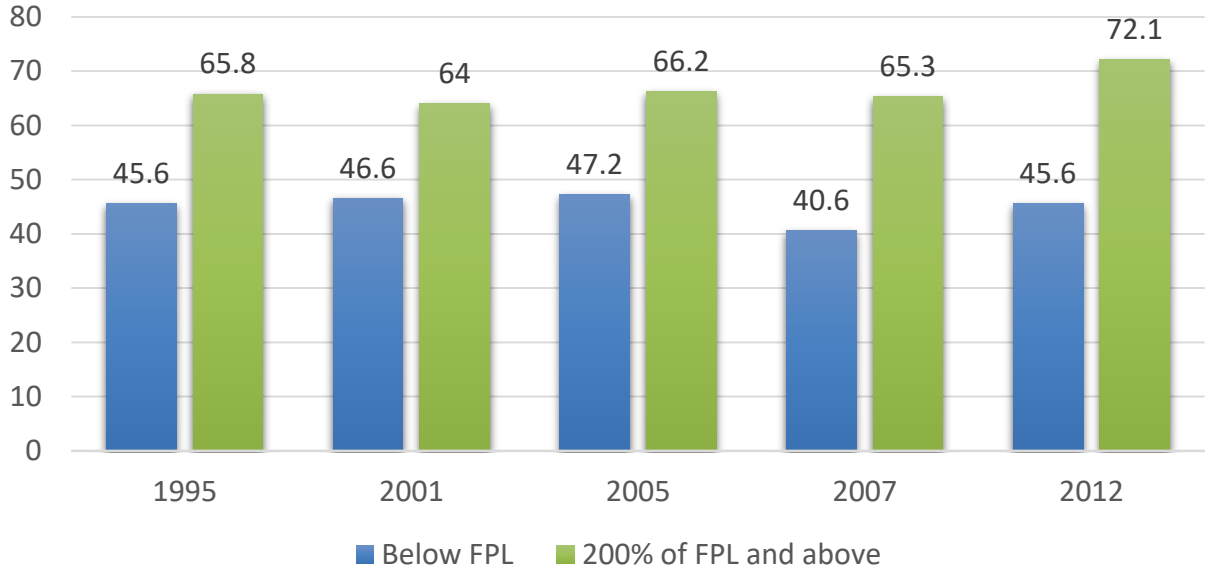
Source: Bailey, M., and S. Dynarski. 2012. Inequality in Postsecondary Education. In G. Duncan and R. Murnane (eds.), Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances. Russell Sage Foundation. (Figures 6.2, 6.3, 6.4).

Adverse Experiences of U.S. Children Aged 0-17 by Parental Income (2012)



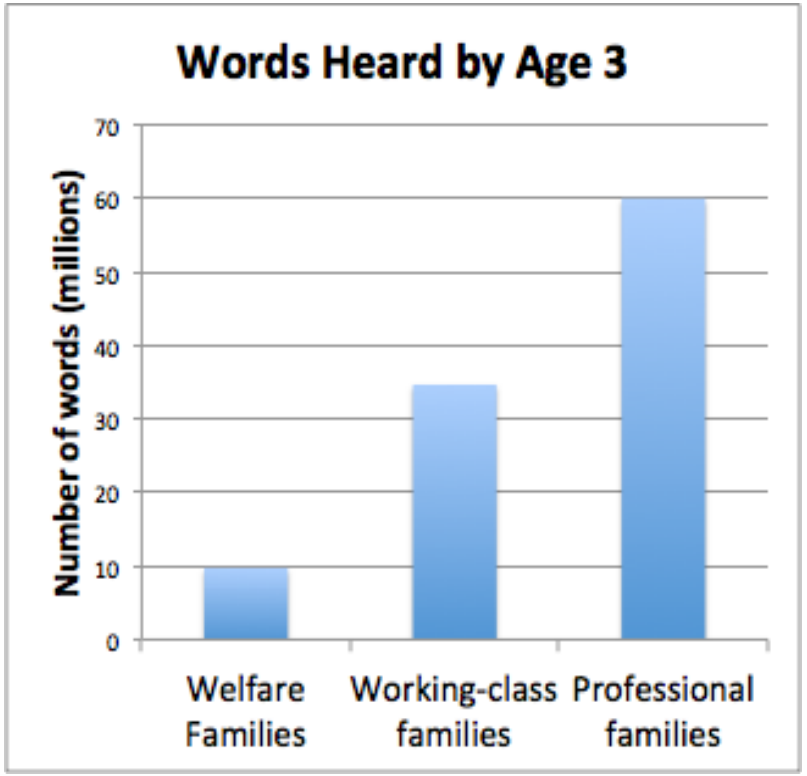
Source: National Survey of Children's Health (2011/2012), authors' calculations.

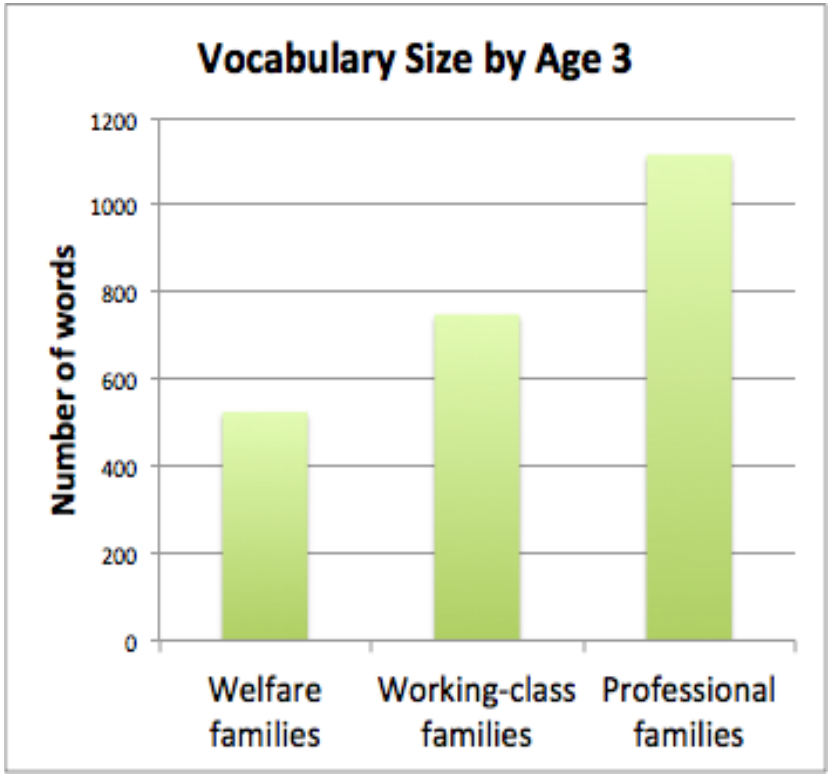
Percentage of Children, Age 3-6 Years, in Center-Based Care (1995-2012)



Source: Child Trends Data Bank, "Early Childhood Program Enrollment"; http://childtrends.org/?indicators=early-childhood-program-enrollment

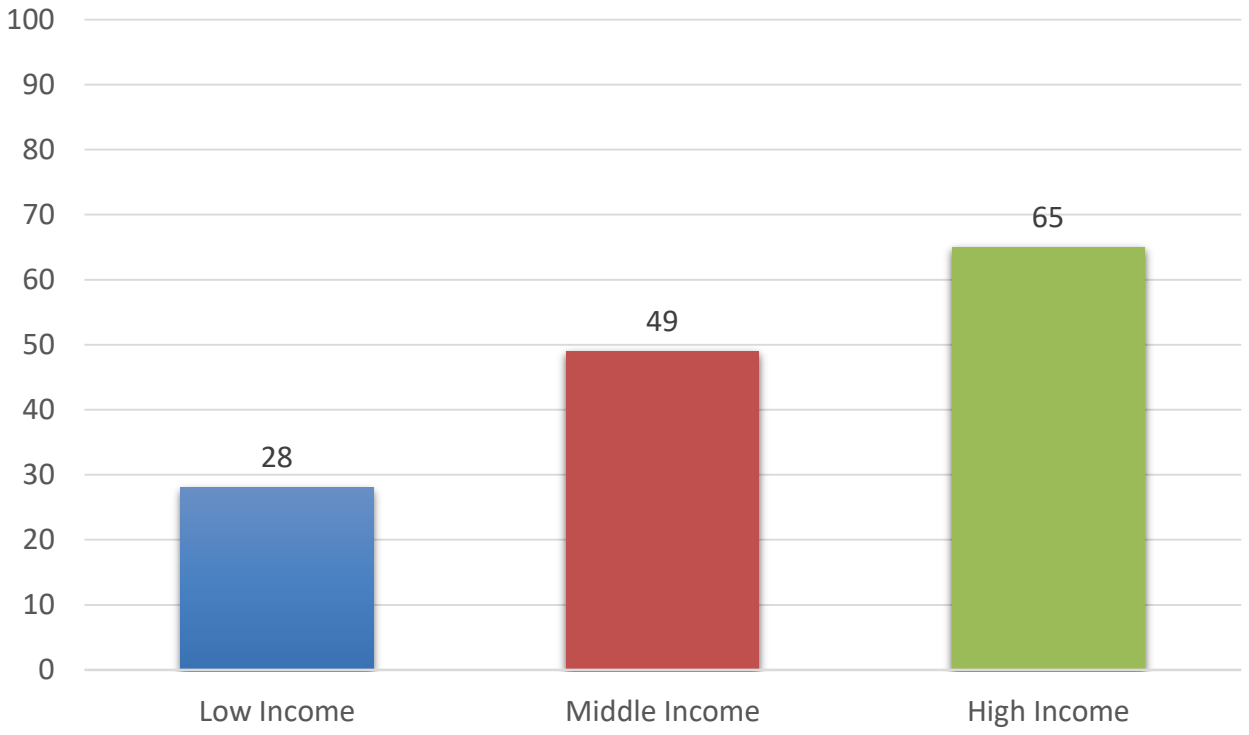
Why America Needs a New Engine for Education



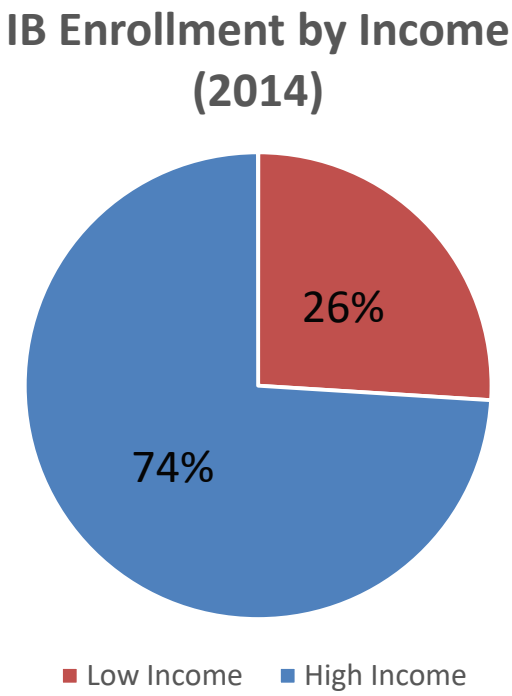


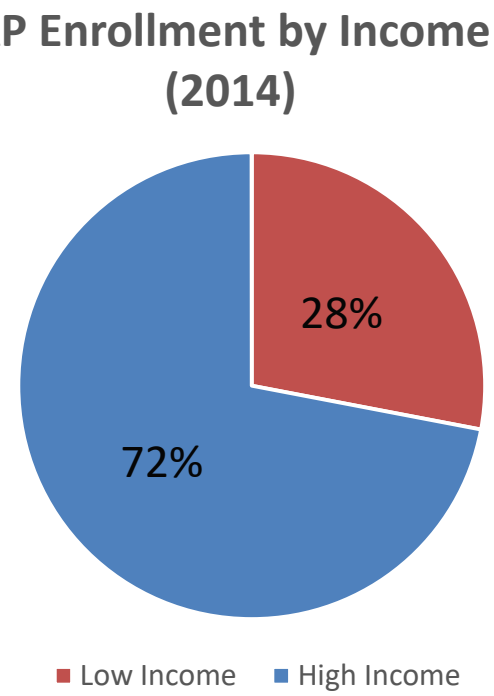
Hart, B., & Risley, T. R. (2003). The Early Catastrophe: The 30 million word gap by age 3. *American Educator*, *Spring 2003*, 4–9.

Percentage of High School Students Enrolled in a College-Preparatory Curriculum (2004)

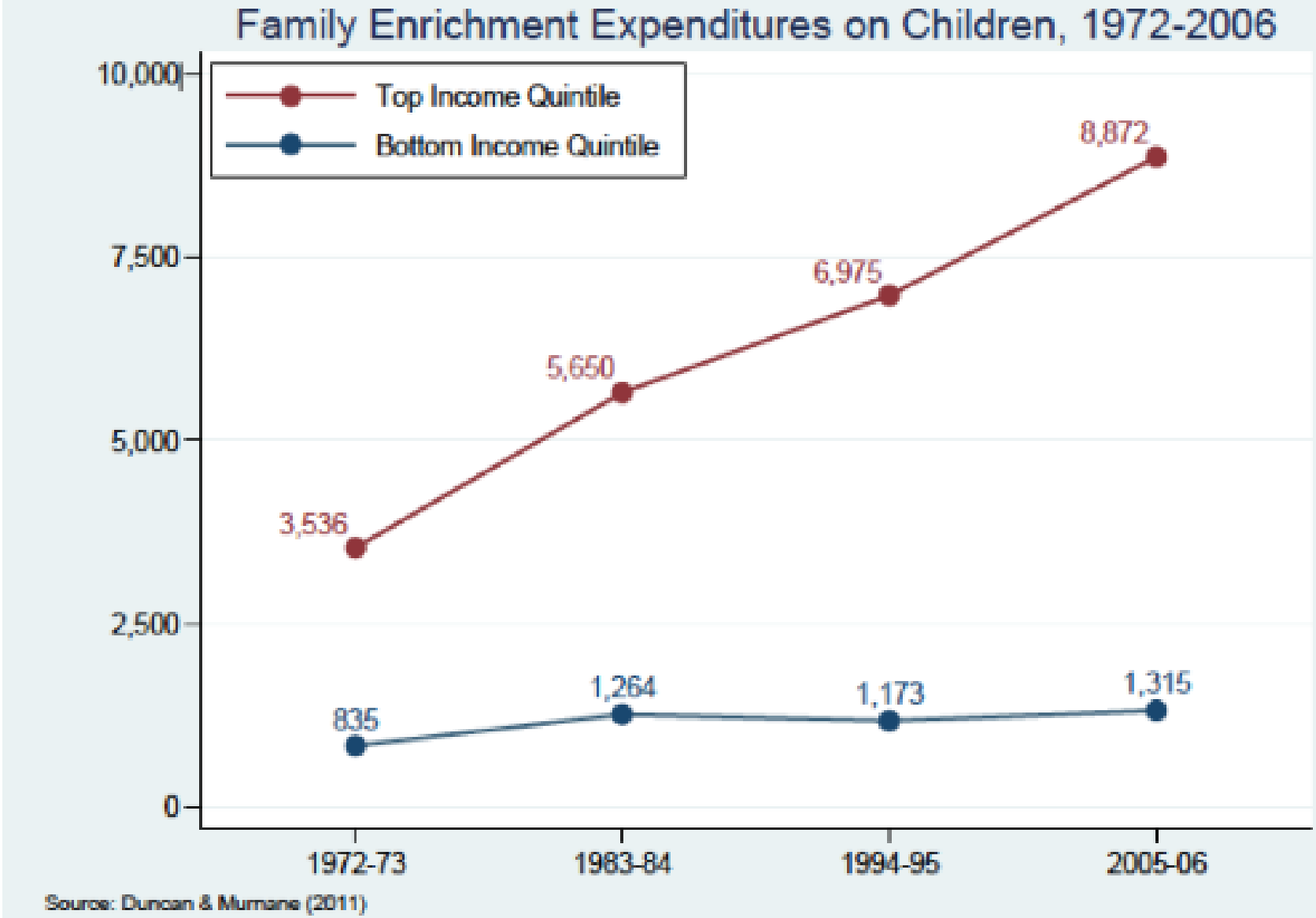


Source: Pathways to College Network (2004)

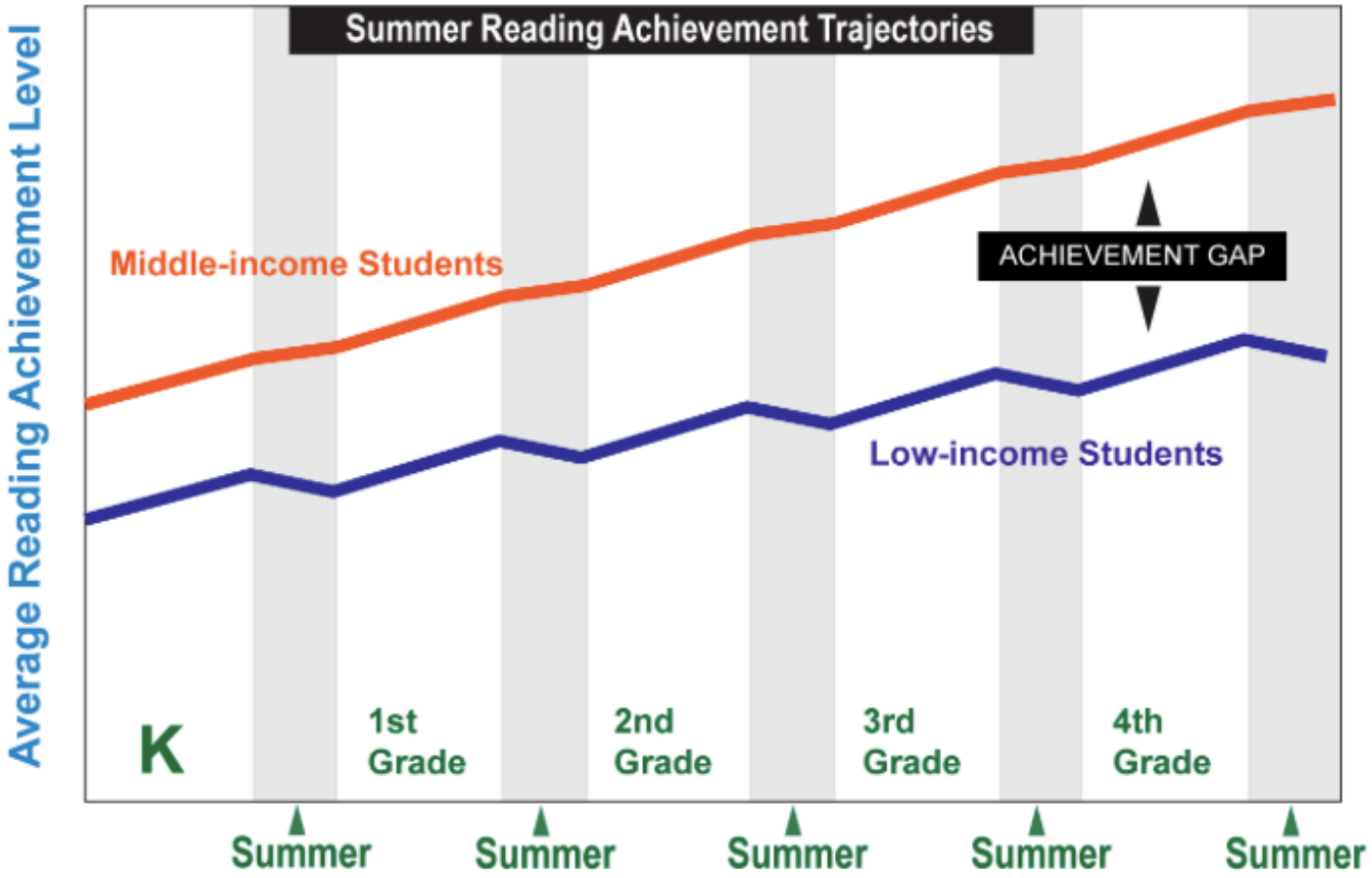




Source: International Baccalaureate Organization (2014); http://blogs.ibo.org/blog/2016/03/21/access-to-ib-programmes-in-the-us-increases-for-low-income-students/


Family Enrichment Expenditures on Children, 1972-2006
Top Income Quintile
Bottom Income Quintile
10,000
7,500
5,000
2,500
0
3,536
5,650
6,975
8,872
835
1,264
1,173
1,315
1972-73
1983-84
1994-95
2005-06
Source: Duncan & Murnane (2011)

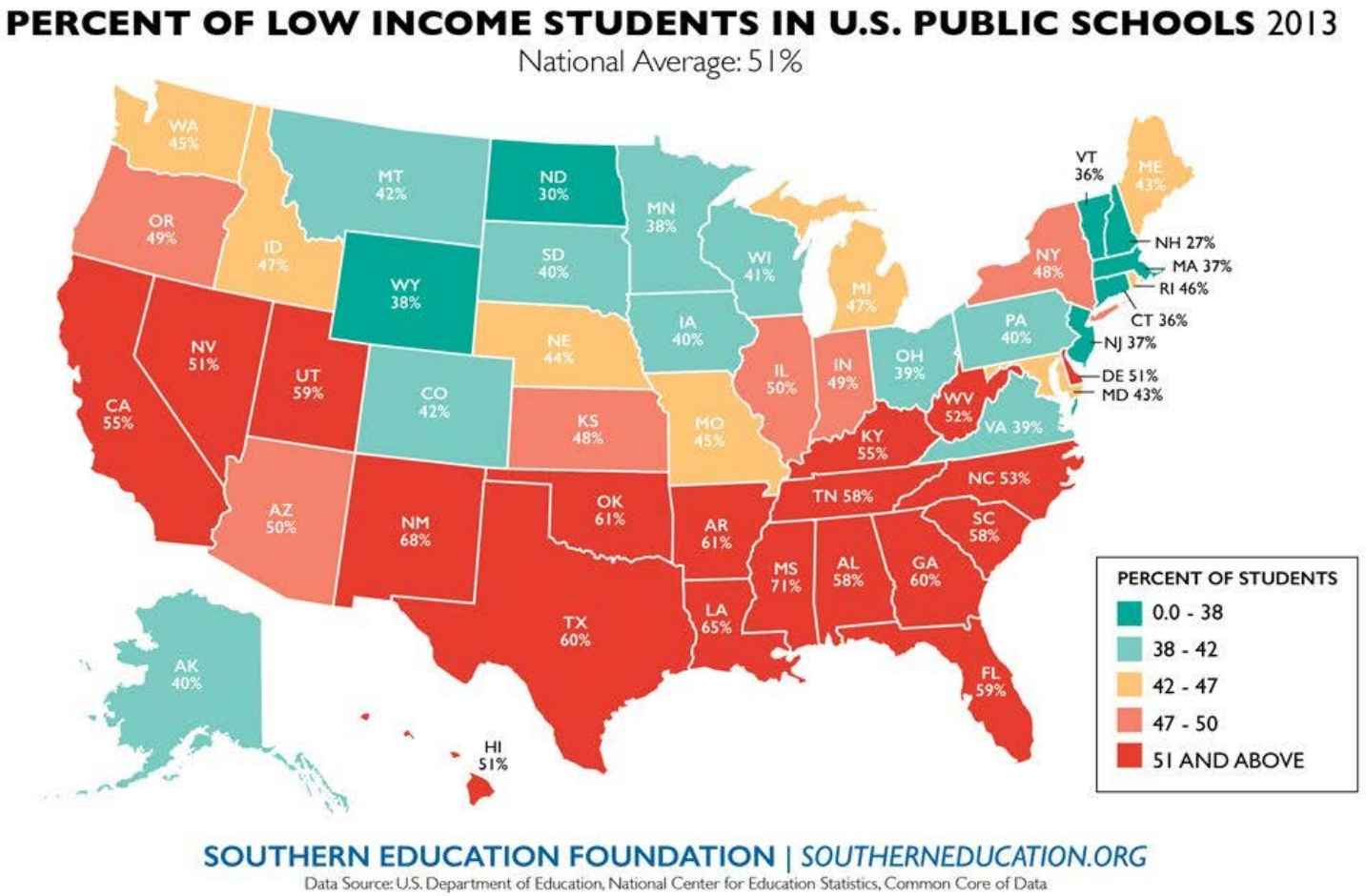
Summer Learning Loss Increases the Achievement Gap



Source: Adapted from Borman, G.D. (2000). The effects of summer school: Questions answered, questions raised. *Monographs of the Society for Research in Child Development, 65* (1, Serial N. 260).

Why does all this matter more than ever before?

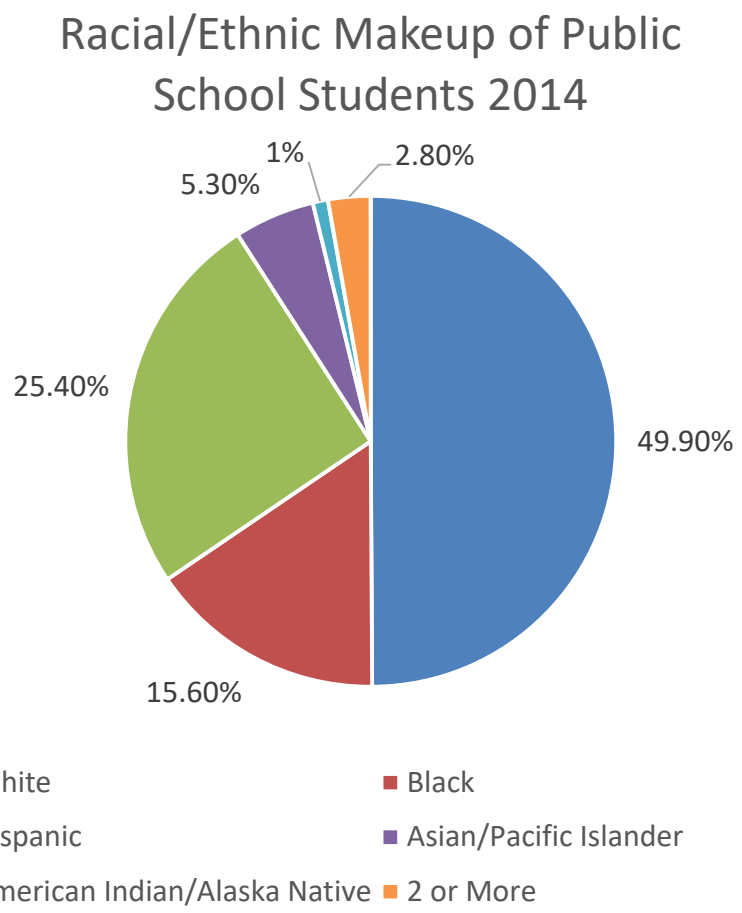
Another New Majority: Low-Income Kids

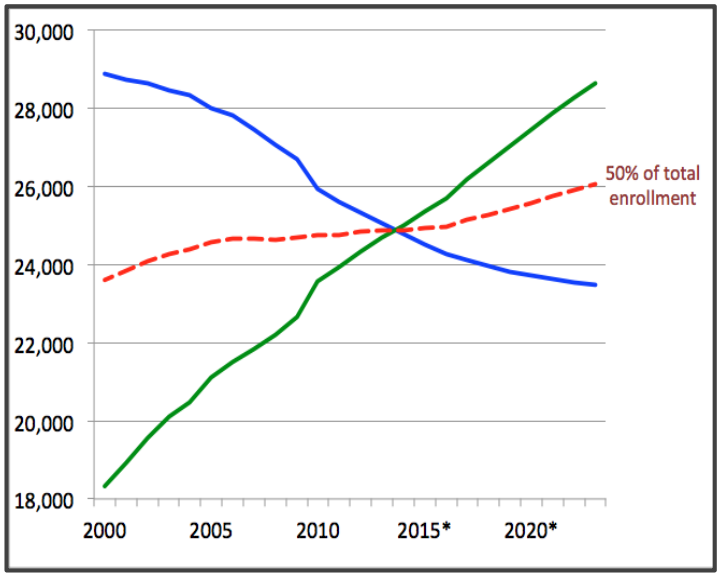


Southern Education Foundation. (2015). *A new majority: Low income students now a majority in the nation's public schools*. Atlanta, GA.

The Majority-"Minority" in U.S. Public Schools

As of 2014, for the first time, fewer than half of public school students are White.





^ Data projected for 2015. Kena, G., Musu-Gillette, L., Robinson, J., Wang, X., Rathbun, A., Zhang, J., Wilkinson-Flicker, S., Barmer, A., and Dunlop Velez, E. (2015). The Condition of Education.

< Data retrieved from the National Center for Education Statistics.

Conclusion: Education Reform Has Not Gotten Us to the Goal of "All Means All"

What do the data show?

https://drgradysmith.files.wordpress.com/2014/12/idpwd-photo.jpg?w=350&h=200&crop=1

Substantial gaps in achievement among different subgroups persist. The reforms of the past two decades - notably standards, accountability, and choice - were necessary but not sufficient.

Why?

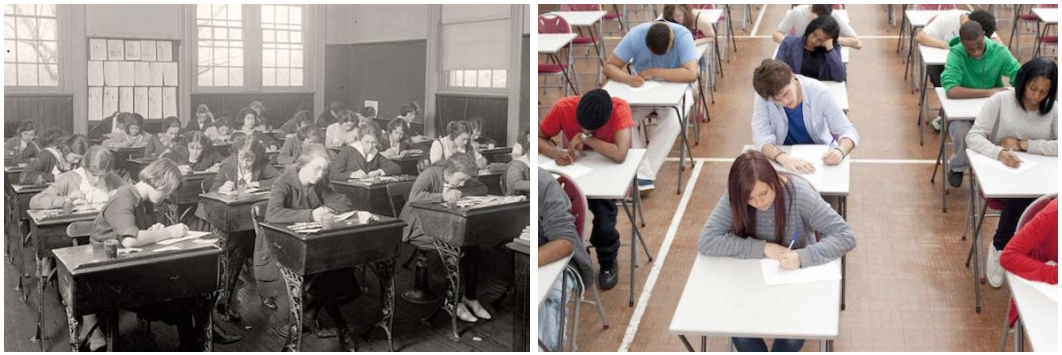
Was It the Wrong Goal?

http://lastwatchdog.com/wp/wp-content/uploads/Target-bullseye1.jpg

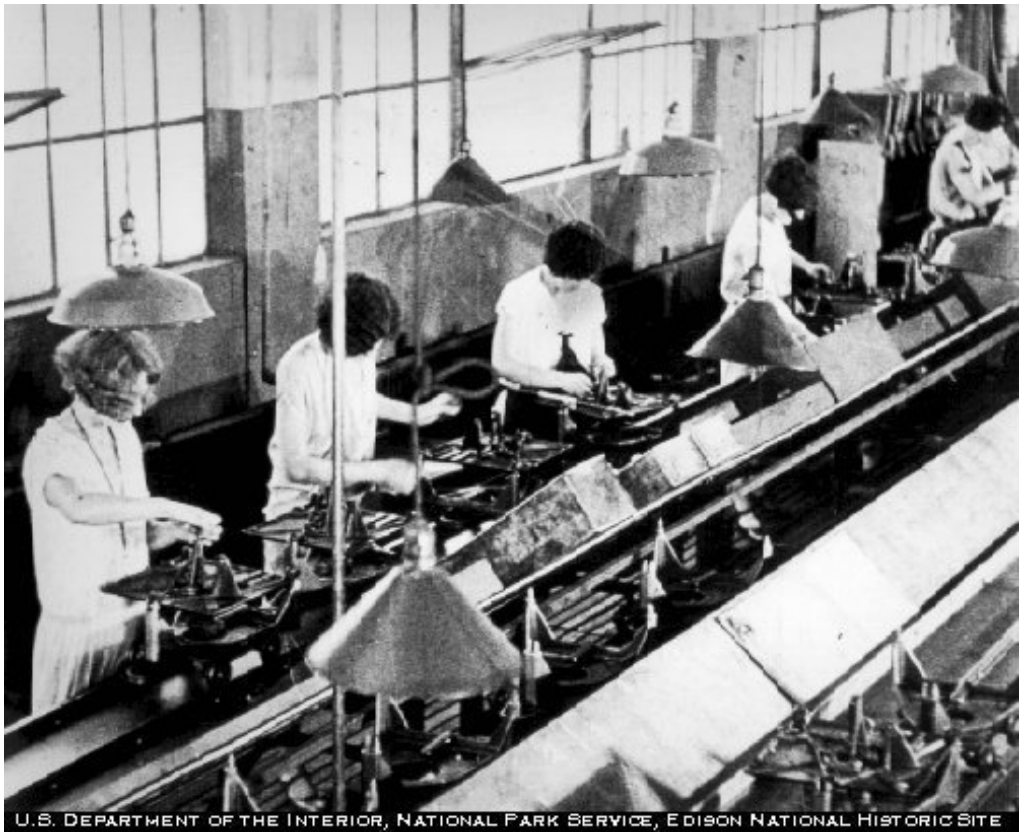
Did We Choose the Wrong Strategies?

http://stockfresh.com/files/d/donatas1205/m/70/1900645_stock-photo-carpentry-background.jpg

Was It the Wrong Delivery System?



Outmoded, Outdated Design



One Size Fits All

Insufficient Time

Doesn’t Address the Impact of Poverty

Defining Success

Students can get and hold a 21st century, high-skill, high-knowledge job that enables them to support a family

Students become informed citizens and active leaders

Students become heads of families and lifelong, fulfilled learners

Education Redesign Lab

HARVARD GRADUATE SCHOOL OF EDUCATION

Primary Focus Areas

Personalize learning	**Customize education to the needs of each and every child**

EMERGENCY
Emergency Patient Parking
Main Entrance
Physician Parking
Medical Center
EMERGENCY

Education Redesign Lab

HARVARD GRADUATE SCHOOL OF EDUCATION

Primary Focus Areas

Personalize learning	**Customize education to the needs of each and every child**
Integrate services	**Integrate education with health and social services**

There is a well-documented relationship between poverty and poor health outcomes.

Education Redesign Lab

HARVARD GRADUATE SCHOOL OF EDUCATION

Primary Focus Areas

Personalize learning	**Customize education to the needs of each and every child**
Integrate services	**Integrate education with health and social services**
Out-of-school learning	**Provide all kids with access to high-quality out of-school learning opportunities**

6,000 Hour Learning Gap

Virtually all of the advantage that wealthy students have over poor students is the result of differences in the way privileged students learn when they are *not* in school…. America doesn't have a school problem. It has a Summer vacation problem.

-- Malcolm Gladwell,
Outliers, 2011

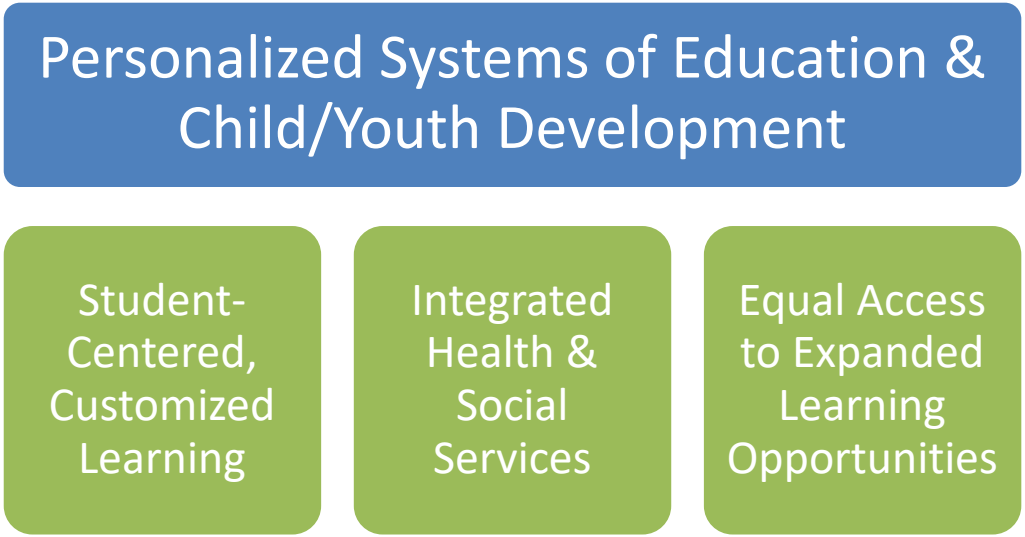
Now is the Time

What do we need?

A new, enhanced system of child development and education : **a new vision**.

Education Redesign Lab Mission

The aim of the Education Redesign Lab is to engage in a research-informed design process to create a "new engine" for education and child development. This engine will integrate an array of solutions that seek to mitigate the effects of poverty and level the playing field for all students. We have identified three initial design elements, but we intend for this list of components to grow as our process evolves:



Education Redesign Lab

HARVARD

GRADUATE SCHOOL OF EDUCATION

Contact:

Paul_Reville@gse.harvard.edu

Bridget_Rodriguez@gse.harvard.edu

50 Church Street
4th Floor
Cambridge, MA
02128

617-495-6784
edredesign.org
Twitter:
@EdRedesignLab