



No Excuses —
No Child Left Behind!

GEAR UP MS's Plan for

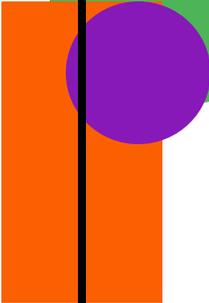
Closing the Achievement Gap

NCCEP Annual GEAR UP Conference

July, 2004

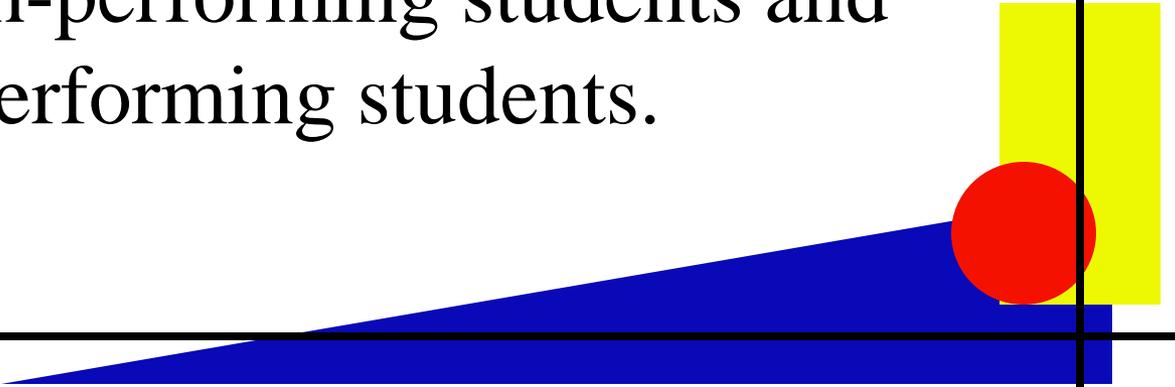
Marvin H. Jeter, III, PhD

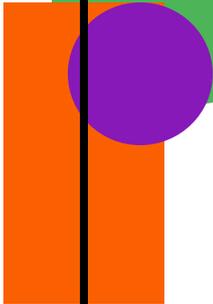




the Achievement Gap –

The difference in levels of achievement between high-performing students and low-performing students.





the Achievement Gap – in reality, the Racial Gap

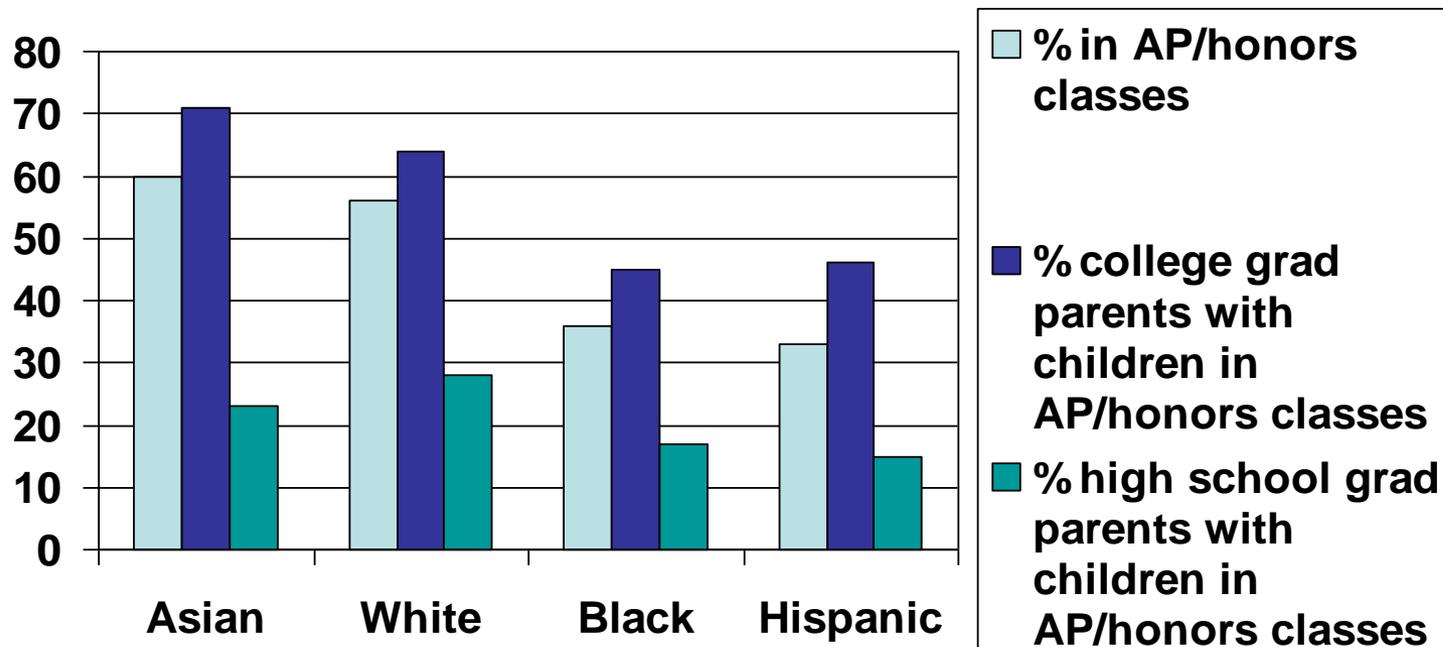
“The black high school graduation rate has more than doubled since 1960. And blacks attend college at a rate that is higher than it was for whites just two decades ago . . . The gap in academic achievement is actually worse than it was fifteen years ago.”

No Excuses: Closing the Racial Gap in Learning

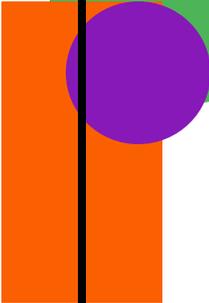
Thernstrom & Thernstrom, 2003



the Achievement Gap – in reality, the Racial Gap



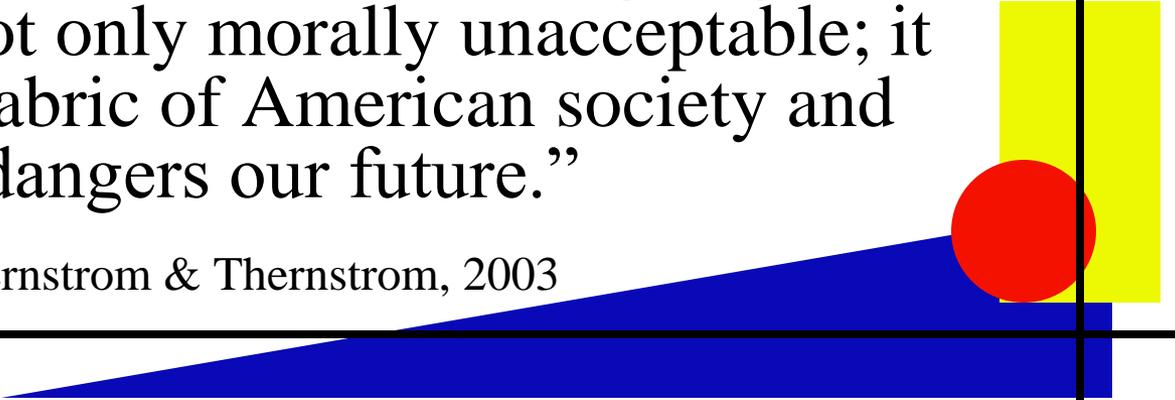
Education Week, 04-23-03



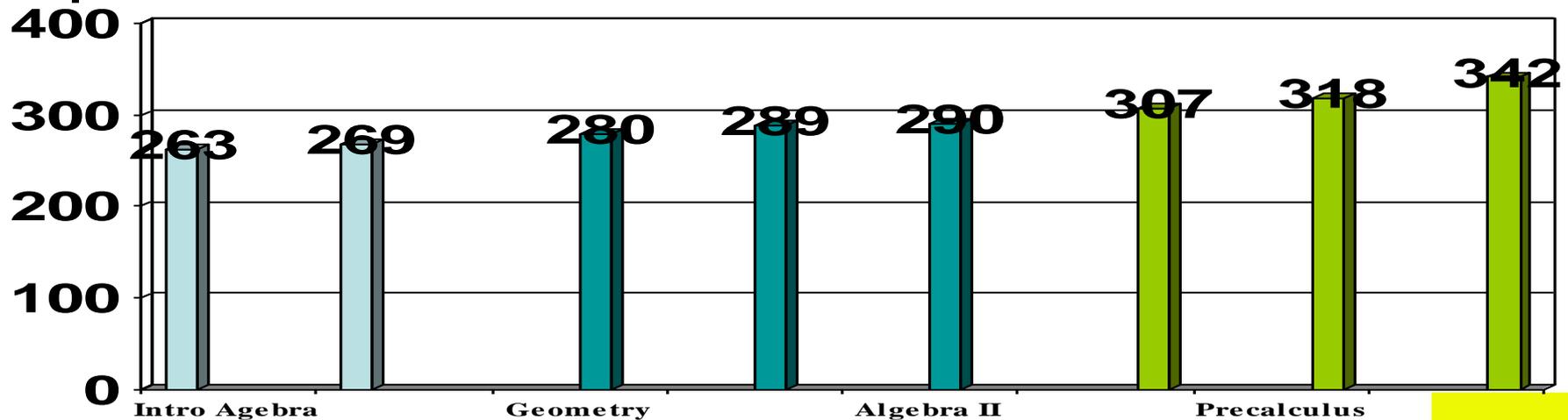
the Achievement Gap – the Racial Gap

“... the *most* important civil rights issue of our time” because “an alarmingly high percentage of all American students, the NAEP results show, are leaving high school today with academic skills that are ‘Below Basic.’” and the “ongoing racial inequality is not only morally unacceptable; it corrupts the fabric of American society and endangers our future.”

Thernstrom & Thernstrom, 2003



Challenging Coursework = Higher Achievement



Relationship of Highest Level of Math & scores on the National Assessment of Educational Progress in Math, 2000

Anthony Carnavale, Vice President of ETS

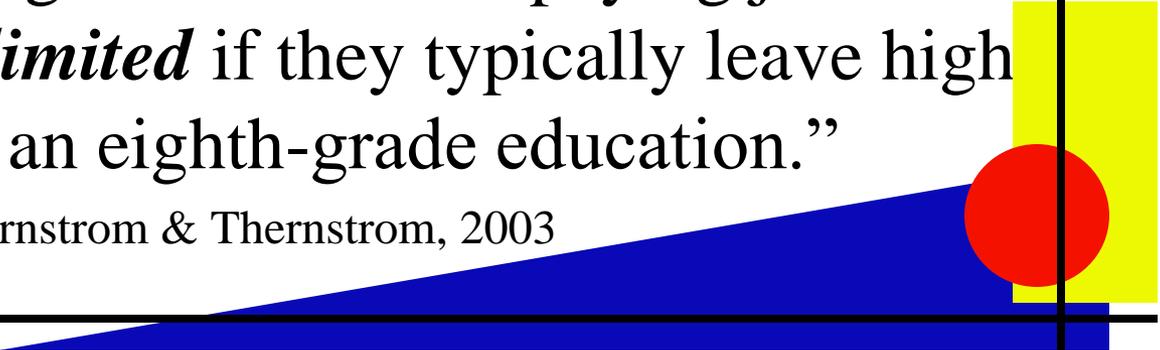
**“... Algebra II is the new civil right.
It’s the threshold course.”**



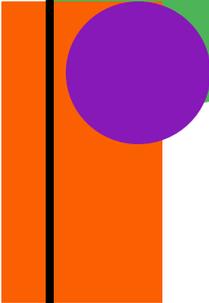
the Achievement Gap – the Racial Gap

“African-Americans today can serve as secretary of state, CEO, . . . But their *access* to positions of power and prestige – and to well-paying jobs in general – *will be limited* if they typically leave high school with an eighth-grade education.”

Thernstrom & Thernstrom, 2003



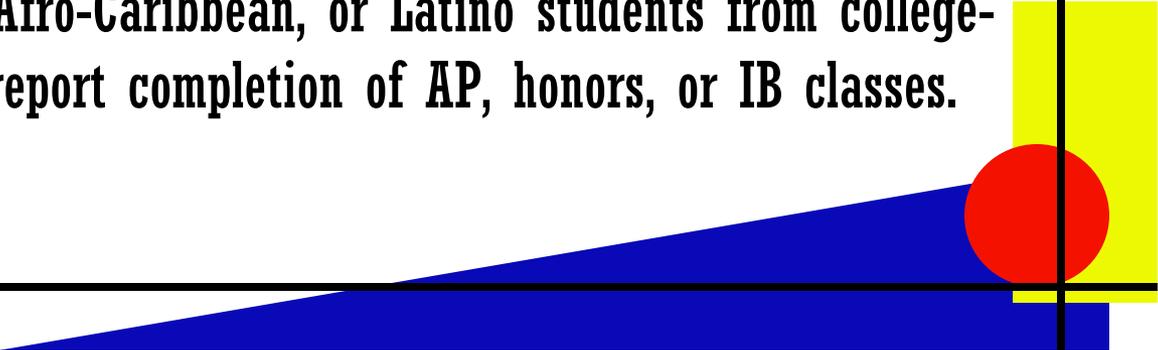
“Equal years spent in school do not mean equal skills and knowledge acquired.”



Survey of Students from *College-Educated* Households

67% of White or Asian students from college-educated households report completion of AP, honors, or IB classes.

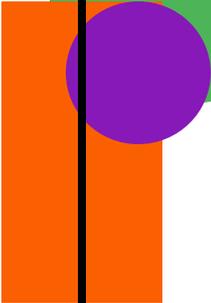
47% of African-American, Afro-Caribbean, or Latino students from college-educated households report completion of AP, honors, or IB classes.



Conclusions:

- **Schools are segregated & unequal within.**
- **Schools are deeply tracked.**

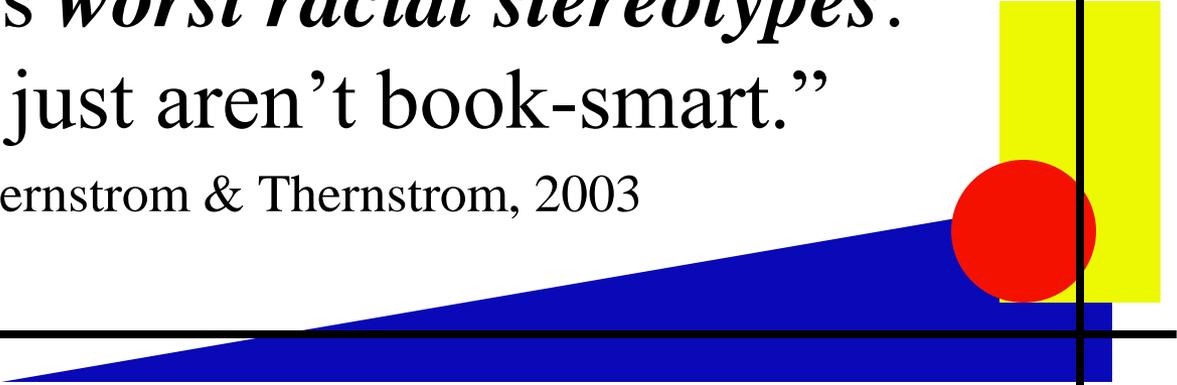
Michelle Fine



the Achievement Gap – the Racial Gap

“Too few black students are in honors classes” which “reinforces one of America’s *worst racial stereotypes*: Blacks just aren’t book-smart.”

Thernstrom & Thernstrom, 2003





Closing *the* Gap – No Excuses

What are ‘Great Schools’ Doing Differently?

**“In part, the right people were hired;
in part, talent is nurtured; and
in part, the teachers are freed up to teach.”**

Thernstrom & Thernstrom, 2003





Closing *the* Gap – No Excuses

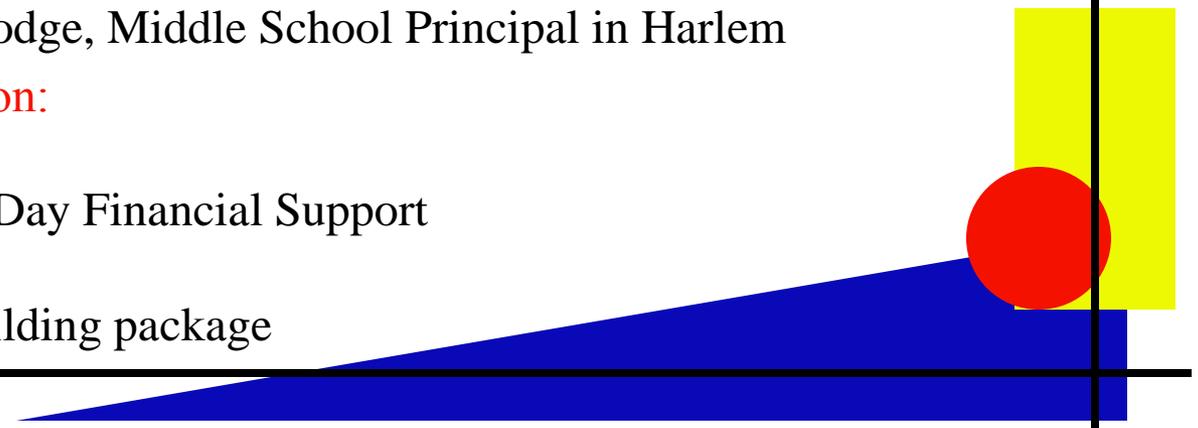
What are ‘Great Schools’ Doing Differently?

• **Building Academic Skills**

“Without an education, children are slaves to the world they live in. With real learning, there’s no end to what they might be.”

– Gregory Hodge, Middle School Principal in Harlem

GEAR UP MS’s intervention:

- Tutors & Mentors
 - Extended Year/Extended Day Financial Support
 - Brainfuse online Tutorial
 - Compass online skills-building package
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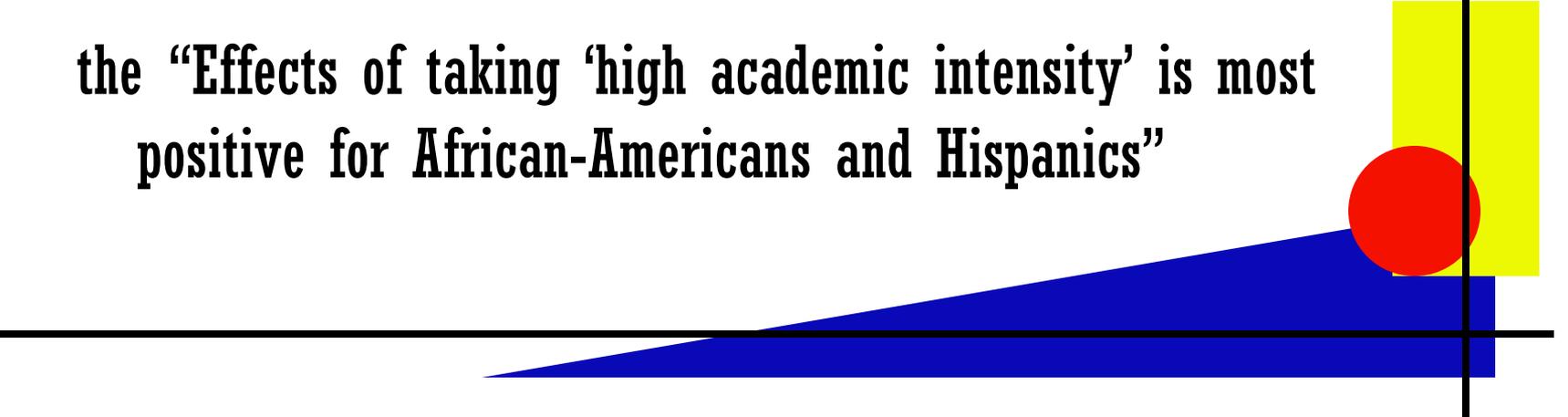


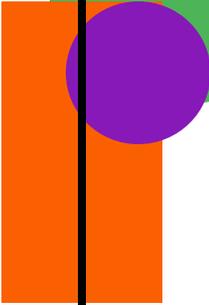
Closing *the* Gap – The Effects of High Expectations

Clifford Adelman, “Tools in the Toolbox”

“Courses beyond Algebra II – double the odds of completing bachelor’s” and

the “Effects of taking ‘high academic intensity’ is most positive for African-Americans and Hispanics”





Closing *the* Gap – No Excuses

What are ‘Great Schools’ Doing Differently?

- **Setting Social Norms & Disciplined Work Habits**

“Low income parents value education, stable marriages, steady jobs, and other ‘middle class’ objectives. They differ in the ‘culturally-shaped skills, habits, and styles’ that facilitate the realization of those aspirations.”

– George Farkas, sociologist

GEAR UP MS’s intervention:

- REACH HIGHER Student of the Week Campaign
 - *Respect, Enthusiasm, Achievement, Citizenship, & Hard Work-*
 - Practical Parenting Partnership
 - Covey’s 7 Habits of Highly Effective Teens & Premier Agendas
- 



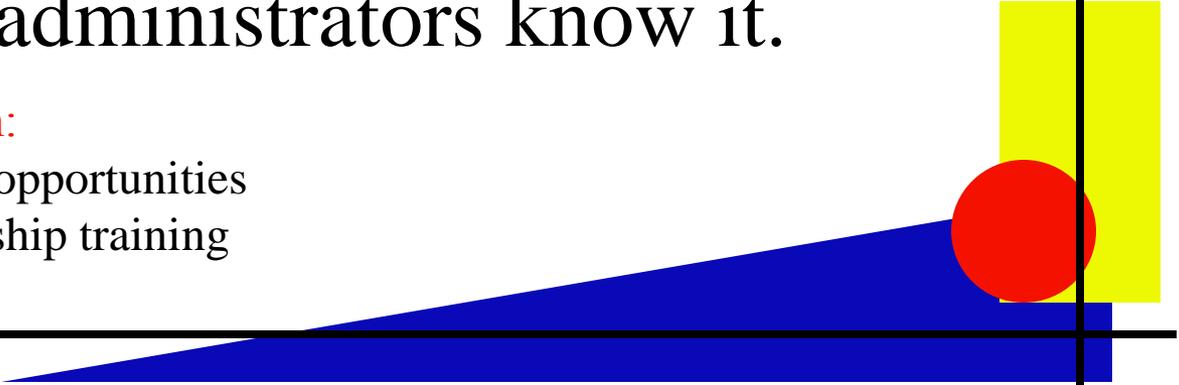
Closing *the* Gap – No Excuses

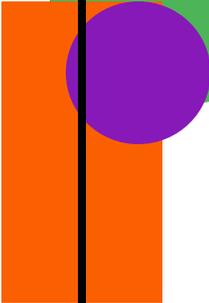
What are ‘Great Schools’ Doing Differently?

•Order in the Classroom

Parents know it; teachers know it;
school administrators know it.

GEAR UP MS’s intervention:

- Professional Development opportunities
 - Practical Parenting Partnership training
- 



Closing *the* Gap – No Excuses

What are ‘Great Schools’ Doing Differently?

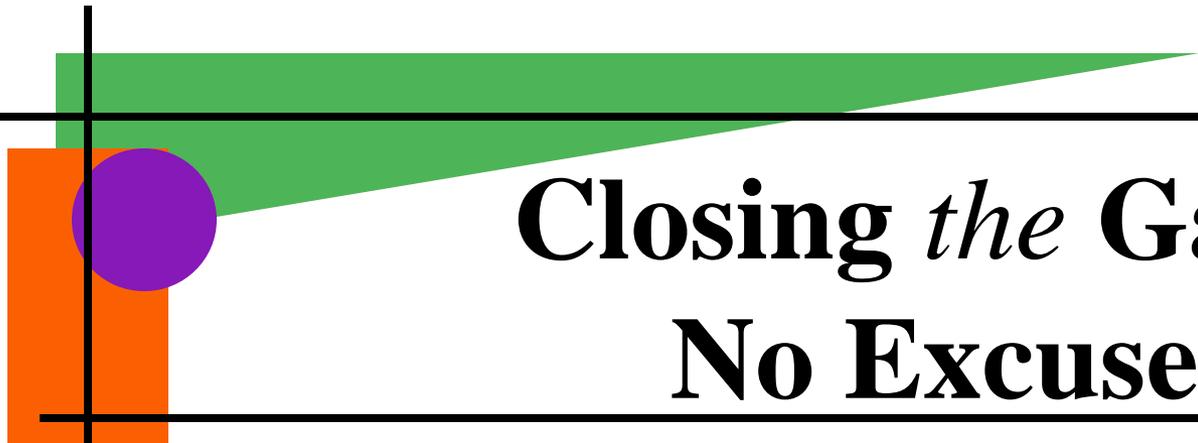
- **The Academic Day**

Professional Development on Instruction

Double scheduling Language Arts & Math

GEAR UP MS encourages the same practices.





Closing *the* Gap – No Excuses

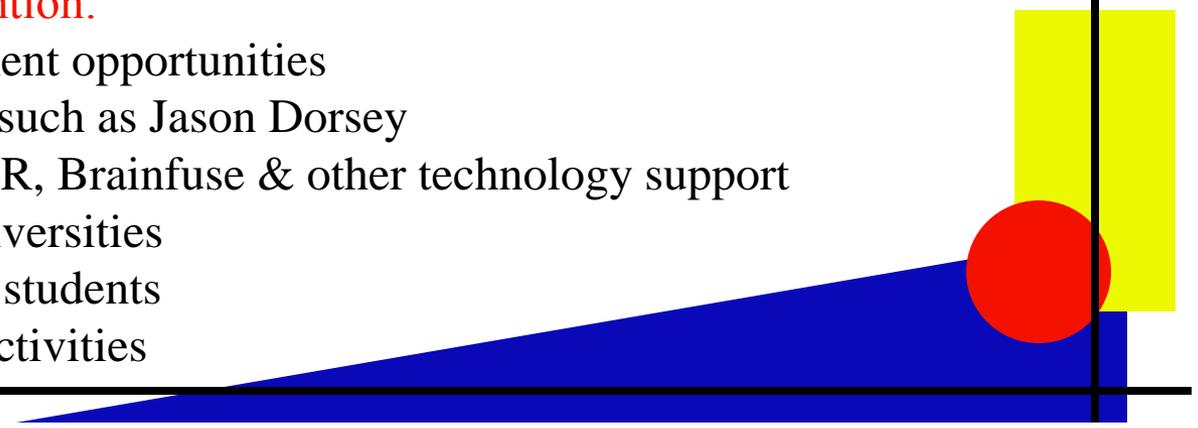
Students who are not challenged think,

“Why bother to learn in school if there is no advantage, no opportunity, and nobody cares?”

Pessimism is a self-fulfilling prophecy.

Thernstrom & Thernstrom, 2003

GEAR UP MS's intervention:

- Professional Development opportunities
 - Motivational Speakers such as Jason Dorsey
 - ACT-EPAS, DISCOVER, Brainfuse & other technology support
 - Trips to colleges & Universities
 - Site visits to meet with students
 - Summer Enrichment Activities
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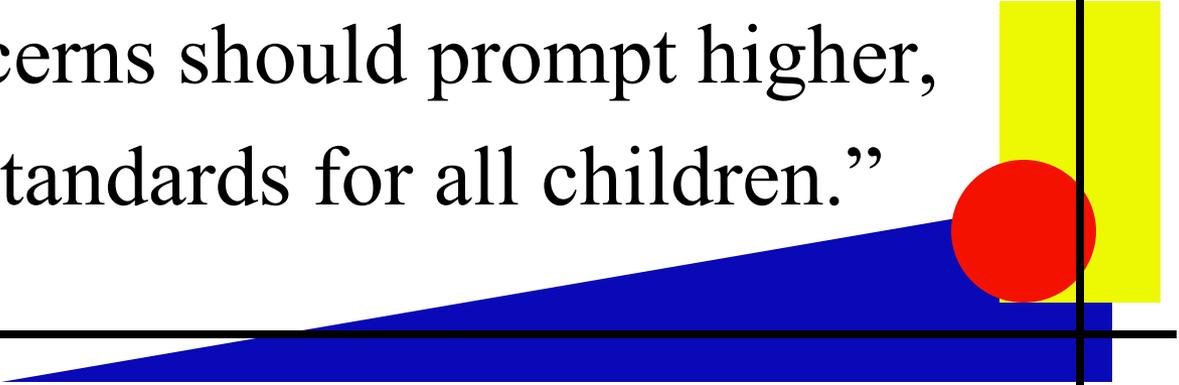


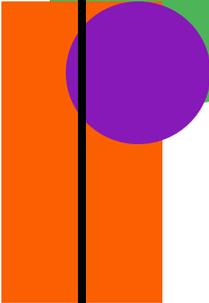
Closing *the* Gap – No Excuses

What are ‘Great Schools’ Doing Differently?

- **Against the Educational Grain**

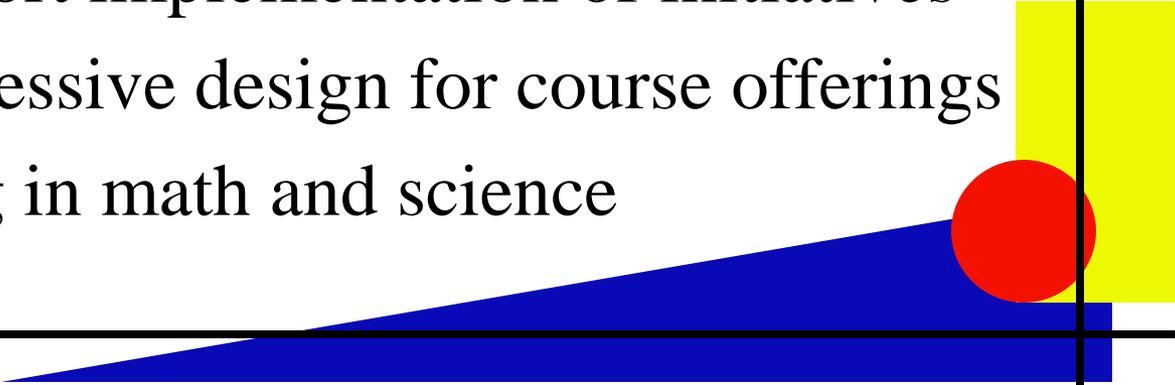
“Equity concerns should prompt higher, not lower standards for all children.”

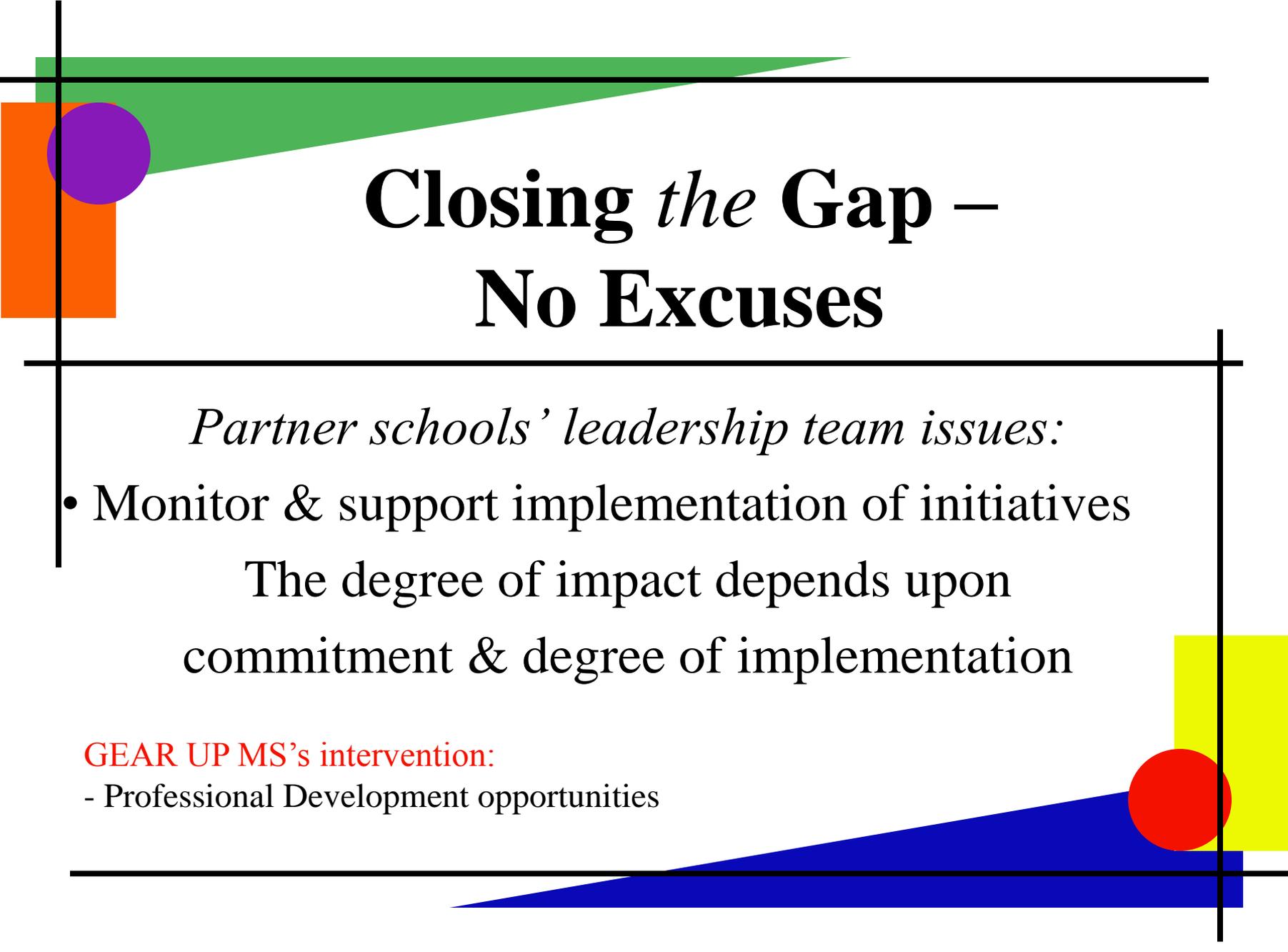




Closing *the* Gap – No Excuses

We have to depend upon our partner schools' leadership teams to address some of these issues related to course offerings & scheduling :

- Monitor & support implementation of initiatives
 - Designing progressive design for course offerings
 - Double blocking in math and science
- 



Closing *the* Gap – No Excuses

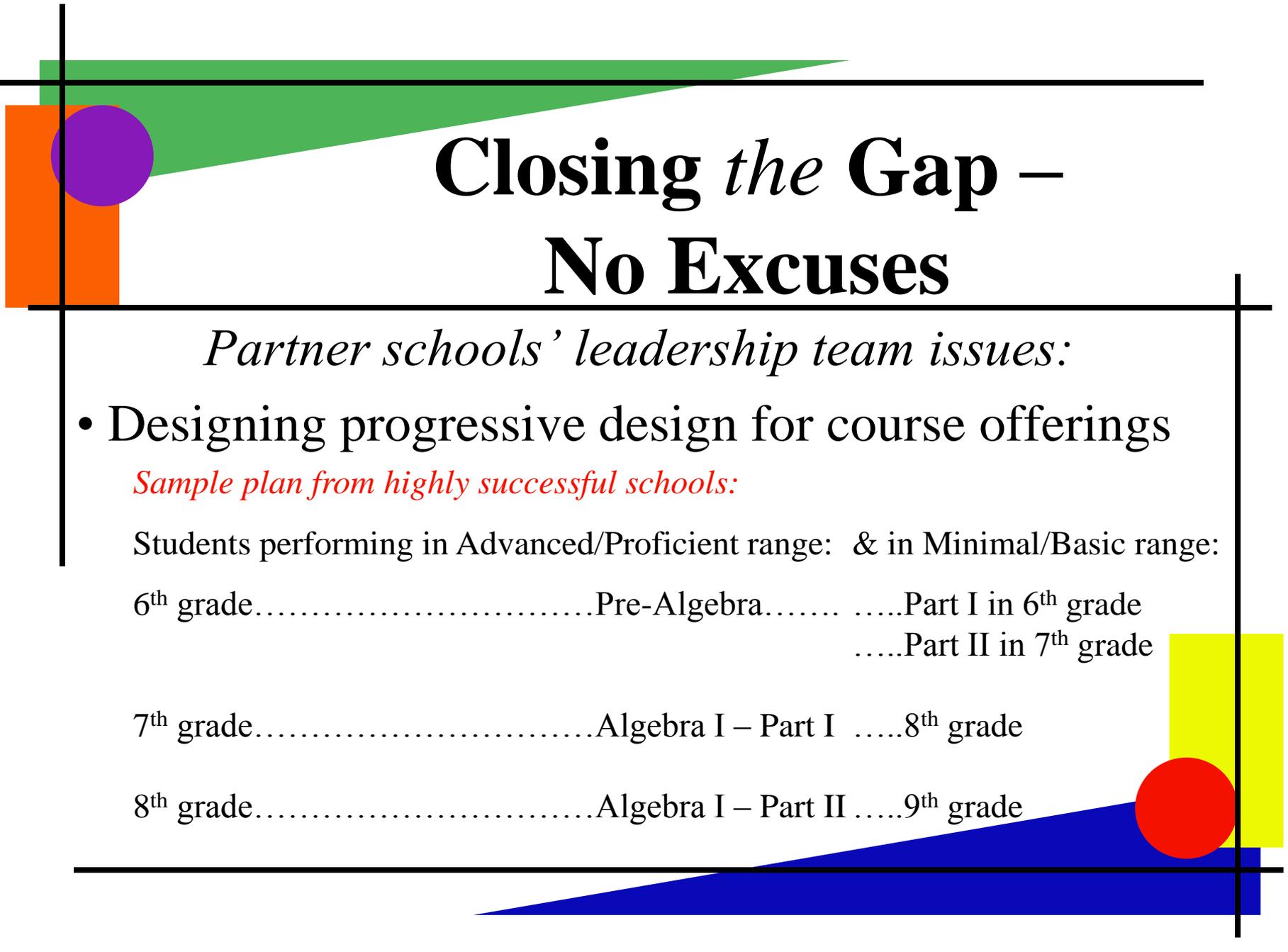
Partner schools' leadership team issues:

- Monitor & support implementation of initiatives

The degree of impact depends upon
commitment & degree of implementation

GEAR UP MS's intervention:

- Professional Development opportunities



Closing *the* Gap – No Excuses

Partner schools' leadership team issues:

- Designing progressive design for course offerings

Sample plan from highly successful schools:

Students performing in Advanced/Proficient range: & in Minimal/Basic range:

6th grade.....Pre-Algebra.....Part I in 6th grade
.....Part II in 7th grade

7th grade.....Algebra I – Part I8th grade

8th grade.....Algebra I – Part II9th grade



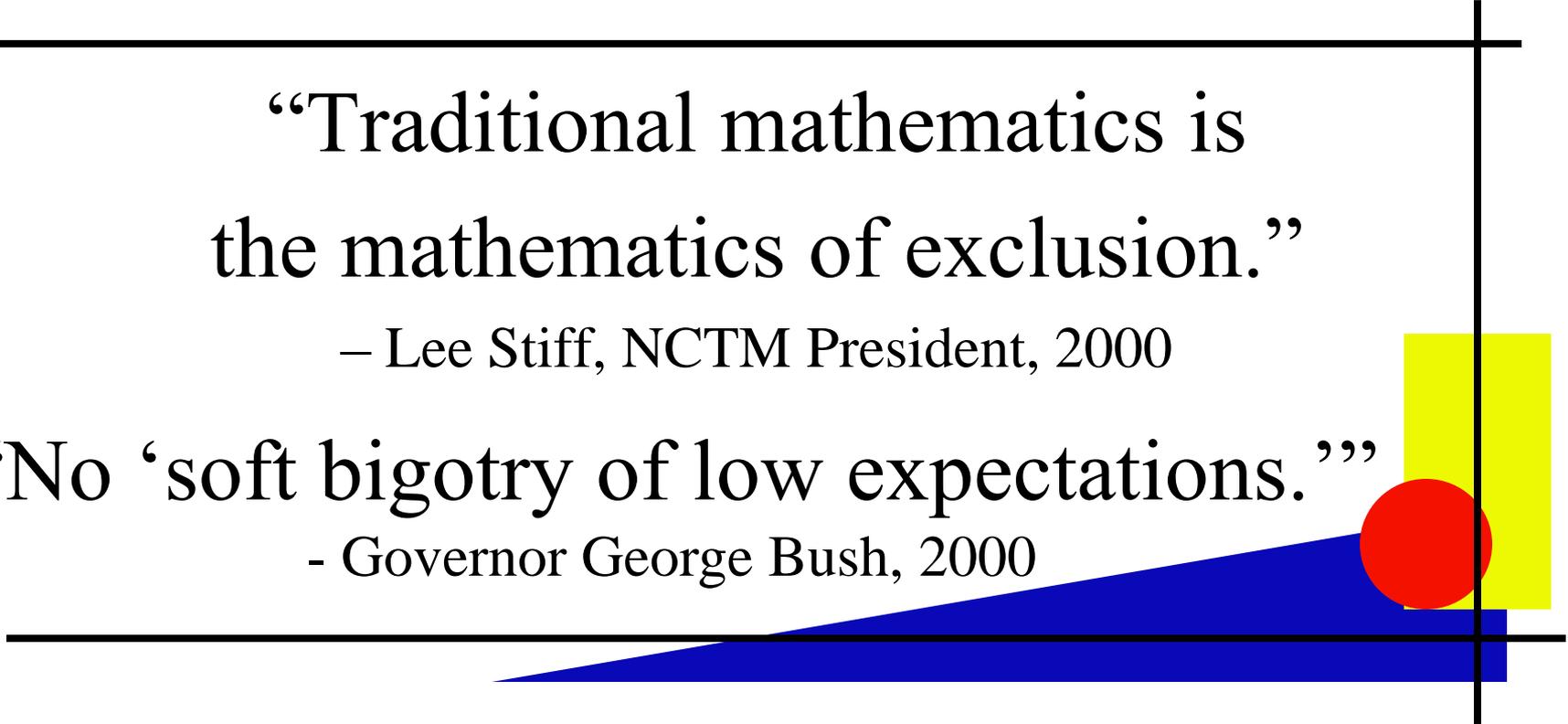
Closing *the* Gap – No Excuses

“Traditional mathematics is
the mathematics of exclusion.”

– Lee Stiff, NCTM President, 2000

“No ‘soft bigotry of low expectations.’”

- Governor George Bush, 2000





Closing *the* Gap – No Excuses

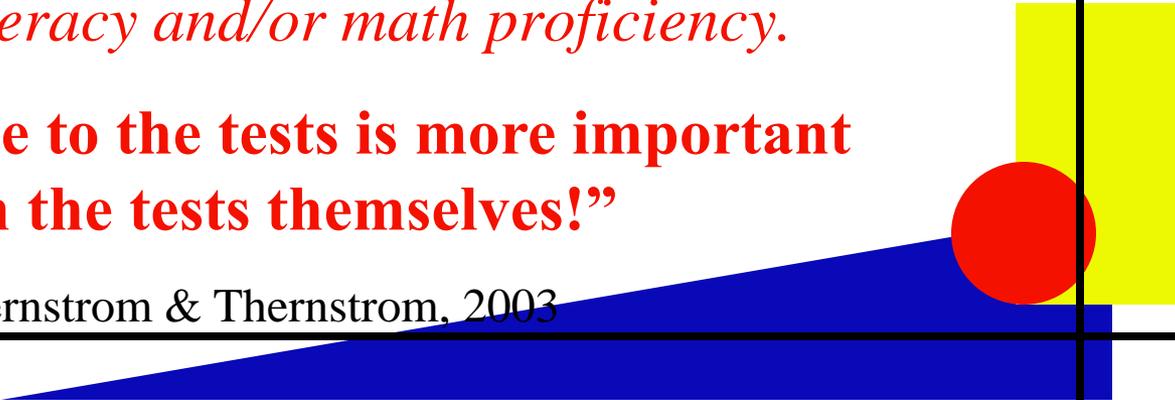
Partner schools' leadership team issues:

- Double blocking in math and science

For students performing in the minimal or basic range, it may be necessary to *eliminate electives* to allot time to *building literacy and/or math proficiency.*

“The response to the tests is more important than the tests themselves!”

Thernstrom & Thernstrom, 2003



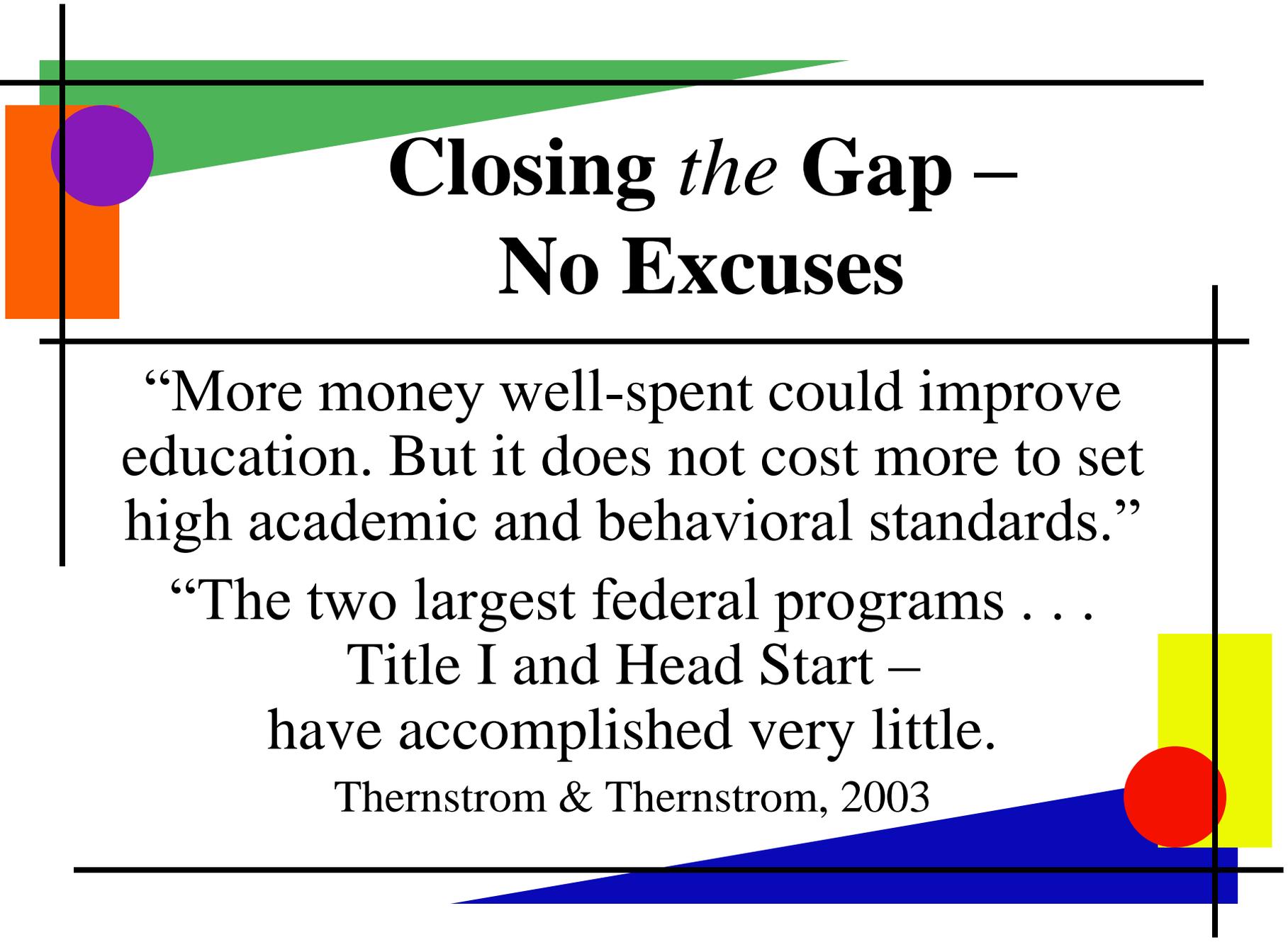


Closing *the* Gap – No Excuses

“If you don’t assess where you are, what the students have learned or not learned, you’re teaching in the dark. That’s analogous to driving at night without headlights.”

-Secretary of Education Rod Paige



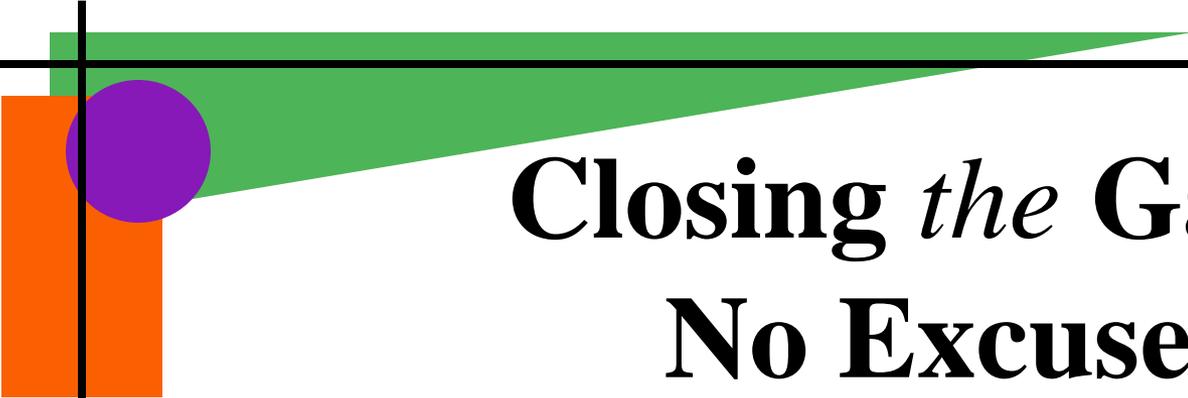


Closing *the* Gap – No Excuses

“More money well-spent could improve education. But it does not cost more to set high academic and behavioral standards.”

“The two largest federal programs . . .
Title I and Head Start –
have accomplished very little.

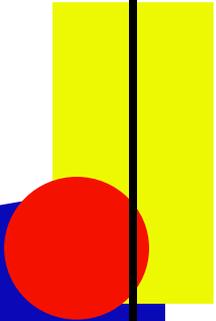
Thernstrom & Thernstrom, 2003



Closing *the* Gap – No Excuses

“In education,
the time we waste today can mean
a lifetime wasted tomorrow.”

- President Lyndon B. Johnson, 1965



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