

Welcome



The Public Engagement
Family - Schools - Community
Partnership Initiative
Effort = Achievement

Community

The American city should be a collection of communities where every member has a right to belong. It should be a place where every man feels safe on his streets and in the house of his friends. It should be a place where each individual's dignity and self-respect is strengthened by the respect and affection of his neighbors. It should be a place where each of us can find the satisfaction and warmth which comes from being a member of the community of man. This is what man sought at the dawn of civilization. It is what we seek today.

LYNDON B. JOHNSON



Closing Achievement Gaps

A Community Conversation sponsored by:

The Malone Community Center

Lincoln Education Association

Lincoln Public Schools

The United Way

Community Learning Centers

National Education Association

Nebraska State Education Association

What are Achievement Gaps?

- Measurable differences in educational achievement ***between groups*** that are:
 - **widespread**
 - **persistent**
 - **significant in size and impact**



Gaps among which groups?

- Race/ethnicity
- Income levels
- Language background
- Disability status
- Gender
- Sexual orientation



How are Gaps Measured?

- **Academic Attainment**

- Years of school completed
- Degrees earned

- **Test scores - Performance**

- National standardized tests such as National Assessment of Educational Progress (NAEP)
- State tests, other tests



Access Issues

- Technology Resources
- Advanced Placement Classes
- Special Degree Programs
- Community Service Opportunities
- Rich & Varied Cultural Experiences
 - Sports, arts, music, drama, etc.

Where do we find gaps?

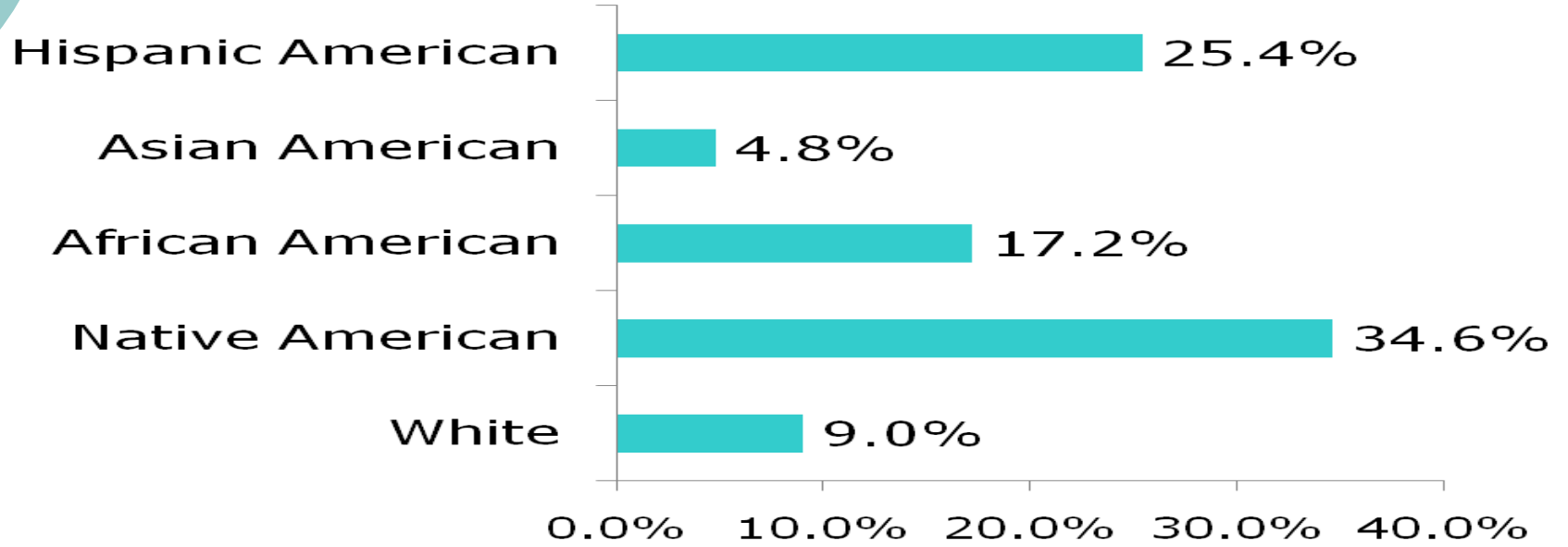
The 2006 NCES Averaged Freshman Graduation Rates by race/ethnicity are:

- White (not Hispanic): 80.6%
- Black (not Hispanic): 59.1%
- Hispanic: 61.4%
- Asian/Pacific Islander: 89.9%
- American Indian/Alaska Native: 61.8%

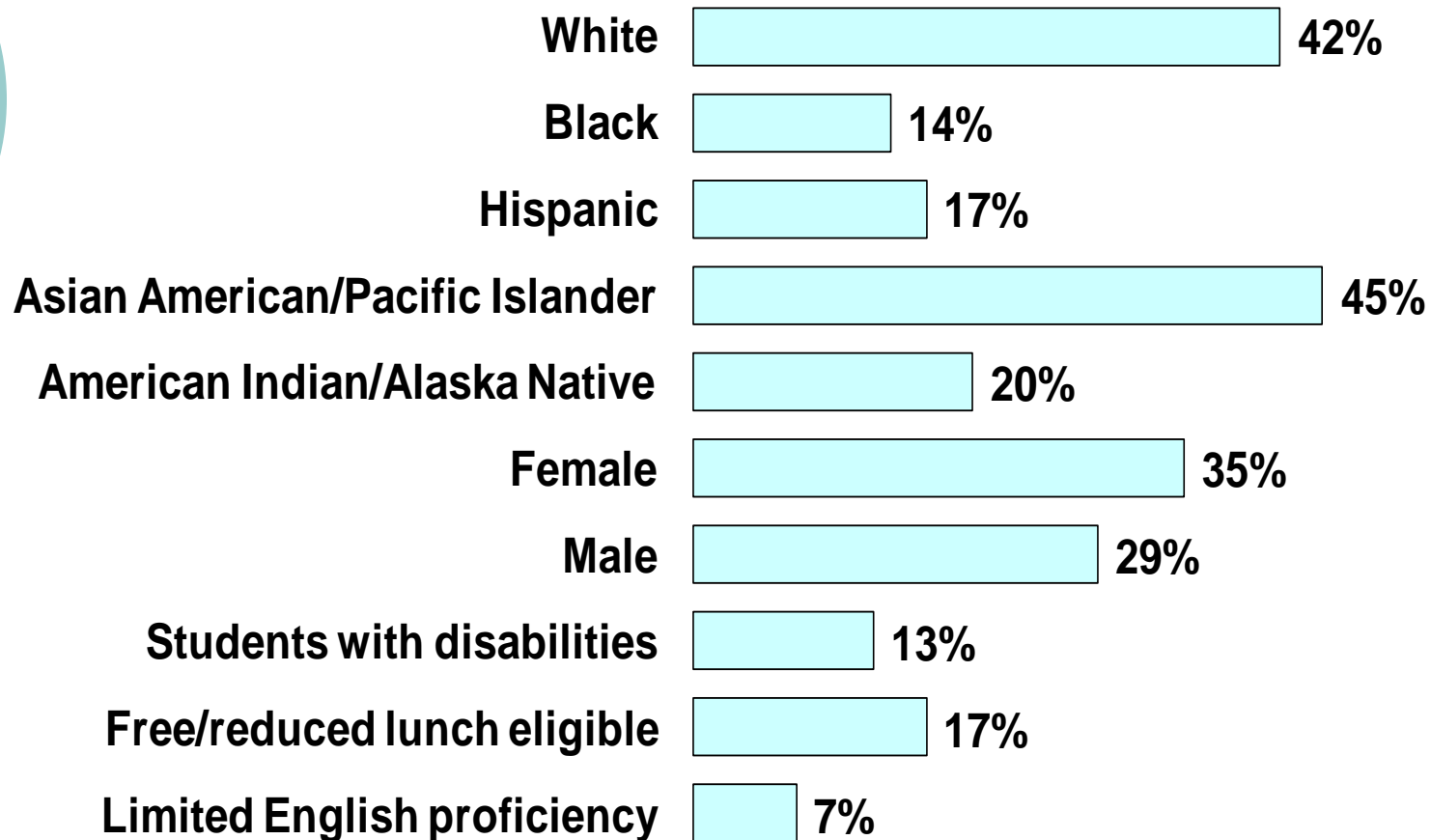
LPS Longitudinal Graduate Information 2009

District Longitudinal Graduation Rate Class of 2009:	<u>Total</u>	<u>White</u>	<u>Native American</u>	<u>African American</u>	<u>Asian American</u>	<u>Hispanic American</u>
Total	2601	2101	36	208	97	159
Transfers	353	244	10	45	13	41
Total less transfers	2248	1857	26	163	84	118
Total dropouts	239	168	9	28	4	30
Percent dropouts	10.6%	9.0%	34.6%	17.2%	4.8%	25.4%
Total graduates	1805	1546	12	113	66	68
Percent graduates	80.3%	83.3%	46.1%	69.3%	78.6%	57.6%
Total attending	204	143	5	22	14	20
Percent attending	9.1%	7.7%	19.2%	13.5%	16.7%	16.9%

Percent Drop

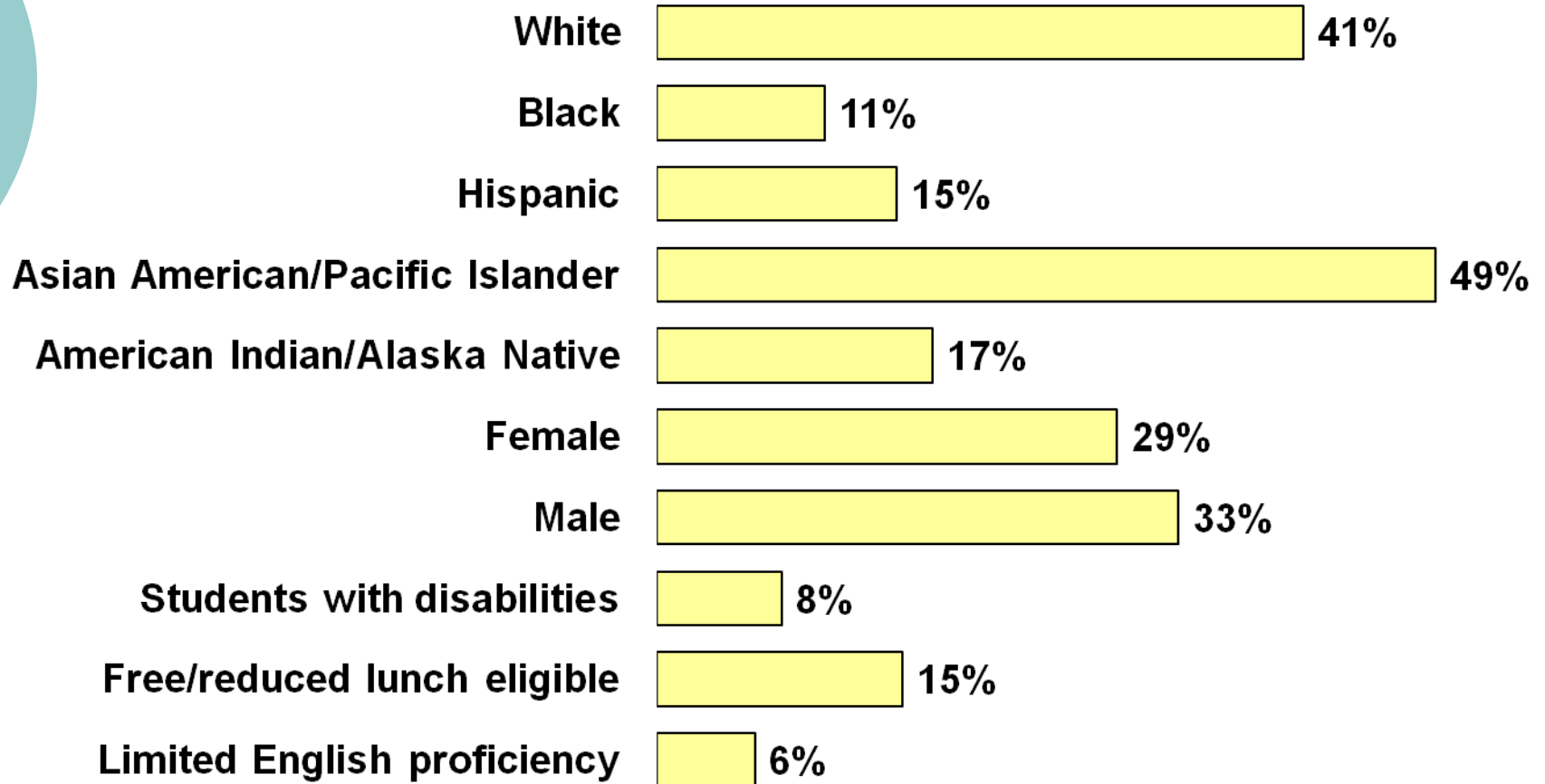


Percentages of Grade 4 Students Scoring At or Above the "Proficient" Range on the NAEP Reading Test, 2007



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007

Percentages of Grade 8 Students Scoring At or Above the "Proficient" Range on the NAEP Math Test, 2007



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007

Unacceptable loss of potential

In a society that believes in opportunity for all, achievement gaps:

- Rob individuals of their potential
- Rob our nation of the brainpower and productivity of tens of millions of citizens



How can we Close Achievement Gaps?

We'll discuss three potential approaches to help kick off your small group discussions.



Approach 1

School Accountability



Approach 1 says.....

- Test students – break results out by race, gender, poverty, etc.
- Analyze each school's test scores to identify which schools show substantial differences between groups of students.
- Impose significant consequences on schools that fail to close gaps - reward those that do.



Approach 2

School Resources



Approach 2 says.....

- Provide up-to-date textbooks, technology & school facilities.
- Hire & retain qualified teachers in all schools – especially those serving poor and minority students.
- Ensure a safe and orderly school environment.




Approach 3

Family & Community Engagement at an Early Age



Approach 3 says.....

- Involve families & communities in children's education through preschool, afterschool, and parent education programs.
- Make sure family members feel welcome at school.
- Create good communication & partnerships between schools, families, & community organizations that support student success & provide exposure to rich learning experiences pre-K through 12th grade.



Which of these 3 approaches makes the most sense to you?

Approach 1... School Accountability

Approach 2... School Resources

Approach 3... Family & Community
Engagement

**This is the question that will
kick off your discussions.**



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