Resilience Beats ACEs: Building Trauma-Sensitive Schools

Governors State University
June 15th, 2016

Sponsored by the Partnership for Resilience
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

- Mathematics
  - Race/ethnicity
    - White: 32%
    - Black: 7%
    - Hispanic: 12%
    - Asian: 47%
    - Native Hawaiian/Other Pacific Islander: 1%
    - American Indian/Alaska Native: 10%
    - Two or more races: 31%
  - Gender
    - Male: 26%
    - Female: 23%
  - Highest level of parental education
    - Did not finish high school: 7%
    - Graduated from high school: 12%
    - Some education after high school: 18%
    - Graduated from college: 37%

- Reading
  - Race/ethnicity
    - White: 46%
    - Black: 17%
    - Hispanic: 25%
    - Asian: 49%
    - Native Hawaiian/Other Pacific Islander: 1%
    - American Indian/Alaska Native: 28%
    - Two or more races: 45%
  - Gender
    - Male: 33%
    - Female: 42%
  - Highest level of parental education
    - Did not finish high school: 18%
    - Graduated from high school: 24%
    - Some education after high school: 36%
    - Graduated from college: 49%

† Reporting standards not met. Sample size is too small to permit a reliable estimate.
Unequal Outcomes by Disability and Language Status

Trends in National High School Graduation Rates, by Student Group

- All students
- Economically disadvantaged
- Students with disabilities
- ELs

Relationship Between Income and Achievement


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Figure 1: Likelihood of Being Ready for School at Age Five, by Poverty Status at Birth

Source and Notes: Brookings tabulations of data from the Early Childhood Longitudinal Study - Birth Cohort (ECLS-B). Near poor is defined as household income between 100 and 185 of poverty percent and moderate or high income is defined as household income above 185 percent of poverty.
National 4th-Grade NAEP Scaled Reading Scores By Economic Status

National 8th Grade NAEP Scaled Math Scores by Economic Status

Illinois 4th Grade NAEP Scaled Reading Scores by Economic Status, 2015

Illinois 8th Grade NAEP Scaled Math Scores by Economic Status, 2015

Average U.S. SAT Score by Family Income Level (2013)
U.S. High School Dropout Rate (2012)

U.S. High School Graduation Rate (2013)

Percentage of Students Attending a Community College as Their First College After High School (2006)

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

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

Education, Employment, and Earnings

Earnings and unemployment rates by educational attainment

Unemployment rate in 2014 (%)

- Doctoral degree: 2.1%
- Professional degree: 1.9%
- Master’s degree: 2.8%
- Bachelor’s degree: 3.5%
- Associate’s degree: 4.5%
- Some college, no degree: 6.0%
- High school diploma: 6.0%
- Less than a high school diploma: 9.0%

All workers: 5%

Median weekly earnings in 2014 ($)

- Doctoral degree: $1,591
- Professional degree: $1,639
- Master’s degree: $1,326
- Bachelor’s degree: $1,101
- Associate’s degree: $792
- Some college, no degree: $741
- High school diploma: $668
- Less than a high school diploma: $488

All workers: $839

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

Association Between Income and Life Expectancy in the United States, 2001-2014

Mean household income in thousands, $^a$

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Expected age at death, y

Women by household income percentile
- Bottom 1%: 78.8 (95% CI, 78.7-78.9)
- Top 1%: 88.9 (95% CI, 88.7-89.1)

Men by household income percentile
- Bottom 1%: 72.7 (95% CI, 72.6-72.9)
- Top 1%: 87.3 (95% CI, 87.2-87.5)

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Behind these unequal outcomes are income-based gaps in opportunities and life experiences.
Percentage of Children, Age 3-6 Years, in U.S. Center-Based Care (1995-2012)

Early gaps


- Low Income: 28%
- Middle Income: 49%
- High Income: 65%

U.S. IB Enrollment by Income (2014)

- Low Income: 26%
- High Income: 74%

U.S. AP Enrollment by Income (2014)

- Low Income: 28%
- High Income: 72%

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/
Summer Learning Loss Increases the Achievement Gap

Summer Reading Achievement Trajectories

Middle-income Students

Achievement Gap

Low-income Students

Average Reading Achievement Level

Why does all this matter more than ever before?
Another new majority: Low-income kids

PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013
National Average: 51%

SOUTHERN EDUCATION FOUNDATION | SOUTHERNEDUCATION.ORG
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

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

For the first time, **fewer than half** of public school students are White.

Trend in Percent of Illinois Students Eligible for Free or Reduced-Price Meals

Source: www.illinoisreportcard.com
Conclusion: Education Reform Has Not Gotten Us to the Goal of “All Means All”

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?

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
What do we need?

A new, enhanced system of education – a new vision.
What We Want for All Children

Educated

Employed

Healthy

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Defining Success

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

Students are informed citizens and are capable of becoming leaders in their communities if they choose.

Graduates have the knowledge, skill and disposition to become lifelong learners, personally and professionally fulfilled, and, should they so choose, heads of families.
Advocacy

Convening and field building

Lab field work

Research
Primary Focus Areas

Personalize learning

Customize education to the needs of each and every child
Primary Focus Areas

- **Personalize learning**: Customize education to the needs of each and every child
- **Integrate services**: Integrate education with health and social services
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
- 2 ½ - year initiative
- Deep field work in six cities
  - Louisville, KY
  - Oakland, CA
  - Providence, RI
  - Somerville, Salem and Newton in MA
- A series of national convenings at the Harvard Graduate School of Education