

# *Resilience Beats ACEs: Building Trauma-Sensitive Schools*

*Governors State University  
June 15<sup>th</sup>, 2016*

*Sponsored by the Partnership for Resilience*

Education  
**R**edesign  
Lab

 By **All** Means

HARVARD



GRADUATE SCHOOL  
OF EDUCATION

# *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.

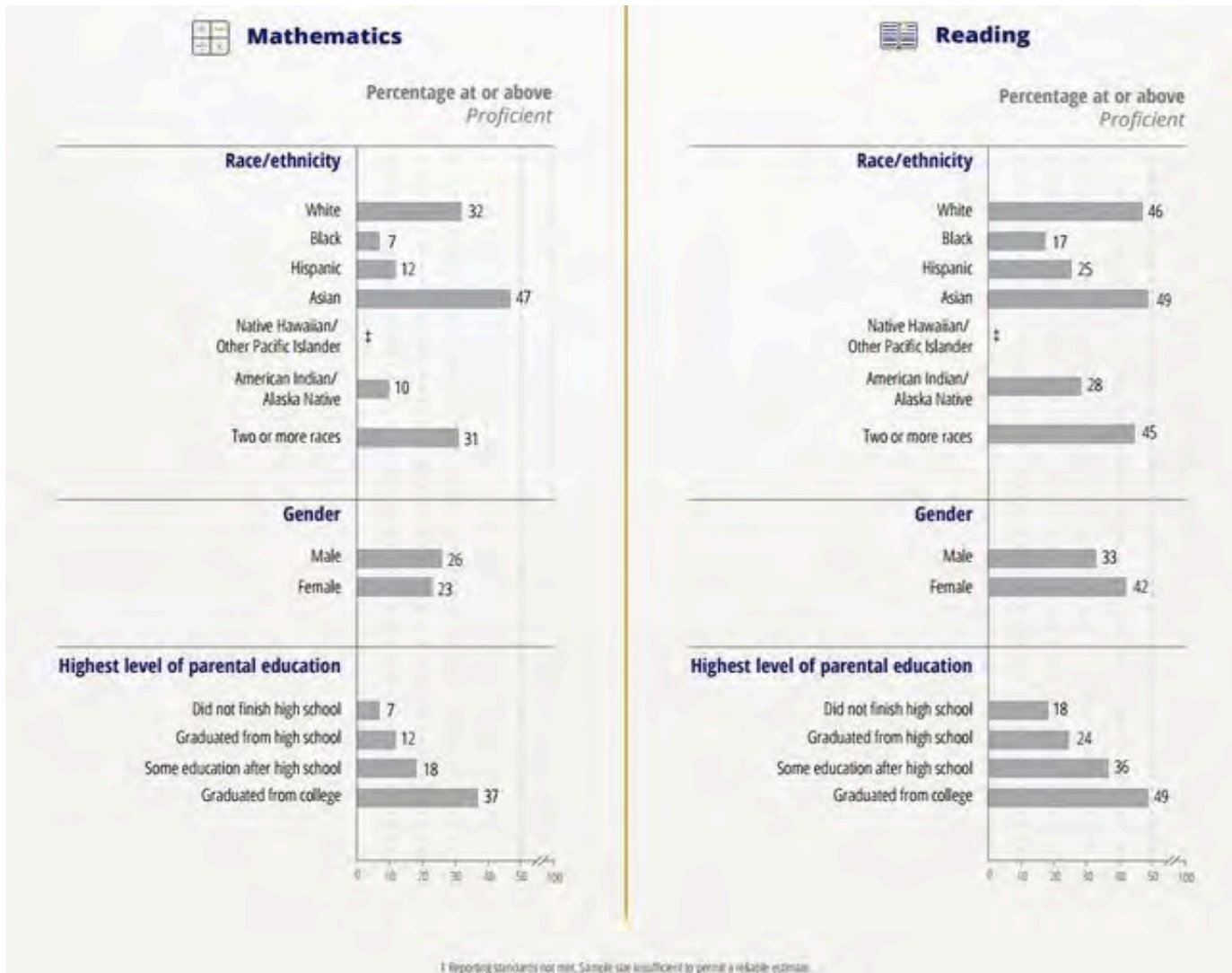


There continue to be  
disparate outcomes at all  
levels of the system.

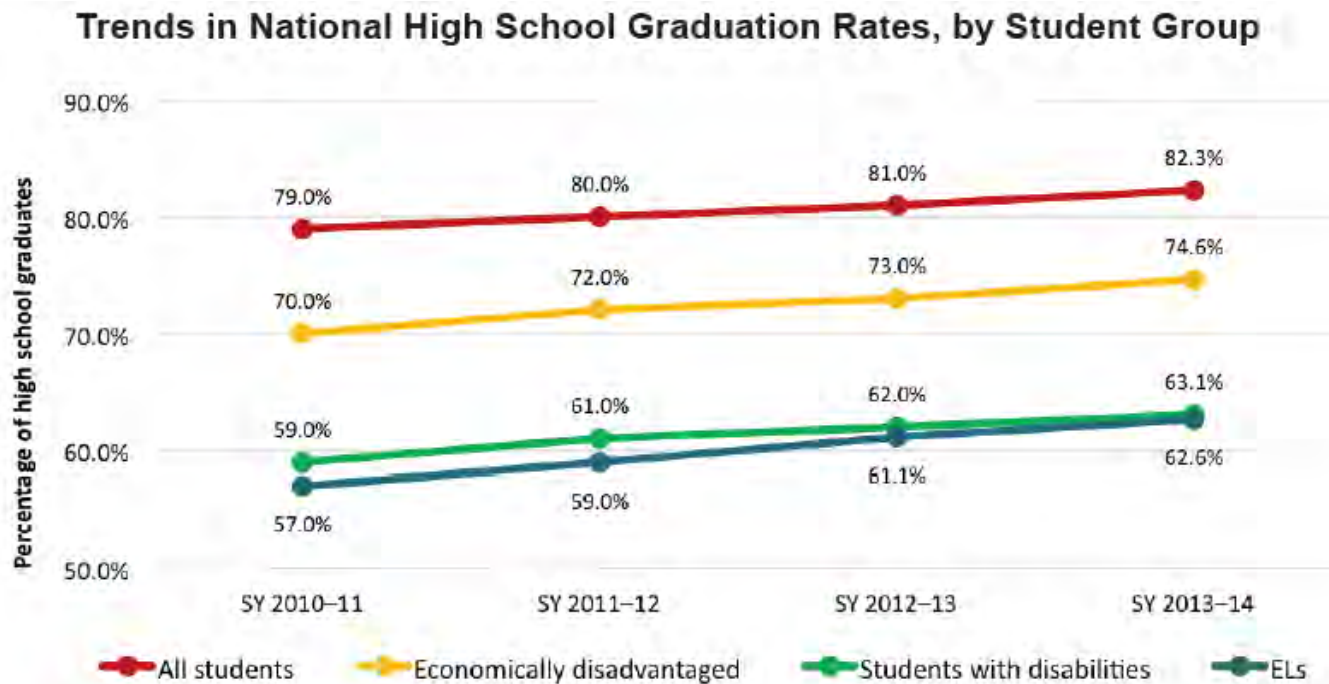


# Unequal Outcomes By Race, Ethnicity and Parents' Education

## 12<sup>th</sup>-Grade NAEP Achievement Gaps

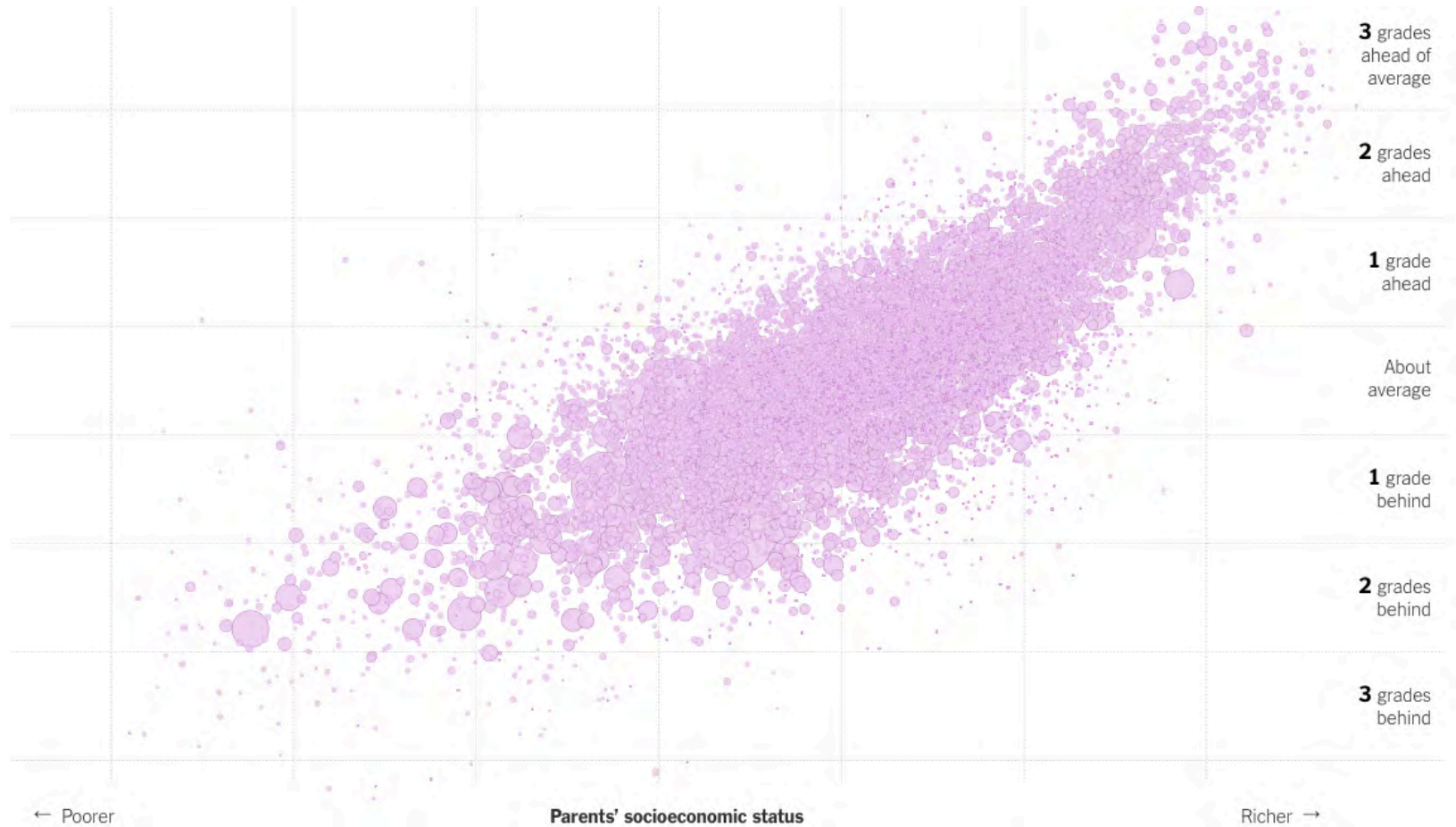


# Unequal Outcomes by Disability and Language Status



Source: ED Facts/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>

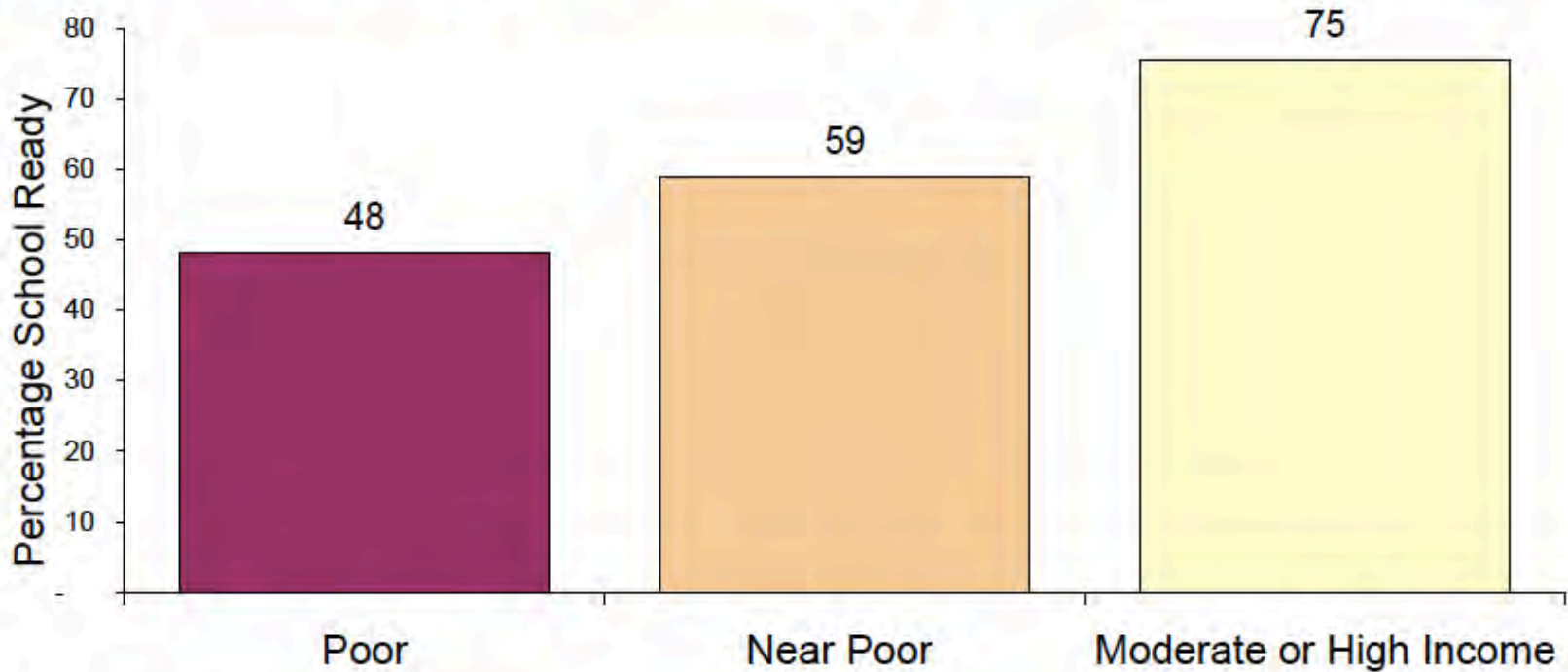
# Relationship Between Income and Achievement



[http://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?\\_r=0](http://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?_r=0)



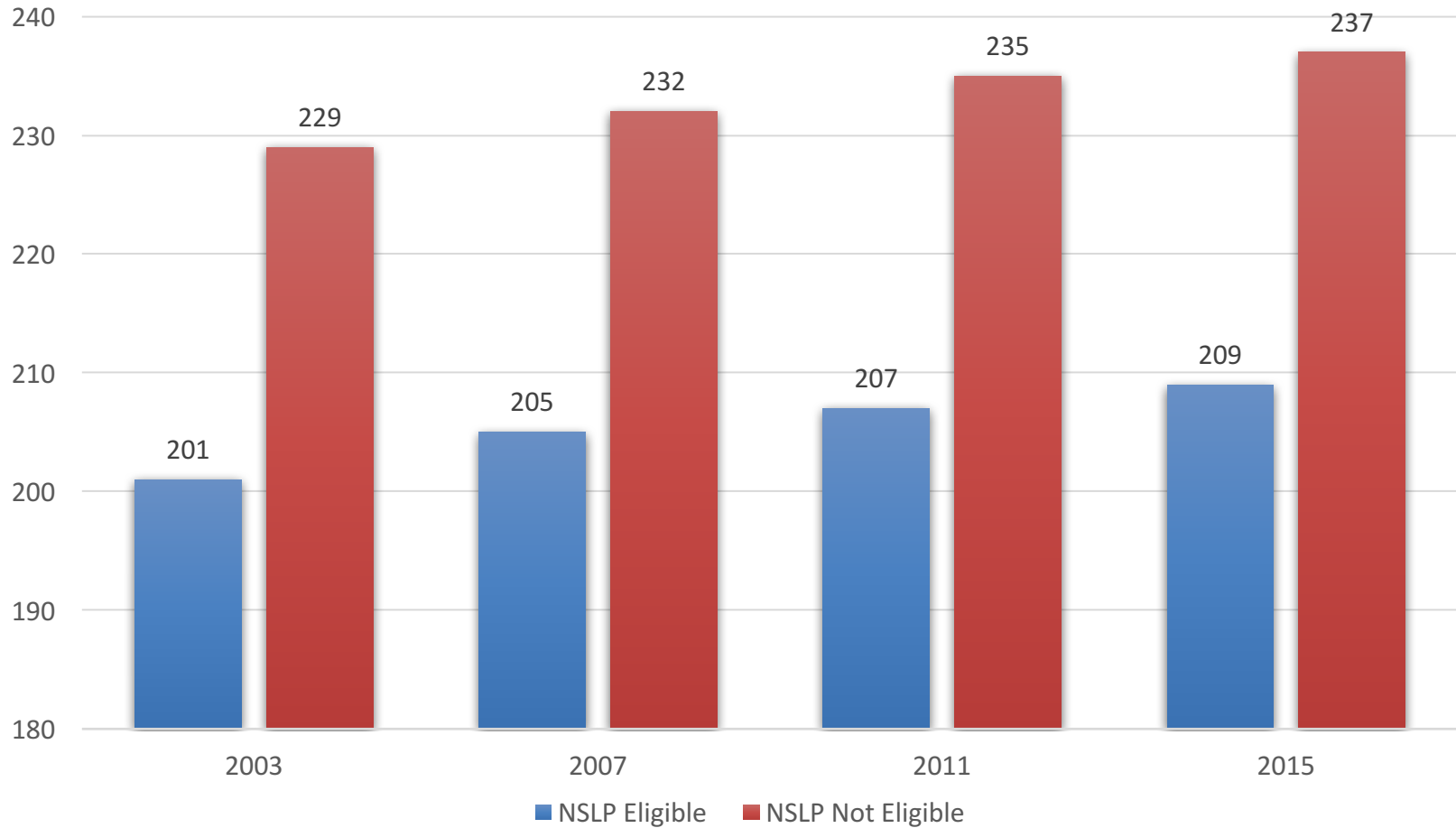
**Figure 1: Likelihood of Being Ready for School at Age Five, by Poverty Status at Birth**



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.

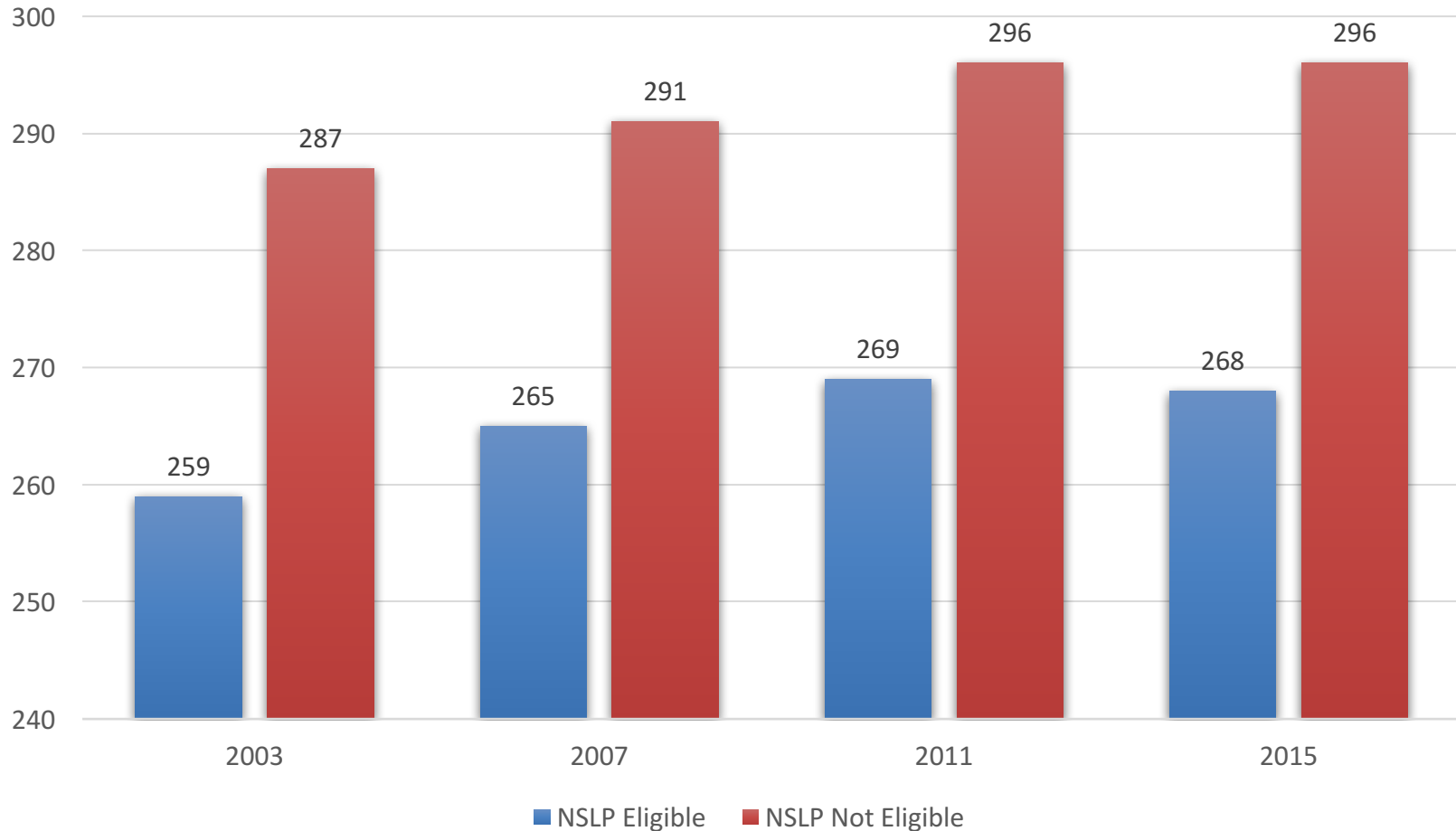


## National 4<sup>th</sup>-Grade NAEP Scaled Reading Scores By Economic Status



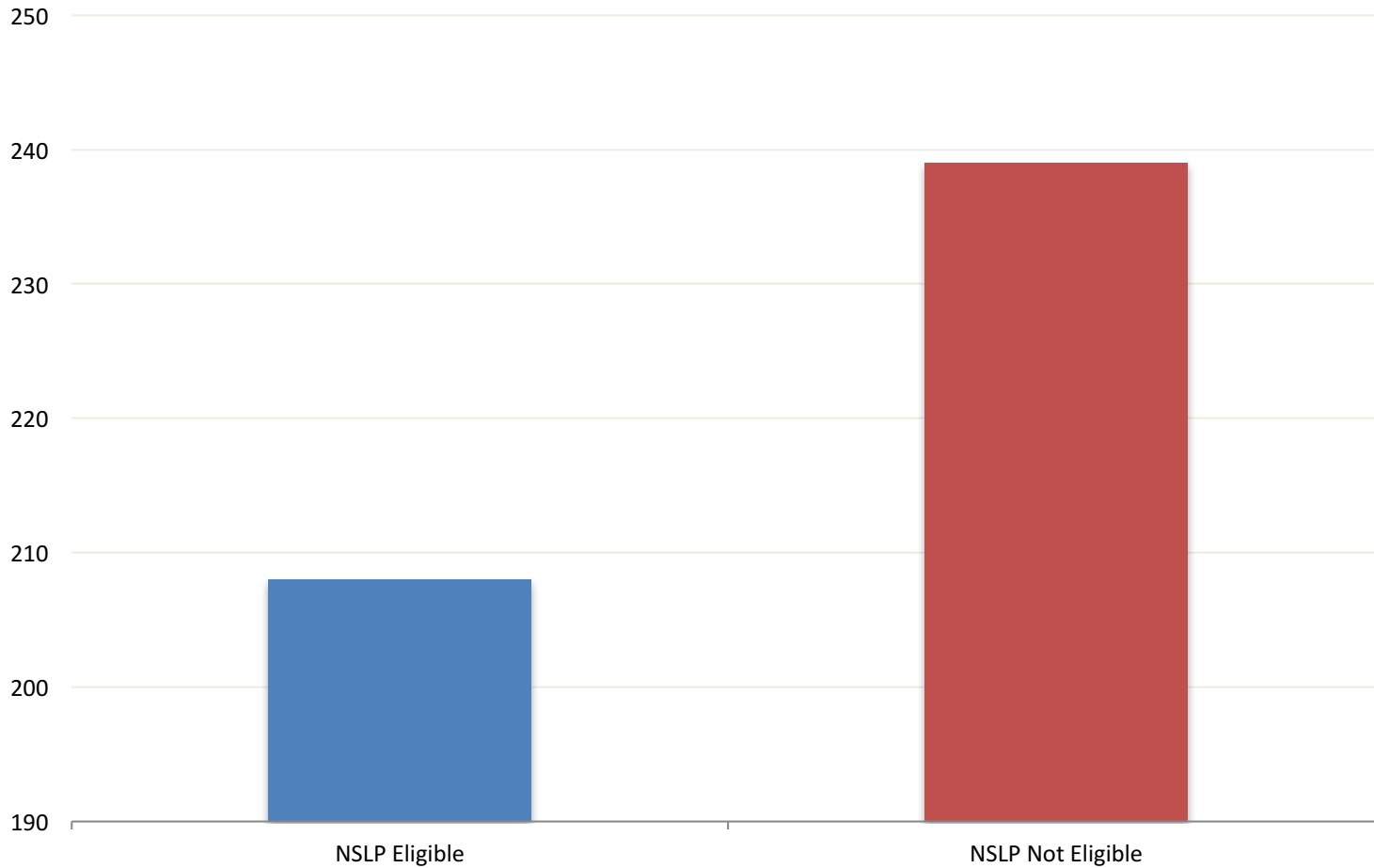
Source: U.S. Department of Education, Institute of Education Science, National Center for Education Statistics;  
<http://nces.ed.gov/nationsreportcard/naepdata/>

# National 8<sup>th</sup> Grade NAEP Scaled Math Scores by Economic Status



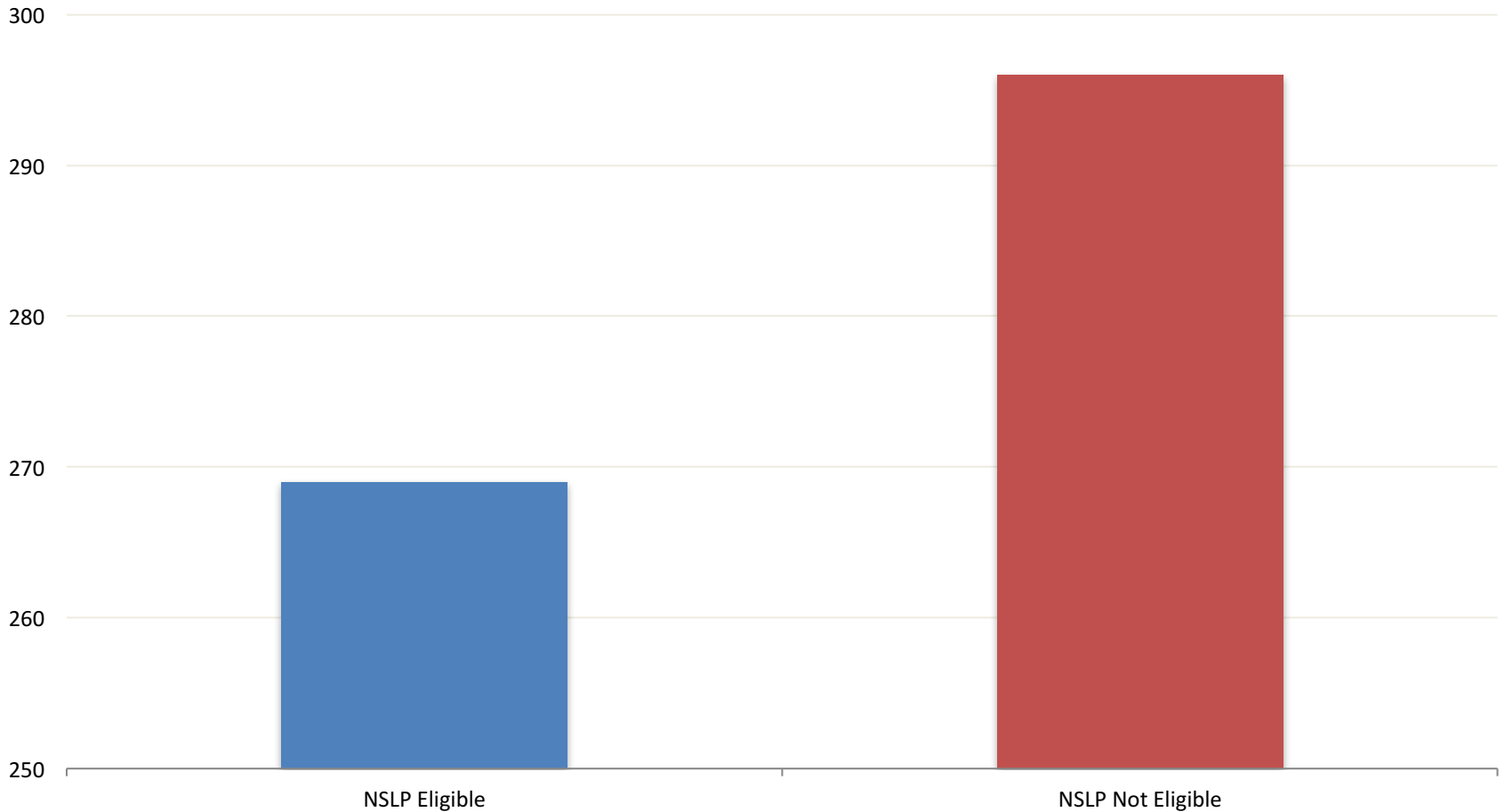
Source: U.S. Department of Education, Institute of Education Science, National Center for Education Statistics;  
<http://nces.ed.gov/nationsreportcard/naepdata/>

# Illinois 4<sup>th</sup> Grade NAEP Scaled Reading Scores by Economic Status, 2015



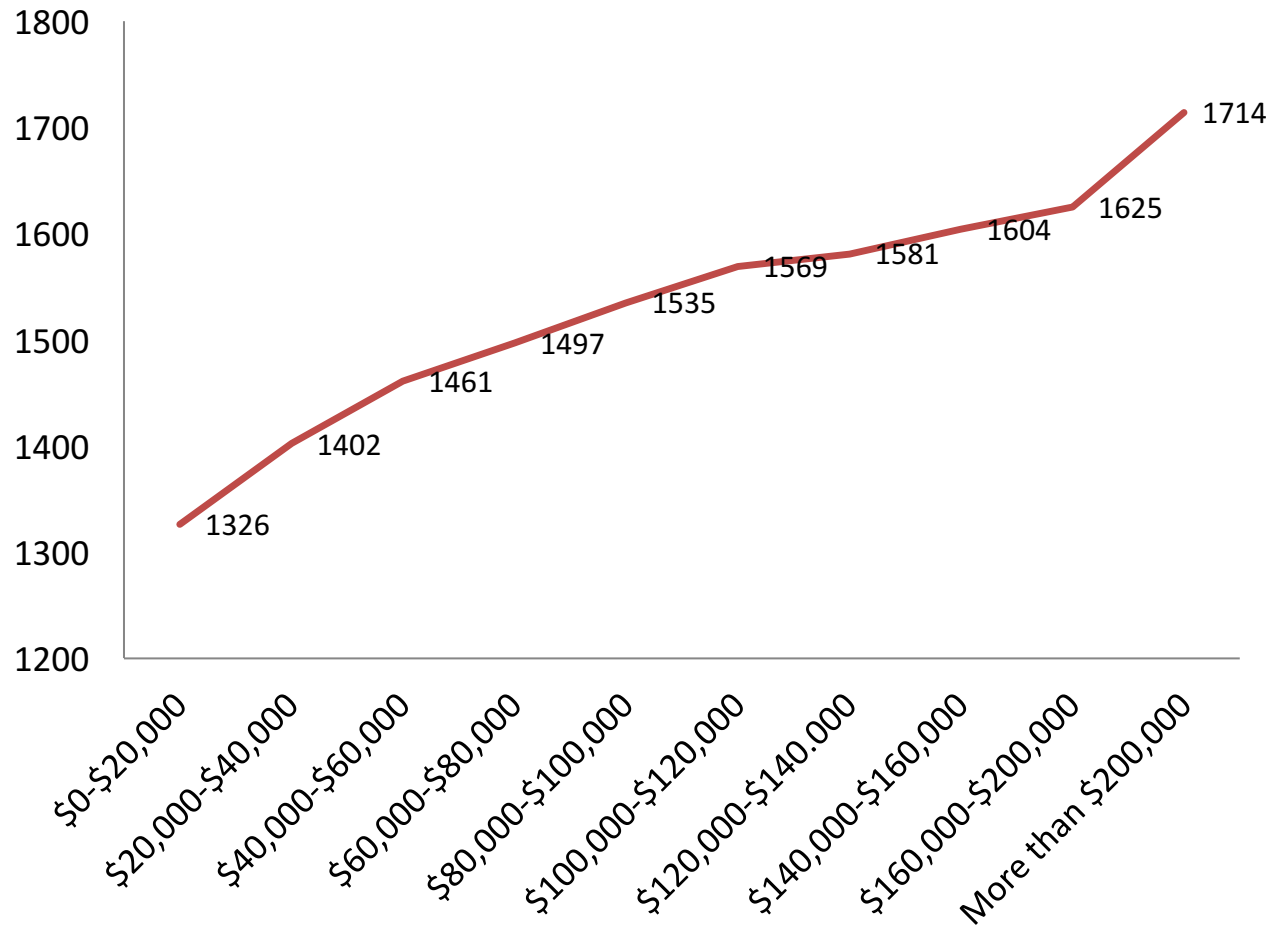
Source: U.S. Department of Education, Institute of Education Science, National Center for Education Statistics;  
<http://nces.ed.gov/nationsreportcard/naepdata/>

# Illinois 8<sup>th</sup> Grade NAEP Scaled Math Scores by Economic Status, 2015

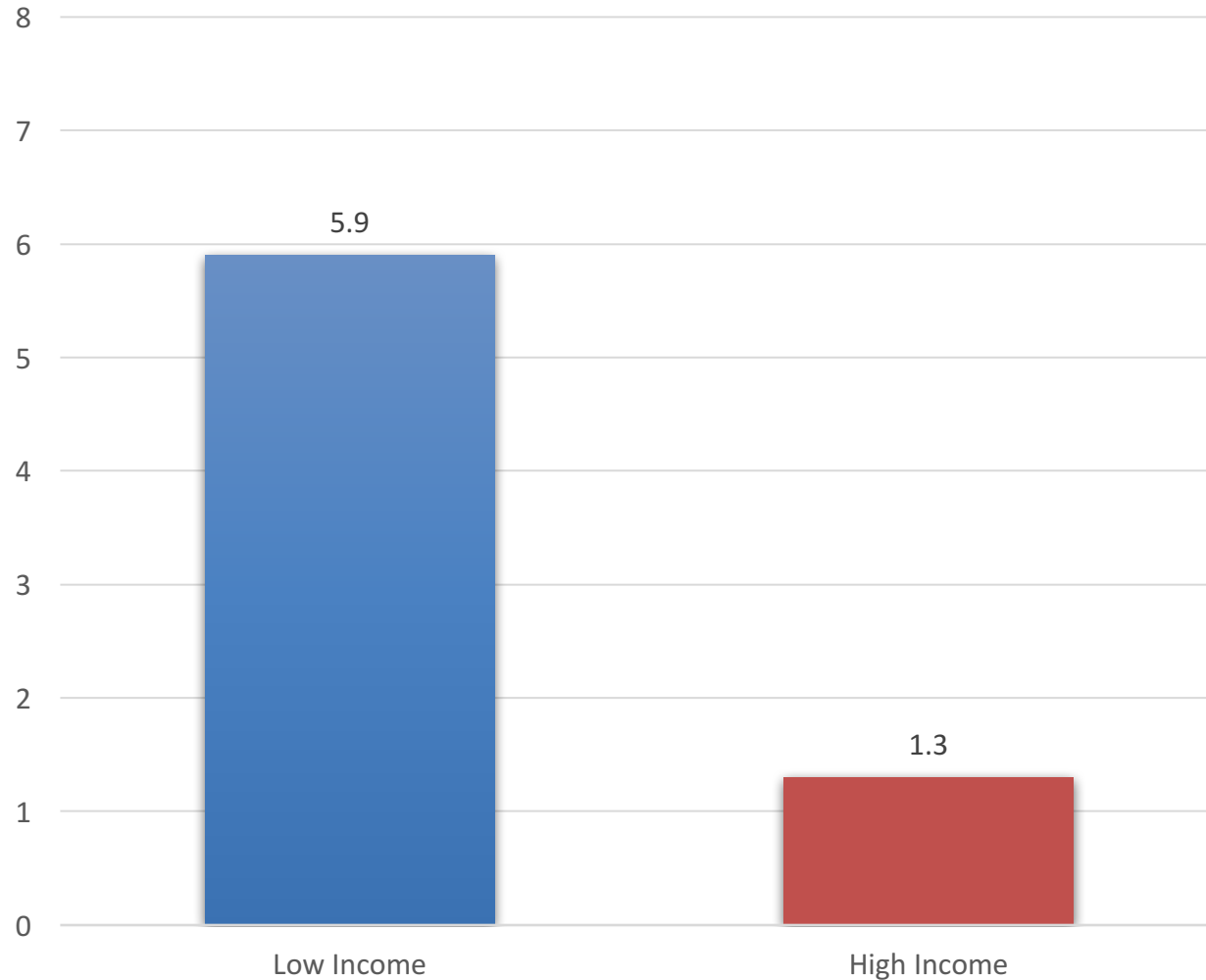


Source: U.S. Department of Education, Institute of Education Science, National Center for Education Statistics;  
<http://nces.ed.gov/nationsreportcard/naepdata/>

## Average U.S. SAT Score by Family Income Level (2013)

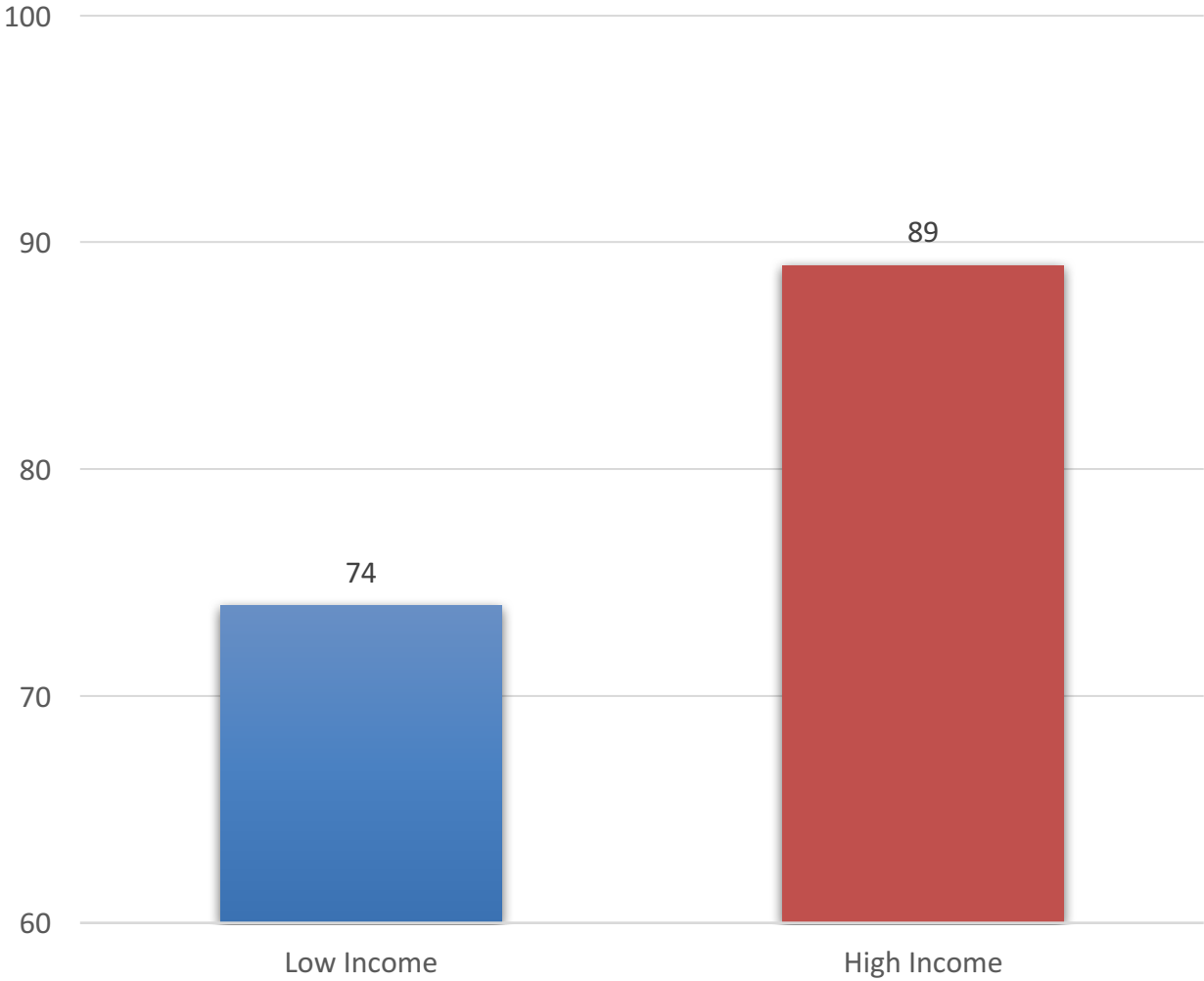


## U.S. High School Dropout Rate (2012)



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](#).

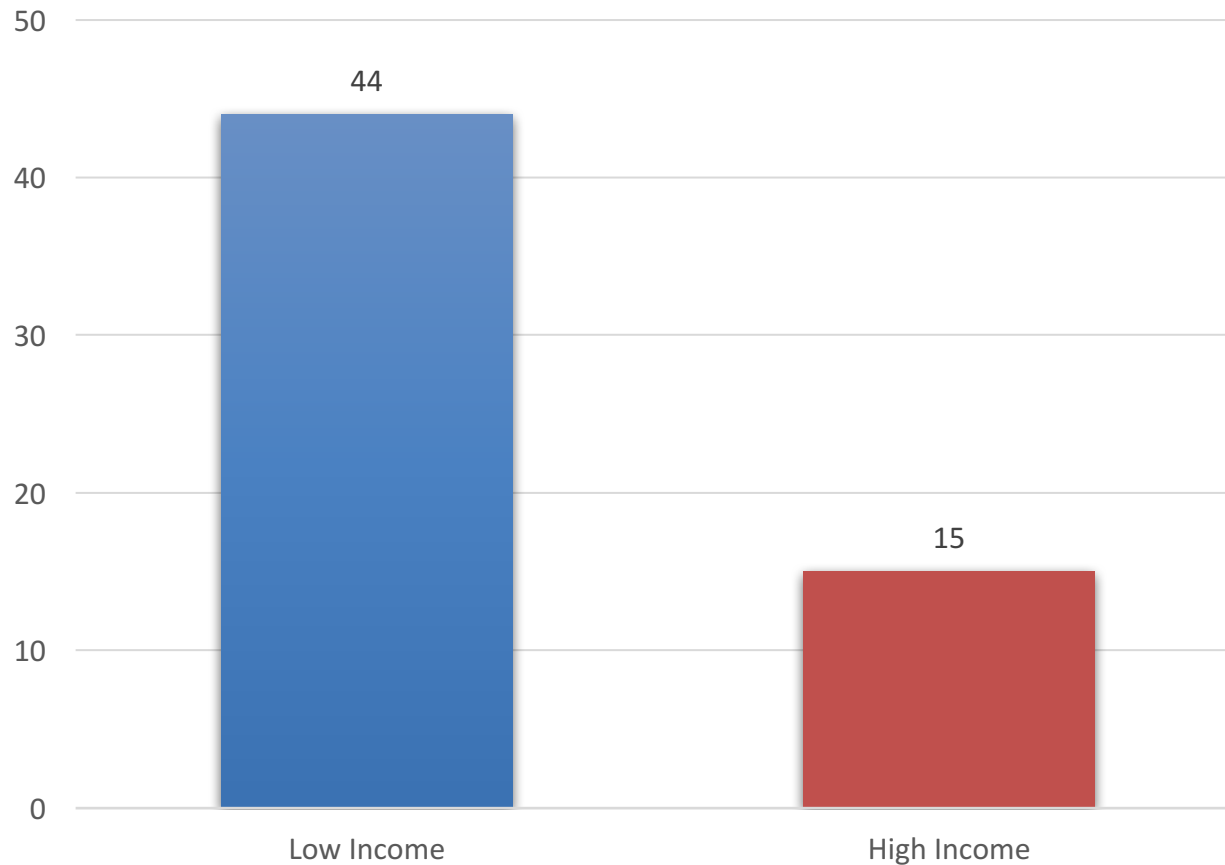
# U.S. High School Graduation Rate (2013)



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).

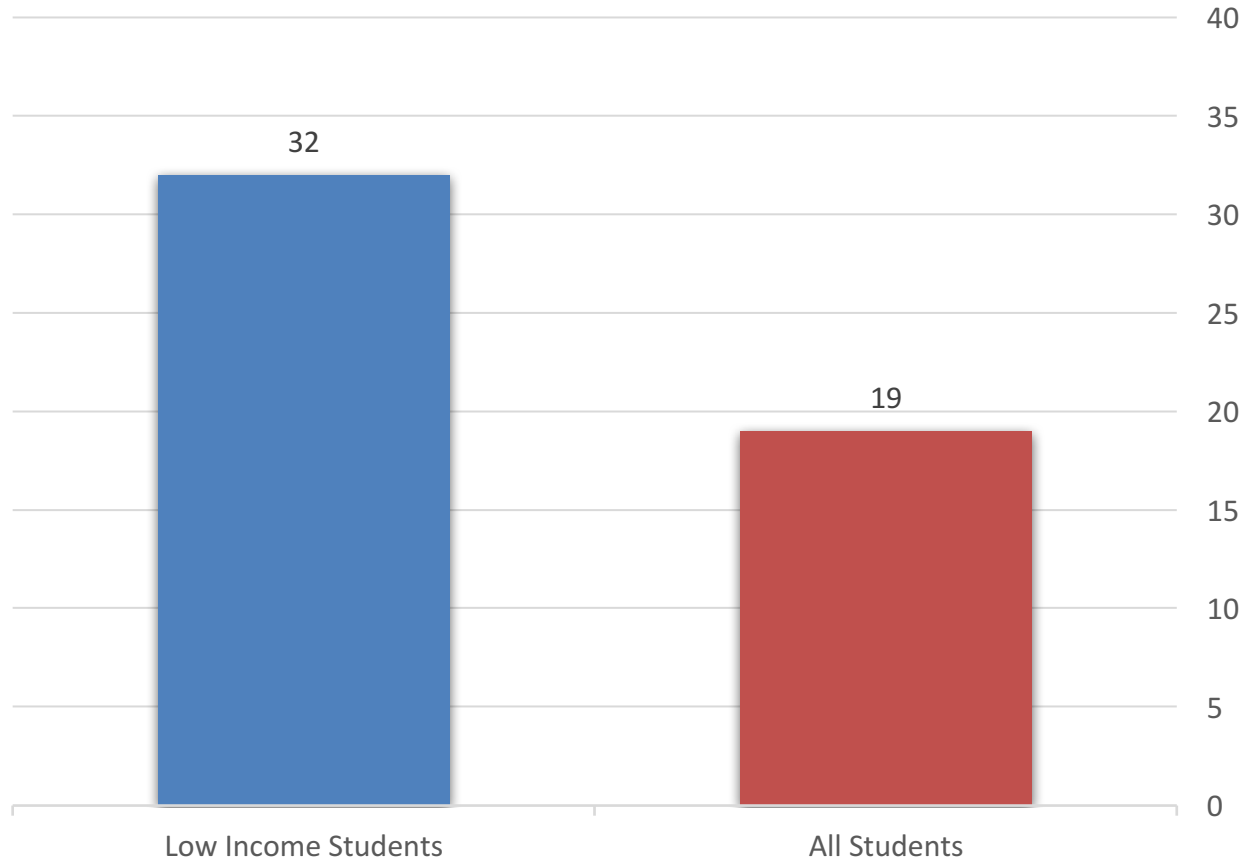


## Percentage of Students Attending a Community College as Their First College After High School (2006)



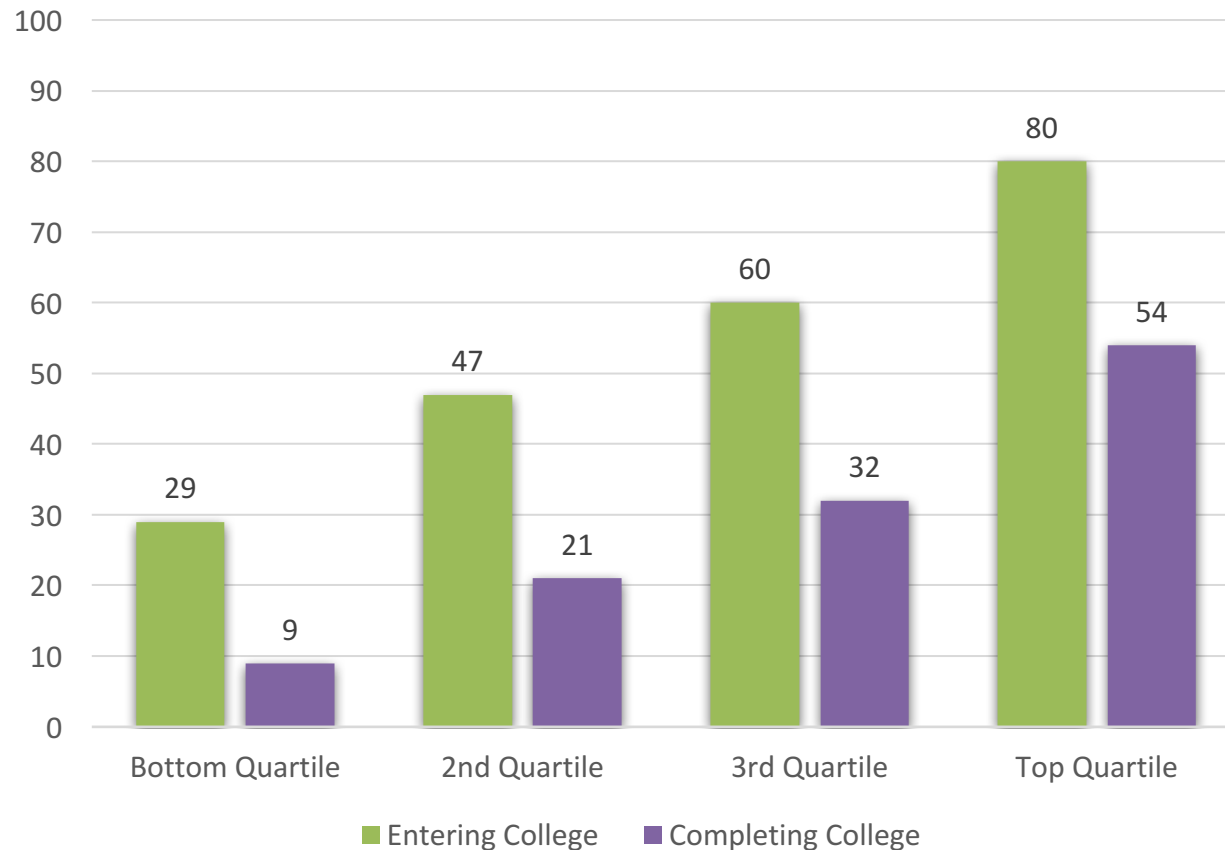
Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October Supplement, 1990–2013. See *Digest of Education Statistics 2014*, [table 302.30](#).

## 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](https://www.insidehighered.com/sites/default/server_files/files/CCA%20Remediation%20ES%20FINAL.pdf)

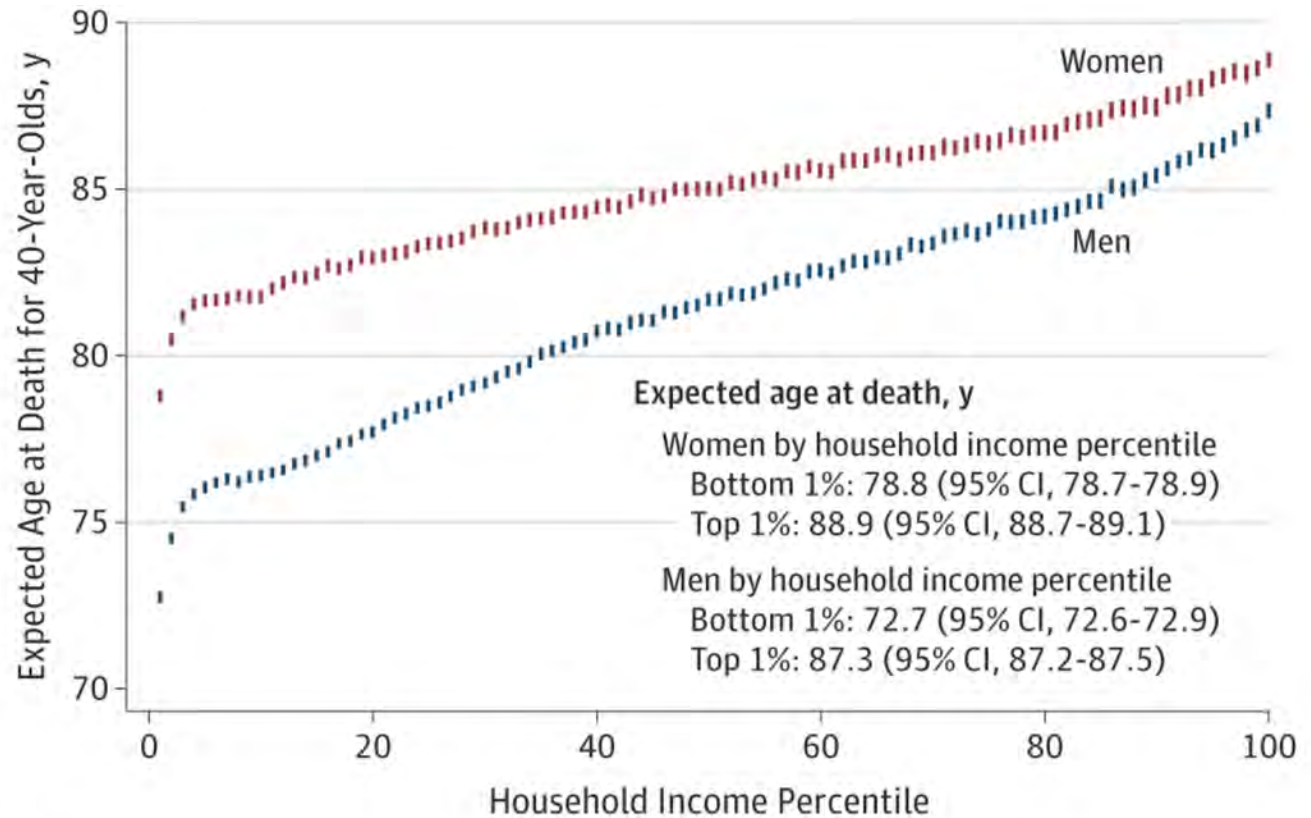
## Percentage of Students Entering and Completing College by Income Level (2012)



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).



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



Mean household income  
in thousands, \$<sup>a</sup>

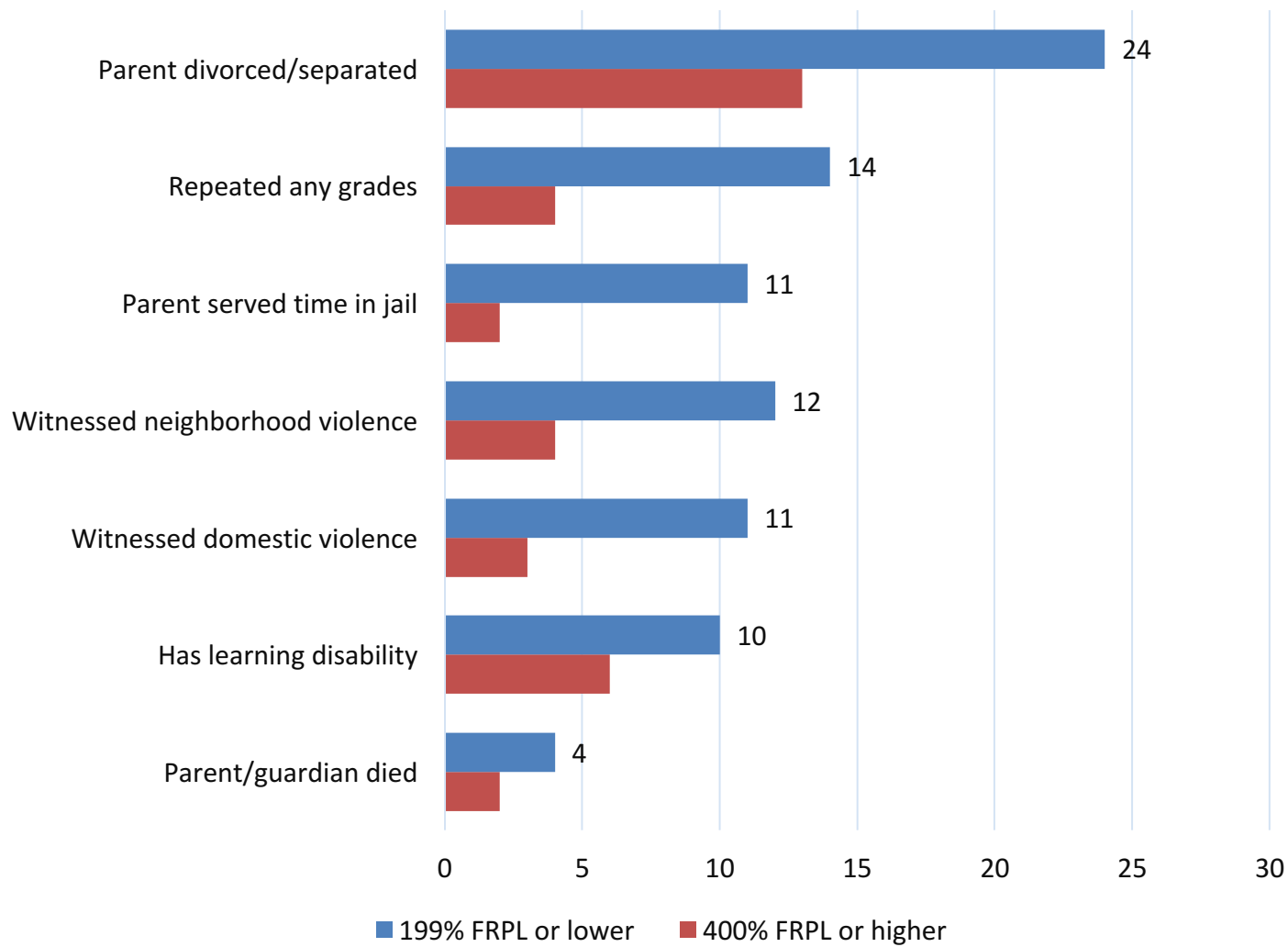
Women	24	45	71	112	1.9 million
Men	26	50	77	119	2.0 million

Copyright © 2016 American Medical Association.

Behind these unequal outcomes  
are income-based gaps in  
opportunities and life experiences



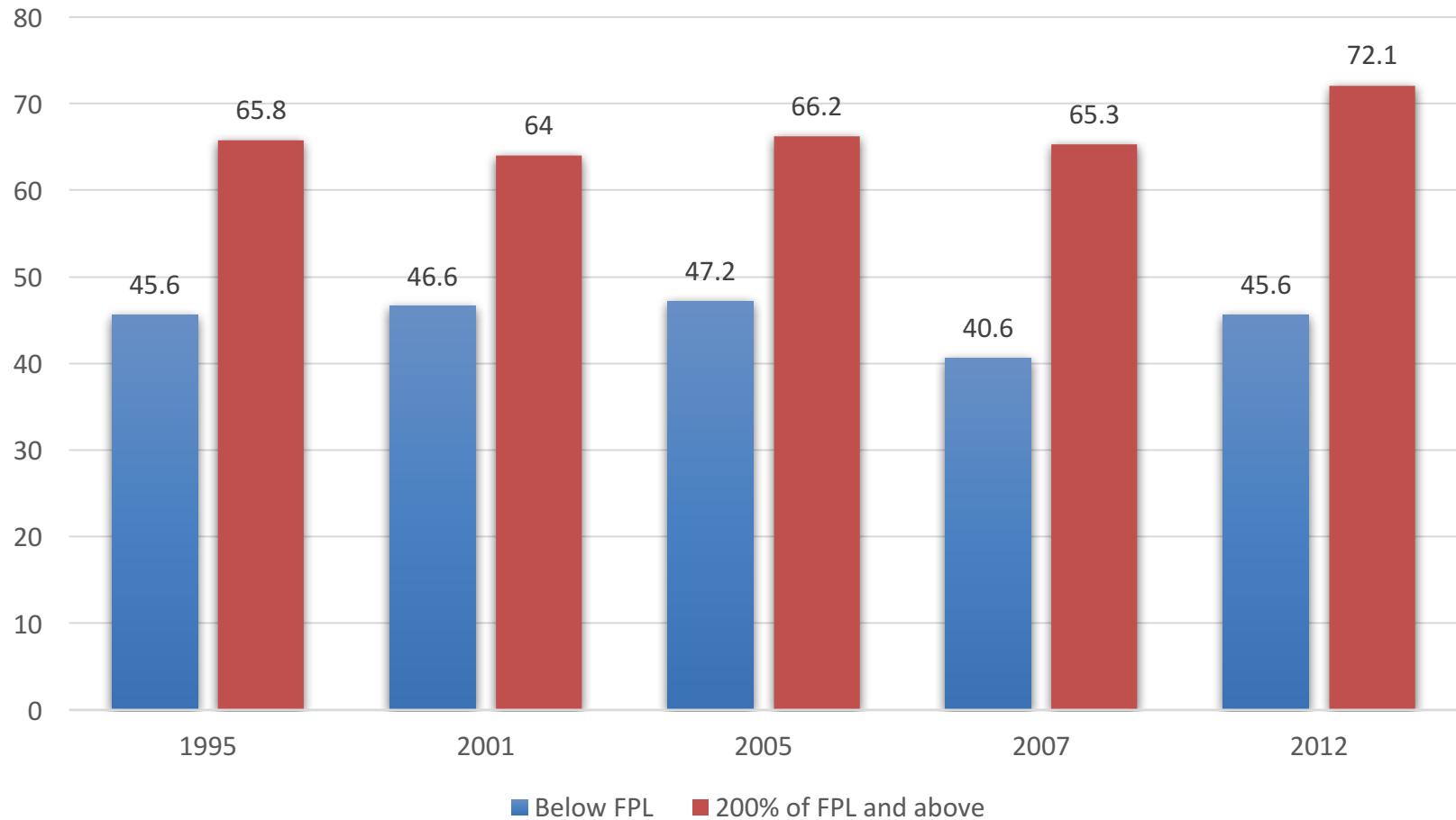
## Adverse Experiences of U.S. Children Aged 0-17 by Parental Income (2012)



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

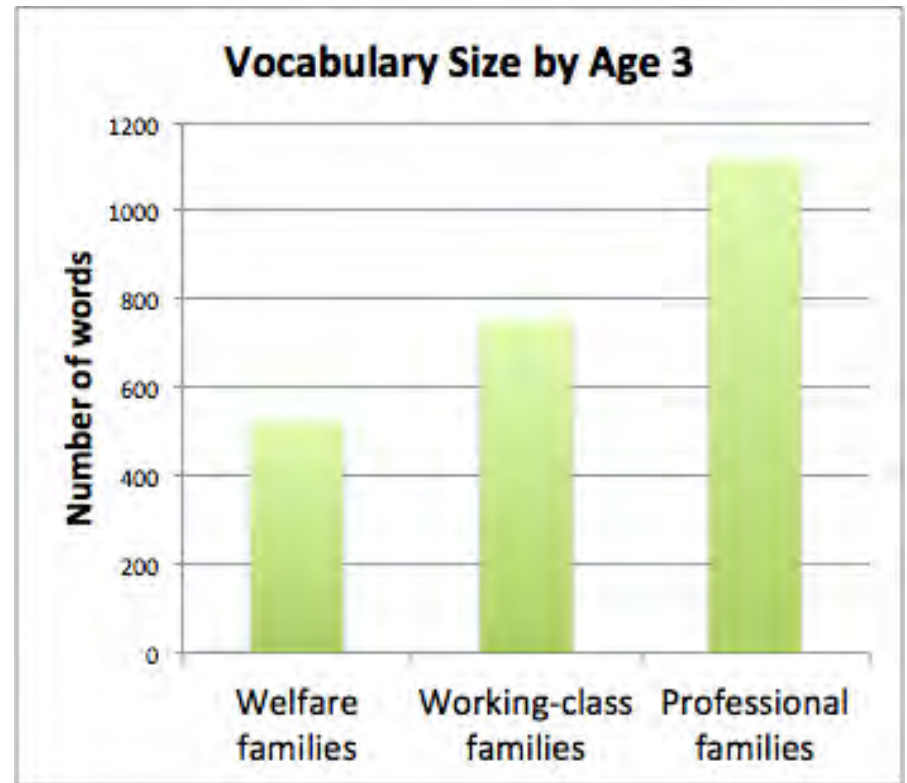
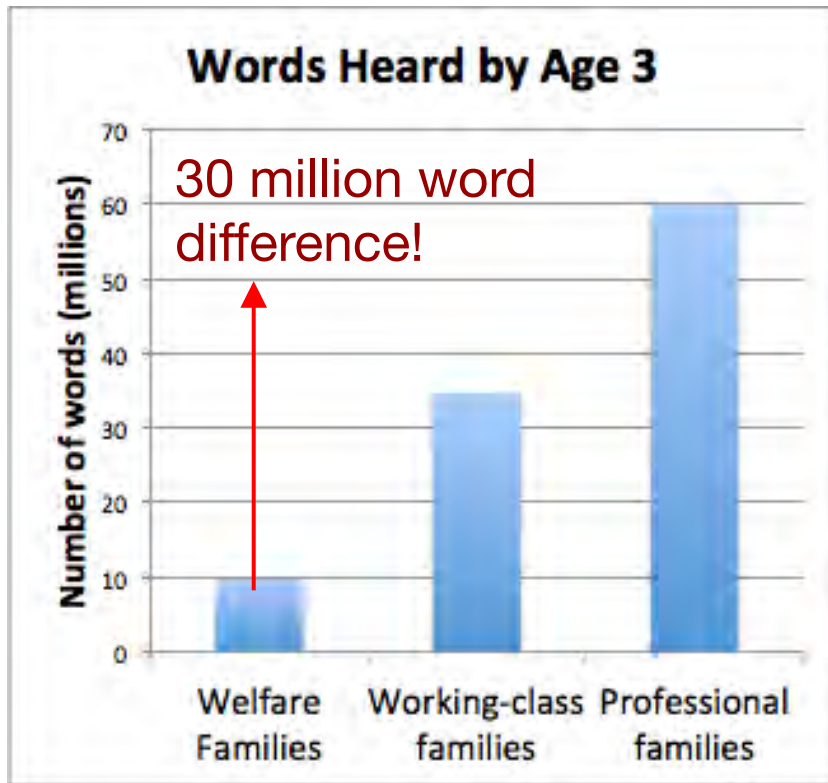


## Percentage of Children, Age 3-6 Years, in U.S. Center-Based Care (1995-2012)



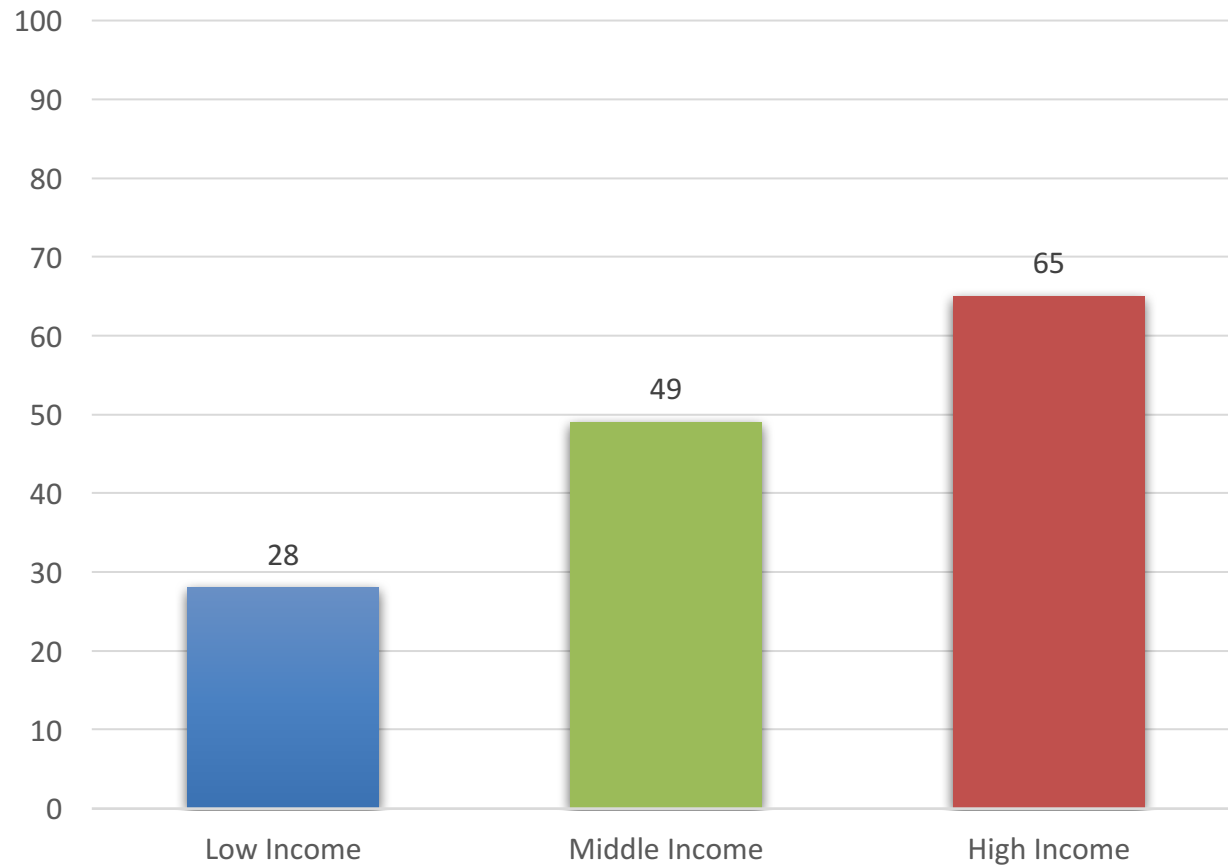
Source: Child Trends Data Bank, "Early Childhood Program Enrollment"; <http://childtrends.org/?indicators=early-childhood-program-enrollment>

# Early gaps



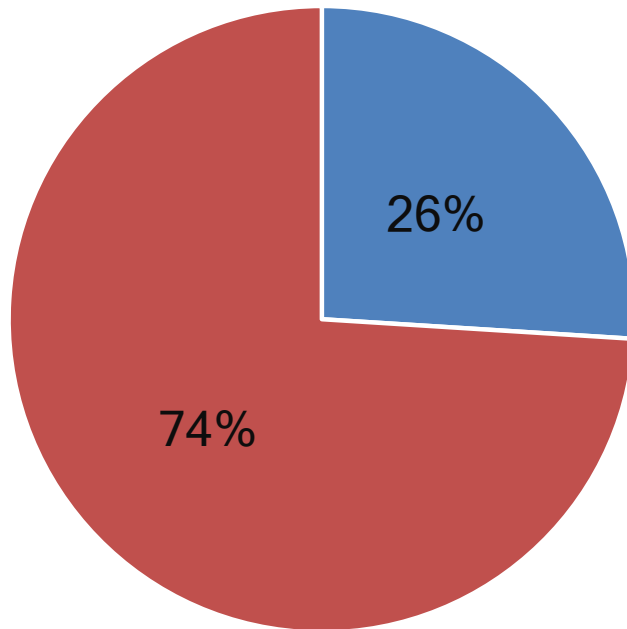
Hart, B., & Risley, T. R. (2003). The Early Catastrophe: The 30 million word gap by age 3. *American Educator*, Spring 2003, 4–9.

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



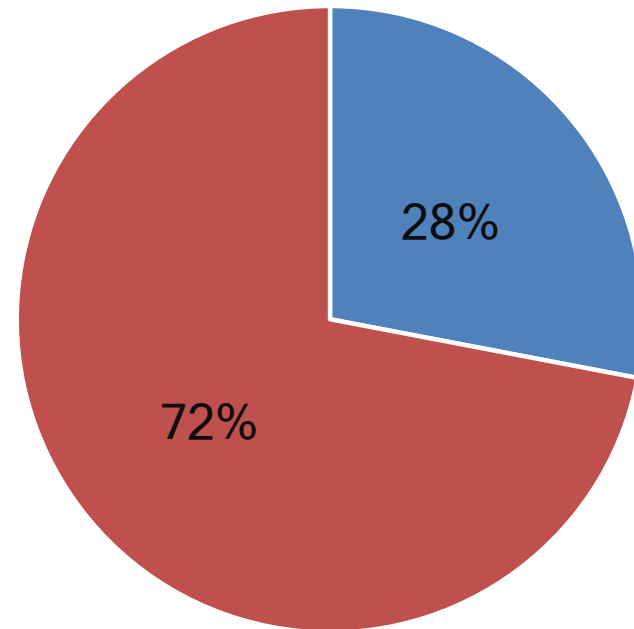
Source: Pathways to College Network (2004)

**U.S. IB Enrollment by  
Income (2014)**



■ Low Income ■ High Income

**U.S. AP Enrollment by  
Income (2014)**



■ Low Income ■ High Income

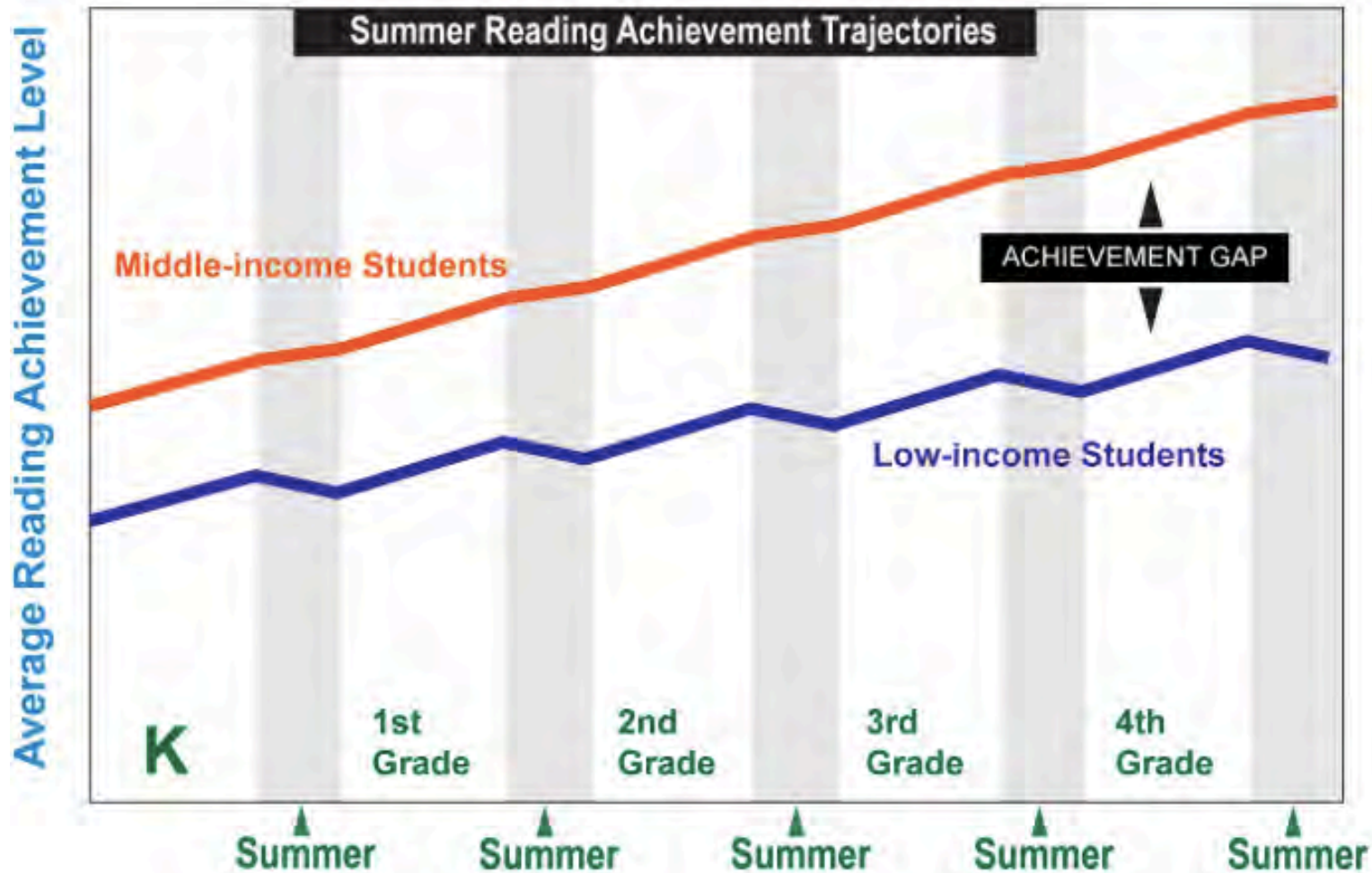
Source: International Baccalaureate Organization (2014); <http://blogs.ibo.org/blog/2016/03/21/access-to-ib-programmes-in-the-us-increases-for-low-income-students/>

## Family Enrichment Expenditures on Children, 1972-2006



Source: Duncan & Murman (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?**

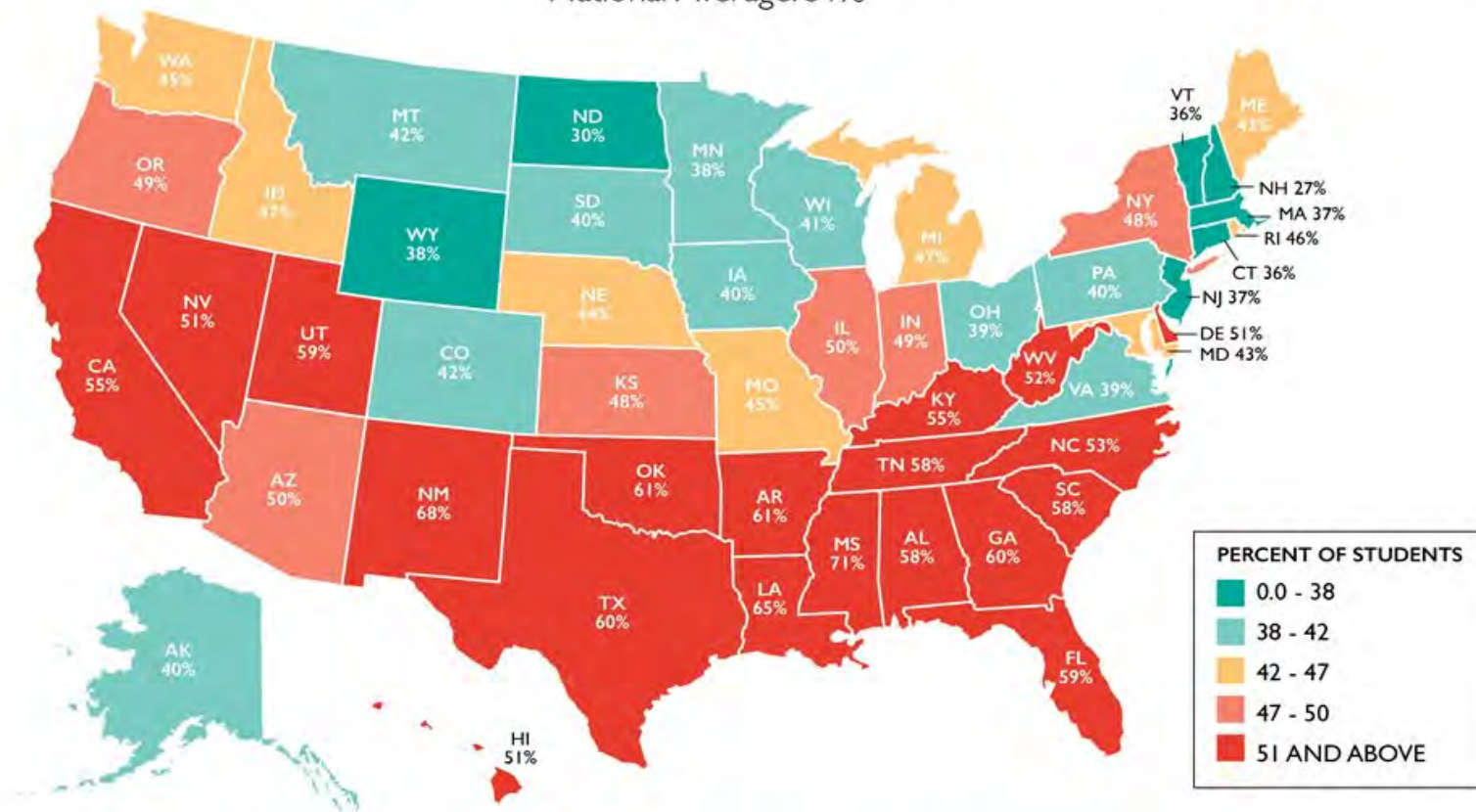




# Another new majority: Low-income kids

## PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013

National Average: 51%

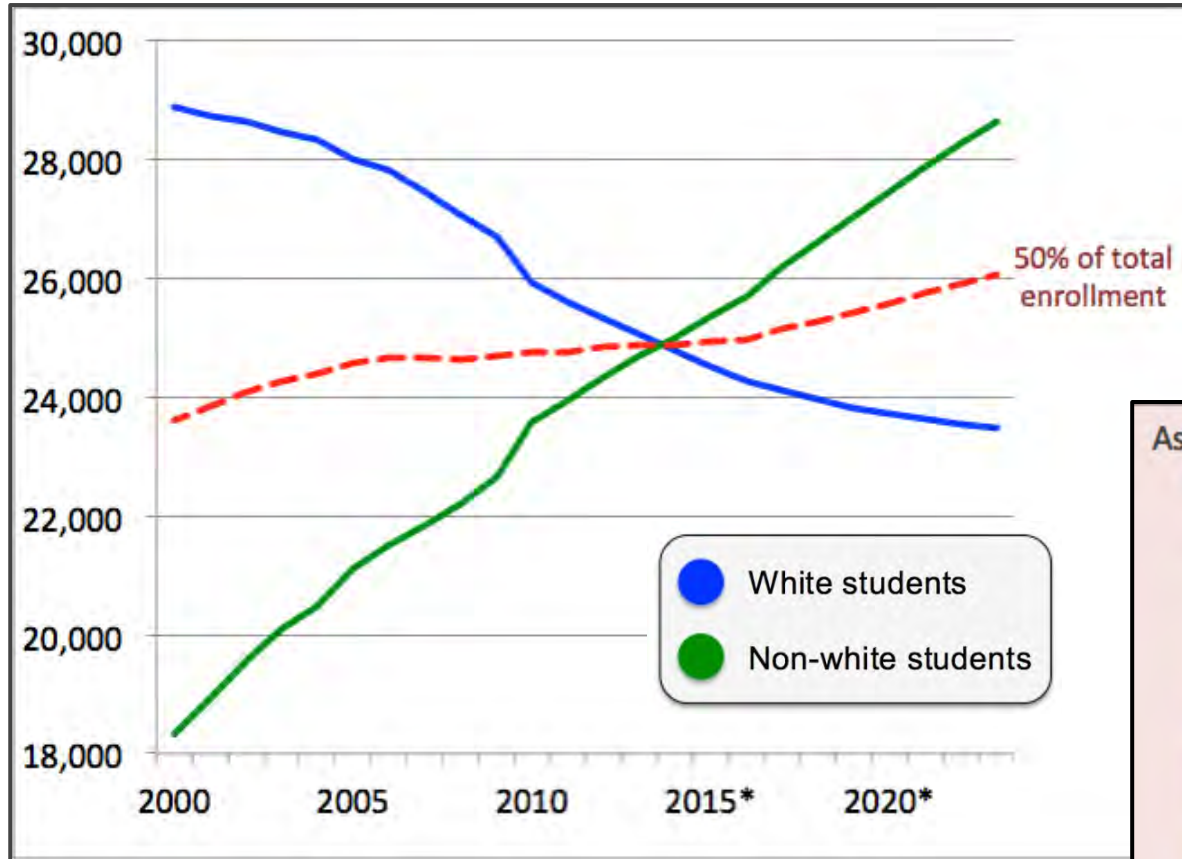


SOUTHERN EDUCATION FOUNDATION | [SOUTHERNEDUCATION.ORG](http://SOUTHERNEDUCATION.ORG)

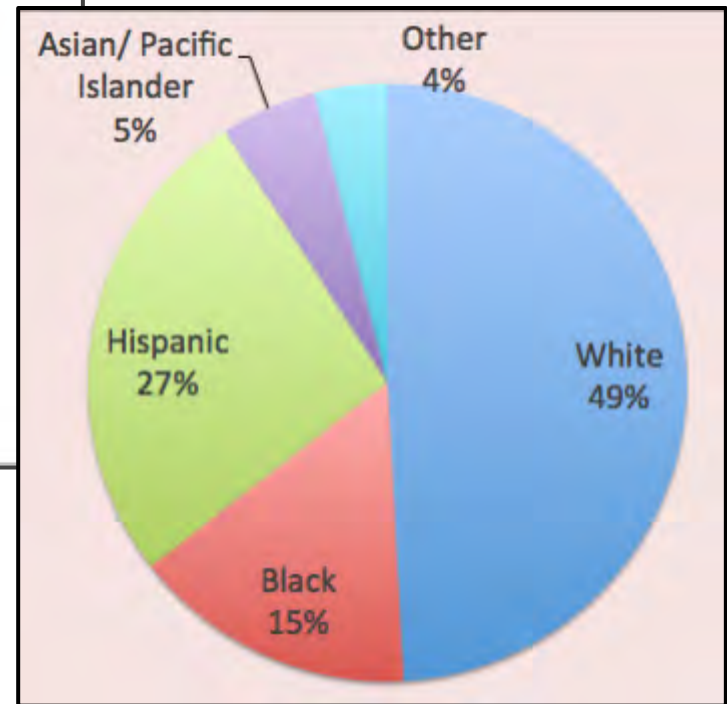
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

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

# The Majority-“Minority” in U.S. public schools



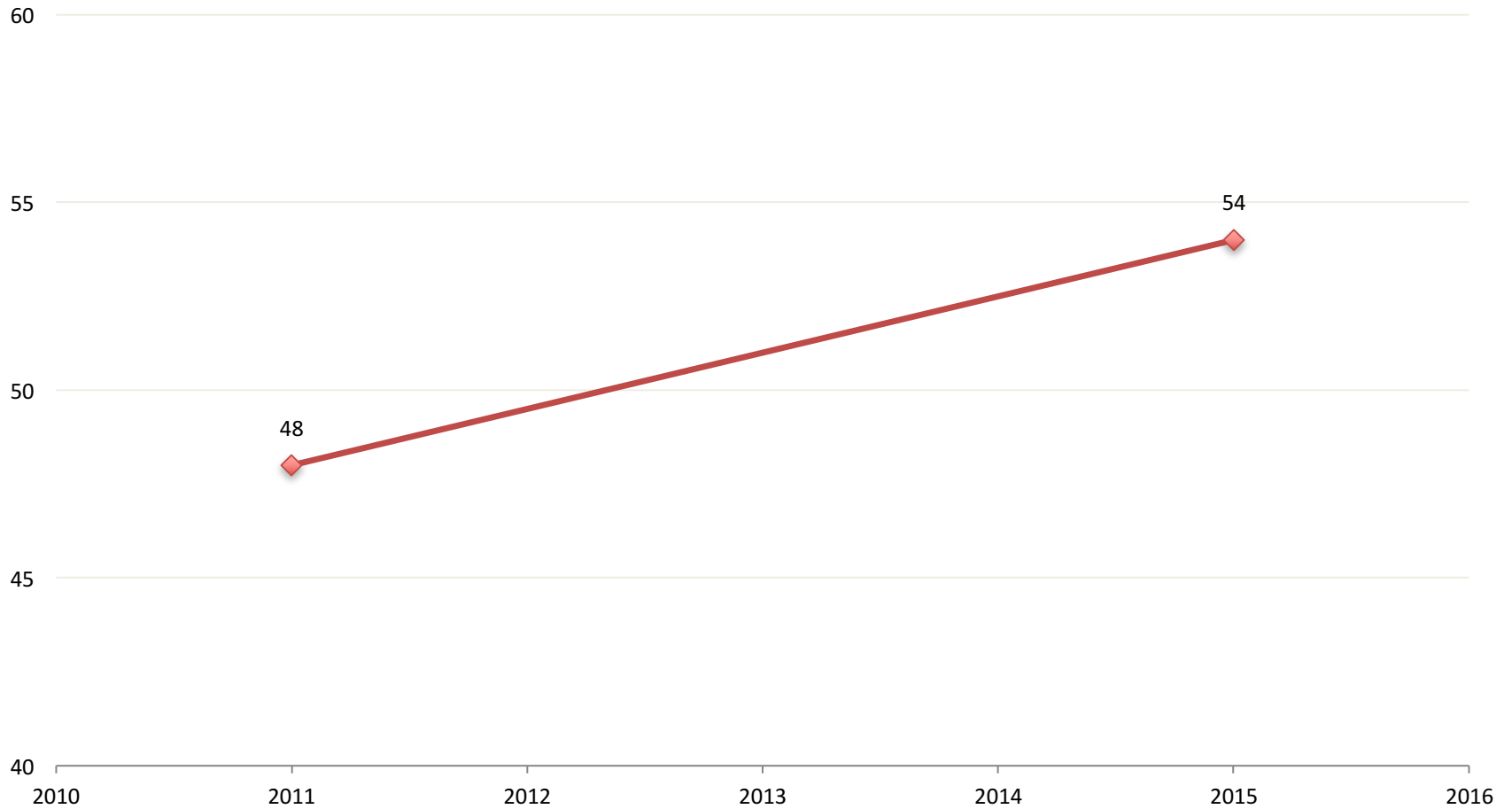
In 2015\* ....



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

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



Source: [www.illinoisreportcard.com](http://www.illinoisreportcard.com)

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# Conclusion: Education Reform Has Not Gotten Us to the Goal of “All Means All”



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

## What do the data show?

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>

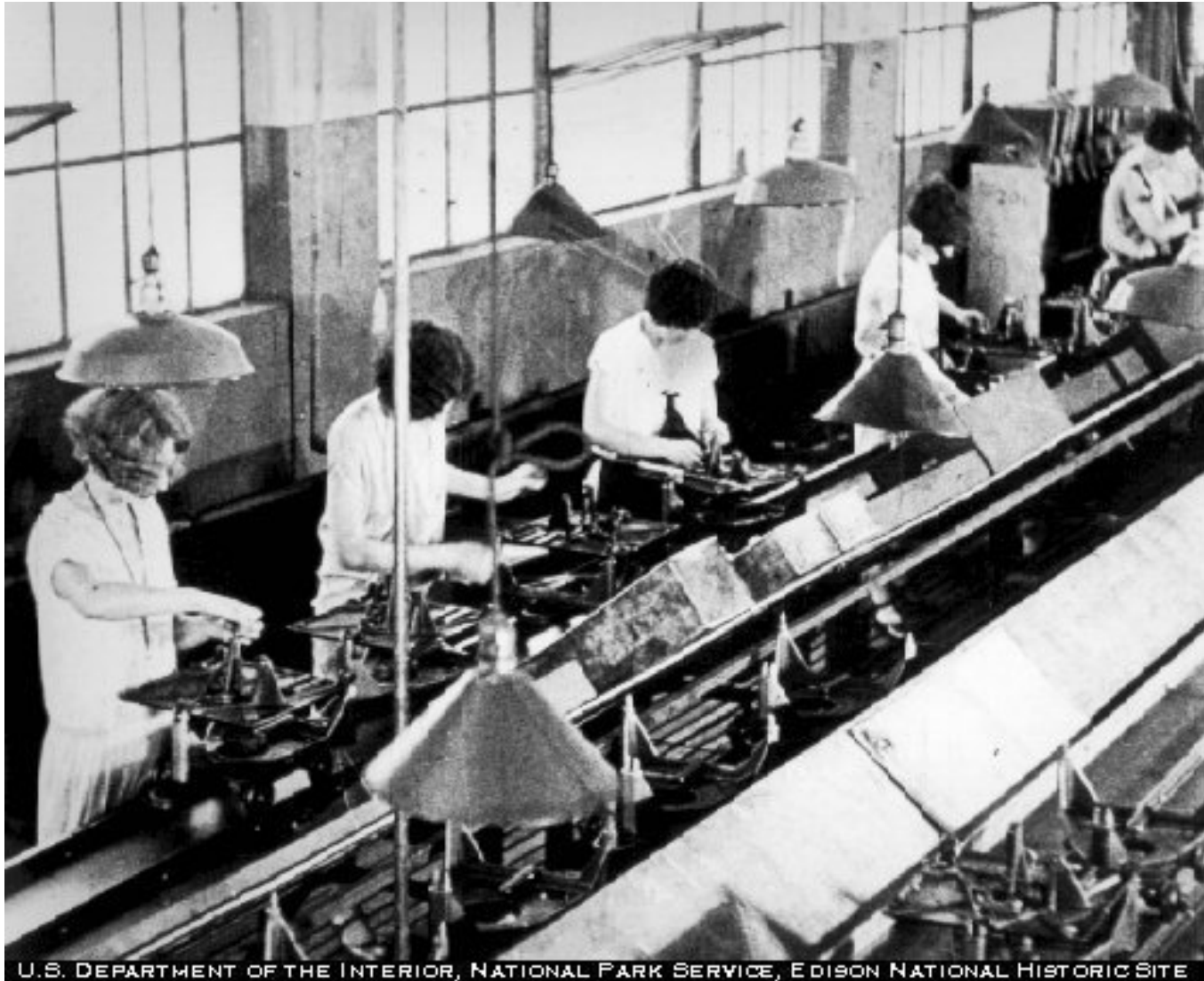




# Was it the wrong delivery system?



# Outmoded, outdated design



U.S. DEPARTMENT OF THE INTERIOR, NATIONAL PARK SERVICE, EDISON NATIONAL HISTORIC SITE

# One Size Fits All







# Doesn't address the impact of poverty

## Percentage of children in poverty\*

\*Ages birth (0 years) –17 years

10% 20% 30%



### 2000



### 2014



# What do we need?

A new,  
enhanced  
system of  
education  
– a new  
vision.



# What We Want for All Children

Educated



Employed



Healthy





# 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**



→  
**EMERGENCY**

- Emergency Patient Parking
- ↑ Main Entrance
- Physician Parking

Medical Center

EMERGENCY

## Primary Focus Areas

Personalize  
learning

**Customize education to the needs of each  
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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





Website: [edredesign.org](http://edredesign.org)  
Twitter: [@edredesign](https://twitter.com/edredesign), [@PaulReville](https://twitter.com/PaulReville)