

Poverty Matters: Making the Case for a System Overhaul

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Major Strategies in 1993 Reform Act


- Standards of Accountability
- Choice
- Improvement of Curriculum & Instruction
- Leadership Development
- Improvement of Teaching (from teacher testing to professional development to teacher evaluation)
- Use of Data
- School & District Turnarounds
- Finance Reform

Implementation Success

- Leadership: Deep, Non-Partisan, Persistent
- Clear, Powerful Equity and Excellence Rationale
- High Expectations, Standards, and Stakes
- Significant Investment in Capacity and Equity
- Inclusive Implementation Approach
- Long-term Commitment

Results

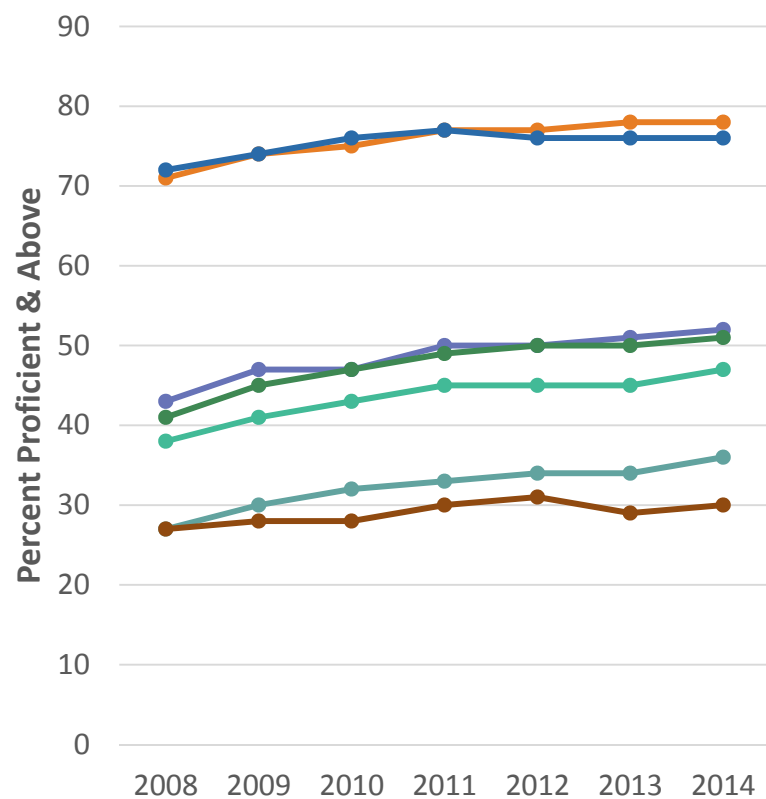
NAEP, The Nation's Report Card: Massachusetts' rank among all states and jurisdictions

	2005	2007	2009	2011	2013	2015
Grade 4 Reading	1 st	1 st	1 st	1 st	1 ^{st*}	1 st
Grade 8 Reading	1 st	1 ^{st*}	1 ^{st*}	1 ^{st*}	1 ^{st*}	1 ^{st*}
Grade 4 Math	1 st	1 st	1 ^{st*}	1 ^{st*}	1 ^{st*}	1 ^{st*}
Grade 8 Math	1 st	1 st	1 st	1 st	1 st	1 ^{st*}

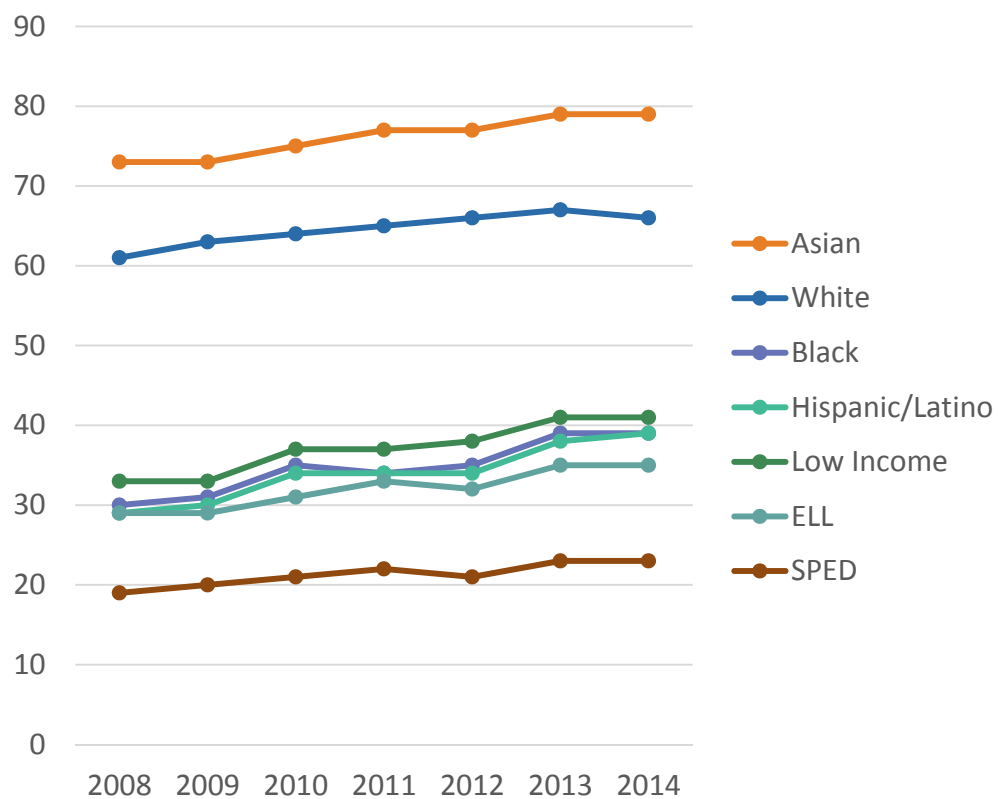
** statistically tied with other states*

Results

ELA – All Tested Grades



Mathematics – All Tested Grades



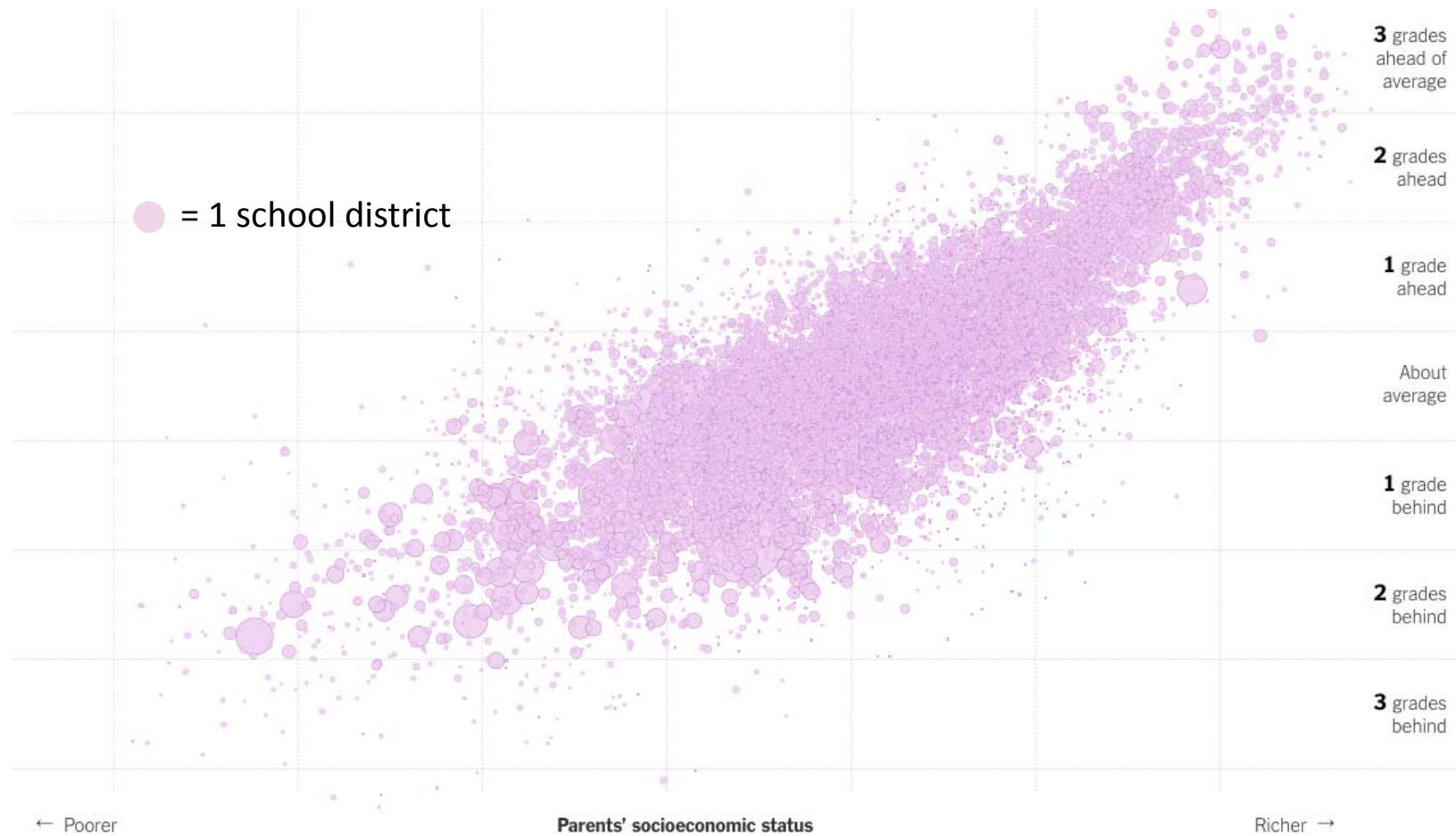
“Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery.”

Horace Mann, 1848

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.



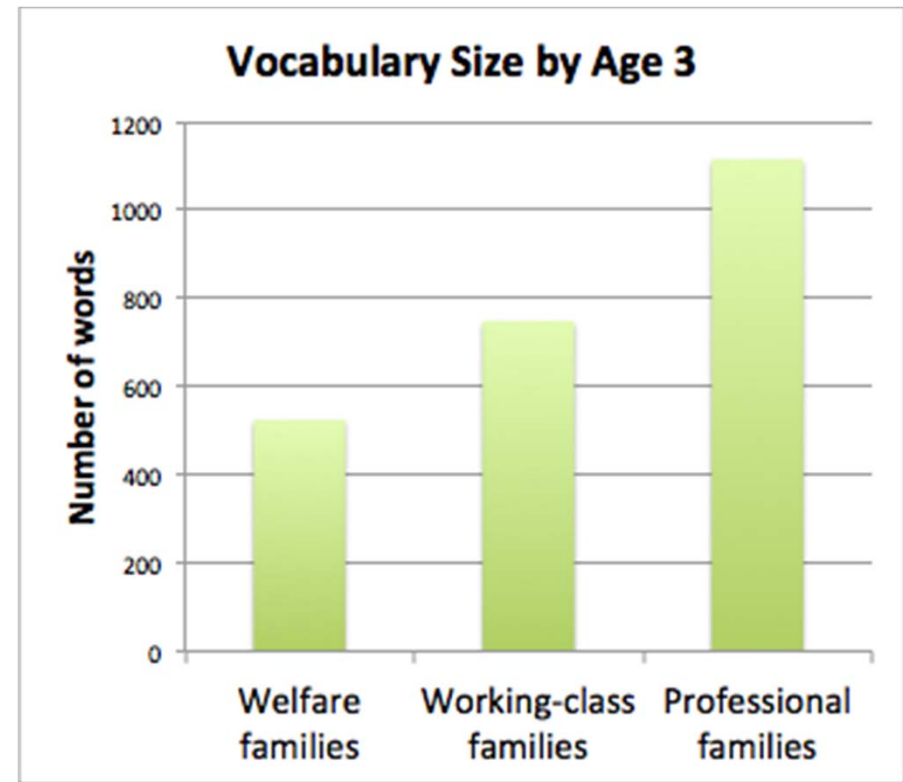
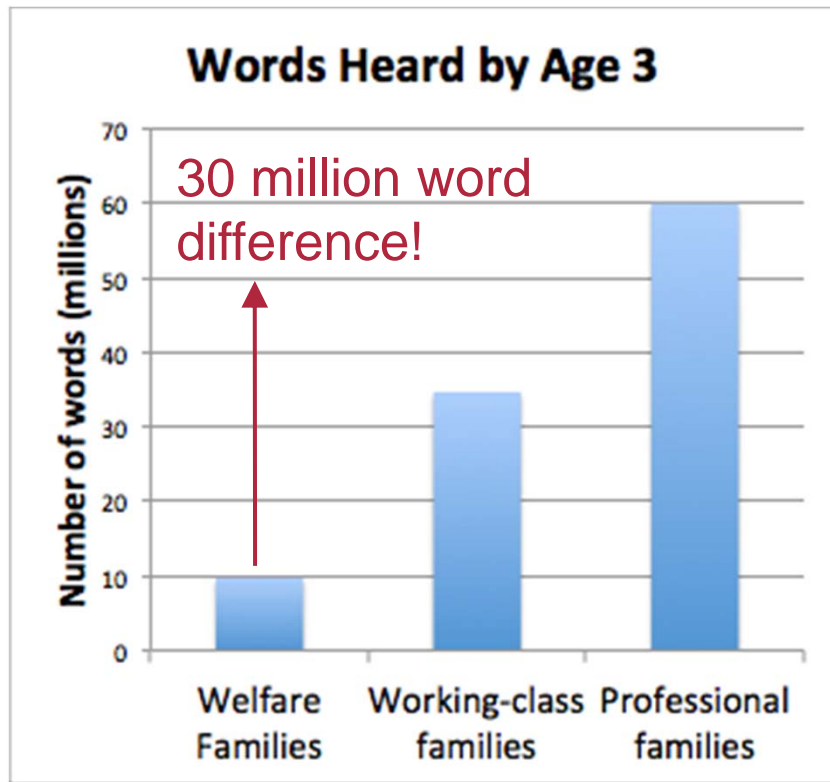
Relationship between Socioeconomic Status and Educational Achievement

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

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

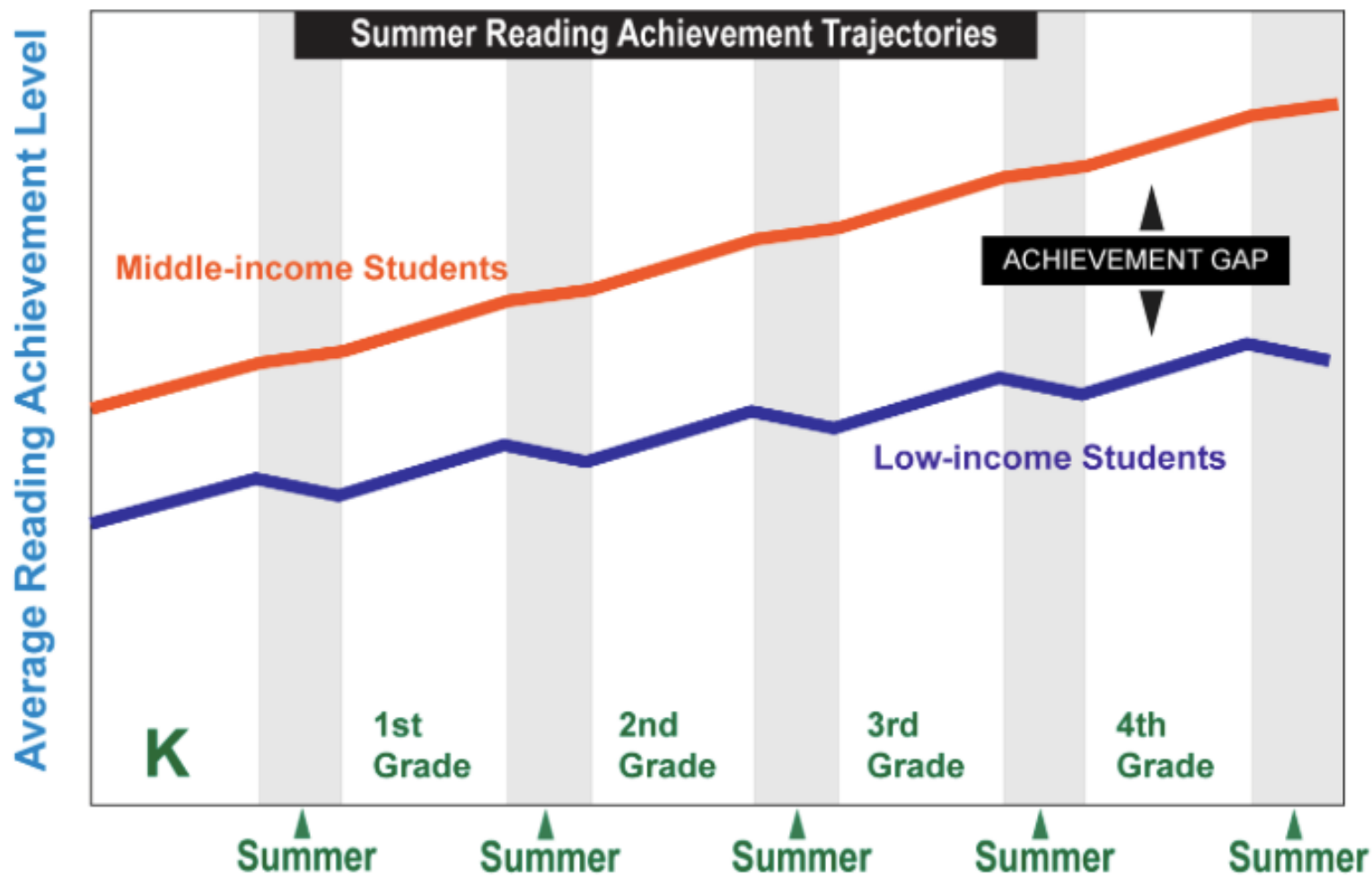


Why America Needs a New Engine for Education



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

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).

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

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.

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

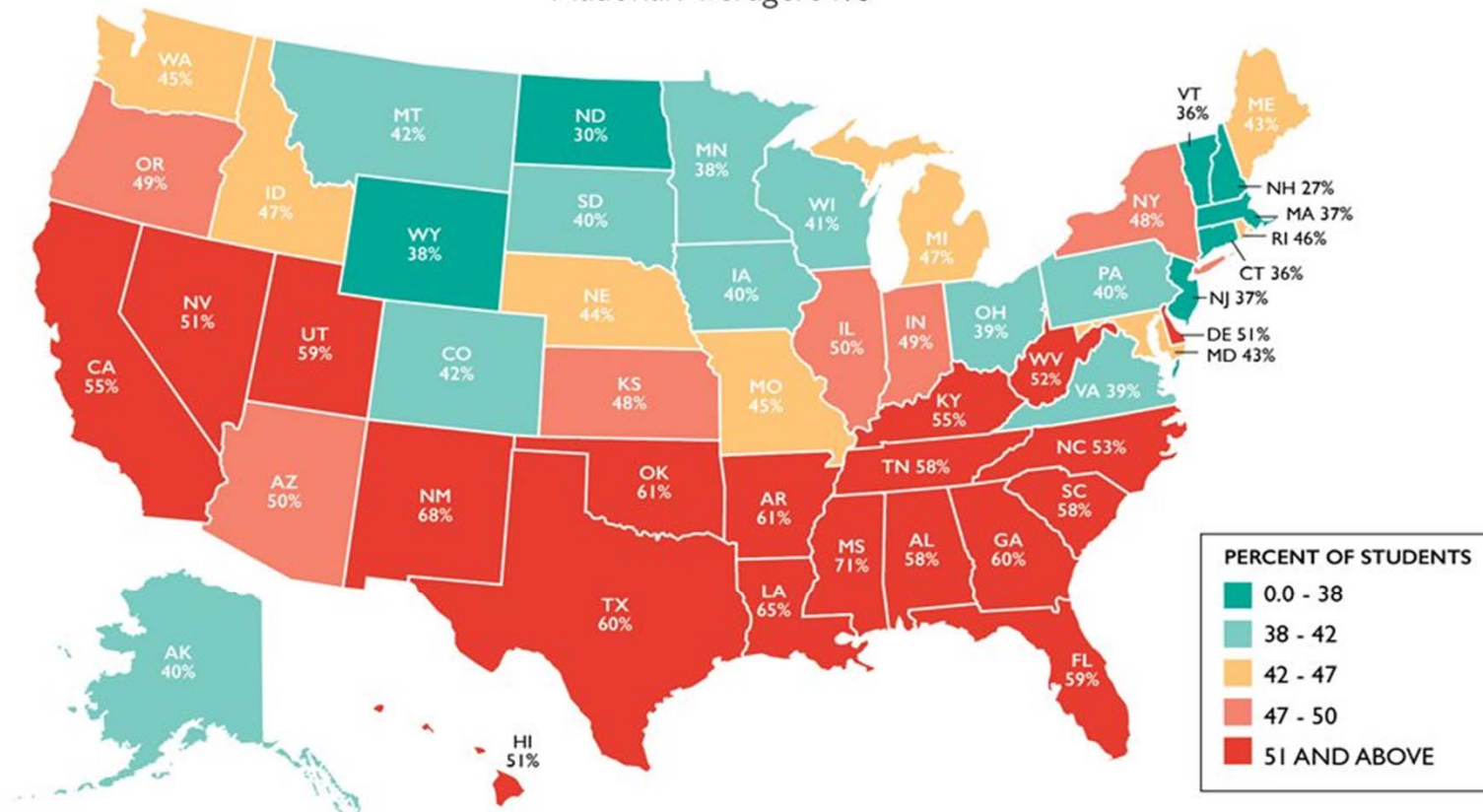
**Why does all this matter
more than ever before?**



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

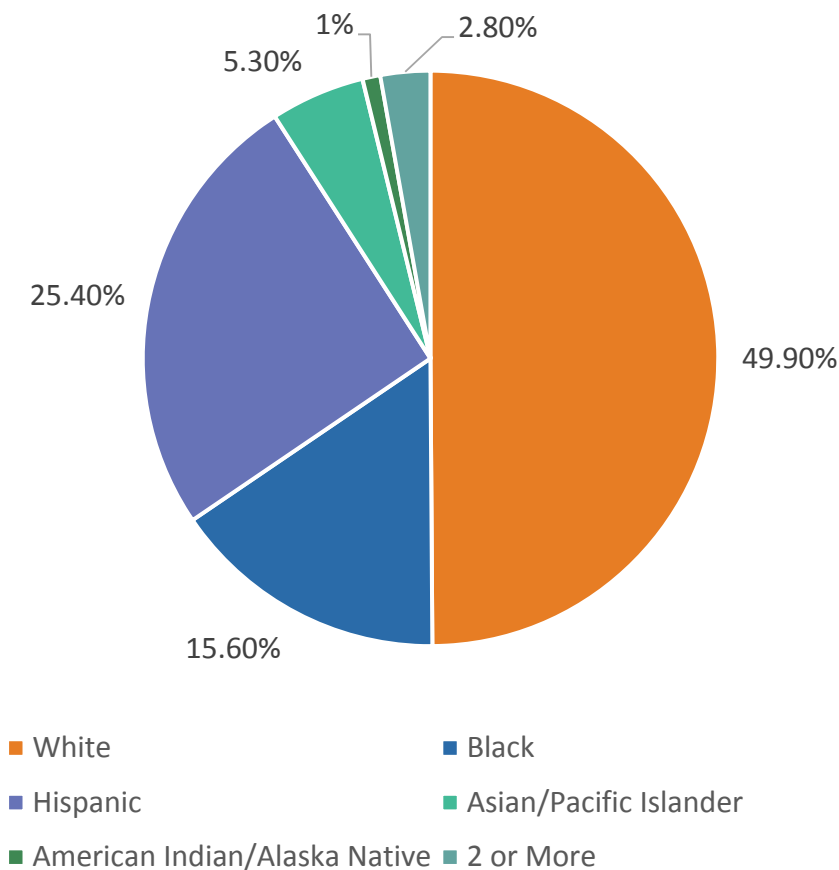
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

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

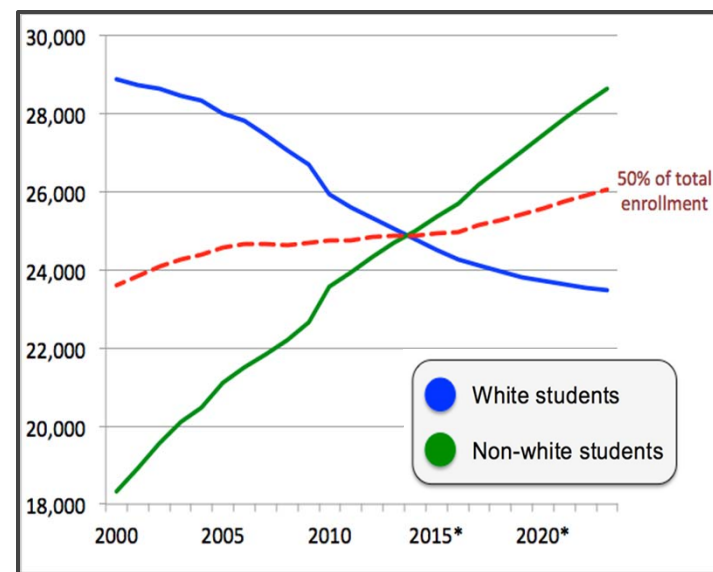
The Majority-“Minority” in U.S. Public Schools

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

Racial/Ethnic Makeup of Public School Students 2014



11/22/2016



^ 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.

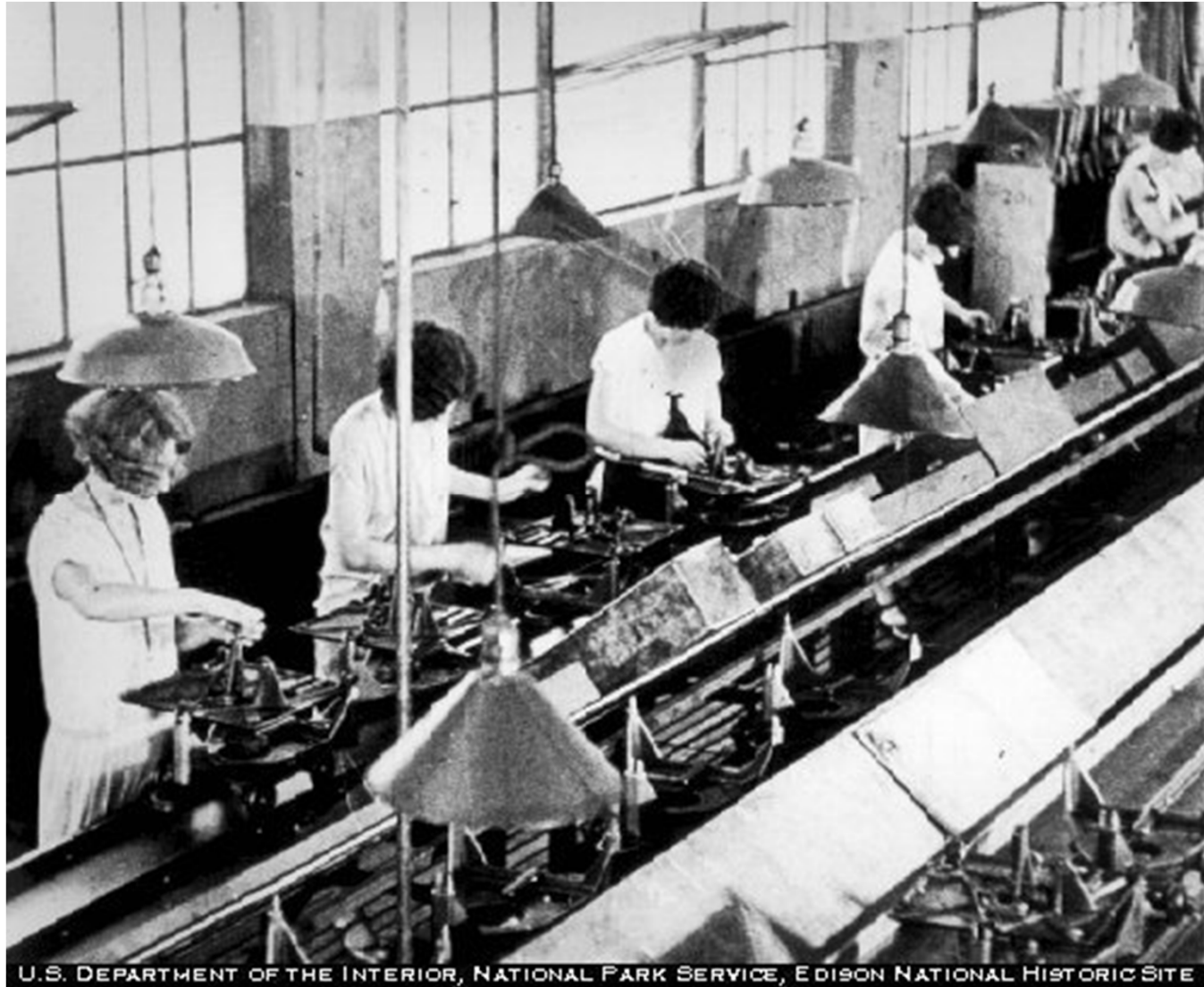
Why?

Was it the Wrong Goal?

**Did We Choose the Wrong
Strategies?**

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



Insufficient Time



Doesn't Address the Impact of Poverty



What do we need?

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



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



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**

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





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**

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



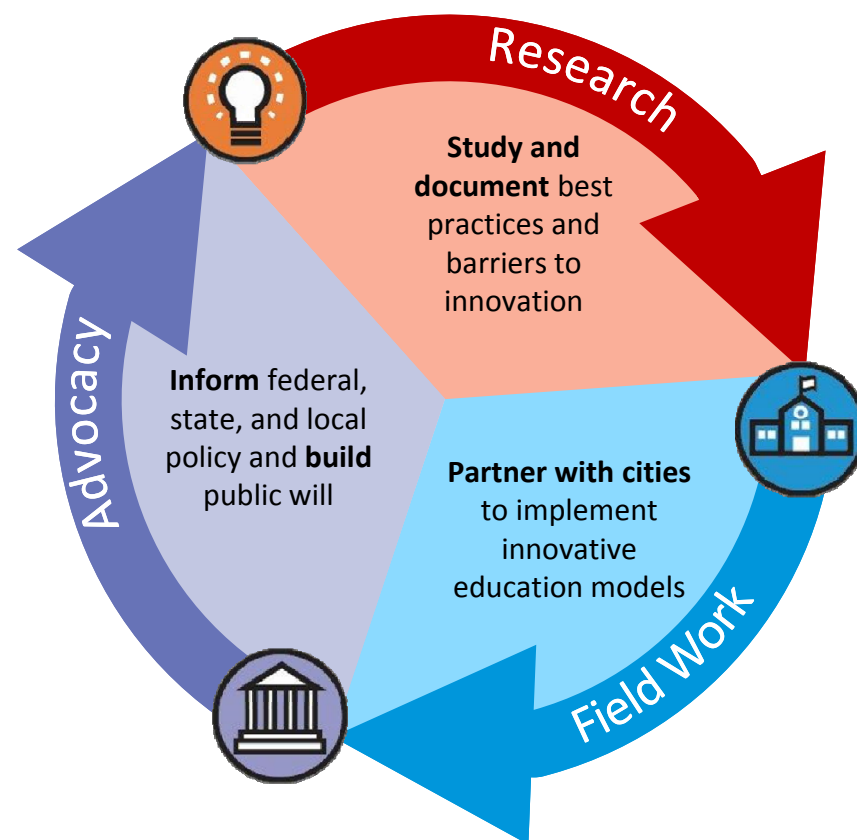
Mission & Strategy

Personalized Systems of Education & Child/Youth Development

Student-
Centered,
Customized
Learning

Integrated
Health &
Social Services

Equal Access
to Expanded
Learning
Opportunities





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