

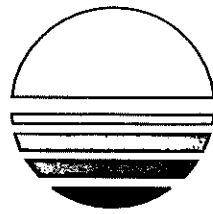
KATI HAYCOCK

**FOUNDER AND DIRECTOR,
THE EDUCATION TRUST,
WASHINGTON, DC**

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Trent E. Gabert, Ph.D.
Associate Dean
College of Liberal Studies
The University of Oklahoma
1700 Asp Avenue, Room 226
Norman, Oklahoma 73072-6400

Dear Dr. Gabert:

It is with great honor that I nominate Kati Haycock for the Brock International Prize in Education. Having seen first hand the tremendous impact she has had on the lives of students in Pueblo, Colorado, and beyond, I can without hesitation request that every possible consideration be given her for this most prestigious award.

Kati is a true champion! I often equate winners as those who brave great obstacles, risking their own fates in hopes of saving others left out of the mainstream. There are those leaders who, when the public opinion or national conscious may say otherwise, continue to be the voice for the voiceless. Kati is this type of advocate and has empowered people across all racial boundaries and "as much as any individual," notes Robert Sexton of the Prichard Committee for Academic Excellence, "she has shaped the national agenda on education reform."

To get an idea of just how instrumental her work has been, take a look at the changes in student achievement in the city of Pueblo, CO. Over the last five years the five highest gaining schools in District 60 are all Title I schools. One of these schools, Bessemer Elementary, went from 12% at or above proficient to 64% in one year. In fact in January of 2002 an Education Trust report entitled "Dispelling the Myth Revisited" identified schools with high minority-populations and high-poverty populations that scored within the top one third of all schools in their states. District 60 had six of the top twenty in the state of Colorado, three of which were in the top five.

These phenomenal gains are a direct result of the work that the district has done with the Education Trust and sharing the belief that all children can learn. The administration and teachers of District 60 work day in and day out to not leave any child behind. When U.S. Secretary of Education, Rod Paige addressed 600 educators at the Second Annual Education Summit in Denver he recognized District 60 and challenged those in attendance that think that poor children cannot succeed to visit District 60.

While I recognize that Pueblo's successes are due to those committed educators in the trenches the guidance and leadership that Kati has provided Pueblo over the past seven years has had a tremendous impact on these outcomes.

As much as Pueblo stands as a strong example of her tremendous success at closing the achievement gap, Kati has replicated this accomplishment in numerous school systems and

districts across America. She has taken this same lesson to Washington and dramatically shaped the national education agenda.

There are many who develop ideas for reform, but there are few like Kati Haycock. She has the unique ability to translate data-driven policy analysis into concise, easy-to-comprehend actions, paving the way for a new way of thinking. By taking a closer look at the attached documents, you will quickly recognize the influence of her work. She is indeed the undisputed champion of change and the Brock International Award in Education will empower the future for hundreds of other poor and minority students.

I wholeheartedly recommend Kati Haycock for this most important award.

Sincerely,

A handwritten signature in black ink, appearing to read 'Rod Slyhoff', written in a cursive style.

Rod Slyhoff
President and CEO
Greater Pueblo Chamber of Commerce

Attachment/Kati Haycock Nomination Packet

KATI HAYCOCK

EDUCATION:

Los Angeles City Schools

University of California, Santa Barbara - Bachelor of Arts in Political Science, cum laude (1971)

University of California, Berkeley – Master of Arts in Education Policy (1983)

PROFESSIONAL EXPERIENCE:

The Education Trust, Director (1991 – Present): Directs national organization working to improve the achievement of all students, kindergarten through college. The Trust focuses special efforts on the schools and colleges most likely to be left out of other improvement efforts: those serving minority and poor students. The Trust also serves as a voice in Washington on behalf of what's right for students.

The Children's Defense Fund, Executive Vice President (1989 – 1991): Served as Executive Vice President and Chief Operating Officer of the nation's largest advocacy organization for children. Responsible for managing the overall work of the 120-member staff, including oversight of Programs and Policy, Government and Community Affairs, Communications, Administration and Development departments. Also served as visible national spokeswoman for needs of the nation's children.

The Achievement Council, Inc., President and Executive Director (1983 – 1989): Founded and served as Chief Executive Officer to independent non-profit organization formed to assist teachers and administrators in low-performing predominantly minority schools in their efforts to improve student achievement. Organization provides direct assistance to 200+ schools, and otherwise serves as advocate for poor and minority students and the schools they attend.

Independent Policy Analyst (1978 – 1983): Conducted studies of effectiveness of California educational system for a variety of governmental, higher education and business commissions.

University of California System, Director, Outreach Services (1973-1978): Managed educational opportunity programs and relations with schools for the nine campus University of California system. Directed the development of new programs, represented the University before state government, and evaluated program results.

University of California, Santa Barbara (1972 – 1973), Associate Dean of Students

University of California Student Lobby (1971 – 1972), Founder and Executive Director

SPEAKING ENGAGEMENTS

Ms. Haycock has spoken before and worked with thousands of educators, policymakers, business leaders and advocacy organizations over the years (at the national, state, and local levels). Some examples of speaking engagements from the past year include:

National

The Woodrow Wilson National Fellowship Foundation – National Advisory Board consisting of professors of various disciplines, high school teachers, university and public school administrators and representatives of national organizations.

National Governor's Association: Center for Best Practices – "Institute for Governors' Education Policy Advisors"

International Workshop on 21st Education at the British Council, London, England – invited to participate alongside senior government advisors, experts and practitioners to discuss ideas on education reform.

Hechinger Institute on Education and the Media – "What's Wrong With High Schools...And How to Fix Them."

Southern Regional Education Board – 15th Annual *High Schools That Work* Staff Development Conference

National League of Cities – Advisory board member for the Municipal Leadership in Education Project.

CREATE (Consortium for Research on Educational Accountability Teacher Evaluation) –

National Evaluation Institute attended by academics, public school teachers and administrators, policymakers, and evaluation professionals.

State

Prichard Committee for Academic Excellence – Annual Prichard Committee Meeting

Missouri Legislators – Education Policy Conference, Kansas City, MO.

The California Professional Development Consortia – Keynote speaker at the Professional Development Conference for Teacher Leaders

Oregon Department of Education – Statewide meeting of public school curriculum directors and Oregon Department of Education Staff.

Minnesota Association of Administrators of State and Federal Programs (MAASFEP) – Keynote speaker at the MAASFEP conference.

Kansas Superintendents Forum

Bill and Melinda Gates Foundation – speaker at their "Achievers Conference"

Local

Summit Education Initiative – Panel of business, education, science and technology leaders for Akron, Ohio schools.

Compton Unified School District – mid-year meeting of all district teachers, CUSD, CA.

Mobile Area Education Foundation – Stakeholder/Leadership groups, Mobile, Alabama.

University of Georgia School Counseling and Clarke County School District – design team from the school system, university, and community.

School District of Charleston, SC – spoke with administrators and central staff

San Bernardino County, CA – District Superintendents Meeting

New Futures for Youth, Little Rock, AR – business community, high school staff and community groups.

Publications

Ms. Haycock has published many articles and publications. Some recent examples of published articles include:

March 1999, "Good Teaching Matters . . .a lot," *National Staff Development Council*

April 29, 1999, "El Paso, Texas: A Model for Maryland School Reform," *Baltimore Sun*

March 14, 2000, "What City Schools Need," *The Baltimore Sun*

May 12, 2000, "Accountability is the Key to Progress," *Mercury News*

March 1, 2001 "Closing the Achievement Gap," *Educational Leadership*

PERSONAL:

Two daughters, Brooke Cameron and Brady Nicole

KATI HAYCOCK

*Champion of
Education Reform*



NOMINEE
THE BROCK INTERNATIONAL
PRIZE IN EDUCATION

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Mark of a Champion

In the education reform arena, Kati Haycock is the undisputed champion.

"As much as any individual," notes Robert Sexton of the Prichard Committee for Academic Excellence, "she has shaped the national agenda on education reform." And as the Texas commissioner of education, Felipe Alanis, describes her, "Kati is the Johnny Appleseed of education, planting seeds that make barren places come alive."

Through three decades of distinguished service to the elementary, secondary and postsecondary educational communities, Kati has earned national and international recognition as:

- The champion of children left out of the educational mainstream.
- A voice for the voiceless.
- An empowerer of people across all racial boundaries.
- The person who has arguably done more than anyone else, inside *and* outside the Beltway, to close the achievement gap between poor, African-American and Latino-American children and other U.S. students.

Founder and director of The Education Trust, Kati is the driving force behind what is recognized today as America's defacto authority on education policy. Her forte is turning radical reform ideas into practical education innovations. Combining advocacy, ideas and innovations, she delivers the concrete strategies and effective tools education leaders need to raise achievement of poor and minority students – and close the learning gap that separates them from their more advantaged peers.

Armed with a clear focus on results and a passion for children of all ethnic and economic backgrounds, Kati was first to bring hard-hitting, data-driven policy analysis to bear upon education reform. In a field where data on student performance has not always been put to effective use, especially data on poor and minority students, Kati has mastered the art and science of turning large mounds of data into coherent, actionable messages.

"Kati's the one who put 'closing the achievement gap' front and center on the education reform agenda," says National Urban League president Hugh Price. "When she came along, the achievement gap was the 'elephant in the room' of education reform. By bringing hard data to bear on a large scale, she's propelled this issue to the forefront."

On Capitol Hill, Kati is praised on both sides of the aisle for her profound impact on education reform legislation. Seizing the policy initiative, she formed and chaired the commission that spurred the major rewrite of the 1994 Elementary and Secondary Education Act. Says Rep. George Miller (D-Calif.), a key ally on the House education committee: "Without Kati's leadership, it is safe to say that Title One of the ESEA would not have been changed to the current results-oriented and accountability-driven system in which federal funds are linked to the performance of poor and minority students."

A former top executive with the Children's Defense Fund, Kati always puts kids first. Her newest initiative, the Trust for Early Education (TEE), is a perfect example. Announced in April 2002, TEE aims to reframe the national debate on early childhood education – the next frontier in education reform – by focusing on the extra-special needs of three and four year olds. Educators and policy makers agree that

higher standards, better staff, and more resources are needed, but no strong voice now exists to provide them with sound data grounded in cutting edge research.

Putting *little* kids first is going to require a massive intellectual and political shift in the education community. But this is precisely the kind of challenge on which Kati Haycock thrives. "Her work is so compelling and provocative that it spurs other educational leaders to take action and get the job done," says Susana Navarro, Executive Director, El Paso Collaborative for Academic Excellence.

In the education arena, *that* is the mark of a true champion.

Champ in the Making

As a second generation American of Mexican descent, Kati Haycock's passion for achievement by poor and minority children is rooted in personal experience. Writing in the December 24, 1998 issue of *Black Issues in Higher Education*, Karin Chenoweth (now the Washington Post's education reporter) chronicled Kati's formative years:

Chenoweth explained how Kati, as a student in the Los Angeles Unified School District, saw her black and brown peers shunted into classes that were not even designed to prepare them for college, while she was in the highest, fastest, most accelerated academic track. Chenoweth concluded, "She never doubted that she would attend college, and she did (earning her bachelor's from the University of California-Santa Barbara and her master's from UC-Berkeley)."

After college, five years of service in the University of California system developing outreach and affirmative action programs convinced Kati that *true* affirmative action must begin in the public schools. Responding in the action-oriented fashion that has become her trademark, Kati launched the statewide Achievement Council to help California teachers and administrators improve student achievement in low performing, predominantly minority schools.

It was Kati's first bout with the achievement gap. It wouldn't be the last.

The Relentless Challenger

To appreciate the enormity of the education reform challenge faced by Kati Haycock, one has to remember where the nation was a mere 10 years ago.

Back then, the national conversation about the achievement gap sounded much different. First, it was a whole lot quieter; no one said much about the low performance of poor and minority children and, indeed, very few data were being published that could provide fodder for such discussion. Second, when the issue was openly addressed, the discussions time and again ended up with a kind of shoulder-shrugging acceptance of low performance among poor and minority children as the byproducts of socioeconomic and cultural differences that such children "brought with them" into schools. After all, everyone reasoned, research had long ago proven this ironclad relationship and experience consistently seemed to bear it out. In other words: "Case closed."

Back then it wasn't unusual to hear people say that policymakers creating school accountability systems should submit to the inevitable and, in an effort to be "fair" to educators, set lower achievement goals for schools that served high proportions of poor children. Some state legislators had actually managed to do just that, all the while patting themselves on the back for "socially enlightened" policymaking.

Kati offered a radically different vision, and has given it voice and substance through the work of The Education Trust. Her relentlessness in getting people to confront an issue they'd rather ignore has been a huge factor in getting to where we are today. The achievement gap is now at the top of the nation's education agenda, and policymakers and practitioners are beginning to grapple with it in ways that would have seemed remarkable just a decade ago.

Fighting for Standards

Kati's strategy for raising student achievement starts with standards – a set of standards that every child should be expected to master, that every teacher should be expected to teach, and that every test should be expected to measure. Clear standards allow students and their parents to hold their school systems accountable and ensure that each child is prepared to do college-level work.

With the coming of the new millennium, economists have been stressing that attending college is the absolute minimum requirement for advancement in America. People who do not attend college, say economists, are usually destined to live lives of poverty and dependence. As such, colleges need to be involved in developing standards, and teachers need to be prepared to teach to the standards. That means schools of education must concentrate much more on content than they have in the past, and that many current teachers must switch gears and teach to higher standards.

That is a complex analysis, requiring action on several levels simultaneously, causing many people in the education world to throw up their hands. "People feel absolutely overwhelmed by the complexity of the task," Kati told *Black Issues in Higher Education* in December, 1998. "Our task is to help them figure out what they can do."

A Powerful Punch

To be a worthy contender for the Brock International Prize in Education, you have to do more than popularize interesting or provocative ideas. You must turn ideas into innovative approaches that people use to improve educational quality. This is where Kati Haycock packs her most powerful punch.

First, she leads with a core belief that schools can be powerful agents of teaching and learning for *all* students.

Second, she has pioneered the use of data to diagnose how school systems contribute to the achievement gap rather than curing it. Over the past decade, Kati has spent countless hours presenting innovative "data shows" to literally hundreds of thousands of people – students, parents, teachers, administrators, educational leaders, elected officials and journalists. She has led the way in showing how school systems themselves create "opportunity gaps" that contribute to the achievement gap, and how to overturn those old practices.

Third, she has played a central role in collecting and disseminating outside research that helps change the way we think about education. For example, The Education Trust's summary of cutting-edge research on teacher quality, *Good Teaching Matters* ("Thinking K-16"; Summer 1998) revealed how much difference teachers make in the learning equation – and forever changed the national debate about teaching quality.

Fourth, and most important of all, Kati has inspired, organized and today leads a nationwide movement to develop innovative strategies for raising the achievement of poor and minority children.

Education Advocacy's Heavyweight

It is impossible to separate the contributions of Kati Haycock from the work of The Education Trust, the advocacy organization she founded in 1990 and has directed ever since. Everything this group does is intellectually framed and refined by Kati. Out of what started as a special K-12 reform project of the American Association for Higher Education, Kati has forged a strong, independent advocate for poor and minority students able to work with liberals and conservatives alike. Though based in the nation's capital, Kati and her people do most of their work at the state and local levels in cooperation with university systems and school districts.

What sets The Education Trust apart, Kati's peers agree, is strategic use of data to set reform priorities and, ultimately, shape policy to meet clearly defined education reform goals. Kati's approach is powered by three fundamental principles:

- Relentless insistence on high academic achievement for all students at all levels;
- Exceptional teamwork with local education and community activists; and
- Single-minded attention to what is best for students – especially low-income students and students of color.

In a community where it is often difficult, if not impossible, to reach clear consensus on "the bottom line," it's clear that Kati's bottom-line approach to closing the achievement gap is a winner.

Champion of All

Kati is beating the achievement gap by focusing on improving the education of *all* students, particularly those students traditionally left behind by the system. Her hard-hitting efforts include:

- Advocacy that encourages schools, colleges and whole communities to mount effective campaigns so that all their students will reach high levels of academic achievement;
- Analysis and expert testimony on policies intended to improve education;
- Writing and speaking for professional and general audiences about educational patterns and practices – both those that cause and those that close achievement gaps between groups of students;
- Research and wide public dissemination of data identifying achievement patterns among different groups of students;
- Assistance to school districts, colleges and community-based organizations to help their efforts at raising student achievement, especially among minority and poor students.

A Knockout Network

As a force for change, Kati has the longest reach in the education reform arena. She's created a highly effective nationwide advocacy network that helps develop solutions at the federal, state and local levels through:

- **Local K-16 Councils:** Although the K-12 and higher education communities have engaged in "partnerships" for many years, they rarely focused these efforts on fundamental change in the way they educated students. Nor did they engage outside stakeholders in the quality of the education

system. Kati works tirelessly with local education, business and civic leaders around the country to create local K-16 Councils that mount and sustain comprehensive, standards-based change in local educational institutions, kindergarten through college.

- ***State K-16 Councils and NASH:*** Local K-16 councils discovered early on that standards-based change requires state policy action. But state policies in areas such as teacher certification and licensure often ran directly counter to the efforts of local K-16 councils to improve student achievement and close gaps. To make matters worse, college and K-12 leaders never talked about ways to coordinate their efforts. Kati and the National Association of System Heads (NASH) opened up the lines of communication by putting together a 22-state network of university system and K-12 leaders. This forum been a crucial catalyst for better alignment of college admissions with K-12 standards, improved teacher preparation and creation of new standards for undergraduate education.
- ***Ed Watch Data:*** Schools and colleges, expert in gathering data to comply with state and federal mandates, have not been able to use this data to drive change that raises student achievement levels. So Kati began looking at national, state and local data to see what helps or hinders student success. Through publications and presentations, she now leverages this data to spotlight inequities between groups of students and, more importantly, to pave the way toward solutions.
- ***Putting Standards into Practice:*** While most states and school districts have been able to develop standards, many educators need help putting those standards to work in real classrooms. Kati provides school districts nationwide with strategies and tools that teachers and administrators can use for detracking curriculum; for aligning standards, curriculum and assessments; and for streamlining data to inform local decisionmaking and drive instruction.
- ***Parent & Community Engagement:*** Kati, along with many other top education leaders and policymakers, believes parents and community groups have a crucial role to play in making sure schools work for young people. However, educational institutions sometimes view parent and community involvement as problematic. Kati's outreach efforts to bring parents, community-based organizations and educators together are helping to ensure development of high standards for all students.
- ***Transforming School Counseling:*** Although school counselors are ideally positioned to support initiatives to raise student achievement, they have been left out of the reform movement. Until recently, little or nothing had been done to prepare future school counselors to serve as advocates for *all* students in a standards-based system. Kati leads an initiative that has transformed a number of the largest counselor preparation and education programs at universities across the country.
- ***Federal & State Policy Guidance:*** Federal and state policymakers rely on guidance from Kati. They know she has spent almost three decades working with parents, education professionals, community group representatives and business leaders in cities and towns around the nation to help transform their schools and colleges into institutions that genuinely serve all students. They welcome her recommendations based on those lessons she's learned in local practice.
- ***Quality in Undergraduate Education:*** A fundamental premise of Kati's work is that change is needed just as much in higher education as it is in K-12, if we are to see dramatic improvements in student academic achievement and closing of gaps. Setting standards for postsecondary learning, therefore, has become one of her top priorities. One result has been the Quality in Undergraduate Education (QUE) initiative which is developing discipline-based standards through partnerships between four-year universities and their feeder two-year colleges.

- ***Teacher E/Quality:*** Kati's experience in practice and policy quickly led her to the realization that the quality of the teacher in the classroom is the single most important factor in improving student achievement and closing gaps. Since 1998, Kati has released several reports that have focused public attention on the issue of teachers and their impact on student achievement. Over the next five years, she is committed to spotlighting the problem of inequitable teacher distribution; highlighting communities and states that are trying to solve it; and leading a concerted effort to assure that poor and minority children have teachers of at least the same quality as other children.
- ***National Closing the Gap Conference:*** One of Kati's original initiatives, begun over a decade ago, is an annual conference held each November in Washington, D.C. that features the best work in the nation to improve teacher quality, student achievement, and close achievement gaps. Now known as the National "Closing the Gap" Conference, this premier national forum on K-16 reform attracts school and college administrators, faculty and education advocates from all regions of the country.
- ***Reports and Publications:*** From the beginning, Kati realized that getting the word out about standards-based education reform requires a strong focus on publications and reports that teachers, administrators, policymakers and other education stakeholders can use to drive change in their own local and state settings. She's provided the impetus for a variety of publications on topics that range from how to use data effectively to strategies for putting standards to work. Chief among these is the biennial *Education Watch: The Education Trust State and National Data Book*, which has become a standard resource for education policymakers, journalists and advocates alike, and has now become available online. The organization also publishes a series of reports, *Thinking K-16*, that explore education issues in depth.

Going the Distance

A tireless worker inside the halls of Congress and the Executive Branch, Kati is on the road most of the time *outside* the Beltway. The considerable amount of time she invests in working with communities is paying substantial dividends.

"She has a powerful mind, but she has a passionate commitment to these issues," says Russ Edgerton, the former president of the American Association of Higher Education who brought Kati to that organization. "There are a lot of smart people in Washington, but they don't have a lot of courage. She has the courage to get out in front."

According to Edgerton, Kati's commitment to minority access and equity is "down to her toes. She steps out in front and has the courage to be open and passionate about these issues and work 24 hours a day (on them)."

2001: A Championship Year

The year 2001 was a remarkably productive and successful one for Kati and her team, highlighted by the release of a groundbreaking new suite of interactive Web tools for analyzing education data. Visits to the organization's Web site have increased to an average of about 2000 per week, twice the number they averaged last November and *four times* the number they averaged a year ago. In addition, last December the magazine *National Journal* published a special "Guide to the Web" issue that named www.edtrust.org the premier education Web site in the nation.

Shaping the Conversation

During the past year, Kati played a hands-on role in the development of several new cutting-edge information resources designed to keep the education reform debate focused on closing the achievement gap.

- **Achievement in America 2001:** A groundbreaking overview of achievement and educational attainment gaps in the United States, including an analysis of the most important educational causes of those gaps and the actions necessary to close them. *Achievement in America 2001* has already been presented to thousands of stakeholders, including teachers, principals, business leaders, students, state and district administrators, media members, policymakers and elected officials.
- **High Schools in America 2001:** A comprehensive look at achievement patterns among high school students over the 1990s, prepared in response to a request from the National Commission for the High School Senior Year. *High School in America 2001* features an emphasis on achievement and attainment gaps; a look at how many and which high school graduates go on to higher education; a section on future economic costs to individuals with low achievement or attainment due to ineffective high schools; and a detailed set of prescriptions for improving high school education of all students.
- **Cooking with Data: Templates, Tools, and Recipes for Education Data Shows:** A soup-to-nuts guide to communicating with education data that explains and demystifies basic methods of analyzing data, shows how The Education Trust uses simple tools and recipes to build its own data shows, provides a template for conceptualizing disaggregated and cross-tabulated data (which also doubles as a form that can be filled out to request information from data providers), and offers a generic "recipe" of key questions to ask when planning an "achievement in ..." presentation.

Watching Education Indicators

Education Watch Online, released in the spring of 2001, is an interactive, Web-based database of key national and state education indicators. Its exhaustive content and pioneering design make *Education Watch Online* perhaps the most useful and provocative tool for examining state education data currently available. By selecting among options in easy-to-use dropdown menus, users can quickly generate tables and graphs to answer the most essential questions about educational performance and opportunities in the nation and across the states. The database includes a wide variety of indicators on:

- Academic performance and achievement gaps;
- Course-taking and curricula;
- High school and college graduation;
- Teacher qualifications;
- Challenging instruction; and
- Education financing and resources.

The most innovative feature of *Education Watch Online* is the variety and flexibility with which it displays student achievement data. This makes it easier than ever before for users to examine achievement gaps among different groups of students within a state, and explore other disaggregated performance data in a variety of ways. The tool also incorporates a significant breakthrough in school finance data that provides a unique look at exactly which students get shortchanged by antiquated and inequitable school finance policies in many states.

Over the past year, Kati and her staff have made presentations on how to use this new Web site at a number of national events, including annual conferences of the Education Commission of the States and

Public Education Network. In addition, tutorials were offered at a "cyber café" during the annual conference "Closing the Gap" Conference last November.

Dispelling Myths

Last year ended on an especially high note for Kati with the December, 2001 release of *Dispelling the Myth Online*, the newest and most robust addition to her family of interactive, Web-based data tools. Using this tool, users can quickly and easily search for high-poverty and/or high-minority schools that also are high performing and/or have made substantial improvements in test scores.

Like its older sibling *Education Watch Online*, this new Web tool also features an important breakthrough in education data. *Dispelling the Myth Online* contains the first fully integrated, nearly nationwide database on school test scores and demographics ever created, with information on over 80,000 public schools across nearly every state in the nation. The result is a school performance Web site unprecedented in its breadth and flexibility, one that allows users to identify high-performing schools using their own criteria pegged to their own unique needs. In addition, the search tool includes several more highly useful options, such as the capacity to search for schools that have met a user's performance criteria for at least two years in a row.

Pushing the Envelope

Always eager to push the education reform envelope, Kati and her team are already using the *Dispelling the Myth* database and online search tool for their own research on high-performing schools. As a first and very preliminary step in that direction, last fall Kati directed a cross-sectional analysis of the database to answer the question, "How many high-poverty and high-minority schools have relatively high performance in a given year?" Results of that study were published as *Dispelling the Myth Revisited: A Preliminary Report on High-Performing Schools*, which was released as a companion report with the interactive Web tool.

Kati is planning additional analyses to explore high-poverty and high-minority schools that are high performers over multiple subjects, grades and years. Eventually, such analyses will provide much smaller subsets of the most interesting schools for further study, including qualitative research studies.

The Next Round

Always looking ahead, Kati has planned a cluster of new activities to maintain education reform momentum in 2002 and beyond.

- ***New Teacher Equity Research:*** Collaborating with the University of Pennsylvania's Richard Ingersoll, an extensive analysis will be conducted of teacher equity indicators using the new federal *Schools and Staffing Survey* database. The resulting data will be incorporated into *Achievement in America 2002* and *High Schools in America 2002*, as well as two new products slated to be completed this year – *Middle Schools in America 2002* and *Good Teaching Matters 2002*
- ***Updated Education Watch Online:*** Plans are in motion to thoroughly update *Education Watch Online* by the end of 2002. An initial data update was recently completed, making available new math and science scores released last year.

- ***Improved Dispelling the Myth Online:*** A number of major improvements are planned for this Web tool in 2002. Kati wants to come up with a way to expedite searches for schools that are high-performing across multiple subjects and grade levels, without either oversimplifying the performance picture in schools or sacrificing the tool's ease-of-use by making the menu options too complicated. In addition, she is planning to add an option that will allow users to screen for schools that meet performance criteria for at least three years in a row in those states where sufficient longitudinal data are available. Finally, disaggregated school-level performance data will be included for as many states as possible in 2002.
- ***Phase Two Research on High-Performing, High-Poverty/Minority Schools:*** *Dispelling the Myth Online* now provides a sophisticated platform to begin selecting schools for in-depth study. Plans are being finalized for conducting such "phase two" research, and at least one such report is expected to be produced in 2002.
- ***Fine-Tuned Community Data Guide:*** Last year preliminary work began to determine how to make such a tool as useful as possible to local educators and advocates. Currently, field-testing of data shells and analysis techniques is underway with several school districts that volunteered for the project at the national conference last November. At a recent K-16 council meeting in New Orleans, several of those districts reported back on the analyses they have completed thus far and what they have learned using those draft tools.

Hitting Home

Ongoing education advocacy and action are laudable, but where is the impact? What are the measurable, long-term results? This is the essential criterion for selecting the Brock Prize laureate.

Kati Haycock's efforts to close the achievement gap are, in fact, hitting home – in specific communities, in many states, and in creating a national climate for change. A few of many examples follow; similar stories of successful gap-closing change can be found in communities as diverse as El Paso, Long Beach, Akron and Pueblo, and in states ranging from Georgia to Kentucky to California.

Gap Closing in Pueblo and El Paso

Kati and the Education Trust have worked intensively in a number of communities where achievement gaps have been especially large and persistent. Two of these are Pueblo and El Paso. As a result of Kati's work in partnership with many other leaders in those communities, the gaps are finally closing. Here are two graphic representations of the dramatic improvement in student achievement in these two communities.

3rd and 4th Grade CSAP Writing Scores 1996-97 vs. 1997-98

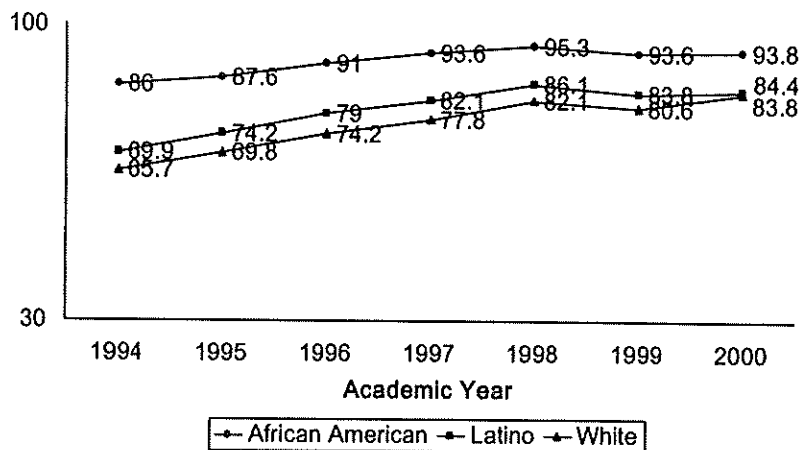
School	1996-97	1997-98	Gain
Bessemer	2	48	+46
Haaff	35	52	+17
Highland Park	18	35	+17
South Park	14	44	+30
Sunset Park	38	47	+ 9

Source: District 60 Schools, Pueblo CO, 1998

2002 by The Education Trust, Inc.



El Paso TAAS Pass Rates Reading Grades 3, 8 and 10



Source: Texas Education Agency - Academic Excellence Indicator System Report 1994 through 1999

2002 by The Education Trust, Inc.



Busting Myths in Broward

On May 11, 2002, about 600 parents, teachers, principals and administrators from Broward County gathered on the campus of Nova Southeastern University to attend the Broward County Urban League summit, "Dispelling the Myth." The conference was a joint effort between the League and the Broward County School District. The school board president and the superintendent attended.

The purpose of the conference was to bring together representatives from schools that the League identified on its own Dispelling the Myth site, to send the message to local parents, teachers and administrators that they can teach all students to high levels. In the words of one official who attended the summit, "No more excuses, no more hiding places, because here are living, breathing examples of how it's being done."

Attendees heard principals and parents from high-achieving schools in Kansas City, Mo.; Mount Vernon, N.Y.; Houston, Tex.; Pontiac, Mich., and Broward County that have gone from "shame to fame." In Pontiac, for example, black students are outscoring all schools over the last four years – including students in the most affluent suburbs.

What are the secrets of success? According to the observer quoted above, there are none – just "a lot of hard work:"

- None of these schools are "flukes." Their students have been achieving for four or more years. In Kansas City, one school has been high achieving for *eight* years and is expanding to include middle school grades.
- All schools met the challenge of meeting standards and assessments head on. None were "afraid of the test."
- Principals successfully experimented with new leadership styles to spur their staffs to meet stated goals. In some cases, administrators admitted, they had to abandon shared or distributive leadership in favor of autocratic behaviors when it was necessary to get folks in line behind the goal of teaching all students. But all principals at the Broward summit acknowledged that their successes were team efforts. Noted the same observer: "By modeling, observing, conferencing, supervising, cajoling, teaching and sometimes threatening, these principals got the job done."
- All principals stressed that professional development for teachers is now imbedded in the professional life of the school, focused on continuous instructional improvement.

Other positive outcomes cited include parents organizing study groups around standards and assessments, and teachers and principals devoting more parent conference time to talking about the importance of achieving standards.

What's the bottom line? Concludes the Broward Summit observer, "It could not have been done without (Kati's) *Dispelling the Myth* database. That's where (summit organizers) found the schools."

Raising Everybody's Expectations

Hugh Price, president of the National Urban League, credits the "massive" data produced through Kati's efforts for creating a climate for change by raising expectations. In a recent commentary, *Outside View: Era of No Excuses*, Price stresses the importance of finding "nearly 4,600 public elementary schools

across the nation that enrolled mostly black or Hispanic youngsters, mostly poor youngsters, or both — and scored among the top third. . . in reading and mathematics."

According to Price, this data helps to underscore two key points:

"One is that, just like their more affluent counterparts, large numbers of poor children, and African-American and Latino-American children attending public schools, can learn to compete at the highest levels of achievement if they get the proper assistance. The second is that those who run the public schools have no more excuses for not seeing to it that the high levels of achievement (Kati) has documented do not become the norm everywhere."

Making Data Work for a Change

Here are more current examples of how Kati's data tools are catching on across the country:

- Several national organizations, including the U.S. Department of Education, the National Commission on Teaching and America's Future, and the National Alliance of Business, are using the *Dispelling the Myth* tool to identify and study high-performing schools.
- In Arizona, *Dispelling the Myth* is enabling a state policy center to identify high-performing high schools for a forum featuring some of those schools.
- In Ohio, a state Department of Education researcher has begun diving into disaggregated data with the help of *Dispelling the Myth*.
- Also in Ohio, thanks to new data made available through the tools provided by Kati, the Ohio Federation of Teachers recently arranged for teacher teams from low-performing, high-poverty schools in Toledo to visit high-performing, high-poverty schools in Cleveland.
- In Pennsylvania, Good Schools Pennsylvania (David Hombeck's organization) plans to convene teachers, principals, and students from schools identified by *Dispelling the Myth* at a special meeting with state legislators in Harrisburg. Hombeck's goal is to show policymakers that public schools in Pennsylvania *can* teach poor and minority students to high levels in order to buttress the case for school funding reform.

The Undisputed Champ of Change

Why is Kati Haycock such a deserving candidate for Brock Prize laureate? The answer, like Kati herself, is bottom-line. Nobody in the K-16 community has done more to turn rhetoric into decisive action that leads to powerful results. Kati's transformed her core belief in the innate ability of all children into a *replicable approach* now used by educators, advocates and policymakers at all levels to close, once and for all, the achievement gap.

Kati's peers say it all:

"Kati Haycock is one of the rare people in American education who has truly made a difference for the children who are most in need. Her voice has been eloquent and persistent," said Diane Ravitch, a research professor at New York University School of Education and senior fellow at The Brookings Institution.

“Kati is a dedicated visionary whose sole purpose is to improve the lives of young people by giving them a strong education and encouraging them to get involved in the public discourse that affects our society,” said Chris Steinhauser, deputy superintendent of schools for Long Beach Unified School District, Long Beach, CA.

“[F]olks like me all around the country are following Kati’s agenda and learning from her strategies that make a difference in the lives of kids – especially those from poor and minority groups....There are only a handful of people in my life whose influence I would describe as profound – Kati is one of those people. She is deeply passionate about her work and will accept no excuses for not achieving desired outcomes for all children. Her leadership is contagious – among K-12, higher education and state and federal policy communities,” said Jan Kettlewell, associate vice chancellor for P-16 initiative, Board of Regents of the University System of Georgia.

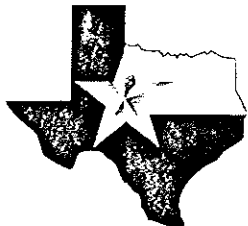
“I’ve seen colleagues discard [their] prejudices and act on belief that poor and minority students can succeed in challenging curricula following exposure to the data, ideas and educational practices espoused by Kati,” said Winston Simpson, P-16 Partnership Coordinator, Arkansas Department of Higher Education.

“When we needed an expert in the field of K-16 partnership work, Kati was the first person we called....Kati Haycock and the Education Trust have played crucial roles in the success of seamless Education,” said Judy Seal, Christine Dominguez and Chris Steinhauser, Long Beach Unified School District.

“When I consider those individuals who have made a significant and widespread impact on our nation’s classrooms and the students who attend them, Ms. Kati Haycock is among an elite group of respected educational leaders and researches engaged in effective school improvement who come to the forefront,” said Herbert R. Fisher, superintendent, San Bernardino County Schools.

“There is absolutely no question in my mind that Kati Haycock and her staff at the Education Trust are doing more than generating awareness, education people and creating an urgent need for change, they are saving the lives of American children,” said Barbara Green, president and CEO of Summit Education Initiative. *“I can think of no person more deserving of recognition for creating an American future where all children are leaving high school and college with the skills and knowledge needed to thrive in the 21st Century.”*

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TEXAS EDUCATION AGENCY

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Felipe T. Alanis
Commissioner of Education

May 21, 2002

Mr. Rod Slyhoff
Juror, Brock International Prize in Education
President and CEO
Greater Pueblo Chamber of Commerce
Post Office Box 697
Pueblo, CO 81002

Dear Mr. Slyhoff:

I am pleased to write this letter recommending Kati Haycock. I have worked with Ms. Haycock on several education policy issues over the last five years, and it is easy to see why she has earned the confidence of myriad education stakeholders across the United States. As a distinguished scholar and educator, she has proven herself to be an invaluable resource for state agencies like our own. She is adept at translating statistics into policy, and her work is always undertaken with unquestionable integrity and reliability. This, in turn, greatly facilitates our ability to make sound legislative recommendations and have those recommendations heard and understood.

Ms. Haycock is highly sought after for speaking engagements. She has an uncanny ability to put a human face with each number and to understand and communicate how those numbers go together to illustrate the desperate need of children living in poverty.

I like to think of Kati Haycock as the Johnny Appleseed of education, planting seeds that make barren places come alive. This has been and continues to be her gift. It is said that Johnny Appleseed dreamed of a land with beautiful, flowering trees where no one went hungry. I whole-heartedly recommend Kati Haycock to you as such a person, one who cares passionately about the future and the education of each child.

Sincerely,

Felipe Alanis
Commissioner of Education

May 28, 2002

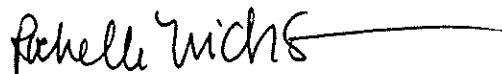
Dear Members of the Brock International Prize in Education:

It is my pleasure to enthusiastically nominate Kati P. Haycock, Founder and Executive Director of the Education Trust, for the prestigious Brock International Prize in Education. For more than a decade, Kati has been a tireless advocate in America's education landscape. Her important research has both challenged and translated education *excellence and equity*, for school teachers and administrators, higher education faculties, caring families, interested students, and the broader community. This powerful work has made the use of data a central tool, moving it from the margins or the limited purview of statisticians, to an audience hungry to understand the rhetoric of "high standards for all kids."

Kati is a dedicated leader and champion for education, particularly for poor and minority students. Her passion for learning, vision of teaching, and understanding of a system that connects and supports both teaching *and* learning, has produced what is now commonly known as *K-16*. This work has given urgency to *closing the achievement gap* through policies and practices that create educational pathways for students who otherwise would languish in schools and communities where expectations are far too low.

Leadership is not only the ability to influence power or to have followers, but to do so in support of the greater good. Kati Haycock is undoubtedly *one of education's finest leaders*, making an enormous contribution to America's greater good now, and in the years still to come. I am honored to nominate her for the Brock International Prize in Education.

Sincerely yours,



Rochelle Nichols Solomon
Senior Program Director
Philadelphia Education Fund



Herbert R. Fischer, Ph.D., Superintendent

San Bernardino County Superintendent of Schools

May 24, 2002

Distinguished Members of the Brock International Prize in Education Jury:

When I consider those institutions that have made America the great country it is, I believe the institutions that can make the most difference for our children and this nation are our public schools. And when I consider those individuals who have made a significant and widespread impact on our nation's classrooms and the students who attend them, Ms. Kati Haycock is among an elite group of respected educational leaders and researchers engaged in effective school improvement who come to the forefront. Above all, she is an advocate for our nation's children, each and every one; but especially for those who need advocacy most, the disadvantaged and disenfranchised.

Our public schools, now more than ever, must educate the most diverse students from the most divergent backgrounds, and prepare them for an ever changing and complex world. Ms. Haycock continuously undertakes important research to address the educational needs of our diverse student population and develops effective initiatives to be shared and taught to assure academic excellence for *all* students so they can successfully take their place in a dynamic and different world.

Ms. Haycock brought her work with the Achievement Council to San Bernardino High School in the mid-1980s when I was serving as the school principal. Her efforts were instrumental to systemic reform in the high school and to the districtwide adoption of the mantra "college begins in kindergarten."

Since that time, her impact on San Bernardino County has broadened as we have moved forward our efforts to provide a seamless education for all students, kindergarten through college, with our regional K-16 Initiative and our work with The Education Trust. She has dialogued with our educational and community leaders throughout our large and diverse county and has brought us together to look beyond the status quo in our schools, to address the preparation of our teachers and the quality of our instruction, and to dramatically rethink the delivery of our educational programs. Her vision and her message have resonated within our educational communities.

In summary, Kati Haycock is a champion of public education and the students who attend public schools across America. She epitomizes the qualities and characteristics that the Brock International Prize in Education recognizes. She is an innovator in the field of education; her research and practices have transformed schools across the country; and most importantly, she is a voice for *all* students. To shine a light on her accomplishments with this honor will serve to spread Ms. Haycock's work and message to reach practitioners, parents, researchers, administrators and policy makers to the benefit of students in classrooms and schools across our country.

Sincerely,

Herbert R. Fischer, Ph.D.
San Bernardino County Superintendent of Schools

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May 21, 2002

Mr. Rod Slyhoff
President and C.E.O.
The Greater Pueblo Chamber of Commerce
P.O. Box 697
Pueblo, CO 81002

Dear Mr. Slyhoff:

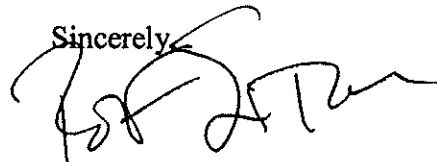
I am writing to strongly endorse Kati Haycock, director of The Education Trust, as the recipient of the Brock International Prize in Education.

Kati Haycock's singular contribution has been to focus the national education conversation on the capacity of children to learn at high levels regardless of their economic status or race. She literally invented the Education Trust, its message and mission, to do this. She has been tireless in her personal commitment and inventiveness, traveling the country to show educators, business people and activists that the low academic achievement of disadvantaged children is a disgrace and that good teaching will help them be successful. She has helped shape revisions of the federal Title I program and the new elementary and secondary education act, "No Child Left Behind."

Kati has become one of the nation's most credible voices advocating for high academic expectations for all students. She has helped the education community believe that those expectations for all students are achievable. She combines a powerful, persuasive presentation with data-driven research and makes it understandable to the general public.

In short, as much as any individual, she has shaped the national agenda on education reform.

Sincerely,



Robert F. Sexton
Executive Director

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PROVOST AND VICE PRESIDENT
FOR ACADEMIC AFFAIRS

University Plaza
Atlanta, GA 30303-3083
Phone: 404/651-2574
Fax: 404/651-3386



May 21, 2002

Dear Brock juror panel:

I am delighted to strongly support Kati Haycock as a candidate for this year's Brock award. I have known Kati since the formation of the Education Trust from AAHE and I am a regular participant in the national meetings on school-college partnerships. These national meetings and the development of the Ed Trust's new state and national database through Education Watch Online have a significant impact on educators. Through her leadership the Education Trust has become a powerful voice in education policy for children, especially low income and minority pupils.

Kati is an inspirational speaker who uses data very effectively to illustrate her positions. She has made a believer of me that all children can learn to high levels when they are taught to high levels. High standards that raise expectations and achievement across the board will result in more students prepared to succeed as citizens and at all levels of the postsecondary system. Kati has convinced me of the crucial role that post-secondary education must play.

Since arts & sciences faculty are role models for future teachers, the way that college courses are delivered has an impact on potential teachers. Thus, if we want to develop teachers to teach in standards-based schools, we need to provide multiple examples of standards-based education in college. We must ensure all teachers and college faculty are comparably equipped to enable their students to reach high standards.

Further, college and universities have a responsibility to work with K-12 education to align curricula K-16. Clear, consistent standards are necessary for smooth and successful transition of students across educational sector boundaries.

Kati Haycock has set clear, consistent standards for educators to ensure that all children, especially minority and low-income pupils, have an opportunity to receive a quality education. Through her efforts, the Education Trust is mobilizing K-16 educators nationwide to close achievement gaps while increasing the overall attainment of all children. I commend Kati to you as an exceptional, compassionate, and inspirational leader.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Ronald J. Henry".

Ronald J. Henry
Provost and Vice President for Academic Affairs



LONG BEACH EDUCATION PARTNERSHIP
K-16 Collaborations and External Programs
Administration Building
1515 Hughes Way Long Beach, CA 90810
Phone: (562) 997-8054 Fax: (562) 997-8601

May 28, 2002

Brock Laureate Selection Committee 2002

Dear Committee:

On behalf of the Long Beach Education Partnership, we strongly encourage your selection of Kati Haycock for the Brock Prize. She has devoted her life to putting a national spotlight on the academic needs of all students. She travels the country to assist school districts and institutions of higher education in their efforts to improve student achievement.

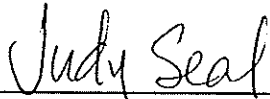
In Long Beach, California, Kati's work is real for students and teachers. The Long Beach Education Partnership began in 1994 as a PreK-18 collaboration between Long Beach Unified School District, Long Beach City College, and California State University Long Beach. Our partnership began as a result of plummeting student test scores, demographic shifts, and local economic devastation due to Navy Base closures and aerospace downsizing. Our mission was and continues to be to prepare all students for higher education and the world of work without the need for remediation. When we needed an expert in the field of K-16 partnership work, Kati was the first person we called.

Kati was the keynote speaker at our first "Seamless Education" conference in 1995 where nearly 500 educators from the three institutions, representing all academic subjects and grade levels, participated. Kati set the tone for what has become a nationally recognized PreK-18 collaboration. United States Secretaries of Education Richard Riley and Rod Paige have both come to Long Beach and praised our collective work. Kati Haycock and the Education Trust have played crucial roles in the success of Seamless Education.

Kati Haycock came back to Long Beach for the second Seamless Education conference in 1996, dubbed, "Seamless Education: In the National Spotlight." She continued to encourage broad sweeping change on behalf of students and their achievement. We have followed her lead. She has sent her staff from the Education Trust to assist with professional development of teachers and higher education faculty and assigned her principal partners as members of key leadership committees of Seamless Education. She continues to encourage our progress. In 2001, when the local Seamless Education Conference became a statewide event, Kati was the first keynote speaker and helped organize a legislative roundtable with statewide elected officials. She fielded countless difficult questions about student expectations with one resounding response – "We must have only the highest expectations for all students no matter the language, ethnicity, religion, gender, socio-economic status or whether students come to school with special needs."

Kati changed the way we think about our obligation to students. She is a dedicated visionary whose sole purpose "in being" is to improve the lives of young people by giving them a strong education and encouraging them to get involved in the public discourse that affects our society. We believe that Kati Haycock is well-deserving of this award. History will show that she was an exemplary American and we are very honored that she has been so willing to help us here in Long Beach.

Sincerely,



Judy Seal, Executive Director
Long Beach Education Partnership



Christine Dominguez, Co-Chair, Seamless Education
Assistant Superintendent, Curriculum, Instruction &
Professional Development, LBUSD



Chris Steinhauser, Deputy Superintendent of Schools
Long Beach Unified School District



Arkansas Department of Higher Education

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Mike Huckabee
Governor

Lu Hardin
Director

May 21, 2002

TO the Brock Laureate Selection Committee 2002:

Kati P. Haycock has had (and continues to make) a great, positive impact on the science and art of education in the United States. She is making a positive difference in the lives of students all across our nation.

Kati's eloquent advocacy for high academic standards and highly qualified teachers for all students is changing long-held misconceptions about the relationships among race, poverty and academic achievement. The power of the data she and her colleagues have assembled and her ability as a spokesperson are irresistible to all but the unreasoning. Thirty plus years as an Arkansas school administrator (most as superintendent) have brought me into contact and conversation with many colleagues who excuse poor academic performance by poor or minority students with the assumption that one cannot expect more from those students. I've seen colleagues discard those prejudices and act on the belief that poor and minority students can succeed in challenging curricula following exposure to the data, ideas and educational practices espoused by Kati. One such colleague served as an unofficial spokesperson for Arkansas superintendents comfortable using race and poverty as reasons for poor performance in their school districts. Following a two-day visit to schools representative of practices espoused by Kati, he determined no longer to use race and poverty as an excuse for poor student performance. Now, he proudly talks about his students' academic growth and points out that all students should be expected to excel.

Kati has devoted her life to building an expectation that all students can meet high academic standards, should be engaged in challenging curriculum and should be taught by highly qualified teachers. Through powerful data and mental images, she brings people face-to-face with the fact that such is not a description of most schools in the United States today. But she skillfully points out that it could be, because that is an accurate description of a growing number of contemporary U. S. schools serving disadvantaged students.

I proudly recommend Kati P. Haycock for the Brock International Prize in Education.

Sincerely,

A handwritten signature in cursive script that reads "Winston F. Simpson".

Winston F. Simpson
P-16 Partnership Coordinator



New York University
A private university in the public service

School of Education
Department of Culture and Communication

239 Greene Street, Suite 735
New York, NY 10003-6674
Telephone: (212) 998-5191

May 24, 2002

To Whom It May Concern:

I am writing to endorse the nomination of Kati Haycock of The Education Trust in Washington, D.C., for the Brock International Prize in Education.

Kati Haycock is an outstanding advocate for better education for children who are from families that are poor, disadvantaged, and members of racial minorities. While many people are concerned about the relatively poor performance of children from low-income groups, Kati Haycock has been an extraordinarily effective advocate and lobbyist for these children. Through her organization, The Education Trust, she has helped to draw national attention to the achievement gap between poor and middle-income children. Her research activities have been targeted to find the most efficacious ways to raise the achievement of poor children. Even more important, she—unlike many other advocates for poor children—has consistently argued that poor children can meet high standards and high expectations, if they have good teachers and strong instruction.

Kati Haycock is one of the rare people in American education who has truly made a difference for the children who are most in need. Her voice has been eloquent and persistent. She is truly deserving of consideration for the prestigious Brock International Prize in Education as one who truly embodies the best of American idealism and American practicality.

Diane Ravitch
Research Professor, NYU School of Education
Senior Fellow, The Brookings Institution

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**270 Washington Street, SW
Atlanta, Georgia 30334-1450**

*Associate Vice Chancellor for P-16 Initiatives
Room 7078*

*Phone 404-656-2261
Fax 404-657-0336
E-mail: jan.kettlewell@usg.edu*

May 22, 2002

Mr. Rod Slyhoff
Executive Director
Greater Pueblo Chamber of Commerce
302 N. Santa Fe
Pueblo, CO 81003

To Mr. Slyhoff:

I am delighted to support Kati Haycock's nomination for the BROCK Award. I first met Kati when she worked for the Children's Defense Fund. She was the luncheon speaker at the annual meeting of the Education Commission of the States—a room full of legislators, governors, and educational leaders from K-12 and higher education. I remember we were served a very heavy lunch, and when the luncheon speaker was introduced, following dessert, the sighs were almost palpable. Kati came to the podium. Weaving together achievement data and anecdotes about real kids struggling in our educational systems, Kati masterfully laid out a compelling policy agenda for low-income and minority youngsters that could not be denied. When she concluded her remarks, she received a standing ovation from every politico, policy leader, and educator in the room. Her presentation was THE talk in the corridors throughout the rest of the conference.

I was extremely moved by her remarks, and decided then and there that I wanted to continue to learn from Kati Haycock. When she moved to the American Association of Higher Education, as director of the Education Trust, I attended all of her meetings. She was ever the teacher and I continued to learn from her. Others and I brought K-12 and higher education colleagues with us to these meetings and her network of influence continued to expand exponentially.

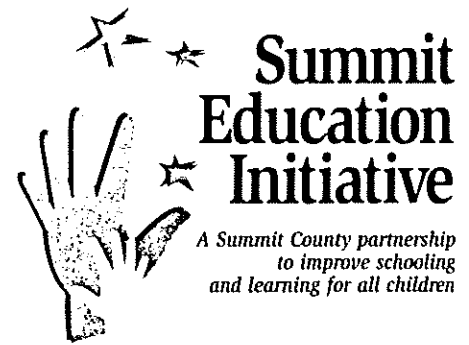
When I moved into the higher education policy arena in Georgia, Kati continued to be the beacon that has guided my work. In Georgia and in 22 other states, folks like me all around the country are following Kati's agenda and learning from her strategies that make a difference in the lives of kids—especially those from poor and minority groups.

There are only a handful of people in my life whose influence I would describe as profound—Kati is one of those people. She is deeply passionate about her work and will accept no excuses for not achieving desired outcomes for all children. Her leadership is contagious—among K-12, higher education, and state and federal policy communities. I know of no one more deserving for the BROCK Award than Kati Haycock.

Sincerely,


Jan Kettlewell

May 20, 2002



Re: Nomination of Kati Haycock, Brock International Award

To Whom It May Concern:

For the past five years, the citizens, leaders and educators of Summit County, Ohio have been assertively engaged in saving the lives of children by working to improve student achievement and eliminate the achievement gap. My organization, Summit Education Initiative (SEI), was created in 1996 by community, business and education leaders to facilitate this work at a community level. As the first and only president of Summit Education Initiative, our community is deeply indebted to The Education Trust and specifically its leader, Kati Haycock, for the instrumental role and monumental impact the organization's work and Kati's leadership have had on the local efforts of Summit County to make all students academically successful, from kindergarten through college. It is indeed with pleasure, respect and admiration that I offer this letter of support of your nomination of Kati Haycock for the Brock International Award.

Shortly after the Summit Education Initiative was created, Kati Haycock was invited to speak to our community about the urgent economic, social and human need to assure that all students have equitable and high quality schooling and learning opportunities. She accompanied her remarks with national research from several communities that dispels the notion that socio-economic factors determine a child's ability to academically succeed; and she raised our community's hopes for the future by passionately sharing data of urban school districts that are closing the achievement gap. In the audience was our city's mayor. He heard her message loud and clear and in last year's State-of-the-State address, he challenged our public school system and our community in no uncertain terms to ante up our expectations for student achievement. Following his address, his office partnered with SEI to facilitate a day-long Education Summit profiling four urban districts that are closing the achievement gap. This event galvanized many parts of our community to get much more deeply engaged in school improvement efforts. Today, we have an Education Leadership Roundtable of grassroots and institutional leadership working as a council to support the school improvement plan of our Akron Public Schools. We also have a coalition of 17 different parent/community interest groups working specifically to address the achievement gap by providing more equitable learning opportunities of African American students.

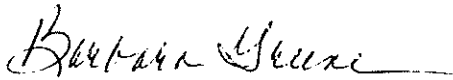
The Education Trust—Kati and her entire staff-- not only jump-started our community's efforts to address school improvement and reform, but it has provided consultation, technical assistance and support to a consortium of four public school districts working to align curriculum and instructional practices with an academic standards framework. Kati and staff have made numerous visits to help us build an understanding and urgency for standards-based reform among funders, businesses, parents, educators, faith community, health and human services, students and even my own trustees and staff. They have helped us identify and introduced us to other communities that can support our work and vice versa. Learning exchanges to support "standards in practice" among teachers and administrators in our district and those from others are now routine in Summit County.

Kati has been relentless and tireless in conveying her messages to our community, our state policymakers and citizens and leaders across our nation. Her influence has reached the highest level of policymaking in the State of Ohio. Finally, the State of Ohio is developing its own framework of academic standards, requiring academic data on students to be disaggregated by socio-economic factors and providing the district level support needed to align curriculum and instructional practices with standards. At a local level, the Education Trust has shaped media coverage of school reform and raised awareness on a host of education-related issues, including the role of higher education to reform.

It is difficult to be in the role of a change agent. Locally, SEI has to balance the delicate walk of creating community desire for school reform while it's facilitating changes internal to school districts. The Education Trust creates the national and state umbrella of support necessary for SEI to work on reform at a local level.

Time and again, I've been discouraged in my own work only to be re-inspired and re-engaged through the leadership of Kati Haycock. She is a tireless, relentless worker who is gifted with the ability to create a shared vision and shared strategies to support education reform. There is absolutely no question in my mind that Kati Haycock and her staff at the Education Trust are doing more than generating awareness, educating people and creating an urgent need for change, they are saving the lives of American children. They are creating the conditions to support more engaged successful learning of students—all students in America. I can think of no work more important than this and I can think of no person more deserving of recognition for creating an American future where all children are leaving high school and college with the skills and knowledge needed to thrive in the 21st century, than Kati Haycock.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barbara A. Greene".

Barbara A. Greene
President/CEO

ABJ NEWS

In Education We Trust

Kati Haycock, director of The Education Trust, has released a new report full of data that she hopes will support efforts to improve the quality of public education.

BY KARIN CHENOWETH

WASHINGTON — On two huge screens at the front of a hotel ballroom, Kati Haycock displays a chart demonstrating that in the past five years, schools in El Paso, Texas, have brought up test scores of its Black and Latino students by about 50 percentage points. The jump has nearly eliminated the achievement gap with White students, who improved their test scores at the same time. All kids appear to be doing better in El Paso.

"My challenge to you is this," Haycock said to the 800 or so educators from around the country. "Beat El Paso."

Haycock was speaking at the November conference of The Education Trust, an organization she created to "promote high academic achievement for all students, at all levels, kindergarten through college," with a focus on those students often left behind — Latino, African American, and Native American students.

The conference attendees included parents,

teachers, guidance counselors, university administrators, and heads of local and state school systems and education associations. Many among this loose band of people at all levels of the education system feel a sense of urgency that if they do not act quickly, their school systems may be dismantled by charters and vouchers. In the words of a top official from California's school system, "this may be the last chance we have to save public education."

That urgency is shared by Haycock, who, with characteristic bluntness, said later in an interview, "The polls among Black folk around vouchers versus public education are an indication that you cannot continue screwing a whole bunch of people and have them not catch you at it and decide that the game is so rigged that they may not continue to play. I think we're hovering on the edge of waking up to the fact that this is a seriously rigged place."

That "rigged place" is public education, and it is Haycock's goal to change that.

"I find it scary to think about the future of this

country without the common glue of public education," she said.

To save public education, she wants to make sure that every student has a high quality education. But first, she has to convince people — particularly people in school systems — of how serious and dire the situation is. Her instruments of persuasion and change are data, data, and more data.

Haycock has data on curriculum, class work, teacher quality, and test scores. According to the Trust's findings, poor students and students of color are much less likely to be assigned college preparatory classes, no matter what their previous test scores are. They are much more likely to be given coloring assignments and worksheets than White, middle- and upper-class students. Poor students and students of color are much less likely to have teachers who have majored or even minored in the subjects they teach. And despite considerable gains in test scores in the 70s and 80s, African American and Latino students' scores on many measures have stagnated or fallen in the past 10 years.

Haycock also has data on places that have changed those dismal statistics — places like El Paso.

Two years ago, The Education Trust published *The Data Book*, which gathered a great deal of data — both national and state-by-state — and which has served as the basis of Haycock's "data shows." Early this month, the trust published its second volume — titled *Education Watch 1998* — with much of the same kind of facts and figures, updated (see charts, pg 16).

"The polls among Black folk around vouchers versus public education are an indication that you cannot continue screwing a whole bunch of people and have them not catch you at it and decide that the game is so rigged that they may not continue to play."

— KATI HAYCOCK, DIRECTOR, THE EDUCATION TRUST

PHOTO BY RON ARRA

The Pueblo Example

Much of Haycock's time is spent presenting the data and then using it to spur action. One of her success stories is in Pueblo, Colorado, where one of the poorest schools in a heavily Latino area recently posted the biggest gains in test scores in the state. This was after years of work by the Pueblo Community Compact, a project managed by The Education Trust for Pew Charitable Trusts. The compact — a consortium between the University of Colo., Pueblo Community College,

the two Pueblo school districts, the Pueblo Chamber of Commerce, and the Latino Chamber of Commerce—was first shocked into concerted action by a presentation of national data by Haycock.

"It was eye opening for the people here," says LeeAnn Withnell, the director of the compact.

The first reaction among Pueblo's leaders, Withnell says, was, "Why is she talking to us about those people? That's not our data." But Haycock's national data prompted a serious look at Pueblo's own facts and, Withnell says, "Our data might not be exactly the same, but it was close enough to scare us."

One of the pieces of data that particularly scared Pueblo's leaders was that of every 100 Latino students who entered Pueblo schools as kindergartners, only about 51 graduated from high school.

"Latino parents knew things were bad," said Withnell. "But they didn't know how bad."

In addition, she says, "We discovered three middle schools in the district—half of them—were not even offering prealgebra."

After that initial shock by data, Pueblo under-

took a series of changes, including a method of teacher professional training that has been developed by The Education Trust. The training involves teachers and other educators meeting to look at student work in a serious and structured way. By focusing on student work, the professionals get a sense of how low expectations for some students are. This newfound sense has prompted the setting of new and higher standards.

The process of looking at student work was a key reason, Withnell says, for the dramatic improvement of the Bessemer Elementary School, a school which has enough poor students to qualify for Title I federal funding. Because of that improvement, schools throughout the state are asking Pueblo how to run their own teacher training programs, and Withnell is currently helping write legislation that will have teachers all over Colorado looking at student work.

The fact that the school is poor forced Colorado to take the Pueblo reforms seriously, says Withnell, because so often the excuse used by school systems for low performance is that children are poor, or

African American, or Latino.

"We've accepted every excuse in the world about why kids don't learn," says Withnell. "That is one of the things I admire about Kari. She is so focused. It's easy to listen to all their excuses and say, 'Gee, I can see why you can't do anything.' But she says focused [on the fact that] if we have them six hours a day and we stay focused on academics, we will succeed."

A Finger in Every Reform

Haycock identifies several areas which need to be changed in order to reform public education, beginning with a set of standards that every child should be expected to master, that every teacher should be expected to teach, and that every test should be expected to measure. Clear standards, she says, will allow students and their parents to hold their school systems accountable and ensure that each child is prepared to do college-level work.

Amending college, Haycock says, is the absolute

See Education, pg. 16



B I NEWS

**EDUCATION**, from pg. 15

minimum requirement for advancement as we enter the new millennium because those people who do not attend college are destined to live lives of poverty and dependence. As such, colleges need to be involved in developing standards, and teachers need to be prepared to teach to the standards. That means that schools of education must concentrate much more on content than they have in the past, and that many current teachers must switch gears and teach to higher standards.

That is a complex analysis, requiring action on several levels simultaneously, causing many people in the education world to throw up their hands. "People feel absolutely overwhelmed by the complexity of the task," Haycock says. "Our task is to help people figure out what they can do." That explains why The Education Trust has a finger in just about every piece of that complex school reform pie.

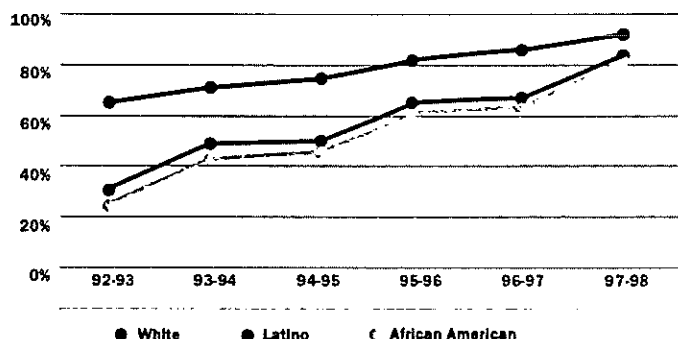
Ellen Burbank, program officer of Pew Charitable Trusts, which provided The Education Trust with most of its money in the early years and continues to support it, says, "[The Education Trust] looks at the continuum and tries to intervene at places where it believes it is crucial to intervene."

The Education Trust has a project to promote teacher development; one to promote linkages between public schools and colleges and universi-

Highlights from Education Watch 1998

Early this month The Education Trust released its new data book, an update of the first data book published two years ago. Using statistics from the Department of Education and from scholarly papers around the country, it paints a picture of a public school system that often has abandoned its poor students and students of color to low standards and poorly trained teachers with low expectations — with results to match. It also shows examples of places that have reversed that trend, with comparably high results.

What follows are two of the hundreds of charts and graphs, which include state-by-state data, published in *The Data Book*, volume 2. For information on ordering a complete copy of *The Data Book*, phone The Education Trust at (202) 293-1217, or go to their Web site at <www.edtrust.org>.

**El Paso TAAS Pass Rates Math
Grades 3, 8, and 10**

Source: "Education Watch 1998" The Education Trust State and National Data Book Vol. II

State Report Card**INVESTMENTS**

Financial:	
Effort	N/A
Disparity of Funding	N/A
Curricula:	
8th Grade Algebra	
Overall	25%
African American	20.2%
Latino	19.8%
Title I	16.1%

Under-qualified Teachers:	
Overall	16%
Disparity by % Poverty	7%
Disparity by % Minority	6%

ACHIEVEMENT

NAEP 8th Grade Math	
Overall	271 points
African American	242 points
Latino	250 points
Title I	244 points
NAEP 4th Grade Reading	
Overall	214 points
African American	186 points
Latino	188 points
Math Progress:	
Low Income Students	N/A
ACT Gap	4.6 points
SAT Gap	200 points

ATTAINMENT

Equity:	
High School Graduation	N/A
College Graduation	65%
Chances for College	58.5%

Source: *Education Watch*, 1998, The Education Trust

ties; a new one to transform guidance counseling (see story, page 19); and one on developing learning standards and assessment. And it's very big on accountability.

It was, in fact, one of the forces behind the new accountability measure tucked inside the Higher Education Reauthorization Act which said that graduates of schools of education must be able to pass licensure exams, and if they don't, the schools and universities must be held responsible. That idea has already caused a huge flap in Massachusetts after many new education school graduates could not pass that state's licensure exam.

"It is a very blunt instrument," says Arthur Wise, president of the National Council for Accreditation of Teacher Education, of the accountability measure. "And it will certainly have an effect."

Dr. Michael Nertes, head of the Frederick D. Patterson Research Institute, the research arm of The College Fund/UNCF, welcomes that blunt instrument.

"That kind of accountability can be very useful as long as it's done properly ... as long as there is proper warning and support to meet the goal."

As an example, Nertes points to Grambling University, which at one time faced serious problems in its school of education. "Fewer than 10 percent of the graduates were passing the NTE (National Teachers Exam)," he says.

Under the leadership of the dean, Dr. Barnet Joyner, now president of Livingstone College, Grambling rose to the challenge, and today all its graduates pass the exam. If you don't have accountability, the problems fester, Nertes says.

The Patterson Institute director credits Haycock for pushing states and local school systems to develop more and better data, which will permit more of that kind of accountability.

"She's been an effective spokesman on challenging schools," he says.

Beginning With Affirmative Action

Twenty years ago, Haycock was helping develop affirmative action programs for the University of California. But she quickly became convinced that college admission was too late, that true affirmative action must begin in the public schools. As The Education Trust's website says, "College begins in kindergarten."

Since then, she has worked with the California Achievement Council, the Children's Defense Fund, and the American Association of Higher Education (AAHE) before striking out on her own.

Russ Edgerton, who was president of the AAHE for many years, is the one who brought Haycock to AAHE, with the idea that she would develop the

linkages between higher education and K-12 systems that are needed to reform. The two agreed that the AAHE would act as something of an incubator for Haycock to develop what turned out to be The Education Trust.

"She was a perfect person to bring over and turn loose," he says. "I just got out of her way."

When The Education Trust got bigger than AAHE, it moved out and worked on its own, getting funding first from Pew but later from other foundations — including Ford, Knight, Annie E. Casey, the DeWitt Wallace-Readers' Digest Fund, and the Carnegie Corp.

See Education, pg. 18

WILLIAMS COLLEGE



POSTDOCTORAL FELLOWSHIP IN AFRO-AMERICAN/WOMEN'S AND GENDER STUDIES

Williams College invites applications for a two-year Mellon Postdoctoral Fellowship for new Ph.D.'s to begin Fall 1999 in Afro-American Studies and Women's and Gender Studies with half-time teaching responsibilities. We seek scholars working on the intersections of race and gender. Applications are encouraged from a range of disciplines that include, but are not limited to, African-American studies, American studies, English, ethnic studies, history, political science, religion, and women's and gender studies.

The successful candidate will have a joint appointment in the Afro-American Studies Program and the Interdepartmental Program in Women's and Gender Studies. She/he will offer one course per term in consultation with faculty mentors and will also advise individual students working on research projects in the field.

The fellowship includes \$31,500 salary plus benefits and funds to support research and travel.

Please submit a letter of application, a c.v., a graduate school transcript, three letters of recommendation, and a brief description of teaching interests by February 1, 1999 to:

Steven Gerrard
Associate Dean of the Faculty
Williams College
P.O. Box 141
Williamstown, MA 01267

Williams College is a coeducational liberal arts institution, offering undergraduate education to its 2,000 students. The college has built its reputation on a long tradition of outstanding teaching and scholarship and on the academic excellence of its students. Among the opportunities that Williams offers its students and approximately 260 faculty members are interdisciplinary programs and centers, including the Multicultural Center and the Oakley Center for the Humanities and Social Sciences, as well as extensive library and museum collections and a center for information technology.

An Affirmative Action/Equal Opportunity Employer, Williams College especially welcomes and encourages applications from women and minority candidates.

BI NEWS

La Raison d'Etre

"When I listen to the rhetoric of affirmative action, almost all the arguments are couched in terms of making up for past discrimination or somehow compensating for the lingering effects of past discrimination. For me, this is very much about current discrimination. I don't have to go back even a minute to be able to document lingering and serious inequities between how we educate poor minority kids and how we educate other kids."

"Rather than just compensate for that at the point of (college) admission, I would argue that we ought to fix that once and for all. That's really the driving passion here. Twenty or 30 years ago people really did believe that Black or Hispanic kids needed something different — woodoo education, multicultural, whatever. What I think is so clear now is that what they need is the same thing White kids need, the same thing suburban kids need."

"It's high quality education with high expectations from teachers who know their stuff. There's no mystery about this and there's no reason we can't supply it to all our kids."

"We [The Education Trust] exist primarily to argue that case and to try and get the nation to go about the business of doing it."

— *Kati Haycock, director, The Education Trust*



PHOTO BY RON ANA

"I don't know where her deep commitment to minority access and equity comes from," he says, "but it's down to her toes. She steps out in front and has the courage to be open and passionate about these issues and work 24 hours a day on these issues."

As one of four daughters born to a Mexican immigrant father who was a cottage cheese truck driver and an Anglo, stay-at-home mother, Haycock says her passion is rooted in personal experience. By a genetic quirk, she inherited her blue eyes and blond hair from her mother's side of the family.

Throughout school in the Los Angeles Unified District, she saw her Black and Brown peers shunted into classes that were not even designed to prepare them for college, while she was always in the highest, fastest, most accelerated academic track. She never once doubted that she would attend college, and she did.

She attended the University of California Santa Barbara, where she received her bachelor's degree, followed by UC Berkeley, where she received her master's and "all but dissertation" in educational policy. She says she'll never bother getting that doctorate because she found graduate school "so boring."

Later, as the mother of two children going through public school systems — in Washington, D.C., and Montgomery County, Md. — Haycock again observed the inequities and the unequal treatment of different children, even within the same school. While she acknowledges the impact these experiences have in inspiring her work, the real driver is not anecdotal support. What drives her is data, data, and more data. ■

EDUCATION, from pg. 17

"[Haycock] is a very powerful person," says Edgerton who is now director of education for Pew Charitable Trusts. "She's very analytical. She has a powerful mind, but she has a passionate commitment to these issues. There are

a lot of smart people in Washington, but they don't have a lot of courage. She has the courage to get out in front."

Even Edgerton, who worked with her for years, can't identify from where her passion springs.



PHOTO COURTESY OF THE EDUCATION TRUST

The Guidance Piece of the Puzzle

One of the obstacles to academic achievement, according to The Education Trust, has been the way guidance counselors are used. Often burdened with complex scheduling duties and the responsibility to do individual and group therapy, they are rarely educational advocates for students—and sometimes, are the exact opposite. Many adults and current students can point to a guidance counselor who steered them away from more rigorous classes, telling them that they weren't destined for college and would only be setting themselves up for failure. In the words of Education Trust's Patricia Martin, "We've been sorting and selecting and teaching some a very rigorous and others a watered down curriculum."

A new Education Trust program, funded by a \$3.5 million grant from the DeWitt Wallace Readers' Digest Fund, will work to transform the office of guidance counselor from that of therapist and gatekeeper to one of advocacy of educational excellence.

The program will begin with six partnerships between universities and local school districts. Each partnership will work on such issues as changing school counselor preparation programs and changing the way school districts use counselors.

The six partnerships are between: California State University-Northridge and Los Angeles Unified School District; Indiana State University and Vigo County Public School Corp.; Ohio State University and Columbus Public Schools; State University of West Georgia and Clayton County Public Schools; University of Georgia and Athens-Clarke County Public School District; and the University of North Florida and Duval County Public Schools.

Fred Bemak, from Ohio State University's School of Education, said that the grant "has generated tremendous excitement." He also said it has spurred a partnership between the Columbus mayor's office, the school system, and state officials so that the new training of school counselors will be used to its fullest by the partner school systems.

"[Until now,] counselors didn't have the training or data to help kids fix the fact that they screwed up in fifth grade," said Bemak, who added that with the new approach, this will change.

Susan Sears, also from Ohio State University, said, "The school counselor is the only professional who can span the administration and faculty as well as being in the community." In that way, she said, counselors are in a "unique position" to make changes in the kind of education a school provides individual students.

According to The Education Trust, the goal of the initiative is to have school counselors:

- focus on issues, strategies, and interventions that will assist in closing the achievement gap

between poor and minority students and their more advantaged peers;

- increase the number of poor and minority students, as well as other students, completing school academically prepared to choose from a wide range of substantial post-secondary options, including college;

- facilitate student learning, improving academic achievement, creating access and support for all students to a rigorous academic preparation, and

- foster conditions that ensure educational equity, access, and academic success for all students K-12.

—Karen Chenoweth



UNIVERSITY OF HOUSTON African American Studies Program 1999-2000 Visiting Scholars Initiative

The African American Studies Program at the University of Houston is soliciting applications for its Visiting Scholars Initiative for the 1999-2000 academic year. Applications are sought from junior scholars in the social sciences, humanities, fine arts, and communication with completed Ph.D. earned after 1995 (within the past 3 years).

The Visiting Scholars Initiative is designed to generate research about the African American community and attract scholars who may be interested in assuming a tenured or tenure-track position at the University of Houston subsequent to their residencies as Visiting Scholars. Research concerning the African American community in Houston and the State of Texas is particularly encouraged.

The Visiting Scholar will receive a salary appropriate to rank, will be assigned a research assistant if needed, and will be provided administrative support. Scholar must teach one three-credit hour class related to African American Studies within the first semester at UH. The Visiting Scholar will be required to be in residence at the University of Houston for the academic year. He or she will also be expected to make two presentations on the research in a timely fashion. African American Studies will work with the scholar and publishers in an attempt to ensure a timely publication of the manuscript. The scholar must acknowledge support of AAS and UH in any publications that result from the tenure at UH.

Applications should include:

1. a current curriculum vita
2. a two-page description of the proposed research project
3. three letter of recommendation
4. a syllabus of the undergraduate course to be taught in fall 1999

Applications must be received by **February 1, 1999**. Mail to:

Visiting Scholars Program
African American Studies
University of Houston
Houston, TX 77204-3783

For more information call the African American Studies Program at (713) 743-2811.

The University of Houston is an Equal Opportunity/Affirmative Action Employer. Minorities, women, veterans and persons with disabilities are encouraged to apply.

EDUCATION WEEK

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Washington

Group Seeks Help for Minority Achievement

By Joetta L. Sack

Washington

The pending reauthorization of the nation's pre-eminent K-12 education law has stirred recent debate over its accountability and teacher-training provisions. But at least one advocacy group here has spent four years preparing to address those issues.



Through ties to states and districts, the Education Trust has kept a sharp eye on the implementation of the previous amendments to the Elementary and Secondary Education Act—in 1994—and was poised to provide a list of needed changes when debate about the legislation began earlier this year.

In Washington, the Education Trust has gained attention and forged a reputation as a strong, independent advocate for poor and minority students. Founded in 1990 as part of the American Association for Higher Education, the group has worked with

liberals and conservatives alike to promote its ideas on educational accountability and teacher quality.

Its mission is straightforward: Promote high standards and accountability for all students, including disadvantaged students, and make sure the students have the means to achieve those goals.

"Our only motivation is to improve achievement among poor and minority kids," said Kati Haycock, the group's founder and director. "We also have no stake in the status quo."

Most of its work is at the state and local levels, where the group works closely with states and districts to improve student achievement and teacher quality. Ms. Haycock and her staff have been interested in analyzing data to document problems on those matters and find solutions, in part through federal legislation.

In Washington, the group has focused on Title I, the \$8 billion program for disadvantaged students that is the centerpiece of the ESEA, and the related teacher-

Continued on Page 26



Kati Haycock, founder of the Education Trust, says standards should be linked to consequences for teachers and students.

Policy Group Earns Parties' Trust

Continued from Page 23

quality and accountability issues. As a result, the group's tough, frankly stated positions have sometimes alienated it from other organizations, ranging from conservative think tanks to the teachers' unions. For instance, the Education Trust is adamant that only properly trained teachers should be giving direct instruction, and so Title I paraprofessionals should not be allowed to teach students.

The group is also calling for states and districts to offer incentives that would equalize the distribution of teacher talent—such as bonuses to recruit more experienced teachers into inner-city schools, and changing the tenure system to assign the best teachers to the neediest schools.

"If we could do just one thing for poor kids, getting them the highest-quality teacher would be the one thing," Ms. Haycock said.

Bipartisan Praise

The group has won high praise from both parties' members of the House education committee.

Becky Campoverde, the spokeswoman for the Republicans

on the Education and the Workforce Committee, said those in the GOP respect the Education Trust's work and consider it nonpartisan. "Their main interest is good public policy without dealing with politics," she said.

"They're just excellent," added an aide to Democrats on the committee. "They represent so many groups and have such great expertise."

The Education Trust's influence can be easily seen on one member, Rep. George Miller, D-Calif., an outspoken liberal who earlier this year introduced an ESEA proposal that would require all teachers to be qualified in the subjects they teach.

"They are the only group inside the Beltway that advocates purely, 100 percent from the perspective of children," said Charles Barone, Mr. Miller's legislative director.

The group was not entirely pleased with the Title I bill passed by the House this fall, however. The trust had hoped for tougher language on teacher training, more restrictions on the use of Title I aides, and more accountability mechanisms.

Now, its leaders are turning their attention to the Senate, as Republican lawmakers prepare their ESEA proposal.

"I don't think the welfare of kids is a partisan issue," said

Amy Wilkins, a senior associate at the Education Trust.

Honest Advocacy

Ms. Haycock, a former director of affirmative action for the University of California system and executive vice president of the Children's Defense Fund, founded the group in 1990 when she saw a need for higher education to become involved in improving precollegiate schools. The group was also a prominent voice on last year's reauthorization of the Higher Education Act; the trust called for tougher standards and better training for teachers.

"Standards amount to a lot of nothing unless higher education uses those standards," Ms. Wilkins said.

Despite its growing visibility on Capitol Hill, about 80 percent of the Education Trust's work is done at the local level. The group's 20 staff members work with states and districts on setting and implementing high standards for all students; writing challenging curricula; better preparing teachers through precertification and professional development; shifting decisionmaking authority to local schools and officials; and linking standards to consequences for schools, teachers, and students.

"I think our ability to share that experience gives our advocacy a level of believability and honesty," Ms. Haycock said.



Chattanooga Times Free Press

The 'no excuses' era for public schools

Hugh B. Price, Copley News Service
Chattanooga Times/Chattanooga Free Press

January 13, 2002 -- In some ways, thinking about part of the discussion that occurred last August at the National Urban League's annual conference in Washington, D.C., seems, from this side of Sept. 11, to be reaching back across a vast span of time when America's -- and the world's -- future seemed less clouded.

But that's not really true. Many things that were said about the crucial issues of the day before Sept. 11 still apply. Nowhere is that more apparent than when the discussion turns to the quality of our public schooling. That point was underscored by two developments that occurred last month.

One was Congressional enactment of what's been rightly described as "landmark" legislation intended to force significant improvement in the quality of education of now low-performing public schools. The second was the release of a massive study by the Education Trust, a Washington-based research organization, that found nearly 4,600 public elementary schools across the nation that enrolled mostly black or Hispanic youngsters, or enrolled mostly poor youngsters, or both -- scored among the top third of the schools of their state in reading and mathematics.

What both these developments have done is to underscore two points.

One is that, just like their more affluent counterparts, large numbers of poor children, and black and Latino-American children attending public schools, can learn to compete at the highest levels of achievement if they get the proper assistance.

The second is that those who run the public schools have no more excuses for not seeing to it that the high levels of achievement the Education Trust report has documented do not become the norm everywhere.

These were also the points made by many of the participants in our conference discussions on education last August.

We agreed that for blacks, as for all other Americans, education is the staging ground for the march, as individuals and as a group, into the American mainstream. Being educated is not only required to earn a living in today's super-competitive global economy, where there's no hiding place from its demands for skill and knowledge and the ability to keep learning new things at a moment's notice. It's also fundamental to what being an American citizen means.

Thus, it's even more imperative to refuse to accept academic failure as an "option" for children who are poor, or not white. If it's true, as the Urban League's slogan

says, that our children equal our destiny, we can't afford to have any of our children failing. To mix metaphors, black America and America have got to have all people pulling on the oars if we're to continue that march into the mainstream.

Congress, in passing the \$26.5 billion act last month, has put at least some money behind its rhetorical commitment.

The law requires schools to ensure that all children can read by the third grade, and make all students proficient in reading and mathematics within 12 years. It mandates annual state-administered testing in those subjects from grades 3 through 8 so that it'll be clear to everyone how students are doing; and states would also have to measure the progress of specific subgroups of students, including poor and minority students.

Schools that initially fail to measure up can get extra federal aid. But their continued failure would make their students eligible to get financial support for transportation to another school, or for tutorial assistance, and the replacement of their staff and revision of their curriculum.

For all its good intentions, Washington still hasn't appropriated nearly enough money to fulfill these ambitious goals. But the legislation at least steers the nation's public schools in the right direction.

What direction is that?

It's the direction of no more excuses. No more pretending that if large numbers of students in a school aren't performing well, it's the students' fault.

It's not. It's the fault of adults around them.

Yes, that includes parents and other adults in communities around these schools. Part of the impetus for the Urban League's own Campaign for African-American Achievement is to mobilize parents and other adults in local communities to support the pursuit of academic achievement in their public schools.

But there are, in fact, plenty of examples of dedicated principals and teachers and community residents joining forces to improve a school's academic quality. It's happened in individual schools, like those cited in the Education Trust.

It's happened across a range of schools in one community, such as what's occurred the past three years in the 10,000-pupil Mount Vernon, N.Y., school system. That suburb of New York City has seen the reading performance of its elementary school pupils soar to the top of the New York State lists.

It's not rocket science why Mount Vernon's done well, nor why 4,577 public schools made the Education Trust list.

That's what happens when you combine the native intelligence of children and their natural desire to want to do well with the commitment of a coalition of adults around them to making sure they know they're fully capable of the highest achievements, too.

Graduate School of Education at Berkley

Fall 2001

ALUMS MAKING A DIFFERENCE

KATI HAYCOCK

DIRECTOR, THE EDUCATION TRUST

In 1973 Kati Haycock was less than two years out of college when the California legislature passed a bill mandating that undergraduate enrollment at UC campuses reflect the state population as a whole. At the time Haycock was working at the University of California Office of the President, and she was asked to take the lead. "At age 24, I was put in charge of making sure that all the colleges in the system had an equitable enrollment pattern. I've been working on that same issue ever since—closing the gap between groups," she said in a phone interview from her office in Washington DC.

From her work as the first director of student affirmative action for the UC system, Kati Haycock went on to do her master's in education at Cal. There her emphasis shifted to K-12 education and policy, and after graduating she founded and directed the Achievement Council, a California group devoted to closing the achievement gap for poor and minority students. In 1989 she moved to Washington DC to become executive vice-president of the Children's Defense Fund. Her work there led her to start a unit within the American Association for Higher Education that aimed to restructure school and college collaboration, to focus more on making the broad systemic changes necessary to improve outcomes for minority and low-income young people. "Eventually we got bigger than the organization we were a part of," she said. So in 1994 Education Trust became its own entity, with Kati Haycock as its director. The non-profit now has a staff of 30.

"The bulk of our effort is local—Education Trust is now working in 45 cities in 22 states," she said. "We help districts and states develop and put into place strategies to close gaps between groups. We involve communities in coming up with plans of action. Then Education Trust trains instruc-

tional coaches and teachers to improve the rigor of what the schools do, to replace watered-down assignments with more focused, high-level work."

"I'm astounded that kids in some middle schools are given more coloring assignments than writing and math work," she said. "Even in some high schools the kids are asked to do a lot of coloring."



'Read To Kill a Mockingbird,' says the teacher, 'and when you're through, color a poster on it.'

"And when our staff says, 'How about writing an analysis of it?' the typical response goes something like this, from an actual 11th grade English teacher in a low-income school in Philadelphia: 'Write? Not these kids, they're too poor. I think of it as a criminal act to assign these kids an essay of over three paragraphs in length.' We think it's a criminal act not to. So what we do is help teachers bring state standards off the shelf and actually implement them," she added.

Kati Haycock serves as the principal spokesperson for the Education Trust, and as an outspoken policy advocate for poor kids in both national and state debates on education. "We try to talk about what's right for kids, not simply for adult groups," she said.

When Kati Haycock thinks back on her student years at Cal, she remembers her professors, Charles Benson and John Ogbu. "Charles Benson had a big influence on my ideas, with his research on school finance and his passion for social justice. John Ogbu forced me to attend to the part of the equation I was less willing to look at, the non-school component. He's an enduring influence as a teacher and a friend." Kati Haycock admits she actually uses the statistics courses she took with David Stern and Leonard Marascuilo: "I learned enough to keep up with the crazy statisticians and researchers I deal with almost every week. Because of the courses I took I don't get sucked into the statistics wars without knowing what I'm seeing."

She likes the fact that her job involves the three worlds of research, policy, and practice. "Education Trust is uniquely positioned to translate research for practitioners and policy makers," she explained. One of the services of Education Trust that she feels could be more

widely utilized is their Education Watch Online. "It's a statistical resource that can be used by researchers, graduate students, or policy makers—anyone interested in achievement and attainment patterns by race and class." The web address is www.edtrust.org and then click on the Education Watch Data option.

"I hope the Education Trust will eventually work itself out of a reason for being," said Haycock. "Meanwhile, we will continue to press policymakers and educators to do what is right for poor children and children of color. At the moment, we are especially focused on assuring that these children get at least their fair share of the best teachers and on securing an accountability system that doesn't allow schools to mask the underachievement of minority and poor students by averaging it into overall achievement." □

THE SUN

El Paso, Texas: a model for Maryland school reform

By KATI HAYCOCK

SIX YEARS ago, in El Paso, Texas, local educators and community leaders, worried about a high dropout rate and low-performing students, instituted system-wide school reform.

The results are stunning. They went from having 15 schools identified as "low performers" to none. Initially, two schools were "high performers"; now there are 60.

Reading and math scores for students at all levels are up, and the academic performance gap between minority students and their white counterparts has been cut in half.

This economically poor West Texas community of 500,000 is rich in people with the drive and determination to turn around the public schools there. Such a success story is an example of what can be done in light of some disturbing national trends:

- While America's elementary school students do relatively well on most measures of achievement, our youths fade to the back of the international pack by high school.

- Despite more than 10 years of school reform efforts, achievement test scores remain flat.

- After successfully narrowing the achievement gap between students from different racial and economic groups, the gap is growing again.

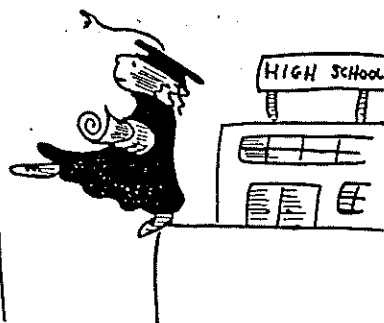
At the end of high school, poor and minority students perform about as well academically as their white, middle- and upper-class peers had at the end of junior high school. (Not because they can't learn at high levels but because they are not taught at high levels.)

Sadly, the results in higher education aren't any better:

- Large numbers of entering college freshmen require remedial or "developmental" courses, and many of them never make it out of the remedial track.

- More than 44 percent of freshmen at two-year colleges — and more than 26 percent of freshmen at four-year institutions — drop out before their sophomore year.

- While about two-thirds of white and Asian freshmen manage to graduate from college within a six or eight-year period, far fewer African-Americans and Latino students do so.



MARGARET SCOTT

A key reason El Paso has been so successful is that it took the unprecedented step of involving college and public school educators in reform efforts, a "kindergarten through 16" approach.

Under this plan, the schools set higher standards; more students were enrolled in higher level courses and the schools made sure they succeeded; college students who wanted to be teachers had to take harder courses; there was intensive support and training for existing teachers; schools were held accountable for student performance, with principals at risk of losing their jobs if student performance didn't improve.

It's clear that we're not going to fix such problems unless educators from our public schools and colleges work together to bring about reform.

To boost student performance in public schools, colleges need to offer more training for teachers to help improve their skills to the level demanded by today's higher standards.

High school students need more incentives to work hard to meet the more rigorous standards being established by states. Colleges can play a role by using the mandatory public high school exam in the admissions process.

Meanwhile, public schools must institute reforms that will better help prepare students for college.

Schools and colleges have been working together for a long time. During the 1970s, many colleges began programs with nearby schools that were designed to increase the number of minority students who went to college.

During the 1980s, many colleges added continuing education programs for teachers. There isn't a college in the country that can't point to a list of programs that it operates in conjunction with nearby schools.

But few colleges have a focused, comprehensive partnership with public schools, where both systems — and both sets of leaders — put their shoulders behind the same wheel.

Maryland, along with a handful of other states and about 35 communities, is an exception to this pattern. Here, the leaders of both systems are working together on common problems, not blaming one another for failures.

An example of this was the recently released report showing minority student achievement in Maryland lagging behind the general student population.

At a press conference to discuss the report, Donald N. Langenberg, chancellor of the University System of Maryland and state school Superintendent Nancy S. Grasmick offered the type of honest, clear data about minority student achievement that most education officials would rather hide from public view.

They are working on a set of standards and assessments, including tougher certification tests for teachers and challenging high school exams necessary for graduation — that will help ensure that Maryland high school graduates will be prepared for college-level work.

Maryland officials recognize they still have a lot of work to do on education reform.

With an aggressive kindergarten through college strategy, the state can go the remaining distance, improving student success in high school and college, and closing the alarming gaps between the races that have hobbled the state for too long.

Kati Haycock is director of the Education Trust, a Washington-based nonprofit group dedicated to raising academic achievement, especially for low-income and minority students.

THE KANSAS CITY STAR.

April 26, 2002

Better teaching urged for minority students Tanyanika Samuels

The key to narrowing the achievement gaps between students of different ethnic and economic backgrounds lies in improving teachers' skills and bettering school systems, a national education expert said Thursday.

For far too long, students and their parents were blamed for disparities in educational achievement, said Kati Hancock, executive director of Education Trust, a Washington-based group that advocates for the rights of the poor and minority groups.

While factors such as poverty and environment do count, that is only a part of the problem, she said. "Underachievement is not forever inscribed in the DNA of certain groups of kids," Hancock told just over 200 educators and parents at the third annual Mayor's Symposium on Education. "Something is happening with the teaching in the classroom."

The symposium, presented by the Urban League of Greater Kansas City, was at the AT&T Data Center, 2121 E. 63rd St.

This year's focus on achievement holds special significance as the Kansas City School District tries to free itself from the 1977 desegregation lawsuit, which has resulted in federal court oversight of the district.

Last month, the district moved closer to regaining local control when U.S. District Judge Dean Whipple ruled that the district had made improvements in racial balance, facilities, budgeting and transportation.

However, the district must overcome one remaining hurdle - narrowing the achievement gap between black and white students.

Nationally, the achievement gaps between white and Asian students and students of color has remained the same or widened in the last decade, Hancock said.

According to the 2000 Census, 30 percent of white kindergartners and 49 percent of Asian kindergartners will go on to receive at least a bachelor's degree. That compares to 17 percent of black kindergartners and 11 percent of Hispanic kindergartners.

Part of the reason for the disparity is that students of color are not receiving adequate preparation for post-secondary studies, Hancock said.

National studies indicate that poorer students are more likely to be taught by teachers who have no training in the subject they are teaching.

"We're taking the kids who are most dependent on teachers, and we are systematically assigning these children the weakest teachers," she said.

Good teaching makes all the difference, Haycock said.

"We must be willing to invest time and support for teachers to help them be better teachers," she said.

National studies also show that if teachers push their students and expect more, the students are more likely to succeed.

"If we believe in the mantra that all kids can learn and that all kids must learn, then let's act on it," Haycock said.

In the end, she said, it will be worth the investment of time, money and energy.

Kansas City school board member Duane Kelly said he agreed with Haycock's stance on putting the children first.

"The kids come first," he said. "They are the whole reason we're here."

Telecia Y. Gooden, a parent liaison at Benjamin Banneker Elementary School, called Haycock's presentation "awe-inspiring."

"We received a reminder that all is not dire," she said. "And just because you come from a poor background doesn't mean you can't learn. And we must show our students that we care."

THE SUN

What city schools need

Mar 14 2000

By Karl Haycock

AS BALTIMORE gears up to join the ranks of cities searching for a new superintendent of schools, city leaders would be wise to think carefully about their goals for the school system and what qualities will allow a new chief executive to lead the system toward those goals.

All too often, especially in recent years, superintendent searches begin not with an analysis of the kind of leadership that will get the district to the next stage in its improvement process, but, rather, with arguments about only two things.

Minority or white? Educator or somebody from business?

Ultimately, the people of Baltimore must decide what qualities are most important to them in a school system leader.

Let me make a few suggestions, though, from the qualities that we see in the urban district leaders nationally who seem to be making a real difference in student achievement:

An unshakable belief in the capacity of even the poorest child to achieve at high levels. Urban school systems are filled with and surrounded by adults with shockingly low expectations for what poor and minority children can achieve. While these expectations can be turned around, the problem is so pervasive in most districts that only leaders with a passionate belief in the capacity of all children have a prayer of making real headway.

The sense to focus the entire system on what matters most: improving instruction. The only way to get students to high standards of achievement is to teach them to those standards. Unfortunately, however, many school districts focus on almost everything but instruction. Systems that are making real progress focus on almost nothing else, and their leaders are willing to strip away whole functions to free up the necessary resources.

The courage to let people go -- probably lots of them. Many urban educators functioned reasonably well under the old rules, when only some students needed to master high-level skills. But in a standards-based system, the central tasks of both teachers and administrators are far more complex and intellectually challenging than before. This requires educators of substantial ability who are performance-oriented, inclined toward continuously developing their own knowledge and skills, and

willing to do the hard work of entirely reinventing what they do. The rest need a helping hand to find other work.

A real eye for talent. Nothing is more important to the future of urban school districts than the caliber of principals. Good superintendents take this responsibility especially seriously, and aren't at all threatened by the kind of principals who are more likely to ask forgiveness later than to wait around for permission to act now.

Considerable knowledge of themselves. The best leaders don't surround themselves with people just like them but, rather, choose lieutenants with complementary skills and knowledge. This requires considerable self-awareness and a willingness to admit personal fallibility.

The ability to talk clearly to the public. While it may be possible to improve public education without substantial involvement of parents and other citizens, it is very hard to sustain such improvements without firm public support. Good leaders talk clearly about their hopes and plans, and build public understanding and support for the reform effort.

The ability to listen and learn. Just as they must be able to talk clearly to the public, good leaders must also be able to listen. Answers to the most vexing problems often come from unexpected places.

These characteristics can be found, of course, in leaders of all races and from all walks of life. Does this mean that matters like race or previous experience as a superintendent are irrelevant?

Hardly.

In the matter of race, in particular, virtually nobody who has spent much time in an American city would ever argue that race is irrelevant.

But while both race and experience can give leaders an edge in certain aspects of the change process, neither can compensate for the absence of passion, courage or any of the other qualities noted above.

These are the things that will matter most to Baltimore's children.

Kati Haycock is director of the Education Trust.

Originally published on Mar 14 2000

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The Philadelphia Inquirer

J. 350

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THURSDAY, MAY 16, 2002

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Educators given ideas to close students' gaps; A conference urged attention, high expectations and academic rigor to help minority children fare better.

By Maureen Fitzgerald
INQUIRER SUBURBAN STAFF

CAMDEN -- High expectations, academic rigor, great teachers, small classes and extra-help tutors.

Those are the ingredients needed to close the achievement gap between minority and white students, according to experts who spoke yesterday at "Minority Achievement: The New Civil Right" at Rutgers University-Camden.

Teachers and administrators from about 125 schools throughout the region heard the formula for improvement at the conference, which was sponsored by the university, the Cherry Hill School District, and the state Department of Education.

Nobody was there to dispute the facts. By almost every academic measure - standardized tests, high school completion, college attendance - African American and Latino students do not perform as well as white students.

But educators and experts who spoke at the conference emphasized over and over that low-income and minority students had more potential than their scores might suggest.

While the percentage of minority students graduating from high school has increased to about 80 percent nationwide, what has not improved is universal preparation for college, said Kati Haycock of the Education Trust, who has made improving minority achievement her life's work.

While about 48 percent of white students have graduated from college by age 24, only about 7 percent of minority students have, she said.

"Now, unless we are prepared to argue that rich white kids are seven times as smart, we have to acknowledge that something is going wrong in both educational systems," she said.

According to research from the National Assessment of Educational Progress, by the end of high school, 17-year-old minority students have the same set of math and reading skills as white students graduating from middle schools.

When Haycock speaks to groups around the country, she often asks audiences why they think those gaps exist. The answers from adults are always the same: poverty, parents who don't care, health care.

But the children give different answers: teachers who don't know their subjects, counselors who underestimate the children's potential, low expectations.

Until about 10 years ago, research found that student performance was mostly dependent on a child's family and background, Haycock said. But research in the last six to 10 years has determined that what schools do matters enormously.

Haycock gave examples of minority schools in high-poverty areas that are achieving impressive results. For instance, Mount Royal Elementary School in Baltimore scored the highest on Maryland's fifth-grade math test.

The common elements of success have been higher standards for all students and support for those who need it. For example, in San Diego, students achieving below grade level are assigned double classes in literacy and mathematics.

"If kids arrive behind, we should drop everything else, double up their instruction, and assign our strongest teachers to these kids," Haycock said. "We need to create an onramp to the regular curriculum... and if we have learned anything, it's that teachers matter more than anything else."

Lorraine Monroe, author of the book *Nothing's Impossible*, spoke about her experiences as a teacher and principal in New York City, turning around troubled schools.

"Once kids get smart, they have hope," she said. "For some kids, especially our young men, if we don't make school different from the street, we are marching them right off to prison."

She shared her "Monroe Doctrine" for improving schools.

"A child can survive almost anything, as long as there is one person in the building, waiting for him or her... . A great school will multiply the number of staff that touches kids," she said.

Students who are behind should be required to attend tutorials available before, during and after school.

"Teach, practice, test, reteach, until the children get it... . If you don't know it, you don't go home."

Require every child to join a sport, a club, or a team, she said, because children who are involved come to school, and they don't write graffiti on the walls.

"Expose children to art and music and museums. Teach them that this is their world and they belong in it," Monroe said. "They have to learn to read and write to get along in it."

WILMINGTON
Morning Star
Sunday Star-News

July 21, 2001

A plug for those in class; Teachers get pat at conference for educators

By: Sherry Jones

Teachers are the biggest influence on student achievement, not race or socioeconomic level, a national education expert said Friday.

"We are learning that teachers make the difference," Kati Haycock, director of the Education Trust, told a group of about 200 educators, policy-makers and business people from across the country. The Education Trust is an independent, nonprofit organization that promotes education reform with a focus on improving achievement of poor and minority children.

Ms. Haycock took the group through a view of achievement patterns and offered ways to change those patterns.

She presented statistics that show black and Latino students graduate from high school at rates below white students. Ms. Haycock pointed to data that show black and Latino 12th-graders perform at the same level as white eighth-graders.

When adults are asked why black and Latino children don't perform at the same level as white children, the answers are usually the same everywhere, Ms. Haycock said.

They say it's because these children are poor, their parents don't care, they don't get breakfast, and they don't have enough books.

"In some schools, though, very poor kids are performing at very high levels," Ms. Haycock said.

"There are schools that are proving that if you teach these kids at high levels, they can achieve at high levels," she added.

When black and Latino students are asked why they don't perform at the same level as their white peers, they give very different answers from what the adults said.

The students say it's because some teachers don't know the subjects they are teaching, counselors underestimate the students' potential, principals dismiss concerns about academic achievement, and expectations are low.

"What the kids say to us is fascinating," Ms. Haycock said. "And the data substantiate what the kids say."

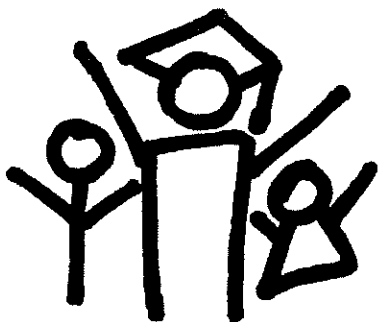
She said that creating successful schools and closing the achievement gap requires four ingredients – clear goals, a rigorous curriculum, extra help for low-performing students and quality teachers.

Ms. Haycock was the keynote speaker at the 10th annual CREATE National Evaluation Institute.

The conference was co-sponsored by the University of North Carolina at Wilmington and SERVE, the education research lab for educators serving six southeastern states and was held this week at the Hilton Wilmington Riverside.

Topics discussed during the three-day conference included educational accountability, program and personnel evaluation, evaluation and policy, evaluation and technology, and evaluation and business.

"The topics are so cutting edge and so critical to our state and nation," said Karen Wetherill, assistant dean at the UNCW Watson School of Education, who coordinated the program.



Vol. 3, Issue 2 A Publication of The Education Trust Summer 1990

GOOD TEACHING MATTERS

HOW WELL-QUALIFIED TEACHERS CAN CLOSE THE GAP

For decades, educators, educators-in-training and the public more broadly have been relentlessly fed the same message about achievement among poor and minority students: "Because of poverty and other neighborhood conditions, these students enter school behind other students. As they progress through the grades, the deficits accumulate, leaving them further and further behind other students." Their conclusion? Nothing schools do makes a very big difference.

As an organization, we have questioned the prevailing explanation for some time. "If poverty always overwhelms everything else," we ask, "what explains the 89% pass rate on the Texas state assessment by the Loma Terrace School in El Paso where almost 90% of the children are poor? Or what about the 95% fourth grade pass rate on the same exam by the entire Mission Independent

School District with a 94% poverty rate? And why, if schools really don't make a difference, are the low-income students in Community School District #2 in New York City performing so much higher now than were their counterparts a decade ago?"

Always, the response is the same. "It's that superstar principal/superintendent (choose one). We can't expect those kinds of feats from the mere mortals who lead most of our schools."

But what if that answer is wrong? What if these schools are succeeding not on the force of someone's personality, but simply by teaching students what they need to know to perform at high levels? What if, in other words, poor and minority students are performing below other students not because something is wrong with them or their families, but because most schools don't bother to teach them what they need to know?

By now, those of you who are familiar with our work know that we are absolutely convinced—by both research and extensive experience in classrooms all over the country—that poor and minority youngsters will achieve at

continued next page

**Inside
Thinking K-16**

**Good Teaching
Matters**

**... A Lot
Kati Haycock**

**Who Teaches Whom
A State by State
Analysis**



***If we only took the
simple step of assuring that
poor and minority children
had highly qualified
teachers, about half of the
achievement gap would
disappear.***

the same high levels as other students if they are taught at those levels. In our groundbreaking report,

Education Watch: The Education Trust National and State Data Book, we document the clear relationship between low standards, low-level curriculum, under-educated teachers and poor results. We argue, further, that if states and school districts work hard on these three issues, they can close the achievement gap.

Most of the time, we have felt as Ron Edmonds undoubtedly felt: surrounded by researchers clinging to dog-eared copies of the Coleman Report and arguing that nothing works.

Recently, however, a number of large-scale studies provide convincing proof that what we do in education does matter. Schools—and especially teachers, it turns out—really DO make a difference. Earlier educational researchers just didn't have very good ways of measuring the variables.

We have chosen to focus this issue of *Thinking K-16* on what all of the studies conclude is the most significant factor in student achievement: the teacher. We focus here not because we think improvements in teachers' capabilities or changes in teacher assignment patterns are, by themselves, a silver bullet, but because such changes are clearly more important to increasing student achievement—especially among poor and minority students—than any other.

We focus on teacher qualifications here also because this is an issue within our power to change. If we but took the simple step of assuring that poor and minority children had teachers of the same quality as other children, about half of the achievement gap would disappear. If we went further and assigned our best teachers to the students who most need them (a step, by the way, that makes sense to most people outside of education), there's persuasive evidence to suggest that we could entirely close the gap.

Thought provoking, yes? Read on.

—Kati Haycock

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ABOUT THINKING K-16 AND THE EDUCATION TRUST

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The Education Trust was created to promote high academic achievement for all students at all levels — kindergarten through college. While we know that all institutions could better serve their students, our work focuses on the schools and colleges most often left behind in efforts to improve

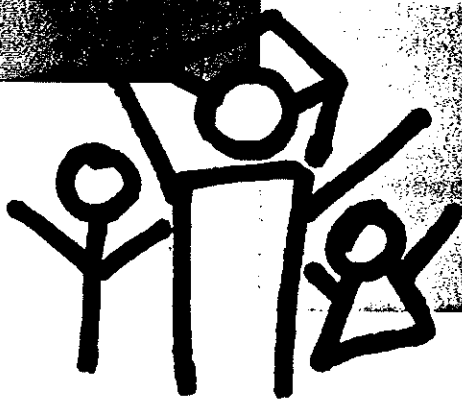
education: those institutions serving Latino, African American, Native American and low-income students. The Education Trust works alongside policymakers, parents, education professionals, and community and business leaders, in districts across the country, who are trying to transform their schools and colleges into institutions that genuinely serve all students.

Thinking K-16 is published with the intent to share lessons learned in these communities with policymakers as well as with educators and members of the public concerned with the quality of education provided our neediest young people.

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Thinking K-16

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TICKET TO NOWHERE

The Gap Between Leaving High School and Entering College and High-Performance Jobs

DEAR READER: EACH FALL, THOUSANDS of high school graduates and their parents are shattered to learn that the high school diploma they collected the previous June is not quite what they thought it would be. Instead of a ticket to college or work, that diploma is, at best, a ticket...back to high school.

Many of these students may, indeed, have been *admitted* to college. But they scored so low on the college's placement examination that they wound up in remedial courses. Others

may have found employment, but wound up either in a dead-end job or in one of the thousands of on-the-job classes to master the basic skills that they should have developed in high school. And, contrary to popular mythology, this is not a problem limited to the graduates of decaying urban school districts who enter four-year

colleges. As a recent Washington Post report pointed out, even in wealthy suburban school districts like Montgomery County, Maryland, many of the graduates who enter the local community college end up in remedial courses.

This issue of Thinking K-16 focuses on the changes we need to make in *both* higher education and K-12—in our standards, our assessments, and our graduation requirements—to turn this pattern around.

Our conclusion that current requirements ask way too little of high school students (and their teachers) may at first seem to put us at odds with some of our readers. Many of you are worried about getting your students to existing standards; the last thing you want to hear is that those standards are too low.

Before we begin, then, let us be clear about three matters:

- First, we are deeply aware that getting the signals straight—that is, the standards and assessments right—is only one small step toward our goal of improving student achievement and closing the gap between groups. Fixing the tests and other requirements, in other words, will not by itself fix the problem. Teachers and administrators will need lots of help in replacing outdated and low-level

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curricula, in harnessing their own knowledge and skills, and in rethinking instruction and school organization. We believe, however, that thinking of standards in a "K-16" way lays a critically important foundation for the remaining pieces of the work. For that work will undoubtedly require change in the way that higher education does business, too.

- Second, we are acutely aware that the young people on whom we are most focused as an organization—poor students and students of color—are more likely than others to fall short of any standard of academic achievement. Traditionally, of course, most advocates for such children have shied away from high standards and high stakes and many will inevitably see this as a risky strategy. But we have spent years fighting to convince educators serving poor and minority

children to replace watered-down curricula with something much better. We have concluded that the only way to banish courses like our current favorite, "Fractions without Denominators," to the junk heap of days gone by is to remove, once and for all, continued permission to divide students into "collegebound" and "non college bound" tracks with different standards for each group. In our view, closing the achievement

gap depends on educating all students as if they were bound for college *and* the workplace.

- Finally, through our work exploring and documenting inequities within the education system, we know that it will be much harder for many schools and districts serving concentrations of poor and minority children to get their students to high-level standards than for schools serving students with every advantage. In many of the former schools, the curriculum has slipped to very low levels, instructional materials are insufficient and out of date, and teachers are more likely to be undereducated in the subjects they are teaching. Yet this challenge must strengthen our resolve, not sap our courage. We know that these students can achieve these high standards. Our job as a nation is to make sure they get an education calibrated to achieve that end. By focusing the energies of both K-12 and higher education, and by putting the needs of these schools first, we can close the gap, once and for all.

Kati Haycock
Director

We are grateful to the Knight Foundation for their support in producing this issue of Thinking K-16, which reports on a joint project of the Education Trust and the National Association of System Heads.

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The Education Trust was created
to promote high academic

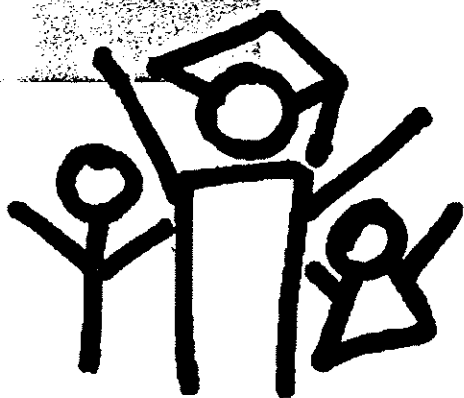
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students.

The Education Trust works
alongside policymakers, parent,
education professionals, and
community and business leaders,
in districts across the country, who

are trying to transform their
schools and colleges into
institutions that genuinely serve
all students.

Thinking K-16 is published with
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Thinking K

Vol. 4, Issue 1

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Spring 2000

HONOR IN THE BOXCAR

Equalizing Teacher Quality

REBECA HURST IS A SPECTACULARLY GOOD teacher. Though her Algebra II classroom is in one of Los Angeles' poorest neighborhoods, if you dropped by for an afternoon you wouldn't see either the disengagement or unruly behavior that we're often led to believe is inescapable in such settings. Instead, sparked by their teacher's commitment to instilling in her students the same passion for mathematics that she has, students vie to participate in solving complex math problems—problems many teachers would consider beyond the reach of these students. As she writes logarithm after logarithm on the board, eyes light up and pencils move fast and furiously on paper as students begin to understand what it is that is happening in each of the examples.

Every day, poor children in every city in America benefit hugely from terrific teachers like Rebecca. Underpaid, overworked, and stretched sometimes beyond human endurance to respond both to the intellectual and personal needs of their students, these dedicated adults devote themselves selflessly to sharing the riches of their own

education with young people growing up without riches of any other kind.

But as the pages of this issue of *Thinking K-16* show, poor children and children of color are far less likely than other children to be taught by outstanding teachers like Rebecca. Indeed, no matter how you measure teacher qualifications—licensed vs. unlicensed, in- vs. out-of-field, performance on teacher licensure exams, or even actual effectiveness in producing learning gains—low-income and minority youngsters come up on the short end.

This fact is hardly lost on Mark Roberts, an African American father who observed that his daughter's low-income friend Tiffany wasn't having the same kind of school experiences that he saw in his daughter's so-called "gifted and talented" classroom.

In the GT classrooms, wrote Mr. Roberts, "children with the proper pedigrees... enjoyed the best teachers, smaller classes, an enriched curriculum, exciting field trips, challenging assignments, and the protective watch of the principal. They would never be assigned a teacher like Mrs. Simmons, who screamed at her students, kept a brick on her desk, and made frequent calls on her cell phone. Tiffany was in her class."

When Roberts questioned the principal about these differences, the response was chilling: "Remember who we are talking about," the principal explained. "There's only so much we can do for those kids."

For years, of course, we've known about inequities

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in the distribution of good teachers. But most people have assumed—as did this principal—that it doesn't much matter.

A growing body of research says otherwise. It says that much—not all, mind you, but much—of the underachievement that we have historically blamed on poverty or family characteristics is instead attributable to what we have done: systematically assigned these children disproportionately large numbers of our weakest teachers. “We expected some differences,” said Robert Mendro, one of these researchers. “But we were stunned at the magnitude.”

The increasing use of high-stakes testing has upped the ante on solving this problem and solving it quickly. For youngsters, especially those who enter school behind their peers, will have a difficult time passing the new tests without capable teachers.

But the truth is that the results on these exams are just telling the students what adults have known for some time. Strong backs and willing hands no longer compensate in the workplace for the absence of well-developed reading, writing, mathematics and problemsolving skills.

We must, in other words, turn this pattern of inequity around. Sure, this is pretty hard stuff. But what could be more important than what research tells us is most critical to the academic success of poor children? And what could be more important than to restore honor to those who are doing that most crucial work?

When I think about honor, my mind inevitably goes back to Sabra Besley, at the time a principal in a high-poverty high school in southern California. One day, we got to talking about how Sabra had landed in her particular school. She told me that her decision was made, forever, during her student teaching experience.

Sabra spent her first week in what was then a terribly wealthy school in Palm Springs. By Friday, the only response she had prompted from her distracted students was a single question: “Mrs. Besley,” asked one girl, “where’d ya get those shoes?”

The following week, a rather dispirited Sabra was assigned to a school on the far side of town. Her first task was to accompany the teacher on a series of evening home visits. The first visit was to a Hispanic family that lived in an abandoned boxcar. This family, Sabra said, had very little. But when the two teachers arrived, the family stopped everything, split their meager dinner into two extra portions, honoring their guests with what little they had. “My decision was made that night,” Sabra said.

What she realized, of course, is what we too often forget. There is honor in the boxcar.

I know, as you do, that the boxcars are now often dangerous tenements, where Moms have to shield their kids from ricocheting bullets.

And I know, as you do, that simply saying there is honor in such work, *without backing it up with concrete supports*, is wrong.

Together, we must provide those supports. Indeed, that’s what most of the recommendations in the back of this issue are all about.

But we must also change the dialogue. There *is* honor in the boxcar, in the barrio, in the poorest classroom and in the blackest classroom. And we must never allow anyone to forget that simple fact.

For this issue of *Thinking K-16*, the Education Trust invited the leaders of the major education organizations to share their ideas about what can be done to equalize teacher quality. We are pleased and grateful that each and every one responded with thoughtful—and more important, do-able—actions that we can take. These essays appear on pages 13-25.

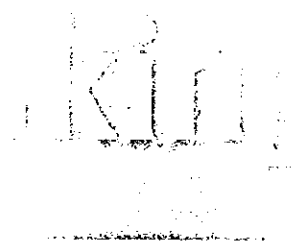
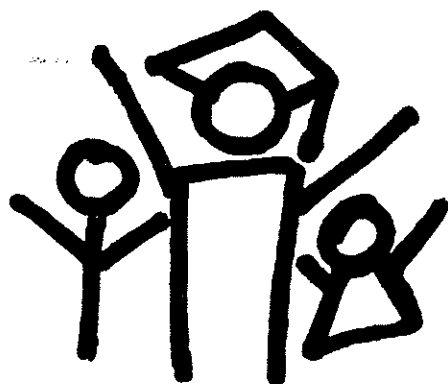
This is our collective work—until we can look our children in the eyes and honestly say that our poorest children are taught by the very best among us.

—Kati Haycock

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Spring 2001

NEW FRONTIERS FOR A NEW CENTURY

A National Overview

THERE IS A MOMENT IN HISTORY. A convergence of fast-changing demographics, extremely high public and political concern about education, and a new willingness among many of public education's leaders and supporters to consider bold alternatives, including market solutions, that would have been unthinkable even a few short years ago. It's a moment that contains both enormous opportunity and enormous dangers. But regardless of whether you welcome or fear it, the moment is inescapably ours.

An earlier generation of leaders seized a similar opportunity before. Through their efforts, the country made significant progress during the 1970s and 1980s, cutting the achievement gap that separates low-income and minority students from other youth almost in half. But as regular readers of *Thinking K-16* know too well, by the end of the 1980s that progress

stopped cold. Since then the gaps have remained stable or widened once again.

We must use the moment upon us now to finally deliver on the promise that those who came before us left only halfway done. To do so, we must combine the passion—indeed the courage—that fueled their progress with the know-how that accumulated in unusually successful schools, districts and, finally, whole states. Our job, in other words, is to find a way to set aside all the old bargains, the old politeness, and do what it takes to make needed changes before it's too late for the children and for public education.

To move boldly ahead with needed changes, though, educators, policymakers and advocates need rock-solid information to help them shape policies and practices that will ensure the academic success of every student, especially those who have not been served well by our schools in the past. The Education Trust's *Education Watch* series is our best effort to provide a solid foundation for action. The first *Education Watch* databook was published in 1996 and provided national and state data on educational achievement, attainment and opportunity for all children in America. The demand for this data was enormous and led to making *Ed Watch* a biennial event.

Inside

Thinking K-16

New Frontiers for
A New Century



Closing the Gap:
Done in A Decade



continued on next page

In true 21st Century style, our third and latest edition of *Ed Watch* offers two innovations that promise to make the data even more useful and powerful than before:

- We now offer *Ed Watch* online with a new, interactive database that allows users to mine a large reservoir of national and state data and to compare progress among states.
- We highlight data from "frontier" states—those states that lead the country into whole new territories of educational performance. Virginia, for example, currently leads other states for Latino students in grade 8 reading, and Texas African American eighth-graders are at the head in writing.

No frontier state currently performs to the levels they need to for any group of children. But they do show us what's possible right now. They demonstrate, beyond a shadow of a doubt, that the achievement gaps are not what people have been led to believe—the inevitable result of poverty, poorly educated parents or neighborhood conditions. That myth is now forever shattered.

We can also draw on lessons from these frontier states to provide a framework for immediate action.

- We must insist, loudly and publicly if necessary, that the low-level assignments that poor children get be replaced by intellectually rigorous work. Now.

- We must insist that people look not just at the regression line on poverty and achievement, but at the so-called "outliers" and what we can learn from them. Now.
- We must lead our colleagues beyond analysis and excuses to bold action. Now.

Clearly, it would help if there were changes outside of schools, too—if parents spent more time with their children, if poverty didn't crush so many spirits, if the broader culture didn't bombard young people with so many destructive messages. But we can't ignore the damage done by what we as educators do: we take the children who have less to begin with, and then systematically give them less in school, too. In fact, we give these children less of everything that we know makes a difference.

In this issue of *Thinking K-16*, we introduce readers to the online *Education Watch* by taking a look at the data over the last decade. We hope through this report and our online database to provide not just information, but inspiration. The evidence is there. We have the tools. We have the expertise. Now all we need is the will. If we really try, we can make the achievement gap a historical footnote by the end of this decade. Then and only then will the children of the new century reap the benefits of a promise finally fulfilled.

Kati Haycock
Director

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