



PEN National Office Data Department

Network Data Review

PUBLIC
EDUCATION
NETWORK

Public involvement. Public education. Public benefit.

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- PEN Overview
- PEN College- and Career-Ready Compact
 - Effective LEF Strategies
- LEF Scorecard
 - College- and Career-Readiness
 - Effective Teachers
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- Summary

+ PEN Overview

Public Education Network Mission:

To build public demand and mobilize resources for quality public education for all children through a national constituency of local education funds and individuals.

- 78 LEFs serve over 8 million children nationwide.
- Over 64% of students qualify for free- or reduced-price lunch (national average= 43%).
- About 65% of students are black or Latino.
- LEFs operate at the community, regional, state, and national levels.
- PEN strategic plan focuses in increasing college- and career-readiness (CCR) and public commitment to public education.

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+ **PEN CCR Compact**

- LEFs are aligned around PEN's College- and Career-Ready (CCR) Compact.

Public Education Network College- and Career-Ready Compact

In the communities they serve, local education funds, working with their partners, will increase by 100,000 the number of high school students who graduate, or are on track to graduate, college- and career-ready, by 2013. Public Education Network will report progress towards the goal in 2012 and 2013.

- Reaches 1.4 million students in grades 8-12.
- Progress reports for 2011-2012 and 2012-2013 by PEN National Office.
- Transferring effective CCR strategies.
- Shared target and strategies → **Collective Impact**

+ PEN CCR Compact: By the Numbers

What increases are needed?

Class	Baseline (2010-2011) Enrollment	2012 Increase in Graduates/ On-Track	Point Increase	2013 Increase in Graduates / On-Track	Point Increase	Total
12th Grade	212,034	6,573	3.1	8,693	4.1	15,266
11th Grade	222,082	7,773	3.5	9,994	4.5	17,767
10th Grade	243,390	9,492	3.9	11,926	4.9	21,418
9th Grade	265,698	10,894	4.1	13,551	5.1	24,444
8th Grade	227,228	9,771	4.2	11,589	5.1	21,359
Total	1,397,660	44,503		55,752		100,255

+ PEN CCR Compact: By the Numbers

Where are the students?

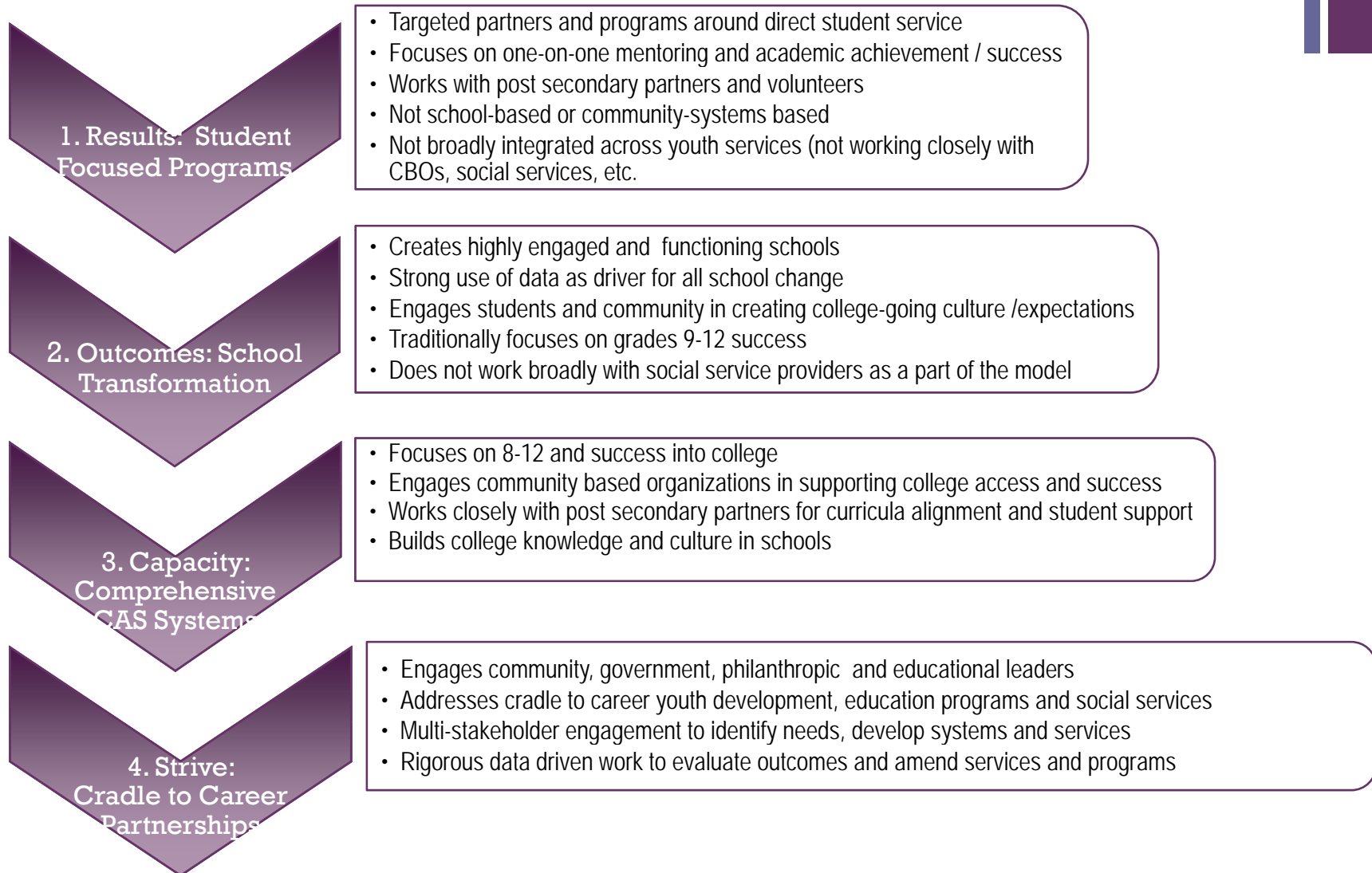
Houston Metro	194,784	New York City (New Visions)	28,107	Hamilton County, TN	14,883
Miami-Dade County	130,038	Greenville County, SC	24,782	Cincinnati Metro	13,232
West Virginia	101,233	Mobile County, AL	23,546	Lincoln	12,317
Santa Clara County, CA	98,535	San Francisco	22,273	Minneapolis	9,747
Hillsborough County, FL	69,988	Boston	21,189	Pittsburgh	9,313
Wake County, NC	53,448	Philadelphia	21,103	Yonkers	8,789
Charlotte-Mecklenburg County	47,991	Colorado	19,924	Hartford	7,240
Western PA	44,208	Newark	18,310	Paterson	7,128
Jacksonville	42,909	Seattle	16,342	Bridgeport	6,096
Los Angeles	37,994	Portland	16,220	Hamblen County, TN	3,481
Baltimore	29,491	Oakland	15,792		

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- Data Department 2012 Plan
- Questions and Discussion

Strategies Across a Continuum

- The selected strategies vary in their degree of sophistication and complexity so can be implemented across a range of organizational and community contexts.
- ***Below the strategies are increasingly complex (from 1-4) in services, scope and implementation.***





Technical Support Team Overview

Technical support teams (TSTs) will support LEFs to increase capacity and expertise as they work toward the PEN compact goal. As proposed, this support will be:

- Highest quality and expertise
- Deeply knowledgeable of LEF contexts
- Affordable
- Dynamic to meet LEF needs
- Linked to core LEF skills (data, practice, communications, engagement, and policy)
- Focused on implementation of evidence-based strategies

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+ **PEN LEF Scorecard**

- Snapshot of LEF community progress on increasing CCR and public engagement.
- Calls for district-wide CCR and public engagement metrics.
 - CCR Graduation
 - CCR On-Track Status
 - CCR Course-Taking
 - Effective Teachers
 - Public Engagement: Partnerships and Stakeholder Action

+ Challenges of PEN Data

- Robust analysis difficult.
 - Aggregate data only provides snapshot.
 - Difficult to uncover trends and correlations.
 - Scorecard data not owned/generated by LEFs or National Office.
- Types of data vary -fragmented systems challenge network alignment.
- CCR, teacher effectiveness and public engagement data still emerging.
 - New measurements challenge longitudinal analysis.

+ **PEN LEF Scorecard: CCR Measures**

- Improved understanding of best available CCR measures.
- Districts have not fully implemented CCR measures.
- PEN developed recommended available measures to best assess CCR.

Recommend Measures for CCR

- College-ready graduation requirements
 - Graduation
 - Credit accumulation.
 - End of course tests.
- National testing Information.
 - ACT, SAT, NAEP
- State tests with link to C&CR.
- Success in key C&CR courses.

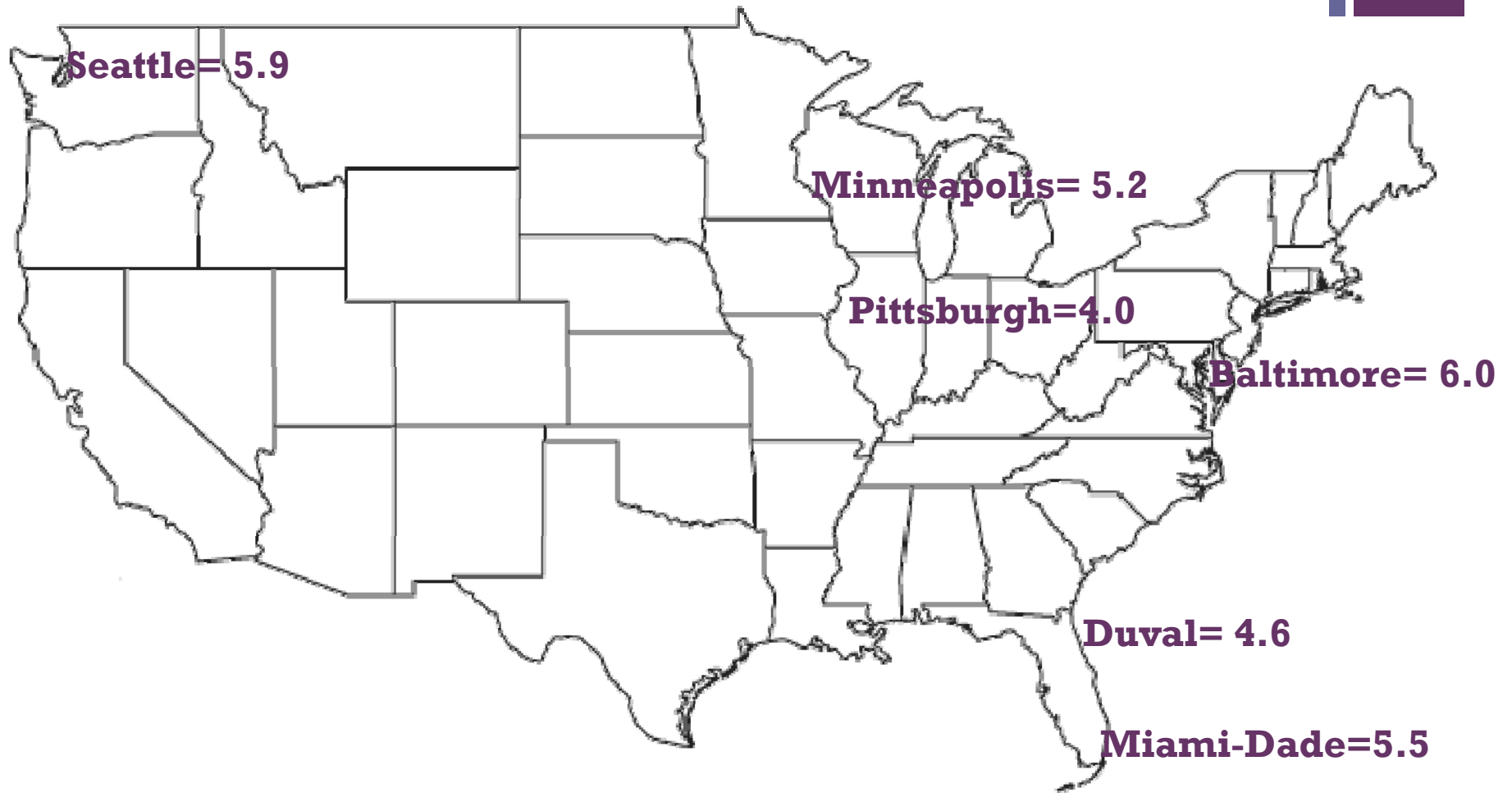
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+ **PEN LEF Scorecard: CCR 2011 Findings**

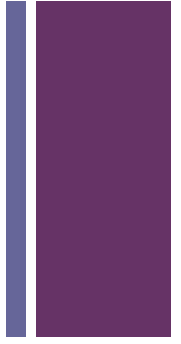
- Findings on CCR graduation suggest one-year change of 1.4 points across the network.
 - Range from +6.0 points to -4.5 points.
- Similar modest overall gains in measures of CCR on-track status.
 - CCR Compact requires ~3.5 point increase.
- Several LEF districts made large one-year gains in CCR graduation.

+ Several LEF Districts made large one-year gains in CCR graduation.



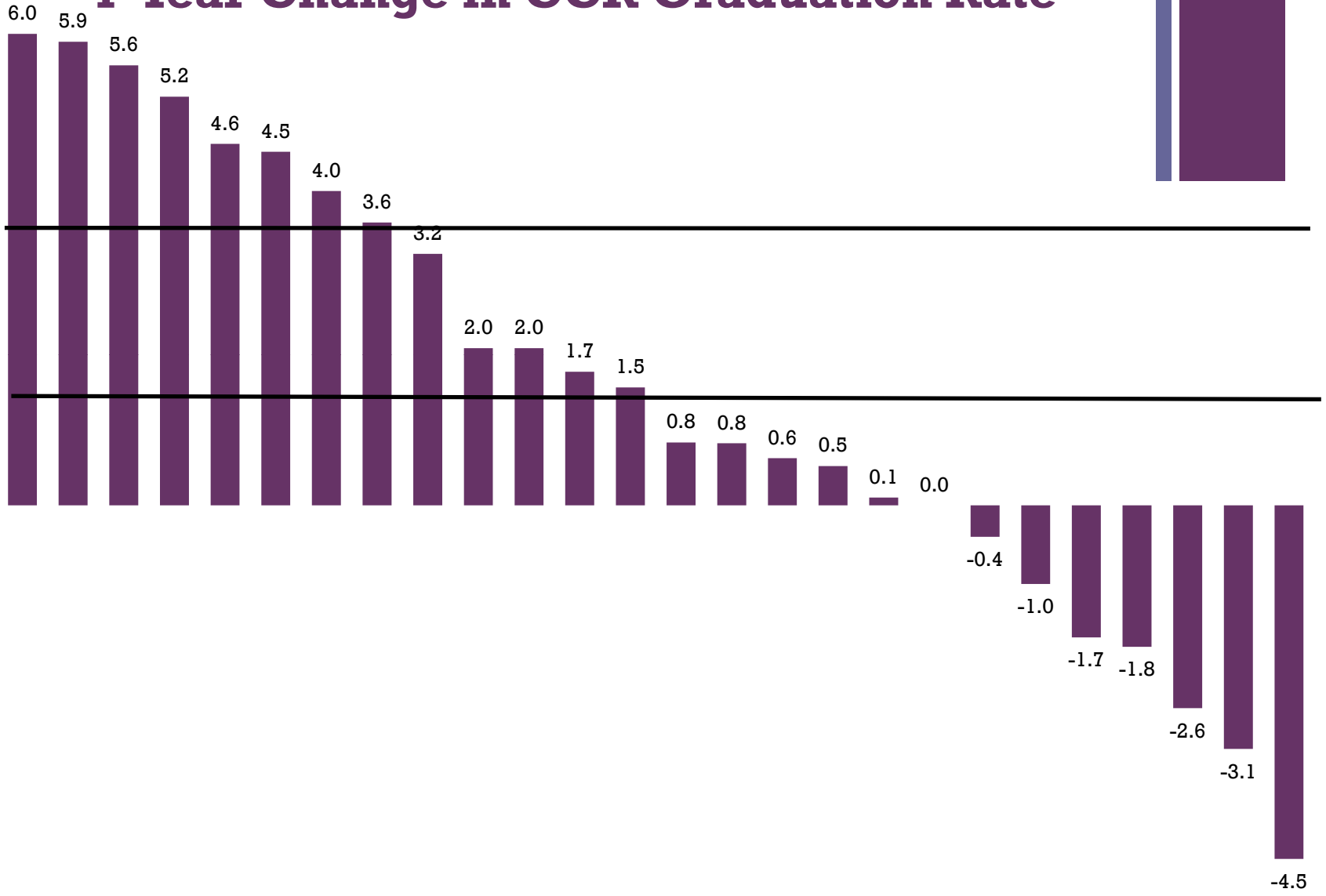


1-Year Change in CCR Graduation Rate



PEN C&CR
Compact
Target Increase
~3.5

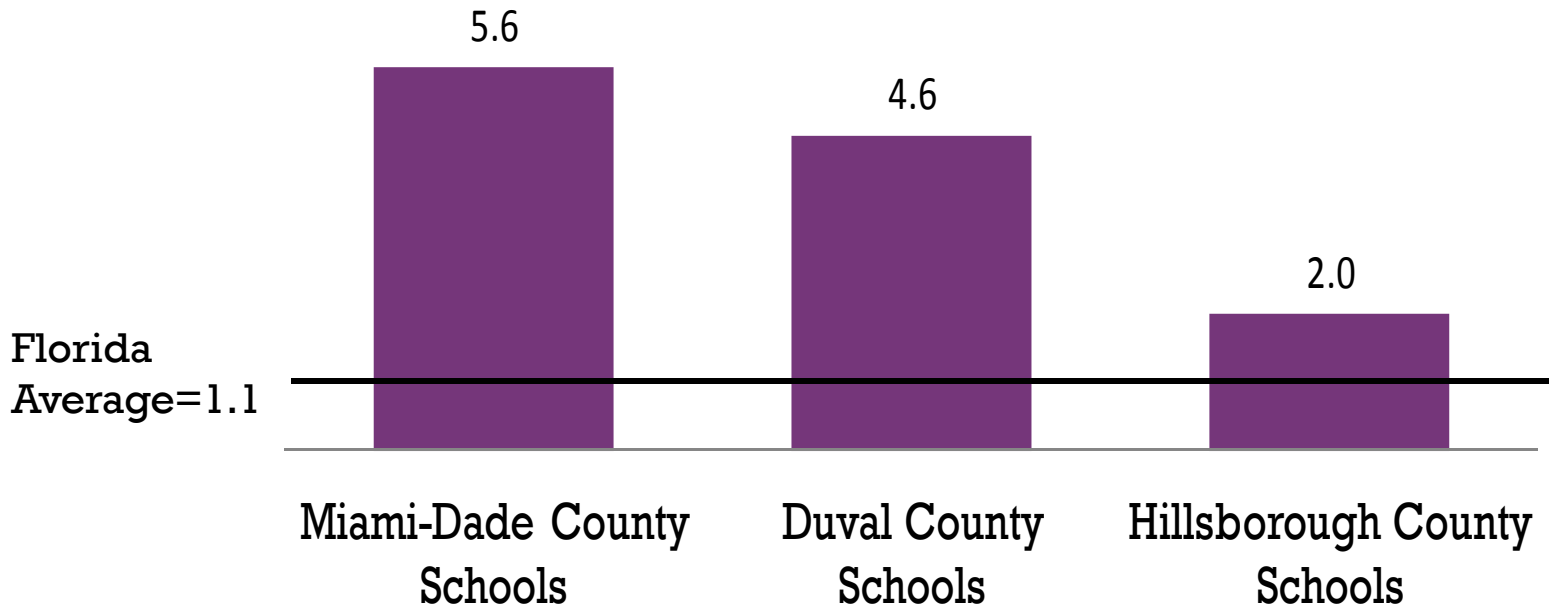
PEN C&CR
Average 1-Year
Change ~1.4



+ CCR In Focus: Hotspots of Growth

- Florida LEF community 2011 graduation rate increase outpaces state increase by 3.5 points.
- Free- and reduced-price lunch rate in LEF communities 9 points higher than state.

1-Year Change in CCR Graduation



+ CCR In Focus: Hotspots of Growth

Yonkers: One-Year Gains in 8th Graders Passing Integrated Algebra Regents



Pittsburgh: One-Year Gains in Math Proficiency



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+ **PEN LEF Scorecard: Effective Teachers**

- **Challenges:**
 - District-wide, publicly available data on effective teachers still largely unavailable.

- **Accomplishments:**
 - LEF communities are implementing research-based, multiple measures for teacher effectiveness.
 - **Gates Measures of Effective Teaching**
 - Hillsborough County, FL
 - Pittsburgh, PA
 - Hamilton County, TN
 - Cincinnati, OH

+ **PEN LEF Scorecard: Effective Teachers**

■ Accomplishments:

- Urban Teacher Residencies (UTR) are leading innovation in teacher preparation, development, and retention.
- LEFs with UTRs include:
 - Alliance for College-Ready Public Schools (Los Angeles)
 - Boston Plan for Excellence
 - New Visions for Public Schools (New York City)
 - Philadelphia Education Fund
 - Public Education and Business Coalition (CO)
 - Public Education Foundation (Chattanooga, TN)

+ **Teacher Effectiveness In Focus: Boston Teacher Residency**

- Center for Education Policy Research study of Boston Teacher Residency (BTR) teachers (December 2011).
- Effectiveness measures based on value-added results for grades 4-8 (20% of BTR teachers).
- **Results:**
 - **More Effective:** BTR math teachers outperform other Boston Public School (BPS) teachers with similar experience in years 4 and 5.
 - BTR math teachers start out less effective.
 - **Greater Retention:** 75% stay for 5th year (51% for other BPS teachers).
 - **More Diverse:** 48% of new BTR teachers are people of color (32% for other new BPS teachers).

+ PEN LEF Scorecard: Public Engagement

■ Challenges:

- LEF communities struggle to systematically measure the impact of public engagement on CCR.

■ Accomplishments:

- LEF have achieved successes in advocacy for CCR policies and partnerships.
 - Yonkers: Implemented Naviance data system in all high schools.
 - Mobile:
 - 80x20 initiative engages public to increase graduation rates.
 - Established a data warehouse and created an early warning dashboard for all principals.
 - Cincinnati:
 - Social Innovation Fund: 14 funding partners aligned around cradle to career goals.
 - Developing Learning Partner Dashboard to measure impact of programs/services.

+ Public Engagement In Focus: Mobile

- The Mobile Area Education Foundation created the *Mobile Graduates Initiative Scorecard* to measure stakeholder progress on the mobilization plan.
- Stakeholders include business and industry, community-based organizations, elected officials, faith-based organizations, parents, and students.

Stakeholder Group/Action Items	Status	As evidenced by:
For business and industry this means:		
Understanding the complexity of conditions, in addition to education, that contributes to the current dropout crisis and identifying the resources necessary to ending it.	Good	Business leaders participated in the RAMP study and help promote the annual Education Summit. In addition, they look for speaking engagement opportunities to help people understand this issue.
Engaging in the development of strategic dropout prevention planning that focuses community resources, reforms, and actions at the critical points where students fall off the pathway to high school graduation.		
Contributing the human and financial resources needed for a sustained community-wide campaign that supports multiple education pathways to meet a coherent set of gateway academic standards that prepares every child for entrance into college or a career upon high school graduation.	Good	Business leaders have provided volunteer time and have written letters of support for grant opportunities such as the HS Graduation Initiative. In addition, they have provided financial support and have been an advocate for dropout funding. Need to focus attention on gateway standards.
Participating in opportunities to connect students with business experiences and internships to establish relevance and motivation among the students and potential workforce through mentoring, speaking engagements, field trips, etc.	Great	They promote and participate in career awareness programs including Wouldn't It Be Cool? (Elementary), Choices (Middle), AT&T Vital Link (Middle), Worlds of Opportunity Career Expo (Middle), Career Cruising (Middle and High) and provide internship experiences.

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- PEN adopts CCR Compact.
 - Aligns LEFs around common goal.
 - LEF strategies are improving outcomes.
- LEF scorecard calls for better measures of CCR and public engagement.
- LEF communities show modest 1-year gains in CCR rates.
 - Some produced large gains.
- Robust and publicly available measures of teacher effectiveness and public engagement are lacking.
 - Some systems for developing and evaluating effective teachers.
 - Some success in aligning stakeholders and securing resources and partnerships around CCR.

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