

# The Long Arc of Education: Purpose and Product

for leadnj

October 7, 2021

Claudine Keenan attended both public and parochial schools in Queens and Nassau counties, NY, earning a BA in English Education from Adelphi University in the 1980s. She was a TA at California State University, earning her MA in Rhetoric, and went on to teach college writing at Penn State University, then became an administrator at (now closed) Marlboro College in Vermont. Claudine earned her EdD in Higher Education Leadership Policy from the University of Massachusetts, Amherst, completed an Educational Services consulting contract for SunGard, and has worked at Stockton University since 2006, where she was named Dean of Education in 2012. Claudine is past president of NJACTE, a former school board member, and a youth volunteer.

# Today's Overview

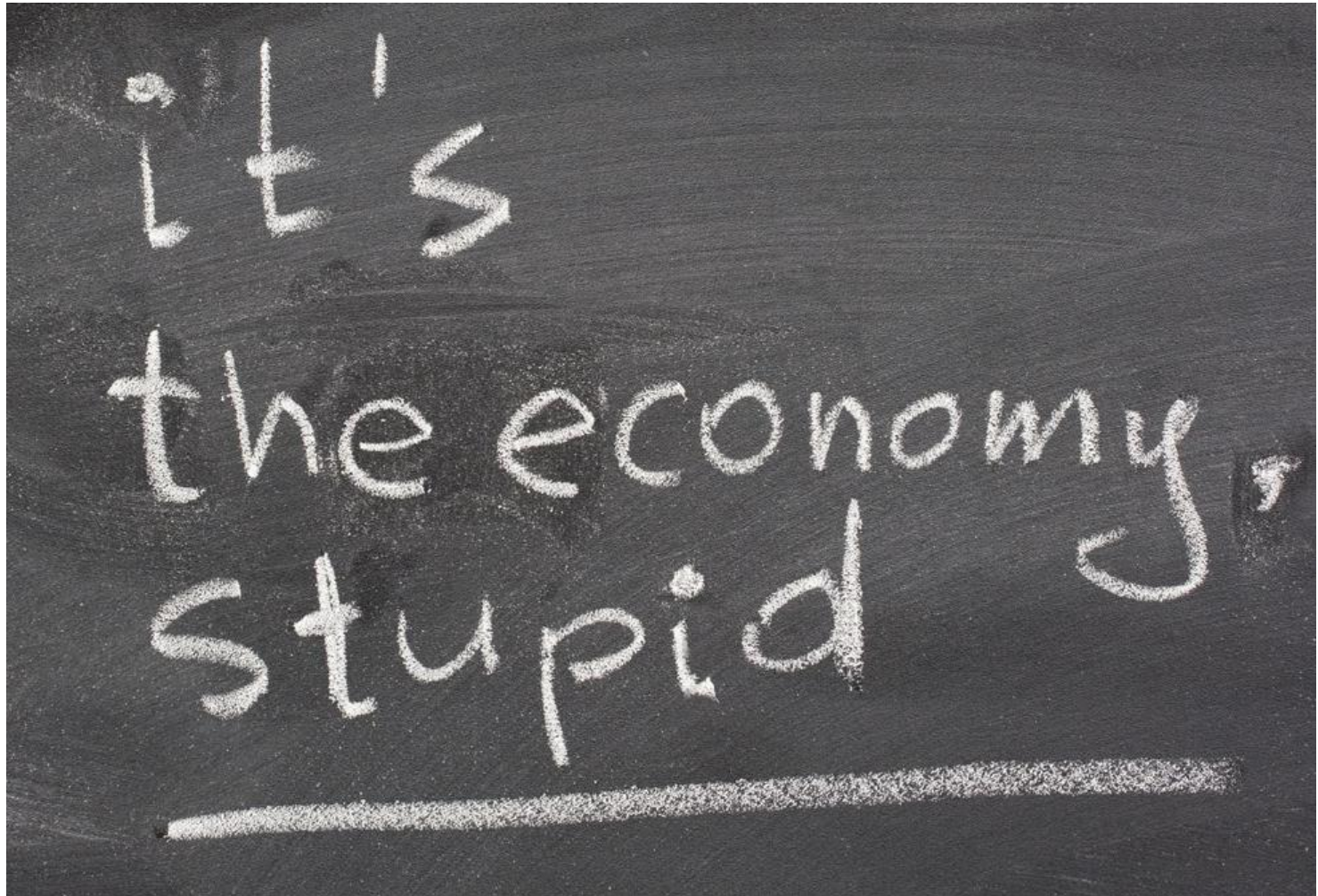
1. Brief History of US Education Forms & Reforms
2. Current Reforms in New Jersey
3. Why We've Flown so Far, but Not so High

# Pop Quiz

Where is Education in the US Constitution?

Post your answer in the chat...

## Schooling 101 for Most Nations





The Boston Latin School, established in 1635, was the first school in what is now the United States – most northern colonies required their towns to provide schooling: for boys. The southern colonies relied on private tutors or parish schools, looser rules.

# Colonial Schools: Still 90% Male by 1800



Male teachers

Male students

Ministers

Barristers

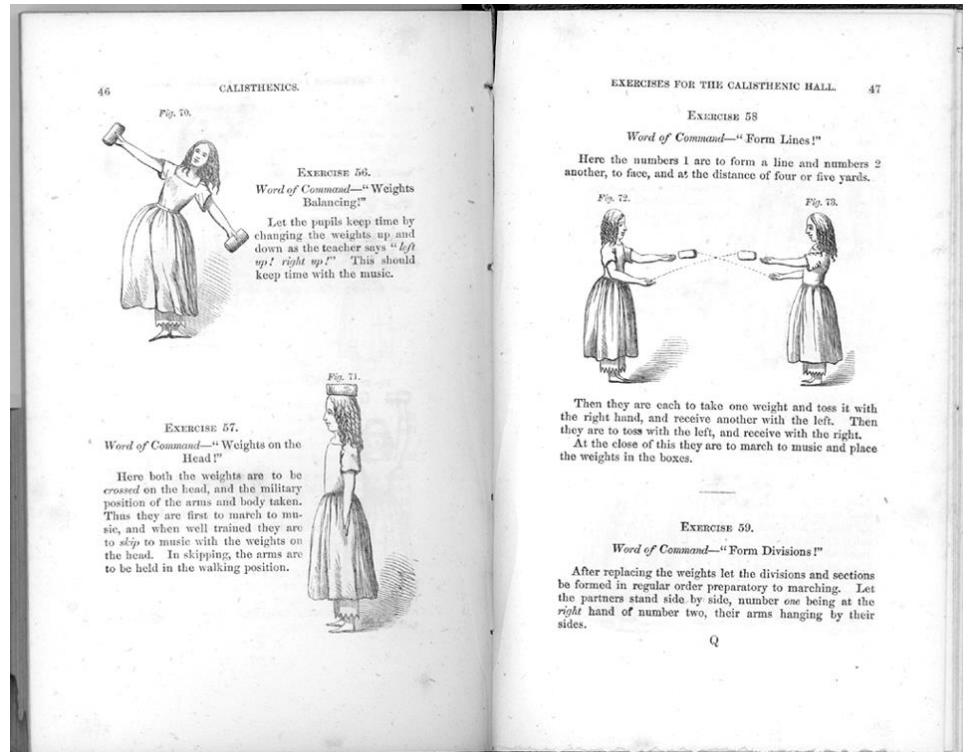
Politicians

Dame Schools

(Girls at Home)



# Common Schools 90% Female by 1850



Common Schools  
-boys for the world  
-girls for the home  
Catharine Beecher  
Normal Schools  
-train teachers  
-undistinguished  
Horace Mann

# Responsibility v. Equality 1865 -1915



Booker T. Washington  
Go Slow – Trades for All



W.E.B. DuBois  
Top Tenth – Liberal Arts

Post emancipation

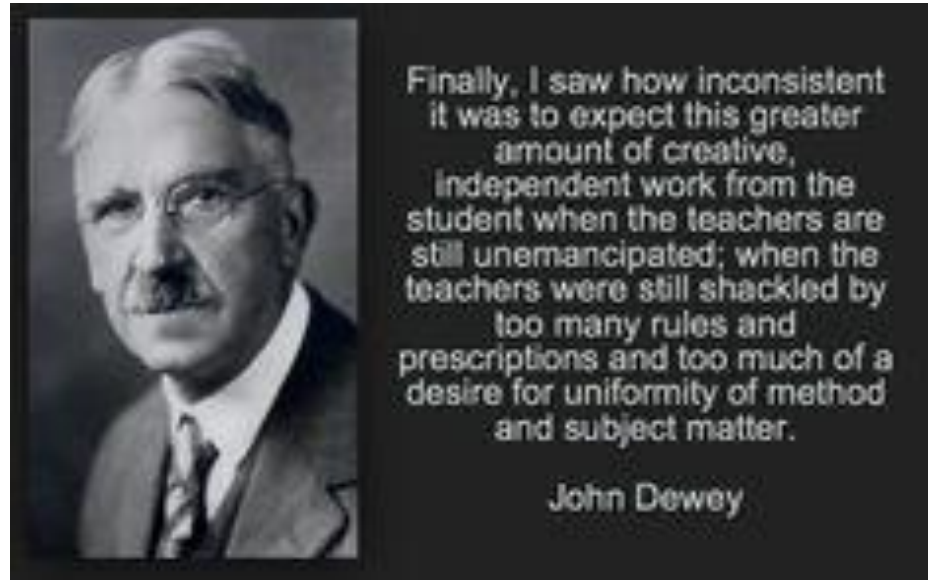
African American  
teachers: 30k

Spending 1/3 per  
African American  
pupil in schools

Live under or  
confront inequality?

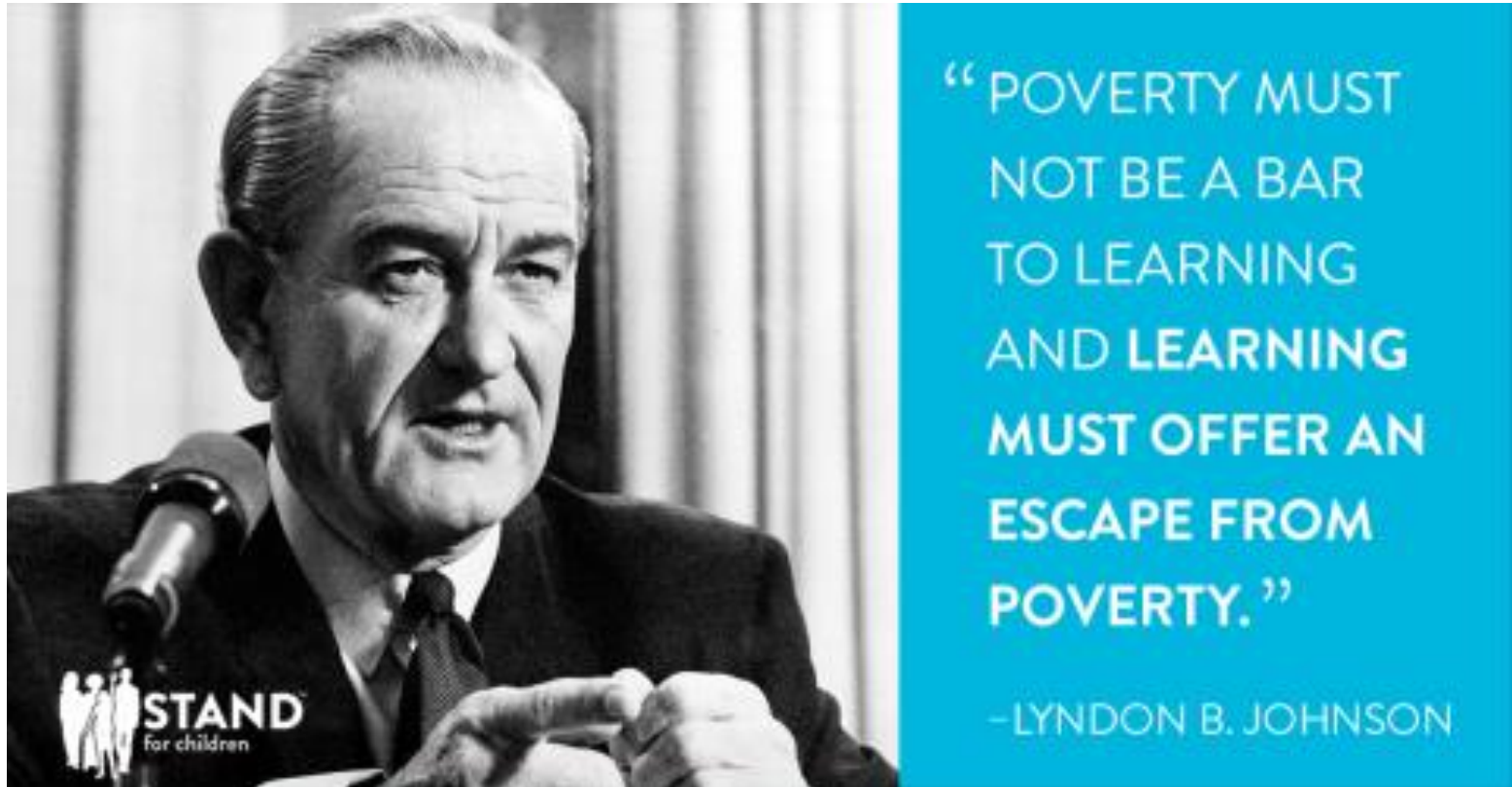


# John Dewey: 1859-1952



“Education is, and forever will be, in the hands of ordinary men and women.”

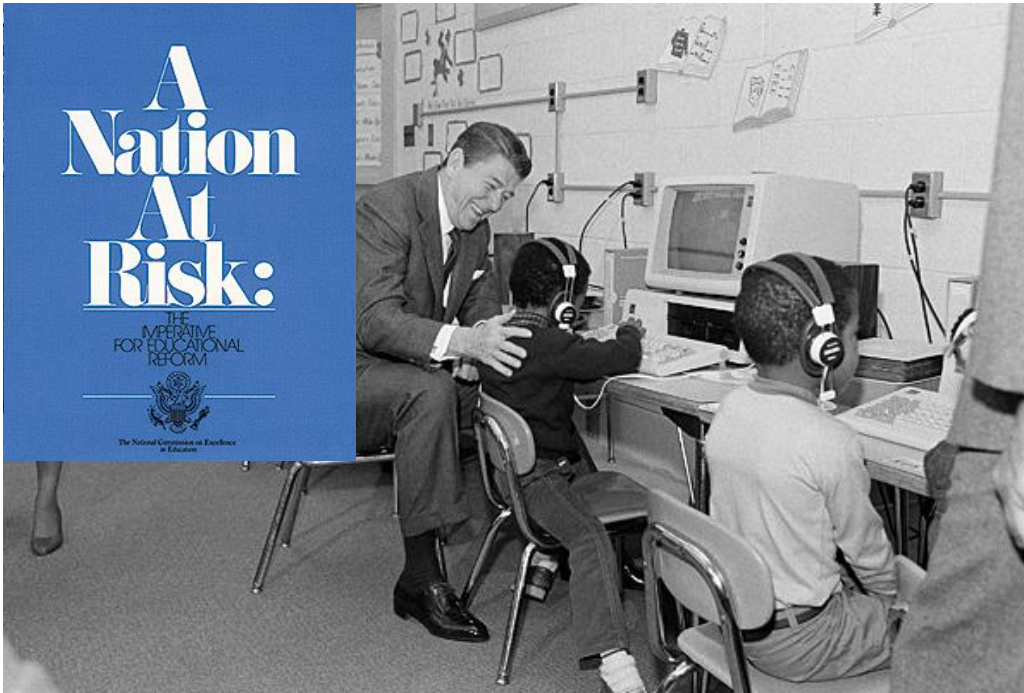
# Elementary & Secondary Education Act: 1965



“POVERTY MUST  
NOT BE A BAR  
TO LEARNING  
AND **LEARNING**  
**MUST OFFER AN**  
**ESCAPE FROM**  
**POVERTY.”**

—LYNDON B. JOHNSON

# A Nation at Risk: 1983



National Commission  
on Excellence in  
Education

Landmark

Schools are failing to  
meet the national  
need for a  
competitive  
workforce

# No Child Left Behind: 2001

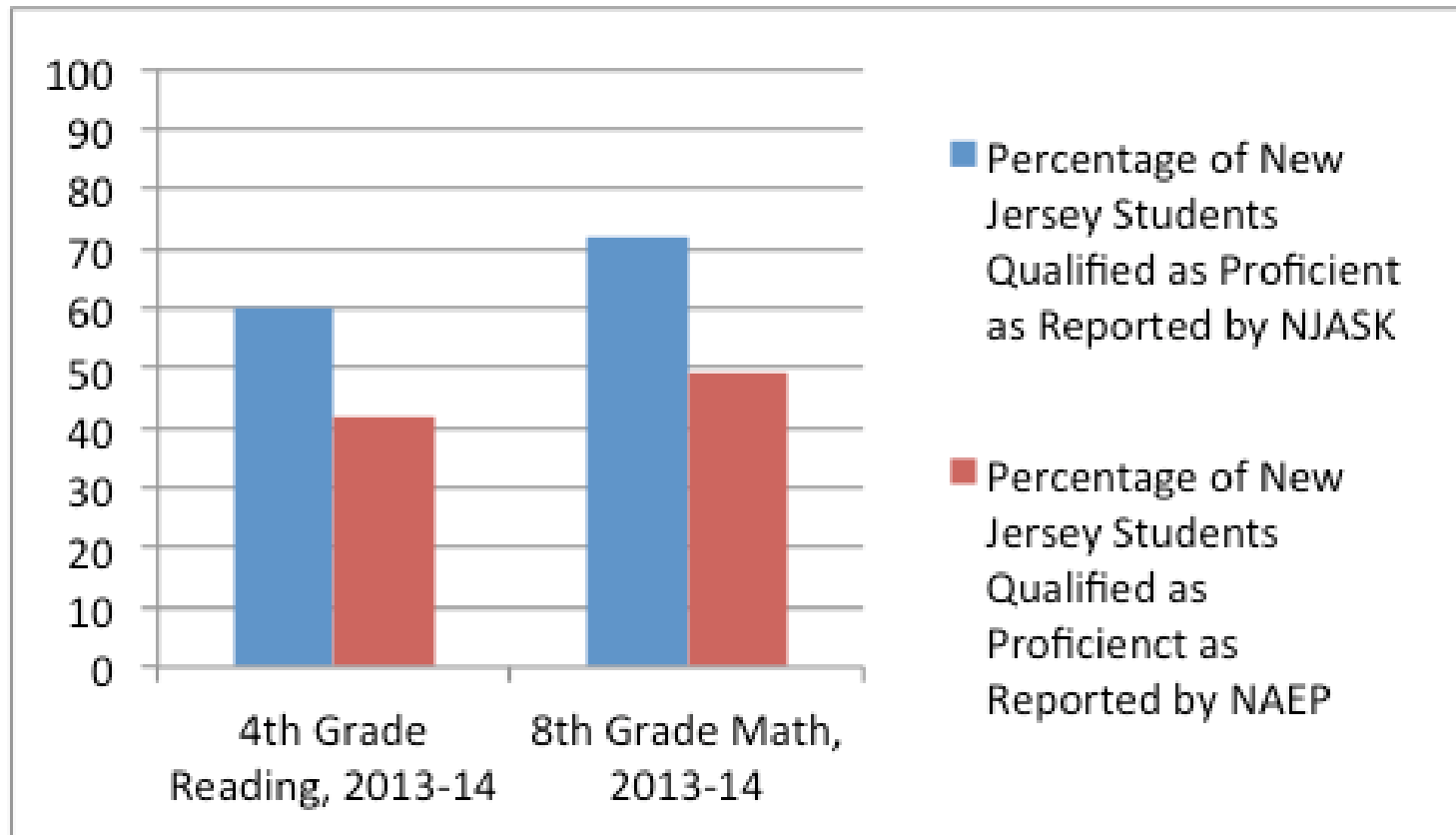


ESEA  
Reauthorization  
State-level  
-standards  
-assessments  
-report cards  
-highly qualified

According to the No Child Left Behind Act, by 2014 every child must test on grade level in reading and math: 100% Proficiency?!

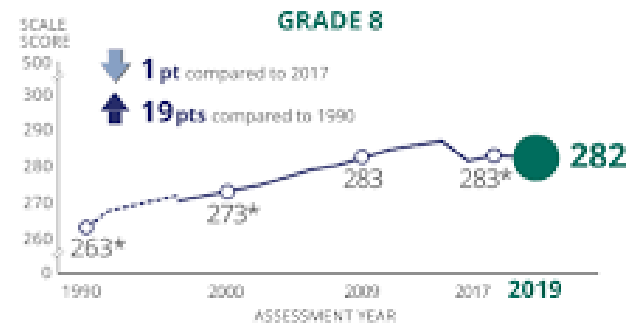
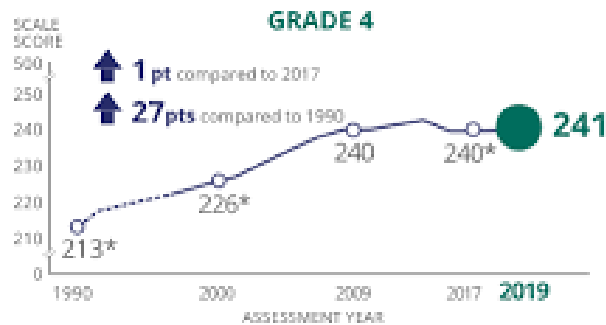
Flawed and Unworkable by 2010: EVERY State Needed Waivers

# Key NCLB Flaw: Which Standard?

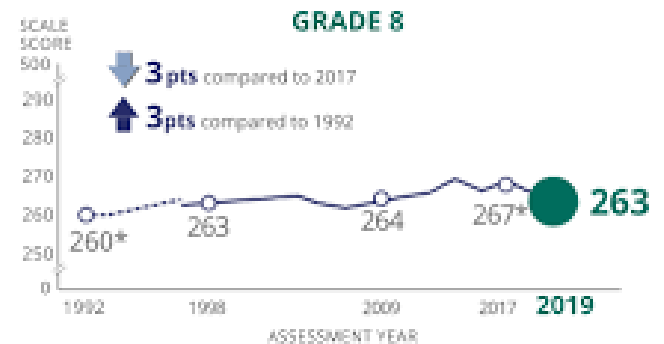
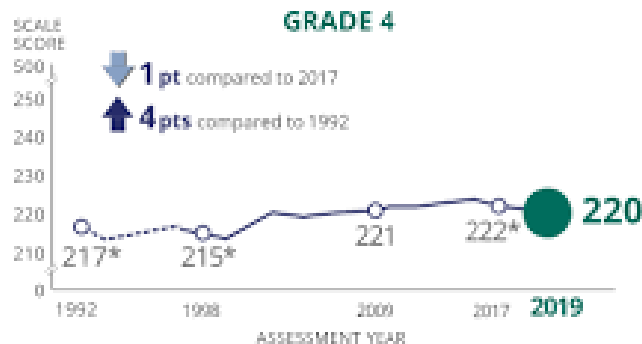


# New Jersey NAEP 1990-2019

Math



Reading





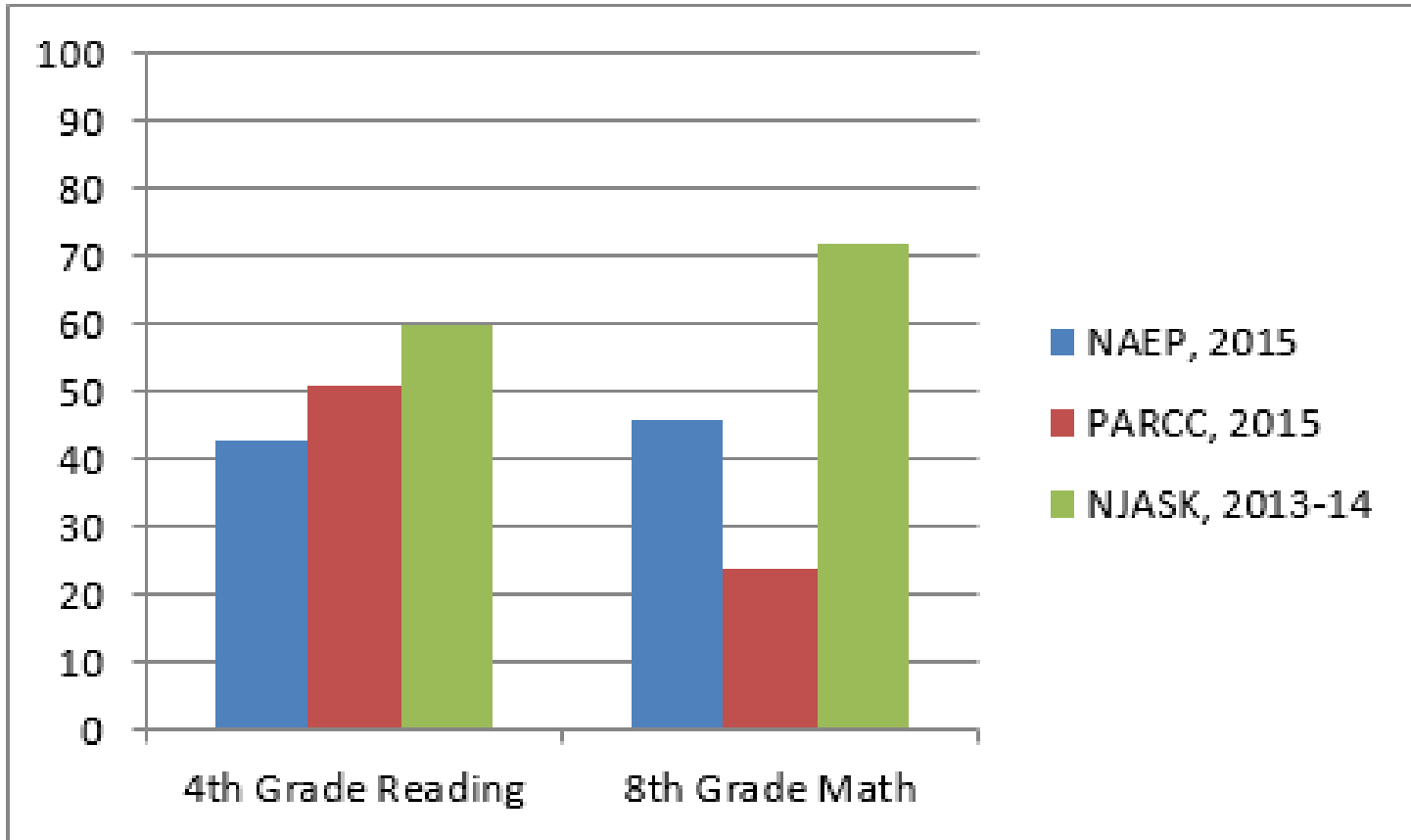
# Race to the Top



- On February 17, 2009, President Obama signed the American Recovery and Reinvestment Act (ARRA). This act was designed to support job creation, stimulate the economy, and invest in various areas, including education.
- The ARRA provided for \$4.35 billion for the Race to the Top fund, a competitive grant program designed to encourage and reward States that are creating the conditions for education innovation and reform (as stated in the Race to the Top Programs Executive Summary)



# Common Core Standard



# Every Student Succeeds Act: 2015

- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers (Common Core NOT specified in reauthorization).
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards (Report cards).
- Sustains and expands this administration's historic investments in increasing access to high-quality [preschool](#) (Narrowed by Appropriations).
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time (7% Title I set-aside, up from 4%) – 3-4 years).

	NAEP 2017	PARCC 2017
4th grade ELA	49 percent	56 percent
4th grade math	50 percent	47 percent
8th grade ELA	47 percent	59 percent

New Jersey students continue to land ~50% NAEP; higher on PARCC



## HUNTERDON CENTRAL REG

2017-2018

County: HUNTERDON  
Superintendent: DR. MOORE  
84 ROUTE 31  
FLEMINGTON, NJ 08822  
[District Website](#)  
(908)284-7135

Total students: **2,859**

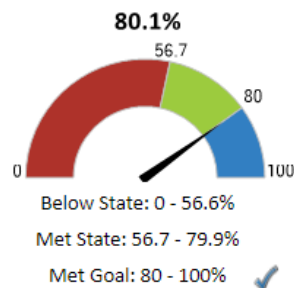
- Economically Disadvantaged: **8.5%**
- Students with Disabilities: **15.7%**
- English Learners: **2.2%**
- Grades offered: **09-12**
- Student to Teacher Ratio: **12:1**
- Teacher Average Experience (years): **12.4**

### How did students perform on assessments?

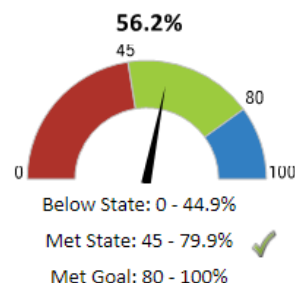


Students that met or exceeded expectations on statewide assessments

#### English Language Arts



#### Math

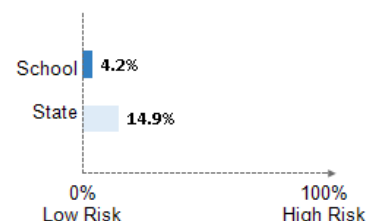


### Are students at risk?



Students that were absent for 10% or more of days enrolled

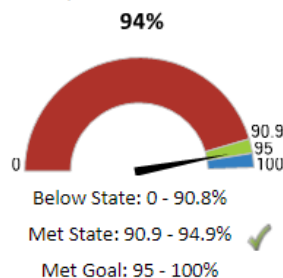
#### Chronic Absenteeism



### Are students graduating?



4-year Graduation Rate



### Are students college and career ready?



#### AP/IB Courses:

49.5% of 11<sup>th</sup> and 12<sup>th</sup> graders enrolled (State = 34.9%)

#### Dual Enrollment Courses:

31.1% of 11<sup>th</sup> and 12<sup>th</sup> graders enrolled (State = 13.3%)

#### Industry-Valued Credentials:

1.0% of students earned (State = 0.9%)

#### College Enrollment:

92.4% of graduates enrolled (State = 77.9%)



## GREATER EGG HARBOR REG

2017-2018

County: ATLANTIC  
Superintendent: MR. KEENAN  
1824 DR. DENNIS FOREMAN DR  
MAYS LANDING, NJ 08330-2640  
[District Website](#)  
(609)625-1456



## NJ SCHOOL PERFORMANCE REPORT

Total students: **3,065**

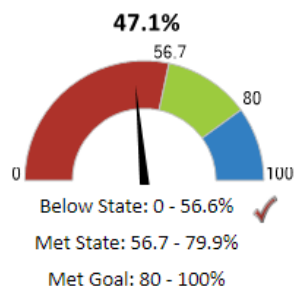
- Economically Disadvantaged: **46.1%**
- Students with Disabilities: **18.1%**
- English Learners: **1.8%**
- Grades offered: **09-12**
- Student to Teacher Ratio: **11:1**
- Teacher Average Experience (years): **13.6**

### How did students perform on assessments?

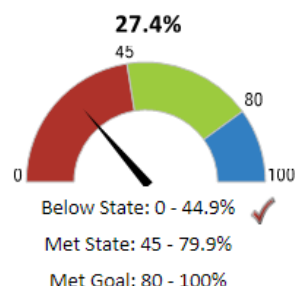


Students that met or exceeded expectations on statewide assessments

#### English Language Arts



#### Math

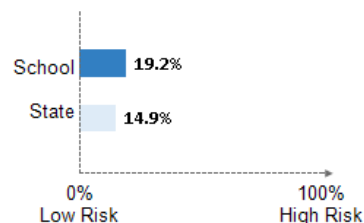


### Are students at risk?



Students that were absent for 10% or more of days enrolled

#### Chronic Absenteeism

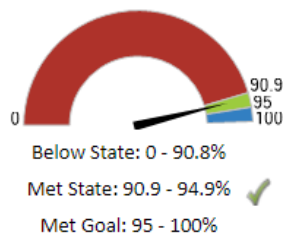


### Are students graduating?



4-year Graduation Rate

**92.3%**



### Are students college and career ready?



#### AP/IB Courses:

35.6% of 11<sup>th</sup> and 12<sup>th</sup> graders enrolled (State = 34.9%)

#### Dual Enrollment Courses:

52.8% of 11<sup>th</sup> and 12<sup>th</sup> graders enrolled (State = 13.3%)

#### Industry-Valued Credentials:

0.0% of students earned (State = 0.9%)

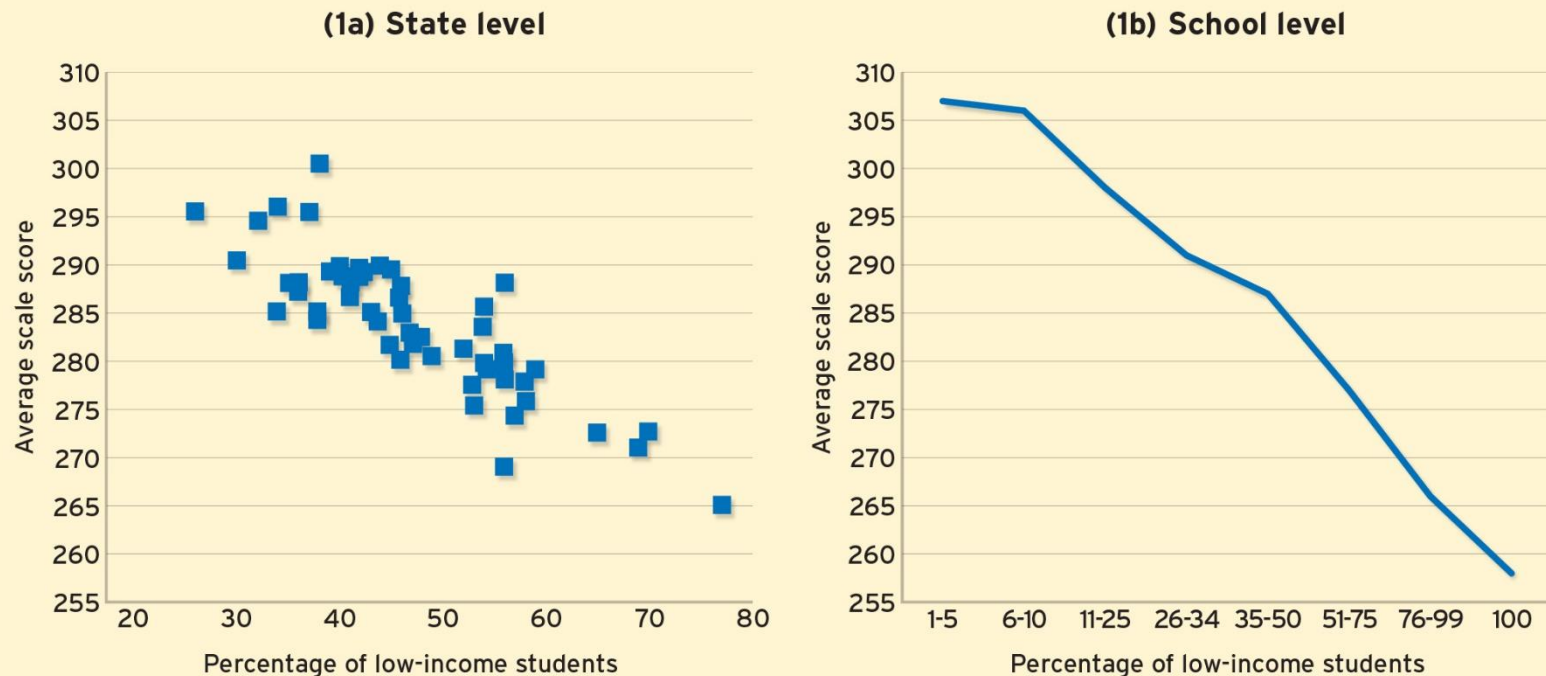
#### College Enrollment:

75.7% of graduates enrolled (State = 77.9%)

# So, Why the Long Arc (still)?

## Lower Scores for Low-Income Kids (Figure 1)

*A strong relationship exists between families' socioeconomic status and students' academic achievement.*



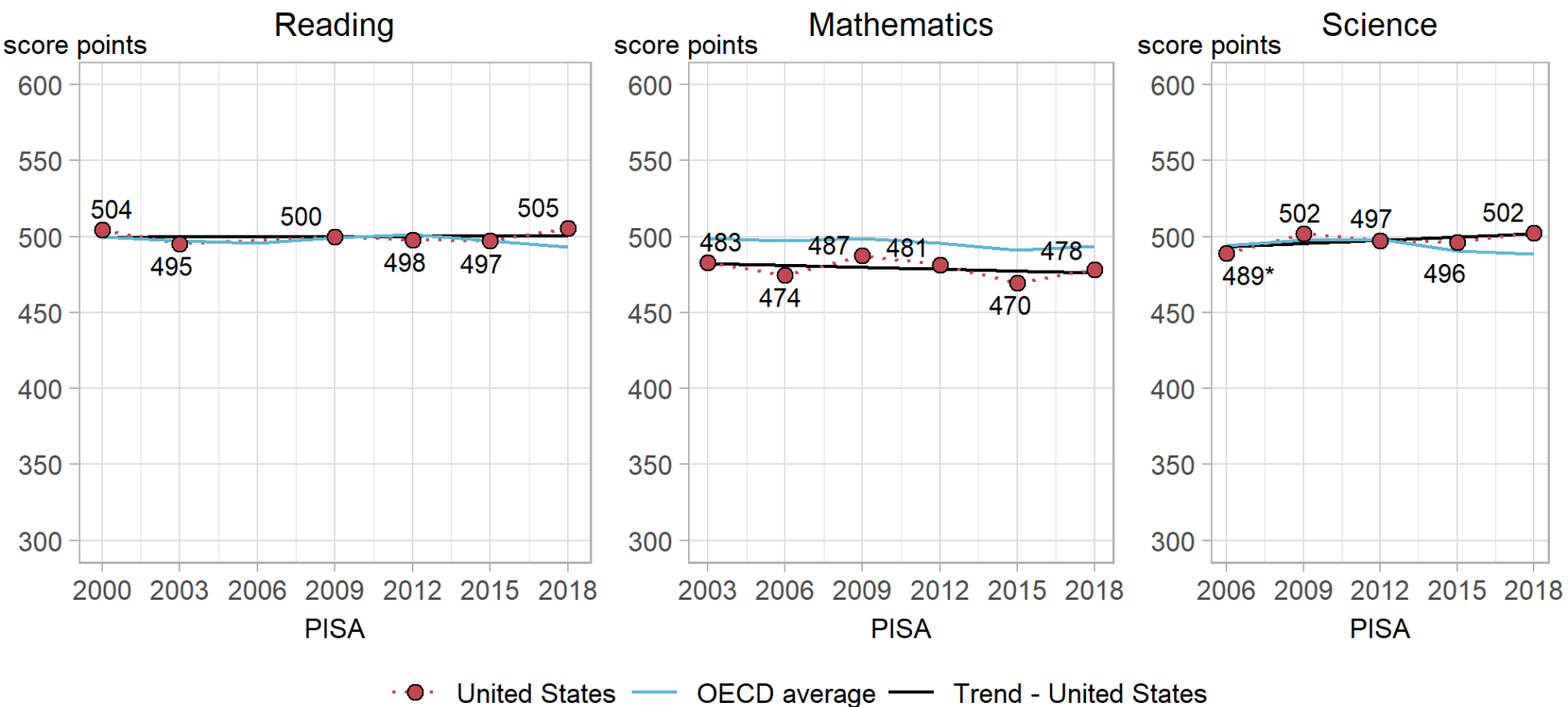
NOTES: Scores are shown for grade 8 math from the 2013 National Assessment of Educational Progress. Low-income students are defined as those who qualify for free- or reduced-price lunch.

SOURCE: National Center for Education Statistics

First administered in 2000 and now covering 80+ countries, every 3 years  
OECD PISA provides comparative data on 15-year-olds' performance in  
reading, mathematics, and science.

**Reform results: 15-year-old students in the U.S. remain**

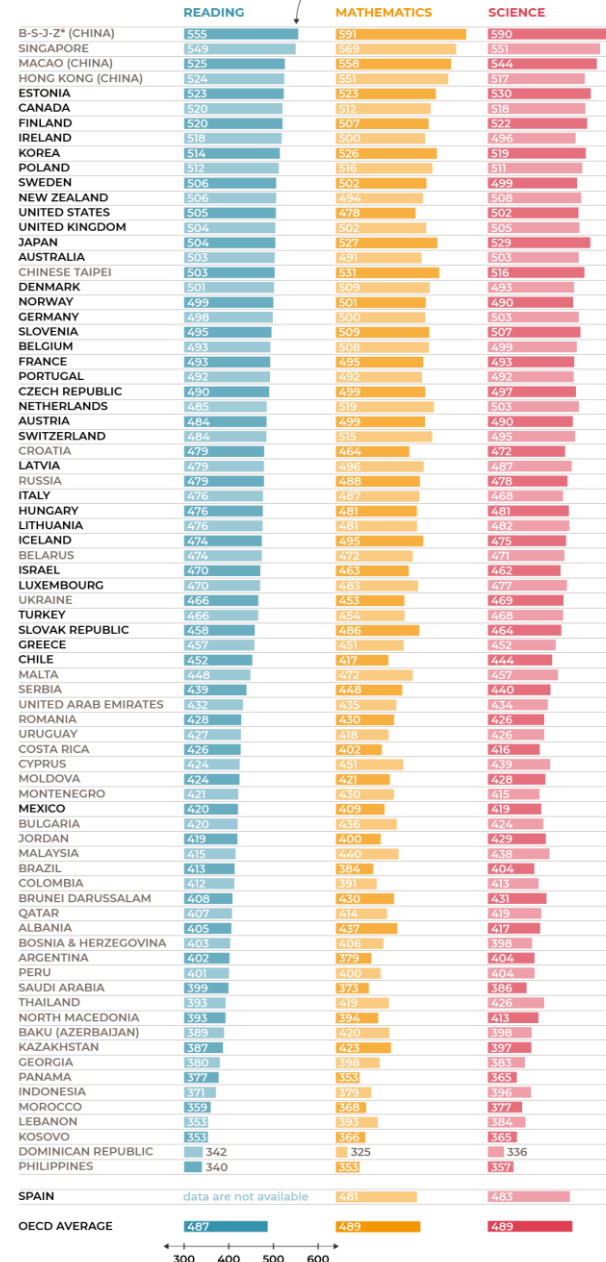
stable



# PISA 2018 results

Snapshot of students' performance in reading, mathematics and science

Countries are ranked in descending order of the average reading score (focus of PISA 2018)



Source: OECD, PISA 2018 Database || \*B-S-J-Z refers to Beijing, Shanghai, Jiangsu and Zhejiang



## Standardized?

The top cities in China are large enough to dominate 1st place, and heavily emphasize standardized testing from preschool through high school.

Finland is consistently in the top ten (7th) and does not even begin standardized testing until PISA ~age 15.

US falls in 13<sup>th</sup> with testing ~ages 9-15

## Why?

A 2017 [Unicef report](#) looked at the relative child poverty rates of 41 well-off nations. That's a measure of income inequality, in this case defined as the percent of children living in a household with an income of less than 60% of the median for that nation. The United States ranked seventh from the bottom.

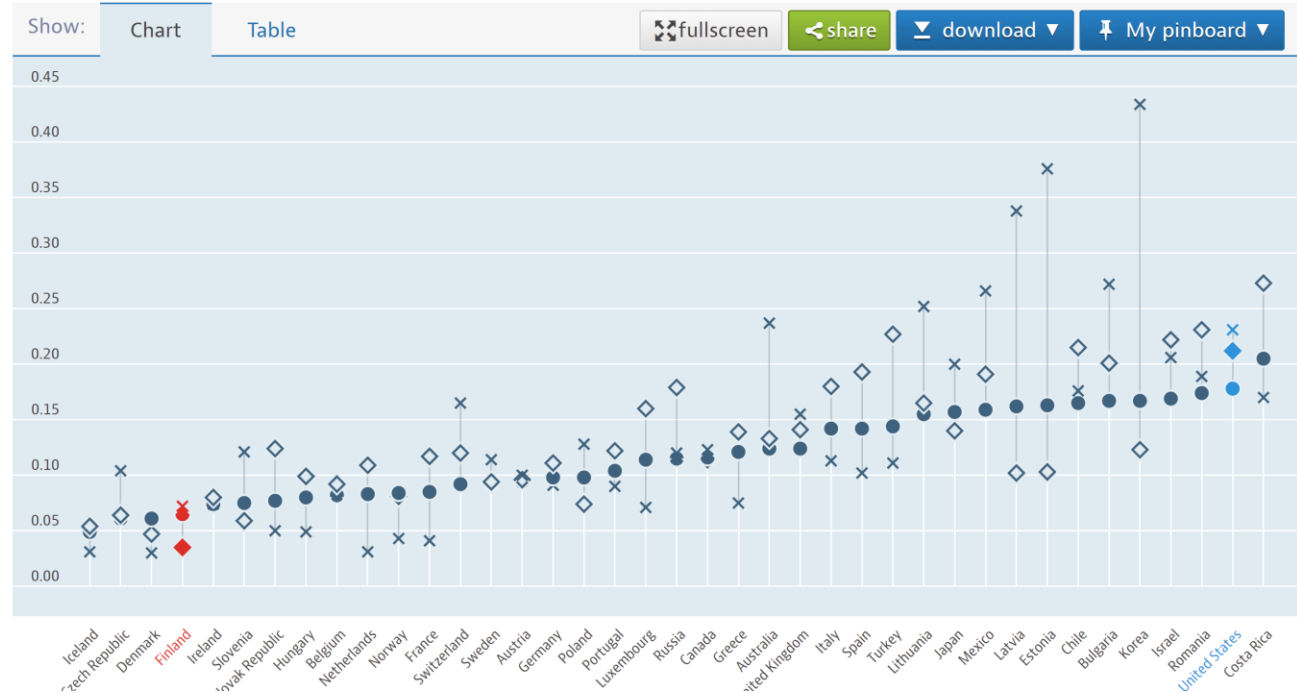


## Indicators

- Income inequality
- Poverty rate
- Poverty gap
- Discriminatory family code
- Violence against women
- Women in politics
- Social Institutions and Gender
- Housing overcrowding

## Poverty rate Total / 0-17 year-olds / 66 year-olds or more, Ratio, 2020 or latest available

Source: Income distribution



[Science helps explain the connection](#) between poverty and poor academic performance. Children growing up in poverty often experience chronic stress. Neuroscientific research demonstrates that chronic stress can affect the developing learning centers of the brain, with impact on attention, concentration, working memory and self-regulation. It also shows that the developing brains of children are malleable into adulthood.



# Thank you!

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