

Let's RESET Education in Minnesota

Data and Sources

Achievement gap

By graduating students of color at the same rate as white students, Minnesota would add \$1.3 billion to the state's economy by 2020. Alliance for Education. 10/2006

<http://www.all4ed.org/files/demography.pdf>

OneMinneapolis: <http://www.minneapolisfoundation.org/oneminneapolis/Home.aspx>

Comparison of schools using RESET vs. district and state averages

MCA bar chart. Minnesota Department of Education (<http://education.state.mn.us>)

	Poverty Rate	% students of color	5 th Grade Proficiency 2012 MCA
Minneapolis Public School District	66%	65	36%
Harvest Prep Academy	92	100	91
Hiawatha Academies	95	99	81
African Americans in MPS			18%

Expectations not Excuses

"If teachers had been led to expect greater gains in IQ, then increasingly, those kids gained more IQ," he says. —Robert Rosenthal, psychologist at Harvard University, about a 1964 study he conducted to determine how teacher expectations influence the students they teach.—National Public Radio. 9/17/2012. <http://www.npr.org/blogs/health/2012/09/18/161159263/teachers-expectations-can-influence-how-students-perform>

Teacher perceptions of students' classroom effort and behavior accounts for 42% of the black-white gap in realizing academic potential. – From the study *How Teachers and Schools Contribute to Racial Differences in the Realization of Academic Potential* by Tina Wildhagen. Her research focuses on racial, ethnic and socioeconomic inequalities in the American education system. Conclusions from the abstract: "The results suggest that teachers perceive African American students as exerting less classroom effort than White students, which accounts for a substantial proportion of the racial gap in unrealized academic potential, even with several student characteristics held constant."

Citation: Teachers College Record Volume 114 Number 7, 2012, p. 1-27

<http://www.tcrecord.org/library> ID Number: 16469, Date Accessed: 4/1/2013 10:34:40 AM

<https://www.tcrecord.org/library/abstract.asp?contentid=16469>

Strong leadership

An effective principal can result in two to seven months of additional academic growth per student per year. —“School Leaders Matter” by Gregory F. Branch, Eric A. Hanushek, and Steven G. Rivkin, University of Texas at Dallas Texas Schools Project. *Education Next*. Winter 2013.

http://educationnext.org/files/ednext_20131_branch.pdf

Effective teaching

Highly effective teachers positively impact the course of a child’s life: students taught by a very good teacher for a single school year may gain up to a full year’s worth of additional academic growth over students with a very poor teacher. —“The Widget Effect.” The New Teacher Project, 2009.

<http://tntp.org/ideas-and-innovations/view/the-widget-effect>

“Students taught by an ineffective teacher make 2.5–3.5 fewer months’ worth of academic progress in a year than they would with an average teacher.” —“The Case Against Quality-Blind Layoffs.” The New Teacher Project, 2/2011.

http://tntp.org/assets/documents/TNTP_Case_Against_Quality_Blind_Layoffs_Feb2011F.pdf

Time on task

By adding just 15 days to the school year, our children would gain the equivalent of an additional year of instruction by the time they graduate. —“The Underworked American.” *The Economist*, 7/11/2009.

<http://www.economist.com/node/13825184>

Most students lose 1-2 months of math skills, but low-income students also lose 2-3 months of reading skills over the summer. —Minnesota Public Radio, 7/26/2012.

<http://minnesota.publicradio.org/display/web/2012/07/26/education/summer-slide>