

***Confronting Educational Myths and Lies with Research, Logic,
and by Shaming the Perpetrators.***

***Arizona School Boards Association
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MYTHS & LIES
THAT THREATEN
AMERICA'S
PUBLIC SCHOOLS

The REAL CRISIS in EDUCATION

David C. Berliner
Gene V Glass
and Associates



Ridicule is the only weapon which can be used against unintelligible propositions.
- Thomas Jefferson 30 July, 1816

“You are entitled, sir, to your own opinions, but not your own facts”
Senator Daniel Patrick Moynihan, at a Senate hearing.

QUOD GRATIS ASSERITUR, GRATIS NEGATUR

(That which is alleged without proof may be dismissed without explanation.)

“Educational reform is a euphemism for the destruction of public education.”
Noam Chomsky

NAEP Long Term Trends, By Subject and Student Age	Race/ Ethnicity	Change in Score from 1978/1980 to 2012
Mathematics Age 9	White students	UP +28 ↑
	Black students	Up +34 ↑
	Hispanic Students	Up + 31 ↑
Mathematics Age 13	White students	Up + 21 ↑
	Black students	Up + 34 ↑
	Hispanic Students	Up + 33 ↑
Reading Age 9	White students	Up + 8 ↑
	Black students	Up +17 ↑
	Hispanic Students	Up +18 ↑
Reading Age 13	White students	Up +6 ↑
	Black students	Up +14 ↑
	Hispanic Students	Up +12 ↑

"We should be able to look every second grader in the eye and say, "You're on track, you're going to be able to go to a good college, or you're not..." — Arne Duncan



LIFE

BEGINNING A VITAL NEW SERIES

CRISIS IN EDUCATION

EXCLUSIVE PICTURES OF A RUSSIAN
SCHOOLBOY vs. HIS U.S. COUNTERPART



ALEXEI KUTZKOV
OF MOSCOW



STEPHEN LAPEKAS
OF CHICAGO

MARCH 24, 1958

25
LIFE
CENTS



277 000
STEM vacancies per year in the United States, which could be filled by...



252 000
STEM bachelor's degree recipients



80 000
STEM master's degree recipients



20 000
STEM Ph.D. recipients



40 000
STEM associate degree recipients



50 000
H-1B visa holders

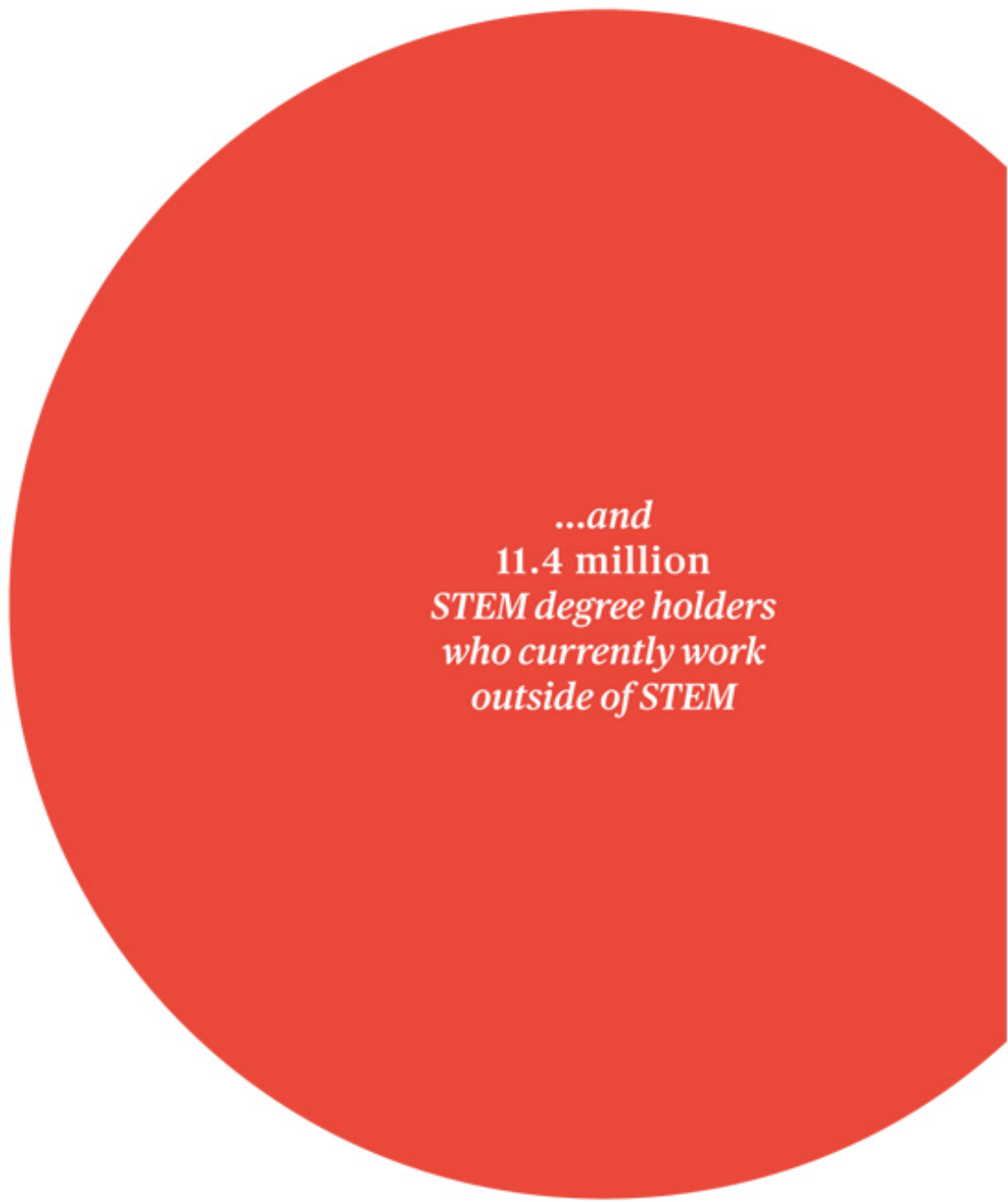
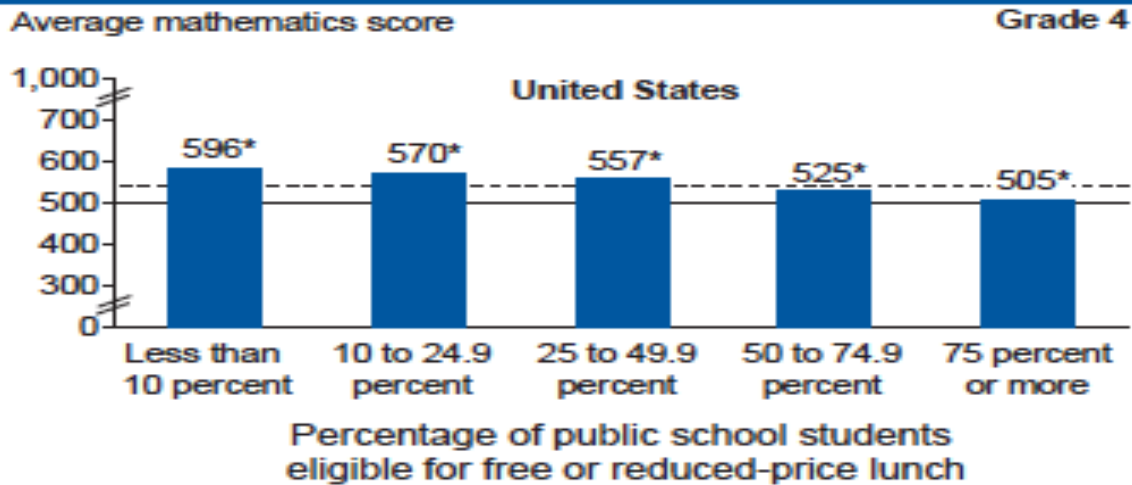
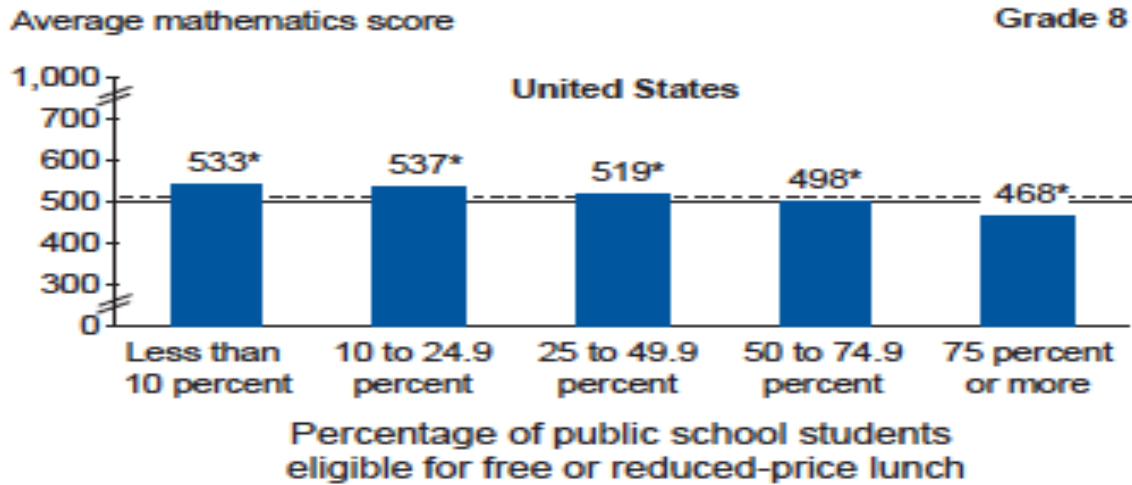


Figure 8. Average mathematics scores of U.S. 4th- and 8th-grade students, by percentage of public school students eligible for free or reduced-price lunch: 2011

TIMSS 4TH
GRADE
SCORES BY
SCHOOL
POVERTY
LEVEL:
MATH



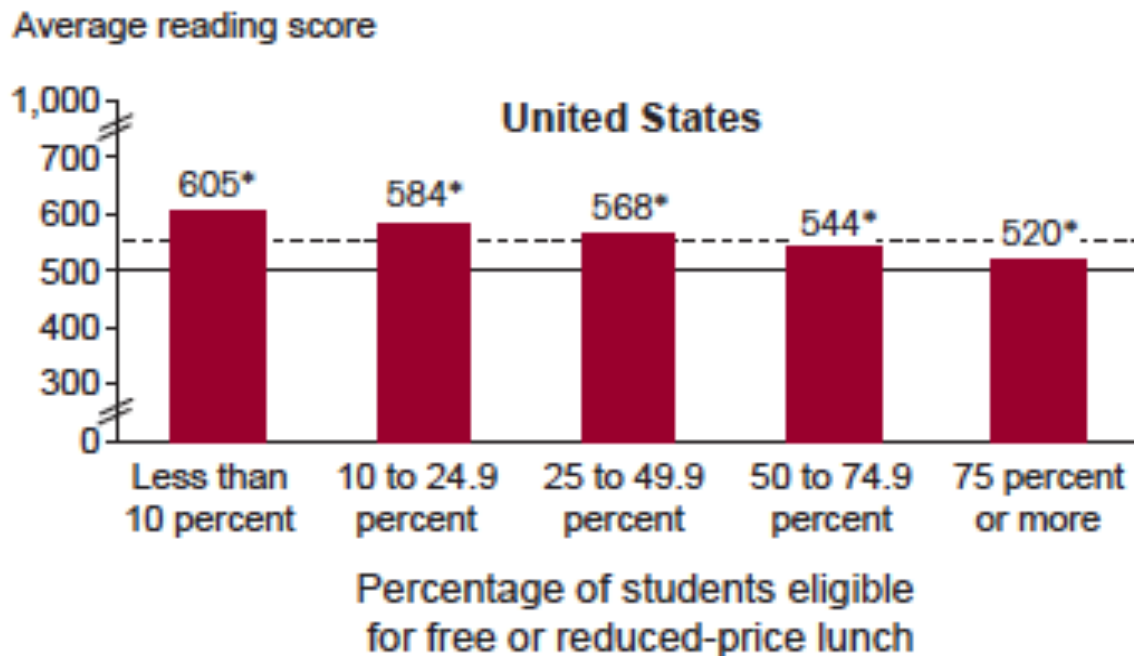
TIMSS 8TH
GRADE
SCORES BY
SCHOOL
POVERTY
LEVEL:
MATH



Key

- TIMSS Scale Average (500)
- U.S. Average (541 at grade 4; 509 at grade 8)

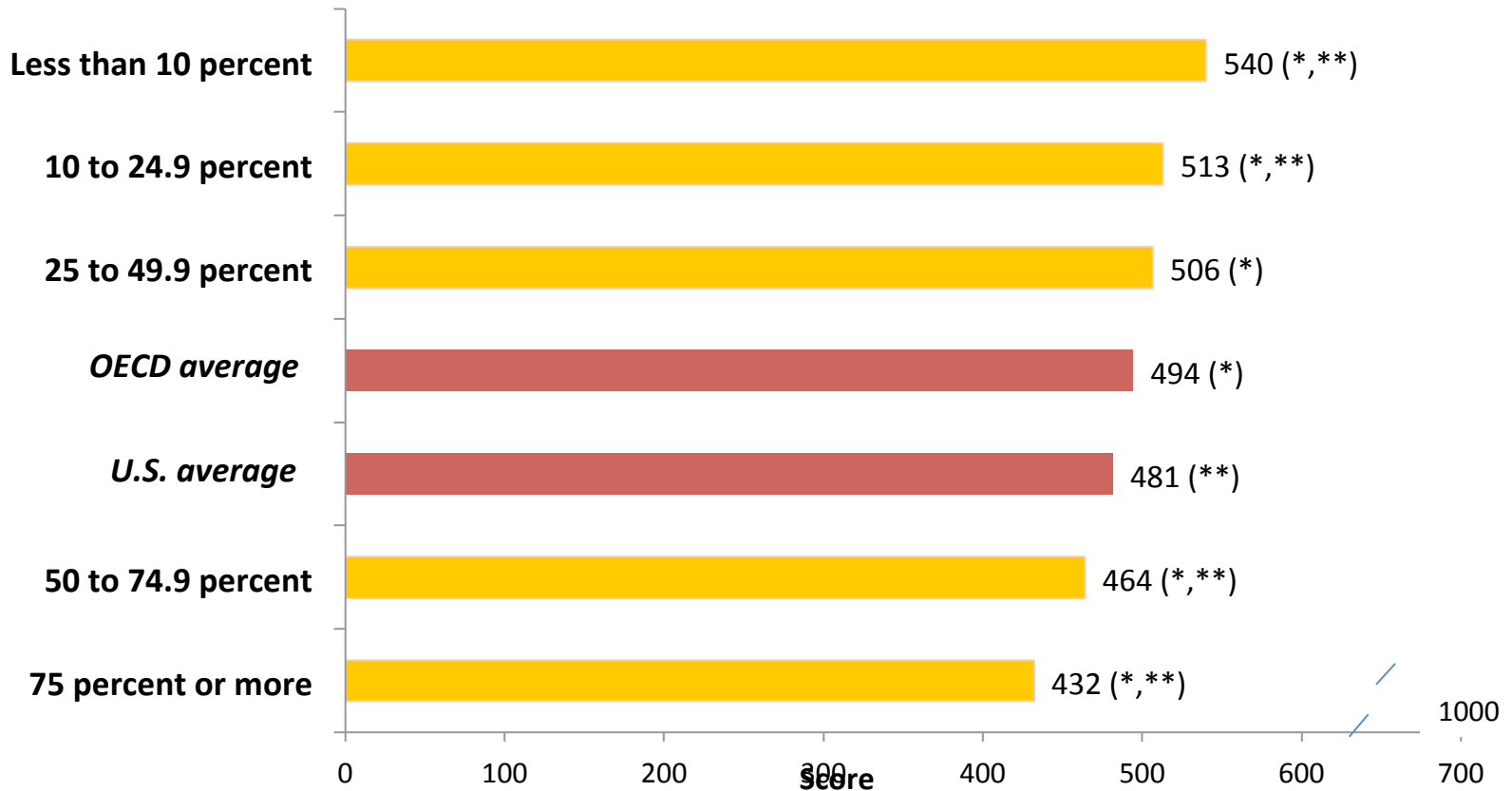
Figure 5. Average reading scores of U.S. 4th-grade students, by percentage of students in public school eligible for free or reduced-price lunch: 2011



— PIRLS scale average (500)
- - - U.S. average (556)

PIRLS
READING AT
4TH GRADE:
USA DID FINE
OVERALL BUT
SAME PATTERN

15 year-old students in public schools with half or more of students eligible for free or reduced-price lunch had lower average MATHEMATICS literacy scores than both the U.S. and OECD averages—These are the bottom 2 bars. But look again at the top two bars and even the third bar. Same trend as in 2009

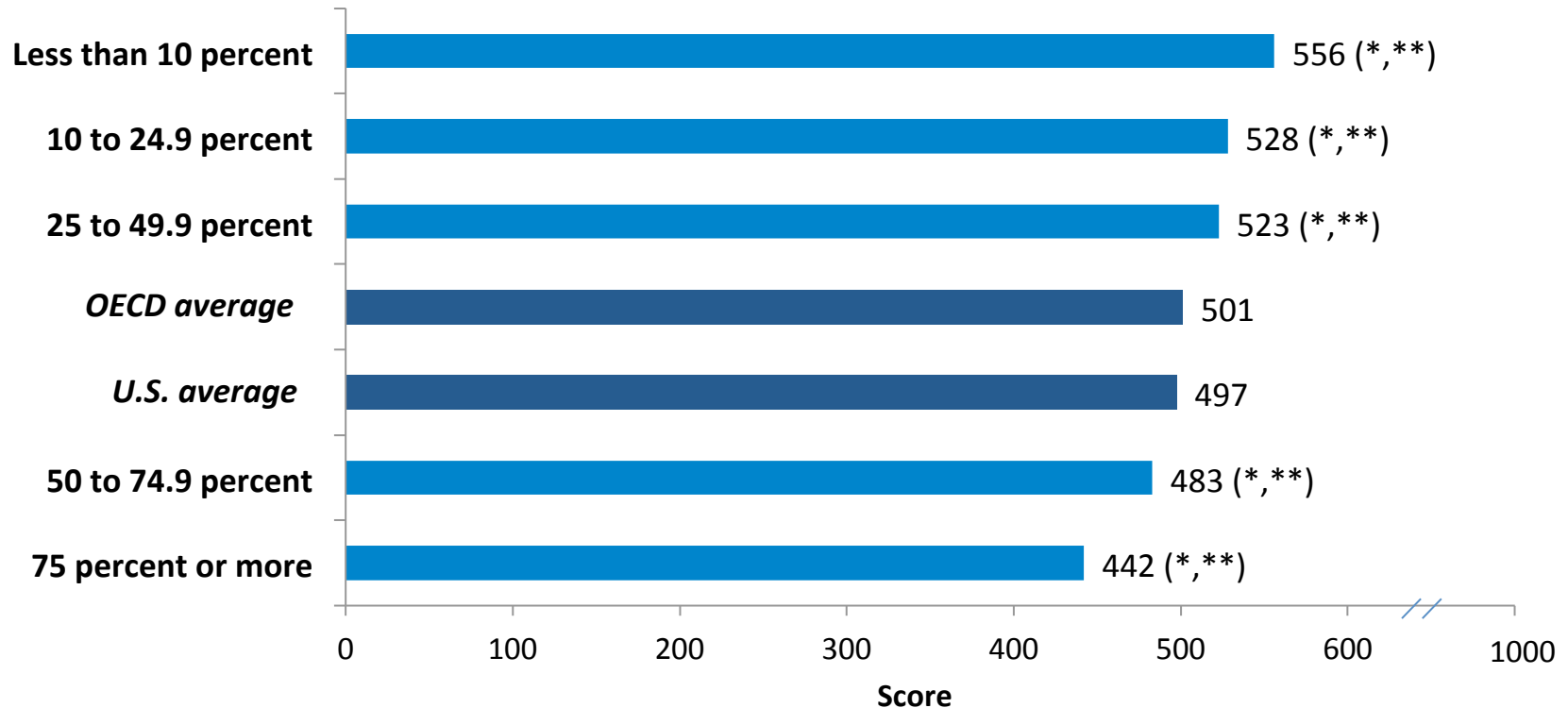


* Significantly different from U.S. average

**Significantly different from OECD average

Note: The National School Lunch Program provides free or reduced-price lunch for students meeting certain income guidelines. The percentage of students receiving such lunch is an indicator of the socioeconomic level of families served by the school. Estimates of the percentage of students eligible for free or reduced-price lunch are based on principals' reports.

15-year-old students in public schools in which half or more of students were eligible for free or reduced-price lunch had lower average SCIENCE literacy scores than both U.S. and OECD averages

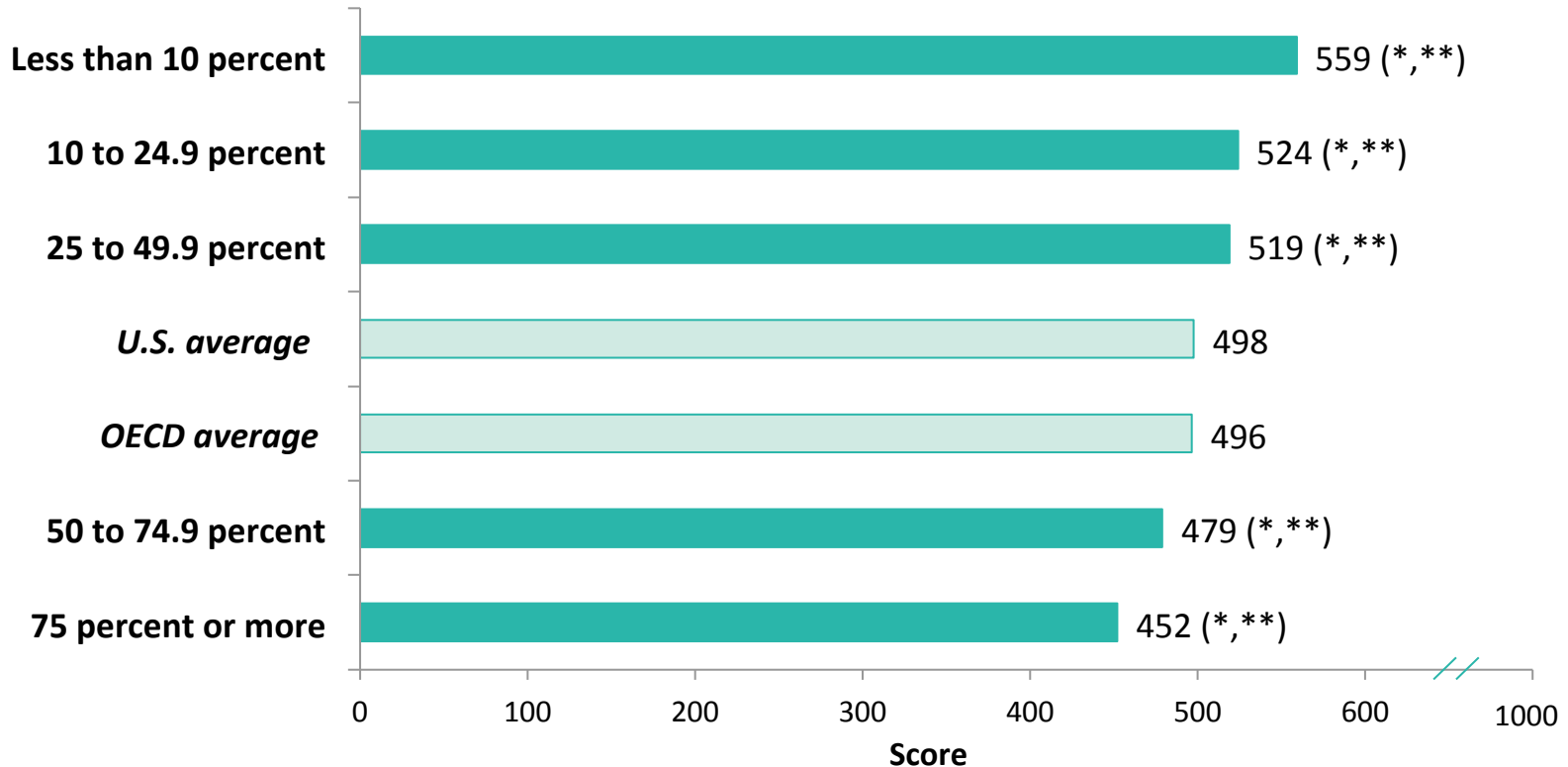


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Students in public schools in which half or more of students were eligible for free or reduced-price lunch had lower average READING LITERACY scores than both the U.S. and OECD averages



* Significantly different from U.S. average

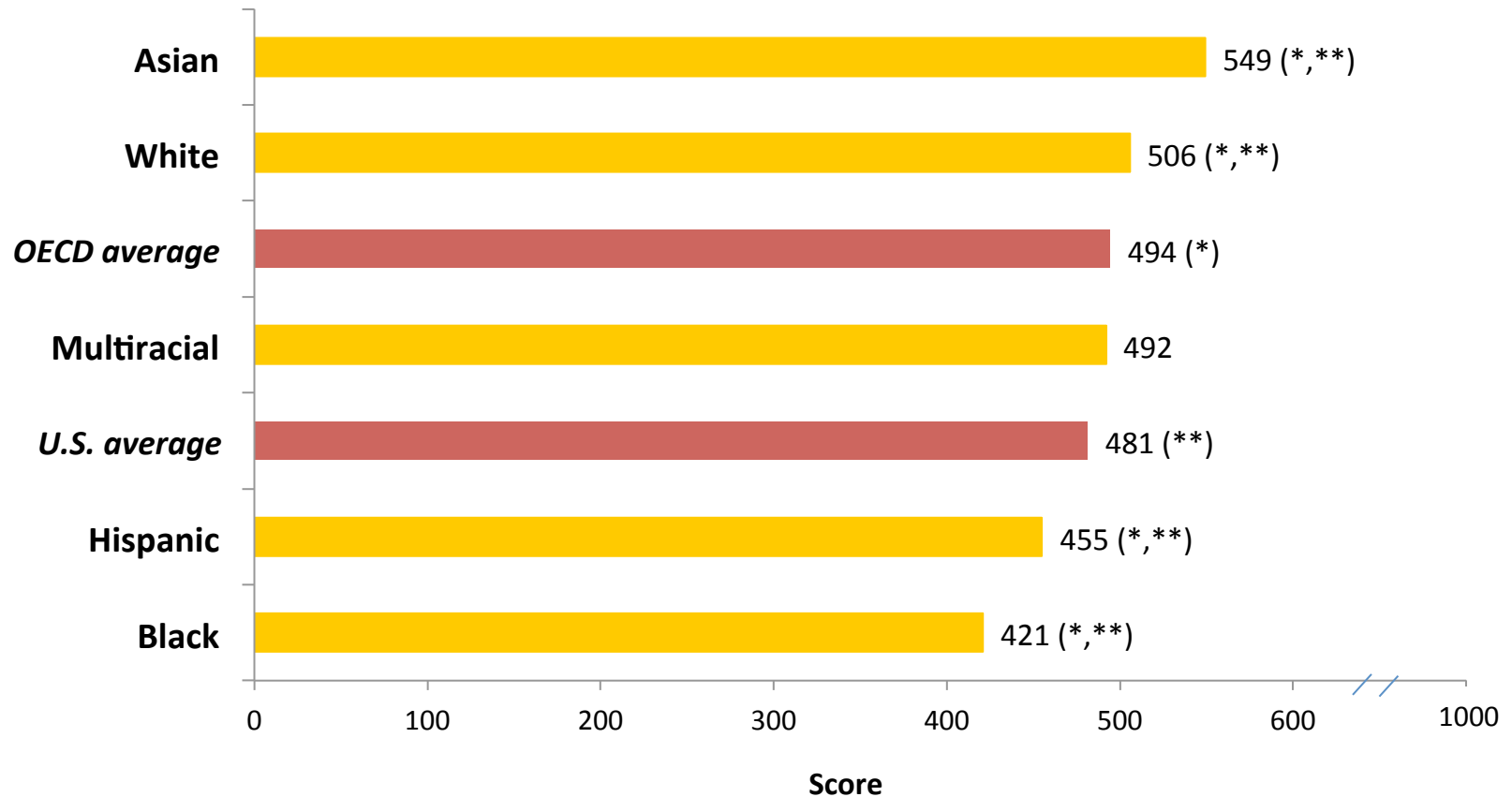
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Variable	State A	State B
Percent of 3- and 4-year olds attending a state associated prekindergarten	8.8%	1.7%
Percent of children living in Poverty	14%	24%
Percent of Households with food insecurity	11.4%	14.9%
Percent without health insurance last year	3.8%	17.7%
Per capita personal income [average for the USA is \$42,693]	\$54,687 [approx. 8k more than national average]	\$35,979 [approx. 6k less than the national average]
Per capita spending on education	\$2,764	\$2,095 [approx. 25% less than state A]
Pupil teacher ratio	14.5 to 1.	19.8 to 1.
Class size in the elementary grades.	18.7	23.5 [approx. 25% more per class]
Class size in the secondary grades.	20.6	25.6 [approx. 25% more per class]
Percent with <u>bachelors</u> degrees.	38.7	26.4
Public libraries for similar sized populations.	370	69
Percent teachers with <u>masters</u> degrees.	62%	41.6%
Teacher salaries for period 2010-2012	\$72,000	\$46,358
Percent salary change during the recent recession	+15%	-1.8%

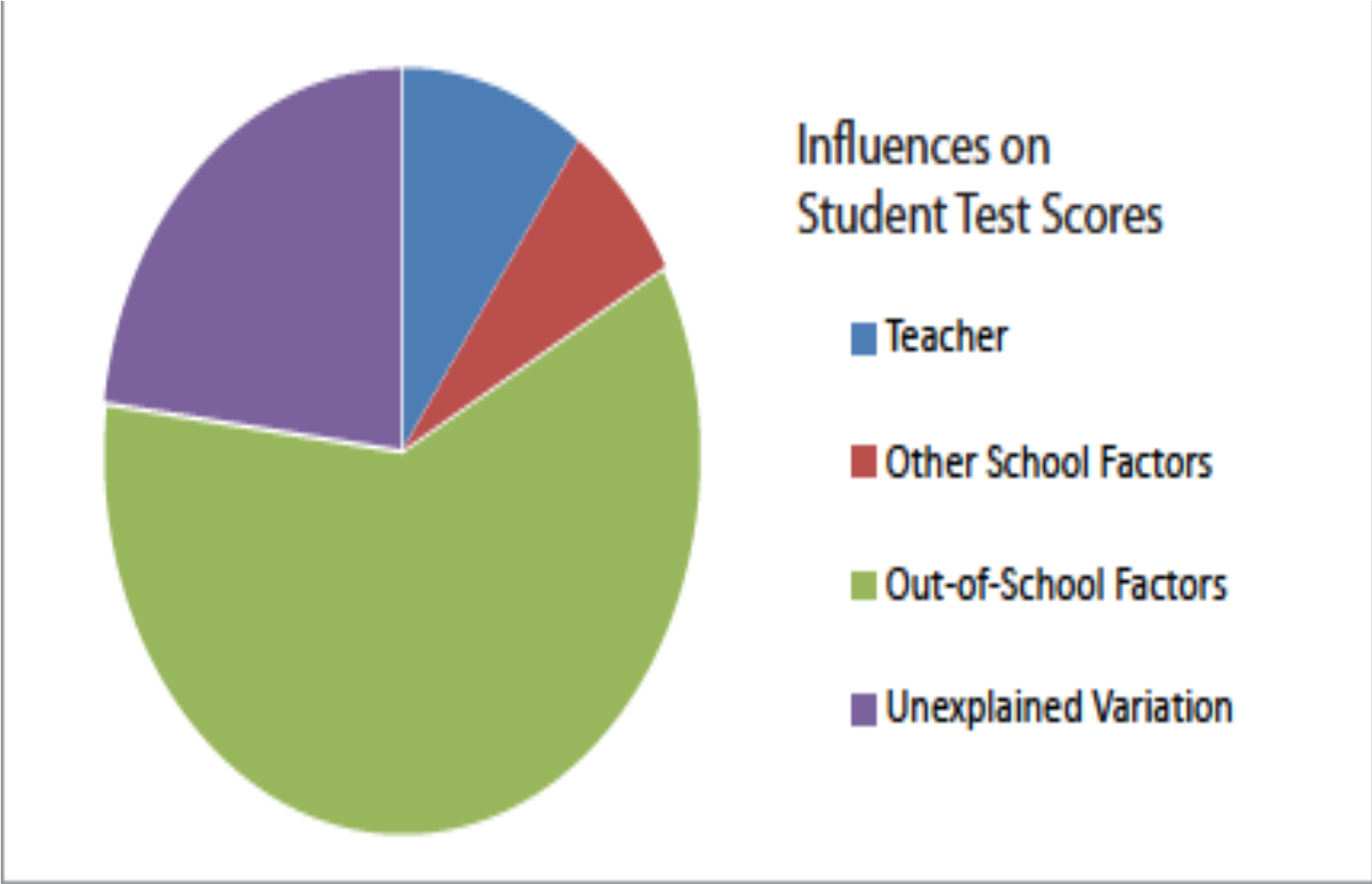
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NAEP results 4 th grade (8 th grade same pattern)	MATH: Tied for #1, 16% scoring advanced; READING: Tied for #1, 14% scoring advanced	MATH: Behind 32 other states, 7% scoring advanced; READING: behind 44 other states, 5% scoring advanced.

U.S. Asian and White students had higher average scores than both the U.S. and OECD averages in mathematics literacy



* Significantly different from U.S. average

**Significantly different from OECD average



Teachers account for about 10%
Schools account for about 10%

Vs.

Out of school factors account for about 60%

	CATHOLIC SCHOOLS	LUTHERAN SCHOOLS	CONSRVATIVE CHRISTIAN SCHOOLS	OTHER PRIVATE SCHOOLS	CHARTER SCHOOLS
Points above or below the mean Public school scores BEFORE demographic adjustments made	+9.5	+10.7	+4.2	+11.0	-6.1
Points above or below the Public school scores AFTER demographic adjustments made	-7.2	-4.2	-11.9	-5.6	-4.4

4TH GRADE NAEP SCORES

Lubienski and Lubienski (2013)

FOUR CHARTER SCHOOLS RECOGNIZED **NATIONALLY** FOR THEIR

EXCELLENCE

BASIS-SCOTTSADLE ///BASIS-TUCSON///GREAT HEARTS ACADEMY-

CHANDLER/// GREAT HEARTS ACADEMY-VERITAS

	BASIS-SCOTTSADLE	BASIS-TUCSON	GREAT HEARTS ACADEMY-CHANDLER	GREAT HEARTS-VERITAS	ARIZONA AVERAGE
Percent of students eligible for free lunch	0	0	0	0	35%
Percent of Students Who Are English Language Learners	0	0	0	0	7.1%
Percent of Students Who Have Individualized Education Plans	.06	2.1	1.4	3.5	11.7%
Percent of Students Who Are White/ non-Hispanic	57.7	53.1	67.4	72.8	42.9%

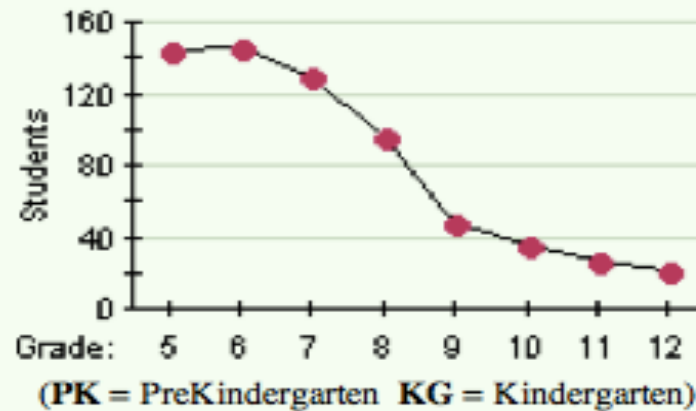
Skimming/creaming obviously taking place:

These schools discriminate!!!!!!

Enrollment by Grade

Grade Levels: 05 - 12

5th Grade: 144	9th Grade: 48
6th Grade: 146	10th Grade: 36
7th Grade: 130	11th Grade: 26
8th Grade: 96	12th Grade: 21



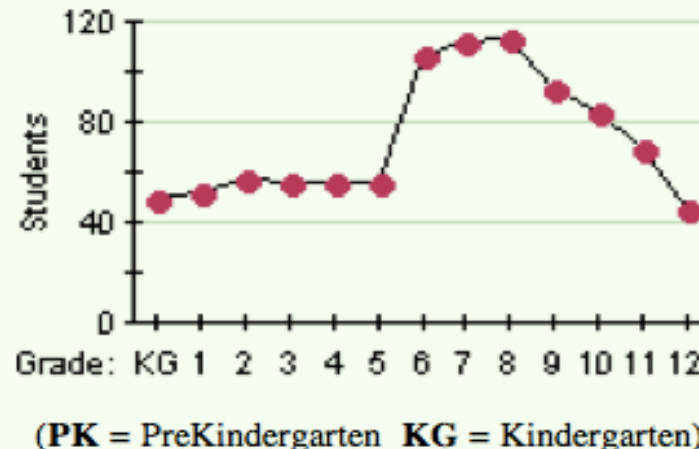
Basis school-
Scottsdale: 146
to 21

(Source: CCD Public school data 2010-2011 school year)

Enrollment by Grade

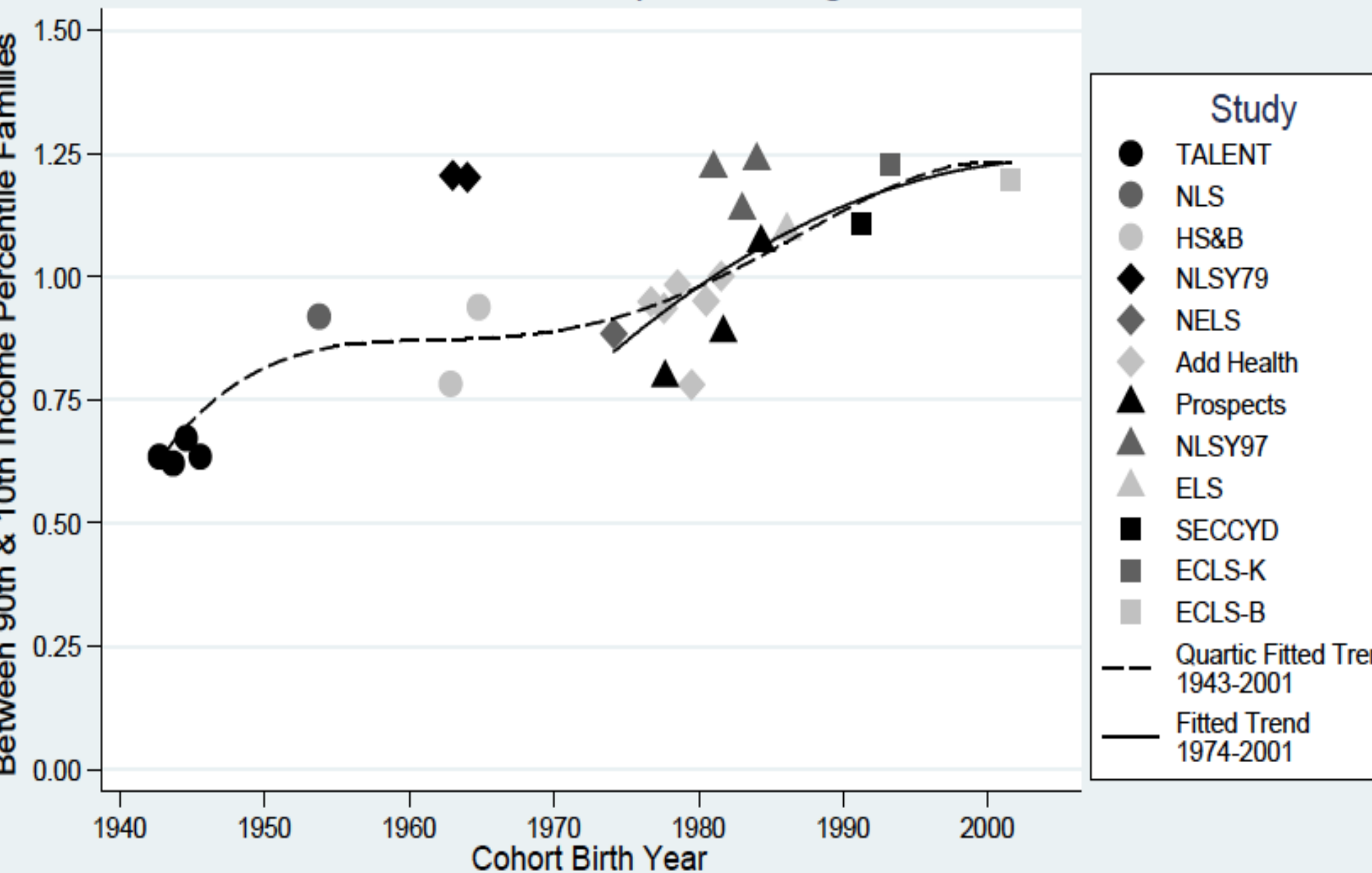
Grade Levels: KG - 12

KG: 50	7th Grade: 112
1st Grade: 52	8th Grade: 113
2nd Grade: 57	9th Grade: 94
3rd Grade: 56	10th Grade: 84
4th Grade: 56	11th Grade: 70
5th Grade: 56	12th Grade: 45
6th Grade: 107	



Great Hearts-
Chandler:
113 to 45

(Source: CCD Public school data 2010-2011 school year)



Science Scores on PISA for poor and wealthy students in schools that serve poor and wealthy families

(Perry and McConery, 2010)



Individual Student's SES	The SES that predominates at the school				
	1st fifth (lowest)	2nd fifth	3rd fifth	4th fifth	5th fifth (highest)
1st fifth (lowest)	455	457	471	497	512
1 12nd fifth	483	493	501	528	540
3rd fifth	496	500	512	541	558
4th fifth	520	524	531	557	577
5th fifth (highest)	555	544	550	582	607



In Sum (paraphrasing Paul Horton):

The Common Core will not raise international test scores because the problem is clearly not our curriculum. Belief that our uncoordinated curriculum is inadequate is patently untrue.

The Common Core will not grow the economy—that is a function of the creativity, thoughtfulness, ingenuity and entrepreneurship of our workers, qualities that could be killed by the tests used to assess students who experience the Common Core.

The Common Core will not create high paying jobs. That occurs for different reasons. In fact, the salaries of teachers can be driven down with standardization of the curriculum because the job becomes more like training and less like education. Further, the Common Core promotes use of cyber curriculum because of curriculum standardization, making trained teachers less necessary.

The Common Core will not lead to a more democratic society: The “rigor” of the CCSS is applauded by many, but the application of “*rigor*” is sometimes used to keep poor and minority students out of college preparatory and AP courses, and to foster dropout.

The Common Core will not reduce the achievement gap. The standards were not written by experienced educators, and so do not consider the individual needs of students of varying abilities who might need to be challenged more, challenged with different curriculum, or who face challenges in learning at the levels expected at each grade.

The Testing Accompanying the Common Core will limit the states’ abilities to develop unique local curriculum, because they will be judged on tests that match the standards not the local curriculum. This also leads to more homogeneity in outcomes than is desirable, and more test prep because the stakes will be high as the tests will be used for judging schools and teachers.

How long do we live?

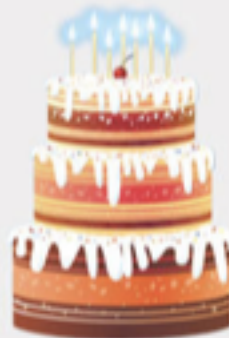
Average life expectancy at birth (men and women)

82.1



Australia

80.2



OECD Average

78.7



USA

Life expectancy at birth in Australia was 82.1 years, almost 2 years higher than the OECD average of 80.2 years