



A Decade of Progress and Some Lessons Learned

**Presentation by
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**Maine Education Symposium
August 9, 2001**



(Some) **Accomplishments**



(Some) **Challenges**



(Some) **Lessons Learned**



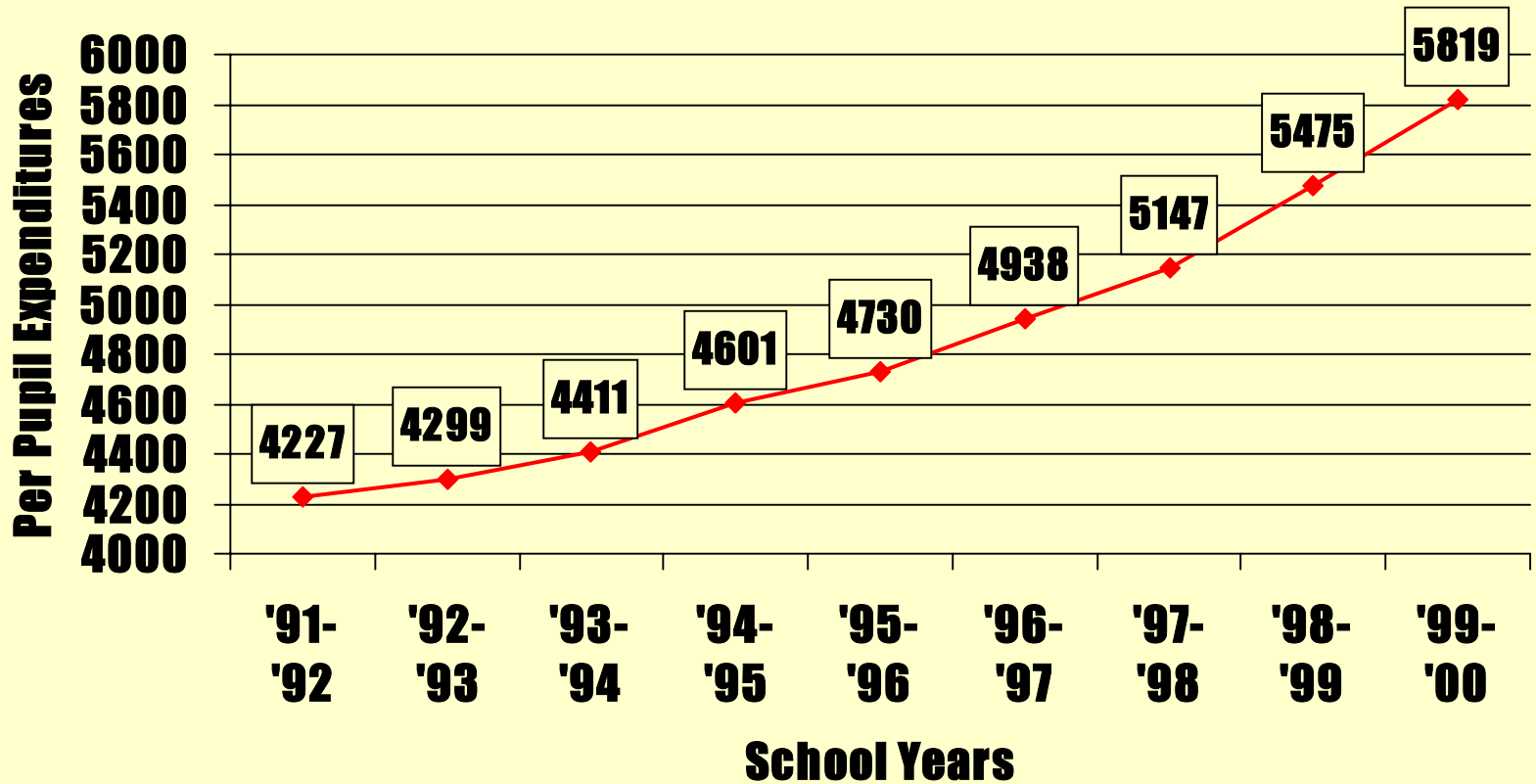
Two Decades of Education Reform

First Wave: Top-down approach

Second Wave: Bottom-up approach

Third Wave: Combination of top-down & bottom-up approach

Average Per Pupil Expenditures

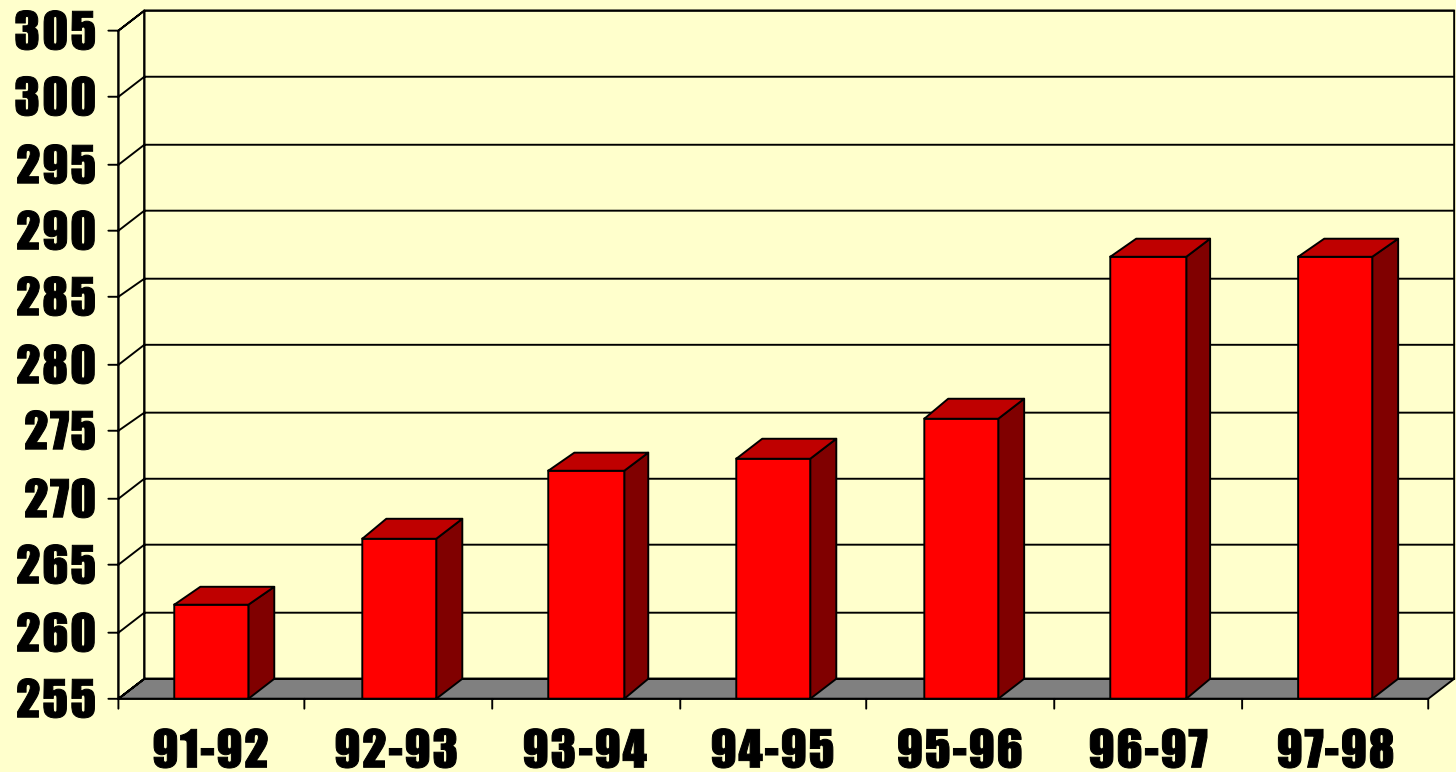


Source: Maine Department of Education



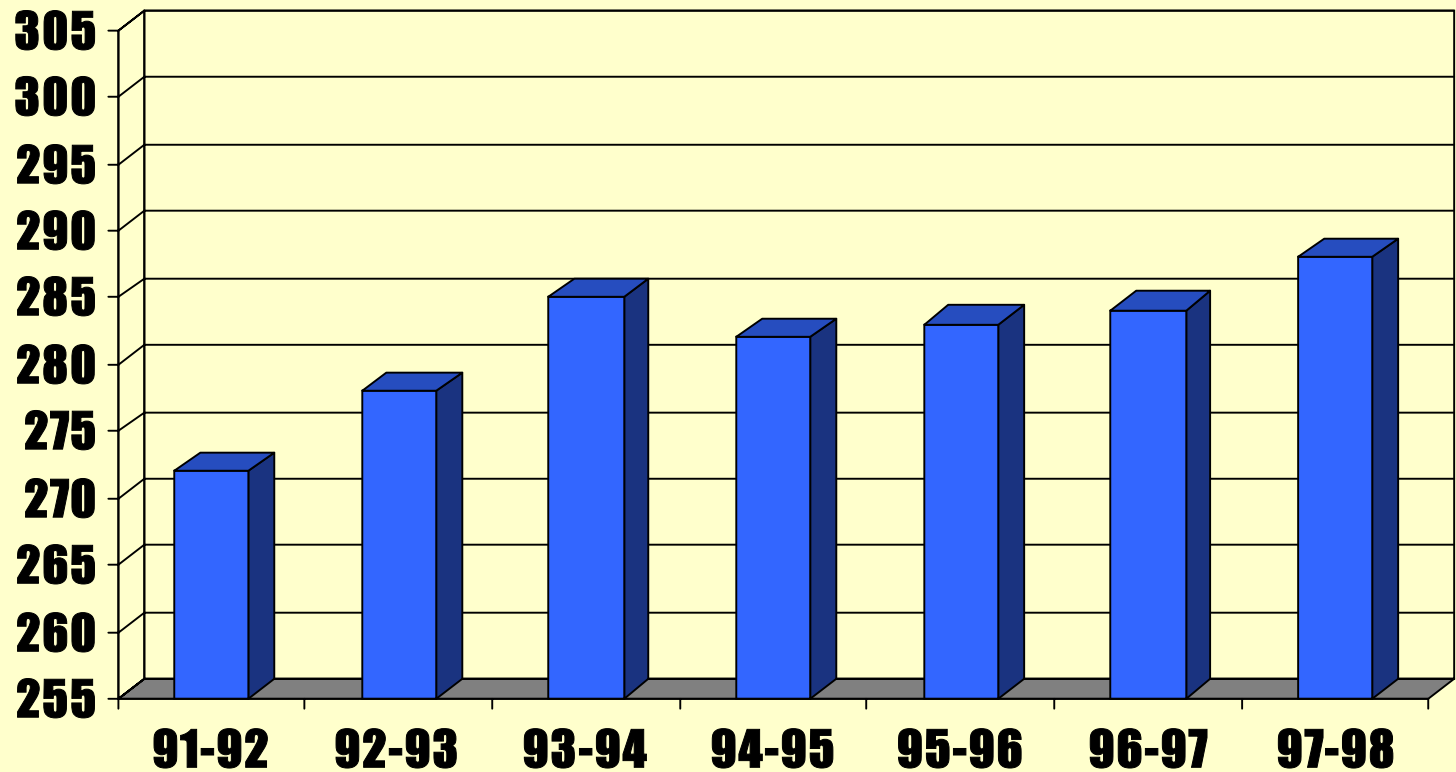
Accomplishments

MEA 4th Grade Performance



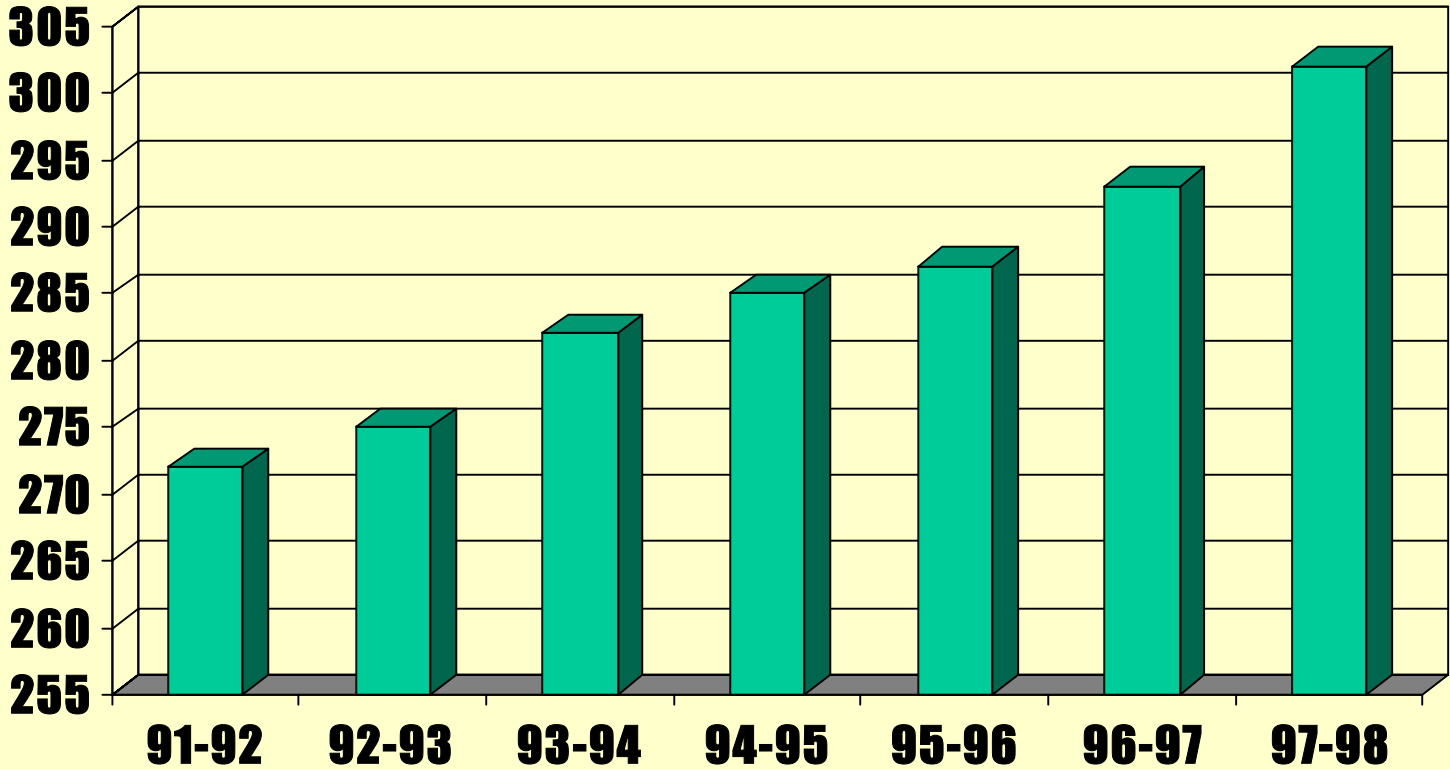
Source: Maine Department of Education

MEA 8th Grade Performance



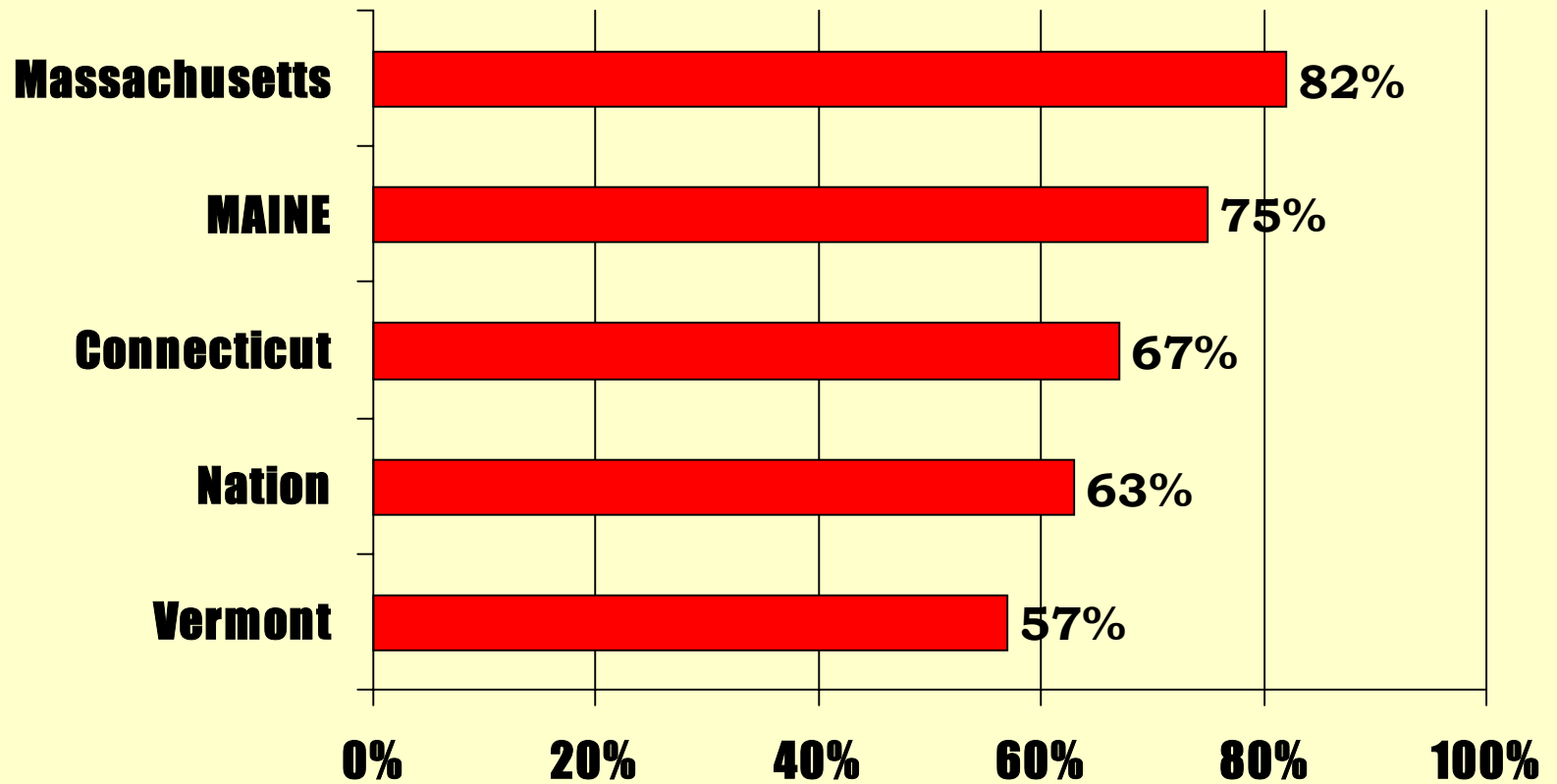
Source: Maine Department of Education

MEA 11th Grade Performance



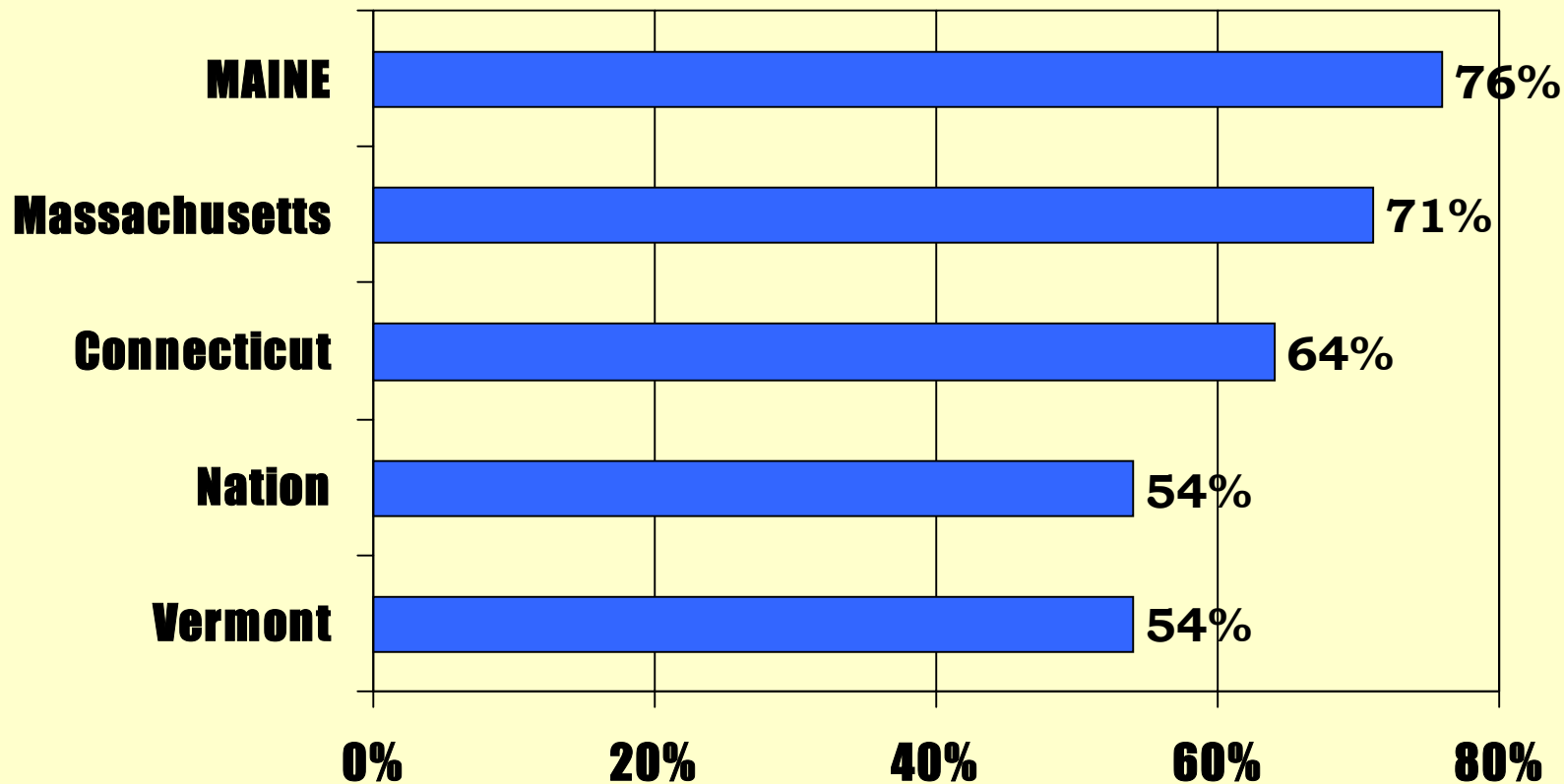
Source: Maine Department of Education

Percent of High School Students Taking Algebra 2 or Equivalent by Graduation - 1998



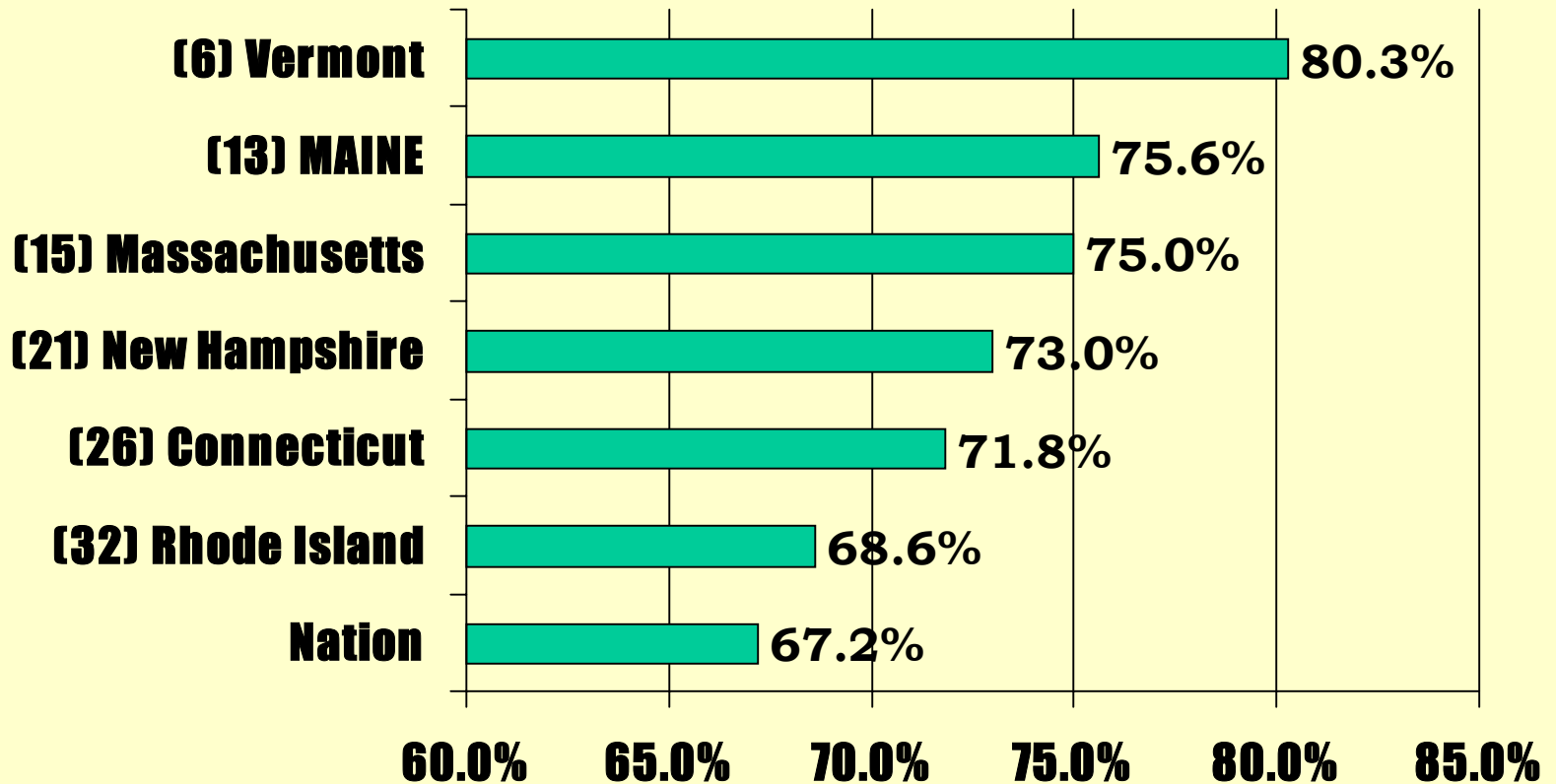
Source: Council of Chief State School Officers

Percent of High School Students Taking Chemistry by Graduation - 1998



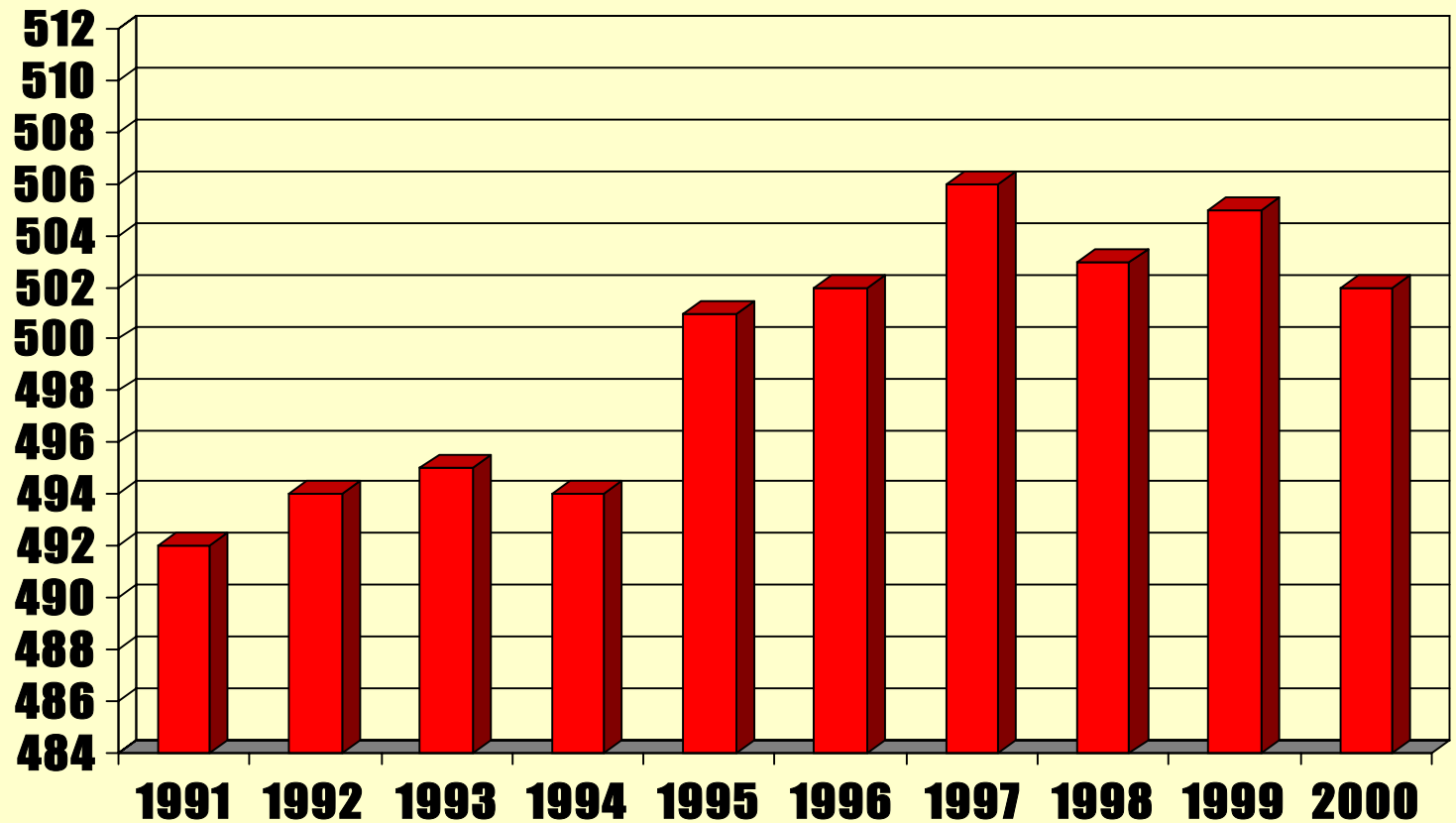
Source: Council of Chief State School Officers

1999 Public High School Graduation Rate



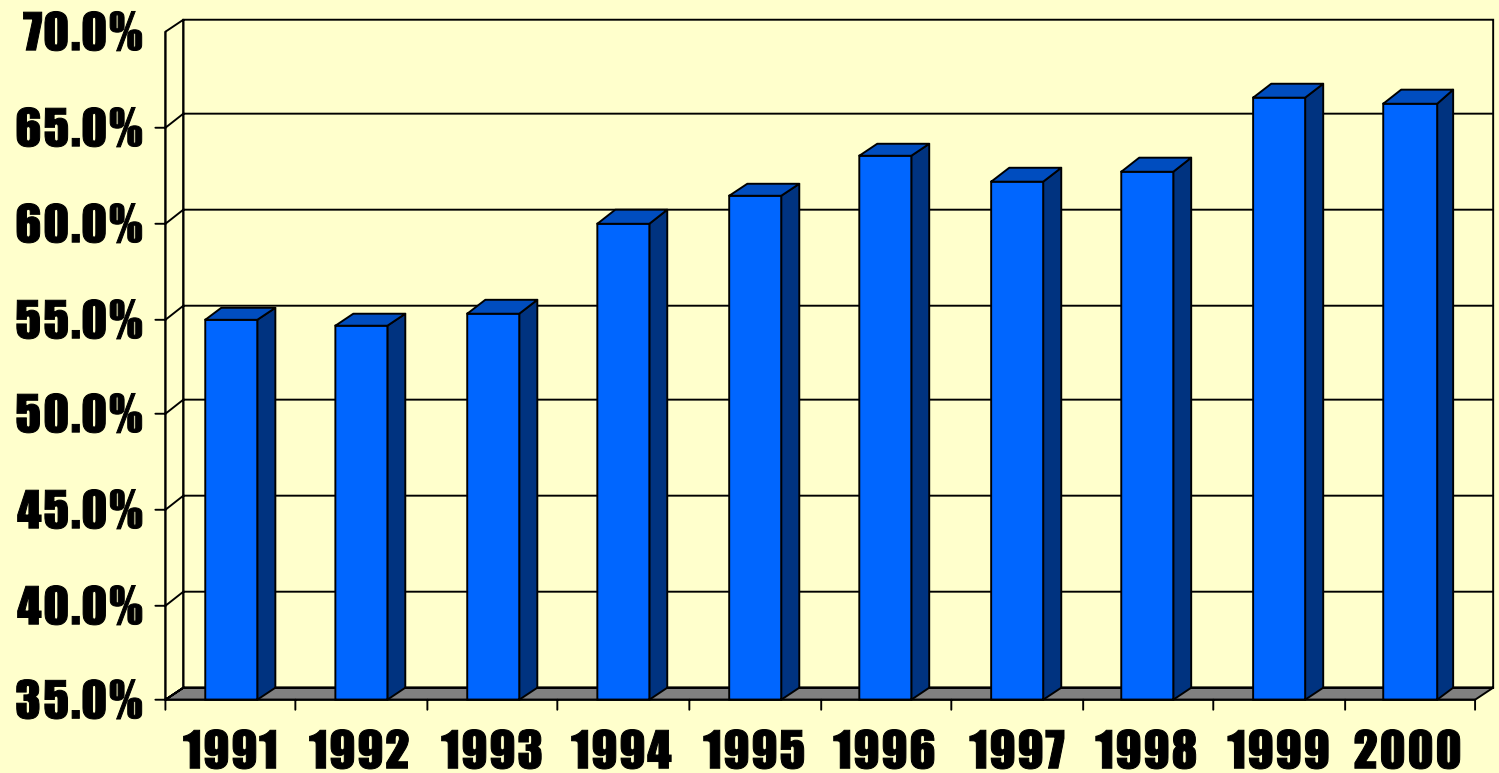
Source: PostSecondary Opportunity newsletter

Maine Average SAT Scores



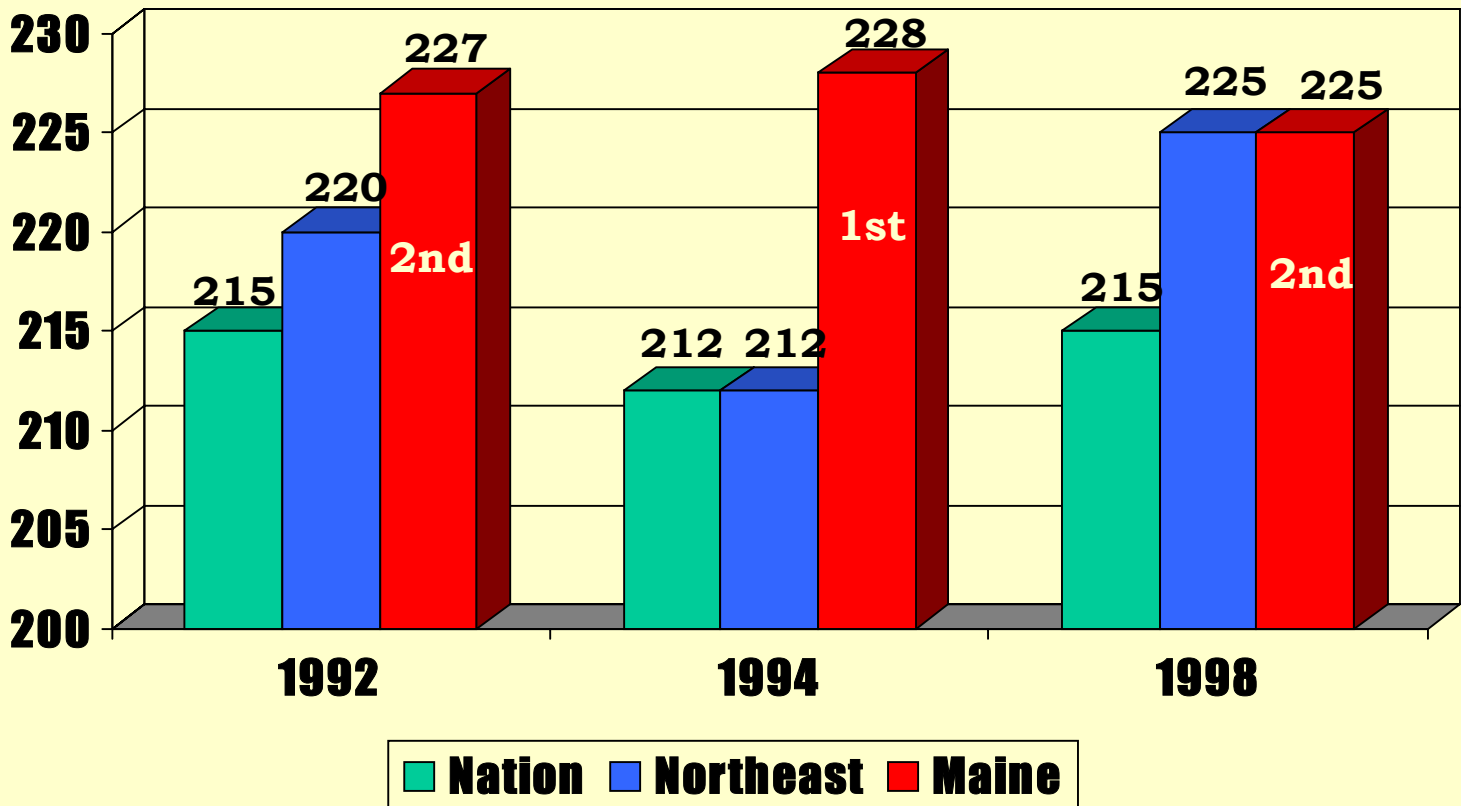
Source: College Board

Post-Secondary Enrollment Plans of Maine Seniors

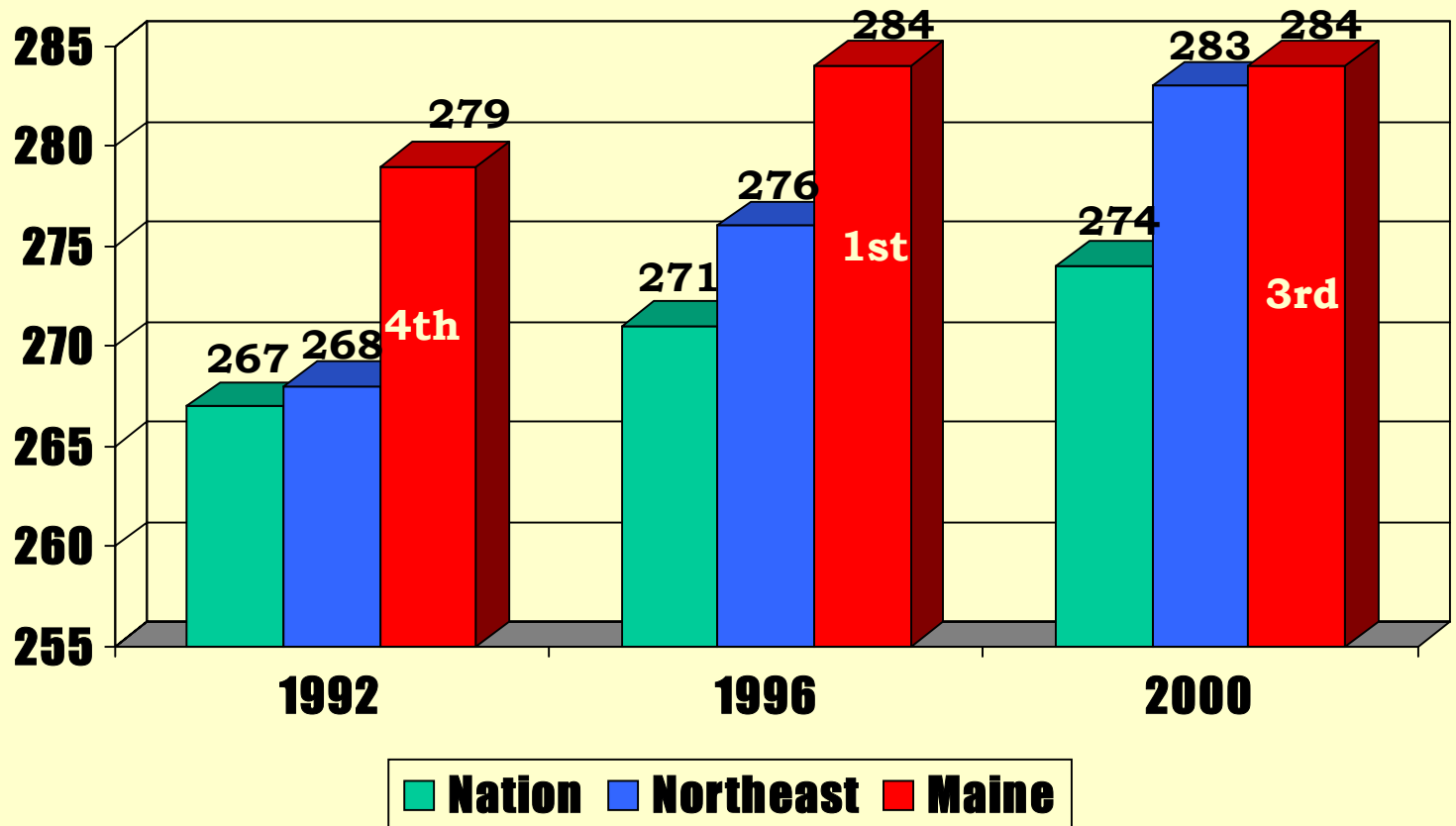


Source: Maine Department of Education

National Assessment of Educational Progress (NAEP) 4th Grade Reading Scores



National Assessment of Educational Progress (NAEP) 8th Grade Mathematics Scores

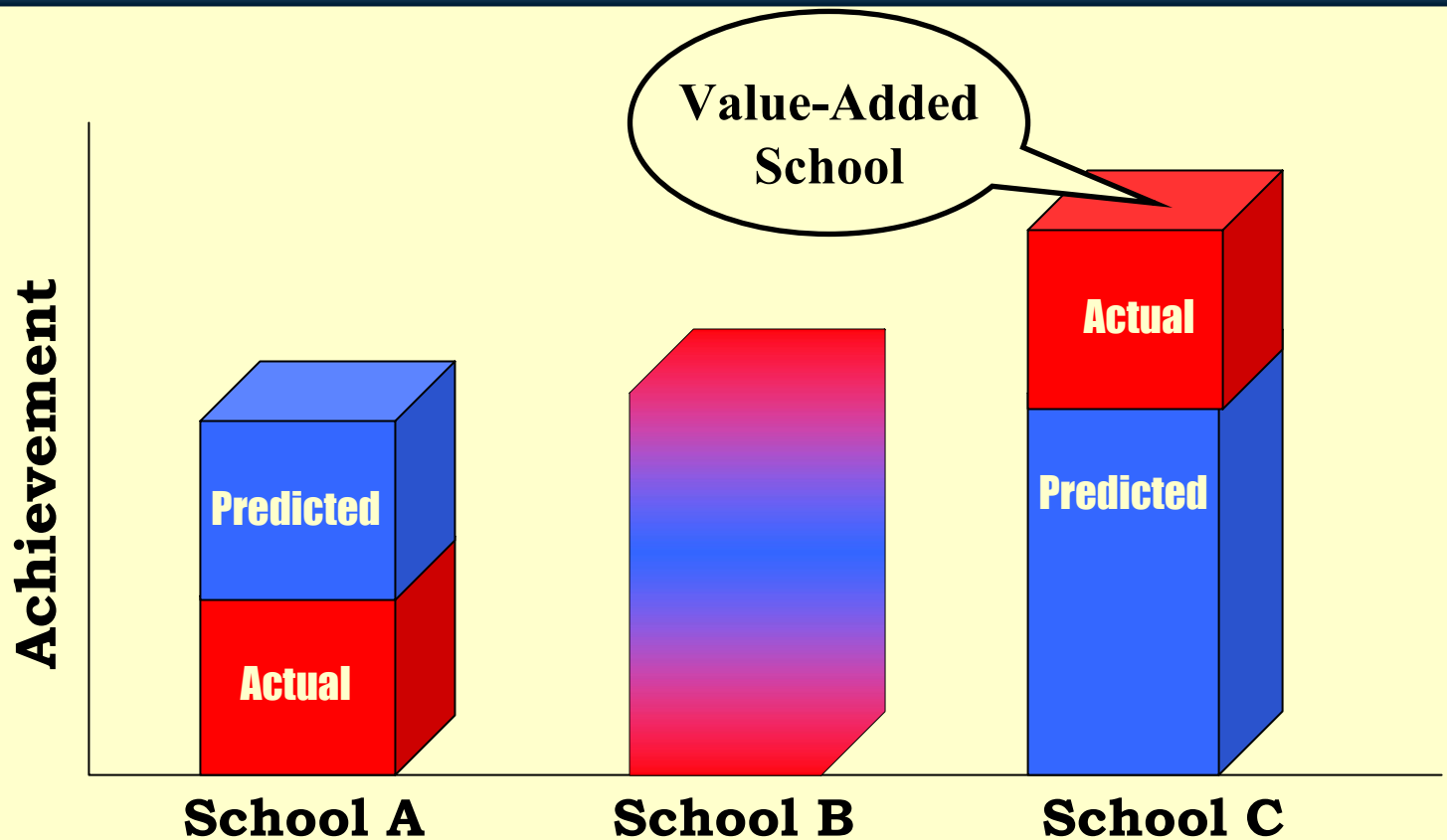


International Achievement

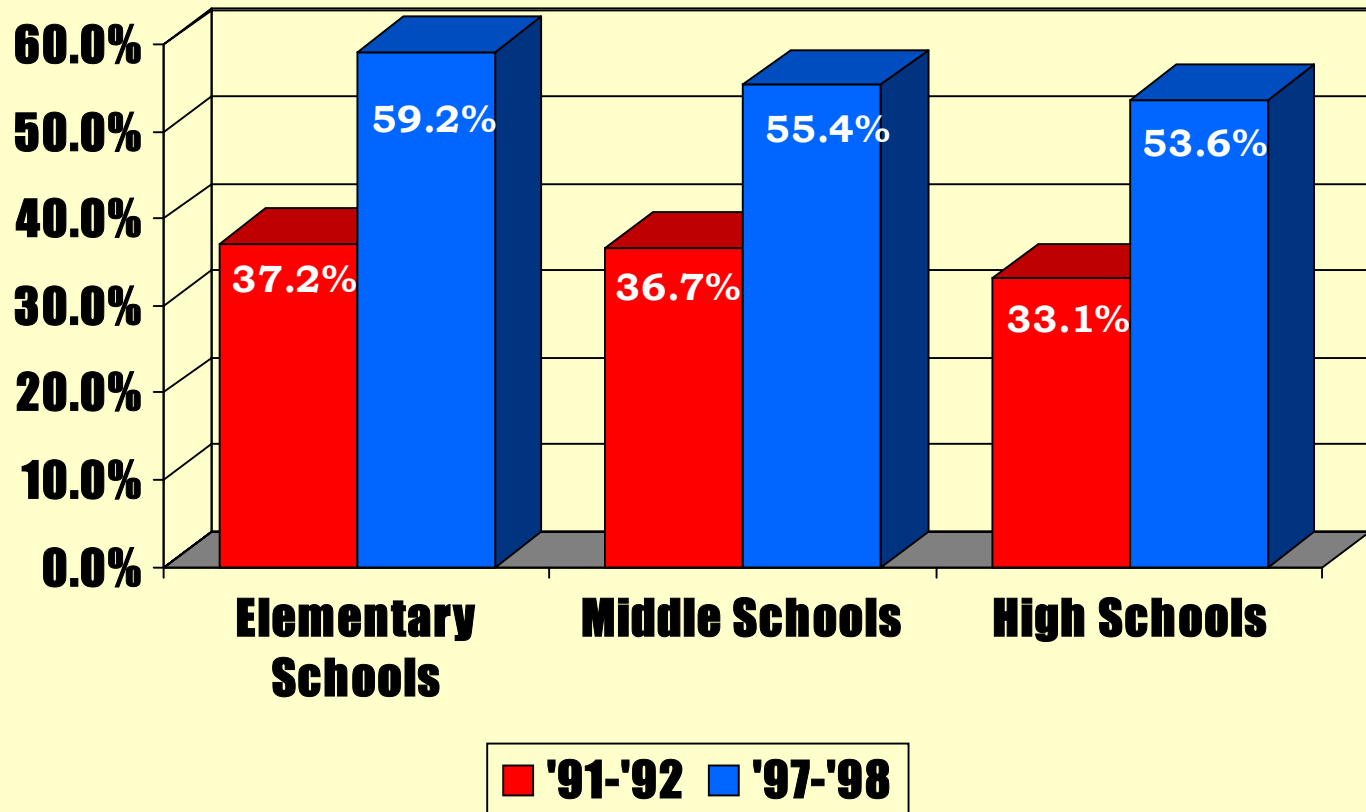
Rank	Mathematics Achievement	Rank	Science Achievement
1	Singapore	1	Singapore
2	Korea	[2]	MAINE
3	Japan	2	Czech Republic
4	Hong Kong	3	Japan
5	Belgium	4	Korea
6	Czech Republic	5	Belgium
[7]	MAINE	6	Netherlands
13	France	10	England
18	Canada	17	<u>United States</u>
23	Germany	18	Germany
25	England	19	Canada
28	<u>United States</u>	28	France

Source: Third International Mathematics & Science Study.

Effective Schools are Higher Performing Value-Added Schools



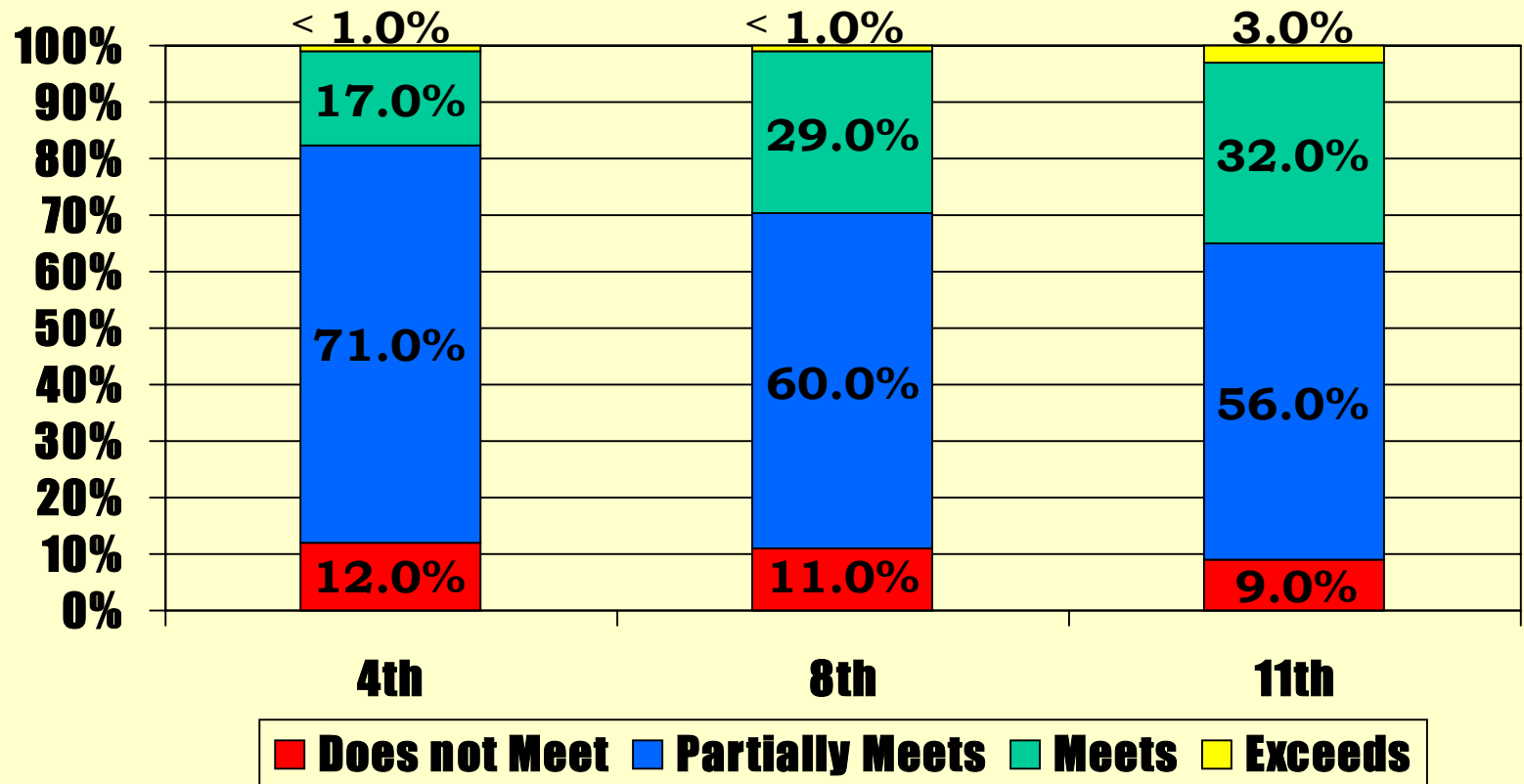
Higher Performing Value-Added Schools in Maine





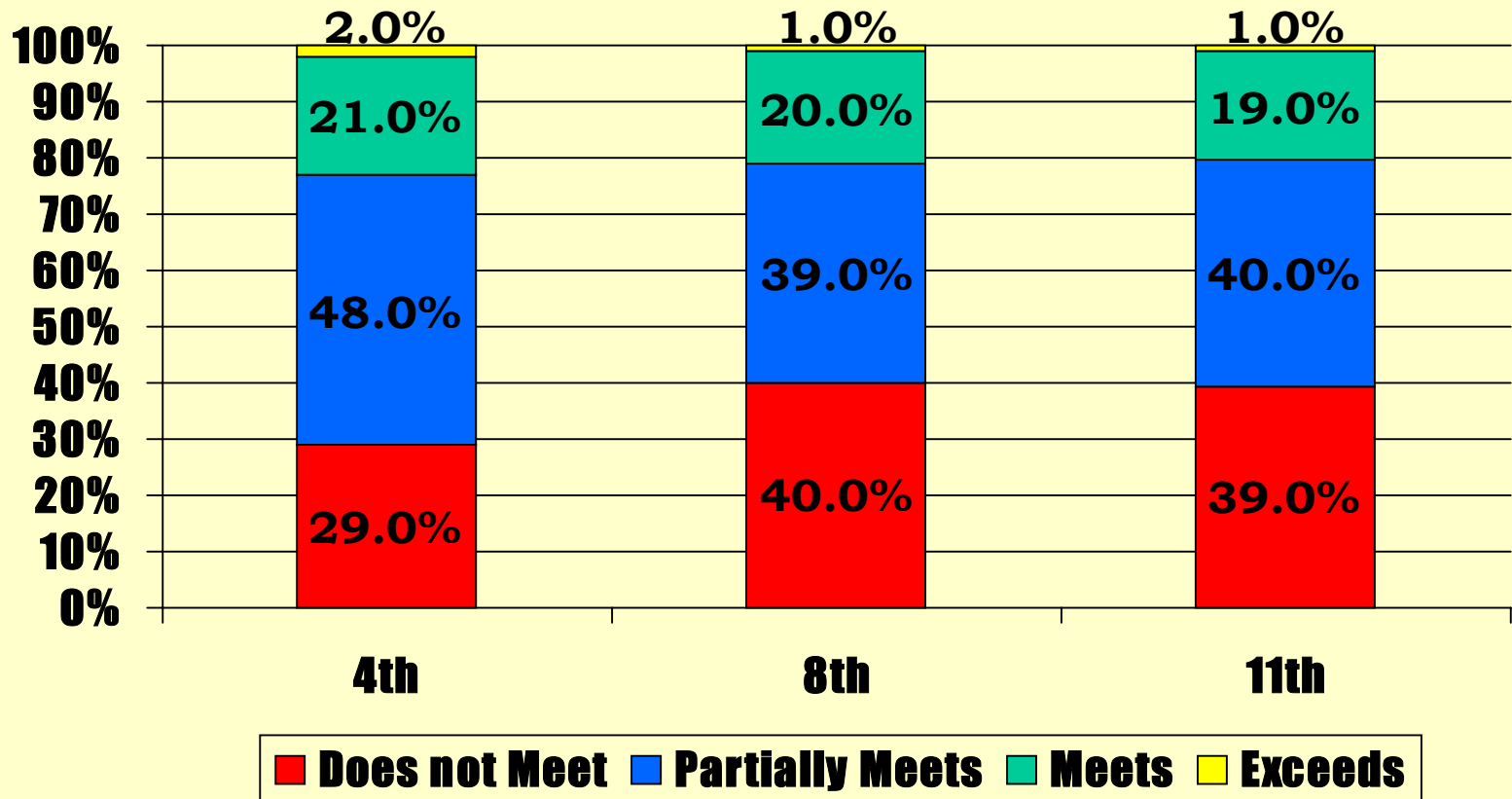
Challenges

1999-2000 Maine Educational Assessments In Writing



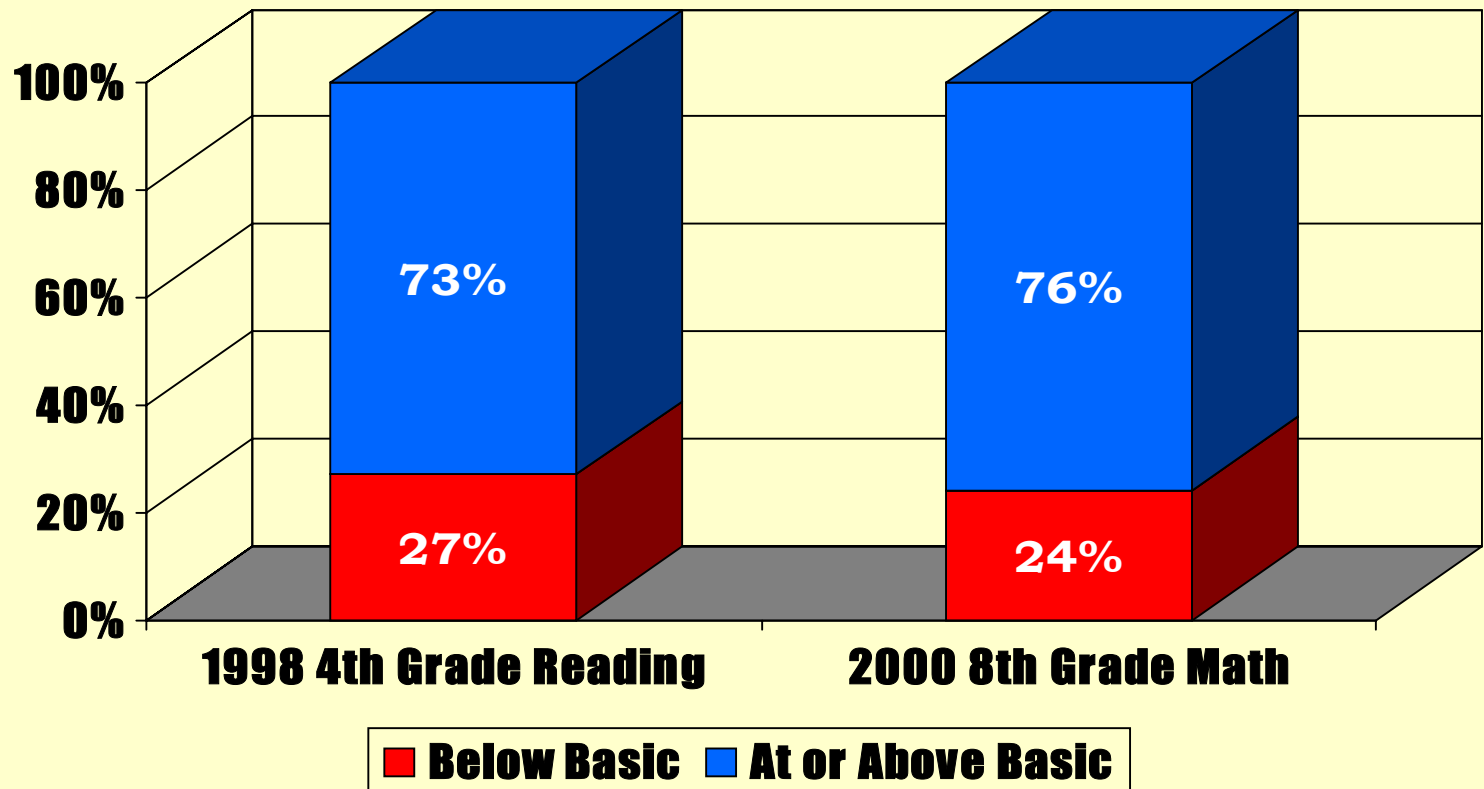
Source: Maine Department of Education.

1999-2000 Maine Educational Assessments In Mathematics



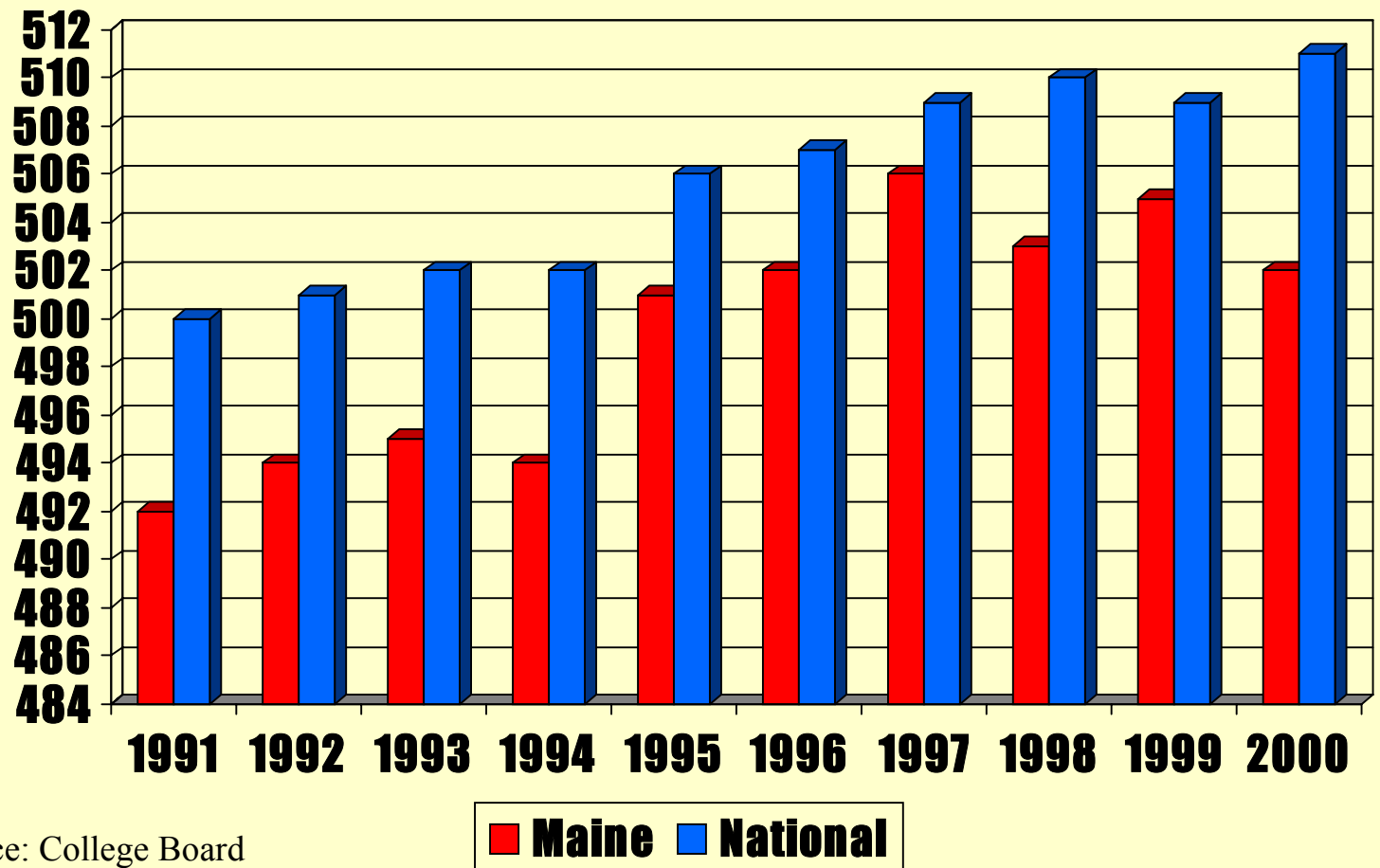
Source: Maine Department of Education.

National Assessment of Educational Progress (NAEP) Proficiency Levels for Maine



Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP). 22

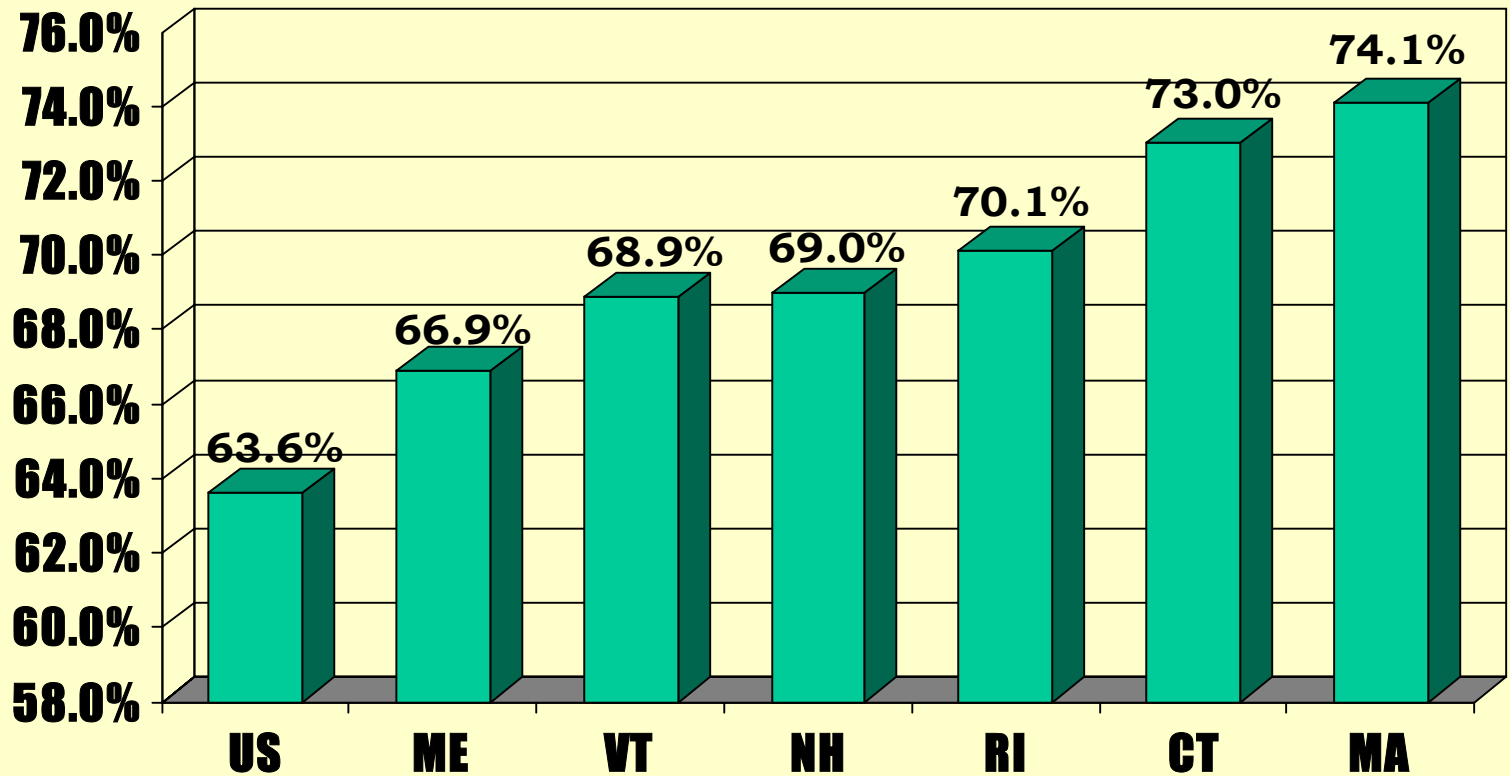
Maine & National Average SAT Scores



Source: College Board

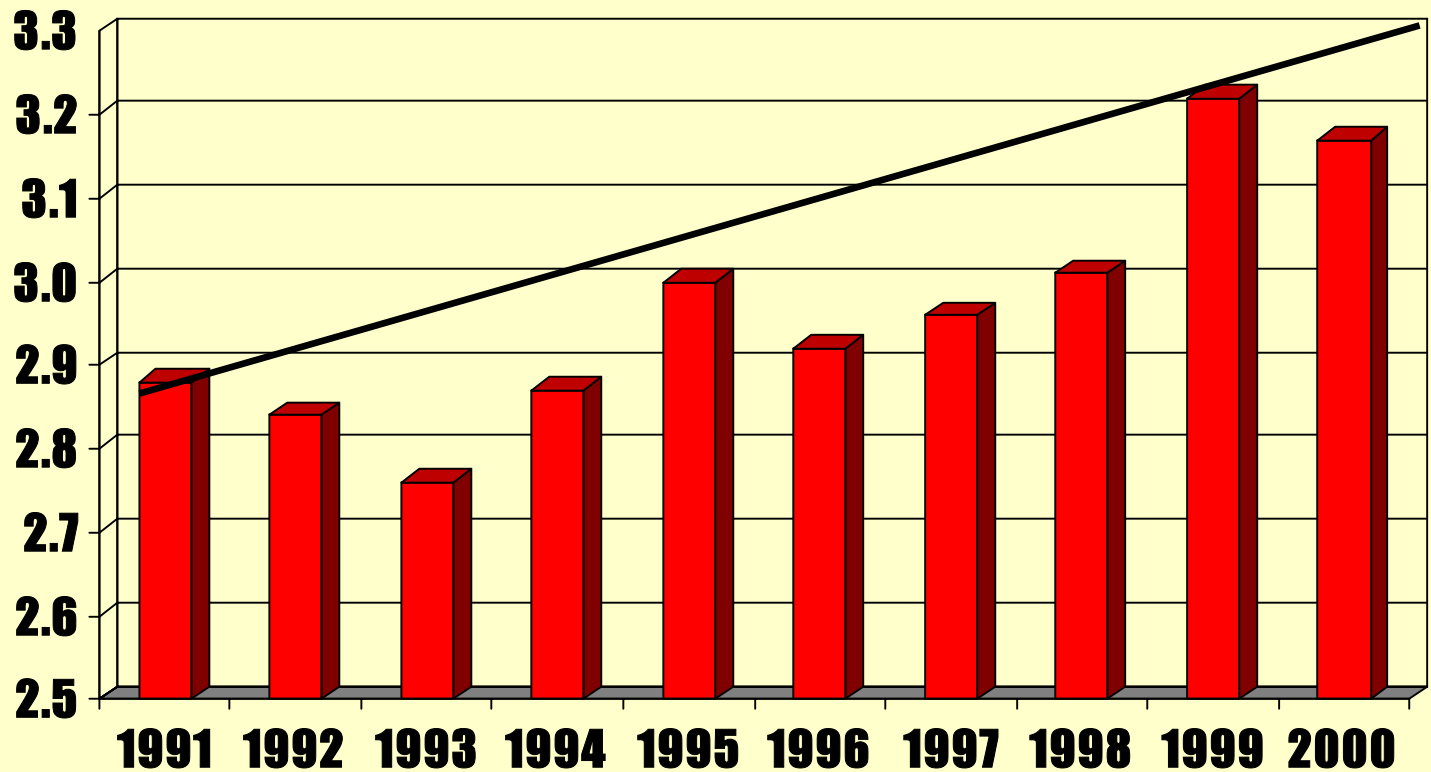
■ Maine ■ National

Percent of Advanced Placement Exam Grades 3 or Above - 1999



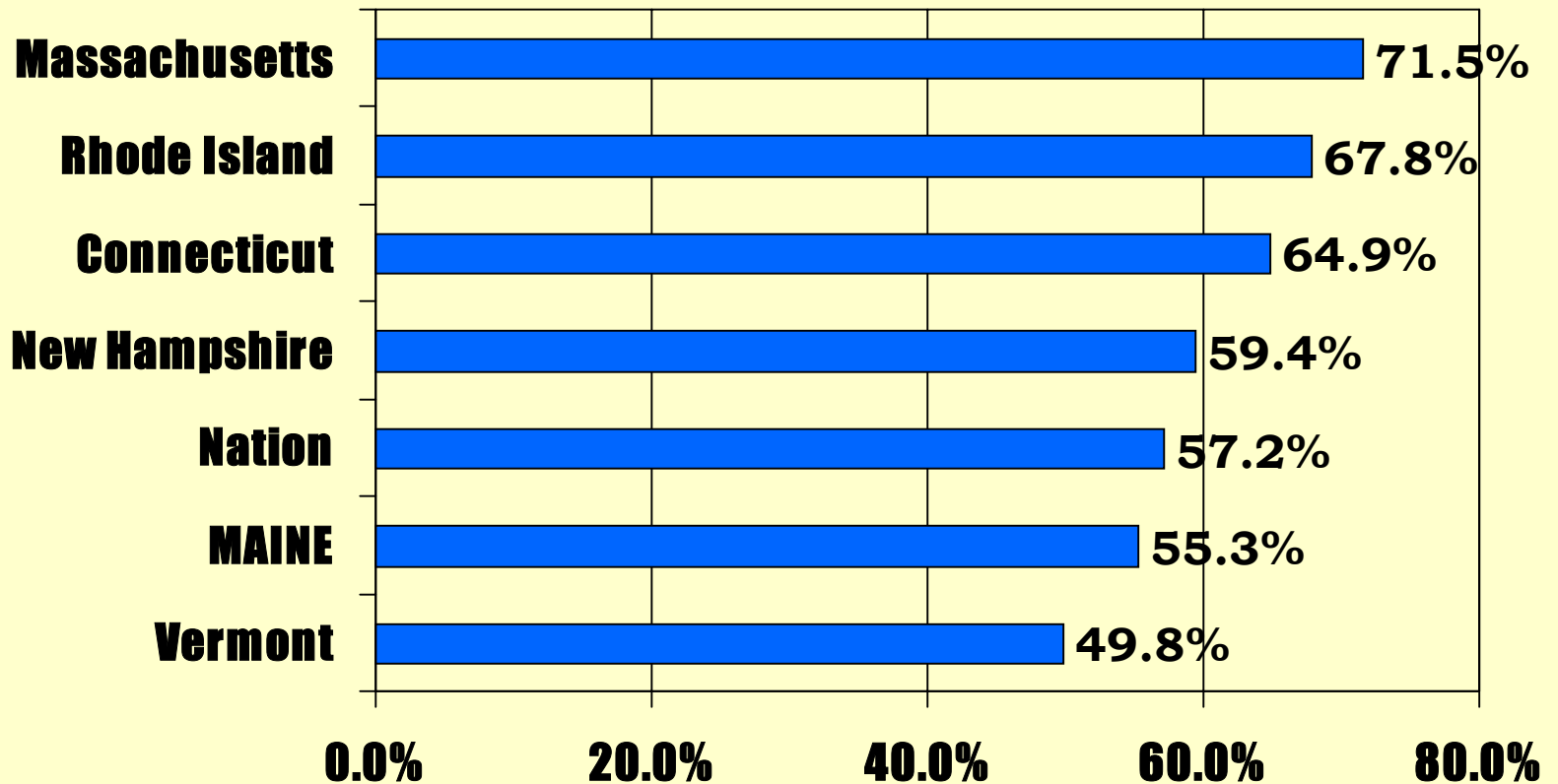
Source: Applied Educational Research Inc.

Yearly High School Dropout Rate for Maine



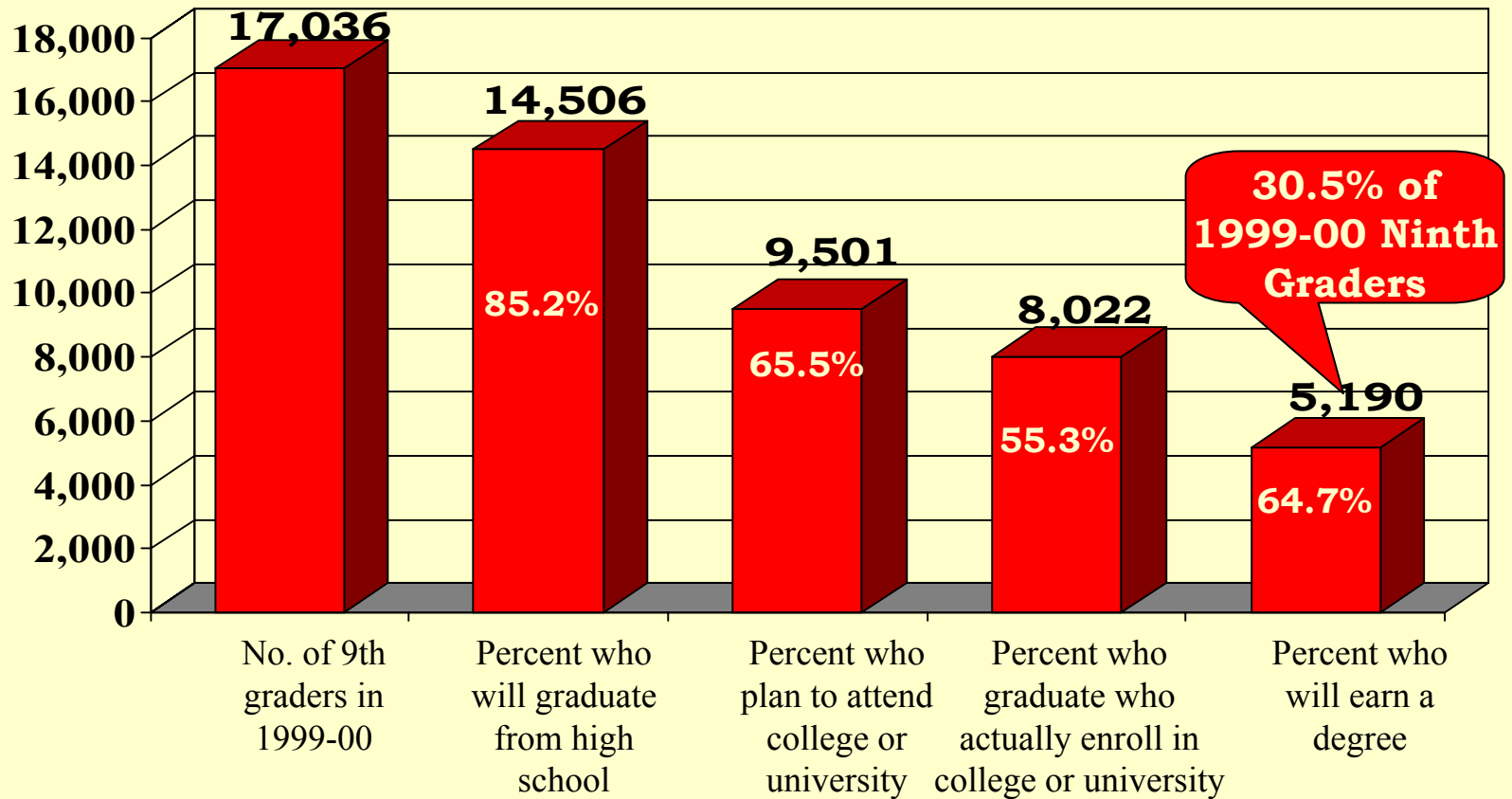
Source: Maine Department of Education

1998 College Continuation Rate

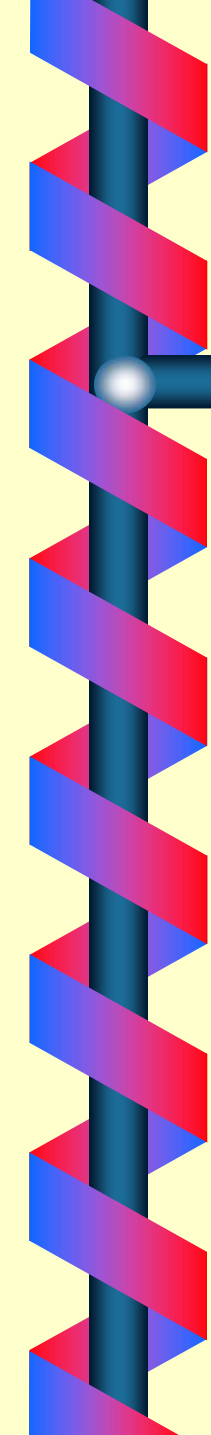


Source: PostSecondary Opportunity newsletter

Projected Educational Attainment of Maine Ninth Grade Students



Sources: Maine Department of Education, National Center for Education Statistics

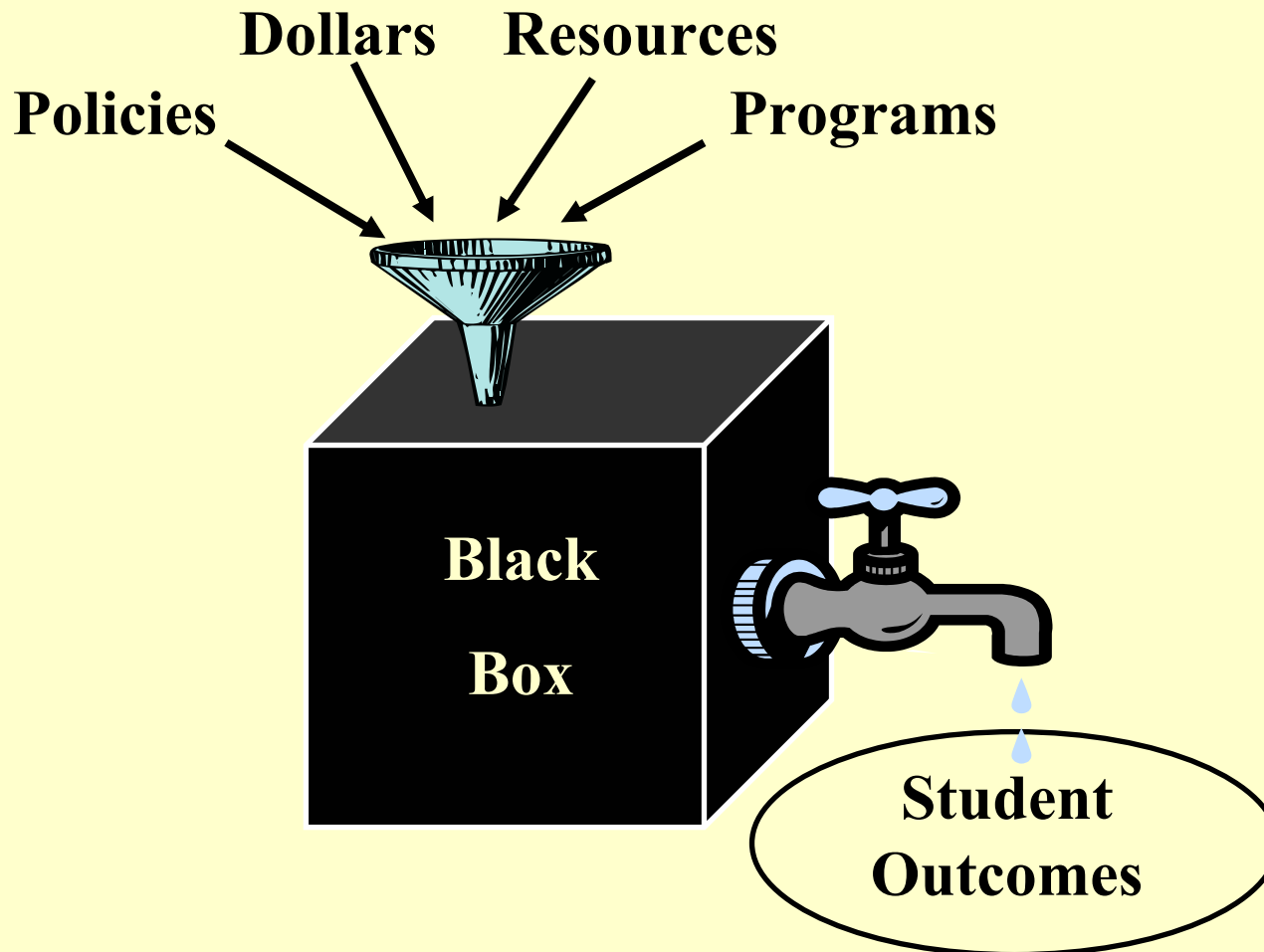


These challenges are based on projections; they do not have to become prophecies.

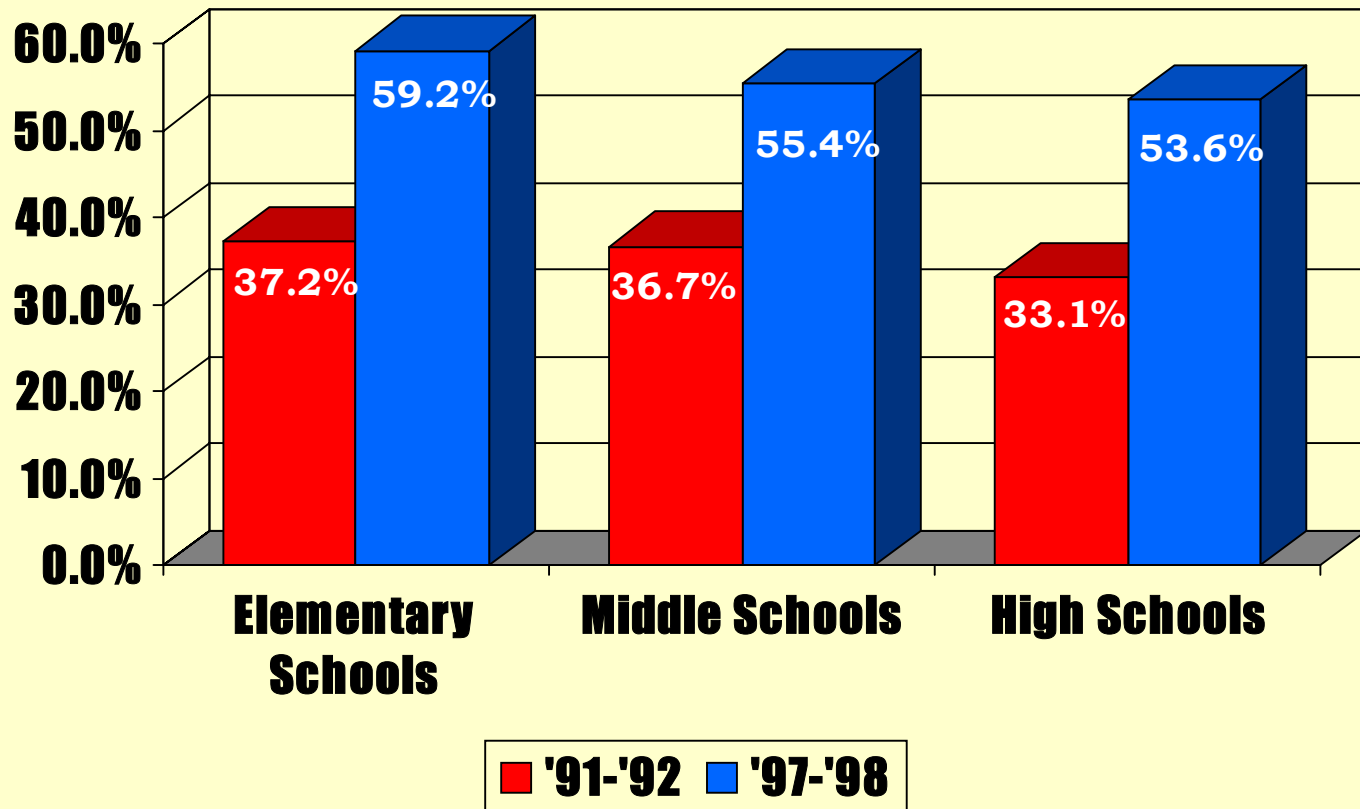


Lessons Learned

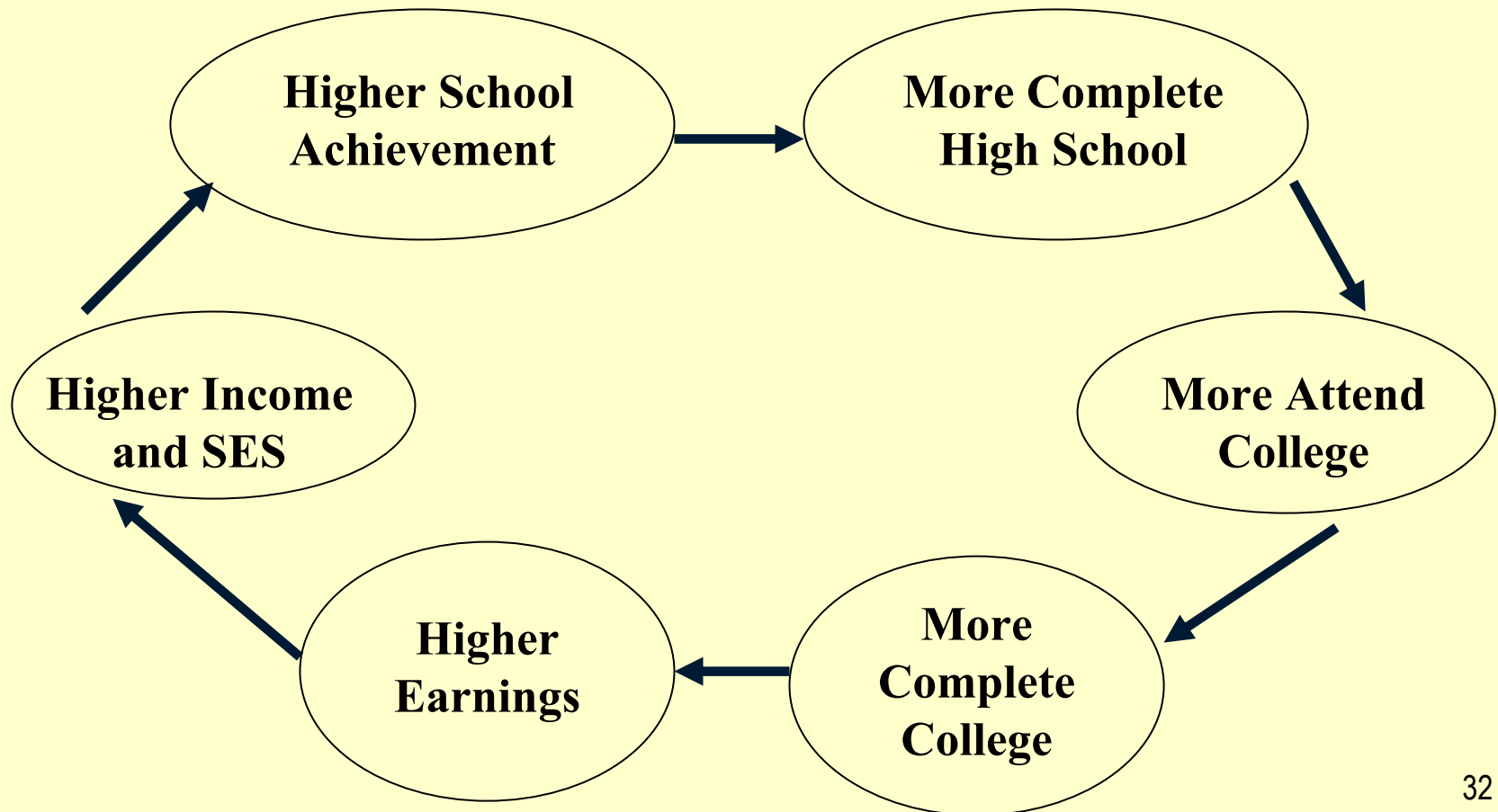
Black Box Phenomenon



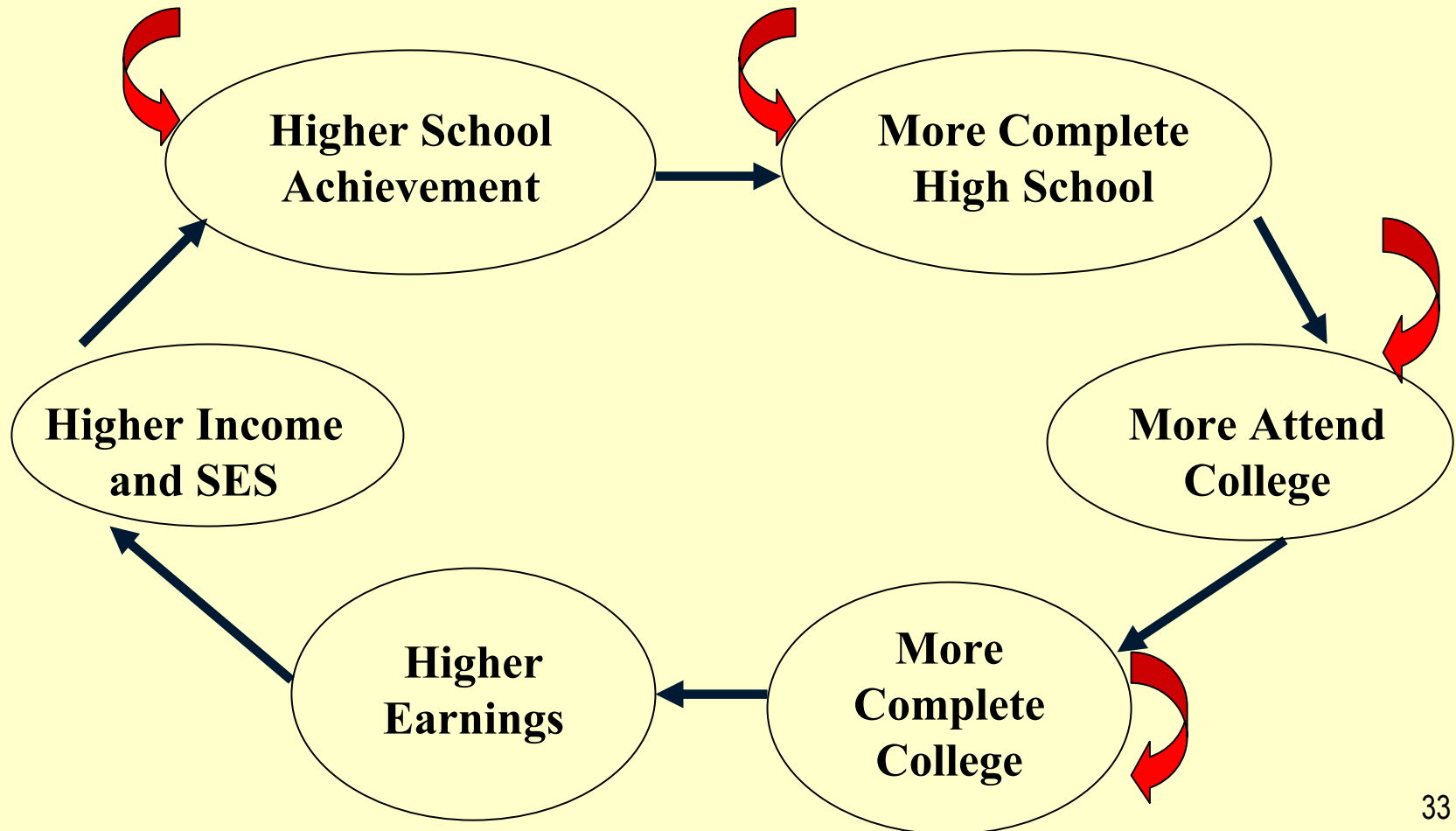
Higher Performing Value-Added Schools



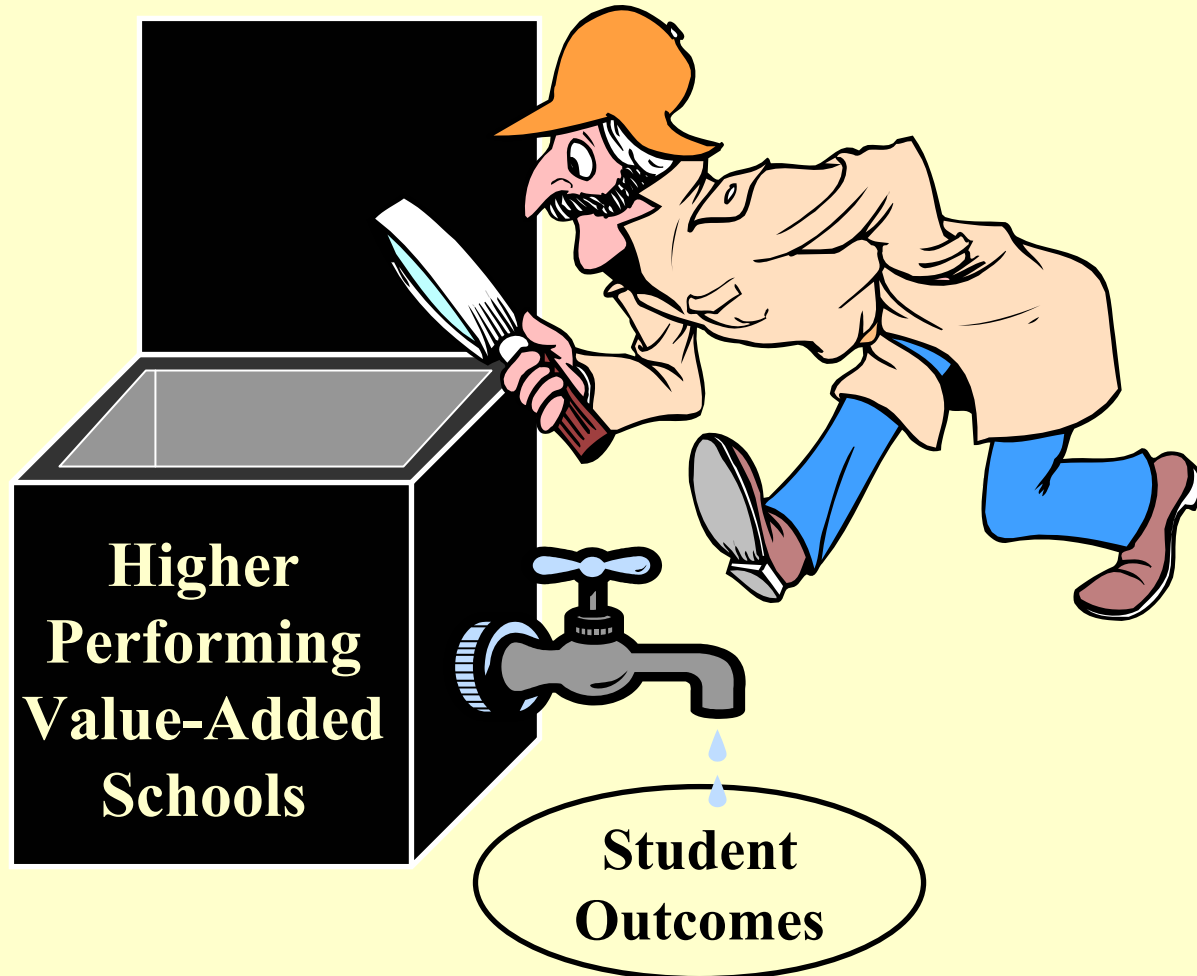
Income, SES, and Achievement Cycle



Breaking Into the Cycle



Examining Higher Performing Value-Added Schools





Some Lessons Learned from Higher Performing, Value- Added Maine Schools

Higher Performing, Modest Spending School Districts

Characteristics	Low	High
Per pupil valuations	\$180,000	\$360,000
Mills raised for education	10 mills	15.5 mills
District size	800 students	2300 students
Special needs students	6%	17%
Eligibility for free/reduced lunch program	4%	45%

Preliminary Findings

- ❁ **“We are about the education business.”**
- ❁ **“Everyone is on the same page.”**
- ❁ **“Does it fit our need?”**
- ❁ **“We must have consensus before we make change.”**

Preliminary Findings

- ❁ **“For me, it is important that all my children learn.”**
- ❁ **“When I feel valued, I want to give value.”**
- ❁ **‘Superintendents, you, too, are important.’**
- ❁ **‘It takes a community to educate a child.’**



The Ecology For Learning

“...the conditions for effective teaching and learning are best when the ecology for learning is in balance. The ecology for learning consists of the family and neighborhood, the community and its institutions, and the schools. All three parts of the ecology for learning contribute to the *development of human capital.*”