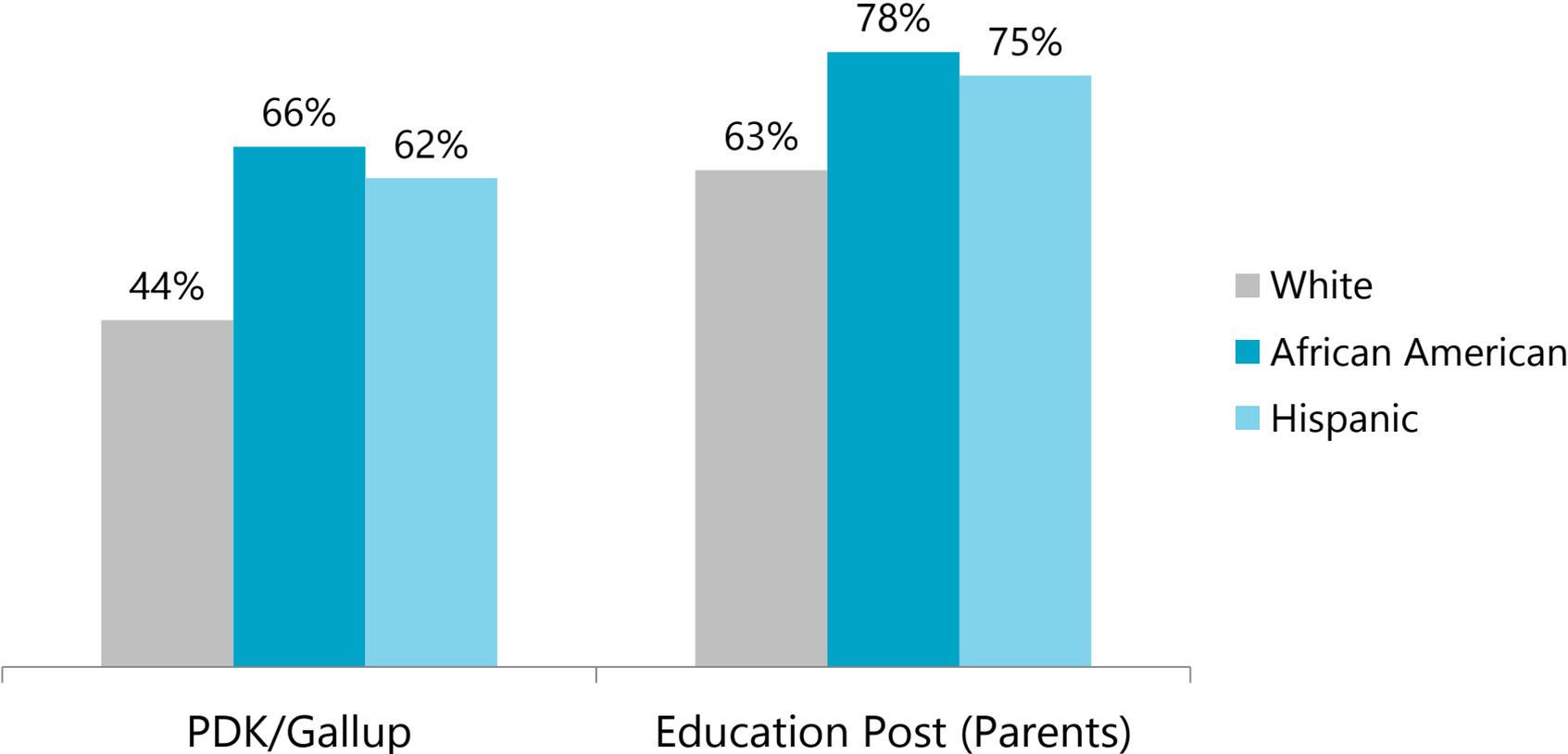


# Teaching for College Readiness: Our Schools' Next Big Challenge

December 2015

**Polls suggest that most Americans—and especially black and Hispanic parents—think students should graduate from high school ready for college.**

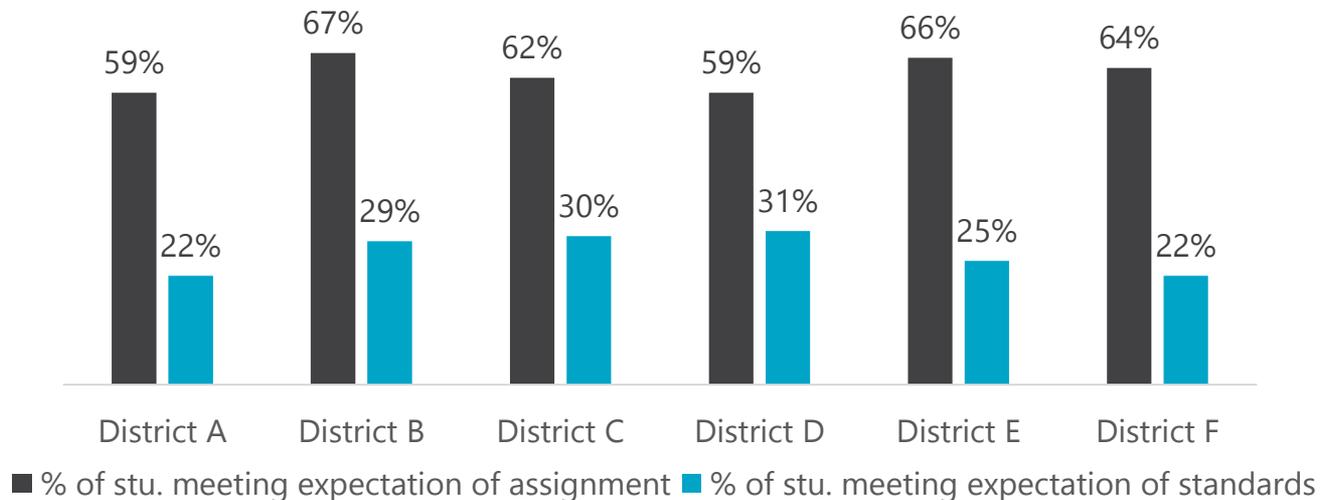
**Respondents Who Say A College Education is  
“Very Important”**



**Yet too many students are not even getting the opportunity to do the work that will prepare them for college.**

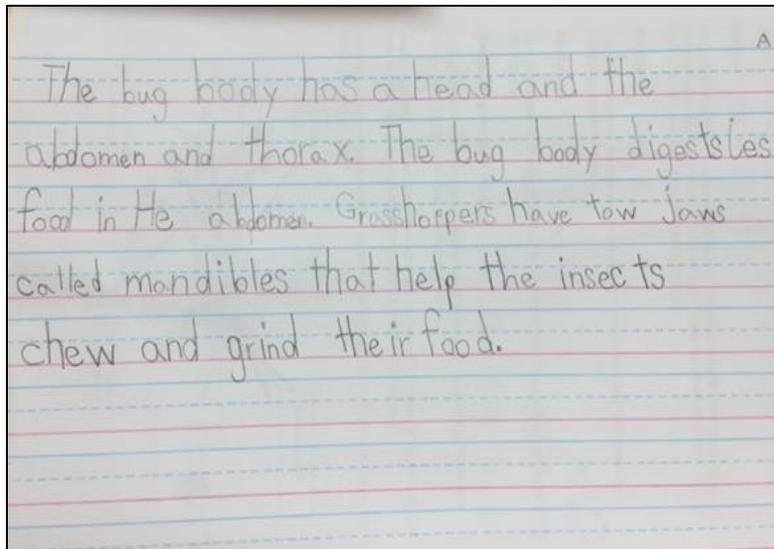
Most students meet the expectations of their school work—but those assignments fall short of college-ready standards.

### Students Meeting Expectations of the Assignment vs. Expectations of the Standards



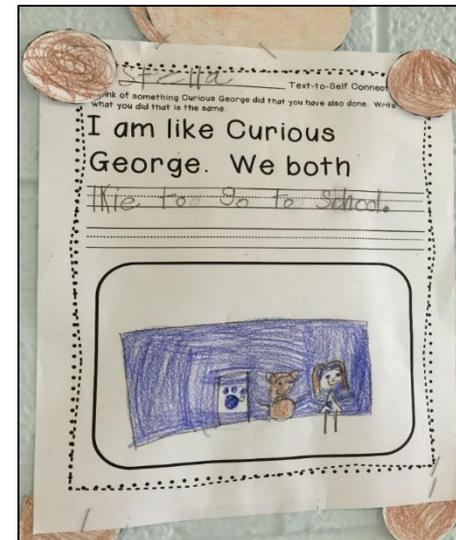
**Example: These two 1<sup>st</sup> graders met their teachers' expectations, but only one of them was asked to meet a rigorous, age-appropriate academic standard.**

## 1<sup>st</sup> Grade, Excellent Alignment



**1.W.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

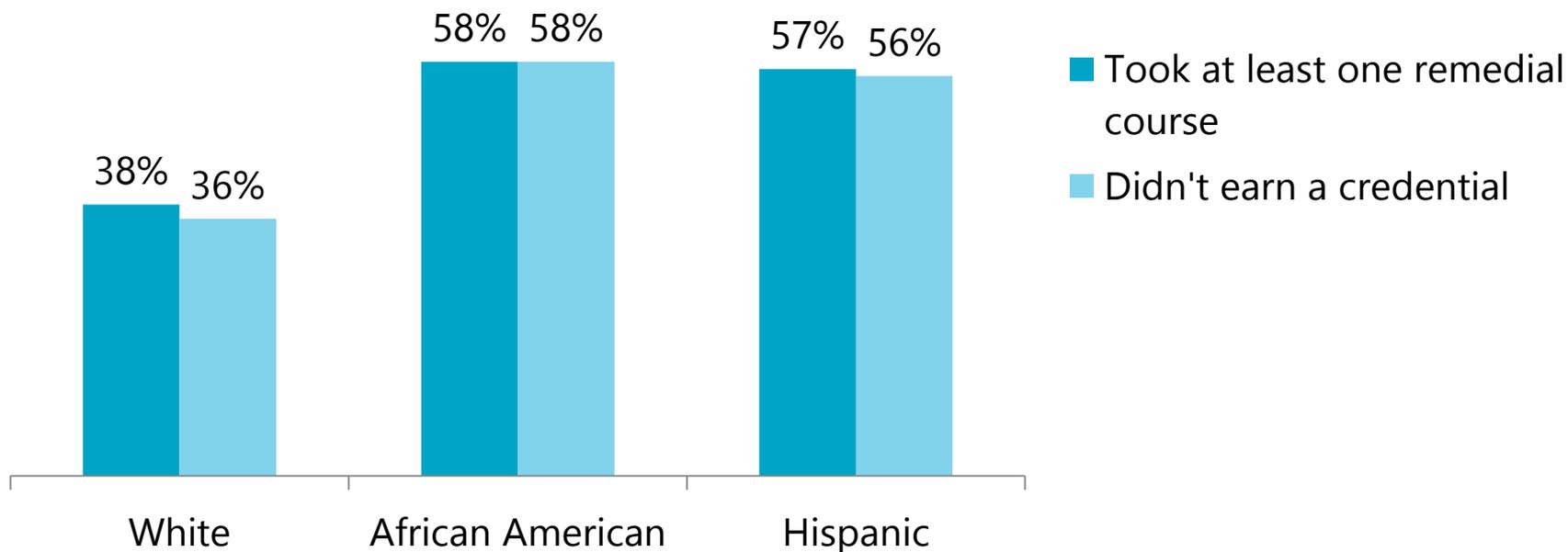
## 1<sup>st</sup> Grade, Weak Alignment



**1.RL.3:** Describe characters, settings, and major events in a story, using key details.

**The result: many high school graduates—and most African American and Hispanic graduates—aren't actually ready for college.**

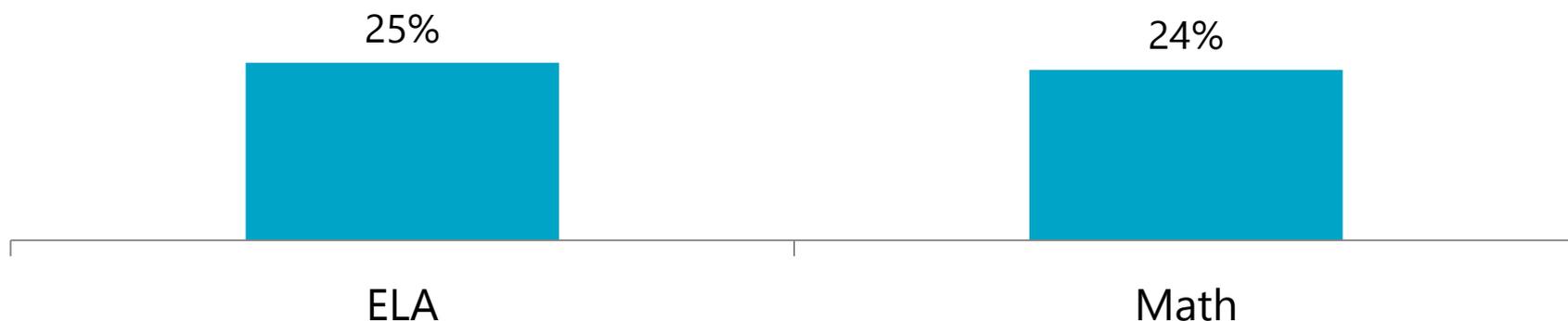
### **Postsecondary Experiences of Spring 2002 High School Sophomores Who Went on to Attend College**



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**New Common Core-aligned assessments are providing a crucial benchmark of college readiness for *all* students long before high school graduation.**

**D.C. Public Schools Students in Grades 3-8 On Track for College and Career Readiness on 2015 PARCC**



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**To overcome this challenge, teachers need to raise the level of rigor in their classrooms—but they can't make those instructional shifts without support.**

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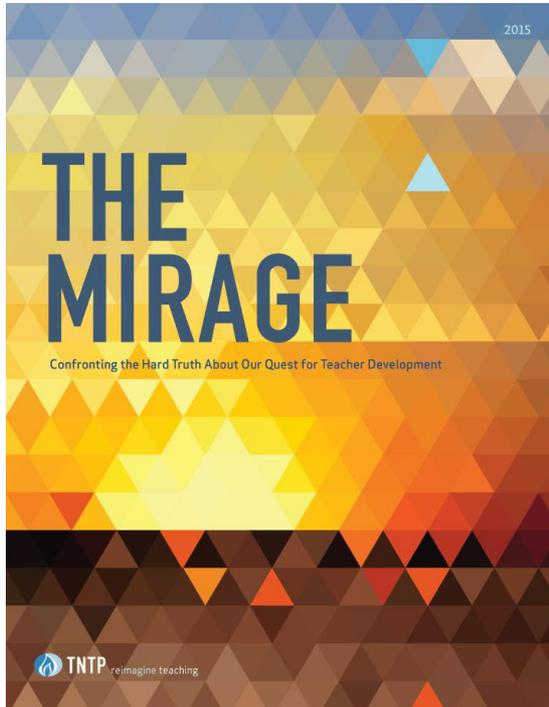
Teachers need better support to deliver the level of instruction their students deserve.

Unfortunately, the help we're giving them now isn't all that helpful.

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# Today, districts make an extraordinary commitment to supporting teachers' professional growth.



		LOW	MEDIUM	HIGH
<b>District A</b>	Total cost of teacher improvement	\$151 million	\$181 million	\$196 million
	Percent of FY 2014 budget	5%	6%	6%
	<b>Cost per teacher</b>	<b>\$13,004</b>	<b>\$15,535</b>	<b>\$16,804</b>
<b>District B</b>	Total cost of teacher improvement	\$50 million	\$73 million	\$91 million
	Percent of FY 2014 budget	6%	9%	11%
	<b>Cost per teacher</b>	<b>\$14,232</b>	<b>\$20,886</b>	<b>\$25,914</b>
<b>District C</b>	Total cost of teacher improvement	\$90 million	\$146 million	\$164 million
	Percent of FY 2014 budget	6%	9%	10%
	<b>Cost per teacher</b>	<b>\$10,558</b>	<b>\$17,014</b>	<b>\$19,133</b>

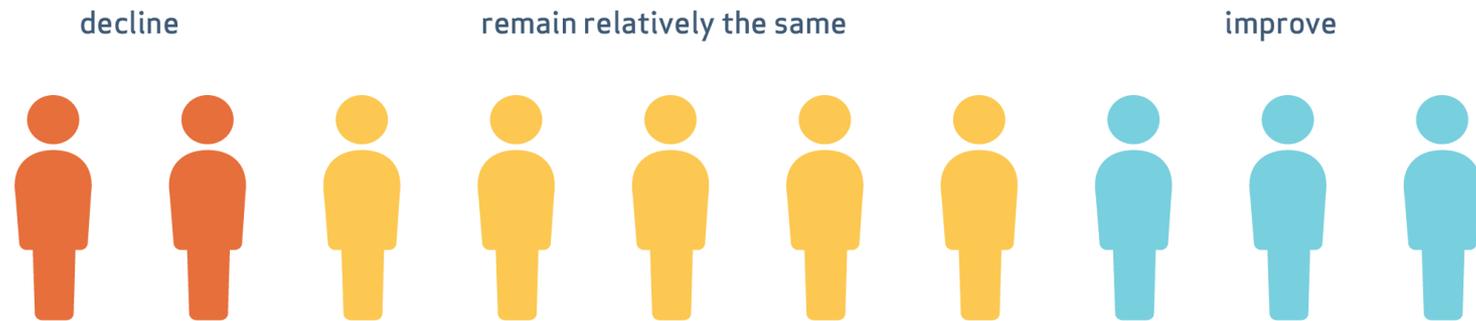
The districts studied spent an average of nearly \$18,000 per teacher, per year—far exceeding spending in other industries.

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**But most teachers are marching in place—and some are even seeing their performance decline.**

## Average Change in Performance on Evaluations

Over several years, teachers saw their scores:



Only 3 in 10 teachers demonstrated substantial improvement.

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**To help teachers transform their instruction, schools need to radically rethink their professional development efforts—and the role of the principal.**

## The Way Forward

**1. REDEFINE** what it means to help teachers improve

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**2. REEVALUATE** existing professional learning supports and programs

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**3. REINVENT** how we support effective teaching at scale

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## Connect with us to learn more.



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