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”

<table>
<thead>
<tr>
<th></th>
<th>PDK/Gallup</th>
<th>Education Post (Parents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>44%</td>
<td>50%</td>
</tr>
<tr>
<td>African American</td>
<td>66%</td>
<td>78%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>62%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Yet too may 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

- District A: 59% (assignment) vs. 22% (standards)
- District B: 67% (assignment) vs. 29% (standards)
- District C: 62% (assignment) vs. 30% (standards)
- District D: 59% (assignment) vs. 31% (standards)
- District E: 66% (assignment) vs. 25% (standards)
- District F: 64% (assignment) vs. 22% (standards)

Total student assignments analyzed (not including CMOs) = 3,038
Example: These two 1st graders met their teachers’ expectations, but only one of them was asked to meet a rigorous, age-appropriate academic standard.

1st Grade, Excellent Alignment

1st Grade, Weak 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.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

- Took at least one remedial course
- Didn't earn a credential

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
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.

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

<table>
<thead>
<tr>
<th>District</th>
<th>Total cost of teacher improvement</th>
<th>Percent of FY 2014 budget</th>
<th>Cost per teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LOW $151 million</td>
<td>MEDIUM $181 million</td>
<td>HIGH $196 million</td>
</tr>
<tr>
<td>District A</td>
<td>$13,004</td>
<td>$15,535</td>
<td>$16,804</td>
</tr>
<tr>
<td></td>
<td>LOW $50 million</td>
<td>MEDIUM $73 million</td>
<td>HIGH $91 million</td>
</tr>
<tr>
<td>District B</td>
<td>$14,232</td>
<td>$20,886</td>
<td>$25,914</td>
</tr>
<tr>
<td></td>
<td>LOW $90 million</td>
<td>MEDIUM $146 million</td>
<td>HIGH $164 million</td>
</tr>
<tr>
<td>District C</td>
<td>$10,558</td>
<td>$17,014</td>
<td>$19,133</td>
</tr>
</tbody>
</table>

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

- decline
- remain relatively the same
- improve

Only 3 in 10 teachers demonstrated substantial improvement.
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

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

3. **REINVENT** how we support effective teaching at scale
Connect with us to learn more.

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