

# TEACHING MATTERS MOST

## *Task Force on Teacher Preparation & Professional Learning: Literacy & Numeracy in Primary Grades*

Meeting #1 - August 25<sup>th</sup>, 2020



STUDY • INFORM • ENGAGE

- We began in 1983 as an independent, nonprofit organization with committee members from across the Commonwealth.
- We engage families, students, business and community leaders on education issues from early childhood to postsecondary.
- We produce independent, solutions-oriented policy research and recommendations, supported and informed by engagement of citizens across Kentucky.
- We focus on moving Kentucky to top tier of states for educational excellence WITH equity.



PRICHARD COMMITTEE  
FOR ACADEMIC EXCELLENCE

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*“There is one factor that is more important than all the others, and that is education. By investing in it, we can improve household incomes, individual health, and our overall quality of life. The key to Kentucky’s economic future lies in its human capital.”*

University of Kentucky’s Center for Business and Economic Research,  
*2018 Kentucky Annual Economic Report*

**Education Excellence:  
Building A Path to a Larger Life**



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*“Each child, every child, in this Commonwealth must be provided with an equal opportunity to have an adequate education. Equality is the key word here. The children of the poor and the children of the rich, the children who live in the poor districts and the children who live in the rich districts must be given the same opportunity and access to an adequate education. This obligation cannot be shifted to local counties and local school districts.”*

1989 KY Supreme Court Ruling, *Rose v. Council for Better Education*

**Education Excellence with Equity – Kentucky’s Obligation**

## Research shows high-quality teaching matters most to student achievement:

- Research by Dr. Eric Hanushek at Stanford University indicates high quality teachers get an extra year of learning out of their students compared to low quality teachers.
- The RAND Corporation notes that research shows a teacher has two to three times the impact of any other school factor on student achievement.

**TEACHING MATTERS MOST TO STUDENT ACHIEVEMENT**

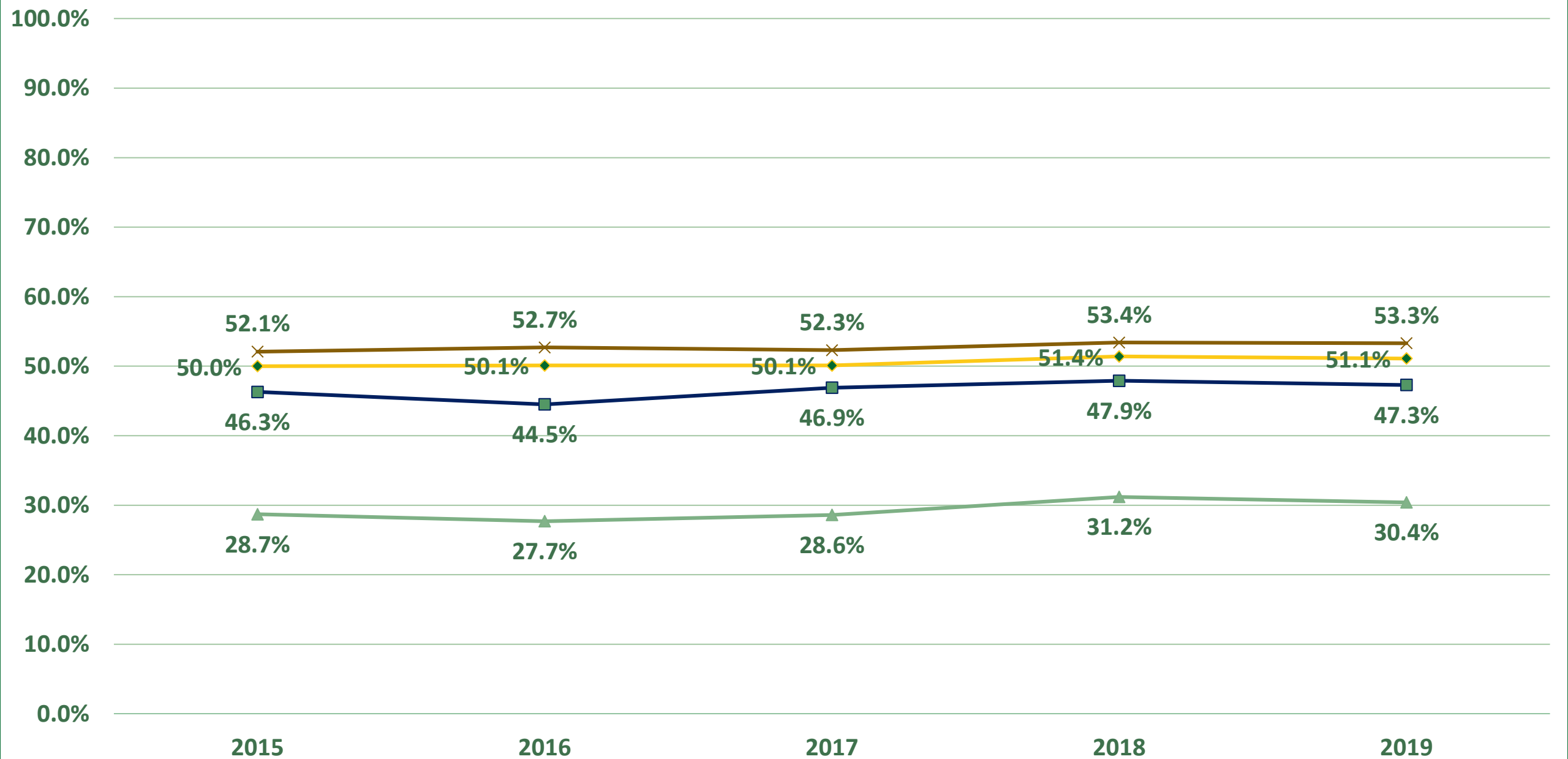
By the end of 3rd grade, 16% of students not reading proficiently do not graduate high school on time, four times higher than the rate of those who are proficient. The rate rises to 26% for those students who live in poverty, 25% for African American and Hispanic students, and nearly one-third for African American and Hispanic students who live in poverty.

- In 2019, 49% of Kentucky's children started school behind as measured by Kentucky's kindergarten readiness screener.
- In 2019, only 52.7% of all Kentucky 3rd grade students scored proficient or better in reading on the K-PREP assessment .
- In 2019, only 47.4% of all Kentucky 3rd grade students scored proficient or better in mathematics on the K-PREP assessment.

**CONSEQUENCES OF BUILDING STUDENT SUCCESS EARLY ARE GREAT**

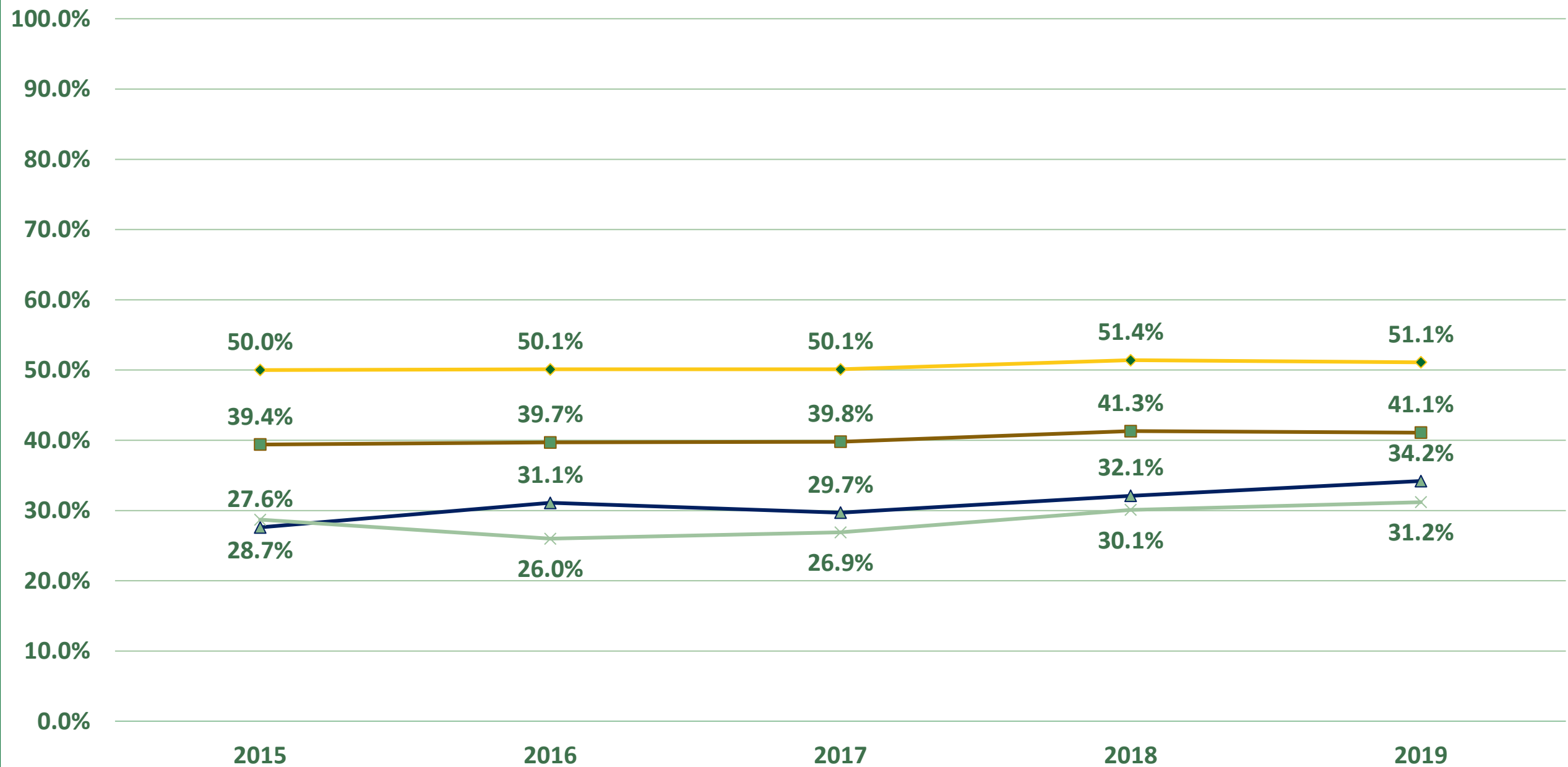
# KINDERGARTEN READINESS - 2015-2019

◆ All Students    ■ African American Students    ▲ Hispanic Students    ✕ White (Non-Hispanic) Students



# KINDERGARTEN READINESS - 2015-2019

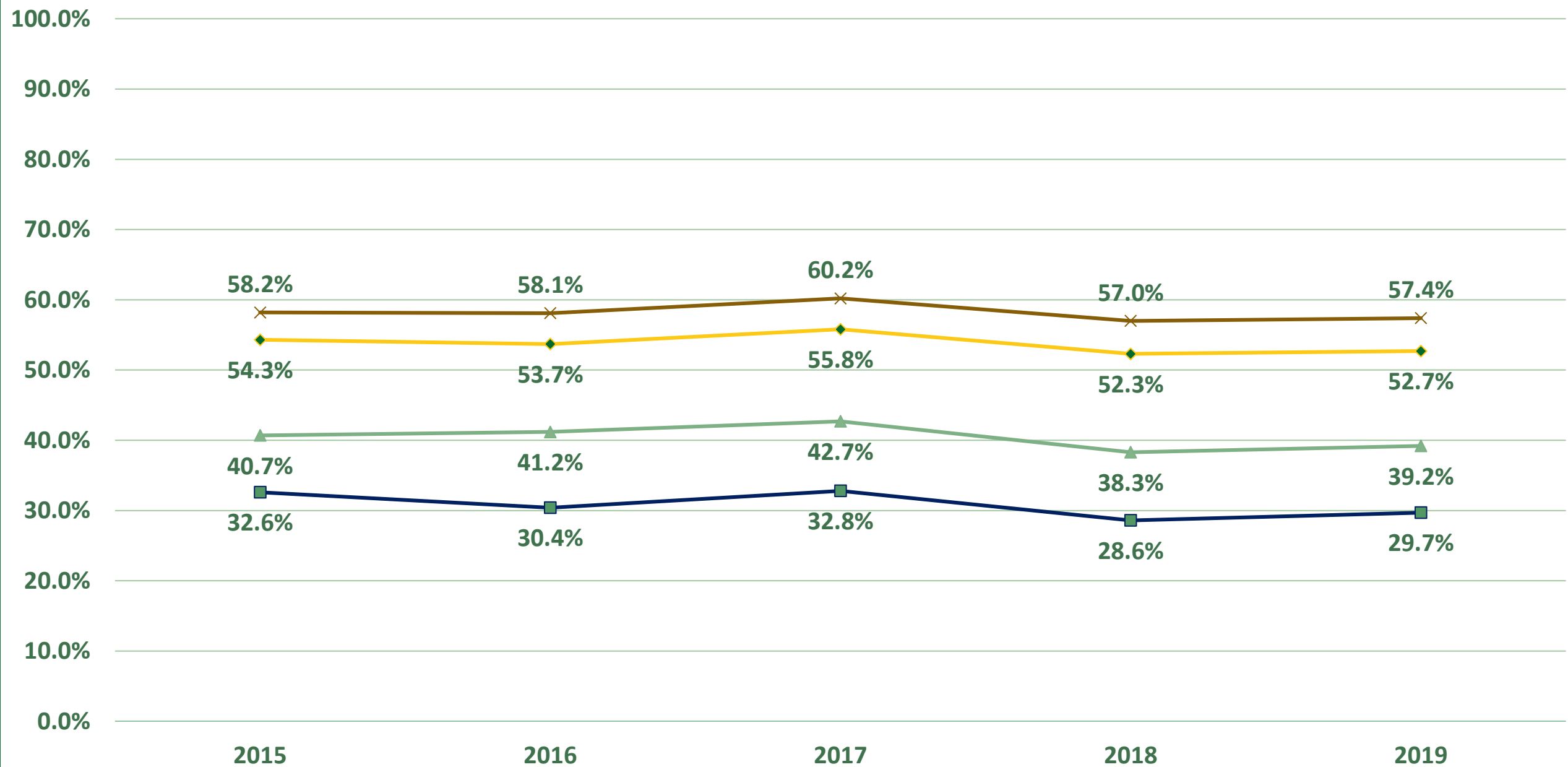
◆ All Students    ■ Students Eligible for F/R Meals    ▲ Students With Identified Disabilities    × English Learners





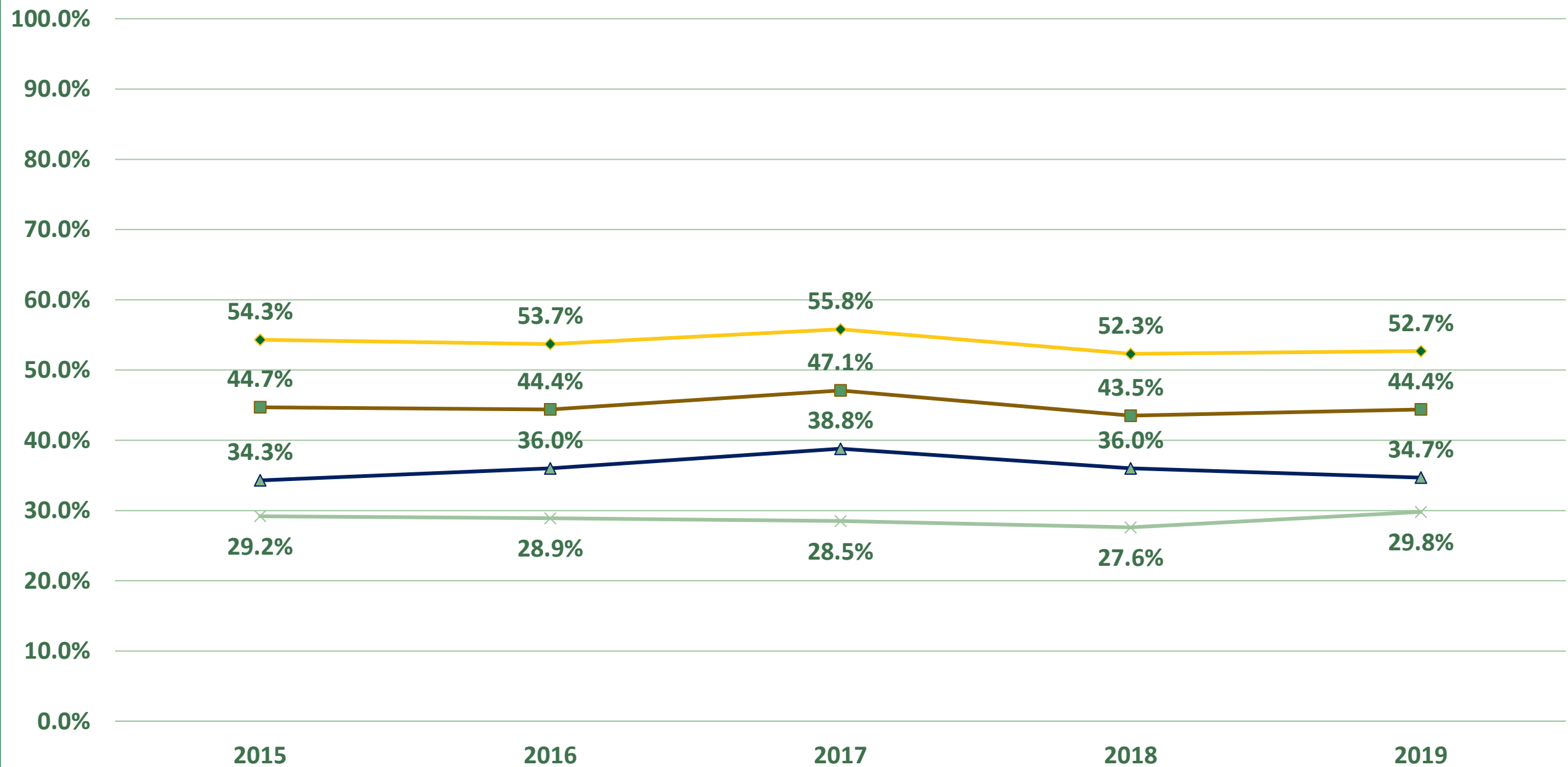
### 3rd GRADE READING - KPREP - 2015-2019

◆ All Students    ■ African American Students    ▲ Hispanic Students    ✕ White (Non-Hispanic) Students



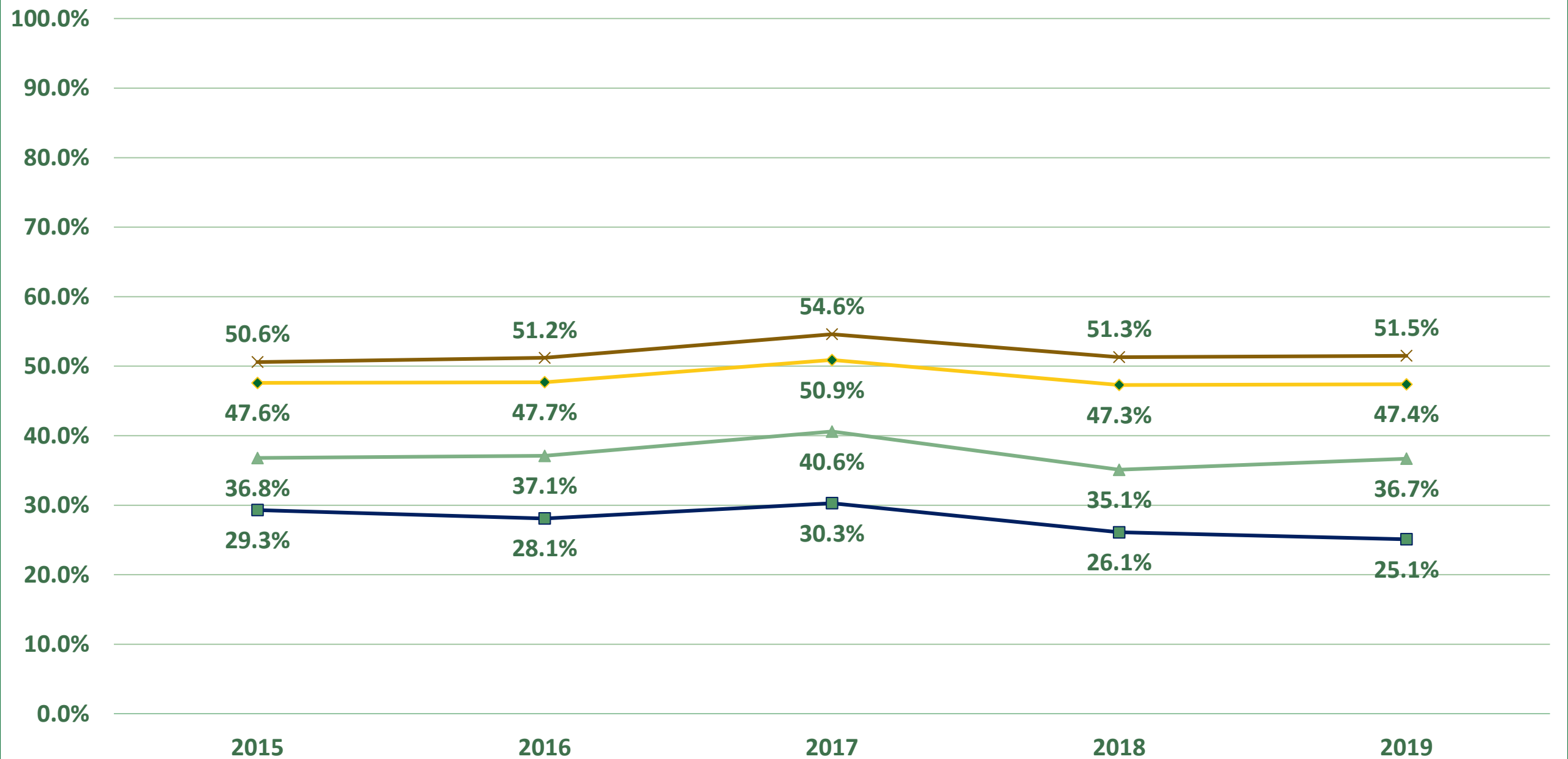
### 3rd GRADE READING - KPREP - 2015-2019

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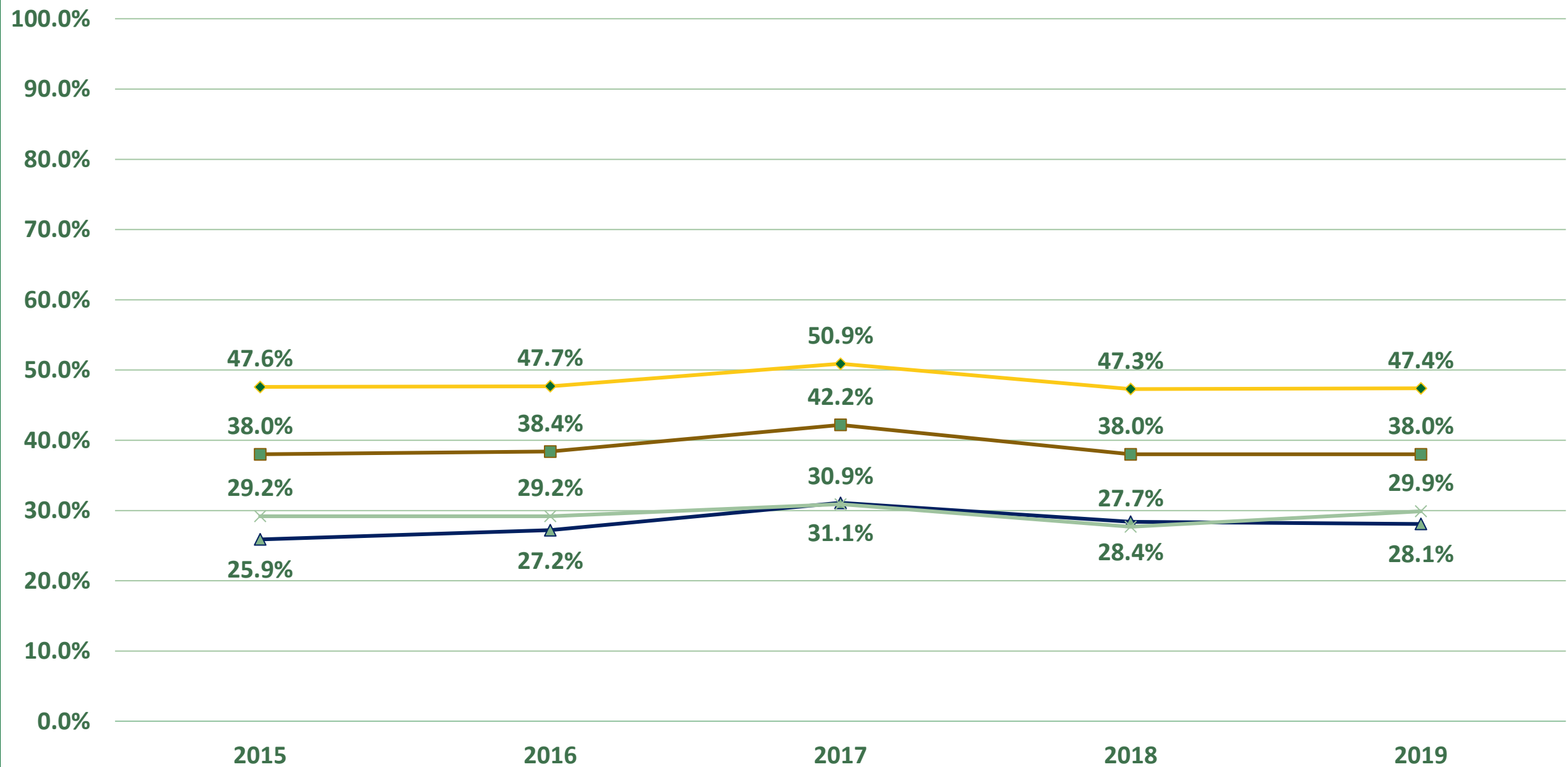
### 3rd GRADE MATH - KPREP - 2015-2019

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### 3rd GRADE MATH - KPREP - 2015-2019

**All Students**   **Students Eligible for F/R Meals**   **Students With Identified Disabilities**   **English Learners**

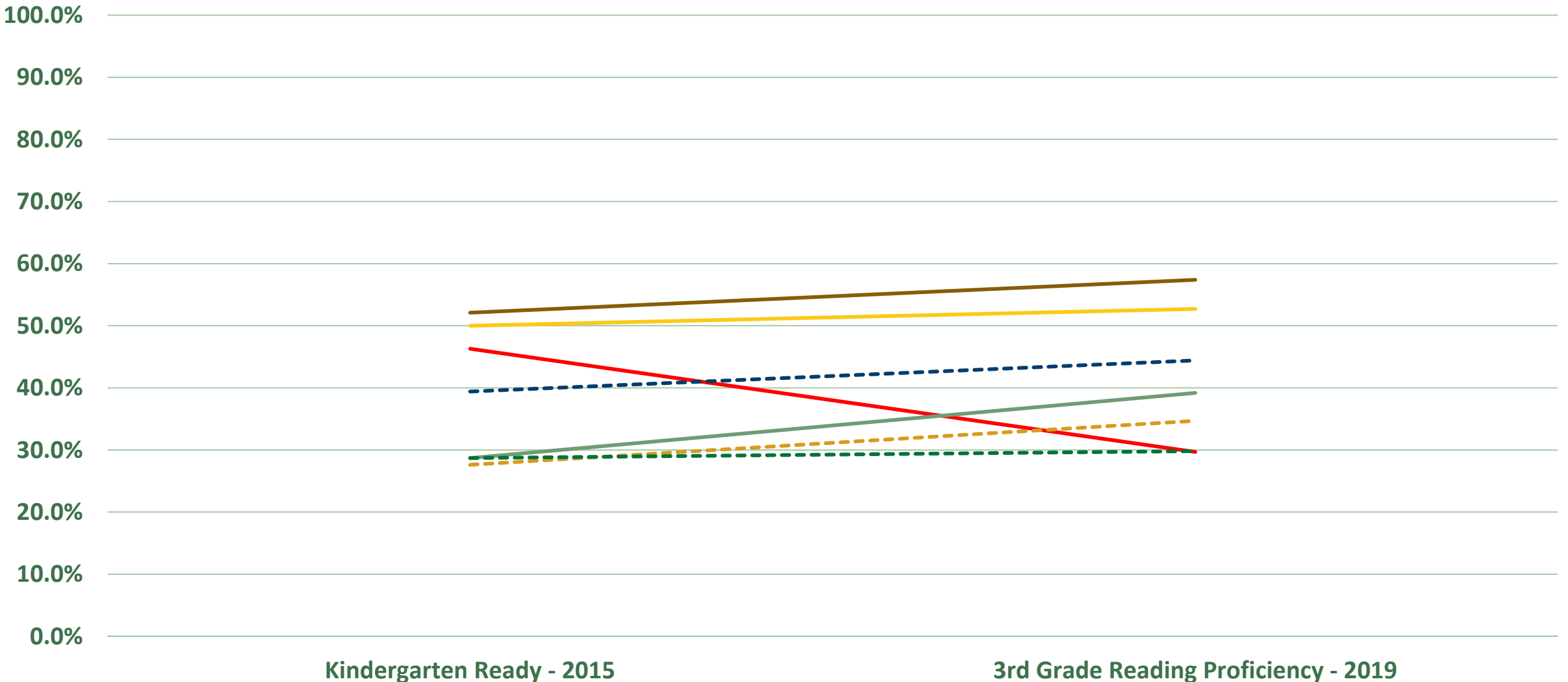




**Kindergarten readiness** correlates with greater proficiency in 3<sup>rd</sup> grade. In this case, you can see in the colored waves how K-readiness translates to greater proficiency in 3<sup>rd</sup> grade reading.

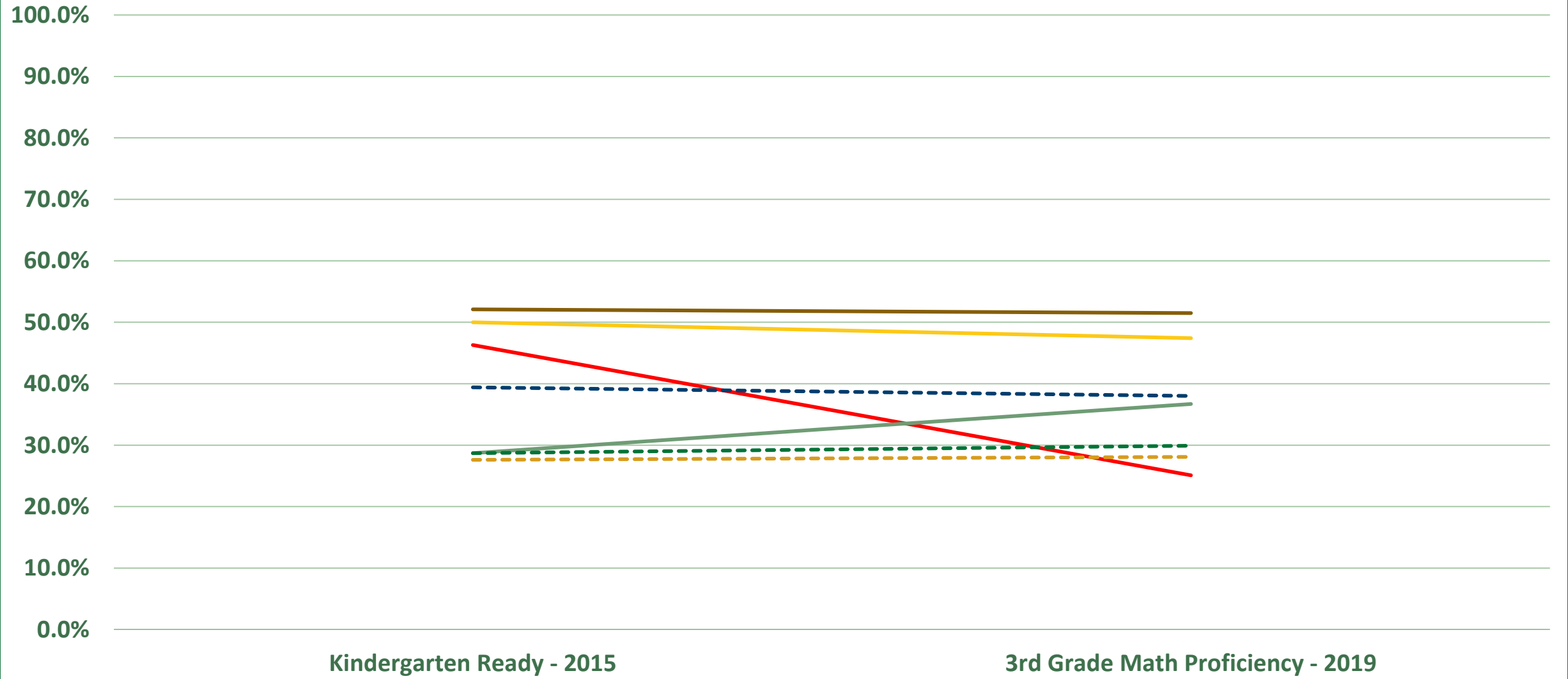
# 2015 K-READINESS -vs- 2019 3rd GRADE READING

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- Hispanic Students
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# 2015 K-READINESS -vs- 2019 3rd GRADE MATH

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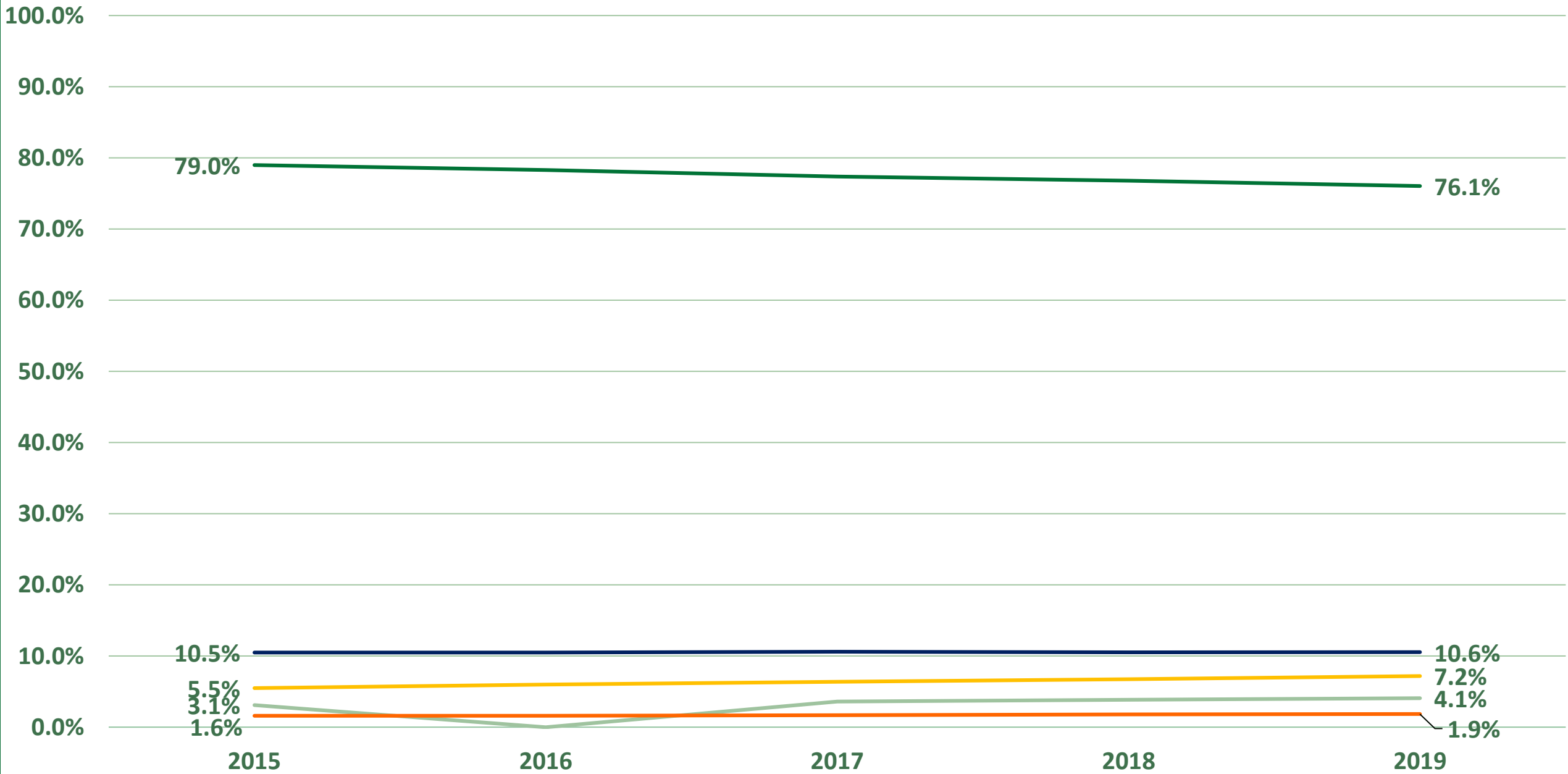
- In Kentucky, students are 3.2 times more likely to be African American than teachers.
- In Kentucky, students are 8.9 times more likely to be Hispanic than teachers.
- In Kentucky, students are 148.7 times more likely to be of two or more races than teachers.

**DO KENTUCKY TEACHERS LOOK LIKE KENTUCKY STUDENTS?**



# KENTUCKY - K-12 STUDENT DEMOGRAPHICS

African American Hispanic White (Non-Hispanic) Two or More Races Asian



# KENTUCKY - K-12 TEACHER DEMOGRAPHICS - 2015-2019

African American Hispanic White (Non-Hispanic) Two or More Races Asian

