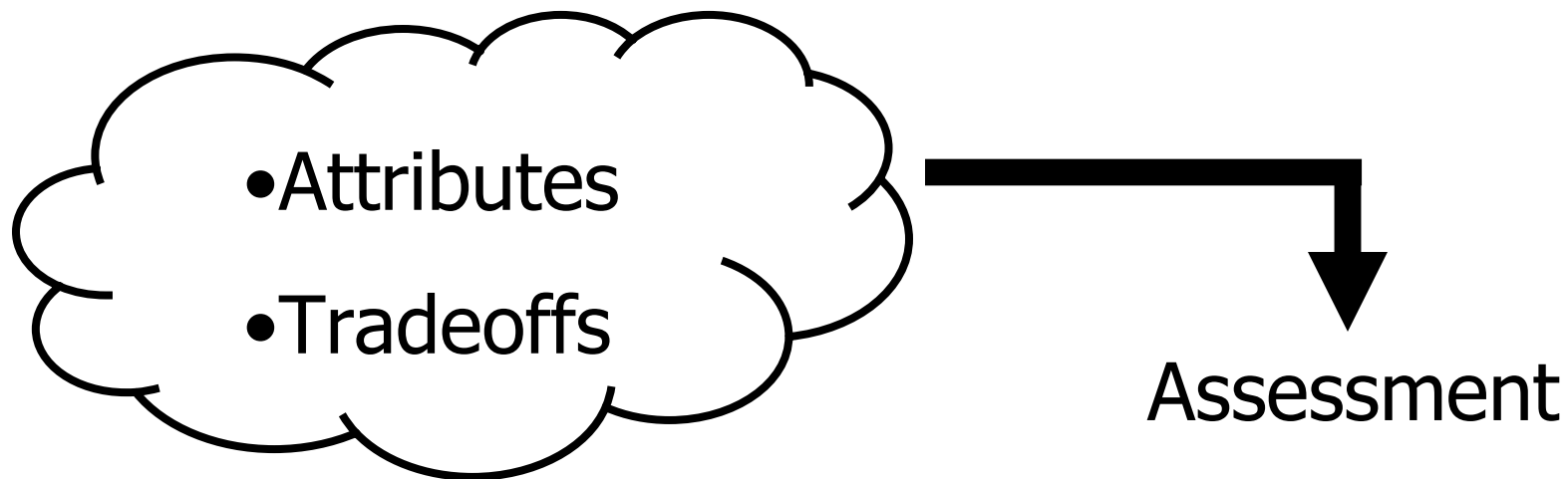

Learning to Lead: The Effectiveness of the No Child Left Behind Act

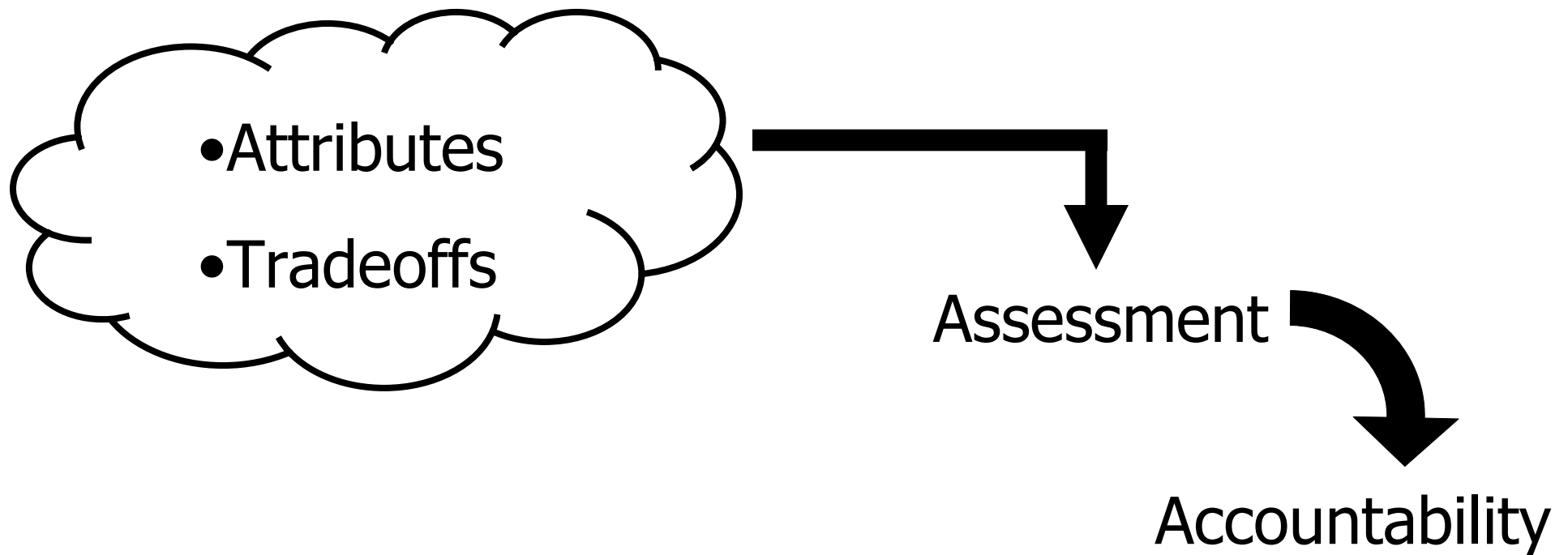
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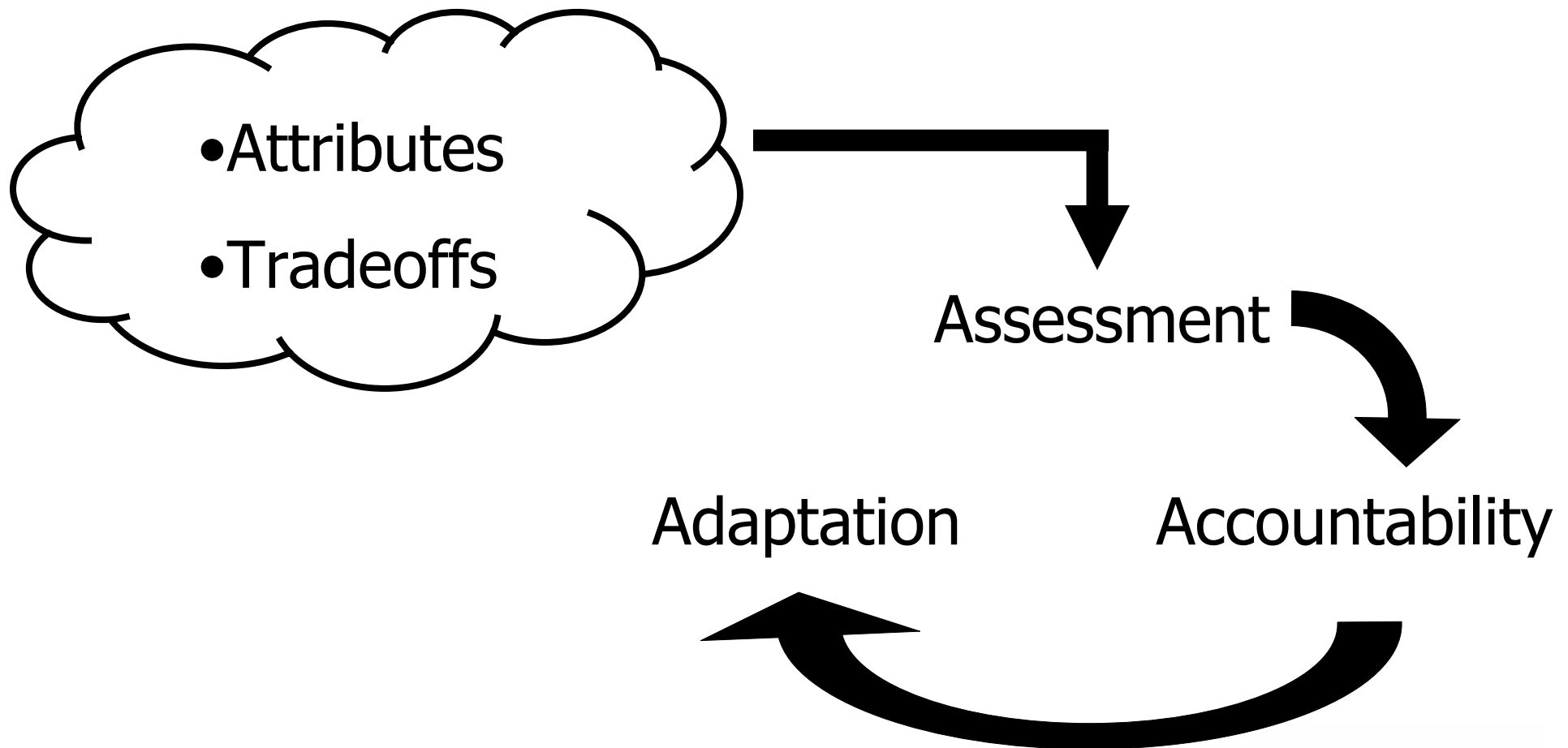
Assess performance by comparing attributes to the consumer's list of important attributes and acceptable tradeoffs.



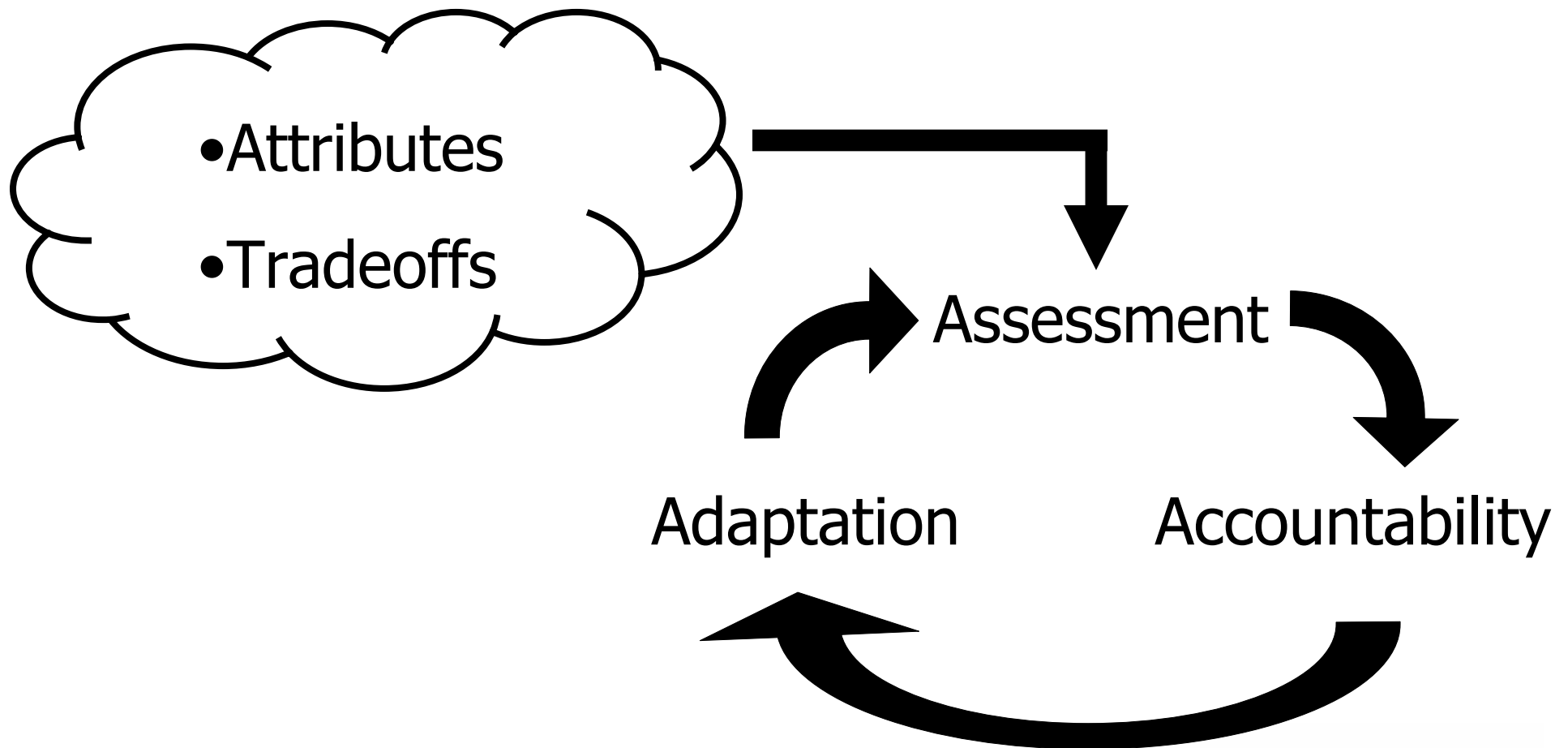
Accountability imposed via repeat purchase.



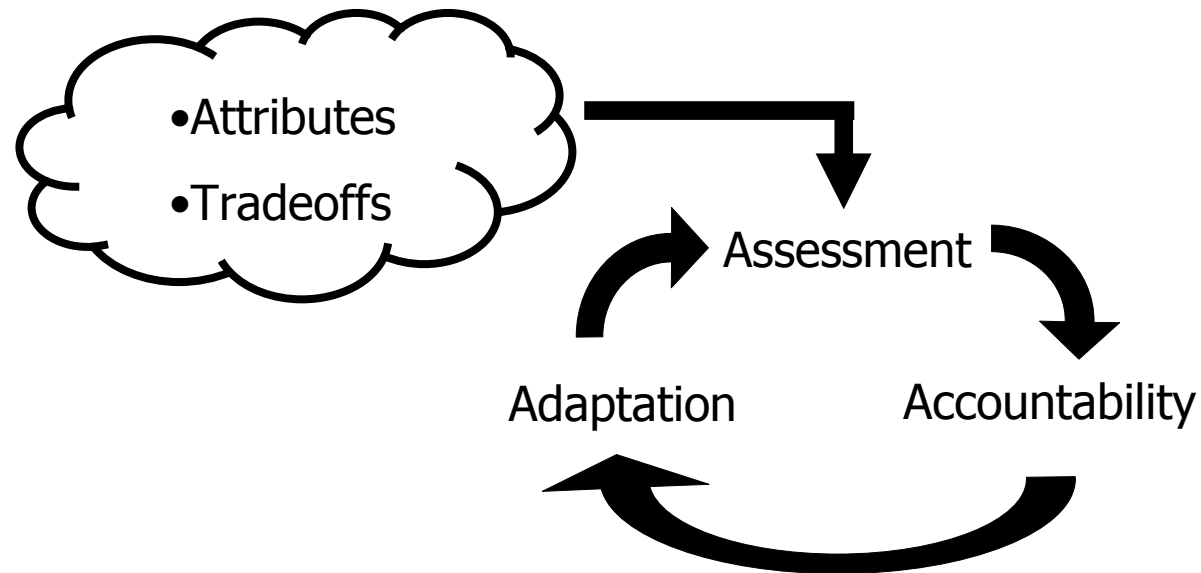
Adaptation is the response to accountability.



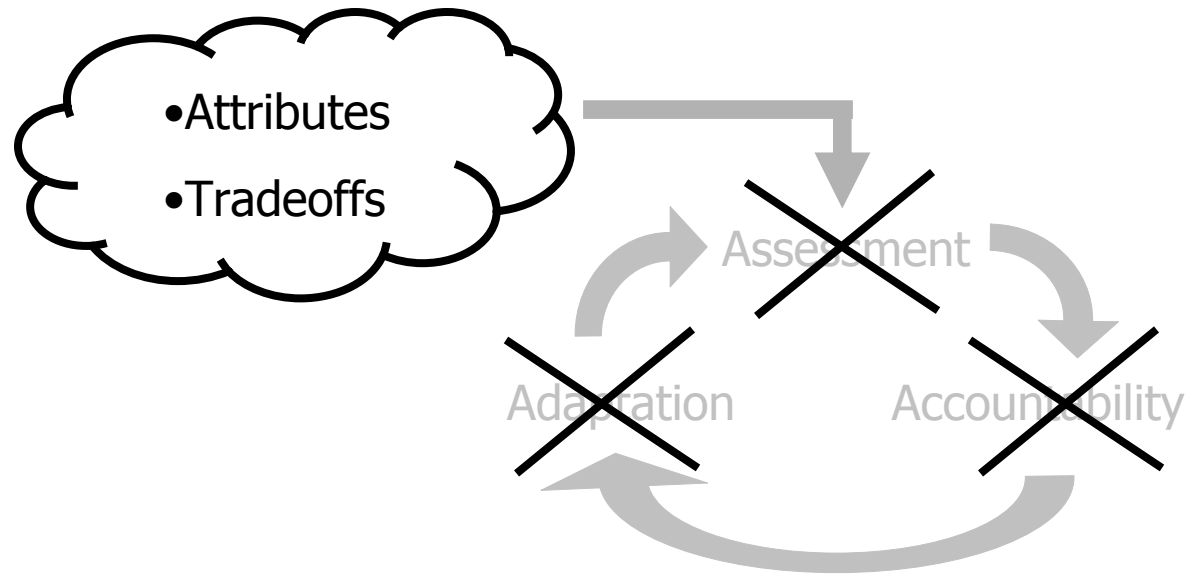
Re-assess in light of adaptation. This is outcomes assessment.



What might cause the AAA cycle to break down?



Break in the Cycle #1: Consumer is not identified



Who is the Consumer?

- **Student?**

Attributes: friends, extracurricular activities.

- **Parents?**

Attributes: safety, education, future opportunities.

- **Colleges?**

Attributes: critical thinking skills, math skills, communication skills.

- **Employers?**

Attributes: work ethic, communication skills, ability to function as part of a team.

- **Society?**

Attributes: likelihood of incarceration, likelihood of becoming a welfare recipient.

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Who is the Consumer?

- **Student?**

Attributes: friends, sports, extracurricular activities.

- **Parents?**

Attributes: safety, education, sports, future opportunities.

- **College?**

Attributes:
personal

NCLB mandates aren't necessarily consistent with any of these definitions of "consumer."

- **Employers?**

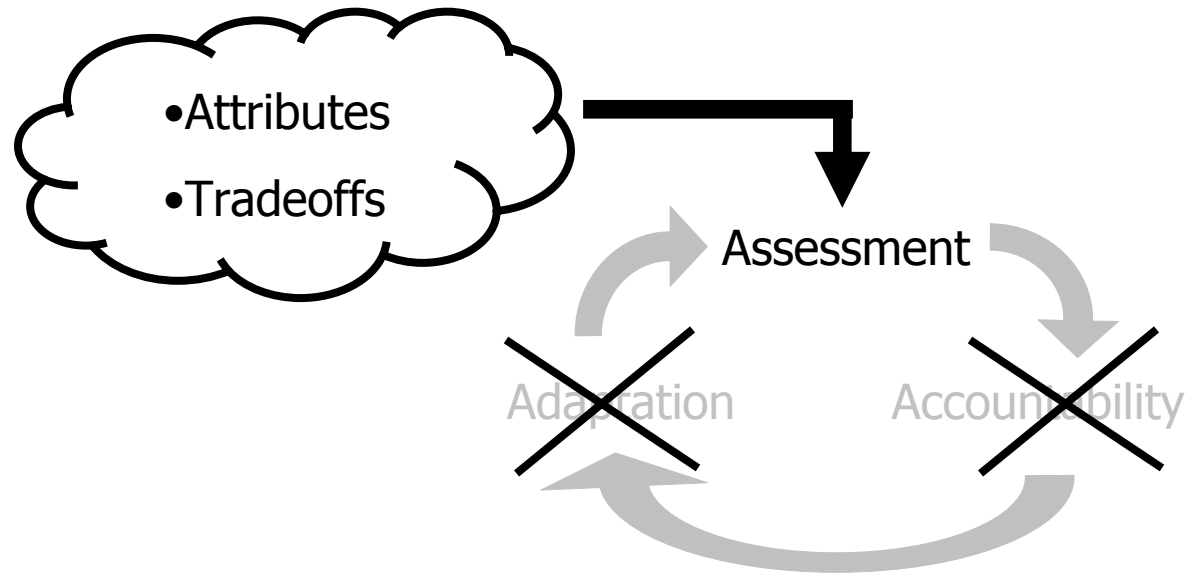
Attributes: work ethic, communication skills, ability to function as part of a team.

- **Society?**

Attributes: likelihood of incarceration, likelihood of becoming a welfare recipient.

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Break in the Cycle #2: Accountability cannot be imposed



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What is Required for Accountability?

- **Mobility**

Consumer must be able to reward by purchasing again.

Consumer must be able to punish by purchasing elsewhere.

What is Required for Accountability?

- **Mobility**

Consumer must be able to reward by purchasing again.

Consumer must be able to punish by purchasing elsewhere.

Public school choice without freedom to deviate from NCLB mandates effectively eliminates mobility.

NCLB Implicitly Defines the Federal Government as “Consumer”

What adaptations can the government (Federal, state, or local) enact?

- Student-teacher ratio
- School size
- Spending per pupil

Student-Teacher ratio

This strategic plan stresses the need for strategies aimed at keeping more teachers in the classroom.

- Strategic Plan, Texas Higher Education Coordinating Board, 2002.

Teacher recruitment is the key to the drive to reduce class size.

- Congresswoman Eddie Bernice Johnson, (D-TX), 2005.

Utah will undertake several initiatives aimed at keeping more teachers in the classroom.

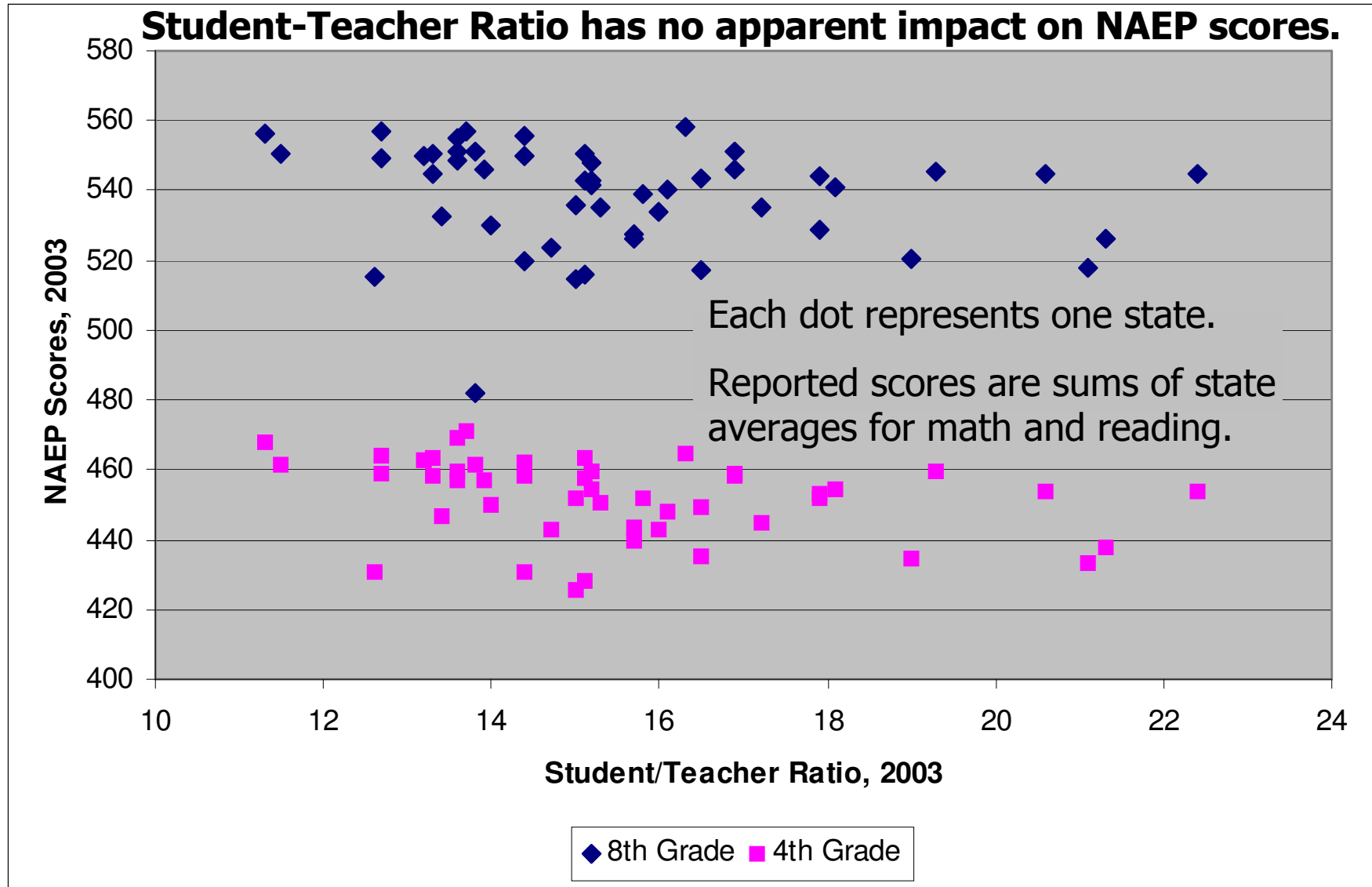
- Utah Governor John Huntsman (R), 2005.

Growing numbers of students in our nation's schools...mean that our need for teachers increases each year.

- Meeting the Challenges of Recruitment and Retention, NEA, 2005.

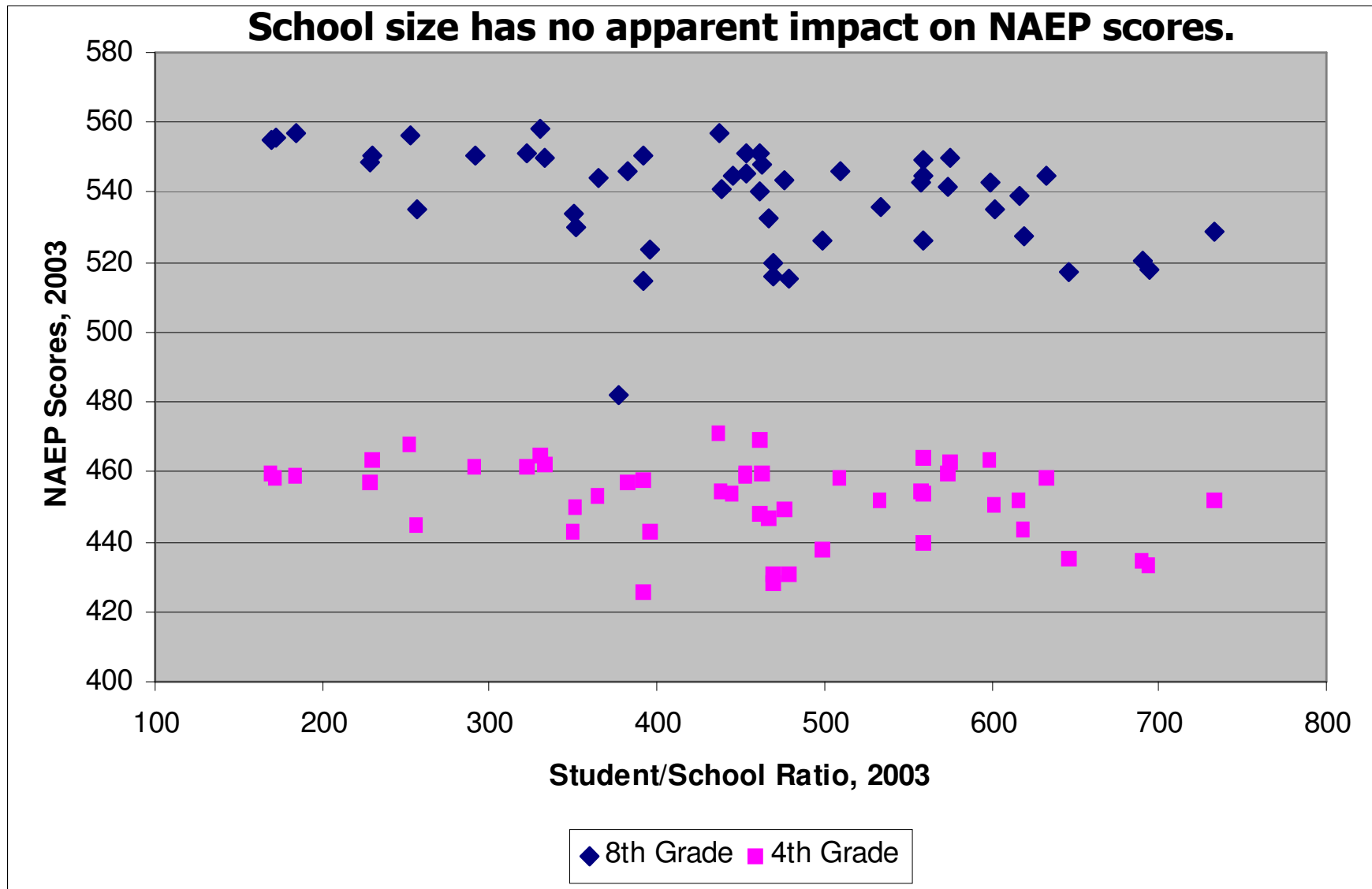
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Student-Teacher Ratio has no apparent impact on NAEP scores.



Source: National Center for Education Statistics, U.S. Department of Education

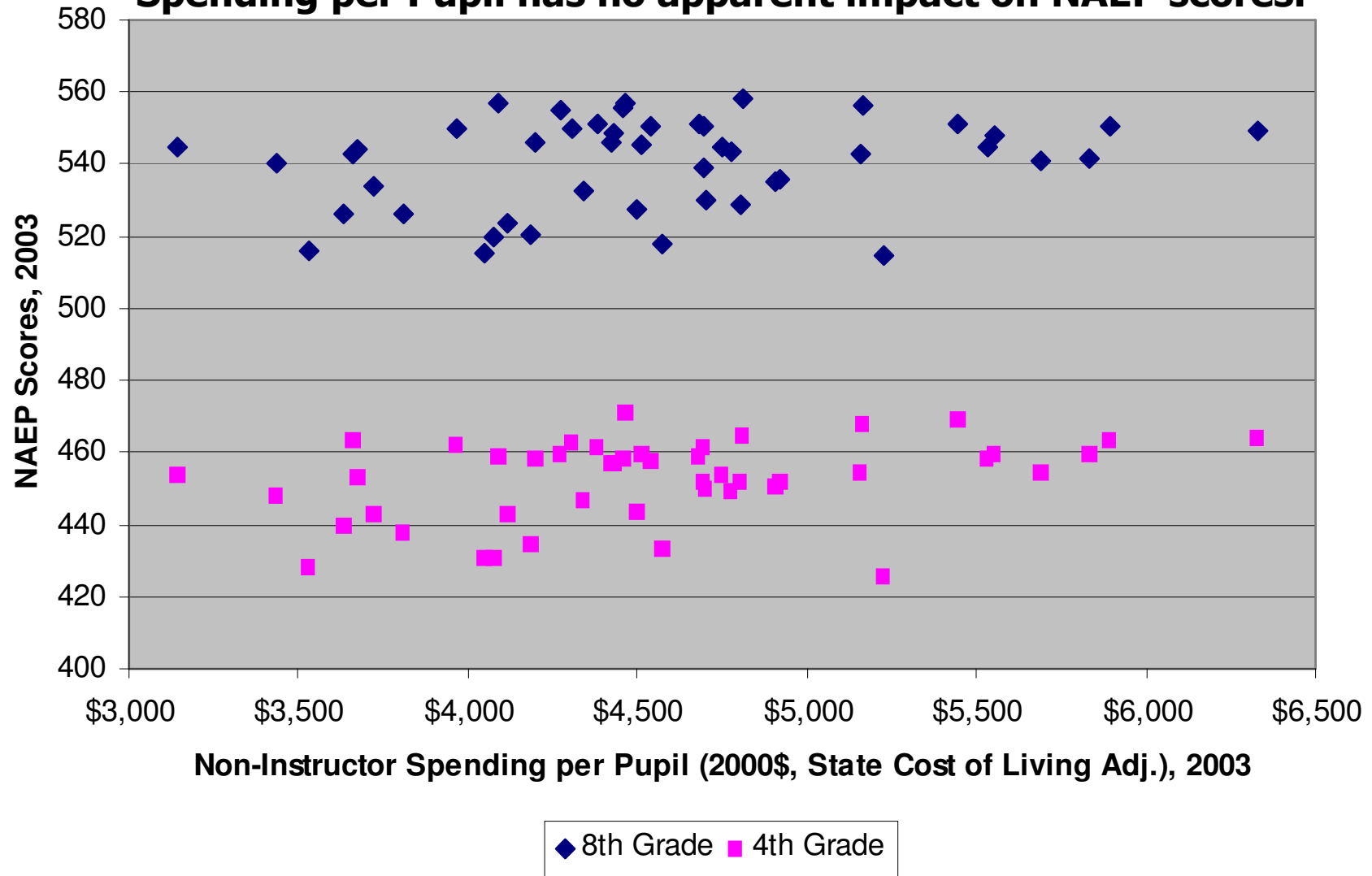
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Source: National Center for Education Statistics, U.S. Department of Education

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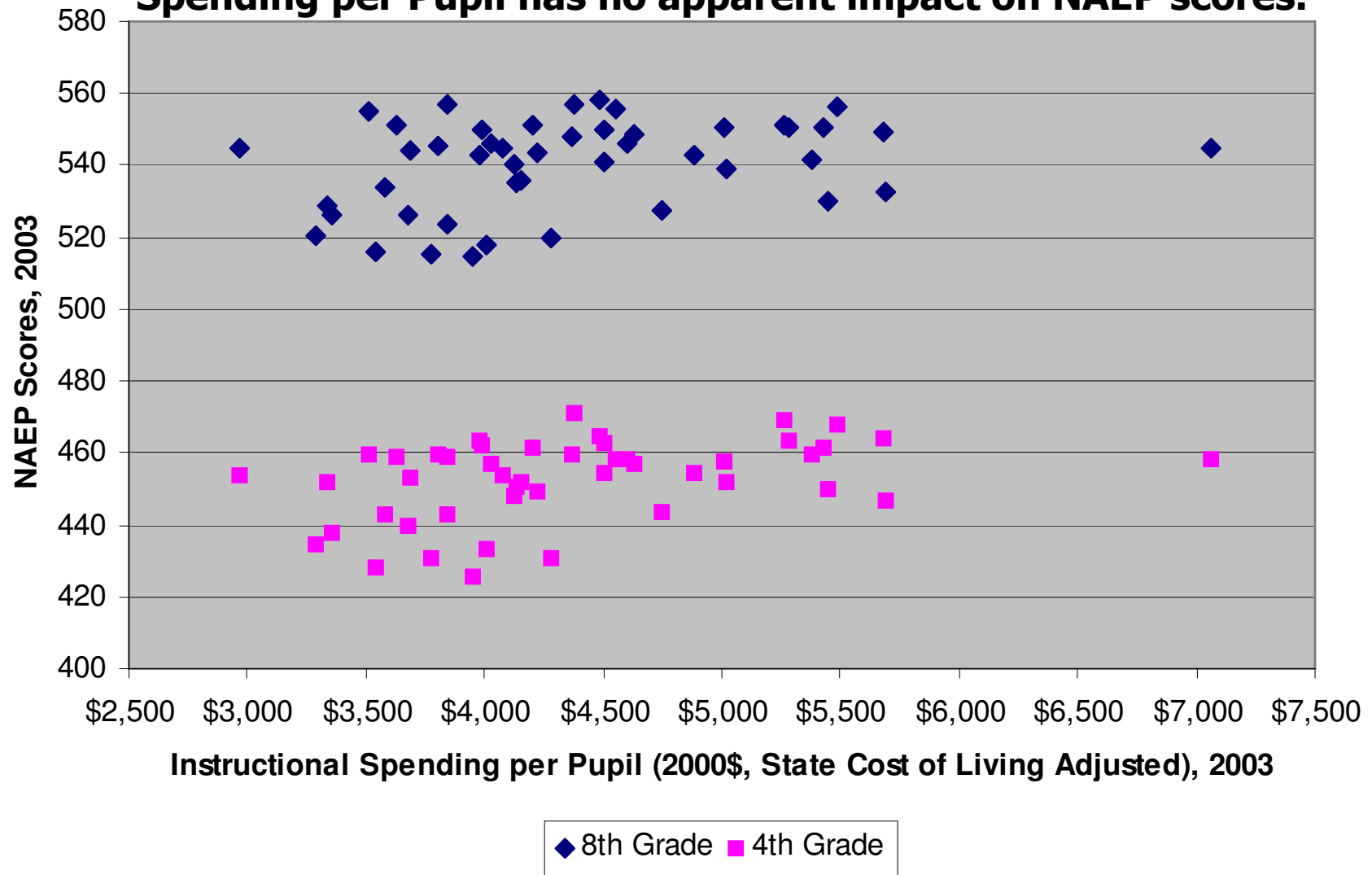
Spending per Pupil has no apparent impact on NAEP scores.



Source: National Center for Education Statistics, U.S. Department of Education

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Spending per Pupil has no apparent impact on NAEP scores.



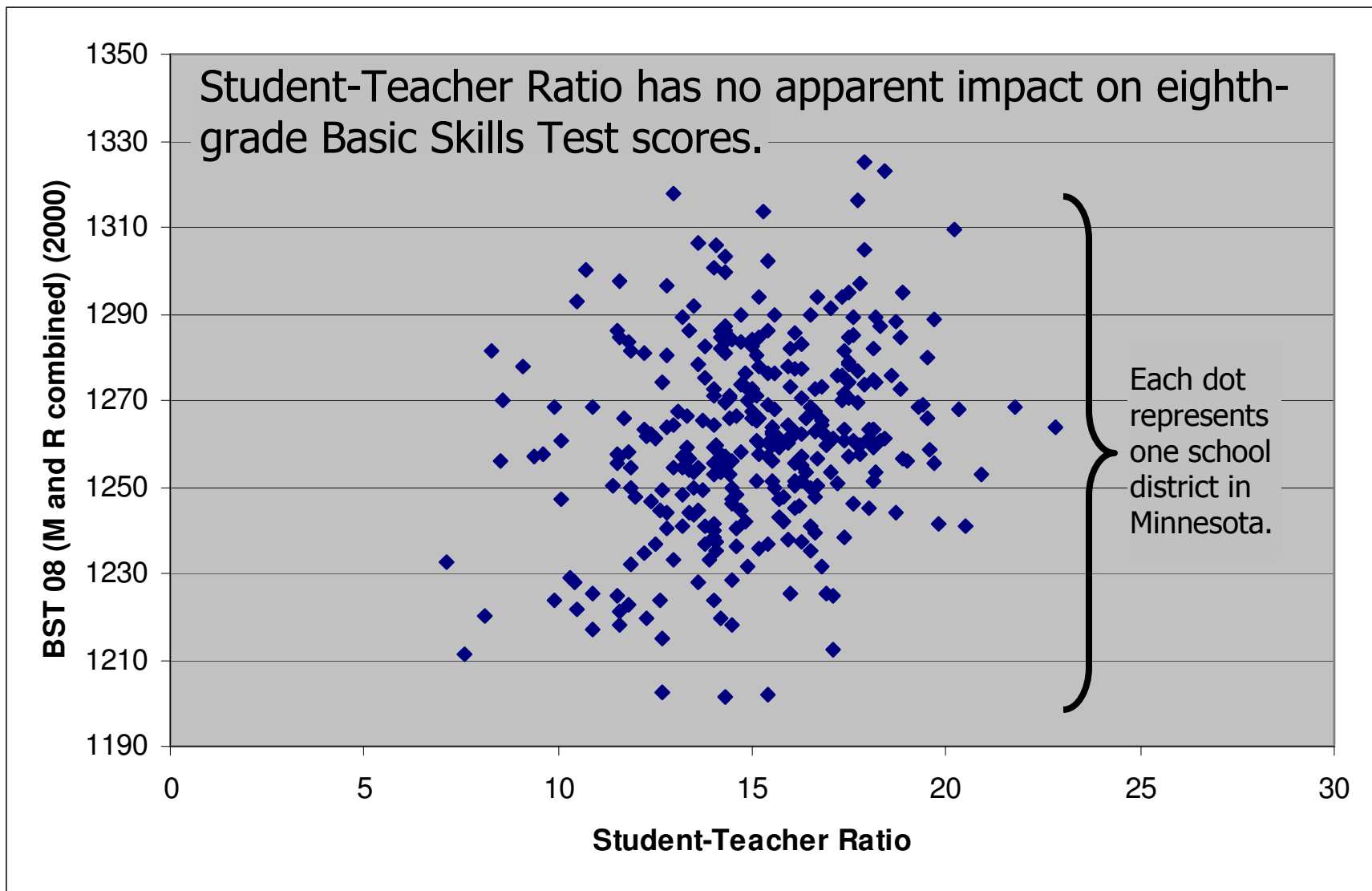
Source: National Center for Education Statistics, U.S. Department of Education

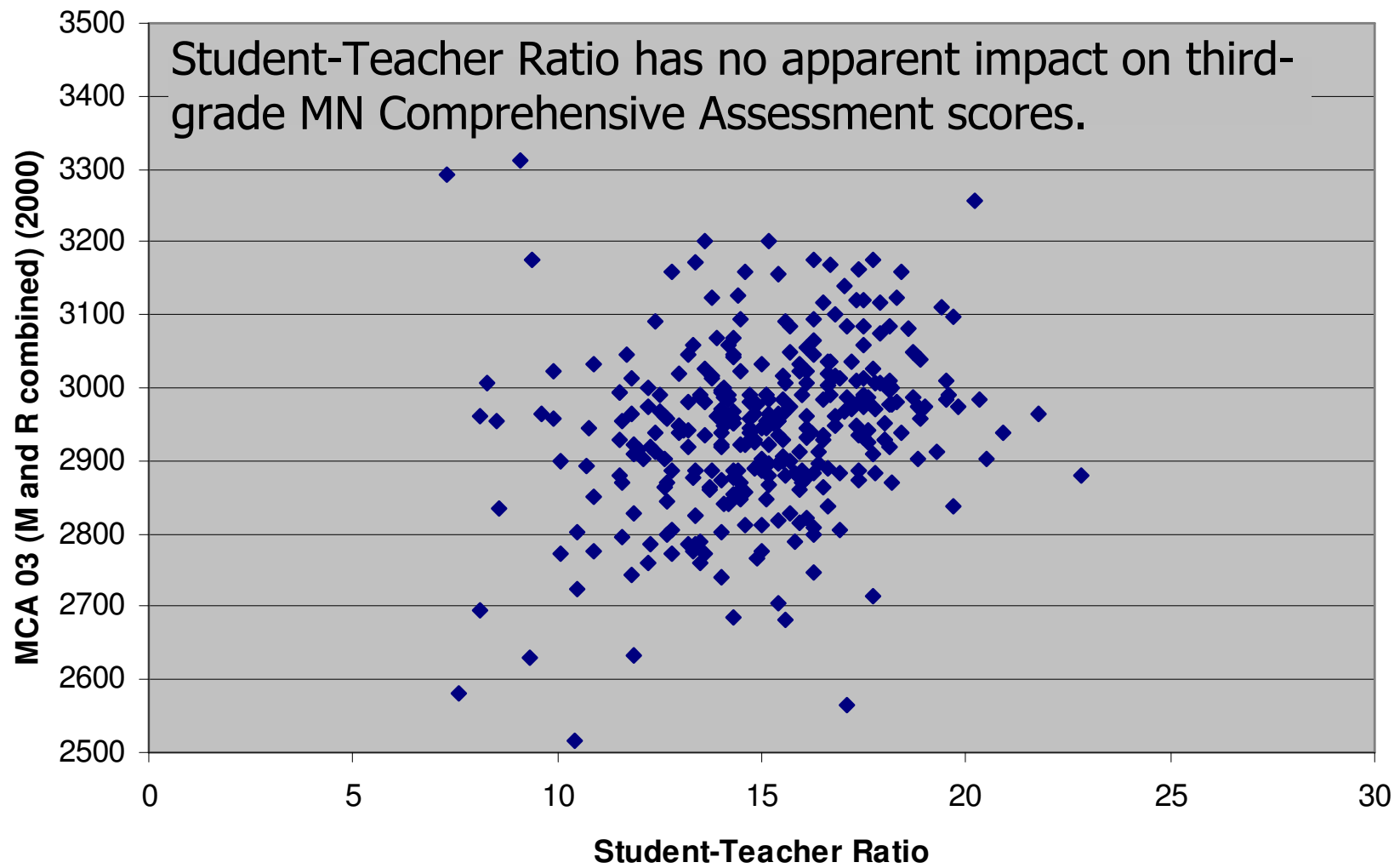
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Counter-argument

The aggregation to state-level may hide information.

What happens when the data is disaggregated?



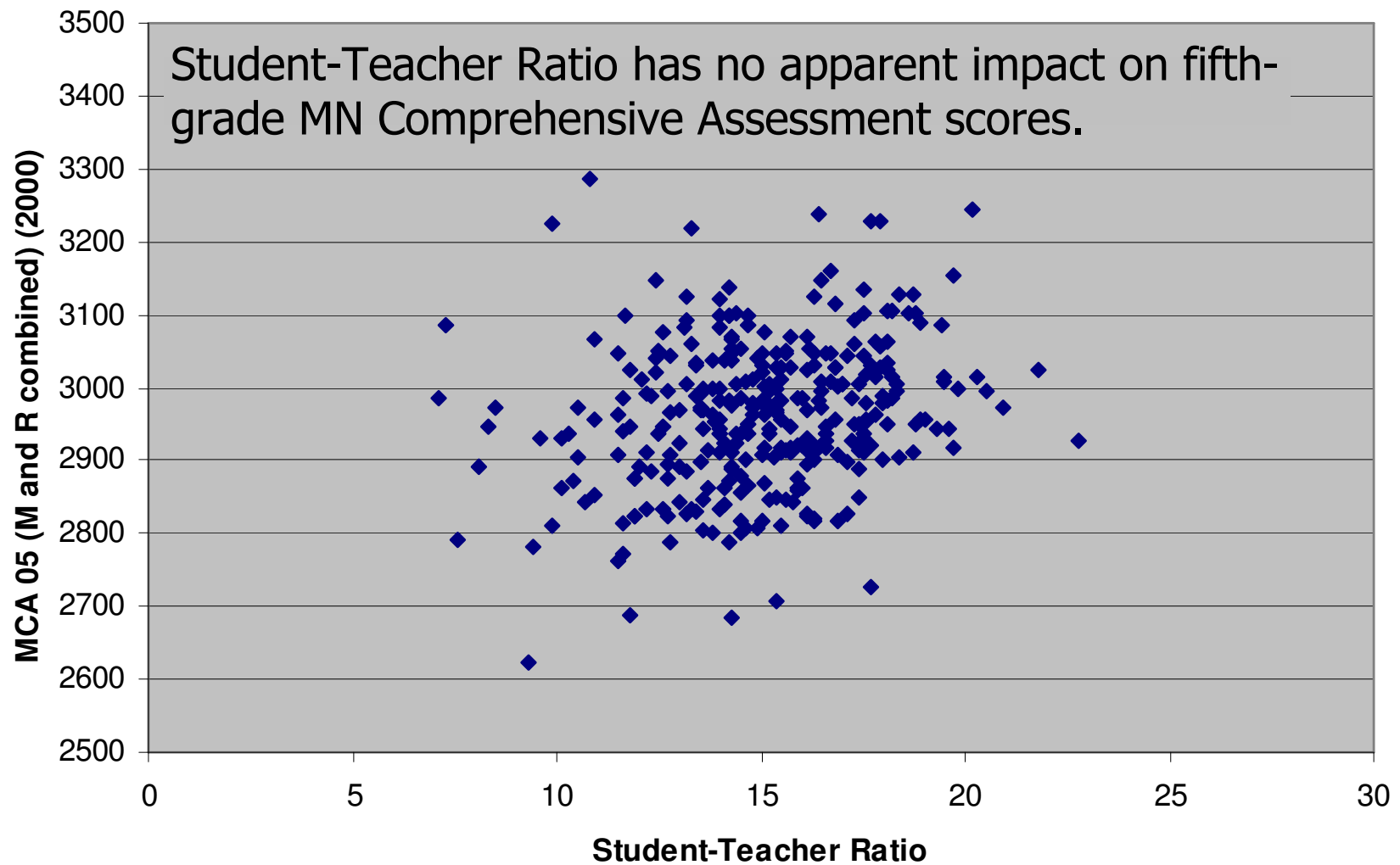


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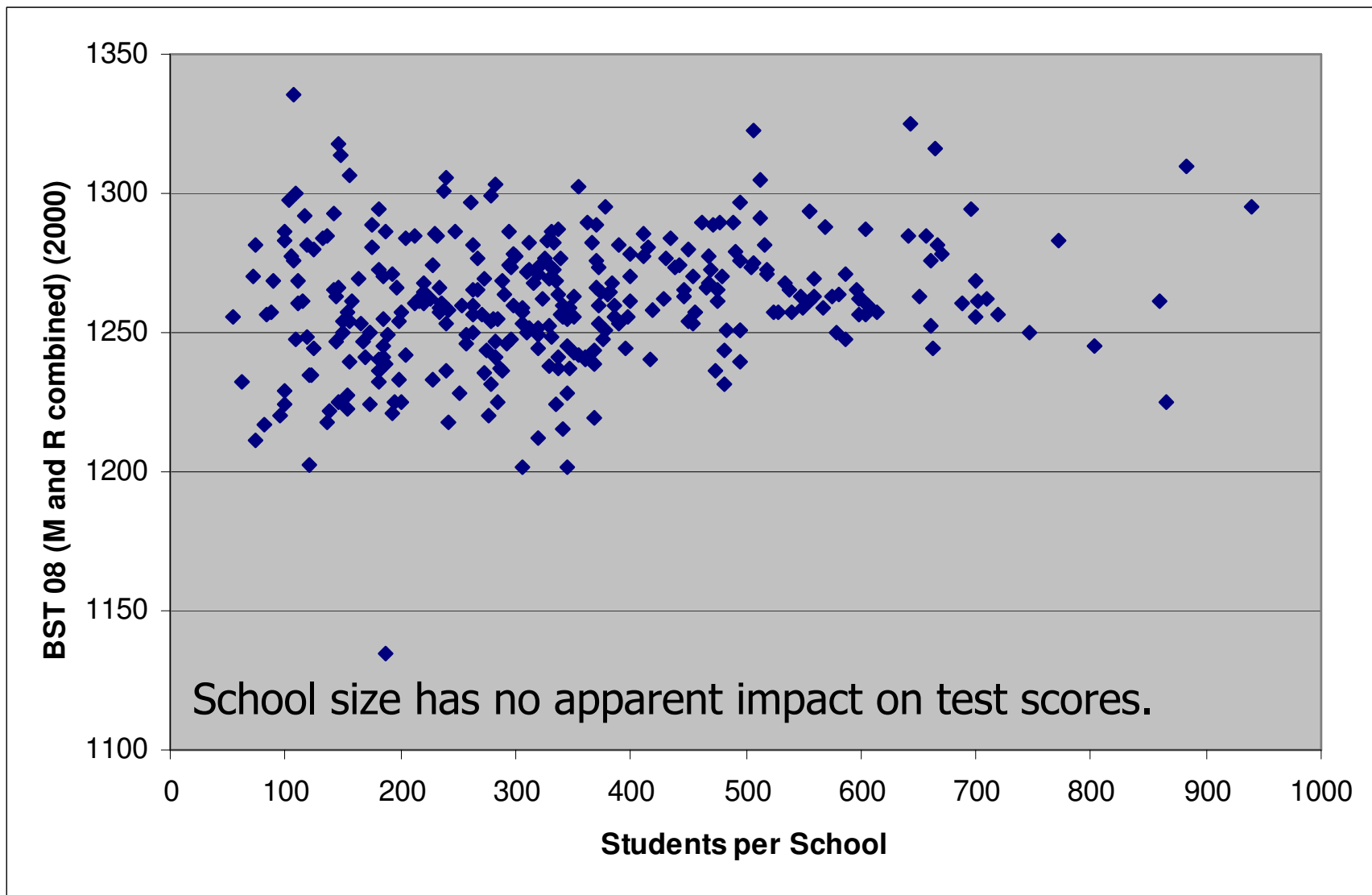
Antony Davies, Ph.D.
Donahue Graduate School of Business

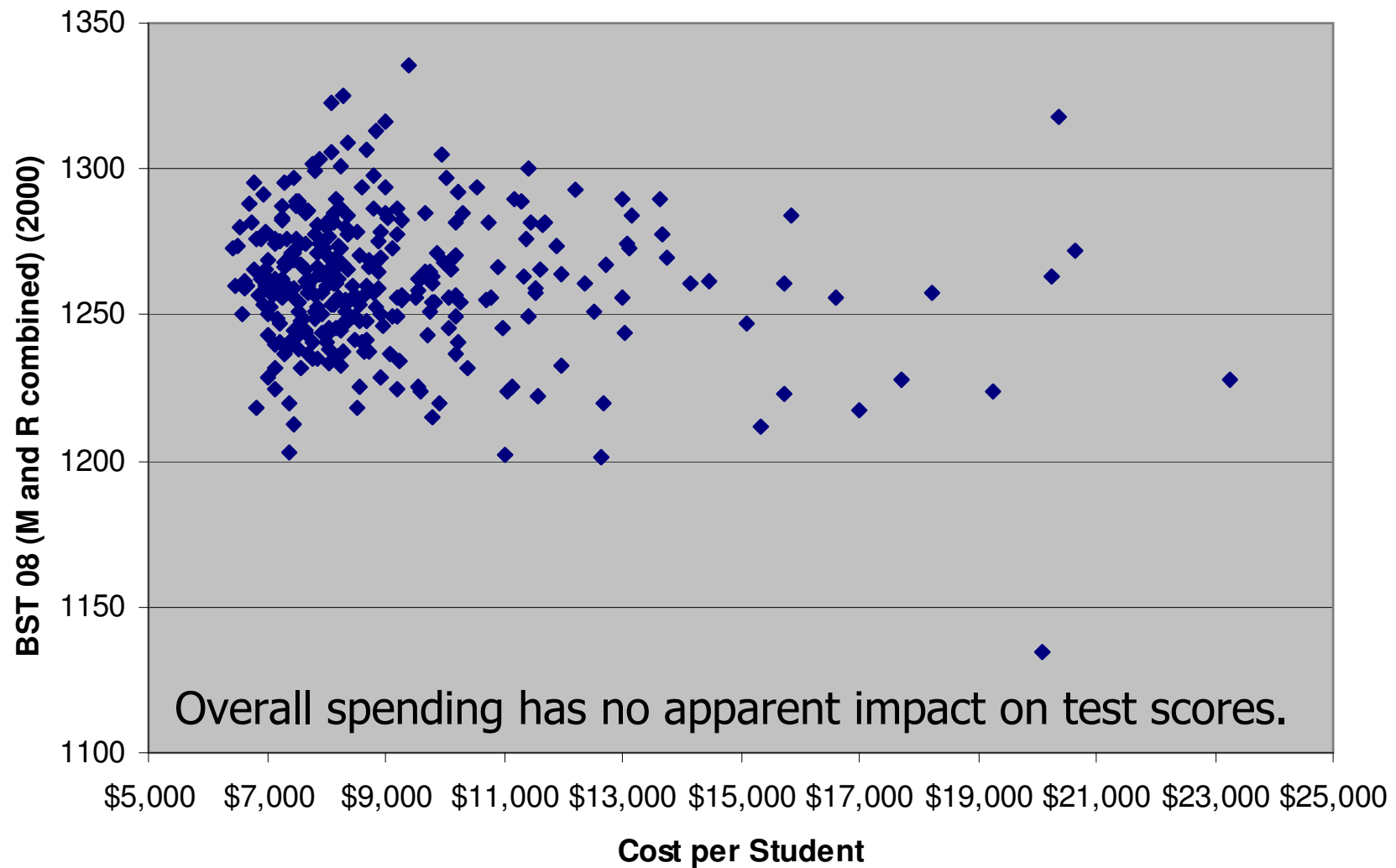
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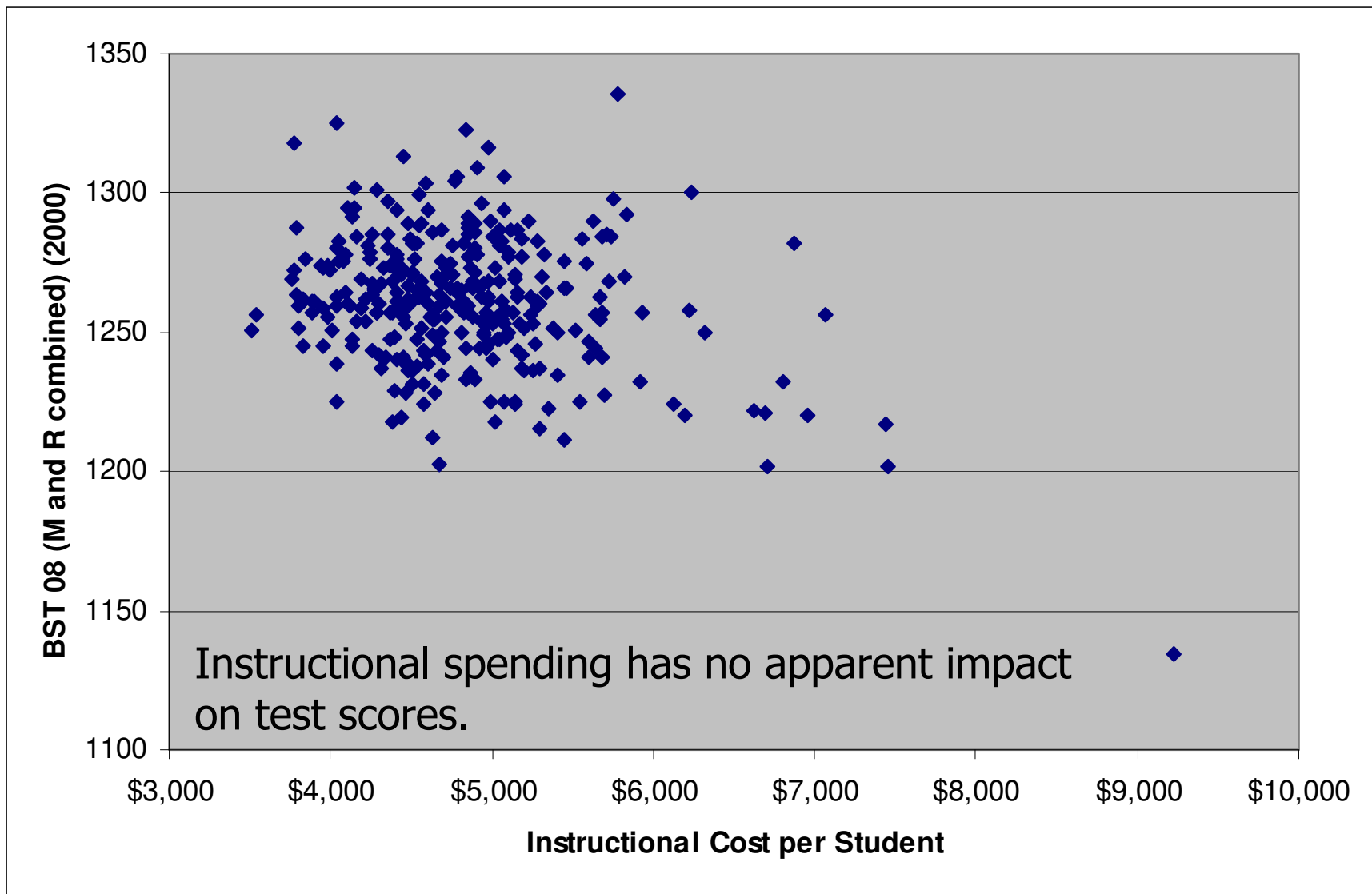
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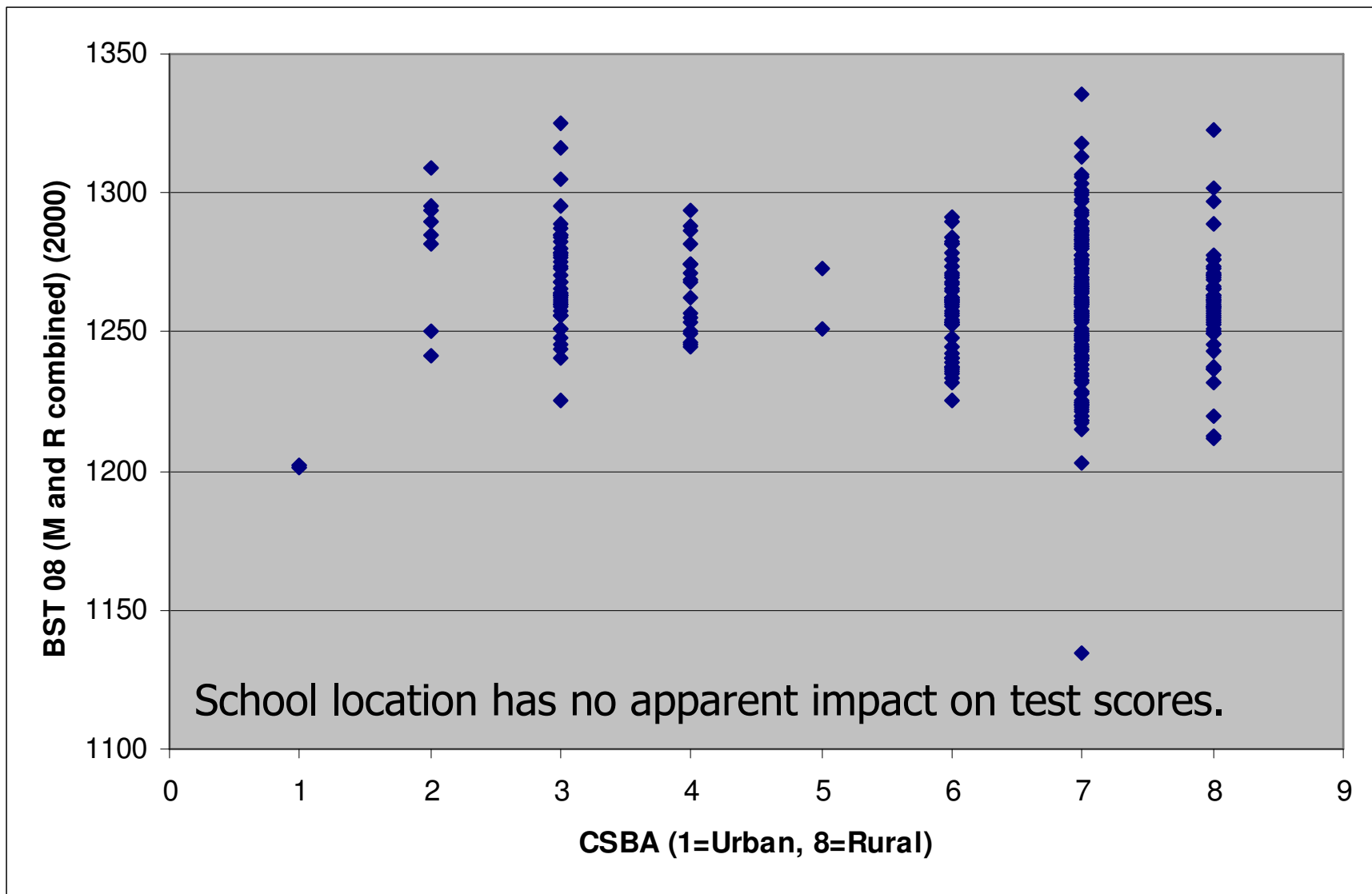




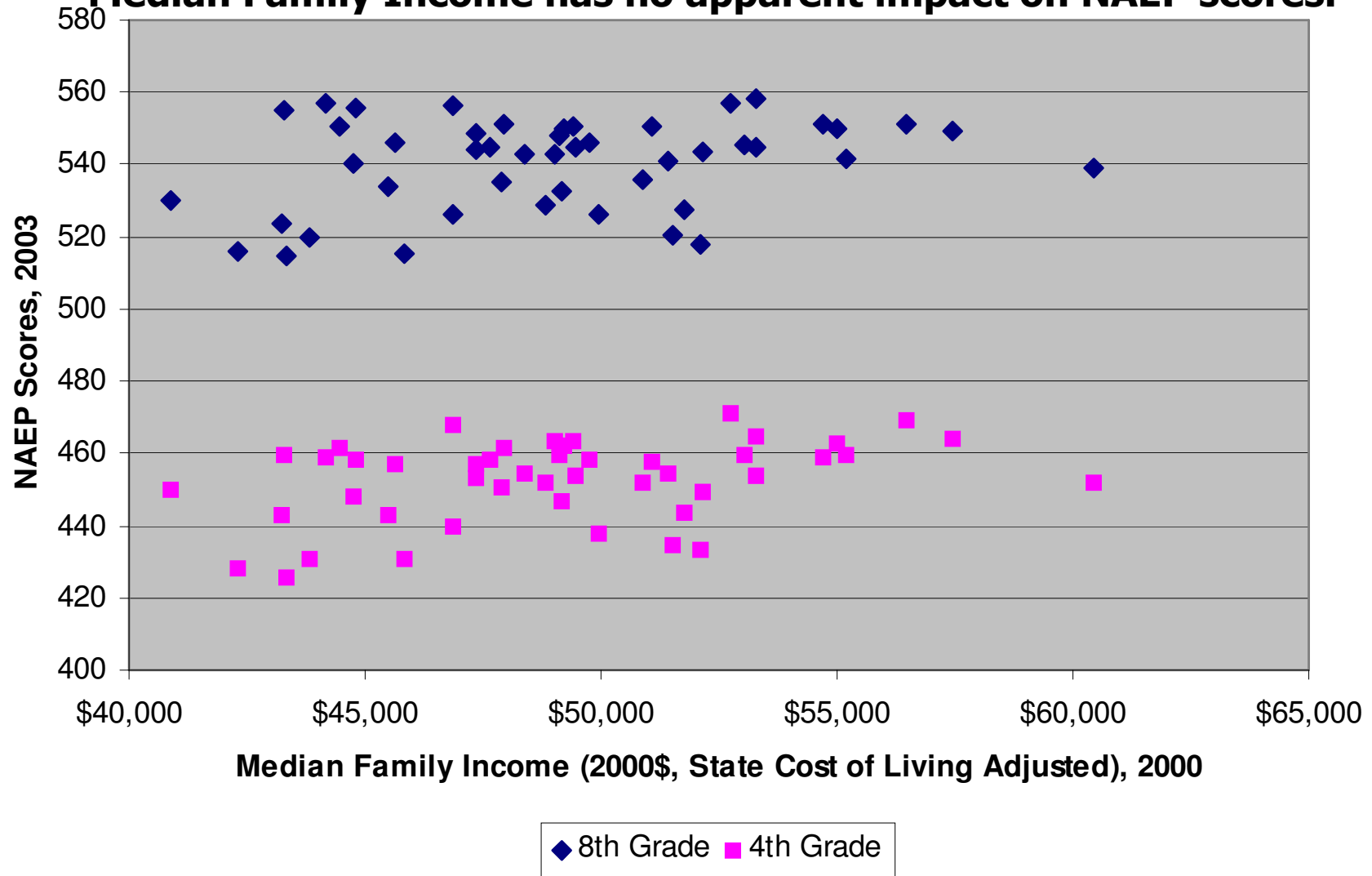


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What other attributes might impact test scores?

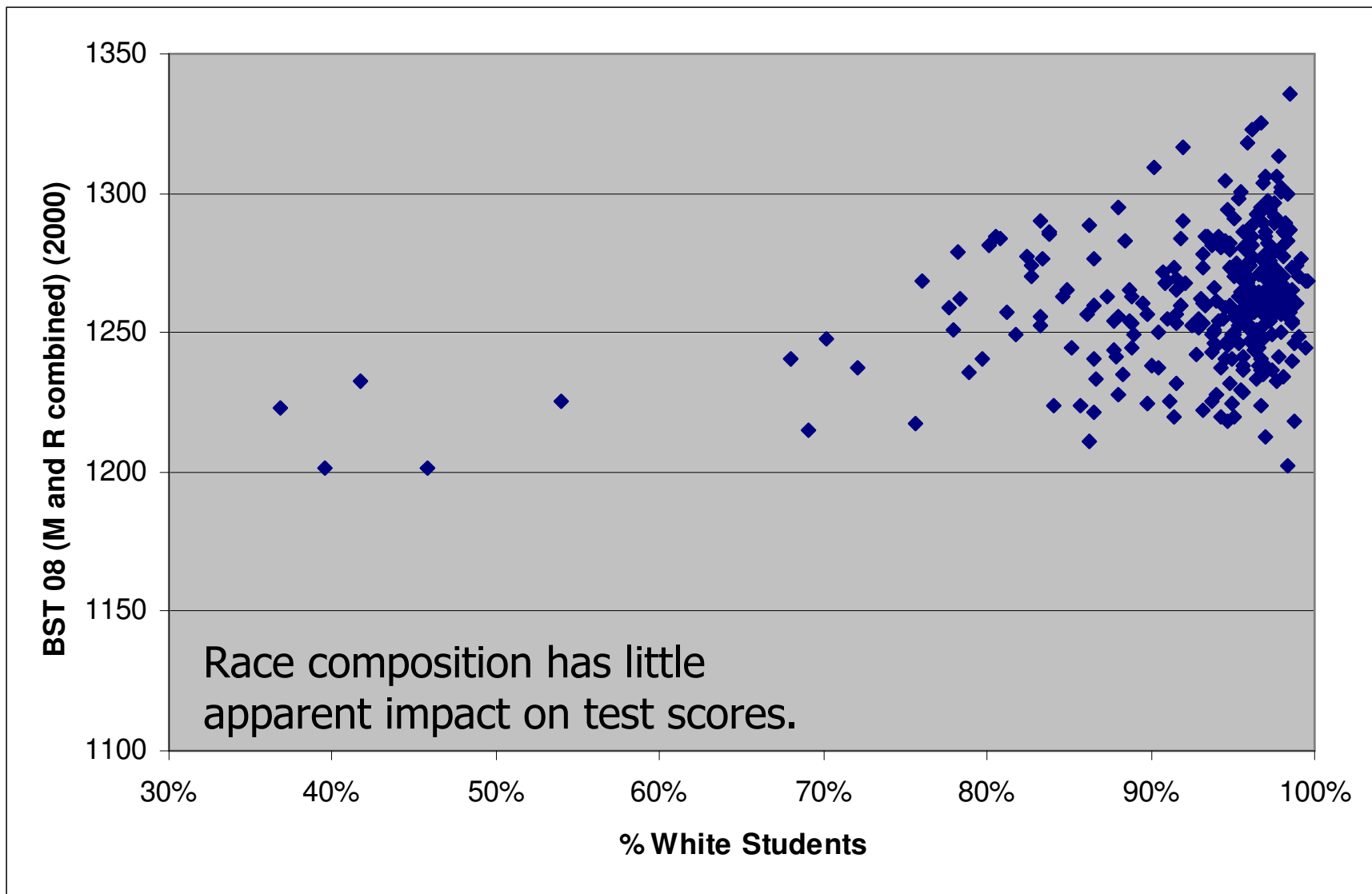


Median Family Income has no apparent impact on NAEP scores.



Source: National Center for Education Statistics, U.S. Department of Education

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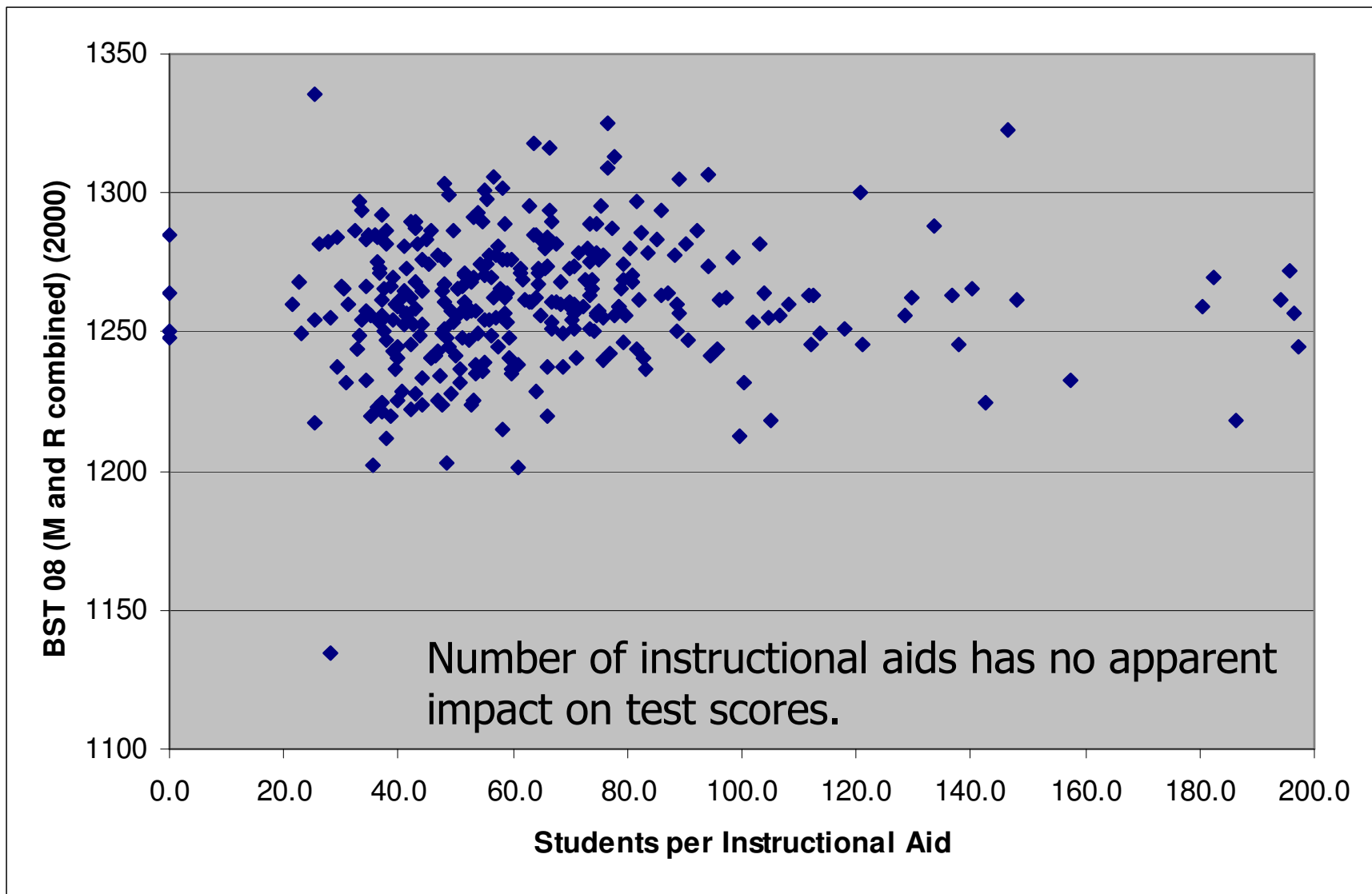
Note:

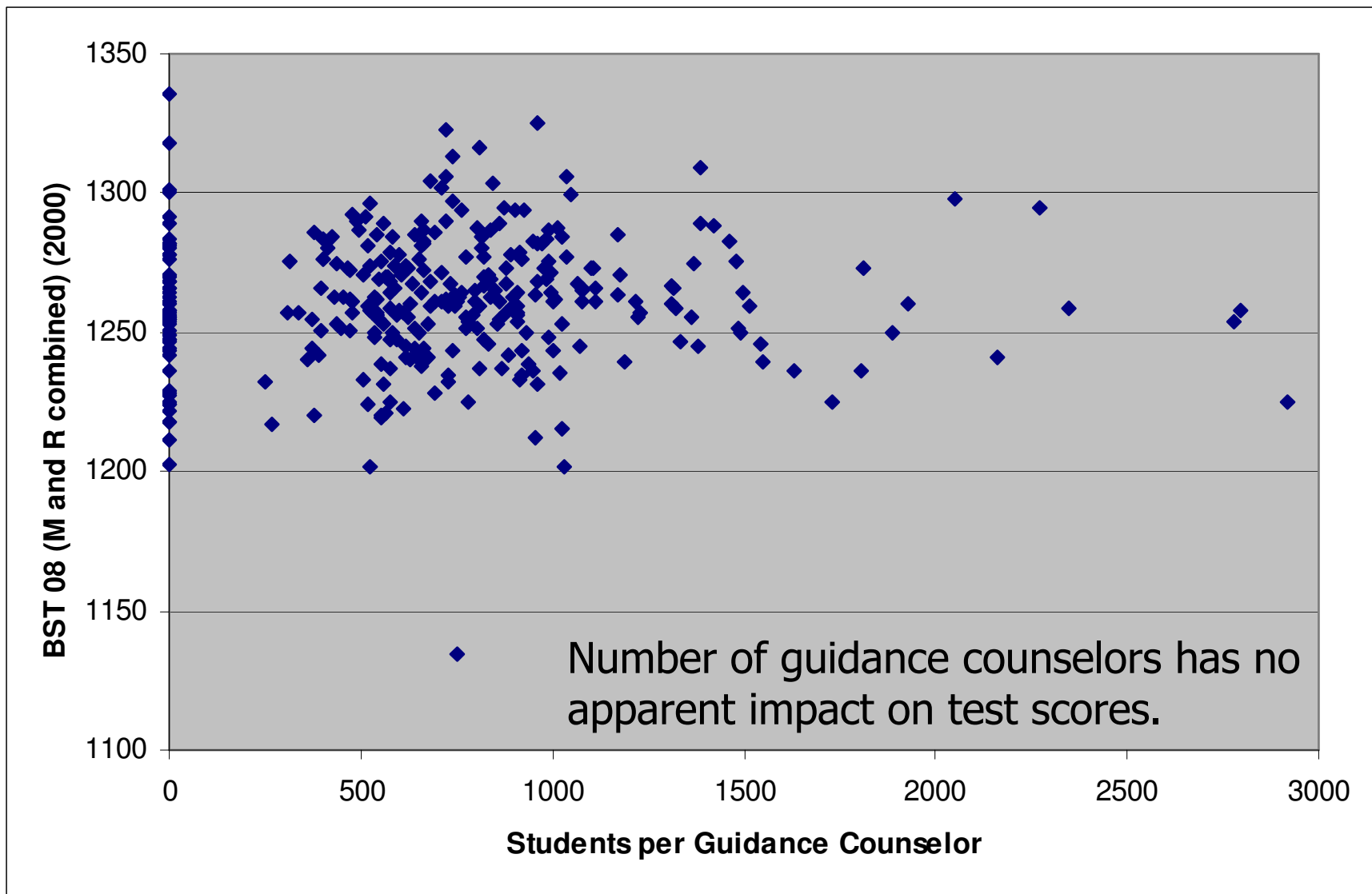
The Chicago School District (third largest in the country) experienced a White-Black gap in test performance.

The district inadvertently performed an experiment by assigning students to public schools by lottery.

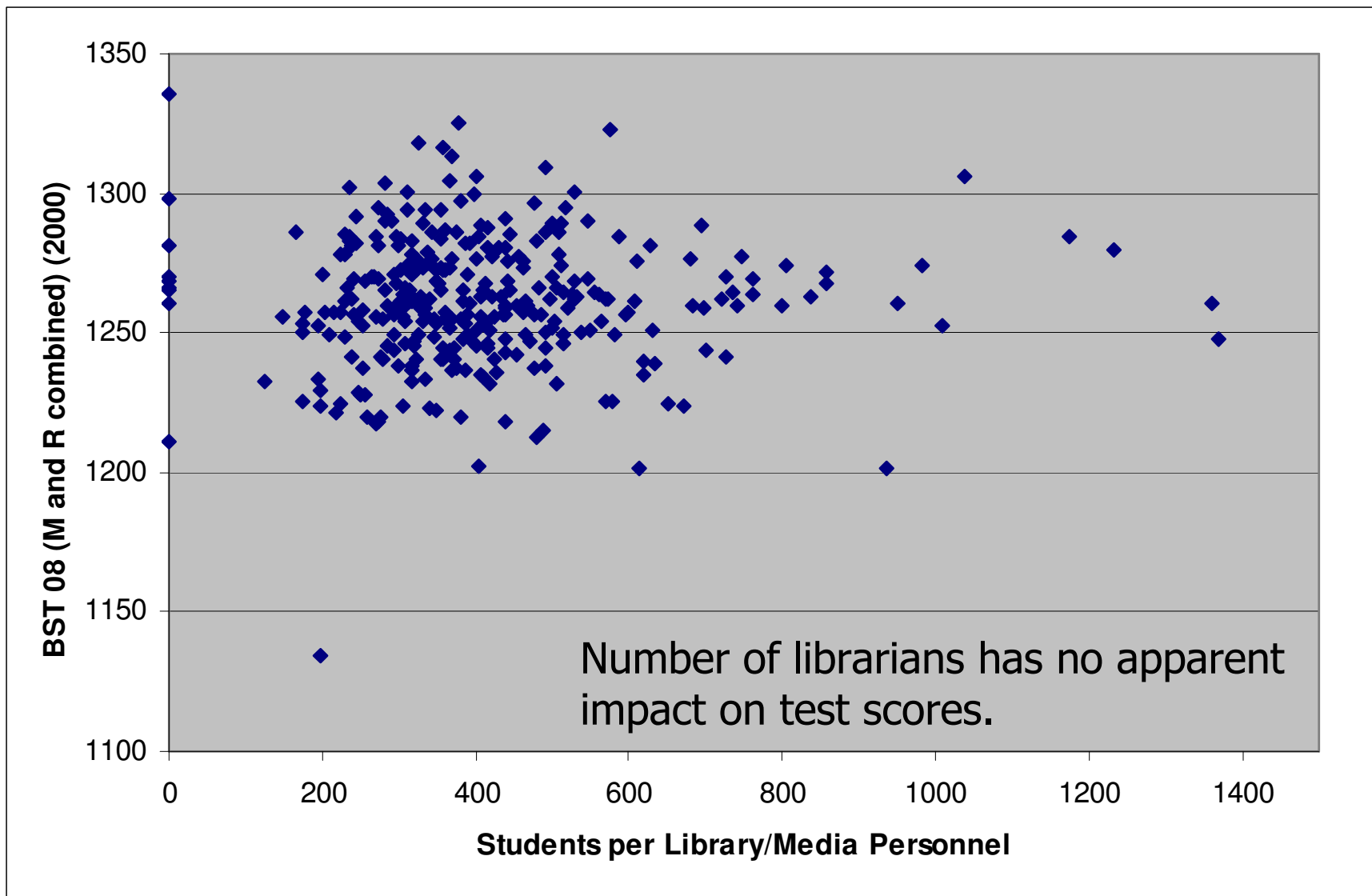
Result: White-Black gap disappeared.

1. White and black students assigned to affluent schools performed equally.
2. White and black students assigned to poor schools performed equally.
3. Students assigned to affluent schools performed better than students assigned to poor schools.
4. Black students assigned to affluent schools performed better than white students assigned to poor schools.





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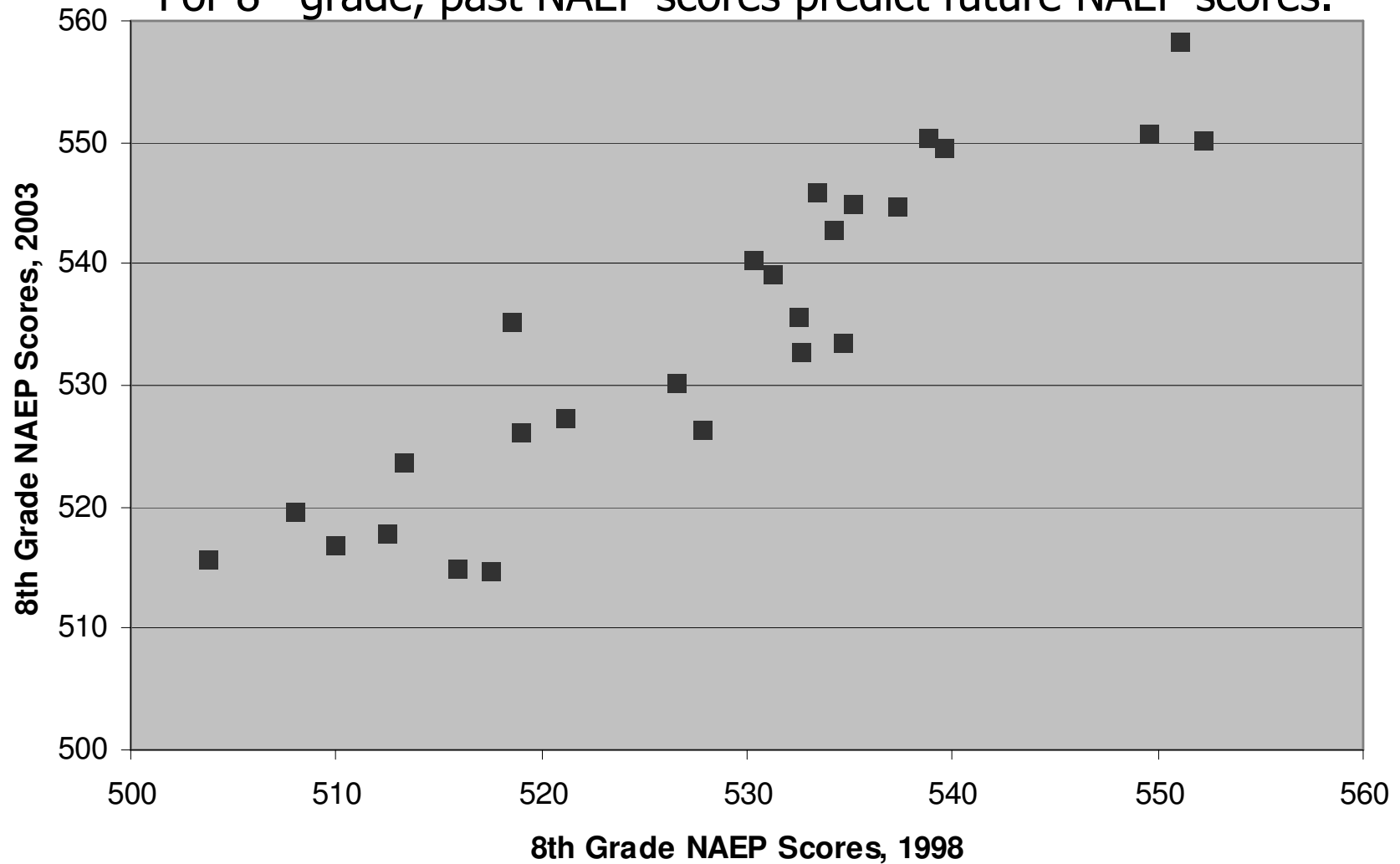


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Does anything predict Standardized Test performance?

For 8th grade, past NAEP scores predict future NAEP scores.



Source: National Center for Education Statistics, U.S. Department of Education

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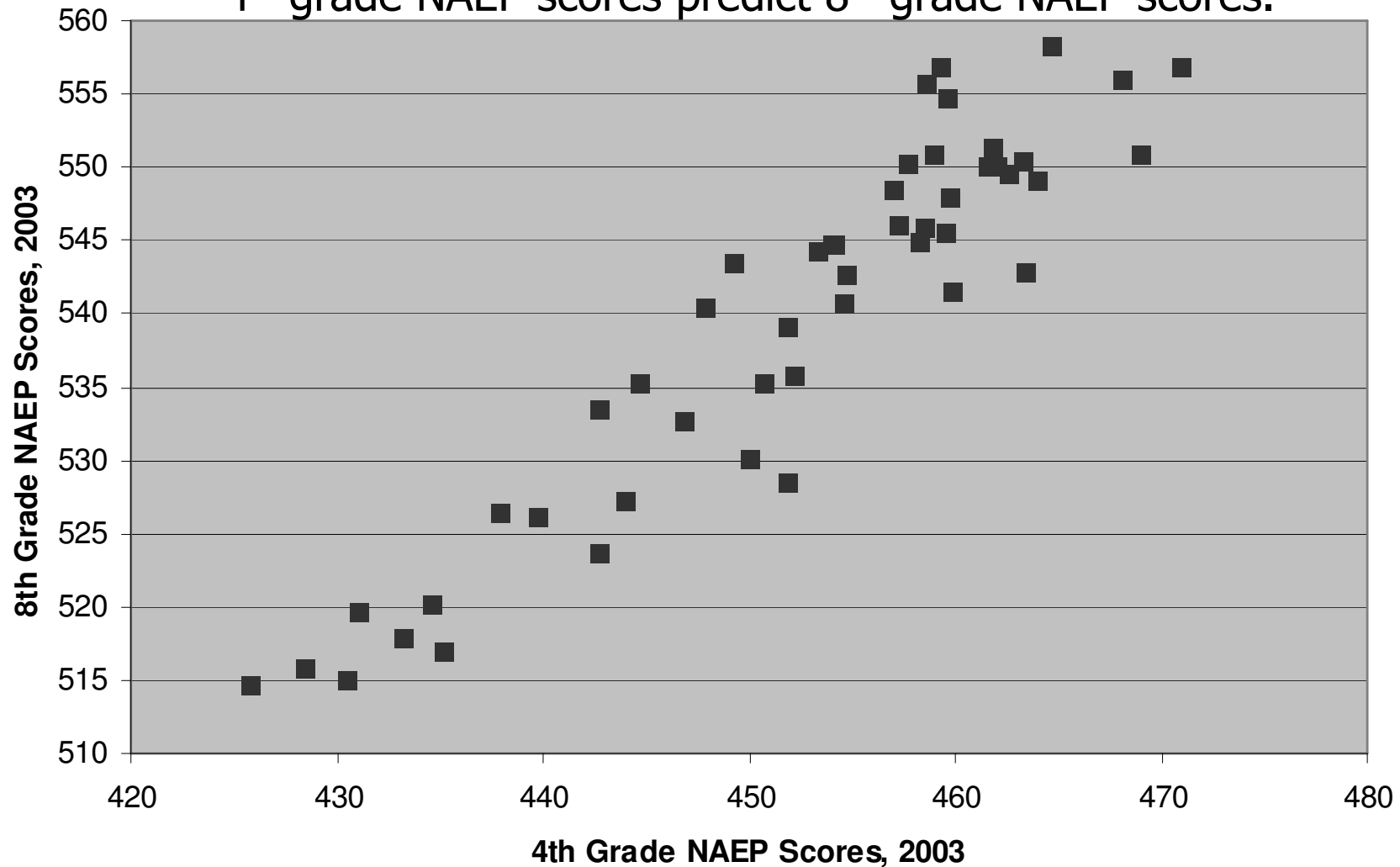


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4th grade NAEP scores predict 8th grade NAEP scores.



Source: National Center for Education Statistics, U.S. Department of Education

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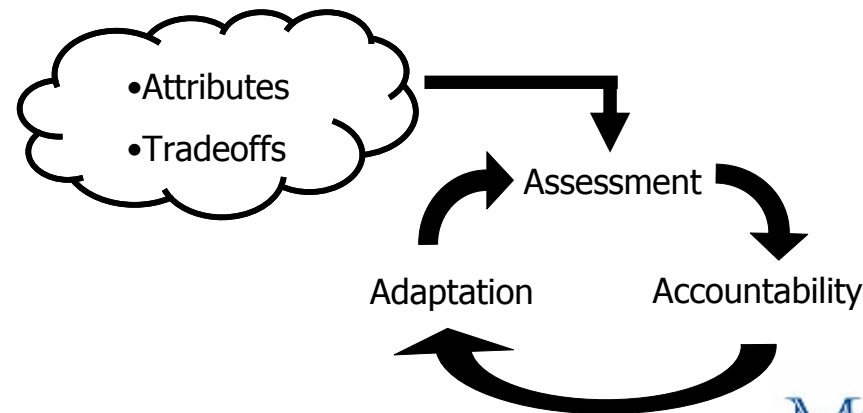
Conclusions

- Standardized Test Scores assume the Federal government is the consumer of education.
- But, government cannot influence Standardized Test Scores.
- Factors that impact quality of education are likely observable only at a “low level” – i.e., by individual parents and students.

What to do?

Give parents the right to choose their public school and free schools from mandates.

- Correctly identifies the consumer (Assessment).
- Parents can reward schools that deliver (Accountability).
- Schools can innovate in response (Adaptation).



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