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## Education Blog

# What school rankings tell you — and what they don't



Holly K. Hacker  

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Kerr Elementary in Allen ISD was named the top elementary school in North Texas by the group Children at Risk. U.S. Rep. Sam Johnson visited the school in 2012. Just 4 percent of Kerr's students come from low-income families. (DMN



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Education reporters Tawnell Hobbs, Jeffrey Weiss, Holly K. Hacker and other *Dallas*

File Photo)

The top-ranked public schools in Dallas-Fort Worth tend to have something in common.

They're specialized schools to which students must apply. Or they serve few poor kids, if they serve any at all.

Those kinds of schools dominate the top spots in new rankings by **Children at Risk**, a Houston-based nonprofit group. Once again, magnet schools like Dallas ISD's School for the Talented and Gifted and School of Science and Engineering get accolades, as do Highland Park High and Westlake Academy, which enroll zero low-income students.

At the bottom: urban schools with lots of poor and disadvantaged kids, like South Oak Cliff High in Dallas, Eastern Hills High in Fort Worth and Lancaster High.

Children at Risk is one of many groups that tries to help parents by ranking schools on things like test scores and graduation rates. But they've got limitations. Just as students get report cards, their schools get graded, too. By the state. By magazines and newspapers. By nonprofit groups.

These ratings are supposed to help parents make important decisions. While they can help, they come with caveats.

*Morning News* school reporters encourage thoughtful reader contributions to complement our coverage of the Dallas Independent School District and other education topics.

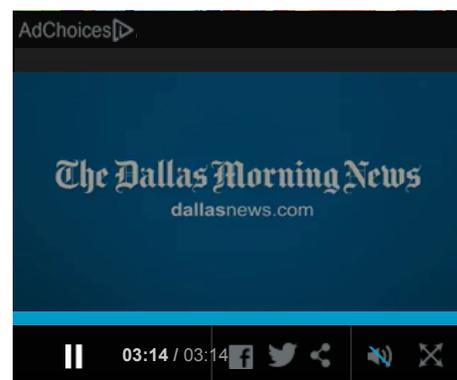


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#### Top high schools in North Texas, according to Children at Risk

Rank	School	Type	Total students	Low-income
1	Irma Lerma Rangel Young Women's Leadership (Dallas ISD)	Magnet	270	84%
2	School for the Talented & Gifted (Dallas ISD)	Magnet	252	27%
3	Westlake Academy	Charter	815	0%

4	School of Science & Engineering (Dallas ISD)	Magnet	395	66%
5	Cedar Hill Collegiate	Early college	379	47%
6	Trinidad Garza Early College (Dallas ISD)	Early college	419	84%
7	Highland Park	Traditional	2140	0%
8	Lovejoy	Traditional	1255	2%
9	North Hills Prep (Uplift Education)	Charter	527	15%
10	Liberty (Frisco)	Traditional	2037	8%



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Some schools didn't make the North Texas list at all — like schools run by the state's largest charter school network, Harmony Public Schools, and another big charter group, Responsive Education Solutions.

Meanwhile, a charter school in Houston earned a top spot on the North Texas list — its students made the biggest gains from 2014 to 2015, Children at Risk's analysis found. [The state is closing down the school](#) – Children First Academy — this summer because of repeated financial problems.

Those charter school quirks happened because of the way they're classified — Harmony schools in North Texas are reported under a district in Waco, while Responsive Education Schools are in a district in Taylor County. And Children First Academy has both a Houston and Dallas campus — and the district is based in Dallas.

“That’s a little bit of a weakness with the state data,” said Bob Sanborn, president and CEO of Children at Risk. Still, he said, the rankings provide useful information to help parents make decisions.

“It gives parents a very easy way to know which schools are good and which schools are bad,” he said. Hopefully, he said, parents will make good

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decisions based on that information — whether it's picking one school over another, or asking principals and teachers why their particular schools didn't do better.

No rankings or ratings are perfect. But groups like Children at Risk work with the data they have. And everyone does the rankings differently.

Children at Risk focuses on the percentage of students who score at the advanced level on STAAR tests. They also look at the gains students made from 2014 to 2015, and they adjust scores slightly in a way that puts rich and poor schools on a more level playing field.

Their high school rankings also include graduation rates and scores on the SAT, ACT and other tests, along with participation rates on those tests.

*The Washington Post*, meanwhile, rates high schools based on a single measure: the number of Advanced Placement tests that students take. It doesn't matter how well they scored — only that they took them.

And many rankings favor magnet schools, which take students who are already doing well academically. Some high schools that did well aren't academically selective, but they still require students to apply and to promise they'll take tough classes — and their parents promise to help out too.

It raises a big question: To what degree do rankings reward schools for the kinds of kids they enroll, vs. what they do with those kids?

Still, rankings can provide useful distinctions. Even schools with similar demographics can have vastly

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different results. Holland Elementary and Hernandez Elementary are both in Dallas ISD, and 97 percent of kids at both schools are poor. But while Holland received an A- from Children at Risk, Hernandez received an F.

Parents, teachers and principals should ask why there's such a difference, Sanborn said.

And he said rankings are a good place to start. But don't stop there.

“There's nothing better than a walk through the school and meeting with the principal,” he said.

You can see the top-ranked North Texas schools, according to Children at Risk, [on their website](#). They'll post data for all public schools in Texas on June 6.

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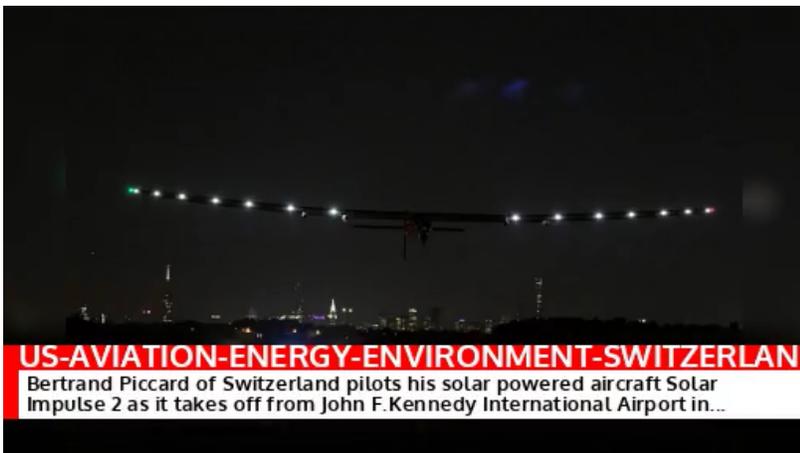


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**Beth**

Jun 1, 2016

Walnut Hill and Pershing elementaries in DISD received the highest ratings. Congrats to these schools!!

Like Reply



**Lara Gago Rogers** from Facebook

 Jun 1, 2016

Melissa Cates- did you see this?

Like Reply



**Melissa Cates** from Facebook

 Jun 1, 2016

I did!! Our principal was at the press conference in Dallas the other week. Our superintendent showed up last week to give us an award. It's a huge honor!! Glad my kids get to attend this awesome school. On the flip side...like it said Kerr only has 4% of students who are economically disadvantaged that factors in a lot!!

1  Like Reply



**Camille Cain** from Facebook

 May 31, 2016

Ah, but get ready... An announcement out of Dallas is forthcoming! (Next week!)

Like Reply



**Elizabeth Garner Elliott** from Facebook

 May 31, 2016

I feel like parent participation makes a huge impact. Notoriously in the lower income schools they have less parent participation due to both parents working. As parents, we need to step it up for our village.

1  Like Reply



**hollyhacker**

May 31, 2016

Good point. Dallas ISD tracks volunteer hours (not just by parents) by school, but they're misleading because not all schools report their hours correctly. Those are the things that matter but are harder to measure.

1  Like Reply



**MindingtheStore**

Jun 7, 2016

Socio-economic class is what makes the biggest difference. Poor parents are not economically able to support schools; they often have housing-insecurity and food-insecurity.

Like Reply



**hollyhacker** @hollyhacker from Twitter

31 May

**@amyhuntindallas @dallasnews** Thanks, Amy.

Like Reply



**MikeDryden**

May 31, 2016

School rankings often ignore the emphasis of education in the home but the underlying issue may be the belief that data define children, instead of children define data. Somehow the education establishment has lost confidence in listening to those closest to the child like teachers, counselors and parents who understand the complexity of child development and the impact of the environment on learning. Being data-driven with low information test data instead of child-driven support the notion of school rankings. Unfortunately, this just plays into the false narrative that data defines children and can this information cascades up to define schools.

2 👤 Like Reply



**MikeDryden**

May 31, 2016

Oops, typo. "and this information cascades up to define schools." It will not be difficult to predict today a school's rank in 2025 based on zip code because the test data merely sorts based on percentile ranks and those ranks are very stable.

1 👤 Like Reply



**TheHumongous**

May 31, 2016

I wish some of these rankings would include both public and private schools so that we could see the entire universe of educational options evaluated using standardized criteria. Perhaps private schools don't release the data that make such a comparison possible.

Like Reply



**Los\_Politico**

May 31, 2016

**@TheHumongous** Private schools are in no rush to report their results because the results are not very good. With a few exceptions regionally, you are paying for your kids friends, not their education. School like Lakehill, Bishop Lynch, TCA-Addison add no academic value, the parents are sending their kids there because they don't want them to be friends with the locals. Reporting data would make that obvious and people would draw not very nice conclusions about the parents.

2 👤 Like Reply

**TheHumongous**

May 31, 2016



**@Los\_Politico @TheHumongous** I'm sure it varies by school, but based on anecdotal feedback from kids that have transferred between my kids' schools and the Dallas magnets and non-magnets, I think my kids' private schools are substantially better than the average public. I think many parents are not concerned about mixing with the locals GENERALLY, they're concerned about mixing with the subset of locals at many public schools who have minimal parenting and are headed for trouble -- that's certainly one of my motivations living in DISD, and I think it's a legitimate concern for parents with the means for private schools.

Like Reply



**Los\_Politico**

May 31, 2016

**@TheHumongous @Los\_Politico**

What's your zoned school and what school are you paying for? I'll tell you which side of the ledger you're one.

If you're willing to go father and share your marital status, education level (and partners) and your HHI I can tell you what your kids SAT scores will be. Most American schools just recreate the status quo, very few schools add much of anything.

2 Like Reply



**TheHumongous**

Jun 1, 2016

**@Los\_Politico @TheHumongous**

Zoned are Rogers and Hillcrest, attending St Thomas and Ursuline. I'm confident I'm paying for superior schools than my DISD options.

Your SAT comment is only partially true. Those are important factors, but I have two kids who have taken the SAT with materially different results

because one is unequivocally more intelligent.

Based on other posts, you seem very anti-private school. For those with the means, especially if you live in DISD, I think most would agree that there are multiple legitimate academic and nonacademic reasons to use private schools -- it's not just a matter of avoiding exposure to public school kids. BL is a better school than you suggest. The only viable aspect of WW for kids interested in a quality education is the IB program, which is really a school within a school

Like Reply



**MindingtheStore**

Jun 7, 2016

And a segregated school within a school.

Like Reply



**TheHumongous**

Jun 7, 2016

**@MindingtheStore** Yes, but admissions process at worst race neutral if not favoring minorities. Not sure how preponderance of white students at IB bears on the private vs public issues.

Like Reply



**MindingtheStore**

Jun 7, 2016

The Humongous. What I meant is that IB has become a private school within Woodrow. That's it. There are excellent private schools and below par private schools. Just slapping the name "private" on it doesn't make it better.

But most private schools having

students from middle to upper-middle class students are just going to score better. Period.

The largest possible impact that teachers make in student performance is 14%. Economic status is by far the largest predictor of school/test score success.

Like Reply



Beth

May 31, 2016

**@TheHumongous @Los\_Politico**

Maybe better than the "average" DISD school, but my kids played sports with kids from many private schools. None of them were able to take as many AP and dual credit classes as many of the kids at our DISD school do. My daughter got "3" or better on 8 out of 9 AP tests she took, with a LOT less home work than the private schools give, so obviously she was given the right material to learn. She also took 4 classes dual credit at DCCCD, which many kids at our HS do as well.

Would a private school have had nicer facilities? yes definitely. But are they worth \$10K - \$20K per year more? don't see how they can be unless you have a kid with special educational needs.

Like Reply



slim-whitman

May 31, 2016

**@Los\_Politico**

That's 100% rubbish.

[Like](#) [Reply](#)**Los\_Politico**

May 31, 2016

[@slim-whitman](#) [@Los\\_Politico](#) Oh really?  
You've seen BL publish their SAT scores and college readiness rankings?

[Like](#) [Reply](#)**slim-whitman**

May 31, 2016

[@Los\\_Politico](#) [@slim-whitman](#)

1. I'm not sure what you mean by college readiness rankings. At BL for example virtually all kids go off to college and that's not the case at any of the DISD comprehensives.

2. I'll populate this with a lot more data if you'd like a little later. All I have on me is this. In 2014-15 Woodrow Wilson's average SAT\* score was 1384 - lower for 2015-16 but I don't have that number here. Jesuit College Prep's average SAT score for 2015 was 1837. IIRC BL's number was right at 1785, I'll verify that tonight.

\*Woodrow is the top DISD comprehensive in terms of average SAT score and has been for years.

A gap of hundreds of points underscores your claims as being either dishonest or profoundly ignorant.

Like Reply



**MikeDryden**

May 31, 2016

I think Bishop Lynch, Jesuit and Woodrow are all good schools but to compare based on average SAT score is misleading because they have different population distributions. The fact that the average SAT score among those DISD students who graduate from a 4 year college is 990 shows a weakness in relying on just test data. Even the creator of the SAT, the College Board, says take GPA and other factors into account and do not rely solely on the SAT. I will bet that both Jesuit and Bishop Lynch are very child driven as opposed the Woodrow in test driven DISD and that may be the real issue.

1 Like Reply



**hollyhacker**

May 31, 2016

**@MikeDryden** I would like to SAT averages, controlling for percent tested and family socioeconomic status. I did that for a story on Dallas ISD as a whole compared to other large cities, and suddenly Dallas was doing OK.

1 Like Reply



**slim-whitman**

May 31, 2016

**@hollyhacker @MikeDryden**

That is a legitimate point. However, my argument is with Los\_Politico's absurd point that most private schools around here are not academically superior to DISD comprehensives.

1 Like Reply



**Los\_Politico**

May 31, 2016

**@slim-whitman @hollyhacker @MikeDryden** I didn't bring up DISD or claim any school was

superior. I am actually saying that the school building, faculty, etc do not matter. The kids end up the same.

Like Reply



Beth

May 31, 2016

**@MikeDryden** Also remember that the SAT was made to be taken only by students who plan to attend a 4 year college, which includes pretty much everyone at a private high school. HOWEVER, ALL DISD students take the SAT so it includes lots of kids who could never even get into the private schools much less are intending to go to college.

I bet if you looked at only DISD students who have same socio-economic background and parent educational background of kids who are at private schools, it would be pretty close on scores.

1 Like Reply



slim-whitman

May 31, 2016

**@MikeDryden**

With respect you are making my point not detracting from it.

Like Reply



Los\_Politico

May 31, 2016

**@slim-whitman @MikeDryden**

Slim, a Jesuit kid would likely get the same SAT score at whatever his

zoned high school was. The school is not making a more qualified student, his parents did that. There are plenty of good reasons for going to Jesuit,

but an academic boost is not one of them.

Do you think the kids at Seagoville would have better test scores if they went to TCA-Addison? I, for one, do not.

Like Reply



**MindingtheStore**

Jun 7, 2016

@ Los\_Politico. I know that Jesuit is much more learning oriented rather than testing oriented when compared to DISD.

Most good private schools are.

With most students being average or above average there isn't the constant need to get them to pass a state test. They

are already on track to pass, so much more attention can be pointed towards real learning and critical thinking.

Like Reply



**Los\_Politico**

May 31, 2016

**@slim-whitman @Los\_Politico**  
CCR rankings = the % of kids who graduate ready for college. TEA says that's an SAT score of 1100+. I've never seen a tier 2 or lower private school release those numbers.

BL is mediocre. They pay teachers poorly, they focus on sports, they don't offer a full slate of language

classes. People are sending their kids there so they don't have to worry about their kid becoming friends with other kids they don't like.

I'd bet dollars to donuts that the white middle class average SAT score is higher at Woodrow than BL. I'd also bet that the 6 year college completion rate is higher for middle class kids at Woodrow than at BL. That is because "middle class" kids at Woodrow are much wealthier than middle class kids at BL, it has nothing to do with either campus.

My point is that very few schools make an academic difference in the lives of their students, it's decided in the womb.

1  Like Reply



[slim-whitman](#)

May 31, 2016

[@Los\\_Politico](#) [@slim-whitman](#)

Excepting that last sentence you are absolutely full beans. It may well be that mom's IQ is the most predictive measure we have.....no one is really certain.

However, that is 100% out of phase with your claim that BL is the = of WW or whatever. The "average" kid at WW would be steamrolled by the pace, subject matter depth and effort required to be average at BL.

I have zero affiliation with BL but your slander of the place is amazingly ignorant/dishonest. You simply do not know what you are talking about.....your line of nonsense may work on people who don't know better but don't put idiotic claims - like yours above - in fixed format.

1 Like Reply



Los\_Politico

May 31, 2016

@slim-whitman @Los\_Politico Average at the two places are not equal, and that is not what I am postulating. I am saying the same student, Joe Smith of Lakewood Blvd for example, would have the same SAT scores regardless of attending to BL or WW. The private school is not adding value.

1 Like Reply



slim-whitman

May 31, 2016

@Los\_Politico @slim-whitman

Literally, your claim is that a more demanding school environment does not make any difference over the long run.....with that logic everyone at Harvard should transfer to DCCCD.

The fact of the matter is the overall talent/skill/effort level of the class or

school is really important.

Like Reply



Los\_Politico

May 31, 2016

@slim-whitman @Los\_Politico I am talking about North Texas K-12 education. It is very unimpressive across the board, and most of the private schools are not about academics. Conrad had more kids go to Harvard last year than Jesuit. Does that mean anything?

Like Reply



slim-whitman

May 31, 2016

@Los\_Politico @slim-whitman

No. Harvard is not a reach school for catholic kids - especially in this part of the country, Notre Dame, Loyola Chicago/Marymount, University of San Diego etc. are.

Like Reply



REM

May 31, 2016

@Los\_Politico @slim-whitman Totally disagree. Genetics and social staus one is born into are definite factors, but not totally "socio-econmic death sentences".

1 Like Reply



hollyhacker

May 31, 2016

@TheHumongous Private schools don't take the STAAR. They don't have to release ACT or SAT scores (or the percent of kids who take them) or graduation rates. So it's really hard to compare.

1 Like Reply



slim-whitman

May 31, 2016

@hollyhacker @TheHumongous

Holly it's really easy to compare SAT

scores. It takes a few phone calls.....ask any of the privates and they will tell you their average scores.

What many don't like is some of the privates around here have SAT class averages over 2,000 and that blows these discussions out of the water.

If you don't like the SAT metric.....Jesuit alone produced more National Merit Semifinalists last year than all of the DISD comprehensives combined over the last decade.

1  Like Reply



REM

May 31, 2016

Thank you Holly for this article. It has validated what I have said for several years that rating the quality of schools on test scores is an invalid interpretation of the data. The valid interpretation is which schools have the highest scores, not the "best" schools. What makes the ratings invalid mainly is rating magnet and charters in the same pool as traditional public schools. They have different means of securing their populations, Charters can limit the number of students they serve and dismiss students. Magnets not only limit the number of students they serve, but can select their population whereas traditional public schools take everybody within a certain geographic area regardless of background. In other words and selective population versus a random one.

The only valid interpretation of Children at Risk data is the validation that children for middle class households do better in school than economically disadvantaged kids do.

2  Like Reply

Goofy1

May 31, 2016

**@REM**

Your analysis is correct but now tell me what is at the root of the wealth gap and how do you fix that. One common denominator that few are willing to willing to identify and then propose solutions.

Like Reply



Scott\_Presnall

May 31, 2016

**@Goofy1 @REM** I seriously doubt that analysis can boil down this disparity to ONE common denominator. Income is one. Parent education level is one. Parental involvement is one. Stability of housing is one. Number of books in home is one, as is the number of hours spent per week reading them. Exposure to college availability is one.

This list could easily extend to another dozen, or more, "common denominators" that factor into a child's success or failure in education.

2  Like Reply

dfwenigma

May 31, 2016

**@Scott\_Presnall @Goofy1 @REM**

Public attitudes are the biggest problem. Performance. Endless administration. Testing for the sake of testing. Socio-economic factors. Stability overall. The attitude towards learning at home (this is as much middle and upper middle class as a so-called "lower class" problem.

Another huge issue is that every child is the same. Every child needs university - not college - university. And every child must be prepared for university. And every child will.....(fill in the blank later)...when they grow up. And THAT is a huge problem.

If each child was educated in preparation for whatever their ultimate role might be in life - at least taking a stab - and using the community college as the nexus for change - our money would be better spent. If a child will ultimately be a chef or baker or electrician or elevator technician or perhaps a radiology technician - that preparation is DIFFERENT than for other preparations - becoming a lawyer, doctor, etc. But yet we prepare kids the same way.

Math, science, English and the rest should be differentiated based on how much more formal education will be required.

And for all kids going to university - Latin and Greek should be required - not as "foreign languages" - those should be required too - but instead as preparation for professional training. A good 2/3 of what kids study today in STEM schools

involves theory and skill sets that imply or use Latin or Greek. And frankly if we give kids latin and greek as foundations - from a very early age - test scores will zoom up. That's because English is a "bastard" language - Old French, Latin, Greek and Saxon (German). Yet we don't seem to care. and Latin is an opt out for foreign language study. Bad stuff. We need arts and we need languages and even individualized physical education if our kids are going to create 21st century solutions. But squeezing everyone's education out of the same tube is a very expensive process.

We're afraid of separate but equal but instead we've created unequal for all.

Like Reply



Beth

May 31, 2016

**@dfwenigma @Scott\_Presnall @G  
oofy1 @REM**

dfwenigma - I agree with most of what you say, but not the emphasis on Latin and Greek. My daughter is doing well in a STEM university program without that, and I did well in college and grad school without it. It is useful to learn roots, suffixes and prefixes to help with vocabulary, but past that I think time is better spent on art history, computer programming, robotics, and

comparative literature classes.

Like Reply



dfwenigma

May 31, 2016

@Scott\_Presnall @Goofy1 @REM I

have to say I fully support what you said save this: 30% of English IS Latin - not just prefixes and suffixes either. Do you know what an afix is? How about an octet? Most don't understand that the Internet and therefore technology is influenced heavily by two things: "foreign" languages (mostly "English" so - Latin, Greek, Old French and Germanic - this makes up more than 75% of modern English).

Latin is a lingua franca and we know for sure that learning math, a similar logic set, leads to a decent understanding of what is it...programming! So why are musicians so good at programming? Why for years have professors nearly wet themselves over having musicians in their classes: because classic music study includes two things: notation (reverse Polish notation ring any bells?) and Latin (try reading music without Latin).

And why did I tell my friend in college it just wasn't fair that he could take French (his second native language) and Spanish? Because he'd studied Latin, Greek and spoke French and Italian and could read and write in all of them. And what does that guy do

today? Why he's very successful in technology - and yes he worked for Google!

On to the "classics" the "classics" all use Latin and Greek - the language, the history not to mention the English (which is HEAVILY Greek and Latin the more "classical" you get).

So what practical impact does this have? Well first test scores - ACT, SAT are just phenomenally higher for people who study a language other than English - some have to suffer through French or Spanish - but a more natural progression would be: Latin THEN Spanish and French.

By the time you're done you are set. So what's one of the fastest growing languages in business today? Nope it's not English - it's not Spanish - it's Brazilian Portuguese - because the market is still growing - and Portuguese is...drumroll please - Latin, Greek and is such a close cousin of French that if you listen closely and speak French you're in good shape.

"I get along quite well without it and..." yes but how much EASIER would life have been if you had learned Greek and Latin right alongside English K - 6? I'll venture you'd find people would do much better. But what about "disadvantaged kids"? Years ago a friend of mine taught kids Greek and

Latin words each day - two or three a day - and then showed them word families - this is at 7 - 9 years old. One girl, who spoke Spanish as a first language, was completely convinced she was writing Spanish. It had to be Spanish - it WAS Spanish she insisted. But no, my friend explained, it's Latin and Greek - so she showed the girl the Latin, Greek and English alongside Spanish and voila - the girl got it!

These are disadvantaged kids with few books at home. Nope - I will scream to the rafters that Latin and Greek were important 200 years ago and that modern computer science and medicine and law include so much Latin and Greek that not teaching it to our public school children creates an inherent disadvantage.

We're literally making our kids work harder - much harder - because they don't come armed with "classical" studies - including Latin and Greek - and not just prefixes and suffixes (and don't forget affixes). By the way - ever thought about a phone number - Afix (972) Prefix 222 Suffix 2244. Oh and guess what a meal is called that is all inclusive (saving you or costing you money): prix fixe - prix - price - fixe - fixed (price fixed / fixed price).

Americans ask "what does that

mean" - many of our European bretheren didn't ask 10, 15 years ago - why? Because they knew - they had to study Latin and Greek - alongside English PLUS a foreign language. Sadly they're following our "lead". And sadly the "haves" and "have-nots" grows. So make it harder on kids - have them study prefixes and suffixes and call it a day. BAD idea. We know that patterning is vital to faster learning - so do we want to take advantage of the latest brain science which would tend to tell us TEACH LATIN AND GREEK - or do we want to "stay the course".

Like Reply



Beth

May 31, 2016

**@dfwenigma @Scott\_Presnall @Goofy1 @REM**

as a lawyer, I can tell you that not having taken latin or greek didn't keep me from being successful in a very good law school and having a great career.

It is not worth taking years of Latin to learn the 10 or so phrases commonly used in law. I was better off taking French, art history, European history, extra US history, etc.

1 Like Reply



REM

May 31, 2016

**@Beth @dfwenigma @Scott\_Presnall @Goofy1 @REM** Hmmm, this discussion has gone in a really surprising direction. All I was

attempting to point out with school rankings is that one can't receive a valid conclusion comparing several different methodologies in creating sample populations.

To ascertain if Children at Risk's #1 high school, or the US News & World Report's #1 high school are truly # 1's then they need to have the same results with an undetermined sample population which is random and no control over size of the sample. My guess they would not be the highest scoring high schools, and therefore not #1.

However, the data does show socio-economic position is directly correlated to better grades in school. Bottom line educators and sociologists know how lower income students' test scores can be improved, but there is no political will (in Texas) to provide the resources to address it properly.

Like Reply



hollyhacker

Jun 1, 2016

**@REM @Beth @dfwenigma @Scott\_Presnall @Goofy1** As you note with the different methodologies, #1 in what? Having kids take Advanced Placement exams? Showing academic growth with kids, compared to where they started their first day at the school? Absolute achievement, which favors high SES and parent education?

Like Reply



REM

Jun 1, 2016

**@hollyhacker @REM @Beth @dfwenigma @Scott\_Presnall @Goofy1**

I'm strictly talking about ranking the quality of schools. Comparing the quality of instruction, administration, etc cannot be accurately derived when the populations of these schools being compared are derived with different methods. C.A.R. and US News' rankings, group both schools that can select their population and schools that derive their population randomly.

The top six high schools in CAR either select their students and/or have a cap on number of students they serve. Only three of the ten have random populations. A true (granted hypothetical) comparison would have those top six schools take a random population in which they have no control on how many or strength of students show up. My estimation they would not be the top six schools in CAR rankings.

1 Like Reply



dfwenigma

May 31, 2016

**@Beth @dfwenigma @Scott\_Presnall @Goofy1 @REM** I have no doubt about success at a "very good" law school. I myself contemplated and reject the law as a career because the CBA didn't seem to work out for me. What I can tell you with some certainty - is that after 25 years of studying three languages - plus six others as well as several disciplines, including law and education plus twenty-five years in computer

technology, language discipline has always helped me. I became a medical secretary when first out of school - without exposure to Latin and Greek through German - that could not have happened - and by the way I was VERY good. I understood medical terminology and picked it up very fast - and the same happened with computer science. I'm not doing badly myself - I suspect you have a JD - I have a BA, MBA, MLA and coursework towards an EdD in organization leadership - I specialized in blended learning in leadership education.

The point being that Latin and Greek by themselves are a bit like having a solid foundation in basic mathematics. Or having a preparation in phonics (phonics learners were proven to be better spellers than those using whole word or sight method to learn reading skills eons ago). STEM is not the only valid preparation - and most law schools have stated repeatedly that those who study science and math exclusively do not fair as well. In medicine science again is a bad predictor of success as an exclusive or primary area of concentration.

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