

Stalled in SECONDARY

A LOOK AT STUDENT ACHIEVEMENT SINCE THE NO CHILD LEFT BEHIND ACT

The No Child Left Behind Act represents a national commitment to raising achievement and closing gaps between groups. We have examined student achievement on state assessments to determine whether the accountability provisions of NCLB have helped to spur improvements on these fronts.

We found that, after two full school years of implementation, states have made progress in reading and math at the elementary grades, but results are lagging in the middle grades and high schools, particularly when it comes to narrowing gaps.

In an earlier analysis, we reported that states were moving in the right direction at the elementary level. ([Measured Progress, October 2004](#)) Since then, six additional states have released data, and we've updated our elementary analysis to reflect this. The news continues to be good. Of the 29 states we looked at in math, all but one increased overall achievement since 2002, the year NCLB took effect. In reading, 20 of 28 states showed overall improvement. And the majority of states reduced gaps between groups of students in both math and reading at the elementary level.

In this, our follow-up analysis, we examined secondary-school test results in states that made at least three years' worth of comparable data publicly available. Twenty-eight states met these criteria in the middle-school grades; 23 did so at the high-school level.

A REPORT BY



The
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OVERALL RESULTS

The best news comes in math at the middle grades, where 24 states improved overall performance, while four saw math scores remain flat. In reading, however, overall student achievement rose in only 16 of the 27 states examined. Reading achievement declined in eight states and did not change in three more.

Fewer states raised overall performance in high schools: On high-school math tests, 14 states made overall gains; six dropped in overall achievement, and one saw no change. In reading, 11 states improved overall scores, while results declined in six states and remained flat in three.

CLOSING GAPS

A primary goal of NCLB was to close persistent gaps in achievement. Many states are not achieving that goal in secondary schools.

In reading at the middle grades, more states saw achievement gaps narrow than grow wider. But in some cases, those gaps narrowed because the achievement of white students went down. This contrasts with states like New York, North Carolina, and Pennsylvania, each of which raised achievement for all groups of students, while accelerating gains for the lowest-performing groups.

In middle-grade math, we see particularly disturbing trends in the Latino-White gap, which grew wider or stayed the same in more states than it narrowed. And the gap between poor and non-poor students grew or remained the same in nine states. In only three states did the income gap narrow.

States made even less progress closing achievement gaps at the high-school level. In reading and math, for instance, both the Latino-White gap and the gap between poor and non-poor students grew or stayed the same in more states than they narrowed. But it is clear that some states are making strides. Massachusetts, for example, raised overall achievement in math and reading while narrowing almost all gaps.

TRENDS ACROSS THE GRADES

Not only did Massachusetts close gaps at the high-school level, the state has made consistent progress across the grades. It has raised overall achievement in reading and math at all three grade levels and has narrowed gaps in almost every grade and subject we examined. Kansas, too, has raised achievement overall and for all groups in reading and math across grades.

In many states, however, progress has not been consistent. Florida, for example, made big overall gains and narrowed all gaps in elementary reading and math. But the state's secondary-level results tell a different story in reading. Overall reading results declined in both the middle- and

high-school levels. And gaps in reading narrowed in the secondary grades in Florida, but only because the achievement of White students declined.

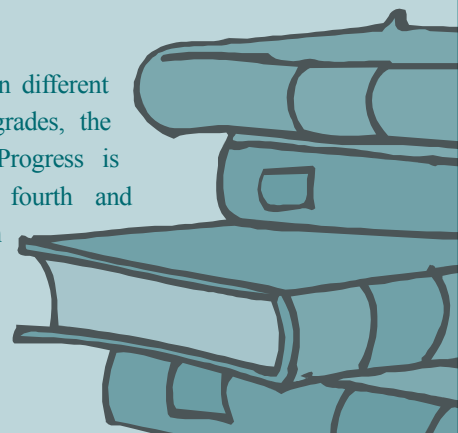
Of most concern are the handful of states that have consistently lost ground. Arizona, for instance, narrowed achievement gaps in reading but only because the performance of White students declined—not because schools accelerated gains for lower-performing groups. In Oregon, reading achievement declined for almost every ethnic and racial group in the grades examined.

How Do States Define Their Standards?

Every state sets its own standards for what students should know and be able to do, and the rigor of these standards varies widely. **This report does not examine the strength of state standards.** Rather, it looks at whether states have made progress getting students to the standards they have set and narrowed achievement gaps between groups.

It is important that states set standards for proficiency that correspond with the challenges students will face outside school. In many states, standards are set far too low to ensure this level of knowledge and skills. For example, Achieve, Inc., a nonprofit organization dedicated to raising academic standards, recently analyzed the rigor of high school tests in six states, and estimated that the math skills needed to pass the exams in the study were considered middle-school material in other countries. The reading skills required to pass these tests fell far below college entry standards, and closer to the eighth-grade level in most cases. ([Achieve, Inc., Do Graduation Tests Measure Up?, June 2004](#)) Standards that don't set challenging goals for student learning ultimately stunt the academic growth of our young people.

To compare levels of student learning in different states at the elementary and middle grades, the National Assessment of Educational Progress is administered to a sample of students in fourth and eighth grades in each state. The Education Trust analyzes NAEP results to compare student performance, achievement gaps, and progress over time and posts these analyses on [Education Watch Online](#).



In many ways, it is not surprising that elementary schools have made much stronger progress than middle and high schools. After all, proportionately more elementary schools receive Title I funding and are thus more directly affected by the accountability provisions of the No Child Left Behind Act. Moreover, most states and districts have concentrated their resources and their energy on the early grades. The theory has been that education is like inoculation – if we get it right for students in those early years, we can prevent later school failure.

But experience across the country is teaching us that education is actually more like nutrition. You have to start early with that quality diet, and then continue all the way up the line. For poor kids, in particular, that means high-quality pre-K and elementary-

school education, but it also means middle and high schools with rigorous standards, rich and coherent curricula, and teachers who know their subjects and how to teach them.

Though its critics would have us believe otherwise, NCLB is about more than testing and accountability. At its core, this law is about addressing some of the core problems that contribute to the achievement gap – for example, inequitable distribution of teachers and watered-down curricula. It's about being honest with the public about how we're doing on all these fronts. And it's about working harder to make certain that all of our young people are equipped with the skills and knowledge they need to participate actively in the economy and in our democracy. Recent international comparisons, one of which shows our

15-year-olds performing math at the same level as 15-year-olds in Latvia and other developing countries, reinforce the urgency of our efforts to improve. ([Program for International Student Assessment and Trends in International Mathematics and Science Study, 2003](#))

Three years after the law's enactment, we need to see more states and school districts step up to their responsibilities to help schools improve.

The numbers in this report represent encouraging news at the early grades and disappointing progress at the secondary level. The discussions about secondary reform that are taking place across the country are not coming a moment too soon. It's time for real change.

How We Did the Analysis

We examined the achievement of elementary-school students on statewide, standards-based assessments in 29 states, and the achievement of students in the middle- and high-school grades on similar assessment in 28 and 23 states, respectively.

We looked at overall student achievement and the achievement of racial, ethnic and income groups. We've based the analysis on the standard each state uses for NCLB accountability purposes. In most states, this was the percentage of students who scored at the "proficient" or "meets standards" achievement level. Other states, however, based accountability decisions on a different standard. Colorado, for instance, used the percentage of students reaching the "partially proficient" level.

States were included if, at the time of the analysis, they made comparable assessment results for 2002, 2003, and 2004 publicly available. Since our October 2004 elementary analysis, Measured Progress, six additional states have released elementary data, and we've updated this analysis to reflect the new information. Indiana, Kansas, Kentucky, and Rhode Island released 2004 results. Georgia and Missouri released disaggregated results to accompany their previously released overall results.

In addition to the states with three years' worth of comparable data, six states made two years' worth of comparable elementary- and middle-grade assessment results available, and two more states made two years' worth of comparable high school assessment results available. These states were not included in the analysis because two-year trends are less reliable. But results for these seven states – along with the data for the all states in the analysis – are available at www.edtrust.org.

We excluded states that changed their assessments or standards in a way that would invalidate comparisons over time, such as using new tests, altering passing scores on existing tests or changing what students are expected to know and be able to do. In addition, we contacted state assessment officials to verify that the results were indeed comparable.

One further note on high-school results: Many states allow students to take high-school exams multiple times until passing, either for graduation or scholarship purposes. In some states, these same tests also are used for NCLB accountability purposes. In these cases, only the scores of first-time test takers can be used for accountability determinations. Therefore, of the states that do offer opportunities to re-test, we only included those that made the first-time scores publicly available.

In addition, math results from two states, Mississippi and Virginia, were not included because the grades at which students can first take the high-school exam varied so greatly.

The elementary-school analysis focused on fourth-grade reading and math. Where three years' worth of fourth-grade achievement results were not available for a state, we examined three years' worth of fifth-grade achievement results. Where neither fourth-grade nor fifth-grade results were available, we examined three years' worth of third-grade results.

The middle-grade analysis focused on eighth-grade reading and math. Where three years' worth of eighth-grade achievement results were not available for a state, we examined three years' worth of seventh-grade achievement results. Where neither eighth-grade nor seventh-grade results were available, we examined three years' worth of sixth-grade results.

The high school analysis focused on the assessment used by each state for NCLB accountability purposes. In some states, this was a grade-specific exam. In others, it was an end-of-course exam taken by students at different grade levels.

The same criteria for inclusion applied to achievement results disaggregated by race, ethnicity and family income. For example, while California has made three years' worth of overall results and results broken down by income available for elementary and middle-grade students, it only has two years worth of results disaggregated by students' race and ethnicity. As a result, we only included California's overall results and results by family income in the elementary- and middle-grade analyses. In addition, only 13 states made the results of both poor and non-poor students available at the elementary level, and only 12 did so at the middle-grade level. Nine states made them available at the high school level. Only these states were included in our income gap analysis. However, we provide achievement results for poor students wherever they are available for at least two years.

Who's Missing?

Of the 21 states not included in the elementary-school analysis and 22 not included in the middle-grade analysis:

- Six made only two years' worth of comparable data publicly available. (AR, ID, MD, NM, SC, SD)
- Six had not publicly released 2004 results at the time of the analysis. (HI, MT, NE, NV, NJ, ND)
- Three made only 2004 results publicly available at both grade levels. (AL, UT, WV)
Minnesota made only 2004 results publicly available at the middle grades.
- Three made changes to their assessments between 2003 and 2004. (TX, WA, WI)
- Tennessee did not publicly report grade-specific data.
- Oklahoma had inconsistent reporting of the results of students with disabilities.
- Vermont reported results by specific skills, a practice that is instructionally useful but created problems in terms of analytic comparability.

Of the 27 states not included in the high-school analysis:

- Two made only two years' worth of comparable data publicly available. (NC, SD)
- Eight had not publicly released 2004 results at the time of the analysis. (HI, MT, NE, NJ, NY, ND, OK, UT)
- Four made only 2004 results publicly available. (MN, NV, NM, WV)
- Eight made changes to their assessments between 2003 and 2004. (GA, ID, IN, OH, RI, SC, TX, WI)
- Three did not publicly report the results of first-time test-takers. (CA, LA, MI)
- Mississippi allowed students to take the math end-of-course exam used for NCLB purposes anywhere between eighth and 12th grade. The state reported English results by specific skills, a practice that is instructionally useful but created problems in terms of analytic comparability.
- Vermont also reported results by specific skills.

A CLOSER LOOK AT STATE PERFORMANCE

The following tables provide detailed information on each state's performance on its own tests over the past three years.

ELEMENTARY SCHOOL TRENDS

READING OVERALL

Increase	No Change	Decrease
California +4	Georgia	Alaska -1
Colorado +2	Missouri	Arizona -7
Delaware +7	New York	Connecticut** -2
Florida +15		New Hampshire -3
Illinois +2		Oregon -3
Indiana*** +3		
Iowa* +1		
Kansas +9		
Kentucky +7		
Louisiana +3		
Maine +1		
Massachusetts +2		
Minnesota +1		
Mississippi +4		
North Carolina +6		
Ohio +3		
Pennsylvania +6		
Rhode Island +4		
Virginia +6		
Wyoming +3		

MATH OVERALL

Increase	No Change	Decrease
Alaska +1		Connecticut** -1
Arizona +1		
California +8		
Colorado +1		
Delaware +8		
Florida +13		
Georgia +10		
Illinois +9		
Indiana*** +6		
Iowa* +2		
Kansas +12		
Kentucky +12		
Louisiana +3		
Maine +9		
Massachusetts +3		
Michigan +8		
Minnesota +4		
Mississippi +8		
Missouri +2		
New Hampshire +4		
New York +11		
North Carolina +4		
Ohio +3		
Oregon +4		
Pennsylvania +9		
Rhode Island +7		
Virginia +7		
Wyoming +6		

NOTES:

* Iowa reports assessment results in biennium periods.

**Connecticut administers assessments in the fall. The most recent data available is from the fall of 2003.

***Indiana administers assessments in the fall. The most recent data available is from the fall of 2004.

ELEMENTARY SCHOOL TRENDS

READING AFRICAN AMERICAN - WHITE GAP

Narrows	No Change	Widens
Colorado -5		
Delaware -5		
Florida -5		
Indiana*** -5		
Iowa* -1		
Kansas -9		
Kentucky -3		
Louisiana -4		
Massachusetts -4		
Minnesota -5		
Mississippi -5		
North Carolina -7		
Ohio -8		
Pennsylvania -8		
Rhode Island -7		
Virginia -8		
<i>Connecticut** -8</i>		
<i>Illinois -5</i>		
<i>New York -3</i>		
<i>Oregon -4</i>		
<u>Missouri -1</u>		Alaska +2
		Arizona +1
		Georgia +1
		New Hampshire +2

MATH AFRICAN AMERICAN - WHITE GAP

Narrows	No Change	Widens
Colorado -2	Arizona	Alaska +2
Delaware -7		Kentucky +2
Florida -6		Louisiana +2
Georgia -7		
Illinois -6		
Indiana*** -2		
Iowa* -1		
Kansas -12		
Massachusetts -3		
Michigan -4		
Minnesota -5		
Mississippi -8		
Missouri -6		
New Hampshire -5		
New York -10		
North Carolina -8		
Ohio -5		
Oregon -6		
Pennsylvania -3		
Rhode Island -1		
Virginia -7		
<i>Connecticut** -3</i>		

In *italicized* states the performance of white or non-poor students has declined since 2002 while the performance of students of color or low-income students has increased since 2002.

In underlined states the performance of white or non-poor students has declined since 2002 while the performance of students of color or low-income students has either declined or remained the same since 2002.

ELEMENTARY SCHOOL TRENDS

READING LATINO - WHITE GAP

Narrows	No Change	Widens
Colorado -4	Indiana***	Iowa* +2
Delaware -18	Mississippi	Ohio +1
Florida -5		
Kansas -8		
Kentucky -1		
Louisiana -2		
Massachusetts -2		
Minnesota -3		
North Carolina -1		
Pennsylvania -1		
Rhode Island -5		
Virginia -7		
Connecticut** -6		
Illinois -10		
New York -5		
Arizona -1	Missouri	Alaska +3
Georgia -1	New Hampshire	
Oregon -1		

MATH LATINO - WHITE GAP

Narrows	No Change	Widens
Alaska -4	Pennsylvania	Arizona +1
Colorado -2		Indiana*** +3
Delaware -15		Kentucky +2
Florida -4		Louisiana +3
Georgia -6		Ohio +2
Illinois -15		
Iowa* -1		
Kansas -8		
Massachusetts -3		
Michigan -5		
Minnesota -2		
Mississippi -3		
Missouri -2		
New Hampshire -1		
New York -10		
North Carolina -3		
Oregon -7		
Rhode Island -3		
Virginia -3		
Connecticut** -4		

READING NATIVE AMERICAN - WHITE GAP

Narrows	No Change	Widens
Florida -1	Massachusetts	Colorado +2
Indiana*** -4		Delaware +4
Iowa* -3		Rhode Island +8
Louisiana -5		
Minnesota -2		
Mississippi -22		
North Carolina -4		
Ohio -1		
Pennsylvania -17		
Alaska -3		
Connecticut** -11		
New Hampshire -23		
New York -3		
Oregon -1	Arizona	
	Georgia	
	Missouri	

MATH NATIVE AMERICAN - WHITE GAP

Narrows	No Change	Widens
Alaska -2	Arizona	Delaware +7
Colorado -3	Iowa*	Georgia +1
Florida -1		Indiana*** +4
Louisiana -9		Missouri +1
Massachusetts -3		Rhode Island +4
Michigan -3		
Minnesota -1		
Mississippi -19		
New Hampshire -11		
New York -9		
North Carolina -4		
Ohio -8		
Oregon -1		
Pennsylvania -12		
		Connecticut** +3

ELEMENTARY SCHOOL TRENDS

READING POOR - NOT POOR GAP

Narrows	No Change	Widens
California -2		Iowa* +1
Delaware -7		Missouri +2
Florida -6		
Illinois -3		
Indiana*** -1		
Kentucky -5		
Minnesota -2		
Mississippi -2		
North Carolina -4		
Connecticut** -3		
New Hampshire -1		

MATH POOR - NOT POOR GAP

Narrows	No Change	Widens
California -1	Indiana***	Missouri +1
Delaware -7		
Florida -6		
Illinois -5		
Iowa* -1		
Kentucky -1		
Minnesota -3		
Mississippi -3		
New Hampshire -3		
North Carolina -7		
Connecticut** -1		

MIDDLE GRADE TRENDS

READING OVERALL

Increase	No Change	Decrease
California +1	Connecticut**	Alaska -14
Colorado +1	Iowa*	Arizona -6
Georgia +5	Missouri	Delaware -1
Indiana*** +3		Florida -1
Kansas +8		Illinois -1
Kentucky +4		Louisiana -1
Massachusetts +4		Maine -6
Mississippi +14		Oregon -5
New Hampshire +5		
New York +3		
North Carolina +3		
Ohio +7		
Pennsylvania +10		
Rhode Island +8		
Virginia +2		
Wyoming +3		

MATH OVERALL

Increase	No Change	Decrease
Alaska +24	Colorado	
Arizona +5	Iowa*	
California +3	Missouri	
Connecticut** +1	New Hampshire	
Delaware +2		
Florida +4		
Georgia +8		
Illinois +1		
Indiana*** +5		
Kansas +8		
Kentucky +7		
Louisiana +12		
Maine +1		
Massachusetts +5		
Michigan +9		
Mississippi +14		
New York +10		
North Carolina +2		
Ohio +4		
Oregon +2		
Pennsylvania +6		
Rhode Island +5		
Virginia +8		
Wyoming +7		

NOTES:

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** Connecticut administers assessments in the fall. The most recent data available is from the fall of 2003.

*** Indiana administers assessments in the fall. The most recent data available is from the fall of 2004.

MIDDLE GRADE TRENDS

READING AFRICAN AMERICAN - WHITE GAP

Narrows	No Change	Widens
Georgia -4		Colorado +2
Indiana*** -2		Delaware +2
Iowa* -1		Mississippi +3
Kansas -8		Missouri +3
Kentucky -3		
Massachusetts -4		
New Hampshire -12		
New York -5		
North Carolina -6		
Ohio -9		
Pennsylvania -8		
Rhode Island -4		
Virginia -3		
<i>Connecticut** -4</i>		
<i>Louisiana -4</i>		
<u>Arizona -3</u>	<u>Florida</u>	<u>Alaska +3</u>
<u>Oregon -3</u>	<u>Illinois</u>	

MATH AFRICAN AMERICAN - WHITE GAP

Narrows	No Change	Widens
Connecticut** -3	Iowa*	Alaska +1
Florida -3		Arizona +1
Georgia -4		Colorado +3
Illinois -1		Delaware +2
Indiana*** -3		Kentucky +4
Kansas -6		Massachusetts +3
Louisiana -1		Rhode Island +3
Michigan -5		
Mississippi -3		
Missouri -1		
New Hampshire -8		
New York -3		
North Carolina -3		
Ohio -6		
Oregon -5		
Pennsylvania -5		
Virginia -9		

READING LATINO - WHITE GAP

Narrows	No Change	Widens
Colorado -2		Delaware +4
Indiana*** -3		Georgia +1
Kansas -9		Iowa* +1
Massachusetts -3		Kentucky +3
New York -7		Mississippi +5
North Carolina -2		Missouri +3
Ohio -4		New Hampshire +3
Pennsylvania -1		Rhode Island +1
Virginia -2		
<i>Connecticut** -5</i>		
<u>Arizona -4</u>	<u>Louisiana</u>	<u>Alaska +9</u>
<u>Florida -1</u>		<u>Oregon +1</u>
<u>Illinois -1</u>		

MATH LATINO - WHITE GAP

Narrows	No Change	Widens
Alaska -3	Connecticut**	Arizona +1
Colorado -1	Missouri	Delaware +3
Florida -3	Oregon	Indiana*** +1
Georgia -3		Iowa* +1
Illinois -4		Kentucky +4
Kansas -9		Louisiana +3
Michigan -3		Massachusetts +2
New York -5		Mississippi +9
North Carolina -3		New Hampshire +4
Ohio -6		Rhode Island +3
Pennsylvania -2		
Virginia -5		

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MIDDLE GRADE TRENDS

READING NATIVE AMERICAN - WHITE GAP

Narrows	No Change	Widens
Iowa* -3		Colorado +1
Indiana*** -6		Delaware +6
Massachusetts -6		Georgia +5
Mississippi -21		New Hampshire +7
Missouri -4		Rhode Island +4
New York -1		
North Carolina -9		
Ohio -4		
Pennsylvania -16		
Connecticut** -10		
Louisiana -8		
Arizona -2		Alaska +5
		Florida +4
		Oregon +2

MATH NATIVE AMERICAN - WHITE GAP

Narrows	No Change	Widens
Connecticut** -8		Alaska +2
Delaware -10		Arizona +2
Iowa* -2		Colorado +5
Louisiana -4		Florida +4
Massachusetts -4		Georgia +2
Michigan -12		Indiana*** +2
Missouri -3		New Hampshire +3
Mississippi -30		Oregon +2
New York -3		Rhode Island +5
North Carolina -5		
Ohio -10		
Pennsylvania -19		

READING POOR - NON POOR GAP

Narrows	No Change	Widens
California -4		Florida +1
Connecticut** -1		Illinois +2
Delaware -1		Iowa +1
Indiana*** -3		Mississippi +2
Kentucky -3		Missouri +2
New Hampshire -4		
North Carolina -3		

MATH POOR - NON POOR GAP

Narrows	No Change	Widens
Florida -4	California	Connecticut** +1
Indiana*** -4	Delaware	Illinois +1
Mississippi -1	Iowa*	Kentucky +3
	New Hampshire	Missouri +2
	North Carolina	

HIGH SCHOOL TRENDS

READING OVERALL

Increase	No Change	Decrease
Alabama +1	Alaska	Arizona -6
Arkansas +8	Connecticut	Florida -2
Colorado +2	Iowa*	Illinois -1
Delaware +5		Maine -5
Kansas +6		Missouri -1
Kentucky +5		Oregon -3
Massachusetts +3		
New Hampshire +3		
Pennsylvania +2		
Virginia +4		
Wyoming +3		

MATH OVERALL

Increase	No Change	Decrease
Alaska +3	Iowa*	Alabama -1
Arizona +5		Colorado -1
Delaware +10		Connecticut -2
Florida +3		Illinois -1
Kansas +6		Oregon -3
Kentucky +7		Pennsylvania -1
Maine +5		
Maryland +3		
Massachusetts +13		
Missouri +4		
New Hampshire +4		
Tennessee +4		
Washington +7		
Wyoming +3		

READING AFRICAN AMERICAN - WHITE GAP

Narrows	No Change	Widens
Alabama -3	Iowa*	Colorado +2
Alaska -5	Kentucky	Connecticut +1
Delaware -2		Pennsylvania +1
Kansas -1		
Massachusetts -2		
New Hampshire -3		
Virginia -2		
Arizona -5		
Florida -5		
Illinois -1		Oregon +2
Missouri -1		

MATH AFRICAN AMERICAN - WHITE GAP

Narrows	No Change	Widens
Alaska -8	Delaware	Arizona +2
Florida -4	Iowa*	Kansas +2
Illinois -1	Pennsylvania	Kentucky +3
Massachusetts -2		Maryland +3
New Hampshire -5		Missouri +5
		Washington +4
<u>Alabama -2</u>	Colorado	
<u>Connecticut -1</u>		
<u>Oregon -1</u>		

NOTES:

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In **underlined** states the performance of white or non-poor students has declined since 2002 while the performance of students of color or low-income students has either declined or remained the same since 2002.

HIGH SCHOOL TRENDS

READING LATINO - WHITE GAP

Narrows	No Change	Widens
Colorado -4	Connecticut	Alabama +6
Delaware -3		Alaska +3
Kentucky -2		Iowa* +3
Massachusetts -1		Kansas +1
Virginia -3		New Hampshire +2
		Pennsylvania +3
<i>Florida -4</i>		
	<u>Illinois</u>	<u>Arizona +7</u>
	<u>Oregon</u>	<u>Missouri +1</u>

MATH LATINO - WHITE GAP

Narrows	No Change	Widens
Florida -5	Delaware	Alaska +1
Illinois -2		Arizona +6
New Hampshire -4		Iowa* +1
		Kansas +1
		Kentucky +5
		Maryland +5
		Massachusetts +1
		Missouri +4
		Pennsylvania +3
		Washington +1
<i>Oregon -3</i>		
<u>Colorado -1</u>		<u>Alabama +8</u>
<u>Connecticut -1</u>		

READING NATIVE AMERICAN - WHITE GAP

Narrows	No Change	Widens
Alabama -1		Connecticut +10
Alaska -3		Iowa* +1
Colorado -6		
Delaware -22		
Massachusetts -6		
New Hampshire -5		
Pennsylvania -10		
	<u>Oregon</u>	<u>Arizona +4</u>
		<u>Florida +1</u>
		<u>Missouri +2</u>

MATH NATIVE AMERICAN - WHITE GAP

Narrows	No Change	Widens
Alaska -4		Arizona +5
Delaware -34		Iowa* +1
Florida -6		Missouri +5
Maryland -1		Washington +5
Massachusetts -6		
New Hampshire -18		
Pennsylvania -9		
<u>Alabama -2</u>		<u>Connecticut +6</u>
<u>Colorado -1</u>		<u>Oregon +2</u>

READING POOR - NON POOR GAP

Narrows	No Change	Widens
Connecticut -2	Delaware	Iowa* +1
Florida -3	Illinois	Kentucky +2
	New Hampshire	Missouri +1

MATH POOR - NON POOR GAP

Narrows	No Change	Widens
Connecticut -1	Iowa*	Delaware +2
Florida -3	New Hampshire	Kentucky +1
Illinois -1		Maryland +3
		Missouri +5

Here are the full Web addresses of the documents and studies referred to in this report:

The Education Trust

Measured Progress, October 2004

<http://www2.edtrust.org/edtrust/images/MeasuredProgress.doc.pdf>

Education Watch Online

<http://66.43.154.40:8001/projects/edtrust/index.html>

Achieve, Inc.

Do Graduation Tests Measure Up? A Closer Look at State High School Exit Exams, June 2004

<http://www.achieve.org/achieve.nsf/StandardForm3?openform&parentunid=7CB3019548DAE51B85256EAE007461ED>

Organisation for Economic Co-operation and Development

Program for International Student Assessment, 2003

http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html

International Association for the Evaluation of Educational Achievement

Trends in International Mathematics and Science Study, 2003

http://timss.bc.edu/timss2003i/conference_IR.html

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Analysis by Daria Hall

Edited by Fredreka Schouten



About The Education Trust

The Education Trust, Inc. was created to promote high academic achievement for all students, at all levels—kindergarten through college. While we know that all schools and colleges could better serve their students, our work focuses on the schools and colleges most often left behind in plans to improve education: those serving African American, Latino, Native American and low-income students.

The Education Trust works side-by-side with policy makers, parents, education professionals, community and business leaders—in cities and towns across the country—who are trying to transform their schools and colleges into institutions that genuinely serve all students. We also bring lessons learned in local communities back to Washington to help inform national policy debates.