Access, Opportunity and Achievement in America:
A Look at the Data on Black Students, Elementary School through College

BAEO Bailey-Sullivan Fellows
Baton Rouge, LA  December, 2014

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America: Two Powerful Stories
1. **Land of Opportunity:**

Work hard, and you can become anything you want to be.
2. Generational Advancement:

Through hard work, each generation of parents can assure a better life — and better education — for their children.
These stories animated hopes and dreams of people here at home

And drew countless immigrants to our shores
Yes, America was often intolerant...

And they knew the “Dream” was a work in progress.
We were:

- The first to provide universal high school;
- The first to build public universities;
- The first to build community colleges;
- The first to broaden access to college, through GI Bill, Pell Grants, ...
Percent of U.S. adults with a high school diploma

1920: 21%
1940: 38%
1960: 61%
1980: 85%
2000: 88%
2012: 90%
Percent of U.S. adults with a B.A. or more

2012

33%
Progress was painfully slow, especially for people of color. But year by year, decade by decade...
Percent of U.S. adults with a high school diploma, by race, 2012

- White: 95%
- Black: 89%
- Latino: 75%
Percent of U.S. adults with a B.A. or more, by race

2012

White: 40%
Black: 23%
Latino: 15%
Then, beginning in the eighties, inequality started growing again.
In the past four years alone, 95% of all income gains have gone to the top 1%.

In 2012:

• In 2012, the top 5% of Americans took home 22% of the nation’s income; the top .1% took home 11%.

• And the bottom 20% took home just 3%.

Instead of being the most equal, the U.S. has the third highest income inequality among OECD nations.

Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality.

Median Wealth of White Families

20 X that of African Americans

18 X that of Latinos

Not just wages and wealth, but social mobility as well.
U.S. intergenerational mobility was increasing until 1980, but has sharply declined since.

The falling elasticity meant increased economic mobility until 1980. Since then, the elasticity has risen, and mobility has slowed.

The US now has one of lowest rates of intergenerational mobility

Cross-country examples of the link between father and son wages

![Earnings Elasticity Chart]

At macro level, better and more equal education is not the only answer.

But at the individual level, it really is.
There is one road up in America today, and that road is education.
There are significant numbers of young black men and women who are well prepared to travel that road up.
In the class of 2013,

• **4539** black students earned a 5 on an AP exam;

• **1152** Black students scored in the top 5% on the SAT;

• **3147** scored in the top 10%.
In our most elite universities,

- **645** black students are enrolled as undergraduates at Harvard;
- **388** black students are enrolled at Princeton;
- **485** black students are enrolled at Stanford.

IPEDS; 2010-2011
Advanced Degrees?

• 10,417 black students earned Ph.d’s last year;
• 1,174 earned MD’s;
• 3,206 earned JD’s.
And not just at the college level...
In 2013, roughly **12,000** black 4th graders read at the highest level—Advanced—on the National Assessment of Education Progress.
In 2013, roughly 12,000 black 8th graders did math at the highest level—Advanced—on the National Assessment of Education Progress.
Not just random individuals; some whole schools...
Edward Brooke Charter School
Roslindale, MA

• 470 students in grades K-8
  • 72% African American
  • 24% Latino
  • 82% Low Income

Note: Enrollment data are for 2011-12 school year.
Source: Massachusetts Department of Elementary and Secondary Education
Advanced Performance at Edward Brooke
African-American Students – Grade 4 English Language Arts (2012)

Source: Massachusetts Department of Elementary and Secondary Education
Elmont Memorial High School
Elmont, New York

2011-2012 School Year
• 1,907 students in grades 7-12
  – 78% African American
  – 12% Latino
• 29% Low-Income

Source: New York Department of Education
High Performance by ALL Students at Elmont Memorial High School

Secondary Level English (2012)

African American

Percentage Proficient and Above

96%

72%

Source: New York Department of Education

High Performance by ALL Students at Elmont Memorial High School

Secondary Level Math (2012)

Percentage Proficient and Above

African American

94% 71%

EMHS

New York

Source: New York Department of Education

High Graduation Rates at Elmont Memorial High School

Class of 2011

Percentage of 2007 Freshmen Graduating in Four Years

- African American: 95% (Elmont) vs. 58% (New York)
- Economically Disadvantaged: 97% (Elmont) vs. 64% (New York)

Note: Includes students graduating by June 2011.
Source: New York State Department of Education
George Hall Elementary School
Mobile, Alabama

99% African American, 99% Low Income

Note: Enrollment data are for 2009-10 school year
Source: Alabama Department of Education
Exceeding Standards: George Hall students outperform white students in Alabama

Grade 5 Math (2011)

- **African-American Students - George Hall**:
  - Exceeds Standards: 97%
  - Meets Standards: 24%
  - Partially Meets Standards: 7%
  - Does Not Meet Standards: 0%

- **White Students - Alabama**:
  - Exceeds Standards: 69%

Source: Alabama Department of Education
Not just individual schools...
Black 8th Graders in New Jersey Outperform White 8th Graders in West Virginia

NAEP – Grade 8 (2013)

Source: NAEP Data Explorer, NCES
HOWEVER, just because black children have enormous capacity doesn’t mean that most are reaching the levels they could and should...
2013 NAEP Grade 4 Reading

By Race/Ethnicity – National Public

African American
- Proficient/Advanced: 17%
- Basic: 32%
- Below Basic: 50%

Latino
- Proficient/Advanced: 19%
- Basic: 33%
- Below Basic: 48%

White
- Proficient/Advanced: 45%
- Basic: 34%
- Below Basic: 21%

Main NAEP 4\textsuperscript{th} Grade Reading: Group Averages

- Blacks: 205;
- Whites: 231;
- Difference: about two grade levels
2013 NAEP Grade 8 Math

By Race/Ethnicity – National Public

- **African American**
  - Proficient/Advanced: 14%
  - Basic: 38%
  - Below Basic: 49%

- **Latino**
  - Proficient/Advanced: 21%
  - Basic: 41%
  - Below Basic: 38%

- **White**
  - Proficient/Advanced: 44%
  - Basic: 39%
  - Below Basic: 17%

Main NAEP 8th Grade Math: Group Averages

- Blacks: 263;
- Whites: 293;
- Difference: roughly 3 grade levels
African-American and Latino 17-year-olds do math at the same levels as white 13-year-olds.

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress
African-American and Latino 17-year-olds read at the same levels as white 13-year-olds.

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress
Whites attain bachelor’s degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

Bachelor’s Degree Attainment of Young Adults (25-29-year-olds), 2011

- White: 40%
- African American: 23%
- Latino: 15%

Source: NCES, *Condition of Education* 2010 (Table A-22-1) and U.S. Census Bureau, Educational Attainment in the United States: 2012
So, let’s back up and walk through the larger story.
Trends in K-12
First, some good news.

After more than a decade of fairly flat achievement and stagnant or growing gaps in K-12, we appear to be turning the corner with our elementary students.
Since 1999, large gains for all groups of students, especially students of color

9 Year Olds – NAEP Reading

*Denotes previous assessment format
Since 1999, performance rising for all groups of students

9 Year Olds – NAEP Math

*Denotes previous assessment format

Looked at differently (and on the “other” NAEP exam)...
Looked at differently (and on the “other” NAEP exam)…
1996 NAEP Grade 4 Math

By Race/Ethnicity – Nation

- **African American**
  - Proficient/Advanced: 3%
  - Basic: 24%
  - Below Basic: 73%

- **Latino**
  - Proficient/Advanced: 7%
  - Basic: 32%
  - Below Basic: 61%

- **White**
  - Proficient/Advanced: 26%
  - Basic: 49%
  - Below Basic: 26%

Source: NAEP Data Explorer, NCES
2013 NAEP Grade 4 Math

By Race/Ethnicity – National Public

- African American:
  - Proficient/Advanced: 18%
  - Basic: 48%
  - Below Basic: 34%

- Latino:
  - Proficient/Advanced: 26%
  - Basic: 47%
  - Below Basic: 27%

- White:
  - Proficient/Advanced: 54%
  - Basic: 37%
  - Below Basic: 9%

Middle grades are up, too.
Record performance for students of color

13 Year Olds – NAEP Reading

*Denotes previous assessment format
Over the last decade, all groups have steadily improved and gaps have narrowed.

National Public – Grade 8 NAEP Math

*Accommodations not permitted
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)
But in both 4th and 8th grades, far more progress at the low end than at the high.
Percentage Below Basic Over Time

African-American Students (National Public) – Grade 4 NAEP Math

*Accommodations not permitted

Percentage Advanced Over Time

White Students (National Public) – Grade 4 NAEP Math

*Accommodations not permitted
Percentage Advanced Over Time

African-American Students (National Public) – Grade 4 NAEP Math

*Accommodations not permitted
Percentage Below Basic Over Time

African-American Students (National Public) – Grade 8 NAEP Math

Percentage of Students at Below Basic

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990*</td>
<td>79%</td>
</tr>
<tr>
<td>1992*</td>
<td>81%</td>
</tr>
<tr>
<td>1996</td>
<td>75%</td>
</tr>
<tr>
<td>2000</td>
<td>70%</td>
</tr>
<tr>
<td>2003</td>
<td>61%</td>
</tr>
<tr>
<td>2005</td>
<td>59%</td>
</tr>
<tr>
<td>2007</td>
<td>53%</td>
</tr>
<tr>
<td>2009</td>
<td>51%</td>
</tr>
<tr>
<td>2011</td>
<td>50%</td>
</tr>
<tr>
<td>2013</td>
<td>49%</td>
</tr>
</tbody>
</table>

*Accommodations not permitted
Percentage Advanced Over Time

White Students (National Public) – Grade 8 NAEP Math

*Accommodations not permitted
Percentage Advanced Over Time

African-American Students (National Public) – Grade 8 NAEP Math

*Accommodations not permitted

Bottom Line:

When we really focus on something, we make progress!
Clearly, much more remains to be done in elementary and middle school.

Too many youngsters still enter high school way behind.
But at least we have some traction on elementary and middle school problems.

The same is NOT true of our high schools.
Achievement is flat in reading.

17-Year-Olds Overall - NAEP

Source: NAEP Long-Term Trends, NCES (2004)
Math achievement is flat over time.

17-Year-Olds Overall - NAEP

* Denotes previous assessment format

Source: National Center for Education Statistics, NAEP 2008 Trends in Academic Progress
And gaps between groups haven’t narrowed since the late 80s and early 90s.
Reading: Not much gap narrowing since 1988.

17 Year Olds – NAEP Reading

*Denotes previous assessment format

Math: Not much gap closing since 1990.

*African American* | *Latino* | *White*
---|---|---
17 Year Olds – NAEP Math

*Denotes previous assessment format*

Moreover, no matter how you cut the data, our students aren’t doing well compared with their peers in other countries.
Of 34 OECD Countries, U.S.A. Ranks 17th in Reading

Of 34 OECD Countries, U.S.A. Ranks 20th in Science

2012 PISA - Science

Of 34 OECD Countries, U.S.A. Ranks 20th in Science


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Of 34 OECD Countries, U.S.A. Ranks 27th in Math Literacy

2012 PISA - Math

Higher than U.S. average  Not measurably different from U.S. average  Lower than U.S. average

Only place we rank high?

Inequality.
Among OECD Countries, U.S.A. has the 4th Largest Gap Between High-SES and Low-SES Students

2006 PISA - Science

France
Luxembourg
Belgium
United States
United Kingdom
Switzerland
Czech Repub
Netherlands
Germany
Slovak Repub
New Zealand
Austria
Greece
Portugal
Sweden
OECD Average
Australia
Spain
Denmark
Ireland
Norway
Mexico
Italy
Poland
Canada
Turkey
Iceland
Japan
Finland
Korea

Source: PISA 2006 Results, OECD, table 4.8b
Among OECD Countries, U.S.A. has the 5th Largest Gap Between High-SES and Low-SES Students

2009 PISA – Reading

Gap in Average Scale Score

Source: PISA 2009 Results, OECD, Table II.3.1
The U.S. Gap Between High-SES and Low-SES Students is Equivalent to Over Two Years of Schooling

Source: PISA 2012 Results, OECD, Annex B1, Chapter 2, Table II.2.4a
Gaps in achievement begin before children arrive at the schoolhouse door.

But, rather than organizing our educational system to ameliorate this problem, we organize it to exacerbate the problem.
How?

By giving students who arrive with less, less in school, too.
Some of these “lesses” are a result of choices that policymakers make.
## Funding Gaps *Within States*: National inequities in state and local revenue per student

<table>
<thead>
<tr>
<th>Comparison</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Poverty versus Low-Poverty Districts</td>
<td>−$773</td>
</tr>
<tr>
<td>High-Minority versus Low-Minority Districts</td>
<td>−$1,122</td>
</tr>
</tbody>
</table>

In truth, though, some of the most devastating “lesses” are a function of choices that educators (and school board members) make.
Choices we make about what to expect of whom.....
Students in poor schools receive As for work that would earn Cs in affluent schools.

Choices we make about what to teach whom...
Even African-American students with *high math performance* in fifth grade are unlikely to be placed in algebra in eighth grade.

Students of color are less likely to attend high schools that offer physics.

- Source: U.S. Department of Education Office of Civil Rights, Civil Rights Data Collection, March 2012
Students of color are less likely to attend high schools that offer calculus.

Source: U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection
And choices we make about who teaches whom...
Students at high-minority schools more likely to be taught by novice* teachers.

Note: High minority school: 75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school: 10% or fewer of the students are non-White students. Novice teachers are those with three years or fewer experience.

Math classes at high-poverty, high-minority secondary schools are more likely to be taught by out-of-field* teachers.

Note: High-poverty school: 55 percent or more of the students are eligible for free/reduced-price lunch. Low-poverty school: 15 percent or fewer of the students are eligible for free/reduced-price lunch. High-minority school: 78 percent or more of the students are black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school: 12 percent or fewer of the students are non-white students.

*Teachers with neither certification nor major. Data for secondary-level core academic classes (math, science, social studies, English) across the U.S. Source: Education Trust Analysis of 2007-08 Schools and Staffing Survey data.
Tennessee: High-poverty/high-minority schools have fewer of the “most effective” teachers and more “least effective” teachers.

Note: High poverty/high minority means at least 75 percent of students qualify for FRPL and at least 75 percent are minority.

Los Angeles: Black, Latino students have fewer highly effective teachers, more weak ones.

Latino and black students are:

- 3X as likely to get low-effectiveness teachers
- 1/2 as likely to get highly effective teachers

The results are devastating.

Kids who come in a little behind, leave a lot behind.
Trends in Higher Education
Immediate College-Going Up

Note: Percent of high school completers who were enrolled in 2-year or 4-year college the October after completing high school
Source: NCES, *The Digest of Education Statistics* 2013 (Table 302.10).
College-going is up for all groups.
Immediate College-Going Increasing for All Racial/Ethnic Groups: 1972 to 2012

Note: Percent of high school completers who were enrolled in college the October after completing high school
Source: NCES, The Digest of Education Statistics 2013 (Table 302.20).
But access isn’t the only issue:

There’s a question of access to what...
Black Students Twice as Likely as Whites to Enter For-profit Colleges

Ed Trust analysis of IPEDS Fall enrollment, Fall 2012 (by race) and IPEDS Student Financial Aid survey, 2011-12 (by Pell recipient status).
Access to what?

For-profit college companies

- 11% of enrollments
- 24% of Pell Grants and federal student loan dollars
- Lowest degree completion rates of any 4-year sector
- 48% of federal student loan defaults

And what about graduation in colleges more generally?
Black, Latino, and American Indian Freshmen Complete College at Lower Rates Than Other Students

6-year bachelor’s completion rates for first-time, full-time freshmen, Fall 2006 cohort at 4-year institutions

<table>
<thead>
<tr>
<th>Group</th>
<th>Graduation Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>63%</td>
</tr>
<tr>
<td>Black</td>
<td>40%</td>
</tr>
<tr>
<td>Latino</td>
<td>52%</td>
</tr>
<tr>
<td>Asian</td>
<td>71%</td>
</tr>
<tr>
<td>American Indian</td>
<td>40%</td>
</tr>
</tbody>
</table>

Overall rate: 59%

Source: NCES (December 2013). Enrollment in Postsecondary Institutions, Fall 2012; Financial Statistics, Fiscal Year 2012; and Graduation Rates, Selected Cohorts, 2004-2009, First Look (Provisional Data) Table 3.
Graduation rates at public community colleges

3-year completion rates (associate degrees and certificates) for first-time, full-time freshmen, Fall 2009 cohort at public two-year institutions

Overall rate: 21.2%

Graduation Rates (%)

White: 24%
Black: 13%
Latino: 18%
Asian: 28%
American Indian: 18%

Chance of attaining a bachelor’s degree within six years, among students who aspire to a Bachelors degree and begin at community college?

n/a
Only 14 percent.

Percent of students who started at a community college intending to earn a Bachelor’s in 2003 and earned a BA degree by 2009.

Add it all up...
Different groups of young Americans obtain degrees at very different rates.
Whites attain bachelor’s degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics.

Bachelor’s Degree Attainment of Young Adults (25-29-year-olds), 2013

- **White**: 40%
- **African American**: 20%
- **Latino**: 16%

Source: U.S. Census Bureau, Educational Attainment in the United States: 2013
Young adults from high-income families are 7 times more likely to earn bachelor’s degrees by age 24.

What Can We Do?

An awful lot of Americans have decided that we can’t do much.
What We Hear Many Educators Say:

• They’re poor
• Their parents don’t care
• They come to schools without breakfast
• Not enough books
• Not enough parents

Source: N/A
But if they are right, why are low-income students and students of color performing so much higher in some schools...
George Hall Elementary School  
Mobile, Alabama  

- 549 students in grades PK-5  
  99% African American  
- 99% Low Income  

Note: Enrollment data are for 2009-10 school year  
Source: Alabama Department of Education
Big Improvement at George Hall Elementary

Low-Income Students – Grade 4 Reading

Source: Alabama Department of Education

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Exceeding Standards: George Hall students outperform white students in Alabama

Grade 5 Math (2011)

- **African-American Students - George Hall**: 97%
- **White Students - Alabama**: 69%

Percentage of Students
- Exceeds Standards
- Meets Standards
- Partially Meets Standards
- Does Not Meet Standards

Source: Alabama Department of Education
Edward Brooke Charter School
Roslindale, MA

- 470 students in grades K-8
  - 72% African American
  - 24% Latino
- 82% Low Income

Note: Enrollment data are for 2011-12 school year.
Source: Massachusetts Department of Elementary and Secondary Education
Improvement Over Time at Edward Brooke
African-American Students – Grade 7 English Language Arts

Source: Massachusetts Department of Elementary and Secondary Education
Outperforming the State at Edward Brooke

Grade 4 English Language Arts (2012)

<table>
<thead>
<tr>
<th></th>
<th>All Students</th>
<th>African-American Students</th>
<th>Low-Income Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooke</td>
<td>97%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>57%</td>
<td>32%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Source: Massachusetts Department of Elementary and Secondary Education
Advanced Performance at Edward Brooke
African-American Students – Grade 4 English Language Arts (2012)

Source: Massachusetts Department of Elementary and Secondary Education
Roxbury Preparatory Charter School
Roxbury, Massachusetts

- 257 students in grades 6-8
  - 58% African American
  - 40% Latino
- 74% Low-Income

Source: Massachusetts Department of Education
All Students Achieving at Roxbury Prep

Grade 8 English Language Arts (2011)

Overall: 93%, 79%
African-American: 93%, 65%
Latino: 92%, 58%
Low-Income: 93%, 62%

Source: Massachusetts Department of Education
All Students Achieving at Roxbury Prep

Grade 8 Math (2011)

Source: Massachusetts Department of Education
Exceeding Standards at Roxbury Prep

Low-Income Students – Grade 8 Math (2011)

Roxbury Prep
- Advanced: 45%
- Proficient: 40%
- Needs Improvement: 15%
- Warning: 9%

Massachusetts
- Advanced: 21%
- Proficient: 32%
- Needs Improvement: 38%
- Warning: 0%

Source: Massachusetts Department of Education
Consistent Performance at Roxbury Preparatory Charter School

Grade 8 English Language Arts

<table>
<thead>
<tr>
<th>Year</th>
<th>RPC</th>
<th>Massachusetts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>98%</td>
<td>78%</td>
</tr>
<tr>
<td>2010</td>
<td>93%</td>
<td>78%</td>
</tr>
<tr>
<td>2011</td>
<td>93%</td>
<td>79%</td>
</tr>
<tr>
<td>2012</td>
<td>86%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Source: Massachusetts Department of Education
Mary McLeod Bethune Elementary School
New Orleans, Louisiana

• 376 students in grades PK – 6
  – 94% African American
• >95% Low Income

Note: Enrollment and demographic data are from 2010-11
Source: Louisiana Department of Education
High Performance Over Time at Bethune Elementary School

Grade 6 English Language Arts

<table>
<thead>
<tr>
<th>Year</th>
<th>Bethune</th>
<th>Louisiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>99%</td>
<td>73%</td>
</tr>
<tr>
<td>2011</td>
<td>90%</td>
<td>70%</td>
</tr>
<tr>
<td>2012</td>
<td>100%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Source: Louisiana Department of Education
Bethune Elementary School

Grade 6 Math

<table>
<thead>
<tr>
<th>Year</th>
<th>Bethune</th>
<th>Louisiana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>96%</td>
<td>68%</td>
</tr>
<tr>
<td>2011</td>
<td>69%</td>
<td>70%</td>
</tr>
<tr>
<td>2012</td>
<td>70%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Source: Louisiana Department of Education
Big Gains at Bethune Elementary

Students Overall – Grade 6 National Percentile Rank

Source: Louisiana Department of Education
Advanced Performance at Bethune Elementary

Students Overall – Grade 6 English Language Arts (2012)

- **Bethune**:
  - Advanced: 17%
  - Mastery: 50%
  - Basic: 33%
  - Unsatisfactory: 9%

- **Louisiana**:
  - Advanced: 22%
  - Mastery: 48%
  - Basic: 17%
  - Unsatisfactory: 4%

Source: Louisiana Department of Education
Principal Mary Haynes-Smith
Elmont Memorial Junior-Senior High
Elmont, New York

- 1,895 students in grades 7-12
  - 77% African American
  - 13% Latino
- 25% Low-Income

Source: New York Department of Education
Outperforming the State at Elmont

Secondary-Level English (2010)

<table>
<thead>
<tr>
<th></th>
<th>Elmont</th>
<th>New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>95%</td>
<td>79%</td>
</tr>
<tr>
<td>African American Students</td>
<td>96%</td>
<td>67%</td>
</tr>
<tr>
<td>Low-Income Students</td>
<td>93%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Source: New York State Department of Education
Improvement and High Performance at Elmont Memorial Junior-Senior High

African-American Students – Secondary-Level Math

Percentage Meeting Standards or Above

Year: 2005 2006 2007 2008 2009 2010

Elmont: 85% 93% 96% 93% 93% 96%
New York: 46% 51% 55% 57% 61% 64%

Source: New York State Department of Education
High Graduation Rates at Elmont Memorial High School

Class of 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>Elmont</th>
<th>New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>96%</td>
<td>73%</td>
</tr>
<tr>
<td>African American</td>
<td>98%</td>
<td>58%</td>
</tr>
<tr>
<td>Latino</td>
<td>89%</td>
<td>57%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>99%</td>
<td>64%</td>
</tr>
<tr>
<td>Not Economically Disadvantaged</td>
<td>95%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Source: New York State Department of Education
Available from Harvard Education Press and amazon.com
Very big differences at district level, too—even in the performance of the “same” group of students.
Low-Income African American Students do Better in Some Districts (NAEP Reading 4th 2003)

* There is a 19 point gap between Poor African American 4th graders in the District of Columbia and Boston (roughly equivalent to 2 years’ worth of learning)


* There is a 28 point gap between Poor African American 8th graders in Los Angeles and Houston (roughly equivalent to 3 years’ worth of learning)

Those differences hold true today.

In some districts, students perform considerably lower than similar students in other districts. And some districts are making far more progress than others.
Average Scale Scores, by District
Low-Income African American Students

Grade 4 – NAEP Reading (2013)

Note: Basic Scale Score = 208; Proficient Scale Score = 238
Source: NAEP Data Explorer, NCES
Average Scale Scores, by District
Low-Income African American Students
Grade 8 – NAEP Math (2013)

Note: Basic Scale Score = 262; Proficient Scale Score = 299
Source: NAEP Data Explorer, NCES

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Big differences in change over time, too.
Change in Average Scale Scores, by District
Low-Income African American Students

Grade 4 – NAEP Reading (2003-2013)

<table>
<thead>
<tr>
<th>District</th>
<th>Change in Mean Scale Score, 2003-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles</td>
<td>18</td>
</tr>
<tr>
<td>Atlanta</td>
<td>13</td>
</tr>
<tr>
<td>Charlotte</td>
<td>12</td>
</tr>
<tr>
<td>San Diego</td>
<td>9</td>
</tr>
<tr>
<td>Large city</td>
<td>9</td>
</tr>
<tr>
<td>National public</td>
<td>8</td>
</tr>
<tr>
<td>New York City</td>
<td>8</td>
</tr>
<tr>
<td>District of Columbia (DCPS)</td>
<td>6</td>
</tr>
<tr>
<td>Boston</td>
<td>4</td>
</tr>
<tr>
<td>Chicago</td>
<td>3</td>
</tr>
<tr>
<td>Houston</td>
<td>2</td>
</tr>
<tr>
<td>Cleveland</td>
<td>-7</td>
</tr>
</tbody>
</table>

Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2003 and 2013 NAEP TUDA administrations.
Source: NCES, NAEP Data Explorer
Change in Average Scale Scores, by District
Low-Income African American Students

Grade 8 – NAEP Math (2011-2013)

Los Angeles
District of Columbia (DCPS)
Fresno
Charlotte
Miami-Dade
Austin
San Diego
Milwaukee
Hillsborough County (FL)
New York City
National public
Large city
Cleveland
Boston
Jefferson County (KY)
Baltimore City
Houston
Chicago
Atlanta
Dallas
Philadelphia
Detroit

Change in Mean Scale Score, 2011-2013

Note: Chart includes only districts that participated, and had members of this specific subgroup, in both the 2011 and 2013 NAEP TUDA administrations.
Source: NCES, NAEP Data Explorer
Even big differences in whole states.
Scale Scores by State – African-American Students
Grade 4 – NAEP Reading (2013)

- NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)
Scale Scores by State – African American Students

Grade 8 – NAEP Reading (2013)

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 281; Basic Scale Score = 243)
Scale Scores by State – African-American Students

Grade 8 – NAEP Math (2013)

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)
Improvement
### NAEP Grade 4 Reading – African-American Students

**States with the Biggest Gains in Mean Scale Scores (2003 – 2013)**

<table>
<thead>
<tr>
<th>State</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pennsylvania</td>
<td>17</td>
</tr>
<tr>
<td>Florida</td>
<td>15</td>
</tr>
<tr>
<td>Alabama</td>
<td>14</td>
</tr>
<tr>
<td>Minnesota</td>
<td>14</td>
</tr>
<tr>
<td>Maryland</td>
<td>14</td>
</tr>
</tbody>
</table>

Note: On average, mean scale scores in reading for African-American fourth-grade students increased by 8 points from 2003 to 2013. Source: National Center for Education Statistics, NAEP Data Explorer
NAEP Grade 8 Reading – African-American Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2013)

<table>
<thead>
<tr>
<th>State</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada</td>
<td>15</td>
</tr>
<tr>
<td>Florida</td>
<td>15</td>
</tr>
<tr>
<td>Maryland</td>
<td>14</td>
</tr>
<tr>
<td>Connecticut</td>
<td>12</td>
</tr>
<tr>
<td>New Jersey</td>
<td>12</td>
</tr>
<tr>
<td>Tennessee</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: On average, mean scale scores in reading for African-American eighth-grade students increased by 6 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data Explorer
## NAEP Grade 4 Math – African-American Students

**States with the Biggest Gains in Mean Scale Scores (2003 – 2013)**

<table>
<thead>
<tr>
<th>State</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arkansas</td>
<td>17</td>
</tr>
<tr>
<td>Arizona</td>
<td>15</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>14</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>14</td>
</tr>
<tr>
<td>Minnesota</td>
<td>13</td>
</tr>
<tr>
<td>Tennessee</td>
<td>13</td>
</tr>
<tr>
<td>Florida</td>
<td>13</td>
</tr>
</tbody>
</table>

Note: On average, mean scale scores in math for African-American fourth-grade students increased by 9 points from 2003 to 2013.

Source: National Center for Education Statistics, NAEP Data Explorer
## NAEP Grade 8 Math – African-American Students

States with the Biggest Gains in Mean Scale Scores (2003 – 2013)

<table>
<thead>
<tr>
<th>State</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Jersey</td>
<td>21</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>19</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>17</td>
</tr>
<tr>
<td>Kansas</td>
<td>16</td>
</tr>
<tr>
<td>Arkansas</td>
<td>16</td>
</tr>
<tr>
<td>Florida</td>
<td>15</td>
</tr>
<tr>
<td>Tennessee</td>
<td>15</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>15</td>
</tr>
</tbody>
</table>

Note: On average, mean scale scores in math for American-African eighth-grade students increased by 11 points from 2003 to 2013.

Source: National Center for Education Statistics, NAEP Data Explorer
Looking at Performance and Improvement Together

Using the Education Trust’s State Performance and Improvement Tool
4th Grade Reading, Performance and Improvement for Black Students: Louisiana

Source:
8th Grade Math Performance and Improvement for Black Students: Louisiana

Source:
Big differences at the college level, as well.
## Research Institutions
### Similar Students, Different Results

<table>
<thead>
<tr>
<th>Institution</th>
<th>Median SAT</th>
<th>Size</th>
<th>% Pell</th>
<th>% URM</th>
<th>Overall Grad Rate</th>
<th>URM Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn State University</td>
<td>1,195</td>
<td>37,763</td>
<td>16%</td>
<td>8.6%</td>
<td>86.7%</td>
<td>74.6%</td>
</tr>
<tr>
<td>Indiana University</td>
<td>1,170</td>
<td>31,427</td>
<td>21%</td>
<td>8.0%</td>
<td>72.0%</td>
<td>52.1%</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>1,245</td>
<td>30,656</td>
<td>23%</td>
<td>7.6%</td>
<td>70.2%</td>
<td>44.4%</td>
</tr>
<tr>
<td>Purdue University</td>
<td>1,165</td>
<td>30,812</td>
<td>21%</td>
<td>6.9%</td>
<td>68.1%</td>
<td>54.1%</td>
</tr>
</tbody>
</table>

Source: College Results Online, 2013: www.collegeresults.org.
## Research Institutions

### Similar Students, Different Results

<table>
<thead>
<tr>
<th></th>
<th>Median SAT</th>
<th>Size</th>
<th>% Pell</th>
<th>% URM</th>
<th>Overall Grad Rate</th>
<th>URM Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State University</td>
<td>1,185</td>
<td>29,291</td>
<td>28%</td>
<td>25.2%</td>
<td>73.8%</td>
<td>71%</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>1,085</td>
<td>28,174</td>
<td>32%</td>
<td>23.8%</td>
<td>61.4%</td>
<td>53.1%</td>
</tr>
</tbody>
</table>

Source: College Results Online, 2013: www.collegeresults.org.
## Historically Black Colleges
### Similar Students, Different Results

<table>
<thead>
<tr>
<th></th>
<th>Median SAT</th>
<th>Size</th>
<th>% Pell</th>
<th>Overall Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth City University</td>
<td>835</td>
<td>3,020</td>
<td>80%</td>
<td>43.7%</td>
</tr>
<tr>
<td>Delaware State University</td>
<td>875</td>
<td>3,167</td>
<td>59%</td>
<td>34.6%</td>
</tr>
<tr>
<td>Norfolk State University</td>
<td>865</td>
<td>5,373</td>
<td>65%</td>
<td>33.2%</td>
</tr>
<tr>
<td>University of Arkansas Pine Bluff</td>
<td>780</td>
<td>3,096</td>
<td>82%</td>
<td>23%</td>
</tr>
<tr>
<td>Coppin State University</td>
<td>855</td>
<td>2,832</td>
<td>70%</td>
<td>14.7%</td>
</tr>
</tbody>
</table>

Source: College Results Online, 2013: www.collegeresults.org.
Some making fast progress in improving success for students of color, some have closed gaps entirely.
## Biggest Gainers in Success for Black Students: Public Colleges and Universities

### Table 1b: Top 25 Gainers in Black Student Graduation Rates among Public Institutions, 2004-2010

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Undergrad FTE Fall 2009 Enrollment</th>
<th>% Black among Undergrad FTE Fall 2009 Enrollment</th>
<th>Overall Six-Year Grad Rate 2010</th>
<th>Black Six-Year Grad Rate 2004</th>
<th>Black Six-Year Grad Rate 2010</th>
<th>Change in Black Six-Year Grad Rates 2004-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>California University of Pennsylvania (PA)</td>
<td>6,735</td>
<td>6.8%</td>
<td>55.1%</td>
<td>27.5%</td>
<td>60.5%</td>
<td>33.0</td>
</tr>
<tr>
<td>2.</td>
<td>California State Polytechnic University-Pomona (CA)</td>
<td>17,806</td>
<td>3.5%</td>
<td>56.6%</td>
<td>24.3%</td>
<td>53.9%</td>
<td>28.6</td>
</tr>
<tr>
<td>3.</td>
<td>Towson University (MD)</td>
<td>15,903</td>
<td>12.2%</td>
<td>68.2%</td>
<td>51.2%</td>
<td>74.0%</td>
<td>22.8</td>
</tr>
<tr>
<td>4.</td>
<td>Appalachian State University (NC)</td>
<td>14,368</td>
<td>3.1%</td>
<td>65.9%</td>
<td>42.5%</td>
<td>64.5%</td>
<td>22.1</td>
</tr>
<tr>
<td>5.</td>
<td>University of North Carolina-Wilmington (NC)</td>
<td>10,855</td>
<td>4.6%</td>
<td>65.9%</td>
<td>40.0%</td>
<td>61.1%</td>
<td>21.4</td>
</tr>
<tr>
<td>6.</td>
<td>San Jose State University (CA)</td>
<td>20,294</td>
<td>4.9%</td>
<td>48.0%</td>
<td>23.9%</td>
<td>43.5%</td>
<td>19.6</td>
</tr>
<tr>
<td>7.</td>
<td>New Mexico State University-Main Campus (NM)</td>
<td>13,321</td>
<td>3.3%</td>
<td>44.7%</td>
<td>20.0%</td>
<td>39.1%</td>
<td>19.1</td>
</tr>
<tr>
<td>8.</td>
<td>Slippery Rock University of Pennsylvania (PA)</td>
<td>7,442</td>
<td>5.4%</td>
<td>60.6%</td>
<td>25.7%</td>
<td>44.1%</td>
<td>16.4</td>
</tr>
<tr>
<td>9.</td>
<td>Texas Tech University (TX)</td>
<td>22,786</td>
<td>4.7%</td>
<td>62.6%</td>
<td>47.0%</td>
<td>65.4%</td>
<td>18.4</td>
</tr>
<tr>
<td>10.</td>
<td>University of Louisville (KY)</td>
<td>13,146</td>
<td>12.5%</td>
<td>48.6%</td>
<td>24.4%</td>
<td>41.1%</td>
<td>16.7</td>
</tr>
<tr>
<td>11.</td>
<td>San Francisco State University (CA)</td>
<td>21,853</td>
<td>5.5%</td>
<td>48.0%</td>
<td>25.9%</td>
<td>41.9%</td>
<td>16.0</td>
</tr>
<tr>
<td>12.</td>
<td>SUNY College at Old Westbury (NY)</td>
<td>3,407</td>
<td>33.1%</td>
<td>39.4%</td>
<td>31.6%</td>
<td>47.8%</td>
<td>16.0</td>
</tr>
</tbody>
</table>

### Universities with No Black/White Graduation Rate Gaps

**Table 2b: Public Colleges at Which Black Student Graduation Rates Equal or Exceed Rates of White Students, 2004 and 2010**

<table>
<thead>
<tr>
<th>Rank</th>
<th>College Name</th>
<th>Undergrad FTE Fall 2009 Enrollment</th>
<th>% Black among Undergrad FTE Fall 2009 Enrollment</th>
<th>Black Six-Year Grad Rate 2004</th>
<th>White Six-Year Grad Rate 2004</th>
<th>Black Six-Year Grad Rate 2010</th>
<th>White Six-Year Grad Rate 2010</th>
<th>White-Black Grad-Rate Gap 2004</th>
<th>White-Black Grad-Rate Gap 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>SUNY College at Old Westbury (NY)</td>
<td>3,467</td>
<td>33.1%</td>
<td>31.6%</td>
<td>18.2%</td>
<td>47.6%</td>
<td>28.2%</td>
<td>-13.4</td>
<td>-19.4</td>
</tr>
<tr>
<td>2.</td>
<td>Stony Brook University (NY)</td>
<td>15,544</td>
<td>6.6%</td>
<td>62.5%</td>
<td>53.3%</td>
<td>71.3%</td>
<td>58.7%</td>
<td>-9.2</td>
<td>-12.6</td>
</tr>
<tr>
<td>3.</td>
<td>University of California-Riverside (CA)</td>
<td>16,685</td>
<td>7.9%</td>
<td>60.3%</td>
<td>60.9%</td>
<td>72.2%</td>
<td>60.4%</td>
<td>-9.4</td>
<td>-11.8</td>
</tr>
<tr>
<td>4.</td>
<td>Pecos University (VA)</td>
<td>7,551</td>
<td>5.5%</td>
<td>64.8%</td>
<td>56.0%</td>
<td>63.7%</td>
<td>56.7%</td>
<td>-9.8</td>
<td>-7.0</td>
</tr>
<tr>
<td>5.</td>
<td>Georgia State University (GA)</td>
<td>18,750</td>
<td>33.0%</td>
<td>47.6%</td>
<td>36.5%</td>
<td>50.9%</td>
<td>44.5%</td>
<td>-11.1</td>
<td>-6.4</td>
</tr>
<tr>
<td>6.</td>
<td>Old Dominion University (VA)</td>
<td>15,298</td>
<td>24.0%</td>
<td>45.0%</td>
<td>40.7%</td>
<td>52.8%</td>
<td>48.4%</td>
<td>1.7</td>
<td>-4.4</td>
</tr>
<tr>
<td>7.</td>
<td>Sam Houston State University (TX)</td>
<td>13,005</td>
<td>16.4%</td>
<td>44.0%</td>
<td>39.1%</td>
<td>52.9%</td>
<td>49.0%</td>
<td>-4.9</td>
<td>-3.9</td>
</tr>
<tr>
<td>8.</td>
<td>SUNY at Albany (NY)</td>
<td>12,584</td>
<td>10.2%</td>
<td>64.7%</td>
<td>61.3%</td>
<td>71.0%</td>
<td>67.1%</td>
<td>-3.4</td>
<td>-3.9</td>
</tr>
<tr>
<td>9.</td>
<td>Kennesaw State University (GA)</td>
<td>17,107</td>
<td>12.3%</td>
<td>33.3%</td>
<td>30.6%</td>
<td>43.5%</td>
<td>40.0%</td>
<td>-2.7</td>
<td>-3.5</td>
</tr>
<tr>
<td>10.</td>
<td>University of California-Santa Cruz (CA)</td>
<td>14,961</td>
<td>2.7%</td>
<td>78.2%</td>
<td>69.9%</td>
<td>75.6%</td>
<td>75.1%</td>
<td>-8.3</td>
<td>-0.5</td>
</tr>
<tr>
<td>11.</td>
<td>Coastal Carolina University (SC)</td>
<td>7,399</td>
<td>14.7%</td>
<td>42.4%</td>
<td>38.8%</td>
<td>43.6%</td>
<td>43.2%</td>
<td>-3.6</td>
<td>-0.4</td>
</tr>
<tr>
<td>12.</td>
<td>East Carolina University (NC)</td>
<td>19,414</td>
<td>14.2%</td>
<td>52.7%</td>
<td>53.7%</td>
<td>56.4%</td>
<td>56.2%</td>
<td>1.0</td>
<td>-0.2</td>
</tr>
<tr>
<td>13.</td>
<td>Winthrop University (SC)</td>
<td>4,681</td>
<td>26.9%</td>
<td>63.5%</td>
<td>53.6%</td>
<td>54.4%</td>
<td>54.3%</td>
<td>-9.9</td>
<td>-0.1</td>
</tr>
<tr>
<td>14.</td>
<td>University of North Carolina at Greensboro (NC)</td>
<td>14,412</td>
<td>22.5%</td>
<td>51.5%</td>
<td>51.0%</td>
<td>52.3%</td>
<td>53.1%</td>
<td>-0.5</td>
<td>0.8</td>
</tr>
<tr>
<td>15.</td>
<td>Florida State University (FL)</td>
<td>28,738</td>
<td>10.2%</td>
<td>67.8%</td>
<td>65.7%</td>
<td>72.7%</td>
<td>74.1%</td>
<td>-2.1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Bottom Line:
What schools and colleges do MATTERS!
One final thought.
Agenda #1

Working together to get more low-income students and students of color through college.

Chances of Staying at the Bottom If You’re Born at the Bottom

Without a 4-Year Degree

45%

Cumulative Risk of Imprisonment by Age 34 for Young Black Men:

High School Dropouts

68%

Source: Bruce Western and Becky Pettit, Incarceration & Social Inequality, Daedalus, Summer 2010
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