



**THE EDUCATION TRUST**

# **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

Copyright 2014 The Education Trust



# 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...

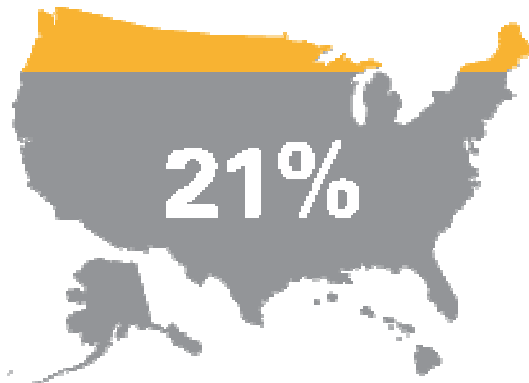
And they knew the “Dream” was a  
work in progress.

# We were:

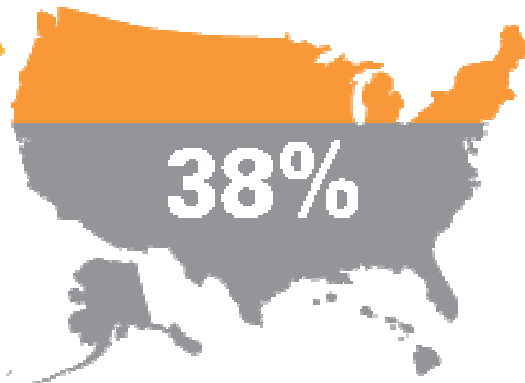
- The first to provide universal high school;
- The first to build public universities;
- The first to build community colleges;
- The first to broaden access to college, through GI Bill, Pell Grants, ...

# Percent of U.S. adults with a high school diploma

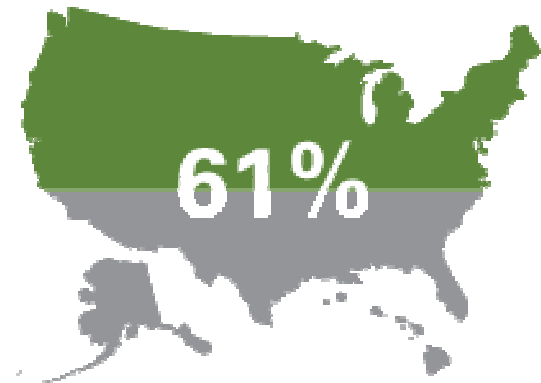
1920



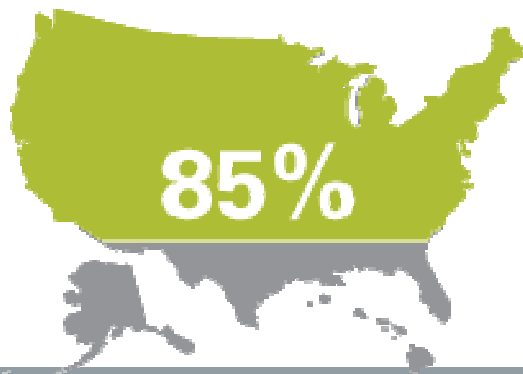
1940



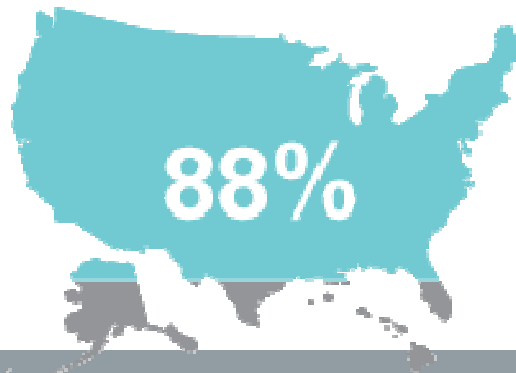
1960



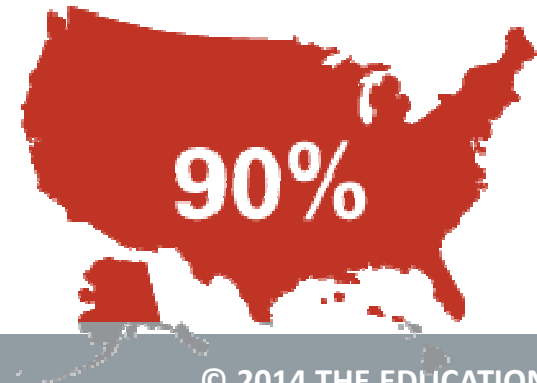
1980



2000



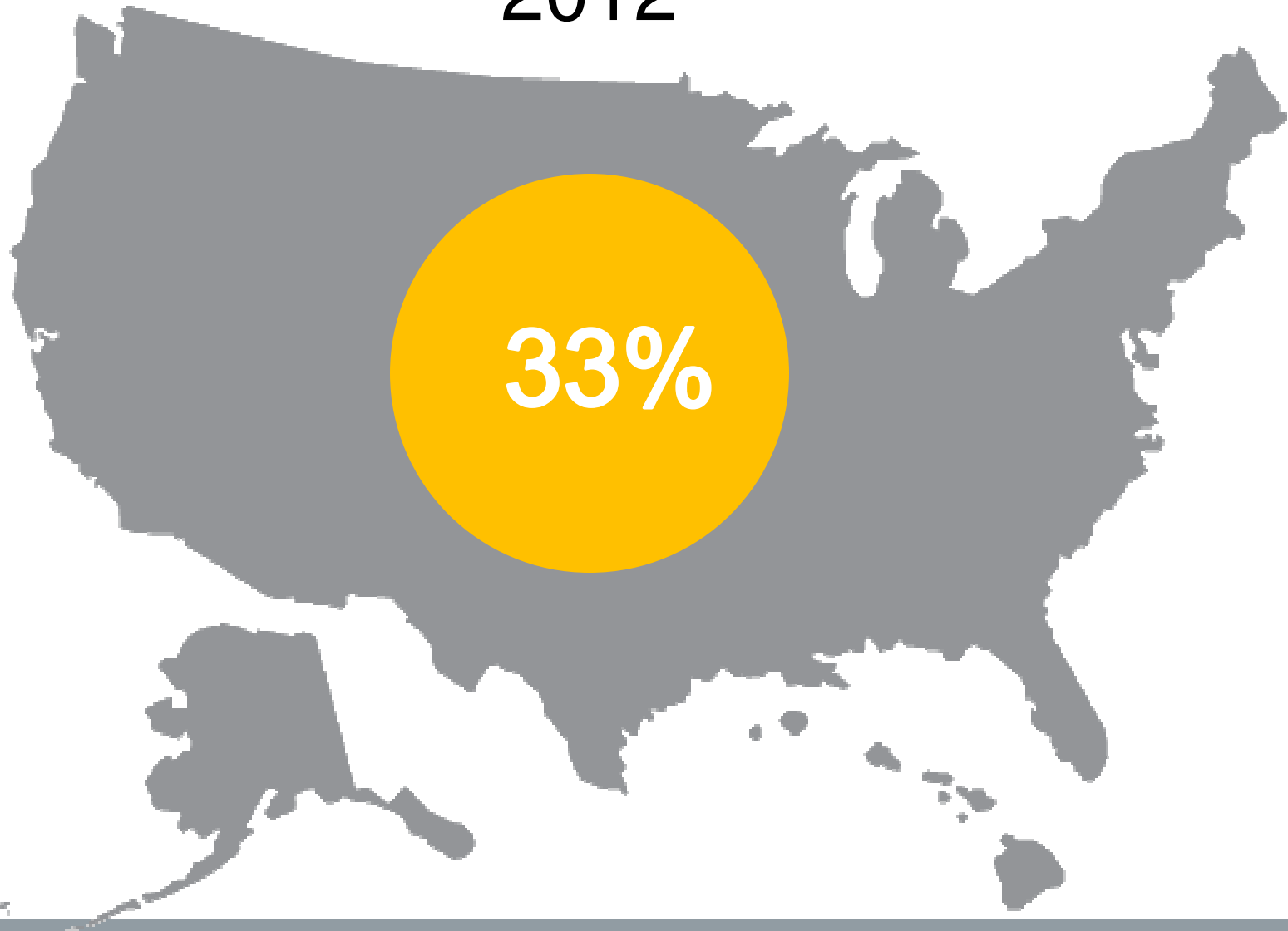
2012






Percent of U.S. adults with a B.A. or more

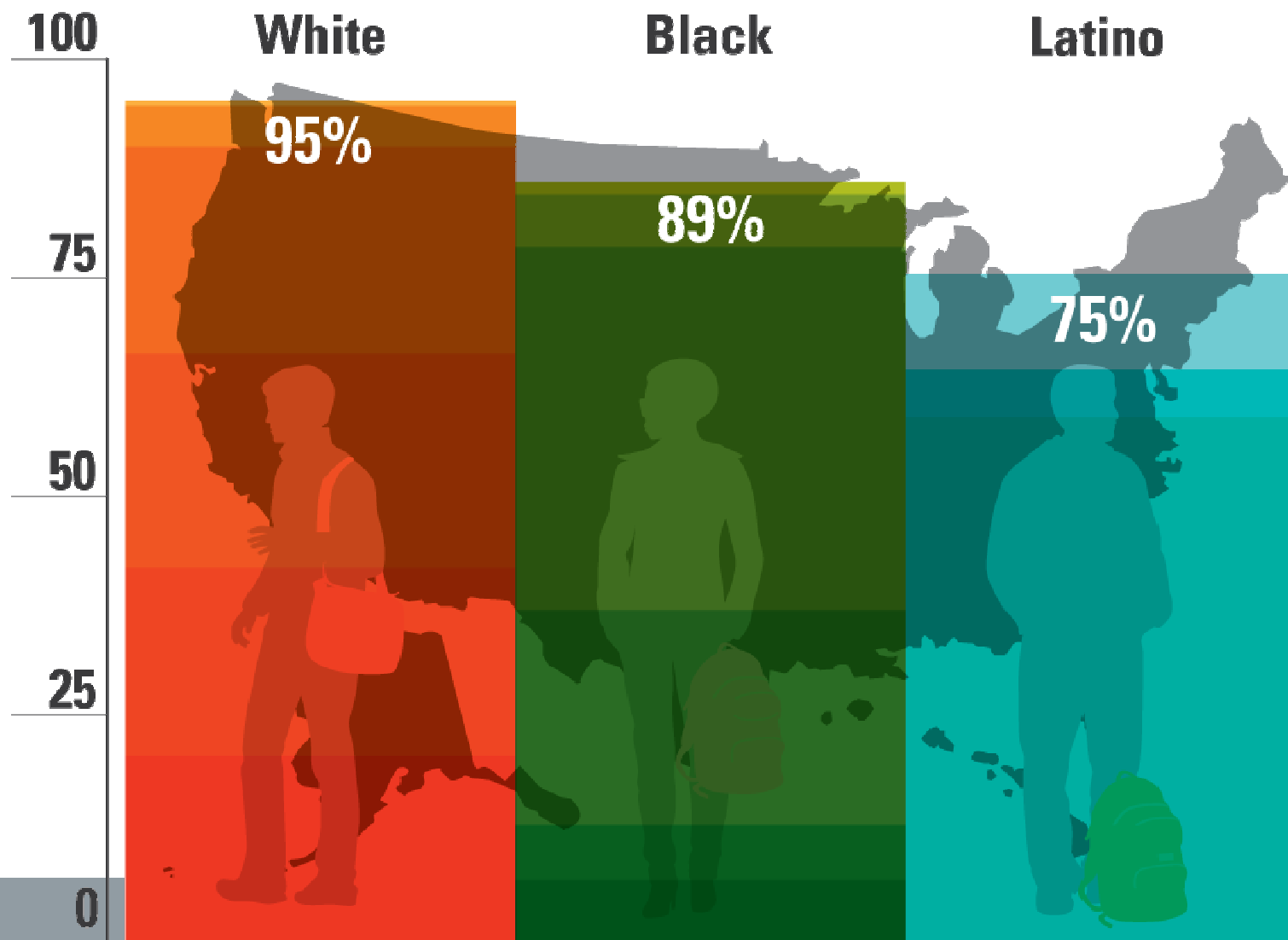
2012





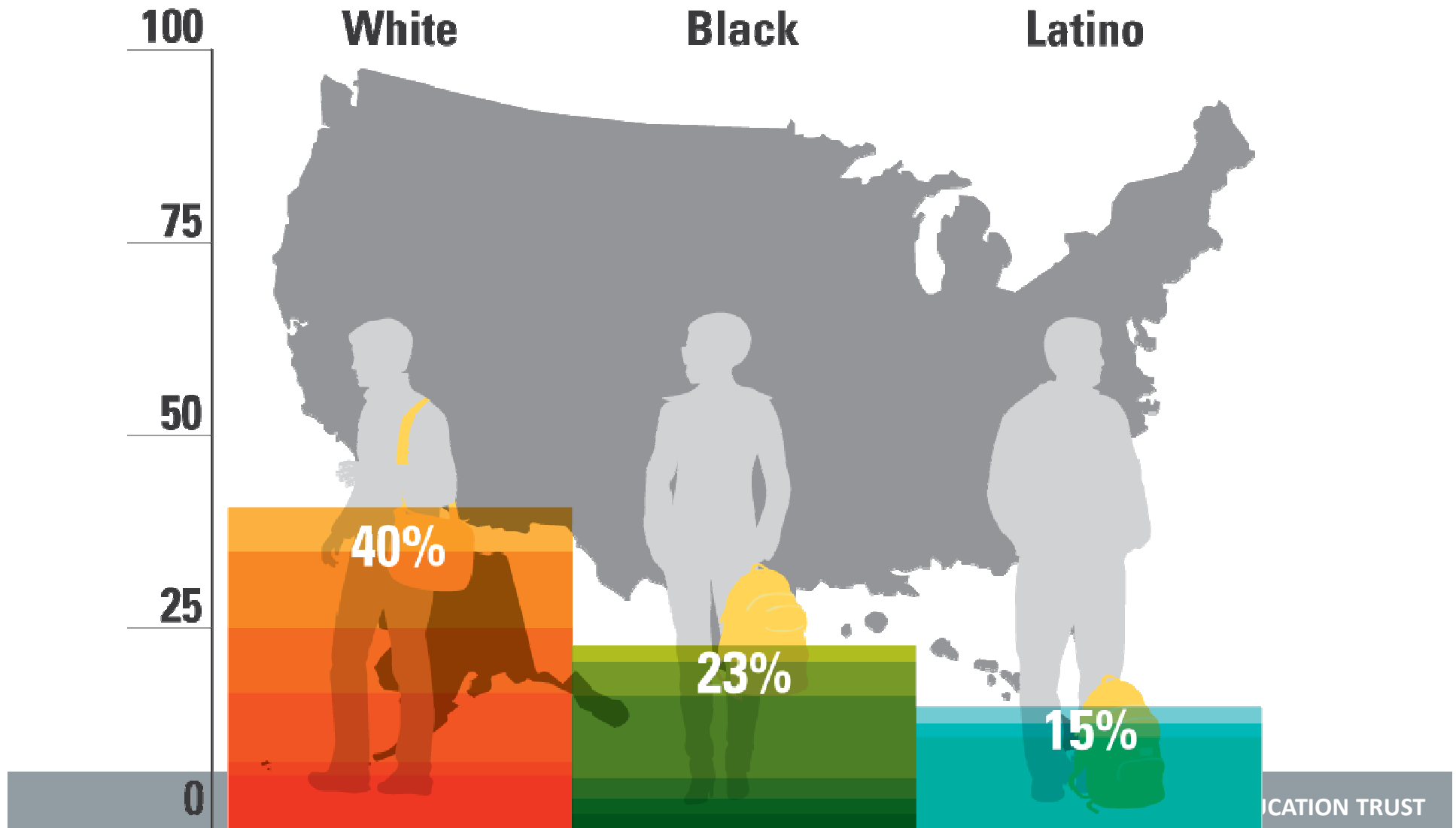
Progress was painfully slow,  
especially for people of color.  
But year by year, decade by  
decade...

# Percent of U.S. adults with a high school diploma, by race/ethnicity, 2012




# Percent of U.S. adults with a B.A. or more, by race

2012





**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%.

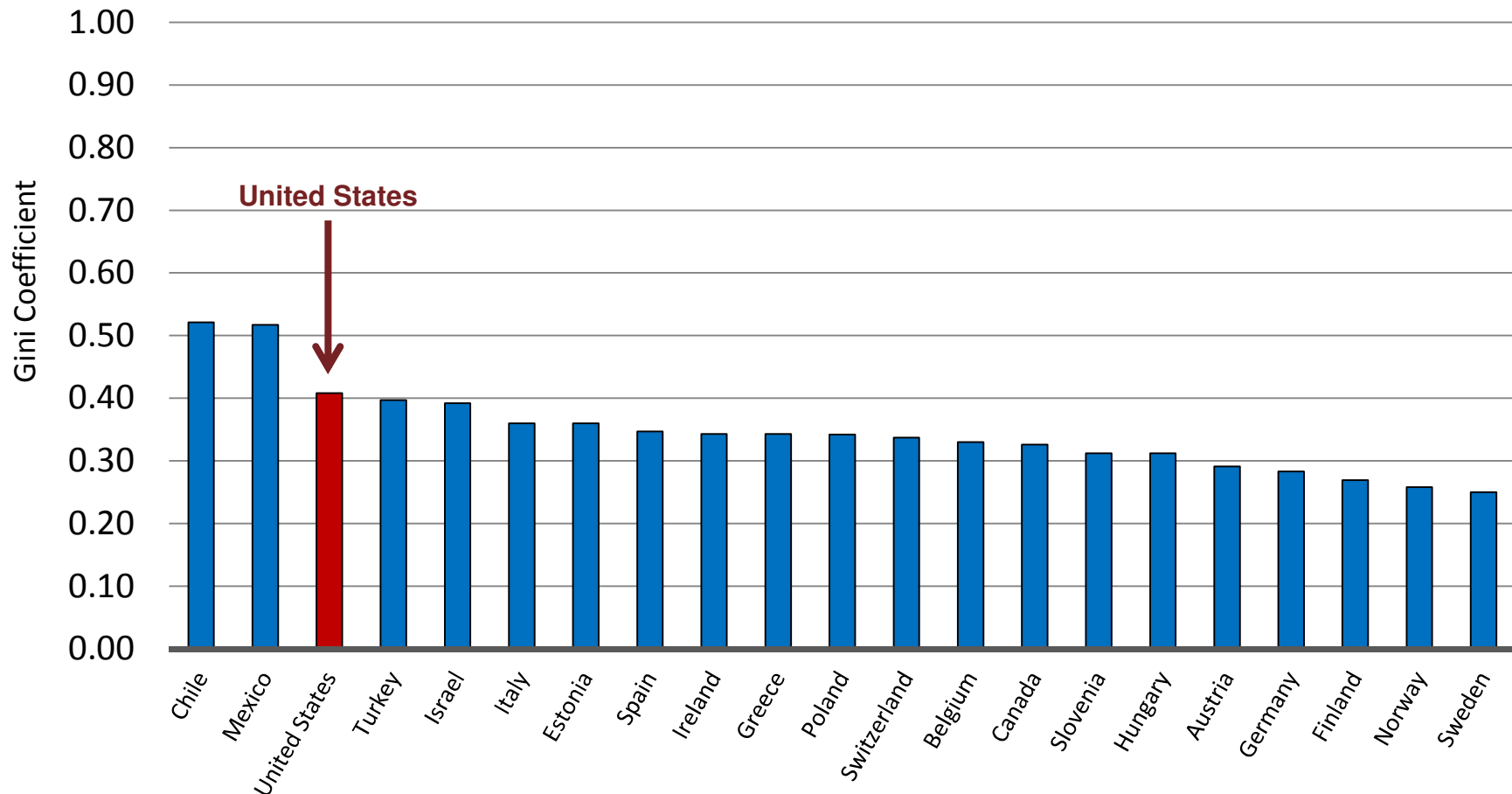
Source: Stiglitz, "Inequality is a Choice," *New York Times*, October 13, 2013.

## 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%.

Source: DeNavas-Walt, Proctor, & Smith, "Income, Poverty, and Health Insurance Coverage in the United States: 2012," U.S. Census Bureau, September 2013; Stiglitz, "Inequality is a Choice," New York Times, October 13, 2013.

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.

Source: United Nations, U.N. data, <http://data.un.org/DocumentData.aspx?q=gini&id=271>: 2011



# Median Wealth of White Families

**20 X** that of African Americans

**18 X** that of Latinos

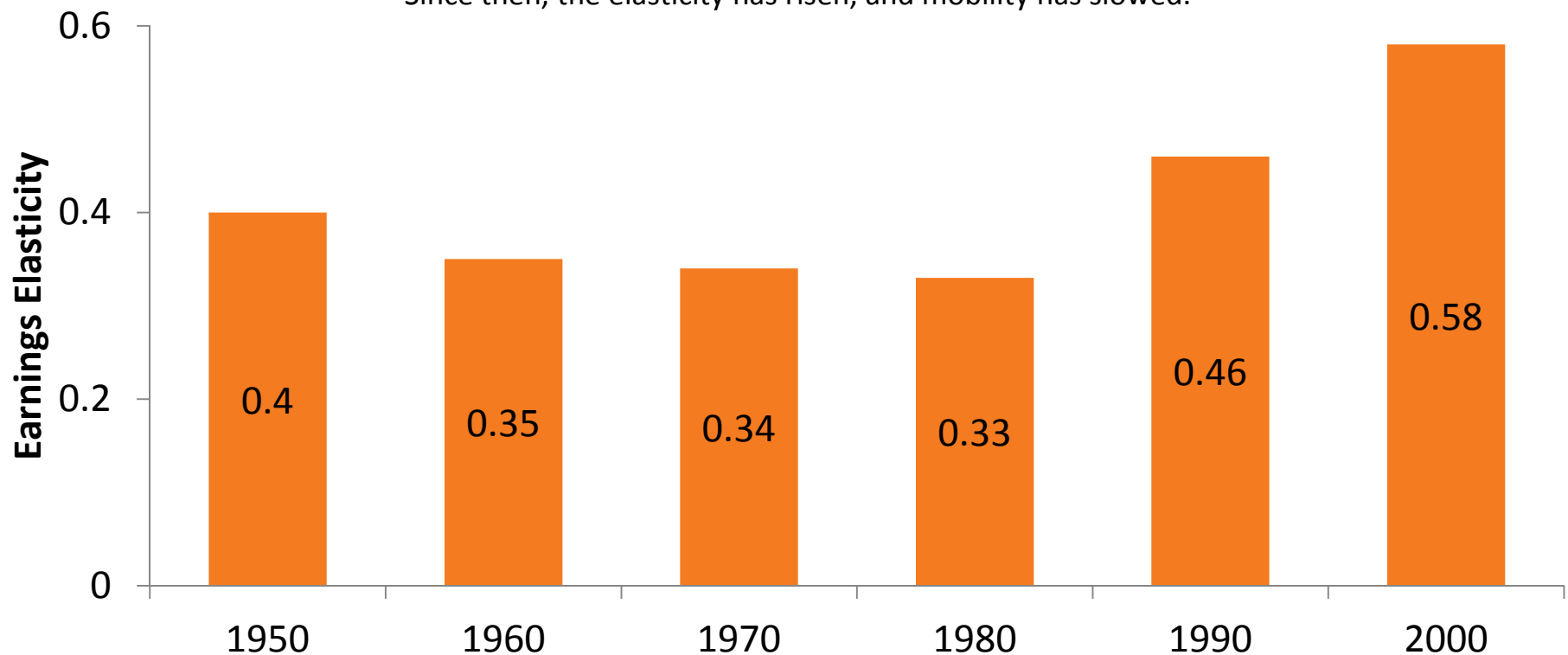
Source: Rakesh Kochhar, Richard Fry, and Paul Taylor, "Twenty-to-One: Wealth Gaps Rise to Record Highs Between Whites, Blacks, and Hispanics," Pew Social & Demographic Trends, 2011.



Not just wages and wealth, but  
social mobility as well.

# U.S. intergenerational mobility was increasing until 1980, but has sharply declined since.

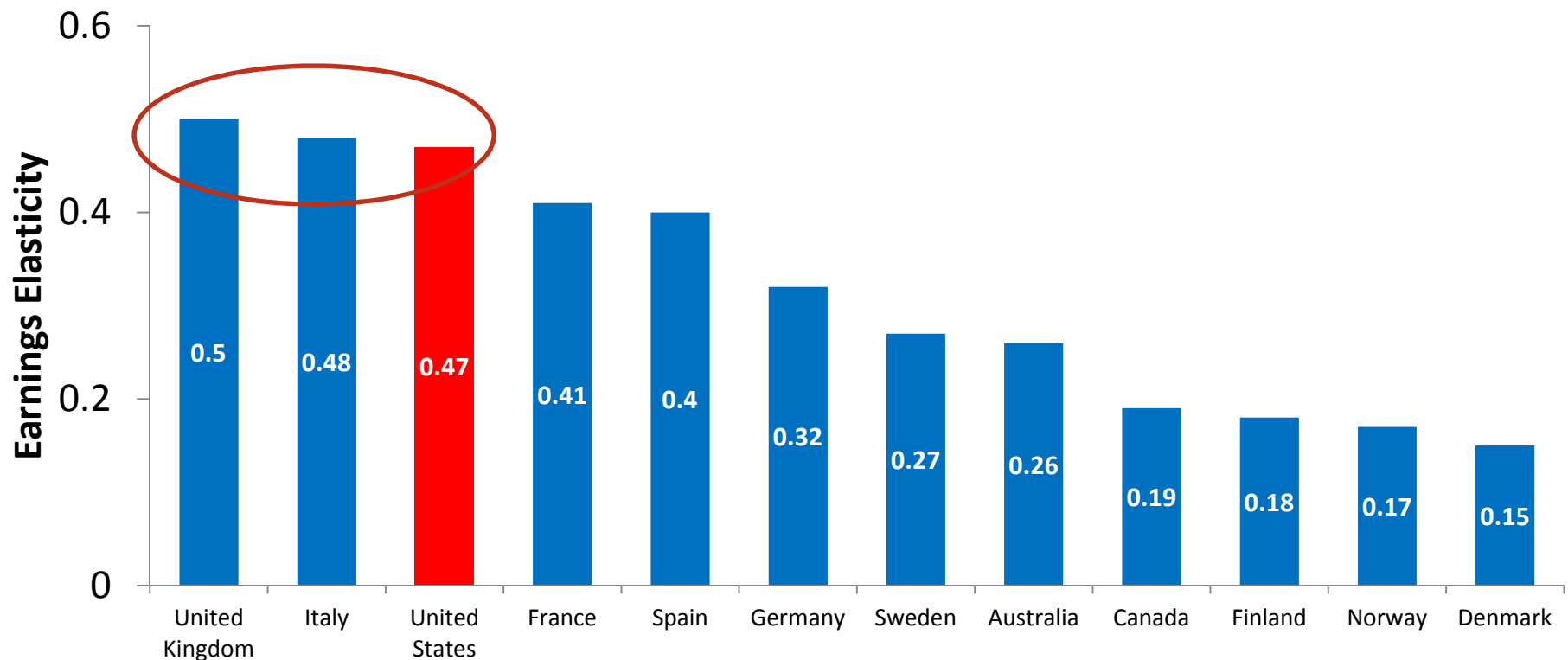
The falling elasticity meant increased economic mobility until 1980.  
Since then, the elasticity has risen, and mobility has slowed.




Source: Daniel Aaronson and Bhashkar Mazumder. *Intergenerational Economic Mobility in the U.S., 1940 to 2000*. Federal Reserve Bank of Chicago WP 2005-12: Dec. 2005.

# The US now has one of lowest rates of intergenerational mobility

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




Source: Corak, Miles. *Chasing the Same Dream, Climbing Different Ladders*. Economic Mobility Project; Pew Charitable Trusts, 2010.




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 4<sup>th</sup> graders read at the highest level—  
Advanced—on the National  
Assessment of Education Progress.

In 2013, roughly **12,000** black 8<sup>th</sup> 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

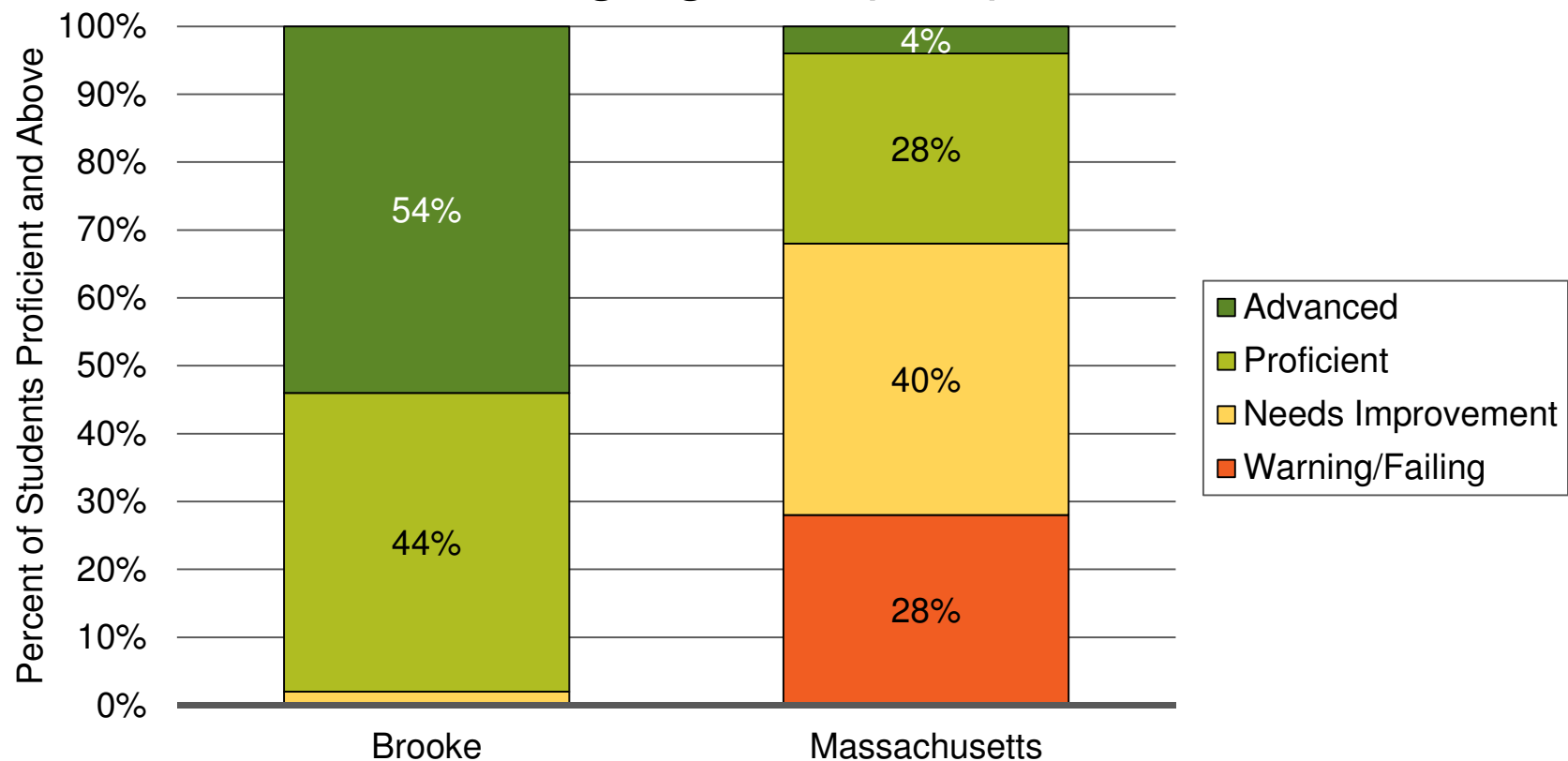


Note: Enrollment data are for 2011-12 school year.

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

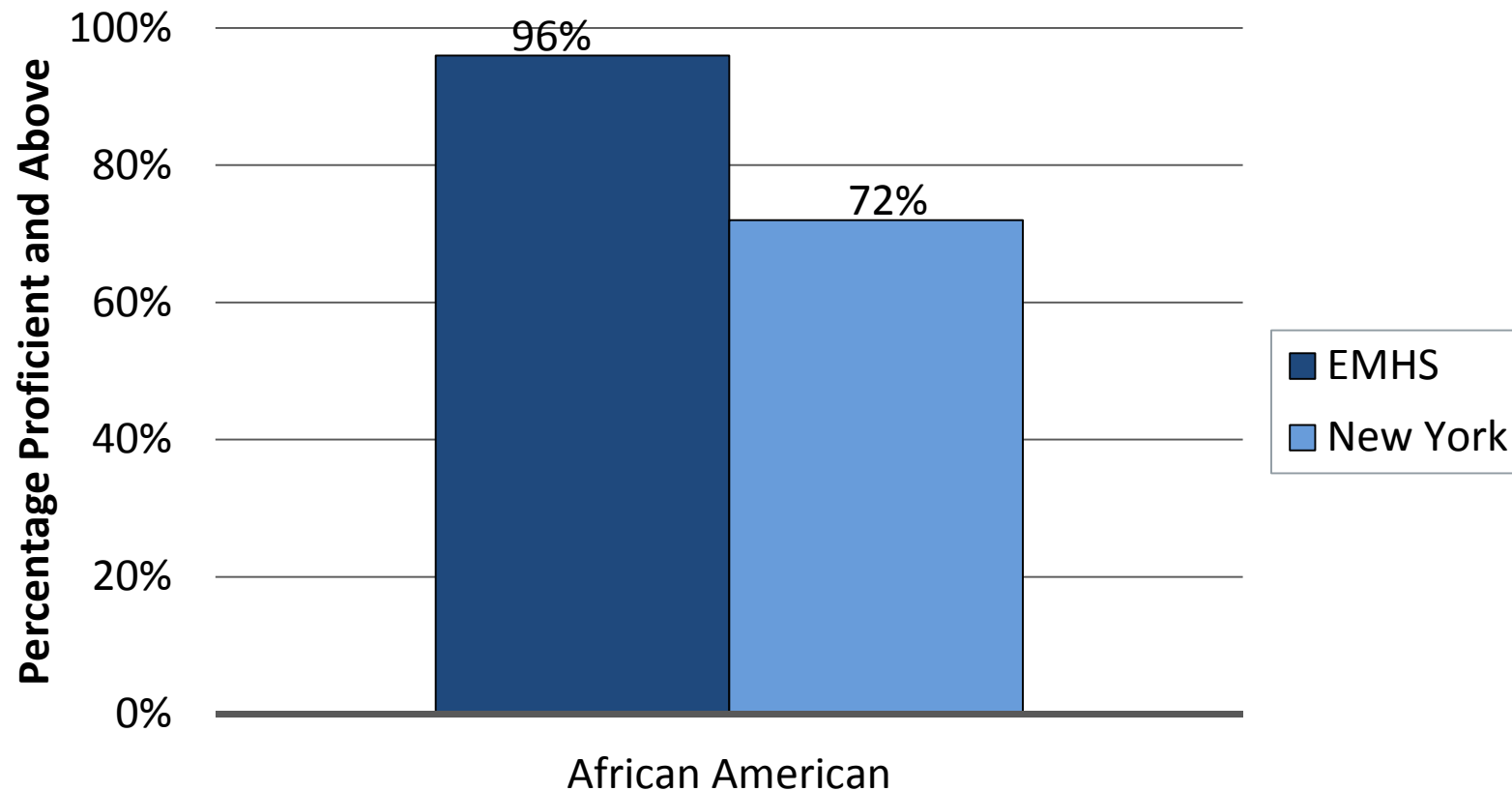
- 1,907 students in grades 7-12
  - 78% African American
  - 12% Latino
- 29% Low-Income



Source: New York Department of Education

# High Performance by ALL Students at Elmont Memorial High School

## Secondary Level English (2012)



Source: New York Department of Education

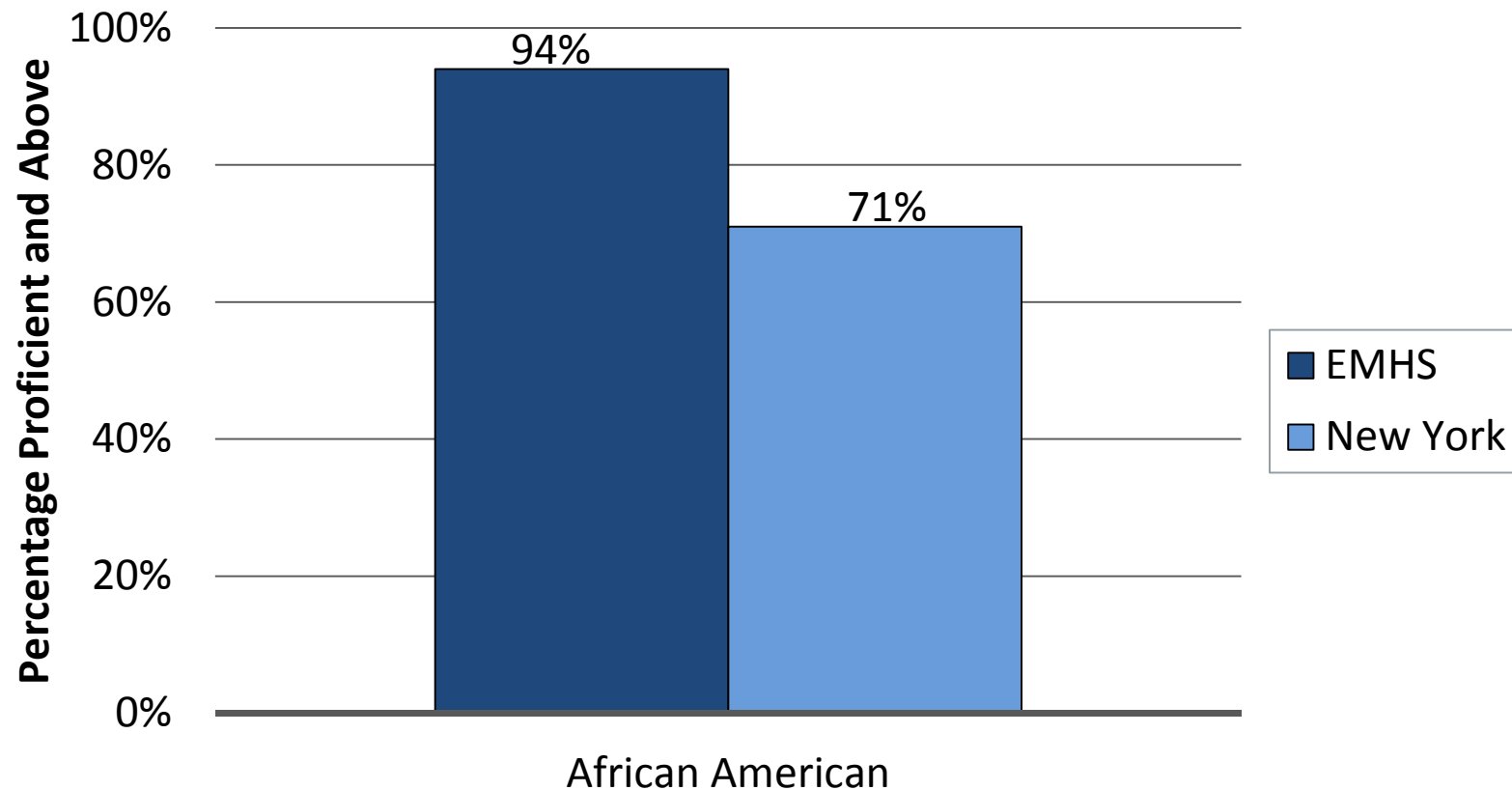
<https://reportcards.nysed.gov/schools.php?district=800000049235&year=2012>

12

© 2014 THE EDUCATION TRUST

# High Performance by ALL Students at Elmont Memorial High School

## Secondary Level Math (2012)



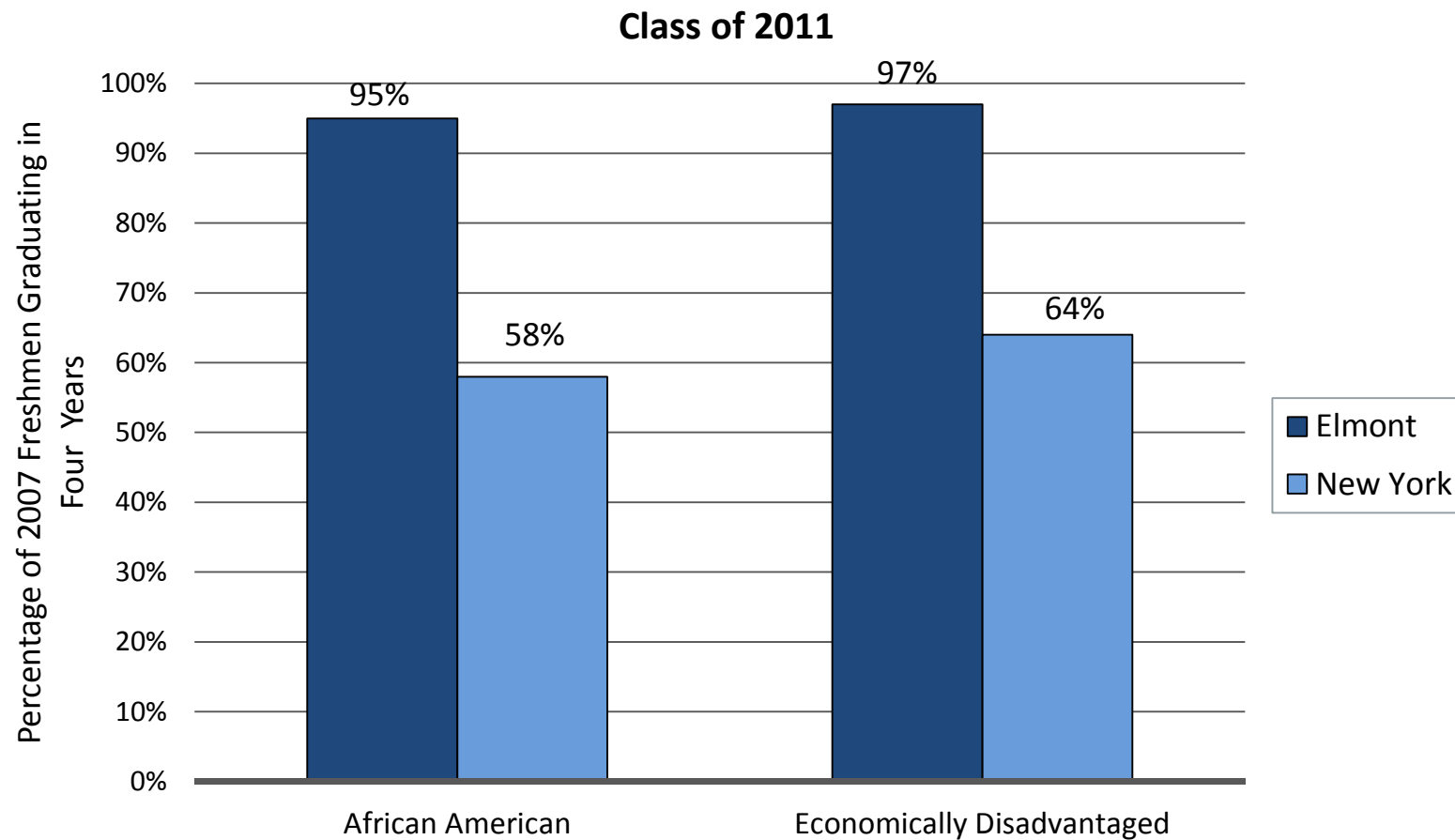
Source: New York Department of Education

<https://reportcards.nysed.gov/schools.php?district=800000049235&year=2012>

12

© 2014 THE EDUCATION TRUST

# High Graduation Rates at Elmont Memorial High School



Note: Includes students graduating by June 2011.  
Source: New York State Department of Education

# George Hall Elementary School Mobile, Alabama

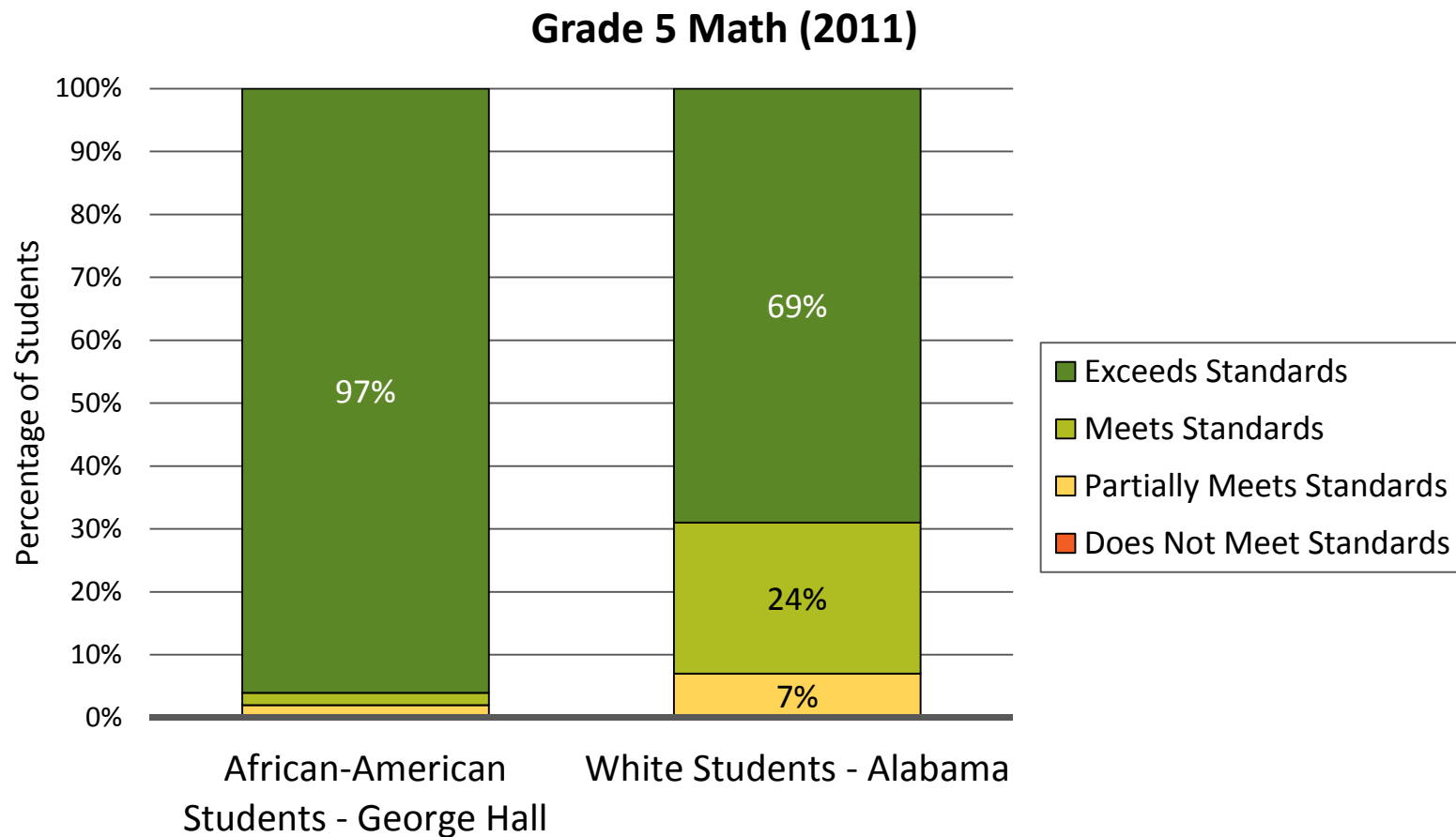
99% African American, 99% Low Income



Note: Enrollment data are for 2009-10 school year

Source: Alabama Department of Education

# Exceeding Standards: George Hall students outperform white students in Alabama



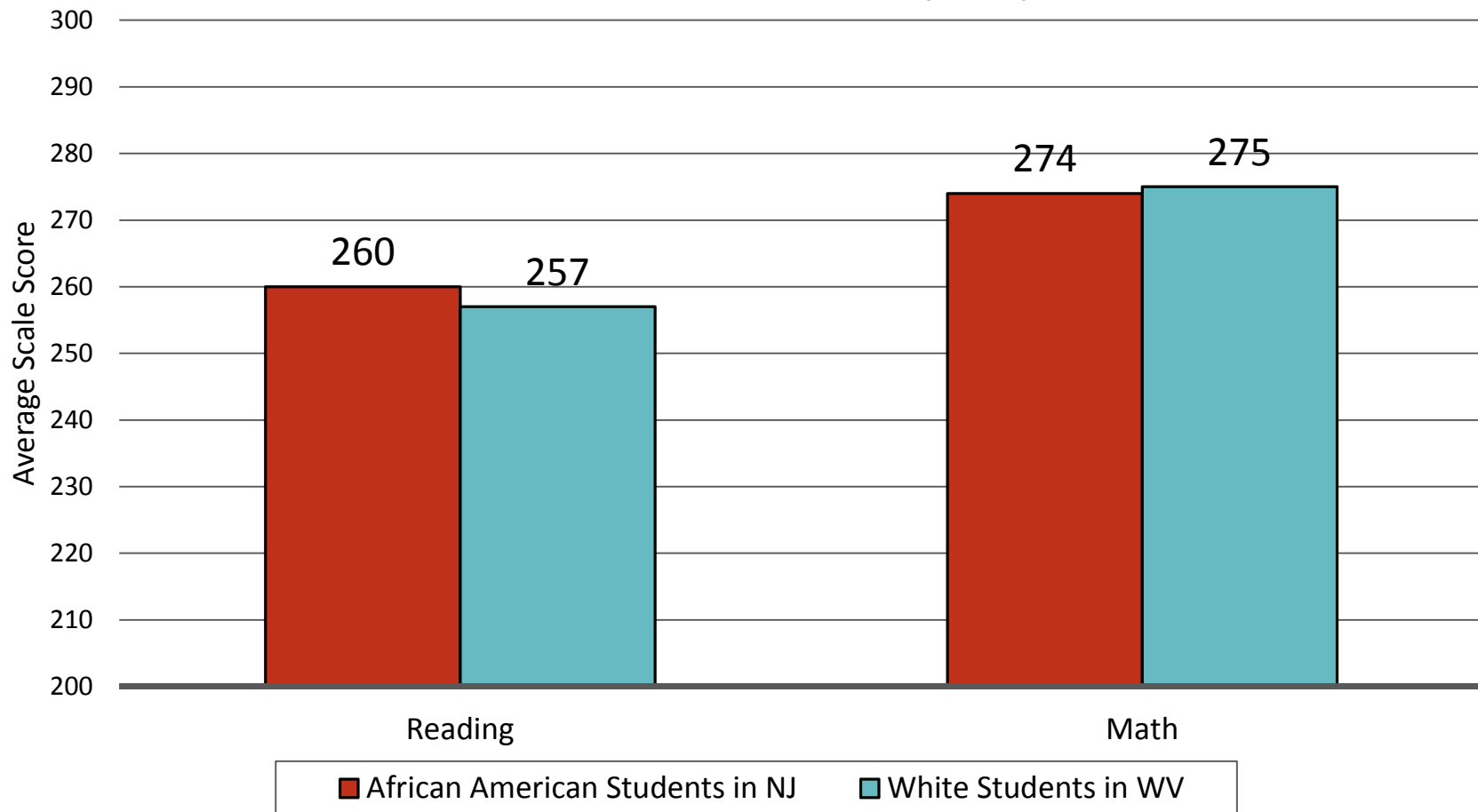
Source: Alabama Department of Education



Not just individual schools...

# Black 8<sup>th</sup> Graders in New Jersey Outperform White 8<sup>th</sup> Graders in West Virginia

NAEP – Grade 8 (2013)

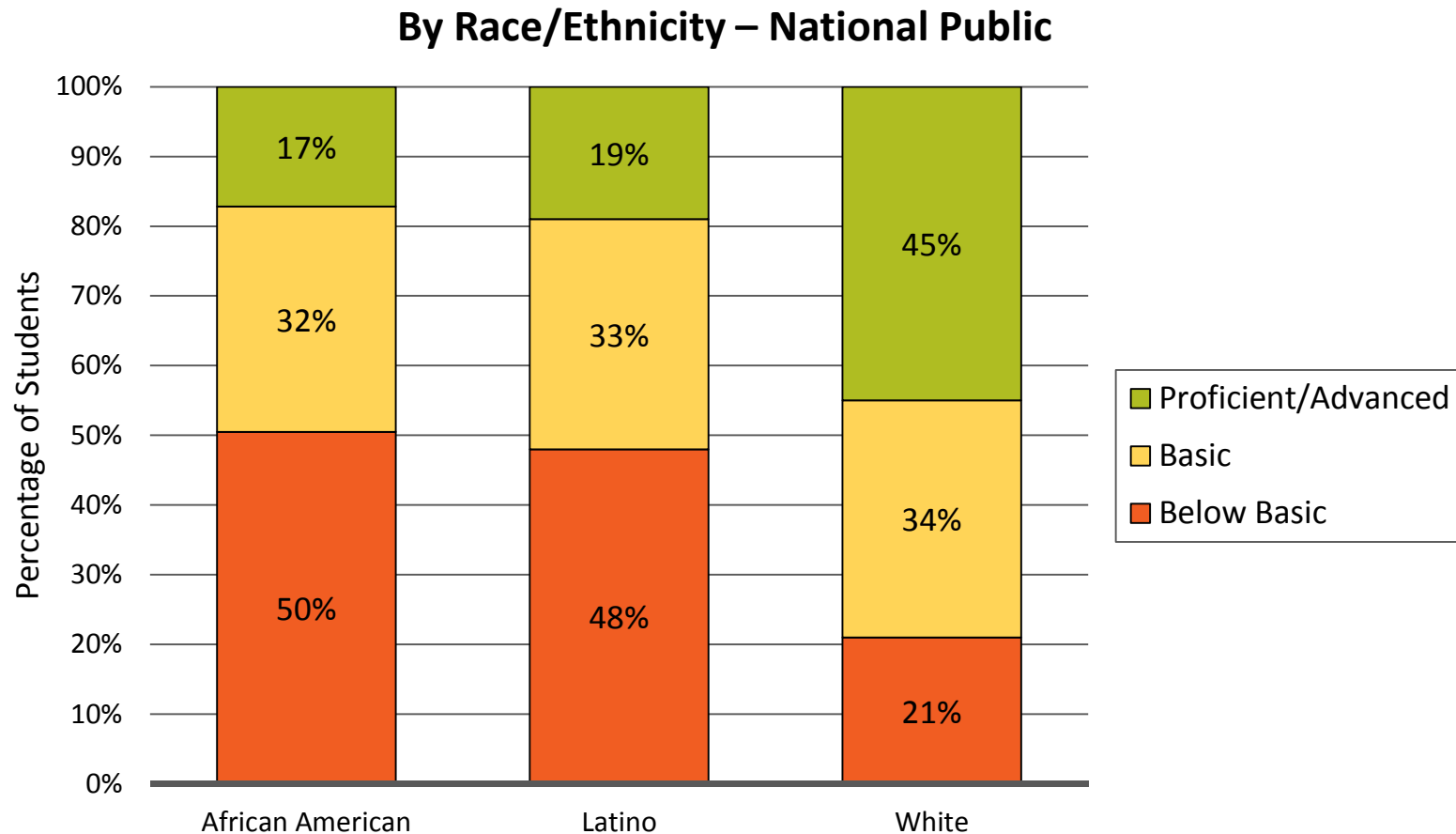


Source: NAEP Data Explorer, NCES



**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



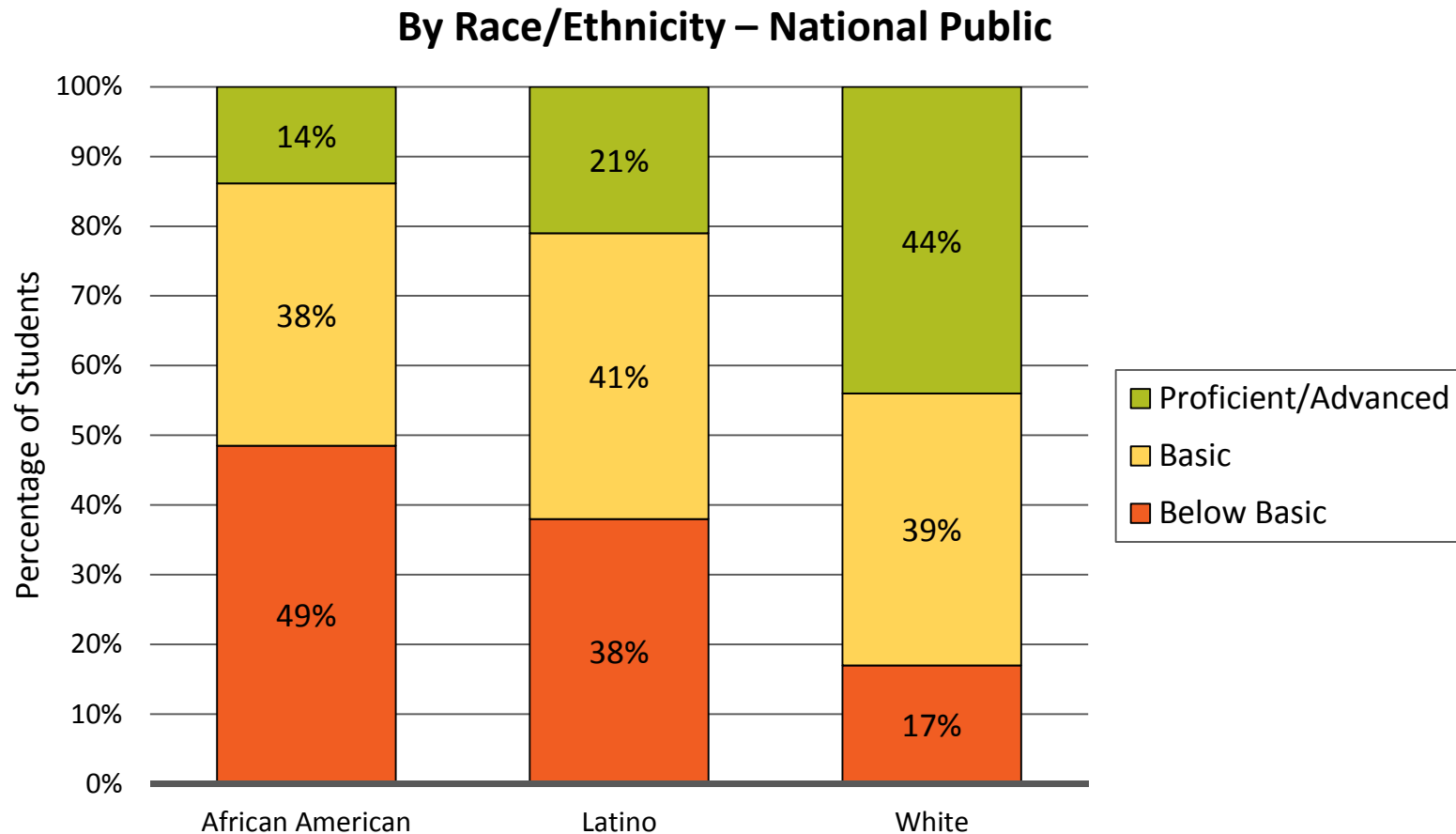
Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

## Main NAEP 4<sup>th</sup> Grade Reading: Group Averages

- Blacks: 205;
- Whites: 231;
- Difference: about two grade levels

Source:

# 2013 NAEP Grade 8 Math



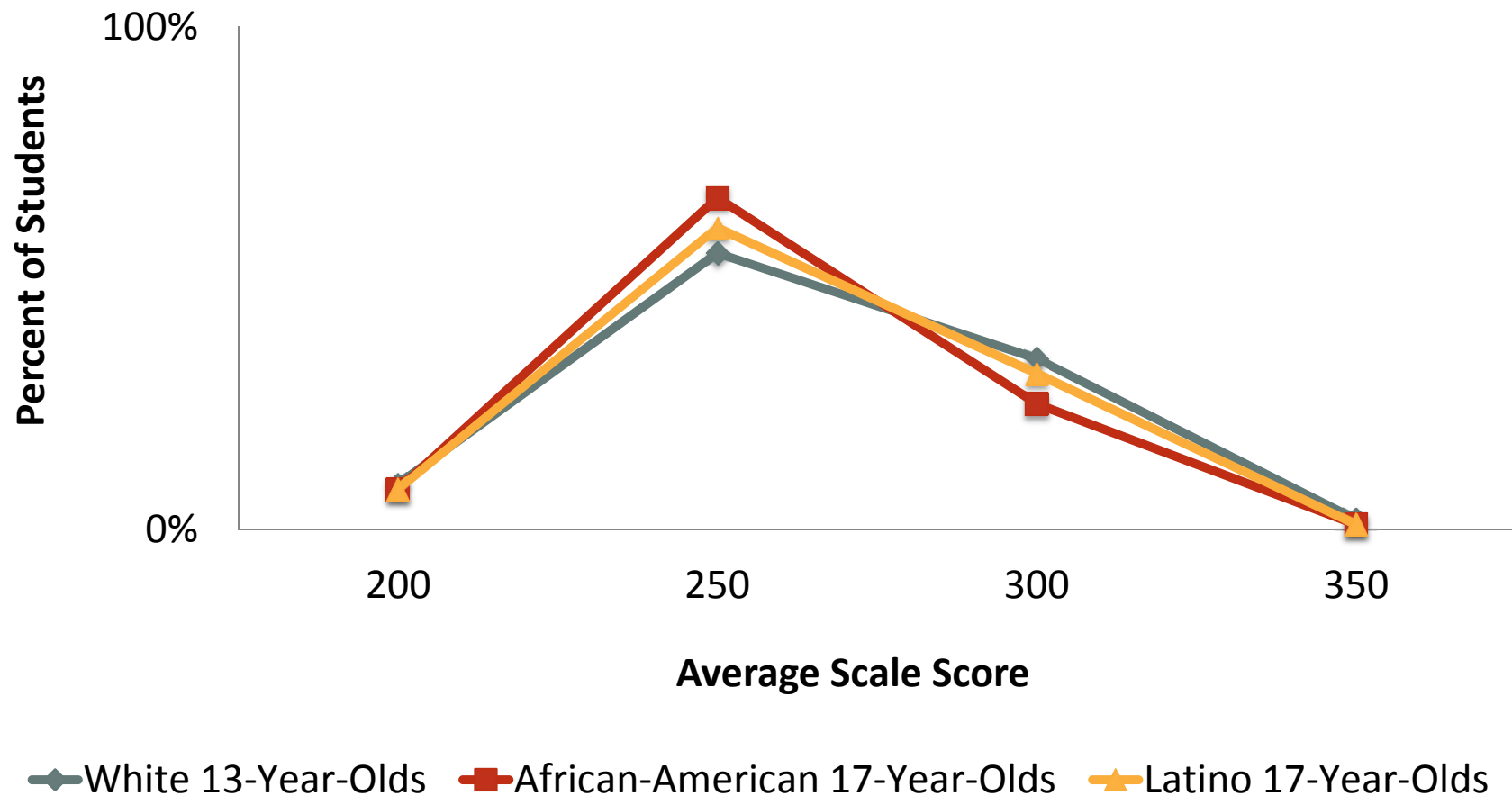
Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

## Main NAEP 8<sup>th</sup> Grade Math: Group Averages

- Blacks: 263;
- Whites: 293:
- Difference: roughly 3 grade levels

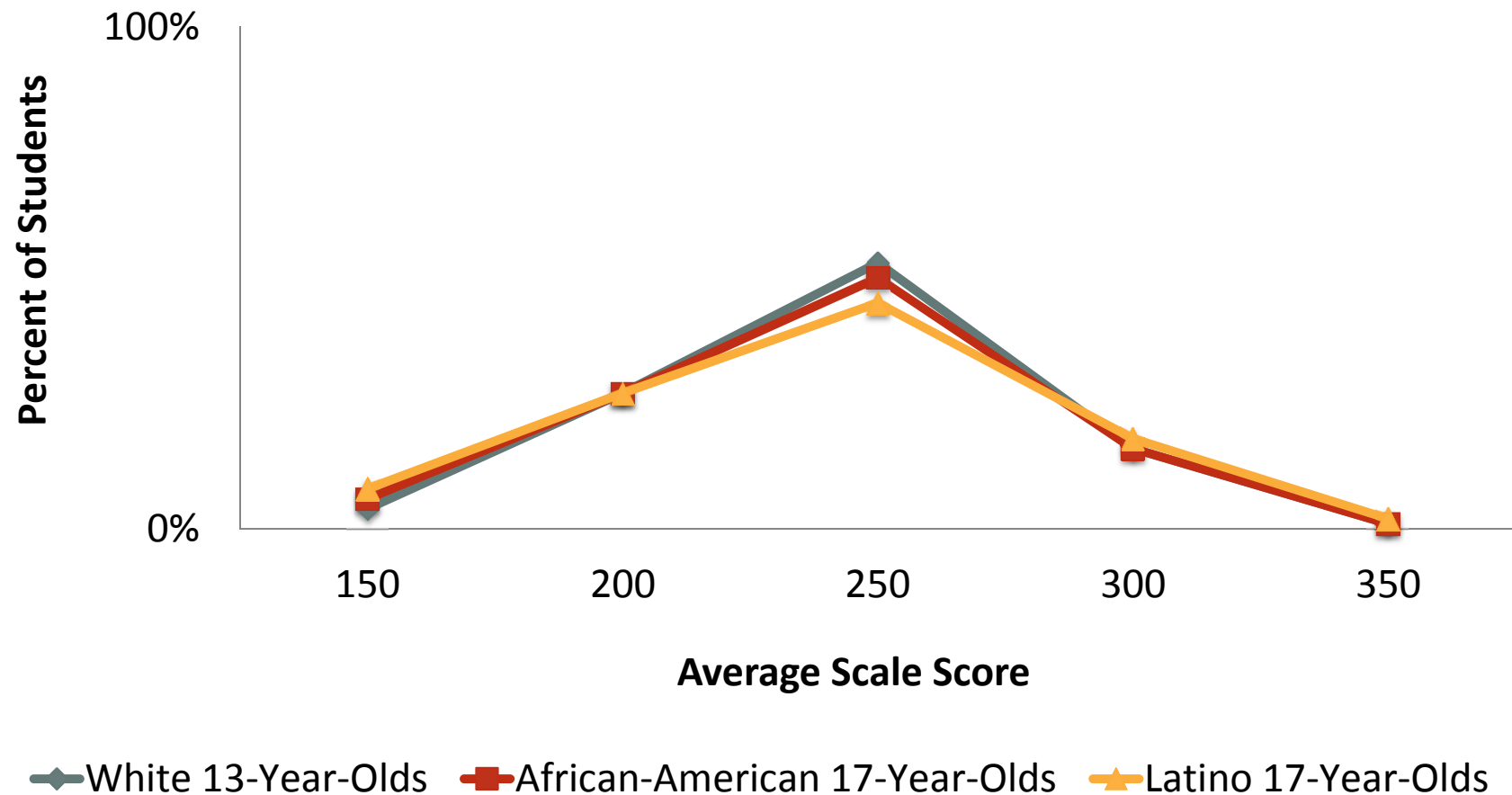
Source:

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

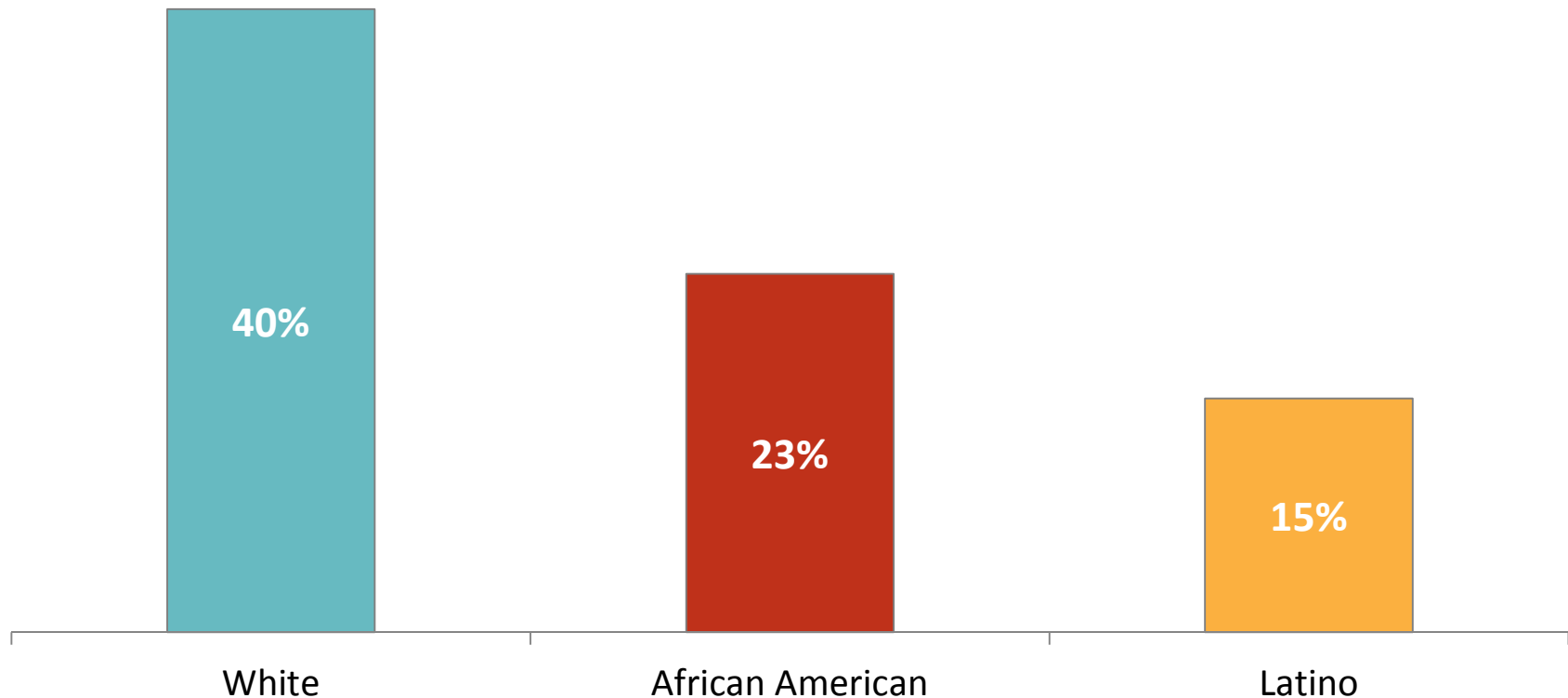
African-American and Latino 17-year-olds  
read at the same levels as white 13-year-olds.



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



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.



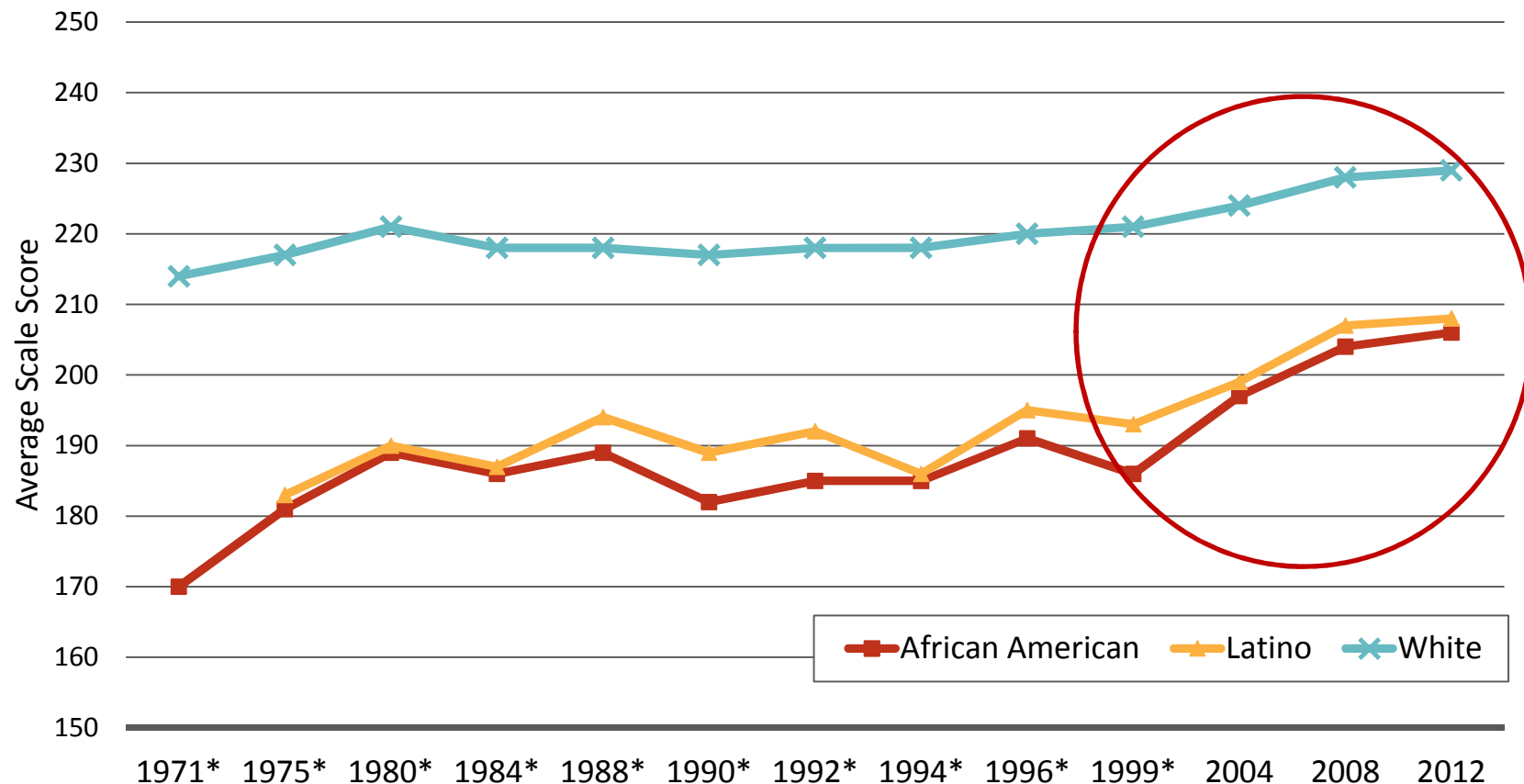
# Trends in K-12

# 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

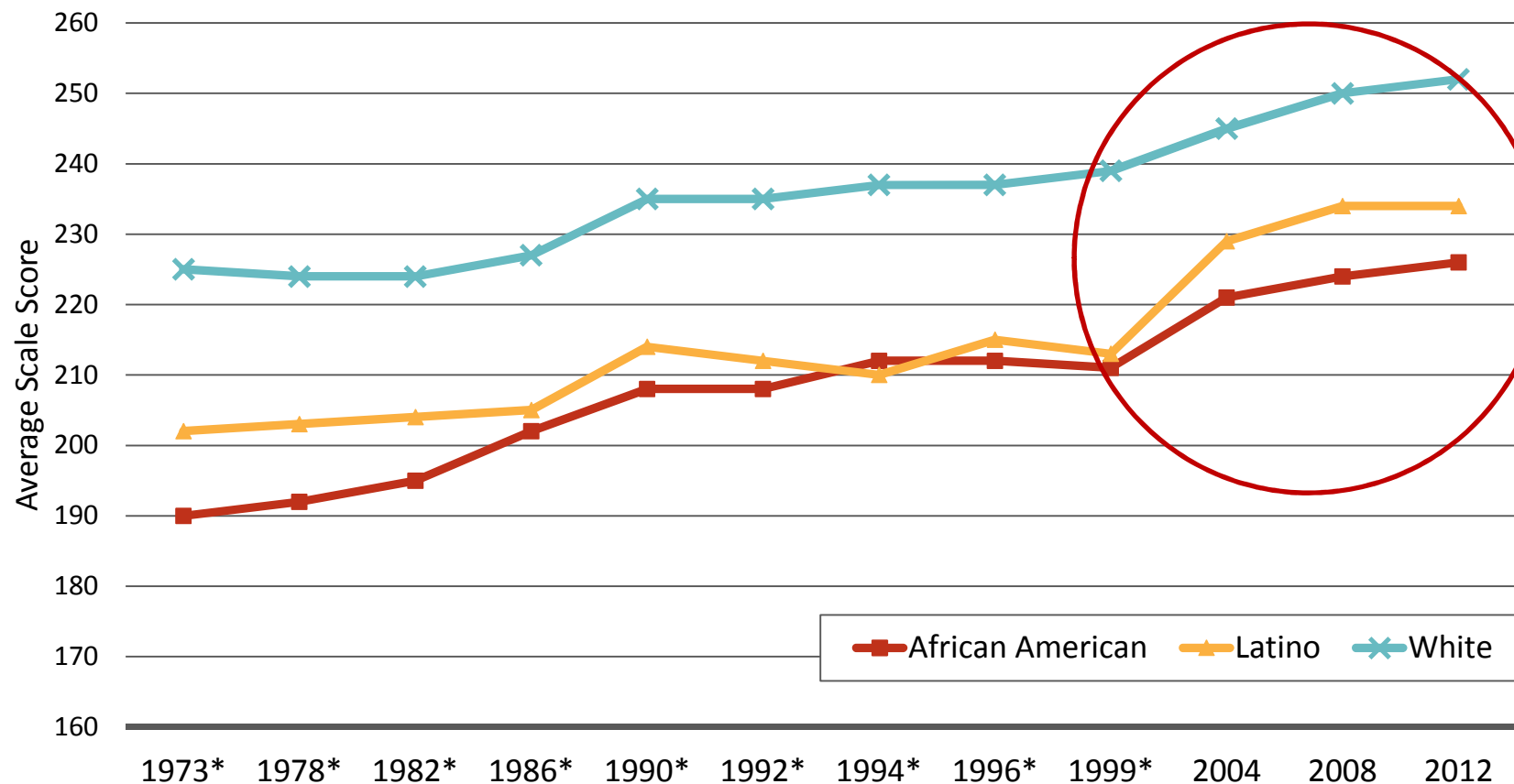


\*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"


# Since 1999, performance rising for all groups of students

## 9 Year Olds – NAEP Math




\*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



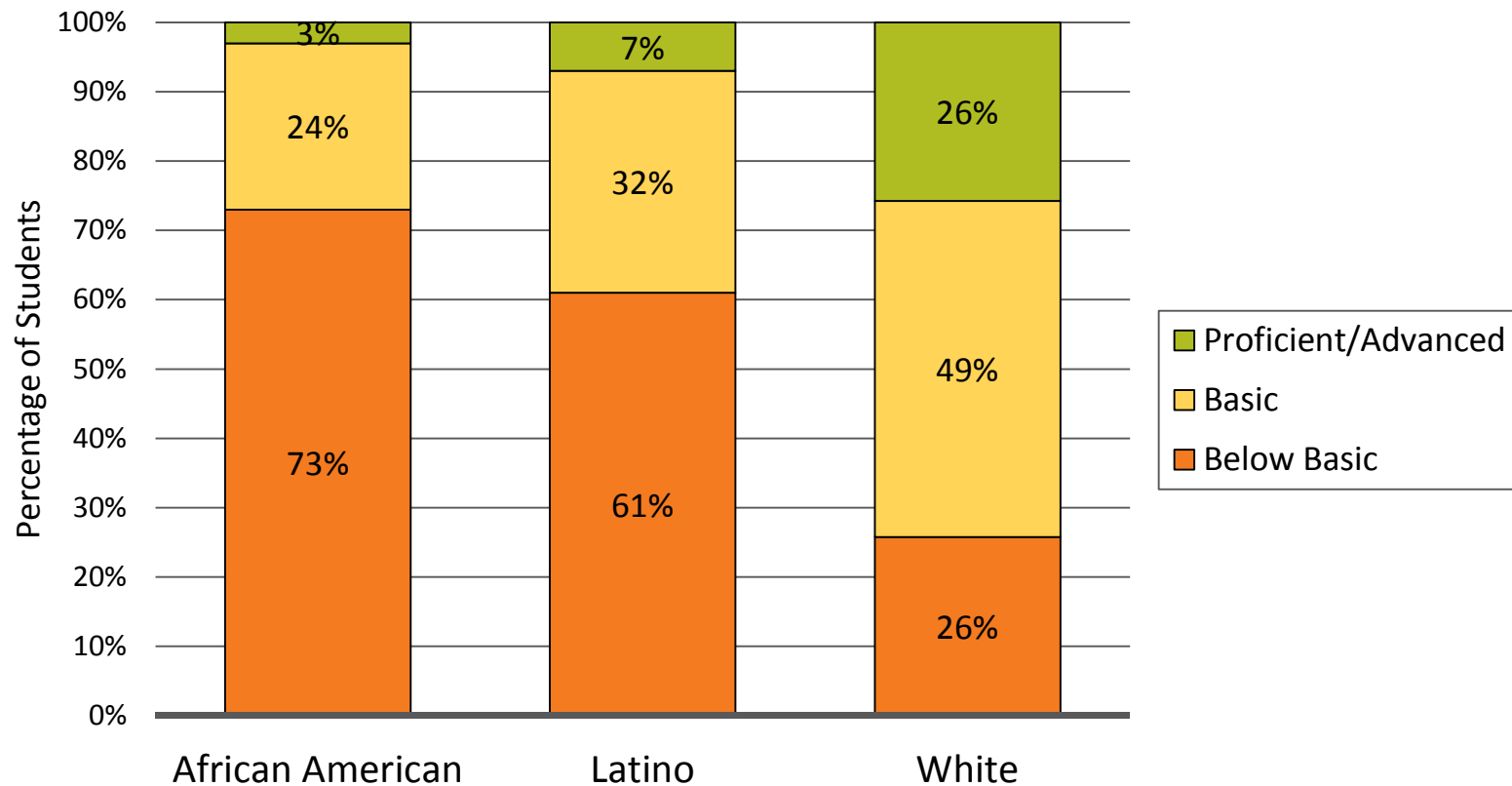
Looked at differently  
(and on the “other” NAEP  
exam)...



Looked at differently  
(and on the “other” NAEP  
exam)...

# 1996 NAEP Grade 4 Math

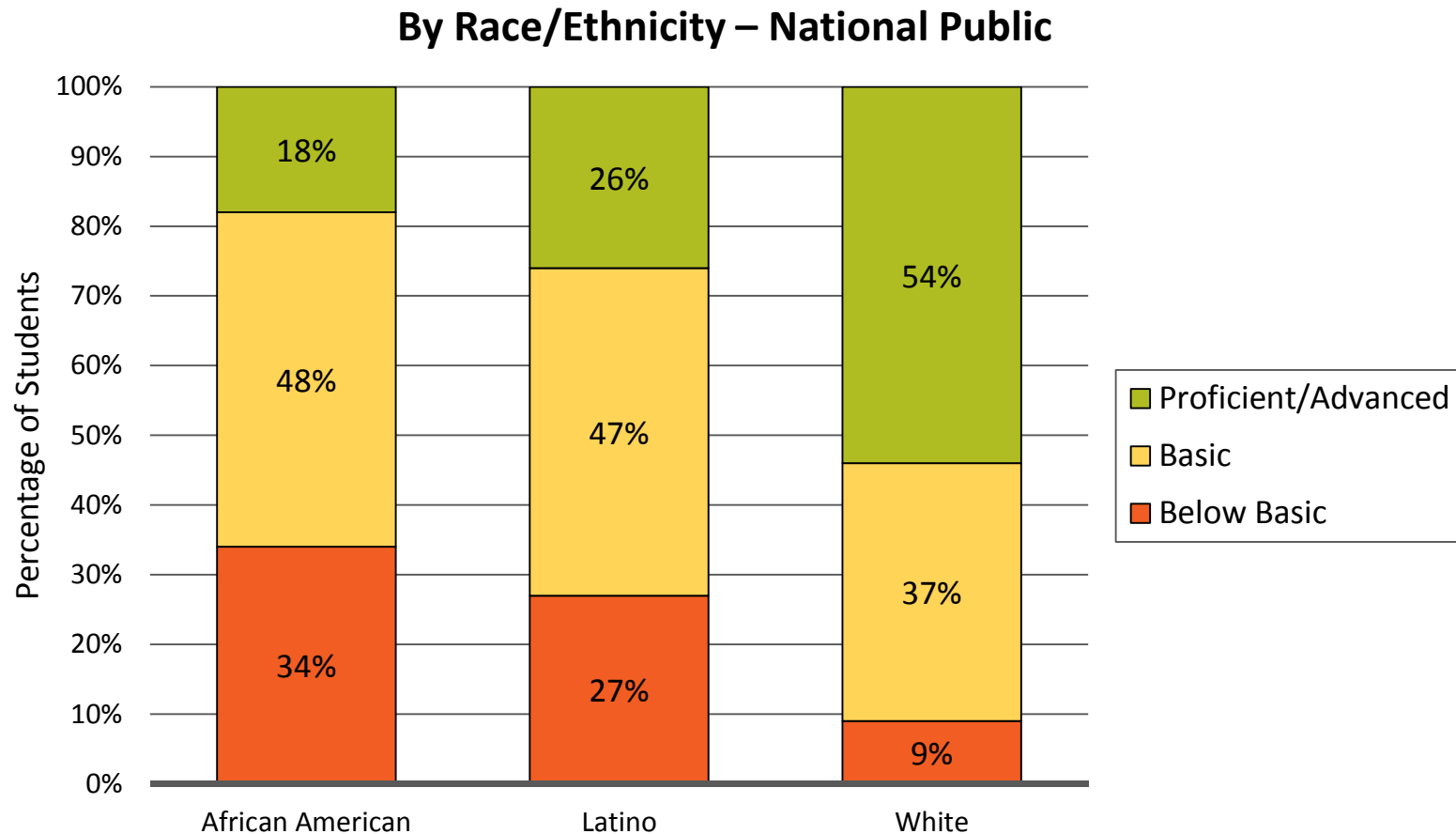
## By Race/Ethnicity – Nation



Source: • NAEP Data Explorer, NCES



# 2013 NAEP Grade 4 Math



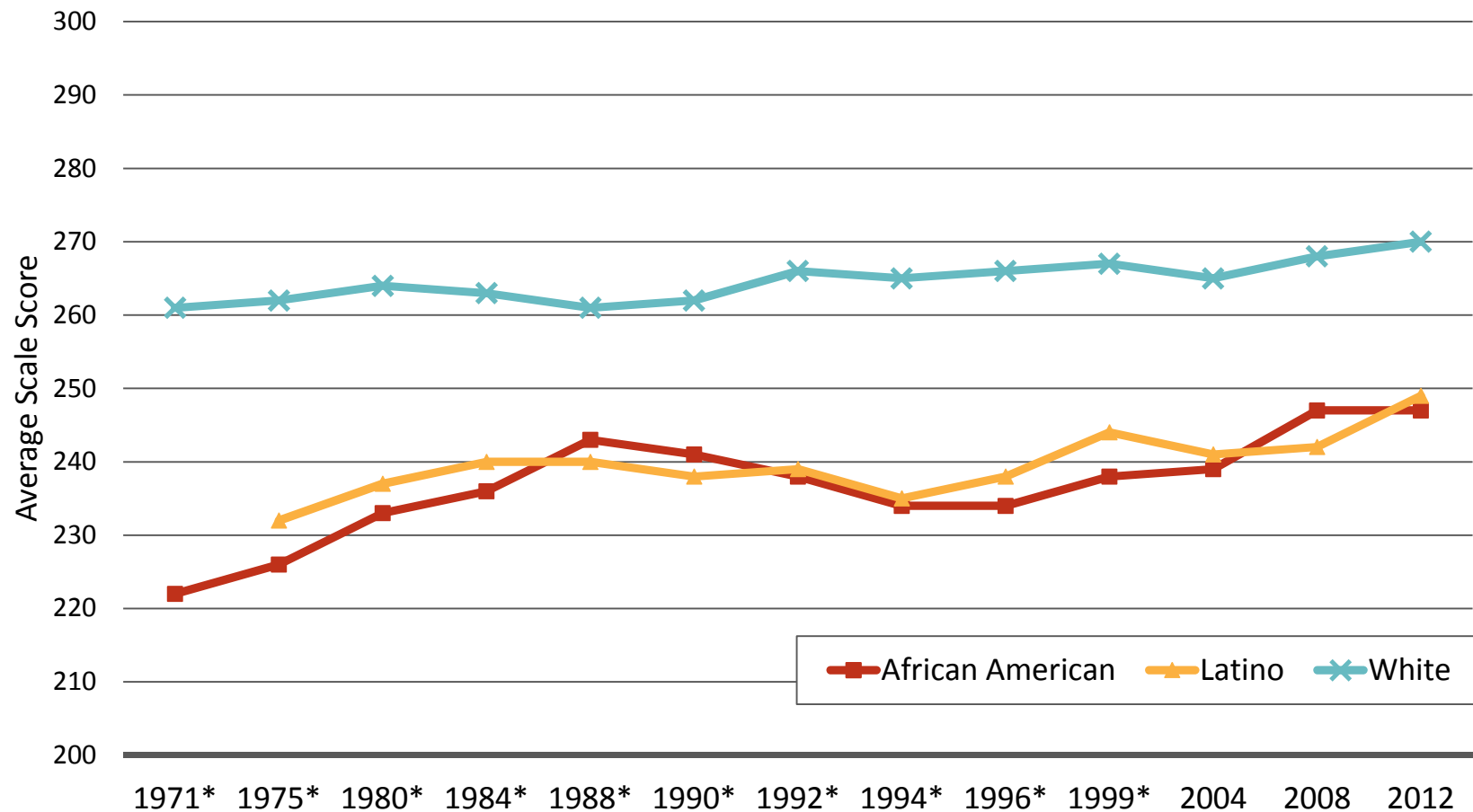
Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>



Middle grades are up, too.

# Record performance for students of color

## 13 Year Olds – NAEP Reading

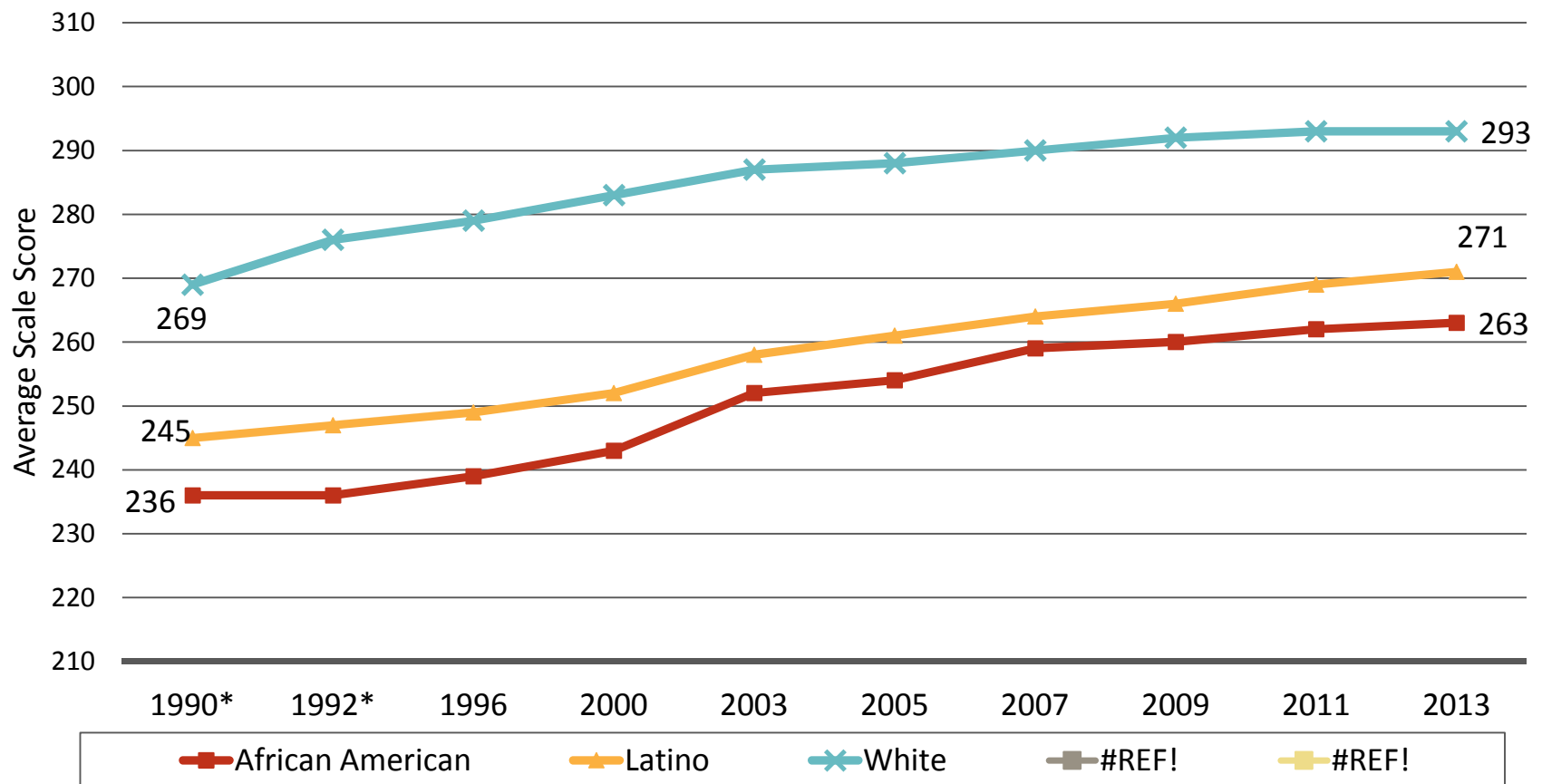


\*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

Over the last decade, all groups have steadily improved and gaps have narrowed

### National Public – Grade 8 NAEP Math

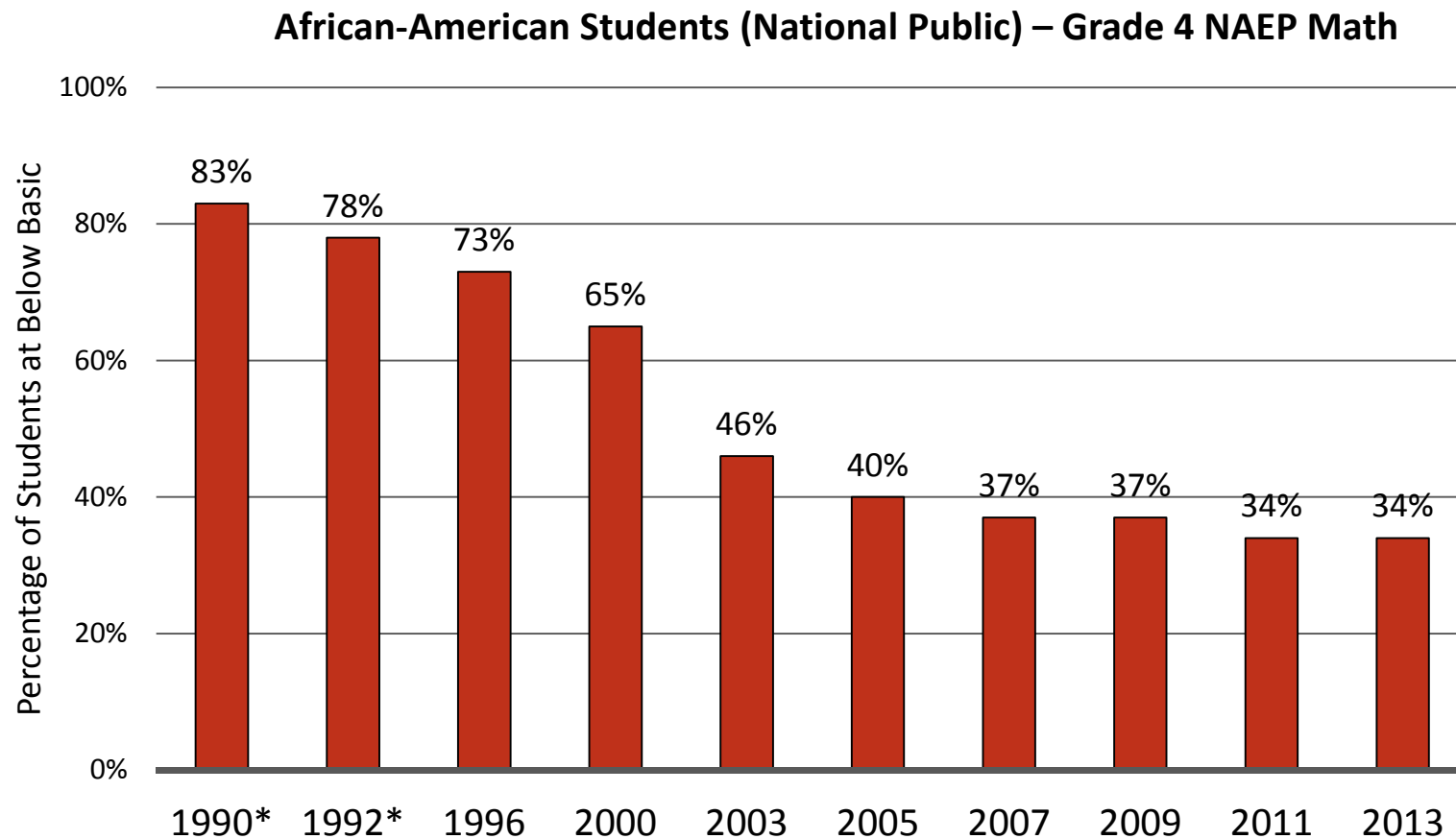


\*Accommodations not permitted

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)

But in both 4<sup>th</sup> and 8<sup>th</sup> grades, far more progress at the low end than at the high.

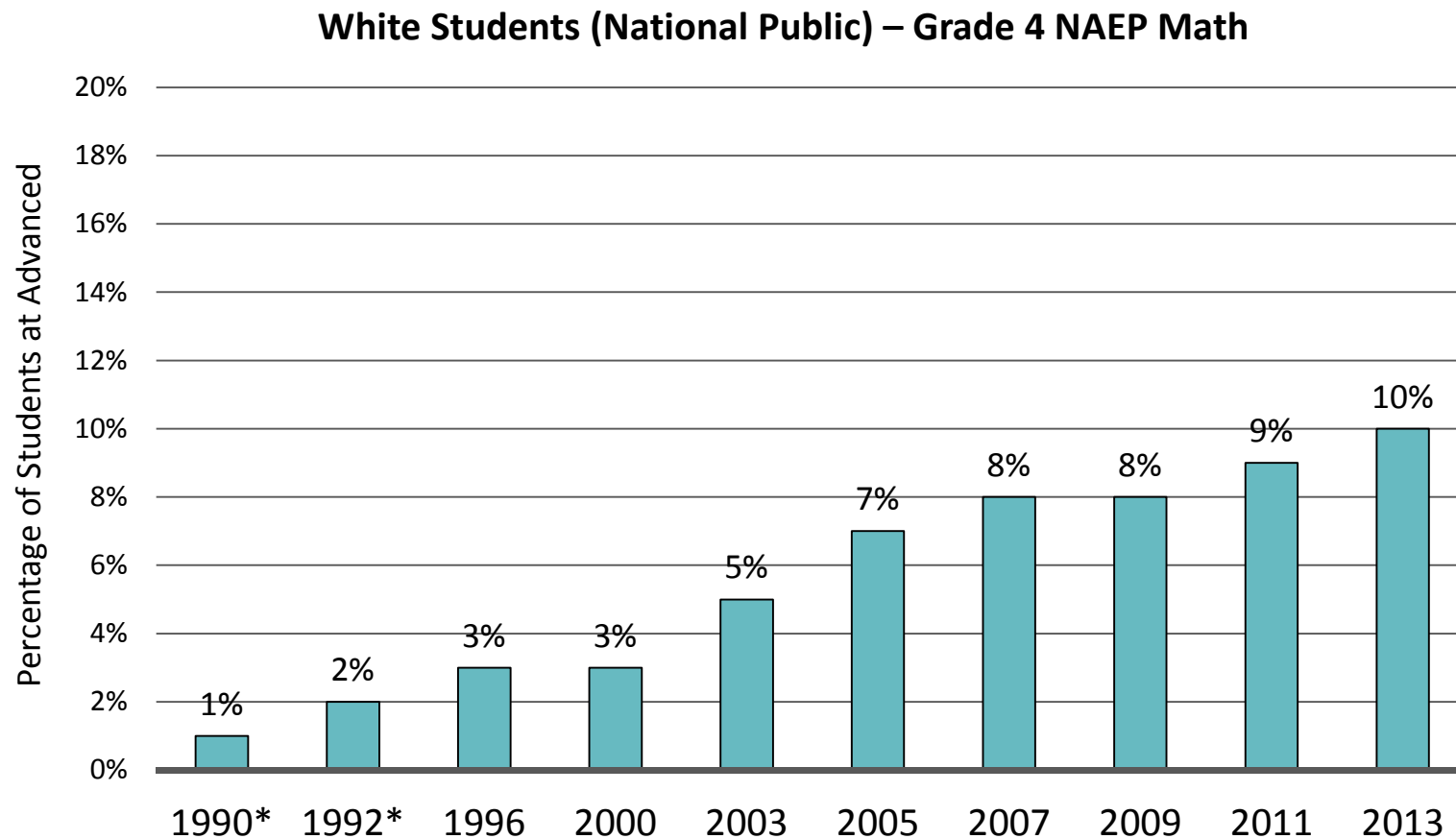
# Percentage Below Basic Over Time



\*Accommodations not permitted

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

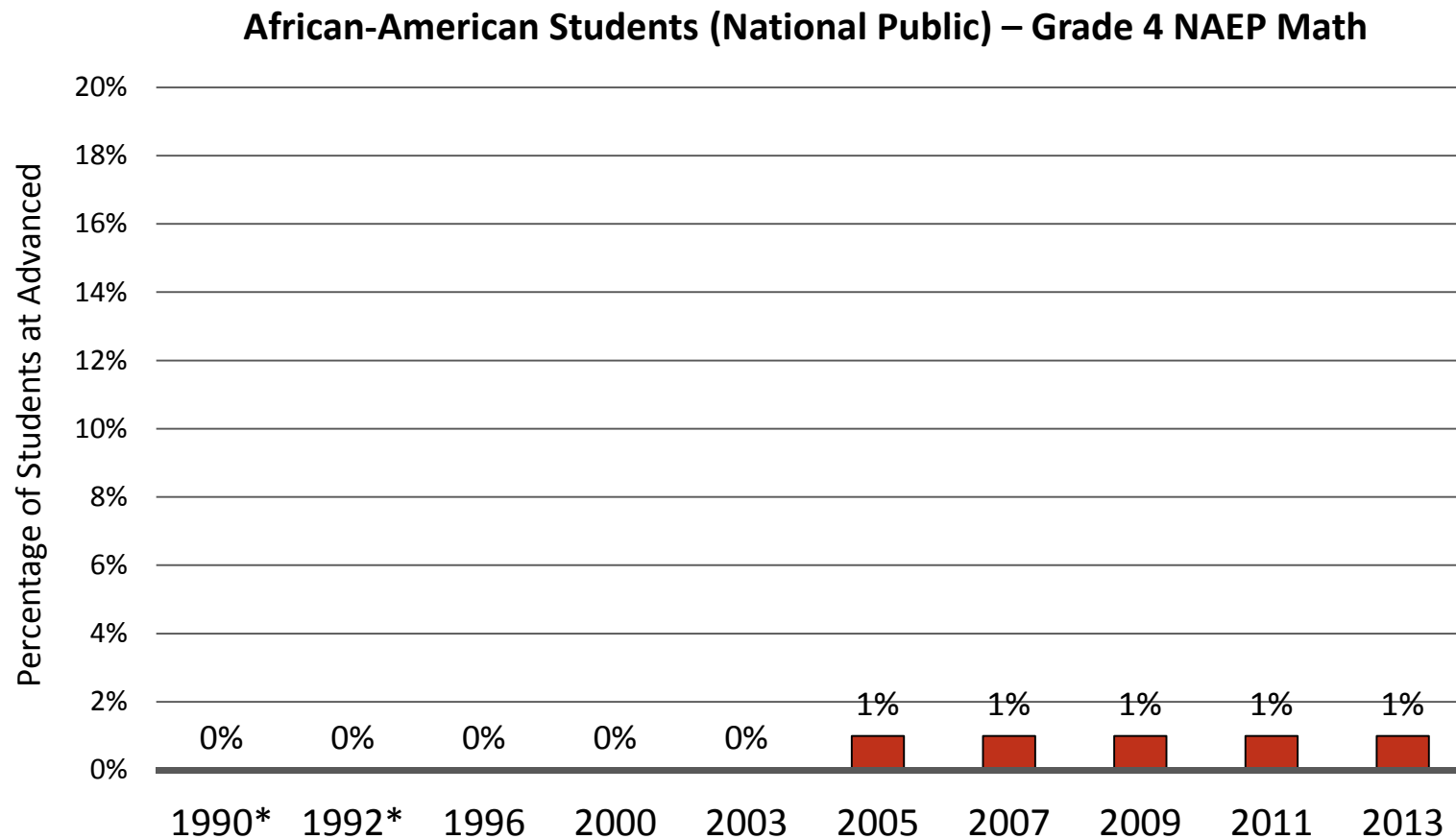
# Percentage Advanced Over Time



\*Accommodations not permitted

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

# Percentage Advanced Over Time

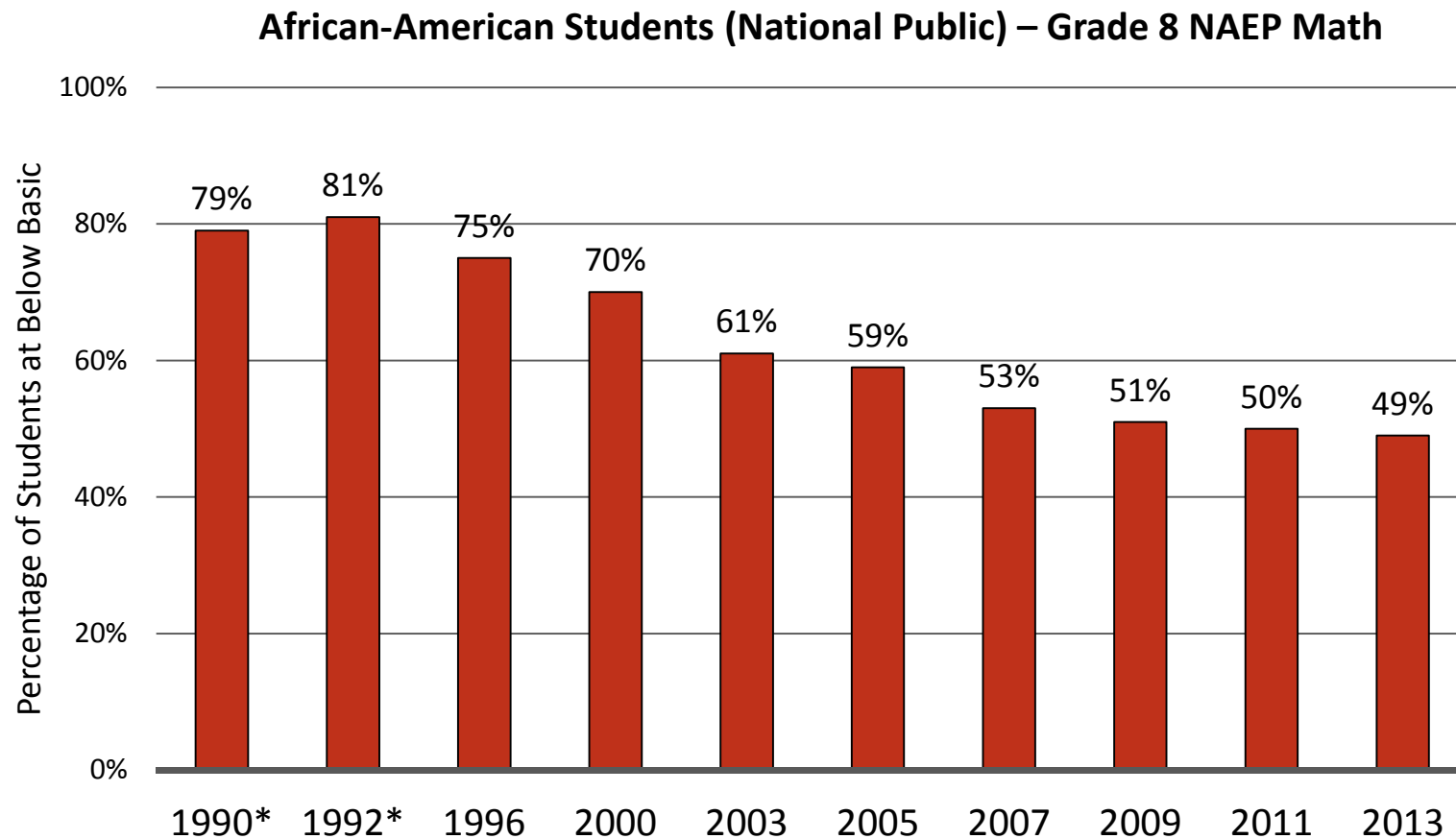


\*Accommodations not permitted

National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>



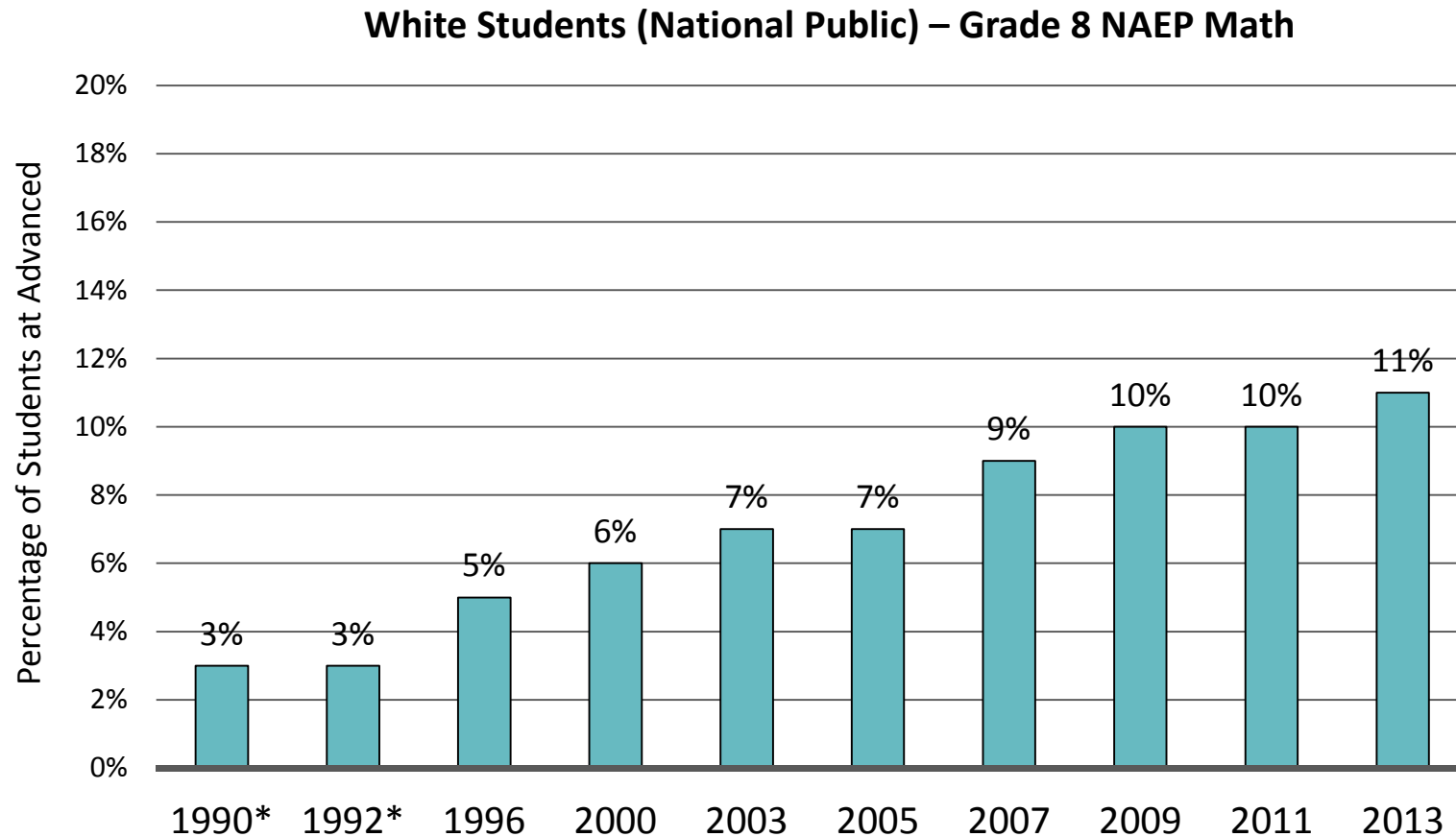
# Percentage Below Basic Over Time



\*Accommodations not permitted

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

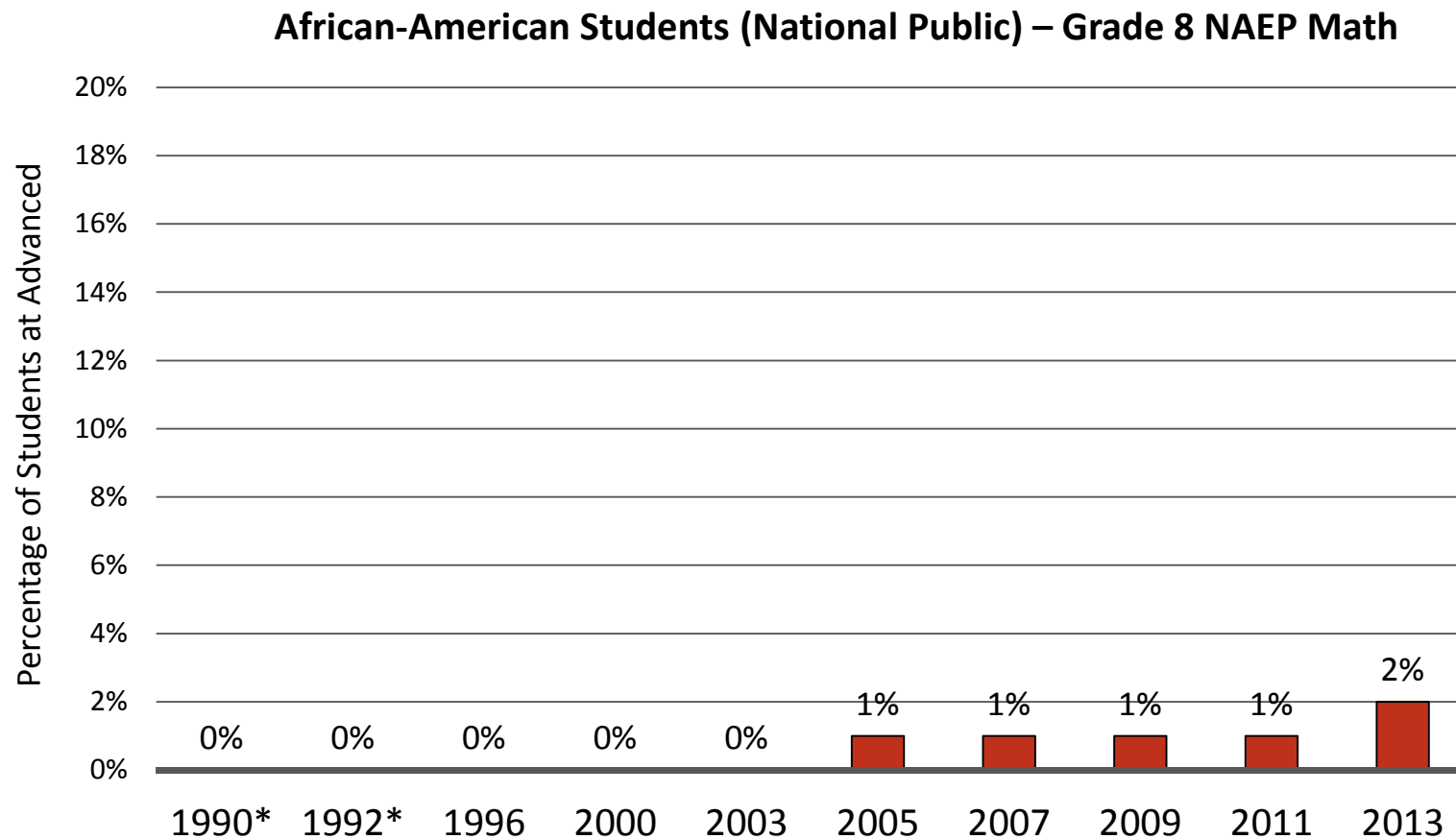
# Percentage Advanced Over Time



\*Accommodations not permitted

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>

# Percentage Advanced Over Time




\*Accommodations not permitted

Source: National Center for Education Statistics, NAEP Data Explorer, <http://nces.ed.gov/nationsreportcard/nde/>




**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.

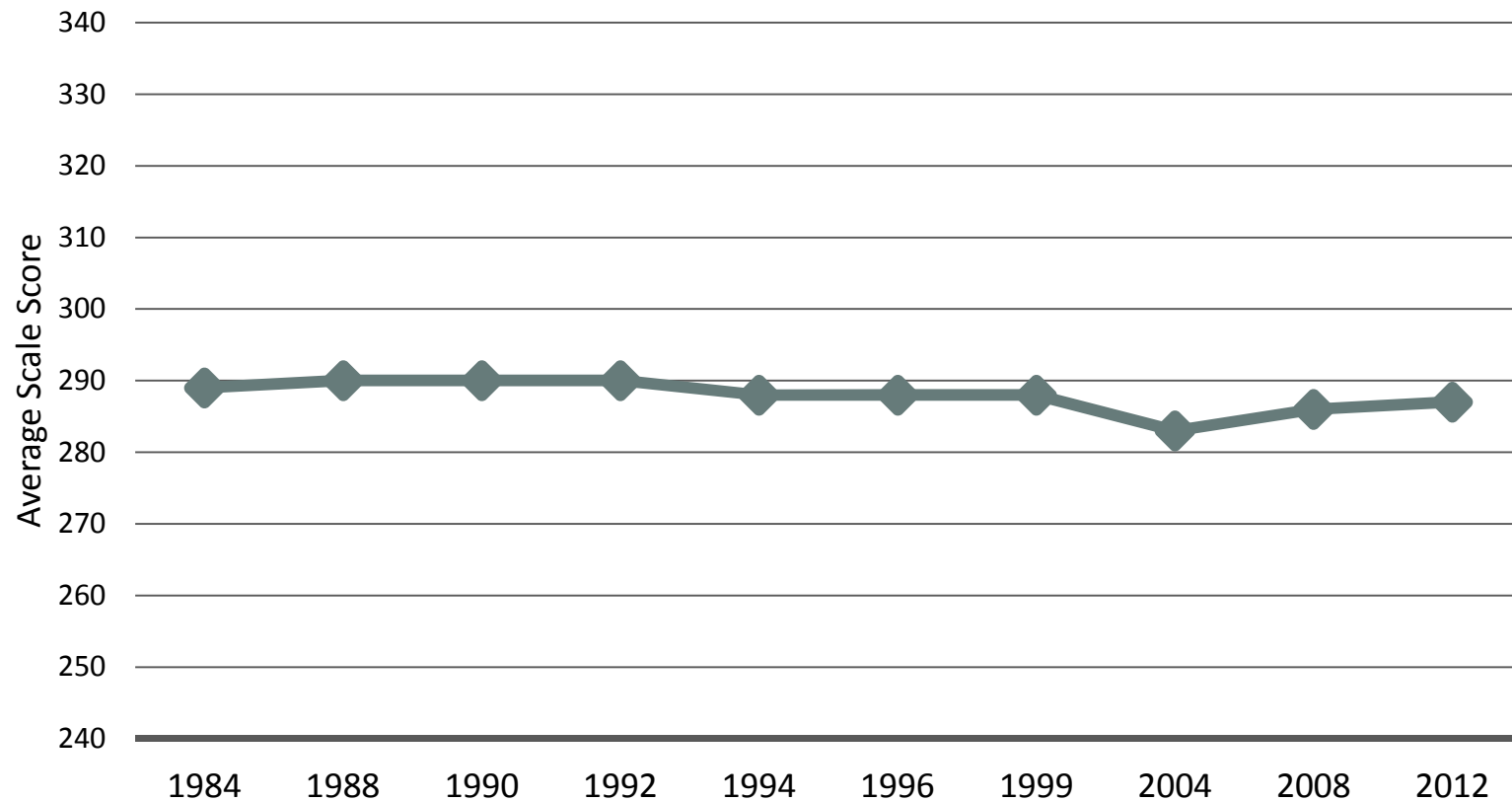


But at least we have some traction on elementary and middle school problems.

The same is NOT true  
of our high schools.

Achievement is flat in reading.

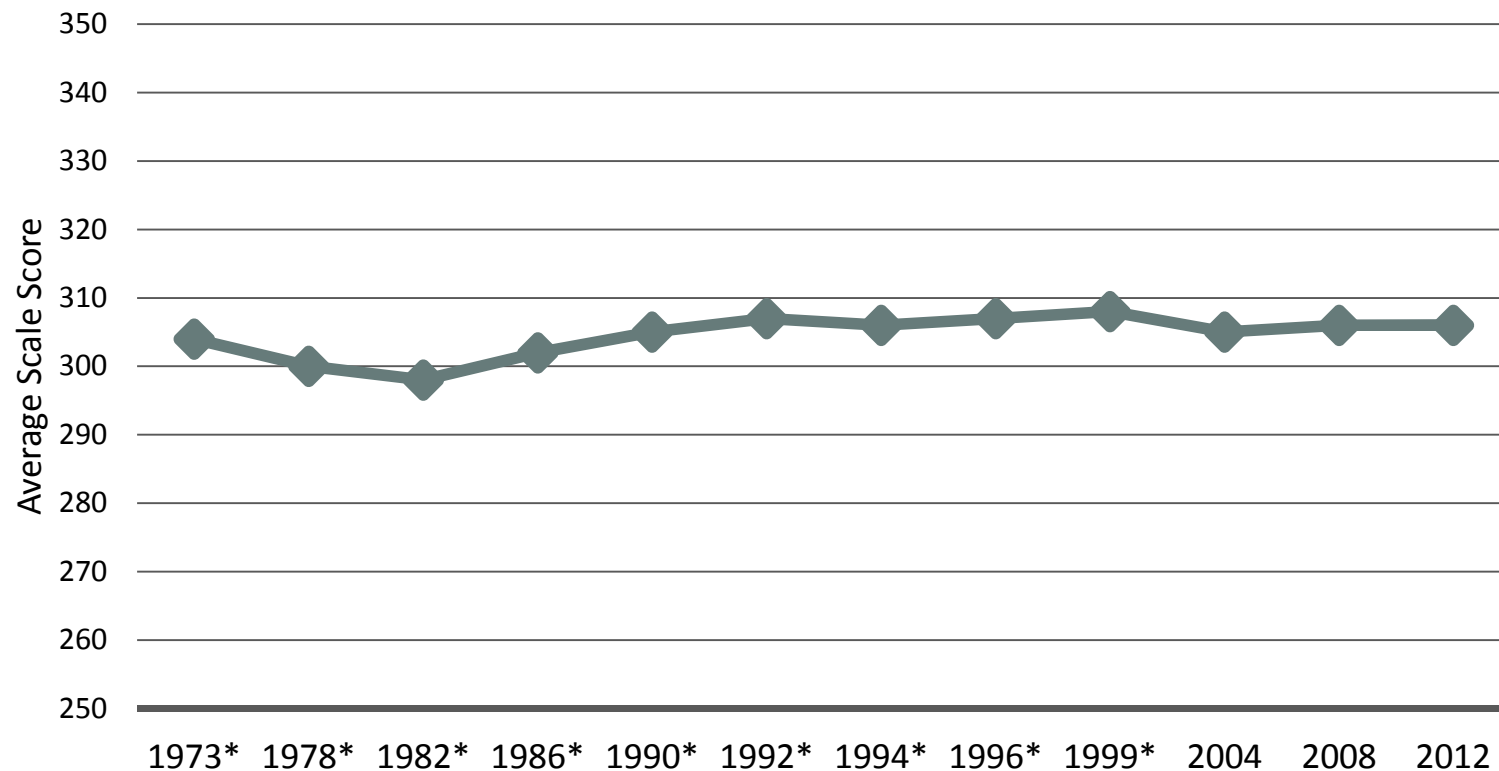
### 17-Year-Olds Overall - NAEP



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

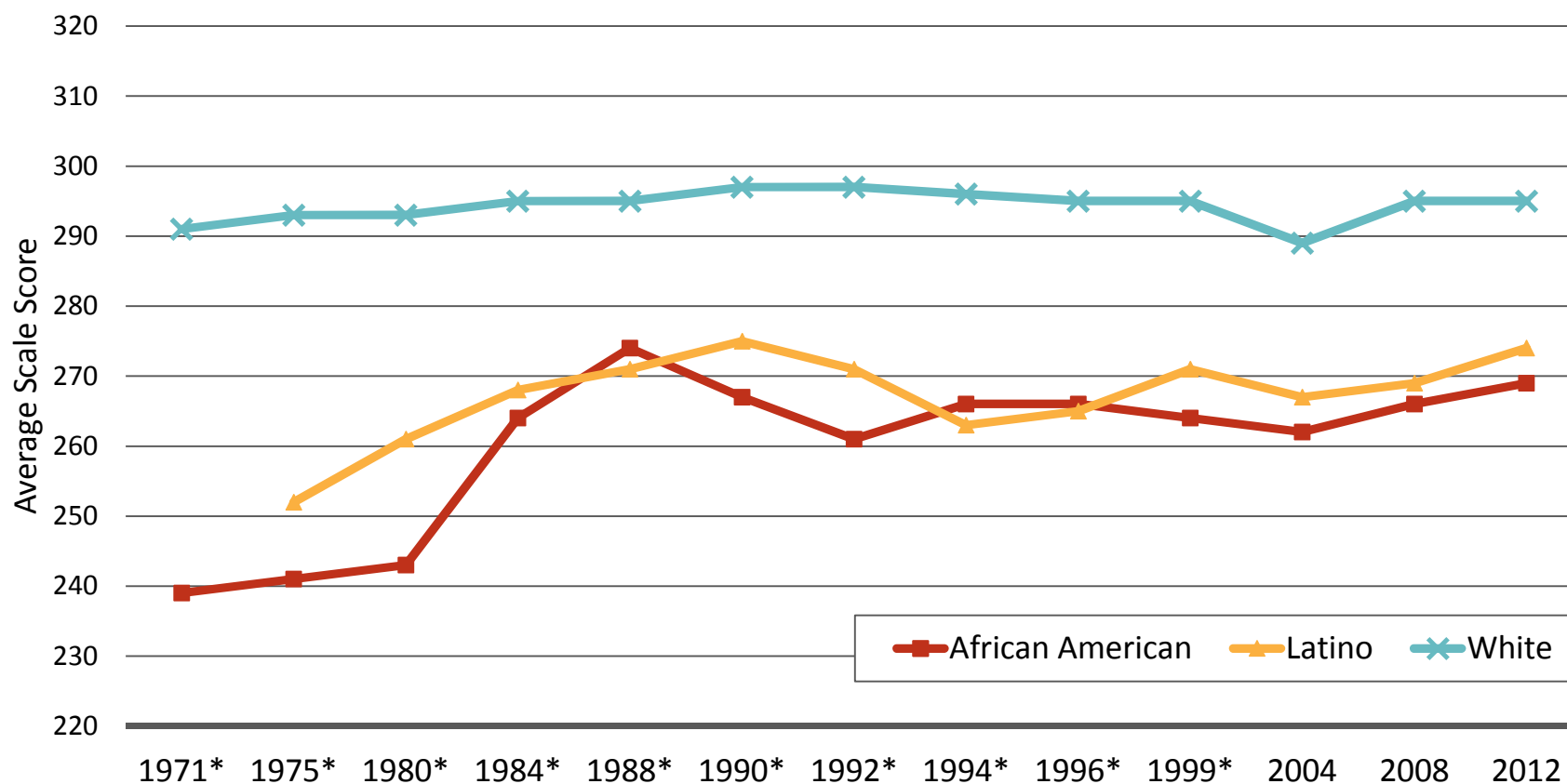




And gaps between groups haven't narrowed since the late 80s and early 90s.

# Reading: Not much gap narrowing since 1988.

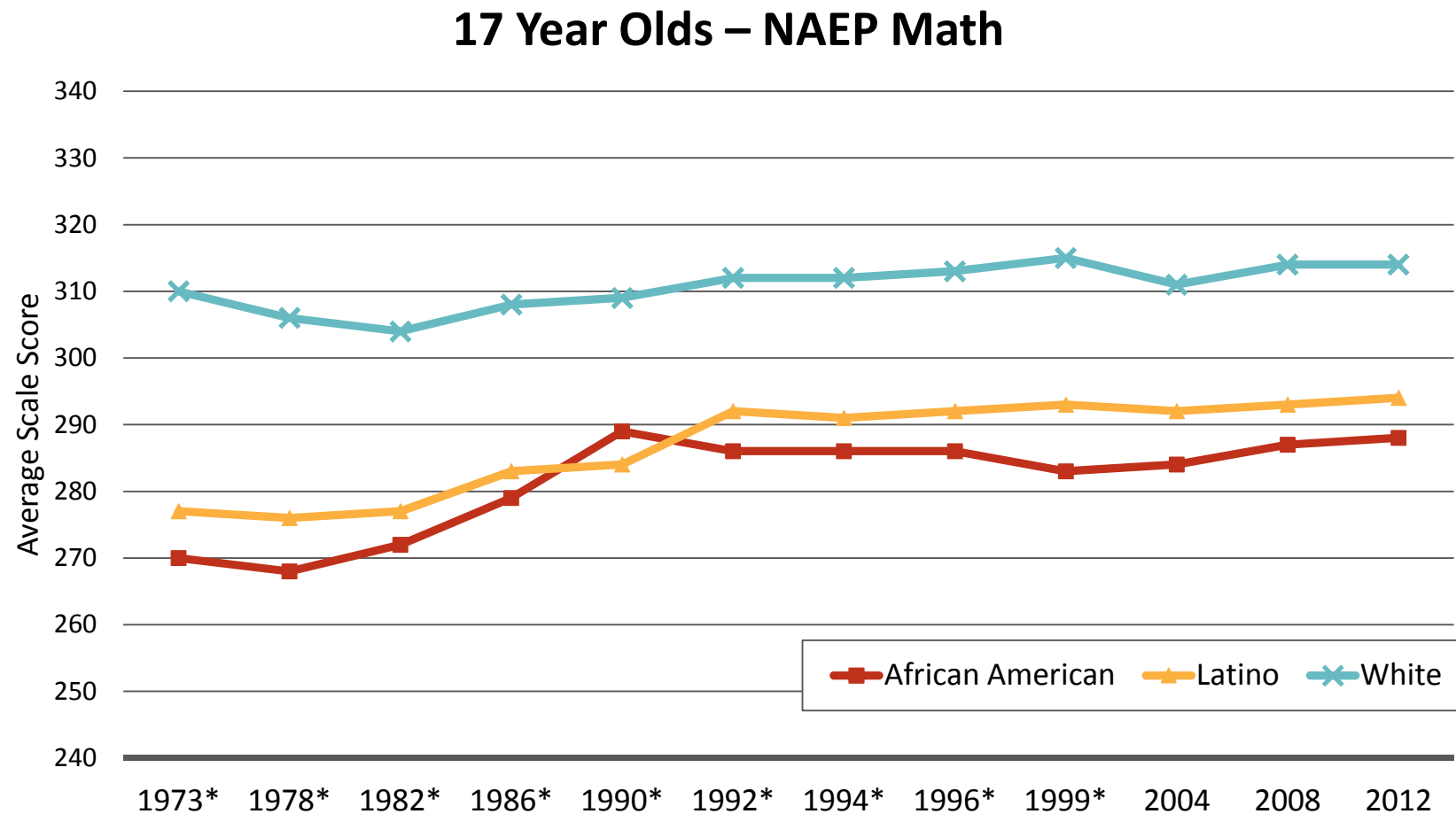
## 17 Year Olds – NAEP Reading



\*Denotes previous assessment format


Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

# Math: Not much gap closing since 1990.



\*Denotes previous assessment format

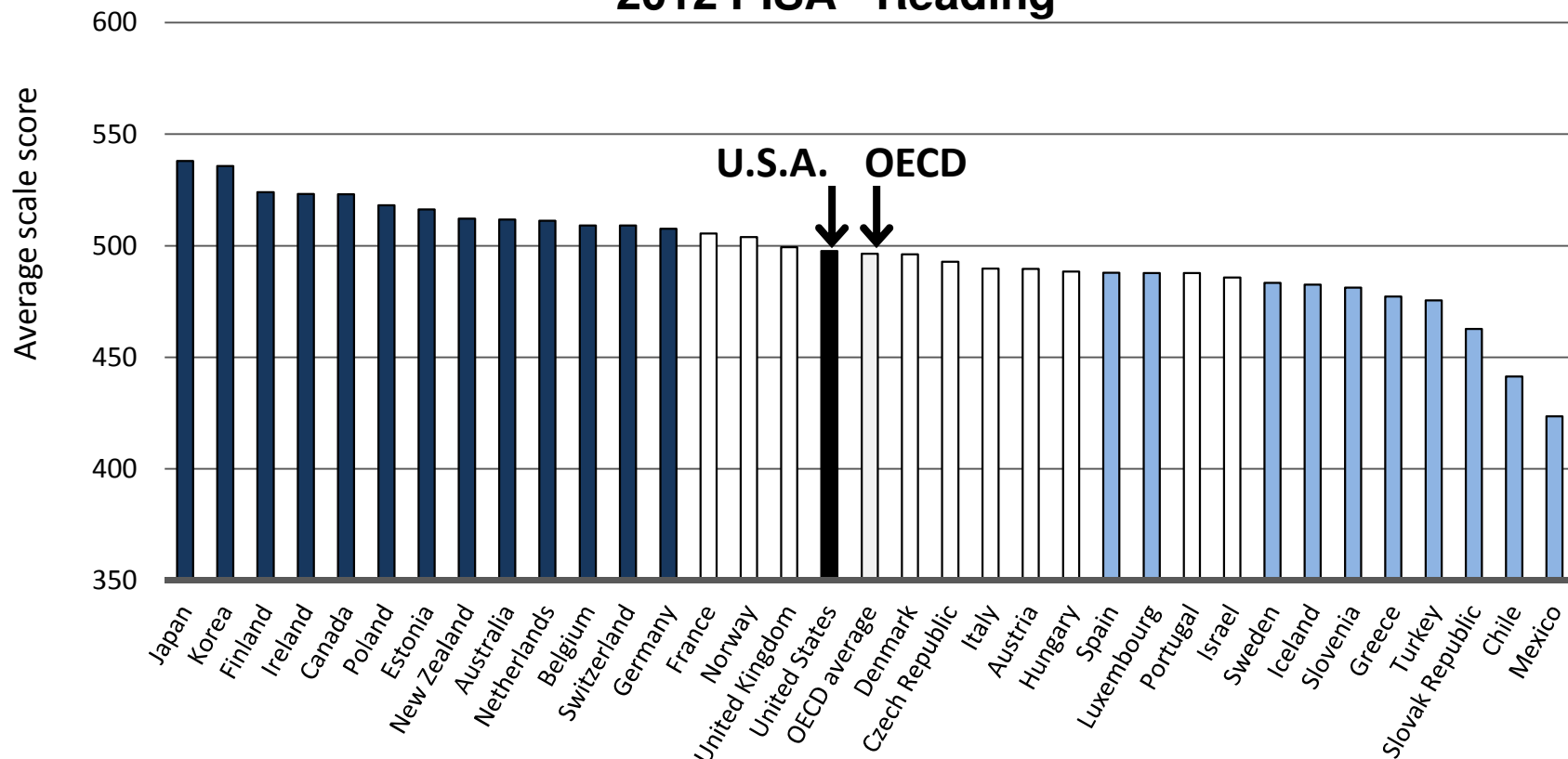
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



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 17<sup>th</sup> in Reading

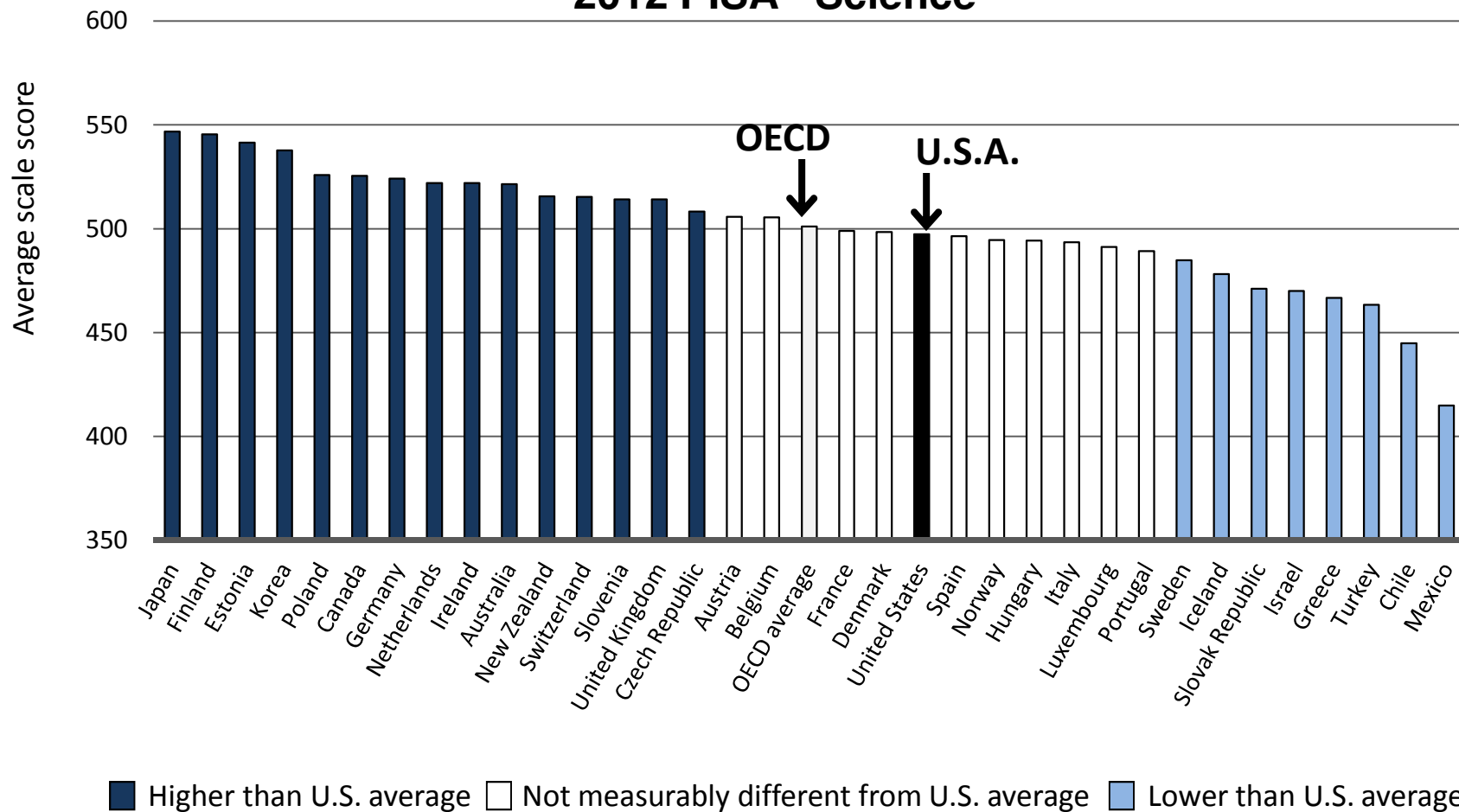
2012 PISA - Reading



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

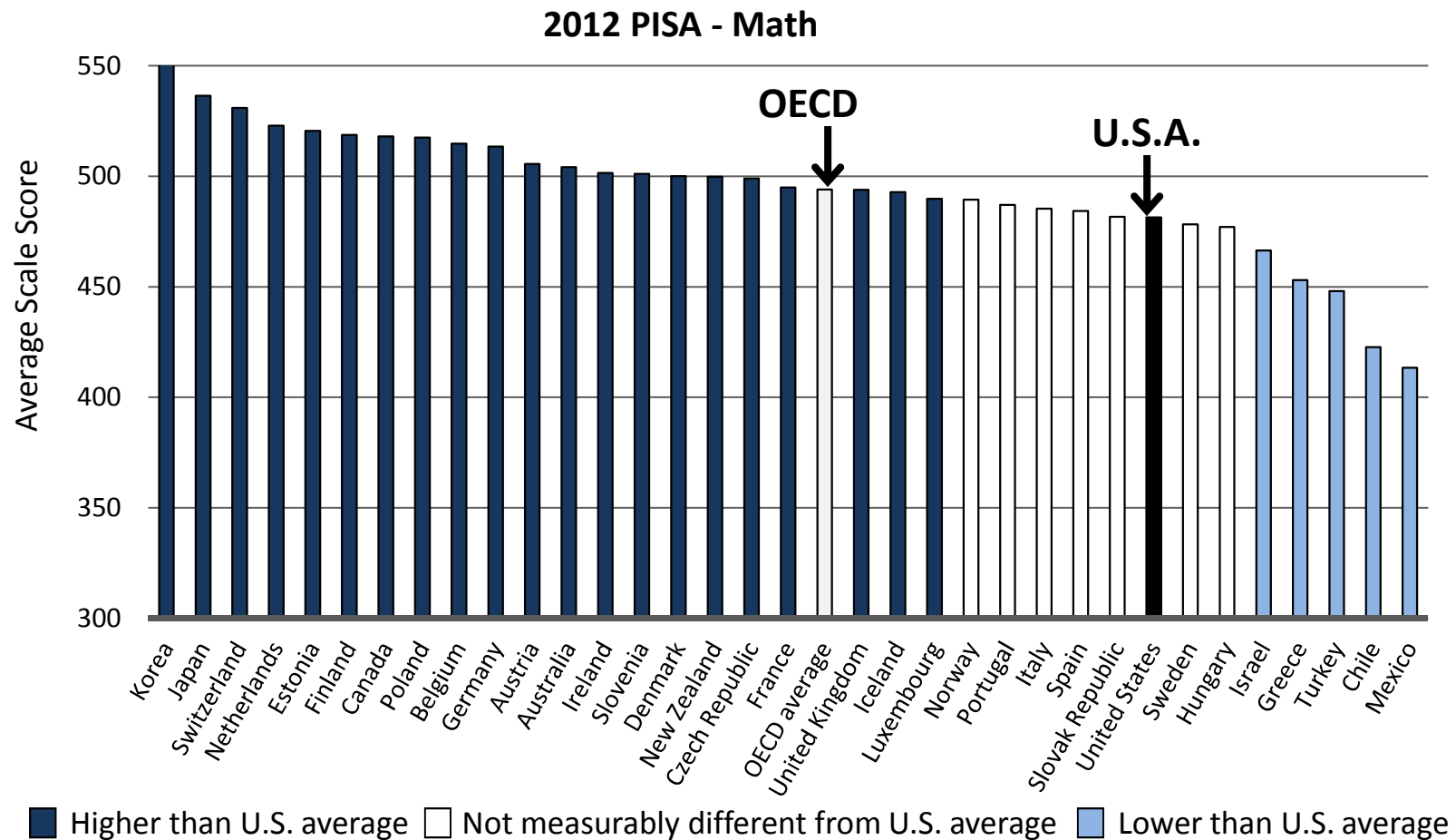
Source: National Center for Education Statistics, 2013, [http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights\\_5a.asp](http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_5a.asp).

# Of 34 OECD Countries, U.S.A. Ranks 20<sup>th</sup> in Science 2012 PISA - Science



Source: National Center for Education Statistics, 2013, [http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights\\_4a.asp](http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_4a.asp).

# Of 34 OECD Countries, U.S.A. Ranks 27<sup>th</sup> in Math Literacy



Source: National Center for Education Statistics, 2013, [http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights\\_3a.asp](http://nces.ed.gov/surveys/pisa/pisa2012/pisa2012highlights_3a.asp).

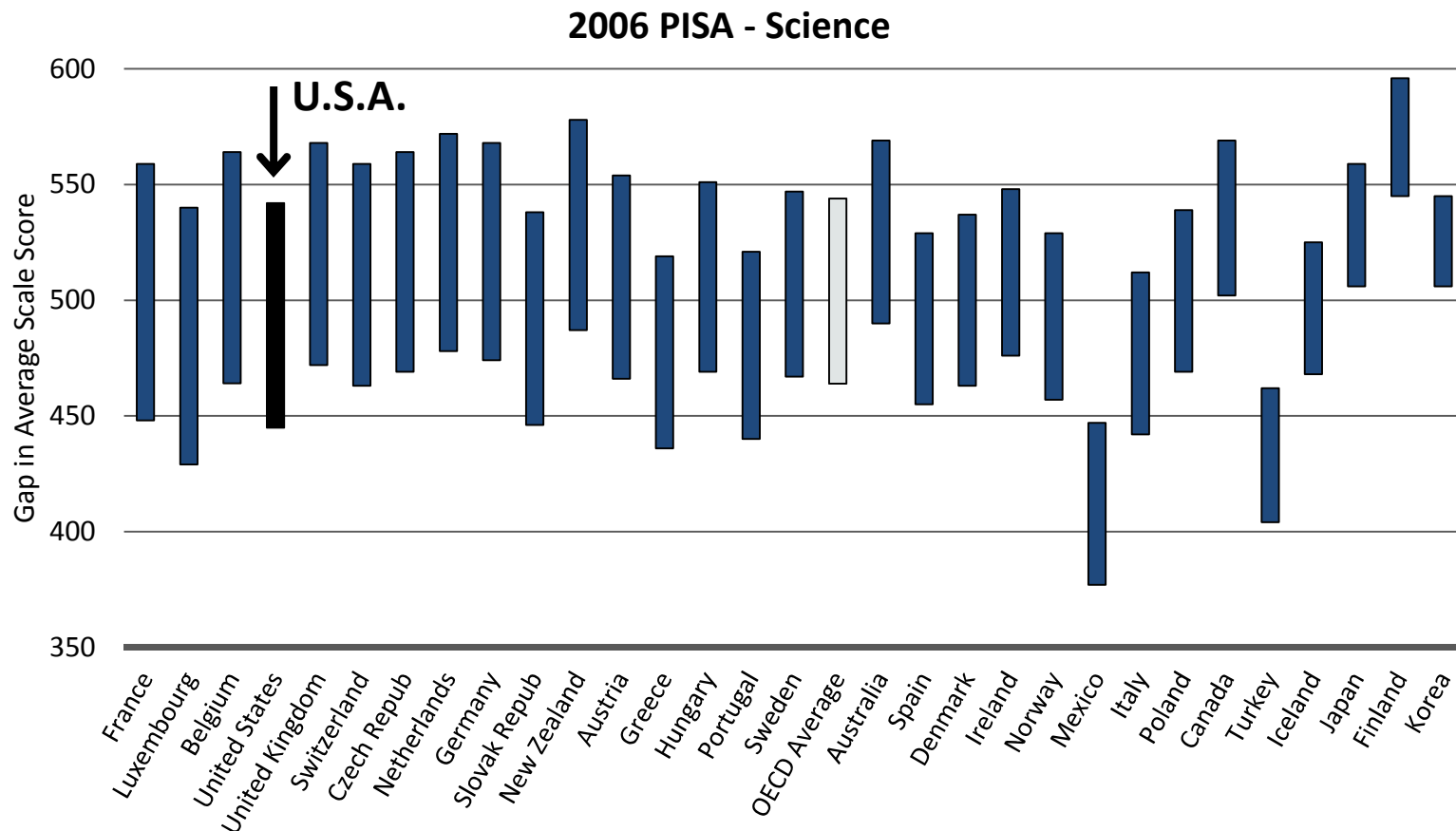


Only place we rank high?

Inequality.

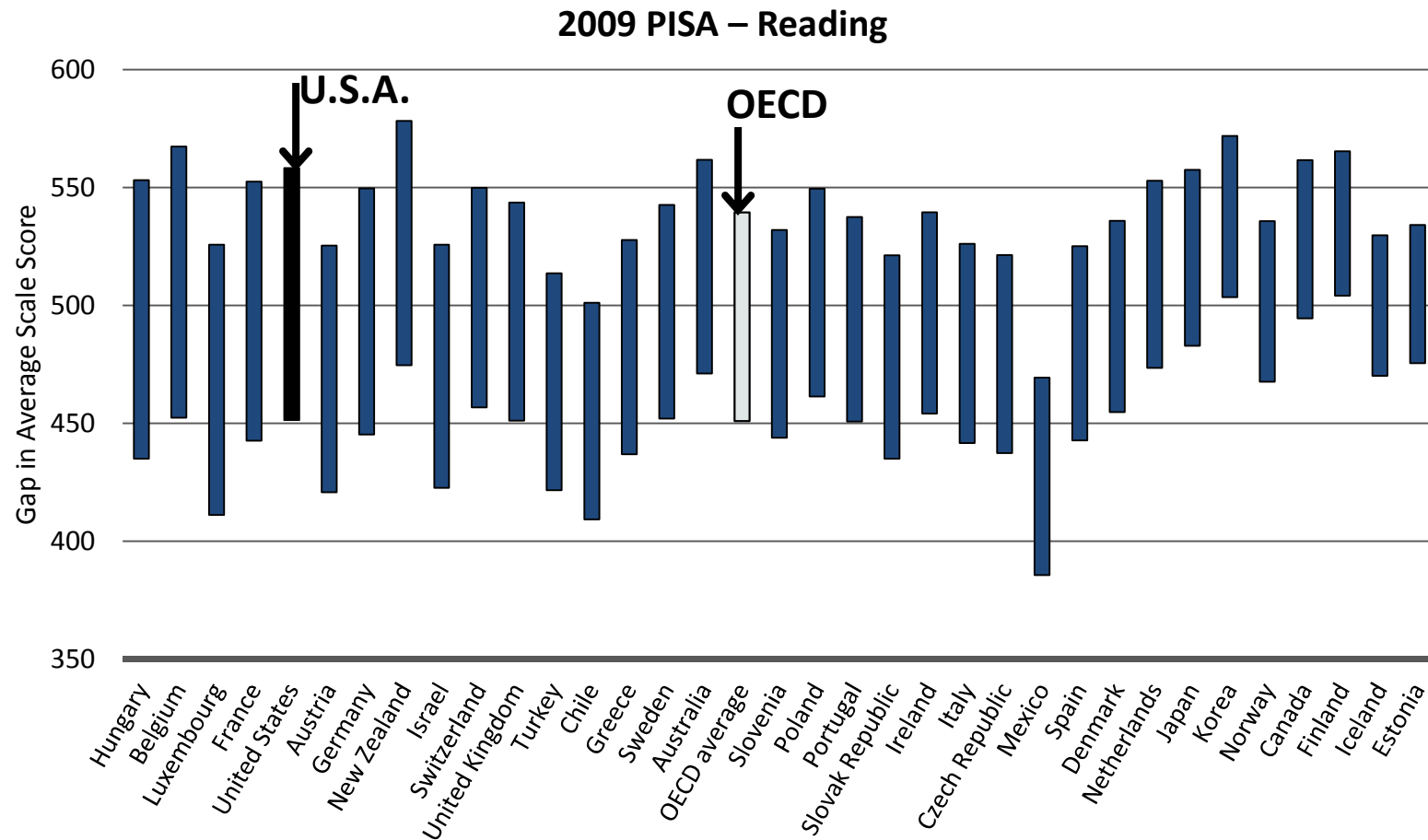


# Among OECD Countries, U.S.A. has the 4<sup>th</sup> Largest Gap Between High-SES and Low-SES Students



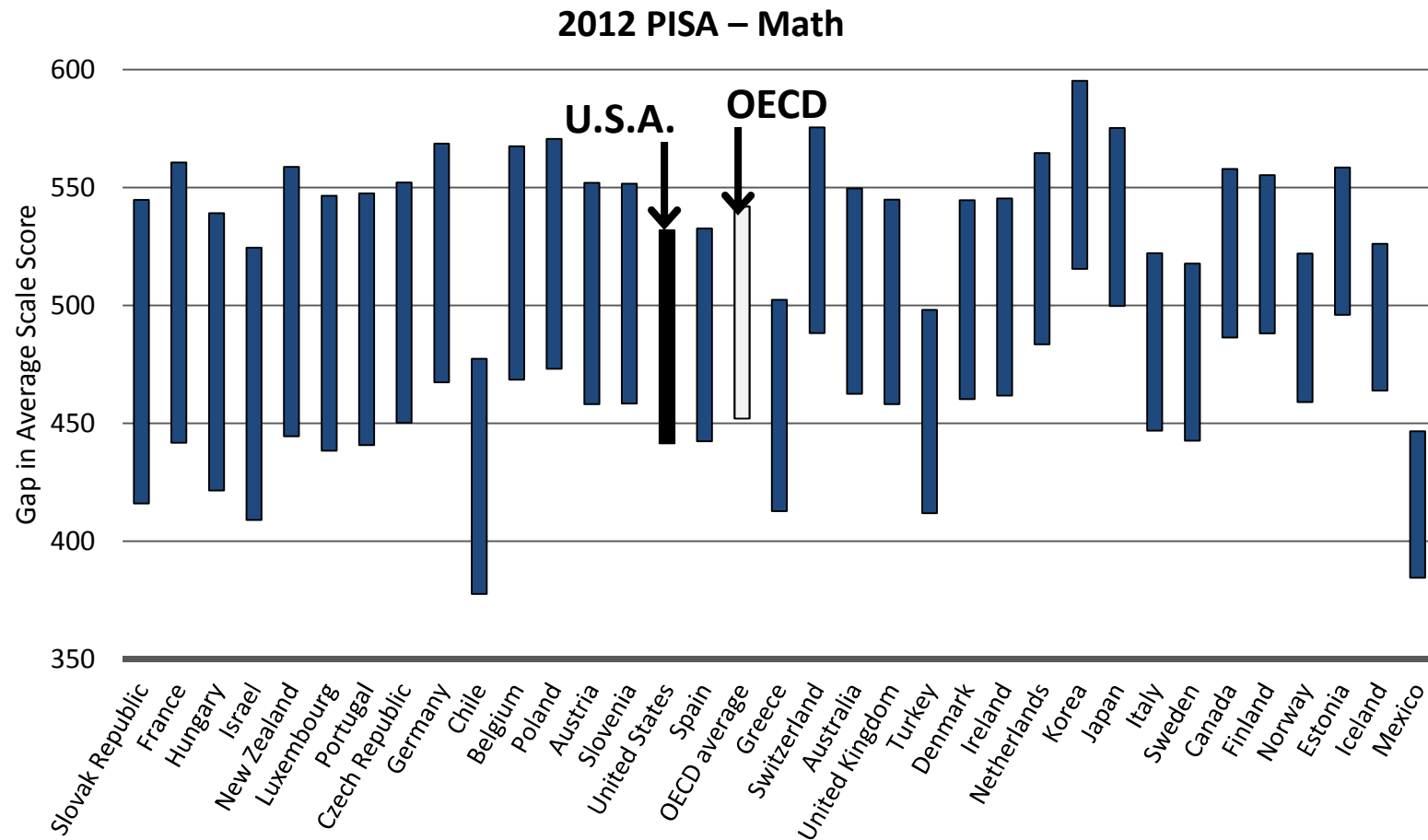
Source: PISA 2006 Results, OECD, table 4.8b

# Among OECD Countries, U.S.A. has the 5<sup>th</sup> Largest Gap Between High-SES and Low-SES Students



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

	Gap
High-Poverty versus Low-Poverty Districts	-\$773 per student
High-Minority versus Low-Minority Districts	-\$1,122 per student

Source: Education Trust analyses of U.S. Department of Education and U.S. Census Bureau data for the 2005-06 school year.



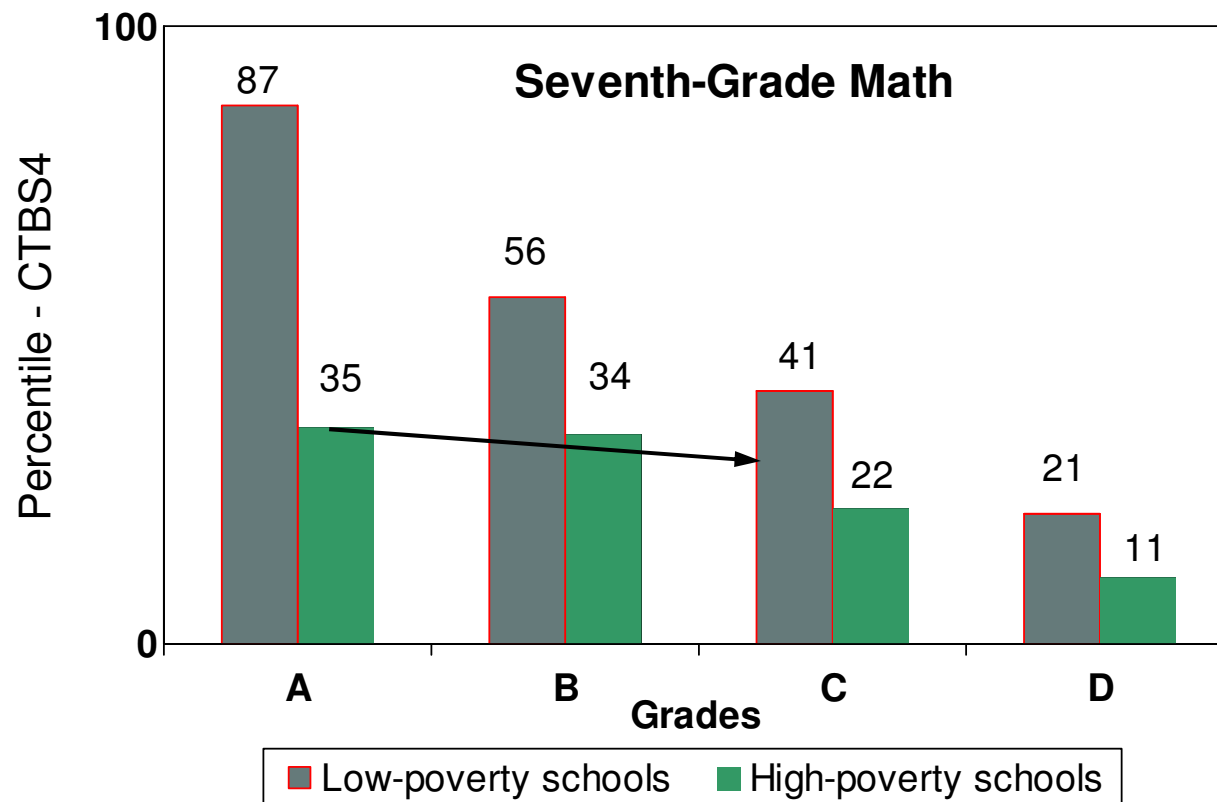
In truth, though, some of the most devastating “lesses” are a function of choices that educators (and school board members) make.




Choices we make about what to  
expect of whom.....



Students in poor schools receive As for work that would earn Cs in affluent schools.

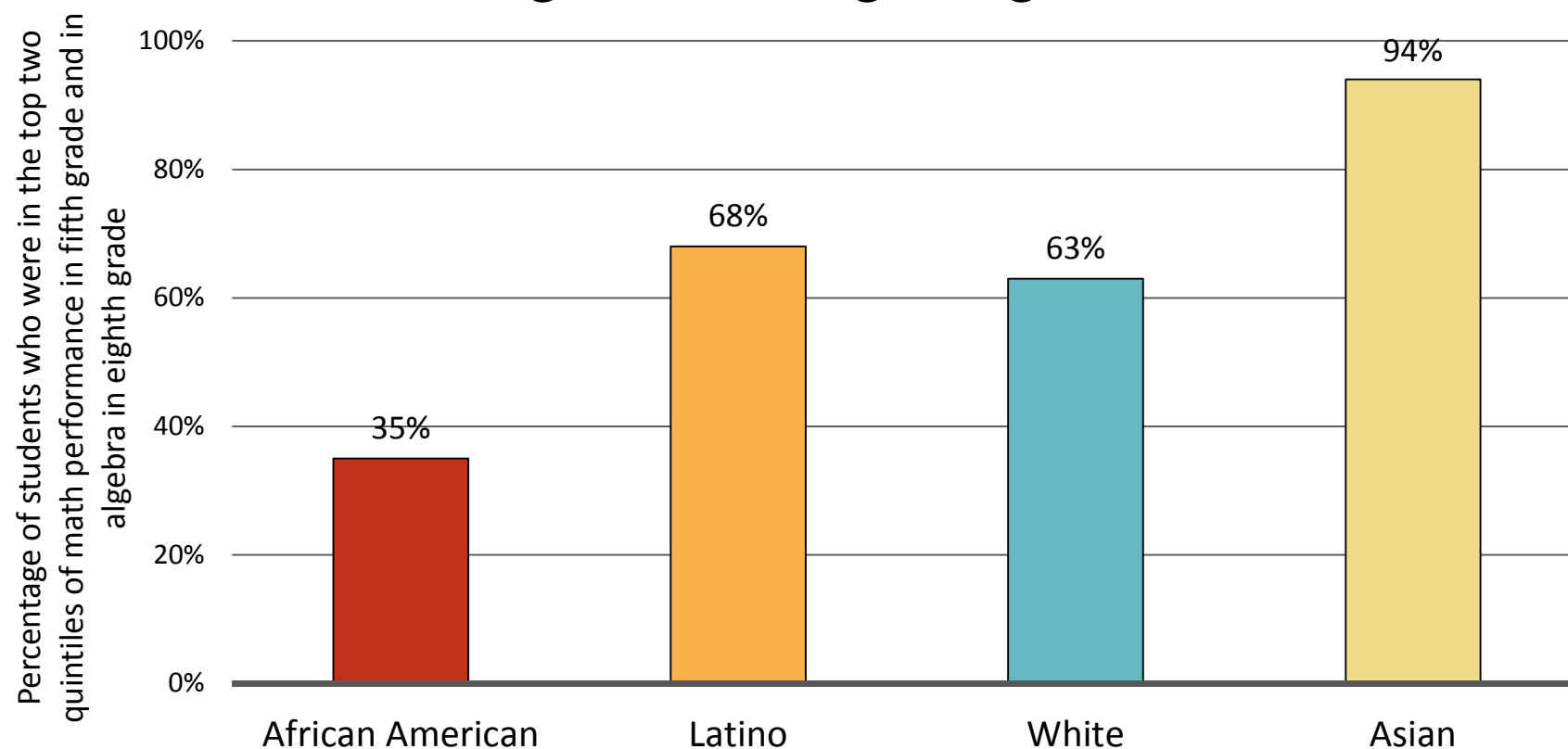


Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.



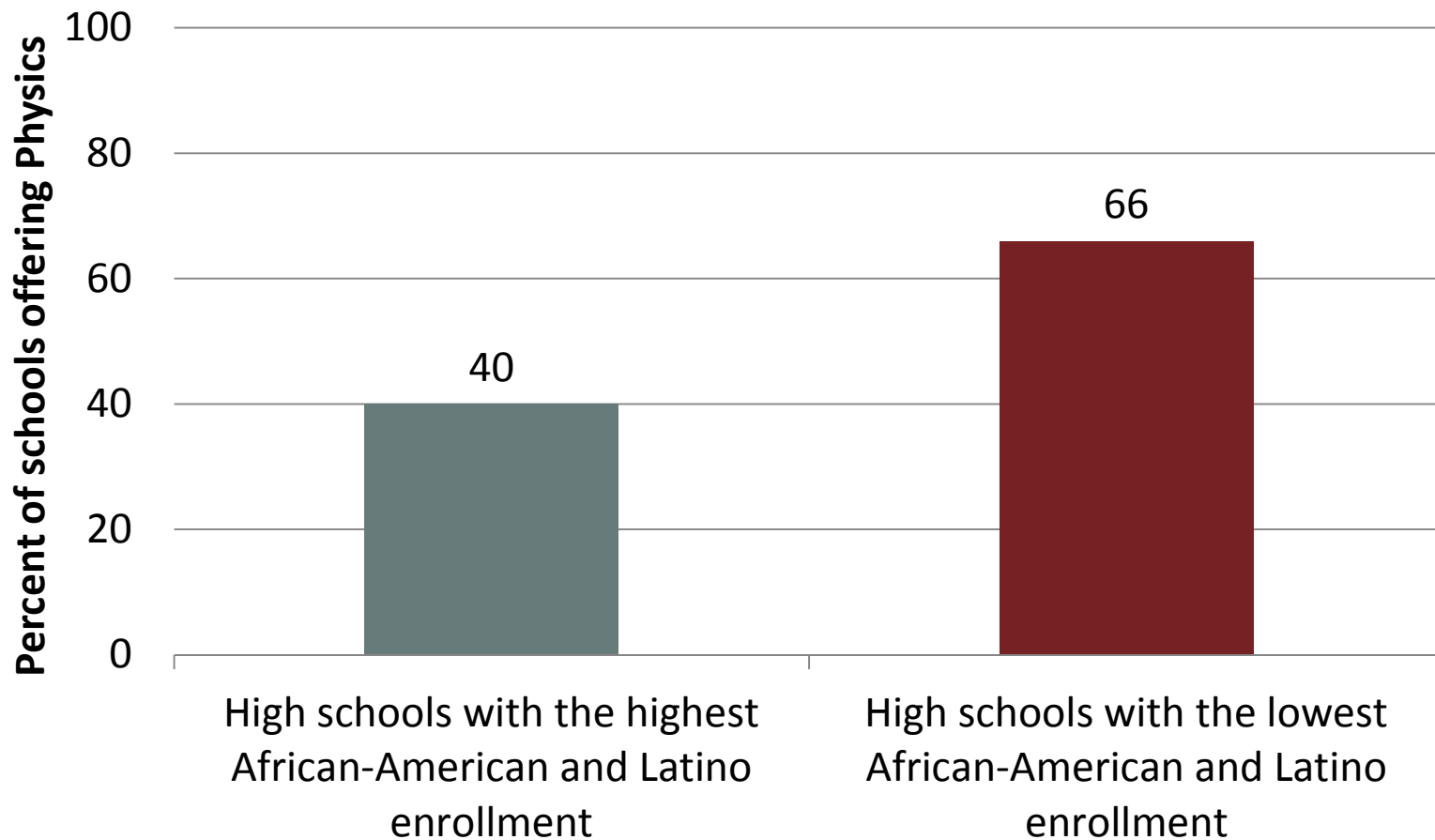
Choices we make about what to  
teach whom...

Even African-American students with ***high math performance*** in fifth grade are unlikely to be placed in algebra in eighth grade



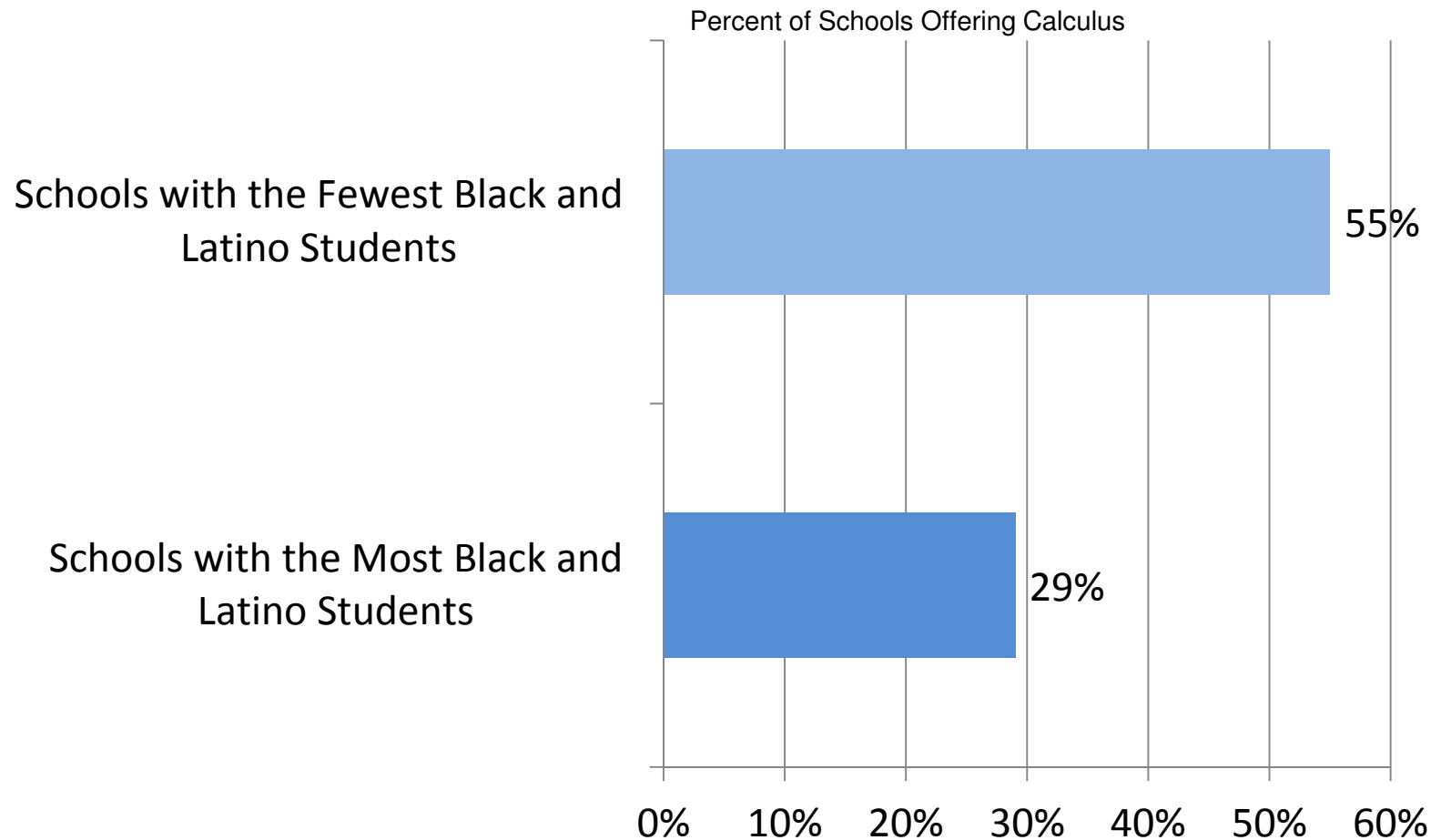
Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

## 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.

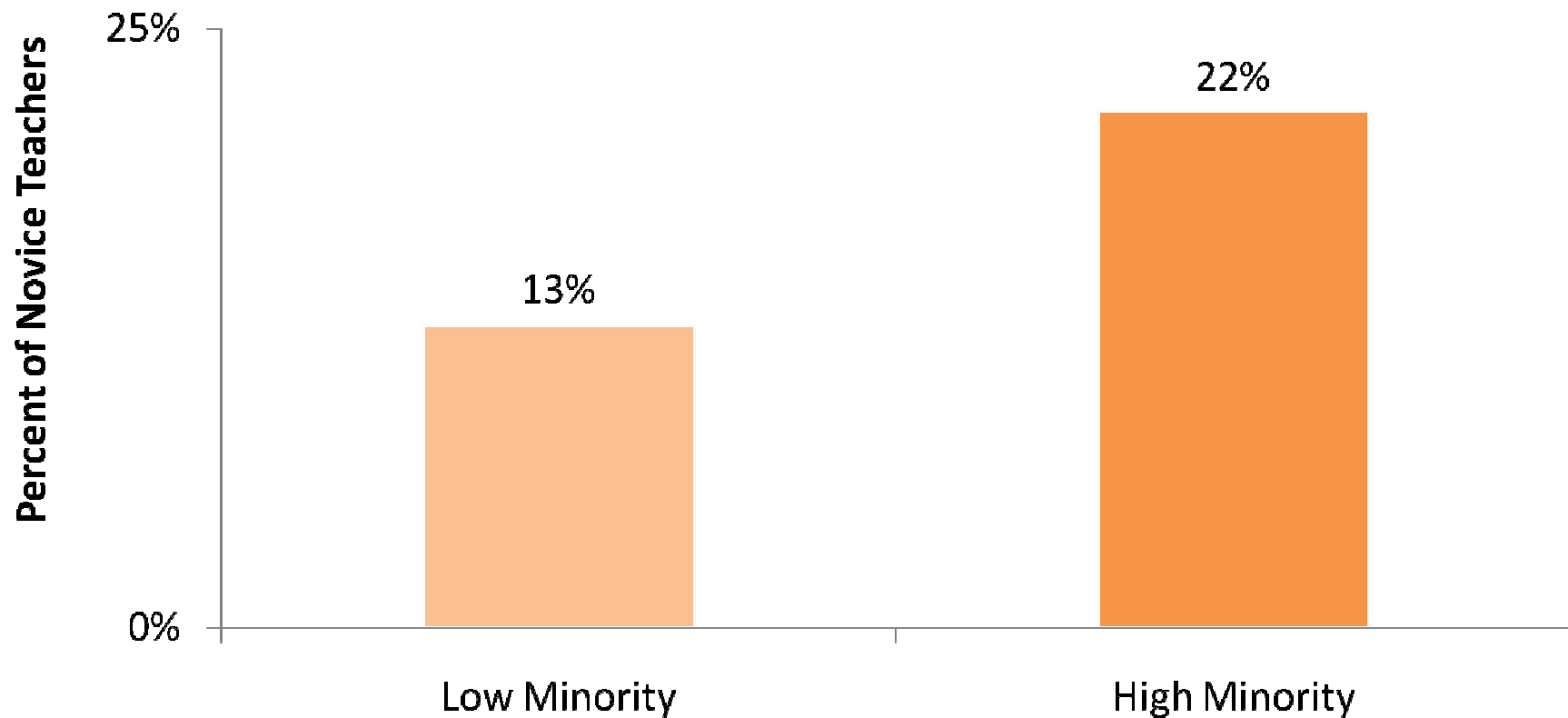


Source: U.S. Department of Education Office for Civil Rights , Civil Rights Data Collection



And choices we make about  
*who* teaches whom...

Students at high-minority schools more likely to be taught by novice\* teachers.

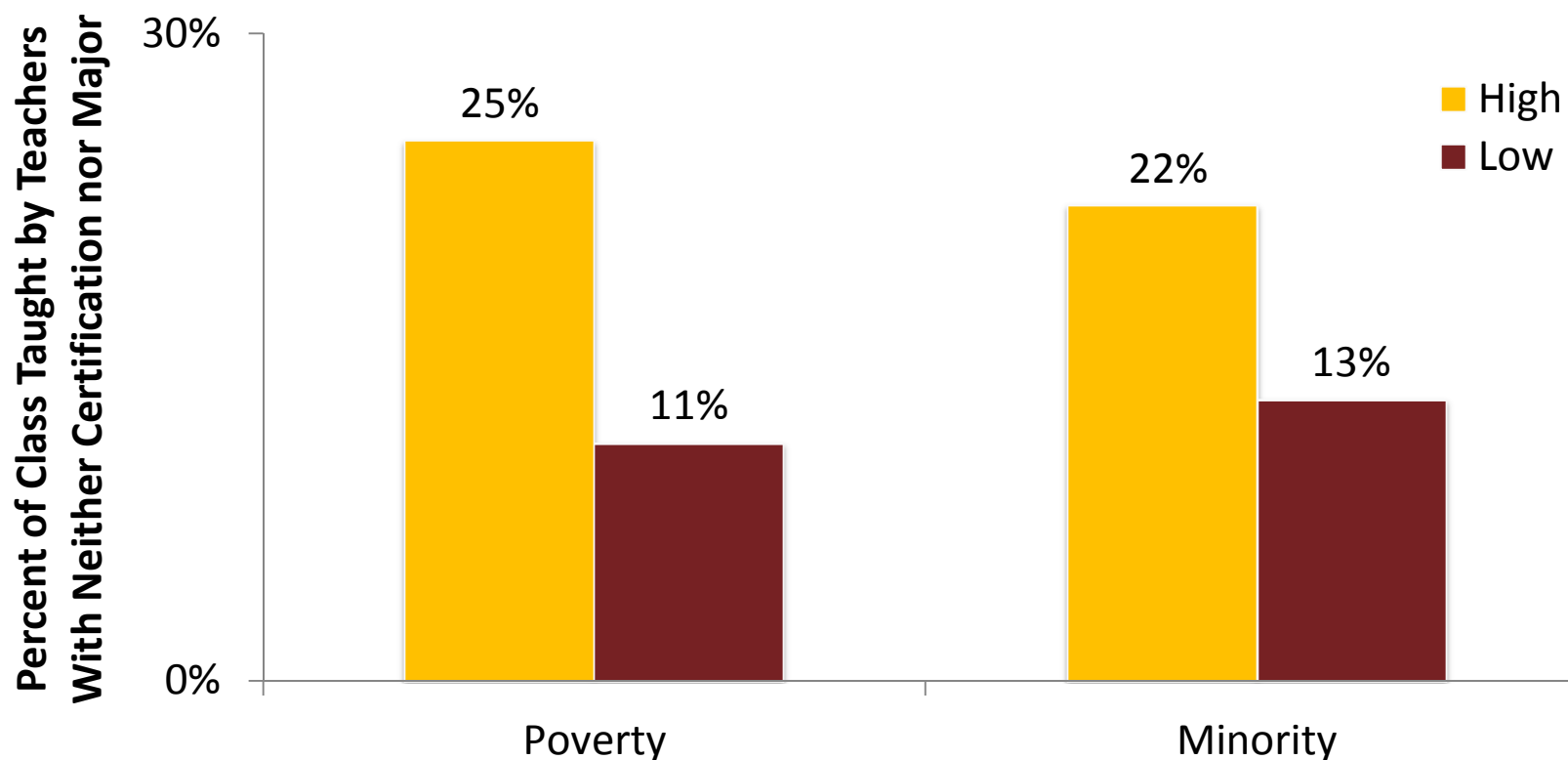


Note: High minority school: 75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school: 10% or fewer of the students are non-White students. Novice teachers are those with three years or fewer experience.

Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania 2007.



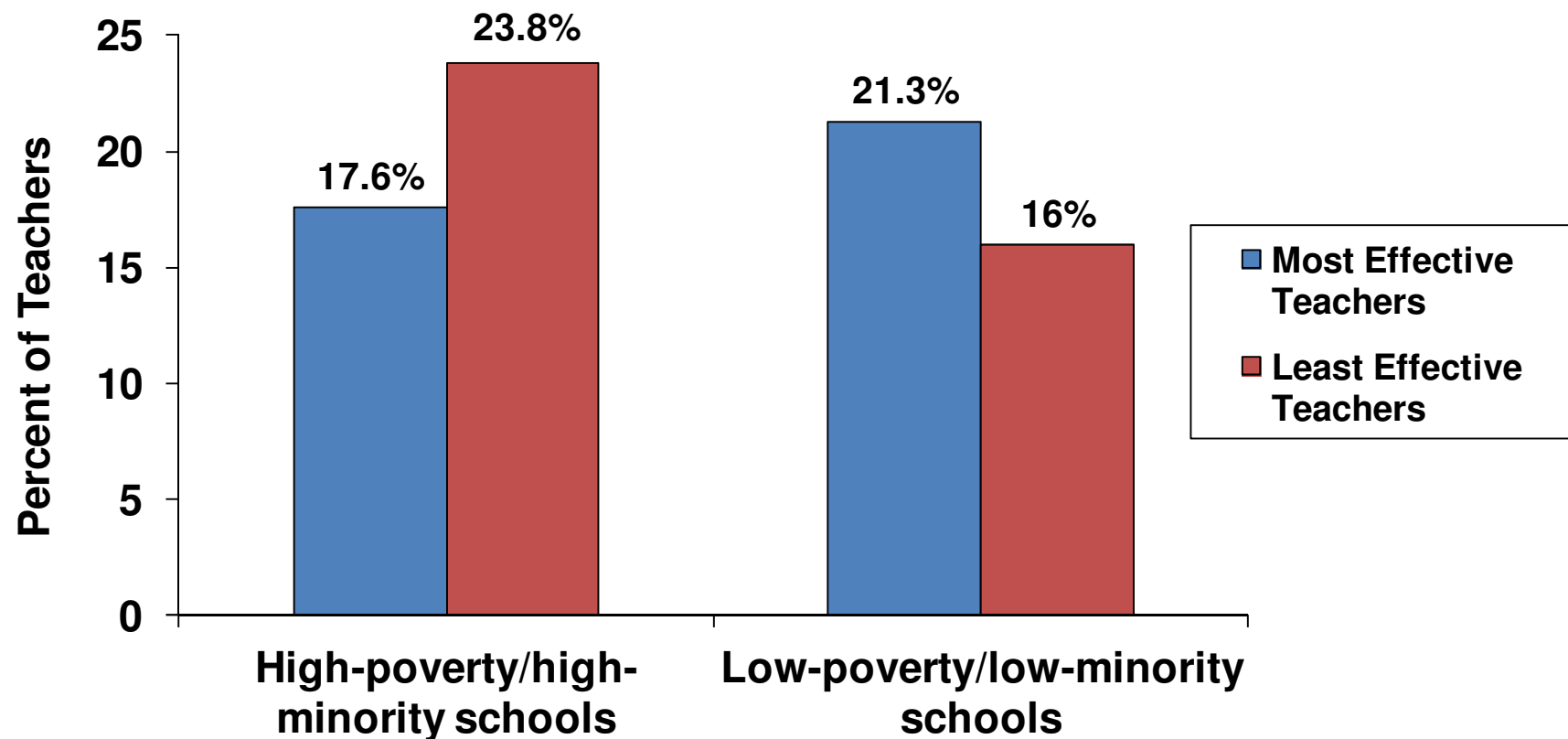
Math classes at high-poverty, high-minority secondary schools are more likely to be taught by out-of-field\* teachers.



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.

Source: Tennessee Department of Education 2007. “Tennessee’s Most Effective Teachers: Are they assigned to the schools that need them most?”  
[http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007\\_03.pdf](http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf).

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

## READING/LANGUAGE ARTS

Latino and black students are:

**3X** as likely to get low-effectiveness teachers

**1/2** as likely to get highly effective teachers



Source: Education Trust—West, *Learning Denied*, 2012.

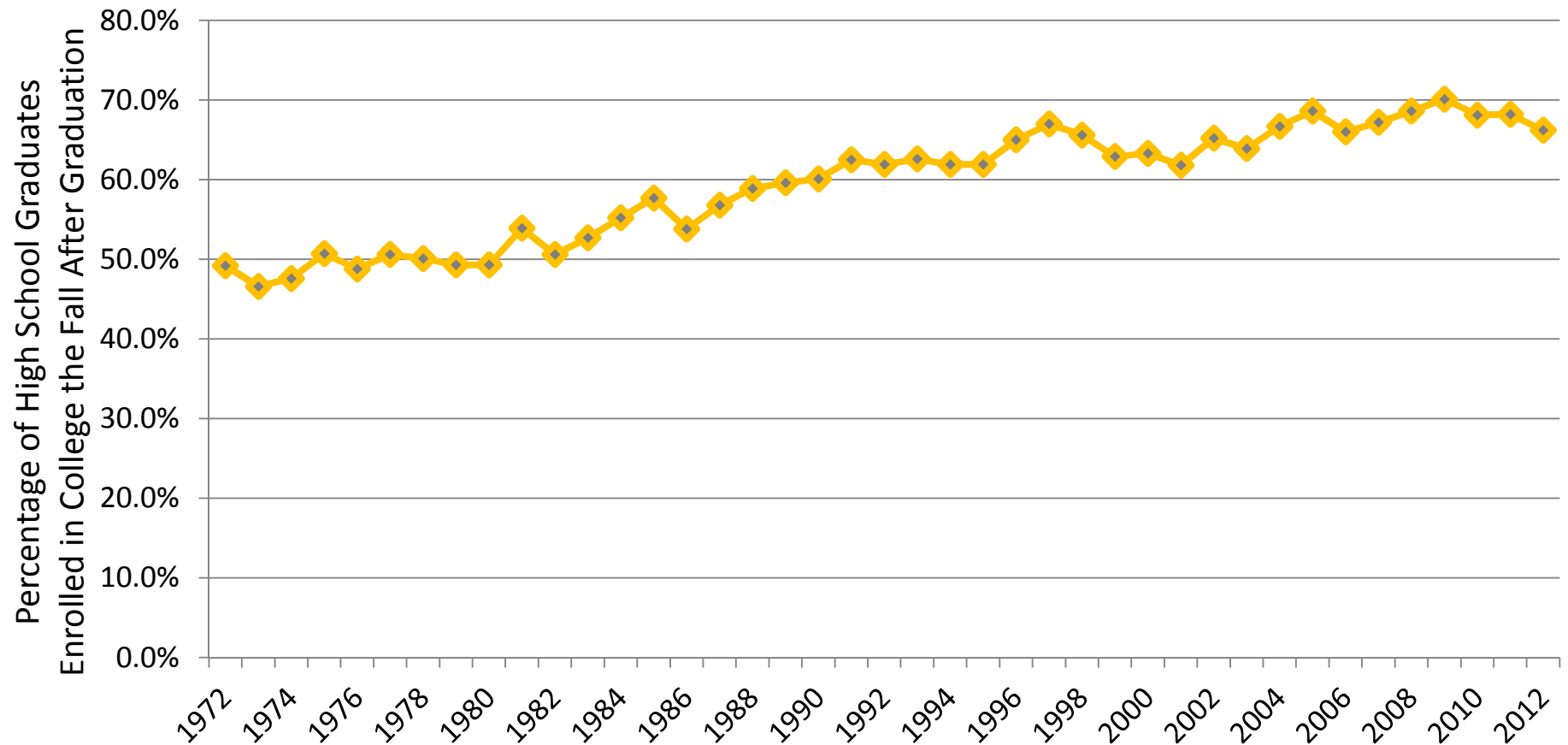


The results are devastating.

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

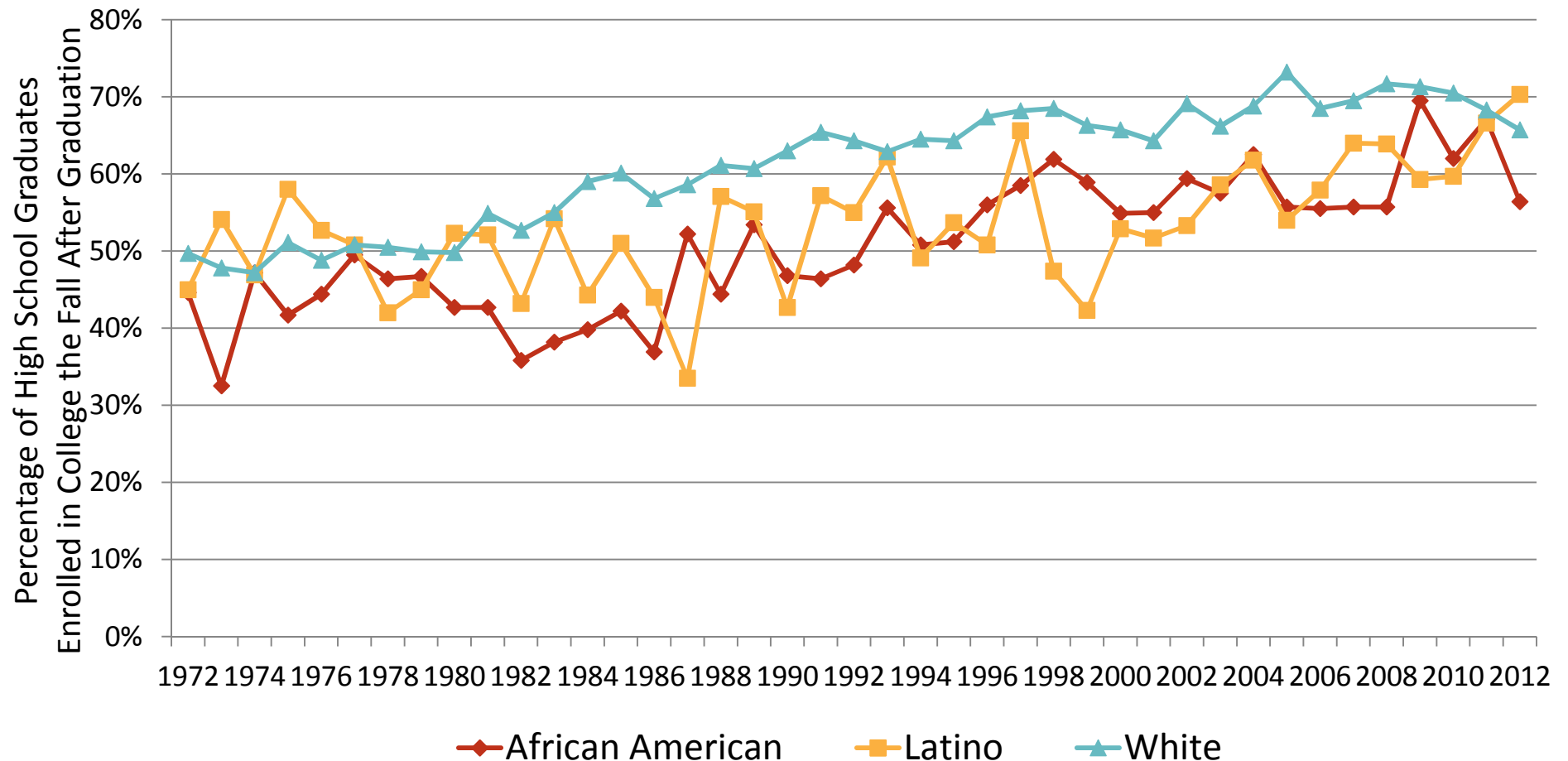
Source: NCES, *The Digest of Education Statistics 2013* (Table 302.10).



College-going is up for all  
groups.

NCES, *The Condition of Education 2010* (Table A-20-3) and *The Condition of Education 2011* (Table A-21-2).


# 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).

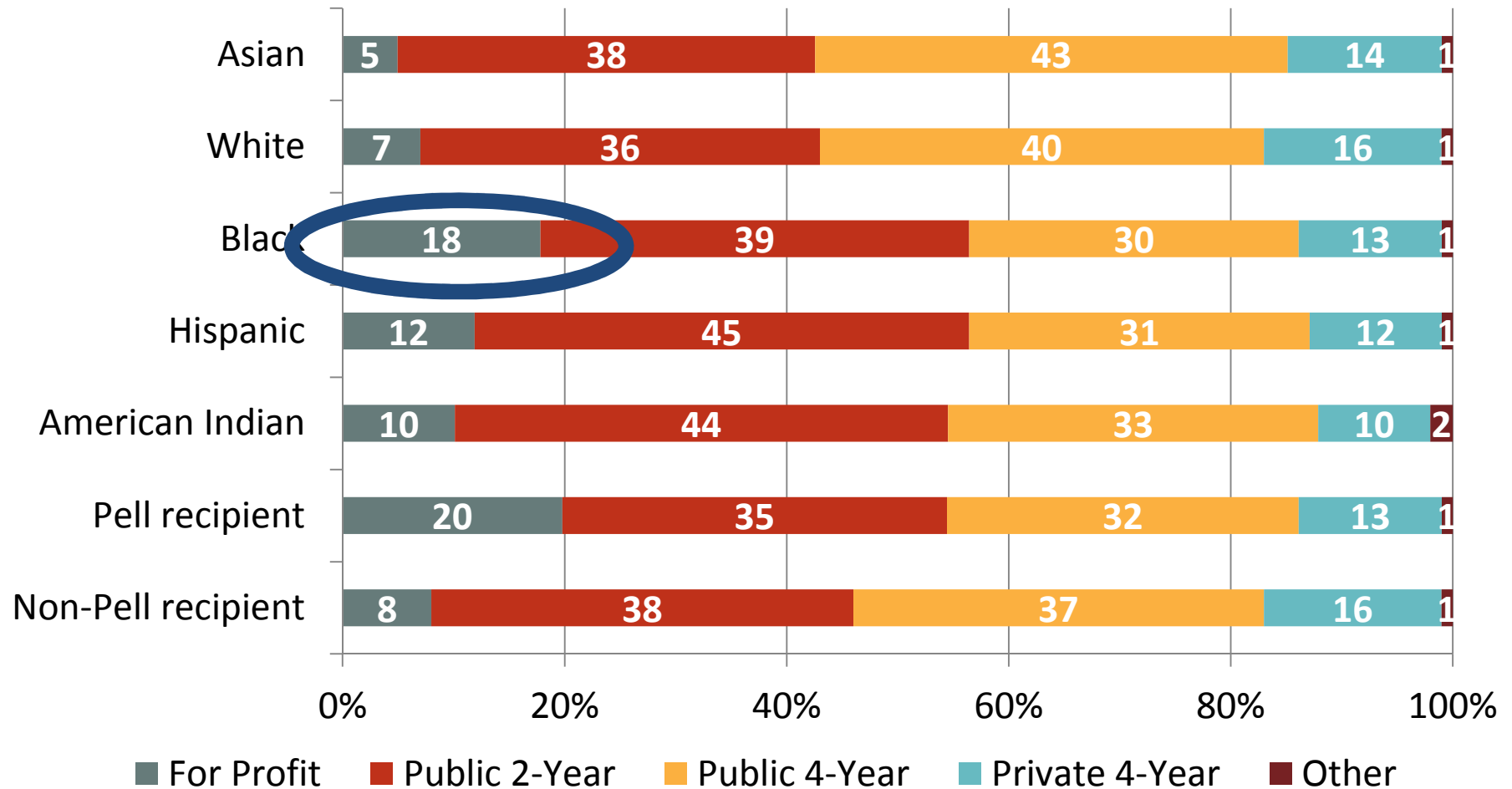




But access isn't the only  
issue:

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



IPEDS Enrollment Fall 2011 First Look (December 2012)

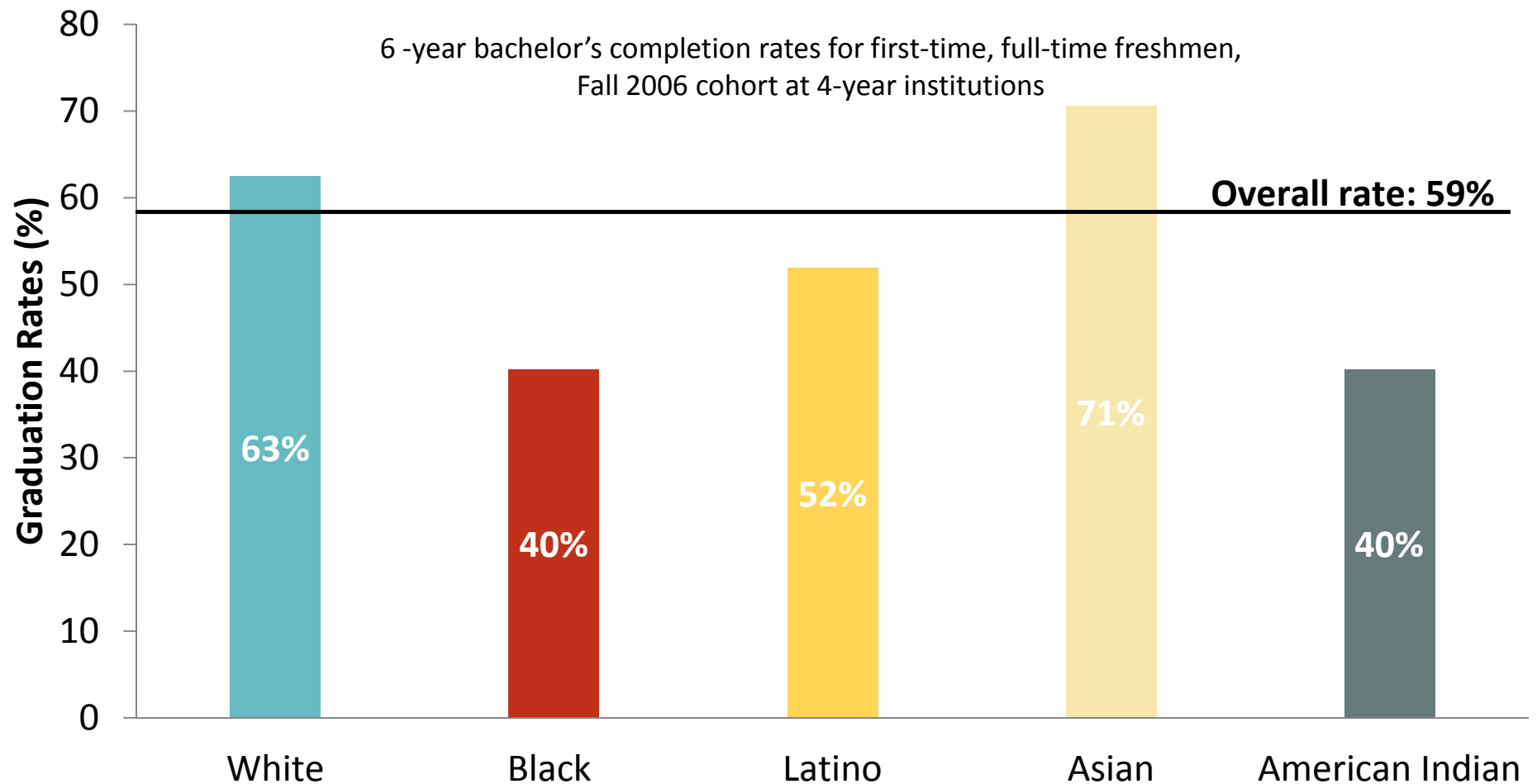
Department of Education, 2008-09 in "Emerging Risk?: An Overview of Growth, Spending, Student Debt and Unanswered Questions in For-Profit Higher Education." Senate HELP Committee. 24 June 2010 (page 4); and

Ed Trust analysis of FY 2009 data in "Institutional Default Rate Comparison of FY 2007, 2008, and 2009 Cohort Default Rates." <http://www.gao.gov/new.items/d114.pdf> (page 8)



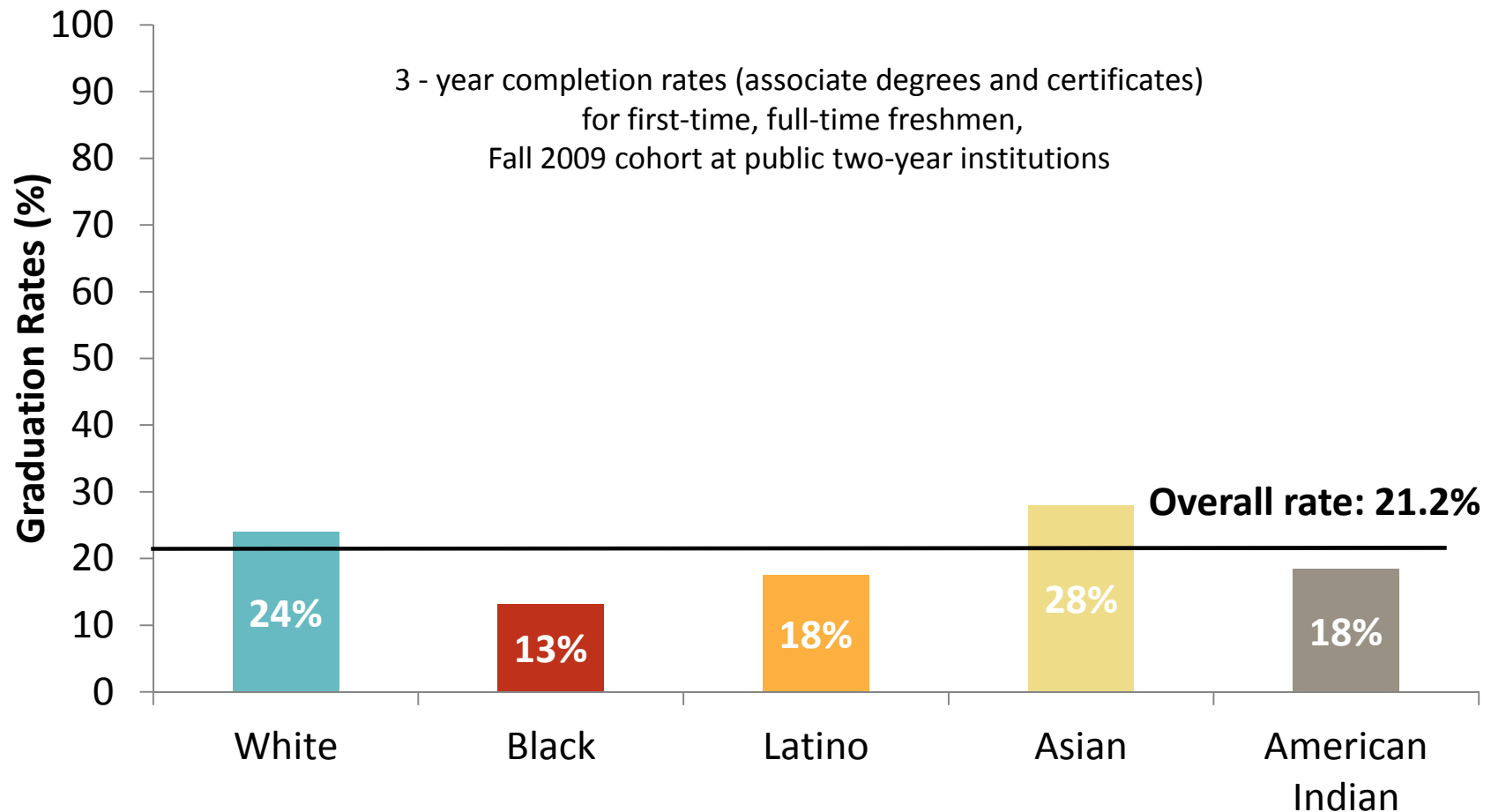
And what about graduation in  
colleges more generally?

# Black, Latino, and American Indian Freshmen Complete College at Lower Rates Than Other Students



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

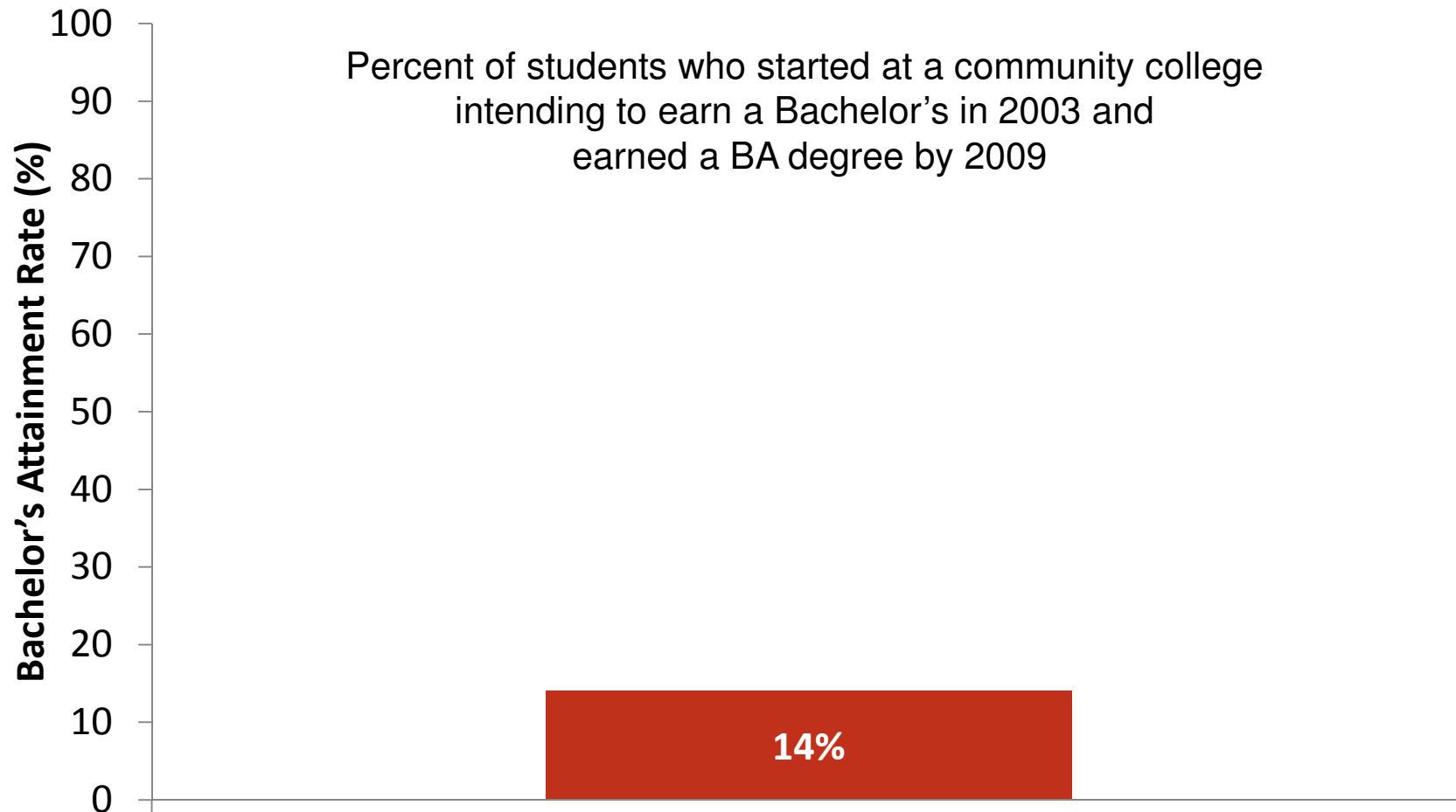


Source: NCES (Dec. 2013). First Look: Enrollment in Postsecondary Institutions, Fall 2012; Financial Statistics, Fiscal Year 2012; and Graduation Rates, Selected Cohorts, 2004-2009, First Look (Provisional Data) Table 3.

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.



Source: U.S. Department of Education, National Center for Education Statistics, 2003-04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).





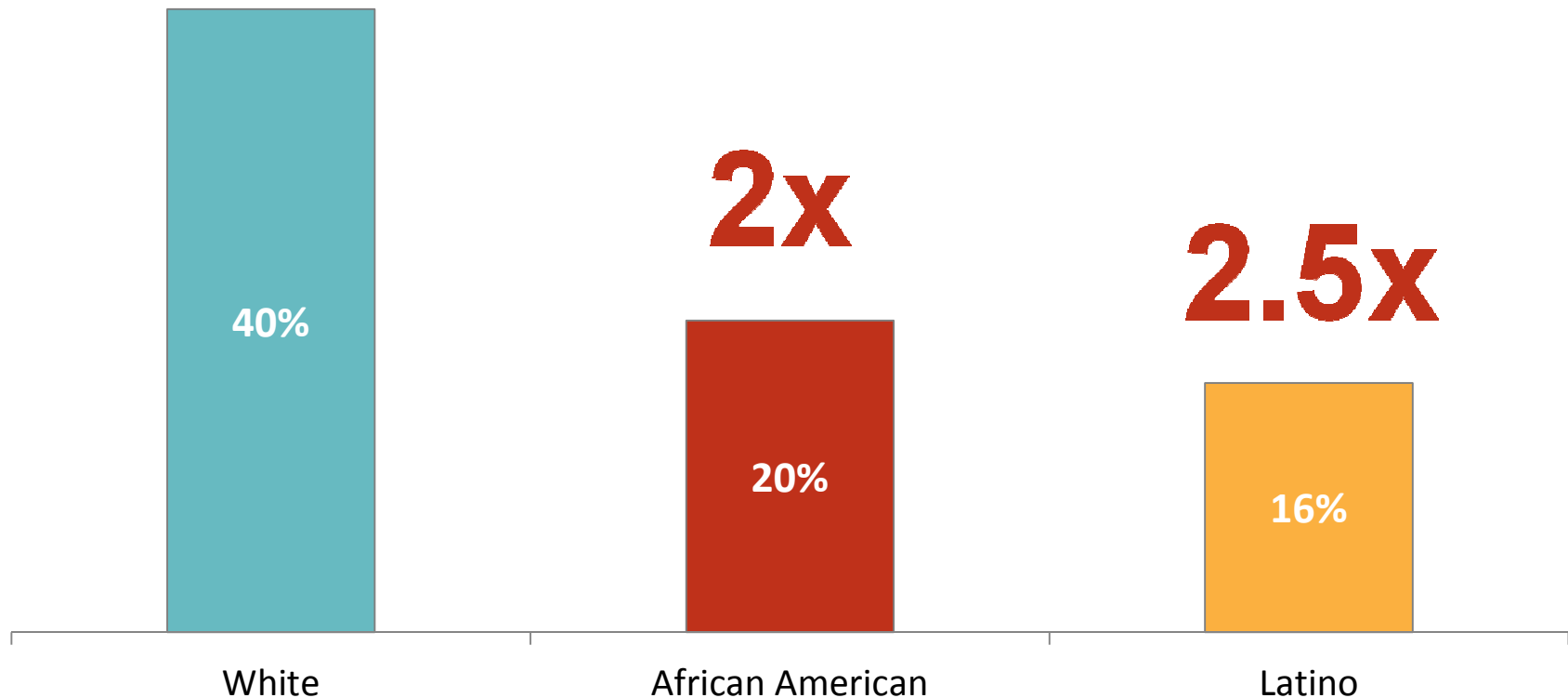
Add it all up...



Different groups of young  
Americans obtain degrees at very  
different rates.

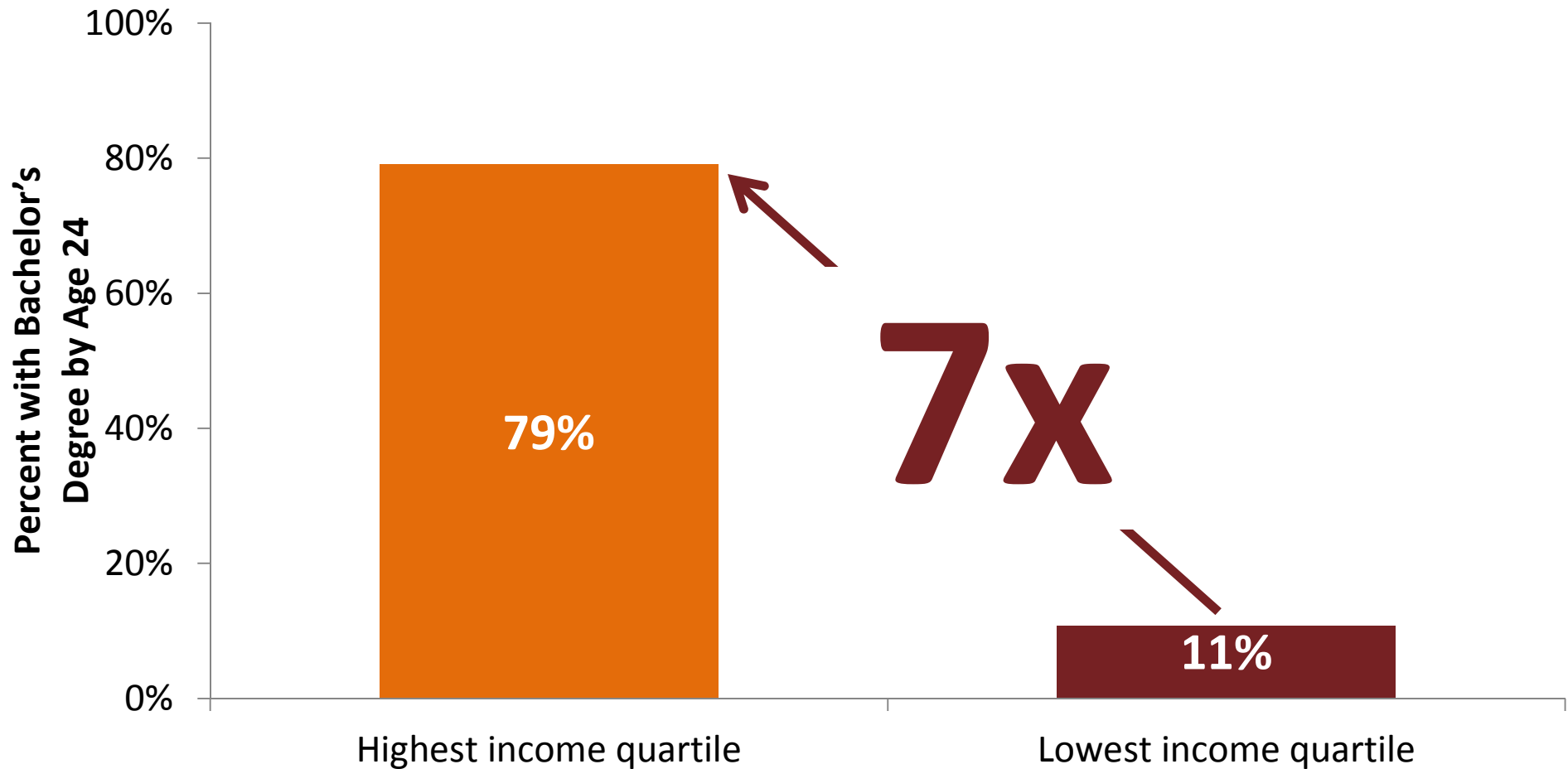
Whites attain bachelor's degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

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



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




Tom Mortenson, *Bachelor's Degree Attainment by age 24 by Family Income Quartiles, 1970 to 2010*, Postsecondary Education Opportunity, 2012.

# 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



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

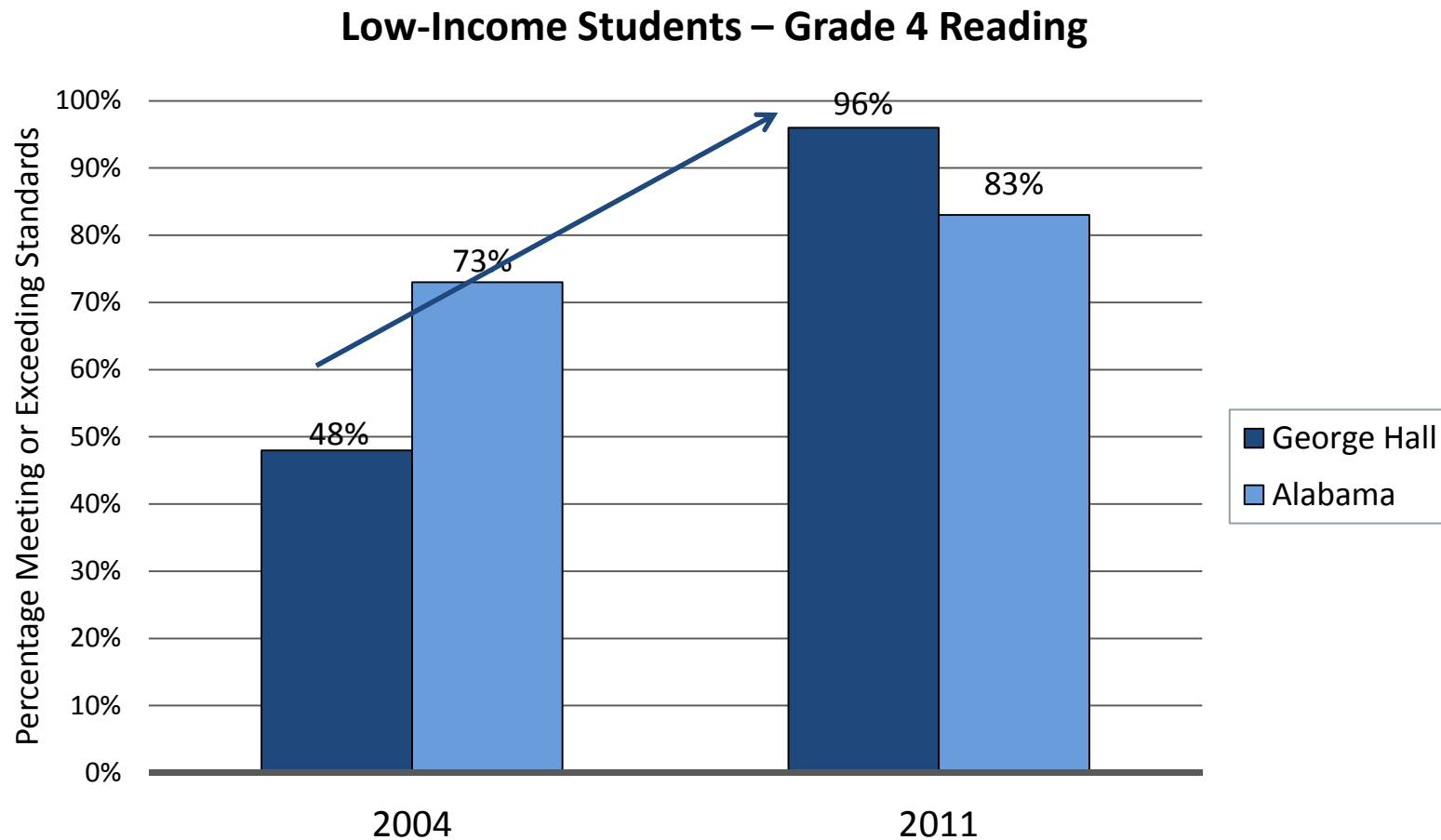


Note: Enrollment data are for 2009-10 school year

Source: Alabama Department of Education

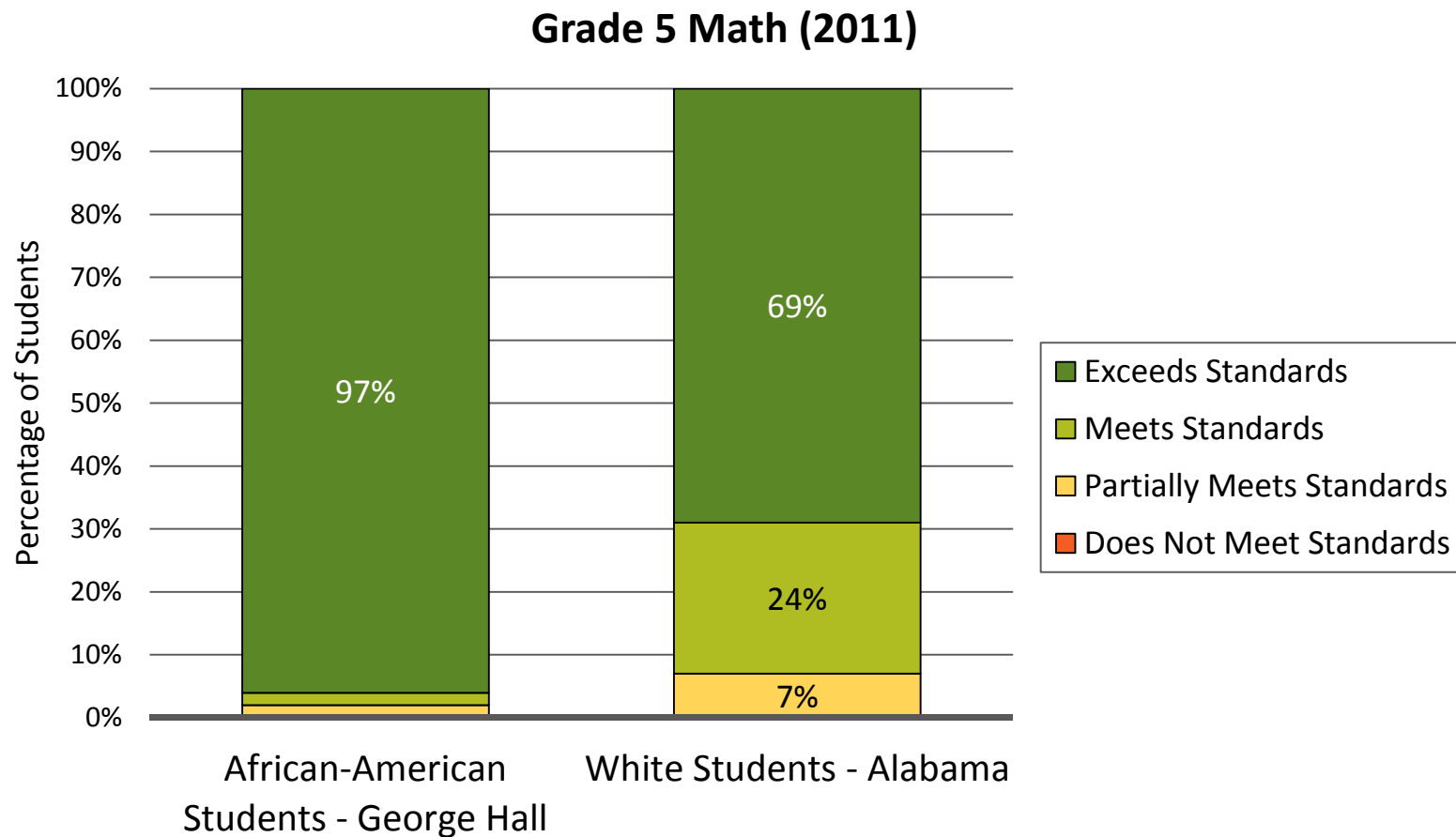


# Big Improvement at George Hall Elementary



Source: Alabama Department of Education

# Exceeding Standards: George Hall students outperform white students in Alabama



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

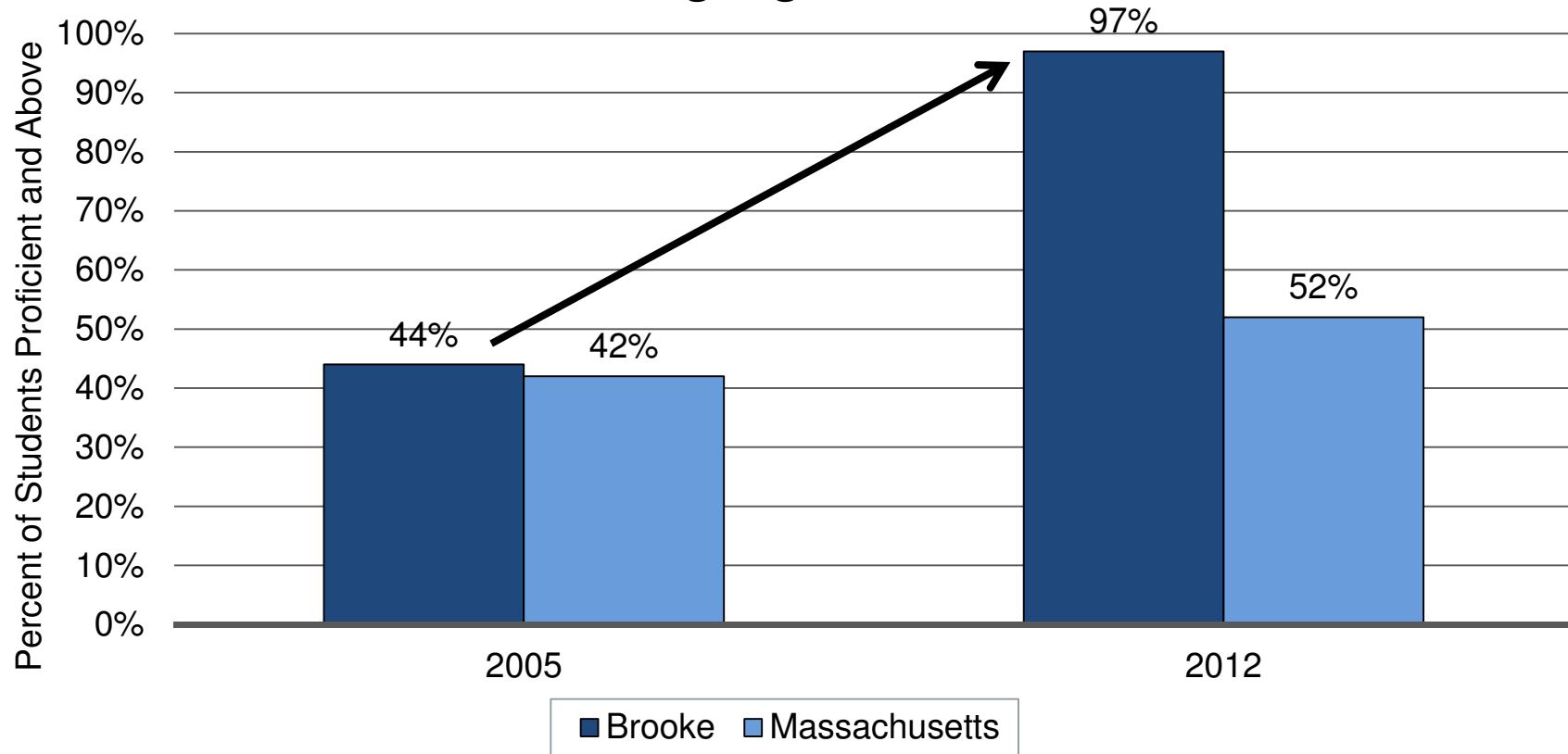


Note: Enrollment data are for 2011-12 school year.

Source: Massachusetts Department of Elementary and Secondary Education

# Improvement Over Time at Edward Brooke

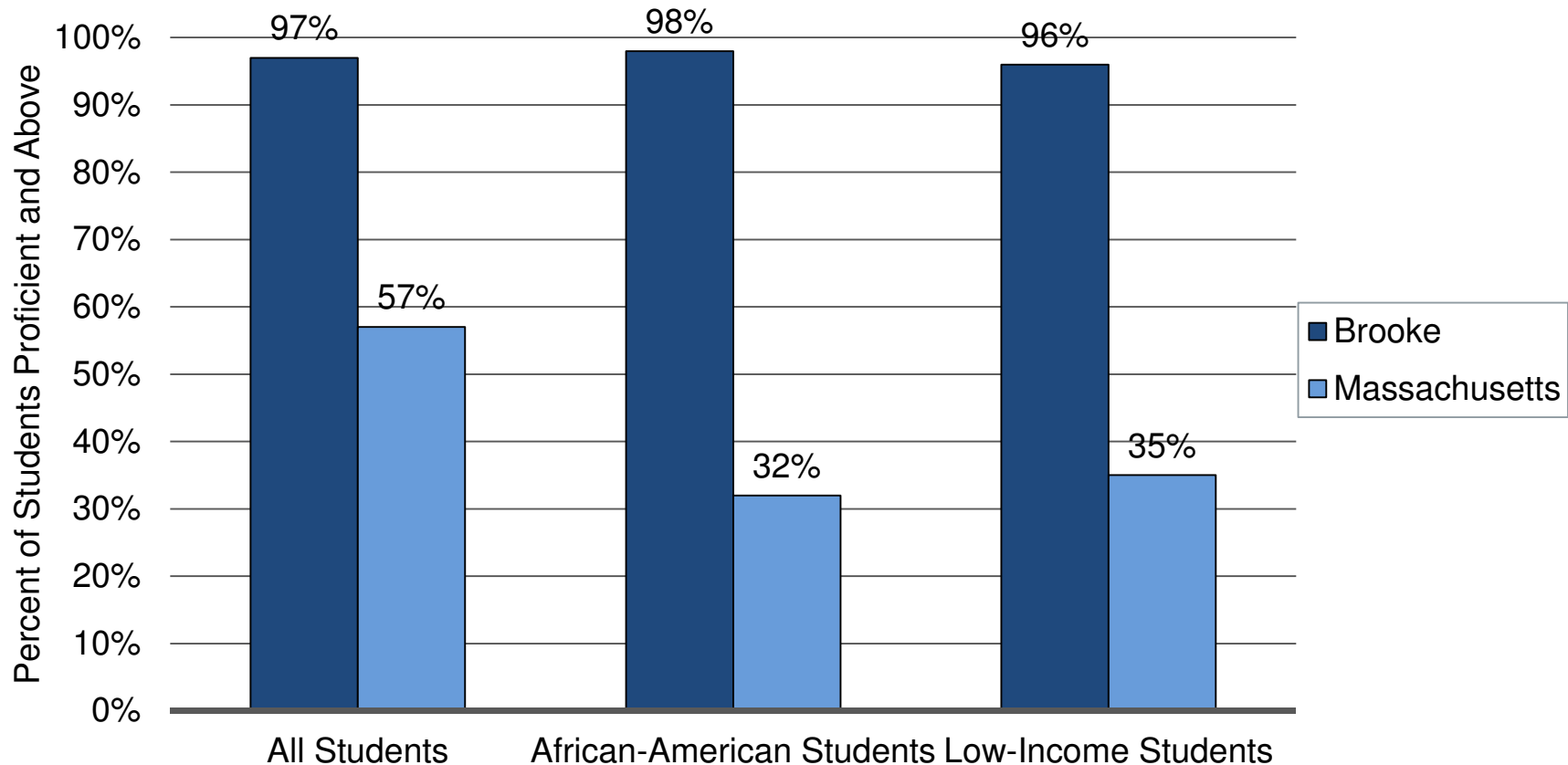
## African-American Students – Grade 7 English Language Arts



Source: Massachusetts Department of Elementary and Secondary Education

# Outperforming the State at Edward Brooke

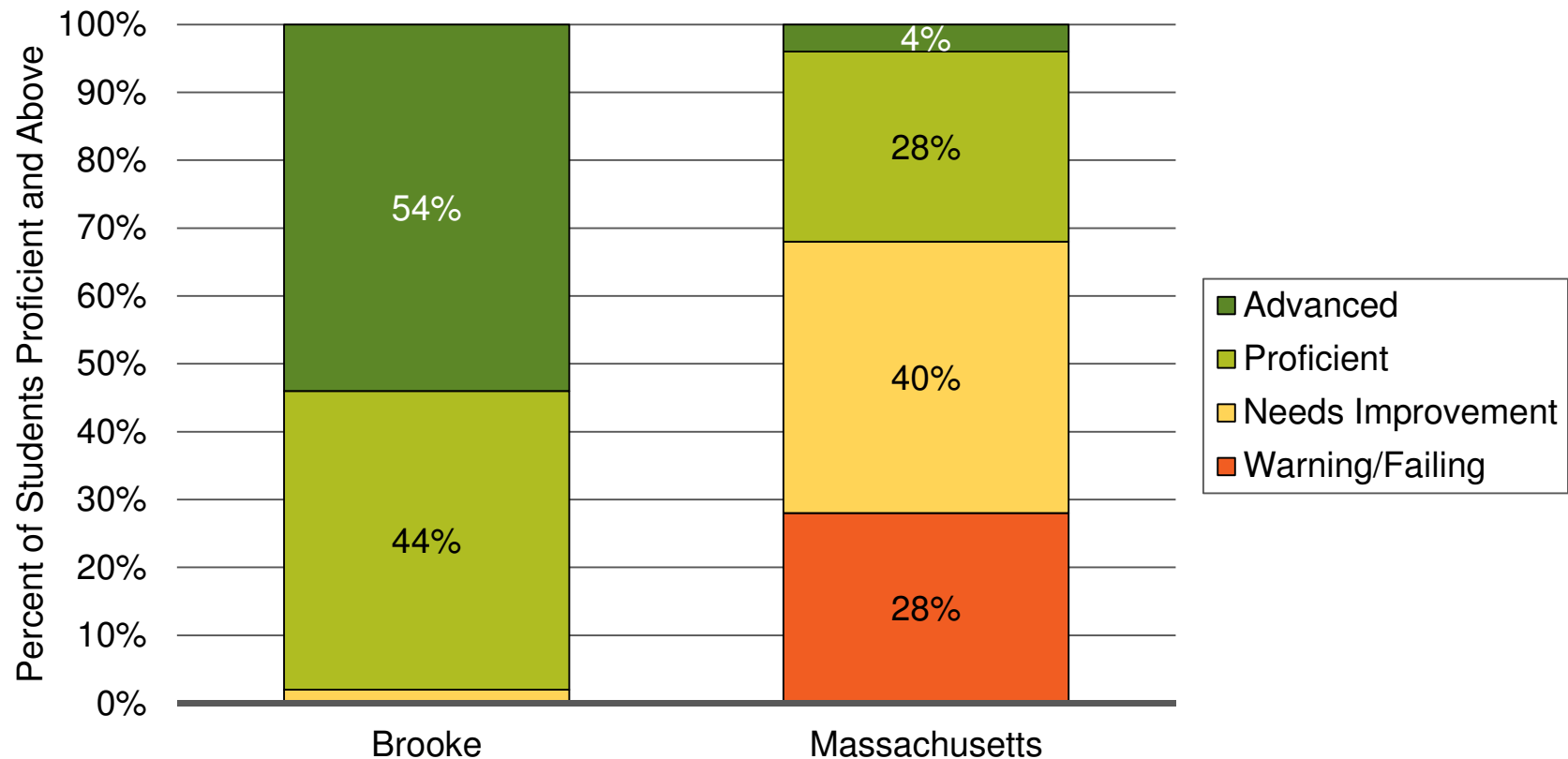
## Grade 4 English Language Arts (2012)



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

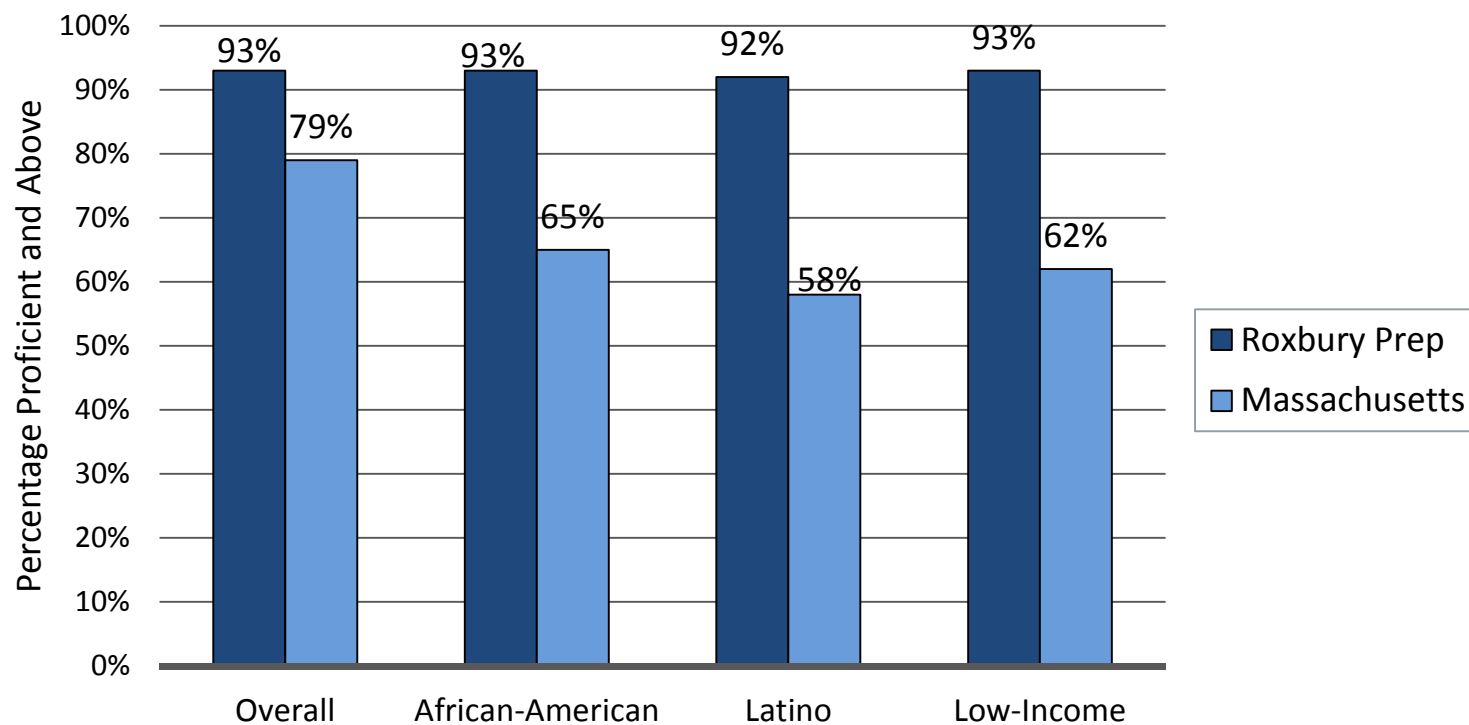
- 257 students in grades 6-8
  - 58% African American
  - 40% Latino
- 74% Low-Income



Source: Massachusetts Department of Education

# All Students Achieving at Roxbury Prep

## Grade 8 English Language Arts (2011)

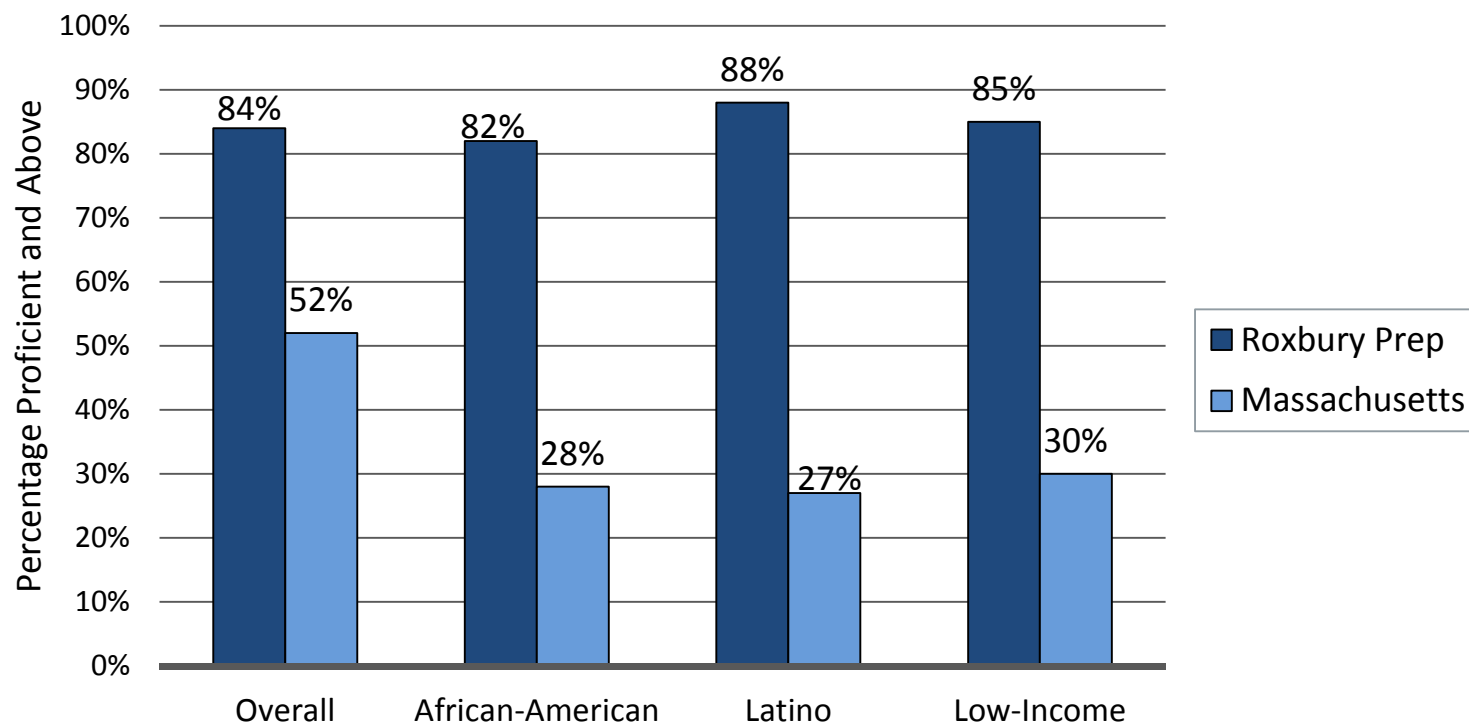


Source: Massachusetts Department of Education



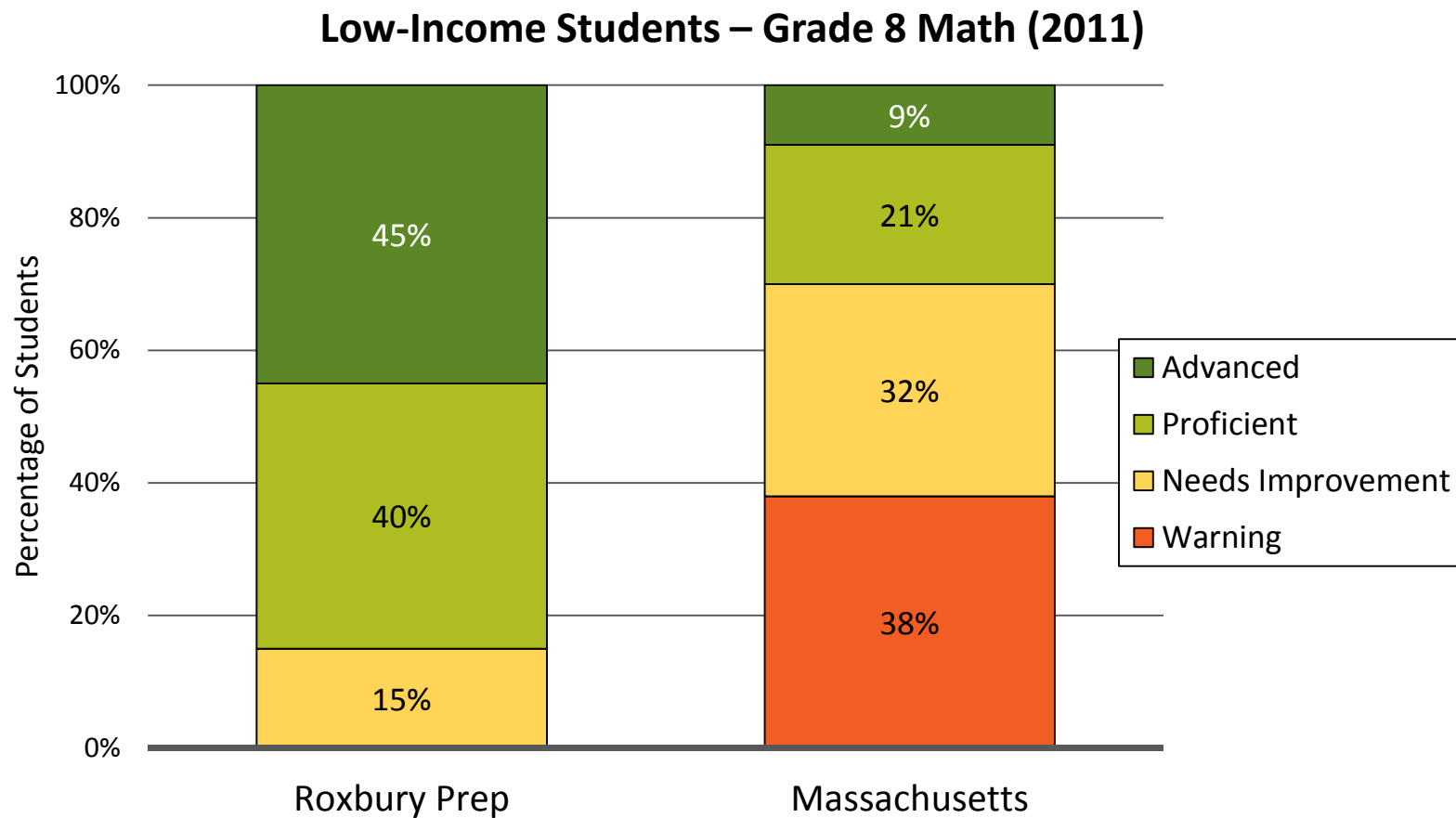
# All Students Achieving at Roxbury Prep

## Grade 8 Math (2011)



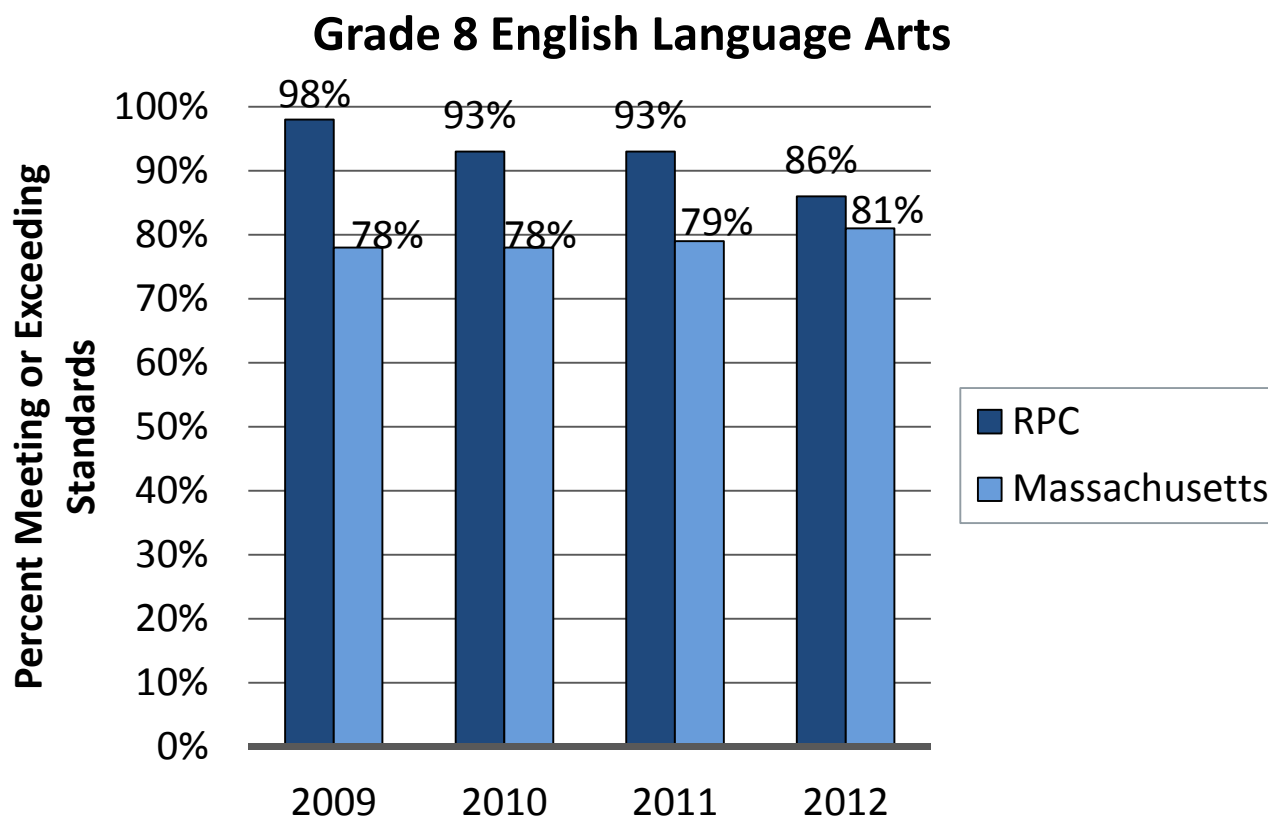
Source: Massachusetts Department of Education

# Exceeding Standards at Roxbury Prep



Source: Massachusetts Department of Education

# Consistent Performance at Roxbury Preparatory Charter School

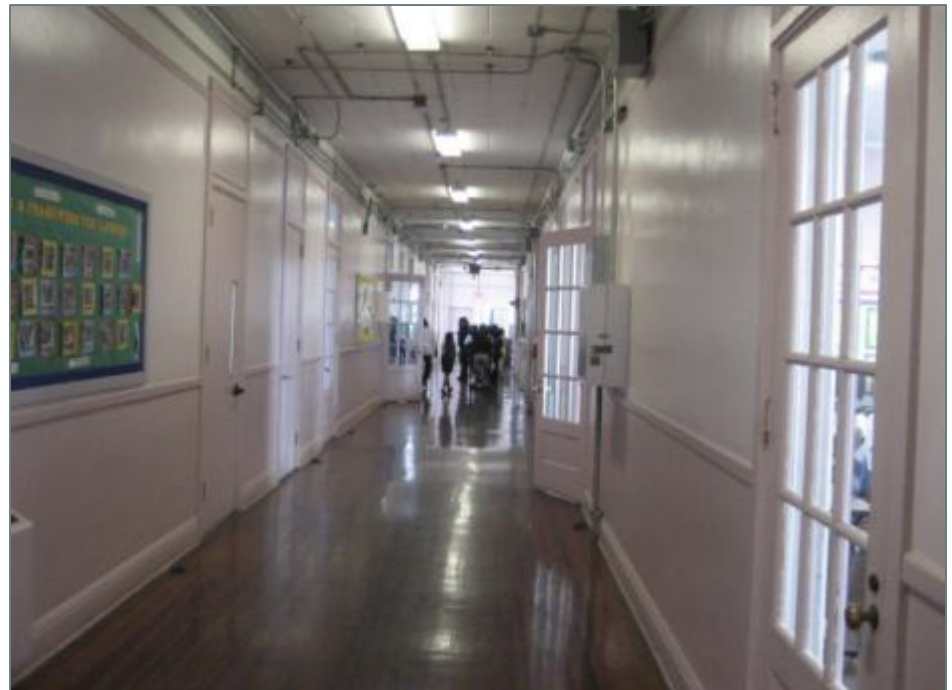


Source: Massachusetts Department of Education

# Mary McLeod Bethune Elementary School

## New Orleans, Louisiana

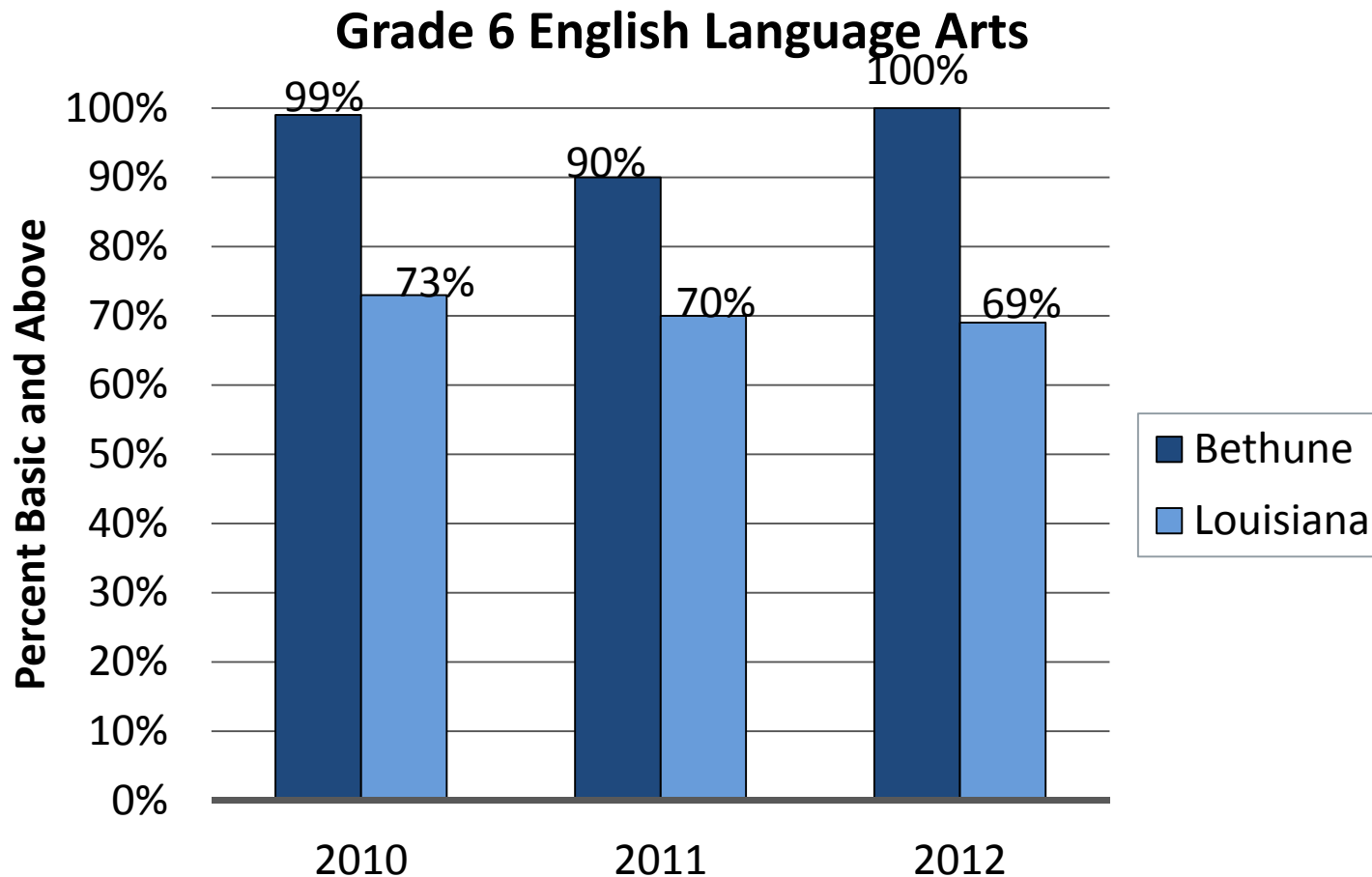
- 376 students in grades PK – 6
  - 94% African American
- >95% Low Income



Note: Enrollment and demographic data are from 2010-11  
Source: Louisiana Department of Education

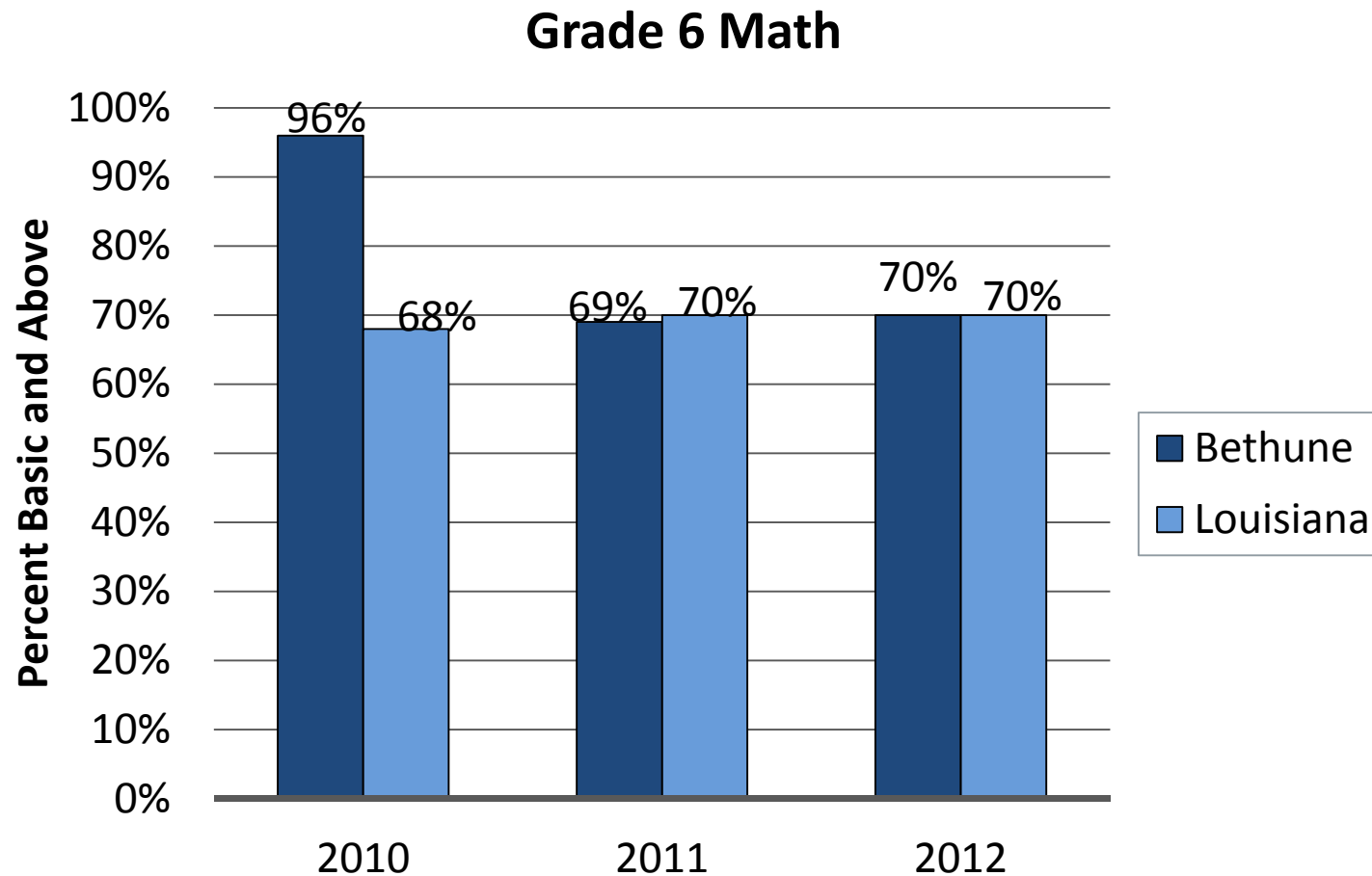
 **DISPELLING THE MYTH**  
*2010 Award Recipient*

# High Performance Over Time at Bethune Elementary School



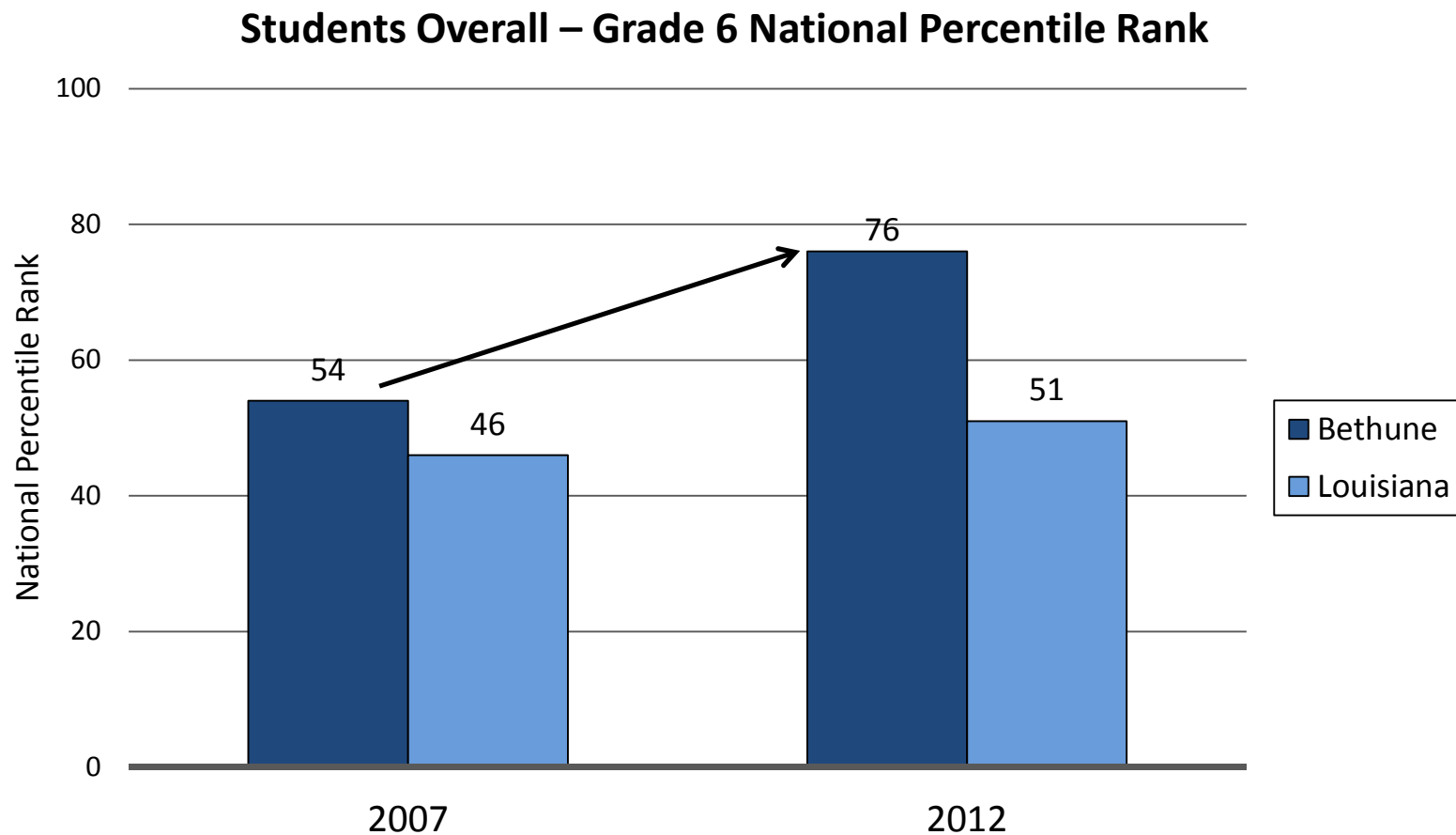
Source: Louisiana Department of Education

# Bethune Elementary School



Source: Louisiana Department of Education

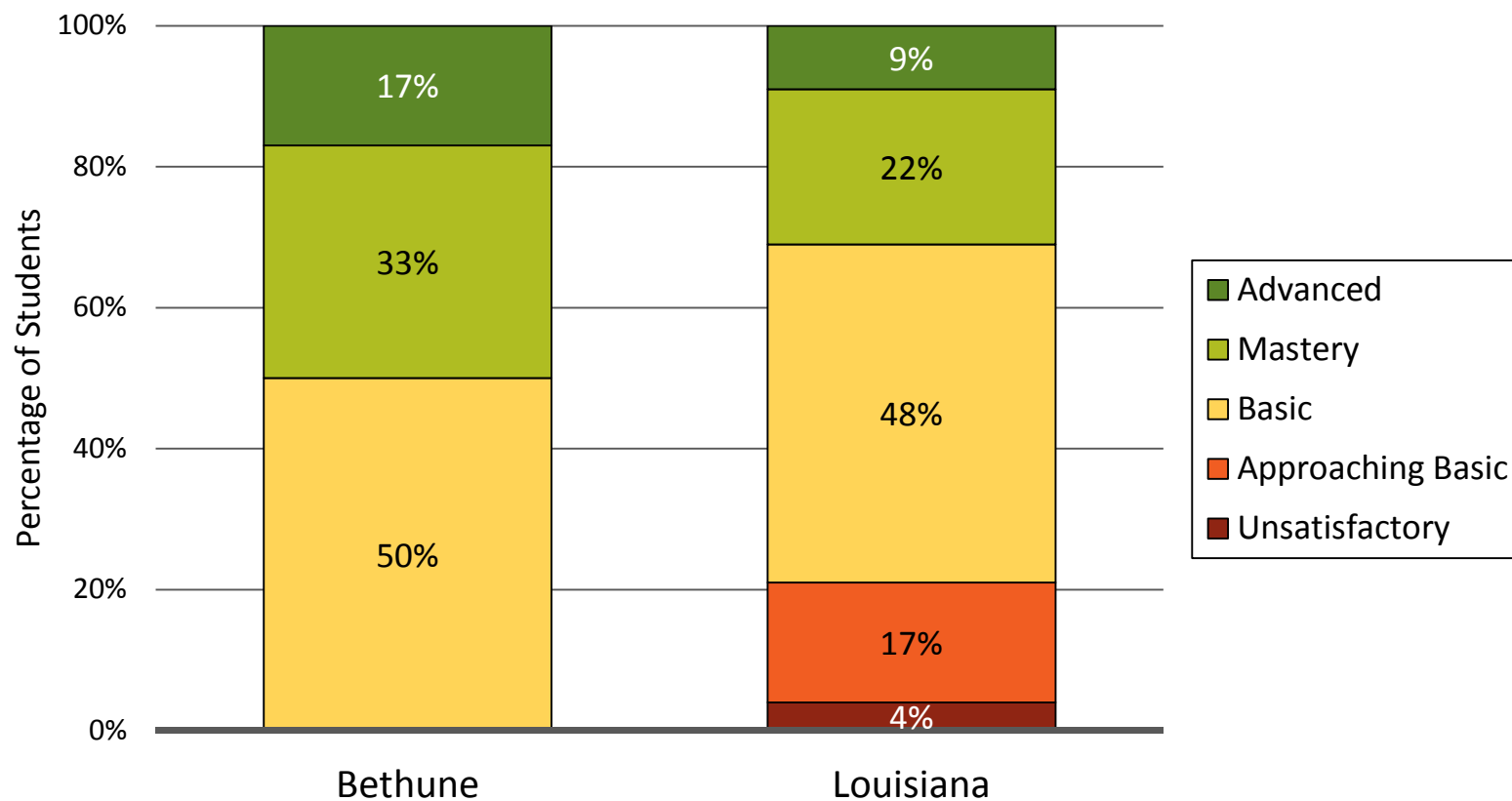
# Big Gains at Bethune Elementary



Source: Louisiana Department of Education

# Advanced Performance at Bethune Elementary

**Students Overall – Grade 6 English Language Arts (2012)**



Source: Louisiana Department of Education



# Principal Mary Haynes-Smith



# Elmont Memorial Junior-Senior High

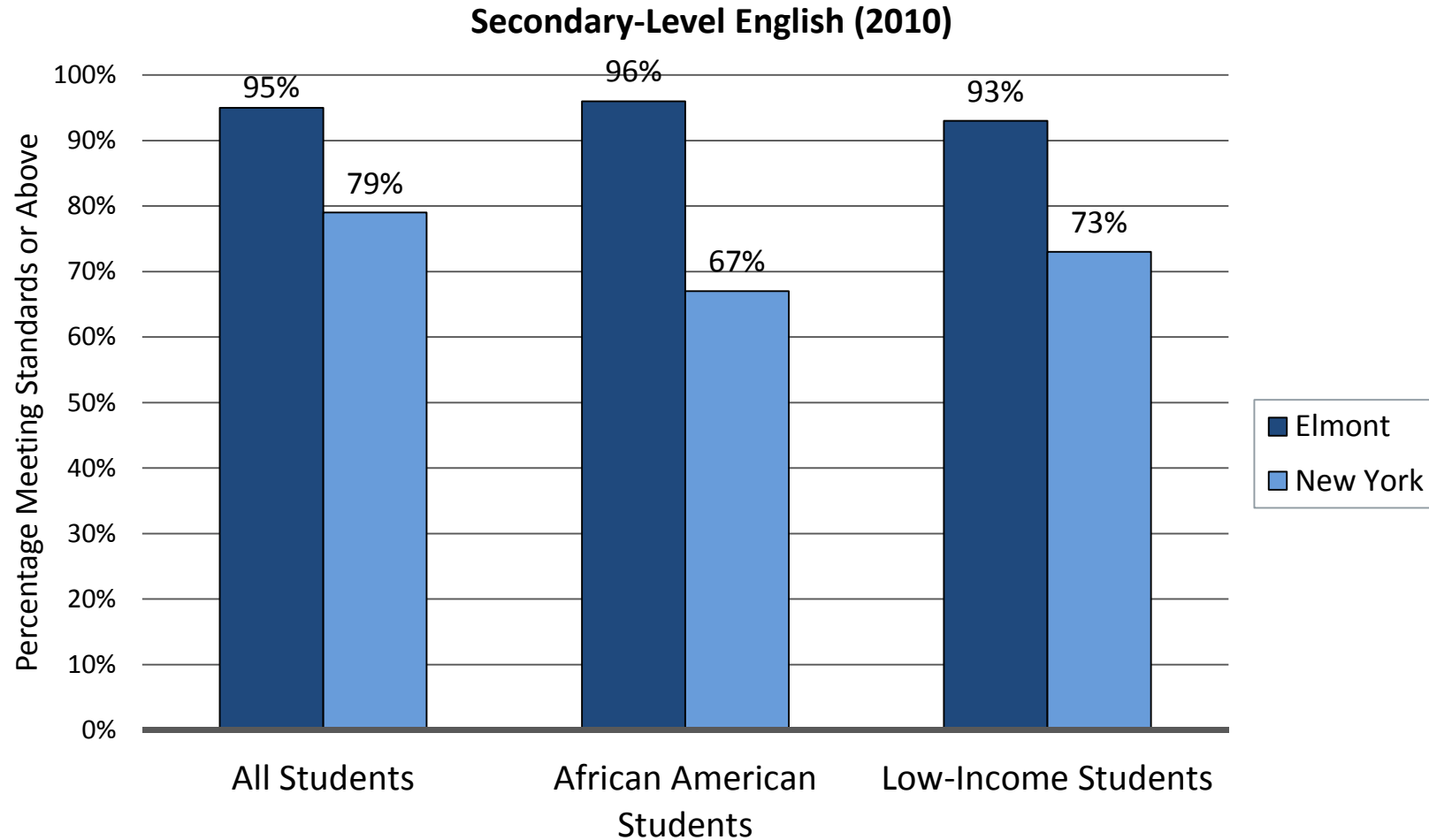
## Elmont, New York

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



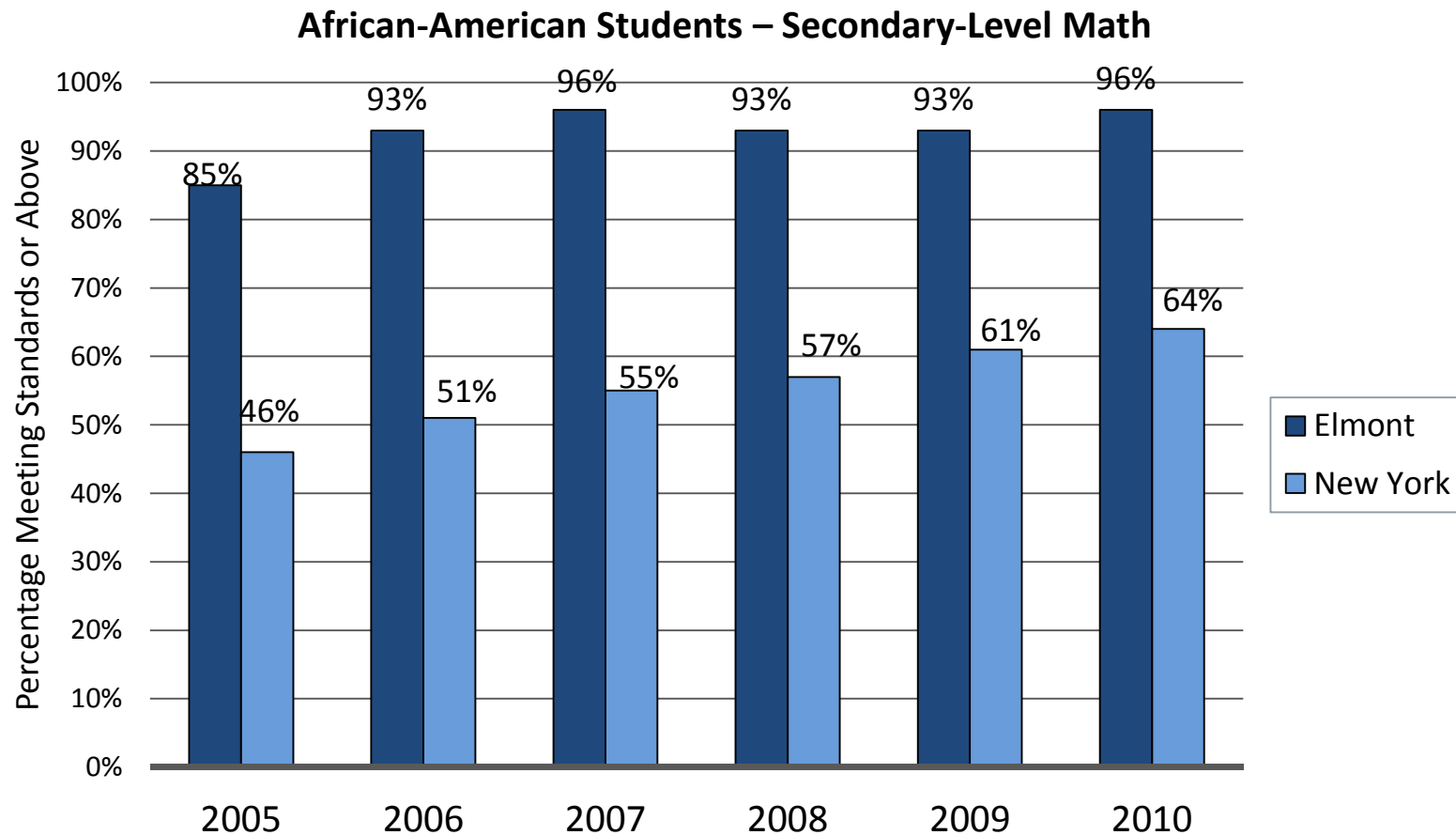
Source: New York Department of Education

# Outperforming the State at Elmont



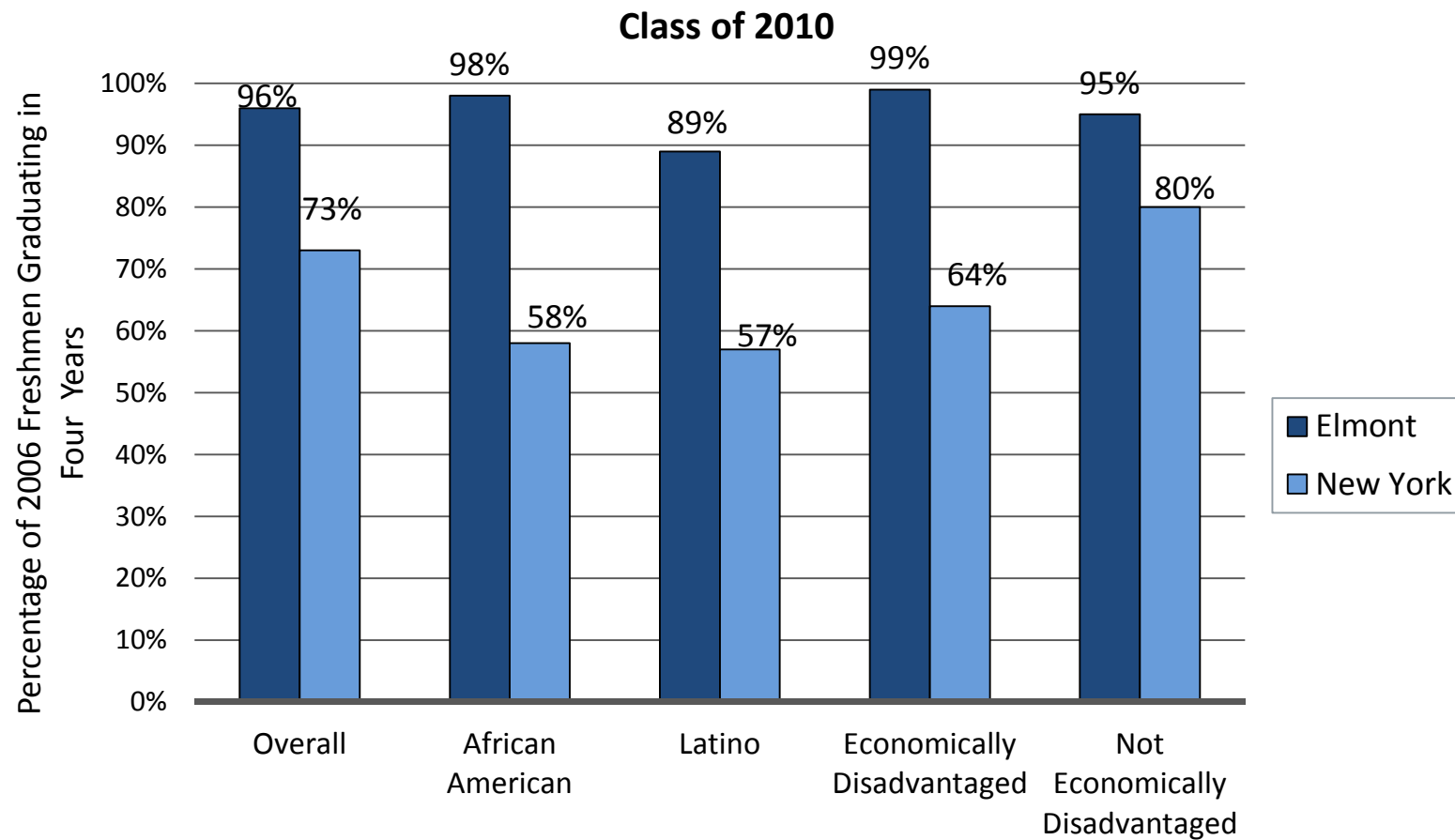
Source: New York State Department of Education

# Improvement and High Performance at Elmont Memorial Junior-Senior High

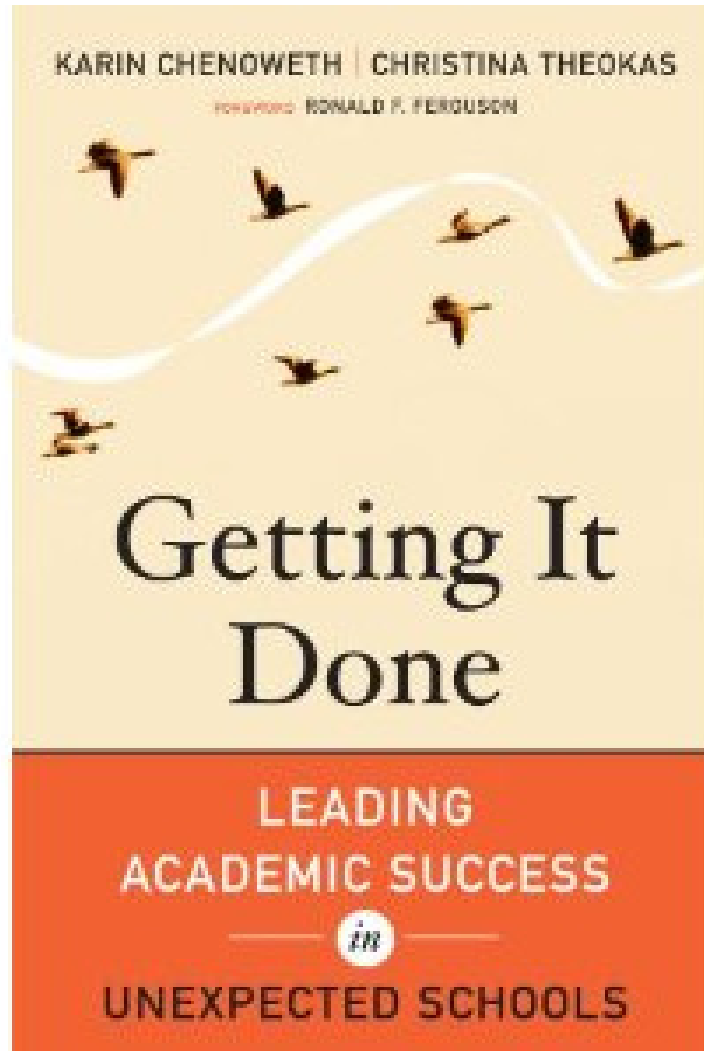


Source: New York State Department of Education

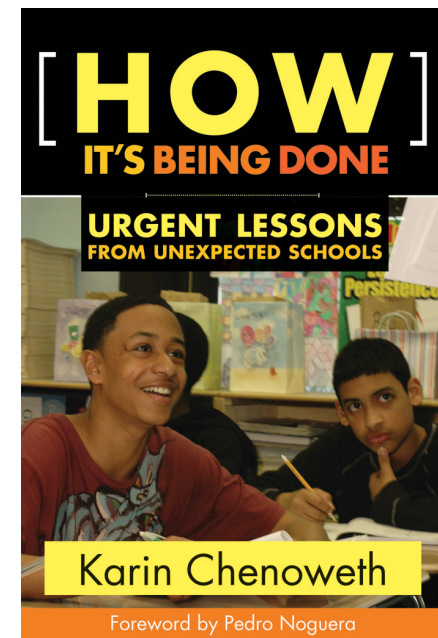
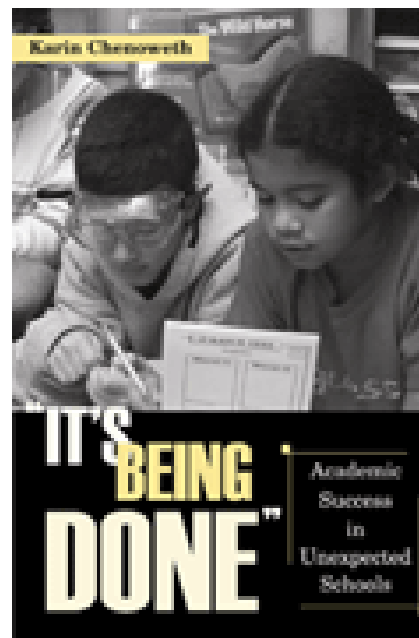
# High Graduation Rates at Elmont Memorial High School




Source: New York State Department of Education



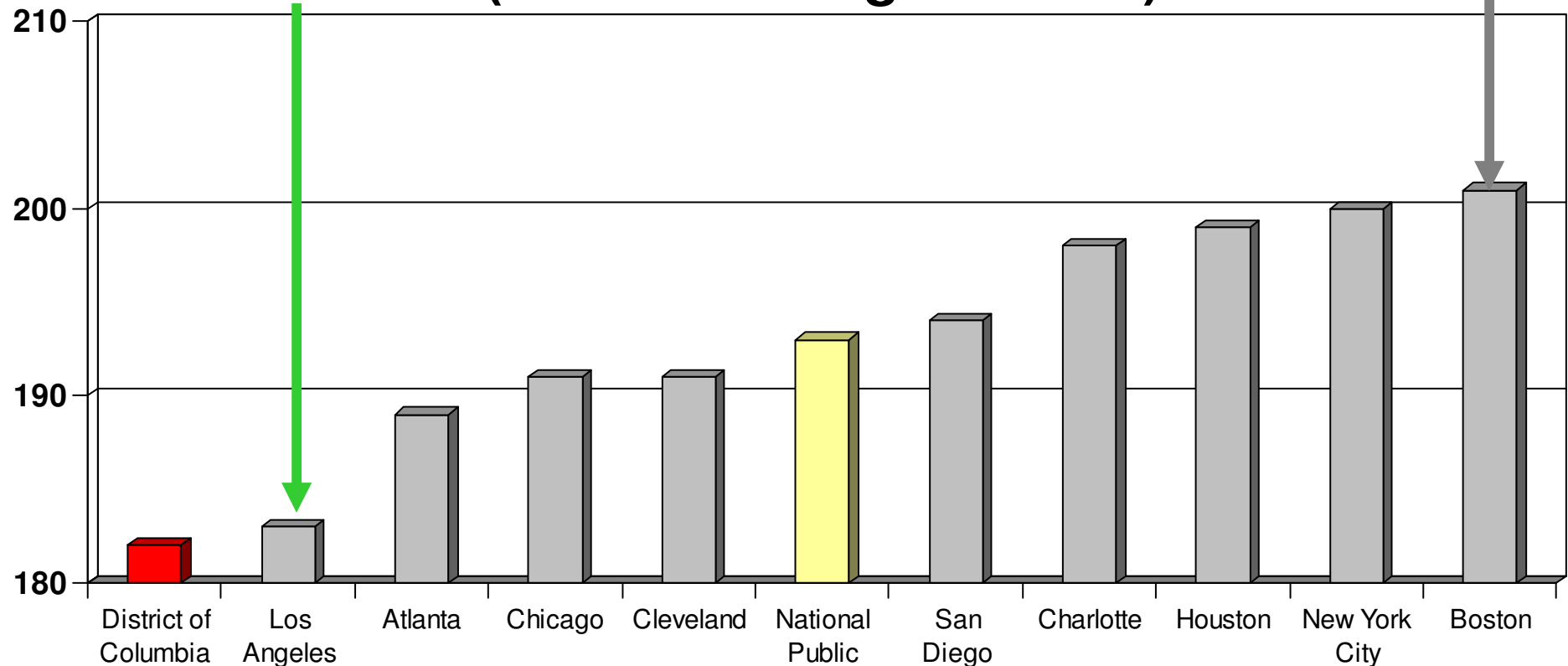
Available from  
Harvard Education Press  
and amazon.com





Very big differences at district level,  
too—even in the performance of the  
“same” group of students.

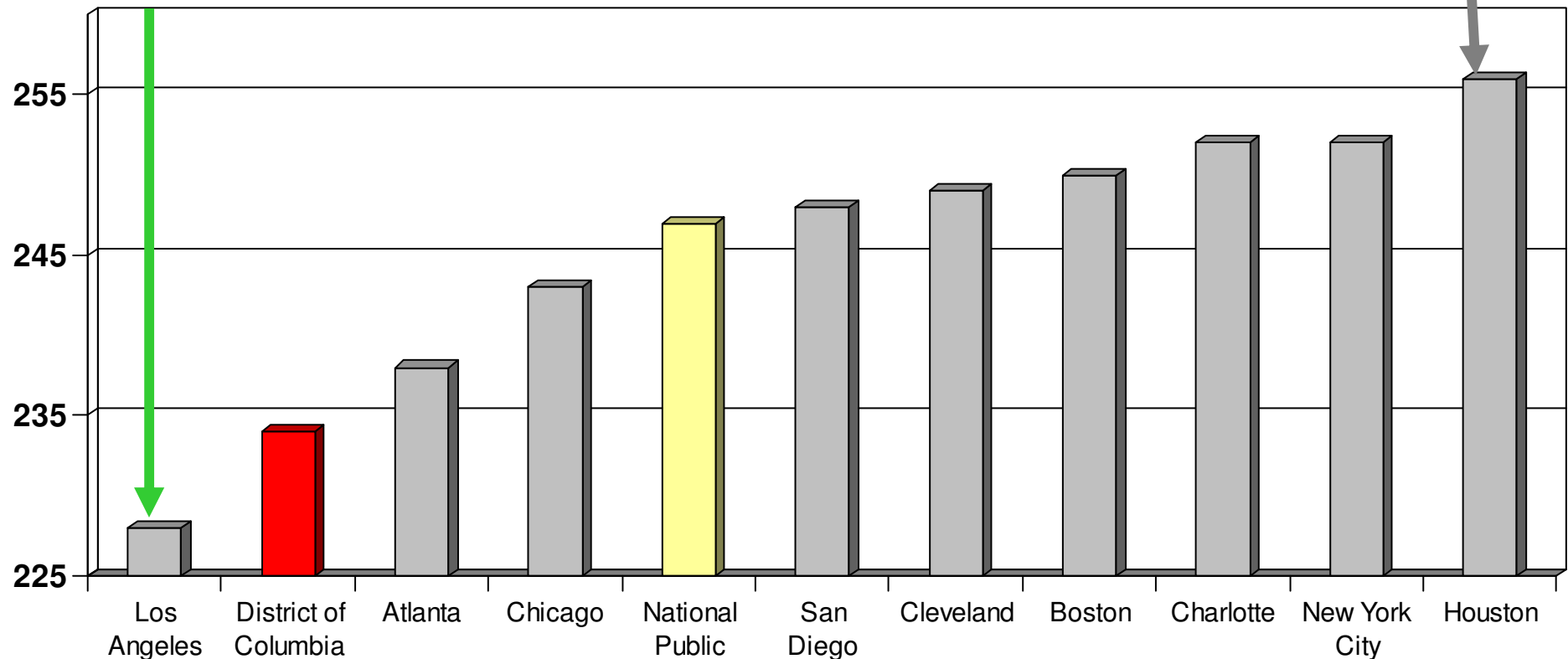
## Low-Income African American Students do Better in Some Districts (NAEP Reading 4th 2003)




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



## Low-Income African American Students do Better in Some Districts (NAEP Math 8th 2003)



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



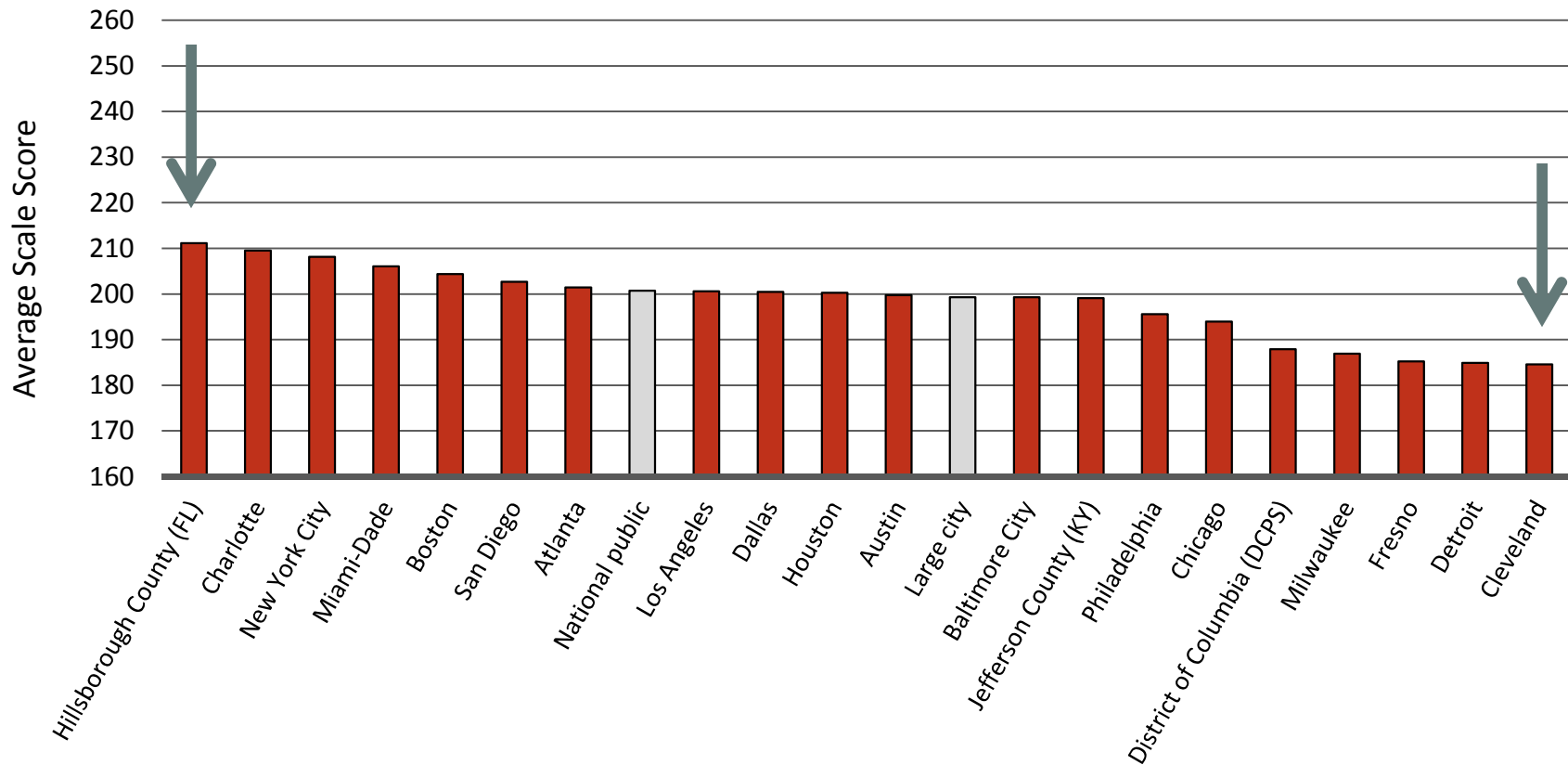
Those differences hold true  
today.

*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)

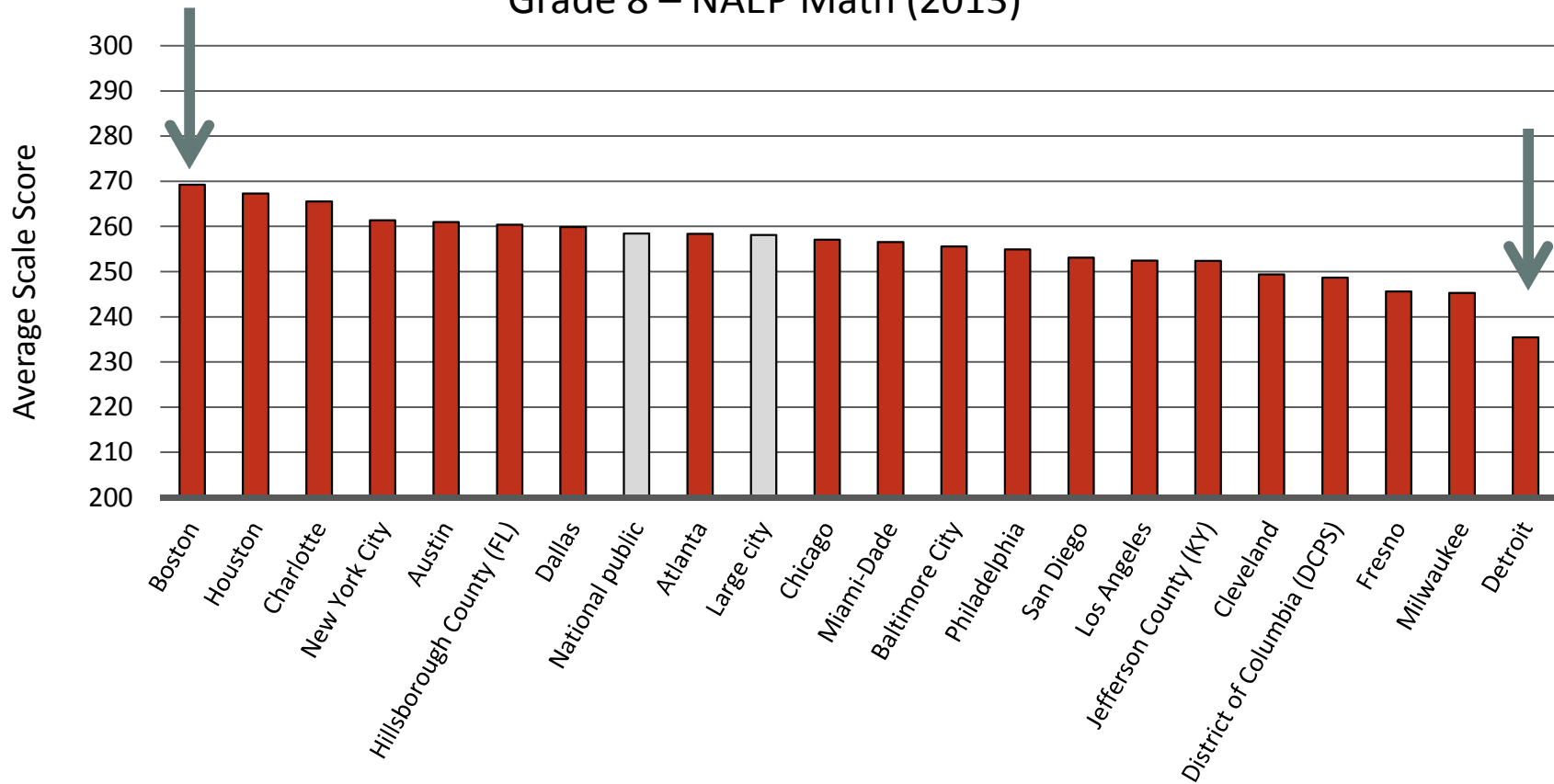


Note: Basic Scale Score = 208; Proficient Scale Score = 238

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

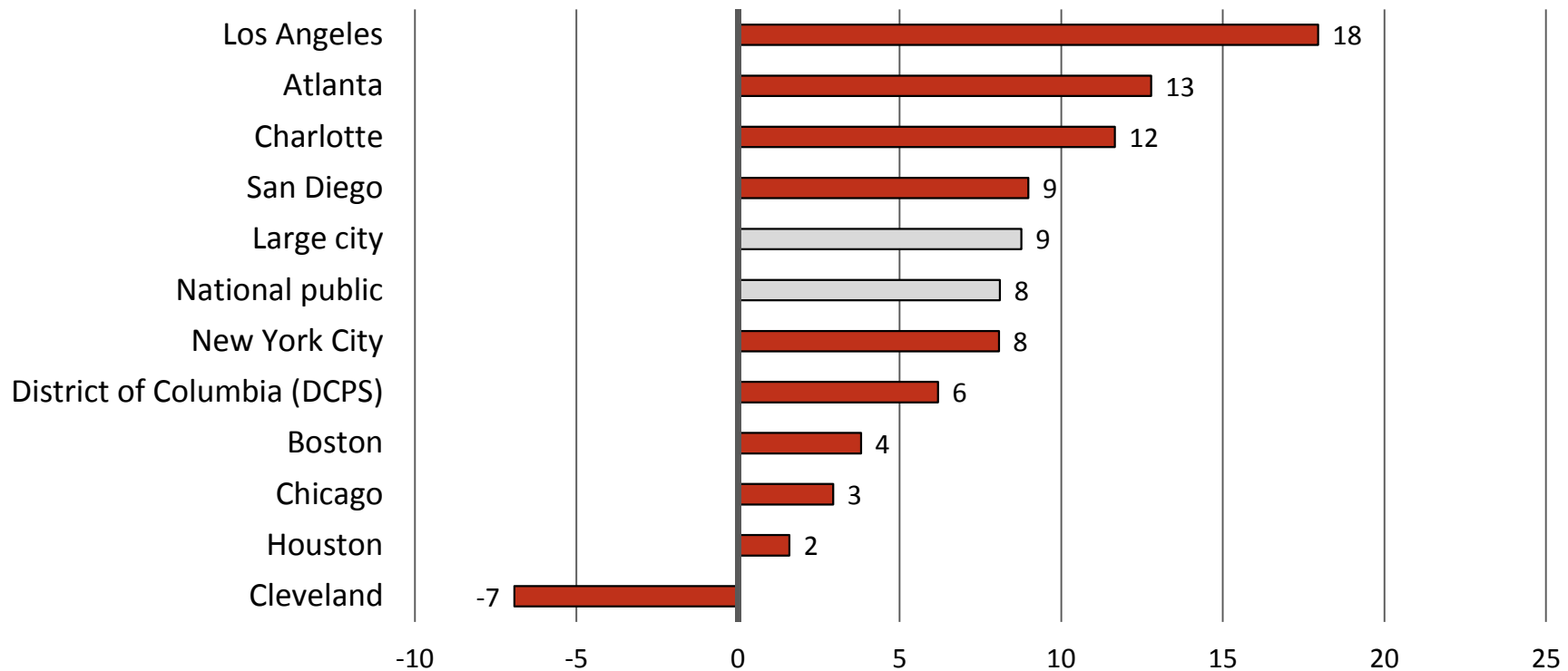
Source: NAEP Data Explorer, NCES



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)



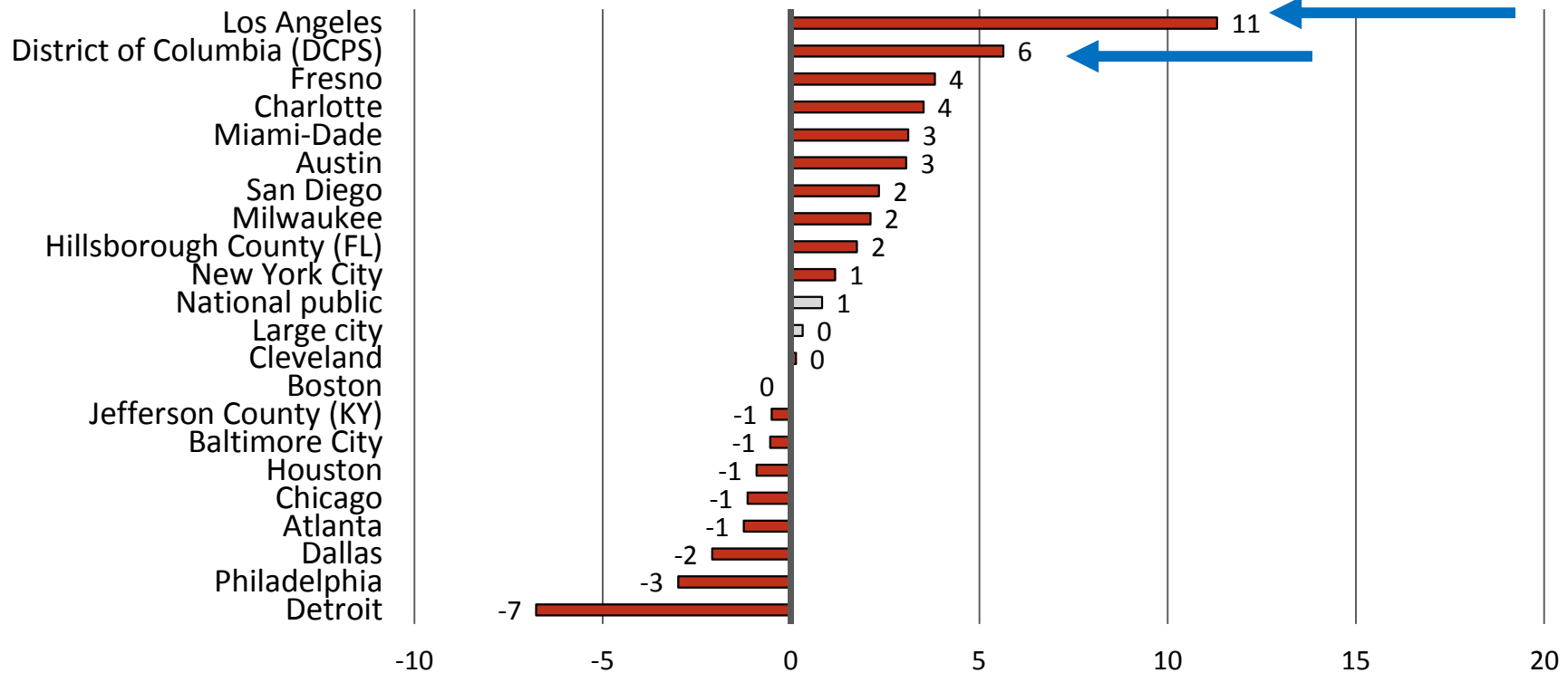
Change in Mean Scale Score, 2003-2013

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)



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

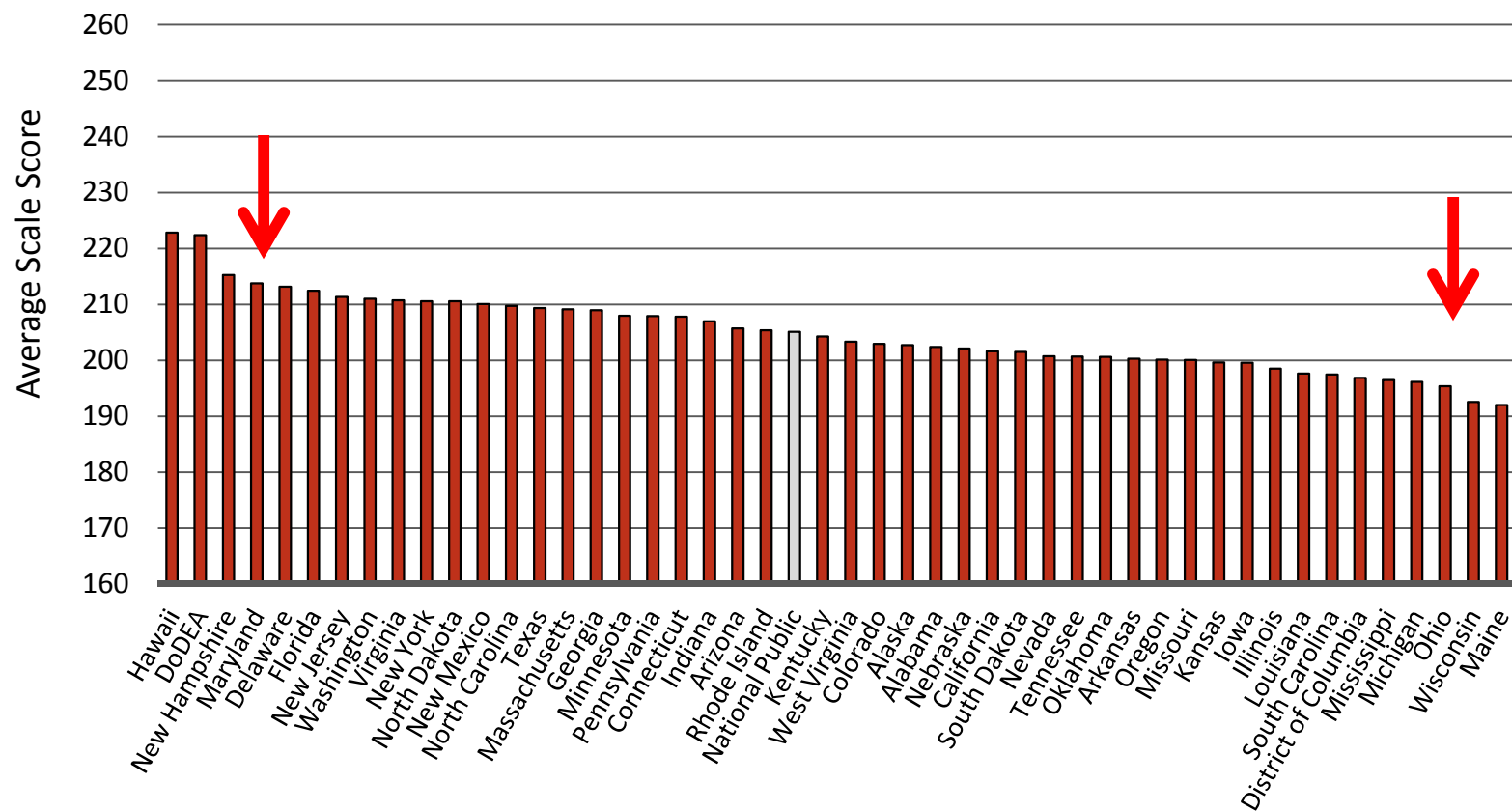


Even big differences in whole states.



# Scale Scores by State – African-American Students

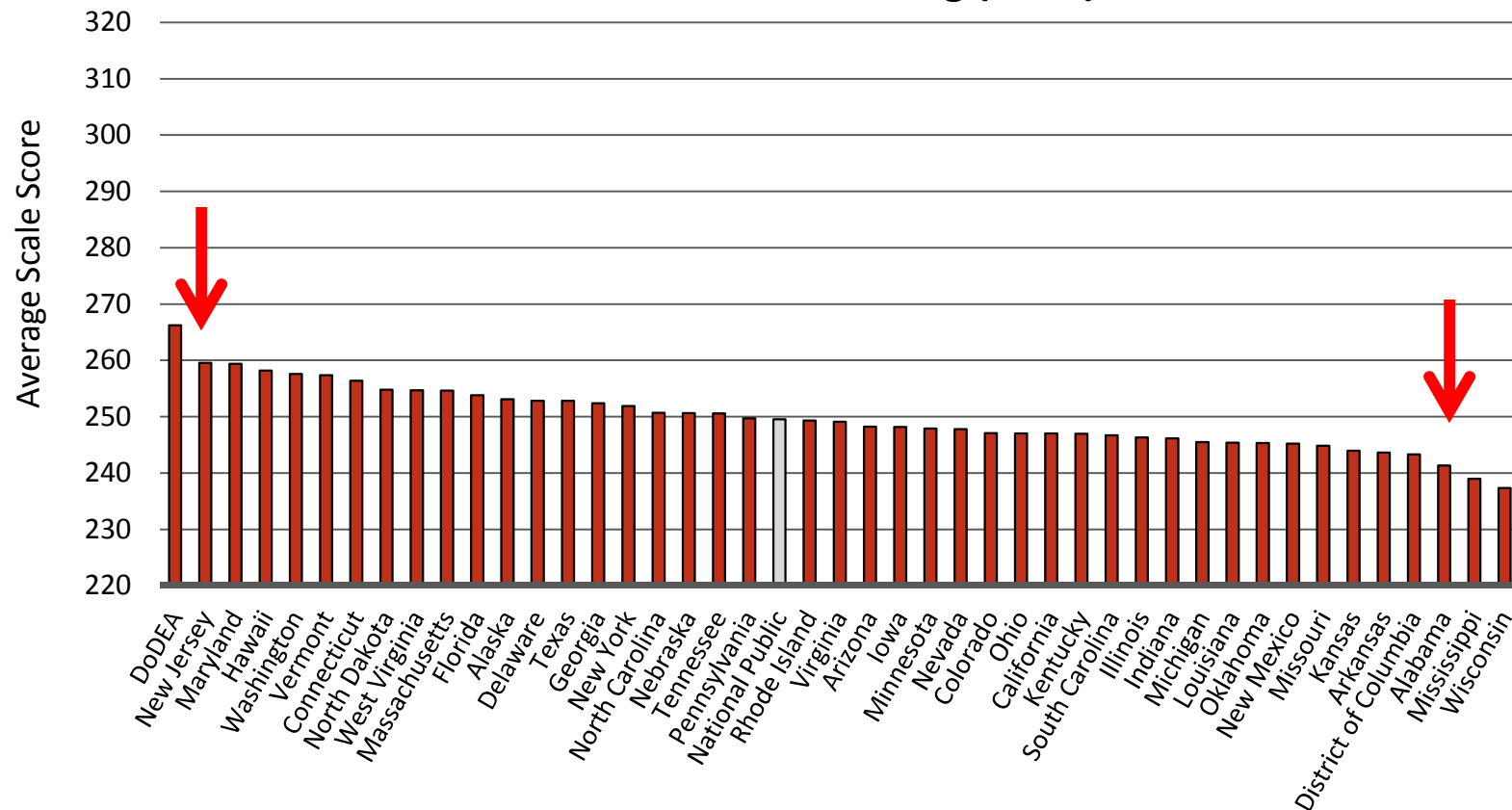
## Grade 4 – NAEP Reading (2013)



- NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

# Scale Scores by State – African American Students

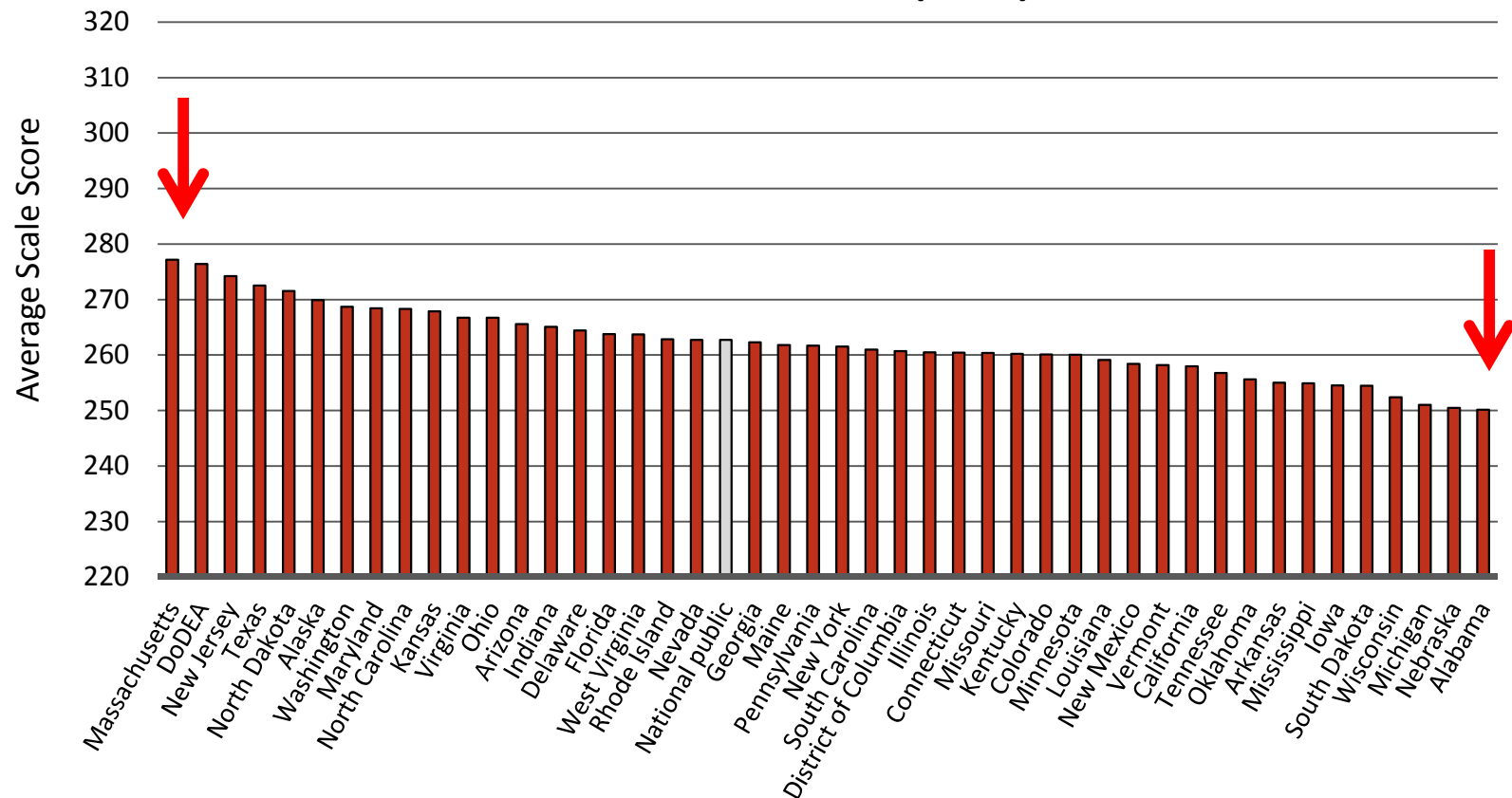
## Grade 8 – NAEP Reading (2013)



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)

State	Gain
Pennsylvania	17
Florida	15
Alabama	14
Minnesota	14
Maryland	14

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

# NAEP Grade 8 Reading – African-American Students

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

State	Gain
Nevada	15
Florida	15
Maryland	14
Connecticut	12
New Jersey	12
Tennessee	12

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

# NAEP Grade 4 Math – African-American Students

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

State	Gain
Arkansas	17
Arizona	15
Rhode Island	14
Pennsylvania	14
Minnesota	13
Tennessee	13
Florida	13

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

# NAEP Grade 8 Math – African-American Students

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

State	Gain
New Jersey	21
Rhode Island	19
Massachusetts	17
Kansas	16
Arkansas	16
Florida	15
Tennessee	15
Pennsylvania	15

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



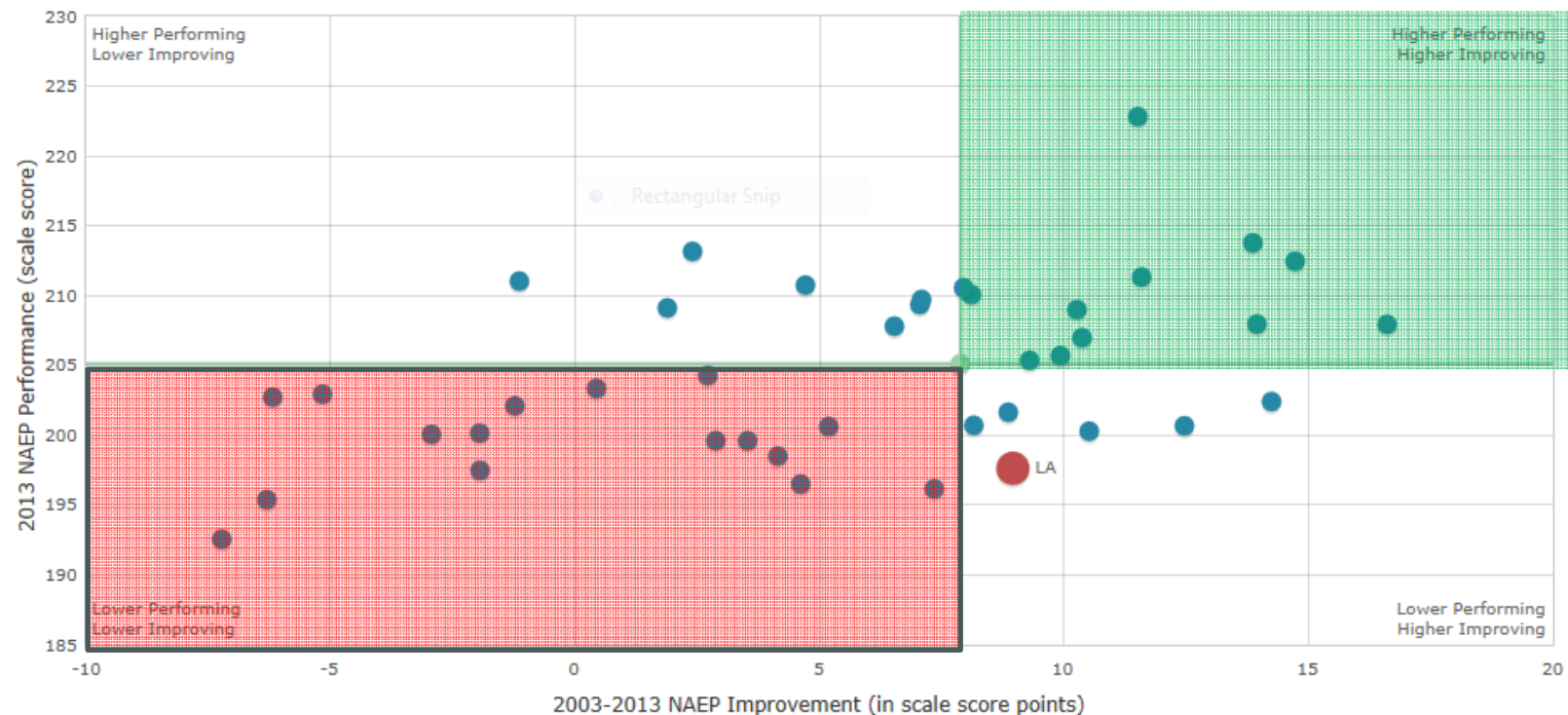


# Looking at Performance and Improvement Together

Using the Education Trust's State  
Performance and Improvement Tool

# 4<sup>th</sup> Grade Reading, Performance and Improvement for Black Students: Louisiana

4th Grade Reading - African American




Source:

# 8<sup>th</sup> Grade Math Performance and Improvement for Black Students: Louisiana

8th Grade Math - African American



Source:



Big differences at the college level,  
as well.

# College Results Online

## www.collegeresults.org


**COLLEGE RESULTS ONLINE**

  
The Education Trust

HomeChoose a CollegeCompare CollegesAdvanced Search

### CHOOSE A COLLEGE

Type in all or part of the name of a specific college to see its graduation rates and related information along with information about a comparison group of 15, 25 or 50 similar colleges.  
[View more search options >>>](#)



### COMPARE COLLEGES

Create your own group of colleges to compare their graduation rates and related information.



### ADVANCED SEARCH

Compare graduation rates for a group of colleges that you select based on specific student and institutional characteristics.



### About College Results Online

College Results Online (CRO) is an interactive, user-friendly Web tool designed to provide policymakers, counselors, parents, students, and others with information about college graduation rates for nearly any four-year college or university in the country. CRO allows users to:

- Examine colleges' graduation rates, and see how those rates have changed over time.
- Compare graduation rates of similar colleges serving similar students.
- Learn about colleges' track records in graduating diverse groups of students.

This information reveals that some colleges do a much better job of graduating students than others. It also shows that at many colleges, significant gaps exist in graduation rates between white students and students of color. But, it also provides powerful examples of colleges that prove that low graduation rates - especially for diverse students - are not inevitable.

[Recent Education Trust reports and analyses on graduation rates](#)

# Research Institutions

## Similar Students, Different Results

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

Source: College Results Online, 2013: [www.collegeresults.org](http://www.collegeresults.org).

# Research Institutions

## Similar Students, Different Results

	Median SAT	Size	% Pell	% URM	Overall Grad Rate	URM Grad Rate
Florida State University	1,185	29,291	28%	25.2%	73.8%	71%
University of Arizona	1,085	28,174	32%	23.8%	61.4%	53.1%

Source: College Results Online, 2013: [www.collegeresults.org](http://www.collegeresults.org).


# Historically Black Colleges

## Similar Students, Different Results

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

Source: College Results Online, 2013: [www.collegeresults.org](http://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**

	Undergrad FTE Fall 2009 Enrollment	% Black among Undergrad FTE Fall 2009 Enrollment	Overall Six-Year Grad Rate 2010	Black Six-Year Grad Rate 2004	Black Six-Year Grad Rate 2010	Change in Black Six-Year Grad Rates 2004-2010
1. California University of Pennsylvania (PA)	6,735	6.8%	55.1%	27.5%	60.5%	33.0
2. California State Polytechnic University-Pomona (CA)	17,806	3.5%	56.6%	24.3%	53.9%	29.6
3. Towson University (MD)	15,903	12.2%	68.2%	51.2%	74.0%	22.8
4. Appalachian State University (NC)	14,368	3.1%	65.9%	42.5%	64.6%	22.1
5. University of North Carolina-Wilmington (NC)	10,855	4.6%	65.9%	40.0%	61.4%	21.4
6. San Jose State University (CA)	20,294	4.9%	48.0%	23.9%	43.5%	19.6
7. New Mexico State University-Main Campus (NM)	13,321	3.3%	44.7%	20.0%	39.1%	19.1
8. Slippery Rock University of Pennsylvania (PA)	7,442	5.4%	60.6%	25.7%	44.1%	18.4
9. Texas Tech University (TX)	22,786	4.7%	62.6%	47.0%	65.4%	18.4
10. University of Louisville (KY)	13,146	12.5%	48.6%	24.4%	41.1%	16.7
11. San Francisco State University (CA)	21,853	5.5%	48.0%	25.9%	41.9%	16.0
12. SUNY College at Old Westbury (NY)	3,407	33.1%	39.4%	31.6%	47.6%	16.0


Source: Advancing to Completion, 2012, The Education Trust.

# 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**

	Undergrad FTE Fall 2009 Enrollment	% Black among Undergrad FTE Fall 2009 Enrollment	Black Six-Year Grad Rate 2004	White Six-Year Grad Rate 2004	Black Six-Year Grad Rate 2010	White Six-Year Grad Rate 2010	White-Black Grad-Rate Gap 2004	White-Black Grad-Rate Gap 2010
1. SUNY College at Old Westbury (NY)	3,407	33.1%	31.6%	18.2%	47.6%	28.2%	-13.4	-19.4
2. Stony Brook University (NY)	15,544	6.6%	62.5%	53.3%	71.3%	58.7%	-9.2	-12.6
3. University of California-Riverside (CA)	16,665	7.9%	69.3%	60.9%	72.2%	60.4%	-8.4	-11.8
4. Radford University (VA)	7,551	5.5%	64.8%	56.0%	63.7%	56.7%	-8.8	-7.0
5. Georgia State University (GA)	18,758	33.0%	47.6%	36.5%	50.9%	44.5%	-11.1	-6.4
6. Old Dominion University (VA)	15,268	24.0%	45.0%	46.7%	52.8%	48.4%	1.7	-4.4
7. Sam Houston State University (TX)	13,005	16.4%	44.0%	39.1%	52.9%	49.0%	-4.9	-3.9
8. SUNY at Albany (NY)	12,584	10.2%	64.7%	61.3%	71.0%	67.1%	-3.4	-3.9
9. Kennesaw State University (GA)	17,107	12.3%	33.3%	30.6%	43.5%	40.0%	-2.7	-3.5
10. University of California-Santa Cruz (CA)	14,961	2.7%	78.2%	69.9%	75.6%	75.1%	-8.3	-0.5
11. Coastal Carolina University (SC)	7,399	14.7%	42.4%	38.8%	43.6%	43.2%	-3.6	-0.4
12. East Carolina University (NC)	19,414	14.2%	52.7%	53.7%	56.4%	56.2%	1.0	-0.2
13. Winthrop University (SC)	4,681	26.9%	63.5%	53.6%	54.4%	54.3%	-9.9	-0.1
14. University of North Carolina at Greensboro (NC)	14,412	22.5%	51.5%	51.0%	52.3%	53.1%	-0.5	0.8
15. Florida State University (FL)	28,738	10.2%	67.8%	65.7%	72.7%	74.1%	-2.1	1.4

Source: Advancing to Completion, 2012, The Education Trust.

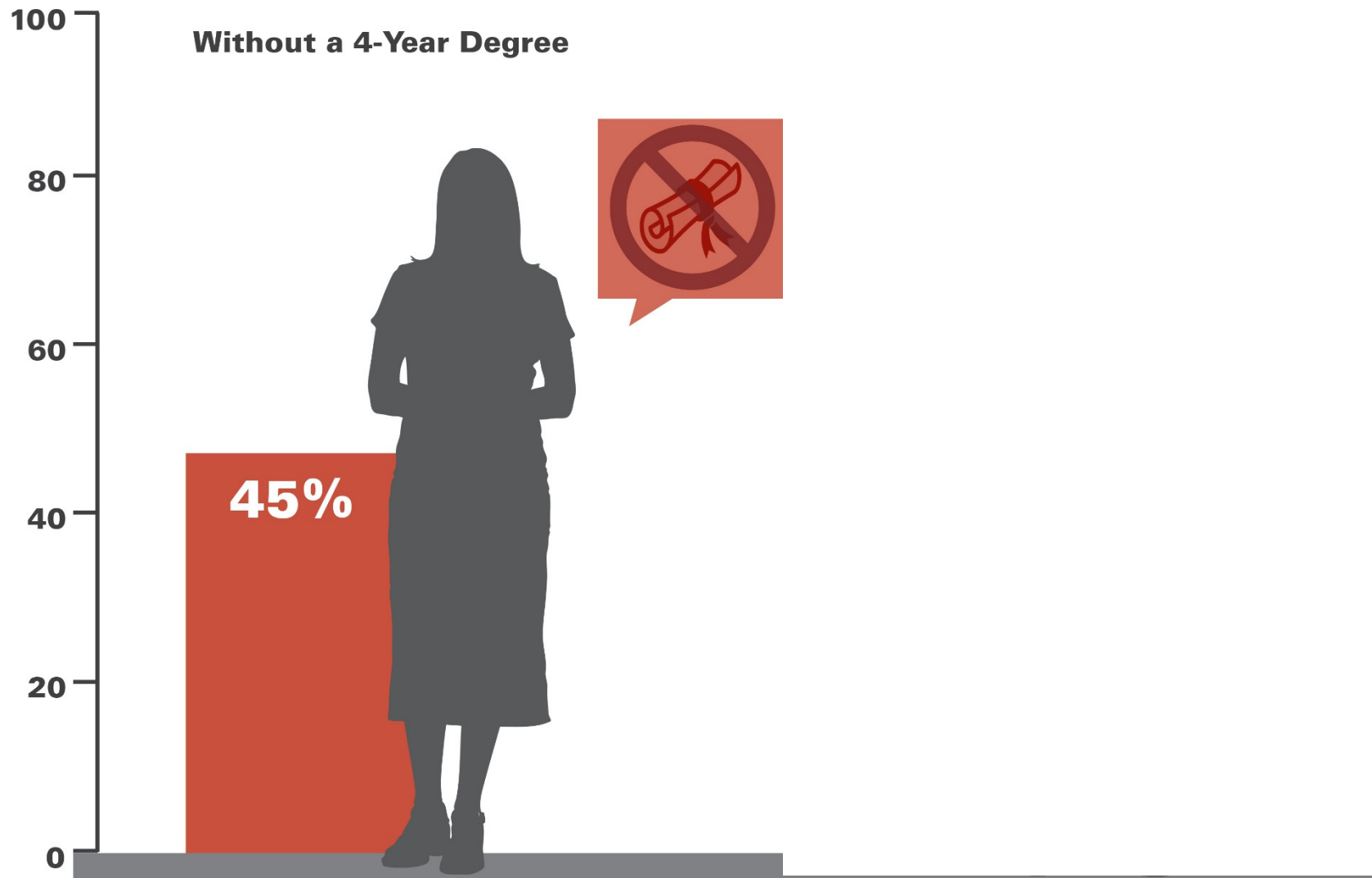


Bottom Line:  
What schools and colleges do  
**MATTERS!**



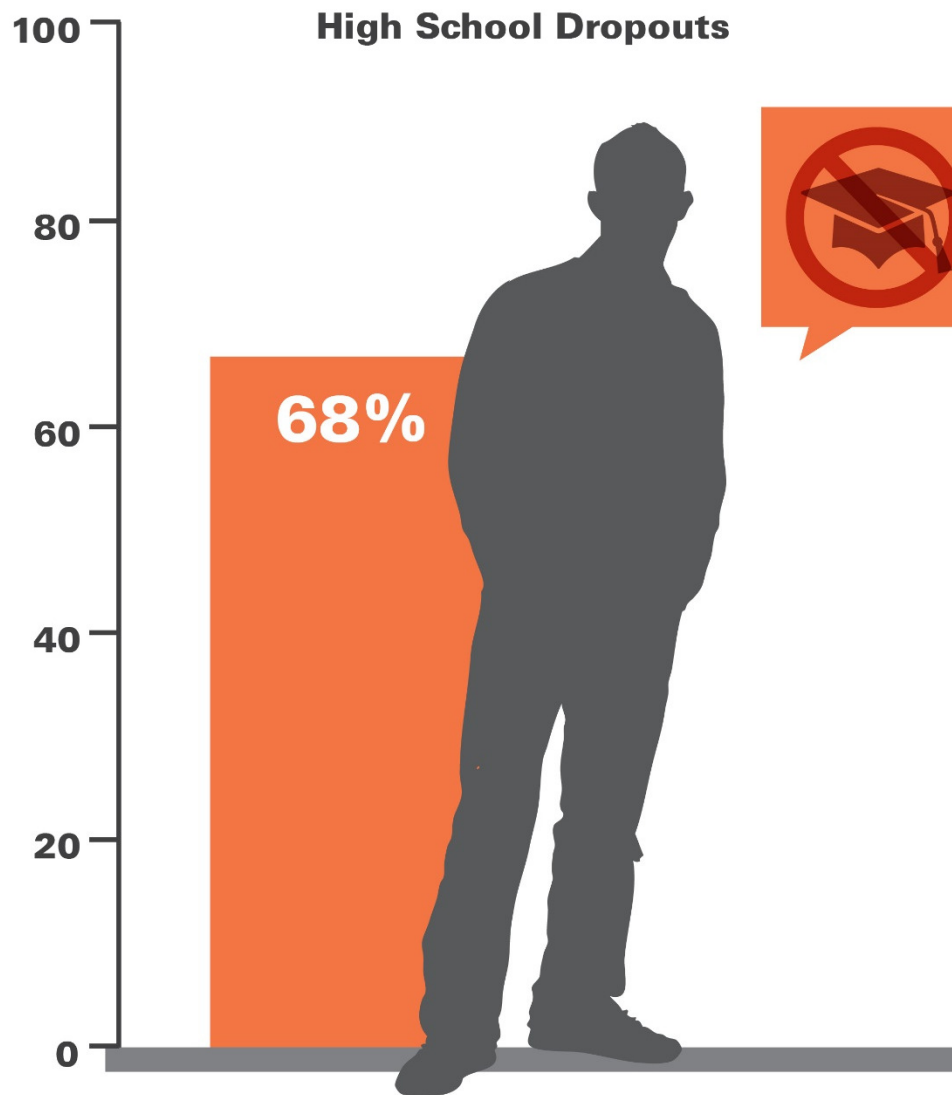
One final thought.

# Chances of Staying at the Bottom If You're Born at the Bottom



Source: Haskins, Holzer, and Lerman. Promoting Economic Mobility by Increasing Postsecondary Education.  
Economic Mobility Project, Pew Charitable Trusts, 2009

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



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

**Download this presentation**  
**[www.edtrust.org](http://www.edtrust.org)**



**The Education Trust**

**Washington, D.C.**  
**202/293-1217**

**Metro Detroit, MI**  
**734/619-8009**

**Oakland, CA**  
**510/465-6444**