

**THE EDUCATION TRUST**

# **Access to Success in America:**

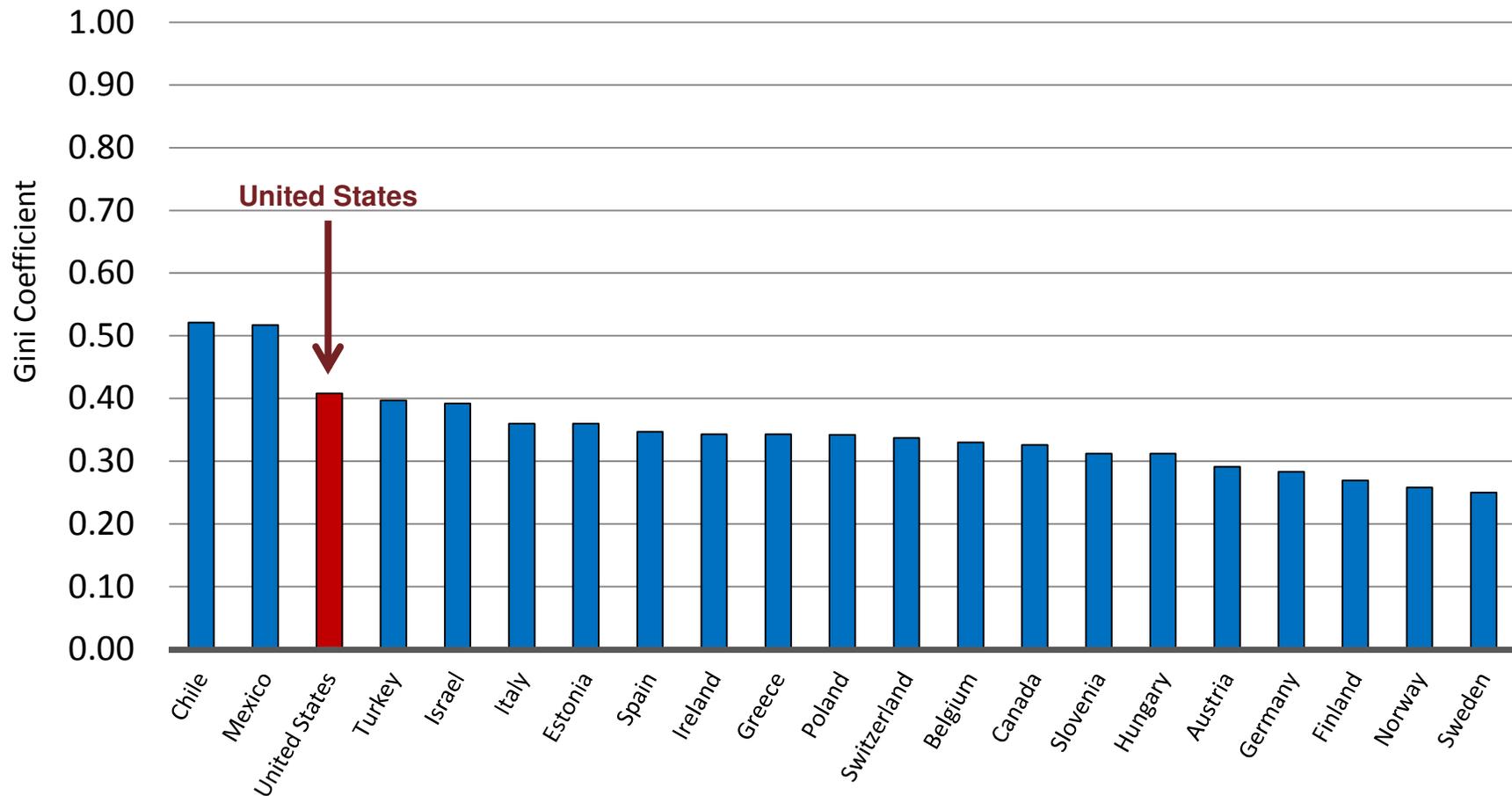
**Where are we?**

**What can we do?**

**New Mexico House Chambers  
February 2, 2015**



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

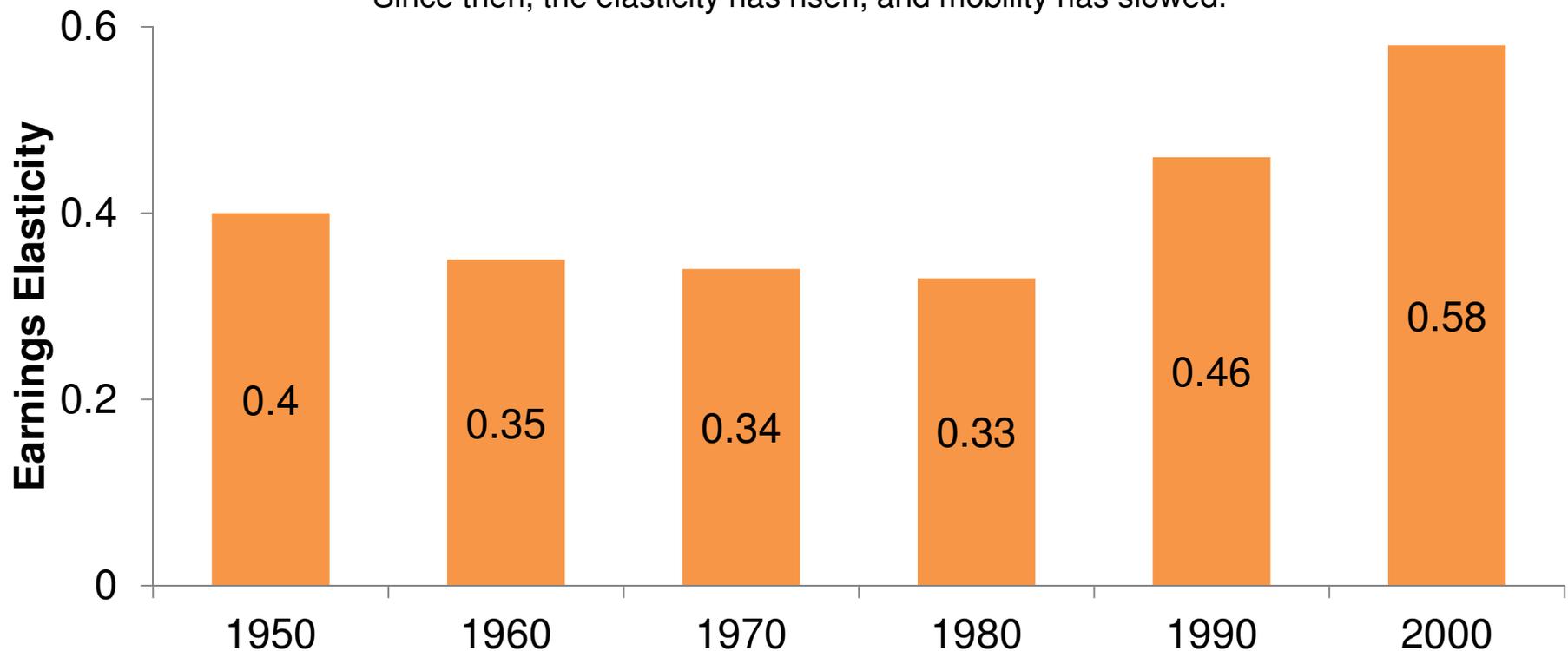
# Median Wealth of White Families

**20 X** that of African Americans

**18 X** that of Latinos

# U.S. intergenerational mobility was increasing until 1980, but has gotten harder since.

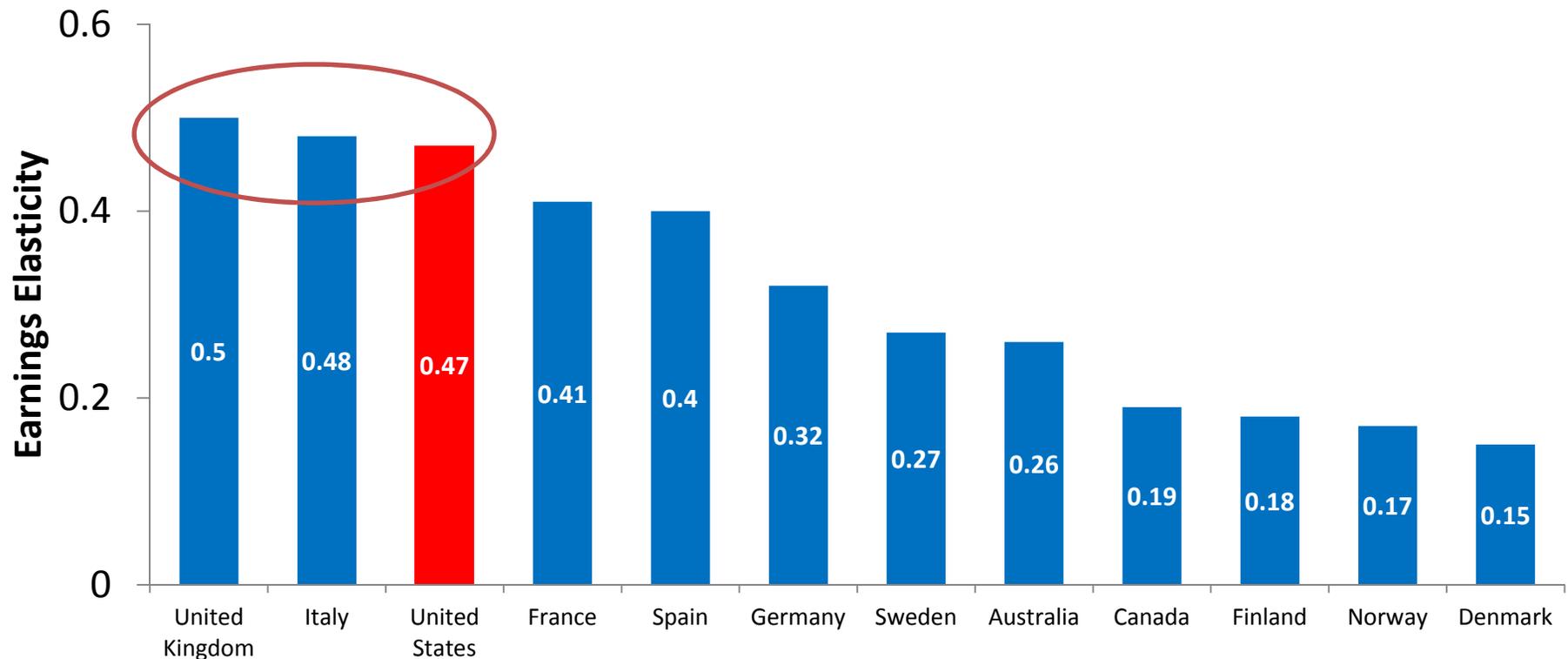
The falling elasticity meant increased economic mobility until 1980.  
Since then, the elasticity has risen, and mobility has slowed.



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



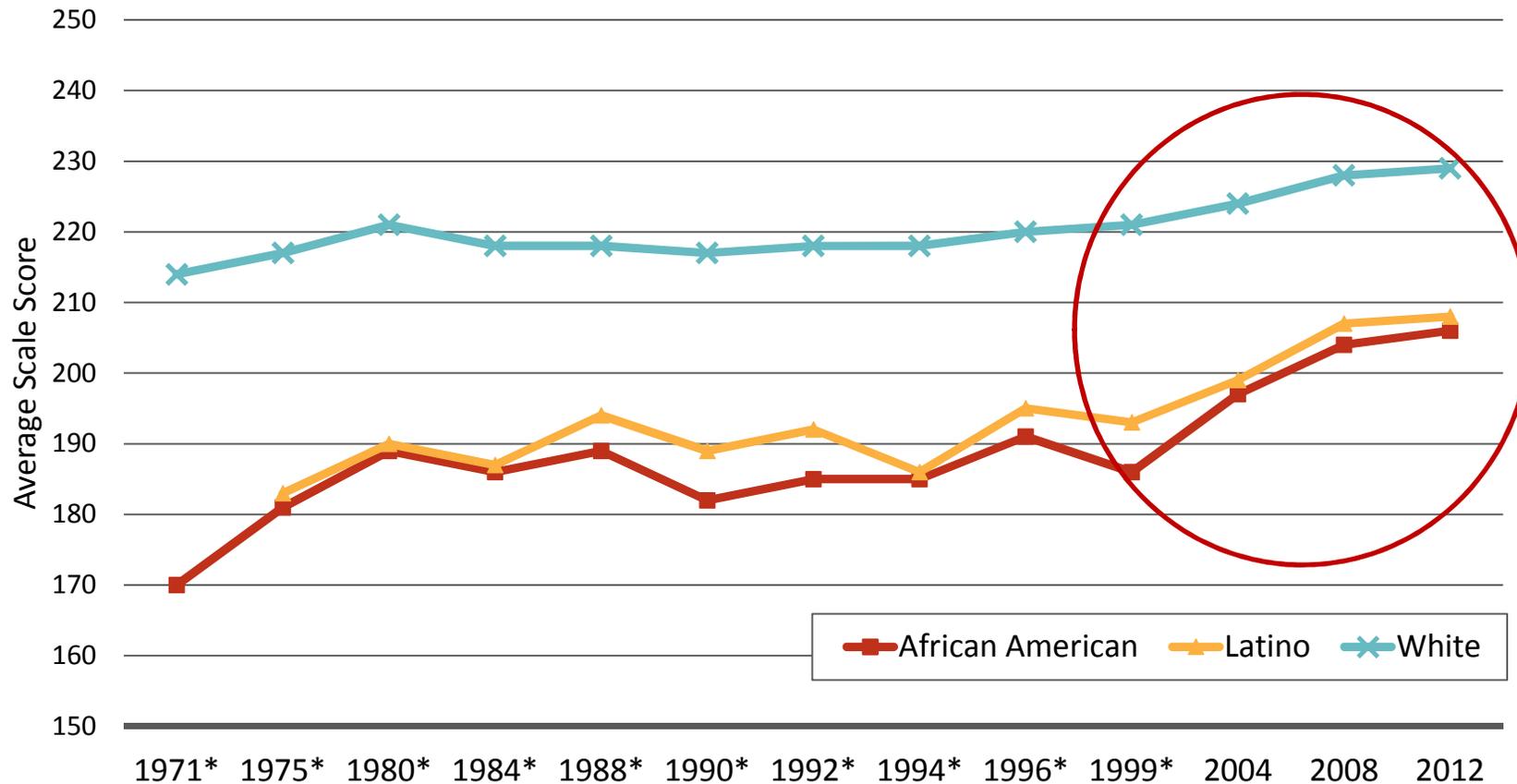
Source: Corak, Miles. *Chasing the Same Dream, Climbing Different Ladders*. Economic Mobility Project; New Charitable Trusts, 2010.



# The National Context

# Since 1999, large gains for all groups of students, especially students of color

9 Year Olds – NAEP Reading



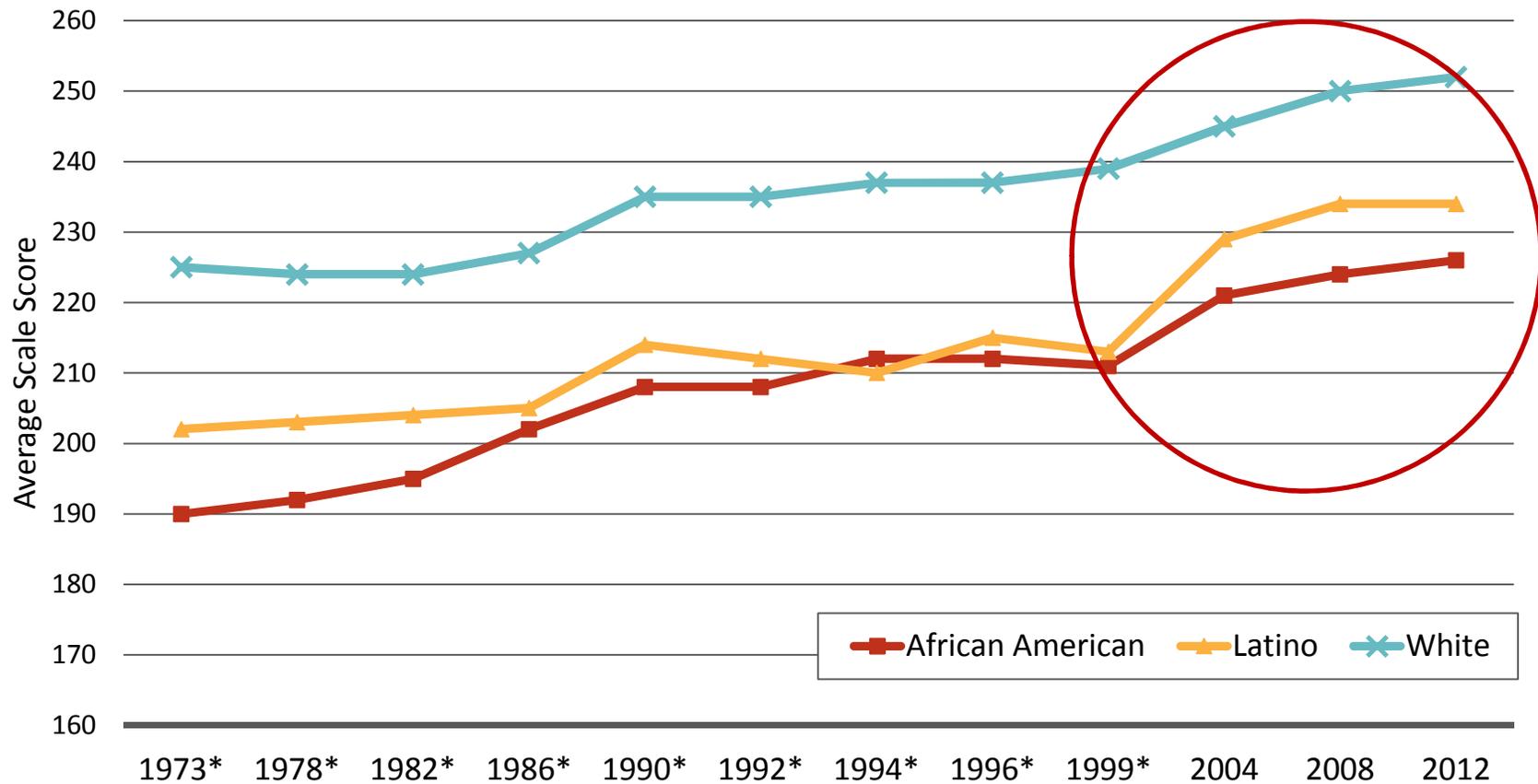
\*Denotes previous assessment format

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

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# Since 1999, performance rising for all groups of students

## 9 Year Olds – NAEP Math



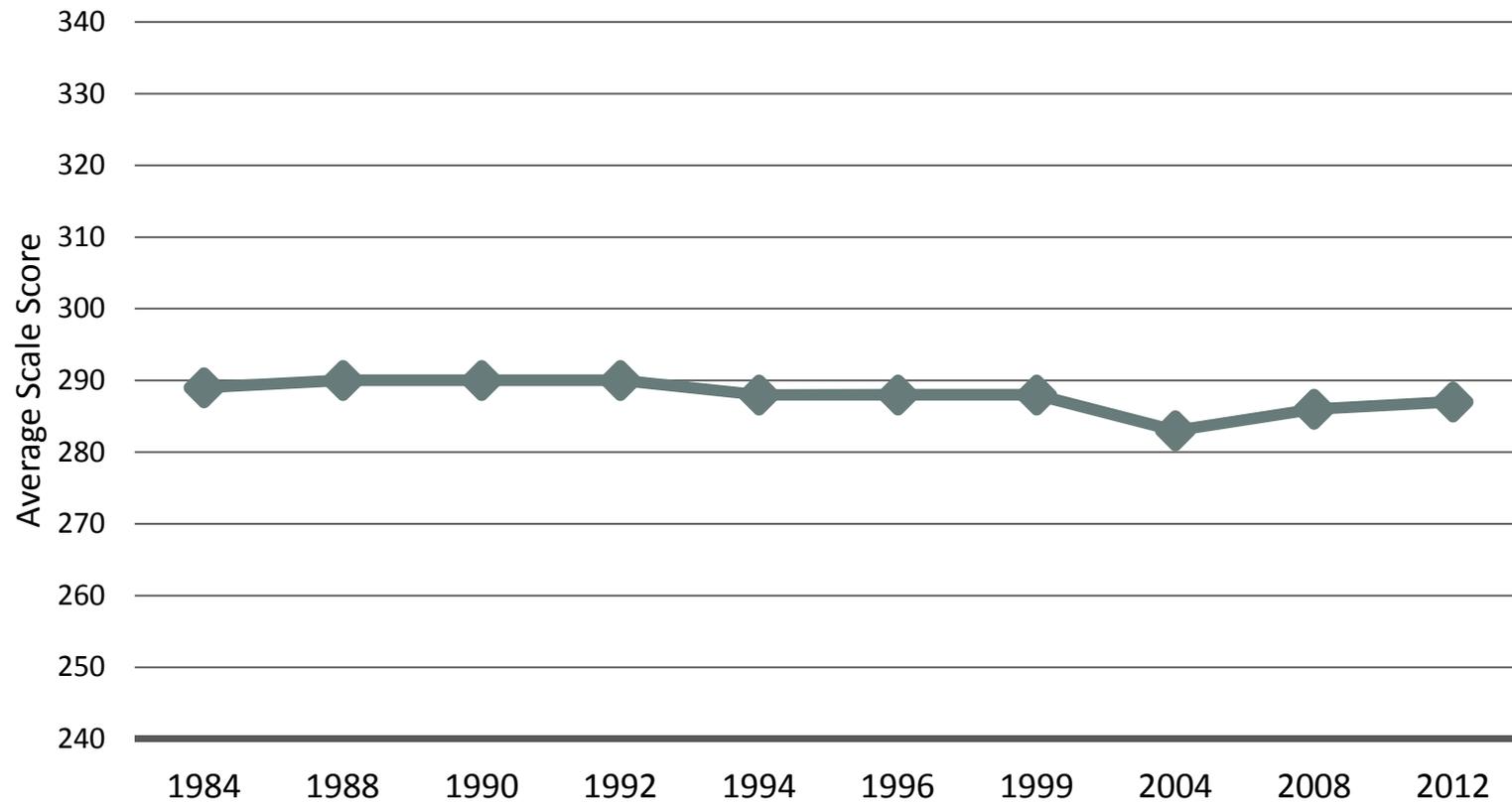
\*Denotes previous assessment format

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

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# Achievement is flat in reading.

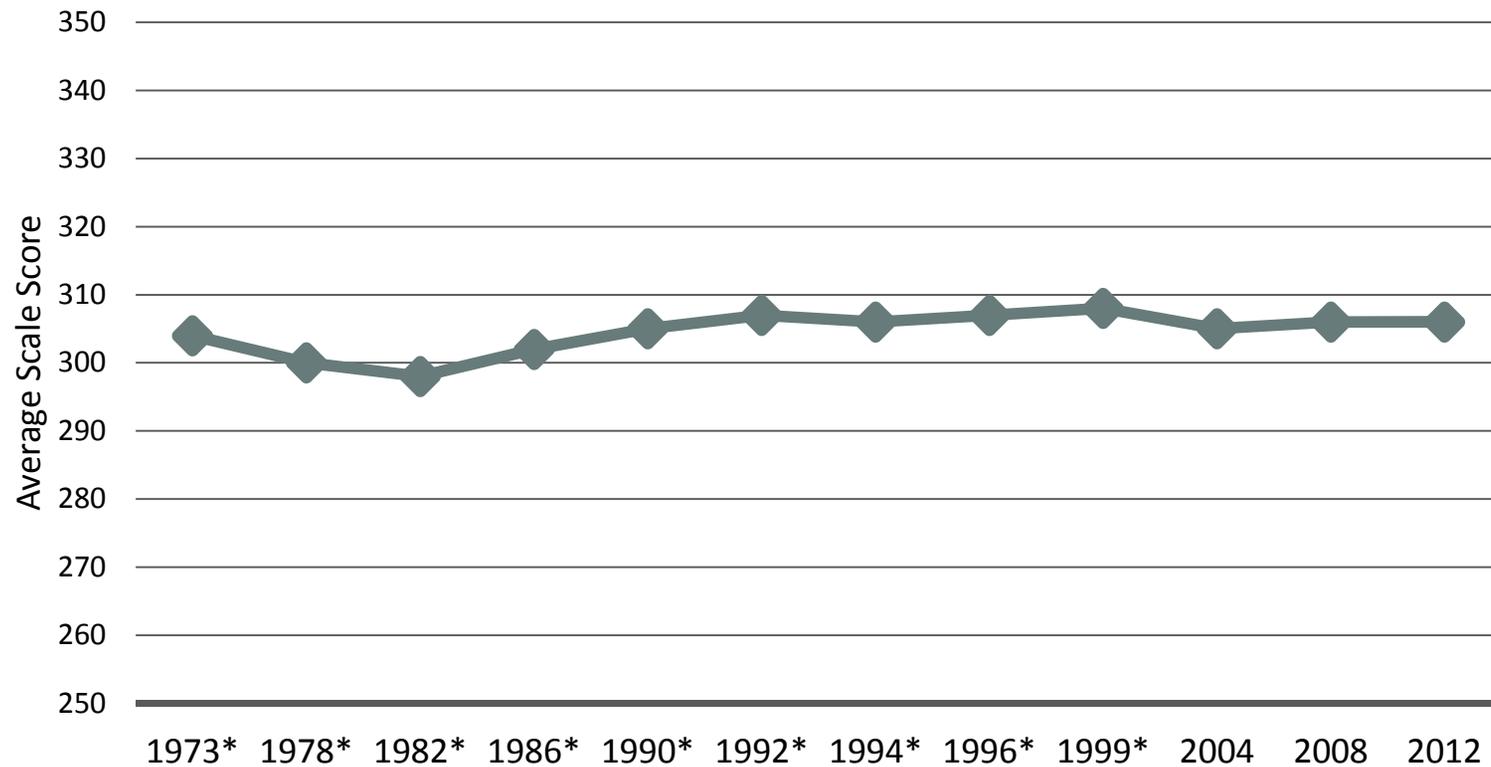
## 17-Year-Olds Overall - NAEP



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

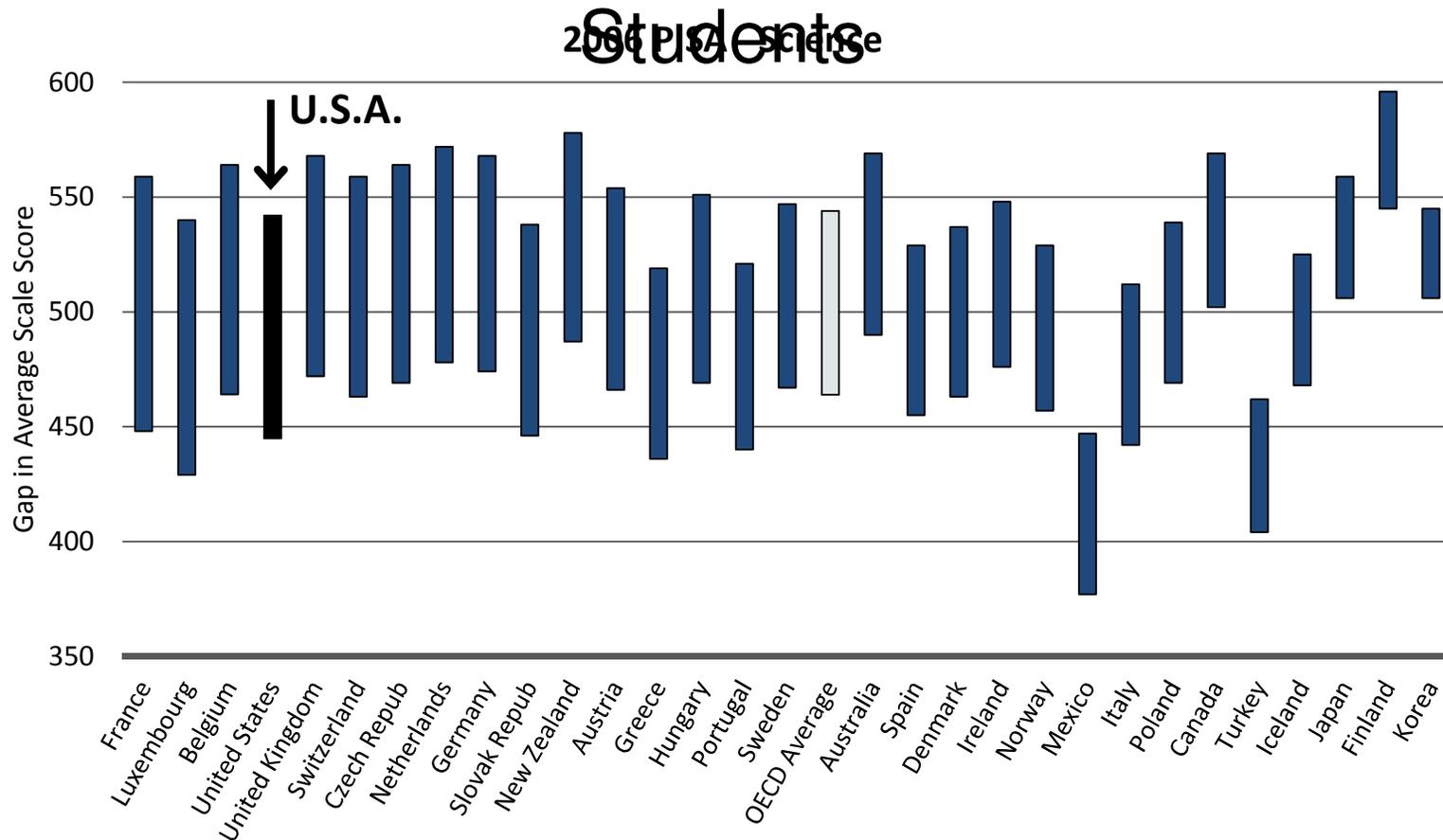
# Where the US Ranks on International Tests of 15 Year Olds (2012)

Reading	17 (of 34)
Math	27 (of 34)
Science	20 (of 34)

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

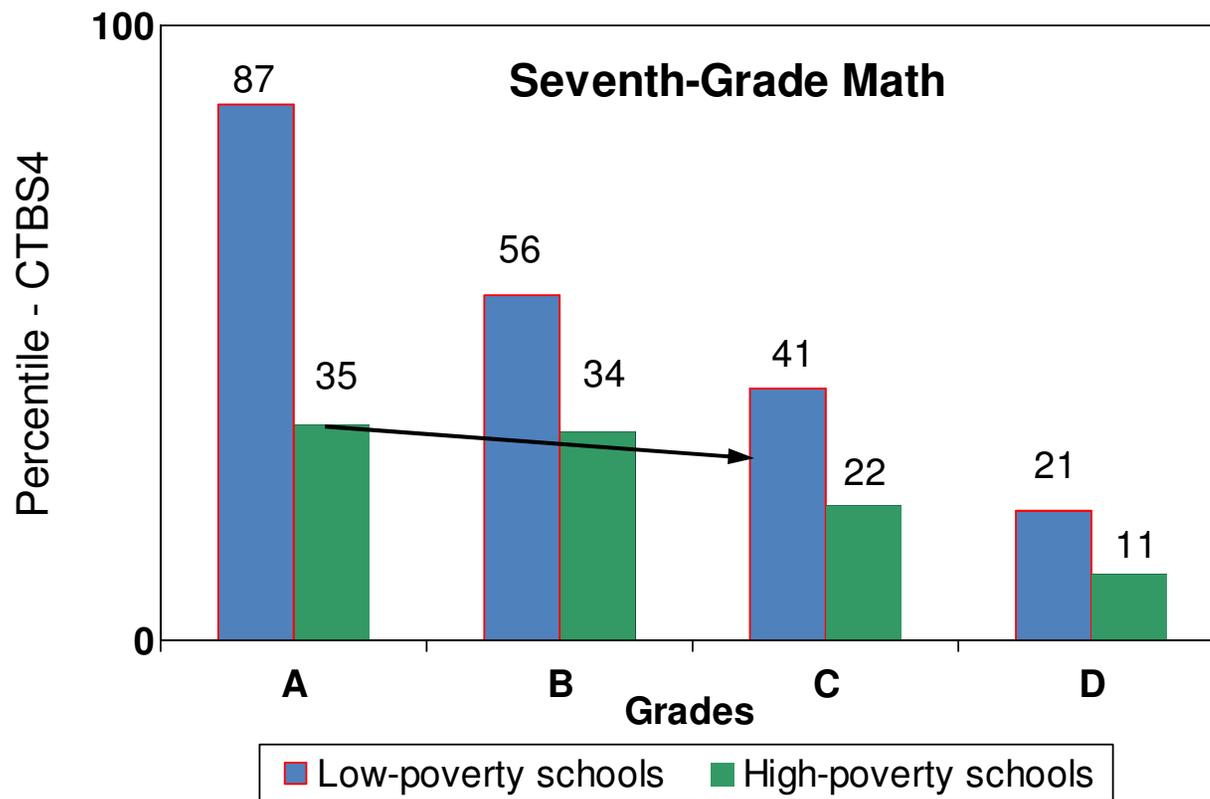
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Why? We Spend Less on Their Education:  
Funding Gaps ***Within States***: National  
inequities in state and local revenue per student

	<b>Gap</b>
High-Poverty versus Low-Poverty Districts	<b>-\$1200</b> per student
High-Minority versus Low-Minority Districts	<b>-\$2000</b> per student

Source: Education Trust analyses of U.S. Department of Education and U.S. Census Bureau data for the 2009-12 school years.

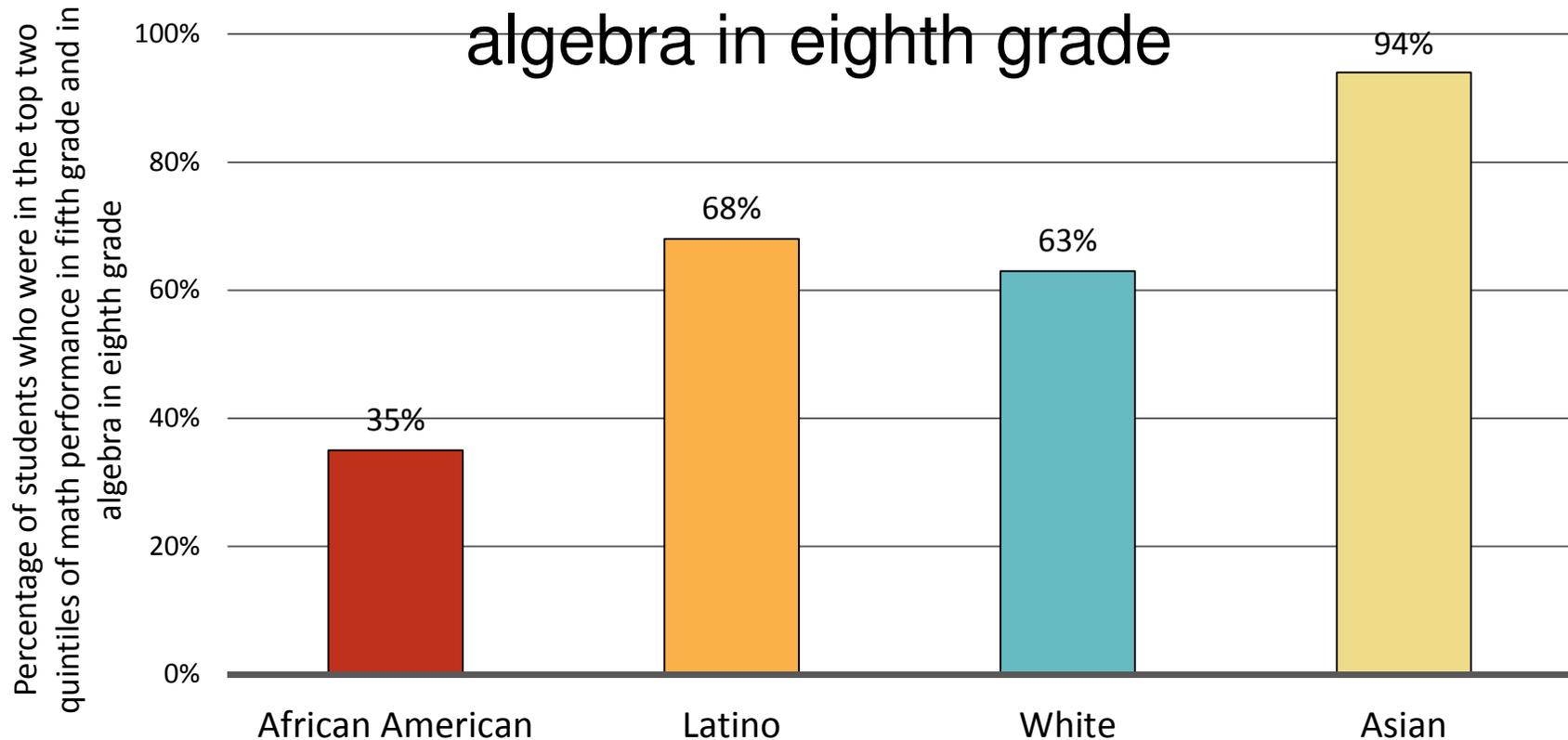
We Expect Less of Them:  
Students in poor schools receive As for work that would earn Cs in  
affluent schools.



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

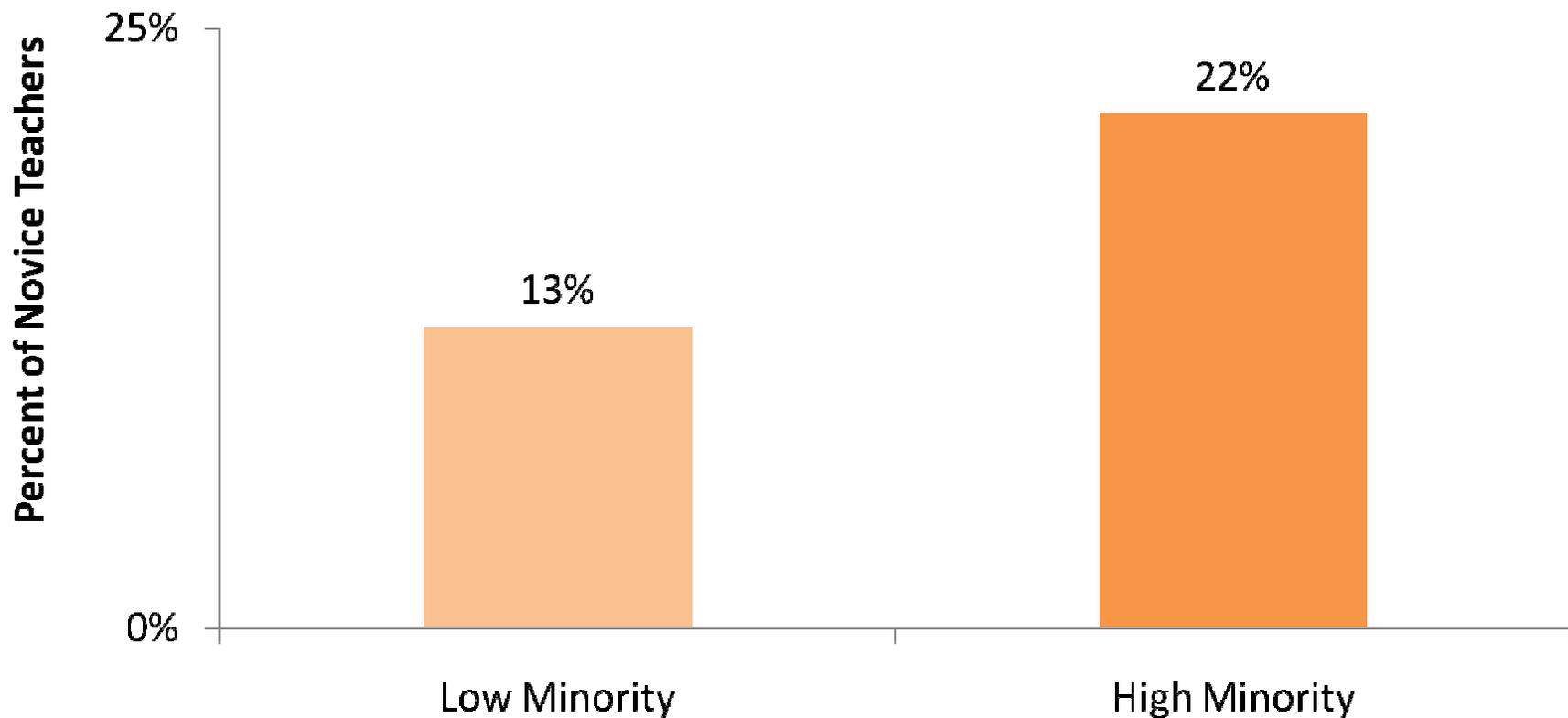
We teach them less:

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).

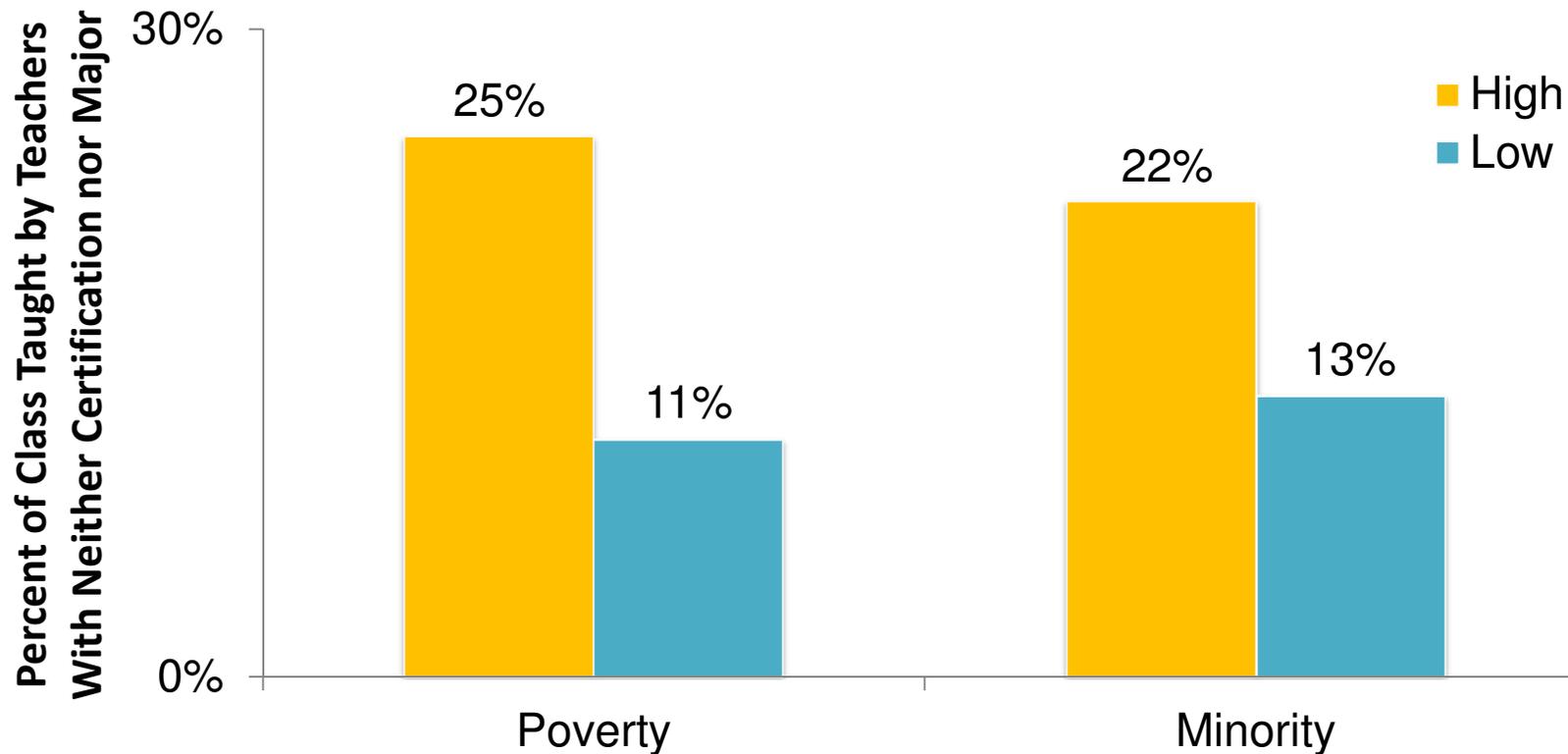
And we assign them our weakest teachers:  
Students at high-minority schools more likely to be taught by novice\* teachers.



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.

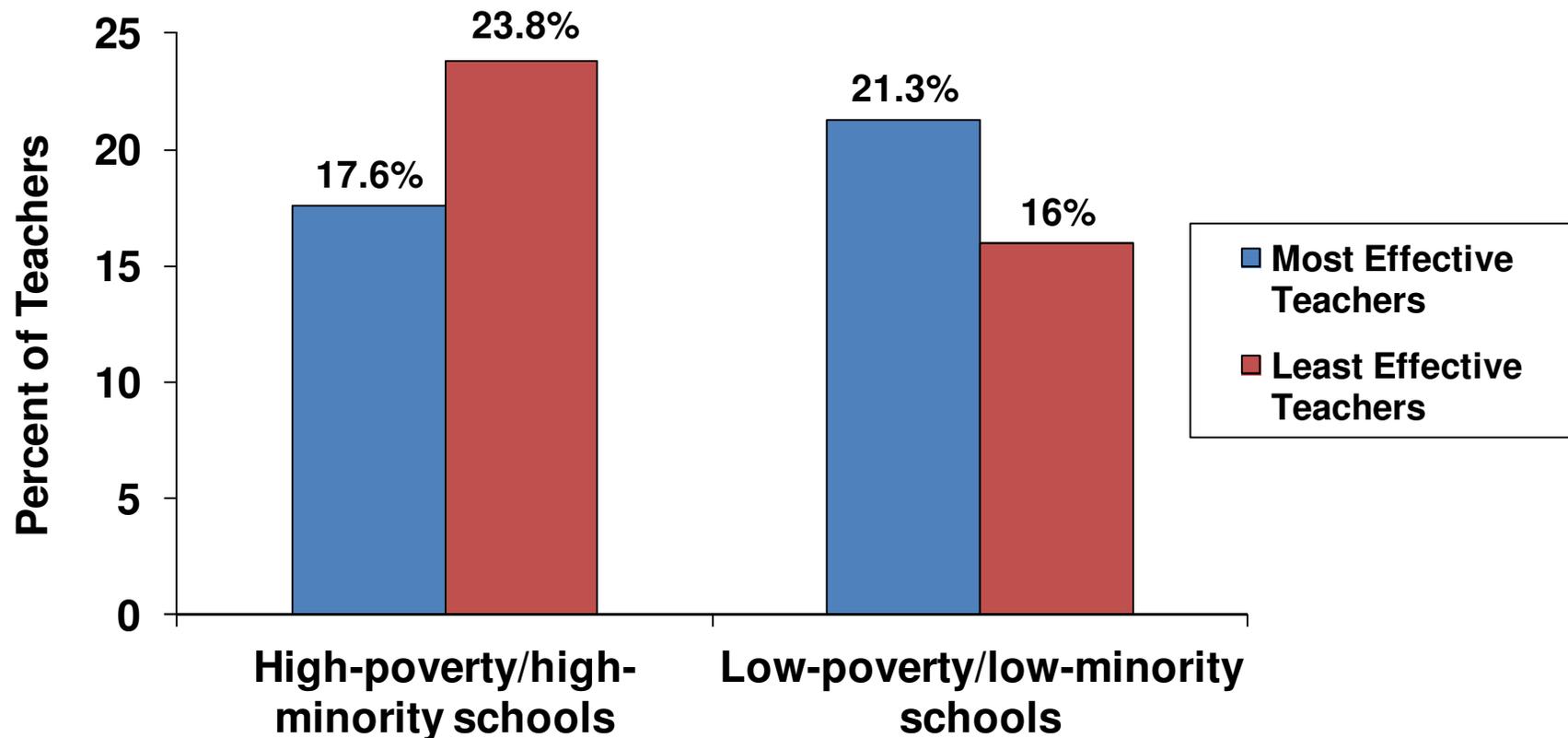
Math classes at high-poverty, high-minority secondary schools are more likely to be taught by out-of-field\* teachers.



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 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.

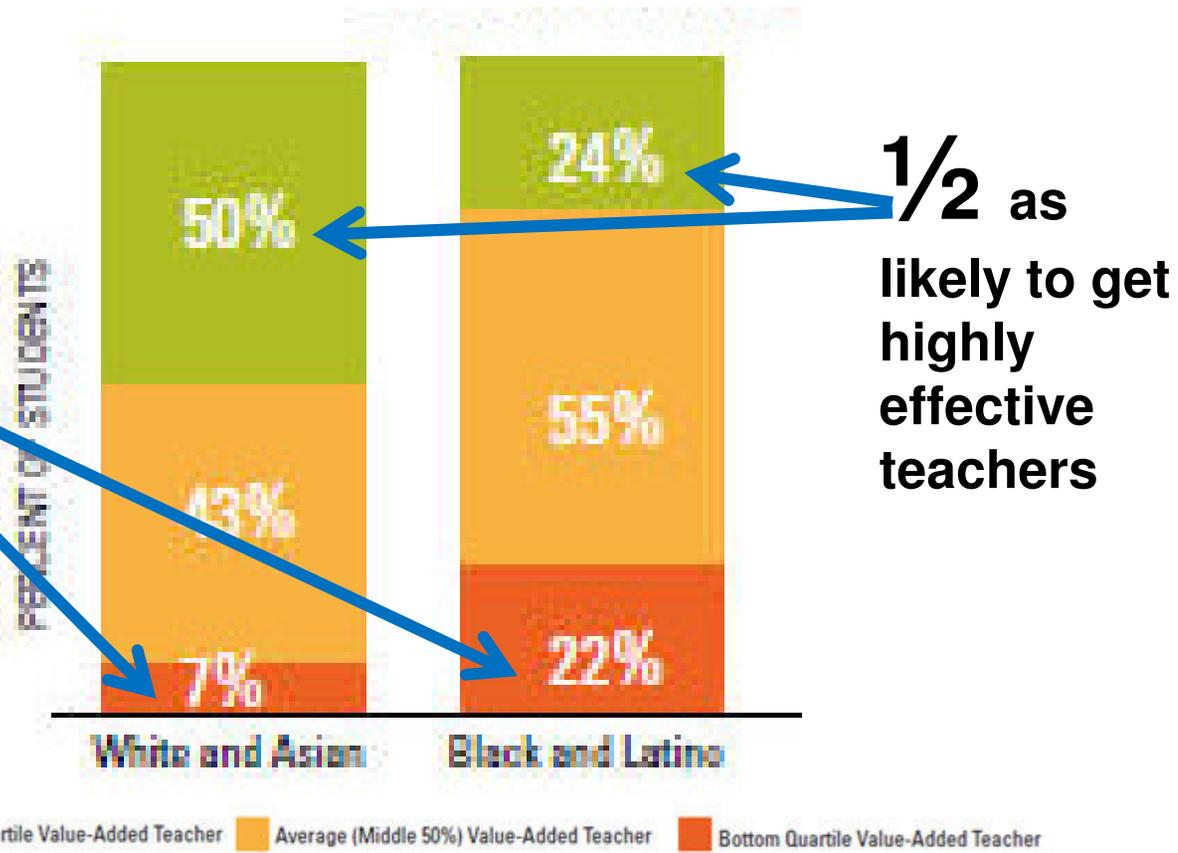
Source: Tennessee Department of Education 2007. “Tennessee’s Most Effective Teachers: Are they assigned to the schools that need them most?” [http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007\\_03.pdf](http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf).

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

**READING/LANGUAGE ARTS**

Latino and black students are:

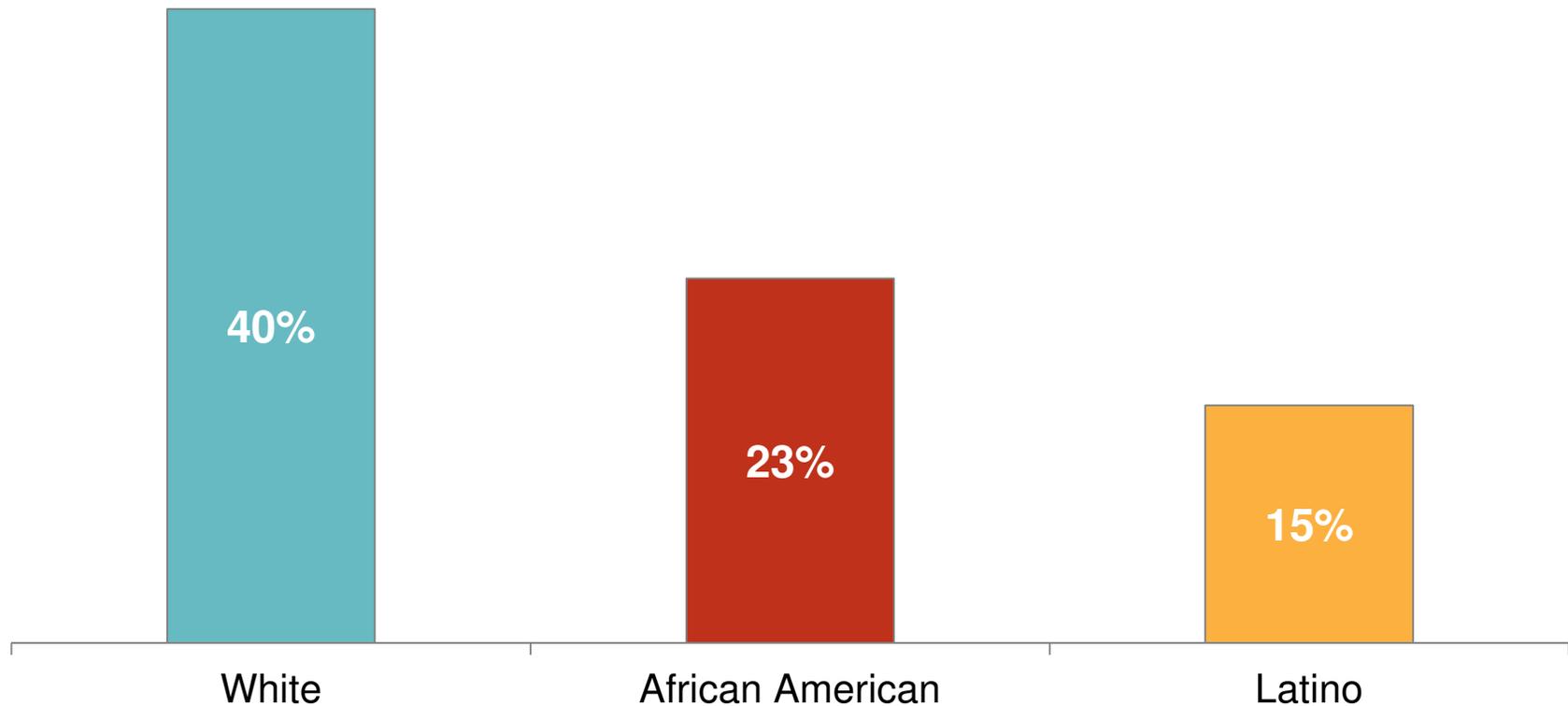
**3X** as likely to get low-effectiveness teachers



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

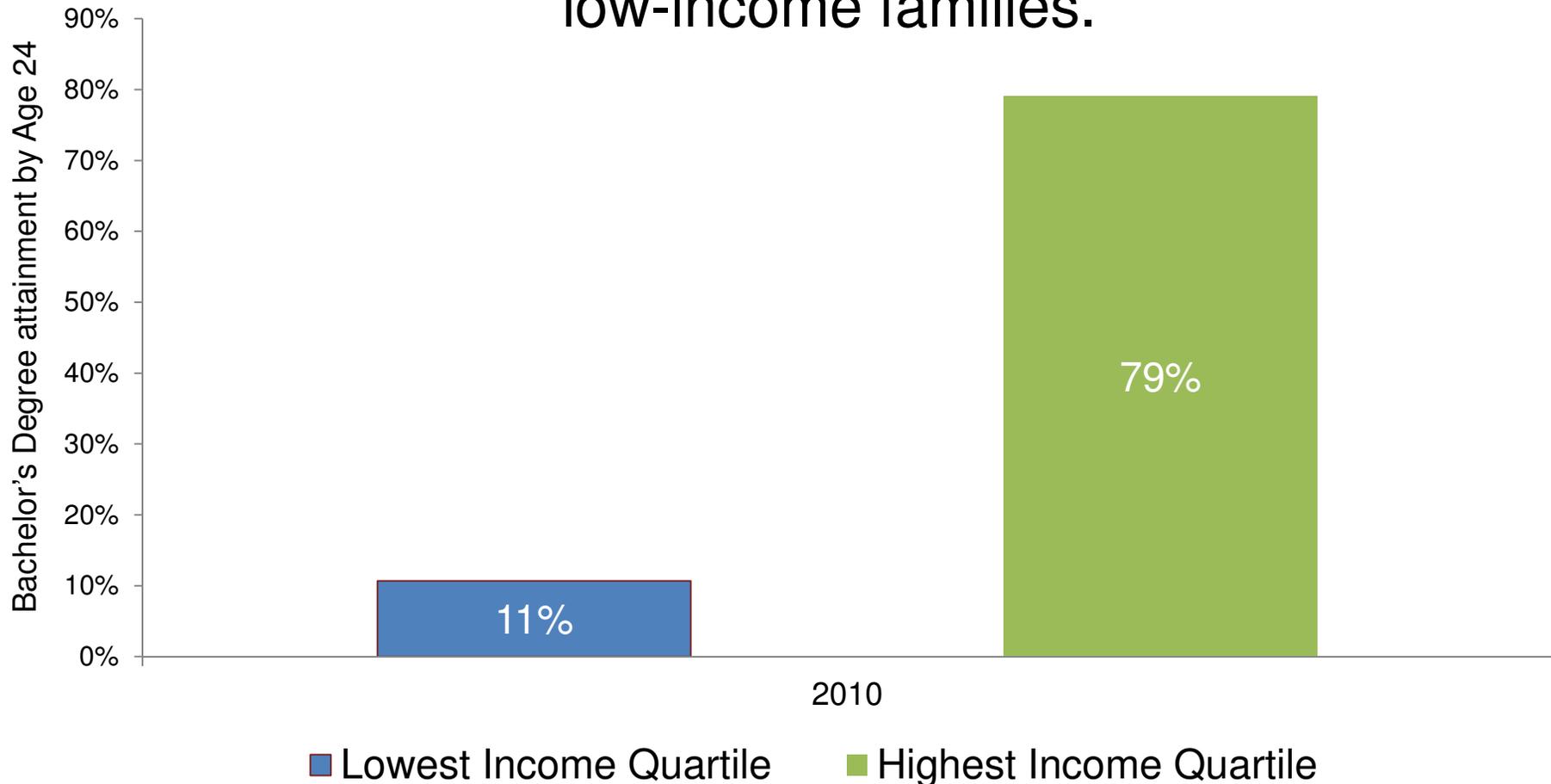
# Whites attain bachelor's degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

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

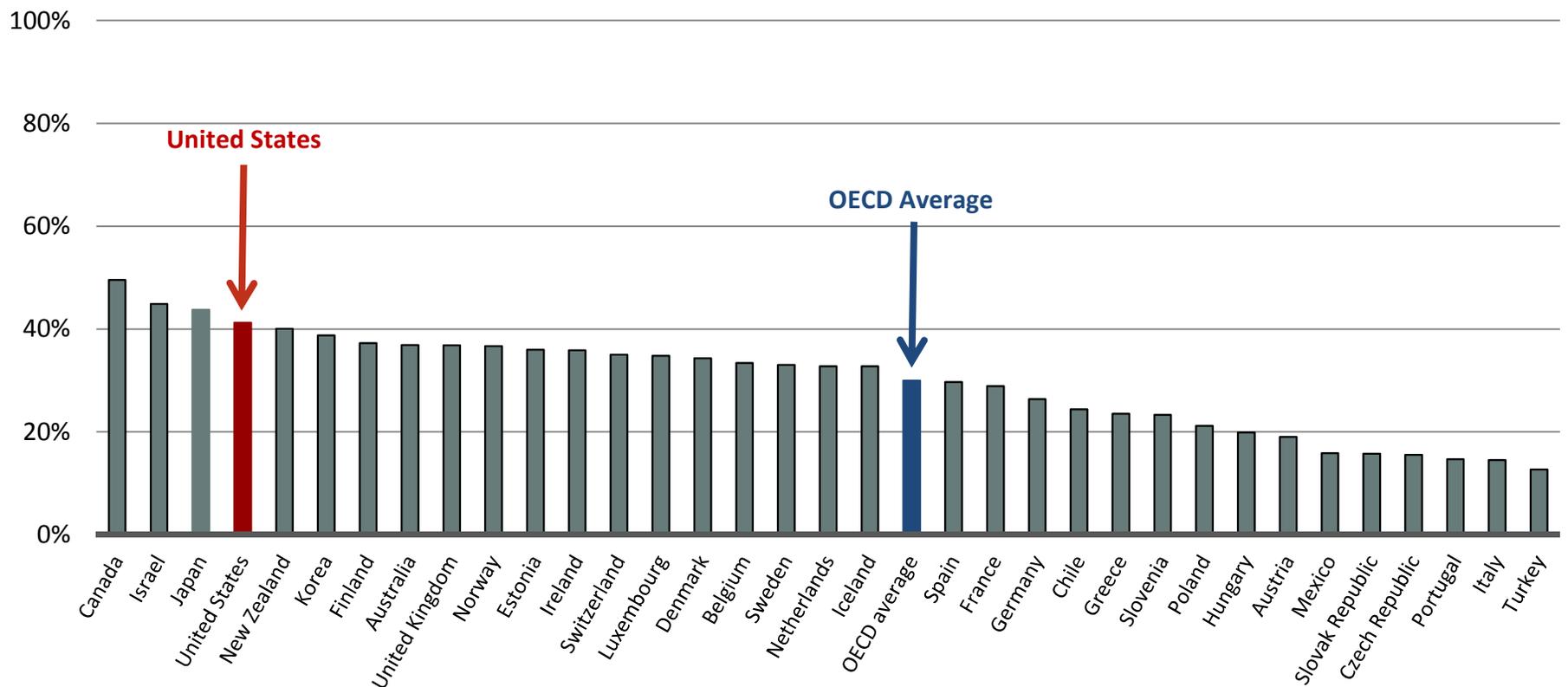
Young people from high-income families earn bachelor's degrees at seven times the rate of those from low-income families.



Source: Postsecondary Education Opportunity, "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2010."

# We're relatively strong in educational attainment.

## Percentage Of Residents Aged 25–64 With a Postsecondary Degree

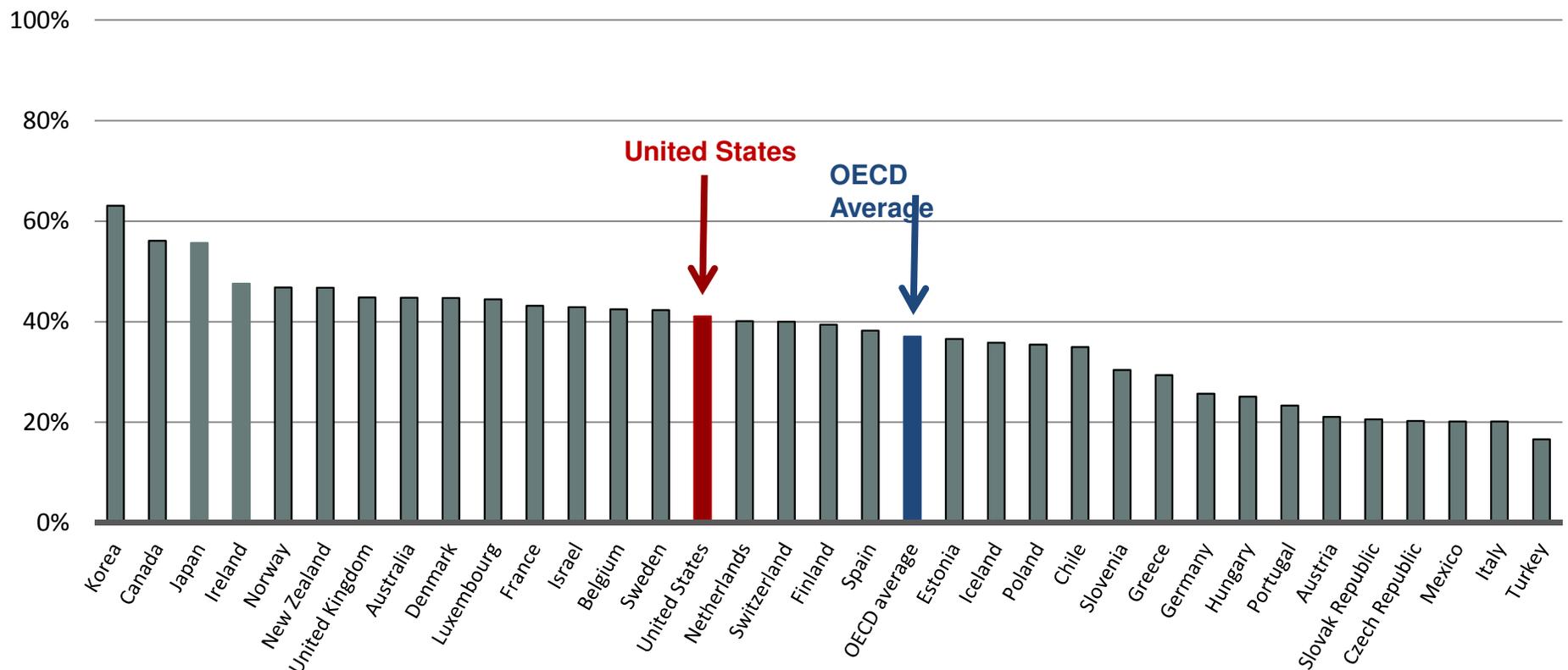


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly skilled professions or advanced research programs).

Source: Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)

# Our world standing drops to 15<sup>th</sup> for younger workers.

## Percentage of Residents Aged 25–34 With a Postsecondary Degree

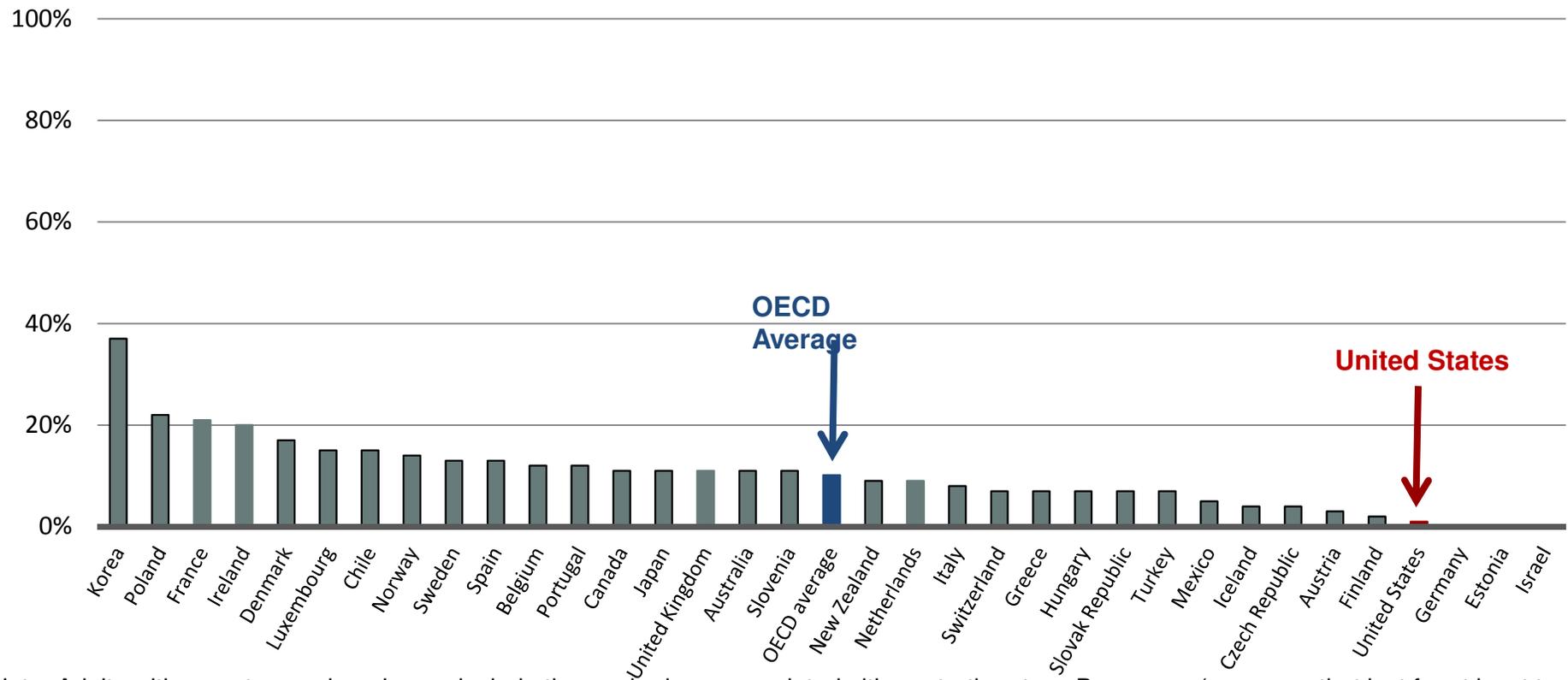


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs).

Source: Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)

# We're near the bottom in intergenerational progress.

**Difference in Percentage of Residents Aged 45–54  
and Those Aged 25–34 With a Postsecondary Degree**



Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs).

Source: Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)



Why?

# George Hall Elementary School

## Mobile, Alabama

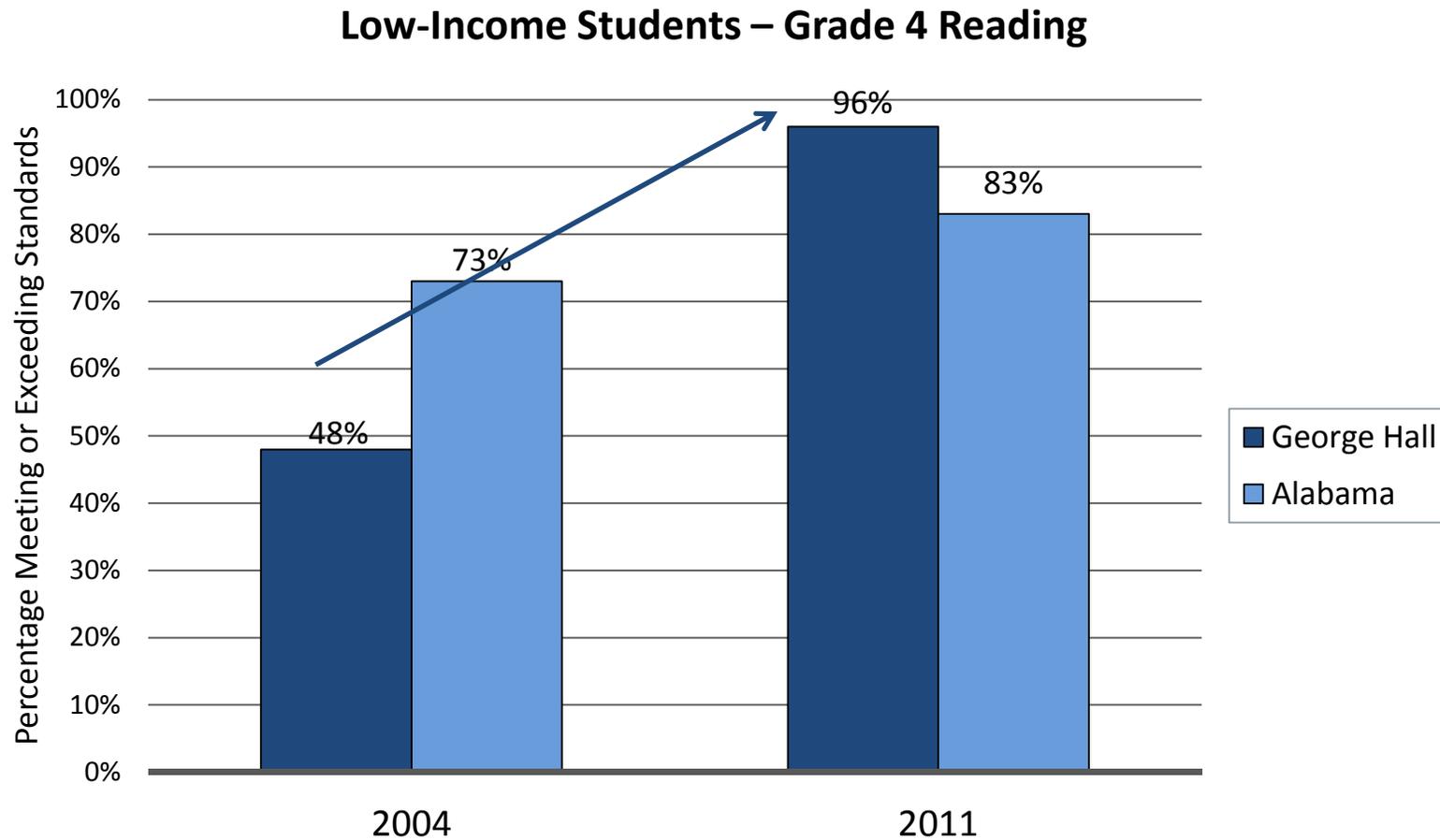
- 549 students in grades PK-5  
99% African American
- 99% Low Income



Note: Enrollment data are for 2009-10 school year

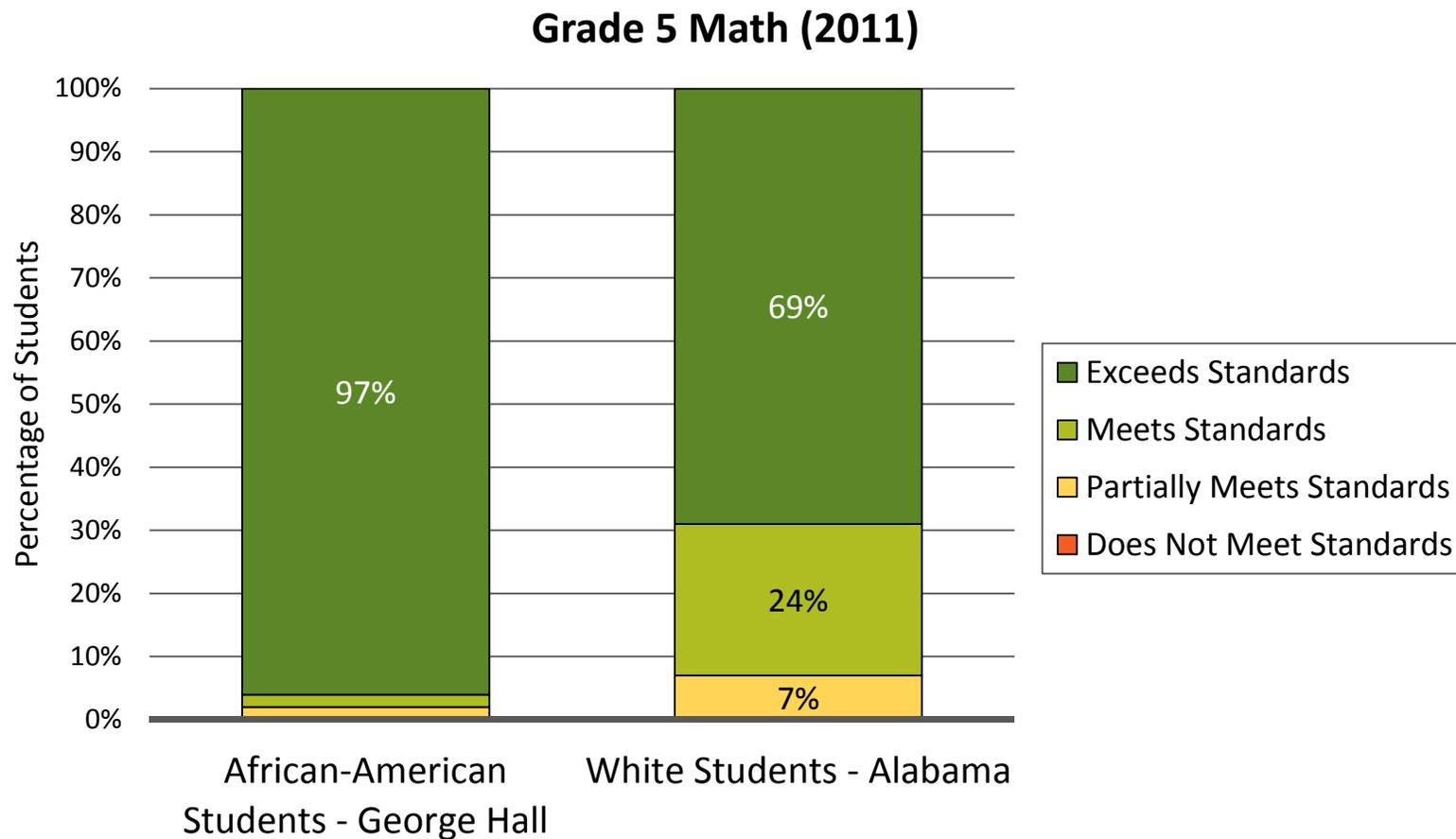
Source: Alabama Department of Education

# 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

# Halle Hewetson Elementary School

## Las Vegas, NV

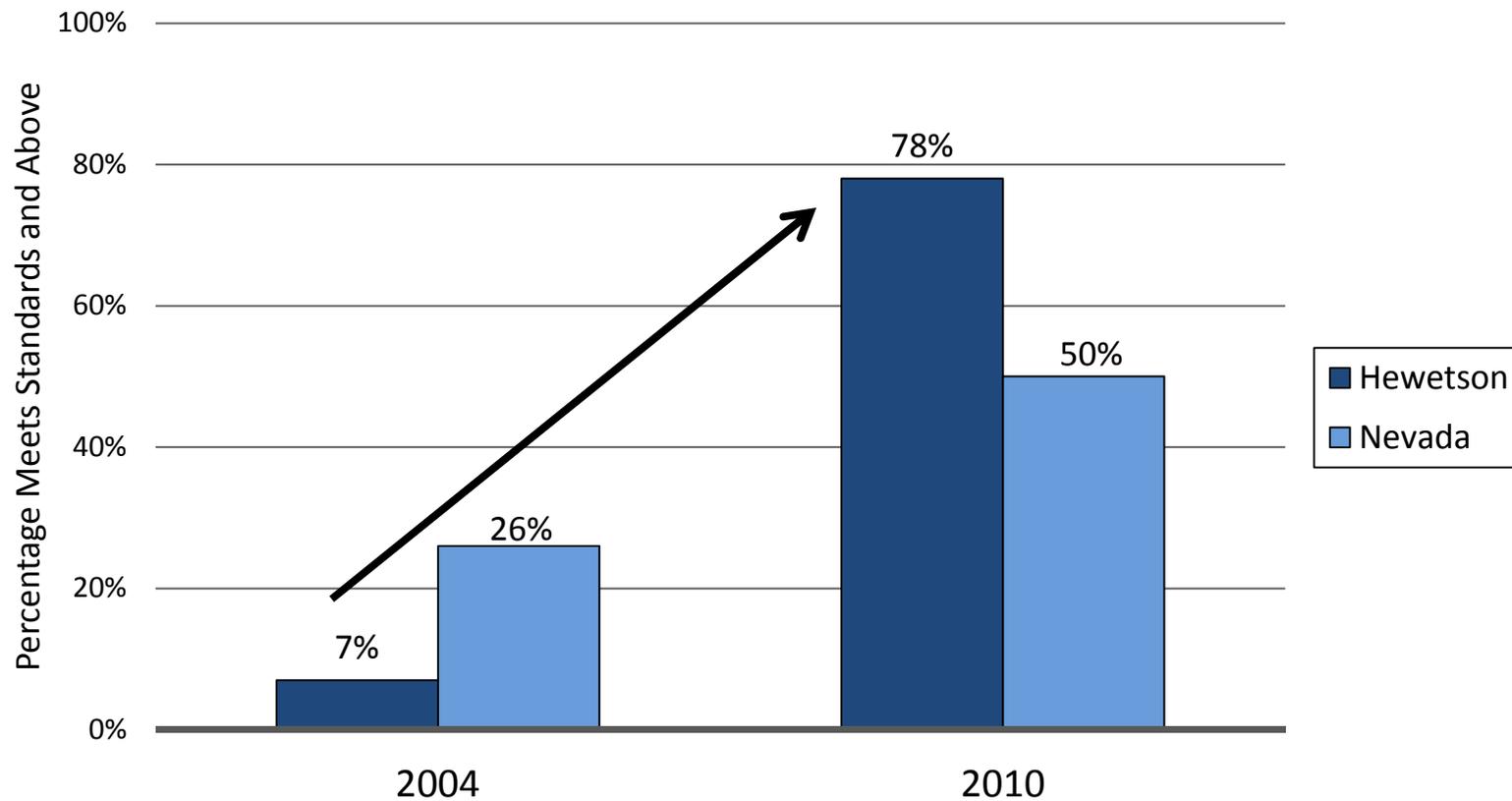
- 962 students in grades PK – 5
  - 85% Latino
  - 7% African American
- 100% Low Income
- 71% Limited English Proficient



Note: Data are for 2010-2011 school year  
Source: Nevada Department of Education

# Big Improvement at Halle Hewetson Elementary

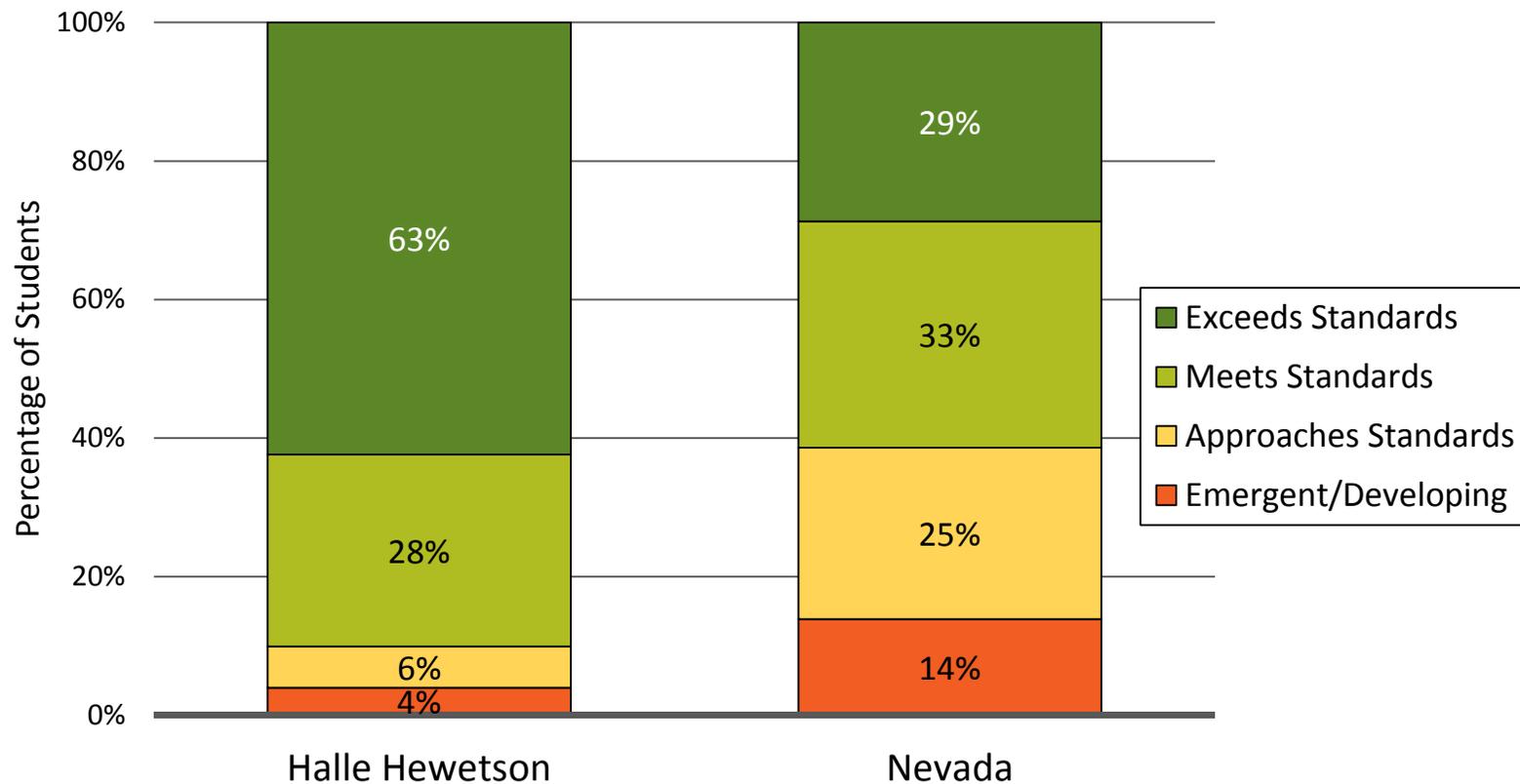
## Latino Students – Grade 3 Reading



Source: Nevada Department of Education

# Exceeding Standards at Halle Hewetson Elementary

Low-Income Students – Grade 3 Math (2011)



Source: Nevada Department of Education

# Calcedeaver Elementary School

## Mount Vernon, AL

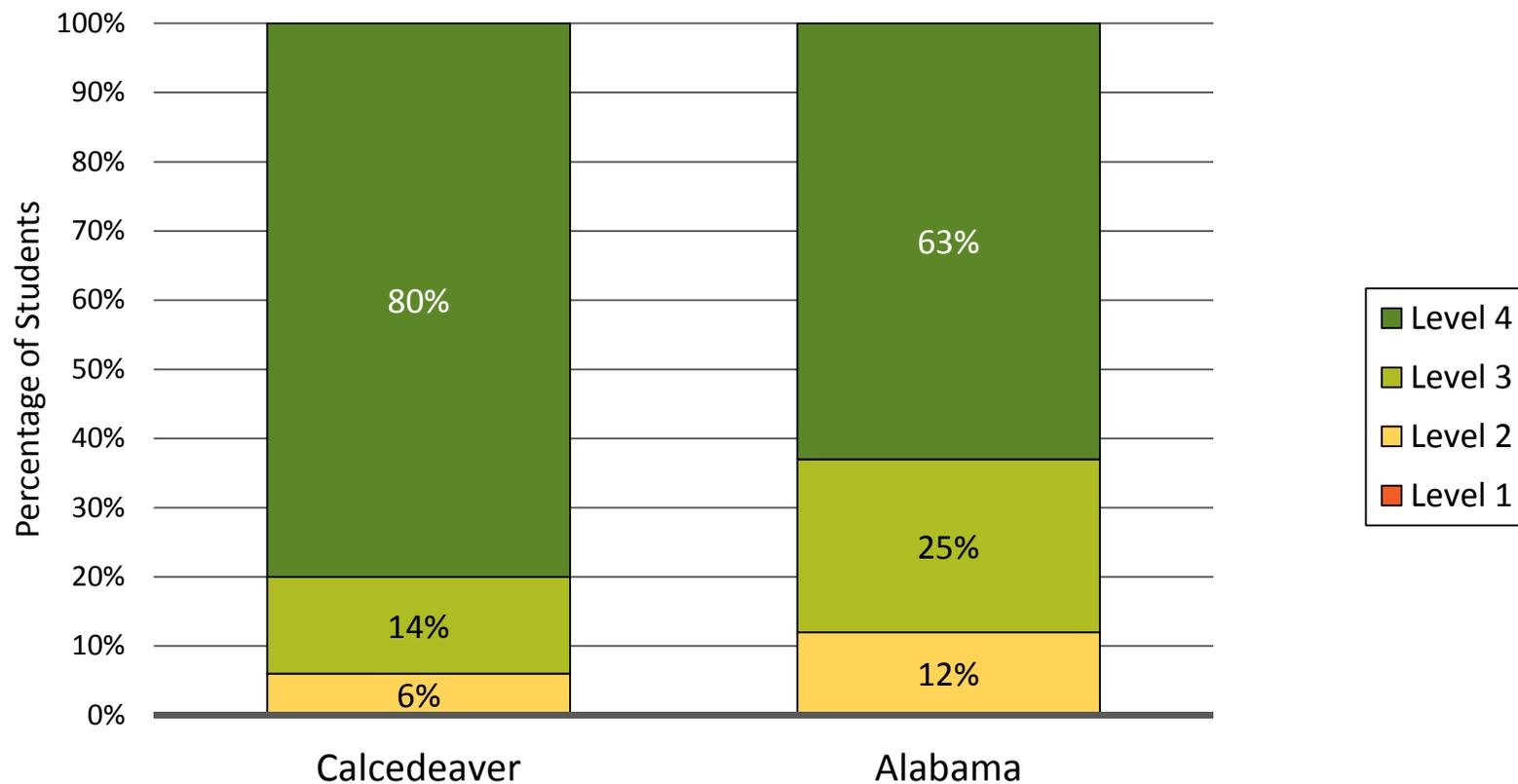
- 262 students in grades K – 6
  - 81% American Indian
  - 16% white
- 80% Low Income



Note: Data are for 2009-10 school year  
Source: National Center for Education Statistics, Common Core of Data

# Outperforming the State at Calcedeaver Elementary

All Students – Grade 6 Reading (2011)



Source: Alabama State Department of Education

# Elmont Memorial Junior-Senior High

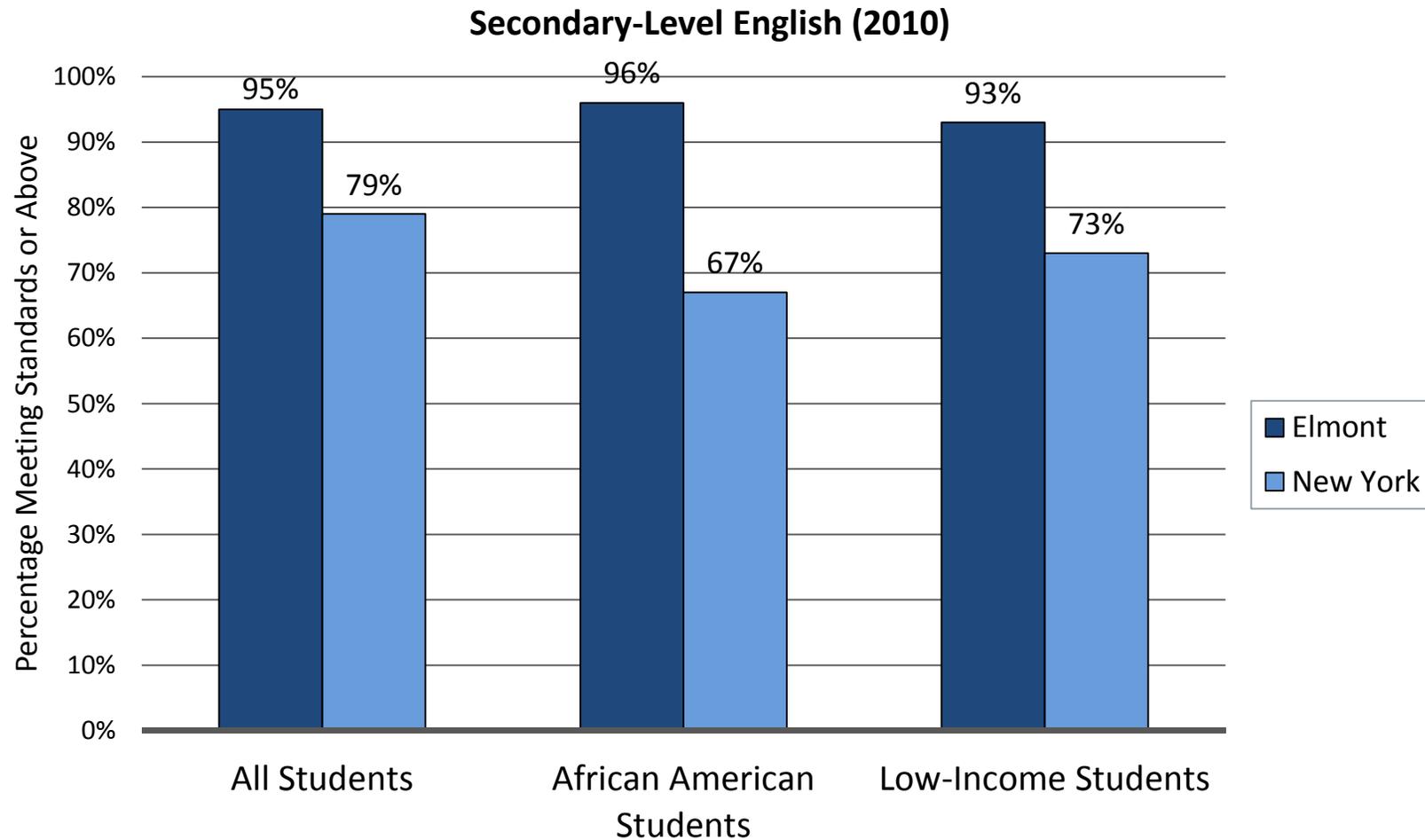
## Elmont, New York

- 1,895 students in grades 7-12
  - 77% African American
  - 13% Latino
- 70% Low-Income



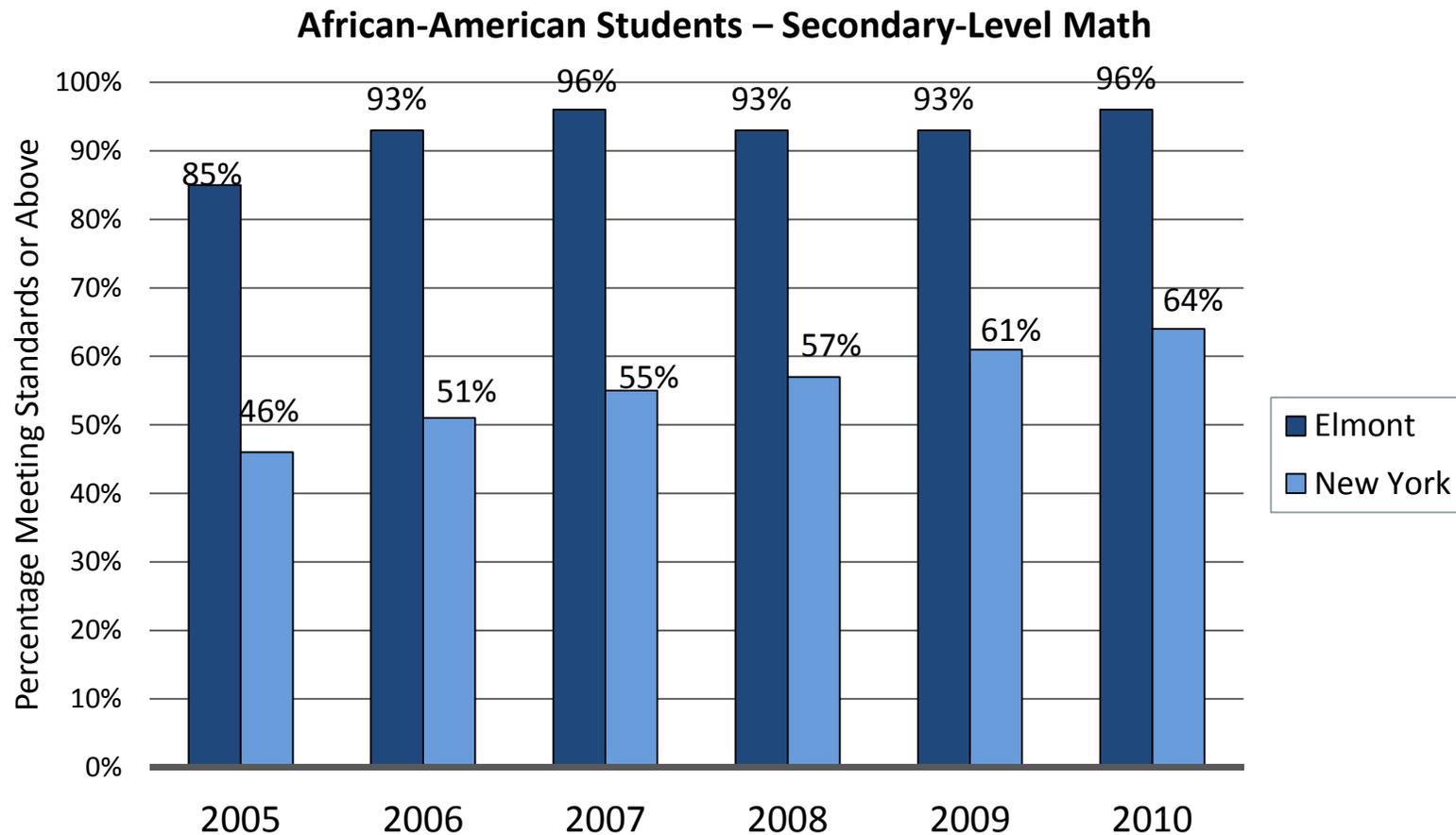
Source: New York Department of Education

# Outperforming the State at Elmont



Source: New York State Department of Education

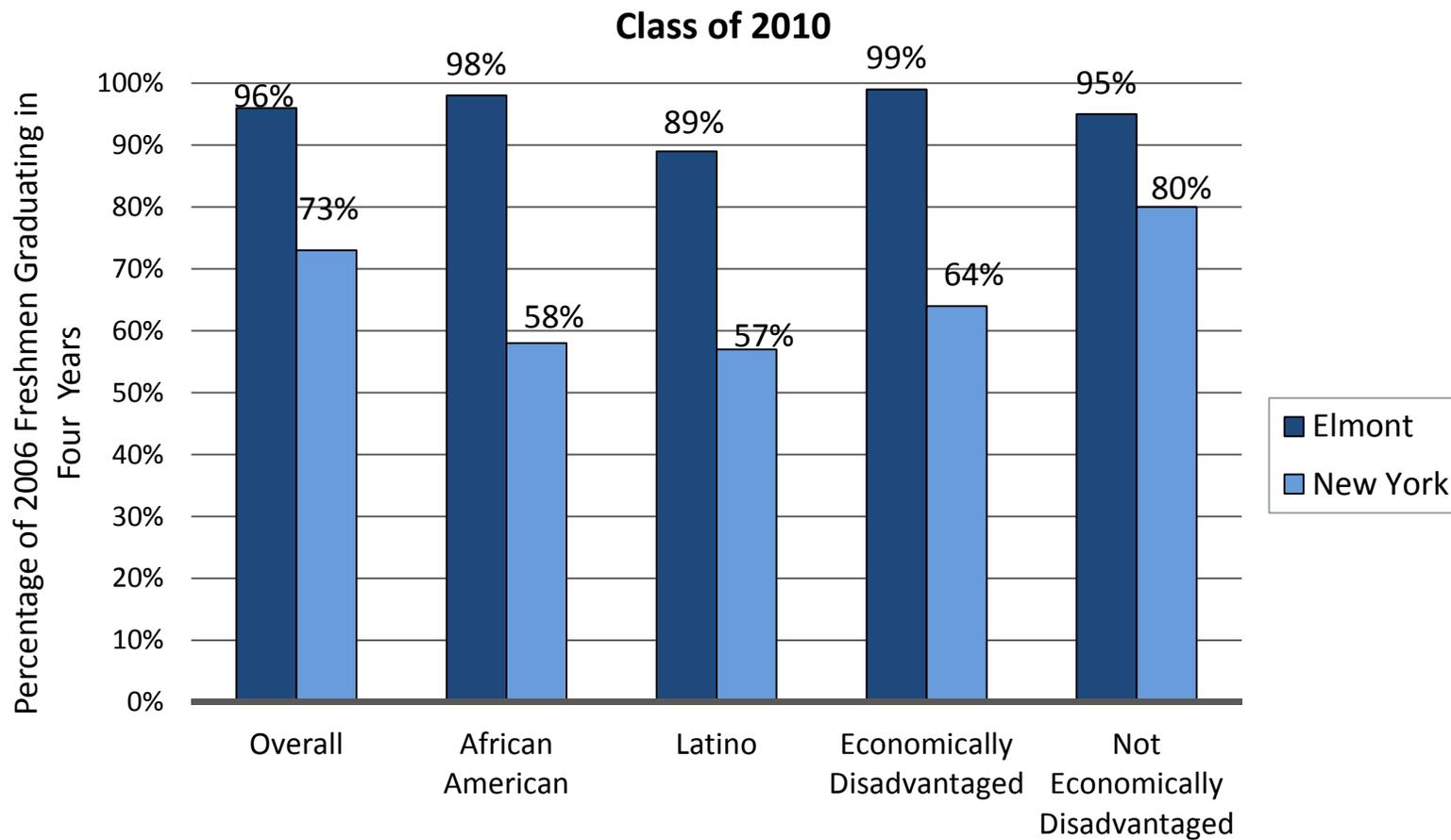
# Improvement and High Performance at Elmont Memorial Junior-Senior High



Source: New York State Department of Education

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# High Graduation Rates at Elmont Memorial High School



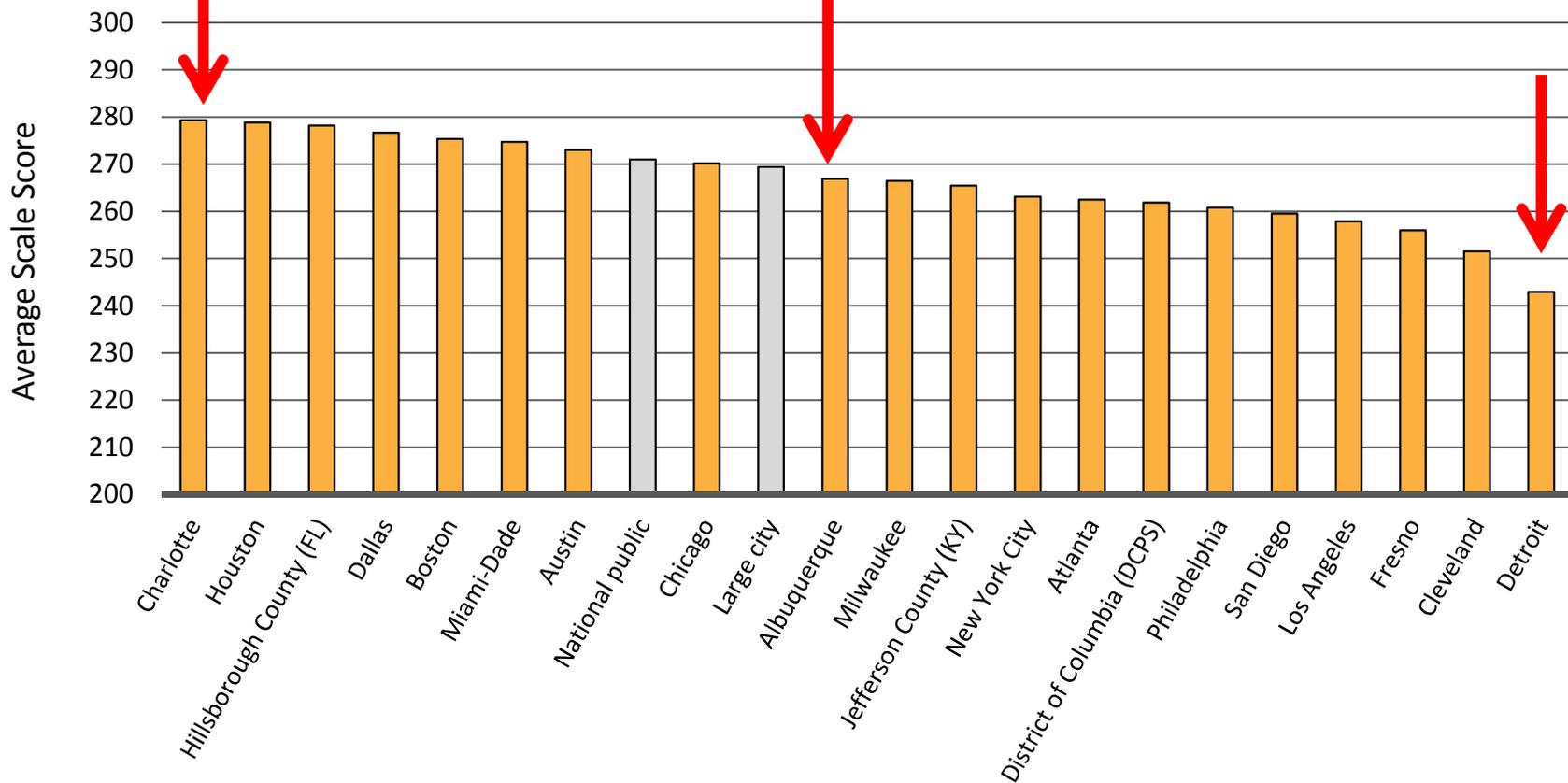
Source: New York State Department of Education

# Not Just Individual Schools:

## Some School Districts Do Better than Others for the Same Group of Kids

### Latino Students

Grade 8 – NAEP Math (2013)



Note: Basic Scale Score = 262; Proficient Scale Score = 299

Source: NAEP Data Explorer, NCES



# New Mexico?

# Where New Mexico Ranks on National Tests (2013)

4 <sup>th</sup> Grade Reading	50th
4 <sup>th</sup> Grade Math	48th
8 <sup>th</sup> Grade Reading	49th
8 <sup>th</sup> Grade Math	47th

Source: NAEP Data Explorer, NCES

# Where Hispanic Students in New Mexico Are Achieving Compared to Hispanics in Other States 2013

4 <sup>th</sup> Grade Reading	44 <sup>th</sup> (of 47)
8 <sup>th</sup> Grade Math	33 <sup>rd</sup> (of 46)

Source: NAEP Data Explorer, NCES

# Where American Indian Students in New Mexico Are Achieving Compared to American Indians in Other States (2013)

4 <sup>th</sup> Grade Reading	8 <sup>th</sup> (of 10)
8 <sup>th</sup> Grade Math	7 <sup>th</sup> (of 8)

Source: NAEP Data Explorer, NCES

# Where White Students in New Mexico Are Achieving Compared to White Students in Other States (2013)

4 <sup>th</sup> Grade Reading	41 <sup>st</sup> (of 50)
8 <sup>th</sup> Grade Math	37 <sup>th</sup> (of 50)

Source: NAEP Data Explorer, NCES

# Where Low-Income Students in New Mexico Are Achieving Compared to Low-Income Students in Other States (2013)

4 <sup>th</sup> Grade Reading	49 <sup>th</sup> (of 50)
8 <sup>th</sup> Grade Math	41 <sup>st</sup> (of 50)

Source: NAEP Data Explorer, NCES

# Where Higher Income Students in New Mexico Are Achieving Compared to Higher Income Students Other States (2013)

4 <sup>th</sup> Grade Reading	49 <sup>th</sup> (of 50)
8 <sup>th</sup> Grade Math	44 <sup>th</sup> (of 50)

Source: NAEP Data Explorer, NCES

# 4<sup>th</sup> Grade Reading

## NM Improvement: 2003-13

	Change	Rank
American Indian	+6	3rd
Hispanic	+4	22 <sup>nd</sup> (tied)
White	+3	27 <sup>th</sup> (tied)

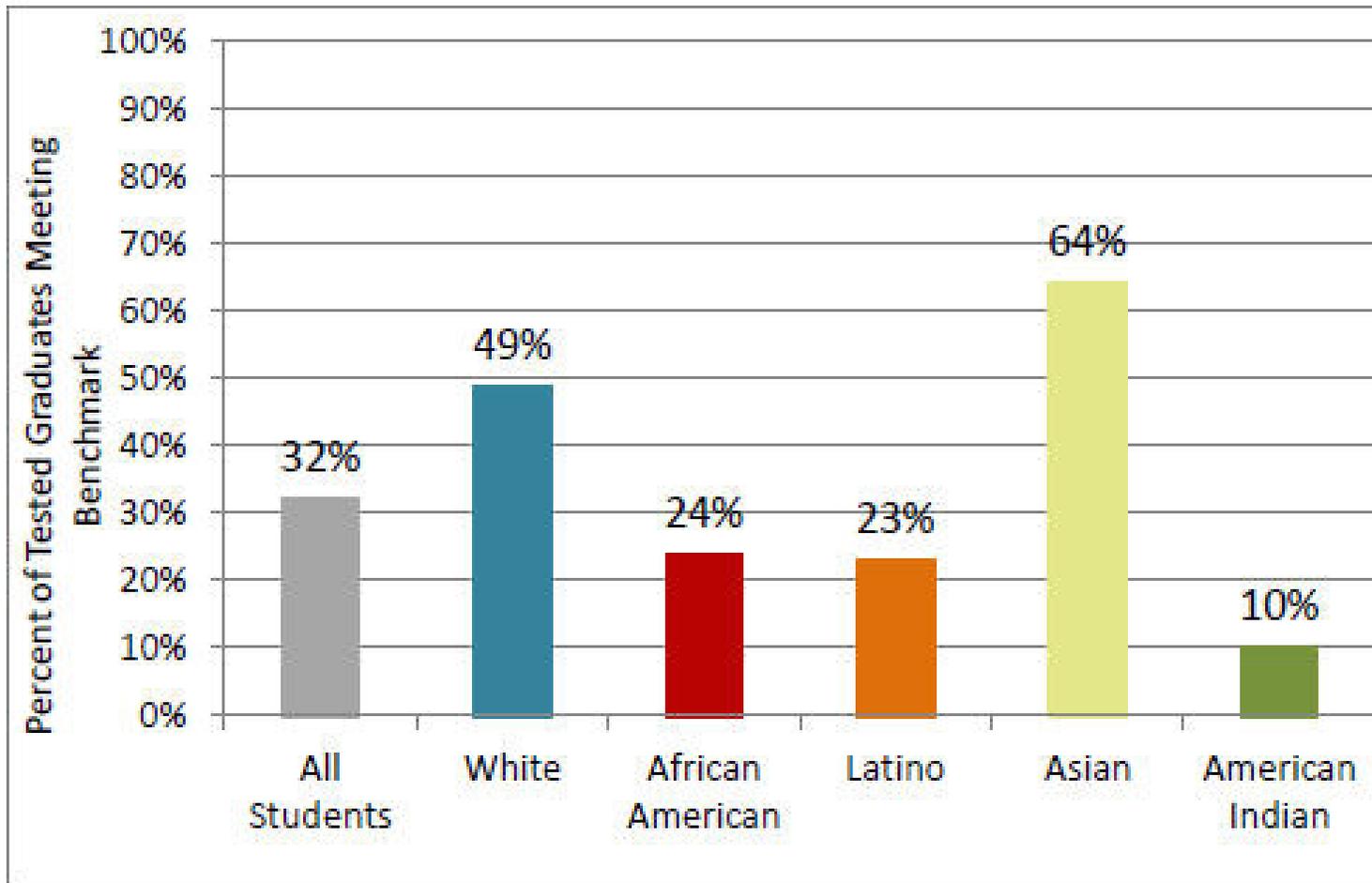
# 8th Grade Math

## NM Improvement: 2003-13

	Change	Rank
American Indian	+15	1
Hispanic	+13	13th (tied)
White	+7	17 <sup>th</sup> (tied)

## ACT Math: Percent of Test-Takers Meeting the College Readiness Benchmark, by Race/Ethnicity

*Percent of all graduates tested: 72*

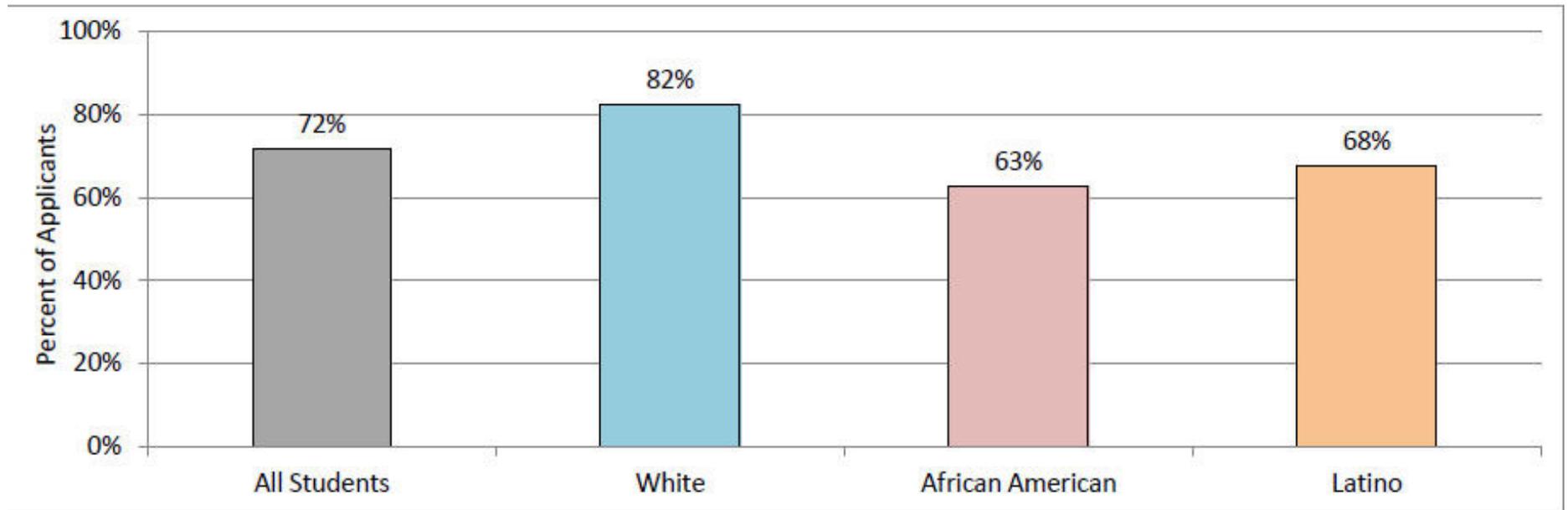


*Data are for 2011.*

Source:

# New Mexico Army Applicants: Too Many Don't Pass Entry Test

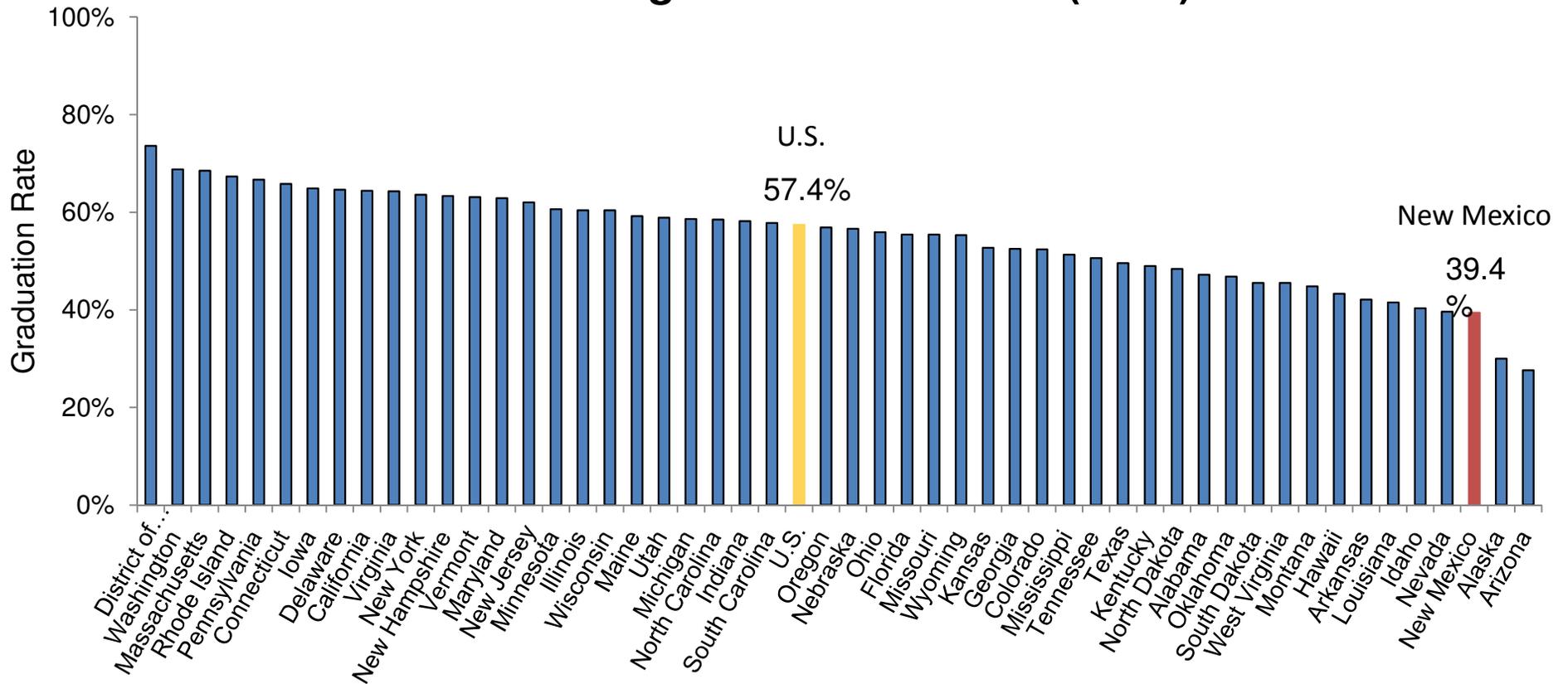
ASVB Pass Rates: 2005-2009



Source:

# Among those who start in four-year colleges, New Mexico has one of the lowest Bachelor's degree attainment rates

## Six-Year College Graduation Rate (2009)

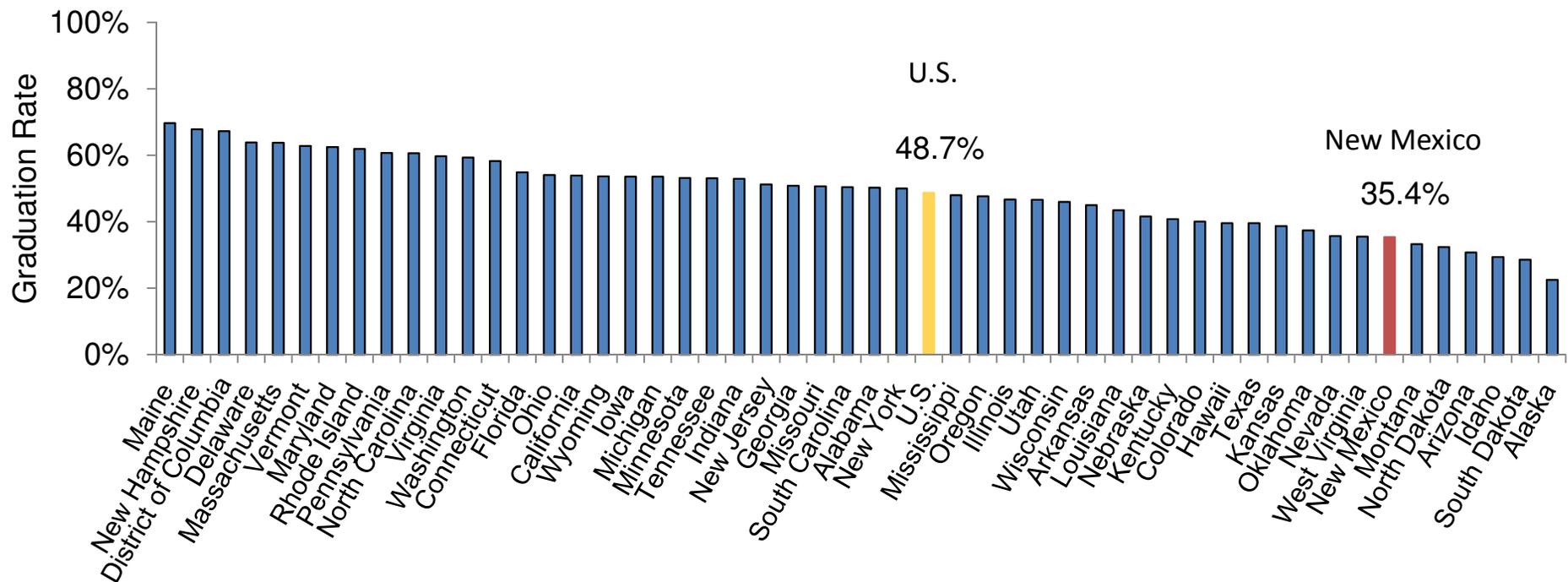


First-time, full-time freshmen completing a BA within 6 years

Source: U.S. Department of Education, 2011. United States Education Dashboard. <http://dashboard.ed.gov/statedetail.aspx?i=k&id=0&wt=40>

# Grad rates for Hispanic students are among the lowest in the nation

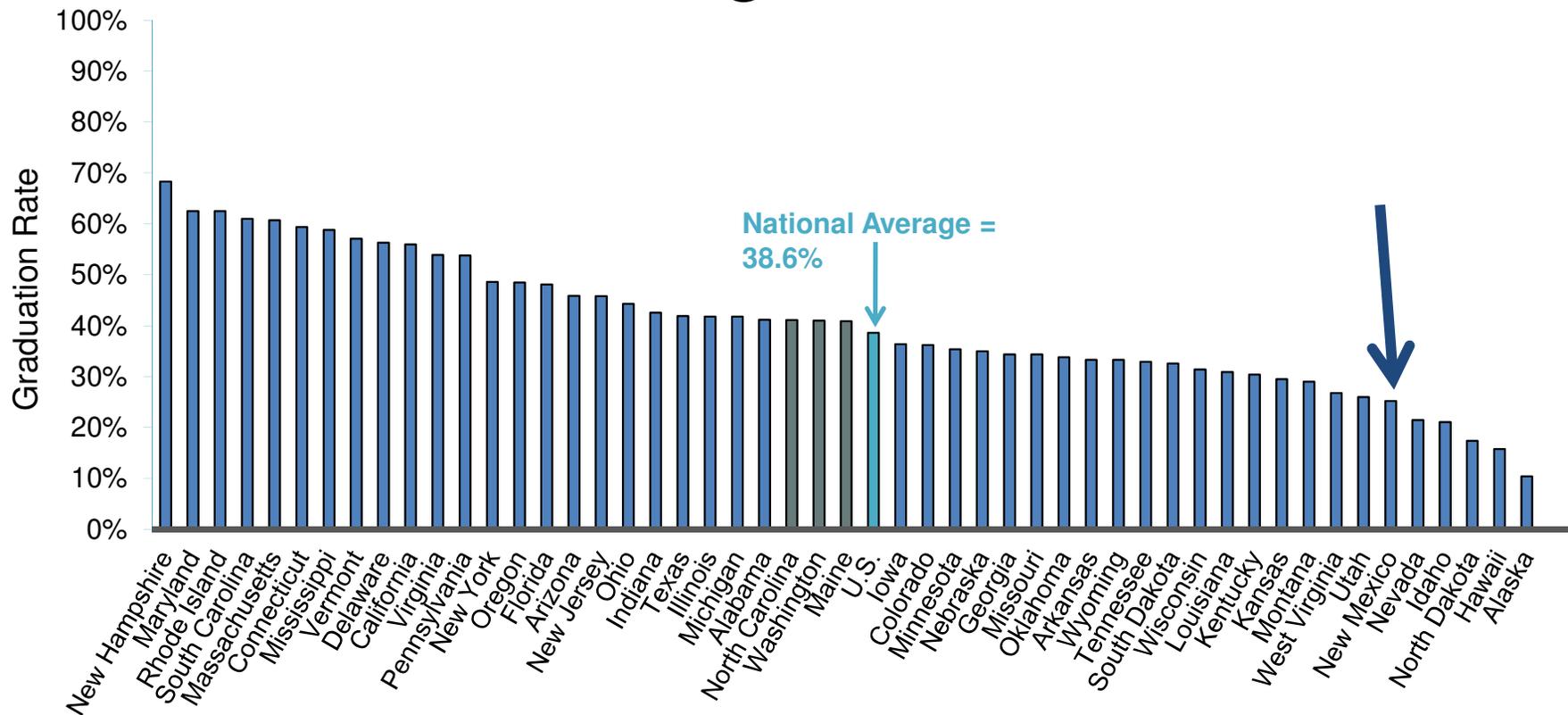
## Six-Year College Graduation Rate for Hispanic Students (2009)



First-time, full-time freshmen completing a BA within 6 years

Source: U.S. Department of Education, 2011. United States Education Dashboard. <http://dashboard.ed.gov/statedetail.aspx?i=k&id=0&wt=40>

# Grad Rates for American Indian/Alaska Native Students Among Lowest in Nation



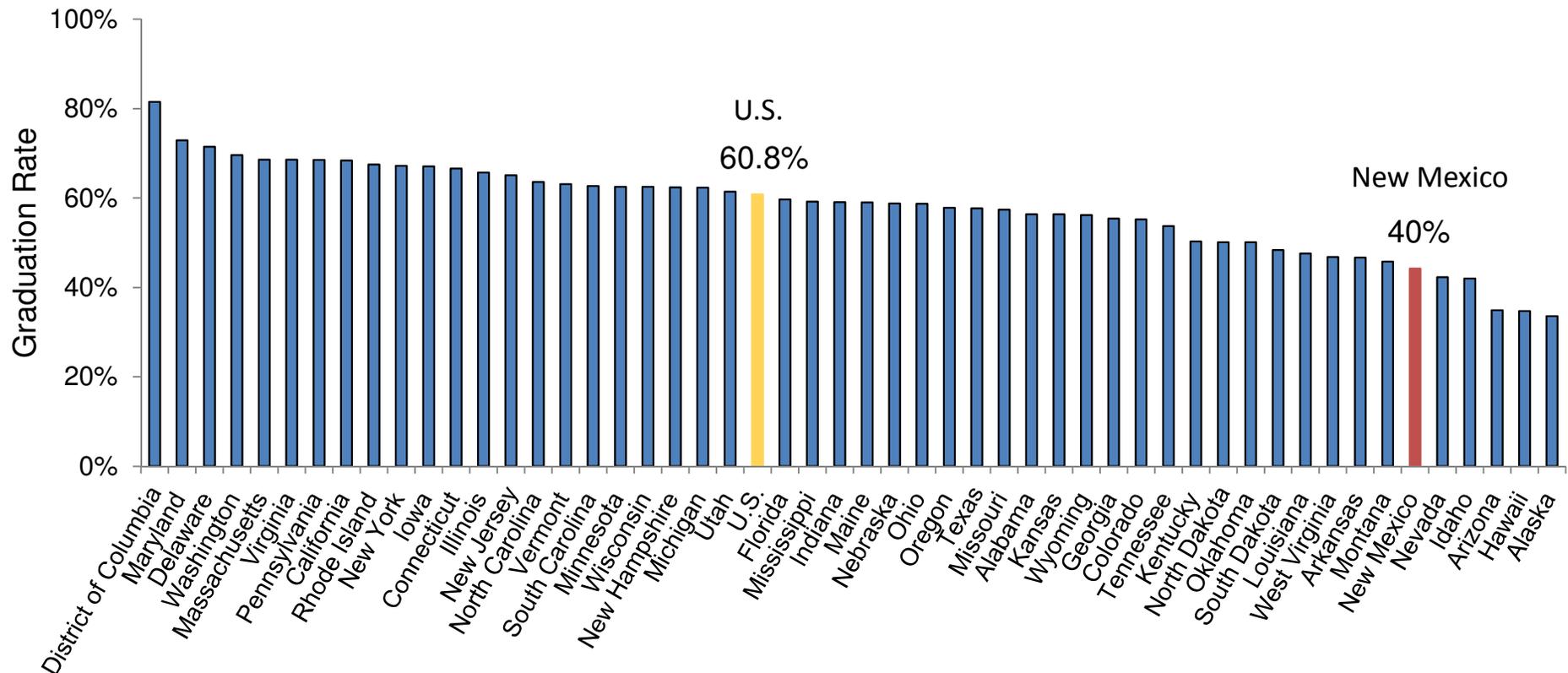
First-time, full-time freshmen completing a BA within 6 years

Source: NCHEMS Information Center, 2007

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# Grad rates for White students are among the lowest in the nation

## Six-Year College Graduation Rate for White Students (2009)

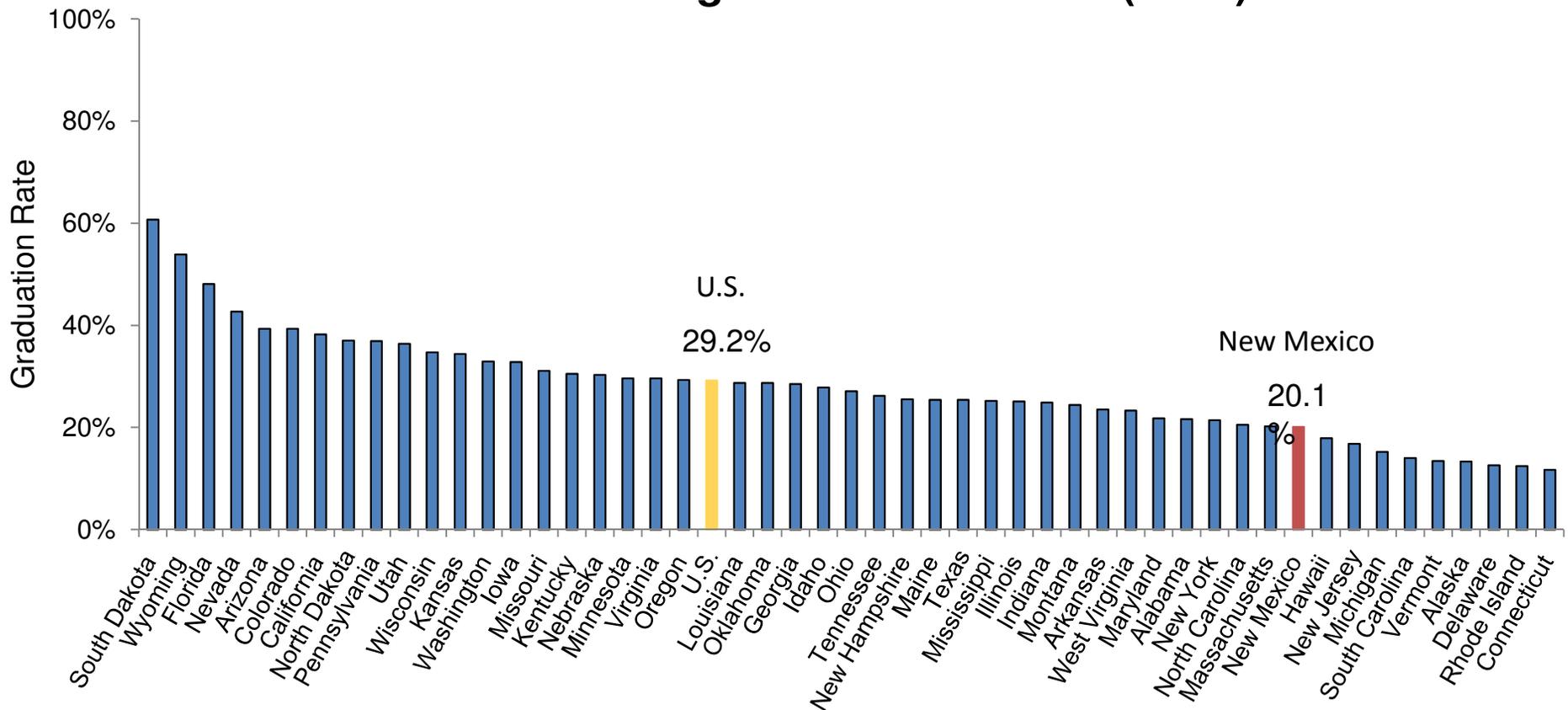


First-time, full-time freshmen completing a BA within 6 years

Source: U.S. Department of Education, 2011. United States Education Dashboard. <http://dashboard.ed.gov/statedetail.aspx?i=k&id=0&wt=40>

# Even among Associate's programs, New Mexico has one of the lowest completion rates

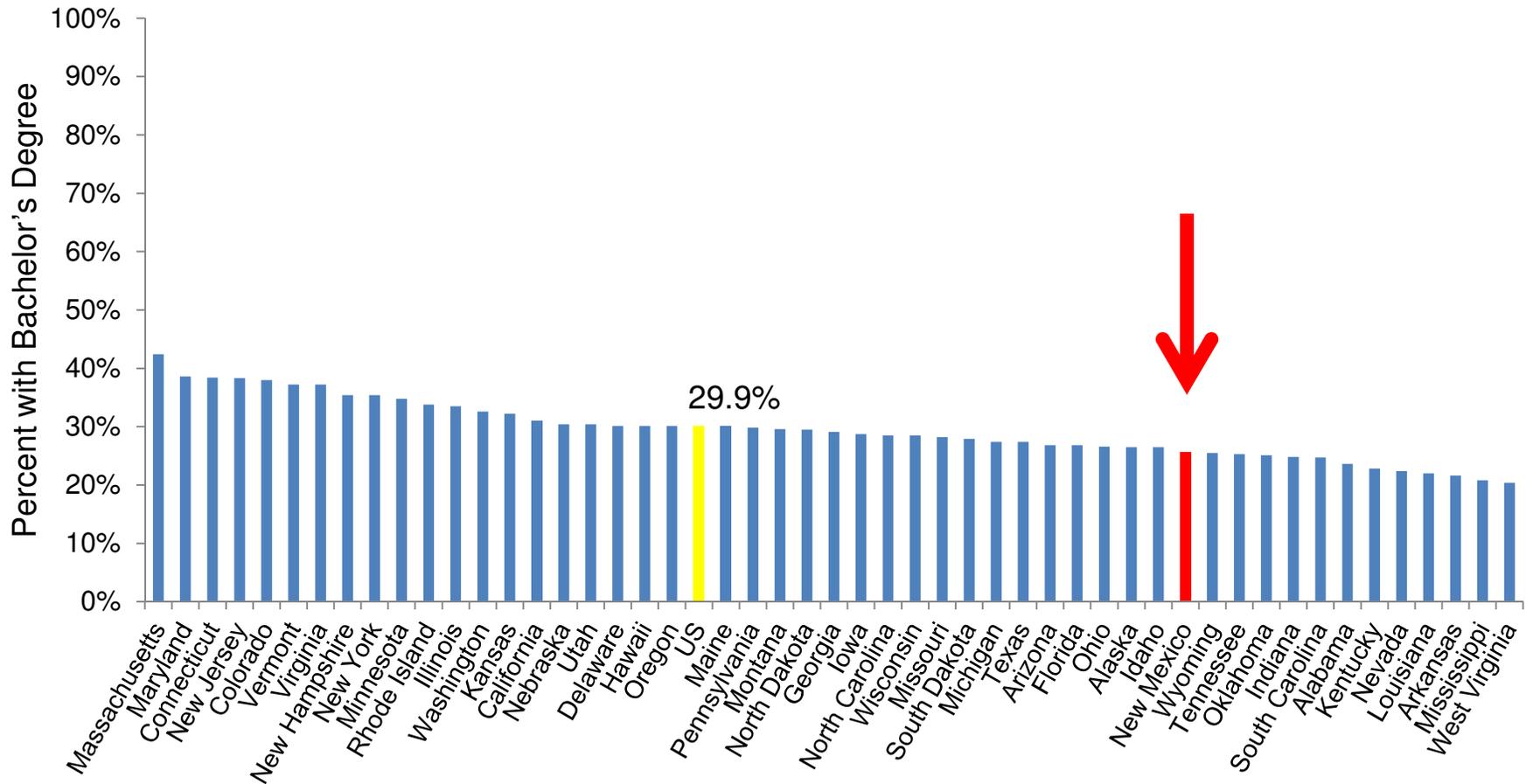
## Three-Year College Graduation Rate (2009)



First-time, full-time freshmen completing an AA or certificate within 3 years

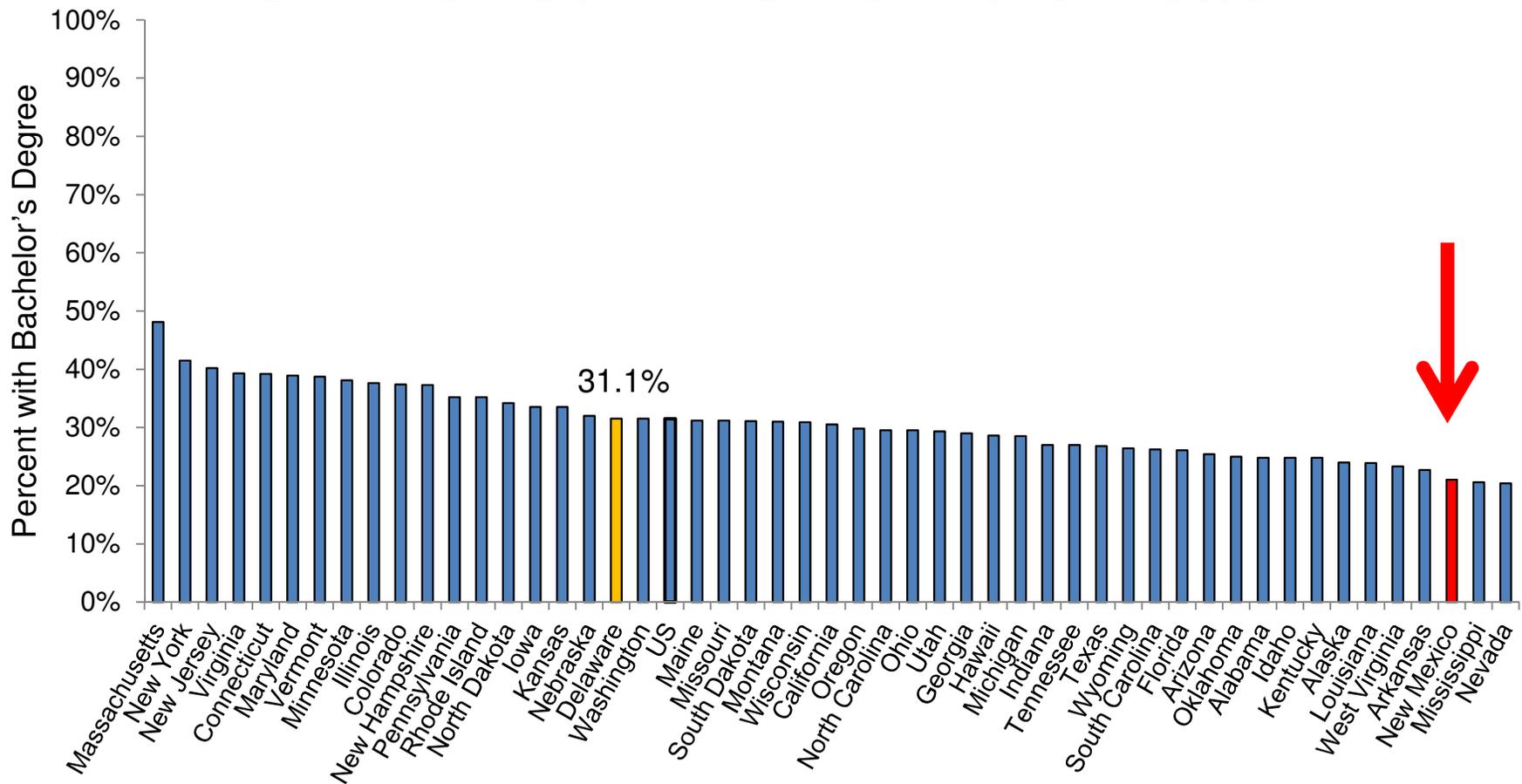
- U.S. Department of Education, 2011. United States Education Dashboard. <http://dashboard.ed.gov/statedetail.aspx?i=l&id=0&wt=40>

# Adults Ages 25-64 with at least a Bachelor's Degree, 2011: New Mexico in Bottom Quarter



U.S. Census Bureau, 2011 American Community Survey data from NCHEMS Information Center.

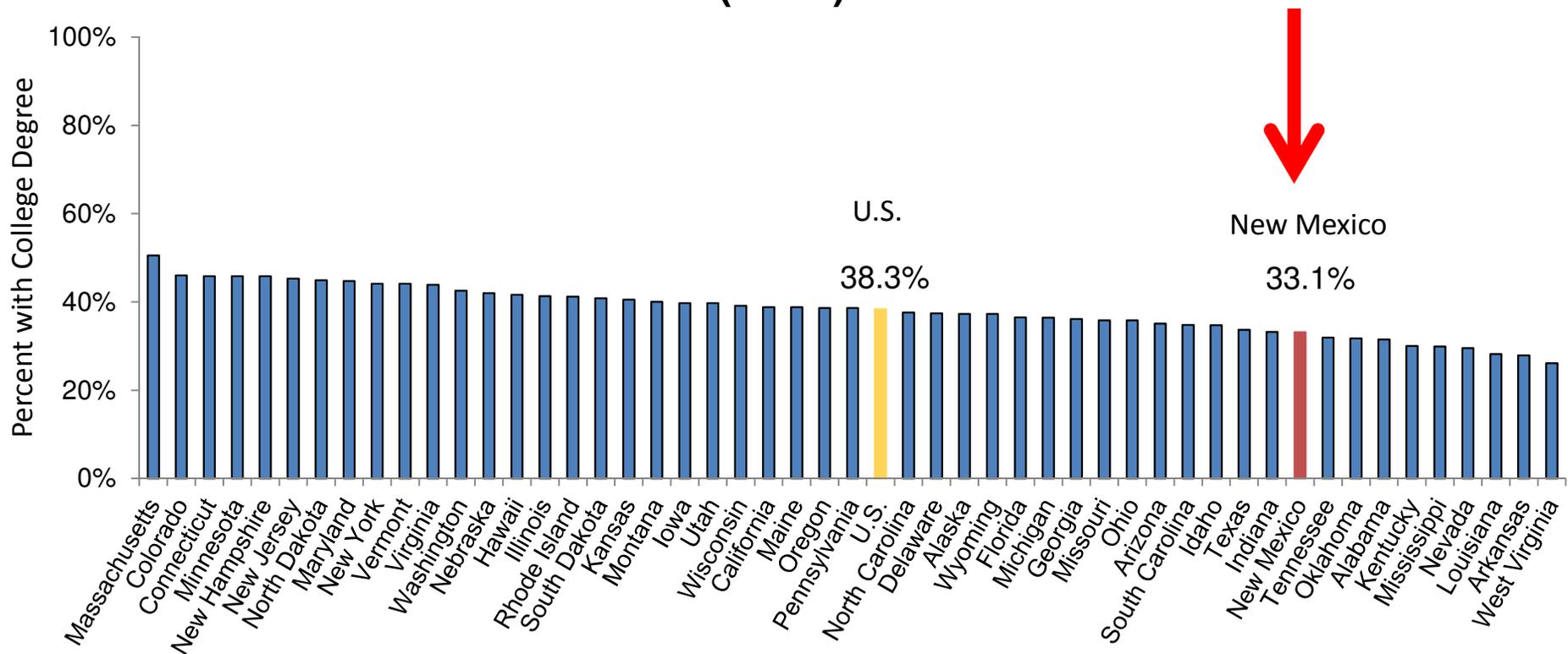
# Adults Ages 25-34 with at least a Bachelor's Degree, 2011: New Mexico Third from the Bottom



U.S. Census Bureau, 2011 American Community Survey data from NCHEMS Information Center

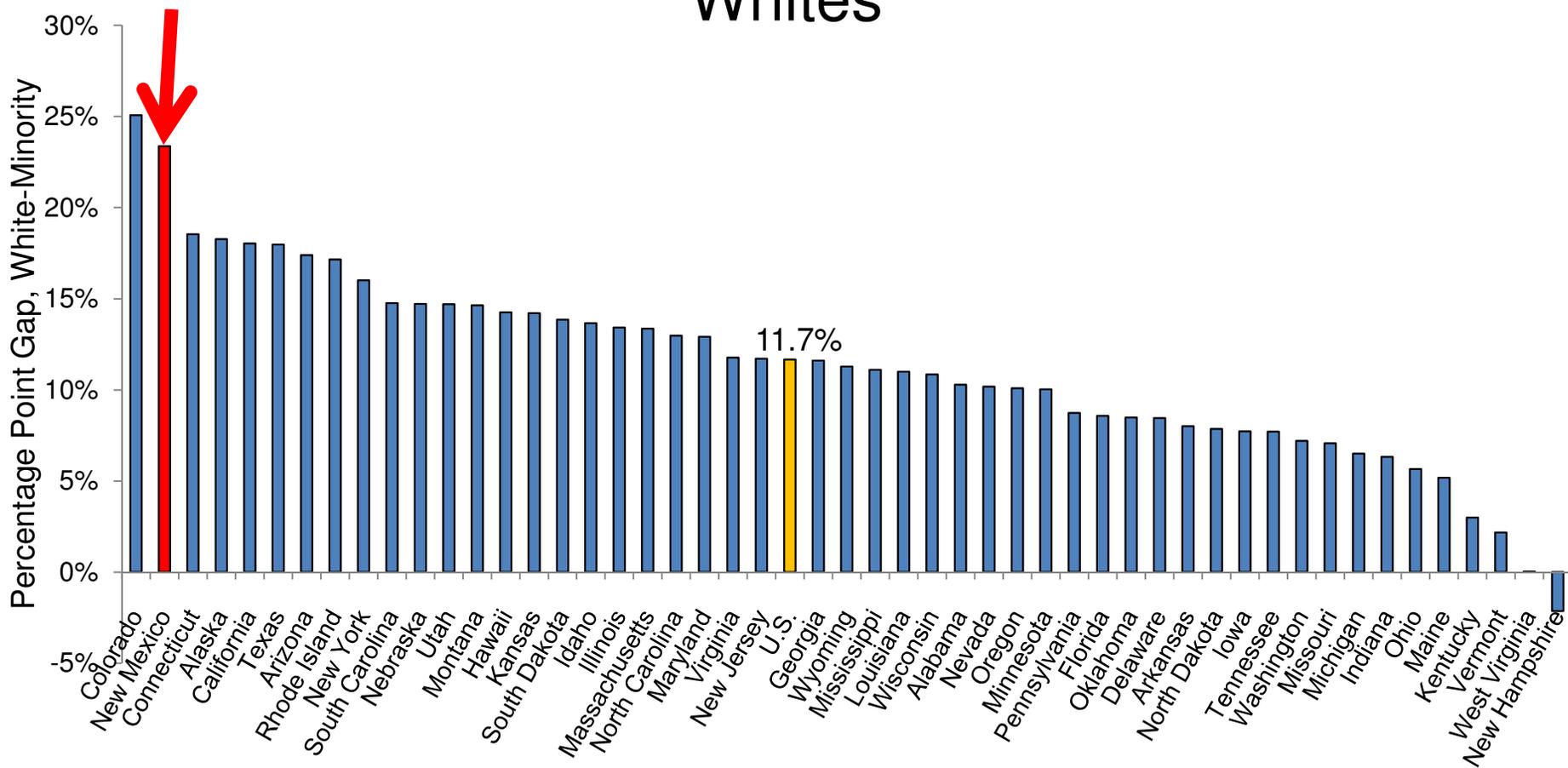
# New Mexico has one of the lowest rates of young adults with at least an associate's degree

## Adults Ages 25-34 with at least an Associate's Degree (2010)



Source: 2010 American Community Survey data from NCHEMS Information Center.

# Gaps in Average Annual Percent of Adults 25-64 with at Least a Bachelor's Degree, 2008-2010: New Mexico has 2nd Largest Gap between URM and Whites



2008-2010 Three-Year American Community Survey (ACS) data from NCHEMS Information Center.



What can we do?

- Don't accept the excuses;
- Get behind the Common Core State Standards;
- Keep up the work on teacher effectiveness;
- Build solid pipelines of first-rate principals;
- Start early: quality pre-k is great investment;
- Focus resources and energy on early reading;
- Go aggressively after gaps in opportunity and achievement.