

THE EDUCATION TRUST


WHY ASSESSMENT IS IMPORTANT

And what do the results
tell us about how schools
are serving Black children

BAEO
March, 2015
Memphis, TN

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Tests ***do not*** summarize
everything that is important
about your children.

Or even capture everything important
that they should learn in school.



But they DO some very important
things:


- Give parents an objective measure to supplement the grades that teachers give, which often vary from classroom to classroom and school to school;
- Give teachers an objective measure of the important things their children have learned, but also of where they still need extra instruction;
- Give parents and the public a way to cut through all the things that schools say about themselves with objective data on how much kids are actually learning.




And for Black parents in particular...

Tests:

- Help you to push back when teachers give your children A's for work you know is not A quality;
- Help you to see which schools and districts are improving the performance of all groups of children, not just the privileged;
- Help your children begin to ready themselves for the tests they will take throughout their lives—for college, for military service, for jobs, for licenses, for promotion.



And, for groups like BAEO and the EdTrust, the results from tests also help fuel our fire to KEEP PUSHING, as well as show us where we can celebrate gains.



What stories do those data tell us
today?

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
(largely because of their high grades and
test performance):

- **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 we don't see top performers
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

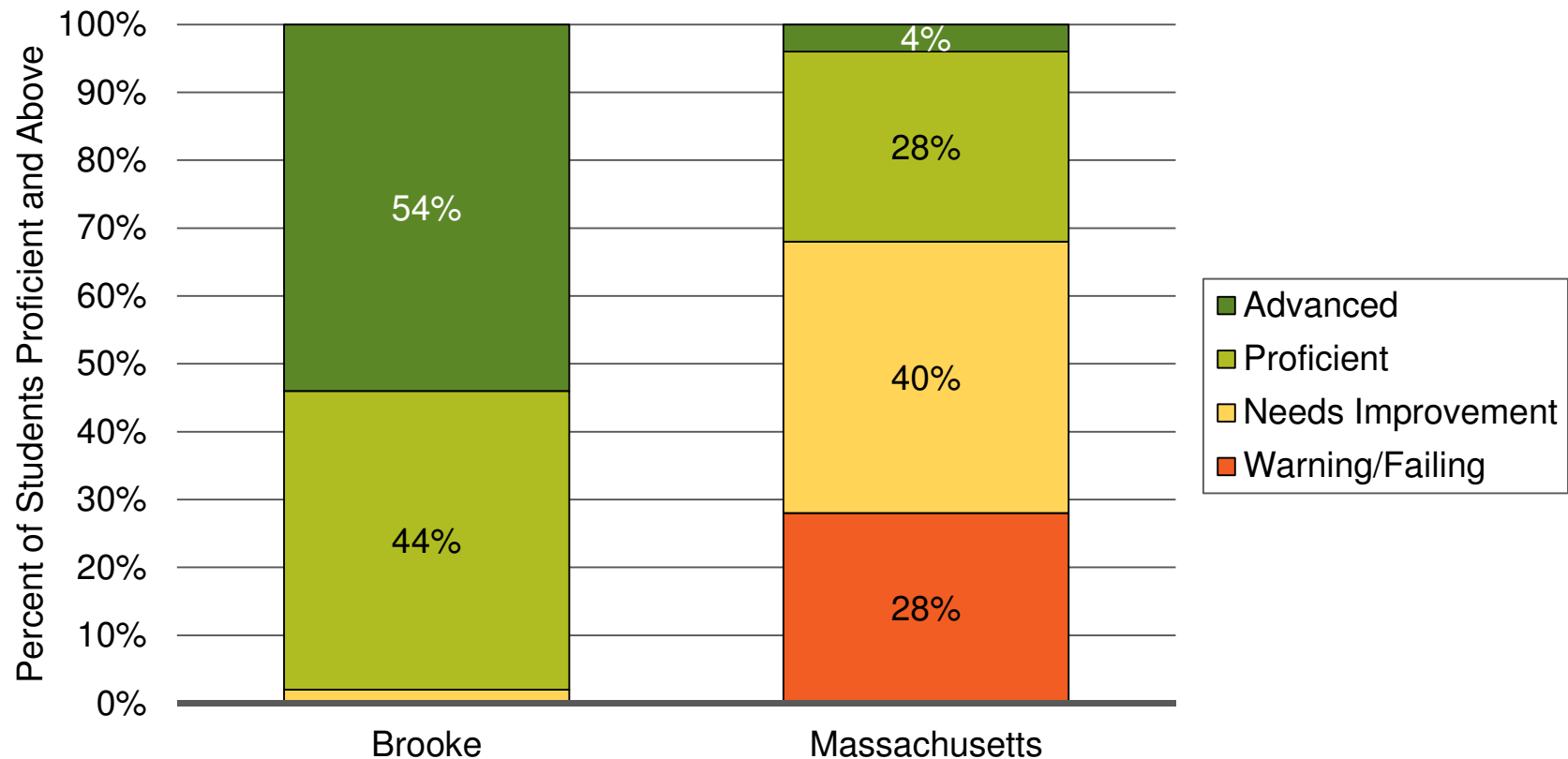


Note: Enrollment data are for 2011-12 school year.

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

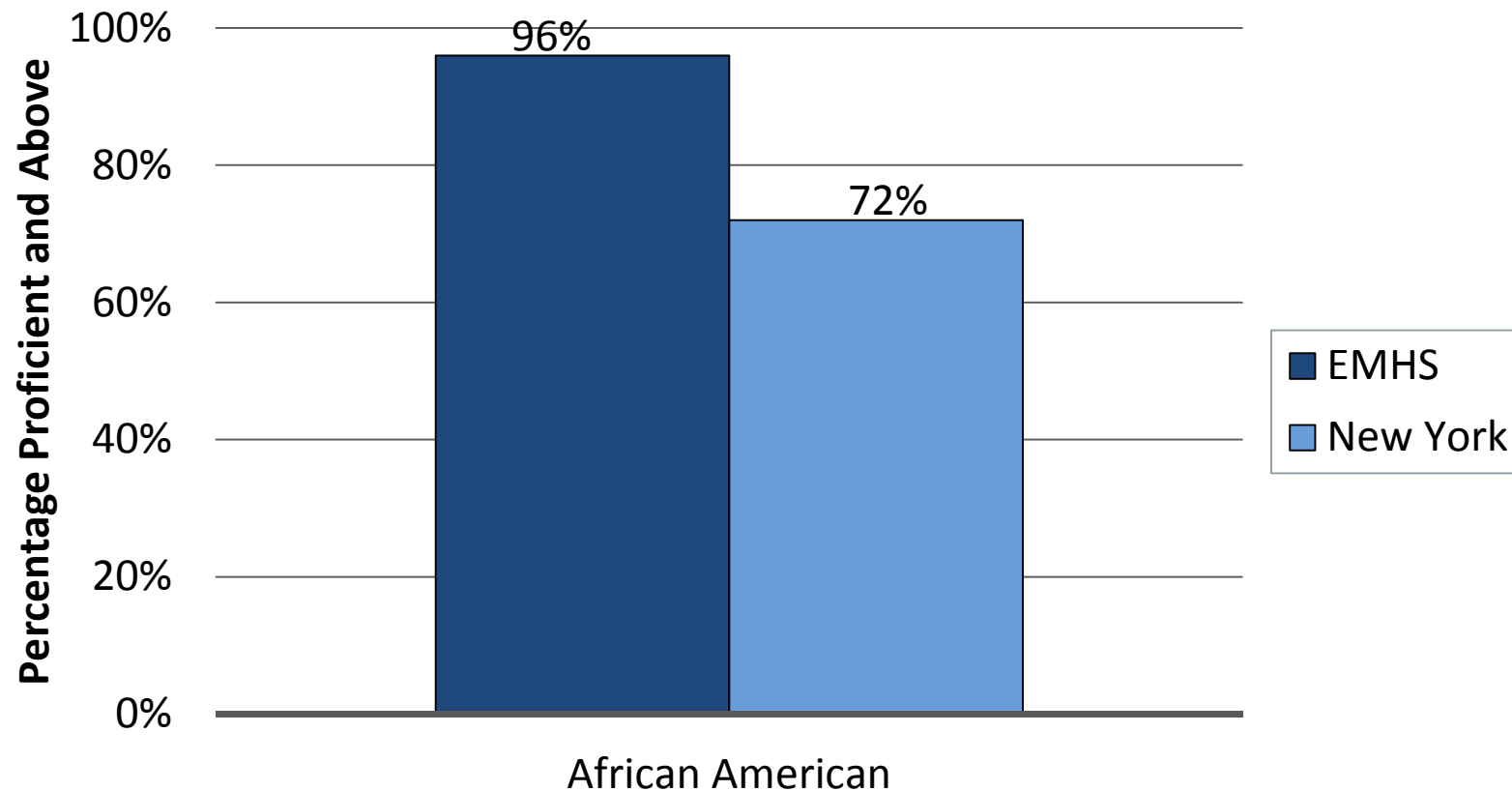


Source: New York Department of Education

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High Performance by ALL Students at Elmont Memorial High School

Secondary Level English (2012)

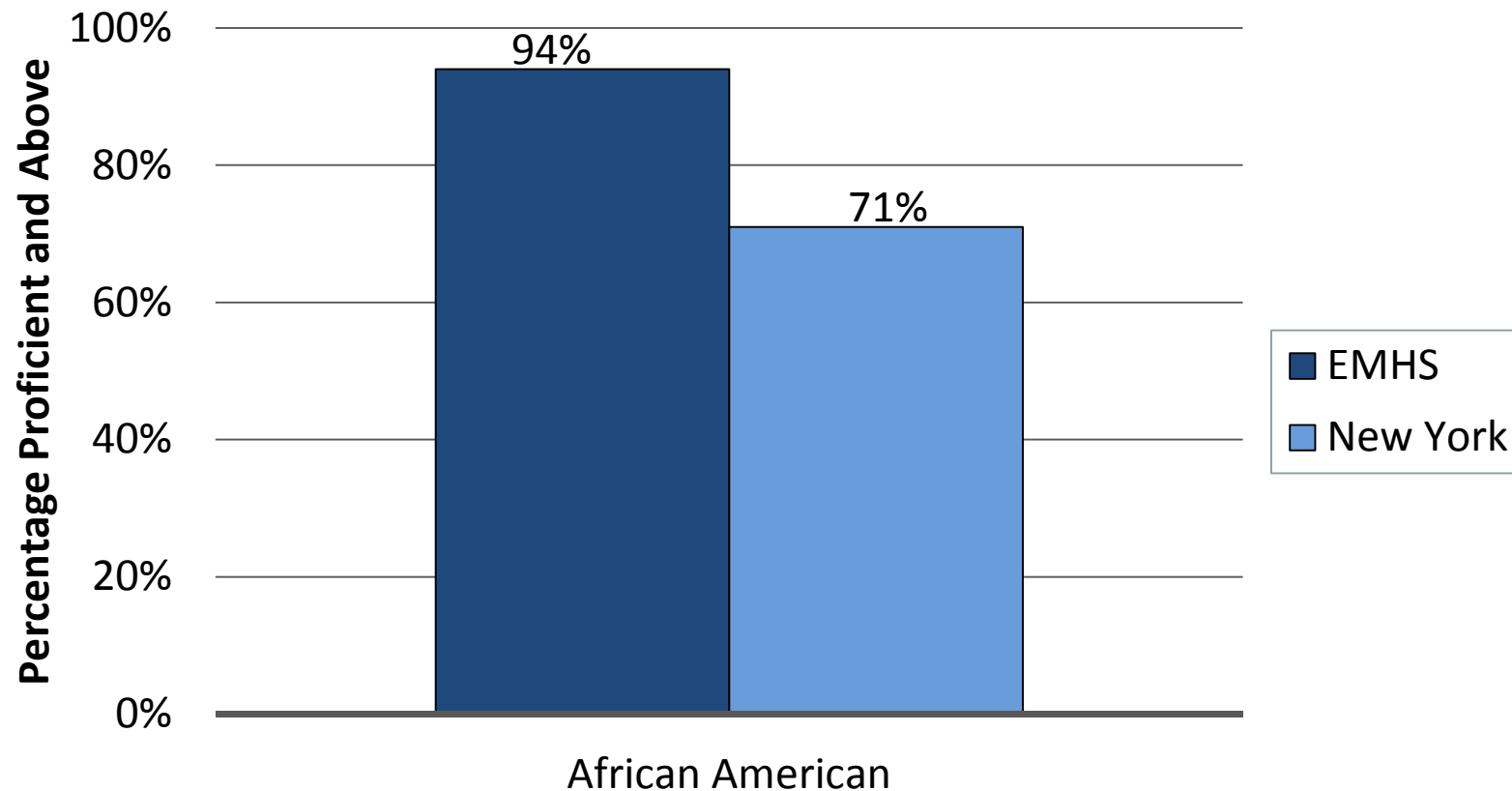


Source: New York Department of Education <https://reportcards.nysed.gov/schools.php?district=800000049235&year=2012>

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High Performance by ALL Students at Elmont Memorial High School

Secondary Level Math (2012)

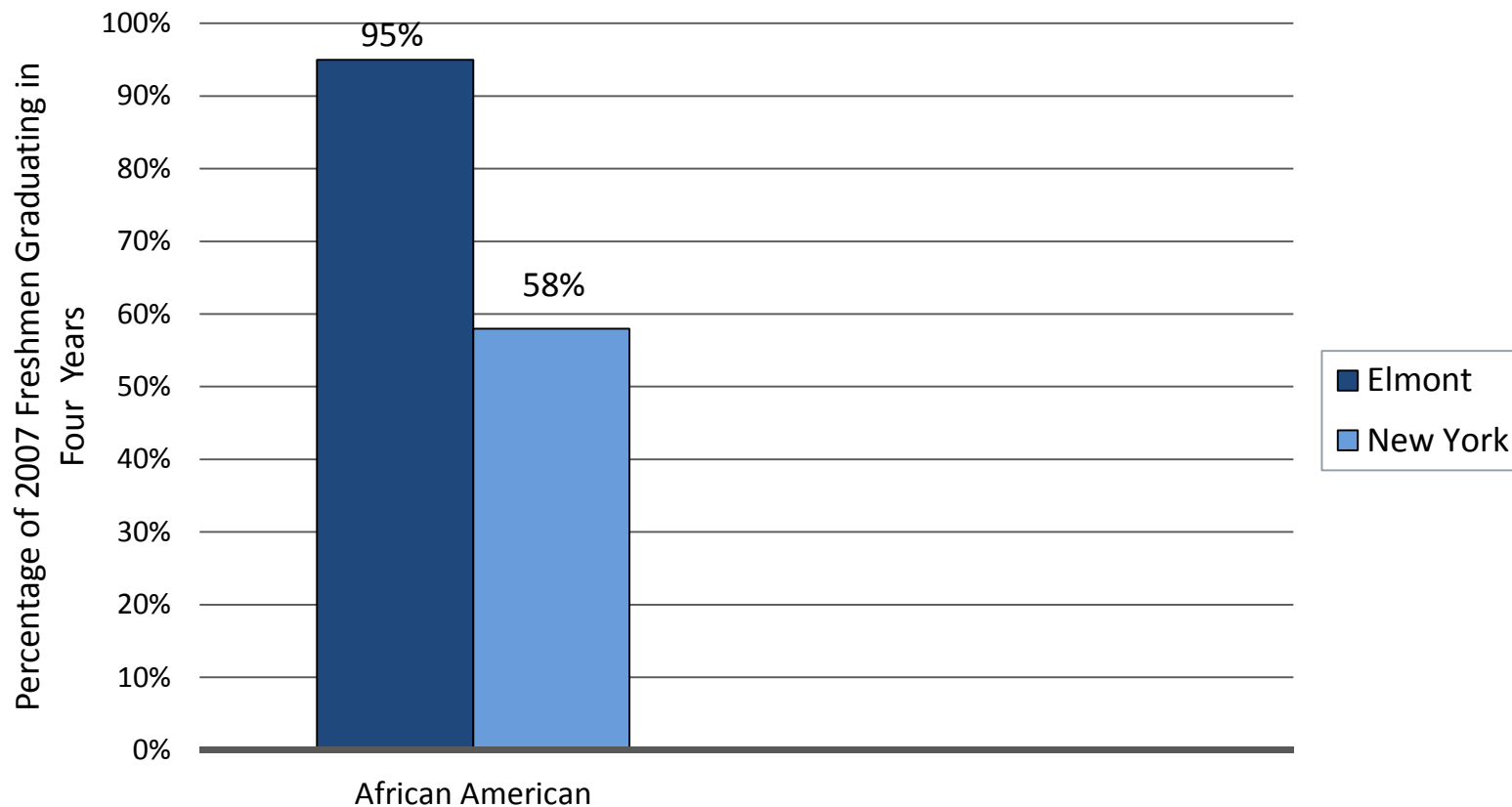


Source: New York Department of Education <https://reportcards.nysed.gov/schools.php?district=800000049235&year=2012>

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High Graduation Rates at Elmont Memorial High School

Class of 2011



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

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George Hall Elementary School Mobile, Alabama

99% African American, 99% Low Income

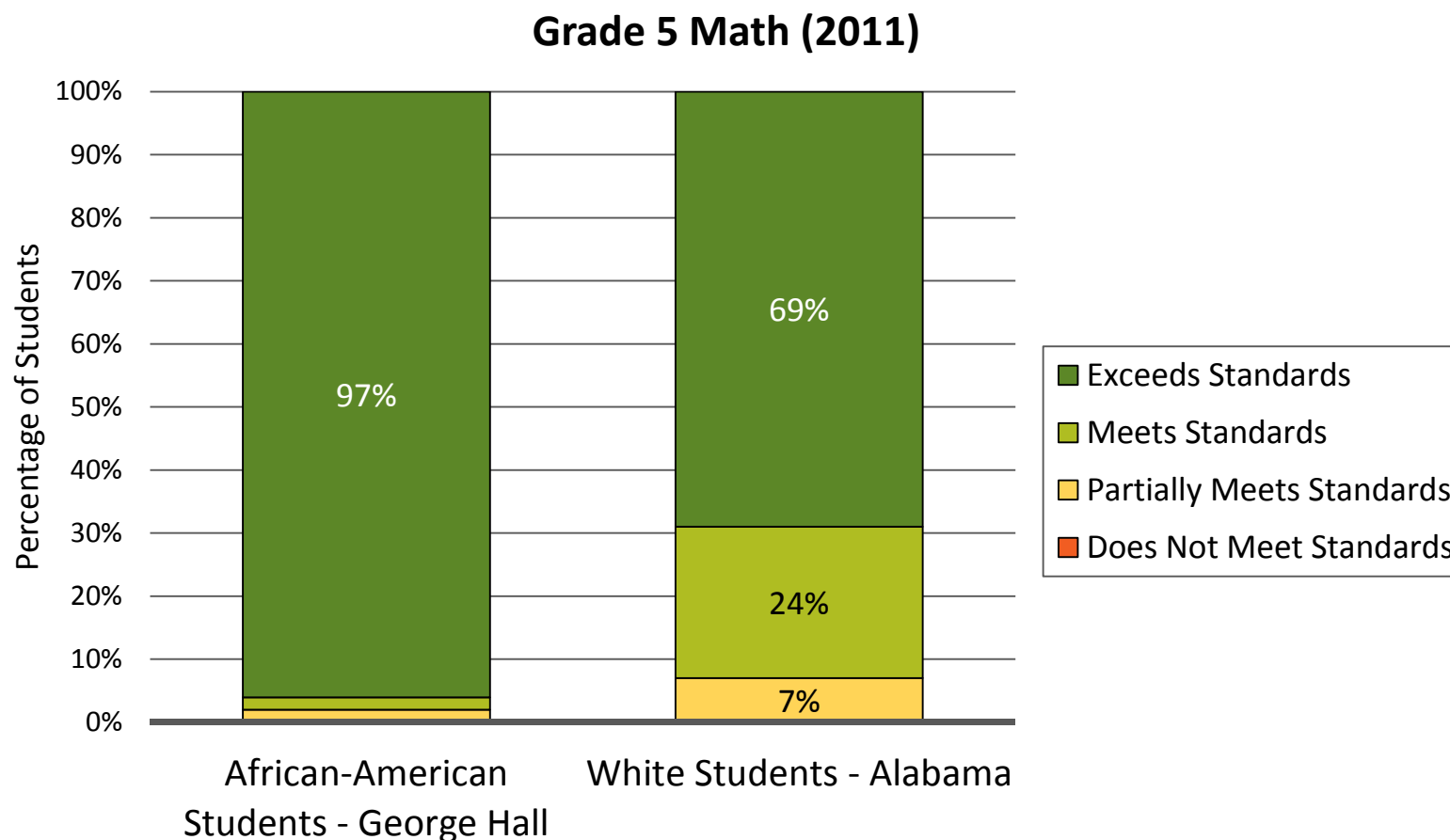


Note: Enrollment data are for 2009-10 school year

Source: Alabama Department of Education

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Exceeding Standards: George Hall students outperform white students in Alabama



Source: Alabama Department of Education

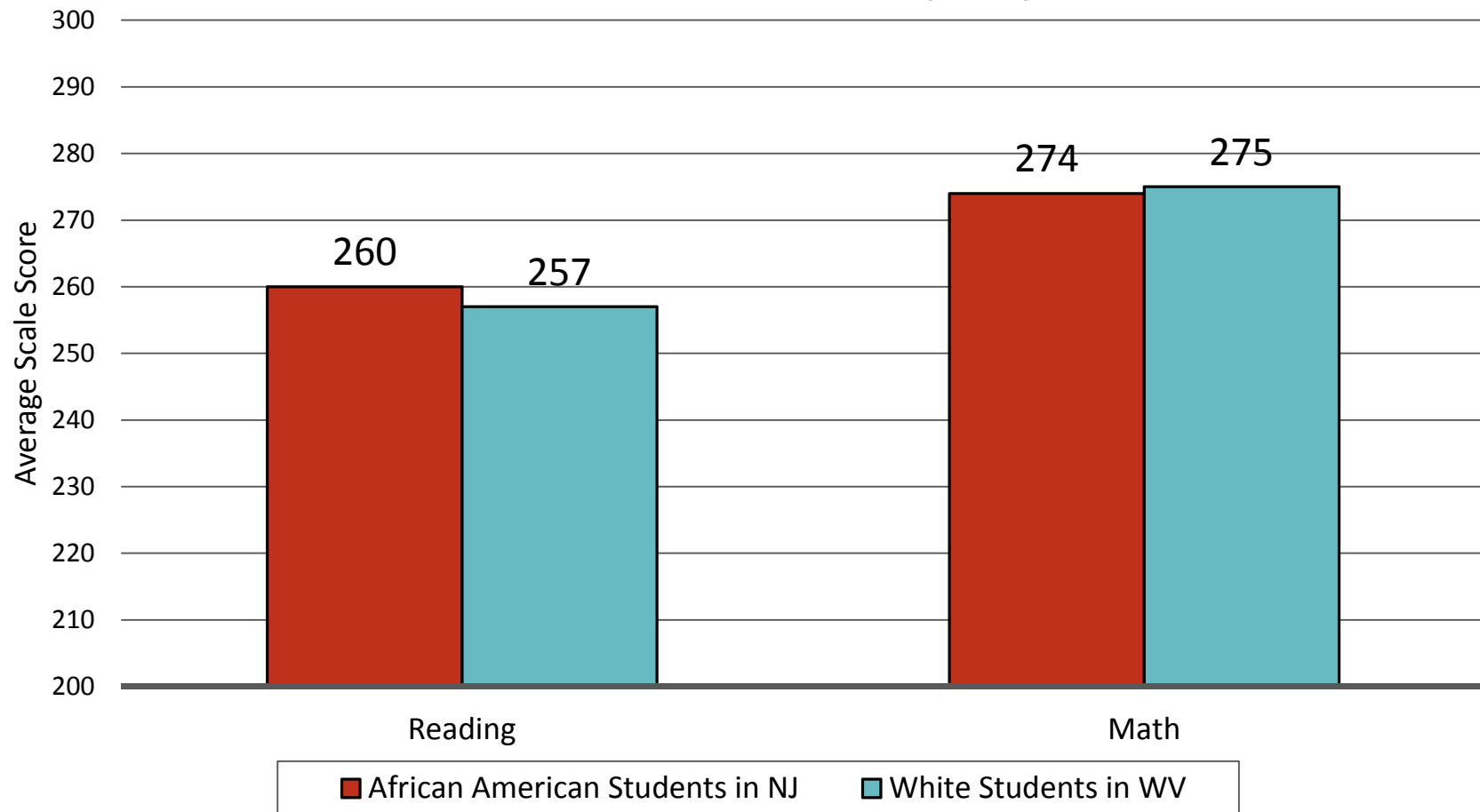
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Not just individual schools...

Black 8th Graders in New Jersey Outperform White 8th Graders in West Virginia

NAEP – Grade 8 (2013)

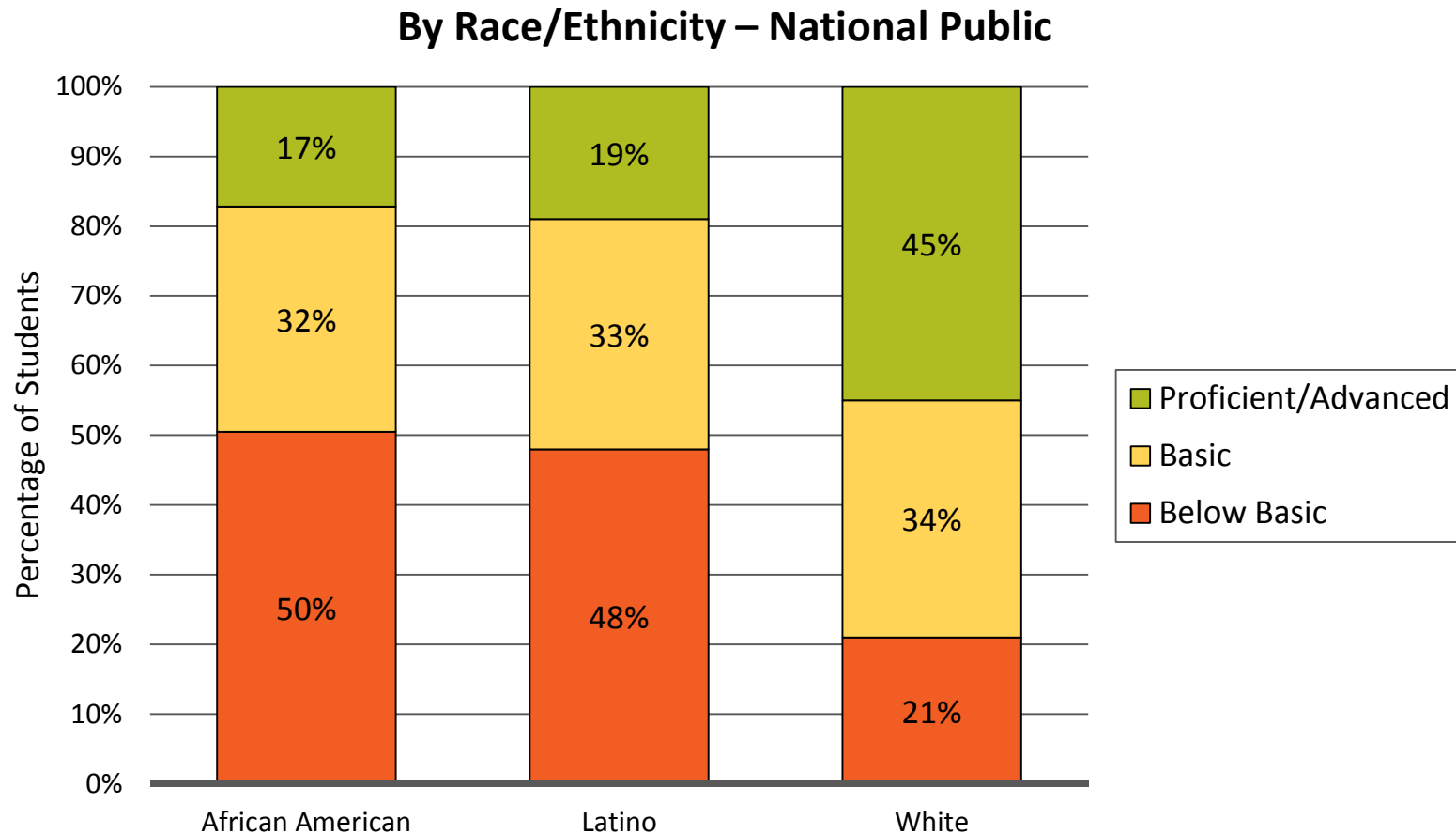


Source: NAEP Data Explorer, NCES

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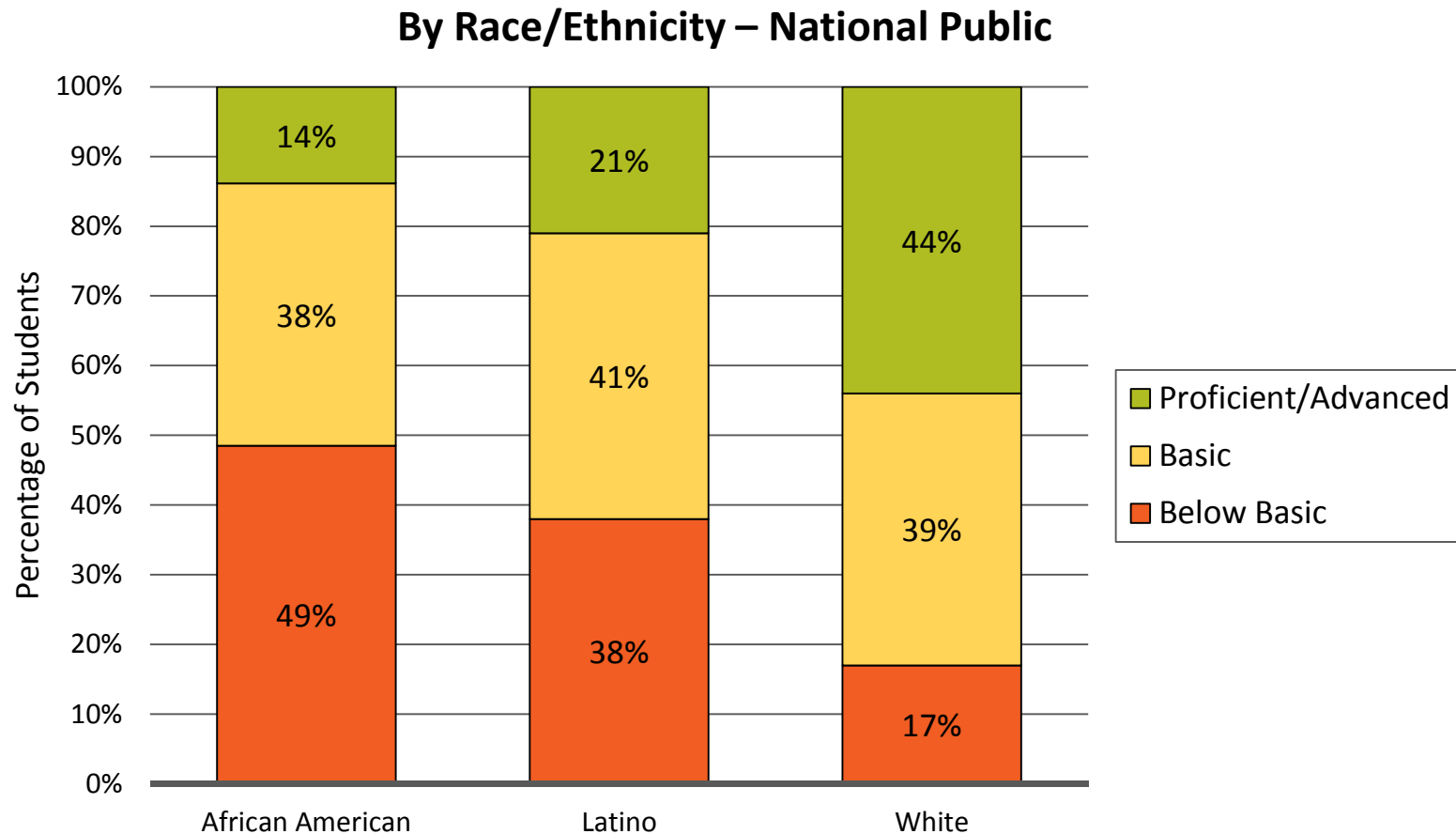
HOWEVER,
just because black children *have*
enormous capacity doesn't mean
that most are *reaching* the levels
they could and should...

2013 NAEP Grade 4 Reading



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

2013 NAEP Grade 8 Math



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

So, let's back up and look at trends.

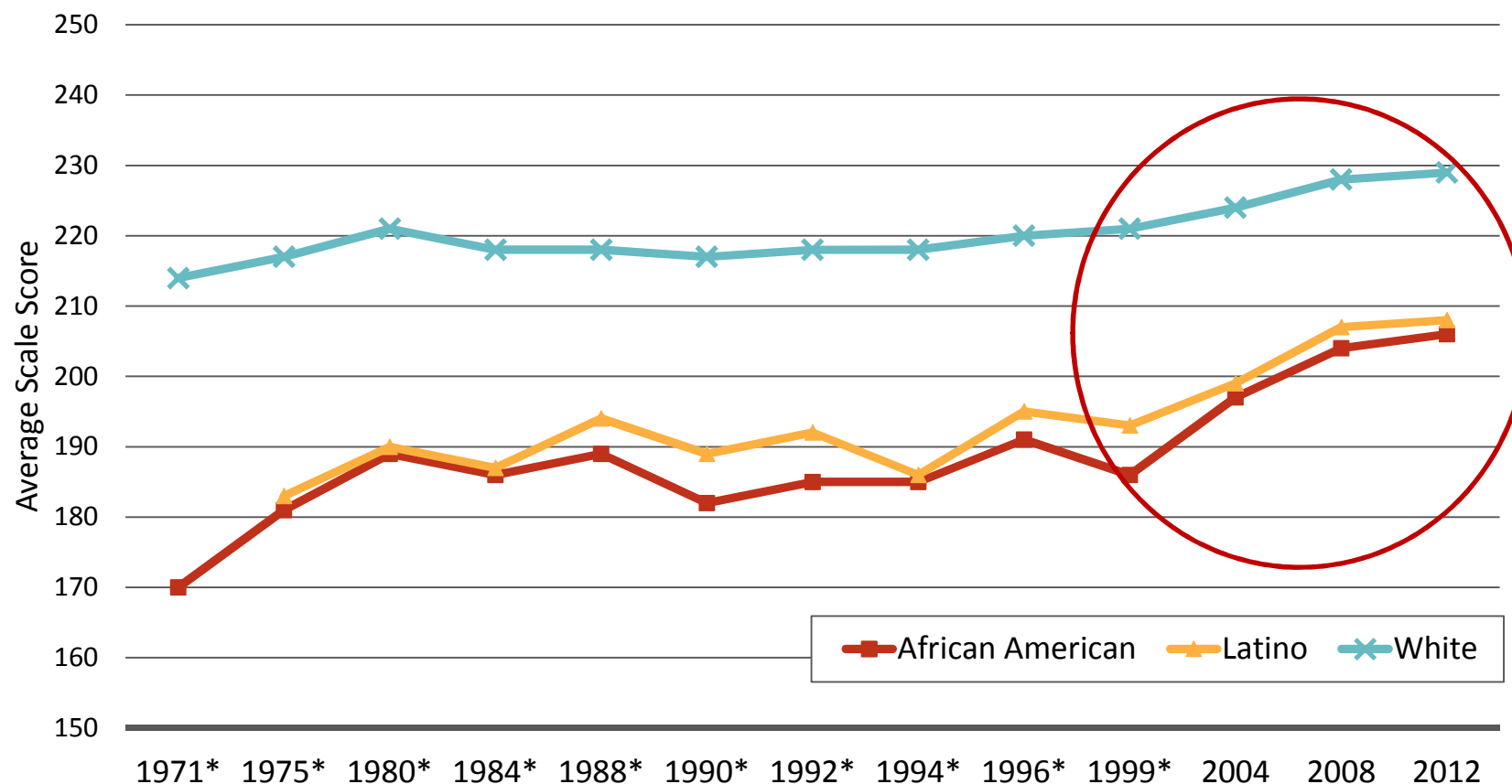


First, some good news.

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



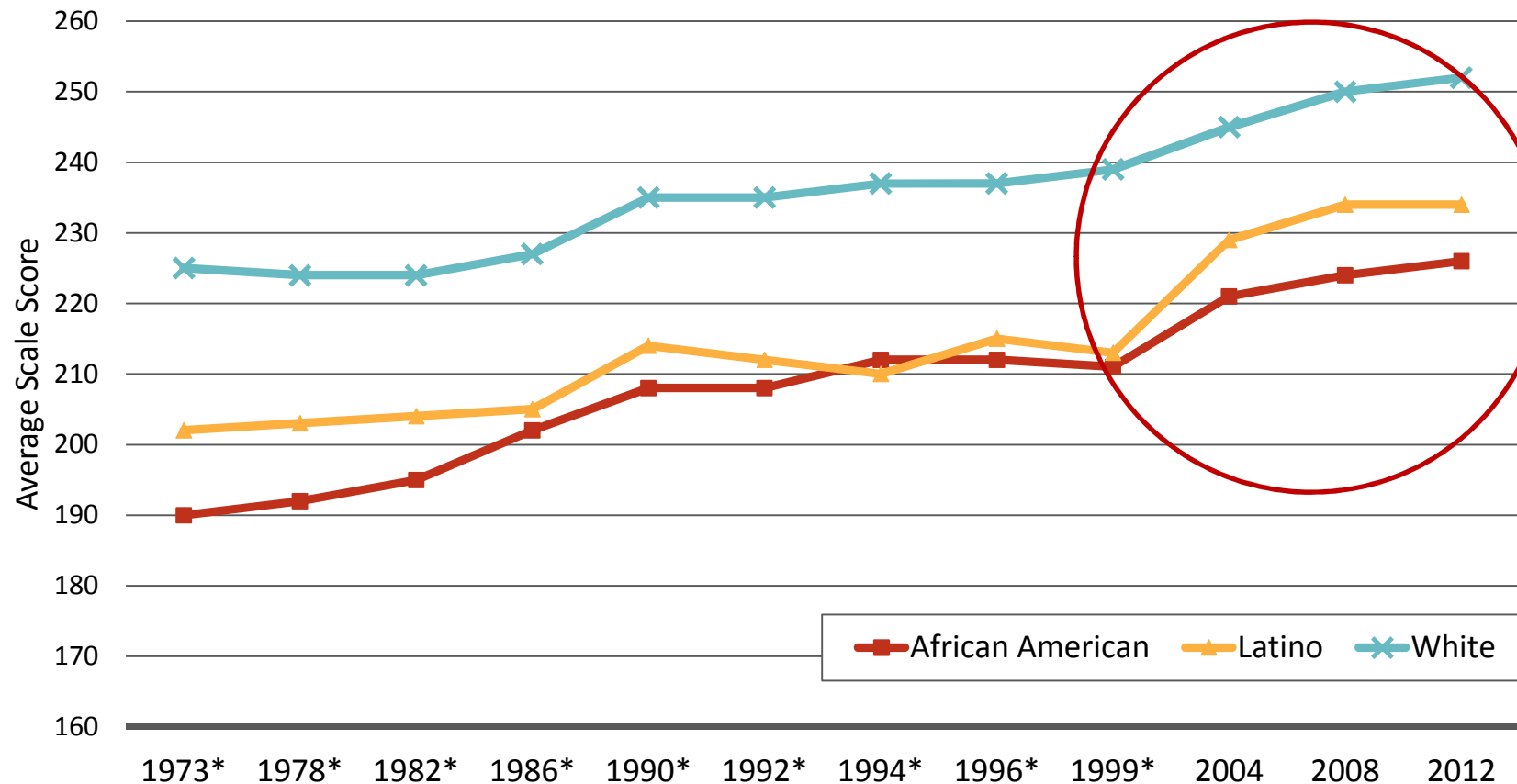
*Denotes previous assessment format

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

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Since 1999, performance rising for all groups of students

9 Year Olds – NAEP Math



*Denotes previous assessment format

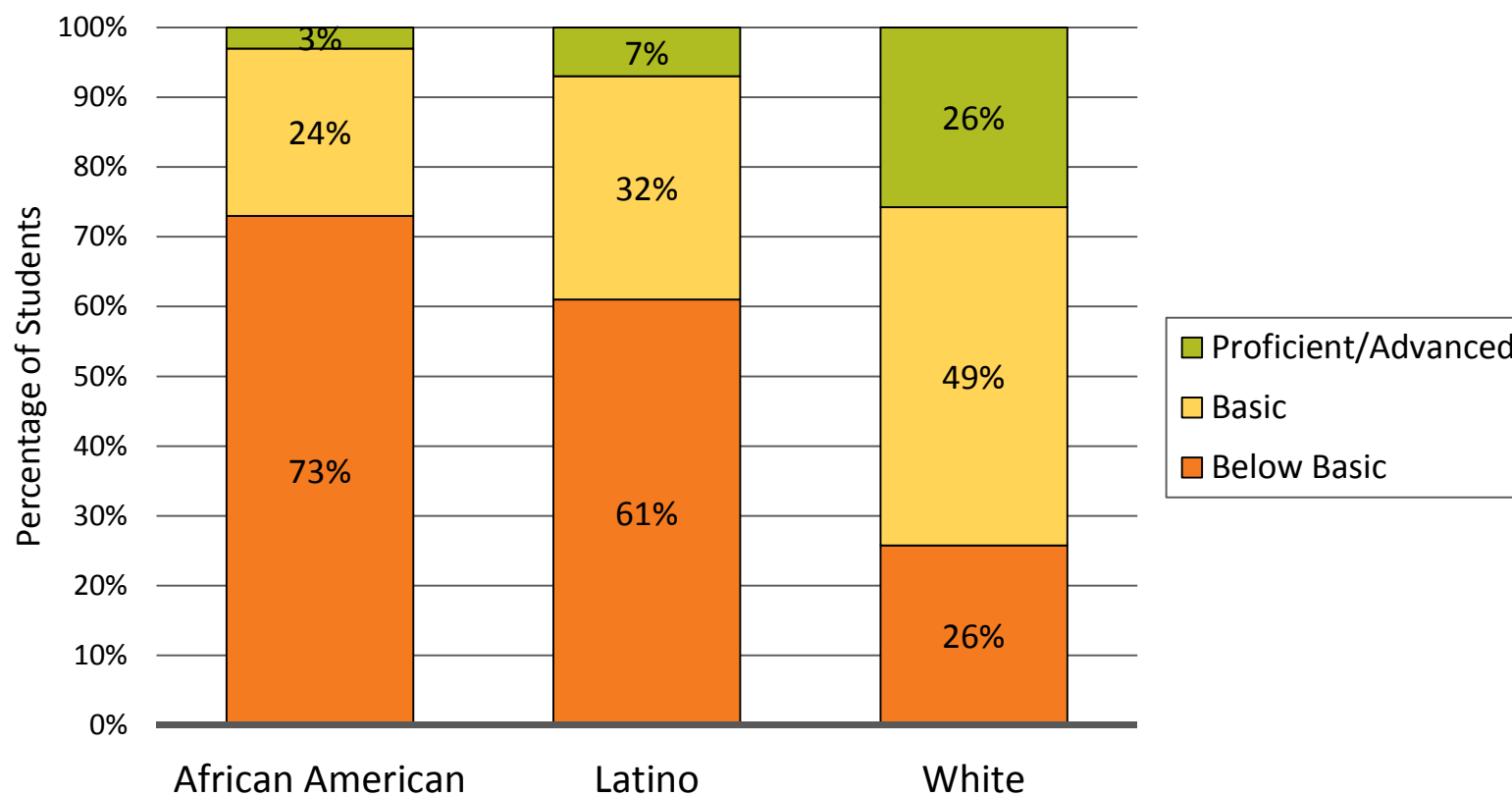
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

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

1996 NAEP Grade 4 Math

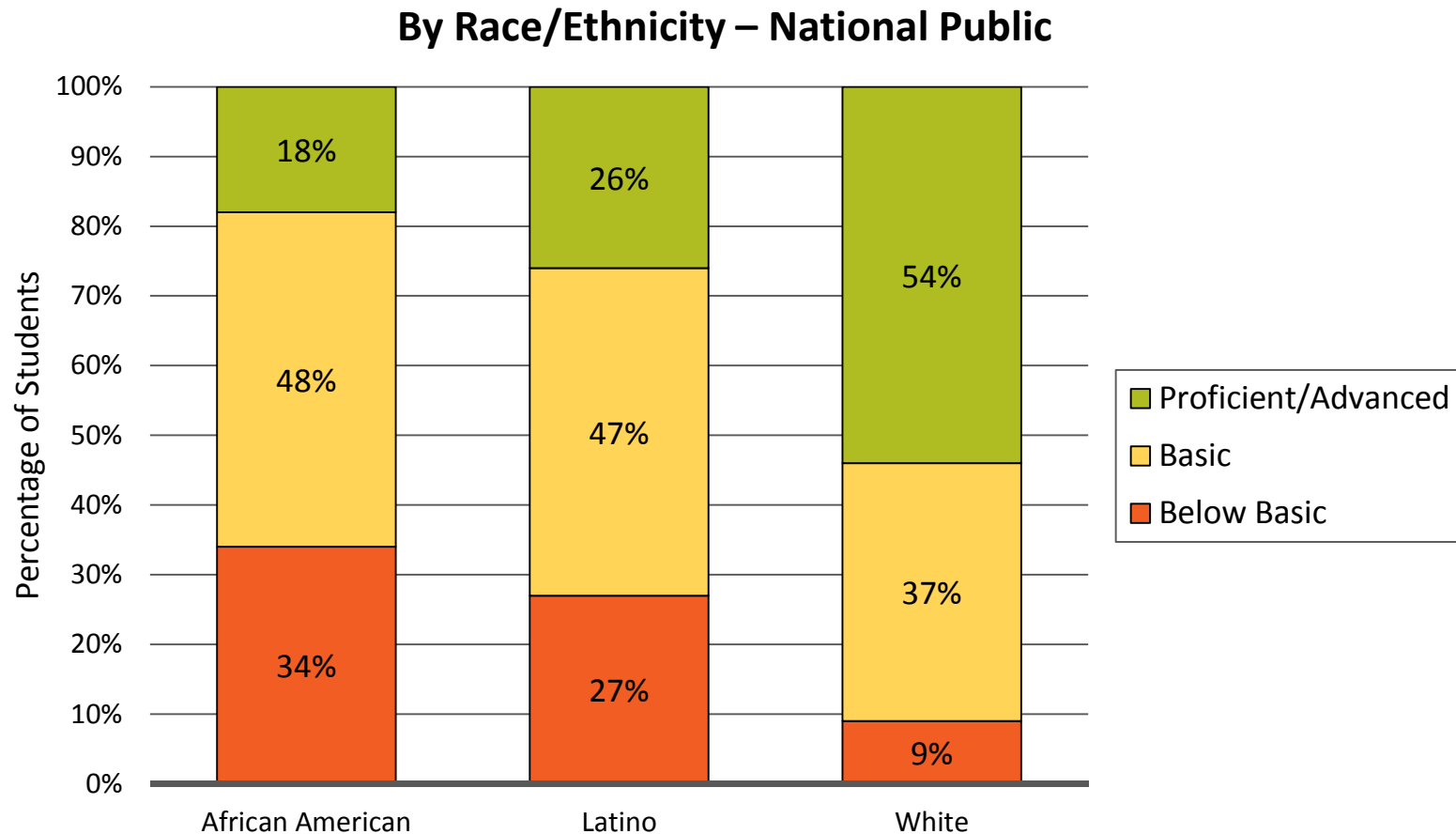
By Race/Ethnicity – Nation



Source • NAEP Data Explorer, NCES

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2013 NAEP Grade 4 Math



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

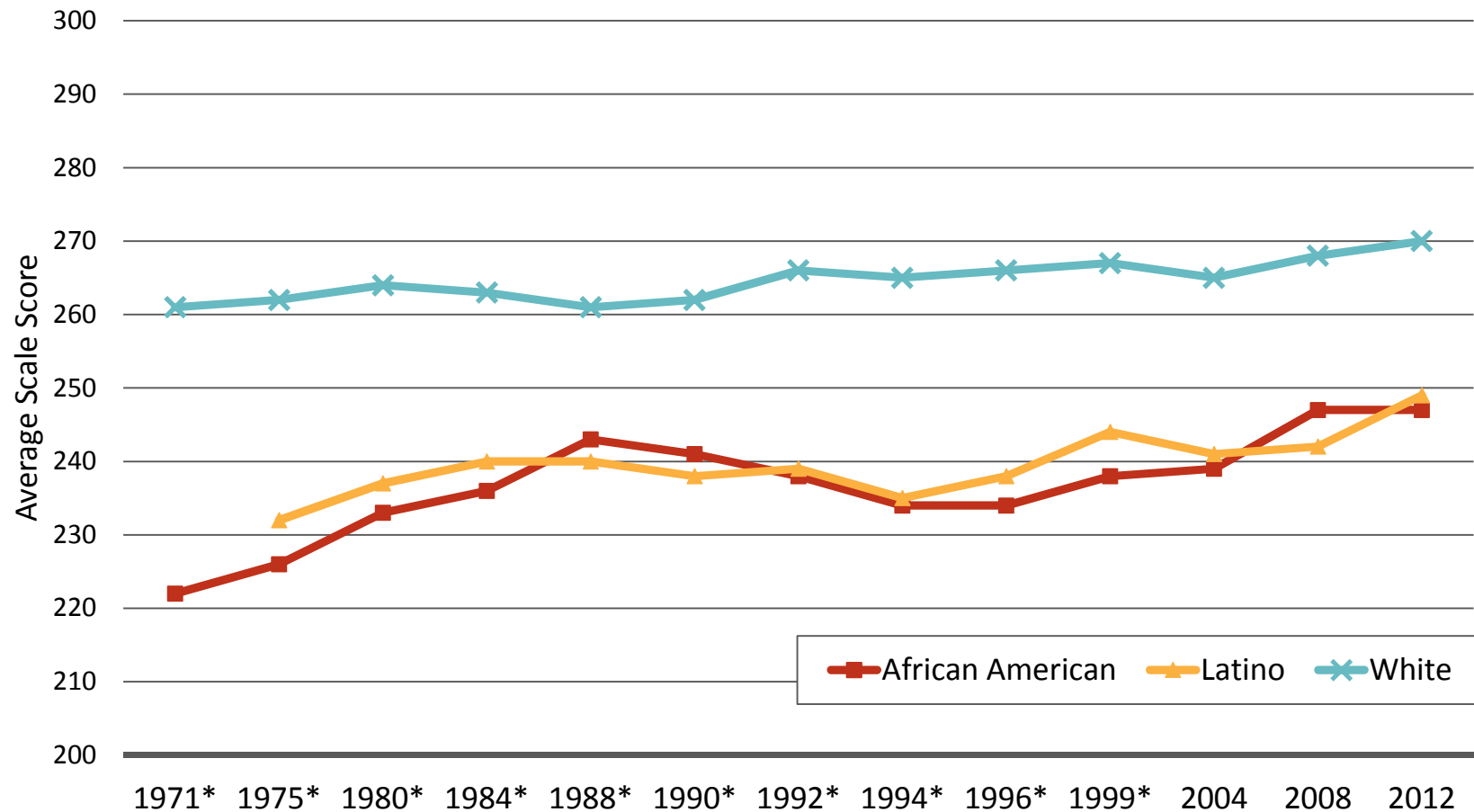
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Middle grades are up, too.

Record performance for students of color

13 Year Olds – NAEP Reading



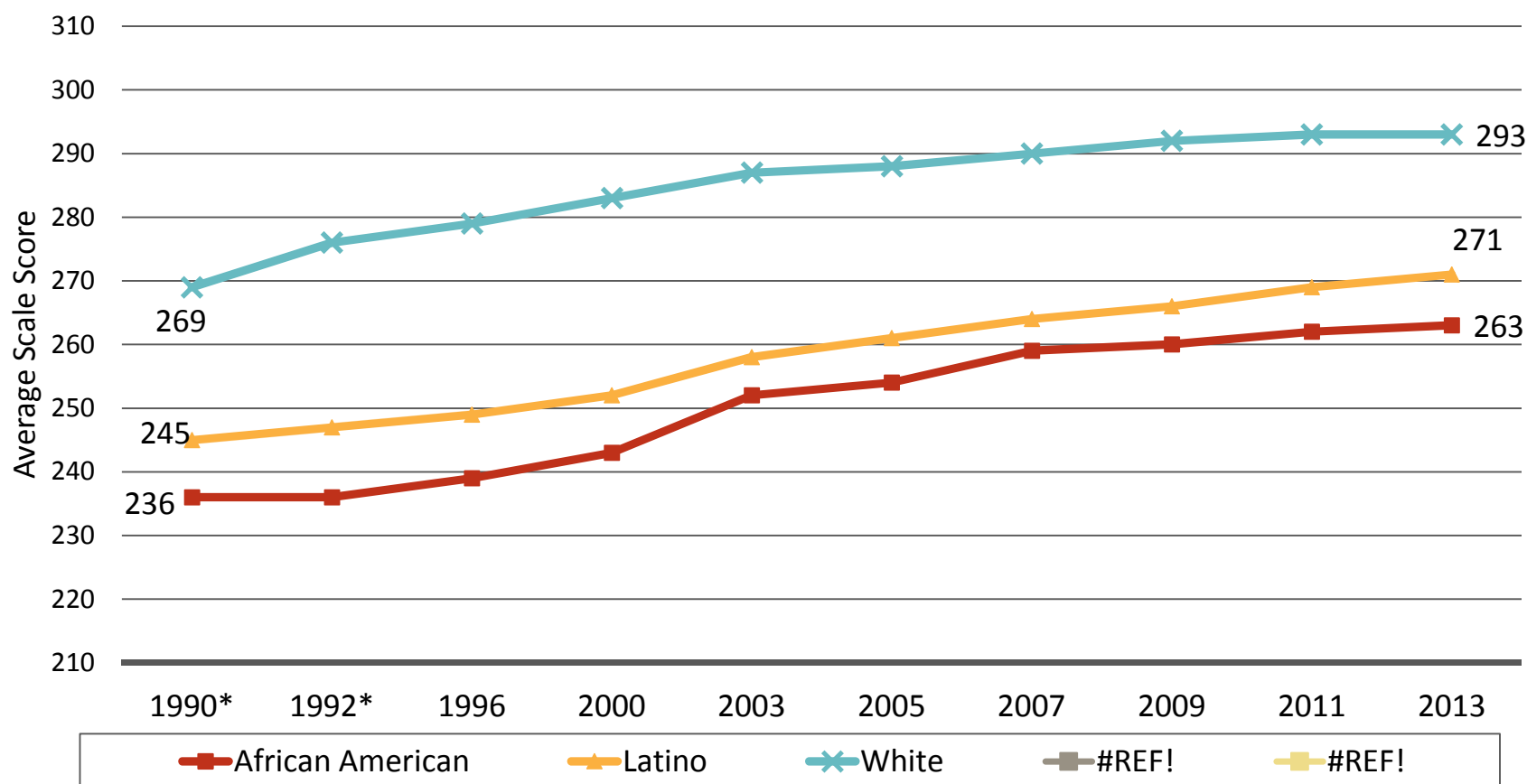
*Denotes previous assessment format

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

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

National Public – Grade 8 NAEP Math



*Accommodations not permitted

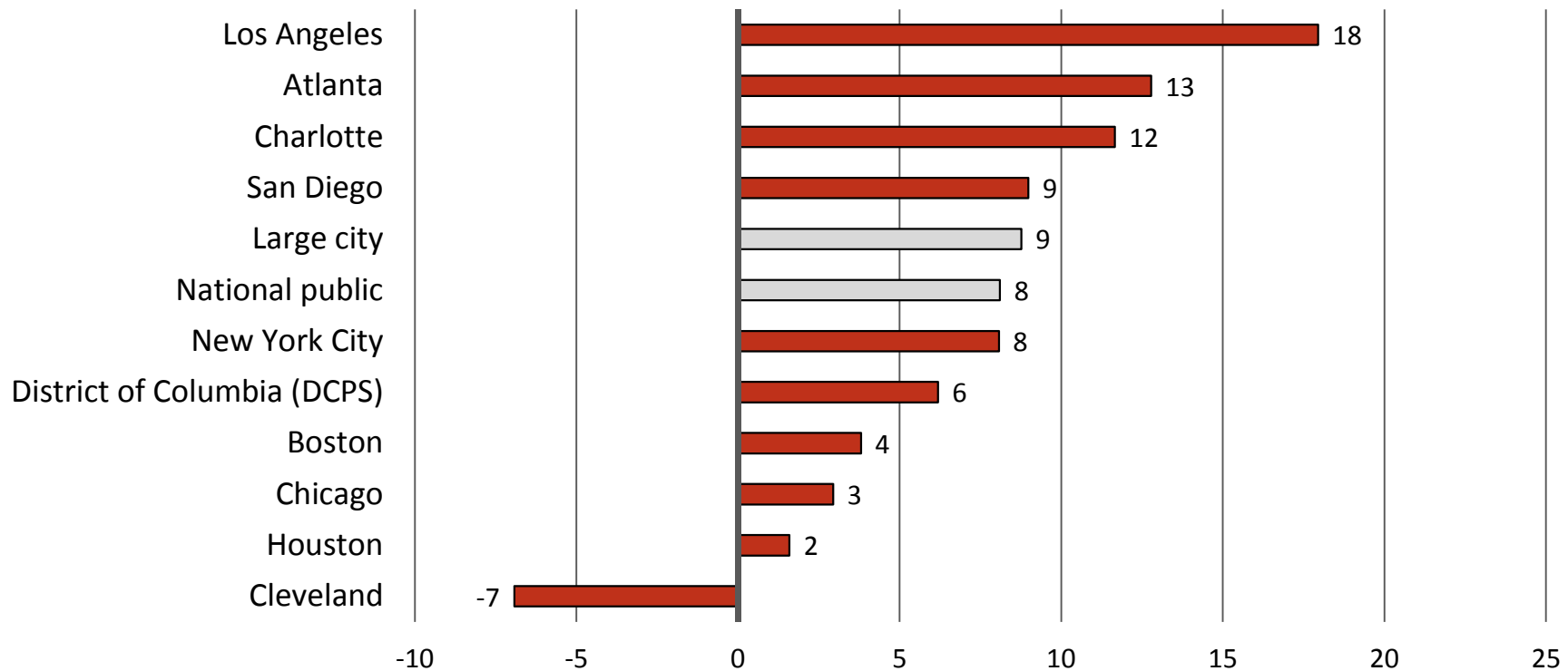
Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)



In some districts and states,
progress has been even faster.

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
Source: NCES, NAEP Data Explorer

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 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

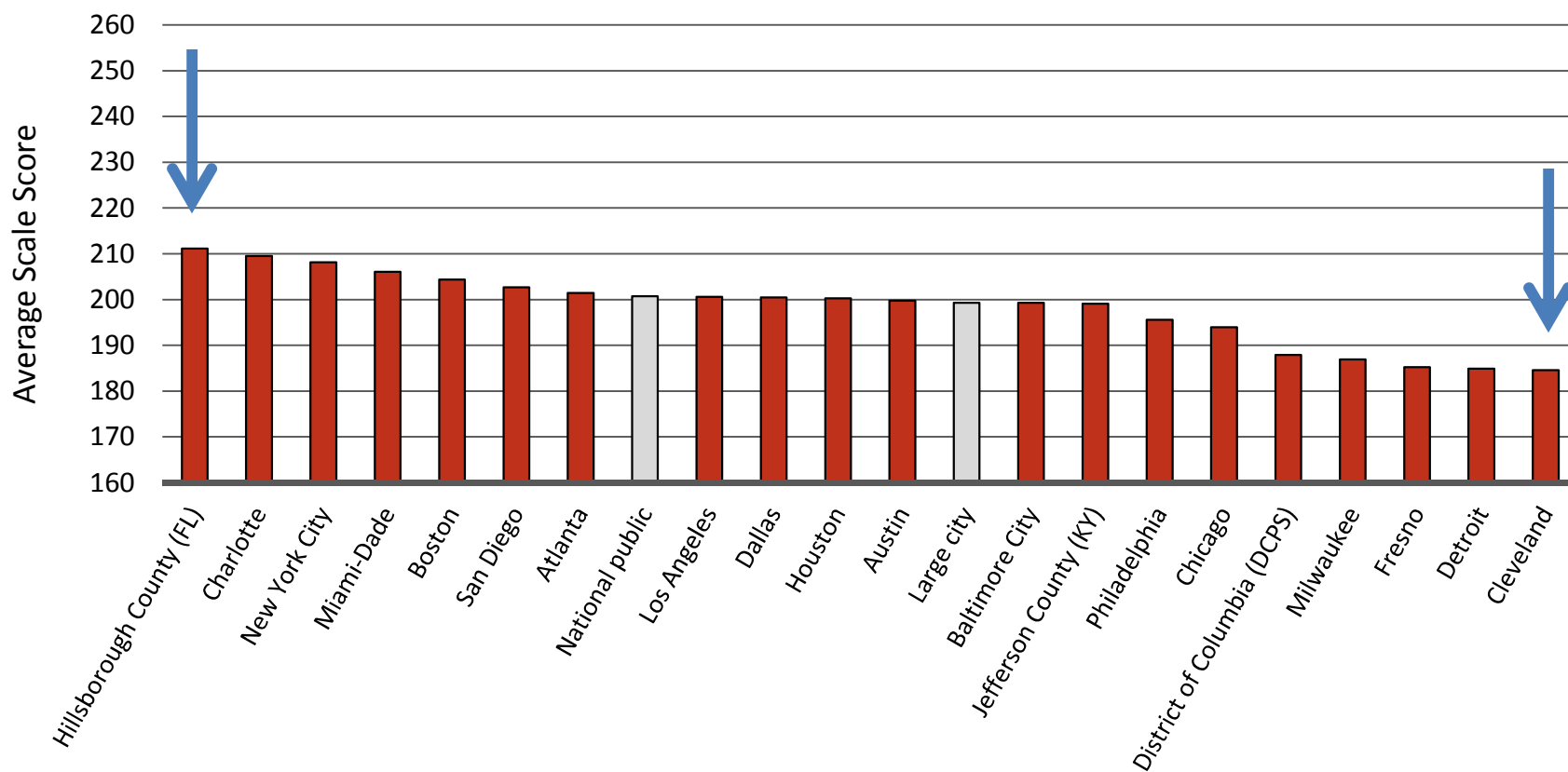
Note: On average, mean scale scores in math for American-African eighth-grade students increased by 11 points from 2003 to 2013.
Source: National Center for Education Statistics, NAEP Data



In some districts and states,
black student performance
MUCH higher than in others

Average Scale Scores, by District Low-Income African American Students

Grade 4 – NAEP Reading (2013)



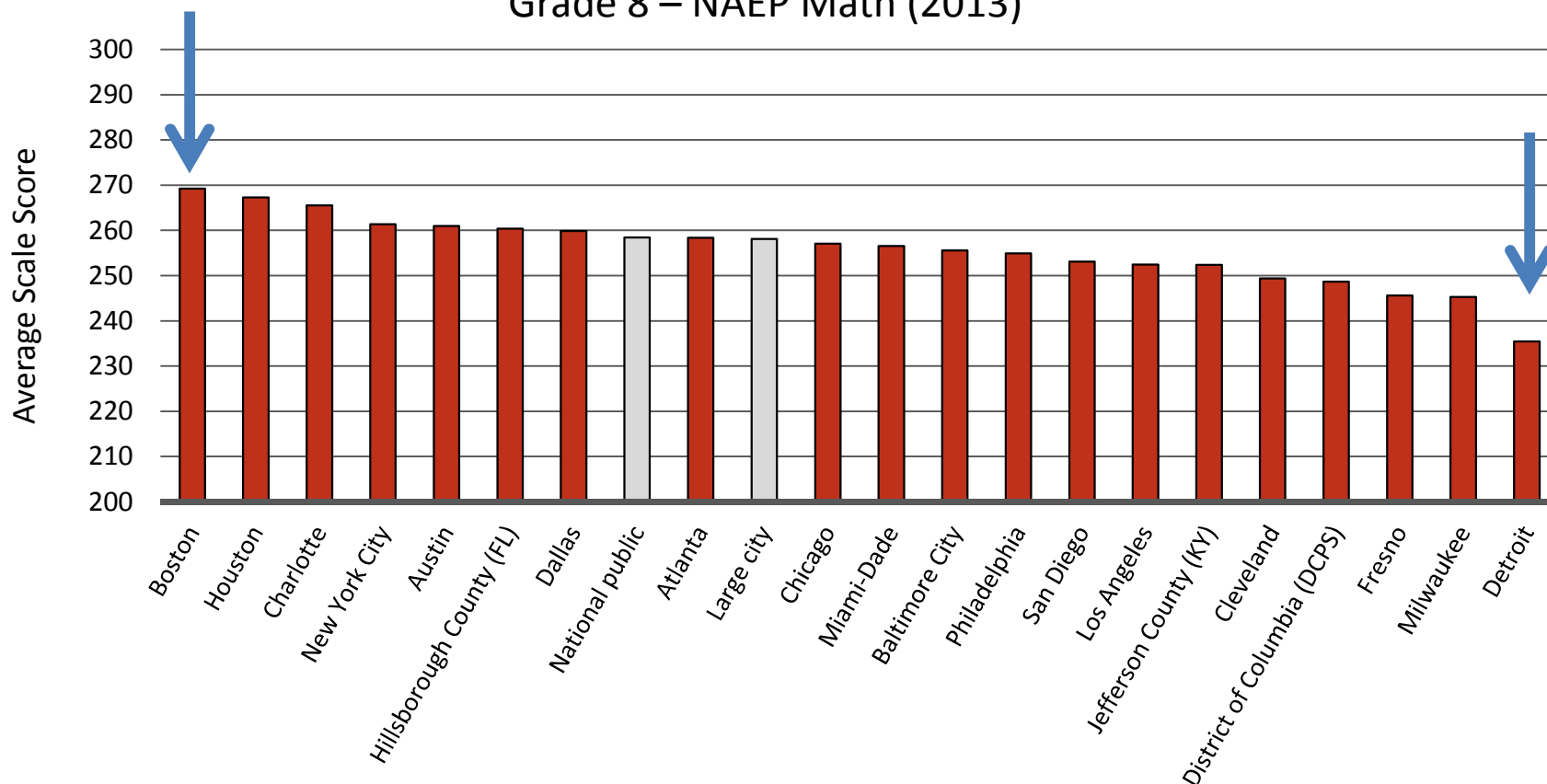
Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

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Average Scale Scores, by District Low-Income African American Students

Grade 8 – NAEP Math (2013)



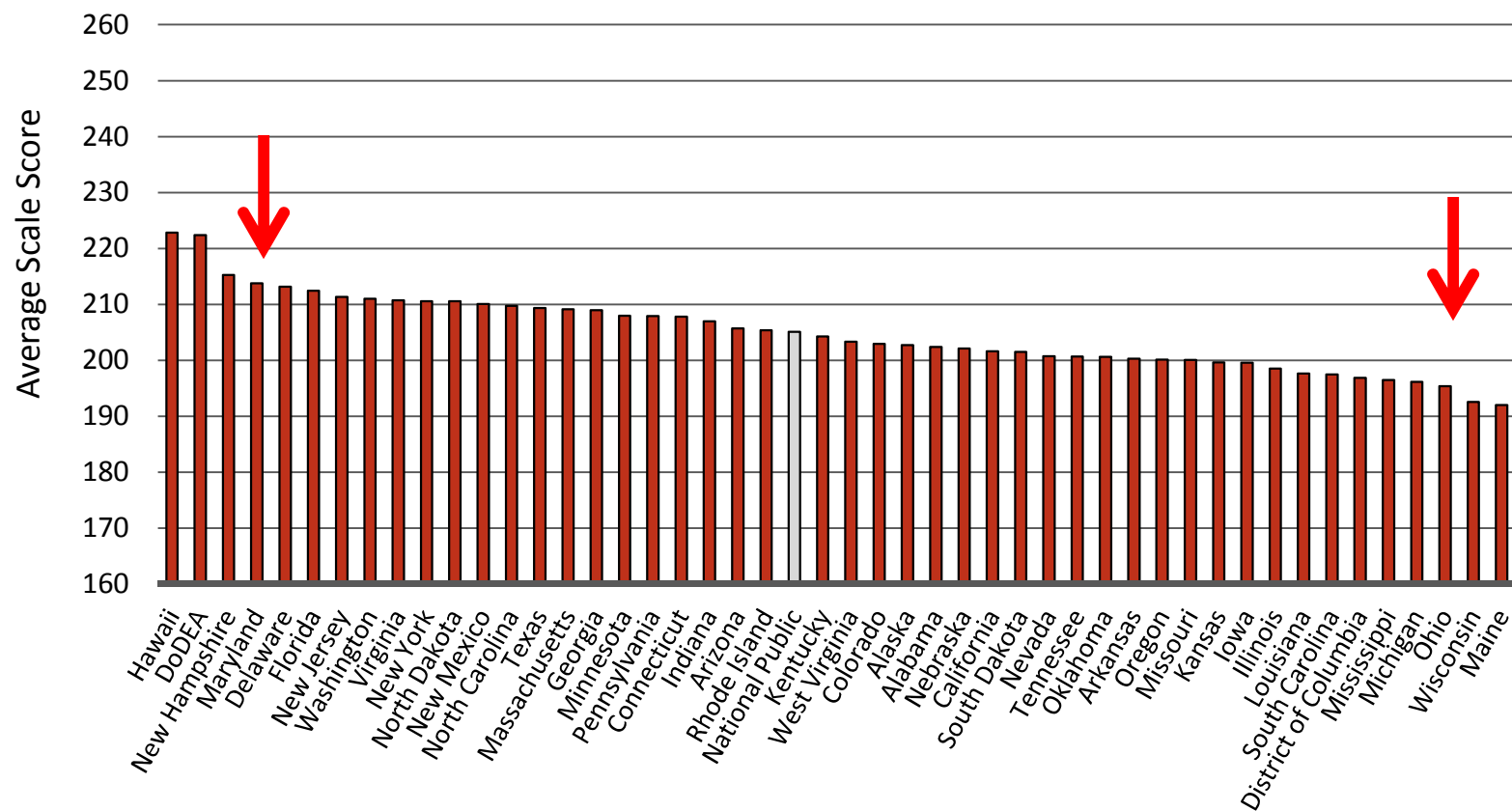
Note: Basic Scale Score = 262; Proficient Scale Score = 299

Source: NAEP Data Explorer, NCES

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Scale Scores by State – African-American Students

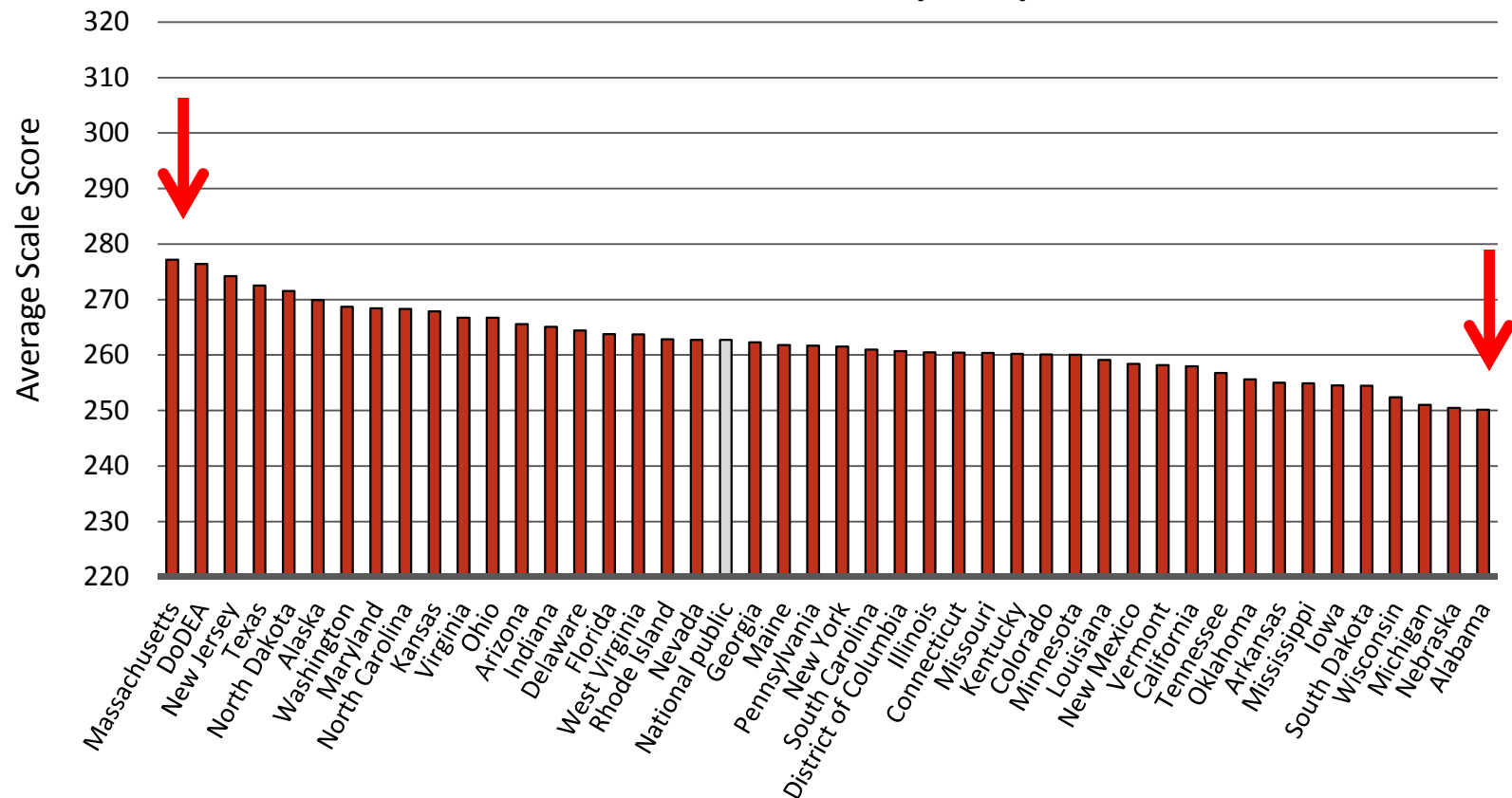
Grade 4 – NAEP Reading (2013)



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


Scale Scores by State – African-American Students

Grade 8 – NAEP Math (2013)



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

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So, there are still significant gaps—both between black and white children, and between black children in some districts and states and black children in others.



**FASTEST WAY WE COULD MAKE
REMAINING GAPS DISAPPEAR?**

STOP TESTING!

But you don't have to think about that very long to understand that making a gap “disappear” is not the same as closing it.



And if we have learned anything over
the last couple of decades, it is this:

Keeping the data front and center—and
pressing for ever better results—is a far
more effective gap-closing strategy than
allowing folks in schools just to do business
in the same old ways.

**Download this presentation on our
website**

www.edtrust.org



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