

# AFFIRMATIVE ACTION IN 25 YEARS: Will We Need It?

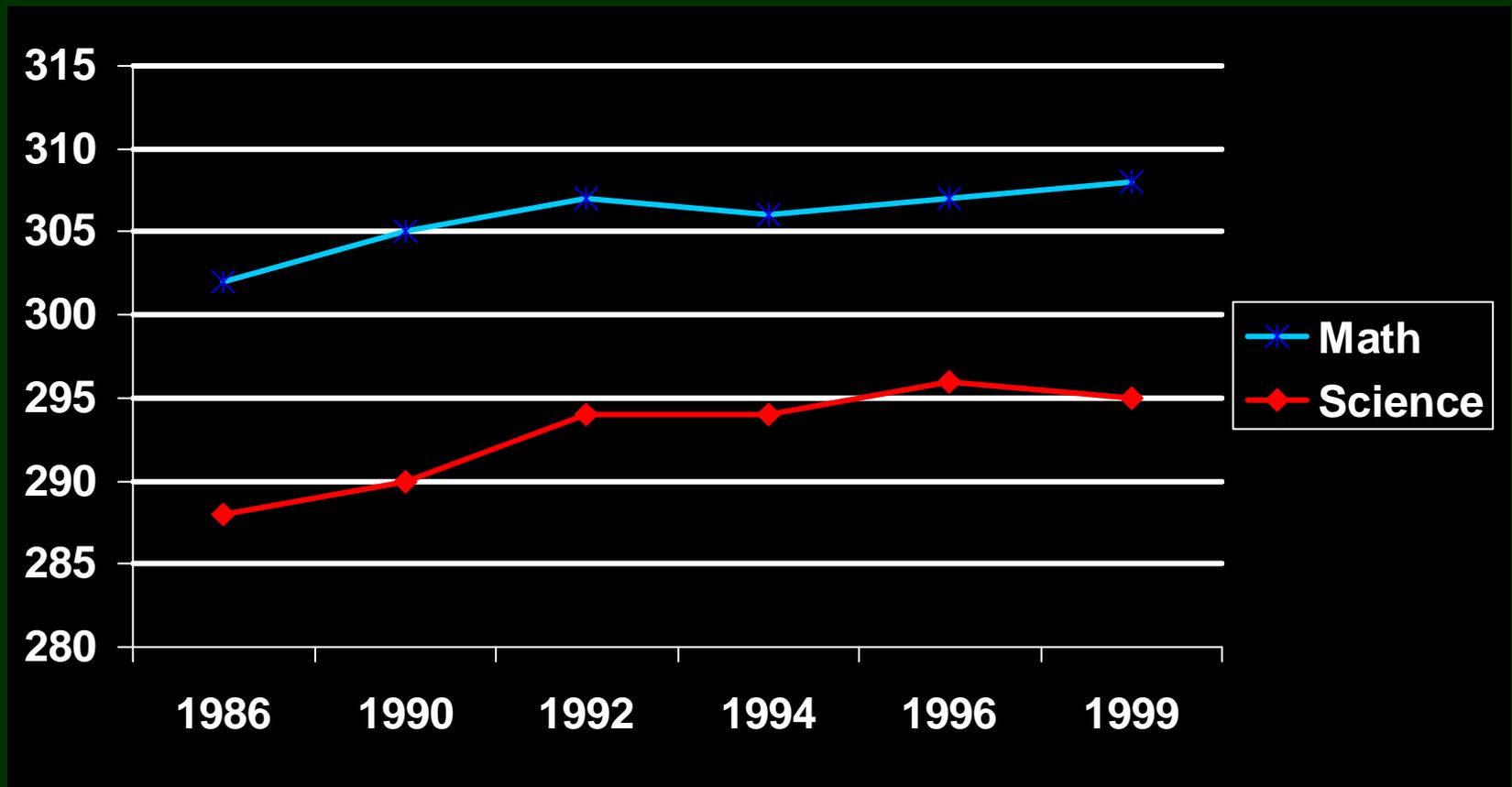
*Prepared for the FASHP Colloquium  
Washington, DC  
Education Trust, 2003*



# What Do We Know About Student Achievement?

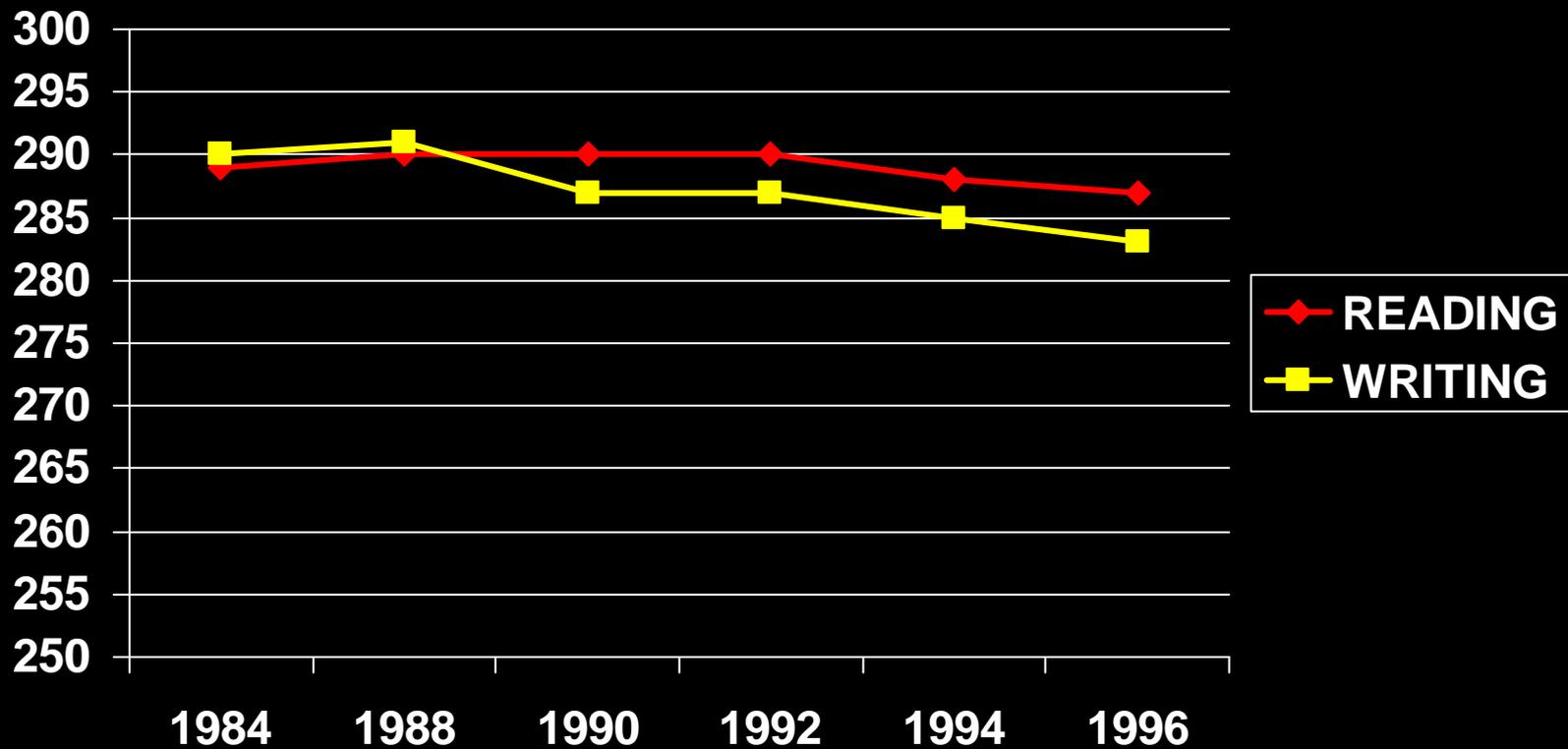
12th Grade Achievement  
In Math and Science is Up  
Somewhat

# High School Achievement: Math and Science



In Reading, 12th Grade  
Achievement is Headed  
Downward

# HIGH SCHOOL ACHIEVEMENT: READING AND WRITING



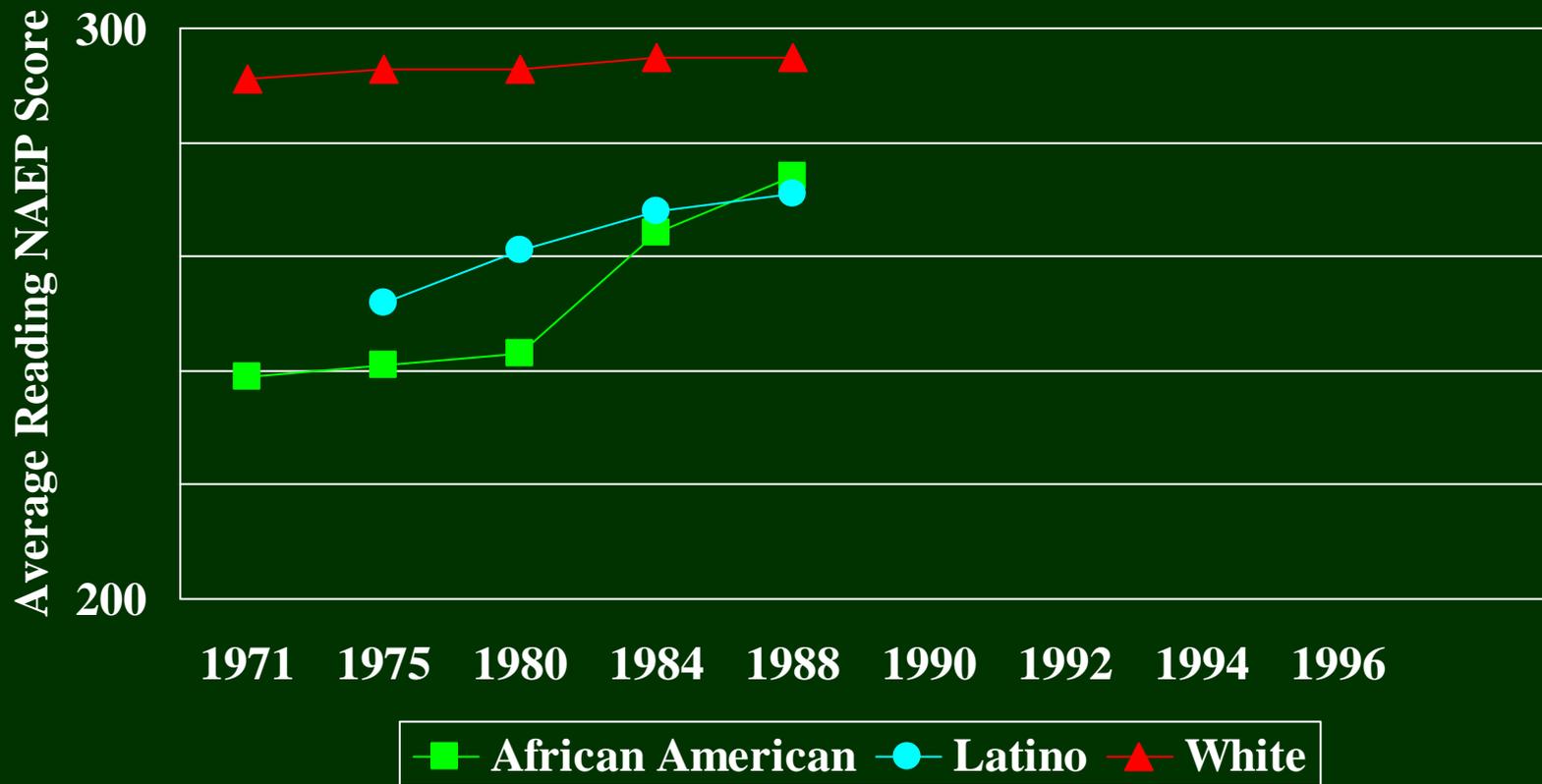
What about different groups of students?

During seventies and eighties, much progress.

# Gaps Narrow 1970-88

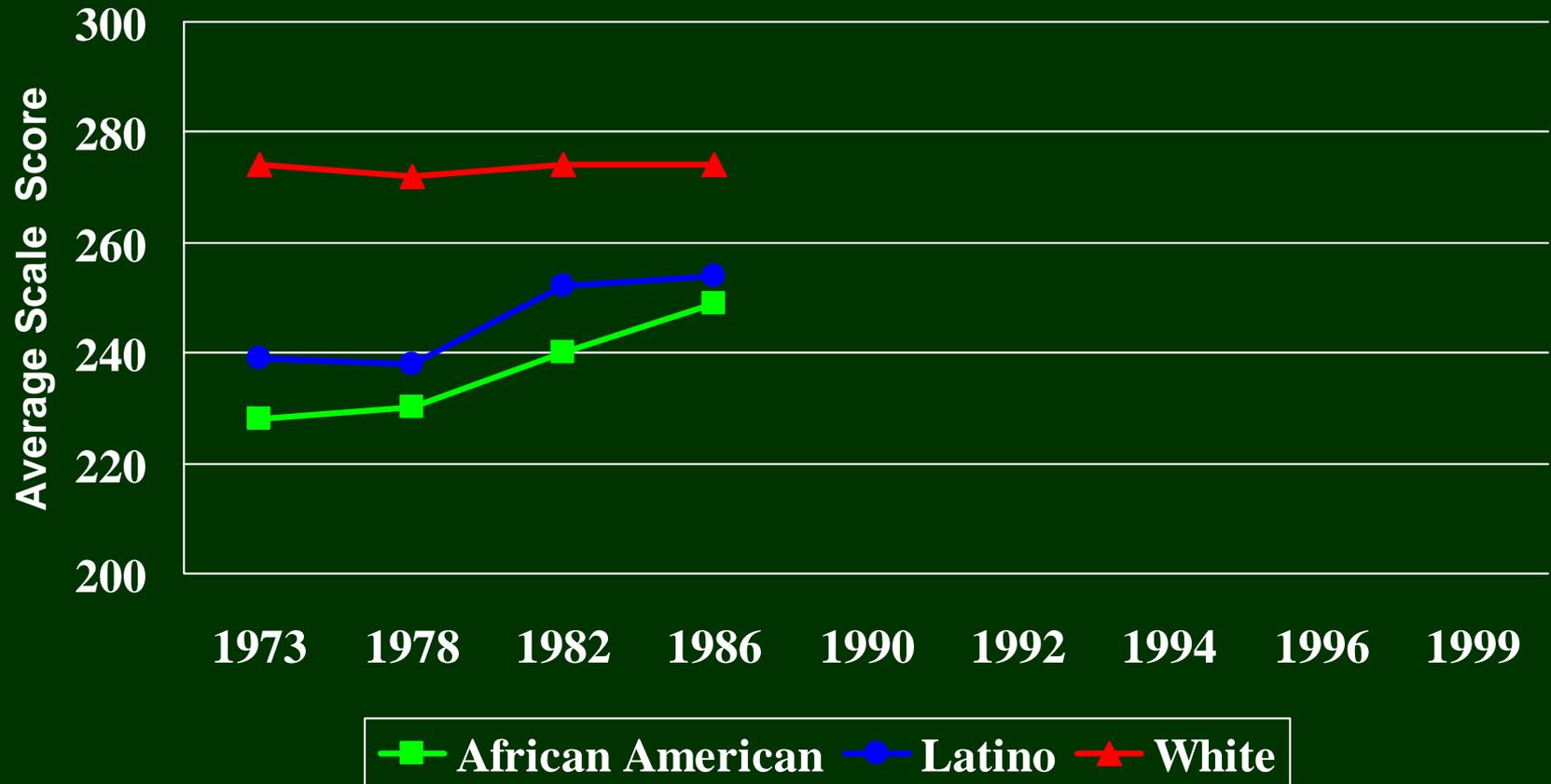
## NAEP Reading

### 17 Year-Olds



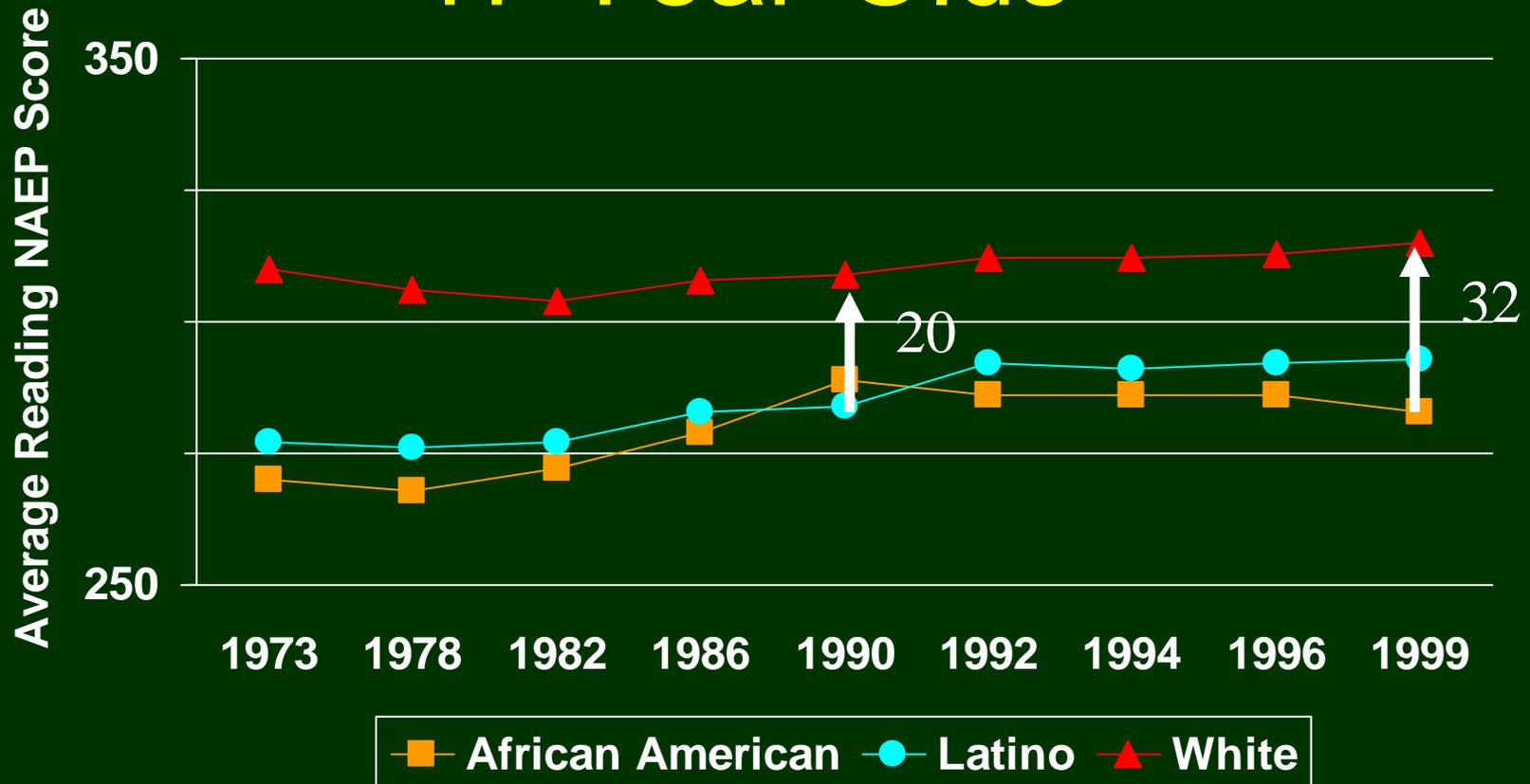
# Gaps Narrow 1973-86

## NAEP Math Scores, 13 Year-Olds



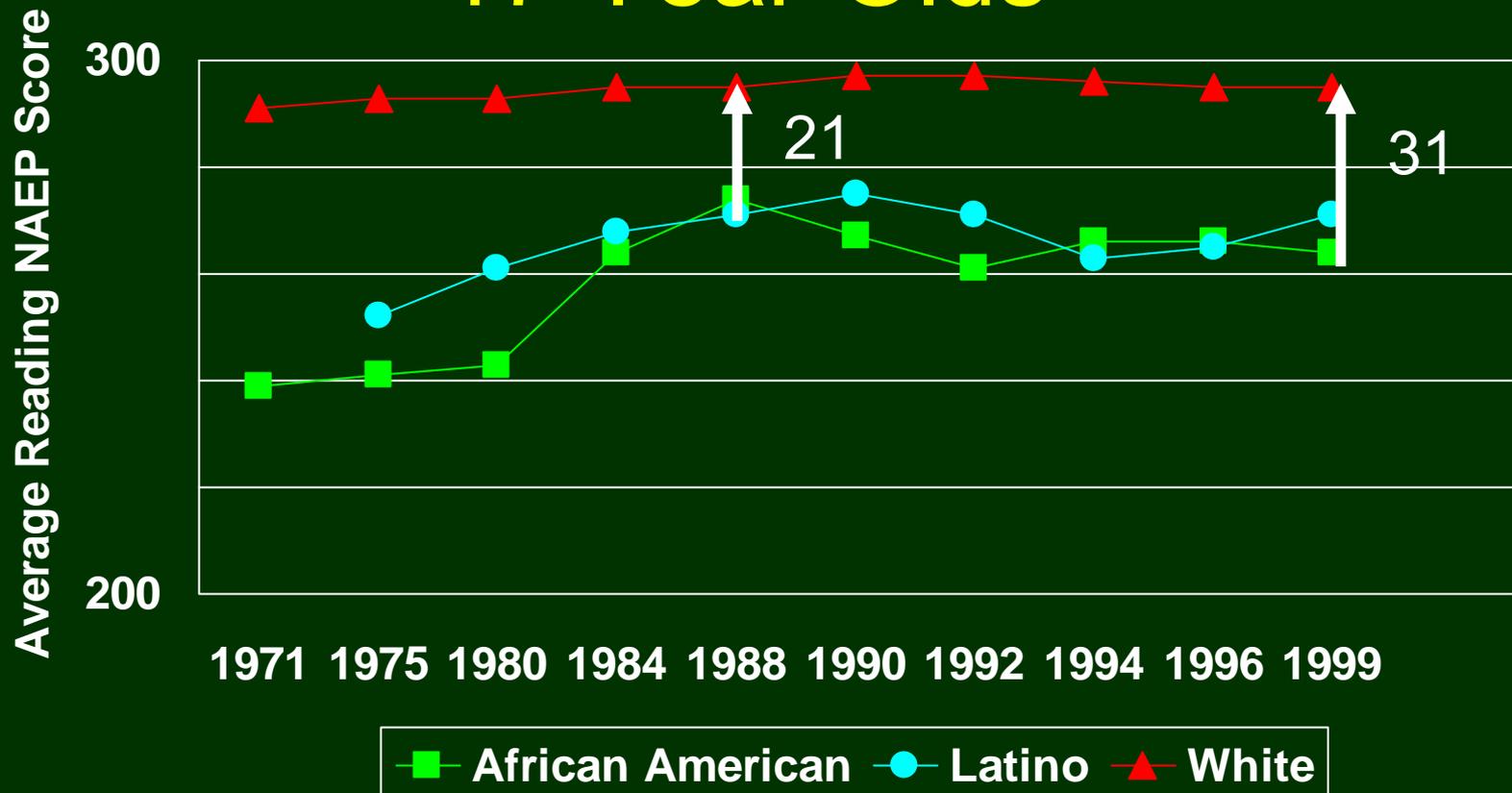
Between 1988-90, that  
progress came to a halt...and  
gaps began to widen once  
again.

# Gaps Narrow, Then Hold Steady or Widen: NAEP Math Scores, 17 Year-Olds



Source: US Department of Education, National Center for Education Statistics. *NAEP 1999 Trends in Academic Progress* (p. 108) Washington, DC: US Department of Education, August 2000

# After 1988, Gaps Mostly Widen NAEP Reading, 17 Year-Olds

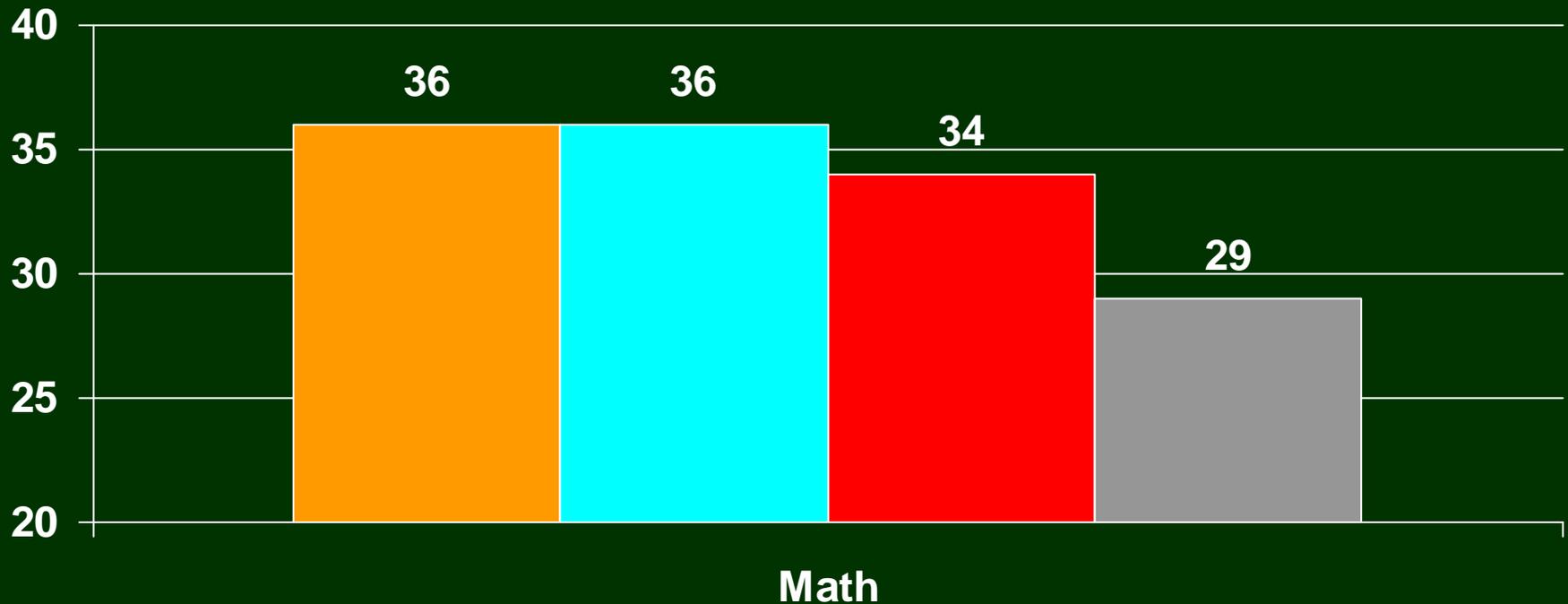


Some gains in elementary,  
even middle grades.

But Value Added in High  
School Declining

# Value Added Declining in High School Math

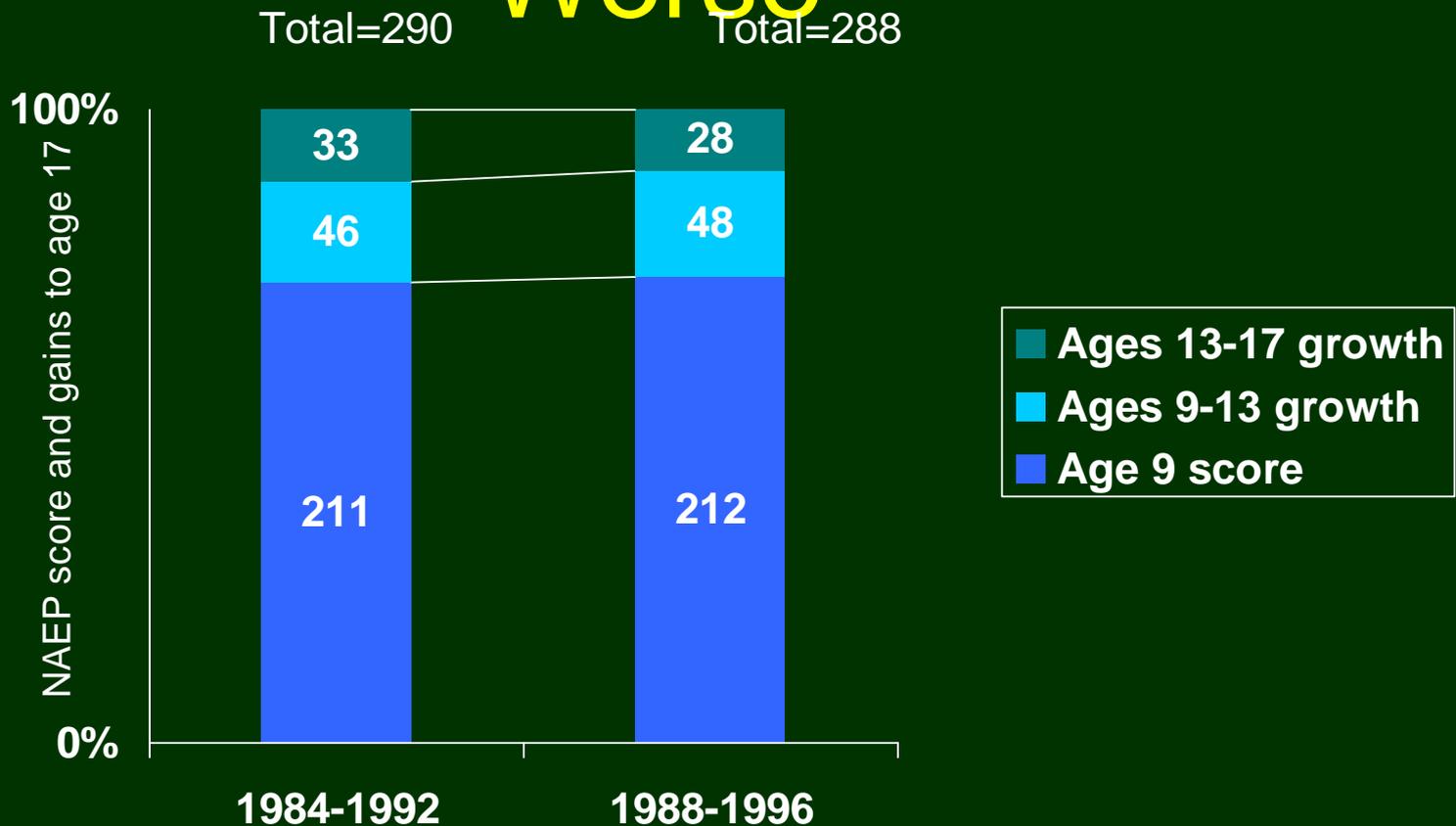
Age 13-17 Growth



■ Class of '90 ■ Class of '94 ■ Class of '96 ■ Class of '00

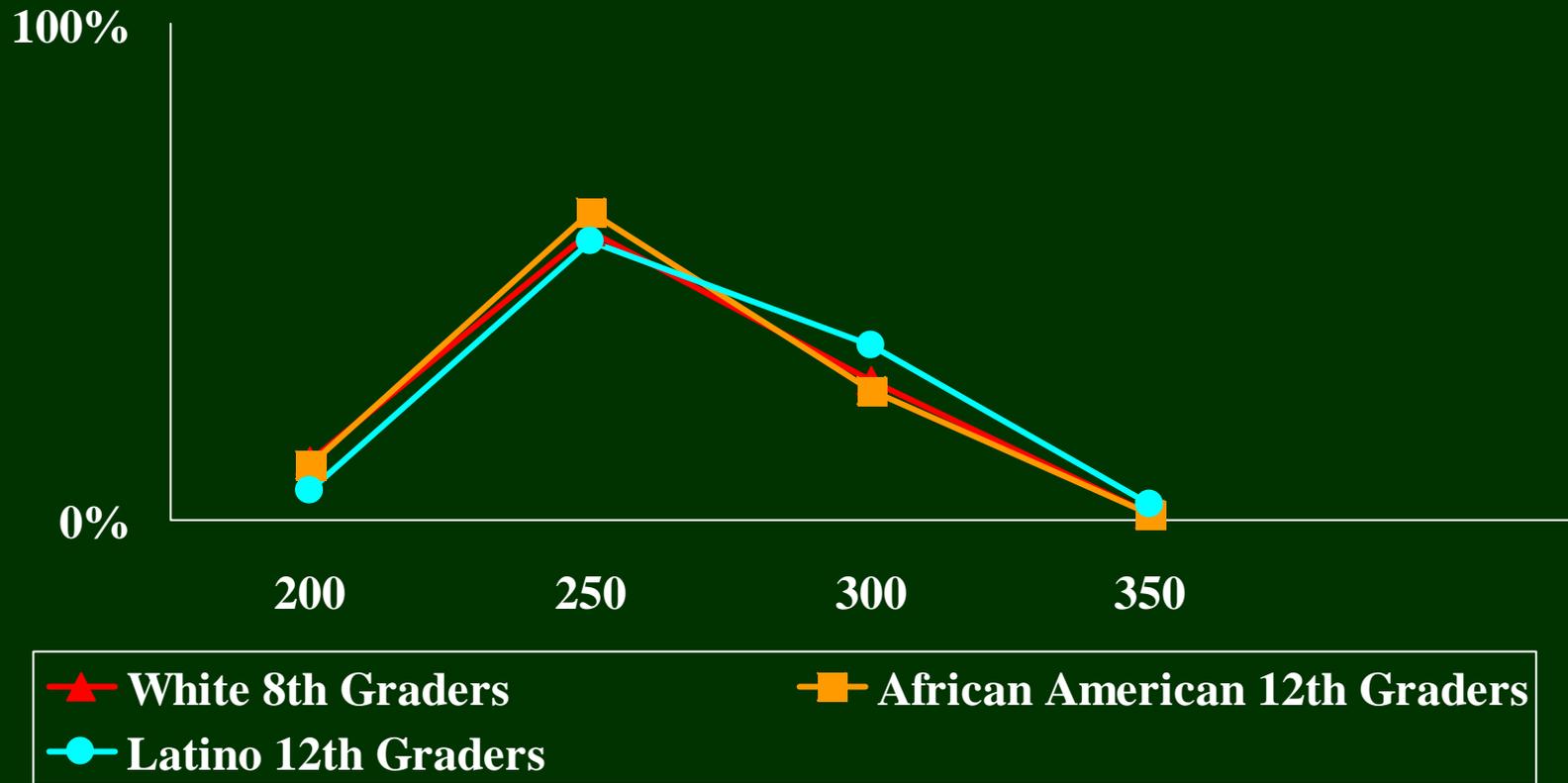
Source: NAEP 1999 Trends in Academic Progress

# Reading: Students Entering Better Prepared, But Leaving Worse

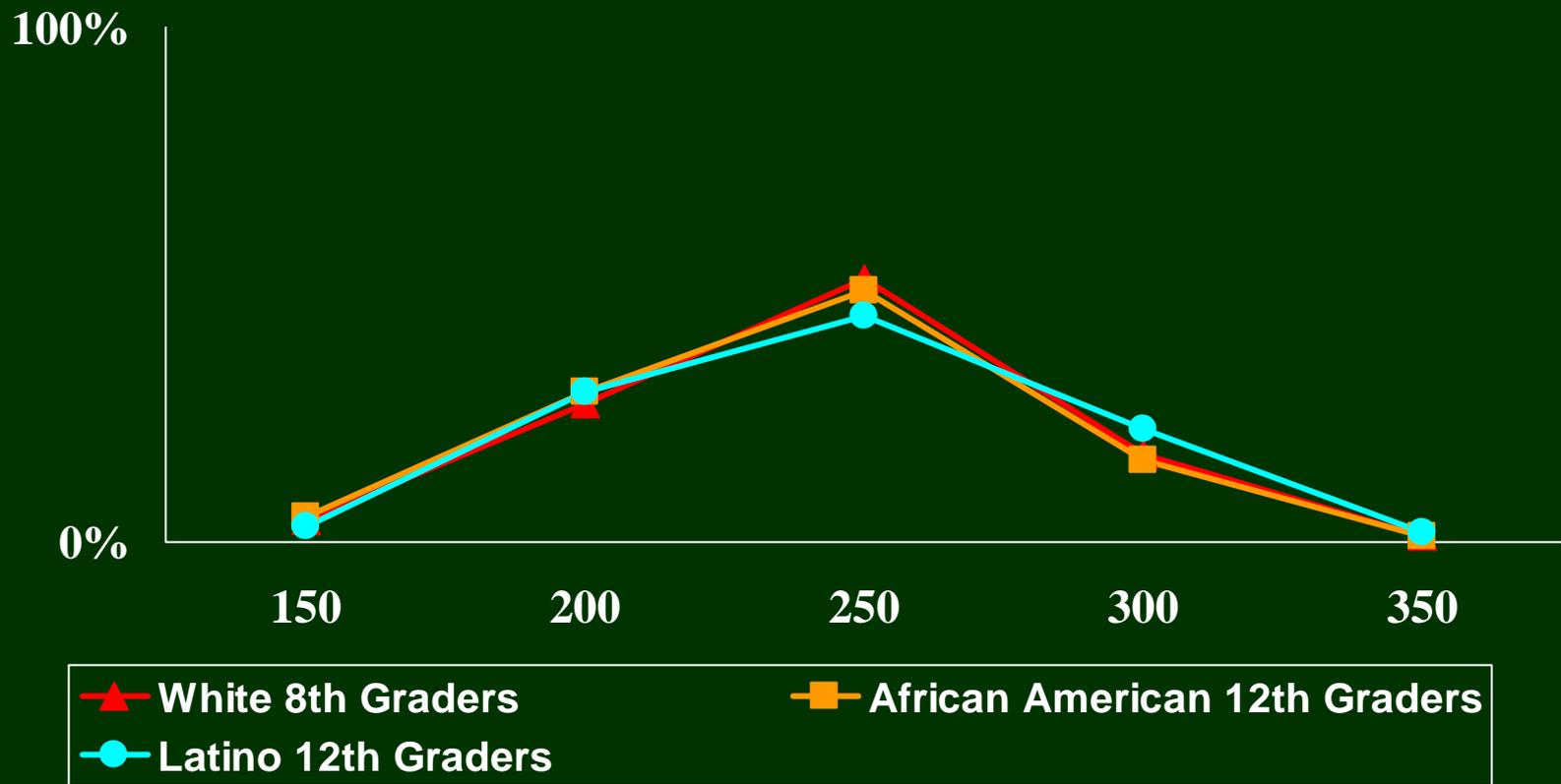


Where are we now at the end of  
high school?

# African American and Latino 17 Year Olds Do Math at Same Levels As White 13 Year Olds



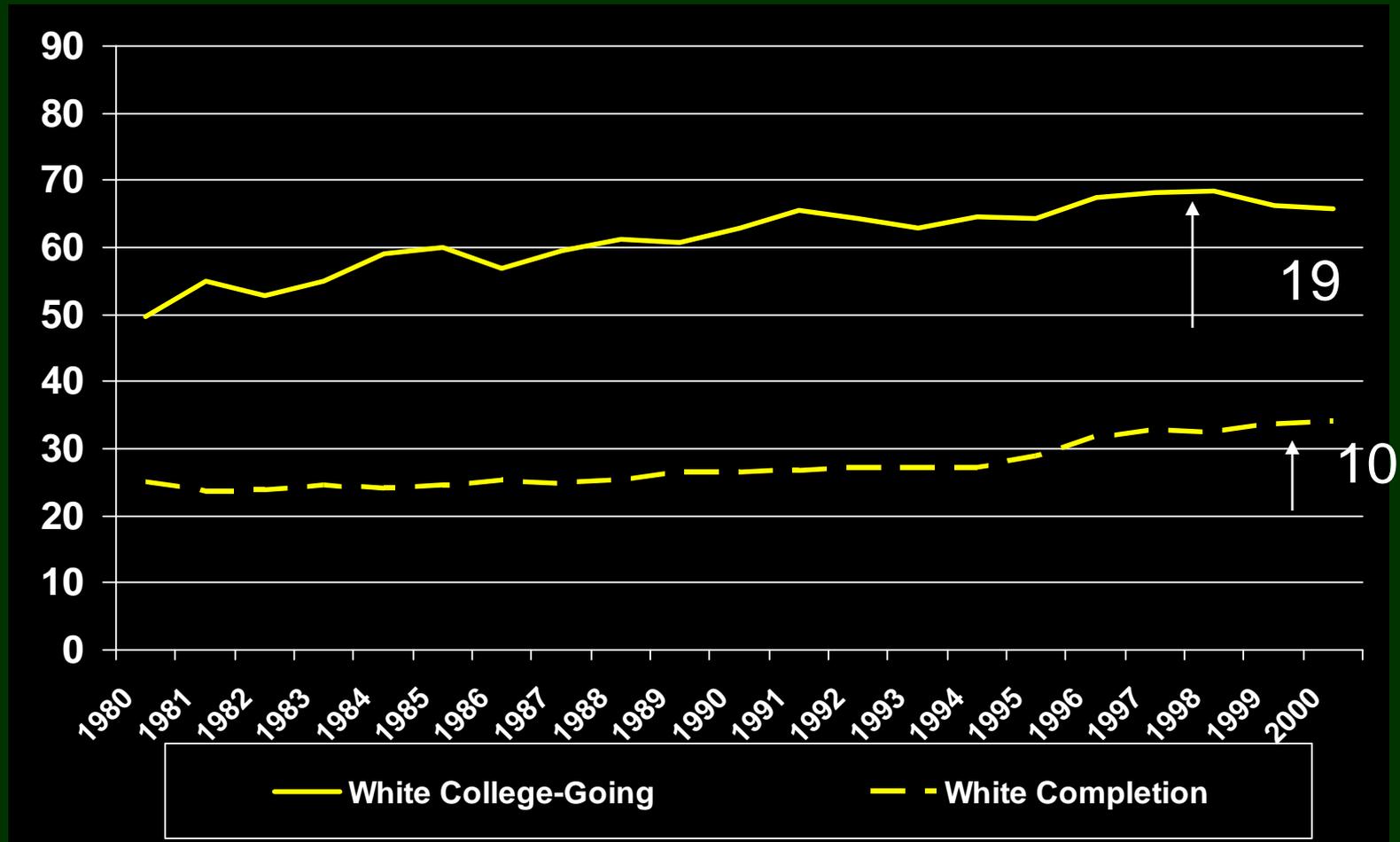
# African American and Latino 17 Year Olds Read at Same Levels as White 13 Year Olds



Not Surprisingly, These  
Patterns Also Clear in HS  
Graduation and College Entry  
Rates

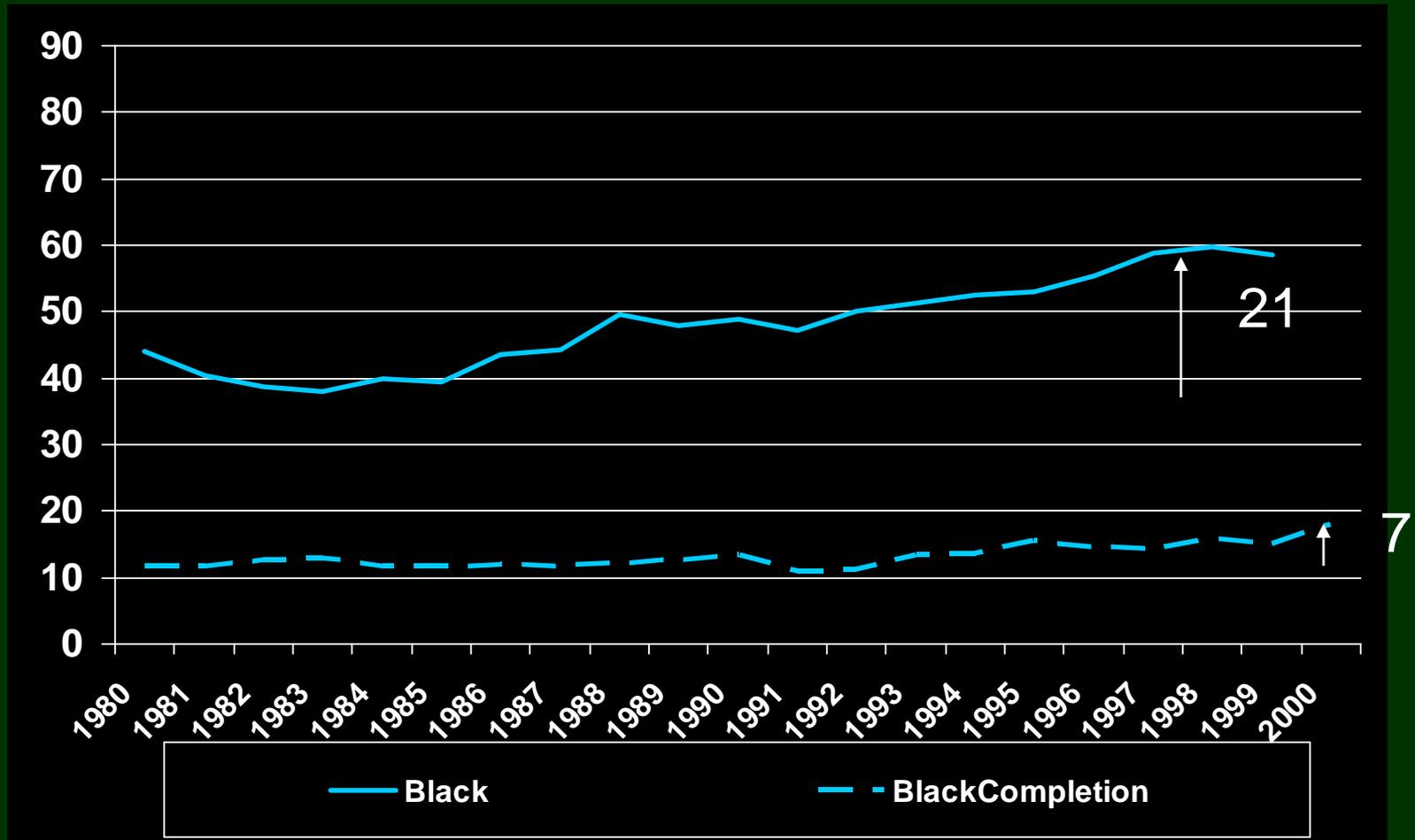
Even so, there is more  
access than success

# College Going vs. Completion of BA or Higher, Whites



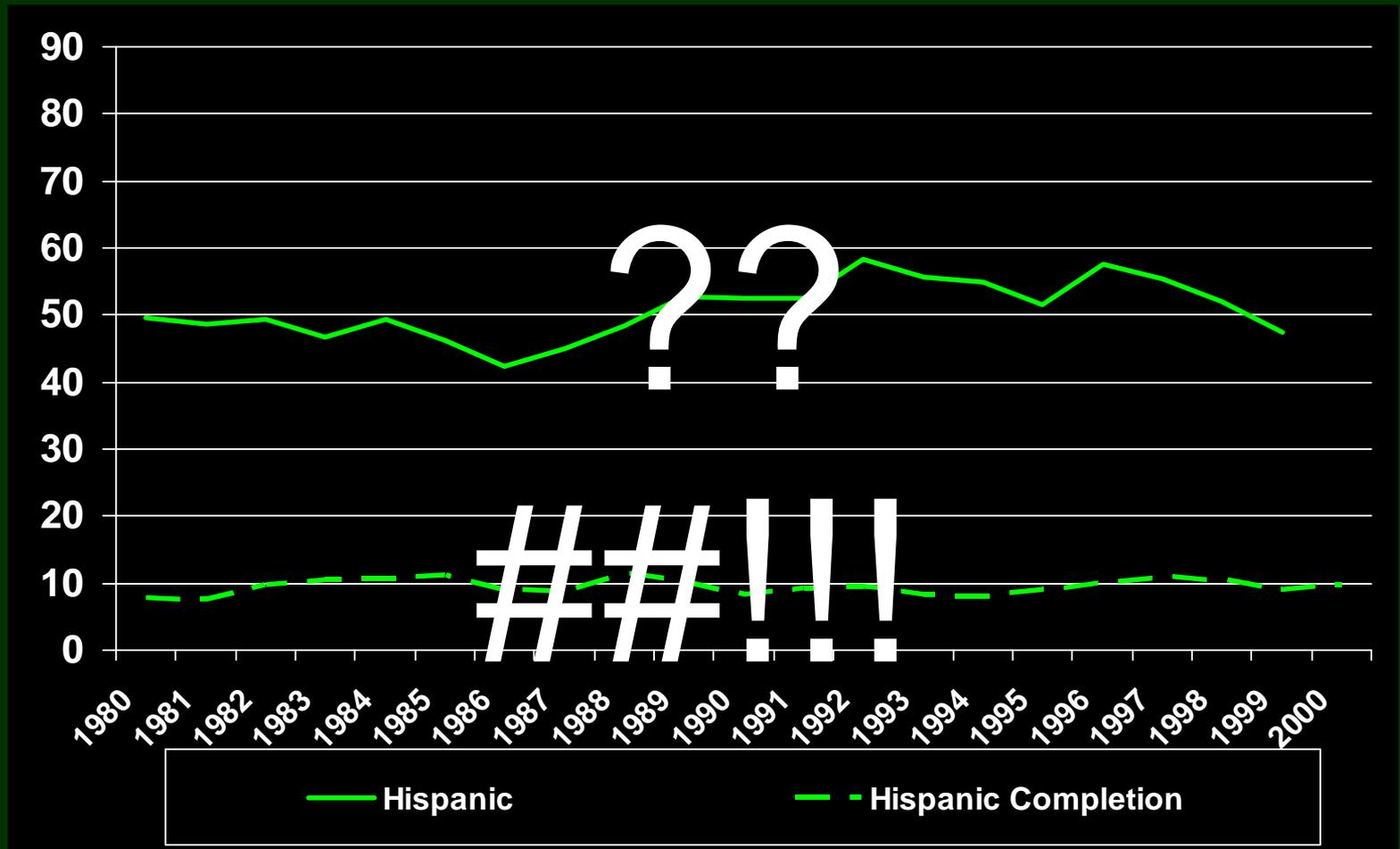
**Source:** US Department of Commerce, Bureau of Census, October Current Population Surveys, 1972-2000, in US DOE, NCES, The Condition of Education 2002, p.166 and 174.

# College Going vs. Completion of BA or Higher, Blacks



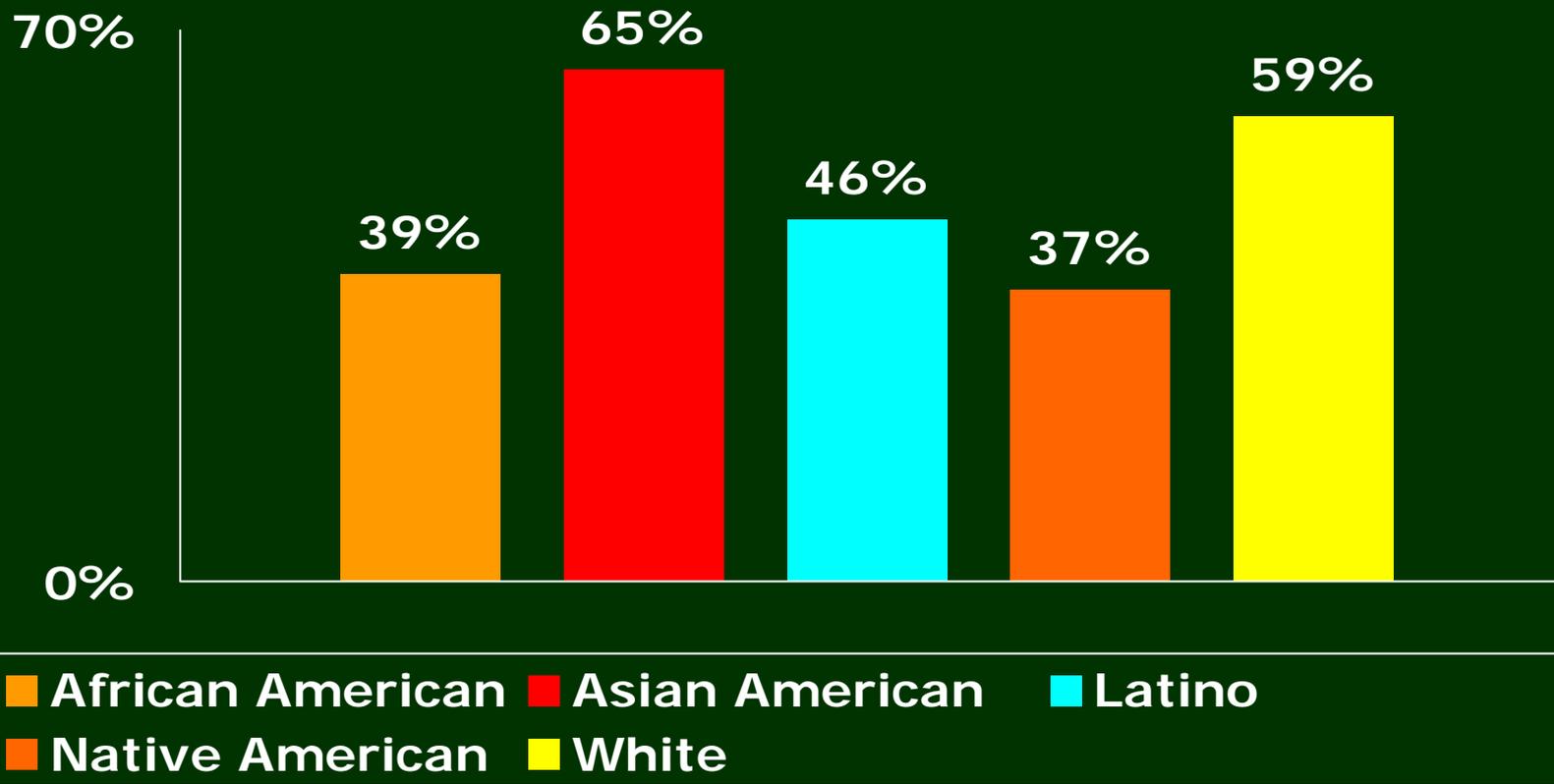
**Source:** US Department of Commerce, Bureau of Census, October Current Population Surveys, 1972-2000, in US DOE, NCES, The Condition of Education 2002, p.166 and 174.

# College Going vs. Completion of BA or Higher, Hispanics



**Source:** US Department of Commerce, Bureau of Census, October Current Population Surveys, 1972-2000, in US DOE, NCES, The Condition of Education 2002, p.166 and 174.

# College Freshmen Graduating Within Six Years (NCAA Division I)



**ADD IT ALL UP...**

# Of Every 100 White Kindergartners:

**93** Graduate from High  
School

**65** Complete at Least  
Some College

**32** Obtain at Least a  
Bachelor's Degree

**(24 Year-Olds)**

# Of Every 100 African American Kindergartners:

**87** Graduate from High  
School

**51** Complete at Least  
Some College

**17** Obtain at Least a  
Bachelor's Degree

**(24 Year-Olds)**

# Of Every 100 Latino Kindergartners:

**63** Graduate from High  
School

**32** Complete at Least  
Some College

**11** Obtain at Least a  
Bachelor's Degree

**(24 Year-Olds)**

# College Graduates by Age 26

<b>Young People From High Income Families</b>	<b>60%</b>
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<b>Young People From Low Income Families</b>	<b>7%</b>
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Even these numbers understate  
the problem, because there are  
big differences in the skills of  
college graduates

# Many College Graduates Demonstrate Weak Quantitative Literacy Skills

	<b>2 Year Degree</b>	<b>4 Year Degree</b>
<b>Level 5: High</b>	<b>5</b>	<b>12</b>
<b>Level 4</b>	<b>29</b>	<b>38</b>
<b>Level 3</b>	<b>43</b>	<b>35</b>
<b>Level 2</b>	<b>19</b>	<b>12</b>
<b>Level 1: Low</b>	<b>4</b>	<b>4</b>

**Source:** USDOE, OERI, *Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey (NALS)*, 1992, September 1993, p. 26.

# Description:

## Quantitative Literacy Level 2

- **CAN** Calculate postage and fees for certified mail
- **CAN** Determine difference in price between tickets for two shows
- **CAN'T** Calculate difference between regular and sale price from an advertisement using a calculator
- **CAN'T** Plan travel arrangements for meeting using flight schedule

# Description:

## Quantitative Literacy Level 3

- **CAN** Determine correct change using information on a menu
- **CAN** Use information stated in news article to calculate amount of money it takes to raise a child
- **CAN'T** Determine shipping and total costs on an order form for items in a catalog
- **CAN'T** Use information in news article to calculate difference in time for completing a race

# The Gap Widest At Highest Levels of Educational Attainment

## Gaps in Mean Literacy Proficiency Scores, by Educational Attainment

	Highest Education	White-Black Gap	White-Hispanic Gap
Prose	HS Diploma	36	36
	2 Year Degree	37	22
	4 Year Degree	40	46
Quant.	HS Diploma	47	39
	2 Year Degree	46	27
	4 Year Degree	49	43

**INEVITABLE?**

# What We Hear Adults Say:

- They're poor;
- Their parents don't care;
- They come to schools without breakfast;
- Not enough books
- Not enough parents . . .

But if they're right,  
then why are poor and  
minority children performing  
so high in...

Some schools...

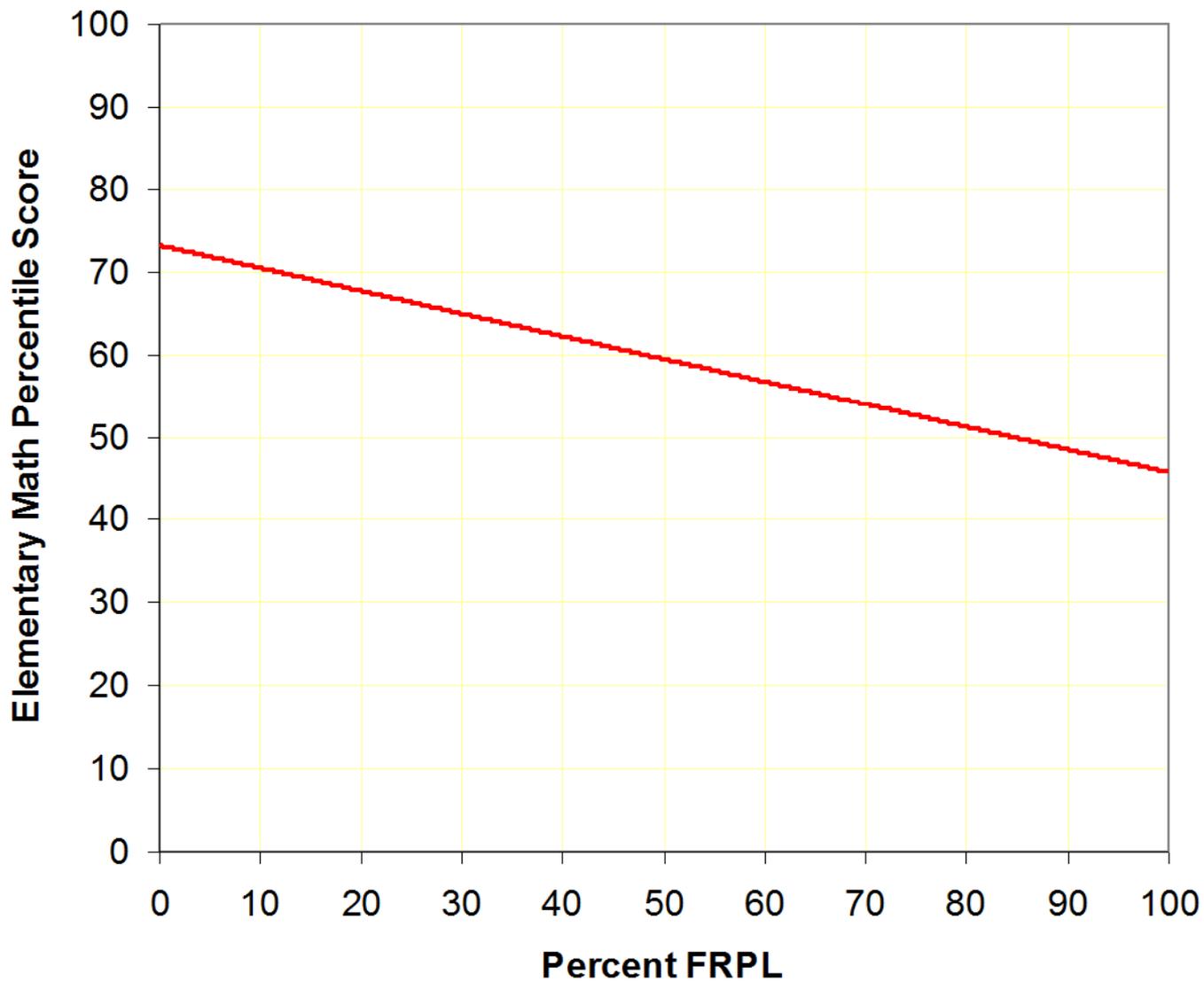
# Mount Royal Elementary/Middle, Baltimore, MD

- 99% African American
- 73% Low-Income
- Highest Performing in State on state's 5th grade Math test.
- Top 10% of state in 5th grade reading.

# Hambrick Middle School, Aldine, TX

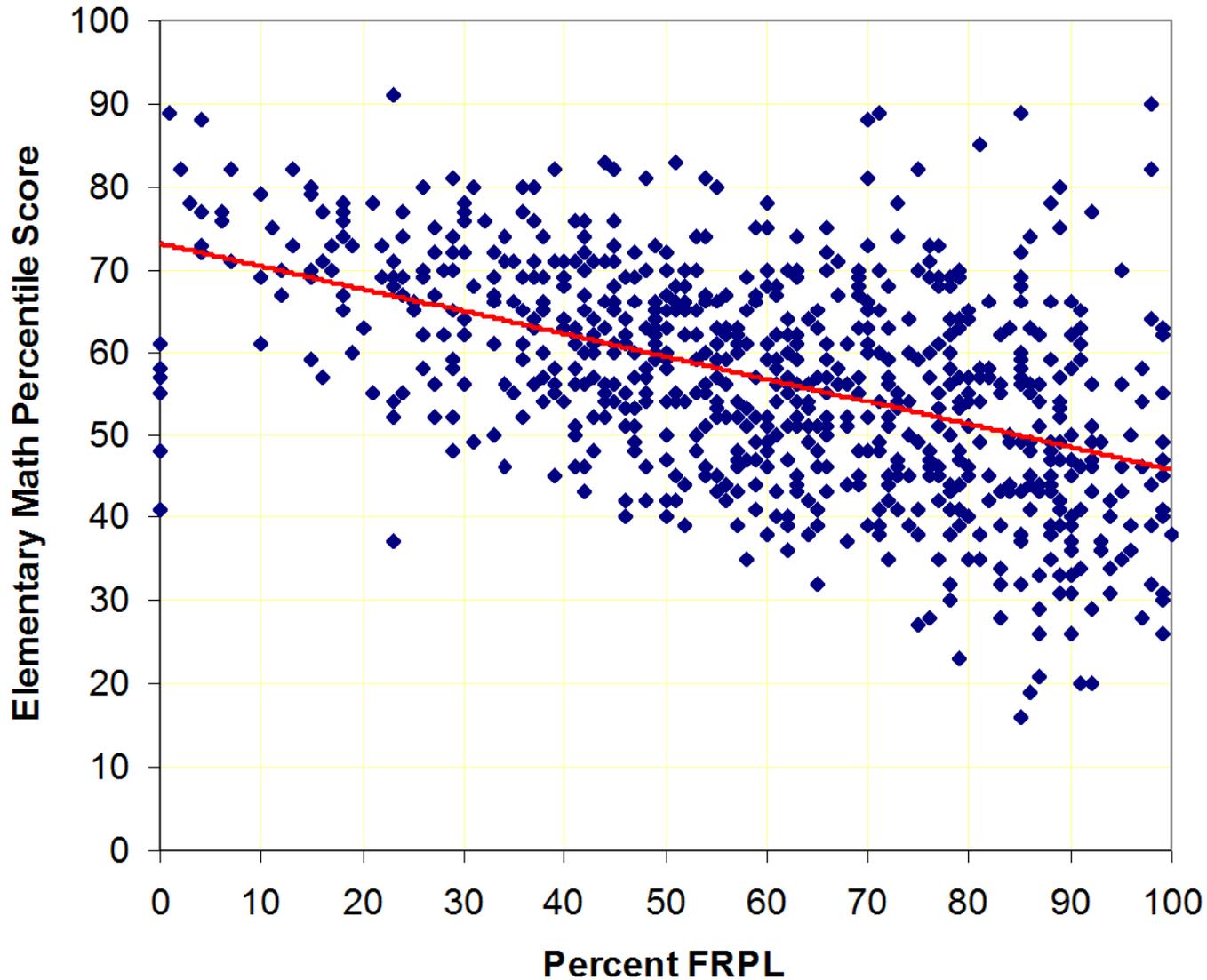
- 94% African American and Latino (state = 56%)
- 85% low-income (state = 50%)
- Has performed in the top fifth of all Texas middle schools in both reading and math in both 7<sup>th</sup> and 8<sup>th</sup> grades over a 3-year period.

## Poverty vs. Achievement in Kentucky Elementary Schools



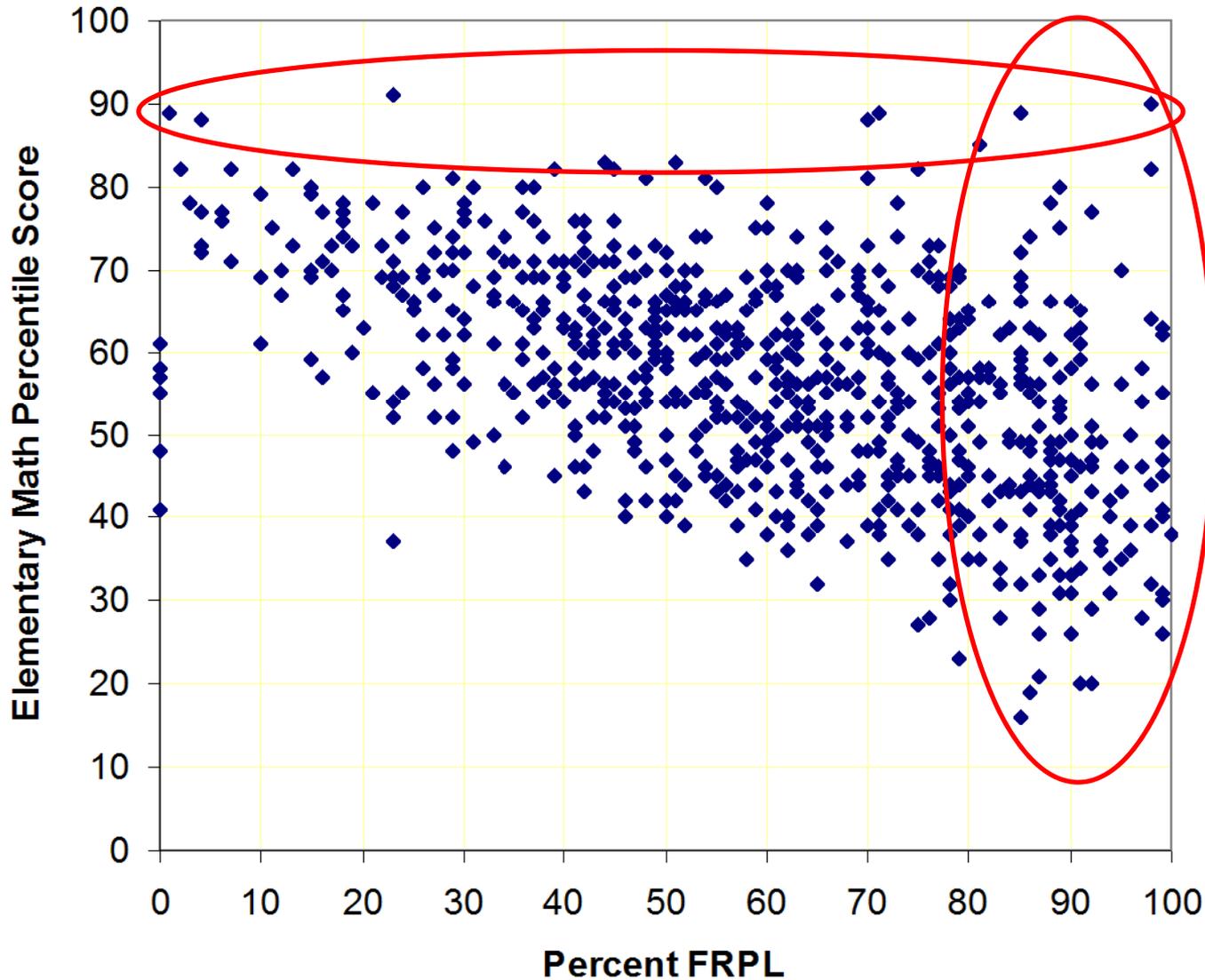
Source: Education Trust  
analysis of data from  
*National School-Level  
State Assessment Score  
Database*  
([www.schooldata.org](http://www.schooldata.org)).

# Poverty vs. Achievement in Kentucky Elementary Schools



Source: Education Trust  
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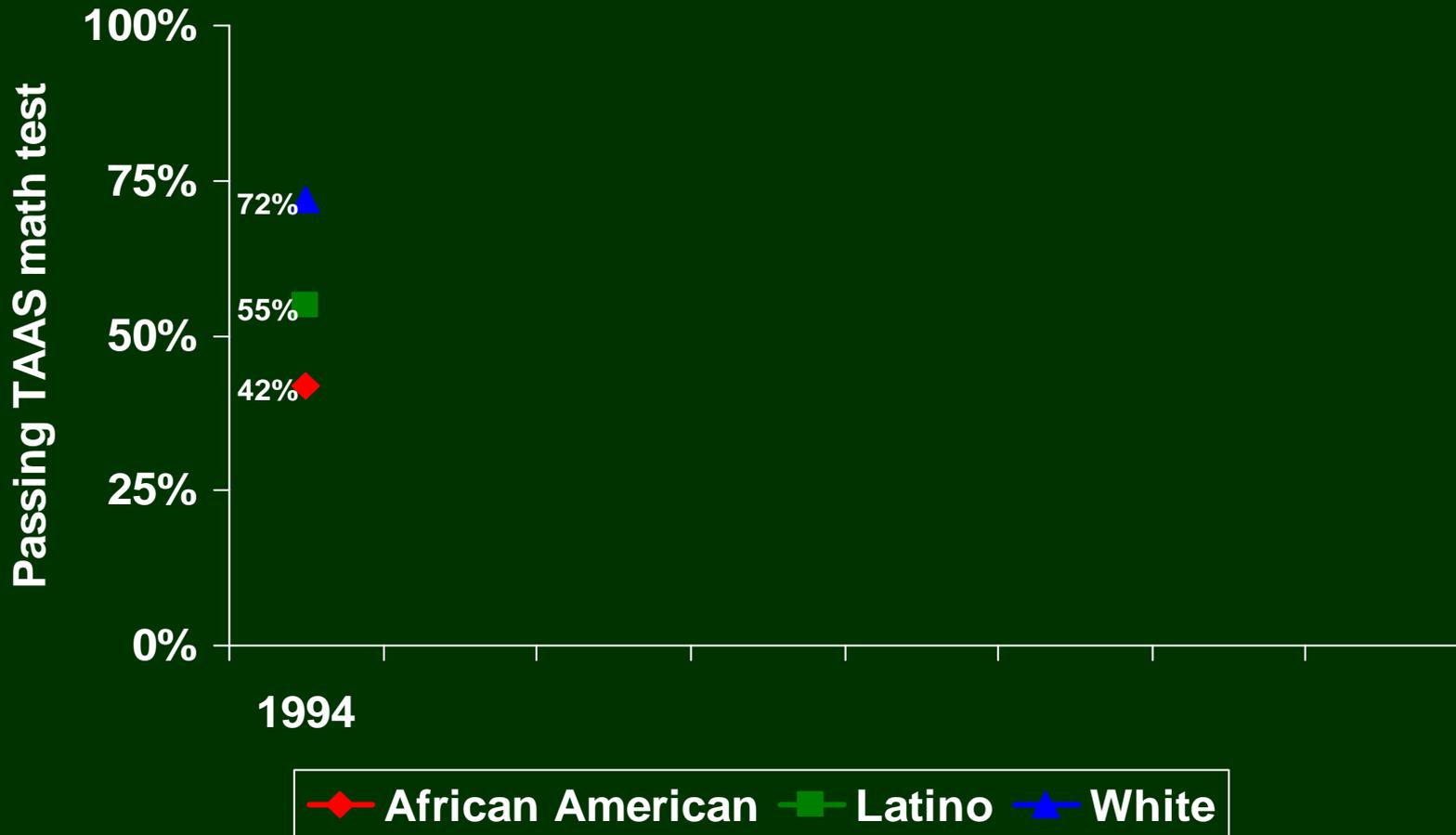
# Poverty vs. Achievement in Kentucky Elementary Schools



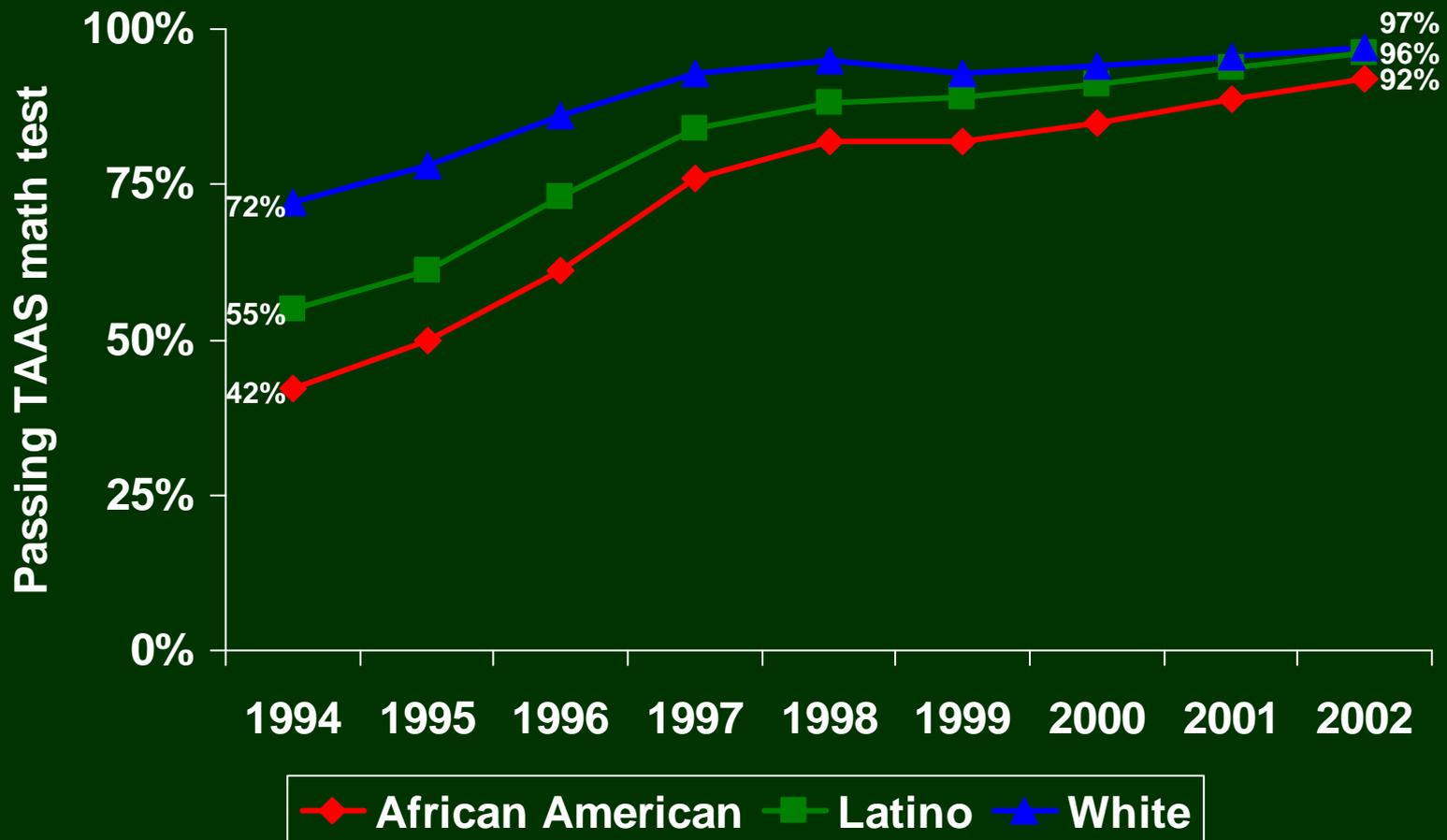
Source: Education Trust  
analysis of data from  
*National School-Level  
State Assessment Score  
Database*  
([www.schooldata.org](http://www.schooldata.org)).

Some districts...

# Aldine, TX: Raising Achievement for All While Narrowing Gaps



# Aldine, TX: Raising Achievement for All While Narrowing Gaps



And some entire states...

# 4th Grade Math African American Gains Between 1992 and 2000

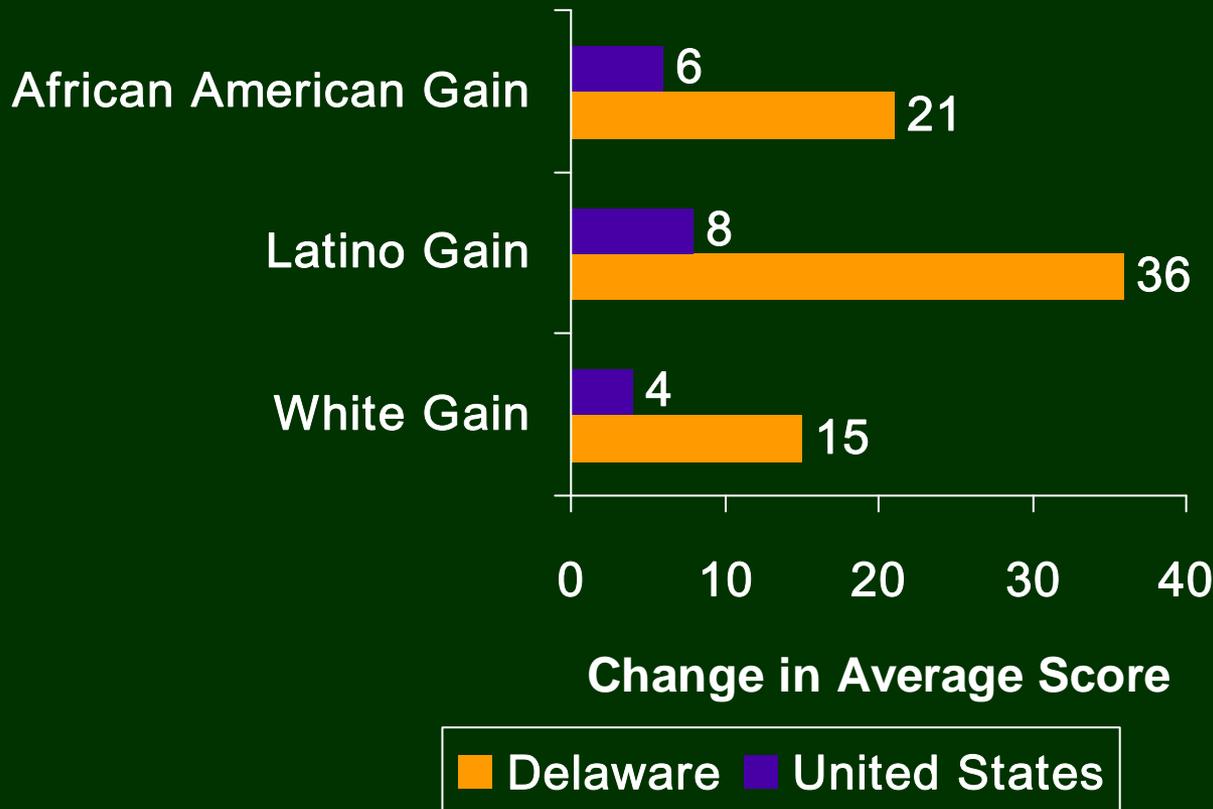
United States	+13
North Carolina	+25
Texas	+21
Massachusetts	+18

Source: USDOE, NCES, National Assessment of Educational Progress (NAEP) Summary Data  
Tables

# 4th Grade Math Latino Gains Between 1992 and 2000

United States	+10
North Carolina	+18
Texas	+15
Mississippi	+15

# Delaware: Gains in Grade 4 Reading Outpace the Nation, 1998-2002



# Big Differences Among States in the Performance of the “Same” Group.

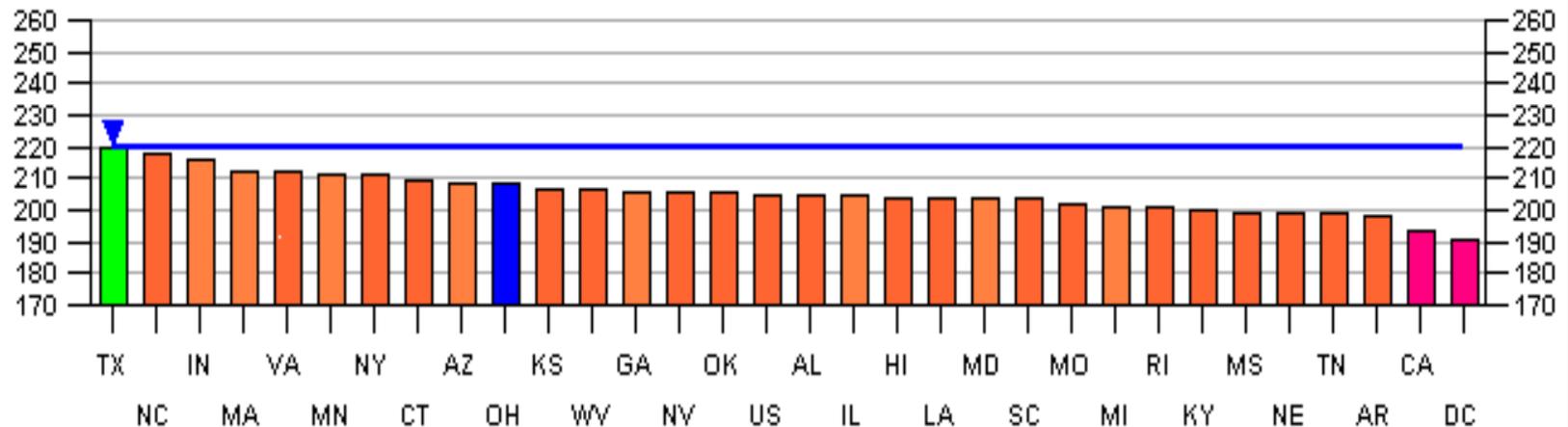
Take a look...

# Black 4th Graders? NAEP MATH

How do African American scores in Texas compare?

[explain scores](#)

2000 Grade 4 NAEP Math Average Scale Score (African American)  
From Highest to Lowest Performing



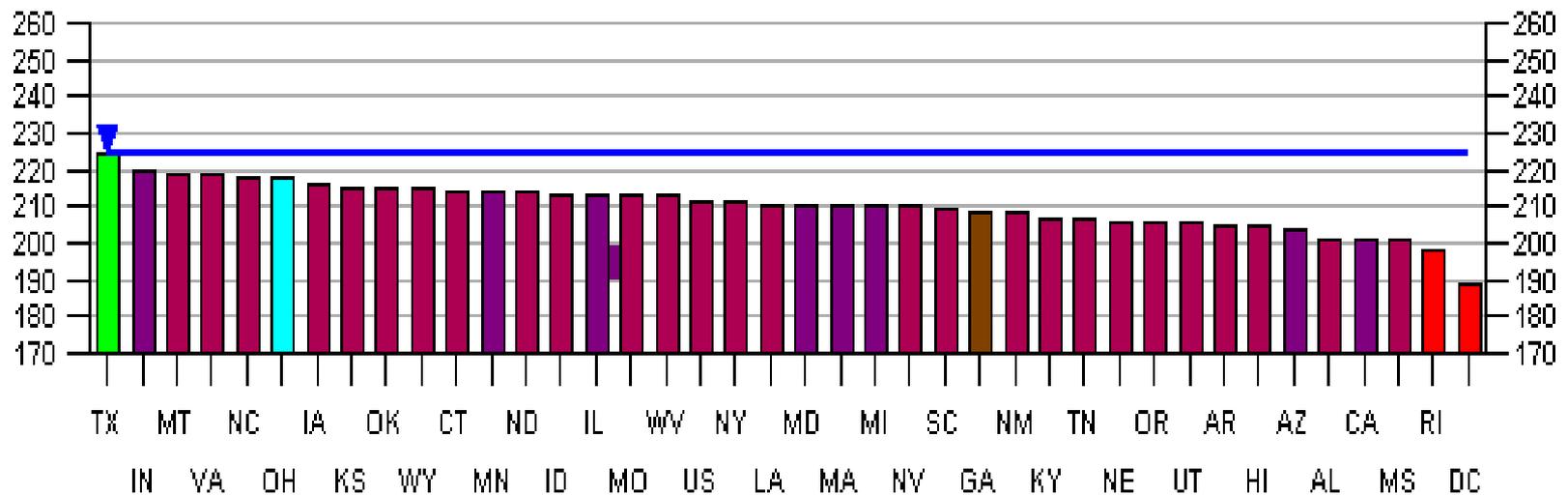
NOTE: A difference of 10 points, or one horizontal gridline, is roughly equivalent to a year's worth of learning.  
For example, "Students scoring 130 are performing about 2 years behind those scoring 150"

# Hispanic 4th Graders? NAEP MATH

How do Latino scores in Texas compare?

[explain scores](#)

2000 Grade 4 NAEP Math Average Scale Score (Latino)  
From Highest to Lowest Performing



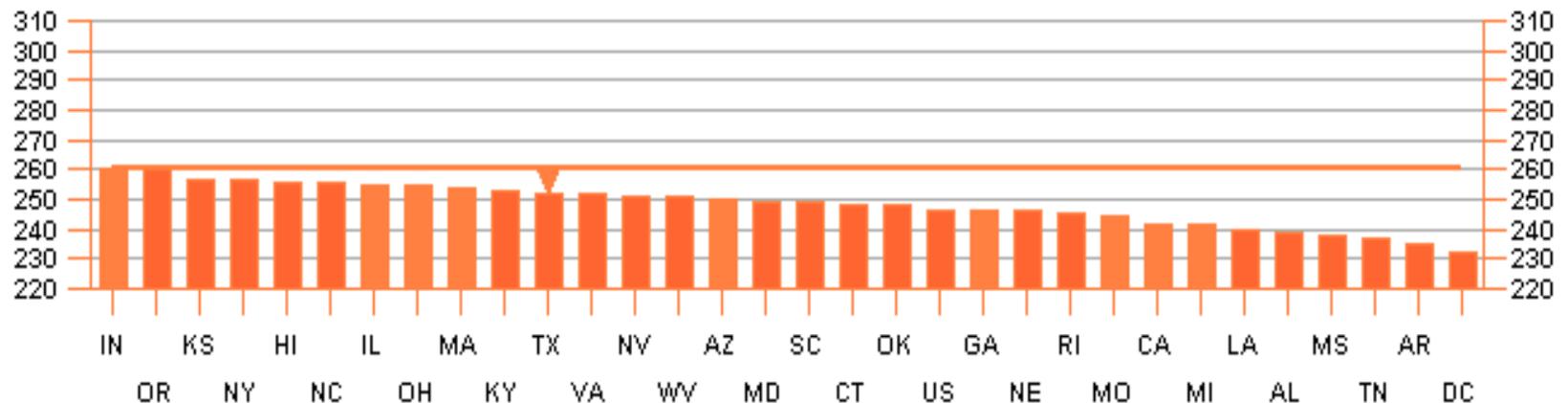
NOTE: A difference of 10 points, or one horizontal gridline, is roughly equivalent to a year's worth of learning.

# Black 8th Graders? NAEP MATH

How do African American scores in Texas compare?

[explain scores](#)

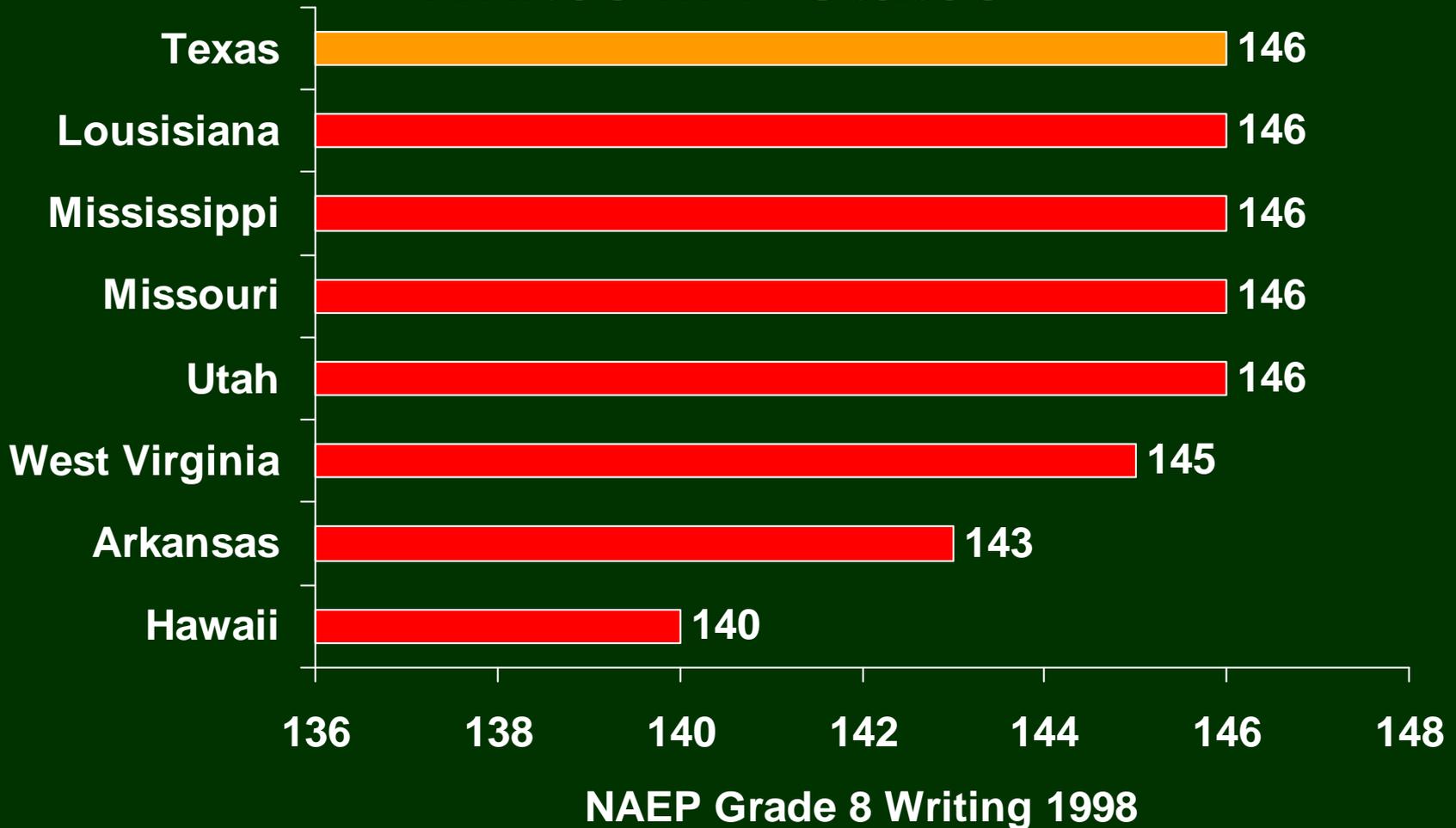
2000 Grade 8 NAEP Math Average Scale Score (African American)  
From Highest to Lowest Performing



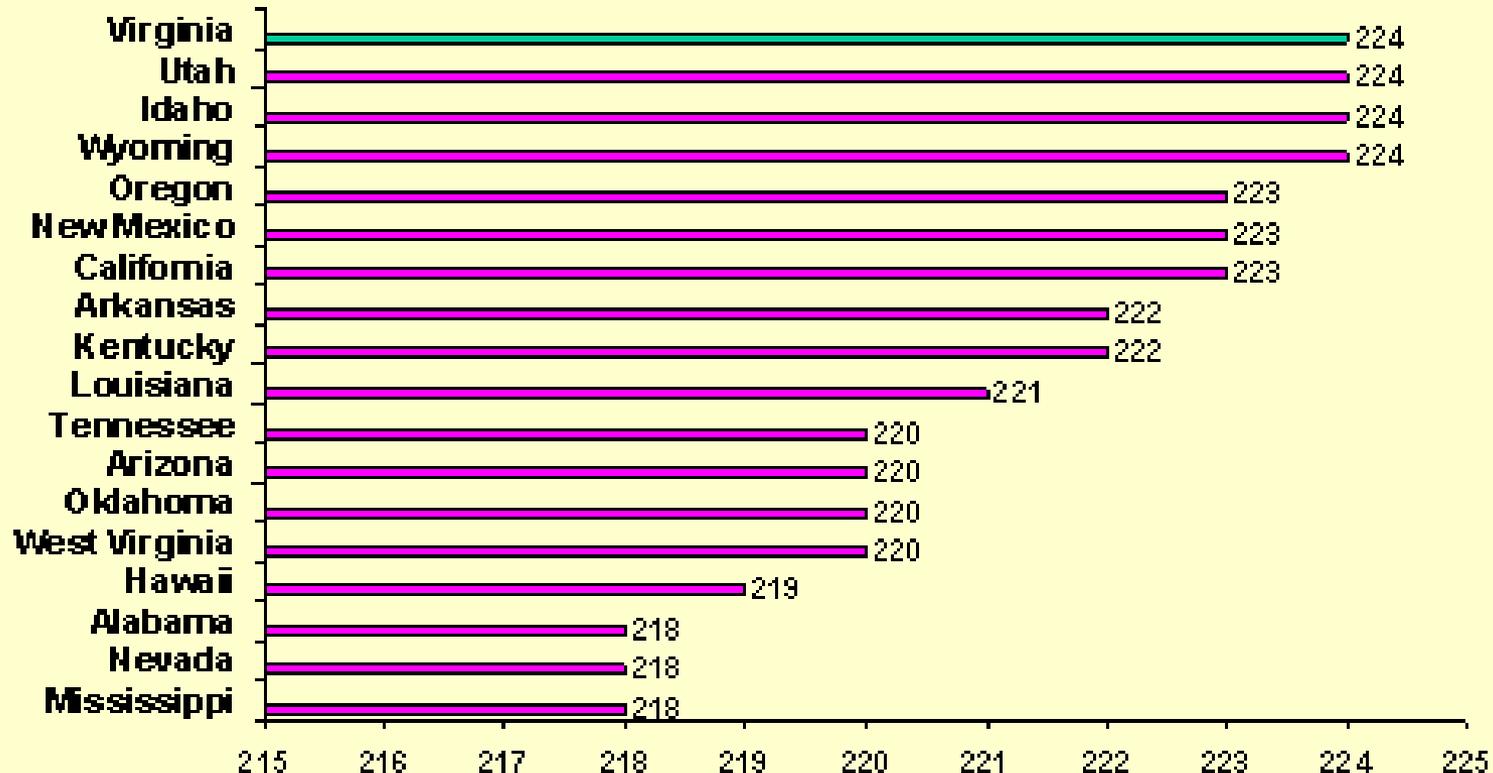
NOTE: A difference of 10 points, or one horizontal gridline, is roughly equivalent to a year's worth of learning.  
For example, "Students scoring 130 are performing about 2 years behind those scoring 150"

Indeed, poor kids and kids of color in SOME states now performing higher than white and middle-class students in OTHER states.

# 8th Grade Writing: African Americans in Texas Perform as Well or Better Than Whites in 7 States



## 4th Grade Reading (2002): Latinos in Virginia Perform as Well or Better Than Whites in 17 States



Source: NCES, National Assessment of Educational Progress (NAEP)

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Big differences among similar colleges, as well.

# Bottom Line:

- What schools do matters;
- What districts do matters;
- What states do matters; and,
- What colleges do matters...

# In other words...

1. There is overwhelming evidence suggesting that the achievement gap that gives rise to the need for affirmative action DOES NOT need to be a permanent fixture. It could be gone within less than 25 years.
2. If present trends continue, however, we will need affirmative action MORE in 25 years than we need it today. But that is a choice, not an inevitability.
3. Neither K-12 nor higher education can fix its own outcomes problems without the other's cooperation. Yet, rather than work together to meet the challenge of closing the achievement gap, leaders in both systems...

*So, what can we  
do?*

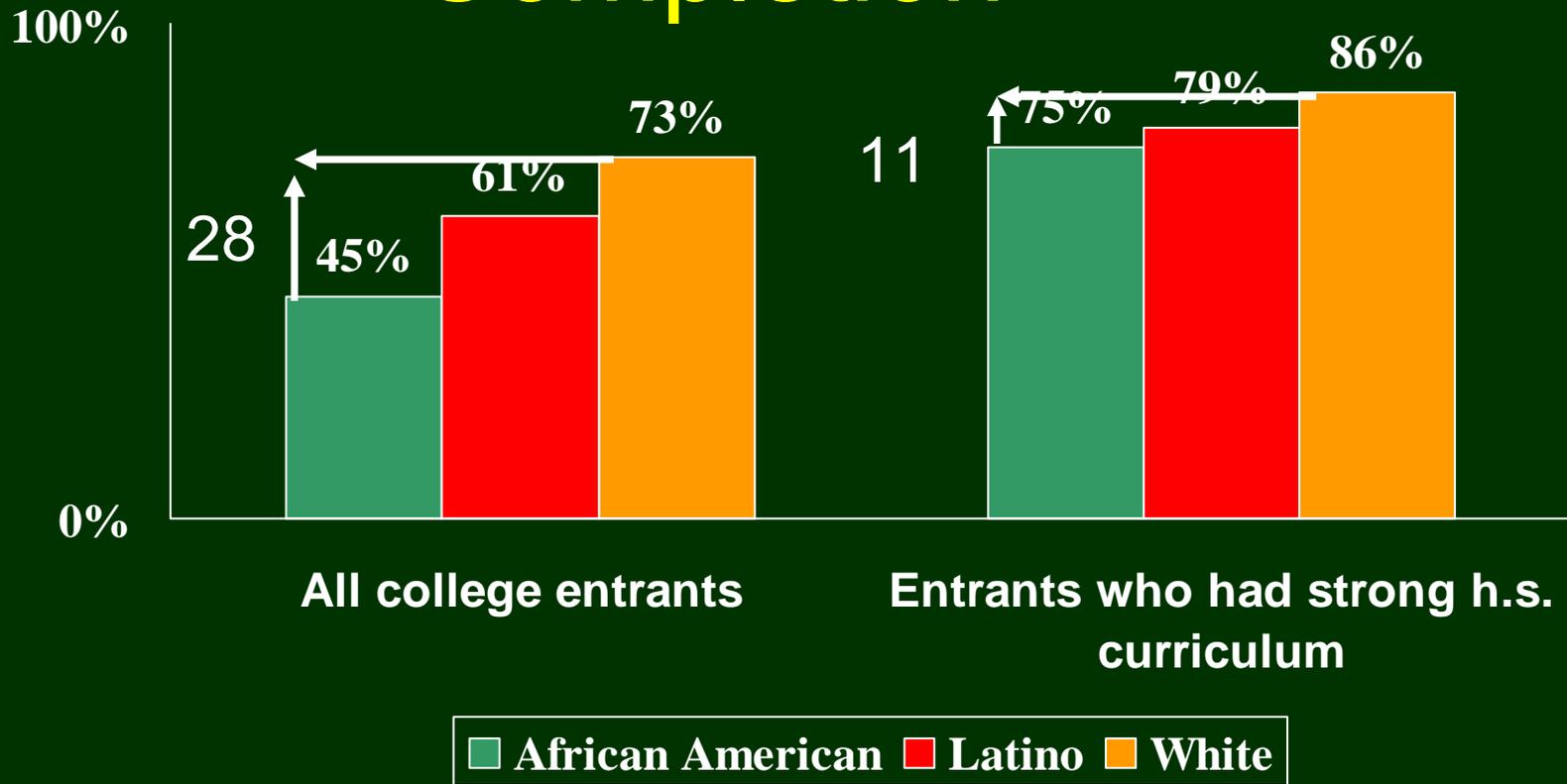
PLEASE: NO MORE  
PROGRAMS. WE HAVE TO  
MOVE ON TO SYSTEMS  
CHANGE.

# Area 1: Making the College Prep Curriculum the Default Curriculum for All Kids

Transcript Study: single biggest  
predictor of college success is  
**QUALITY AND INTENSITY OF  
HIGH SCHOOL CURRICULUM**

Cliff Adelman, *Answers in the Tool Box*, U.S. Department of  
Education.

# A Strong H.S. Curriculum\* Equals Higher College Completion



\*Completing at least “Algebra II” plus other courses.

Source: Adapted from Adelman, Clifford, U.S. Department of Education, “Answers in the Toolbox,” 1999.

Area 2: Giving high schools a single target to shoot at by agreeing on a common definition (eg. assessment) of “college ready”.

# Area 3: Working on the Rigor Part

There remains a troubling gap  
between course names and  
grades—and results on  
assessments.

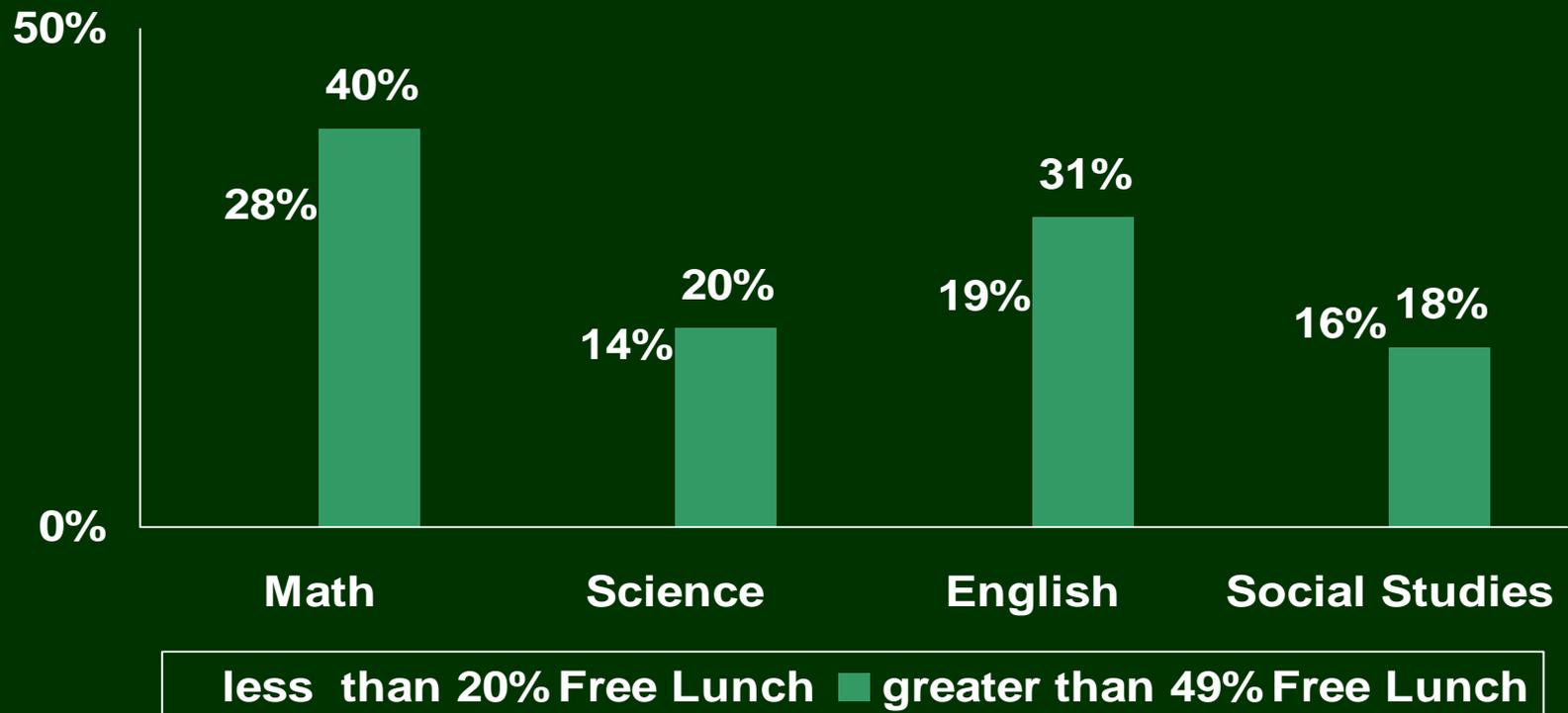
# End of Course Exams Can Help, but teachers need...

- Help in designing powerful lessons, units;
- Help in developing consistent understanding of what quality work looks like;
- Help with more regular assessments (e.g., 9 weeks) of student progress;
- Some new courses that get at critical content (especially in math, science) in different ways.

# Area 4: Good Teachers Matter More Than Anything Else

But poor kids and kids of color  
get less than their fair share of  
our strongest teachers.

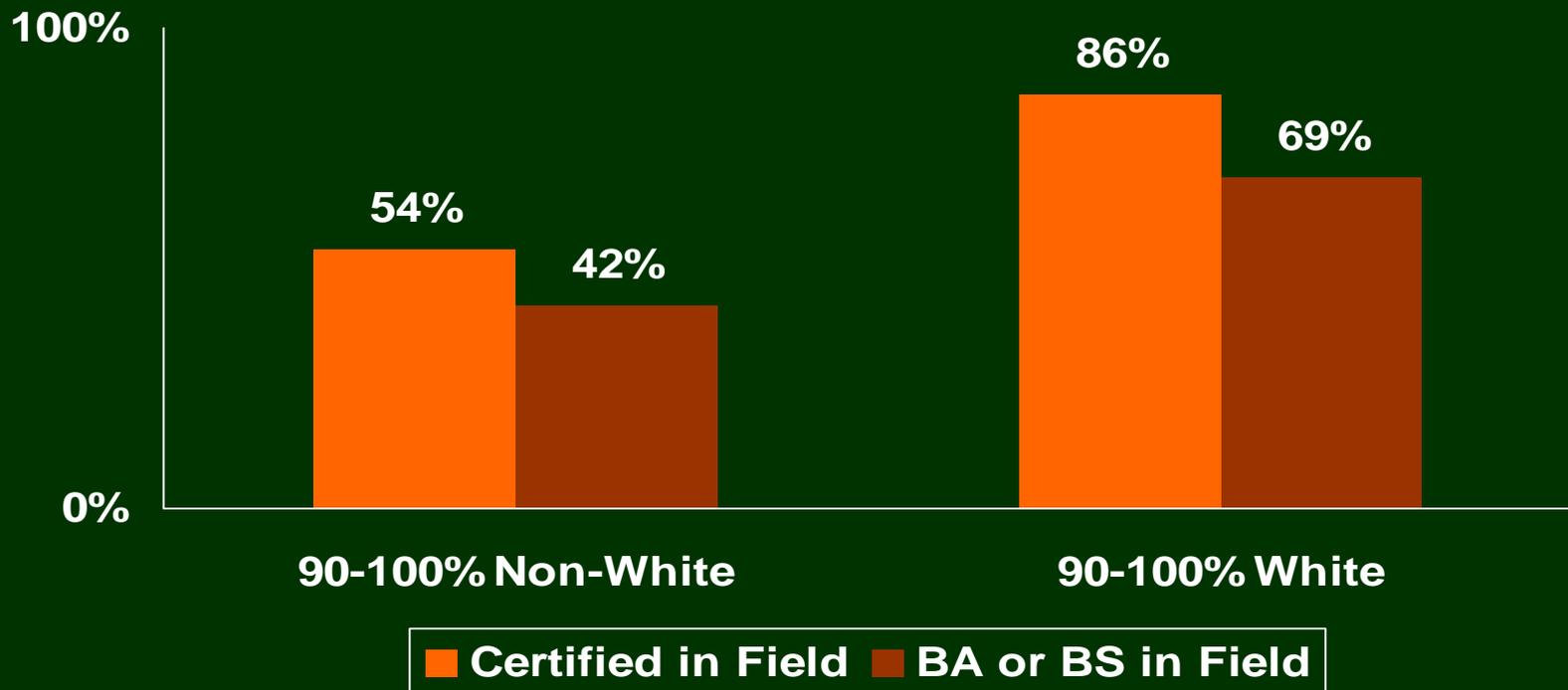
# Classes in High Poverty High Schools More Often Taught by Misassigned\* Teachers



\*Teachers who lack a major or minor in the field

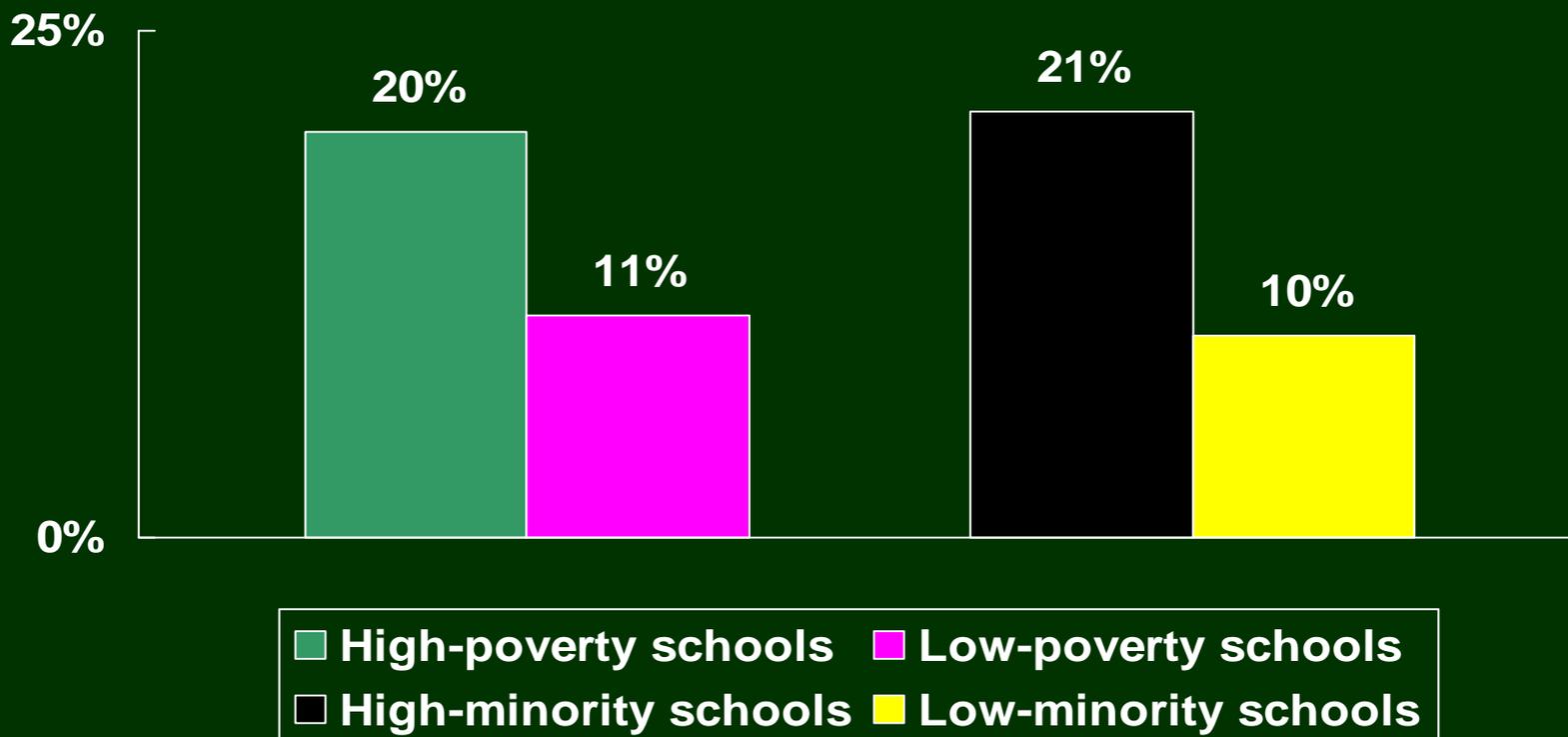
Source: National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future* (p.16) 1996.

# Math and Science Classes of Mostly Minority Students Are More Often Taught by Misassigned Teachers



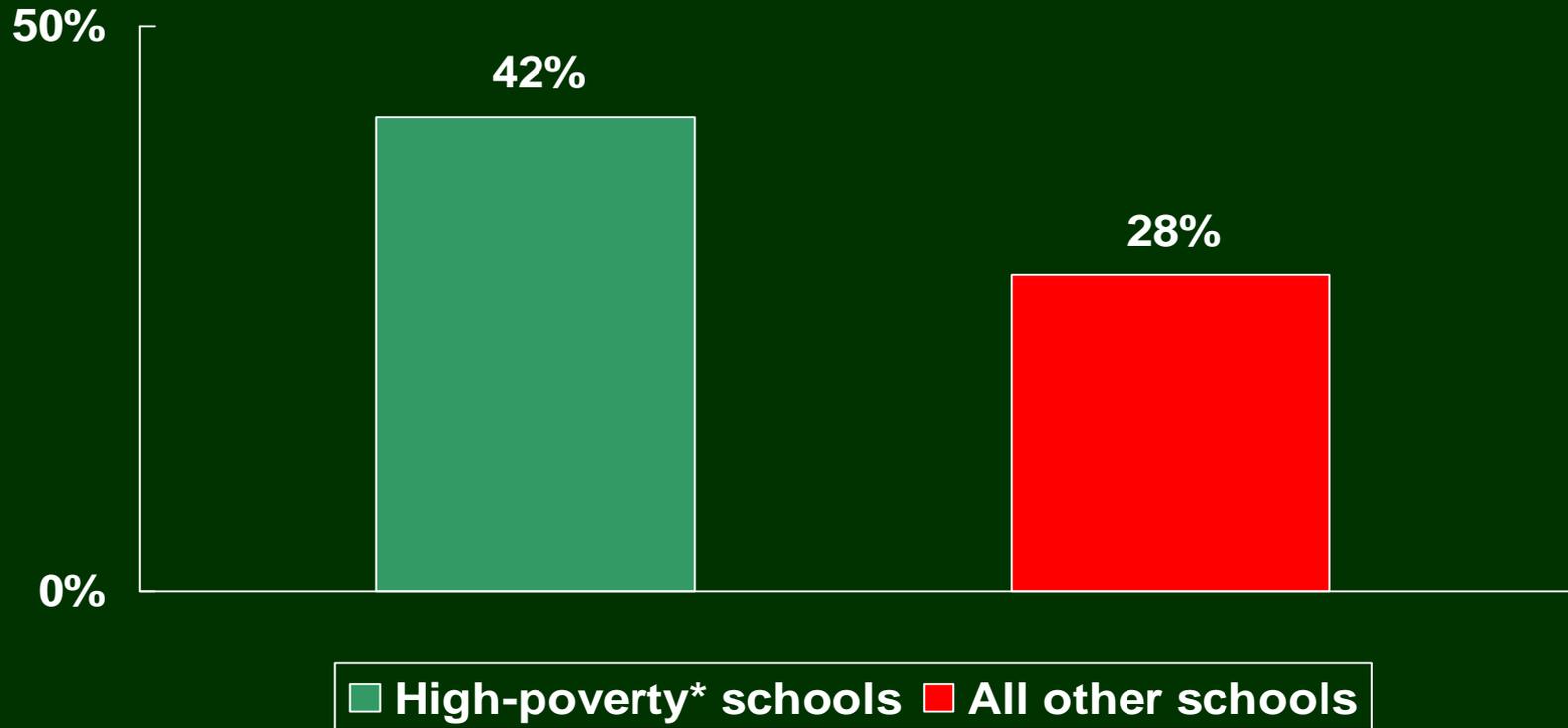
Source: Jeannie Oakes. *Multiplying Inequalities: The Effects of Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science* (Rand: 1990)

# Poor and Minority Students Get More Inexperienced\* Teachers



\*Teachers with 3 or fewer years of experience. “High” and “low” refer to top and bottom quartiles.  
Source: National Center for Education Statistics, “Monitoring Quality: An Indicators Report,” December 2000.

# High-Poverty Schools Get More Low-Scoring\* Teachers



\*Teachers scoring in the bottom quartile on on SAT/ACT. "High-poverty" schools have 2/3 or more students eligible for reduced-price lunch.

Source: *Education Week*, "Quality Counts 2001," January 2001.

Devastating Impact

If we had the courage and  
creativity to change these  
patterns?

“By our estimates from Texas schools, having an above average teacher for five years running can completely close the average gap between low-income students and others.”

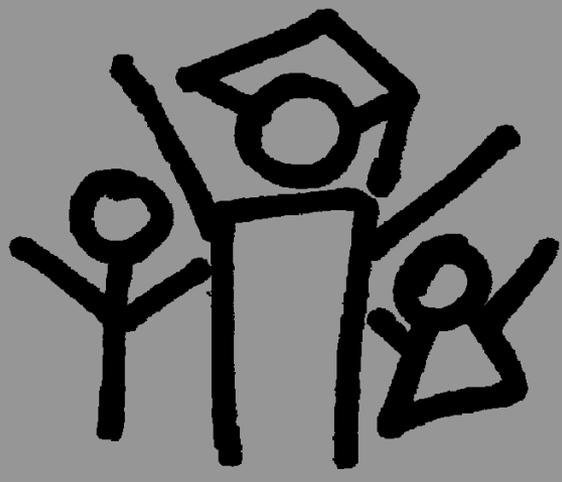
John Kain and Eric Hanushek

Area 5: Getting Serious about  
Results at EVERY LEVEL.

Both high schools and colleges are losing far too many of their students—including those who are NOT in serious academic trouble.

# What works?

- Above all else: **Better Preparation**;
- Getting the data out there...and OWNED;
- Clear goals for what all students should learn;
- Regular monitoring of student progress; and,
- Smaller, more personal environments.



# The Education Trust

For More Information . . .

[www.edtrust.org](http://www.edtrust.org)

Washington, DC: 202-293-1217

Oakland, CA: 510-465-6444