

Narrowing the Achievement Gap, Unlocking Student Potential



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Today's Objectives



- To define the Achievement Gap as articulated by researchers
- To examine causes surrounding Achievement Gaps
- To clarify how gaps can narrow
- To identify strategies aimed at closing gaps, including MDE initiatives
- To develop language focused on reducing disparities

What is the Achievement Gap?



Definition: “The term ‘achievement gap’ is used to refer to **the discrepancy in educational outcomes and access between various student groups** in the United States, in particular African American, Native American, certain Asian American, and Latino students on the low end of the performance scale, and their White and certain Asian American counterparts at the higher end of the academic performance scale.”

Tyrone Howard (2010), *Why Race and Culture Matter in Schools*

What is the Achievement Gap?



Multiple Indicators: “The achievement gap is reflected most clearly in **grades, standardized test scores, high school graduation rates, placement in special education and advanced placement courses, and suspension and expulsion rates.**”

L. Darling-Hammond, *The Flat Earth and Education: How America's Commitment to Equity Will Determine Our Future*

Life Status



- 36 percent of Black boys ages 9-13 live in poverty while the poverty rate for White boys this age range is 12 percent.
- More than 75 percent of Black children born between 1985 and 2000 grew up in “high disadvantage” neighborhoods. Five percent of White children in that cohort grew up in such neighborhoods.
- 31 percent of Black male ninth-graders report smoking marijuana before age 13, compared to 8 percent of their White peers.

Ways Gaps Can Narrow



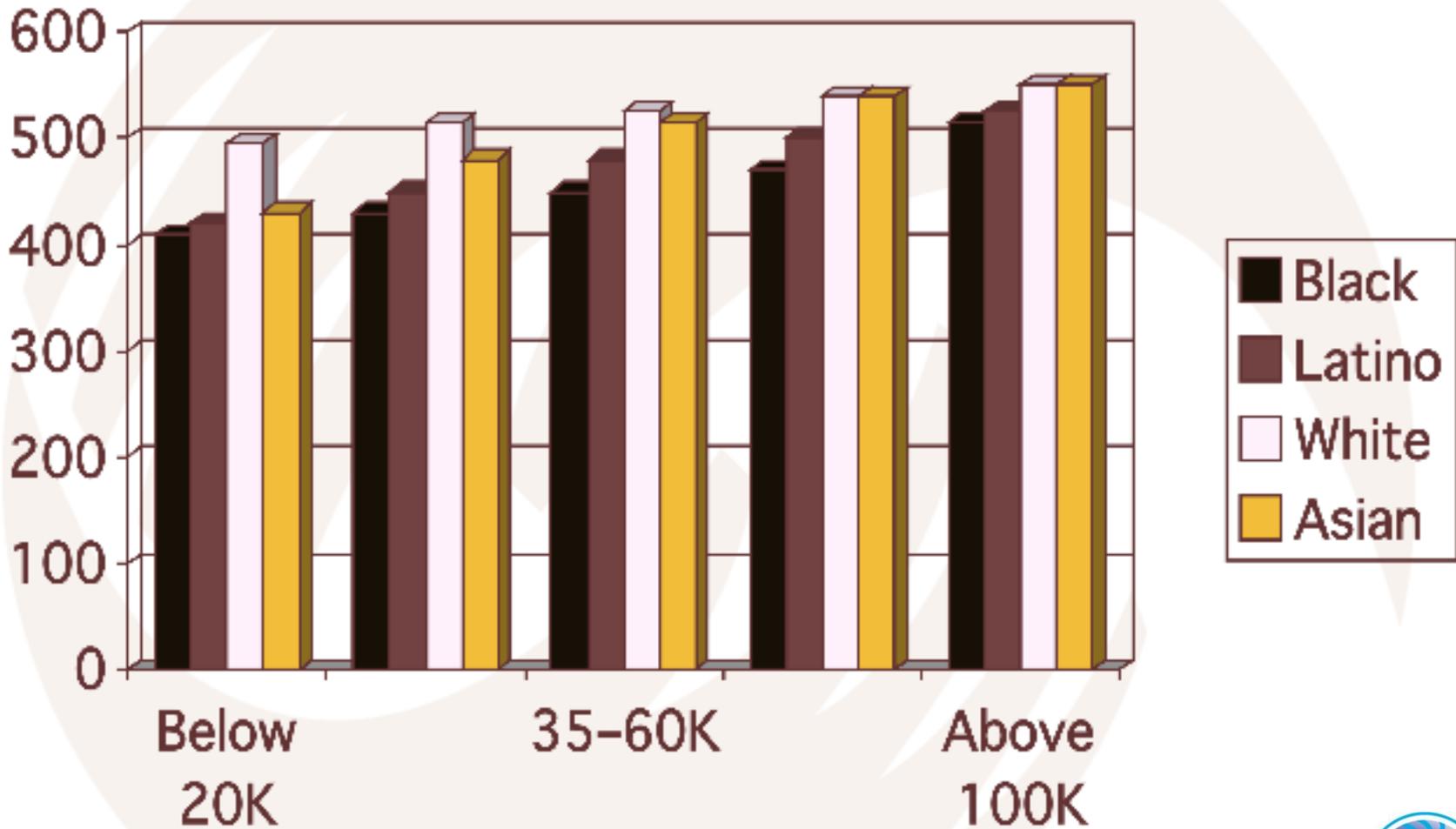
- The average scores of *both groups increase, while the score of the lower performing group increases even more.*
- The average score of the *higher performing group does not change, while the score of the lower performing group increases.*
- The average score of the *higher performing group declines, while the score of the lower performing group increases.*
- The average score of the *higher performing group declines, while the score of the lower performing group does not change.*
- The average scores of *both groups decline, but the score of the higher performing group declines even more.*

(Vanneman et al., NCES/NAEP U.S. Department of Education, Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress. Statistical Analysis Report, July 2009, p. 4)



"Breaking the Silence"

Ushering in Courageous Conversation
about the Impact of Race on Student Achievement
FEBRUARY 17, 2006



College Board SAT I (Verbal)
Average scores by family income and race
Source: College Board (1982-1993)



Inseparable Imperatives:

Unlocking
Academic
Potential of
Students of Color
Key to Future of
American
Economy, New
Alliance Report
Finds

“Today, the moral imperative to equitably provide all students with a quality education is now a critical factor in maintaining the United States’s national economic strength.”

*Bob Wise, President of the
Alliance for Excellent Education
and former governor of West
Virginia. November, 2012*

School-to-Prison Pipeline

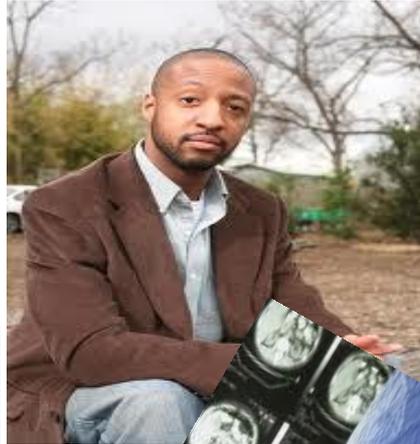
The Washington Post, Dec. 13, 2012



- Zero tolerance policies and police presence following Columbine in 1999 has led to tougher discipline.
- Assistant Education Secretary Deborah Delisle noted that African American and Hispanic students are more than 3 1/2 times as likely to be suspended or expelled as their white peers.
- Students with disabilities are twice as likely to be removed as non-disabled peers.
- A landmark 2011 study in Texas found that after a first suspension, students were nearly three times more likely to be involved in the juvenile justice system the next year.
- The moment a child sets foot in the juvenile justice system, their chances of becoming an adult offender go up 50 percent (Melodee Hanes, acting administrator of the Justice Dept.'s Office of Juvenile Justice and Delinquency Prevention).

POTENTIAL

Dr. Fred A. Bonner, II – Rutgers Graduate School of Education, April, 2012



The Economic Imperative



- The quality of U.S. colleges and universities rank among the highest in the world; moreover, U.S. post-secondary institutions have fostered growth in the U.S. through a base of science and engineering programs.
- As other countries have improved their economic institutions, the U.S. is losing out on highly productive workers. No place is this more evident as in China where poor economic policies have been lifted, thereby creating spectacular growth over the last two decades.

[Professor Eric Hanushek on the Economics of Education](#)

2012, The 4% Solution: Unleashing the Economic Growth That America Needs



Graduation Rates



Fifty-two percent of African American students graduate from high school within four years of starting ninth grade compared to 78% percent of White students as of 2012

(National Center for Education Statistics: Graduation rates use the number of graduates obtained from state data; estimated from state data and NCES data; or estimated from historical data trends).

The New Jim Crow



“A study sponsored by the U.S. Justice Department and several of the nation’s leading foundations, published in 2007, found that the impact of the biased treatment is magnified with each additional step into the criminal justice system. African American youth account for 16 percent of all youth, 28 percent of all juvenile arrests, 35 percent of the youth waived to adult criminal court, and 58 percent of youth admitted to state adult prison.”

Carl E. Pope, Rick Lovell, and Heidi M. Hsia, U.S. Department of Justice, *Disproportionate Minority Confinement: A Review of the Research Literature from 1989 Through 2001* (Washington, DC: U.S. Department of Justice, 2002) Eleanor Hinton Hoytt, Vincent Schiraldi, Brenda V. Smith, and Jason Ziedenberg, *Reducing Racial Disparities in Juvenile Detention* (Baltimore, Annie E. Casey Foundation, 2002), 20-21.

Eileen Poe-Yamagata and Michael A. Jones, *And Justice for Some: Differential Treatment of Youth of Color in the Justice System* (Washington, DC: National Council on Crime and Delinquency, 2007).

Christopher Hartney and Fabiana Silva, *And Justice for Some: Differential Treatment of Youth of Color in the Justice System* (Washington, DC: National Council on Crime and Delinquency, 2007).



The students who are most at-**risk** are those identified as African-American males, hence these **minorities** are the logical **sub**group to receive achievement gap interventions.



The students who are most at-
promise are those identified as
African-American males, hence
these **people of color** are the logical
group to receive **opportunity** gap
interventions.

An exercise:
List 20 African **American** males who
are not athletes or entertainers

You have 1 minute.

<http://www.online-stopwatch.com/countdown-timer/>

A Few Notable African American Males



- A. Philip Randolph
- Adam Clayton Powell, Jr.
- Alex Haley
- Alvin Ailey Jr.
- Amos Winbush III
- Barack Obama
- Bill Cosby
- Arch Bishop Desmond Tutu
- Charles Brooks
- Charles Hamilton Houston
- Clarence Otis, Jr.
- Colin Powell
- Dr. Alvin Poussaint
- Dr. Daniel Hale Williams
- Dred Scott
- Frederick Douglass
- Erich Jarvis, Ph.D.
- George Washington Carver
- Harry Belafonte
- Jean Baptiste Point du Sable
- Langston Hughes
- Lee P. Brown
- Rudolph Fisher
- Louis Farrakhan
- Malcolm X
- Martin Luther King, Jr.
- Nelson Mandela
- Ralph David Abernathy
- Ronald E. McNair, Ph.D.

Achievement Gap Progress in Three States

Three States: A Closer Look



- Delaware (21% African American; 8% Hispanic)
- New Jersey (13% African American; 17% Hispanic)
- Florida (16% African American; 22% Hispanic)
- Michigan (15% African American; 4% Hispanic)

Fourth Grade Reading



- In three states—**Delaware, Florida, and New Jersey**—the reading gap between Black and White fourth-graders was narrower in 2007 than in 1992 as Black students' scores increased more than those of White students.

(Vanneman et al., NCES/NAEP U.S. Department of Education, Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress. Statistical Analysis Report, July 2009, p.36)

Florida's Reform Model



- Public School Choice
- Private School Choice
- Charter Schools
- Virtual Education
- Performance Pay
- Alternative Teacher Certification
- A+ Accountability Plan
- Social Promotion Ban

Florida's Results



- Florida was one of only five states that showed a significant narrowing of the White/African American gap between 2003 and 2007 in fourth grade reading.
- Florida is one of only two states where the gap between low and higher income fourth grade students decreased significantly in math between 2003 and 2007. Florida was also one of three states where the performance gap between low and higher income students decreased between 2003 and 2007 in fourth grade reading.
- Florida is one of only seven states where the gap between White and African American eighth grade students decreased significantly in eighth grade math.

NCES

Delaware's Approach



- The Delaware State Board of Education (DSBE) assembled a group to examine the state's achievement gap. The major charge to this group was to examine the issues related to the AG and to find a **mutually agreed upon measure** of the AG that would help schools gauge whether or not they were “closing” the gap.

Delaware's Strategy



- Examining the performance of student groups relative to each other using a cross-sectional approach involving two-year measurement cycles
- Focusing on the DSTP performance levels as opposed to scaled scores or SAT9 national percentile ranks
- Examining overall performance levels as well as the size of the gap in the content areas of reading and mathematics, and
- Including only those students who had attended the school for at least 91 days.

Results in Delaware



- Delaware was one of only two jurisdictions that showed a significant narrowing of the White/Hispanic gap between 2003 and 2007 in fourth grade reading.
- The math scores for fourth and eighth grade African American students rose significantly.
- The math scores for fourth and eighth grade Hispanic students rose significantly.
- Fourth and eighth grade students with disabilities had a significant increase in math scores between 2003 and 2007.
- Math scores for low income fourth and eighth graders significantly increased.

NCES

New Jersey



- New Jersey was one of only five states that showed a significant narrowing of the White/African American gap between 2003 and 2007 in fourth grade reading.
- New Jersey was one of only two states that showed a significant narrowing of the White/African American gap between 2003 and 2007 in fourth grade math.

NCES

New Jersey



- Dec. 2011 – State Board of Education and Superintendent appointed a **10 member AG Task Force**.
- Their charge was to provide the State Board and policymakers with recommendations for a **statewide strategy** to close the academic achievement gap by addressing proven correlatives of poor academic achievement.
- It will examine the themes of **access; culture/climate; expectations; and strategies**.

African American Males Gravitate toward themes of ...



- Economic Empowerment
- Resisting Oppression
- Cultural Uplift
- Intellectual Development

Alfred W. Tatum, Reading for Their Life: Rebuilding the Textual Lineages of African American Adolescent Males, 2009

MDE and the Opportunity Gap



- Pilot Schools
- Messaging Documents
- Internal PLC
- Closer Series
- Operational Equity Analysis
- Intervention Strategies
- Achievement Gap Summit, June 5

Intervention Resources



- Restorative Justice-
http://greatergood.berkeley.edu/article/item/can_restorative_justice_keep_schools_safe
- Positive Behavioral Interventions and Supports-
<http://www.pbis.org/default.aspx>
- Office of Juvenile Justice and Delinquency Prevention-
<http://www.ojjdp.gov/mpg/progTypesTruancy.aspx>
- WhyTry <http://ncmsa2011.wikispaces.com/file/view/101.More-+Why+Try+Brochure.pdf>
- Bully Free Schools <http://www.sape.us/styled-2/>
- Sexual Minority Youth Project
http://www.michigan.gov/documents/mdch/Safe_Schools_for_Sexual_Minority_Youth_Overview_313118_7.pdf

Questions?

