ITEST SUMMIT 2017

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Presentation on Closing the Achievement Gap
June 16, 2017
Gaps Among Ethnic/Racial Groups
By Race, Ethnicity NAEP
4th Grade Reading 2003

Source: USDOE, NCES, National Assessment of Educational Progress (NAEP)
By Race, Ethnicity NAEP
8th Grade Math 2003

Source: USDOE, NCES, National Assessment of Educational Progress (NAEP)
Gaps By Income Levels
By Family Income NAEP 4th Grade Reading 2003 (Nation)

Source: USDOE, NCES, National Assessment of Educational Progress (NAEP)
By Family Income NAEP 8th Grade Math 2003 (Nation)

Source: USDOE, NCES, National Assessment of Educational Progress (NAEP)
Minority Students Get More Inexperienced* Teachers

*Teachers with 3 or fewer years of experience. "High" and "low" refer to top and bottom quartiles.
Students at High-Minority Schools More Likely to Be Taught by Novice Teachers

Note: Novice teachers are those with three years or fewer experience. High-minority $\geq$ 75% students non-white. Low-minority $\leq$ 10% students non-white.

Source:
LESS ACCESS TO THE BEST TEACHERS:
Core classes in high-poverty and high-minority secondary schools are more likely to be taught by out-of-field teachers

Note: Data are for secondary-level core academic classes (Math, Science, Social Studies, English) across United States. High-poverty ≥75% of students eligible for free/reduced price lunch. Low-poverty school ≤15% of students eligible. High-minority ≥ 75% students non-white. Low-minority ≤ 10% students non-white.

Source: The Education Trust, Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools, (2008)
More Math Classes in High-Minority High Schools are Taught by Teachers Lacking a Major in the Field

High-Poverty Schools Get More Low-Scoring* Teachers

- 42% of teachers in high-poverty schools scoring in the bottom quartile on SAT/ACT.
- 28% of teachers in all other schools scoring in the bottom quartile on SAT/ACT.

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

LESS ACCESS TO RIGOROUS COURSES:
African American, Latino, Native American H.S. Grads Less Likely to Have Been Enrolled in Full College Prep Track

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>25%</td>
</tr>
<tr>
<td>Asian</td>
<td>46%</td>
</tr>
<tr>
<td>Latino</td>
<td>22%</td>
</tr>
<tr>
<td>Native American</td>
<td>21%</td>
</tr>
<tr>
<td>White</td>
<td>39%</td>
</tr>
</tbody>
</table>

Note: Full College Prep track is defined as at least: 4 years of English, 3 years of math, 2 years of natural science, 2 years of social science and 2 years of foreign language.
Minority High School Graduates Are Less Likely to Have Completed Advanced Math and Science Courses

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>29%</td>
<td>43%</td>
</tr>
<tr>
<td>Latino</td>
<td>31%</td>
<td>56%</td>
</tr>
<tr>
<td>African American</td>
<td>32%</td>
<td>61%</td>
</tr>
<tr>
<td>White</td>
<td>47%</td>
<td>64%</td>
</tr>
</tbody>
</table>

.. and fewer funds
Thank you!

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