



ITEST SUMMIT 2017

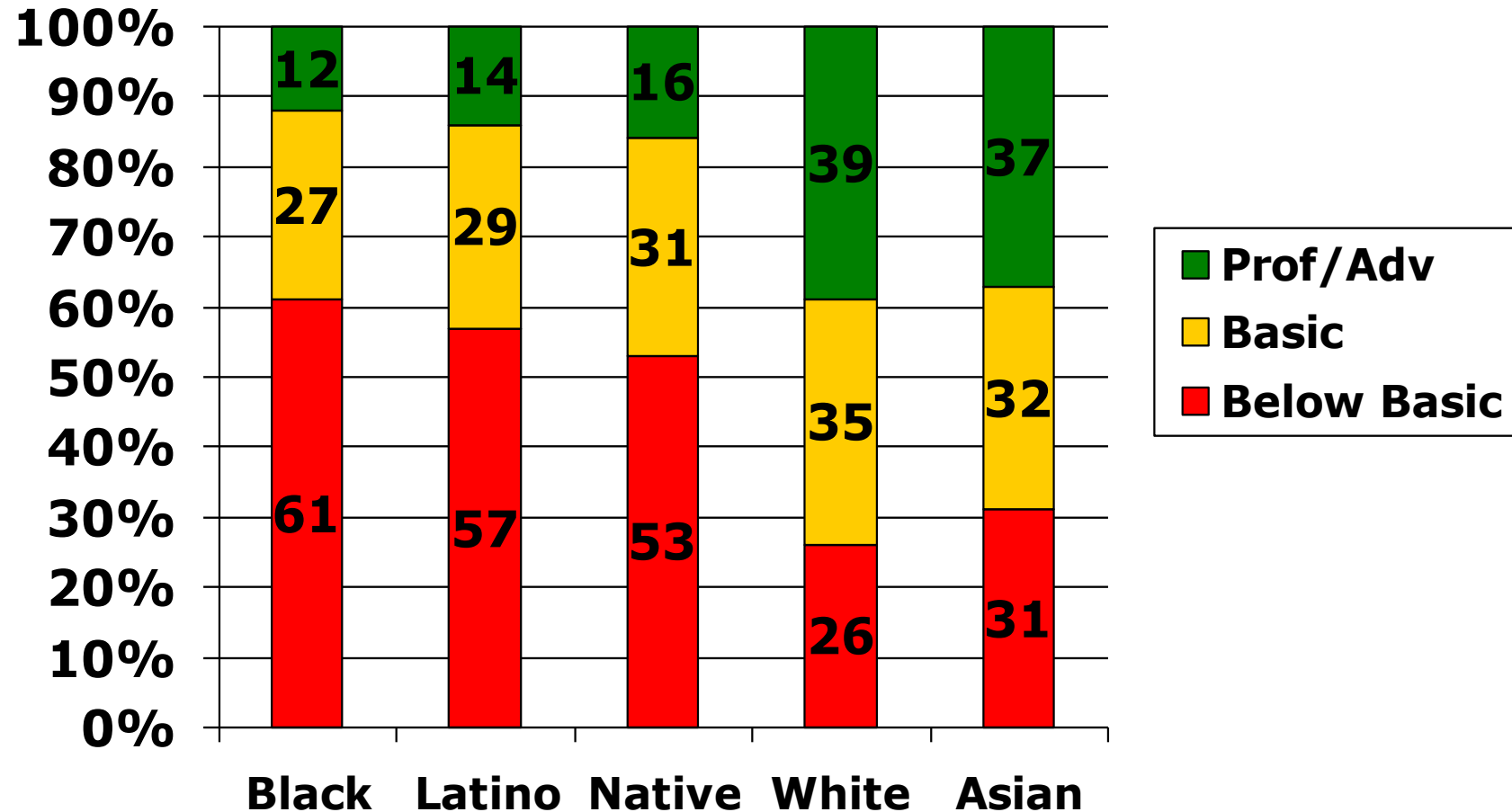
Julia V. Clark
Program Director
National Science Foundation

Presentation on Closing the Achievement Gap
June 16, 2017



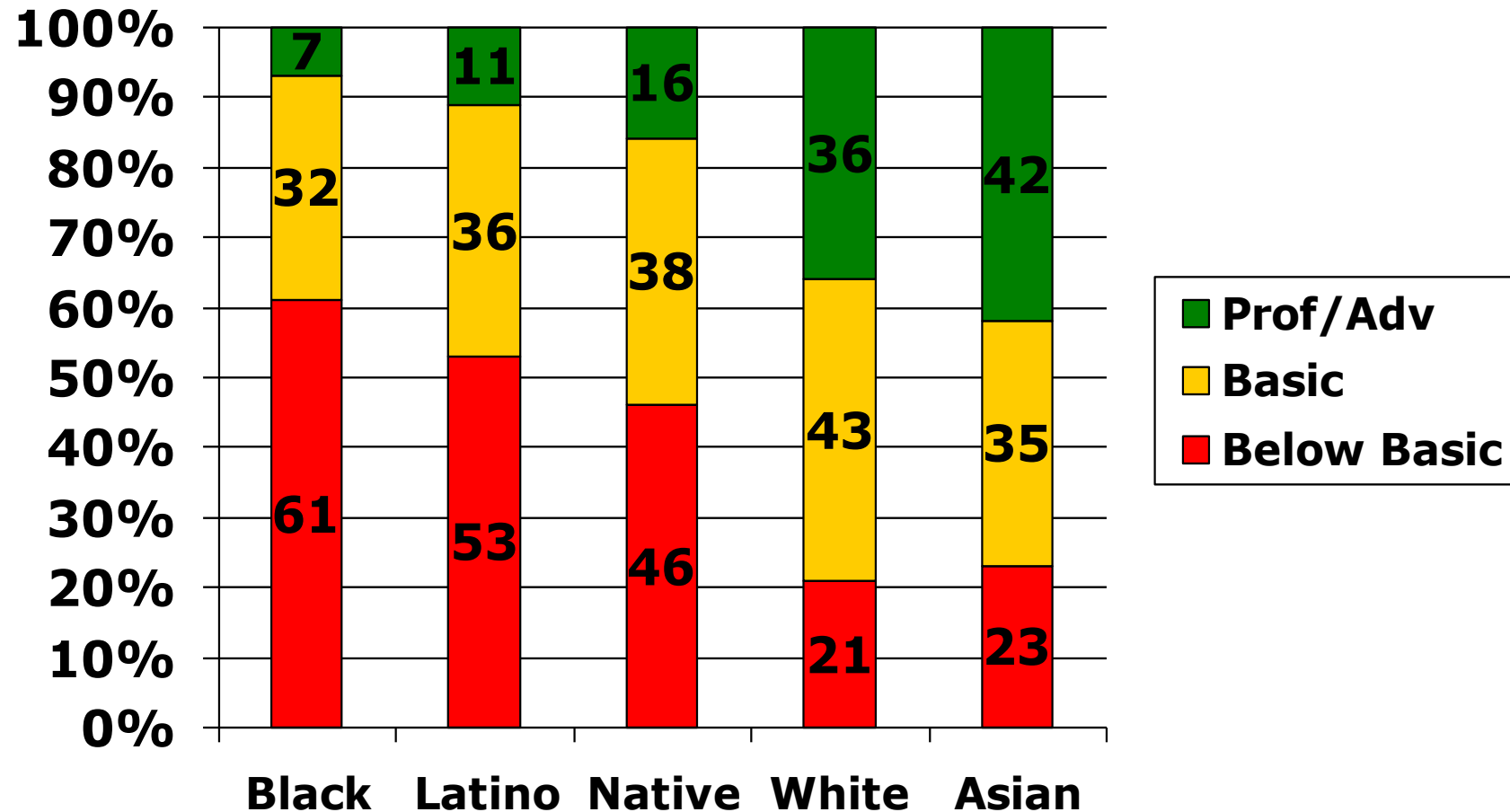
Gaps Among Ethnic/Racial Groups

By Race, Ethnicity NAEP 4th Grade Reading 2003



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

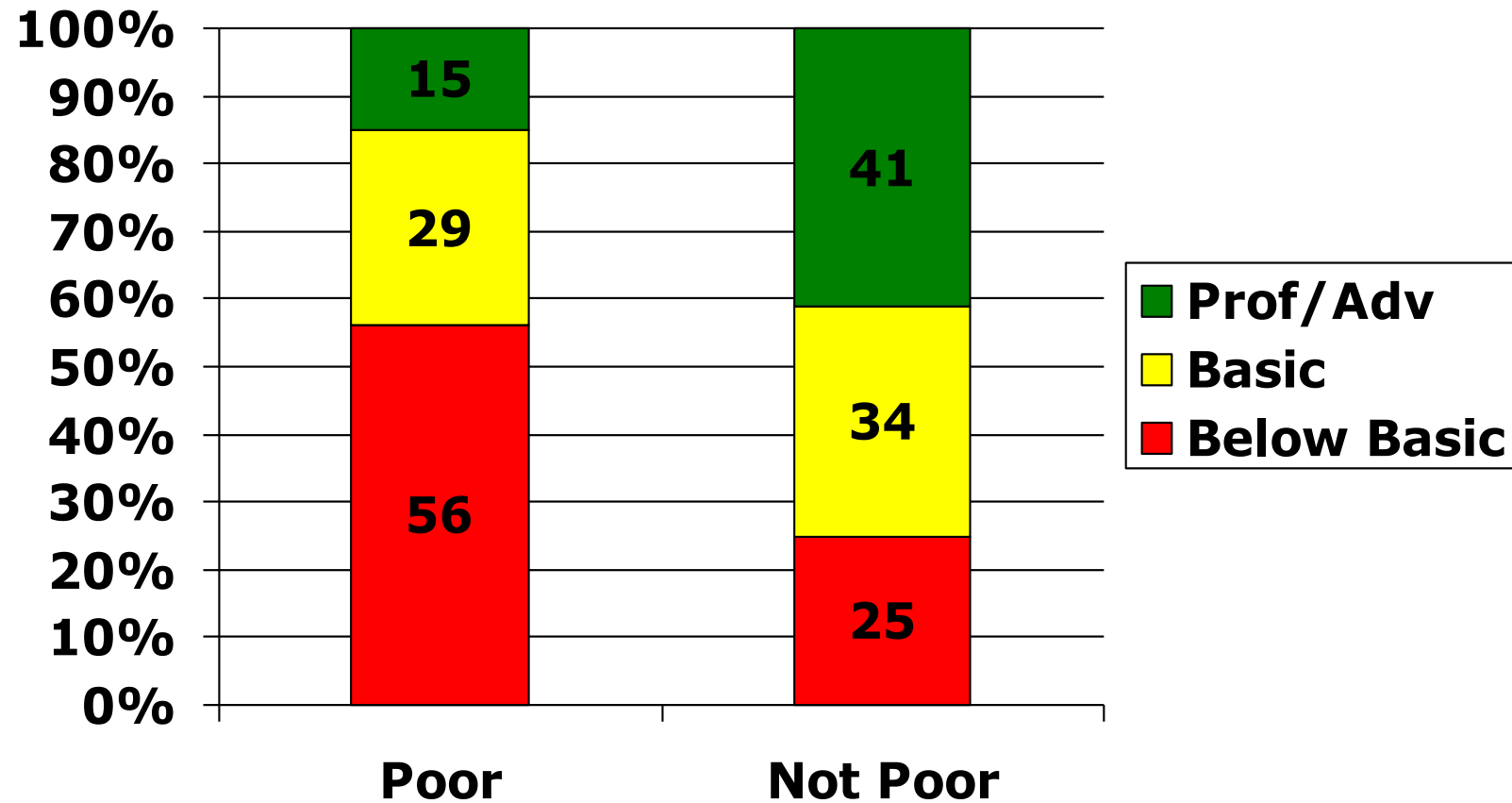
By Race, Ethnicity NAEP 8th Grade Math 2003



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

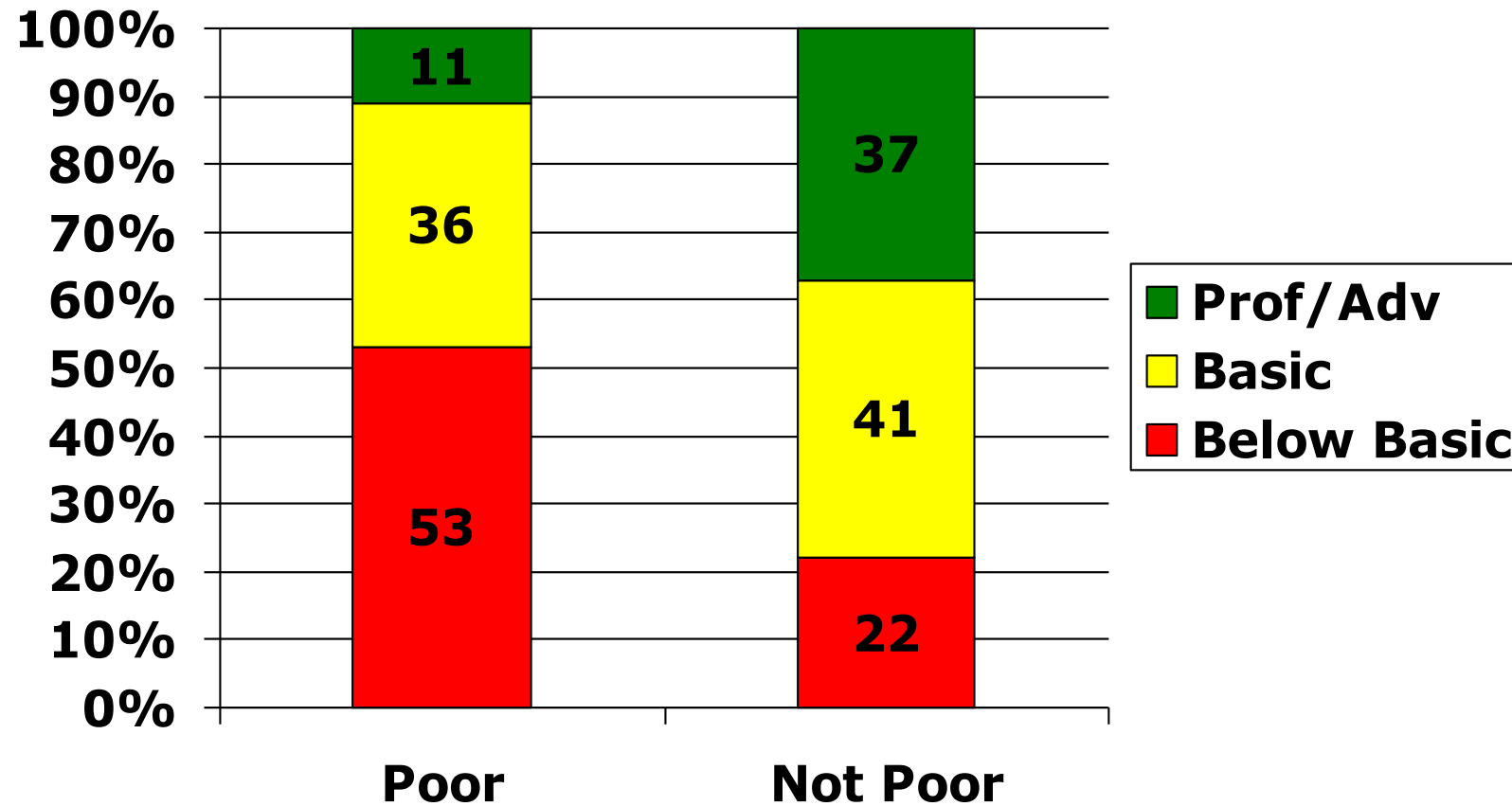
Gaps By Income Levels

By Family Income NAEP 4th Grade Reading 2003 (Nation)



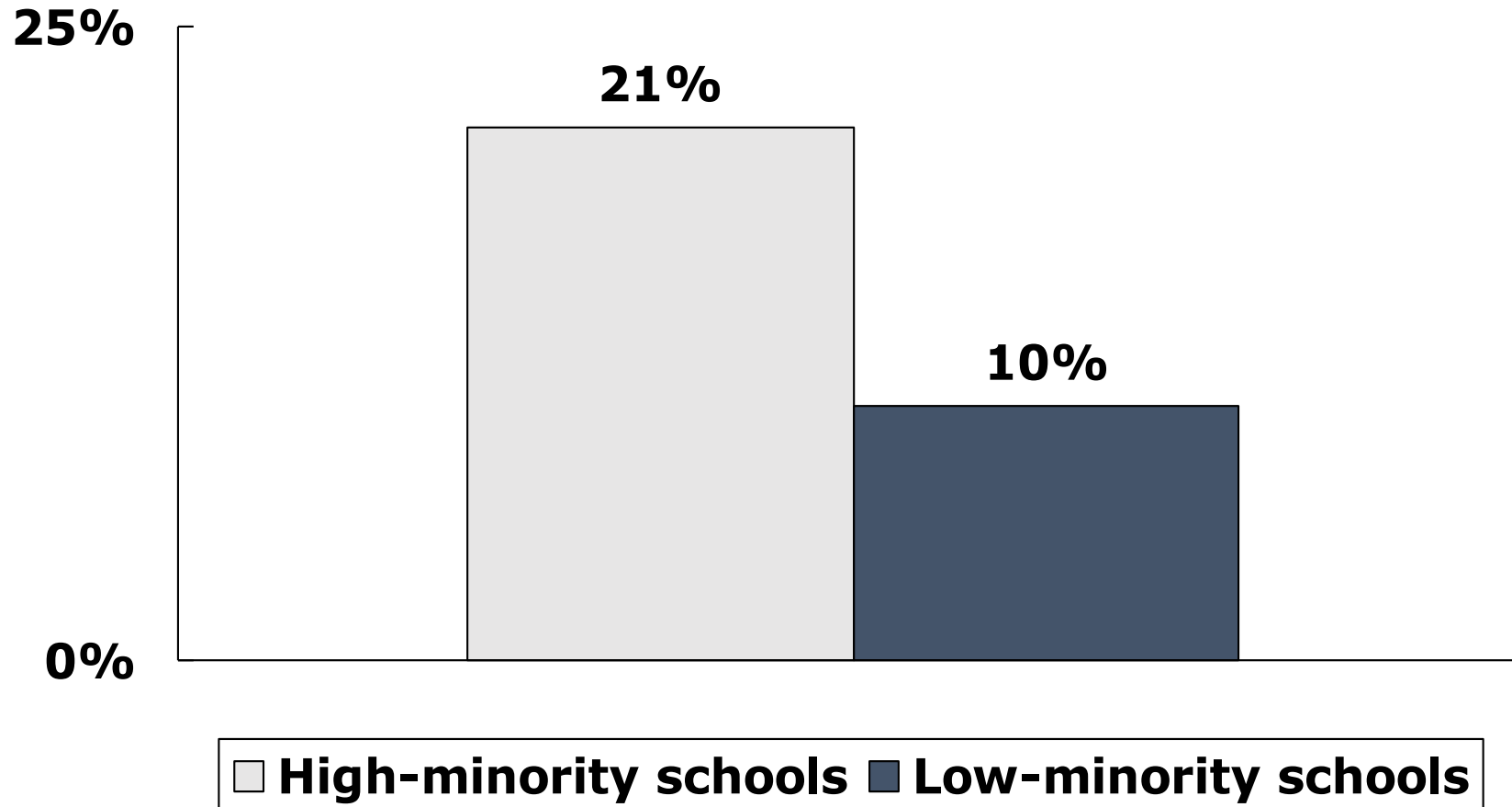
Source: USDOE, NCES, National Assessment of Educational Progress (NAEP)

By Family Income NAEP 8th Grade Math 2003 (Nation)



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

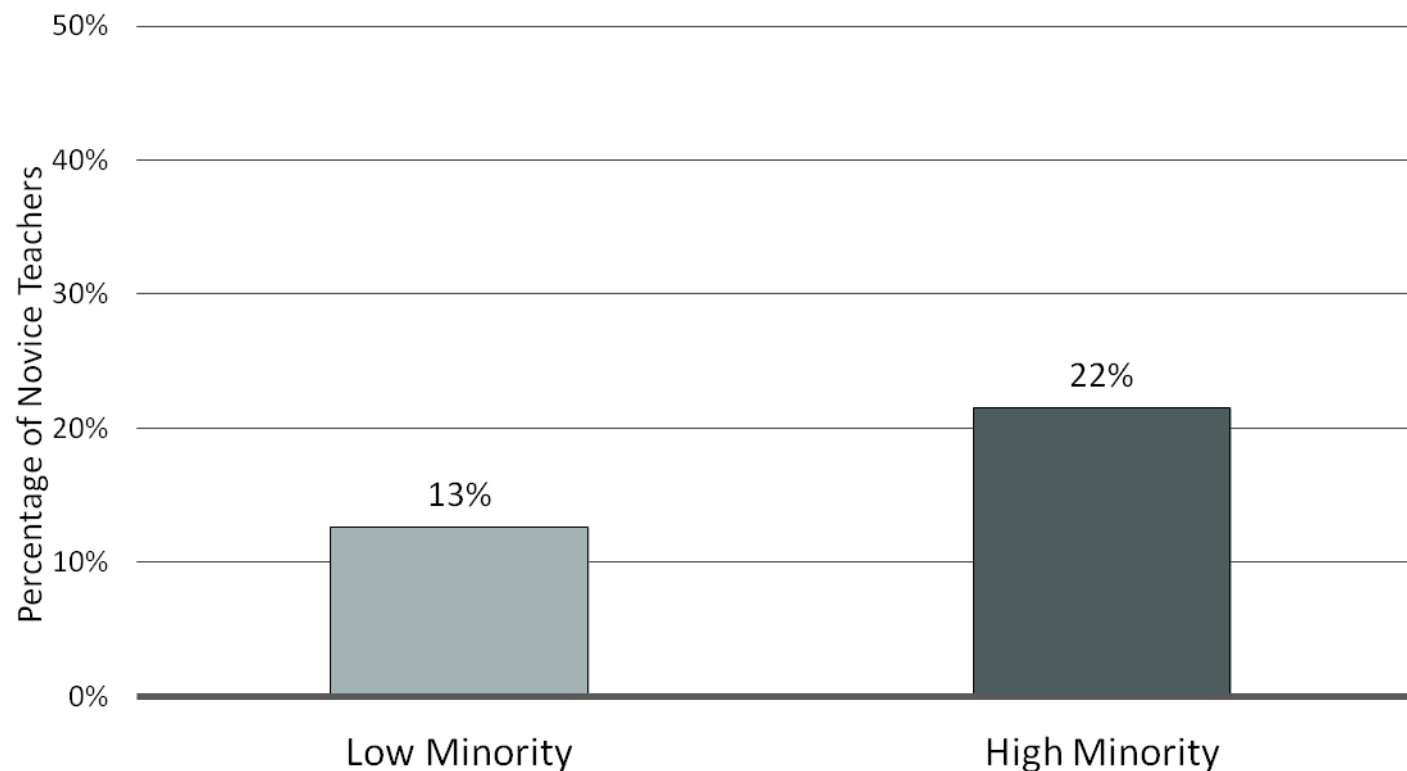
Minority Students Get More Inexperienced* Teachers



*Teachers with 3 or fewer years of experience. "High" and "low" refer to top and bottom quartiles.

Source: National Center for Education Statistics, "Monitoring Quality: An Indicators Report," December 2000.

Students at High-Minority Schools More Likely to Be Taught by Novice Teachers

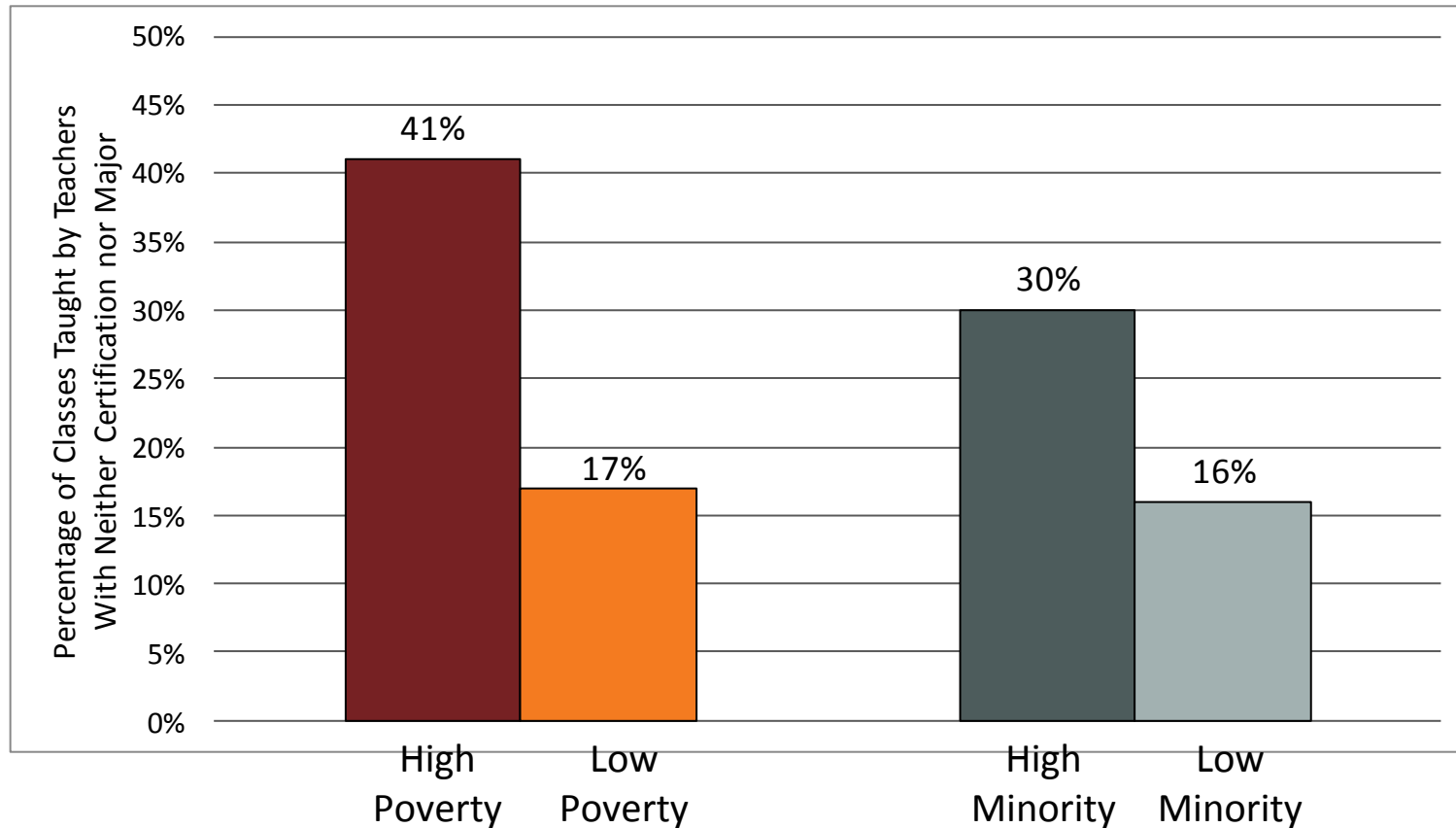


Note: Novice teachers are those with three years or fewer experience.
High-minority $\geq 75\%$ students non-white. Low-minority $\leq 10\%$ students non-white.

Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania (2007)

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.

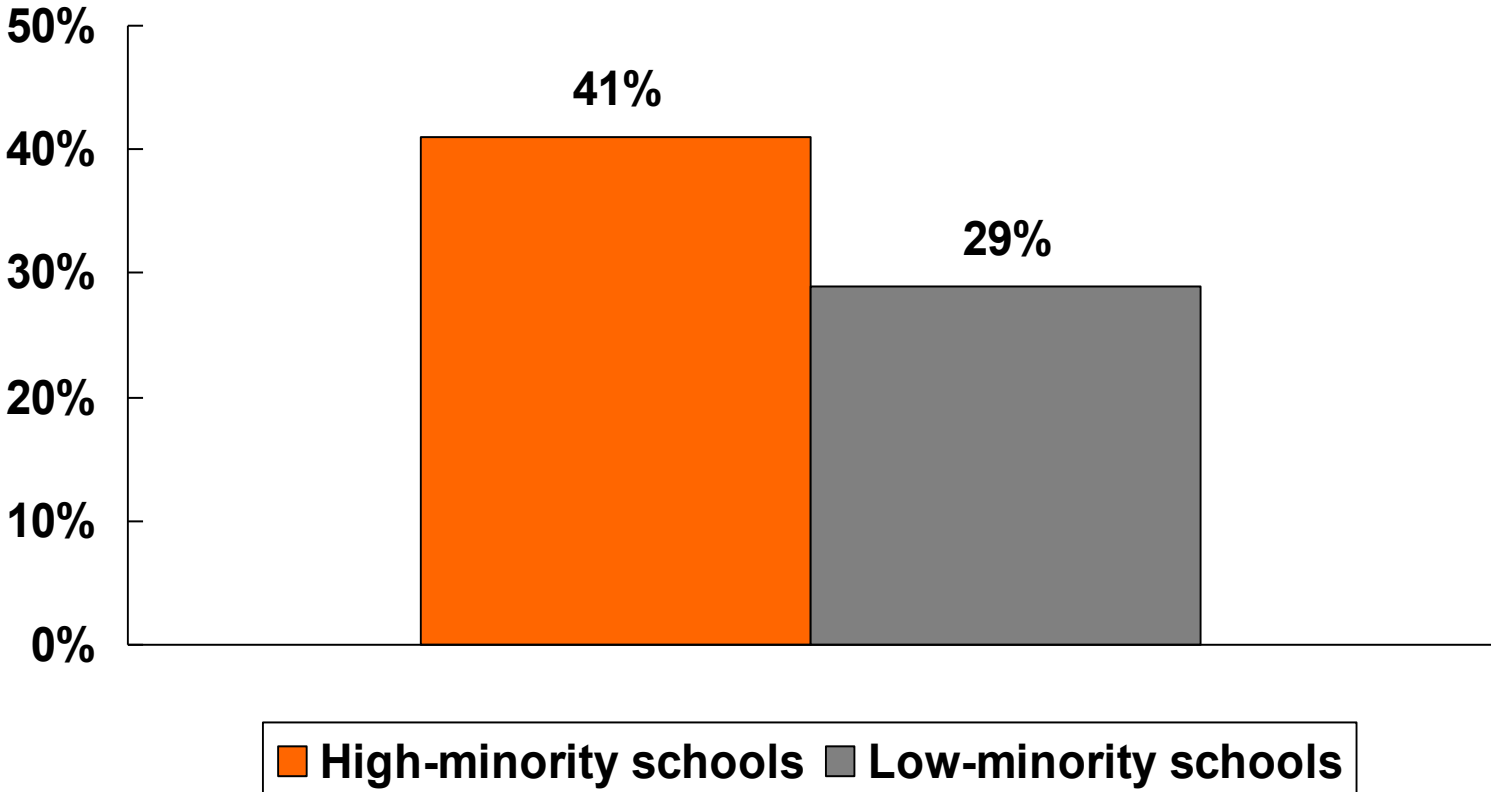
High-poverty $\geq 75\%$ of students eligible for free/reduced price lunch. Low-poverty school $\leq 15\%$ of students eligible.

High-minority $\geq 75\%$ students non-white. Low-minority $\leq 10\%$ students non-white.

Source:

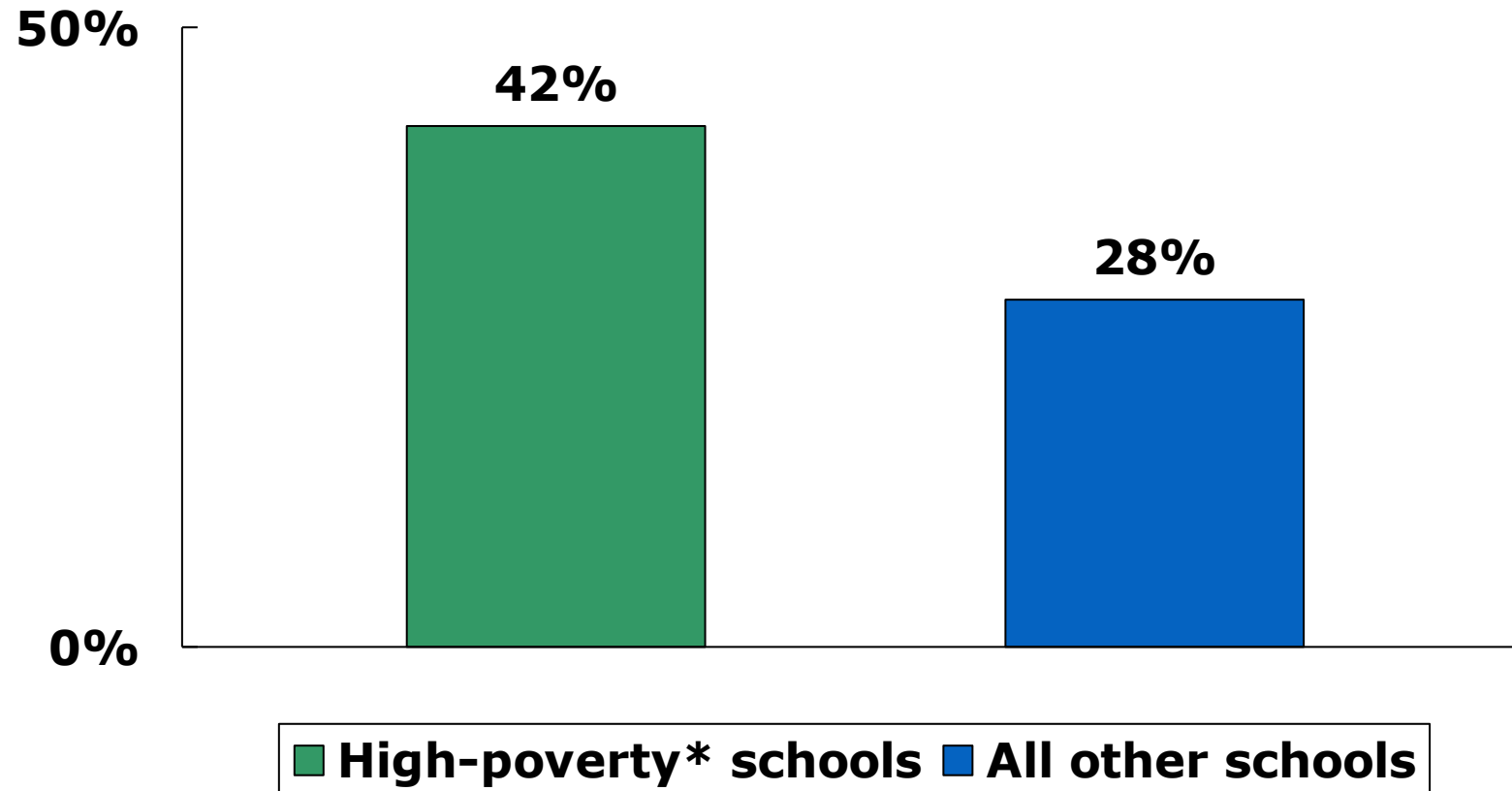
The Education Trust, *Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools*, (2008)

More Math Classes in High-Minority High Schools are Taught by Teachers Lacking a Major in the Field



Source: Richard M. Ingersoll, University of Pennsylvania. Original analysis for the Ed Trust of 1999-2000 Schools and Staffing Survey.

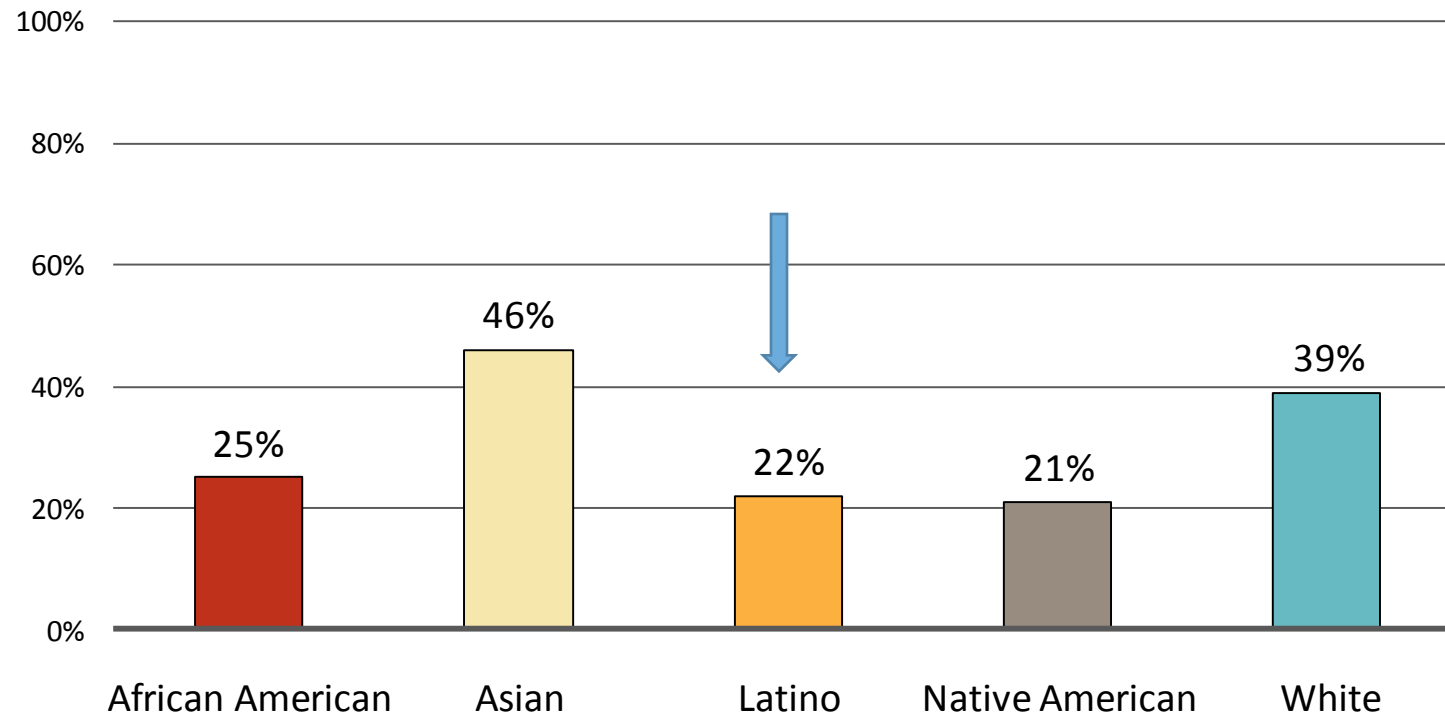
High-Poverty Schools Get More Low-Scoring* Teachers



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

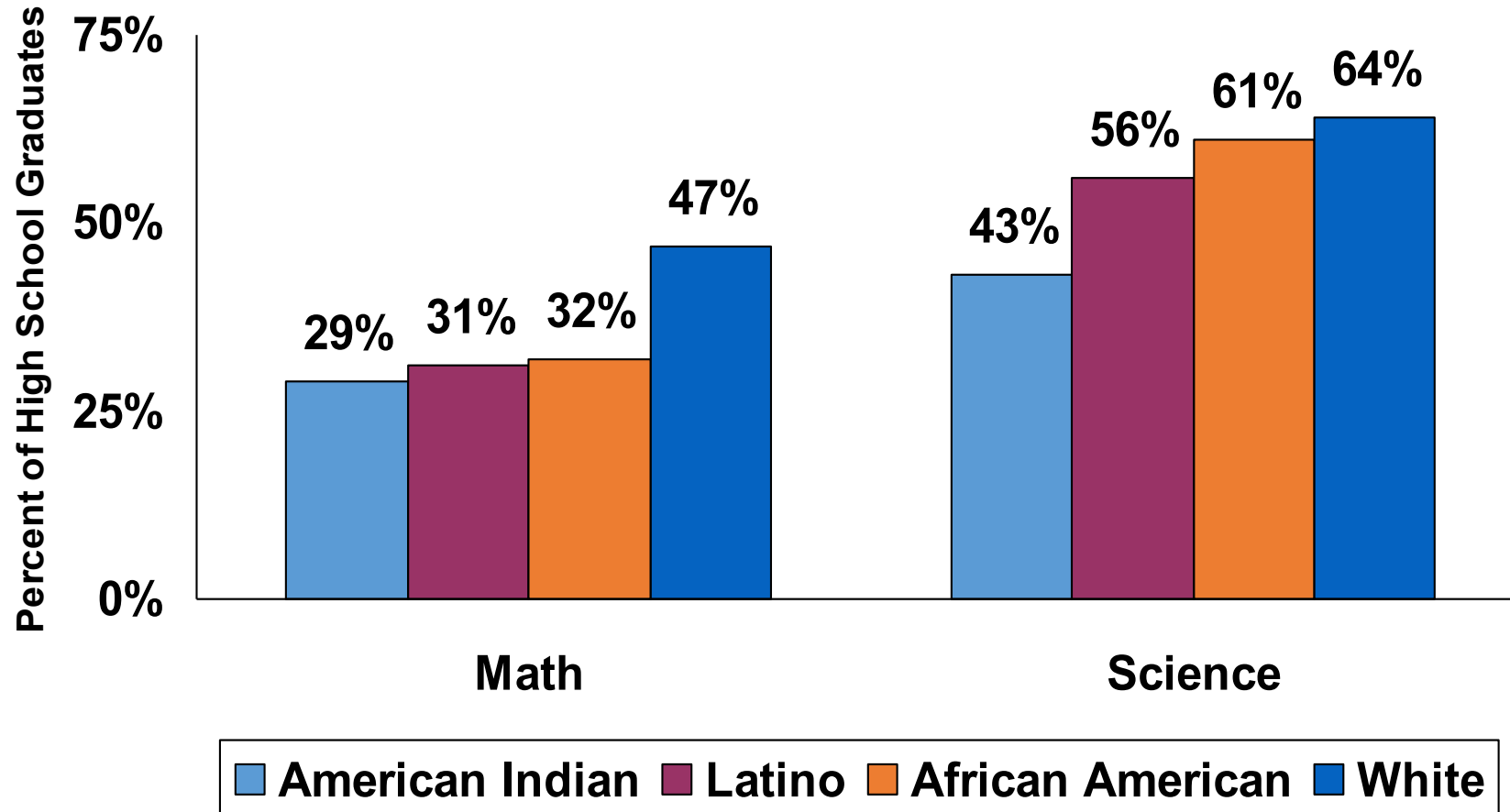
LESS ACCESS TO RIGOROUS COURSES:

African American, Latino, Native American H.S. Grads Less Likely to Have Been Enrolled in Full College Prep Track



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.
J. Greene, Public High School Graduation and College Readiness Rates in the United States, Manhattan Institute (2003)

Minority High School Graduates Are Less Likely to Have Completed Advanced Math and Science Courses



Source: U.S. Department of Education, NCES, *Condition of Education 2004*, p 148. Data from 2000 NAEP High School Transcript Study.

.. and fewer funds

Thank you!

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