

Is the Black-White Performance Gap in Washington narrowing?

Staff made a presentation to the State Board of Education on January 8, 2015 on changes to the performance gap between White and Black students. The questions being considered here are:

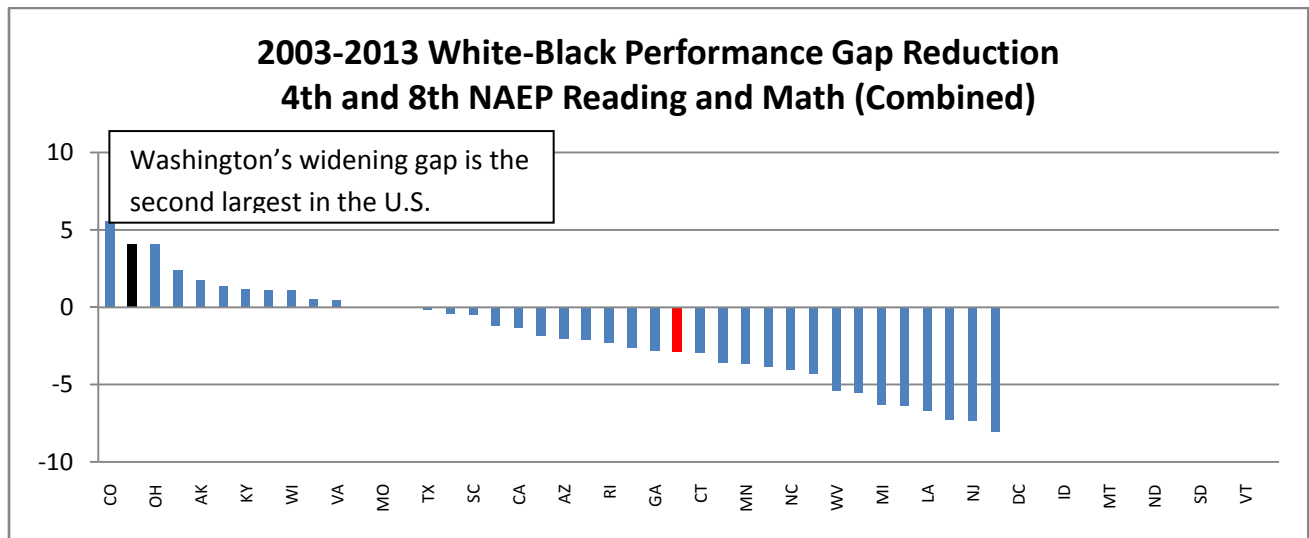
1. Is the performance gap between Black and White students in Washington narrowing or widening?
2. How does the increasing or decreasing Black-White performance gap for Washington students compare to the other states?

Methodology

To answer the study questions, the NAEP 4th and 8th grade reading and math assessment data from the 2003 and 2013 administrations were analyzed. The NAEP State Comparison online tool found at <http://nces.ed.gov/nationsreportcard/statecomparisons/> computes the average scaled score differences for a NAEP assessment between two administrations for the groups being compared; in this case, Black and White students. The gap differences for each of the four NAEP assessments were computed separately, averaged, and collapsed into the table and chart shown below. In this analysis a positive value means that the average scaled score difference showed an increase in 2013 as compared to 2003, but is undesirable as we would hope to see gaps narrowing over time.

	4 th Grade Reading		8 th Grade Reading		4 th Grade Math		8 th Grade Math		Average Change
	Gap*	Change	Gap	Change	Gap	Change	Gap	Change	
2003	14.0	6.5	17.4	3.8	19.4	1.2	22.4	4.9	4.1
2013	20.5		21.3		20.7		27.2		

*Note: average scaled score difference on the NAEP between Black and White student groups.



Findings

For each of the four NAEP assessments, the Black-White performance gap was larger in 2013 as compared to the performance gap in 2003. The average performance gap increase for Washington students was 4.1 scaled score points (the second largest in the United States), while the U.S. average was a 2.9 scaled score point decrease. To view the full presentation to the Board, go to <http://www.sbe.wa.gov/documents/BoardMeetings/2015/Jan/NAEPGaps50States.pdf>.

More about this Analysis

Even though the White-Black performance gap as measured by the NSEP assessments widened for the years analyzed, the average scaled scores for both groups mostly increased on all measures. The data show that for each of the NAEP measures, the gain by the White student group is greater than the gain of the Black student group and this phenomenon causes the performance gap to widen for the years in question. For the White-Black performance gap to narrow, the gains by the Black student group must exceed the gains made by the White student group.

The 2013 NAEP data also show that the Black student group in Washington is among the highest performing of the states with reportable populations. On the 4th Grade NAEP, the Washington Black student group was ranked the 8th highest in reading and the 6th highest in math. On the 8th Grade NAEP, the Washington Black student group was ranked the 5th highest in reading and the 7th highest in math.

The NAEP assessment program provides an excellent database from which to monitor student progress but the conclusions drawn from these data should be tempered for two important reasons:

1. Data for 12 of the United States are not included in this analysis because the NAEP reporting standards were not met for one or both of the student groups on one or more of the NAEP assessments. The most common cause for this type of omission is an insufficient sample size from which to generalize to the population. It would be more accurate to characterize Washington's gap widening as the second worst of the states with reportable data.
2. Almost certainly, the disaggregation into additional student groups (including the Two or More student group) in 2011 has an impact on this gap analysis. Without question, the White and Black student groups are not formulated on the same criteria in 2003 as compared to 2013, which means that the Black student group formulated in 2003 is not perfectly comparable to the Black student group formulated in 2013. The same can be said of the White student groups for the same years.

Compared to other states, the Washington Black student group performs at a higher than average level and the student group is improving. Even considering the limitations of the data, the White-Black performance gap is unacceptably large and has not narrowed.

Kindergarten Readiness

	2011-12	2012-13	2013-14
All Students	40.2%	37.2%	40.8%
Black / African American	34.9%	41.3%	38.7%
American Indian / Alaskan Native	33.8%	30.2%	36.0%
Asian	40.9%	42.1%	45.0%
Hispanic / Latino	29.9%	23.9%	25.4%
Hawaiian / Pacific Islander	ND*	30.4%	30.4%
White	46.9%	50.3%	51.7%
Two or More Races	ND*	45.3%	47.6%

*Note: No data available for these groups for the 2011-12 school year.

This table shows the percent of students meeting all six domains of the Washington Kindergarten Inventory of Developmental Skills) WaKIDS instrument. The WaKIDS seeks to determine whether students are ready for kindergarten. See that the 2013-14 rate for African American students declined while the rates for all the other groups increased or were unchanged.

3rd Grade Proficiency in Reading

	2010-11	2011-12	2012-13	2013-14
All Students	73.1%	68.8%	73.1%	72.0%
Black / African American	61.7%	54.9%	59.1%	57.3%
American Indian / Alaskan Native	55.8%	52.1%	52.8%	49.7%
Asian	82.2%	78.9%	83.1%	84.6%
Hispanic / Latino	57.4%	52.1%	57.2%	57.9%
Hawaiian / Pacific Islander	62.0%	53.3%	62.9%	56.8%
White	78.7%	75.0%	79.4%	77.8%
Two or More Races	76.7%	71.7%	75.9%	73.7%

This table shows the percent of students who are proficient (Meet or Exceed Standard) on the 3rd Grade MSP in Reading. See that the statewide reading proficiency rate for African American students declined almost two percentage points in 2014 as compared to 2013. Also, note that the 2014 reading proficiency rate for African American students is 4.4 percentage points lower than the 2011 reading proficiency rate.

4th Grade Proficiency in Reading

	2010-11	2011-12	2012-13	2013-14
All Students	67.3%	71.5%	72.4%	69.9%
Black / African American	50.7%	56.5%	59.9%	55.9%
American Indian / Alaskan Native	46.5%	52.3%	53.9%	46.5%
Asian	78.5%	81.0%	82.7%	81.2%
Hispanic/Latino	48.9%	56.3%	57.7%	54.7%
Hawaiian / Pacific Islander	52.8%	56.1%	55.5%	55.2%
White	74.1%	77.5%	78.1%	76.0%
Two or More Races	70.4%	73.4%	75.0%	72.6%

The table shows the percent of students who are proficient (Meet or Exceed Standard) on the 4th Grade Reading MSP. See that the 2014 proficiency rate is four percentage points lower than the comparable measure for the previous year.

8th Grade Proficiency in Math

	2010-11	2011-12	2012-13	2013-14
All Students	50.4%	55.5%	53.2%	55.8%
Black / African American	29.0%	32.3%	32.1%	33.7%
American Indian / Alaskan Native	28.7%	30.3%	29.3%	26.4%
Asian	69.7%	75.0%	75.4%	78.6%
Hispanic/Latino	32.6%	39.7%	37.2%	40.0%
Hawaiian / Pacific Islander	34.6%	36.8%	34.4%	41.3%
White	55.9%	61.1%	58.5%	60.8%
Two or More Races	50.0%	56.8%	55.4%	58.0%

The table shows the percent of students who are proficient (Meet or Exceed Standard) on the 8th Grade Math MSP. See the small increase in the 2014 proficiency rate as compared to the 2013 rate.

8th Grade High School Readiness

	2010-11	2011-12	2012-13	2013-14
All Students	42.0%	45.8%	43.8%	46.9%
Black / African American	21.4%	23.5%	22.3%	22.7%
American Indian / Alaskan Native	19.8%	21.4%	20.7%	19.1%
Asian	58.5%	64.3%	63.4%	69.7%
Hispanic/Latino	23.0%	27.1%	25.6%	28.7%
Hawaiian / Pacific Islander	24.4%	23.4%	23.0%	26.4%
White	48.2%	52.0%	50.1%	53.0%
Two or More	42.0%	47.5%	45.7%	48.8%

This table shows the percent of students who pass all three of the content area assessments (Reading, Math, and Science) in the 8th grade. The measure is an indicator of whether students are prepared for the increased rigor of high school course work. See that the 0.4 percentage point increase in 2014 is smaller than all but one student group.

On-Time (4-Year) Adjusted Cohort Graduation Rate

	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	75.4%	76.6%	77.2%	76.0%	77.2%
Black / African American	70.0%	68.9%	66.9%	65.4%	67.8%
American Indian / Alaskan Native	62.9%	62.2%	56.4%	52.5%	53.7%
Asian	85.9%	84.9%	84.4%	84.1%	86.5%
Hispanic / Latino	68.6%	67.6%	66.5%	65.6%	67.3%
Hawaiian / Pacific Islander	61.9%	66.9%	64.4%	62.3%	64.6%
White	82.5%	81.9%	80.2%	79.4%	80.5%
Two or More Races	ND*	73.6%	78.1%	76.2%	75.5%

*Note: No data available for this group for the 2009-10 school year.

This table shows the percent of students who graduate in four years as measured by the National Governor's Association Adjusted Cohort Graduation Rate. See that the graduation rate for African American students in 2014 is 2.2 percentage points lower than the 2010 rate.

Extended (5-Year) Adjusted Cohort Graduation Rate

Year of Expected Graduation (4-YR)	2009-10	2010-11	2011-12	2012-13
Year of Actual Graduation (5-YR)	2010-11	2011-12	2012-13	2013-14
All Students	78.2%	78.9%	78.8%	79.9%
Black / African American	68.6%	68.3%	67.7%	71.4%
American Indian/Alaskan Native	58.8%	56.6%	58.5%	58.0%
Asian	85.2%	86.1%	85.8%	87.6%
Hawaiian / Pacific Islander	65.7%	66.6%	69.6%	67.5%
Black/African American	68.6%	68.3%	67.7%	71.4%
Hispanic / Latino	66.4%	70.4%	70.0%	70.8%
White	81.3%	81.6%	81.8%	82.8%
Two or More Races	72.9%	80.2%	78.5%	80.0%

This table shows the percent of students who graduate in five years as measured by the Association Adjusted Cohort Graduation Rate. See that the extended graduation rate for African American students graduating late in 2014 is 3.7 percentage points high than the previous year.

Bypassing Remedial Courses in College

	2010-11	2011-12	2012-13
All Students	81.9%	84.0%	82.2%
Black / African American	77.4%	77.6%	73.9%
American Indian / Alaskan Native	83.1%	83.0%	82.0%
Asian	82.1%	83.7%	82.6%
Hispanic / Latino	76.2%	78.1%	74.7%
Hawaiian / Pacific Islander	83.9%	86.1%	81.3%
White	83.2%	85.6%	84.4%
Two or More Races	ND*	84.9%	82.0%

*Note: No data available for this group for the 2010-11 school year.

This table shows the percent of recent high school graduates who do not require remediation in institutions of higher learning. See that African American students are the lowest performing group on this indicator.

Post-Secondary Education-Training-Employment

	Class of 2011		Class of 2012		Class of 2013	
	2nd Quarter	4th Quarter	2nd Quarter	4th Quarter	2nd Quarter	4th Quarter
All Students	76.7%	75.9%	73.7%	75.8%	76.3%	76.9%
Black / African American	70.7%	68.0%	68.3%	71.2%	73.4%	74.2%
American Indian / Alaskan Native	60.0%	57.0%	58.0%	60.7%	59.0%	61.9%
Asian	82.5%	81.6%	80.6%	82.5%	83.7%	84.9%
Hispanic	62.8%	62.9%	64.6%	68.7%	67.2%	69.5%
Pacific Islander	57.5%	58.0%	57.5%	63.4%	64.6%	62.8%
White	77.6%	76.8%	75.8%	77.4%	78.1%	78.3%
Two or More	ND*	ND*	72.8%	74.9%	76.0%	76.5%

*Note: No data available for this group for the graduating class of 2011.

This table shows the percent of high school graduates who are enrolled in an institution of higher education, enrolled in a recognized training program, or who are employed at different points in time each year. See that the measure for the African American students is lower than the state average.