

Reassessing the Achievement Gap: Fully Measuring What Students Should be Taught in School

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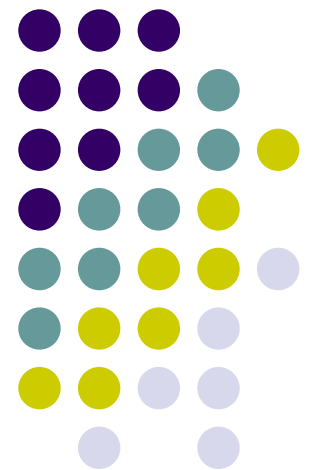
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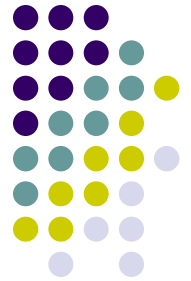




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A Report Card on Comprehensive Equity

Racial Gaps in the Nation's Youth Outcomes



- Basic Academic Skills in Core Subjects
- Critical Thinking and Problem Solving
- Social Skills and Work Ethic
- Citizenship and Community Responsibility
- Physical Health
- Emotional Health
- Appreciation of the Arts and Literature
- Preparation for Skilled Work

Contemporary School Accountability Policy

Consequences

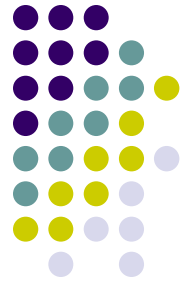


Table 3. Percentage of Districts That Have Increased Instructional Time in English Language Arts and/or Mathematics Since NCLB Was Enacted

Category of District	Percentage of Districts Increasing Time in ELA and/or Math
Total (all districts)	62%
District Type	
Urban	76%
Suburban	69%
Rural	54%
Identified Schools in District	
Districts with at least one identified school	78%
Districts with no identified schools	57%

Contemporary School Accountability Policy

Perverse Consequences

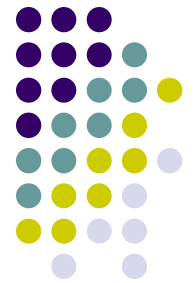


Table 4. Changes in Instructional Time in Elementary Schools Since NCLB Was Enacted

Subject Area	Total (all districts)			
	Percentage of Districts Increasing Time	Percentage of Districts Decreasing Time	Average Increase (minutes per week)	Average Decrease (minutes per week)
ELA	58%		141	
Math	45%		89	
Social studies		36%		76
Science		28%		75
Art and music		16%		57
Physical education		9%		40
Lunch		5%		‡
Recess		20%		50

Contemporary School Accountability Policy

Perverse Consequences

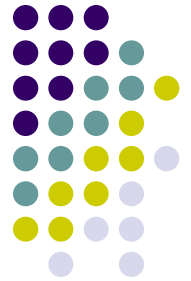


Because of No Child Left Behind, sadly, history is being put on the back burner or taken off the stove altogether in many or most schools, in favor of math or reading.

-- David McCullough

Contemporary School Accountability Policy

Perverse Consequences



Under NCLB, as civic learning has been pushed aside, society has neglected a fundamental purpose of American education, putting the health of our democracy at risk.

-- Campaign for the Civic Mission of Schools (Sandra Day O'Connor, Co-chair)



Contemporary School Accountability Policy

Perverse Consequences



As a teacher at a low-performing elementary school in Los Angeles, the pressure became so intense that we had to show how every single lesson we taught connected to a standard that was going to be tested. This meant that art,

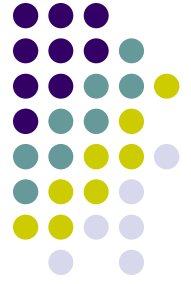


music and even science and social studies were hardly ever taught. We were forced to spend ninety percent of the time on reading and math. This was a huge part of why I decided to leave the profession.

---- Jacquelyn Duran
Teachers College student
December 2005

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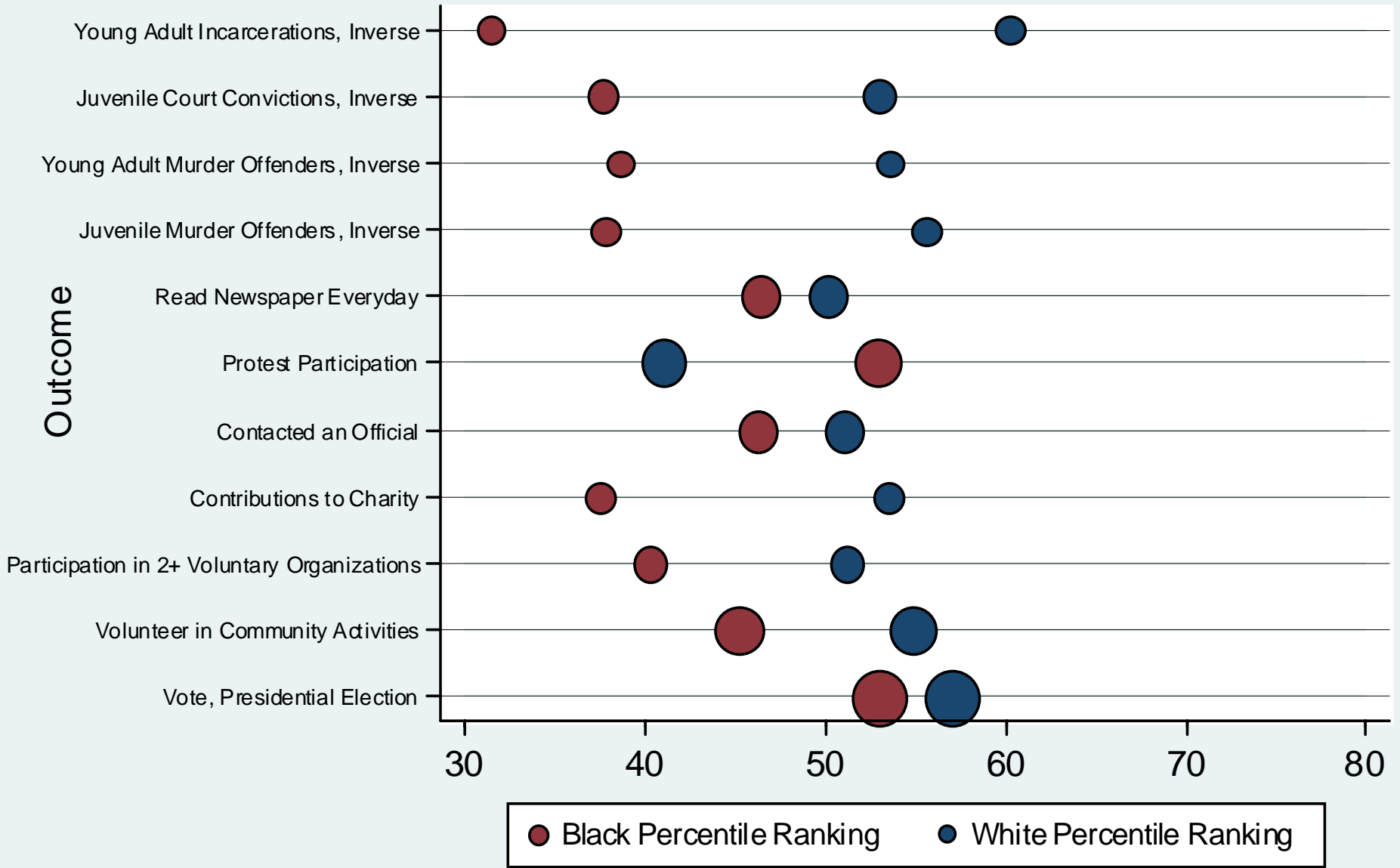
Racial Gaps in the Nation's Youth Outcomes



Goal	Relative importance (percent)
Basic Academic Skills in Core Subjects	21
Critical Thinking and Problem Solving	16
Social Skills and Work Ethic	14
Citizenship and Community Responsibility	14
Physical Health	9
Emotional Health	8
The Arts and Literature	7
Preparation for Skilled Work	11
Total	100

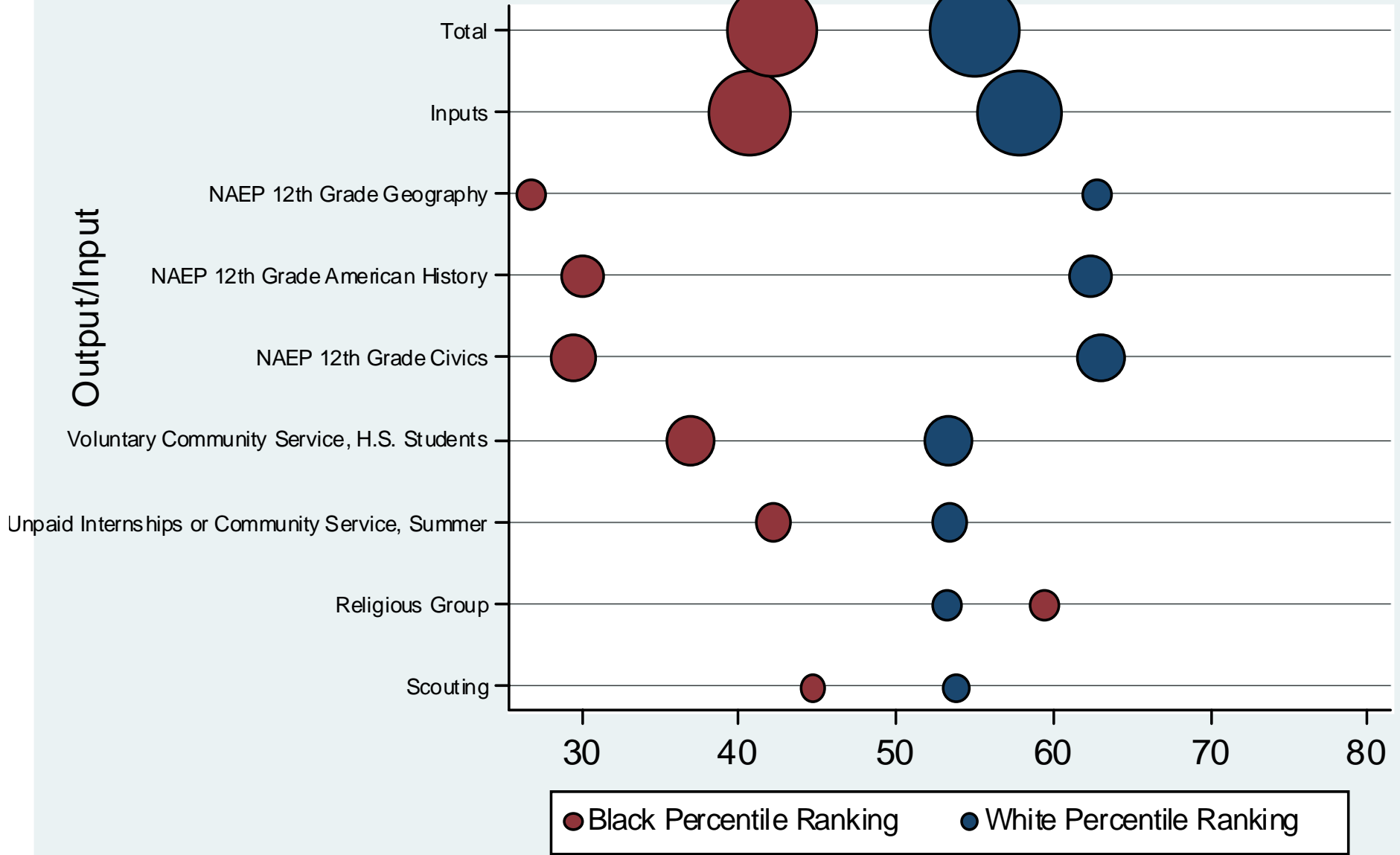
Goal 4: Citizenship and Community Responsibility

Average Percentile Rankings



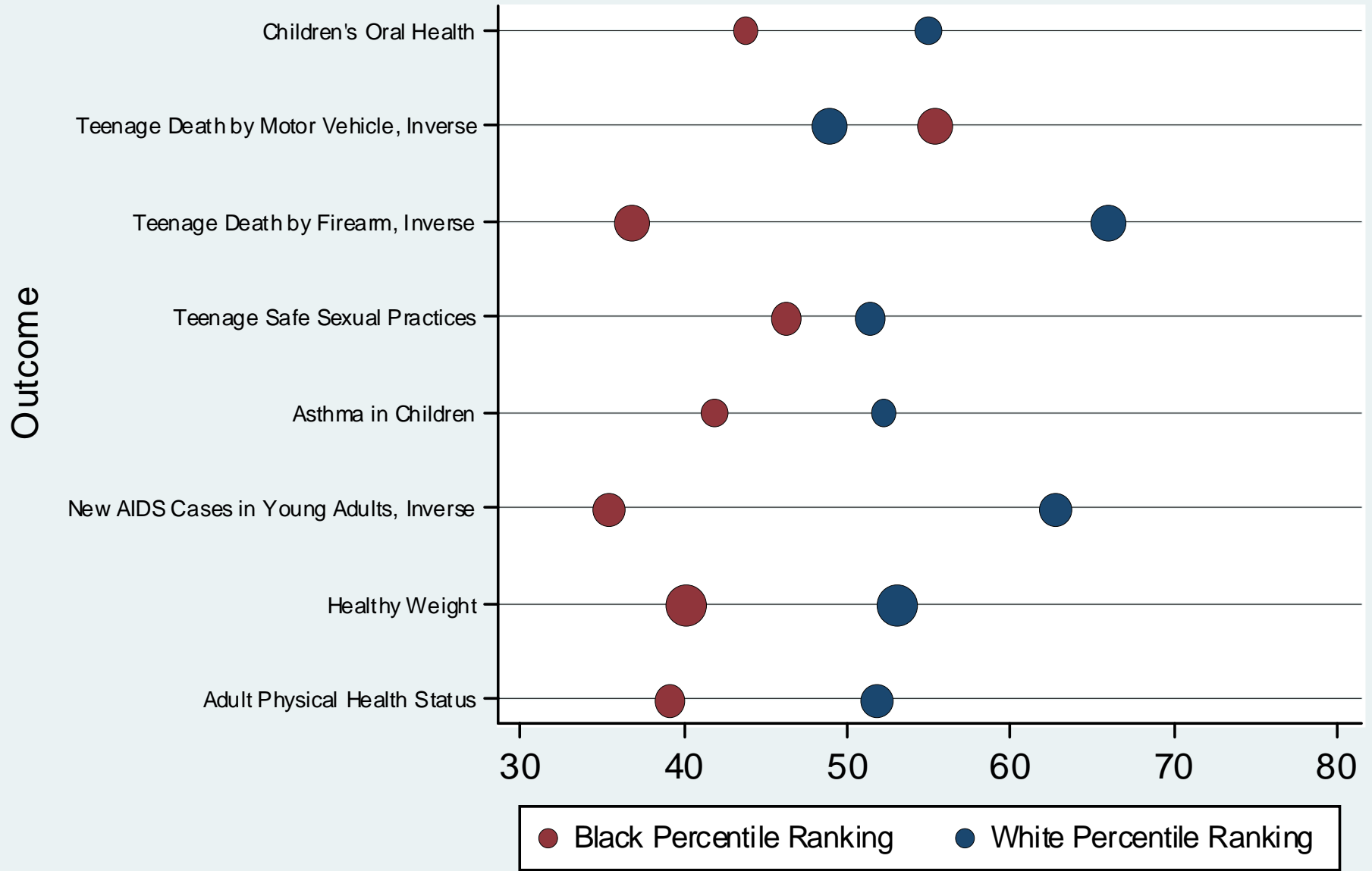
Goal 4: Citizenship and Community Responsibility

Average Percentile Rankings



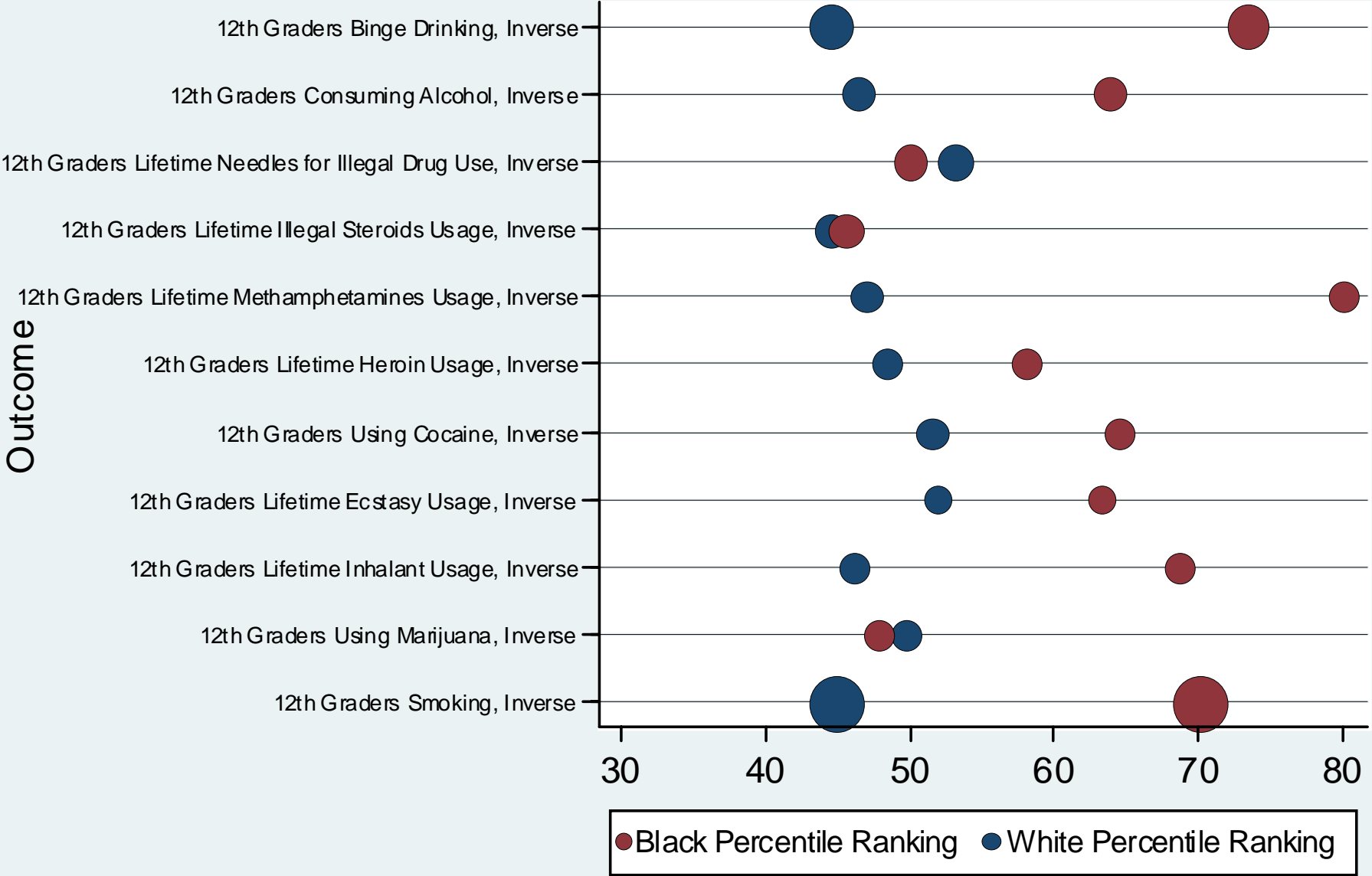
Goal 5: Physical Health

Average Percentile Rankings



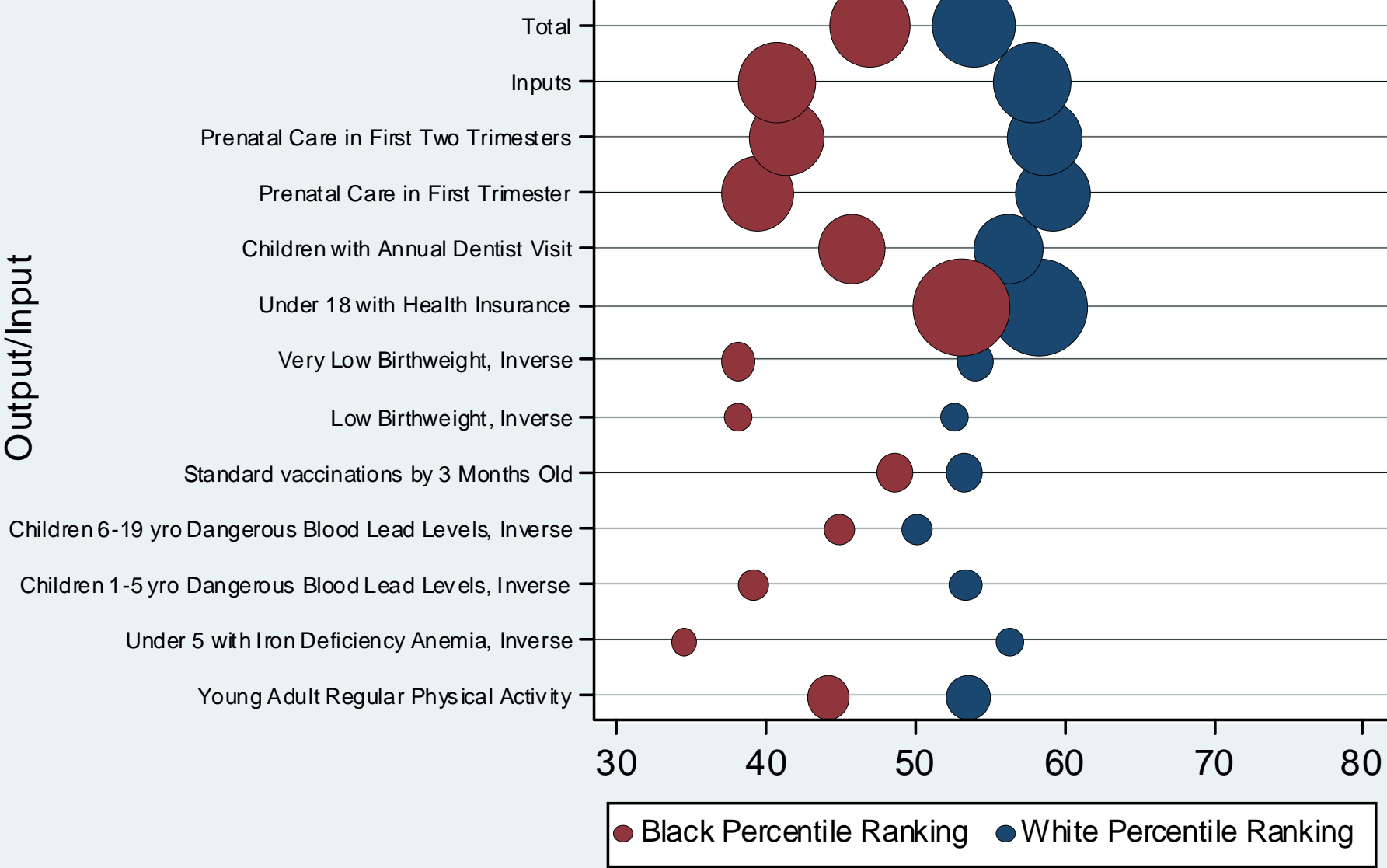
Goal 5: Physical Health

Average Percentile Rankings



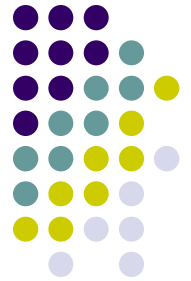
Goal 5: Physical Health

Average Percentile Rankings



A Report Card on Comprehensive Equity

Racial Gaps in the Nation's Youth Outcomes



The Black-White Performance Gap in the United States Today			
Goal Area	Blacks	Whites	Gap
Basic Academic Skills	31	61	29
Critical Thinking and Problem Solving	25	56	31
Social Skills and Work Ethic	41	56	16
Citizenship and Community Responsibility	42	55	13
Physical Health	47	54	7
Emotional Health	49	54	5
Appreciation of the Arts and Literature	42	54	12
Preparation for Skilled Work	41	54	13
Overall Black-White Performance Gap	38	56	18

How NAEP Can Monitor Equity on the Full Range of Education and Youth Development Outcomes



- NAEP's Original Design, 1963
 - 10 Subjects to be Assessed
 - The academic areas of reading, writing, mathematics, science, literature, and social studies, but also citizenship, art, music, and career and occupational development.
 - A Broader Conception of Achievement
 - Performance assessments
 - Behavior in group situations
 - Out-of-School and Young Adult Sample
 - Household sample of all U.S. residents at ages 9, 13, 17, and "young adults," between the ages of 25 and 35.

How NAEP Can Monitor Equity on the Full Range of Education and Youth Development Outcomes



- Today, NAEP is an in-school assessment of students in the fourth, eighth and twelfth grades.
- NAEP focuses on academic skills, primarily on basic academic skills and, to a lesser extent, on critical thinking.

How NAEP Can Monitor Equity on the Full Range of Education and Youth Development Outcomes



- "NAEP's coverage of the scope of education's impact should be broadened... [Confining NAEP] largely to the basic skills areas will virtually assure the Assessment's not playing a major role in informing the general public about the educational achievement picture" (Wirtz and Lapointe, 1982).

How NAEP Can Monitor Equity on the Full Range of Education and Youth Development Outcomes



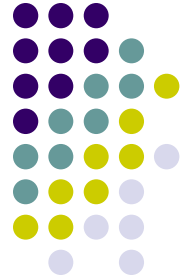
- Problems with current data collection efforts
 - Collected for high school students, leaving out information on the achievement of youths who dropped out.
 - Premature measurement of the outcomes sought by schools and other institutions of youth development.
 - National samples too small to support conclusions about the state-by-state performance of demographic subgroups.

A Proposal for Expanded Data Gathering



- Survey of Young Adults
 - Young Adult Panel (20-25 year olds) in all states
 - Representative samples of whites, African-Americans and Hispanic Americans
 - Panel development and recruitment
 - Multiple waves of surveys
 - Administered every 3 years

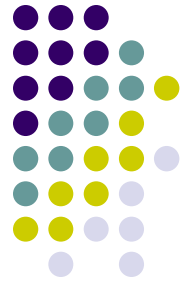
A Proposal for Expanded Data Gathering



States to Survey, by Racial/Ethnic Group

Sample all 3 groups	Sample only Blacks and Whites	Sample only Blacks	Sample only Hispanic-Americans and Whites
California	Alabama	District of Columbia	Arizona
Connecticut	Arkansas		Colorado
Florida	Delaware		Hawaii
Illinois	Georgia		Idaho
Nevada	Indiana		Nebraska
New Jersey	Louisiana		New Mexico
New York	Maryland		Oregon
Texas	Massachusetts		Utah
	Michigan		
	Mississippi		
	Missouri		
	North Carolina		
	Ohio		
	Oklahoma		
	Pennsylvania		
	South Carolina		
	Tennessee		
	Virginia		
	Wisconsin		

A Proposal for Expanded Data Gathering



Potential Survey Instruments for Goal 4: Citizenship and Community Responsibility

Indicator	Source	Time
Civic Engagement (Quiz includes 19 questions in the following 3 categories: civic indicators, electoral indicators, and indicators of political voice)	The Center for Information and Research on Civic Learning and Engagement (CIRCLE)	3 minutes
Young Adult Murder Offenders	Uniform Crime Reports, Federal Bureau of Investigation	1 minute
Citizenship Attitudes	Education Commission of the States (ECS) Civics Assessment Database	3 minutes

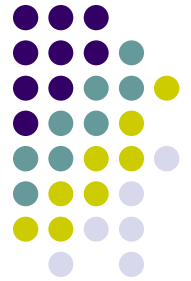
A Proposal for Expanded Data Gathering



Potential Survey Instruments for Goal 5: Physical Health

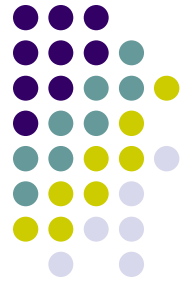
Indicator	Source	Time
Physical Health Status of Adults	CDC, National Center for Health Statistics, National Health Interview Survey	30 seconds
Overweight or Obese, 20 to 39 year-olds	CDC, National Center for Health Statistics, National Health and Nutrition Examination Survey	30 seconds
AIDS	CDC, National Center for HIV, STD and TB Prevention (NCHSTP), Division of HIV/AIDS Prevention (DHP), AIDS Public Information Data Set (APIDS)	30 seconds
Asthma, Under 19	CDC, National Center for Health Statistics, National Health Interview Survey	30 seconds
Safe Sexual Practices (used condom during last intercourse)	CDC, National Center for Health Statistics, Youth Risk Behavior Surveillance Survey	1 minute
Drug and alcohol usage	CDC, National Center for Health Statistics, Youth Risk Behavior Surveillance Survey	1 minute

A Proposal for Expanded Data Gathering



- Sample Questions for Goal 4
 - Have you volunteered or done any voluntary community service for no pay?
 - How many days **IN THE PAST WEEK** did you read a daily newspaper?
 - Source: Current Population Survey
 - During the past 12 months, how often have you given money to a charity?
 - Source: General Social Survey
 - Many people are not registered to vote because they are too busy or move around often. Are you currently registered in your election district, or not?
 - We know that most people don't vote in all elections. Do you vote in national and local elections?
 - Source: The Center for Information & Research on Civic Learning & Engagement (CIRCLE) Civic Engagement Quiz

A Proposal for Expanded Data Gathering



- Sample Questions for Goal 5
 - Would you say your health in general was excellent, very good, good, fair, or poor?
 - What is your height?
 - What is your weight?
 - Has a doctor or other health professional ever told you that you had asthma?
 - Source: National Health Interview Survey, 2003
 - The last time you had sexual intercourse, did you or your partner use a condom?
 - Source: CDC Youth Risk Behavior Survey

A Proposal for Expanded Data Gathering



- Estimated Initial Cost \$45 million
 - A full cycle of surveys and assessments costing \$35 million
 - \$4 million survey of businesses that employ 20 to 25 year-olds
 - Initial administrative and development costs of \$6 million
 - \$15 million annually for the first 3 years
- \$39 million for each follow-up administration
 - \$13 million annually starting in the 4th year