

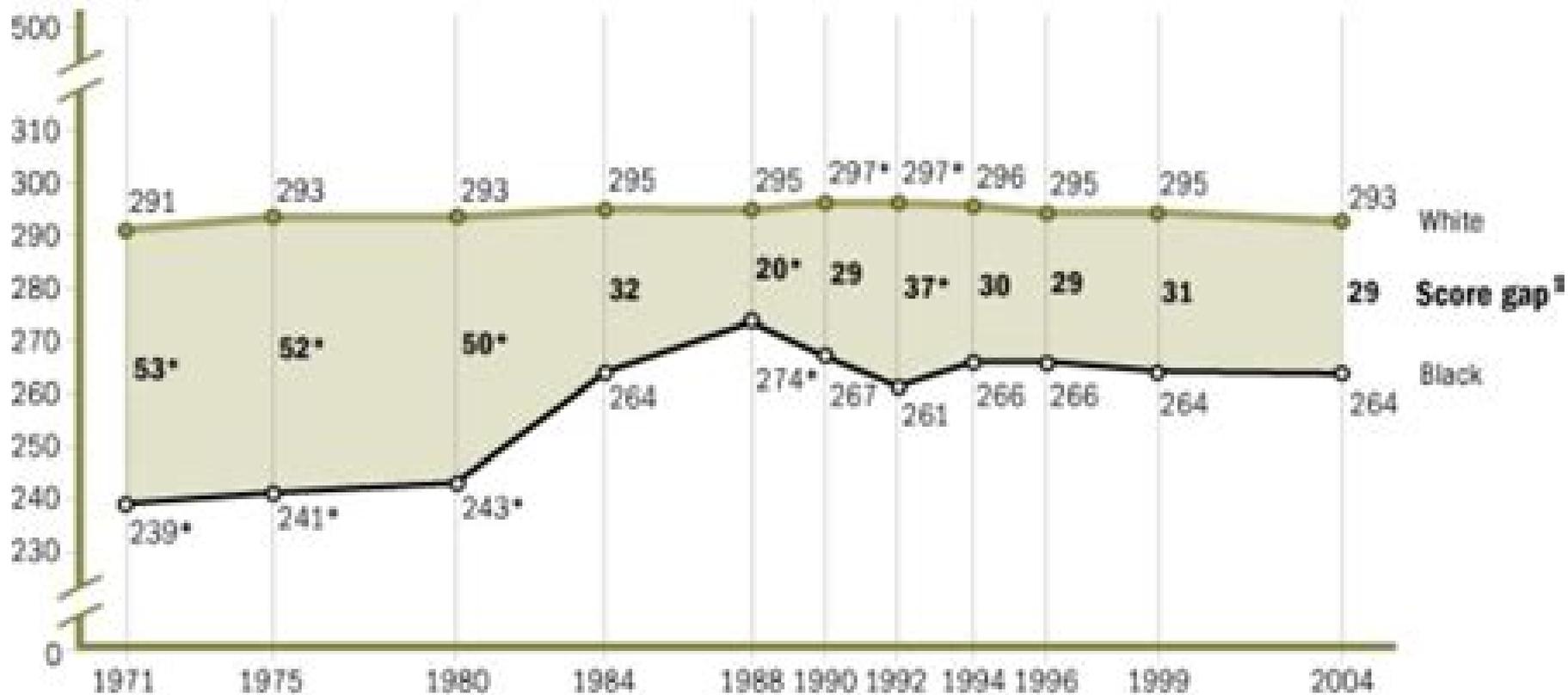
NAEP Trends

National samples of students

Black/ White test score gap

Age 17

Scale score



The Black White Test Score Gap

David N. Figlio



The Black White Test Score Gap:

The Black-White Test Score Gap Christopher Jencks, Meredith Phillips, 2011-01-01 The test score gap between blacks and whites on vocabulary reading and math tests as well as on tests that claim to measure scholastic aptitude and intelligence is large enough to have far reaching social and economic consequences In their introduction to this book Christopher Jencks and Meredith Phillips argue that eliminating the disparity would dramatically reduce economic and educational inequality between blacks and whites Indeed they think that closing the gap would do more to promote racial equality than any other strategy now under serious discussion The book offers a comprehensive look at the factors that contribute to the test score gap and discusses options for substantially reducing it Although significant attempts have been made over the past three decades to shrink the test score gap including increased funding for predominantly black schools desegregation of southern schools and programs to alleviate poverty the median black American still scores below 75 percent of American whites on most standardized tests The book brings together recent evidence on some of the most controversial and puzzling aspects of the test score debate including the role of test bias heredity and family background It also looks at how and why the gap has changed over the past generation reviews the educational psychological and cultural explanations for the gap and analyzes its educational and economic consequences The authors demonstrate that traditional explanations account for only a small part of the black white test score gap They argue that this is partly because traditional explanations have put too much emphasis on racial disparities in economic resources both in homes and in schools and on demographic factors like family structure They say that successful theories will put more emphasis on psychological and cultural factors such as the way black and white parents teach their children to deal with things they do not know or understand and the way black and white children respond to the same classroom experiences Finally they call for large scale experiments to determine the effects of schools racial mix class size ability grouping and other policies In addition to the editors the contributors include Claude Steele Ronald Ferguson William G Bowen Philip Cook and William Julius Wilson

Understanding the Black-White Test Score Gap in the First Two Years of School Roland G. Fryer, Steven D. Levitt, 2002 In previous research a substantial gap in test scores between White and Black students persists even after controlling for a wide range of observable characteristics Using a newly available data set Early Childhood Longitudinal Study we demonstrate that in stark contrast to earlier studies the Black White test score gap among incoming kindergartners disappears when we control for a small number of covariates Over the first two years of school however Blacks lose substantial ground relative to other races There is suggestive evidence that differences in school quality may be an important part of the explanation None of the other hypotheses we test to explain why Blacks are losing ground receive any empirical backing The difference between our findings and previous research is consistent with real gains made by recent cohorts of Blacks although other explanations are also possible

The Black-white Test Score Gap Through Third Grade Roland

G. Fryer, Steven D. Levitt, 2005 This paper describes basic facts regarding the black white test score gap over the first four years of school Black children enter school substantially behind their white counterparts in reading and math but including a small number of covariates erases the gap Over the first four years of school however blacks lose substantial ground relative to other races averaging 10 standard deviations per school year By the end of third grade there is a large Black White test score gap that cannot be explained by observable characteristics Blacks are falling behind in virtually all categories of skills tested except the most basic None of the explanations we examine including systematic differences in school quality across races convincingly explain the divergent academic trajectory of Black students National Bureau of Economic Research web site

The Black-white Education-scaled Test-score Gap in Grades K-7 Timothy N. Bond, Kevin Lang, 2013 We address the ordinality of test scores by rescaling them by the average eventual educational attainment of students with a given test score in a given grade We show that measurement error in test scores causes this approach to underestimate the black white test score gap and use an instrumental variables procedure to adjust the gap While the unadjusted gap grows rapidly in the early school years particularly in reading after correction for measurement error the education scaled gap is large exceeds the actual black white education gap and is roughly constant Strikingly the gap in all grades is largely explained by a small number of measures of socioeconomic background We discuss the interpretation of scales tied to adult outcomes

Racial Segregation and the Black-white Test Score Gap David Edward Card, Jesse Rothstein, 2006 Racial segregation is often blamed for some of the achievement gap between blacks and whites We study the effects of school and neighborhood segregation on the relative SAT scores of black students across different metropolitan areas using large microdata samples for the 1998 2001 test cohorts Our models include detailed controls for the family background of individual test takers school level controls for selective participation in the test and city level controls for racial composition income and region We find robust evidence that the black white test score gap is higher in more segregated cities Holding constant family background and other factors a shift from a fully segregated to a completely integrated city closes about one quarter of the raw black white gap in SAT scores Specifications that distinguish between school and neighborhood segregation suggest that neighborhood segregation has a consistently negative impact but that school segregation has no independent effect though we cannot reject equality of the two effects We find similar results using Census based data on schooling outcomes for youth in different cities Data on enrollment in honors courses suggest that within school segregation increases when schools are more highly integrated potentially offsetting the benefits of school desegregation and accounting for our findings

Racial Segregation and the Black-white Test Score Gap David Edward Card, Jesse Rothstein, 2008

Steady Gains and Stalled Progress Katherine Magnuson, Jane Waldfogel, 2008-10-09 Addressing the disparity in test scores between black and white children remains one of the greatest social challenges of our time Between the 1960s and 1980s tremendous strides were made in closing the achievement gap but that remarkable progress halted abruptly in the mid 1980s and stagnated

throughout the 1990s How can we understand these shifting trends and their relation to escalating economic inequality In Steady Gains and Stalled Progress interdisciplinary experts present a groundbreaking analysis of the multifaceted reasons behind the test score gap and the policies that hold the greatest promise for renewed progress in the future Steady Gains and Stalled Progress shows that while income inequality does not directly lead to racial differences in test scores it creates and exacerbates disparities in schools families and communities which do affect test scores Jens Ludwig and Jacob Vigdor demonstrate that the period of greatest progress in closing the gap coincided with the historic push for school desegregation in the 1960s and 1970s Stagnation came after efforts to integrate schools slowed down Today the test score gap is nearly 50 percent larger in states with the highest levels of school segregation Katherine Magnuson Dan Rosenbaum and Jane Waldfogel show how parents level of education affects children s academic performance as educational attainment for black parents increased in the 1970s and 1980s the gap in children s test scores narrowed Sean Corcoran and William Evans present evidence that teachers of black students have less experience and are less satisfied in their careers than teachers of white students David Grissmer and Elizabeth Eiseman find that the effects of economic deprivation on cognitive and emotional development in early childhood lead to a racial divide in school readiness on the very first day of kindergarten Looking ahead Helen Ladd stresses that the task of narrowing the divide is not one that can or should be left to schools alone Progress will resume only when policymakers address the larger social and economic forces behind the problem Ronald Ferguson masterfully interweaves the volume s chief findings to highlight the fact that the achievement gap is the cumulative effect of many different processes operating in different contexts The gap in black and white test scores is one of the most salient features of racial inequality today Steady Gains and Stalled Progress provides the detailed information and powerful insight we need to understand a complicated past and design a better future

Segregation and the Black-White Test Score Gap Jacob Vigdor,2007 The mid 1980s witnessed breaks in two important trends related to race and schooling School segregation which had been declining began a period of relative stasis Black white test score gaps which had also been declining also stagnated The notion that these two phenomena may be related is also supported by basic cross sectional evidence We review existing literature on the relationship between neighborhood and school level segregation and the test score gap Several recent studies point to a statistically significant causal relationship between school segregation and the test score gap though in many cases the magnitude of the relationship is small in economic terms Experimental studies as well as methodologically convincing non experimental studies suggest that there is little if any causal role for neighborhood segregation operating through a mechanism other than school segregation

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School Policies and the Black-White Test Score Gap. Working Paper Series. SAN08-03 Helen F. Ladd, 2008 This paper examines school related policies and strategies that have been proposed or justified at least in part on the basis of their potential for reducing black white test score gaps These include strategies one of which is greater integration to reduce differences in the quality of teachers faced

by black and white students school and classroom policies designed to improve the achievement of low performing students and the strategies of school accountability and parental choice designed to change incentives throughout the education system While none of these strategies is likely to be sufficiently powerful to offset the powerful non school social forces that contribute to the racial achievement gap the failure of education policy makers to be vigilant about the aspects of the problems over which they do have control could well lead to even greater gaps in the future or to lost opportunities to reduce them Contains 19 footnotes and 3 tables *The Relationship Between the Social Construction of Race and the Black/White Test Score Gap in* Toriano M. Dempsey,2012 My hypothesis in this research is that once the social construction of race is exposed the premise that race is the best predictor of the Black White Test Score Gap will diminish because that social construction is unreliable for use in policy formation and scientific research More specifically I propose that the best predictor for the aforementioned relationship is not race but class The segregation of Black public school students into school districts which contain significant levels of students that are poor is much more significantly associated with the Black White Test Score Gap than the fact that these students attend schools that are predominately Black in the United States

Trends in the Black-white Achievement Gap Lindsay C. Page,Richard J. Murnane,John B. Willett,2008 We decompose black white achievement gap trends between 1971 and 2004 into trends in within and between school differences We show that the previous finding that narrowing within school inequality explains most of the decline in the black white achievement gap between 1971 and 1988 is sensitive to methodology Employing a more detailed partition of achievement differences we estimate that 40 percent of the narrowing of the gap through the 1970s and 1980s is attributable to the narrowing of within school differences between black and white students Further the consequences for achievement of attending a high minority school became increasingly deleterious between 1971 and 1999 *Names, Expectations and the Black-White Test Score Gap* David N. Figlio,2005 This paper investigates the question of whether teachers treat children differentially on the basis of factors other than observed ability and whether this differential treatment in turn translates into differences in student outcomes I suggest that teachers may use a child s name as a signal of unobserved parental contributions to that child s education and expect less from children with names that sound like they were given by uneducated parents These names empirically are given most frequently by blacks but they are also given by white and Hispanic parents as well I utilize a detailed dataset from a large Florida school district to directly test the hypothesis that teachers and school administrators expect less on average of children with names associated with low socio economic status and these diminished expectations in turn lead to reduced student cognitive performance Comparing pairs of siblings I find that teachers tend to treat children differently depending on their names and that these same patterns apparently translate into large differences in test scores National Bureau of Economic Research web site **Evidence that Schools Can Narrow the Black-white Test Score Gap** Ronald F. Ferguson,1997 Generational Change Paul E. Peterson,2006 This volume draws upon the best available

research to examine the various education policy alternatives that will close the black white achievement gap by 2028_ the year when the Supreme Court has mandated that affirmative action in college admissions will end *The Contexts Reader* Jeff Goodwin, James M. Jasper, 2008 *The Contexts Reader* collects over sixty of the best articles from the award winning magazine *Contexts* in one affordable anthology **Building Civic Capacity**, 2001 The authors of this volume argue that urban education is in urgent need of reform and that although there have been plenty of innovative and even promising attempts to improve conditions most have been doomed The reason for this they agree lies in the failure of our major cities to develop their civic capacity The ability to build and maintain a broad social and political coalition across all sectors of the urban community in pursuit of a common goal *The Ecology of the Black-white Test Score Gap* Lisa O'Connor, 2001 *Black, White, and Brown* Clare Cushman, Melvin I. Urofsky, 2004-03 On the occasion of the 50th anniversary of the historic Supreme Court decision striking down the separate but equal principle and outlawing segregated schools Cushman Director of Publications Supreme Court Historical Society and Urofsky Chairman of the Board of Editors *Journal of Supreme Court History* present a collection of retrospective articles on the history and impact of *Brown vs Board of Education* The papers primarily focus on the constitutional and legal aspects of the case and address pre and post decision events Annotation 2004 Book News Inc Portland OR

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