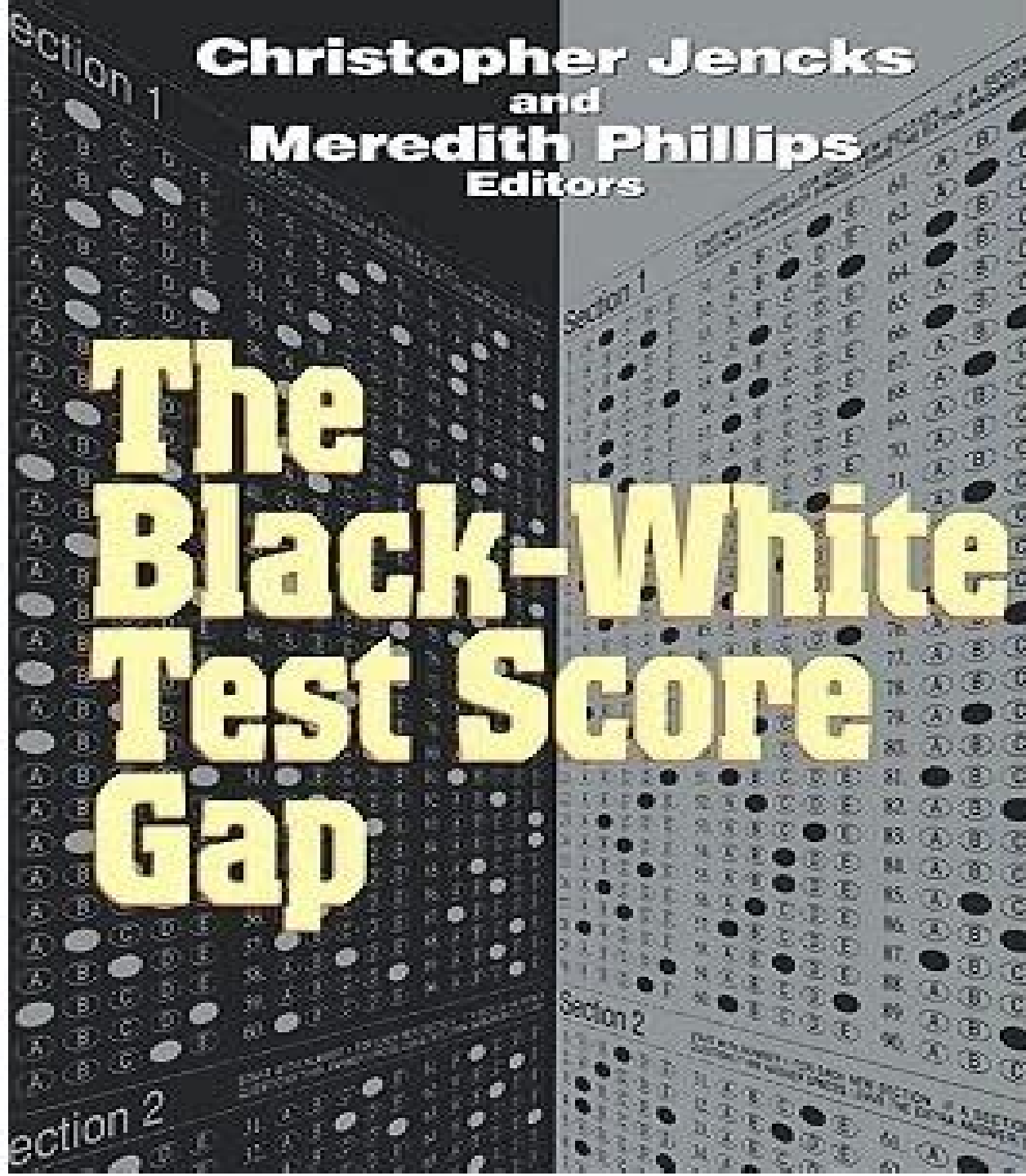


Christopher Jencks
and
Meredith Phillips
Editors

The Black-White Test Score Gap



The Black White Test Score Gap

Gregory Connor, John G.R. Fuerst



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 *Educational achievement and black-white inequality*, *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 The Black-White Education-Scaled Test-Score Gap in Grades K-7 Timothy N. Bond, Kevin Lang, National Bureau of Economic

Research,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

Bridging the Achievement Gap John E. Chubb,Tom Loveless,2004-05-13 The achievement gap between white students and African American and Hispanic students has been debated by scholars and lamented by policymakers since it was first documented in 1966 The average black or Hispanic secondary school student currently achieves at about the same level as the average white student in the lowest quartile of white achievement Black and Hispanic students are much less likely than white students to graduate from high school acquire a college or advanced degree or earn a middle class living They are also much more likely than whites to suffer social problems that often accompany low income While educators have gained an understanding of the causes and effects of the education achievement gap they have been less successful in finding ways to eliminate it until now This book provides for the first time in one place evidence that the achievement gap can be bridged A variety of schools and school reforms are boosting the achievement of black and Hispanic students to levels nearing those of whites Bridging the Achievement Gap brings together the findings of renowned education scholars who show how various states school districts and individual schools have lifted the achievement levels of poor and minority students The most promising strategies include focusing on core academic skills reducing class size enrolling students in more challenging courses administering annual achievement assessment tests creating schools with a culture of competition and success and offering vouchers in big city school districts While implementing new educational programs on a large scale is fraught with difficulties these successful reform efforts offer what could be the start of widespread effective solutions for bridging the achievement gap

Racial Segregation and the Black-white Test Score Gap David Edward Card,Jesse Rothstein,2008 **The Future of Children: Spring 2005** Cecilia Rouse,Jeanne Brooks-Gunn,Sara S. McLanahan,2010-12-01 The Future of Children is a new semiannual publication that provides research and analysis to promote effective policies and programs for children This first issue focuses on School Readiness Closing Racial and Ethnic Gaps For more than 30 years researchers have seen white children outperform black and other minority children in tests of reading and math skills Though there is evidence that the gap has narrowed somewhat the very persistence of this racial and ethnic gap remains a source considerable concern for academics policy professionals and parents The ethnic and racial gaps appear to reach back to the preschool years When children reach the school door minority children exhibit lower school readiness skills at least those measured by standardized tests than their white

counterparts From that point forward the achievement gap only widens If policy professionals are to address this disparity in academic achievement and the consequent disparity in later opportunity the racial and ethnic gap must be examined in the very earliest years before students begin school with embedded inequalities This volume critically summarizes the research on the origin and trajectory of the racial and ethnic gap in the early years from several theoretical perspectives In particular research is analyzed to determine when these differences start to emerge in what areas they appear what factors contribute to their development by the time children enter grade school and what are the long term effects Contents Introducing the Issue of Test Score Ethnic and Racial Disparities Jeanne Brooks Gunn Sara McLanahan and Cecilia Elena Rouse Identifying Racial and Ethnic Differences in School Readiness Donald Rock and Jack Stenner Test Score Gaps The Contribution of Family and Neighborhood Characteristics Greg Duncan and Katherine Magnuson Genetic Differences and School Readiness William T Dickens Neuroscience Perspectives on Disparities in School Readiness Kim Noble B J Casey and Nim Tottenham Low Birth Weight and School Readiness Nancy Reichman The Impact of Health on School Readiness Janet Currie Parenting Jeanne Brooks Gunn and Lisa Markman Childcare and Early Education Katherine Magnuson and Jane Waldfogel Literacy in African American Communities Joyce L. Harris, Alan G. Kamhi, Karen E. Pollock, 2014-04-08 Explores developmental and adult literacy in African American communities from cross disciplinary vantage points focuses on influences of cultural socialization and literacy values and practices among many African Americans **Examining Gaps in Mathematics Achievement Among Racial-Ethnic Groups, 1972-1992** Mark Berends, Samuel R. Lucas, Thomas Sullivan, R. J. Briggs, 2005-04-08 Examines trends in the mathematics scores of different racial ethnic groups over time and analyzes how changes in family school and schooling measures help explain changes in the test score gaps Although there were few positive changes between schools the within school experiences of black and Latino students changed for the better compared with white students when measured by student self reported academic track placement **Racism** Albert J. Wheeler, 2000 Of all mankind's vices racism is one of the most pervasive and stubborn Success in overcoming racism has been achieved from time to time but victories have been limited thus far because mankind has focused on personal economic gain or power grabs ignoring generosity of the soul This bibliography brings together the literature providing access by subject groupings as well as author and subject indexes Contents Racial Attitudes Racism and Poverty Hate Groups Racial Justice Racism and Politics Race Discrimination Racial Identity Racism Around the World *Handbook of Research in Education Finance and Policy* Helen F. Ladd, Margaret E. Goertz, 2014-12-17 Sponsored by the Association for Education Finance and Policy AEFPP the second edition of this groundbreaking handbook assembles in one place the existing research based knowledge in education finance and policy with particular attention to elementary and secondary education Chapters from the first edition have been fully updated and revised to reflect current developments new policies and recent research With new chapters on teacher evaluation alternatives to traditional public schooling and cost benefit analysis this volume provides

a readily available current resource for anyone involved in education finance and policy The Handbook of Research in Education Finance and Policy traces the evolution of the field from its initial focus on school inputs and revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them Chapters show how decision making in school finance inevitably interacts with decisions about governance accountability equity privatization and other areas of education policy Because a full understanding of important contemporary issues requires inputs from a variety of perspectives the Handbook draws on contributors from a number of disciplines Although many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand This comprehensive balanced and accessible resource provides a wealth of factual information data and wisdom to help educators improve the quality of education in the United States

America Becoming National Research

Council, Commission on Behavioral and Social Sciences and Education, 2001-02-23 The 20th Century has been marked by enormous change in terms of how we define race In large part we have thrown out the antiquated notions of the 1800s giving way to a more realistic sociocultural view of the world The United States is perhaps more than any other industrialized country distinguished by the size and diversity of its racial and ethnic minority populations Current trends promise that these features will endure Fifty years from now there will most likely be no single majority group in the United States How will we fare as a nation when race based issues such as immigration job opportunities and affirmative action are already so contentious today In America Becoming leading scholars and commentators explore past and current trends among African Americans Hispanics Asian Americans and Native Americans in the context of a white majority This volume presents the most up to date findings and analysis on racial and social dynamics with recommendations for ongoing research It examines compelling issues in the field of race relations including Race and ethnicity in criminal justice Demographic and social trends for Hispanics Asian Americans and Native Americans Trends in minority owned businesses Wealth welfare and racial stratification Residential segregation and the meaning of neighborhood Disparities in educational test scores among races and ethnicities Health and development for minority children adolescents and adults Race and ethnicity in the labor market including the role of minorities in America s military Immigration and the dynamics of race and ethnicity The changing meaning of race Changing racial attitudes This collection of papers compiled and edited by distinguished leaders in the behavioral and social sciences represents the most current literature in the field Volume 1 covers demographic trends immigration racial attitudes and the geography of opportunity Volume 2 deals with the criminal justice system the labor market welfare and health trends Both books will be of great interest to educators scholars researchers students social scientists and policymakers

International Studies in Educational Inequality, Theory and Policy Richard

Teese, Stephen Lamb, Marie Duru-Bellat, 2007-06-03 Inequality is a marked and persistent feature of education systems both in the developed and the developing worlds Major gaps in opportunity and in outcomes have become more critical than in the

past thanks to the knowledge economy and globalization More and more populations both rich and poor depend on successful use of school and on gaining post school qualifications But access to high quality schooling success at school and chances of higher education all remain socially divided with implications for economic opportunities personal growth and civic and community development What causes these divisions in how education systems work Have decades of public investment brought about at least some improvements even if major gaps remain If not what are the barriers the social processes which have frustrated the efforts of government The pursuit of equity as a goal of public policy is examined in this book through a series of national case studies covering many different global contexts from the wealthiest to some of the poorest nations on earth What have we learnt from the policy experience globally Do we know more today than yesterday about the origins of social inequality Are our policies better framed better designed to tackle inequality And which way forward What does the evidence suggest in terms of future approaches and emphasis This work is published in three volumes which together form a 3 volume set

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

Seven Rules for Social Research Glenn Firebaugh, 2018-06-26 Seven Rules for Social Research teaches social scientists how to get the most out of their technical skills and tools providing a resource that fully describes the strategies and concepts no researcher or student of human behavior can do without Glenn Firebaugh provides indispensable practical guidance for anyone doing research in the social and health sciences today whether they are undergraduate or graduate students embarking on their first major research projects or seasoned professionals seeking to incorporate new methods into their research The rules are the basis for discussions of a broad range of issues from choosing a research question to inferring causal relationships and are illustrated with applications and case studies from sociology economics political science and related fields Though geared toward quantitative methods the rules also work for qualitative research Seven Rules for Social Research is ideal for students and researchers who want to take their technical skills to new levels of precision and insight and for instructors who want a textbook for a second methods course The Seven Rules There should be the possibility of surprise in social research Look for differences that make a difference and report them Build reality checks into your research Replicate where possible Compare like with like Use panel data to study individual change and repeated cross section data to study social change Let method be the servant not the master

Studying Correlations between Genetic Variation and Test Score Gaps Gregory Connor, John G.R. Fuerst, 2024-02-07 This book is an edited collection of recently published papers on the sources of average test score gaps when analysed through the lenses of race and ethnicity socio economic status and biogeographic ancestries such as European African and East Asian ancestry It brings together exciting recent findings that rely on powerful DNA based methods developed in the last few decades The book also considers the public policy question as to whether and how

these findings should be disseminated to the general public audience **Handbook of the Economics of Education** Eric A Hanushek,F. Welch,2006-11-13 The Handbooks in Economics series continues to provide the various branches of economics with handbooks which are definitive reference sources suitable for use by professional researchers advanced graduate students or by those seeking a teaching supplement With contributions from leading researchers each Handbook presents an accurate self contained survey of the current state of the topic under examination These surveys summarize the most recent discussions in journals and elucidate new developments Although original material is also included the main aim of this series is the provision of comprehensive and accessible surveys Every volume contains contributions from leading researchers Each Handbook presents an accurate self contained survey of a particular topic The series provides comprehensive and accessible surveys **Solving the Achievement Gap** Stuart S. Yeh,2016-12-21 This book examines the cause of the student achievement gap suggesting that the prevailing emphasis on socioeconomic factors sociocultural influences and teacher quality is misplaced The cause of the achievement gap is not differences in parenting styles or the economic advantages of middle class parents or differences in the quality of teachers Instead schools present learning tasks and award grades in ways that inadvertently undermine the self efficacy engagement and effort of low performing students causing demoralization and exacerbating differences in achievement that are seen to exist as early as kindergarten This process systematically maintains and widens initial gaps in achievement that might otherwise be expected to disappear over the K 12 years Misdiagnosis of the nature of the achievement gap has led to misguided solutions The author draws upon a range of research studies to support this view and to offer recommendations for improvement div div

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