

# Some Initial Analyses of Gaps in Student Performance in California

July 10, 2017



Recent publications suggest that gaps in student performance are widening in California. We explored this argument by analyzing data from 2010 to 2016. Trends are displayed on the following slides.

### Comparison approaches

- Overall: We compare the student group in question to the overall results.
- Complimentary: We compare the student group in question to all other students (e.g., English Learners compared to non-English Learners).

### Performance measure approaches

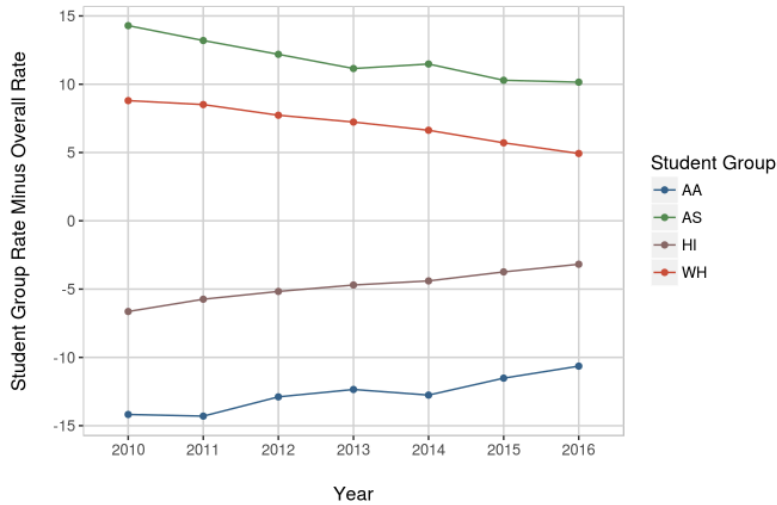
- Percent proficient: In 2010 to 2013, this is the percent of students proficient or advanced. In 2015 and 2016, this is the percent of students meeting or exceeding standards.
- Standardized units: Within grade level, this is the scale score converted to standardized units and then aggregated across grade levels.\*

\*The SBAC 15-16 technical manual not yet published. Standard Deviation from 14-15 SBAC was therefore used to normalize 15-16 scaled Scores.

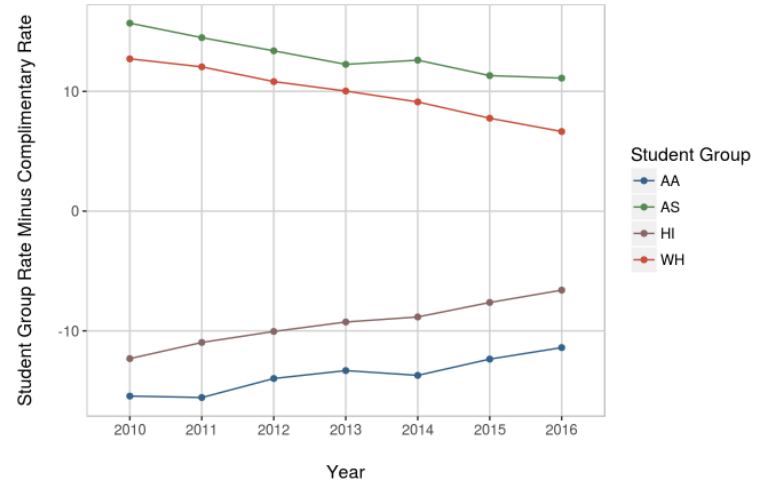


Gaps in graduation rates for African Americans, Hispanic/Latinos, English learners and socio-economically disadvantaged students are clearly tightening. The graduation rate gaps for students with disabilities are relatively flat.

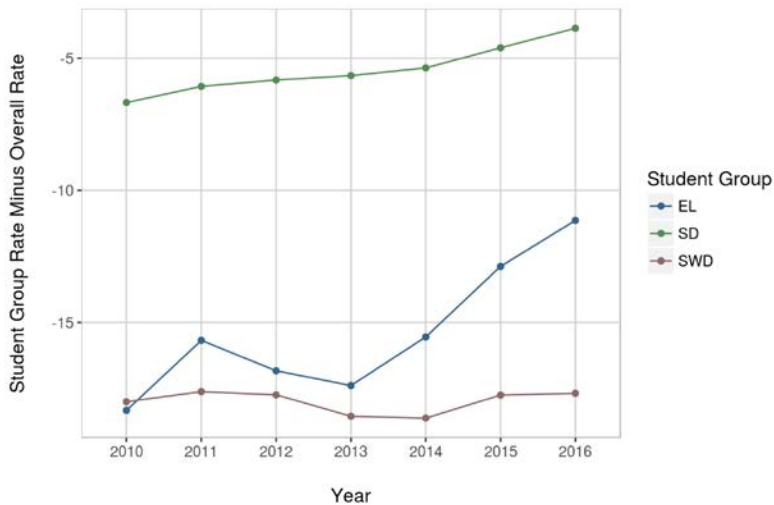
Gap in Graduation Rates - State



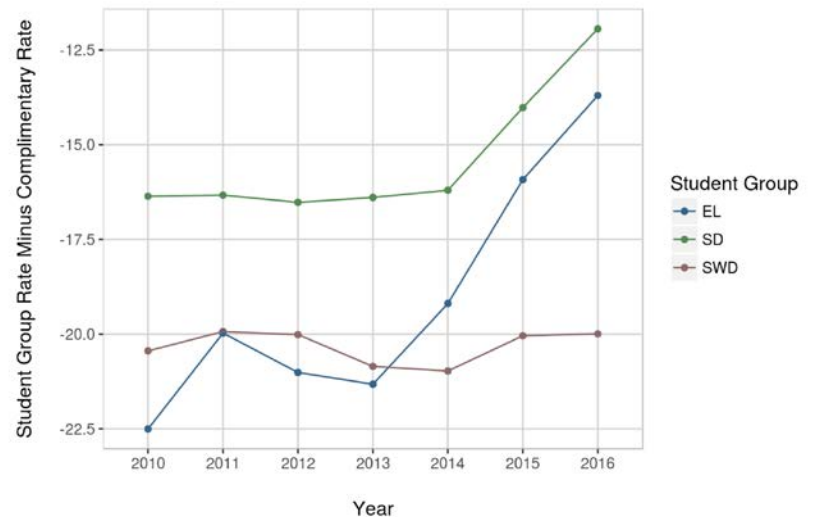
Gap in Graduation Rates - State



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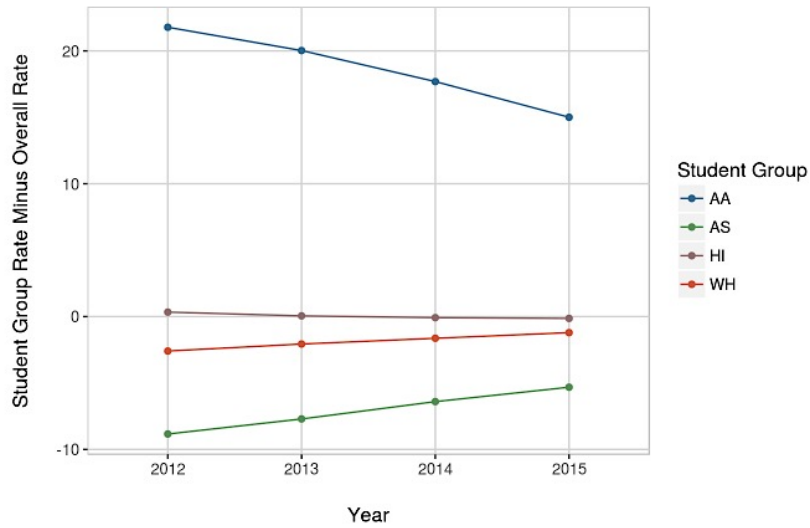


Gap in Graduation Rates - State

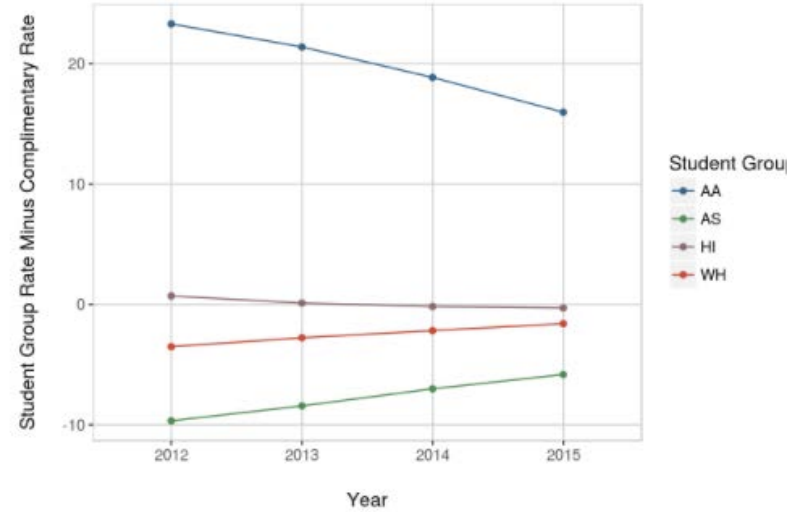


While it is still quite large, the gap in suspension rates for African-American students is closing.

Gap in Expulsions plus Suspensions Rates - State

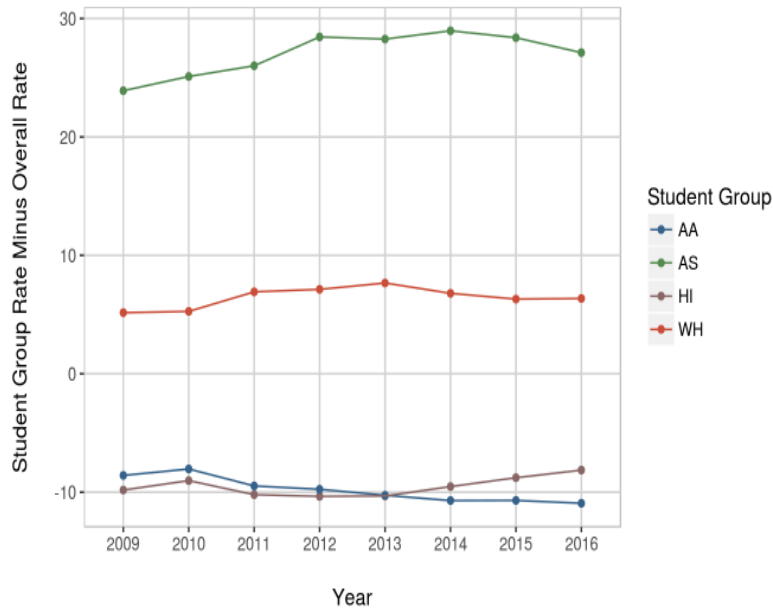


Gap in Expulsions plus Suspensions Rates - State

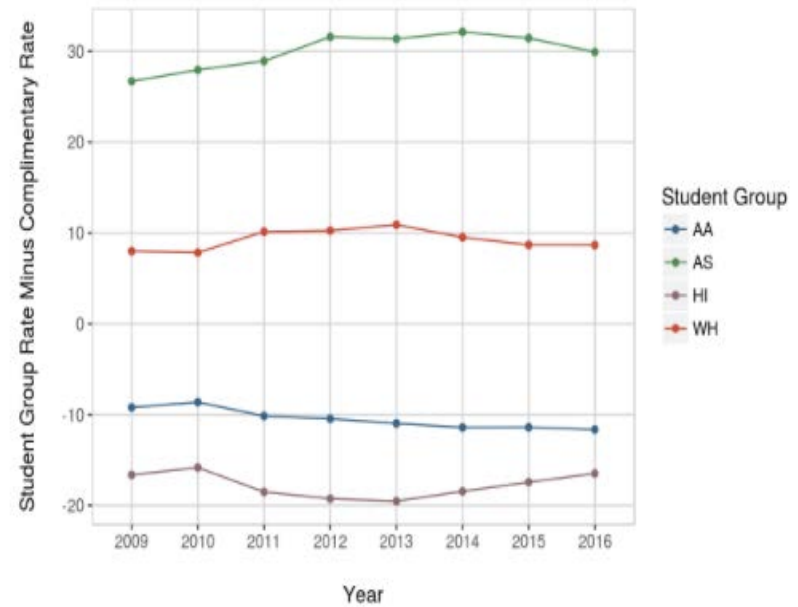


**While A-G gaps widened between 2010 and 2013, the gap began closing in the last three years for Hispanic/Latino students. The gap for African-American students in A-G course completion among graduates is widening, especially when compared to the overall A-G Rate.\***

**Gap in A-G Course Completion Rates among Graduates - State**



**Gap in A-G Course Completion Rates among Graduates - State**

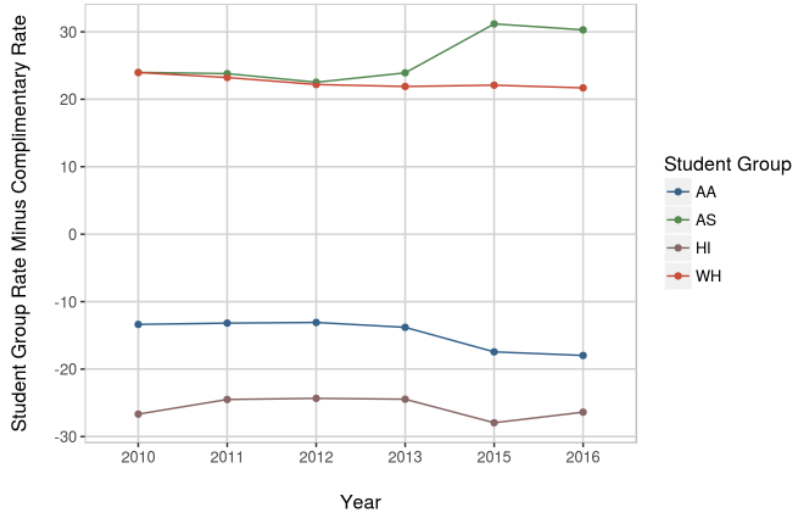


\* The state public research files do not break down A-G by EL/SD/SWD

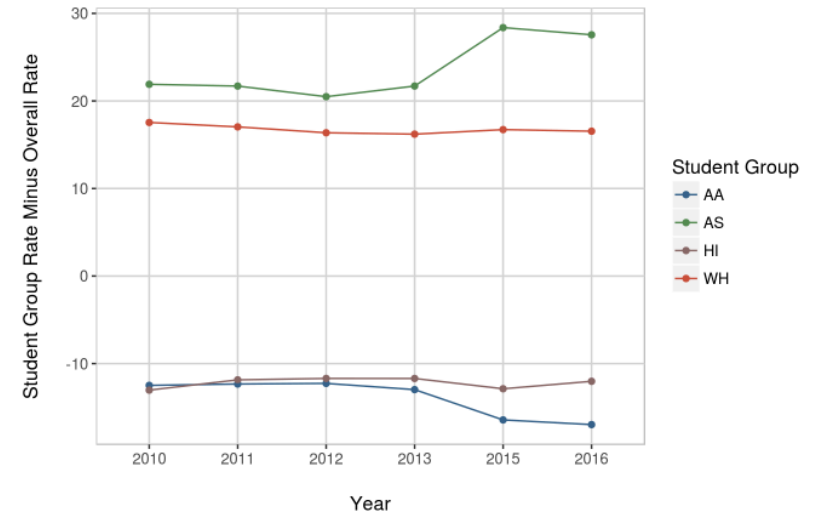


No matter the methodology, ELA race gaps were fairly stable in the recent STAR era (2010 to 2013). Hispanic/Latino gaps are closing modestly in 2016. African-American gaps are widening.

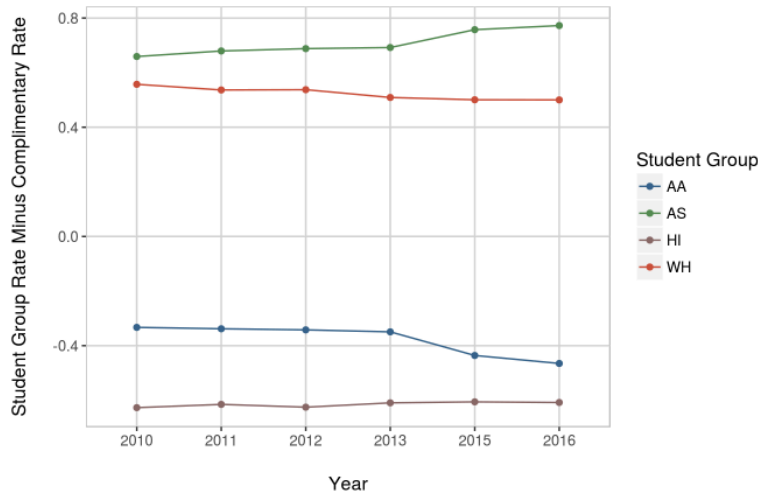
Percent Proficient Gaps, ELA (Gr 3:8) - State



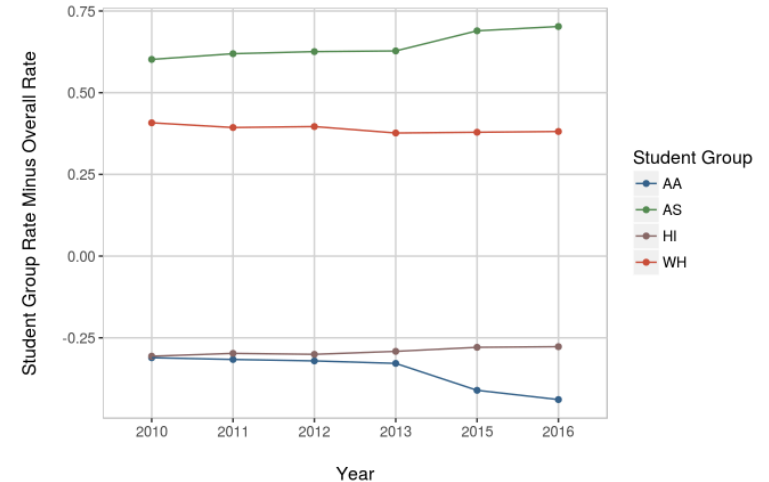
Percent Proficient Gaps, ELA (Gr 3:8) - State



Gap in Standard Deviations, ELA (Gr 3:8) - State

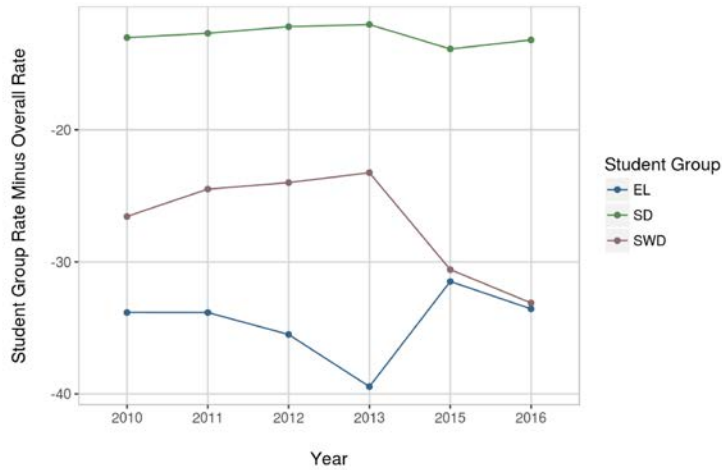


Gap in Standard Deviations, ELA (Gr 3:8) - State

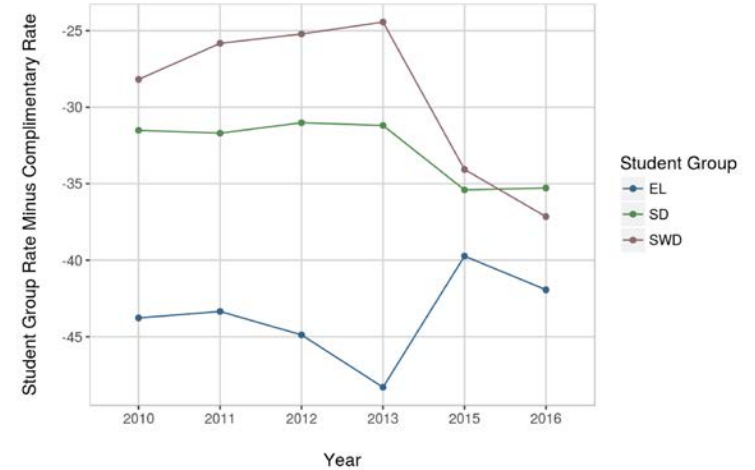


In ELA, English Learner gaps were widening between 2010 and 2013. No matter the methodology, we saw them closing in 2015 relative to 2013 and then widening in 2016 relative to 2015. Gaps for socio-economically disadvantaged students were stable in the recent STAR era, and either show relative stability or slight widening depending on method. Students with disabilities demonstrate the most substantive change – from closing to substantive widening after 2013.

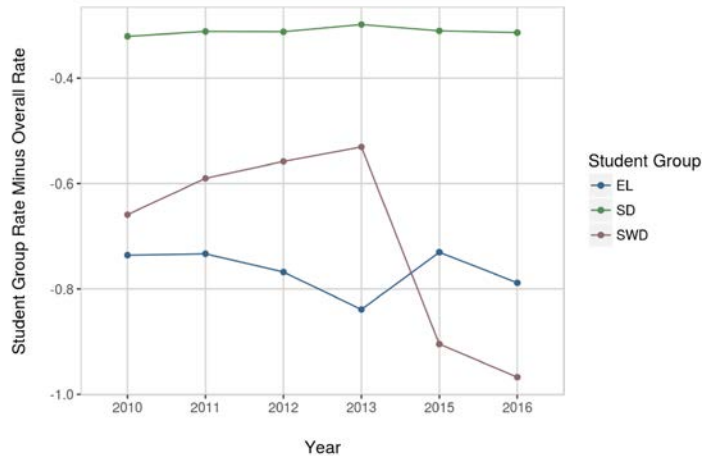
Percent Proficient Gaps, ELA (Gr 3:8) - State



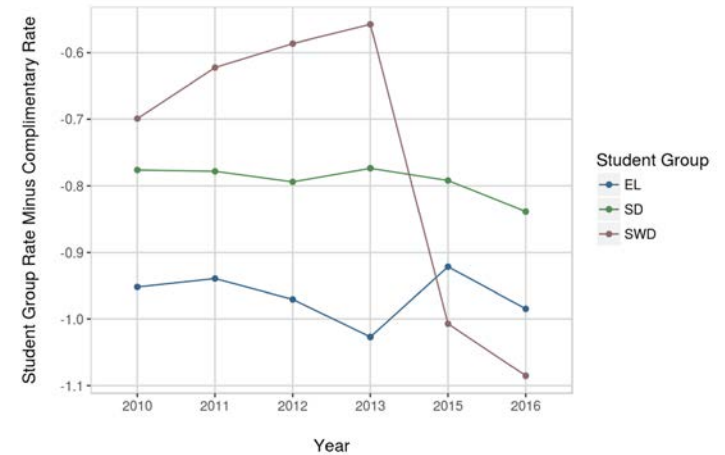
Percent Proficient Gaps, ELA (Gr 3:8) - State



Gap in Standard Deviations, ELA (Gr 3:8) - State

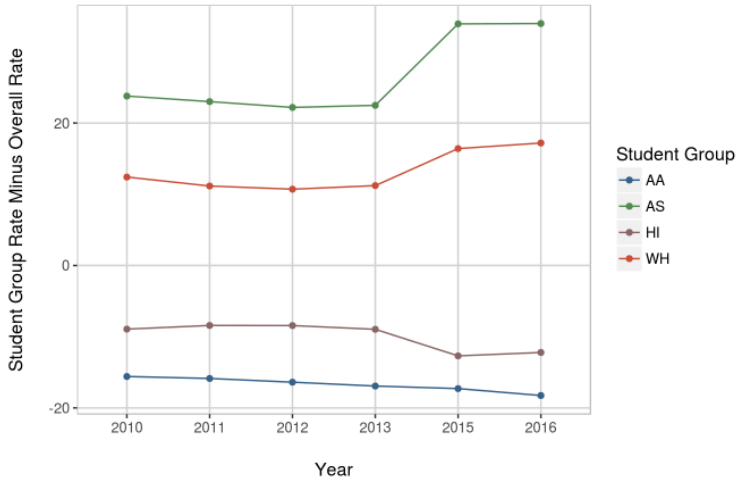


Gap in Standard Deviations, ELA (Gr 3:8) - State

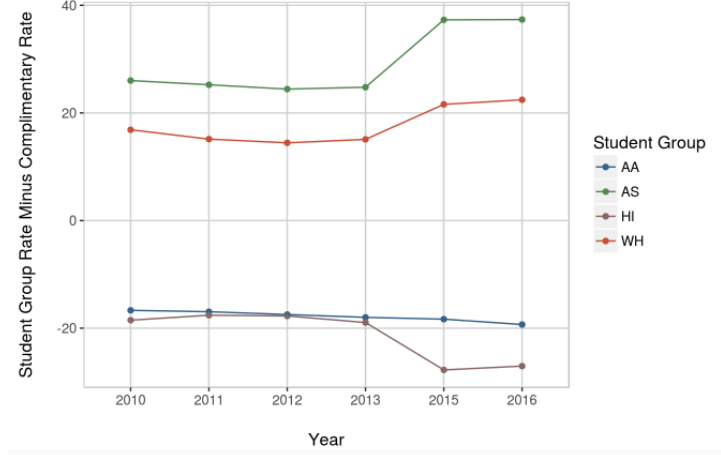


Racial/ethnic math gaps in grades 3 to 6\* were fairly stable between 2010 and 2013. With both standard units and percent proficient, we see increasing gaps for white, African-American and Hispanic/Latino students in the transition to SBAC. Between 2015 and 2016, the white and African-American gaps widen slightly and the Hispanic/Latino gap closed slightly.

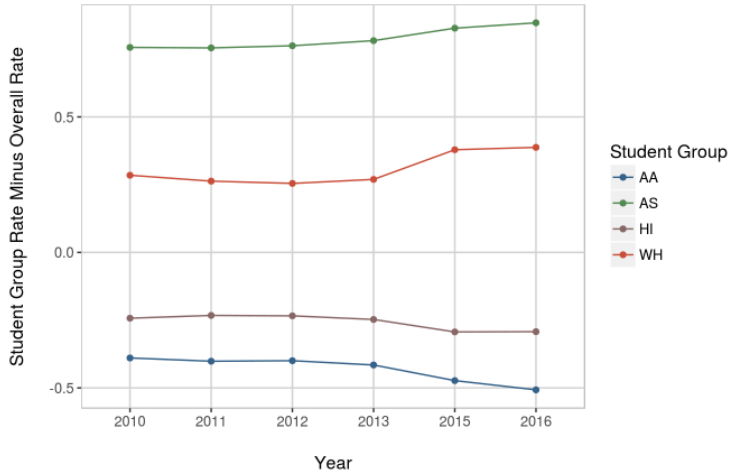
Percent Proficient Gaps, Math (Gr 3:6) - State



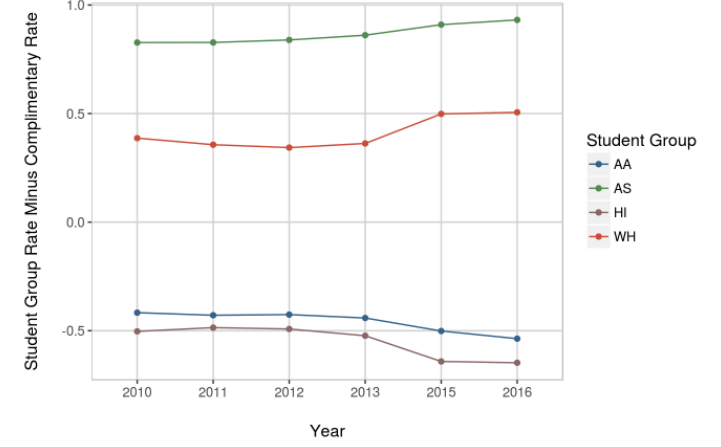
Percent Proficient Gaps, Math (Gr 3:6) - State



Gap in Standard Deviations, Math (Gr 3:6) - State



Gap in Standard Deviations, Math (Gr 3:6) - State



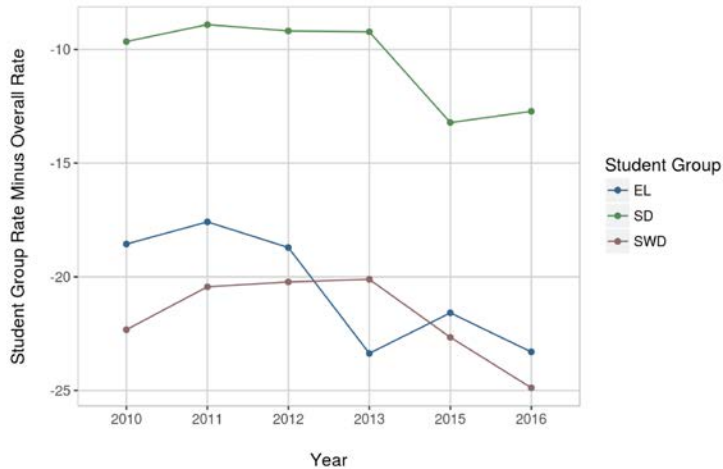
\*We use grades to 3 to 6 because in the STAR era some higher achieving 7<sup>th</sup> and 8<sup>th</sup> graders took an Algebra I test instead of a general math test.



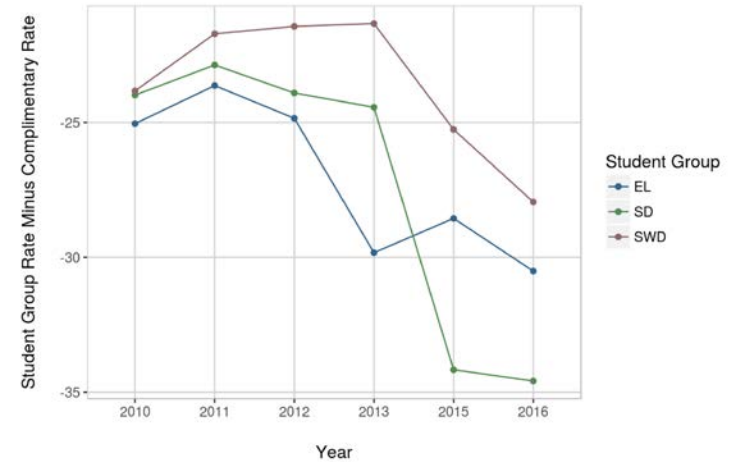


In terms of math gaps in grades 3 to 6\*, the general trend for socio-economically disadvantaged students has been a widening gap. When using percent proficient, English Learners showed some gap closure between 2013 and 2015 with widening in 2016. The standard units analysis for English Learners suggests ongoing widening for English Learners. Students with disabilities were showing some gap closure between 2010 and 2013, but then the gaps widened substantively with the transition to SBAC in 2015, and that gap continued to widen in 2016.

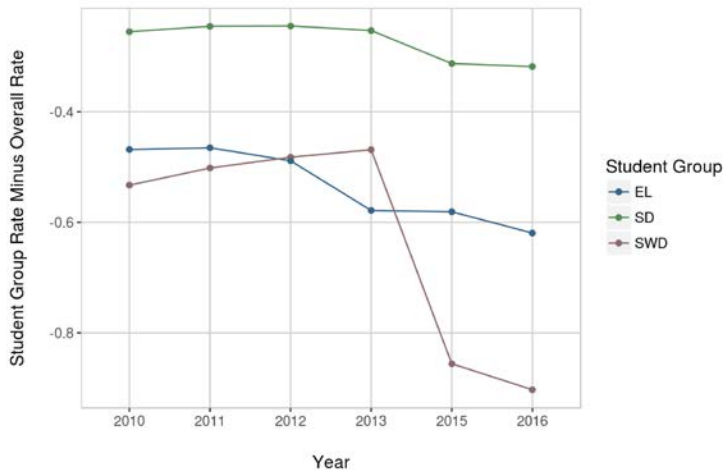
Percent Proficient Gaps, Math (Gr 3:6) - State



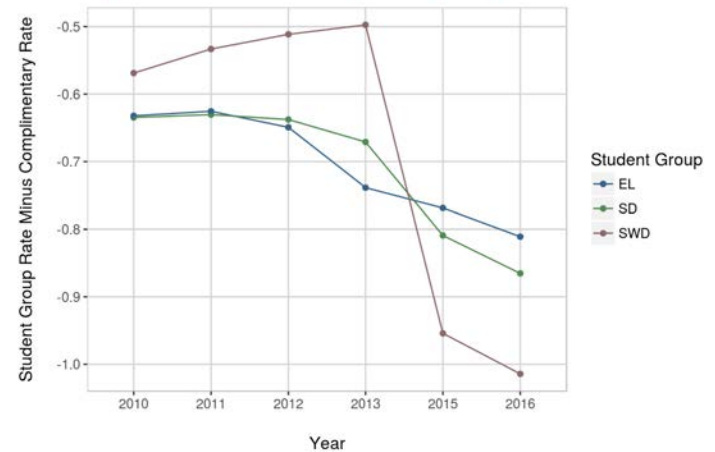
Percent Proficient Gaps, Math (Gr 3:6) - State



Gap in Standard Deviations, Math (Gr 3:6) - State



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