REVISITING RACE AND THE ACHEIVEMENT GAP: SUCCESSFUL BEHAVIORS OF RACIAL ETHNIC GROUPS IN AMERICA

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Race
• A group of people of who have differences and similarities in biological traits deemed by society to be socially significant. People may treat other people different based on physical features.

Ethnicity
• The state of belonging to a social group that has a common national or cultural tradition. Examples include religion, language, ancestry, and geographic location.
Objectives

• Widen perceptions of Human Intelligence Theories
• Gain insight on behaviors of racial/ethnic groups that are most successful in the U.S.
• Discuss need to change narrative on non-cognitive influence factors in decision-making processes for higher education
• Examine strategies to reduce the black-white achievement gap
Timeline of Human Intelligence Theories
• French Sociologist, Created the Binet-Simon Scale IQ Test in 1857
• Charged by the French government to help all French children attend school.
• He did not believe his test should be used to measure innate levels of intelligence.
“High-grade or borderline deficiency is very, very common among Spanish-Indian and Mexican families of the Southwest and also among Negroes. Their dullness seems to be racial, or at least inherent in the family stocks from which they come.”

Conclusion: Children from these groups should be separated into separate classes.
Robert Yekes, APA President, 1917

- Served as chairman on the psychological examinations of recruits
- Developed the Army’s Alpha and Beta Intelligence Tests
- Given to over 1 million U.S. Soldiers during World War I
- Used to determine which soldiers were suited for leadership and specific positions
- Used to segregate soldiers by race
• “Intelligence is the global capacity to act purposefully, to think rationally, and to deal effectively with (one’s) environment.”
• Found the IQ test to be narrow and was more focused on effect than cause
• Most commonly used
• Scale of 85-115 where most American score.
• Only 5% of population score above 125 while only 5% score below 75
• Harvard Publication, “How much can we boost I.Q. and achievement
• Intelligence based on genetic origin, not cultural forces
• He developed his experiment when a graduate student noted that “white special education children appeared to be more genuinely retarded than the students from minority groups who had been placed in special education.”
• Conclusion – White and African American children might benefit from different types of education. Whites were the superior race.
Argued human intelligence was influenced by inherited and environmental factors and not bias based against social, racial, ethnic, or economic groups.
Social origin is not the leading cause of social status. Cognitive ability is the most important social driver.

Separate the ‘cognitive elite’ from those with average and below-average intelligence.
Human Intelligence Predicts (Cause vs. Effect)

- Financial Income
- Job Performance
- Parent SES
- Crime
Human Intelligence
Participant Truth Assessment
General Findings of Human Intelligence Theories

Human Intelligence
  - East Asians
  - Whites
  - African Americans
College Attainment Rates by Race
Poverty Rates by Race
Economics and Ethnicity or Intelligence?

Poverty rates by race/ethnicity and residence, 2010
Non-Hispanic blacks have the highest rate of nonmetro poverty

Percent poor

- White, non-Hispanic: Nonmetro 13.1, Metro 9.2
- Black, non-Hispanic: Nonmetro 32.9, Metro 26.6
- Hispanic: Nonmetro 29.5, Metro 26.3
- Other: Nonmetro 21.5, Metro 14.2
- Total: Nonmetro 16.5, Metro 14.9

Earnings by Race

Earnings by Race

Asian: $75,027
White: $62,545
Hispanic: $39,730
Blacks: $38,409

Nonmarital Births
Non-Marital Births by Race

Intelligence or Social?

Percentage of Non-Marital Births by Race

- Asian: 16%
- White: 29%
- Hispanic: 53%
- Blacks: 73%

Nonmarital Births
Who Gets to Go to College?
Intelligence or Economics?

In 2012, approximately 82% of High School Graduates from families earning $90,500 or more enrolled in college immediately after HS.

In 2012, approximately 65% of HS Grads from families earning $34,000 - $55,000 enrolled in college immediately after HS.

In 2012, approximately 52% of HS Grads from families earning $18,300 enrolled in college immediately after HS.
College completion rates for students from families with highest incomes climbed to 77% in 2013.

College completion rates for students with lowest family incomes ($34,160) inched up to 3 points from 1970 to 2013, rising to nine percent from six percent.
Failing Schools
Economics, Ethnicity or Intelligence?

Less likely to get trained teachers
Less rigorous curricula
Overcrowded Classrooms
High Teach Turnover
Inadequate; Internet, Facilities, Computers
Successful Ethnic Groups in the United States
Race and The Achievement Gap

Attainment by ethnic group – Age 5, 11 and 16

![Bar chart showing attainment by ethnic group at different ages.](chart.png)
Educational Attainment Among Asians

http://www.aacc.nche.edu/Publications/datapoints/Documents/EducateAsians_06112014.pdf
Household Income Among Asians

- Indian American: $101,591
- Taiwanese: $85,588
- Filipino: $82,289
- Japanese: $70,261
- Korean, Vietnamese: $59,000
Successful Behaviors of Asian Parents

- Circumscribed Career Choices
- Emphasize Academics over Sports and Household Chores
- Allocate funding to tutoring services and communities
- Foster Growth Mind-Set (Carol Dweck, 2011)
Indian Americans are the Richest Ethnic Group in the United States Earning a Median Income of $100,547 (U.S. Census Bureau, 2013).
African Immigrants – Most Educated Group in United States

• According to Bloomberg (2015), African Immigrants are the most educated group in the United States. Some 48.9% hold a college diploma, more than double the rate of native-born white Americans, and nearly four times the rate of native-born African Americans.

• My conclusion: It is not black or dark skin that hinders higher educational attainment in the U.S., but how the U.S. negatively reacts to citizens with dark skin.
Post-Graduate Degree Attainment by Ethnicity

- Rice University

Post-Graduate Degree Attainment

Doctorate

Master's

0% 5% 10% 15% 20%

Whites  Asians  Nigerians
Successful Behaviors of Nigerians

- Emphasis on Mandatory and Free Education
- Family Expectations
- Circumscribed Career Options
- Education as a Pathway out of Poverty
- Education as a Pathway to Success
Successful Behaviors of Nigerian Parents
Wealthiest Hispanic Americans

- Ecuadorians
- Colombians
- Peruvians
- Salvadorians
- Cubans
Behaviors of Successful Hispanic Americans

- Travel Abroad
- Inclusive Social Circles
- Third and Fourth Generation Social Mobility
- Strong Family Values and Unity
Implications:
Prophecies, Policies, and Practices
Educational Attainment Predicts

- Income
- Job Placement
- Job Performance
- Parent SES
- Health & Lifestyle
- Crime
- Out of Wedlock Births
Failing Schools
Economics, Ethnicity or Intelligence?

- Less likely to get trained teachers
- Less rigorous curricula
- Overcrowded Classrooms
- High Teach Turnover
- Inadequate; Internet, Facilities, Computers
• “You mention why these schools districts fail, and you mention economically disadvantaged and non-white population are contributors to that. And we can’t fix that. We can’t make an African-American white. That’s just, it is what it is.”

• The Michigan senator made his statement on Thursday during a Senate Education meeting where academic performances of students were being discussed by demographic. The findings discovered the lowest performing students were African-American.
Policies (Data are Damning)
• “It does not benefit African-Americans to -- to get them into the University of Texas where they do not do well, as opposed to having them go to a less-advanced school, a less -- a slower-track school where they do well."

• Challenging Affirmative Action

• Landmark case, Fisher vs. University of Texas-Austin
Practices
Race and The Achievement Gap Myth

2-year Students
- Received Pell Grant: 69%
- Black, non-Hispanic: 70%
- Hispanic: 63%
- White, non-Hispanic: 53%

4-year Non-Flagship Students
- Received Pell Grant: 37%
- Black, non-Hispanic: 44%
- Hispanic: 35%
- White, non-Hispanic: 23%
The Race and The Achievement Gap Myth

Percent of weeks employed from age 18 to age 24, by educational attainment, race, and Hispanic or Latino ethnicity, 1998–2009

Source: U.S. Bureau of Labor Statistics
The Race and The Achievement Gap Myth

Blacks are more likely than whites to...

- attend a two-year college (2011)
  - Whites: 33.0%
  - Blacks: 39.0%
- go to school part-time (2011)
  - Whites: 37.2%
  - Blacks: 41.1%
- take remedial classes (2007-08)
  - Whites: 31.3%
  - Blacks: 45.1%

And are less likely than whites to...

- graduate in six years (2005)
  - Whites: 62.1%
  - Blacks: 39.9%

Source: National Center for Education Statistics
The Race and The Achievement Gap Myth

Educational Attainment by Race - Kansas City MSA
Population 25 and Over

- White NH: 36.1% (6.6% Less than high school diploma, 23.6% Bachelor’s degree or higher)
- Non-White NH: 14.5% (23.6% Bachelor’s degree or higher)
- Hispanic: 34.1% (15.5% Bachelor’s degree or higher)

NH=Non-Hispanic
Questions

• Who does it benefit to tackle the achievement gap by stratifying groups, segregating schools, and limiting resources invested in schools where Black and Hispanic students dominate?

• Why would the theorists advocate for more disadvantage? The findings (if not faulty) could have been used for good. Findings were used to advocate for segregation and to grow and sustain privilege.

• Why do we present achievement data solely in terms of race? It creates the impression that skin color dictates destiny.
Questions

• Why are we focused on non-cognitive factors as a basis for student success? (Grit, self-confidence, self-control, motivation, emotional health).

• Timing of new interventions for college success. It reinforces the perception that the new model of higher education cannot emphasize high cognitive abilities due to minority, low-income, and first-generation college students surge.

• Why is there a focus on race more so than equal funding, qualified teachers, adequate technology, places and spaces of abundance to enable students to thrive?

• What vernacular should scholars and educators use to equally recognize and enrich minoritized and underserved students.
Challenge

• Make efforts to show other causes for achievement gaps
• Review policies and data in your state and region
• Understand the historical complexities and current trends in secondary and postsecondary education
• Avoid deficit language, especially with respect to minoritized populations
• Examine and challenge reports, educators, and policy makers who rely on race to justify achievement gaps