

Inequities in *Achievement* in Maryland

TOP TAKEAWAYS IN ACHIEVEMENT AND OPPORTUNITY

- 1: Schools prepare fewer students of color for success than their White peers.
- 2: Racial disparities persist regardless of family income.
- 3: Racial/ethnic and income gaps exist in postsecondary enrollment rates.
- 4: Disparities in opportunity begin before children enter kindergarten and continue through K-12.
- 5: Schools serving the most students of color rely far more on inexperienced teachers.

Maryland has long prided itself on its education system. A deeper look at the data, however, shows that statewide averages mask deep inequities in opportunity and achievement for certain groups of students. Across measures, gaps exist between students of color and White students, as well as between low-income students and higher income students. What's more, racial inequities persist among students of similar family income levels.

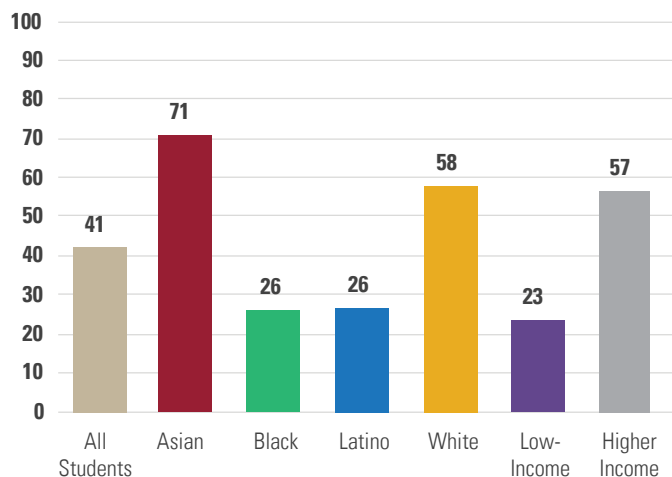
To be clear, these disparities are in no way a reflection of differences in students' ability to learn — rather, they are a reflection of how we organize our schools and shortchange certain students when it comes to critical educational opportunities/resources from early childhood through high school. With the pending recommendations from the Kirwan Commission, the state has the opportunity to reshape the education system to eliminate persistent income and racial inequities. The future of the state depends on it.

STATEWIDE ASSESSMENTS AND GRADUATION

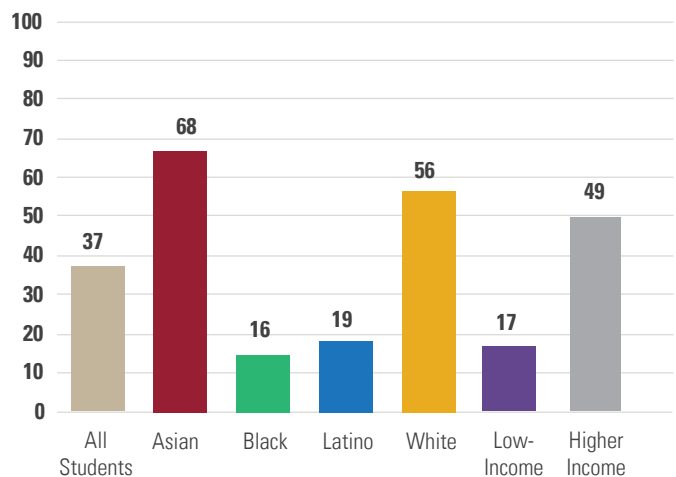
Schools prepare fewer students of color for success than their White peers.

On both state assessment results and graduation rates, schools demonstrate lower outcomes for Black, Latino, and low-income students than for their White and higher income peers.

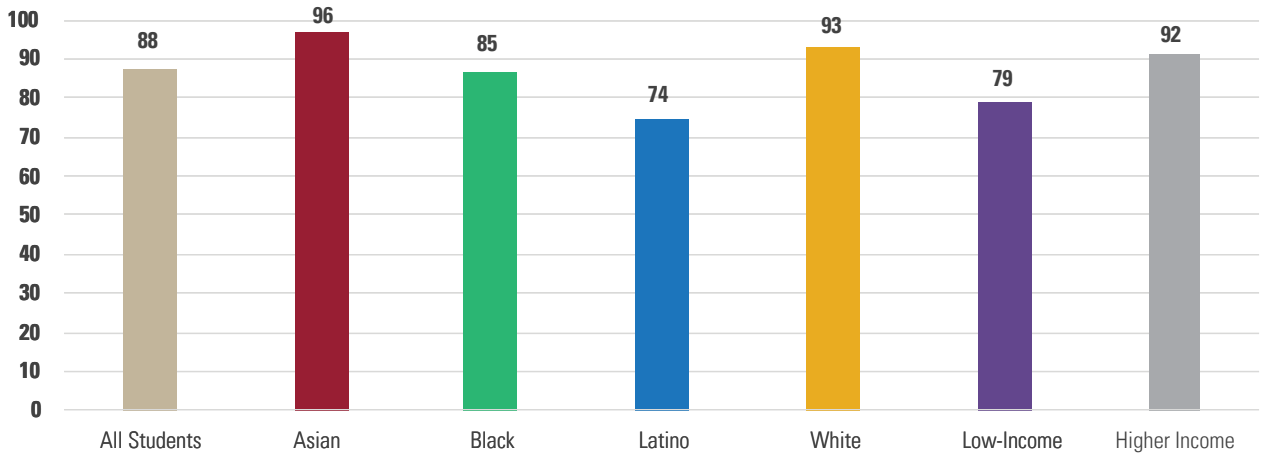
■ MET OR EXCEEDED EXPECTATIONS, 4TH GRADE READING



■ MET OR EXCEEDED EXPECTATIONS, ALGEBRA I



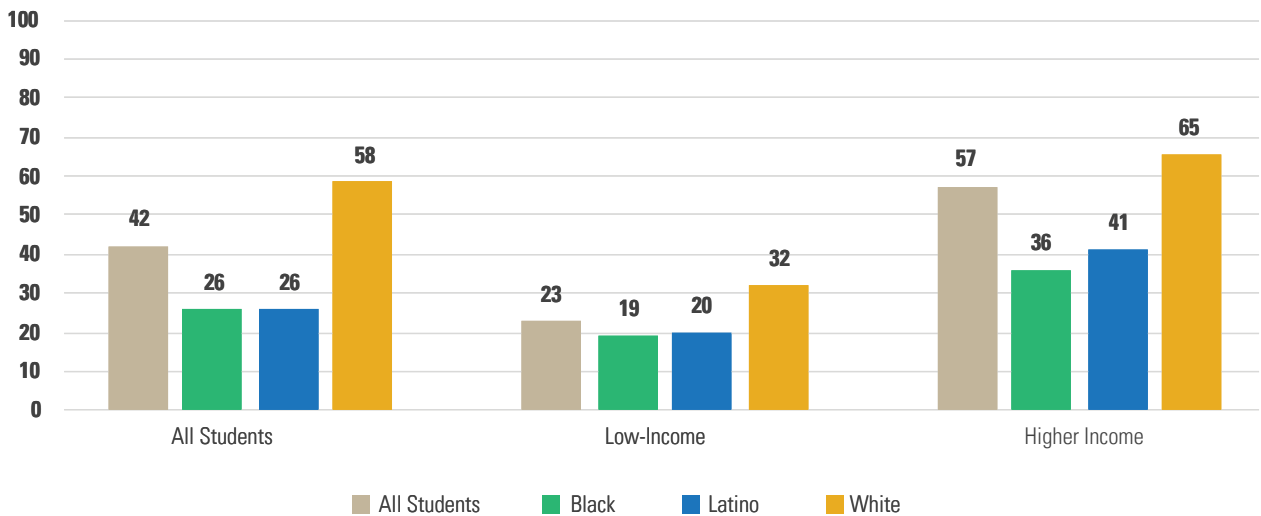
■ **FOUR-YEAR GRADUATION RATE - 2017**



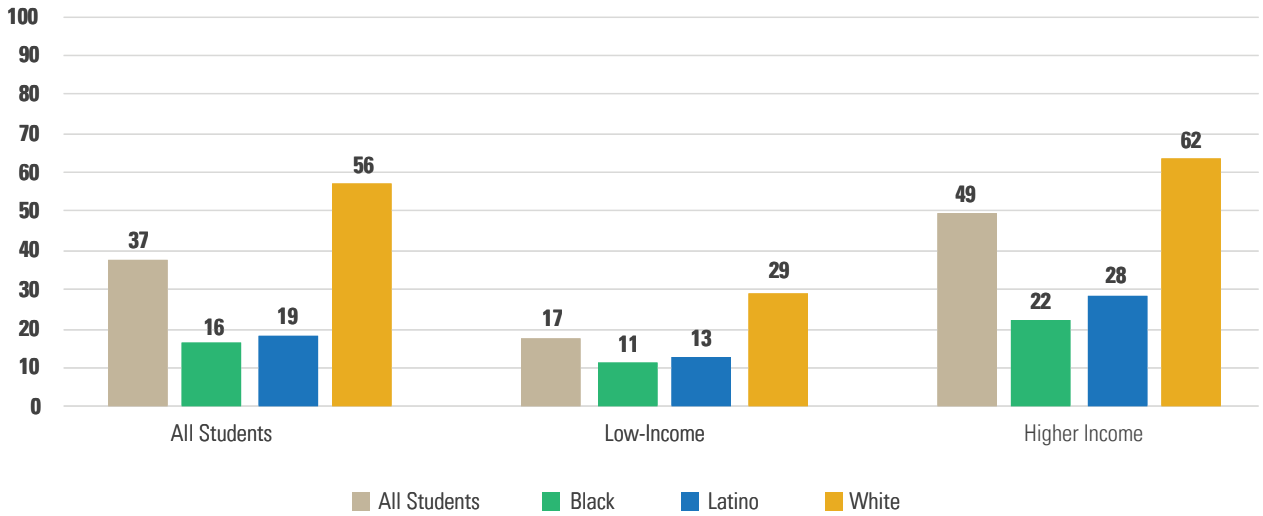
Racial disparities persist regardless of family income.

In fact, racial disparities are sometimes largest among higher income students. For example, in Algebra I, 11% of Black students from low-income families met benchmarks, compared to 29% of White students from low-income families. Among students from higher income families, 22% of Black students met benchmarks, compared with 62% of White students. Racial disparities are two times larger among higher income than among low-income students.

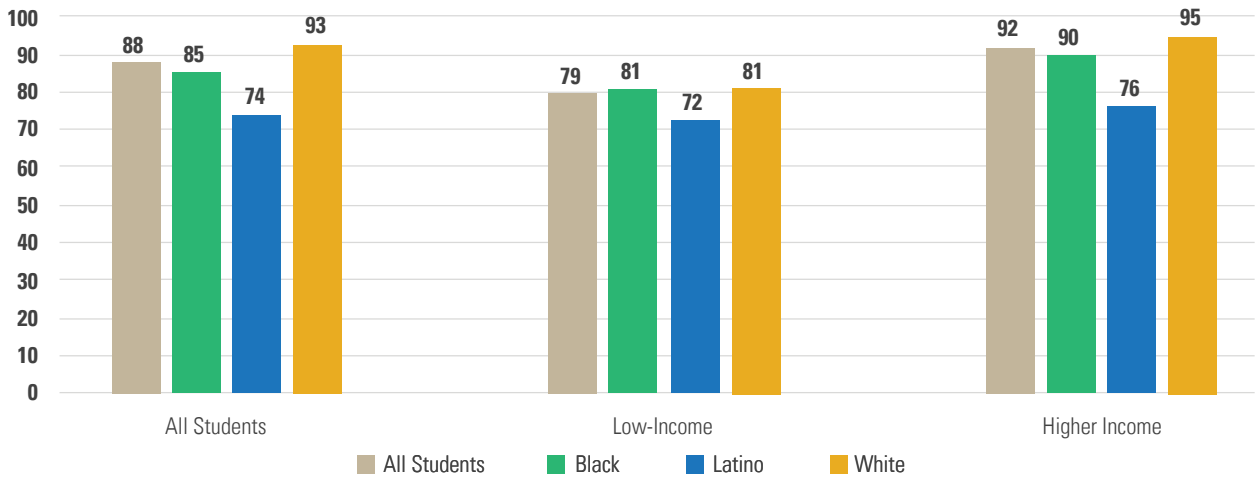
■ **MET OR EXCEEDED EXPECTATIONS - 4TH GRADE READING**



■ MET OR EXCEEDED EXPECTATIONS - ALGEBRA I



■ FOUR-YEAR GRADUATION RATES 2017



Source: Maryland State Department of Education, [2017 Maryland Report Card](#).

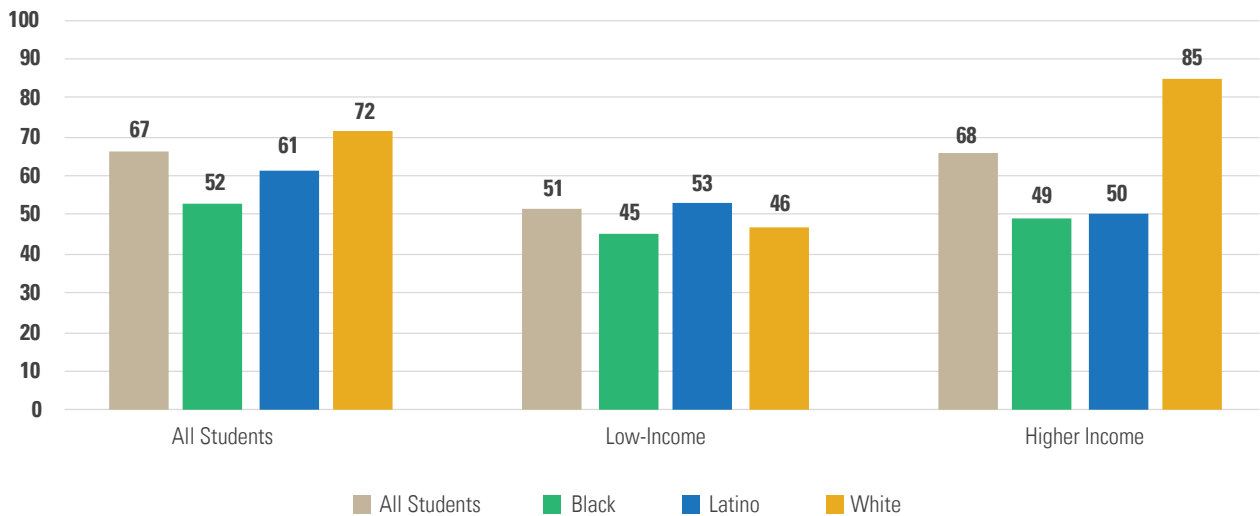
POSTSECONDARY ENROLLMENT

A postsecondary degree is becoming increasingly important to compete in today's economy. A postsecondary education can lead to higher earnings, greater wealth over time, and thus pathways to the middle class.

Racial/ethnic and income gaps exist in postsecondary enrollment rates.

In the graduating class of 2016, White students were more likely than other racial groups to enroll in college within one year of graduation. This disparity is even greater among higher income students, where 85% of White students enrolled in college compared with only 49% of Latino students and 50% of Black students. Low-income students on average enroll in college at lower rates than their higher income peers, but Black low-income students are more likely to enroll in postsecondary education than low-income students of other racial/ethnic backgrounds.

■ PERCENTAGE OF HIGH SCHOOL GRADUATES WITH POSTSECONDARY ENROLLMENT WITHIN ONE YEAR AFTER GRADUATION, BY RACE/ETHNICITY, 2015-16



Source: Maryland State, College Status, [Nationwide College Enrollment](#).

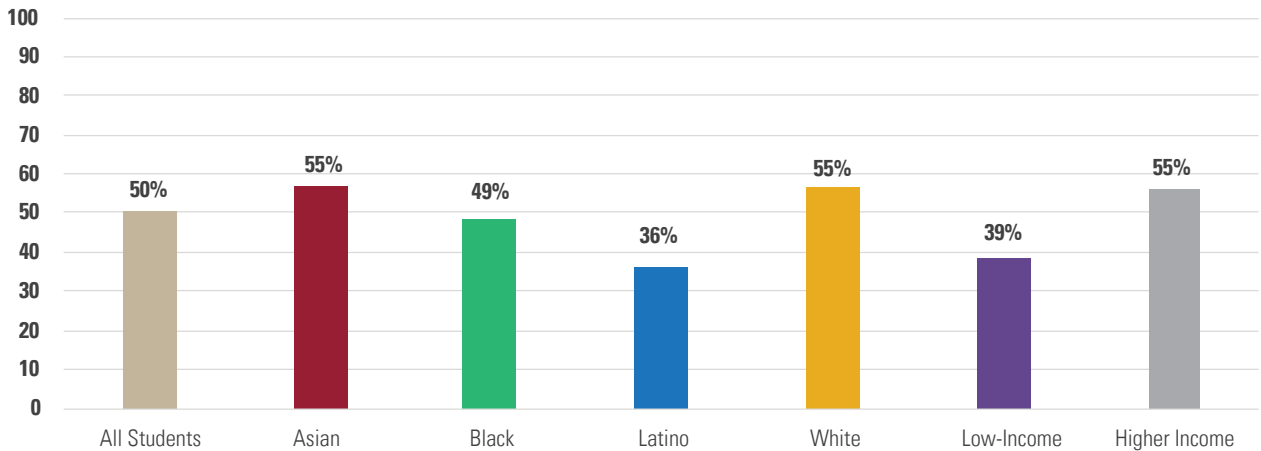
INEQUITIES IN OPPORTUNITY IN MARYLAND

These disparities in outcomes in Maryland are directly related to disparities in opportunity to learn. Students of color are much less likely to receive access to the resources they need.

These disparities begin before children enter kindergarten.

Latino children are much less likely to have access to early childhood education than their White peers.

■ PERCENT OF 3- AND 4-YEAR-OLDS ENROLLED IN EARLY CHILDHOOD EDUCATION

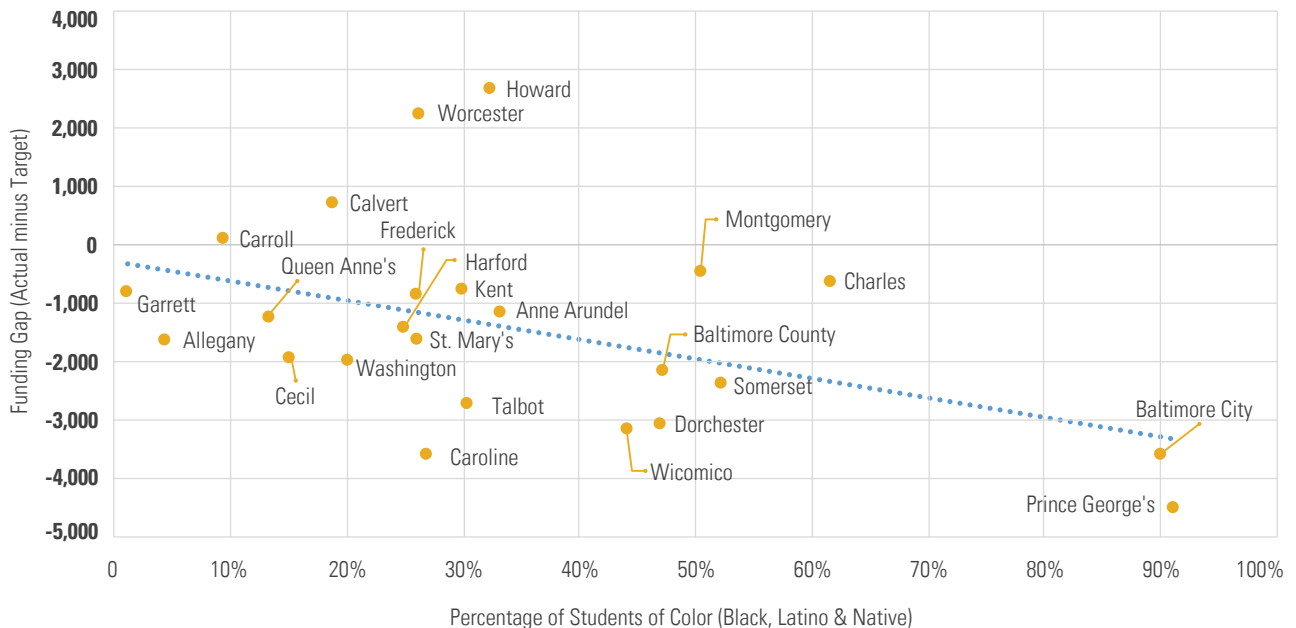


Source: National Kids Count Data Center, [Young Children Not In School 2012-2016](#).

And the inequities continue through K-12.

The more students of color a district serves, the more underfunded the district is. As the percentage of students of color increases, the gap between the funding amount the state considers adequate and the amount a district actually receives gets worse. The two districts that serve the greatest percentages of students of color, Baltimore City and Prince George's County, have gaps in funding that are more than \$3,000 less per pupil than what the state considers adequate per pupil expenditure.

■ DIFFERENCE BETWEEN DISTRICT ACTUAL AND TARGET FUNDING PER PUPIL BY PERCENTAGE OF STUDENTS OF COLOR, 2015

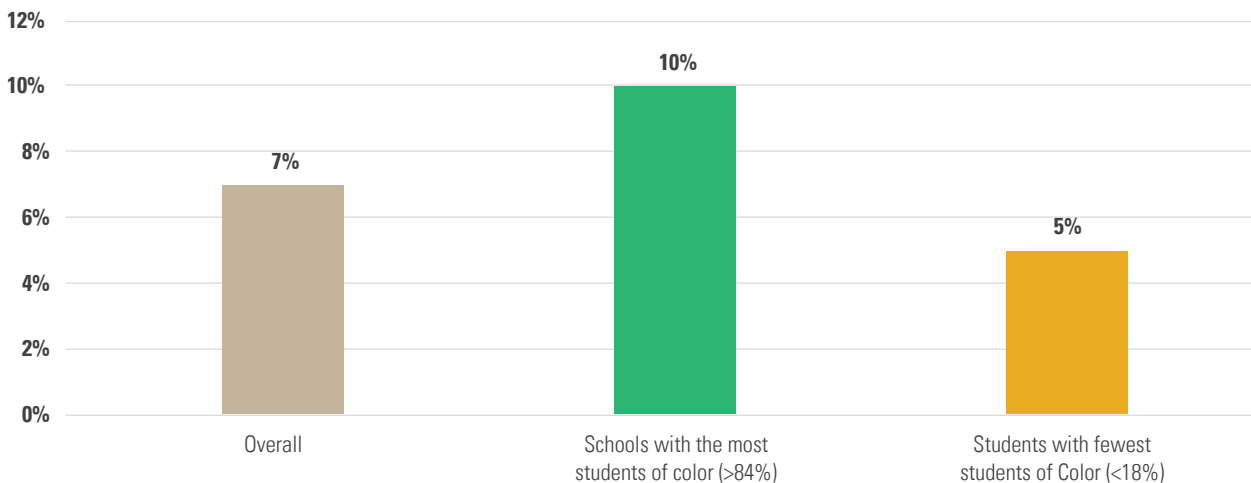


Source: Adequacy of Education Funding in Maryland, [Presentation to the Commission on Innovation and Excellence by Department of Legislative Services Office of Policy Analysis, January 9, 2017](#).

Schools serving the most students of color rely far more on inexperienced teachers.

Schools serving the most students of color have more than twice the share of first-year teachers than the schools serving the fewest students of color.

PERCENTAGE OF FIRST-YEAR TEACHERS, BY SCHOOL ENROLLMENT

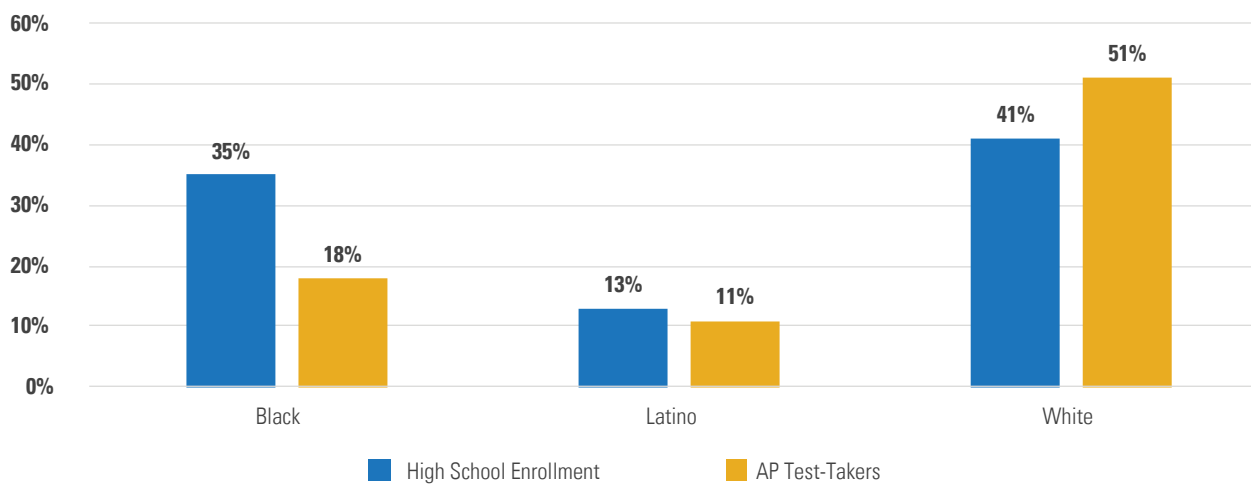


Source: The Education Trust analysis of data from the [2015–16 Civil Rights Data Collection](#) and the [2015–16 Common Core of Data](#).

Black students are less likely to have access to Advanced Placement programs.

Black students represent 35% of high school students, but only 14% of AP test-takers in Maryland. White students, on the other hand, are 41% of high school students, but represent 54% of AP test-takers.

HIGH SCHOOL ENROLLMENT AND AP TEST TAKERS



Source: College Board, *Archive Data-2016, AP Program Participation and Performance Data, Student Score Distributions 2016*.

A RACE-FOCUSED EQUITY FRAMEWORK FOR EDUCATION REFORM IN MARYLAND

The state must explicitly address these inequities in opportunity and achievement by, for example:

- ✓ Ensuring that districts and schools serving high concentrations of students of color and low income students have the resources they need — from early childhood education opportunities, to a strong and diverse teacher workforce, to sufficient per pupil funding and equitable access to college and career readiness pathways.
- ✓ Making timely data on racial inequities in achievement — and in access to critical resources — transparent and readily available to parents, community members, researchers, and policymakers.
- ✓ Holding adults at every level accountable for disrupting these patterns of inequity through the state’s school rating system, governance responsibilities, and other levers.

This document outlines inequities in opportunities in Maryland schools at only the highest level. Please see our fact sheets on inequities in access to **early childhood education, high quality teachers and leaders, equitable funding, and rigorous college and career pathways** for more detailed data documenting the problems, and for policy recommendations in each area.