



Ilana Spiegel, Parent

### **Common Core Tests Widen the Achievement Gap**

(New York State administered new, Common Core aligned tests like PARCC in 2013.)

**“The results expanded the black/white achievement gap.”**

In 2012, before Common Core aligned tests like PARCC, there was a 12-point black/white achievement gap between average 3rd grade English Language Arts scores, and a 14-point gap in 8th grade ELA scores.

In 2013, after Common Core aligned tests like PARCC were administered, the black/white gap grew to 19 points on average 3rd grade English Language Arts scores, and 25 points in 8th grade ELA scores.

In 2012, before Common Core aligned tests like PARCC, there was an 8-point gap between black/white 3rd grade math scores and a 13-point gap between 8th grade math scores.

In 2013, after Common Core aligned tests like PARCC were administered, the black/white gap grew to 14 in 3rd grade math, and 18 points in 8th grade math.

The achievement gap between White and Latino students in eighth-grade ELA grew from 3 points to 22 points.

The percentage of black students who scored “below basic” in third-grade English Language Arts rose from 15.5 percent to 50 percent after Common Core aligned tests were administered.

In seventh-grade math, black students labeled “below basic” jumped from 16.5 percent to a staggering 70 percent.

Increasing the number of students scoring “below basic” or “below proficient” increases the number of students requiring intervention services. “Schools that serve a predominantly minority, poor student body will be fiscally overwhelmed as they try to meet the needs of so many children. Those who truly need the additional support will find that support is watered-down.”

**“Students who already believe they are not as academically successful as their more affluent peers, will further internalize defeat.”**

## **Examples from Across New York State**

State-wide summary:

- 31.1% of grade 3-8 students across the State met or exceeded the ELA proficiency standard; 31% met or exceeded the math proficiency standard
- **The ELA proficiency results for race/ethnicity groups across grades 3-8 reveal the persistence of the achievement gap: only 16.1% of African-American students and 17.7% of Hispanic students met or exceeded the proficiency standard**
- 3.2% of English Language Learners (ELLs) in grades 3-8 met or exceeded the ELA proficiency standard; 9.8% of ELLs met or exceeded the math proficiency standard
- 5% of students with disabilities met or exceeded the ELA proficiency standard; 7% of students with disabilities met or exceeded the math proficiency standard

[http://www.cnycentral.com/news/story.aspx?id=930879#.Uuxe1NVX\\_Vw](http://www.cnycentral.com/news/story.aspx?id=930879#.Uuxe1NVX_Vw)

### **Rochester City School District**

**(similar populations to the Aurora part of Cherry Creek School District and Adams-Arapahoe/Aurora Public Schools)**

"In the Rochester City School District, only 5 percent of students were proficient in math and English, the lowest of any district in the state."

<http://www.rochesterhomepage.net/story/common-core-test-scores-dismal/d/story/Ac8bX2WcrE-uPPJpWsBBTw>

### **Syracuse City School District**

**(similar populations to the Aurora part of Cherry Creek School District and Adams-Arapahoe/Aurora Public Schools)**

In Syracuse, only 8.7% of students met or exceeded the English language arts standard and 6.9% met or exceeded the math proficiency standard.

[http://www.cnycentral.com/news/story.aspx?id=930879#.Uuxe1NVX\\_Vw](http://www.cnycentral.com/news/story.aspx?id=930879#.Uuxe1NVX_Vw)

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