



# DISTRICT OF COLUMBIA

## LOW PROFICIENCY AND LOW ACCESS

**COMBINED NATIONAL OPPORTUNITY TO LEARN/PROFICIENCY STATE RANK: 51st**

**Opportunity to Learn Index Score: 29% (47th)**

**Percentage of Students at National Proficient Level or Above: 12% (51st)**

<b>Disadvantaged Student Group<sup>1</sup></b>	<b>Opportunity to Learn (compared to White, non-Latino students)</b>
Native American	25%
Black	28%
Latino	48%
Poverty (FARL) <sup>2</sup>	30%

The District of Columbia ranks 51st when the Opportunity to Learn of disadvantaged students is combined with a measure of educational quality.<sup>3</sup> The District of Columbia's Black, Latino and Native American students, taken together, have less than 30percent of the opportunity to attend the state's best-supported, best-performing schools than the District's White, non-Latino students. A low-income student has 30percent of the opportunity to learn of the average White, non-Latino student.

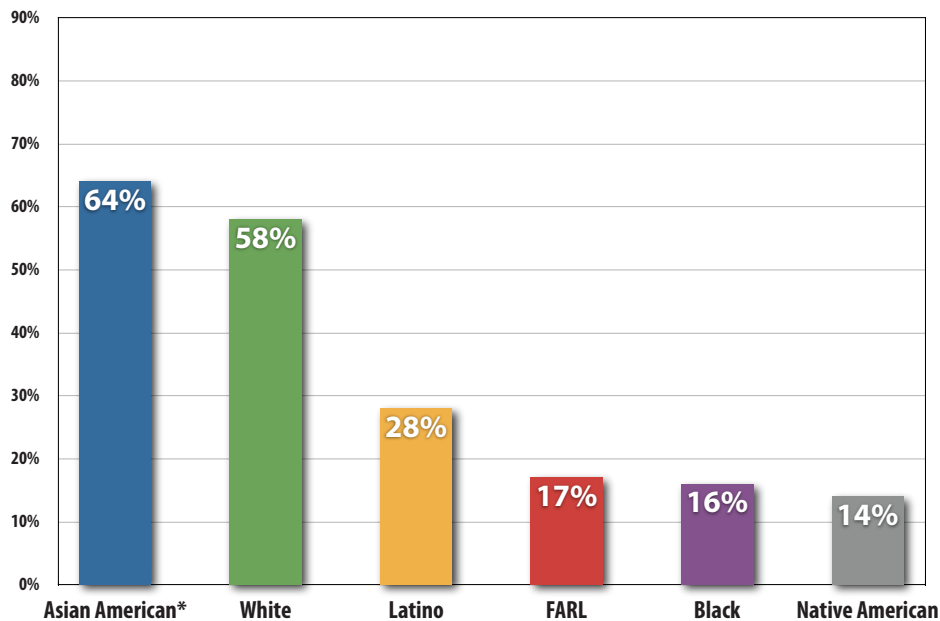
<b>Opportunity to Learn Core Resource</b>	<b>Resource Access Rank</b>
Access to High Quality Early Childhood Education <sup>4</sup>	No Program
Access to Highly Qualified Teachers <sup>5</sup>	2nd
Access to Instructional Materials <sup>6</sup>	5th
Access to College Preparatory Curriculum <sup>7</sup>	51st

The key Opportunity to Learn resources used in this report are high quality early childhood education, highly effective teachers, well-funded instructional materials and a college preparatory curriculum. All students must have equitable access to key educational resources if they are to have equitable opportunities for success.

*Key Research Findings: The District of Columbia is one of a group of with comparatively low graduation rates, an average percentage of students from disadvantaged groups and comparatively high funding for instruction.*

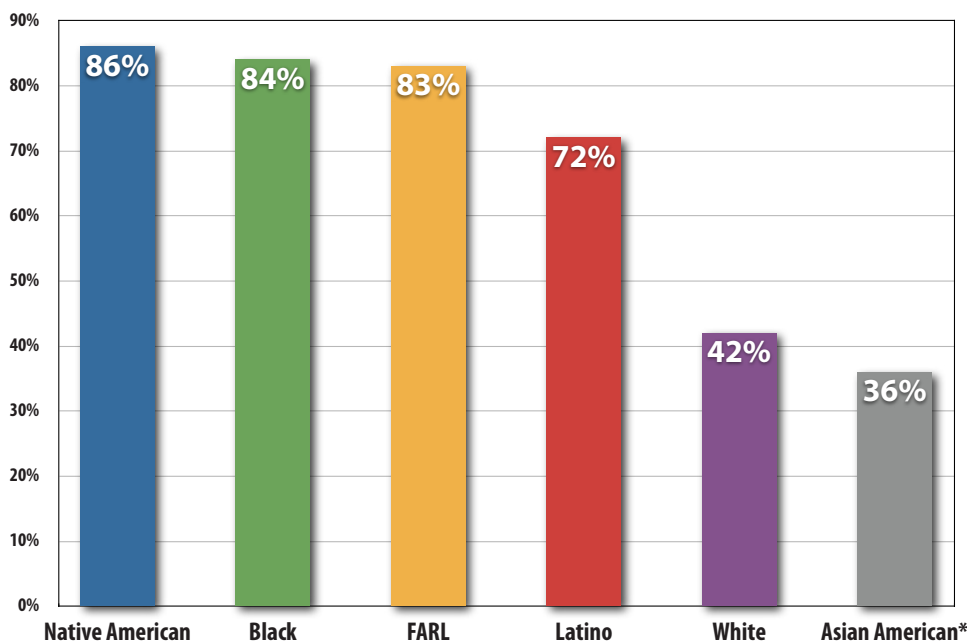
# OPPORTUNITY FOR SUCCESS

## District of Columbia Student Access to Well-Resourced, High-Performing Schools



Native American, Black, Latino and low-income students are more likely than White, non-Latino students in the District of Columbia to be disadvantaged by attending schools other than those where they have a good chance of becoming proficient in basic skills and graduating on time. Native American, Black, Latino and low-income students are twice as likely to find themselves in such low-performing schools than are White, non-Latino students

## District of Columbia Students in Poorly-Resourced, Low-Performing Schools



\* Performance for sub-groups of the Asian American populations (Hmong, Cambodian, etc.) varies drastically. Further federal and state disaggregation of data is needed to more accurately speak to performance results of Asian Americans.







Dividing the percentages of Native American, Black, Latino and low-income students in these “drop-out factories” by the percentage of White, non-Latino students in these schools gives us the comparative disadvantage of each group: (Higher numbers are worse: more of a disadvantage)

Group	Comparative Disadvantage
Native American students	200%
Asian American students*	86%
Black, non-Latino students	200%
Latino students	170%
Low income students	200%
Comparison is to all White, non-Latino students	100%

Taking steps to improve access to key resources, improving the teacher-to-student ratio and increasing the percentage of highly effective teachers in the state’s less effective schools will improve the Opportunity to Learn of the state’s minority and low-income students.

## Economic Consequences<sup>8</sup>







### Total Annual Economic Burden to Taxpayers Because of Inequity: \$88 million<sup>9</sup>

	Potential Return on School Improvement Investment	250%
	State Annual Total Lifetime Health Loss	\$17 million
	State Annual Crime-Related Loss	\$11 million
	State Tax Losses (Lifetime)	\$59 million
	Annual Lost Lifetime Earnings (Difference attributable to high school graduation per annual cohort)	\$121 million
	Net Annual Potential Revenue Increase from Equity (After deducting estimated cost of improving schools)	\$54 million

\* Performance for sub-groups of the Asian American populations (Hmong, Cambodian, etc.) varies drastically. Further federal and state disaggregation of data is needed to more accurately speak to performance results of Asian Americans.

# SOCIAL AND CIVIC CONSEQUENCES

Changes attributable to educational equalization with White, non-Latino students

	<b>College Graduation (25 years of age +)<sup>10</sup></b> Increase Expected Attributable to Equitable Access Black, Latino, Native American (total)	275%
	<b>Employment<sup>11</sup></b> Increase Expected Attributable to Equitable Access  With High School Diploma Further Increase with Bachelor's Degree	2% 12%
	<b>Income<sup>12</sup></b> Increase Expected Attributable to Equitable Access  With High School Diploma Further Increase with Bachelor's Degree	42% 82%
	<b>Health<sup>13</sup></b> Increase Expected Attributable to Equitable Access Black, non-Latino Latino	31% 45%
	<b>Civic Engagement<sup>14</sup> (National Election Participation)</b> Increase Expected Attributable to Equitable Access	31%
	<b>Incarceration<sup>15</sup></b> Decrease Expected Attributable to Equitable Access to Education Black, non-Latino	-72%

<sup>1</sup> Enrollments (2005/6): Native American (79), Asian American (1,104), Black, non-Latino (64,073), Latino (8,136), White, non-Latino (3,484), FARRL (41,050).

<sup>2</sup> Students eligible for Free and Reduced Price Lunch. This measure is similar to the children living in poverty: Native American (<1%), Asian American (<1%), Black, non-Latino (42%), Latino (27%), White, non-Latino (6%).

<sup>3</sup> The NAEP percentage of all public school students scoring at or above proficiency for Grade 8 Reading is used as a proxy for system quality.

<sup>4</sup> Access for 4-year-olds: NIEER Yearbook.

<sup>5</sup> Ratio of disadvantaged to advantaged student access: State Consolidated Performance Reports for School Year 2004/5 in Peske, Heather G. and Kati Haycock: Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality. The Education Trust, June 2006.

<sup>6</sup> NCES.

<sup>7</sup> Access to AP Math; USED/OCR.

<sup>8</sup> Earnings and Revenue: Levin, Henry. The Costs and Benefits of an Excellent Education for All of America's Students. Columbia University, January 2007.

<sup>9</sup> Numbers are rounded.

<sup>10</sup> U.S. Census, American Community Survey (ACS), 2006.

<sup>11</sup> ACS.

<sup>12</sup> ACS.

<sup>13</sup> National Survey of Children's Health, Indicator 6.1. This report follows the practice of using the condition of health of White, non-Latinos as the baseline from which to measure the health of all groups. This is the meaning of the "100%," indicator. It does not mean that 100% of all White, non-Latinos are in good health. If the health of White, non-Latinos in a state were, in general, to improve (or deteriorate), the percentage indicators for historically disadvantaged groups would change proportionately.

<sup>14</sup> Potential Civic Engagement is represented by national voting rates by educational attainment applied to adult educational attainment of the state. U.S. Census Bureau. Voting and Registration in the Election of November 2004; American Community Survey, Educational Attainment Adult Population. 2004 Voting Turnout Rate from United States Election Project: [http://elections.gmu.edu/Turnout\\_2004G.html](http://elections.gmu.edu/Turnout_2004G.html)

<sup>15</sup> Bureau of Justice Statistics, Special Report: Education and Correctional Populations, January 2003.