



# The effects of socioeconomic differences in the achievement gap



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## INTRODUCTION

The National Center organization (NCES) determined in 2007 that the percentage of African American students that graduated and committed to a four-year college right after high school was 56%, and for Hispanic students, it was 61%. These rates for college attendance increased in 2011 for African Americans by 13% and Hispanics by 3%. The NCES concluded that due to the amount of publicity Affirmative Action had gotten between the years of 2007 and 2011, more students of color were being encouraged to apply to college and eradicate the stereotypes that were put on them since before birth and consequently they did. (The National Center organization) As the years go on and college admission becomes arduous, the stakeholder's increase and attending college becomes less of a privilege, and more of a demand to succeed. To understand this problem, perhaps a study that investigates the PAUSD district involving the number of minority students that go to a four-year university VS the ones that don't and the specific aid that each group receives. That is when the question arises, To what extent does socioeconomic differences in the PAUSD district affect the achievement gap for Latin and African Americans background, and are the rates of high school graduates to attend a four year university also affected by it?

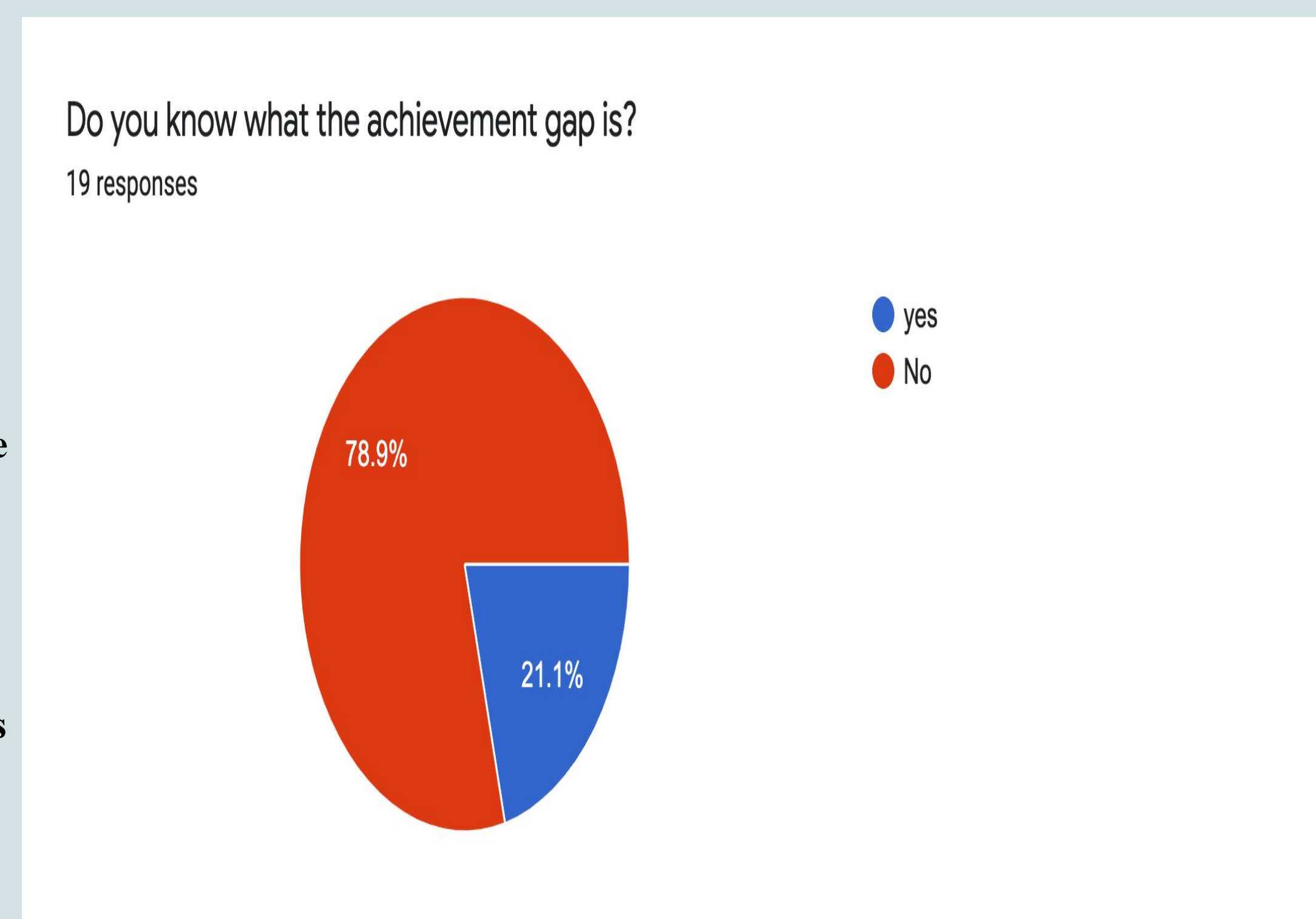
## RESEARCH METHODOLOGIES

The inquiry approach that was used was action based research with the support of case study research. The first step was to conduct a survey that was given to first generation students and students from Latin and African American backgrounds that attend PALY. This was done by attending club meetings of Latin X, BSU, and First Gen. Club advisors gave permission to ask the students for their thoughts and frustrations. Notes were taken on the issues that were talked about and asked on the survey. By having conducted this survey more information of the achievement gap will be more given allowing for researchers to be more informed on the knowledge that students have on the resources that the school offers and how many of them use them. The type of data that was collected was both qualitative and quantitative data since database research done by other universities will be quoted, yet there was collecting/ creating research. From all of this data the goal is to create unique research on how to help end this ongoing issue. Finally after getting the results from the survey the researcher will use those results to create a website with the resources that Play offers the First gen, Latin X, and BSU participants. By offering this different groups this website that contains scholarships, after school programs, and tutoring opportunities that they will take advantage of them

## DATA AND FINDINGS

Figure 1: The amount of first gen and minorities know about the achievement gap.

- ★ After conducting the survey that was taken by 19 minority students it was clear that not all of the students had a clear understanding of what the achievement gap is and how they are being targeted. 15 students did not know what the achievement gap is while the other four knew what it is but didn't know the relevance of it.
- ★ In another research question the researcher asked its participants if they did have previous knowledge of the achievement gap, would they do anything with that knowledge? 16 students said no later explaining that this gap is not something that can't be changed, they already have a lot of external pressure of having to be a good student and get good grades that they don't see the point to fight a battle that can't be changed.
- ★ Many other questions were asked that made a conclusion that most minority students that took the survey just feel vulnerable. Do to this conclusion being made it supported the researchers original thoughts that what is needed is a website to educate and support these students. A website that has stories of PALY minority graduates that were able to attend a four year and the steps that helped them get there. As Well as a good explanation of what the achievement gap is and they raised above a stereotype that was made



## IMPLICATIONS AND NEXT STEPS

- ★ Create a website that allows kids to have the help that they need in order to achieve their goal of attending a four year university. Although PLAY may help its students with financial assistance, after conducting the research it was clear that what was mostly needed was emotional support from PALY staff.
- ★ Many student that attend such a highly competitive school just as PALY that don't have the resources that many of the students that attend that school do, feel lonely and helpless.
- ★ PALY's first generation counselors need to be more helpful moving forward and publicize the help that is being offered to this students more. Research demonstrated that a lot of these students were not aware of how much resources were available for them.
- ★ Moving forward the website will offer students motivation and a place to go when they aren't sure on what's the next step to take in order to attend a four year university.

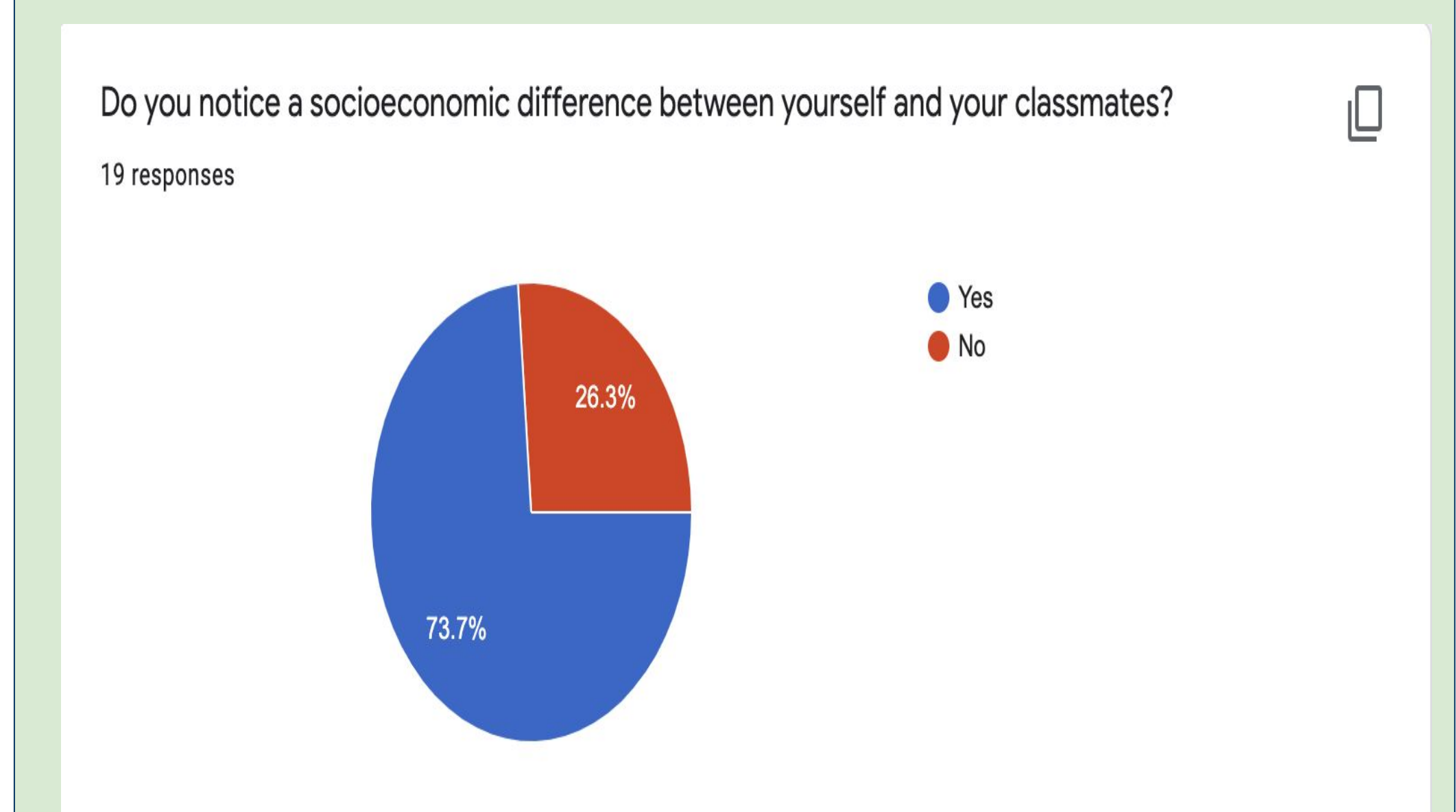


Figure 2: The impacts that socioeconomic differences in the PAUSD district and how they are viewed by its students.

## CONCLUSIONS AND ANALYSIS

The researcher will use the results to create a website with the resources that Paly offers the First gen, Latin X, and BSU participants. By offering this different groups this website that contains scholarships, after school programs, and tutoring opportunities students of color and low income backgrounds will be able to go onto get a higher education that will benefit them in the future. This website as well motivates them to go out of state and to be able to get an education that they both want and deserve.

## ACKNOWLEDGEMENTS / REFERENCES

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### \*\*\*Works Cited:

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