



The Multifaceted Academic Achievement Gap

Maya Heron¹ Miguel Fittoria²
Palo Alto High School¹, Dream Catchers²

INTRODUCTION

How does the achievement gap affect students of minority demographics and low income families, and how can it effectively be closed?

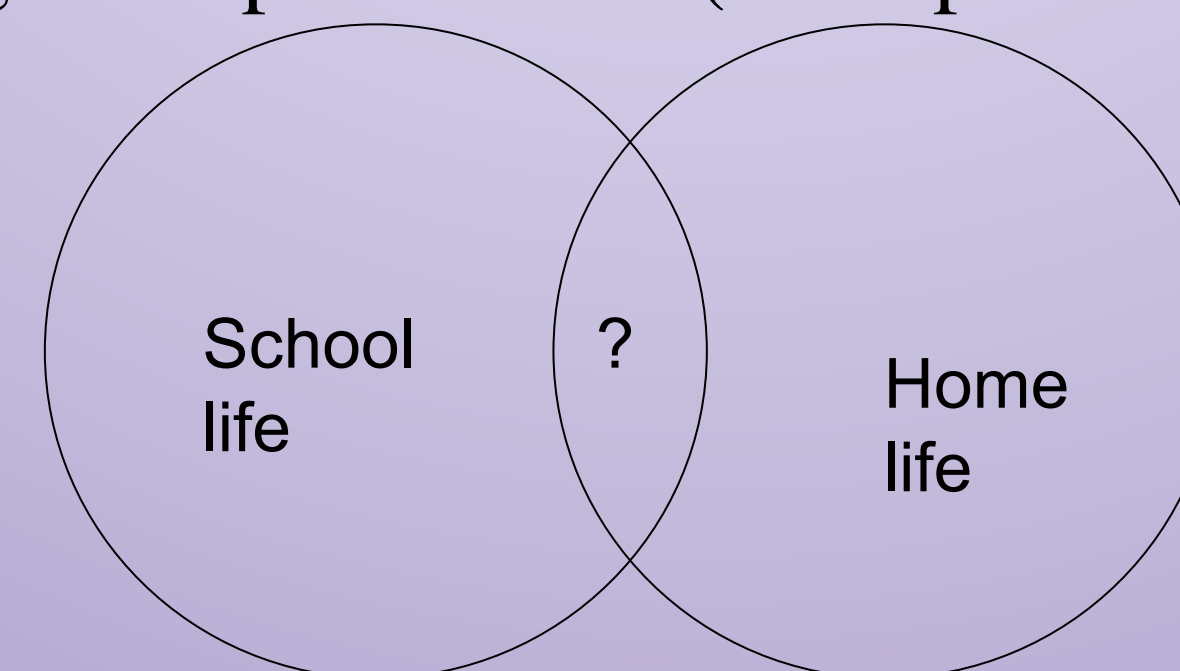
SIGNIFICANCE

The academic achievement gap is the academic disparity between races, putting minority groups at a predisposed disadvantage. (EPERC, 2011)

- This gap has been catalyzed and **multiplied** by the **socio-economic divide** in our country. (Porter, 2014)
- Low income groups are unable to afford the same academic resources that the affluent groups can.
 - An example of this divide is observable in the East Palo Alto VS. Palo Alto comparison. Palo Alto is an affluent community where students are able to pay for private tutors for classes and standardized tests. These resources are expensive and many people cannot afford them, for example, many from East Palo Alto. Given this disparagement, there exists a success gap between the students who live in these tow communities. (Reardon, 2011)
- There is a direct correlation between the **dropout rate** and the presence of the achievement gap, as students need to work and raise money for their families.

PREVIOUS STUDIES AND HISTORY

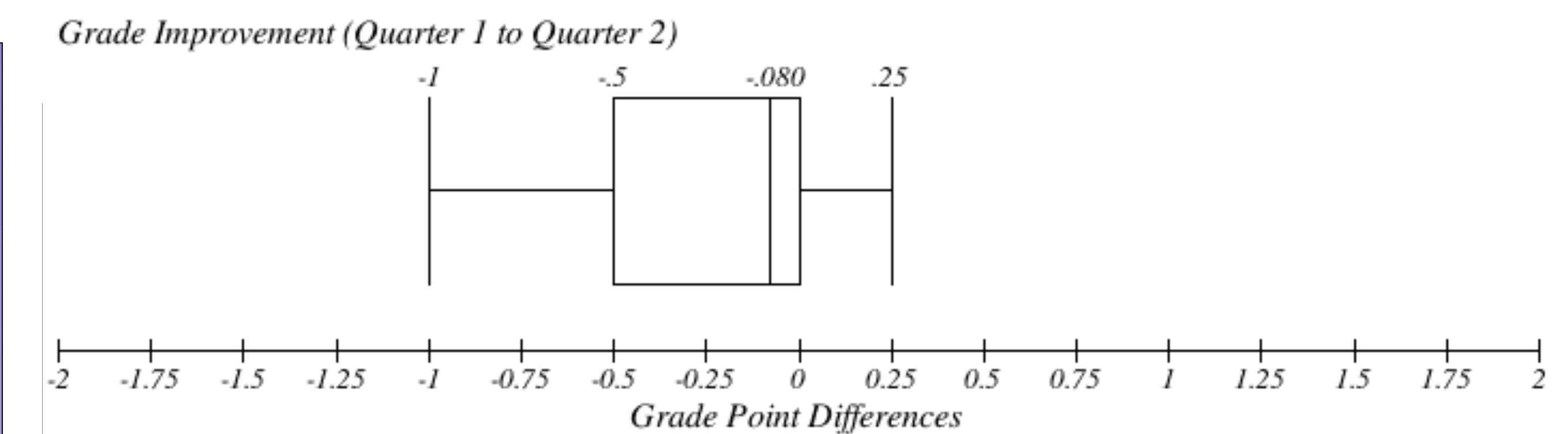
- 2011- the graduation rate of Californian African Americans was 66% which is 20% **less** than their **Caucasian peers**-- how can we effectively close the achievement gap? (Governing, 2012)
- Studies conducted in efforts to close the achievement gap.
- San Jose elementary school-**low income** community, teachers take **precautions to enhance performance** for those affected by achievement gap: (Yost, 2009)
 - **high expectations** for students, **constantly** assessments, campaigns: parental **involvement** in student's academic lives.
 - SJ school **jumped 206 points** from the **lowest performing** school in the district, increase in California Standardized Index.
- Organizations founded to fight the achievement gap-“**Third Space**”. One Third Space Theory group is Dream Catcher's. (Bhabha, 2006)
 - The Third Space Theory- **separate** spaces from one's home life and one's school life (in different cities or communities) lead to **difficulties** due to this **divide**. Third Space theory-**combining** home life/communities and school work, lead to success (Pichardo)
 - Dream Catchers- Being surrounded by one's peers who have gone through **similar experiences makes** make **comfortable** and **stable** settings. This observable phenomenon is in all African American schools in Chicago that achieved a 100% graduation rate. Eight all African American high schools in USA-100% college acceptance rate. (Bossip Staff, 2015)



RESEARCH AND DATA COLLECTION

- Hybrid of qualitative and quantitative- Data I collected from quarter/semester grades, and survey responses through Dream Catchers.
1. Random number generator to select 10 students from the 75 in Dream Catchers.
 2. First and second quarter GPA's were recorded
 3. Survey: same 10 students “whether or not Dream Catchers has given them the tools to do well in school”
 4. Quarter and semester grades graphed in a box plot.
 5. Cross-examination of grades and answers to my question to see if 1) introspection was **correct** and 2) if Dream Catchers or organizations similar to Dream Catchers are as **effective as students believe**.
- This can get us closer to the answer of the question “How can the achievement gap be effectively closed

DATA ANALYSIS AND RESULTS



“From the variable test, we found that the p-value of the differences is .9577, much greater than .05 (our alpha value) so we cannot reject our null hypothesis (that the differences equal zero). It is not statistically evident that the differences are greater than zero”
The box plot- all of the differences are **negative**, meaning that since quarter 1, **GPA's have decreased**.

We cannot exactly conclude that this decrease can be attributed to Dream Catchers, there could be many possible reasons.

- classes become **more difficult** in the second quarter with more curriculum and **stress** as the year ramps up. Home life.
- Future research could help illuminate reasons for this decrease.

Future research could be developed to make the **most sense** for analytical purposes. For example, a larger sample pool from the 75 students.

To show whether or not Dream Catchers is **helping** the students within the program, there could be a **comparison** between the GPAs of the Dream Catchers VS. non Dream Catchers student in their classes and **analyze** significant differences.

While second quarter VS. first quarter may be more difficult, there is less of a difference between second and third quarter in difficulty; possibly comparing those two quarters rather than the first and second could be a more **accurate** case for the **true abilities** of the students.

ACKNOWLEDGEMENTS / REFERENCES

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SURVEY QUESTION

“Does Dream Catchers give you the tools to do well in school and in your classes?”

