

Race and Ethnicity in Higher Education: 2020 Supplement

CHAPTER 1



Pre-college Academic Experiences



Race and Ethnicity in Higher Education: 2020 Supplement

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This chapter is part of a larger report by the American Council on Education (ACE) titled *Race and Ethnicity in Higher Education: 2020 Supplement*, which follows ACE's 2019 release of *Race and Ethnicity in Higher Education: A Status Report*. These reports, along with their accompanying microsite, provide a data-informed foundation for those working to close persistent equity gaps by providing a comprehensive review of the educational pathways of today's college students and the educators who serve them.

Race and Ethnicity in Higher Education: 2020 Supplement and the microsite were made possible through the generous support of The Andrew W. Mellon Foundation.

Visit www.equityinhighered.org to learn more about the project and to download the full report, figures, detailed data tables, and other resources on race and ethnicity in higher education.

The screenshot shows the homepage of the ACE website. At the top left is the ACE logo with the text "American Council on Education" and "RACE AND ETHNICITY IN HIGHER EDUCATION". To the right of the logo is a navigation menu with links for HOME, ABOUT, INDICATORS, DATA SOURCES, DATA TABLES, and RESOURCES. Further right are social media icons for Twitter, Facebook, LinkedIn, YouTube, and a search icon. The main content area features a large image of a smiling Black woman with a backpack. Overlaid on the image is a "Featured Findings" box with two statistics: "40.1% of Associate Degrees were Earned by Students of Color" and "31.5% of Bachelor's Degrees were Earned by Students of Color". Below the image are two buttons: "EXPLORE THE FINDINGS" and "DOWNLOAD THE REPORT". At the bottom left, there is a section titled "Explore the Findings" with a paragraph of text and a link to "Download Reports". At the bottom right, there is a blue box titled "NEW: IDEAS AND INSIGHTS" with the text "View essays, videos, podcasts, and more >" and a speech bubble icon.

About the American Council on Education

ACE is a membership organization that mobilizes the higher education community to shape effective public policy and foster innovative, high-quality practice. As the major coordinating body for the nation's colleges and universities, our strength lies in our diverse membership of more than 1,700 colleges and universities, related associations, and other organizations in America and abroad. ACE is the only major higher education association to represent all types of U.S. accredited, degree-granting institutions: two-year and four-year, public and private. For more information, please visit www.acenet.edu.

INTRODUCTION

As the findings from *Race and Ethnicity in Higher Education: A Status Report* (2019) show, college access and completion differ substantially across racial and ethnic groups. The report illuminated the need for urgent attention to the educational inequities that exist in our nation's Black or African American and Indigenous communities, in particular, and shed important light on inequities for students of color¹ broadly. Among students who complete college, many students of color face higher debt burdens, higher levels of unemployment, and lower median annual earnings than White students with the same type of degree. These and other disparities stem from decades of systemic barriers to high-quality education that divide along racial and ethnic lines.

In the report *Harming Our Common Future: America's Segregated Schools 65 Years After Brown* (Frankenberg et al. 2019), researchers illustrate a K–12 system that has a majority of students of color, but is resegregating by race and class. Moreover, these modes of segregation often overlap, with Black or African American and Hispanic or Latino students on average more likely to attend high-poverty schools. Such trends play a leading role in determining the educational offerings and environments available to students of color, such as course offerings, access to rigorous curriculum, class sizes, and the availability of guidance counselors (Johnson 2019).

As the data in this chapter show, American Indian or Alaska Native, Black or African American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander students have very different experiences in our K–12 system than White students. For example, these groups tend to be less likely to meet national math and reading proficiency standards and were less likely to take rigorous coursework or courses for college credit while in high school than White students. Despite these odds, Black or African American and Hispanic or Latino students in particular report similar expectations of pursuing a bachelor's degree as White students.

The data presented in this chapter should not be interpreted as indicative of differences in the students themselves, but as the results of long-standing, entrenched inequalities in our country, including schooling, housing, and employment, to name a few. The differences shown here by race and ethnicity that emerge in our K–12 system illustrate that some groups remain more likely than others to have access to schools with more resources, rigorous coursework, and test preparation that help increase college readiness and the likelihood of postsecondary enrollment and completion.

KEY FINDINGS

- American Indian or Alaska Native, Black or African American, and Hispanic or Latino 12th-grade students were less likely to reach the proficient and advanced achievement levels on the National Assessment of Educational Progress (NAEP) in math and reading than White students in 2015. Asian students were the most likely of any group to meet the advanced achievement level in both subjects. Overall, Black or African American students had the lowest levels of achievement in math and reading.
- Overall, a higher proportion of students met the proficient and advanced achievement levels on the NAEP exam in reading than in math. This pattern occurred across all racial and ethnic groups; however, the largest gap in the share of students who met proficiency or higher was among American Indian or Alaska Native students (18.5 percentage points). The smallest gap was among Asian students (1.7 percentage points).
- Of the fall 2009 high school cohort, American Indian or Alaska Native, Black or African American, and Hispanic or Latino students tended to have lower grade point averages (GPAs) than other groups.

¹ The term students of color includes American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander students, as well as students of more than one race.

- Women² had higher overall high school GPAs than men across nearly all racial and ethnic groups. American Indians or Alaska Natives were the only exception, among whom men had a slightly higher overall GPA than women.
- Approximately one-third of all students in the fall 2009 ninth-grade cohort had taken an AP course by 2013. Around two-thirds of all Asian students had taken an AP course, compared with roughly one in five Black or African American students.
- When asked about their college expectations and plans during their 11th-grade year, American Indian or Alaska Native and Hispanic or Latino students were much less likely than other groups to report that they were very sure they would pursue a bachelor's degree. Nearly one in five students in both of these groups reported they probably wouldn't pursue a bachelor's degree.
- Among all students who took the ACT in 2019, 26 percent met the college and career readiness benchmarks in all four subjects of the exam. Half of all Asians met all four benchmarks—the only group for which this was the case. In contrast, less than 10 percent of all American Indian or Alaska Native and Black or African American students met all four benchmarks.
- Among all students who took the SAT in 2019, 45 percent met the college readiness benchmark for evidence-based reading and writing and math. Three-quarters of Asian students met both benchmarks, as did more than half of all White students and students of more than one race. In contrast, more than half of all American Indian or Alaska Native and Black or African American students did not meet either benchmark, as did slightly less than half of all Native Hawaiian or other Pacific Islander and Hispanic or Latino students.
- American Indian or Alaska Native, Black or African American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander students were more likely than White students to have taken a developmental course³ since leaving high school.

² This chapter uses the terms “women” and “men” to refer to students’ gender, regardless of their age.

³ Developmental or remedial courses are designed to strengthen students’ skills in key subjects such as reading, writing, and math so they can be successful in college-level courses.

ACHIEVEMENT LEVELS OF 12TH GRADERS

The National Assessment of Educational Progress (NAEP), a representative sample of students across the United States, has measured what fourth-, eighth-, and 12th-grade students know in various subjects since 1969 (NAEP 2018). This section utilizes NAEP data to examine student achievement and proficiency of 12th graders in math and reading in 2015,⁴ two areas critical to college readiness. NAEP uses a four-level achievement scale to categorize student progress, which includes the following categories: below basic, basic, proficient, and advanced. Students meeting the NAEP achievement level “proficient” “demonstrate solid academic performance and competency over challenging subject matter” (NAEP 2020). It is important to note that the NAEP achievement level “proficient” is not equal to grade-level proficiency in a subject, which is often measured through other assessments, such as state assessments.

Math Achievement Levels for 12th Graders, as Defined by NAEP (2006)⁵

Basic	Proficient	Advanced
Twelfth-grade students performing at the Basic level should be able to solve mathematical problems that require the direct application of concepts and procedures in familiar situations.	Twelfth-grade students performing at the Proficient level should be able to select strategies to solve problems and integrate concepts and procedures.	Twelfth-grade students performing at the Advanced level should demonstrate in-depth knowledge of the mathematical concepts and procedures represented in the framework.

Reading Achievement Levels for 12th Graders, as Defined by NAEP (2011)⁶

Basic	Proficient	Advanced
Twelfth-grade students performing at the Basic level should be able to demonstrate an overall understanding and make some interpretations of the text.	Twelfth-grade students performing at the Proficient level should be able to show an overall understanding of the text which includes inferential as well as literal information.	Twelfth-grade students performing at the Advanced level should be able to describe more abstract themes and ideas in the overall text.

⁴ Achievement levels in 2015 math and reading were the latest publicly available data for 12th graders at the time of analysis.

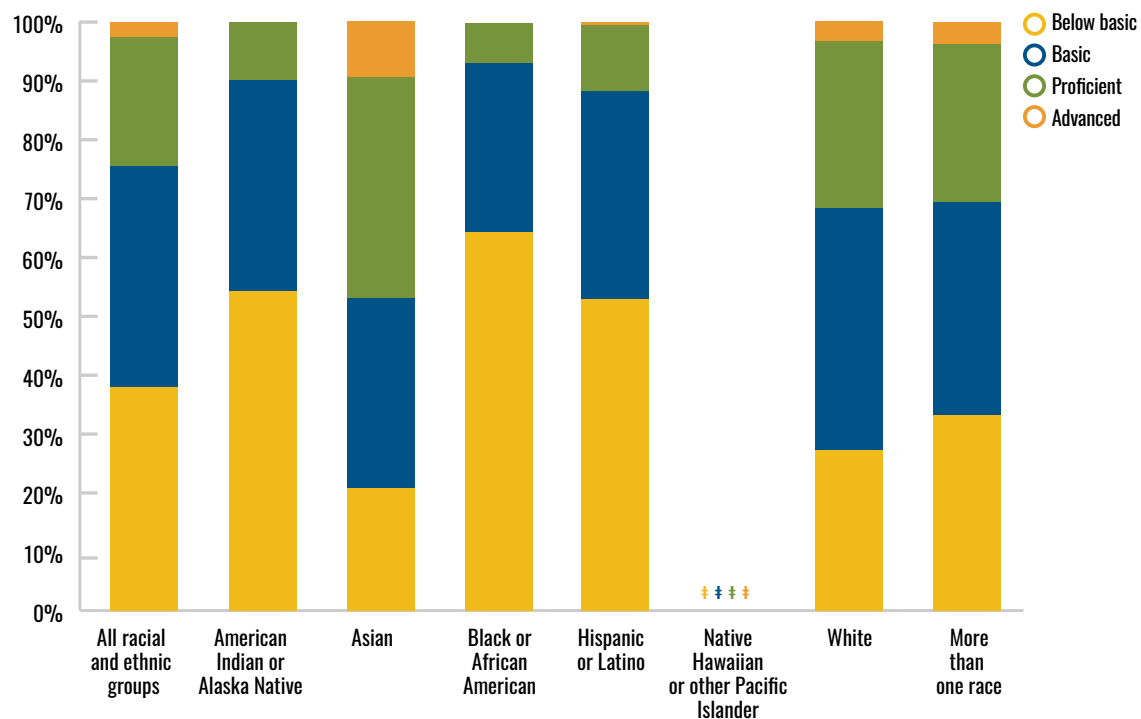
⁵ For more information on how the National Assessment of Educational Progress (NAEP) defines math achievement levels, please visit <https://nces.ed.gov/nationsreportcard/mathematics/achieveall.aspx#grade12>.

⁶ For more information on how NAEP defines reading achievement levels, please visit <https://nces.ed.gov/nationsreportcard/reading/achieve.aspx#grade12>.

Achievement Levels in Math

In 2015, about one-quarter of all 12th graders met the proficient achievement level (21.8 percent) or advanced achievement level (2.7 percent) in math. More than one-third of students were at the basic (37.4 percent) or below basic (38.0 percent) achievement levels. American Indian or Alaska Native, Black or African American, and Hispanic or Latino students were about twice as likely to be concentrated in the below basic achievement level as White students. Asian students were the least likely of all groups to be at the basic and below basic achievement levels and the most likely to meet the proficient and advanced achievement levels.

Figure 1.1: Math Achievement Levels of 12th Graders, by Race and Ethnicity: 2015



Source: U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment
 Note: † Estimate suppressed. Reporting standards not met.

- The range of students who were in the basic or below basic achievement levels for math in 2015 was 53.0 percent of Asian students to 92.9 percent of Black or African American students.
- In 2015, over half of all Black or African American (64.2 percent), American Indian or Alaska Native (54.2 percent), and Hispanic or Latino (52.8 percent) 12th-grade students fell in the below basic achievement level for math; 27.2 percent of White and 20.8 percent of Asian students were in the below basic achievement level.
- Nearly half of Asian 12th graders met the proficient or advanced achievement level in math (47.0 percent), as did 31.7 percent of White students and 30.6 percent of students of more than one race. Only 9.8 percent of American Indian or Alaska Native and 6.8 percent of Black or African American 12th graders met the proficient achievement level, and the proportion of these groups that met the advanced achievement level rounded to zero percent.
- Asian 12th graders were much more likely than any other racial or ethnic group to meet the advanced achievement level for math (9.5 percent).

Men were more likely than women to meet the proficient or advanced achievement levels in math in 2015 (26.2 percent and 22.7 percent, respectively). Women were slightly more likely than men to fall into the below basic or basic achievement levels than men (77.3 percent and 73.8 percent, respectively). Similar patterns emerged by race and ethnicity across most groups. Black or African American women and women of more than one race were slightly more likely to meet proficient or advanced achievement levels in math than men.

Table 1.1: Math Achievement Levels of 12th Graders, by Gender and Race and Ethnicity: 2015

		Below Basic	Basic	Proficient	Advanced
Women	All racial and ethnic groups	39.1%	38.2%	20.8%	1.9%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	21.8%	32.6%	37.4%	8.2%
	Black or African American	62.9%	29.9%	6.9%	#
	Hispanic or Latina	55.6%	34.8%	9.2%	#
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	27.5%	42.8%	27.4%	2.2%
	More than one race	33.6%	34.5%	27.9%	3.9%
Men	All racial and ethnic groups	37.1%	36.7%	22.7%	3.5%
	American Indian or Alaska Native	47.7%	42.0%	10.1%	#
	Asian	19.6%	31.8%	37.6%	10.9%
	Black or African American	65.6%	27.5%	6.8%	#
	Hispanic or Latino	50.1%	35.8%	13.2%	1.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	26.9%	39.6%	28.9%	4.6%
	More than one race	32.8%	37.7%	25.7%	3.7%

Source: U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment
 Notes: # Rounds to zero. | ‡ Estimate suppressed. Reporting standards not met.

- Among women, the share of students who were in the basic or below basic achievement levels for math ranged from 54.4 percent of Asian students to 92.8 percent of Black or African American students. Among men, the range was 51.4 percent of Asian students to 93.1 percent of Black or African American students.
- The share of 12th-grade women who were in the below basic achievement level for math ranged from 21.8 percent of Asian students to 55.6 percent of Hispanic or Latina students and 62.9 percent of Black or African American students. Among men, the share of 12th graders in this achievement level ranged from 19.6 percent of Asian students to 65.6 percent of Black or African American students.
- Nearly half of Asian men and Asian women met the proficient or advanced achievement levels in math (48.5 percent and 45.6 percent, respectively)—the highest shares of any group. Almost 11 percent of Asian men met the advanced achievement level in math—more than double that of Whites (4.6 percent) and men of more than one race (3.7 percent), and 10 percentage points more than that of Hispanics or Latinos (1.0 percent).
- The proportion of Black or African American women, Hispanic or Latina women, American Indian or Alaska Native men, and Black or African American men that met the advanced achievement level rounded to zero percent.
- The largest gender gap occurred among Hispanics or Latinos, among whom a higher share of women were in the below basic achievement level than men (a 5.5 percentage point difference). The share of Hispanic or Latino men who met the proficient or advanced achievement level for math was 5.0 percentage points higher than the share of women.

Math achievement levels were much lower for students eligible for the national school lunch program than among other students, but even among those whose family incomes qualified them for this program, there were large differences across racial and ethnic groups. Overall, 12th graders who were not eligible for the national school lunch program were much more likely to meet the proficient or advanced achievement levels than students who were eligible for the national school lunch program. Students who were eligible for the national school lunch program were nearly twice as likely as those who were not eligible to be at the below basic achievement level in math (54.3 percent and 28.0 percent, respectively).

Table 1.2: Math Achievement Levels of 12th Graders, by National School Lunch Program Eligibility and Race and Ethnicity: 2015

		Below Basic	Basic	Proficient	Advanced
Eligible	All racial and ethnic groups	54.3%	34.7%	10.4%	0.6%
	American Indian or Alaska Native	62.3%	33.2%	4.5%	#
	Asian	30.2%	36.3%	29.3%	4.3%
	Black or African American	70.9%	24.8%	4.2%	#
	Hispanic or Latino	56.6%	34.5%	8.6%	#
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	43.5%	41.7%	14.0%	0.8%
	More than one race	48.0%	35.7%	15.3%	0.9%
Not Eligible	All racial and ethnic groups	28.0%	39.7%	28.5%	3.8%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	16.2%	29.1%	42.5%	12.2%
	Black or African American	51.6%	36.0%	11.6%	0.7%
	Hispanic or Latino	46.1%	37.0%	15.7%	1.2%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	22.9%	41.7%	31.5%	3.9%
	More than one race	24.7%	34.8%	35.4%	5.0%

Source: U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment
 Notes: # Rounds to zero. | ‡ Estimate suppressed. Reporting standards not met.

- Among students who were eligible for the national school lunch program, over 90 percent of Black or African American (95.7 percent), American Indian or Alaska Native (95.5 percent), and Hispanic or Latino (91.1 percent) students were in the basic or below basic achievement levels in math—much greater shares than those of other groups.
- Regardless of eligibility for the national school lunch program, more than half of Black or African American 12th graders were in the below basic achievement level for math—the only group for which this was the case. Among Black or African American students who were eligible for the program, 70.9 percent were in the below basic achievement level; among those who were not eligible for the program, 51.6 percent were in the below basic achievement level for math.
- Roughly one-third of Asian students who were eligible for the national school lunch program met the proficient or advanced achievement level for math (33.6 percent), compared with fewer than 10 percent of Hispanic or Latino (8.6 percent), American Indian or Alaska Native (4.5 percent), and Black or African American (4.2 percent) students.
- Asian students were the most likely to meet the advanced achievement level in math, regardless of eligibility for the national school lunch program. However, Asian students who were not eligible for the national school lunch program were nearly three times as likely as Asian students who were eligible for the program to have met the advanced achievement level (12.2 percent and 4.3 percent, respectively).

Overall, 36.8 percent of students whose parents had graduated from college met the proficient or advanced achievement levels in math. This was nearly three times that of students whose parents had only a high school credential (12.4 percent) and five times that of students whose parents did not finish high school (6.7 percent). Students whose parents had attained only a high school credential (87.6 percent) or did not complete high school (92.9 percent) were also much more likely than students whose parents had graduated from college (63.2 percent) to be in the basic or below basic achievement levels. Lower shares of Black or African American and Hispanic or Latino students met proficiency standards across all levels of parental education.

Table 1.3: Math Achievement Levels of 12th Graders, by Parental Education Level and Race and Ethnicity: 2015

		Below Basic	Basic	Proficient	Advanced
Did Not Finish High School	All racial and ethnic groups	59.3%	33.6%	6.7%	#
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	42.6%	27.8%	27.0%	2.7%
	Black or African American	78.0%	20.6%	1.4%	#
	Hispanic or Latino	59.5%	34.3%	6.1%	#
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	54.0%	39.4%	6.1%	#
	More than one race	‡	‡	‡	‡
Graduated High School	All racial and ethnic groups	53.7%	33.9%	11.7%	0.7%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	24.5%	37.3%	33.0%	5.1%
	Black or African American	77.4%	20.2%	2.4%	#
	Hispanic or Latino	57.5%	32.6%	9.6%	#
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	45.1%	39.7%	14.3%	0.9%
	More than one race	‡	‡	‡	‡
Some Education After High School	All racial and ethnic groups	39.1%	42.9%	17.1%	0.9%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	21.9%	38.5%	32.9%	6.7%
	Black or African American	61.6%	32.8%	5.6%	#
	Hispanic or Latino	44.6%	41.4%	13.5%	0.5%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	30.1%	47.5%	21.4%	1.1%
	More than one race	46.7%	36.2%	16.8%	#
Graduated College	All racial and ethnic groups	25.4%	37.8%	31.8%	5.0%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	15.4%	29.8%	42.4%	12.5%
	Black or African American	52.6%	35.3%	11.5%	0.6%
	Hispanic or Latino	41.5%	38.0%	18.8%	1.8%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	18.7%	39.2%	36.6%	5.5%
	More than one race	20.9%	35.6%	36.4%	7.1%

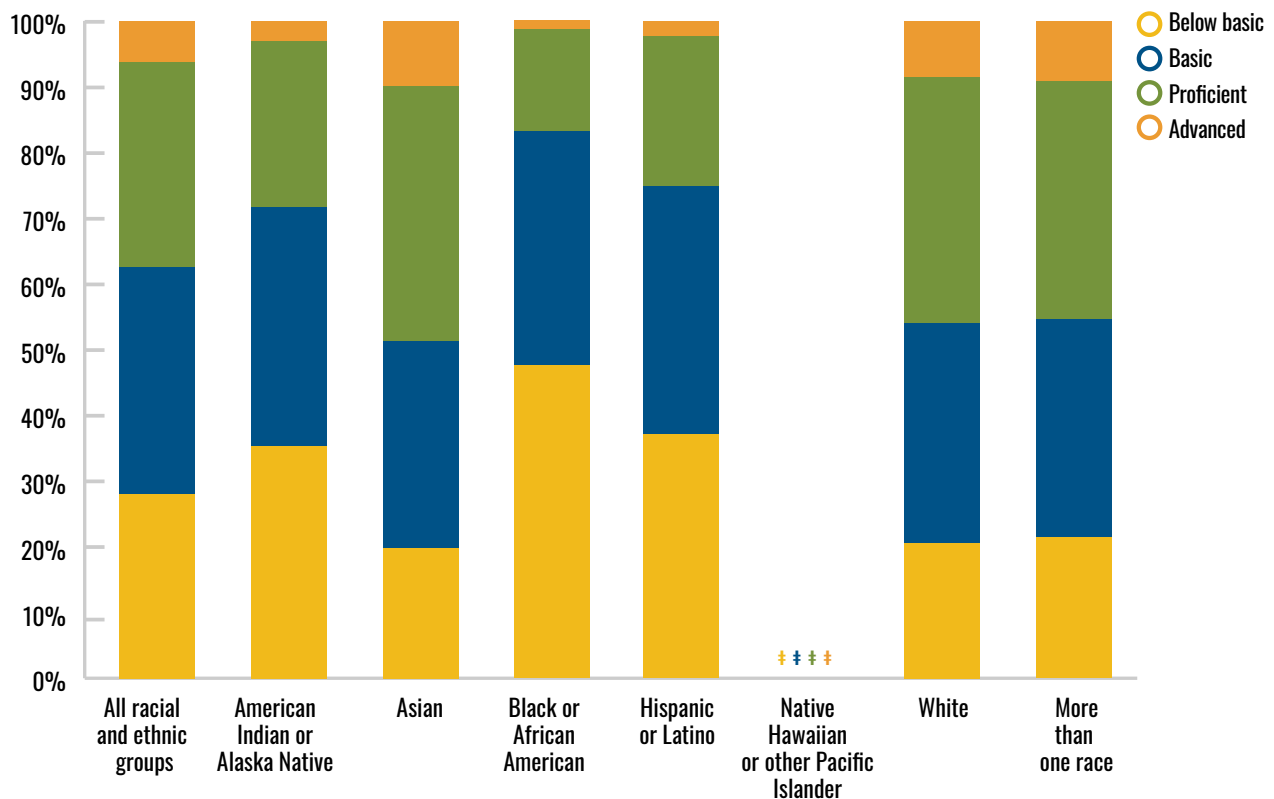
Source: U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015 Mathematics Assessment
 Notes: # Rounds to zero. | ‡ Estimate suppressed. Reporting standards not met.

- More than half of all Black or African American 12th graders fell in the below basic achievement level across all levels of parental education, the only group for which this was the case.
- Among students whose parents had completed college, Black or African American students were almost three times as likely as White students to be in the below basic achievement level (52.6 percent and 18.7 percent, respectively). Hispanic or Latino (41.5 percent) 12th graders were more than twice as likely as White (18.7 percent) and Asian (15.4 percent) 12th graders to be in the below basic achievement level.
- Among those whose parents completed college, the range of students who met the proficient or advanced achievement levels in math was 12.1 percent of Black or African American students to 54.9 percent of Asian students.
- The largest gap between the proportion of students whose parents completed college and those whose parents only completed high school who met the proficient or advanced achievement levels was among White students—26.9 percentage points.

Achievement Levels in Reading

In 2015, 37.5 percent of all 12th graders met the proficient achievement level (31.2 percent) or advanced achievement level (6.3 percent) in reading; 34.5 percent met basic and 28.0 percent were at below basic achievement levels. Asian students had higher achievement levels than any other group.

Figure 1.2: Reading Achievement Levels of 12th Graders, by Race and Ethnicity: 2015



Source: U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment
 Note: † Estimate suppressed. Reporting standards not met.

- The range of students who were in the basic or below basic achievement levels for reading in 2015 was 51.3 percent of Asian students to 83.2 percent of Black or African American students.

- Nearly half of all Black or African American 12th graders (47.6 percent) and over one-third of Hispanic or Latino (37.1 percent) and American Indian or Alaska Native (35.3 percent) 12th graders fell in the below basic achievement level for reading. In contrast, 20.6 percent of White and 19.8 percent of Asian students were in the below basic achievement level.
- Asian students (48.7 percent), White students (46.0 percent), and students of more than one race (45.3 percent) were more than twice as likely as Black or African American students (16.9 percent) to meet the proficient or advanced achievement levels in reading.
- Asian students (10.0 percent), students of more than one race (9.2 percent), and White students (8.5 percent) were more likely to meet the advanced achievement level in reading than American Indian or Alaska Native (3.0 percent), Hispanic or Latino (2.4 percent), and Black or African American (1.4 percent) students.

Women were more likely than men to meet the proficient or advanced achievement levels in reading (41.9 percent and 32.9 percent, respectively). Over two-thirds of men were in the basic or below basic achievement levels (67.2 percent), as were 58.0 percent of women. The largest gender gaps between men and women meeting proficiency or higher were among Asian students, White students, and students of more than one race. Regardless of gender, Black or African American, American Indian or Alaska Native, and Hispanic or Latino students were much more likely than other groups to be in the basic and below basic achievement levels.

Table 1.4: Reading Achievement Levels of 12th Graders, by Gender and Race and Ethnicity: 2015

		Below Basic	Basic	Proficient	Advanced
Women	All racial and ethnic groups	23.7%	34.3%	34.4%	7.5%
	American Indian or Alaska Native	33.5%	37.1%	26.9%	2.5%
	Asian	14.6%	29.8%	43.6%	12.0%
	Black or African American	41.9%	37.4%	18.7%	2.1%
	Hispanic or Latina	33.8%	38.4%	24.9%	2.8%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	16.2%	32.5%	41.1%	10.2%
	More than one race	15.7%	32.1%	40.4%	11.7%
Men	All racial and ethnic groups	32.4%	34.8%	27.9%	5.0%
	American Indian or Alaska Native	37.6%	35.6%	23.2%	3.6%
	Asian	24.6%	33.1%	34.1%	8.1%
	Black or African American	53.6%	33.7%	12.1%	0.6%
	Hispanic or Latino	40.5%	37.1%	20.4%	2.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	24.9%	34.3%	34.0%	6.9%
	More than one race	27.8%	34.6%	31.3%	6.3%

Source: U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment
 Note: ‡ Estimate suppressed. Reporting standards not met.

- Black or African American women and Black or African American men were the least likely of all groups to meet the proficient or advanced achievement levels in reading in 2015. Among Black or African American students, women were 8.1 percentage points more likely than men to meet proficiency or higher (20.8 percent and 12.7 percent, respectively).
- The gender gap between the share of women and men who were in the below basic achievement level in reading was greatest among Asian students, Black or African American students, and individuals of more than one race. Within these groups, men were more than 10 percentage points more likely to be in the below basic achievement level than women.

- Over half of Asian women (55.6 percent), women of more than one race (52.1 percent), and White women (51.3 percent) met the proficient achievement level or higher. Among men, these groups were also much more likely to meet proficiency or higher than other groups. However, the shares of Asian men (42.2 percent), White men (40.9 percent), and men of more than one race (37.6 percent) who met proficiency or higher were much lower than those of women.
- Among women, 12.0 percent of Asian women, 11.7 percent of women of more than one race, and 10.2 percent of White women met the advanced achievement level, compared with only 2.8 percent of Hispanic or Latina, 2.5 percent of American Indian or Alaska Native, and 2.1 percent of Black or African American women.

Overall, 12th graders who were not eligible for the national school lunch program were much more likely to meet the proficient or advanced achievement levels in reading (45.3 percent) than students who were eligible for the national school lunch program (22.7 percent). Students who were eligible for the national school lunch program were almost twice as likely as those who were not eligible to be at the below basic achievement level in reading (40.1 percent and 21.3 percent, respectively). Much larger shares of American Indian or Alaska Native, Black or African American, and Hispanic or Latino students were in the basic or below basic achievement levels.

Table 1.5: Reading Achievement Levels of 12th Graders, by National School Lunch Program Eligibility and Race and Ethnicity: 2015

		Below Basic	Basic	Proficient	Advanced
Eligible	All racial and ethnic groups	40.1%	37.2%	20.6%	2.1%
	American Indian or Alaska Native	45.2%	36.6%	17.1%	1.2%
	Asian	29.8%	33.9%	30.8%	5.4%
	Black or African American	53.6%	34.0%	11.6%	0.7%
	Hispanic or Latino	41.0%	38.0%	19.5%	1.6%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	30.8%	39.3%	26.7%	3.2%
	More than one race	36.8%	35.0%	25.3%	2.9%
Not Eligible	All racial and ethnic groups	21.3%	33.4%	37.0%	8.3%
	American Indian or Alaska Native	21.6%	37.3%	35.3%	5.8%
	Asian	13.6%	30.0%	43.6%	12.7%
	Black or African American	38.1%	37.8%	21.7%	2.4%
	Hispanic or Latino	30.2%	37.3%	28.5%	4.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	18.7%	32.4%	39.6%	9.3%
	More than one race	14.2%	32.5%	40.4%	12.9%

Source: U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment
 Note: ‡ Estimate suppressed. Reporting standards not met.

- Among students who were eligible for the national school lunch program, a larger share of Black or African American (87.6 percent), American Indian or Alaska Native (81.8 percent), and Hispanic or Latino (79.0 percent) students were in the basic or below basic achievement levels for reading. Among students who were not eligible for the program, Black or African American (75.9 percent) and Hispanic or Latino (67.5 percent) students were much more likely than other groups to be in the basic or below basic achievement levels.
- The majority of Black or African American 12th graders who were eligible for the national school lunch program were in the below basic achievement level for reading (53.6 percent), compared with 29.8 percent of Asian students, the highest and lowest shares across all groups.
- Among 12th graders who were eligible for the national school lunch program, more than one-quarter of all Asians (36.2 percent), Whites (29.9 percent), and individuals of more than one race (28.2 percent) met the proficient achievement level in reading or higher, compared with 21.1 percent of Hispanic or Latino, 18.3 percent of American Indian or Alaska Native, and 12.3 percent of Black or African American students.
- Among 12th graders not eligible for the national school lunch program, only 24.1 percent of Black or African American and 32.5 percent of Hispanic or Latino students met proficiency or higher, the lowest shares across all groups.
- Between students eligible and not eligible for the national lunch program, the largest gap in the share of students meeting the proficient or advanced achievement levels in reading occurred among individuals of more than one race (25.1 percentage points), American Indians or Alaska Natives (22.8 percentage points), and Asians (20.1 percentage points).

Achievement in reading among 12th graders increased as level of parental educational attainment increased. Overall, students whose parents had completed college (48.9 percent) or had some postsecondary experience (35.7 percent) were much more likely to meet proficiency or higher than those whose parents had only completed high school (24.0 percent) or did not complete high school (18.5 percent). First-generation students were much more likely to be in the basic or below basic achievement levels. Lower shares of Black or African American and Hispanic or Latino students met proficiency or higher across all levels of parental education.

Table 1.6: Reading Achievement Levels of 12th Graders, by Parental Education Level and Race and Ethnicity: 2015

		Below Basic	Basic	Proficient	Advanced
Did Not Finish High School	All racial and ethnic groups	44.6%	37.0%	17.4%	1.1%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	32.3%	28.9%	34.0%	4.9%
	Black or African American	58.5%	31.4%	9.8%	#
	Hispanic or Latino	42.8%	39.0%	17.2%	1.0%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	44.3%	36.0%	18.6%	1.0%
	More than one race	‡	‡	‡	‡
Graduated High School	All racial and ethnic groups	39.3%	36.6%	21.9%	2.1%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	21.2%	44.7%	31.3%	2.8%
	Black or African American	59.7%	30.9%	8.8%	0.6%
	Hispanic or Latino	41.7%	36.3%	20.4%	1.6%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	32.3%	38.2%	26.6%	3.0%
	More than one race	‡	‡	‡	‡

		Below Basic	Basic	Proficient	Advanced
Some Education After High School	All racial and ethnic groups	25.8%	38.6%	31.3%	4.4%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	20.1%	32.7%	39.4%	7.8%
	Black or African American	43.3%	39.8%	15.7%	1.1%
	Hispanic or Latino	29.3%	39.3%	27.8%	3.5%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	19.6%	38.2%	36.7%	5.5%
	More than one race	15.6%	40.1%	38.8%	5.5%
Graduated College	All racial and ethnic groups	19.2%	31.9%	38.8%	10.1%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	14.0%	28.7%	43.9%	13.4%
	Black or African American	39.4%	37.7%	20.8%	2.2%
	Hispanic or Latino	26.4%	37.8%	31.2%	4.6%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	14.8%	30.2%	42.9%	12.1%
	More than one race	16.6%	31.0%	39.0%	13.5%

Source: U.S. Department of Education, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment
Notes: # Rounds to zero. | ‡ Estimate suppressed. Reporting standards not met.

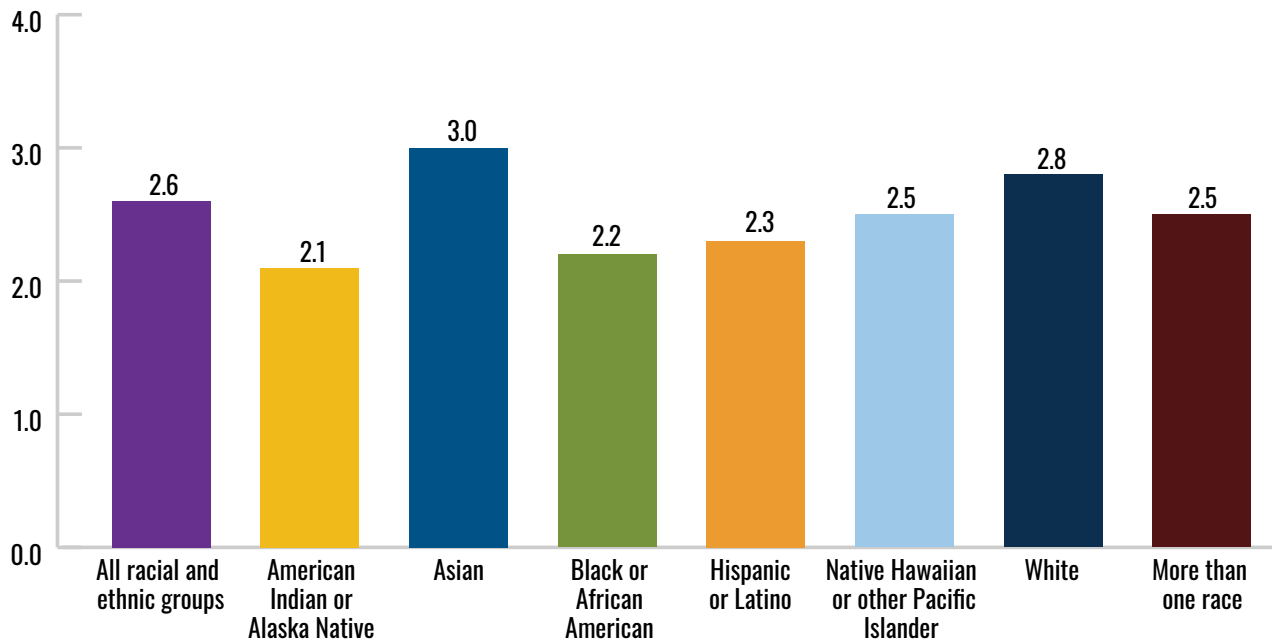
- The majority of Black or African American and Hispanic or Latino students were in the basic or below basic achievement levels in reading across all levels of parental educational attainment, the only groups for which this was the case.
- Among 12th graders whose parents had completed college, Black or African American (39.4 percent) and Hispanic or Latino (26.4 percent) students were much more likely than students of more than one race (16.6 percent), White students (14.8 percent), and Asian students (14.0 percent) to be at the below basic achievement level.
- Overall, 48.9 percent of students whose parents completed college met the proficient achievement level or higher in reading, compared with 24.0 percent of those whose parents had only attained a high school credential. The largest percentage point gap between these two groups occurred for White students, among whom the gap was 25.4 percentage points.
- Among those whose parents completed college, students of more than one race (13.5 percent), Asians (13.4 percent), and Whites (12.1 percent) were much more likely than Hispanic or Latino (4.6 percent) and Black or African American (2.2 percent) students to meet the advanced achievement level in reading.

HIGH SCHOOL GRADE POINT AVERAGE

Many of the remaining tables and figures in this chapter present data from the High School Longitudinal Study of 2009 (HLS) to examine high school grade point average (GPA), courses students take during high school, and postsecondary expectations and plans. HLS is a nationally representative, longitudinal study of over 23,000 students who began the ninth grade in 2009. The data presented in this chapter reflect information collected in 2011–12, when most students were in their junior year, as well as from high school transcripts in 2013.

The average high school GPA earned by the fall 2009 high school cohort by 2013 was 2.6. Asian and White students had the highest overall GPAs (3.0 and 2.8, respectively) of all groups.

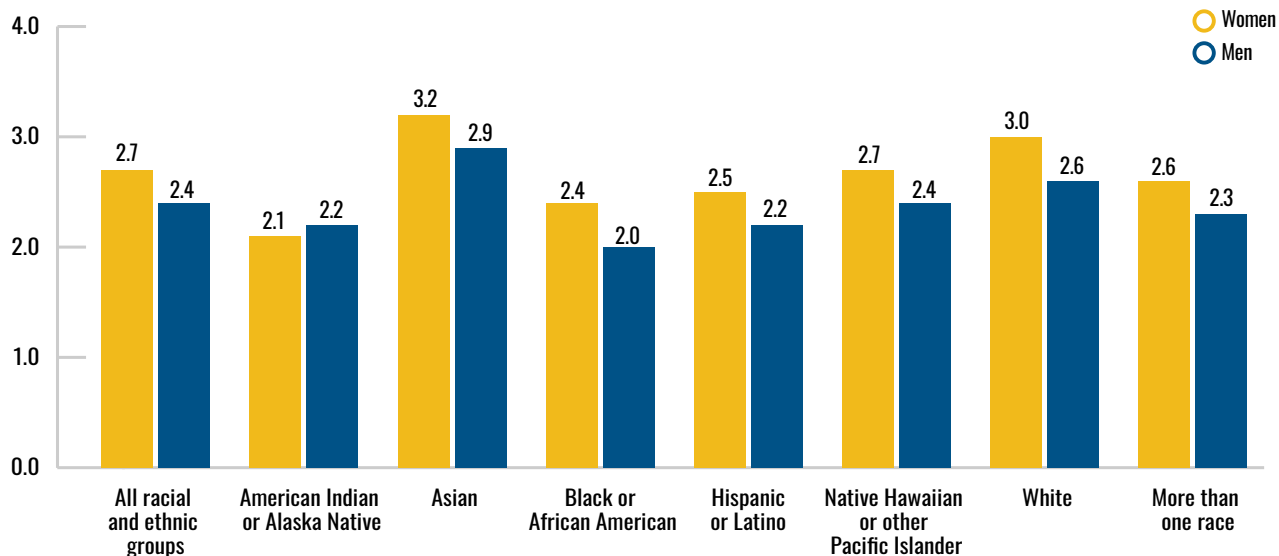
Figure 1.3: Overall GPA Earned by the 2009 High School Cohort by 2013, by Race and Ethnicity



Source: U.S. Department of Education, High School Longitudinal Study of 2009

Women had higher overall high school GPAs than men (2.7 and 2.4, respectively). This pattern was the same in all racial and ethnic groups, with the exception of American Indians or Alaska Natives.

Figure 1.4: Overall GPA Earned by the Fall 2009 High School Cohort by 2013, by Gender and Race and Ethnicity



Source: U.S. Department of Education, High School Longitudinal Study of 2009

- Among women, overall high school GPAs ranged from 2.1 among American Indian or Alaska Native students to 3.2 among Asian students.
- Among men, overall high school GPAs ranged from 2.0 among Black or African American students to 2.9 among Asian students.
- American Indians or Alaska Natives were the only group in which men had a higher overall high school GPA than women, although this difference was very small (2.2 for men and 2.1 for women).

Students from higher-income backgrounds had higher overall GPAs than students from lower-income backgrounds.⁷ This pattern occurred across all racial and ethnic groups.

Table 1.7: Overall GPA Earned by the Fall 2009 High School Cohort by 2013, by Income and Race and Ethnicity

SES Quintile 1 (Lowest)	All racial and ethnic groups	2.3
	American Indian or Alaska Native	1.9
	Asian	2.9
	Black or African American	2.1
	Hispanic or Latino	2.2
	Native Hawaiian or other Pacific Islander	‡
	White	2.4
	More than one race	2.3
SES Quintile 2	All racial and ethnic groups	2.5
	American Indian or Alaska Native	‡
	Asian	2.8
	Black or African American	2.2
	Hispanic or Latino	2.4
	Native Hawaiian or other Pacific Islander	‡
	White	2.6
	More than one race	2.4
SES Quintile 3	All racial and ethnic groups	2.6
	American Indian or Alaska Native	2.4
	Asian	3.1
	Black or African American	2.3
	Hispanic or Latino	2.3
	Native Hawaiian or other Pacific Islander	‡
	White	2.7
	More than one race	2.5
SES Quintile 4	All racial and ethnic groups	2.8
	American Indian or Alaska Native	‡
	Asian	3.1
	Black or African American	2.3
	Hispanic or Latino	2.6
	Native Hawaiian or other Pacific Islander	‡
	White	2.9
	More than one race	2.6

⁷ A student's income reflects the High School Longitudinal Study of 2009 composite variable for socioeconomic status, which is calculated using parental education, parental occupation, and family income.

SES Quintile 5 (Highest)	All racial and ethnic groups	3.1
	American Indian or Alaska Native	‡
	Asian	3.3
	Black or African American	2.6
	Hispanic or Latino	2.9
	Native Hawaiian or other Pacific Islander	‡
	White	3.2
	More than one race	2.9

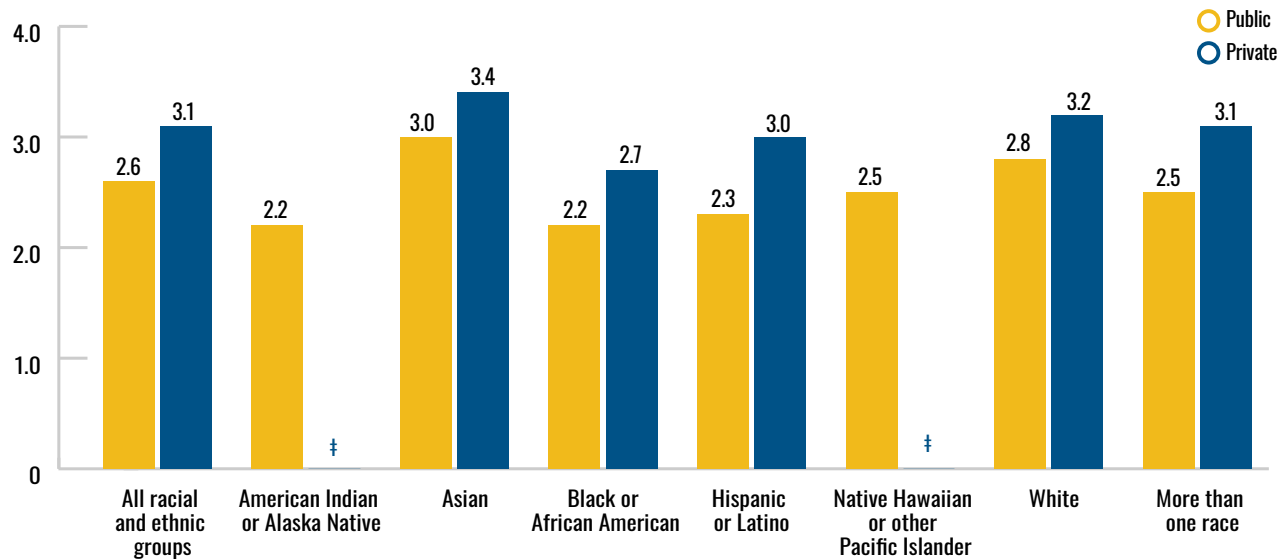
Source: U.S. Department of Education, High School Longitudinal Study of 2009

Notes: Income reflects the High School Longitudinal Study of 2009 composite variable for socioeconomic status, which is calculated using parental education, parental occupation, and family income. ‡ Estimate suppressed. Reporting standards not met.

- Overall, students in the lowest income quintile had an average high school GPA of 2.3, much lower than that of students in the highest income quintile (3.1).
- Among students in the highest income quintile, Asian and White students were the only racial and ethnic groups who had average GPAs above a 3.0 (3.3 and 3.2, respectively).
- The largest gap between the lowest and highest income quintiles occurred among White students. The overall GPA among White students in the lowest income quintile was 2.4, compared with 3.2 among White students from the highest income quintile. The gap between the lowest and highest income quintiles was similar across all other racial and ethnic groups.

Overall, students who attended private high schools had a higher average GPA (3.1) than students who attended public high schools (2.6). American Indian or Alaska Native, Black or African American, and Hispanic or Latino students tended to have lower GPAs than other groups, and Asian students had the highest average GPAs.

Figure 1.5: Overall GPA Earned by the Fall 2009 High School Cohort by 2013, by High School Control and Race and Ethnicity



Source: U.S. Department of Education, High School Longitudinal Study of 2009
 Note: † Estimate suppressed. Reporting standards not met.

- Among public high school students, Asian and White students had higher average GPAs (3.0 and 2.8, respectively) than Hispanic or Latino (2.3), American Indian or Alaska Native (2.2), and Black or African American (2.2) students.
- Among private high school students, Black or African American students were the only group whose average GPA was below a 3.0.
- Hispanic or Latino students had the largest gap in average GPA when between public high school students (2.3) and private high school students (3.0).

ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE

The Advanced Placement (AP) Program, created by the College Board, allows students to take college-level courses while enrolled in high school. AP courses are modeled to reflect the rigor and curriculum of an introductory college course. High schools create course syllabi, which then go through an audit process to receive the AP designation (College Board, n.d.a). In 2017–18, more than 22,600 schools offered at least one AP course (College Board 2018). Currently, there are 38 AP courses in the following seven subjects: arts, English, history and social sciences, interdisciplinary, math and computer science, sciences, and world languages and cultures (College Board, n.d.b).

The International Baccalaureate (IB) offers four programs for students ages three to 19 that focus on critical and independent thinking, while also encouraging students to become caring, lifelong learners (International Baccalaureate Organization, n.d.a). In September 2019, more than 3,400 schools in 157 countries worldwide offered the IB Diploma Programme (IB DP) for students ages 16 to 19 (International Baccalaureate Organization, n.d.c). The IB DP includes three core elements, which are theory of knowledge, an extended essay, and a project incorporating creativity, activity, and service. These core elements are threaded across six subject groups: language and literature, language acquisition, individuals and societies, science, mathematics, and the arts (International Baccalaureate Organization, n.d.b).

AP and IB courses are rigorous in nature and provide students who successfully complete them—and in the case of AP, completion of annual course examinations—potential to receive college credit. Access to AP and IB courses has increased over time. According to the High School Longitudinal Study of 2009 data, approximately 90 percent of ninth graders who started in fall 2009 attended a high school that offered at least one AP course. However, research reveals that disparities remain in where these courses are offered, with schools with greater financial resources more likely to offer AP and IB. Many schools in rural settings, as well as schools with high concentrations of low-income students, Black or African American students, and Hispanic or Latino students, historically have had little to no AP offerings among their courses. What's more, as many states funneled additional funding into expanding access to AP in the 1990s, participation in these courses remained low among historically marginalized students, further highlighting the structural and systemic barriers to rigorous coursework that many students of color face (Klugman 2013; Klopfenstein 2004).

This section measures credits earned in AP and IB courses using a standardized measure, Carnegie Units. A Carnegie Unit is equivalent to a one-year academic course taken one period a day, five days a week (Carnegie Foundation for the Advancement of Teaching 2014).

Overall, more than one-third of all ninth graders who started high school in fall 2009 had taken an AP course by 2013 (36.2 percent) and 2.1 percent had taken an IB course. Overall, the average number of Carnegie Units earned through AP and IB courses was 3.2, and the average grade point average (GPA) for these courses was 2.8.

Table 1.8: Percentage of the Fall 2009 High School Cohort That Took AP or IB Courses and Average Number of Carnegie Units Earned by 2013, by Race and Ethnicity

	% Have Taken an AP Course	% Have Taken an IB Course	Avg. Carnegie Units Earned from AP/IB Courses	Avg. GPA in AP/IB Courses
All racial and ethnic groups	36.2%	2.1%	3.2	2.8
American Indian or Alaska Native	15.8%!	‡	‡	‡
Asian	67.0%	4.1%!	4.6	2.8
Black or African American	22.5%	1.9%	2.7	2.4
Hispanic or Latino	32.6%	2.2%	3.1	2.5
Native Hawaiian or other Pacific Islander	34.7%!	‡	3.0!	2.6
White	39.4%	1.9%	3.1	2.9
More than one race	34.5%	2.5%	3.2	2.6

Source: U.S. Department of Education, High School Longitudinal Study of 2009

Notes: ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

- Overall, a higher share of Asian students had taken an AP course by 2013 (67.0 percent) than any other racial or ethnic group. Asian students also earned more Carnegie Units on average in AP and IB courses.
- Roughly one in five Black or African American students had taken an AP course by 2013 (22.5 percent), a much lower share than other groups.
- Black or African American students had lower average GPAs in AP and IB courses (2.4) than all other groups.

Women were more likely to have taken an AP (40.4 percent) or IB (2.3 percent) course than men, of whom 32.1 percent had taken an AP course and 2.0 percent an IB course.

Table 1.9: Percentage of the Fall 2009 High School Cohort That Took AP or IB Courses and Average Number of Carnegie Units Earned by 2013, by Gender and Race and Ethnicity

		% Have Taken an AP Course	% Have Taken an IB Course	Avg. Carnegie Units Earned from AP/IB Courses	Avg. GPA in AP/IB Courses
Women	All racial and ethnic groups	40.4%	2.3%	3.2	2.8
	American Indian or Alaska Native	8.4%!!	‡	‡	‡
	Asian	73.4%	3.5%!	4.5	2.9
	Black or African American	26.4%	1.4%!	3.0	2.5
	Hispanic or Latina	35.8%	2.5%!	3.0	2.6
	Native Hawaiian or other Pacific Islander	48.8%!!	‡	‡	‡
	White	44.4%	2.2%	3.1	3.0
	More than one race	38.8%	3.2%	3.1	2.7
Men	All racial and ethnic groups	32.1%	2.0%	3.2	2.7
	American Indian or Alaska Native	22.4%!!	‡	‡	‡
	Asian	60.5%	4.8%!	4.6	2.7
	Black or African American	17.9%	2.4%!	2.2	2.3
	Hispanic or Latino	29.3%	1.9%	3.3	2.5
	Native Hawaiian or other Pacific Islander	23.5%!!	‡	‡	‡
	White	34.8%	1.7%	3.1	2.8
	More than one race	30.5%	1.7%!	3.4	2.6

Source: U.S. Department of Education, High School Longitudinal Study of 2009

Notes: ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is >50%.

- Among Black or African American students, 26.4 percent of women had taken an AP course by 2013, 14.0 percentage points lower than the share of all women. Among men, only 17.9 percent of Black or African American men had taken an AP course, 14.2 percentage points lower than the share of all men.
- Asian students had the largest gap between the shares of women and men who had taken an AP course by 2013. Of the fall 2009 cohort, 73.4 percent of Asian women had taken an AP course by 2013, compared with 60.5 percent of Asian men (a 12.9 percentage point difference).

Among the fall 2009 cohort of ninth graders, those from higher-income families were much more likely than those from lower-income families to participate in AP and IB. Overall, 61.4 percent of students in the highest income quintile had taken an AP course, compared with 22.8 percent of students in the lowest income quintile. Students from higher-income backgrounds also earned more AP or IB Carnegie Units and had higher average GPAs in these courses than did their peers from lower-income backgrounds.

Table 1.10: Percentage of the Fall 2009 High School Cohort That Took AP or IB Courses and Average Number of Carnegie Units Earned by 2013, by Income and Race and Ethnicity

		% Have Taken an AP Course	% Have Taken an IB Course	Avg. Carnegie Units Earned from AP/IB Courses	Avg. GPA in AP/IB Courses
SES Quintile 1 (Lowest)	All racial and ethnic groups	22.8%	1.1%!	2.5	2.5
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	55.9%	‡	3.5	2.7
	Black or African American	14.8%	‡	1.3	2.5
	Hispanic or Latino	27.4%	1.3%!	2.9	2.4
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	19.2%	1.1%!	2.3	2.7
	More than one race	17.6%	‡	2.3	2.2
SES Quintile 2	All racial and ethnic groups	26.6%	1.9%	2.8	2.6
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	49.2%	4.0%!	4.2	2.7
	Black or African American	16.5%	2.1%!	2.6	2.5
	Hispanic or Latino	30.7%	3.4%!	2.9	2.5
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	25.6%	1.0%!	2.8	2.7
	More than one race	34.1%	1.4%!	2.4	2.6
SES Quintile 3	All racial and ethnic groups	30.2%	1.5%	2.7	2.6
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	70.7%	5.4%!	4.4	2.8
	Black or African American	21.7%	1.9%!	2.8	2.4
	Hispanic or Latino	29.7%	1.2%!	2.3	2.4
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	31.1%	1.3%	2.7	2.7
	More than one race	29.1%	2.4%!	2.8	2.5
SES Quintile 4	All racial and ethnic groups	42.3%	2.8%	3.3	2.8
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	65.0%	3.3%!	4.4	2.6
	Black or African American	32.0%	4.7%!	3.3	2.4
	Hispanic or Latino	41.6%	3.0%!	3.7	2.6
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	43.1%	2.3%	3.0	2.9
	More than one race	41.0%	4.4%!	3.4	2.6

		% Have Taken an AP Course	% Have Taken an IB Course	Avg. Carnegie Units Earned from AP/IB Courses	Avg. GPA in AP/IB Courses
SES Quintile 5 (Highest)	All racial and ethnic groups	61.4%	3.4%	3.7	3.0
	American Indian or Alaska Native	†	†	†	†
	Asian	81.1%	4.9%!	5.1	2.9
	Black or African American	51.1%	1.8%!!	3.4	2.5
	Hispanic or Latino	62.5%	4.9%!!	4.2	2.9
	Native Hawaiian or other Pacific Islander	†	†	†	†
	White	61.4%	3.2%	3.5	3.1
	More than one race	53.2%	3.3%!	4.1	2.9

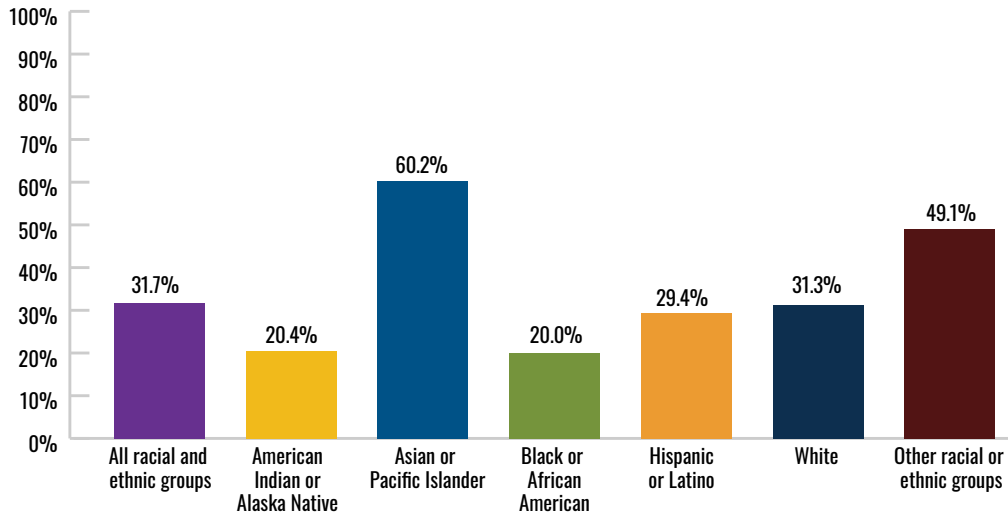
Source: U.S. Department of Education, High School Longitudinal Study of 2009

Notes: Income reflects the High School Longitudinal Study of 2009 composite variable for socioeconomic status, which is calculated using parental education, parental occupation, and family income. † Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

- Across all income quintiles, Asian students were more likely than all other groups to have taken an AP course, while Black or African American students were the least likely of all groups to have taken an AP course.
- Over half of all Asian students from the lowest income quintile had taken an AP course (55.9 percent)—the highest percentage of any racial or ethnic group. Only 27.4 percent of Hispanic or Latino, 19.2 percent of White, and 14.8 percent of Black or African American students from the lowest income quintile had taken an AP course by 2013.
- Among students in the lowest two income quintiles, Hispanic or Latino students were more likely than White students to have taken an AP course. The participation of Hispanic or Latino students in the upper three income quintiles was similar to that of White students.

Among the over 3 million public high school graduates in 2013, 31.7 percent had taken an AP exam. Asian or Pacific Islander graduates were much more likely to have taken an AP exam (60.2 percent) than other racial or ethnic groups. Nearly one-third of all White graduates had taken an AP exam (31.3 percent), as did 29.4 percent of Hispanic or Latino, 20.4 percent of American Indian or Alaska Native, and 20.0 percent of Black or African American graduates. Roughly half of all students in other racial or ethnic groups had taken an AP exam (49.1 percent).

Figure 1.6: Percentage of All Public High School Class of 2013 Graduates Who Have Taken an AP Exam

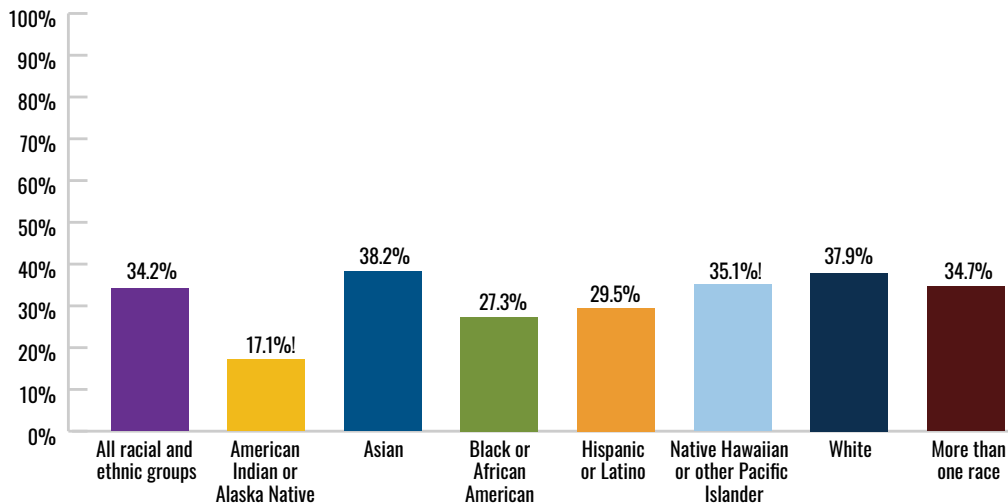


Sources: College Board, *The 9th Annual AP Report to the Nation* (2013), Appendix C | U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2019*, Table 219.30

Enrollment for College Credit During High School

Overall, 34.2 percent of the fall 2009 high school cohort took a course for college credit while enrolled in high school.⁸ Over one-third of Asian students (38.2 percent), White students (37.9 percent), and students of more than one race (34.7 percent) had taken a course for college credit, compared with 29.5 percent of Hispanic or Latino and 27.3 percent of Black or African American students.

Figure 1.7: Percentage of the Fall 2009 High School Cohort That Took a Course for College Credit While in High School, by Race and Ethnicity

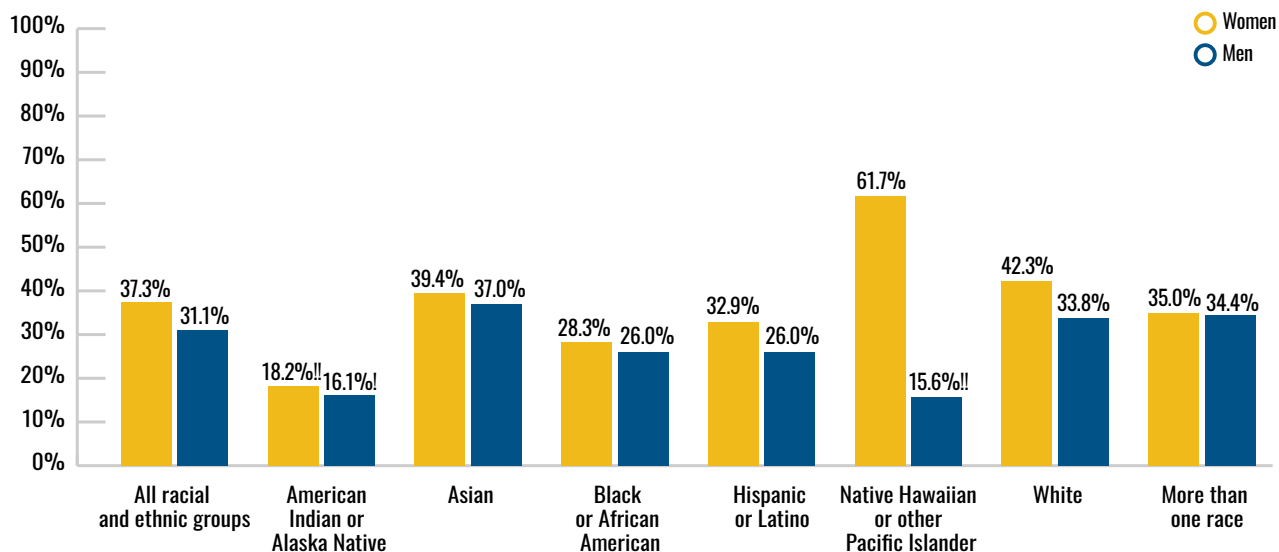


Source: U.S. Department of Education, High School Longitudinal Study of 2009
 Notes: Courses for college credit exclude AP and IB courses. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

⁸ Courses for college credit exclude AP and IB courses.

Women were more likely to have enrolled in a course for college credit while in high school than men (37.3 percent and 31.1 percent, respectively). This pattern was similar across all racial and ethnic groups.

Figure 1.8: Percentage of the Fall 2009 High School Cohort That Took a Course for College Credit While in High School, by Gender and Race and Ethnicity



Source: U.S. Department of Education, High School Longitudinal Study of 2009

Notes: Courses for college credit exclude AP and IB courses. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is >50%.

- The smallest gender gap was among individuals of more than one race, of whom 35.0 percent of women and 34.4 percent of men had taken a course for college credit, a difference of 0.6 percentage points.
- The largest gender gap was among Native Hawaiian or other Pacific Islander students, among whom 61.7 percent of women and 15.6 percent of men had taken a course for college credit, a 46.1 percentage point gap.
- The second largest gender gap was among White students, of whom 42.3 percent of women and 33.8 percent of men had taken a course for college credit, an 8.5 percentage point gap.

The share of the 2009 cohort who took a course for college credit while enrolled in high school was higher for students from higher-income families than students from lower-income families. Overall, 44.0 percent of students in the highest income quintile took a course for college credit, while 41.4 percent of the fourth income quintile, 35.2 percent of students in the middle income quintile, 31.0 percent of students in the second income quintile, and 33.3 percent of students in the lowest income quintile took a course for college credit.

Table 1.11: Percentage of the Fall 2009 High School Cohort That Took a Course for College Credit While in High School, by Income and Race and Ethnicity

SES Quintile 1 (Lowest)	All racial and ethnic groups	33.3%
	American Indian or Alaska Native	‡
	Asian	40.8%
	Black or African American	35.2%
	Hispanic or Latino	33.1%
	Native Hawaiian or other Pacific Islander	‡
	White	31.4%
	More than one race	34.2%
SES Quintile 2	All racial and ethnic groups	31.0%
	American Indian or Alaska Native	‡
	Asian	36.3%
	Black or African American	29.7%
	Hispanic or Latino	25.7%
	Native Hawaiian or other Pacific Islander	‡
	White	33.7%
	More than one race	35.9%
SES Quintile 3	All racial and ethnic groups	35.2%
	American Indian or Alaska Native	‡
	Asian	40.0%
	Black or African American	27.0%
	Hispanic or Latino	32.0%
	Native Hawaiian or other Pacific Islander	‡
	White	39.5%
	More than one race	32.5%
SES Quintile 4	All racial and ethnic groups	41.4%
	American Indian or Alaska Native	‡
	Asian	53.1%
	Black or African American	36.9%
	Hispanic or Latino	37.5%
	Native Hawaiian or other Pacific Islander	‡
	White	43.5%
	More than one race	35.9%

SES Quintile 5 (Highest)	All racial and ethnic groups	44.0%
	American Indian or Alaska Native	‡
	Asian	38.6%
	Black or African American	41.9%
	Hispanic or Latino	46.4%
	Native Hawaiian or other Pacific Islander	‡
	White	44.6%
	More than one race	43.2%

Source: U.S. Department of Education, High School Longitudinal Study of 2009

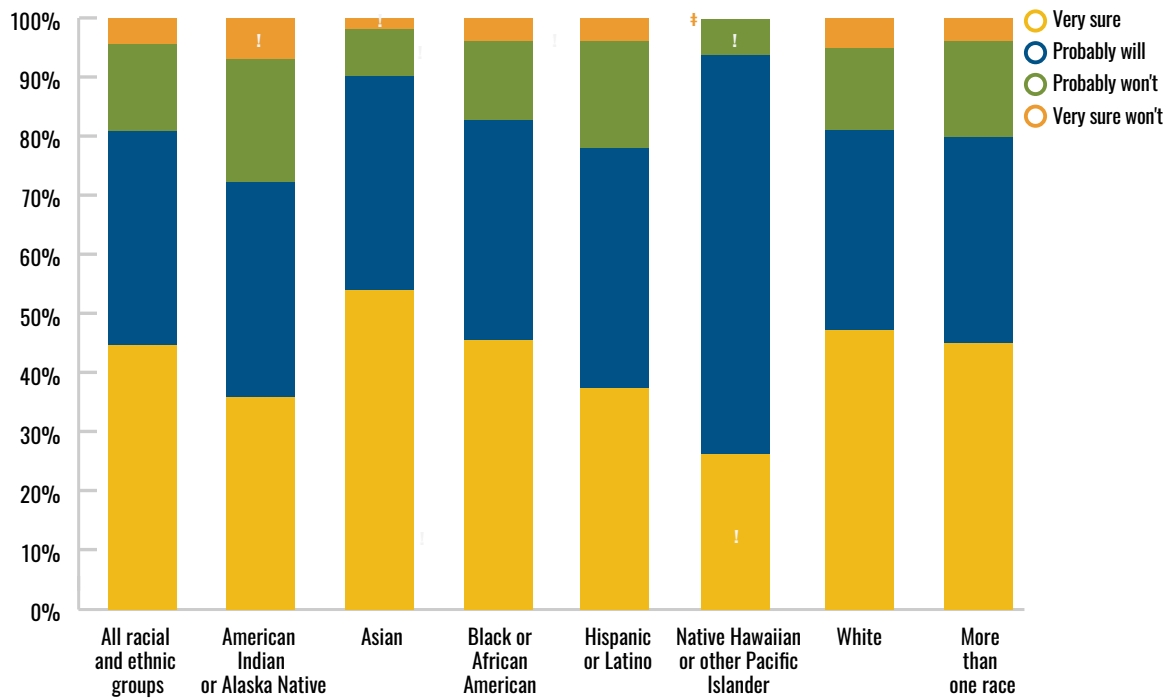
Notes: Income reflects the High School Longitudinal Study of 2009 composite variable for socioeconomic status, which is calculated using parental education, parental occupation, and family income. ‡ Estimate suppressed. Reporting standards not met.

- Among students in the lowest income quintile, more than one-third of nearly all racial and ethnic groups had taken a course for college credit while enrolled in high school. The lowest share was among White students (31.4 percent).
- Among students from the highest income quintile, 46.4 percent of Hispanic or Latino students took a course for college credit, compared with 38.6 percent of Asian students, the highest and lowest percentages across all racial and ethnic groups.

POSTSECONDARY PLANS

When asked about their college expectations and plans during their 11th-grade year, nearly 45 percent of students in the 2009 high school cohort were very sure they would pursue a bachelor’s degree. More than one-third of students reported they probably would pursue a bachelor’s degree (36.1 percent), while 14.8 percent reported they probably wouldn’t and 4.4 percent were very sure they would not pursue a bachelor’s degree.

Figure 1.9: Percentage of the Fall 2009 High School Cohort by Level of Certainty They Will Pursue a Bachelor’s Degree, by Race and Ethnicity



Source: U.S. Department of Education, High School Longitudinal Study of 2009
 Notes: Depicts level of certainty students in the fall 2009 high school cohort indicated they would pursue a bachelor’s degree when asked during 2011-12. | † Estimate suppressed. Reporting standards not met. | ‡ Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

- Asian students were the most likely to report they were very sure they would pursue a bachelor’s degree (54.0 percent), followed by White students (47.2 percent), Black or African American students (45.5 percent), students of more than one race (45.1 percent), Hispanic or Latino students (37.4 percent), and American Indian or Alaska Native students (35.9 percent).
- Native Hawaiians or other Pacific Islanders were least likely (26.3 percent) to say they would definitely pursue a bachelor’s degree. However, the majority said they would probably pursue a bachelor’s degree (67.3 percent), making them more likely than any other group to give a positive rather than a negative response to this question.
- More than one-quarter of American Indian or Alaska Native (27.7 percent) and 22.0 percent of Hispanic or Latino students reported they probably or surely would not pursue a bachelor’s degree, the highest percentages among all groups.

Women were much more likely than men to report they were very sure they would pursue a bachelor's degree. Overall, 48.8 percent of women reported they were very sure they would pursue a bachelor's degree, compared with 40.6 percent of men. This pattern occurred across all racial and ethnic groups.

Table 1.12: Percentage of the Fall 2009 High School Cohort by Level of Certainty They Will Pursue a Bachelor's Degree, by Gender and Race and Ethnicity

		Very Sure	Probably Will	Probably Won't	Very Sure Won't
Women	All racial and ethnic groups	48.8%	37.0%	11.7%	2.4%
	American Indian or Alaska Native	40.4%	40.4%	13.7%!	5.6%!!
	Asian	56.4%	37.3%	5.1%	1.2%!!
	Black or African American	49.6%	38.2%	9.7%	2.5%!
	Hispanic or Latina	39.8%	43.3%	14.6%	2.3%!
	Native Hawaiian or other Pacific Islander	33.7%	56.2%	10.1%!!	†
	White	52.5%	34.1%	10.9%	2.5%
	More than one race	47.1%	34.6%	15.8%	2.6%!
Men	All racial and ethnic groups	40.6%	35.2%	17.8%	6.4%
	American Indian or Alaska Native	32.2%!	32.9%	26.9%!	8.0%!
	Asian	51.6%	35.1%	10.8%	2.6%!!
	Black or African American	40.8%	36.0%	17.7%	5.5%
	Hispanic or Latino	35.1%	37.9%	21.5%	5.5%
	Native Hawaiian or other Pacific Islander	20.6%!!	75.8%	3.0%!!	†
	White	42.2%	33.5%	16.8%	7.5%
	More than one race	43.0%	34.9%	16.9%	5.2%

Source: U.S. Department of Education, High School Longitudinal Study of 2009

Notes: Depicts level of certainty students in the fall 2009 high school cohort indicated they would pursue a bachelor's degree when asked during 2011-12. | † Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

- Among women, more than half of Asians (56.4 percent) and Whites (52.5 percent) reported they were very sure they would pursue a bachelor's degree. In contrast, 39.8 percent of Hispanics or Latinas and 33.7 percent of Native Hawaiians or other Pacific Islanders reported they were very sure they would pursue a bachelor's degree.
- Among men, Asians were the only racial or ethnic group where more than half reported they were very sure they would pursue a bachelor's degree (51.6 percent).
- The share of men who reported they probably or surely would not pursue a bachelor's degree was highest among American Indian or Alaska Native (34.9 percent) and Hispanic or Latino (27.0 percent) men. Among women, the highest shares of negative responses were among American Indian and Alaska Native students and those of more than one race.
- Over half of all White women reported they were very sure they would pursue a bachelor's degree (52.5 percent), compared with 42.2 percent of White men. This was the widest gender gap among all racial and ethnic groups (10.3 percentage points).

Overall, students in the highest income quintile were more than twice as likely as students in the lowest income quintile to report they were very sure they would pursue a bachelor’s degree (64.9 percent and 30.2 percent, respectively). While less than 10 percent of students reported they were very sure they would not pursue a bachelor’s degree, students from the lowest income quintile were nearly four times as likely as students from the highest income quintile to report this (6.4 percent and 1.7 percent, respectively). This pattern was consistent within all racial and ethnic groups.

Table 1.13: Percentage of the Fall 2009 High School Cohort by Level of Certainty They Will Pursue a Bachelor’s Degree, by Income and Race and Ethnicity

		Very Sure	Probably Will	Probably Won't	Very Sure Won't
SES Quintile 1 (Lowest)	All racial and ethnic groups	30.2%	41.9%	21.4%	6.4%
	American Indian or Alaska Native	25.7%!!	38.8%!	35.5%!	‡
	Asian	36.4%	43.6%	9.9%!	10.1%!
	Black or African American	35.7%	44.4%	14.8%	5.1%!
	Hispanic or Latino	27.0%	43.5%	23.8%	5.7%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	28.9%	38.2%	24.1%	8.8%
	More than one race	40.0%	38.8%	15.8%	5.4%!
SES Quintile 2	All racial and ethnic groups	35.4%	40.3%	18.1%	6.2%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	41.4%	43.2%	13.6%!	‡
	Black or African American	44.0%	38.8%	11.3%	5.9%!
	Hispanic or Latino	32.5%	46.1%	18.5%	2.9%!
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	33.2%	37.4%	20.8%	8.6%
	More than one race	39.2%	38.9%	17.5%	4.4%!
SES Quintile 3	All racial and ethnic groups	40.5%	39.4%	15.3%	4.8%
	American Indian or Alaska Native	30.4%!	23.8%!!	26.0%!	19.9%!
	Asian	49.6%	44.1%	5.9%!	‡
	Black or African American	46.8%	37.0%	13.6%	2.7%!
	Hispanic or Latino	43.6%	43.6%	10.0%	2.9%
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	38.1%	38.3%	17.2%	6.4%
	More than one race	37.1%	35.6%	23.0%	4.2%!

		Very Sure	Probably Will	Probably Won't	Very Sure Won't
SES Quintile 4	All racial and ethnic groups	52.1%	32.3%	12.6%	3.0%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	57.5%	34.8%	6.9%!	0.9%!!
	Black or African American	51.8%	30.7%	15.9%	1.6%!!
	Hispanic or Latino	50.7%	30.7%	16.6%	2.0%!
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	52.7%	32.6%	11.2%	3.6%
	More than one race	49.0%	33.0%	14.9%	3.1%!
SES Quintile 5 (Highest)	All racial and ethnic groups	64.9%	26.8%	6.6%	1.7%
	American Indian or Alaska Native	‡	‡	‡	‡
	Asian	66.0%	27.9%	6.0%!	‡
	Black or African American	63.7%	24.3%	9.9%!	2.2%!!
	Hispanic or Latino	67.1%	19.9%	9.7%!	3.4%!!
	Native Hawaiian or other Pacific Islander	‡	‡	‡	‡
	White	65.2%	27.5%	5.7%	1.6%
	More than one race	60.0%	27.8%	9.7%!	2.5%!!

Source: U.S. Department of Education, High School Longitudinal Study of 2009

Notes: Depicts level of certainty students in the fall 2009 high school cohort indicated they would pursue a bachelor's degree when asked during 2011–12. | Income reflects the High School Longitudinal Study of 2009 composite variable for socioeconomic status, which is calculated using parental education, parental occupation, and family income. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

- Among students from the lowest income quintile, a larger share of students of more than one race (40.0 percent), Asian students (36.4 percent), and Black or African American students (35.7 percent) reported they were very sure they would pursue a bachelor's degree than White (28.9 percent) and Hispanic or Latino (27.0 percent) students.
- Among students in the lowest income quintile, Hispanic or Latino students were the least likely of any group to say they were very sure they would pursue a bachelor's degree (27.0 percent). Among students in the highest income quintile, Hispanic or Latino students were the most likely of any group to say they were very sure they would pursue a bachelor's degree (67.1 percent). The gap in the total share of Hispanic or Latino students in the top and bottom income quintiles who reported they were very sure they would pursue a bachelor's degree was 40.1 percentage points, the largest gap across all groups.

COLLEGE ENTRANCE EXAMS

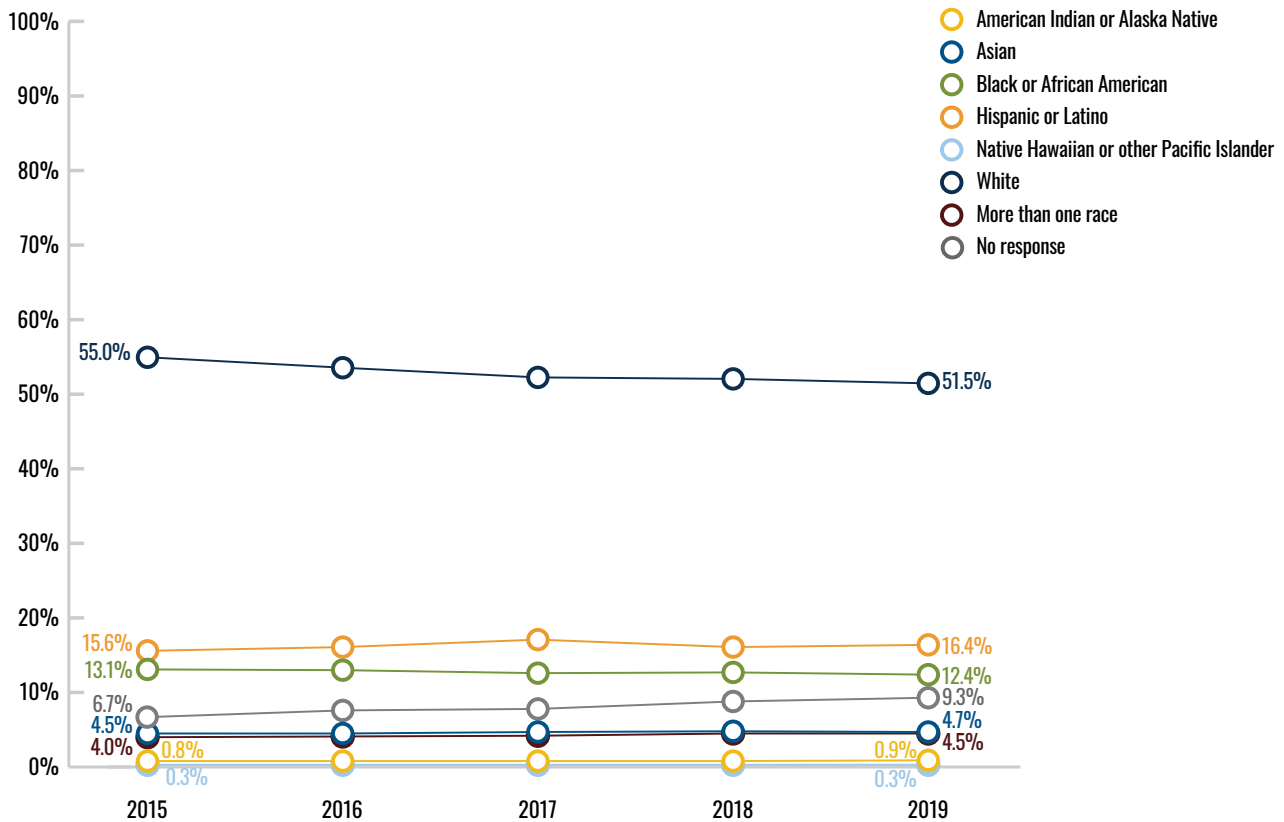
This section utilizes data from ACT and the College Board to examine the profile and performance of ACT and SAT test takers. Many institutions use scores from these assessments in the application process as one measure of how well a student may perform at the college level. It is also the case, however, that many colleges and universities are de-emphasizing or even eliminating the use of these scores as a strategy to increase more equitable access to higher education. Years of research has documented racial, gender, economic, and other biases inherent in standardized exams and their use in higher education. These biases are in large part due to uneven K–12 educational experiences, lack of access to test preparation, and other factors (Kurlaender and Howell 2012; National Association for College Admission Counseling 2008). Research conducted by ACE in fact documents selective college admissions offices making standardized test scores optional as one among many diversity strategies (Espinosa, Gaertner, and Orfield 2015).

The ACT, designed for 10th, 11th, and 12th graders, is designed to measure what students have learned in high school and the skills that are important for success in college. The ACT includes four components: English, reading, math, and science (ACT, n.d.). In 2019, the majority of graduates in 26 states took the ACT; in 17 states, nearly all graduates took the ACT as part of a state-funded assessment program. States with the highest ACT participation rates were predominantly located in the Midwest and Southern regions of the United States (ACT 2019).

Similarly, the SAT, administered by the College Board, is part of a suite of assessment tests that measure what students learn and what they need for success in postsecondary education. The SAT suite of assessments includes exams for students eighth grade through 12th grade, and can help identify readiness for AP courses, as well as college and career readiness (College Board 2019c). In 2019, the majority of graduates in 27 states and the District of Columbia took the SAT; in 11 states and DC, nearly all graduates took the SAT as part of a state-funded assessment program. States with the highest SAT participation rates were predominantly located in the Eastern and Western coastal regions of the United States (College Board 2019b).

The student body taking the ACT diversified slightly over time. While Whites remained the majority, the total share of ACT test takers who identified as White decreased from 55.0 percent in 2015 to 51.5 percent in 2019. Of the nearly 1.8 million ACT test takers in 2019, 39.2 percent identified as people of color, an increase from 38.3 percent in 2015.

Figure 1.10: ACT Test Takers, by Race and Ethnicity: 2015 to 2019

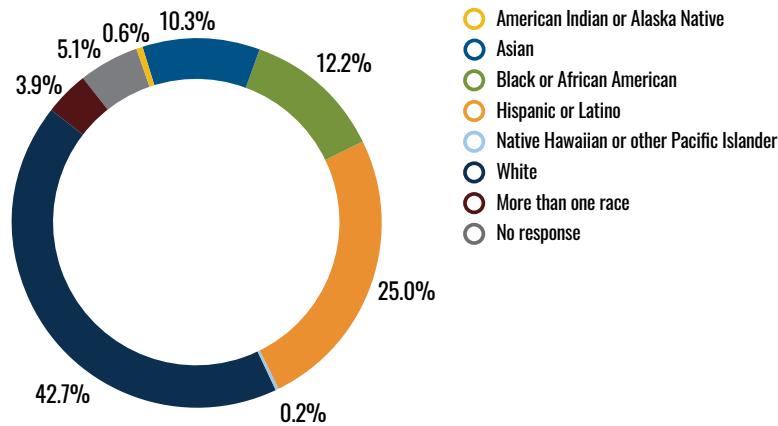


Source: ACT U.S. High School Graduating Class Data: 2019, <https://www.act.org/content/act/en/research/services-and-resources/data-and-visualization/grad-class-database.html>

- Between 2015 and 2019, the share of test takers who identified as American Indian or Alaska Native, Asian, Hispanic or Latino, and of more than one race increased. The largest percentage point increase was among students who did not report their racial or ethnic identity, an increase of 2.6 percentage points.
- Over the course of these five years, the largest percentage point decrease occurred among White students (3.5 percentage points), followed by Black or African American students (0.7 percentage points).
- The share of students who identified as Native Hawaiian or other Pacific Islander (0.3 percent) remained the same between 2015 and 2019.

Among the over 2.2 million SAT test takers in 2019, 42.7 percent identified as White, 25.0 percent as Hispanic or Latino, 12.2 percent as Black or African American, 10.3 percent as Asian, 3.9 percent as more than one race, 0.6 percent as American Indian or Alaska Native, and 0.2 percent as Native Hawaiian or other Pacific Islander. An additional 5.1 percent did not report their racial or ethnic identity.

Figure 1.11: SAT Test Takers, by Race and Ethnicity: 2019



Source: College Board, 2019 SAT Suite of Assessments Annual Report

ACT sets benchmark scores for college readiness that coincide with the minimum score needed in a subject-area test to “indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college courses” (ACT 2019).⁹

Similar to the ACT, the SAT has a set of college and career readiness benchmarks. These benchmarks coincide with a 75 percent chance of a C or better in a first-semester, credit-bearing corresponding college course (College Board 2019a).¹⁰

Overall, the share of ACT test takers who met college readiness benchmarks varied greatly by subject in 2019. The only subject in which the majority of test takers met the college readiness benchmark was English (59 percent). Less than half of all ACT test takers met the college readiness benchmark for reading (45 percent), math (39 percent), and science (36 percent). Only 26 percent of all ACT test takers met the college readiness benchmark for all four subjects. In all subject areas, Asian students had the highest rates of meeting benchmarks, and smaller shares of American Indian or Alaska Native and Black or African American students than of those from any other group met the benchmarks.

Table 1.14: Percentage of ACT and SAT Test Takers Meeting Respective College Readiness Benchmarks, by Subject and Race and Ethnicity: 2019

	ACT					SAT			
	English	Mathematics	Reading	Science	All Four Subjects	Evidence-Based Reading and Writing	Math	Both Benchmarks	Neither Benchmark
All racial and ethnic groups	59%	39%	45%	36%	26%	68%	48%	45%	30%
American Indian or Alaska Native	29%	14%	21%	13%	7%	39%	21%	18%	58%
Asian	77%	68%	62%	60%	50%	83%	80%	75%	11%
Black or African American	32%	12%	20%	11%	6%	46%	22%	20%	53%
Hispanic or Latino	44%	25%	32%	22%	14%	55%	31%	29%	43%
Native Hawaiian or other Pacific Islander	38%	23%	26%	19%	13%	51%	29%	27%	47%
White	70%	48%	54%	45%	33%	80%	59%	57%	18%
More than one race	61%	39%	48%	37%	26%	76%	53%	51%	22%
Prefer not to respond/no response	49%	32%	39%	31%	23%	44%	34%	28%	50%

Sources: ACT U.S. High School Graduating Class Data: 2019, <https://www.act.org/content/act/en/research/services-and-resources/data-and-visualization/grad-class-database.html> | College Board, 2019 SAT Suite of Assessments Annual Report

Notes: For ACT, college readiness benchmarks indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college courses. | For SAT, college and career readiness benchmarks coincide with a 75 percent chance of a C or better in a first-semester, credit-bearing corresponding college course. | SAT data reflect 2019 high school graduates who took the current SAT during high school.

9 The corresponding credit-bearing college courses for the ACT college readiness benchmarks include English composition, algebra, social science, biology, STEM, and English language arts (ACT 2019).

10 The corresponding credit-bearing college courses for the SAT college readiness benchmarks include algebra, statistics, precalculus or calculus for math, and history, literature, social science, and writing for evidence-based reading and writing (College Board 2019a).

- Across all subjects, American Indian or Alaska Native, Black or African American, Hispanic or Latino, and Native Hawaiian or other Pacific Islander students were much less likely to meet the ACT college readiness benchmark than Asians, Whites, or students of more than one race.
- Math had the widest range in the percentage of ACT test takers meeting the college readiness benchmark. In 2019, 68 percent of Asian test takers met the college readiness benchmark in math, compared with just 12 percent of Black or African American test takers, a difference of 56 percentage points.
- Across all racial and ethnic groups, Asians were the only group where the majority met the ACT college readiness benchmark in science (60 percent).
- In 2019, less than 10 percent of all American Indian or Alaska Native (7 percent) and Black or African American (6 percent) test takers met the ACT college readiness benchmark across all four subjects.

Overall, 68 percent of SAT test takers met the college readiness benchmark for evidence-based reading and writing, 48 percent met the benchmark for math, and 45 percent of students met the college readiness benchmark for both subjects. Of all SAT test takers, 30 percent did not meet any college readiness benchmarks.

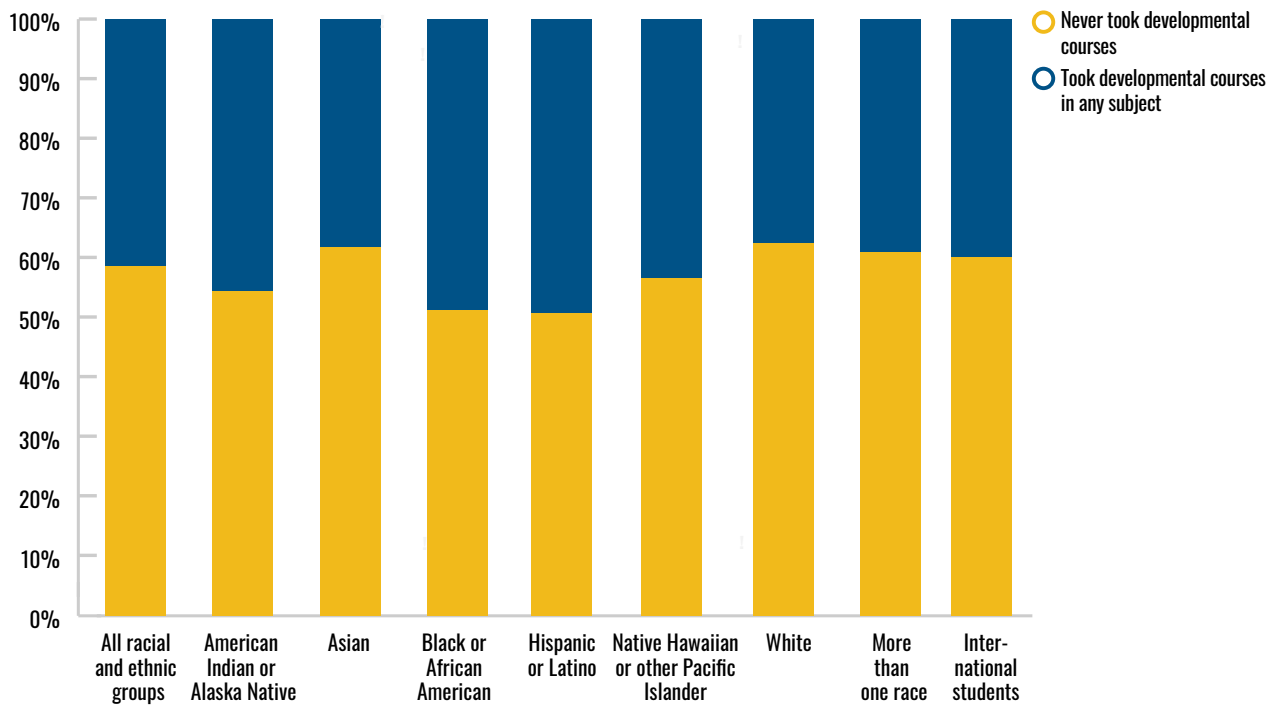
- About one in five American Indian or Alaska Native (18 percent) and Black or African American (20 percent) students met both SAT college readiness benchmarks. Over half of all Asians (75 percent), Whites (57 percent), and individuals of more than one race (51 percent) met both benchmarks.
- Eight out of 10 Asian test takers met the SAT college readiness benchmark for math, compared with just 21 percent of American Indian or Alaska Native and 22 percent of Black or African American test takers—the highest and lowest shares of all racial and ethnic groups.
- Over half of all American Indian or Alaska Native (58 percent) and Black or African American (53 percent) SAT test takers did not meet any college readiness benchmarks.

DEVELOPMENTAL EDUCATION

Developmental or remedial courses are designed to strengthen students' skills in key subjects such as reading, writing, and math so they can be successful in college-level courses. Data come from the U.S. Department of Education's Beginning Postsecondary Students (BPS) Longitudinal Study, which follows a cohort of students enrolled in their first year of higher education. The data here reflect the cohort of first-time, beginning students who first enrolled in 2011–12 and whether or not they had taken a developmental course in any subject by 2016–17.

Of the cohort of students who started postsecondary education in fall 2011, 41.5 percent had taken a developmental course by 2016–17. The shares of students taking these courses did not vary widely across racial and ethnic groups, ranging from 37.5 percent of White students to 49.3 percent of Hispanic or Latino students.

Figure 1.12: Enrollment in Developmental Courses Since High School Through 2016–17, by Race and Ethnicity



Source: U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS:12/17
 Note: Depicts whether students had enrolled in a remedial or developmental education course since leaving high school through 2016–17.

Overall, women were slightly more likely than men to have taken a developmental course by 2016–17 (43.2 percent and 39.3 percent, respectively). This pattern occurred across all groups, with the exception of American Indian or Alaska Native, Black or African American, and international students, among whom men were more likely to have taken a developmental course.

Table 1.15: Enrollment in Developmental Courses Since High School Through 2016–17, by Gender and Race and Ethnicity

		Never Took Developmental Courses	Took Developmental Courses in Any Subject
Women	All racial and ethnic groups	56.8%	43.2%
	American Indian or Alaska Native	60.3%	39.7%
	Asian	60.7%	39.3%
	Black or African American	51.8%	48.2%
	Hispanic or Latina	50.4%	49.6%
	Native Hawaiian or other Pacific Islander	59.0%	41.0%
	White	60.0%	40.0%
	More than one race	58.4%	41.6%
	International students	60.8%	39.2%
Men	All racial and ethnic groups	60.7%	39.3%
	American Indian or Alaska Native	46.3%	53.7%
	Asian	62.8%	37.2%
	Black or African American	50.4%	49.6%
	Hispanic or Latino	51.2%	48.8%
	Native Hawaiian or other Pacific Islander	52.1%!	47.9%!
	White	65.7%	34.3%
	More than one race	64.3%	35.7%
	International students	59.0%	41.0%

Source: U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS:12/17

Notes: Depicts whether students had enrolled in a remedial or developmental education course since leaving high school through 2016–17. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

- Among women, the range of students who had ever taken a developmental course ranged from 39.2 percent of international students and 39.3 percent of Asian students to 48.2 percent of Black or African American students and 49.6 percent of Hispanic or Latina students.
- Among men, over half of all American Indian or Alaska Native (53.7 percent) and nearly half of all Black or African American (49.6 percent) and Hispanic or Latino (48.8 percent) students had taken a developmental course, compared with 34.3 percent of White students.
- The largest gender gap occurred among American Indians or Alaska Natives, among whom there was a 14.0 percentage point gap between the share of men and women who had taken a developmental course.

Overall, students who came from families in the lowest income quartile were much more likely than students in the highest income quartile to have ever taken a developmental course (47.0 percent and 33.9 percent, respectively). White students had the lowest participation rates in the lower half of the income distribution; Asian students had the lowest participation rates in the upper half of the income distribution.

Table 1.16: Enrollment in Developmental Courses Since High School Through 2016–17, by Income and Race and Ethnicity

		Never Took Developmental Courses	Took Developmental Courses in Any Subject
Income Quartile 1 (Lowest)	All racial and ethnic groups	53.0%	47.0%
	American Indian or Alaska Native	54.0%	46.0%
	Asian	48.5%	51.5%
	Black or African American	50.5%	49.5%
	Hispanic or Latino	48.7%	51.3%
	Native Hawaiian or other Pacific Islander	‡	‡
	White	58.2%	41.8%
	More than one race	55.6%	44.4%
	International students	47.5%	52.5%
Income Quartile 2	All racial and ethnic groups	56.6%	43.4%
	American Indian or Alaska Native	55.6%!	44.4%!
	Asian	55.7%	44.3%
	Black or African American	48.5%	51.5%
	Hispanic or Latino	50.4%	49.6%
	Native Hawaiian or other Pacific Islander	‡	‡
	White	62.3%	37.7%
	More than one race	56.6%	43.4%
	International students	56.9%	43.1%
Income Quartile 3	All racial and ethnic groups	58.4%	41.6%
	American Indian or Alaska Native	59.6%	40.4%
	Asian	72.0%	28.0%
	Black or African American	55.9%	44.2%
	Hispanic or Latino	47.3%	52.7%
	Native Hawaiian or other Pacific Islander	‡	‡
	White	60.4%	39.6%
	More than one race	63.7%	36.3%
	International students	‡	‡

		Never Took Developmental Courses	Took Developmental Courses in Any Subject
Income Quartile 4 (Highest)	All racial and ethnic groups	66.1%	33.9%
	American Indian or Alaska Native	49.2%!	50.8%!
	Asian	76.2%	23.8%
	Black or African American	54.7%	45.3%
	Hispanic or Latino	61.0%	39.0%
	Native Hawaiian or other Pacific Islander	‡	‡
	White	66.9%	33.1%
	More than one race	69.3%	30.7%
	International students	80.5%	19.5%!

Source: U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS:12/17

Notes: Depicts whether students had enrolled in a remedial or developmental education course since leaving high school through 2016–17. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%.

- Over half of all international (52.5 percent), Asian (51.5 percent), and Hispanic or Latino (51.3 percent) students from the lowest income quartile had taken a developmental course.
- Slightly less than half of all Black or African American students from the highest income quartile had taken a developmental course (45.3 percent). The smallest gap between high- and low-income students was among Black or African American students—just 4.2 percentage points.
- The largest percentage point gap by income quartile occurred among Asian students. Over half of all Asian students from the lowest income quartile had ever taken a developmental course (51.5 percent), compared with 23.8 percent of Asian students from the highest income quartile—a difference of 27.7 percentage points.

More than half of all students at public two-year institutions had taken a developmental course by 2016–17 (58.7 percent), compared with 31.5 percent of students at public four-year, 31.1 percent of students at for-profit, and 22.0 percent of students at private nonprofit four-year institutions. In all sectors except the for-profit sector, Black or African American and Hispanic or Latino students were most likely to have taken developmental courses.

Table 1.17: Enrollment in Developmental Courses Since High School Through 2016–17, by Sector and Race and Ethnicity

		Never Took Developmental Courses	Took Developmental Courses in Any Subject
Public Four-Year	All racial and ethnic groups	68.5%	31.5%
	American Indian or Alaska Native	‡	‡
	Asian	71.3%	28.7%
	Black or African American	61.0%	39.0%
	Hispanic or Latino	59.3%	40.7%
	Native Hawaiian or other Pacific Islander	‡	‡
	White	72.1%	27.9%
	More than one race	68.1%	31.9%
	International students	‡	‡
Private Nonprofit Four-Year	All racial and ethnic groups	78.0%	22.0%
	American Indian or Alaska Native	‡	‡
	Asian	84.6%	15.4%
	Black or African American	71.3%	28.7%
	Hispanic or Latino	68.2%	31.8%
	Native Hawaiian or other Pacific Islander	‡	‡
	White	79.6%	20.4%
	More than one race	82.5%	17.5%
	International students	84.1%	15.9%
Public Two-Year	All racial and ethnic groups	41.3%	58.7%
	American Indian or Alaska Native	39.4%	60.6%
	Asian	38.5%	61.5%
	Black or African American	32.9%	67.1%
	Hispanic or Latino	36.6%	63.4%
	Native Hawaiian or other Pacific Islander	‡	‡
	White	45.6%	54.4%
	More than one race	41.1%	58.9%
	International students	48.9%	51.1%

		Never Took Developmental Courses	Took Developmental Courses in Any Subject
For-Profit	All racial and ethnic groups	68.9%	31.1%
	American Indian or Alaska Native	78.9%	21.1%!!
	Asian	58.3%	41.7%
	Black or African American	66.6%	33.4%
	Hispanic or Latino	68.2%	31.8%
	Native Hawaiian or other Pacific Islander	68.0%	32.0%!
	White	70.3%	29.7%
	More than one race	72.4%	27.6%
	International students	‡	‡

Source: U.S. Department of Education, Beginning Postsecondary Students Longitudinal Study, BPS:12/17

Notes: Depicts whether students had enrolled in a remedial or developmental education course since leaving high school through 2016–17. | ‡ Estimate suppressed. Reporting standards not met. | ! Interpret with caution. Ratio of standard error to estimate is >30% but <50%. | !! Interpret with caution. Ratio of standard error is > 50%.

- About four in 10 Hispanic or Latino (40.7 percent) and Black or African American (39.0 percent) students at public four-year institutions had taken a developmental course, compared with 31.9 percent of individuals of more than one race, 28.7 percent of Asians, and 27.9 percent of Whites.
- Among students at private nonprofit four-year institutions, the range of students who had ever taken a developmental course ranged from 15.4 percent of Asian students to 31.8 percent of Hispanic or Latino students.
- More than two-thirds of all Black or African American students at public two-year institutions had taken a developmental course (67.1 percent). This was the highest share of any group at public two-year institutions.
- Nearly 42 percent of all Asians at for-profit institutions had taken a developmental course—the highest share of any group within this sector.

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