

Lit Scan

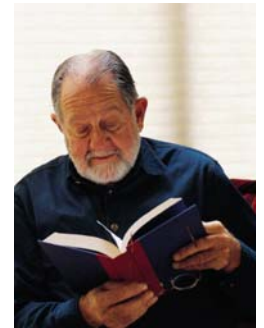
Facts & Figures from the Colorado Literacy Research Initiative

Volume 9 - Number 7

August 29, 2005

Achievement Gap in Colorado Adults' Literacy and Numeracy

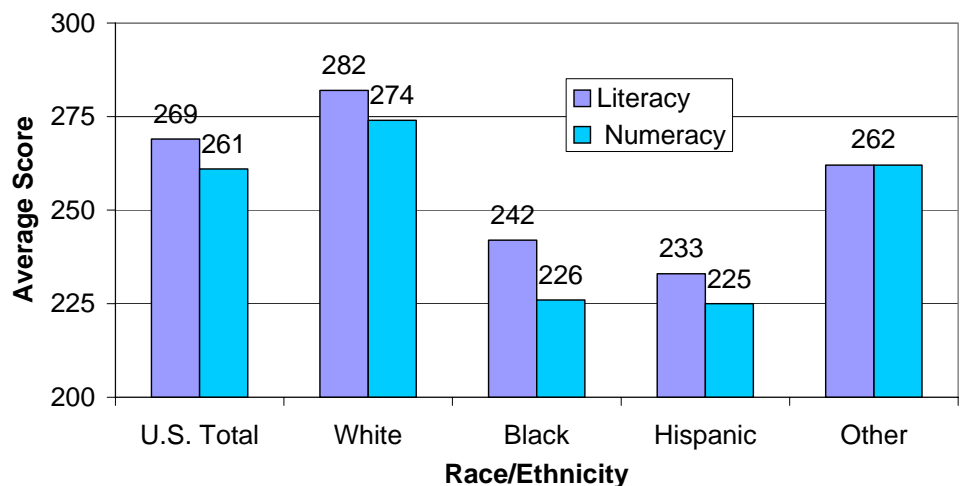
The 2003 International Adult Literacy and Lifeskills Survey included a representative sample of 3,420 U.S. adults between the ages of 16 and 65. Because racial and ethnic groups are different from one country to another, findings for such groups are reported only for the United States in the Highlights to the report. Average literacy and numeracy scores are reported by race and ethnicity in the categories, Hispanic, Non-Hispanic White, Non-Hispanic Black, and Other. The Other category includes a variety of groups—such as Asians, American Indians, and those who marked more than one race—for which sample sizes were too small to produce more detailed and meaningful results.



On both literacy and numeracy tests,

- Hispanics and Blacks as well as other minority groups performed below the national average.
- The performance of Hispanics and Blacks was lower than for Other minorities.

Average Literacy and Numeracy Scores of U.S. Participants in the International Adult Literacy and Lifeskills Survey, 2003



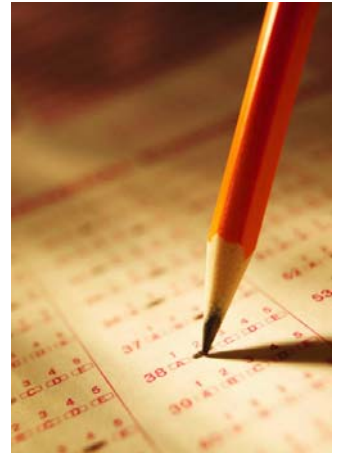
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Achievement Gap in Colorado Adults' Literacy & Numeracy

- There was no statistically significant difference between the scores of Hispanics and Blacks.

While reading and math scores for K-12 students are now widely available throughout the U.S., this is the first time in more than a decade that a representative sample of adult Americans has been tested directly on their "functional" literacy and numeracy skills.

For more details on the ALL survey, consult the National Center for Education Statistics website at the links listed under "Source." Of particular interest may be the sample items for the document and prose literacy tests and the numeracy test.



Understanding Colorado's Achievement Gap: An Analysis of Student Performance Data by Race and Income

In an August 2005 report, the Bell Policy Center documents the troubling gaps in Colorado Student Assessment Program (CSAP) reading and math scores as well as ACT scores attributable to race and income. See the full report at: <http://www.thebell.org/pdf/AchievementGap05.pdf>.

Related Issues of LitScan

Six earlier issues of **LitScan** document the close relationship between race, income, and educational attainment, particularly that of parents, and their impact on the Achievement Gap. See the following issues:

- *Maternal Education Outstrips Race & Ethnicity as Predictor of Kindergartners' Academic Achievement* (v. 4, n. 2, February 24, 2000);
- *Parents' Level of Education Outweighs Other At Risk Conditions as Predictor of NAEP Reading Scores* (v. 4, n. 6, July 24, 2000);
- *Educational Attainment Stronger Predictor of 1999 Income Than Race/Ethnicity, Gender, and Metropolitan Status* (v. 4, n. 8, October 6, 2000);
- *Racial/Ethnic Gaps Persist, Despite Colorado's High Rank on Educational Attainment* (v. 5, n. 1, April 23, 2001);
- *Educational Attainment, Income and Self-Sufficiency* (v. 5, n. 4, October 15, 2001);
- *Lower Adult Educational Attainment Increases Odds of Lower—and Declining—Household Income* (v. 8, n. 6, September 7, 2004).

These and other issues of **LitScan** may be accessed via the Colorado Literacy Research Initiative website at <http://www.literacyresearch.org>.

SOURCE

Highlights from the 2003 International Adult Literacy and Lifeskills Survey (ALL), National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

- Study Description: <http://nces.ed.gov/surveys/all/issuebrief.asp?issuebriefType=2>
- Performance of U. S. Adults by Sex and Race/Ethnicity: <http://nces.ed.gov/surveys/all/issuebrief.asp?issuebriefType=4>
- Figure 2: Average literacy and numeracy scores of U.S. 16- to 65-year olds, by race/ethnicity: 2003: <http://nces.ed.gov/surveys.all/figures.asp?PopUp=true&FigureNumber=3>
- Sample Items: <http://nces.ed.gov/surveys/all/Items.asp?sub=yes&SectionID=1&CatID=1>

CONTACT INFORMATION

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