

Achievement Gaps by Race and Parental Education in Brazilian Schools: 1995-2011

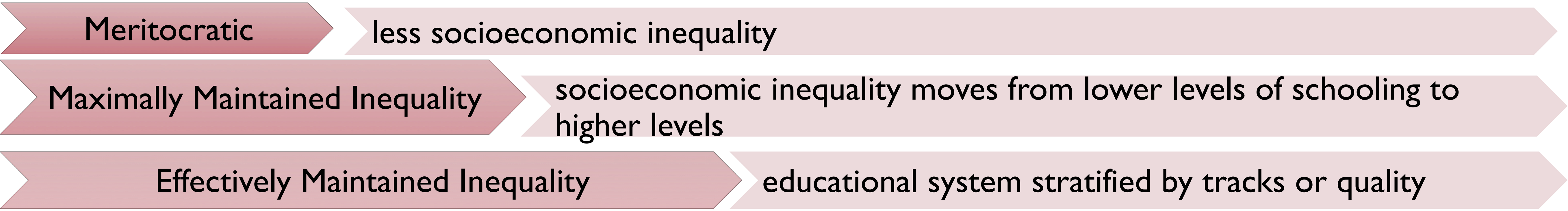


Izabel Fonseca – ifonseca@stanford.edu



Question: Has the relationship between student achievement and socioeconomic background (measured by race and parental education) changed in Brazil in the context of the expansion of the school system and the decrease in income inequality?

Hypotheses regarding social inequality in expanding educational systems:

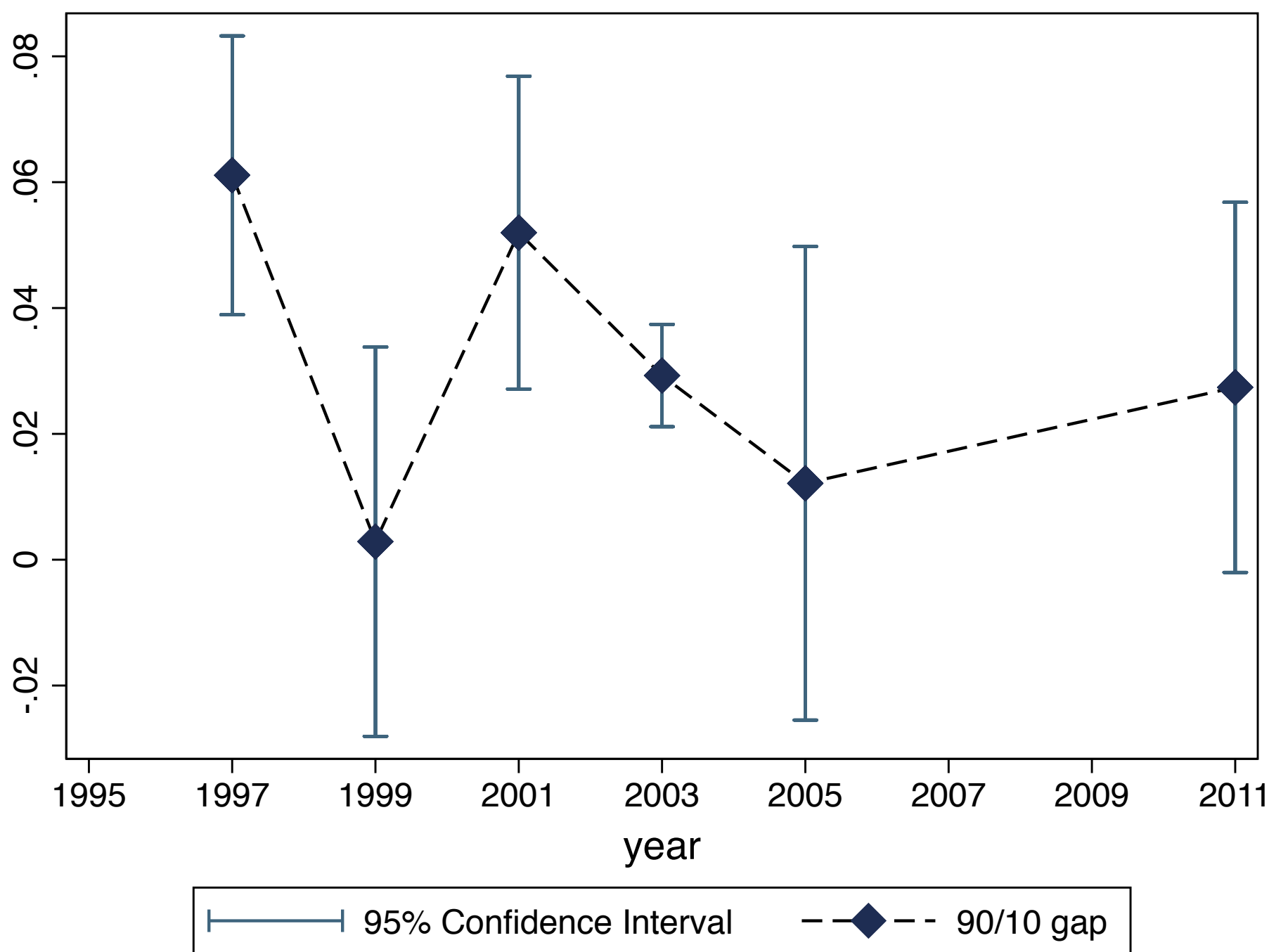


Data: SAEB; grades 5, 9 and 12; from 1995 to 2011

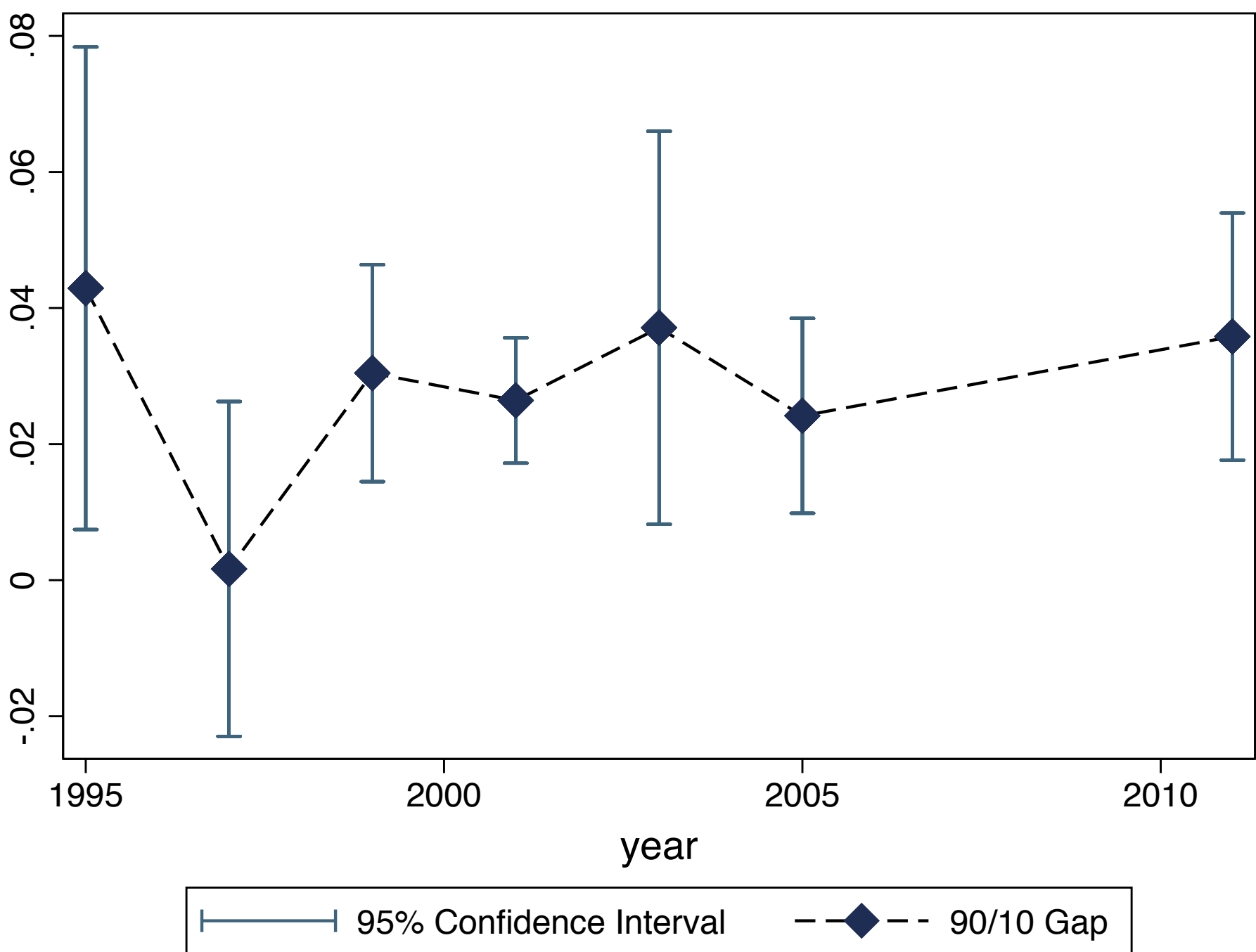
Methods: Parental education achievement gaps are average differences in math scores between students at the 90th and the 10th percentiles of the parental education distribution, estimated using weighted least squares. Racial achievement gaps are differences in adjusted R^2 from regression models predicting test scores by race indicators. Estimation methods described in details in Reardon, S.F. (in press). “*The widening socioeconomic status achievement gap: new evidence and possible explanations.*”

Decompositions use an Oaxaca-Blinder-Langoni empirical framework.

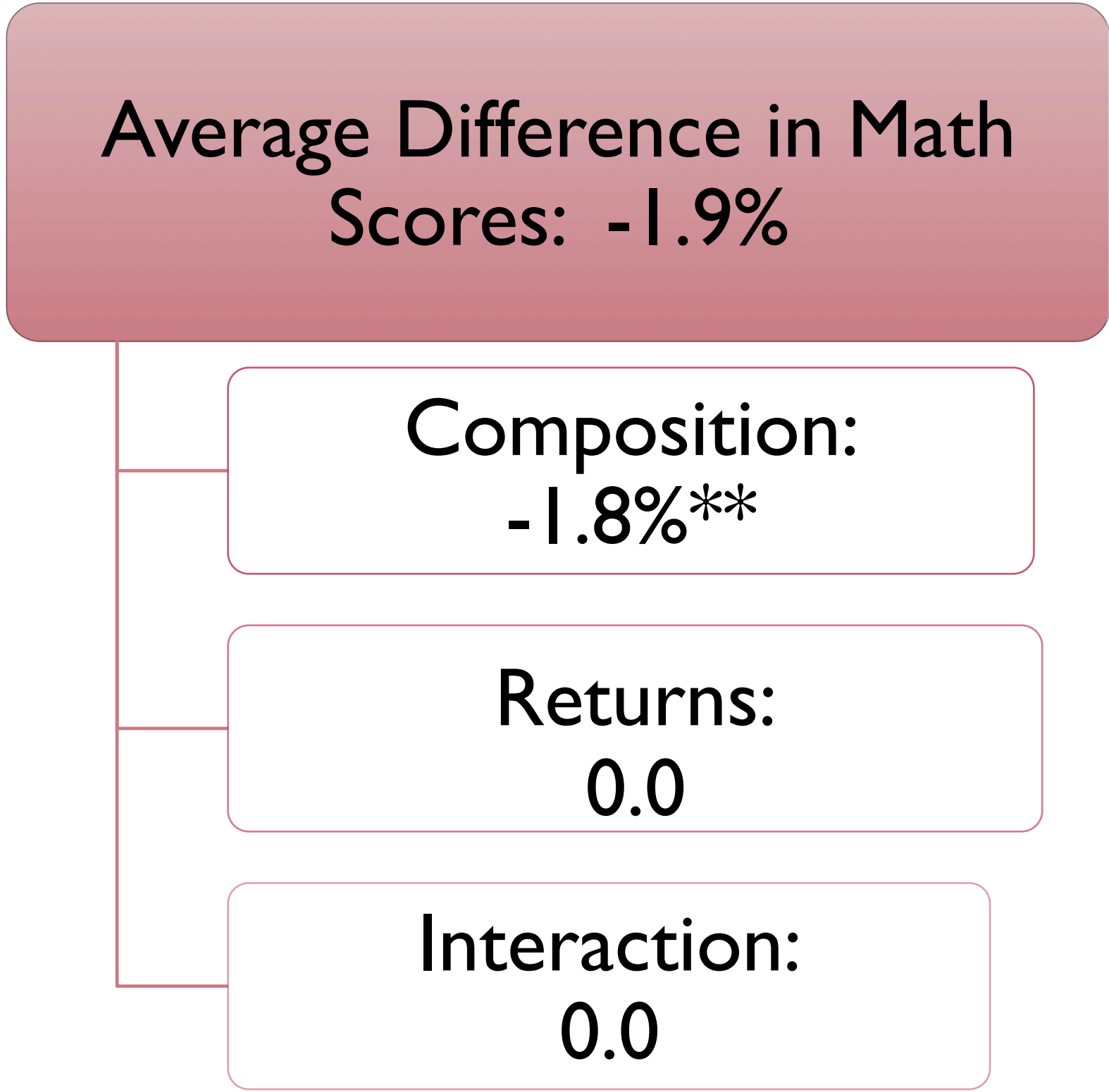
90-10 Parental Education Math Achievement Gaps, 5th graders



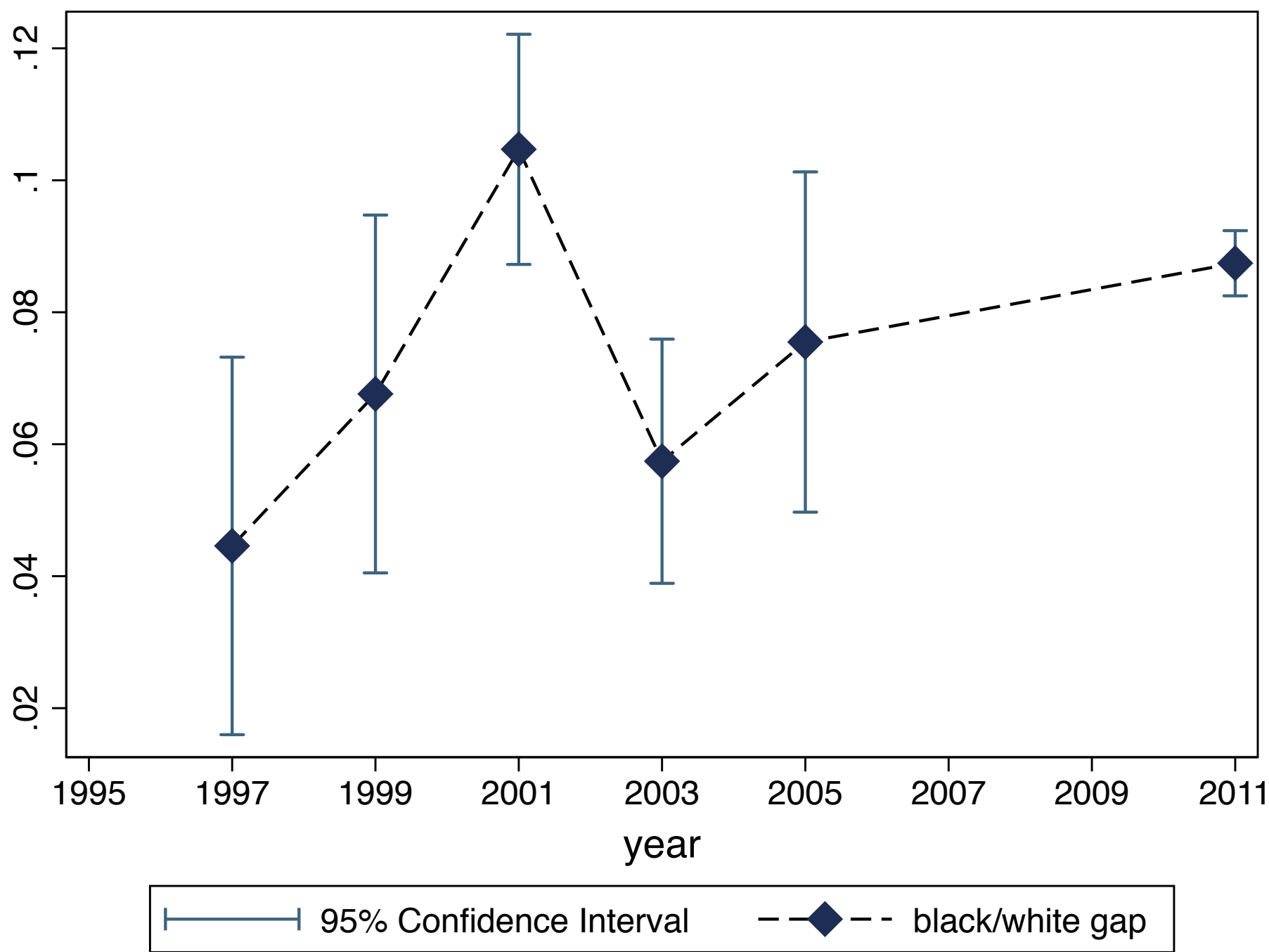
90-10 Parental Education Math Achievement Gaps, 12th graders



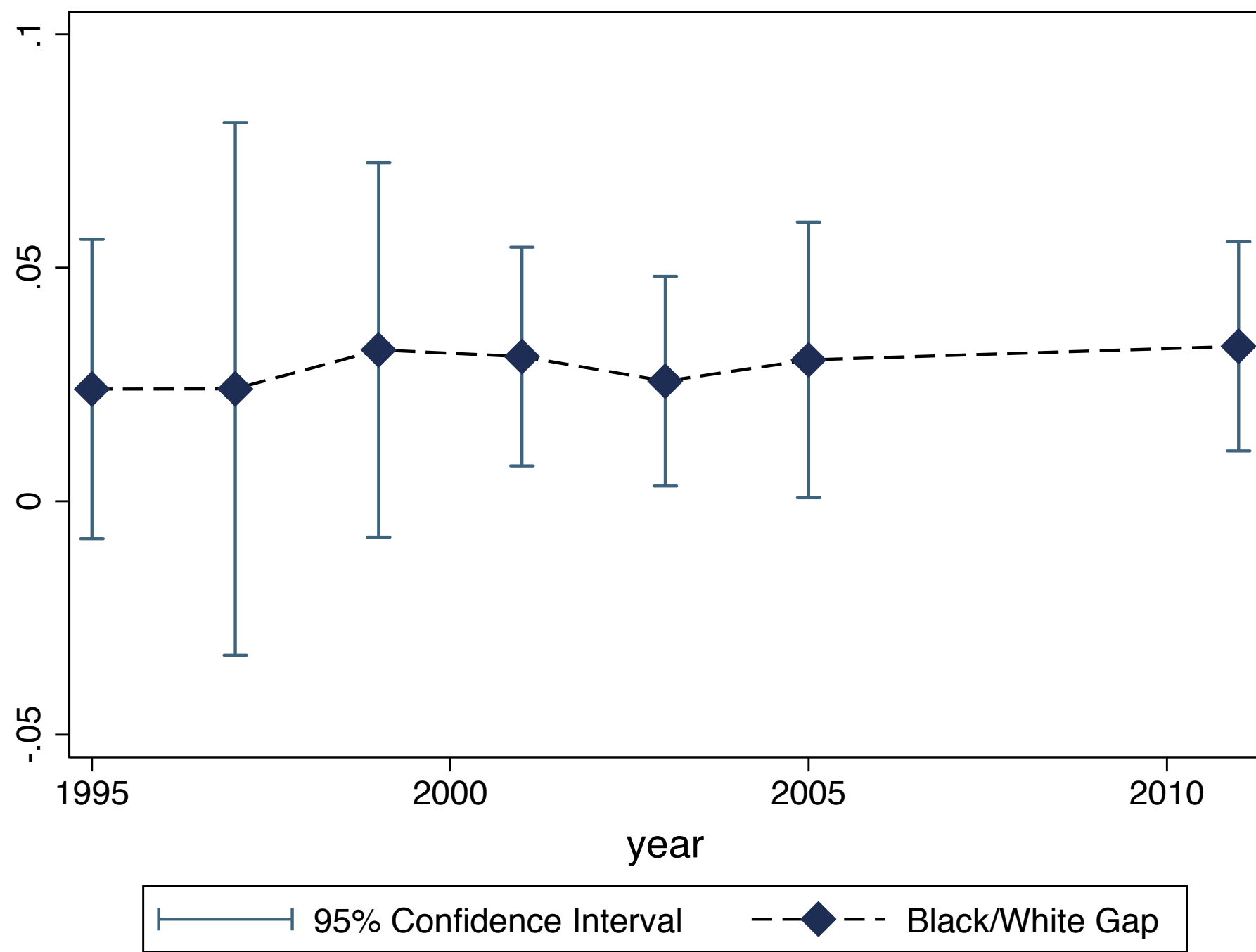
Decomposition results, 1995 to 2001



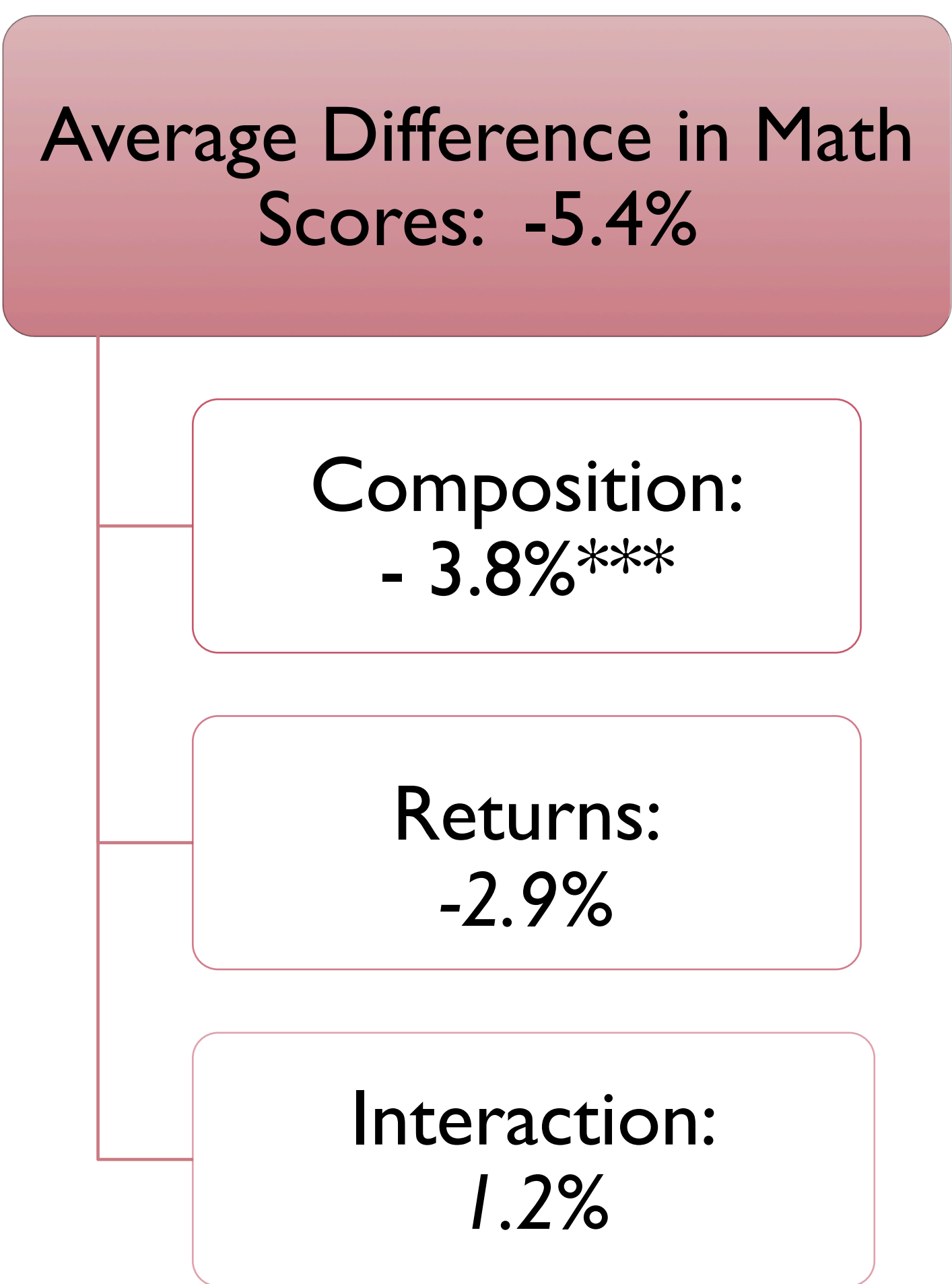
Black/White Math Achievement Gaps, 5th graders



Black/White Math Achievement Gaps, 12th graders



Decomposition results, 2001 to 2011



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