



Opportunity and Equity: Enrollment and Outcomes of Black and Latino Males in Boston Public Schools

Partners

- Center for Collaborative Education
- Annenberg Institute for School Reform at Brown University
- Boston Public Schools
- Barr Foundation
- Black & Latino Male Study Advisory Committee

Context: National Outcomes for Black and Latino Males

- Special education *disproportionalities*
- *Higher* suspension and expulsion rates
- *Less* access to rigorous courses and programs
- *Lower* graduation and bachelor's degree rates
- *Lower* employment rates and earnings
- *Higher* poverty and unemployment rates

Purpose of Study

- To examine the enrollment and outcomes of Black and Latino male students
- To acknowledge the diversity of Black and Latino male students by geographic origin and race

Data and Methods

- BPS student-level data (SY2009-2012)
- Enrollment, opportunity and attainment indicators

Three Stories: Story 1

- 1. Diversity of Black and Latino males in BPS**
2. Access to educational opportunity
3. Educational attainment

Black and Latino Racial/Ethnic Categories

Select:

Latino

Not Latino

Latino

White

Black

Other

Not Latino

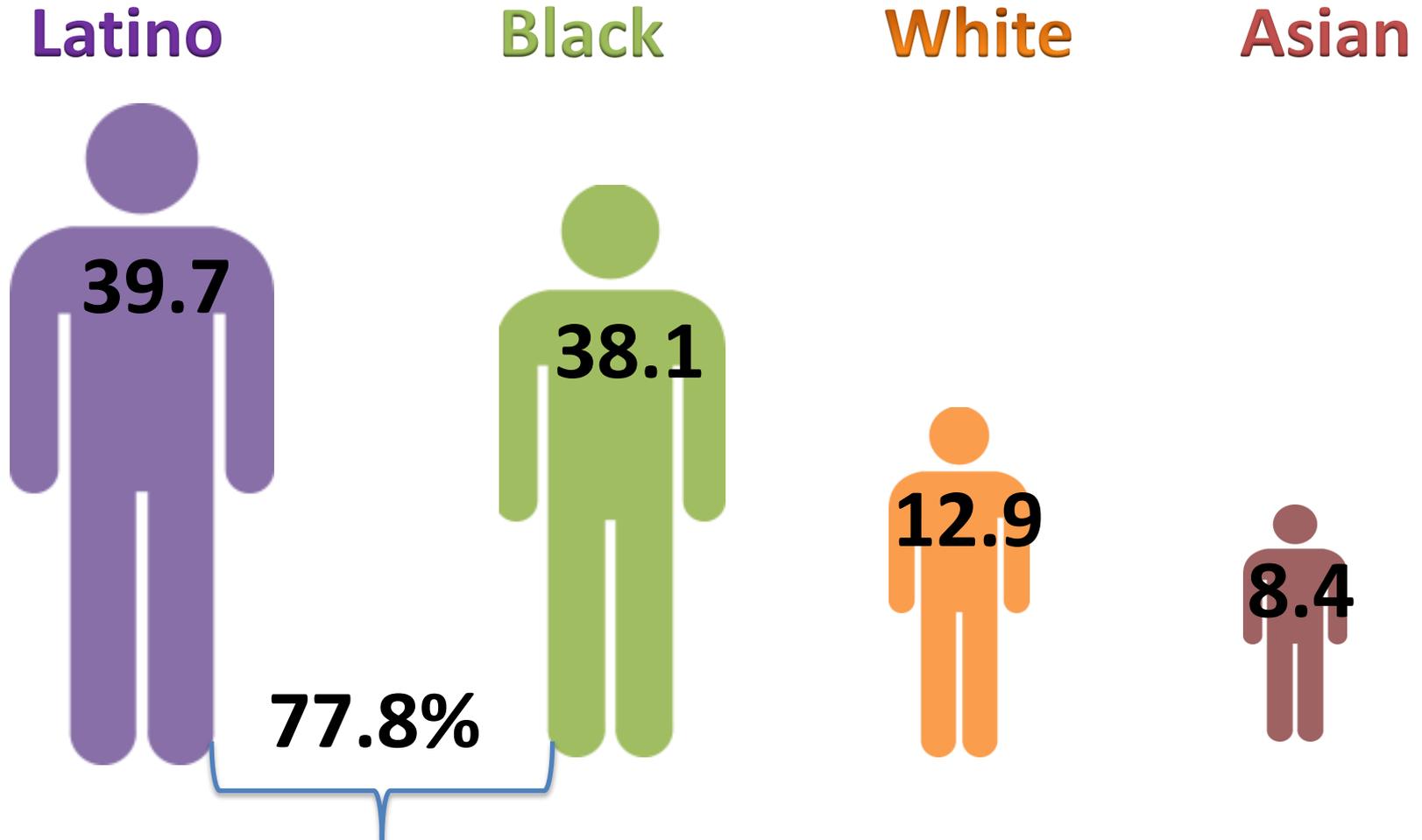
White

Black

Asian

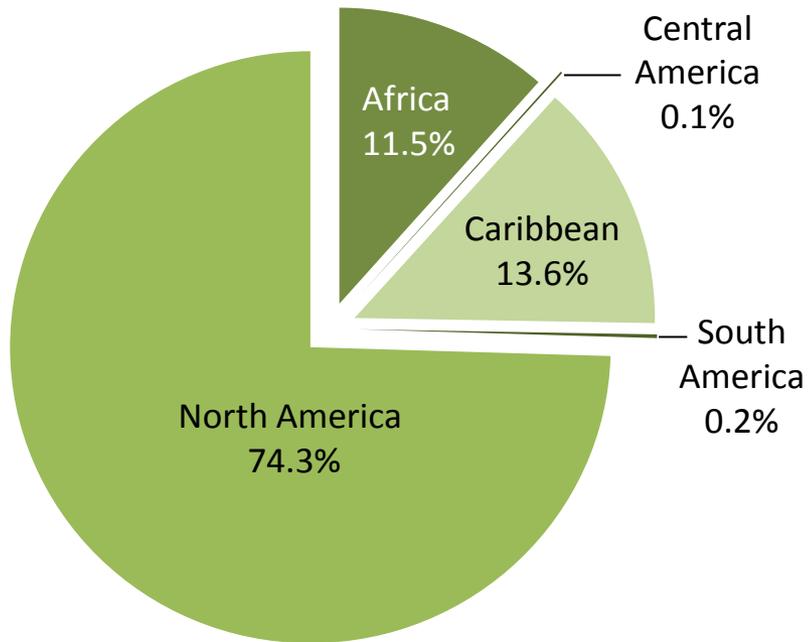
Other

BPS Male Enrollment by Race/Ethnicity SY2012 (N=28,777)

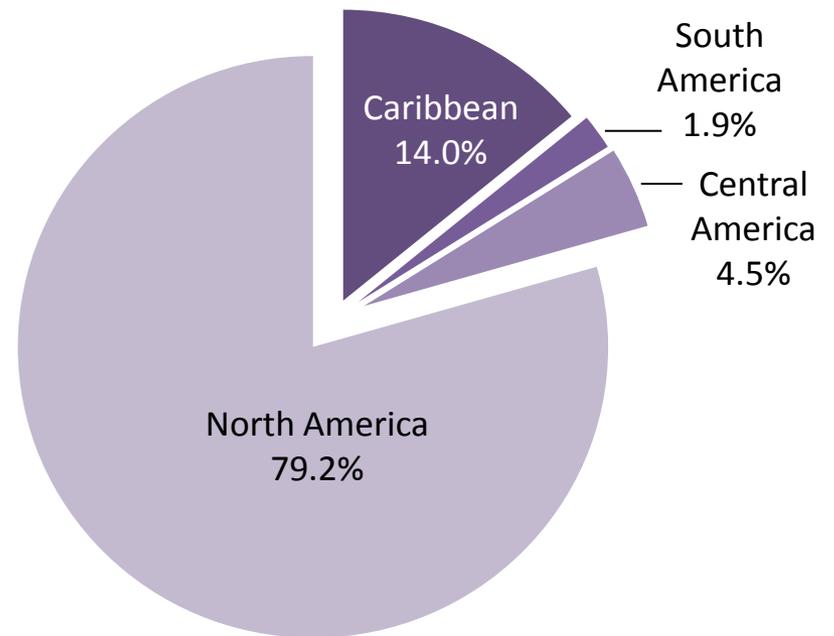


Racial-Ethnic-Geographic Framework

BLACK MALES BY GEOGRAPHY



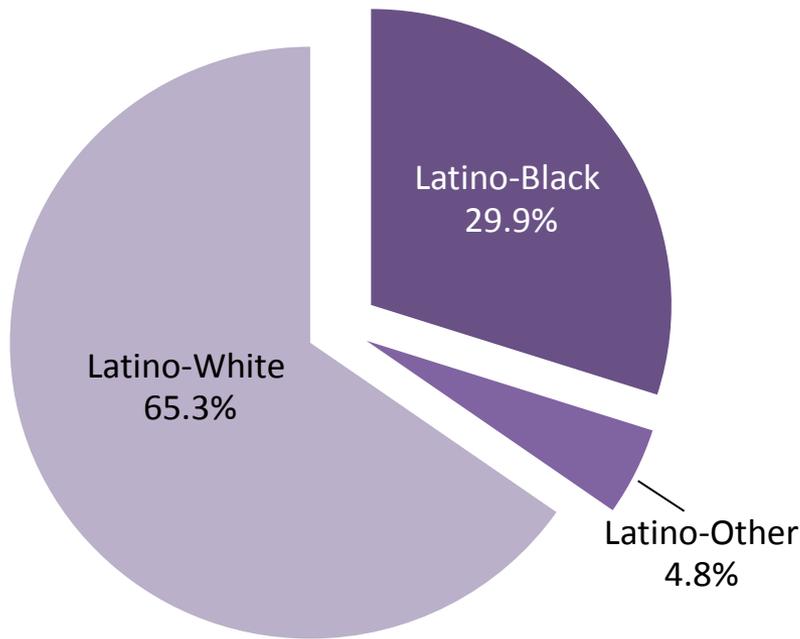
LATINO MALES BY GEOGRAPHY



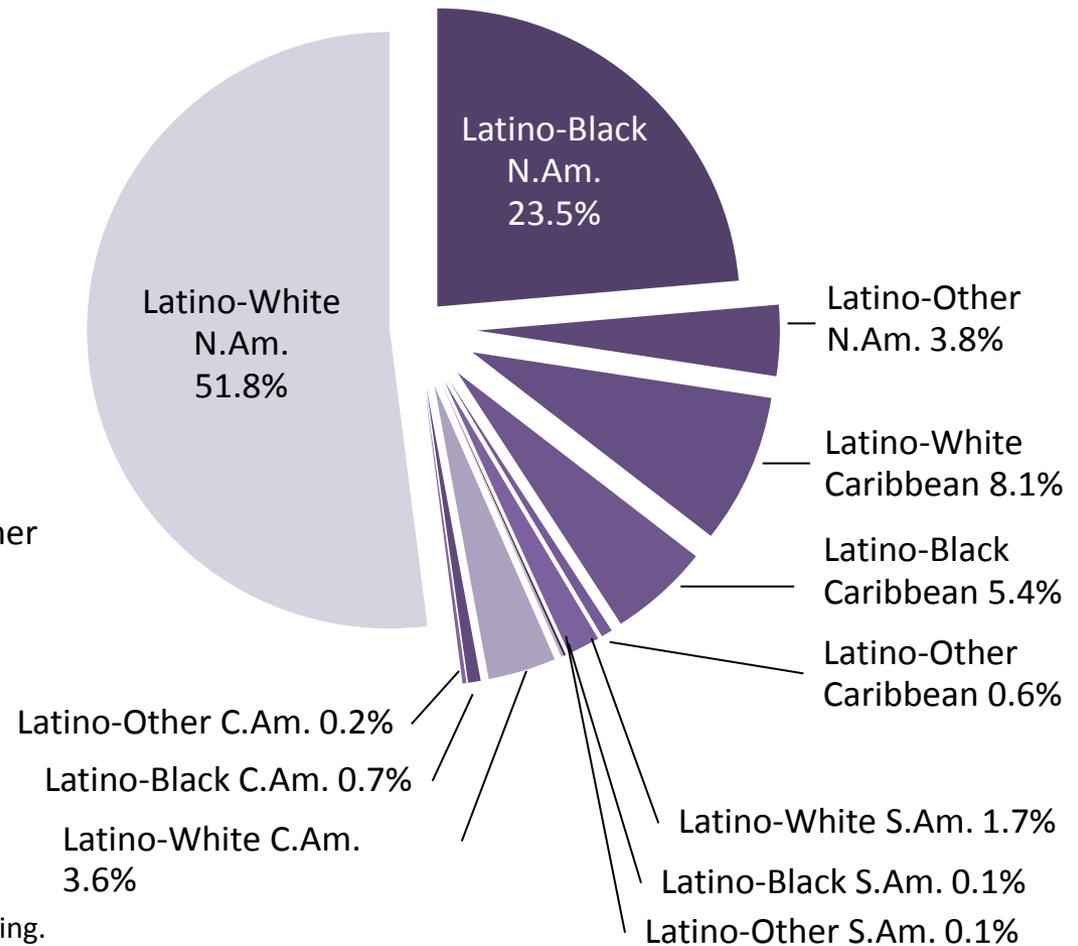
Note: Percentages may not add up to 100% due to rounding.

Racial-Ethnic-Geographic Framework

LATINO MALES BY RACE



LATINO MALES BY RACE & GEOGRAPHY



Note: Percentages may not add up to 100% due to rounding.

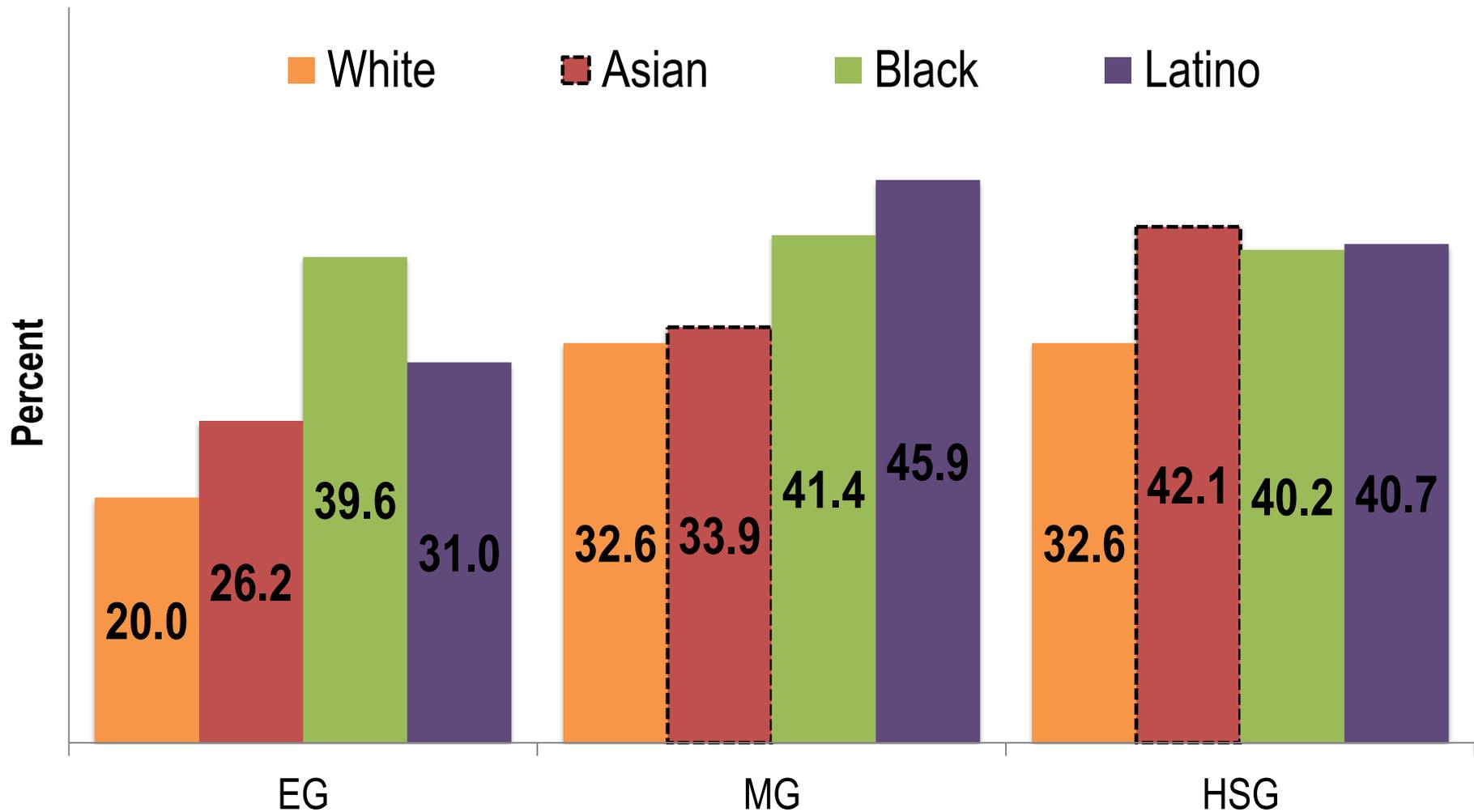
Story 2

1. Diversity of Black and Latino males in BPS
- 2. Access to educational opportunity**
3. Educational attainment

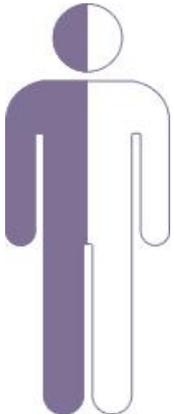
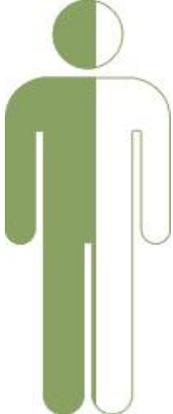
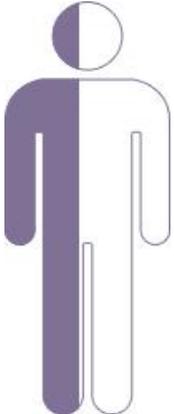
Access to Educational Opportunities for Black and Latino Males in BPS

- Substantially separate special education placement rates
- Enrollment in Advanced Work Classes (Gr. 4-6)
- Enrollment in Exam Schools (Gr. 7-12)
- MassCore completion rates

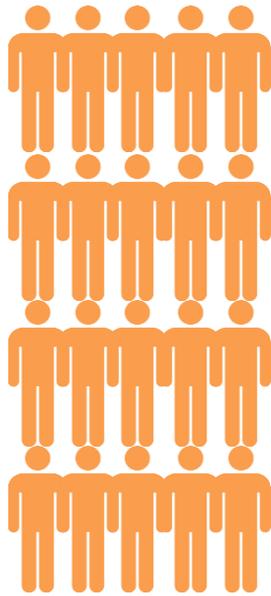
Males in Substantially Separate Special Education Placements by Race/Ethnicity



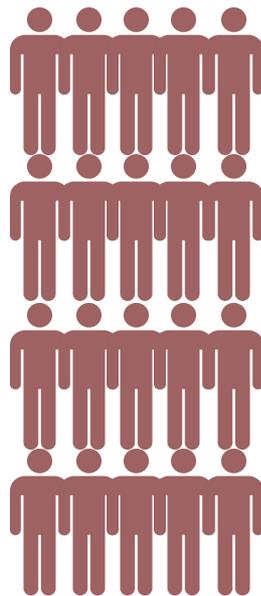
Males in Substantially Separate Special Education Placements by Race/Ethnicity and Geography

	MG	HSG	HSG
Race / Ethnicity	9/20 Latino Males	8/20 Black Males	8/20 Latino Males
+ Geography	10/20 Latino Caribbean & Latino North American Males 	11/20 Black Caribbean Males 	9/20 Latino North American Males 

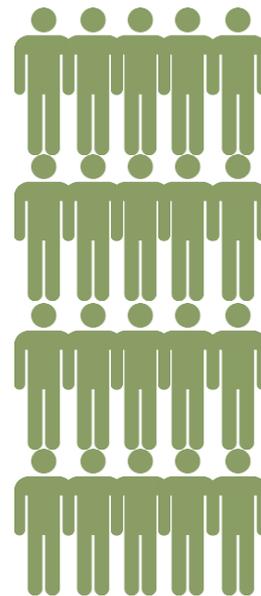
Disproportionality in Access to Advanced Work Classes for Males by Race/Ethnicity (Gr. 4-6)



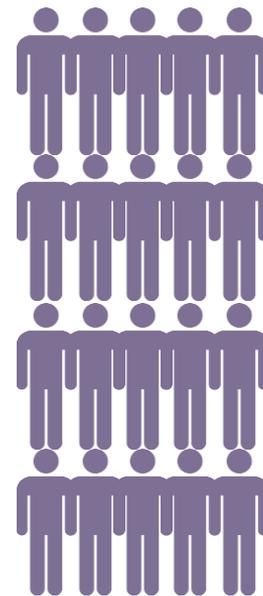
White



Asian

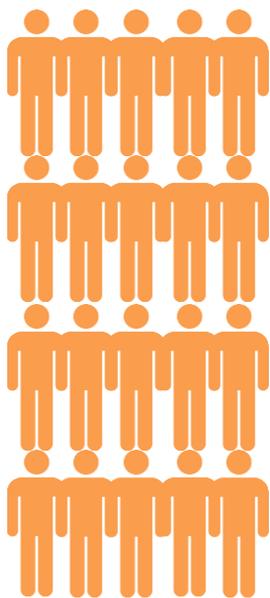


Black

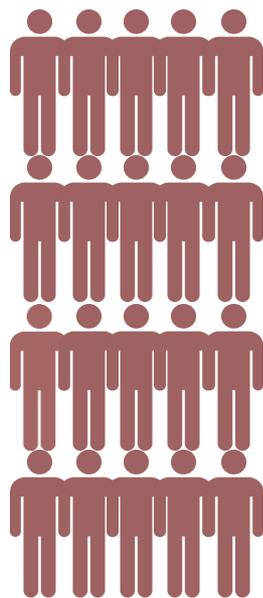


Latino

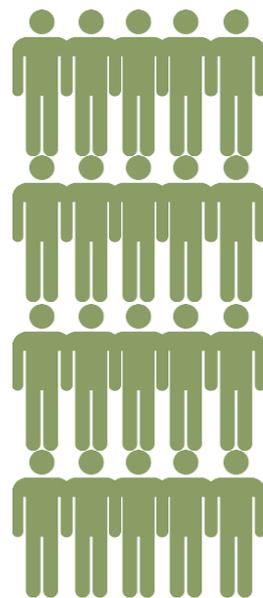
Disproportionality in Access to Exam Schools for Males by Race/Ethnicity (Gr. 7-12)



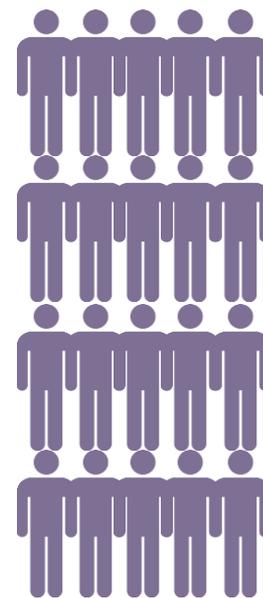
White



Asian

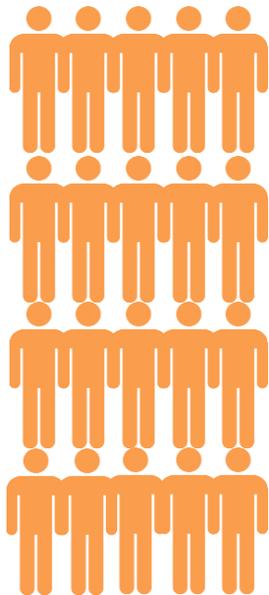


Black

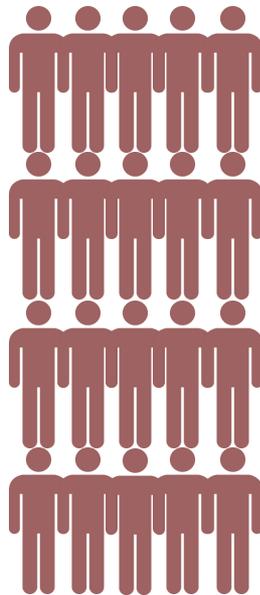


Latino

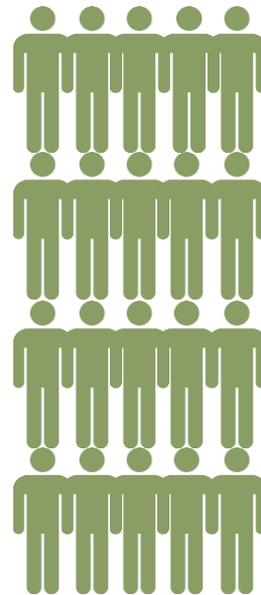
6th Gr. Male AWC Participants in 2011 who Enrolled in Exam HS in 7th Gr. in 2012 by Race/Ethnicity



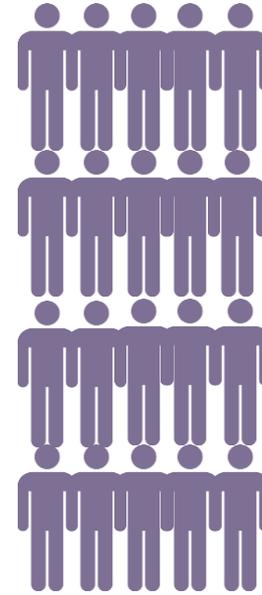
White



Asian



Black

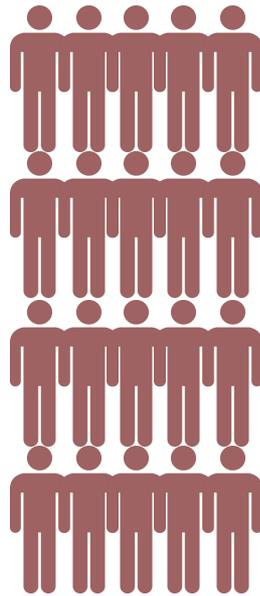


Latino

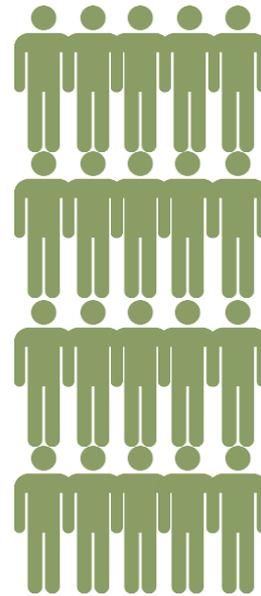
Disproportionality in MassCore Completion by Male Graduates by Race/Ethnicity



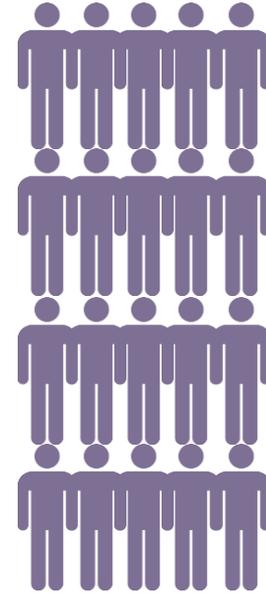
White



Asian

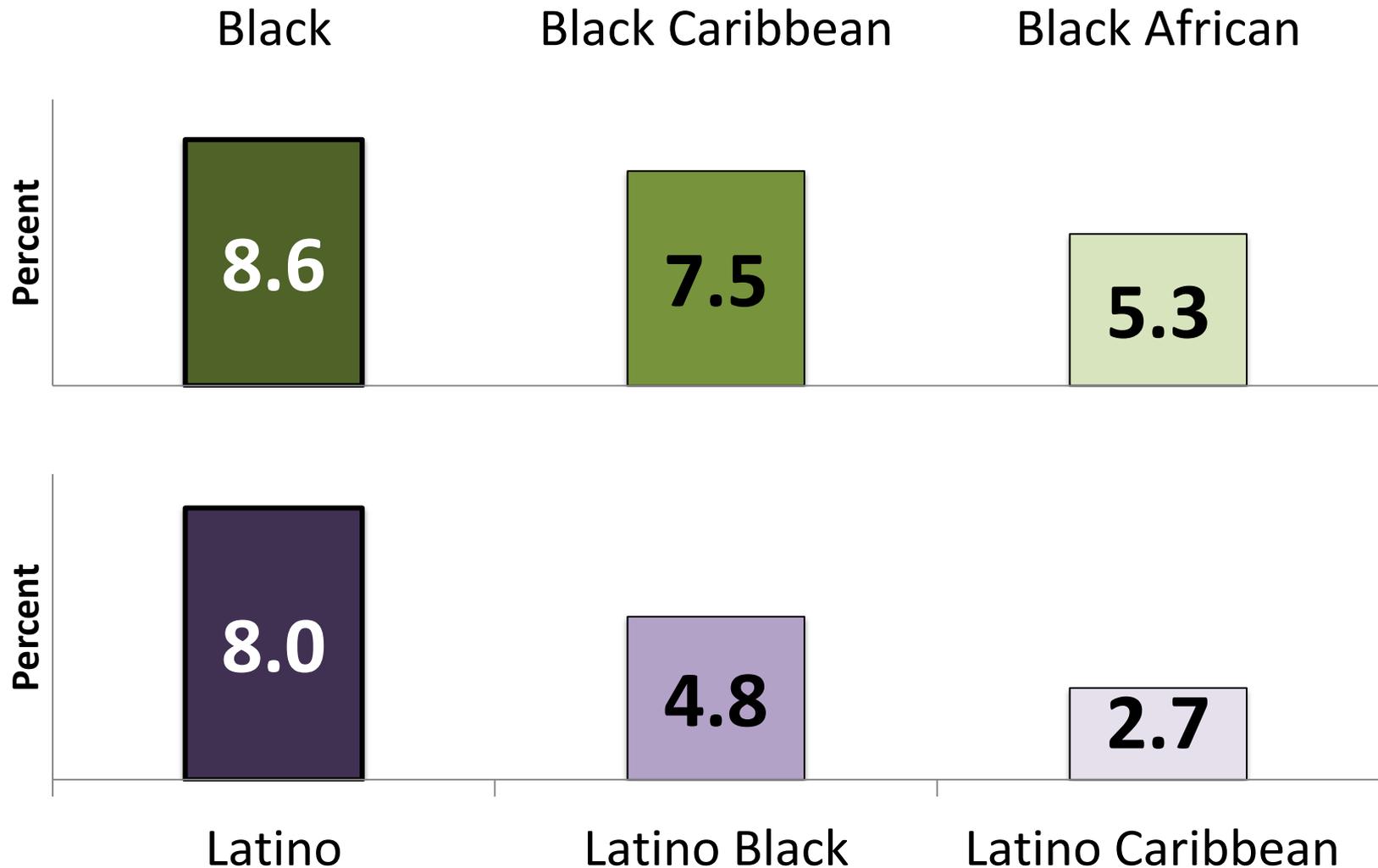


Black



Latino

Males Enrolled in Exam Schools by Race/Ethnicity and Geography (%)



Black and Latino Males

Higher:

- Substantially separate special education placements

Lower:

- AWC enrollment
- Exam school enrollment
- AWC to Exam School rates
- MassCore completion

Black Males by Geography

Black Caribbean Males

Highest:

- Substantially separate special education placements (EG, HSG)

Black African & Black Caribbean Males

Lowest:

- AWC enrollment
- Exam school enrollment
- MassCore completion

Latino Males by Race and Geography

Latino-Black & Latino Caribbean Males

Highest:

- Substantially separate special education placements

Lowest:

- AWC enrollment
- Exam school enrollment
- MassCore completion

Story 3

1. Diversity of Black and Latino males in BPS
2. Access to educational opportunity
- 3. Educational attainment**

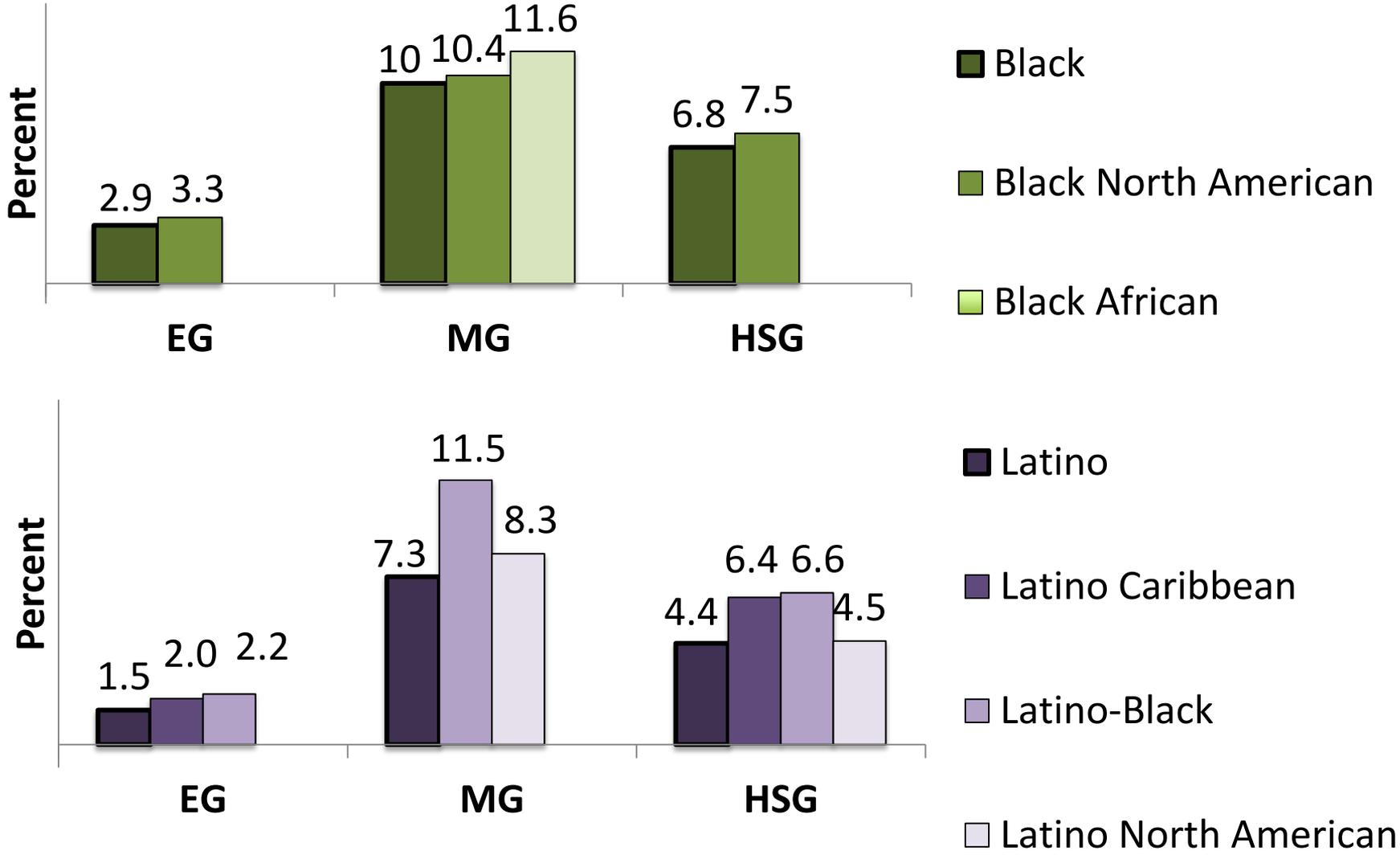
Educational Attainment of Black and Latino Males in BPS

- Out-of-school suspension rates
- MCAS English Language Arts proficiency
- Cohort dropout rates
- Declining educational attainment

Suspension Risks for Black and Latino Males Compared to White Males

- **EG**: Black males = **3.2** times higher
Latino males = **1.7** times higher
- **MG**: Black males = **3.9** times higher
Latino males = **2.9** times higher
- **HSG**: Black males = **3.2** times higher
Latino males = **2.1** times higher

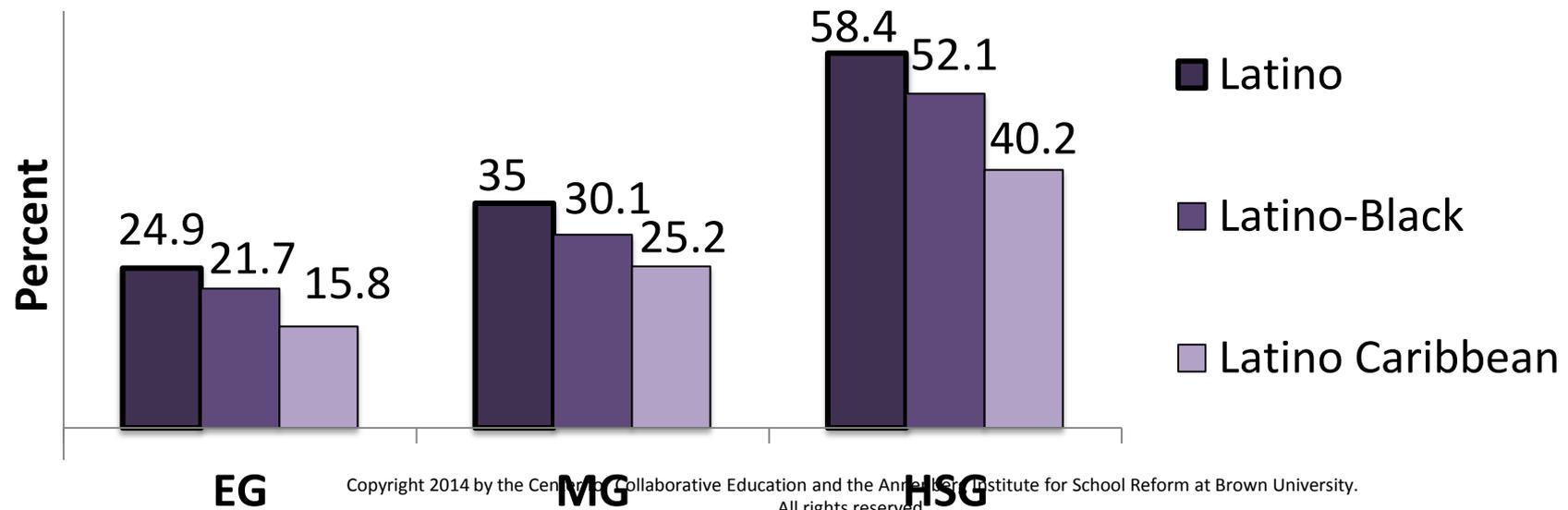
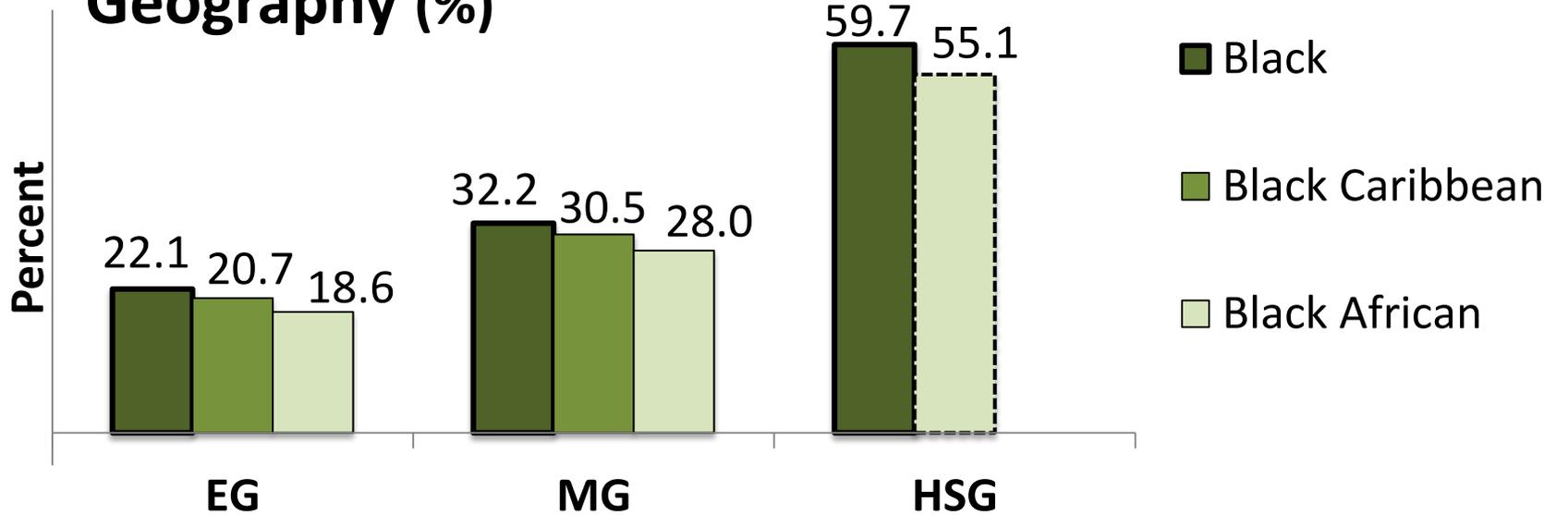
Suspension Rates by Race/Ethnicity and Geography (%)



MCAS ELA Proficiency for White Males Compared to Black and Latino Males

- **EG**: **2.6** times higher than Black males
2.3 times higher than Latino males
- **MG**: **1.9** times higher than Black males
1.7 times higher than Latino males
- **HSG**: **1.3** times higher than Black and Latino males

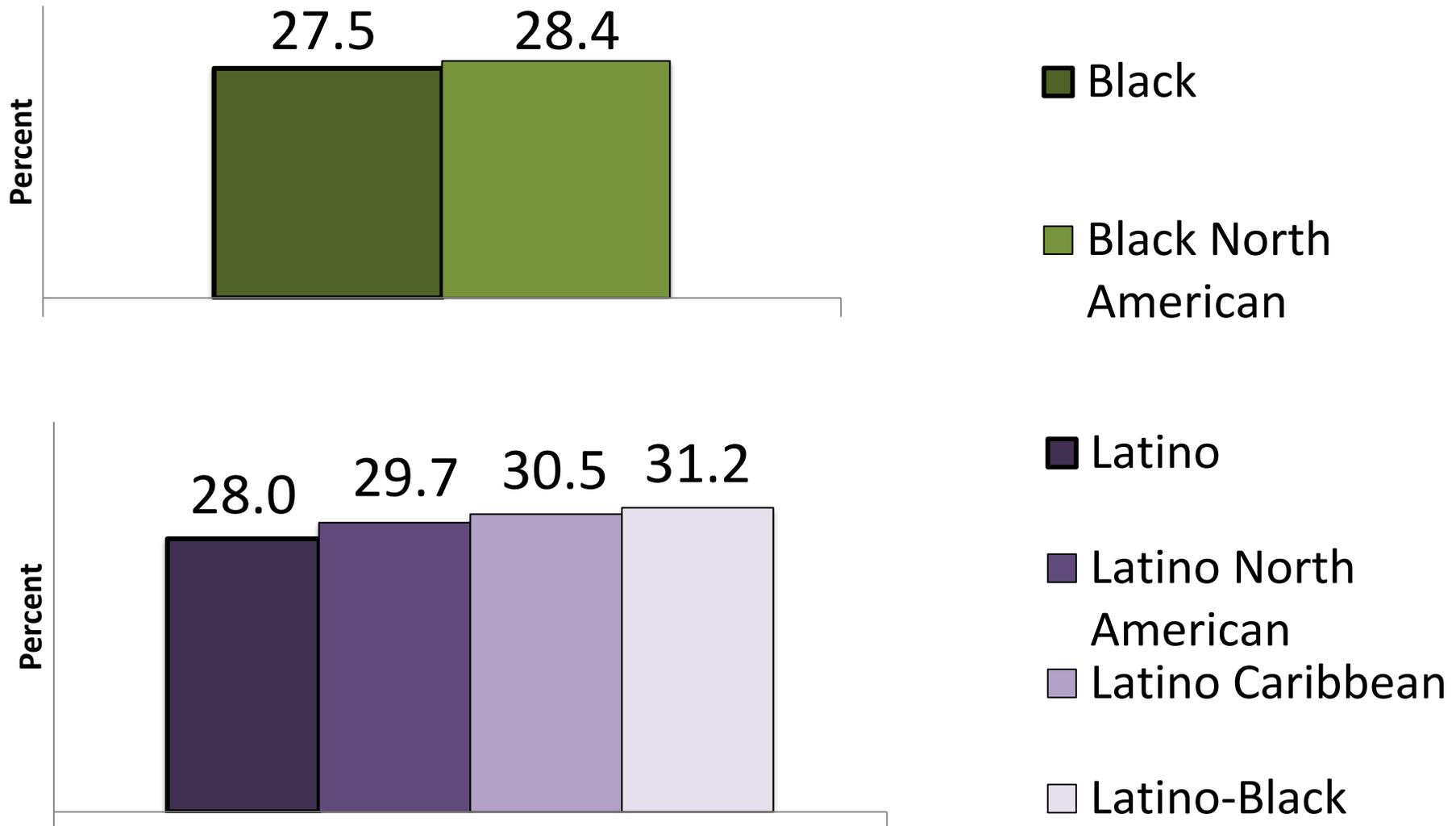
MCAS ELA Proficiency Rates by Race/Ethnicity and Geography (%)



Cohort Dropout Risks for Black and Latino Males Compared to White Males

- Black males = **1.7** times higher
- Latino males = **1.8** times higher

4-Year Cohort Dropout Rates by Race/Ethnicity and Geography (%)



Males:

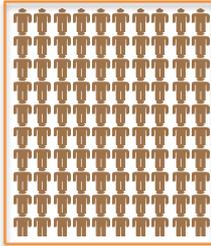
White

Asian

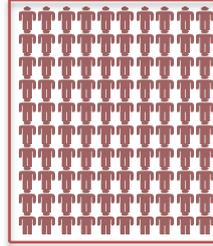
Black

Latino

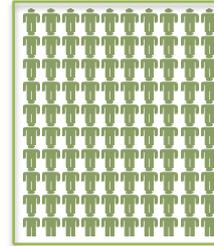
Start kindergarten



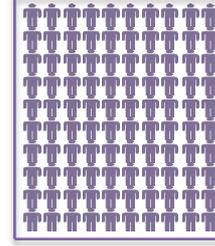
100



100

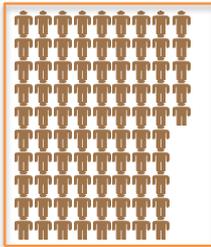


100

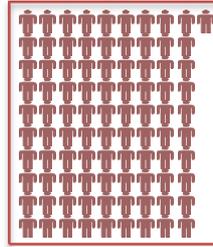


100

Graduate HS in 4 years



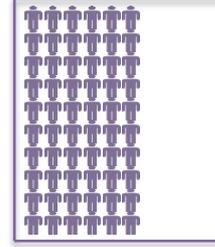
85



91

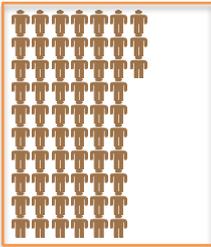


67



60

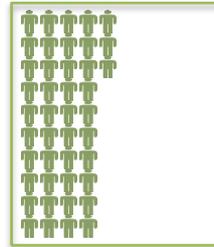
Enroll in college



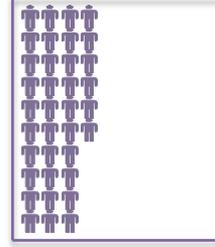
63



75

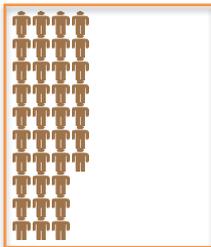


43

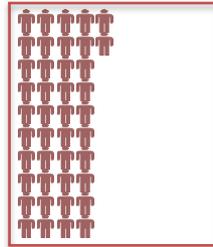


36

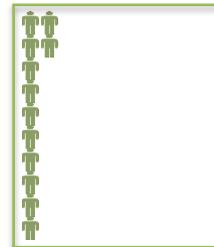
Earn a degree after 7 years



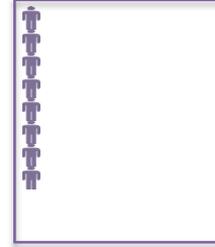
37



42



12



8

Black and Latino Males

Lower:

- MCAS ELA proficiency rates

Higher:

- Risk of being suspended; Black males had the highest
- Cohort dropout rates; Latino males had the highest

Black Males by Geography

Black North American Males

Highest:

- Suspension rates
- Cohort dropout rates

Black African & Black Caribbean Males

Lowest:

- MCAS ELA proficiency rates

Latino Males by Race and Geography

Latino-Black & Latino Caribbean Males

Highest:

- Suspension rates (MG, HSG)
- Cohort dropout rates

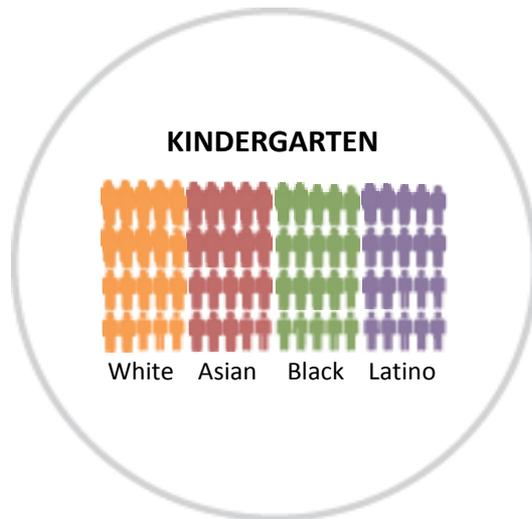
Lowest:

- MCAS ELA proficiency rates

Three Stories: Summary

1. Diversity of Black and Latino males in BPS
2. Access to educational opportunity
3. Educational attainment

Four Sources of the Opportunity Gap for Black and Latino Male Students in Boston Public Schools



Participate in AWC
Grades 4-6

Enroll in Exam School
Grades 7-12

Complete MassCore Curriculum
Grades 9-12

Graduate High School
in 4 years

High Level Recommendations: Enrollment Diversity

- Build a vision and culture of high expectations and valuing students' backgrounds
- Know our students well – continue to disaggregate
- Hire diverse staff – by gender, ethnicity, language, culture
- Support student academic, social, and emotional development through supportive programming

High Level Recommendations: Educational Opportunity (1)

- Under the weighted student funding formula, create an added weight for Black and Latino males
- Prioritize K0 and K1 enrollment to low-income students and Black and Latino students
- Reduce proportion of Black and Latino males with special needs in substantially separate placements
- Increase the number of Inclusion Schools

High Level Recommendations: Educational Opportunity (2)

- Transform all grade 4-6 classrooms to AWC
- Ensure that exam schools reflect the diversity of BPS
- Create multiple pathways to replace the one elite AWC/exam school pathway
- Provide the MassCore curriculum sequence to all
- Explicate the connection between college and careers

Recommendations:

Educational Attainment (1)

- Provide PD for culturally responsive curriculum and pedagogy
- Monitor and sustain implementation of culturally responsive curriculum and pedagogy

Recommendations:

Educational Attainment (2)

- Implement early warning systems and supports for students at risk of dropping out
- Minimize grade retention and focus on academic support
- Develop dropout prevention and recovery programs, including BPS alternative education settings

High Level Recommendations: Systemic Action

- Convene a representative task force with a specific charge to turn recommendations into action steps
- Organize community-wide dialogues about findings and recommendations
- Engage Black and Latino youth with the findings and recommendations

We are grateful to:

- Carol Johnson and Klare Shaw, formerly of BPS
- Wendy Puriefey, formerly of Barr Foundation
- Kamal Chavda, Eileen de los Reyes, Antonieta Bolomey of BPS
- Advisory Committee members
- Latino Network, Boston United for Students, Sociedad Latina, Dudley Street Neighborhood Initiative, Boston Teachers Union, Black Ministerial Alliance, Massachusetts Advocates for Children

Panel Questions

- Was there anything that surprised you in the presentation?
- What is the highest priority issue that we should address?
- What is the road forward?
 - District
 - Schools
 - Community