

The Urgency *of* Now



THE SCHOTT 50 STATE REPORT
ON PUBLIC EDUCATION AND BLACK MALES

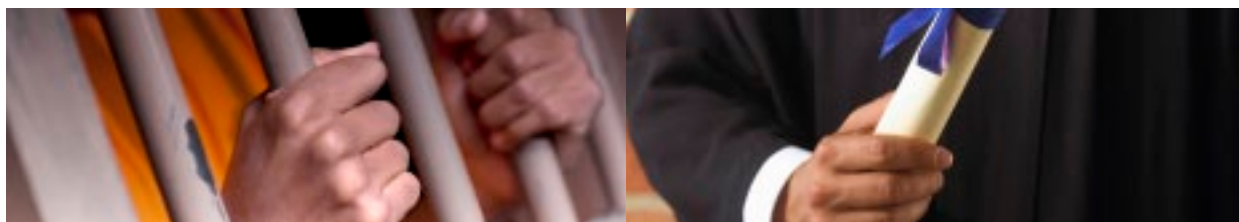
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Preface

For nearly a decade, the Schott Foundation for Public Education has published data on the outcomes for Black males in public education. During that period, there has definitely been an increased awareness of the issues and opportunities confronting Black males. There have been more national, state and local commissions formed, philanthropic dollars invested, programs developed and documentaries produced — all of which we view as worthy investments. Without these, it is very unlikely that any progress would have been made over the past decade.

However, if we are to be totally honest, the necessary systemic reforms and investments to significantly improve Black males' outcomes and to provide them with a fair and substantive opportunity to learn have come at a painstakingly slow pace or not at all.

The Urgency of Now: The Schott 50 State Report on Public Education and Black Males data indicate nationally the gap between the Black and White male graduation rate has only decreased three percentage points in the last 10 years. At this rate of progress, with no “large scale” systemic intervention, it would take another 50 years to close the graduation gap between Black males and their White male counterparts.

As the W.K. Kellogg Foundation's “America Healing” Initiative appropriately highlights, addressing racial inequity to ensure that all children in America have an equitable and promising future will help America achieve strength and prosperity.”



John H. Jackson
President and CEO
Schott Foundation for
Public Education

The Schott Foundation has consistently noted that these unconscionable outcomes for these young boys and men are not reflective of their potential nor their abilities — but a direct result of denying them equitable supports and resources they need to be fully engaged and succeed. This is the opportunity gap that is the root of the achievement gap.

Our failure to institutionalize the supports necessary to provide Black males with a substantive opportunity for success has yielded a climate where in 2011, according to NAEP, academically only 10% of Black male 8th graders are deemed proficient in 8th grade reading, and only 52% are graduating from high school in a four-year period. Thus the penal institutions remain populated with too many Black males and the classroom student rolls with too few.

Our nation's current pace of institutionalizing the policy and programmatic supports to more positively affect the outcomes for Black males would cause any reasonable person, let alone the young boys and men themselves, to wonder whether our society truly desires to systemically change the conditions for Black males; or, alternatively, to wonder whether advocates, faith leaders and policymakers have resorted to only developing “pain-numbing” programs designed to at best save a very limited number, and at

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worst metaphorically “make the back of the bus more comfortable” for those left behind.

The Urgency of Now is designed to provide data to compel and spark action at the district, state and national level. We seek to highlight “support-based” policy proposals and hold policymakers accountable for implementing the systemic changes needed to provide males of color the opportunity to learn and succeed. Recognizing the significant changing demographics in our country and an increasing graduation challenge for Latino males, for the first time we have also included state-level graduation data on Latino males in this report.

We encourage media and movement builders alike to go beyond the data toward systemic “support-based” solutions like those developed by partners that are highlighted in this report; to resist the urge to feature a single student or school as evidence that the code has been cracked and do the difficult work of reviewing systemic data, asking systemic questions, presenting systemic proposals and seeking to help each child, rather than a few.

In this report, we deliberately highlight the work of my colleague Andrés Alonso, Chief Executive Officer of Baltimore City Public Schools. Five years ago, when Dr. Alonso joined BPS, rather than working from a standard playlist focused on merely improving the test scores of a declining number of students sitting in the classrooms, Dr. Alonso asked: “Where are the others who should be here?” He then prioritized working with educators and the community to reclaim those who had been and were being pushed out and to further open up new possibilities for those who were present but still locked out of significant academic opportunities. Dr. Alonso gets it. Equity and excellence must be married to truly answer the call to be a leader in public education today.

We celebrate the Open Society Foundations’ supportive role in the notable achievements in Baltimore and Atlantic Philanthropies’ leadership to help bring the crisis of suspension push-out into the national debate. We are pleased to be working with them, the W.K. Kellogg Foundation and other philanthropic partners who support the work to propel children, families and communities to achieve success as individuals and as contributors to the larger community and society. This report highlights several systemic solution-oriented initiatives supported by partners at the Annie E. Casey, Ford, Lumina, and Knight Foundations, Open Society Foundations’ Campaign for Black Male Achievement, and the Heinz Endowments. These partners have gone beyond the status quo “standards-based” agenda and invested resources in research-proven “support-based reform” initiatives.

Simply stated, change is possible and our young males of color can learn at a high level if we support and fight for them. For some, this action will come from a space of love, morality or faith — from those willing to boldly intercede and give them the opportunity to be all that God intended. For others of conscience, this is a human and civil rights struggle, as education inequity is the defining civil rights issue of our day. This battle is critical to ensuring the health of America’s communities, democracy, and economy.

For all of us, the urgency is *now*.

Sounding the alarm,

John H. Jackson

President and CEO

Schott Foundation for Public Education

Foreword

On June 13, 2007, I faced constituents in Baltimore City as the newly chosen superintendent, at the time the seventh superintendent in 10 years. It had been a closed search, and the school board, before making its announcement, had scheduled meetings with various constituent groups that morning. One of the first meetings was with the editorial board of the local paper. A national publication had just published the graduation rate for Baltimore City, a school system predominantly of African American, low income students, to be roughly 34%. When asked how I should be held accountable, I did not hesitate. Nothing mattered like keeping kids in school. The success or failure of the work in Baltimore had to be measured by its ability to keep its students in school, and graduate them.

The question for me, as a man who as an immigrant child in public schools had been a huge beneficiary of the American dream, and as a superintendent who now had to pose that question to a community in order to rally that community around a common problem, was how was a number like the graduation rate for Baltimore possible in a society as wealthy, resourceful, adaptable and ostensibly committed to the idea of fairness and equity as ours? What accounted for the monumental failure of political will that resulted in such iterative tragedy for so many other communities, full of African American and Latino poor kids, like Baltimore?

I don't think there is such a thing as a problem existing in isolation.

What we often consider problems are symptoms of underlying things

that often go back decades, or that extend to things such as housing or health or years of neglect, and that manifest themselves in low expectations, poor instruction, uneven support for students and teachers, and decisions that revolve around the needs of adults rather than around the needs of students. The biggest problem I saw in Baltimore was acceptance of the unacceptable — an unwillingness to embrace the responsibility of schools and communities for what was a shared failure.

What should Black male students know and be able to do? What does that mean for teachers and administrators and parents? What should we expect from the adults? Where does the responsibility of educators begin and end? Where does the responsibility of the business community and the churches and other public agencies begin and end? How do levers such as choice, suspension policies, and labor contracts help or hinder the possibilities for action? Those became explicit questions in Baltimore in the past few years. We have not denied the obstacles created by poverty for many of our students, or by decades of neglect of our public schools. We have taken those obstacles as part of a set of actionable items.



Andrés A. Alonso
Chief Executive Officer
Baltimore City Public Schools

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We remain frustratingly short of our best ambitions in this work. But in the matter of graduating our kids, especially our African American male students, we have made enormous strides. In the period from 2006-07 to 2010-11, the dropout rate for all students in the district declined from 9.4% to 4.2% — a 55% decrease. Our Black male students were an engine for this progress, with dropouts declining from 11.9% to 5.0% in the same timeframe: a decrease of 58%. In 2010-11, the first year that Maryland reported cohort graduation rates that tracked every individual student over time, 87% of our students who had entered high school in 2007-08 had either graduated or were still in school.

We could not have made these strides without asserting unequivocally that we had no disposable children, and that we needed everyone's help to make things right. Our Great Kids Come Back initiative was emblematic: Throughout the year, our high schools are instructed to contact every student who drops out or fails to show, to encourage them and their families to re-engage with education and earn a high school diploma. We offer a wide range of supports and services — including employment connections, counseling, substance abuse programs, childcare and transportation. Since 2007, we have more than doubled the number of Alternative Option Program seats, to provide over-age or under-credited students with the opportunity to earn a high school diploma. In addition, we have made a concerted effort to reduce suspensions for less serious offenses — to keep our kids in school and learning.

Much work remains to be done. We have improved the chances for our students to succeed. But we have not made significant gains in the remediation rates for the students we graduate. That is our next significant challenge, which we will embrace as a political act for the entire community, not just the schools. Our programs and our approach are not unique, and the individual solutions that we adopted in Baltimore are not a silver bullet for the educational needs of Black male youth or urban youth as a whole. But they show what is possible in the short term, when the unacceptable is named, and many rally to change outcomes for kids.

I am confident that we as a nation will rally and we will succeed. The cost of continued failure is around us, a disservice to our best hopes. The cost of continued failure should be abhorrent to contemplate.

Andrés A. Alonso, Ed.D.
Chief Executive Officer
Baltimore City Public Schools

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National Summary

According to the U.S. Census Bureau in 2011, for the first time in history, the majority of babies born in the U.S. are babies of color. Thus, in the not too distant future, the viability of our country's communities, labor force and democracy will largely be shaped and predicated on the opportunities we provide for those children.

For close to a century, a high school diploma was one of the best pathways toward securing individual and collective opportunity for Americans. Increasingly, over the past decade, securing a high school diploma has become the critical entry point to the additional post-secondary training needed to thrive socially, civically and economically in America.

Since 2004, the Schott Foundation for Public Education's biennial reports on Black males in public education have documented that of all racial/ethnic and gender groups, Black males have been the least likely to secure a regular diploma four years after beginning high school.¹ Unfortunately, the data in this 2012 publication, *The Urgency of Now: The Schott Foundation 50 State Report on Black Males and Public Education*, indicate that the same holds true this year.

Schott's analysis of the most recent state-reported graduation rate data (2009-10) indicates that, in 38 of the 50 states and the District of Columbia, Black males have the lowest graduation rates among Black, Latino and White, non-Latino male and female students. Given the significant number of states (11) where Latino males' graduation rates were the lowest, for the first time we have added a state-level analysis of the Latino male graduation rates to this report.²

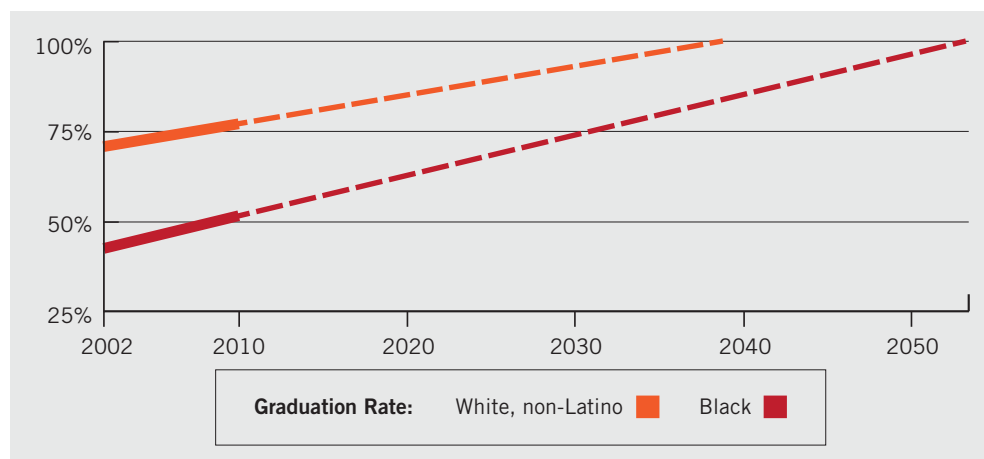
- 1 Black students are defined by the U.S. Department of Education as "students having origins in any of the black racial groups of Africa as reported by their school."
- 2 According to the U.S. Census, people who identify with the terms "Hispanic" or "Latino" are those who classify themselves as "Mexican," "Puerto Rican," or "Cuban"—as well as those who indicate that they are "other Spanish, Hispanic, or Latino." It is important to note that among Latino populations, based on the parents' place of national origin, there are stark contrasts in the socio-economic status and the educational experiences of the children within each group. Thus, while we discuss these data in relation to Latinos broadly, we are aware that there are different experiences for Mexican Americans, Cuban Americans, Puerto Ricans, etc.

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Overall, *The Urgency of Now* reveals that nationally only 52% of Black males and 58% of Latino males graduate from high school in four years, while 78% of White, non-Latino males graduate in four years.³ While states and districts have been able to provide supports to secure a timely high school diploma for over three-quarters of White, non-Latino males, only a little more than half of Black and Latino males were provided with the same supports.

Over the past nine years, there has been progress in the national graduation rate for male students across the board. The national graduation rate for Black males has increased by 10 percentage points, from 42% in 2001-02 to 52% in 2009-10. This is the first year that more than half of the nation's Black males in Grade 9 graduated with regular diplomas four years later. The Latino graduation rate has increased by 12 percentage points, from approximately 46% to 58%, and the White, non-Latino graduation rate has increased by seven percentage points, from 71% to 78%.

However, the progress over the past nine years toward closure of the Black male and White, non-Latino male graduation gap has only achieved a three percentage point gain, from a 29 percentage point gap to 26 percentage points. As the chart below indicates, at the current pace of progress for both, it would take nearly 50 years for Black males to secure the same high school graduation rates as their White male peers. We know progress for both groups will be more uneven than any projection scenario, but we include it to emphasize the urgency of speeding up our reform efforts—neither our children nor our nation can wait for half a century. Educationally this represents the point at which Black males can secure a high school diploma on par with their White male peers; economically it represents the point at which they will be equally equipped to secure post-secondary educational and labor opportunities available as a result of possessing a high school diploma.



³ Graduation rates are calculated as the percentage of the students enrolled in 9th grade receiving diplomas four years later. Graduation rates use the number of graduates obtained from state data, estimated from state data and National Center for Education Statistics (NCES) data, or estimated from historical data trends. (See Methodology, page 50.)

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State Graduation Data

Throughout this report, graduation rates below the national averages, and gaps above the national averages are shown in red. Numbers are rounded to the nearest whole number.

Table 1

BLACK/LATINO/WHITE, NON-LATINO MALE GRADUATION RATES BY STATE

STATE	2009-10 Cohort				
	Graduation Rates			GAP	
	Black	Latino	White, non-Latino	Black/White	Latino/White
Alabama	53%	58%	69%	15%	11%
Alaska	71%	93%	70%	-1%	-23%
Arizona	84%	68%	82%	-2%	14%
Arkansas	59%	69%	73%	14%	3%
California	56%	64%	83%	26%	19%
Colorado	56%	46%	75%	19%	29%
Connecticut	59%	56%	85%	26%	29%
Delaware	47%	52%	68%	22%	16%
Dist. of Columbia	38%	46%	88%	50%	42%
Florida	47%	58%	62%	15%	4%
Georgia	49%	52%	65%	17%	13%
Hawaii	60%	60%	39%	-21%	-21%
Idaho	73%	73%	79%	6%	6%
Illinois	47%	59%	81%	34%	22%
Indiana	49%	70%	80%	31%	11%
Iowa	41%	*	90%	49%	—
Kansas	54%	62%	80%	27%	18%
Kentucky	58%	62%	69%	11%	7%
Louisiana	49%	63%	63%	14%	0%
Maine	97%	*	86%	-11%	—
Maryland	57%	62%	81%	24%	19%
Massachusetts	60%	53%	83%	23%	30%
Michigan	54%	58%	80%	25%	22%
Minnesota	65%	59%	89%	24%	30%
Mississippi	51%	50%	62%	11%	12%
Missouri	56%	72%	81%	25%	10%

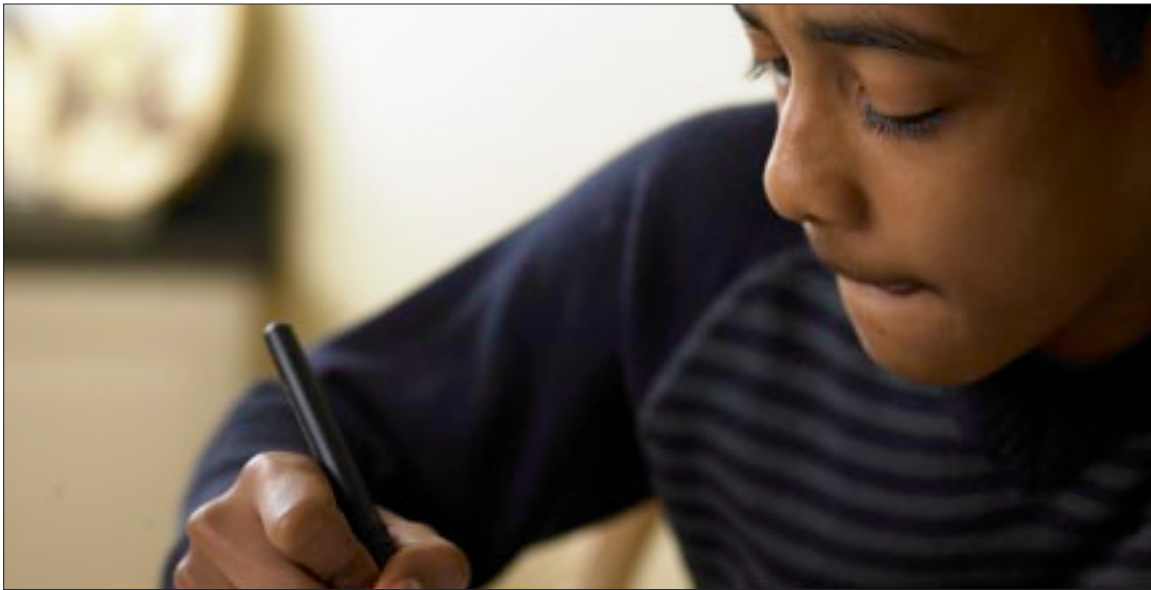
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STATE	2009-10 Cohort				
	Graduation Rates			GAP	
	Black	Latino	White, non-Latino	Black/White	Latino/White
Montana	63%	71%	82%	18%	10%
Nebraska	44%	80%	86%	43%	7%
Nevada	52%	48%	61%	8%	13%
New Hampshire	60%	83%	80%	20%	-2%
New Jersey	63%	66%	90%	27%	24%
New Mexico	49%	57%	62%	13%	5%
New York	37%	37%	78%	42%	41%
North Carolina	58%	50%	71%	13%	21%
North Dakota	*	*	*	—	—
Ohio	45%	54%	80%	35%	26%
Oklahoma	64%	64%	76%	12%	12%
Oregon	72%	74%	77%	5%	3%
Pennsylvania	57%	59%	85%	28%	26%
Rhode Island	64%	57%	75%	11%	18%
South Carolina	46%	45%	62%	16%	18%
South Dakota	65%	62%	81%	16%	19%
Tennessee	62%	63%	76%	13%	13%
Texas	53%	55%	75%	22%	21%
Utah	76%	62%	84%	7%	21%
Vermont	82%	87%	81%	-2%	-6%
Virginia	54%	62%	77%	23%	16%
Washington	55%	56%	74%	19%	17%
West Virginia	62%	71%	69%	7%	-1%
Wisconsin	55%	68%	92%	38%	25%
Wyoming	59%	74%	78%	19%	4%
USA	52%	58%	78%	26%	20%

* Indicates inadequate data for analysis.



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A SYSTEMIC CHALLENGE REQUIRES A SYSTEMIC SOLUTION

Considering the size of the Black and Latino populations living in the states with poor graduation rates for them, bringing about gains at a faster pace is a necessity. It is also very possible.

As the maps on pages 12 and 18 illustrate, this is a national issue. Yet, U.S. federal, state and local policymakers' responses to this persistent challenge have bordered on willful neglect. Many of the international leaders in education, from Finland, Singapore, to Ontario, Canada, have been able to pivot in a relatively short time period and make significant gains. Unfortunately, the solutions that too many U.S. leaders promote to address existing opportunity and achievement gaps remain too small in scale and far too disconnected from the substantive challenges many Black and Latino boys face daily.

After decades of data highlighting increasing lost opportunities for Black males, most states and districts have yet to institutionalize state or district-wide policies focused on providing the supports to create an environment for Black and Latino boys to thrive. Advocates must guide states and districts to engage in the real work of offering vital, expanded systemic supports for teachers to teach and students to learn.

NOT A STANDARD FIX: TIME FOR A SUPPORT-BASED REFORM AGENDA

Over the past decade, several federal and state policies have been enacted that are primarily centered on efforts to raise standards, improve assessments and evaluate teachers. While each of these issues warrants attention in the landscape of educational policy, they are not effective drivers toward significantly changing the conditions for students who are in need of more student-centered approaches.

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Rather than immediately providing the supports to further engage young Black and Latino men and allow them to truly close the gap, policymakers' efforts have been primarily standards-driven and punitive in nature. Having high standards is very important, but they are not "game-changers." In fact, student pushout data supports the belief that overreliance on testing and standards as the driving basis for reform has created a climate where the opportunity for teachers to exercise their craft, engage and implement student-centered learning methods has been severely minimized. Leading with a standards-based reform agenda leads to policies and practices which make it practically impossible for educators to give students who do not fit "standard student" criteria the attention needed to engage in a meaningful learning process. Rather than reforming these "attention deficient" policies, too many states and districts are taking the easy route and simply labeling those students as "disinterested," "slow," "bad" or as having Attention Deficit Disorder.

Parents want student supports, not just more standards. For a student, or to a parent whose child is academically drowning, simply moving the shoreline further away is not compelling. It is the lifeline supports that help the student reach the shore that matter the most. In the recent 2012 PDK/Gallup national opinion poll of parents, *Public Education: A Nation Divided*, when asked to identify the main issue that public schools in their community must address, parents overwhelmingly bypassed issues around teachers or safety and responded "the lack of financial supports."⁴

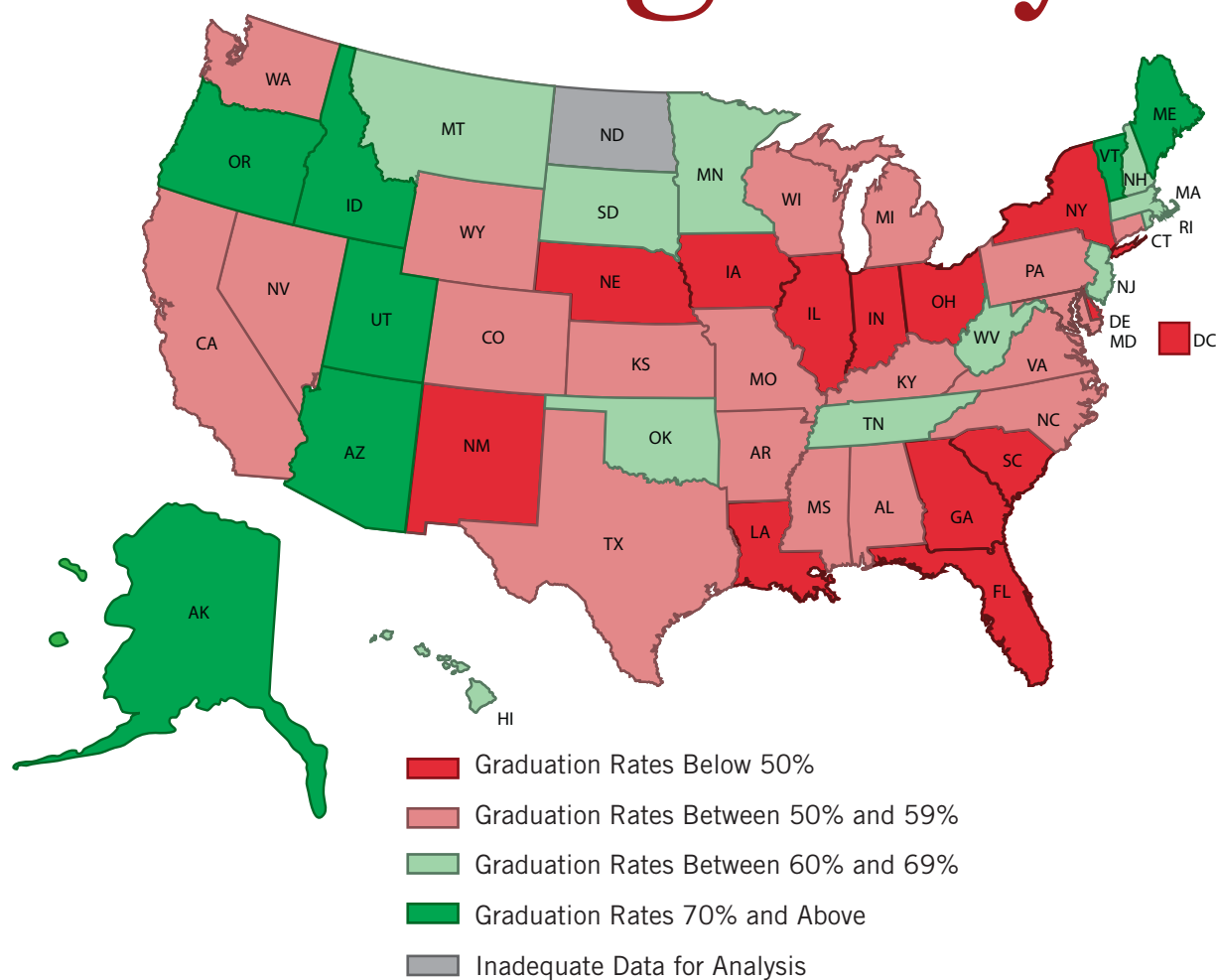
When further asked about policymakers' recent move toward national common core education standards, parents rightfully highlighted that it would make things among the schools more consistent, but nearly 50% of the parents noted that they did not see the common core standards as being able to change the quality of their schools or improve them at all. Like these parents, we believe common core standards are a good tool, but not the vehicle capable of providing the supports needed to significantly narrow high school graduation gaps. More is needed than a standards-based movement. We firmly believe that this polling data makes the case for policymakers to pivot toward a support-based reform agenda. A standards-based reform agenda is focused on raising the bar and assessing who makes the cut. It inherently creates winners and losers, while a support-based reform agenda's primary goal is to provide and strategically align the necessary resources so that each student will have the opportunity to reach the bar.

The Black and Latino male data in this report should clearly convey to advocates and policymakers that the U.S. must change course and answer the educational crisis confronting Black and Latino males by leading with a support-based reform agenda focused on creating the learning environment and condition in which males of color, indeed all children, will have an opportunity to learn and succeed.

⁴ <http://www.pdkintl.org/poll/index.htm>

State-by-State Graduation Rates for Black Male Students

States of Emergency



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Black Male Graduation Rates

In 2009-10 the national graduation rate for Black male students was 52%. The graduation rate for White, non-Latino males was 78%. This is the first year that more than half of the nation's Black males in 9th grade graduated with regular diplomas four years later. The national Black/White male graduation gap, however, only decreased by 3 percentage points over nearly the last decade to 26 percentage points.

As Table 2 indicates, states with conspicuously large gaps between their graduation rates for Black and White, non-Latino male students include the District of Columbia (50%), Iowa (49%), Nebraska (43%) and New York (42%). As in previous years, states with relatively small Black populations achieve high graduation rates for Black male students (Maine, Utah, Vermont, Idaho). This seems to indicate that Black males, on average, perform better in places and spaces where they are not relegated to under-resourced districts or schools. When provided similar opportunities they are more likely to produce similar or better outcomes as their White male peers.

On average, states with low graduation rates for Black male students (New York, Nebraska, South Carolina, Delaware, Illinois, Florida) tend to have concentrations of those students in under-resourced districts (New York City, Charleston, Duval County, FL and Chicago) where both Black and White male students perform poorly. Many states like Arizona, Vermont and Oklahoma with above average Black male graduation rates also have smaller than average gaps between the graduation rates of Black male and White, non-Latino males.

Among the 10 states with the largest Black enrollments, we find that North Carolina, Maryland and California have the highest graduation rates for Black male students, while New York, Illinois and Florida have the lowest. New York and Illinois have the largest gaps among the large Black enrollment states, while North Carolina, Florida and Georgia have the smallest.

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Note: North Dakota has inadequate data for analysis; it is not included in the ranking.

Table 2

STATES RANKED BY BLACK MALE GRADUATION RATES

RANK	STATE	2009-10 Cohort			
		Enrollment	Graduation Rates		GAP
		Black	Black	White, non-Latino	Black/White Gap
1	Maine	2,870	97%	86%	-11%
2	Arizona	33,422	84%	82%	-2%
3	Vermont	886	82%	81%	-2%
4	Utah	4,551	76%	84%	7%
5	Idaho	1,657	73%	79%	6%
6	Oregon	7,956	72%	77%	5%
7	Alaska	2,548	71%	70%	-1%
8	Minnesota	41,911	65%	89%	24%
8	South Dakota	1,637	65%	81%	16%
10	Oklahoma	36,816	64%	76%	12%
10	Rhode Island	6,913	64%	75%	11%
12	New Jersey	122,356	63%	90%	27%
12	Montana	872	63%	82%	18%
14	Tennessee	119,927	62%	76%	13%
14	West Virginia	7,838	62%	69%	7%
16	Massachusetts	40,237	60%	83%	23%
16	Hawaii	2,146	60%	39%	-21%
16	New Hampshire	2,087	60%	80%	20%
19	Arkansas	52,984	59%	73%	14%
19	Connecticut	40,715	59%	85%	26%
19	Wyoming	521	59%	78%	19%
22	North Carolina	232,329	58%	71%	13%
22	Kentucky	37,448	58%	69%	11%
24	Maryland	163,819	57%	81%	24%
24	Pennsylvania	142,292	57%	85%	28%
26	California	217,325	56%	83%	26%
26	Missouri	83,093	56%	81%	25%
26	Colorado	25,238	56%	75%	19%
29	Wisconsin	46,945	55%	92%	38%
29	Washington	30,014	55%	74%	19%

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RANK	STATE	2009-10 Cohort			
		Enrollment	Graduation Rates		GAP
		Black	Black	White, non-Latino	Black/White Gap
31	Michigan	169,088	54%	80%	25%
31	Virginia	161,739	54%	77%	23%
31	Kansas	18,843	54%	80%	27%
34	Texas	330,071	53%	75%	22%
34	Alabama	132,339	53%	69%	15%
36	Nevada	25,107	52%	61%	8%
37	Mississippi	124,557	51%	62%	11%
38	Georgia	315,408	49%	65%	17%
38	Louisiana	161,296	49%	63%	14%
38	Indiana	65,520	49%	80%	31%
38	New Mexico	3,746	49%	62%	13%
42	Florida	310,775	47%	62%	15%
42	Illinois	201,624	47%	81%	34%
42	Delaware	21,523	47%	68%	22%
45	South Carolina	140,320	46%	62%	16%
46	Ohio	147,110	45%	80%	35%
47	Nebraska	12,255	44%	86%	43%
48	Iowa	13,049	41%	90%	49%
49	District of Columbia	27,368	38%	88%	50%
50	New York	266,933	37%	78%	42%

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Table 3

HIGHEST RANKED STATES FOR BLACK MALES

States with the Top Ten Graduation Rates

STATE	2009-10 Cohort				
	Graduation Rates			GAP	
	Black	Latino	White, non-Latino	Black/White	Latino/White
Maine	97%	*	86%	-11%	-
Arizona	84%	68%	82%	-2%	14%
Vermont	82%	87%	81%	-2%	-6%
Utah	76%	62%	84%	7%	21%
Idaho	73%	73%	79%	6%	6%
Oregon	72%	74%	77%	5%	3%
Alaska	71%	93%	70%	-1%	-23%
Minnesota	65%	59%	89%	24%	30%
South Dakota	65%	62%	81%	16%	19%
Oklahoma	64%	64%	76%	12%	12%
Rhode Island	64%	57%	75%	11%	18%

* Indicates inadequate data for analysis.

Table 4

HIGHEST RANKED DISTRICTS FOR BLACK MALES

Districts with the Top Ten Graduation Rates

DISTRICT	2009-10 Cohort				
	Graduation Rates			Gap	
	Black	Latino	White, non-Latino	Black/White	Latino/White
Montgomery County (MD)	74%	68%	91%	17%	23%
Newark (NJ)	74%	66%	67%	-7%	0%
Cumberland County (NC)	68%	65%	69%	1%	4%
Baltimore County (MD)	67%	76%	79%	12%	2%
Guilford County (NC)	67%	56%	80%	13%	24%
Fort Bend (TX)	60%	52%	83%	23%	31%
Wake County (NC)	59%	50%	85%	26%	35%
Palm Beach County (FL)	55%	68%	71%	16%	3%
Prince George's County (MD)	55%	46%	60%	5%	14%
Virginia Beach (VA)	54%	73%	72%	18%	0%

The Urgency of Now

Table 5

LOWEST RANKED STATES FOR BLACK MALES

States with the Bottom Ten Graduation Rates

STATE	2009-10 Cohort				
	Graduation Rates			GAP	
	Black	Latino	White, non-Latino	Black/White	Latino/White
New York	37%	37%	78%	42%	41%
Dist. of Columbia	38%	46%	88%	50%	42%
Iowa	41%	*	90%	49%	-
Nebraska	44%	80%	86%	43%	7%
Ohio	45%	54%	80%	35%	26%
South Carolina	46%	45%	62%	16%	18%
Delaware	47%	52%	68%	22%	16%
Florida	47%	58%	62%	15%	4%
Illinois	47%	59%	81%	34%	22%
Georgia	49%	52%	65%	17%	13%
Indiana	49%	70%	80%	31%	11%
Louisiana	49%	63%	63%	14%	0%
New Mexico	49%	57%	62%	13%	5%

*Indicates inadequate data for analysis.

Table 6

LOWEST RANKED DISTRICTS FOR BLACK MALES

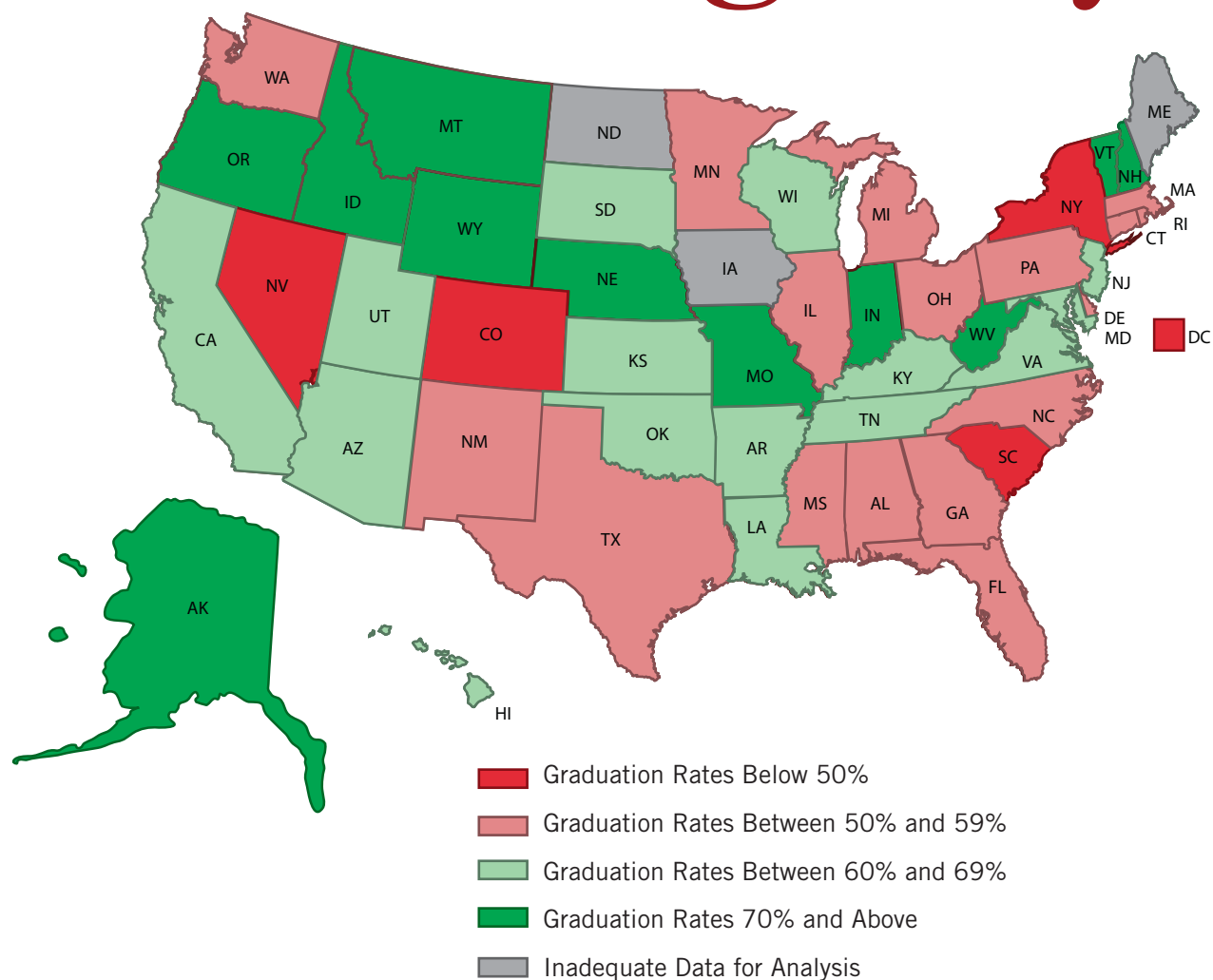
Districts with the Bottom Ten Graduation Rates

DISTRICT	2009-10 Cohort				
	Graduation Rates			Gap	
	Black	Latino	White, non-Latino	Black/White	Latino/White
Norfolk (VA)	32%	22%	52%	20%	29%
Jackson (MS)	28%	4%	42%	14%	38%
Cleveland (OH)	28%	39%	37%	9%	-2%
New York City (NY)	28%	28%	57%	29%	29%
Richmond County (GA)	27%	11%	32%	5%	21%
Chatham County (GA)	27%	32%	42%	15%	10%
Philadelphia (PA)	24%	20%	39%	14%	18%
Clark County (NV)	22%	17%	37%	15%	21%
Detroit (MI)	20%	31%	7%	-13%	-23%
Rochester (NY)	9%	10%	31%	22%	22%

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State-by-State Graduation Rates for Latino Male Students

States of Emergency



The Urgency of Now



Latino Male Graduation Rates

In 2009-10, the national graduation rate for Latino males was 58%. The graduation rate for White, non-Latino males was 78%. The Latino/White male graduation gap was 20 percentage points. Among the 10 states with the largest Latino enrollments, Arizona, New Jersey and California have the highest graduation rate for Latino male students, while New York, Colorado and Georgia have the lowest. New York and Colorado also have the largest gaps among these states, while Florida and New Mexico have the smallest.

Overall, as with Black males, the states in which the Latino male graduation rate is the highest are among those in which the Latino enrollment is the lowest: Alaska, Vermont, and New Hampshire. New York, the District of Columbia, Massachusetts and Minnesota have the largest graduation gaps for Latino males.

Table 7
LATINO/WHITE STATE GRADUATION RATES

STATE	2009-10 Cohort			
	Enrollment	Graduation Rates		Gap
	Latino Male	Latino Male	White, non-Latino Male	Latino/White Gap
Alaska	3,975	93%	70%	-23%
Vermont	596	87%	81%	-6%
New Hampshire	3,645	83%	80%	-2%
Nebraska	21,719	80%	86%	7%
Oregon	56,499	74%	77%	3%
Wyoming	5,462	74%	78%	4%
Idaho	21,379	73%	79%	6%
Missouri	19,219	72%	81%	10%
Montana	2,040	71%	82%	10%
West Virginia	1,520	71%	69%	-1%
Indiana	38,115	70%	80%	11%
Arkansas	22,810	69%	73%	3%
Arizona	229,241	68%	82%	14%
Wisconsin	37,858	68%	92%	25%
New Jersey	148,924	66%	90%	24%

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STATE	2009-10 Cohort			
	Enrollment	Graduation Rates		Gap
	Latino Male	Latino Male	White, non-Latino Male	Latino/White Gap
California	1,594,731	64%	83%	19%
Oklahoma	37,735	64%	76%	12%
Tennessee	28,153	63%	76%	13%
Louisiana	11,304	63%	63%	0%
Virginia	60,340	62%	77%	16%
Maryland	43,987	62%	81%	19%
Utah	42,890	62%	84%	21%
Kansas	38,184	62%	80%	18%
Kentucky	11,470	62%	69%	7%
South Dakota	1,823	62%	81%	19%
Hawaii	4,347	60%	39%	-21%
Illinois	227,247	59%	81%	22%
Pennsylvania	71,649	59%	85%	26%
Minnesota	29,321	59%	89%	30%
Florida	356,287	58%	62%	4%
Michigan	41,686	58%	80%	22%
Alabama	16,515	58%	69%	11%
New Mexico	102,156	57%	62%	5%
Rhode Island	13,913	57%	75%	18%
Washington	85,030	56%	74%	17%
Connecticut	51,144	56%	85%	29%
Texas	1,246,921	55%	75%	21%
Ohio	26,241	54%	80%	26%
Massachusetts	72,954	53%	83%	30%
Georgia	96,614	52%	65%	13%
Delaware	7,251	52%	68%	16%
North Carolina	84,177	50%	71%	21%
Mississippi	5,814	50%	62%	12%
Nevada	82,666	48%	61%	13%
Colorado	121,646	46%	75%	29%
Dist. of Columbia	4,069	46%	88%	42%
South Carolina	21,552	45%	62%	18%
New York	305,451	37%	78%	41%
Iowa	20,265	*	90%	—
Maine	1,219	*	86%	—
North Dakota	1,207	*	91%	—

* Indicates inadequate data for analysis.

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Table 8

HIGHEST RANKED STATES FOR LATINO MALES

States with the Top Ten Graduation Rates

STATE	2009-10 Cohort				
	Graduation Rates			Gap	
	Black	Latino	White, non-Latino	Black/White	Latino/White
Alaska	71%	93%	70%	-1%	-23%
Vermont	82%	87%	81%	-2%	-6%
New Hampshire	60%	83%	80%	20%	-2%
Nebraska	44%	80%	86%	43%	7%
Oregon	72%	74%	77%	5%	3%
Wyoming	59%	74%	78%	19%	4%
Idaho	73%	73%	79%	6%	6%
Missouri	56%	72%	81%	25%	10%
West Virginia	62%	71%	69%	7%	-1%
Montana	63%	71%	82%	18%	10%

Table 9

LOWEST RANKED STATES FOR LATINO MALES

States with the Bottom Ten Graduation Rates

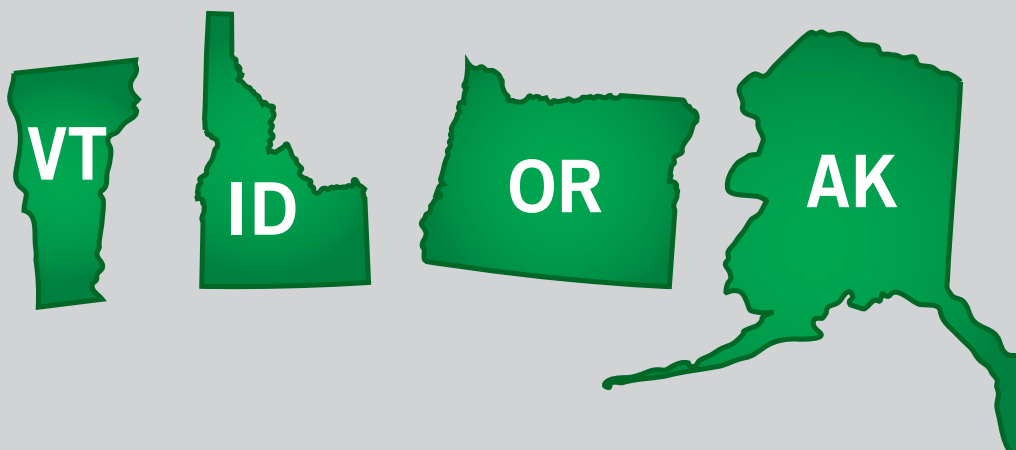
STATE	2009-10 Cohort				
	Graduation Rates			Gap	
	Black	Latino	White, non-Latino	Black/White	Latino/White
New York	37%	37%	78%	42%	41%
South Carolina	46%	45%	62%	16%	18%
Dist. of Columbia	38%	46%	88%	50%	42%
Colorado	56%	46%	75%	19%	29%
Nevada	52%	48%	61%	8%	13%
Mississippi	51%	50%	62%	11%	12%
North Carolina	58%	50%	71%	13%	21%
Delaware	47%	52%	68%	22%	16%
Georgia	49%	52%	65%	17%	13%
Massachusetts	60%	53%	83%	23%	30%

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COMBINED BLACK AND LATINO STATE RANKINGS

Several states have poor graduation outcomes for both Black and Latino males. Vermont, Idaho, Oregon and Alaska are all ranked in the top 10 in graduation rates for both Black and Latino males. New York, Georgia, South Carolina, Delaware and the District of Columbia all rank in the bottom 10 in graduation rates for both Black and Latino males. These bottom-ranking states are the first group of states where reform agendas should be investigated, revamped and monitored.

STATES WITH THE TOP TEN GRADUATION RATES FOR BOTH BLACK AND LATINO MALES



STATES WITH THE BOTTOM TEN GRADUATION RATES FOR BOTH BLACK AND LATINO MALES



The Urgency of Now



Large District Data for Black Males

Analysis of graduation data at the state level is useful in providing a snapshot of the progressing states and the problem states in the U.S. A district level analysis allows policymakers and advocates to take a more focused look at policies and practices that may help to create the disparate outcomes among the states.

The school districts included in this report are those that enroll 10,000 or more Black male students.⁵ Table 10 displays those high Black male enrollment districts' estimated 2009-10 four-year graduation rates for Black, Latino and White, non-Latino male students, sorted by Black male graduation rates.

Of the five districts with the highest graduation rates for Black males, two are in Maryland and two in North Carolina. For years, Montgomery County, MD, under the leadership of former Superintendent Jerry Weast employed support-based strategies to address the needs of the diverse students in the district. In North Carolina state legislation requires districts to provide struggling students with Personal Education Plans designed to provide the additional academic and social supports they need to excel.

Four of the five districts with the largest numbers of Black male students have graduation rates under the 52% national average for Black male students. Two of the districts with the lowest graduation rates for Black male students are in New York State (Rochester and New York City). New York City, the district with the largest number of Black males, has been a leader in the standards-based reform agenda but has not yet been able to provide the supports so that a critical mass of Black and Latino male students have an opportunity to reach the standards.

⁵ Additionally, Pittsburgh, with 7,956 Black male students, is included in this study.

The Urgency of Now

The Atlanta metropolitan area has notably large graduation gaps, as do Houston, Charleston, New York City and the District of Columbia. Most of the districts with negative gaps have very few White students.

Numerous research reports have made it clear that, on average, states and districts that limit the impact of poverty and resource disparities on students reach better graduation outcomes. This fact alone should reinforce the call for a national pivot towards a support-based reform agenda.

Table 10

DISTRICTS WITH LARGE BLACK MALE ENROLLMENT RANKED BY BLACK MALE GRADUATION RATES

DISTRICT	2009-10 Cohort			
	Enrollment	Graduation Rates		Gap
	Black Male	Black	White, non-Latino	Black/White
Montgomery County (MD)	16,760	74%	91%	17%
Newark (NJ)	11,293	74%	67%	-7%
Cumberland County (NC)	13,805	68%	69%	1%
Baltimore County (MD)	16,789	67%	79%	12%
Guilford County (NC)	21,312	67%	80%	13%
Fort Bend (TX)	11,122	60%	83%	23%
Wake County (NC)	21,799	59%	85%	26%
Palm Beach County (FL)	46,724	55%	71%	16%
Prince George's County (MD)	24,922	55%	60%	5%
Virginia Beach (VA)	10,013	54%	72%	18%
Broward County (FL)	49,883	52%	64%	12%
Cobb County (GA)	17,616	52%	77%	24%
Boston (MA)	11,102	50%	68%	18%
Jefferson Parish (LA)	10,518	50%	56%	6%
Jefferson County (KY)	44,149	49%	53%	4%
Miami-Dade (FL)	24,087	49%	71%	22%
Orange County (FL)	17,796	49%	67%	17%
Fulton County (FL)	19,311	47%	83%	36%
Hillsborough County (FL)	21,718	47%	70%	23%
Nashville-Davidson (TN)	17,901	47%	56%	9%
DeKalb County (GA)	10,702	46%	72%	26%
Polk County (FL)	36,494	46%	57%	11%
Milwaukee (WI)	23,792	45%	55%	10%

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DISTRICT	2009-10 Cohort			
	Enrollment	Graduation Rates		Gap
	Black Male	Black	White, non-Latino	Black/White
Charlotte-Mecklenburg (NC)	30,347	44%	72%	28%
Pittsburgh (PA)	7,956	44%	68%	24%
Memphis (TN)	46,936	43%	67%	24%
Atlanta (GA)	17,322	42%	73%	31%
East Baton Rouge Parish (LA)	19,597	42%	44%	2%
Columbus City (OH)	22,407	41%	43%	2%
Gwinnett County (GA)	16,016	41%	61%	20%
Los Angeles (CA)	34,257	41%	64%	23%
Baltimore City (MD)	36,682	40%	43%	4%
Houston (TX)	27,809	40%	73%	34%
Caddo Parish (LA)	13,457	39%	58%	19%
Chicago (IL)	91,097	39%	66%	28%
Mobile County (AL)	16,376	38%	49%	10%
Birmingham City (AL)	16,047	37%	46%	9%
Charleston (SC)	12,912	36%	67%	30%
Duval County (FL)	10,393	36%	53%	17%
Dallas (TX)	27,588	35%	50%	15%
District of Columbia	18,411	38%	88%	50%
Clayton County (GA)	20,938	35%	20%	-14%
Pinellas County (FL)	10,295	34%	58%	24%
Montgomery County (AL)	11,354	33%	50%	17%
Cincinnati (OH)	12,329	33%	49%	16%
St. Louis (MO)	10,704	33%	41%	8%
Norfolk (VA)	10,898	32%	52%	20%
Jackson (MS)	17,148	28%	42%	14%
Cleveland (OH)	14,974	28%	37%	9%
New York City (NY)	160,474	28%	57%	29%
Richmond County (GA)	11,149	27%	32%	5%
Chatham County (GA)	12,021	27%	42%	15%
Philadelphia (PA)	47,343	24%	39%	14%
Clark County (NV)	22,995	22%	37%	15%
Detroit (MI)	40,041	20%	7%	-13%
Rochester (NY)	10,559	9%	31%	22%

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Table 11

DISTRICTS WITH LARGE BLACK MALE ENROLLMENT RANKED BY BLACK/WHITE MALE GRADUATION GAP

DISTRICT	2009/10 Cohort		
	Graduation Rates		Gap
	Black	White, non-Latino	Black/White
District of Columbia	38%	88%	50%
Fulton County (FL)	47%	83%	36%
Houston (TX)	40%	73%	34%
Atlanta (GA)	42%	73%	31%
Charleston (SC)	36%	67%	30%
New York City (NY)	28%	57%	29%
Charlotte-Mecklenburg (NC)	44%	72%	28%
Chicago (IL)	39%	66%	28%
Wake County (NC)	59%	85%	26%
DeKalb County (GA)	46%	72%	26%
Cobb County (GA)	52%	77%	24%
Pittsburgh (PA)	44%	68%	24%
Memphis (TN)	43%	67%	24%
Pinellas County (FL)	34%	58%	24%
Fort Bend (TX)	60%	83%	23%
Hillsborough (FL)	47%	70%	23%
Los Angeles (CA)	41%	64%	23%
Miami-Dade (FL)	49%	71%	22%
Rochester (NY)	9%	31%	22%
Gwinnett County (GA)	41%	61%	20%
Norfolk (VA)	32%	52%	20%
Caddo Parish (LA)	39%	58%	19%
Virginia Beach (VA)	54%	72%	18%
Boston (MA)	50%	68%	18%
Montgomery County (MD)	74%	91%	17%
Orange County (FL)	49%	67%	17%
Duval County (FL)	36%	53%	17%
Montgomery County (AL)	33%	50%	17%
Palm Beach County (FL)	55%	71%	16%
Cincinnati (OH)	33%	49%	16%
Dallas (TX)	35%	50%	15%

The Urgency of Now

DISTRICT	2009/10 Cohort		
	Graduation Rates		Gap
	Black	White, non-Latino	Black/White
Chatham County (GA)	27%	42%	15%
Clark County (NV)	22%	37%	15%
Jackson (MS)	28%	42%	14%
Philadelphia (PA)	24%	39%	14%
Guilford County (NC)	67%	80%	13%
Baltimore County (MD)	67%	79%	12%
Broward County (FL)	52%	64%	12%
Polk County (FL)	46%	57%	11%
Milwaukee (WI)	45%	55%	10%
Mobile County (AL)	38%	49%	10%
Nashville-Davidson (TN)	47%	56%	9%
Birmingham City (AL)	37%	46%	9%
Cleveland (OH)	28%	37%	9%
St. Louis (MO)	33%	41%	8%
Jefferson Parish (LA)	50%	56%	6%
Prince George's County (MD)	55%	60%	5%
Richmond County (GA)	27%	32%	5%
Jefferson County (KY)	49%	53%	4%
Baltimore City (MD)	40%	43%	4%
East Baton Rouge Parish (LA)	42%	44%	2%
Columbus City (OH)	41%	43%	2%
Cumberland County (NC)	68%	69%	1%
Newark (NJ)	74%	67%	-7%
Detroit (MI)	20%	7%	-13%
Clayton County (GA)	35%	20%	-14%

The Urgency of Now

Historically, a common reaction to these data outcomes has been to make a leap from poor graduation outcomes for Black males to the formation and promotion of negative public perceptions of Black males' abilities and roles in society. Let us be clear: The Schott Foundation firmly believes that these data are not indicative of a character flaw in Black boys and men, but rather they are evidence of an unconscionable level of willful neglect and disparate resource allocations by federal, state and local entities and a level of indifference by too many community leaders. Yet, despite these challenges, many Black males progress to further education and work in communities across the nation making positive impacts — accomplishments given not nearly as much public attention as the negative perceptions are given. This is why the Schott Foundation is encouraged by the Knight and Open Society Foundations' Black Male Engagement Challenge (BME), a new initiative to highlight these inspiring accomplishments and role models.

HIGHLIGHT**BLACK MALE ENGAGEMENT CHALLENGE**

**The John S. and James L. Knight Foundation
Open Society Foundations' Campaign for
Black Male Achievement**



Black Male Engagement, or BME (pronounced “be me”), is an initiative to recognize, engage and inspire more Black men to strengthen their communities.

Black men and boys are assets to their communities, and have long been engaged in addressing the issues and opportunities affecting their neighborhoods. It's time these unsung heroes be recognized and celebrated.

The Black Male Engagement Challenge (BME) is aimed at demonstrating the existing positive role of Black males, celebrating their efforts publicly, creating a BME community by connecting them to each other and increasing the impact of the community-building efforts in which these men were already engaged.

Learn more: <http://www.bmechallenge.org>

The Urgency of Now



Where Do We Go From Here? Charting a Solutions-Based Course

The persistence in graduation gaps identifiable by race and gender over the last decade should lead us to conclude that America must simultaneously and systemically address a two-pronged problem:

Pushout: Reducing and reclaiming the number of students who are no longer in schools receiving critical educational services

Lockout: At each level, improving the learning and transition opportunities for students who are present but not fully engaged and unable to access the supports to fully excel

The American educational system, public, private and charter alike, and specifically as it relates to Black and Latino males (and, increasingly, Black and Latino girls and Native Americans), must acknowledge — and solve — both a “pushout” and a “lockout” crisis.

The “pushed out” are those thousands of students, disproportionately Black and Latino males, who for various reasons are not consistently in school and receiving sufficient learning time to effectively give them an opportunity to succeed. The “locked out” are those young people who are in schools, but who lack access to the critical resources and student-centered supports needed to have a substantive opportunity to learn.

Simply stated, we cannot educate students who are not in school, and those who are present in our classrooms must be given the supports that provide them a fair and substantive opportunity to learn, regardless of who their parents are, where they were born, and the zip code where they reside. Until our nation owns up to and provides significant supports to address these challenges and inequities, we will not be able to legitimately claim a level of excellence in our educational system, because both equity and excellence must exist for an educational system to be highly effective.

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SOLUTIONS **NOT** **SUSPENSIONS**

a call for a moratorium on out-of-school suspensions

Solutions Not Suspensions

Solutions Not Suspensions calls for a nationwide moratorium on out-of-school suspensions, and promotes proven programs that equip teachers and school administrators with effective discipline alternatives.

www.stopsuspensions.org



Time To Succeed

Time to Succeed Coalition is a broad and diverse coalition working to ensure that all children in our nation's high-poverty communities have more and better learning time in school to prepare them for success.

www.timetosucceed.com

SOLUTIONS: Support-Based Reform Policy Proposals to Stop Pushout & Lockout

Grade-Level Reading



Campaign for Grade-Level Reading is a collaborative effort to ensure that more of our low-income children succeed in school and graduate prepared for college, a career and active citizenship, through achieving grade-level reading by the end of third grade.

www.gradelevelreading.net

Personal Opportunity Plans



Every student who is a grade level or more behind in math or reading should be given a *Personal Opportunity Plan* that provides the student access to supports in three areas: academic, social and health.

www.otlcampaign.org

The Urgency of Now



America's Pushout Crisis

In December 2011, the Opportunity to Learn Campaign released *2020 Vision Roadmap: A Pre-K Through Postsecondary Blueprint for Educational Success*.⁶ The report provides trajectory data and highlights systemic solutions to respond to the research that indicates for America to be globally competitive by 2020 the U.S. must be a global leader in post-secondary education. This imperative was also highlighted by President Barack Obama in his 2009 Address to the Joint Session of Congress. The data in *2020 Vision Roadmap* reveals that America is far off this 2020 goal and will need to maintain an additional 5.3 million students in the elementary and secondary pipeline to have a shot at achieving this goal. In short, America's ability to thrive globally requires us to reclaim those students we have consistently lost (disproportionately, Black, Latino and Native American) and extend to them the supports needed to achieve at a high level.

YOU CAN'T TEACH STUDENTS WHO ARE NOT IN THE SCHOOLS

In the noted "Snow Day Study," researchers estimated that in academic years with an average number of unscheduled closures (5), the number of third graders performing satisfactorily on state reading and math assessments within a school is nearly three percent lower than in years with no school closings.⁷ Today, Black and Brown students have fewer learning opportunities and, on average, spend more days out of school than any other group.

One of the main contributors to the increase in their out-of-school and decreased learning time are state and district approaches to discipline. As the recent report from the Center for Civil Rights Remedies at UCLA's Civil Rights Project indicates, well over three million students were suspended at least one time in 2009-10.⁸ The current approach to disciplining

6 <http://www.otlcampaign.org/vision-2020>

7 Marcotte, David R. and Steven W. Hemelt, University of Maryland. *Education, Finance and Policy*, Summer 2008, Vol 3, No. 3, pp316-338.

8 Losen, Daniel J. and Jonathan Gillispie. *Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School*. The Center for Civil Rights Remedies at The Civil Rights Project, August 2012. Source: CRDC, 2009-2010. Analyzes data from the U.S. Department of Education's Office of Civil Rights on school discipline and suspensions in the 2009-10 school year.

The Urgency of Now

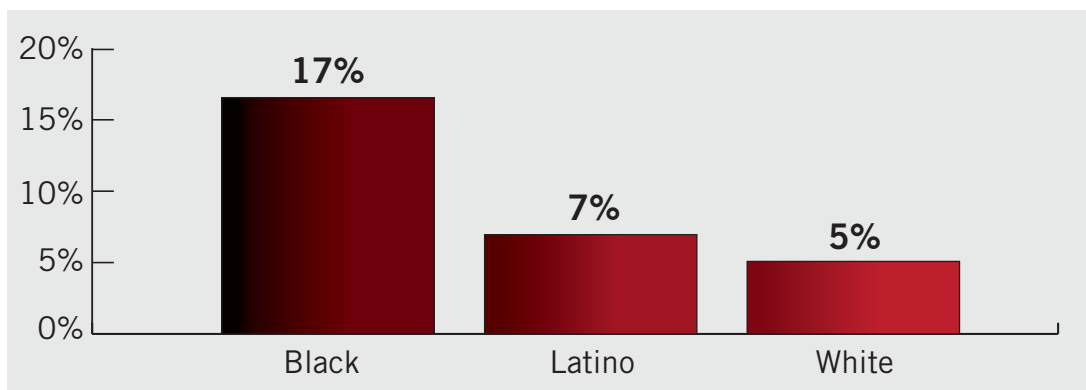
students in the U.S. runs counter to keeping them engaged and educating them. Studies show that students who have been suspended are three times more likely to drop out of school by 10th grade than students who have never been suspended. Those students that drop out have triple the chance of being incarcerated later on in life. Furthermore, chronic absenteeism has been linked to lower academic achievement, while more learning time is highly correlated with higher achievement.⁹ Children punished with out-of-school suspensions often return to school with the residual effects of a policy and practice that add to existing education inequities, including access to guidance counselors, mentors or mental health professional on site to support their needs.

OUT-OF-SCHOOL SUSPENSIONS HAVE DISPARATE RACIAL AND GENDER IMPACTS

According to the Center for Civil Rights Remedies report, current discipline policies show dramatic racial disparities regarding which students are pushed out of the classroom. More than three times as many Black as White, non-Latino students, nationally, are given out-of-school suspensions, despite the fact that researchers have found that these administrative measures are the first step toward falling behind academically and eventually leaving school altogether.

As the figure below indicates, across the nation nearly one out of every six African American students (17%), and one in 14 Latino students (7%) in the state sample were suspended at least once in 2009-10, compared to one in 20 White students (5%). Some of the most extreme data was found in districts like Pasadena, TX where 77% of Latino students have been suspended at least once and Pontiac, MI where 66% of Black students have been suspended at least once. These outcomes do not lead us to providing all students an opportunity to learn.

STUDENTS ACROSS THE NATION SUSPENDED AT LEAST ONCE DURING 2009-10 SCHOOL YEAR, AS A PERCENTAGE OF TOTAL ENROLLMENT

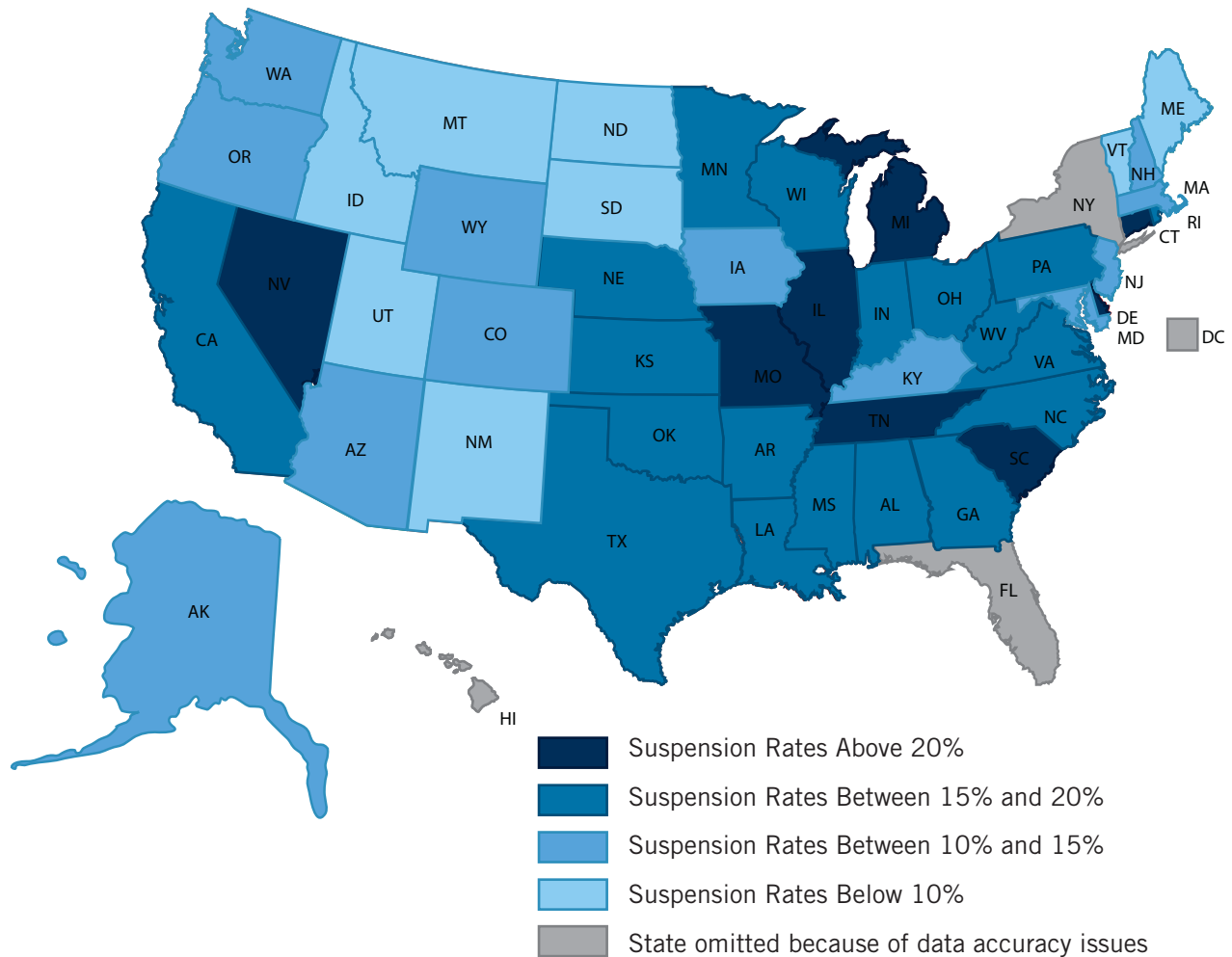


Source: CRCD, 2009-2010 (numbers from national sample rounded to whole numbers).

⁹ Dobbie, Will and Roland G. Fryar Jr. *Getting Beneath the Veil of Effective Schools: Evidence from New York City*. November 2011.

The Urgency of Now

State-by-State Out-of-School Suspension Rates for Black Students¹⁰



¹⁰ Losen, Daniel J. and Jonathan Gillispie. *Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School*. The Center for Civil Rights Remedies at The Civil Rights Project, August 2012. Source: CRDC, 2009-2010 (Numbers from national sample rounded to one decimal). See Appendix: Table 14.

The Urgency of Now

OUT-OF-SCHOOL SUSPENSIONS

Table 12

STATE SAMPLE SUSPENSION RISK PERCENTAGE FOR ONE OR MORE SUSPENSIONS BY RACE/ETHNICITY ¹¹

STATE	2009-10 (Male and Female Combined)				
	Black	Latino	White, non-Latino	Black/White Ratio	Latino/White Ratio
Alabama	16.3	4.9	5.6	2.9	0.9
Alaska	10.9	5.2	4.5	2.4	1.2
Arizona	12.5	7.1	4.6	2.7	1.5
Arkansas	18.5	6.3	5.3	3.5	1.2
California	17.7	7.5	5.6	3.2	1.3
Colorado	13.9	8.3	4.3	3.2	1.9
Connecticut	20.4	13.5	2.4	8.5	5.6
Delaware	21.8	10.2	7.3	3.0	1.4
Dist. of Columbia *					
Florida *					
Georgia	17.1	6	4.9	3.5	1.2
Hawaii *					
Idaho	4.2	4.7	3.2	1.3	1.5
Illinois	25.3	7.8	3.9	6.5	2.0
Indiana	19.5	8.4	5.9	3.3	1.4
Iowa	13.9	5	3	4.6	1.7
Kansas	16.8	7.1	4	4.2	1.8
Kentucky	13.9	4.1	4.6	3.0	0.9
Louisiana	15.3	5.9	7	2.2	0.8
Maine	8.7	2.2	4.6	1.9	0.5
Maryland **	11	4.3	4.9	2.2	0.9
Massachusetts	11.5	12.3	4.3	2.7	2.9
Michigan	22.1	8	6.2	3.6	1.3
Minnesota	17.6	5.5	2.3	7.7	2.4
Mississippi	17.6	4.7	6.4	2.8	0.7
Missouri	22.8	5.2	4.4	5.2	1.2

¹¹ Losen, Daniel J. and Jonathan Gillispie. "Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School." The Center for Civil Rights Remedies at The Civil Rights Project, August 2012. Source: CRDC, 2009-2010.

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STATE	2009-10 (Male and Female Combined)				
	Black	Latino	White, non-Latino	Black/White Ratio	Latino/White Ratio
Montana	3.4	3.9	3.8	0.9	1.0
Nebraska	17.6	5.3	3.6	4.9	1.5
Nevada	22.6	12.3	8.2	2.8	1.5
New Hampshire	11.4	9.2	6.1	1.9	1.5
New Jersey	12	6.6	3.3	3.6	2.0
New Mexico	6.1	6.4	4.4	1.4	1.5
New York *					
North Carolina	16.3	6.8	6.1	2.7	1.1
North Dakota	3.6	2.2	1.6	2.3	1.4
Ohio	18.6	7.6	4.6	4.0	1.7
Oklahoma	18.3	7	5.8	3.2	1.2
Oregon	12.5	6.7	4.9	2.6	1.4
Pennsylvania	16.7	10.2	3.6	4.6	2.8
Rhode Island	15.6	11.2	7	2.2	1.6
South Carolina	21	7.8	7.9	2.7	1.0
South Dakota	7.1	5.6	2.2	3.2	2.5
Tennessee	21.1	6	4.7	4.5	1.3
Texas	15.4	6.5	3.2	4.8	2.0
Utah	6.2	5	2.1	3.0	2.4
Vermont	6.5	0.9	4.4	1.5	0.2
Virginia	16.6	5.7	5	3.3	1.1
Washington	13.6	8.7	5.8	2.3	1.5
West Virginia	18.6	7.6	8.7	2.1	0.9
Wisconsin **	18.5	5.8	3.2	5.8	1.8
Wyoming	13.8	8	10	1.4	0.8

Numbers from national sample rounded to one decimal.

** State omitted because of data accuracy issues.*

*** A large district was removed from the sample; their estimates should be reviewed with extra caution.*

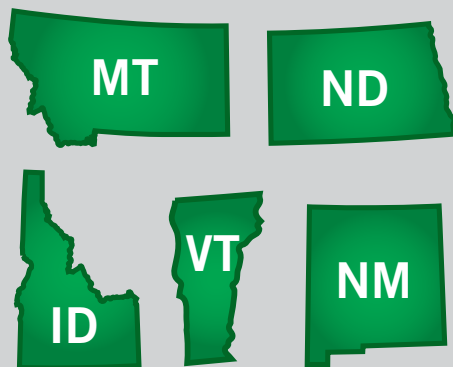
The Urgency of Now

STATE OF SUSPENSION

Note: The District of Columbia, Florida, Hawaii and New York were omitted from the study due to data accuracy issues and, thus, are not included in these rankings.

BLACK STUDENTS

LOWEST SUSPENSION RATES

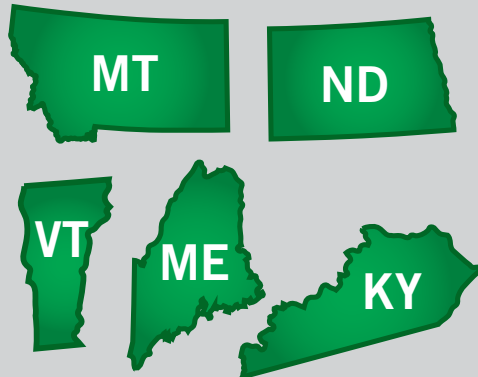


HIGHEST SUSPENSION RATES

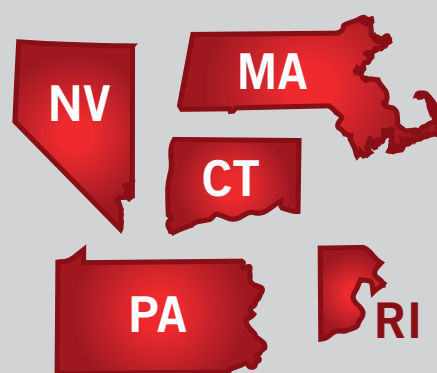


LATINO STUDENTS

LOWEST SUSPENSION RATES



HIGHEST SUSPENSION RATES



The Urgency of Now

The disproportionate use of out-of-school suspension for Black and Latino children at all levels is the first step toward pushing them out and lowering their chances to graduate. The rampant use of out-of-school suspensions as a default disciplinary tactic undermines our goal of closing the opportunity and achievement gaps by increasing dropouts and decreasing valuable learning time for students. The data indicate the end result in too many cities and states is that Black and Latino students, the fastest growing population in U.S. schools, who need to make the most academic progress to close America's achievement gap, are the most likely to be academically sidelined or pushed out of school.

HIGHLIGHT

SOLUTIONS NOT SUSPENSIONS:

Launched by Dignity in Schools Campaign, Opportunity to Learn Campaign and Allies



a call for a moratorium on out-of-school suspensions

Every year, 3.3 million students in the United States are suspended from school, causing them to miss critical learning time, as well as opportunities to grow and succeed.

Recent federal data show that Black and Latino students and students with disabilities are disproportionately targeted by suspensions. They are also likely to be punished more severely than white students for minor misbehavior, contributing to the achievement gap and high dropout rates for these students.

Solutions Not Suspensions is calling for a nationwide moratorium on out-of-school suspensions.

Solutions Not Suspensions promotes proven programs that equip teachers and school administrators with effective alternatives to suspensions. In support of this initiative, the Dignity in Schools Campaign has released a set of model school discipline policies that provide guidelines to help districts and schools implement the moratorium and phase in positive alternatives.

Learn more: www.stopsuspensions.org

Addressing America's out-of-school suspension challenge is critical to reducing the pushout crisis and improving the outcomes for Black and Latino males. This is why the Schott Foundation supports the Solutions not Suspension's call for a national moratorium on out-of-school suspension. We ask other philanthropic partners to join students, parents, educators, faith leaders and policymakers to end the massive use of out-of-school suspensions based on three core reasons: 1) There is no evidence that the practice is effective; 2) there is clear evidence that the practice has a racial/ethnic and gender disparity; and 3) there are more educationally sound ways to support students, educators and parents to deal with disciplinary challenges.

The Urgency of Now

We recognize that merely reducing out-of-school suspensions without addressing the additional systemic supports needed, for both students and teachers, to provide expanded learning opportunities to keep students engaged is not productive. This is why we highlight the Ford Foundation's *Time to Succeed Coalition*, a broad and diverse coalition working to ensure that all children in our nation's high-poverty communities have more and better learning time in school to prepare them for success.

HIGHLIGHT

THE TIME TO SUCCEED COALITION

Ford Foundation

Education Equality & Fairness

Too many students in our high-poverty communities are falling behind academically while also missing out on opportunities to excel in a well-rounded set of subjects and activities such as arts, music, physical education, robotics, foreign language and apprenticeships.

More Time for Core

Expanded learning time allows students to excel in math and reading without losing out on subjects like science, history and social studies. It also gives teachers the time to analyze student data and individualize instruction based on each student's needs.

More Time to Go Beyond the Core

Expanded learning time offers additional opportunities for subjects like art, music and physical education that ensure a well-rounded education and help improve students' well-being and engagement in school.

Empowering Teachers

Teachers are eager for more time to collaborate, analyze data and share best practices with their colleagues. With longer blocks, they can engage their students in hands-on learning and also provide individualized support to students who need it.

Stronger Communities

Community organizations provide a rich source of vibrant partnerships for schools. Expanded learning time opens up possibilities for internships, community service projects and the chance to learn directly from business and community leaders.

Learn more: www.timetosucceed.com



The Urgency of Now



America's Lockout Crisis

Black and Latino students who navigate through the “pushout” challenge are still likely to be “locked out” of systems with well-resourced schools, where teachers have the supports necessary to provide them with a substantive opportunity to learn. The American lockout crisis often leaves Black and Latino students locked out of several critical resources: 1) early childhood education, 2) student centered learning, 3) well-resourced community schools, 4) gifted/talented and advanced placement opportunities and 5) post-secondary attainment opportunities.

At a time when the country is moving toward common core educational standards, National Association of Educational Progress (NAEP) Grade 8 Reading outcomes, combined with graduation rate and post-secondary entrance and attainment data, paint a clear picture of a country whose opportunities for all students is anything but common or standard.

Thus, even before states implement the Common Core's higher standards, current NAEP assessment data indicate that states and localities have failed to put in place the common core supports necessary to prepare students to even achieve what is often the current lower standards. Nationally, in 2011, only 10% of Black males were proficient in Grade 8 reading, 16% for Latino males, as compared to 35% of White, non-Latino males.

As Table 13 indicates, no state has NAEP Grade 8 Reading proficiency levels for Black males above Connecticut's 19%, or for Latino males above Maryland's 29%. In light of the common core standards, the critical issue this should highlight is the gaps that exist in supports for Black and Latino males to meet those standards on a par with their White, non-Latino counterparts. This is indicative of a learning environment that is more conducive to positive outcomes for White, non-Latino males than Black males.

Short of a plan to put in place the supports needed to provide all students an opportunity to learn, it is very likely that as states move toward national common core standards and assessments we will likely see larger gaps in performance outcomes and graduation rates.

Furthermore, it is also important to note that some states have very narrow NAEP gaps because the overall supports to all students are lacking. In those states, essentially all their students — White, Black, and Latino — are being denied the critical educational services to be nationally, let alone globally, competitive. West Virginia, Louisiana, California, Mississippi, Michigan and Tennessee are some of the worst in this category.

The Urgency of Now

Proficiency levels below the national averages and gaps above the national averages are shown in red.¹²

Table 13

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) 2011, GRADE 8 READING, PERCENTAGES AT OR ABOVE PROFICIENT: RANKED BY BLACK MALE PROFICIENCY

STATE	Percent at or Above Proficient			Gap	
	Black Male	Latino Male	White, non-Latino Male	Black/White	Latino/White
Connecticut	19%	18%	48%	29%	30%
Maryland	17%	29%	45%	28%	16%
Colorado	15%	21%	43%	29%	23%
New York	15%	19%	39%	24%	20%
Alaska	13%	20%	34%	21%	14%
Arizona	13%	14%	35%	23%	21%
Delaware	13%	23%	33%	21%	10%
Iowa	13%	13%	30%	17%	17%
Massachusetts	13%	14%	48%	35%	35%
West Virginia	13%	*	19%	5%	-
Kansas	12%	17%	36%	24%	19%
Minnesota	12%	19%	38%	27%	19%
New Jersey	12%	16%	49%	37%	33%
Rhode Island	12%	12%	35%	23%	23%
Texas	12%	16%	41%	29%	25%
Washington	12%	12%	35%	22%	23%
Illinois	11%	22%	38%	27%	16%
Kentucky	11%	*	34%	23%	-
Nevada	11%	11%	29%	18%	18%
Oklahoma	11%	15%	25%	13%	10%
Virginia	11%	20%	37%	26%	17%
Florida	10%	22%	34%	24%	12%
Georgia	10%	13%	33%	23%	20%
Pennsylvania	10%	12%	39%	29%	27%
Indiana	9%	17%	31%	23%	14%
North Carolina	9%	16%	33%	25%	17%
Ohio	9%	8%	38%	30%	31%
Tennessee	9%	*	26%	17%	-

¹² Numbers in this report are rounded to the nearest whole number.

The Urgency of Now

STATE	Percent at or Above Proficient			Gap	
	Black Male	Latino Male	White, non-Latino Male	Black/White	Latino/White
Wisconsin	9%	10%	34%	25%	24%
Alabama	8%	*	30%	22%	-
Dist. of Columbia	8%	14%	*	-	-
Louisiana	8%	*	26%	18%	-
Missouri	8%	*	33%	25%	-
Michigan	7%	16%	29%	23%	13%
Mississippi	7%	*	27%	19%	-
Nebraska	7%	18%	34%	27%	16%
Arkansas	6%	20%	29%	23%	9%
South Carolina	6%	*	31%	25%	-
California	4%	13%	27%	23%	14%
Hawaii	*	14%	33%	-	19%
Idaho	*	16%	32%	-	16%
Maine	*	*	34%	-	-
Montana	*	*	38%	-	-
New Hampshire	*	*	35%	-	-
New Mexico	*	14%	30%	-	16%
North Dakota	*	*	30%	-	-
Oregon	*	11%	33%	-	22%
South Dakota	*	*	33%	-	-
Utah	*	13%	34%	-	21%
Vermont	*	*	37%	-	-
Wyoming	*	23%	34%	-	10%
USA	10%	16%	35%	25%	20%

* Indicates insufficient enrollment for analysis.

The Urgency of Now

THE EARLY CHILDHOOD EDUCATION LOCKOUT

Far too many students lack access to high quality early education, which repeated research has proven critical to improving academic outcomes throughout their school years. If the U.S. is to truly expand learning opportunities, we must catch students before they get behind and ensure that they are reading at grade level by 3rd grade. This is why we highlight the Annie E. Casey Foundation's Campaign for Grade-Level Reading that seeks a systemic, support-based solution.

HIGHLIGHT

THE CAMPAIGN FOR GRADE-LEVEL READING

Annie E. Casey Foundation

Campaign for Grade-Level Reading is a collaborative effort by funders, nonprofit partners, states and communities across the nation to ensure that more

of our low-income children succeed in school and graduate prepared for college, a career and active citizenship. The Campaign focuses on the most important predictor of school success and high school graduation—grade-level reading by the end of third grade. In addition to insisting on quality teaching and advocating for a more seamless system of care, services and support, the Campaign for Grade-Level Reading has targeted three challenges to students' reading success that are widespread, consequential and amenable to community solutions:

- **The Readiness Gap:** Too many children from low-income families begin school already far behind.
- **The Attendance Gap (Chronic Absence):** Too many children from low-income families miss too many days of school. Research has found that one in 10 kindergarten and 1st grade students nationwide misses nearly a month of school each year in excused and unexcused absences.
- **The Summer Slide (Summer Learning Loss):** Too many children lose ground over the summer months. Without access to the enriching activities available to more affluent peers, research shows that children from low-income families lose as much as three months of reading comprehension skills over the summer.

Learn more: www.gradelevelreading.net



The Urgency of Now

THE STUDENT-CENTERED LEARNING LOCKOUT

Decades of U.S. achievement gap and academic outcome data makes it clear that a “cookie cutter” approach is not effective to provide all students a fair and substantive opportunity to learn. Students require approaches that are more tailored to their personal educational needs, social contexts and learning styles.

The Schott Foundation calls for states to adopt the policy of “Personal Opportunity Plans” that require expanded learning supports to meet students’ needs. These comprehensive plans are designed to ensure that states and districts align academic, social and health supports in a way that students who have been left behind will receive the supports needed to catch up and excel as high achievers.

North Carolina has enacted a similar proposal, which requires schools to create “Personal Education Plans” (PEP) for at-risk students that are customized and designed to improve an individual student’s academic performance. Under North Carolina law, any child who does not meet grade-level proficiency is eligible for a PEP. These supports include such strategies as smaller classes, alternative learning models, tutors, mentors, extended learning time and summer school, provided to the student at no cost.



Learn more:
www.ncjustice.org

HIGHLIGHT

PERSONAL OPPORTUNITY PLANS

Every student who is a grade level or more behind in math or reading should be given a Personal Opportunity Plan that provides the student access to supports in three areas:

- **Academic** (tutoring, extended-day learning, English language instruction, etc.)
- **Social** (mentoring, parent university)
- **Health** (vision, dental, mental health)

In any school where more than one-third of the students are eligible for a Personal Opportunity Plan the districts must create a plan to intentionally connect service providers of these supports to the school. The steps involved for these schools are:

- A comprehensive needs assessment — done in partnership with parents, educators, students and community members — so that local solutions are tailored to local problems.
- Implementation of research-based instructional and educational reforms.
- A plan to address essential social, emotional and physical needs of students.
- Coordinating resources to support service deliverers’ efforts to provide supports to students in the school.
- Recognition that parent, student and community engagement is critical to sustainable student success.

Learn more: www.otlcampaign.org/personal-opportunity-plan



The Urgency of Now

The types of community-based programs needed to support the policy call for Personal Opportunity Plans have been developed through partnerships between the private and public sectors, higher education, philanthropy and non-profit organizations for decades. One example is the J. P. Morgan Foundation's Fellowship Initiative to expand opportunities and facilitate academic, personal and professional achievement for Black, Latino and other young men of color. Another is the Black Male Leadership Development Institute (BMLDI) at Robert Morris University in Pittsburgh, supported by the Heinz Endowments and the Urban League of Pittsburgh.

HIGHLIGHT

BLACK MALE LEADERSHIP DEVELOPMENT INSTITUTE

Heinz Endowments



The Heinz Endowments created their African American Men and Boys Initiative in 2007 to identify and increase educational, economic, social and leadership opportunities for African American men and boys in the Pittsburgh region.

The following Statement of Commitment provides a foundation for the Initiative's work:

The condition of Pittsburgh's African American men and boys is a consequence of both historical and current injustices, including enslavement, structural racism and a narrow definition of black manhood. We respect the historical context and scope of the task, as we move to support the African American community in its continuing effort to address the challenges for men and boys. We recognize that the needed change will require active participation and support on the part of a significant number of individuals and institutions in the Pittsburgh region.

Black Male Leadership Development Institute (BMLDI) at Robert Morris University, supported by the Heinz Endowments and the Urban League of Pittsburgh, is an example of the kind of cross-sector collaboration that's vital to improving the educational achievement, economic well-being and physical and emotional health of Black male youth in the Pittsburgh region.

BMLDI offers a year-round experience for African American males in grades 9-12 that reinforces the following tenets: (1) affirmation of cultural identity and heritage; (2) pursuit of a common goal and community good; (3) personal accountability and community transformation; and (4) collaborative leadership. In addition to a seven-day summer residency at the university, participants benefit from Saturday forums, workshops and special events throughout the year. These activities challenge them to strive for academic excellence, civic responsibility and integrity as they lead their peers and communities in the future.

Learn more: www.heinz.org/secondary.aspx?SectionID=373

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THE WELL-RESOURCED COMMUNITY SCHOOL LOCKOUT

At the macro level, the lack of adequate tax revenues places a strain on the overall revenue base that is needed to provide the type of supports for all students to have a fair and substantive opportunity to learn. At the micro-level, property-based funding methods used to distribute existing fiscal and learning resources (e.g., access to early education and highly qualified teachers) create inherent inequities.

In many urban and rural areas, inequitable resource distribution policies and practices amount to “education redlining” — effectively creating spaces in which where a student lives is a more significant determinant of performance outcomes than any educational factors. The Schott Foundation’s report, *A Rotting Apple: Education Redlining in New York City*,¹³ documented the growing education redlining crisis in New York City, the nation’s largest school district. The Center for American Progress issued a subsequent national report documenting education redlining in districts across the country.¹⁴ The process often begins with segregating Black and Latino students in schools with high poverty levels, then through budget and staff cuts reducing the critical resources for high quality learning opportunities — and the supports necessary to recruit and retain highly effective teachers, leading to disproportionately high rates of teacher turnover. The end result is often majority minority communities whose local community schools are disproportionately closed or taken over by the state, leaving the students locked out of well-resourced community schools at each level of achievement.¹⁵ The Schott Foundation encourages states and cities to conduct resource distribution analyses, and where a pattern of education redlining exists to work with the community and educators to develop a support-based reform plan to implement sound community schools models.

HIGHLIGHT

EDUCATION REDLINING

“Redlining” refers to the unethical, sometimes illegal practice of limiting residents’ access to vital services in certain communities. (Before it became illegal, banks would draw red lines on the map around neighborhoods where they would restrict loans.) This report uses the term, by analogy, to illustrate the wide disparities in the opportunities to learn available to New York City students both between Community School Districts and from school to school within them.

A Rotting Apple: Education Redlining in New York City calls for urgent attention to the persistent and predictable inequities that ravage New York City’s communities and limit the futures of whole generations. Given the size and importance of the New York City public school system, the report has state and national implications as well.

Learn more: www.schottfoundation.org/reports-publications/education-redlining



13 <http://schottfoundation.org/publications-reports/education-redlining>

14 Spatig-Amerikaner, Ary. “Unequal Education Federal Loophole Enables Lower Spending on Students of Color.” Center for American Progress. August 2012. <http://www.americanprogress.org/issues/education/report/2012/08/22/29002/unequal-education>

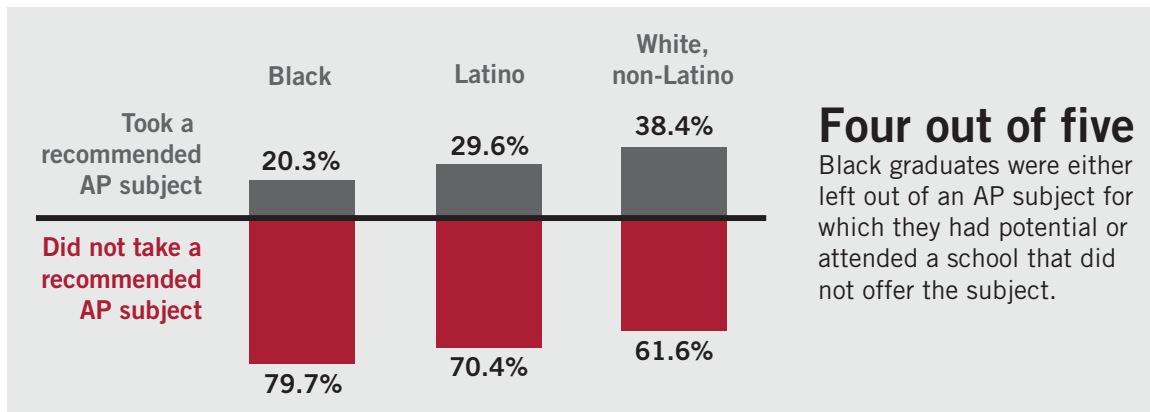
15 This often leads to a decrease in the property values in the community and raises questions around gentrification.

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THE GIFTED/TALENTED AND ADVANCED PLACEMENT LOCKOUT

Black male students in particular are vastly underrepresented in the Gifted and Talented programs in most states and very few are allowed to take Advanced Placement classes, even though the College Board recommends that all students should have that opportunity. In New York City, there are entire community school districts with predominantly Black and Latino enrollments where few, if any, students are even tested for admission to Gifted and Talented programs, programs that traditionally are better resourced, with more experienced, more highly qualified teachers.

PARTICIPATION IN RECOMMENDED AP SUBJECTS BY RACE OF GRADUATES WITH AP POTENTIAL



Source: 8th Annual AP Report to the Nation, The College Board, 2012.

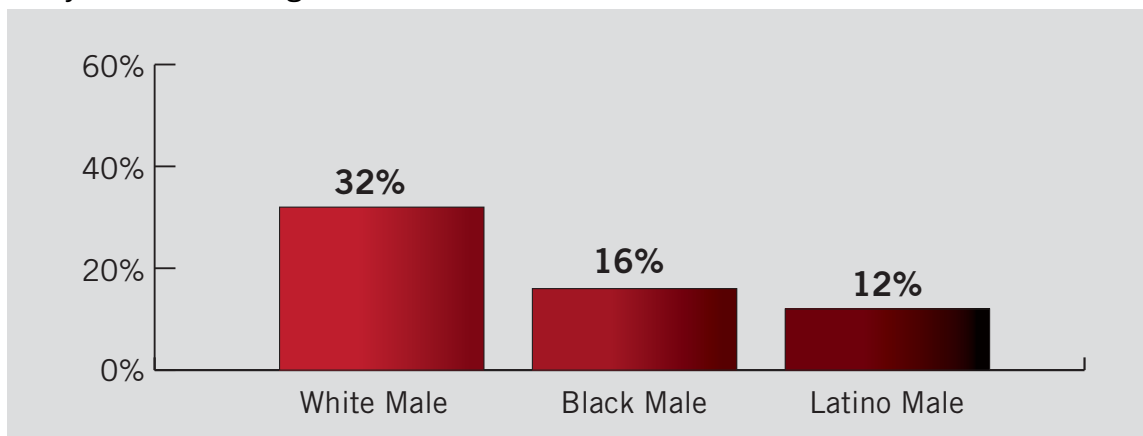
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THE POST-SECONDARY ATTAINMENT LOCKOUT

According to experts at the Georgetown University Center on Education and the Workforce, “the shift in the global economy toward a demand for higher-order skills has positioned access to post-secondary education and training as the ‘arbiter of opportunity in America.’”¹⁶

A recent study based on Bureau of Labor Statistics data found that by 2018 more than two-thirds of the 47 million projected job openings will require some level of post-secondary education or training, including industry certification. Today, roughly 39% of American adults hold a two- or four-year degree — a rate that has held remarkably steady for four decades. In many states like New York, nearly two-thirds of entering college students require some remediation as they enter post-secondary institutions and financial aid supports are often not as readily available to help this make the transition.¹⁷

PERCENT OF ALL ADULTS HOLDING A BACHELOR’S DEGREE OR HIGHER
(25 year-olds and higher)



Source: Minorities in Higher Education, Twenty-Fourth Status Report, 2011 Supplement by Young M. Kim. American Council on Education. http://diversity.ucsc.edu/resources/images/ace_report.pdf

¹⁶ Carnevale, Anthony P., Jeff Strohl, Nicole Smith. “Help Wanted: Postsecondary Education and Training Required.” *New Directions for Community Colleges*. 2009.

¹⁷ Prince, Health and Choitz, Vicki. “The Public Return to Increasing Postsecondary Credential Attainment” CLASP, April 2012. <http://clasp.org>

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CLASP'S Center for Postsecondary and Economic Success data documents that the United States will need to produce about 24 million additional credentials by 2025 to keep pace with leading Organization for Economic Cooperation and Development (OECD) countries and achieve a 60% degree attainment rate among adults ages 25 to 64. At current attainment rates, the U.S. is on track to produce 278,500 additional credentials by 2025 — a significant shortfall.¹⁸

Black and Latino males are even further behind on post-secondary attainment. This is why we highlight the Lumina Foundation's "Big Goal 2025" — and wholeheartedly agree that it is an audacious one, but one that can be achieved.

HIGHLIGHT

**GOAL
2025**

To increase the proportion of Americans with high-quality degrees and credentials to 60% by the year 2025.

To reach this big goal, the nation must produce three critical intermediate outcomes that are necessary preconditions:

- **Critical Outcome 1: Preparation**

Students are prepared academically, financially and socially for success in education beyond high school.

- **Critical Outcome 2: Success**

Higher education attainment rates are improved significantly.

- **Critical Outcome 3: Productivity**

Higher education productivity is increased to expand capacity and serve more students.

Learn more: www.luminafoundation.org/goal_2025.html



¹⁸ *Ibid.*, p. 47.

The Urgency of Now

A Call to Action

Taking all of these data and pushout and lockout factors into consideration should place the presentation of graduation data in a better context to help shape solutions. Graduation outcomes are related to several gaps in the opportunity to learn pipeline for Black and Latino boys as well as a pattern of policies and practices that at best fail to improve them and, at worst, create the conditions which allow them to persist.

These facts are highlighted not merely to be critical of past actions, but to draw attention to the fact that much more along the lines of providing public systemic supports must be done. While philanthropy can support these initiatives, philanthropy should not, nor does it have the capacity to, replace the role that local, state and federal institutions must play in providing each student access to the opportunity to learn pipeline. This is both a human and civil right that must be protected by federal, state and local agencies.

This report calls for “game-changer” narratives and policy proposals. Setting high standards alone is not a game-changer. For our children and our nation to win requires that students are on a level playing field, with resource supports and student-centered learning approaches to ensure that every child, regardless of their starting point, will have those approaches they need to succeed.

The Schott Foundation firmly believes that all students can learn when given a fair and substantive opportunity to learn, and these devastating data are a clarion call to underscore the urgency for systemic support-based reforms.

It is time for a higher level support-centered reform agenda that addresses providing all students equitable access to the resources critical to their success: high quality early education; supports to recruit and retain highly effective teachers, particularly in the highest need classrooms; college and career preparatory curricula and equitable instructional resources and policies.

It is time for a bold, coordinated strategy to support the elevation of community voices as well as the institutionalization of their values through sound policy proposals. Federal, state and local leaders must eliminate the policies and practices that operationalize disparate race and gender outcomes and prevent each student from having a fair and substantive opportunity to learn. It is time for us to move toward a support-based system of reform — coupling equity and excellence — to allow all students to achieve the high standards.

It is our hope that media, policymakers and advocates will not only take notice of the data in *The Urgency of Now* but, more importantly, seek to integrate the proposals offered to provide students with the supports necessary to provide each child a fair and substantive opportunity to learn.

Methodology

DATA SOURCE

State and district enrollment statistics are from the U.S. Department of Education's National Center for Education Statistics (NCES) Common Core of Data (CCD) (www.ed.gov/nces/ccd).

The data concerning the National Assessment of Educational Progress (NAEP) is from the most recent NAEP reports (see: www.ed.gov/nces/naep). The data concerning Special Education, discipline, gifted/talented and Advanced Placement assignments is from the U.S. Department of Education's Office for Civil Rights Data Collection (www.ed.gov/ocr). This data is currently available only for a sample of districts and has not yet been aggregated to the state or national levels.

GRADUATION CALCULATIONS

Graduation rates are provided as a nationally comparable measure of the effectiveness of schools. We are aware that some districts and states have systems that are designed to follow individual students. Until those systems are universally available this report series calculates graduation rates as the number of students receiving diplomas acceptable for further education divided by the number of students in 9th grade four years earlier. This report attempts, in so far as possible, to meet that commonsense, apples-to-apples, requirement.

The number of graduates is obtained from state or district sources or estimated. This report primarily uses published state or district (or school) data for the number of graduates for districts and states. Some states provide graduation data that is timely and in great detail. Maryland and California, for example,

post on their websites numbers of graduates by district for gender within race/ethnicity. Other states do not provide similar comprehensive and publicly available information. Where this is not available, state and/or district officials have been contacted, sometimes repeatedly. When this procedure has not provided the number of diplomas for the state or district, historical records and grade-to-grade attrition data serve as the basis for the graduation estimates.

Some districts and states have grade 9 "gateway" examinations, which, for some populations, increases grade 9 enrollments with "repeaters." Various modifications of grade 9 enrollment numbers to be used in graduation calculations have been devised. As such devices are not used everywhere and as the underlying situation is not universal either geographically or in terms of student socio-economic status, NCES CCD grade 9 enrollment is used as the most uniform data source for grade 9 enrollment.

TYPES OF DIPLOMAS

Some states offer only two types of diplomas: Regular and Special Education. Others offer a wide variety of documents, which may include Advanced, Regular, Local and special diplomas for students with disabilities. This report counts only those diplomas usually accepted by the state's own post-secondary institutions without remedial requirements and does not count GEDs or "local" diplomas.

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Appendix

Table 14

STATE SAMPLE SUSPENSION RISK FOR ONE OR MORE SUSPENSIONS BY RACE/ETHNICITY¹⁹

2009-10 (Male and Female Combined): Ranked by Black Suspension Rate

STATE	Risk			Ratio	
	Black	Latino	White, non-Latino	Black/White	Latino/White
Illinois	25.3	7.8	3.9	6.5	2.0
Missouri	22.8	5.2	4.4	5.2	1.2
Nevada	22.6	12.3	8.2	2.8	1.5
Michigan	22.1	8	6.2	3.6	1.3
Delaware	21.8	10.2	7.3	3.0	1.4
Tennessee	21.1	6	4.7	4.5	1.3
South Carolina	21	7.8	7.9	2.7	1.0
Connecticut	20.4	13.5	2.4	8.5	5.6
Indiana	19.5	8.4	5.9	3.3	1.4
Ohio	18.6	7.6	4.6	4.0	1.7
West Virginia	18.6	7.6	8.7	2.1	0.9
Arkansas	18.5	6.3	5.3	3.5	1.2
Wisconsin **	18.5	5.8	3.2	5.8	1.8
Oklahoma	18.3	7	5.8	3.2	1.2
California	17.7	7.5	5.6	3.2	1.3
Minnesota	17.6	5.5	2.3	7.7	2.4
Mississippi	17.6	4.7	6.4	2.8	0.7
Nebraska	17.6	5.3	3.6	4.9	1.5
Georgia	17.1	6	4.9	3.5	1.2
Kansas	16.8	7.1	4	4.2	1.8
Pennsylvania	16.7	10.2	3.6	4.6	2.8
Virginia	16.6	5.7	5	3.3	1.1
Alabama	16.3	4.9	5.6	2.9	0.9
North Carolina	16.3	6.8	6.1	2.7	1.1

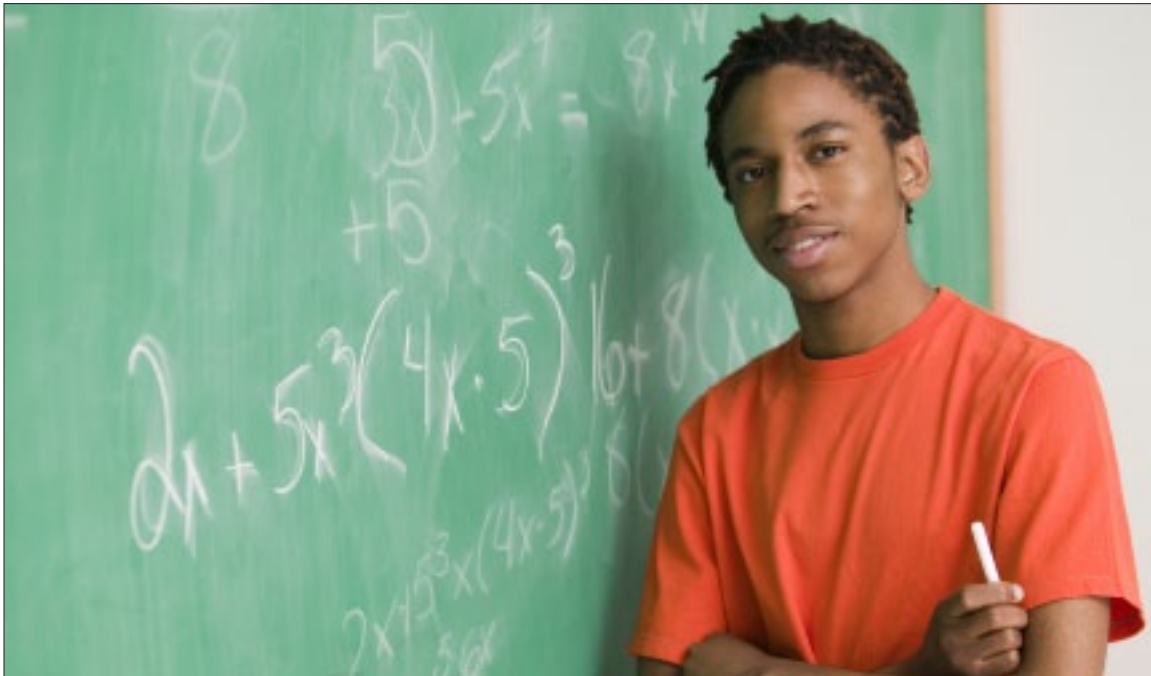
19 Losen, Daniel J. and Jonathan Gillispie. "Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School." The Center for Civil Rights Remedies at The Civil Rights Project, August 2012. Source: CRDC, 2009-2010 (numbers from national sample rounded to one decimal).

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STATE	Risk			Ratio	
	Black	Latino	White, non-Latino	Black/White	Latino/White
Rhode Island	15.6	11.2	7	2.2	1.6
Texas	15.4	6.5	3.2	4.8	2.0
Louisiana	15.3	5.9	7	2.2	0.8
Colorado	13.9	8.3	4.3	3.2	1.9
Iowa	13.9	5	3	4.6	1.7
Kentucky	13.9	4.1	4.6	3.0	0.9
Wyoming	13.8	8	10	1.4	0.8
Washington	13.6	8.7	5.8	2.3	1.5
Arizona	12.5	7.1	4.6	2.7	1.5
Oregon	12.5	6.7	4.9	2.6	1.4
New Jersey	12	6.6	3.3	3.6	2.0
Massachusetts	11.5	12.3	4.3	2.7	2.9
New Hampshire	11.4	9.2	6.1	1.9	1.5
Maryland **	11	4.3	4.9	2.2	0.9
Alaska	10.9	5.2	4.5	2.4	1.2
Maine	8.7	2.2	4.6	1.9	0.5
South Dakota	7.1	5.6	2.2	3.2	2.5
Vermont	6.5	0.9	4.4	1.5	0.2
Utah	6.2	5	2.1	3.0	2.4
New Mexico	6.1	6.4	4.4	1.4	1.5
Idaho	4.2	4.7	3.2	1.3	1.5
North Dakota	3.6	2.2	1.6	2.3	1.4
Montana	3.4	3.9	3.8	0.9	1.0
Dist. of Columbia *					
Florida *					
Hawaii *					
New York *					

* Omitted because of data accuracy issues.

** A large district was removed from the sample; their estimates should be reviewed with extra caution.



Data to Drive *Action*

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on YOUR state's performance, visit:

www.blackboysreport.org

This website and online database is designed to allow policymakers, school officials, community-based organizations, philanthropic partners and individuals to access achievement measures and other data for each state as well as large school districts. In addition to graduation rates, the online report provides, where available, National Assessment of Educational Progress, special education, school discipline and Advanced Placement data.



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