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)

- Latino: 39.7%
- Black: 38.1%
- White: 12.9%
- Asian: 8.4%
Racial-Ethnic-Geographic Framework

**BLACK MALES BY GEOGRAPHY**
- North America: 74.3%
- Caribbean: 13.6%
- Africa: 11.5%
- Central America: 0.1%
- South America: 0.2%

**LATINO MALES BY GEOGRAPHY**
- North America: 79.2%
- Caribbean: 14.0%
- Central America: 4.5%
- South America: 1.9%

Note: Percentages may not add up to 100% due to rounding.
Racial-Ethnic-Geographic Framework

LATINO MALES BY RACE

- Latino-White: 65.3%
- Latino-Black: 29.9%
- Latino-Other: 4.8%

LATINO MALES BY RACE & GEOGRAPHY

- Latino-White N.Am.: 51.8%
- Latino-Black N.Am.: 23.5%
- Latino-White Caribbean: 8.1%
- Latino-Black Caribbean: 5.4%
- Latino-Other Caribbean: 0.6%
- Latino-White S.Am.: 1.7%
- Latino-Black S.Am.: 0.1%
- Latino-Other S.Am.: 0.1%
- Latino-Other C.Am.: 0.2%
- Latino-Black C.Am.: 0.7%
- Latino-White C.Am.: 3.6%

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

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG</td>
<td>20.0</td>
<td>26.2</td>
<td>39.6</td>
<td>31.0</td>
</tr>
<tr>
<td>MG</td>
<td>32.6</td>
<td>33.9</td>
<td>41.4</td>
<td>45.9</td>
</tr>
<tr>
<td>HSG</td>
<td>32.6</td>
<td>42.1</td>
<td>40.2</td>
<td>40.7</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Race / Ethnicity</th>
<th>MG</th>
<th>HSG</th>
<th>HSG</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20 Latino Males</td>
<td>8/20 Black Males</td>
<td>8/20 Latino Males</td>
<td></td>
</tr>
</tbody>
</table>
Disproportionality in Access to Advanced Work Classes for Males by Race/Ethnicity (Gr. 4-6)
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       Black Caribbean       Black African

Percent:  
8.6         7.5                5.3

Latino       Latino Black       Latino Caribbean

Percent:  
8.0         4.8                2.7
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 (%)

### EG
- Black: 2.9%
- Black North American: 3.3%
- Black African: 10%

### MG
- Black: 10%
- Black North American: 10.4%
- Black African: 11.6%
- Latino: 11.5%
- Latino Caribbean: 7.3%
- Latino-Black: 8.3%
- Latino North American: 2.0%

### HSG
- Black: 6.8%
- Black North American: 7.5%
- Black African: 4.4%
- Latino: 6.4%
- Latino Caribbean: 6.6%
- Latino-Black: 4.5%
- Latino North American: 2.2%
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 (%)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Black</th>
<th>Black Caribbean</th>
<th>Black African</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG</td>
<td>22.1</td>
<td>20.7</td>
<td>18.6</td>
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<tr>
<td>MG</td>
<td>32.2</td>
<td>30.5</td>
<td>28.0</td>
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<tr>
<td>HSG</td>
<td>59.7</td>
<td>55.1</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Latino</th>
<th>Latino-Black</th>
<th>Latino Caribbean</th>
</tr>
</thead>
<tbody>
<tr>
<td>EG</td>
<td>24.9</td>
<td>21.7</td>
<td>15.8</td>
</tr>
<tr>
<td>MG</td>
<td>35</td>
<td>30.1</td>
<td>25.2</td>
</tr>
<tr>
<td>HSG</td>
<td>58.4</td>
<td>52.1</td>
<td>40.2</td>
</tr>
</tbody>
</table>
Cohort Dropout Risks for Black and Latino Males Compared to White Males

• Black males = \textbf{1.7} times higher

• Latino males = \textbf{1.8} times higher
4-Year Cohort Dropout Rates by Race/Ethnicity and Geography (%)

- **Black**: 27.5%
- **Black North American**: 28.4%
- **Latino**: 28.0%
- **Latino North American**: 29.7%
- **Latino Caribbean**: 30.5%
- **Latino-Black**: 31.2%
<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Asian</th>
<th>Black</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start kindergarten</strong></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Graduate HS in 4 years</strong></td>
<td>85</td>
<td>91</td>
<td>67</td>
<td>60</td>
</tr>
<tr>
<td><strong>Enroll in college</strong></td>
<td>63</td>
<td>75</td>
<td>43</td>
<td>36</td>
</tr>
<tr>
<td><strong>Earn a degree after 7 years</strong></td>
<td>37</td>
<td>42</td>
<td>12</td>
<td>8</td>
</tr>
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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 Puriefoy, 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