

## The State of Black Males

## The Problem:

- "...the overwhelming majority of U.S. school districts and states are failing to make targeted investments to provide the core resources necessary to extend what works for Black male students. Thus, in the majority of U.S. states, districts, communities, and schools, the conditions necessary for Black males to systemically succeed in education do not exist."

## Two recent reports on Black males:

- Schott Foundation for Public Education  
– *Yes We Can: The 2010 Schott 50 State Report on Public Education and Black Males*

The Council of the Great City Schools

*A Call for Change: The Social and Educational Factors Contributing To The Outcomes Of Black Males In Urban Schools*

## Schott's Goal:

- Provide a basis for evaluating the success of national, state, and local public systems in educating Black males.
- Challenge states and districts to institutionalize the policy recommendations needed to change outcomes for the overwhelming majority of Black males in this country
- Construct the community programmatic supports needed to sustain the pipeline for progress and success for all youth in urban and rural settings.

### CGCS Goal:

- Focus in on a critical element of the nation's achievement gap – Black males.
- Galvanize the energies and resources of a nation that has, for too long, chosen to ignore the issue.
- Place the challenges that Black males face in a broader social context while emphasizing the critical educational dimensions of the issues.

### Key Findings From Both Reports:

### Schott – Conditions for Success

- Equitable resources to support students to master rigorous, content standards-based education
- Universal, well-planned, and high quality preschool education for all three- and four year-olds
- Programs to address student and school needs attributable to high-poverty, including intensive early literacy, small class size, after-school and summer programming, and social and health services

### Schott – Conditions for Success cont.

- New and rehabilitated facilities to adequately house all programs, relieve overcrowding, and eliminate health and safety violations
- State accountability to ensure progress in improving student achievement

### Schott – Conditions for Failure

- Watered-down curriculum for disadvantaged students in schools inadequately supported by funding far below that in successful suburban schools
- Insufficient access to well-planned and high quality preschool education for disadvantaged three- and four-year-olds
- Little intensive early literacy instruction, large class sizes, short school days, no weekend and summer programs, and few social and health services

### Schott – Conditions for Failure cont.

- Old, over-crowded, and ill-maintained facilities
- Inexperienced and ill-trained teachers
- Little or no state accountability to ensure progress in improving student achievement
- Lack of educationally sound living and learning environments
- Lack of parent and community engagement in the reform process

### Graduation Rate

- The graduation rate for Black male students for the nation as a whole in 2007/8 was only 47%; that is, most Black male students *did not* graduate with their cohort.

### Schott – Other Key Findings

- Black male students do not do poorly in all states, districts, communities, and schools;
- But the data in this report—as well as that in earlier Schott report editions—consistently illustrate that Black male students in good schools do well and, at the same time, that White, non-Hispanic students in schools where most of the students are Black and have low graduation rates (such as Indianapolis) also have poor achievement outcomes.
- Schools and districts that have the highest percentages of disadvantaged students tend to have the least access to the resources needed for all students to succeed. Thus, White males in schools and districts with large percentages of Black male students are also likely to experience poor outcomes because of systemic decisions not to commit resources to those districts and schools.

### CGCS - Examined Six Areas In Lives of Black Males

- Readiness to learn
- Black male achievement on the National Assessment of Educational Progress (NAEP)
- Black male achievement on the National Assessment of Educational Progress (NAEP) in selected big city school districts
- College and career preparedness
- School experience

### CGCS - Examined Six Areas In Lives of Black Males cont.

- Postsecondary experience

### CGCS – Summary of Key Findings

- Factor 1 – Readiness To Learn
  - In 2008, Black children ages 17 and under were nearly 50 percent more likely to be without private or government health insurance than White children.
  - In 2008, Black children ages 18 and under were three times more likely to live in single-parent households than White children. Nearly two-thirds of all Black children lived in a single-parent household.

### CGCS – Summary of Key Findings cont.

- Factor 1 – Readiness To Learn cont.
  - In 2008, Black children were twice as likely as White children to live in a household where no parent had full-time or year-round employment.
  - In 2008, one-third of Black children had a parent with a high school diploma, 24 percent had a parent with at least some college experience, and less than 15 percent had a parent who held a bachelor's degree.
  - In 2007, one out of every three Black children lived in poverty compared with one out of every ten White children.

### CGCS – Summary of Key Findings cont.

- Factor 2 – Black Male Achievement on the NAEP
  - The achievement gaps between Black males attending large city (LC) schools (public schools in the set of U.S. cities with populations exceeding 250,000) and White males in national public schools (NP) were wide in 2003 and continued to be wide in 2009.

### CGCS – Summary of Key Findings cont.

- Factor 2 – Black Male Achievement on the NAEP
  - In fact, large city (LC) Black males not eligible for free or reduced-price lunch had reading and mathematics scores similar to or lower than those of White males in national public schools (NP) who were eligible for free or reduced-price lunch. Furthermore, large city (LC) Black males without disabilities had reading and mathematics scores, on average, lower than those of White males in national public schools (NP) with disabilities.

### CGCS – Summary of Key Findings cont.

- Factor 3 – Educational Progress (NAEP) In Selected Big City Districts
  - Between 2003 and 2009, average reading scale scores of fourth- and eighth-grade Black males increased significantly in Atlanta and New York City. Fourth-graders in Boston, Charlotte, District of Columbia (DCPS) and New York City also increased during that same period.
  - In 2009, the average reading scale scores for fourth grade Black males in Boston and New York City were significantly higher than scale scores for Black males in national public schools (NP). In addition, fourth grade Black males in Boston, Charlotte, Houston, and New York City scored significantly higher in reading than Black males in large cities generally (LC).

### CGCS – Summary of Key Findings cont.

- Factor 4 – College and Career Preparedness
  - Black males were more likely, compared with White males, to drop out of high school and not graduate. Fewer Black males take Advanced Placement exams or enroll in two or four-year colleges after graduation. Furthermore, the average SAT and ACT scores of Black males were lower than those of White males.
  - In 2008, Advanced Placement test takers were more likely to be White students than Black students. Approximately 60 percent of AP test takers were White, 15 percent Hispanic, 10 percent Asian and 8 percent Black.

### CGCS – Summary of Key Findings cont.

- Factor 5 – School Experience
  - Black students were less likely than their White peers to participate in academic clubs, more likely to be suspended from school, and more likely to be retained in grade. Students attending public schools with more than 50 percent minority students were more likely to report incidents of violent crimes than their peers at other schools with smaller minority enrollments.

### CGCS – Summary of Key Findings cont.

- Factor 5 – School Experience cont.
  - Black high school seniors were less likely to participate in academic clubs than other classmates in 2004. Some 45 percent of Black students participated in sports activities, 17 percent in academic clubs, and 24 percent in extracurricular music activities.
  - Black or poor students attending public school were more likely to be retained during their K-8 school career than their classmates. In 2007, at least 23 percent of students who were retained were poor, and 16 percent were Black, compared with 5 percent of non-poor and 8 percent of white students.

### CGCS – Summary of Key Findings cont.

- Factor 5 – School Experience cont.
  - In 2006, Black students were three times more likely than White students, two times more likely than Hispanic and American Indian students, and five times more likely than Asian American students to be suspended from school. Some 15 percent of Black students and 5 percent of White students were suspended from public elementary and secondary schools.

### CGCS – Summary of Key Findings cont.

- Factor 6 – Postsecondary Experience
  - Black males had significantly different postsecondary experiences than White males. Their graduation rates were lower, unemployment rates higher, they were more likely to earn a lower income than White males with similar educational backgrounds, and they were more likely to be incarcerated.

## CGCS – Summary of Key Findings cont.

- Factor 6 – Postsecondary Experience cont.
  - Black males age 18 and over were more likely to have a lower income than White males with similar educational backgrounds. In 2006, the wage gap between Black and White males who did not graduate from high school was approximately \$5,000, compared with a gap of over \$20,000 for those with a master's degree.
  - In 2008, Black males ages 18 and over represented only 5 percent of the total college student population but 36 percent of the total prison population.

## CGCS Recommendations

- 1. Convene a White House conference on the status of Black males and develop an overall call to action and strategic direction for improvement.
- 2. Encourage Congress, as it reauthorizes the Elementary and Secondary Education Act (ESEA), to establish an explicit program with financial aid that would help public schools close achievement gaps. The program should include both educational strategies and social supports for Black males.
- 3. Marshal the energies and commitment of national and local organizations with an interest and stake in seeing improvement to coordinate their efforts on behalf of Black male youth. Such groups might include the Boys and Girls Clubs, 100 Black Men, the National Urban League, the NBA, the music industry, and others.
- 4. Build a nationwide network of support, particularly in the nation's major cities, to mentor and support individual Black male young people and their families.

## CGCS Recommendations

- 5. Establish an ongoing network of mentoring, internship, and career experiences for adolescent Black males with the private sector in the nation's major cities.
- 6. Expand the number of Black male counselors in the nation's urban schools in order to provide social, psychological, and college/career guidance and direction to Black male students.
- 7. Encourage local, state, and national educators/researchers to disaggregate academic and nonacademic data by gender and race/ethnicity so that valid comparisons can be made between Black males and their peers.

## CGCS Recommendations

- 8. Ensure that Black male students are taking the requisite courses at the appropriate level of rigor beginning in late elementary school, at least, to ensure that they are on track academically for high school graduation.
- 9. Work with the higher education community to ensure appropriate academic and social supports for Black male students in higher education.
- 10. Encourage school district leaders, especially in the big cities, to better target their instructional programming, interventions, and afterschool initiatives to address the specific academic and social needs of Black male students. School boards and superintendents should be asking for regular updates on the status and progress of their initiatives for these students.

### CGCS Recommendations

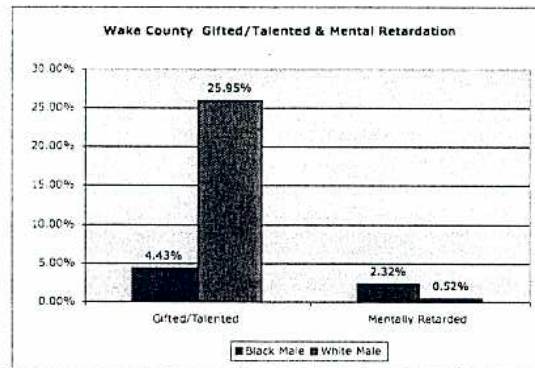
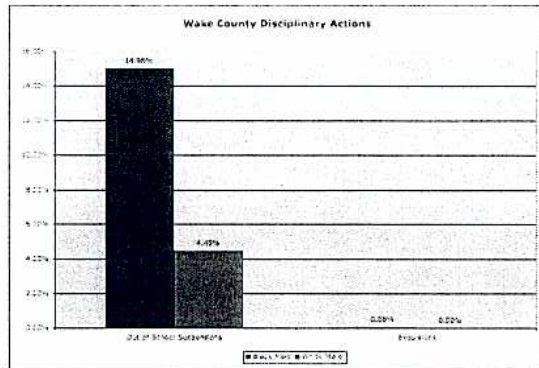
- 11. Create a cadre of individuals to work in Black communities to address issues of violence and disruption both on the streets and in school.

### Reports

- The Council of the Great City Schools represents 65 of the largest urban school districts in the country. These Great City School districts are either the largest school district in their states or have enrollments of at least 35,000 students in cities that typically have more than 250,000 residents.
  - [www.cgcs.org](http://www.cgcs.org)
- Schott Foundation for Public Education
  - [www.blackboysreport.org](http://www.blackboysreport.org)

Location	Black Males	Graduation Rate 2007/8		GAP	Graduation Rate 2005/6		Change	
		Black Male	White Male		Black Male	White Male	Black Male	White Male
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
North Carolina	206,289	46%	66%	20%	49%	69%	-3%	-3%
Wake County	17,987	44%	79%	35%	56%	84%	-12%	-5%

### Discipline, Special Education, and Advanced Placement Inequities

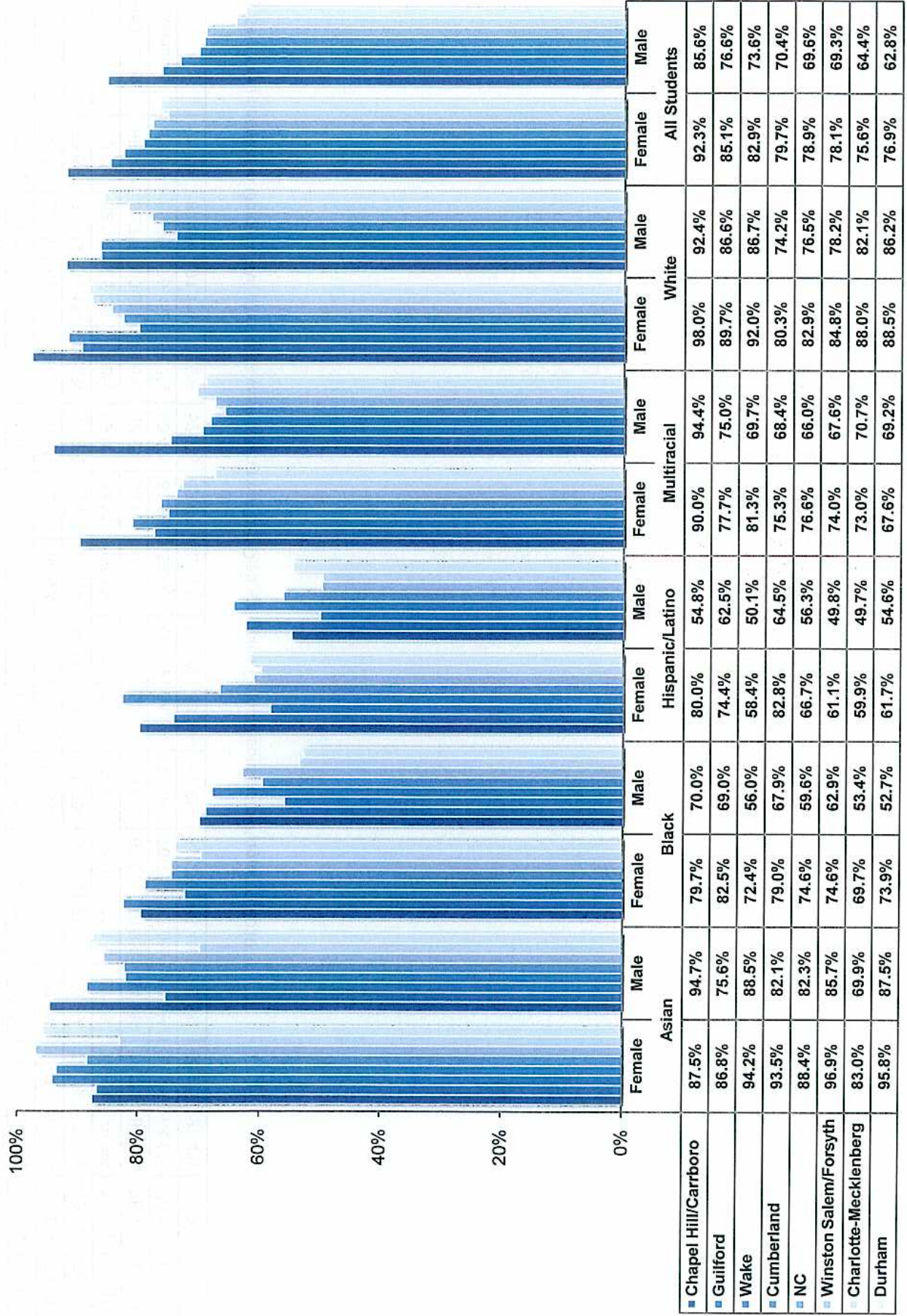


The number of out-of-school suspensions given to Black Male students in the Wake County public schools was equivalent to fifteen percent of Wake County’s male, Black, non-Latino student population and the percentage of out-of-school suspensions given to White Male students in Wake County was equivalent to four percent, in the 2006/7 school year, as reported to the Office of Civil Rights of the U. S. Department of Education.

Black Male non-Latino students were classified as Gifted/Talented less than one-fifth as often as White Male, non-Latino students in the Wake County public schools and were more than four times as often placed in Mental Retardation classifications.

More than nine times as many White Male students as Black Male students in the Wake County public schools in 2006/7 were allowed to participate in Mathematics Advanced Placement courses and seven times as many in Science Advanced Placement courses, proportionate to enrollment.

# Graduation Rates 2010



Wake County data were updated in October. All other data were taken from DPI Disaggregated Comparisons as of 8/4/2010

## Graduation Rates 2010

District	Asian			Black			Hispanic/Latino			Multiracial			White			All Students		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Chapel Hill/Carrboro	87.5%	94.7%	91.0%	79.7%	70.0%	75.0%	80.0%	54.8%	66.2%	90.0%	94.4%	92.1%	98.0%	92.4%	95.2%	92.3%	85.6%	89.0%
Guilford	86.8%	75.6%	81.4%	82.5%	69.0%	75.5%	74.4%	62.5%	68.5%	77.7%	75.0%	76.3%	89.7%	86.6%	88.1%	85.1%	76.6%	80.7%
Wake	94.2%	88.5%	91.3%	72.4%	56.0%	63.9%	58.4%	50.1%	54.2%	81.3%	69.7%	75.7%	92.0%	86.7%	89.3%	82.9%	73.6%	78.2%
Cumberland	93.5%	82.1%	87.1%	79.0%	67.9%	73.7%	82.8%	64.5%	73.0%	75.3%	68.4%	71.8%	80.3%	74.2%	77.2%	79.7%	70.4%	75.1%
NC	88.4%	82.3%	85.2%	74.6%	59.6%	66.9%	66.7%	56.3%	61.4%	76.6%	66.0%	71.1%	82.9%	76.5%	79.6%	78.9%	69.6%	74.2%
Winston Salem/Forsyth	96.9%	85.7%	90.5%	74.6%	62.9%	68.6%	61.1%	49.8%	55.5%	74.0%	67.6%	70.9%	84.8%	78.2%	81.4%	78.1%	69.3%	73.6%
Charlotte-Mecklenberg	83.0%	69.9%	76.4%	69.7%	53.4%	61.5%	59.9%	49.7%	54.6%	73.0%	70.7%	72.0%	88.0%	82.1%	84.9%	75.6%	64.4%	69.9%
Durham	95.8%	87.5%	91.1%	73.9%	52.7%	63.0%	61.7%	54.6%	58.3%	67.6%	69.2%	68.4%	88.5%	86.2%	87.4%	76.9%	62.8%	69.8%

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