Challenge the

Resource Inequity | College & Career Readiness | Unfair Discipline

Status Quo

Academic Success among School-age African-American Males

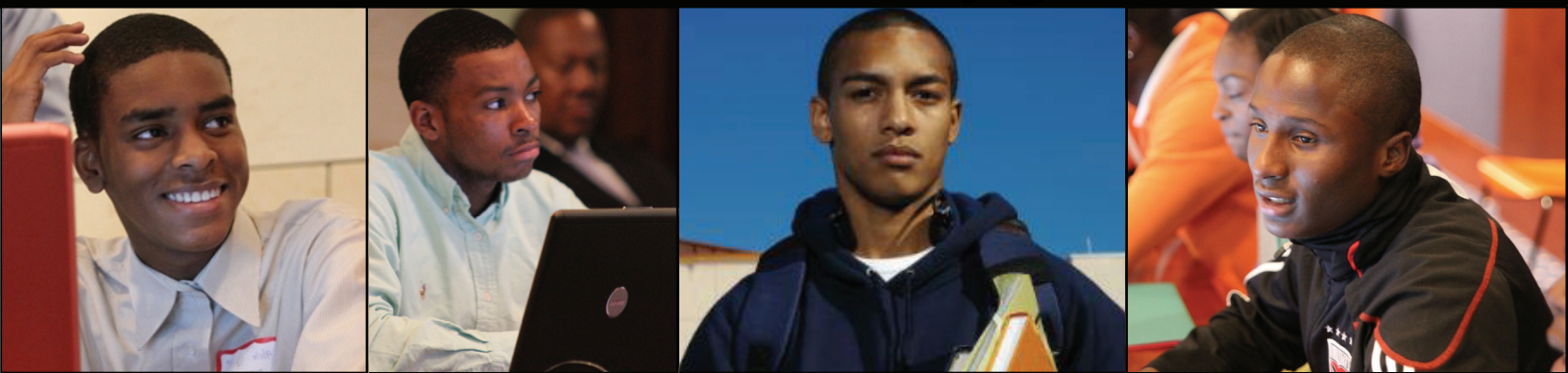# Ivory A. Toldson, Ph.D. | Chance W. Lewis, Ph.D.

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STATUS QUO

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Ivory A. Toldson, Ph.D. | Chance W. Lewis, Ph.D.

Congressional
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Foreword

When releasing the Civil Rights Data Collection (CRDC) report, *Revealing New Truths about Our Nation's School*, Secretary Duncan stated, "The real power of the data is not only the truth behind the numbers, but in the impact that it can have when married with courage and will to *challenge the status quo*." We agree. Research demonstrates that Black males can achieve in supportive learning environments that effectively work with families and communities, and provide culturally-relevant instruction.

Over the last two years, CBCF implemented LEAP (Leading Educational Advocacy and Policy) for Black Male Achievement. The purpose of LEAP was to create and disseminate research that reveals personal, family, social and school-related factors associated with Black male achievement; and strategically provide resources and forums for policymakers, educators, school advocates and families to development research-based solutions to enable Black males to have greater success in the classroom and beyond. In year one of the project, CBCF completed "*Breaking Barriers 2: Plotting the Path Away from Juvenile Detention and toward Academic Success for School-age African-American Males*." Breaking Barriers 2 is an 88-page report that analyzes the responses of 4,470 school-age Black males from across the nation, giving us a complete picture of the life and circumstances of Black males who choose to do the right thing, avoid criminal justice involvement, and enjoy higher levels of academic success.

This year, CBCF established the Black Male Achievement Research Collaborative (BMARC). BMARC is devoted to widely disseminating robust research that provides social context and counter-narratives to the pervasively negative statistics used to characterize Black men and boys in the United States. Specifically the collaborative will produce a range of publications, which will target academic journals, as well as popular media and blogs. The collaborative will be actively involved with fact-checking and contextualizing popular reports about Black male failures and redirecting discussions from problems to solutions.

The members of the collaborative include: Ivory A. Toldson, senior research analyst, Congressional Black Caucus Foundation and associate professor at Howard University School of Education; Chance W. Lewis, distinguished professor and endowed chair of Urban Education College of Education, University of North Carolina at Charlotte; Bryant Marks, associate professor and director of the Morehouse Male Initiative; Leon Caldwell, senior research associate at The Annie E. Casey Foundation in Baltimore, MD; James L. Moore III, associate provost, Office of Diversity and Inclusion at The Ohio State University; and Yolanda Sealey-Ruiz, assistant professor of English Education, Columbia University.

Challenge the Status Quo is the first product of BMARC. This report provides policy and practice solutions to ensure equitable resources, college and career readiness, and fair discipline practices for school-age Black males. As you review this report, we hope that you actively imagine ways that we can collectively challenge and change the way public education is offered to young Black males. We believe educational administrators and teachers should work with parents and communities to implement programs based on good research and good judgment, and not on hyperbole and conjecture. Every public school in the United States should offer a college bound curriculum. No school should sustain capricious and biased disciplinary policies that push Black males away from the classrooms. We believe communities should engage school leaders and elected officials to develop and expand programs that support the academic and personal development of Black males. Finally, we believe Black parents should socialize their children to the academic environment, while also empowering them to challenge injustices within the school.

Together we can and will challenge the status quo.

Elsie Scott, Ph.D., President & CEO, The Congressional Black Caucus Foundation

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Preface

Some would have us believe that the core education accountability issue of the day is summarized in statistics about which subgroups of public school students are scoring higher on standardized tests. But the real issue before us is which states, districts, and schools are *enabling* academic achievement. Some states, districts, and schools are enabling academic achievement and some are not. There is a consistent pattern of resources in those states, districts, and schools which have high academic outcomes for PK-12 students and those that do not.

In high-poverty and minority schools, students are 70 percent more likely (than their affluent and White peers) to have a teacher teaching them four subjects (math, English, social studies, and science) who is not certified in these subjects or does not have a college major or minor in the subject. Compounding these classroom effects are other factors that systematically and consistently limit poor and minority students' opportunity to learn. More often than not, these students languish in schools that are underfunded, lack contemporary technology, have short-tenured superintendents, a revolving door of principals, high turnover rates among teachers, and high concentrations of novice teachers and principals. Despite these dismal classroom and school circumstances, poor and minority students continue to be tested as if they have access to certified teachers and a challenging, college-preparatory curriculum. In fact, 84 percent of African-American public school students are in states that require a high stakes high school graduation test while fewer (66 percent) of White students are in such states.

While states and districts test the nation's schoolchildren, who's measuring these students' access to certified teachers; stable and experienced principal leadership; advanced placement (AP) classes; and college entrance level courses in math, English and science? In *Challenge the Status Quo: Academic Success among School-age African-American Males*, Toldson and Lewis follow in the Howard University tradition of Thurgood Marshall, Charles Hamilton Houston, and Charles Thompson who (with others) crafted the intellectual and legal strategies for the groundbreaking *Brown* decision. Toldson and Lewis issue a call to action and lay out a legal strategy for holding states accountable for equalizing educational inputs that impact access to public colleges/universities. The authors' *Public Reciprocity in Education for Postsecondary Success* (PREPS) is an ethical and jurisprudential framework which challenges the legality of states operating high schools that do not offer coursework which fulfills college entrance requirements for state colleges/universities. Toldson and Lewis meticulously chart state-by-state public college/university math and science entrance requirements and then reveal the public high schools that do not offer math and science coursework that fits these requirements. The emerging pattern is a distressingly familiar one: public high schools serving high percentages of low-SES and minority students do not offer college entrance level coursework, particularly in math and science.

In *Challenging the Status Quo*, Toldson and Lewis reveal how states, districts and schools conspire to educationally malnourish some of the nation's schoolchildren. Their PREPS framework shifts attention away from measuring students to measuring the commitment of policymakers and K-12 practitioners to expand public school students' access to a certified and experienced teaching force, college-preparatory courses in math and science, and a fair shot at opportunity.

- **Leslie T. Fenwick, Ph.D.**, Dean, Howard University School of Education
  www.howard.edu/schooleducation

Executive Summary

The purpose of this report is to: (1) unveil policy solutions for inequities in U.S. public schools that impede academic progress of school-age Black males; (2) change the public perception that school-age Black males are completely disaffected and incapable of adapting to the educational system; (3) reveal data that promotes a pathway through curricular offerings that will move Black males from public schools to colleges and universities; (4) examine the impact of teacher preparation and compensation on the academic achievement of Black males; (5) break the discipline gap barrier in our nation's schools; and (6) provide the schools, parents, policymakers, and community leaders with strategies to support Black males in schools. Each of the sections of this report provides important pieces of the puzzle that are necessary to Challenge the Status Quo and make sure that all who are concerned can have the data to know that our Black males have the capability to be significant achievers in our nation's schools. Additionally, it moves us past the negative rhetoric that usually follows this student population and charts a path to academic success.

Following are the key findings and related policy implications of the five (5) sections of this report:

20 percent in 2020, the Educational Forecast for Black Males in the United States

- Among young Black men, 24% are enrolled in or have completed college: 11% dropped out of high school
- 12.7 million Black males (18 and over) comprise 5.5 percent of the U.S. adult population and 5.5 percent of all college students.
- Black males are not underrepresented in college and universities; their representation is proportional to their representation in the general population.
- Unfortunately, college degree attainment among adult Black males is only 16 percent, as compared to 20 percent for Black females and 32 percent of White males.
- By 2020, the projections are that 20 percent of adult Black males (18 and over) will have completed college.

20 PERCENT IN 2020: CHALLENGE THE STATUS QUO

To make sure that at least 20 percent of Black males have a college degree by 2020, we need to move beyond merely getting Black males into college. We need proactive strategies to prepare them to compete at a university that has a record of retaining and graduating Black males. Too often, Black males with respectable high school academic records are shoveled off to community colleges, which generally have very low completion rates. Of the 1.2 million Black males currently enrolled in college, more than 529,000 (42.8 percent) are attending community colleges, compared to only 11 percent who attend HBCUs (Knapp et al., 2010). Another 11 percent of Black males attend for profit universities such as the University of Phoenix, which as a single institution enrolls the largest number of Black males in the nation (Knapp, et al., 2010).❖Specifically, comprehensive college preparation strategies involve: (1) improving counseling and advisement in predominately Black high schools; (2) providing mentorship and internships for first generation college students; (3) ensuring that every high school has a college bound curriculum; (4) sponsoring college tours; (5) supporting Black male initiatives in college; and (6) advocating for funding for Pell Grants and needs-based scholarships, and universal access to public institutions of higher education and historically Black colleges and universities.

Public Reciprocity in Education for Postsecondary Success (PREPS) for Students of Color

- Many public school students are systematically disqualified access to their states' most selective public institutions of higher education because of their addresses.
- School districts across the U.S. systematically disqualify students of color from their best colleges and universities and the best public colleges by omitting required courses from select public school curricula.
- Public Reciprocity in Education for Postsecondary Success (PREPS) is the fiduciary responsibility of the state to provide public secondary educational options that meet the basic requirements of the same state's institutions of higher education.
- For U.S. public schools serving the most African-American and Hispanic students, 65 percent offer Algebra II, 40 percent offer Physics and only 29 percent offer Calculus (U.S. Department of Education, Office of Civil Rights, 2012), which immediately disqualifies this population from entry into the states' flagship universities.
- Data provided in Table 2.1 documents the admission requirements for the flagship institution of each state. However, curricular offerings at many high schools with higher percentages of Black and Latino students systematically deny admission because of the level of course offerings.

PREPS: CHALLENGE THE STATUS QUO

Inadequate PREPS is one of the most pervasive, elusive, and blatantly discriminatory practices in public education and should be addressed through legislative and social action. We are extending a "call for action" for anyone concerned about the potential for college access at the nation's most prestigious institutions being systematically taken away from Black males and other students based upon their home and school zip codes. ❖We encourage parents and community activists to alert local school board members, superintendents, and principals of discrepancies between college admissions criteria and high school class offerings. Once these concerns are expressed, strategic plans should be devised in the community to hold educational administrators accountable for curricula and policy changes within the school district. ❖We recommend that individual schools and their governing school districts provide a disclosure statement to students' parents and guardians which specifies any courses required for admissions to the most competitive public universities of the state, which are not available in their curriculum. The disclosure statement should also provide educational options for students to access the necessary courses within the school district. ❖High school guidance counselors are responsible for advising students on how to prepare for college, and having knowledge about the admissions criteria for all public universities within their state. We recommend that schools provide regular professional development for guidance counselors to stay updated on current admission requirements for all public colleges and universities, with particular emphasis on the state's most competitive universities.

Teacher Preparation and Compensation

- Only 23 percent of Black males who completed their education programs actually chose to enter the teaching force as comparison with 27 percent of White males. Also, we find that 41 percent of Black females chose to enter teaching as compared with 42 percent of White females.
- Within the 20 largest school districts in the U.S., there is a large discrepancy between the percentage of novice teachers (1st and 2nd year), when comparing schools with the highest and lowest percentage of Black/Hispanic students.
- Salary differentials in high school teacher salaries between schools with the highest and lowest Latino and African-American enrollment are paramount in the 20 largest school districts.

- Black male teachers have the 2nd largest disparity (Latino males) in the percentage of teachers as compared to their representation in the student population.

RESOURCE EQUITY: CHALLENGE THE STATUS QUO

The pipeline into the U.S. teaching force (from teacher preparation programs to state teacher licensing to classroom teaching) highlights systematic and policy issues that impact teacher equity and its relationship to equity and inclusion for Black male students. We recommend that education policy makers turn their attention to the following factors related to teacher preparation and compensation: (a) the demographic composition of pre-service teachers; (b) inequities in novice teacher assignment to high-need schools; and (c) salary inequities for teachers within the same district. Additionally, we must focus our attention and learn from states that have made the most academic gains of low-income children. Our findings reveal that community members must work with local school districts to make sure that all students have access to high-quality teachers.

Breaking the Discipline Gap Barrier

- When examining differences between genders, Black (male and female) students comprise nearly 50 percent of the school population, but nearly 3 out of 4 (74 percent) expelled were males.
- When both gender and race are examined, the sample data states that African-American boys (20 percent) and girls (11 percent) suspension rates were more than double their representation.
- African-American and Hispanic students accounted for the majority of suspensions in all 20 districts. The districts with the greatest disparity between African-American enrollment and suspension rates included Chicago Public Schools (45 percent/76 percent), Hillsborough County Public Schools (23 percent/46 percent), Montgomery County Public Schools (23 percent/52 percent), and Charlotte Mecklenburg Public Schools (44 percent/75 percent).
- Children who are slow learners and who lack the wits, social graces and sophistication to manage learning environments are the ones most vulnerable to suspensions, not children who pose legitimate risks to the security of the school.
- In many predominately Black schools, students perceive chaos and unfairness in disciplinary policies which create perennial unrest at the school.
- The overall safety and fairness of the school influence teachers' empathy and respect for Black students significantly more than for White students, as reported by the students.
- Black students at unsafe schools reported more punitive teacher behaviors. Among students of all races, school safety significantly indirectly affected grades; however for Black and Latino students, safety indirectly affected feelings of support.

FAIR DISCIPLINE: CHALLENGE THE STATUS QUO

While most people are aware of the discipline gaps in public schools, we are issuing a call for action. We need people at the local and grassroots levels to advocate for change and full funding for educational programs that support Black male students. We need a concerted effort by the community to change school district beliefs that Black males are the source of the problem. We encourage grassroots advocates to present sound evidence that these are normal students, who have the capacity to achieve in any educational system that prioritizes learning and treats every student with dignity.❖ Giving support tools to disengaged students--such as tutoring, mentoring, and counseling--can reconnect them to the academic process and reduce the odds that they turn to delinquency. Second, we must acknowledge that discipline can become a competing culture at school that alters teachers' perceptions of their responsibilities toward their students. Critical race theory (CRT) examines White privilege and institutional racism. With respect to CRT, racial dynamics appear to alter the school environment along racial lines. In a recent study (Toldson & Ebanks, 2012), Black students' response patterns reflected a dynamic whereby school safety significantly diminished the overall level of empathy and respect that students perceived from teachers, and punishment from teachers significantly reduced students' grades.

How Black Boys with Disabilities End Up in Honors Classes

- Black boys are the most likely to receive special education services and the least likely to be enrolled in honors classes.
- Across Black, White and Hispanic males and females, 6.5 percent are receiving special education services, 9.7 percent have an Individualized Education Plan (IEP), and 25 percent are in honors classes. For
- Black boys, 9 percent are receiving special education services, 14.7 percent have an IEP, and 14.5 percent are enrolled in honors classes.
- However, Black boys who are in the ninth grade are more likely to be enrolled in honors classes than to receive special education services.
- Having a disability is related to other negative consequences, particularly for Black males. Students with disabilities are more likely to (1) repeat a grade, (2) be suspended or expelled from school, (3) have the school contact the parent about problem behavior, and (4) have the school contact the parent about poor performance.
- Black males with and without disabilities can excel in schools that have adequate opportunities for diverse learners and a structure that supports personal and emotional development.

BLACK BOYS WITH DISABILITIES: CHALLENGE THE STATUS QUO

Black males with and without disabilities can excel in schools that have adequate opportunities for diverse learners and a structure that supports personal and emotional growth and development. Contrarily, schools that view disability and emotional adjustment difficulties as enduring pathologies that need to be permanently segregated from "normal" students, will stunt academic growth and development. The nearly 5,600 Black male ninth graders with a history of disability who are currently enrolled in honors classes likely benefit from patient and diligent parents who instill a sense of agency within them, and a compassionate school that accommodates a diversity of learners. They are also likely to have some protection from adverse environmental conditions, such as community violence, which can compound disability symptoms.❖ We cannot continue to ignore the injustices in many schools; however, they should not overshadow the hope and promise of the Black male students who are enrolled in honors classes. Additionally, we should respectfully acknowledge schools and teachers who provide quality special education services designed to remediate specific educational challenges with the goal of helping students to reintegrate and fully participate in mainstream classes.

Summary of Recommendations

for Schools

- **Eliminate biases, stereotypes and misinformation from school staff**. Schools should operate under the philosophy that <u>all</u> Black males are capable of the <u>highest</u> levels of academic achievement.
- **Offer a curriculum that, at a minimum, meets the admissions requirements for the most competitive public university of your state**. Schools and their governing school districts should provide a disclosure statement to students' parents and guardians, which specifies any courses required for admissions to the most competitive public universities of the state, which are not available in their curriculum.
- **Provide trainings and resources to teachers**. School administrations should have frequent trainings for teachers on cultural competence, empathy and respect, defense management, classroom management, and other relevant topics.
- **Regularly monitor and reduce suspensions**. Replace rigid focus on discipline with a focus on academics and student agency. Have a clear and transparent suspension policy, with a process for students to appeal.
- **Regularly monitor collective student progress**. Safe and productive schools work to have a collective GPA of more than 3.0; have near 100 percent of their students involved in an extracurricular activity; have at least 25 percent of their Black males in honors classes or some type of enhanced curriculum; have less than 6 percent in special education; and suspend less than 10 percent of their Black male students for any reason.
- **Work with parents**. Supportive schools provide: (1) information about how to help children learn at home, (2) information on community services to help their child, (3) explanations of classes in terms of course content and learning goals, (4) information about child development, (5) opportunities for parents to volunteer, and (6) updates on student progress between report cards.

for Parents

- **Alert local school board members, superintendents and principals of unfair treatment of your sons**. Unfair treatment might involve: a) discrepancies between college admissions criteria and high school class offerings; b) unfair tests or testing conditions; c) unreasonably harsh or inappropriate punishment; d) inadequate advisement of postsecondary options; e) denial of access to honors or AP classes; or f) having unqualified personnel, such as a teacher, suggesting that the child has a behavior disability, might need medication, or should be placed in special education. According to Attorney Hewitt, concerns should be expressed around the issue of fundamental fairness and opportunities to learn within school districts.
- **Parent should strive to be present at the school**. A recent study by Toldson and Lemmon (2012) found that parents of high achieving students visit the school at least **8 times** for meetings or to participate in activities, throughout each academic year.
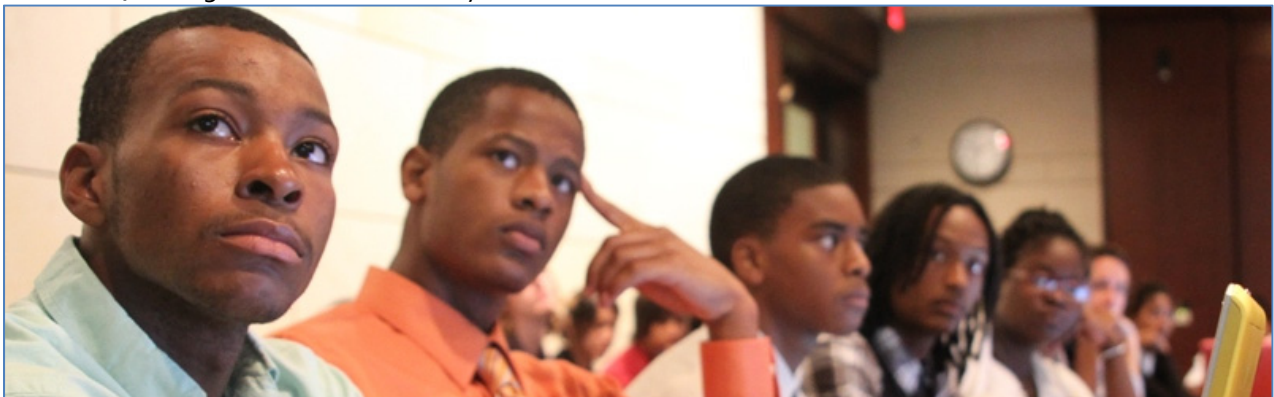
20 percent in 2020 - The Educational Forecast for Black Men in the United States

Beyond Rhetoric

According to the U.S. Census, since 1970 there are 3.9 million less White males and 2.5 million more Black males, age 15 to 25, in the U.S. population.1 So why do we often hear phrases like, "The reality is the African-American males are a dying breed"? Note the unqualified use of the word "reality." Also, note that "breed," "extinct" and "endangered" are terms reserved only for animals and Black males.

The purpose of this report is to provide a big picture analysis of some of the most pressing educational and social issues facing African-American[2] males. To begin, we break down national data to dispel common myths, and challenge conventional wisdom, about educating Black males. To begin the series, let us examine four-year college degree attainment among Black males in the U.S. – the facts, not the myths: What is acceptable, and where will it stand at the end of the decade?

Black Men in College

Is there a college crisis among Black males? Recently, several news sources documented the abysmal underrepresentation of Black males in colleges and universities in the United States. Earlier this year, many interested in Black male achievement forwarded the Observer-Dispatch article, "Report: 4 percent of college students are Black males." The article features the laudable quest of Utica College to recruit more minority and low income students. In an apparent attempt to draw readers in, the article adapted its title from a 2010 *Council of the Great City Schools* (CGCS) report which according to the author, found "only 4 percent of college students are Black males." *The New York Times*' Trip Gabriel cited the same report when he wrote that Black males represented "just 5 percent" of college students. Yes, you read correctly. Two article citing the same source printed two different numbers(Toldson, 2012).

When examining the original report, it appears the New York Times was right. In the executive summary on page 6, the CGCS reports, "In 2008, Black males ages 18 and over represented only 5 percent of the total college student population." Incidentally, *The New York Times* issued a correction for reporting that Black males represented "just 5 percent" of college students.

Here is why: Today the 12.7 million Black males, who are 18 years old and older, comprise 5.5 percent of the adult population in the U.S. and the 76.4 million White males comprise 32.7 percent. According to the 2010 Census, the 1.2 million Black male college students comprise 5.5 percent of all college students, while the 5.6 million White male students comprise "just" 27 percent (Ruggles, et al., 2010; Toldson, 2012).

The Power of Numbers

Black males are not underrepresented in colleges and universities. Certainly this statement will be met with tremendous skepticism. Most news stories about Black men point to unemployment, high school dropout and incarceration, so Black males' population-consistent representation in college seems a bit farfetched to most.

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[1] For all analyses Dr. Toldson used the Integrated Public Use Microdata Series (IPUMS), which consists of sixty-six high-precision samples of the American population drawn from sixteen federal censuses, and the American Community Surveys (ACS) of 2000-2010. This file concatenates sixty-one of the IPUMS USA samples into a single data set that allows 160 years of micro-level census data to be accessed with single queries using PDQ-Explore.

[2] African-American and Black are used interchangeable throughout this report

In addition, most of us have heard that the Black female to Black male ratio at HBCUs was about 12-to-1. Well, the true ratio is 1.75-to-1 (Knapp, Kelly-Reid, & Ginder, 2010). For every Black male HBCU student, there are 1.75 Black females, not somewhere between 12 and 20. Coppin State University is the only HBCU that has a ratio that exceeds 3-to-1 (it is 3.3-to-1 to be exact).

Notwithstanding, the situation for Black males in the United States is tenuous. Although 45 percent of Black males who are 25 and older have attempted college, only 16 percent have a four-year degree, which is half the percentage of White males who have a four-year degree (Ruggles, et al., 2010; Toldson & Esters, 2012). Black males are incarcerated at a rate that is 7 times the rate for White males (Toldson & Esters, 2012), and are more likely than any other race group to be a victim of a violent crime, including homicide.

Black people need not be insulated to their harsh realities, but much of the reported figures and statistics about Black people are poorly sourced, outdated, out of context, and not factual. For instance, the first paragraph of Russell Simmons' Huffington Post article, "Black Male Multiple Choice: Unemployed, High School Dropout or Incarcerated" is replete with factual errors. Here Simmons writes, "Black men represent 8 percent of the population of the United States but comprise 3 percent of all college undergrads." Does this sound familiar? In total, the first paragraph weaves about ten rogue statistics that together make Black men and boys seem hopeless and beyond repair (Toldson, 2012).

The idea that Black males are completely disaffected, and beyond any reasonable efforts to remediate, is an attitude that we frequently encounter when we train school leaders and educational administrators. The cynicism and apathy among people who work with Black boys are far more threatening to our future than the Black male issues so ominously dramatized in the media.

Numbers that Matter

Table 1.1: Percent of black, Hispanic, and white male and female ninth graders with specific school experiences in the United States

	Male			Female			
	Black	Hispanic	White	Black	Hispanic	White	Total
Honors course	14.5%	18.1%	27.1%	22.4%	20.5%	33.3%	25.6%
Repeated a grade	17.9%	13.7%	8.1%	13.7%	7.4%	5.6%	9.2%
Special Education	9.1%	6.9%	8.8%	3.3%	3.8%	5.3%	6.5%
Suspended or expelled	24.7%	13.7%	10.4%	14.5%	6.9%	3.7%	9.8%
IEP[a]	14.7%	11.8%	12.6%	5.5%	6.4%	7.2%	9.7%
Problem behavior[b]	34%	29%	19%	23%	16%	9%	19%
Poor performance[c]	26%	25%	22%	17%	14%	12%	18%

Note: Uses the student base weight. Among questionnaire-capable students (n = 17,587).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) Base Year.
[a] having an Individualized Education Plan (IEP),
[b] having the school contact the parent about problem behavior,
[c] having the school contact the parent about poor performance.

Education is the key to correcting longstanding social and economic racial disparities in the United States. One in three African-Americans without a high school diploma lives below poverty, and less than 10 percent achieve a middle class income (Jackson, 2010). According to the American Community Survey (ACS), in the U.S., 80 percent of Black males, and 83 percent of Black females, age 25 and older, have completed high school or obtained a GED. Forty-five percent of Black males and 53 percent of Black females have attempted college, and

16 percent of Black males and 19 percent of Black females have completed college. When restricting the age to 25 to 35, 15 percent of Black males and 22 percent of Black females have graduated from college, indicating a recent uptick in degree production among Black females and a small downtick among Black males (Ruggles, et al., 2009).

Today, approximately 258,047 of the 4.1 million ninth graders in the United States are Black males. Among them, about 23,000 are receiving special education services, and for nearly 46,000, a health care professional or school official has told them that they have at least one disability. If Black male ninth graders follow current trends, about half of them will not graduate with their current ninth grade class (J. H. Jackson, 2010), and about 20 percent will reach the age of 25 without obtaining a high school diploma or GED (Ruggles, et al., 2009).

The High School Longitudinal Survey asked parents a variety of questions that related to their 9th grade child's potential to complete high school. When comparing each variable across race and gender, we find that Black males are at the greatest risk for not completing high school. Specifically, Black males are more than twice as likely to repeat a grade and be suspended or expelled from school as White males. Black males were also more likely to receive special education services and have an Individualized Education Plan (IEP), and the least likely to be enrolled in honors classes. Parents of Black male students were the most likely to have the school contact them because of problems with their son's behavior or performance. Table 1.1 displays the percent of Black, Hispanic, and White male and female ninth grade students with specific school experiences in the United States.

20 Percent by 2020

So far, we have learned that Black males' representation in college is proportional to their representation in the general population; yet four-year college degree *attainment* among adult Black males is only 16 percent, while 20 percent of Black females and 32 percent of White males have completed college.

However, there is a silver lining. Every decade, the number and percentage of Black men who earn a college degree is increasing. In 1990 the percent of Black
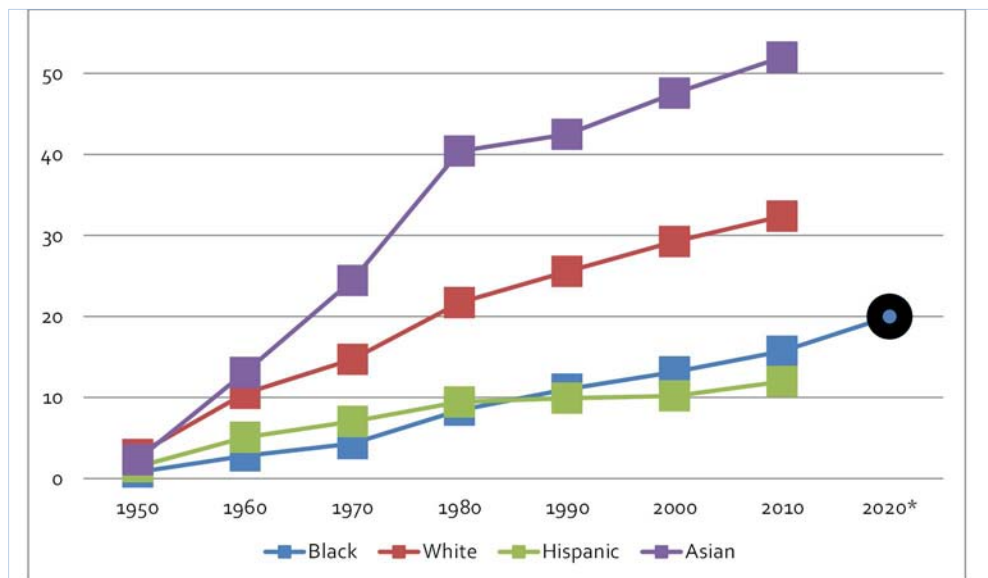
Table 1.1: The percent of adult black, white, Hispanic and Asian males in the U.S. population who complete a four-year college degree

males over age 25 who completed college was 11.1 percent. By year 2000, it was 13.2 percent, and by 2010, 15.8 percent completed college (Ruggles, et al., 2010).

Where will we be in 2020? If we round the percentages to 11, 13, and 16, and use simple trend logic, +2 and +3, maybe by 2020 we will be +4 or 20 percent. Another way to predict 2020 would be to take the average percent increase/decrease over the past 50 years and add to the 2010 figure, which would yield 19 percent by 2020. Whatever the method, the trends clearly show that by the year 2020, about one in 5 Black men in the U.S. over the age of 24 will have at least a bachelor's degree from a four-year college or university.

As with any forecast, the true rate of Black male college graduation in 2020 could be more or less than projected. Many opportunities in the U.S. could help us to make or exceed the mark, and many threats could

make us miss it. We could be on the verge of witnessing exponential growth, stagnation, or regression in Black male achievement. All of these are issues that require our deepest contemplation.

Challenge the Status Quo

First, the Black community should desist with the attitude that the Black race is constantly going backwards. There is essentially no objective evidence that Black males are more prone to failure today than in previous generations. Today, young Black males drop out of high school less and enroll in college more than in any generation in history. According to the National Center for Education Statistics, the status dropout rate for Black males in 2010 is 9 percent, compared with about 20 percent in 2000 (Chapman, Laird, & KewalRamani, 2010). Yet, young Black males are subject to an educational system that is in an identity crisis. They are being expelled and arrested for behaviors that were considered normal adjustment issues years ago, and take high stakes and standardized tests with questionable validity and reliability indicators.

Notwithstanding, Black males enroll in college at a rate that is comparable to White males, despite the fact that the high school dropout rate for Black males is twice as high as the dropout rate for White males. In fact, if all 1.1 million Black males who are currently enrolled in undergraduate programs eventually graduated, the total number of Black males with college degrees would increase by 71 percent, nearly achieving parity with White males. However, college completion rates among Black males are dismal, particularly at community colleges and for-profit universities.

To make sure at least 20 percent of Black males have a college degree by 2020, we need to move beyond merely getting Black males into college. We need proactive strategies to prepare them to compete at a university that has a record of retaining and graduating Black males. Too often, Black males with respectable high school academic records are shoveled off to community colleges, which generally have very low completion rates. Today, of the 1.2 million Black males enrolled in college, more than 529,000 (42.8 percent) are attending community colleges, compared to only 11 percent who attend HBCUs (Knapp, et al., 2010). Another 11 percent of Black males attend for-profit universities such as the University of Phoenix, which as a single institution enrolls the largest number of Black males in the nation (Knapp, et al., 2010).

Specifically, comprehensive college preparation strategies involve: (1) improving counseling and advisement in predominately Black high schools; (2) providing mentorship and internships for first generation college students; (3) ensuring that every high school has a college bound curriculum; (4) sponsoring college tours; (5) supporting Black male initiatives in college; and (6) advocating for funding for Pell Grants and needs-based scholarships, and universal access to public institutions of higher education and historically Black colleges and universities. More details about the strategies are outlined in The Quest for Excellence(Toldson & Esters, 2012).

Among young Black men, 24% are enrolled in or have completed college: 11% drop out of high school

In 2010 among the 2,782,772 Black males age 16 – 24 in the United States:

⬇   ↙**Among those NOT in school**

962,205 were in high school full time   613,432 earned a high school diploma or equivalent and stopped

16,729 were in high school part time   194,533 earned a high school diploma, started college but stopped

502,028 were in college full time   8,004 earned a high school diploma and a trade degree

110,962 were in college part time   8,047 earned a high school diploma and an academic associate's degree

1,190,848 were not in school   51,064 completed college

                                               315,768 dropped out of high school (11% of the 2,782,772)

National Center for Educational Statistics, Current Population Survey (2010)

Public Reciprocity in Education for Postsecondary Success (PREPS) for Students of Color

The Legal Justification and a Call for Action

According to the Department of Education's (2012) report, "Revealing New Truths about Our Nation's Schools," 40 percent of the public schools with the highest Black/Latino enrollment in Prince George's County Public Schools do not offer Algebra II; however, the University of Maryland-College Park requires not only Algebra II, but at least one year of mathematics beyond Algebra II. Therefore, some public institutions in Maryland, through omission and negligence, collude to deny thousands of Black, Latino, and some White students the right to attend the state's flagship university. There are many U.S. states that systematically disqualify students of color from their best public colleges by omitting required courses from select public schools' curricula. But is this legal? Using our personal journeys, professional expertise, and consultation with an educational attorney, we explored the legal and ethical bases for Public Reciprocity in Education for Postsecondary Success (PREPS). We hope this analysis will spark a national discussion and subsequent action to remove one of the most pervasive and elusive barriers to postsecondary success for Black and Latino students.

Dr. Toldson's Journey

I graduated from Istrouma Senior High School, a public high school in Baton Rouge, Louisiana of 750 students of which 98 percent were Black and 90 percent eligible for free or reduced lunch (GreatSchools, 2012). As a student at Istrouma, one of my friends informed me that Louisiana State University (LSU) required Physics for admission. Though Physics was not required for me to graduate high school, and I had only marginal interests in attending LSU, I decided to enroll in Physics during my senior year because I did not want to limit my options. Through a minority bridge program I did enroll in LSU the summer after I graduated high school, , and graduated four years later. My high school only offered a half year Physics (.5 credits), so I was initially not certain that I met LSU's admissions criteria.

During my sophomore year of college, I returned to Istrouma to visit my high school Physics teacher one of my favorite teachers named Mr. Jacob. "Toldson man!" Mr. Jacob, who is White, exclaimed, "I think our principal forgot what color he is." At the time, the principal was Black. Mr. Jacob was upset because the principal had recently succeeded in eliminating Physics from the curriculum at Istrouma High School.

Admittedly, I had the utmost respect for our principal. He oversaw the transformation of the school after we had two shootings and one stabbing resulting in a student's death during my sophomore year of high school. Upon his hiring, he restored order and discipline, but perhaps his myopic view of his responsibilities was not conducive to students like me. If I were born two years later, the man who created a safer learning environment for me might have also denied me the opportunity to attend my state's flagship university.

Over the past five years, I have spoken frequently to colleagues, teachers, counselors, and school administrators about students who are being systematically denied access to colleges and universities because the curricula of their assigned public school are not compatible with public institutions of higher education. I have conducted trainings with groups of principals and principal trainees who talk candidly about the challenges of providing academic enrichment to students, while meeting social and political pressures to enforce strict disciplinary policies and procedures. The Department of Education's Civil Rights Data Collection (CRDC: 2012) report reveals that problems associated with public high schools underpreparing Black students for college is far more pervasive than I imagined.

Dr. Lewis' Journey

My secondary education took place at Capitol High School, a predominately Black, low socioeconomic status (SES), urban public high school in Baton Rouge. As class president of 264 graduating seniors, I knew that many of my friends had been motivated by our teachers to attend various colleges/universities in the state. I often wondered why only 22 of the 264 pursued higher education options after high school. I concluded "life circumstances" dictated a change in life plans. After much reflection, I now understand that it was more than life circumstances. My high school did not provide all of the necessary courses that would make us eligible for various higher education options in the state.

For example, most public colleges/universities in our state required a full year of academic credit in an advanced mathematics course. However, after Algebra I and Geometry, our school only had one semester (.5 credits) of a class called "Advanced Math". I enrolled in this course; however, I could not meet the admission requirements to the majority of the public colleges/universities in my state, because I was one semester (.5 credits) short of the requirements in this area. I learned that we did not have the same type of advanced mathematics courses (i.e., Algebra II, Calculus, Trigonometry, etc.) as other high schools.

As I prepared my college/university applications, I did not have enough credits in math and science to attend the public flagship university of my state, even though I was ranked fourth in my graduating class. At the time, I did not know that various postsecondary options at higher-tiered colleges/universities were not available to me since my high school did not have all the necessary courses to be eligible for admission.

As a professor of urban education, my story is an example of thousands of students who are denied access to postsecondary education at the most selective public colleges/universities in this country based on the curricula of their respective high schools. In short, many public high schools are not compatible with public higher education options. In my review of the most recent Department of Education report, I have learned that we have a systematic educational crisis on our hands. Thus, the establishment of PREPS is timely.

Public Reciprocity in Education for Postsecondary Success (PREPS)

The objective of this analysis is to explore the legal and ethical bases for PREPS. We have conceptualized PREPS as the fiduciary responsibility of the state to provide public secondary educational options that meet the basic academic requirements of the same state's institutions of higher education. Public secondary and postsecondary institutions operate with public trust and funds from tax revenue. Public high schools and public colleges are bound to state and federal requirements, including an equal protection clause that prohibits states from denying any person within its jurisdiction equal protection of the laws. *The Equal Protection Clause*, which holds that "all men [and women] are created equal," was a pivotal component of the argument behind *Brown v. Board of Education* (Araiza & Medina, 2011). *Brown* (1954)held that separate schools were fundamentally unequal and illegal because they forced inferior education, denying citizens their unalienable right to pursue associated ambitions.

Today, of the 8,550,344 Black children enrolled in kindergarten through 12th grade in the U.S., 95.5 percent attend public schools and 4.5 percent attend private schools (Institute of Education Sciences & National Center for Education Statistics, 2012). The vast majority of public school students are assigned to their schools by their respective jurisdiction based on home address. Therefore, many public school students are systematically denied access to their states' most selective public institutions of higher education because of their addresses.

Insufficient PREPS disproportionately affects Black students. The CRDC report, "Revealing New Truths about Our Nation's Schools," reported deep disparities in access to high-level mathematics and science courses in the nation's largest and most diverse school districts, including New York City Public Schools, Los Angeles Unified School District, and Chicago Public Schools (United States Department of Education Office for Civil Rights, 2012). In public schools serving the fewest Latino and African-American students, 82 percent offer Algebra II, 66 percent offer Physics and 55 percent offer Calculus. For schools serving the most African-American and

Hispanic students, 65 percent offer Algebra II, 40 percent offer Physics, and only 29 percent offer Calculus (United States Department of Education Office for Civil Rights, 2012).

To explore the legal case for PREPS, we consulted with Attorney Damon Hewitt, Director of Education Practice for The NAACP Legal Defense and Educational Fund (LDF). Mr. Hewitt agreed that unequal opportunities in American education present structural barriers which limit some students' opportunities, no matter how hard they work. However, states do not currently have a fiduciary duty for PREPS in a legal sense. Mr. Hewitt explained that Title VI of the *Civil Rights Act of 1964* (1964) prohibits racial discrimination by any entity that receives federal funds. An individual student would not likely have a viable case, absent proof of a violation of federal or state law (e.g., state general education law, special education law, or civil rights/anti-discrimination law). However, if schools exhibit a pattern of omitting important classes from the curricula of schools with high concentrations of students of color, this could constitute a "racially disparate impact" (Kim, Losen, & Hewitt, 2010).

According to Mr. Hewitt, the current Supreme Court precedent allows individuals to bring only intentional discrimination claims for racial disparities in education, which he suggests is very difficult. However, the U.S. Department of Education has jurisdiction to address policies implemented by recipients of federal funds that result in a racially disparate impact, even when there is no evidence of discriminatory intent. Educational policies that result in racially disparate impacts may violate Title VI of the *Civil Rights Act of 1964*, especially when the policies are not justified by "educational necessity" (Kim, et al., 2010). Even if a school district can point to such a necessity, disparate impact discrimination could be established if there are "less discriminatory alternatives" that the school district could use instead. Under a disparate impact analysis, the federal government might find that the lack of access to advanced mathematics and science courses constitutes a disparate impact.

New York City Public Schools (22 percent), Orange County Public Schools in Florida (38 percent), and Hillsborough County Public Schools in Florida (57 percent) had the lowest percent of schools that offer Algebra II in high schools with the highest Black/Latino enrollment. Hillsborough County Public Schools also had the greatest racial disparity, because they offer Algebra II to 100 percent of students in schools with the lowest percent of Black and Latino students (United States Department of Education Office for Civil Rights, 2012). Incidentally, Florida's two flagship universities, University of Florida and Florida State University, require four units of mathematics with one year of mathematics beyond Algebra II. According to Mr. Hewitt, extreme disparities of this type might constitute intentional race discrimination, depending on the attendant circumstances. Intentional discrimination is often difficult to prove, but even without evidence of intentional discrimination, this scenario could still conflict with Title VI.

Overall, we base our argument for PREPS on our personal journeys, our conversations with thousands of school leaders, teachers, parents and students through our work as consultants, and the U.S. Department of Education report. Table 2.1 identifies each state's public flagship university along with its current mathematics and science requirements for admission. Over 90 percent of these institutions require a minimum of three credits, and in most cases require four credits of mathematics and science. When reconciling the CRDC's findings with the admissions requirements of states' flagship universities, we clearly see that many public schools serving high percentages of Black and Hispanic children, not only underprepare students for, but also disqualify them from the best public colleges.

While there is some legal basis for PREPS, more importantly, on a moral level PREPS is the right action for any person or institution that we entrust to make educational decisions with public funds. Inadequate and inconsistent PREPS creates a system of separate and unequal public educational facilities, exclusionary practices, and long-term racial caste in America. PREPS has economic and social benefits, because it levels the playing field and gives every student power to aim for lofty educational goals and become better financial contributors to our society (Toldson & Esters, 2012).

Challenge the Status Quo

To achieve PREPS in local school districts across the U.S., we offer the following set of action items for school leaders, parents, policymakers and educational activists, to begin the process of equal educational access for all students, particularly Black and Latino students, in schools that are systematically denying access to the nation's most competitive public colleges/universities.

Action Items for Parents and Community Activists

We encourage parents and community activists to alert local school board members, superintendents, and principals of discrepancies between college admissions criteria and high school class offerings. According to Mr. Hewitt, concerns should be expressed around the issue of fundamental fairness and opportunities to learn within school districts. More specifically, express concerns with an intentional focus on distinctions between schools in the same school district that have different resources and curricular offerings. Once these concerns are expressed, strategic plans should be devised in the community to hold educational administrators accountable for curricula and policy changes within the school district.

Action Items for Schools and School Districts

We recommend that individual schools and their governing school districts provide a disclosure statement to students' parents and guardians, which specifies any courses required for admissions to the most competitive public universities of the state, which are not available in their curriculum. The disclosure statement should also provide educational options for students to access the necessary courses within the school district. For example, a student should be able to enroll in an advanced mathematics or science course at another school within the school district, at a community college, through online instruction, or with home-school materials. The option should be without financial burden and lead to proper academic credit for the high school transcript.

Action Items for Guidance Counselors

High school guidance counselors are responsible for advising students on how to prepare for college and having knowledge about the admissions criteria for all public universities within their state. We recommend that schools provide regular professional development for guidance counselors to stay updated on current admission requirements for all public colleges and universities, with particular emphasis on the state's most competitive universities. Guidance counselors should strive for early identification of students with college potential, and advise them of ways to increase their chances of being admitted to the most competitive colleges. This will require guidance counselors to have updated information on options to complete classes that the school may not offer on campus, and how to properly record classes on their academic transcripts. We hope guidance counselors will use the table we constructed for this report.

Moving Forward

When releasing the CRDC's report, U. S. Department of Education Secretary Arne Duncan stated," The real power of the data is not only the truth behind the numbers, but in the impact that it can have when married with courage and will to challenge the status quo." In our view, inadequate PREPS is one of the most pervasive, elusive, and blatantly discriminatory practices in public education, and should be addressed through legislative and social action. We hope to collaborate with the educational community and policymakers to build and implement a strategic action plan for PREPS. We consider inaction to be an injustice to our forefathers whose efforts paved the way for each of us to be successful in our own careers.

It is our turn to open doors for many who will come behind us that see education as a viable option to open doors of opportunity that the U.S. promises to each of its citizens. To bring attention to this issue, we will hold a special session at the 2012 American Education Research Association (AERA) Annual Meeting in Vancouver, British Columbia, Canada and an education policy forum with policymakers and educational leaders during the

Democratic National Convention in Charlotte, North Carolina. We hope that you join us in various think tanks, policy forums and conferences as we refine our action plan to provide opportunities to all students, regardless of their race or home address.

TABLE 2.1 *STATE UNIVERSITY MATH AND SCIENCE ADMISSION REQUIREMENTS*

State	Flagship University*	GPA	ACT/SAT	Math**	Sci***	University	State
		Minimum Requirement		*Minimum Units*		*Percent Black*****	
Alabama	The University of Alabama	3.0	21/1000	3	3	12.0	26.1
Alaska	University of Alaska-Anchorage	2.5[A]	na	na	na	3.5	4.4
Arizona	University of Arizona	2.0	22/1040	4	3	3.1	3.7
	Arizona State University	3.0	22/1040	4	3	4.5	
Arkansas	University of Arkansas	2.0	na	4	3	5.7	15.5
California	University of California-Berkley	na	na	3	2	3.5	5.9
Colorado	University of Colorado – Boulder	na	na	4	3	1.6	3.7
Connecticut	University of Connecticut	2.7	na	3	2	5.4	9.2
Delaware	University of Delaware	2.5	na	3	3	6.1	20.3
Florida	University of Florida	2.0	19	4	3	8.1	15.1
	Florida State University	na	21/1100	4	3	10.7	
Georgia	University of Georgia	na	17/470[E]	4	4	7.5	29.6
Hawaii	University of Hawaii – Manoa	2.8	22/510[E]	3	3	1.1	2.2
Idaho	University of Idaho	3.0[B]	na	3	3	1.0	0.7
Illinois	University of Illinois Urbana-Champaign	na	na	3.5	2	6.2	14.3
Indiana	University of Indiana-Bloomington	3.0	na	3.5	3	4.5	8.8
Iowa	Iowa State University	2.0	na	3	3	2.9	2.4
	University of Iowa	na	25/1130	3	3	2.5	
Kansas	University of Kansas	2.0	21/980	3	3	3.6	5.6
Kentucky	University of Kentucky	2.0	na	3	3	6.2	7.4
Louisiana	Louisiana State University – Baton Rouge	3.0	22/1030	4	4	9.4	32.0
Maine	University of Maine	2.0	na	4	3	1.1	1.3
Maryland	University of Maryland-College Park	3.0[C]	na	3	3	12.2	28.7
Massachusetts	University of Massachusetts-Amherst	na	na	3	3	4.6	5.8
Michigan	University of Michigan-Ann Arbor	na	na	3	3	5.7	13.9
Minnesota	University of Minnesota – Twin Cities	2.0	Na	3	3	4.0	4.4
Mississippi	Mississippi State University	2.0	18/860	3	3	20.5	37.3

TABLE 2.1 *STATE UNIVERSITY MATH AND SCIENCE ADMISSION REQUIREMENTS*

State	Flagship University*	GPA	ACT/SAT	Math**	Sci***	University	State
		Minimum Requirement		*Minimum Units*		*Percent Black*****	
	University of Mississippi – Main Campus	2.0	18/860	3	3	14.2	
Missouri	University of Missouri-Columbia	na	24/1090	4	3	5.5	11.1
Montana	University of Montana	2.5	22/1540	3	2	0.7	0.3
Nebraska	University of Nebraska-Lincoln	na	20/950	4	3	2.5	4.6
Nevada	University of Nevada-Las Vegas	3.0	22/1040	3	3	7.6	7.5
New Hampshire	University of New Hampshire – Main Campus	na	Na	3	3	1.3	1.2
New Jersey	Rutgers University - New Brunswick	na	Na	3	2	8.5	12.9
New Mexico	University of New Mexico – Main Campus	3.2	22/1080	3	3	2.9	2.1
New York	State University of New York-Binghamton	na	Na	3	3	5.0	14.6
North Carolina	University of North Carolina-Chapel Hill	2.0	Na	4	3	10.2	21.0
North Dakota	University of North Dakota	2.25	22/1020	3	3	1.4	1.2
Ohio	Ohio State University - Main Campus	2.0	Na	3	3	6.7	11.7
Oklahoma	University of Oklahoma Norman Campus	3.0	24/1090	3	3	7.5	7.7
Oregon	University of Oregon	3.0	22	3	3	1.7	1.6
Pennsylvania	Pennsylvania State University - Main Campus	na	Na	3	3	4.1	10.2
Rhode Island	University of Rhode Island	2.5	2.5	3	2	4.8	5.1
South Carolina	University of South Carolina - Columbia	na	21/990	3	3	12.0	28.0
South Dakota	University of South Dakota	2.0	20	3	3	1.4	1.5
Tennessee	The University of Tennessee	na	Na	3	2	8.1	16.4
Texas	University of Texas – Austin	3.0[D]	Na	4	3	4.5	11.3
	Texas A&M University	2.5[D]	na	3.5	3	3.3	
Utah	University of Utah	2.6	18/860	2	3	1.0	1.0
Vermont	University of Vermont	2.5	na	3	2	1.3	0.9
Virginia	University of Virginia – Main Campus	na	na	4	2	6.7	19.3

TABLE 2.1 *STATE UNIVERSITY MATH AND SCIENCE ADMISSION REQUIREMENTS*							
State	**Flagship University***	**GPA**	**ACT/SAT**	**Math****	**Sci***	**University**	**State**
		Minimum Requirement		*Minimum Units*		*Percent Black*****	
Washington	University of Washington - Seattle Campus	na	na	3	2	3.1	3.4
West Virginia	University of West Virginia	2.0	19/910	4	3	3.2	3.1
Wisconsin	University of Wisconsin – Madison	2.8	na	3	3	2.9	5.9
Wyoming	University of Wyoming	2.0	na	3	3	0.8	0.9

*Note. The information for this table was gathered from collegeboard.org and the universities' official websites; na = Not available or not applicable (no set minimum); A-Less than 2.5 GPA, admitted on probation; B-Less than 3.0 GPA, admitted with high SAT/ACT; C-Less than 3.0 GPA, admitted on "space available" basis; D-Top 10 percent in graduating class, automatically admitted; E-Specific SAT subscale score. * "Flagship" refers to the original public university or university system in a given state. Not all universities listed have an official flagship designation. ** Three units of math usually require Algebra I, Geometry, and an advanced math such as Algebra II. Four credits usually require a unit of math beyond Algebra II such as Trigonometry, Pre-Calculus, Calculus, Algebra III, or Probability & Statistics. ***Three or four units of science usually require Biology, Chemistry, and one or two of the following: Physics (most common), Integrated Science, Aerospace Science, Anatomy & Physiology, Earth Science, Environmental Science, Physical Science, Physics II, Physics of Technology, Biology II, or Chemistry II. Most of these universities also require a lab course. ****The Black college enrollment percent was derived from the non-duplicate head count Black and total enrollment of 2008-2009 from the National Center for Education Statistics (http://nces.ed.gov/ipeds/datacenter). The Black population percent for each state was calculated from the 2009 American Community Survey, U.S. Census.*

Teacher Preparation and Compensation

The pipeline into the United States teaching force (from teacher preparation programs to state teacher licensing to classroom teaching) highlights systematic and policy issues that impact teacher equity and its relationship to equity and inclusion for Black male students. This section of the report highlights: (a) the current demographic composition of pre-service teachers who will potentially seek employment in the nation's classrooms in the near future; (b) school district practices that highlight inequities in novice teacher assignment to high-need schools; (c) salary inequities for teachers within the same school districts; and (d) the ranking of states with the most academic gains of low-income students and the average teacher salary in those states. As a result, findings shed light on systematic and policy issues that impact Black male students in our nation's schools. Additionally, recommendations are provided to improve the life opportunities of this population.

To Make A Difference in the Lives of Kids

'We're not in education for the money...we're in education to make a difference in the lives of kids" (C. Thompson, personal communication, October, 2011). As we travel the country, our conversations with pre-service and current teachers reveal their decisions to become teachers were not based on the compensation that they were projected to receive in their various roles. However, the viewpoints of a large majority of teachers tend to change when the expectations and demands of their positions grow exponentially, seemingly with little to no appreciation for the job they do on a daily basis. Over the past few years with a struggling economy, many of these teachers have undergone 3-5 years with no increase in their financial compensation, in a culture of constant educational reform and increased standards. Teachers that were fortunate to be in school districts that did see an increase in financial compensation, only received an increase of 1-2 percent.

Our conversations with teachers across the United States chronicle a growing frustration based on the relationship between lack of pay raises, increased costs of living, increased job demands, and a perceived lack of appreciation of their efforts in the classroom. "It is frustrating that you are asked to do so much with so little and then you don't feel appreciated for your efforts. Unfortunately, teacher frustration has ripple effects for students that are served in our nation's schools" (A. Thomas, personal communication, March, 2012). "I feel sorry for the kids, especially kids in high-need schools, because incentives for teachers are not focused on these schools" (K. Martinez, personal communication, April, 2012). These quotes highlight the fact that while pre-service and current teachers do not enter the profession solely based on the compensation provided,; this variable has a direct impact on morale and teacher performance in the classroom. These stories of the impact of teacher compensation and the resulting impact on academic achievement and life opportunities for our nation's students are truly important to investigate.

An undeniable truth is that classroom teachers, more than any other factor, have the most impact on student achievement. The data provided in this section of the report focuses on teacher preparation, teacher demographics in U.S. public schools, teacher compensation, and academic gains by state for low-income students. More importantly, the CRDC report addresses issues related to teacher equity that must be explored to understand the relationship to equity and inclusion issues for Black males. For purposes of a proper response to the CRDC report, teacher equity must be examined in such a way that we understand that the pipeline that leads to the composition of the nation's teaching force is not equitable for all racial groups. The resulting impact is that our teaching force is not representative of the demographic make-up of the nation's student population.

For school-aged Black and Latino males, we learn that the majority of their schooling experiences will be with educators who are not male and who are not of their same race. While not a total impediment to their learning outcomes, we understand that educators and policymakers who determine their life opportunities can systematically disenfranchise students intentionally or unintentionally through daily practices in our nation's schools. Black students, particularly Black males, will have limited opportunities to see and learn from teachers

that represent a similar ethnic background as a result. This raises the question: How does this impact equity and inclusion in our nation's schools?

Another factor we must consider is how teachers of all backgrounds are assigned to their respective school sites and its resulting educational ramifications. The CRDC report highlights that schools that are majority Black and Hispanic usually have a higher percentage of novice teachers (with 1-2 years of experience). This educational practice puts Black and Hispanic students at a greater risk of being in classrooms with teachers who are still seeking to find their way to effectively work with these populations. The resulting question is this: How does the inequitable interaction with novice teachers in schools with high vs. low Black/Latino enrollment impact equity and inclusion of these populations?

Finally, our response to the CRDC report seeks to understand how teacher compensation impacts academic performance and gains of the majority of low-income Black and Latino students in the United States. We provide data on which states in the U.S. have made the most academic gains recently, and how it interacts with the average compensation of teachers in those states. Findings reveal varying levels of teacher compensation have yielded academic gains for low-income students across the U.S.

Pipeline into Teaching

This section of the report provides an examination of the current demographic make-up of pre-service teachers in teacher preparation programs across the United States (i.e., full-time undergraduate and graduate students and part-time undergraduate and graduate students). Second, we provide specific data on the number of Black student education degree program completers, given the plethora of media reports on the lack of Black teachers, particularly Black male teachers. Third, data is provided on the number of Education Degree holders who actually choose to select teaching as a career. Fourth, our data analysis sheds light on the representation by race and gender of the teacher and student population. Finally, various educational ramifications and policy recommendations are provided to improve the pipeline into teaching.

Table 3.i: Pipeline into the Teaching Force - Enrollment in Schools, Colleges and Departments of Education							
	Non-Resident	Black	American Indian	Asian/Pacific Islander	Latino	White	Unknown
FT undergraduate	1,965	26,082	2,876	5,516	17,241	241,211	139,967
FT graduate	6,251	15,729	991	4,012	8,310	78,264	14,791
PT undergraduate	253	6,500	718	975	4,730	32,988	2,584
PT graduate	2,294	23,859	1,384	4,772	13,144	151,168	18,942

Note: Source: PEDS (revised Dec. 2009). Programs include all those that prepare individuals to work with P-12 schools are not exclusively preparation programs for teaching candidates. PT- Part time, FT - Full time.

The pipeline to the teaching force starts with various traditional teacher preparation programs and alternative teacher education programs that seek to prepare the most highly qualified and highly effective teachers for our nation's classrooms. The data below sheds light on the race and gender of prospective teacher candidates who are in the pipeline to be the next generation of teachers.

Table 3.i provides current data that highlight the pipeline into the teaching profession. Across all levels, we find White students (mostly females) dominate the pipeline into the teaching force. This data highlights the fact that teacher preparation programs will have to provide authentic experiences for teacher candidates to interact in a productive way with students from diverse environments. Additionally, upon graduation, these prospective teacher candidates will have to be adequately prepared to step into schools of all types to meet the needs of diverse learners.

Black Students Education Degree Completers

A plethora of media reports have highlighted the underrepresentation of Black teachers, particularly Black male teachers in U.S. classrooms. As we continue on the journey to understand equity and inclusion of school-aged Black males, we must understand the pipeline that leads Black students in education preparation programs to accept teaching positions. Figure 3.2 below documents the number of Black students that graduated with a degree in Education in 2009.

Figure 3.2: Black student Education program completers (2009). Note: Source: U.S. Census, American Community Survey (2009) as cited in Toldson (2011)
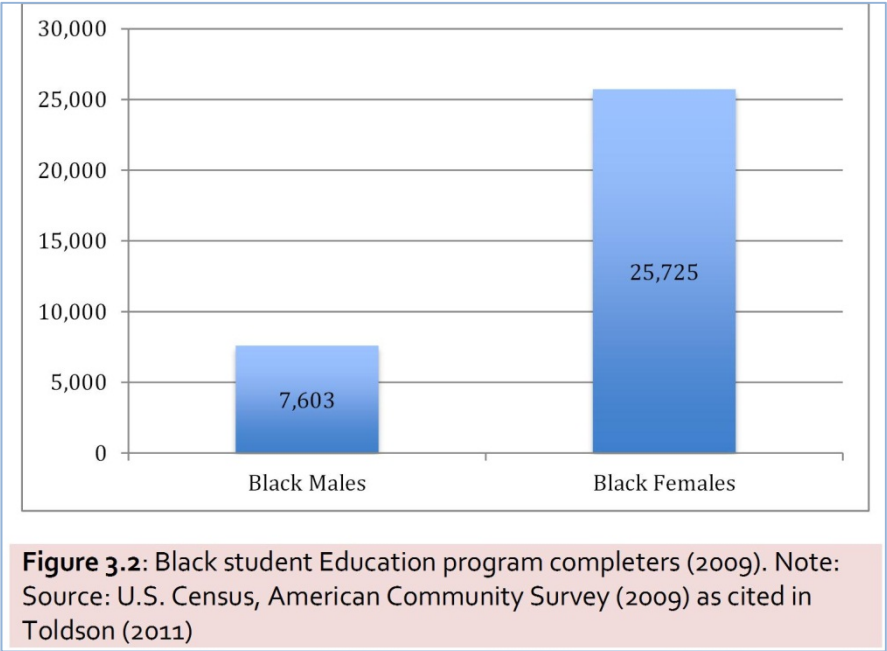
Percentage of Education Degree Holders that Choose to Teach

Figure 3.3 provides data on the percentage of education degree holders that choose to enter the teaching force after completion of their programs. This data reveals that, even though production among education degree programs have increased, not all completers choose to enter the teaching force. The data reveals that only 23 percent of Black males who complete their education programs actually choose to enter the teaching force. This is in comparison to only 27 percent of White males who choose to seek employment as teachers (Toldson, 2011). This trend shows that much improvement has to be made to increase the male presence in the nation's teaching force. Additionally, we find that 41 percent of Black females with education degrees pursued teaching positions in comparison to 42 percent of White females (Toldson, 2011). While Black and White females are choosing to enter teaching position after completion of their education programs at a higher rate, White females greatly outnumber Black females in teacher preparation programs.
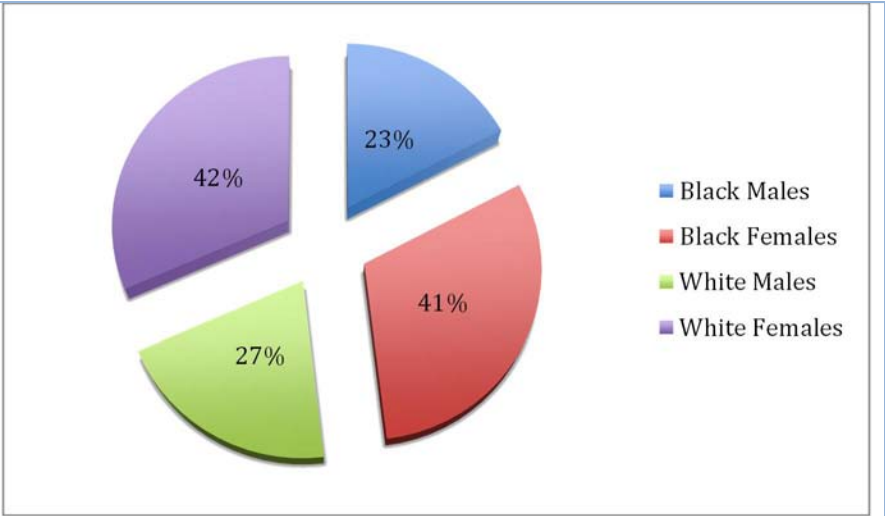
Figure 3.3: Education Program Degree Holders that Select Teaching (2009) Note: Source: U.S. Census, American Community Survey (2009) as cited in Toldson (2011)

Current Teacher Workforce in Comparison to Student Demographic Make-up

Only a few analyses actually provide data on how the race of the teaching force compares to the racial composition of the student population in U.S. schools. In Figure 3.4, we provide data on the current teacher workforce by race as compared to the student demographics by race. We find that White females are the only racial and gender group that is significantly overrepresented in our nation's teacher work force. We find that across other gender and racial groups, most other racial and ethnic groups are underrepresented.

Figure 3.4: U.S. Teacher Workforce in Comparison to U.S. Student Population by Race. Note: Source: U.S. Census, American Community Survey (2009) as cited in Toldson (2011)
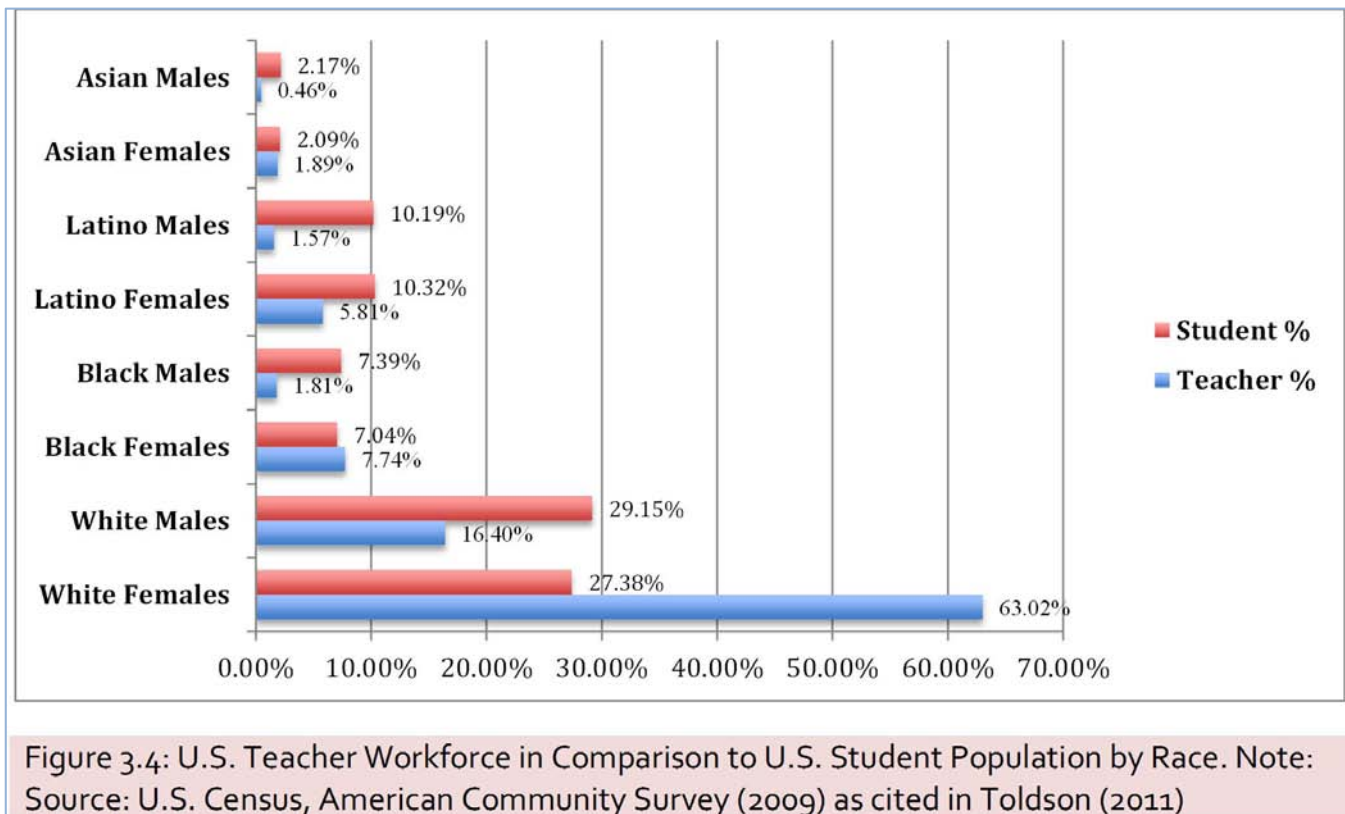
Educational Ramifications

Figure 3.4 also highlights that male teachers across all racial groups are underrepresented. The result is that male students will have increased interactions with female teachers as compared with male teachers. For Black and Latino males, this trend in the past and the foreseeable future will have an impact in a variety of equity and inclusionary practices in U.S. schools.

Policy Recommendations
- School districts must increase the funding for programs that encourage more males (particularly Black and Latino males) to enter the classroom. Only a small percentage of Black and Latino males that complete education programs are recruited into the classroom.
- Recruitment efforts (i.e., job fairs) should be intensified at institutions that produce the highest number of Black and Latino males. In particular, intensive recruitment efforts should be made at HBCUs and HSIs.
- Potential recruits (i.e., Black and Latino prospective teachers) should be provided with recruitment visits to potential school districts and schools to examine the school/community context to get a clear picture of the impact they can have on the student population and the community as well.

Inequities in Teacher Assignment

This section of the report highlights data from the CRDC on inequities in teacher assignment of novice teachers (years 1-2). Data revealed that Black and Latino students that attend our nation's urban schools are more likely to have a greater percentage of novice teachers who are responsible for their education. Educational ramifications and policy recommendations are provided to correct this systematic issue, given the impact it has on learning.

Table 3.1: Teacher Equity in the 20 Largest Districts—Novice Teachers (Differences in Percentage of 1st and 2nd year teachers

District	State	District Average	School enrollment with:	
			Highest Black & Hispanic	Lowest Black & Hispanic
New York City Public Schools	NY	21%	24%	17%
Los Angeles Unified School District	CA	4%	5%	2%
Chicago Public Schools	IL	17%	17%	16%
Dade County Public Schools	FL	17%	18%	17%
Clark County School District	NV	9%	12%	6%
Broward County Public Schools	FL	11%	13%	7%
Houston Independent School District	TX	19%	19%	18%
Hillsborough County Public Schools	FL	23%	28%	20%
Fairfax County Public Schools	VA	10%	11%	9%
Philadelphia School District	PA	20%	25%	13%
Palm Beach County Public Schools	FL	21%	23%	17%
Orange County Public Schools	FL	20%	24%	17%
Gwinnett County Public Schools	GA	4%	5%	3%
Dallas Independent School District	TX	10%	9%	9%
Montgomery County Public Schools	MD	12%	14%	9%
Wake County Schools	NC	8%	9%	7%
San Diego Unified School District	CA	7%	9%	4%
Charlotte-Mecklenburg Schools	NC	11%	15%	7%
Prince George's County Public Schools	MD	9%	13%	7%
Duval County Public Schools	FL	29%	41%	18%

Source: U.S. Department of Education, Office of Civil Rights, 2009-2010 Academic Year

The CRDC highlighted a practice of inequity in teacher assignment within the 20 largest school districts in the U.S. The inequitable practices in teacher assignment to schools within districts highlighted that schools with the highest Black/Latino enrollment have a higher percentage of novice teachers (1-2 years of experience). Table 3.1 highlights data from the CRDC dataset of the 20 largest school districts in the U.S.

Educational Ramifications

The data highlights that Black students, particularly Black males have a greater chance to have a novice teacher (1-2 years) in the classroom. While this has some potential positives (such as teachers who have new and innovative ideas), the reality is that many of these new teachers who work in public schools with high Black and Latino students do not live in their neighborhoods where these students reside and more than likely did not have pre-service teaching experiences in schools with high Black/Latino enrollment during their time in college. The resulting fact is that many of these teachers have major issues with classroom management. It is also interesting to note that schools with low Black/Hispanic populations have a smaller percentage of new teachers.

TABLE 3.2: SALARY DIFFERENTIAL IN HIGH SCHOOL TEACHER SALARIES BETWEEN SCHOOLS WITH THE HIGHEST AND LOWEST HISPANIC AND AFRICAN AMERICAN ENROLLMENT

District	State	Salary Differential
New York City Public Schools	NY	-$8,222
Los Angeles Unified School District	CA	-$950
Chicago Public Schools	IL	-$5,619
Dade County Public Schools	FL	-$2,497
Clark County School District	NV	-$3,512
Broward County Public Schools	FL	-$3,021
Houston Independent School District	TX	$2,549
Hillsborough County Public Schools	FL	-$4,486
Fairfax County Public Schools	VA	-$3,274
Philadelphia School District	PA	-$14,699
Palm Beach County Public Schools	FL	-$4,589
Orange County Public Schools	FL	-$743
Gwinnett County Public Schools	GA	-$2,858
Dallas Independent School District	TX	$1,660
Montgomery County Public Schools	MD	-$4,474
Wake County Schools	NC	-$3,541
San Diego Unified School District	CA	-$8,310
Charlotte-Mecklenburg Schools	NC	-$1,686
Prince George's County Public Schools	MD	$3,820
Duval County Public Schools	FL	-$5,974

Policy Recommendations

- School districts have the authority to assign new teachers to school sites. Equity in teacher assignment should be a priority in every school district. Incentives should be implemented for teachers to work at schools with the most need among the student population.
- Professional development of teachers should be greatly expanded during the school year to provide teachers with a continual opportunity to gain the necessary instructional strategies to be effective.
- Policies regarding resource allocation for teaching materials across all schools within the same district should also be addressed. Teachers in schools with the highest Black/Latino enrollment usually find limited resources for instructional materials that support classroom teaching.

Teacher Salary Differences

This section of the report highlights one of the most unfortunate systematic issues that have impact on student learning and salary differentials for teachers within the same school district. Each school district highlighted has a public salary schedule that is to provide equity in teacher compensation. Additionally, we provide data from the Annual Legislative Exchange Council and the National Education Association on the states that have made the most gains with low-income students and the average teacher compensation in each of these respective states.

Table 3.3: States with Most Academic Gains of Low-Income Students and Teacher Average Salary

State Rank	Avg. Salary	State Rank	Avg. Salary
1. Massachusetts	$69,619	27. Georgia	$52,845
2. Vermont	$49,154	28. Illinois	$61,765
3. New Jersey	$65,666	29. Idaho	$46,483
4. Colorado	$48,955	30. California	$68,067
5. Pennsylvania	$59,344	31. Iowa	$49,637
6. Rhode Island	$59,724	32. Alaska	$59,890
7. North Carolina	$45,928	33. North Dakota	$43,395
8. Kansas	$46,153	34. Alabama	$47,332
9. New Hampshire	$51,753	35. New Mexico	$46,026
10. New York	$71,277	36. Arizona	$46,617
11. Texas	$47,311	37. Kentucky	$49,053
12. Florida	$45,783	38. South Dakota	$34,508
13. Hawaii	$53,979	39. Connecticut	$64,280
14. Maine	$46,253	40. Oregon	$55,277
15. Nevada	$51,979	41. Utah	$45,654
16. Montana	$46,204	42. Nebraska	$46,586
17. Indiana	$49,415	43. Oklahoma	$48,074
18. Minnesota	$52,167	44. Tennessee	$46,117
19. Wisconsin	$51,007	45. Arkansas	$46,761
20. Maryland	$63,831	46. Michigan	$57,442
21. Ohio	$56,163	47. Missouri	$45,497
22. Delaware	$56,794	48. Mississippi	$45,896
23. Wyoming	$55,826	49. Louisiana	$48,657
24. District of Columbia	$65,290	50. South Carolina	$48,461
25. Washington	$52,737	51. West Virginia	$46,323
26. Virginia	$50,544		

Source: National Education Association, Estimates of School Statistics, 1969-70 through 2010-11.; Annual Legislative Exchange Council, Report Card on Education (2012)

The CRDC report noted the inequities that currently exist in the 20 largest school districts in the U.S. Across the 20 school districts, findings illustrate that there are differences in teacher salaries between high schools with the highest and lowest Black and Hispanic student enrollments. These findings suggest several educational ramifications that we must consider.

Educational Ramifications

- This financial discrepancy is a policy issue that systematically keeps the best teachers out of schools with the highest Black/Latino enrollments due to the fact that teachers will make less money by being in some of the high-need schools.
- Each of the school districts listed above has a teacher salary schedule that is set forth to provide equity in teacher pay based on education and years of experience. However, this data reveals that this practice is not being followed on an equitable basis.
- The inequity in pay also places an underlying value on selected schools and students. For example, schools with the highest Black and Latino students are not of the same perceived value as schools with low Black and Latino enrollments because of the discrepancy in teacher compensation.

Policy Recommendations

- School district educational policies should ensure equitable pay across all educational settings (e.g., elementary, middle and high schools). This policy enhancement will provide equitable incentives to work with students from all racial and ethnic backgrounds and reduce disparities between schools.
- Educational policies should also address additional compensation such as loan forgiveness, housing assistance, etc. to provide compensation for teachers.

While the field of education has gone through great lengths to improve teacher salaries and compensation, data highlights that there is still great room for improvement. Table 3.2 provides the estimated annual salary of teachers in public elementary and secondary schools by state. These states are rank-ordered by the states that have made the most academic gains for low-income students.

Educational Ramifications

Table 3.3 highlights the rankings by state academic performance and gains among low-income students. Additionally, the findings highlight the average teacher compensation in each state. Findings reveal that the rate of teacher compensation, academic performance, and gains of low-income students are not entirely based on the highest levels of teacher compensation or geographic region. We learn that academic gains for low-income students are being made across the U.S. at varying levels despite inequitable teacher compensation across and within states. Nevertheless, we understand the efforts that teachers make toward the development of our nation's youth. However, the CRDC sheds light on the fact that a set of policy issues exist that should be considered in response to this report.

Challenge the Status Quo

The data provided in this section of the report focuses on teacher preparation, teacher demographics, teacher compensation and academic gains by state for low-income students. This report highlights that systematic barriers are in existence that prohibit students, particularly students in schools with Black/Latino enrollment to have equitable opportunities to reach their full potential. Our nation must continue to strive to provide all students, regardless of the zip code of their school, equitable opportunities to reach their full academic potential. According to Dean Leslie Fenwick, The Howard University School of Education is one HBCU (among many others) responsive to the charge to produce a qualified and diverse pool of teachers. The Howard University *Ready to Teach Program* was funded with a $2.1 million grant by the U.S. Department of Education in 2007. *Ready to Teach* is designed to recruit and prepare African-American males and other underrepresented populations as classroom teachers.

In addition, the Southern Educational Foundation outlined the following steps to improve resource equity for Black students: 1. Support the involvement of HBCUs in teacher pipeline programs; 2. Develop a statewide strategy for eliminating racial disparities in pass rates on teacher licensure exams and advocate the development of new assessment measures that do not maintain or exacerbate existing racial disparities; 3. Diversify the ranks of those who participate in educational policy dialogue and formulation by engaging HBCUs and other minority-serving institutions; 4. Support teacher pipeline programs built on university-school district collaboration; 5. Colleges/universities should use the value-added philosophy to guide recruitment initiatives and curricular changes in teacher preparation programs; 6. Target nontraditional talent pools, particularly teachers' assistants and paraprofessionals, for acceptance into teacher education programs; 7. Create more federal scholarships, fellowships, and loan forgiveness programs to encourage minority students to pursue teaching and/or graduate study in education; and 8. Invest in future teacher programs at the middle-school level rather than waiting for high school, and target middle schools with high minority student populations (The Southern Education Foundation, 2001).

Breaking the Discipline Gap Barrier

This section explores racial differences in factors associated with suspensions and school disciplinary referrals among Black, White, and Latino males. The CRDC report found pervasive disparities in school suspensions between races. Racial differences in suspension rates are generally starker than the differences in associated factors. Among all races, being disengaged from school exhibits the strongest association with disciplinary referrals. Implications and recommendations for school administrators and advocates are related to improving academic supports, building school-community links, and promoting cultural awareness and school equity.

If the Only Tool You Have is a Hammer, You Treat Every Problem as a Nail

"While I have all the boys in one room, I want to let you all know that from now on, we're instituting a 'zero tolerance policy' for sagging pants… so tell your mama if she sends you to school without a belt, we're sending you right back home." A middle school principal in a southern state issued this edict to his students after I made a presentation to all of the males at this predominately Black school. The assembly began with one of the students reading a poem, followed by one of the teachers introducing me, and finally my ten minute presentation and about 30 minutes of questions and answers.

About 300 male pupils were there. I distinctly remember after I gave my presentation, the first kid to respond to the call for questions asked, "How do we create more opportunities for students to talk to their teachers." I praised him for the question, although in that context, I felt incapable of giving him an adequate response. However I acknowledge that his principal heard his request, and assured him that appropriate action would be taken. Overall, I was more than impressed by the students' inquiries, as they showed humor, candor, insight, and intelligence. This is why I was dumbfounded when the principal used my invitation to speak to his students as an opportunity to introduce a very ill-conceived "zero tolerance policy."

Such policies are not rare in many predominately Black schools, as the "suspend first, ask questions later" attitude pervades the environment. Questions such as the following are rarely considered: "Why do you sag your pants?" "What might happen to you if you walked through your neighborhood with your pants to your waist?" "What would it take for you to pull your pants up?". Instead of having the type of dialogue to help students understand complicated social nuances, many school leaders in predominately Black schools expect suspensions to do all of the heavy lifting.

For instance, an assistant principal in Chicago told me that the number one reason they suspended students was for coming to school late. He said he just "didn't get it," because no matter how many times they suspended the students, they would keep coming to school late. He asked me if there was anything that he could do about it and my response was, "The first thing you need to do is ask them why they come to school late." His response was, "I never thought of that."

From the Civil Rights Data Collection

The Civil Rights Data Collection examined disparities in discipline rates between African-American, Hispanic and White students. The report states that while African-American students represent 18 percent of students in the CRDC sample, they represent 35 percent of students suspended once, 46 percent of those suspended more than once, and 39 percent of students expelled. The White students in the sample represented 51 percent of the enrollment and only 29 percent of multiple out of school suspensions. Also, African-American students account for 42 percent of law referrals while in school, and combined with Hispanic students account for more than 70 percent of school-related arrests. Across all districts, African-American students are over 3.5 times more likely to be suspended or expelled than their White peers.

When examining the differences between genders, the CRDC states that male and female students make up nearly 50 percent of the school population, but nearly 3 out of 4 students (74 percent) expelled were male, and

males also accounted for 69 percent of multiple out-of-school suspensions. When both gender and race are examined the sample data state that African-American boys' (20 percent) and girls' (11 percent) suspension rates more than double their White and Hispanic counterparts. One in five African-American boys and more than one in ten African-American girls received an out-of-school suspension. Interestingly enough, the racial group with the next highest suspension rates among both boys and girls was the American Indian.

Twelve percent (4.7 million) of the students in the CRDC sample had a disability, and nearly 18 percent were African-American males. Students recognized as having disabilities under IDEA, were more than twice as likely to receive one or more out-of-school suspensions.

Out of the 20 largest school districts, African-Americans accounted for the majority of students receiving one or more suspensions in all but six districts. African-American and Hispanic students accounted for the majority of suspensions in all 20 districts. The districts with the greatest disparity between African-American enrollment and suspension rates included Chicago Public Schools (45 percent/76 percent), Hillsborough County Public Schools (23 percent/46 percent), Montgomery County Public Schools (23 percent/52 percent), and Charlotte-Mecklenburg Schools (44 percent/75 percent).

The CRDC data also suggest that students with disabilities are more subject to seclusion and restraint than students without disabilities. Students with disabilities (under the IDEA and Section 504 statutes) represent 12 percent of students in the sample, but nearly 70 percent of the students who are physically restrained by adults in their schools. African-American students represent 21 percent of students with disabilities (under the IDEA), but 44 percent of students with disabilities who are subject to mechanical restraint.

Who Gets Suspended

Let's divide students into two categories: Category 1 is comprised of students who have **delinquent behavior patterns**, and routinely bring drugs, alcohol, weapons, and other contraband to the school; Category 2 represents students who are **disengaged from school** and routinely come to class late, often miss assignments, and acknowledge finding schoolwork too difficult to understand; Category 3 represents students with **aggressive behavior**, who admit to fighting, have taken part in group fights, and have injured others during a fight.

Some might be surprised that Category 2 students are far more likely to be suspended, than those in Category 1 or Category 3. Importantly, as a researcher I did not subjectively create these

SUSPENSIONS IN THE SOUTHERN BLACK BELT: At 41 percent, students attending schools in the South were more than twice as likely to be suspended as students in any other region, including the Northeast, Midwest, and West.

categories. These categories emerged through statically analyzing response patterns among the students. Also, there are some students who fit both categories, but not nearly enough to blur their distinction. In reality, many of our most ominous students elude our tough disciplinary approaches, while non-delinquent, disengaged students feel the wrath of uncompromising zero-tolerance policies.
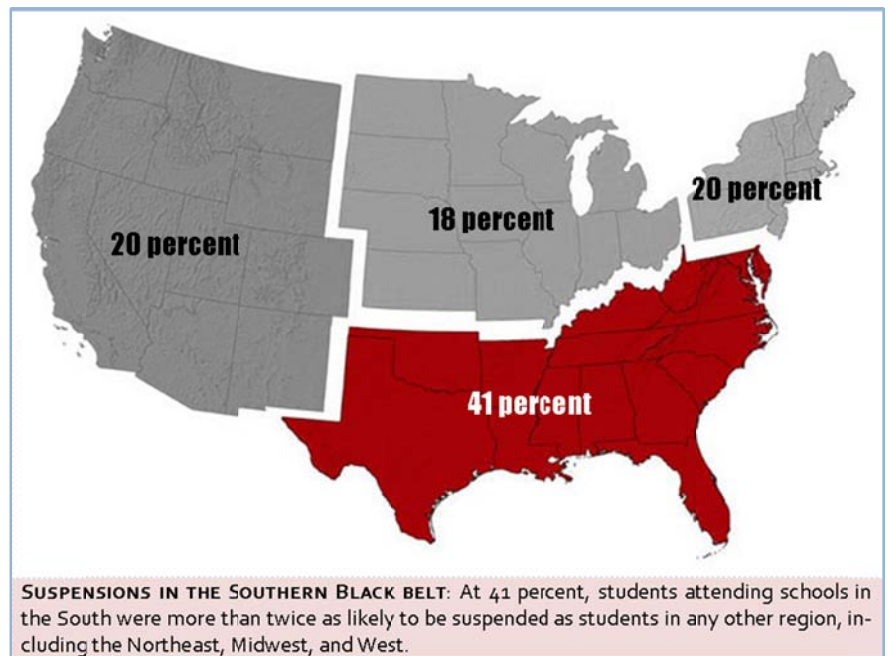
Here are more interesting findings:

- Fifty-nine percent of Black male students reported that they had been suspended or expelled from school, compared to 42 percent of Hispanic males, and 26 percent of White males.
- Females were generally less likely to be suspended from school than males. However, at 43 percent, Black females were more likely to be suspended from school than White males, and about as likely to be suspended as Hispanic males.
- At 41 percent, students attending schools in the South were more than twice as likely to be suspended as students in any other region, including the Northeast, Midwest, and West.

Why Black Students Get Suspended More

Irrespective of race, students who are more likely to get suspended share certain characteristics. At school, students receiving less disciplinary referrals tend to have higher grades, more positive attitudes about school, more school engagement, lower levels of delinquency at school, and less truancy. Beyond school, these students exhibit less hopelessness, more positive self-worth, less thrill-seeking behaviors, less aggression and delinquency, and more parental involvement. When comparing characteristics associated with suspensions between races, Black students report lower grades, more disengagement from school, and more aggressive behaviors.

FIGURE 4.a and 4.b: Means plots of race (separate plots) and grades (X Axis) on teacher attitudes and behaviors (Y Axes) as reported by Black, Hispanic, and White students. Note: = Black students; = Hispanic students; and = White students. The dashed reference line on the Y-axis marks the estimated mean of the dependent variable. **Main effects for grades and race. Data from National Crime Victimization Survey - School Crime Supplement (2009).

Black males can become disengaged from school for a variety of reasons, including being dissatisfied with school because of noninclusive curricula, racial biases, and poor relationships with teachers. In addition, some Black males are not socialized to the academic environment due to unclear and inconsistent messages about school from home and the community. Finally, some Black males have learning or attentional disabilities that are misunderstood or misdiagnosed.

Based on measured differences between races, it stands to reason that racial differences in the rate of suspensions are primarily due to racial inequities and biases in school disciplinary policies. Other studies have found evidence to support the discipline gap. One study found that Black students with a history of disciplinary referrals were more likely to receive negative perceptions and less deference from teachers.[2] In the *Beyond the Bricks Documentary,* Erick, one of the featured students, testified to his experience of receiving a 10-day suspension for calling a teacher a bad name, only to return to a hostile environment where other teachers "turned on" him.

Elevated public awareness and perceptions of violence have increased schools' reliance on suspensions, zero tolerance and other exclusionary disciplinary policies (Christle, Nelson, & Jolivette, 2004; Skiba & Peterson, 1999). One study found that Black students with a history of disciplinary referrals were more likely to receive negative perceptions and less deference from teachers (Gregory & Thompson, 2010). There are also general concerns about the reliability and subjectivity in disciplinary referrals (Vavrus & Cole, 2002; Wright & Dusek, 1998). Through ethnographic research, Vavrus and Cole (2002) found that many suspensions resulted from a buildup of nonviolent events, where one student often carries the brunt of many students' misbehaviors. However, some studies suggest that school culture and administrative leaders can mitigate high suspension rates (Mukuria, 2002). For example, regular monitoring and analysis of narrative disciplinary referrals have been recommended to improve precision and application of disciplinary measures that are consistent with the students' infractions (Morrison, Peterson, O'Farrell, & Redding, 2004; Sugai, Sprague, Horner, & Walker, 2000).

With respect to disproportionate suspension rates among Black students, many studies have noted the influence of ecological variables beyond the school (Day-Vines & Day-Hairston, 2005). Eitle and Eitle (2004) found that Black students were more likely to be suspended in majority Black grade schools. Cultural expressions of certain behaviors, such as movement and speech, may be misinterpreted as threatening to teachers who lack cultural awareness (Day-Vines & Day-Hairston, 2005). Another study revealed that natural adaptations to life in some impoverished areas indirectly influence the students' chances of being suspended from school (Kirk, 2009). Few studies have examined suspensions and disciplinary referrals among Hispanic students. One study noted Hispanic students' rates of suspensions and number of referrals were generally greater than Whites, but less than Blacks (Kaushal & Nepomnyaschy, 2009).

Improving teacher efficacy and teacher-student dialogue and aligning their mutual understanding of school rules also demonstrated effectiveness (Pas, Bradshaw, Hershfeldt, & Leaf, 2010; Thompson & Webber, 2010). "Whole-school" and schoolwide interventions that focus on schoolwide improvements in instructional methods, positive reinforcement, such as teacher "praise notes" (Nelson, Young, Young, & Cox, 2010), behavioral modeling, and data-based evaluation, have also demonstrated effectiveness (Bohanon, et al., 2006; Lassen, Steele, & Sailor, 2006; Luiselli, Putnam, Handler, & Feinberg, 2005). Resilience and skill building among students also reduced behavioral problems and subsequent disciplinary referrals among students (Wyman, et al., 2010). Attention to students' mental health may also reduce suspensions and disciplinary referrals among Black male students(Caldwell, Sewell, Parks, & Toldson, 2009).

Challenge the Status Quo

First, face facts. Students who are slow learners and who lack the wits, social graces and sophistication to manage learning environments are the ones most vulnerable to suspensions, not students who pose legitimate risks to the security of the school. Giving support tools to disengaged students, such as tutoring, mentoring, and counseling, can reconnect them to the academic process and reduce the odds that they turn to delinquency. Second, we must acknowledge that discipline can become a competing culture at school that alters teachers' perceptions of their responsibilities toward their students.

This certainly does not imply that discipline does not have a role in primary and secondary education. In fact, the third study in *Breaking Barriers 2* demonstrates that students' grades improve when they can attest to the following: 1. If a school rule is broken, students know what kind of punishment will follow; 2. The school rules

are strictly enforced; 3. The punishment for breaking school rules is the same no matter who you are; 4. Everyone knows what the school rules are; and 5. The school rules are fair. This indicates that there is a level of dignity, respect and order that is necessary when applying discipline at the school. Unfortunately, in many predominately Black schools, students perceive chaos and unfairness in disciplinary policies, which create perennial unrest at the school.

Figure 4.1 illustrates that the overall safety and fairness of the school influence teachers' empathy and respect for Black students significantly more than for White students, as reported by the students. Black students at unsafe schools also reported more punitive teacher behaviors. Among students of all races, school safety significantly indirectly affected grades, however for Black and Latino students, safety indirectly affected feelings of support.

Critical race theory (CRT) examines White privilege and institutional racism. When viewing a racially diverse classroom with the tenets of CRT, a White teacher who takes a "colorblind" approach to teaching Black and Latino students and ignores social inequalities, inadvertently promotes a racially prejudiced hegemony (Kohli, 2012). With respect to CRT, racial dynamics appear to alter the school environment along racial lines. In a recent study (Toldson & Ebanks, 2012), White students' response patterns demonstrated a structure whereby teacher empathy and respect were central to students' academic success, school safety had no measurable influence on teachers' compassion for their students, and teacher punishment had no measurable impact on students' grades. Contrarily, Black students' response patterns reflected a dynamic whereby school safety significantly diminished the overall level of empathy and respect that students perceived from teachers and punishment from teachers significantly reduced students' grades.

FIGURE 4.1: The relationship between factors associated with teacher empathy and subsequent grades among Black students. Note: The thickest lines represent standardized path estimates that are greater than .20, the medium lines represent estimates that are between .10 and .19, and the thinnest lines are not significant. Curved lines with two-way arrows represent covariance and straight lines with one-way arrow represent paths. The minus sign (-) indicates an inverse relationship. All path coefficients are significant (p < .01), except for the parameters represented by the thinnest lines. Ertr, ersq, and ess represent associated error of exogenous values (error representations for teachers punish students and classroom misbehavior are hidden from figure). Data from National Crime Victimization Survey - School Crime Supplement (2009).

Overall, teachers, administrative leaders, policymakers, grassroots activists, and parents all have roles to play in mitigating high suspension rates among Black students. Congressional Black Caucus (CBC) members, Representative Robert C. "Bobby" Scott and Representative Danny K. Davis, along with Representative

Christopher S. Murphy are currently encouraging members of Congress to sign a resolution to improve school climate and student achievement, raise awareness of school "pushout" (suspension), and promote dignity in schools.

However, passing legislation that brings awareness to the high rates of suspension among African-American males will do little to change the problem if people at the local and grassroots levels are not advocating for change, and full funding for educational programs. But first we must understand the nature of the problem. Prominent psychologist Abraham Maslow once suggested: "If the only tool you have is a hammer, you treat every problem as if it's a nail." At this point, we need to harness the loose hammers on our school boards, legislative chambers, and schools who are mistaking our Black males for nails, and present sound evidence that these are normal students who have the capacity to achieve in any educational system that prioritizes learning, and treats every student with deference and dignity.

"**Teachers** do more than just teach content. They stand as models for what it is like to be an educated person. They also serve as surrogate parents, guides and mentors to young people. If students are to believe that they may one day be educated people who can make a positive contribution to society, then they need to see diverse examples." Dyquan Caldwell, 11th Grade

"Beyond the Bricks" Project Town hall at The University of Arkansas Pine Bluff

How Black Boys with Disabilities End Up in Honors Classes

While Others without Disabilities End Up in Special Education

For the data presented in this report, the author analyzed 17,587 Black, Hispanic, and White male and female students (Black male N = 1,149) who completed the High School Longitudinal Study of 2009 (Ingels, et al., 2011). This is a brief report from a larger study completed under the auspices of the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) for the United States Department of Education, Office of Special Education Programs (OSEP).

Research suggests that Black boys' transition to and through the ninth grade shapes their future odds of graduating from high school (Cooper & Liou, 2007). Today, approximately 258,047 of the 4.1 million ninth graders in the United States are Black males. Among them, about 23,000 are receiving special education services, more than 37,000 are enrolled in honors classes and, for nearly 46,000, a health care professional or school official has told them that they have at least one disability. If Black male ninth graders follow current trends, about half of them will not graduate with their current ninth grade class (Jackson, 2010), and about 20 percent will reach the age of 25 without obtaining a high school diploma or GED (Ruggles, et al., 2009).

Black boys are the most likely to receive special education services and the least likely to be enrolled in honors classes. Across Black, White and Hispanic males and females, 6.5 percent are receiving special education services, 9.7 percent have an Individualized Education Plan (IEP), and 25 percent are in honors classes. For Black boys, 9 percent are receiving special education services, 14.7 percent have an IEP, and 14.5 percent are enrolled in honors classes. Black boys who are in the ninth grade are more likely to be enrolled in honors classes than to receive special education services (SEE Table 1.1).

Having specific disabilities, including learning disabilities, developmental delays, autism, intellectual disabilities, or ADD/ADHD, increases the odds that any child will receive special education services. Among Black male ninth graders who are currently receiving special education services, 84 percent have a disability and 15.5 percent have never been diagnosed. Among those not receiving special education services, 80 percent have never been indicated for a disability, and 20 percent have. Black males are no more likely to be diagnosed with a disability than White and Hispanic males (SEE Table 5.2).

Having a disability is related to other negative consequences, particularly for Black males. Aside from special education, students with disabilities are more likely to (1) repeat a grade, (2) be suspended or expelled from school, (3) have the school contact the parent about problem behavior, and (4) have the school contact the parent about poor performance. When creating a scale which included the four risk factors mentioned, plus special education and having an IEP, Black boys without disabilities were likely to endorse at least 1 of the 6 risk indicators, and those with disabilities endorsed between 3 and 4. Using these factors as a reliable predictor of not completing school, we find that students of all races and genders are at least three times more likely to drop out of school than their counterparts without disabilities. Among all races and genders, Black males without disabilities endorsed more risk factors than others without disabilities, and Black males with disabilities endorsed more risk factors than any other group of students (SEE Figure 5.1).

Nevertheless, the trajectory of Black males with disabilities is not uniformly dismal. Among the nearly 40,000 Black male ninth graders who are currently enrolled in honors courses, 15 percent have been told they had a disability by a health professional or the school at least once. Three percent of Black males in honors courses have been told they have a learning disability, 3 percent autism and 6 percent ADD or ADHD.

How Black Boys With Disabilities End Up in Honors Classes

Having a broader understanding of the true nature of disabilities helps us to have a better understanding of how Black boys with disabilities end up in honors classes. Importantly, a disability does not have to be debilitating. For instance, a learning disorder may be more aptly described an alternative learning style. For some students, mastering an alternative learning style will give them a competitive edge over students who are average "standard" learners. A visual learner could master the art of using pictures to encode lessons in their memory or use "concept mapping" to invigorate mundane text. Similarly, while some easy-to-bore ADD and ADHD students have an irresistible impulse to create the havoc necessary to stimulate their insatiable nervous system, others may use their urges to energize the lessons. They may interject humor and anecdotes, or push the teachers to create analogies. While they may have difficulty processing large volumes of dense text, they may be the best at taking discrete concepts and applying them creatively to novel situations.

Every disability has a negative and positive offprint. Most are aware of the social challenges for children with autism that make it difficult for them to communicate with other students or teachers. However, few take the time to understand the advantages of certain peculiar behaviors. In some instances, children with autism are able to leverage their repetitive behaviors and extraordinary attention to random objects into the development of mathematic and artistic abilities. Similarly, the scattered attention and hyperactive energy of ADHD helps some children to juggle many tasks, relate to many people, and excel in student activities and student government. Many studies suggest that beyond school, people with symptoms of ADHD often excel in professional roles.

TABLE 5.2: PERCENT OF BLACK, HISPANIC, AND WHITE MALE AND FEMALE NINTH STUDENTS WITH SPECIFIC DISABILITIES IN THE UNITED STATES

	Male			Female			
	Black	Hispanic	White	Black	Hispanic	White	Total
Learning Disability	9.0%	9.1%	8.2%	5.1%	5.7%	5.2%	6.9%
Developmental Delay	5.3%	4.0%	4.0%	3.2%	2.1%	2.3%	3.3%
Autism	.9%	.7%	1.4%	.9%	.4%	.3%	.8%
Hearing/Vision	.7%	2.5%	2.5%	.8%	2.4%	1.5%	1.9%
Bone/Joint/Muscle	3.3%	2.8%	1.5%	1.2%	1.9%	2.3%	2.1%
Intellectual Disability	.6%	.3%	.5%	.2%	.2%	.2%	.3%
ADD or ADHD	9.1%	5.9%	13.0%	3.6%	2.0%	5.4%	7.4%

Note: Uses the student base weight. Among questionnaire-capable students (n = 17,587). Question wording: Has a doctor, health care provider, teacher, or school official ever told you that [your 9th grader] has any of the following conditions? SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) Base Year.

How Black boys Without Disabilities End Up in Special Education

Importantly, having or not having a disability is not a rigid category. Most, if not all, people have some characteristics of one or more disability. We all have different attention spans, levels of anxiety, susceptibility to distraction, social acuity, etc., which are controlled by past and present circumstances, as well as our unique

biochemical makeup. Many Black boys who end up in special education do not have a disability. Rather, they have circumstances that spur behavior patterns that are not compatible with the school environment. Situation-specific symptoms will usually remit with basic guidance and structural modifications to the persons' situation. In school settings, from the standpoint of disabilities, students can be divided into four categories:

1) A true negative – children who do not have a disability and have never been diagnosed
2) A true positive – children who have a disability and have been accurately diagnosed
3) A false negative – children who have a disability but have never been diagnosed
4) A false positive – children who do not have a disability but have been diagnosed with one; *or* have a specific disability and diagnosed with the wrong one.

Many problems are associated with false negative and false positive diagnoses. A child with an undiagnosed disability might experience less compassion and no accommodations for learning or behavioral challenges. A child with a genuine learning disorder might be expected to follow the same pace as other students, and be penalized with suspension for opposing an incompatible learning process. False positive children may be relegated to a learning environment that is not stimulating or challenging. There is research evidence that Black males are more likely than other races to have false negative and false positive diagnoses, due to culturally biased assessments, unique styles of expression, and environmental stressors.

Figure 5.1: Mean number of risk factors for ninth grade students with and without disabilities across race and gender. Note: Scale of measurement is 0 = No specified risk factors - 6 = All specified risk factors. Risk factors measured include (1) repeating a grade, (2) being suspended or expelled from school, (3) having the school contact the parent about problem behavior, (4) having the school contact the parent about poor performance; (5) receiving special education services; and (6) having an IEP Individualized Education Plan (IEP). Uses the student base weight. Among questionnaire-capable students (n = 17,587). SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) Base Year.
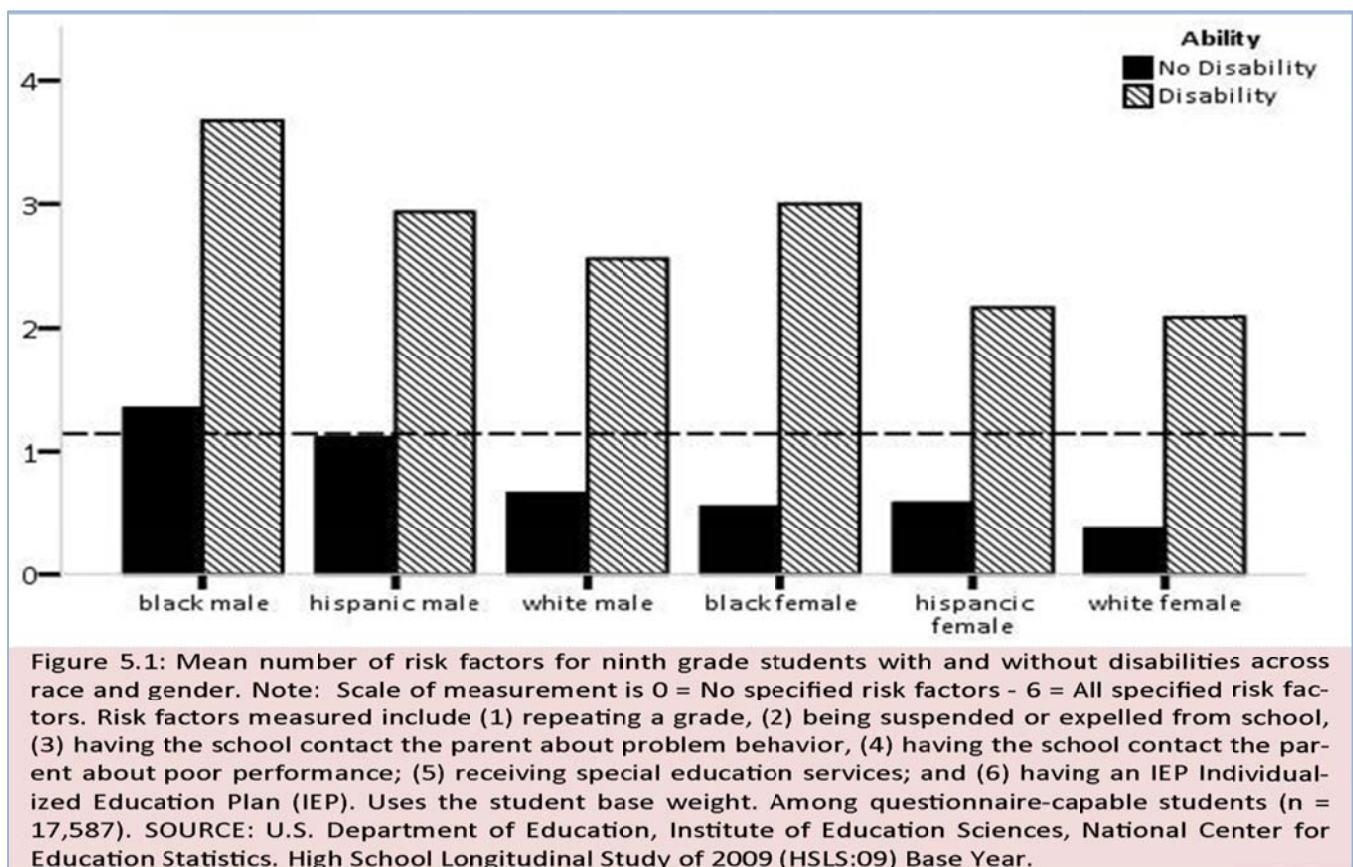
Challenge the Status Quo

Black males with and without disabilities can excel in schools that have adequate opportunities for diverse learners and a structure that supports personal and emotional growth and development. Contrarily, schools that view disability and emotional adjustment difficulties as enduring pathologies that need to be permanently

segregated from "normal" students, will stunt academic growth and development. The nearly 5,600 Black male ninth graders with a history of disability who are currently enrolled in honors classes likely benefitted from patient and diligent parents who instilled a sense of agency within them, and a compassionate school that accommodates a diversity of learners. They are also likely to have some protection from adverse environmental conditions, such as community violence, which can compound disability symptoms.

Table 5.3: Percent of black males with specific disabilities who repeat a grade, receive special education services, have been suspended, and enroll in honors classes

	Repeated a Grade		Special education		Honors Classes		Have been suspended	
	Yes	No	Yes	No	Yes	No	Yes	No
Learning Disability	51.2%	48.8%	73.2%	25.1%	4.2%	95.8%	47.3%	48.4%
Developmental Delay	38.8%	61.2%	64.9%	33.9%	7.6%	92.4%	44.5%	48.3%
ADD or ADHD	33.0%	67.0%	33.9%	65.2%	11.6%	87.5%	51.8%	48.2%

Note: Uses the student base weight. Among questionnaire-capable students (n = 17,587). SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. High School Longitudinal Study of 2009 (HSLS:09) Base Year.

Importantly, Black males are no more likely to be diagnosed with a disability than Hispanic or White males, yet they are more likely than any other race or gender to be suspended, repeat a grade, or be placed in special education. Having a disability increases these dropout risk factors for all students regardless of race and gender; however, the tenuous status of Black males in schools nationally appears to be due to issues beyond ability. One important caveat to consider: Some studies suggest that common drop out risk factors do not predict drop out for Black males with the precision that it does for White males. For instance, frequency of suspensions has a much stronger association with dropping out (Ruggles, et al., 2009) and delinquency (Toldson, 2011) for White males than it does for Black males. The larger implication of this finding is very unsettling. While the act of suspending is reserved for the most deviant White male students, suspensions appear to be interwoven into the normal fabric Black male's school experiences.

While we cannot ignore the injustices in many schools, they should not overshadow the hope and promise of the Black male students who are enrolled in honors classes. In addition, we should respectfully acknowledge schools and teachers who provide quality special education services designed to remediate specific educational challenges with the goal of helping students to reintegrate and fully participate in mainstream classes. Exploring the question, "How do Black boys with disabilities end up in honors classes, while others without disabilities end up in special education?" may help us to gain a better understanding of an enduring problem, as well as reveal hidden solutions, for optimizing education among school-aged Black males.

Moving Forward

This report provides key information needed for us to start a national campaign, which will be sustainable for many years, to support the academic success of school-age Black males. We have provided pertinent data that illustrates the systemic issues that impact equity and inclusion for Black males in our nation's schools. To move forward, we have also provided policy and practical solution to these issues.

> "The power of the data is not only in the numbers themselves, but in the impact that it can have when married with the courage and the will to change the status quo. The undeniable truth is that the everyday educational experiences for many students violate the principle of equity at the heart of the American promise. It is our collective duty to change that."
>
> - **U.S. Secretary of Education Arne Duncan**

We understand that this report is only as powerful as the amount of action that we as a nation and a community put into this issue. We can no longer ask, "What can I do as an individual?" This will only lead us to wait for the next person to take action. Our fundamental question should be, "What can we do in each of our respective communities to make a difference?"

To assist in the process of moving the schools and communities forward in addressing the issue, we recommend the following action steps:

Recommendations for Schools

1. **Eliminate biases, stereotypes and misinformation from school staff**. This includes notions about Black males being disaffected or socially marginalized. Schools should operate under the philosophy that <u>all</u> Black males are capable of the <u>highest</u> levels of academic achievement.
2. **Offer a curriculum that, at a minimum, meets the admissions requirements for the most competitive public university of your state**. We recommend that individual schools and their governing school districts provide a disclosure statement to students' parents and guardians, which specifies any courses required for admissions to the most competitive public universities of the state, which are not available in their curriculum. The disclosure statement should also provide educational options for students to access the necessary courses within the school district.
3. **Provide trainings and resources to teachers**. Understand that Black males are the most likely to have teachers that are of a difference race and gender, receive less pay, and have less years teaching. School administrations should have frequent trainings for teachers on cultural competence, empathy and respect, defense management, classroom management, and other relevant topics.
4. **Regularly monitor and reduce suspensions**. Acknowledge that discipline can become a competing culture at school that alters teachers' perceptions of their responsibilities toward their students. Replace rigid focus on discipline with a focus on academics and student agency.
5. **Regularly monitor collective student progress**. Safe and productive schools work: (1) to have a collective GPA of more than 3.0; (2) have near 100 percent of their students involved in an extracurricular activity; (3) have at least 25 percent of their Black males in honors classes or some type of enhanced curriculum; (4) have less than 6 percent in special education; and (5) suspend less than 10 percent of their Black male students for any reason. These estimates are based on national surveys of student progress.
6. **Work with parents**. Supportive schools provide: (1) information about how to help children learn at home, (2) information on community services to help their child, (3) explanations of classes in terms of course content and learning goals, (4) information about child development, (5) opportunities for parents to volunteer, and (6) updates on student progress between report cards.

Recommendations for Communities

1. **Planning Phase** – Formulate a think tank or community planning meeting of individuals to develop action steps to support all Black students, with awareness of the issues facing school-age Black males. This think tank or community action committee should include key stakeholders and persons who are ready to step forward immediately to make a difference. Ideally, key school leaders, politicians, and government officials are contacted at the outset. Also, the planning phase should also include strategies on pooling existing resources to support the effort.

2. **Action Phase** – Host a town hall or community meeting to get the larger community involved, and provide the vision with key action steps of what the community will do to support this effort.

3. **Implementation Phase** – Begin with immediate action, with the community now putting into practice the action plans that were developed. Examples can include working with schools and parents for support. Additionally, it can include developing and expanding programs that support Black males' academic achievement.

4. **Analysis Phase** – Collect data and provide information to the community on the progress that has been made as a result of implementing the larger community effort.

5. **Sustainability Phase** – Use the data to revise strategy where necessary, and devise long-term plans to continue this effort for years to come with the support of all stakeholders in the community.

Recommendations for Parents

1. **Alert local school board members, superintendents and principals of unfair treatment of your sons**. Unfair treatment might involve: a) discrepancies between college admissions criteria and high school class offerings; b) unfair tests or testing conditions; c) unreasonably harsh or inappropriate punishment; d) inadequate advisement of postsecondary options; e) denial of access to honors or AP classes; or f) having unqualified personnel, such as a teacher, suggesting that the child has a behavior disability, might need medication, or should be placed in special education.   According to Attorney Hewitt, concerns should be expressed around the issue of fundamental fairness and opportunities to learn within school districts.

2. **Parent should strive to be present at the school**. A recent study by Toldson and Lemmon (2012) found that parents of high achieving students visit the school at least **8 times** for meetings or to participate in activities, throughout each academic year.

3. **Be an active participant in your sons' education**. Hill and Tyson (2009) suggest that parent should do three things to support their child's education: a) academic socialization - socialization around goals and purposes of education and strategies for success; b) school-based involvement - volunteering at school; and c) home-based - helping with homework.

School Districts Serving the Largest Number of African-American Students and their Congressional Representatives

Below is a list of the names, addresses, and telephone numbers of the top 30 school districts serving the largest number of Black students in the United States. The list also includes the legislator who has been elected to represent each district in the U.S. House of Representatives. We constructed the list to serve as a tool for educational researchers, practitioners and advocates. Readers can use the list to identify research priorities, make initial contact with school districts, and identify key members of Congress to monitor their voting records on educational bills and legislation.

Legislative bills and policies affect the scope, direction, and daily functioning of students and educators. Some educational policies, such as *No Child Left Behind*, have sweeping agendas that directly transform educational practice (United States Congress, 2002). Recently, at the Centennial Convention of the NAACP, President Obama said, "There is no stronger weapon against inequality and no better path to opportunity than an education that can unlock a child's God-given potential" (Hechtkopf, 2009). He also challenged Black

Americans to become more proactive as we uphold the highest level of excellence among our children and the people and institutions responsible for their education. Educational scientists and practitioners who are invested in promoting equity in education can improve conditions for Black students by building alliances with target school districts and key members of Congress.

The table was constructed by using the U.S. Department of Education's National Center for Education Statistics "Common Core of Data" to find the school districts with the largest number of Black students, and using the zip code for the district to find the corresponding member of Congress with the Web site for the U.S. House of Representatives (U.S. Department of Education & Institute of Education Services, 2012; U.S. House of Representatives, 2009). Please note, because of the division of school districts in New York City, none of them is represented in the table. However, 318,355 Black students attend school within the five boroughs of New York. If Brooklyn, NY had a central school district, it would rank number 2, with 142,751 Black students; however, the borough is divided into 30 districts. Similarly, the Bronx has 66,330 Black students between 21 school districts, Queens has 56,675 Black students between 8 school districts, and New York (Manhattan) has 52,599 Black students between 28 school districts. We hope the table will be a useful resource for educational scientists and practitioners, as well as spark dialogue about the conditions of these school districts, which is so vital for the future of Black America.

TABLE 6.1 SCHOOL DISTRICTS SERVING THE LARGEST NUMBER OF AFRICAN-AMERICAN STUDENTS AND THEIR CONGRESSIONAL REPRESENTATIVES

School District	Telephone Number	Number of Black Students	Congressional Representative
City Of Chicago School District 125 S. Clark Chicago, IL 60603	773 553-1000	198,205	Danny K. Davis (D) Illinois 7th
Philadelphia City School District 440 North Broad Street Philadelphia, PA 19130	215 400-4000	112,586	Chaka Fattah (D) Pennsylvania 2nd
Detroit City School District 3011 W Grand Blvd, Fisher 14th Detroit, MI 48202	313 873-7450	105,617	Hansen Clarke (D) Michigan 13th
Memphis City School District 2597 Avery Ave Memphis, TN 38112	901 416-5444	101,073	Steve Cohen (D) Tennessee 9th
Prince George's County Public Schools 14201 School Lane Upper Marlboro, MD 20772	301 952-6001	98,774	Donna F. Edwards (D) Maryland 5th
Broward 600 SE 3rd Avenue, 10th Floor Fort Lauderdale, FL 33301	754 321-2600	97,777	Alcee L. Hastings (D) Florida 20th
Dade 1450 Ne 2nd Avenue #912 Miami, FL 33132	305 995-1430	95,059	Ileana Ros-Lehtinen (R) Florida 18th
Los Angeles Unified 333 S. Beaudry Ave. Los Angeles, CA 90017	213 241-1000	77,938	Lucille Roybal-Allard (D) California 34th
Dekalb County 3770 North Decatur Road Decatur, GA 30032	678 676-1200	76,728	Henry C. "Hank" Johnson Jr. (D) Georgia 4th
Baltimore City Public Schools 200 E North Ave Baltimore, MD 21202	410 396-8700	75,418	Elijah E. Cummings (D) Maryland 7th

TABLE 6.1 SCHOOL DISTRICTS SERVING THE LARGEST NUMBER OF AFRICAN-AMERICAN STUDENTS AND THEIR CONGRESSIONAL REPRESENTATIVES

School District	Telephone Number	Number of Black Students	Congressional Representative
Houston School District 4400 W 18th St Houston, TX 77092	713 556-6000	59,276	Sheila Jackson-Lee (D) Texas 18th
Charlotte-Mecklenburg Schools P.O. Box 30035 Charlotte, NC 28230	980 343-3000	54,651	Melvin L. Watt (D) North Carolina 12th
Duval 1701 Prudential Dr Jacksonville, FL 32207	904 390-2115	54,628	Ander Crenshaw (R) Florida 4th
Milwaukee P.O. Box 2181 Milwaukee, WI 53201	414 475-8393	51,914	Gwen Moore (D) Wisconsin 4th
Palm Beach 3340 Forest Hill Blvd C-316 West Palm Beach, FL 33406	561 434-8200	48,606	Allen B. West (R) Florida 22nd
Orange P O Box 271 Orlando, FL 32802	407 317-3202	48,400	Daniel Webster (R) Florida 8th
Dallas School District 3700 Ross Ave Dallas, TX 75204	972 925-3700	46,948	Eddie Bernice Johnson (D) Texas 30th
District Of Columbia Public Schools 825 North Capitol Street NE Washington, DC 20002	202 442-5885	46,748	Eleanor Holmes Norton (D) District of Columbia
Clark County School District 5100 West Sahara Ave. Las Vegas, NV 89146	702 799-5310	43,348	Shelley Berkley (D) Nevada 1st
Atlanta City 130 Trinity Ave. S.W. Atlanta, GA 30303	404 802-3500	43,057	John Lewis (D) Georgia 5th
Hillsborough P.O. Box 3408 Tampa, FL 33601	813 272-4050	42,571	Kathy Castor (D) Florida 11th
Baltimore County Public Schools 6901 N Charles St Baltimore, MD 21204	410 887-4554	42,051	John P. Sarbanes (D) Maryland 3rd
Gwinnett County 52 Gwinnett Drive Lawrenceville, GA 30046	770 963-8651	40,008	Rob Woodall (R) Georgia 7th
East Baton Rouge Parish School Board P. O. Box 2950 Baton Rouge, LA 70821	225 922-5618	39,111	Bill Cassidy (R) Louisiana 6th
Clayton County 1058 Fifth Ave Jonesboro, GA 30236	770 473-2700	38,508	David Scott (D) Georgia 13th
Cleveland Municipal City 1380 E 6th St Cleveland, OH 44114	216 574-8193	38,474	Marcia L. Fudge (D) Ohio 11th

TABLE 6.1 SCHOOL DISTRICTS SERVING THE LARGEST NUMBER OF AFRICAN-AMERICAN STUDENTS AND THEIR CONGRESSIONAL REPRESENTATIVES

School District	Telephone Number	Number of Black Students	Congressional Representative
Nashville-Davidson County 2601 Bransford Ave Nashville, TN 37204	615 259-8419	35,569	Jim Cooper (D) Tennessee 5th
Columbus City 270 E State St Columbus, OH 43215	614 365-5000	34,601	Steve Stivers (D) Ohio 15th
Fulton County 786 Cleveland Avenue SW Atlanta, GA 30315	404 768-3600	34,505	John Lewis (D) Georgia 5th
Wake County Schools P.O. Box 28041 Raleigh, NC 27611	919 850-1600	34,432	Renee L. Ellmers (D) North Carolina 2nd

Black males need us to step up and make a difference. There is no better time than now to improve our communities and truly assist ALL students. We have the courage, the will, the resources, and the information we need to challenge the status quo.

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CHALLENGE THE STATUS QUO

When releasing the CRDC's report, Secretary Arne Duncan stated, "The real power of the data is not only the truth behind the numbers, but in the impact that it can have when married with courage and will to *challenge the status quo*." We agree. Research demonstrates that **Black males can achieve in supportive learning environments that effectively work with families and communities, and provide culturally-relevant instruction**. However, deep and systemic structural inequities in public education inhibit the potential of Black and Latino students and leave the United States vulnerable to losing our standing as one of the world's most educated nations. This report provides policy and practice solutions to ensure equitable resources, college and career readiness, and fair discipline practices for school-age Black males. As you review this report, we hope that you actively imagine ways that we can collectively challenge and change the way education is offered to young black males.

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