

# WASHINGTON STATE HOUSE BILL 1541 AND THE NEED FOR AN INTERIM DISAGGREGATION METHOD FOR “BLACK/AFRICAN AMERICAN”

*AUGUST 21, 2016*



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# ABOUT THE ROAD MAP PROJECT

The Road Map Project is a collective impact initiative that began in 2010 to improve student achievement from cradle through college and career in seven King County, Washington school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. Together, this region serves 92 percent of the county’s high-poverty schools and has 125,000 students, of whom 70 percent are of color, 56 percent are low-income and 20 percent are English-language learners.

Through multisector collaboration with more than 200 partners and individuals, the Road Map Project aims to increase equitable policies and practices in education systems by 2020 and for 70 percent of its region’s youth to earn a college degree credential by 2030.

## About CCER and its Data Team

The Community Center for Education Results (CCER) is a nonprofit created to staff and support the Road Map Project. CCER works alongside partner organizations and individuals to provide research, communications, strategy and operations support.

The CCER Data Team manages the Education Data Warehouse and conducts analysis and research on behalf of community partners working for student success. The Data Team centralizes the wealth of information made available by educational institutions and governments to illuminate inequity, build systems and understand barriers to access across the seven Road Map Project region districts.



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# BACKGROUND

## Issue

Eliminating structural barriers to educational attainment is critical in our region. Systemic inequity disproportionately impacting African American youth is evident across many measures of well-being (Barbarin & Sterritt, 2014; Bentley et al., 2013; Pfingst et al., 2015). On measures of educational risk such as low academic performance, absences, and discipline, African American boys, especially, are overrepresented (Bentley, 2013; Garcia & Weiss, 2015; Neblett et al., 2010). These patterns are a cause for concern because these conditions, created by structural oppression, ripple through family and community. They limit the likelihood of our children's future engagement in family and civic life, spurring on intergenerational cycles (Clear, 2007; Gauze, 1996; Ge et al., 1992; Harper, 2012; Ogbu, 1991; Phinney, 1998; President's Commission, 2015).

Today, Road Map Project Region communities of African descent and K12 school districts want to know more about Black/African American outcomes, disaggregated by student ethnicity. However, as of the release of this Brief, when Black families enroll their children in school there is only one box to check "Black/African American". This one racial category is insufficient to capture the diversity of the Region's Black communities. While the EOGOAC's House Bill 1541 –requiring subracial disaggregation –is a huge victory and progress point for the visibility of the African American, Somali and other communities in state education data, the availability of K12 subracial data may take years to implement across all grades.

## Goal

In late 2015 and early 2016 there were many community and district data requests for education outcomes about the Region's Somali and African American children and youth. With the clear need for subracial disaggregation of "Black/African American" and concurrent work at the state on subracial data per HB1541, the CCER Data Team developed an interim disaggregation method. This Data Brief sets out to describe this simple methodology and provides student outcomes to support future community inquiry and dialogue. This Brief acknowledges that descriptive data does not yield a causal understanding, but hopes to support initial questions, continued inquiry and collaboration. Lastly, this Brief acknowledges the long legacy of activism and action in the Black community as well as the more recent work of cities and districts to focus on Black students, specifically Black males. These analyses are in service to Regional efforts and aim to support continued alignment and collaboration by elevating shared community questions. The Data Team used the CCER Education Data Warehouse, student-level K12 demographics determine within group variance. The following questions guided the descriptive analyses presented in this Brief.

## Questions

- What is HB1541? And how long will it take Washington K12 data to reflect new Black/African American subracial categories?
- Can language and country of origin provide a helpful proxy for Black/African American subracial categories in the interim?
- Does this methodology capture within group differences in education outcomes?

# WASHINGTON STATE SUBRACIAL DATA

Since the start of the Road Map Project in 2010, the Community Center for Education Results (CCER) has used the Federal Race and Ethnicity categories as provided by the Office of Superintendent of Public Instruction (OSPI) available in the Comprehensive Education Data and Research System (CEDARS) student-level database. These categories were defined in 2007 and updated in 2013. Federal Race and Ethnicity categories are used by OSPI, the State Board of Education, and districts state-wide for reporting. However, racial categories are insufficient to describe the region’s diversity. With much within group variance in student outcomes, disaggregated data can enable communities to advocate for targeted supports and system needs.

In their 2016 Annual Report, the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) provided the background for House Bill 1541, mandating among, many things improved subracial disaggregation for all groups<sup>1</sup>. Below are the minimum required race and ethnicity categories by the Office of Superintendent of Public Instruction (OSPI) available in the Comprehensive Education Data and Research System (CEDARS) database.

## State-Required Racial and Ethnic Categories

2016-17 Academic Year

Ethnicity	Race					
Hispanic/ Latino	White	Black/ African American	American Indian/Alaskan Native		Asian	Native Hawaiian/Other Pacific Islander
<ul style="list-style-type: none"> <li>• Cuban</li> <li>• Dominican</li> <li>• Spaniard</li> <li>• Puerto Rican</li> <li>• Mexican</li> <li>• Central American</li> <li>• South American</li> <li>• Latin American</li> <li>• <b>Other Hispanic/Latino</b></li> </ul>	NULL <sup>2</sup>	NULL <sup>2</sup>	<ul style="list-style-type: none"> <li>• Quinault</li> <li>• Samish</li> <li>• Sauk-Suiattle</li> <li>• Shoalwater</li> <li>• Skokomish</li> <li>• Snoqualmie</li> <li>• Squaxin Island</li> <li>• Stillaguamish</li> <li>• Suquamish</li> <li>• Swinomish</li> <li>• Spokane</li> <li>• Tulalip</li> <li>• Upper Skagit</li> <li>• Yakama</li> <li>• Other American Indian</li> <li>• Other Washington Indian</li> </ul>	<ul style="list-style-type: none"> <li>• Alaskan Native</li> <li>• Chehalis</li> <li>• Colville</li> <li>• Cowlitz</li> <li>• Hoh</li> <li>• Jamestown</li> <li>• Kalispel</li> <li>• Lower Elwha</li> <li>• Lummi</li> <li>• Makah</li> <li>• Muckleshoot</li> <li>• Nisqually</li> <li>• Nooksack</li> <li>• Port Gamble Clallam</li> <li>• Puyallup</li> <li>• Quileute</li> </ul>	<ul style="list-style-type: none"> <li>• Asian Indian</li> <li>• Cambodian</li> <li>• Chinese</li> <li>• Filipino</li> <li>• Hmong</li> <li>• Indonesian</li> <li>• Japanese</li> <li>• Korean</li> <li>• Laotian</li> <li>• Malaysian</li> <li>• Pakistani</li> <li>• Singaporean</li> <li>• Taiwanese</li> <li>• Thai</li> <li>• Vietnamese</li> <li>• <b>Other Asian</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fijian</li> <li>• Guamanian Or Chamorro</li> <li>• Mariana Islander</li> <li>• Melanesian</li> <li>• Micronesian</li> <li>• Native Hawaiian</li> <li>• Samoan</li> <li>• Tongan</li> <li>• Other Pacific Islander</li> </ul>
	<p>No official subcategories required for Black/African American</p>		<p>Mix of sub-regional, ethnic and national groups. These are not discrete and many students end up in “other”</p>			

<sup>1</sup> The Washington State Achievement Index will still group Two or More Races, White, and Asian students together as the “opportunity gap” with all other racial/ethnic groups as the “Targeted Subgroups” in the 2016 State Achievement Index publication.

<sup>2</sup> Subracial groups for “Black/African American” and “White” are to be developed by the Race Ethnicity Data Taskforce with community input and approved during the 2016-17 academic year. *Note.* Multiracial is not a separate category. Rather, “Two or More Races” is derived from students who selected multiple across (not within) racial groups. E.g., a student who is “Korean and Pakistani” would be assigned to “Asian” as his or her racial group and a student who is “Tulalip and Black/African American” would be assigned to “Two or More Races”. When we disaggregate, multiracial students are double counted across categories.

# Changes in Federal and State Laws

## Federal Law

There are many intricacies around the implementation of the new Every Student Succeeds Act (ESSA) federal education legislation. As of the release of this Data Brief, there are no appropriations for the law and the U.S. Department of Education has yet to release a full set of regulations. Washington State will be required to submit an implementation plan to the Department of Education by March 2017. The basics of the new law include requirements to report on homeless students, military-connected students, and students in foster care. In addition, there is support for deeper disaggregation of Asian American and Pacific Islander student subracial groups. There may be requirements to do “cross-tabulations” of student groups for performance indicators (to show intersectional outcomes like gender by race). The direction, priorities and depth is to be state-determined.

## Washington State HB1541 on Subracial Disaggregation

The Education Opportunity Gap Oversight Committee (EOGOAC) brought forth a powerful piece of legislation –HB1541. This bill states that beginning with the 2017-18 school year, school districts must submit and OSPI must collect student data using the Federal Race and Ethnicity guidelines, including subracial and subethnic categories, with the following additions:

1. Further disaggregation of the “African American/Black” category differentiate students of African origin and students native to the United State with African ancestors.
2. Further disaggregation of the Asian category by country of origin.
3. For students who report as multiracial, collection of their racial and ethnic combination of categories.
4. Further disaggregation of the White category to include Eastern European nationalities with significant populations in Washington.

### ISSUE 1

CCER identifies this as insufficient as second generation children and youth of African descent would be included with African American youth. Community-relevant outcomes would be made invisible in the data.

### ISSUE 2

There is no clause about an official rubric for single subracial assignment. Without clear “roll-up” and subracial reporting guidelines, districts may have inconsistent subracial assignment for students who will have multiple “within-race” identities.

## State Process and Timeline

Under HB1541 the Washington K12 Data Governance Group must develop protocols and guidance for data collection, and the OSPI must incorporate training on best practices for collecting data on racial and ethnic categories into other data related training. Starting in Summer 2016 the Race Ethnicity Student Data (RESA) Taskforce was assembled to address these four criteria and engage with communities and districts state-wide.

## Implications for Youth of African Descent

While the RESA’s strong recommendation will likely be for OSPI to *immediately* implement new subracial categories across K12, the state may decide to collect the new subracial data starting with new enrollments (kindergartners). This could result in a decade-long wait for K12 subracial data. Thus, in the interim, for the youth and families in the Road Map Project Region today, the following report describes Black diversity in the Region providing initial descriptive outcomes to support current community need.

# BLACK/AFRICAN AMERICAN ROAD MAP STUDENTS

Black/African American students are 16% of the Road Map Region K12 student population. Region-wide the Black community has grown slightly over the last seven years. This growth is consistent with overall region population; thus, the proportion of Black/African American students has remained consistent within and across districts in recent years. Neighborhood gentrification in Seattle’s Black cultural hubs has resulted in many Black families moving further south in King County (Seattle Times, 2016). Though more diffuse across South King County than in decades prior, still today most Black students are in South Seattle ( $N = 6,187$ ) with many also in Kent ( $N = 3,303$ ) and Federal Way ( $N = 2,683$ ). South Seattle has both the largest number of Black students and students make up the largest proportion of the student body compared to other districts.

## Proportion and Number of Black/African American K-12<sup>th</sup> graders by District

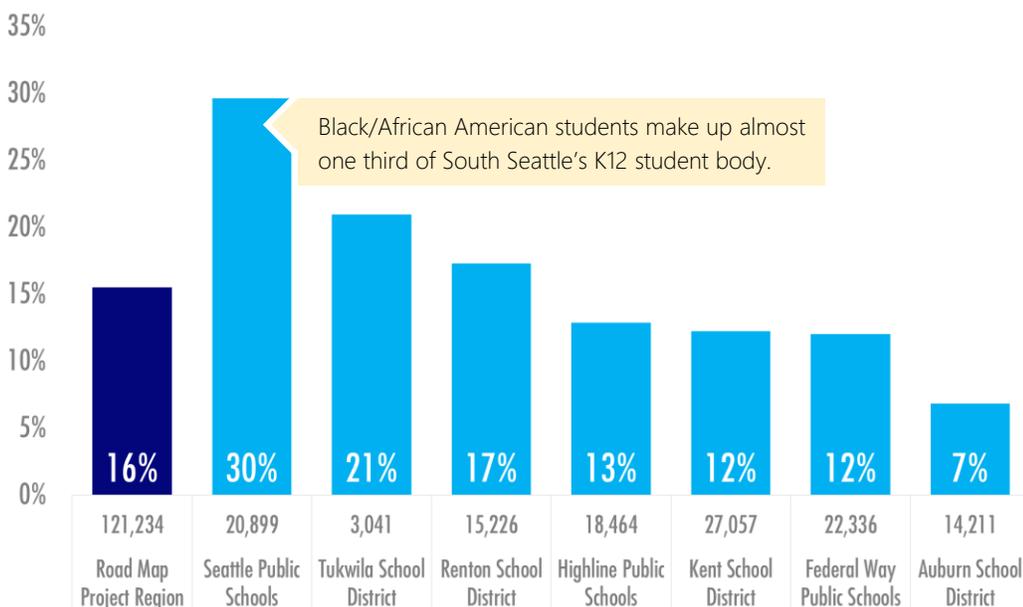
2014-15 Academic Year

	Number of All K-12 Students	Number of All Black/African American Students	% of District K-12 Population
Road Map Project Region	121,234	18,793	16%
South Seattle Schools	20,899	6,187	30%
Kent School District	27,057	3,303	12%
Federal Way Public Schools	22,336	2,683	12%
Renton School District	15,226	2,635	17%
Highline Public Schools	18,464	2,379	13%
Auburn School District	14,211	969	7%
Tukwila School District	3,041	637	21%

The 2,635 Black/African American K-12<sup>th</sup> graders in Renton School District make up 17% of the district’s student body.

Source: CCER Education Data Warehouse: CEDARS Student-Level database via ERDC. Note: Numbers differ from the 2015 OSPI Demographics Report Card

## 2014-15 Proportion of Black/African American K-12<sup>th</sup> graders by District



Source: CCER Education Data Warehouse: CEDARS Student-Level database via ERDC

# UNDERSTANDING OUR DIVERSE COMMUNITY

The systemic nature of racism and oppression affect all Black/African American youth. We know from decades of developmental and educational research that generational status and type of immigration (e.g., voluntary immigration by choice vs. non-voluntary immigration by product of slavery or force) are important context to understanding educational barriers faced by students (Ogbu, 1978). While data available for these analyses do not include student’s self-identity label or family pattern of immigration, we can look at the intersection of race, birth country, primary- and home-language(s) to understand our diverse Black community.

## Birth Countries among Black/African American Road Map Project Region K-12<sup>th</sup> graders

2014-15 Academic Year



In the 2014-15 academic year, there were 18,793 Road Map Project Region K-12<sup>th</sup> grade students who were labeled “Black/African American.” Most (84% or 15,693) of these students were born in the United States and many (15% or 2,883) were born in a country in Africa.

## Top 10 Birth Countries among Black/African American K-12<sup>th</sup> Graders in the 2014-15 Academic Year

% of Black student population	Number of students	Birth Country
83.50%	15,693	UNITED STATES
4.09%	769	KENYA
3.91%	734	SOMALIA
3.51%	659	ETHIOPIA
0.81%	153	ERITREA
0.35%	65	UGANDA
0.29%	55	DEMOCRATIC REPUBLIC OF THE CONGO
0.27%	50	SOUTH AFRICA
0.20%	37	HAITI
0.19%	36	REPUBLIC OF CONGO

Source. CCER Education Data Warehouse: OSPI CEDARS student-level data via ERDC

While most of our region’s Black/African American students were born in the United States, our youth are multicultural and multilingual. There were 87 different primary languages spoken among our Black students in the 2014-15 school year –the most common of which were English and Somali (see table below). While language and birth country give a window to the plural backgrounds of youth, the intersection of language *and* birth county can tell us even more.

For instance, most of Black/African American students who have Somali as their primary language were born in the United States. Thus, most of our Somali students are at least 2<sup>nd</sup> generation.

### Top Languages among Black/African American K-12<sup>th</sup> Graders in the 2014-15 Academic Year

% of Black population <sup>1</sup>	Number of students <sup>1</sup>	Primary Language <sup>1</sup>	Region(s) Primarily Spoken <sup>2</sup>	
66.4%	12,477	<b>English</b>	<i>US, UK, territories and commonwealths</i>	<b>Top Birth Countries for Somali Primary Language Students</b> <hr/> 2,254 UNITED STATES <hr/> 716 SOMALIA <hr/> 480 KENYA <hr/> 96 ETHIOPIA <hr/> 40 SOUTH AFRICA <hr/> 37 UGANDA <hr/> 16 YEMEN <hr/> 11 SAUDI ARABIA <hr/> 11 EGYPT <hr/> 9 ERITREA <hr/> 8 DJIBOUTI
19.9%	3,728	<b>Somali</b>	<i>Somalia, Djibouti and parts of Ethiopia</i>	
4.0%	742	<b>Amharic</b>	<i>Ethiopia</i>	
2.1%	391	<b>Oromo</b>	<i>Ethiopia, Kenya, and parts of Somalia</i>	
1.8%	331	<b>Tigrinya</b>	<i>Eritrea and parts of Ethiopia</i>	
1.2%	228	<b>Swahili</b>	<i>Most Southeastern African countries</i>	
0.8%	141	<b>French</b>	<i>France and former French territories</i>	
0.5%	101	<b>Arabic</b>	<i>Globally</i>	
0.5%	94	<b>Soninke</b>	<i>Much of West Africa</i>	
0.2%	46	<b>Kikuyu</b>	<i>Kenya</i>	
0.2%	34	<b>Nuer</b>	<i>South Sudan and Ethiopia</i>	
0.2%	32	<b>Creole</b>	<i>Globally</i>	
0.2%	28	<b>Mandingo</b>	<i>Senegal, the Gambia, Guinea-Bissau</i>	
0.1%	24	<b>Kinyarwanda</b>	<i>Rwanda, Uganda and DRC</i>	

Source. 1) CCER Education Data Warehouse: OSPI CEDARS student-level data via ERDC ; 2) LangScape (2016) <http://langscape.umd.edu>

Knowing a student’s birth country is necessary but not sufficient to capture their ethnicity or language. From the example above, about our region’s Somali-speaking students, we see that not all U.S. born Black/African American children are in English speaking households. Conversely, not all Black/African American children who speak English as a primary language are U.S. born. The same limitation exists if we parsed Black youth by language.

Primary language is not sufficient to tell us a student’s ethnicity, nationality or generation. Additionally, given colonial history of Africa, many of the top-languages spoken among our Black youth are regionally defined, and not country-specific. While language and country of origin are imperfect means to capture culture and ethnicity, the combination of information on student birth country and languages spoken at home may provide a better insight to variance among this diverse group while the Road Map Project continues to advocate for better data practices in our region and state.

Disaggregated data at the subracial level can be critical for understanding variance in needs and outcomes within the region’s diverse community. However, until the state-wide requirement to disaggregate Black/African American is in effect, there is no *one* field that can provide a means to perfectly disaggregate the “Black/African American” category. Once HB1541 subracial categories are implemented it may take years to be reflected across K12.

## INTERIM DISAGGREGATION METHODOLOGY

When U.S. born and first generation Black children enroll in Road Map Project region schools, there is only one box available to them: “Black/African American.” As earlier described, Washington only collects subrace and subethnicity data for American Indian, Asian, Hispanic/Latino and Pacific Islander students. As a result, many of the region’s ethnic groups are left off of school district enrollment forms. This means Somali and African American communities, for example, are invisible in state data. Under HB1541, the state will require districts to include subrace and subethnicity categories for all groups on enrollment forms.

To disaggregate, we could examine each unique birth country by each combination of languages, however these subracial groups are numerous and many too small to report. Thus, an initial, research-informed disaggregation is used and described below.

BIRTH COUNTRY	PRIMARY LANGUAGE <i>and</i> PRIMARY LANGUAGE SPOKEN AT HOME	
	English Only	One or more Non-English Languages
United States	U.S. Born, English Only	U.S. Born, Multilingual
Country in Africa	African-Born, Any Language	
Non-United States and Non-Country in Africa	Non-African Non-US Born, Any Language	

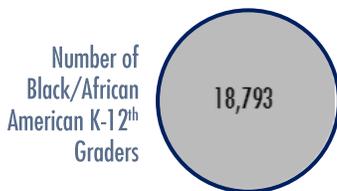
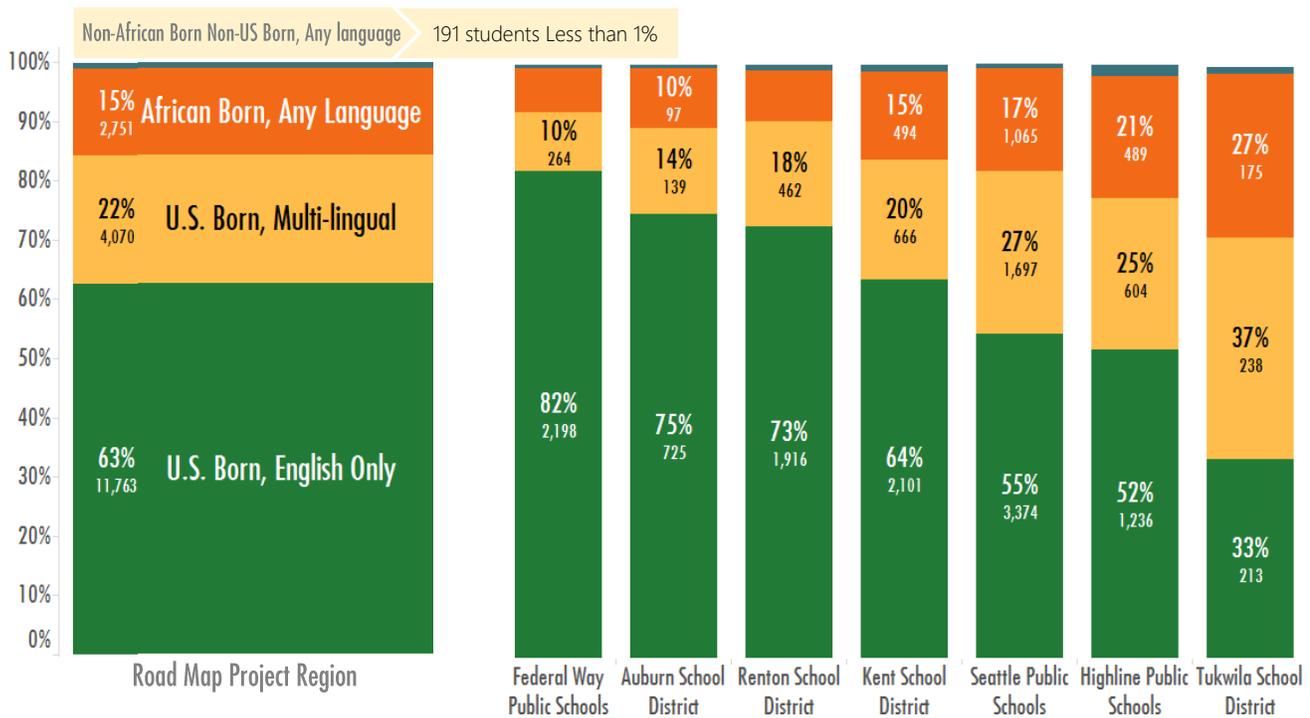
U.S. Born, English Only	U.S. Born, Multilingual	African Born, Any Language	Non-African Born, Non-U.S. Born, Any Language
Students born in the U.S. with English as their only know primary and/or language spoken at home	Students born in the U.S. with one or more non-English primary or home language(s).	Students born in an African country or dependent territory and speak any primary or home language.	Students born outside of the U.S. and outside of an African country and speak any primary or home language.

## COLLABORATIVE WORK

This disaggregation method is just one of many possibilities. In collaboration with partners, CCER has begun conversations with local stakeholders, providers and community members and will begin Listening Sessions with Black youth and parents. Listening to the priorities, brilliance and barriers faced by Black youth will be critical to how we understand education outcomes and collectively define Black subracial groups. With such ethnic, national, linguistic and cultural diversity in our region, it is imperative that Black youth are centered in this work.

The proportion of Black/African American subracial groups varies within and across each district. Most of Federal Way's Black students are English Speaking, US-born (10% of Federal Way's 22,336 K-12<sup>th</sup> grade student population) and very few are first generation or multilingual (1% respectively). Conversely, in Tukwila, most of their Black students are first generation or multilingual.

### 2014-15 All Black/African American K-12<sup>th</sup> graders' Subgroup Distribution



Source: CCER Education Data Warehouse: OSPI CEDARS student-level data via ERDC Note. The 18 Black/African American students who had missing birth country and/or language data are excluded from proceeding analyses.

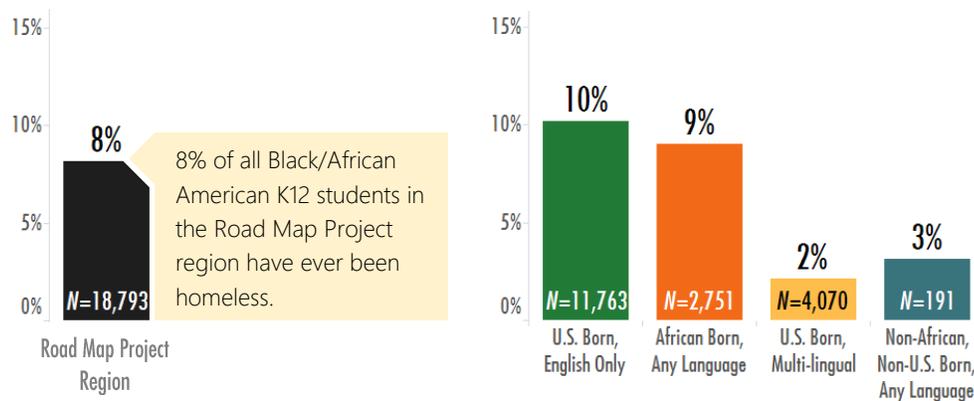
**COLLABORATIVE WORK** The following graphs are not statistical analyses. These are descriptive data which are one means to initially examine variance, but are not sufficient to understand causality or the predicted likelihood of a trait or outcome by these subracial groups. Throughout meetings with leaders, providers and community members as well as Listening Sessions with Black youth and parents CCER will elevate community-driven research questions and the matched analytical methods to support ongoing work on Black student success.

## DEMOGRAPHICS

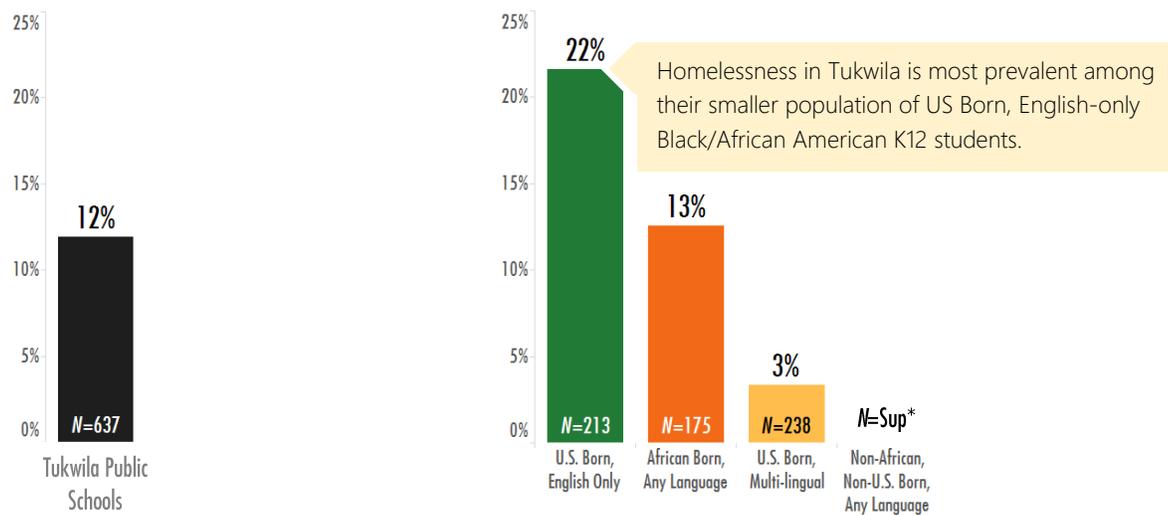
To begin to examine subracial differences within Black children and youth, we can examine demographics like the percent of students who experienced homelessness, were ever on Free and Reduced Price Lunch, or receive English Language Learner (ELL) services. The following section examines Black/African American student demographics by subracial group.

### Homelessness

Percent of Black/African American K-12<sup>th</sup> graders who experienced homelessness

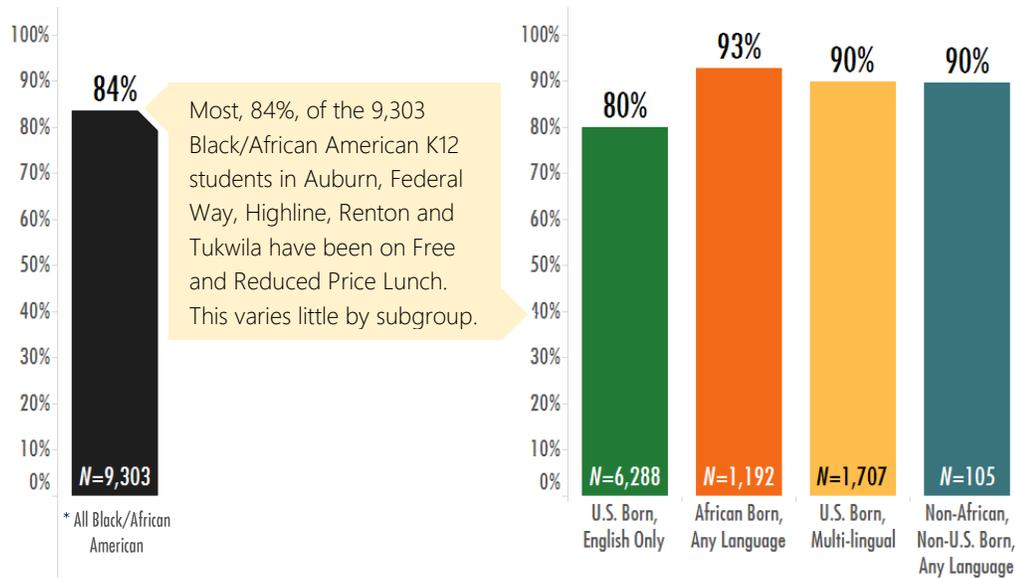


Percent of Tukwila Black/African American K-12<sup>th</sup> graders who experienced homelessness



Source. 1) CCER Education Data Warehouse: OSPI CEDARS student-level data via ERDC. Homelessness is based on students meeting McKinney-Vento status and may not include students who were housing unstable. This "Ever" homeless indicator examines any time a student experienced homeless across their educational career.

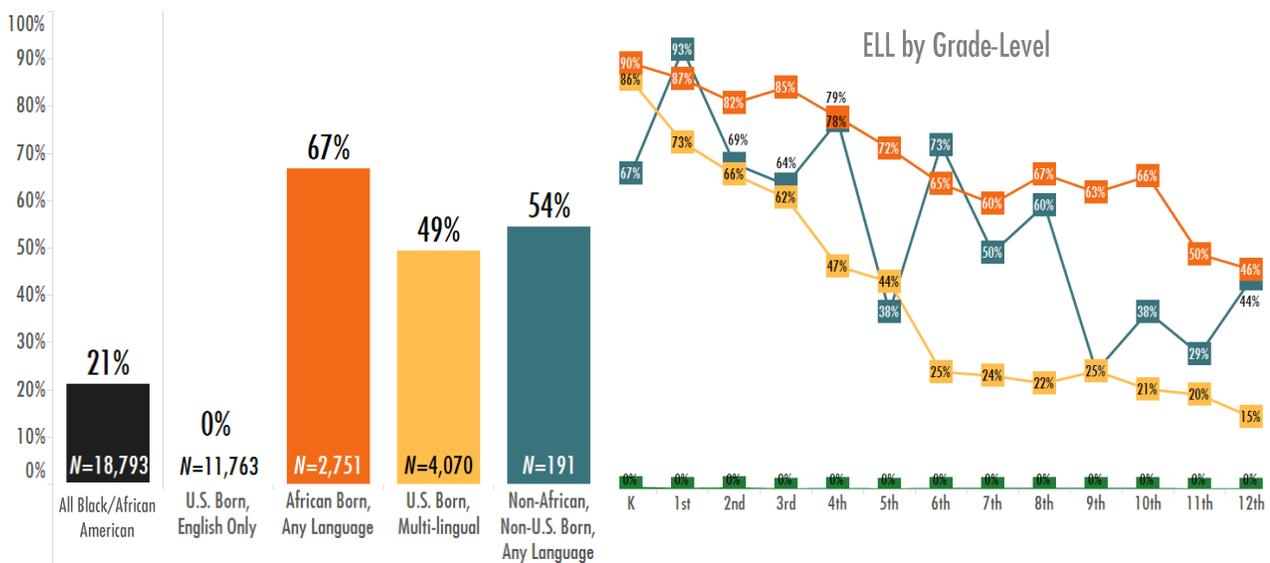
## Income Status



Source: CCER Education Data Warehouse: OSPI CEDARS student-level data via ERDC. Note: of the 18,793 Black/African American K-12th graders we have Free and Reduced Price Lunch status data for 9,303 students –all districts except for South Seattle and Kent School District.

There are few differences in rates of poverty by subracial group, but greater within group differences in rates of homelessness within the Black/African American student population. Of note, most Black/African American students receiving ELL services are first generation but some were U.S. born.

## English Learners



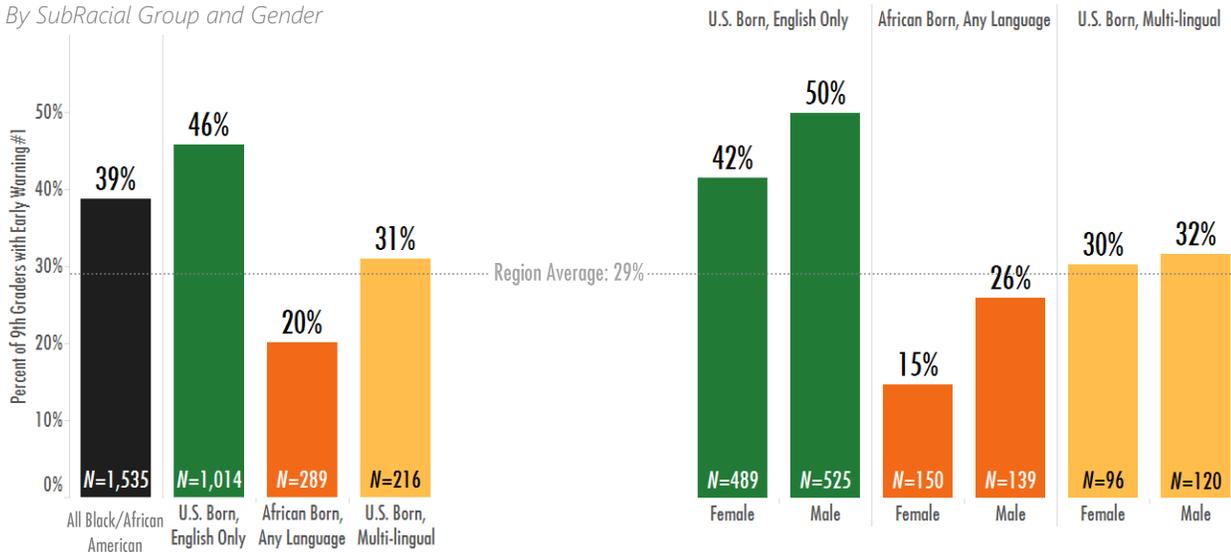
Source: CCER Education Data Warehouse: OSPI CEDARS student-level data via ERDC.

# BARRIERS AND SUPPORTS IN HIGH SCHOOL

Generation is an important context in the constellation of factors associated with student outcomes. Demographic differences can indicate differences in types of barriers faced by students. But, we also see differences in measures of student risk and support. The following are education outcomes using the Road Map Project Annual Indicators of Student Success. While outcomes may look “better” for first-generation, African-born students, it must be noted that the systemic nature of racism affects all Black youth. Students who experience an early warning are at greater risk of disengaging from school. When we examine exclusionary discipline, absences and course failure in 9<sup>th</sup> grade, we see U.S. Born, English-only Black students experience these at higher rates than their peers.

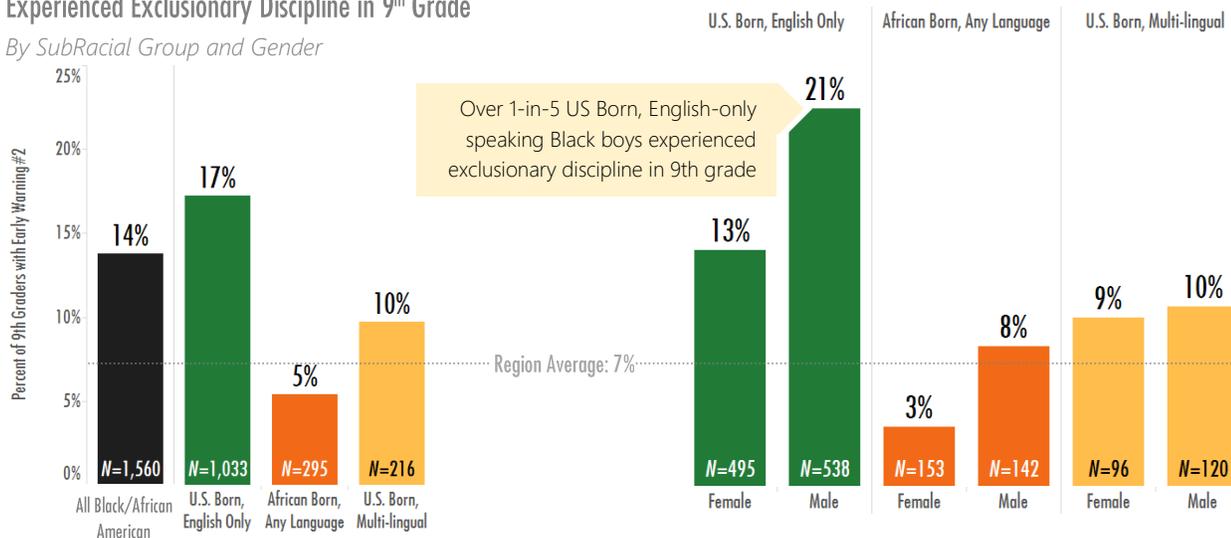
## Six or more Full-day Absences and at least One Course Failure in 9<sup>th</sup> Grade

By SubRacial Group and Gender



## Experienced Exclusionary Discipline in 9<sup>th</sup> Grade

By SubRacial Group and Gender



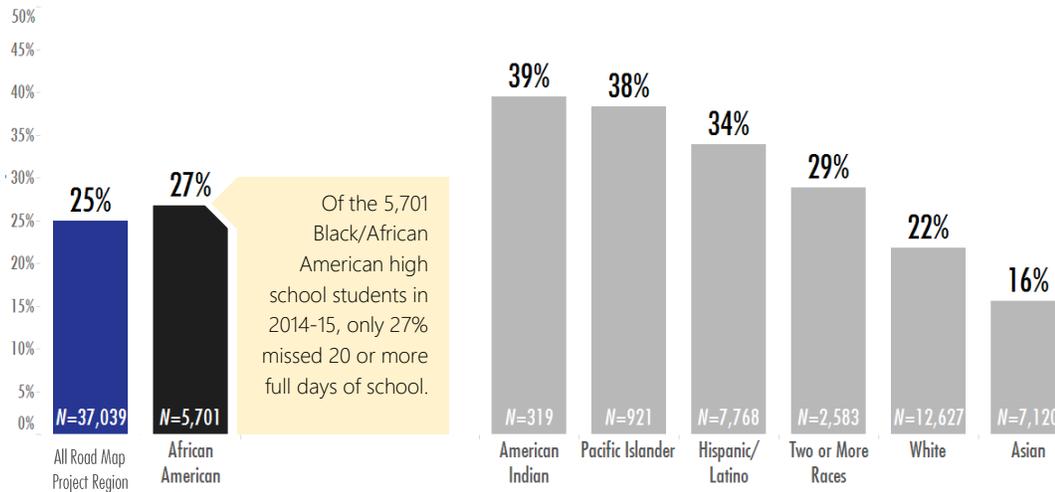
Source. CCER Education Data Warehouse: OSPI CEDARS student-level data via ERDC. Note. Non-African, Non-US Born Black Students were excluded from the figures above due to small n-sizes.

# Chronic Absenteeism

Absences tend to peak in the high school years, but Black/African American students have among the lowest chronic absenteeism rates of other racial and ethnic groups.

## 20+ Full days Absent among Road Map Project 9-12<sup>th</sup> graders in 2014-15

By Race/Ethnicity

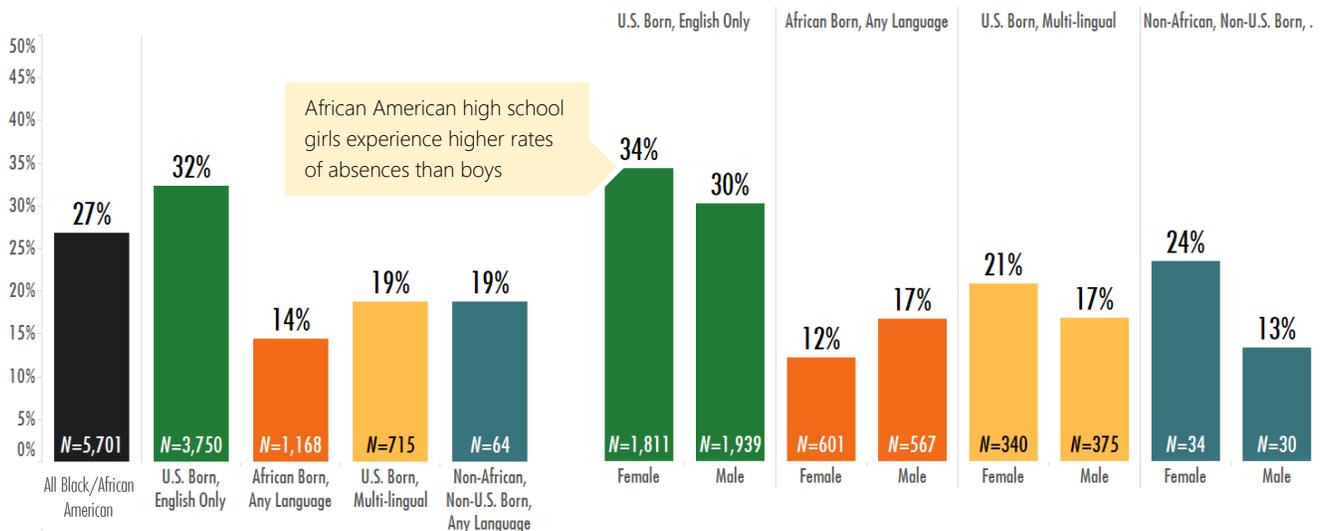


Source. CCER Education Data Warehouse: CEDARS Student-Level database via ERDC

Yet, when examining rates by gender and generational status we see Black/African American high school girls experience absences more frequently overall than their male peers. Rates are highest among U.S. Born English-only Black females.

## 20+ Full days Absent among Black/African American 9-12<sup>th</sup> graders in 2014-15

By SubRacial Group and Gender



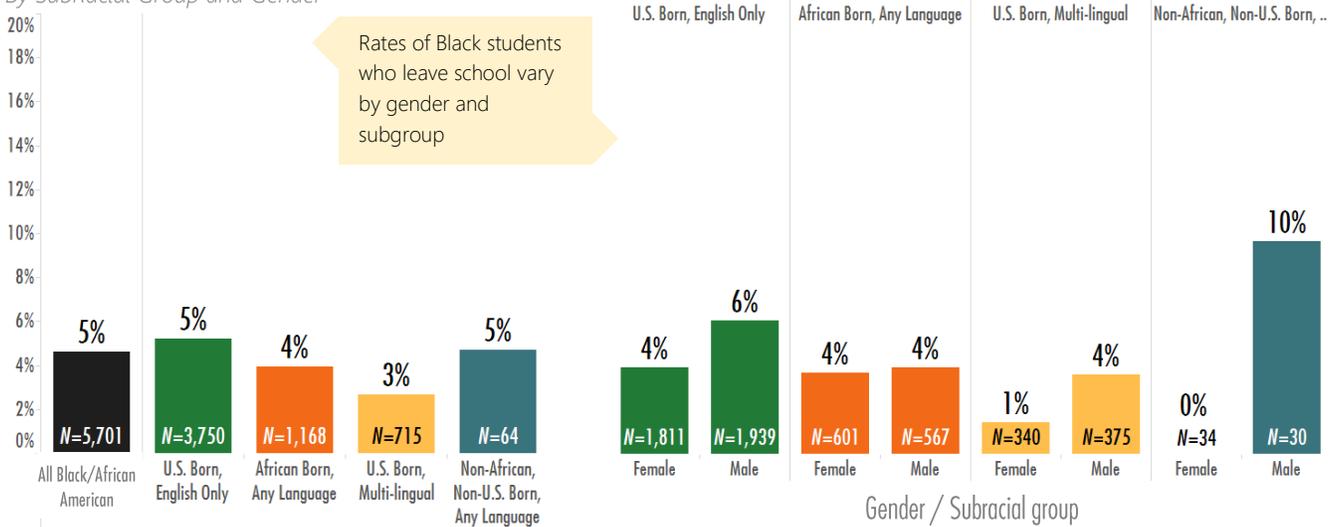
Source. CCER Education Data Warehouse: CEDARS Student-Level database via ERDC

# Opportunity Youth

Each year there are about 5% of high schoolers who leave or are pushed out of the school system. Rates for Black/African American students match the regional average. Yet, when we disaggregate we see rates are higher for all males.

## 2014-15 Black/African American 9-12<sup>th</sup> graders

By SubRacial Group and Gender

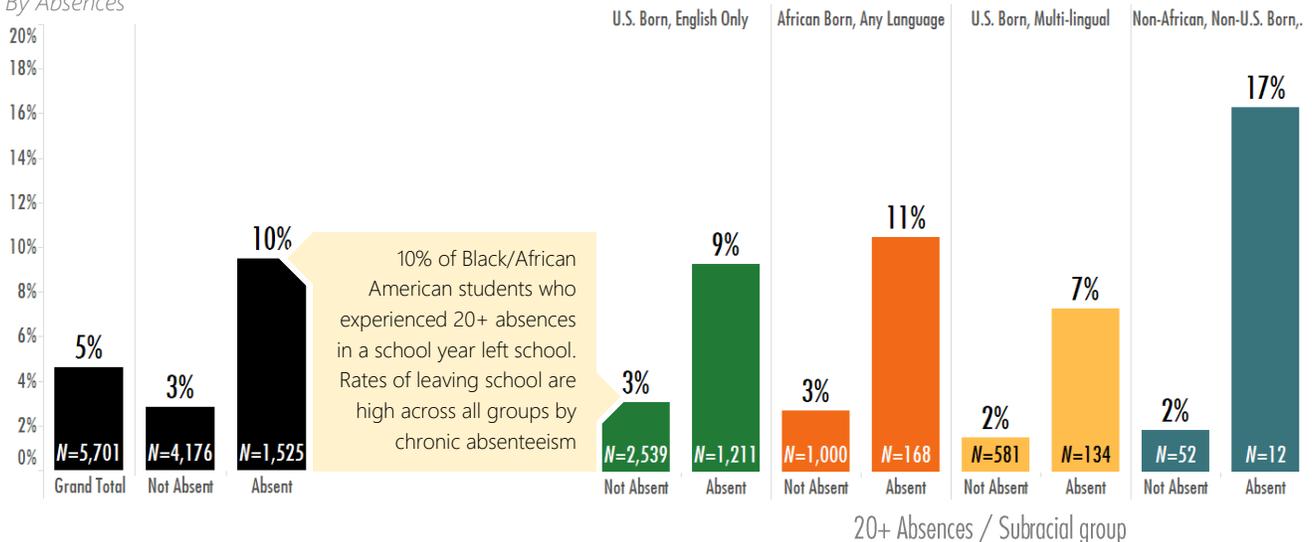


Source: CCER Education Data Warehouse: CEDARS Student-Level database via ERDC

Black/African American high schoolers –of any gender and subracial group –who experience frequent absences have the highest rates of leaving school. Absences appear to be more associated with Black/African American students leaving school than gender and subracial group. This illustrates the importance of not to overattributing the role of student traits in descriptive data. Additionally, examining *what* puts students at greater risk to disengage from school central and more actionable information than demographic differences.

## 2014-15 Black/African American 9-12<sup>th</sup> graders

By Absences



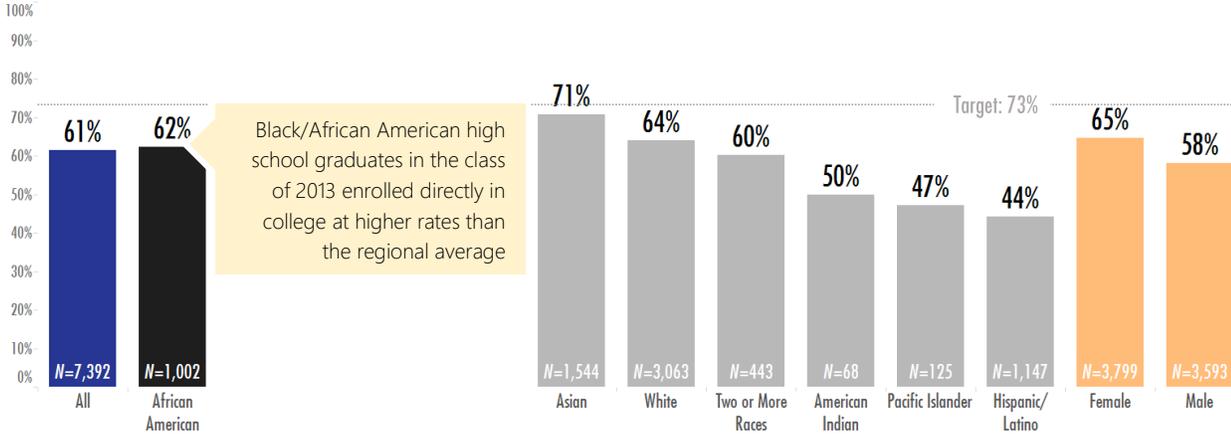
Source: CCER Education Data Warehouse: CEDARS Student-Level database via ERDC

# POSTSECONDARY SUCCESSES

Available supports for Black/African American students in postsecondary is key. While most Black/African American high school graduates in the class of 2013 enrolled directly in a 2-year or 4-year postsecondary program (62% of 1,002 students), rates of persistence in postsecondary for this same graduating class were lower than the regional average.

## High School Graduates Direct Enrollment in a 2-year or 4-year Postsecondary Institution

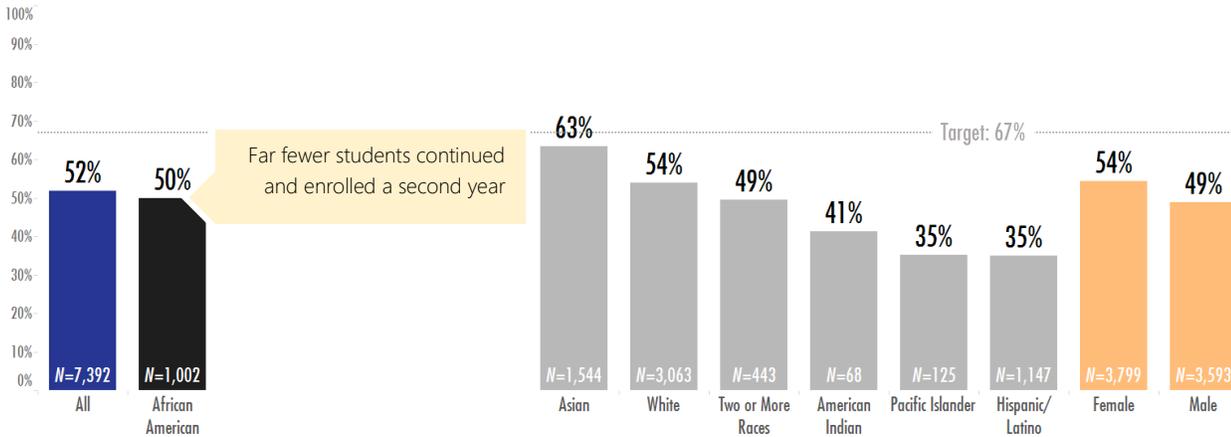
Class of 2013



Source. CCER Education Data Warehouse: CEDARS Student-Level database via ERDC; National Student Clearing House

## Persistence in a 2-year or 4-year Postsecondary Institution

Class of 2013



Source. CCER Education Data Warehouse: CEDARS Student-Level database via ERDC; National Student Clearing House

**COLLABORATIVE WORK** Traditional K-postsecondary education data is insufficient to tell us how youth experience local schools. Learning from youth, parents and direct service providers about features of school climate and student experiences lead to success are key. Yet, in elevating the voices of youth, it is critical to challenge biases in institutional practices and support new avenues of multisector collaboration promoting Black student success in the Region.

## CONCLUSION

Gender, language and country of origin account for some differences in Black/African American education outcomes. Yet, the factors that created the disparities accounting for these observed differences (racial bias, xenophobia, school resources, family access, school environment etc.) does not exist within traditional K12 education data. Without addition context to the key drivers of Black student success there can be no causal findings or assumptions to be made from these initial findings. CCER will continue to support community questions about disaggregated data, but will also work to fill in this information gap by engaging with Black youth on the role of identity, racial bias and school climate and conduct predictive analyses to understand the causal factors, system barriers and supports available to the Region’s students of African descent.

## NEXT STEPS

Listening Sessions with a diverse group of Black parents and youth will be conducted Winter 2016 to understand what subracial disaggregation, identity and positive learning environments mean to today’s Black youth and families in the Road Map Project Region. As of the circulation of initial findings in Winter 2015 and this Data Brief in August 2016 with, the following partners have requested CCER’s subracial data on Black/African American Road Map students.

## Data Requests

Partner/Organization	Purpose/Meeting
Guiden4Life, Federal Way Parents	November 2015 Community Results Roundtable
Kent School District	December 2015 Superintendent Planning
OneAmerica	February 2016 Parent Advocates
Black Education Strategy Roundtable	August 2016 Quarterly Meeting
City of Seattle	August 2016 Mayor’s Office



Was this helpful? Let us know how you’ve used data in this brief! [info@ccedresults.org](mailto:info@ccedresults.org)

# RESOURCES

Resource/Definition	URL
Every Student Succeed Act (ESSA)	<ul style="list-style-type: none"> <li>• <a href="https://edtrust.org/issue/the-every-student-succeeds-act-of-2015/">https://edtrust.org/issue/the-every-student-succeeds-act-of-2015/</a></li> <li>• <a href="http://www.ed.gov/essa?src=policy">http://www.ed.gov/essa?src=policy</a></li> <li>• <a href="http://dataqualitycampaign.org/every-student-succeeds-act-says-yes-data-matter/">http://dataqualitycampaign.org/every-student-succeeds-act-says-yes-data-matter/</a></li> <li>• <a href="http://civilrightsdocs.info/pdf/education/ESSA-Data-Fact-Sheet.pdf">http://civilrightsdocs.info/pdf/education/ESSA-Data-Fact-Sheet.pdf</a></li> <li>• <a href="https://naaee.org/sites/default/files/eeopro/resource/files/essa_comparison_chart_final.pdf">https://naaee.org/sites/default/files/eeopro/resource/files/essa_comparison_chart_final.pdf</a></li> </ul>
US Department of Education	<ul style="list-style-type: none"> <li>• <a href="#">Policy Questions on the Department of Education's 2007 Guidance on Collecting, Maintaining and Reporting Data by Race or Ethnicity (2008)</a></li> <li>• <a href="#">New Federal and State Ethnicity and Race Categories (01-09-10) (PPT)</a></li> </ul>
Office of the Superintendent of Public Instruction	<ul style="list-style-type: none"> <li>• <a href="#">Sample Ethnicity and Race Data Collection Form (1/28/2010)</a></li> <li>• <a href="#">Guidelines for Parent and Student Self Identification of New Ethnicity and Race Codes (Word)</a></li> <li>• <a href="#">Ethnicity and Racial Codes, Observer Guidelines (PPT)</a></li> <li>• <a href="#">Business Rules for Federal Ethnicity Race Roll-up Reporting (Excel)</a></li> </ul>
Education Opportunity Gap Oversight Committee	<ul style="list-style-type: none"> <li>• <a href="#">2016 Annual Report</a></li> <li>• <a href="#">House Bill #1541</a></li> </ul>

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