

Texas

Opportunity to Learn for Black Students: 43% of that for White Students

Inequities in Graduation Rates

Black Male students in Texas graduated at rates in 2007/8 near the national average for their group, while White Male students graduated at a rate below the average for their group. The racial achievement gap was therefore narrower than average.

The *Benchmark* for graduation rates of Black Male students for states enrolling more than 10,000 Black students is 69% (New Jersey).

Location	Black Males	Graduation Rate 2007/8		GAP	Graduation Rate 2005/6		Change	
		Black Male	White Male		Black Male	White Male	Black Male	White Male
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
Texas	341,219	52%	74%	22%	58%	74%	-6%	0%

National Assessment of Educational Progress (NAEP) Evidence of Inequities

NAEP Grade 4 Reading results for Texas are average for those for the nation as a whole for White Male, non-Latino, students and above average for Black Male, non-Latino, students. Half of the state's Black Male students read below the Basic level at Grade 4.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level,
Reading, Grade 4, 2009

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	30	35	28	8
	Texas	32	36	25	7
Black	USA	58	30	11	1
	Texas	52	34	13	2

At Grade 8, although scoring at higher levels than the national average, nearly half of the state's Black Male students read at less than the Basic level and virtually none reach the Advanced level.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level, Reading, Grade 8, 2009

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	21	46	31	2
	Texas	19	48	32	2
Black	USA	50	40	9	#
	Texas	45	48	7	#

Three-quarters of Texas Black Male students score at or above the Basic level in Grade 4 Mathematics, but few reach the Advanced level.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level, Mathematics, Grade 4, 2009

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	12	39	40	9
	Texas	10	43	40	7
Black	USA	36	48	15	1
	Texas	24	54	20	1

Nearly two-thirds of Texas Black Male students score at or above the Basic level in Grade 8 Mathematics and three percent reach the Advanced level.

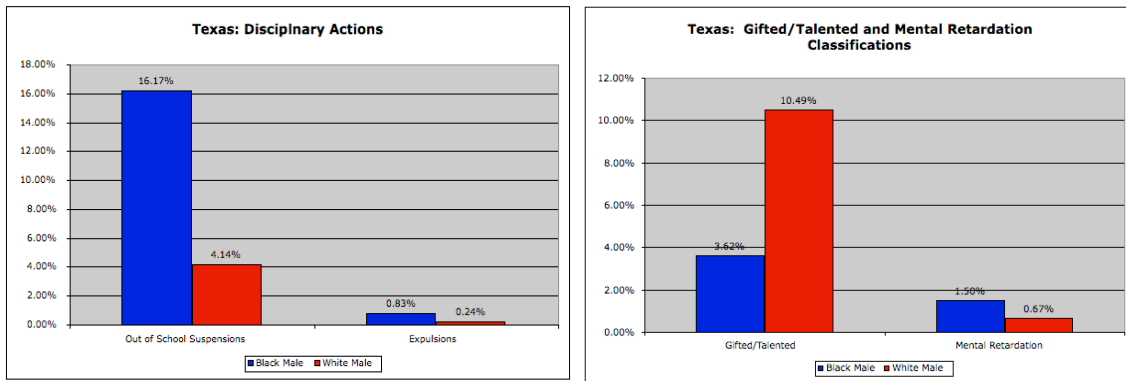
Percentages of Male, White and Black Non-Latino Students At Each Achievement Level, Mathematics, Grade 8, 2009

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	19	38	32	11
	Texas	14	35	38	13
Black	USA	50	37	11	2
	Texas	36	46	15	3

The *Benchmark* for Black Male students in Grade 8 Reading is Massachusetts, with 58% of Black Male students scoring at or above Basic.

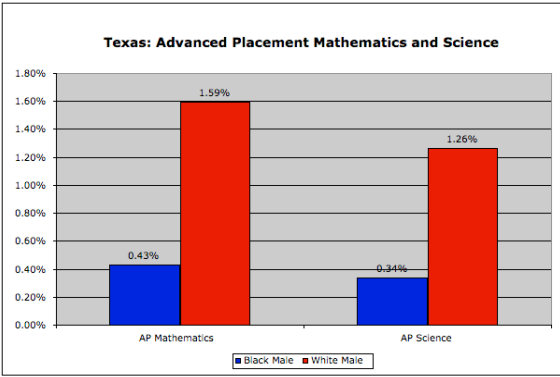
The *Benchmark* for Grade 8 Mathematics is Massachusetts, with 67% of Black Male students scoring at or above Basic.

Discipline, Special Education, and Advanced Placement Inequities



The number of out-of-school suspensions given to Black Male students in Texas was equivalent to sixteen percent of Texas’s male, Black, non-Latino student population. The number of out-of-school suspensions given to White Male students in Texas was equivalent to four percent of the state’s White, male, non-Latino enrollment in the 2006/7 school year, as reported to the Office of Civil Rights of the U. S. Department of Education. More than three times as many Black Male students in proportion to enrollment were expelled as were White Male students.

Less than half as many of Texas’s Black Male students were admitted to district Gifted and/or Talented programs as were White Male students, while over twice as many were classified as Mentally Retarded, in proportion to enrollments.



Over three times as many White Male students were allowed to take Advanced Placement Mathematics and Advanced Placement Science classes as Black Male students, given their respective shares in the student population.

Dallas

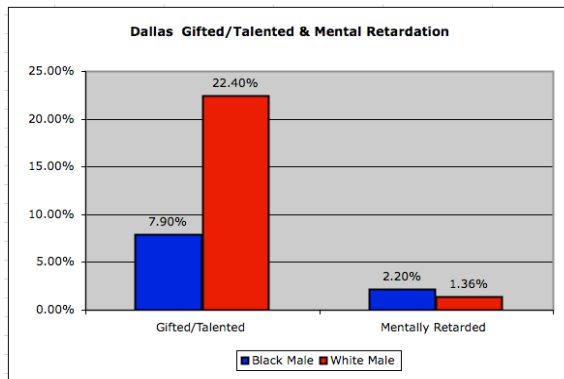
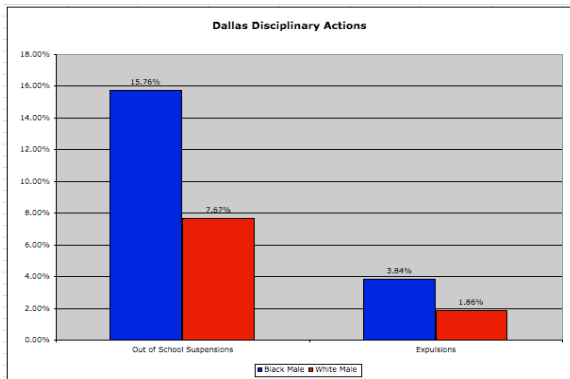
Inequities in Graduation Rates

Black Male and White Male, non-Latino, students in Dallas graduated in 2006/7 at lower rates than the averages for their groups. The racial achievement gap was narrower than the national average.

The *Benchmark* for graduation rates of Black Male students for school districts enrolling more than 10,000 Black Male students is 75% (Newark, New Jersey).

Location	Black Males	Graduation Rate 2007/8		GAP	Graduation Rate 2005/6		Change	
		Black Male	White Male		Black Male	White Male	Black Male	White Male
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
Texas	341,219	52%	74%	22%	58%	74%	-6%	0%
Dallas	22,570	39%	52%	13%	47%	53%	-8%	-1%

Discipline, Special Education, and Advanced Placement Inequities



The number of out-of-school suspensions given to Black Male students in the Dallas public schools was equivalent to sixteen percent of Dallas’s male, Black, non-Latino student population and the percentage of out-of-school suspensions given to White Male students in Dallas was equivalent to eight percent, in the 2006/7 school year, as reported to the Office of Civil Rights of the U. S. Department of Education. Seventy-five Black Male students and 15 White Male students were expelled.

Black Male non-Latino students were classified as Gifted/Talented less than half as often as White Male, non-Latino students in the Dallas public schools and classified as Mentally Retarded nearly twice as often as their White classmates.

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

Fort Bend

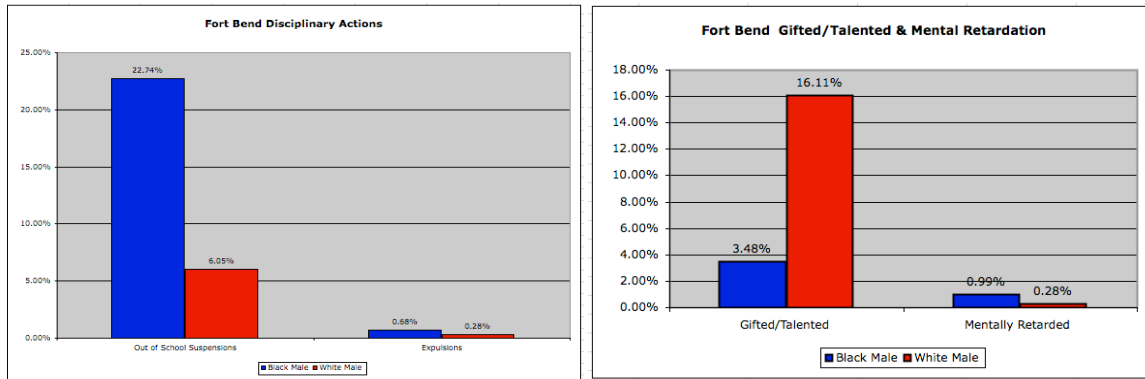
Inequities in Graduation Rates

Black Male and White Male, non-Latino, students in Fort Bend graduated at higher rates in 2007/8 than the national averages for their groups. That for Black Male students was among the highest in the nation.

The *Benchmark* for graduation rates of Black Male students for school districts enrolling more than 10,000 Black Male students is Fort Bend’s 72%.

Location	Black Males	Graduation Rate 2007/8		GAP	Graduation Rate 2005/6		Change	
		Black Male	White Male		Black Male	White Male	Black Male	White Male
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
Texas	341,219	52%	74%	22%	58%	74%	-6%	0%
Fort Bend	11,136	68%	82%	14%	82%	85%	-14%	-3%

Discipline, Special Education, and Advanced Placement Inequities



The number of out-of-school suspensions given to Black Male students in the Fort Bend public schools was equivalent to twenty-three percent of Fort Bend's male, Black, non-Latino student population and the percentage of out-of-school suspensions given to White Male students in Fort Bend was equivalent to six percent, in the 2006/7 school year, as reported to the Office of Civil Rights of the U. S. Department of Education.

Black Male non-Latino students were classified as Gifted/Talented less than one-quarter as often as White Male, non-Latino students in the Fort Bend public schools and classified as Mentally Retarded over three times as often as their White classmates.

More than eight times as many White Male students as Black Male students in the Fort Bend public schools in 2006/7 were allowed to participate in Mathematics and five times as many in Science Advanced Placement courses, proportionate to enrollment.

Fort Worth

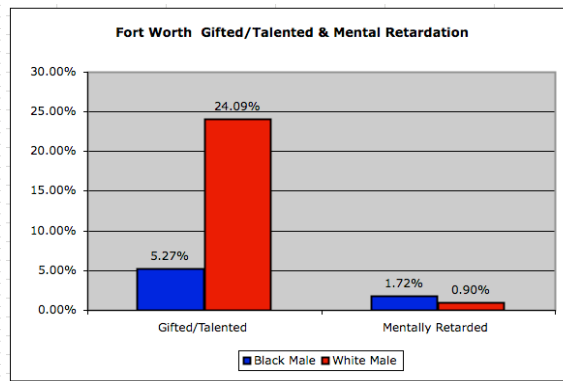
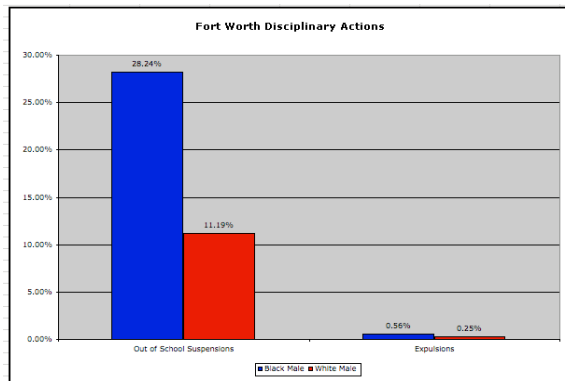
Inequities in Graduation Rates

Black Male and White Male, non-Latino, students in Fort Worth graduated at rates in 2007/8 lower than the national average for their groups. The racial achievement gap was narrower than the national average.

The *Benchmark* for graduation rates of Black Male students for school districts enrolling more than 10,000 Black Male students is 75% (Newark, New Jersey).

Location	Black Males	Graduation Rate 2007/8		GAP	Graduation Rate 2005/6		Change	
		Black Male	White Male		Black Male	White Male	Black Male	White Male
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
Texas	341,219	52%	74%	22%	58%	74%	-6%	0%
Fort Worth	10,325	42%	64%	22%	43%	60%	-1%	4%

Discipline, Special Education, and Advanced Placement Inequities



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

Black Male non-Latino students were classified as Gifted/Talented less than one-quarter as often as White Male, non-Latino students in the Fort Worth public schools and classified as Mentally Retarded nearly twice as often as their White classmates.

More than six times as many White Male students as Black Male students in the Fort Worth public schools in 2006/7 were allowed to participate in Mathematics and four times as many in Science Advanced Placement courses, proportionate to enrollment.

Houston

Inequities in Graduation Rates

Black Male and White students in Houston graduated at rates in 2007/8 that were below averages for their groups. The racial achievement gap was narrower than the national average.

The *Benchmark* for graduation rates of Black Male students for school districts enrolling more than 10,000 Black Male students is 75% (Newark, New Jersey).

Location	Black Males	Graduation Rate 2007/8		GAP	Graduation Rate 2005/6		Change	
		Black Male	White Male		Black Male	White Male	Black Male	White Male
USA	4.2 mil.	47%	78%	31%	47%	75%	0%	3%
Texas	341,219	52%	74%	22%	58%	74%	-6%	0%
Houston	28,737	44%	65%	21%	47%	65%	-3%	0%

National Assessment of Educational Progress (NAEP) Evidence of Inequities

NAEP Grade 4 Reading results for Houston are below the average for those for the nation and state for White, non-Latino, male students and average for Black Male students. More than half of the district’s Black Male students read below the Basic level at Grade 4.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level, Reading, Grade 4, 2009

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	30	35	28	8
	Texas	32	36	25	7
	Houston	46	34	17	4
Black	USA	58	30	11	1
	Texas	52	34	13	2
	Houston	52	37	10	1

At Grade 8 nearly half of the district’s Black Male students read at less than the Basic level and virtually none reach the Advanced level.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level,
Reading, Grade 8, 2009

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	21	46	31	2
	Texas	19	48	32	2
	Houston	30	45	23	2
Black	USA	50	40	9	#
	Texas	45	48	7	#
	Houston	49	41	9	#

Nearly one-third of Houston's Black Male students score below the Basic level in Grade 4 Mathematics, twice the percentage of the district's White Male, non-Latino, students.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level,
2009, Mathematics, Grade 4

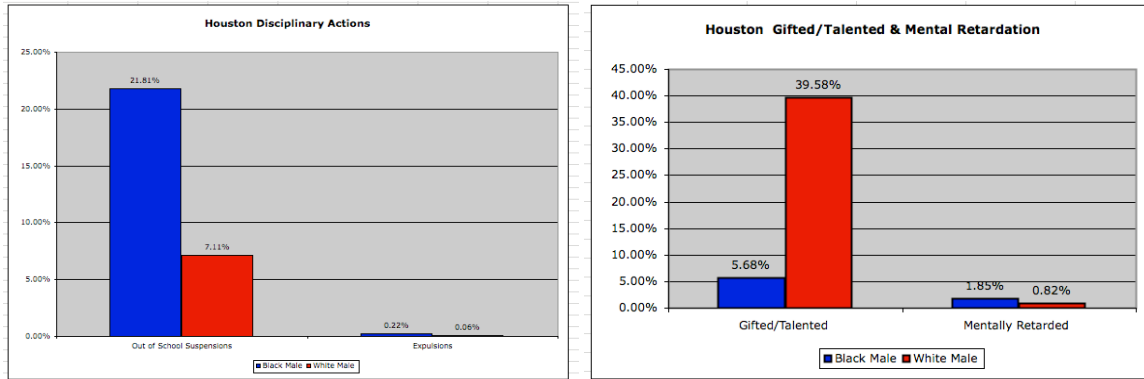
Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	12	39	40	9
	Texas	10	43	40	7
	Houston	14	52	31	4
Black	USA	36	48	15	1
	Texas	24	54	20	1
	Houston	30	51	19	1

Houston's Black Male students score below state levels in Grade 8 Mathematics as do the district's White Male students.

Percentages of Black Male and White Male, Non-Latino, Students at Each Achievement Level
(USA and State—2009, Urban—2007), Mathematics, Grade 8

Race	Jurisdictions	Below Basic	At Basic	At Proficient	At Advanced
White	USA	19	38	32	11
	Texas	14	35	38	13
	Houston	23	39	25	13
Black	USA	50	37	11	2
	Texas	36	46	15	3
	Houston	43	46	10	1

Discipline, Special Education, and Advanced Placement Inequities



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

Black Male non-Latino students were classified as Gifted/Talented less than one-sixth as often as White Male, non-Latino students in the Houston public schools and classified as Mentally Retarded more than twice as often as their White classmates.

More than fifteen times as many White Male students as Black Male students in the Houston public schools in 2006/7 were allowed to participate in Mathematics and over ten times as many in Science Advanced Placement courses, proportionate to enrollment.