



Opportunity Lost: The Drop-out Crisis in Black America

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Overview

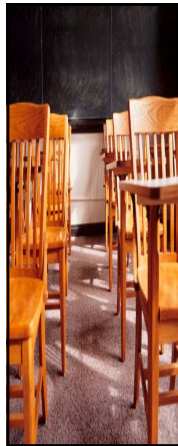
- The Dropout Problem
- Correlates of School Completion
- Black Student Perspectives on School Climate
- Where We Go From Here



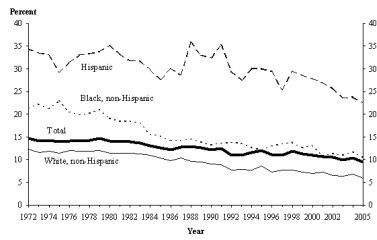
Rates of High School Completion*

- Official Estimates are too high
- Researchers estimate completion at 66.1 - 71.0
- From 1990-2000, completion declined in all but 7 states
- In 10 states, it declined by 8% or more.

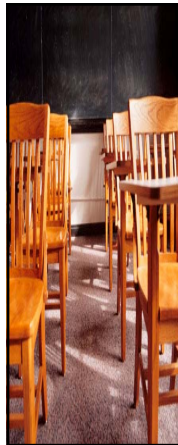
Source: One-Third of a Nation (ETS, 2005)



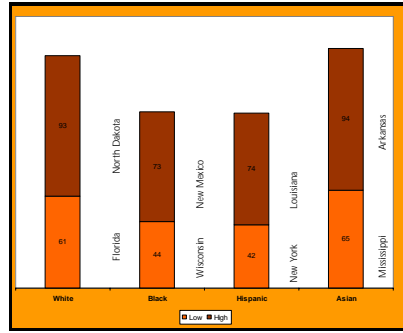
Status Drop-out Rate (16-24 year olds) 1972-2005



SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October (1972-2005).



Graduation Data - Ethnic Group High:Low



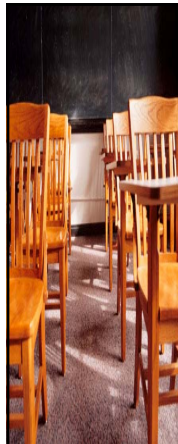
Data compiled from: Jay P. Green, High School Graduation Rates in the U.S., 2002.



Retaining Students

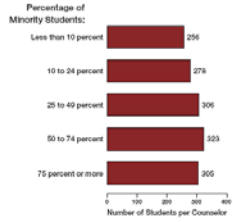
- Alternative Schools
 - There are almost 11K alternative schools serving well over 1/2 million students*
 - Multi-purpose; multi-goal oriented

Source: Brian Kleiner et al., *Public Alternative Schools and Programs for Students at Risk of Education Failure: 2000-01*, National Center for Education Statistics, Washington, D.C., September 2002.

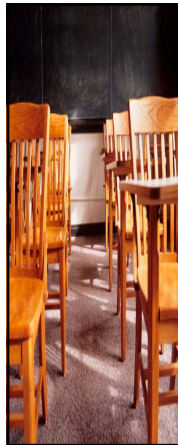


Guidance: A Link to Staying in School

Number of Secondary School Students per Certified Counselor, by Percentage of Minority Students in the School, 2002



Source: National Center for Education Statistics, The Condition of Education 2004, Table 217.



Economic Consequences

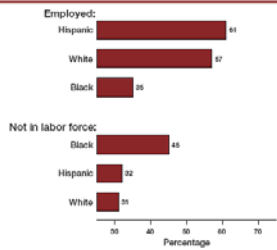
- 1.1M (16-19) & 2.4M (20-25) did not have HS Diploma*
 - Sporadic employment throughout lifetime
 - 40% of the (16-19) group not in the labor force at all
 - 30% of the (20-25) group not in the labor force at all

Data provided by Teri Morisi of the U.S. Bureau of Labor Statistics, July 14, 2004. The terms "high school graduates" and "high school diploma" include those who obtained a GED certificate.

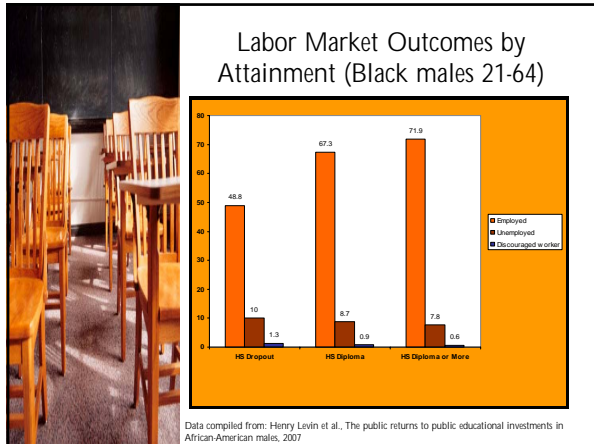


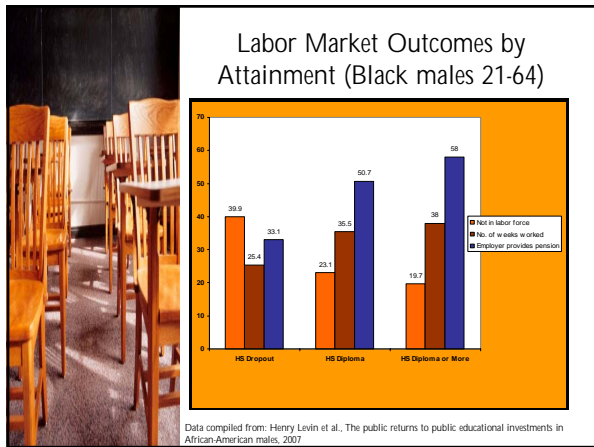
Personal Economics

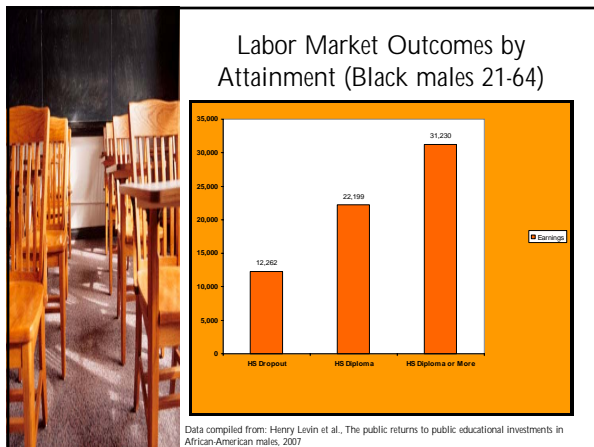
Percentage of 16- to 24-Year-Olds Not in School and Without a High School Diploma, October 2002



Source: Department of Education, U.S. Bureau of Labor Statistics, October 2002, from www.bls.gov, July 14, 2004.
Note: "White" and "Hispanic" include Hispanics of those races.









Correlates of School Completion

- Two types of factors*
 - related to families
 - related to individual experiences in school

Source: School Dropouts (United States GAO, 2002)



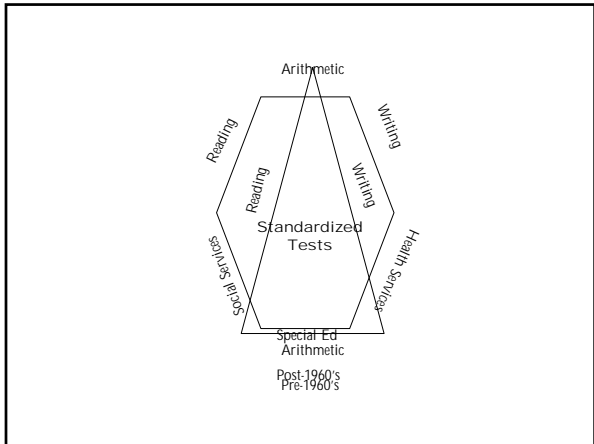
School Experiences

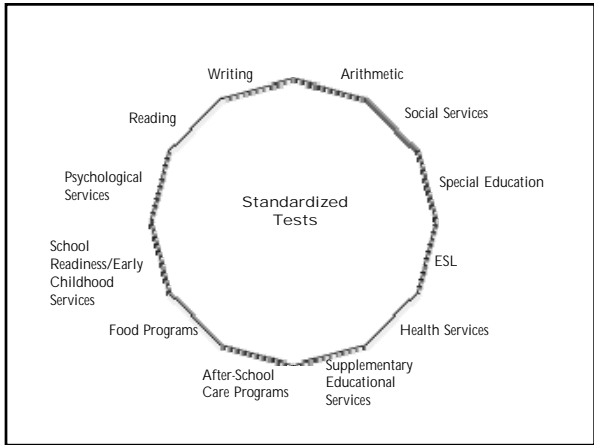
- Safety
- Bullying
- Trust, Respect & Ethos of Caring
- Racial Self-Concept

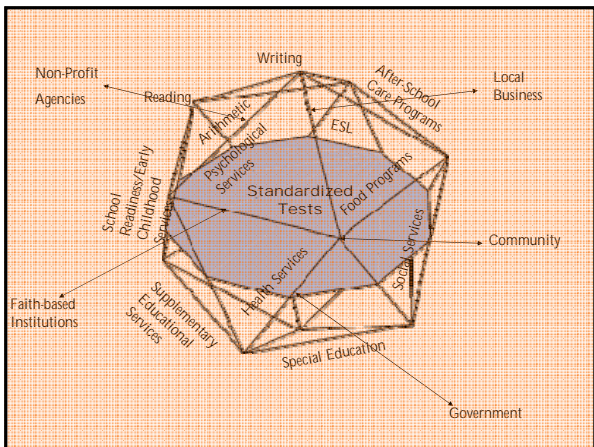


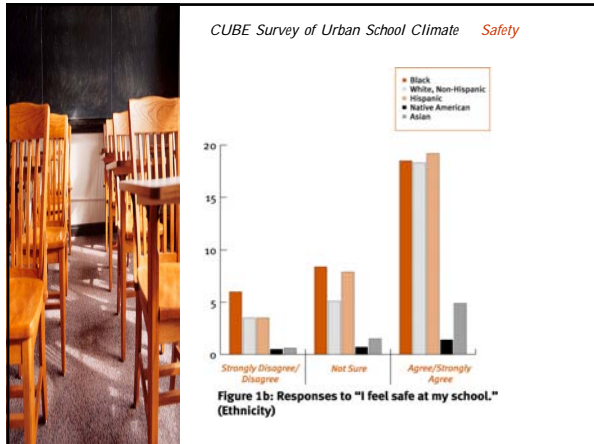
School climate is the learning environment created through the interaction of human relationships, physical setting and psychological atmosphere.

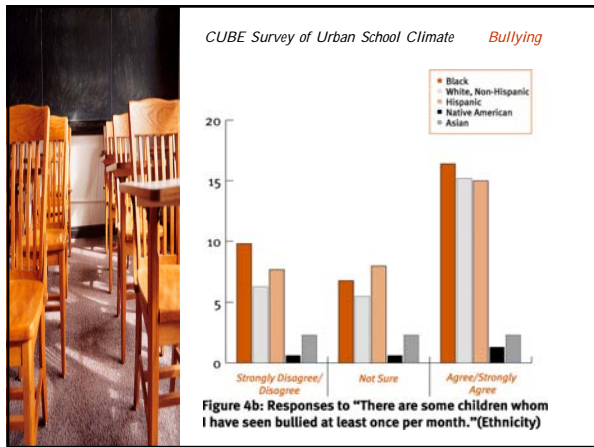
Perkins, 2006

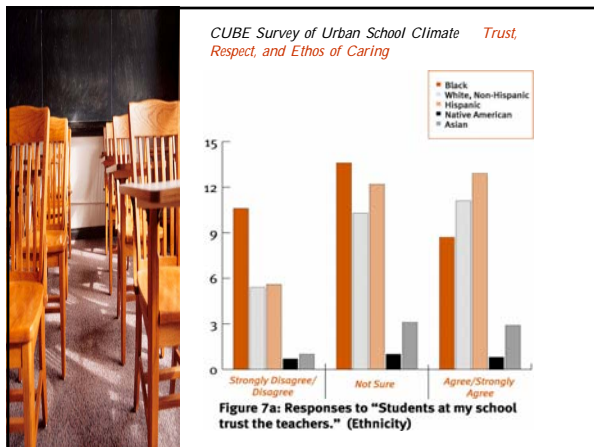


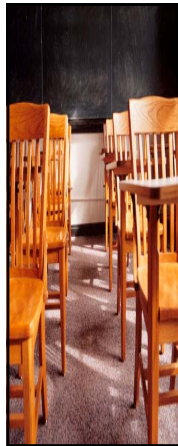












*CUBE Survey of Urban School Climate
Trust, Respect, and Ethos of Caring*

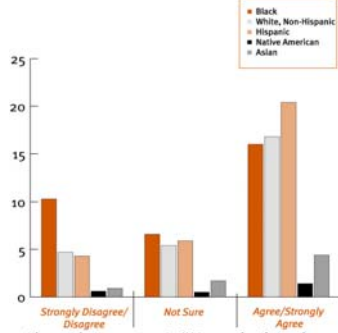
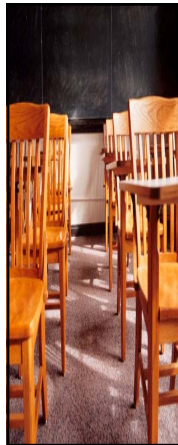


Figure 8b: Responses to "At my school, teachers respect the students." (Ethnicity)



CUBE Survey of Urban School Climate Trust, Respect, and Ethos of Caring

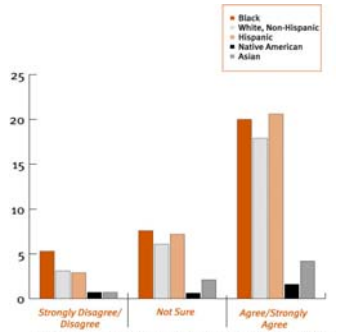
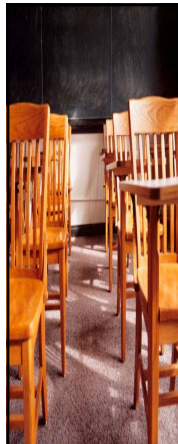


Figure 9a: Responses to "My teachers care whether I am successful or not." (Ethnicity)



CUBE Survey of Urban School Climate Trust, Respect, and Ethos of Caring

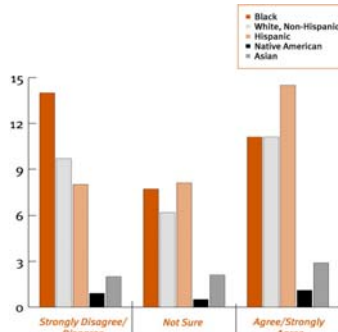
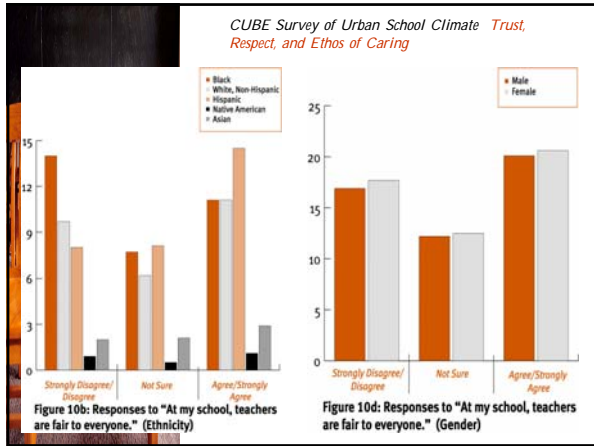
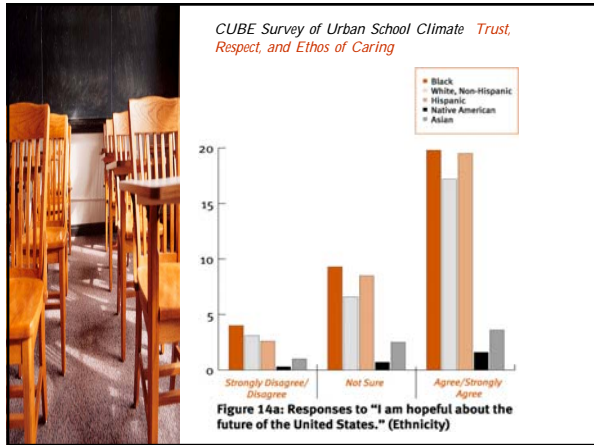
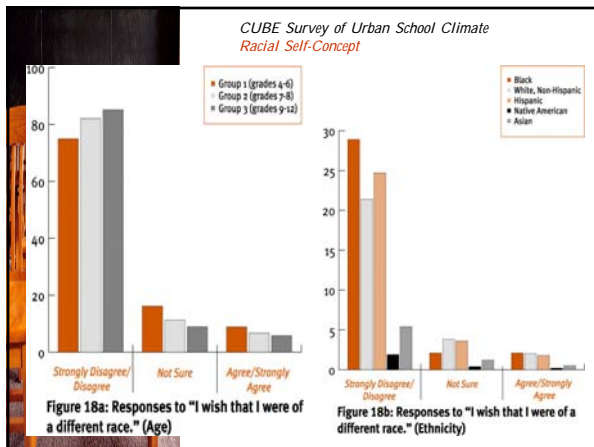
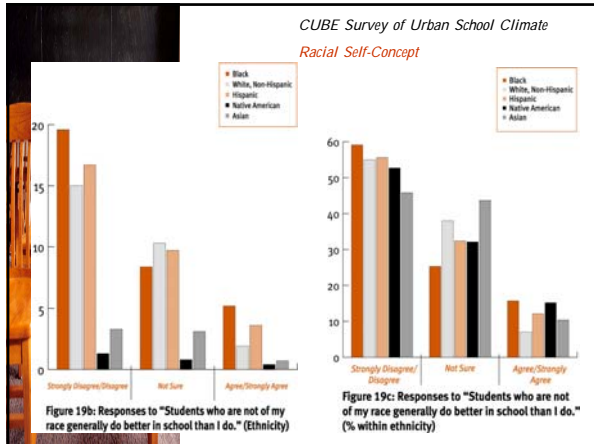



Figure 10b: Responses to "At my school, teachers are fair to everyone." (Ethnicity)





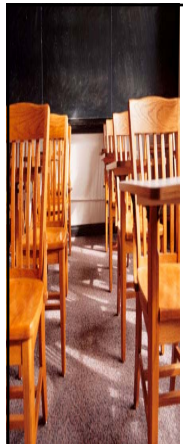






Policy Recommendations

- Increase guidance personnel to equitable levels in schools with high minority populations
- Increase alternative school funding & provide exemption from NCLB
- Require monitoring and improvement of school climate



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