



February 16, 2011

Racial Disparities in High School Graduation

We know a lot about who drops out of high school in Michigan.

Over 16,000 Michigan young people (11 percent) who would have graduated in 2009 left high school without a diploma, down slightly from 14 percent in 2008. Unfortunately, the percentage of minority youth who dropped out in 2009 is over double the percentage of White students who dropped out with over one out of five Black and Hispanic students dropping out in 2009. Fortunately, another large percentage of youth – including minority youth – are still connected to school but need more time to finish. This group increased by 55 percent since 2007, and illustrates the benefit of more time and the need for a variety of pathways to high school completion.

	On-Track Graduated			Dropout			Off-Track Continuing		
	2007	2009	07-09	2007	2009	07-09	2007	2009	07-09
			%			%			%
			Change			Change			Change
All Students	75%	75%	0%	15%	11%	-25%	8%	12%	55%
American Indian/Alaskan Native	66%	65%	-2%	19%	17%	-12%	13%	16%	22%
Asian	85%	86%	1%	10%	7%	-32%	4%	7%	71%
Black or African American	56%	56%	1%	28%	20%	-27%	15%	23%	50%
Native Hawaiian or Other Pacific Islander	78%	72%	-8%	13%	12%	-5%	6%	15%	143%
White	82%	82%	0%	11%	8%	-27%	7%	9%	30%
Hispanic or Latino	58%	60%	3%	29%	21%	-28%	12%	18%	48%
Multiracial	69%	71%	3%	17%	14%	-19%	10%	13%	35%
Limited English Proficient	70%	65%	-7%	20%	18%	-9%	9%	16%	73%
Migrant Education	57%	59%	4%	31%	27%	-13%	10%	12%	23%

(Source: Four-year Cohort Graduation and Dropout Reports, 2009 CEPI www.michigan.gov/cepi)

Definitions:

On-Track Graduated: Students who completed high school with a regular diploma in four years or less.

Dropout: Students who left high school permanently at any time during the four-year cohort period, or whose whereabouts are unknown (Reported and Missing Expected Records).

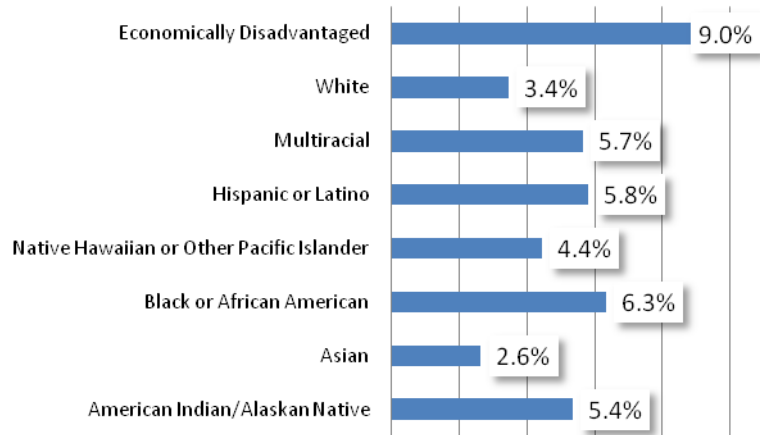
Off-Track Continuing: Students who completed high school with a regular diploma in more than four years, or did not complete high school in four years and are still continuing in school.

There is strong research that allows us to predict which students are at-risk of dropping out. Young people who fall behind in credits are much more likely to not complete school, yet there are very limited options for credit recovery for these students. Once young people fall behind in school, or when they face significant personal and educational obstacles, a traditional high school setting is not always successful in reengaging them, yet few alternatives exist. In addition, school discipline policies often contribute to disengagement and lost credits. These barriers to success have always had significant implications for young people, their families and communities.

Additional time in high school improves equity.

Michigan law allows state payment for educating young people toward a high school diploma until they are 20 years old (under certain circumstances, until age 22), allowing students to continue for additional time beyond a traditional 4-years of high school. Graduation rates increased for all groups after those additional years, but the fifth and sixth years of high school are significantly more important for low-income and minority students, with percentage point increases of roughly 6% for most minority groups; 9% for all low-income students (from 57% - 66%); and 3% for White students (from 82% - 85%).

Percentage Point Increase in Michigan Graduation Rate When the 5th and 6th Year of High School Are Included Class of 2007



Strategies to promote equal opportunities for high school graduation

Support multiple pathways to graduation that provide more time and flexibility for students. State and Federal policy must better support the paths we have, such as alternative and community education options, community college and workforce development partnerships; and create other pathways to consistently serve young people throughout the state that utilize a broad range of community resources.

Invest smart from cradle-to-career. High school dropout is a symptom of success and failures in systems serving kids and families throughout their lives. Gaps in achievement and high school completion can be traced to the earliest years of a child's life and continue to grow through their educational careers. By the time minority children reach kindergarten they already are behind in reading and math readiness, they are less likely to score well on state and federal standardized tests and more likely to fall behind in grade level. Investments in parent support, high quality pre-school, expanded learning programs, physical and mental health services, and meaningful education reform through career or post-secondary are all necessary for increased equity.

Address suspension and expulsion rates. Michigan needs to bring its harsh zero tolerance policy in line with other states and federal standards and give schools greater ability to deal with challenging student behavior. To this end, Michigan needs to review its current suspension and expulsion policy and its disproportionate affect on youths of color, and provide schools with incentives to create discipline alternatives.

Support local communities to coordinate services and fund proven programs. Michigan is poised to make great strides in improving the educational success of all children. The unprecedented attention and engagement of the private sector, supporting research and innovation in Michigan and around the nation, and renewed public sector attention provide opportunities for educational improvements. We must make a commitment to invest in our children and take advantage of these opportunities before we lose them to more disinvestment.

Race Matters for Michigan Children is generously funded by the W. K. Kellogg Foundation. For more information on dropout prevention and recovery, visit Michigan's Children's website at www.michiganschildren.org.