Disparity in the HCPSS 2014-2015

Why is this important to all HCPSS families

Presented by PTACHC Executive Board

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What is Disparity

- A lack of similarity or equality, often due to race or social-economic status

- A comparison of the percentage of the population versus the percentage of the measurement

- All HCPSS grades were desegregated by 1964, but segregated schools remained and many black students were educated in facilities with no white students

- Source: http://www.hcpss.org/news-posts/2015/11/howard-county-celebrates-50-years-of-school-desegregation/

Caveat on the data results

- All statistics did not reconcile based on school privacy. If the students who were suspended are less than a minimum percentage for reporting, the numbers were not included

- The statistics do not account for repeat suspensions for a particular student, just recorded suspensions

Elementary School Suspensions

	Population / Total Suspensions	Male Suspensions (Pop / Susp)	Female Suspensions (Pop / Susp)
	1% of the population (199)	51% of the population (167)	49% of the population (32)
Asian	15% / 5%	15% / 5%	15% / 3%
Black	32% / 57%	32% / 55%	32% / 69%
Hispanic	9% / 9%	9% / 9%	9% / 6%
White	41% / 22%	40% / 23%	41% / 16%
Two or More	3% / 7%	4% / 7%	3% / 6%

Middle School Suspensions*

	Population / Total Suspensions	Male Suspensions (Pop / Susp)	Female Suspensions (Pop / Susp)
	5% of the population (561)	52% of the population (413)	48% of the population (144)
Asian	13% / 3%	13% / 4%	15% / 1%
Black	24% / 64%	25% / 55%	22% / 75%
Hispanic	10% / 14%	10% / 13%	9% / 11%
White	47% / 12%	47% / 14%	48% / 7%
Two or More	6% / 7%	5% / 7%	6% / 6%

* Biggest data discrepancy on suspension data

High School Suspensions

	Population / Total Suspensions	Male Suspensions (Pop / Susp)	Female Suspensions (Pop / Susp)
	3% of the population (517)	51% of the population (354)	49% of the population (162)
Asian	16% / 5%	16% / 7%	16% / 1%
Black	22% / 52%	22% / 52%	23% / 54%
Hispanic	9% / 13%	9% / 11%	9% / 16%
White	48% / 25%	48% / 25%	48% / 24%
Two or More	5% / 4%	5% / 4%	4% / 4%

Advanced Placement

- Identification of students for Advanced Courses starts in elementary school

  - A study shows racial basis among preschool teachers

  Yale study suggests racial bias among preschool teachers

  Yes, Preschool Teachers Really Do Treat Black And White Children Totally Differently

Advanced Placement starts in Elementary school

- Curriculum Extension Units (CEUs) can be offered in 1st grade.

- Advanced Math begins in 4th grade with students identified as early as the 3rd grade

  - Elementary students not invited to participate call these students "the smart kids". What mindset does this set for them regarding what they are capable of accomplishing?

Advanced Placement

- For the first time in 2015, for 1st grade, minorities have more participation in CEUs than their population

	Population	Enrollment in CEUs
		15% of the population is in CEUs
Asian	21%	18%
Black	22%	30%
Hispanic	7%	10%
White	42%	35%
Two or More	8%	7%

Impact to Students

- Self-esteem
  - Children start to believe that they are bad who can't do anything right

- Self-confidence
  - Children start to believe that they are incapable of achieving

Impact to the Community

- Schools with high suspension rates have more negative and hostile student-student relationships than schools with low suspension rates
  - Includes more class disruption which impacts all students in the classroom
- These students are in the same communities as your students, they will most likely encounter one another

- Other students are seeing mistreatment as acceptable in our culture/society

What can we do as PTA/PTSA organizations

- Talk with the principal and ask how the PTA can support the school
  - Asking for suspension data may cause suspicion/distrust

- Help identify sources for the families where the students are struggling, perhaps form a bond/sense of community by having working groups with the students, that includes school staff

- Provide a safe place for parents and students (particularly at the middle and high school levels) to express their concerns regarding inequities they have experienced or noticed (their voices matter)