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Detroit's Educational Outcomes and Opportunities Across Race and Gender

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INTRODUCTION

Contemporary education policy is primarily informed by narrow representations of student data, resulting in a limited understanding of school inequalities. Though constructs like race and special education status are examined, students' group-based educational outcomes rarely consider how race, gender, and other important social categories converge to shape student experiences. Educators explore trends by race or gender alone instead of considering how race and gender reveal important intra- and inter-group differences when analyzed together. For example, Black girls' schooling experiences are often under-reported in analyses that focus on Black students' experiences or girls' experiences overall[i]. This limited understanding of how students interact with schools often obscures unique needs within and between groups.

This study aims to overcome these limitations by considering how educational outcomes and opportunities are differentially experienced when race and gender are simultaneously accounted for in Detroit. Studies conducted at the national level show important nuances in racialized gender disparities. The STEM 4 opportunity gap[ii], special education crises[iii], advanced coursework racial enrollment gap[iv], suspension/expulsion crisis[v], adultification[vi], and racial threat[vii] biases are important distinctions in student experiences that were revealed through simultaneous analyses of race and gender. These intersectional studies are important because they make visible distinct ways that inequality is produced, experienced, and maintained in schools, offering pivotal insight toward education equity. However, the efficacy of these analyses is limited by the data informing them. Most school data regarding underrepresented students are collected nationally, which constrains our understanding of school inequality in Detroit. Also, Detroit's school data infrastructures are limited, offering little information about important experiences impacting disadvantaged students.

This exploratory study intends to start a conversation about these challenges. The purpose was twofold: 1) to understand what local data exists on students' educational outcomes and opportunities in Detroit, and 2) to identify critical issues where educational disparities by race and gender exist in our city. Detroit's rapidly growing economy and recent revitalization[viii] position the city to become a national leader among those historically affected by deindustrialization, urban sprawl, and de-population. Education systems play an important role in the prosperity of cities. However, lessons learned from the history of neoliberal schooling experimentation demonstrate how urban schools and the students of color who attend them are often rendered disposable by efforts centering economic interests over diversity, equity, inclusion, accessibility, and belonging[ix]. The nuance in student experiences demonstrated by our analyses provides implications for building a stronger education system for students and families who have lived in Detroit through its challenging history and for those more resourced residents who have recently come to call Detroit home.

DATA

Detroit's education data provides insight into three critical areas: School Performance, College Access, and Special Education. For each area, we analyzed outcomes among Black, Asian and Native Hawaiian or Pacific Islander (AANHPI), Latine[x], and White girls and boys who live in Detroit, no matter where they attend public school during the 2021-2022 school year. Administrative data systems categorize many students who identify as Middle Eastern or North African (MENA) as White.

To examine school performance, we analyzed English Language Arts and Math proficiency levels for students in grades 3 through 8, graduation rate, attendance rate, and chronic absence rate. To investigate college access, we analyzed advanced classes or college prep coursework for high school students only. This includes enrollment in Advanced Placement (AP)[xi], International Baccalaureate (IB)[xii], and Dual Enrollment (DE) programs[xiii], completion of those programs, and earned college credit for DE/concurrent enrollment. We also analyzed these variables at the school level to give insight into school resource structures shaping college opportunities. To understand students' experiences in special education, we examined IEP referrals, special education enrollment, Specific Learning Disability (SLD) diagnoses, and out-of-school suspensions (OSS).

Figure 1: Student Population of Detroit Girls by Race

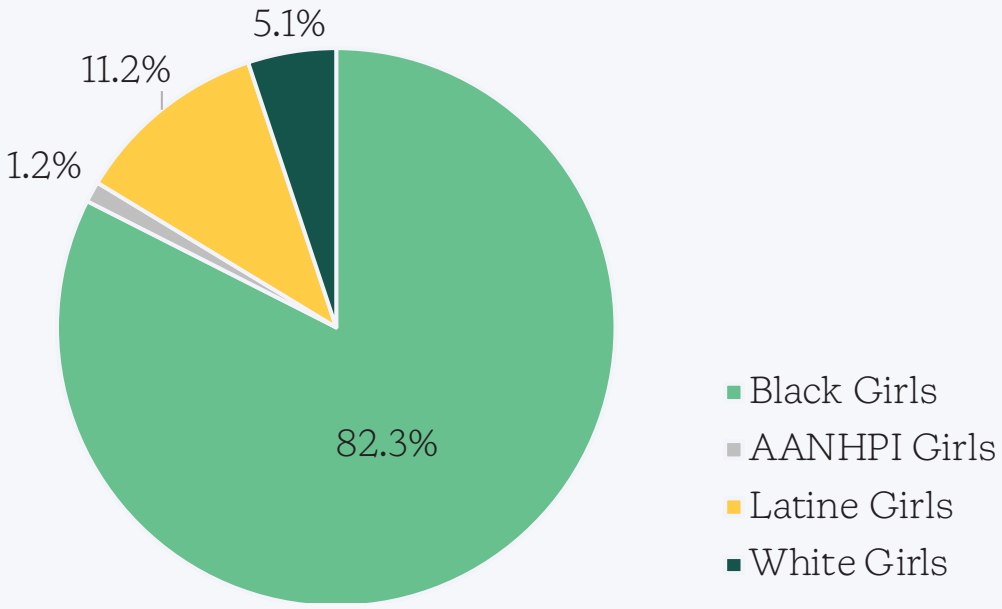
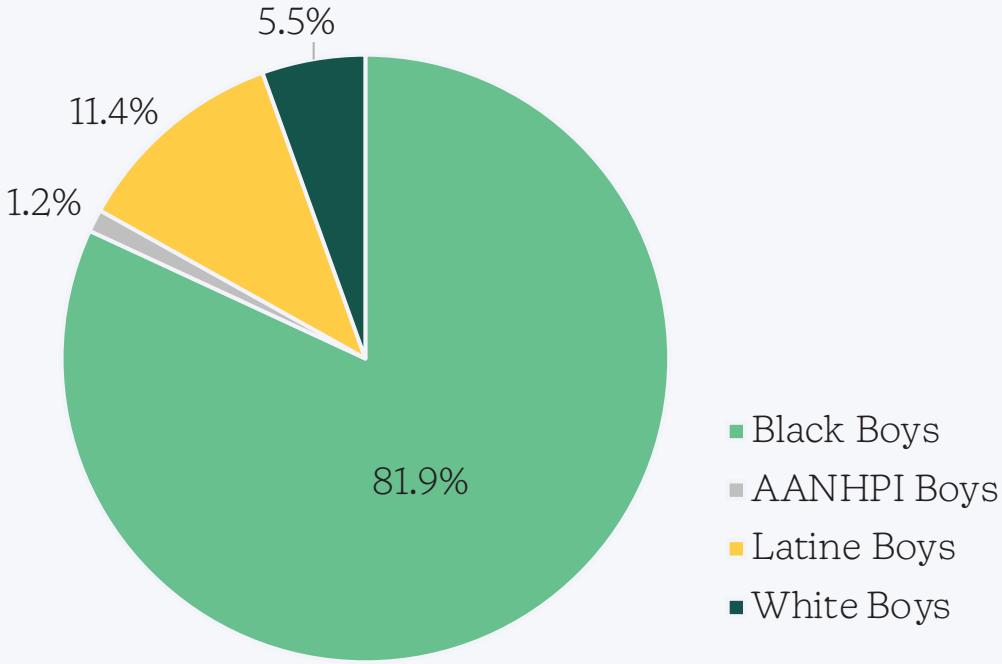


Figure 2: Student Population of Detroit Boys by Race



OVERVIEW OF FINDINGS

POPULATIONS IN NEED OF SUPPORT

Our analysis suggests that Detroit's schools significantly underserve Black girls and boys despite their status as the city's majority population. They demonstrated low standardized test scores, attendance rates, and advanced course enrollment and completion compared to their peers. They also have limited access to advanced and college preparation coursework in their high schools. For instance, 69.7% of Black students in Detroit have AP courses available in their high schools compared to 89.3% of Asian students, 94.0% of Latine students, and 76.5% of White students.

Though Black girls and boys show similar levels of attendance and chronic absence, their experiences differ in terms of student performance. Black girls score higher on ELA standardized tests than Black boys, while Black boys score higher in math. Black girls show higher levels of persistence in school than Black boys, demonstrating higher graduation rates (82.4% vs. 73.3%) than their counterparts. Black boys are more likely to be referred for (17.4% vs. 9.2%) and enrolled in special education (17.3% vs. 9.1%) and Black boys in special education are more likely to experience an out-of-school suspension (8.5% vs. 7.1%) than Black girls. Still, Black girls in special education are at higher risk of experiencing an out-of-school suspension than girls of other races.

Latine boys and girls in special education are most likely to be diagnosed with SLD, an imprecise label often used subjectively to classify students whose needs are not easily determined.

HIGH PERFORMING POPULATION

Despite their status as a hyper-minority in the city of Detroit, AANHPI students of both genders outperformed their peers on nearly all metrics. They scored higher on standardized tests than their peers, held high attendance and graduation rates, and were highly represented among students in advanced classes. AANHPI students in special education were least likely to experience out-of-school suspensions or be diagnosed with SLD. Within-group differences were also evident between AANHPI boys and girls. For instance, AANHPI boys were more represented in special education than AANHPI girls, and though the outcome was not significant, AANHPI boys in special education were also more likely to experience an out-of-school suspension than girls.

IMPORTANT NOTE

This report's emphasis on within- and across-group comparisons should not deter affinity groups from promoting the culturally specific needs of underrepresented students. To be clear, all of Detroit's students need resources and support. Cross-comparison with their suburban peers demonstrates considerable outcome and opportunity differences on nearly all measures. So, while Black and AANHPI students register as the most disadvantaged and privileged, respectively, the schooling needs of all of Detroit's students are critical. In comparison to their Suburban peers, Detroit's students are acutely under-resourced. Though Latine and White students did not register as underperforming or outperforming their peers, their needs remain significant given their status as students schooled in the city.

The remaining sections of this report detail the specific outcomes associated with each racial group's performance, college access, and special education experiences by gender.

Figure 3: Detroit and Suburban Math Proficiency by Race

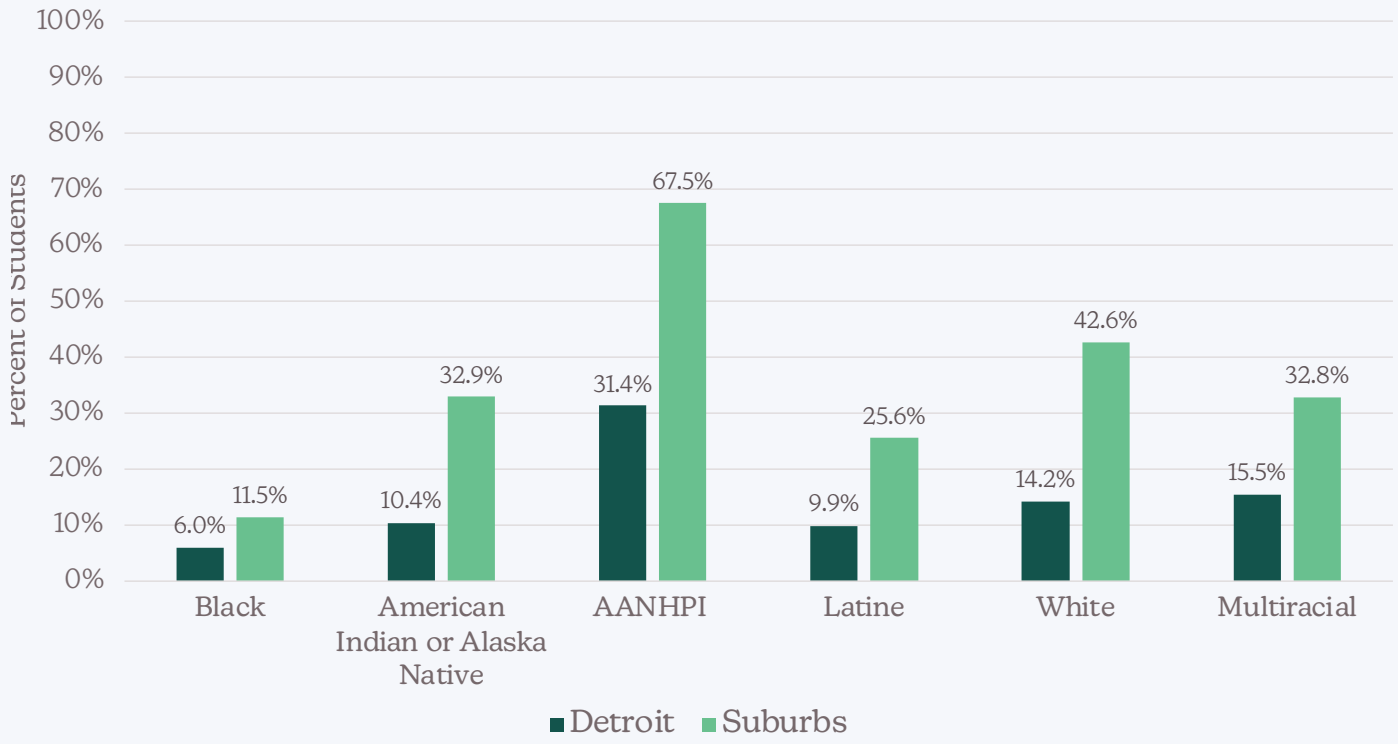
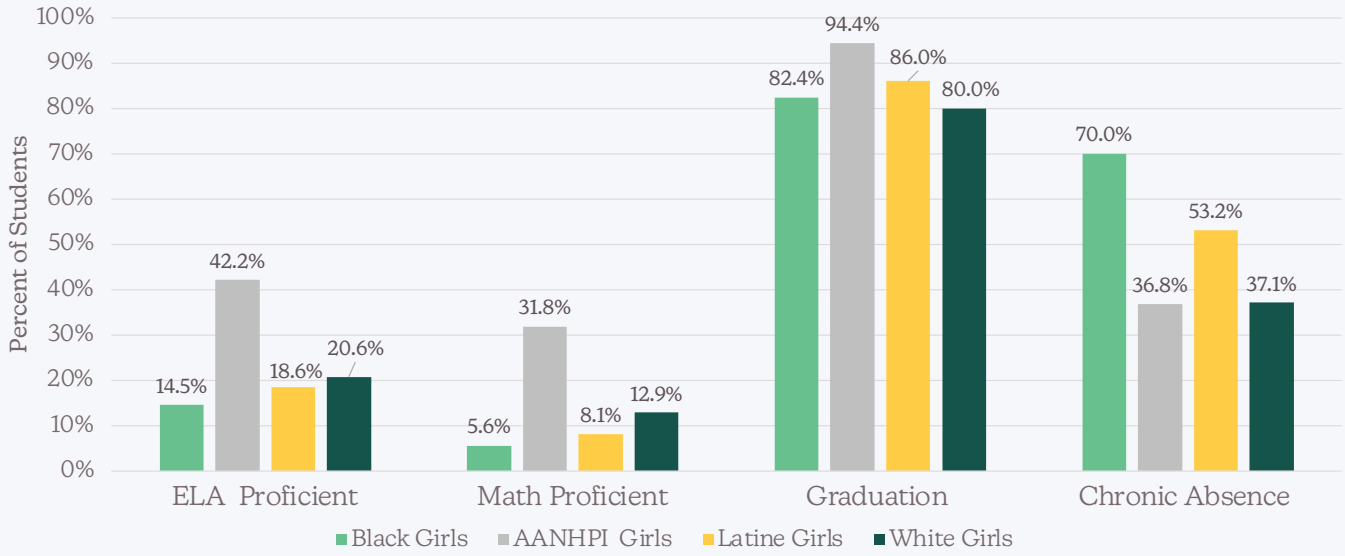


Figure 4: Detroit Girls' School Performance Outcomes

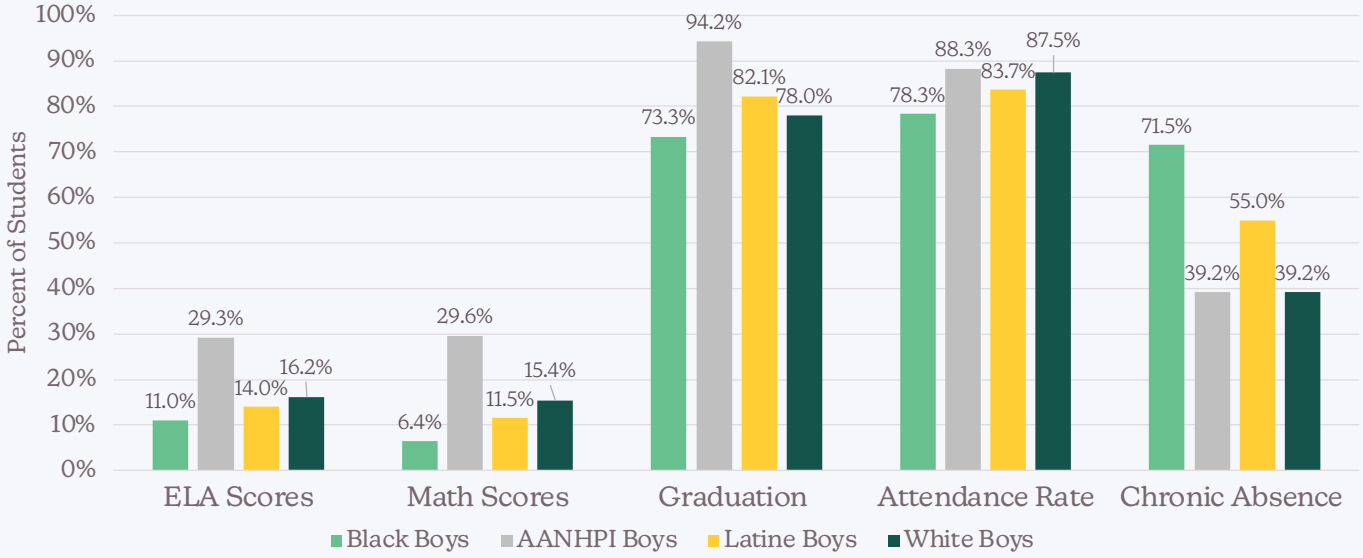


GIRLS SCHOOL PERFORMANCE OUTCOMES

Girls graduated and attended school regularly. Nearly all groups demonstrated low standardized test scores and high graduation rates, and few girls did not complete high school. Meaningful differences in performance existed between racial groups. Specifically,

- **Black girls** showed the lowest standardized test scores, with only 5.6% demonstrating proficiency in math and 14.5% in ELA. Though 82% graduated from high school, they were among the least likely to graduate. Black girls had the lowest attendance rate and were much more likely to be chronically absent than their peers. 70% of Black girls were chronically absent, missing 10% or more days of school.
- **AANHPI girls** demonstrated the highest ELA and Math proficiency, attendance, and graduation rates. They also had the lowest chronic absence rate.
- **Latine girls** did not register among the highest or lowest-performing students but showed strong attendance and graduation rates compared to their peers. Still, their ELA and math proficiency and chronic absence rate suggest the need for considerable support. Just 18.6% are proficient in ELA, 8.1% are proficient in math, and over half are chronically absent.
- **White girls** did not register among the highest-performing girls but had strong attendance rates compared to their peers. They held the lowest graduation rate, though the difference between their performance and their peers in this regard was not significant.

Figure 5: Detroit Boys' School Performance Outcomes

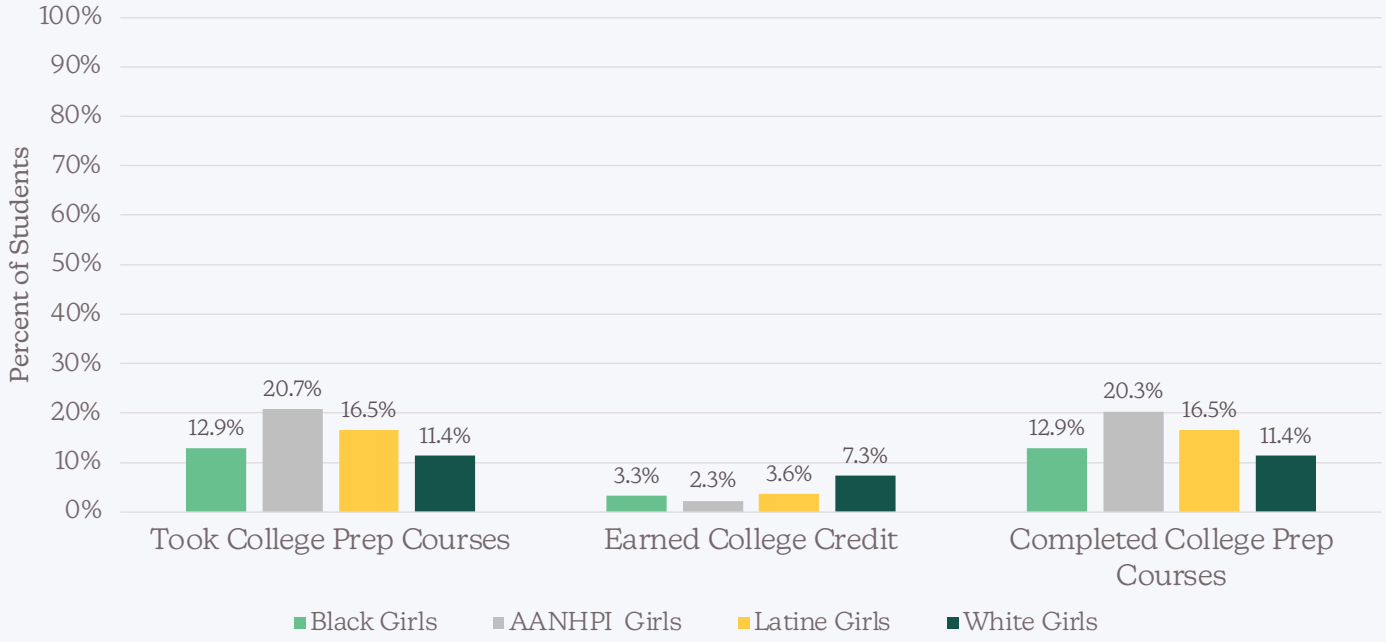


BOYS SCHOOL PERFORMANCE OUTCOMES

Most boys graduated and attended school regularly. However, they underperformed on standardized tests, with fewer than 30% of any group demonstrating proficiency. Meaningful differences in performance existed between racial groups. Specifically,

- **Black boys** showed the lowest standardized test scores, with just 11% demonstrating proficiency in ELA and 6.4% in math. They held the lowest graduation rate, with just 73.3% of Black boys finishing high school. Black boys' attendance outcomes are particularly concerning. They are considerably less likely to attend school, with just 78.3% attending regularly and nearly 72% chronically absent, missing 10% or more school days.
- **AANHPI boys** showed considerably higher ELA and proficiency, graduation, and attendance rates than their peers. They were as likely as White boys to be chronically absent. Despite these comparisons, their ELA and Math scores warrant the need for additional academic support, as fewer than 30% demonstrated grade-level proficiency.
- **Latine boys** did not register among the highest or lowest-performing students but showed strong attendance and graduation rates. Still, over 50% were chronically absent, missing 10% or more school days.
- **White boys** in Detroit did not register among the highest or lowest-performing students. Still, they showed stronger attendance outcomes than

Figure 6: Detroit Girls' College Access Opportunities

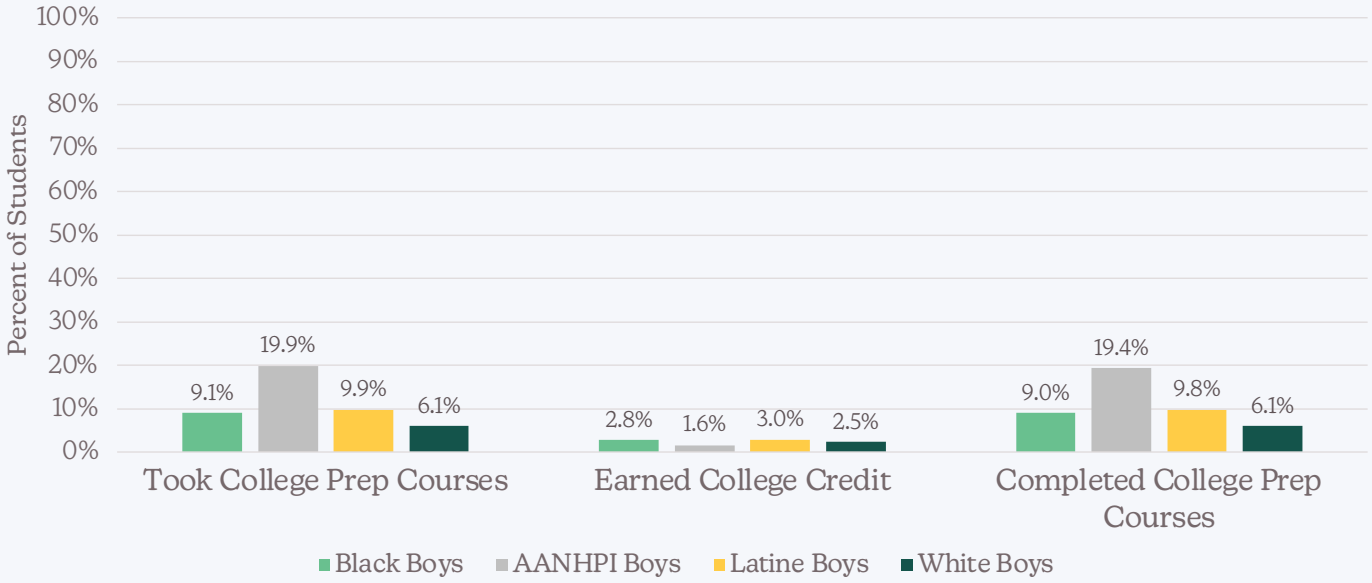


GIRLS COLLEGE ACCESS OPPORTUNITIES

Few of Detroit's girls take Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment (DE) courses. However, when enrolled, nearly all Detroit girls complete college prep courses. Still, few Detroit girls earn college credit through DE before graduation.

- **Black girls** were among those least likely to take and complete college prep courses (12.9%).
- **AANHPI girls** showed the highest enrollment rate in college prep classes (20.7%) and the highest completion rates (20.3%). Still, they were least likely to obtain college credit before high school graduation. This outcome is partially explained by their hyper-minority status in this analysis. Also, more AANHPI girls took AP courses than DE.
- **Latine girls** did not register among those highest or lowest represented in college prep classes.Although they were among those most likely to take DE classes, very few completed them (3.6%).
- **White girls** had the lowest rates of enrollment in college prep courses. et they had the highest rate of earned college credit (7.3%).

Figure 7: Detroit Boys' College Access Opportunities

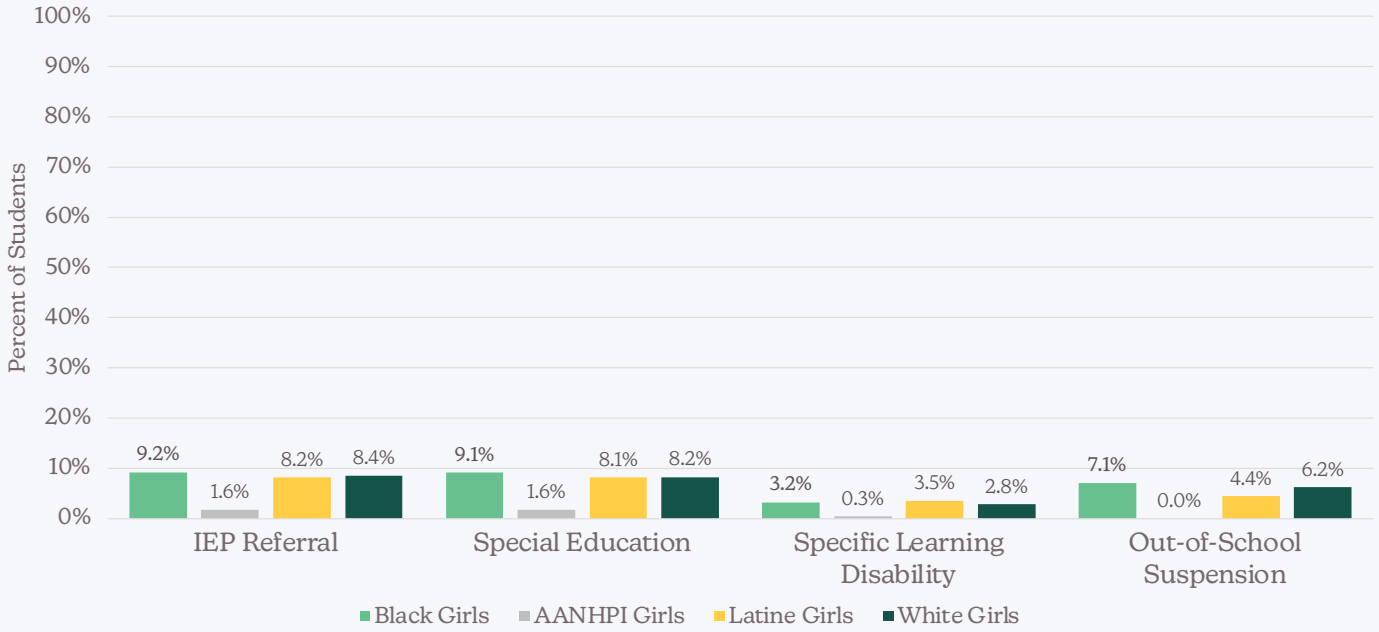


BOYS COLLEGE ACCESS OPPORTUNITIES

Fewer of Detroit's boys took and completed Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment (DE) courses than Detroit girls. However, similar to girls, most boys across racial groups completed college prep courses once enrolled.

- **Black boys** were among those least likely to take and complete college prep courses. Just 9.1% enrolled in an advanced class. Few earned college credit before high school graduation (2.8%).
- **AANHPI boys** held the highest representation in college prep classes, being three times as likely to enroll in AP, IB, or DE programs than the lowest represented group. They were least likely to earn college credit before high school graduation, though the difference between their outcome and other boys on this measure was too small to be meaningful; and they were highly likely to complete the college prep courses they entered.
- **Latine boys** did not register among those highest or lowest represented in college prep classes, but just 9.9% enrolled in AP, IB, or DE classes.
- **White boys** were least likely to take and complete college prep classes. Just 2.5% earned college credit before high school graduation.

Figure 8: Girls' Special Education Outcomes

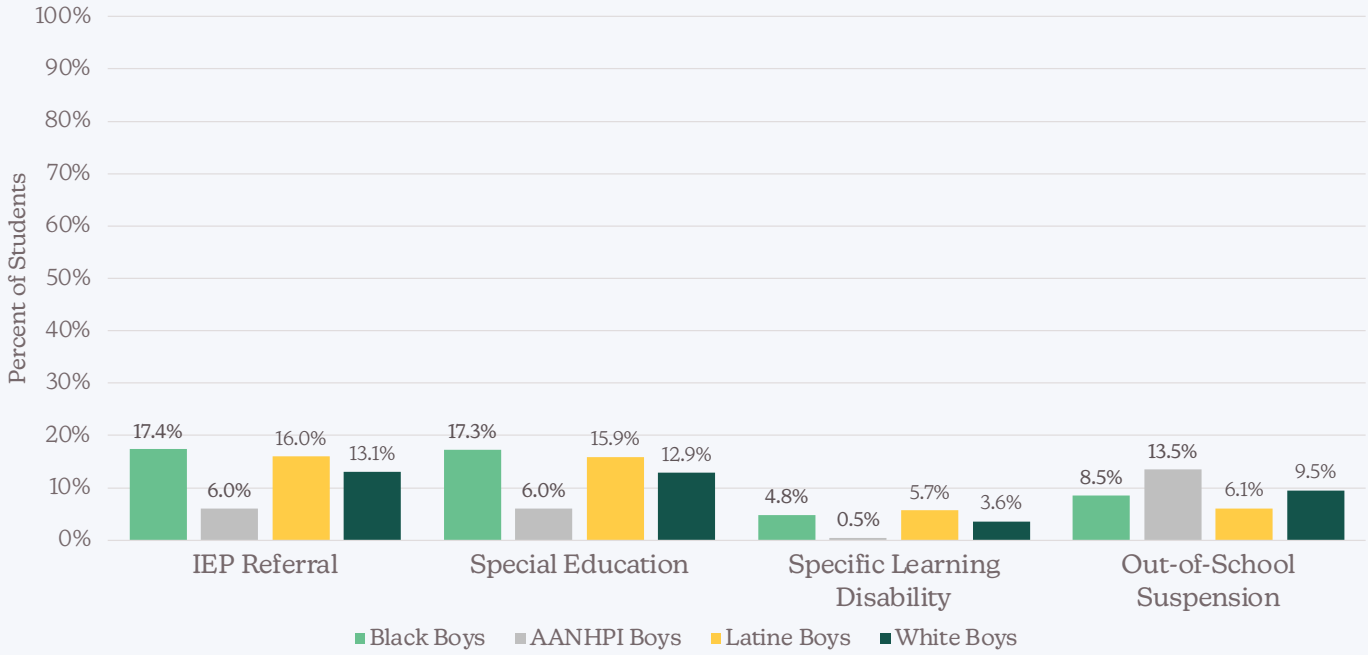


GIRLS SPECIAL EDUCATION

For girls, Individualized Education Plan (IEP) referral rates nearly matched special education placement, suggesting that most girls referred for an IEP were deemed eligible for services. Still, meaningful differences were evident in IEP referral, special education placement, Specific Learning Disability diagnoses (SLD) and Out-of-School Suspension (OSS) outcomes for girls in special education.

- **Black girls** were most likely to be referred for an IEP, deemed eligible for special education services, and experience OSS while in special education.
- **AANHPI girls** were least likely to be referred for an IEP, enrolled in special education, and diagnosed with specific learning disability. AANHPI girls in special education did not experience OSS.
- **Latine girls** were most represented among students diagnosed with SLD, a diagnosis that has been characterized as subjective and over-used when more specific impairments are not evident
- **White girls** did not register among those most or least represented in special education. However, they were highly represented among special education students who experienced OSS.

Figure 9: Boys' Special Education Outcomes



BOYS SPECIAL EDUCATION

Like girls, IEP referral rates for boys nearly matched special education placement, suggesting that most boys referred for an IEP were deemed eligible for services. Still, boys in special education of all races experienced special education more acutely than girls, with significantly more boys enrolled in special education and experiencing disciplinary outcomes than girls of all groups. Among boys, meaningful differences were evident in IEP referral rates, SLD diagnosis, and OSS outcomes.

- **Black boys** were most likely to be referred for an IEP and placed in special education. Over 17% of Detroit's Black boys were enrolled in special education. Nearly 9% of those boys experienced an OSS (8.5%). They are also highly represented among students diagnosed with SLD, a diagnosis that has been characterized as subjective and over-used when more specific impairments are not evident.
- **AANHPI boys** were least likely to be referred for an IEP and enrolled in special education. They were also least likely to be diagnosed with SLD. Despite their low enrollment in special education, they were most likely to experience OSS (13.5%). However, this outcome was not significantly different from their peers.

- **Latine boys** are most represented among students diagnosed with SLD, a diagnosis that has been characterized as subjective and over-used when more specific impairments are not evident.
- **White boys** do not register as most or least likely represented in special education outcomes. However, 9.5% of the White boys in special education experienced OSS, a higher rate than Black and Latine boys.

DATA LIMITATIONS

We acknowledge that these outcomes are consistent with long-standing narratives about under-performing and low-achieving urban youth. Our intention is not to promote the idea that urban youth, particularly Black and Brown urban youth, are deficient in terms of their school performance, college preparedness, and need for additional academic and social support. Our interpretation was constrained by the schooling data that was available for use. Many of the variables provided to us, namely "student proficiency," are steeped in a long history of racism, eugenics[xiv], and corporate profiteering[xv] that have been used to undermine and dismantle the promise of education for urban youth of color[xvi]. These two particular variables are harmful ways to characterize what students know, especially in Michigan, where recent legislation to use 3rd-grade proficiency to retain students was overturned by an extensive grassroots campaign demonstrating its harmful effect on students of color.[xvii]

The term "proficiency" erases the systems that structure under-performance and assumes the onus of learning on the student alone. This ahistorical connotation can excuse school and social systems from taking accountability for their role in student performance and substantiates the powerfully negative narrative that children and youth of color are less intelligent than their White peers.[xviii] The data used in this analysis does not consider the complexities of student performance.

The available data also represented gender through only two constructs: "male" and "female." We acknowledge that gender cannot be binarily organized into two distinct categories.[xix] We also acknowledge that gender is deeply influenced by race and racism, producing social imaginaries about how gender should be performed.[xx] This social production of gender renders terms like "male" and "female" problematic, particularly for people of color,

because they call up a history of capture, dehumanization, and colonization.[xxi] These histories underpin the discrimination urban students of color regularly experience. To acknowledge this history, we used the terms "boys" and "girls" to remind the reader that these data represent real children and adolescents in Detroit worthy of the empathy, care, compassion, and understanding that should be extended to all young people.

We also acknowledge the limitations of quantitative research to capture the experiences of hyper-minority populations. This analysis notably omits the experiences of American Indian students because their recorded population was too small to report (n=167), given state restrictions on reporting small subgroups. Similarly, the characterization of multi-racial students produced confounding effects that complicated our understanding of their comparative experiences. As noted above, the state of Michigan asks school districts to categorize many students who identify as Middle Eastern or North African as White, which obscures important differences between their experiences and those of students with European ancestry. This is especially problematic in Metro Detroit, which is home to the largest Arab American population in the U.S.[xxi] In addition to more robust data, we need accurate demographics and nuanced methodologies to enure that no experience is erased from our efforts to understand Detroit's schools.

Despite these deep limitations, we opted to analyze the available data rather than wait for more inclusive variables and methods to become available. In so doing, this analysis intends to begin a conversation about the kind of data we need to reflect students' experiences in Detroit with greater accuracy.

KEY OUTCOMES

Several important takeaways emerge from the data on Detroit students' performance, access to college, and special education experiences:

- Black students are under-served despite their status as a majority population in the city. Despite low proficiency levels, they graduate from high school at relatively high rates. If we assume the accuracy of standardized testing, then this outcome suggests that the city's schools under-prepare Black students for the workforce. If we de-emphasize standardized testing, we can interpret these outcomes as indicative of the perseverance of Black youth and the promise of Detroit's high schools. The latter perspective should be leveraged in efforts to transform schools, given the problematic nature of standardized testing as a metric for student performance.[xxiii]

- Black and Latine students show particularly high levels of chronic absence, with Black students missing considerably more days of school than all their peers. Current and historical policy efforts to address attendance rely on communicative and punitive approaches such as truancy courts to penalize students and families for this problem. However, scant evidence demonstrates the effectiveness of this approach. Rather than locate the problem of missed school in student and family deficiency, the high rates of disengagement evidenced in this analysis suggest the need to critically interrogate schooling systems and structures with an eye toward understanding what occurs in schools and communities to promote disengagement.

- Black students have limited access to advanced and college preparatory coursework in their high schools. This reality mirrors a long history of disinvestment in high schools serving Black youth[xxv] and demonstrates the systemic ways barriers are placed between Black students and higher education. These outcomes suggest the need to evaluate the distribution of college preparatory resources equitably and to seek College and Career Readiness partnerships to support the immediate needs of Black students with post-secondary ambitions

- Black and Latine students in special education face more acute risks than their AANHPI and White peers. Black students are most referred to and placed in special education, and Black girls in special education are at considerably high risk of experiencing exclusionary discipline. Their Latine counterparts are most likely to be placed in special education through a diagnosis that lacks specificity. These outcomes demonstrate the need for qualitative analyses regarding the experiences of Black and Latine youth in special education.

- Despite their status as an underrepresented group, AANHPI students outperform their peers and access advanced classes at higher rates than their peers. More robust analyses to understand the connection between these outcomes and the resources available to AANHPI communities can support an understanding of the social and structural factors shaping AANHPI student success. Understanding the political economy of AANHPI student experiences will provide insight into how coalition, solidarity, equity, and opportunity can be preserved for AANHPI students and expanded to other groups.

- Despite differences within and across racial groups, all of Detroit's students experience adversities in comparison to their suburban counterparts. The IEP referral to special education placement outcomes are particularly notable in this regard. Nearly all students who were referred for an IEP were placed in special education, suggesting that placement processes may be biased in favor of diagnosing special needs, instead of working to confirm (and by extension, rule out) the need for placement.

RECOMMENDATIONS

1. **The outcomes in this report demonstrate the need to investigate the structural dimensions of student performance and engagement.** Greater insight into curriculum, instruction, leadership, and special education placement will likely demonstrate important areas for continuous improvement. Considering the pervasive history of discrimination affecting disadvantaged students, educational research taking up this task should use lenses and methodologies accounting for the deep societal entanglements produced by racism and sexism. Anti-Blackness theory, Culturally Relevant/Sustaining Pedagogies and Leadership, Funds of Knowledge theory, Strengths-based, Indigenous, Liberatory, Decolonial, and Urban Healing methodologies offer paradigms toward that end. We encourage education researchers, policymakers, leaders, students, and teachers to consider these paradigms in their efforts to improve Detroit's schools.

2. **The data this study used to produce its findings was limited to narrow indicators of student identity and performance.** Therefore, the findings mirror long-standing negative narratives about urban students and students of color. We affirm that Detroit's youth are more than the limited depictions made of them by data, and we challenge education stakeholders to re-envision what is important to know about their schooling experiences. Creating more robust data sets is an important first step. In Michigan, data does not exist for students who are gender and sexual minorities, and for Middle Eastern or North African students. Nor for exclusionary discipline among students who are not in special education. The State of Michigan also prohibits reporting on small populations, which erases the experiences of American Indian and other small racial communities. Education leaders, including students, parents, and community groups, should critically examine the available data to advocate for information that can help us understand racial- and gender-equity in Detroit's schools. Collecting data from a strengths-based and inclusive perspective may provide a clearer understanding of the challenges and possibilities students face.

3. **We intend for this analysis to support cross-coalitional efforts to build equity, belonging, and justice with and for Detroit's students.** We recommend using its findings with stakeholders across sectors, preferably through approaches that center student voices and collaborate with them to re-envision Detroit's schools. Historical models through the work of Black and Asian political solidarity movements may also be of interest in this regard, given the disparities in outcomes among Black and AANHPI students in Detroit. Solidarity among and across racial affinity groups advocating for equity in Detroit is imperative to build schools our city's children deserve.

DETROIT PEER

Appendix

METHOD

The data used for this analysis included student demographics, coursework, graduation, discipline, special education, and attendance data for the 2021-2022 academic year for students across metropolitan Detroit. MEDC data is modified for analysis purposes using rules governed by MEDC and are not identical to those data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information, and opinions solely represent the analysis, information, and opinions of the author(s) and are not endorsed by, or reflect the views or positions of grantors, MDE and CEPI or any employee thereof.

Data included student demographics, coursework, graduation, discipline, special education, and attendance data for the 2021-2022 academic year for students in urban and suburban Detroit. We calculated descriptive statistics to summarize and compare outcomes by race and gender.[xxvi] To determine differences, we ran two group mean comparison tests and reported the results yielding significant differences between boys and girls. Linear and logistic regression analyses were conducted to compare the outcomes of girls and boys across racial groups. The tables below indicate when the worst outcome across the gender category is significantly different than all others at p<.05. All group differences presented in this report are statistically significant unless otherwise noted.

Table 1: Detroit Girls Outcomes

	BLACK GIRLS	AANHPI GIRLS[a]	LATINE GIRLS	WHITE GIRLS
STUDENT PERFORMANCE				
ELA Scores	14.52%	42.15%*	18.56%*	20.64%*
Math Score	5.58%	31.84%*	8.08%*	12.89%*
Graduation Status	82.41%	94.44%*	86.04%	80.00%
Chronic Absence	70.01%	36.82%*	53.18%*	37.14%*
Attendance Rate	79.14%	89.67%*	84.32%*	88.38%*
COLLEGE ACCESS				
Took College Prep Courses	12.94%	20.72%*	16.54%*	11.37%
Earned College Credit	3.29%	2.25%	3.62%	7.28%*
Completed College Prep Courses	12.87%	20.27%*	16.54%*	11.37%
SPECIAL EDUCATION				
Special Education	9.13%	1.63%*	8.12%*	8.22%
Specific Learning Disability	3.22%	0.33%*	3.53%	2.75%
IEP Referral	9.22%	1.63%*	8.16%*	8.42%
Out-of-School Suspension	7.10%	-	4.39%*	6.22%

Note: The shaded groups represent the comparison for each metric. *A star indicates significance at p<.05 compared to the shaded (omitted) group. a: AANHPI includes Asian and Native Hawaiian or Pacific Islander.

Table 2: Detroit Boys Outcomes

	BLACK BOYS	AANHPI BOYS[a]	LATINE BOYS	WHITE BOYS
STUDENT PERFORMANCE				
ELA Scores	10.96%	29.25%*	14.01%*	16.19%*
Math Score	6.39%	29.58%*	11.52%*	15.43%*
Graduation Status	73.33%	94.23%*	82.09%*	78.05%
Chronic Absence	71.53%	39.16%*	54.96%*	39.20%*
Attendance Rate	78.35%	88.29%*	83.67%*	87.52%*
COLLEGE ACCESS				
Took College Prep Courses	9.06%*	19.89%*	9.86%*	6.09%
Earned College Credit	2.84%	1.61%	2.96%	2.46%
Completed College Prep Courses	9.03%*	19.35%*	9.81%*	6.09%
SPECIAL EDUCATION				
Special Education	17.26%	5.99%*	15.91%*	12.94%*
Specific Learning Disability	4.85%*	0.49%*	5.71%	3.58%*
IEP Referral	17.43%	5.99%*	16.03%*	13.08%*
Out-of-School Suspension	8.47%	13.51%	6.11%	9.49%

Note: The shaded groups represent the comparison for each metric. *A star indicates significance at p<.05 compared to the shaded (omitted) group. a: AANHPI includes Asian and Native Hawaiian or Pacific Islander.

Table 3: Suburban Detroit Girls Outcomes

	BLACK GIRLS	AANHPI GIRLS[a]	LATINE GIRLS	WHITE GIRLS
STUDENT PERFORMANCE				
ELA Scores	24.31%	70.86%*	38.45%*	52.77%*
Math Score	10.65%	65.03%*	22.01%*	38.04%*
Graduation Status	89.16%	97.46%*	89.83%	94.65%*
Chronic Absence	51.71%	21.80%*	41.43%*	30.94%*
Attendance Rate	85.68%	92.99%*	88.70%*	90.84%*
COLLEGE ACCESS				
Took College Prep Courses	16.30%	51.63%*	22.63%*	32.53%*
Earned College Credit	3.82%	4.62%*	3.97%	6.20%*
Completed College Prep Courses	16.24%	51.61%*	22.63%*	32.50%*
SPECIAL EDUCATION				
Special Education	12.97%	4.68%*	10.74%*	10.45%*
Specific Learning Disability	5.18%	0.70%*	4.40%*	3.29%*
IEP Referral	13.14%	4.76%*	10.85%*	10.64%*
Out-of-School Suspension	10.53%	1.32%*	4.23%*	4.34%*

Note: The shaded groups represent the comparison for each metric. *A star indicates significance at p<.05 compared to the shaded (omitted) group. a: AANHPI includes Asian and Native Hawaiian or Pacific Islander.

Table 4: Suburban Detroit Boys Outcomes

	BLACK BOYS	AANHPI BOYS[a]	LATINE BOYS	WHITE BOYS
STUDENT PERFORMANCE				
ELA Scores	18.02%	64.58%*	33.22%*	46.72%*
Math Score	12.25%	69.86%*	29.09%*	47.06%*
Graduation Status	83.91%	95.28%*	85.45%	90.79%*
Chronic Absence	53.12%	22.29%*	40.78%*	31.27%*
Attendance Rate	85.13%	92.89%*	88.71%*	90.68%*
COLLEGE ACCESS				
Took College Prep Courses	9.10%	45.31%*	14.61%*	23.33%*
Earned College Credit	1.75%	3.69%*	2.24%*	4.07%*
Completed College Prep Courses	9.07%	45.28%*	14.59%*	23.31%*
SPECIAL EDUCATION				
Special Education	24.20%	9.74%	19.89%	18.86%
Specific Learning Disability	6.98%	1.05%	5.78%	3.98%
IEP Referral	24.46%	9.86%	20.13%	19.21%
Out-of-School Suspension	15.22%	13.51%	8.11%	8.75%

Note: The shaded groups represent the comparison for each metric. *A star indicates significance at p<.05 compared to the shaded (omitted) group. a: AANHPI includes Asian and Native Hawaiian or Pacific Islander.

Table 5: Detroit Outcomes by Race

	BLACK	AM. INDIAN OR ALASKA NATIVE	AANHPI[a]	LATINE	WHITE	MULTI-RACIAL
STUDENT PERFORMANCE						
ELA Scores	12.74%	20.83%	35.86%*	16.19%*	18.32%*	23.10%*
Math Score	5.99%	10.42%	31.37%*	9.87%*	14.21%*	15.48%*
Graduation Status	78.03%*	44.44%	94.12%*	84.03%*	79.07%*	74.55%
Chronic Absence	70.77%	67.88%	37.23%*	54.09%*	38.23%*	59.05%*
Attendance Rate	78.74%	77.28%	89.21%*	83.99%*	87.93%*	83.41%*
COLLEGE ACCESS						
Took College Prep Courses	11.03%*	11.29%	20.34%*	13.12%*	8.61%	10.84%
Earned College Credit	3.07%	0.00%	1.96%	3.28%	4.76%*	5.22%*
Completed College Prep Courses	10.98%*	11.29%	19.85%*	13.10%*	8.61%	10.84%
SPECIAL EDUCATION						
Special Education	13.23%	13.17%	3.52%*	12.10%*	10.72%*	10.60%*
Specific Learning Disability	5.18%	3.59%	0.42%*	4.64%	3.19%*	4.40%
IEP Referral	13.14%	13.17%	3.52%*	12.18%*	10.88%*	10.77%*
Out-of-School Suspension	10.53%	9.09%	11.90%	5.54%*	8.30%*	16.15%

Note: The shaded groups represent the comparison for each metric. *A star indicates significance at p<.05 compared to the shaded (omitted) group. a: AANHPI includes Asian and Native Hawaiian or Pacific Islander.

Table 6: Frequencies for Detroit Outcomes by Race

	BLACK	AM. INDIAN OR ALASKA NATIVE	AANHPI[a]	LATINE	WHITE	MULTI-RACIAL
STUDENT PERFORMANCE						
ELA Scores	29,700	48	434	4,250	1,883	407
Math Score	29,656	48	436	4,265	1,893	407
Graduation Status	5,075	9	106	714	344	55
Chronic Absence	82,810	165	1,229	11,400	5,342	1,221
Attendance Rate	82,810	165	1,229	11,400	5,342	1,221
COLLEGE ACCESS						
Took College Prep Courses	23,819	62	408	3,566	1,637	249
Earned College Credit	23,819	62	408	3,566	1,637	249
Completed College Prep Courses	23,819	62	408	3,566	1,637	249
SPECIAL EDUCATION						
Special Education	83,691	167	1,232	11,479	5,393	1,226
Specific Learning Disability	83,691	167	1,232	11,479	5,393	1,226
IEP Referral	83,691	167	1,232	11,479	5,393	1,226

Note: The shaded groups represent the comparison for each metric. *A star indicates significance at p<.05 compared to the shaded (omitted) group. a: AANHPI includes Asian and Native Hawaiian or Pacific Islander.

Table 7: Suburban Detroit Outcomes by Race

	BLACK	AM. INDIAN OR ALASKA NATIVE	AANHPI[a]	LATINE	WHITE	MULTI-RACIAL
STUDENT PERFORMANCE						
ELA Scores	21.16%	38.18%*	67.71%*	35.80%*	49.69%*	42.51%*
Math Score	11.45%	32.89%*	67.46%*	25.60%*	42.63%*	32.84%*
Graduation Status	86.49%	94.83%	96.38%*	87.62%	92.67%*	88.69%*
Chronic Absence	52.43%	46.69%*	22.05%*	41.10%*	31.11%*	40.20%*
Attendance Rate	85.40%	87.56%*	92.94%*	88.70%*	90.76%*	88.62%*
COLLEGE ACCESS						
Took College Prep Courses	12.63%	14.17%	48.44%*	18.55%*	27.83%*	22.85%*
Earned College Credit	2.77%	1.94%	4.15%*	3.09%	5.12%*	2.97%
Completed College Prep Courses	12.59%	14.17%	48.41%*	18.54%*	27.81%*	22.79%*
SPECIAL EDUCATION						
Special Education	18.72%	21.09%	7.26%*	15.44%*	14.79%*	16.28%*
Specific Learning Disability	6.10%	5.73%	0.88%*	5.11%*	3.65%*	4.53%*
IEP Referral	18.94%*	21.48%	7.36%*	15.62%*	15.07%*	16.57%*
Out-of-School Suspension	13.63%	10.14%	2.89%*	6.80%*	7.24%*	10.42%*

Note: The shaded groups represent the comparison for each metric. *A star indicates significance at p<.05 compared to the shaded (omitted) group. a: AANHPI includes Asian and Native Hawaiian or Pacific Islander.

Table 8: Frequencies for Suburban Detroit Outcomes by Race

	BLACK	AM. INDIAN OR ALASKA NATIVE	AANHPI[a]	LATINE	WHITE	MULTI-RACIAL
STUDENT PERFORMANCE						
ELA Scores	28,821	296	11,454	9,967	97,000	7,490
Math Score	28,800	298	11,541	10,013	97,107	7,487
Graduation Status	6,233	58	2,568	2,124	23,907	1,158
Chronic Absence	84,875	1,013	32,642	29,185	285,245	20,508
Attendance Rate	84,875	1,013	32,642	29,185	285,245	20,508
COLLEGE ACCESS						
Took College Prep Courses	27,137	360	10,142	9,393	96,847	5,384
Earned College Credit	27,137	360	10,142	9,393	96,847	5,384
Completed College Prep Courses	27,137	360	10,142	9,393	96,847	5,384
SPECIAL EDUCATION						
Special Education	85,631	1,029	32,949	29,428	288,382	20,689
Specific Learning Disability	85,631	1,029	32,949	29,428	288,382	20,689
IEP Referral	16,033	217	2,391	4,544	42,665	3,369

Note: The shaded groups represent the comparison for each metric. *A star indicates significance at p<.05 compared to the shaded (omitted) group. a: AANHPI includes Asian and Native Hawaiian or Pacific Islander.

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[x] Latine is a more gender, culturally, and linguistically expansive term than Latino, Latina, and Latinx, and refers to the diverse peoples affected by the colonial history of the southern most parts of North America, and Central and South America, and some parts of the Caribbean.

[xi] Advanced Placement (AP) courses offer college-level courses and exams that students can take in high school, providing earned college credit before high school graduation. Students who successfully take and pass AP courses and exams earn several privileges, including preference in college admissions, savings on tuition costs, and time to complete an undergraduate degree.

[xii] The International Baccalaureate (IB) program is another opportunity for students to earn college credit. It is also a diploma program for students in the 11th and 12th grades. Students must take a series of courses, pass exams, write an essay, and complete service hours to earn an IB diploma. Students could receive a certificate for passing one course.

[xiii] Dual Enrollment (DE) programs allow high school students to enroll in college classes and earn college credit while still in high school.

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