



DATA DIALOGUE SERIES

A New England Secondary School Consortium Resource

Series 2 | Week 1: Exploring Graduation Rate by Race/Ethnicity

About the Data Dialogue Series

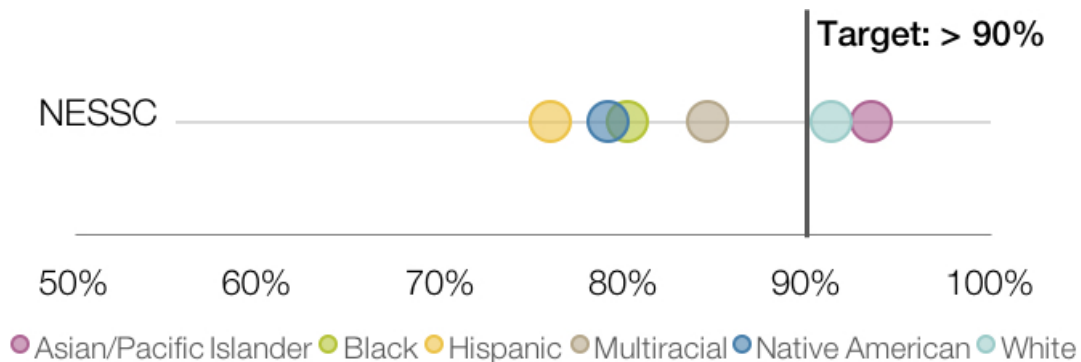
Thank you for participating in the NESSC's Data Dialogue Series, an opportunity to explore, reflect on, and talk about our region's education data with your students, colleagues, and community.

This week, we'll start by exploring the gap in 4-year graduation rates between students from different racial and ethnic subgroups from the graduating class of 2017.

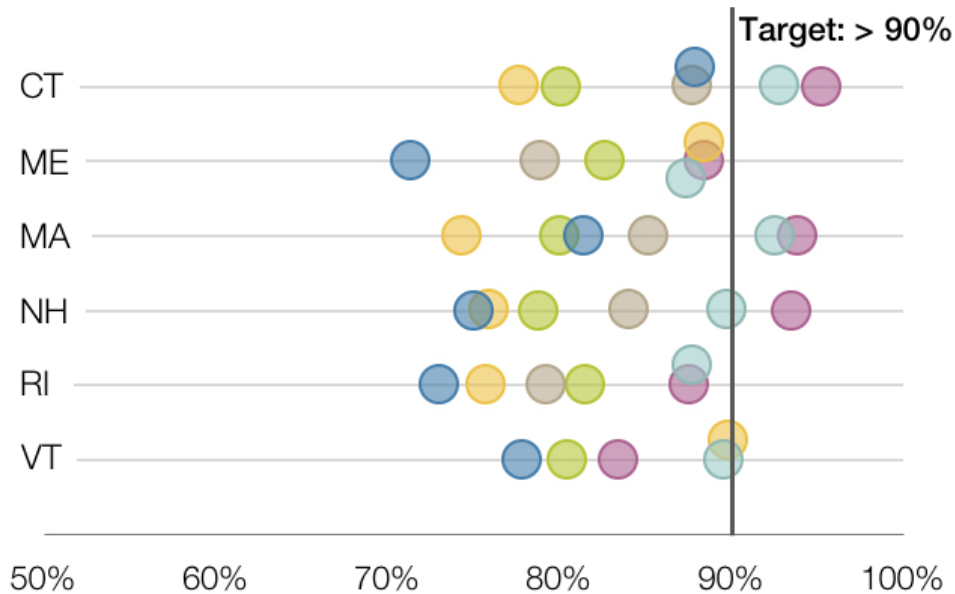
Let's dive in!

Exploring the Data

In 2017, there was an **18 percentage point** gap in high school graduation rate when we disaggregate student subgroups by race/ethnicity. **Asian/Pacific Islander** students and **White** students across the region graduate at rates above the NESSC target, while **Multiracial**, **Black**, **Native American**, and **Hispanic** students graduate at rates below 90%.



These patterns remain fairly consistent when we look at the same data for each New England state. State-level graduation gaps by race/ethnicity range from 12 percentage points in Vermont to 19 percentage points in New Hampshire.



Note: Student numbers for some racial/ethnic groups are very low. Rates and trends tend to be unstable for data representing small numbers of students. Please interpret with caution.

For additional data, including student numbers, see NESSC Common Data Project 2018 Annual Report www.newenglandssc.org/resources/common-data-project/

What This Means + Why It Matters

This 18 percentage point gap in 4-year graduation rates* by race/ethnicity represents a significant inequity in New England's schools. While many students are completing high school within four years, far too many students are not.

It is interesting, though, to consider the outliers that emerge when we look at the data across states. For instance, in Vermont, Hispanic students represent the student subgroup with the highest graduation rate, which is not represented by the data for other states. Likewise, Native American students in Connecticut graduate from high school at a much higher rate than Native American students in other New England states.

This suggests that, while graduation-rate gaps persist, they are not endemic. Our interventions and innovations can make a difference.

Let's use the dialogue questions below to consider together how we can affect change in our schools and communities that will narrow this gap.

** The graduating class represents the number of students who enter 9th grade plus any students who transfer in, minus any students who transfer out grades 9-12.*

Reflection + Dialogue Questions

While the visual above is a rich starting point for personal reflection, we urge you to consider exploring the data through inclusive conversations with colleagues, students, parents, and community members. Be intentional about who you invite to the discussion and how you reach out to participants. You may want to consider inviting individuals not on your typical call list.

1. This visual shows regional and state-level data from across New England, which was calculated by aggregating data from each state (meaning that your school's data contributed to this visual). What does the visual make you wonder? What additional data might you need in order to understand whether and how this gap exists in your own school? Where can you find that data?
2. What assumptions (e.g., about students, about your role, about your community, and/or about the purpose of school) might have been present in your analysis of the data? How might those assumptions influence your interpretation of the data? How can you seek out other perspectives on the data?
3. What changes can you make at your school to understand and meet the needs of all students so that they complete high school successfully?

To explore reflections on race in America, we encourage you to visit *A Conversation on Race*, published by the New York Times.

www.nytimes.com/interactive/projects/your-stories/conversations-on-race

**Would you like to share your reflection with the NESSC?
Don't hesitate to reach out at info@newenglandssc.org.**