

9-2019

Latinx Students in Boston Exam Schools: Growing But Consistently Underrepresented


Ava Marinelli

University of Massachusetts Boston

Fabián Torres-Ardila

University of Massachusetts Boston, fabian.torres-ardila@umb.edu

Follow this and additional works at: https://scholarworks.umb.edu/gaston_pubs


 Part of the [Education Policy Commons](#), [Latina/o Studies Commons](#), [Race and Ethnicity Commons](#), and the [Secondary Education Commons](#)

Recommended Citation

Marinelli, Ava and Torres-Ardila, Fabián, "Latinx Students in Boston Exam Schools: Growing But Consistently Underrepresented" (2019). *Gastón Institute Publications*. 245.

https://scholarworks.umb.edu/gaston_pubs/245

This Research Report is brought to you for free and open access by the Gastón Institute for Latino Community Development and Public Policy Publications at ScholarWorks at UMass Boston. It has been accepted for inclusion in Gastón Institute Publications by an authorized administrator of ScholarWorks at UMass Boston. For more information, please contact library.uasc@umb.edu.



Latinx Students in Boston Exam Schools: Growing But Consistently Underrepresented

by Ava Marinelli, M.A. & Fabián Torres-Ardila, PH.D.

September, 2019

**THE MAURICIO GASTON INSTITUTE
FOR LATINO COMMUNITY DEVELOPMENT
AND PUBLIC POLICY**



Abstract

Boston Public Schools exam schools – Boston Latin School, Boston Latin Academy, and the John D. O’Bryant School of Mathematics and Sciences – are widely considered some of the most elite schools not only in Boston Public Schools, but also in the country at large. They have also been the subject of numerous lawsuits and investigations, alleging racially biased admission standards, racism among faculty and students, and disproportionate enrollment numbers. The Mauricio Gastón Institute for Latino Community Development and Public Policy finds that while the enrollment of Latinx students has trended steadily upwards in Boston Public Schools and exam schools overall, Latinx and other minority students and other are still disproportionately underrepresented in two out of the three exam schools.

Table of Contents

Abstract.....	1
Summary of the Problem.....	3
A Note on Language.....	3
Methods	4
Findings	4
Enrollment by Percentage of Population	4
Index of Dissimilarity: A Measure of Over- or Underrepresentation.....	7
Conclusions.....	10
Recommendations.....	11
In-Depth Research on the Persistent Gap.....	11
Coalition Building with Lawyers for Civil Rights and NAACP.....	11
Exploration Into John D. O’Bryant Admissions Practices	12
Opportunity and Achievement Gap Policy Goal	12
Data Disaggregation Resolution	12
Appendix.....	13
Data Tables.....	13
Boston Public Schools 7th Grade Enrollment.....	13
Boston Exam Schools 7th Grade Enrollment.....	14
Boston Latin School 7th Grade Enrollment	15
Boston Latin Academy 7th Grade Enrollment	16
John D. O’Bryant 7th Grade Enrollment.....	17



Summary of the Problem

Boston Public Schools exam schools offer some of the best educational opportunities in the state, and in the country. The exam schools are comprised of three Grades 7-12 high schools: Boston Latin School, Boston Latin Academy, and John D. O’Bryant School of Mathematics and Science. In ratings by *U.S News*, Boston Latin School (BLS) is considered to be the best high school in Massachusetts, and the 33rd best high school in the country.¹ Boston Latin Academy (BLA) boasts a similarly impressive record in these ranking as the 5th best high school in Massachusetts.² John D. O’Bryant (JDO) is considered to be the 12th best Massachusetts high school.³ However, these schools have been at the center of numerous controversies over racially biased admission standards and student body composition. In 2016, Boston Latin School was at the center of a federal civil rights investigation, which found that the school did not take seriously student complaints of racial hostility.⁴ Three years later, the Lawyers Committee for Civil Rights and the Boston NAACP have called for an overhaul of the admissions procedures at all three exam schools,^{5, 6} indicating that perhaps exam schools have not improved upon their racial equity and diversity. This research seeks to understand what, if any disparities exist in overall enrollment in exam schools, particularly for Latinx students.

A Note on Language

While the Boston Public Schools uses the term “Hispanic” to describe students in its demographic surveys, The Mauricio Gastón Institute for Community Development and Public Policy chooses to use the term Latinx to be inclusive of all individuals who share this identity, regardless of gender identity or country of origin. As such, “Latinx” replaces “Hispanic” in data descriptors in this report, while original data files use the term “Hispanic.”

¹ <https://www.usnews.com/education/best-high-schools/massachusetts/districts/boston-public-schools/boston-latin-school-9285>

² <https://www.usnews.com/education/best-high-schools/massachusetts/districts/boston-public-schools/boston-latin-academy-9286>

³ <https://www.usnews.com/education/best-high-schools/massachusetts/districts/boston-public-schools/john-d-o-bryant-school-of-mathematics-and-science-9287>

⁴ <https://www.wbur.org/edify/2016/09/26/boston-latin-civil-rights-violation>

⁵ <https://www.bostonglobe.com/metro/2019/06/19/rights-groups-demand-change-exam-schools/YLEOmrAAIEau6lCrXIXYPK/story.html>

⁶ <http://lawyersforcivilrights.org/wp-content/uploads/2017/05/ABrokenMirror-ExamSchoolAdmissionsFailtoReflectBostonsDiversity.docx.pdf>

Methods

In order to determine what, if any, disparities existed between overall enrollment of Latinx students in Boston Public Schools and enrollment of Latinx students in exam schools, data analysis was conducted using publicly available enrollment data obtained from Massachusetts Department of Elementary and Education.⁷ In order to determine historical trends, if any, data was pulled from School Year (SY) 2008-2009 through SY 2018-2019. This research focuses on 7th grade enrollment, as this is the first grade in which students can be enrolled in exam schools.

Findings

Based on the enrollment data available from Boston Public Schools, Latinx student enrollment is lagging in exam schools.

Enrollment by Percentage of Population

In the 2018-2019 school year, Latinx students made up 44% of the overall 7th grade class in Boston Public Schools. However, at exam schools they made up only about 23% of the 7th grade class. Though all three exam schools had a 7th grade student body with a lower percentage of Latinx students than the district, the John D. O'Bryant came relatively close to mirroring the district with 36% of its 7th grade class identifying as Latinx. Boston Latin Academy had a lower percentage of Latinx students, with 25% of its 7th grade class identifying as Latinx. Boston Latin School continued to repeat the patterns of its history, boasting the most disproportionate numbers; only 17% of its 7th grade class identified as Latinx.

⁷ <http://www.doe.mass.edu/infoservices/reports/enroll/>

Figure 1

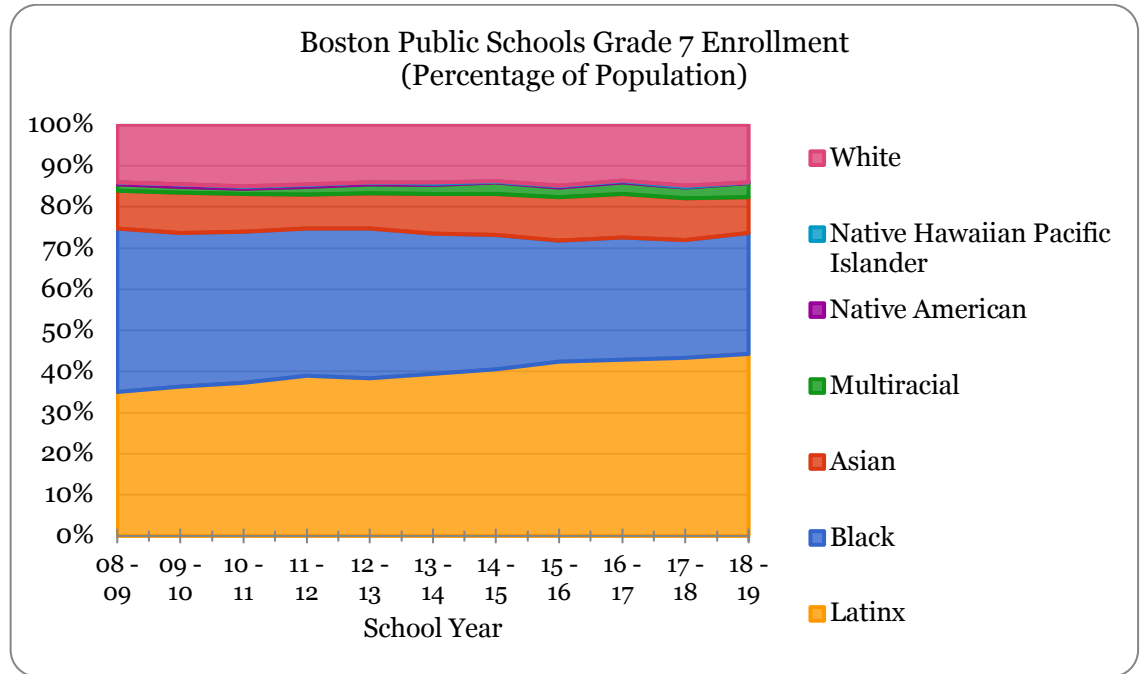


Figure 2

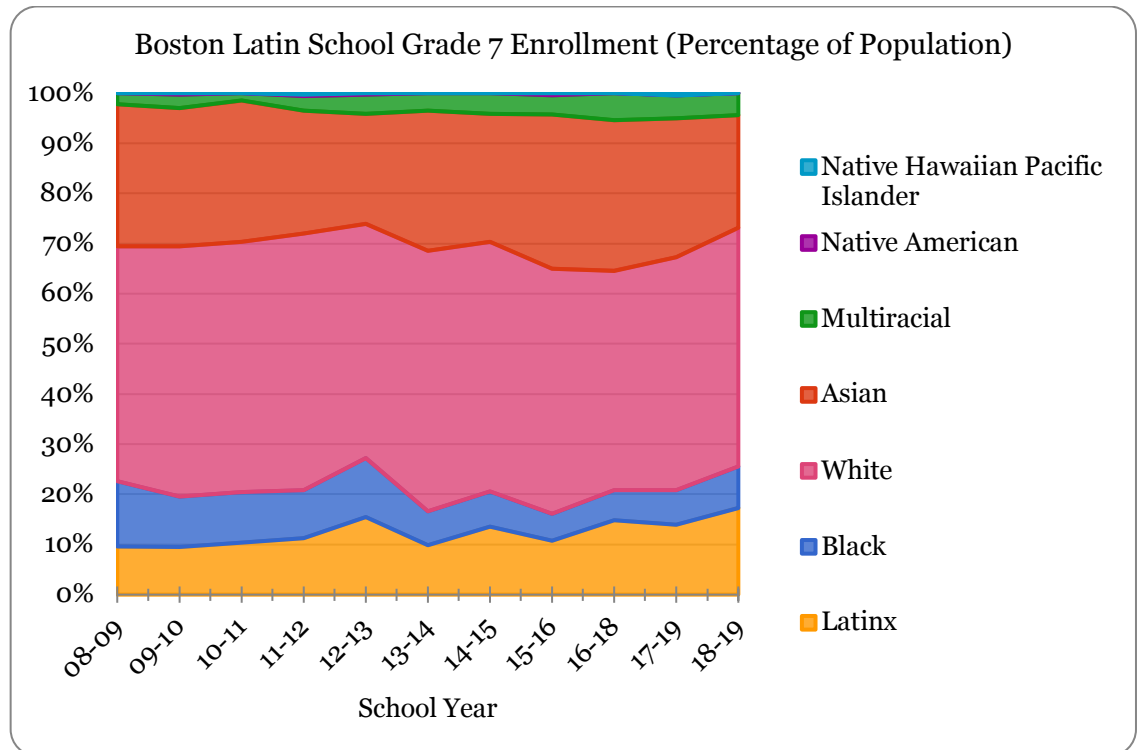


Figure 3

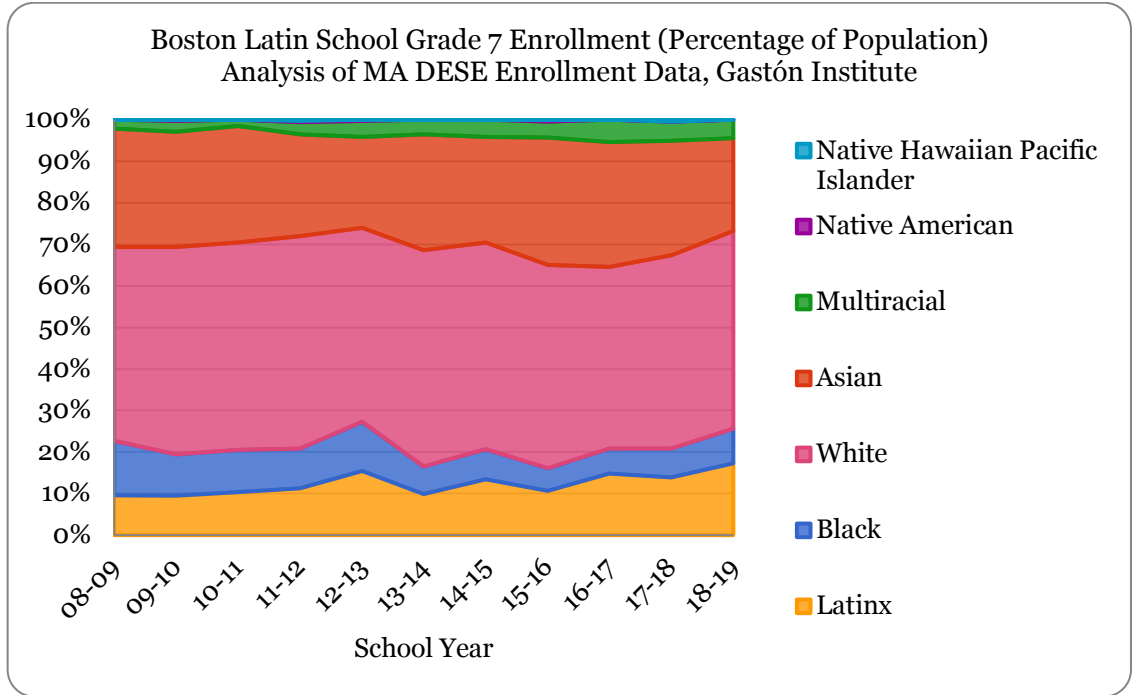


Figure 4

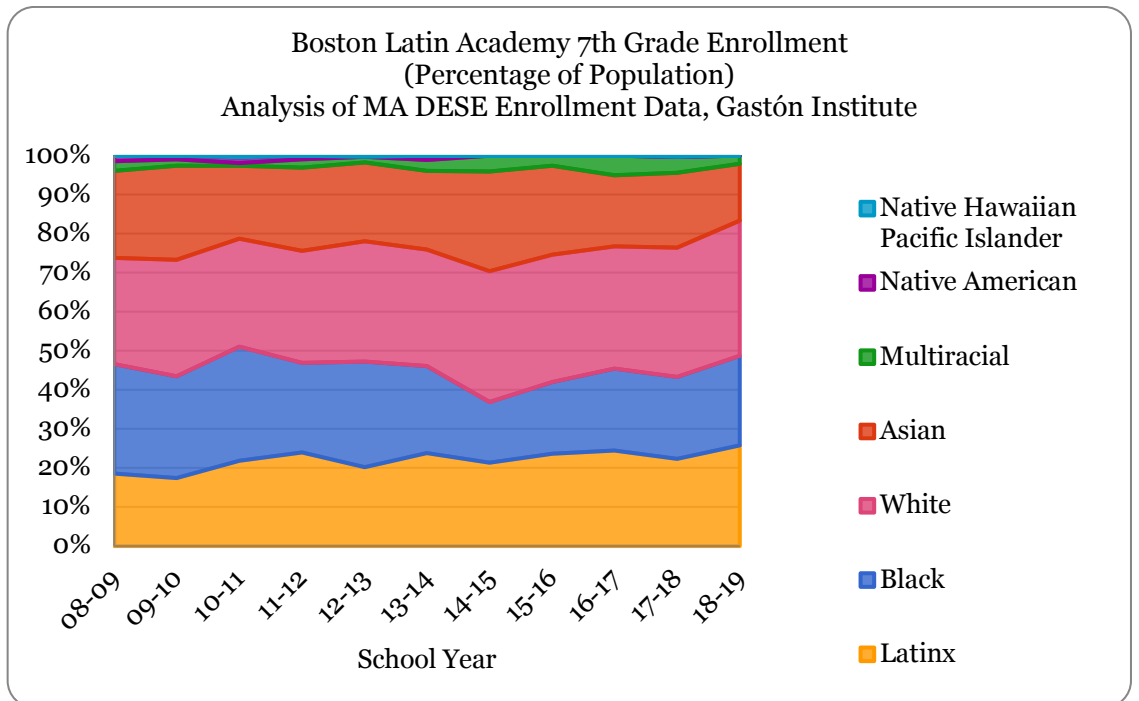
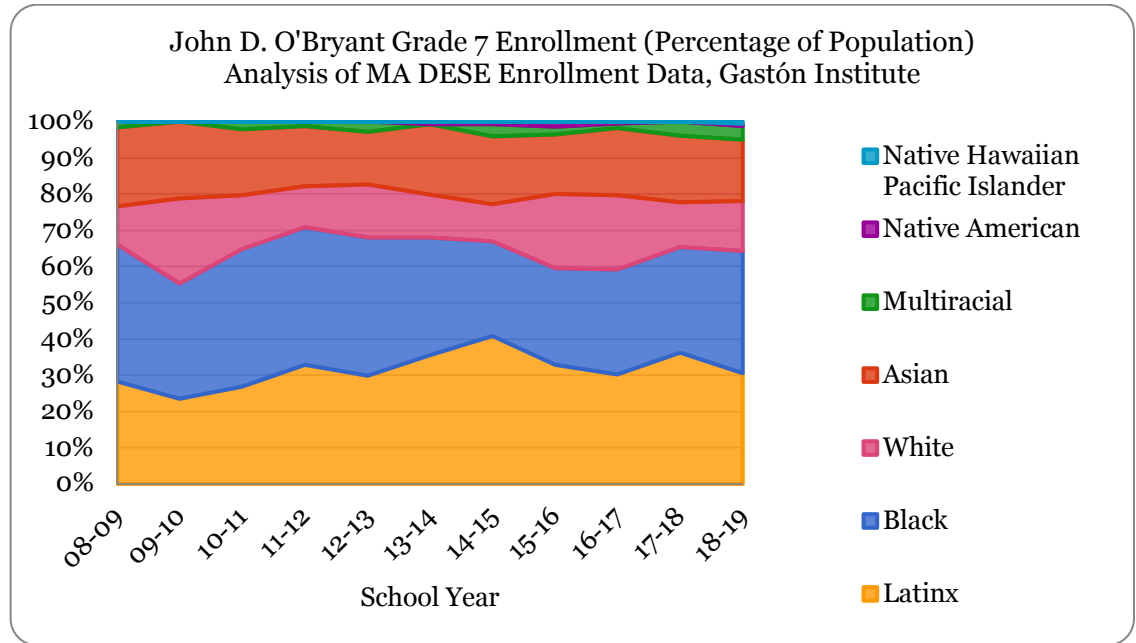


Figure 5



Latinx students are not the only underrepresented population in exam schools: Black students make up 29% of Boston Public Schools 2018-2019 7th grade class but only 18% of exam schools' 7th grade class that year. Boston Latin School continued to have the most disproportionate enrollment, with only 8% of their 2018-2019 7th grade class identifying as Black. Interestingly, Black students were over-represented at John D. O'Bryant, making up 33% of its 2018-2019 7th grade class.

White and Asian students were consistently overrepresented in exam schools. In 2018-2019, White students made up 14% of Boston Public Schools overall 7th grade class, but 37% of the exam school class. Boston Latin School had the highest percentage of White students (48%) in its 2018-2019 7th grade class. Asian students compose 9% of the overall 2018-2019 7th grade student body, but 19% of the exam school 7th grade body. Boston Latin continued its disproportionate trend, with Asian students making up 22% of its 7th grade class in 2018-2019.

Index of Dissimilarity: A Measure of Over- or Underrepresentation

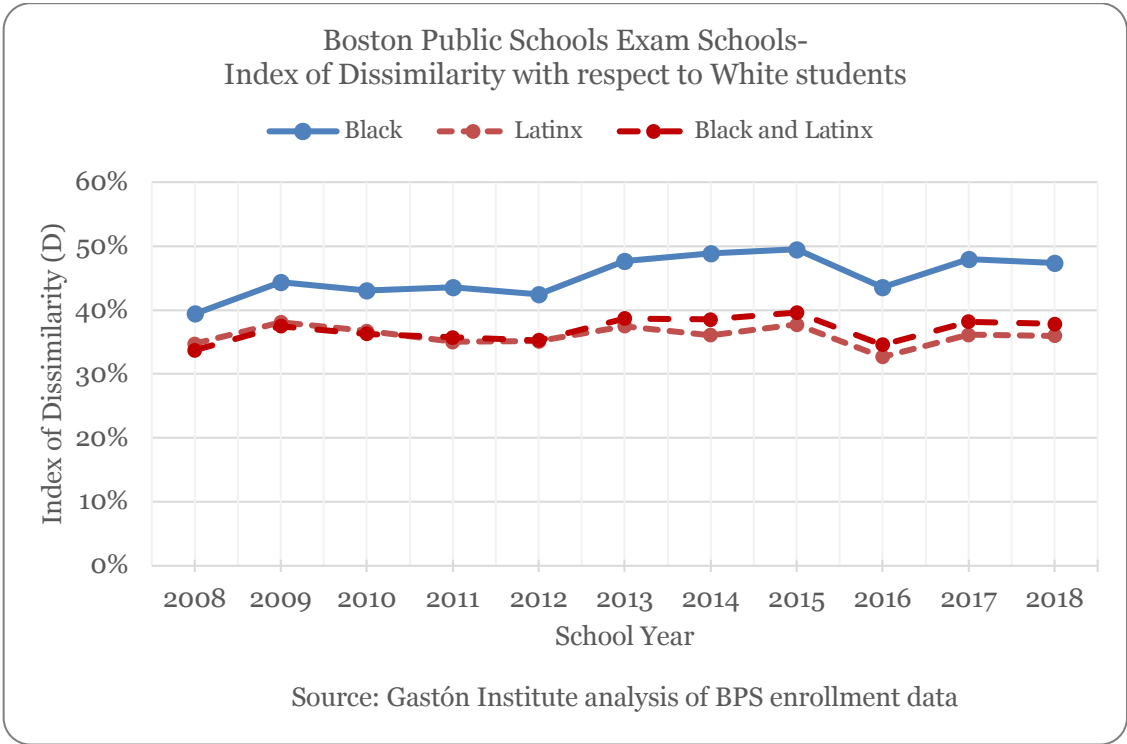
In order to prove dissimilarity beyond the visual discrepancies in the figures above, the index of dissimilarity was calculated to determine the representation across Boston Public Schools settings. Traditionally in studies of residential and school segregation, the Index of Dissimilarity⁸ is used to measure the level of geographical segregation across settings. In this context, the Index of Dissimilarity can be used to compare the distribution of students in the exam schools with the distribution of students in the overall population of Boston Public Schools. The closer the Index

⁸ <http://enceladus.isr.umich.edu/rae/calculate.html>

of Dissimilarity (D) is to 0, the more reflective of the district the exam school is. The closer the Index of Dissimilarity is to 1, the less reflective of the district the exam school is. In addition, a given value of D can be interpreted as a percentage.⁹ For example, a value of .20 for the Black - White Index of Dissimilarity in a given school can be interpreted as the school is serving 20% more white students than would correspond to the total distribution of White and Black students across the whole district.

The 7th grade enrollment numbers were again used to capture the incoming exam school classes over time. In the 2018-2019 school year, Black and White students displayed the largest dissimilarity in exam school settings (D=0.47; see Figure 6). This indicates that exam schools are overserving White students by 47% as compared to the overall makeup of the district.

Figure 6



⁹ <http://www.jstor.org/stable/20462363>

Figure 7

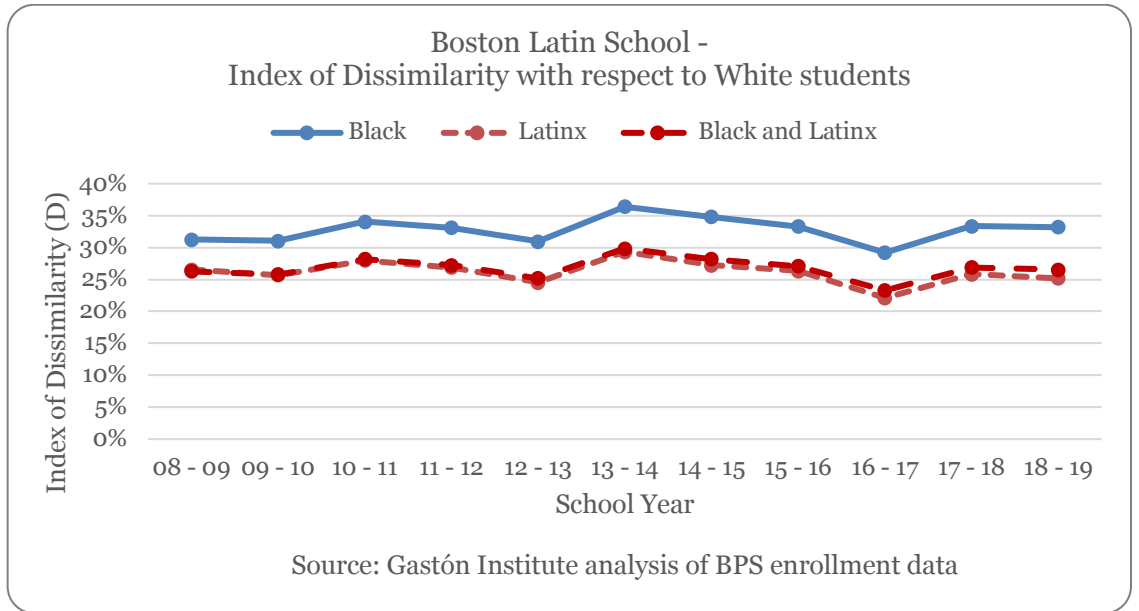


Figure 8

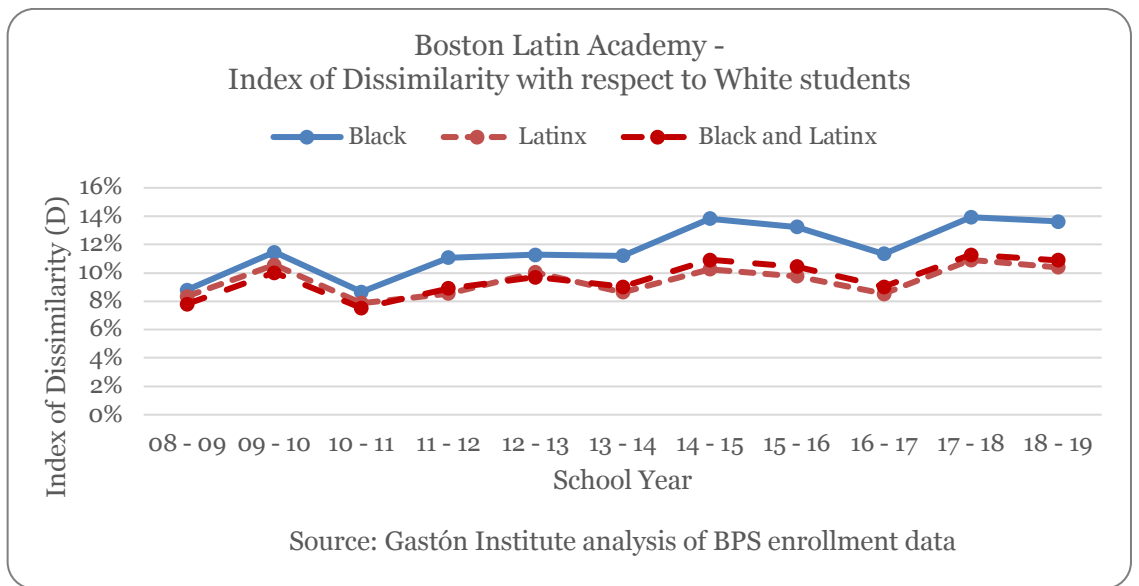
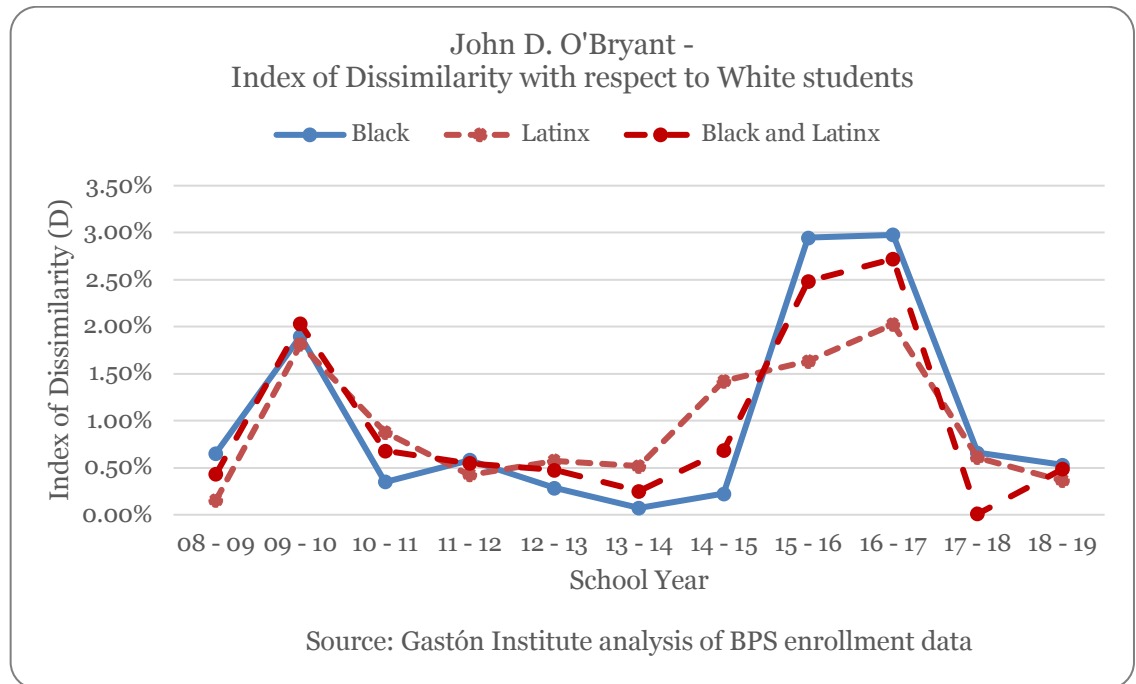


Figure 9



In the 2018-2019 school year, across the three exam schools, Boston Latin School displayed the largest dissimilarity for Black ($D=0.33$) and Latinx students ($D=0.25$) as compared to White students. The John D. O'Bryant showed the smallest dissimilarity for Black ($D=0.01$) and Latinx students ($D=0.004$) as compared to White students.

Figure 7 shows that from 2008 to 2019, the dissimilarity index for Boston Latin School hovers around 25% for Latinx students and Black and Latinx students combined, and around 30% for Black students. In contrast, the dissimilarity index at the John D. O'Bryant does not exceed 4%.

Conclusions

Based on the findings above, it can be concluded that while Latinx student enrollment has trended upwards over the past 11 school years, Latinx students are still underrepresented in exam schools. No exam school has parity with the district when it comes to Latinx student enrollment, though the John D. O'Bryant School of Mathematics and Sciences comes the closest with 36% of its 2018-2019 7th grade class identifying as Latinx (a -8% gap). The Boston Latin School is the farthest from parity with the district for Latinx students, while Boston Latin Academy shows an upward trend on the Index of Dissimilarity. These findings may support to the Lawyers Committee for Civil Rights and NAACP's call for an admissions overhaul based on the disproportionate racial makeup of all exam schools.

Recommendations

In-Depth Research on the Persistent Gap

It is clear that while Boston Public Schools is a minority-majority district, its two most prestigious exam schools are not. In order to create a robust set of policy recommendations to address this gap, an in-depth mixed-methods research study should be undertaken by a coalition of organizations to determine the true scope and impact of this issue. Based on publicly and easily accessible data, it is clear that minority student enrollment in exam schools is lagging as compared to Boston Public Schools overall. However, it cannot be determined *why* enrollment is lagging. In order to better understand the challenges Latinx and other minority students are facing in entering exam schools, data should be gathered on how many Latinx students are taking the Independent Schools Entrance Exam (ISEE), versus how many Latinx students are being accepted into exam schools. Data should also be collected regarding how students are ranking their exam school preferences during admissions. By collecting this data, we can better determine if the issue is rooted in low test preparation, low test participation, and/or low admissions rates. While Boston Public Schools will now offer the exam during the school day¹⁰, there is a continued need to collect data on who is taking the exam. By gathering data that targets the question of *why* Latinx enrollment is lacking in exam schools, policy recommendations can more accurately target the barriers that Latinx and other minority students are facing in gaining entry into exam schools.

In addition to gathering more quantitative data regarding Latinx students' entry into exam schools, qualitative surveys or interviews should be conducted with Latinx students and their families who have gained admission into exam schools to further investigate the impact of disproportionately low numbers of Latinx students. By understanding the impact of being a member of an underrepresented identity group in exam schools, advocates can make a strong, student-centered argument for policy change that elevates the voice of the very population that policy changes are hoping to impact.

Coalition Building with Lawyers for Civil Rights and NAACP

Lawyers Committee for Civil Rights and the NAACP have already submitted a letter to the Office of the Mayor and the Boston Public School Committee detailing the underrepresentation of minority students in exam schools and calling for an overhaul in the exam schools' admissions policy.¹¹ Organizations like the Mauricio Gastón Institute for Latino Community Development and Public Policy should build coalition with the organizations already calling for change at Boston Public Schools and support their efforts to ensure equity in exam school admissions.

¹⁰ <https://www.wbur.org/edify/2019/02/08/boston-entrance-exam-schools-test-isee>

¹¹ <https://www.bostonglobe.com/metro/2019/06/19/rights-groups-demand-change-exam-schools/YLEOmRAAEu6lCrXIXYPK/story.html>

Exploration Into John D. O’Bryant Admissions Practices

Of the exam schools, the John D. O’Bryant School for Mathematics and Sciences has the most Latinx and Black students, outperforming the district in Black, Native American, and Native Hawaiian Pacific Islander student representation in the 2018-2019 school year. An exploration should be conducted into the factors that create a more racially equitable 7th student body makeup at the John D. O’Bryant. These findings could be used to help develop a set of protocols and best practices to improve racial equity across all exam schools.

Opportunity and Achievement Gap Policy Goal

The Opportunity and Achievement Gap Task Force¹² is currently developing the next iteration of the Implementation Plan for the Opportunity and Achievement Gap (OAG) Policy. Given the opportunities attending an exam school can provide students, including increased college readiness and rigorous instruction, the OAG Policy must include a goal to increase the opportunity for minority students to enroll in exam schools. This could be done by goal setting that targets the admissions practices of exam schools, access to the Independent Schools Entrance Exam (ISEE), changing the entrance exam to a more representative model of achievement such as the MCAS or GPA alone, or required diversity and inclusion initiatives at exam schools to increase their attractiveness to minority students. Historically, quotas have been used in the past to achieve racial and ethnic diversity in Boston Public Schools exam schools. Since that practice has since been struck down,¹³ it is clear that new initiatives must be taken up to achieve opportunity and achievement equity for our students.

Data Disaggregation Resolution

Broad racial and ethnic categories flatten the data and ultimately the stories of Boston Public School students. In districts that have successfully launched disaggregation initiatives, they found that students within ethnic categories do not perform uniformly. In order to aggressively target the most underrepresented ethnic students, Boston Public Schools must disaggregate their racial and ethnic data. While Asian students appear to be overrepresented in exam schools, there may be subsections of the Asian student community that are underrepresented and deserve increased access as was found in the Oakland Unified School District.¹⁴ We know in Boston, for example, that Cambodian and Vietnamese communities are earning less and achieving lower education outcomes than other subgroups within the Asian community.¹⁵ The same may be found for Latinx students as well. In order to be achieve true equity and diversity of access, the Boston Public Schools Committee should pass a resolution similar to that of Oakland Unified¹⁶ and Los Angeles Unified School District¹⁷ in order to more deeply enrich the data available to policymakers and advocates to

¹² <https://www.bostonpublicschools.org/domain/1898>

¹³ <https://casetext.com/case/bostons-children-first-v-boston-school-committee-2>

¹⁴ <https://www.ousd.org/cms/lib/CA01001176/Centricity/Domain/4900/OSD%20API%20Student%20Data.pdf>

¹⁵ <https://www.bostonindicators.org/reports/report-website-pages/changing-faces-of-greater-boston/changing-faces-of-greater-boston-report>

¹⁶ <https://www.banteaysrei.org/press/ousd-passes-disaggregated-data-resolution/>

¹⁷ <https://balitangamerica.tv/lausd-commits-itself-to-improving-diversity-and-classroom-experience-for-asian-american-students/>

develop a truly comprehensive understanding of the student body in Boston Public Schools and its exam schools. We recognize that legislation similar to what we are proposing was put forth by Representative Tackey Chan in 2017 (H.3361¹⁸) and was met with significant opposition from some communities.¹⁹ While we recognize the concern regarding the impact a more nuanced understanding of demographic data may have on communities, we stand in our belief that knowing more about the populations Boston Public Schools serves will allow for more and better funding and programming for the populations that have the most inequitable educational experiences. We move forward with the recommendation that legislation like H.3361 should be revisited.

Appendix

Data Tables

Boston Public Schools 7th Grade Enrollment

Boston Public Schools enrollment data is publicly available from the Massachusetts Department of Elementary and Secondary Education.²⁰ Index of Dissimilarity calculations were conducted by The Gastón Institute for Latino Community Development and Public Policy.

Table 1: Number of Students (BPS)

School Year	Black	Asian	Latinx	Multiracial	Native American	Native Hawaiian Pacific Islander	White
2008-2009	1560	366	1377	58	14	4	551
2009-2010	1407	363	1364	56	18	2	546
2010-2011	1470	369	1489	52	19	2	598
2011-2012	1395	321	1515	73	20	4	564
2012-2013	1382	327	1455	79	16	5	531
2013-2014	1306	370	1512	80	14	6	540
2014-2015	1092	333	1350	90	6	4	461
2015-2016	1002	356	1441	81	11	5	506
2016-2017	985	348	1419	97	9	4	451
2017-2018	955	340	1448	86	5	10	496
2018-2019	983	287	1478	118	5	3	466

¹⁸ <https://malegislature.gov/Bills/190/H3361>

¹⁹ <https://www.npr.org/2017/08/05/541844705/protests-against-the-push-to-disaggregate-asian-american-data>

²⁰ <http://www.doe.mass.edu/infoservices/reports/enroll/>

Table 2: Percentage of Population (BPS)

School Year	Black	Asian	Latinx	Multiracial	Native American	Native Hawaiian Pacific Islander	White
2008-2009	39.7%	9.3%	35.0%	1.5%	0.4%	0.1%	14.0%
2009-2010	37.5%	9.7%	36.3%	1.5%	0.5%	0.1%	14.5%
2010-2011	36.8%	9.2%	37.2%	1.3%	0.5%	0.1%	15.0%
2011-2012	35.8%	8.2%	38.9%	1.9%	0.5%	0.1%	14.5%
2012-2013	36.4%	8.6%	38.3%	2.1%	0.4%	0.1%	14.0%
2013-2014	34.1%	9.7%	39.5%	2.1%	0.4%	0.2%	14.1%
2014-2015	32.7%	10.0%	40.5%	2.7%	0.2%	0.1%	13.8%
2015-2016	29.5%	10.5%	42.4%	2.4%	0.3%	0.1%	14.9%
2016-2017	29.7%	10.5%	42.8%	2.9%	0.3%	0.1%	13.6%
2017-2018	28.6%	10.2%	43.4%	2.6%	0.1%	0.3%	14.9%
2018-2019	29.4%	8.6%	44.3%	3.5%	0.1%	0.1%	14.0%

Boston Exam Schools 7th Grade Enrollment

Table 3: Number of Students (BES)

School Year	Black	Asian	Latinx	Multiracial	Native American	Native Hawaiian Pacific Islander	White
2008-2009	178	205	126	18	4	0	280
2009-2010	143	193	108	15	4	0	295
2010-2011	175	191	140	11	4	1	299
2011-2012	164	182	166	19	4	1	298
2012-2013	181	168	164	23	1	1	298
2013-2014	137	198	158	22	4	0	311
2014-2015	110	200	174	33	1	0	308
2015-2016	111	208	156	25	4	0	312
2016-2017	125	194	170	36	1	0	284
2017-2018	144	206	190	38	0	3	315
2018-2019	153	160	193	30	1	1	315

Table 4: Percentage of Population (BES)

School Year	Black	Asian	Latinx	Multiracial	Native American	Native Hawaiian Pacific Islander	White
2008-2009	21.9%	25.3%	15.5%	2.2%	0.5%	0.0%	34.5%
2009-2010	18.9%	25.5%	14.2%	2.0%	0.5%	0.0%	38.9%
2010-2011	21.3%	23.3%	17.1%	1.3%	0.5%	0.1%	36.4%
2011-2012	19.7%	21.8%	19.9%	2.3%	0.5%	0.1%	35.7%
2012-2013	21.7%	20.1%	19.6%	2.8%	0.1%	0.1%	35.6%
2013-2014	16.5%	23.9%	19.0%	2.7%	0.5%	0.0%	37.5%
2014-2015	13.3%	24.2%	21.1%	4.0%	0.1%	0.0%	37.3%
2015-2016	13.6%	25.5%	19.1%	3.1%	0.5%	0.0%	38.2%
2016-2017	15.4%	24.0%	21.0%	4.4%	0.1%	0.0%	35.1%
2017-2018	16.1%	23.0%	21.2%	4.2%	0.0%	0.3%	35.2%
2018-2019	17.9%	18.8%	22.6%	3.5%	0.1%	0.1%	36.9%

Table 5: Index of Dissimilarity (BES)

School Year	Black	Latinx	Black and Latinx
2008-2009	39.41%	34.72%	23.95%
2009-2010	44.37%	38.08%	29.43%
2010-2011	43.05%	36.75%	26.16%
2011-2012	43.57%	35.02%	25.10%
2012-2013	42.48%	35.14%	24.19%
2013-2014	47.66%	37.47%	29.18%
2014-2015	48.85%	36.05%	29.39%
2015-2016	49.51%	37.75%	31.03%
2016-2017	43.53%	32.66%	25.10%
2017-2018	47.94%	36.14%	27.43%
2018-2019	47.36%	35.96%	26.70%

Boston Latin School 7th Grade Enrollment

Table 6: Number of Students (BLS)

School Year	Black	Asian	Latinx	Multiracial	Native American	Native Hawaiian Pacific Islander	White
2008-2009	53	116	39	9	0	0	191
2009-2010	37	102	35	10	1	0	184
2010-2011	41	114	42	6	0	0	202
2011-2012	36	93	43	11	1	1	195
2012-2013	47	88	62	15	1	0	187
2013-2014	27	113	40	14	0	0	210
2014-2015	29	103	55	17	0	0	202
2015-2016	21	120	42	15	2	0	191
2016-2017	23	116	57	21	0	0	169
2017-2018	29	115	58	19	0	2	194
2018-2019	34	92	71	18	0	0	195

Table 7: Percentage of Population (BLS)

School Year	Black	Asian	Latinx	Multiracial	Native American	Native Hawaiian Pacific Islander	White
2008-2009	13.0%	28.4%	9.6%	2.2%	0.0%	0.0%	46.8%
2009-2010	10.0%	27.6%	9.5%	2.7%	0.3%	0.0%	49.9%
2010-2011	10.1%	28.1%	10.4%	1.5%	0.0%	0.0%	49.9%
2011-2012	9.5%	24.5%	11.3%	2.9%	0.3%	0.3%	51.3%
2012-2013	11.8%	22.0%	15.5%	3.8%	0.3%	0.0%	46.8%
2013-2014	6.7%	28.0%	9.9%	3.5%	0.0%	0.0%	52.0%
2014-2015	7.1%	25.4%	13.5%	4.2%	0.0%	0.0%	49.8%
2015-2016	5.4%	30.7%	10.7%	3.8%	0.5%	0.0%	48.8%
2016-2017	6.0%	30.1%	14.8%	5.4%	0.0%	0.0%	43.8%
2017-2018	7.0%	27.6%	13.9%	4.6%	0.0%	0.5%	46.5%
2018-2019	8.3%	22.4%	17.3%	4.4%	0.0%	0.0%	47.6%

Table 8: Index of Dissimilarity (BLS)

School Year	Black	Latinx	Black and Latinx
2008-2009	31.27%	26.53%	23.32%
2009-2010	31.02%	25.71%	23.47%
2010-2011	34.03%	28.01%	25.53%
2011-2012	33.08%	26.89%	24.71%
2012-2013	30.93%	24.53%	21.69%
2013-2014	36.38%	29.34%	27.71%
2014-2015	34.80%	27.22%	25.47%
2015-2016	33.32%	26.35%	25.07%
2016-2017	29.20%	22.11%	20.72%
2017-2018	33.35%	25.83%	24.08%
2018-2019	33.21%	25.20%	23.14%

Boston Latin Academy 7th Grade Enrollment

Table 9: Number of Students (BLA)

School Year	Black	Asian	Latinx	Multiracial	Native American	Native Hawaiian Pacific Islander	White
2008-2009	78	62	52	7	4	0	76
2009-2010	79	73	53	5	3	0	91
2010-2011	80	51	60	2	4	1	76
2011-2012	68	63	71	6	3	0	85
2012-2013	79	59	59	4	0	1	90
2013-2014	63	57	67	8	3	0	84
2014-2015	42	69	58	11	0	0	91
2015-2016	51	64	66	7	0	0	91
2016-2017	55	48	64	13	0	0	82
2017-2018	63	58	67	12	0	1	99
2018-2019	65	41	73	6	0	0	98

Table 10: Percentage of Population (BLA)

School Year	Black	Asian	Latinx	Multiracial	Native American	Native Hawaiian Pacific Islander	White
2008-2009	28.0%	22.2%	18.6%	2.5%	1.4%	0.0%	27.2%
2009-2010	26.0%	24.0%	17.4%	1.6%	1.0%	0.0%	29.9%
2010-2011	29.2%	18.6%	21.9%	0.7%	1.5%	0.4%	27.7%
2011-2012	23.0%	21.3%	24.0%	2.0%	1.0%	0.0%	28.7%
2012-2013	27.1%	20.2%	20.2%	1.4%	0.0%	0.3%	30.8%
2013-2014	22.3%	20.2%	23.8%	2.8%	1.1%	0.0%	29.8%
2014-2015	15.5%	25.5%	21.4%	4.1%	0.0%	0.0%	33.6%
2015-2016	18.3%	22.9%	23.7%	2.5%	0.0%	0.0%	32.6%
2016-2017	21.0%	18.3%	24.4%	5.0%	0.0%	0.0%	31.3%
2017-2018	21.0%	19.3%	22.3%	4.0%	0.0%	0.3%	33.0%
2018-2019	23.0%	14.5%	25.8%	2.1%	0.0%	0.0%	34.6%

Table 11: Index of Dissimilarity (BLA)

School Year	Black	Latinx	Black and Latinx
2008-2009	8.79%	8.35%	3.63%
2009-2010	11.45%	10.56%	5.77%
2010-2011	8.66%	7.86%	3.02%
2011-2012	11.07%	8.56%	4.44%
2012-2013	11.27%	10.04%	5.26%
2013-2014	11.21%	8.65%	4.84%
2014-2015	13.82%	10.25%	7.71%
2015-2016	13.25%	9.77%	6.68%
2016-2017	11.36%	8.53%	5.20%
2017-2018	13.93%	10.92%	7.11%
2018-2019	13.62%	10.40%	6.47%

John D. O'Bryant 7th Grade Enrollment

Table 12: Number of Students (JDO)

School Year	Black	Asian	Latinx	Multiracial	Native American	Native Hawaiian Pacific Islander	White
2008-2009	47	27	35	2	0	0	13
2009-2010	27	18	20	0	0	0	20
2010-2011	54	26	38	3	0	0	21
2011-2012	60	26	52	2	0	0	18
2012-2013	55	21	43	4	0	0	21
2013-2014	47	28	51	0	1	0	17
2014-2015	39	28	61	5	1	0	15
2015-2016	39	24	48	3	2	0	30
2016-2017	47	30	49	2	1	0	33
2017-2018	52	33	65	7	0	0	22
2018-2019	54	27	49	6	1	1	22

Table 13: Percentage of Population (JDO)

School Year	Black	Asian	Latinx	Multiracial	Native American	Native Hawaiian Pacific Islander	White
2008-2009	37.9%	21.8%	28.2%	1.6%	0.0%	0.0%	10.5%
2009-2010	31.8%	21.2%	23.5%	0.0%	0.0%	0.0%	23.5%
2010-2011	38.0%	18.3%	26.8%	2.1%	0.0%	0.0%	14.8%
2011-2012	38.0%	16.5%	32.9%	1.3%	0.0%	0.0%	11.4%
2012-2013	38.2%	14.6%	29.9%	2.8%	0.0%	0.0%	14.6%
2013-2014	32.6%	19.4%	35.4%	0.0%	0.7%	0.0%	11.8%
2014-2015	26.2%	18.8%	40.9%	3.4%	0.7%	0.0%	10.1%
2015-2016	26.7%	16.4%	32.9%	2.1%	1.4%	0.0%	20.5%
2016-2017	29.0%	18.5%	30.2%	1.2%	0.6%	0.0%	20.4%
2017-2018	29.1%	18.4%	36.3%	3.9%	0.0%	0.0%	12.3%
2018-2019	33.8%	16.9%	30.6%	3.8%	0.6%	0.6%	13.8%

Table 14: Index of Dissimilarity (JDO)

School Year	Black	Latinx	Black and Latinx
2008-2009	0.65%	0.15%	2.90%
2009-2010	1.90%	1.81%	0.62%
2010-2011	0.35%	0.88%	2.09%
2011-2012	0.58%	0.42%	3.91%
2012-2013	0.29%	0.57%	2.47%
2013-2014	0.07%	0.52%	3.20%
2014-2015	0.22%	1.42%	3.69%
2015-2016	2.94%	1.63%	0.13%
2016-2017	2.98%	2.03%	0.16%
2017-2018	0.66%	0.61%	3.51%
2018-2019	0.53%	0.36%	2.61%

About the Gastón Institute

Established in 1989, the Mauricio Gastón Institute for Latino Community Development and Public Policy was created by the Massachusetts Legislature in response to a need for improved understanding about the Latino experience in the commonwealth. Now in its 30th year, the Gastón Institute continues its mission of informing the public and policymakers about issues vital to the state's growing Latino community and providing information and analysis necessary for effective Latino participation in public policy development. To learn more about the Gastón Institute, visit www.umb.edu/gastoninstitute.

One of the goals of the Gastón Institute is to be responsive to the needs of the Latino and policy communities through the research we undertake. Please feel free to contact us with suggestions or requests for specific information.

About the Authors

Ava Marinelli is an Education Policy Fellow at the Mauricio Gastón Institute. She graduated from Boston University with a B.A. in Sociology and Loyola Marymount University with a Masters in Urban Education Policy. Ava is a fellow through Leadership for Educational Equity, a nonpartisan, nonprofit leadership development organization for current and former teachers. Ava is a former special education teacher with a passion for working towards strengths-based, student-focused educational equity solutions from a local, state, and federal policy perspective. Outside her work as an educator and policy fellow, Ava is a community organizer with Angelenos Organizing for Education, a student-led community organizing group in Los Angeles.

Fabián Torres-Ardila is the Associate Director of the Mauricio Gastón Institute. Dr. Torres-Ardila holds a PhD in mathematics from Boston University. He has many years of experience providing professional development workshops to STEM teachers who work with English Language Learners. At the institute, Dr. Torres-Ardila conducts research that examines the current issues facing Latino communities, such as Latino participation in the STEM pipeline and socio-linguistic factors in K-12 education. As part of the institute's team, Dr. Torres-Ardila diligently works to ensure that the institute supports the development of Latino community leadership through partnerships with local groups.

www.umb.edu/gastoninstitute | gastoninstitute@umb.edu

Facebook & Twitter: @GastonInstitute

