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The State of Latinos and Education in Massachusetts: 2010

Billie Gastic

University of Massachusetts Boston

Melissa Colón

University of Massachusetts Boston

Andrew Flannery Aguilar

University of Massachusetts Boston

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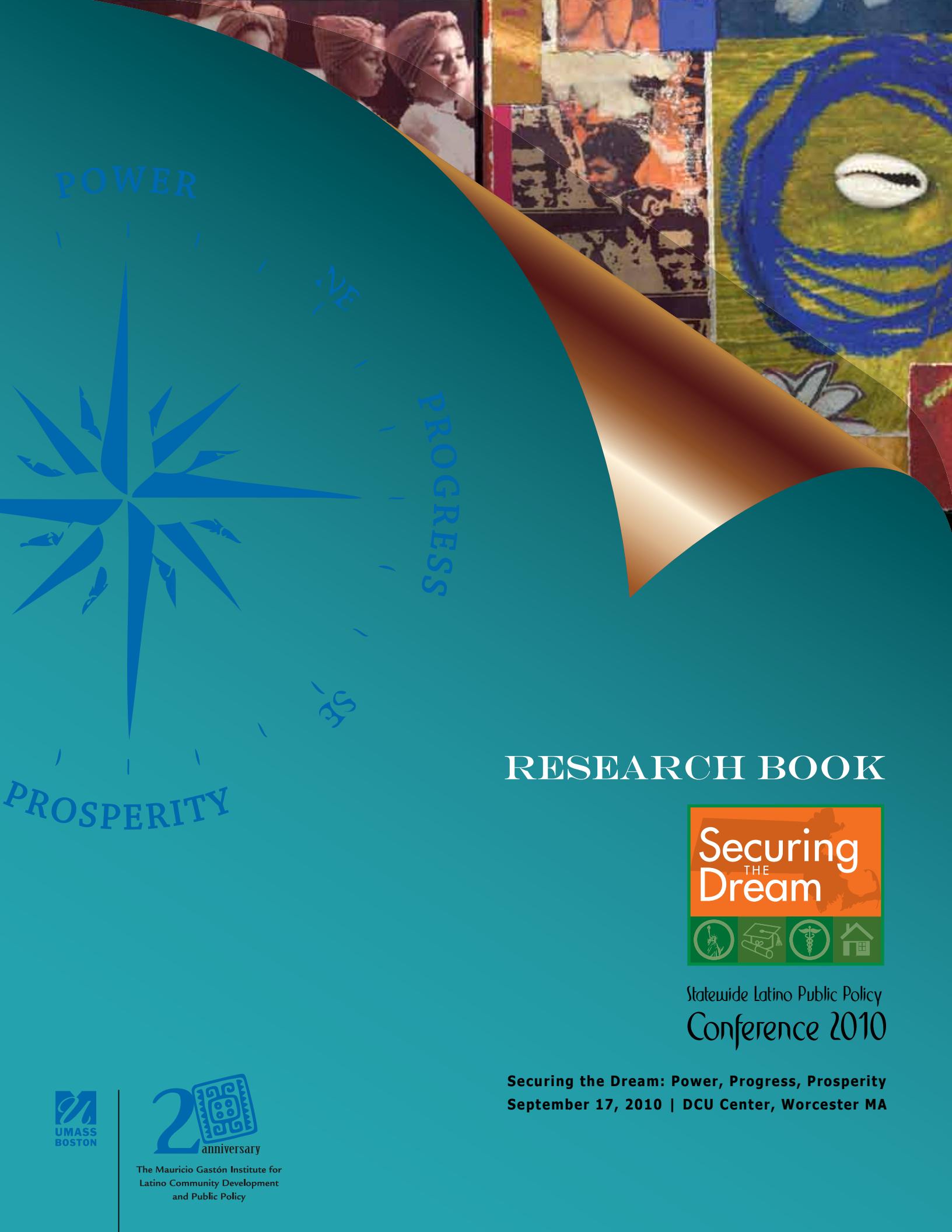
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RESEARCH BOOK



Statewide Latino Public Policy
Conference 2010

Securing the Dream: Power, Progress, Prosperity
September 17, 2010 | DCU Center, Worcester MA



The Mauricio Gastón Institute for
Latino Community Development
and Public Policy



Statewide Latino Public Policy
Conference 2010

CHAPTER 2

The State of Latinos and Education in Massachusetts: 2010

By Billie Gastic, PhD, Melissa Colón, and Andrew Flannery Aguilar



Nellie Mae
Education
Foundation

Opening Doors to Tomorrow

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Abstract

Schools are critical public institutions for Latino youth in the Commonwealth, who make up 15% of the public school enrollment in the state. Sadly, despite leading the nation in student achievement, Massachusetts is still leaving its Latino students behind. This is evident from several indicators of Latino students' academic success. School attendance is a significant concern since Latino students lose an average of more than two and a half weeks of school each year due to absences. Latino students are also frequently disciplined for behavioral issues at school. Latinos account for 23% of the incidents that result in disciplinary removals for serious offenses and have the highest in-school suspension rate in the Commonwealth. Many of the highest disciplinary rates are noted in school districts with large Latino student populations. Many Latino students are not academically successful in the Commonwealth. The failure rates for Latino students on the reading/English Language Arts and mathematics MCAS tests far outpace those for other student populations. Also, a greater percentage of Latino students perform at the lowest levels on the NAEP exams in reading and math than do any other students in the Commonwealth. The cumulative effect of this persistent underperformance is reflected in Latinos' high school graduation and dropout rates. Latino students have the lowest four-year cohort graduation rate in the Commonwealth. Among Latinos, females are faring better than males and English Language Learners are the least likely to graduate.

Introduction

Despite leading the nation in student achievement, Massachusetts is still leaving its Latino students behind. Over years and across various measures, Latino students are underperforming in startling proportions. There is a preponderance of evidence of chronic underachievement. Latino students are struggling at all levels – in elementary, middle, and high school. The cumulative effects of this are seen in low levels of postsecondary enrollment and completion.

Latinos are the largest and second fastest growing minority population in the Commonwealth.¹ Latinos call all parts of Massachusetts their home. While established communities continue to grow, many new and “emerging” Latino neighborhoods – and school districts – are taking shape. Fifteen percent of public school students in the Commonwealth are Latino (ESE, 2010a). Relative to other groups, Latinos are a young population, and are therefore disproportionately enrolled in the public schools. Educational reforms at the state and Federal levels intended to improve the educational outcomes of all students have failed to sufficiently improve results for Latino students.

This report compiles the most recent publicly available data on Latinos and education in the Commonwealth. The data presented in this report were derived from the Massachusetts Department of Elementary and Secondary Education and the U.S. Department of Education. We describe patterns of growth in the Latino population in the Commonwealth and its public schools. We also examine data on several indicators of Latino students' academic success: attendance, achievement, disciplinary actions, dropout, and high school graduation. Throughout the report, we highlight student outcomes in “priority” public school districts that we have identified on the basis of their high Latino enrollments. This report concludes with a discussion of the current status of legislative efforts related to the education of Latinos in the Commonwealth.²

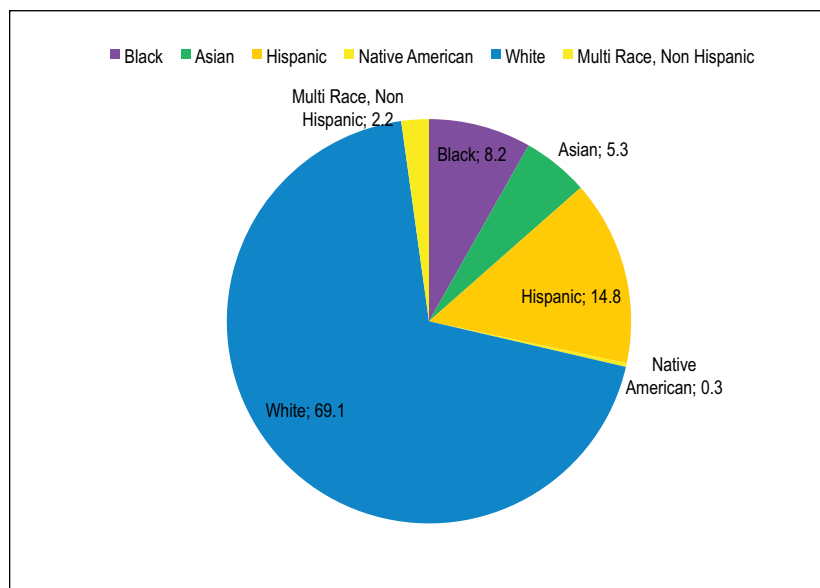
Latinos in Massachusetts

According to the U.S. Census Bureau, Latinos represent 8.3% of the population of the Commonwealth.³ While the Commonwealth's population is expected to grow by 14% from 1995 to 2025, its Latino population is expected to grow by 164%.⁴ This makes Latinos the second fastest growing population in Massachusetts, after Asians and Pacific Islanders (whose population is expected to grow by 183% over this period). By 2025, Latinos will account for 14% of the Commonwealth's residents. Latinos are a relatively young population. About 23% of Latinos are school-aged (between the ages of 5 and 17), compared to 16% of the Commonwealth's overall population.

Latino Public School Enrollment in Massachusetts

There were 957,053 students in the Commonwealth's public schools in the 2009–2010 school year (AY2010⁵). This represents a decline of more than 2% (or 22,540 students) since AY2001 (2000–2001) (ESE, 2009a). The Commonwealth has 392 operating school districts, 62 charter schools, and 31 educational collaboratives. Of its 1,831 public schools, 63% are elementary schools, 17% are middle/junior high schools, and 20% are high schools (ESE, 2009d).

Figure 1: Enrollment by Race/Ethnicity. MA. AY2010

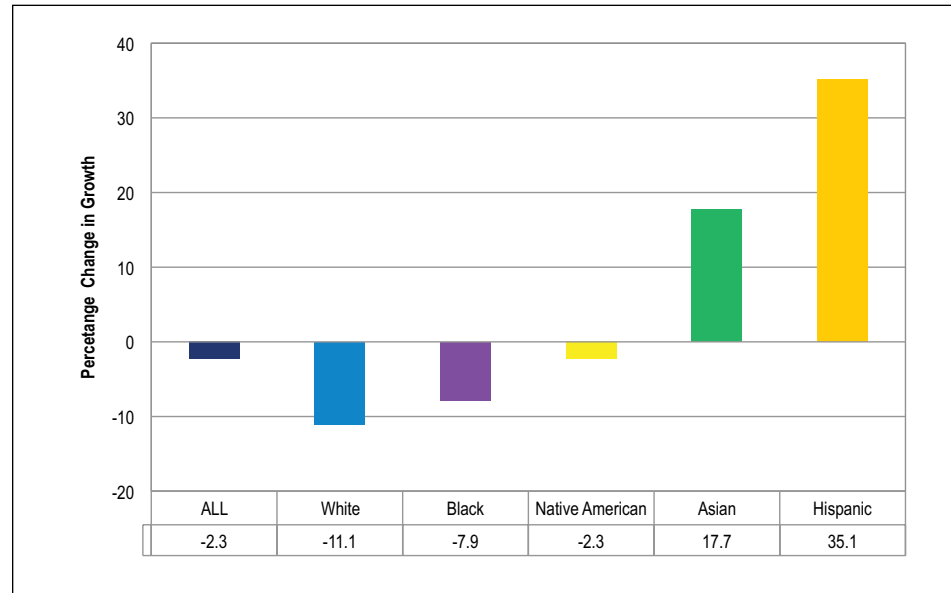


Source: ESE, 2010a

Latinos are the largest minority student population in Massachusetts (141,644 students) (see Figure 1). In comparison, there were 661,324 white students and 78,478 black students attending public schools. Latinos are also the fastest growing student population (see Figure 2). From AY2001 to AY2010, the size of the Latino population increased by 35%, with the result that Latinos grew from 11% to 15% of the total student population of the Commonwealth. During this same period, the proportion of white students dropped from 76% to 69% (Boston Public Schools, 2007; ESE, 2009d).

Between AY2001 and AY2010, English Language Learner (ELL) enrollment in Massachusetts increased by 27%. In 2008–09, there were 57,002 ELLs in the Commonwealth, or 6% of the total student population (Uriarte & Karp, 2009). Spanish is the first language of more than half of the state’s English Language Learners (ESE, 2005).

Figure 2: Enrollment by Race/Ethnicity. MA. AY2001/AY2010



Source: ESE, 2010b. Note: This figure does not present data from the “Multi-race, Non Hispanic” and “Native Hawaiian, Pacific Islander” categories. ESE began reporting on these categories on AY2006.

While Latino students attend schools throughout the Commonwealth, most Latino students are highly concentrated in just a few school districts. In AY2010, 64% of Latino students were enrolled in 4% of the state’s school districts (15 of 392). Table 1 displays data for the school districts with the largest Latino populations. Lawrence, which is almost half the size of Boston (the most populous school district), is the district with the largest percentage (89%) of Latino students. There are four districts where Latinos make up more than 50% of the student population: Lawrence, Chelsea (82%), Holyoke (77%), and Springfield (57%). In Boston, 40% of students are Latino.

Table 1. Rank Order of School Districts according to the Number of Latinos Enrolled and the Percentage of Students Who Are Latino. MA. AY2010

Number of Latinos Enrolled by District AY2010		Latino Proportion of Overall District Enrollment AY2010	
State	141,440		
Boston	21,927	Lawrence	89.4
Springfield	14,255	Chelsea	81.6
Lawrence	10,982	Holyoke	77
Worcester	8,948	Springfield	56.7
Lynn	6,366	Lynn	47.6
Chelsea	4,601	Southbridge	42.4
Holyoke	4,544	Fitchburg	40.4
New Bedford	3,525	Revere	40
Lowell	3,373	Boston	39.9
Revere	2,458	Worcester	37.3
Brockton	2,186	Somerville	35.9
Chicopee	2,134	Salem	32.4
Fitchburg	2,019	Marlborough	29.4
Methuen	1,800	Everett	29.3
Somerville	1,738	Waltham	28.3
		State	14.8%

Source: ESE, 2009c. Note: Excludes charter schools, educational collaboratives, and regional schools.

Educational Outcomes for Latinos in the Commonwealth

Latinos have lower levels of formal education than other groups in the Commonwealth.⁶ Eighty-eight percent of people ages 25 years or older in the Commonwealth have at least a high school diploma compared to 65% of Latinos (63% of Latino males; 66% of Latinas). Even starker is the contrast among those with a Bachelors degree or more. While 38% of adults 25 years or older have a Bachelor's degree or more, this is true for only 16% of Latinos (15% of Latino males; 17% of Latinas) in the Commonwealth.

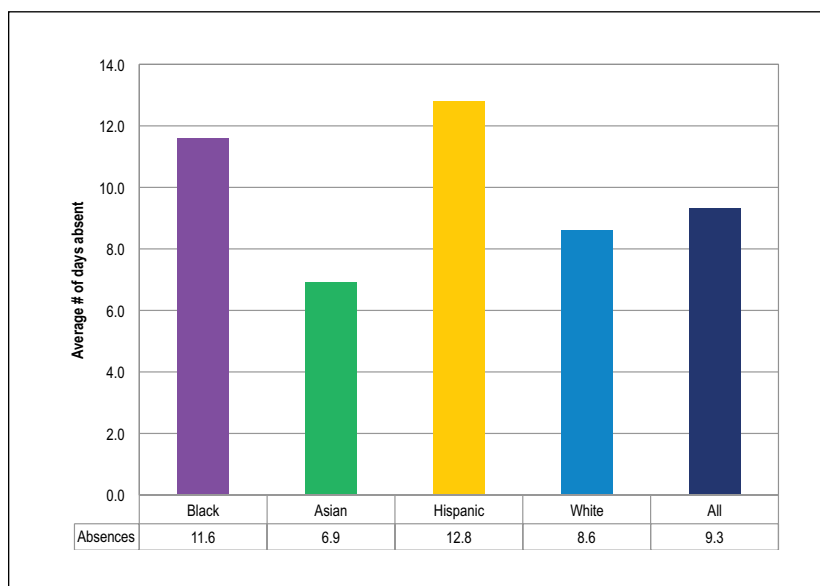
Disparities are also noteworthy across other indicators of Latino academic progress, such as attendance, disciplinary actions, achievement, dropout, and graduation.

Attendance

Attendance is one of the basic measures of engagement. Excessive absences put students at risk for falling behind in their coursework, missing assignments and performing poorly on important exams that determine their progress. Learning cannot take place if students are not in class. If students are absent, they miss important opportunities to build relationships with their teachers and classmates. Many studies indicate that students who attend school on a regular basis perform better on standardized tests and other academic measures than those who are often absent. There is also evidence that connects high rates of absenteeism with dropping out of school (Lavan & Uriarte, 2008).

In AY2009 Massachusetts students were absent for an average of 9 days during the school year. As shown in Figure 3, for AY2006 (by race/ethnicity, Latino and black students missed more days than average. In fact, Latinos lost 13 days – more than two and a half school weeks of school. Latino students have the highest rate of absenteeism of any group in the state.

Figure 3: Attendance by Race/Ethnicity. MA. AY2006.



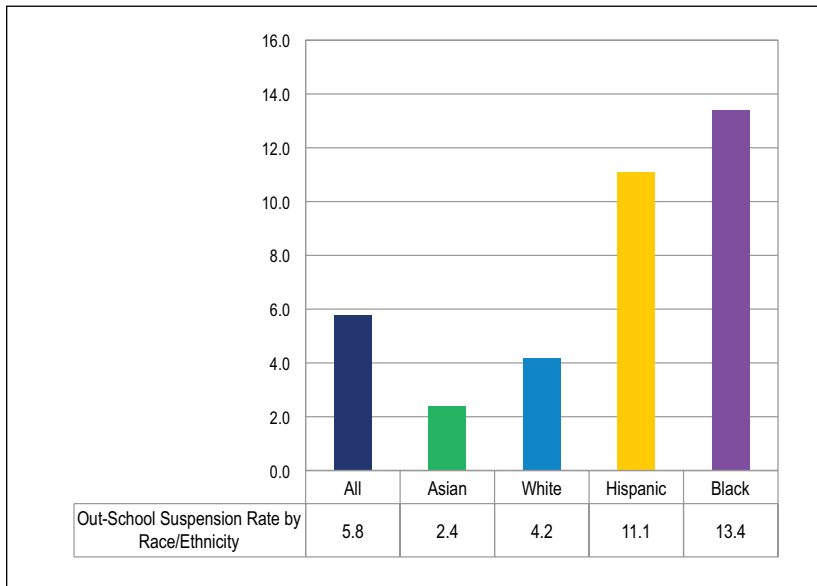
Source: Adapted from Lavan & Uriarte, 2008.

Disciplinary Actions

The achievement gap coincides with what has been called the discipline gap – or the observation that black and Latino students are more likely to be disciplined in school than their white peers (Gregory, Skiba, & Noguera, 2010). There is evidence of the discipline gap in Massachusetts.

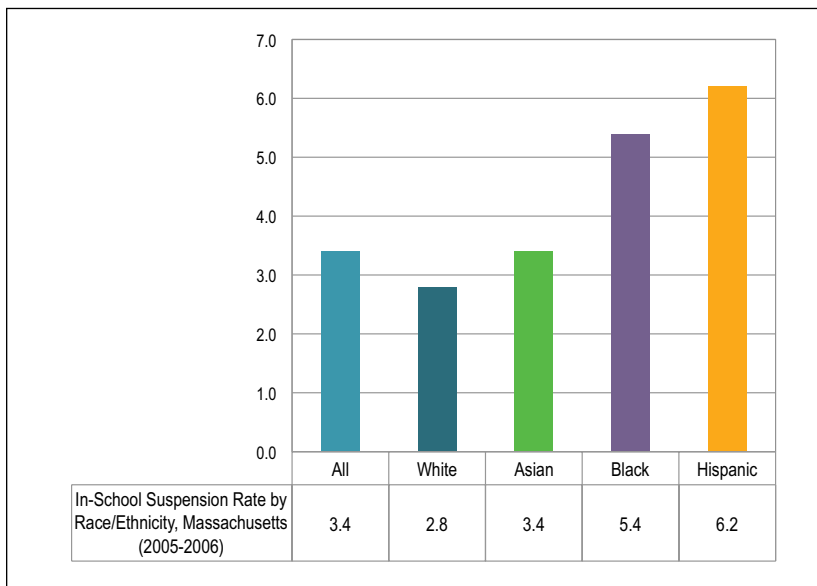
In fact, Latino students account for 23% of the incidents resulting in disciplinary removal for serious offenses (Rennie Center, 2010). Out-of-school suspensions are more common than in-school suspensions in Massachusetts. (Data on out-of-school suspensions are shown in Figure 4) The three districts with the highest out-of-school suspension rates (Holyoke, Springfield, and Lynn) are also among those with the highest percentages of Latino student enrollment. Holyoke is a particularly alarming case, with a 31% out-of-school suspension rate. This is almost 6 times the overall rate of the state. The in-school suspension rate for Latinos (11%) is also much higher than the average for the Commonwealth (6%). In fact, Latinos have the second highest in-school suspension rate, after blacks (13%).

Figure 4: Out of School Suspension Rate by Race/Ethnicity. MA. AY2006



Source: Adapted from Lavan & Uriarte, 2008

Figure 5: In-School Suspension Rate by Race/Ethnicity. MA. AY2006



Source: Adapted from Lavan & Uriarte, 2008

Data on in-school suspensions are shown in Figure 5. The pattern is similar to that of in-school suspensions. Latinos' in-school suspension rate (6%) is double that of the Commonwealth overall (3%). Some of the most "Latino" school districts in the Commonwealth have the highest overall (not just for Latino students) in-school suspension rates. Three largely-Latino school districts stand out as having in-school suspension rates that are more than three times that of the Commonwealth. Lawrence, with the highest concentration of Latino students (89%), has an overall in-school suspension rate of 10% compared to the Commonwealth's 3% in-school suspension rate. Holyoke, whose student population is 77% Latino, has an even higher overall in-school suspension rate (13%). Fitchburg, which is 40% Latino, has an in-school suspension rate of 11%.

Student Achievement

Under the current policy climate, standardized tests assessing student learning are of heightened importance. They are used to determine a student's progress and eligibility for graduation as well as assess whether schools are making adequate yearly progress under the federal No Child Left Behind law (NCLB). In the coming years, teachers' job security will be determined, in part, on the basis of how well their students perform on these tests.

An examination of two measures of student achievement – the MCAS, administered by the Commonwealth, and the NAEP tests, which are used to measure the nation's progress – reveals that after more than a decade of various public education reform efforts in both the Commonwealth and the nation, Latino students are performing at low levels compared to other students. In fact, Latinos are among those groups that are more likely to perform at the lowest possible levels across grade levels and subject areas.

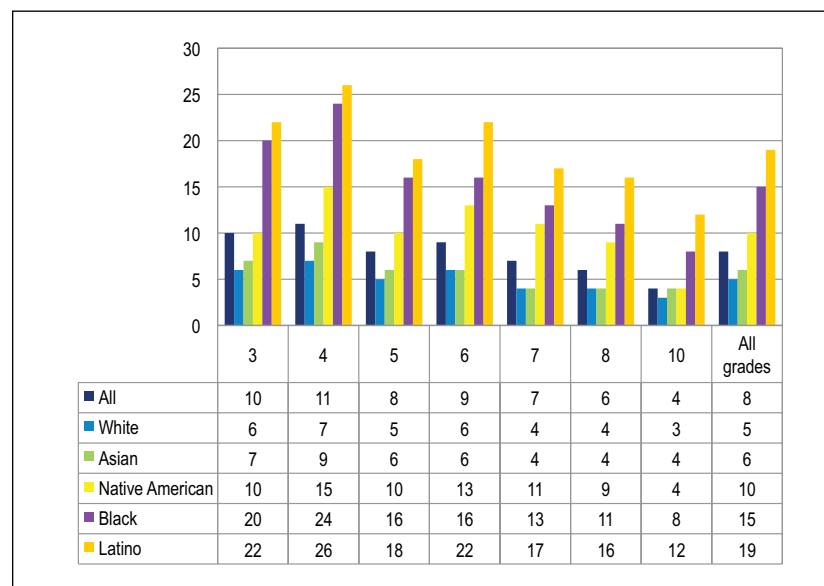
MCAS

Below are the AY2009 data for the three different subject tests of the MCAS: Reading/English Language Arts (Grades 3–8, 10), Mathematics (Grades 3–8, 10) and Science, Technology and Engineering (Grades 5, 8, 10) (ESE, 2009c). Of particular note are those percentages of students performing at the lowest levels – those whose scores constitute a “warning” or “fail” (for 10th grade tests). All high school students must demonstrate proficiency on the MCAS 10th grade tests in order to be eligible to receive a high school diploma as mandated by the state.

Reading/English Language Arts

In each grade that students take the Reading/English Language Arts MCAS test, the percentage of Latino students who receive a “warning” or “failing” grade is in the double-digits. Across all grades, a greater percentage of Latino students are in the “warning” or “failing” category than any other student population. Overall, 19% of Latino students receive a warning, compared to 8% of Massachusetts students overall.

Figure 6: Reading/English Language Arts: Percentage of Students in “Warning” or “Failing” Category by Race/Ethnicity. MA. 2009

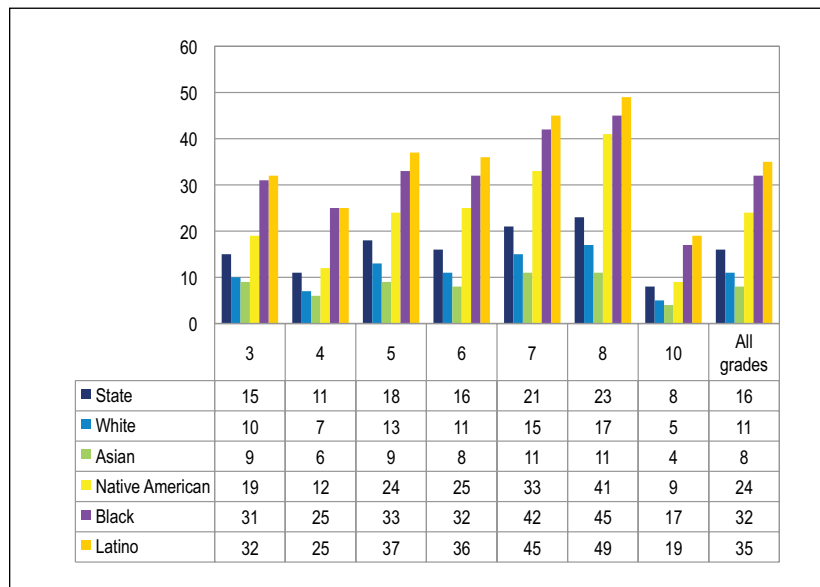


Source: ESE, 2009c

Mathematics

In each year that students take the Mathematics MCAS, the percentage of Latino students who receive a “warning” or “failing” grade is also in the double-digits. In each grade that this test is given (with one exception), a greater percentage of Latino students are in the “warning” or “failing” category than any other student population. In the 4th grade, 25% of Latino and black students are in the lowest performance category. Overall, across all years, 35% of Latino students receive a warning, compared to 16% of students in the Commonwealth.

Figure 7: Mathematics: Percentage of Students in “Warning” or “Failing” Category by Race/Ethnicity, MA. 2009

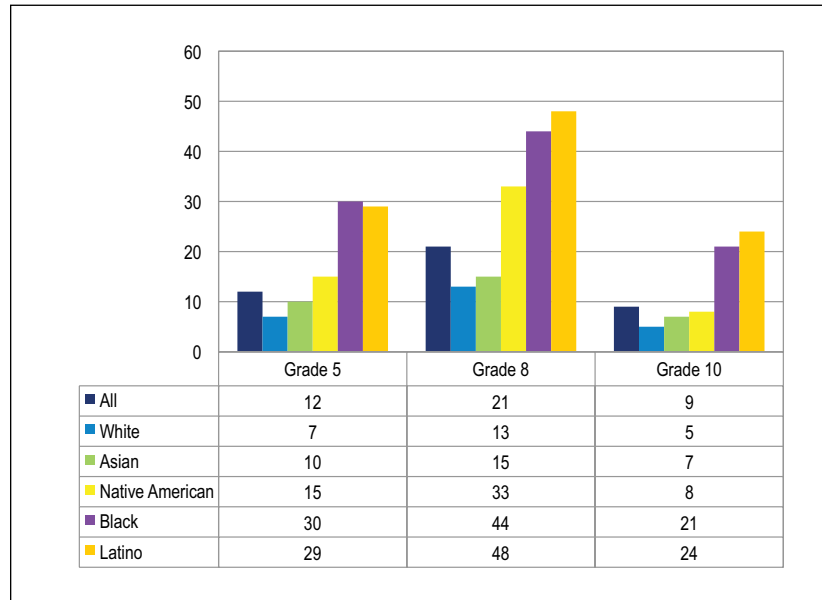


Source: ESE, 2009c

Science, Technology, and Engineering

The MCAS test of Science, Technology and Engineering is the newest of the statewide subject tests. Beginning with the class of 2010, in addition to meeting competency in the ELA and Math, MCAS students must also meet competency in the Science, Technology and Engineering MCAS in order to be eligible to receive a high school diploma. As noted in Figure 8, in each grade that students take this test, the percentage of Latino students who receive a “warning” or “failing” grade is more than twice the average percentage of students in this category for the Commonwealth. Most startlingly, 48% of Latino 8th graders are in the lowest performance category on this MCAS test, compared to 21% of students overall.

Figure 8: Science, Technology and Engineering: Percentage of Students in “Warning” or “Failing” Category by Race/Ethnicity. MA. 2009



Source: ESE, 2009c

NAEP

NAEP, or the National Assessment of Educational Progress, is also referred to as the “Nation’s Report Card.” Students take the NAEP tests in reading and mathematics every two years (ESE, 2009b). Although Massachusetts leads the nation in overall performance, there is still a substantial gap between the scores of Latino and black students and their white peers.

Reading

Massachusetts does better than the nation – and Latinos in Massachusetts do better than Latinos nationally – on the reading NAEP test. However, Latinos are disproportionately performing at the lowest levels within the state on the reading test compared to other groups by race/ethnicity.

Twenty percent of 4th graders in Massachusetts scored below basic on the reading exam compared to 34% of 4th graders nationally. Latino 4th graders had the highest percentage of students in the Commonwealth who scored below basic (44%), followed by blacks (38%), Asians and Pacific Islanders (15%), and whites (13%). The good news is that the Latino “below basic” rate in Massachusetts was lower than it was for Latinos nationally (44% vs. 52%) on the reading test.

Seventeen percent of 8th graders in Massachusetts scored below basic on the reading exam compared to 26% of 8th graders nationally. Latinos had the highest percentage of students in the state score below basic on reading (38%), followed by blacks (36%), whites (13%), and Asians and Pacific Islanders (11%). However, Latinos in Massachusetts outperformed Latinos nationally as the Latino “below basic” rate for 8th graders on the reading test in the Commonwealth was lower than it was for Latinos nationally (38% vs. 41%).

Mathematics

Massachusetts does better than the nation – and Latinos in Massachusetts do better than Latinos nationally – on the math NAEP test. However, Latinos are still more likely than other racial/ethnic groups to be at the lowest performance levels in the Commonwealth on the math test.

Eight percent of 4th graders in Massachusetts scored below basic on the math test compared to 19% of 4th graders nationally. Latino 4th graders had the highest percentage of students in the Commonwealth score below basic (22%), followed by blacks (16%), Asians and Pacific Islanders (4%) and whites (3%). However, as for the reading test results, Latinos’ “below basic” rate for Massachusetts was lower than it was for Latinos nationally (22% vs. 30%) on the math test.

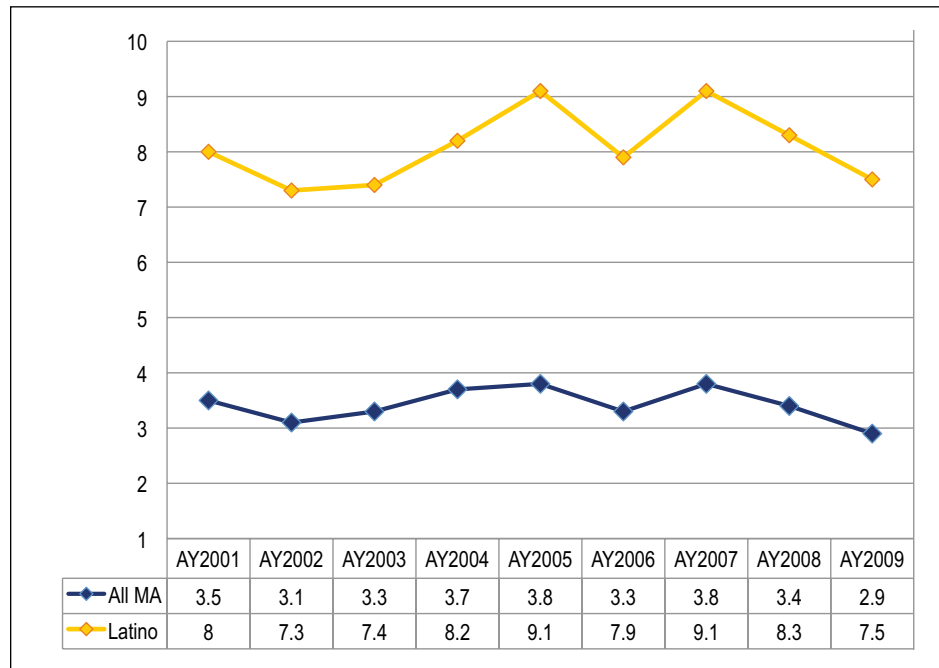
Fifteen percent of 8th graders in Massachusetts scored below basic on the math test compared to 29% of 8th graders nationally. Latino and black 8th graders had the highest percentage of students score below basic (38% each), followed by Asians and Pacific Islanders (10%) and whites (9%). Once again, the Latino “below basic” rate for 8th graders in Massachusetts was lower than it was for Latinos nationally (38% vs. 44%) on the math test.

Dropout Rates

The Commonwealth measures high school non-completion in several ways. Among these are the annual dropout rate and the four-year cohort dropout rate. The annual dropout rate is the percentage of students (in Grades 9–12) who did not return to school by the following October 1 of the reporting year and who have left school before earning a high school diploma (ESE, 2007). This is one measure of non-completion – and is one of the primary ways that the Commonwealth monitors students’ overall progress.

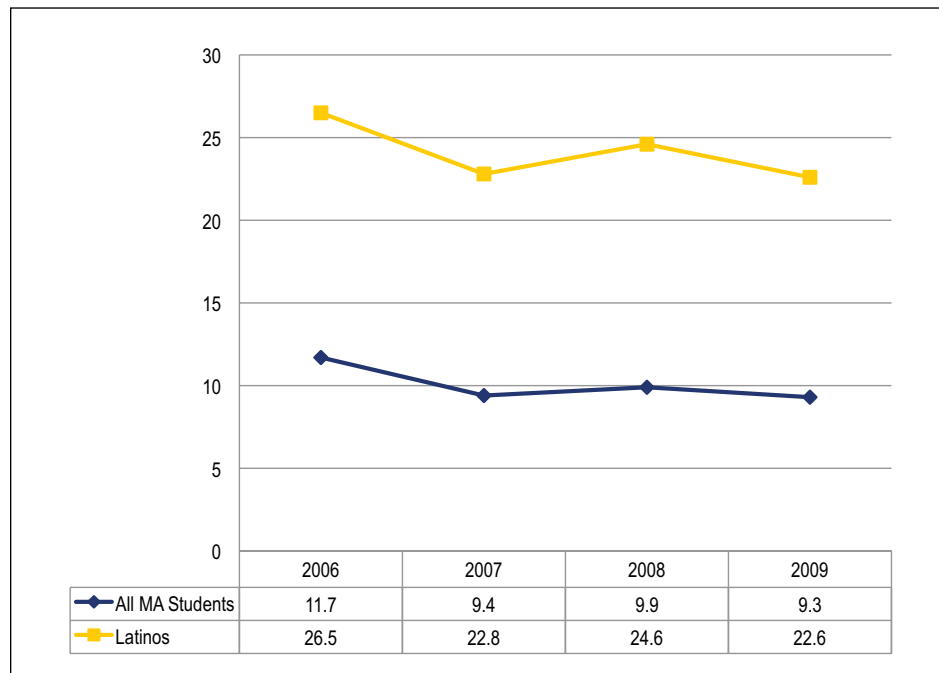
Patterns in the annual dropout rate are shown in Figure 9. There is a large gap between the dropout rate for the Commonwealth as a whole and for Latino students specifically. The Latino annual dropout rate is 2.6 times that of the Commonwealth (8% vs. 3%). The annual dropout rate has fluctuated more for Latino students than for students in Massachusetts more generally. Between AY2001 and AY2009, the fluctuation for Latinos was twice what it was for the Commonwealth. Overall, dropout rates varied by about 1% over this period, while Latinos’ dropout rates fluctuated by 2% from their highest to lowest points. During this nine-year period there was a small decrease in the dropout rate for Latino students.

Figure 9: Annual High School Drop-Out Rate. MA & Latino. AY2000-AY2009



Source: ESE, 2010c

Figure 10: Four-Year Cohort Drop-Out Rates. Latinos. MA. AY2009



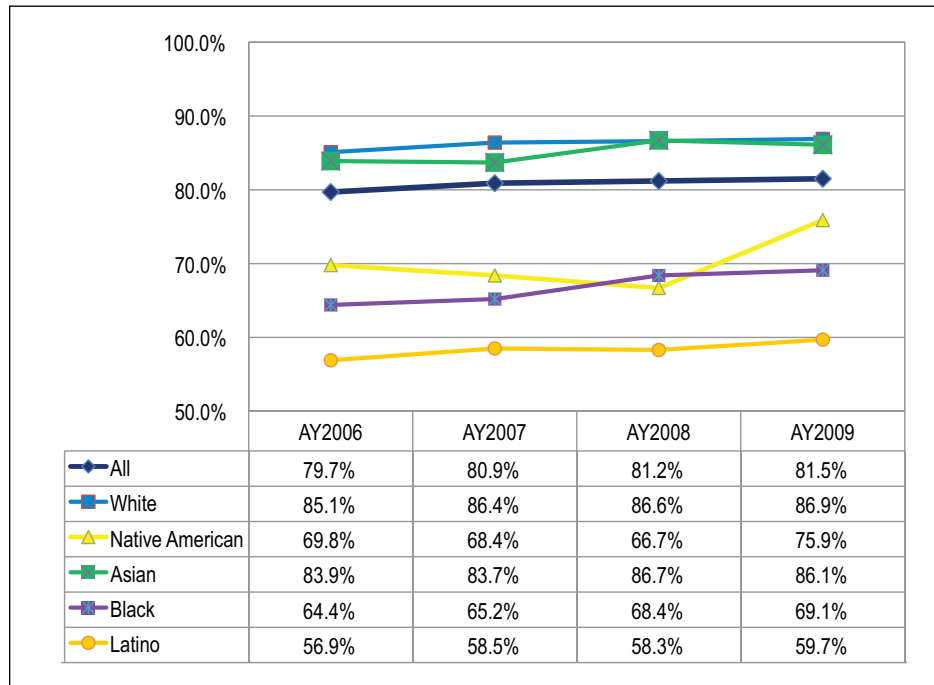
Source: ESE, 2010d

Another way to measure student non-completion is the four-year cohort dropout rate. This rate measures the numbers of students who drop out of a particular cohort, over a four-year period. As demonstrated on Figure 10, the Latino four-year cohort dropout rate is significantly higher than the state rate. In fact, in AY2009, the four-year cohort dropout rate for the state was only 9.3%, while for Latinos it stood at a strikingly high 22.6%. In other words, Latino students are dropping out of high school at more than double the rate of the state average.

Graduation Rates

Another way of measuring students' academic progress is by examining graduation rates. Once again, there are multiple specific ways of calculating graduation rates, one of them being the four-year cohort graduation rate. The cohort graduation rate tracks a cohort of students from Grade 9 through high school. It represents the percentage of that cohort that graduates within a given time (ESE, 2007).

Figure 11: Four-Year Cohort Graduation Rate by Race/Ethnicity. MA. AY2006-AY2009



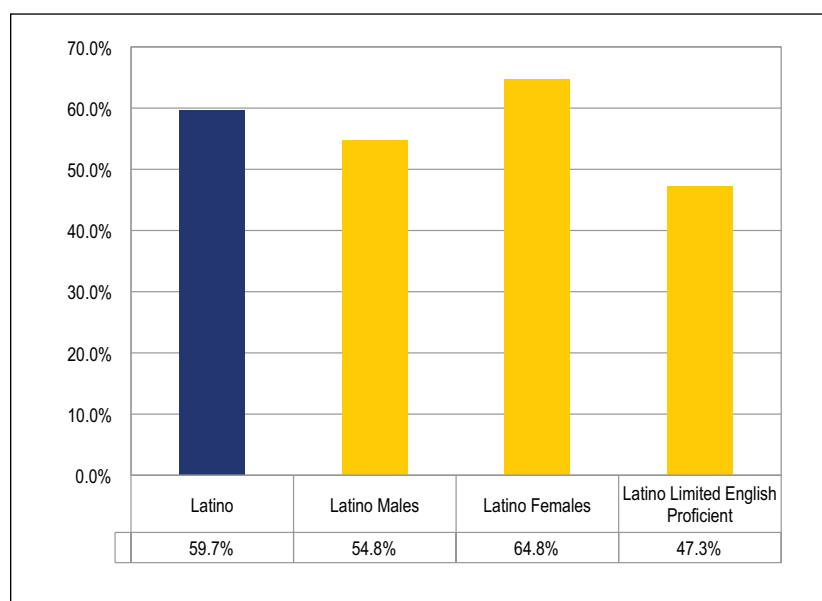
Source: ESE, 2010d

Figure 11 presents data on the four-year cohort graduation rate. Between 2006 and 2009, the cohort graduation rate in Massachusetts rose from 80% to 82%. During this time, the cohort graduation rate for Latino students also rose (to 60% in 2009). Although there has been improvement in the Latino graduation four-year cohort rates, the rates continue to be persistently low. The gap between Latino students and the rest of the Commonwealth remained fairly constant over time, from 23% in 2006 to 22% in 2009. Although more students are completing high school, the Commonwealth has not achieved much success in closing the graduation gap for Latino students.

Four of the five districts with the lowest four-year cohort graduation rates are also those with the largest Latino student populations in the Commonwealth. For example, Lawrence, whose student population is 89% Latino, graduates only 48.1% of its students compared to 81.5% across the Commonwealth. Essentially, this means that less than half of Lawrence students (by cohort) graduate within the expected four years. Many of the districts that are majority-Latino or that have substantial Latino student populations graduate fewer than half of their students in four years. For example, the four-year cohort graduation rate for Holyoke is 48.5%; for Chelsea, it is 49.7%.

Figure 12 disaggregates data on Latinos specifically by sub-categories of interest. Latinas are completing high school at higher rates than Latino males (65% vs. 55%). The lowest cohort graduation rate is observed for Latino English Language Learners; only 47% of these students graduate within four years.

Figure 12: Four-Year Cohort Graduation Rate. MA, Latino Subgroups. AY2009



Source: ESE, 2010d. Note: Latino Limited English Proficient includes both males and females.

Policy Applications and Recommendations

Seventeen years ago, Governor Weld signed the Massachusetts Education Reform Act (MERA). Among MERA’s major provisions were the more equitable funding of schools, accountability for student learning, and statewide standards for students, educators, schools, and districts. MERA also introduced the Massachusetts Comprehensive Assessment System (MCAS) test.

Since then, Massachusetts has continued to be perceived as a national model for public school education. However, evidence points to a persistent achievement gap which disproportionately affects Latino students. As part of its education policy agenda, Massachusetts’ leadership continues to design and implement policies and regulations that are intended to reform public schools and close these gaps. Here we describe several current legislative proposals that have implications for Latino students in the Commonwealth.

Senate Bill 2247

In January 2010, Governor Patrick signed legislation that has been described as the next chapter of education reform in Massachusetts. SB2247 aims to improve underperforming schools, promote innovation and choice, and close the achievement gaps that exist in the Commonwealth’s public schools. Its key provisions include⁷:

- The Charter School “Smart Cap” provision which expands the number of charter schools in the Commonwealth’s lowest performing school districts, many which have large Latino student populations.
- In the Readiness Schools provision, two types of “innovative” in-district public schools will be established – the Readiness Advantage Schools and Readiness Alliance Schools. These schools will be developed and managed at the local level and will have a high degree of autonomy with respect to curricula, budget, staffing, and school district policies.

House Bill No. 3435

Introduced on January 20, 2009 to the Joint Committee on Education, House Bill No. 3435 (sponsored by Representative Alice Wolf of 25th Middlesex district) proposed to change the law regarding school suspensions and expulsions. Its provisions included the creation of mandatory non-exclusionary alternatives to suspension and expulsion, a cap on 90-day school exclusions, and limitations on the use of zero tolerance policies. The bill received wide support and was co-sponsored by over 24 representatives from across the Commonwealth. It was also supported by many organizations including the American Civil Liberties Union of Massachusetts, Asian American Legal Defense Education Fund, Children's Law Center of Massachusetts, La Vida, Inc., Massachusetts Advocates for Children, Massachusetts Appleseed, Massachusetts Law Reform Institute, and Western Massachusetts Legal Services. During the 2010 session, HB 3435 was sent to study, and part of the bill may be filed in the next session.

House Bill 1175 – 'An Act to promote educational parity within institutions of higher education'

Throughout the Institute's Listening Tour, communities across the Commonwealth expressed strong support for legislation that would allow undocumented students to pay in-state tuition at public colleges and universities.

Such a bill has been introduced several times by different legislators in the past several years in the Commonwealth. As it was last introduced on January 2009, this bill would provide any person who has attended high school in Massachusetts for at least three years and graduated, the opportunity to pay in-state tuition at any public university to which he or she is accepted. Although at one point the bill had over 35 co-sponsors on the House side and 9 in the Senate, it has not moved.

Advocates have now focused their attention on this bill's Federal counterpart, Senate Bill 729 (The Development, Relief, and Education for Alien Minors Act of 2009), commonly known as the DREAM Act. Reintroduced by Senator Richard Durbin of Illinois on March 26, 2009, the DREAM Act, in sum, would allow qualifying undocumented students to apply for temporary legal status and to eventually obtain permanent status and become eligible for U.S. citizenship if they go to college or serve in the U.S. military. Given the low rates of college attendance and degree completion for Latino students, this legislation has the potential to expand educational opportunities for many Latino students.

Following the Budgetary Process

Funding for public education is reviewed as part of the Commonwealth's budget process. The state budget process is a multi-step procedure that typically begins in January and lasts for approximately seven months. This is the period when the state, through its legislative bodies, makes decisions about what it will invest (or not invest in) in the next fiscal year. Because the vast majority of Massachusetts students are enrolled in public schools, it is critically important to monitor and participate in the budget process.

Conclusion

As many in the Latino community have shared, there is no more direct path to "securing the dream" than through ensuring a high-quality education for our youth. The implementation (or lack thereof) of these legislative initiatives will determine the extent to which Latino

students will be able to learn and excel. The new wave of educational reform in the Commonwealth must respond to the needs and concerns of the Latino community and its youth. The Commonwealth's future depends on it.

Notes

¹ This report uses the term Latino and Hispanic interchangeably.

² The Gastón Institute's educational research agenda was developed using feedback collected during the statewide Listening Tour. As part of this tour, meetings were held with community stakeholders in Boston, Worcester, Dartmouth, Lawrence, Holyoke, Southbridge and Springfield during May and June 2009.

³ U.S. Census Bureau, 2006-08 American Community Survey. <http://factfinder.census.gov>

⁴ Massachusetts' Population Projections: 1995 to 2025, U.S. Census. <http://www.census.gov/population/projections/state/9525rank/mapsrel.txt>

⁵ AY2010 refers to the academic year beginning in fall 2009 and ending in spring 2010. Throughout this report, all academic years are indicated in this manner.

⁶ American Fact Finder, U.S. Census Bureau. <http://factfinder.census.gov>

⁷ http://www.mass.gov/?pageID=eoeterminal&L=3&L0=Home&L1=Legislation+%26+Policy&L2=Governor+Patrick%27s+Education+Reform+Package%3a+Turning+Around+Low-Performing+Schools+and+Promoting+Innovation+for+All&sid=Eoe&b=terminalcontent&f=Reform_package_fact_sheet&csid=Eoe

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The Mauricio Gastón Institute for
Latino Community Development
and Public Policy

The Mauricio Gastón Institute for Latino Community Development and Public Policy
University of Massachusetts Boston, 100 Morrissey Boulevard, Boston, MA 02125-3393

Telephone: 617-287-5790 | Fax: 617-287-5788
E-mail: Gaston.feedback@umb.edu | Website: www.gaston.umb.edu