**Race to Equity Report**

* In 2011, the American Community Survey estimated that 74.8% of Dane County’s African American children were poor, compared to 5.5% of white children. Research suggests that this 13 to 1 disparity ratio may constitute one of the widest black/white child poverty gaps that the Census Survey reported for any jurisdiction in the nation.
* In 2011 Dane County’s African American third graders were 4.4 times more likely not to meet reading proficiency standards than their white classmates. 48.1% of black 3rd graders were not proficient in reading in Dane County. The percent of white 3rd graders not proficient in reading in Dane County was 10.9%.This is a significantly wider gap than between white and black third graders elsewhere in the state and in the nation.
* In 2011 Dane County’s African American 8th graders were 4.6 times more likely not to meet math proficiency standards than their white classmates. 47.7% of black 8th graders were not proficient in math in Dane County. The percent of white 8th graders not proficient in math was 10.4%.
* In the 2010-2011 academic year, African American youth in the Madison Public School District had about a 50% on-time high school graduation rate, compared to 85% for white students.
* In the 2011-12 school year, black 12th graders were only half as likely as white 12th graders to take the ACT exam. Of those taking the exam, African Americans averaged a score of 18, compared to a white average of 24.
* In the 2010-2011 academic year, public schools in Dane County reported that 1,524 black students were suspended at some point during the academic year compared to 852 white students. After accounting for the relative size of the black and white shares of total enrolled students, the data indicates that suspensions from Dane County public schools were 9.5 times more likely to involve a black student than a white student.
* In the 2010-2011 academic year, public schools in Dane County reported 3,198 suspensions/expulsions for incidents unrelated to weapons or drugs for black students compared to 1,130 suspensions/expulsions for incidents unrelated to weapons or drugs for white students. After accounting for the relative size of the black and white shares of total enrolled students, the data indicates that suspensions/expulsions for incidents unrelated to weapons or drugs from Dane County public schools were 15 times more likely to involve a black student than a white student.

 Source: Wisconsin Council on Children and Families. Race to Equity: A Baseline Report on the State of Racial Disparities in Dane County. 2013

 <http://racetoequity.net/dev/wp-content/uploads/WCCF-R2E-Report.pdf>

**Wisconsin HOPE Lab Report**

The Advancement via Individual Determination/Teens of Promise (AVID/TOPS) program is a partnership between the Madison Metropolitan School District and the Boys and Girls Club of Dane County designed to increase academic achievement, college preparation, and postsecondary education for low-income students and students of color in the academic middle (students with grade point averages between 2.0 and 3.5). The program operates in all four Madison Metropolitan School District high schools. In 2012, the AVID Middle School program also began implementation across the district’s middle schools. The 2014-2015 Wisconsin HOPE Lab report analyzes student outcomes for the AVID/TOPS program. The report found that:

* Ninth-grade students who participated in the Advancement via Individual Determination program (AVID) in middle school had increased credits earned (6.68 compared to 6.36).
* The Advancement via Individual Determination/Teens of Promise program (AVID/TOPS) led students to enroll in more challenging coursework such as AP and honors classes (59 percent for students in AVID/TOPS compared to 47 percent not in the program). The boost in AP/honors participation rates was especially large for Hispanic students (17 percentage points).
* AVID/TOPS students had a 20 percent higher college enrollment rate than their peers. This number increased to 30 percent for male students of color.
* District-wide, 73% of students who had any exposure to AVID/TOPS in high school attended college, compared to 62% of students who did not. The boost was larger for low-income students (69% of AVID/TOPS students went to college vs. 57% of non- AVID/TOPS students) and African-American students (68% of AVID/TOPS students went to college vs. 46% of non-AVID/TOPS students) and male students of color (67% of AVID/ TOPS students went to college vs. 44% of non- AVID/TOPS students).
* District-wide, 83% of students who were in AVID/TOPS throughout high school attended college, compared to 63% of students who were never in AVID/TOPS. In addition, students who fully participated in AVID/TOPS were more likely to attend a four-year college rather than a two-year college (41% of AVID/TOPS students vs. 28% of students never in AVID/TOPS).
* District-wide, 94% of students who had any exposure to AVID/TOPS in high school graduated on time, compared to 89% of students who did not. The boost was larger for low-income students of color (91% of AVID/TOPS students finished high school on time vs. 84% of non-AVID/TOPS students) and male students of color (94% of AVID/TOPS students graduated vs. 78% of non-AVID/ TOPS students).

 Source: Wisconsin Hope Lab. AVID/TOPS 2014-2015 District Findings: Final Report. <https://secondary.madison.k12.wi.us/files/seced/AVID_Report_2015-Final.pdf>

**Civil Rights Data Collection**

* The overall district enrollment in the Madison Metropolitan School District is as follows: 50.4% White, 23.5% Black, 14.9% Hispanic, 10.4% Asian/Pacific Islander, and 0.8% Native American /Alaskan Native.
* Compared to overall enrollment, the race/ethnicity of students enrolled in Calculus is as follows: 74.7% White, 2.2% Black, 3.3% Hispanic, 18.7% Asian/Pacific Islander, and 1% Native American/Alaskan Native.
* Compared to overall enrollment, the race/ethnicity of students enrolled in Chemistry is as follows: 61.6% White, 17.07% Black, 9.2% Hispanic, 11.5% Asian/Pacific Islander, and 0.7% Native American/Alaskan Native.
* Compared to overall enrollment, the race/ethnicity of students enrolled in Physics is as follows: 68.5% White, 10.5% Black, 8.0% Hispanic, 12.6% Asian/Pacific Islander, and 0.4% Native American/Alaskan Native.
* Compared to overall enrollment, the race/ethnicity of students enrolled in Gifted/Talented programs is as follows: 70.5% White, 6.8% Black, 3.4% Hispanic, 18.8% Asian/Pacific Islander, and 0.6% Native American/Alaskan Native.

Source: Civil Rights Data Collection. 2009 Survey <http://ocrdata.ed.gov/Page?t=d&eid=29645&syk=5&pid=119>