

**TASK FORCE ON BLACK AND LATINA YOUNG
WOMEN AND GIRLS**



Task Force on Black and Latina Young Women and Girls, 2020-21

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force Chairs

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Table of Contents

Task Force Goals.....	3
Comments and Recommendations.....	4
Pittsburgh Public Schools	
Columbus Public Schools	
Minneapolis Public Schools	
Wichita Public Schools	
San Antonio Independent School District	
Milwaukee Public Schools	
New York City Department of Education	
Guilford County Public Schools	
Boston Public Schools	
School District of Philadelphia	
School District of Palm Beach	
Fresno Unified School District	
Clark County School District	
Jefferson County Public Schools	
Jackson Public Schools	
Buffalo Public Schools	
Houston Independent School District	
Google Survey Comments and Recommendations.....	7
Other Issues Addressed.....	7
Appendix A. Data currently collected.....	8
Appendix B. Data available through national and/or data sets.....	8
Appendix C. Data not suitable for cross-district comparison or Council aggregation.....	9
Appendix D. Preliminary Resources	9
Appendix E. Sample Programmatic Data on Health Factors & Student Achievement.....	11
Appendix F. Wall Street Journal Story on Schools Providing Free Tampons.....	28

Task Force Goals

- 1.** To assist urban public-school systems in improving academic and life outcomes of Black and Latina young women and girls by supporting the implementation of evidence-based strategies to educate girls from differing racial, cultural, national, and linguistic backgrounds.
- 2.** Improving the learning environment and climate in urban schools by addressing the racism and bias that contributes to the epidemic of violence, harassment, discrimination and bullying that hinders the progress of Black and Latina young women and girls.
- 3.** Improving access to health information and comprehensive health care to reduce teen pregnancy, premature parenting, and ultimately economic insecurity for Black and Latina young women and girls.
- 4.** Improving the quality of professional learning that fosters a deeper understanding of educators' role in dismantling systemic and structural barriers, and creating support systems needed for Black and Latina young women and girls' academic and life-long success.
- 5.** Ensuring data collection and the establishment of protocols to monitor the progress of Black and Latina young women and girls in our member districts.

At the first Task Force meeting held on October 23, 2019 at the 63rd Annual Fall Conference in Louisville, Ky., conferees from Council member districts shared their comments on the draft goals as well as their recommendations related to the scope of work of the Task Force and district-focused actions.

Pittsburgh Public Schools

Comments:

- Goals no. 3 and 4 seem to be priority goal, with the other goal's ancillary and consequential to no. 3 and 4.
- Mental issues and violence issues are priorities right now.

Recommendations:

- Provide districts with curriculum sensitive tool kits.
- Hold a regional-based summit to give opportunities for young women to gather and fellowship with one another.
- Develop a financial literacy component.
- Laser focus on creating channels for college and career readiness and mentorship.
- Address policy around learning environment and systematic exclusion from pathways to college and career.

Columbus Public Schools, Minneapolis Public Schools, Wichita Public Schools

Comments:

- Add mental health to the goals.

Recommendations:

- Develop toolkits to provide to districts.

San Antonio Independent School District

Recommendations:

- Districts should overhaul their policies and practices concerning young females.
- We must answer the question of how can districts educate and support the community about the concerns facing young females.
- Provide young females with access to high quality materials and Spanish materials as well as pedagogically relevant instruction.
- Districts must recognize the important role of the family and educate mothers and grandmothers on ways to support their girls.

Milwaukee Public Schools

Comments:

- There is a concern about accountability regarding the goals. How are educators being held accountable for ensuring some movement toward the goals?
- In addition, how will progress toward the goals be measured? How will districts know that they have improved?

New York City Department of Education, Guilford County Schools

Recommendations:

- Create a clearinghouse for practices for girls in STEM and non-traditional pathways.
- Encourage districts to promote self-advocacy and leadership among young females.

Boston Public Schools

Comments:

- For the first goal have evidence-based strategies that are more robust, not just ancillary.
- Is reducing teen pregnancy a goal of the Council's Males of Color Task Force, since it's included as a goal in the Females of Color Taskforce?

Recommendations:

- Urban school districts should coordinate and partner with each other to accomplish these goals.

Boston Public Schools, Wichita Public Schools

Recommendations:

- Districts should do a better job on educating young women and girls on the perils of social media.
- The Task Force should create toolkits to distribute to districts.

Pittsburgh Public Schools, School District of Philadelphia

Recommendations:

- Districts should create girls club, mentoring resources and offer safe spaces to young females for identity development, health and education.
- Provides girls with gender sensitive education and offer them social and emotional learning strategies and skills.
- The Task Force should include information on girls with disabilities and incorporate this into the data it is collecting.

School District of Palm Beach, Fresno Unified School District

Recommendations:

- The Task Force should recognize the diversity of groups within the Black and Latino school female population. i.e. Palm Beach has a very diverse black community than that found nationally, such as the Haitian-Creole population.
- The Latino community has generational differences that need to be acknowledged.

Clark County Public Schools, Wichita Public Schools, Jefferson County Public Schools

Comments:

- The fourth goal permeates all of the goals.

Recommendations:

- Provide mentoring to young females of color.
- There is a lack of role models and teachers of color in leadership positions. As a result, school districts should focus on 'grown your own' programs.

Jefferson County Public Schools

Comments:

- Create a matrix of goals to be held up against the board and all of the organization.

Jackson Public Schools

Comments:

- The first goal mentions evidence-based strategies. But is there enough evidence or enough data to support the evidence? Also, do we need to engage in research before jumping into strategies?

Buffalo Public Schools, Houston Independent School District

Recommendations:

- Districts should offer young females of color the opportunity to enroll in gifted classes, not just Advanced Placement classes, whether or not the girls know or think they are qualified.
- In addition to student level outcomes, at what rates are young females of color provided rigor and opportunities to learn?
- Districts should provide females of color with safe spaces, networking opportunities and professional development for educators who work with them.

Comments and Recommendations from people who filled out the Google Survey

Comments:

- Great goals - would like alignment of policies included.
- Just curious why the term “sexism” wasn’t included as something the Task Force would address.
- Compare to male goals as discussed

Recommendations:

- Once you have this data, is there a way for school districts to access this? I would be interested in how our school district is doing and also understand what other urban school systems are doing to help with this issue.
- Wondering if we need additional emphasis of girls in lower socioeconomic circles, because in our community their supports are not as accessible?
- The Task Force should have a focus on women and girls with intellectual and physical disabilities. This population gets missed and creating an advocacy and leadership group can help with bullying and dismantling those barriers created by society. Some ways to help with this can be done through working with outside groups such as Special Olympics or creating Parent Advocacy groups.

Other Issues Addressed at the Task Force meeting

***A question was asked if the Task Force can be expanded to include women, (not just young females) since they experience the same structural barrier that young women experience?

RESPONSE from Co-Chairs: We want ‘girls to be girls’ and want to focus on what is in our purview. For example, the city of Chicago has a girls and women committee that address both age groups. The chairs also said it would be a good idea for the Task Force to create partnerships and alliances with other organizations.

Other recommendations that were discussed:

- Providing a student survey to find out student concerns and issues.
- Kelly Gonez mentioned culling information from individual school district surveys.
- Creating a parent survey was also suggested.
- Indicators about how students succeed and what things that help them succeed
- The Task Force should address the issue of mobility and homelessness.
- The plight of girls in foster care is an issue that should be addressed.

The Task Force Co-Chairs shared other indicators, discipline-related, law enforcement referral, etc. other indicators that contribute to ‘disrespect’ of young females of color.

Suggested Data Needs

1. Data on females of color (Black and Hispanic) compared to white females
2. Trends among females of color (Black and Hispanic), and
3. Data on females of color (Black and Hispanic) compared to boys.

A. Data currently collected by the Council of the Great City Schools (Academic KPIs)

- Course participation rates
- Advanced Placement and other advanced course participation, particularly in math, science, coding and computer sciences.
- NAEP and Council KPI data
- Suspension rates by reason
- Absenteeism rates by reason

B. Data available through national and/or data sets, not districts (examples provided).

Here is the list of indicators available through HHS on adolescent health. Task Force could suggest which districts may wish to track (on their own) compared to their respective state.

1. The Centers for Disease Control and Prevention (CDC) has released the [2018 School Health Profiles](#) (Profiles). This bi-annual system of surveys assesses a broad spectrum of school health policies and practices in states, large urban school districts, tribes, and territories. It is conducted by education and health agencies among middle and high school principals and lead health education teachers.

<https://www.cdc.gov/healthyyouth/data/profiles/index.htm?deliveryName=NCHHSTP-DM12967>

2. Youth Risk Behavior Survey conducted by the Centers for Disease Control has data on a range of indicators, reported out by state and select cities.

<https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

On Reproductive Health:

<https://www.hhs.gov/ash/oah/facts-and-stats/national-and-state-data-sheets/adolescent-reproductive-health>

On Healthy Adolescent Relationships (related to sexual harassment, bullying, exposure to violence, sexual activity, etc.)

<https://www.hhs.gov/ash/oah/facts-and-stats/national-and-state-data-sheets/adolescent-reproductive-health>

- Data on mental health and trauma
- Sexual harassment and assaults
- Bullying
- Pregnancy or parenting data--

<https://www.cdc.gov/teenpregnancy/about/index.htm>

<https://www.cdc.gov/nchs/data/databriefs/db259.pdf>

- Extracurricular and athletics participation data—For e.g., <https://www.childtrends.org/indicators/participation-in-school-athletics> State and local estimates 2017 estimates for high school student participation in sports teams (including those outside of school) are available for select states and cities from the Youth Risk Behavior Survey (YRBS) at <https://nccd.cdc.gov/youthonline/App/Results.aspx>.

C. Data not suitable for cross-district comparison or Council aggregation

- Magnet school participation rates—magnet definition, and enrollment requirements vary by district
- Female mentoring—definitions and program variance
- Data on single sex classes and schools—local program variance
- Dress code policies affecting young women and girls
- Sex education curriculum and policies
- Staff professional development

D. Preliminary Resources

<http://schottfoundation.org/sites/default/files/resources/Morris-Race-Gender-and-the-School-to-Prison-Pipeline.pdf>

<https://archive.theincline.com/2018/05/18/black-girls-equity-alliance-wants-pittsburgh-public-schools-to-improve-its-sexual-harassment-prevention-and-response/>

<https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf>

<https://chicityclerk.s3.amazonaws.com/s3fs-public/news/2019-03-08%20Press%20Release.pdf>

<https://now.org/resource/girls-of-color-educational-needs-are-equally-critical-to-those-of-boys-of-color/>

<https://www.cfw.org/swag-2019/>

http://www.ncdsv.org/CWG_Women-and-Girls-of-Color_11-2014.pdf

On Teen Pregnancy:

<https://www.cdc.gov/teenpregnancy/about/index.htm>

<https://www.cdc.gov/nchs/data/databriefs/db259.pdf>

On Reproductive Health:

<https://www.hhs.gov/ash/oah/facts-and-stats/national-and-state-data-sheets/adolescent-reproductive-health>

On Healthy Adolescent Relationships (related to sexual harassment, bullying, exposure to violence, sexual activity, etc.)

<https://www.hhs.gov/ash/oah/facts-and-stats/national-and-state-data-sheets/adolescent-reproductive-health>

Pittsburgh's Inequality Across Gender and Race, 2019

https://apps.pittsburghpa.gov/redtail/images/7109_Pittsburgh's_Inequality_Across_Gender_and_Race_09_18_19.pdf

Here is the list of indicators available through HHS on adolescent health. Which of these would task force members want to track (on their own) compared to their respective state?

<https://www.hhs.gov/ash/oah/facts-and-stats/picture-of-adolescent-health/index.html>

TASK FORCE ON BLACK AND
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GIRLS

Sample Programmatic Data
On
Health Factors
And
Student Achievement

Percentage of Secondary Schools that Required Health Education Instruction in Any of Grades 6-12, the Percentage that Required Students to Take Only One Health Education Course or Two or More Courses, and Among Schools that Required a Health Education Course, the Percentage that Required Students who Fail Such a Course to Repeat It.

City School District	Required Health Education Instruction	Required Only One Health Education Course	Required Two or More Health Education Courses	Required Students who Fail a Required Health Education Course to Repeat It
Baltimore City	89.2	57.7	34.2	44.9
Boston	60.5	21.5	31.4	49.6
Broward County	70.4	37.1	22.6	74.3
Chicago	88.6	36.9	43.0	38.1
Cleveland	53.6	46.3	9.8	78.7
Detroit	48.8	34.9	10.9	79.3
District of Columbia	97.4	64.1	33.2	60.9
Duval County	100.0	37.8	62.2	61.0
Fort Worth	97.4	49.2	48.3	56.9
Houston	97.5	92.5	5.0	59.2
Los Angeles	99.1	69.2	29.8	44.9
Miami-Dade County	49.3	22.6	13.5	66.5
New York City	96.9	65.5	30.1	65.9
Oakland	70.9	24.2	44.4	42.0
Orange County (FL)	34.6	0.0	0.0	NA
Palm Beach County	64.7	22.3	19.1	68.8
Philadelphia	77.9	43.1	27.6	51.5
San Diego	90.9	7.1	10.7	66.7
San Francisco	79.6	35.7	33.7	74.0
Shelby County	82.5	37.2	41.6	67.6
Median	82.5	37.2	30.1	60.9
Range	34.6-100.0	0.0-92.5	0.0-62.2	38.1-79.3

Source: Centers for Disease Control and Prevention. School Health Profiles 2018: Characteristics of Health Programs Among Secondary Schools. Atlanta: Centers for Disease Control and Prevention; 2019.

Percentage of Secondary Schools that Taught a Required Health Education Course in Each Grade.

City School District	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Baltimore City	71.0	81.6	83.9	88.9	66.7	54.2	62.5
Boston	31.6	29.8	27.0	60.4	40.5	33.8	21.2
Broward County	37.8	39.5	41.0	75.9	60.7	53.6	53.6
Chicago	71.4	70.6	70.4	94.6	44.4	36.7	34.4
Cleveland	21.3	21.3	21.3	43.5	33.3	37.5	88.2
Detroit	14.8	15.1	14.8	55.7	72.4	62.8	57.9
District of Columbia	90.6	95.3	95.0	92.2	100.0	100.0	100.0
Duval County	100.0	100.0	100.0	85.7	63.2	73.7	63.2
Fort Worth	100.0	6.3	6.3	100.0	69.2	69.2	69.2
Houston	75.7	75.7	78.4	100.0	75.8	72.7	72.7
Los Angeles	33.2	98.3	11.7	98.0	29.1	30.4	36.3
Miami-Dade County	24.3	22.6	20.5	28.4	9.7	9.7	9.7
New York City	64.2	59.0	58.0	70.1	67.2	54.3	60.1
Oakland	71.2	71.2	21.9	71.2	42.9	39.1	31.9
Orange County (FL)	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Palm Beach County	20.2	20.2	20.2	58.9	40.2	28.6	28.6
Philadelphia	43.7	47.6	50.5	73.3	66.0	57.5	53.7
San Diego	10.0	0.0	9.7	12.5	9.1	4.5	4.8
San Francisco	40.0	40.0	26.6	87.5	28.3	30.6	22.4
Shelby County	56.4	56.4	47.3	95.0	95.0	77.8	77.8
Median	43.7	47.6	27.0	75.9	44.4	39.1	53.6
Range	0.0-100.0	0.0-100.0	0.0-100.0	0.0-100.0	0.0-100.0	0.0-100.0	0.0-100.0

Source: Centers for Disease Control and Prevention. School Health Profiles 2018: Characteristics of Health Programs Among Secondary Schools. Atlanta: Centers for Disease Control and Prevention; 2019.

Percentage of Secondary Schools that Provided Those who Teach Sexual Health Education with Materials

City School District	Goals and expected outcomes for sexual health education	Written health education curriculum that includes goals and content addressing sexual health education	Annual scope and sequence of instruction for sexual health education	Strategies that are age-appropriate, relevant, and actively engage students in learning	Methods to assess student knowledge and skills related to sexual health education	All Five Types of Materials
Baltimore City	88.7	86.1	74.9	87.3	83.2	68.1
Boston	96.7	94.9	73.4	94.9	92.8	67.9
Broward County	97.1	95.7	86.8	95.7	89.9	84.1
Chicago	93.0	90.1	88.7	92.6	90.1	84.7
Cleveland	69.5	67.7	45.4	76.1	59.0	43.7
Detroit	78.1	78.1	72.2	78.1	78.1	72.2
District of Columbia	92.3	89.2	91.8	97.4	89.7	84.1
Duval County	97.8	93.5	91.3	100.0	93.5	87.0
Fort Worth	100.0	100.0	94.6	100.0	100.0	94.5
Houston	91.7	94.4	93.0	95.8	91.7	87.5
Los Angeles	86.3	80.2	63.7	79.2	72.6	59.2
Miami-Dade County	84.6	84.6	70.4	84.7	78.5	69.1
New York City	83.2	80.0	68.3	82.0	79.2	65.9
Oakland	97.1	97.1	90.6	97.1	84.1	81.2
Orange County (FL)	100.0	100.0	100.0	100.0	100.0	100.0
Palm Beach County	95.5	93.2	95.5	93.3	93.2	91.1
Philadelphia	71.1	63.1	61.8	59.7	63.3	40.8
San Diego	100.0	100.0	96.4	100.0	96.4	96.4
San Francisco	95.5	91.5	78.8	87.4	87.4	78.8
Shelby County	91.2	93.4	81.9	93.4	88.6	81.9
Median	92.3	91.5	81.9	93.3	88.6	81.2
Range	69.5-100.0	63.1-100.0	45.4-100.0	59.7-100.0	59.0-100.0	40.8-100.0

Source: Centers for Disease Control and Prevention. School Health Profiles 2018: Characteristics of Health Programs Among Secondary Schools. Atlanta: Centers for Disease Control and Prevention; 2019.

Percentage of Secondary Schools in Which Teachers Taught Specific Sexual Health Topics in a Required Course in Any of Grades 6,7, or 8 During the Current School Year

City School District	Benefits of Being Sexually Abstinent	How to access valid and reliable information and services related to HIV, STDs, and pregnancy	Influences of family, peers, media, technology, and other factors on sexual risk behaviors	Communications and negotiation skills	Goal setting and decision making skills	Influencing others to avoid or reduce sexual risk behaviors	Relationship between alcohol and other drug use and sexual risk behavior
Baltimore	79.4	75.7	79.0	79.4	79.4	73.8	73.8
Boston	68.0	74.2	74.4	64.6	57.8	67.6	67.6
Broward County	85.7	82.9	75.0	77.8	75.0	75.0	77.8
Chicago	79.9	79.2	76.1	76.4	74.8	78.0	76.7
Cleveland	58.0	55.6	51.2	52.7	51.3	57.8	45.5
Detroit	23.6	22.2	25.4	22.2	22.2	26.2	18.9
District of Columbia	73.3	69.0	78.4	73.3	69.0	74.1	78.4
Duval County	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Fort Worth	100.0	88.8	87.8	76.9	81.5	94.1	100.0
Houston	64.1	60.0	62.5	60.0	61.5	56.8	59.0
Los Angeles	96.8	89.2	93.6	91.8	93.8	84.3	88.8
Miami-Dade County	77.2	72.3	74.0	69.0	72.2	69.2	66.9
New York	81.9	75.4	78.8	81.1	78.9	79.4	74.2
Oakland	81.1	100.0	93.3	93.3	87.8	86.7	68.9
Orange County	63.1	58.5	63.1	63.1	56.1	60.2	46.7
Palm Beach County	80.3	66.2	80.3	80.3	80.3	75.8	80.3
Philadelphia	49.1	32.1	42.8	38.7	37.1	36.7	40.3
San Diego	96.8	96.8	96.8	96.8	96.8	96.8	96.8
San Francisco	76.6	76.6	61.4	76.6	69.1	69.1	69.1
Shelby County	71.8	71.8	71.8	71.8	71.8	71.8	64.3
Median							
Range							

Source: Centers for Disease Control and Prevention. School Health Profiles 2018: Characteristics of Health Programs Among Secondary Schools. Atlanta: Centers for Disease Control and Prevention; 2019.

Percentage of Secondary Schools in Which Teachers Taught Specific Sexual Health Topics in a Required Course in Any of Grades 6, 7, or 8 During the Current School Year

City School District	Importance of Using Condoms consistently and correctly	Importance of using condoms along with other contraception to prevent STDs and pregnancy	How to create and sustain healthy and respectful relationships	Importance of limiting the number of sexual partners	Preventive care that is necessary to maintain reproductive and sexual health
Baltimore City	77.5	79.4	82.8	73.8	75.2
Boston	63.2	52.8	77.6	61.2	71.2
Broward County	73.0	73.0	77.8	69.4	63.9
Chicago	66.7	68.5	82.0	74.8	76.7
Cleveland	54.5	55.6	58.0	52.8	45.1
Detroit	25.4	22.2	36.0	25.4	25.4
District of Columbia	69.0	64.7	77.5	60.3	64.7
Duval County	100.0	95.7	100.0	95.7	100.0
Fort Worth	25.6	25.6	94.1	50.4	75.6
Houston	46.2	41.0	57.9	51.3	56.4
Los Angeles	83.9	81.4	96.7	87.5	89.2
Miami-Dade County	66.8	62.0	69.0	67.1	66.5
New York City	63.6	57.9	78.5	64.2	68.1
Oakland	92.9	92.9	100.0	86.9	86.9
Orange County (FL)	59.0	54.9	57.3	61.5	50.8
Palm Beach County	75.8	75.8	75.8	66.2	71.3
Philadelphia	29.6	29.8	41.8	39.7	38.5
San Diego	96.8	96.8	96.8	90.3	96.8
San Francisco	61.2	61.2	76.6	61.2	61.2
Shelby County	52.4	56.8	68.1	56.8	60.5
Median	66.7	61.8	77.5	64.2	68.1
Range	25.4-100.0	22.2-96.8	36.0-100.0	25.4-95.7	25.4-100.0

Source: Centers for Disease Control and Prevention. School Health Profiles 2018: Characteristics of Health Programs Among Secondary Schools. Atlanta: Centers for Disease Control and Prevention; 2019.

Percentage of Secondary Schools in Which Teachers Taught Specific Sexual Health Topics in a Required Course in Any of Grades 6,7, or 8 During the Current School Year

City School District	How HIV and STDs are transmitted	Health consequences of HIV, STDs, and pregnancy	Efficacy of condoms	How to obtain condoms	How to correctly use condoms	Methods of contraception other than condoms	Sexual orientation	Gender roles, identity or gender expression
Baltimore	81.3	77.5	75.7	71.9	64.4	73.8	59.0	57.1
Boston	73.3	67.8	56.6	53.1	47.8	63.2	76.9	76.9
Broward County	88.9	83.3	77.1	56.8	73.5	73.0	62.9	66.7
Chicago	78.5	80.6	68.5	61.1	54.1	69.2	74.8	77.1
Cleveland	55.6	58.0	51.6	42.7	41.3	47.9	37.5	42.3
Detroit	22.8	22.8	22.9	22.2	22.2	22.2	22.2	22.2
District of Columbia	73.3	73.3	69.0	69.0	56.0	60.3	67.6	71.4
Duval County	100.0	100.0	100.0	95.7	100.0	91.3	73.9	73.9
Fort Worth	61.8	75.6	38.2	19.2	19.2	25.6	82.2	87.8
Houston	65.0	62.5	48.7	35.9	35.9	51.3	51.3	51.3
Los Angeles	93.8	93.8	85.8	79.8	79.4	82.9	82.9	81.0
Miami-Dade County	79.1	77.2	67.7	49.2	41.7	58.4	51.6	48.1
New York	84.3	84.3	64.8	48.9	43.2	55.5	68.3	71.6
Oakland	92.9	92.9	92.9	92.9	92.9	92.9	100.0	100.0
Orange County	63.1	65.8	59.0	63.1	46.7	59.0	23.4	20.5
Palm Beach County	80.3	80.3	75.8	54.3	61.8	70.7	56.7	56.7
Philadelphia	46.0	47.5	35.6	24.9	18.9	25.2	23.6	23.6
San Diego	96.8	96.8	93.8	96.8	96.8	96.8	96.8	96.8
San Francisco	76.6	76.6	76.6	68.7	53.3	68.7	76.6	76.6
Shelby County	71.8	71.8	56.2	48.7	44.9	52.7	51.9	51.9
Median	78.5	77.2	68.5	54.3	47.8	60.3	62.9	66.7
Range	22.8-100.0	22.8-100.0	22.9-100.0	19.2-96.8	18.9-100.0	22.2-96.8	22.2-100.0	20.5-100.0

Source: Centers for Disease Control and Prevention. School Health Profiles 2018: Characteristics of Health Programs Among Secondary Schools. Atlanta: Centers for Disease Control and Prevention; 2019.

Percentage of Secondary Schools in Which Teachers Taught Specific Nutrition and Dietary Topics in a required Course During the Current School Year

City School District	Risks of unhealthy weight control practices	Accepting body size differences	Signs, symptoms and treatment for eating disorders	Relationship between diet and chronic diseases	Assessing body mass index	Influence of the media on dietary behaviors	Food production
Baltimore	80.7	77.6	67.0	79.8	70.9	75.7	57.3
Boston	46.8	53.8	39.7	46.6	40.3	53.9	45.3
Broward County	67.9	66.7	61.5	64.9	64.5	62.3	62.7
Chicago	82.1	81.2	72.2	75.9	63.9	80.7	74.6
Cleveland	59.6	64.5	47.8	62.0	55.1	53.9	47.2
Detroit	57.7	67.6	48.1	59.5	45.9	54.4	50.7
District of Columbia	87.5	92.5	87.5	95.0	87.5	87.5	79.5
Duval County	100.0	95.7	93.6	91.5	95.7	87.2	72.3
Fort Worth	97.4	91.6	97.4	97.3	81.9	94.5	84.4
Houston	87.2	85.4	81.3	77.5	83.5	81.3	64.2
Los Angeles	89.4	93.0	86.7	91.1	85.7	92.0	71.7
Miami-Dade County	78.2	77.9	68.1	69.7	76.7	76.8	69.8
New York	85.3	86.1	84.2	83.1	79.4	84.9	79.1
Oakland	25.3	32.3	22.0	32.3	26.3	32.3	37.7
Orange County	73.8	76.7	65.3	67.2	87.1	64.7	51.5
Palm Beach County	60.8	62.9	56.0	53.8	55.0	56.3	52.6
Philadelphia	69.0	66.8	58.4	65.0	53.9	62.6	47.5
San Diego	40.4	42.3	28.8	37.3	47.1	39.2	33.3
San Francisco	69.7	75.5	60.2	65.9	58.4	71.5	66.3
Shelby County	84.1	82.4	78.4	76.5	74.4	78.4	70.4
Median	78.2	77.6	67.0	69.7	70.9	75.7	64.2
Range	25.3-100.0	32.3-95.7	22.0-97.4	32.3-97.3	26.3-95.7	32.3-94.5	33.3-85.3

Source: Centers for Disease Control and Prevention. School Health Profiles 2018: Characteristics of Health Programs Among Secondary Schools. Atlanta: Centers for Disease Control and Prevention; 2019.

Percentage of Secondary Schools that Provided Parents and Families with Health Information on Specific Topics During the Current School Year

City School District	HIV, STD, or teen pregnancy prevention	Nutrition and healthy eating	Preventing student bullying and sexual harassment
Baltimore	29.6	45.7	57.5
Boston	34.5	52.9	59.7
Broward County	38.8	45.0	70.1
Chicago	40.2	71.2	76.0
Cleveland	28.7	45.0	56.2
Detroit	32.6	56.3	70.0
District of Columbia	57.6	72.2	84.9
Duval County	39.6	47.9	66.7
Fort Worth	61.3	84.5	81.0
Houston	41.0	52.4	65.1
Los Angeles	42.9	55.0	74.4
Miami-Dade County	26.8	57.5	78.3
New York City	52.6	51.9	67.4
Oakland	32.2	47.2	47.2
Orange County	26.5	42.9	61.0
Palm Beach County	34.4	48.3	67.1
Philadelphia	21.9	55.4	55.9
San Diego	89.5	29.6	91.2
San Francisco	36.8	43.4	46.4
Shelby County	64.4	60.5	87.7
Median	38.8	52.4	67.4
Range	21.9-89.5	29.6-84.5	46.4-91.2

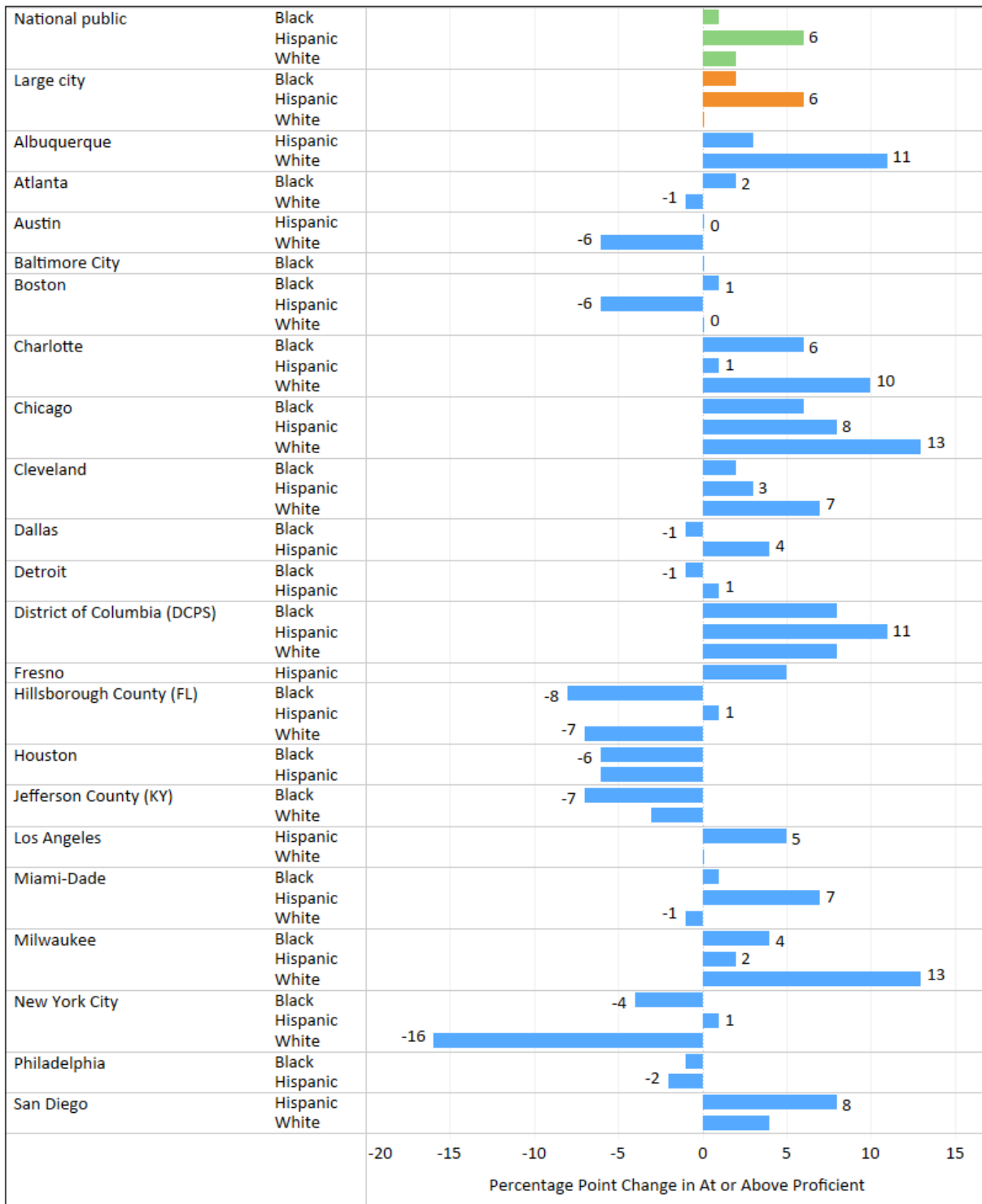
Source: Centers for Disease Control and Prevention. School Health Profiles 2018: Characteristics of Health Programs Among Secondary Schools. Atlanta: Centers for Disease Control and Prevention; 2019.

Percentage of Secondary Schools with Practices in Place to Prevent Bullying and Sexual Harassment

City School District	All school staff receive professional development on preventing, identifying, and responding to student bullying and sexual harassment	Has a designated staff member to whom students can report student bullying and sexual harassment	Publicizes and disseminates policies, rules, or regulations on bullying and sexual harassment
Baltimore	81.7	95.8	87.2
Boston	85.9	96.0	95.3
Broward County	96.3	98.8	92.2
Chicago	77.8	97.1	89.3
Cleveland	82.2	92.3	74.7
Detroit	66.7	100.0	89.9
District of Columbia	97.6	97.1	95.1
Duval County	91.7	100.0	89.6
Fort Worth	92.2	95.1	92.2
Houston	98.8	95.2	95.2
Los Angeles	96.5	98.1	99.1
Miami-Dade County	92.7	97.0	94.8
New York City	95.7	99.1	96.8
Oakland	76.6	96.1	84.5
Orange County	86.0	100.0	93.7
Palm Beach County	91.3	91.3	86.6
Philadelphia	90.0	98.4	96.9
San Diego	89.7	100.0	96.6
San Francisco	79.6	95.8	92.6
Shelby County	98.1	95.8	88.0
Median			
Range			

Source: Centers for Disease Control and Prevention. School Health Profiles 2018: Characteristics of Health Programs Among Secondary Schools. Atlanta: Centers for Disease Control and Prevention; 2019.

Percentage Point Change in Grade 4 Female Students At or Above Proficient in Reading on NAEP, 2009-2017



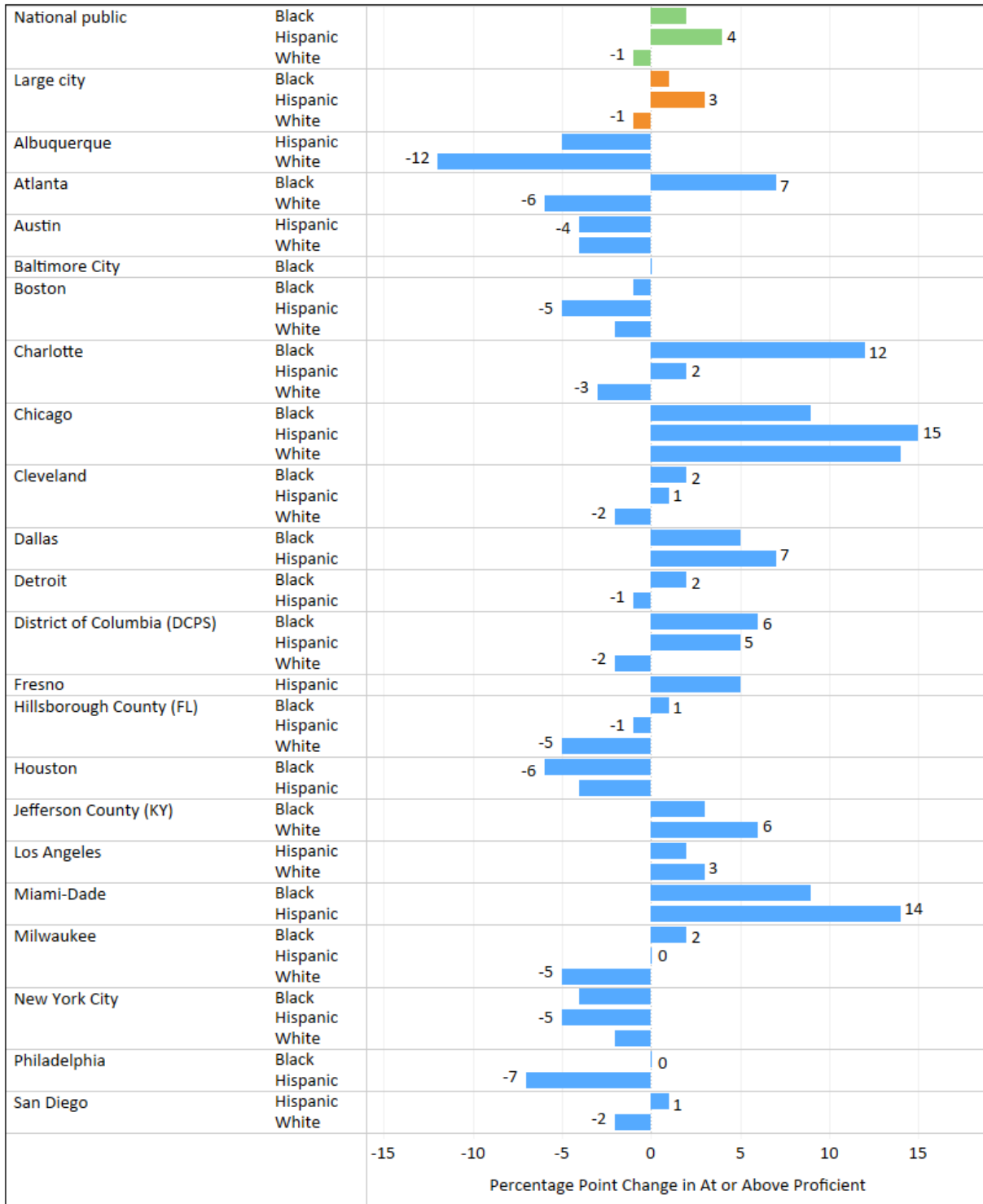
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading and Mathematics Assessment, retrieved November 1, 2019, from the Main NAEP Data Explorer (<https://nces.ed.gov/nationsreportcard/naepdata/>).

Percentage Point Change in Grade 8 Female Students At or Above Proficient in Reading on NAEP, 2009-2017



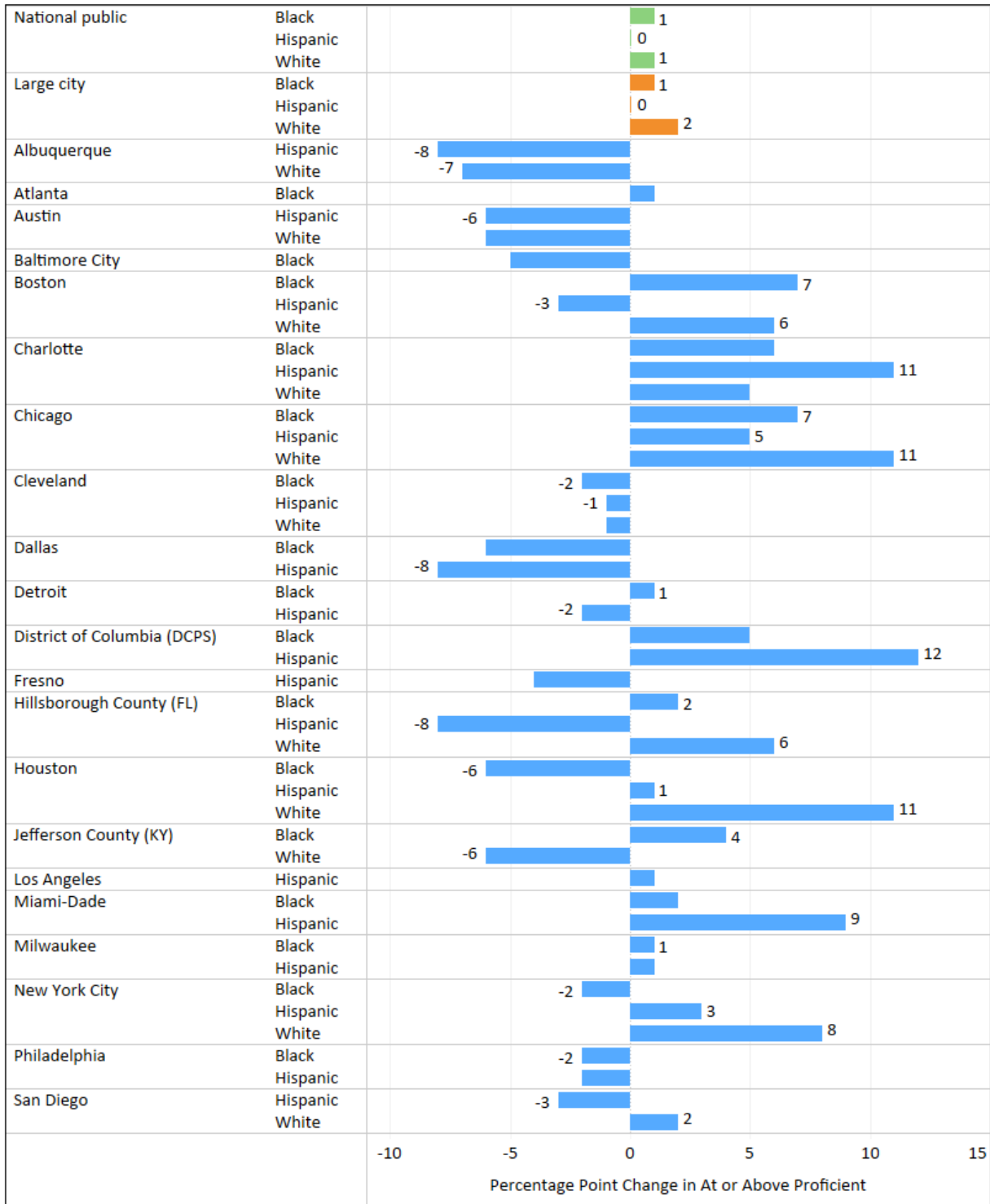
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading and Mathematics Assessment, retrieved November 1, 2019, from the Main NAEP Data Explorer (<https://nces.ed.gov/nationsreportcard/naepdata/>).

Percentage Point Change in Grade 4 Female Students At or Above Proficient in Mathematics on NAEP, 2009-2017



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading and Mathematics Assessment, retrieved November 1, 2019, from the Main NAEP Data Explorer (<https://nces.ed.gov/nationsreportcard/naepdata/>).

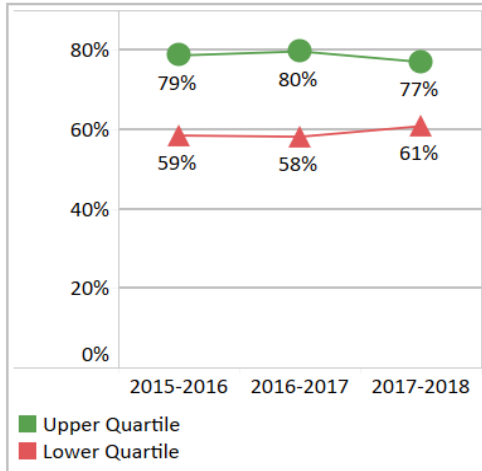
Percentage Point Change in Grade 8 Female Students At or Above Proficient in Mathematics on NAEP, 2009-2017



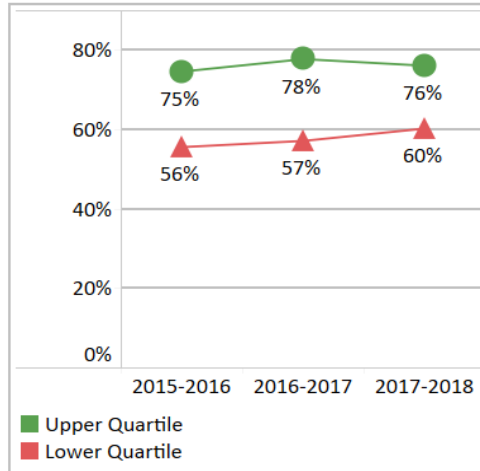
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading and Mathematics Assessment, retrieved November 1, 2019, from the Main NAEP Data Explorer (<https://nces.ed.gov/nationsreportcard/naepdata/>).

Algebra I/Integrated Math Completion Rates for Black, Hispanic, and White Females
 Source: Council of the Great City Schools' Key Performance Indicators, 2019

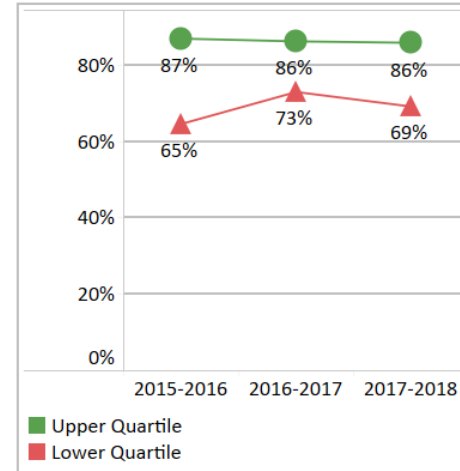
Black Females



Hispanic Females



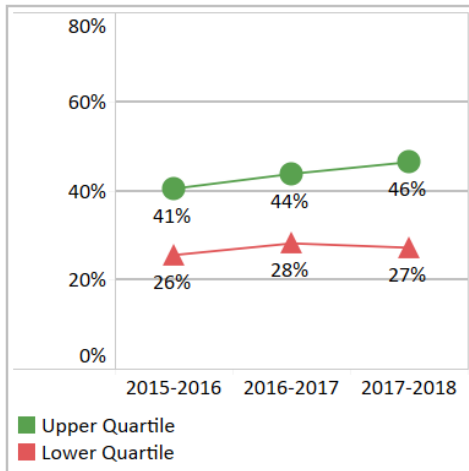
White Females



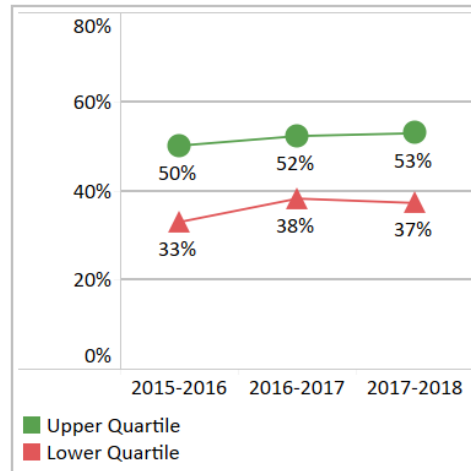
Ninth Grade students with a B Average or Better for Black, Hispanic, and White Females

Source: Council of the Great City Schools' Key Performance Indicators, 2019

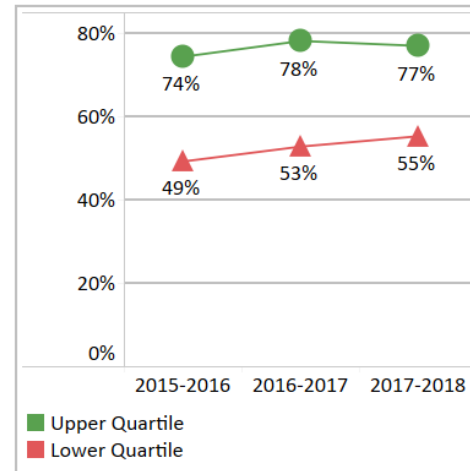
Black Females



Hispanic Females

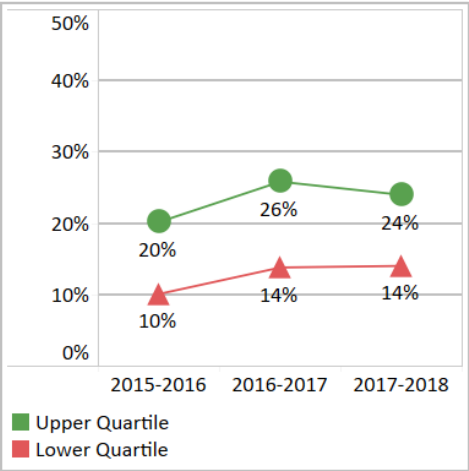


White Females

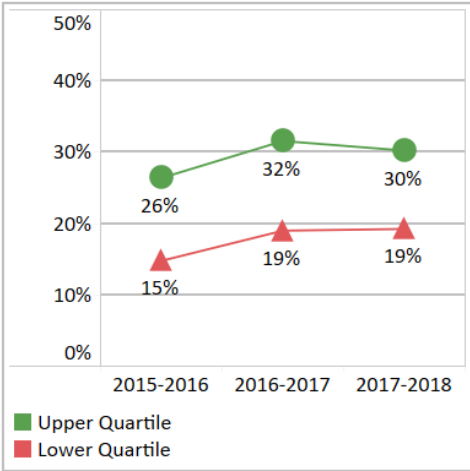


Students Who Took One or More AP Courses for Black and Hispanic Females
 Source: Council of the Great City Schools' Key Performance Indicators, 2019

Black Females



Hispanic Females



White Females

