# My Brother's Keeper Guidance Document: Emerging Practices for Schools and Communities
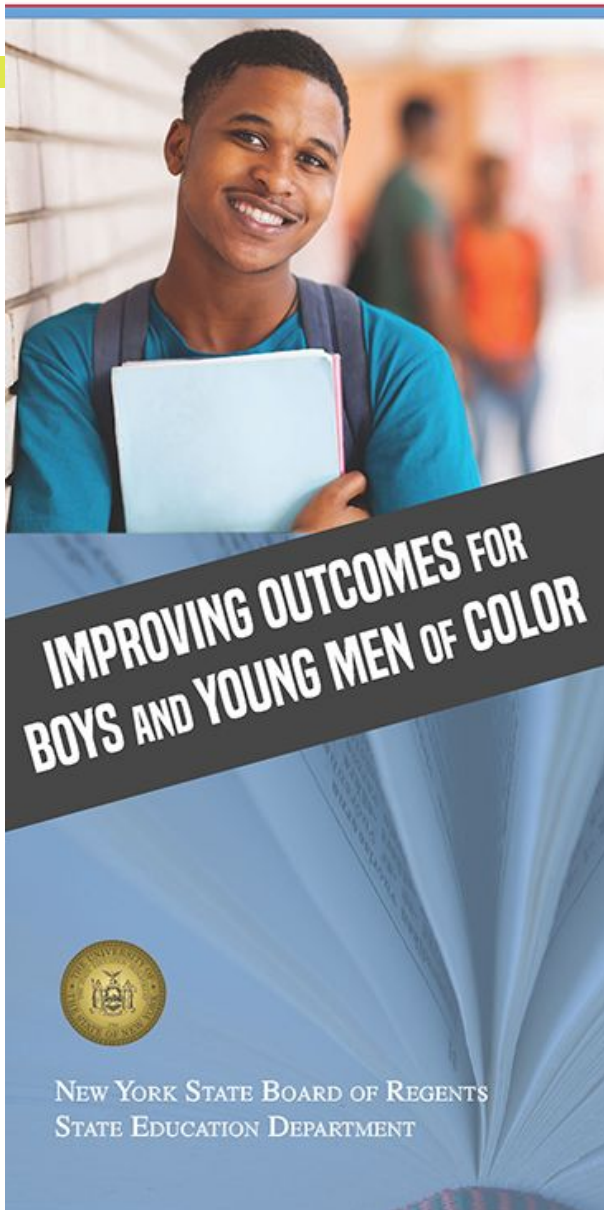
February 17, 2017

Dr. Edward Fergus & Monique C. Morgan

IMPROVING OUTCOMES FOR BOYS AND YOUNG MEN OF COLOR

NEW YORK STATE BOARD OF REGENTS
STATE EDUCATION DEPARTMENT

NORTHEAST COMPREHENSIVE CENTER

# Agenda

- Introduction

- My Brother's Keeper Guidance Document: Emerging Practices for Schools and Communities

- Overview of Academic Outcomes in New York State

- Review of Research on Emerging Practices

- Next Steps

# Section I | Introduction

# About the Northeast Comprehensive Center

The mission of the Northeast Comprehensive Center (NCC) is to build SEA and LEA capacity in the following ways:

- Thinking **systemically** about the relationships among all elements to create coherence and articulate a common purpose;

- Using **research-based findings** and **rigorous evidence** to evaluate impact, refine practices, seek new solutions, and meet learners' needs;

- Acting **strategically** to make the best use of available resources; and

- Working **collaboratively** across leadership levels and organizations to leverage resources and overcome barriers.

# Section II | *My Brother's Keeper Guidance Document: Emerging Practices for Schools and Communities*

# Purpose

- Inform stakeholders on the outcome trends among boys of color in K-12 school environments

- Provide research review of the most prevalent strategies currently being implemented in schools and communities across the country

# Outline of Brief

- Executive Summary

- Section 1: Overview of Academic Outcomes

- Section 2: Review of Research on Emerging Practices

- Appendix

**Section III** | *Overview of Academic Outcomes in New York State*

# Overview of Research:

*What are the outcomes for boys of color and what do they suggest for programs and strategies?*
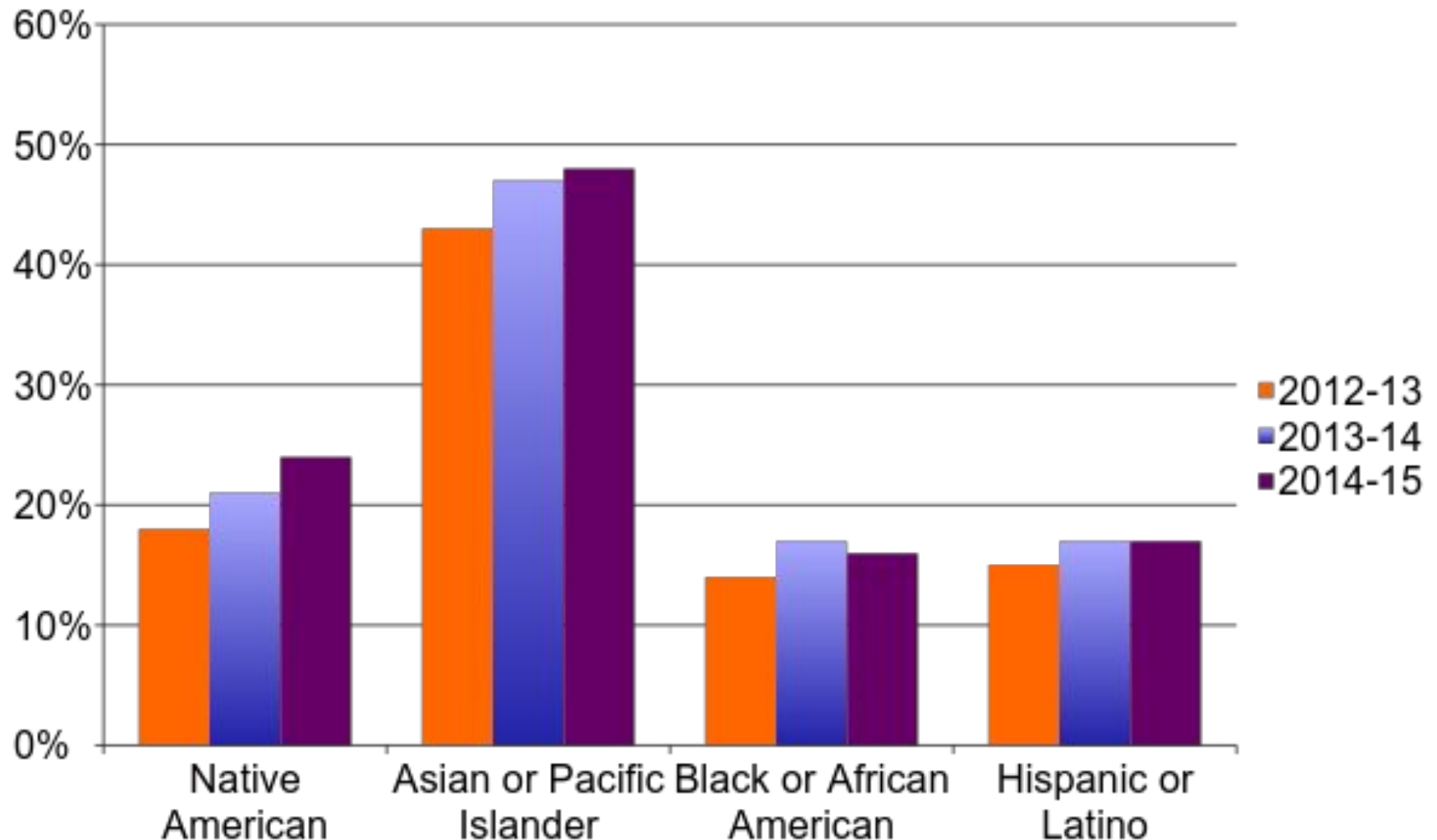
# Analysis Moves Away From A Comparative Argument Towards a Trajectory Argument:
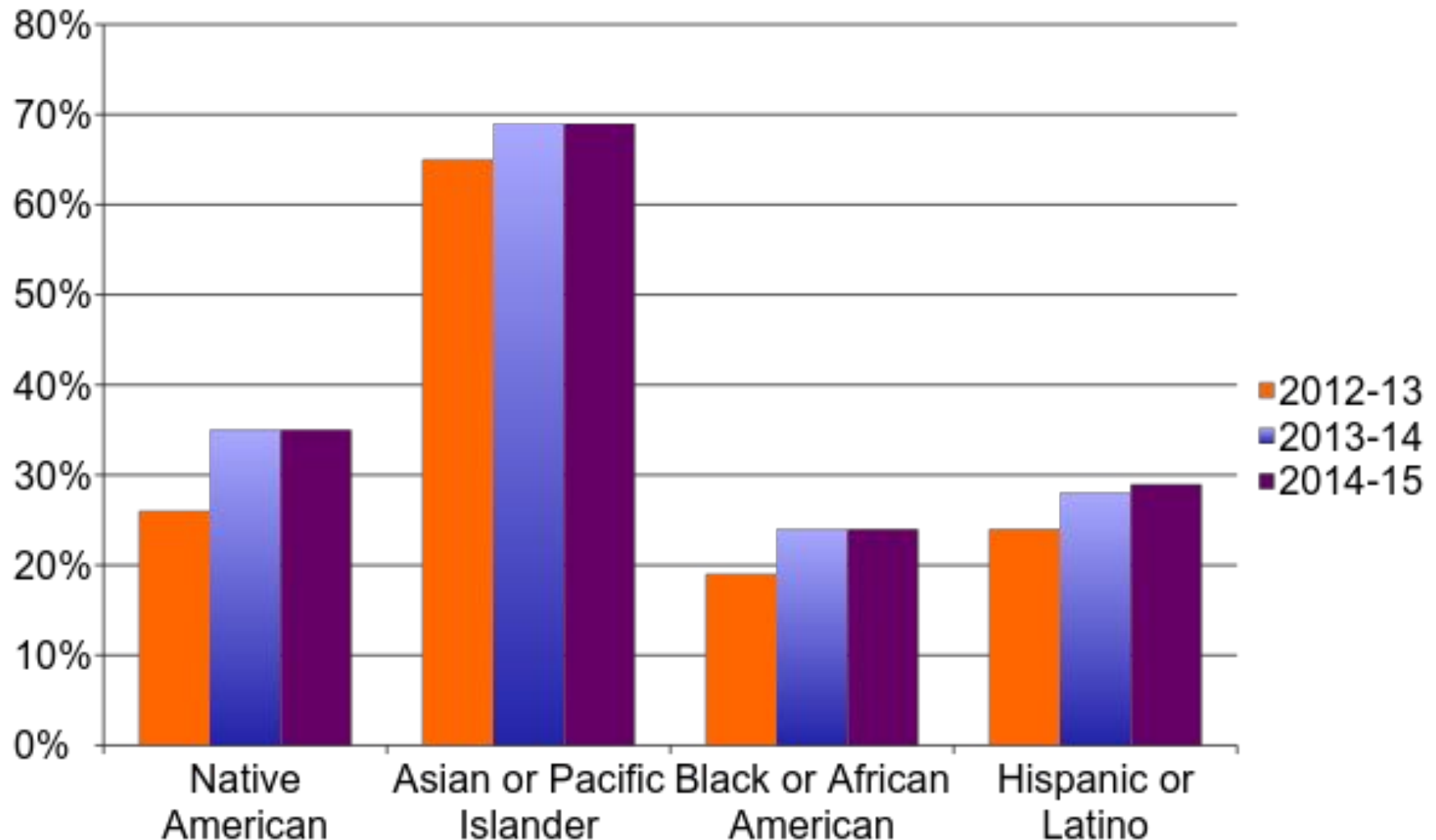
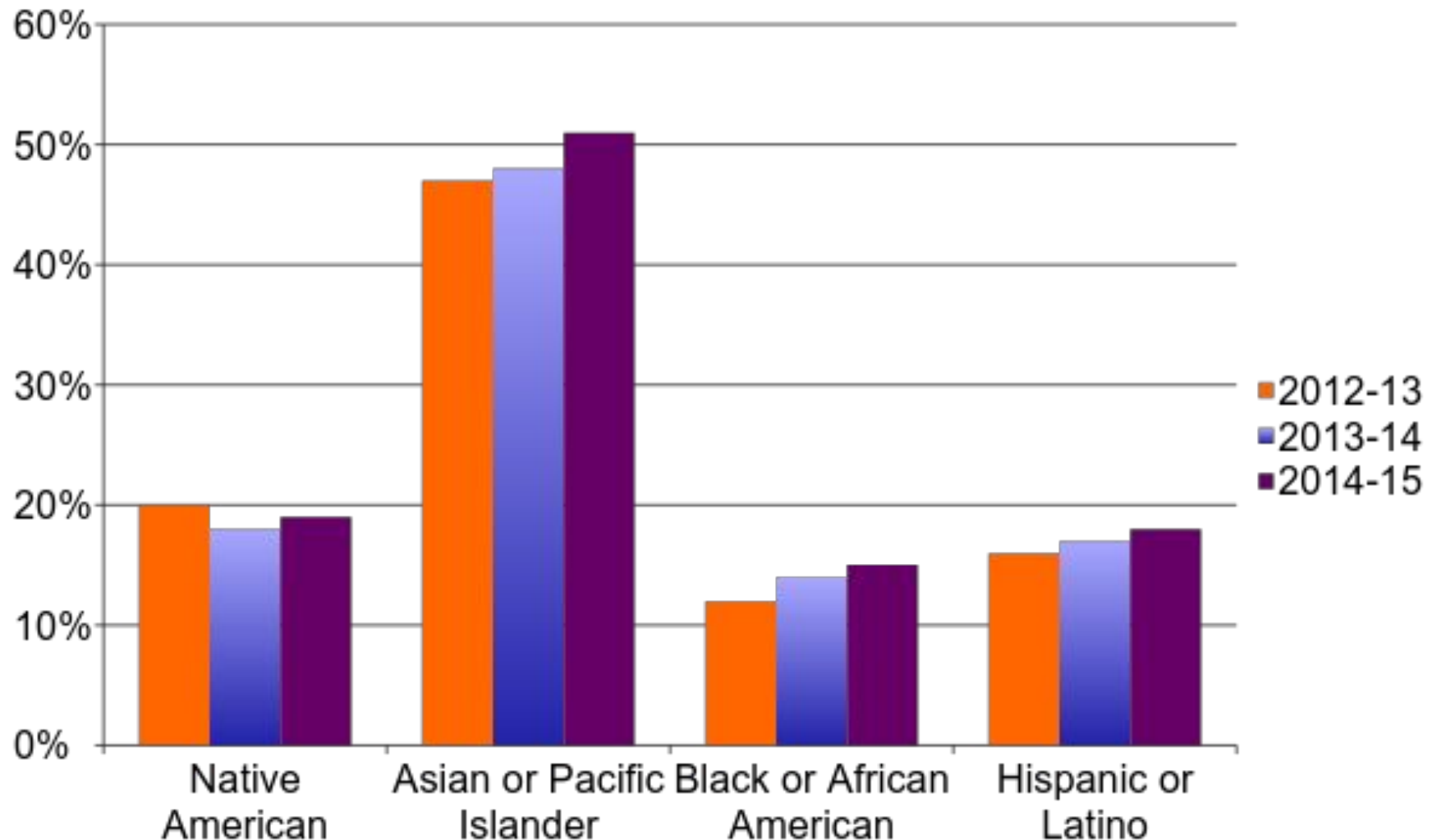*Do these resulting patterns lead to career and college preparedness?*

# Percentage of Fourth Grade Racial/Ethnic Minority Males with Proficiency in <u>ELA</u> by School year
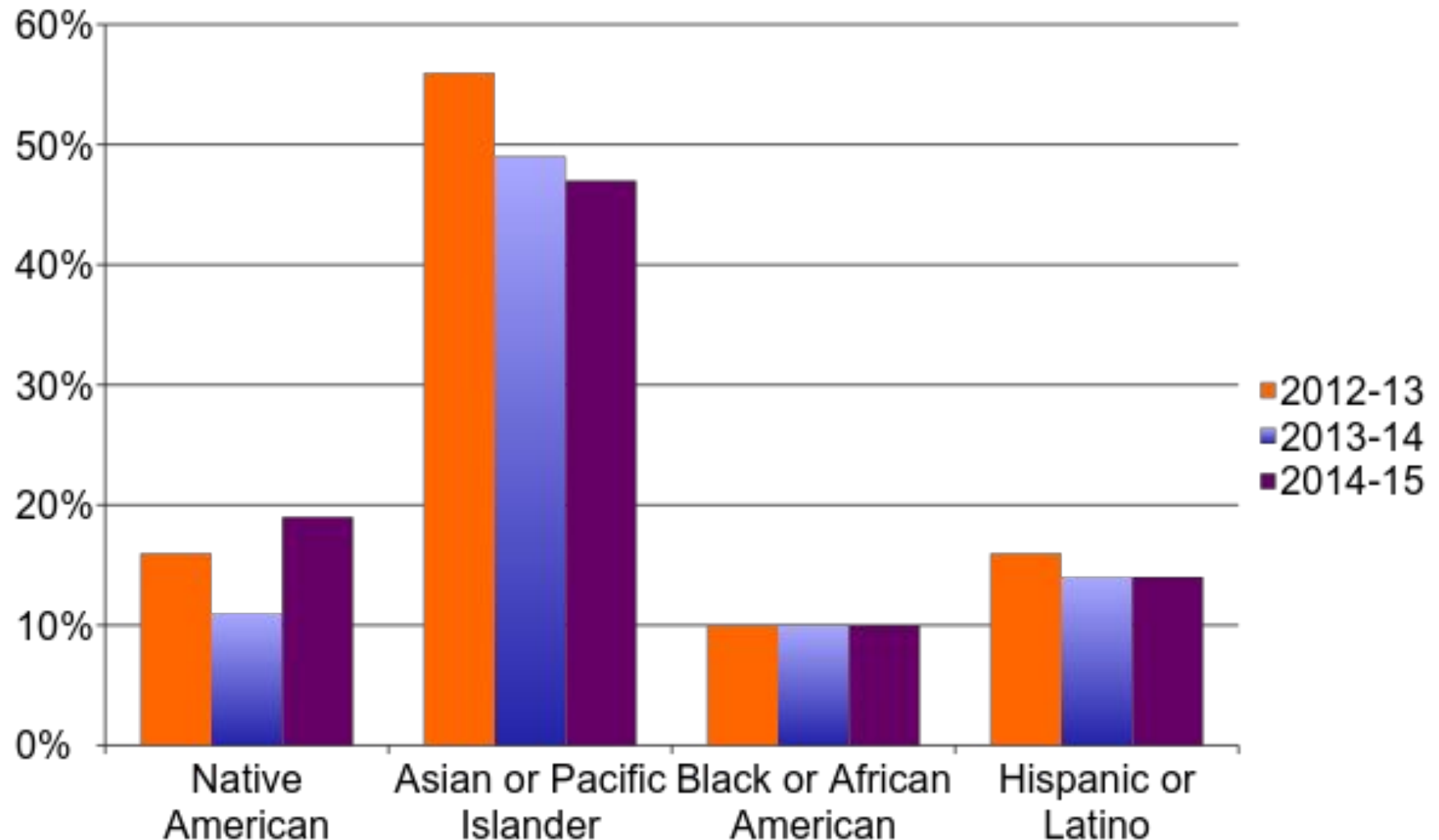
# Percentage of Fourth Grade Racial/Ethnic Minority Males with Proficiency in <u>Math</u> by School year

# Percentage of Eighth Grade Racial/Ethnic Minority Males with Proficiency in <u>ELA</u> by School year
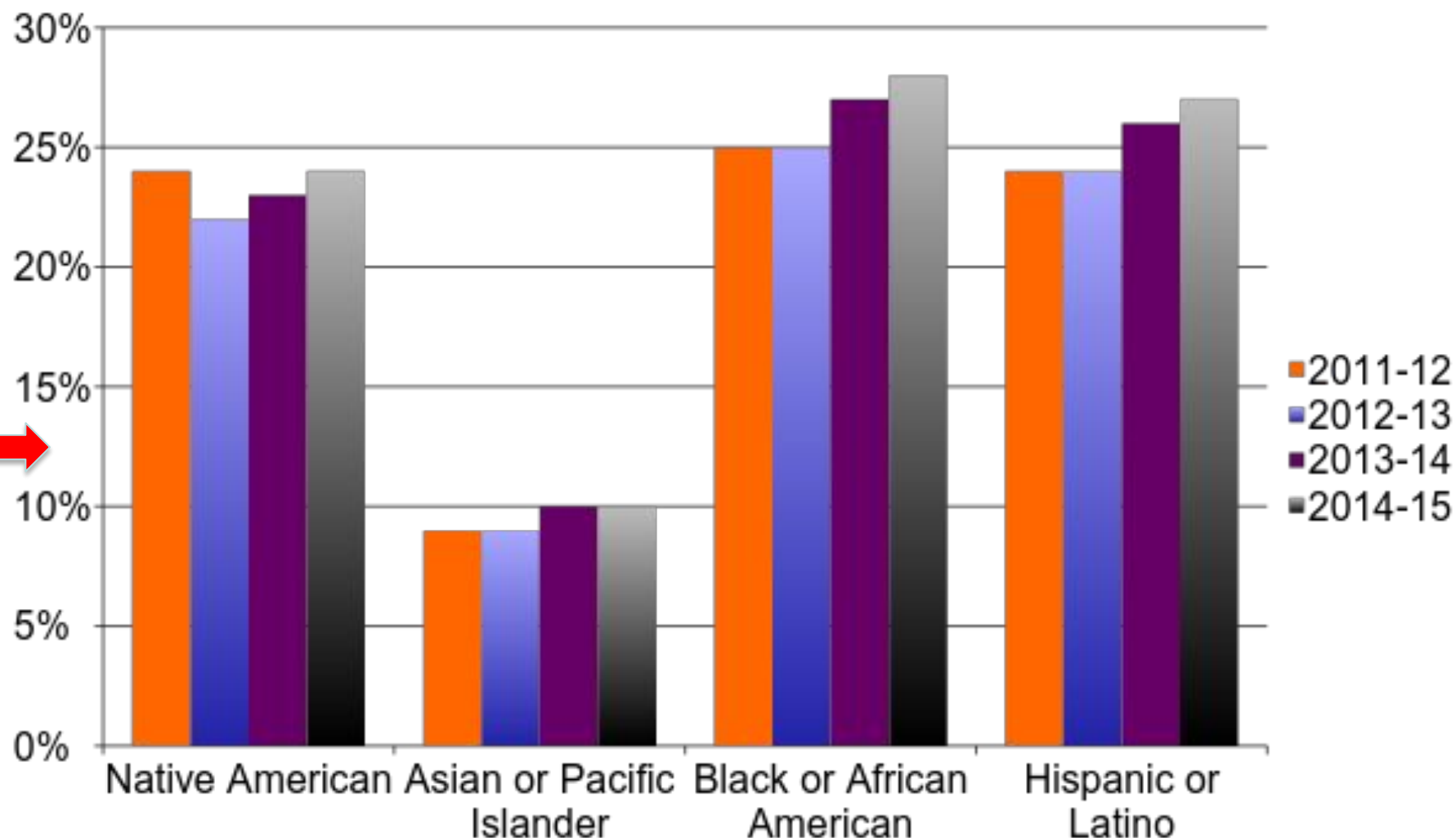
# Percentage of Eighth Grade Racial/Ethnic Minority Males with Proficiency in <u>Math</u> by School year

# Special Education Classification Rate

# Percentage of Racial/Ethnic Minority Males enrolled in Special Education Services by School Year

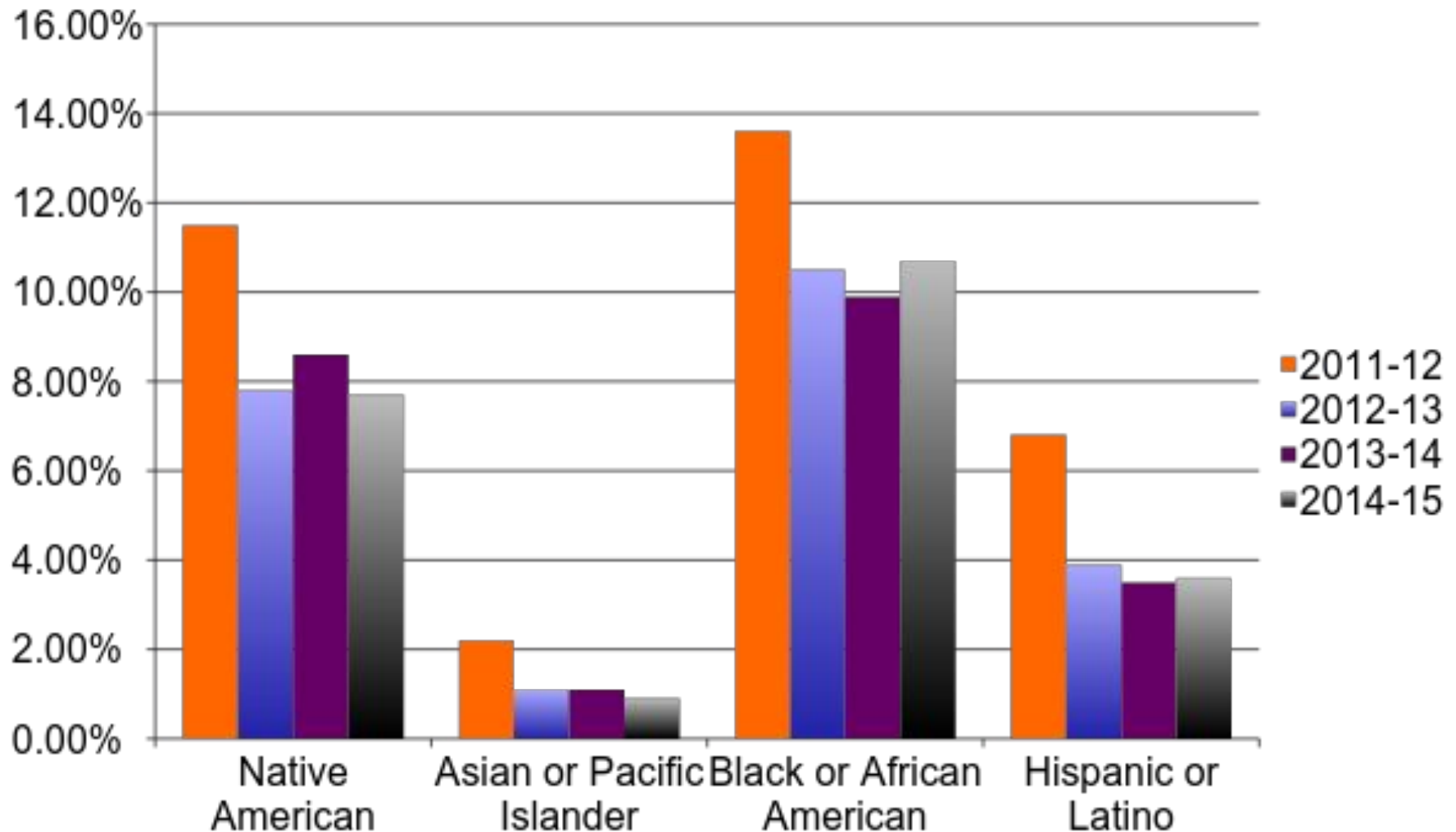# Gifted and AP/Honors Enrollment:

Local districts better situated to measure enrollment patterns.

# Suspensions and Behavioral Referrals

# Percentage of Racial/Ethnic Minority Males suspended by School year

# Trajectory Studies of 2007 Cohort:
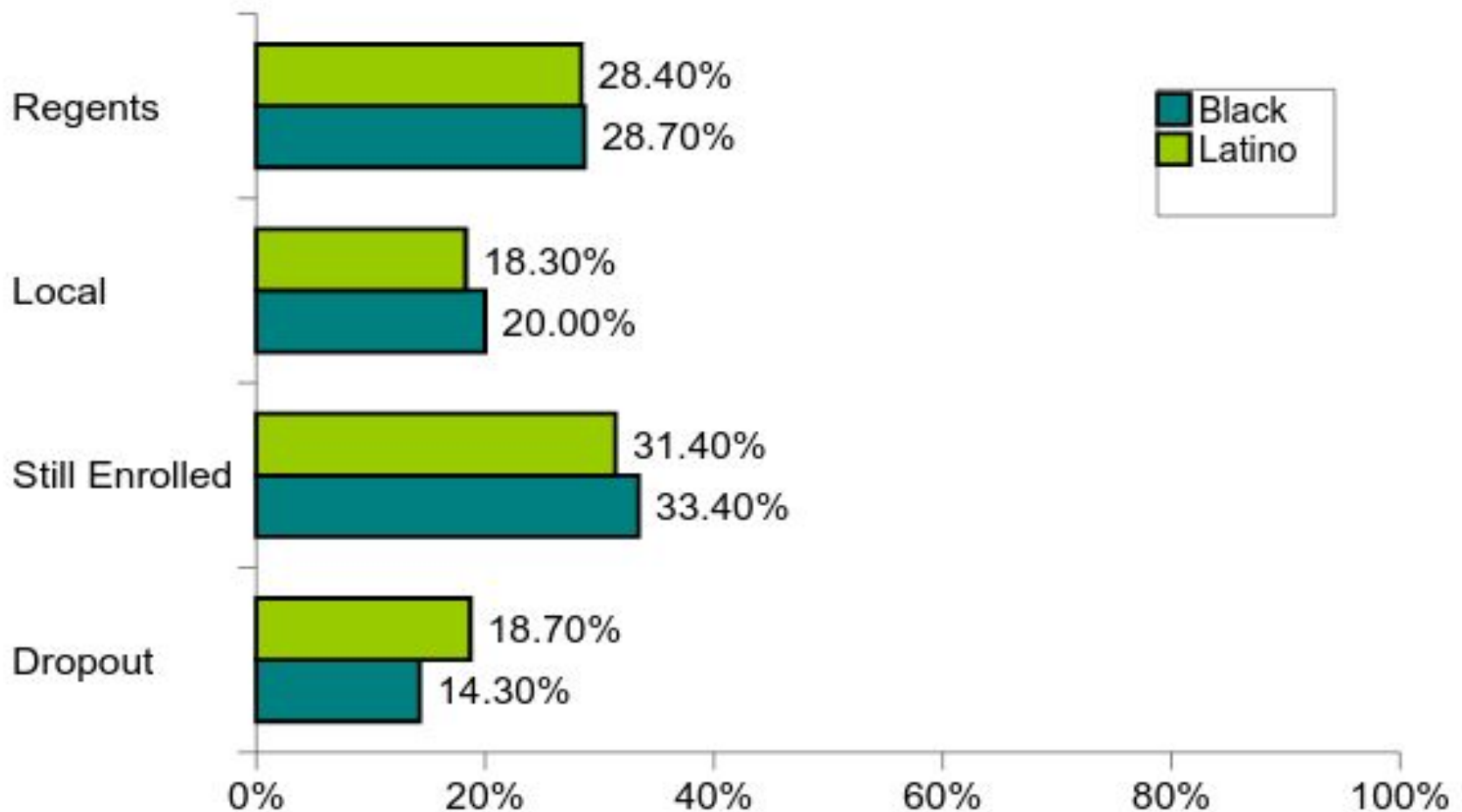
What happens to racial/ethnic minority males after continuous access and opportunity gaps?
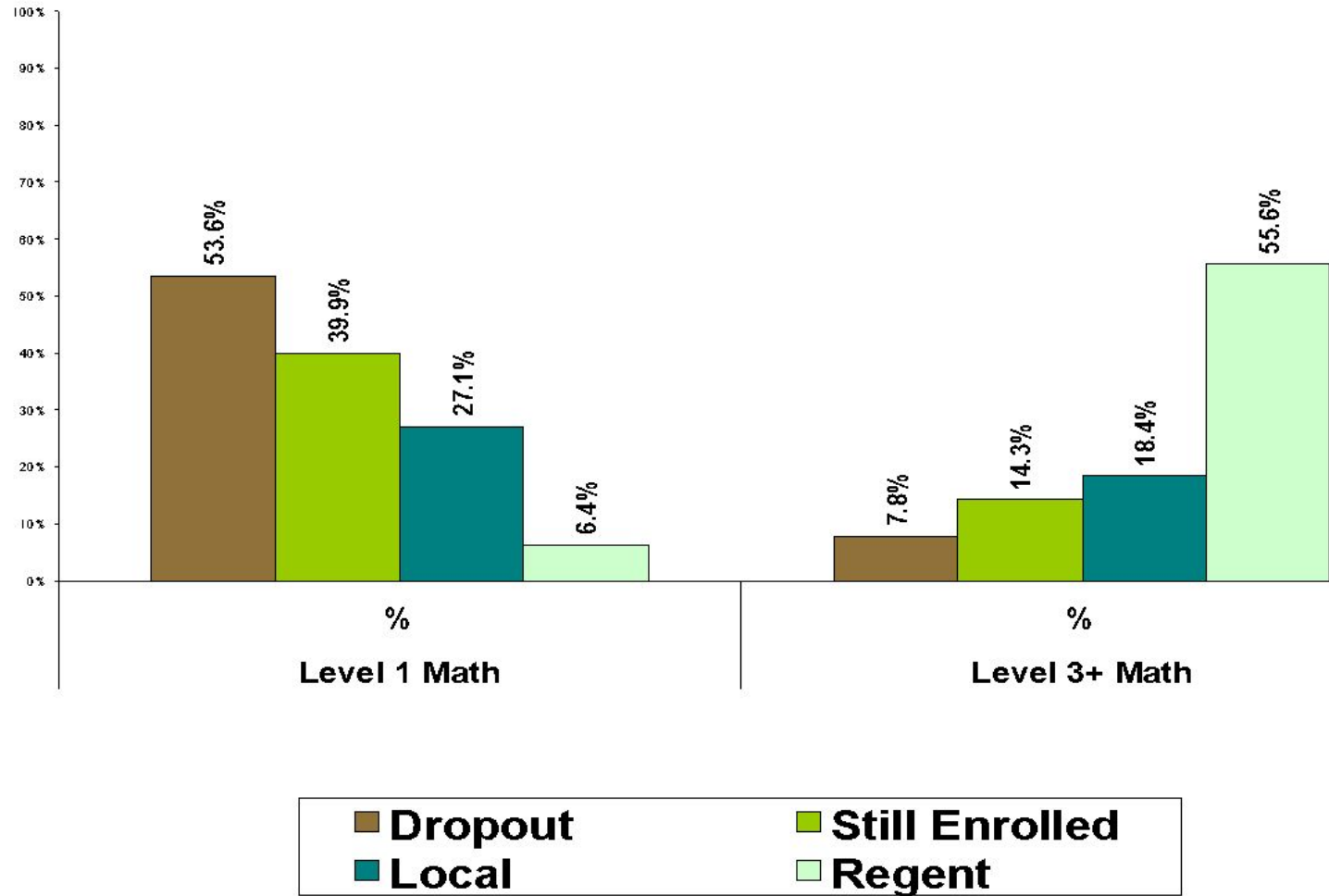
# Percentages of Black and Latino Male Dropouts, Still Enrolled Students, and Graduates in 2006-2007 Cohort after 4 Years of High School

# Demographic Characteristics of Black and Latino Male Students by Dropout, Enrollment, and Graduation Status
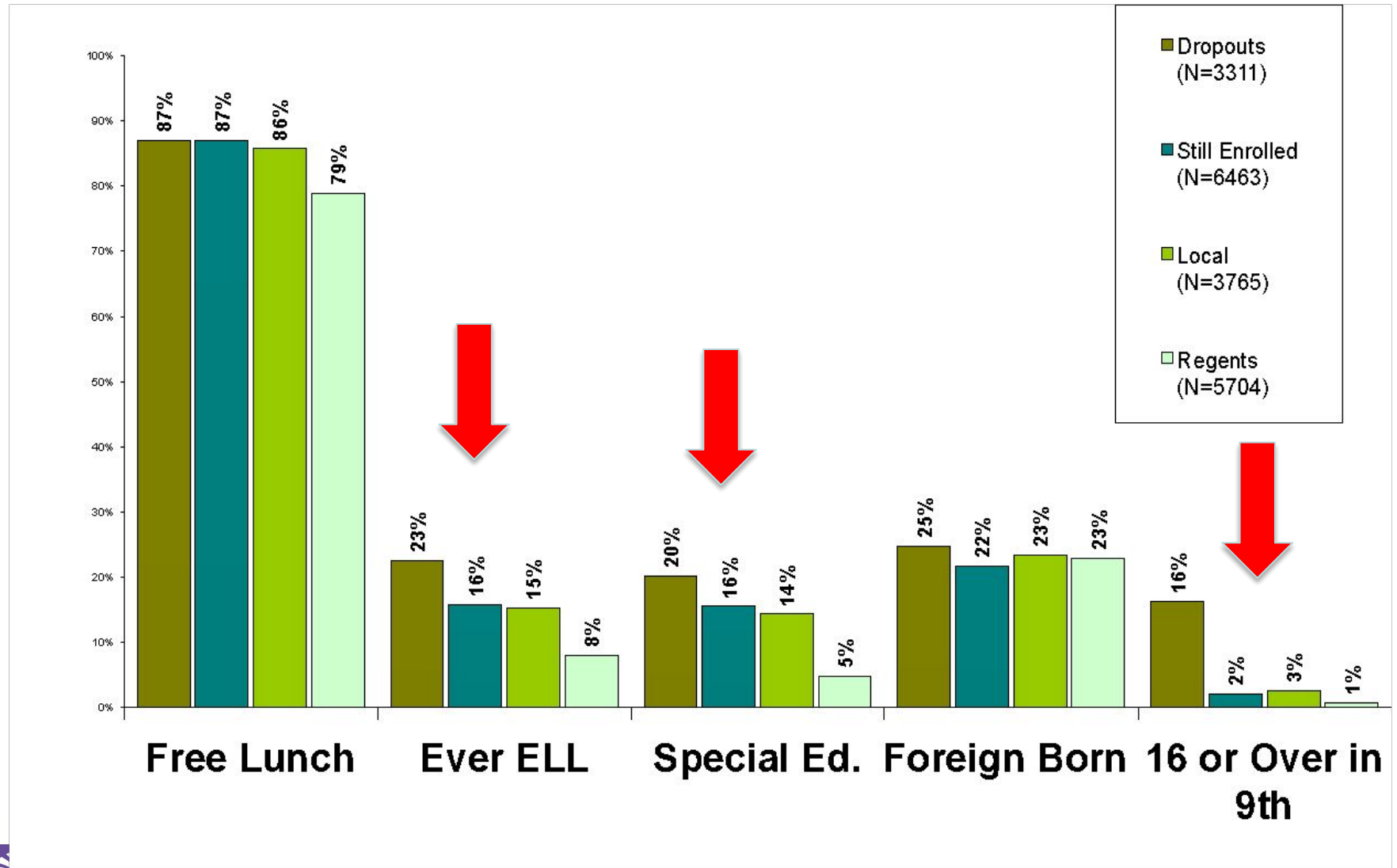
# Eighth Grade Math Exam Performance of 2007 cohort

# Eighth Grade ELA Exam Performance of 2007 cohort
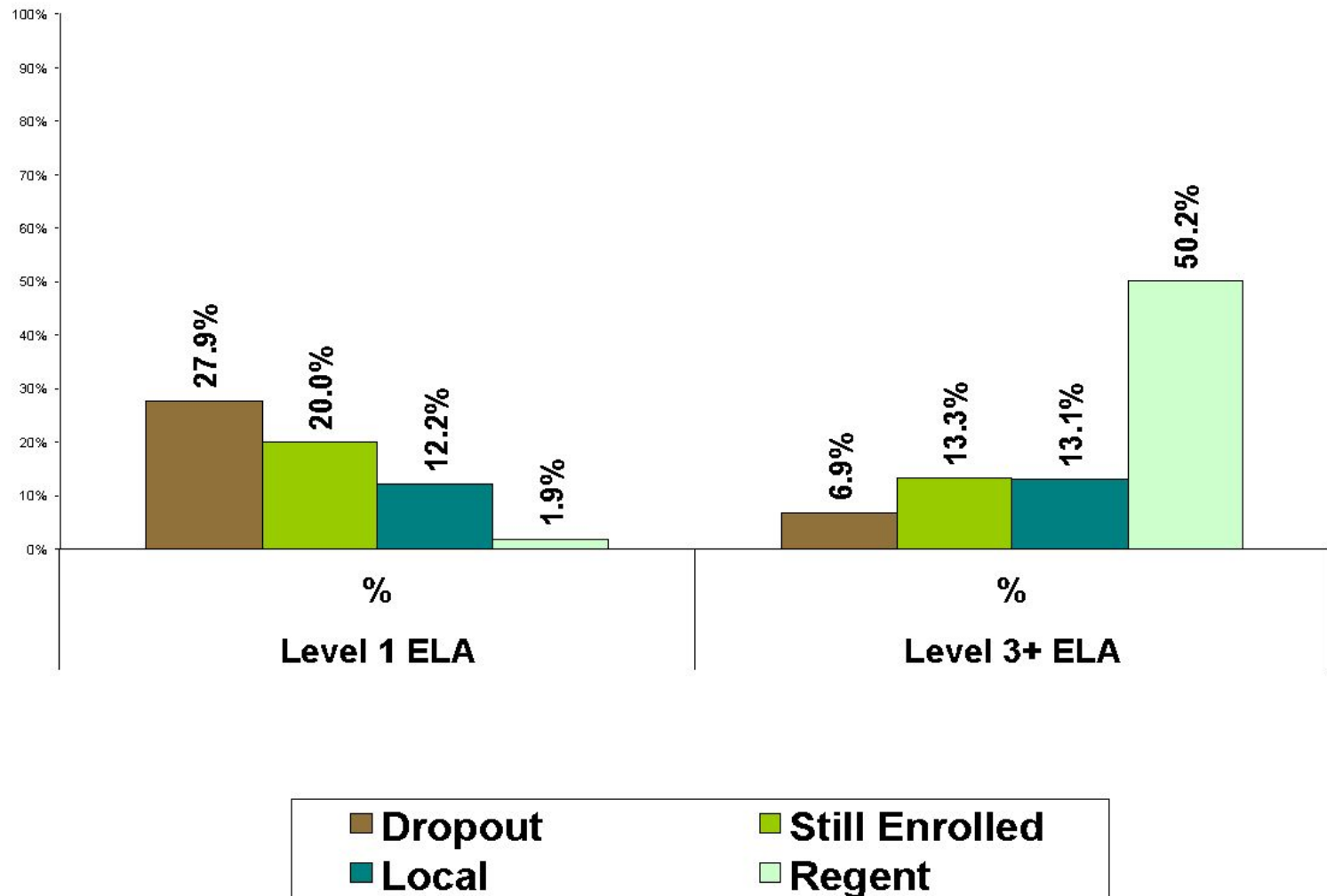
# Summary

- These patterns suggest specific domains of educational practice and policy that require further examination and remedy. The most critical domains are: 1) practice and policy related to special education, gifted/talented and AP program enrollment, and discipline practice, and 2) the need for targeted intervention(s) to disrupt current trajectories.

# Section IV | *Review of Research on Emerging Practices*

# Emerging Practices

1. Mentoring
2. Racial/ethnic teacher diversity
3. Culturally relevant/responsive pedagogy
4. Rites-of-Passage Programs
5. College readiness programs
6. Character education/social emotional learning programs
7. Special education, suspension and AP/gifted enrolled policy changes
8. Early warning systems
9. Family and community engagement
10. Community schools
11. Single gender/sex schools

**Common Focus:**

1. Race, gender, and academic identity
2. Cultural competence and relevance
3. Social and Emotional Support
4. Policy Changes
5. Data Collection

# Race, Gender, and Academic Identity

- Interventions demonstrated relationship between race, ethnic identity, and academic achievement

- Boys and young men of color experienced enhanced self-perception, identity, behavior, attitude, and academic performance

**Model Examples**

- Eagle Academy for Young Men

- Benjamin E. Mays Institute

- The Brotherhood/Sister Sol

- Manhood Development Program

- Denver Public Schools

# Cultural Competence and Relevance

- Among the interventions, cultural competence and relevance are seen as essential in enhancing outcomes for boys of color and young men of color

- Research also highlights correlations between reductions in special education referrals and extreme discipline practices and increased use of culturally relevant curriculum and strategies

**Model Examples**

- Denver Public Schools

- Manhood Development Program

- Anchorage School District

- Lower Kuskokwim School District

- Menominee Indian School District

# Social and Emotional Support

- Across all interventions, social and emotional development was defined as a need for boys of color and young men of color

- Ability to address experiences of racial and gender based discrimination, recognize feelings, cope with frustration and disappointment, manage conflicts positively, and develop healthy relationships with peers and adults

**Model Examples**

- Anchorage School District

- Cleveland Metropolitan School District

- Oakland Unified School District

- Newark Tech High School

- Austin Independent School District

# Policy Changes

- Leaders influenced districts, schools, staff, and communities to adopt policy changes that would improve outcomes for boys of color and young men of color

- Policy changes used culturally relevant instruction and curriculum, enforced alternatives to suspensions, and increased opportunities to enhance college readiness for boys of color and young men of color

## Model Examples

- Baltimore City Public Schools

- Chicago Public Schools

- Denver Public Schools

- Federal Way Public Schools

- San Francisco Unified School District

# Data Collection

- Across multiple interventions, few descriptive and/or impact reports on outcomes for boys of color and young men of color were available, however the desire for developing an empirical basis was identified

- To expand services to the wider population of boys of color, systematic data collection is essential and necessary to incorporate within program development and implementation

# Section V | Next Steps

# Research Guidance Document and Implementation Guide

- Completion of research guidance document and presentation to NYSED Regents – December 2016
- Development and completion of implementation guide – December 2016-January 2017
- Dissemination of guides
  - Commence February 2017

# Contact Information

- Edward Fergus
  - eaf7@nyu.edu

- Monique C. Morgan
  - mmorgan@northeastcompcenter.org

# Thank you.

@NECompCenter

Northeast Comprehensive Center