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

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Agenda

- Introduction
- Overview of Academic Outcomes in New York State
- Review of Research on Emerging Practices
- Next Steps
Section I | Introduction
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.

About Us:
NCC is a partnership between RMC Research Corporation, the Community Training and Assistance Center, Learning Innovations at WestEd, and the New York Institute of Technology.

NCC operates under a grant from the US Department of Education. However, our work does not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the federal government.

To learn more visit our website:
[www.northeastcompcenter.org](http://www.northeastcompcenter.org)
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 ELA by School year
Percentage of Fourth Grade Racial/Ethnic Minority Males with Proficiency in **Math** by School year
Percentage of Eighth Grade Racial/Ethnic Minority Males with Proficiency in ELA by School year

- Native American
- Asian or Pacific Islander
- Black or African American
- Hispanic or Latino
Percentage of Eighth Grade Racial/Ethnic Minority Males with Proficiency in Math by School year

[Bar chart showing the percentage of proficiency in math for Native American, Asian or Pacific Islander, Black or African American, and Hispanic or Latino males for the years 2012-13, 2013-14, and 2014-15.]
Special Education Classification Rate
Percentage of Racial/Ethnic Minority Males enrolled in Special Education Services by School Year

![Bar chart showing the percentage of Racial/Ethnic Minority Males enrolled in Special Education Services by School Year for various racial groups and years.](chart.png)
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

The chart shows the percentage of racial/ethnic minority males suspended by school year, categorized into four groups: Native American, Asian or Pacific Islander, Black or African American, and Hispanic or Latino. The data is presented for four years: 2011-12, 2012-13, 2013-14, and 2014-15.
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

- **Regents**
  - Black: 28.70%
  - Latino: 28.40%

- **Local**
  - Black: 20.00%
  - Latino: 18.30%

- **Still Enrolled**
  - Black: 33.40%
  - Latino: 31.40%

- **Dropout**
  - Black: 14.30%
  - Latino: 18.70%
Demographic Characteristics of Black and Latino Male Students by Dropout, Enrollment, and Graduation Status

- Dropouts (N=3311)
- Still Enrolled (N=6463)
- Local (N=3765)
- Regents (N=5704)

<table>
<thead>
<tr>
<th>Category</th>
<th>Dropout</th>
<th>Enrolled</th>
<th>Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free Lunch</td>
<td>87%</td>
<td>87%</td>
<td>86%</td>
</tr>
<tr>
<td>Ever ELL</td>
<td>23%</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>Special Ed.</td>
<td>16%</td>
<td>20%</td>
<td>14%</td>
</tr>
<tr>
<td>Foreign Born</td>
<td>25%</td>
<td>22%</td>
<td>23%</td>
</tr>
<tr>
<td>16 or Over in 9th</td>
<td>16%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>
Eighth Grade Math Exam Performance of 2007 cohort

- Level 1 Math:
  - Dropout: 53.6%
  - Still Enrolled: 39.9%
  - Local: 27.1%
  - Regent: 6.4%

- Level 3+ Math:
  - Dropout: 7.8%
  - Still Enrolled: 14.3%
  - Local: 18.4%
  - Regent: 55.6%
Eighth Grade ELA Exam Performance of 2007 cohort

Level 1 ELA
- Dropout: 27.9%
- Still Enrolled: 20.0%
- Local: 12.2%
- Regent: 1.9%

Level 3+ ELA
- Dropout: 6.9%
- Still Enrolled: 13.3%
- Local: 13.1%
- Regent: 50.2%
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
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Thank you.

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