Listening. Learning. Leading.®

Advancing Success for Black Males: Learning from the ETS Promoting Promising Practices Series

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ETS Mission

- To help advance quality and equity in education by
  - providing fair and valid assessments,
  - research and
  - related services.
- Our products and services
  - measure knowledge and skills,
  - promote learning and performance,
  - support education and professional development
- for all people worldwide.

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Policy Evaluation & Research Center (PERC)

Research, collaborate and evaluate

Increase overall educational attainment

Narrow opportunity gaps between advantaged and disadvantaged groups

- representation, achievement & attainment

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PERC Research Projects 2014

Project	Partner	Funder
GO College	Council for Opportunity in Education (COE)	U.S. DOE
NCIN	American Association of Colleges of Nursing (AACN)	RWJ Foundation
SITES-M	Tennessee State University (TSU)	TN DOE and U.S. DOE
Algebra Project Logic Model	The Algebra Project	NSF

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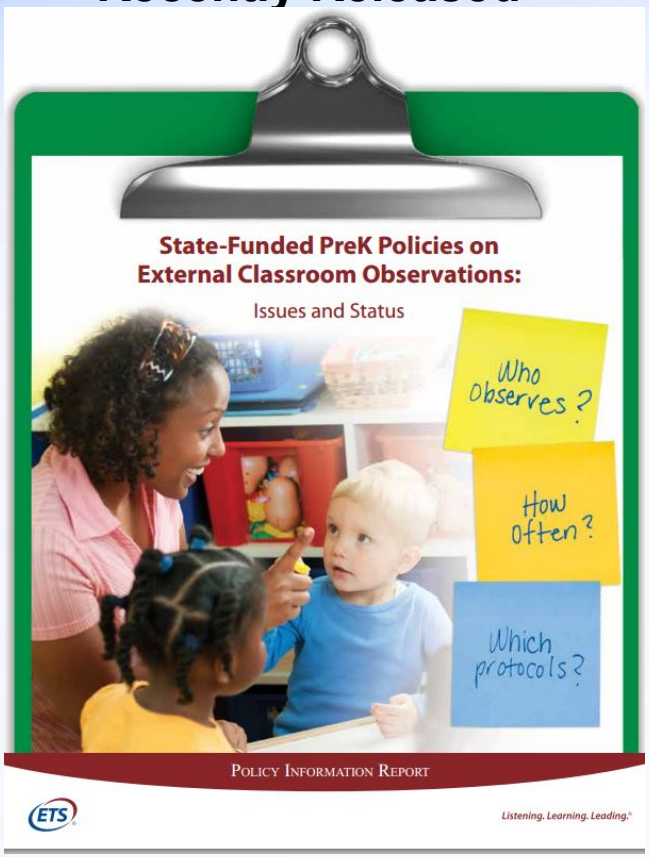
PERC: Applying Research to Practice 2014

Project	Partner	Funder
MATH-UP	Lehman College	U.S. DOE
EEP	National Urban League (NUL)	Bill and Melinda Gates Foundation

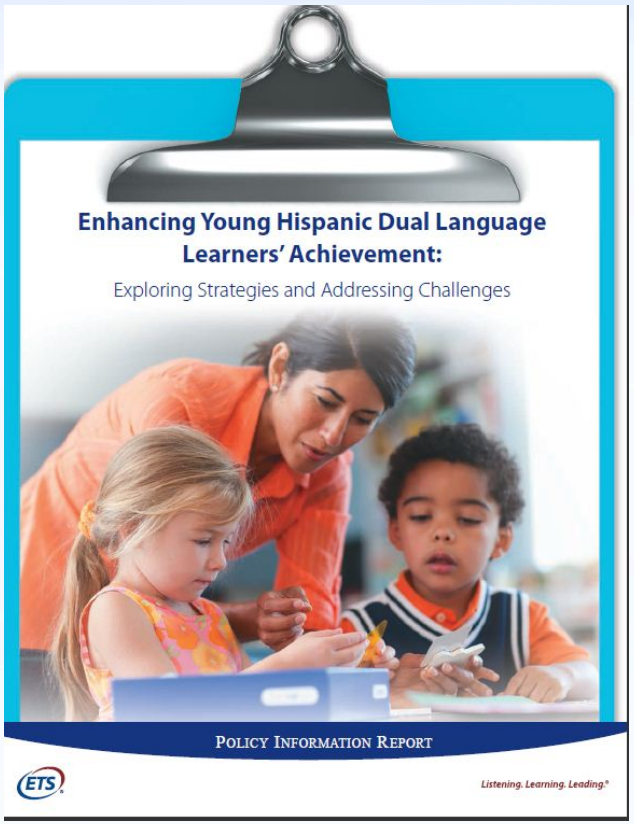
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Producing Policy Research

Recently Released



Upcoming Release



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ADDRESSING ACHIEVEMENT GAPS SYMPOSIUMS

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Overview

- ETS has held 18 *Addressing Achievement Gaps* Symposiums
- The past four *Promising Practices* series, focused on Black males.
- Collaboration with the Children Defense Fund

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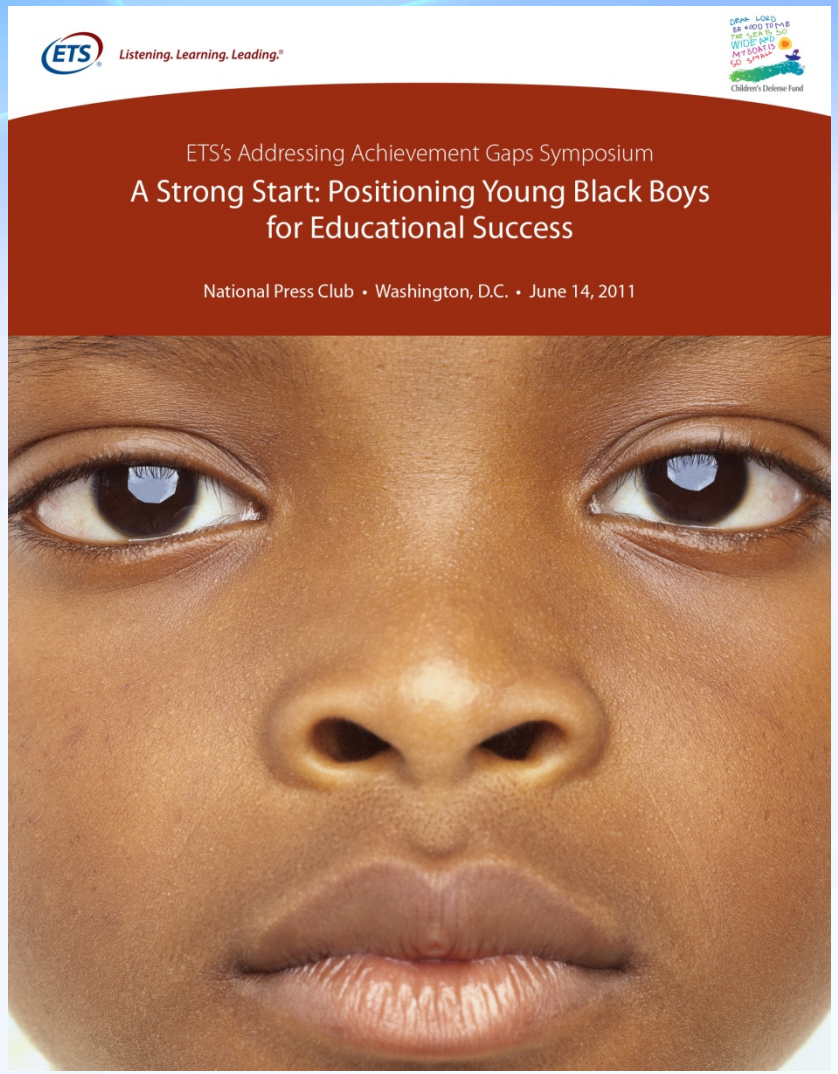
Promoting Promising Practices



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HIGHLIGHTS FROM THE SYMPOSIUMS

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- Focus on U.S. 3.5 million Black males from birth to age 9
- Explored connections between early development and later achievement
- Advantages to a well designed pre-K to 3rd grade pipeline
- Promising policy initiatives that address the holistic needs of Black boys

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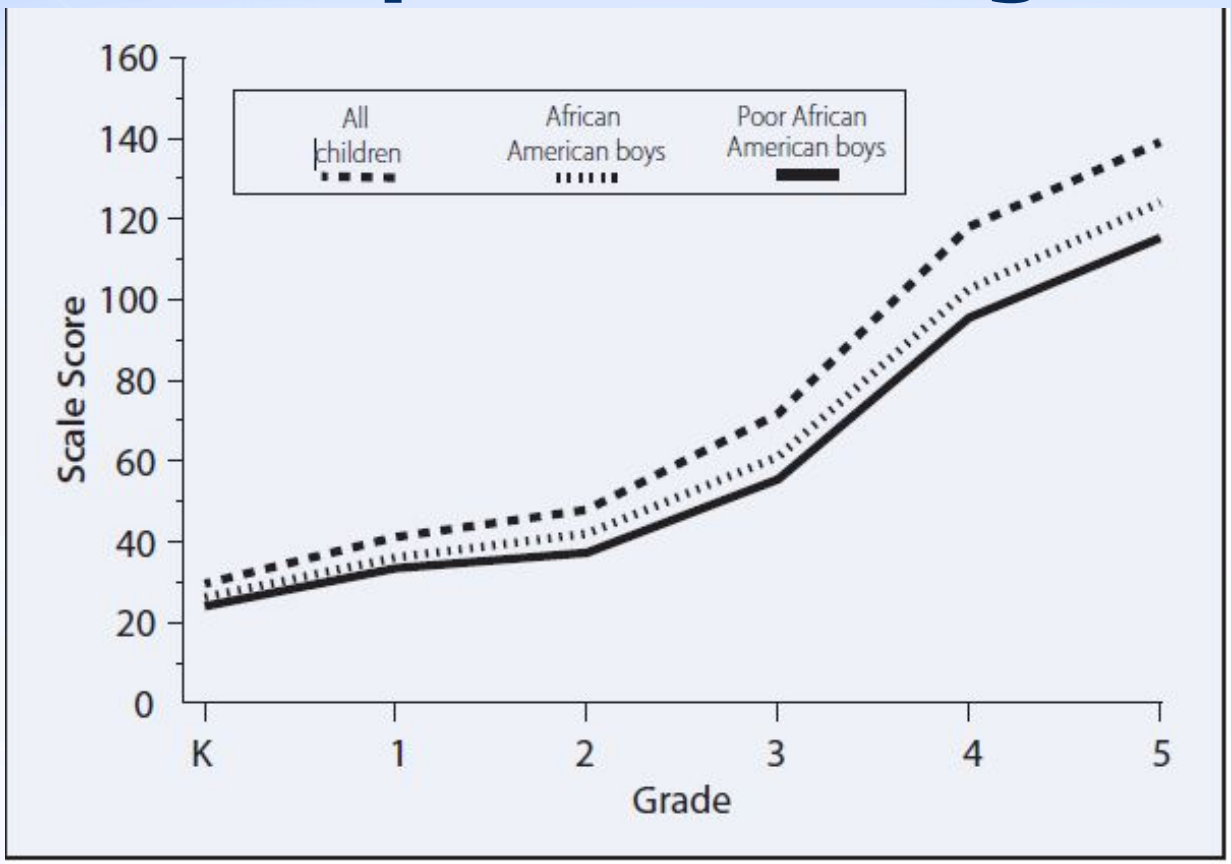
Socio-Economic Concerns

	Black Children	White Children
Infant Mortality	13.2%	5.6% [1]
Low Birth Weight	13.8%	7.2% [2]
Have no Insurance	12.0%	7.0% [3]

[1]Source: Annie E. Casey Foundation. 2010. 2010 Kids Count Data Book: State Profiles of Child Wellbeing Baltimore, MD
[2] Source: U.S. Census Bureau: 2010 Annual Social and Economic Supplement (ASEC) to the Current Population Survey.
[3]Ibid

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Low Income Black Boys Have a Wider Gap in Reading Scores



Source: Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K)

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Early Development Concerns

	Black Children	White Children
Letter recognition at Age 4	28%	37%
Number/shape recognition	55%	73%

Source: Aud, S., Fox, M. A., & Kewal Ramani, A. (2010). Status and trends in the education of racial and ethnic groups (NCES 2010-015). Washington, DC: Government Printing Office.

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Focus on Solutions

"Poverty is a factor, but children whose mothers are responsive are more likely to actively engage in their environment, have longer attention spans, relate better to others, persevere when frustrated, have higher tolerance for frustration and be less anxious themselves. These are factors for school success."

– Alisha Ray, SVP for Academic Affairs and Dean of Faculty at the Erikson Institute

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Focus on Solutions

"Committed and responsible fathering during a child's infancy contributes to emotional security, curiosity, and math and verbal skills."

– Vivian Gadsden, Gadsden National Center on Fathers

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Pre-K to 3rd Grade Pipeline Example

In the Bremerton School District, WA, a community centered pre-school with a research based approach, monthly PD sessions, and assessment, saw a 61% growth for the number of children who could recognize letters

– Linda Sullivan-Dudzic, Special Programs Director, Bremerton School District

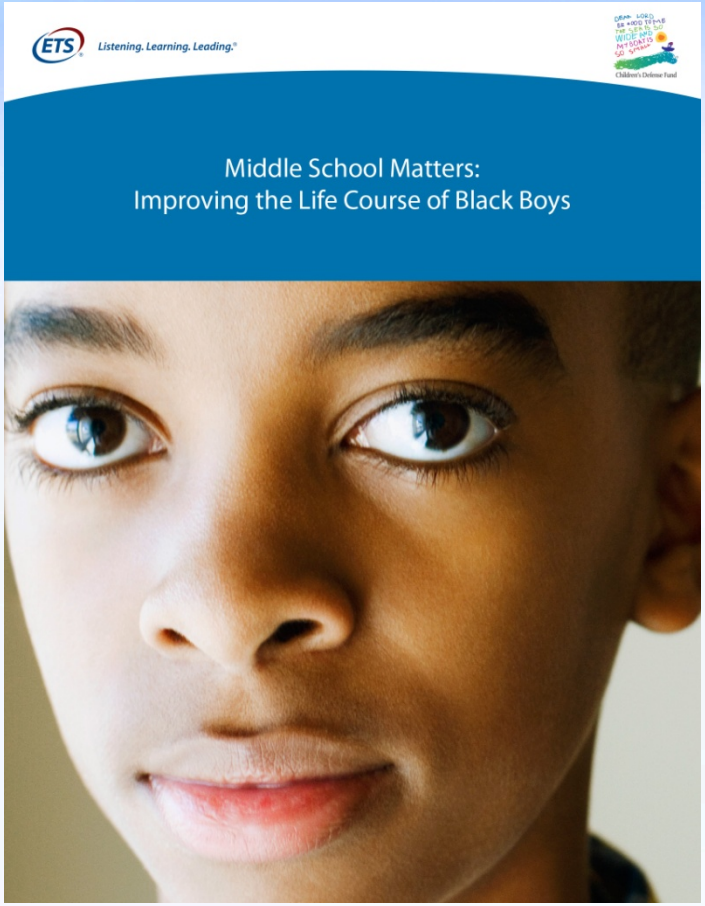
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Policy Recommendations

- Abolish the law that allows the drop-out age of 16
- Compel parent involvement
- Support early childhood and cognitive development
- Create adult programs for Black males and others to "upgrade education at home."

– Ronald Rice, NJ State Senator

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- Focus on 1.5 million Black boys between 9-13 years of age
- Topics included:
  - Physical, emotional, and social transitions of Middle School
  - Teacher attitudes towards black boys
  - Lack of role models

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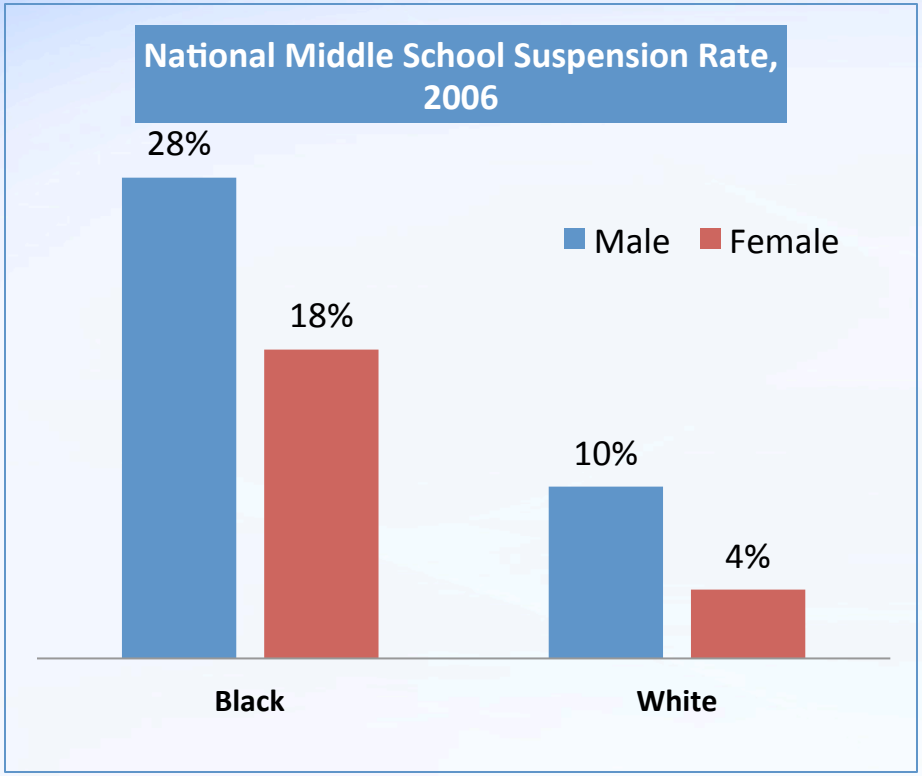
The Facts: Percent of Boys Age 9-13 Who…

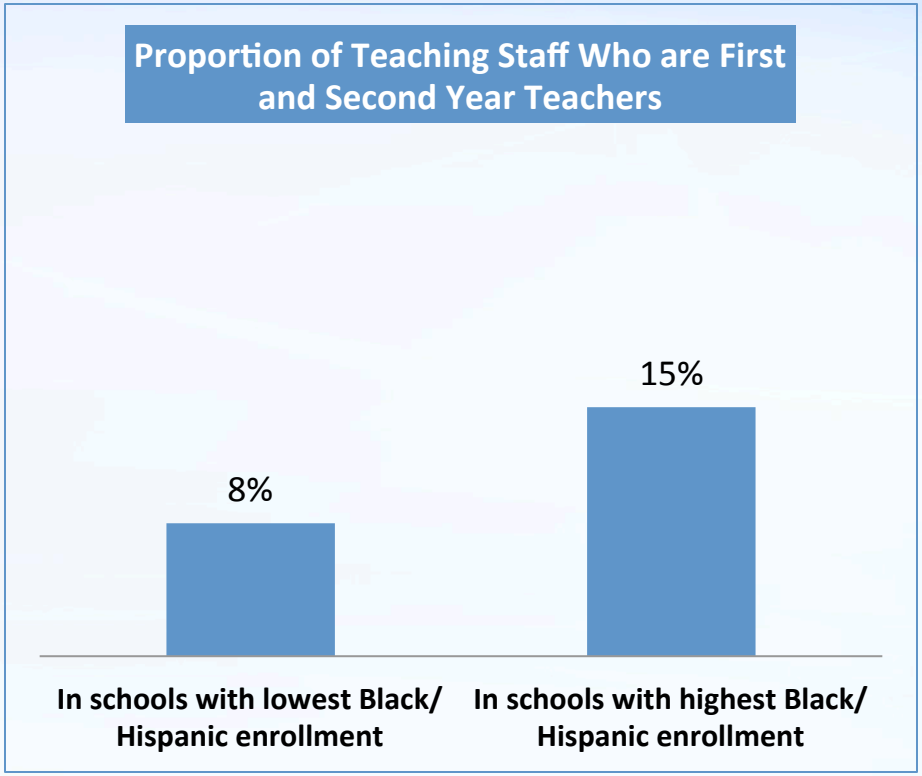
	Black Children	White Children
Live in poverty	36%	12%
Live in extreme poverty	17%	5%
Say their classmates do not care about their feelings	15%	7%
Say they do homework 5 days a week	47%	35%
Say parents help with homework 5 days a week	26%	14%

Source: U.S. Census Bureau. 2011. “Current Population Survey, Annual Social and Economic Supplement”
Source: Early Childhood Longitudinal Study. 2007. Spring 2007 Grade 8 Student Questionnaire
Source: U.S. Department of Education, 2011 ”Digest of Education Statistics”

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Higher Suspension Rates, Newer Teachers



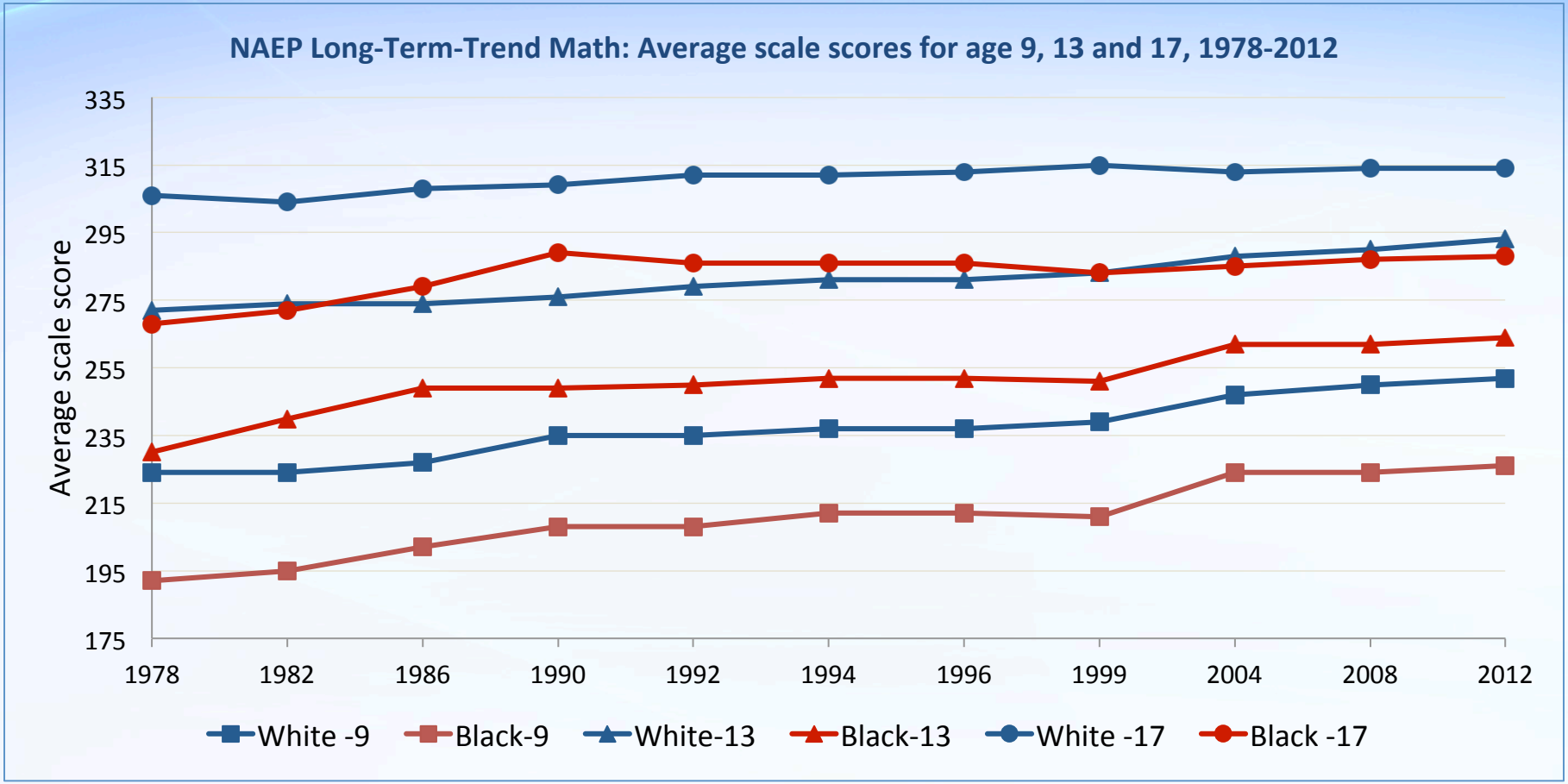


Notes: Suspension rates count the number of students suspended at least one time during a school year.
Source: Daniel J. Losen and Russhel J. Skiba. Suspended Education: Urban Middle Schools in Crisis, Montgomery, AL: Southern Poverty Law Center, 2010.

Source: Office for Civil Rights, Revealing New Truths about Our Nation's Schools, U.S. Department of Education, March 2012.

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On NAEP Math, African-American Students Trail White Students in Every Age Group



Source: U.S. Department of Education, National Center for Education Statistics. National Assessment of Educational Progress, 1978-2012 Long-Term-Trend Mathematics Assessment. This report was generated by using NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/

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Perceptions Matter

"Because these little souls are Black, they are treated differently"

– David Wall Rice, Associate Professor, Morehouse College

"[Negative stereotypes of Black teens] are poisonous and they really undermine kids' sense of themselves and potential for being successful."

– Mia Smith-Bynum, Associate Professor of Family Science, U of Maryland, College Park

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Education Matters

"Middle-class Black boys are still below proficiency in terms of reading, so it's not just a question of socio-economic status."

– Mary Evans Sias President, Kentucky State University

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Forging a Counter-Narrative

- Speakers talked about building psychological armor to shield from negative messages.
- Knowledge of historical context is seen as essential

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Forging a Counter-Narrative

- "They have to know stuff didn't happen by accident…without that knowledge you're just cast into the sea, and you've got to figure out how to swim with no type of protection at all."
  - David Wall Rice, Associate Professor of Psychology, Morehouse College

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Mentors and Role Models

"Until teachers earn more money, we will not ever have the number of teachers we really need, especially Black men."

– Wanda Hutchinson, Associate Professor of Education at Athens State

"…authentic, caring, competent, highly-qualified teachers, no matter the gender, no matter the race, have a profound impact on Black Males"

– Tyrone Howard, Professor, Graduate School of Education and Information Studies, UCLA

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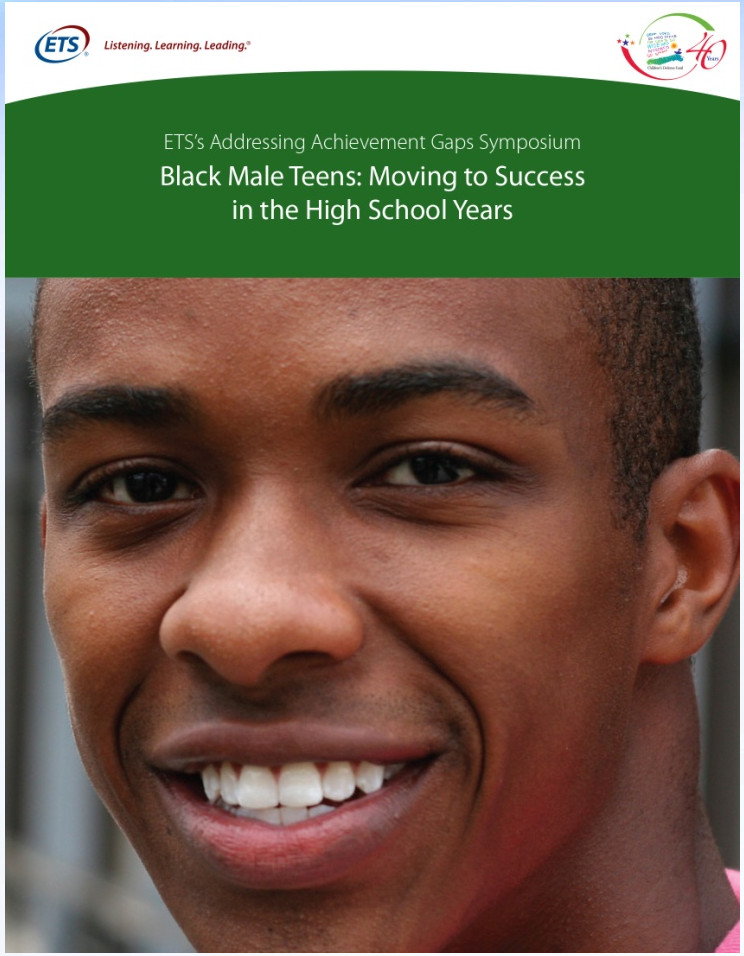
Discussed Proposals

- House K-8 in one building
- Single sex classes
- Curriculum that connects to Black boys lives:

"Black boys can learn just as much as anybody if you make it fun, interesting and dynamic. Don't take the rigor out of it, but make it relevant and interesting to them."

-Kriner Cash, Former Superintendent, Memphis TN

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- Focus on the 1.7 million Black boys between 15-19 years of age
- Highlights included experiences and success stories of recent high school graduates

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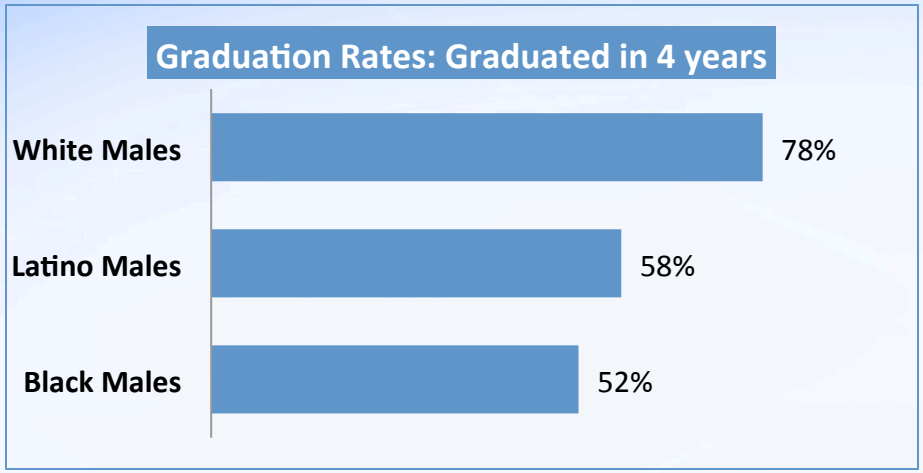
The Facts: Percent of High School Aged Boys Who:

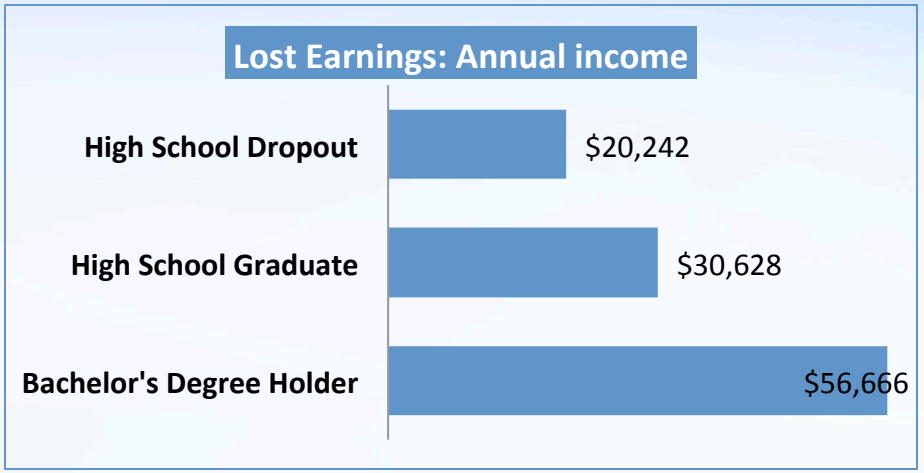
	Black Boys	White Boys
Feel unsafe going to/at school	8%	4% [1]
Attend high poverty schools	18%	2% [2]
Attend "drop out factories:"	25%	5% [3]

[1]Source: Youth Risk Behavior Surveillance System. 2011. CDC. Retrieved from http://www.cdc.gov/mmwr/pdf/ss/ss6104.pdf.
[2]Source: U.S. Department of Education. 2011. "The Condition of Education"
[3]Source: The U.S. Department of Education, National Center for Education Statistics (1998-2011). Public Elementary/ Secondary School Universe Surveys. Cited in: Balfanz, R., Bridgeland, J., Bruce, M., & Fox, J. Hornig (2013). Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic – 2013 Annual Update. Washington, D.C.: Civic Enterprises, the Everyone Graduates Center at Johns Hopkins University School of Education, America's Promise Alliance and the Alliance for Excellent Education. Retrieved from http://www.civicenterprises.net/MediaLibrary/Docs/Building-A-Grad-Nation-Report-2013_Full_v1.pdf

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Low Graduation Rates, Low Earnings





Notes:52 percent of Black males who entered 9th grade in the 2006-07 school year graduated in four years, compared with 78 percent of White, Non-Latino males and 58 percent of Latino males.

Source: Schott Foundation for Public Education, 2012. The Urgency of Now: The Schott 50 State Report on Public Education and Black Males. Cambridge, <A: Michael Ho.

Notes: The Average dropout can expect to earn an annual income of $20,242, according to the U.S. census Bureau. That's $10,386 less than the typical high school graduate and $36,424 less than someone with a bachelor's degree.

Source: Frontline. "By the Numbers: Dropping Out of High School". September 2012. Retrieved from http://www.pbs.org/wgbh/pages/frontline/education/dropout-nation/by-thenumbers-dropping-out-of-high-school.

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New Ways of Thinking About High School

- Urban Prep: All male charter school
  - All students wear coat and tie, incoming freshmen receive coat at ceremony
    - During ceremony, successful Black adults come to pledge support for the new class

"If you want to improve the outcomes for Black Males, we have to change 'the music', we have to change the way we do school."

– Tim King, Founder Urban Prep Academies

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High Expectations, High Standards

"You've got to show [Black boys college campuses]. It is not real in their minds. You've got to take them to a dorm… they've got to play video games in the student center."

– David Banks, Head, Eagle Academy Foundation

"You get more Black men in college when you put in college prep classes, honors classes…"

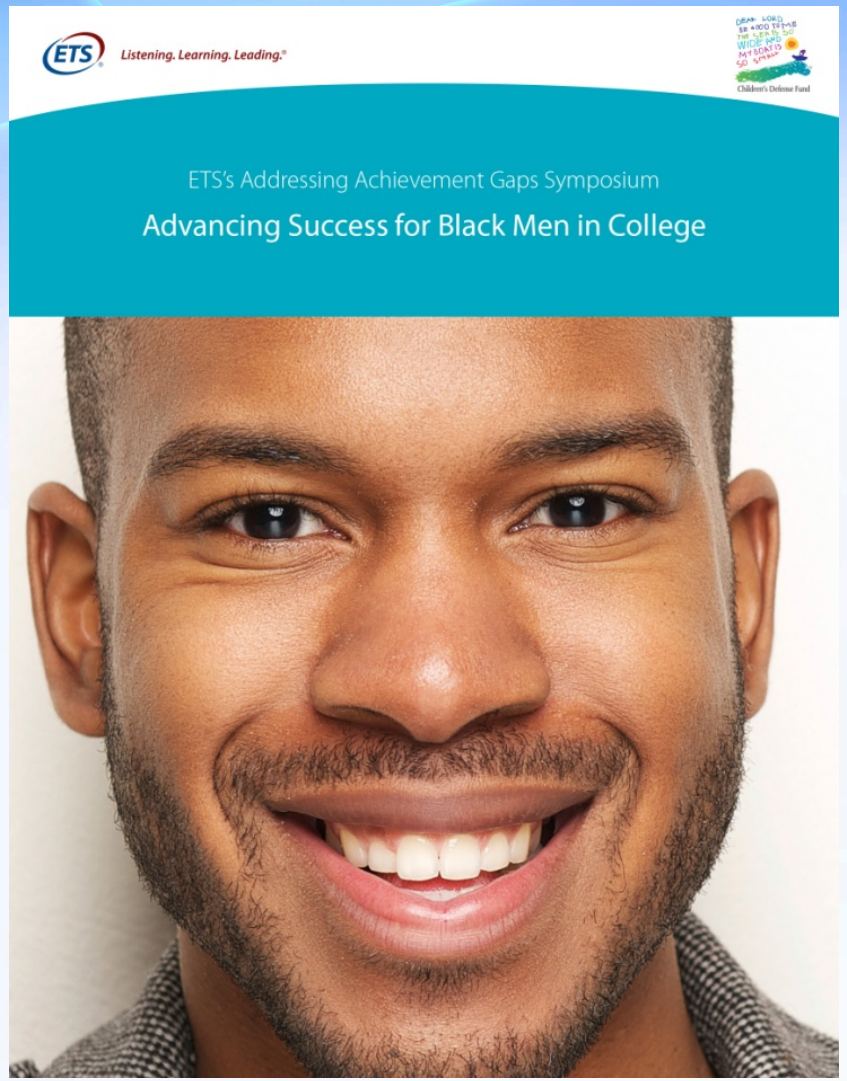
– Ivory Toldson, Associate Professor of Counseling Psychology, Howard University

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Relationships Matter

- "The school didn't care for us, that's the idea we had."
  - Mike Ruff, high school graduate, DC
- "There were no personal connections in the school unless you were related to someone…"
  - Darryl Briggs, College student and GED earner

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- June 23, 2014, Washington Press Club
- Focus on young Black men between 18-24
- Topics include:
  - Policies that promote access, persistence, completion
  - Pathways to earn degrees and transition to careers
  - Affordability and financing strategies
  - Experiences of college-goers

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Perceptions Matter

- "The perceived cost of community college is even more daunting than the real figures. In one study, the average White family believed that a year of community college costs $7,000 to $10,000, while the average Black family put the cost at $40,000 to $50,000…White families estimated the annual cost of a public four-year college at $45,000 to $50,000, while Latino families put it at $90,000. These exaggerated perceptions can dissuade students from even applying to colleges they believe to be hopelessly unaffordable." **Terrell Strayhorn**, Ohio State University

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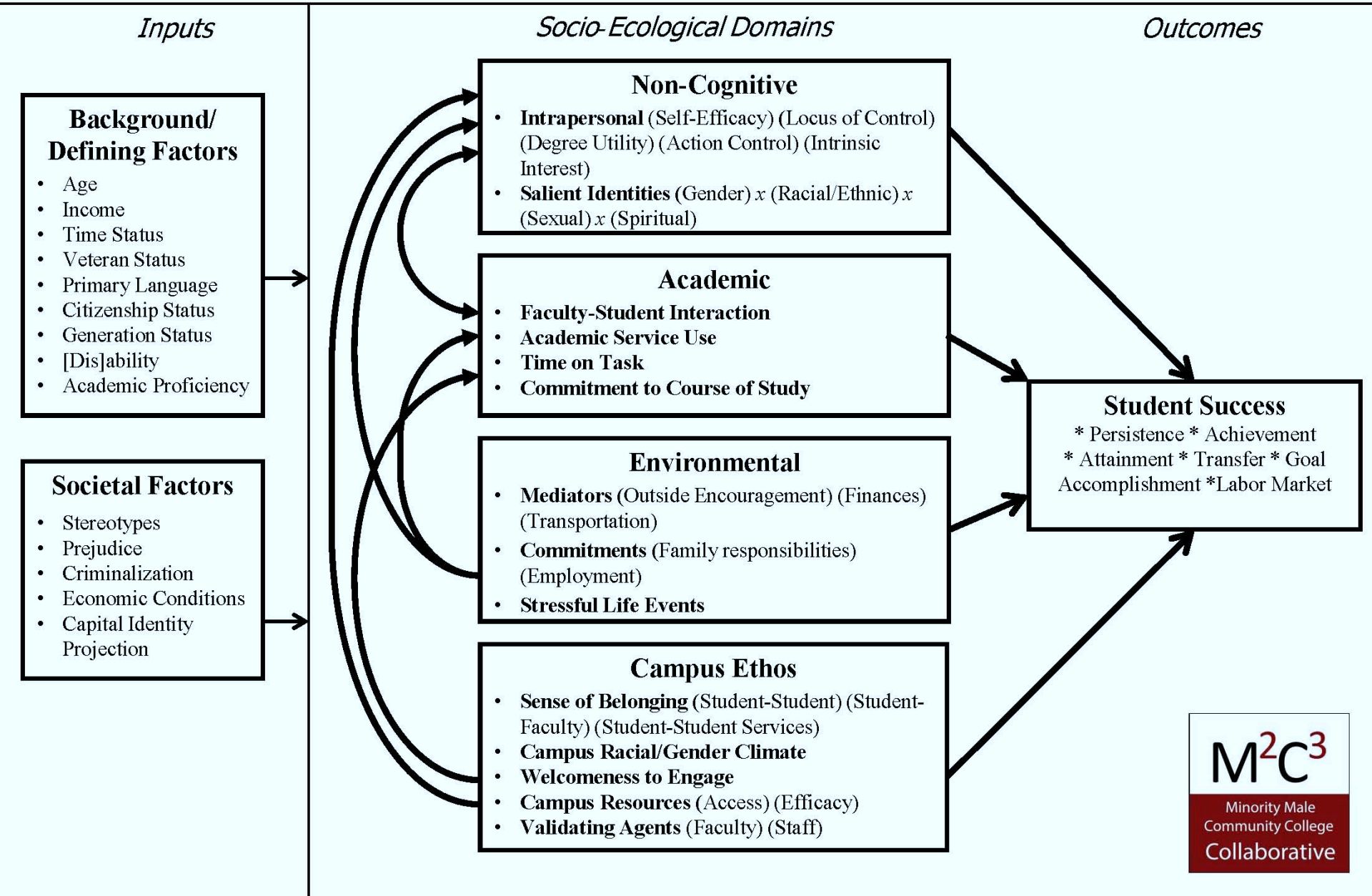
Interventions matter

"A little bit of help can aid students in enrolling in college…10 text messages [sent during the summer before registration] cost about $5-$7 per student."—Ben Castleman, University of Virginia

"Researchers sent aides to tax preparer H&R Block to help families complete the federal financial aid form while they were filing their taxes; the 10-minute intervention increased college-going and college-persistence by 30 percent." ."—Ben Castleman, University of Virginia

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Community College - Socio-Ecological Outcomes (CC-SEO) Model



Tests Don't Tell Us Enough

- "…excessive focus on standardized testing: in some states, barely missing a cut-score can strand students in remedial courses that burn up tuition dollars and provide no college credit, putting a degree even further out of reach… The notion of college-ready or not is a false dichotomy… .You're not 100 percent ready and 100 percent not. There's a continuum. Even college-ready students struggle and need supports." Michael Collins, Jobs for the Future

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A Tale of Two Schools



30% of students go to college

- **Poverty** culture
- **Transient** population
- **Attendance** – it's a problem
- **Grades** – Pass/Fail attitude
- **High School Graduation**
  "Get student to graduation"
- **Outlook**
  "Do what you can to get by"
  Technology – not using school email
- **Children as Adults**
  (without the knowledge)



70% of students go to college

- **Middle class** culture
- **Non-Transient** population
- **Attendance** – not an issue
- **Grades** – A/B attitude
- **High School Graduation**
  "Student will graduate"
- **Outlook**
  "Work your way up"
- **Technology** – use school email
- **Children who are Children**

Source: Millett conversation with a high school guidance counselor in May 2014

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Contact us

- For more information, including Statistical Profiles and Policy Notes: www.ets/org/achievementgap
- To receive information on our next symposium: contact Jonathan Rochkind at jrochkind@ets.org

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