

# Males of Color Initiatives in America's Great City Schools: Bolstering the Elementary and Middle School Academic Pipeline

Follow Through on the Pledge: As of January 15, 2016

COUNCIL OF THE GREAT CITY SCHOOLS

Males of Color Initiatives in America’s Great City Schools  
 By the  
 Council of the Great City Schools

City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
Anchorage	<p>Middle school actions will include providing access to school counselors and extra school staff and before and after school interventions, provide special classes for students of color through Cook Inlet Tribal Council, gender balance in programming, after school programs with 21<sup>st</sup> century learning centers, and focusing on SEL skills and responsive teaching at two middle schools.</p> <p>High school actions include core team planning to support individual students, partnering with ANSEP on science and engineering academies, pre-AP training for teachers at ASD summer academy, CITC classes and interventions, professional development in math, after school and SEL programming.</p>
Atlanta	<p>Develop and implement a district SEL initiative with common standards, culture, assessments, interventions, and curriculum.</p> <p>Enhance the district’s multi-tiered systems of supports (RTI), including RTI specialists, interventions, training, and supports.</p> <p>Review the district’s wrap-around services and enhance where needed.</p>
Austin	<p>Established the Gus Garcia Young Men’s Leadership Academy, an all-male public school.</p> <p>Increased the number of culturally-sensitive mentors.</p> <p>Share promising practices for working with males of color at expanded monthly cabinet meetings.</p> <p>Develop curricular resources that address needs of Males of Color.</p> <p>Student motivational and inspirational assemblies with Manny Scott, and character-centered leadership workshops, and student roundtables.</p> <p>Establish Males of Color Council.</p>

City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
Baltimore	<p>Expose Males of Color to professional men of color, build relations, and receive guidance. (Reading buddies, career day, lunch mentors)</p> <p>Allow Males of Color to spend time in various setting with professional men of color. (Career day, company visits, job shadowing, professional men of color clubs, hero networks, sports figures.)</p>
Broward County	<p>Establishing the “Mentoring Tomorrow’s Leaders initiative for Males of Color at two high schools.</p>
Cincinnati	<p>Have placed M.O.R.E. clubs in 15 elementary and 11 middle and high schools. Programs focus on students in grades 4-12 to promote higher student achievement, grade-level promotion, graduation, conflict resolution, self-esteem, and college readiness. Programs include after-school efforts that focus on leadership, citizenship, financial literacy, health/wellness, college and career awareness, academic support, social skills, and more. Clubs meet twice per week with 20-25 male students.</p>
Clark County (Las Vegas)	<p>Increased the rigor of the Nevada Academic Content Standards</p> <p>Increase of K-8 dialogue and collaboration through monthly Performance Zone meetings.</p> <p>Mentoring program for males of color in select schools.</p> <p>Men Mentoring Men</p>
Cleveland	<p>Implementing elementary and middle school efforts to increase pipeline of young Males of Color succeeding academically and socially.</p> <p>Expand PATRHS—teaching 5 competencies of SEL, CTAO feeder school work, summer literacy program for intensive intervention.</p>

City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
Columbus	<p>Participate in the state’s Third-Grade Reading Guarantee that requires districts to assess third grader’s reading proficiency and develop plans for students below grade level that includes summer school and literacy coaching. Students below the state-determined cut score are retained, but beforehand are provided with 120 minutes per day in literacy instruction and 60 minutes of intervention. Have 30 teachers trained in Reading Recovery, and 800 volunteer Reading Buddies who read with students twice a week. Data show that more students are being promoted to the fourth grade.</p> <p>Data on OGT show that African American students improving reading, writing, and social studies achievement faster than district rates, narrowing gaps.</p>
Denver	<p>Increase rigor of common core implementation.</p> <p>Increase tutoring.</p> <p>Expand partnerships, enrichment, and engagement.</p> <p>Expand social emotional supports, mentoring, pre-collegiate information, CTE offerings, and pilot a personalized learning project.</p>
District of Columbia	<p>Set up “500 for 500: Mentoring through Literacy” program to ensure reading on grade level by grade three.</p> <p>Collaborating with external organizations to decrease summer learning loss.</p> <p>Set up Honor Roll Luncheons to recognize students for success and encourage progress.</p> <p>Revised elementary and middle school promotion/retention polices to rely more on data and less on teacher judgment.</p> <p>Provide two-year grants to schools through the DC Education Fund to support efforts to improve social and emotional well-being of Males of Color, community and family engagement, or academic enrichment.</p>

City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
Duval County	<p>Revised elementary and middle school promotion and retention policies to ensure high expectations based on data-driven measures aside from “teacher judgment.”</p> <p>Redesign summer school offerings and regular school schedules based on early warning system to provide ready access to coursework for students at risk of dropping out.</p> <p>Expanding overage schooling for students in grades 5-10 to individualize course recovery.</p>
El Paso	<p>Implementing AVID at selected middle schools to promote college awareness and readiness.</p> <p>Analyzed advanced course enrollment and success rates at all middle and high schools and identified opportunities for increased enrollment.</p> <p>Offering PSAT grades 9<sup>th</sup> through 11<sup>th</sup> and SAT to all 11<sup>th</sup> grade students to bolster advanced course enrollment.</p> <p>Exploring curriculum support options for advanced courses in middle and high schools at selected feeder patterns.</p> <p>Exploring venues to increase college matriculation.</p>
Fort Worth	<p>Hired Gifted and Talented Specialists at all Elementary campuses to support advanced learning opportunities for at least 10% of students in each student group at each campus.</p>
Hillsborough County	<p>Monitor outcomes of the Extended Reading Time initiative through observations in project schools.</p>

City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
Houston	<p>Will build and enhance partnerships that support achievement and ensure that concerns and strengths of community groups are addressed.</p> <p>Will work with community organizations to promote in-school efforts.</p> <p>Will strengthen existing community partnerships that include wrap-around services, after-school, summer school, and tutoring programs.</p> <p>Will connect in-school literacy efforts to out-of-school services to advance children’s literacy.</p> <p>Will increase access to print and electronic books to K-3 children by connecting families to donations and reading support services.</p> <p>Determine target-area pilot schools.</p>
Indianapolis	Partner with the Indiana Youth Institute, Big Brothers/Big Sisters, and 100 Black Men to expand mentoring opportunities for African American male youth.
Jackson	Implementing and providing professional development for teachers and parents on the IMMC’s “New Strategies for Teaching African and African American History to African Americans.” Includes teaching African American history, culture, and leadership models to students in after-school and summer school program.
Kansas City	Initiated “Each One, Teach One” mentoring program for males of color involving high school students mentoring elementary students.
Long Beach	Expand the Long Beach Male Academy.
Louisville	<p>Strengthen after school programs: Men of Quality Street Academy, REACH Program.</p> <p>Continue Louisville Linked program that provides wraparound services to students.</p>

City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
Miami-Dade County	<p>Implement a mentoring, life skills tutoring, career preparation and academic coaching model for Males of Color to provide successful transition to high school.</p> <p>Provide school-site guidance services to help Males of Color transition into high school STEM programs.</p> <p>Provide open houses and vocational fairs to better serve Males of Color.</p> <p>Provide information to stakeholders, businesses, and civic partners to Males of Color receive more mentoring and opportunities.</p> <p>Advertise schools of choice and parental options for Males of Color.</p>
Milwaukee	<p>Partnering with Milwaukee Succeeds, Walgreens, and local universities to expand and strengthen out-of-school reading time and programming.</p> <p>Implementing Compass Learning Odyssey in all schools to help students work independently in areas of interest matched with a district screener: STAT.</p> <p>Implementing a Transformative Reading Instruction (TRI) model in five district schools with tutoring, parent workshops, experiential opportunities, and teacher professional development.</p> <p>Implementing a k-5 grade literacy curriculum that emphasized concept-based instruction to build stronger foundational literacy skills.</p> <p>Partnering with a variety of community groups to strengthen third grade reading skills: Boys and Girls Clubs, Milwaukee Repertory Theater, Reading Corps, and others.</p> <p>Implementing the Tutoring 4 You Program (T4U) in selected elementary schools to provide small-group tutoring for students who are below target in reading.</p>

City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
Minneapolis	<p>Piloting second year work (2015-16) at 8 elementary schools, 4 middle schools, and 4 high schools.</p> <p>Developing professional development at project sites focused on engaging Black males, linking communities, Black male voices, unconscious bias, and the pedagogy of confidence.</p> <p>Expanding funds for AVID</p>
Orange County	<p>Compiled all data from standardized tests and disaggregated it to show performance of males of color in all grades.</p> <p>Convened a committee to develop a protocol for tracking performance of Males of Color.</p> <p>Solicited input on plan from principals, curriculum, Title I, Multi-lingual, and ESE</p> <p>Set up early warning indicators for intervention.</p> <p>Set up procedure where committee is called if data suggest adjusting the protocol</p> <p>Shared protocol with area superintendents and all principals.</p> <p>Expanded MTSS system to 21 elementary and 4 middle schools.</p> <p>Established an accelerated reading program at the third grade in 25 elementary schools</p> <p>Monitoring progress of elementary and middle school students</p> <p>Initiated the summer Scholars of Orange County Calculus Project at two middle schools, On the Record Reading at two middle schools, and 5<sup>th</sup> grade math at 10 elementary schools.</p>



City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
Palm Beach County	<p>The School District has purchased 8<sup>th</sup> and 9<sup>th</sup> grade PSAT for all 8<sup>th</sup> and 9<sup>th</sup> grade students to assess potential for Advanced Placement; AICE, and International Baccalaureate participation. The District has also expanded AVID to start in elementary/middle.</p> <p>Creation of JumpStart to High School Program for twice-retained students. In two years we have been able to successfully promote 237 students, 80% being Black or Latino males, to high school. 68% of them maintained at least a 2.0 GPA or higher.</p>
Philadelphia	<p>Working with City Year in 11 schools to enhance learning environment and provide tutoring for students with low attendance, multiple suspensions, and low grades</p>
Portland	<p>Have set goal to have 100% of students meeting or exceeding reading benchmarks on Smarter Balanced Reading Assessments by the end of third grade.</p> <p>Using culturally aware classroom observation tools and third grade reading campaign, as well as engaging families of color in reading events and home libraries.</p>
Providence	<p>Infuse greater cultural relevance into the district's academic curriculum and identify content that better responds to and engages Males of Color.</p> <p>Review policies to increase the access of adult male volunteers of color in the schools.</p> <p>Review policies to ensure that district buildings allow for more after-school community programs for Males of Color.</p> <p>Review human resource policies to increase recruitment, hiring, and retention of more educators of color.</p> <p>Identify and enhance initiatives that spur the academic growth and social development of Males of Color, such as the Gilbert Stuart Gentlemen's Association.</p>

City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
Rochester	<p>Move aggressively to ensure that all students are reading by the third grade.</p> <p>Expand summer school opportunities in order to cut summer learning loss, provide interventions, and offer enrichment.</p> <p>Continue Summer of Reading program that supplies students with backpacks of books and reading lists.</p> <p>Continue increasing the numbers of dedicated reading teachers.</p> <p>Improve literacy content and instruction in multiple subject areas.</p> <p>Increase learning time by eliminating early dismissal of students every Wednesday and increase expanded-day schedules in elementary and secondary schools.</p>

City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
Sacramento	<p>Continued implementation of Social Emotional Learning (SEL) initiative district wide through 3 year NOVO Foundation grant</p> <p>Hired 3 coaches to support SEL and Positive Behavior Intervention and Support (PBIS)</p> <p>Started cohort of 9 PBIS schools</p> <p>Men’s Leadership Academy (MLA) program continues to provide culturally relevant instruction, social justice education and leadership opportunities to males of color within SCUSD. Developed cross-age mentoring program for MLA into Middle and Elementary Schools.</p> <p>Summer Matters programming targets boys and girls of color in high quality learning opportunities to prevent summer learning loss; incoming 1<sup>st</sup> – 12<sup>th</sup> grade.</p> <p>Children’s Defense Fund, Freedom Schools provided culturally relevant literacy program during summer at 3 elementary sites.</p> <p>City Year continues to provide intervention and support at 5 schools within SCUSD; focusing on attendance behavior and course performance.</p> <p>Youth Development Support Services provides expanded learning opportunities to 14,000 students targeting low-income/students of color. Culturally relevant programming is built around a Social Justice Youth Development framework.</p> <p>Middle schools provided additional funding to support under performance in mathematics through data driven intervention programs.</p>

City School System	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)
San Francisco	<p>Launched African American Internal Oversight Committee to monitor a cohort of elementary and middle schools with African American students as a focal population</p> <p>Identified elementary, middle, and high schools with high African American achievement. Planning to case study schools over 2015 – 2016</p> <p>Transitioned support of the African American Parent Advisory Council (AAPAC) to the Superintendent’s Office and Special Assistant to the Superintendent, to help coordinate accessibility of resources and information for African American parents</p> <p>Launched MBK/SF Summer STEAM Program for K – 5<sup>th</sup> grade students</p> <p>Partnered with community-based organizations to pilot a summer reading program with a cohort of black families</p> <p>Launched Racial Equity Professional Learning Community at elementary school sites</p>
Toledo	<p>Initiated the Young Men of Excellence mentoring program with 2,000 students</p> <p>Expanding credit recovery.</p>