Actionable Strategies to Improve the Academic Achievement for Young Men of Color

James L. Moore III, Ph.D.
Associate Provost, Distinguished Professor, and Director
The Ohio State University
moore.1408@osu.edu
http://odi.osu.edu/centers/bell-national-resource-center/bnrc

Lamont A. Flowers, Ph.D.
Distinguished Professor and Executive Director
Clemson University
lflower@clemson.edu
http://www.clemson.edu/houston
Live Tweets in this Session

Tweet 3 interesting points that you learned this afternoon

Use the following hash tag: #CGCSIMPROVE

Note: Dr. James L. Moore III’s Twitter address is @DrJLMooreIII. Please follow.
President George Bush in his 2006 State of the Union Address:

- If we ensure that America's children succeed in life, they will ensure that America succeeds in the world. Preparing our nation to compete in the world is a goal that all of us can share.
President Barack Obama in his 2009 Address to Congress:

- ...I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four-year school; vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma. And dropping out of high school is no longer an option. It’s not just quitting on yourself, it’s quitting on your country—and this country needs and values the talents of every American.
Individuals and countries that invest heavily in education benefit economically and socially from that choice. Skills are now a major factor driving economic growth and broader social outcomes, both in the world’s most advanced economies and in those experiencing rapid development.

[Andreas Schleicher, Head of the Indicators and Analysis Division in the Directorate for Education at the Organization for Economic Cooperation and Development, 2007]
Social Context

- Lack of communication resulting in stereotyping
- Misunderstanding of African American culture and its effects on the process and outcomes of education
- Erroneous assumptions about cultural assimilation
- Stereotypical generalizations about students of other cultures
- Lack of understanding of a student’s worldview or cultural upbringing
Factors that Impact Achievement

- Student Factors
- Family Factors
- Community Factors
- School Factors
Student Factors

- Behavior problems and disciplinary issues
- Problems with unstructured time
- Confused or unrealistic aspirations
- Insufficient perseverance
- Inappropriate coping strategies
- Poor identity
Family Factors

- Family dysfunction
- Strained relations with family members
- Inconsistent role models and value systems in the family
- Minimal parental academic monitoring, guidance, and expectations
- Poverty and economic stress and strain
Community Factors

- Negative community environment
- Unproductive peer and social pressures
- Inappropriate coping strategies among community members
- Socioeconomic issues
School Factors

- Inappropriate early curricular experiences
- Absence of opportunities to develop appropriate work habits
- Negative interactions with administrators, teachers, counselors, and other school personnel
- Absence of challenge in school
- Questionable school experiences
What factors may be contributing to underachievement among African American males?

What actionable strategies have been shown to positively enhance academic achievement among African American males?
Conceptual Model for Student Success

School Personnel
- Teachers
- Librarians
- School Counselors
- Principals
- School Psychologists

Parents

Students

Community

Academic Environment
- Study Skills
- School Climate
- Culture of Success

Student Success
- Academic Achievement
- Affective Outcomes
- Postsecondary Education
- Employment Outcomes
Common Factors that Impact Achievement

- Belief in self
- Personal characteristics
- Realistic aspirations
- Support systems
- Participation in special programs, extracurricular activities, and summer enrichment experiences
- Appropriately challenging and rigorous classes
Characteristics of Effective Schools

- A clear sense of purpose
- High expectations
- A commitment to educate all students
- A safe and orderly learning environment
- Strong partnerships with parents
- Problem-solving orientations
Gifted Education

Civil Rights Data Collection

“Programs during regular school hours offered to students because of unusually high academic ability or aptitude or a specialized talent or aptitude”

- The average total enrollment in each school district was 257,065 students
- The average enrollment in gifted and talented programs in each school district was 21,682 students
- The average enrollment of African American males in each school district was 37,342 students
- The average enrollment of African American males in gifted and talented programs was 1,622 students
## African American Male Enrollment in the School District

<table>
<thead>
<tr>
<th>(A) African American Male Enrollment in the School District</th>
<th>(B) Percentage of African American Male Enrollment in the School District</th>
<th>(C) African American Male Enrollment in Gifted and Talented Programs</th>
<th>(D) = (C)/(A) Gifted and Talented Students (by total enrollment of African American males)</th>
<th>(E) Gifted and Talented Students (by total enrollment of gifted and talented)</th>
</tr>
</thead>
<tbody>
<tr>
<td>150,150</td>
<td>15%</td>
<td>5,490</td>
<td>4%</td>
<td>12%</td>
</tr>
<tr>
<td>30,395</td>
<td>5%</td>
<td>1,730</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>92,210</td>
<td>22%</td>
<td>1,010</td>
<td>1%</td>
<td>16%</td>
</tr>
<tr>
<td>44,380</td>
<td>13%</td>
<td>2,385</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>23,080</td>
<td>7%</td>
<td>160</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>51,115</td>
<td>20%</td>
<td>785</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>27,220</td>
<td>13%</td>
<td>1,540</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>22,710</td>
<td>12%</td>
<td>275</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>9,855</td>
<td>6%</td>
<td>1,265</td>
<td>13%</td>
<td>4%</td>
</tr>
<tr>
<td>53,380</td>
<td>32%</td>
<td>1,250</td>
<td>2%</td>
<td>20%</td>
</tr>
</tbody>
</table>
### Gifted Results, part 2

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
<th>(C)</th>
<th>(D) = (C)/(A)</th>
<th>(E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25,605</td>
<td>15%</td>
<td>285</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>24,705</td>
<td>14%</td>
<td>360</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>22,375</td>
<td>14%</td>
<td>1,325</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>20,500</td>
<td>13%</td>
<td>1,450</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>16,860</td>
<td>12%</td>
<td>7,110</td>
<td>42%</td>
<td>9%</td>
</tr>
<tr>
<td>18,650</td>
<td>13%</td>
<td>1,025</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>8,170</td>
<td>6%</td>
<td>85</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>30,665</td>
<td>23%</td>
<td>1,165</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>46,550</td>
<td>37%</td>
<td>3,535</td>
<td>8%</td>
<td>30%</td>
</tr>
<tr>
<td>28,265</td>
<td>23%</td>
<td>210</td>
<td>1%</td>
<td>6%</td>
</tr>
</tbody>
</table>
Findings (total enrollment)

- African American males comprised 10 percent or more of the gifted and talented program enrollment in two school districts

- In eighteen of the twenty school districts, African American males comprised less than 10 percent of the gifted and talented enrollment

- In thirteen of the twenty school districts, African American males comprised less than 5 percent of the gifted and talented enrollment
Findings (gifted enrollment)

- African American males comprised 10 percent or more of the gifted and talented program enrollment in four school districts

- In sixteen of the twenty school districts, African American males comprised less than 10 percent of the gifted and talented enrollment

- In eight of the twenty school districts, African American males comprised less than 5 percent of the gifted and talented enrollment
Exploring Good Gifted Programs

Best

- Reliance on parental involvement
- Testing complements the identification and selection process
- Parent education
- Community-based mentoring program
Worst

- Reliance on normative-based testing
- Reduce parental involvement in the identification process
SELF-EFFICACY

Personal Accomplishment

Vicarious Experiences

Verbal Persuasion
SELF-EFFICACY

Math Self-Efficacy

Interest in Math Careers
EFFECTS OF SELF-EFFICACY ON BLACK MALES

ELS 2002/2012

Education Longitudinal Study

NATIONAL CENTER FOR EDUCATION STATISTICS
What is the relationship between African American males’ math self-efficacy and math achievement?

\[ r = .41^* \]

* \( p < .01 \)
EFFECTS OF SELF-EFFICACY ON BLACK MALES

High School Longitudinal Study  

HSLS  
2009/2012
What is the relationship between African American males’ math self-efficacy and mathematics achievement?

\[ r = 0.37^* \]

* \( p < .01 \)
What is the relationship between African American males’ math self-efficacy and their teachers’ math expectations?

\[ r = 0.21^* \]

\[ * p < .01 \]
Accountability Questions

- Are we effectively helping African American male students achieve?

- Are we effectively identifying the barriers that need to be eliminated for African American male students?

- How can we best understand African American male students to enable us to implement effective strategies and interventions?
Exploratory study of the factors affecting the academic and career development of African American males in science, technology, engineering, and mathematics
EMERGENT THEMES

1. Academic and social development that serves as preparation for undergraduate education, graduate/professional schools, and the workforce

2. Student-educator relationships

3. Student-student relationships

4. Access to programs, opportunities, resources, and academic experiences

5. Familial support for academic achievement
Building on Resilience

Models and Frameworks of Black Male Success Across the P-20 Pipeline

Edited by Fred A. Bonner II
Foreword by Tim King
Afterword by Robert T. Palmer
Todd Anthony Bell
National Resource Center on the African American Male
The Ohio State University

Lamont A. Flowers
(lflower@clemson.edu)
Distinguished Professor
Executive Director
Clemson University

James L. Moore III
(moore.1408@osu.edu)
Associate Provost
Distinguished Professor
Director
The Ohio State University