

**TASK FORCE ON BLACK AND LATINA YOUNG
WOMEN AND GIRLS**



COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Black and Latina Young Women and Girls

2022-2023

Task Force Goals

To assist urban public-school systems in improving college and career readiness and the life outcomes of Black and Latina young women and girls by supporting the implementation of evidence-based strategies to educate girls from diverse racial, cultural, national, and linguistic backgrounds.

To improve the learning environment and climate in urban schools by addressing the racism and bias that contributes to the epidemic of violence, harassment, discrimination and bullying that hinders the progress of Black and Latina young women and girls.

To improve access to health information and comprehensive health care, including physical and mental health, to reduce teen pregnancy, premature parenting, and ultimately economic insecurity for Black and Latina young women and girls.

To improve the quality of professional learning that fosters a deeper understanding of educators' role in dismantling systemic and structural barriers and creating support systems needed for Black and Latina young women and girls' academic and life-long success.

To ensure data collection, as well as the establishment of accountability and protocols, in order to monitor the progress of Black and Latina young women and girls across their diverse student groups in our member districts.

Task Force Chairs

Stephanie Elizalde, Dallas Superintendent
Shavonna Holman, Omaha School Board

PERFORMANCE UPDATE



Females of Color Performance Update

Council of Great City Schools

Research Department
October 2022



Data Sources

- Council of Great City Schools, Academic Key Performance Indicators 2018–2021
- U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022 Reading Assessments.
- U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2019, and 2022 Mathematics Assessments.



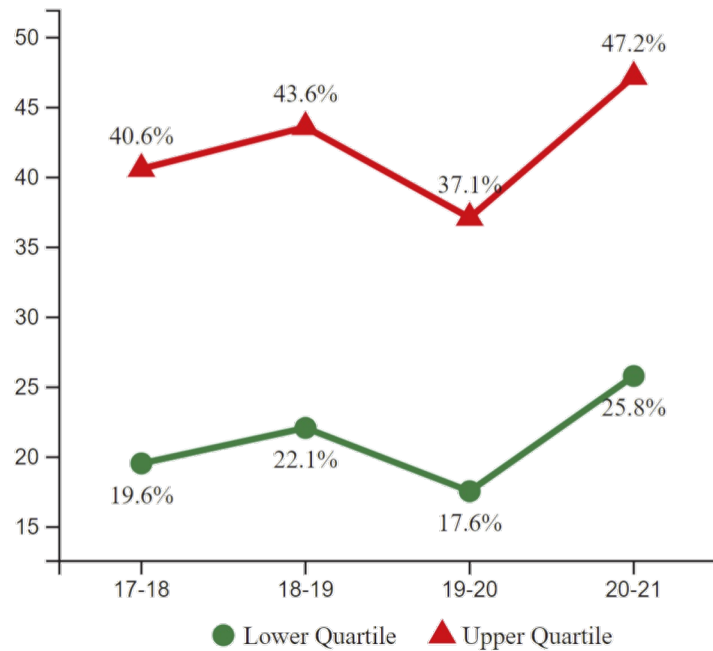
CGCS KPI Data: 2018-2021

Ninth Grade Course Failures

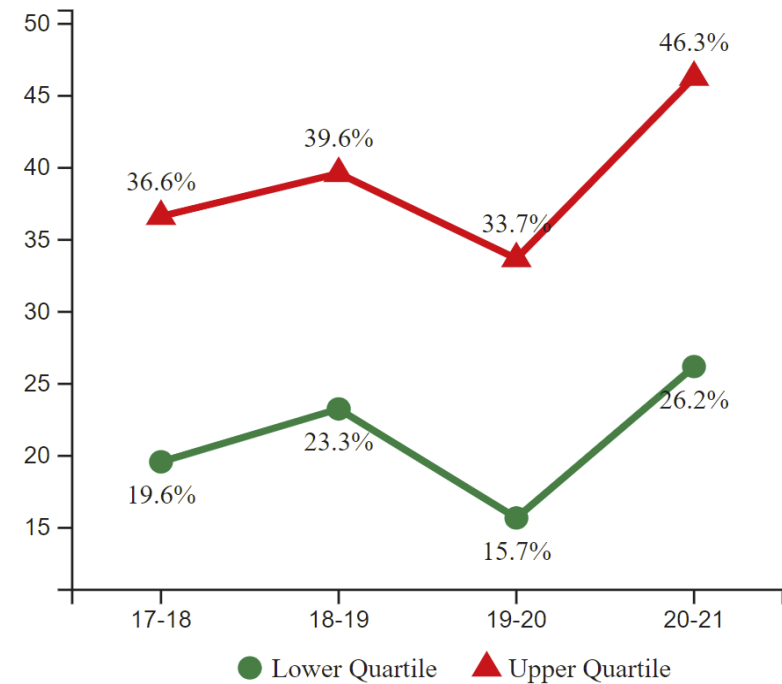
Black and Hispanic Females



Black Female Ninth Grade Course Failures by Quartile, 2017-18 to 2020-21



Hispanic Female Ninth Grade Course Failures by Quartile, 2017-18 to 2020-21

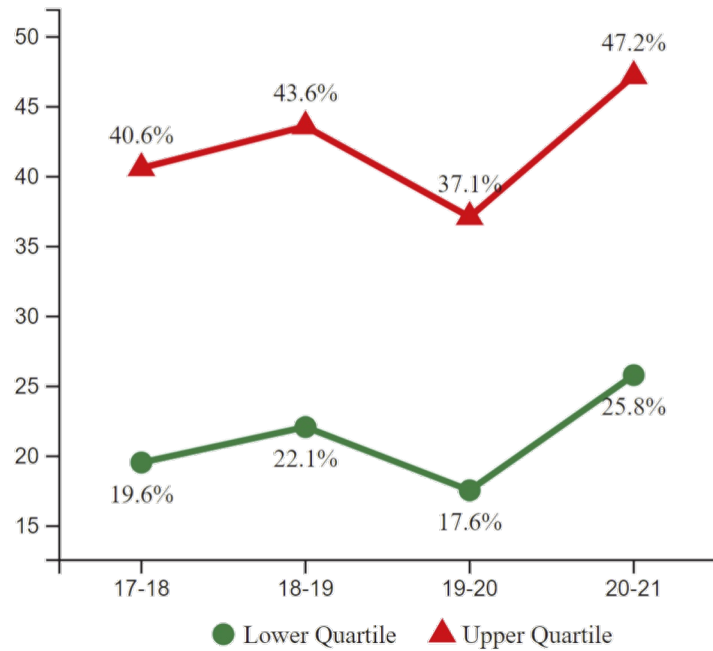


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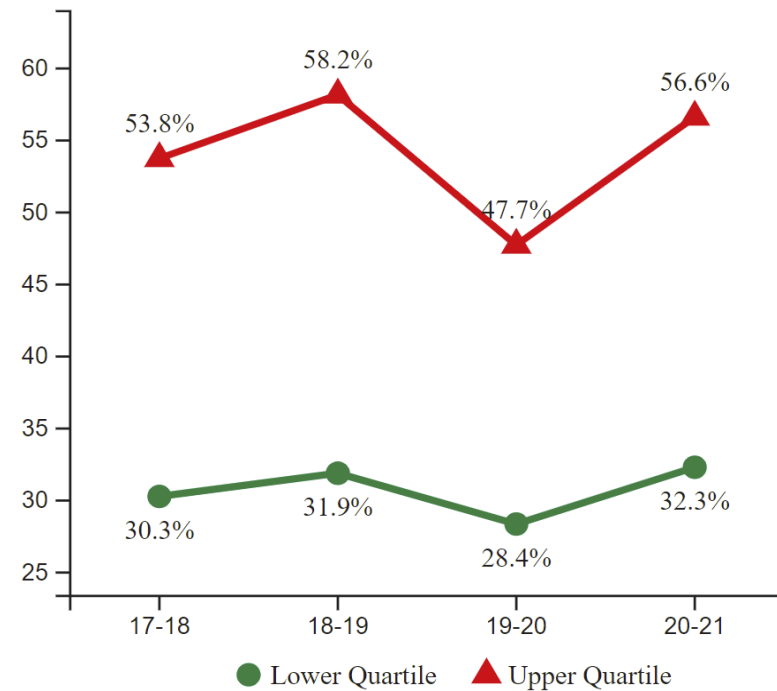
Black Females Compared to Black Males



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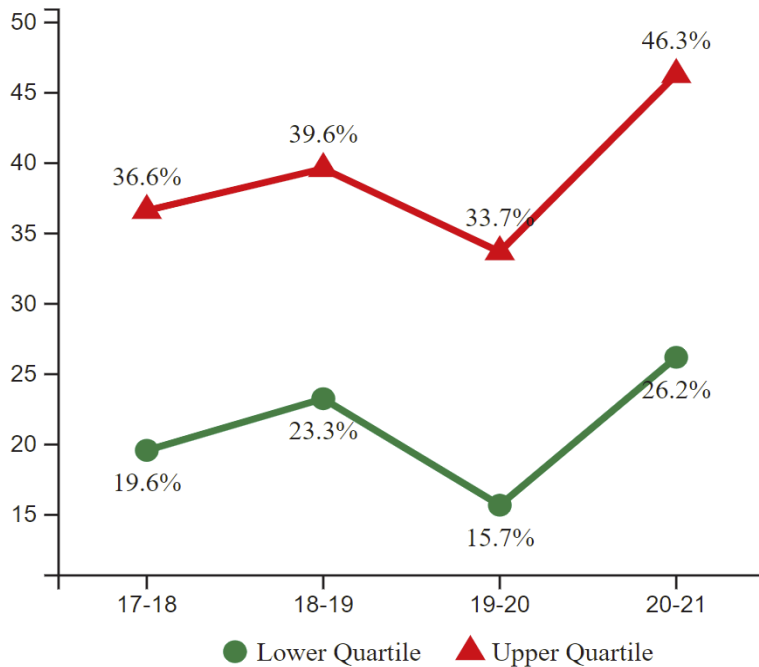


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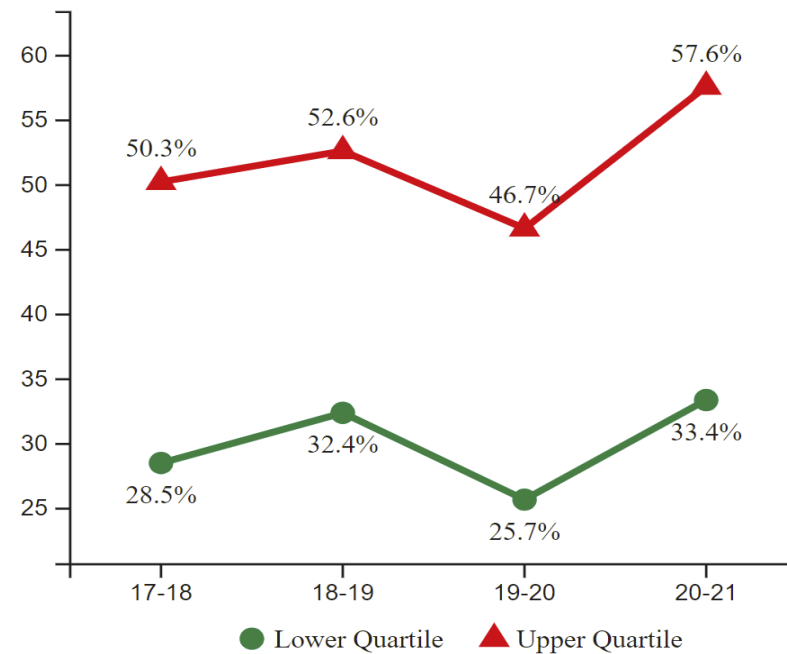
Hispanic Females Compared to Hispanic Males



Hispanic Female Ninth Grade Course Failures by Quartile, 2017-18 to 2020-21



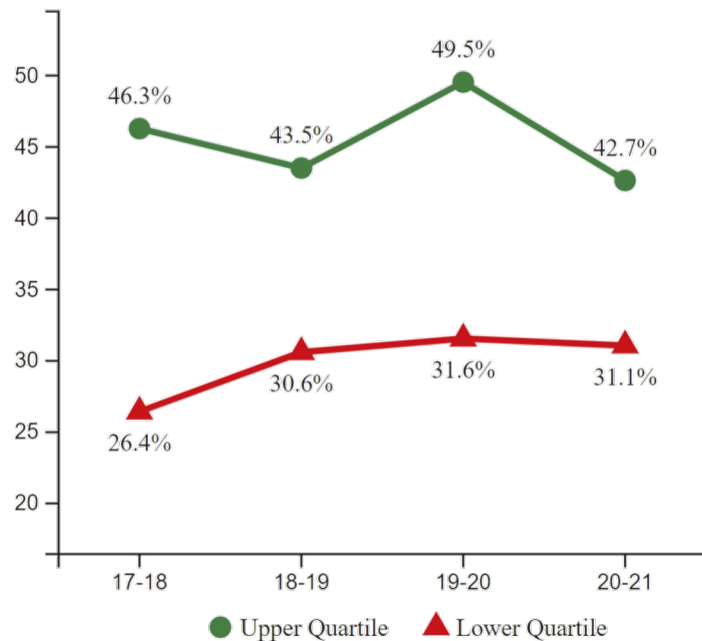
Hispanic Male Ninth Grade Course Failures by Quartile, 2017-18 to 2020-21



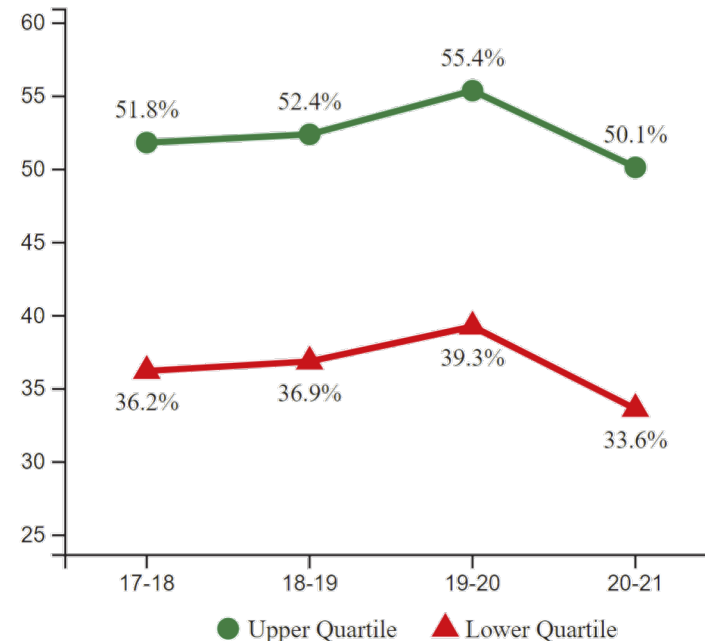
Ninth Grade Students with a “B” Average or Better Black and Hispanic Females



Black Female Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2017-18 to 2020-21



Hispanic Female Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2017-18 to 2020-21

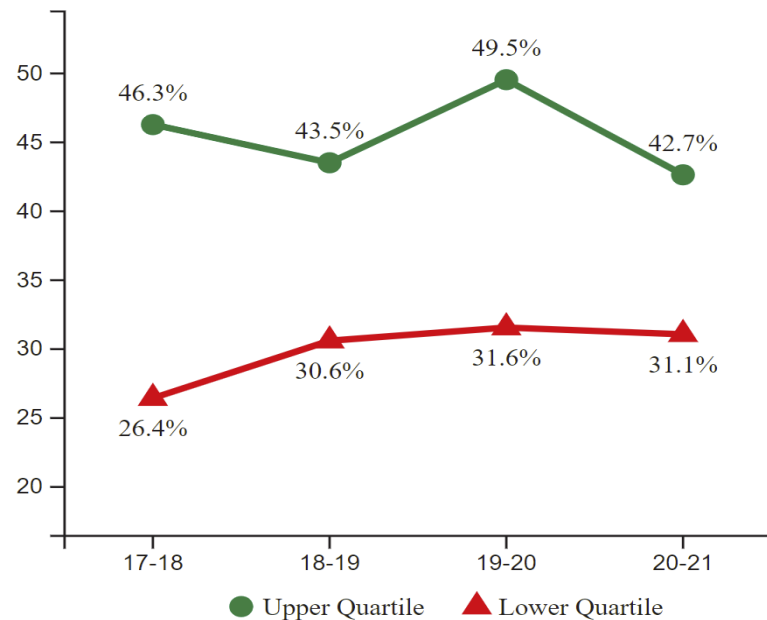


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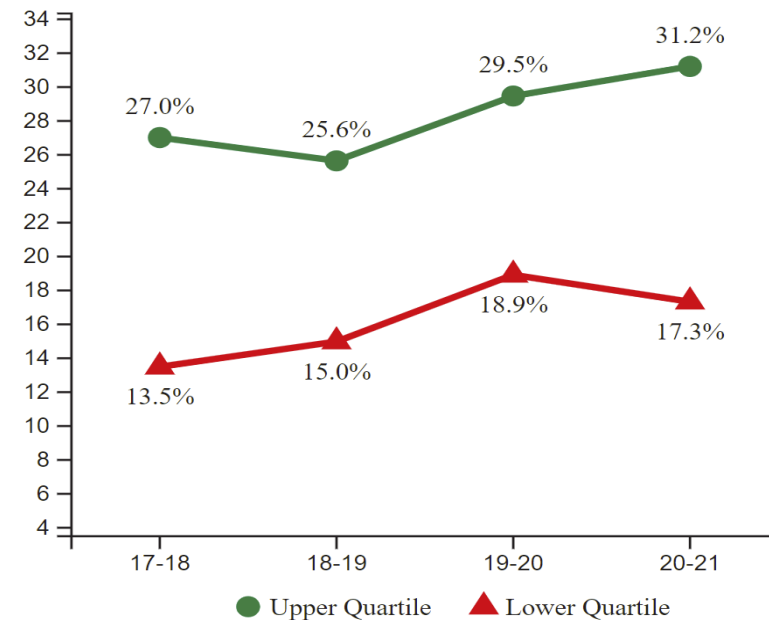
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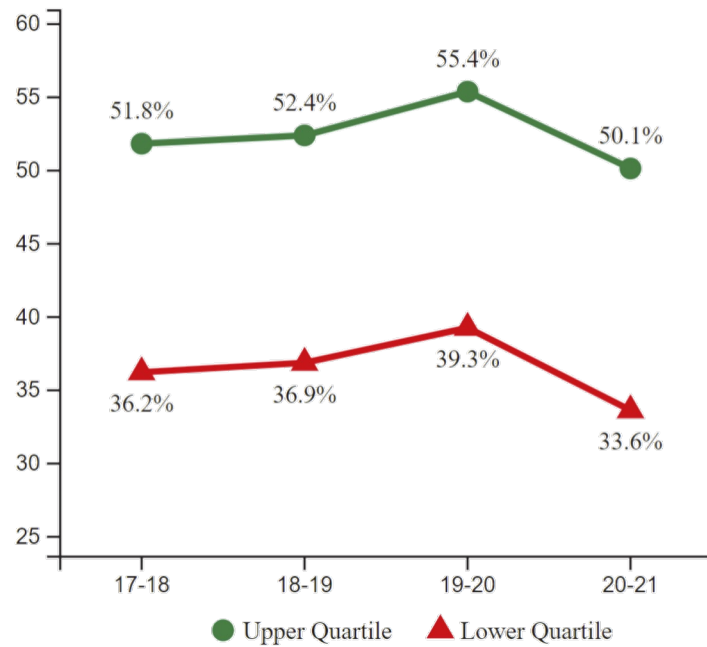


Ninth Grade Students with a “B” Average or Better

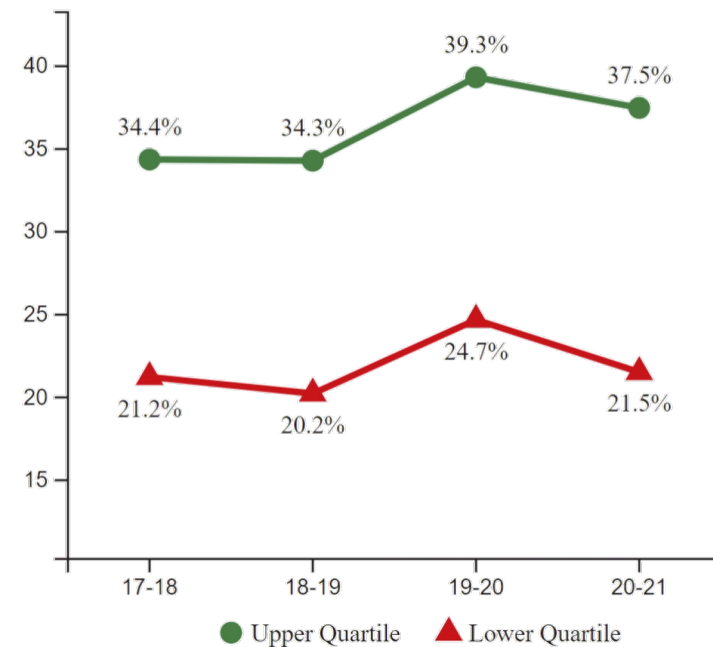
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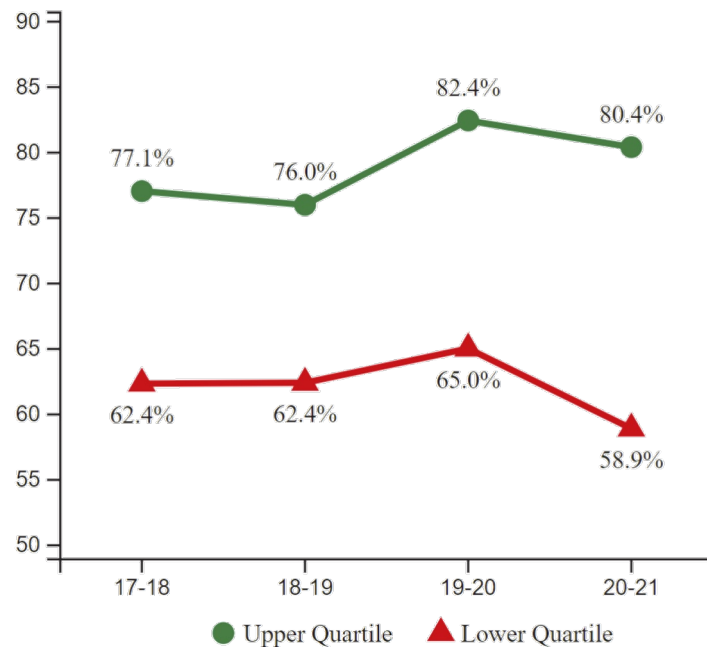
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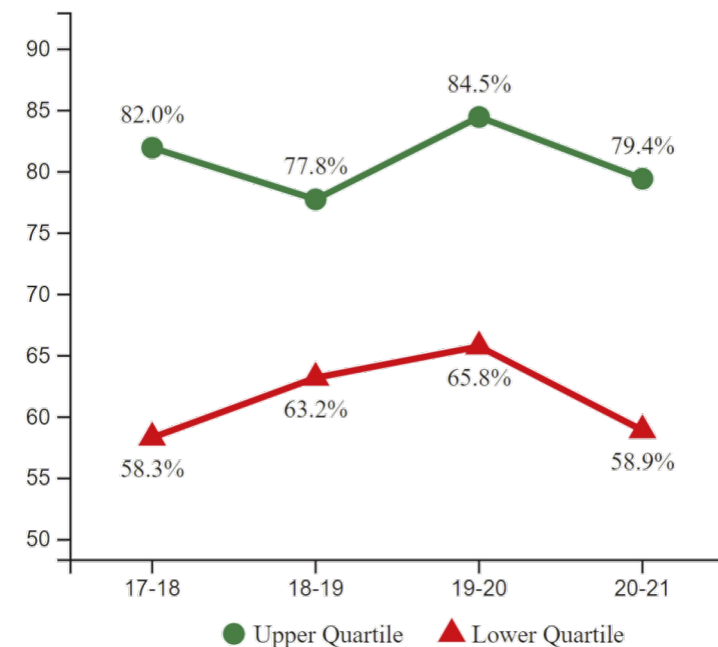
Algebra I/Integrated Math Completion Rates

Black and Hispanic Females

Black Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade by Quartile, 2017-18 to 2020-21



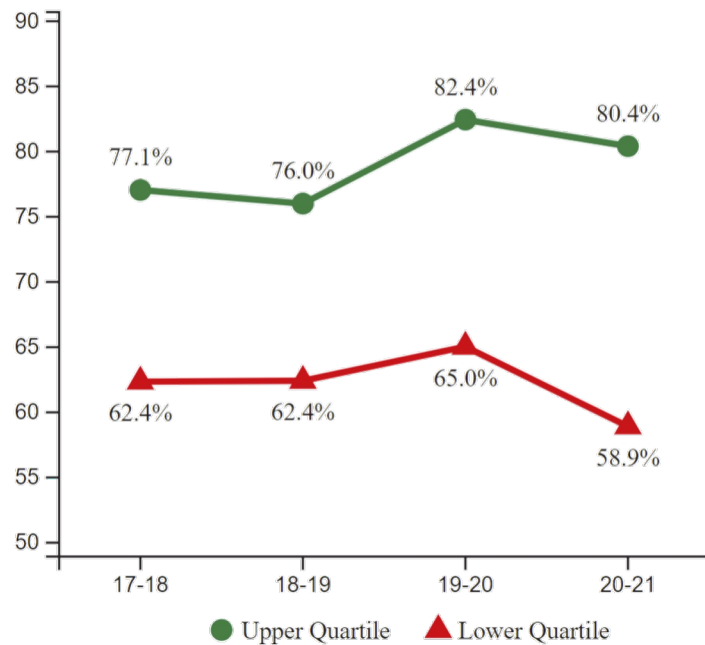
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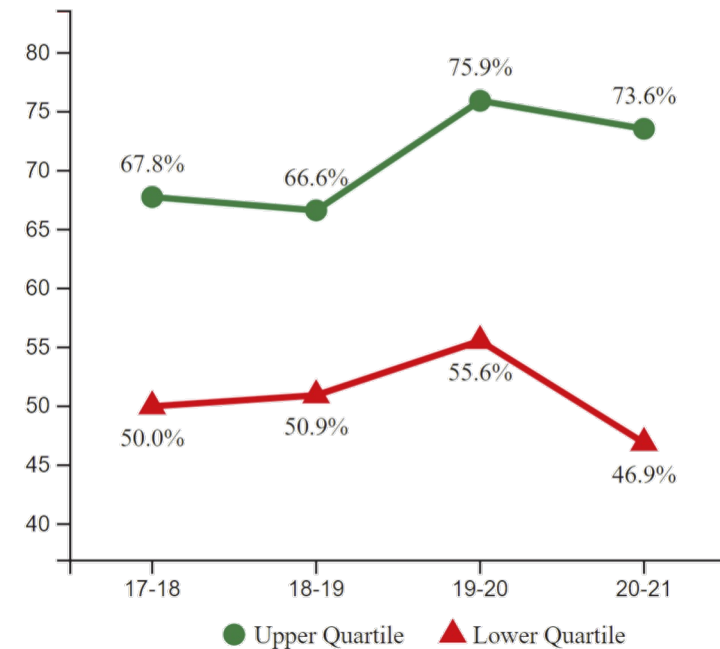
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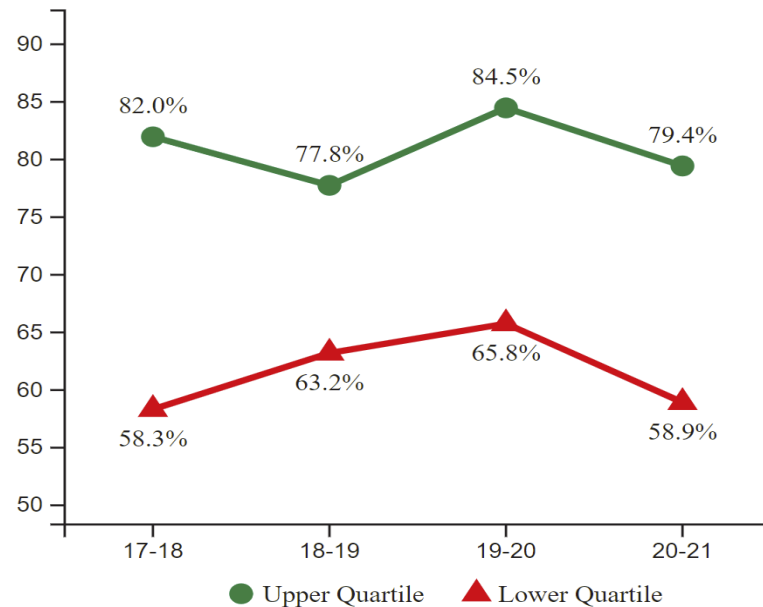
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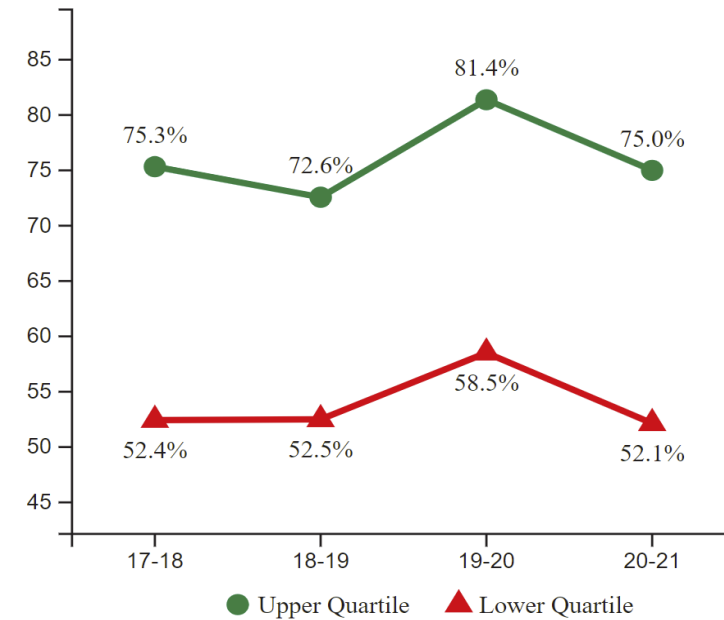
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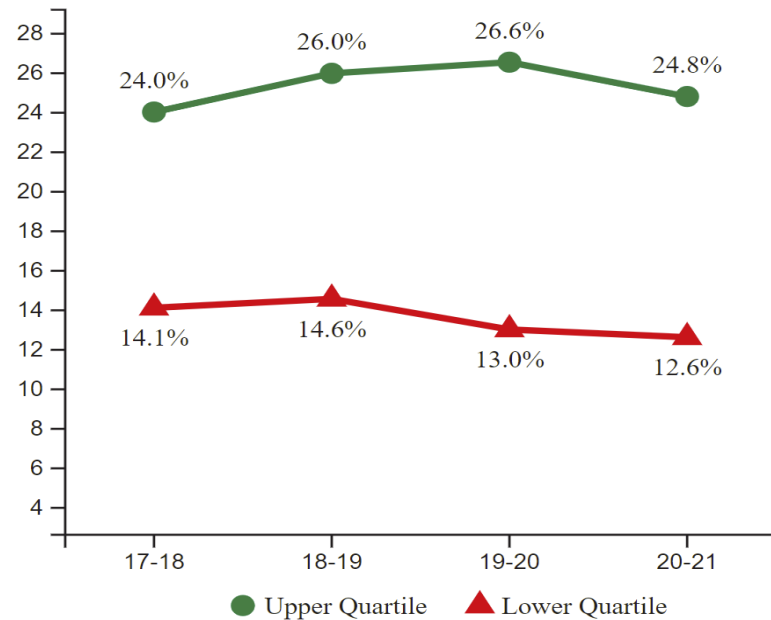
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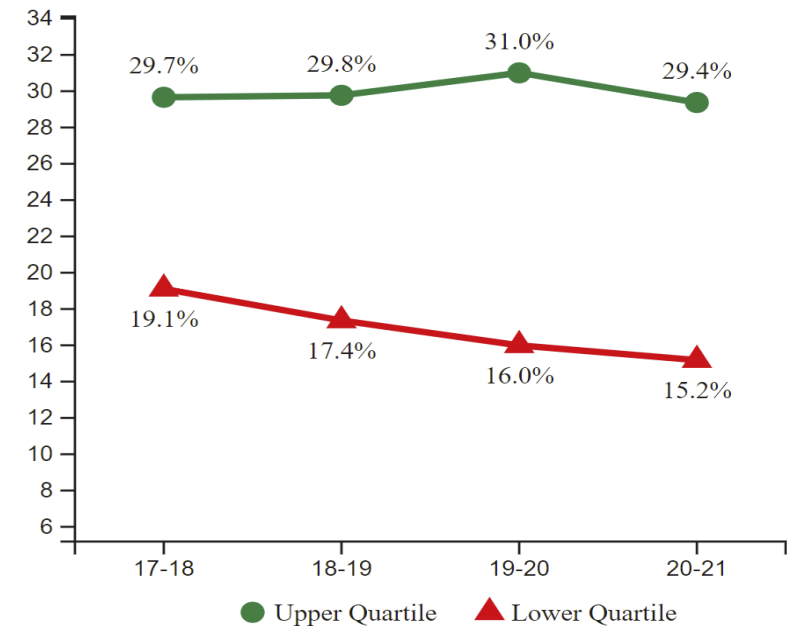
Students Who Took One or More AP Courses

Black and Hispanic Females

Black Female Secondary Students Who Took One or More AP Courses by Quartile, 2017-18 to 2020-21



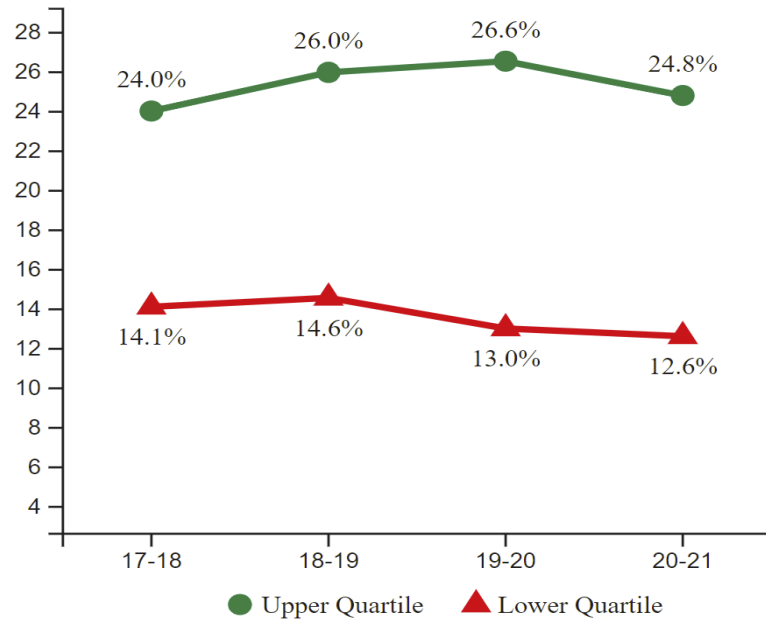
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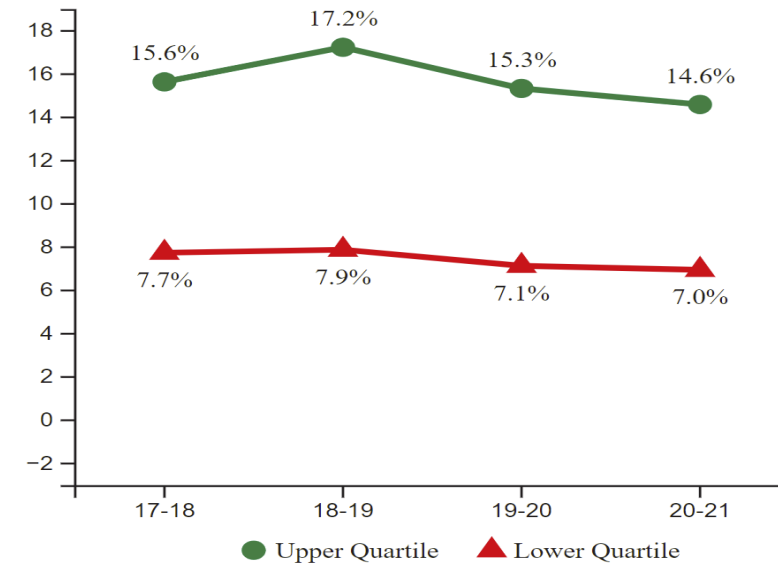
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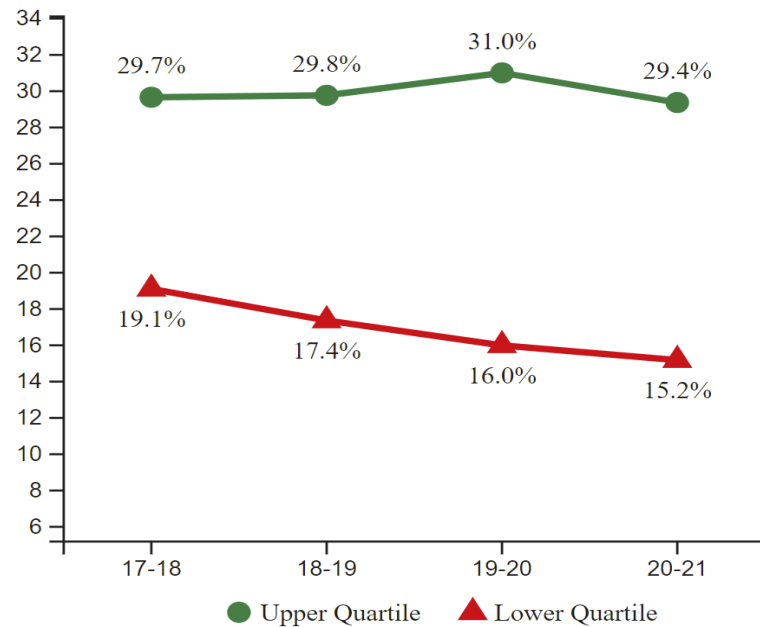
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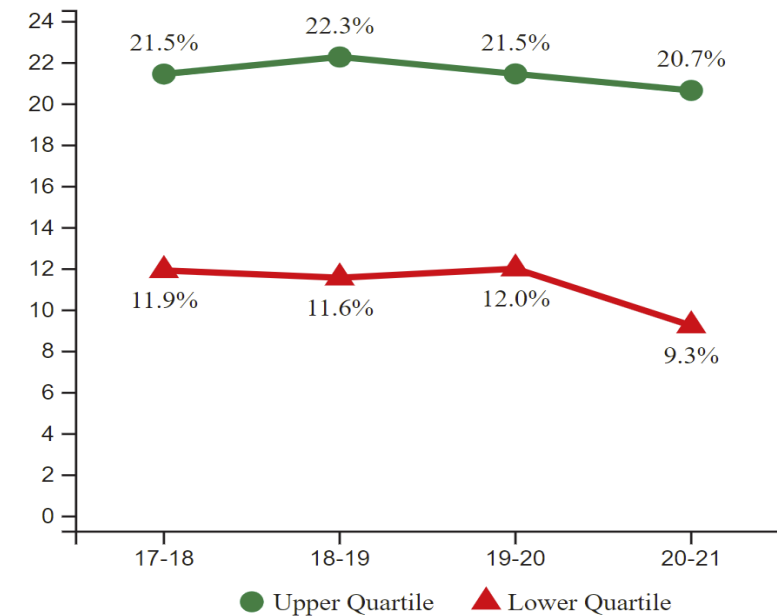
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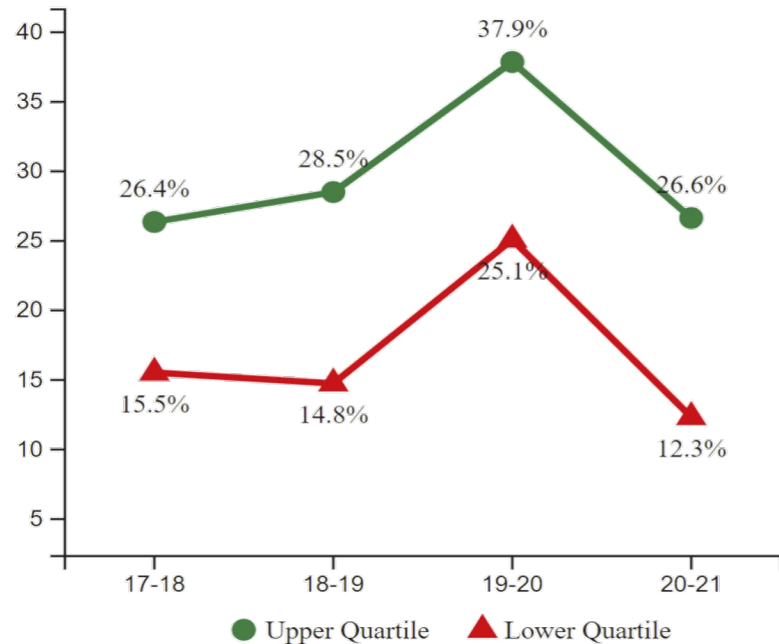


AP Exam Passing Rates

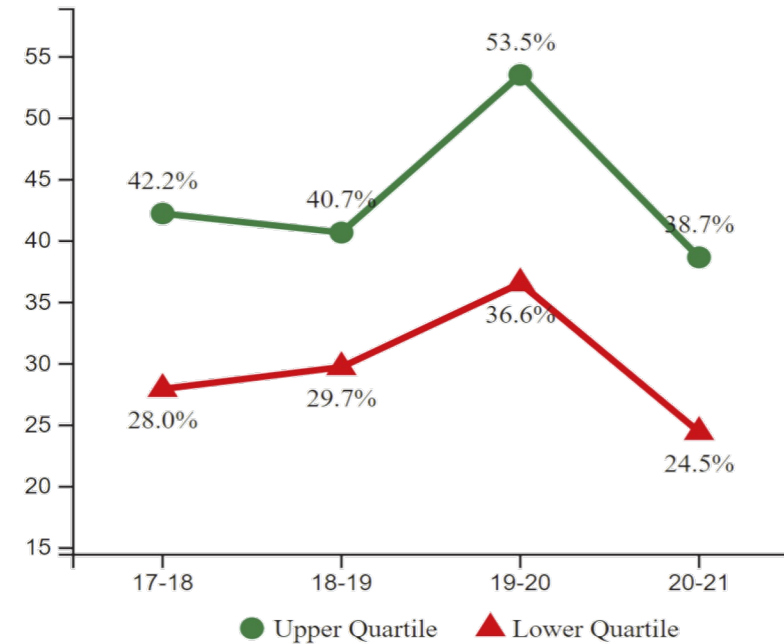
Black and Hispanic Females



Trends in All AP Exam Scores That Were Three or Higher by **Black Female** Students, 2017-18 to 2020-21



Trends in All AP Exam Scores That Were Three or Higher by **Hispanic Female** Students, 2017-18 to 2020-21

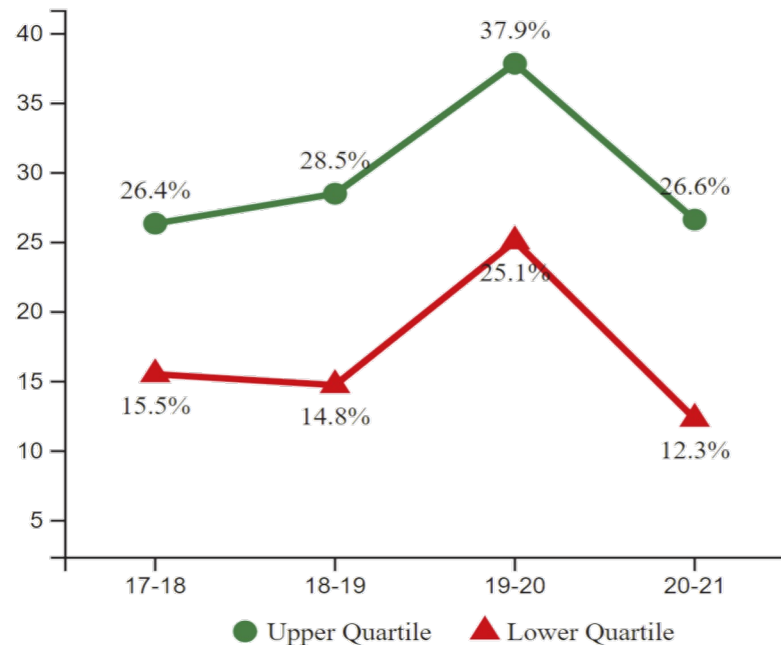


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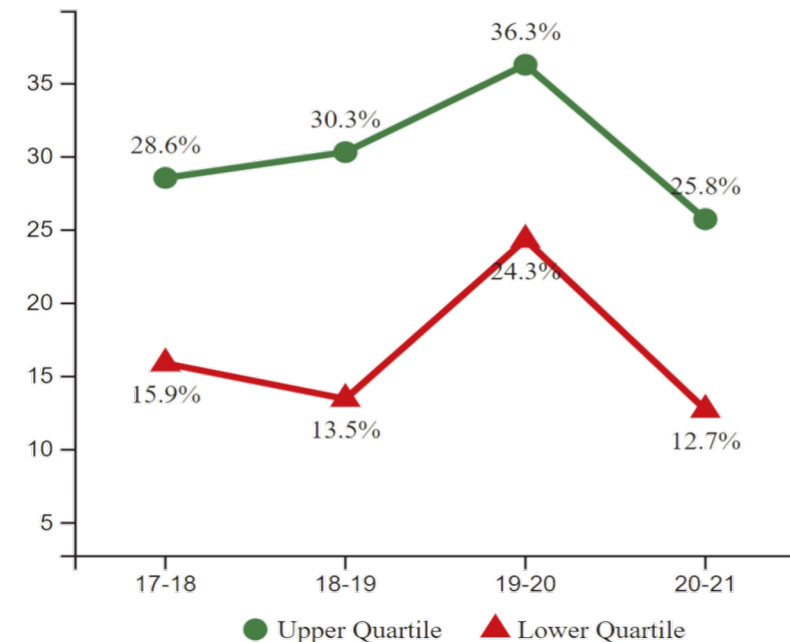
Black Females Compared to Black Males



*Trends in All AP Exam Scores That Were Three or Higher by **Black Female** Students, 2017-18 to 2020-21*



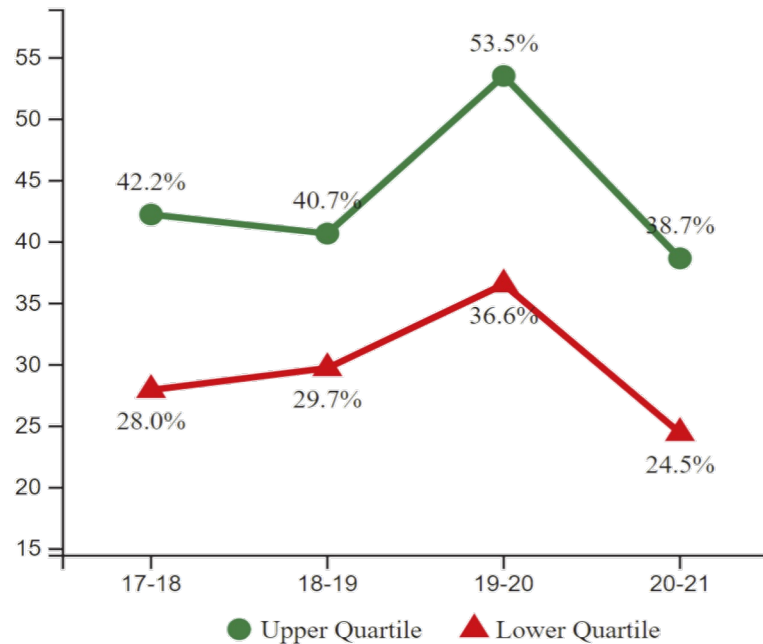
*Trends in All AP Exam Scores That Were Three or Higher by **Black Male** Students, 2017-18 to 2020-21*



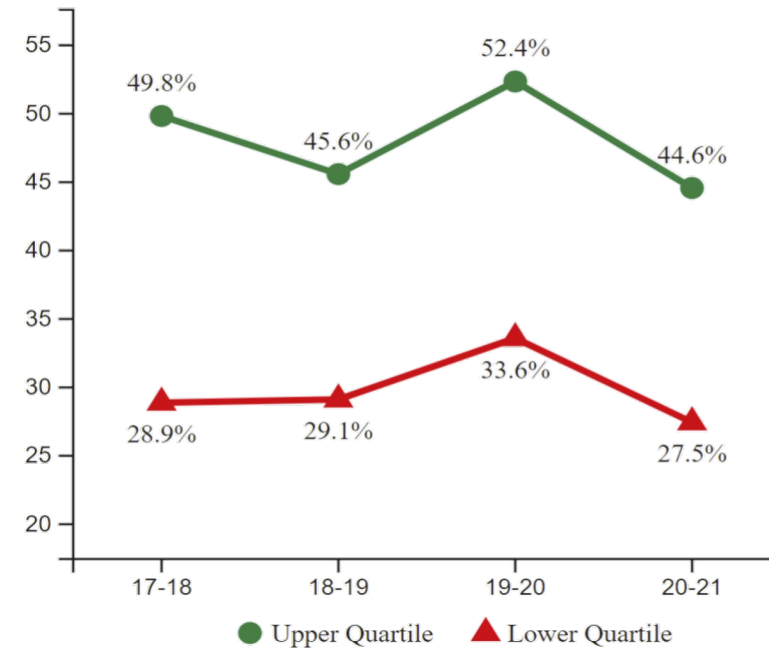
AP Exam Passing Rates

Hispanic Females Compared to Hispanic Males

Trends in All AP Exam Scores That Were Three or Higher by *Hispanic Female* Students, 2017-18 to 2020-21



Trends in All AP Exam Scores That Were Three or Higher by *Hispanic Male* Students, 2017-18 to 2020-21

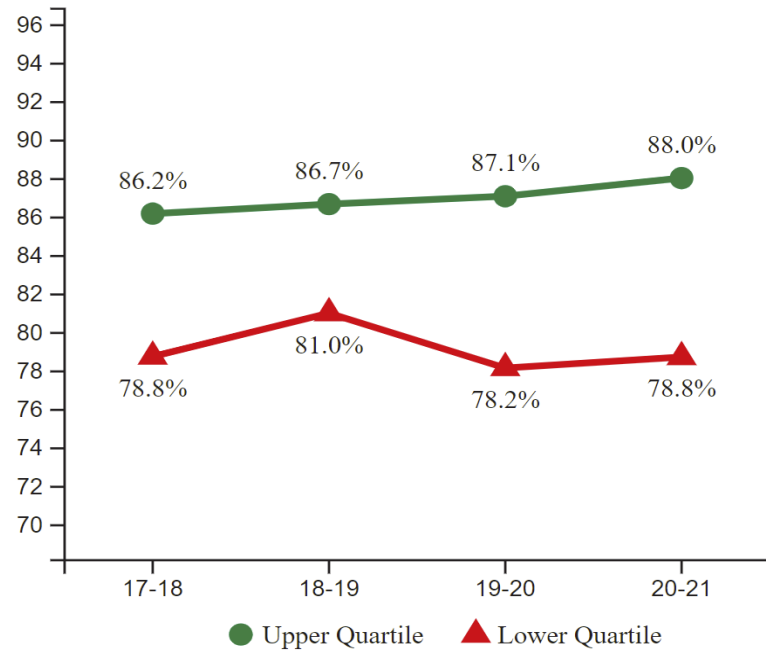


Cohort Graduation Rates

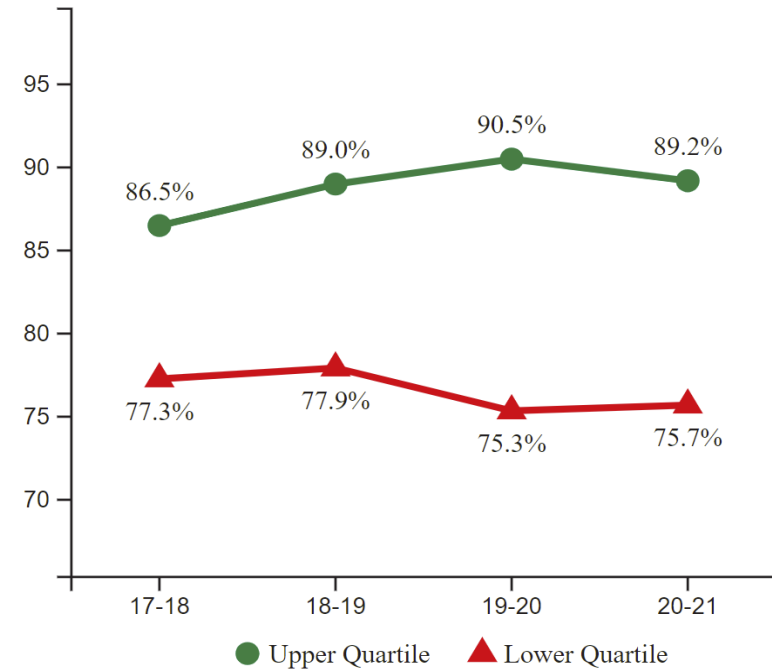
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Four-Year Cohort Graduation Rates for Black Females by Quartiles, 2017-18 to 2020-21



Four-Year Cohort Graduation Rates for Hispanic Females by Quartiles, 2017-18 to 2020-21

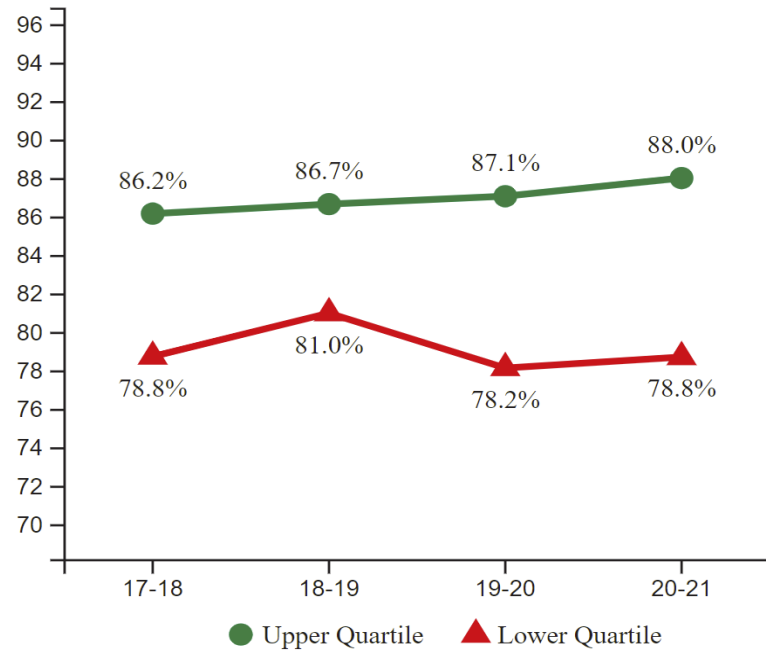


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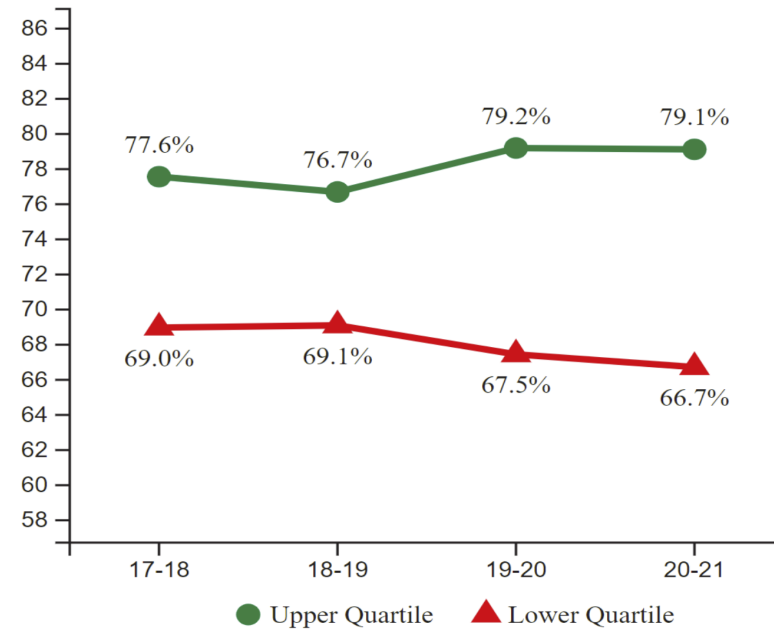
Black Females Compared to Black Males



Four-Year Cohort Graduation Rates for *Black Females* by Quartiles, 2017-18 to 2020-21



Four-Year Cohort Graduation Rates for *Black Males* by Quartiles, 2017-18 to 2020-21

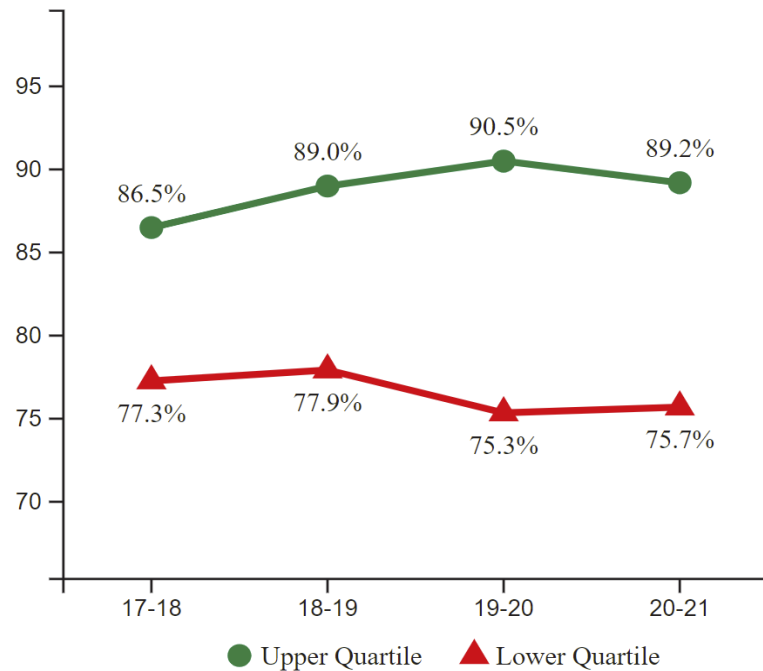


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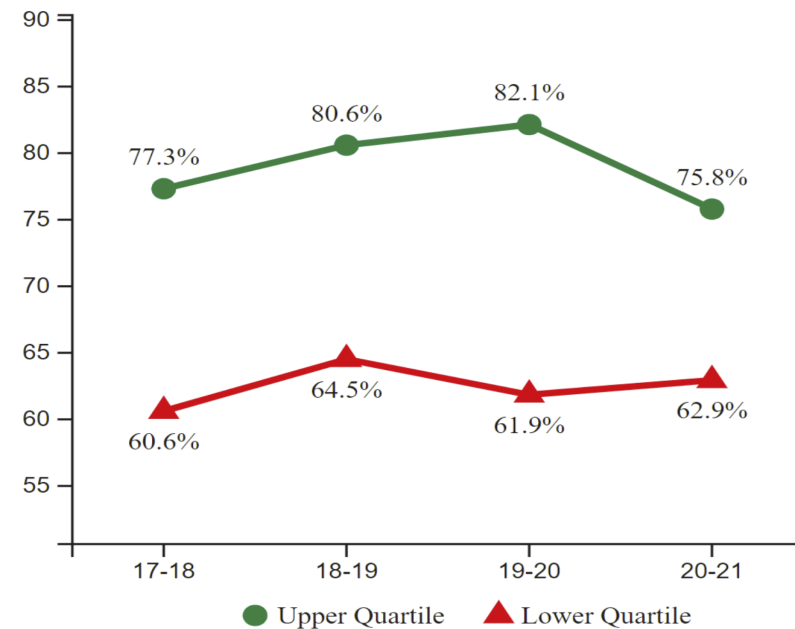
Hispanic Females Compared to Hispanic Males



Four-Year Cohort Graduation Rates for Hispanic Females by Quartiles, 2017-18 to 2020-21



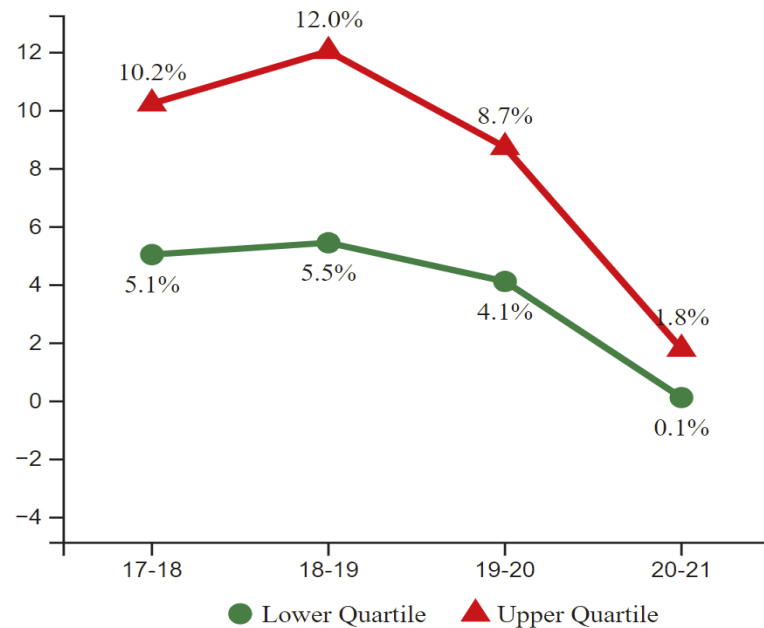
Four-Year Cohort Graduation Rates for Hispanic Males by Quartiles, 2017-18 to 2020-21



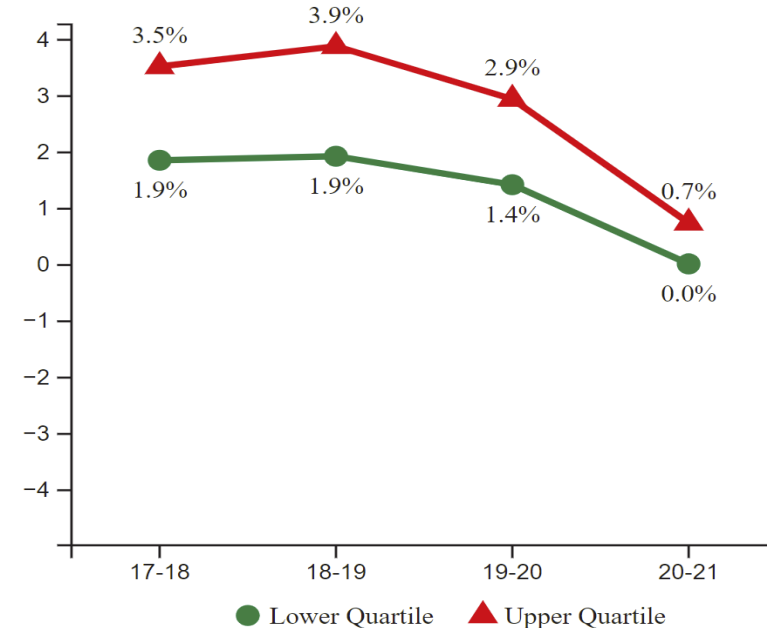
Out of School Suspensions Black and Hispanic Females



*Out-of-School Suspensions Among
Black Females by Quartile,
2017-18 to 2020-21*



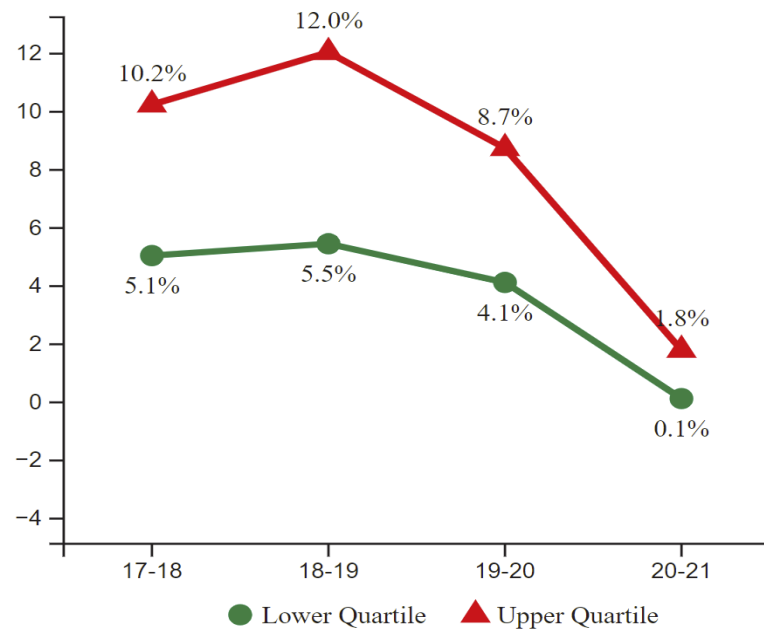
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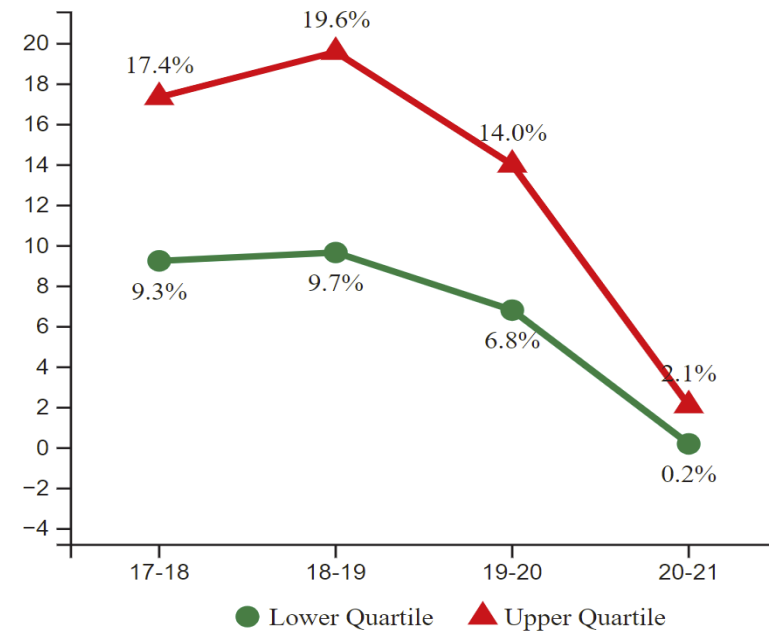
Out of School Suspensions Black Females Compared to Black Males



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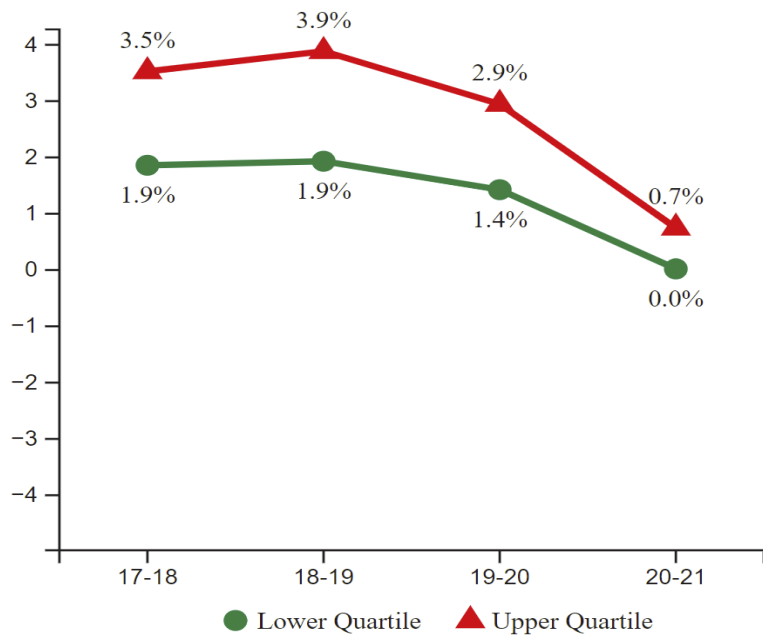


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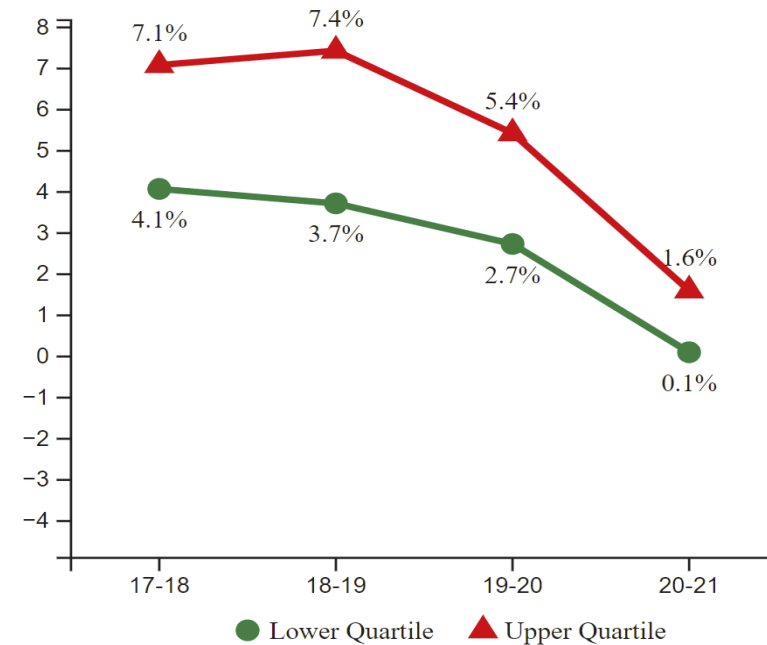
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Out-of-School Suspensions Among Hispanic Females by Quartile, 2017-18 to 2020-21



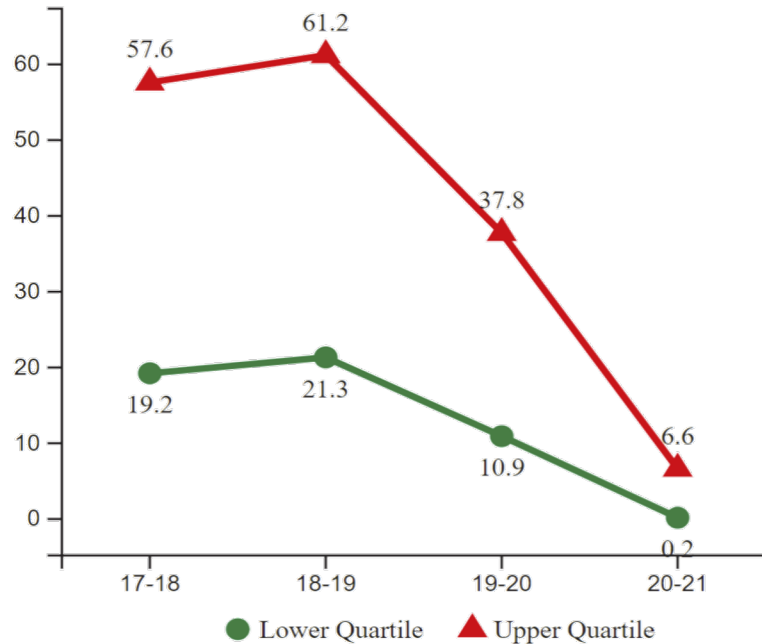
Out-of-School Suspensions Among Hispanic Males by Quartile, 2017-18 to 2020-21



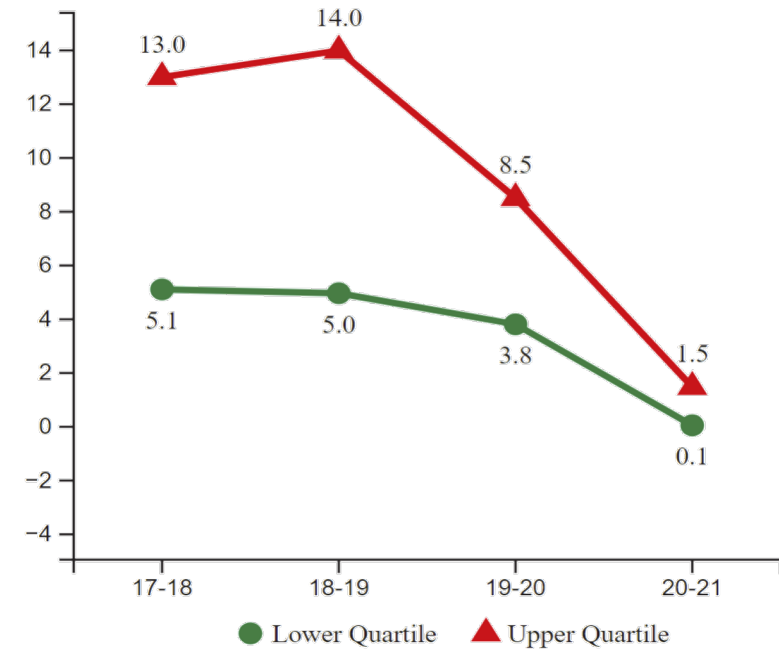
Lost Instructional Days Black and Hispanic Females



Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Black Female Students, 2017-18 to 2020-21



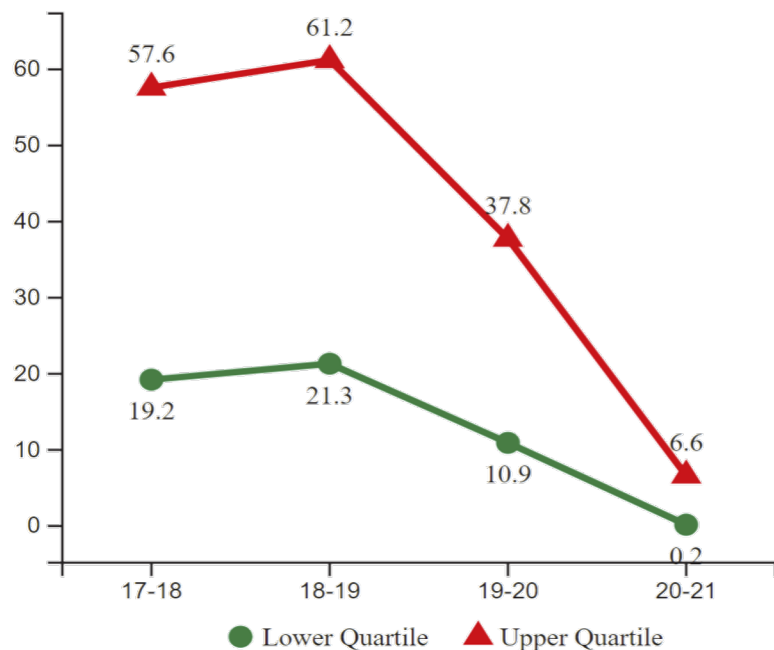
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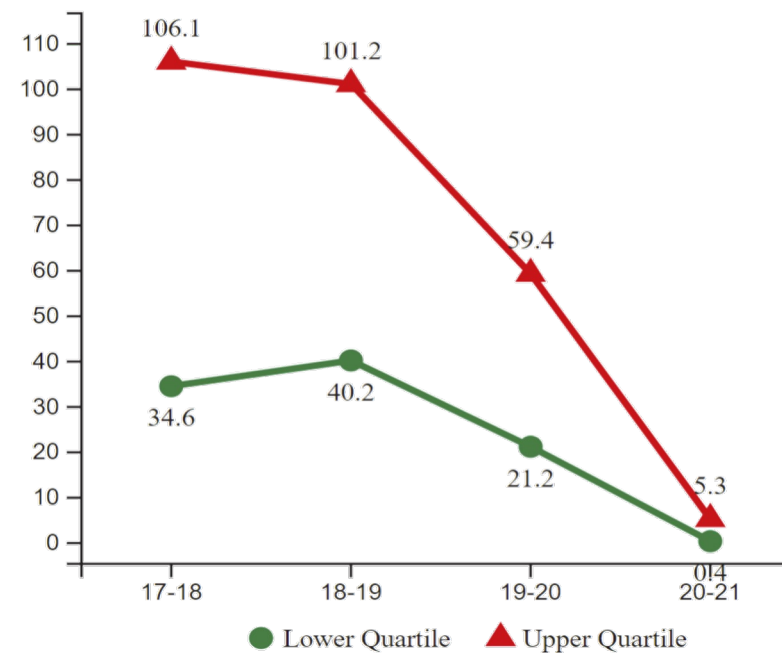
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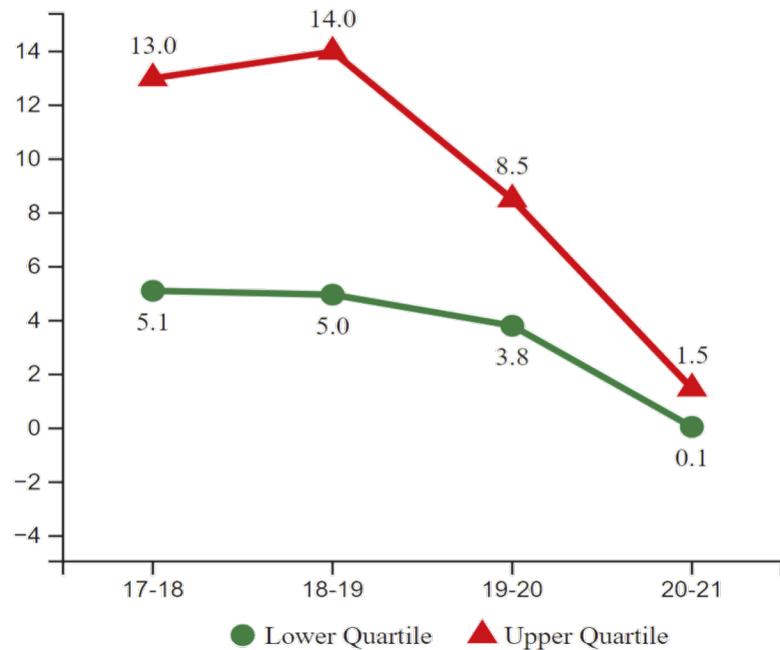
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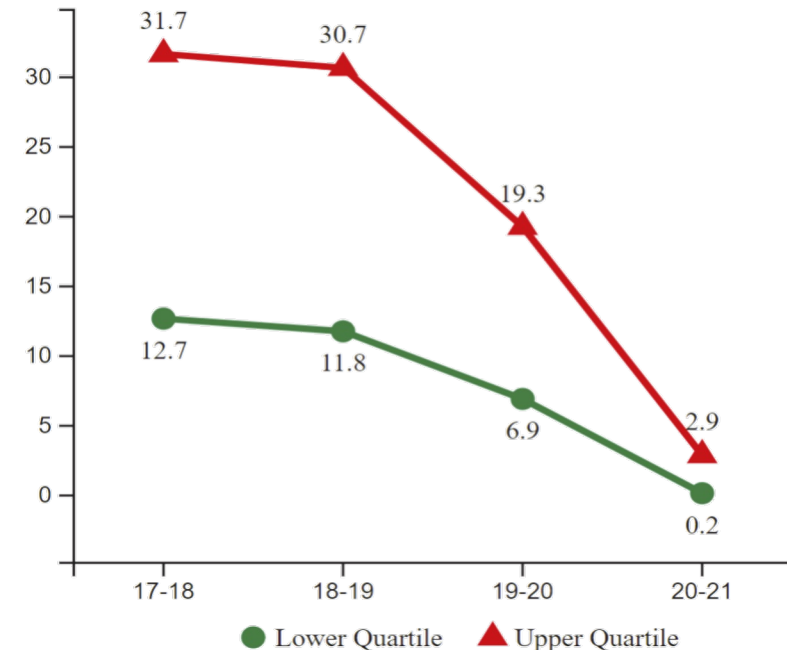
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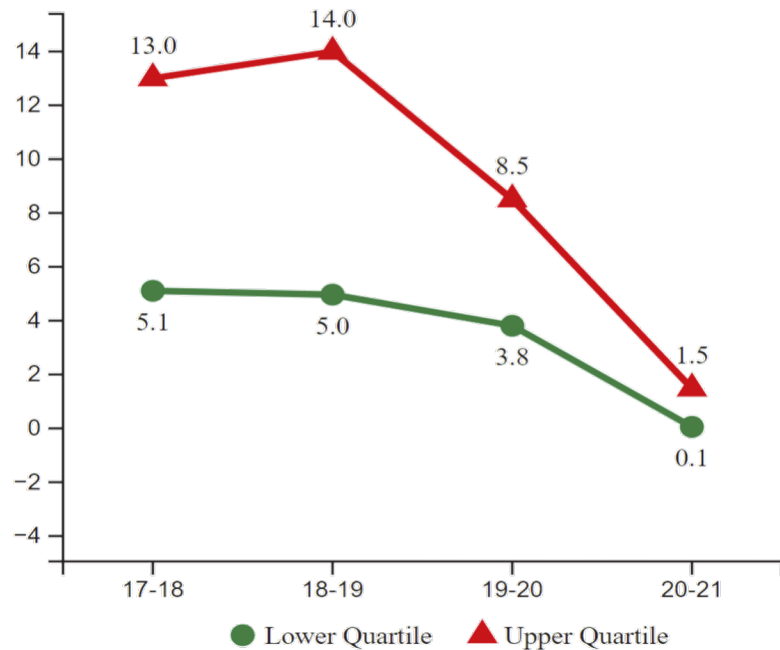
Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Hispanic Male Students, 2017-18 to 2020-21



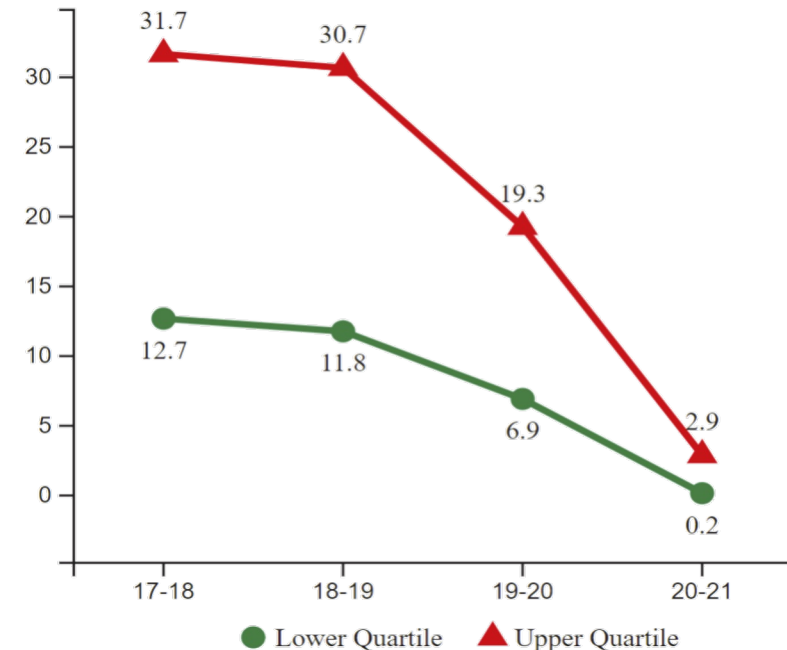
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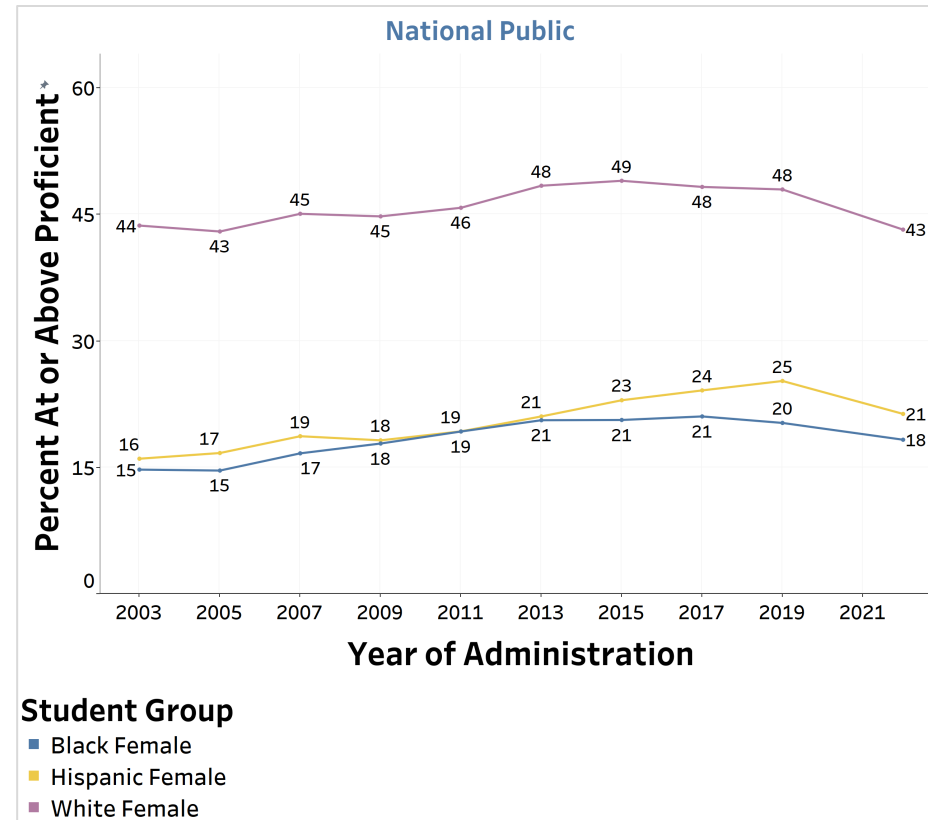




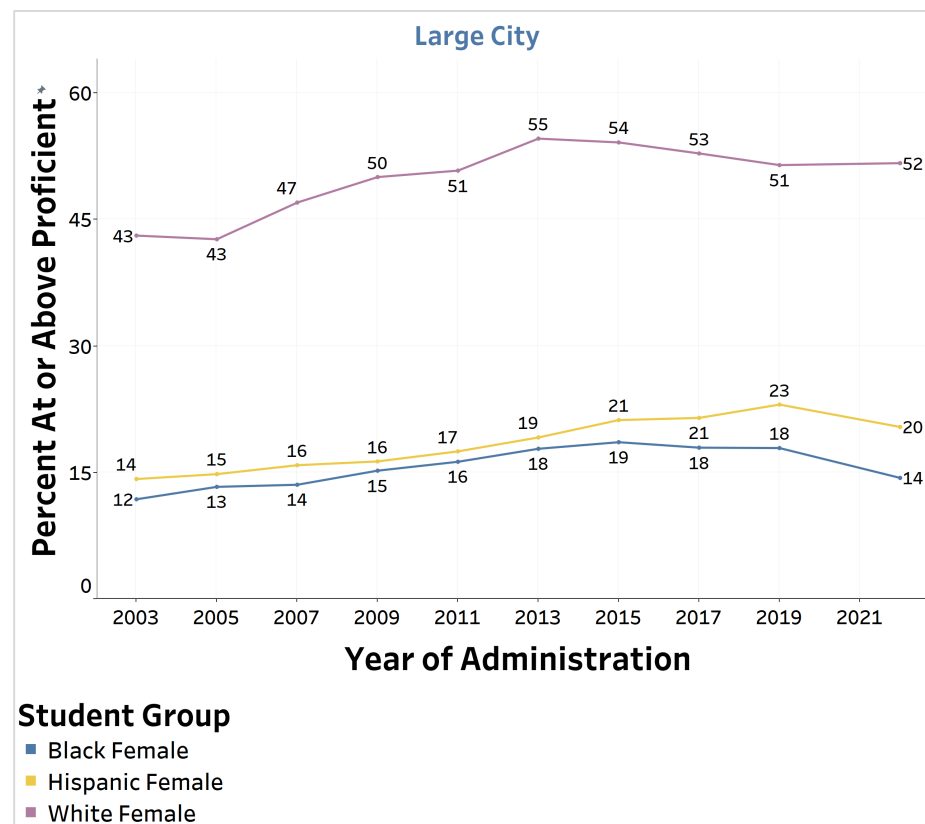
NAEP Trend Data: 2003-2022

An examination of trends in female student group performance on NAEP, making comparisons between large city and national public schools.

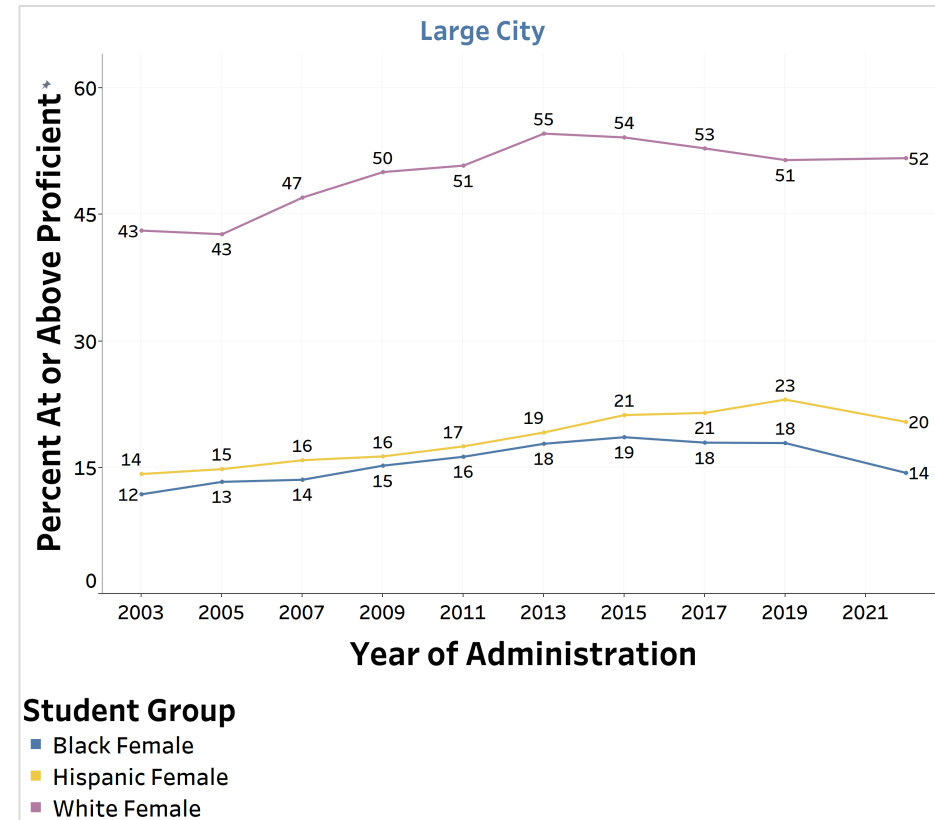
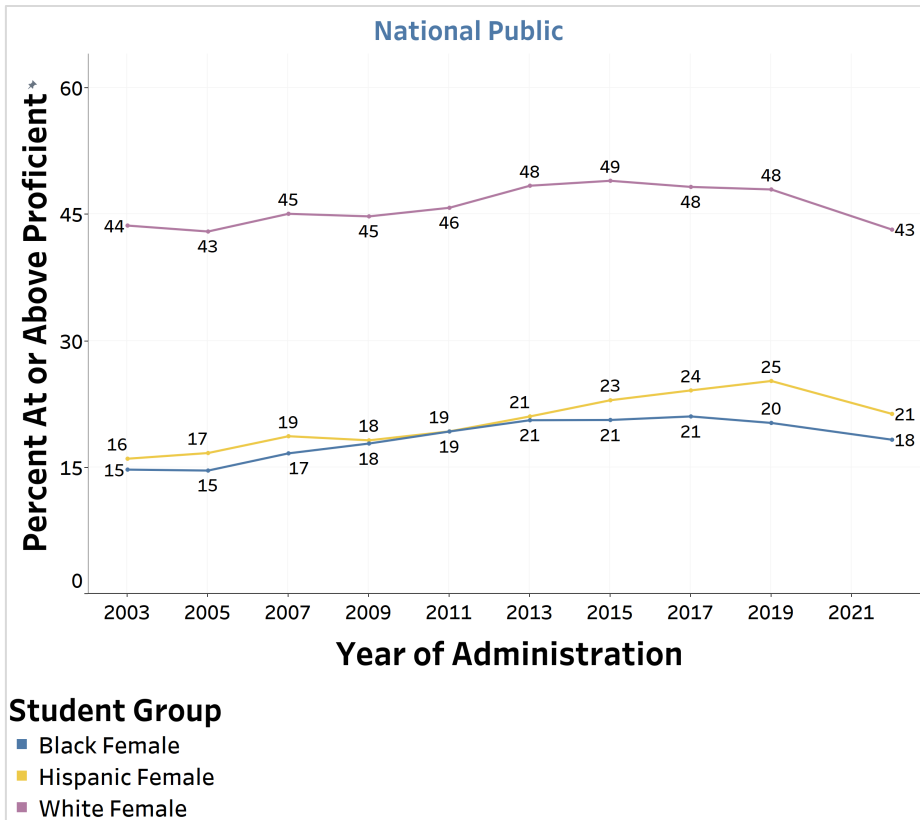
National Public Comparison of Female Student Groups on Fourth Grade Reading NAEP Performance: 2003-2022



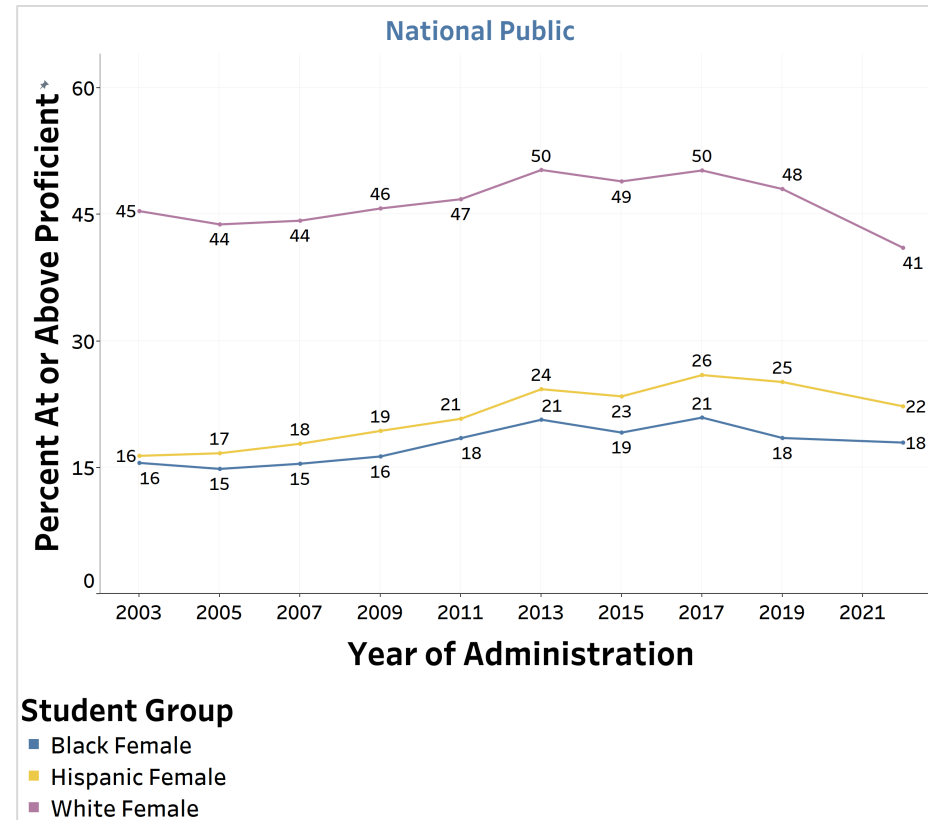
Large City Comparison of Female Student Groups on Fourth Grade Reading NAEP Performance: 2003-2022



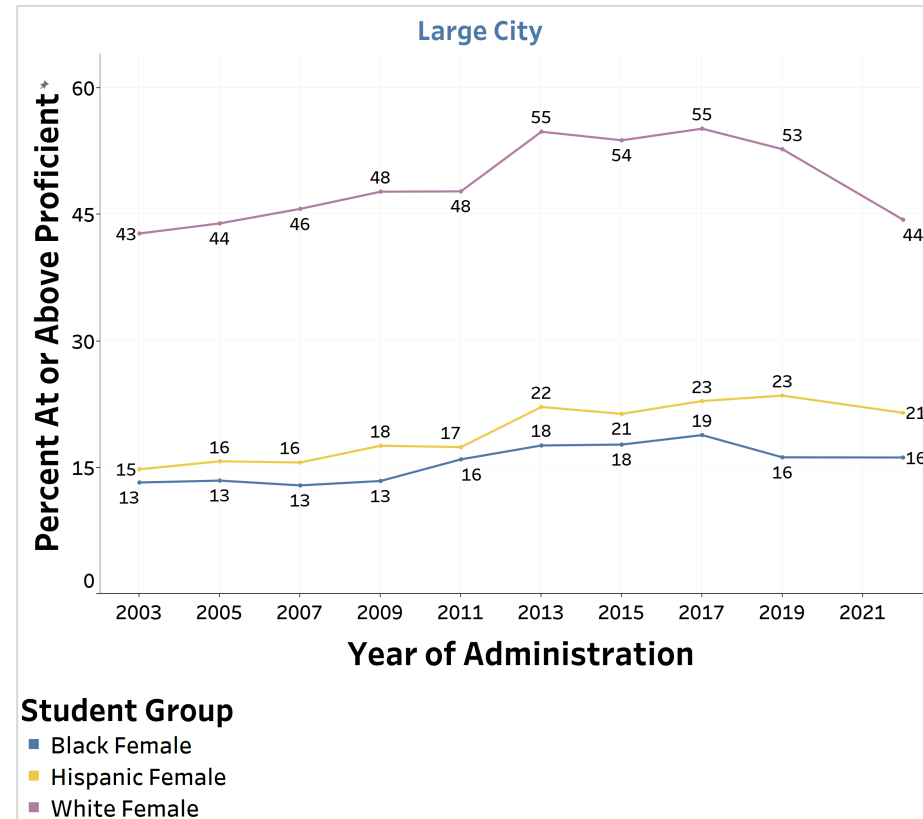
National Public vs. Large City Comparison of Female Student Groups on Fourth Grade Reading NAEP Performance: 2003-2022



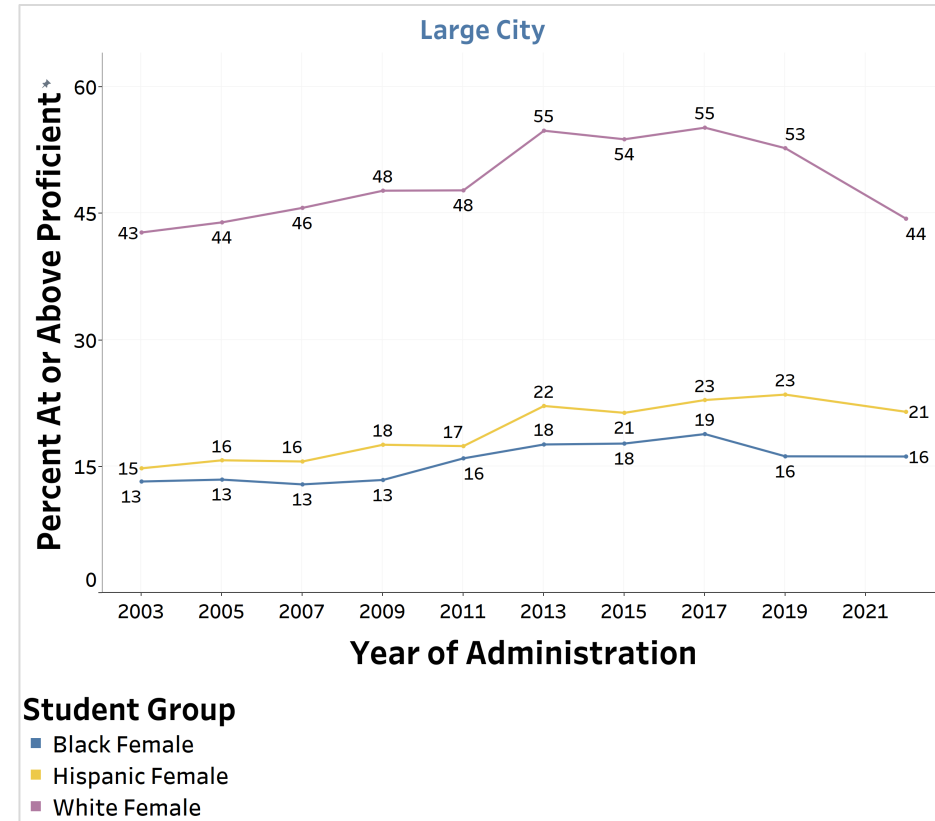
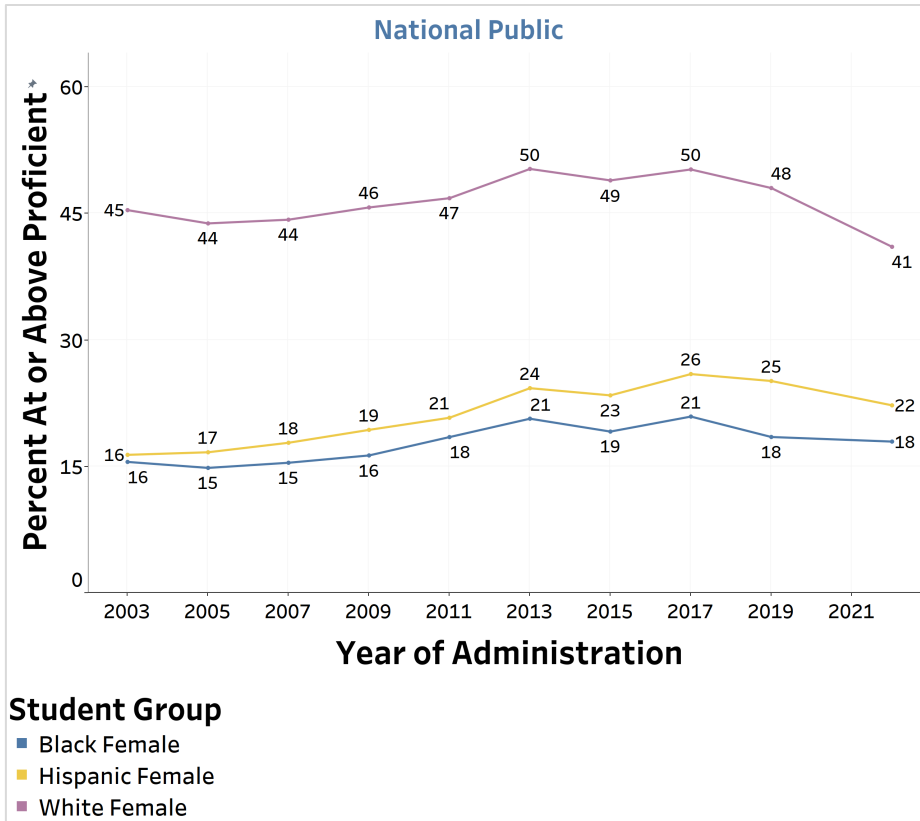
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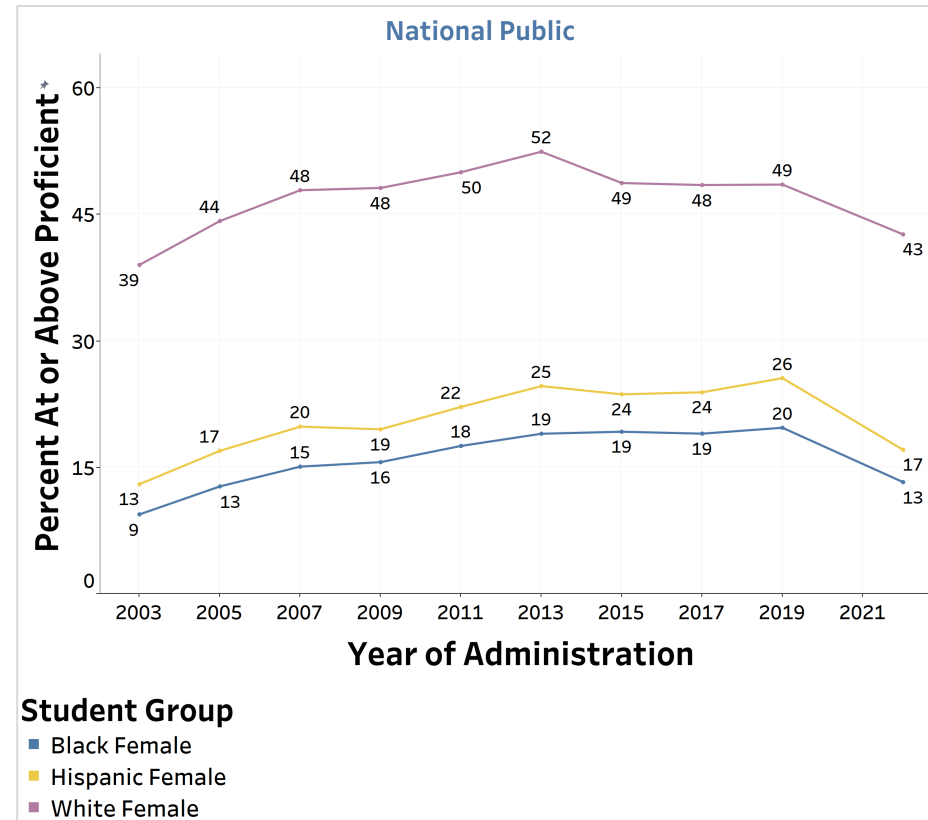
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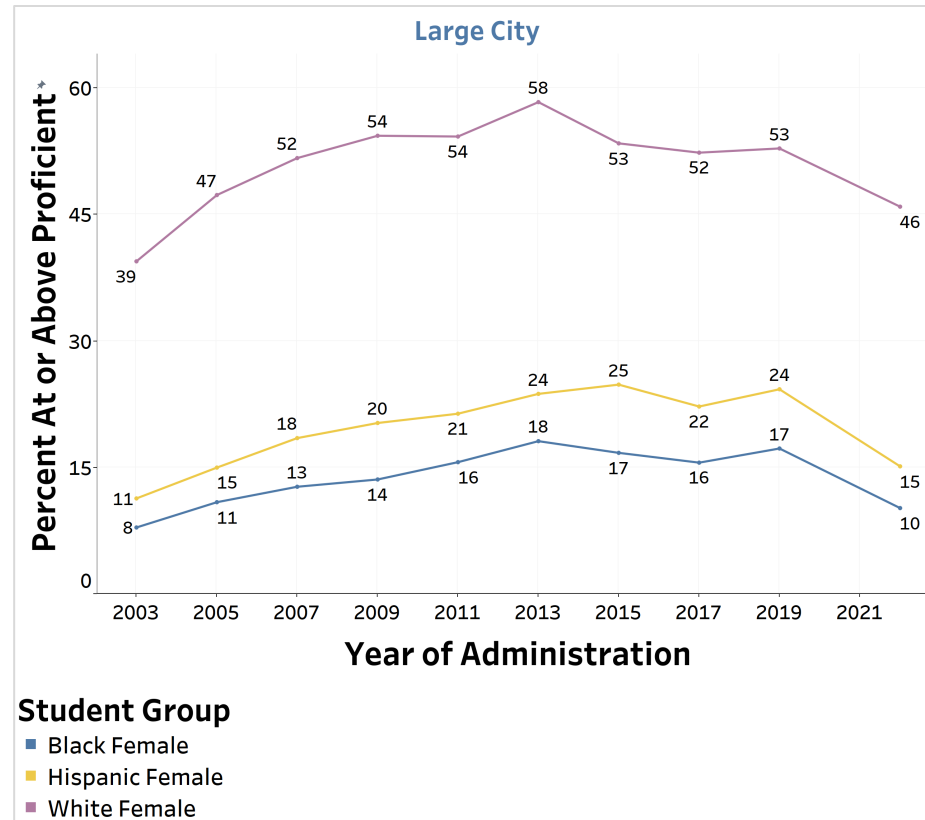
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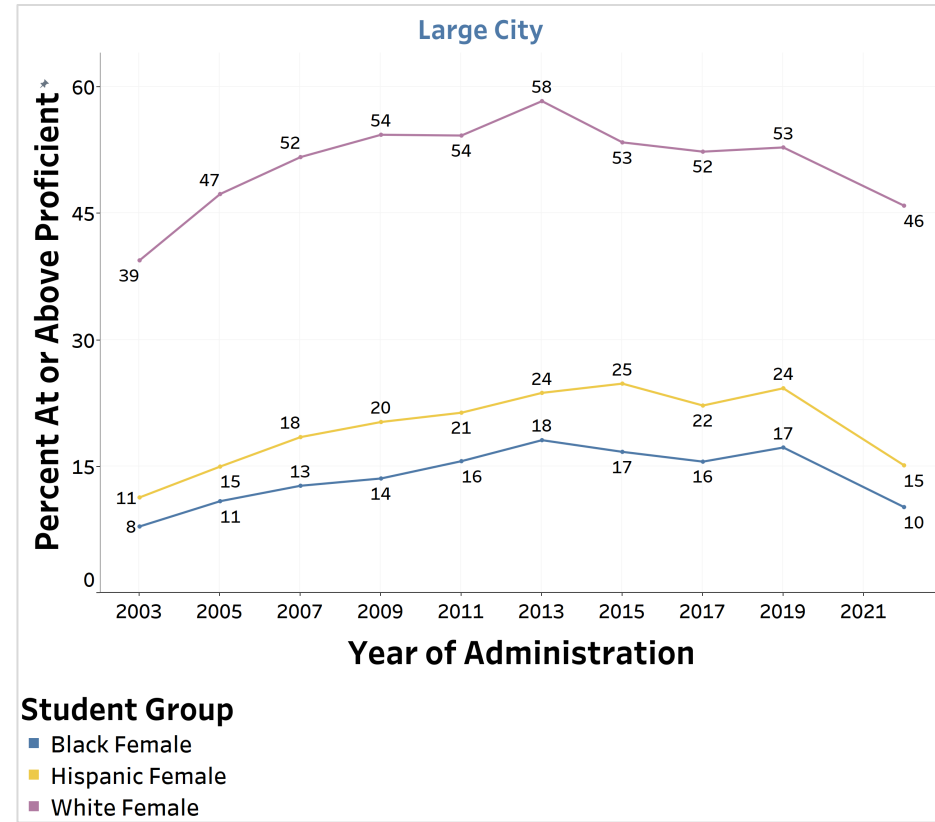
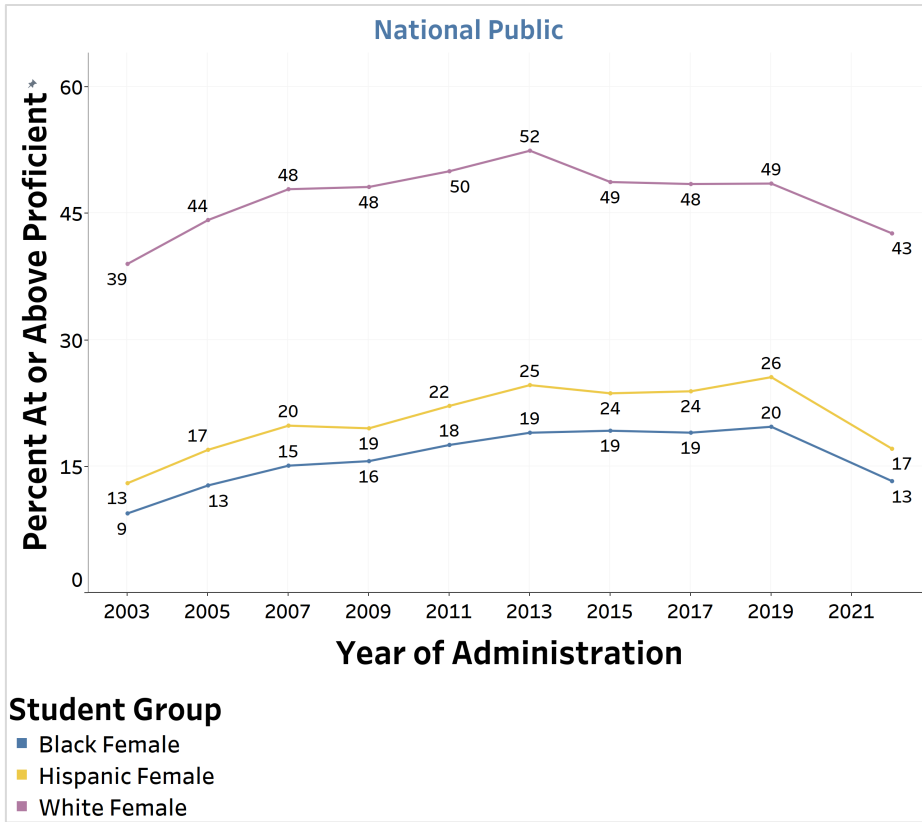
National Public Comparison of Female Student Groups on Fourth Grade Mathematics NAEP Performance: 2003-2022



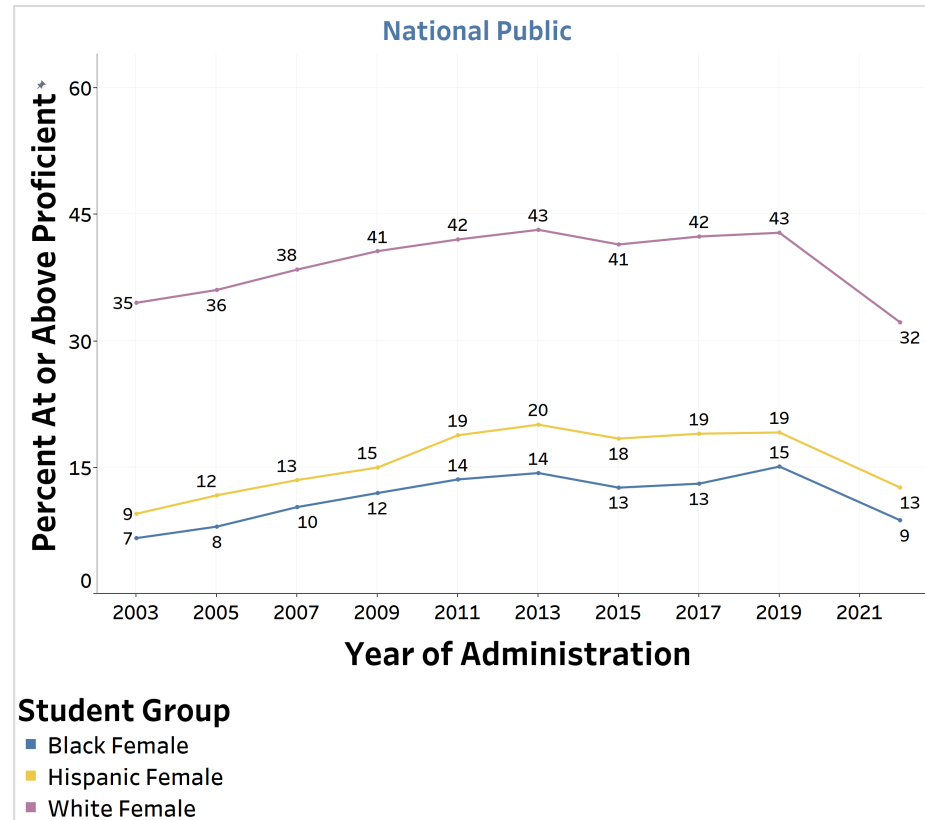
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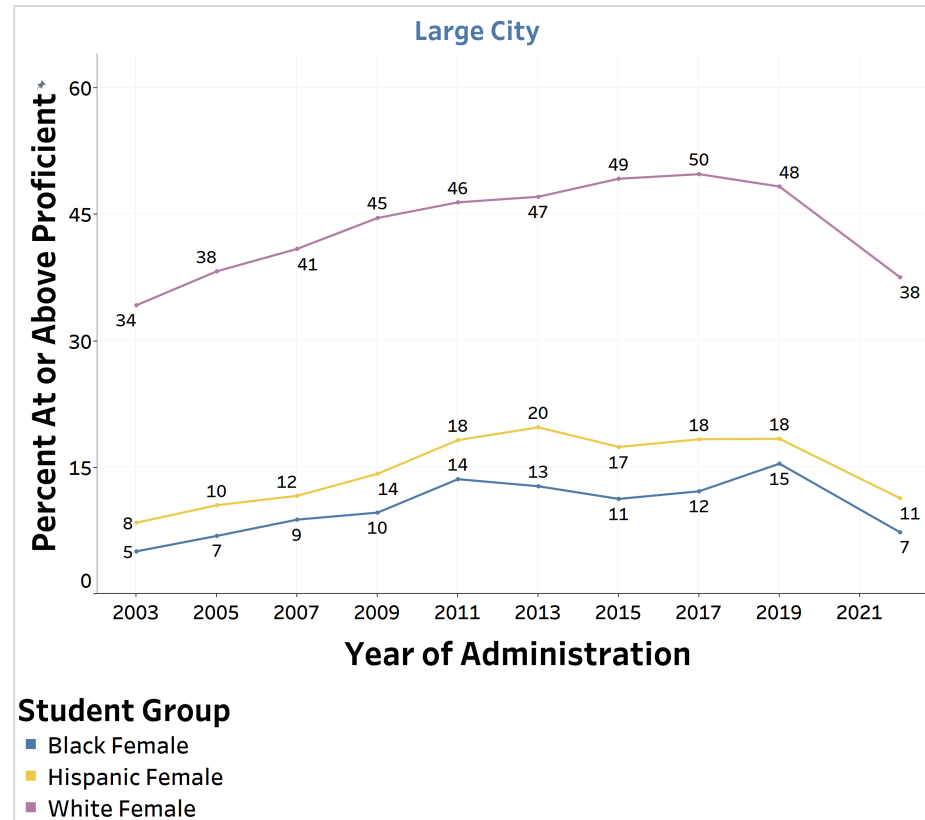
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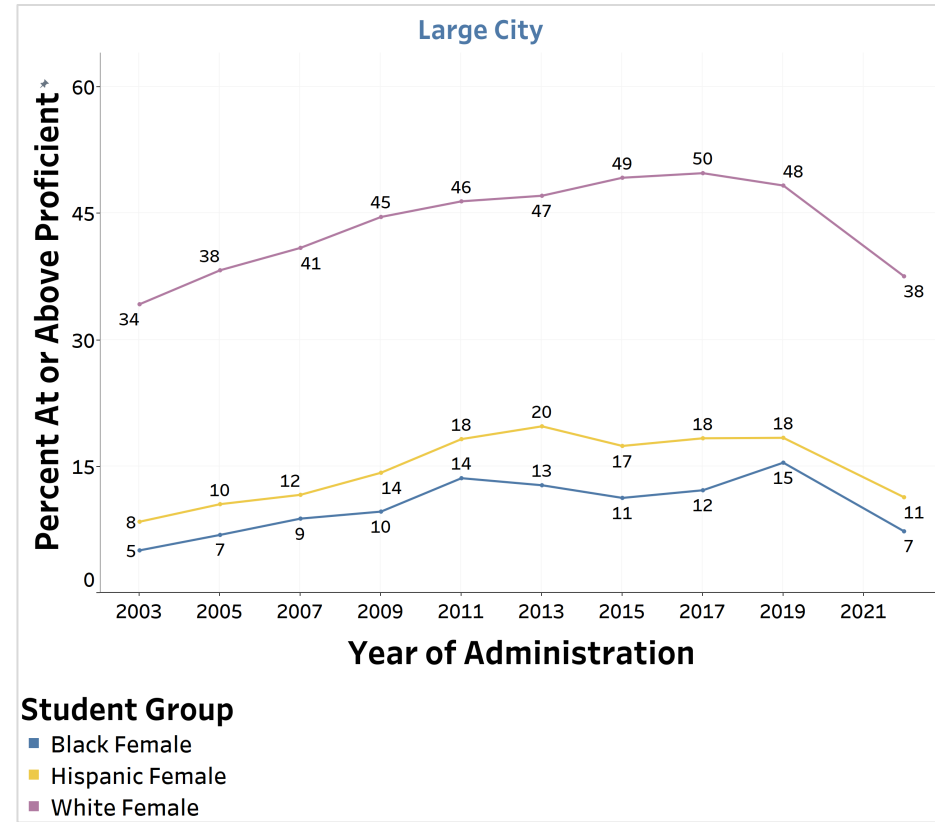
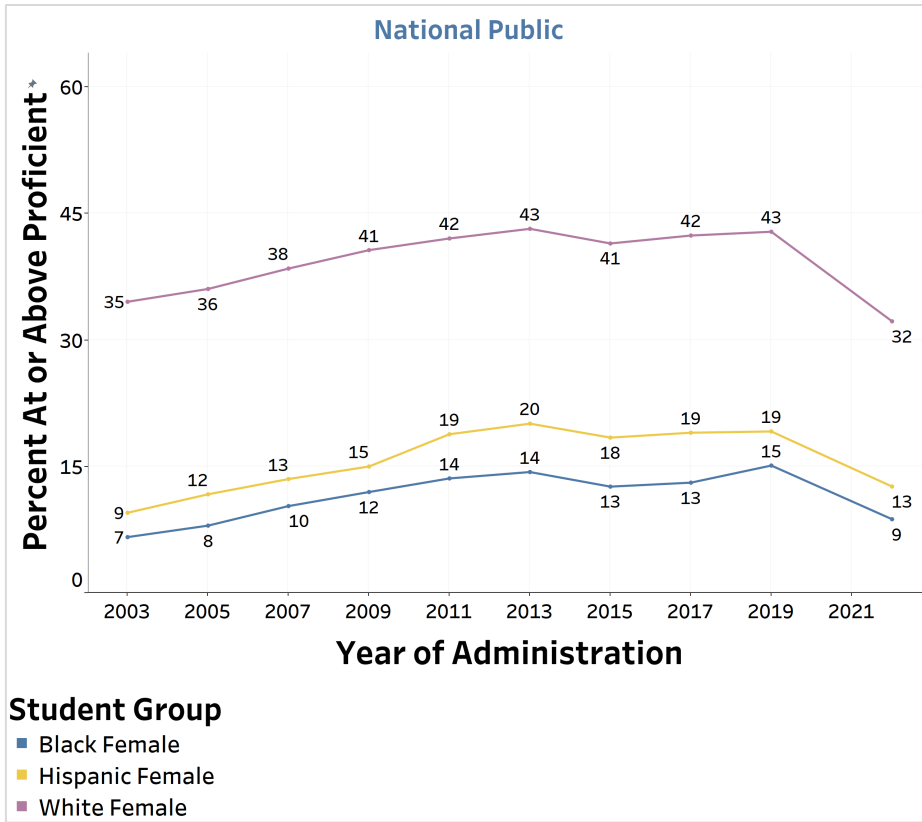
National Public Comparison of Female Student Groups on Eighth Grade Mathematics NAEP Performance: 2003-2022



Large City Comparison of Female Student Groups on Eighth Grade Mathematics NAEP Performance: 2003-2022



National Public vs. Large City Comparison of Female Student Groups on Eighth Grade Mathematics NAEP Performance: 2003-2022



Moving Forward



-
- We continue to examine national, state, and local assessment data for trends in performance among females of color, specifically.
 - When looking at these groups as a whole, there is strong evidence that our students of color are recovering from the pandemic, although not at the same rates as other groups students.
 - We also will continue to understand what our districts are doing to address the needs of females of color so that we can continue to share best practices among districts

COLUMBUS PRESENTATION



Empowering Black Girls through Dismantling Historical Inequities in Schools



2022 Council of Great City Schools Fall Conference

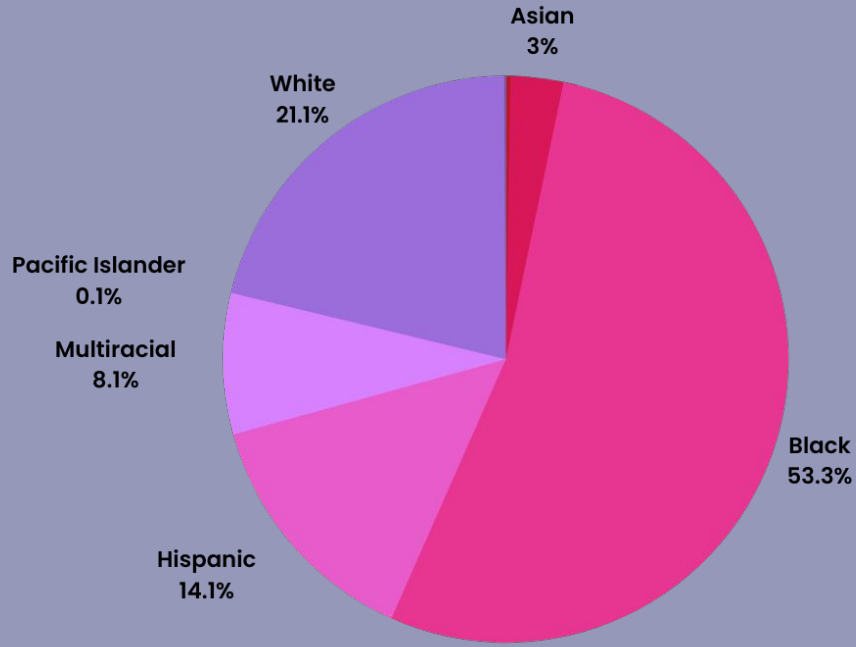
Presentation Overview

- **Who We Serve**
- **Key Impacts**
- **Priorities**
- **Initiative**
- **Learn More**



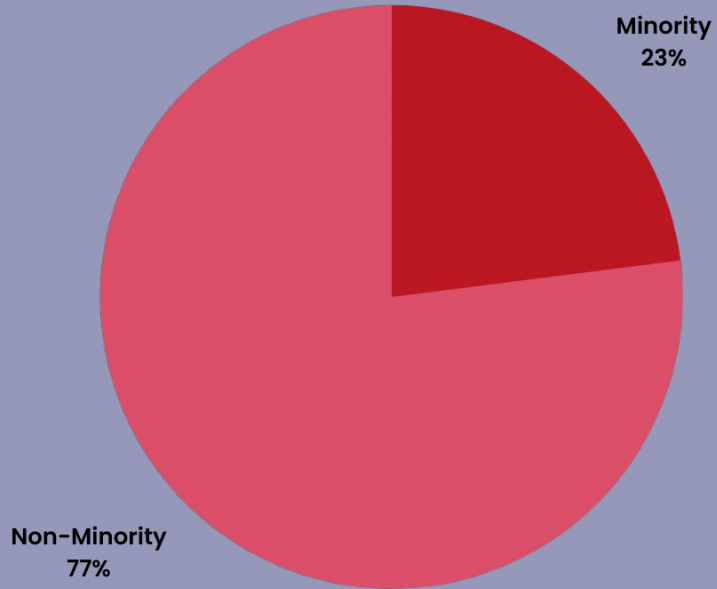
Who We Serve: Student Demographics

The district's diverse population of more than 47,000 students is a representation of the vibrant Columbus community.

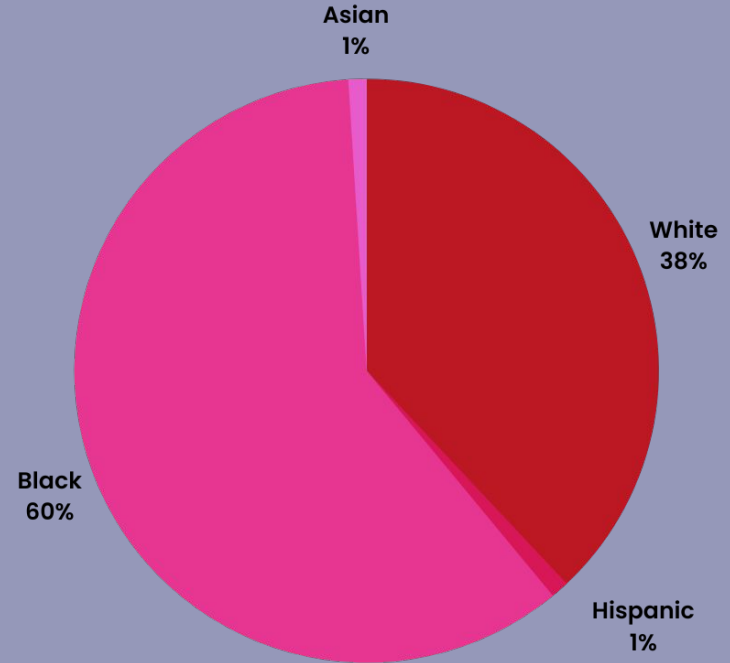


Who We Serve: Staff Demographics

Our Teachers



Our Administrators



Our Goal

“African American girls need a framework that sheds light and confronts race and gender oppression in our schools.”
- (Evans-Winter & Esposito, 2010)

Our goal is to flip the stereotypes and perceptions of Black girls, particularly in education. African-American girls are traditionally viewed as **"loud," "sassy," "disruptive," "defiant,"** or **"bold."**

In Columbus City Schools African-American, girls will get to "flip the script" on how the world sees them, and show up just as they are. Black girls' strengths will be amplified in our work by shining a light on their bold and brilliant assets: **resilient, courageous, hopeful changemakers.** They will be able to make genuine connections with adults and Black women as role models.



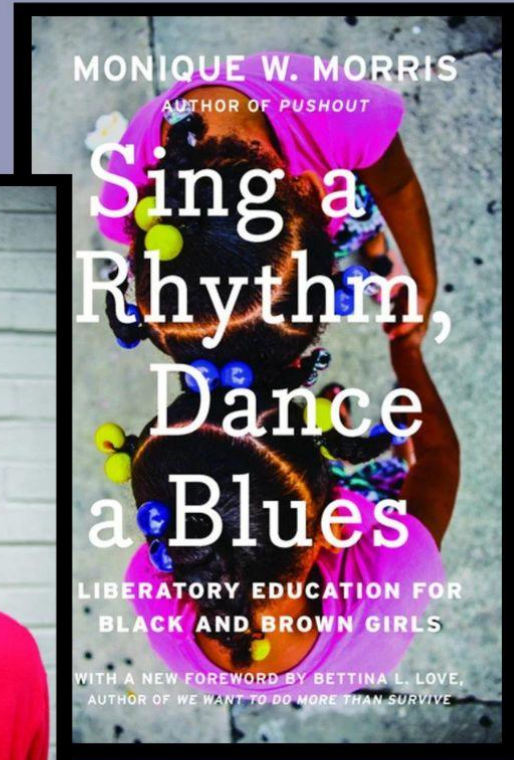
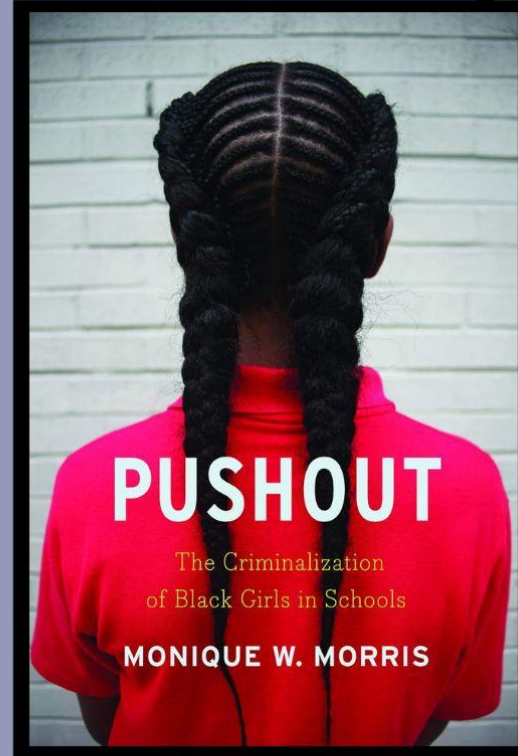
Professional Development for Staff

- All Staff MUST be on the Same Page Regarding How to Solve Conflict
- Influence on Student Expectations
- Book Study
- Dr. Morris PD



Culture & Climate

- Tiered Discipline System
- Restorative Practice
- Relationship Building
- Outside-the-Box Culture Building



UNCONSCIOUS BIAS IN SCHOOLS

A Developmental Approach to
Exploring Race and Racism

TRACEY A. BENSON
SARAH E. FIARMAN

Foreword by
GLENN E. SINGLETON

- Equity Focus of District
- Regional Book Study with Principals
- Self Reflection: Addressing Own Bias (Black Boys)
- Embracing Discomfort: Non-Negotiable

Three (3) Types of Disciplinarians - Where Do You Fit?

- **Overt Racial Justifiers:** We identified principals as overt racial justifiers when they held deficit perspectives about the Black community and Black students. These principals often blamed Black parents explicitly for student misconduct while using race-neutral language to explain how the existence of the racial discipline gap was a side effect of fairly implementing codes of conduct.
- **Rigid Rule Enforcers:** We identified principals who made sense of student discipline as a fact-based process guided by policy and applied disciplinary consequences without modifying decisions based on particular circumstances as rigid rule enforcers.
- **Flexible & Cognizant Disciplinarians:** Principals who believed discipline required an individualized and case-by-case approach were identified as flexible and cognizant disciplinarians. These principals considered the particular circumstance, policy, and antecedents; however, they also considered the potential harm and/or benefits inherent in their disciplinary decision-making.

Data Points: Principal Testimonials



The program allowed some of our black girls who usually don't connect or speak to each other to create and build positive relationships. These relationships exuded throughout the building, and they began to take on leadership roles within the building - Yolanda Cooper, Woodcrest ES

The girls made sure they were holding themselves accountable for their actions. The girls were determined to stay a part of the group and better themselves as students. At the end of the year, **60%** of the girls scored proficient or higher on the OST - Shatoya Wilburn, Scottwood ES

The dance team allowed the girls to form a sisterhood and to be supportive of each other through their school and home challenges. The dance team captains were able to refute narratives that had been written about their behaviors by being able to engage in leadership. The girls were each other's accountability, and in return, we saw an increase in their attendance, a decrease in their negative behaviors, positive shift in their grades - Roderick Watson, Yorktown MS

Say My Name Project

The Say My Name Project will allow Black girls to disrupt the school-to-prison pipeline by exploring and analyzing issues in the Black girl community and how they can address these vital needs.

Our young women will teach the world to Say My Name by showing the power and promise of Black girls solving their community problems. Girls at each Region 2 school will move through stages of awareness, efficacy, empowerment, and leadership.

They will learn to find their voice, power, and purpose through a book study and discussion, writing journals and projects, speaking, and active involvement in social justice projects they foster. This will lead to a culminating Say My Name Summit where 400 young women of color across Columbus City Schools will participate in activities, engage with speakers, and be immersed in projects the Say My Name Project young women will design and lead.

Say My Name Project



Experience vs Consequence

Do you focus on the behavior or the reason behind the behavior ?

What systematic supports do you have to address the behaviors?

What infractions result in your suspensions?

How do your students re-enter after suspension?

Do You offer replacement behaviors?
How do you model the behavior you want?

Questions?

Thank you!