

TASK FORCES ON BLACK AND LATINO YOUTH

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Black and Latino Young Men and Boys

2023-2024

Task Force Goal

To assist urban public-school systems in improving academic outcomes of Black and Latino young men and boys by supporting the implementation of evidence-based strategies to educate students from different racial, cultural, national, and linguistic backgrounds.

To improve the learning environment and school climate in urban schools by addressing the implicit and explicit bias that hinders the progress of Black and Latino young men and boys.

To improve the social, emotional, and cultural competency of educators through professional learning opportunities that foster a deeper understanding of the support systems needed to ensure academic and life-long success for Black and Latino young men and boys.

To keep data and establish protocols to monitor the progress of Black and Latino young men and boys in our member districts.

Task Force Chair

Joe Gothard, St. Paul Superintendent

Task Force Members

Marcia Andrews, Palm Beach County School Board
Guadalupe Guerrero, Portland Superintendent
Alex Marrero, Denver Superintendent
Christina Martinez, San Antonio School Board



COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Black and Latina Young Women and Girls 2023-2024

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 Chair

Sharon Contreras, North Carolina A & T State University, College of Education

Task Force Members

Stephanie Elizalde, Dallas Superintendent
Kelly Gonez, Los Angeles School Board
Shavonna Holman, Omaha School Board
Diane Porter, Jefferson County School Board

TASK FORCE AGENDA



Council of the Great City Schools

THE NATION'S VOICE FOR URBAN EDUCATION

**Joint Task Force Meeting on
Black and Latino Young Men and Boys
&
Black and Latina Young Women and Girls
October 25, 2023
10:00 am – 11:30 am
Sapphire BCFG
Hilton San Diego Bayfront
1 Park Boulevard
San Diego, CA 92101**

AGENDA

I. Introduction of Task Force Chairs and Members

Task Force on Black and Latino Young Men and Boys

Chair: Joe Gothard, St. Paul Superintendent
Marcia Andrews, Palm Beach County School Board
Guadalupe Guerrero, Portland Superintendent
Alex Marrero, Denver Superintendent
Christina Martinez, San Antonio School Board

Task Force on Black and Latina Young Women and Girls

Chair: Sharon Contreras, North Carolina A & T State University, College of Education
Stephanie Elizalde, Dallas Superintendent
Kelly Gonez, Los Angeles School Board
Shavonna Holman, Omaha School Board
Diane Porter, Jefferson County School Board

II. 2022 Performance Data and Trends on Black and Latina/o Males and Females

Dr. Chester Holland, Research Manager, Council of the Great City Schools

III. Developing Initiatives for Black and Latina/o Young Males and Females

Farah Assiraj, Chief of Teaching and Learning, Council of the Great City Schools

Facilitated discussion on creating and sustaining local initiatives for Black and Latina/o young males and females. Attendees will engage in thought partnership with peers on strategies to design, implement, and sustain initiatives that address local priorities and needs.



Council of the Great City Schools

THE NATION'S VOICE FOR URBAN EDUCATION

IV. **Black Student Achievement Plan - Los Angeles Unified School District**

Dr. Robert Whitman, Educational Transformation Officer, Los Angeles Unified School District

Dr. Travis D. Brandy, Interim Sr. Director Black Student Initiatives

Ms. Norma Spencer, Administrator, Black Student Achievement

The Black Student Achievement Plan (BSAP) is a comprehensive initiative that aims to address the critical issues of educational equity and student achievement among Black students. Approved by the Los Angeles Unified School District's Board of Education during the 2020-21 school year, this multifaceted approach encompasses the following key components:

- Culturally Responsive Curriculum and Instruction
- Community Engagement and Partnership Building
- Enhanced Staffing Support

BSAP is a pivotal step toward fostering educational excellence and ensuring the well-being of Black students in the Los Angeles Unified School District. It symbolizes a commitment to inclusivity, equity, and social progress within the educational system.

V. **Supporting Equity and Excellence in the Educational Lives of Black and Brown Boys**

Ashford Hughes, Executive Officer for Diversity, Equity and Inclusion, Metro Nashville Public Schools

Metro Nashville Public Schools is committed to creating inclusive, culturally affirming environments that views Black and Brown boys' identities and experiences as valuable educational assets. The district has developed a strategy that is evidence-based, reimagining their experiences as opportunities, not challenges. Nashville will provide practical insights for intentional engagement with these students, their families, and our community partners, centering love and the possibilities in education.

CGCS Staff:

Black and Latina Young Women and Girls Task Force

Tonya Harris, Director of Communications

Black and Latino Young Men and Boys Task Force

Moses Valle-Palacios, Manager of Legislative Services

TASK FORCE PRESENTATIONS



LAUSD
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Black Student Achievement Plan (BSAP)

Council of Great City Schools

Dr. Robert Whitman
Dr. Travis Brandy
Ms. Norma Spencer

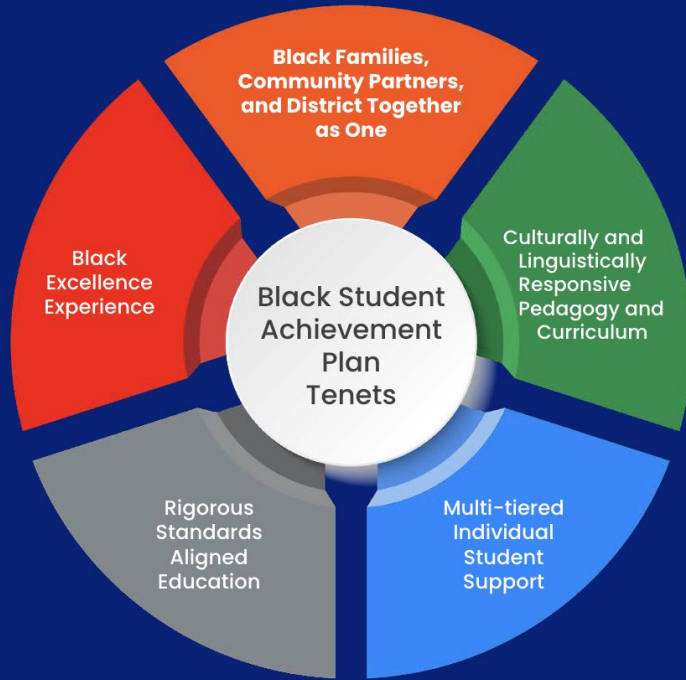
October⁸ 25, 2023

Presentation Overview



- District Coherence to Implementation
- Actualization of BSAP Tenets
- Accelerating Black Student Achievement
- Progress Monitoring

Definition of Black Student Success:



We believe that successful Black Student Achievement is defined by **high academic performance, strong social-emotional awareness and management, and positive cultural identity**. Furthermore, strategies and methods utilized to cultivate these things shall be directly **responsive to the unique needs of Black students** due in large, to the historic and ongoing social and economic conditions experienced by Black people.

Strengthening BSAP Implementation through Districtwide Coherence



Strategic Plan and Framework Alignment

Pillar 1: Academic Excellence

High-Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

Pillar 2: Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

Pillar 3: Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impact

Honoring Perspectives

Pillar 4: Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

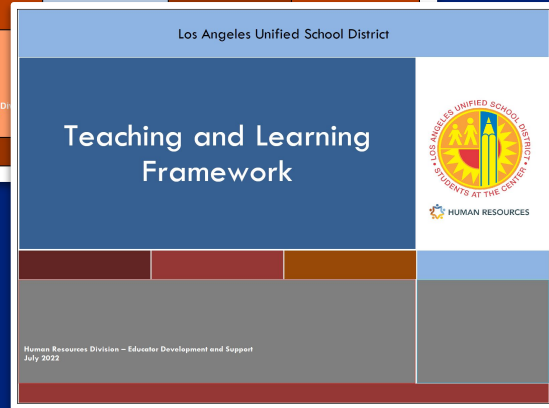
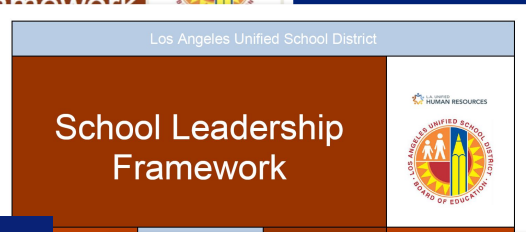
Pillar 5: Investing in Staff

Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards



BSAP Theory of Action

When We

- A. **Black Families, Community Partners, and District Together as One:** Learn from the Black community, bring the lived experiences of our Black students and families into our instructional planning, engage Black students and their families in shared ownership to improve conditions for Black students, including personal value attached to education
- B. **Culturally and Linguistically Responsive Pedagogy and Curriculum:** Support our teachers, school administrators, and staff to deliver and promote relevant and academically challenging learning opportunities and classroom environments
- C. **Multi-tiered Individual Student Support:** Establish data-informed wrap-around support structures that are culturally and linguistically responsive and equity-driven
- D. **Rigorous Standards Aligned Education:** Support teachers with providing students projects, activities, and assignments that require higher-level thinking, cultural relevance, and have real-world applications
- E. **Black Excellence Experience:** Expand our students' vision of who they are and what they can achieve by providing learning experiences steeped in Black excellence that identify contributions within the Black community that serve as motivation and models to further developing positive Black student identity

Then

All LAUSD Black students will graduate READY FOR THE WORLD – to thrive in college, career and life.

BSAP Group Identification

BSAP Group 1 Schools

11,111 students / 34,510 total students 32% of all Black students (59 Schools)

- Greater than or equal to 200 total black student enrollment with 1 or more high need flags* and English and math proficiency below the district average or
- Less than 200 and greater than or equal to 100 total Black student enrollment with 2 or more high need flags and English and math proficiency below the district average or

BSAP Group 2 Schools

9,465 students / 34,510 total students 28% of all Black students (57 Schools)

- Greater or equal to 100 total Black student enrollment with 0 or 1 high need flags*

BSAP Group 3 Schools

6,228 students / 34,510 total students 18% of all Black students (86 Schools)

- $100 > \text{total Black student enrollment} > 50$

* High Need Flags:

- Referral and suspension rates were greater than their percentage of enrollment at the school
- Greater than 10 percentage points more Black students disagreed with the school experience survey items than the District average
- Experienced more chronic absenteeism than the District average

Staffing Resources by School Group

Position	Group 1	Group 2
Pupil Services and Attendance Counselor (PSA) - Elementary	✓	✓
Academic Counselor - Secondary Only	✓	✓
Community Representative	✓	✓
School Climate Advocate	✓	✓ (secondary only)
Restorative Justice Teacher	✓	N/A
Psychiatric Social Worker	✓	N/A

BSAP Success Indicators

School Experience and Support

- Every student has an advocate.
- Increase access to mental and social-emotional health resources
- Increase favorable school experience survey responses
- Access to culturally responsive curriculum and pedagogy.
- Decrease discipline rates (arrests, suspensions, referrals)
- Elimination of policies and practices that contribute to school to prison pipeline.

Academic Achievement

- Graduation rate increase
- Attendance and chronic absenteeism rate decrease.
- Increase enrollment in Advanced Placement and honors courses.
- Increase proficiency in Math and ELA/English
- Increase number of students on track in A-G requirements.
- Increase number of students at or above benchmark in literacy skills.
- Decrease 1st time referrals for Special Education services.

Engagement

- Increase levels of parent and family engagement.
- Increase participation in extracurricular activities at school.
- Increase presence of community organizations on campus.

BSAP Key Performance Indicators (KPIs)

Board Goal	KPI	Metric	KPI Use		
			BSAP	Elementary	Secondary
	Chronic Absenteeism	Percent of students who miss more than 14 days of school in a school year	✓	✓	✓
	Foundational Literacy	Percent of students who are below/well-below on DIBELS Composite on MOY and EOY assessments	✓	✓	
✓	English Language Arts	Percent of students scoring 2 or more years below grade-level	✓	✓	✓
✓	Mathematics	Percent of students scoring 2 or more years below grade-level	✓	✓	✓
✓	Post-Secondary	Percent of senior cohort students who earn "C" or better in A-G courses	✓		✓
	GATE Identification	Percent of GATE Referrals/Identification for Black Students	✓	✓	
	Special Education Referrals (Black Students)	Percent of Black students being referred to special education	✓	✓	
✓	Social Emotional Learning	Percent of students who demonstrate growth in each of the social-emotional learning (SEL) competencies of growth mindset, self-efficacy, self-management, and social awareness	✓	✓	✓

Black Student Initiative Highlights



1. Black Scholars Enrolled in Honors Courses

Currently, 10,826 Honors courses are taken by Black students, an increase of 853 Honors courses from 22/23. (MyData)

2. Black Scholar Enrollment in AP Courses:

Black scholars in AP courses have risen from 18.5% in FY 22/23 to 20.6% this year, marking an 11% increase. (MyData)

3. GATE Identification of Black Scholars

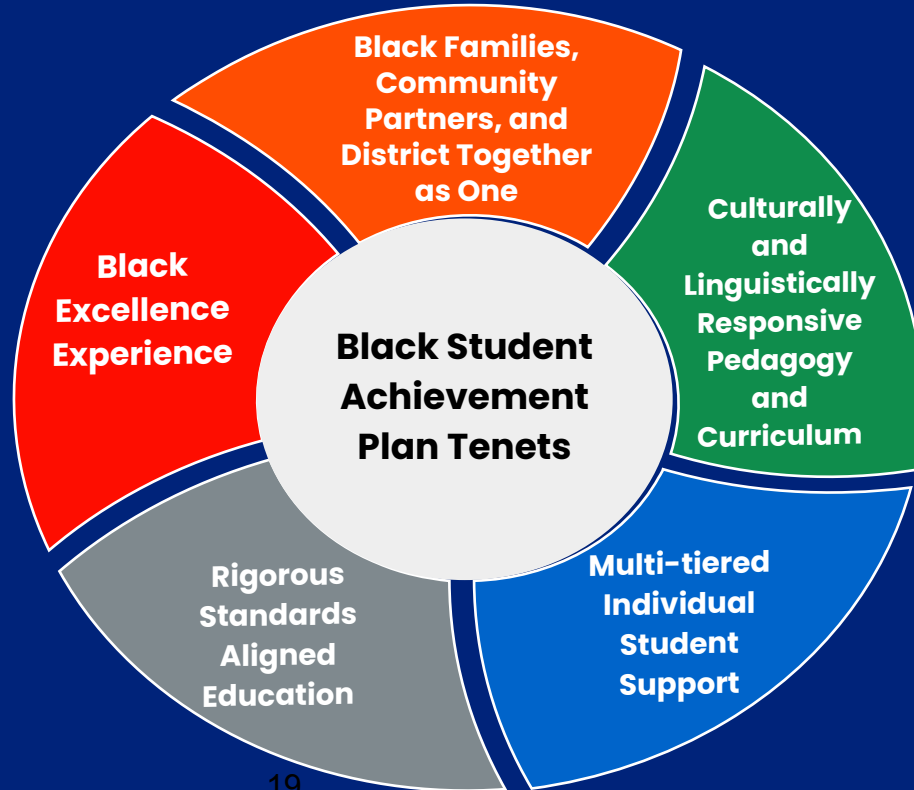
In FY 22/23, 1,000 more Black scholars were identified for GATE programs, marking a significant increase from the previous year (21/22). (Focus)

4. AP African American Studies Courses

One school piloted in 2022-2023 and 17 schools implemented the course for the 2023-2034 school year. (Focus)

BSAP Tenets

These five tenets have been established and represent BSAP critical areas of focus. Each tenet contains several strategies which are in alignment with the District's Strategic Plan.



Tenet A: Black Families, Community Partners as One



BSAP Family Days:

Region East: Dolores Huerta
Tuesday, November 28th
2pm – 5pm

Region South: Crenshaw High School
Saturday, December 16th
11am – 3pm

Region West: Los Angeles Center for
Enriched Studies
Saturday, April 20th
11am – 3pm

Region North: Cleveland High School
Saturday, May 11th
11am – 3pm

Tenet A: Black Families, Community Partners as One

Select Dashboard View

Black Student Achievement Plan ▾

Academic Achievement

School Experience and...

Engagement

Engagement

The Black Student Achievement Plan (BSAP) addresses the need for partnerships with community based organizations with proven track records of success within the Black community. The BSAP will increase levels of parent and family engagement, increase participation in extracurricular activities at school that are BSAP specific, and increase the presence of community organizations on campus.

46.0%

Parent and Family Engagement

Most Recent Year: 2022-2023

Prior Year

44.6%

1.4% ↗

67.7%

Participation in Extracurricular Activities at School

Most Recent Year: 2022-2023

Prior Year

60.5%

7.1% ↗

98.1%

Presence of Community Organizations On Campus

Most Recent Year: 2022-2023

Prior Year

52.8%

45.3% ↗

Parent and Family Engagement

Using data collected from a survey of parents of Black students in Group 1 and 2 BSAP schools, this indicator represents the percentage of parents who agreed with the following statement: "I attend Black Student Achievement (BSAP) events virtually at my child's school, like parent-teacher conferences, informational meetings, assemblies, and school performances."

Tenet A: Black Families, Community Partners as One

Select Dashboard View

Black Student Achievement Plan ▾

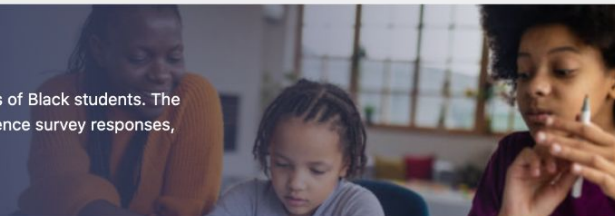
Academic Achievement

School Experience and...

Engagement

School Experience and Support

The Black Student Achievement Plan (BSAP) addresses the need for increased staffing support to address the academic and social-emotional needs of Black students. The BSAP will ensure every student has an advocate, increase access to mental and social-emotional health resources, increase favorable school experience survey responses, provide culturally responsive curriculum and pedagogy, and decrease discipline rates.



81.4%

Every Student Has An Advocate

Most Recent Year: 2022-2023

Prior Year

66.7%

14.7% ↗

60.9%

Access to Mental and Socio-emotional Health Resources

Most Recent Year: 2022-2023

Prior Year

40.9%

20.0% ↗

66.3%

Access to Culturally Responsive Curriculum and Pedagogy

Most Recent Year: 2022-2023

Prior Year

59.2%

7.0% ↗

65.9%

Parity in Feelings of Connectedness

Most Recent Year: 2022-2023

Prior Year

59.3%

6.6% ↗

59.0%

Parity in Feeling Bullied

Most Recent Year: 2022-2023

Prior Year

60.4%

-1.4% ↘

61.7%

Parity in Feelings of Safety

Most Recent Year: 2022-2023

Prior Year

55.8%

5.9% ↗

1.00%

Single Student Suspension Rate

Most Recent Year: 2022-2023

Prior Year

0.87%

0.13% ↗

745

Instructional Days Lost to Suspension

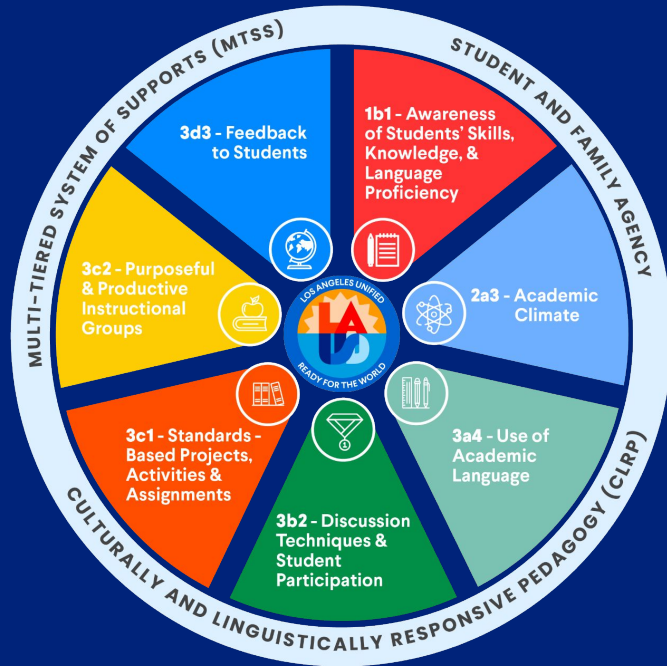
Most Recent Year: 2022-2023

Prior Year

595

25% ↗

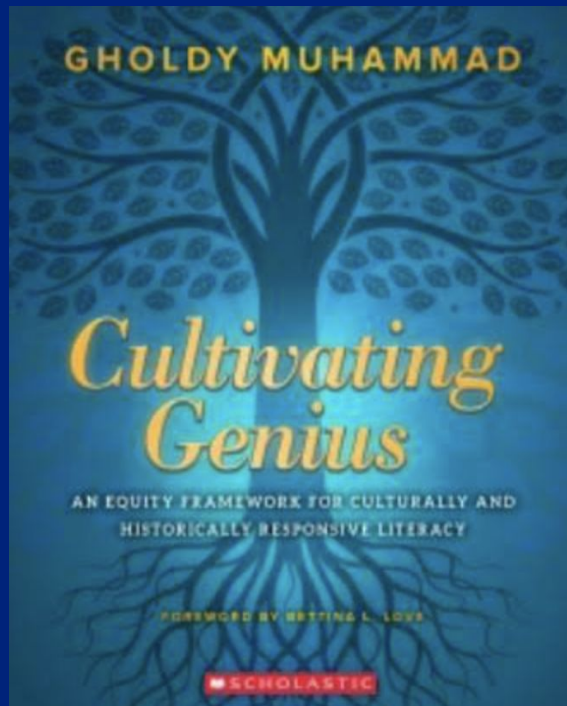
Tenet B: Culturally and Linguistically Responsive Pedagogy/Curriculum



There are 300 educators participating in monthly professional development from 9am-12pm on the following Saturdays:

- **October 21, 2023 – Gardena HS**
- **November 4, 2023 – Nobel MS**
- **January 27, 2024 – Crenshaw HS**
- **February 24, 2024 – Crenshaw HS**
- **March 2, 2024 – Armstrong MS**
- **April 27, 2024 – Crenshaw HS**
- **May 18, 2024 – Crenshaw HS**

Tenet B: Culturally and Linguistically Responsive Pedagogy/Curriculum



Black Student Achievement Plan
SATURDAY PROFESSIONAL DEVELOPMENT SERIES
 September 30, October 21, November 4 (Valley),
 January 27, February 24, March 2 (Valley), April 27, May 18
 9:00 AM -12:00 PM

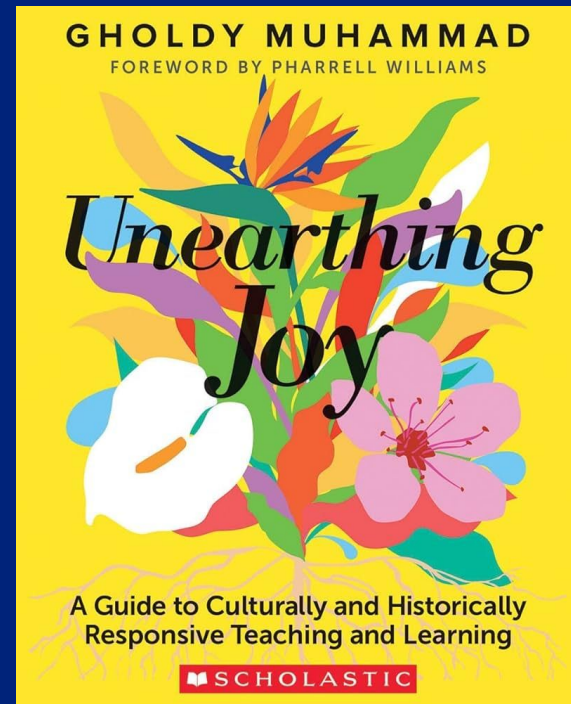
As part of LAUSD's commitment to deepening and strengthening teachers' understanding of culturally responsive pedagogy we invite you to participate in our Saturday Planning Institute. Participants will increase their knowledge of culturally responsive instructional practices and their ability to provide personalized student support. Participants will have time after the second session to integrate their learning into existing or developing CR units.
Participants must sign up for two 1 hour 20-minute sessions. Each session is limited to 30 participants.

<p>ASCD ASSOCIATION FOR SUPERVISION & CURRICULUM DEVELOPMENT Personalize instruction and understand the gradual release model of responsibility to accelerate student performance.</p>	<p>SESSION 1: 9:00-10:20 SESSION 2 10:40-12:00</p>
<p>BLACK STUDENT ACHIEVEMENT PLAN Culturally Responsive Pedagogy Incorporate Gholdy Muhammad's 5 tenets: Joy, Identity, Skill, Criticality, and Intellectualism. *Space is unlimited.</p>	<p>CARNEGIE LEARNING Equity and Access Explore how to teach culturally responsive, the importance of creating an environment that is equitable, accessible and understand the components of culturally relevant tasks and design.</p>
<p>CA ASSOCIATION OF AFRICAN-AMERICAN SPTS. & ADMIN. Educational Equity in Action! Identify targeted solutions and strategies to positively impact educational experiences and learning outcomes for African American students.</p>	<p>POWERFUL PUBLIC SCHOOLS Supporting the African American Learner Move from understanding the broader picture and context of what has shaped the experience of African American Learners to supporting the planning and implementation of practices.</p>
<p>POWER MY LEARNING Engaging Workshops that affirm the inherent value of relationships with families and learning that builds on connections to students' lived experiences.</p>	<p>SPOTIFY SOUNDTRAP Fostering Math & Music in the Classroom This is an engaging and interactive unit centered around grade level standards fostering a positive association of math and music. Teachers in Grades 3-5 only.</p>
<p>Teacher Created Materials Validate, Affirm, Build & Bridge Embrace diversity as an empowering tool for student success.</p>	

Location
Crenshaw High School
 5010 11th Ave, Los Angeles, CA 90043
 September 30, October 21, January 27, February 24, April 27, May 18
Nobel Middle School
 9950 Tampa Ave, Northridge, CA 91324
 November 4
Louis Armstrong Middle School
 5041 Sunnyslope Ave, Sherman Oaks, CA 91423
 March 2

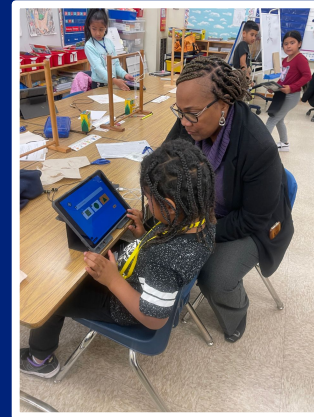
Register Now
<https://bit.ly/2324BSAPSaturdayPD>

Group 1, 2 & 3 Teachers are invited.
PARTICIPANTS WILL BE PAID X-TIME RATE
SCHOOLS ARE RESPONSIBLE FOR REPORTING TIME



Tenet C: Multi-Tiered Individual Support

- iReady Formative Assessment Analysis (PDSA Cycles)
- SEL Surveys/School Experience Survey
- Team Data Monitoring and Coordination of Support

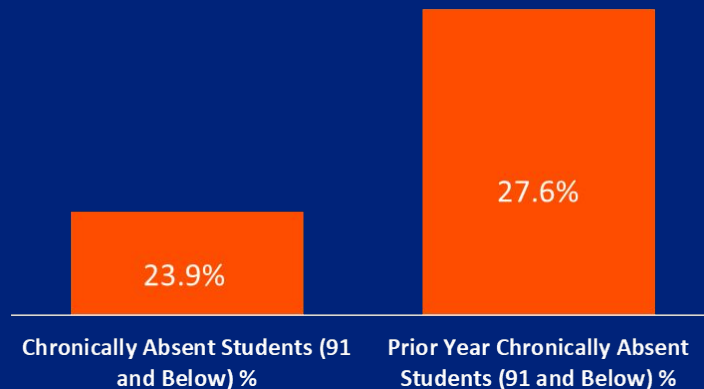


Tenet C: Multi-Tiered Individual Support Updates

iAttend 2.0

BSAP Team Members:

- Participate in students' home monthly visits.
- Create wrap around support for chronically absent students with daily check-ins during advisory and nutrition.
- Invite parents to learn more about the benefits of supporting a well rounded child and establishing a goal to be at school daily.



Source: Attendance Dashboard. Black students Districtwide as of 9/29/23.

Tenet C: Multi-Tiered Individual Support

BSAP Data Study & Action Plans: 5, 10, 15, 20, 25, 30 Week

Black Student Success Metric
Graduation Rate
English/ELA Proficiency
Mathematics Proficiency
DIBELS Proficiency
A-G Completion (UC & CSU Reqs)
Attendance – Chronic Absenteeism
Advanced Enrollment
Special Education Referral

Supports Secondary:

- Transcript Analysis
- FAFSA Support
- 8th Period Intervention for Secondary

Support K-12:

- Home Visits-Attendance
- Small group instruction in class
- Interventionist small group pull out
- After School and Saturday Academies

Tenet D: Rigorous Standards Aligned Curriculum

Classroom Observations: MyPGS



LAUSD My Professional Growth System

Home Informal Observation My Staff Evaluation Plans My Evaluation Plan Staff Roster Resources User Guides Certification Reporting Administration Help TNL Support

Teaching and Learning Framework - Non-Classroom Teachers on Monday, October 16 .

Prefill + Create PDF Delete Share

★ Ratings Evidence Session Details

Show All Show Focused

Teaching & Learning - Non-Classroom Teacher

STANDARD 1: PLANNING AND PREPARATION

STANDARD 2: CLASSROOM ENVIRONMENT

STANDARD 3: DELIVERY OF INSTRUCTION

STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES

STANDARD 5: PROFESSIONAL GROWTH

ETO High-Leverage Strategies and Supports

**Priority School
Impact Reviews**

**Plan-Do-Study-
Act (PDSA)
Cycles**

**Student
Intervention
Support**

**Culturally
Responsive
Pedagogy
(7 Unified Focus
Elements)**

**Professional
Development
(PD)/ETO TLF PD
Modules**

**Informal
Observations**

**Attendance Plan
Implementation
Support**

**iReady
Implementation
Monitoring**

**Core Curriculum
Implementation
Support**

Tenet E: Black Excellence Experience

HBCU Experience



LOS ANGELES UNIFIED SCHOOL DISTRICT
EDUCATIONAL TRANSFORMATION OFFICE (ETO)

HBCU TOUR

The HBCU Tours are designed to familiarize 11th grade students with Historically Black Colleges and Universities (HBCUs).



HBCU Tours will include:

- ✓ Guided Tours of Campuses
- ✓ R/T Transportation
- ✓ 3 Meals per Day
- ✓ Hotel Accommodations
- ✓ Cultural Excursions
- ✓ HBCU Swag Bag

All LAUSD High Schools are eligible to participate.

Participants must be Juniors in High School. Each school will be allocated 12 student spaces and 1 chaperone.

HBCU TOUR DATES:

2023

OCTOBER 9-11

NOVEMBER 6-8

OCTOBER 11-13

NOVEMBER 8-10

OCTOBER 16-18

NOVEMBER 13-15

OCTOBER 18-20

NOVEMBER 15-17

2024

MARCH 4-6

MARCH 6-8

MARCH 11-13

MARCH 13-15

MARCH 18-20

MARCH 20-22

APRIL 8-10

APRIL 10-12

APRIL 15-17

APRIL 17-19

APRIL 22-24

APRIL 24-26

PLEASE COMPLETE THE FORM TO SELECT AVAILABLE TOUR DATES:

Once form is received and dates are selected, a member from the BSAP HBCU Tour Team will reach out to you with next steps.

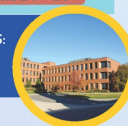
<https://bit.ly/LAUSDHBCUTOUR>

If you have any questions please contact:

Dr. Krishna Smith

TK-12 Instructional Coordinator

213-574-0281, Krishna.Smith@lausd.net



Tenet E: Black Excellence Experience

STEAM Enrichment



For information contact:
Kimberly Wright
kmw0987@lausd.net



BLACK STUDENT ACHIEVEMENT PLAN
Achievement Plan



Grades 4-12

Areas

- Learn the basic of coding
- Robotics
- Droning
- Hydrogen Cars
- E-Sports
- 3-D Printing



BLACK STUDENT ACHIEVEMENT PLAN
STEAM ENRICHMENT SERIES

Locations:

- Chatsworth HS
10027 Lurline Ave
Chatsworth, CA 91311
Dates: 11/4; 12/2; 1/27; 2/24; 3/9; 4/6
- Valley Oaks CES
9171 Telfair Ave
Sun Valley, CA 91352
Dates: 11/11; 1/20; 2/3; 2/10; 3/2; 3/16; 4/13

REGISTER NOW



BLACK STUDENT ACHIEVEMENT PLAN



STEAM CAMP



CODING WITH SCRATCH
The perfect introduction for a beginner. Scratch puts basic coding commands onto puzzle-piece-like shapes that click together onscreen, so there's no need to memorize or type unfamiliar terms.

Dates:
October 17th, 24th, & November 7th

CARDBOARD ARCADE
Explore the world of game design using cardboard to create your own arcade. Students will learn design thinking and engineering skills to build working arcade games out of cardboard and other upcycled materials and how to market their arcade to friends and family as "gametrepeneurs."

Dates:
October 10th

Open to Student Enrolled at (Grades 3-6)

- 54th Street School**
5501 Eileen Ave
Los Angeles 90043
- 95th Street School**
1109 W 96th St
Los Angeles, CA 90044
- Harrison Elementary School**
3529 City Terrace Dr
Los Angeles, CA 90063

STEAM CAMP
5 days of playful where the learning happens in playful interest stimulating the inventor in every child.

Dates:
November 14th, 28th
December 5th, 12th, & 19th

For information contact:
Michelle Bryant
mwill20@lausd.net

Tenet E: Black Excellence Experience

Pretty Brown Girls

Pretty Brown Girl–Pretty Brown Girl's mission is to educate and empower Black girls by encouraging self-acceptance while cultivating social, emotional & intellectual well-being. Pretty Brown Girl gives a voice and safe space for all Black girls to express themselves without the feeling of being judged. The 15-week in-person program, is designed to increase a positive attitude toward self and others by cultivating values including self-love, academic achievement, character building, community advocacy, and leadership. The goal is to show all Black girls their self-worth and educate them on their limitless possibilities

Bridge Builders Foundation

The educational focus is divided into three domains:

- Cognitive: acquisition of knowledge of information and skills
- Affective: knowledge of self
- Functional: knowledge of social terrain or manipulation of cognitive and affective knowledge for the advancement of self, community, and society

A strong emphasis is placed on Self-Esteem—Psychological, Sociological, and Cultural Awareness. This has resulted in increased positive behaviors, grades, and school attendance.



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Thank You



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Questions & Comments

LEADERSHIP IN EDUCATION

LOVING, SUPPORTING & EMPOWERING
BLACK AND BROWN BOYS



Centering Possibility in Education
Through an Asset-Based Lens

OVERVIEW & OBJECTIVES

01

Leadership Mindset

Viewing Black and Brown males through a **culturally responsive and culturally affirming pedagogy**

02

A Culture of Love

Creating a **climate of learning engagement** for Black and Brown males in your classroom and school

03

Educator Practice

Awareness of **foundational practices** that center relationships, cultural awareness, and student voice

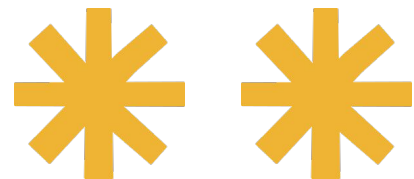
04

Educator Practice

Classroom **SEL implementation practices, authentic family engagement, and strategic community involvement** that center Black and Brown male voices and lived experiences



WHAT IS YOUR **PERSONAL WHY?** 37





THE WHY BEHIND OUR WORK

Unlocking the full potential of every student requires a commitment to centering their needs and aspirations in each facet of the education system.

Envisioning a world where a child's racial and cultural identity and unique learning path are strong contributors to their success in school and in life

Designing schools that meet the least well-served ensures that ALL students meet universal goals

INSTITUTIONAL
WHAT IS YOUR WHY? 38



METRO
NASHVILLE
PUBLIC
SCHOOLS

FOCUSED OUTCOMES

LITERACY

NUMERACY

TRANSITION
PREPARATION

(across grade tiers &
graduation ready)

SOCIAL & EMOTIONAL
LEARNING (SEL)

(attendance, discipline,
belonging, etc.)

39



THE CHALLENGE

- Deficit Mindsets
- Negative Data Trends Narrative
- Positioning All Black Boys as the Same
- A Pedagogical Approach of Love and Mutual Learning
- Political Landscape

NO BS (Bad Stats)

Black People
Need People Who
Believe in Black
People
Enough Not to
Believe
Every Bad Thing
They Hear about

BLACK PEOPLE

Ivory A. Toldson

BRILL | SENSE



"BEING Equity" Means That EACH Student MATTERS!

"Am I **WELCOME** here?"

"Do I **BELONG** here?"

"Am I **SOMEBODY** here?"

"Do you **SEE** me?"

"Do you **HEAR** me?"

"Do you **LIKE** me?"

"Do you **KNOW** me?"

"Do you **VALUE** me?"

"Do you **CARE** about me?"

"Do you **BELIEVE** in me?"

"Do you **EXPECT HIGHLY** of me?"

"Do you **APPRECIATE, RESPECT & UNDERSTAND MY
TRUTH?**"

"Do I **MATTER** to you?"



FIX INJUSTICE NOT kids



METRO
NASHVILLE
PUBLIC
SCHOOLS

7 Essential Areas for Teachers to Study About Black Boys



SOCIAL STRUCTURES THAT SHAPE STUDENTS' LIVES



DAY-TO-DAY PERSONAL INTERACTIONS



LANGUAGE/DIALECT



COGNITIVE PROCESSES



MOTIVATIONAL INFLUENCES



GOALS

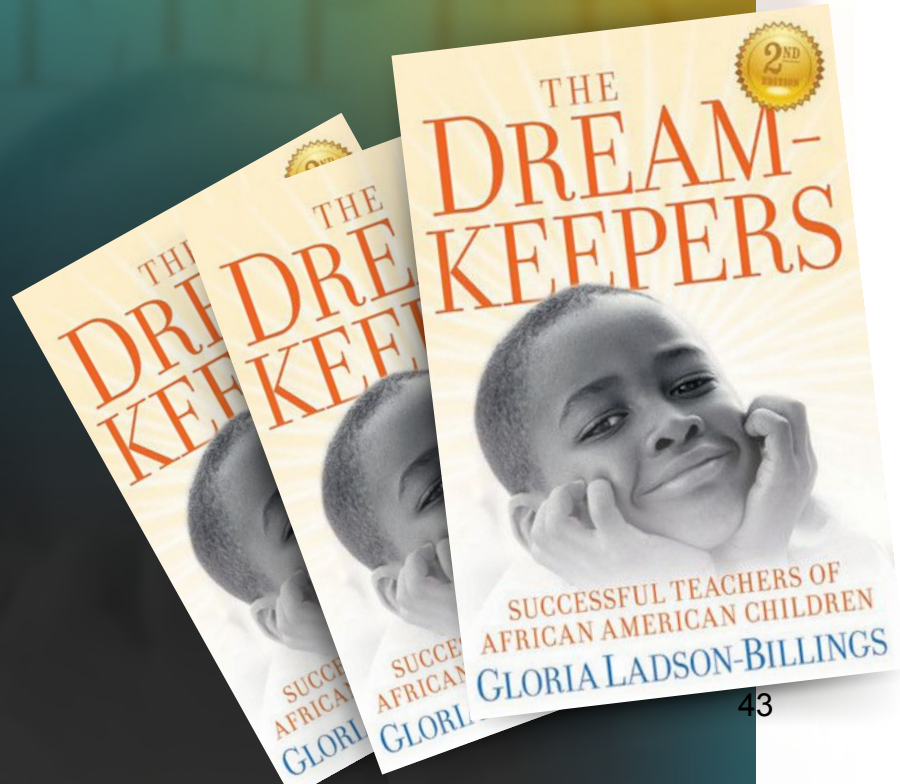


MEDIA INFLUENCES



**WHAT TEACHERS
MUST KNOW**

DREAM KEEPING



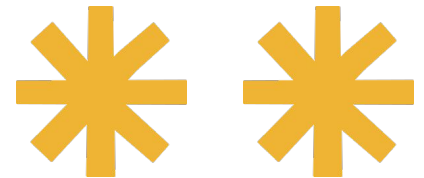
Culturally relevant teaching is about questioning (and preparing students to question) the structural inequality, the racism, and the injustice that exists in society. The teachers I studied work in opposition to the system that employs them.

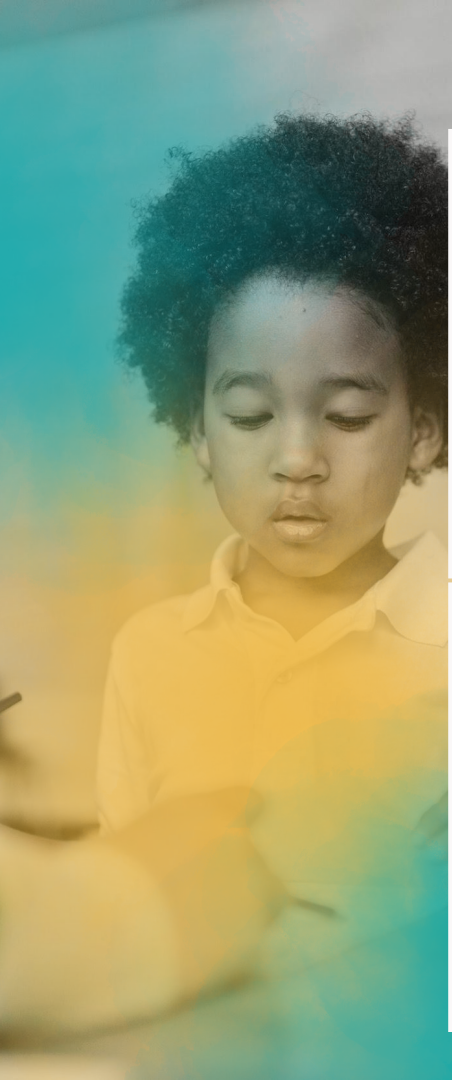


Students should be able to see mirror images of themselves in classrooms and curricula.

Black & Brown boys often only get windows.

**CULTURALLY AFFIRMING
ENVIRONMENT**





Strategy Pillar #1

- ★ ACADEMIC
ACHIEVEMENT

THE FOUNDATION: CULTURALLY RELEVANT PEDAGOGY

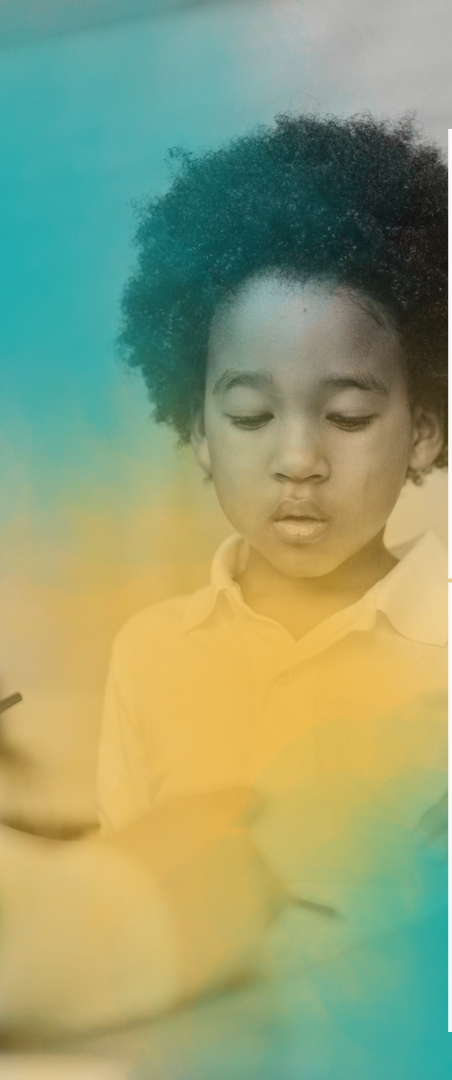


Strategy Pillar #2

- ★ CULTURAL COMPETENCE

Strategy Pillar #3

- ★ SOCIOPOLITICAL
CONSCIOUSNESS



Example #1

- ★ Freedom Schools

RESEARCHED HISTORICAL SUCCESS



Example #2

- ★ Independent Black Institutions (IBIs)

Example #3

- ★ African American Male Achievement Initiative, Oakland Public Schools.

A young person with dark skin and short hair, wearing a light-colored turtleneck sweater, is holding a pencil to their chin and looking upwards with a thoughtful expression. The background is a soft, out-of-focus light blue and green.

KEY DOMAINS FROM OUR DEI CULTURALLY REFLECTIVE TEACHER GUIDE

Pedagogy and Practice

Communicate with students, staff, families, and the community in linguistically and culturally responsive ways.

Learning Environment

Create safe, and culturally affirming learning environments where all dimensions of diversity are respected and all students are held to high expectations.

Family & Community Engagement

Create opportunities for authentic student, family, and community engagement by cultivating relationships beyond the classroom.

TRANSFORMATIVE SOCIAL & EMOTIONAL LEARNING (SEL)



Focuses on skills for individual success, interpersonal relations, and community building, as well as skills needed to ensure democratic, fair, inclusive communities.



Transformative SEL & Its Impact on Educational Equity



MENTAL & EMOTIONAL WELL-BEING



Embed Districtwide Trauma Informed
School Practices



Entrust Each Student with a
School-Based Navigator

Investments in People and Place:

- Advocacy Centers
- Peace Centers
- Restorative Specialist

PROACTIVE RESTORATIVE JUSTICE STANCE



MY BROTHER'S KEEPER



NASHVILLE



CASE STUDY 1

My Brother's Keeper Nashville





RISE READ & LEAD
READING MENTOR EVENT

MY BROTHER'S KEEPER
MBK
NASHVILLE

"CALLING ALL MEN"
Come out and read with STUDENTS
Breakfast will be Served

UPCOMING FALL DATES

- September 30th - Napier Elementary
- October 21st - Jones Paideia
- November 4th - Warner Arts Magnet
- November 18th - Napier Elementary
- November 30th - Jones Paideia
- December 2nd - Warner Arts Magnet
- December 9th - Napier Elementary

REGISTER TO VOLUNTEER AT WWW.MBKRISE930.EVENTBRITE.COM



MBK NASHVILLE PRESENTS

RISE READ & LEAD

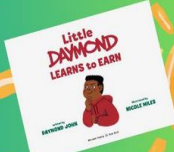

CALLING ALL MEN!
Come Out and Read with Students

FEATURING
AUTHOR & SHARK
DAYMOND JOHN

NAPIER ELEMENTARY
67 FAIRFIELD AVE

APRIL 12TH
9-10 AM

Register to Volunteer:
<https://mbkrise412.eventbrite.com>

The King In Me

Teaching our young boys that anything is possible through youth empowerment

Tom Joy Elementary

1:30p to 2:30pm

November 4, 2022

December 2, 2022

@BigK10
@Korpathy





FUNDED BY
**TN Safe
Schools Grant**

TIER

2

Students

18

**Week
Program**

60+

Schools



FOCUSES ON REDUCING
**Behavior Incidents,
Suspensions &
Chronic Absenteeism**



ENCOURAGES SUCCESSFUL
TRANSITION FROM

**Boyhood to
Manhood**

4TH-10TH

Grades



**Group
Sessions**



METRO
NASHVILLE
PUBLIC
SCHOOLS

CASE STUDY 2

Metro Schools Rites of Passage
Mentoring Program Nashville

INSIGHTS & LEADERSHIP STRATEGIES

- Lead for Equity & Access
- Strategize Change & Continuous Improvement
- Focus on Instruction
- Cultivate Community Care & Engagement





YOUR LEADERSHIP MATTERS

IDENTITY Who am I as a leader?

PRESENCE What do I represent as a leader?

IMPACT What is my influence as a leader?

MISSION What is my "what" as a leader?

PURPOSE What is my "why" as a leader?

VISION What is my "where" as a leader?

VALUE What is my worth as a leader?

MNPS KEY DRIVERS

TOWARD SYSTEMIC CHANGE FOR BLACK BOYS

INTERMEDIATE OUTCOMES

Transform the education system & culture...

CULTURALLY RELEVANT CURRICULUM & PEDAGOGY

COMMUNITY & FAMILY ENGAGEMENT

BLACK MALE TEACHERS

NARRATIVE

YOUTH VOICE & LEADERSHIP

POLICY

LONG-TERM OUTCOMES

To empower boys to attain:



ACADEMIC ACHIEVEMENT

SENSE OF BELONGING

INCREASED SELF-EFFICACY

POSITIVE CULTURAL IDENTITY

COLLECTIVE RESPONSIBILITY

ULTIMATE IMPACT


Primary:

Internalize and lead from their sense of brilliance and beauty, and express their innate greatness

Additional:

All students benefit from having an improved educational system & culture

EMPOWERING BLACK BOYS



★ **Talk With
Black and
Brown Boys
About Their
Experiences**



★ **Create a
Classroom
Culture
Inclusive of
Black and
Brown Boys**

★ **Show
Interest in
Their
Community**

★ **Amplify Their
Voices**



IMPLEMENTING CHANGE

→ **ONGOING
PROFESSIONAL
DEVELOPMENT**

→ **MNPS LEADERSHIP
PLAYBOOK**

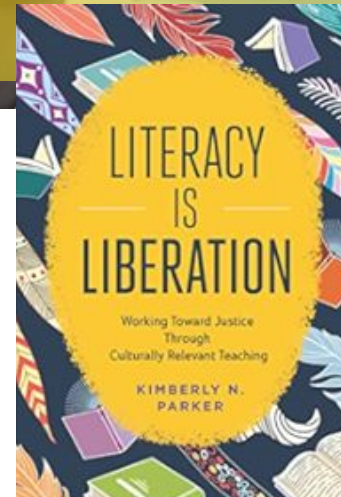
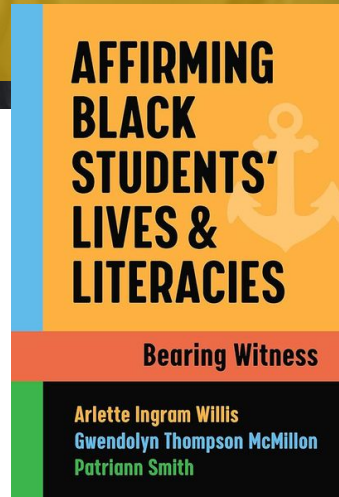
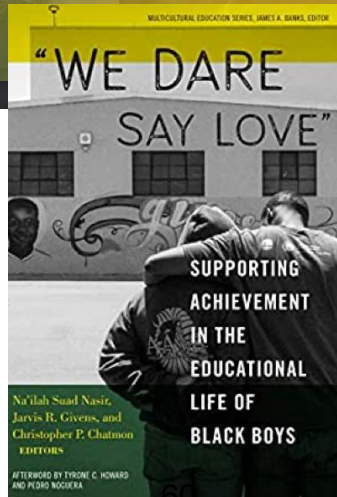
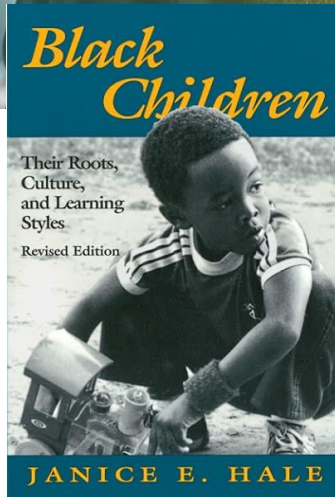
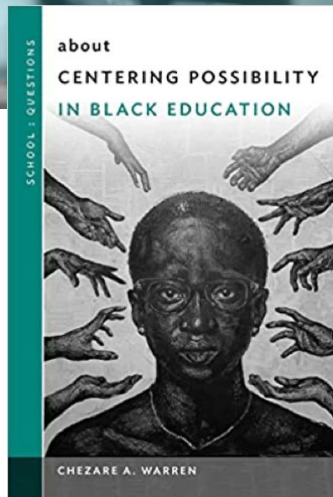
→ **MNPS EQUITY
ROADMAP**



EXPAND YOUR KNOWLEDGE

➤ SUGGESTED READINGS, WEBSITES & TRAINING

BLACK-LED RESEARCH & SCHOLARSHIP





KEY TAKEAWAYS



→ **Black Boys & Their Families Don't Need to be Fixed. Our Systems Do.**

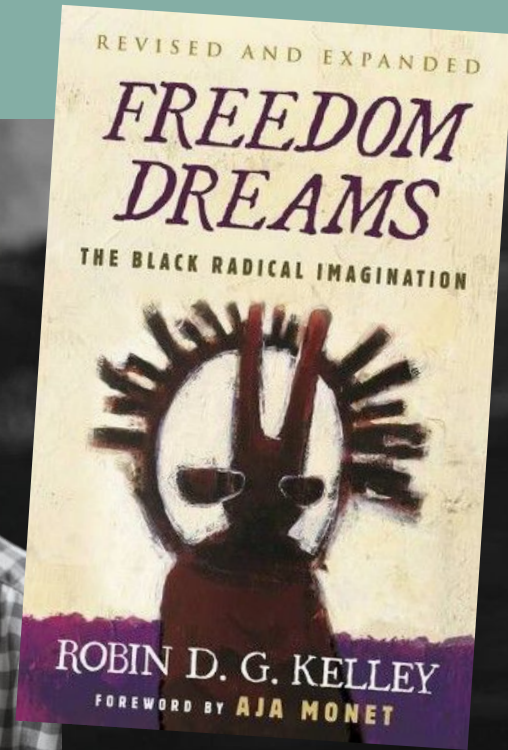
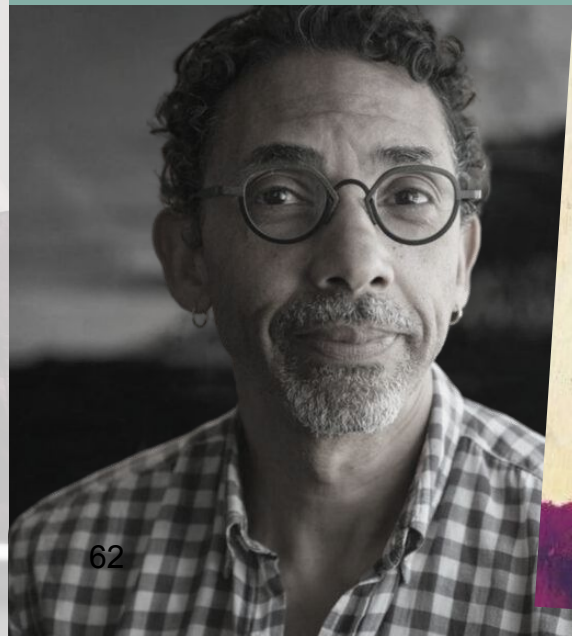
→ **Culturally Responsive & Affirming Leaders, Educators, and Classrooms are Essential.**

→ **Black Boys Need to be Seen, Heard, Valued, Affirmed, and Loved Continuously.**



FREEDOM DREAMING

FOR BLACK & BROWN BOYS



THANK YOU

ASHFORD HUGHES, SR.

EXECUTIVE OFFICER FOR DIVERSITY, EQUITY & INCLUSION



METRO
NASHVILLE
PUBLIC
SCHOOLS

“Fix INJUSTICE not KIDS”



PERFORMANCE UPDATE

Task Forces on Black and Hispanic Young Males and Females Performance Update



Council of the Great City Schools

Research Department
October 2023



Data Sources

- Council of Great City Schools, Academic Key Performance Indicators 2019–2022
- National Assessment of Educational Progress (NAEP)
 - 2002-2022 Reading Assessments
 - 2003-2022 Mathematics Assessments



Black and Hispanic Female Students



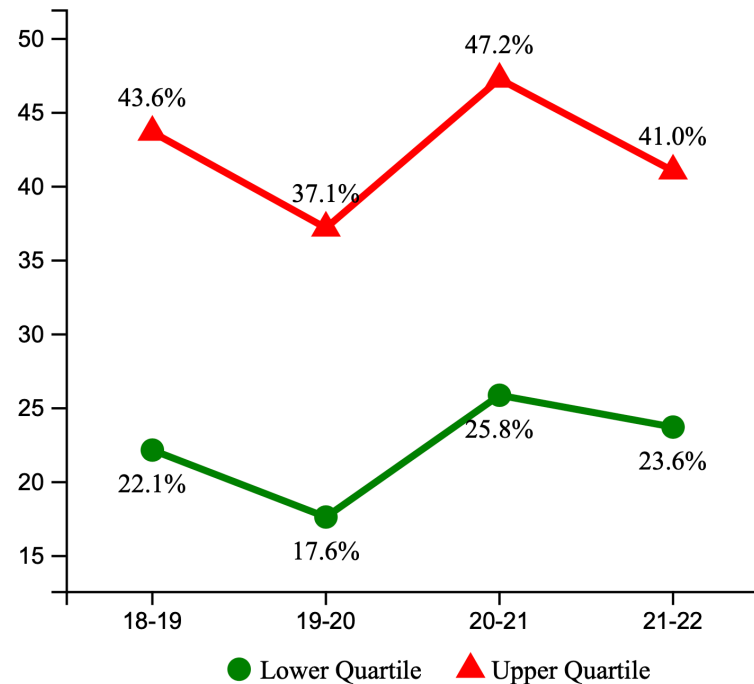
CGCS KPI Data: 2019-2022

Ninth Grade Course Failures

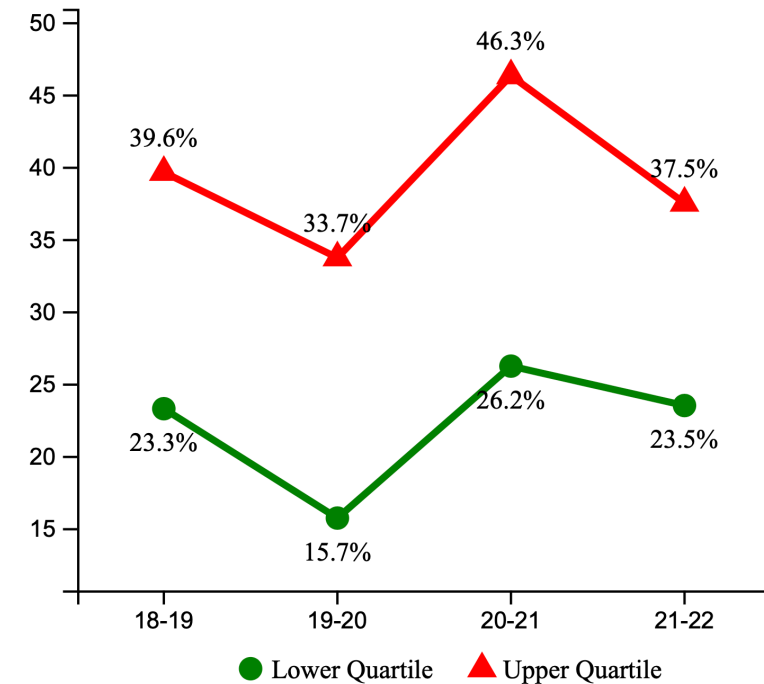
Black and Hispanic Females



Black Female Ninth Grade Course Failures by Quartile, 2018-19 to 2021-22



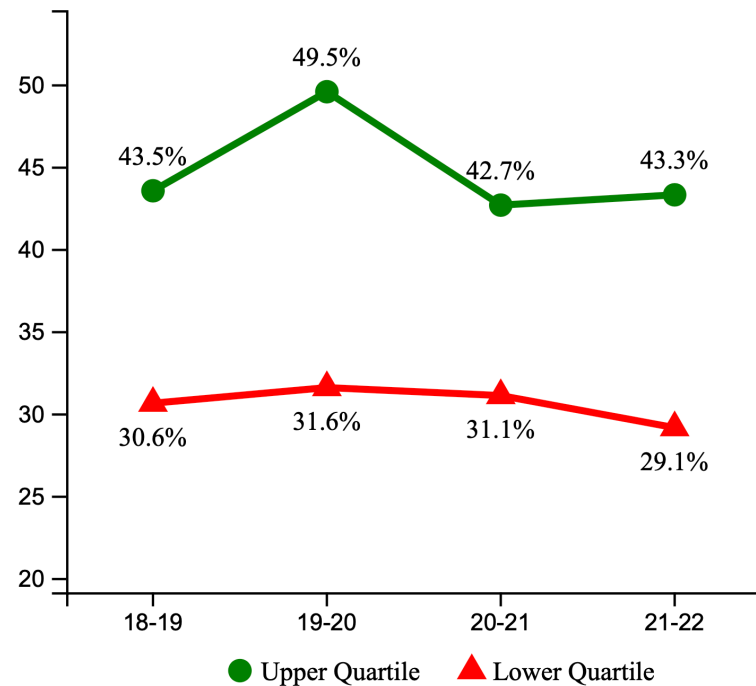
Hispanic Female Ninth Grade Course Failures by Quartile, 2018-19 to 2021-22



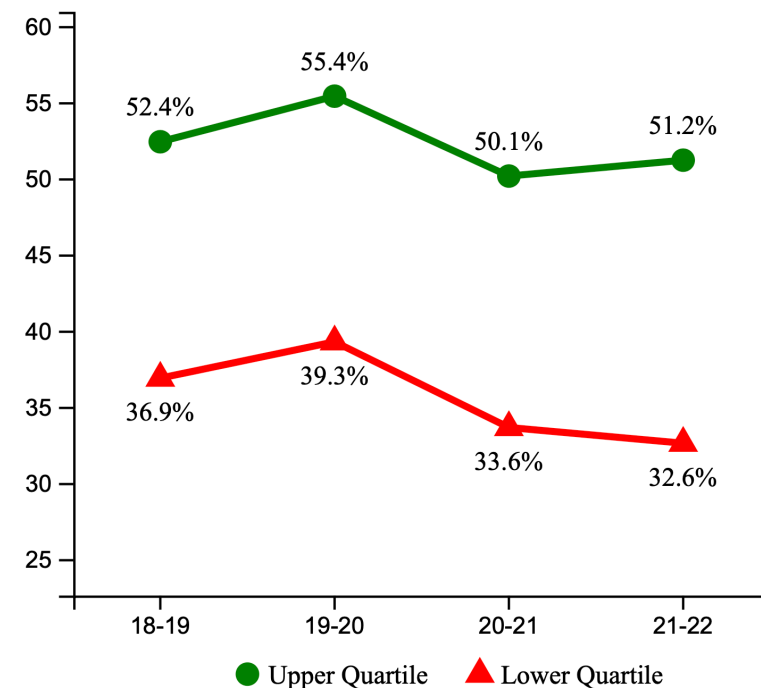
Ninth Grade Students with a “B” Average or Better Black and Hispanic Females



Black Female Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2018-19 to 2021-22



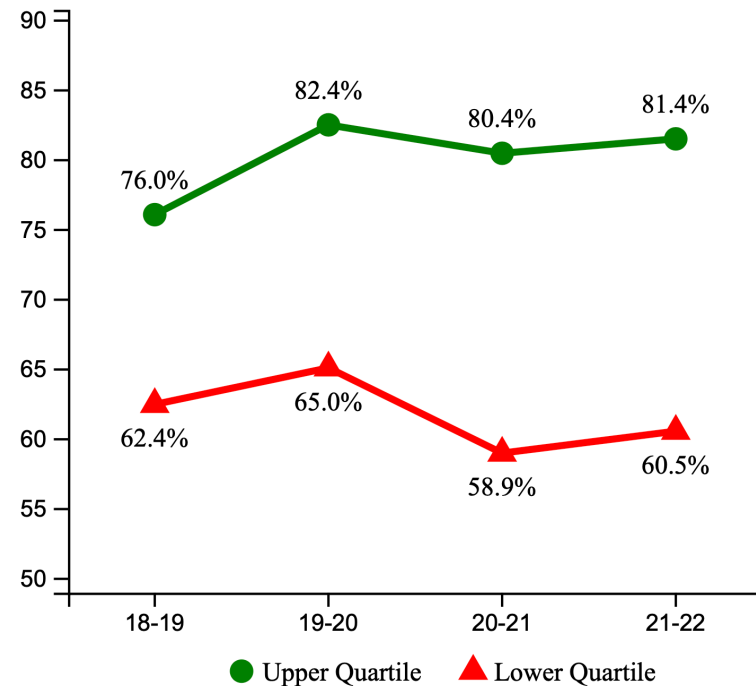
Hispanic Female Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2018-19 to 2021-22



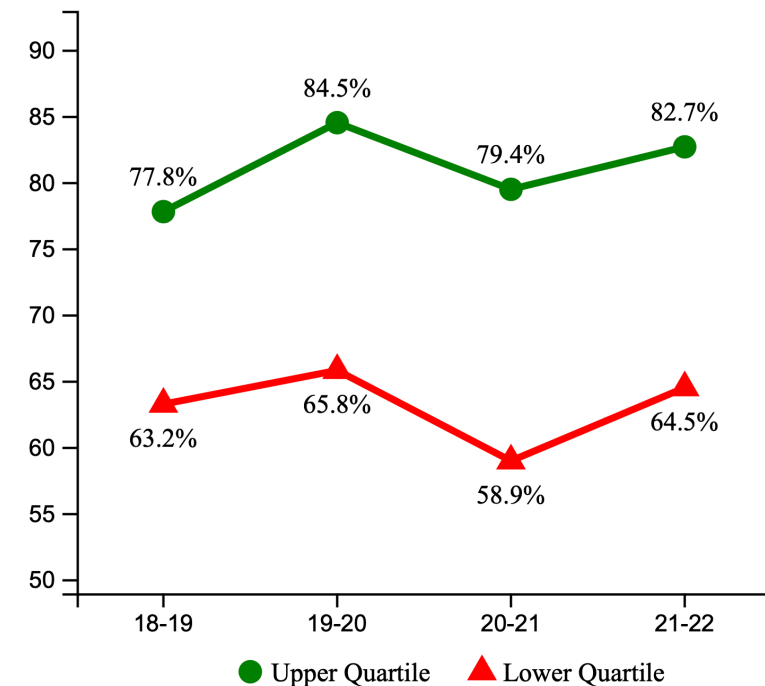
Algebra I/Integrated Math Completion Rates

Black and Hispanic Females

Black Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade by Quartile, 2018-19 to 2021-22



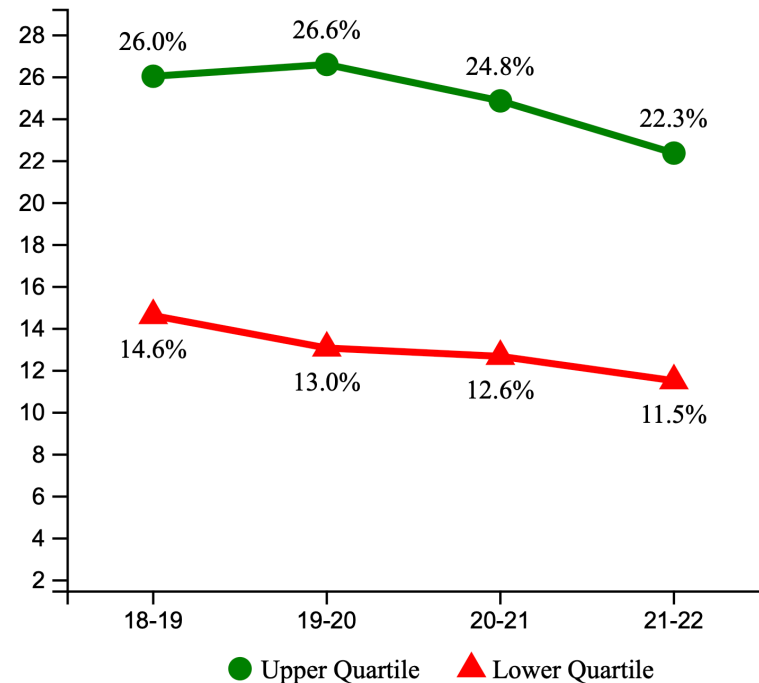
Hispanic Females Who Completed Algebra I/Integrated Math by the End of Ninth Grade by Quartile, 2018-19 to 2021-22



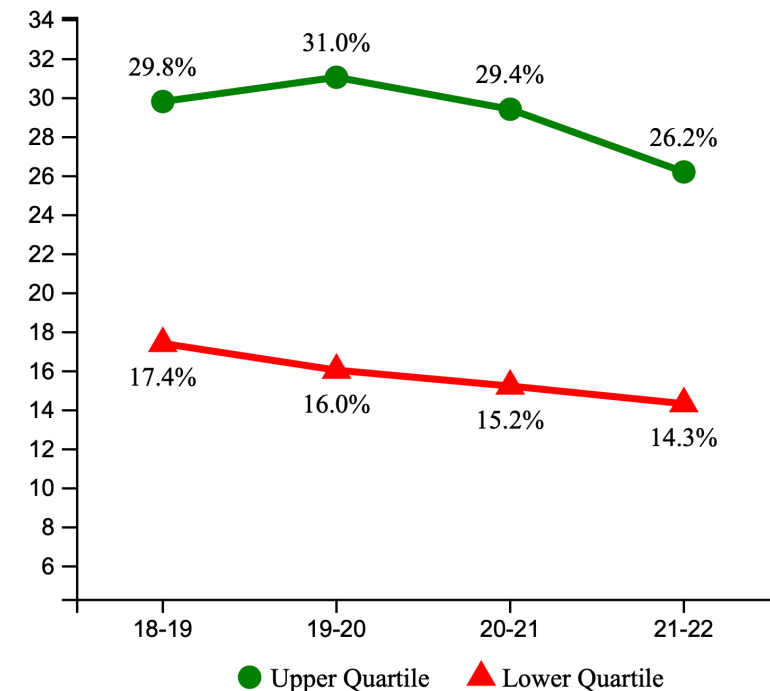
Students Who Took One or More AP Courses

Black and Hispanic Females

Black Female Secondary Students Who Took One or More AP Courses by Quartile, 2018-19 to 2021-22



Hispanic Female Secondary Students Who Took One or More AP Courses by Quartile, 2018-19 to 2021-22

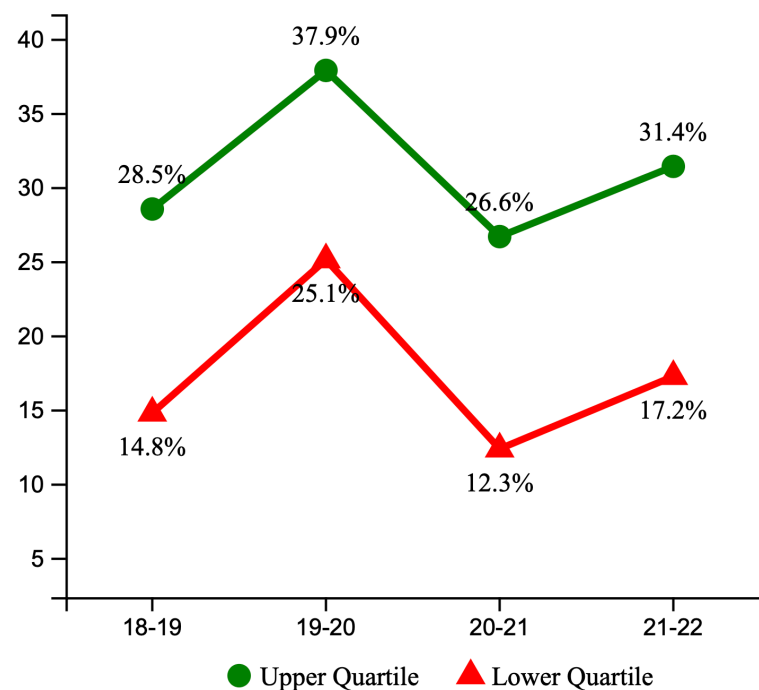


AP Exam Passing Rates

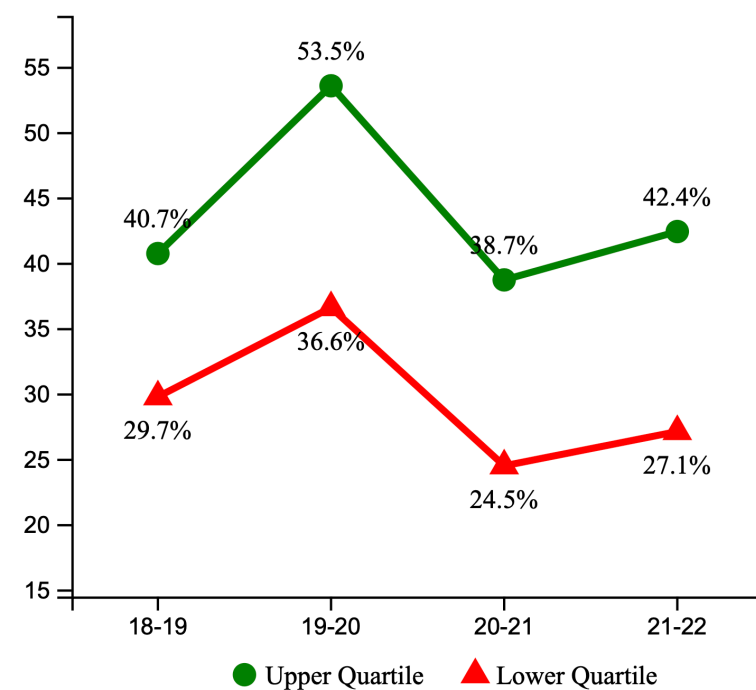
Black and Hispanic Females



*Trends in All AP Exam Scores That Were Three or Higher by **Black Female** Students, 2018-19 to 2021-22*



*Trends in All AP Exam Scores That Were Three or Higher by **Hispanic Female** Students, 2018-19 to 2021-22*

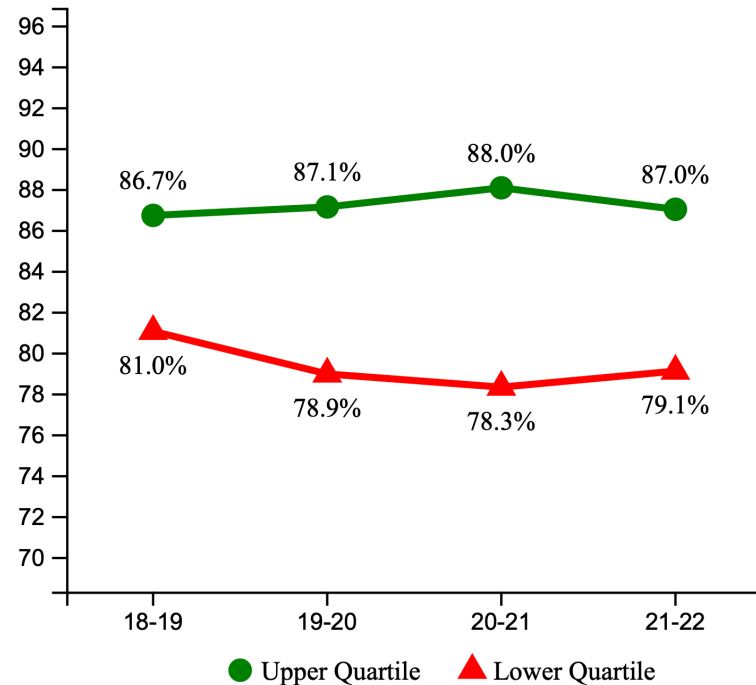


Cohort Graduation Rates

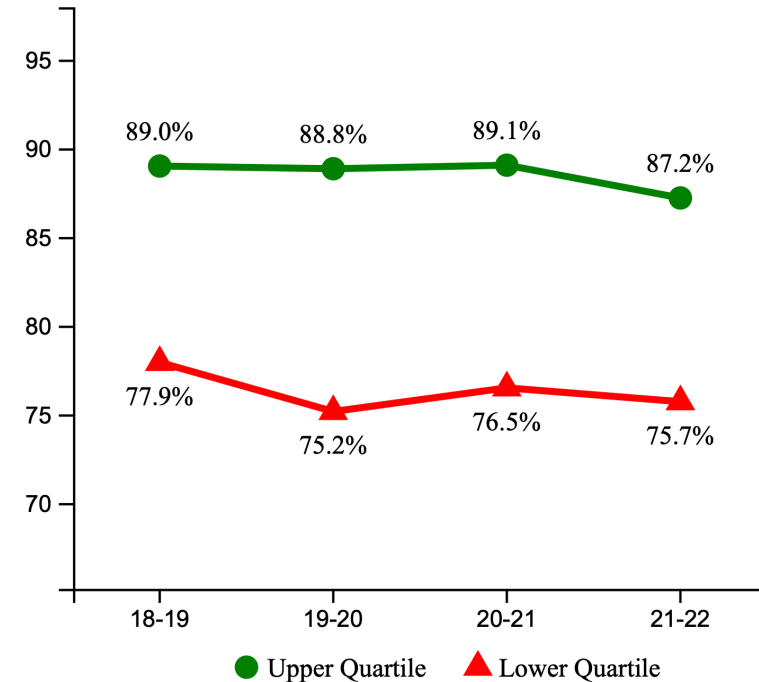
Black and Hispanic Females



*Four-Year Cohort Graduation Rates for
Black Females by Quartiles,
2018-19 to 2021-22*



*Four-Year Cohort Graduation Rates for
Hispanic Females by Quartiles,
2018-19 to 2021-22*

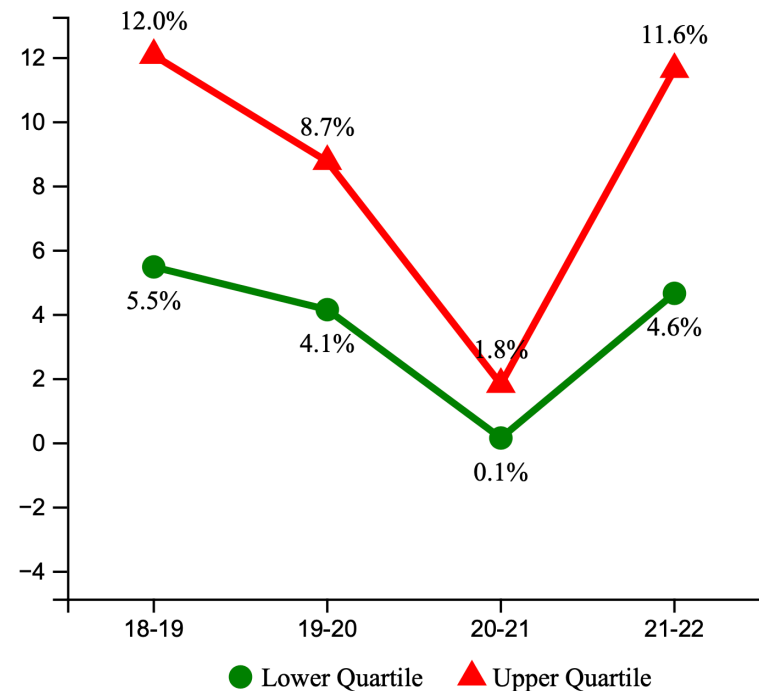


Out of School Suspensions

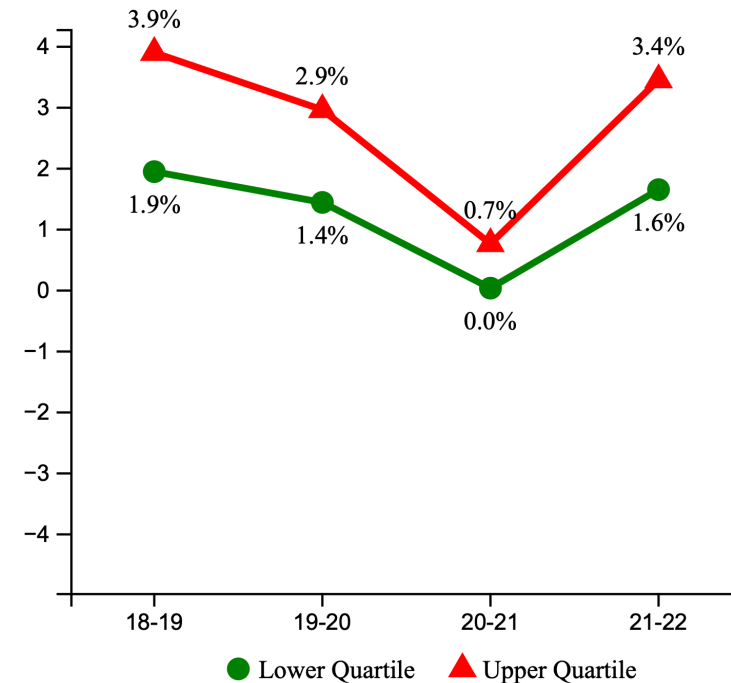
Black and Hispanic Females



*Out-of-School Suspensions Among
Black Females by Quartile,
2018-19 to 2021-22*



*Out-of-School Suspensions Among
Hispanic Females by Quartile,
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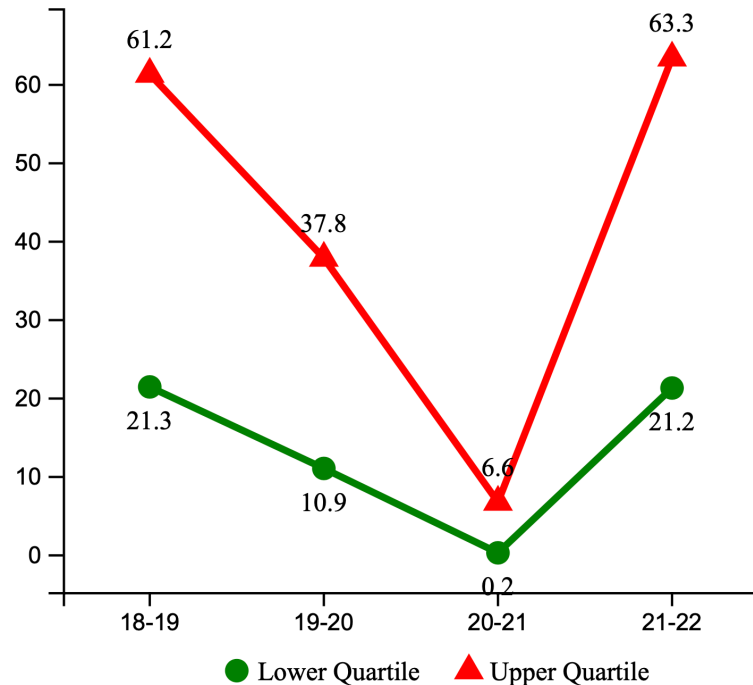


Lost Instructional Days

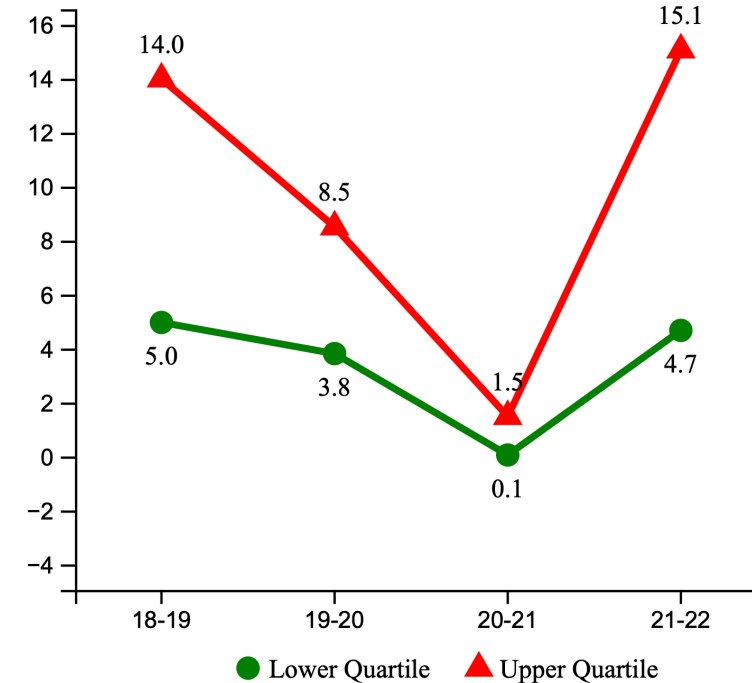
Black and Hispanic Females



Number of Instructional Days Missed Due to Out-of-School Suspensions per 100
Black Female Students, 2018-19 to 2021-22



Number of Instructional Days Missed Due to Out-of-School Suspensions per 100
Hispanic Female Students, 2018-19 to 2021-22





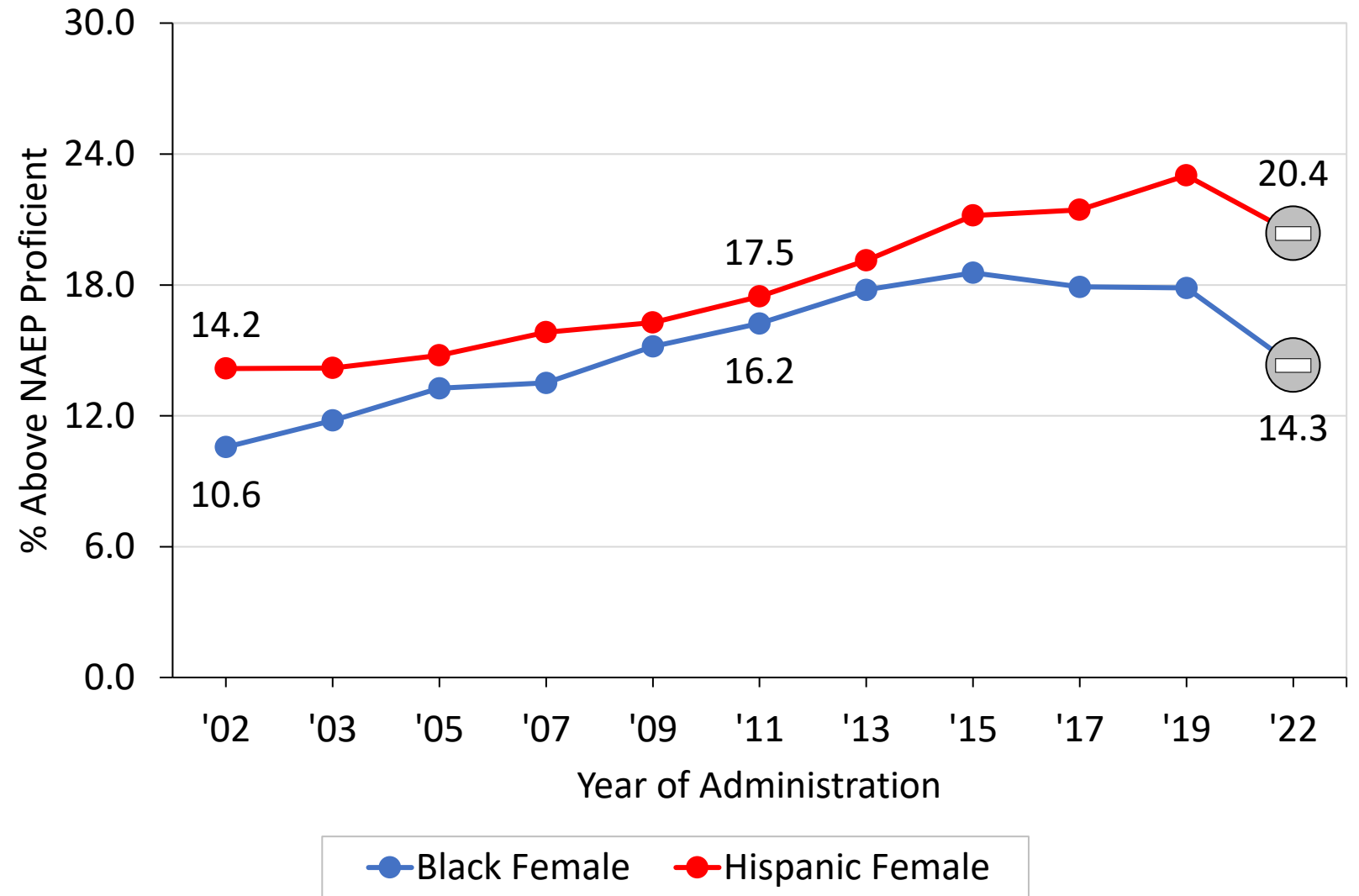
NAEP Trend Data: 2002-2022




NAEP Fourth Grade Reading Performance

Black & Hispanic Females

Large City



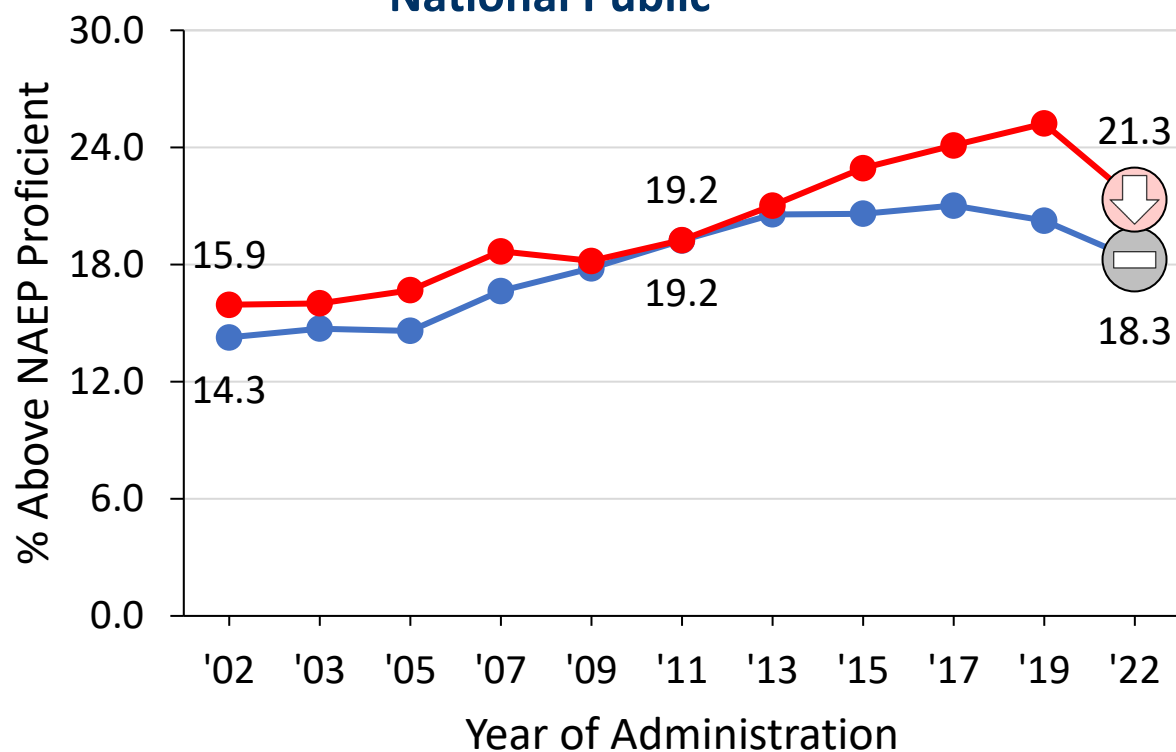
 No significant change in proficiency rate from 2019 to 2022.

NAEP Fourth Grade Reading Performance

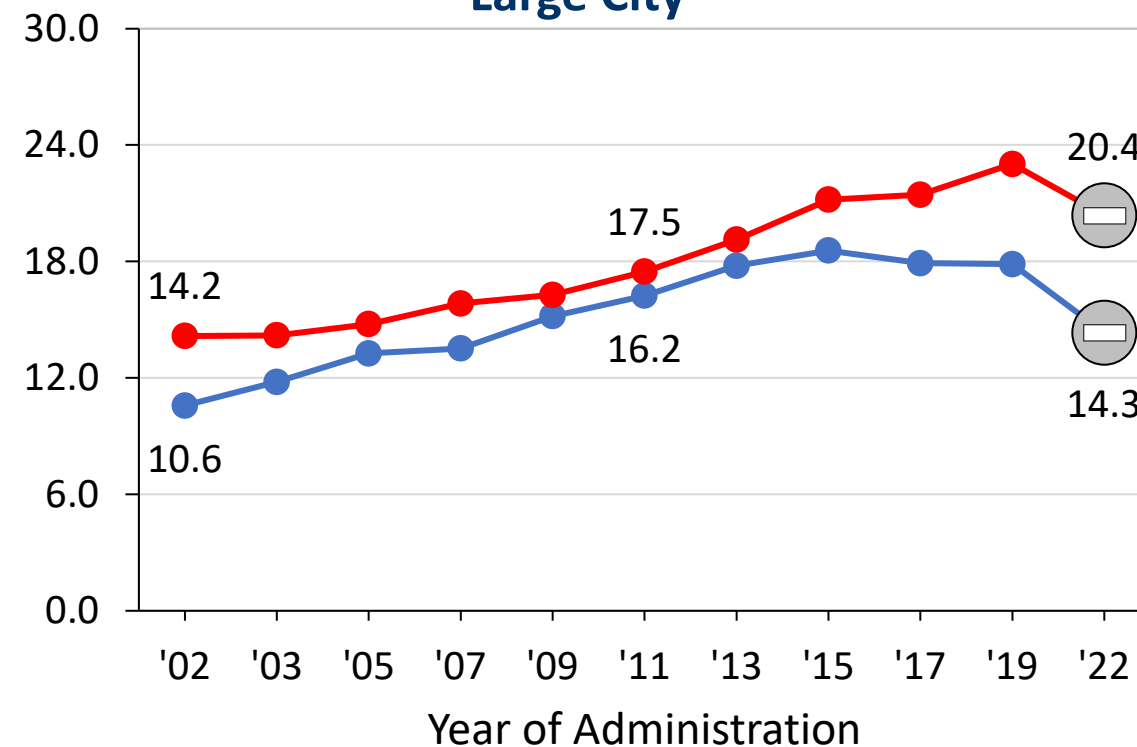
Black and Hispanic Females National Public vs. Large City



National Public



Large City



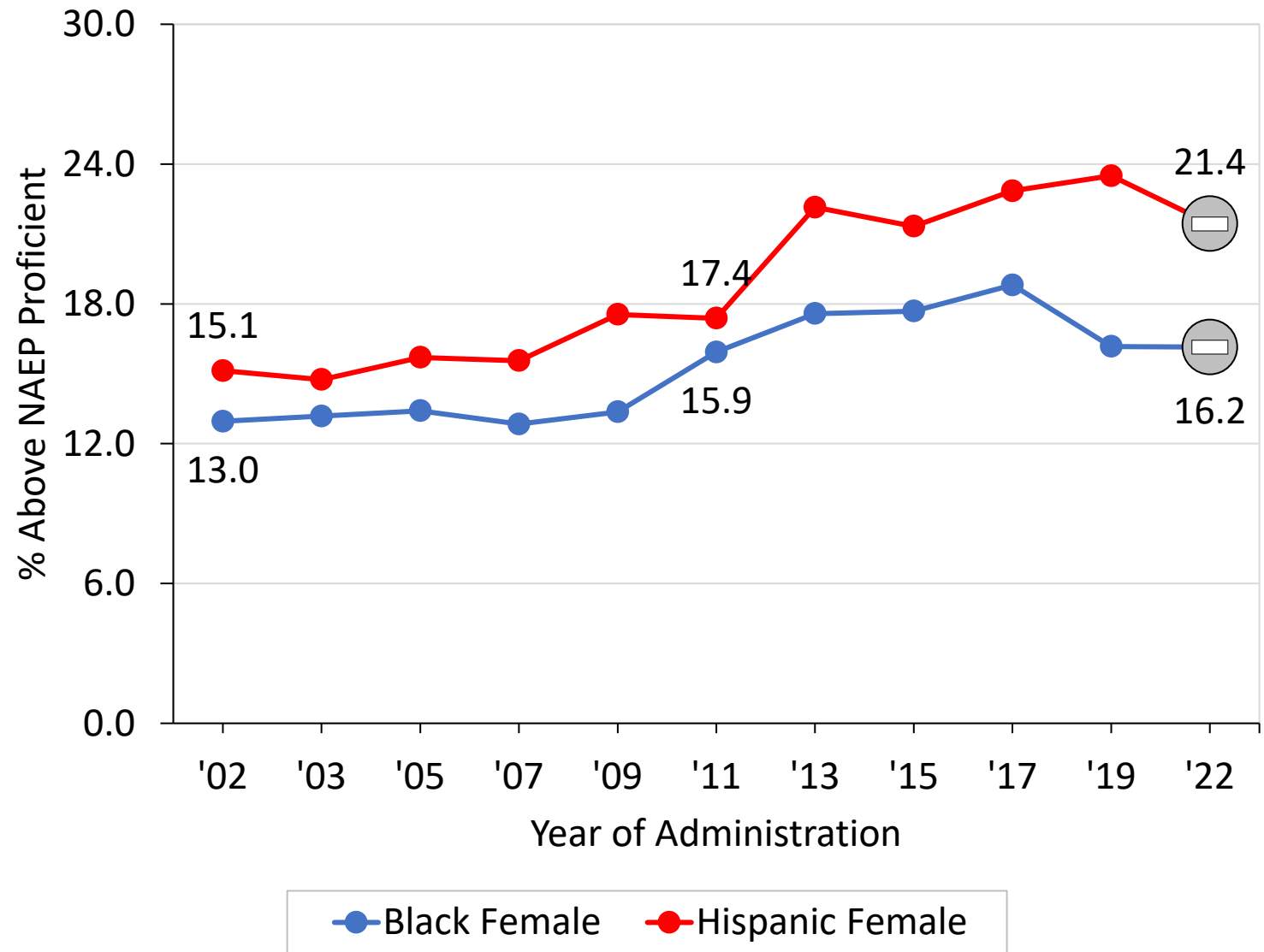
No significant change in proficiency rate from 2019 to 2022.
 Significant decrease in proficiency rate from 2019 to 2022.




NAEP Eighth Grade Reading Performance

Black & Hispanic Females

Large City

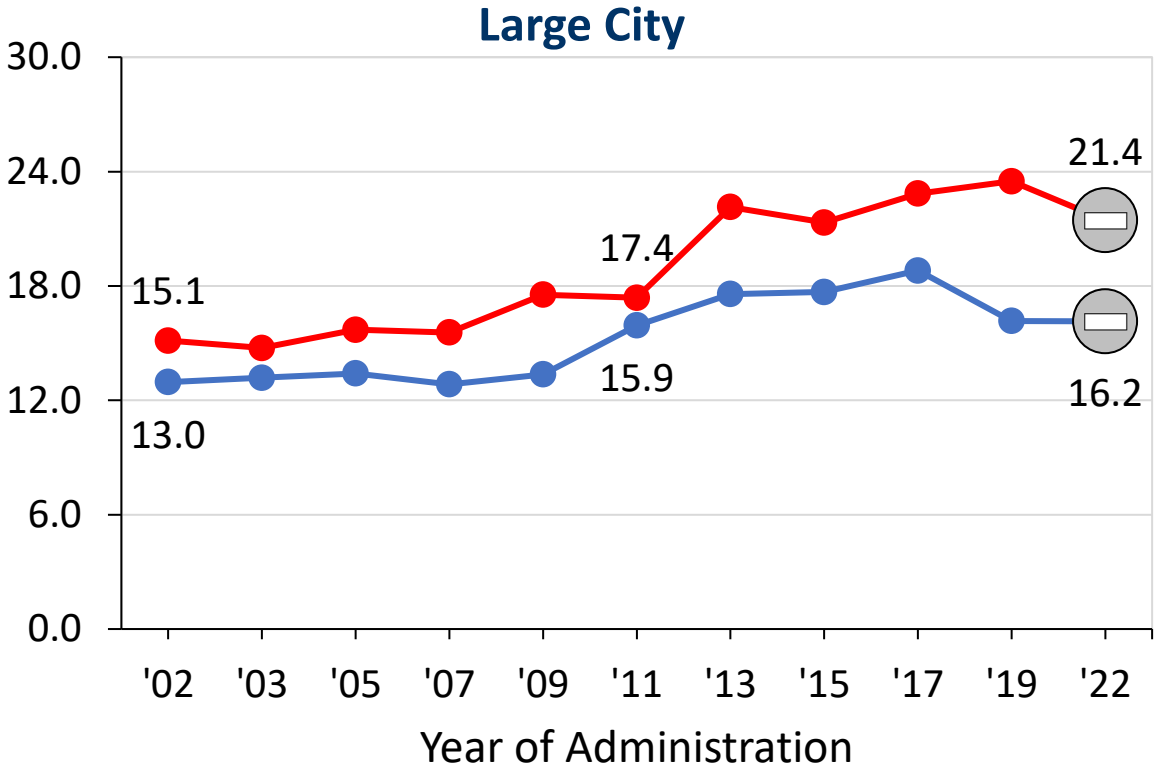
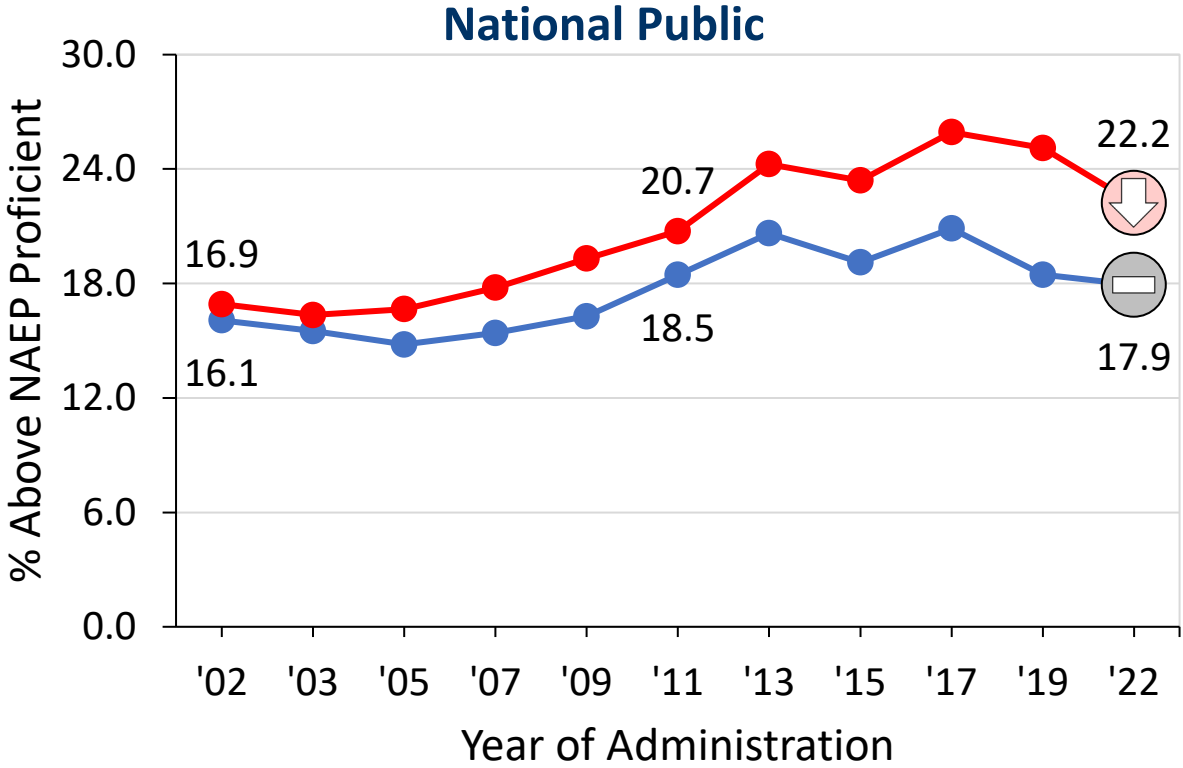


 No significant change in proficiency rate from 2019 to 2022.

NAEP Eighth Grade Reading Performance

Black and Hispanic Females

National Public vs. Large City



No significant change in proficiency rate from 2019 to 2022.

Significant decrease in proficiency rate from 2019 to 2022.⁸¹

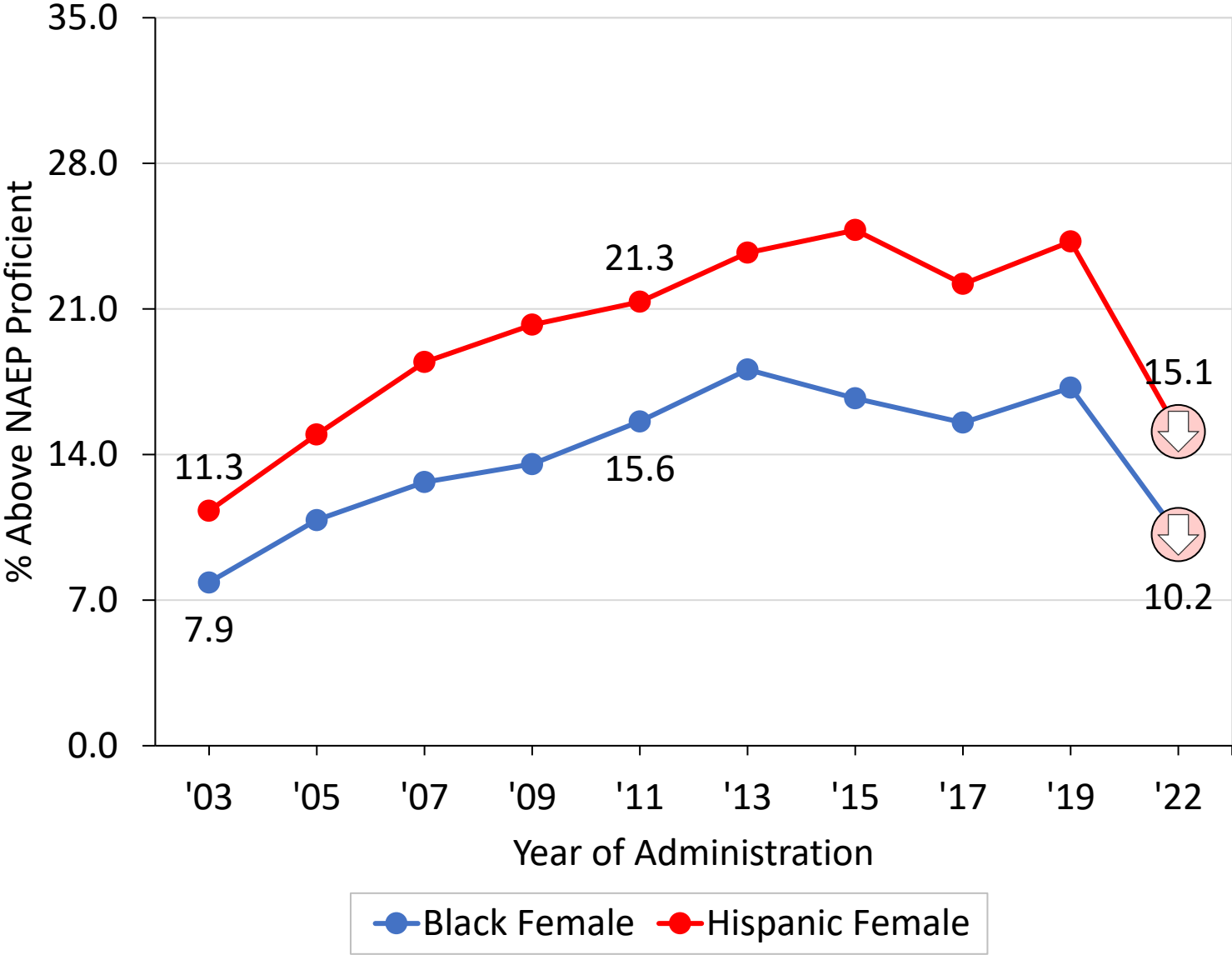
● Black Female ● Hispanic Female




NAEP Fourth Grade Mathematics Performance

Black & Hispanic
Females

Large City



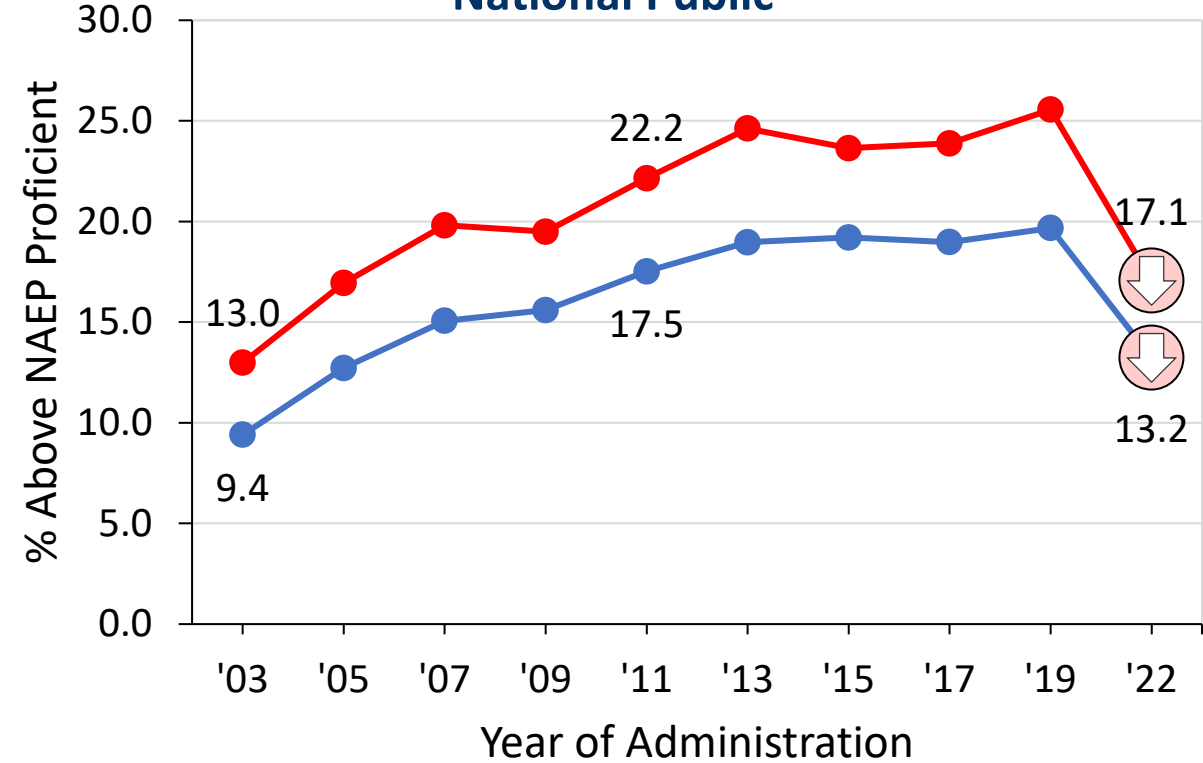
 Significant decrease in proficiency rate from 2019 to 2022.

NAEP Fourth Grade Mathematics Performance

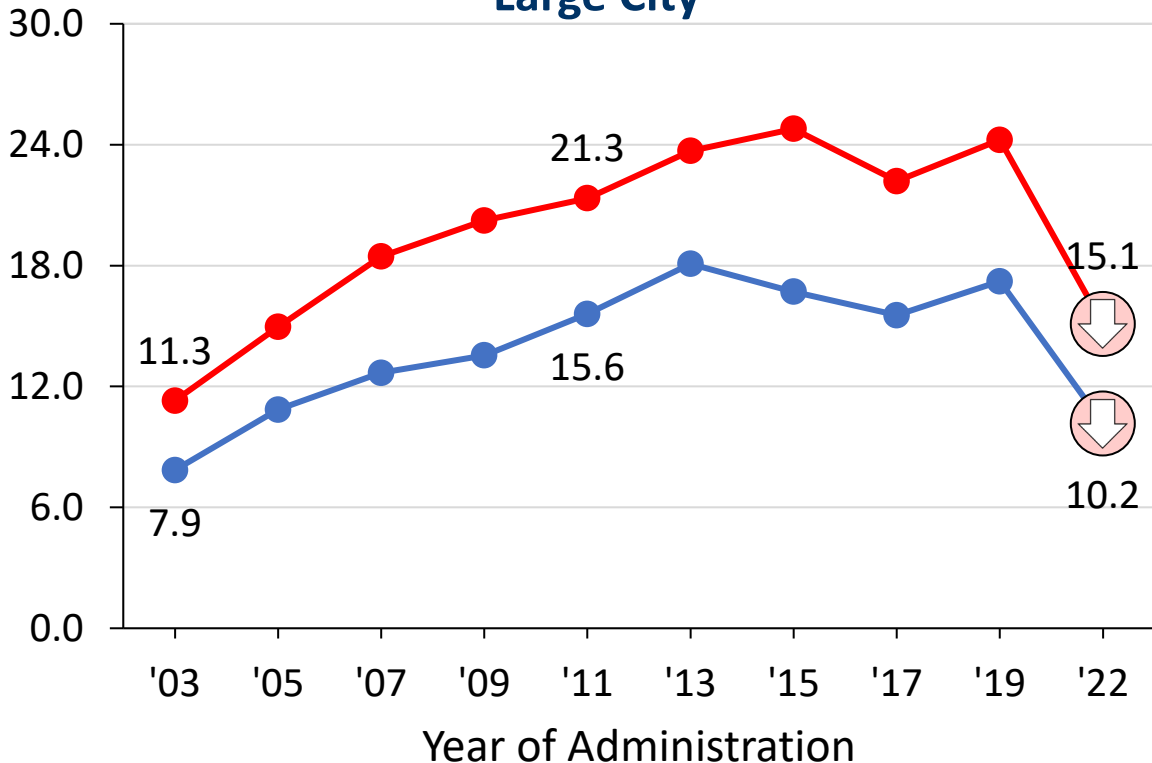
Black and Hispanic Females National Public vs. Large City



National Public



Large City



Significant decrease in proficiency rate from 2019 to 2022. ⁸³

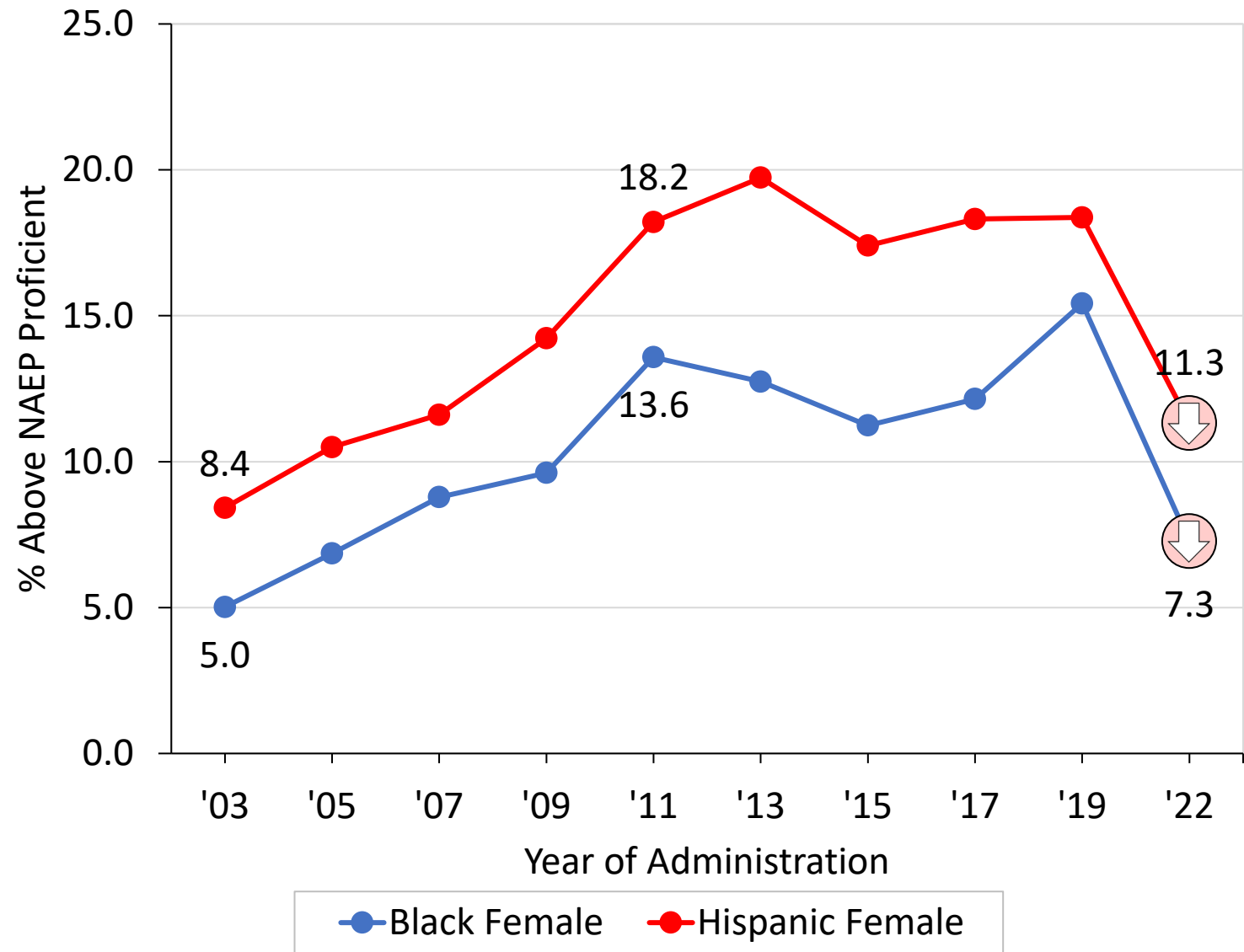
● Black Female ● Hispanic Female



NAEP Eighth Grade Mathematics Performance

Black & Hispanic Females

Large City



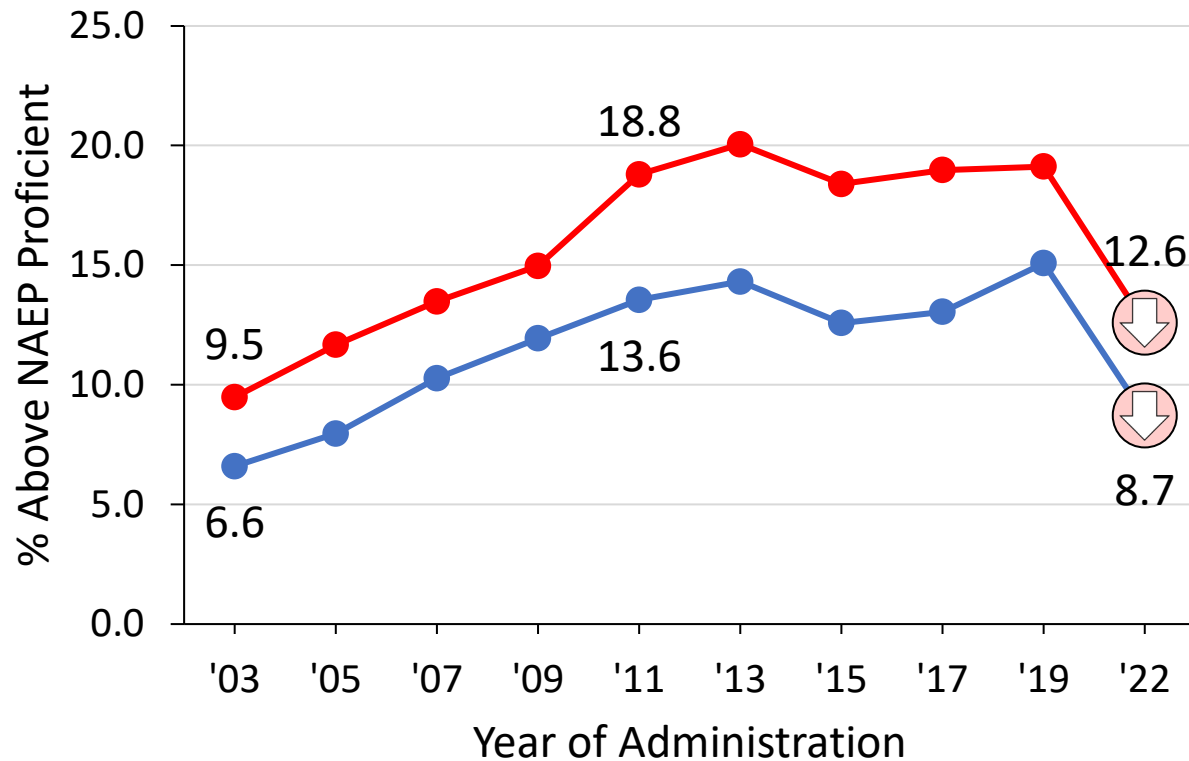
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NAEP Eighth Grade Mathematics Performance

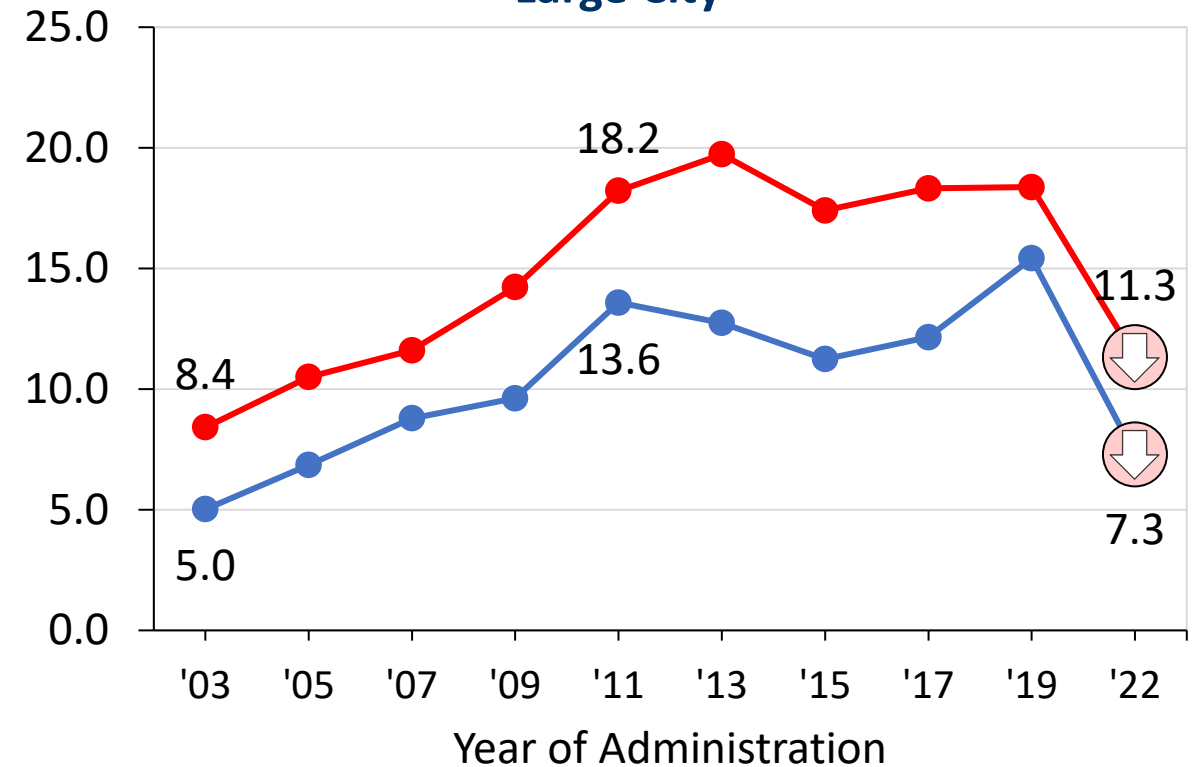
Black and Hispanic Females National Public vs. Large City




National Public



Large City



 Significant decrease in proficiency rate from 2019 to 2022. ⁸⁵

● Black Female ● Hispanic Female



Black and Hispanic Male Students



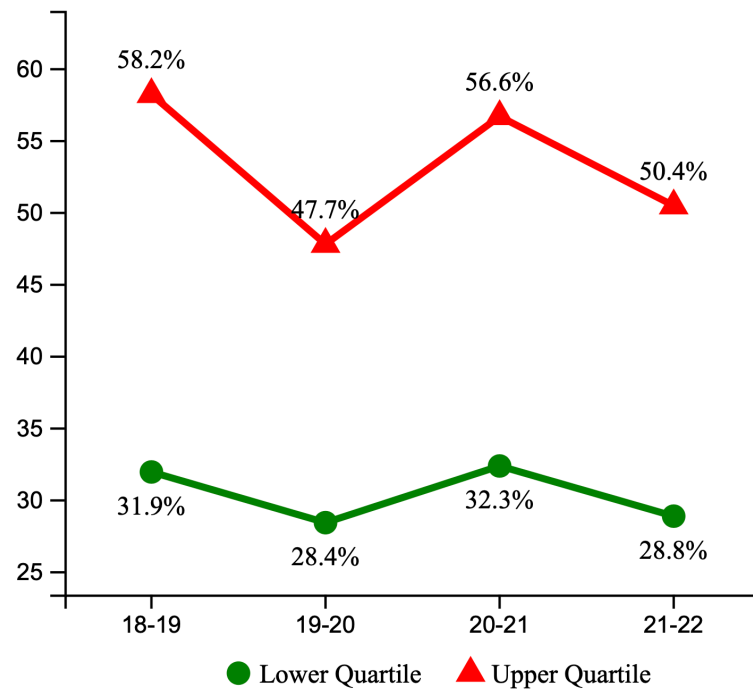
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Ninth Grade Course Failures

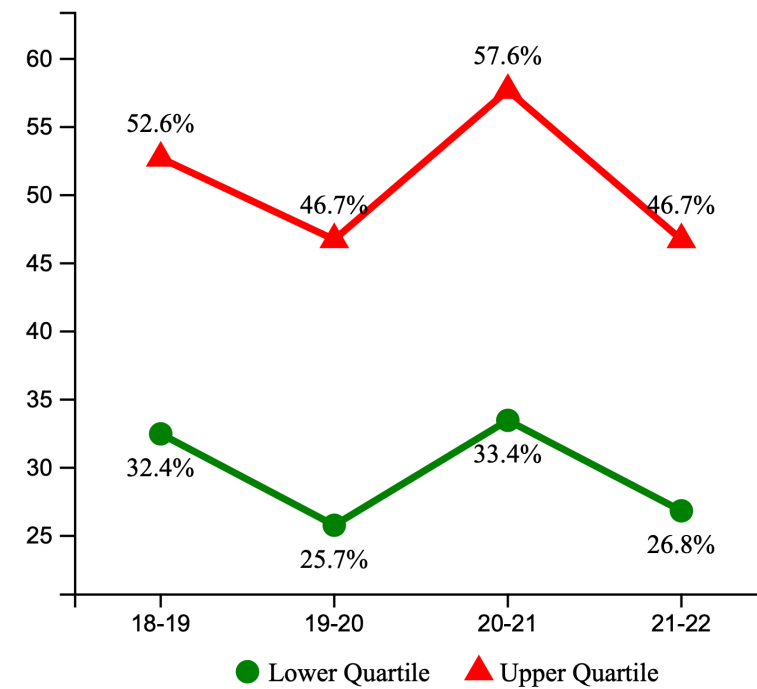
Black and Hispanic Males



Black Male Ninth Grade Course Failures by Quartile, 2018-19 to 2021-22



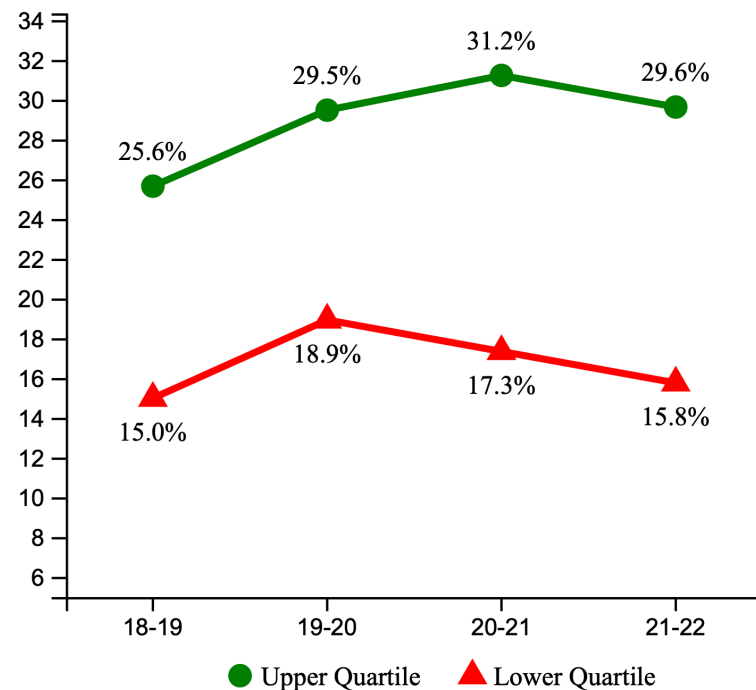
Hispanic Male Ninth Grade Course Failures by Quartile, 2018-19 to 2021-22



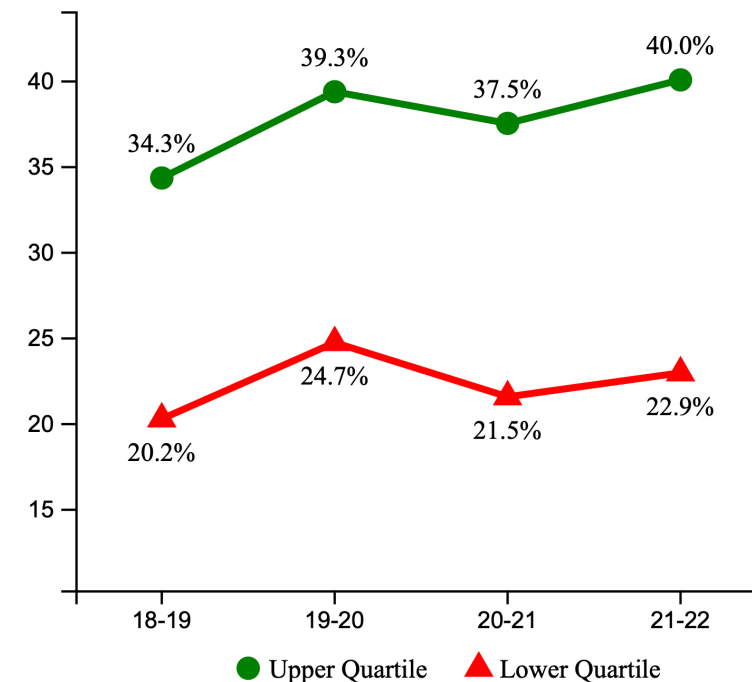
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Black Male Ninth Grade Students with B Average GPA or Better in All Courses by Quartile, 2018-19 to 2021-22



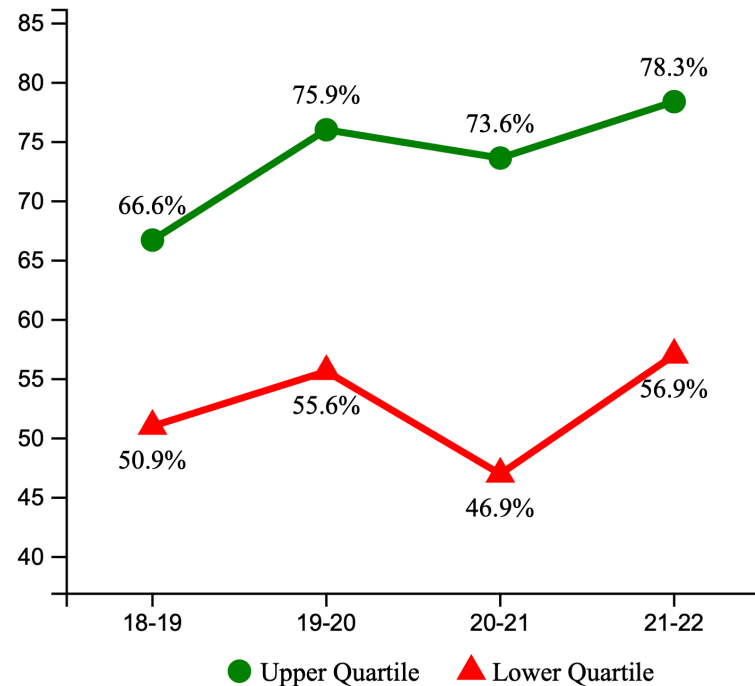
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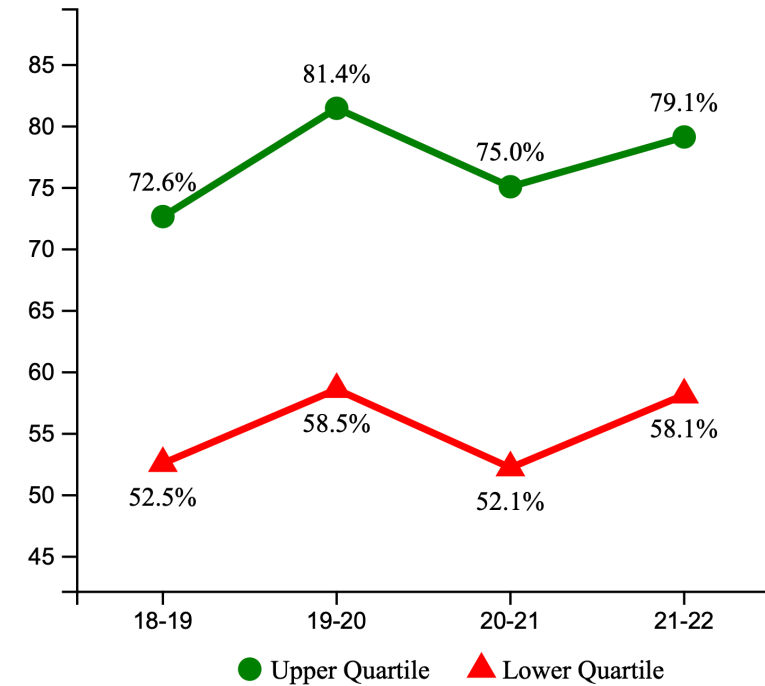
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Black and Hispanic Males

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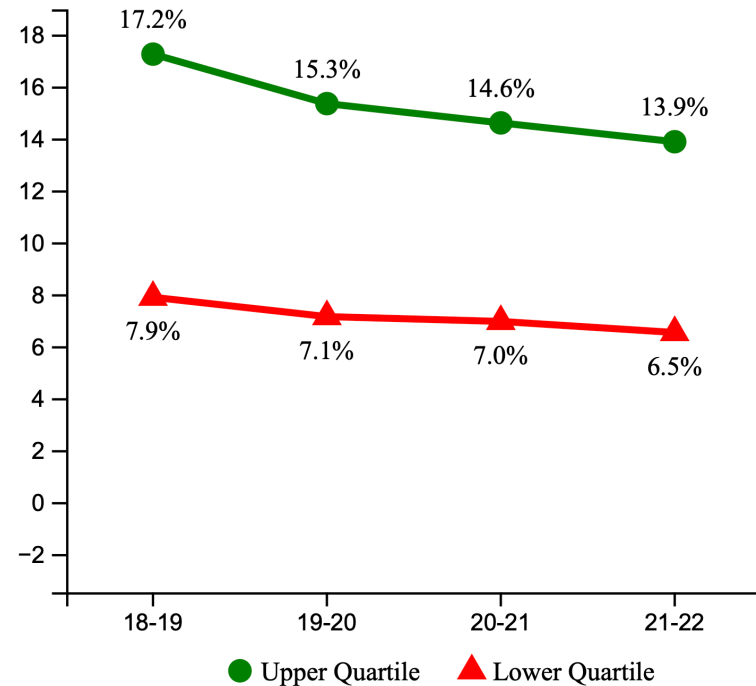
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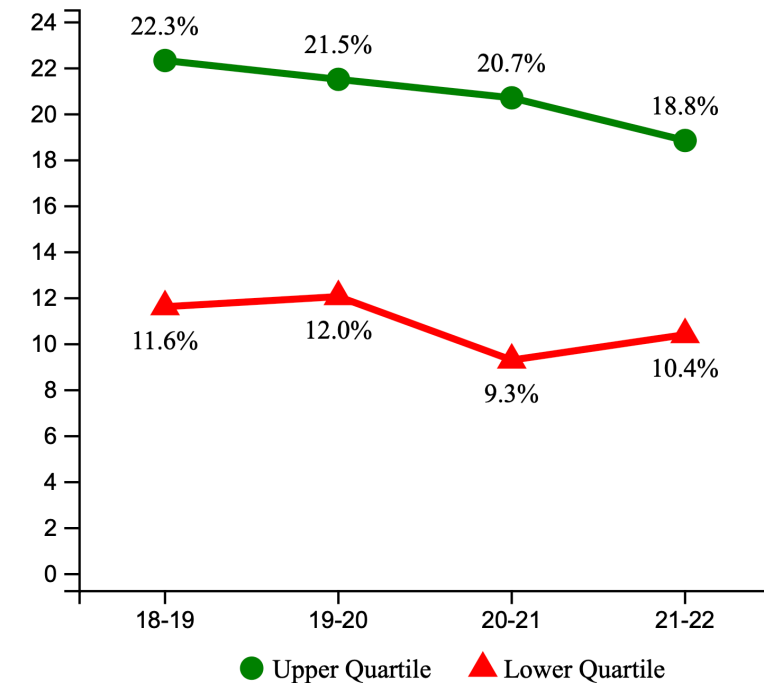
Students Who Took One or More AP Courses

Black and Hispanic Males

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Hispanic Male Secondary Students Who Took One or More AP Courses by Quartile, 2018-19 to 2021-22

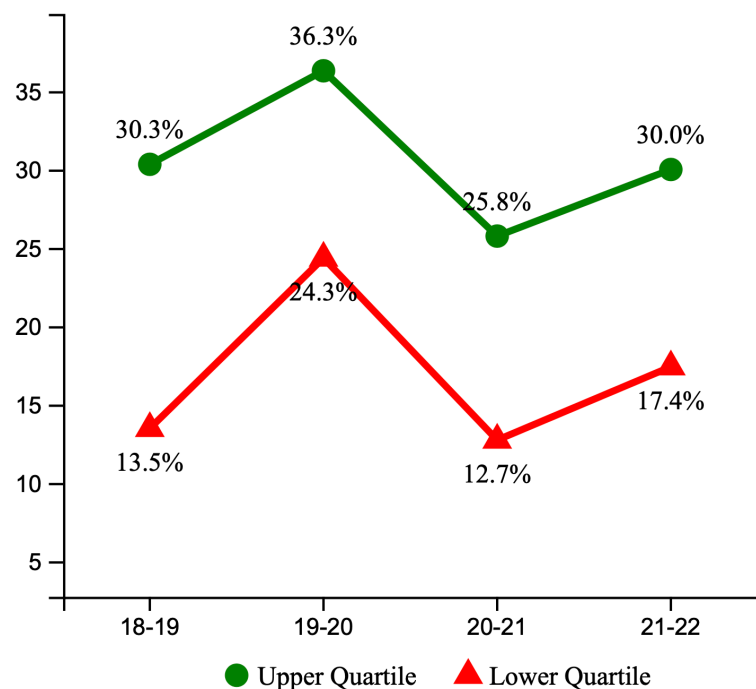


AP Exam Passing Rates

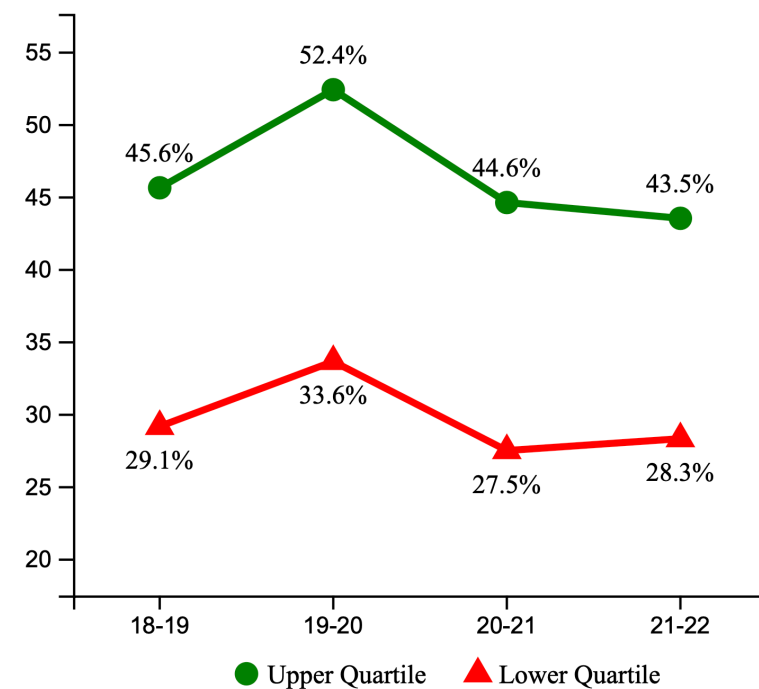
Black and Hispanic Males



*Trends in All AP Exam Scores That Were Three or Higher by **Black Male** Students, 2018-19 to 2021-22*



*Trends in All AP Exam Scores That Were Three or Higher by **Hispanic Male** Students, 2018-19 to 2021-22*

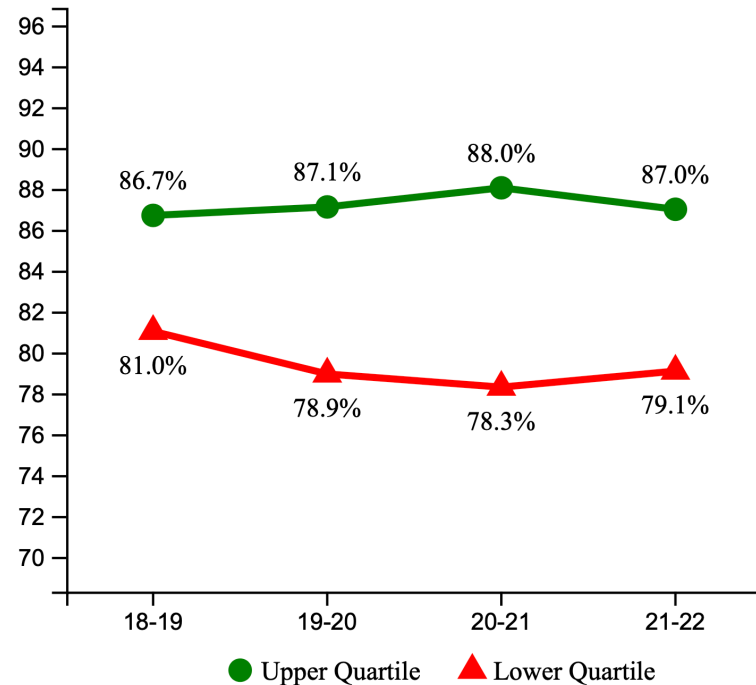


Cohort Graduation Rates

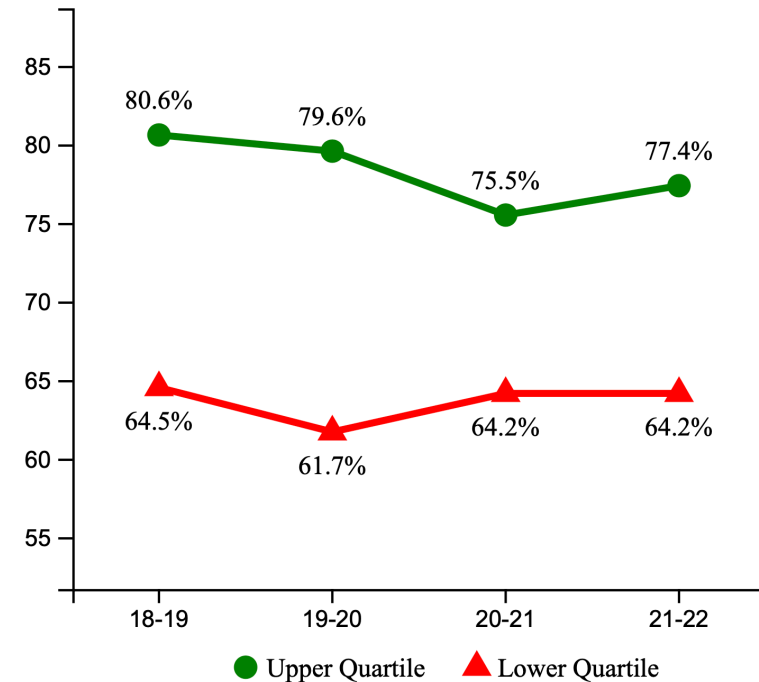
Black and Hispanic Males



*Four-Year Cohort Graduation Rates for
Black Males by Quartiles,
2018-19 to 2021-22*



*Four-Year Cohort Graduation Rates for
Hispanic Males by Quartiles,
2018-19 to 2021-22*

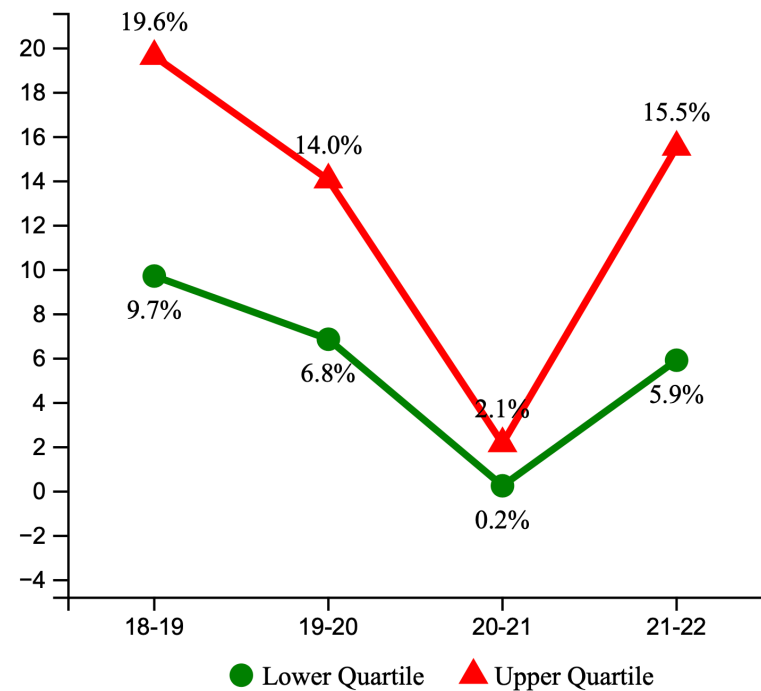


Out of School Suspensions

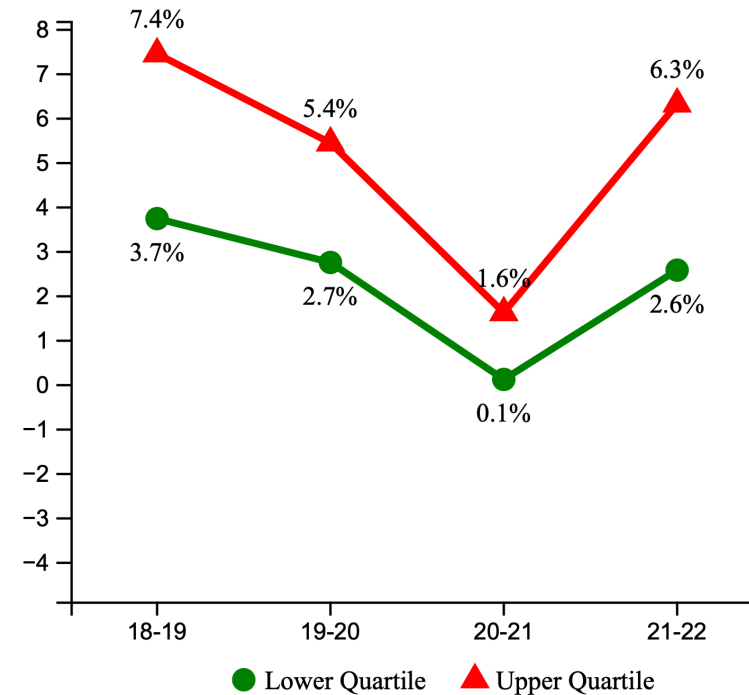
Black and Hispanic Males



*Out-of-School Suspensions Among
Black Males by Quartile,
2018-19 to 2021-22*



*Out-of-School Suspensions Among
Hispanic Males by Quartile,
2018-19 to 2021-22*

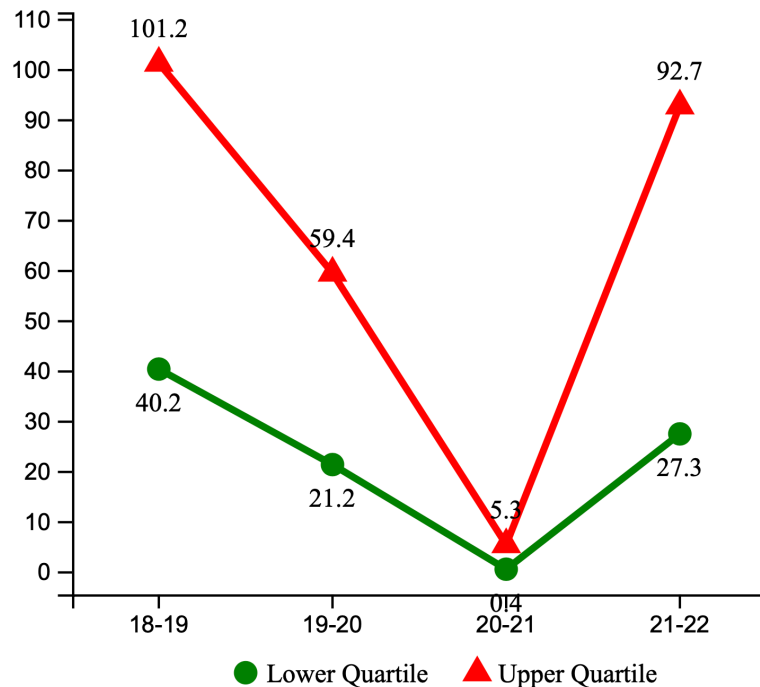


Lost Instructional Days

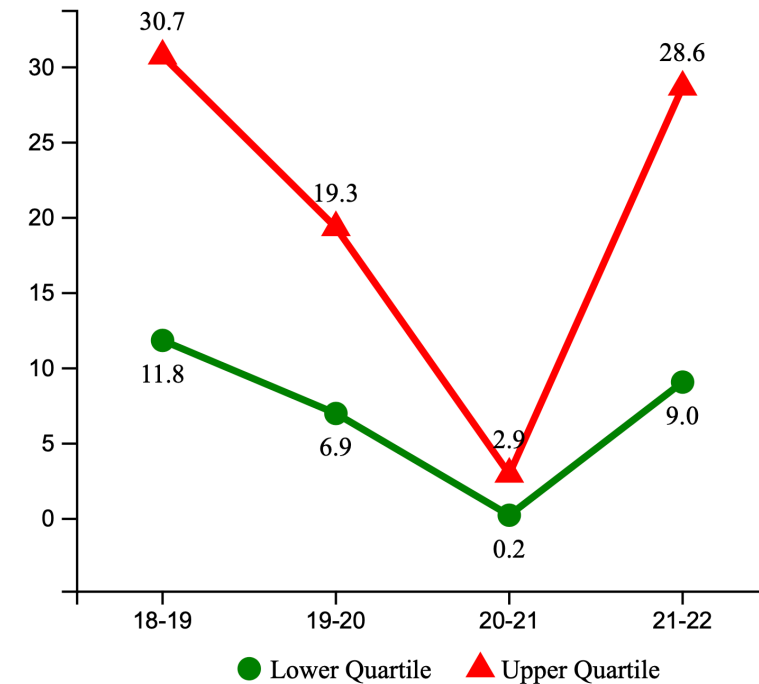
Black and Hispanic Males



Number of Instructional Days Missed Due to Out-of-School Suspensions per 100
Black Male Students, 2018-19 to 2021-22



Number of Instructional Days Missed Due to Out-of-School Suspensions per 100
Hispanic Male Students, 2018-19 to 2021-22





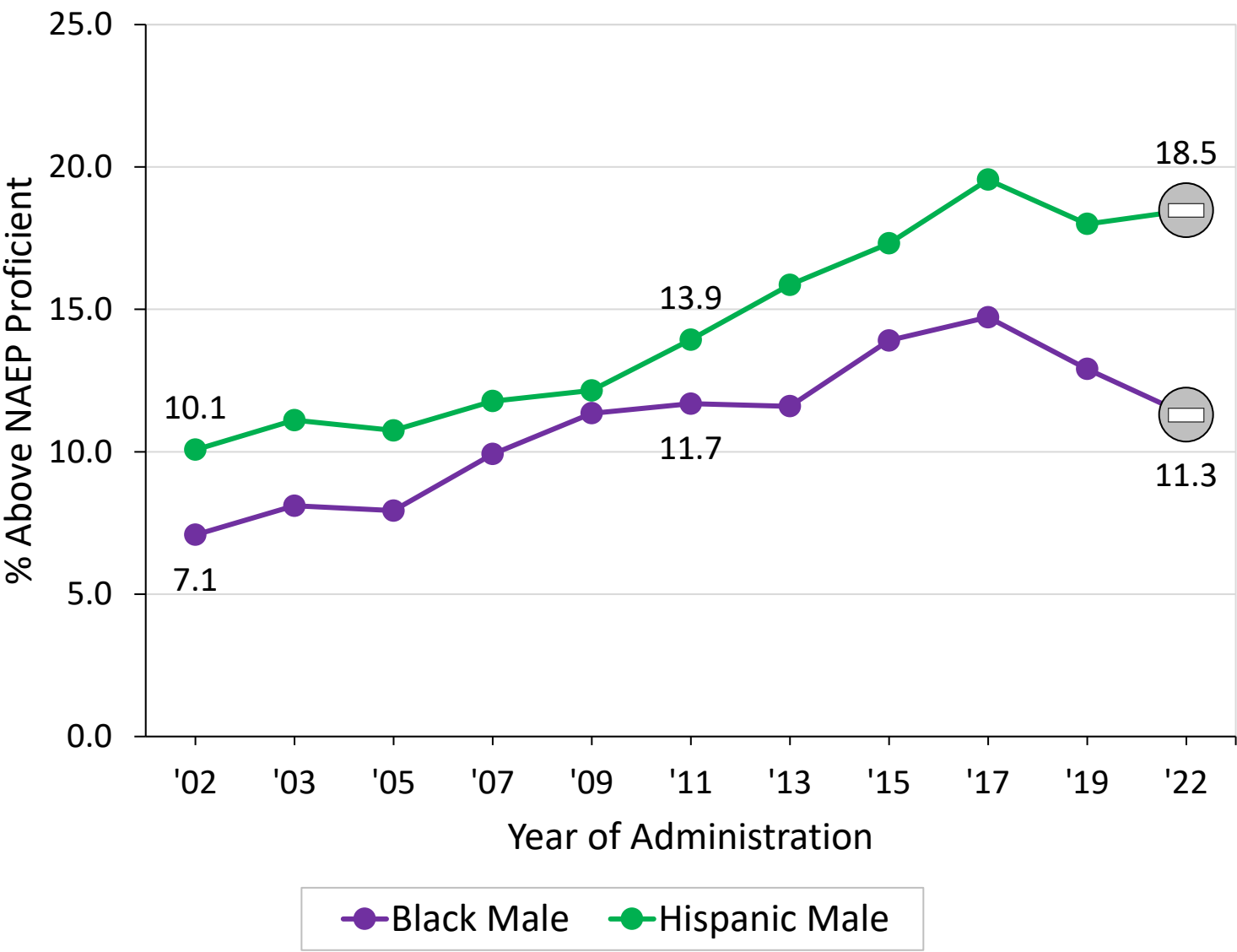
NAEP Trend Data: 2002-2022



NAEP Fourth Grade Reading Performance

Black & Hispanic Males

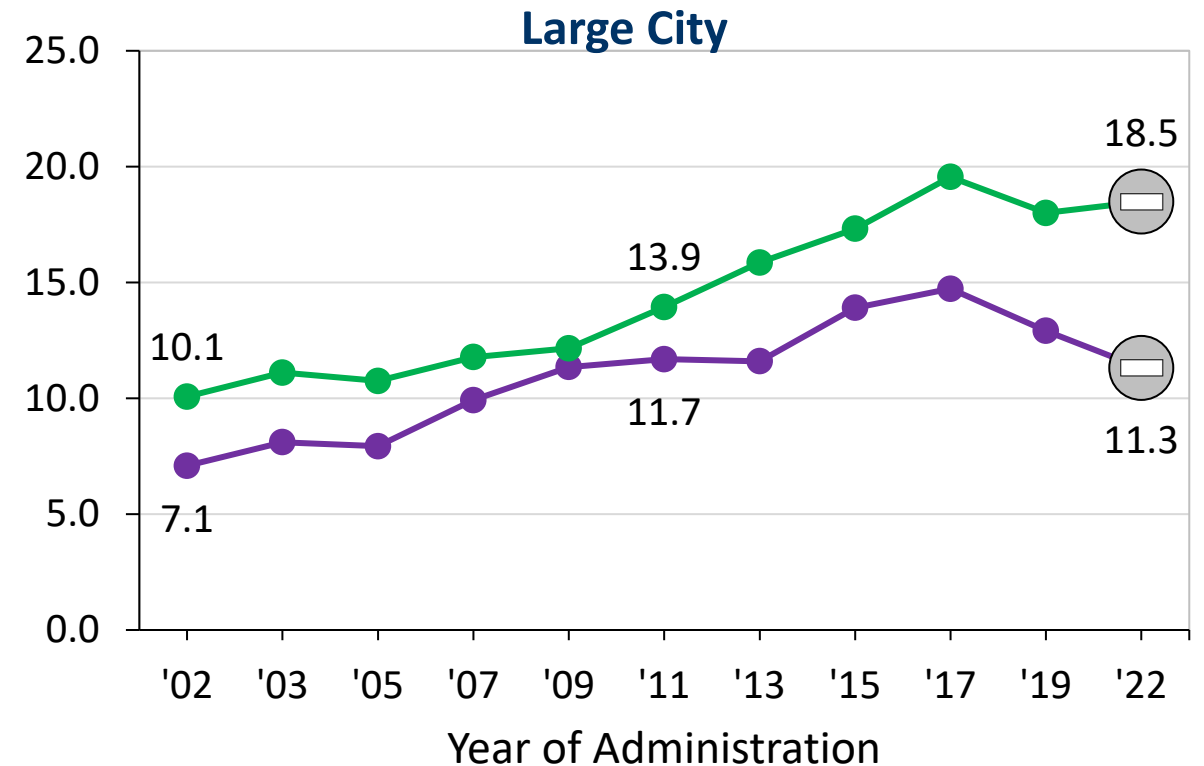
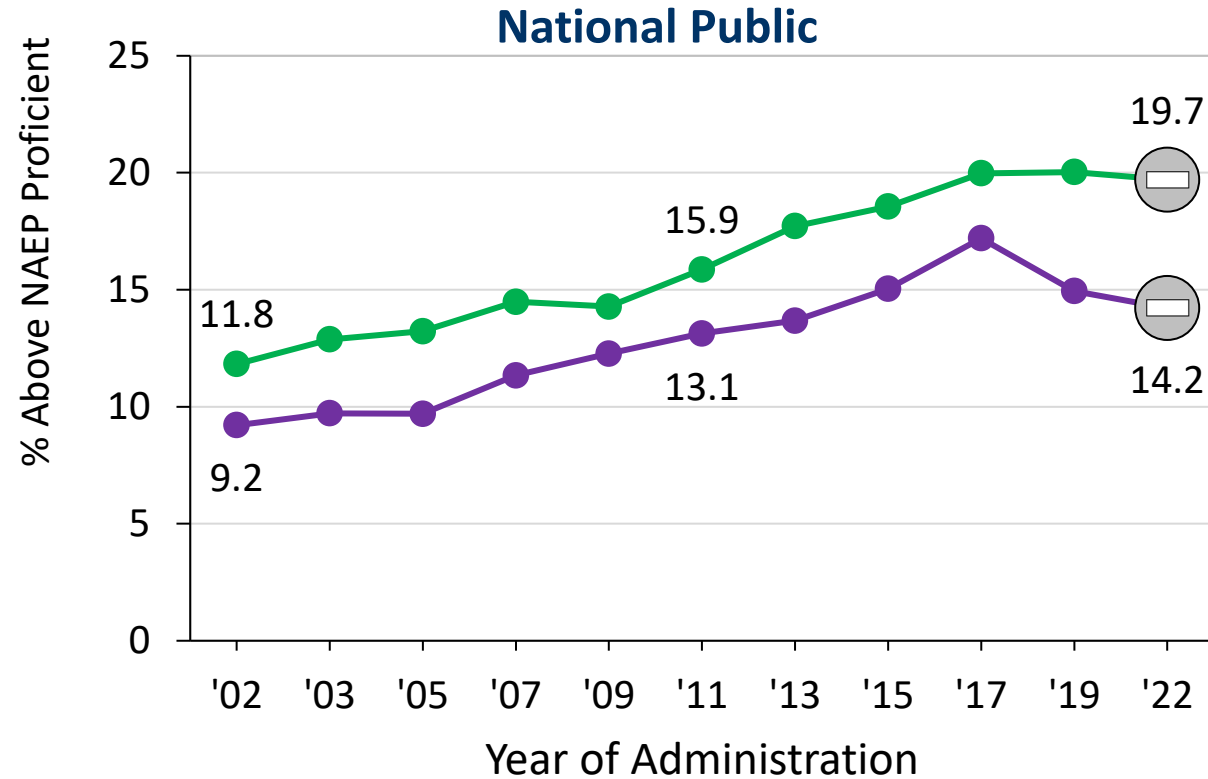
Large City



No significant change in proficiency rate from 2019 to 2022.

NAEP Fourth Grade Reading Performance

Black and Hispanic Males National Public vs. Large City



No significant change in proficiency rate from 2019 to 2022.⁹⁸

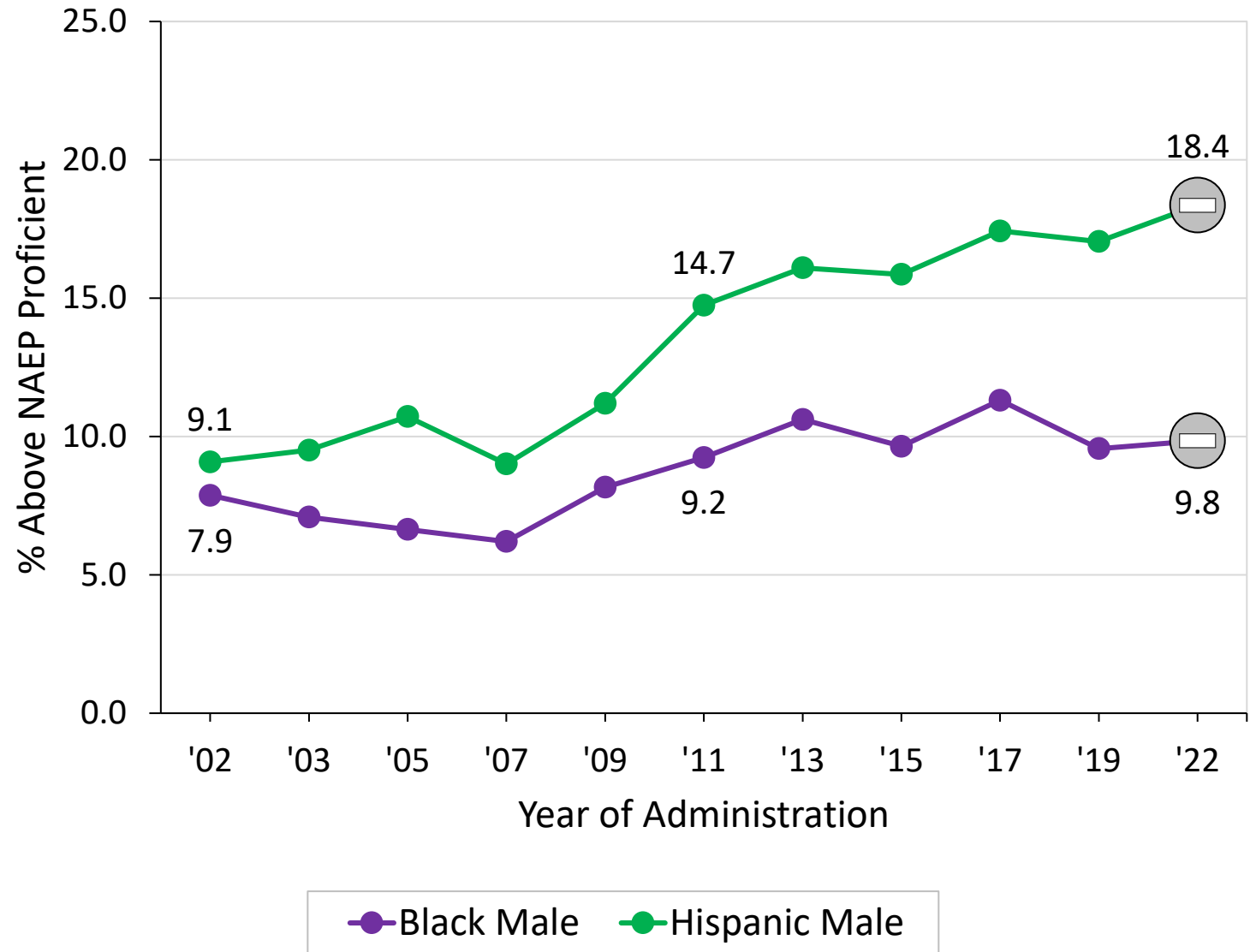
● Black Male ● Hispanic Male




NAEP Eighth Grade Reading Performance

Black & Hispanic Males

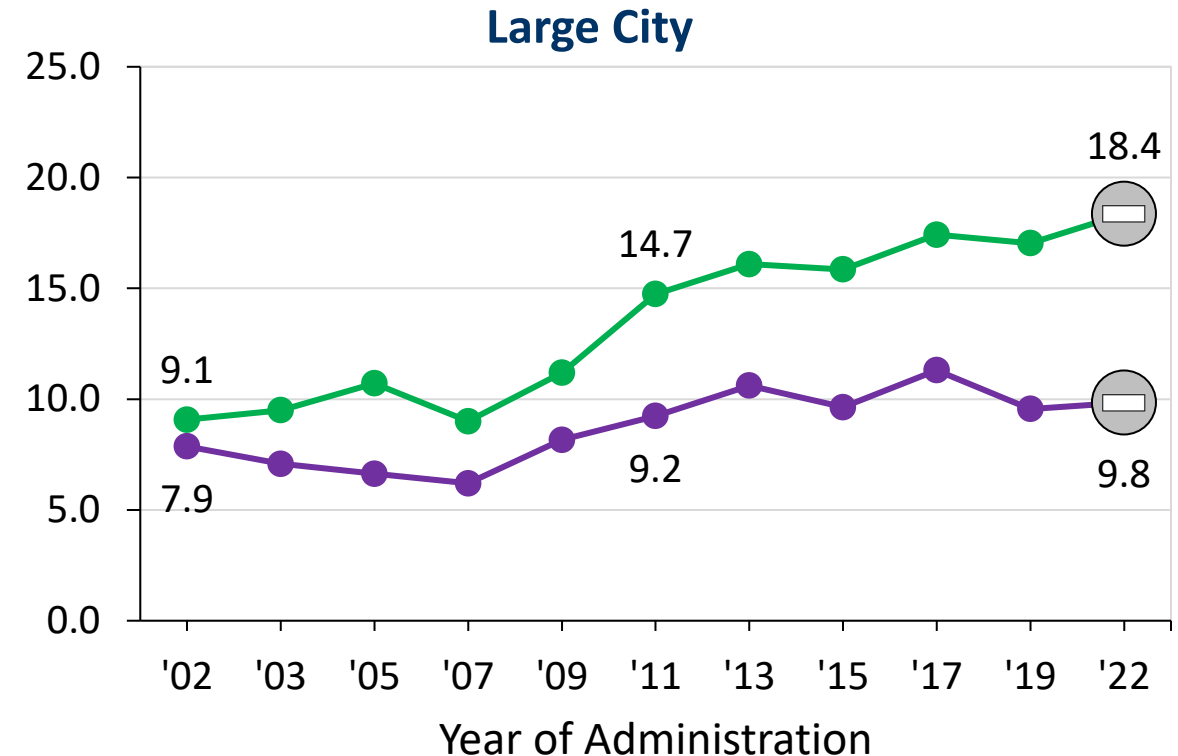
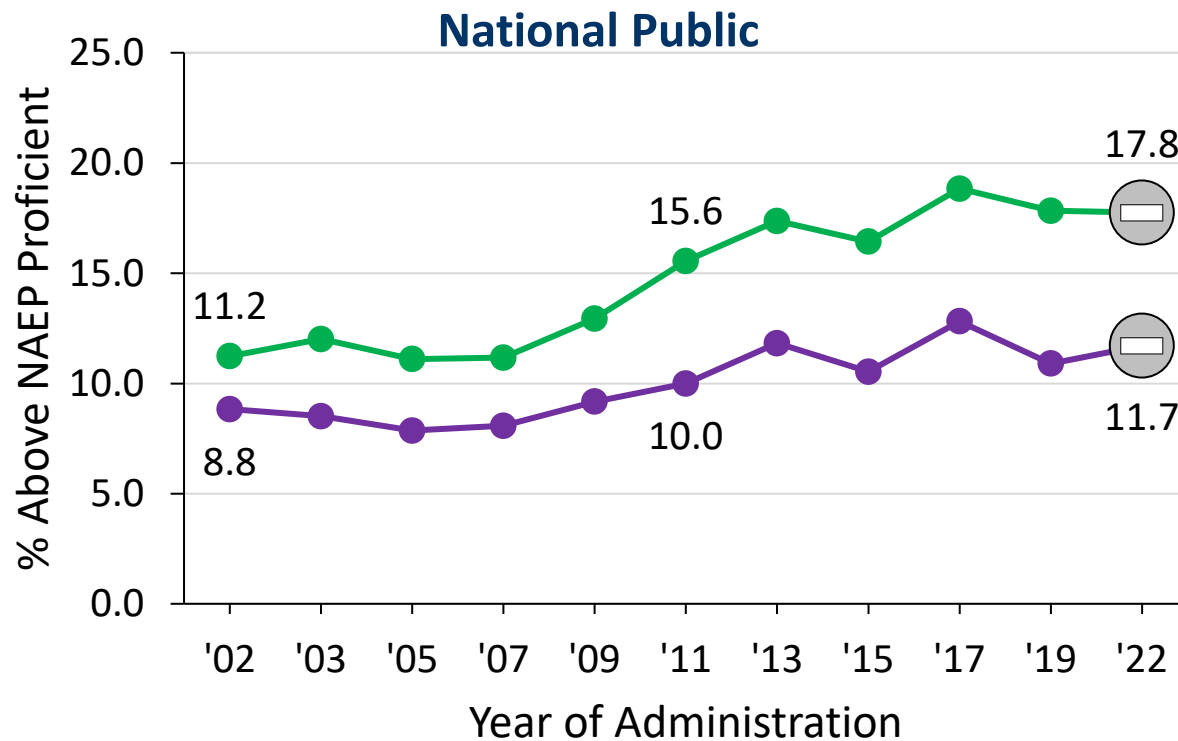
Large City



 No significant change in proficiency rate from 2019 to 2022.

NAEP Eighth Grade Reading Performance

Black and Hispanic Males National Public vs. Large City



No significant change in proficiency rate from 2019 to 2022.

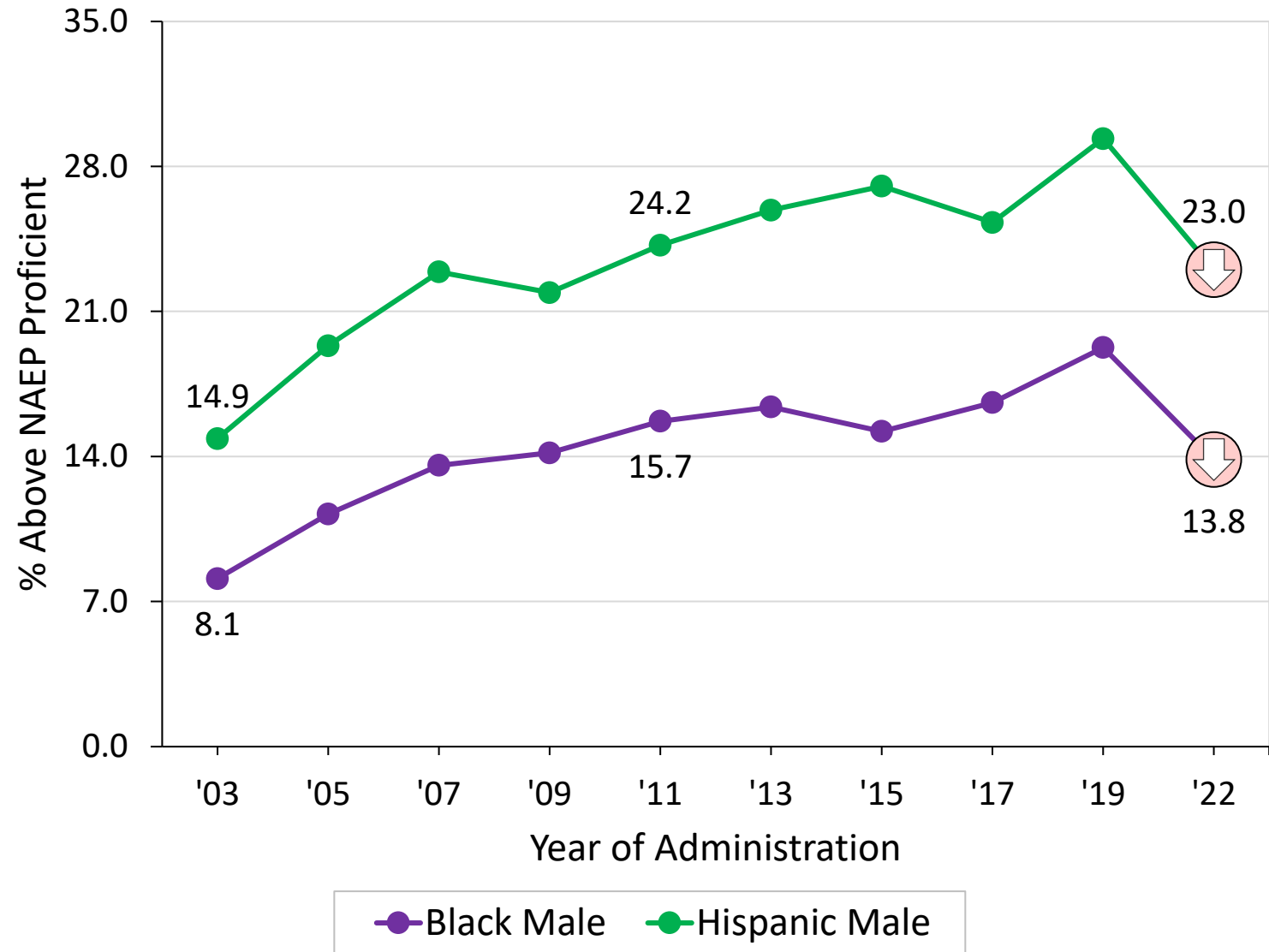
Black Male Hispanic Male



NAEP Fourth Grade Mathematics Performance

Black & Hispanic Males

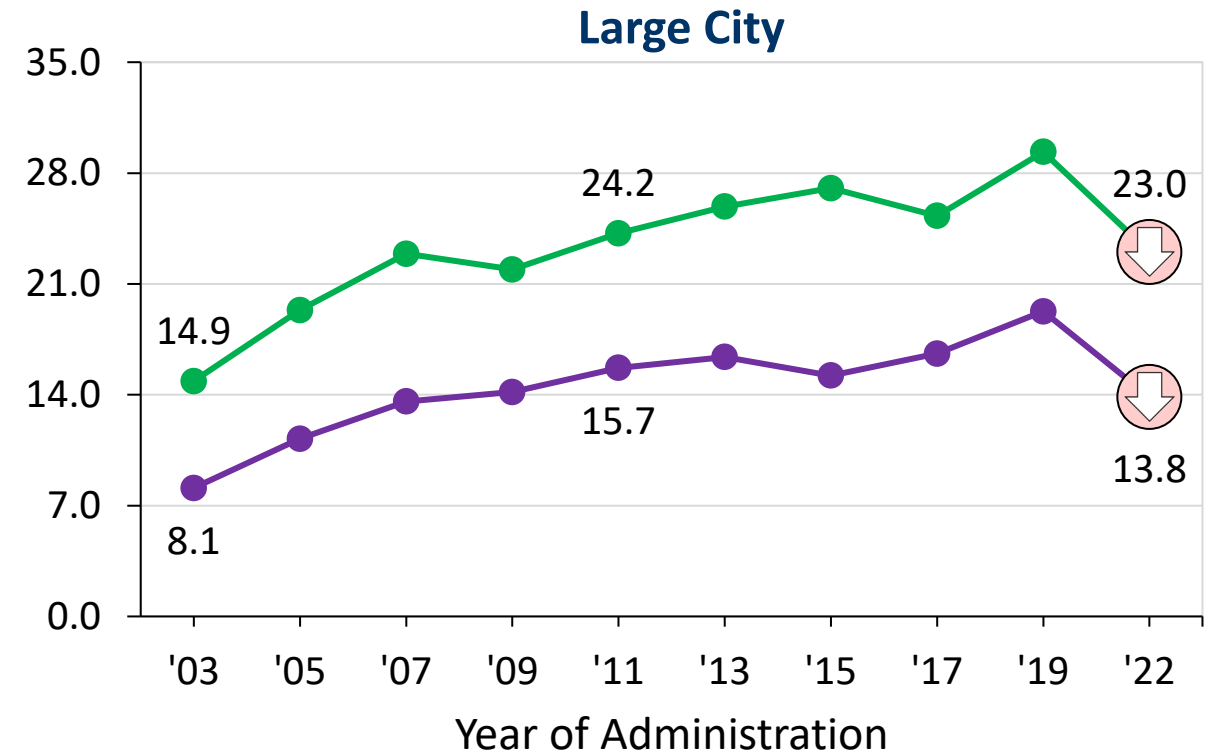
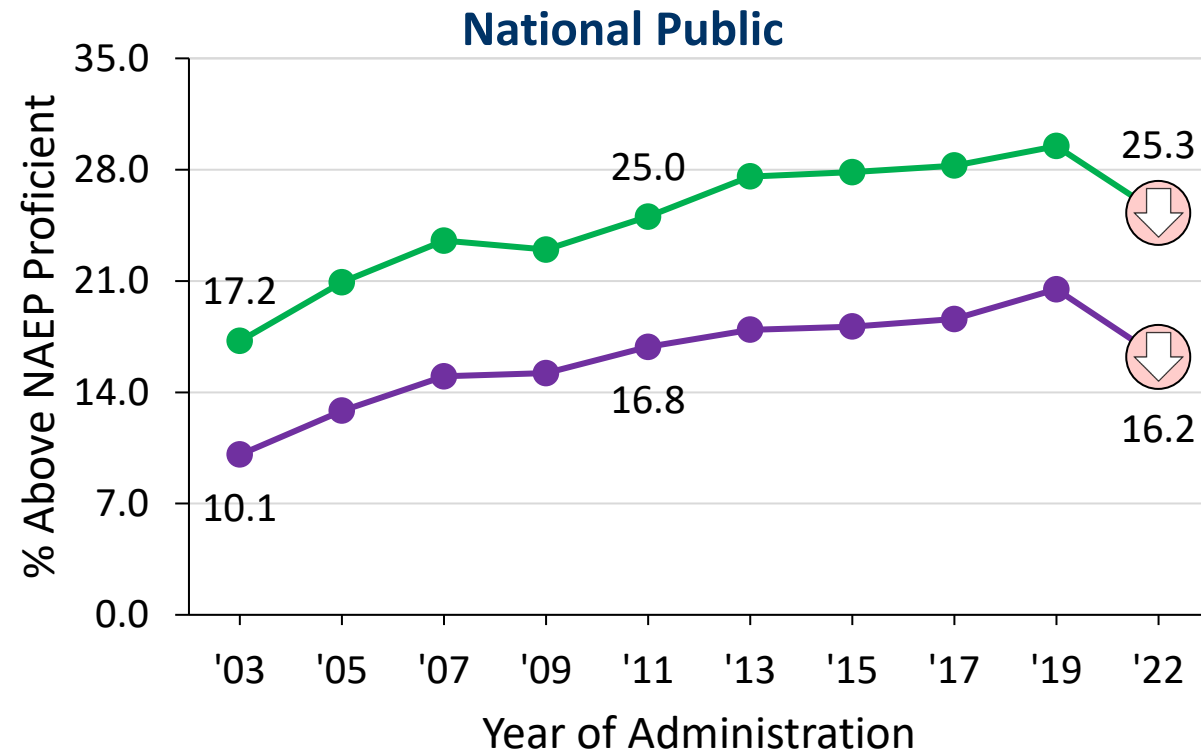
Large City



101 Significant decrease in proficiency rate from 2019 to 2022.

NAEP Fourth Grade Mathematics Performance

Black and Hispanic Males National Public vs. Large City



● Black Male ● Hispanic Male

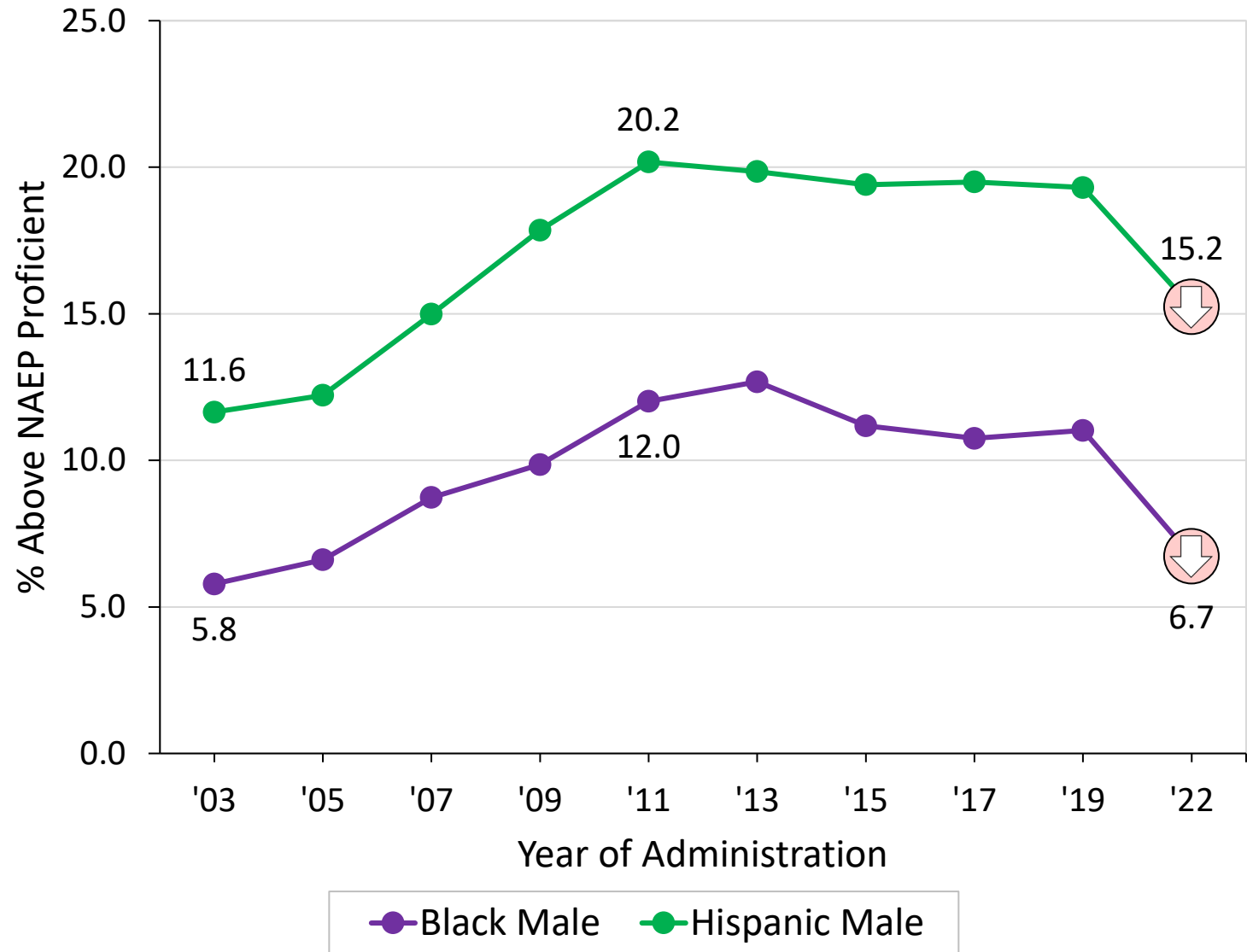
⬇ Significant decrease in proficiency rate from 2019 to 2022. ¹⁰²



NAEP Eighth Grade Mathematics Performance

Black & Hispanic Males

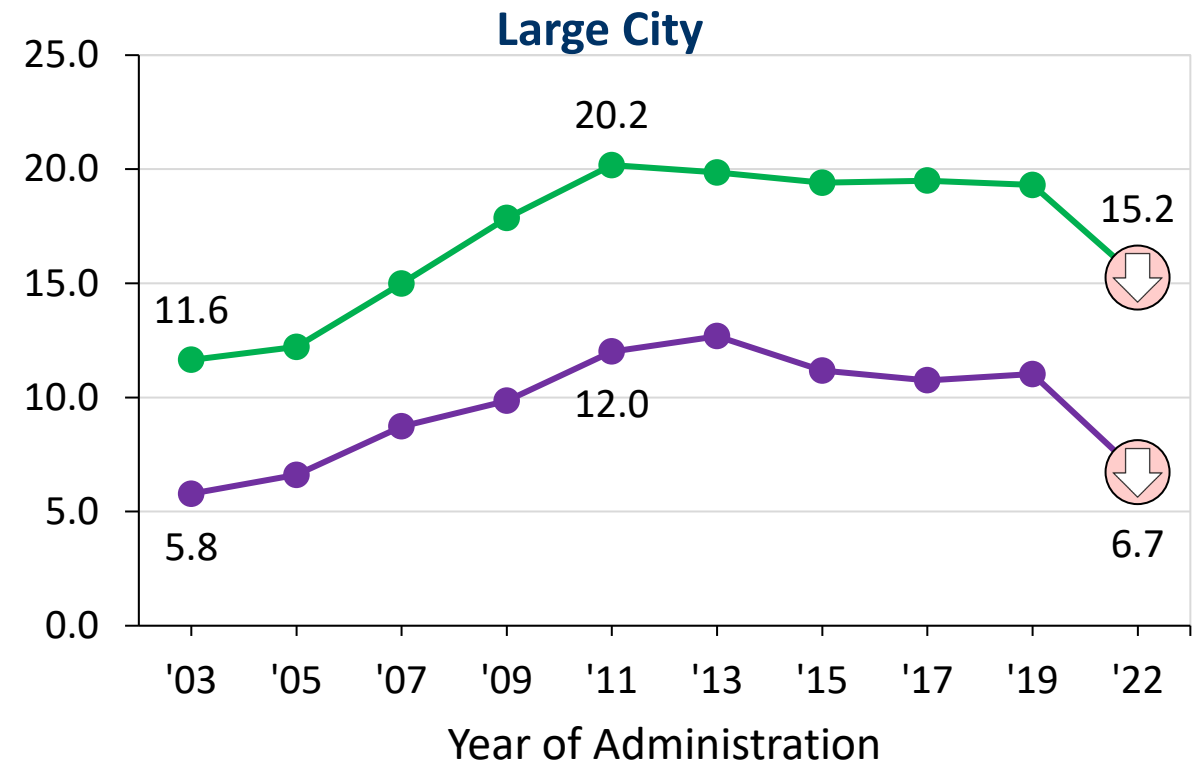
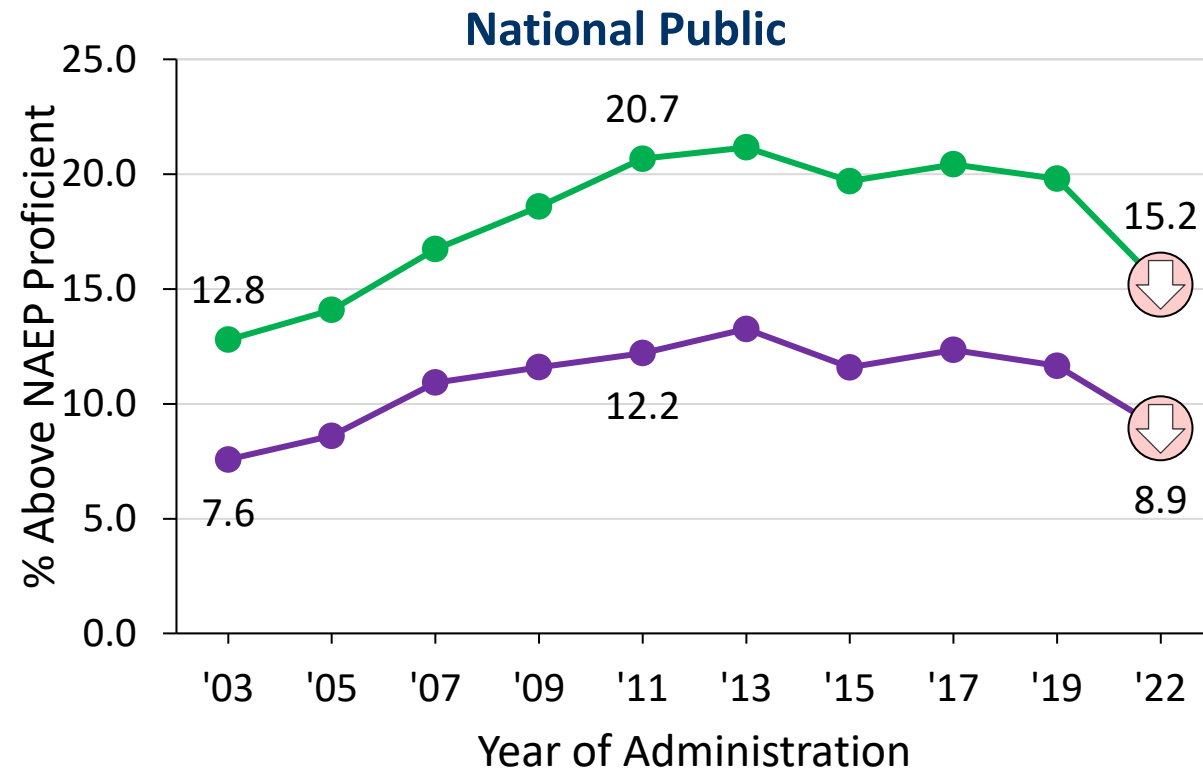
Large City



103
Significant decrease in proficiency rate from 2019 to 2022.

NAEP Eighth Grade Mathematics Performance

Black and Hispanic Males National Public vs. Large City



Black Male Hispanic Male

Significant decrease in proficiency rate from 2019 to 2022. ¹⁰⁴