TASK FORCE ON BLACK AND LATINO YOUNG MEN AND BOYS
COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Black and Latino Young Men and Boys

2021-2022

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 Chairs

Michael Hinojosa, Dallas Superintendent
William Hite, Philadelphia Superintendent
DEPARTMENT OVERVIEW
Overall Goals/Priorities for the Task Force on Males of Color

Goals for the Task Force on Males of Color approved by the Board of Directors in March 2018.

Task Force Goals

To assist urban public school systems in improving academic outcomes of Males of Color 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 Males of Color.

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 Males of Color.

To keep data and establish protocols to monitor the progress of Males of Color in our member districts.

Males of Color Initiative

Overview

In October 2010, the Council of the Great City Schools released A Call for Change, which attempted to summarize our findings and the analyses of others on the social and educational factors shaping the outcomes of Black males in urban schools. A Call for Change documented the many challenges facing our Black male youth, and the Council’s Board of Directors has agreed to move forward aggressively on solutions.

In July 2014, the Council joined President Barack Obama’s “My Brother’s Keeper” initiative to address opportunity gaps faced by boys and young men of color. Sixty-one Council districts have signed A Pledge by America’s Great City Schools to ensure that preschool, elementary, middle, and high school educational efforts better serve the academic and social development of Males of Color.
Update on Projects

Tracking the Performance and Progress of Males of Color Across Council Member Districts

Options for Research and Data Collection Focusing on Disproportionality Mitigation

Council of the Great City Schools
Task Force on African American and Hispanic Young Men and Boys

Options for Research and Data Collection

Discussions regarding the practices resulting in adverse disproportionality outcomes for young men of color has been discussed widely across member districts. The Council will begin a study using the National Assessment of Educational Progress restricted use data to identify districts that have successfully implemented mitigated disproportionate performance outcomes for young, marginalized men and have advanced policies and practices that improve student achievement outcomes. Several potential aspects of the study are listed below.

Achievement-related Analysis

- Have large city schools or TUDA districts closed achievement gaps for young males of color compared to their peers?
- Case studies on urban school districts that have made substantial improvement in the academic performance of African American/Hispanic males. What were their strategies and initiatives that helped produce the progress?
- Analysis of the relationship between being taught by African American/Hispanic male teachers and the academic performance of African American/Hispanic male students. Is there a critical mass of teachers of color in a school before an effect is realized?
- Analysis of the effects of the numbers of African American/Hispanic male teachers and proportions of African American/Hispanic students with grade-point averages of B or better.
- Analysis of the effect of disproportionately identifying African American/Hispanic male students as having a disability and placing them in more self-contained classes where the core curriculum is not being used, and the overall academic performance of African American/Hispanic students districtwide.
- Analysis of the extent of unfinished learning among African American/Hispanic male students because of the pandemic compared to other groups and an analysis of effective strategies to address the issue.
- Analysis of disproportionate placement rates of African American/Hispanic male students in gifted/talented, special education, Advanced Placement, or remedial courses and the effects on overall performance.
• Analysis of the effects of efforts to decrease ninth grade course failure rates among African American/Hispanic male students on their graduation rates.
• Analysis of differential effects of remote instruction on the academic performance of African American/Hispanic male students.

Discipline-related Analysis
• Analysis of the relationship between the number and length of out-of-school suspensions among African American/Hispanic male students and chronic absenteeism.
• Analysis of the relationship between out-of-school suspensions and placement in special education classes.
• Case studies of the effects on African American/Hispanic male students of school districts that changed or eliminated their out-of-school suspension policies and practices for early-elementary grade students.
• Analysis of the effects of new policies and practices curtailing district expenditures on school police or school resource officers on African American/Hispanic male student discipline rates.
• Analysis of school district initiatives to increase school attendance by African American/Hispanic male students.
• Analysis of number of instructional days missed due to out-of-school suspensions and/or chronic absenteeism on the academic performance of African American/Hispanic male students and on overall district performance.
Males of Color Performance Report

In addition to reports, such as Supporting Environments of Excellence for Males of Color in the Great Cities, the Council has committed to annually reporting on the academic and social emotional performance and progress of our Males of Color. The research team finalized a performance report for publication after our Fall Conference on the performance of Black and Hispanic males on the 2019 National Assessment of Educational Progress and the Council’s annual Key Performance Indicators Report for 2020.

The Council research team also launched the Academic KPI Data Dashboard in October 2019 and the Students with Disabilities Dashboard in March 2021 that reports data by race and gender. We are now working on a dashboard for English language learners which will include the performance of male ELLs. The dashboard is an interactive tool that allows districts to manipulate the KPI data and focus on issues specific to their district across student and district demographic factors. This performance report is now updated annually on the progress of young men of color across Council member districts.

Sharing Best Practice Across Council Member Districts

Males of Color Initiatives

In 2016, the Council compiled a list of the plans and initiatives across districts designed to support young men of color. The compilation was a response to the A Pledge By America’s Great City Schools to improve the academic achievement of males of color. The Council has continuously updated and shared district initiatives and implementation plans for males of color across the country. This past year, the Council focused on specific districts sharing their activities and plans. Four districts, Dallas Independent School District, Jefferson County (Louisville, KY) Public Schools, Dayton Public Schools, and Cleveland Metropolitan School District presented their current efforts.

The Council staff will work to continue to share best practices across member districts by expanding the bi-weekly Zoom meetings to discussions with our district Equity staff including those who support young men and young women of color. We will also share documents and best practices via our website, the edwires.org platform, and our in-person conference in Philadelphia. We will continue to update the Males of Color Website to include new material, and we have improved the search process for those visiting the website to make it easier to navigate and locate information by topic. All reports, activities, and presentations related to our males of color initiative are available on our Males of Color webpage: malesofcolor.org.
TASK FORCE AGENDA
Males of Color Task Force Meeting

       Michael Hinojosa, Superintendent, Dallas Independent School District

Task Force Goals

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To improve the learning environment and school climate in urban schools by addressing the implicit and explicit bias that hinders the progress of Males of Color.

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 Males of Color.

To keep data and establish protocols to monitor the progress of Males of Color in our member districts.

Agenda
Tuesday, October 19, 2021  
4:15 – 5:15 p.m.

• Introduction  
• Academic Key Performance Indicators for Males of Color  
• Lessons from the Field: School Districts
  o Houston Independent School District – Haskel Harvey, Director, Miles Ahead Scholars
    Transforming Urban Schools by Investing in Black and Latino Males
  o Wichita Public Schools – William Polite, Director of Equity, Diversity & Accountability
    BAASE (Better Academics And Social Excellence) - "It's Cool to be Smart"
Males of Color Performance Update

COUNCIL OF GREAT CITY SCHOOLS
SEPTEMBER 2021
Data Sources

NAEP Trend Data: 2011-2019

CGCS KPI Data: 2016-2019
  ◦ Council of Great City Schools, Academic Key Performance Indicators, 2016–2019

Office of Civil Rights Data: 2012-2018
NAEP Trend Data: 2011-2019

Comparisons are made between large city and national public schools as well as by race.
NAEP
GRADE 4 Reading Performance of Black Males by Jurisdiction

Percentage of grade 4 Black male students at or above proficient in Reading on NAEP by jurisdiction.

- Large city
- National public

Year:
- 2011: 11.69%
- 2013: 11.60%
- 2015: 13.91%
- 2017: 14.72%
- 2019: 12.91%

Year:
- 2011: 13.13%
- 2013: 13.68%
- 2015: 15.04%
- 2017: 17.20%
- 2019: 14.94%
NAEP
GRADE 4 Reading
Performance of Males in Large Cities by Race

Percentage of grade 4 male students in Large Cities at or above proficient in Reading on NAEP by race

- **Race/Ethnicity**
  - Black
  - Hispanic
  - White

<table>
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<th>Hispanic</th>
<th>White</th>
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<tr>
<td>2019</td>
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</table>
NAEP
GRADE 8 Reading
Performance of Black Males by Jurisdiction

Percentage of grade 8 Black male students at or above proficient in Reading on NAEP by jurisdiction

Average at or above proficient: 10.00, 10.61, 11.82, 9.64, 10.53, 11.30, 12.82, 10.91, 9.56

Jurisdiction
- Large city
- National and Public
NAEP
GRADE 8 Reading Performance of Males in Large Cities by Race

Percentage of grade 8 students in Large Cities at or above proficient in Reading on NAEP by race

![Graph showing the percentage of grade 8 students in Large Cities at or above proficient in Reading on NAEP by race. The graph includes data points for Black, Hispanic, and White students from 2011 to 2019. The graph indicates a general increase in proficiency over the years for all three racial/ethnic groups.](image-url)
NAEP
GRADE 4 Math
Performance of Black Males by Jurisdiction

Percentage of grade 4 Black male students at or above proficient in Math on NAEP by jurisdiction

![Graph showing the percentage of grade 4 Black male students at or above proficient in Math on NAEP by jurisdiction. The graph includes data points for different years and jurisdictions, with trends indicating improvements over time.](chart)
NAEP
GRADE 4 Math
Performance of Males in Large Cities by Race
NAEP
GRADE 8 Math
Performance of Black Males by Jurisdiction

Percentage of grade 8 Black male students at or above proficient in Math on NAEP by jurisdiction

Graph showing the percentage of grade 8 Black male students at or above proficient in Math on NAEP by jurisdiction from 2011 to 2019.

- Large city
- National public

Note: The graph includes data points for 2011, 2013, 2015, 2017, and 2019, with percentages ranging from 11.02% to 13.26%.
NAEP
GRADE 8 Math
Performance of Males in Large Cities by Race
Office of Civil Rights Data: 2012-2018

Data provided on public schools nationwide.
Male Students Enrolled in Gifted Courses by Race
Female Students Enrolled in Gifted Courses by Race

Percentage of public school female students enrolled in gifted by race/ethnicity 2012-2018

- Hispanic female
- Black female
- White female
Male Students Enrolled in AP Courses by Race
Female Students Enrolled in AP Courses by Race
Male Students Who Took SAT or ACT by Race

Percentage of public school male students who took the SAT or ACT by race/ethnicity 2012-2018
Female Students Who Took SAT or ACT by Race

Percentage of public school female students who took the SAT or ACT by race/ethnicity 2012-2018
Male Students Receiving One or More Out-of-School Suspensions by Race
Female Students Receiving One or More Out-of-School Suspensions by Race
CGCS KPI Data: 2016-2019

Data provided on member districts only.
Ninth Grade Course Failures
Black and Hispanic Males

BLACK MALE NINTH GRADE COURSE FAILURES BY QUARTILE, 2015-16 TO 2018-19

HISPANIC MALE NINTH GRADE COURSE FAILURES BY QUARTILE, 2015-16 TO 2018-19
Ninth Grade Students with a “B” Average or Better
Black and Hispanic Males

BLACK MALE NINTH GRADE STUDENTS WITH B AVERAGE GPA OR BETTER IN ALL COURSES BY QUARTILE, 2015-16 TO 2018-19

HISPANIC MALE NINTH GRADE STUDENTS WITH B AVERAGE GPA OR BETTER IN ALL COURSES BY QUARTILE, 2015-16 TO 2018-19
Algebra I/Integrated Math Completion Rates
Black and Hispanic Males

BLACK MALES WHO COMPLETED ALGEBRA I/INTEGRATED MATH BY THE END OF NINTH GRADE BY QUARTILE, 2015-16 TO 2018-19

HISPANIC MALES WHO COMPLETED ALGEBRA I/INTEGRATED MATH BY THE END OF NINTH GRADE BY QUARTILE, 2015-16 TO 2018-19
Out of School Suspensions
Black and Hispanic Males

OUT-OF-SCHOOL SUSPENSIONS AMONG BLACK MALES BY QUARTILE, 2015-16 TO 2018-19

OUT-OF-SCHOOL SUSPENSIONS AMONG HISPANIC MALES BY QUARTILE, 2015-16 TO 2018-19
Students Who Took One or More AP Courses
Black and Hispanic Males

BLACK MALE SECONDARY STUDENTS WHO TOOK ONE OR MORE AP COURSES BY QUARTILE, 2016-17 TO 2018-19

HISPANIC MALE SECONDARY STUDENTS WHO TOOK ONE OR MORE AP COURSES BY QUARTILE, 2016-17 TO 2018-19
Cohort Graduation Rates
Black and Hispanic Males

FOUR-YEAR COHORT GRADUATION RATES FOR BLACK MALES BY QUARTILES, 2015-16 TO 2018-19

FOUR-YEAR COHORT GRADUATION RATES FOR HISPANIC MALES BY QUARTILES, 2015-16 TO 2018-19