



Promising Practices and Unfinished Business: Fostering Equity and Excellence for Black and Latino Males

Research Study

*Analyzing Enrollment,
Outcomes, and
Excellent Schools for
Black and Latino Male
Students in Boston
Public Schools*



Overview

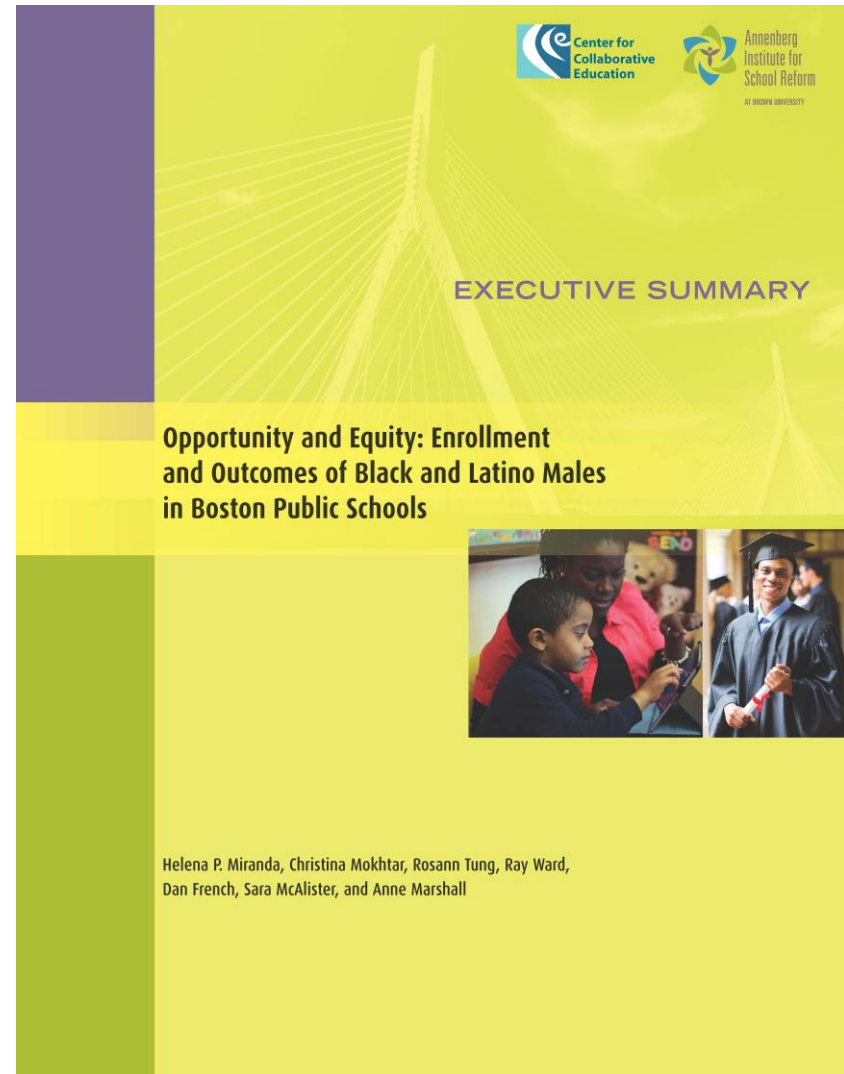
- Review of Phase I findings
- Phase II study
- Phase II findings
 - Cross-cutting strengths
 - Cross-cutting challenges
- Recommendations



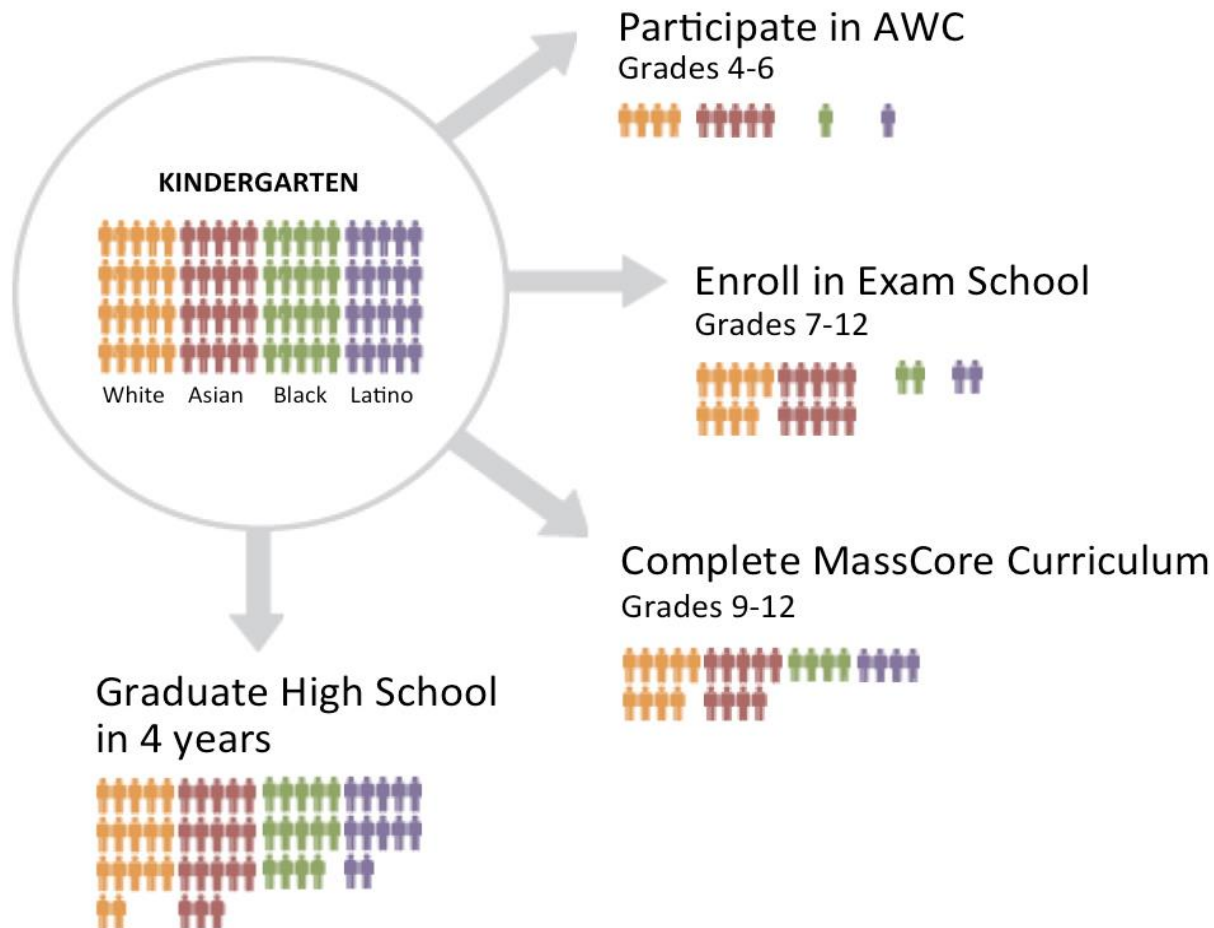
Phase I Study

Key Findings

- Enrollment diversity
- Opportunity gap
- Attainment gap

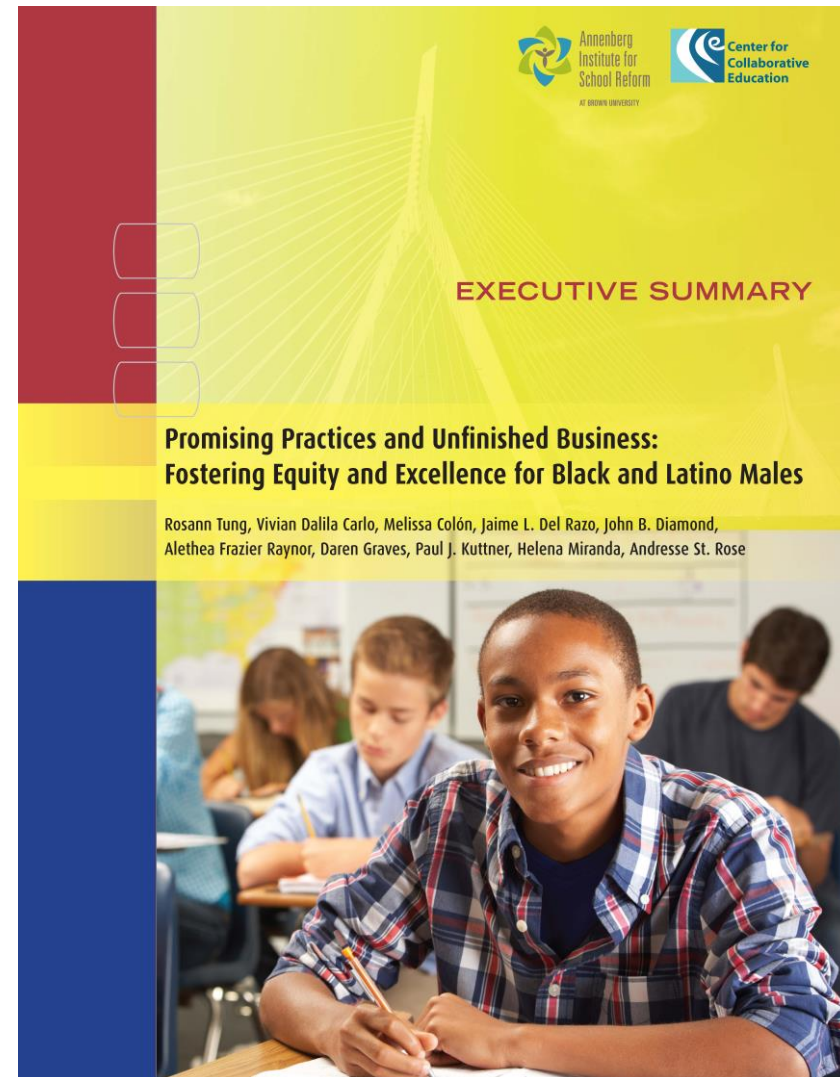


Four Sources of the Opportunity Gap for Black and Latino Male Students in Boston Public Schools



Phase II Study

- Case studies
- Identify best practices and policies to replicate



Indicators for Black and Latino Male Equity and Excellence

Mission and Vision

e.g. School has a mission of high expectations for student learning outcomes for all students, with explicit attention to Black and Latino males.

Curriculum and Instruction

e.g. Curriculum and instruction is culturally responsive to Black and Latino males: curriculum is multicultural and stresses diversity.

School Culture and Climate

e.g. Students' cultures and life experiences are valued as assets; students' home cultures are reflected in the school.

Indicators for Black and Latino Male Equity and Excellence

School Leadership and Organizational Policies

e.g. Teachers and administrators use data-driven instruction, including disaggregation of outcomes by race and gender, that includes discipline and test score data.

Family Engagement

e.g. Family members feel “at home” and welcome in the school.

Community Partnerships

e.g. School actively engages community partners as resources for Black and Latino male students.

Phase II – Research Question

What are the salient practices, perspectives, and experiences of educators and youth in schools doing comparatively well by Black and Latino male students?



School Pseudonym	Grades	Identified for Case Study for...	Black and/or Latin@ Students (Male and Female)	Black and Latino Males by Subgroup
Tallmadge Elementary School	pre-K–5	Black males and Latino males	64% and 33%, respectively	94% Black North American 55% Latino–Black North American ³ 38% Latino–White North American
Fairview K–8 School	pre-K–8	Black males	39%	89% Black North American
Bruin High School	9–12	Latino males	42%	53% Latino–White North American 29% Latino–Black North American
Hilltop High School	9–12	Black males	43%	67% Black North American

Case Study Schools MCAS Proficiency (2012)

ELA

Math

	Total	Black Male	Latino Male	Total	Black Male	Latino Male
Tallmadge ES	52.7	45.8	54.5	43.2	41.7	36.4
Fairview (K-5)	50.4	50	NA	48.9	53.8	NA
<i>BPS</i>	<i>34.1</i>	<i>22.1</i>	<i>24.9</i>	<i>35.8</i>	<i>22.6</i>	<i>31.1</i>

ELA

Math

	Total	Black Male	Latino Male	Total	Black Male	Latino Male
Bruin HS	100	NA	100	57.4	NA	61.5
Hilltop HS	64.4	59.2	NA	49.3	54.2	NA
<i>BPS (no exam)</i>	<i>64</i>	<i>59.7</i>	<i>58.4</i>	<i>53.6</i>	<i>48.8</i>	<i>52.6</i>

Phase II – Site Visit Data Collection

- Individual interviews
 - Principals, teachers and students
- Focus groups
 - Instructional leadership teams, grade level and department teams
- Classroom observations
- Observations of other spaces



Phase II – Findings



- Cross-cutting strengths or ***Promising Practices***
- Cross-cutting challenges or ***Unfinished Business***

Cross-cutting strength #1

Caring School Culture

- Authentic, caring, accountable teacher-student relationships
- High expectations of both students and teachers
- Safe, orderly, respectful climate of learning



“I feel like teachers are really here to teach us. Like Ms. [name of teacher] talks to me about what works and what doesn't work and she asks me questions and she let me lead the discussion a couple of times.”

— student at Bruin HS

Cross-cutting strength #2

Professional Collaborative Community

- Sense of collective responsibility and shared leadership
- Dedicated time to collaborate on practice
- Grade level teams
- Instructional leadership teams
- Case management approach



“It’s a community. We help each other out. There have been children in crisis here for different reasons. We all pitch in. . . And the dedication of the teachers. . .I don’t know what we do different. I think everybody’s happy so they help each other out and just love to work here.”

— teacher at Fairview K-8

Cross-cutting strength #3

Individualized Instruction

- Students with special needs mainstreamed
- Co-teaching
- Case management teams
- Additional supports after school



“Part of why the school is successful is because each student is treated as an individual. And we look at what they bring to the table. . . Where they are when we get them. . .and where we need to bring them. And the only question is, what tools. . .do we have to put in place to get them where they need to be.”

— teacher at Tallmadge ES

Cross-cutting strength #4

Family Engagement and Leadership

- Multiple opportunities to get involved
- Sense of welcome, belonging, and ownership
- Parent volunteers
- Frequent communication



“The parent involvement in the school is tremendous. You have a big investment of parents. At other schools I’ve been to, I would be at an open house and I’d not have parents come. We have all the parents come all the time. That’s a big key to our success because parents know we work with them and they get involved.”

— teacher at Fairview K-8

Promising Practices. . .



- Caring school culture
- Professional collaborative community
- Individualized instruction
- Family engagement and leadership (elementary)

...Unfinished Business



- Pockets of practices specific to Black and Latino males in all schools
- Lack of intentionality and coherence in approach to educating Black and Latino males

Cross-cutting Challenge #1

Teachers and staff have limited knowledge of students' cultural and linguistic backgrounds

- “Most of our students are Black or Latino”
- “Feasts and festivals” approach to multiculturalism
- Lack of knowledge about student culture, labels
- Which students are Latino?
- Deficit view of Black and Latino males

“I don’t feel like I’m really as good as I want to be in that area, in really understanding the Latino culture. I learned in bits and pieces, but I haven’t made a real study of it. And I think that will help me. That will help me have a better practice with the kids.”

— teacher at Bruin HS

Cross-cutting Challenge #2

Adults preferred a "color-blind" approach and were reluctant to discuss gender and race

- “We are colorblind”
- “We treat everybody the same”
- Race and gender are individual rather than group attributes
- No curriculum or instruction explicitly addressing race or gender

“We treat everybody the same. If you’re a boy or you’re a girl, you’re still treated the same. Like I said, races are the same. . . I don’t really see any difference. I think you see every child that comes in and attend to whatever needs they have.”

— teacher at Fairview K-8

Cross-cutting Challenge #3

Absence of a systemic, school wide approach to cultural responsiveness

- Pockets of focus on Black and Latino male success
- Pockets of explicit discussion of race and power
- Pockets of understanding about race, culture, language, ethnicity
- Strong focus on meeting *individual* needs through differentiation

“I have to say, I don’t think we’ve done a ton of specifically looking at boys versus girls. . . I’ve never really seen us make a specific push around Black and Latino boys. . . I mean. . . we definitely have more girls in the honors and AP classes and that’s something that we’re aware of and something we’ve been sort of working on, not as a concerted effort, but I think a lot of teachers are aware of that. . .”

— teacher at Hilltop HS

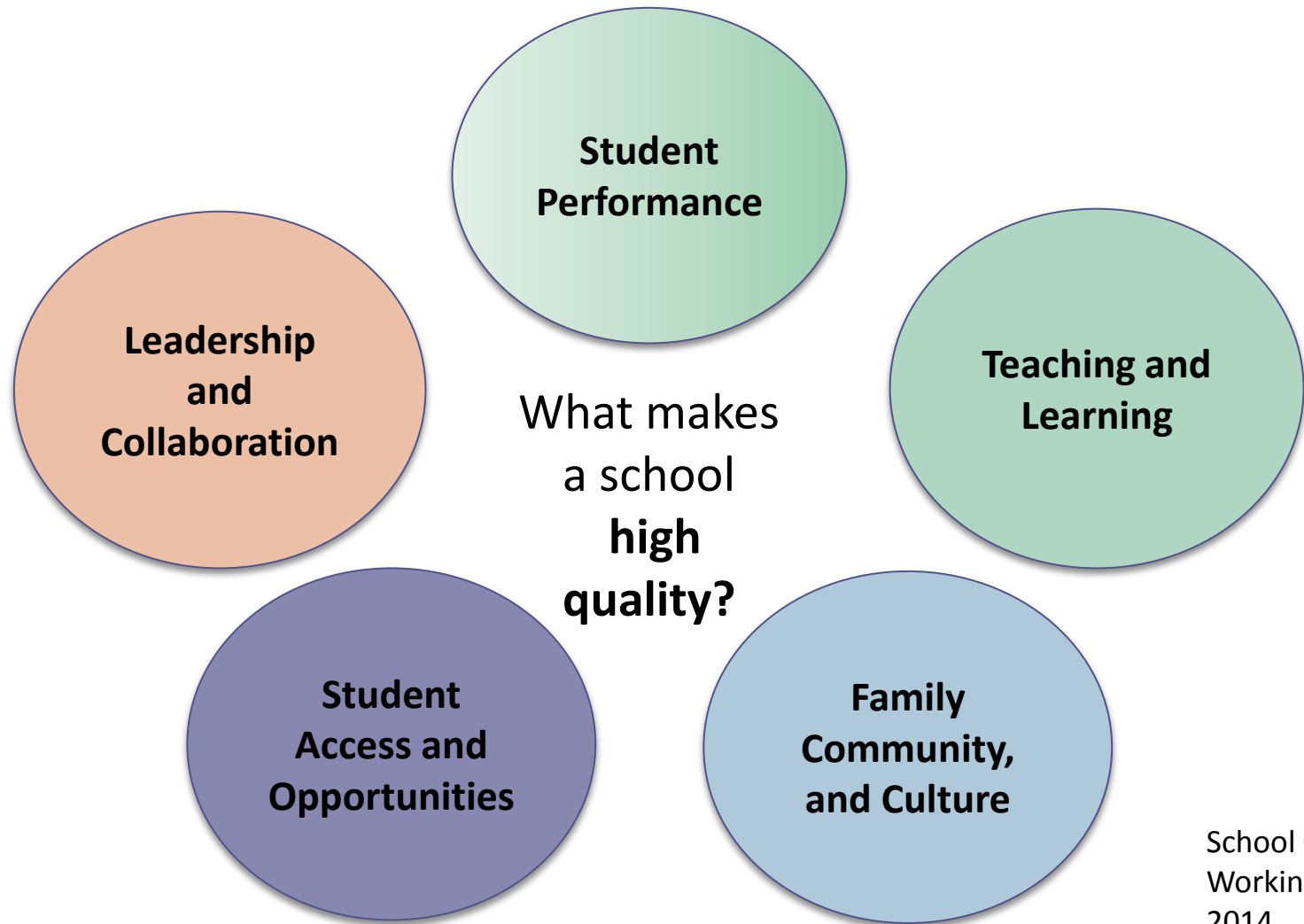
Unfinished Business

- Teachers and staff have limited knowledge, understanding, and appreciation of students' cultural and linguistic backgrounds.
- Teachers and staff have a “color-blind” approach to their work and are reluctant to talk explicitly about race and gender.
- There is not an intentional, school wide vision or effort to creating a culturally responsive school.

Phase II – Key Findings

- Very few Boston public schools were identified as having high proficiency rates with Black and Latino males.
- Schools that are doing “comparatively well” with Black and Latino male students all have the hallmarks of good or effective schools.
- Schools were not intentional about implementing practices specific to supporting the success of Black and Latino males.

BPS School Quality Domains



School Quality
Working Group,
2014

Recommendations: Mission and Vision

- Communicate a vision of high expectations for Black and Latino males; accompany this vision with a high level of support.
- Use an asset-based paradigm for Black and Latino male students.
- Update the district's School Quality framework to integrate the Indicators for Black and Latino Male Equity and Excellence.

Recommendations: Leadership

- Continue to recruit, retain, and place diverse principals, teachers, and staff members.
- Establish standards and tools for culturally responsive practices and hold educators accountable for implementation.
- Continue to model professional learning communities that discuss problems of practice and promising practices.

Recommendations: Culture

- Make all groups in BPS visible through disaggregated data and resources.
- Affirm student identities through curriculum, instruction, and programming.
- Develop facility in explicit talk about racism and other –isms.



Recommendations:

Curriculum and Instruction

- Ensure professional development on culturally responsive curriculum, instruction, and assessment.
- Increase Black and Latino male engagement, identity, voice, and leadership.
- Address group strengths and needs by gender and race/ethnicity.

Recommendations: Family and Community Engagement

- Organize and facilitate Race/Ethnicity/Gender Dialogues.
- Continue to partner with families of Black and Latino males focused on learning.
- Partner with urban teacher preparation programs focused on equity.
- Improve partnerships with community organizations focused on equity.

Thanks to:



- **Phase II case study authors:** Vivian Dalila Carlo, Melissa Colón, Jaime Del Razo, John Diamond, Alethea Frazier Raynor, Daren Graves, Paul Kuttner
- **BPS leaders:** John McDonough, Carroll Blake, Antonieta Bolomey, Kamal Chavda, Eileen de los Reyes, Melissa Dodd, Drew Echelson, Denise Snyder, Tanisha Sullivan, Cheryl Watson Harris, Matt Wilder, Ross Wilson



Barr
Foundation

Panel Discussion

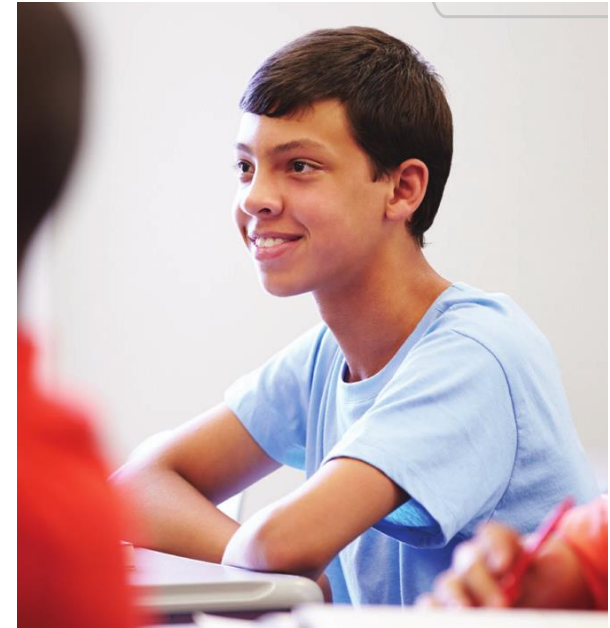
- As a district leader, parent, student and community member, how do the study's findings impact you?
- What does being “intentional” about the success of Black and Latino males look like?
- What is the role of the wider community in this issue?
- How do we move forward?



#path2equityBOS

Studies Available at

- annenberginstitute.org/publication/BPSreportPhaseII
- ccebos.org/pubslinks.html
- bostonpublicschools.org/opportunity



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