



EXECUTIVE SUMMARY

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

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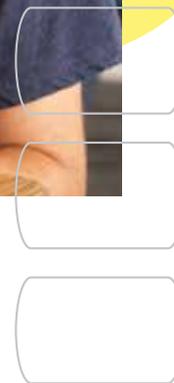
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This executive summary of the report *Promising Practices and Unfinished Business: Fostering Equity and Excellence for Black and Latino Males* was prepared by the Annenberg Institute for School Reform at Brown University, based in Providence, Rhode Island, and the Center for Collaborative Education, based in Boston, Massachusetts, on behalf of the Boston Public Schools. This Phase II report is part of a larger study, *Analyzing Enrollment, Outcomes, and Excellent Schools for Black and Latino Male Students in the Boston Public Schools*. The Phase I report, *Opportunity and Equity: Enrollment and Outcomes of Black and Latino Males in Boston Public Schools*, examined the enrollment, opportunity, and outcomes of Black and Latino male students not only by major racial/ethnic groups, but also by geographic region. The executive summaries and full reports for both Phase I and Phase II may be viewed and downloaded at www.annenberginstitute.org and at www.ccebos.org.

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- catalyze systemic change at the school and district levels through district- and state-level policy and advocacy support.

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Letter from the Superintendent



Dear Boston Public Schools Community,

In the city of Boston, we are often reminded that in the long and distinguished history of the Boston Public Schools, our district is regarded as a standard-bearer in urban public education.

Without question, the most consequential and critical issue we face as a nation today is the achievement gaps that exist in our schools for Black and Latino males. While great progress has been made in pockets in schools across America, persistent gaps remain in urban schools from Massachusetts to California. Boston won't wait for someone else to solve this issue for us.

In 2013, Boston Public Schools (BPS) embarked on an endeavor to fully understand the barriers to educational opportunity and attainment for Black and Latino male students by commissioning a two-part study that collectively represent the most comprehensive body of work to date in the country on this topic. The findings of the first report were important and found uneven suspension rates and limited access to critical inclusion settings, advanced work classes and exam schools. The report also offered recommendations for changing underlying practices that can improve outcomes for students. The report delineated recommendations that build on the strengths and values that Black and Latino male students bring to our schools and communities. It also acknowledged the work already underway in BPS to close the gaps, which includes expanded pre-kindergarten, increased inclusive opportunities, changes to our discipline policies that reduce suspensions, investments to diversify our educator pool, and successful re-engagement efforts that have led to an historic low in dropout rates for BPS students.

With that information now in hand we dove even deeper. *Promising Practices and Unfinished Business: Fostering Equity and Excellence for Black and Latino Males* is the second phase of the report former Superintendent Carol Johnson commissioned.

Promising Practices highlights effective practices that exist in the profiled schools and identifies opportunities to replicate them more widely. We have the tools – and I believe we are ready – to move from instances of best practices to a system of equity and opportunity for all of our students. Yet, we cannot do it alone. Our work is a collective effort and a continuous effort. It requires community support. It will span - and must withstand - leadership changes. I have been fortunate to carry the torch - to move from theory to practice many of the report's recommendations. I know that Dr. Tommy Chang will take to heart the urgency of this matter when he assumes the Superintendency later this year.

Our success lies in understanding who we are as a city, even as populations shift and change; acknowledging that our different experiences make us stronger; and digging deep to understand and incorporate practices that intentionally draw on cultural responsiveness and expand educational opportunities. Several partnerships made this work tangible, and we are grateful to the Barr Foundation, the Center for Collaborative Education and the Annenberg Institute for School Reform at Brown University for the role each played in developing the study and recommendations.

On behalf of Mayor Martin J. Walsh, the Boston School Committee, our school leaders, teachers, staff, students and parents, thank you for this tremendous opportunity. Building on a solid history of firsts in education, let us strive to be first again, by leading innovative efforts and practices that foster equity and access for all of our students.

A handwritten signature in black ink that reads "John A. McDonough". The signature is fluid and cursive.

John McDonough
Interim Superintendent
Boston Public Schools



Abstract



Boston Public Schools (BPS) commissioned companion studies as part of its efforts to address achievement gaps for Black and Latino males. The first study revealed the increasing diversity of Black and Latino males and stark opportunity gaps throughout the system that contribute in large part to wide attainment gaps for these students. We hypothesized that in schools doing comparatively better with Black or Latino males than their counterparts, educators would be strategically and comprehensively implementing evidence-based cultural, structural, and instructional practices tailored to meet these students' needs and aspirations. Through qualitative case studies of four schools, we identified several cross-cutting themes that provide the district and school leaders with some positive news about effective practices found in all good schools: strong school cultures, professional collaboration, differentiated instruction, and, in the elementary schools, family engagement. While we observed pockets of best practices specific to Black and Latino male education, we also brought to light unfinished business, in that none of the four case study schools had an intentional and comprehensive schoolwide approach to educating Black and Latino males. This lack of intentionality resulted in a paucity of evidence that the school administration and faculty as a whole: (a) know and value students' cultural and linguistic backgrounds; (b) adopt explicit and responsive approaches to race and gender; and (c) develop and implement a comprehensive approach to culturally responsive curriculum and instruction. We posit that lack of knowledge, intentionality, and coherence impedes further progress in educating Black and Latino males, and has implications for educators in schools, for staff members in community partner organizations, and for family members of BPS students.

Context

Promising Practices and Unfinished Business: Fostering Equity and Excellence for Black and Latino Males is the second phase of a study commissioned by Boston Public Schools (BPS) as part of a long-term strategy to eliminate the substantial and persistent opportunity and achievement gaps that exist among subgroups of students by race, ethnicity, and gender. The Phase I study, *Opportunity and Equity: Enrollment and Outcomes of Black and Latino Males in Boston Public Schools*, was a comprehensive review of the enrollment and outcomes of Black and Latino males compared to their White and Asian peers. That report found that Black and Latin@ students in BPS are an increasingly diverse and growing population, with students from countries in Africa, the Caribbean, and Central and South America in addition to the United States. In fact, the fastest-growing Black and Latin@ groups are immigrants. The study also showed that at every stage of education, Black and Latino males have limited access to rigorous coursework such as Advanced Work Classes, the elite exam schools, and the MassCore curriculum, which leads to college readiness; and that Black and Latino male students with special needs are excluded from inclusive regular education settings at disproportionate rates. As a result, and not surprisingly, Black and Latino males post lower attendance rates, higher suspension and dropout rates, lower subject-level proficiency rates, and lower four-year graduation rates than females and White and Asian males (Miranda et al., 2014).

The purpose of the Phase II study was to identify educational models, policies, and practices that might help to close the opportunity and achievement gaps documented in the Phase I study. Our goal was to conduct case studies of Boston public schools where Black and Latino males were doing better than their peers in other district schools, with the assumption that, in schools where Black and Latino males were performing better than average, teachers and school leaders would be implementing practices and policies that specifically contributed to their success. We conducted a literature review to identify evidence-based practices of what works for Black and Latino males in school (see Table 3). We hypothesized that these practices

Black and Latin@ students in BPS are an increasingly diverse and growing population, with students from countries in Africa, the Caribbean, and Central and South America in addition to the United States.

would be evident in Boston public schools that were doing better with their Black and/or Latino male students. Identifying practices within these schools could provide other schools with a model to replicate, while informing local educators and policy makers about how best to leverage resources to close the opportunity and achievement gaps documented in the Phase I study.

Promising Practices and Unfinished Business sheds light on the characteristics, policies, and practices of four Boston public schools that are doing better with Black and Latino males compared to schools with similar student populations. Using a school-level database that included student demographic, engagement, and MCAS proficiency indicators for four school years (SY2009–SY2012), we ran regression models for elementary and secondary schools to identify those where Black or Latino males were doing comparatively better than their peers. To ensure that we were comparing schools with similar enrollment profiles, we controlled for the following school-level variables: percentage of students eligible for free or reduced-price lunch, percentage of students with special needs, and the percentage of English language learners. The regression analyses yielded four case study schools (see Table 1) that were diverse by grade level, geographic diversity of Blacks and Latinos, and size.¹ Even though the case study schools' MCAS proficiency rates were high enough for them to be identified through regression as doing comparatively better than other district schools with similar enrollment profiles, their outcomes were mixed at best, especially compared with state averages.²

¹ The selected schools were given pseudonyms to maintain student and staff member confidentiality. A complete description of how schools were selected for the study is included in the methods appendix of the full report.

² Direct comparisons for Latino males and Black males were not possible because statewide data was not publicly reported by race and gender together.

Table 1: Case Study Schools Selected for Their Comparative Success with Black and Latino Males

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

³ For this study, we examined and report Latino enrollment patterns by race — that is, Latino-White, Latino-Black, and Latino-Other.

Key Findings

Our investigation of the four case study schools revealed several cross-cutting themes that fall under two main areas.⁴ One, the case study schools exemplified many of the hallmarks of good or effective schools that are supported by research. Two, while some individual staff members in each school practiced culturally responsive strategies focused on Black and Latino males, overall there was a lack of intentionality in supporting Black and Latino male success, with schools facing several barriers to taking such an approach.

EFFECTIVE SCHOOLS SUPPORT THE SUCCESS OF BLACK AND LATINO MALES

Research shows that effective or high-performing schools have common characteristics, and all four case study schools demonstrated a number of these, including a caring school culture, a professional collaborative community, differentiated or individualized instruction, and active family engagement and family leadership (see Table 2) (Teddle & Reynolds, 2000; Tung et al., 2011).

Each school boasted physically and emotionally safe and orderly learning environments. Students, teachers, and staff members all referred to the high value placed on caring relationships. For example, young adults at the two high schools noted the respectful and caring attitudes of some teachers as primary motivators for learning. A Bruin High student remarked: “The teachers aren’t really just here for the paycheck. I feel like they’re 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.” A student at Hilltop HS described a teacher who not only taught content, but also infused his course with “life lessons,” which showed that he knew about his students’ family circum-

A student at Hilltop HS described a teacher who not only taught content, but also infused his course with “life lessons,” which showed that he knew about his students’ family circumstances and cared enough to provide valuable advice not only about academics but also about navigating adolescence.

stances and cared enough to provide valuable advice not only about academics but also about navigating adolescence.

Another key characteristic of effective schools is the presence of professional learning communities in which teachers have time during the school day to meet to discuss practice (Chenoweth, 2009; Leithwood, Seashore, Wahl-

strom, & Anderson, 2004; Sebring, Allensworth, Bryk, Easton, & Luppescu, 2006; Vescio, Ross, & Adams, 2008). All of the case study schools demonstrated hallmarks of professional learning communities, including a sense of collective adult responsibility, formal and informal structures to facilitate collaboration, and authentic shared leadership among stakeholders. The adults in each case study school developed a professional community driven by a shared mission of responsibility among all adults for all learners. To support this mission, at least three schools had formal structures that allowed for collective responsibility for student learning and collaborative problem solving among adults. For instance, a Tallmadge Elementary teacher shared that grade-level team meetings were a place for teachers to discuss not only individual students, but also groups of students, by race or gender when necessary, to understand how they were doing. At Hilltop HS, teachers talked about their case management approach as the primary vehicle for staff collaboration.

Individualized, or differentiated, instruction is a teaching approach in which teachers modify lessons to accommodate the diverse learning styles, interests, and needs of students (Tomlinson, 1999). Although the

The adults in each case study school developed a professional community driven by a shared mission of responsibility among all adults for all learners.

⁴ Cross-cutting themes were themes that were common to at least three of the four schools (or both elementary schools).

empirical evidence to support the relationship between differentiated instruction and student outcomes is limited, many authors hypothesize that the practice of individualized or differentiated instruction better meets the needs of students (Hall, 2002; Williams, 2012). All four schools demonstrated this practice. Fairview's practice of differentiated instruction was the most explicit of the case study schools. As a full-inclusion school following a co-teaching model, Fairview had two or three adults (at least one of whom was a special education teacher) in every classroom, which included students with moderate to severe special needs. Adults worked patiently with all students to modify and accommodate student needs, regardless of disability. The goal of the inclusion model is to "educate all students regardless of background, disability status, or prior academic and behavioral performance." One teacher ventured that without being explicit about Black males, the school has supported their achievement:

I think that a big piece, too, was un-separating special education and regular education, and just putting everybody's brains on kids who were struggling, whether they technically had IEPs or not. It was a culture change that I think supported the achievement of Black boys, because we know that otherwise they're overrepresented (in special education) at such a high rate.

Effective schools also focus on family and community engagement, which has been shown to correlate with positive student outcomes (Henderson & Mapp, 2002; Jeynes, 2005). Family engagement is often greater in elementary school than in high school (Kreider, Caspe, Kennedy, & Weiss, 2007) because of adolescents' need for autonomy and school structures. This trend was borne out in this study, where both elementary schools, Tallmadge and Fairview, made family engagement a priority. For instance, Fairview developed and facilitated a series of Race Dialogues during the study period. These are community convenings led by trained facilitators who support participants to share their varied experiences in the community, specifically related to race, in safe spaces where all voices can be heard. While these Race Dialogues did not happen during the school day, they did engage parents who were not previously connected to the school. Eventually, in addition to participating in the Race Dialogues, parents of color began to take on more leadership roles in the school.

SCHOOLS SHOULD BE MORE INTENTIONAL IN SUPPORTING THE SUCCESS OF BLACK AND LATINO MALES

While the four case study schools exhibited several of the hallmarks of effective schools, none of those characteristics are specific to the educational success of Black and Latino males. The Indicator Framework (Table 3) created for this study includes a number of evidence-based practices of what works for Black and Latino males in school. While we identified a few examples of these practices at each school, none of the schools demonstrated a comprehensive, intentional approach to supporting the success of Black and Latino males. The case study schools instead shared a number of barriers to developing an intentional, school-wide approach, including a reluctance to discuss issues of race, lack of a common understanding of racial/ethnic groups and of cultural responsiveness, and little or no professional development focused on implementation of culturally responsive practices.

Scholars suggest that being explicit about the impact of racism in schools and society and developing an anti-racist school culture in which people of color feel a sense

Teachers and staff members in the case study schools were more likely to say they were "color-blind" and were reluctant to describe how race/ethnicity played into their practice and experiences with students.

of belonging and empowerment will lead to better outcomes for students of color (Cabrera, Milem, & Marx, 2012). And while some teachers integrated the racial and cultural backgrounds of students into their practice, we found that teachers and staff members in the case study schools were more likely to say they were "color-blind" and were reluctant to describe how race/ethnicity played into their practice and experiences with students. As a result, we observed little curriculum or instruction explicitly addressing race, racism, or gender, practices that research suggests

lead to better Black and Latino male outcomes (Banks, 1993; Duncan-Andrade, 2008; Fergus, Noguera, & Martin, 2014; Gay & Hanley, 1999; Ladson-Billings, 1998; May, 1999; Nieto & Bode, 2012; Sleeter & Grant, 1987, 2006). This resistance to talking about groups of students by race or gender is a barrier to developing a culturally responsive school culture and climate.

Teachers and administrators must be well informed about the diversity of their students in order to effectively implement and practice culturally responsive strategies that support student success (Fergus et al., 2014; Leithwood et al., 2004; Stovall, 2006; Tung et al., 2011; Valenzuela, 1999). However, we found that across the four schools, with a few exceptions, adults demonstrated and acknowledged that they lacked information about the different groups of Black and Latin@ males in their classrooms. One example at Tallmadge Elementary clearly demonstrated their lack of knowledge about Latin@ cultures when, as part of their attempt to incorporate multicultural education with a “feasts and festivals” approach, they celebrated a Mexican holiday even though the school had no students of Mexican descent. Even at Bruin HS, which was selected for its success with Latino males, some adults referred to Latin@ students as “Spanish” students, a term that is outdated and not reflective of the vast diversity of the Latin@ diaspora. Strengthening adults’ knowledge of the historical and political contexts of students’ countries of origin, of how Black and Latino male students form their social and cultural identities, and of the terms they use to self-identify would be a first step in embedding best practices for Black and Latino male students into school culture.

A third barrier to schools taking a more intentional approach to Black and Latino male education and success was the lack of school-based professional development that focused on building faculty and staff member competencies in culturally responsive practices. Fergus, Noguera, and Martin (2014) found that principals of schools designed to meet the academic and social needs of Black and Latino male students cited ongoing professional development as necessary for teachers to be effective with those

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populations. In this study, the few teachers who demonstrated a clear understanding of multicultural education and critical pedagogy explained that they had brought that knowledge from previous teaching experiences. The principal of Tallmadge Elementary described the district-provided professional development in this area as weak and unproductive. While she agreed that a culturally relevant curriculum would be preferable, she

left how to develop and implement one up to individual teachers. A Fairview Elementary teacher noted that, given the lack of focus on race and ethnicity at the school, she brought her own lessons on cultural sensitivity from her former school to this new setting. While there may have been occasional professional development on this topic at Fairview in the past, no teachers mentioned it during our interviews.

DEVELOPING A SYSTEMIC APPROACH TO CULTURALLY RESPONSIVE SCHOOLS IS NECESSARY IN BPS

Despite the evidence of effective-schools practices in each case study school, as well as the pockets of promising practices targeting Black and Latino male students shown by some individual teachers and staff members, a more systemic focus on the educational success of Black and Latino males is needed. Research suggests that a more comprehensive, schoolwide and districtwide approach to Black and Latino males could lead to even stronger Black and Latino male student outcomes than those posted by the case study schools.

First, overall, very few BPS schools had the MCAS proficiency rates that would qualify them to be candidates for the case studies. Second, even though the case study schools' MCAS proficiency rates were high enough for them to be identified as doing comparatively better than other district schools with similar enrollment profiles, their outcomes were mixed at best, especially compared with state averages. Three of the four schools had lower attendance rates than the state average. The high schools had higher suspension rates and significantly lower four-year cohort graduation rates than the state averages, and all four schools posted proficiency rates that were below the state averages on the MCAS English language arts and math assessments. Building on the relative success of the case study schools and turning the pockets of promising practice found in these schools into schoolwide approaches requires being more explicit and informed about race/ethnicity and gender in school practices and policies. The recommendations that follow guide district and school leaders on how to build skills and knowledge to implement best practices for Black and Latino males throughout a school.

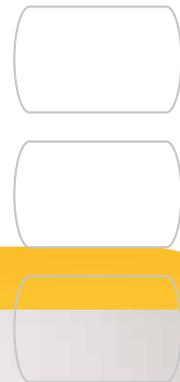


Table 2: Summary of Cross-Cutting Themes Found at Case Study Schools

INDICATORS

Cross-Cutting Strengths

- ✓ Ensuring caring, authentic relationships among teachers, students, and families
- ✓ Building professional collaborative learning communities
- ✓ Individualizing instruction to meet students where they are
- ✓ Engaging families as leaders

Cross-Cutting Challenges

- ✓ Knowing and valuing students' cultural and linguistic backgrounds
- ✓ Moving from color-blind to explicit and responsive approaches to race and gender
- ✓ Developing a systemic approach to culturally responsive schools



RECOMMENDATIONS

While the school district was not the focus of this study, the vision, policies, and practices of the district's leaders have direct implications on how schools organize and operate. This study's unit of analysis was the school, and therefore many of the recommendations were developed as a direct result of interviews and observations during our site visits. Although this study did not reveal comprehensive models for successfully educating Black and Latino males, the findings do inform the district's (D) and schools' (S) ongoing improvement efforts. These recommendations build from the strengths that the case study schools exhibited, and encourage systemic action addressing culturally responsive and sustaining policies and practices—or the “unfinished business” in this study's title.

MISSION AND VISION

- ✓ Communicate a vision of high expectations for student learning that includes goals for persistence and for college readiness and attendance for each student group and individual, including Black and Latino males; accompany high expectations with high support for both teachers and students. (D, S)
- ✓ Use an asset-based paradigm instead of a deficit view in all aspects of planning, discussions, programming, and communicating for and about Black and Latino male students. (D, S)
- ✓ Update the district's School Quality framework to include some of the practices in the Indicator Framework for Black and Latino Male Equity and Excellence proposed in this study. (D)

SCHOOL LEADERSHIP AND ORGANIZATIONAL POLICIES

- ✓ Recruit, retain, and place a cadre of racially, culturally and linguistically diverse and effective principals, teachers, and staff members (who represent the different cultural and linguistic experiences of the student body and who value authentic, caring relationships with other adults and with students) in the schools with the greatest opportunity and achievement gaps. (D, S)
- ✓ Establish standards and strategies for culturally

responsive practices for educating Black and Latino males (like the Indicator Framework in this study), and create tools and guidelines for implementing and assessing them. (D)

- ✓ Model and fund the development of cross-functional professional learning communities among adults at the school and district levels, with opportunities to collaborate, share strategies, and discuss both problems of practice in and promising practices for educating Black and Latino males. (D, S)

CURRICULUM AND INSTRUCTION

- ✓ Ensure that every school conducts professional development on culturally responsive curriculum, instruction, and assessment, including:
 - o peer-to-peer classroom demonstration lessons and observations, such as lesson study;
 - o coaching observations and debriefs; and
 - o data-based inquiry for planning, informing practice, and monitoring outcomes. (D, S)
- ✓ Encourage and support specific instructional strategies that focus on increasing Black and Latino male engagement, identity, voice, and agency, such as writing counternarratives, interrogating current events through a critical race theory lens, and sharing home traditions and language. (D, S)
- ✓ Continue to support differentiated instruction and tiered levels of support to meet the needs of individual Black and Latino male students while also addressing group strengths and needs by gender and race/ethnicity. (D, S)

SCHOOL AND DISTRICT CULTURE AND CLIMATE

- ✓ Make all racial/ethnic, cultural, and linguistic groups in BPS visible to district and school leaders through sharing disaggregated data about and resources for these specific groups in Boston. (D, S)
- ✓ Learn about and affirm all student identities—by gender, race, ethnicity, language, culture, sexuality—through explicit curriculum, instruction, professional

RECOMMENDATIONS

development, and programming that includes discussions about gender differences, analysis of the complex intersections of ethnicity and race, and creation of clubs for groups of students sharing identities. (D, S)

- ✓ Develop facility among district and school leaders in understanding theories about the education of students of color so that they can model explicit talk about racism and other -isms in our schools and classrooms. (D, S)

FAMILY ENGAGEMENT AND COMMUNITY PARTNERSHIPS

- ✓ Organize and facilitate Race/Ethnicity/Gender Dialogues in schools and communities to support educators and district residents in learning how to talk about these topics in productive, meaningful, and respectful ways. (D, S)
- ✓ Partner with preservice urban teacher residency programs focused on critical and equity pedagogy to develop a pipeline of teachers who are culturally responsive. (D)
- ✓ Intentionally engage families, particularly families of Black and Latino males, with student learning at school and/or at home, and communicate frequently using multiple modes, thereby emphasizing the partnership between school and home. (S)
 - o Host school events at various hours of the day, various days of the week, and in various locations so that more families, particularly those who are less comfortable in schools, can participate.
 - o Enhance home-school connections with home visits and open houses early in the school year.
 - o Reach out to family members with positive news about their child's progress.
- ✓ Make the most of the resources and assets within the school community, including programming and individual volunteers who value Black and Latino male success and can support culturally responsive approaches. (D, S)
- ✓ Create ongoing and effective partnerships with community organizations and groups with an explicit focus on eliminating opportunity and achievement gaps

to enhance academic, enrichment, and extracurricular activities for students, such as by offering advisory groups, clubs, and mentoring to support the success of Black and Latino males. (D, S)

Our research findings suggest that closing opportunity and achievement gaps for the increasingly diverse population of Black and Latino males in BPS will require implementing more than generic effective-schools practices. In conjunction with the theoretical and empirical literature cited in the Indicator Framework, the case study observations imply that a greater intentionality in adopting a culturally responsive mindset, and a systemic, schoolwide and communitywide set of approaches may provide the conditions for Black and Latino males to excel and for the district to move closer to its goal of equity. The findings from the case studies and the cross-case analysis strongly suggest that (a) shifting to an asset-based paradigm about Black and Latino male students, (b) developing strategies to increase educator and community competency in addressing race, gender, and equity, and (c) developing an intentional, systemic strategy to infuse cultural responsiveness into all aspects of the system will yield even better outcomes for Black and Latino males in these case study schools and in all Boston Public Schools.



Table 3: Indicator Framework for Black and Latino Male Equity and Excellence

INDICATORS

MISSION AND VISION

The school has a college-readiness mission and provides opportunities for Black and Latino male students to learn about and experience how college works (high schools).

The school has a mission of high expectations for student learning outcomes for all students (using measurable and monitored objectives), with explicit attention to Black and Latino males.

SCHOOL LEADERSHIP AND ORGANIZATIONAL POLICIES

Teachers and administrators use data-driven instruction, including disaggregation of outcomes by race and gender that includes discipline and test score data; calculation of relative risk.

The school has a representative discipline advisory committee with a culturally synchronous perspective.

Discipline policies and practices emphasize justice/fairness.

School/district uses a universal three-strikes policy for discipline consequences (rather than zero tolerance).

Students repeatedly referred for disciplinary infractions are prioritized for counseling/therapy.

Schools and/or classrooms employ gender-based practices, such as single-gender classes or boys' groups.

School enacts rites of passage and rituals into manhood.

High schools invest the greatest amount of resources in the 9th grade.

Leaders see their role as influencing staff members' motivation, knowledge, affect, or practice to enable or resist change.

Leaders take a distributed perspective on leadership and management, highlighting distributive leadership structures, routines, context, and interactions.

School size is small enough for personalization of teaching and learning and forming of relationships. Class sizes range from 15 to 20 students.

Teachers have time during the school day to collaborate to improve knowledge of content, knowledge of students, and instruction; Teachers participate in professional learning communities, also known as professional collaborative communities.

The school has adequate staffing to create reasonable class sizes and student supports to address academic and social-emotional needs.

The school follows a clear, equitable special education referral policy and tracks the proportionality of its SPED referrals.

All students have equitable access to rigorous courses and high-level classes (no academic or cultural tracking).

Instead of grade retention, the school uses alternative policies such as summer school and tutoring to support students who need specialized support to reach expectations.

CURRICULUM AND INSTRUCTION

Curriculum and instruction include analysis using the lens of critical race theory (CRT); the school takes on an antiracist stance.

- Curriculum includes opportunity for Black and Latino male students to develop counternarratives to the dominant narrative.
- Curriculum allows for co-generative dialogue.

Teachers use critical pedagogy (CP) in their lessons.

- Curriculum empowers students and allows for social action, decision making, and "subversive activity."
- The metaphor for education is that of problem posing, not banking.
- The focus of teaching and learning is "empowering education": participatory, affective, situated, problem-posing, multicultural, dialogic, desocializing; democratic; constructivist. Content learning builds on students' background knowledge; instruction goes beyond academic discourse to reflection and action.

Curriculum and instruction is culturally responsive to Black and Latino males; curriculum is multicultural and stresses diversity; critical multicultural education challenges structural racism and other -isms.

Teachers and leaders receive professional development on culturally responsive curriculum and pedagogy.

Teachers and leaders receive professional development on culturally responsive classroom management.

Curriculum emphasizes character development.

Assessments show what students know and can do (authentic); involve presentations, projects.

INDICATORS

Classes include heterogeneous cooperative group work that encourages differentiation, communication, and building self-confidence.

Instructional program shows coherence guided by a common framework.

Rigorous curriculum is focused on academic literacy, mastery, and efficacy.

Teachers differentiate instruction based on learning needs and learning styles.

SCHOOL CULTURE AND CLIMATE

School faculty's gender, racial, and ethnic makeup resembles the student body's gender, racial, and ethnic makeup.

School addresses Black and Latino male students' sociocultural and academic identities; discussions about race and gender are public and explicit.

Students are encouraged to develop a gender, racial, cultural, and linguistic identity.

Students' cultures and life experiences are valued as assets; students' home cultures are reflected in the school; school staff members focus on building students' social capital.

School emphasizes collective/communal identity and responsibility for student success; responsibility for Black and Latino male achievement is distributed schoolwide, not just among teachers in certain roles.

Teachers and leaders participate in professional development to examine their own gender and racial identities and become more culturally responsive.

School culture focuses on resilience and persistence.

Teachers and students have strong, caring, accountable, and reciprocal relationships with each other; relationships originate with revealing the self rather than with academic knowledge and skills; teachers initiate connection with youth.

Relationships among students and student groups are supportive, trusting, networked; they add social capital.

School has adequate number of guidance counselors who are aware of many college options, scholarship opportunities.

School creates ample opportunities for student voice, engagement, and leadership development.

School uses an early warning system for identification of students who are off track, and academic intervention systems for them are in place.

School provides a safe and orderly environment for all students, including for Black and Latino males; being open beyond the school day provides students a safe haven.

FAMILY ENGAGEMENT

Family members feel "at home" and welcome in the school.

Family members have high expectations for their Black and Latino male students.

Family members strictly limit unstructured time outside of the home.

Families support continued use of native language and reliance on family's cultural values.

School has Black and Latino male personnel who are nonjudgmental and available to speak with parents of Black and Latino male students and to learn about family experiences.

School offers parenting workshops or peer-support networks led by parents of successful Black and Latino male students.

Home-school relationship involves collaborating to demand culturally responsive curricula.

School offers a variety of ways for families to be engaged and informed, since family's culture may influence comfort with school.

Leadership gives families a role in making decisions about the school.

COMMUNITY PARTNERSHIPS

The school actively engages community partners as resources for Black and Latino male students, for example, to provide out-of-school-time programs that offer enrichment and academic reinforcement; communities add social capital for school success.

Community-based organizations offer mentoring, role models, tutoring for students in the school.

Note: For the references associated with each indicator in the Indicator Framework, see the full report.

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