



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

T H E O F F I C E O F
**BLACK MALE STUDENT
ACHIEVEMENT**

Determined to Believe...and Achieve.

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OBMSA Mission

We exist to awaken the greatness within Black males in MPS to have them determined to believe and achieve success as defined by their own values and dreams.



Black Males in 2013-14

- 36% 4-yr graduation rate (Class of 2013)
- Average GPA of **1.91**
- 16% were suspended one time or more

Taught by...

- 84% of teachers in MPS are white
- 77% female



BELIEF

Black male students need to believe in themselves

Educators need to believe in black male students

black male students	Growth Mindset Motivation Self Worth
	YOUNG BLACK MEN SEE ACADEMIC SUCCESS IN THEIR FUTURE

Growth Mindset Positive Black Male Engagement Culturally Relevant Curriculum	educators
YOUNG BLACK MEN ARE MOTIVATED TO LEARN	

parents	Growth Mindset In sync with school/teacher Empowerment
	EDUCATORS ARE FAIR MINDED AND EQUITABLE

Growth Mindset In sync with school Invested in Success Provide Resources	community
OUR SYSTEM OF EDUCATION IS SERVING ALL OF US	

Parents need to believe in the teachers

Community must believe in a collective system

Targeted School Support

Professional Development

- Strategies to Engage Black Males
- Black Male Voices
- Linking Communities
- Addressing Unconscious Bias
- Becoming an Aunt/Uncle in the Classroom
- Creating Cousins in the Classroom

Authentically Engaging with Parents/Families and Communities

- Parent Workshops
- Quarterly Parent Advisory

Building Lives Acquiring Cultural Knowledge (B.L.A.C.K.)

- Knowledge of Self
- Empowerment/Activism
- Student Engagement/Character Development
- Self-Identity



MPS On-Track Data Portal

Based on best practices for Early Warning Systems, the following data is tracked and students are flagged based on these thresholds:

	% Attendance	Core Course Grades	Suspensions (re-set to zero at the end of each quarter)	Referrals (re-set to zero at the end of each quarter)
Priority	Below 85%	F in any course	1 or more	2 or more
Focus	85—90%	D- to D+ in any course	0	1
On Track	91% or higher	C- or higher in all courses	0	0

A student that is flagged **Priority** in any category will be marked **Priority** overall.

A student that is flagged **Focus** in any category (but not Priority) will be marked **Focus** overall.

A student is marked **On Track** if s/he is flagged **On Track** in every category.

If a student is taking more than one core course in a department (for example, taking two math classes), the grade used/shown will be for the class with the **highest course number**.



Student Data – Individual Student Page

[Home](#)
[Student Data](#)
[Quarterly Trends](#)
[Enter Actions](#)
[Tutorial](#)
[Help](#)

On-Track Data Portal

Data Updated: 2017-08-25

[Student Trend](#)

ID Number: -123456

Name: JANE DOE

Grade: 9th grade

English Learner: N

Special Education: N

GPA	Credits
2.52	4.25

Current Data	
Math Grade	D+
English Grade	F
Social Studies Grade	C+
Science Grade	N/A
Attendance	89%
Suspensions	0
Infractions	1

Period	Course ID	Course	Teacher	Term	Quarter	Average	Grade	Total Absences	Tardies
1	000001Q1	ALGEBRA	LAST, FIRST	1	1	68.10	D+	12.0	15.0
2	000002Q1	BAND	LAST, FIRST	1	1	91.32	A-	12.0	11.0
3	000003Q1	ENGLISH 9	LAST, FIRST	1	1	45.05	F	0.0	3.0
4	000004Q1	ADVISORY	LAST, FIRST	1	1	96.66	A	0.0	2.0
5	000005Q1	US HISTORY	LAST, FIRST	1	1	79.00	C+	4.0	2.0
6	000006Q1	SPANISH I	LAST, FIRST	1	1	100.00	A	9.0	1.0
7	000007Q1	STUDY HALL	LAST, FIRST	1	1	20.67	F	15.0	5.0



Action Plan Tracker

Call home By/from: Advisor	John Doe	Follow-up needed? Yes Reminder on: 10/31/2017	Result or other notes: N/A	Follow-up complete? No <small>Started: 9/28/2017 Last Edit: 9/28/2017</small> <input type="button" value="Edit"/>
Call home By/from: Advisor	John Doe	Follow-up needed? Yes Reminder on: 9/28/2017	Result or other notes: <i>Talked to mom about issue. Decided to plan on calling home again at the end of next month to check-in.</i>	Follow-up complete? Yes <small>Started: 9/25/2017 Last Edit: 9/28/2017</small> <input type="button" value="Edit"/>
Academic Plan By/from: Elective Teacher	Jane Doe	Follow-up needed? No	Result or other notes: <i>Made an academic plan with student.</i>	Follow-up complete? Yes <small>Started: 9/23/2017 Last Edit: 9/23/2017</small> <input type="button" value="Edit"/>
CFS Parent Contact Log	Jane Doe	Date of contact: 9/21/2017	<i>Student's sister came to pick him up. Spoke to mom.</i>	This data was automatically imported from CFS. To edit this information, you must log into CFS and go to the student's Parent Contact Log.
Call home By/from: Advisor	John Doe	Follow-up needed? Yes Reminder on: 9/20/2017	Result or other notes: <i>Need to call home about issues discussed during team meeting on August 20, 2017.</i>	Follow-up complete? No <small>Started: 9/19/107 Last Edit: 9/19/2017</small> <input type="button" value="Edit"/>

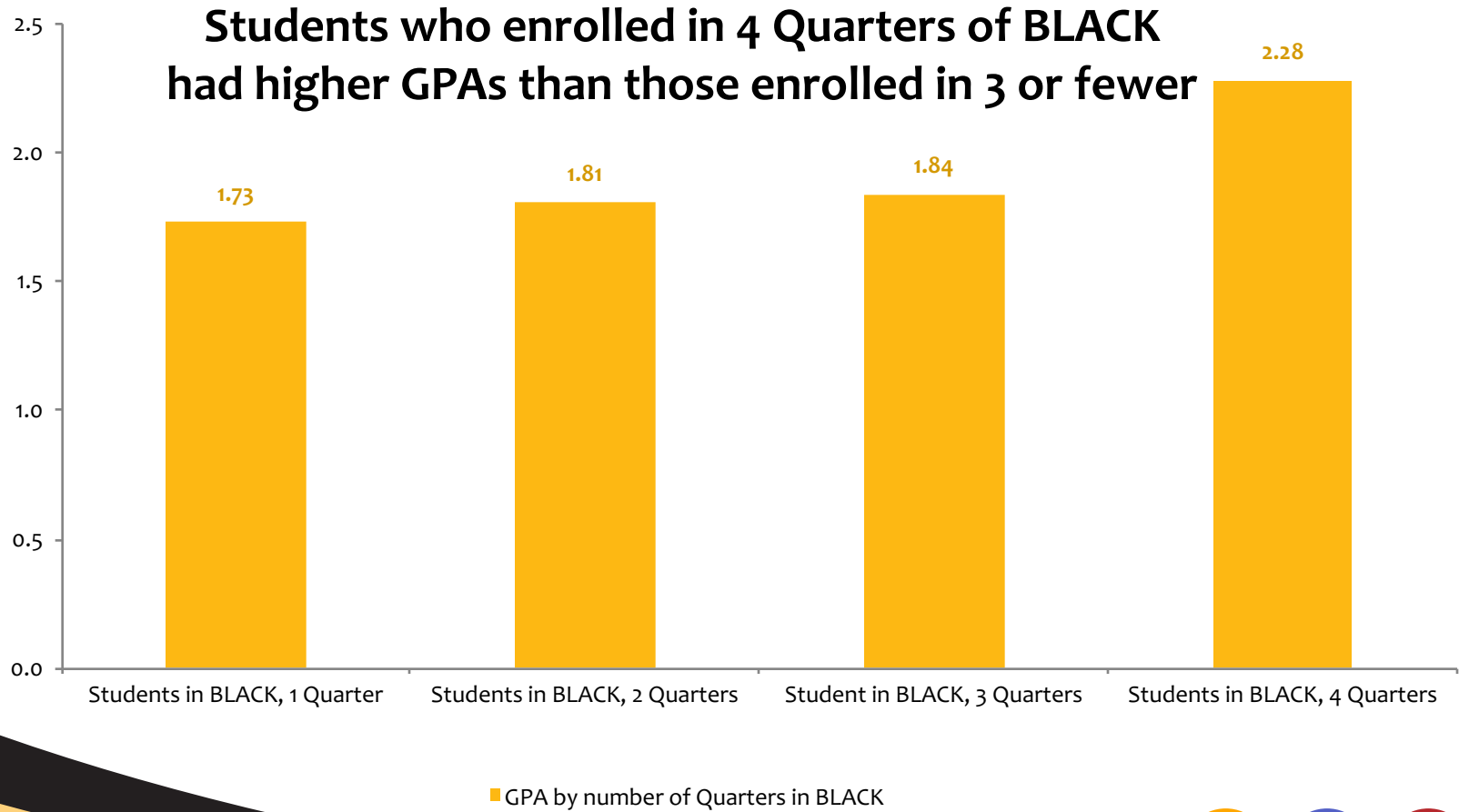


King Goal-Setting

- Goal Sheet handout
- Student planners
- Hear it directly from Kings!



Direct Service with our Kings



End of Year Propensity Score Matching Study

Propensity Score Matching Study

- Included in pool
 - Black males
 - Non-ELL
 - Grades 7-12
 - Non-special sites
 - Active end of year 2017
 - Valid 2015 GPA
- Matching criteria
 - FRL status
 - Special Education status
 - HHM
 - 2015 GPA

Results

Independent Samples t-test full year participants

OUTCOME	Sig. (2-tailed)	R-sq Effect Size
ANNUAL GPA SY17	0.019*	0.164
Q4 GPA SY17	0.026*	0.158
PERCENT ATTEND SY17	0.438	0.054
CREDIT READY	0.063**	0.162

*sig at p.<.05; **sig at p.<.10



OBMSA PARTIC SY17 vs. MATCHED SAMPLE - GRADES 8-12

