

PUBLISHED
FALL 2017

START WITH **US**

Black Youth in South King County & South Seattle



It always starts
somewhere with someone,

WHY NOT START WITH US?

*Black Student, 15-years-old,
Seattle Public Schools*

High School
Washington

ABOUT

THE ROAD MAP PROJECT

The Road Map Project is a collective impact initiative that began in 2010 to improve student achievement from cradle through college and career in seven King County, Washington school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. Together, this region is home to 92 percent of the county's high poverty schools. Among its 125,000 K-12 students: 70 percent are of color, 56 percent are low-income, and 20 percent are English-language learners.

Through multisector collaboration with more than 200 partners and individuals, the Road Map Project aims to increase equitable policies and practices in education systems to eliminate opportunity and achievement gaps, and for 70 percent of its region's youth to earn a college or career credential by 2030.

ABOUT CCER AND ITS DATA TEAM

The Community Center for Education Results (CCER) is a nonprofit created to staff and support the Road Map Project.

The CCER Data Team developed and maintains an education data warehouse and conducts analysis and research on behalf of community partners working for student success. The Data Team centralizes the wealth of information made available by educational institutions and governments to illuminate inequity, build systems, and support continuous improvement.



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@RoadMapProject

#BlackStudentSuccess

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START WITH US:

WHAT BLACK STUDENTS NEED TO SUCCEED

Black high school students described their ideal school during focus groups called Listening Sessions. Here are the most common themes from their responses.

1

TEACHERS WHO CAN IDENTIFY WITH US

"I like how [my ideal school] has Black teachers that understand where we're coming from and where we grew up. But at my real school, none of that really happens."

▶ 15-year-old African-American Young Man, Kent School District

AN ENVIRONMENT THAT VALUES AUTONOMY AND EMPHASIZES LEARNING

"I like that the school I created was tailored to the students. And differences of interests are celebrated plus having an overall understanding of the importance of learning and gaining knowledge."

▶ 16-year-old African-American Young Man, Kent School District

2

3

PREPARATION FOR LIFE BEYOND HIGH SCHOOL

"The school I created makes me feel like I can pass high school and go to college and become successful in whatever I do. It's different from [my current school] because I don't think I can pass and need more work."

▶ 17-year-old African-American Young Man, Kent School District

CULTURALLY RELEVANT LESSONS, INCLUDING ON PAN-AFRICAN HISTORY

"I like how we are learning more about our history—Black history. At my real school, we don't get taught about our history and [there are] no resources."

▶ 15-year-old African-American and Japanese Young Woman, Seattle Public Schools

4

Source: Road Map Project Black Student Success Listening Sessions.
See Appendix A for more information on qualitative coding.



TABLE OF CONTENTS

- 1 Opening Letter:** The Youth Have Spoken
- 2 From the Author**
- 3 About This Report**
- 6 We Are Here:** Black Students in the Road Map Project Region
- 10 We Are More Than One Box:** Diversity Among Black Students
- 14 We Have Resilient Identities:** Racial Identity as a Protective Factor
- 16 We Face Racial Bias:** Unpacking Racial Bias in School Discipline
- 19 We Know School Climate Matters:** How Black Students Experience Schools
- 24 We Can Succeed:** Understanding High School to College Outcomes
- 32 Systems of Success**
- 35 Closing Letter:** If You Ask the Wrong Questions, the Answers Won't Matter
- 36 References**
- 38 Appendices**
- 39 Appendix A:** Qualitative Coding of Reasoning Data
- 43 Appendix B:** Secondary Analyses on Education Data
- 44 Appendix C:** Subracial Disaggregation Method
- 45 Appendix D:** Identity and School Climate
- 49 Appendix E:** Direct Persistence

THE YOUTH HAVE SPOKEN

As a mother and long-time advocate for human rights, I contend that education is the greatest human and civil rights issue of our time. *Start With Us* is timely and relevant, especially because of the particular challenges facing youth of African descent. It has been my honor to contribute to this powerful work that places students at the center and honors families as first teachers and communities as significant cultural resources and pillars of well-being.

This report powerfully captures the voices of youth of African descent. I was most impacted by the unspoken angst that I experienced as an arriving African immigrant married to a multi-generational African American. In Kenya, I did not spend time considering my identities. I was normative and fit in. My only concern was to study hard and make it to the next level to ensure a successful future. When I arrived in Ashland, Oregon, I began to experience “otherness.” Some superficial, like trying to find products for my hair. I could not find any. A clerk asked me why I wanted to put grease in my hair. Grease? Like car oil? The language and cultural differences contributed to my otherness.

On a different occasion, I had a more blatant experience. I went to church and as I left one of the ushers shook my hand and said, “We do not have many of your kind here.” I did not understand that these were all microaggressions and that they were laying the foundation for me to grapple with my identity. I went from being a Kenyan (nationality) to a Luo (ethnicity) Woman (gender) to an African (race) by geographic origin to an African with a cultural unity to other Africans across time and space. To this end, we must work on identifying our collective community cultural capital so that every student of African descent has access to materials and tools to understand her/his place in her/his group and in the world. We must reform our hiring practices so that public schools bring on teachers who value student voice.

We must ask candidates to teach a cross-section of students and have students provide feedback because our youth are more astute than we credit them. We must demystify schools and district offices and manage them with transparency. When parents have clarity about how to work with a school, specifically a teacher, they often develop a harmonious relationship, which benefits students and aids in transforming school culture. This report urges us to align our words with our actions. Students of African descent say they need autonomy, respect, and passionate and focused instruction to keep them engaged. They also want to learn pan-African and other histories to see themselves as a respected and contributing people in the global community. Let us work as a collective to provide them what they need and build our highest and most engaged democracy.

The youth have spoken sincerely and honestly. Let us respond with dedication and commitment.

Best regards,

► **Anita Koyier-Mwamba, J.D.**

Seattle Public Schools Parent and International Human Rights Advocate

FROM THE AUTHOR

Those of us from South King County of African descent stand upon a rich heritage and long legacy of local activism. We know all too well that nested within a local culture often boastful of its progressive values, persist the same regressive practices, inequities, and racial biases that exist nation-wide. Racism is the barrier to Black student success.

Our Black communities are as culturally diverse as ever. The region's Black communities include not only African Americans, but also brothers and sisters from Somalia, Ethiopia, Eritrea, Ghana, Haiti, and Jamaica, plus a growing mixed-race community. Our Black communities continue to challenge the same institutional practices and barriers faced by the African American community generations before. One of the biggest offenders is the education system.

Those of us involved in the Road Map Project know there is no regional success without Black student success. Given decades of displacement, pushing our cultural hubs farther south in King County, we must innovate, collaborate, and elevate geographically siloed work, while centering efforts around the voices of today's Black youth.

This report shares the high school experiences of local Black youth, in their words. It answers a call from youth and parents for more information on the system responsible for educating our children. The report also examines the critical role adults have in creating supportive, anti-racist learning environments.

We hope advocates and practitioners working to improve student success see this as a valuable resource for data, insight, institutional will-building, and action. As one Seattle student we spoke to for this report so effectively puts it, "It always starts somewhere with someone, why not start with us?"

► **Shelby Cooley, Ph.D.**

Community Center for Education Results

ACKNOWLEDGEMENTS

This report would not have been possible without the passion and contributions of Zac Davis, Carlina Brown-Banks, and Anita Koyier-Mwamba.

I would also like to acknowledge the direct service providers, schools, and programs who participated in the Listening Sessions: Young Men of Color on the Move in Kent School District, Seattle Urban Academy, Tiny Tots Developmental Center in Seattle, South Shore K-8, Foster High School Black Student Union, Life Enrichment Group's Young Queens Program at Cleveland High School, and Refugee Women's Alliance in Seattle. Additional thanks goes to Teysia Parks for graphic design; Mustafa Bulale and Sara Fecadu for support with qualitative coding, transcribing, and data entry; Yoshiko Harden, Brock Grubb, and the Community Center for Education Results team for editing and other support; and the school districts of Highline, Kent, Renton, and Seattle for sharing photography with us.

And most importantly, I am deeply grateful to the region's parents and students who provided us with invaluable insight.

ABOUT THIS REPORT

A series of Listening Sessions with Black high schoolers and parents in the Road Map Project region helped shape the central topics of this report. Youth and parents discussed what type of information matters most to them in pursuit of better understanding education outcomes for local Black youth. This report shares their input and examines what support students receive in their journey from high school to college.

But first, this report looks at the diversity of the region's Black youth, the power of their complex racial identities, and the effects of racial bias. It also highlights how today's Black students experience school culture and what they identify as education system needs, in their own words. These sections provide needed context to understand educational outcomes for Black students, and illuminate the role adults play in youth success.



OUR CHILDREN DESERVE BETTER.

Our children need to be valued
and we need to make sure —
and ensure — that our children
will be valued. And know that
they have someone in the
background rooting for them
and standing up for them.

African-American Father, 35-years-old, Seattle

► Information We Care About



(see page 19)

SCHOOL CLIMATE & STUDENT MOTIVATION

"I want to learn how children strive in classrooms
and not just when they are being tested."

27-year-old African-American Mother, Seattle

(see pages 30 and 32)

ROOT CAUSE & STRATEGIES

"I heard a statistic in the news about honors
classes and wonder, is it true that if you're not
in AP classes you're only graduating with an 8th
grade education? I want my child to go to college."

47-year-old African-American Father, Seattle

(see pages 8 and 24)

ACADEMIC OUTCOMES & DEMOGRAPHICS

"I want to know our attendance and
graduation from high school rates "

15-year-old African-American Young Woman, Seattle Public Schools

"How many students go on to college
and actually finish college."

16-year-old African-American Young Man, Tukwila School District

(see page 16)

RACIAL BIAS & STEREOTYPES

"...there's a lot [of] racial biases faced by
our communities, we should learn and
educate other people about stereotypes"

18-year-old Somali Young Woman, Seattle Public Schools

TEACHERS

"It would be good if we had more
black teachers and principals."

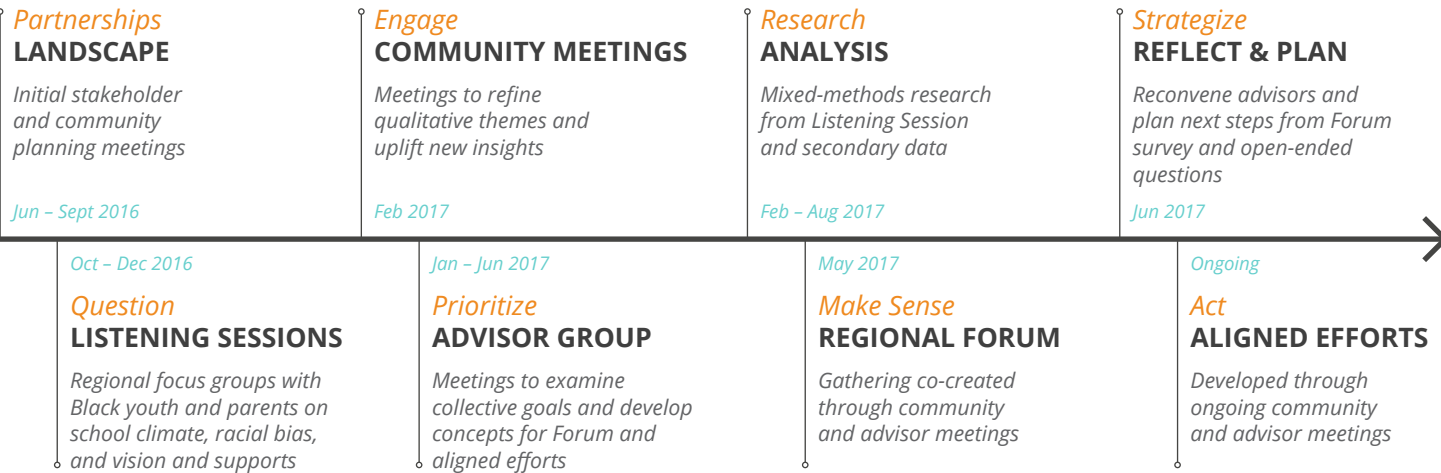
15-year-old Ethiopian Young Woman, Seattle Public Schools



*Source. Road Map Project Black Student Success Listening Sessions.
See Appendix A for more information on qualitative coding.*

This report takes a collaborative research approach. Black high schoolers and parents identified areas of focus, providing both qualitative and quantitative data. Education reporting often focuses on traditional accountability measures, such as graduation rates and test scores. They measure the products of systems inequities, not the causes. Traditional measures, when examined out of context, can place the blame on students, rather than holding education systems accountable for student success. Rather than rely on traditional measures, this research looked to find what education topics mattered most to members of the local Black community. This collaborative approach offers deeper analysis and attempts to provide a robust understanding of how Black students experience school to inform current and future regional work.

► Collaborative Community Research Process



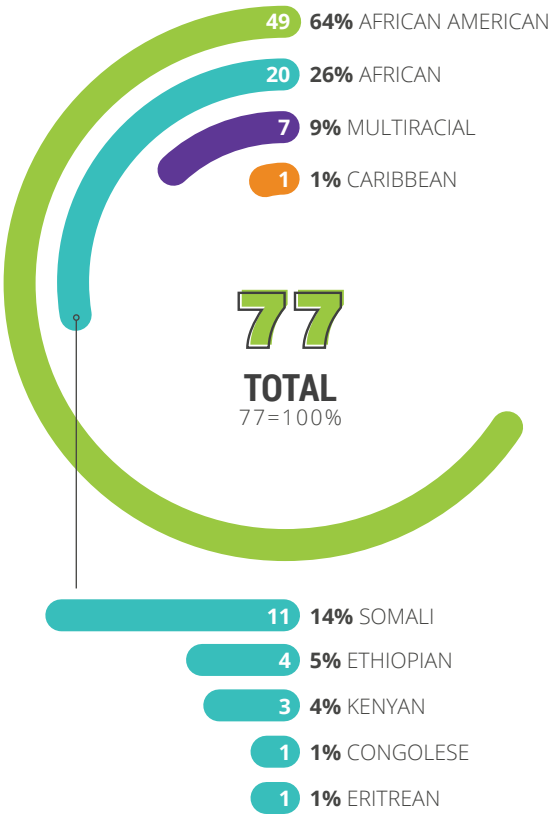
Source. Community Collaborative Framework: Ishimaru & Lott, 2015; Pillsbury, 2013

LISTENING SESSIONS

Listening Sessions were 90-minute, same-gender, semi-structured focus groups. Sessions were held around the Road Map Project region, as designed by the Community Center for Education Results and partners and as facilitated by consultant Zac Davis. A culturally diverse group of Black high school students were asked open-ended questions about ideal learning environments, including how they would like to feel when they walk into school, what changes must be made in local schools, subracial disaggregation, and what types of information on education matters most. Students also completed surveys on racial identity and school culture. Black parents were asked the same open-ended questions and took a survey on family engagement.

Participating youth and parents were from three of the seven Road Map Project school districts: (South) Seattle Public Schools, Kent School District, and Tukwila School District. For their participation, parents and youth received an honorarium, bus fare if needed, and light snacks. There were 108 participating youth and parents. Ten students were removed from analyses because they participated but did not identify as Black or of African descent, leaving 98 participants (77 students and 21 parents).

► Listening Session Youth
By Self-Identity





Highline Public Schools

COMMUNITY RESPONSIVE ANALYSIS

In order to understand how youth experience school, adults must listen to young people, and process this information in meaningful ways. In this report, “youth voice,” or the unique ideas, opinions, and concerns of young people, is an exploratory process. Youth illuminate multiple and sometimes diverging opinions. Youth voice is a resource. The Listening Sessions provided hours of information-rich stories, hundreds of statements, reflections, and raw experiences that were transcribed for analysis. Qualitative coding was used for all open-ended questions to honor the insights of our youth and communities.

Each dimension of the identity and school climate surveys were statistically validated (see Appendix D) and further analyses helped identify factors that explain differences. Some of the data in this report are descriptive and do not show cause-and-effect. Thus, predictive analyses were also conducted to begin to answer the Black community’s call for analysis that identifies root causes of inequities (see “Information We Care About” on page 3).

► *Listening Session Black Parents and Youth* *By Gender Identity*

	YOUTH		PARENTS	
	Number	Percent	Number	Percent
Female	23	30%	16	76%
Male	54	70%	5	24%
Total	77	100%	21	100%

Source. Road Map Project Black Student Success Listening Sessions.

WE ARE HERE:

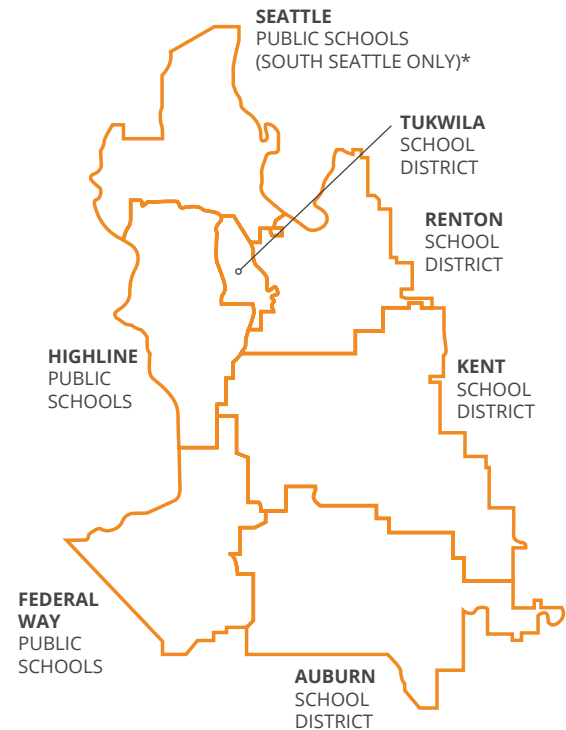
BLACK STUDENTS IN THE ROAD MAP PROJECT REGION

ROAD MAP PROJECT REGION

The Road Map Project is a collective impact initiative to dramatically improve student achievement from cradle through college and career in South King County and South Seattle. The Project is working to make large-scale change and has created a common goal and shared vision to facilitate coordinated action, both inside and outside of schools. Leaders and activists from many sectors have been working together since 2010 to improve education outcomes in Road Map Project communities. The region's communities are increasingly diverse; more than two-thirds of the K-12 population is made up of students of color, and more than 180 languages are spoken in the region. Across the project's seven school districts, 20% of K-12 students are English-language learners.

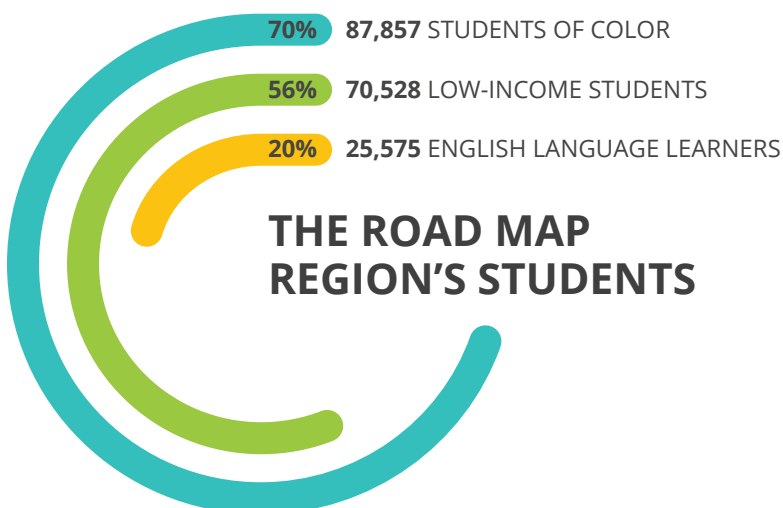
Black students are 15% of the Road Map Project's K-12 student population. Most Black students are in South Seattle (5,987 students), Kent (3,239 students), and Federal Way (2,892 students). South Seattle has the largest number of Black students and they make up almost one-third of that area's K-12 student body. The Road Map Project cannot, therefore, achieve success without the success of Black students.

► Road Map Project Region Map



** The Road Map Project focuses on South King County and South Seattle, the county's areas of greatest need.*

► Road Map Project K-12 Students



Source. 2016 OSPI Demographics Report Card

DEFINITIONS

Black

This term is used in this report as a Pan-African identifier for first-generation and U.S.-born people of African descent.

Black/African American

This is a Federal racial label, used in the United States Census and the Office of Superintendent of Public Instruction (OSPI) student enrollment forms and Comprehensive Education Data and Research System (CEDARS) database.

Racial and Ethnic Identity Development

The complex process of learning about group, whereby youth define the significance and meaning of race and ethnicity in their lives (Neblett et al., 2012; Umaña-Taylor et al., 2014).

► Number and Proportion of Black/African-American K-12 Students

By District

	Number of All K-12 Students	Number of All Black/African American Students	Percent of District K-12 Population
Road Map Project Region	122,797	18,665	15%
Seattle Public Schools (South Seattle only)	20,747	5,987	29%
Kent School District	27,150	3,239	12%
Federal Way Public Schools	22,725	2,892	13%
Renton School District	15,367	2,467	16%
Highline Public Schools	18,221	2,376	13%
Auburn School District	15,594	1,120	7%
Tukwila School District	2,993	584	20%

Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC
Note. Numbers differ from the 2016 OSPI Demographics Report Card

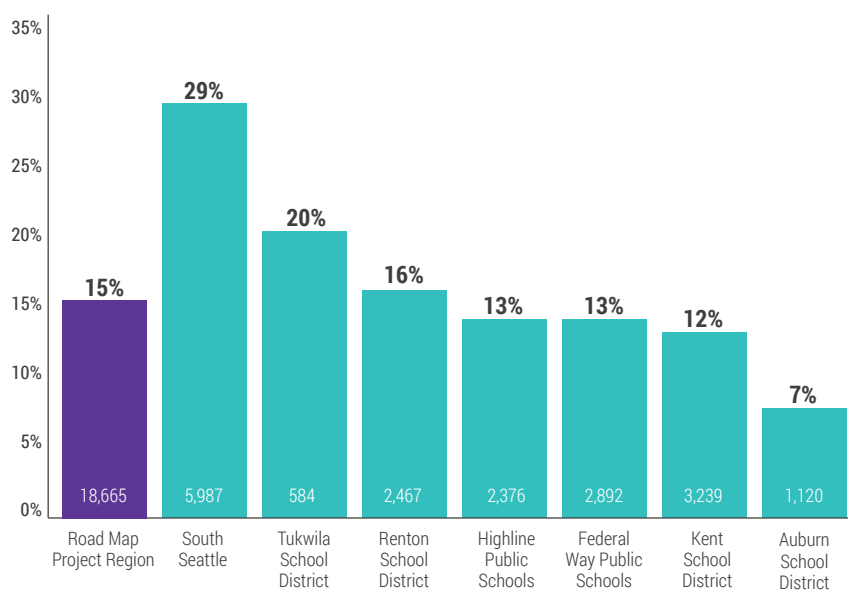
The 18,665 Black/
African-American
K-12 graders make up

15%

of the region's students.

► Proportion of Black/African-American K-12 Students

By District



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC
Note. Numbers differ from the 2016 OSPI Demographics Report Card

MULTICULTURAL AND MULTILINGUAL

It is impossible to work toward Black student success without knowing the region's Black students. "Black/African American" is a federal government category that does not adequately capture the cultural diversity or myriad identities of Black children and youth.

Decades of developmental and educational research show generational status and type of immigration (e.g., voluntary immigration vs. non-voluntary immigration by slavery or force) are important contexts to understand the educational barriers students face (Fordham & Ogbu, 1986; Ogbu & Simons, 1998). While current state education data do not show how students self identify—or include information about their family's immigration history—race, ethnicity,

birth country, primary language and home language(s) can be studied to understand the region's diverse communities.

Disaggregation is a term commonly used in public data reporting to describe the more detailed parsing of information. Subracial disaggregation—meaning going deeper than the federal Black/African-American category—can be critical for understanding the differences in needs and outcomes within a racial group (Nguyen et al., 2017). As of the release of this report, there is no category that captures the breadth of Black identities in the region. However, recent Washington state legislation, described later, will attempt to address the lack of subracial options for Black students on school enrollment forms.

► Map of Black/African-American K-12 Student Birth Countries



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC

Highline Public Schools



► Top Birth Countries Among Black/African-American K-12 Students

Birth Country	Number of Students	Proportion
United States	15,749	84.39%
Somalia	690	3.70%
Ethiopia	668	3.58%
Kenya	633	3.39%
Eritrea	171	0.92%
Democratic Republic of the Congo	63	0.34%
Uganda	59	0.32%
South Africa	55	0.29%
Republic of Congo	46	0.25%
Tanzania	28	0.15%

Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC



Kent School District

In the 2015-16 academic year, 18,665 Road Map Project K-12 students identified as Black/African American. Most (84% or 15,749 students) were born in the United States. Many (15% or 2,713 students) were first-generation, born in an African country. A much smaller portion (1% or 203 students) were first-generation, born outside of the U.S. or a non-African country (e.g., Haiti, Jamaica). While most of the region's Black students are U.S. born, not all are African American. U.S.-born Black students are also multicultural and multilingual. There were 87 primary languages spoken among the region's Black students in the 2015-16 school year, the most common of which were English and Somali. While language and birth country give discrete windows into students' plural backgrounds, the intersection of language and birth county can be even more revealing.

For example, most Black students who speak Somali as their primary language were born in the U.S., indicating that most of the region's Somali-speaking students are second-generation or more.

► Top Primary Languages Among Black/African-American K-12 Students

Percent of Black population ¹	Number of Students ¹	Primary Language ¹	Region(s) Primarily Spoken ²
64.30%	12,001	English	US, UK, territories and commonwealths
20.27%	3,784	Somali	Somalia, Djibouti and parts of Ethiopia
4.51%	841	Amharic	Ethiopia
2.14%	400	Oromo	Ethiopia, Kenya, and parts of Somalia
1.93%	360	Tigrinya	Eritrea and parts of Ethiopia
1.53%	285	Swahili	Most Southeastern African countries
0.89%	166	French	France and former French territories
0.63%	118	Arabic	Globally
0.58%	108	Soninke	Much of West Africa
0.24%	45	Kikuyu	Kenya

Birth Countries of Students Who Speak Somali as Primary Language	
2,431	United States
673	Somalia
405	Kenya
89	Ethiopia
49	South Africa
33	Uganda
15	Yemen
13	Eritrea

Source. 1) CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC ; 2) LangScape (2016) <http://langscape.umd.edu>

Thus, knowing a student's birth country is necessary, but not sufficient to capture their ethnicity or language. As the previous example shows, not all U.S.-born Black youth live in English-speaking households. Conversely, not all Black youth who speak English as a primary language are U.S. born. The same limitation exists if disaggregating Black/African American category by language. Given Africa's colonial history, many of the languages spoken by local Black youth are regionally defined, and not country-specific.

Language and country of origin are imperfect means to capture culture and ethnicity. However, considering student birth country and primary and home language(s) could help communities examine differences within groups, as the Road Map Project continues to advocate for better data practices in the region and state.




WE ARE MORE THAN ONE BOX: DIVERSITY AMONG BLACK STUDENTS

When U.S.-born and first-generation Black children enroll in Road Map Project region schools, there is only one racial category they can choose on enrollment forms: "Black/African American."¹ Washington only collects subrace and subethnicity data for American Indian, Asian, Hispanic/Latino and Pacific Islander students. As a result, many of the region's ethnic groups are not reflected on school district enrollment forms. This means Somali and African-American communities, for example, are invisible in state data.

Washington State House Bill 1541, signed into law in May 2016, requires subracial groups on enrollment forms under the Black/African-American category. While it is a huge victory and progress point for ensuring African-American, Somali, and many other communities are visible in K-12 state education data, this much-needed information may take years to implement.

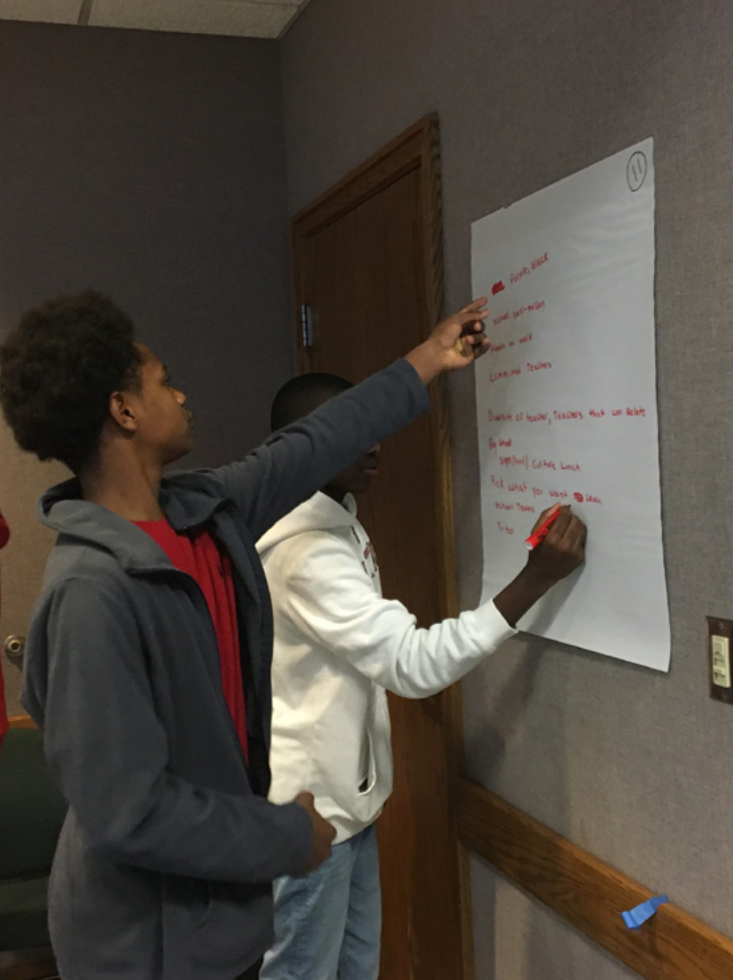
¹ Note. Racial identification (e.g., selecting "Black/African American" as a choice on a school enrollment form) is an administrative process and is not the same as one's own identity.

WHAT IS HAPPENING AT THE STATE LEVEL?

-  *Educational Opportunity Gap Oversight and Accountability Committee*
(<http://bit.ly/2f915XN>)
-  *Washington State Race and Ethnicity Student Data Task Force*
(<http://bit.ly/2xo1Tix>)
-  *Washington State House Bill #1541*
(<http://bit.ly/2wsUSZz>)

RACE/ETHNICITY		Is your child of Hispanic or Latino origin? <input type="checkbox"/> Yes (Complete Section 1 & 2) <input type="checkbox"/> No (Complete Section 2)	
SECTION 1: HISPANIC OR LATINO ORIGIN (Check all that apply)			
<input type="checkbox"/> Central American	<input type="checkbox"/> Dominican	<input type="checkbox"/> Mexican/Mexican American/Chicano	<input type="checkbox"/> Puerto Rican
<input type="checkbox"/> Cuban	<input type="checkbox"/> Latin American	<input type="checkbox"/> South American	<input type="checkbox"/> Spaniard
<input type="checkbox"/> Other Hispanic/Latino			
SECTION 2: RACE (Check all that apply)			
<input type="checkbox"/> African American/Black		<input type="checkbox"/> White	
ASIAN			
<input type="checkbox"/> Asian Indian	<input type="checkbox"/> Filipino	<input type="checkbox"/> Japanese	<input type="checkbox"/> Malaysian
<input type="checkbox"/> Cambodian	<input type="checkbox"/> Hmong	<input type="checkbox"/> Korean	<input type="checkbox"/> Pakistani
<input type="checkbox"/> Chinese	<input type="checkbox"/> Indonesian	<input type="checkbox"/> Laotian	<input type="checkbox"/> Singaporean
<input type="checkbox"/> Taiwanese			
<input type="checkbox"/> Thai			
<input type="checkbox"/> Vietnamese			
<input type="checkbox"/> Other Asian			
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER			
<input type="checkbox"/> Native Hawaiian	<input type="checkbox"/> Guamanian or Chamorro	<input type="checkbox"/> Mariana Islander	<input type="checkbox"/> Micronesian
<input type="checkbox"/> Fijian		<input type="checkbox"/> Melanesian	<input type="checkbox"/> Samoan
<input type="checkbox"/> Tongan			
<input type="checkbox"/> Other Pacific Islander			
AMERICAN INDIAN OR ALASKAN NATIVE			
<input type="checkbox"/> Alaska Native	<input type="checkbox"/> Lower Elwha	<input type="checkbox"/> Puyallup	<input type="checkbox"/> Snoqualmie
<input type="checkbox"/> Chehalis	<input type="checkbox"/> Lummi	<input type="checkbox"/> Quileute	<input type="checkbox"/> Spokane
<input type="checkbox"/> Colville	<input type="checkbox"/> Makah	<input type="checkbox"/> Quinault	<input type="checkbox"/> Squaxin Island
<input type="checkbox"/> Cowlitz	<input type="checkbox"/> Muckleshoot	<input type="checkbox"/> Samish	<input type="checkbox"/> Stillaquamish
<input type="checkbox"/> Hoh	<input type="checkbox"/> Nisqually	<input type="checkbox"/> Sauk-Suiattle	<input type="checkbox"/> Suquamish
<input type="checkbox"/> Jamestown	<input type="checkbox"/> Nooksack	<input type="checkbox"/> Shoalwater	<input type="checkbox"/> Swinomish
<input type="checkbox"/> Kalispel	<input type="checkbox"/> Port Gamble Klallam	<input type="checkbox"/> Skokomish	<input type="checkbox"/> Tulalip
<input type="checkbox"/> Yakama			
<input type="checkbox"/> Other Washington Indian			
<input type="checkbox"/> Other Native Indian/Alaska Native			

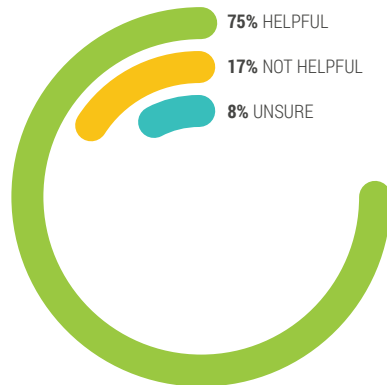
Tukwila School District 2015 Student Enrollment Race/Ethnicity Form



Road Map Project Black Student Success Listening Session, Men on the Move, Kent School District

Data disaggregation matters to the region's Black communities. When asked, 75% of Listening Session youth and parents thought disaggregation of the Black/African-American category was helpful. Among those who thought it was helpful, most referenced the many identities that make up the region's Black communities and the importance of cultural pride. Among the 25% who did not think disaggregation was helpful, or were unsure, most referenced the need to reduce divisions and promote unity among people of African descent, stating that labels can divide people.

► Is Disaggregation of 'Black/African American' Helpful or Not Helpful?



Source: Road Map Project Black Student Success Listening Sessions.

► Why is it Helpful or Not Helpful?



NOT HELPFUL REDUCE DIVISIONS AND PROMOTE UNITY

"It is better to be together as Black/African Americans and it is not helpful to divide the nation. We are [all of] Africa. Why don't we just call us African American?"

► 16-year-old Somali Young Woman, Seattle Public Schools



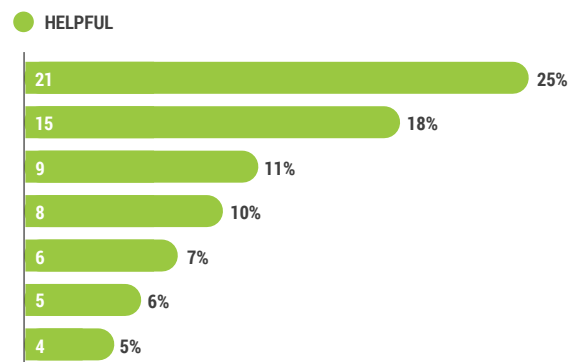
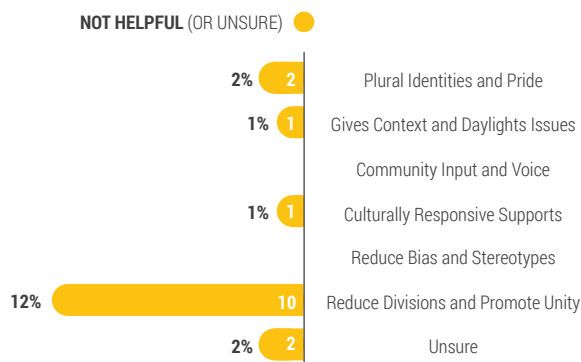
HELPFUL PLURAL IDENTITIES AND PRIDE

"It's helpful because not all communities are the same. 'Black/African American' households aren't the same. They may differ in language, origin, cultural experiences, traditions, and expectations"

► 28-year-old African-American Mother, Seattle

"We need to stop grouping all the Black races into one choice because that diminishes our voice"

► 17-year-old African-American Young Man, Tukwila School District



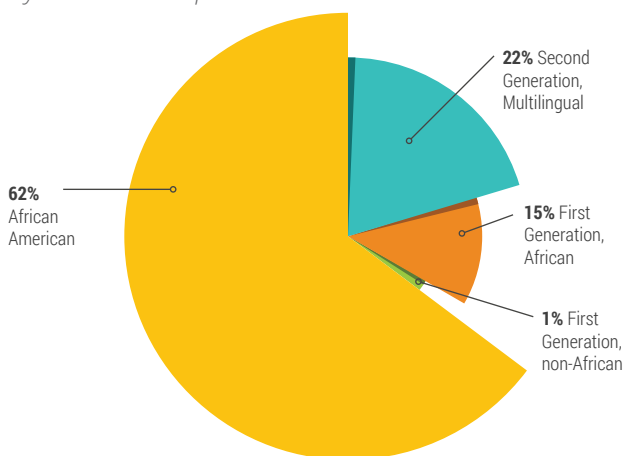
Source: Road Map Project Black Student Success Listening Sessions. See Appendix A for more information.



Kent School District

► **Black/African-American K-12 Students**

By Subracial Group



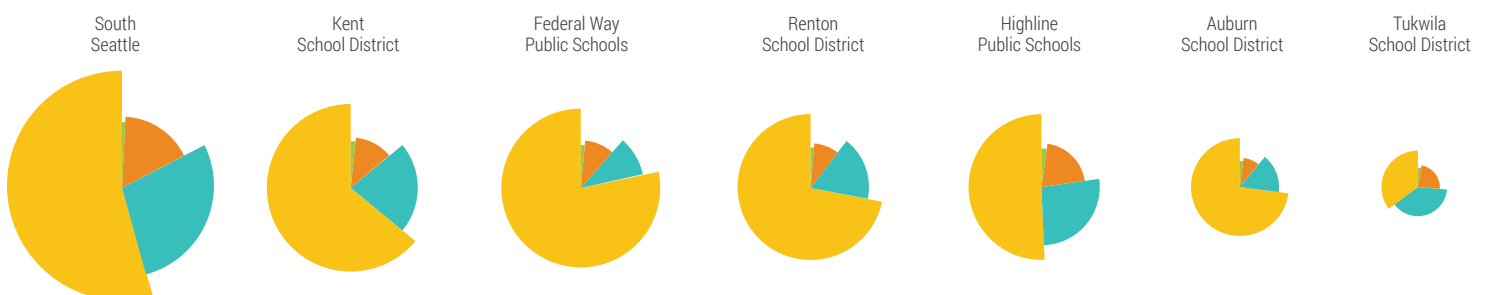
Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC

Under House Bill 1541, the state will require K-12 districts to include subracial and subethnic categories for all groups on enrollment forms starting in the 2018-19 school year. In the meantime, to disaggregate the Black/African-American category, each unique birth country by each combination of home and primary languages could be examined. However, these subracial groups would be numerous and many too small to report. Thus, the CCER Data Team developed a simple method to initially disaggregate the Road Map Project Black student population to first use in conversation with Listening Session youth and parents (See Appendix C).

Most of the region's K-12 Black students are U.S. born and in monolingual, English-speaking households. The proportion of African-American students and their first- and second-generation peers varies by district.

► **Black/African-American K-12 Students**

By Subracial Group and District



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC

As expected, in using this subracial disaggregation methodology, no African-American students receive English-language learner (ELL) services. Those who are first- and second-generation receive ELL services. And consistent with regional findings, most students receiving ELL services are in earlier grades (Road Map Project, 2017).

Poverty is a barrier for the region's Black students. There are minor differences in the proportion of Black students receiving Free and Reduced Price Lunch (FRPL), a federal initiative, by subracial group. However, FRPL is just one measure of socioeconomic status. Information on a parent's level of education and other factors are needed for a robust understanding of subracial economic differences.

While state education data uses "Black/African American" as the racial category to describe some of the region's Black youth, this label is an oversimplification of their identities. Selecting this box on a form is an ascribed racial label as part of an administrative process. **The racial identities of young people should be determined by them, as informed by their parents and social environment.**

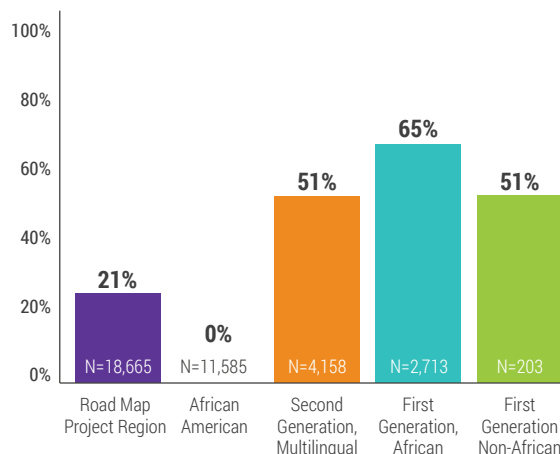


Adults need to tell you
that you can succeed and

**HELP YOU GET
TO YOUR GOAL!**

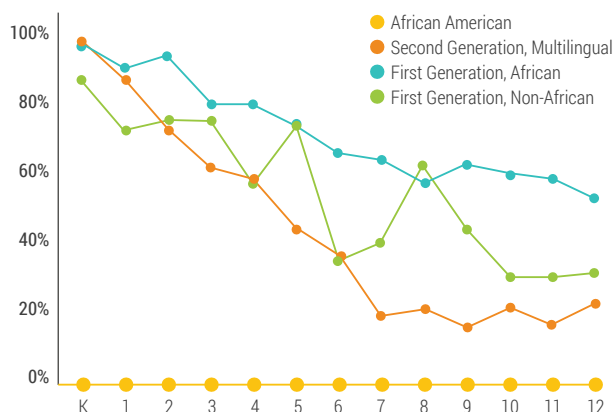
*Kenyan Young Man, 14-years-old,
Kent School District*

► **Percent of Black/African-American K-12 Students Who Received English-Language Learner Services By Subracial Group**



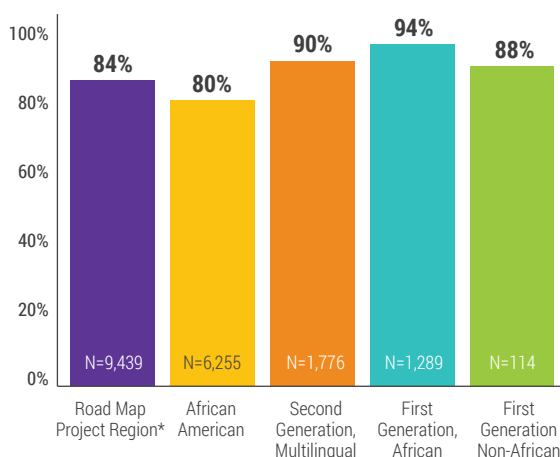
Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC

► **Percent of Black/African-American K-12 Students Who Received English-Language Learner Services By Subracial Group and Grade-level**



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC

► **Proportion of Low-Income Black/African-American K-12 Students By Subracial Group**



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC

*Note. Above region rates exclude students from South Seattle and Kent School District, no student-level FRPL data.

WE HAVE RESILIENT IDENTITIES

RACIAL IDENTITY AS A PROTECTIVE FACTOR



Road Map Project Forum for Black Student Success, Youth Speakers

The daily racial and ethnic discrimination Black students face poses significant threats to their development and well-being. However, adaptiveness and resilience are key to the Black experience. This section describes *promotive* and *protective identity factors*² to help illustrate how Black youth think about their group and how they deal with some instances of racism.

Racial identity development is the complex process of youth learning about themselves and their membership within their group. It begins early in life, with first lessons coming from parents and caregivers (Harding, Hughes, & Way, 2016; Umaña-Taylor, Bhanot, & Shin, 2006). For Black families, this means helping youth understand their identity as an individual and how it fits within a larger group identity—whether they are African-American with generational roots in Seattle’s Central District or U.S.-born children of Ethiopian immigrants. A necessity to these lessons, unfortunately, is preparing their children for a world filled with bias (Garcia Coll. et al., 1996; Hughes, 2003; Neblett, Rivas-Drake, & Umana-Taylor, 2012).

Protective identity factors help youth effectively understand harmful and stressful situations of interpersonal racial bias. Protective identity factors can be measured by the extent to which Black youth understand how society treats Black people. This helps protect against some of the psychologically damaging effects of racial bias and discrimination (Greene, Way, & Pahl, 2006; Rivas-Drake et al., 2014; Seaton, Yip, Morgan-Lopez, & Sellers, 2012; Umaña-Taylor et al., 2014; Yip, Seaton, & Sellers, 2006).

Promotive identity factors are associated with high self-esteem, academic success, and positive psychological well-being (Neblett et al., 2012; Seaton, Upton, Gilbert, & Volpe, 2014). Research shows most youth of color, and particularly Black youth, grow up within communities that encourage them to positively identify with their race. Promotive identity factors can be measured by the extent to which youth feel their group is central to who they are.



What I am interested in is protecting my son, buffering him as long as I possibly can, from institutionalized racism because

INSTITUTIONALIZED RACISM KILLS

Black Mother, Seattle

² Note. There are many models of adolescent racial identity development. One of the most prominent in the field is the Multi-dimensional inventory of Black Identity-Teen (Sciothamm, Sellers, & Nguyen, 2008), which posits internal and external dimensions of identity.



Renton School District

Black youth navigate a society in which racism is systemic and frequent, showing up in many forms, from microaggressions to outright discrimination. Having a strong sense of self and group *protects* and *promotes*² Black youth; it can help youth identify covert instances of racism and equips them with the skills to cope against some of the psychologically harmful effects of interpersonal racial bias (Greene et al., 2006; Jones & Neblett, 2016; Rivas-Drake et al., 2014; Seaton et al., 2012; Umaña-Taylor et al., 2014; Yip et al., 2006).

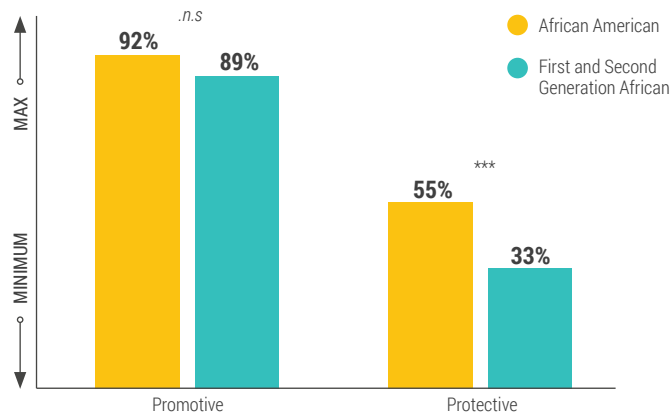
Consider this example: A Black student excitedly reacts to an announcement that the next school field trip is to a popular amusement park. His teacher reprimands him by saying he needs to “calm down” and adds that he is “acting up.” In reality,

the student was expressing his excitement no differently than his classmates. If the student has a strong racial identity, he can *protect* himself by recognizing the situation as a teacher singling him out because she subscribes to the stereotype that Black people are aggressive. While it is upsetting, the student will find it not surprising as it fits into a larger racist structure and system of attitudes. If this same Black student does not have a strong racial identity, he may internalize the comment and blame himself for doing something wrong. Racial identity allows Black youth to think more positively about themselves, equipping them with specific strategies and skills to successfully negotiate certain challenges they encounter.

IDENTITIES AMONG THE ROAD MAP PROJECT REGION'S BLACK STUDENTS

Black youth who participated in Listening Sessions showed they have a very strong sense of self, meaning their group is a big part of who they are. There were no differences in promotive identity factors by subracial group. However, when it came to protective identity factors, there were slight differences, suggesting first- and second-generation African youth (youth who self-identified as Somali, Ethiopian, Kenyan, Congolese, and Eritrean) may be more vulnerable than their African-American peers when confronted with instances of racism. While Black students overall had a very strong sense of self (promotive), they may have a harder time shielding themselves from acts racism (protective).

► Promotive and Protective Dimensions of Black Racial Identity By Subracial Group



Source. Road Map Project Black Student Success Listening Sessions. Table above displays Standardized Scores from Racial Identity Surveys: Multidimensional Inventory for Black Identity-Teen (MIBI-Teen, Sells et al, 2007) and Strength of Identity Scale (SloS: Barrett, 2005).
n.s. = not significant; *** $p < .001$.

UNPACKING RACIAL BIAS IN SCHOOL DISCIPLINE



Seattle Public Schools



“The only way change can happen is when it is internalized by the school system ...

**THE SYSTEM IS
PERPETUATING
THE FAILURES.**

African-American Father, 47-years-old, Seattle

Racism is a barrier to Black student success. Racism is not an abstract phenomenon with indirect impacts. Racism, and specifically racial bias (the attitudes that stem from believing racist ideologies), have tangible impacts on youth of color and Black youth who confront it daily.

Eliminating structural barriers to educational attainment is critical in the Road Map Project region. Systemic inequity that disproportionately affects Black youth is evident across many measures of well-being (Bentley-Edwards, Thomas, & Stevenson, 2013; Brody et al., 2006; Howard, Rose, & Barbarin, 2013; Pflingst, Powell, & Hernandez, 2015). Black boys are especially overrepresented on educational risk measures, such as low academic performance and discipline (Greene et al., 2006; Neblett, Terzian, & Valencia, 2010; Verkuyten, 1998). These patterns are a cause for concern because these conditions, created by structural oppression, ripple through family and community. They limit a child's future engagement in family and civic life, spurring intergenerational cycles of oppression (Fordham & Ogbu, 1986; Griffin, Cunningham, & George Mwangi, 2016; President's Commission, 2015).

The systemic nature of racism and oppression affects all Black youth. What underlies many disparities in education is racial bias. Institutions are held accountable for many things, but often not for racism. Racism is ubiquitous in our society and it exists whether it is measured or not. However, tracking racial inequity can help communities identify where change needs to happen. How can one measure systemic racism in education to allow for a focus on systems, not Black youth?

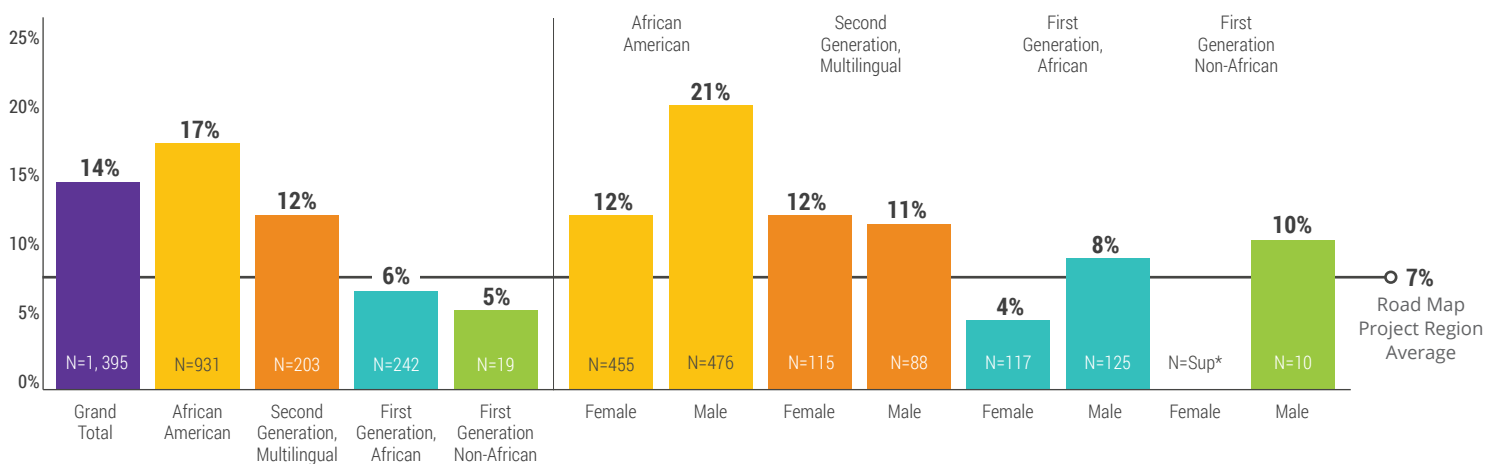
One way to measure racial bias and track progress toward systems equity is a deeper analysis of school discipline. Discipline can frequently result from ambiguous social encounters during which school staff make judgments about student intentions and actions. Third-party evaluations of ambiguous social interactions are often susceptible to bias (Cooley, Elenbaas, & Killen, 2016; Tenenbaum & Ruck, 2007). As Black students and families well know, and as corroborated in decades of research, Black students in the U.S. continue to experience more frequent and more severe disciplinary actions compared with their White peers (Bottiani, Bradshaw, & Mendelson, 2015; Crenshaw, 2014; Losen, Hodson, Keith, Morrison, & Belway, 2015). This is also true across the Road Map Project region schools.



Highline Public Schools

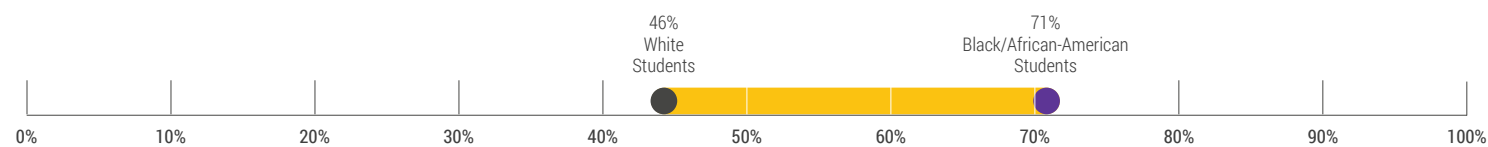
In the following analyses, exclusionary discipline is defined as a disciplinary action taken that removes students from their educational setting. This includes short- and long-term suspensions and expulsions. The rates of exclusionary discipline are declining in the Road Map Project region, but Black students still experience it at higher rates than their peers (Road Map Project, 2017). Discipline disparities exist within subracial, gender, and generational status. Each year, about one in five African American 9th-grade boys experiences exclusionary discipline. African-American girls also experience discipline at higher rates than their first- and second-generation Black peers.

► **Percent of Black/African American 9th Graders Who Experienced Exclusionary Discipline**
By Subracial Group and Gender



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC.
Note. Sup* = Suppressed. Data for cells smaller than 10 are suppressed.

► **For the Same Infraction, Black Students Receive More Severe Punishment**
Difference in Likelihood of Receiving Exclusionary Discipline Between Black and White Students



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC.
Note. Axis shows the simulated probability of receiving exclusionary discipline during the 2015-16 Academic Year in Road Map Project Region K-12 schools.

Black students in the Road Map Project region are overall more likely to receive harsher outcomes for the same infraction than their same-aged White peers (Hernandez, in-prep). When looking at students who experienced the exact same discipline infraction, and after accounting for school size, gender, school district, age, grade-level, the number of discipline incidents, and ELL status, Black students in the Road Map Project region are still much likelier to receive exclusionary discipline. The above graph examines the difference between Road Map Project region students who were cited for the same infraction. It shows Black students have a 71% chance of receiving exclusionary discipline, while their White peers see a 46% chance. Above and beyond traits of the school and barriers of the student, race is still a major factor in exclusionary discipline (Hernandez, in-prep).

The ripple effects of exclusionary discipline go beyond the immediate loss of learning time. Discipline is linked to longer-term outcomes, such as lower academic achievement and disengagement from school. Additionally, recent research has found that Black youth are affected more by discipline, even indirectly. Being in schools with higher discipline rates leaves Black students with a weaker sense of belonging than their White peers at the same schools (Bottiani, Bradshaw, & Mendelson, 2016).

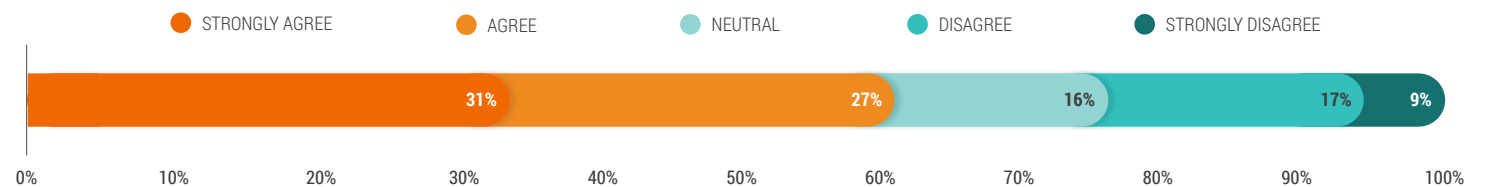
Another way to measure racial bias in local schools is to simply talk to students. The majority (58%) of Black youth during Listening Sessions perceived racism and bias to be an issue at their own high schools.

The next section shows that racial bias impacts how students experience the overall adult support at their schools. While Black youth are resilient and have strong promotive racial identities, there is much work to be done to reduce racism in schools while creating spaces that increase the protective elements of racial identity. When adults understand and recognize the interactions between racial bias, school discipline, and school climate, the more likely they are to build learning spaces that are equitable and safe to enable Black youth to thrive.



Kent School District

► **Racism and Bias is an Issue at My School**
By Student Evaluation



Source. Road Map Project Black Student Success Listening Sessions. Table above displays the frequency of participant responses. (1=Strongly Agree; 5=Strongly Disagree).

WE KNOW SCHOOL CLIMATE MATTERS: HOW BLACK STUDENTS EXPERIENCE SCHOOLS





School climate is a broad term used in education research and policy making circles to describe the learning environment, referring to the quality of school life. School climate can be reflected in norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures. A school's climate is most commonly measured through student and adult perception of these features. A sustainable, positive school climate fosters youth development and learning, because students feel socially, emotionally, and physically safe. Youth are engaged and respected in these spaces. Positive school climates are ones in which students, families, and educators work together to develop, live, and contribute to a shared school vision (Griffin et al., 2016; Low, Van Ryzin, Brown, Smith, & Haggerty, 2014; Voight, Hanson, O'Malley, & Adekanye, 2015).

Research confirms what families, youth, and teachers have known for decades: a safe and supportive school environment, where students have positive social relationships, are respected, engaged in their work, and feel competent, matters (Amodio & Mendoza, 2010; Bottiani et al., 2016; Bradshaw, Waasdorp, & Leaf, 2015; Wigfield & Eccles, 2000). How children and youth feel about the climate of their schools impacts their achievement and success. Therefore, it is critical to understand how Black youth experience the climate at their schools.

Features of the school environment can be examined in multiple ways. As of the release of this report, there is no common school climate measure used across K-12 districts in the Road Map Project region. But, there are state and regional efforts to refine measures of climate and social emotional learning, and to include the use of climate data to inform continuous improvement in schools.

Highline Public Schools

WHAT IS HAPPENING AT THE STATE AND COUNTY LEVEL?

-  *Skills and Dispositions that Support Youth Success in School Report*
(<http://bit.ly/2xnAxjf>)
-  *Washington Social Emotional Learning Benchmarks Workgroup Report*
(<http://bit.ly/2dTP0oD>)
-  *Social Emotional Learning in Action Symposium Resources for Practitioners*
(<http://bit.ly/2vWWDyH>)
-  *Social Emotional Learning Resource List*
(<http://bit.ly/2xojMNV>)



During the Listening Sessions with Black high schoolers, a school climate survey was used to better understand how students experience their school environment. For the purposes of this collaborative research, three areas of school climate were examined: Sense of Belonging, High Standards and Expectations, and Supportive Learning Environment (Highline Public School GEAR UP Climate Survey, 2015).

When each of these domains was analyzed, perceived racism was the strongest predictor of negative school climate among youth. **Regardless of student background or age, perception of racism and bias had the largest impact on how Black students evaluated their learning environment overall. Perceived in-school racism and bias predicted more variance in all three dimensions of school climate** (see Appendix D for collinearity, factor scores, and regression table). While this sample of students may not speak for all Road Map Project Black high school students, these findings provide a window to how youth experience their schools.

► **How Black Students Rate Their School Climate**
By Perceived in-School Racism and Bias



Source: Road Map Project Black Student Success Listening Sessions. Table above displays the Means and Standard Error for selected School Climate Survey items (Highline Public Schools GEAR UP Student Climate Survey, 2015). Survey items were scored on a Likert-type scale 1=Strongly Agree; 5=Strongly Disagree. A Multiple Linear Regression was run on the composite climate score, $F(3,70) 11.34, p < .001, R = .581$.

At the center of youth success are supportive spaces where adults and students have high expectations and youth feel like they belong. Survey data provides a standardized way to pinpoint evidence-based features of school environments that can lead to student success. These results show racial bias makes a significant impact on how Black youth in our region experience school. During the Listening Sessions, youth answered open-ended questions about their learning environments. They reflected deeply on what makes an ideal school, saying that when at their best, schools are supportive spaces, which in turn allows students to thrive.

- * Smaller classroom setting
- * Multiple teachers eg. teachers aid
- * Updated campus
- * Qualified teachers w/ pay increase
- * Family support/resources
- * Computers
- * More options for parent involvement
- * Equality

- Multi-Cultural
- Small Classrooms
- More 1-1 Student Teacher time
- Equality - open minded
- Admin. doesn't overpower students
- Different Field trip opportunities
- Classes that teach us life skills.
- Career Counselors

So how do the region's Black youth want to feel when they enter school in the morning? And what do they say is an ideal school? Below is some of what participants shared during Listening Sessions about what they think makes up an ideal school.

Diversity, Unity, Respect for others.
 equity, Quality Education
 Enough supplies (computers, textbooks)
 Better selection of classes (cooking, woodshop)
 More community involvement
 Belong / Feel safe in school.
 Teachers stereotyping. Teaching real life situations.
 Teachers more engaged. Feeling comfortable to be wrong / incorrect.
 Participation Less drama More student surveys
 Better teaching methods. Using real life situations in geometry.

- colorful
- safe environment
- acceptance, respect, and mindfulness is taught
- all cultures are studied as well as taught
- teachers look like and reflect the children
- Strong curriculum
- Innovative and forward thinking
- approved leadership
- parent involvement be mandated.
- athletics and performing arts
- bring community into the classroom
- prayer in the school
- inspire children to be their best selves
- inclusive
- uniform
- individuality encouraged
- children cultures are embraced
- teach kindness
- teach leadership
- student body prepare for
- teach life skills / real life experiences

LEARNING ENVIRONMENT ESSENTIALS

Road Map Project Black youth have much to share when it comes to what they want in an ideal school. During Listening Sessions, youth participants were asked open-ended questions that gave insights into what changes would improve their learning environments.

When asked, “How would you like to feel when you walk into school?” Student responses fell into four categories.



SAFE AND SUPPORTED BY ADULTS.

Students want to feel like they are safe and being cared for by teachers and staff.

“Greet them, make them feel safe, be there for them.”

16-years-old African-American Young Man, Seattle Public Schools

“They should [feel] like this is another home. They want safety and education.”

17-year-old African-American Young Man, Kent School District

“Some students don’t feel good because of their religion, race, etc. So, parents and teachers can help students by talking to them and asking them what they need and what they [adults] could do better.”

15-year-old Somali Young Woman, Seattle Public Schools

“They should feel excited and not bored. Schools need to have teachers that care unconditionally.”

15-year-old African-American & White Young Man, Kent School District



ENGAGED AND READY TO LEARN.

Students want to feel motivated, engaged, and arrive to school ready to learn.

“Ready to learn. They [adults] could make their school my dream school.”

16-year-old African-American & Pacific Islander Young Man, Seattle Public Schools

“They should feel welcome and loved, engaged with students and want to get to know them not have to get to know them.”

15-year-old African-American Young Woman, Seattle Public Schools

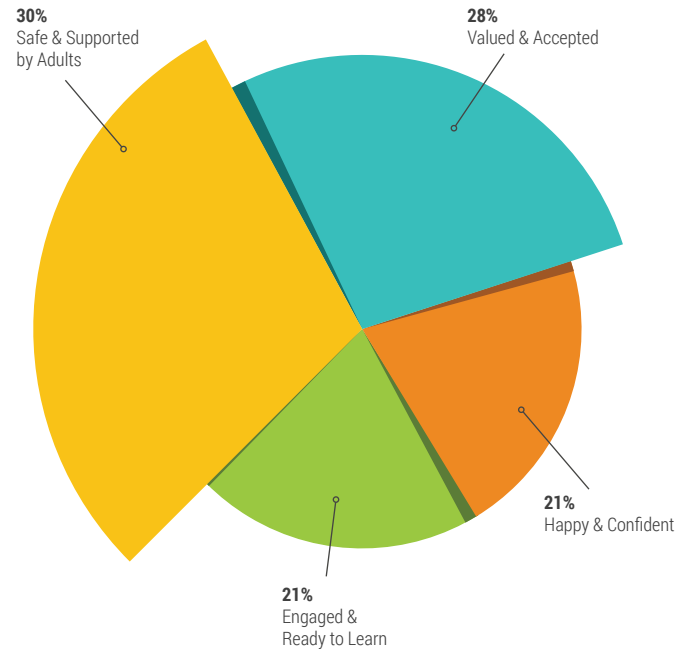
“We should bring out the student in them by giving them classes they’re interested in with teachers who give us an engaging lesson while also feeding us information. Making students voices heard.”

15-year-old African-American & Latino Young Man, Kent School District

“When I walk in to school I expect to feel like I actually want to be there and not dread being there everyday. Other opportunities to go out and connect with our community.”

15-year-old African-American Young Woman, Seattle Public Schools

► “I want to feel like this when I arrive at school...”



Source. Road Map Project Black Student Success Listening Sessions.
Note. See Appendix A for more information.



HAPPY AND CONFIDENT.

Students want to feel happy, confident, and empowered.

“Students should feel like a rockstar when they go to school.”

17-year-old Young Man, Kent School District

“They should feel good and free to be themselves and not ashamed.”

18-year-old African-American Young Man, Tukwila School District



VALUED AND ACCEPTED.

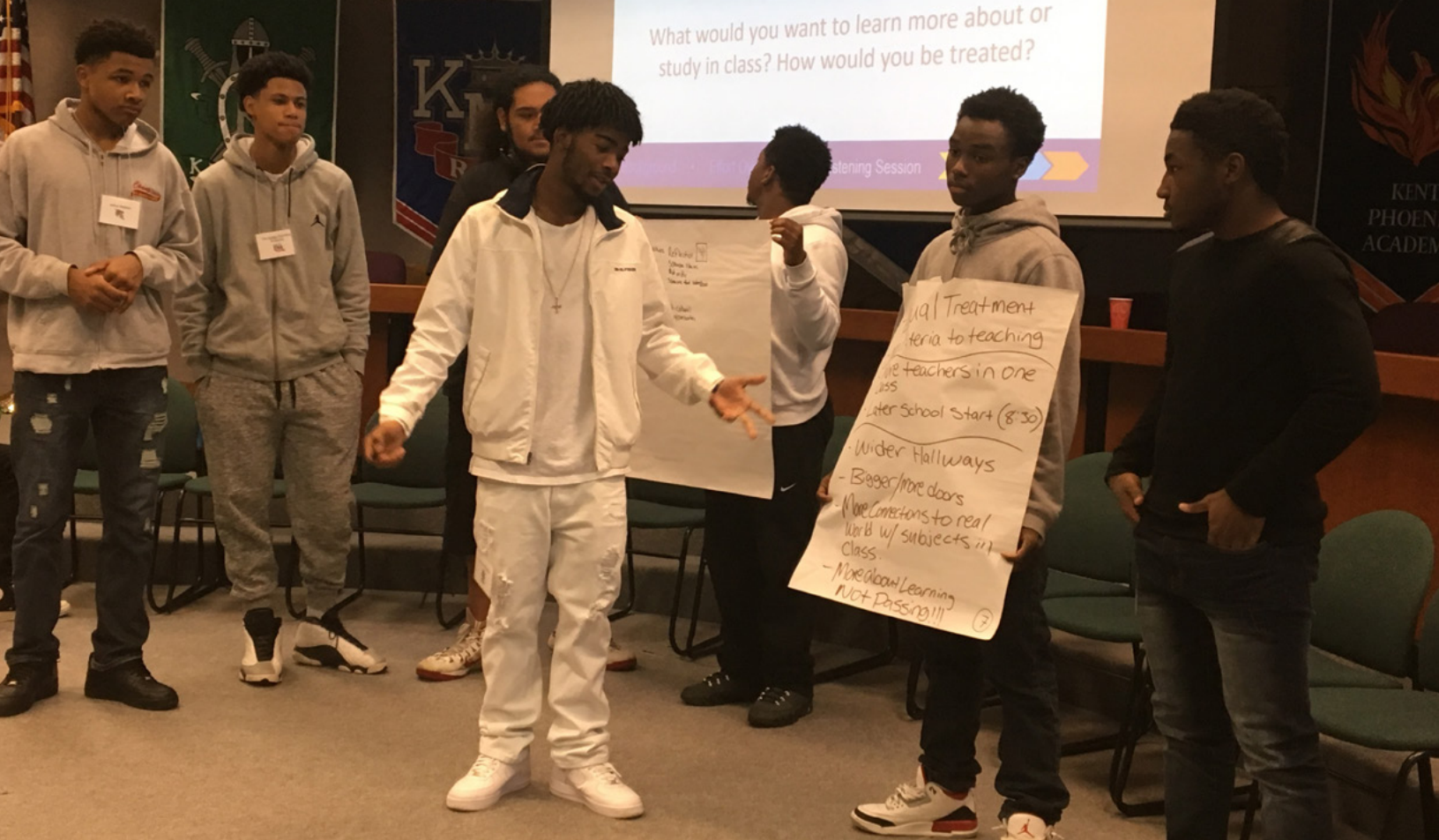
Students want to feel like they belong, are welcomed and that they are valuable.

“Student should feel wanted the minute they enter school.”

16-year-old Somali Young Woman, Seattle Public Schools

“Students should feel accepted and appreciated. Diversity of lifestyles represented in student body positions.”

17-year-old African-American Young Man, Seattle Public Schools



Road Map Project Black Student Success Listening Session, Men on the Move, Kent School District

At the start of each session, youth wrote about and/or sketched their ideal school. Later they answered the question, “What are the things you like most about the school you created that you are not getting at your current school?” Four themes emerged:

1 TEACHERS WHO IDENTIFY WITH US.

The need for diverse school staff as a way to improve cultural understanding and connections.

“I like how [my ideal school] has Black teachers that understand where we’re coming from and where we grew up. But, at my real school none of that really happens.”

15-year-old African-American Young Man, Kent School District

“It would be good if we had more Black teachers and Black principals.”

15-year-old Somali Young Woman, Seattle Public Schools

3 PREPARATION FOR LIFE BEYOND HIGH SCHOOL.

Supportive adults ensure students are prepared for success after high school with life-relevant skills and college-ready courses.

“That kids can be more prepared for college and get the adult help and guidance that they need.”

16-year-old Ethiopian Young Woman, Seattle Public Schools

“The school I created makes me feel like I can pass high school and go to college and become successful in whatever I do. It’s different from [my current school] because I don’t think I can pass and need more work.”

17-year-old African-American Young Man, Kent School District

2 AN ENVIRONMENT THAT VALUES AUTONOMY AND EMPHASIZES LEARNING.

A focus on deeper and more rounded learning, not just test performance.

“I like that the school I created was tailored to the students. And differences of interests are celebrated plus having an overall understanding of the importance of learning and gaining knowledge.”

16-year-old African-American Young Man, Kent School District

“I don’t like that the school I go to is more about passing, not all about learning.”

15-year-old African-American Young Man, Kent School District

4 CULTURALLY RELEVANT LESSONS, INCLUDING PAN-AFRICAN HISTORY.

The need for in-depth African-American and Pan-African history to be taught in their classrooms.

“I like how we are learning more about our history –Black history. At my real school, we don’t get taught about our history and [there are] no resources.”

15-year-old African-American & Japanese Young Woman, Seattle Public Schools

Source. Road Map Project Black Student Success Listening Sessions. Note. See Appendix A for more information.

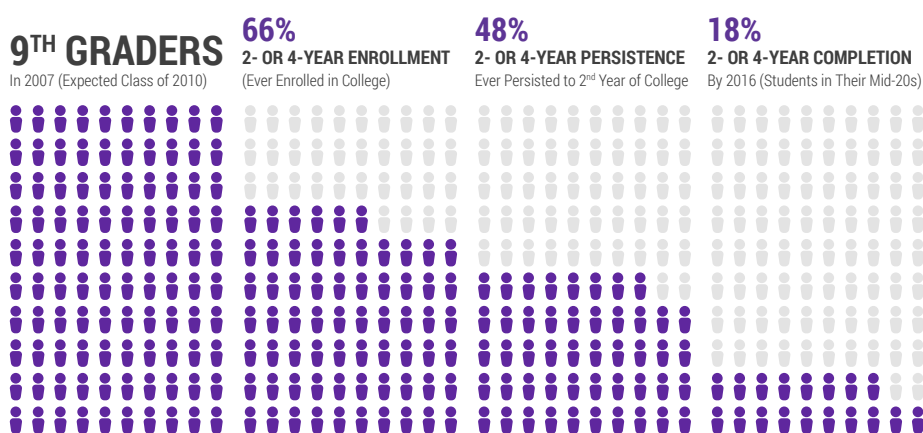
UNDERSTANDING HIGH SCHOOL TO COLLEGE OUTCOMES

The region's knowledge-intensive economy provides high-paying jobs, but most local youth are not being prepared to access those opportunities. Earning a two- or four-year postsecondary degree is an increasingly important step toward achieving a living-wage career. By 2018, economists estimate that 67% of Washington State jobs will require a college education (Carnevale, Smith, & Strohl, 2010). In the Road Map Project region, however, only 31% of students who entered 9th grade in 2007 have completed a two- or four-year postsecondary degree by 2016 by their mid-twenties. Alarming, among Black students in this cohort, only 18% have completed a postsecondary degree, with much of the attrition happening while they were pursuing a postsecondary education. That is just 288 students of the original group of 1,604 (Road Map Project, 2017).

Additionally, barriers to opportunities appear greater for the region's African-American youth, for whom college completion rates are lower when compared with their same-aged, first-generation, and multilingual U.S.-born Black peers.

The next section walks through measures of high school student engagement and college access, using state education data to illuminate what kinds of high school factors make a difference in postsecondary outcomes for Road Map Project region students. The section first explores how high school attendance, courstaking, and financial aid access varies for Black students and tests what impact these factors have on Black student postsecondary persistence. This section gives a broader understanding of how Black youth are doing in high school, and if there are subracial differences in access among Black communities during the high school years. Naturally there is a large role for postsecondary institutions to provide environments that promote persistence and degree completion for Black students.

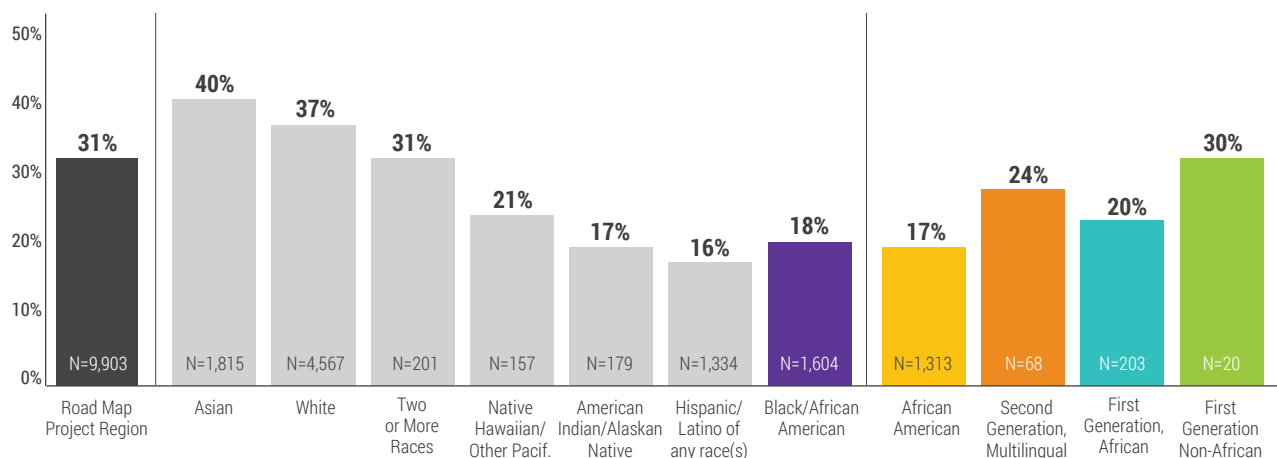
► Path to Postsecondary Success for the Region's Black/African American Students



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC; National Student Clearinghouse

► Postsecondary Completion Among All Students and Black/African-American Students

By Race/Ethnicity and Subracial Group



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC. Note. Sup* = Suppressed. Data for cells smaller than 10 are suppressed.

ATTENDANCE

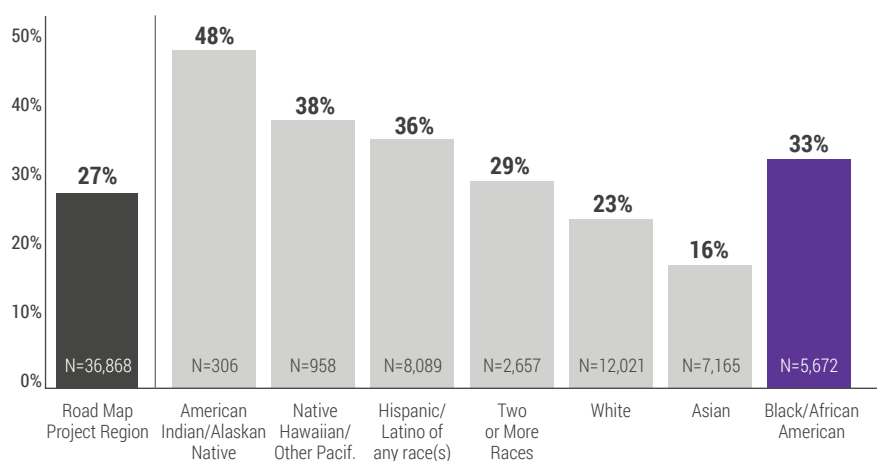
Regular school attendance is foundational to student success. Chronic absenteeism (commonly defined as missing 10% or more of the school year, or 20 full days) can be a symptom of disengagement and is associated with many negative social and academic outcomes (Kearney & Graczyk, 2014; Van Eck, Johnson, Bettencourt, & Johnson, 2017). Black high schoolers have lower rates of absenteeism than other student populations, but absenteeism varies by subracial group and gender. African-American youth have higher rates of absenteeism than their multilingual and first generation Black peers. There are many district and Road Map Project partner-led efforts, such as the King County Housing Authority's Attendance Awareness Campaign focused on this topic. As the absence figures show, targeted approaches can be key in efforts keeping students engaged, supported, and motivated.

"King County Housing Authority (KCHA) is committed to reducing chronic absenteeism. Community-based organizations at 15 housing sites provide attendance-related activities and education to KCHA youth and their parents as part of afterschool programming, while KCHA distributes a variety of communications materials and tools to its residents throughout King County."

Source: <https://www.kcha.org/>

► Percent of Road Map Project High School Students Who Were Absent 20+ Full Days in 2016

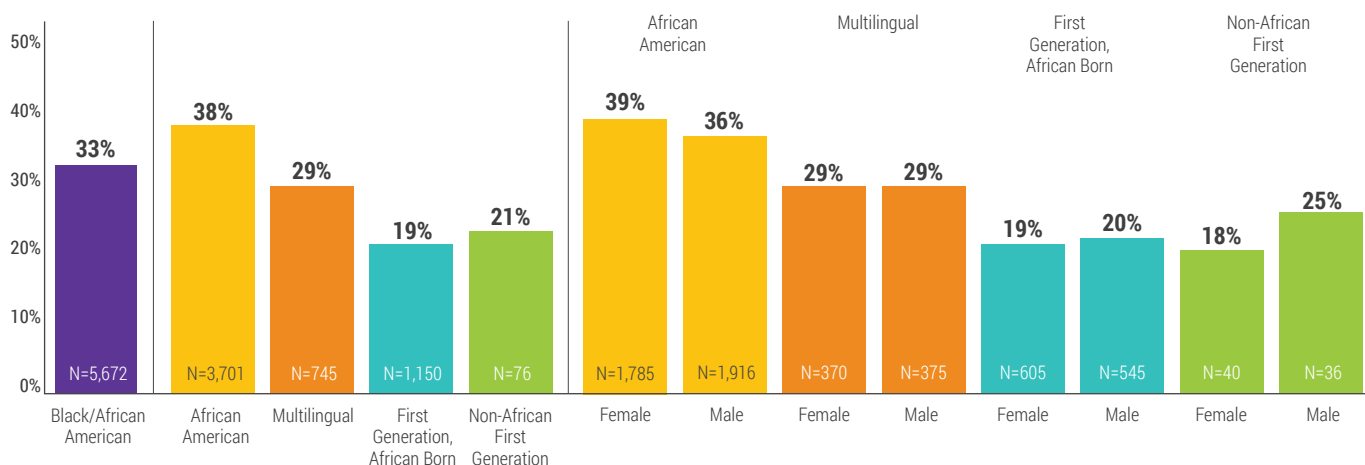
By Race/Ethnicity



Source: CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC. Note: Sup* = Suppressed. Data for cells smaller than 10 are suppressed.

► Percent of Black/African-American Road Map Project High School Students Who Were Absent 20+ Full Days in 2016

By Subracial Group and Gender



Source: CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC. Note: Sup* = Suppressed. Data for cells smaller than 10 are suppressed.

RIGOROUS COURSES

Another important measure of student success is rigorous coursetaking during high school. When asked what features they liked most about the ideal schools they designed, Listening Session youth participants pointed to the need for college-ready classes that are relevant to life. Research corroborates their recommendation (e.g., Black & Coca, 2017). Strong college and career readiness systems in schools are crucial to prepare students for success beyond high school.

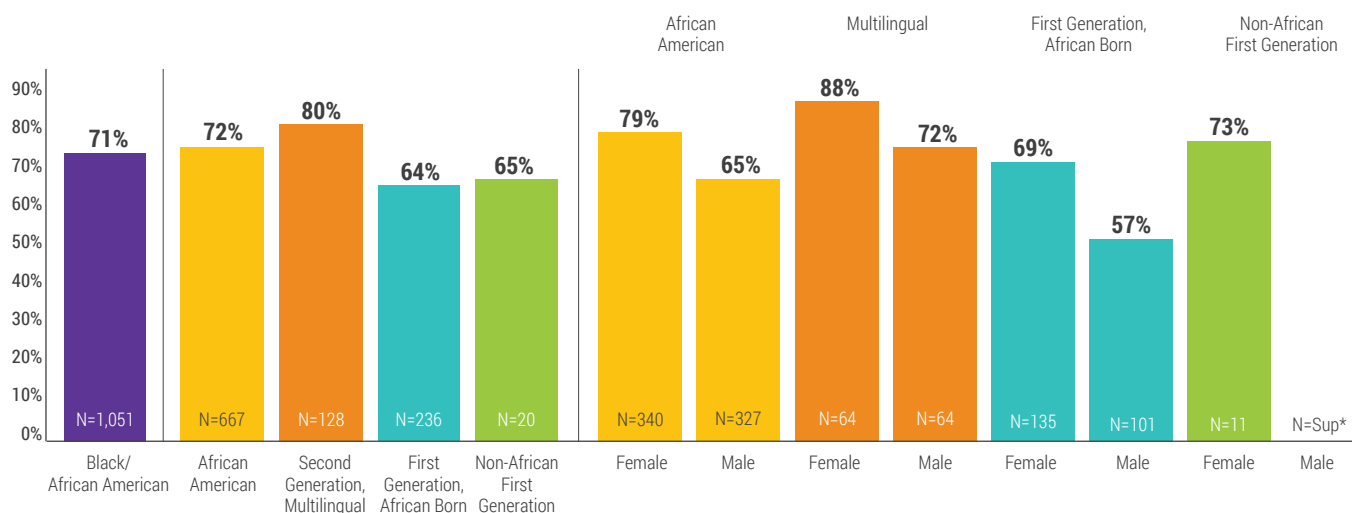
For students to be prepared for college coursework, it is critical for them to have a strong academic foundation. There are many types of courses that allow students to earn college credit while in high school, also known as dual credit. One key measure of coursetaking strength is the number of students taking a college-level course before graduating. The figure below shows a comprehensive measure of college-level coursetaking that includes high school graduates who took one or more Advanced Placement, International Baccalaureate, Cambridge or dual credit courses, or students enrolled in Running Start and College in the High School programs. There are some gender and subracial differences among Black high school graduates. While rates are lower among males compared with their female peers, rigorous coursetaking is going up over time (Road Map Project, 2017).



2015 College Bound Scholarship & State Need Grant Advocacy Day, Olympia, WA

► Percent of Black/African-American 2016 High School Graduates Who Took One or More College-Level Courses

By Subracial Group and Gender

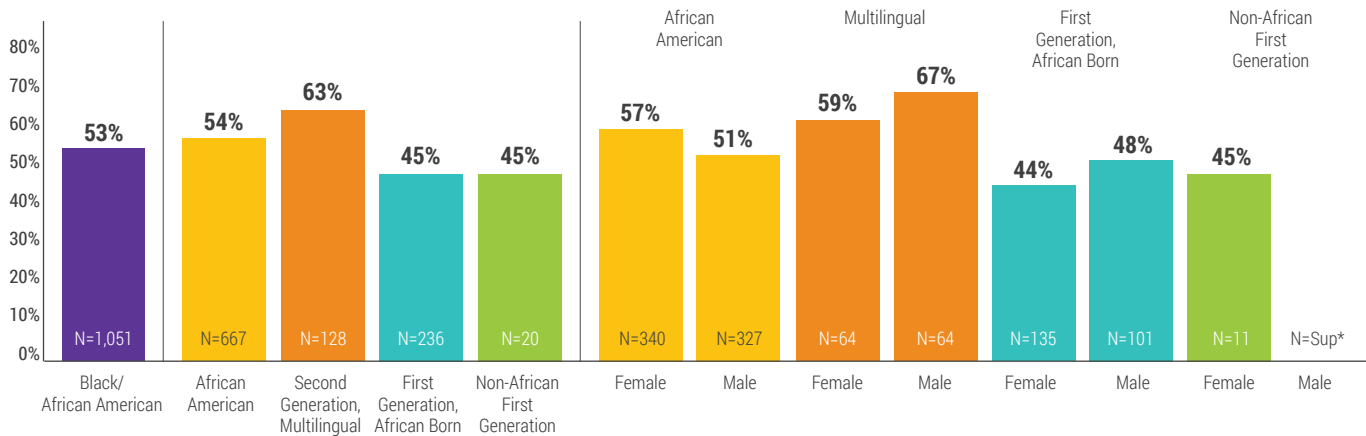


Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC. Note. Sup* = Suppressed. Data for cells smaller than 10 are suppressed.

FINANCIAL AID

The financial barrier to a college education must be removed to increase access for all students. The cost of higher education can be overwhelming for students and families, but there are many different resources to help pay for college. One is the College Bound Scholarship. Washington State low-income students who sign up for the scholarship in middle school and meet academic requirements, are eligible for college tuition scholarship. Most of the region's low-income Black students sign up for College Bound each year.

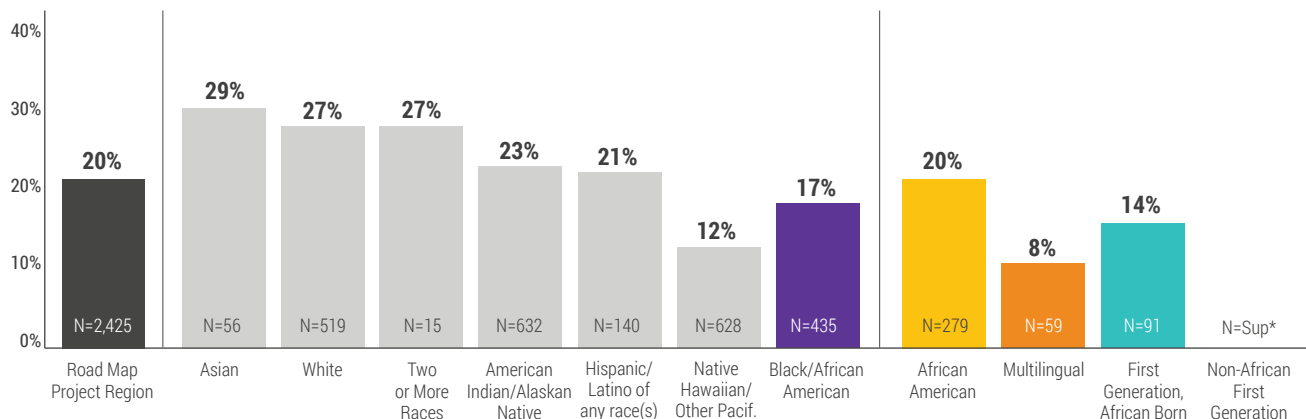
► Percent of Class of 2016 Black/African-American High School Graduates Who Signed Up for the College Bound Scholarship By Subracial Group and Gender



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC. Note. Sup* = Suppressed. Data for cells smaller than 10 are suppressed.

To receive full benefits of the scholarships, students must submit the Free Application for Federal Student Aid (FAFSA) in their senior year. One would assume FAFSA submission to be highest among the region's high school graduates and especially among students who have signed up for the College Bound Scholarship and met the scholarship's 2.0 or higher GPA requirement. However, among the all high school graduates in the region who signed up for College Bound and met the GPA requirement, one in five did not submit FAFSA. This renders students ineligible for the scholarship.

► Percent of High School Graduates Who Signed Up for College Bound Scholarship, Met 2.0+ GPA Requirement, But Did Not Submit FAFSA By Race/Ethnicity and Subracial Group



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC. Note. Free Application for Federal Student Aid (FAFSA) is a program for low-income high school graduates to receive aid covering college tuition. All students in the figure above were low-income at the time of College Bound Scholarship sign-up. The Washington Application for State Financial Aid (WASFA) is available to students who are not eligible for federal financial aid because of immigration status. WASFA data is not included in the figure above. Sup* = Suppressed. Data for cells smaller than 10 are suppressed.

While Black College Bound-eligible students are overall more likely than many of their peers to fill out FAFSA, African-American College Bound-eligible students are less likely to submit FAFSA than their same-aged Black peers. This is an issue of opportunities, not aptitude. Supportive adults during high school are key to helping students navigate the college-going process.



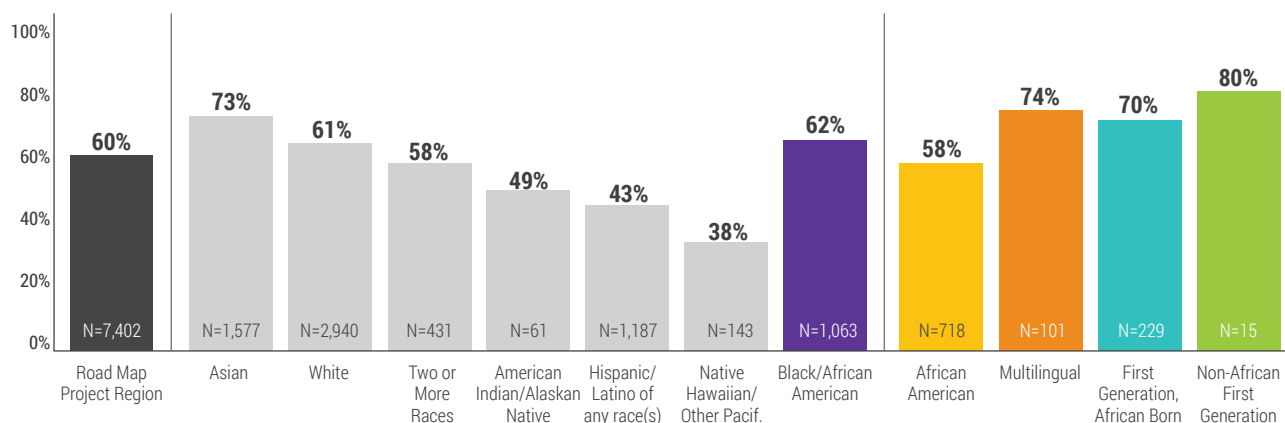
Highline Public Schools

COLLEGE SUCCESS

Black high school graduates directly enroll in college after high school at some of the highest rates, compared with their peers. It is well-known college puts students on a path to a credential, and in turn, living-wage careers. Direct enrollment measures the percent of high school graduates who go on to a two- or four-year college within the academic year following high school graduation. Black high school graduates directly enroll at slightly higher rates than the region on average, with all subracial groups near or above the regional rate.

► Percent of Class of 2014 Who Enrolled in College Within a Year After High School

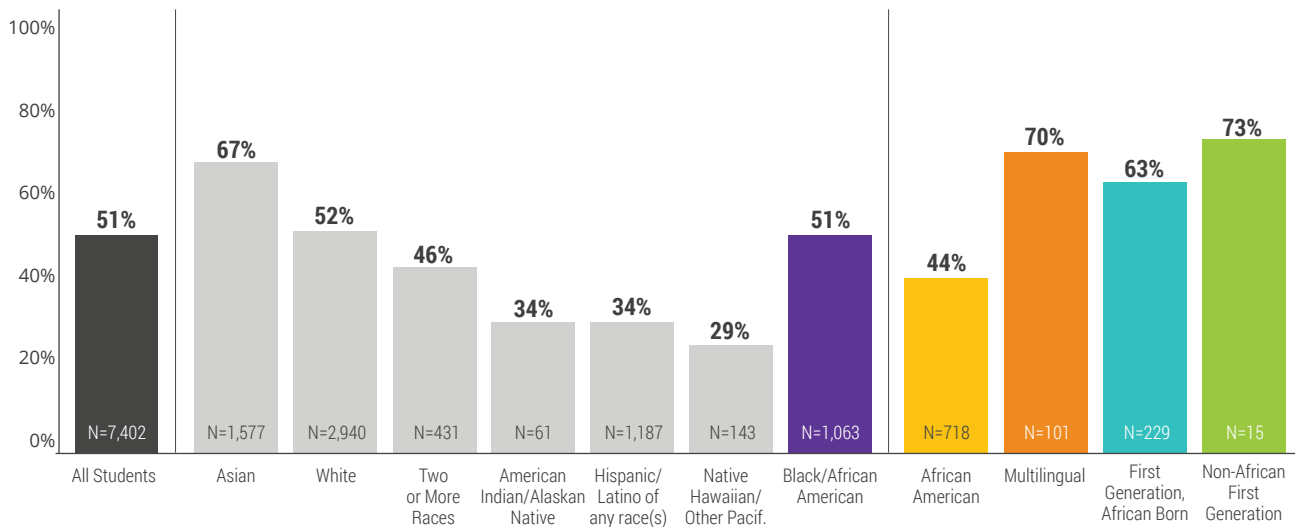
By Race/Ethnicity and Subracial Group



Source: CCER education data warehouse; 2015-16 OSPI CEDARS student-level data via ERDC; National Student Clearinghouse. Note: Sup* = Suppressed. Data for cells smaller than 10 are suppressed.

Research shows “time is the enemy of college completion” (Complete College America, 2011). The longer students are enrolled in a two- or four-year college, the less likely they are to complete (Avery & Thomas, 2016). This is especially true among students who are attending part-time in their first year. While enrollment rates are strong for Black students, far fewer are staying in college and graduating. Overall, 51% of Road Map Project high school graduates in 2014 directly enrolled in a two- or four-year college and persisted to a second consecutive year. However, some student groups face more barriers to continuing than others. First-generation and multilingual U.S.-born Black students had higher rates of persistence than their same-aged, African-American college peers.

► **Percent of Class of 2014 Who Enrolled in College and Stayed in College a Second Consecutive Year**
By Race/Ethnicity and Subracial Group



Source. CCER education data warehouse: 2015-16 OSPI CEDARS student-level data via ERDC; National Student Clearinghouse. Note. Sup* = Suppressed. Data for cells smaller than 10 are suppressed.

What do these subracial differences mean? They help where services are reaching specific student groups and where they are not (Nguyen et al., 2017). Looking at education outcomes by one feature (e.g., student race or subrace), can hide causal conditions and intersectional barriers.

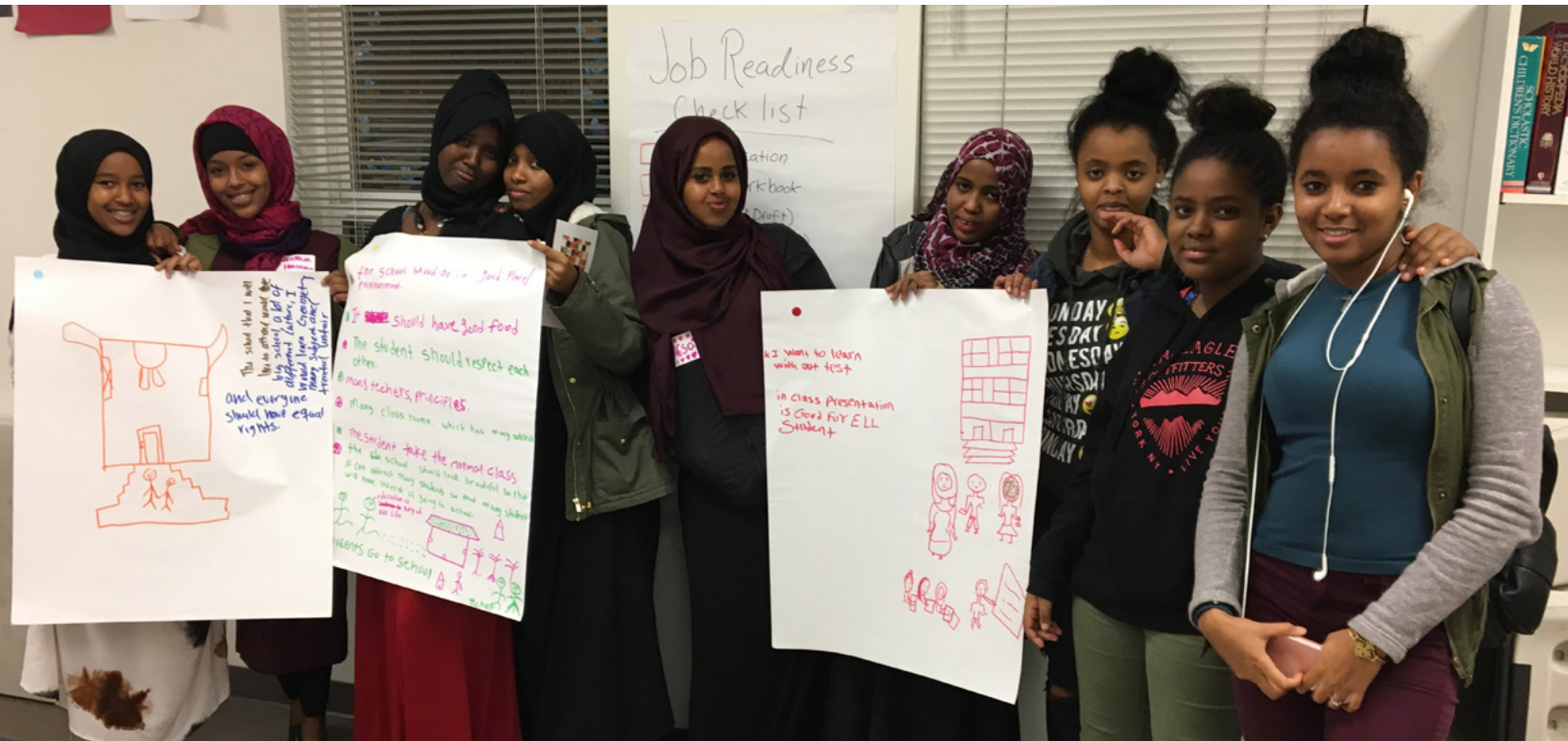
Renton School District



ROLE OF HIGH SCHOOLS IN BLACK STUDENT PERSISTENCE

One topic of interest for Listening Session students and parents is understanding the root causes of high school to college outcomes. College persistence is of particular interest because too many of the region's Black youth enter college, but do not persist and complete. Why do some Black college students persist while others do not?

The descriptive findings from the last section provide a snapshot using state education data but do not tell the deeper story, or provide parents, teachers, and service providers with the information needed about inequities in our system. An analysis with that in mind sought to find out: what are some high school factors that can explain differences in rates of college persistence among the region's Black youth? The CCER Data Team analyzed direct persistence among Black Road Map Project region high school graduates in the classes of 2013-14 who directly enrolled in college (see Appendix correlation matrix and regression table). When controlling for language, birth country, and ELL status, what school features and what high school success and support factors are most associated with persistence in a 2-or 4-year college?



Road Map Project Black Student Success Listening Session, Refugee Women's Alliance, Seattle

Analyses were conducted among two cohorts of local Black high school graduates who enrolled directly in postsecondary education. Findings show that high school experience and environment impact the likelihood of persistence. Specifically, Black high school graduates who directly enrolled in college were more likely to stay in college if, during high school, they had higher GPAs, spoke one or more non-English languages at home and took one or more rigorous courses. That said, when controlling for student traits, school-level poverty had the largest impact on persistence among Black Road Map Project students. This means, the region's Black students who directly enrolled in college from higher-poverty schools were less likely to persist than their same-aged Black peers who came from schools with slightly lower poverty rates. This, coupled with the role of coursetaking, language and GPA shows that there are many high school factors associated with postsecondary outcomes, above and beyond gender and subracial group.

While school poverty has a role to play in persistence, it is important to keep in mind that there are high-poverty high schools in the region that outperformed the Road Map Project region average for college persistence among Black students (See Appendix E). Future analysis on this topic can better unpack school-level poverty. School-level poverty may be a proxy for overall school funding, teacher retention, quality instruction, counseling staff or many other school factors. These initial findings on persistence also show a need for a deeper look at the role of secondary and postsecondary coursetaking patterns, enrollment status (e.g., part-time vs. full-time), and student engagement on outcomes for Black youth at local community colleges. It will also highlight how local colleges can support Black youth. In the meantime, ample literature on this topic described in the next section can provide some understanding on persistence and completion.

ROLE OF COLLEGES IN BLACK STUDENT PERSISTENCE AND COMPLETION

When high schoolers graduate with a strong foundation for college, it can increase the likelihood of and reduce the time to college completion, which in turn increases the chances of a student earning a living-wage career. Environment matters and supportive high schools and colleges are critical to equipping students with the academic and social skills to persist.

Two- and four-year colleges have a large role to play in Black student retention and success. National research shows Black students are more likely than their peers to attend community colleges with historically lower persistence rates than four-year institutions. At four-year colleges, the likelihood of persistence is tied directly to academic success. Whereas at community (two-year) colleges, environmental factors are more closely tied to persistence than academic factors (Heller & Cassidy, 2017; Wood & Williams, 2013).

For instance, a study of African-American men at community colleges found that students on campuses with positive school climate spent more time interacting with faculty. Both climate and faculty interaction predicted whether African-American male students persisted, successfully transferred to a four-year college, and were able to maintain a higher grade point average (Bush & Bush, 2010). Additional research has examined the powerful role of campus engagement and extracurricular opportunities as positive factors for Black student persistence at community colleges.

Lastly, there is much to be learned from Historically Black Colleges and Universities (HBCUs). While few Road Map Project region Black students go on to attend HBCUs, research suggests they have among the highest completion rates for Black students than other two- and four-year colleges that serve a similar high-barrier, majority low-income student-body (Arroyo & Gasman, 2014; Palmer, Arroyo, & Maramba, 2016).

Much like in secondary school, colleges with strong persistence rates for Black youth are ones with positive climates, clear pathways, accessible staff, and opportunities for students to meaningfully engage with peers and faculty. Again, future work will examine the local college landscape for Black students, on these and other college factors.



SYSTEMS OF: SUCCESS



Kent School District

Key systems must be in place at high schools and colleges to support Black students, providing the critical foundation for degree completion and career access. While there are models of college access and persistence supports, few include strategies specific to Black students or even students of color. Current literature, however, does point to some strategies to create accountability and ensure access and persistence.

Reduction of racial bias, positive school climate, racially diverse staff, and culturally responsive curricula are cornerstones to Black student identity, engagement, access—and therefore—academic success. As noted in survey findings from youth Listening Sessions, the more racism and bias students experienced, the lower they evaluated the climate of their high schools. Both directly and indirectly, racial bias can lead to disengagement. **Supporting Black youth to and through college does begin well before high school, but the high school period is key to their postsecondary success.**

Adults have an important role in fostering a positive climate for social and academic success through: reducing racial bias, elevating expectations of Black youth, offering culturally relevant classes that support strong identities, increasing access to rigorous courses that prepare students for college, and improving access to financial supports and mentorship in college promotes retention and completion.

Black high school students themselves identified four essentials they want but are currently not receiving: 1) Teachers who identify with them; 2) Preparation for life beyond high school; 3) An environment that values autonomy and emphasizes learning; 4) Culturally relevant lessons, including Pan-African history. These are not classroom add-ons, but vital components of academic achievement and well-being. **In response to these needs, the following table begins to identify aspects of learning environments that could be improved to address the four factors youth identify.**

1

TEACHERS WHO IDENTIFY WITH US.

"I like how [my ideal school] has Black teachers that understand where we're coming from and where we grew up. But, at my real school none of that really happens."

15-year-old
African-American Young Man,
Kent

- **Diversify the Educator Workforce and Support Black Teachers**
Increase the racial diversity of teacher undergraduate, graduate, and certification programs to support a diverse pool of applicants and new hires. Improve retention by providing mentorship for (and by) Black staff and other staff of color.
- **Partner with Black Community-Based Organizations**
Ensure opportunities for student mentorship in and outside of school by partnering with community-based organizations focused on the needs of Black students.
- **Increase Cultural Competence**
Implement professional development (PD) opportunities for educators to learn and reflect on how racism impacts Black students and other students of color. Implement practices, such as restorative practices, that go beyond PD and build opportunities for teacher-student dialogue, problem solving, and relationship building.

2

AN ENVIRONMENT THAT VALUES AUTONOMY AND EMPHASIZES LEARNING.

"I like that the school I created was tailored to the students. And differences of interests are celebrated, plus having an overall understanding of the importance of learning and gaining knowledge."

16-year-old
African-American Young Man,
Kent

- **Support Academic Foundation**
Increase access to and allow students to track their own progress in basic, core-subject courses, and rigorous courses, such as the College Academic Distribution Requirements (CADRs) that will prepare students for 2-year, 4-year, or technical college and achieve career goals.
- **Provide Academic Behavior and Life Skills**
Provide opportunities for students to develop life skills and strategies—such as time management, financial literacy, organization, and problem solving—that will prepare them for academic success, help them persist and grow.
- **Build Guided Pathways**
Establish academic plans with defaults to help students make course choices that move them toward their goals, while still permitting students to customize their schedules.

3

PREPARATION FOR LIFE BEYOND HIGH SCHOOL.

"The school I created makes me feel like I can pass high school and go to college and become successful in whatever I do. It's different from [my current school] because I don't think I can pass and need more work."

17-year-old
African-American Young Man,
Kent

- **Develop a Strong Advising System**
Dedicate staff support and time for students to develop postsecondary plans.
- **Support Opportunities for Career Awareness and Exploration**
Support students' career readiness skills such as preparing for interviews, resume writing, and opportunities to explore career options through hands-on activities like worksite tours and internships.
- **Promote Postsecondary Awareness and Knowledge**
Provide students with the information and opportunities to explore their postsecondary options and navigate the many steps to enrolling, such as financial aid, applying, and successfully transitioning.

4

CULTURALLY RELEVANT LESSONS, INCLUDING PAN-AFRICAN HISTORY.

"I like how we are learning more about our history—Black history. At my real school, we don't get taught about our history and [there are] no resources."

15-year-old
African-American and Japanese
Young Woman, Seattle

- **Integrate Black Studies Courses and Multicultural Curricula**
Integrate Black and ethnic studies courses and increase equitable access to these courses in the school master-schedule. Adopt curricula that highlights the role of racism and the rich histories and contributions of people of African descent through cross-disciplinary approaches (i.e., in history, English, math etc.).
- **Discuss Racism and Bias**
Build a school culture of discourse on the topics of race and status, supporting student empathy, awareness, and the protective elements of Black racial identity.
- **Support Family Engagement and Racial Equity in School Governance**
Adopt school organizational strategies that ensure decision-making is widely shared and that family engagement is viewed as a resource and opportunity for professional growth.

Suggested systems changes based student input and research: Bailey, Jaggars, & Jenkins, 2015; Banks et al., 2001; Barbarin & Aikens, 2015; Bush & Bush, 2010; Chiariello, Edwards, Owen, Ronk, & Wicht, 2016; College Board Advocacy and Policy Center, 2010; Griffin, Cunningham, & George Mwangi, 2016; Jones & Neblett, 2016; Opportunity to Learn Campaign, Advancement Project, American Federation of Teachers, & National Education Association, 2014; Palmer, R. T., Arroyo, A. T., & Maramba, 2016; Redefining Ready, 2016; Wood & Harris, 2014

THE FORUM FOR BLACK STUDENT SUCCESS

Early learning programs, K-12 schools, colleges, community-based organizations, and families working together can support Black student well-being and success (e.g., Schott Foundation, 2015). There are many local efforts and programs connecting high school and colleges, as well as initiatives and programs specifically focused on the region's Black youth. Few programs and efforts, however, have space to specifically connect, align, and collaborate their work (e.g., Powell, 2017).

With the help of students, parents, community leaders—along with Casey Family Programs and the Puget Sound Educational Service District Race to the Top grants—the Forum for Black Student Success: Uniting for Action was held May 2017. Early research from this report was shared during the forum, and it featured local efforts and initiatives, highlighted promising practices and shared insights from Black students themselves. This provided an opportunity for stronger connections and collaboration as the region continues to work toward Black student success.



Road Map Project Forum for Black Student Success

This work cannot be accomplished without centering youth and community voices, will-building within our local institutions, or the unwavering commitment of district administrators, teachers, principals, professors, and government leadership to dismantle racism within the institutions they serve. The Community Center for Education Results, which was created to staff the Road Map Project, is committed to supporting youth and adults in all sectors working for Black student success. CCER is also committed to providing comprehensive qualitative and quantitative information supporting Black-led initiatives.

All partners working toward racial equity in our systems must remember: there is no regional success without Black student success.

► CENTRAL IN THE FORUM DEVELOPMENT AND PLANNING WERE THE BLACK STUDENT SUCCESS ADVISORS:

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Anthony Shoecraft

City of Seattle Department of Education & Early Learning, Black Male Achievement

Barbara Phillips

Community Network Council

Bilan Aden

Somali Youth and Family Club

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Community Member

Debra Sullivan, Ed.D.

Black Child Development Institute

Delbert Richardson

American History Traveling Museum

Dominique Davis

Community Passageways

Ed Prince

WA State Commission on African American Affairs

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Community Passageways Youth Member

Jerry Petty

Urban League

Kendrick Glover, Ed.D.

Glover Empower Mentoring Program

Kevin Baker

Men of Middle Passage

Kevin Washington

Black Education Strategy Roundtable

Liz Word

Umoja Scholars Highline College

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Black Education Strategy Roundtable

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Black Education Strategy Roundtable

Verda Lofton

Puget Sound Education Service District

Wanda Billingsley, Ed.D.

Education Opportunity Gap Oversight and Accountability Committee

Zac Davis

King County Best Starts for Kids

CLOSING LETTER

IF YOU ASK THE WRONG QUESTIONS, THE ANSWERS WON'T MATTER

As I navigated elementary school in Anchorage, Alaska, I was subjected to daily acts of racism by White classmates. In their eyes, I was not part of us; I was the other. I was a canvas for their ignorance and shame. The classroom is where I was first told I was inferior and didn't belong. It was where my birthname was replaced with the lie named nigger. My father, like many parents, wanted me to have the best education available and believed my chances were significantly better at a public school in White neighborhoods than in predominantly Black areas. I was given a better education than most Black students, but it came at a cost. Years later, my father admitted he knew I would deal with racial trauma, but assumed that healing from those wounds would be easier than suffering the cost of a lesser education. While I have multiple degrees and a stable career, this education came at a greater cost to my sense of self-worth and cultural identity. I have spent the last twenty years of my life unlearning what was taught in White schools about who I am as a man of color, all while cultivating the courage to develop my own voice.

Many are funnelled through this kind of education system, where Black culture and identity is erased, ignored, and condemned. Today, I have the honor of confronting these systems of oppression that disproportionately impact Black children and children of color, working with many to dismantle the school-to-prison pipeline and replace it with a pipeline of school to life success. Yet, even on this dire and urgent issue, pressure of "what do we do?" too often means scrutinizing our Black children rather than taking the time to hear their voices. There is no quick fix in building equitable systems and often White-dominant systems need a mirror, not a magnifying glass.

One of my elders recently said: "If you ask the wrong questions, the answers won't matter." To know what we must do, we must wrestle with the question: "Who am I to be?"

I had the humbling opportunity to talk with many Black high school students, parents, and direct service providers about their identities, experiences, needs, and desires within the context of education with Dr. Shelby Cooley. What Black students shared about their experiences was inspirational and, at times, heartbreaking. The brilliance students displayed continually reminded me why racial equity systems work is more than just work for me. Powerful words and emotions poured from students as they collectively envisioned a better future. A future that dramatically contrasted their daily reality of invalidation and persecution in our schools. Words cannot adequately describe the wellspring of connection and hope that came, through the ache, from people's hearts. They spoke candidly and vulnerably of a deep desire to be respected, understood, and wanted.

Our region's beautiful, brilliant and invaluable Black youth also shared how education data has been used to shame them, rather than unearth the inequities they face. The pages you just read attempted to honor the desires of those who shared their stories and those of us who have the courage to disown what we have been taught to be, and begin the search of who we really are.

► Zac Davis

King County Best Starts for Kids "Stopping the School-to-Prison Pipeline" Program Manager

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APPENDICES

BACKGROUND

The following appendices describe the analytical approaches and statistical tables in this community-collaborative, mixed-methods study. The current study used different analytical methodologies to interpret qualitative and quantitative data. For qualitative data, a coding scheme was developed through a grounded theory approach. Hours of audio recordings and hand-written responses were transcribed. Qualitative codes were assigned to transcribed responses and one item was reliability coded to develop a testable data set. For quantitative survey data, principal components factor analysis was conducted within and across age to assess survey validity. Then, Analyses of Variance (ANOVAs) and a Logistic Regression were conducted to answer research questions about factors associated with student identity and school climate. Descriptive and predictive secondary data analysis of high school-postsecondary student-level data was conducted using the Community Center for Education Results (CCER) education data warehouse.



QUALITATIVE CODING OF REASONING DATA

BACKGROUND

In the context of this study, qualitative data was coded to understand both high-level patterns, and to spotlight differences by gender, generational status, and age (per section, specific research question on page 3 table). These data were used to inform the structure of the research report plan, a regional event focused on Black youth, and provide necessary framing for education outcomes among Black youth. All too often, researchers and CBOs engage youth and families to participate in meetings and focus groups without a clear output or accountability to participants on how the information will be being used. A cornerstone of the community collaborative effort framework and the current mixed-methods research study is ensuring feedback loops throughout each phase of work, connecting participants of Listening Session to regional planning, and using their voices and themes to organize the report itself — a regional resource.

WHAT IS QUALITATIVE CODING?

A code in qualitative research is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language or visual data. The data can consist of interview transcripts, participant observation, field notes, journals, pictures, etc. Qualitative coding is a means to process and organize data. This form of coding allows you to summarize and synthesize what is happening and becomes the basis for developing the analysis.

There is no one theory grounding the content researchers expected to find in the open-ended items of the Listening Sessions. The goal of Listening Sessions was to begin with community input. Thus, a grounded theory coding is used to distill themes under each section and research question. The goal of this study was not to test an existing “theory” of the Road Map Project Black community’s engagement and vision of our region’s schools, but rather to generate a framework of understanding while staying as close as possible to the words and vision of participants.

METHODOLOGY

Coding frameworks were developed for each open-ended question. Two raters reviewed responses and assigned initial codes that closely match wording and meaning of participant responses. Initial codes were then refined until there were 5 or fewer codes per item to ensure statistical power given the sample size. Categories were collapsed based on one of 3 situations:

1. One or more reasoning codes had overlap, whereby responses in each had a common attribute(s) –e.g., responses under “Gives Context/Understanding” and “Highlights Systemic Issues” had a lot of overlap.
2. A reasoning code did not “hang-together,” meaning responses within the code are disparate and may fit in other existing categories or under a new code.
3. Items may hang together but the coding label is not descriptive of the responses.

After the coding framework was developed, interrater reliability was conducted among two or more raters. Raters must achieve a Cohen’s $\kappa > .80$

INTERRATER RELIABILITY

Interrater reliability is a statistical technique used to determine if the data have been interpreted in a similar manner by independent raters. Reliability is a way to ensure the integrity of different kinds of data and to determine whether categories that are used to code data or observations are defined clearly enough such that two raters reading the same statement (or observing the same behavior) would apply the same code to the statement or behavior. At a more abstract level, reliability is the notion that the system used in coding data (or conducting observations) provides an accurate representation of the data. Researchers calculate reliability to ensure that a coding system has been consistently used to interpret data.

There are many types of reliability used in psychological research. This study used interrater reliability to test whether rater 1 and 2 were coding responses using the same categories. Reliability can be calculated in two different ways: straight percent agreement and Cohen's Kappa Coefficient.

Percent Agreement – The percentage out of the total number of codes given that rater 1 and rater 2 used the same code.

$$\text{Percent Agreement} = \frac{\text{Number Agree}}{\text{Total Observations}}$$

Cohen's Kappa Coefficient – A measure of agreement that adjust for chance, taking in to account the number of coding categories. Fewer categories means a greater likelihood of agreement happening by chance. Because of this, it is the more conservative of the two approaches.

$$\text{Expected Frequency}_{\text{Code } 1} = \frac{(\text{Sum Column}_{\text{Code } 1} - \text{Sum Row}_{\text{Code } 1})}{(\text{Total Observations} - \text{Exp. Freq})}$$

$$\text{Cohen's Kappa} = \frac{(\text{Number Agree} - \text{Exp. Freq})}{(\text{Total Observations} - \text{Exp. Freq})}$$

Reliability Testing

Once a coding system was developed, 25% of data were randomly selected for reliability testing. Each rater individually assigned codes to the same set of responses using the coding system. Responses were plotted on a matrix and reliability was calculated. Perfect agreement would be Cohen's $\kappa = 1.0$. Reliability is considered statistically strong when percent agreement and Cohen's κ is at or above 80% and .8, respectively. If raters did not achieve reliability on coding assignment Round 1, raters would review responses and codes to determine what contributed to disagreements. If there was a systematic pattern of disagreement, raters would address the issue by creating a decision rule or redefine the coding categories. The coding categories were revised as needed and recoded responses with the new system and recalculated reliability. Once raters coded the same set of responses more than twice, a different set of 25% would be used in the next round of reliability coding. The following codes make up the frameworks for each of the open-ended Listening Session questions.

REASONING CODES

► Question A: Sub-Race Disaggregation

Why do you think it is helpful (or not helpful) to look at communities within “Black/African American”? How would you improve these groups (e.g., the labels or how they are grouped)?

Code	Definition	N	%
NA	No answer/unsure	7	8%
Plural Identities and Pride	Response refers to the diversity of the Black community, the need for multiple groups and labels, as well as recognizing and creating a sense of pride in one's cultural histories.	23	25%
Gives Context and Daylights Issues	Response refers to how disaggregated data helps expose individual barriers and systemic issues.	19	21%
Reduce Divisions, Unity	Response refers to the Black community's need for unity.	15	16%
Culturally Responsive Supports	Response refers to cultural clubs, spaces, and resources that support Black youth and how disaggregated data can help providers understand the communities they serve in a deeper way.	12	13%
Voice and Community Dialogue	Response refers to importance of community input and guidance in development/improvement of racial identification systems and the role of dialogue within the Black community.	9	10%
Reduce Bias and Stereotypes	Response refers data's role in changing negative perceptions and reducing bias and stereotypes.	6	7%
		91	100%

► Question B: Education Outcomes

What information on education outcomes and supports do you want to learn more about? And why is this important to you?

Code	Definition	N	%
NA	No answer/unsure	11	14%
School Climate and Student Motivation	Data and information on non-academic measures of student growth, going beyond test scores and understanding student experience.	20	25%
Root Cause and Strategies	Data that examines the conditions that cause racial disproportionality in student outcomes and the strategies and actions that can improve these conditions.	17	21%
Academic Outcomes and Demographics	Data and information on traditional measures of student academic performance and demographics.	16	20%
Racial Bias and Stereotypes	Data and information that measures and sources racial bias and stereotypes among adults that serve Black youth.	10	12%
Teachers	Data on public school teachers, available curricula, and instruction quality.	7	9%
		81	100%

► **Question C: School Vision**

What do you like most about the school you created earlier in this session? In what ways is this school different from the school you (or your child) attend(s)?

Code	Definition	N	%
NA	No answer/unsure	2	2%
Teachers who identify with us	The need for diverse school staff as a way to improve cultural understanding and connections.	37	42%
An Environment that Values Autonomy and Emphasizes Learning	A focus on deeper and more rounded learning, not just test performance.	31	35%
Preparation for Life Beyond High School	Supportive adults ensure students are prepared for success after high school with life-relevant skills and college-ready courses.	13	15%
Culturally Relevant Lessons, Including Pan-African History	The need for in-depth African-American and Pan-African history to be taught in their classrooms.	6	7%
		89	100%

► **Question D: School Supports**

How should students feel when they walk in to school?

Code	Definition	N	%
NA	No answer/unsure	1	1%
Safe and Supported by Adults	Students want to feel like they are safe, and being cared for by the adults: teachers and staff.	21	29%
Valued and Accepted	Students want to feel like they belong, are welcomed, and that they are valuable.	20	28%
Happy and Confident	Students want to feel happy, confident, and empowered.	15	21%
Engaged, Connected and Ready-to-learn	Students want to feel motivated, engaged, and arrive to school ready-to-learn.	15	21%
		72	100%

► **Decision Rules**

Item	Double Code Case	Priority
A	Plural Identities and Pride + Another Code	Other Code
B	School Climate and Student Motivation + Academic Outcomes and Demographics	School Climate and Student Motivation
D	Safe and Supported by Adults + Another Code	Safe and Supported by Adults

SECONDARY ANALYSIS OF EDUCATION DATA

BACKGROUND

Findings from the mixed-methods analyses help to illuminate dimensions of student and family experiences in schools that do not exist in state and national education data sources. This data from listening sessions is core to this report and provide much needed context to frame outcomes for the 18,665 Black students in the Road Map Project Region, specifically outcomes among high school students. Thus, in addition to qualitative and quantitative data from Listening Sessions, the report includes data from the Community Center for Education Results Education education data warehouse. Descriptive data provide 1) a subgroup methodology and 2) within-group variance in high school support and risk factors. Predictive analysis provided insights to causality and factors beyond race that contribute to positive outcomes for Black students. An overview of student-level PreK-Postsecondary data elements are listed below.

► CCER education data warehouse: Student-Level, Longitudinal Data Elements

By Educational Milestones

Pre-Kindergarten	Elementary – Middle School	High School	Community College	National 2- and 4-year college
<ul style="list-style-type: none"> • Developmental Assessments 	<ul style="list-style-type: none"> • Enrollment • Absences • Discipline • Assessments 	<ul style="list-style-type: none"> • Enrollment • Absences • Discipline • Assessments • Grades • Course Taking • FAFSA • Graduation 	<ul style="list-style-type: none"> • Enrollment • Grades • Course Taking • Graduation • Credentials 	<ul style="list-style-type: none"> • Enrollment • Graduation

Student-level Demographic Elements

- Race/ethnicity
- Income
- Gender
- Primary and Home Language(s)
- Birth Country
- ELL Status
- Special Education status
- College Bound Sign-up

APPENDIX C:

SUBRACIAL
DISAGGREGATION METHOD

BACKGROUND

When U.S. born and first generation Black children enroll in Road Map Project region schools, there is only one box available to them: “Black/African American.” Washington only collects sub-ethnicity data for American Indian, Asian, Hispanic/Latino, and Pacific Islander students. As a result, many of the region’s ethnic groups are left off of school district enrollment forms. This means Somali and African American communities, for example, are invisible in state data. Under House Bill #1541, the state will require districts to include sub-ethnicity categories for all groups on enrollment forms starting in the 2017-18 school year with several years of implementation to follow.

To disaggregate Black/African American youth, researchers could examine each birth country by each combination of primary and home languages. However these subgroups are numerous and many are too small to report. Thus, the CCER education data warehouse was used to create a research-informed disaggregation methodology.

► *Interim Black/African American Subracial Disaggregation Methodology*

Primary Language <i>and</i> Primary Language Spoken At Home			
Birth Country		English Only	One or more Non-English Languages
United States		African American	Multilingual, Second Generation
Country in Africa		First Generation, African Born	
Non-United States and Non-Country in Africa		First Generation, Non-African Born	

African American	Multilingual, Second Generation	First Generation, African Born	First Generation, Non-African Born
Students born in the U.S. with English as their only know primary and/or language spoken at home.	Students born in the U.S. with one or more non-English primary or home language(s).	Students born in an African country or dependent territory and speak any primary or home language.	Students born outside of the U.S. and outside of an African country and speak any primary or home language.

IDENTITY AND SCHOOL CLIMATE

ANALYSIS PLAN

Given the age groups of participants, the factorability of the 5 survey constructs were examined separately by youth (Y) and parents (P) using principal components factor analysis to extract the fewest number of uncorrelated components from the greater sets of variables. Two well-recognized criteria for the factorability of a correlation were used: Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity. Repeated measures analysis of variance (ANOVA) were conducted within construct to assess how identity and gender contributed to variance in survey responses.

► Black Student Success Listening Session Survey Items

Measure (Citation) and Items		Y	P
Strength of Identity Scale (SOIS: Barrett, 2005)			
How much do you feel [racial/ethnic group]?	"1=None to 5=A Lot"	<div></div>	
How proud are you about being [racial/ethnic group]?		<div></div>	
How important is it to you that you are [racial/ethnic group]?		<div></div>	
How much do you like or not like being [racial/ethnic group]?		<div></div>	
Multi-dimensional Inventory of Black Identity (Public Regard, MIBI: Sellers, et al., 2007)			
Most people think that [people of my group] are just as smart as people from other ethnic and racial groups.	"1=Agree to 5=Disagree"	<div></div>	
People think that [people of my group] are just as good as people from other ethnic and racial groups.		<div></div>	
People from other ethnic and racial groups think that [people of my group] have done important things.		<div></div>	
Sense of Belonging (Highline Public Schools GEAR UP Survey, 2015)			
My culture and ethnicity are respected at my (my child's) school.	"1=Agree to 5=Disagree"	<div></div>	<div></div>
Students at my (child's) school are very respectful of my culture and ethnicity.		<div></div>	<div></div>
High Standards and Expectations (Highline Public Schools GEAR UP Survey, 2015)			
My friends expect me (My child's friends expect him/her) to go to college.	"1=Agree to 5=Disagree"	<div></div>	<div></div>
Teachers believe that all students can do well.		<div></div>	<div></div>
Teachers have high expectations of me (my child).		<div></div>	<div></div>
Teachers are clear about what I am (my child is) supposed to learn.		<div></div>	<div></div>
Supportive Learning Environment (Highline Public Schools GEAR UP Survey, 2015)			
I feel safe when I am at school (my child's school).	"1=Agree to 5=Disagree"	<div></div>	<div></div>
I trust my (child's) teachers.		<div></div>	<div></div>
I feel connected to one or more adults at my (child's) school		<div></div>	<div></div>
If I tell a teacher or other adult that someone is bullying me (my child), that person will do something to help.		<div></div>	<div></div>
If I (my child) get(s) behind in school there will be an adult at school to help make a plan to get caught up.		<div></div>	<div></div>

Measure (Citation) and Items	Y	P
Novel Survey Items		
Racism and bias is not an issue at my (child's) school. (R)	"1=Agree to 5=Disagree"	
I am satisfied with the college and career activities at my (my child's) school.		
Young children become school-ready through play and activities.		
Family Engagement (Modified from the Road Map Project Family Engagement, 2015)		
I expect my child to go to college.	"1=Agree to 5=Disagree"	
I have learned how to navigate the school system.		
I have a strong relationship with my child's school.		
There is a supportive community of parents at my child's school.		
There are many barriers (e.g., time, language, etc.) that affect my participation in my child's education. (R)		

FACTOR LOADINGS

Psychological research often uses Principal Components or Factor Analysis to reduce a set of items or variables to sets of components or factors prior to further analyses on those factors. Factor Analysis can also be used to discover and summarize the pattern of intercorrelations among variables –Exploratory Factor Analysis. The factorability of the Strength of Identification, Public Regard, Sense of Belonging, High Standards & Expectations, Supportive Learning Environments, and Parent Engagement items were separately examined using principal components analysis to extract the fewest number of uncorrelated components from the greater sets of variables. Several well-recognized criteria for the factorability of a correlation were used.

FACTOR LOADING TABLES

Strength of Identification (SOIS: Barrett, 2005) — Promotive Identity

	M	SD	N	Factor Loading	Communalities	Total	Initial Eigenvalues	
							% Var	% Cmltv
Feel	4.45	0.874	75	0.745	0.555	2.19	54.753	54.753
Proud	4.77	0.649	75	0.814	0.663	0.804	20.092	74.845
Important	4.57	0.975	75	0.609	0.371	0.525	13.125	87.97
Like	4.53	0.949	75	0.775	0.601	0.481	12.03	100

Note. For *Strength of Identification* all 4 items correlated at .4 or above with at least one other item, suggesting factorability. The Kaiser-Meyer-Olkin measure of sampling adequacy was .728, above the recommended value of .6, and Bartlett's test of sphericity was significant, $\chi^2(75) = 58.216, p < .001$. The communalities for each *Strength of Identification* item were all above .3, further confirming that each item shared some common variance with other items, thus no items were removed. *Source.* Road Map Project Black Student Success Listening Sessions.

Public Regard (MIBI-T: Sellers, et al., 2007) —Protective Identity

	M	SD	N	Factor Loading	Communalities	Total	Initial Eigenvalues	
							% Var	% Cmltv
Smart	2.83	1.383	71	0.894	0.799	2.052	68.411	68.411
Good	3.07	1.257	71	0.873	0.762	0.672	22.402	90.813
Things	3.42	1.306	71	0.701	0.491	0.276	9.187	100

Note. For *Public Regard*, all 3 items correlated at .3 or above with at least one other item, suggesting reasonable factorability. The Kaiser-Meyer-Olkin measure of sampling adequacy was above the recommended value of .6, at .626 and Bartlett's test of sphericity was significant, $\chi^2(71) = 65.931, p < .001$. The communalities for each *Public Regard* item were all above .3, further confirming that each item shared some common variance with other items, thus no items were removed. *Source.* Road Map Project Black Student Success Listening Sessions.

Sense of Belonging (GEAR UP Survey, 2015)

	M	SD	N	Factor Loading	Communalities	Total	Initial Eigenvalues	
							% Var	% Cmltv
School Respect	3.62	1.254	76	0.908	0.824	1.648	82.396	82.396
Peer Respect	3.47	1.341	76	0.908	0.824	0.352	17.604	100

Note. For *Sense of Belonging* items correlated at .548, suggesting factorability. The Kaiser-Meyer-Olkin = .50, above the recommended value of .5, and Bartlett's test of sphericity was significant, $\chi^2 (76) = 40.01, p < .001$. The communalities for each *Sense of Belonging* item were all above .3, further confirming that each item shared some common variance with other items, thus no items were removed. *Source.* Road Map Project Black Student Success Listening Sessions.

High Standards and Expectations (GEAR UP Survey, 2015)

	M	SD	N	Factor Loading	Communalities	Total	Initial Eigenvalues	
							% Var	% Cmltv
Peer College	4.30	1.063	73	0.361	4.3	2.07	51.754	51.754
Belief	3.51	1.237	73	0.838	3.51	1.249	31.213	82.967
Expectations	4.10	1.016	73	0.78	4.1	0.533	13.337	96.305
Clear Learning	3.67	1.237	73	0.743	3.67	0.148	3.695	100

Note. The Kaiser-Meyer-Olkin measure of sampling adequacy was .66, above the recommended value of .5, and Bartlett's test of sphericity was significant, $\chi^2 (89) = 46.89, p < .001$. *Source.* Road Map Project Black Student Success Listening Sessions.

Supportive Learning Environment (GEAR UP Survey, 2015)

	M	SD	N	Factor Loading	Communalities	Total	Initial Eigenvalues	
							% Var	% Cmltv
Safe	4.05	1.051	75	0.596	0.838	2.431	48.615	48.615
Trust	3.29	1.194	75	0.694	0.721	1.074	21.475	70.091
Connect	3.73	1.319	75	0.722	0.763	0.646	12.92	83.011
Bully	3.72	1.371	75	0.74	0.653	0.47	9.392	92.403
Help	3.92	1.333	75	0.726	0.53	0.38	7.597	100

Note. The Kaiser-Meyer-Olkin measure of sampling adequacy was .681, above the recommended value of .5, and Bartlett's test of sphericity was significant, $\chi^2 (75) = 85.90, p < .001$. *Source.* Road Map Project Black Student Success Listening Sessions.

DEFINITIONS

Communalities

This is the proportion of each variable's variance that can be explained by the principal components (e.g., the underlying latent continua). It is also noted as h^2 and can be defined as the sum of squared factor loadings.

Initial Eigenvalues

Eigenvalues are the variances of the principal components. Because we conducted our principal components analysis on the correlation matrix, the variables are standardized, which means that each variable has a variance of 1, and the total variance is equal to the number of variables used in the analysis.

Percent of Variance

This column contains the percent of variance accounted for by each principal component.

Total

This column contains the eigenvalues. The first component will always account for the most variance (and have the highest eigenvalue), and the next component will account for as much of the remaining variance as it can, and so on. Each successive component will account for less and less variance.

Cumulative Percent

This column contains the cumulative percentage of variance accounted for by the current and all preceding principal components. Note. In PFA the variables are assumed to be measured without error, so there is no included error variance.

CORRELATION AND MULTIPLE REGRESSION

Correlation and multiple regression analyses were conducted to examine the relationship between student subracial group, gender, and various school climate domains. The correlation table summarizes the descriptive statistics and analysis results. As can be seen, each of the Climate domains is positively and significantly correlated each other and significantly negatively correlated with Perceived Racism, indicating that those who perceived more racism at their school had lower evaluations of Sense of Belonging, High Standards & Expectations, and Supportive Learning Environments. Thus, a composite score was created for school climate and used as the dependent variable in the regression.

Youth School Climate and Demographic Variables: Correlations and Descriptive Statistics (N = 77)

	1	2	3	4	5	6
1. Subracial Group	–					
2. Gender	-0.068	–				
3. Sense of Belonging	0.081	-0.198	–			
4. High Standards and Expectations	0.179	-0.044	.511***	–		
5. Supportive Learning Environment	0.21	-0.008	.475***	.610***	–	
6. Perceived Racism	-0.072	0.109	-.545***	-.492***	-.400***	–
<i>Mean</i>	1.56	0.7	7.09	15.58	18.72	3.69
<i>SD</i>	0.91	0.46	2.36	3.17	4.39	1.52

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. *Source.* Road Map Project Black Student Success Listening Sessions.

A multiple linear regression was calculated to predict school climate based on perceived racism, subracial group, and gender. Perceived racism significantly predicted school climate, $F(3,70) 11.34$, $p > .001$, $R = .581$. Participant's evaluations of school climate decreased -2.97 for each unit increase in perceived racism. Subracial group and student gender were not predictive of school climate.

Summary of Regression Analysis for Variables Predicting School Climate (N = 77)

	M	SD	R ²	Multiple Regression Weights		
				B	SE (B)	β
Gender	.70	.46	-0.08	1.51	0.88	0.171
Subracial Group	1.56	.91	0.2	0.14	1.87	0.008
Perceived Racism	3.69	1.52	-0.56***	-2.97	0.55	-.548 ***

* $p < .05$. ** $p < .01$. *** $p < .001$. *Source.* Road Map Project Black Student Success Listening Sessions.

APPENDIX E: DIRECT PERSISTENCE

ANALYSIS PLAN

Correlations and a hierarchical linear regression model were run to examine the relationship between student traits, school factors, coursetaking and program participation on direct persistence, among Black/African American high school graduates who directly enrolled in college. The correlation table summarizes the descriptive statistics and analysis results.

CORRELATION

Correlation and multiple regression analyses were conducted to examine the relationship between student subracial group, gender, and various school climate domains. The correlation table summarizes the descriptive statistics and analysis results.

► High School Risk and Support Factors on Direct Persistence among Black/African-American Direct College Enrollees Correlations and Descriptive Statistics (N = 1,929)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1 Gender	–																	
2 Absent 20+ Full Days	.03	–																
3 College Bound Sign Up	.07**	.06***	–															
4 Birth Country	-.01	.15***	-.04	–														
5 Primary Language	-.02	.14***	-.08***	.72***	–													
6 Algebra Math or Higher	.01	.08***	.00	-.04	-.01	–												
7 Rigorous Coursetaking	.09***	-.05*	.09***	.04	.03	-.14***	–											
8 Exclusionary Discipline	-.06*	.14***	.01	.07**	.07**	.04	-.08***	–										
9 Running Start	.02	-.10***	.05*	-.06**	-.08***	-.15***	.00	-.02	–									
10 CTE Vocational Completion	-.04	.04	.01	.11***	.14***	.02	.01	-.04	-.11***	–								
11 CTE Industry Certificate	-.03	.00	-.04	-.05	-.02	-.01	.02	-.03	-.03	.07**	–							
12 Dropped Out of School	-.01	.02	-.02	.03	-.01	-.01	-.05*	.03	-.01	.00	-.01	–						
13 Credits Earned	.04	.01	-.09***	.09***	.14***	.17***	.03	-.04	-.04	.16***	.06**	.01	–					
14 Credits Attempted	.02	.06***	-.09***	.12***	.16***	.18***	-.01	-.01	-.04	.16***	.06**	.03	.97***	–				
15 Cumulative GPA	.17***	-.24***	.01	-.11***	-.10***	-.12***	.19***	-.15***	.10***	-.01	.01	-.03	.19***	.04	–			
16 English Language Learner	.00	-.13***	-.06*	-.52***	-.53***	.05*	-.18***	-.01	-.04	-.10***	.01	.05*	-.12***	-.13***	.08***	–		
17 Direct Enroll	.07**	-.12***	.08***	-.10***	-.13***	-.03	.16***	-.05*	.07**	-.01	.02	-.07**	.01	-.05*	.24***	.02	–	
18 Direct Persist	.06**	-.16***	.05*	-.11***	-.15***	-.06**	.19***	-.08***	.07**	-.01	.01	-.05*	.02	-.04	.30***	.02	.77***	–
Mean	.50	.27	.37	.74	.69	.25	.47	.06	.06	.22	.01	.00	19.90	21.33	2.58	.12	.63	
SD	.50	.44	.48	.44	.46	.43	.50	.24	.25	.41	.12	.05	8.08	8.59	.66	.32	.48	

Note. * $p < .05$. ** $p < .01$. *** $p < .001$. Source. CCER education data warehouse: OSPI CEDARS student-level data via ERDC; National Student Clearinghouse.

HIERARCHICAL LINEAR MODEL (HLM) OF DIRECT PERSISTENCE

HLM is a statistical technique used for analyzing data in a clustered or “nested” structure, in which lower-level units of analysis are nested within higher-level units of analysis. For example, students are nested within schools. HLM was used to examine direct persistence and the summary tables below show the overall model fit on the impact of high school traits, student coursetaking, and student traits on postsecondary persistence.

Overall Model Fit

AIC	BIC	Log Likelihood	Deviance	DF (Residual)
1,062.2	1,153.1	-513.1	1,026.2	1,135

► Summary of Variables in Hierarchical Linear Regression Model Predicting Direct Persistence among Black/African American Direct College Enrollees in the High School Graduating Classes of 2013-2014 (N = 1,929)

	Estimate	SD Error	z-value
Intercept	3.33	0.63	5.27***
Student Traits			
Primary Language	-0.71	0.26	-2.71**
Birth Country	-0.12	0.26	-0.44
Gender	-0.15	0.16	-0.94
English Language Learner	-0.41	0.31	-1.31
School Traits			
Percent of Black Students	-1.24	0.96	-1.3
School-level FAFSA Completion	0.39	0.76	0.51
School-level Poverty	-2.28	0.68	-3.36***
High School Risk and Support Factors			
Chronic Absenteeism (20+ full days absent)	-0.28	0.18	1.56
Grade Point Average	1.03	0.15	6.95***
Credits Earned	-0.02	0.02	1.08
CTE Industry Certificate	-0.87	0.58	1.51
CTE Vocational Completion	0.1	0.2	0.49
Running Start	-0.02	0.32	0.07
Advanced Placement or International Baccalaureate	0.52	0.16	3.21**
Algebra or Higher Math	-0.2	0.18	1.12
College Bound Scholarship Sign Up	-0.21	0.16	1.3

* $p < .05$. ** $p < .01$. *** $p < .001$. Source. CCER education data warehouse: OSPI CEDARS student-level data via ERDC: National Student Clearinghouse.



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