

**USING EVALUATION TO GUIDE
PILOT PROGRAM FOR
AFRICAN AMERICAN MALES
PLACED AT RISK**



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The Plight of the African American Male

There is no longer a need for dire predictions, hand-wringing, or apprehension about losing a generation of Black Boys. It is too late. In education, employment, economics, incarceration, health, housing, and parenting, we have lost a generation of Young Black Men.

America Has Lost a Generation of Black Boys by Phillip Jackson

The Plight of the African American Male

- When young Black men don't succeed in school, they are much more likely to succeed in the criminal justice system.
 - 6 in 10 of Black men in their mid-30's who had dropped out of school had spent time in prison (Eckholm 2006).
- More Black men are incarcerated in the USA (about 1.1 million) than there are Black men incarcerated in the rest of the world combined.
- This criminalization process starts in elementary schools
 - Black male children as young as six and seven years old being arrested in staggering numbers

The Plight of the African American Male

US Census 2000 data provided evidence that the plight of young African American males have:

- Higher unemployment rates
- Lower labor force participation rates
- Lower high school graduation
- Lower College enrollment rates
- Higher incarceration rates
- Higher homicide rates (the leading cause of death for African American males between the ages of 15 and 24)

The Plight of the African American Male

- While representing only 6% of the population African American males represent 49% of prison inmates.
- Only 4% of African American males attend college, while 23% of those of college age are either incarcerated or on probation.

US Census 2000

The Plight of the African American Male

- ❑ African American children as a whole comprise approximately 17% of all children in public schools nationwide but represent 41% of all children in special education.
 - Within that 41% African American males make 85% of children in special education.

- ❑ School – to- prison pipeline
 - Black males are disproportionately represented in all forms of exclusionary discipline
 - ❑ Office referrals
 - ❑ Suspensions
 - ❑ alternative education placements

The Plight of the African American Male

- Although African American males comprise only 8% of public school students nationwide, they represent the largest percentage nationally, in school suspensions 38%.
- Almost 70% of Black children are born into female, single parent households.

US Census 2000

The Plight of the African American Male

What do these social and economic indicators tell us?

These indicators provide a profile of an individual whose quality of life is in serious jeopardy. All of these indicators make it quite clear that young African American males have become an endangered species.

Working with African American Males

- Districts/Schools **CAN** take actions to reverse the patterns of low achievement
(Noguera, 2005)

- Effective after school programs for Black male students include
 - Specific goals
 - Evaluation component

O.S. Fashola, Editor (2005). Educating African American males: Voices from the field

Street Academy Background

- Supplemental program (designed by NYC Urban League) focusing on four aspects:
 - Academic
 - Socio-cultural/behavior
 - Community support
 - Cultural education

- Adopted by JCPS in an effort to address the serious condition of educational outcomes facing young African American males

Street Academy Goals

- Assist academically at-risk African American males in 4th – 6th grades with:
 - Attaining proficiency in reading
 - Increasing school attendance
 - Reducing negative behavior in school
 - Exposure to positive African American male role models [all instructors are African-American males]

Evaluation Purpose

□ Formative Evaluation

- To understand program dynamics/procedures and to provide mid program guidance

□ Summative Evaluation

- To assess the degree to which the program improves participants reading level, school discipline and school attendance

□ Cost Analysis

- To aid in determining cost per student and cost-effectiveness of the program

Evaluation Measures

Cognitive Measure	Pre-test 1	Pre-test 2	Post-test
Reading			
Predictive Assessment Series (PAS) Proficiency Level	Fall 05' September	Winter 05' December	Spring 06' February
	Pre-test		Post-test
Gates/MacGinitie Test	January 2006		May 2006
Non-Cognitive Measures	Pre-test		Post-test
Attendance			
Number of School Absences	Dec – May 2004/2005		Dec – May 2005/2006
Number of School Tardies	Dec – May 2004/2005		Dec – May 2005/2006
Discipline			
Number of School Referrals	Dec – May 2004/2005		Dec – May 2005/2006
Number of School Suspensions	Dec – May 2004/2005		Dec – May 2005/2006
Survey			
Perceptions of self and self as student	Retrospective (Nov 2005)		May 2006
Perception of program and teachers			May 2006

Evaluation Design & Analyses

□ Design Elements

□ Double Pre-test and Post-test

- PAS

□ Internal Control Group

- "treatment" group = 56% – 100% attendance;
"control" group = 6% - 46% attendance

□ Analyses

□ Descriptive Statistics

- scores, means, percentages, cross tabs
 - For descriptive and comparative purposes

□ Inferential Statistics

- Analysis of Variance (ANOVA) & Dependent Sample t-test
 - To determine significant differences between groups & scores from pre to post

Criteria/Target Population

Criteria	Number	Percent
Enrolled in Title I School	35	92.1%
Receive Free/Reduced Lunch	35	92.1%
African-American Male	38	100.0%
Grade 4,5, or 6	33	86.8%
Live in 40210 Zip Code	24	63.2%
Academic Difficulty	20	52.6%
Behavioral Difficulty	15	39.4%
Attendance Difficulty	27	71.1%

Curriculum/Activities

- Curriculum
 - Cultural Awareness Discussions
 - Corrective Reading Instruction
- All Black Male Teachers
- Home School Coordinators

Time	Activity
1:30-2:00	Cultural Awareness Discussion
2:00-3:15	Corrective Reading Instruction
3:15-3:30	Break/Snack
3:30-4:30	Corrective Reading Instruction

Formative Evaluation

- To provide mid-program feedback
 - Identifies group progress and specific students who may need individual attention to address area of concern
 - Compare participants one year prior (within the same months) to current months
 - Attendance and Disciplinary data

Formative Evaluation- Discipline

	Dec-May 04/05	Jan-March 2006	Change	% Change
Referrals				
Skipping class	2	0	-2	-100%
Bus disturbance	2	18	+16	+12.5%
Disruptive behavior	8	8	0	0%
Fighting/Striking student	8	5	-3	-37.5
Verbal conflict/bullying	2	3	+1	+50%
Refusal to follow Directions	17	0	-17	-100%
Violation of class rules	5	0	-5	-100%
Other	4	18	+14	+350%
Total Referrals	48	52	+4	+8.3%
Total Referrals w/out outliers	9	20	+11	+122.2
# students receiving referrals *	6	13	+7	+116.7%
Suspensions				
Elementary	2	0	-2	-100%
Middle	2	3	+1	+50%
Total Suspensions	4	3	-1	-25%

Formative Evaluation

Indicator Progress Summary

- Summary provided to director
 - Specific student list indicating area need also provided

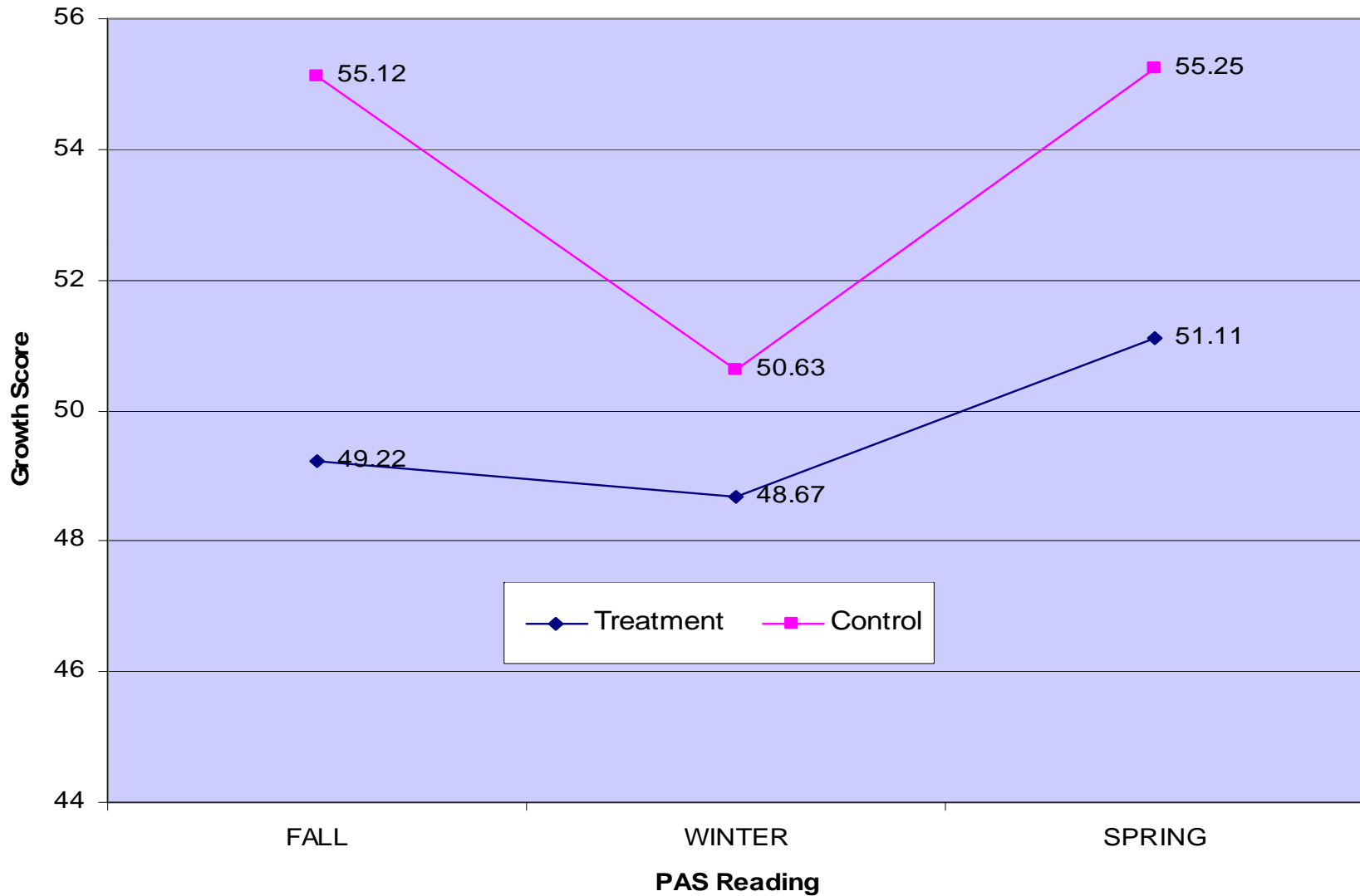
Indicator	½ Baseline	Current	Position
Referrals	24	52	DANGER
	4.5 w/o outliers	20 w/o outliers	
Suspensions	2	3	CAUTION
Absences	58	56.5	OK
Tardies	79.5	44	OK

Summative Evaluation Results

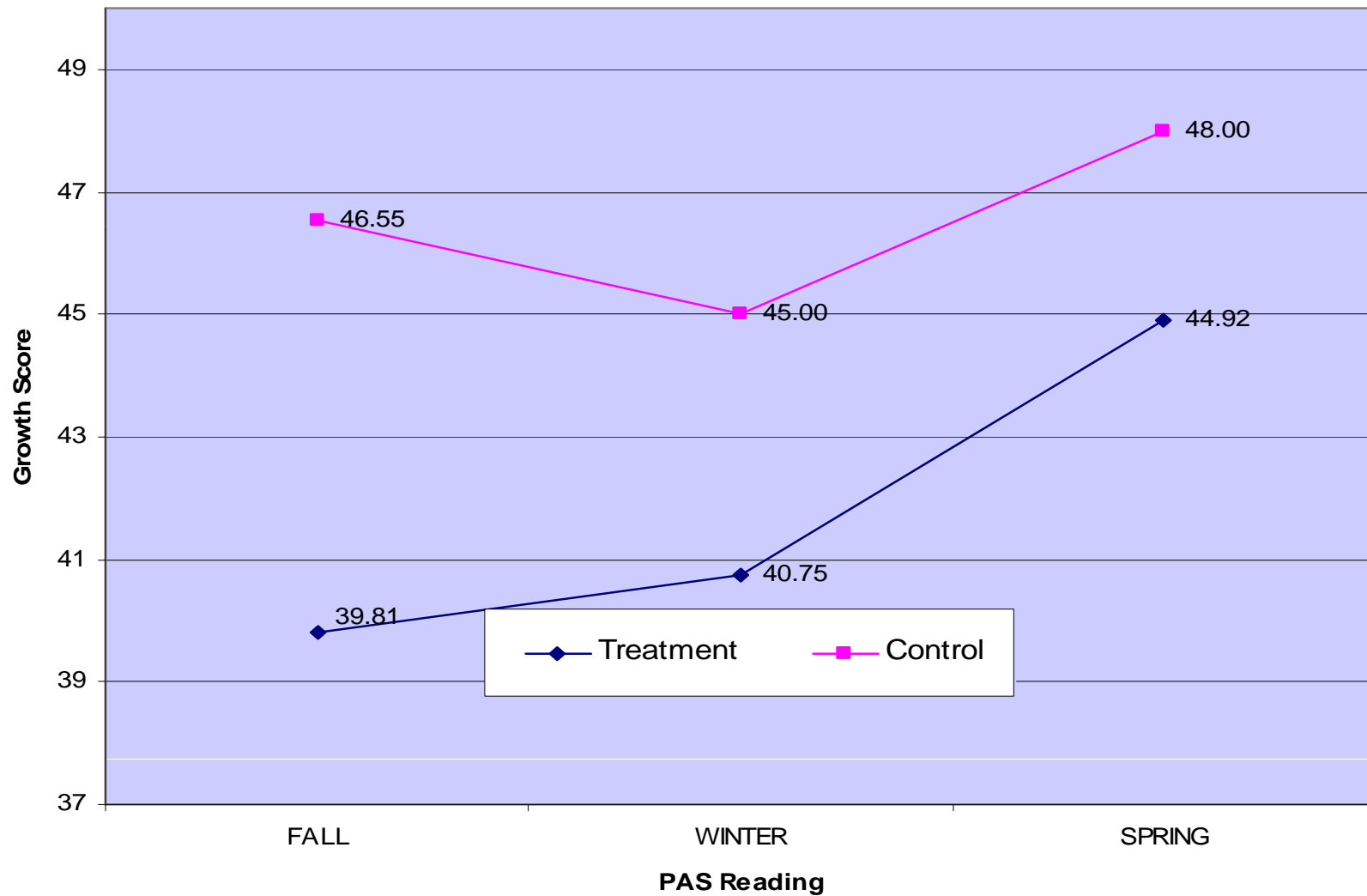
Comparison of Treatment and “Internal” Control group Profiles (N = 38)

Variable	Treatment (n=21)		Control (n=17)	
	N	%	N	%
School Level				
Elementary	9	42.9%	8	47.1%
Middle	12	57.1%	9	52.9%
Grade				
Third	1	4.8%	0	0.0%
Fourth	4	19.0%	5	29.4%
Fifth	4	19.0%	3	17.6%
Sixth	11	52.4%	6	35.3%
Seventh	0	0.0%	3	17.6%
Eighth	1	4.8%	0	0.0%
Parent Household Structure				
Single	14	66.6%	13	76.4%
Dual	7	33.4%	4	23.6%
Lunch Status				
Free/Reduced	20	95.2%	15	88.2%
Paid	1	4.8%	2	11.8%
<hr/>				
		Mean	Mean	
Non-Cognitive				
Absences		3.64		4.79
Tardies		5.52		4.57
Referrals		1.24		.94
Suspension		.10		.25
Street Academy Attendance		69.62		23.81
Cognitive				
Fall PAS Score		479.05		491.76

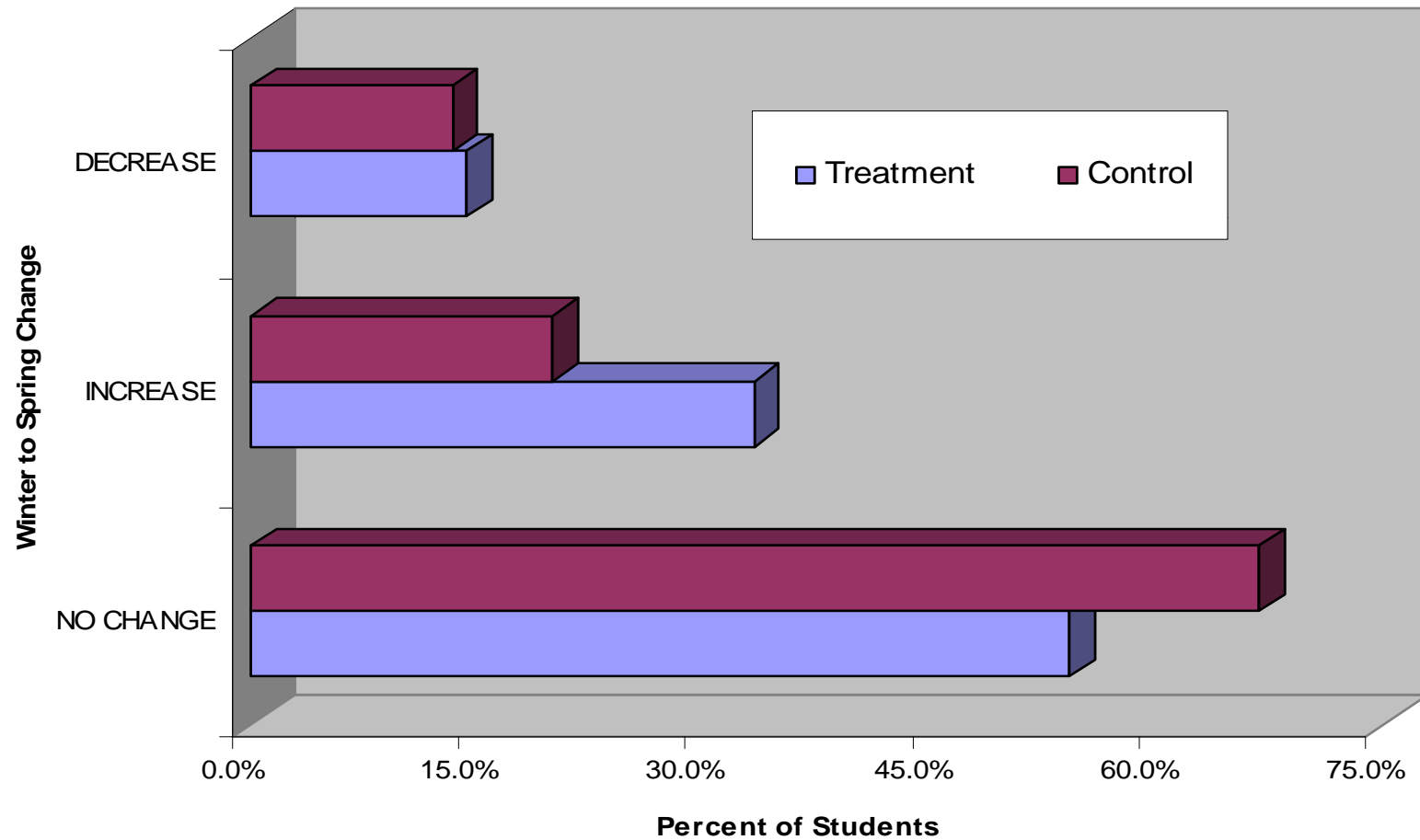
PAS: Elementary Growth



PAS: Middle School Growth



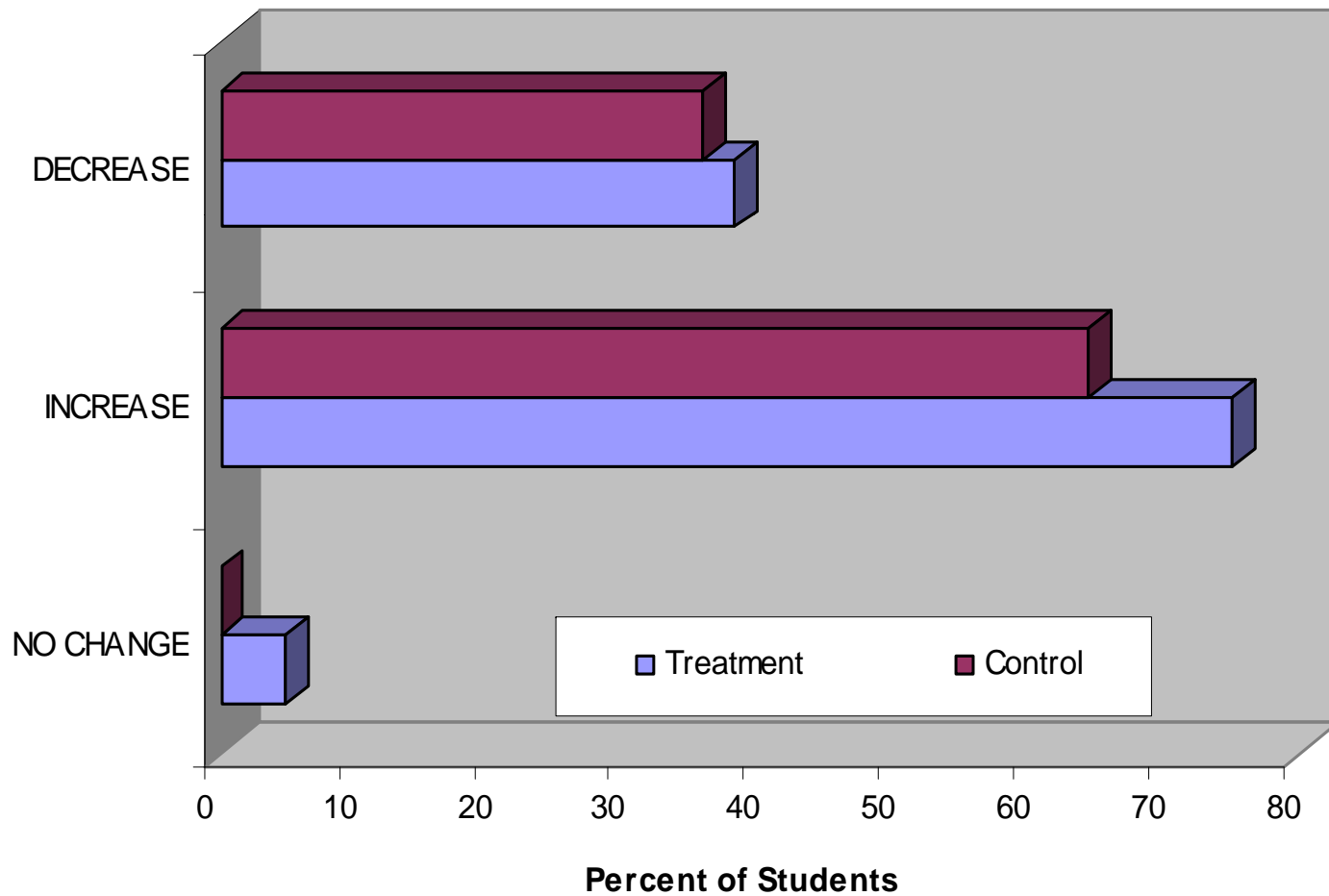
PAS: Winter to Spring Change



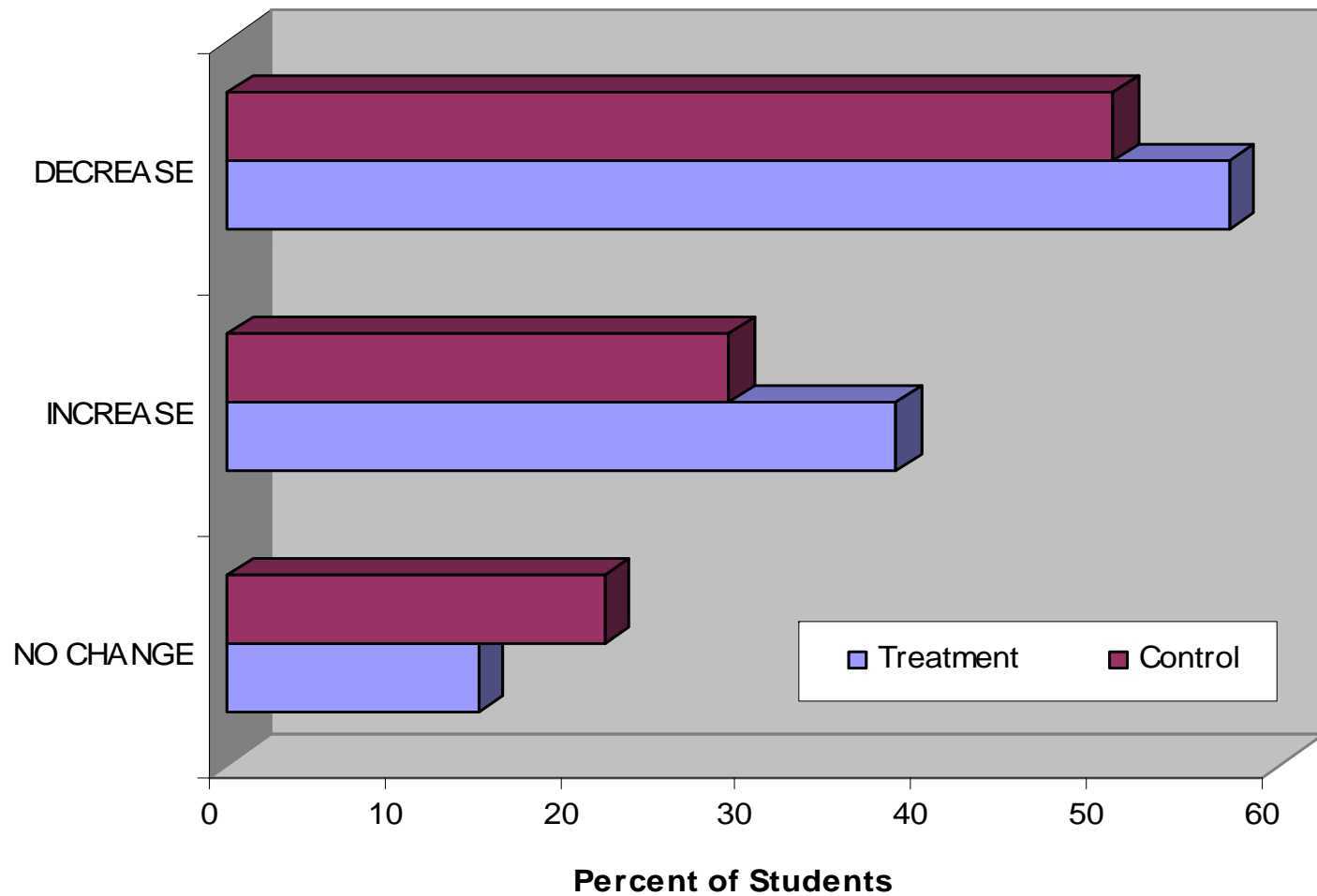
Gates-MacGinitie: Raw Score Results

Test Component	N	Pre-Test		Post-Test		Score Change
		Mean	SD	Mean	SD	Mean
Decoding	19	21.79	10.86	19.58	10.24	-2.21
Comprehension	17	17.58	7.88	23.41	7.54	5.83*
Total	17	38.65	17.28	43.18	13.44	4.53

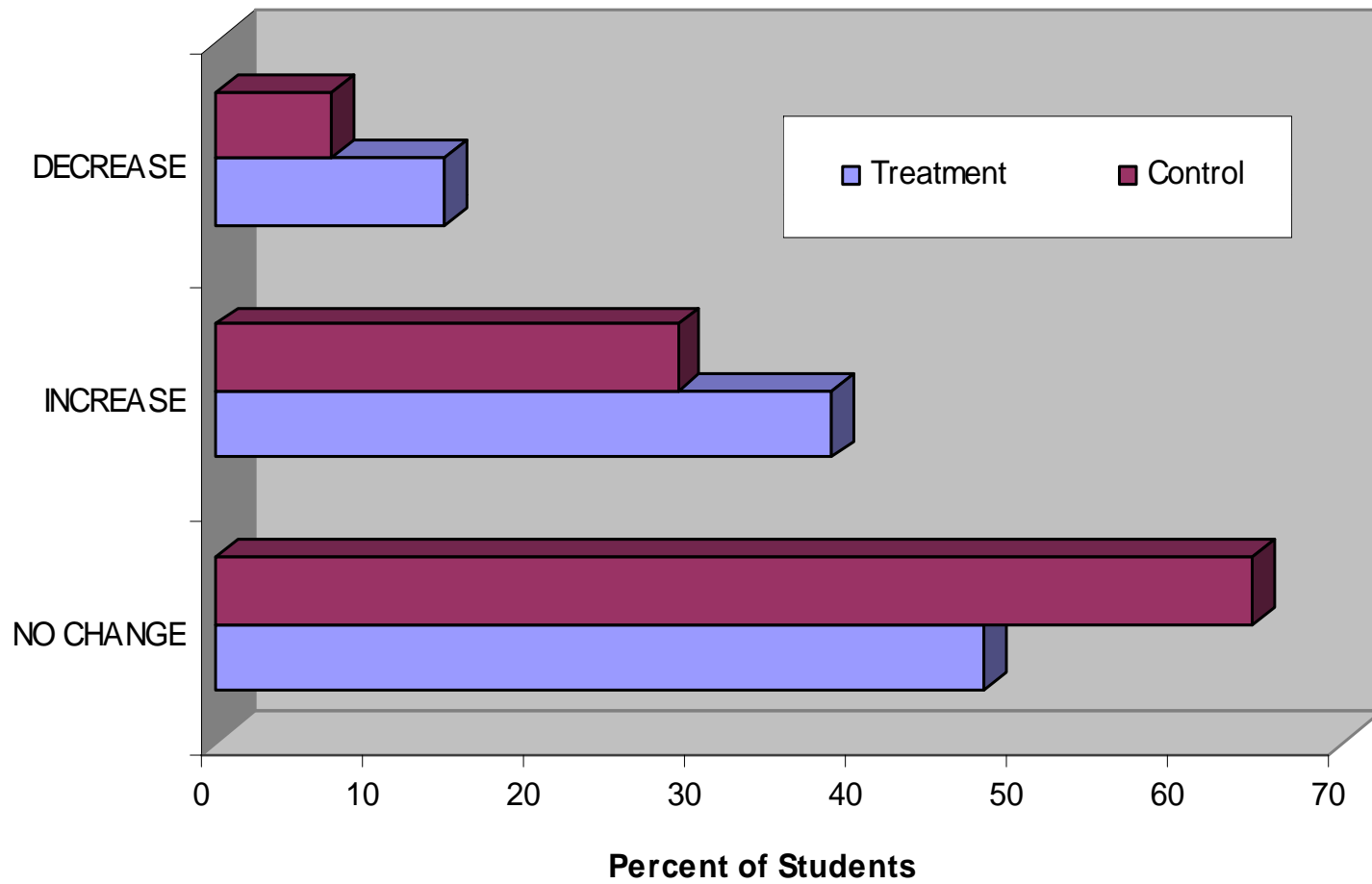
Absence Change



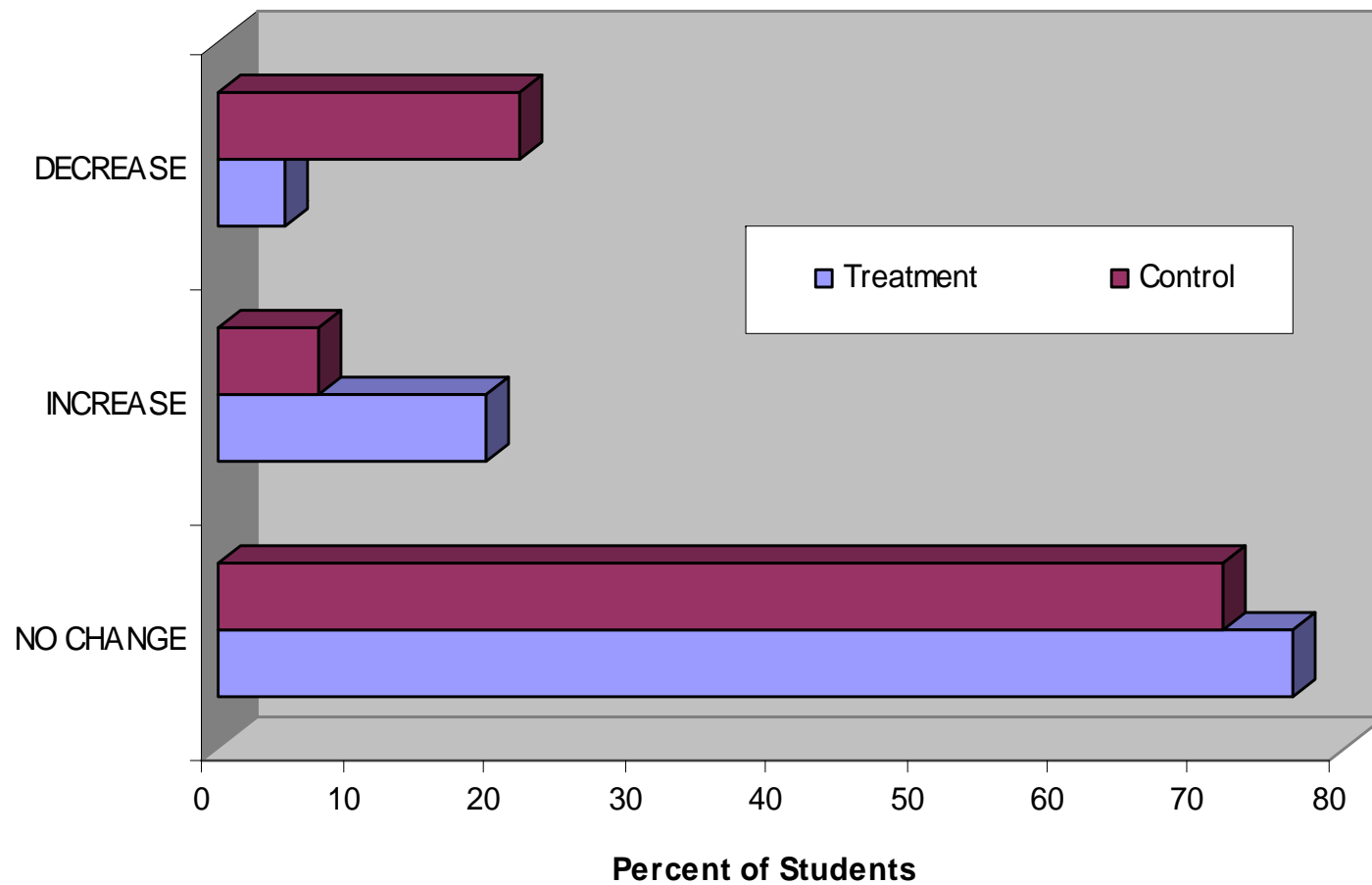
Tardies Change



Referral Change



Suspension Change



Student Survey Results

❑ 19 item Post program survey: Scale 1-4

❑ Treatment (N=16)

Subscales

Mean

❑ Program(5 items)

3.88

❑ *"I am happy attending the Street Academy"*

❑ Teachers (6 items)

3.56

❑ *"My SA teachers give me help when I need"*

❑ helps w/ school (5 items)

3.92

❑ *"The work I do at SA makes me a better reader"*

❑ Helps w/ learning(3 items)

3.98

❑ *"the SA helps me learn about Black history"*

Cost Analysis

Total Program Cost	\$47,814.38	
Number of Students Served	38 total	21 “treatment”
Cost Per Student	\$1,258.27	\$2,276.87
Number of Sessions	16	16
Cost of Session Per Student	\$78.64	\$142.30

Title 1 allowance per student: \$1600

Discussion

□ Cognitive

- Participants increased PAS score growth (pre- and post-test design)
- Gates-Macginitie test results revealed statistically significant growth in comprehension, particularly those participants with higher dosage.

Discussion (mixed results)

□ Non-Cognitive

- Increase absences and tardies
- Increase in number of suspensions

□ Survey

- Participants perceived the program as helping them read, write, listen, behave, and get along with others in school
- Revealed increased self-esteem

Limitations

- ❑ Low dosage of program (16 sessions)
- ❑ High attrition program
- ❑ Transition from elementary to middle
- ❑ Not able to assess CATS reading gains

Recommendations

- ❑ District generated target list
- ❑ Increased interaction between school teachers and program staff
- ❑ Lengthen program to one full school year for greater dosage
- ❑ Follow up with drop out students (including their parents and schools)
- ❑ More qualitative data (student journals)

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