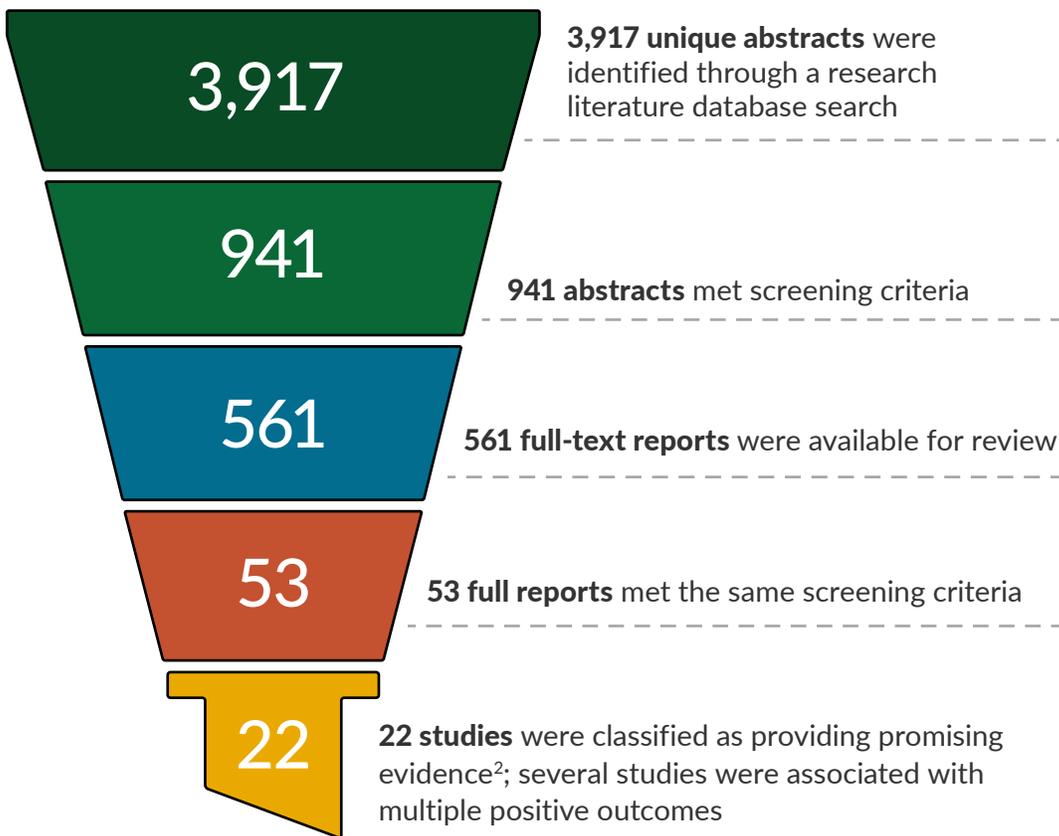


Promising practices to increase the academic success of Black students

Along their paths to educational success, Black students in the United States face a number of challenges that hold some students back from reaching their full potential (Annie E. Casey Foundation, 2017).¹ The Midwest Achievement Gap Research Alliance (MAGRA), which conducts and supports the use of research on increasing educational outcomes among Black students in Wisconsin, asked Regional Educational Laboratory (REL) Midwest to identify interventions—with supporting evidence—associated with favorable academic outcomes among Black students.

REL Midwest used a **systematic review process** to identify policies, practices, and programs associated with increasing Black student academic achievement (in English language arts [ELA] and mathematics), increasing high school graduation rates, and decreasing high school dropout rates.

Research Review Process



Screening criteria:

- Report type
- Date
- Sample
- Study design
- Measured outcomes
- Intervention type
- Statistically significant associations between practices and Black student academic outcomes



State-, district- and school-level leaders can use this report as a **starting point** toward forming a comprehensive strategy to improve the educational outcomes of Black students.

Taking a **deliberate approach** in selecting, implementing, and monitoring interventions that best fit the local setting and student population may reduce Black-White achievement gaps.³

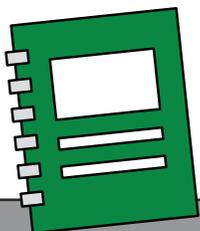
¹ Annie E. Casey Foundation. (2017). *Race for results: Building a path to opportunity for all children*. 2017 Policy Report, Kids Count. Baltimore, MD: Author. Retrieved December 15, 2017 from <http://www.aecf.org/m/resourcedoc/aecf-2017raceforresults-2017.pdf>.

² To be classified as promising, a study must be a well-designed and well-implemented correlational study that statistically controls for selection bias and must show at least one statistically significant association between the intervention and a favorable student outcome. Randomized controlled trials and quasi-experimental design studies that did not meet criteria for strong or moderate evidence could still be classified as promising, provided that statistical models controlled for selection bias.

³ The practices identified in this report may not be exhaustive. Only studies that explicitly mention Black students in the abstract, keywords, or descriptors were included in this review. Studies that included separate analyses of Black and White subgroups but neglected to mention racial differences in the abstract, keywords, or descriptors were not identified in the literature search.

Policies, practices and programs associated with increased academic outcomes for Black students

Policies, Practices, and Programs	Associated Positive Outcomes for Black Students				
	Increased ELA achievement	Increased mathematics achievement	Reduced Black-White gap in mathematics	Increased graduation rate	Reduced dropout rate
State level					
District assistance and intervention teams		✓			
District level					
Hiring certified teachers	✓				
School level					
Elementary School Success Profile Model (data organizational tool)	✓				
Good Behavior Game with enhanced academic curriculum (behavioral intervention)	✓	✓		✓	
Benjamin E. Mays Institute Mentoring Program		✓			
Parental involvement at home	✓				
Parental involvement at school		✓			
Positive Action (social-emotional development program)	✓				
Student Success Skills (professional development and coaching for school staff)	✓	✓			
Classroom level					
Development of student-teacher relationships	✓				
Formative assessments (assessments to monitor student learning)	✓				
Instructional reform practices in mathematics		✓			
Grade-specific instructional focus in mathematics		✓	✓		
High expectations in mathematics		✓			
Time spent on homework		✓			
Time on task in mathematics		✓	✓		
Supplemental interventions					
Out-of-school-time programs	✓	✓			
Self-affirmation in high stereotype-threat conditions	✓				
Summer reading program with free books	✓				
Urban debate leagues	✓				✓



For details about specific policies, practices and programs, read the report: Same, M. R., Guarino, N. I., Pardo, M., Benson, D., Fagan, K., & Lindsay, J. (2018). *Evidence-supported interventions associated with Black students' educational outcomes: Findings from a systematic review of research*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. <https://eric.ed.gov/?id=ED581117>