

Black students' educational achievement can be better supported by improved state and local interventions

Along their paths to educational success, Black students face a **number of hurdles** that might hold some students back from reaching their full potential.¹

For example, research has shown that Black students are



Less likely to have access to **high-level mathematics and science courses**.²



More likely to face **harsher school discipline** than their peers beginning as early as preschool.^{3,4}



More likely to attend schools with higher concentrations of **inexperienced teachers and teachers who have not met all certification and licensure requirements**.⁵



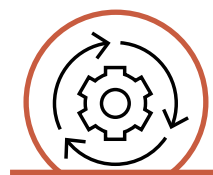
More likely to have teachers and administrators who have **lower expectations** of them.⁶

These inequities in learning opportunities and learning environments have been described as **opportunity gaps, educational debt, and achievement gaps**.

Policymakers and educators can help reduce these gaps by



Examining the **systemic state and local inequities** that may hinder Black students as they seek academic success.



Working to address these inequities by **identifying, implementing, and monitoring interventions** that provide high-quality educational opportunities for Black students.

References

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

² Garland, M., & Rapaport, A. (2018). *Advanced course offerings and completion in science, technology, engineering, and math in Texas public high schools* (REL 2018-276). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. <https://eric.ed.gov/?id=ED576983>

³ Burke, A., & Nishioka, V. (2014). *Suspension and expulsion patterns in six Oregon school districts* (REL 2014-028). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. <https://eric.ed.gov/?id=ED544799>

⁴ Porowski, A., O'Conner, R., & Passa, A. (2014). *Disproportionality in school discipline: An assessment of trends in Maryland, 2009-12*. (REL 2014-017). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. <https://eric.ed.gov/?id=ED544770>

⁵ U.S. Department of Education Office for Civil Rights. (2016). *2013-2014 Civil rights data collection: A first look*. Retrieved June 26, 2018, from <https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>

⁶ Workman, E. (2012). *Teacher expectations of students: A self-fulfilling prophecy?* Denver, CO: Education Commission of the States. Retrieved June 27, 2018, from <https://www.ecs.org/clearinghouse/01/05/51/10551.pdf>

The goals of MAGRA are to

- 1 Increase the Midwest region's capacity to access, conduct, interpret, and make sense of research on increasing educational outcomes among Black students.**
- 2 Support the use of this research in decisionmaking at the state and local levels.**

The primary focus for MAGRA is addressing educational outcomes for Black students in Wisconsin. In addition, a community of practice connects key stakeholders across the region and is an active partner in the research process.

Projects

For more information about the alliance and associated projects, please visit <https://ies.ed.gov/ncee/edlabs/regions/midwest>.

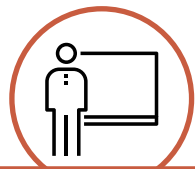
Regional Educational Laboratory (REL) Midwest researchers and MAGRA members collaborate on research, training and coaching, and communications projects to support the goals of the alliance and add evidence to the field.



Research

Identifying evidence-supported interventions associated with increasing Black students' educational outcomes.

MAGRA is interested in significantly and meaningfully increasing educational outcomes for Black students and has expressed a need for a review of existing research. In response, REL Midwest conducted a [literature review](#) to identify policies, practices, and programs associated with increasing Black student achievement, increasing high school graduation rates, and decreasing high school dropout rates. Interventions were reviewed using the Every Student Succeeds Act evidence standards. The review surfaced 22 studies as providing promising evidence.



Coaching

Conducting an environmental scan of efforts to increase educational outcomes among Black students in Wisconsin.

Increasing educational outcomes among Black students is one of the highest priorities of the Wisconsin Department of Public Instruction (DPI). To support this effort, REL Midwest provided in-depth coaching on conducting an [environmental scan](#). The scan used a combination of document reviews, web searches, and interviews with key informants to form a holistic understanding of what policies, programs, and practices are in place at the state and district levels to increase educational outcomes among Black students. Wisconsin DPI and MAGRA will use the knowledge gained from this work to refine the partnership's research agenda and to plan future research and training/coaching projects.



Engaging our region.

Connecting and sharing research, training, and coaching projects with stakeholders and practitioners is critical to MAGRA's goal of encouraging the use of research in decisionmaking.

Some of MAGRA'S engagement efforts include an [e-newsletter](#) highlighting the work of the partnership, an [in-person bridge event](#) on culturally responsive practices, and a three-part blog series on cultural competency in education.

For more information

visit us at
<https://ies.ed.gov/ncee/edlabs/regions/midwest>



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