PROGRAM ASSESSMENT:
OID’s Critical Issues in Diversity Series: “Minority Student Achievement Gap & Success” Dr. Steve Perry’s Education Truth Tour
SEPTEMBER 15, 2015
Despite new legislation, innovative school models, and the appropriation of additional funds, research shows that a sizeable gap remains in the academic performance of minority students, when compared to their white peers.

To start a meaningful discussion about solutions to this problem, the Office of Institutional Diversity (OID) chose to spotlight the minority student achievement gap through its Critical Issues in Diversity Series. The goal of the Series is to raise awareness about diversity and start a dialogue about sensitive topics impacting the College, and beyond.

Dr. Steve Perry – Founder and Principal of Capital Preparatory Magnet School in Connecticut – served as the keynote speaker for this year’s program. Dr. Perry has become one of the nation’s most sought-after educators due to his direct approach of addressing the achievement gap. He has been featured several times on CNN and MSNBC and is the author of several books.

During his speech, Dr. Perry highlighted several points that align with minority student success. Those points are:
- Parents reading to children during early childhood years
- Children reading at grade level
- Timely graduation of minority high school students
To promote this program, OID sent flyers and invitations via mail and email to a variety of campus and community organizations including the College’s Office of Admissions, Board of Trustees, School of Education, Health & Human Performance, Upward Bound Program, Multicultural Student Programs & Services, and the Charleston County School District (CCSD).

A book signing took place, immediately following the event, which enabled guests to engage with Dr. Perry and purchase autographed copies of his critically-acclaimed book *Man Up! Nobody is Coming to Save Us*.

A total of 143 people attended the event, and 54 books were sold.

Of the 100-plus surveys distributed prior to the event, 87 were returned. An assessment of those survey results are provided on pages 5-16 of this report.

**Audience Response to Dr. Perry’s Speech**

#“This was a great program."

#“Excellent!”

#“Outstanding!”

#“Please continue to bring speakers of this quality! We need this in Charleston!”

#“Everybody needs to hear Dr. Perry – NOW WHAT?!?”

#“Dr. Steve Perry is one of the best speakers I’ve ever heard.”

#“This was very inspiring. I want to know more about a college-level achievement gap.”

#“Thanks – it is too bad CCSD pulled their support. Thanks for moving forward.”

#“I think it was a good experience to hear about the Charleston schools.”
### Institutional Goal Alignment

<table>
<thead>
<tr>
<th>College of Charleston Diversity Strategic Plan</th>
<th>OID Departmental Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Recruit, retain, and graduate greater numbers of qualified minority, first generation and international students.</td>
<td><strong>Goal 1:</strong> Promote/facilitate the total integration of diversity into the life of the College by implementing comprehensive educational, cultural, social, and outreach events. This will be accomplished through intentional/sustained all-inclusive programming for students, faculty, and staff (i.e. OID Signature Speaker Series, Diversity Week, Critical Issues in Diversity Series, diversity training workshops, campus-wide inter-group dialogues and other initiatives).</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> To support college access for AALANA groups through inclusion of K-12 students in various Office of Institutional Diversity initiatives.</td>
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</tr>
</tbody>
</table>
Survey Results
Survey Question 1

I am a...

- CofC
  - Student
  - Faculty Member
  - Staff Member
  - Trustee
  - Graduate

- CCSD
  - Student
  - Faculty Member
  - Staff Member
  - Parent/Guardian

- Future college student
- Parent/Guardian of a future college student
- Community Member

RESULTS

Question 1: Attendee Affiliation

- No Response
- Community Member
- Parent of future college student
- Future college student
- CCSD Parent
- CCSD Staff
- CCSD Faculty
- CCSD Student
- CofC Alum
- CofC Trustee
- CofC Staff
- CofC Faculty
- CofC Student

0 5 10 15 20 25 30

6
Survey Question 2

I am...

• African American
• Hispanic American/Latino
• White
• Multi-ethnic
• Native American
• Asian American/Pacific Islander

RESULTS

Question 2: Attendee Ethnicity

- African American
- Hispanic American/Latino
- White
- Multi-ethnic
- Native American
- Asian American/Pacific Islander
- No Response
Survey Question 3

I found out about today’s event through...

- Social Media
- Word of Mouth
- A Flyer
- Email

**RESULTS**

- Social Media: 8%
- Word of Mouth: 27%
- A Flyer: 23%
- Email: 36%
- No Response: 6%
Survey Question 4

I attended today’s event because I...

• Specifically wanted to learn more about minority student achievement gap and success
• Was only interested in the speaker
• Wanted to learn more about OID
• Wanted to network
• Other (see page 16 for responses)

RESULTS

Question 4: Purpose for Attending

- To learn more about minority achievement gap and success
- Interest in speaker
- To Network
- To learn more about OID
- No Response
- Other

Graph showing the distribution of responses.
Survey Question 5

What were your expectations for this event?

• To learn something I did not already know
• To hear new solutions to this issue
• Other (see page 16 for responses)
Survey Question 6

Based on your experience at today’s event, do you believe your expectations were met?

• Yes
• No
• Somewhat

RESULTS

Question 6: Event Satisfaction

Yes: 86%
Somewhat: 7%
No Response: 7%
Survey Question 7

How would you rate the quality of this event?

- Excellent
- Good
- Fair
- Poor

RESULTS

Question 7: Event Quality Rating
Survey Question 8

Do you believe this program was a relevant contribution to all-inclusive diversity at the College of Charleston?

• Yes
• No

RESULTS

Question 8: Program Relevance

- Yes: 75%
- No: 8%
- No Response: 1%
Survey Question 9

Which diversity topic(s) would you like OID’s Diversity & Inclusion Programming Unit to address through future programs, events, and workshops?

• Minority students & Higher Education
• LGBTQ Issues
• Religious Diversity
• Race, Class, & Politics
• Global Diversity Issues
• Disability Issues
• Other (see page 16 for responses)

RESULTS

Question 9: Suggested Topics for Future Events
Survey Question 10

Please feel free to share any suggestions you have for improving future programs below.

#“Teachers and Title 1 Schools ways to reach the students.”

#“Wonderful speaker. I only heard about this event because of my daughter’s school. She was selected by a teacher to attend. This event should’ve been packed to capacity. Please announce to the public.”

#“Find ways to offer program to greater numbers of people. More people could have been ‘illuminated’...more students! Outreach to local schools.”

#“It was extremely motivational, but it’s tough to not have concrete action steps to change the system – though I appreciate that there are no one-size fits-all answers.”
### Additional Survey Responses (“Other”)

| Question 4: Purpose for Attending | “Looking to do something different with students in Charleston County School District.”
|                                  | “Am a part of a group who was attending.” |
| Question 5: Event Expectations   | “For a different perspective.”
|                                  | “To help solve a problem that is multiplying in our district/world-wide.”
|                                  | “To hear positive outcomes for children of color.”
|                                  | “Motivation.”
|                                  | “Encouragement.” |
| Question 9: Suggested Topics for Future Programs | “Integration and advocating change.”
|                                  | “Access/opportunity gap.” |
Appendix

Statistical data and definitions have been included in this section to provide additional context for the purpose of this program.
DEFINITIONS

Education Ranks for 2015 for each state using a consistent set of economic indicators; namely those used to derive the rank reported in the 2015 KIDS COUNT Data Book.

The Education Rank for each state was obtained in the following manner. First, we converted the 2013 (or 2012/2013, depending on the indicator) state numerical values for each of the 4 key indicators within each domain into standard scores. We summed those standard scores in each domain to get a total standard score for each state. Finally, we ranked the states on the basis of their total standard score by domain in sequential order from highest/best (1) to lowest/worst (50). Standard scores were derived by subtracting the mean score from the observed score and dividing the amount by the standard deviation for that distribution of scores. All measures were given the same weight in calculating the domain standard score.

Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org
INDICATOR CONTEXT
Students who graduate from high school on time are more likely to continue to postsecondary education and training; they are more employable and have higher incomes than students who fail to graduate. High school graduates also have better health outcomes, make healthier choices and are less likely to engage in risky behaviors.

This indicator is included in the KIDS COUNT child well-being index. Read the KIDS COUNT data book to learn more.

DEFINITIONS & SOURCES
Definitions: The estimated percentage of an entering freshman class not graduating in 4 years. The measure is derived from the Averaged Freshman Graduation Rate (AFGR), which uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of regular diplomas awarded four years later.

Data Source: Population Reference Bureau, analysis of data from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), State Dropout and Completion Data, accessible online.

Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org

<table>
<thead>
<tr>
<th>Location</th>
<th>2007 - 08</th>
<th>2008 - 09</th>
<th>2009 - 10</th>
<th>2010 - 11</th>
<th>2011 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>25%</td>
<td>24%</td>
<td>22%</td>
<td>20%</td>
<td>19%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>38%</td>
<td>34%</td>
<td>32%</td>
<td>31%</td>
<td>28%</td>
</tr>
</tbody>
</table>
DEFINITIONS & SOURCES

Definitions: Children ages 1 to 5 whose family members read to them less than 3 days per week.

Data Source: Child Trends analysis of data from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, National Survey of Children’s Health.

The state-level data used here come from the National Survey of Children’s Health (NSCH). The NSCH includes information on over 102,000 children under age 18, with roughly 2,000 children per state. Households were selected through a random-digit-dial sample, and one child was randomly selected in each household. Information on each child is based on responses of the parent or guardian in the household who was most knowledgeable about the sampled child’s health. Information was collected via a computer-assisted telephone interview. For more information review the NSCH.

Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org
Proficiency in reading by the end of third grade is a crucial marker in a child’s educational development. In the early years, learning to read is a critical component of education. But beginning in fourth grade, children use reading to learn other subjects, and therefore, mastery of reading becomes a critical component in their ability to keep up academically. Children who reach fourth grade without being able to read proficiently are more likely to drop out of high school, reducing their earnings potential and changes for success. This indicator is part of the KIDS COUNT Child Well-Being Index. Read our KIDS COUNT Data Book to learn more about how children are faring.

DEFINITIONS & SOURCES
Definitions: Fourth grade public school students’ reading achievement levels, as measured and defined by the National Assessment of Educational Progress (NAEP) reading test.

For a more detailed description of achievement levels see: http://nces.ed.gov/nationsreportcard/Reading/achieveall.asp. Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools.


Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org
Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org
DEFINITIONS & SOURCES (for Title 1 Schools)

Definitions: The number of children in pre-k through 12th grade who are served in public, Title I, Part A school-wide programs or targeted assistance schools at anytime during the regular school year by race and ethnicity.

Title I schools with percentages of students from low-income families of at least 40 percent may use Title 1 funds, along with other Federal, State, and local funds, to operate a school-wide program to upgrade the instructional program for the whole school.

Title I schools with less than 40 percent school-wide threshold or that choose not to operate a school-wide program offer a “targets assistance program” in which the school identifies students who are failing, or at risk of failing, to meet the state’s academic achievement standards.

This measure does not include adult participants of adult literacy programs, private school students, or students served in Part A local neglected programs.

Data Source: Department of Education EDFacts/Consolidated State Performance Report

Data accessible at: www.eddataexpress.ed.gov/index.cfm

Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org
Helpful Definitions

• **Achievement gap**: The difference in the performance between each ESEA subgroup (as defined in this document) within a participating LEA or school and the statewide average performance of the LEA's or State's highest achieving subgroups in reading/language arts and mathematics as measured by the assessments required under the ESEA.

• **College- and career-ready graduation requirements**: Minimum high school graduation expectations (e.g., completion of a minimum course of study, content mastery, proficiency on college- and career-ready assessments, etc.) that include rigorous, robust, and well-rounded curriculum aligned with college- and career-ready standards (as defined in this document) that cover a wide range of academic and technical knowledge and skills to ensure that students leave high school ready for college and careers.

• **High-needs students**: Students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in the Race to the Top application), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English learners.

• **Low-performing schools**: Schools that are in the bottom 10 percent of performance in the State, or who have significant achievement gaps, based on student academic performance in reading/language arts and mathematics on the assessments required under the ESEA or graduation rates (as defined in this document).

Source: United States Department of Education
Further Reading

• The Trouble with Black Boys: ...And other Reflections on Race, Equity, and the Future of Public Education (Pedro A. Noguera)
• Closing the Opportunity Gap: What America Must do to Give Every Child an Even Chance (Prudence L. Carter)
• Building on Resilience: Models and Frameworks of Black Male Success Across the P-20 Pipeline (Fred A. Bonner, II)
• Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education (Greg J. Duncan)
• Black Male Collegians: Increasing Access, Retention, and Persistence in Higher Education (Robert T. Palmer)
• Changing School Culture for Black Males (Dr. Jawanza Kunjufu)
• African American Men in College (Michael J. Cuyjet)
• Beating the Odds: Raising Academically Successful African American Males (Freeman A. Hrabowski)
• Men of Color in Higher Education: New Foundations for Developing Models for Success (Ronald L. Williams)
• Advancing Black Male Student Success From Preschool Through PhD (Shaun R. Harper)
• I am who I See: The Underachievement of Gifted African American Males (Keith L. Hayward)
• Schooling for Resilience: Improving the Life Trajectory of Black and Latino Boys (Edward Fergus)
Resources

- College of Charleston School of Education, Health & Human Performance
- South Carolina Department of Education
- Charleston Promise Neighborhood
- Trident United Way
- Communities in Schools of the Charleston Area
- United States Department of Education
- America’s Promise Alliance
- Teach for America
- Center for Public Education
- The Riley Institute at Furman University
- Annie E. Casey Foundation