

THE IMPACT OF THE INSTITUTE FOR STUDENT ACHEIVEMENT ON AFRICAN AMERICAN MALE STUDENTS' HIGH SCHOOL OUTCOMES

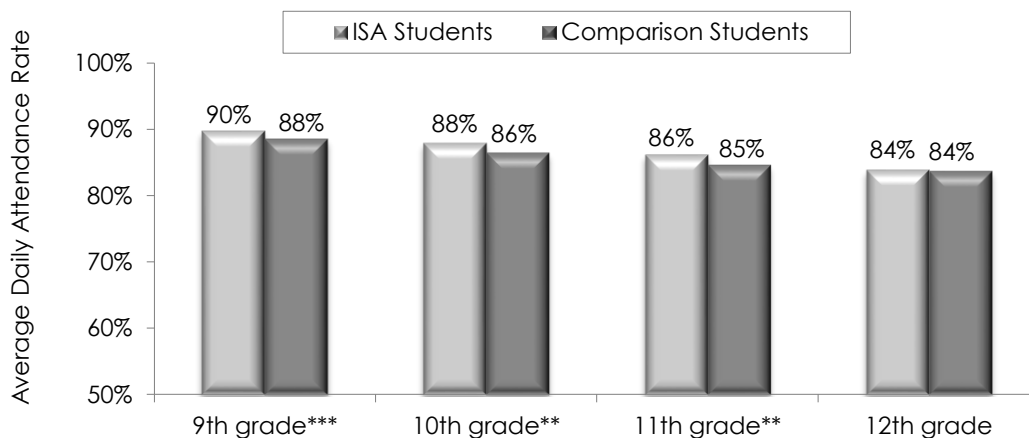
The following presents findings from an evaluation conducted by IMPAQ International (IMPAQ) on the impact of ISA on African American male students' high school outcomes. The evaluation used a quasi-experimental design to compare high school attendance, credit accumulation/grade promotion, dropout, and four-year graduation rates of ISA African American male students to the corresponding outcomes of a group of similar students matched on select school and student demographic and prior educational achievement characteristics. The evaluation sample of students consisted of four cohorts of African American male students enrolled in ISA and comparison schools in New York City (SY 2006-7 through SY 2009-10) and two cohorts of students enrolled ISA and comparison schools in Atlanta (SY 2006-07 and SY 2007-08).

FINDINGS

The IMPAQ evaluation consistently found that African American male students in New York City and Atlanta ISA schools outperformed matched comparison students by statistically significant margins on most high school outcome measures examined in the study.

Attendance. The evaluation compared the average daily attendance rates of ISA African American male students and their matched comparison counterparts for each of their four years in high school. As shown in Figure 1, African American male students in ISA schools had slightly higher attendance rates (about 1% to 2% higher) in 9th through 11th grade, than the comparison group students and these differences were statistically significant.

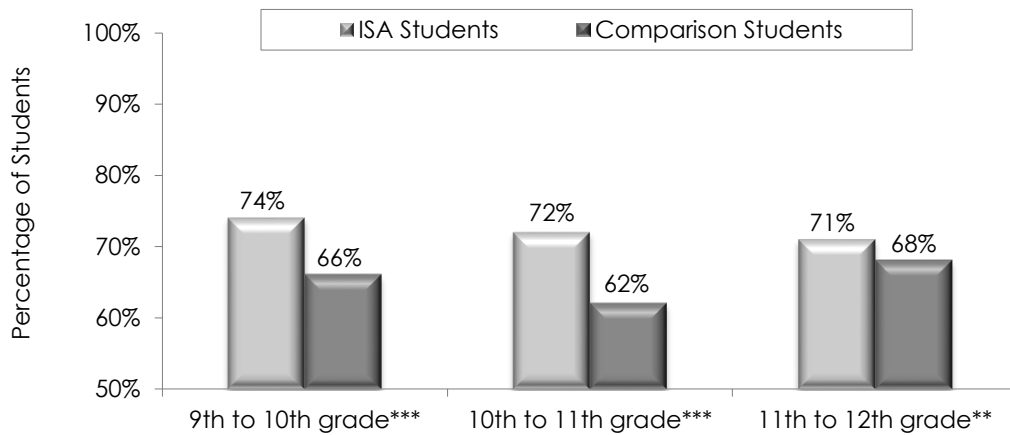
Figure 1: Average Daily Attendance Rates of ISA and Comparison African American Male Students



Statistical significance: *p<.05, **p<.01, ***p<.001

Credit Accumulation/Grade Promotion. The evaluation looked at the percentage of ISA and comparison African American male students who earned enough credits to be promoted to the next grade level. Figure 2 shows that ISA students were more likely to earn enough credits to be promoted from 9th to 10th grade and from 10th to 11th grade at higher and statistically significant rates (between 3% and 10%) than their comparison peers.

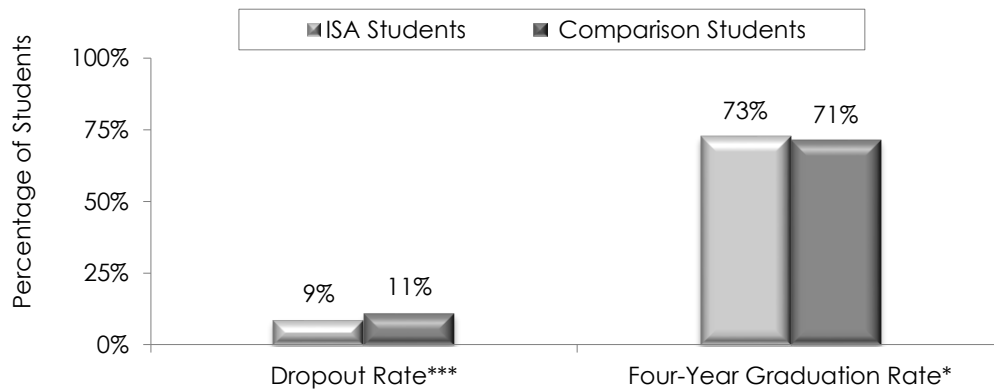
Figure 2. Percentage of ISA and Comparison African American Male Students Promoted to the Next Grade Level



Statistical significance: **p≤.01, ***p≤.001

Dropout and Four-Year Graduation Rates. The evaluation looked at the percentage of African American male students in the ISA and comparison schools who dropped out or earned a high school diploma within four years. As Figure 3 shows, ISA students were significantly less likely to drop out of high school than comparison students (9% vs. 11%) and significantly more likely than comparison peer to graduate within four years (73% vs. 71%).

Figure 3: Cohort Dropout and Four-Year Graduation Rates of ISA and Comparison African American Male Students



Statistical significance: *p≤.05, ***p≤.001