

The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

| | | |
|---|---|---|
| Title: | The Opportunity Gap: African American Students | |
| As Related To: | <input type="checkbox"/> Goal One: Advocacy for an effective, accountable governance structure for public education <input checked="" type="checkbox"/> Goal Two: Policy leadership for closing the academic achievement gap <input type="checkbox"/> Goal Three: Policy leadership to increase Washington's student enrollment and success in secondary and postsecondary education | <input type="checkbox"/> Goal Four: Effective strategies to make Washington's students nationally and internationally competitive in math and science <input type="checkbox"/> Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation <input type="checkbox"/> Other |
| Relevant To Board Roles: | <input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy | <input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating |
| Policy Considerations / Key Questions: | What state policies and local practices are effective in improving the educational experience of African American students? | |
| Possible Board Action: | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other | |
| Materials Included in Packet: | <input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint | |
| Synopsis: | <p>One of the Board's objectives is to focus on joint strategies to close the achievement gap for students of diverse racial and ethnic backgrounds, students in poverty, and English language learners. This presentation, led by Erin Jones of OSPI and a team of her colleagues, will bring together discussions of how effective state policies and local practices can make a difference for African American students. Erin Jones will provide historical context, data, and strategies to create more successful classrooms for African American students. Tim Herron, Founder and Director for the Act Six Leadership and Scholarship Initiative, will share strategies that worked for him as a teacher, as well as the framework for Act Six, the "Northwest's only full-tuition, full-need scholarship for emerging urban and community leaders who want to use their college education to make a difference on campus and in their communities at home" (See http://www.actsix.org/). Mr. Herron, a former National Board Certified mathematics teacher at Lincoln High School in Tacoma, will be joined by four of his former students, now at Pacific Lutheran University. The students will talk about what worked and didn't work for them in the K-12 system. Trise Moore, Director of Family Engagement for Federal Way School District, will talk about the role of family and community partnerships to eliminate gaps. Lull Mengesha, a former University of Washington student, and author of <i>The Only Black Student</i>, will provide his perspective as an African American man who attended school in South Seattle on the challenge of being one of the only black male students from his graduating class to attend college.</p> | |

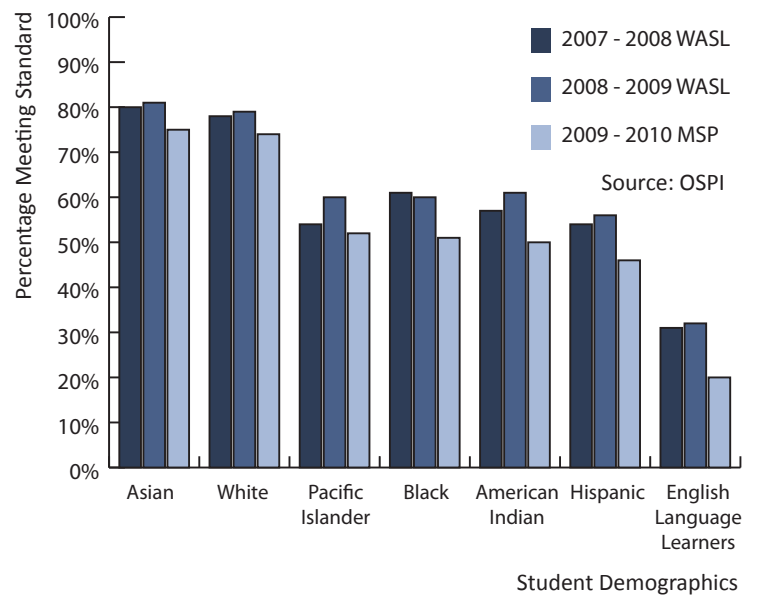


Closing Opportunity Gaps in Washington's Public Education System

A Report by the Achievement Gap Oversight and Accountability Committee | January 2011

Since the 1960's, educational researchers have examined the causes of gaps in academic achievement. Educational leaders have focused on test scores and dropout rates as the primary measures of student performance. Socioeconomic status, race and ethnicity are strong predictors of academic performance for students in Washington State, as well as across the nation. Students in affluent communities generally outperform students in poverty. Students designated as "White" and "Asian" generally outperform students from the other ethnic groups. However, many groups of students become invisible because they are lumped together in broad racial and ethnic categories. In order to better understand the data, the broader categories must be broken down to represent the smaller subgroups within each ethnic group.

4th Grade Reading State Test Scores in Washington



Disparities in student academic performance, commonly called the achievement gap, are a symptom of much greater issues or opportunity gaps. Students of color and students in poverty have fewer opportunities to access academic programs and supports. A focus on opportunity gaps, both obvious and hidden, allows us to look systemically at the educational opportunities and experiences for young people and not place blame on groups of students, teachers or families.

The Achievement Gap Oversight and Accountability Committee (AGOAC) addresses more than measurements of academic performance. The Committee is sending a clear message to citizens, educators and policy makers:

**4th Grade National Assessment of Educational Progress (NAEP)
Reading Test Scores 2008-2009 in Washington**

| | American Indian | Asian/Pacific Islander | Black | Hispanic | White | Limited English |
|--------------------|-----------------|------------------------|-------|----------|-------|-----------------|
| Advanced | 7% | 10% | 2% | 2% | 10% | 0% |
| Proficient | 20% | 26% | 19% | 12% | 30% | 3% |
| At Basic | 33% | 32% | 32% | 31% | 36% | 16% |
| Below Basic | 40% | 33% | 46% | 55% | 24% | 80% |

Source: OSPI

The elimination of gaps will require equitable access to opportunities and resources (high quality and culturally relevant childcare, curriculum, educators, programs, extracurricular opportunities, role models) and proportional representation in programs like special education and gifted programming.

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About the Committee

Committee Members

Bernie Thomas,
Representative for tribal
nations ¹

Fiasili Savusa,
Representative for the
Pacific Islander community ²

Frieda Takamura,
Representative for the Asian
American community ³

Dr. Frances Contreras,
Representative for the
Latino community ⁴

Wanda Billingsly,
Representative for
the African American
community ⁵

**Superintendent Randy I.
Dorn** ⁶

Sen. Claudia Kauffman

Sen. Curtis King

Sen. Rosemary McAuliffe

Rep. Dave Quall

Rep. Kevin Parker

Rep. Sharon Tomiko Santos

Adie Simmons, Office of the
Education Ombudsman

¹ **Sally Brownfield,**
Alternate for Bernie Thomas

² **Sapina Pele,**
Alternate for Fiasili Savusa

³ **Ben Kodama,**
*Alternate for Frieda
Takamura*

⁴ **James Smith,**
*Alternate for Wanda
Billingsly*

⁵ **Lillian Ortiz-Self,**
*Alternate for Dr. Frances
Contreras*

⁶ **Erin Jones,**
Alternate for Supt. Dorn

The Committee's Charge

1. Report annually on strategies to address the achievement gap and the state's progress in closing gaps.
2. Synthesize the findings and recommendations from the 2008 achievement gap studies into an implementation plan.
3. Recommend policies and strategies to the State Legislature, Office of Superintendent of Public Instruction, the Governor, the Professional Educator Standards Board and the State Board of Education. Such recommendations should include at least the following:
 - Supporting and facilitating parent and community involvement and outreach.
 - Enhancing the cultural competence of current and future educators and the cultural relevance of curriculum and instruction.
 - Expanding pathways and strategies to prepare and recruit diverse teachers and administrators.
 - Recommending current programs and resources that should be redirected to narrow the gap.
 - Identifying data elements and systems needed to monitor progress in closing the gap.
 - Making closing the achievement gap part of the school and school district improvement process.
 - Exploring innovative school models that have shown success in closing the achievement gap.

Staffing Support for the Committee

Office of Superintendent of Public Instruction,
Center for the Improvement of Student Learning: www.yourlearningcenter.org

The Committee's Governance

Committee Co-chairs:

Senator Curtis King

Representative Sharon Tomiko Santos

The Committee agreed that a quorum of seven must be present for voting. Committee members who participate by phone will be accepted as being in attendance. All statutory members may select alternates to represent them when they are unable to attend. Alternates may vote in the place of a member. The Tribal Leaders Congress may choose to send a special representative to address a particular issue.

Committee Web site

www.k12.wa.us/AchievementGap



Clover Park
School District

Accomplishments in 2010

The Committee's work has resulted in new data collection across our state. A variety of entities, from early childhood programs to community-based organizations to post-secondary institutions, are collecting new data about the experience of students of color and the adults working with them. The work has also been a catalyst for conversations and the development of new workshops and trainings. In the last calendar year, members of the Committee, representatives from communities of color, and OSPI staff members have made over one hundred presentations related to improving the experiences of students of color in Washington State public schools.

Representation on Other Committees and Work Groups

| | |
|--|--|
| Quality Education Council: | Adie Simmons Sally Brownfield (Alternate) |
| Data Governance Work Group: | Lillian Ortiz-Self |
| Early Childhood: | Sally Brownfield |
| Measuring Family-School Partnerships Work Group: | Adie Simmons |
| Science Technology Engineering and Math (STEM) Work Group: | Rep. Sharon Tomiko Santos |

Thousands of educators, families, students, community organizations, and legislators have heard presentations about data and strategies related to improving the academic performance of students of color and providing equitable access to opportunities. Below is a list of some of the presentations that have been given in 2009 – 2010 related to the work of the Committee:

- 9 full district presentations
- 15 full-staff trainings in school buildings
- 40 school classroom presentations
- 50 workshops at conferences
- 5 university/college of education presentations to students and faculty

In addition to the formal presentations that were made, summaries of Committee meetings have been given at many of the monthly ethnic commission meetings and other community-based committees and organizations.

Changing Demographics

In the past 10 years, there has been a significant increase in the number of students of color in Washington State. This demographic shift requires changes in the services and support provided in schools to ensure the success of each and every student.

Measuring student achievement in the broad categories of white, Asian, Pacific Islander, Hispanic, Native American, and African American no longer paints an accurate picture of the incredible diversity of Washington State. Schools and districts need to be able to see patterns within ethnic subgroups that allow educators to better address the diverse needs of students.

Source: OSPI
<http://reportcard.ospi.k12.wa.us>
January 21, 2011

| | Number of Students in 1999-2000 | Number of Students in 2009-2010 | Percentage of increase or decrease in population |
|--------------------------------|---------------------------------|---------------------------------|--|
| American Indian/Alaskan Native | 27,100 | 25,874 | -4.5% |
| Asian/Pacific Islander* | 72,266 | 90,670 | 25.5% |
| Black | 52,192 | 57,952 | 11.0% |
| Hispanic | 96,355 | 166,518 | 72.8% |
| White | 755,787 | 660,333 | -12.6% |
| Transitional Bilingual | 55,204 | 84,105 | 52.4% |

**Please note that data for Asian and Pacific Islander students was first reported separately in the 2007-2008 school year. This table may not accurately capture the growth rate of Pacific Islanders in the last decade.*

Formal Recommendations to QEC

Recommendations to the Quality Education Council (QEC)

The Committee made formal recommendations to the Quality Education Council in two areas: the operating commitments of the state education system and strategies to eliminate gaps. Regarding the Washington Education System Operating Commitments, the Committee recognized that these commitments must have the elimination of the achievement gap as their overarching goal.

The committee would also like the QEC to recognize the importance of:

- A mechanism to be created for families, community members, and educators to collaborate and learn from each other.
- All educators (classified staff, classroom teachers, counselors, building, and district administrators) developing cultural competence skills.
- Ongoing data analysis that is disaggregated by ethnic subgroup to inform QEC practice.
- The components of the Washington Education System Operating Commitments being recognized as integrated and mutually reinforcing; therefore needing to be addressed through comprehensive, integrated and collaborative strategies that support fair and equitable outcomes for all students.
- Intermediate measures in addition to high stakes testing so that timely interventions can be put into place.

Regarding strategies to close achievement gaps, the Committee recommends that our state:

- Recruit, develop, place and retain educators who are culturally competent and possess skills and competencies in language acquisition.
- Invest in support for the engagement and partnerships among students, families and communities to deliver personal and differentiated instruction from early childhood through high school graduation.
- Support districts and schools in implementing comprehensive and culturally responsive intervention systems in all content areas, inclusive of social and emotional development.
- Enable all students from early childhood through high school to stay at grade level and on track to graduate from high school and be college or career ready by investing in early intervention supports.

“There is no time to waste. Washington State does not have another 5 years or 10 years or 20 years to respond to this crisis.

Unfortunately, there is no silver bullet. Each ethnic community has its own unique qualities; it also has its own gaps.

There are things we must do as a state to specifically address the common needs of our ethnic communities, which will improve education for all students.”

Erin Jones

Assistant Superintendent for Student Achievement, OSPI



Mercer Island School District

Budget Implications

Budget cuts will have a negative impact on our most vulnerable students. Withholding support now will dim prospects for students' academic success, reduce future earnings, and likely result in a lifelong sense of diminished possibilities.

In addition to our ethical obligation to educate each and every child, the state and public face long-term economic consequences if achievement gaps persist. The Alliance for Excellent Education did a study of the economic implications of improving education in Washington State and found the following:

- Nearly 33,900 students did not graduate from Washington's high schools in 2009; the lost lifetime earnings in Washington for that class of dropouts alone totals more than \$8.8 billion.
- Washington would save more than \$436.1 million in health care costs over the course of the lifetimes of each class of dropouts had they earned their diplomas.
- Washington households would have over \$1 billion more in accumulated wealth if all heads of households had graduated from high school.
- More than \$3.1 billion would be added to Washington's economy by 2020 if students of color graduated at the same rate as white students.
- If Washington's high schools graduated all students ready for college, the state would save almost \$125.4 million a year in community college remediation costs and lost earnings.
- Washington's economy would see a combination of savings and revenue of about \$111 million in reduced crime spending and increased earnings each year if the male high school graduation rate increased by just 5 percent.

Source: Potential Economic Impacts of Improved Education on Washington, Alliance for Excellent Education, October 2009



As budgets are cut at the local and state levels, students in the gaps are being hit the hardest. The Committee recommends that the Governor and the State Legislature consider the implications to our most vulnerable students in their efforts to balance the budget.

Priority should be given to programs and services that do the following:

- Prepare students to enter school ready to learn.
- Provide students with academic, physical, emotional, and cultural supports that are critical to their success.
- Prepare educators to address the cultural and linguistic needs of all students.
- Ensure that every student graduates with the skills necessary for college and career success.
- Engage families and community members in authentic, meaningful ways.

Committee Recommendations

Members of the Committee heard from representatives of a variety of institutions. The Committee's responses to these presentations are reflected below:

Quality Education Council (QEC)

AGOAC asks the QEC to consider the following as it develops a funding formula:

- Schools need more support staff with experience in social work:
 - * to support students when the influence of gangs and chemical dependency is prevalent.
 - * to support students when family members are incarcerated or when students and their families experience some other form of trauma.
- Parent/family voice should be included in discussions about school funding.
- Additional staffing must be allocated to the state Transitional Bilingual Program to provide adequate monitoring of schools, technical assistance and support for implementing effective instructional models for English Language Learners.



K-12 Data Governance Committee

The Committee expressed concern about the need for accurate, useful data that should be:

- Disaggregated by ethnic subgroups to provide a more accurate picture.
- Organized so that schools can track students and their credits as they transfer from one school to the next.
- Presented so that families and educators can ensure appropriate supports and interventions.
- Listed in ways that can identify damaging patterns in a school or district that will require technical assistance.

The State Board of Education (SBE)

The Committee would like to see the following changes to the State Board recognition program:

- The Accountability Index must take into account achievement gaps based on race and disaggregate data by ethnic subgroups to expose hidden gaps.
- Schools that do not meet Adequate Yearly Progress but that make significant progress towards meeting the needs of students of color and students from low socioeconomic communities should receive recognition. (Completed by the SBE and OSPI in 2010 through the Washinton Achievement Award program.)

Model School District Policy and Procedure Prohibiting Harassment, Intimidation, and Bullying

The Achievement Gap Oversight and Accountability Committee recommends that the policy include:

- A requirement for a support/intervention plan for the aggressor that includes community-based organizations. This includes interventions for victims who become bullies and trauma-informed interventions.
- The requirement that trainings be research-based and culturally relevant.
- A method for collecting disaggregated data about harassment and bullying.

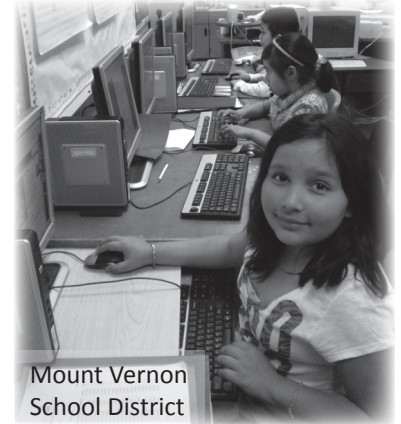
Washington State Legislature

- The Committee recommends that the 2008 Achievement Gap Studies be updated to ensure that data is current and strategies reflect best practices in communities that may have changed over time.

Office of the Superintendent of Public Instruction (OSPI)

The Committee is concerned about the adoption of Common Core Standards for the following reasons:

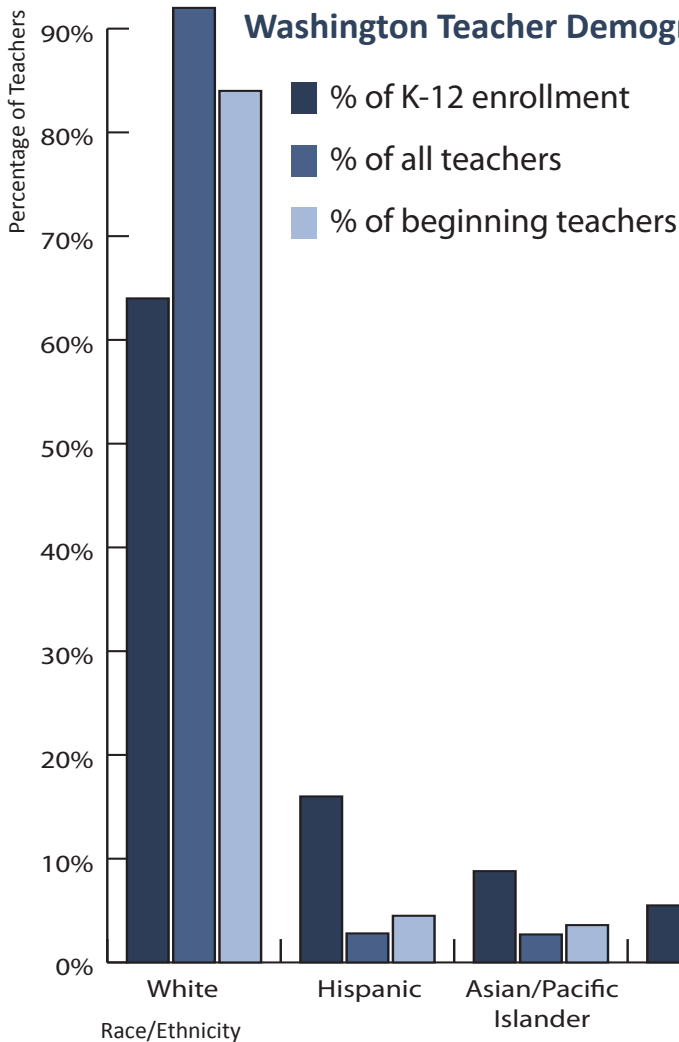
- The standards have not adequately been vetted for cultural competence or relevance and, therefore, should undergo a bias and fairness assessment prior to adoption.
- The standards have not taken into consideration the complexities of language development in acknowledgment of the large English Language Learner population in Washington State.



Mount Vernon School District

Washington Colleges of Teacher Education

- Programs should increase efforts to attract and retain students of color.
- All educators (incoming and veteran) must be prepared and held accountable to teach every Washington State student, regardless of racial, ethnic, cultural background.



One of the priorities of the Committee has been to recruit more people of color into the teaching profession.

Several state-level programs that focus on recruiting people of color into education are:

- Recruiting Washington Teachers
www.pesb.wa.gov
- Education and Training, Career and Technical Education
www.k12.wa.us/CareerTechEd
- Alternative Routes to Certification
pathway.pesb.wa.gov/alternative_routes

Washington State ranks second to last in the nation for a teaching force that is representative of the state's ethnic composition.

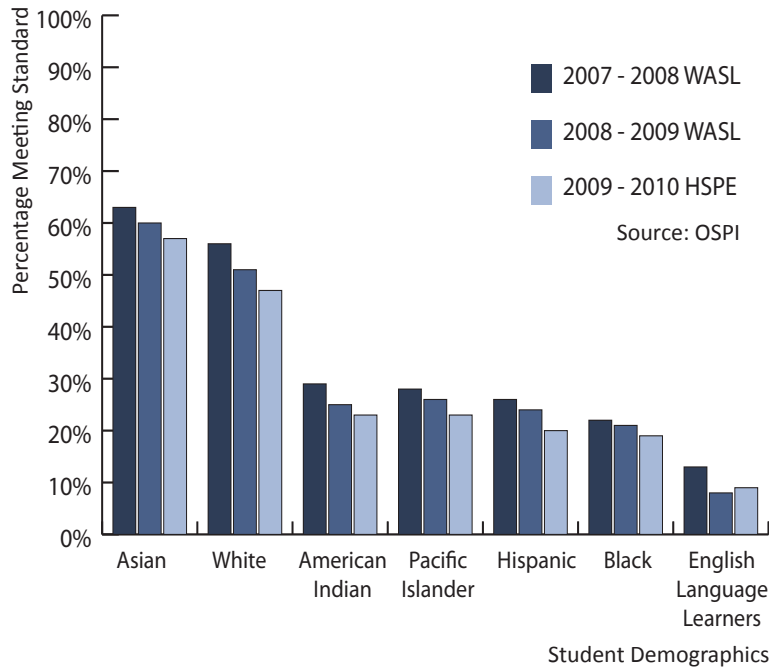
www.educationnext.org; Winter, 2009

Measuring Gaps

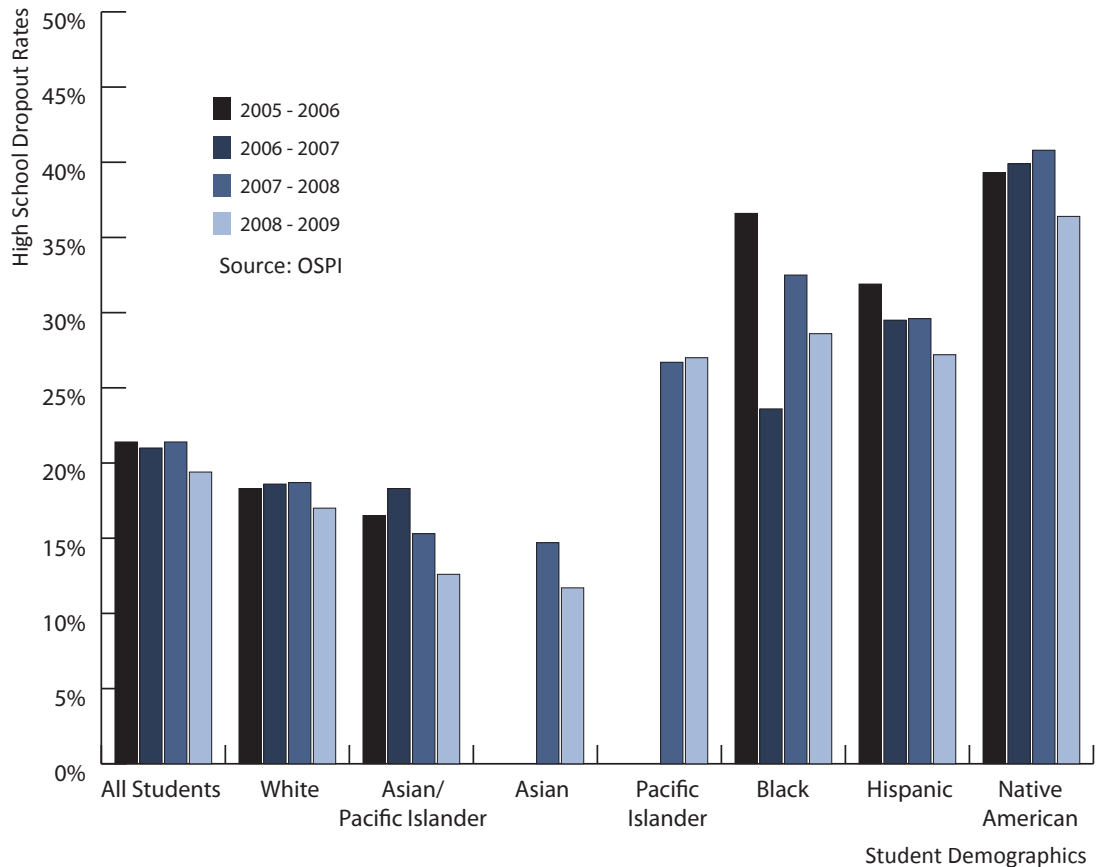
“Many minority students attend inner-city schools, which are often under-funded. As a result, those students tend to receive poorer-quality instruction, have fewer high-caliber teachers, and have access to fewer resources.”

The Education Trust, 2002

10th Grade Math State Test Scores in Washington

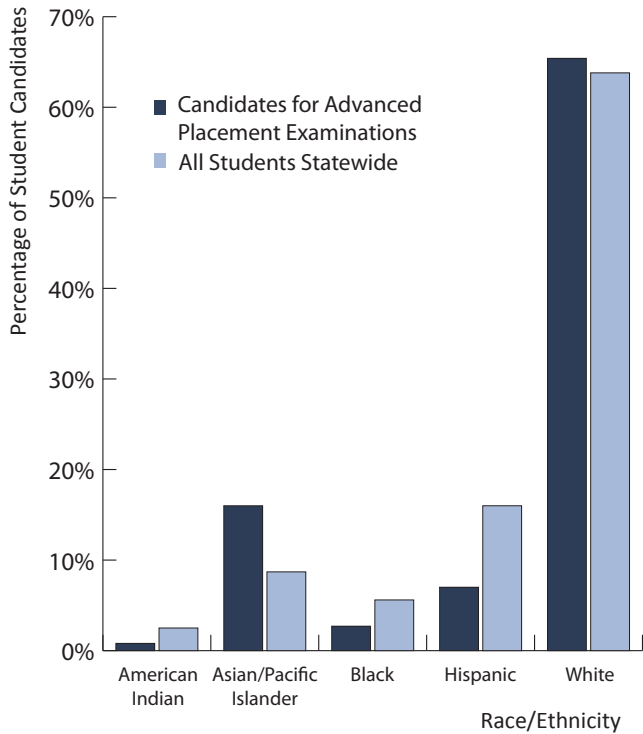


Estimated Four-Year Cohort Dropout



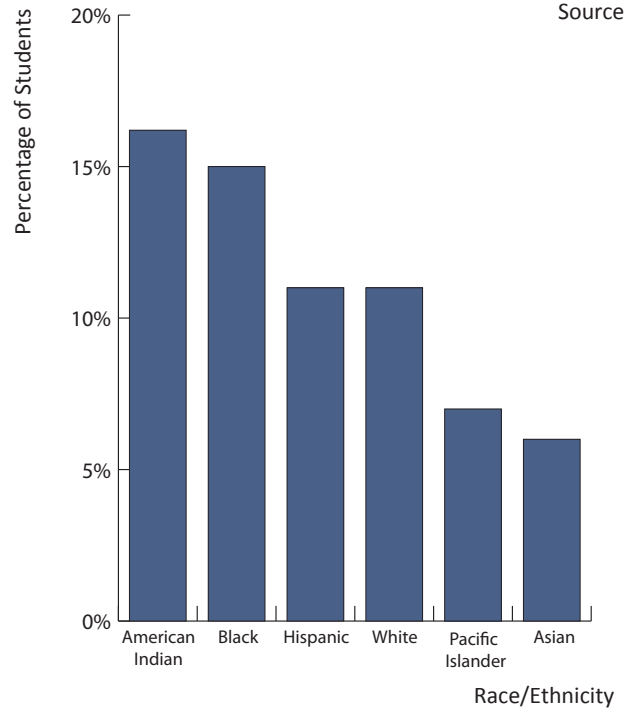
Candidates for Advanced Placement Examinations by Ethnicity, 2010

Source: OSPI



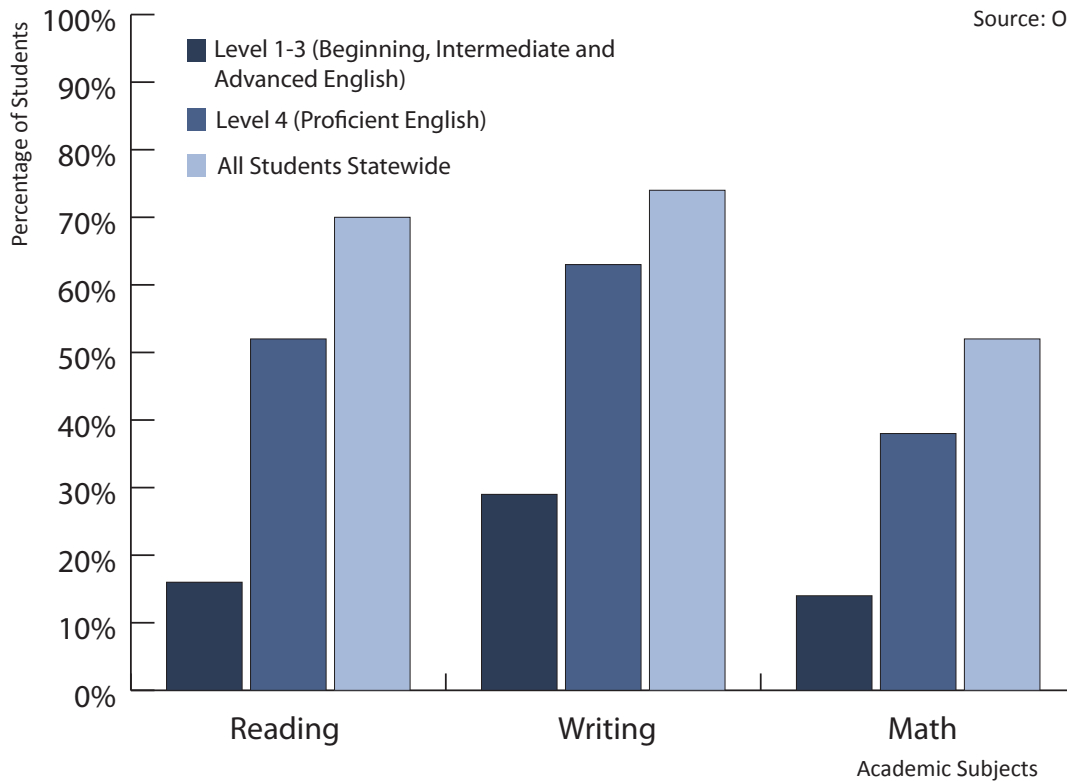
Percentage of Student Population Receiving Special Education Services, 2009

Source: OSPI



Percentage of English Language Learners Meeting Standards by English Proficiency

Source: OSPI



“Culture does not determine a child’s ability or intelligence. But it can produce many different ways of knowing and learning.”

Leona M. Johnson,
Author
“What We Know About Culture and Learning”

Status of Previous Recommendations

In 2009 the Achievement Gap Oversight and Accountability Committee made recommendations to the following entities: the Professional Educator Standards Board, the Quality Education Council, the State Board of Education, the State Legislature, and Office of Superintendent of Public Instruction. Below are the Committee recommendations that have already been implemented, followed by those that are in the process of being implemented.

Committee recommendations which *were implemented* in 2009-2010

The Office of the Superintendent of Public Instruction (primarily to the Data Governance Work Group)

- ✓ In collaboration with OSPI and the Tribal Leaders Congress on Education, develop data elements and systems needed to monitor progress in closing achievement gaps.
- ✓ Collaborate with the Tribal Leaders Congress on Education regarding data sharing.
- ✓ Seek a more diverse racial and ethnic membership that is representative of the students served in Washington.
- ✓ Require its contractors to conduct interviews with community members and educational practitioners of color (teachers, administrators, and paraprofessionals) in addition to the other stakeholders identified in the Data Governance work plan.
- ✓ Consult with researchers from the achievement gap study groups in order to mitigate the concerns cited in the achievement gap studies regarding data specification and the systems used for monitoring student progress.
- ✓ Periodically report to the QEC and the AGOAC regarding its attention to equity issues.
- ✓ Collect data disaggregated by race/ethnicity on areas of student absenteeism and dropout.
- ✓ Consult with researchers from achievement gap studies to identify racial subgroups.
- ✓ Collect data on percentage of students of color receiving services through Advanced Placement and Highly Capable programs (available on Comprehensive Education Data and Research System, CEDARS, as of July 2010).

The Professional Educator Standards Board

- ✓ Related to the recommendation – “Require all teachers to have basic training on strategies for addressing the needs of English Language Learners”, PESB adopted changes to Standard V on July 21, 2010 that requires all approved teacher preparation programs to ensure that pre-service teachers demonstrate knowledge and skills related to effective instruction of English Language Learners.
- ✓ Related to the recommendation “Write teacher standards in “plain talk” so that educators, families and non-educators can understand them”, PESB adopted new language in Standard IV, (Program Design adopted 1/7/11) and Standard V, (Knowledge and Skills for teacher candidates adopted 7/21/10) that clearly outlines requirements for incorporating Cultural Competence and language acquisition.
- ✓ Related to the recommendation – “Align and infuse cultural competence standards across academic categories in order to show how they integrate across the teaching continuum”, PESB has developed calibrated standards for effective teaching at all levels, incorporating Cultural Competence. Strengthening the Continuum of Teacher Development, Professional Educator Standards Board, Response to the Charges in ESHB 2261. January 2010)
- ✓ Related to the recommendation – “Enhance monitoring and compliance efforts in the area of cultural competence and the achievement gap”, PESB has adopted program approval protocols (1/7/11) that ensure that teacher preparation programs are aligned with the new Standard V which includes Cultural Competence and language acquisition.

State Board of Education

- ✓ Conduct an analysis of the cost and district capacity required to implement new state graduation requirements. (Completed by OSPI.)
- ✓ An accountability system which ranks schools based on student achievement, with particular focus on the elimination of racial/ethnic achievement gaps.

The Legislature

- ✓ Give OSPI the legal authority to ensure that school districts comply with state and federal civil rights laws (*completed with passage of Engrossed Second Substitute House Bill 3026*).
- ✓ Create school structures that encourage family, school, and community partnerships (*now included in ESSB 6696, section 701*).
- ✓ Increase authority of and funding for the Achievement Gap Oversight and Accountability Committee (*legislation provided additional funding and made, in statute, the presence of AGOAC members quite visible on a number of committees*).

The Quality Education Council

- ✓ Recruit a more diverse racial and ethnic membership that is representative of the students served in Washington State (*now a member from the AGOAC serves on the council*).
- ✓ Implement the use of instructional materials early (not limited to textbooks). Textbooks should be culturally and linguistically relevant to students in the district (*Substitute House Bill 2776 addressed the phasing-in of needed textbooks/materials through the maintenance, supplies and operating costs (MSOC)*).

Committee recommendations *in the process of being implemented*

The Quality Education Council

- Review the funding formula through the lens of “equitable” versus “equal.”
- Adopt a weighted formula used for schools with high achievement gaps that would include increased allocation for: counselors (based on the ASCA model), district equity/diversity coordinators, family and community outreach staff, school nurses or health care providers, and social workers.
- Make funding decisions that ensure all students can meet graduation requirements.
- Revise prototypical school funding model to ensure adequate accountability mechanisms for schools with high achievement gaps.
- Implement funding for English Language Learning (Bilingual Education).
- Coordinate additional program funding with efforts to increase capacity, including building space and qualified staff.
- Allocate funding to districts to implement culturally relevant, research-based academic and social emotional tools so that districts can identify risk factors and employ appropriate intervention strategies for students.

The State Board of Education

- Revise regulations (WAC 180 – 16 – 220) in order to strengthen existing or develop new statewide requirements for school district improvement plans.

For More Information:

Achievement Gap Oversight and Accountability Committee Web site:

www.k12.wa.us/AchievementGap/default.aspx

2008 Achievement Gap Studies:

A Plan to Close the Achievement Gap for African American Students

Staffed by the Center for the Improvement of Student Learning

www.k12.wa.us/cisl/pubdocs/AfrAmer%20AchGap%20Rpt%20FINAL.pdf

From Where the Sun Rises:

Addressing the Educational Achievement of Native Americans in Washington State

Submitted to the Governor's Office on Indian Affairs

www.goia.wa.gov/Links-Resources/NativeAmericanAchievementReport.pdf

Asian Americans in Washington State: Closing Their Hidden Achievement Gaps

Submitted to the Washington State Commission on Asian Pacific American Affairs

www.capaa.wa.gov/documents/AchievementGapReport.pdf

Growing Presence, Emerging Voices:

Pacific Islanders and Academic Achievement in Washington

Submitted to the Washington State Commission on Asian Pacific American Affairs

www.capaa.wa.gov/documents/PacificIslanderAchievementGapReport.pdf

Understanding Opportunities to Learn for Latino Students in Washington

Submitted to the Washington State Commission on Hispanic Affairs

www.cha.wa.gov/?q=files/WALatinoAchievementGapReport.pdf

2010 Committee Report:

<http://www.k12.wa.us/Cisl/pubdocs/AgapLegReport2010.pdf>

Synthesis of the 2008 Achievement Gap Reports

Achievement Gap Oversight and Accountability Committee

www.k12.wa.us/cisl/pubdocs/Synthesis2008Recommendations.pdf

Other Resources:

NEA Foundation Closing the Achievement Gaps Initiative

<http://www.neafoundation.org/pages/educators/achievement-gaps-initiative/>

Closing the Achievement Gap Resource Center

<http://www.principalspartnership.com/closingthegap.html>

Education Trust

<http://www.edtrust.org/>

Center for the Improvement of Student Learning

<https://www.k12.wa.us/CISL/EliminatingtheGaps/default.aspx>

Closing the Achievement Gap Partnerships Resource Kit

<http://www.closingtheachievementgap.org/cs/ctag/print/htdocs/part.htm>

“The urgency for reform has never been greater. Today, American students trail many other nations in reading, math, and science, and a quarter do not graduate high school on time. Many college students do not finish, despite the clear national need for more college-educated workers who can successfully compete in the global economy.”

*Secretary Arne Duncan
US Department of Education*



Eliminating Gaps

Eliminating gaps will require the collaboration of all members of a community, not just staff in a school building and students' families.

Eliminating gaps will require changes in how I think about and work in the following areas:

Data — what and how data is collected; who sees it and how it is used.

Educators — recruitment, hiring, placement, retention, and training.

Family/community — engagement in students' education.

Student support — academic, physical, social-emotional, and cultural.

Transitions — students' transitions from one academic level to the next.



School Board
Director

Data

Educators

Family

Community

Student Support

Transitions

As a school board director, what I do makes a difference!

Data: We need to consider multiple data elements and use data differently.

- **Data systems:** Do the data systems in my district allow administrators to disaggregate data by racial subgroups and by socio-economic status? How do I and others on the board hold schools accountable for gaps in achievement at individual schools? How do we evaluate special programs, like honors, AP/IB, LAP, AVID, and special education in our district based on student achievement, particularly for students of color and students from low socio-economic backgrounds? At the district level, do we ensure that all special programs equitably represent the demographics of our student population?
- **Targeting resources:** Do I and others on the school board take responsibility for the success of each and every school and the performance of all students? How do we use school improvement plans to ensure that schools with gaps in achievement, particularly for students of color, are given the resources and technical assistance they need to eliminate those gaps? How do we use student data to assign educators and support staff?
- **Social-emotional data:** Does our district have a drop-out early warning system or some way to look at attendance data, grades and other non-academic factors (foster care, parental absence, physical or emotional trauma, health issues) to determine which students are most in danger of dropping out? Is there a person at the district/building who manages this data?

Educators: We need to hire, place, train and retain effective staff.

- **Leadership:** Are my actions and beliefs consistent when it comes to discussing the performance of students of color in my district? How do I believe the elimination of gaps and barriers for groups of students is critical for the success of my district as a whole? Do the other members of the school board and the district superintendent know this is a priority for me based on the decisions I make? Does the board explicitly use achievement data for all groups of students when evaluating staff performance?
- **Recruitment:** Is it a priority for us to recruit quality educators who represent the demographics of the student population? How do we as a district encourage students of color to enter the teaching profession? What mechanisms are in place in our district to support teachers of color once they are in our buildings, so they will stay?
- **Professional development:** Do we have the same high expectations across our district for all educators (classified and certificated)? Is there a district plan for professional development that provides all educators with access to the training they need to be successful with each and every student (e.g. training in cultural competence, differentiated instruction, language acquisition strategies, supporting SPED in regular education classes,)? As school board members, are we willing to participate in that training as well, so we are better able to understand and provide for the needs of students and families who may have different values and experiences than our own?

As a school board director, what I do makes a difference!

Family/community: We need to engage families and communities.

- **Leadership:** How does our district define family, community, school partnerships or engagement? What is our plan for family-community engagement at the district and building levels? How do we hold building administrators accountable for keeping analyzing data about their school's level of engagement with school and community? How do we use that data to improve practice?
- **Welcoming environment:** How do we know if families and community members in our district feel welcome in buildings? How do we know that families are given opportunities to participate in school life beyond parent conferences and PTA?
- **Decision-making:** How do we ensure that decision-making bodies represent the demographics of our district's student population? Who are our local contacts from underrepresented communities? How do we involve them intentionally in conversations about curriculum, pedagogy, data, and school improvement planning?

Student support: We need to provide students with the support they need to be successful.

- **Community resources:** How has our district catalogued the resources— academic, physical, social, and cultural—that are available to families beyond the school community? How do families know about these resources? How do we ensure that all families have access to these resources, particularly those who may not speak English or have access to technology?
- **Support systems:** How do our schools connect students to resources? What systems do schools have in place to determine what resources (academic, physical, social-emotional, cultural) students may need? How do we communicate the importance of schools meeting the needs, when possible, of students that may hinder academic success?

Transitions: We help students make seamless transitions from one academic level to the next.

- **Transition plans:** How do schools in our district partner with early childhood providers to create a plan for students to transition smoothly into elementary school? Does our district have a plan to transition students smoothly from elementary to middle and from middle to high school? How does our district create opportunities for collaboration between high schools and institutions of higher learning in your community?
- **Curriculum alignment:** Is curriculum alignment a priority in our district? Do we provide time for educators to do the planning required to complete this process effectively across all content areas?



**For more information about
addressing opportunity gaps:**

www.yourlearningcenter.org
360-725-6503

Washington State Report Card:
www.k12.wa.us

Eliminating Gaps

Eliminating gaps will require the collaboration of all members of a community, not just staff in a school building and students' families.



Policy Makers

Data

Educators

Family

Community

Student Support

Transitions

Funding

Eliminating gaps will require changes in how I think about and work in the following areas:

Data — what and how data is collected; who sees it and how it is used.

Educators — recruitment, hiring, placement, retention, and training.

Family/community — engagement in students' education.

Student support — academic, physical, social-emotional, and cultural.

Transitions — students' transitions from one academic level to the next.

Funding — school funding decisions that focus on equity, not equality.

As a policy maker, what I do makes a difference!

Data: I need to consider multiple data elements and use data differently.

- **Multiple data points:** What is the demographic profile of my community? How do I look at disaggregated data in multiple ways? What kind of data do I need to make important decisions?
- **Determining needs:** How do I determine the needs of students in my community? How do I determine the impact of resources on student achievement? What am I doing at the state level to ensure that some sort of drop out early warning system is in place?
- **Accountability:** How do I look at trend data to determine which programs are making a difference? How can I call attention to gaps? Who is responsible for eliminating gaps?
- **Access:** How can data be made user-friendly for all stakeholders? Where can I go to better understand data? How do I ensure that educators have timely access to data in order to improve instruction and programming.

Educators: I need to create policies that build capacity for education systems to hire, place, train and retain effective staff.

- **Incentives:** How do I provide incentives to get the very best people into the profession? How do I design incentives that attract the best and brightest? How do I ensure that all teachers have the necessary content and pedagogical practice established (teacher prep programs)?
- **Evaluation:** How do I evaluate classroom teachers and administrators to ensure the elimination of gaps? How do I recognize outstanding, highly effective educators?
- **Support:** How do I ensure that all educators receive focused professional development that focuses on strategies to eliminate gaps? How do I provide support for teachers of color in the system? How do I ensure that educators have access to high quality, standards-based, culturally relevant curriculum?

As a **policy maker**, what I do makes a difference!

Family/community: I need to create policy that supports family/community engagement.

- **Decision-making:** How do I regularly and authentically engage communities who are affected by decisions I make? How do I ensure that members of decision-making groups represent the demographics of the student population?
- **Simplifying the process:** How do I help demystify the policy-making process to ensure equitable participation?

Student support: I need to create policy that allows students to receive necessary support.

- **Student focus:** How do I ensure that the needs of each individual child are met? How do I incorporate student voice into the decision-making process?
- **Communication:** How do I facilitate communication between different support entities within a community?

Transitions: I need to create policy that promotes seamless transitions from one academic level to the next for students.

- **Communication:** How do I ensure that entities are communicating about students as they pass from one level to the next? How do I ensure that next steps are clearly communicated at every level?
- **Alignment:** How do I ensure that curriculum and expectations are aligned? How do I ensure that the High School and Beyond Plan is implemented in middle school?

Funding: I need to create policy that focuses school funding decisions on equity, not equality.

- **Effectiveness:** How do I evaluate budget/funding decisions to determine effectiveness? How do I ensure the effective use of resources?
- **Urgency:** How do I communicate the urgency of boosting student achievement, particularly in this economic climate? How do I prioritize education in state and local budget conversations?



For more information about addressing opportunity gaps:

www.yourlearningcenter.org
360-725-6503

Washington State Report Card:
www.k12.wa.us

Eliminating Gaps for **BLACK** students in Washington State



Facilitator: Erin Jones

Assistant Superintendent of Student Achievement,
Office of Superintendent of Public Instruction (OSPI)

AGENDA FOR SESSION

- Provide context
 - Define critical terms
 - Provide national data
- Key strategies
- Local panel
 - **Trise Moore** – Director of Family Engagement, Federal Way School District
 - **Tim Herron** – National Board teacher; National Director, Act Six Leadership and Scholarship Initiative
 - **Students** – Act Six scholars, Pacific Lutheran University
 - **Lull Mengesha** – graduate Rainier Beach HS, UW; author *The Only Black Student*
- Questions and answers





DEFINING THE TERMS

Let's make sure we are all on the same page.

ACHIEVEMENT GAP

The term “Achievement Gap” evokes a **deficit model**, suggesting that students from certain communities are incapable of achieving at the same level as their white and Asian counterparts.



CHANGE THE LANGUAGE

The **Opportunity Gap** speaks to the lack of access many students (not only students of color) have to resources that lead to academic success:

- quality early childhood programs
- highly-quality, experienced educators
- culturally-relevant curriculum
- academic language
- positive role models
- high expectations and standards



CHALLENGE OF THE TERM - BLACK

- **Black** – all students of African descent
- **African American** – students of African descent who were born in the United States or who have recently become American citizens
- **African** – students of African descent who have recently emigrated to the United States

There are also BLACK students who are of Central and South American decent. There are those who are from the Caribbean Islands...



CULTURAL COMPETENCE

Cultural competence is a **set of skills** that professionals need in order to **improve practice**, to **serve all students**, and **communicate effectively** with families. These skills enable the educator to **build on the cultural and language qualities that young people bring to the classroom** rather than viewing those qualities as deficits.

See OSPI's website www.yourlearningcenter.org





ELIMINATING GAPS

Cultural competence is a strategy

CHANGE MUST HAPPEN IN THE FOLLOWING AREAS:

1. **Data**—what data is collected, how data is collected, who sees the data, and how data informs decisions.
2. **Educators**—the recruitment, hiring, placement, retention, and training of educators.
3. **Family/community**—the engagement of families and communities in the education of students.
4. **Student support** —the academic, physical, social-emotional, and cultural support provided to students.
5. **Transitions** —The transitions for students from one academic level or school to the next.

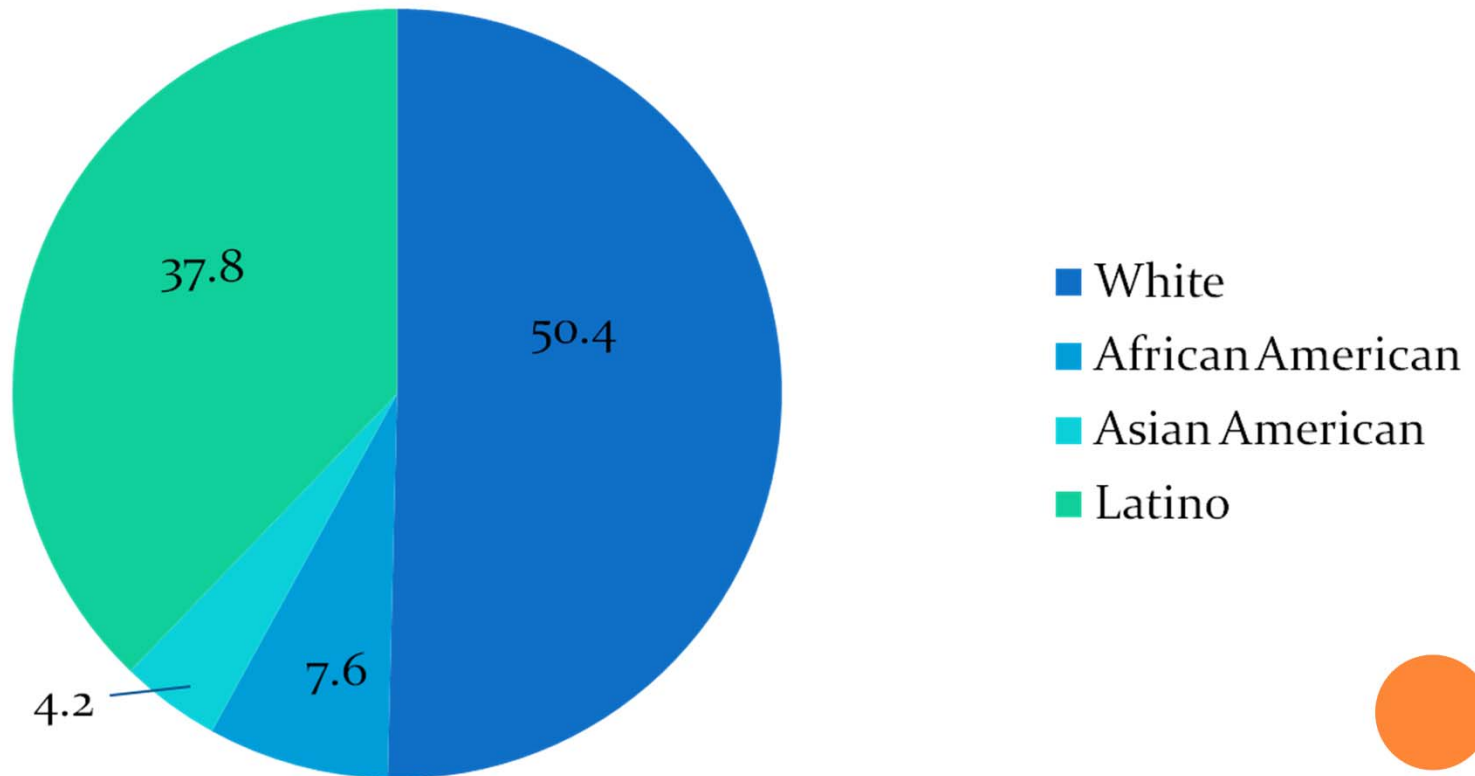




LOOKING AT STUDENT DATA
The picture for Washington State students

THESE ARE THE STUDENTS IN HEAD START

Washington, 2006

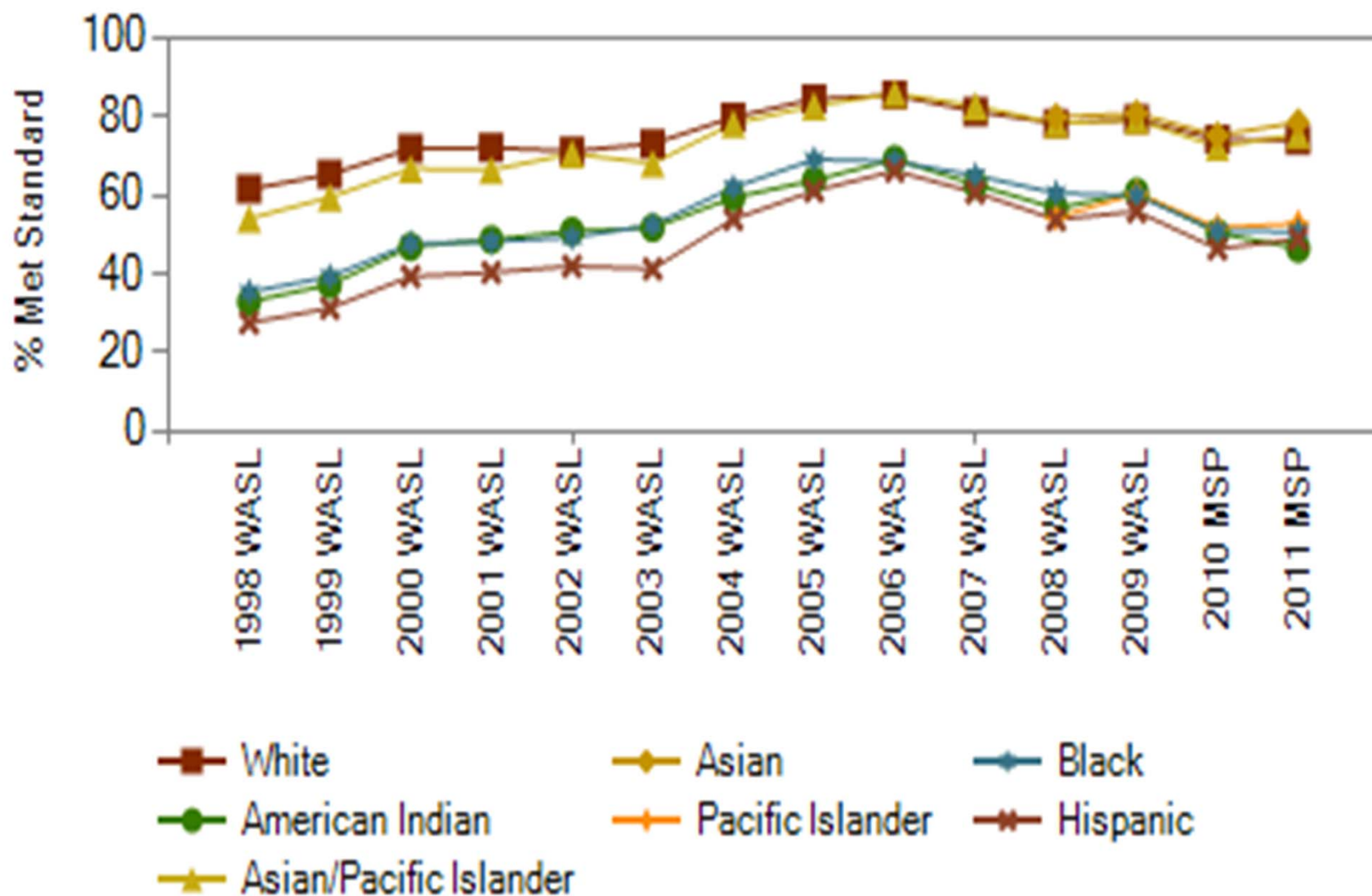


Source: OSPI

| | Number of Students in 1999-2000 | Number of Students in 2009-2010 | Percentage of increase or decrease in population |
|--------------------------------|---------------------------------|---------------------------------|--|
| American Indian/Alaskan Native | 27,100 | 25,945 | -4.26% |
| Asian/Pacific Islander* | 72,266 | 90,644 | 25.43% |
| Black | 52,192 | 57,936 | 11.01% |
| Hispanic | 96,355 | 165,777 | 72.05% |
| White | 755,787 | 661,150 | -12.52% |
| Transitional Bilingual | 55204 | 84,059 | 52.27% |

**Please note that data for Asian and Pacific Islander students was first reported separately in the 2007-2008 school year. This table may not accurately capture the growth rate of Pacific Islanders in the last decade.*

4th Grade Reading Trend



4th Grade National Assessment of Educational Progress (NAEP)

Reading Test Scores 2008-2009 in Washington

| | American Indian | Asian/Pacific Islander | Black | Hispanic | White | Limited English |
|--------------------|-----------------|------------------------|-------|----------|-------|-----------------|
| Advanced | 7% | 10% | 2% | 2% | 10% | 0% |
| Proficient | 20% | 26% | 19% | 12% | 30% | 3% |
| At Basic | 33% | 32% | 32% | 31% | 36% | 16% |
| Below Basic | 40% | 33% | 46% | 55% | 24% | 80% |

Source: OSPI)

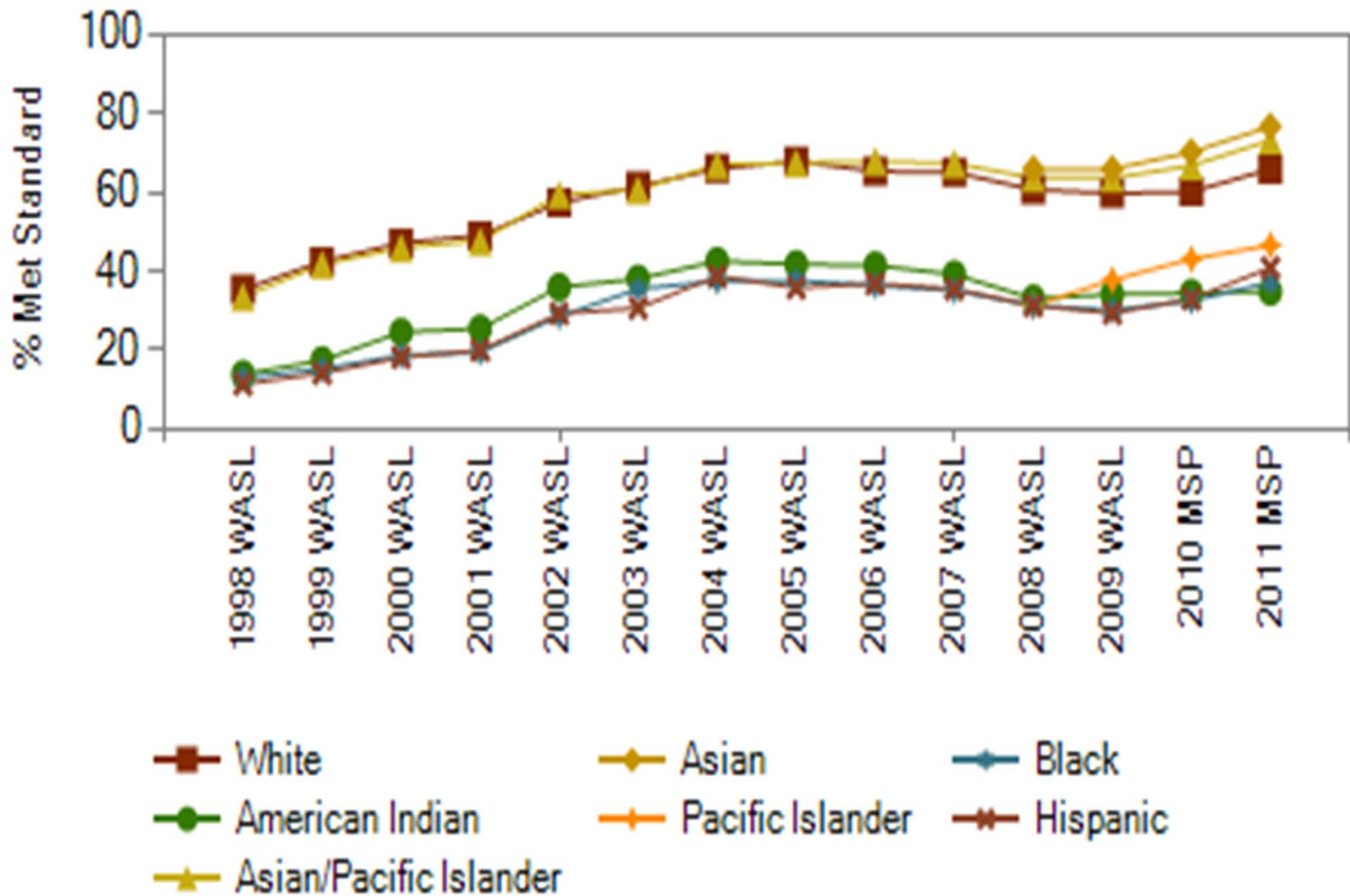
NAEP MATH AND READING

- Black and Hispanic students trailed white peers by an average of more than 20 test-score points on the NAEP math and reading assessments at 4th and 8th grades, a difference of about two grade levels.
- These gaps persisted even though the score differentials between black and white students narrowed between 1992 and 2007 in 4th grade math and reading and 8th grade math

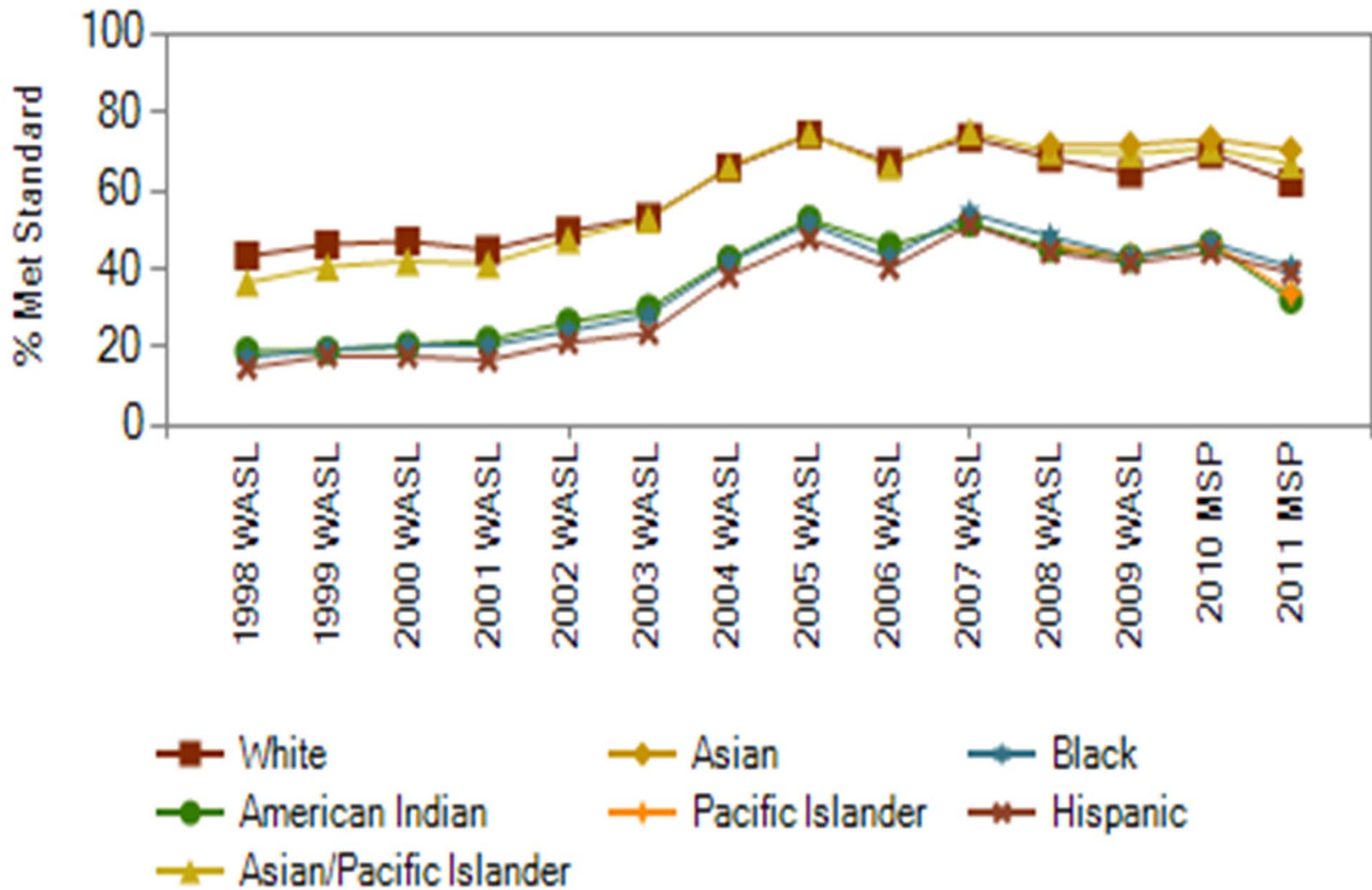
National Center for Education Statistics, 2009, 2011



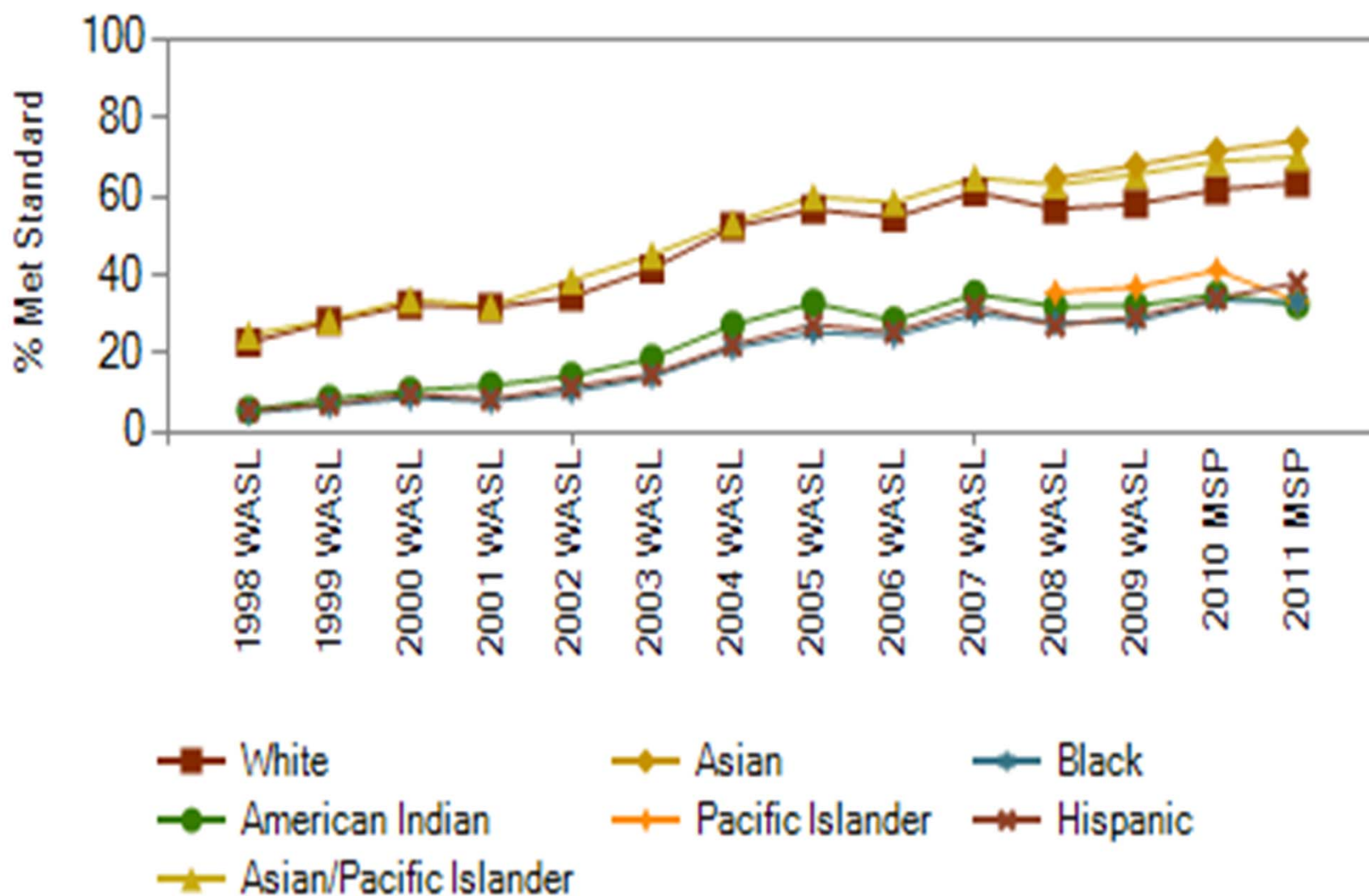
4th Grade Math Trend



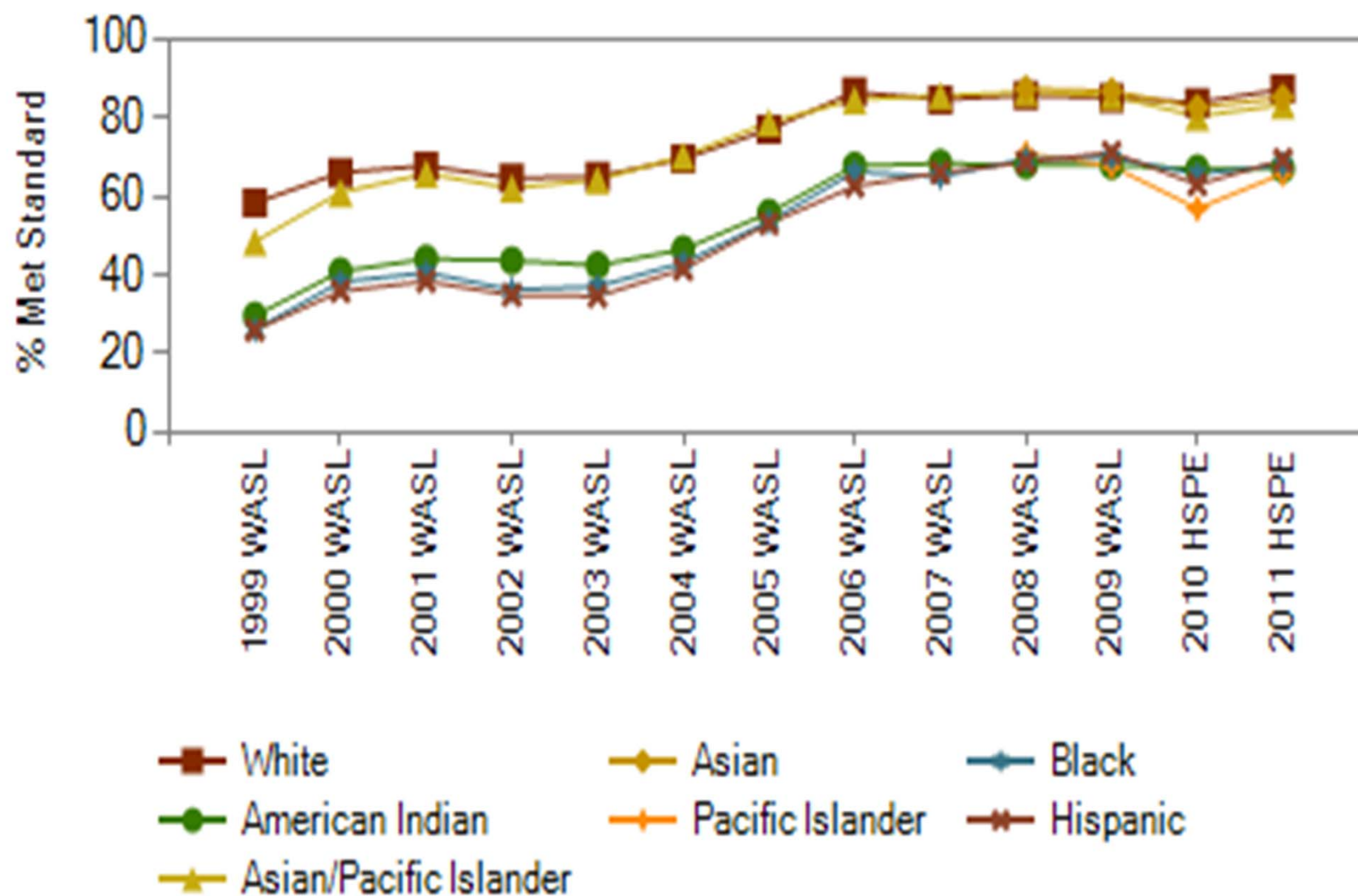
7th Grade Reading Trend



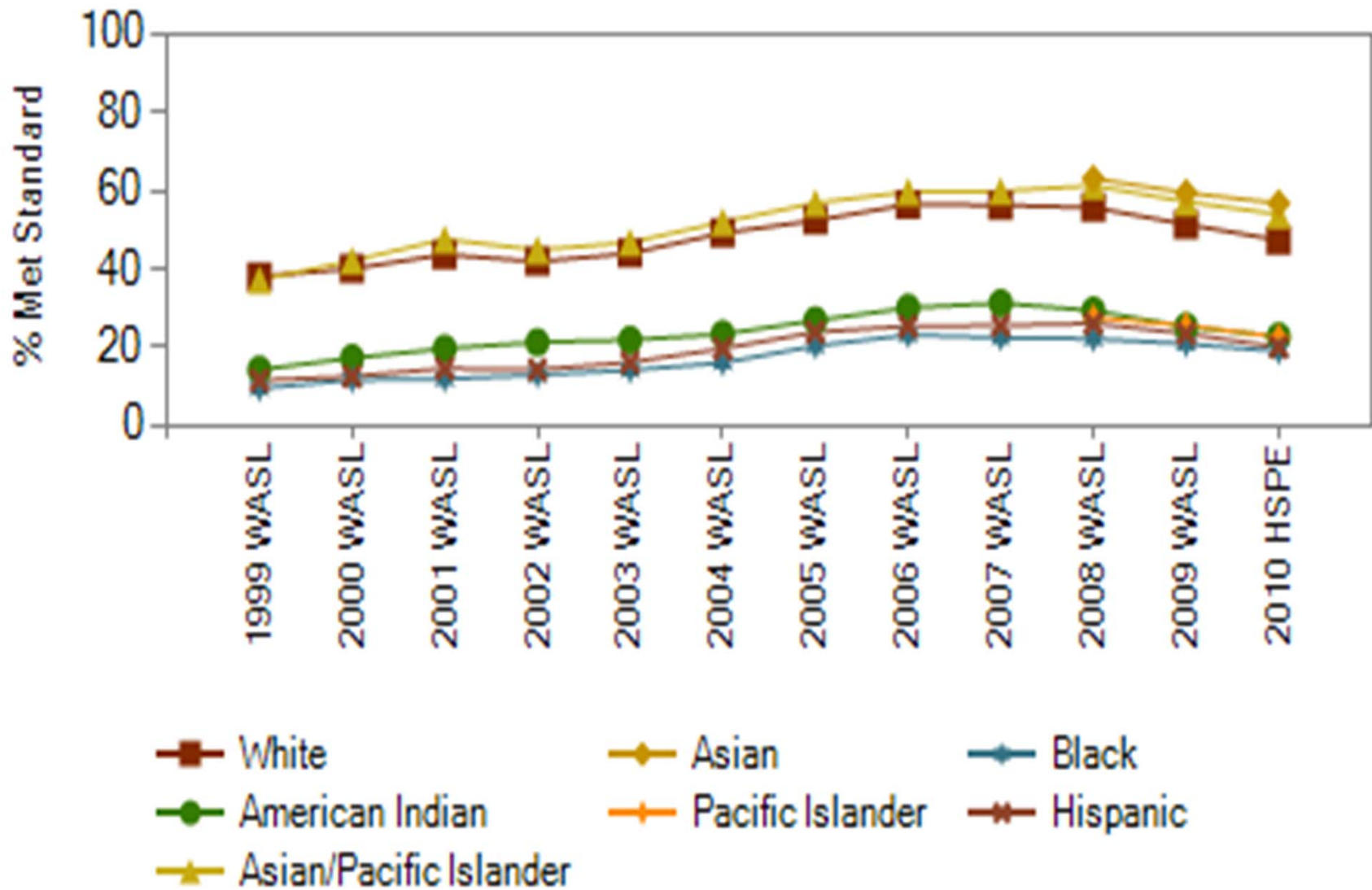
7th Grade Math Trend




10th Grade Reading Trend



10th Grade Math Trend

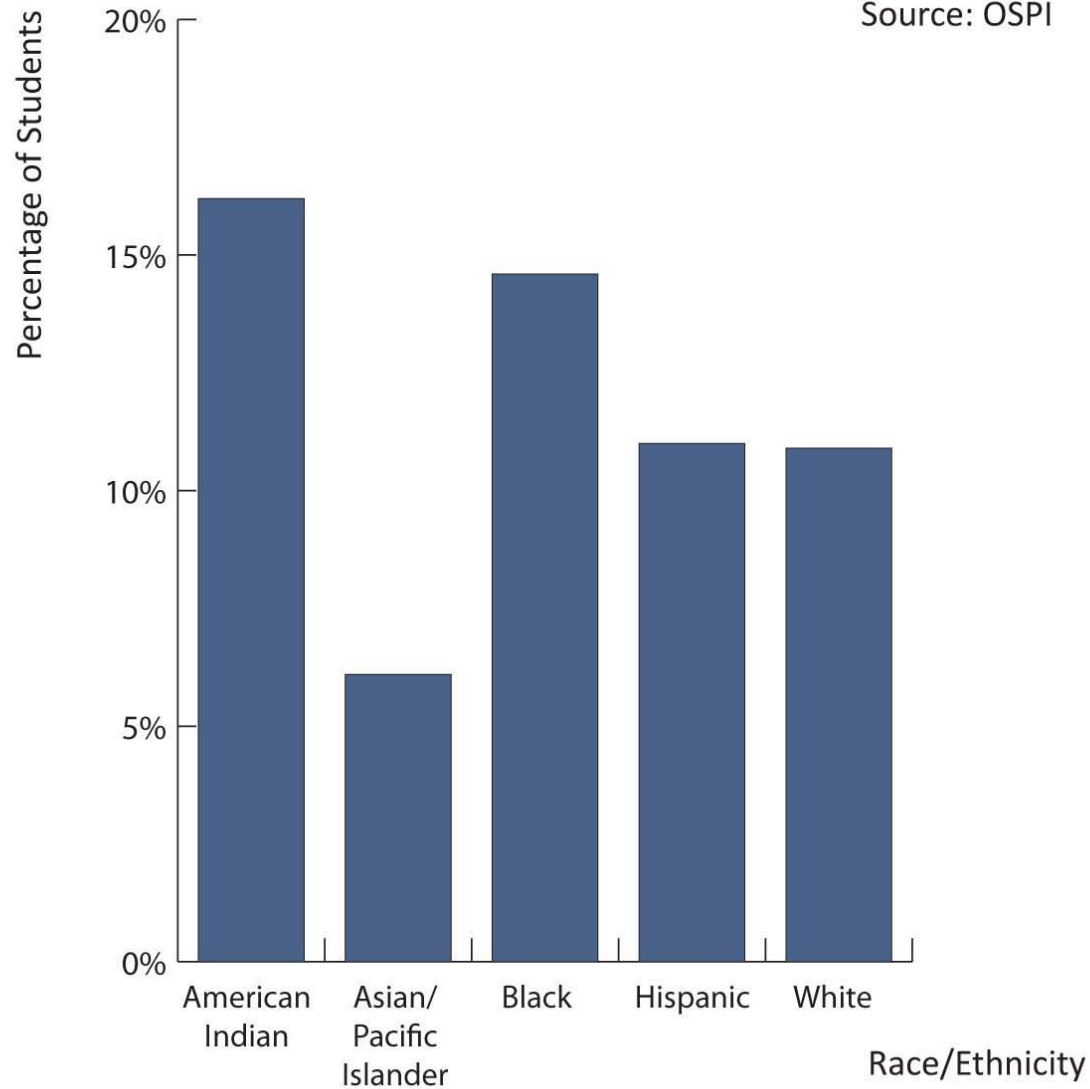


The More Time in School, ~~the Wider the Gap?~~

- **The racial achievement gap grows in magnitude as a child nears entry to the workforce.**
 - **In Washington State, between grade 4 and grade 12, the gap grows:**
 - ✓ **41% for Latino students**
 - ✓ **22% for African American students**
- 

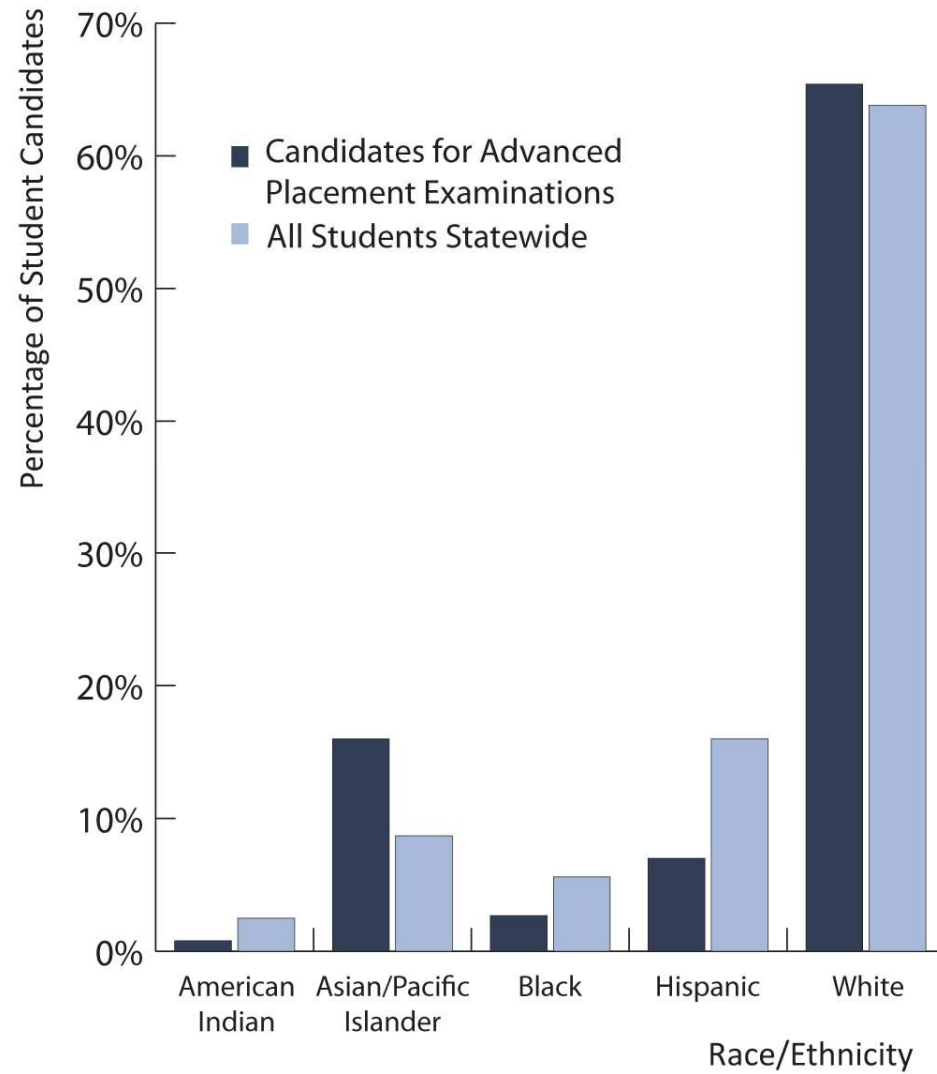
Percentage of Student Population Receiving of Student Population Receiving Special Education Services, 2009

Source: OSPI



Candidates for Advanced Placement Examinations by Ethnicity, 2010

Source: OSPI



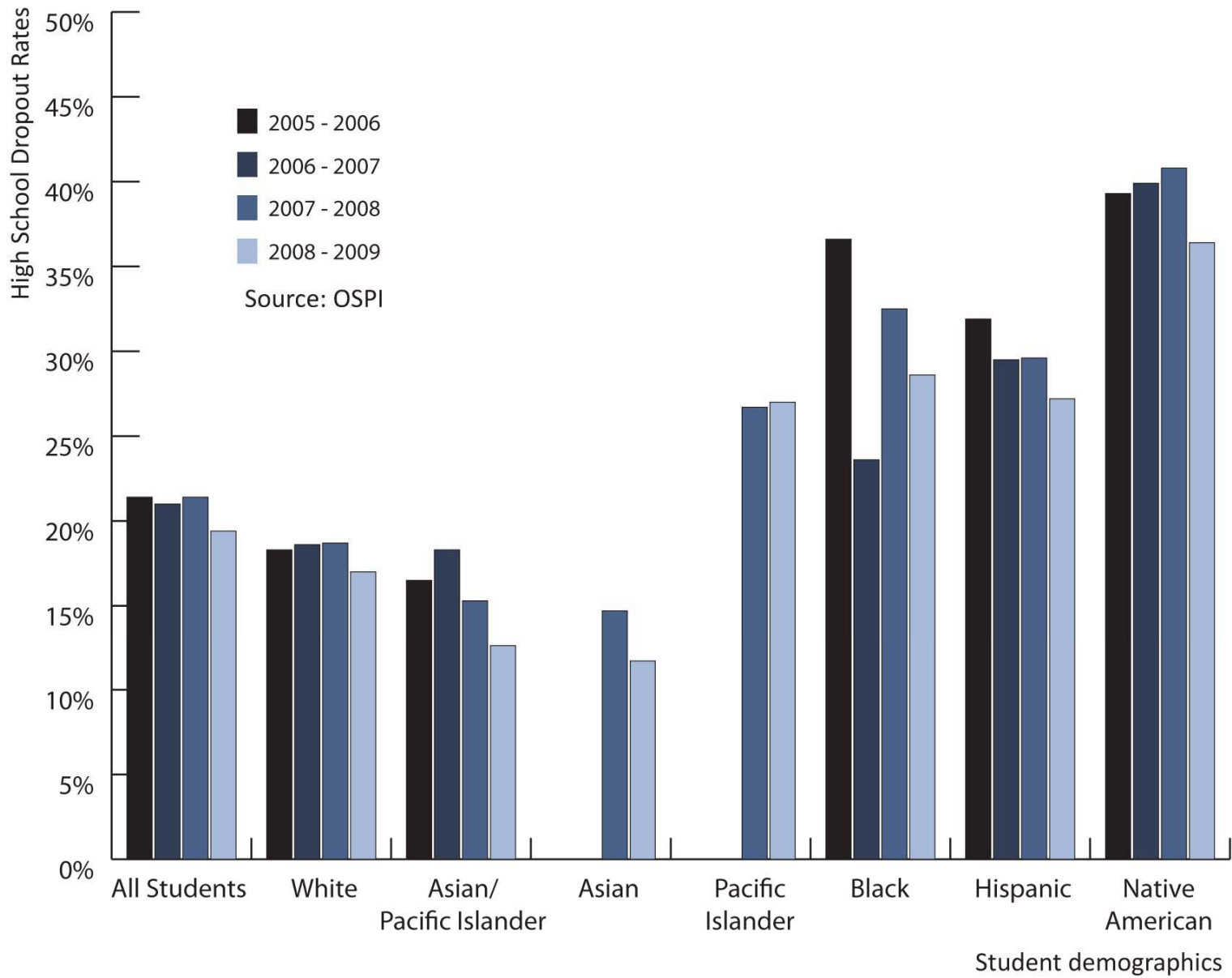
NATIONAL DATA - RIGOROUS COURSEWORK

- Both white and Asian American students were at least twice as likely to take classes considered academically rigorous in core academic subjects than Black and Hispanic students;
- Fewer than 10 percent of black or Hispanic students participated in rigorous coursework in 2009 .

National Center for Education Statistics, 2009



Estimated Four-Year Cohort Dropout



DID YOU KNOW?

- **The college enrollment gap between black and white students is wider than ever.**
- **Smart kids from low-income families earn degrees less often than kids from high-income homes who are low achievers.**
- **Colleges award more grant aid to wealthy students than to low-income students.**

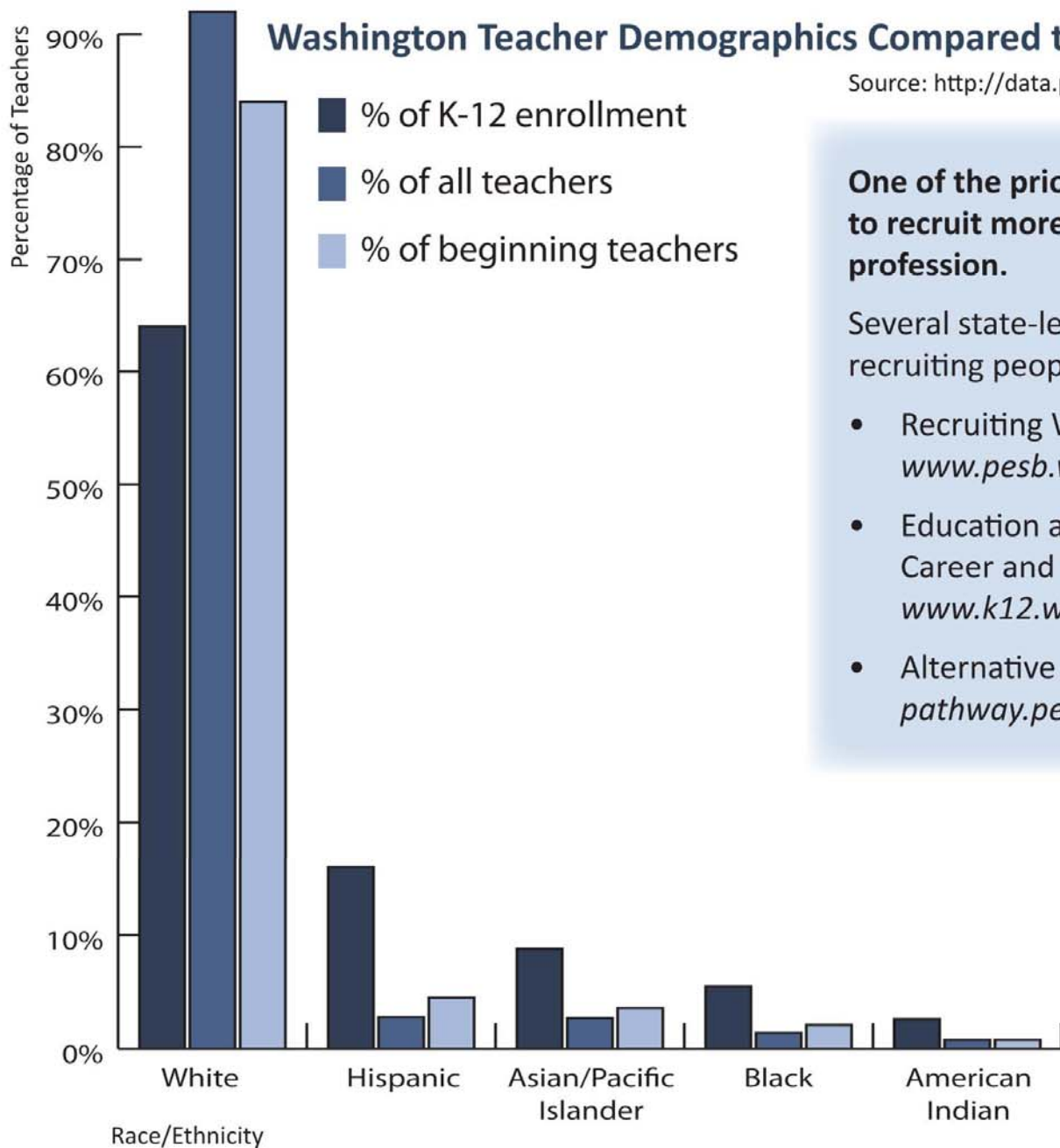
"Opportunity Adrift: Our Flagship Universities Are Straying From Their Public Mission." (*Source: Baum, Sandy and Jennifer Ma. "Education Pays." College Board, 2007.*)





LOOKING AT EDUCATOR DATA

Who is teaching students in the gaps?



Source: <http://data.pesb.wa.gov/demographics-1/race-ethnicity>

One of the priorities of the Committee has been to recruit more people of color into the teaching profession.

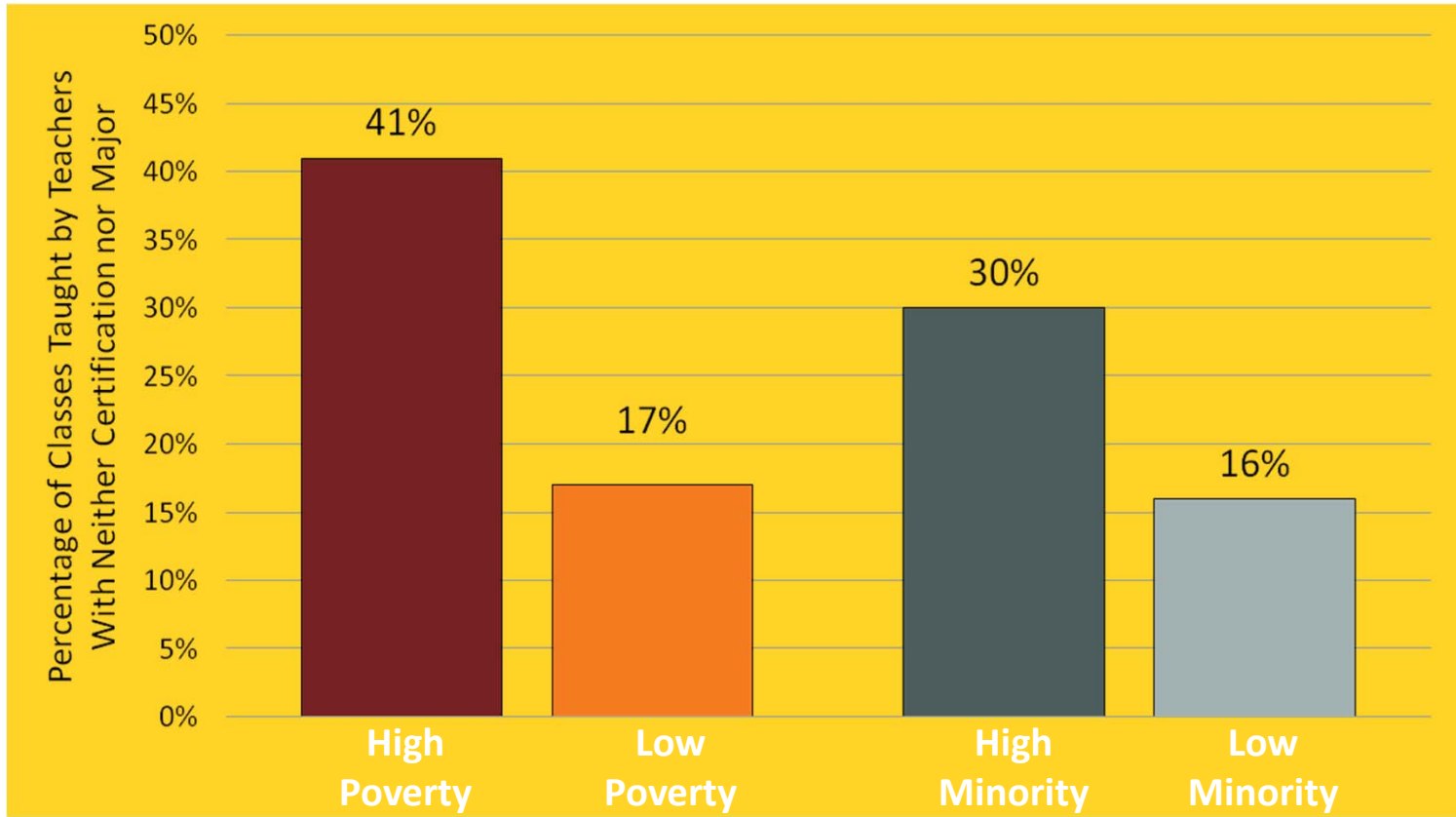
Several state-level programs that focus on recruiting people of color into education are:

- Recruiting Washington Teachers
www.pesb.wa.gov
- Education and Training, Career and Technical Education
www.k12.wa.us/CareerTechEd
- Alternative Routes to Certification
pathway.pesb.wa.gov/alternative_routes

Washington State falls 2nd to last in the nation for the reflection of student population in its teaching force.

www.educationnext.org: Winter, 2009

CORE CLASSES IN HIGH-POVERTY AND HIGH-MINORITY SECONDARY SCHOOLS ARE MORE LIKELY TO BE TAUGHT BY OUT-OF-FIELD TEACHERS



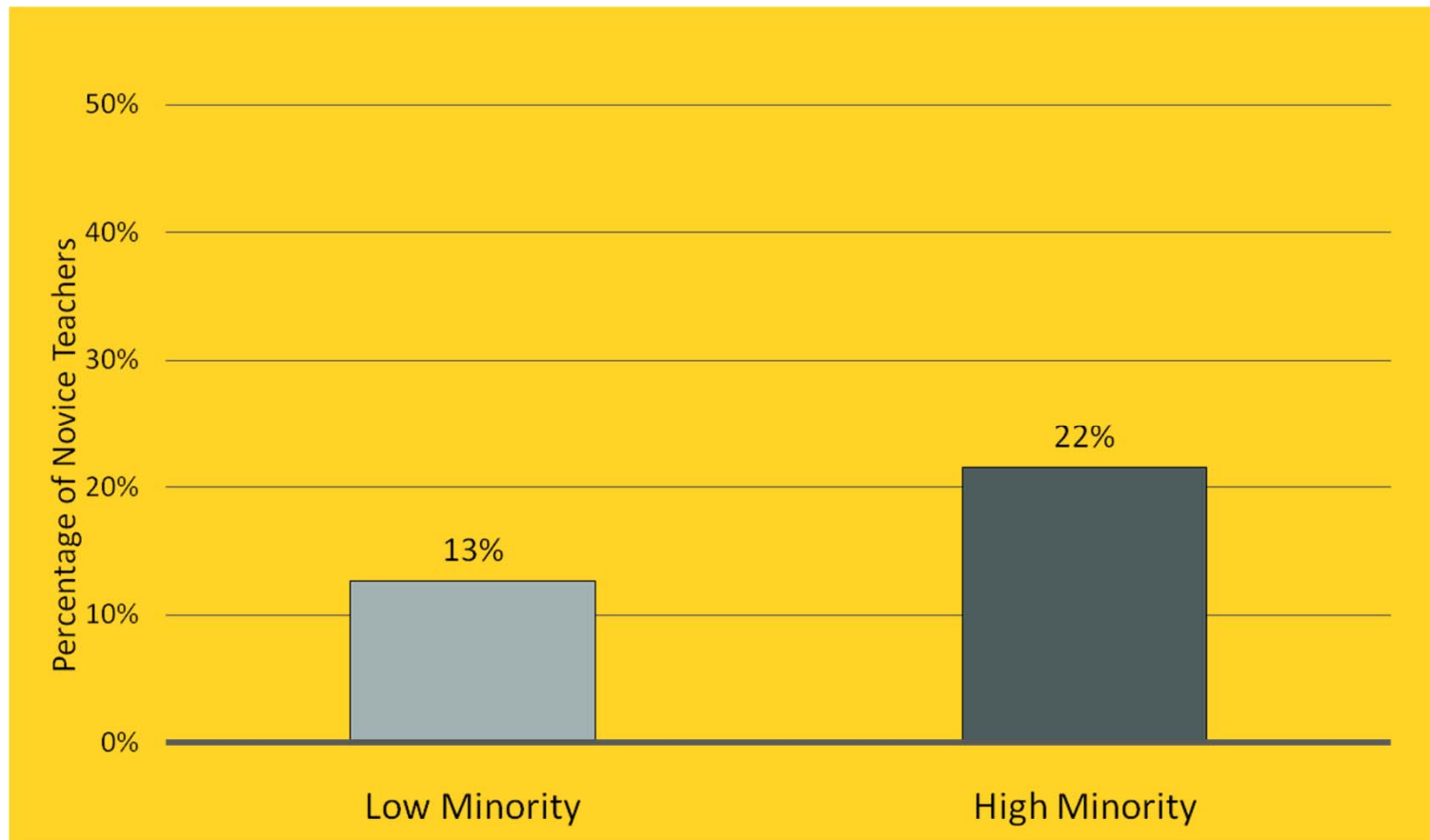
Note: Data are for secondary-level core academic classes (Math, Science, Social Studies, English) across United States. High-poverty $\geq 75\%$ of students eligible for free/reduced-price lunch. Low-poverty school $\leq 15\%$ of students eligible. High-minority $\geq 75\%$ students non-white. Low-minority $\leq 10\%$ students non-white.

Source:

The Education Trust, *Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools*, (2008)



STUDENTS AT HIGH-MINORITY SCHOOLS ARE MORE LIKELY TO BE TAUGHT BY NOVICE TEACHERS



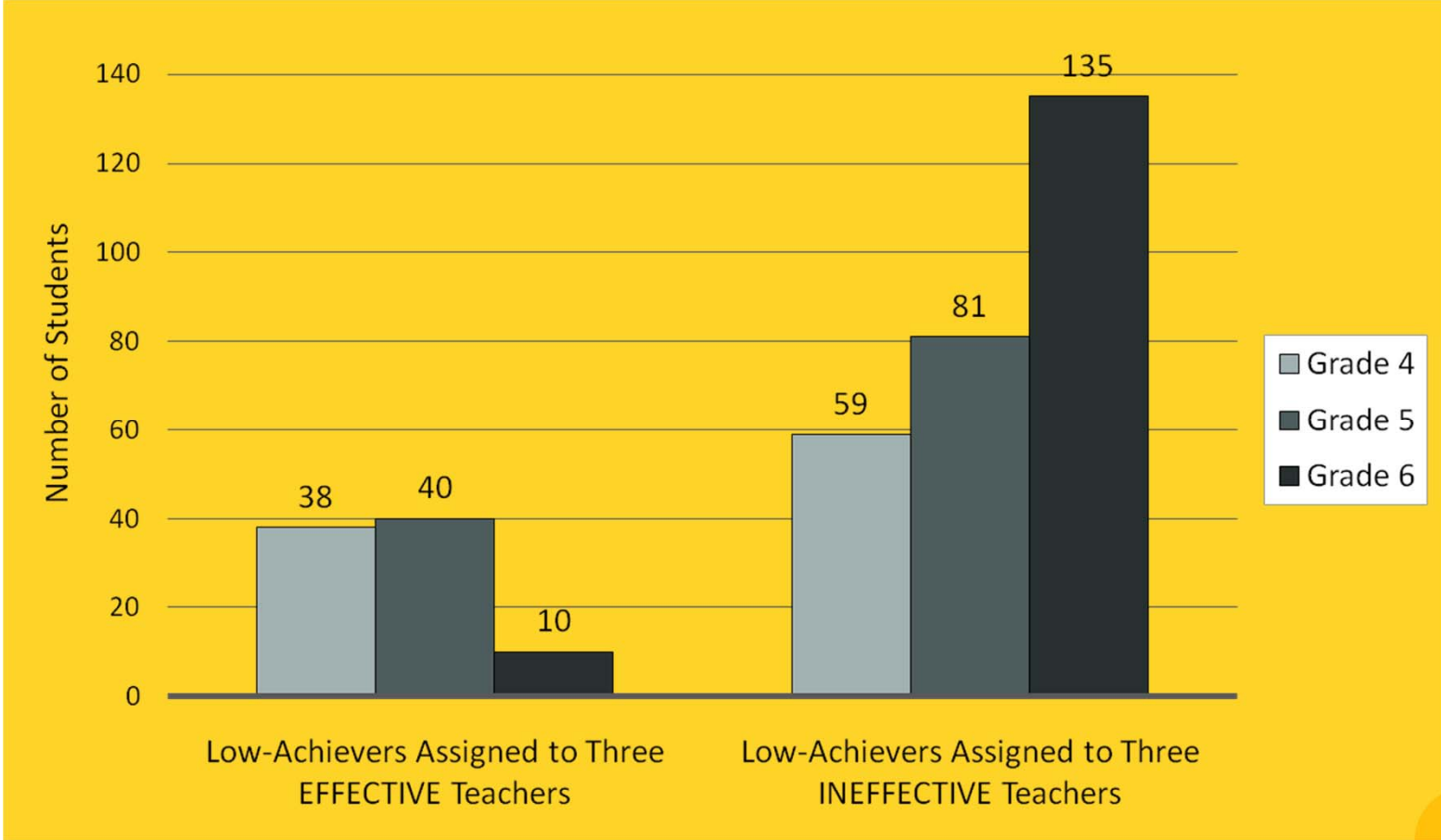
Note: Novice teachers are those with three years or fewer experience.
High-minority \geq 75% students non-white. Low-minority \leq 10% students non-white.

Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania (2007)

Source:



LOW-ACHIEVING STUDENTS ARE MORE LIKELY TO BE ASSIGNED INEFFECTIVE TEACHERS THAN EFFECTIVE TEACHERS



Source:

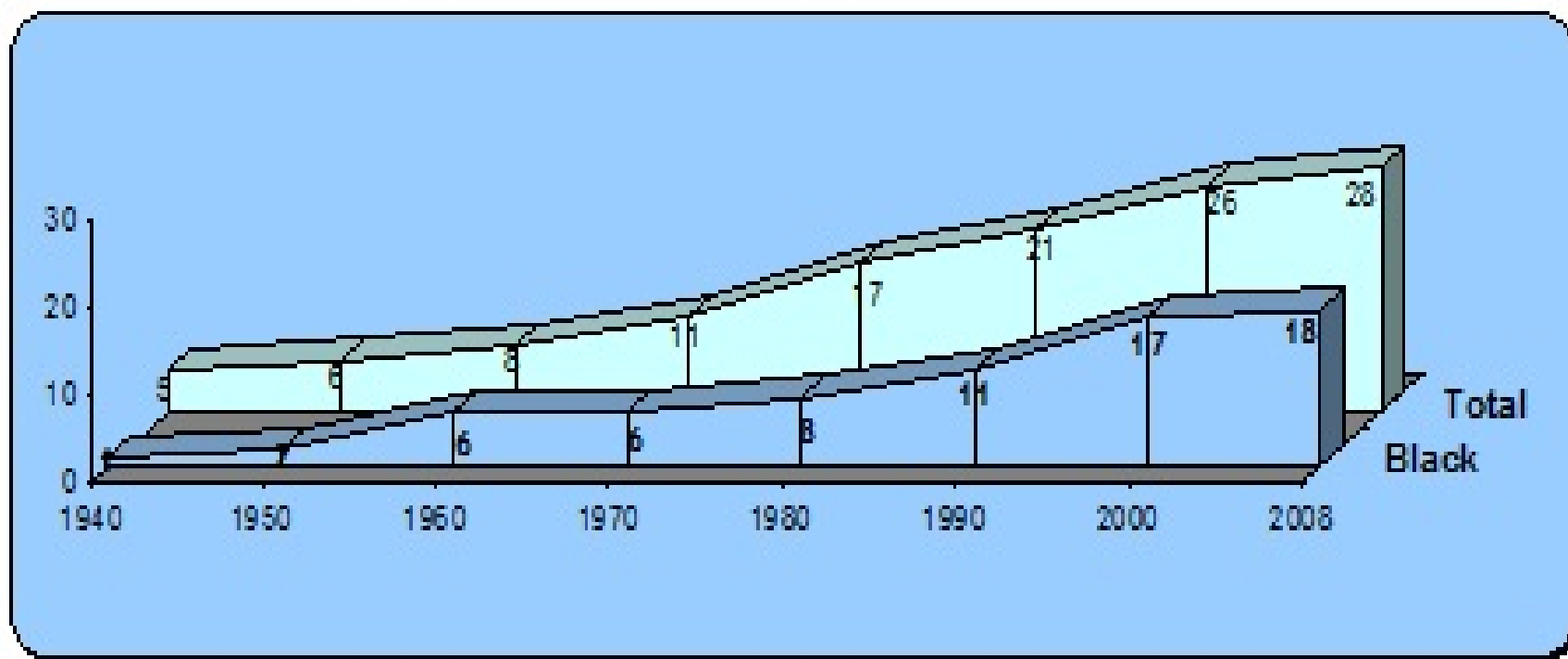
S. Babu and R. Mendro, *Teacher Accountability: HLM-Based Teacher Effectiveness Indices in the Investigation of Teacher Effects on Student Achievement in a State Assessment Program* (2003)



IMPLICATIONS BEYOND THE K-12

Academic and non-academic data

YEARS OF SCHOOL COMPLETED (25 YEARS AND OVER)



As indicated in the chart above, **80% of African Americans** over age 25 have high school diplomas.

*Statistics used above are from the US Census Bureau 2008 American Community Survey



1.4 MILLION

Among African Americans age 25 and older, the number who had an advanced degree in 2008 (e.g., master's, Ph.D., M.D. or J.D.). Thirteen years earlier—in 1995—only 677,000 blacks had this level of education.

*Statistics used above are from the US Census Bureau 2008 American Community Survey



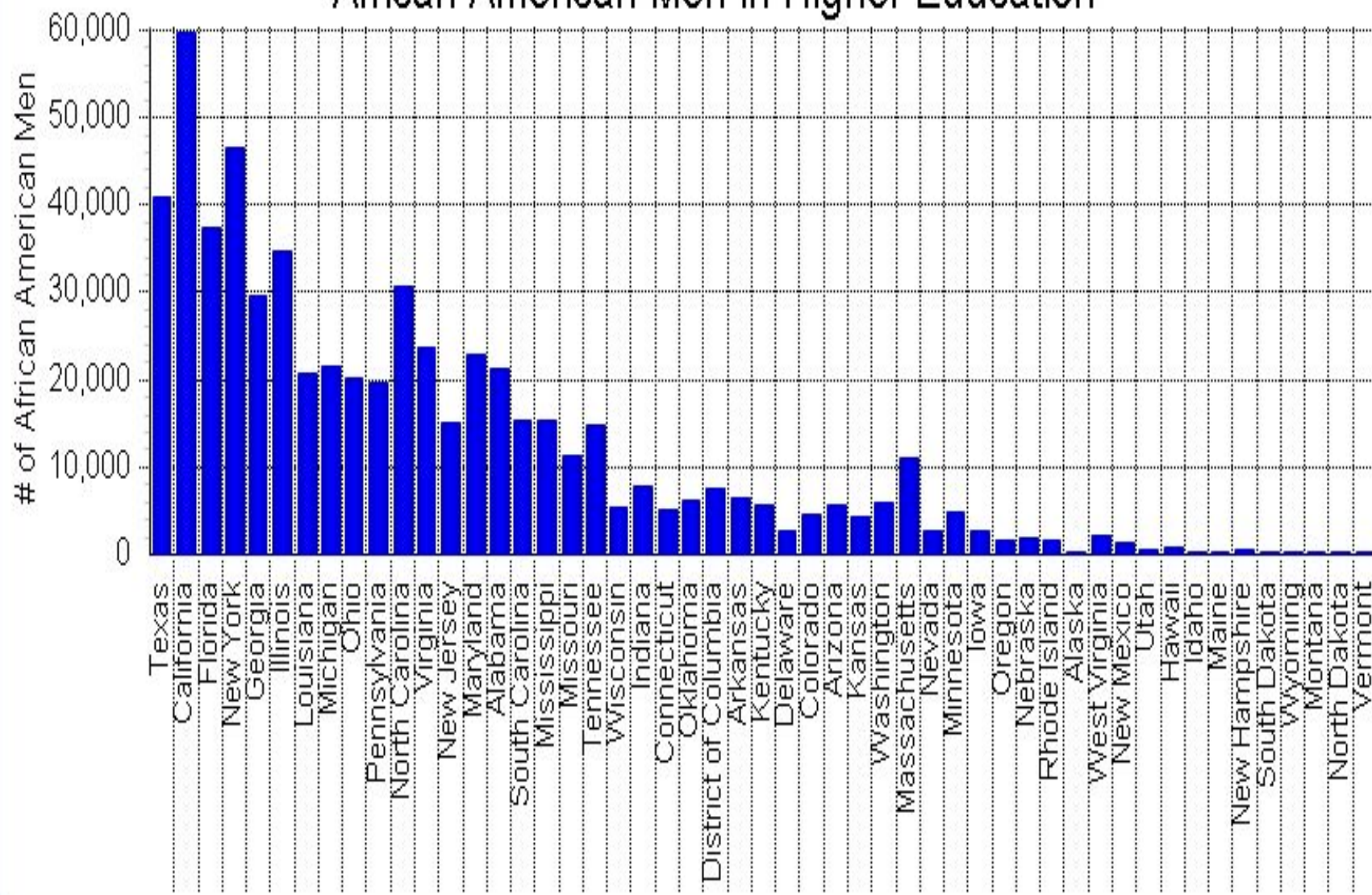
3.2 MILLION

Number of black college students in 2008. This was an increase of roughly 2 million from 17 years earlier.

*All statistics used above are from the US Census Bureau 2008 American Community Survey



African American Men in Higher Education



1999 Justice Policy Institute

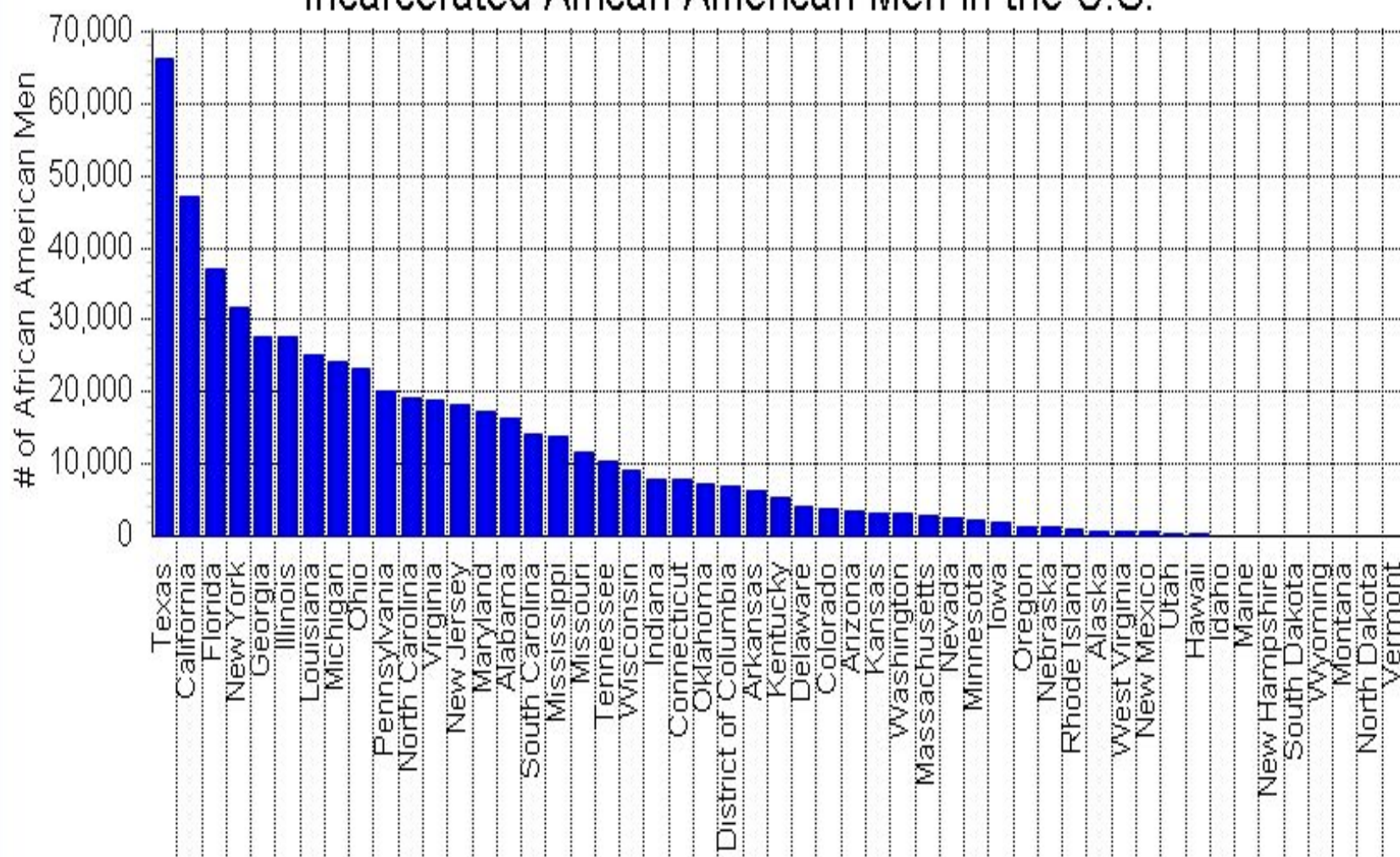
18%

Percentage of African Americans age 25 and older who had a bachelor's degree or more in 2008. In many states, the rate was higher. Twenty-six percent of blacks this age in Colorado, for instance, had this level of education.

*All statistics used above are from the US Census Bureau 2008 American Community Survey



Incarcerated African American Men in the U.S.



2000 Justice Policy Institute

CRADLE TO PRISON PIPELINE?

- Chance of a boy born in 2001 going to prison during a lifetime:
 - An African American - 1 in 3 chance;
 - A Latino boy - 1 in 6 chance;
 - A White boy - 1 in 17 chance.
- Chance of a female born in 2001 going to prison during a lifetime:
 - An African American girl - 1 in 17;
 - A Latino girl - 1 in 45 chance;
 - A White girl - 1 in 111 chance.



AFRICAN AMERICAN MALES AND INCARCERATION

- African American males 7% of US population;
- African American males are 46% of prison population (2.1 million male inmates);

U.S. Department of Justice, 2000



AFRICAN AMERICAN MALES AND INCARCERATION

- Wide racial disproportion of the incarcerated population in each state:
 - the proportion of blacks in prison populations exceeded the proportion among state residents in twenty states (Washington State is one);
 - the percent of blacks incarcerated was five times greater than the resident population.

Census, 2000





THERE ARE GOOD THINGS HAPPENING

In schools, communities, homes

IN SCHOOLS

- What is making the difference?
 - Engaging family and community
 - Creating opportunities for families to learn about what is happening in school buildings (math nights, reading nights)
 - Empowering families in the decision-making process
 - Engaging community members in mentorship of students
 - Disaggregating data and addressing disproportionality
 - Discipline
 - Special education
 - Honors/advanced course opportunities
 - Placing the most effective educators with students who need the most support
 - Having high expectations for all students and providing each one with rigorous coursework

IN COMMUNITY-BASED SUPPORT PROGRAMS

- There are local and state-level programs helping to eliminate gaps:
 - Act Six Leadership and Scholarship Initiative
 - College Success Foundation
 - Upward Bound
 - TRIO
 - GEAR-UP
 - MESA
 - AVID
 - And others...

These programs support African American and other underrepresented students in rigorous coursework and a clear path to 4-year college.



COMMUNITY-BASED ORGANIZATIONS

- There are community organizations focused on improving outcomes for African American students:
 - The Breakfast Group, Seattle
 - The Black Education Strategy Roundtable, Pierce/King Counties
 - The Northeast Black Pastors' Coalition, Spokane

There are other organizations that are less formal in Yakima and Bremerton. Each helps to support families with resources and information and to provide pressure on districts to ensure equitable practices.



Q & A

- Any questions that you would like to ask?





PANEL DISCUSSION

Let's hear from our experts

EXPERT INTRODUCTIONS

- Please share your name and current role.



PANEL DISCUSSION

- Based on your experience...

- ...describe what has worked for African American students.

- ...describe what has not worked for African American students.



PANEL DISCUSSION CONTINUED

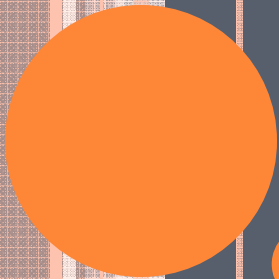
- Are there any policy recommendations you would have for the State Board?



Q & A

- Any questions remaining that you would like to ask?





NEXT STEPS

WHERE YOU CAN GO FOR MORE INFORMATION:

Educational Opportunity and Oversight and
Accountability Committee

<http://www.k12.wa.us/AchievementGap/default.aspx>

General data about Blacks in Washington State

http://www.blackdemographics.com/2009_Washington.pdf

Educational Malpractice in Our Schools: Shortchanging
African American and Other Disenfranchised Students

<http://www.wce.wvu.edu/resources/cep/ejournal/v002n001/a009.shtml>



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