



WASHINGTON STATE BOARD OF EDUCATION

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REPORTS ON THE ACHIEVEMENT GAPS

SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOALS

The results of the research on the achievement gaps and the recommendations of the groups listed below will inform the continuing work of the SBE in providing leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promotes achievement of the goals of the Basic Education Act (28A.305.130).

BACKGROUND

The 2008 Legislature provided funds for conducting several analyses of the achievement gaps that exist for students in Washington State. The final reports are to be given to the Superintendent of Public Instruction, the State Board of Education, the Governor, the P-20 Council, and the education committees of the Legislature in December 2008.

The Center for the Improvement of Student Learning (CISL) and the Advisory Committee were recipients of funds and were tasked with crafting a strategic plan to address the achievement gap for African-American students to examine the extent to which current initiatives address the needs of African-American students; craft a strategic plan with school and community-based strategies to improve educational outcomes for African-American students; and develop performance improvement measures and benchmarks to monitor progress.

The Commission on Asian Pacific American Affairs, the Commission on Hispanic Affairs, and the Governor's Office of Indian Affairs were also provided with funds and were tasked with conducting a detailed analysis of the achievement gaps and to recommend a comprehensive plan for closing the achievement gaps, at least by No Child Left Behind Act's goal of 2014. Their recommendations will also identify performance measures for determining adequate yearly progress. The Governor's Office of Indian Affairs was additionally tasked with analyzing the progress in developing effective government-to-government relations and identification and adoption of curriculum regarding tribal history, culture, and government. The last task is related to work of the Washington State School Directors' Association, which began in 2006 under the authority of RCW 28A.345.070.

Achievement Gap Analysis for:	Conducted by:
African-American students	Center for the Improvement of Student Learning (CISL) and the Advisory Committee
Native American students	Governor's Office of Indian Affairs
Asian American students	Commission on Asian Pacific American Affairs
Pacific Islander American students	Commission on Asian Pacific American Affairs
Hispanic students	Commission on Hispanic Affairs

The Board's consultant, Pete Bylsma, will present an overview of Washington's achievement gap prior to the Commissions' presentations. His PowerPoint is included in this packet. At this point, we do not have the Commissions' reports, which are due December 30, 2008.

EXPECTED ACTION

No expected action. This is an informational presentation.

Washington's Achievement Gap

Pete Bylsma
Consultant to the State Board of Education

January 14, 2009

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Ways to Look at the Achievement Gap

- Distance from a standard
- Distance separating groups of students
 - *By income level*
 - *By gender*
 - *By race/ethnicity*
 - *By program type*
 - *By grade level in different subjects*
- Changes over time

Some caveats

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General Trends

- Achievement gaps exist and persist among various groups regardless of the grade, content area, or outcome measure (e.g., WASL, graduation rates, NAEP, etc.)
 - *No group has all its members meeting standard*
 - *Socioeconomic status is main determinant of gap*
 - *Females usually outperform males*
 - *Whites and Asians outperform other groups*
- Improvement has occurred but at about the same rate, so the gaps have not closed much

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