FINAL REPORT

A Plan to Close the Achievement Gap for African American Students

Submitted by the HB 2722 Advisory Committee
with support from the Center for the Improvement of Student Learning

"It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, **without distinction or preference on account of race, color, caste, or sex**."

Article IX, Washington State Constitution

Imagine...
Academic Success for All African American Students

December 2008

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A PLAN TO CLOSE THE ACHIEVEMENT GAP FOR AFRICAN AMERICAN STUDENTS

Submitted by the HB2722 Advisory Committee

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This report was developed by the HB 2722 Advisory Committee, with staff support from the Center for the Improvement of Student Learning, the Office of Superintendent of Public Instruction and contractors.

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Education Organizations

Act Six

Association of Washington School Principals

AVID

City University, Renton

College Board

New York University

Parent Teacher Association

State Board of Education

The Education Trust

The Evergreen State College, Tacoma

University of Puget Sound, Race and Pedagogy Initiative

University of Washington, Seattle

University of Washington, Tacoma

Washington Association of School Administrators

Washington Business Week, Federation for Private Enterprise Education

Washington MESA

Washington State Association for Multicultural Education

Washington State School Directors Association

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Federal Way School District – Alma Dansby, Judy Lemmel, Tom Murphy, Jerry Warren, and students: Ronni James, Katrina Shaw, Ray-Rae Weston

Lake Washington School District – Chip Kimball

North Thurston School District – Dr. James E. Koval

Kent School District – Dr. Barbara Grohe

Puyallup School District – Dr. Tony Apostle

Renton School District – Dr. Mary Alice Heuschel

Seattle School District – Dr. Maria L. Goodloe-Johnson, Dr. Gloria Mitchell

Spokane School District – Dr. Nancy Stowel

Tacoma School District – Dr. Arthur Jarvis, Michael Powers

Tukwila School District – Ethelda Burke

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State Government

Department of Early Learning

Education Committees of the Legislature

Governor's Commission on African American Affairs and the Black Education Strategy Roundtable

Higher Education Coordinating Board

Office of the Governor

Town Hall Meetings

Spokane: Bethel AME Church – Pastor Lonnie Mitchell and staff; Spokane Public Schools staff, Joanna Moznette

Seattle: Cleveland High School – Principal Princess Shariff; Professor Carl Livingston and students from Seattle Central

Tacoma: Trinity Presbyterian Church – Pastor Harlon Shoop, Tanisha Burkett, Rod Nash, AmeriCorps, Amaria and Matthew Hawkins, James Jones

Yakima: Southeast Yakima Community Center, Director Ester B. Huey

Dedication

The HB 2722 Advisory Committee dedicates its work to the future of the 57,700 African American students in the state of Washington.

"We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends."

Mary McLeod Bethune

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COMMON ABBREVIATIONS

AVID	Advancement Via Individual Determination
AWSP	Association of Washington School Principals
CEDARS	Comprehensive Education Data and Research System
CISL	Center for the Improvement of Student Learning
CTE	Career and Technical Education
DEL	Department of Early Learning
ECEAP	Early Childhood Education and Assistance Program
HB 2722	House Bill 2722
HECB	Higher Education Coordinating Board
IEP	Individualized Education Program
MESA	Mathematics Engineering Science Achievement
NBCT	National Board Certified Teachers
NCLB	No Child Left Behind Act of 2001
OEO	Office of the Education Ombudsman
OSPI	Office of Superintendent of Public Instruction
PESB	Professional Education Standards Board
PSAT	Preliminary SAT
SAT	SAT Reasoning or SAT Subject tests (formerly Scholastic Aptitude Test)
SBE	State Board of Education
STEM	Science, Technology, Engineering, Math
TAF	Technology Access Foundation
TAP	Teacher Assistance Program
WASA	Washington Association of School Administrators
WASL	Washington Assessment of Student Learning
WSECC	Washington State Education Coordinating Council
WSSDA	Washington Association of State School Directors' Association

DEFINITIONS

Achievement Gap Districts/Schools	Districts/schools with 20 percent or more African American students
Millennium Schools	Demonstration schools where concepts/programs presented in this plan can be showcased

Note: Although "African American students" is the preferred term in this report, data were collected from a variety of sources and may refer to those students as black.

Executive Summary

EDUCATIONAL INEQUALITY: A GROWING CRISIS

In today's public schools, success for African Americans is too often elusive. Our society still bears the legacy of a long history of racism, exclusion and low expectations for African American children, and our public education system has not adequately responded to remedy this situation.

This persistent challenge is deeply harmful to the African American community, to our state, our nation, and our democracy. With every passing year, the damage mounts and the danger to our future grows more acute. Lower rates of high school graduation lead to less employment, higher rates of incarceration, ill health, substance abuse, and intergenerational poverty. No failure is more costly than the failure to educate our African American children.

These are problems of our whole society – problems with deep roots in our nation's history. But while we cannot change the past, we can and must change the education system that shapes our future.

CREATING A PLAN TO CLOSE THE ACHIEVEMENT GAP FOR AFRICAN AMERICAN STUDENTS

In 2008, the Washington State Legislature passed HB 2722, which called for the appointment of an Advisory Committee charged with creating a plan – which, when fully implemented, will close the education gap for African American students.

Beginning in May 2008, the newly appointed HB 2722 Advisory Committee took on this challenging charge. Early in the course of its work, the Committee identified five key areas of education that contribute to both the

challenges and the solutions of the achievement gap for African American students.

1. Teacher quality – *knowledgeable professionals who effectively meet the academic, cultural and social needs of students*
2. Teaching and learning – *structured, rigorous and culturally responsive curriculum and instruction*
3. School and district leadership – *a commitment to high achievement for all students that intentionally guides policies and practices*
4. Student support – *academic, social, psychological and cultural resources students need to succeed*
5. Family and community engagement – *partnerships that inform and support academic achievement*

Closing the achievement gap will require more than implementing a particular program or two. It will require commitment, political will, deliberate actions and the alignment of efforts across the education system. Ultimately, the Committee sees that this work is about changing the education system and the culture of schools for African American students.

WORKING TOWARD A MORE EQUITABLE SYSTEM

Recommendations for Policy and Systemic Change

Our public schools are based on an outmoded system that was not designed to ensure the success of the wide diversity of students that are currently enrolled. We must examine the systems in which our districts, schools and classrooms operate and ask what the systems themselves are doing to close the achievement gap for African American students. With this report, the committee presents the following recommendations, which will promote a shift to a more equitable system:

1. Include specific language in RCW 28A.150.210, the state's Basic Education Act, that spells out the requirement for all Washington P-12 students to be provided an "excellent and equitable" education.
2. Expand the state's definition of Basic Education to include early learning for three- to five-year-olds at risk of not meeting state learning standards, as recommended by the Joint Task Force on Basic Education Finance.
3. Revise the State Board of Education's School Improvement Plan requirements under WAC 180-16-220 to require districts and schools to close achievement gaps.
4. Establish in the Center for the Improvement of Student Learning (CISL) in the Office of Superintendent of Public Instruction (OSPI) an appointed, statewide achievement gap oversight committee to monitor the implementation of school and district plans to close the achievement gap for African American students.

5. Direct the Higher Education Coordinating Board, OSPI, State Board of Education, and the Workforce Training Board to collaborate in revising existing and in developing new agreements to increase college access and technical career opportunities for African American students.
6. Establish collaborations between higher education and school districts to co-create and co-deliver pre-service and in-service programs with an emphasis on school climate, engaging diverse classrooms, and instructional strategies for diverse students.

ASSUMPTIONS FOR SUCCESSFUL IMPLEMENTATION

The recommendations, goals and strategies in this Plan to Close the Achievement Gap for African American Students are built on assumptions about statewide work currently underway or being proposed. These six assumptions, or their equivalent, need to be upheld for the successful implementation of this Plan.

1. The State Board of Education will continue to:
   a. advocate for high standards for all children.
   b. ensure that summative assessment instruments such as the Washington Assessment of Student Learning provide sufficient data to accurately and reliably report disaggregated student progress.
   c. require a high quality curriculum, as in "Core 24," that prepares students for global competitiveness.
2. The Professional Education Standards Board must continue to:
   a. work with the Washington Association of Colleges of Teacher Education to ensure that the recommendations for educator preparation currently in place are successfully implemented and supported.
   b. work to successfully recruit and retain African American educators.
3. The data systems for students and teachers to be included in the Comprehensive Education Data and Research System must be completed in full so that there can be easy access, efficient tracking and effective communication of data. Without completion of this data system, we will have no means of tracking the success of our recommendations.
4. The Department of Early Learning must continue to advocate for programs that support children birth through five, and for those that educate and inform parents.
5. OSPI must ensure that issues raised in this plan are successfully and fully integrated into the vision and work of the agency.
6. New policies must be developed to ensure that the most vulnerable students receive effective instruction from our most powerful teachers.

A PLAN TO CLOSE THE ACHIEVEMENT GAP FOR AFRICAN AMERICAN STUDENTS

Closing the achievement gap for African American students will require attention and action at every level of the education system. Statewide leadership must create the policies to guide expectations and provide the resources to support implementation. In response, local districts, schools and organizations must take thoughtful actions – building on assets and addressing needs appropriate to their community. To focus these efforts statewide, the HB 2722 Advisory Committee agreed on four key goals spanning 15 years to close the achievement gap.

GOAL 1

Teacher quality

By 2014, all school districts ensure that teachers, staff and administrators in schools with 20 percent or more African American students are qualified, trained and effectively meeting the academic, cultural and social needs of these students.

GOAL 2

Early learning

By 2014, provide all African American children, birth to five, with high quality and academically focused early education to prepare them for success in school.

GOAL 3

Graduation rates

Increase the on-time and extended graduation rates for African American students to reach parity with the highest-performing demographic group by 2014, and to achieve a 100 percent graduation rate by 2018. All graduates should be work- and college-ready without the need for remediation.

GOAL 4

Post-secondary education and job training

By 2018, increase the number of African American students entering and completing post-secondary education and/or job training to be at or above parity with the highest-performing demographic group, and to achieve 100 percent participation by 2024.

FIRST STEPS IN IMPLEMENTATION

Beyond the policy changes to provide guidance and direction to closing the achievement gap for African American students, the Committee is proposing two critical actions. After careful consideration, the committee determined a singular focus with two action steps would make a significant impact on the progress of African American students while being fiscally responsible in these economically challenging times.

Target school districts with 20 percent or more African American students, called "Achievement Gap districts" in this plan, and:

1. Authorize OSPI to provide resources to selected Achievement Gap districts to revise district improvement plans to include specific goals, strategies and monitoring benchmarks to close the achievement gap for African American students. Utilize current funding available through the Focused Assistance – School and District Improvement and Accountability program to support this effort.
2. Allocate a planning grant ($100,000) to OSPI to develop a plan for the implementation of K-12 demonstration Millennium schools focusing on the science, technology, engineering and mathematics (STEM) areas. The demonstration Millennium Schools will showcase rigorous, structured and culturally responsive curriculum; strong leadership; high quality teachers; supplementary student support and parent training (see Appendix G, page 81).

These two actions will give local districts and schools the opportunity to address the four goals and implement strategies proven to reduce the achievement gap for African American students. A three-biennia (2009-15) implementation plan is presented in this report (page 38).

A VISION FOR SUCCESS

Taken together, the Advisory Committee believes these actions can turn the tide for African American students, and lead to higher educational attainment for the more than 57,000 African American children, preschool to graduation and beyond. This, in turn, will contribute to lowering costs for social services, health care, and criminal justice – the systems that now carry the burden of our past failures to educate young African Americans. But more important, success in educating African American young people will make a significant contribution to the health of our democracy and specifically to economic recovery and development. The intelligence, talent, and imagination of this generation of African American students are precious resources, and we are all called to invest in their fullest development.

CHAPTER 1

Introduction

More than 50 years after *Brown vs. Board of Education*, the landmark United States Supreme Court decision that ended racial segregation in public schools, most African American children in this country are still denied the education they need to find meaningful and well-paying jobs, to thrive in college, to participate fully in this nation's economic and civic life, and to join and continue the fight for a truly just society (Wilkins, 2006).

Today, we expect all students to achieve and succeed in school, yet current data shows that 23.6 percent of African American students in our state drop out during their high school years. Unfortunately, this loss of student potential is similar to the mid-1800s when it was a common practice to track students according to the economic viewpoint of the time – 20 percent as leaders, 30 percent as professionals, 30 percent as factory workers, and the last 20 percent as throwaways, generally thought to be incapable of learning (Tyack, 1967). The education system was never designed to educate the diversity of students currently in our schools. We must change these outcomes and ensure that our education system recognizes and provides opportunities for all students to be successful.

Student achievement for African American students lags considerably behind White and Asian students. The Washington Assessment of Student Learning (WASL) for 4th, 7th, and 10th grades shows the glaring disparity, but the results are no different than disparate scores on standardized tests used over the last 30 years. The 2008 WASL scores show an increase in those meeting standard, but the situation is still grave, particularly in mathematics where African Americans are not improving at the same rate as their peers.

The disparity between various demographic groups of students is commonly referred to as the "achievement gap." In actuality, a number of different gaps exist that result in this phenomenon of low achievement. These include an opportunity gap, resource gap, readiness-to-learn gap, and a preparation gap of teachers constituting an overall education gap.

The unequal education of African American students is evidenced by:

- System-wide low expectations
- Ongoing and widening achievement gaps
- Under-involvement in school activities other than sports
- Under-representation in programs for the gifted
- Over-representation in special education programs
- Disproportionate discipline referrals, resulting in suspension and expulsion
- Over-representation in the juvenile justice system
- Less access and effective use of technology
- Low graduation rates
- Low entry to higher education
- Under-representation in programs that prepare African American students for the world of work
- Under-representation in gateway courses to college

If this state requires all students to meet the same educational standards, we must also assume the responsibility to provide adequate resources to allow all students a reasonable opportunity to achieve those standards.

The impacts of this education gap spread far beyond the African American community. Everyone in Washington pays for the jails and prisons that house so many of the students we fail to educate. Everyone in Washington shares the burden of social, health and human services for the African American families who have been left so far behind for so long. By 2030, what we call minorities will be in the majority in our nation. Today we all pay a price when employers cannot expand because they cannot find the skilled, educated employees they need. If we continue to under-educate African Americans and other students of color in our state, we will pay the price for many decades to come.

Our economy urgently needs more young people with skills in science and mathematics, and with the ability to think critically and work collaboratively. We need leaders, problem-solvers, skilled craftspeople, technicians, researchers, educators and health care professionals. For our economy to recover and progress, we need every young mind prepared to compete and win in a high-tech, fast-changing global economy. If we fail to develop our most precious resource – the talent and imagination of every young person – we can have little hope for our future prosperity.

A CALL TO ACTION

In this historic year, the progress our nation has made in electing an African American as president, should not lull anyone into thinking that our journey is done, or even that the steepest and rockiest mountains are behind us. In this knowledge-based century, we simply cannot settle for an education system in which success can be predicted based on race and income. If we do, we will be in danger of sliding backwards and losing ground we have gained. At a time when every child's future – and our future as a nation – depends on educational success, we are surely called to come together and climb this next mountain.

An education system that welcomes, respects and engages African American students is achievable. Closing the education gap is achievable. The Committee identified many instances where African American students are achieving at high levels. These are challenges that require focused, sustained effort, but success is within our reach. This is a struggle we can win if we heed the research about what works, focus resources and expertise where they are needed, and hold ourselves and each other accountable for achieving results.

We must act now. There is no time to waste. Lives are at stake.

CHAPTER 2

Background

THE HB 2722 ADVISORY COMMITTEE

In 2008, the Washington State Legislature passed HB 2722, which expressed the legislature's intention to "commission and then implement a clear, concise, and intentional plan of action, with specific strategies and performance benchmarks, to ensure that African American students meet or exceed all academic standards and are prepared for a quality life and responsible citizenship in the twenty-first century."

To create this plan, the legislature assigned CISL, in the Office of the Superintendent of Public Instruction, responsibility for convening an advisory committee composed of fifteen members. Members of the Advisory Committee brought a wealth of experience and expertise to the creation of this plan. The Committee included veteran K-12 educators, innovative leaders of specialized programs that serve African American students, experts in parent and community engagement, business leaders, lifelong advocates for civil rights, and higher education leaders with expertise in teacher preparation and professional development. (A full list of Advisory Committee members is included as Appendix A, page 42.)

In doing its work, the HB 2722 Advisory Committee met with experts (Appendix B, page 46), educators, community members, students, and parents. The Committee also reviewed the extensive body of research on the causes of and potential solutions to the achievement gap. This is the final report and strategic plan created by the Advisory Committee.

"Education is a civil right."

National Alliance of Black School Educators

CHAPTER 3

Findings and Data

THE ACHIEVEMENT GAP AND ITS CONSEQUENCES

A forest of reports, books, and scholarly articles has been written about the achievement gap. In fact, the gap may be the best-documented and analyzed problem in the history of American education. But in spite of all the attention, and even in spite of the bright spots of progress and success, the gap stubbornly reappears in every year's new data. The Washington State Institute for Public Policy provided data analysis as outlined in HB 2722 and concluded that "the achievement gap persists across subject areas, grade levels, and assessment measures, with variation among schools and districts." See Appendix F, page 69, for comparison data presented in graphs.

CAUSES OF THE ACHIEVEMENT GAP

The achievement gap impacting African American students is caused primarily by:

- Inequitable distribution of skilled, experienced teachers
- Insufficient and inequitable school funding
- Inadequate, obsolete, and unbalanced distribution of facilities, technology and, instructional materials
- Inequitable access to demanding, rigorous pre-college coursework
- Institutional racism
- Lack of cultural competence among teachers, school staff, administrators, curriculum and assessment developers and the school system itself

Secondary causes of the achievement gap are:

- Intergenerational poverty
- Families/communities not able (and often not welcomed by the education system) to support or advocate for children
- A lack of supplemental services such as mentoring and tutoring to young people whose backgrounds subject them to the inequities and risk factors listed above

FINDINGS

- The data are clear: by every measure, from test scores to college attendance rates, African American students are less likely to get the education they need to succeed in today's world.
- More than an issue of poverty, the achievement gap is also about race. Washington Assessment of Student Learning (WASL) data reveal that White and Asian students in poverty score higher than African American students not in poverty.
- African American children on average start kindergarten significantly behind their peers in their early learning development – particularly with vocabulary, early literacy skills, number sense, and social behavior. Unless we address this deficit from birth to five, we have no hope of closing the achievement gap as students continue through school.
- African American students are under-represented in advanced placement and gifted programs, but over-represented in special education and discipline referrals. They are less likely to be enrolled in rigorous coursework, including the key disciplines of science and math, and more likely to drop out of high school. They are less likely to attend and graduate from college.
- There is little alignment between early childhood education, K-12 and higher education that would lead to a seamless system of matriculation.
- There are best practices successfully closing the achievement gap for African American students in our state, but there are few opportunities to share these at the state, regional and local levels. Policy makers should recognize that this is a missed opportunity to replicate success and therefore, the impact from current expenditures is far less than it could be.
- District-negotiated contracts with unions affect the recruitment and retention of high-quality teachers.
- Data are unavailable statewide to provide value-added, disaggregated, longitudinal information about student achievement and student discipline. OSPI is currently working to provide this much needed access to student-specific and teacher-specific data and analysis through the development of the Comprehensive Education Data and Research System (CEDARS).
- Lack of broad institutional and political will is a primary impediment to closing the achievement gap for African American students in public schools.

EXEMPLARY PROGRAMS

Profiles of exemplary programs are included as Appendix C.

The Advisory Committee heard presentations from a variety of programs that are effective in improving student engagement, academic achievement, graduation rates, and successful participation in post-secondary education and job training programs.

TOWN HALL MEETINGS

The HB 2722 Advisory Committee convened town hall meetings in Seattle, Spokane, Tacoma, and Yakima. Of the 198 citizens who attended, 103 were educators.

In each town hall meeting, citizens chose to participate in small group discussions of one of four topics: early learning, high school graduation, teacher quality, and higher education. Educators who attended met as a separate group, and addressed all four topics.

The most critical element expressed in all town hall meetings was the need to improve communication between educators and students, educators and families. Family and community members want to be more involved in their children's education. They want to participate in activities at school but don't know what to do and don't feel welcome when they arrive on a school campus. They want to help their students be academically successful but don't know how to assist them with homework or planning for the future. Parents who were not academically successful themselves need support to feel like they can meet the needs of their children.

Both parents and educators are aware that there is not enough attention being given to issues of cultural competence. Too often, parents feel that they and their students are misunderstood. Teachers feel ill-prepared to relate to the students they are supposed to serve.

A summary of town hall meetings is included as Appendix D.

CONVERSATIONS WITH SCHOOL DISTRICT SUPERINTENDENTS

HB 2722 Advisory Committee members met with district leaders to gather information about their current efforts to address the achievement gap and to identify needs that could be included in the statewide plan.

Overwhelmingly, superintendents see professional development as key to addressing the achievement gap. They currently provide opportunities for teachers to learn about cultural competency, issues of poverty, and best instructional practices to reach all students, but more is needed. Most district leaders are familiar with using data to see and monitor gaps. They have had some success in hiring African American teachers and administrators. Nearly all of the superintendents expressed a commitment to high achievement for all students.

Despite their focus on professional development, the majority of superintendents are challenged with changing institutional practices and mind sets of staff and others that negatively impact African American students. Most superintendents said that they need more money to expand successful programs and provide more resources to students.

The ten districts that were visited include: Federal Way, Highline, Kent, North Thurston, Puyallup, Renton, Seattle, Spokane, Tacoma, and Tukwila.

A summary of the district conversations is included in Appendix E.

CHAPTER 4

Challenges and Solutions

FIVE KEY AREAS FOR CHANGE

In the course of its work, the HB 2722 Advisory Committee identified five key areas that contribute significantly to the achievement, opportunity, and education gaps. These same five areas are also the keys to closing the gaps for African American students. Within the challenges are also the solutions.

While African American students made up **5.5%** of students enrolled in 2007-2008, only **1.4%** of teachers and **3%** of teacher aides are African American.

Source: OSPI

1. TEACHER QUALITY

Good teachers are critical to student success

Teacher quality is the school factor that makes the greatest impact on student achievement. Consistent exposure to effective teachers can overcome obstacles to learning and even closing the achievement gap.

Poor and minority students get less qualified teachers

Low-performing schools are frequently unable to attract and retain effective and experienced teachers. Unfortunately, low-performing schools also tend to serve large numbers of poor and minority students. In an attempt to resolve this situation, the teacher equity clause in the federal No Child Left Behind Act mandates that states ensure that teachers of core subjects are "highly qualified" and that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. This is a step in the right direction, although "highly qualified" does not necessarily mean of "high quality."

The impact of an ineffective teacher lingers over time

Research concludes that "the effects of even a single ineffective teacher are enduring enough to be measurable at least four years later. Good teachers in subsequent grades boost achievement, but not enough to compensate for the effects of an earlier ineffective teacher" (Thompson & O'Quinn, 2001).

Incentives can motivate more and better teachers

Understanding the dynamics of the teacher labor market is critical for policymakers considering ways to improve teacher distribution. The main policy task is to leverage incentives attuned to the current labor market, to produce more and better candidates, to recruit teachers into struggling schools, and to keep them there long enough to make a difference.

Students need good teachers as role models

Diverse, culturally knowledgeable, experienced, and highly qualified teachers can help narrow the achievement gap and serve as models for children who will live in multicultural environments. Children of color also need teachers who look like them, who share similar cultural experiences, and who can be role models to demonstrate the efficacy of education and achievement.

In Washington, **1 in 7** children is poor. For African Americans, nearly double this rate or **2 of 7** children are poor.

Source: Children's Defense Fund, 2007

2. TEACHING AND LEARNING

Early learning can narrow the gap

Recent research reveals that while African American and White one-year-olds are on average equal in their development, a gap appears by the age of three. That gap tends to grow as these children continue in school, unless they get more time, better teaching, and more resources to help them catch up. Access to high-quality pre-kindergarten programs that emphasize vocabulary development and early literacy skills can do a great deal to narrow the achievement gap. Some of the long term benefits of high-quality pre-kindergarten programs include higher rates of high school graduation and post-high school employment (Coley, 2002 and Sadowski, 2006).

PARTICIPATION IN STATE-SPONSORED PRE-SCHOOL PROGRAMS

	Number	Percent of total
African American children in Head Start (2007)	1,434	9.9%
African American children in Early Childhood Education and Assistance Program (ECEAP) (2007-08)	818	10.0%

Source: Department of Early Learning

Achievement has improved, but gaps still exist

Washington state has made progress in improving student learning since the passage of our state's school reform legislation in 1993. All groups of students have seen gains in reading, writing, math and science. The significance of this important accomplishment should be acknowledged. But while all groups have improved, the gap between them persists. And educators and employers agree that the gains made so far pale in comparison to the higher levels of learning that all students need to get good jobs and to be informed citizens in this age of new technology and new economies.

African Americans make up nearly **6** percent of the total student population statewide, but make up only **2.1** percent of highly capable programs.

Source: OSPI

Graphs showing changes in the achievement gap for students in grades 4, 7 and 10 in three subjects – math, reading and writing – are shown in Appendix F, beginning on page 76.

Less education means less economic opportunity

In this context, today's lower educational attainment by African American students is more than a chronic problem; it is a fast-growing emergency. Each year, the level of academic skill and knowledge needed in our society rises, and the economic prospects of those without such skills and knowledge declines.

Low expectations stunt growth and achievement

Low expectations are a known deterrent to achievement, yet the poison of low expectations for African American students persists. It may be impossible to document lower teacher and school administrator expectations for African American students, but there is ample evidence of it: African American students are 1.42 times as likely as other students in Washington to be identified as eligible for special education. Within specific categories, African American students' are 2.7 times more likely of being identified as having an "Emotional & Behavioral Disorder" (EBD) than other students. And the over-enrollment of African American students in special education is matched by their under-enrollment in programs for the highly capable.

ENROLLMENT IN WASHINGTON PUBIC SCHOOLS, 2007, BY RACE/ETHNICITY

Group	Enrollment	Percent	Percent of Students in Special Education
Amer. Ind.	27,616	2.7%	16.4%
Asian/Pac. Isl.	86,777	8.7	6.0
African Amer.	56,719	5.7	14.8
Hispanic	151,410	14.6	10.6
White	708,836	65.8	10.7

Source: OSPI Special Education Division

Performance of African American males is grim

Within the disturbing data on educational achievement related to African Americans, a focus on African American males presents an even direr picture. African American males are more likely than any other group to be suspended from school. They are under-represented in programs for the highly capable, over-represented in special education programs, and outperformed consistently by African American females. As a consequence, African American males often experience the most challenges in higher education settings as both students and teachers.

The data on high school graduation rates for African American males are startling. In Washington, half of all African American males received diplomas with their cohort during the 2005-06 school year. This is a gap of 20 points when compared to White males (http://www.schottfoundation.org). These data are directly linked to other facts: African American males are significantly overrepresented in unemployment numbers, in the juvenile justice system, and in prison populations. A change in our system of education is the best hope for transforming what are now the grim prospects of African American males.

PERCENTAGE OF STUDENTS MEETING STANDARD ON WASL, BY RACE/ETHNICITY/GENDER, 2007

African American females consistently met standard at a higher percent in all grade levels, and all sections of the WASL compared to African American males.

All students	Grade 4		Grade 7		Grade 10	
	Reading	Math	Reading	Math	Reading	Math
Females	80.3%	59.0%	73.6%	55.6%	72.4%	43.0%
Males	72.0	56.3	62.8	53.7	66.2	44.4

	Grade 4		Grade 7		Grade 10	
	Reading	Math	Reading	Math	Reading	Math
Amer. Ind.	68.5[1] / 49.4[2]	40.9 / 37.2	58.0 / 43.5	37.1 / 32.6	61.0 / 51.4	26.3 / 26.8
Asian/P.I.	84.6 / 77.1	67.1 / 64.5	78.5 / 69.0	64.8 / 62.3	73.6 / 70.2	51.5 / 49.8
Black	71.1 / 58.2	37.1 / 32.6	60.3 / 47.4	31.4 / 28.1	58.2 / 47.7	20.0 / 18.1
Hispanic	65.2 / 54.5	35.8 / 34.0	56.0 / 44.8	32.4 / 30.3	61.4 / 52.7	21.5 / 23.0
White	84.7 / 77.3	66.4 / 63.4	78.6 / 68.1	61.7 / 59.8	76.0 / 70.4	48.2 / 50.4

The upper number (1) is the percent of females meeting standard on the WASL.
The lower number (2) is the percent of males meeting standard.

High expectations promote academic success and less remediation

All students need a well-taught, rigorous, world-class curriculum, that prepares them for success in college without the need for remedial classes. But in 2002, the average African American 12th-grader's reading level was equivalent to that of the average White 8th-grader (The Education Trust). The result is that nearly 25 percent of African Americans who enroll in college require remediation in reading, compared to 7 percent of White students (Wilkins, 2006).

It's about relationships, relevance, and rigor

What African American students need is exactly what all students need. They need teachers and school leaders who have high expectations of them. They need rigorous and relevant curriculum that engages, challenges, and connects them to the world they know with the world they need to know. They need more math and science, more access to advanced placement and programs for the highly capable, and more of the supports that would help them succeed. They need teachers and school leaders with the skills to connect with them and teach them well.

CANDIDATES FOR ADVANCED PLACEMENT TESTS, WASHINGTON STATE, BY RACE/ETHNICITY

African American participation in Advanced Placement tests is disproportionately low, and has remained flat over time.

	2003		2004		2005		2006		2007	
Category	No.	% of total	No.	% of total	No.	% of total	No.	% of total	No.	% of total
Amer. Ind.	124	0.7%	137	0.7%	152	0.8%	178	0.7%	225	0.8%
Asian/P.I.	2,684	14.7%	2,986	14.7%	3,354	14.9%	3,875	15.0%	4,444	15.4%
Black	365	2.0%	412	2.0%	464	2.1%	586	2.3%	617	2.1%
Hispanic	736	4.0%	868	4.3%	1,067	4.7%	1,295	5.0%	1,643	5.7%
White	13,125	71.9%	14,548	71.7%	15,911	70.5%	17,912	69.2%	19,823	68.9%
Not stated	455	2.5%	531	2.6%	1,155	5.1%	1,132	4.4%	891	3.1%
Other	762	4.2%	810	4.0%	873	3.9%	913	3.4%	1,142	4.0%
Total	18,251	100%	20,292	100%	22,573	100%	25,891	100%	28,785	100%

Source: OSPI

SAT RESULTS, 2008, WASHINGTON STATE PUBLIC SCHOOLS, BY RACE/ETHNICITY

African American college-bound students consistently scored below all other ethnic groups in all portions of the SAT.

SAT Reasoning Test	Test-Takers		Critical Reading		Mathematics		Writing	
	No.	%	Mean	SD*	Mean	SD	Mean	SD
American Indian or Alaska Native	396	1.3%	494	93	495	97	473	90
Asian, Asian American or Pacific Islander	3,928	12.8	509	112	557	113	498	108
Black or African American	1,247	4.1	449	99	444	96	436	93
Mexican or Mexican American	1,103	3.6	456	99	464	93	445	93
Puerto Rican	83	0.3	495	112	485	99	476	102
Other Hispanic, Latino or Latin American	711	2.3	474	105	479	104	460	101
White	21,021	68.5	534	98	538	94	516	94
Other	916	3.0	527	113	526	105	513	108
No Response	1,262	4.1	528	114	521	104	502	108
Total	**30,667**	**100**	**522**	**104**	**531**	**101**	**505**	**99**

** SD = Standard deviation*

Source: College Board, Washington State Report for Public Schools, College-Bound Students, 2008

Improvement requires genuine commitment

The State Board of Education's proposal to increase graduation requirements, called "Core 24," is a step towards greater rigor, and therefore a step in the right direction – but only if it is accompanied by a genuine, statewide commitment to ensure that African American students get the quality teachers, the early preparation, and the support they need to rise to this higher expectation.

3. SCHOOL AND DISTRICT LEADERSHIP

Closing the gap takes intentionality

State, school district, and school building leadership can help perpetuate the achievement gap, or it can be a powerful force for eliminating it. When school boards, superintendents and principals make closing the gap a top priority – and when they plan, allocate resources, and design accountability measures to do so – they make progress.

Developing real relationships is critical

To be effective, leaders must have high expectations of all students and teachers, and a high degree of awareness of their own culture and the culture of others. These leaders must be able to mobilize students' cultures as a force for learning, and they must reach out to engage parents and communities to support educational excellence. Strong leadership helps embed these attributes in the school or school district.

Leaders who close gaps see it as a moral imperative

Perhaps most important, education leaders who have made progress in narrowing the education gap are those who have a sense of urgency and a deep moral conviction that this work is central to their purpose as educators. These are the educators who have the courage to challenge the status quo, to build the political will for change, and to inspire their communities to sustain the work of making schools work for everyone.

4. STUDENT SUPPORT

Success in school requires supporting the whole child

To succeed in school, students need strong leadership, effective instruction, high expectations, and more. They need a comprehensive program of academic and social support. This program should include academic and professional career advising, psychological wellness counseling, and elements that build trusting relationships. Such support will ensure that African American students experience schools as supporting communities enabling their success and not as environments of alienation and hostility. For far too many African American children, this necessary support system and basic prerequisite to educational success is missing.

Academic success requires guidance and planning

Students need consistent academic guidance – beginning in elementary school – to help them think about their own aptitudes and interests, and to plan for their adult lives. This guidance should continue through college and should include career advising. Especially for students whose parents did not attend college or post-secondary job training, learning how to navigate the education system is a critical skill. Additionally, the move from high school or college to the world of work is for many students the final in a series of critical transitions for which they need professional guidance.

COMMUNITY AND TECHNICAL COLLEGE PARTICIPATION

African American students are less likely to persist than Asian American and White students.

	Substantial Progress*	Early Leavers**
Am Indian/Alaska Native	58%	14%
Asian/Pacific Islander	73%	9%
African American	58%	15%
Hispanic/Latino	62%	11%
White	70%	9%

**Substantial Progress includes those who attend four or more quarters or graduate during a two-year period.*

***Early Leavers are those who attend one quarter, and do not subsequently return within the following two years.*

Notes: Percentages are based on an average of the years 1999-2003. Data are for full-time students only. The pattern for part-time students of color generally follows the same trend.

Source: HECB, Diversity in Washington Higher Education

WASHINGTON STATE HIGHER EDUCATION GRADUATION, 2005

	Percentage completing within 150 percent of normal time			
	Public 4-Year	Private 4-Year	Public 2-Year	Private 2-Year*
Am Indian/Alaska Native	51.2%	48.8%	20.4%	54.7%
Asian/Pacific Islander	69.5	65.4	37.6	69.3
African American	47.1	54.6	25.2	59.5
Hispanic/Latino	56.5	57.8	26.0	60.1
White	64.6	68.2	33.8	66.6
Total	64.8	65.7	33.1	65.0

Notes: Four-year cohorts seeking a bachelor's degree started in fall 1999, and two year cohorts seeking an associate degree started in fall 2002.

Program length for certificate-seeking student varies. Rates reflect those who initially enroll as full-time, first-time freshmen and who continue and graduate at the same institution where they first enrolled within 150 percent of "normal" time. Transfer students who graduate are not included in the data. Students from "unknown" and "nonresident alien" racial/ethnic categories are not included.

Source: HECB, Diversity in Washington Higher Education

All students should feel like they belong in school

Far too many African American students believe that the education system does not belong to them, and that they do not belong in it. Changing this perception requires intentional, sustained effort on the part of educators. Expanded school guidance programs are needed to focus on the positive development of student attitudes and habits of mind that lead to success in school and life.

Struggling students need high expectations and rigor, too

Tutoring and mentoring programs, supplemental instruction, and other support for struggling students must also convey high expectations and recognition of students' strengths if they are to break out of the discouraging pattern of remediation which has become all too familiar. Academic excellence must be the hallmark of these programs.

School systems must be more responsive

The over-representation of African American students in discipline referrals, absenteeism, special education placements, and drop-out rates is reflective of the current lack of coordinated student support. Also, the under-representation of African American students in Advanced Placement (AP) classes, high level math and science courses, and the lack of attention to students who need support for transition to post-secondary opportunities is indicative of the often low expectations of African American learners.

We should add supports for African American students that build the awareness and knowledge of post-secondary opportunities, including navigating college entrance requirements and building a high school transcript that reflects readiness for advanced studies. All students deserve special assistance to consider their possible future, especially those who will be the first generation of their families to engage in higher education. These are issues of teacher-to-student and teacher-to-family communications. By starting earlier and by being consistent in communications about life-long expectations, more African Americans students will have greater opportunities beyond high school.

Washington uses these specific formulas to calculate the rates:

$$\textbf{Dropout Rate} = \frac{\text{Number of students with a dropout, unknown, GED completer code}}{\text{Total number of students served (less transfers and juvenile detention)}}$$

$$\textbf{On-time Graduation Rate} = 100 * (1 - \text{Grade 9 dropout rate}) * (1 - \text{Grade 10 dropout rate}) * (1 - \text{Grade 11 dropout rate}) * (1 - \text{Grade 12 dropout rate} - \text{Grade 12 continuing rate})$$

$$\textbf{Extended Graduation Rate} = \frac{\text{Number of on-time and late graduates}}{\text{Number of on-time graduates divided by on-time graduation rate}}$$

Note: The dropout rate is applied to all grades and each grade individually. Students whose expected year of graduation is prior to 2005 are excluded from the formulas when calculating "on-time" rates. The "extended" rate denominator creates the total number of students in the cohort.

GRADUATION AND DROPOUT RATES, WASHINGTON STATE, CLASS OF 2006 COHORT

The estimated on-time graduation rate for African American students is 53.6 percent, nearly 23 percent below the highest performing demographic group. And, African American students are more than two times as likely to drop out of school compared to White and Asian/Pacific Islander students.

Race/ Ethnicity	Est. on-time grad. rate[1]	Extended rate[2]	Dropouts[3]	Continuing[4]
Amer. Indian	48.0%	54.0%	11.2%	17.7%
Asian/ Pac. Islanders	76.5	80.5	4.3	7.9
Black	53.6	60.4	10.3	13.4
Hispanic	57.5	65.3	8.9	13.9
White	74.1	78.3	4.8	8.6
Other	53.7	57.7	8.5	8.6
All groups	70.4	75.1	5.7	9.5

1. Estimated graduation rates, for on-time completers, are measures used by many states in response to NCLB requirements. In Washington the rate is an estimate because it is computed using the dropout rates for each of the grades in one year (which assumes the present rates were those that occurred in the past) and the percentage of students that were still enrolled at the end of grade 12 (Shannon and Bylsma, 2006).

The numbers listed include students completing their education with a diploma, IEP, or adult diploma within the standard number of years of high school (by their original expected graduation year).

2. Includes students completing their education with a diploma, IEP, or adult diploma after their expected year of graduation.

3. Dropouts include those students who have provided a reason for leaving school prior to graduation, GED completers, and those students who leave school and whose status, or location, is "unknown." Students who are GED completers or status unknown are considered to be dropouts by the federal government.

4. Continuing students are still enrolled in high school at the time data were reported.

Source: OSPI, Graduation and Dropout Statistics for Washington's Counties, Districts, and Schools, School Year 2005-2006.

5. FAMILY AND COMMUNITY ENGAGEMENT

When families are involved, students do better in school

Studies conducted during the past 30 years have identified a clear relationship between parent involvement and increased student achievement. An analysis of a decade's worth of national research published by Harvard researchers Anne Henderson and Karen Mapp (2003) indicates a clear correlation between the level of family involvement and student academic success.

Studies found that students with involved parents, no matter what their economic, racial/ethnic and educational background, were more likely to:

- Earn high grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to post-secondary education.

Partnerships are central to high performing schools

Schools that succeed in involving families from very diverse backgrounds share three key practices. They:

- Focus on building trusting collaborative relationships among teachers, families and community members
- Recognize, respect and address families' needs, as well as class and cultural differences
- Embrace a philosophy of partnership where power and responsibility are shared.

Families need to be connected and informed

African American parents and caregivers, like other Washington parents and caregivers, struggle to understand a system of public education that is very different from their own experiences. As Washington schools have moved into a system of standards and assessments, we have also created an urgent need for parents and caregivers to become better informed and educated about the current public education system.

If the achievement gap is to be closed, family involvement must be considered a legitimate and integral part of public education in the State of Washington.

A PROMISE FOR REAL CHANGE

These five areas are both problematic and promising. These areas contain the most intractable problems but also the most promise for changes that will truly make a difference for African American students.

The policy recommendations, goals and strategies that follow are focused on achieving significant, lasting change in each of these five areas.

CHAPTER 5

A Plan to Close the Achievement Gap for African American Students

This 15-year Plan outlines policy recommendations and a blueprint of goals, benchmarks and specific strategies for local districts, schools and community actions, followed by opportunities to collaborate and leverage. An implementation plan, spanning three biennia (2009-2015), targets districts and schools with 20 percent or more African American students. Some of the specific recommendations in this plan require new policies, new legislation, and new budget allocations; others require redirection of existing resources or full implementation of existing programs.

WORKING TOWARD A MORE EQUITABLE SYSTEM

Recommendations for Policy and Systemic Change

Our public schools are based on an outmoded system that was not designed to ensure the success of the wide diversity of students that are currently enrolled. We must examine the systems in which our districts, schools, and classrooms operate and ask what the systems are doing to close the achievement gap for African American students. The following recommendations promote a shift to a more equitable system.

1. Include specific language in RCW 28A.150.210, the state's Basic Education Act, that spells out the requirement for all Washington P-12 students to be provided an "excellent and equitable" education.
2. Expand the state's definition of Basic Education to include early learning for three- to five-year-olds at risk of not meeting state learning standards, as recommended by the Joint Task Force on Basic Education Finance.
3. Revise the State Board of Education's School Improvement Plan requirements under WAC 180-16-220 to require districts and schools to close achievement gaps.
4. Establish in CISL an appointed, statewide achievement gap oversight committee to monitor the implementation of school and district plans to close the achievement gap for African American students.
5. Direct the Higher Education Coordinating Board, OSPI, State Board of Education, and the Workforce Training Board to collaborate in revising existing and in developing new agreements to increase

college access and technical career opportunities for African American students.

6. Establish collaborations between higher education and school districts to co-create and co-deliver pre-service and in-service programs with an emphasis on school climate, engaging diverse classrooms, and instructional strategies for diverse students.

Assumptions for successful implementation

The recommendations, goals and strategies in this Plan to Close the Achievement Gap for African American Students are built on assumptions about statewide work currently underway or being proposed that need to be upheld for the successful implementation of this Plan.

1. The State Board of Education will continue to:
   a. advocate for high standards for all children.
   b. ensure that summative assessment instruments such as the Washington Assessment of Student Learning provide sufficient data to accurately and reliably report disaggregated student progress.
   c. require a high quality curriculum, as in "Core 24," that prepares students for global competitiveness.
2. The Professional Education Standards Board must continue to:
   a. work with the Washington Association of Colleges of Teacher Education to ensure that the recommendations for educator preparation currently in place are successfully implemented and supported.
   b. work to successfully recruit and retain African American educators.
3. The data systems for students and teachers to be included in CEDARS must be completed in full so that there can be easy access, efficient tracking and effective communication of data statewide.
4. The Department of Early Learning must continue to advocate for programs that support children birth through five, and for those that educate and inform parents.
5. OSPI must ensure that issues raised in this plan are successfully and fully integrated into the vision and work of the agency.
6. New policies must be developed to ensure that the most vulnerable students receive instruction from our most powerful teachers.

After extensive deliberations, the HB 2722 Advisory Committee chose four goals that it believes are critical to closing the achievement gap for African American students.

For each of these goals, the Advisory Committee developed monitoring benchmarks and specific strategies that can be implemented at the local level.

GOAL 1: TEACHER QUALITY

By 2014, all school districts ensure that teachers, staff and administrators in schools with 20 percent or more African American students are qualified, trained and effectively meeting the academic, cultural and social needs of these students.

Teacher quality* and the quality of school and district leadership make an enormous difference in outcomes for students. Children must be able to trust and relate to their teachers in order to learn from them; teachers must be fully prepared to reach out to and engage children in meaningful and culturally relevant learning activities that build confidence, skill and joy in learning. School leaders must make closing the achievement gap a top priority, then plan, allocate resources, and lead accordingly.

High performing schools have fewer problems attracting and retaining effective teachers and administrators who are strong in content knowledge, pedagogical skills, student advocacy and academic leadership. While Washington's incentive to have Nationally Board Certified Teachers (NBCT) serve in high need schools is making impressive gains (31 percent of NBCTs taught in high need schools in 2007, as compared to 13 percent in 2006), much more needs to be done.

The overarching policy task is to leverage multiple incentives for teachers and administrators to serve our most vulnerable learners; to produce even better new teachers and to help enhance the skills of existing educators; to negotiate contracts with unions to ensure high-quality teachers; and to recruit and retain many more African American educators (teachers, administrators, counselors, etc.).

The strategies and benchmarks below recommend the adoption of practices that are known to result in narrowing, and in time, eliminating, the achievement gap.

* The Committee's meaning of "quality teachers" goes beyond meeting credential requirements or the federal definition as outlined in No Child Left Behind. It is also about how effective they are in transitioning their expertise in any content area to all students, so that those students not only learn, but understand and are able to apply the learning. The components that seem to be indicators of quality teachers include the following: 1) has mastery of content knowledge; 2) has mastery of pedagogy (how to teach and assess students); and 3) participates in a professional learning community to continuously improve practice.

BENCHMARKS:

- **By 2014,** establish and fund a performance pay system with incentives for high quality teachers to work in schools with high concentrations of African American students.
- **By 2014,** increase the number of National Board Certified teachers by 25 percent in schools with 20 percent or more African American students.

STRATEGIES

1.1 Establish a pipeline of quality teachers and administrators for high-needs schools by prioritizing and providing incentives and awards for the recruitment, hiring and retention of qualified teachers and administrators, especially African Americans.

OPPORTUNITIES TO COLLABORATE AND LEVERAGE

The committee recommends the following section as a way to address the goals and strategies in this plan. It is meant to promote the coordination and collaboration of existing efforts to address the achievement gap. In doing this, resources and funding will be leveraged to more effectively meet the needs of African American students.

- The Professional Education Standards Board (PESB) and professional certificates
- Preparation standards for residency and professional certification
- Teacher Assistance Program (TAP) to provide support to new teachers – OSPI
- National Board Certified Teachers (NBCT) program, supporting incentives and continued alignment – OSPI
- Washington Association of Teachers of Teachers of Mathematics (WATOTOM) and Science (WATOTOS) for greater alignment with content standards and professional development opportunities
- Content-based coaches (district or school)
- Washington Association of Colleges of Teacher Education (WACTE) to address necessary content and pedagogy for new and continuing educators
- Association of Washington State Principals (AWSP) to inspire and support visionary building leadership to eliminate the achievement gap through the Principal Mentorship and Internship programs
- Washington Association of School Administrators (WASA) to inspire and support visionary district leadership to eliminate the achievement gap
- Washington State School Directors' Association to develop and enact policy to eliminate the achievement gap
- Washington State Education Coordinating Council (WSECC) to advance student success in math and science through OSPI and the nine regional Education Service Districts
- CEDARS and the new e-certification system – OSPI – to increase teacher impact accountability using data
- Support the PESB and WACTE collaboration to develop and implement a statewide and consistent teacher and administrator evaluation system based on teachers' effectiveness in meeting student needs.
- Healthy Youth Survey to support the ongoing collection of data regarding student perceptions of school – OSPI

GOAL 2: EARLY LEARNING

By 2014, provide all African American children, birth to five, with high quality and academically focused early education to prepare them for success in school.

Parents, experts, and community and business leaders unanimously agree that starting early is critical to children's success in school. The sense of urgency about early learning is acute, because the first years of a child's life build the foundation for all the learning that follows.

While young children are extraordinarily resilient in overcoming many of life's early difficulties, one set of obstacles facing them – access to powerful early education opportunities – should be eliminated in Washington State. The research is clear: quality early intervention and the human and financial costs associated with providing appropriate early learning experiences far outweigh not offering such opportunities.

The benchmarks and strategies that follow: 1), frame expectations for increased quality early education opportunities for African American children, and 2), offer all children the necessary early supports in life that lead to becoming stronger learners and provide for success in school.

BENCHMARKS:

- **By 2010,** elementary schools with 20 percent or more African American students, establish a baseline of kindergarten readiness, as measured by the state adopted kindergarten assessment tool.
- **By 2011,** elementary schools with 20 percent or more African American students will annually collect readiness data to determine if entering kindergarteners are improving in readiness skills.
- **By 2014,** elementary schools with 20 percent or more African American students will increase partnerships with preschool programs by 20 percent.

STRATEGIES

2.1 Connect, align, and expand preschool programs and staff within and beyond the K-3 system so that all children are prepared to make a successful transition to kindergarten and subsequent grades.

2.2 Provide and expand exemplary parent training and empowerment programs to help parents provide the early learning their infants and young children need, and to build parent capacity to be effective partners with their children's K-12 teachers.

2.3 Provide training to parents and caregivers in developmentally appropriate language and math development that aligns with the K-3 system.

2.4 Create partnerships with pre-school programs and providers of programs serving birth to two-year-olds to create a seamless pathway through kindergarten.

OPPORTUNITIES TO COLLABORATE AND LEVERAGE

Work will be coordinated with the vision and best practices brought forward by the following groups already engaged in strategies to support the learning of young children:

- Washington State Department of Early Learning (DEL)
- The National Association for the Education of Young Children (NAEYC)
- Washington Association for the Education of Young Children (WAEYC)
- Early childhood research and family support centers associated with universities and medical centers
- The Sterling Center at Yale University (9 models of successful early childhood programs)
- K-3 Demonstration pilot projects – OSPI
- The Elementary Schools Principal's Association of Washington (ESPAW) – early childhood discussion and decision group
- Reading Corps PreK Literacy – OSPI
- All Day Kindergarten – OSPI

This work will also require coordinating with the Professional Education Standards Board (PESB) expectations for new and already engaged early childhood teachers.

GOAL 3: GRADUATION RATES

Increase the on-time and extended graduation rates for African American students to reach parity with the highest-performing demographic group by 2014, and to achieve a 100 percent graduation rate by 2018. All graduates should be work- and college-ready without the need for remediation.

Ending the tragic loss of students who leave school before high school graduation is imperative, but insufficient. All students should receive a rigorous, college- and career-preparation curriculum, and must graduate from high school well-counseled and well-prepared to step into post-secondary education or job training.

Research provides insights into the causes of the achievement gap for African American students: the unintentional under-teaching of African American students (low expectations); the lowering of academic standards for students who are experiencing difficulty learning; the often unconscious bias of majority White teachers toward African American students; the lack of parental experience which provides children with the language and navigation skills that enable them to successfully manage the K-12 and higher education systems, and the inconsistencies of uncoordinated student support interventions.

If implemented, the strategies which follow would pointedly reduce the high school dropout rates of African American students. With equal confidence, we believe that profound changes in educator attitudes, dispositions and skills levels will lead to higher graduation rates not only for African American students, but for all students.

BENCHMARKS:

Baseline: *2006-07 rates: 68.9 percent of African American students graduate on time.*

- **By 2012,** 75 percent of African American students graduate on time.
- **By 2014,** 80 percent of African American students graduate on time.
- **By 2016,** 90 percent of African American students graduate on time.
- **By 2018,** 100 percent of African American students graduate on time.
- **By 2018,** increase AP participation rates to reach parity with the highest performing demographic group.
- **By 2018,** increase PSAT participation rates to reach parity with the highest performing demographic group.

STRATEGIES

3.1 Provide Achievement Gap school districts (districts with 20 percent or more African American students) a structured, rigorous, culturally relevant curriculum that includes:

3.1.1 expanded access to exemplary programs proven to increase academic achievement for African American students at all levels as appropriate (see Appendix C, page 49)

3.1.2 an increased focus on STEM (science, technology, engineering, mathematics) in K-6 and participate in planning technical schools under SB 6377 for middle and high schools, including demonstration Millennium Schools (see Appendix G, page 81)

3.1.3 ensure continuation of state learning standards and the assessments that measure those standards and open accountability to results.

3.2 Provide strong student support to Achievement Gap school districts to include:

3.2.1 expansion of successful programs in all middle and high schools with African American students, with an emphasis on post-secondary planning with culturally competent advisors

3.2.2 increase the number of supplementary tutoring and mentoring programs that have shown to be effective with African American students

3.2.3 expand effective counseling programs with culturally competent counselors

3.2.4 expand effective, special interventions and services to support students who have increasing/continuous attendance/discipline problems.

3.3 Address the special language needs of African American students by administering the WA Language Proficiency Test to low-performing African American students in 4th grade and provide training for teachers to use English Language Development strategies to eligible students to improve language development.

STRATEGIES (CONTINUED)

3.4 Develop policy and implement training for effective family and community engagement to include:

3.4.1 required home visitation programs and provide training for teachers

3.4.2 training for parents/caregivers to assist them in becoming effective partners with the school

3.4.3 establishing parent empowerment centers in existing school buildings.

3.5 Eliminate disproportionate representation of African American students in gifted and special education programs by establishing at the district level:

3.5.1 training for teachers, counselors and administrators on cultural behaviors and effective classroom management to reduce the number of referrals to special education and better identify African American students for gifted education programs

3.5.2 training for parent/caregivers to help them better understand and respond appropriately to their children's special learning needs.

3.6 Increase the opportunities for African American male students by implementing exemplary programs that provide the same nurturing attention that is given to athletics (see Appendix C, page 49).

3.7 Prevent, intervene and retrieve African American students who are at risk of dropping out or who have dropped out of the K-12 system, by:

3.7.1 providing special interventions and services to support students who have increasing/continuous attendance/discipline problems

3.7.2 providing sufficient career and technical education courses of interest to African American students to encourage school completion

3.7.3 expanding retrieval programs with the aim of tracking, retrieving and re-enrolling dropouts.

STRATEGIES (CONTINUED)

3.8 Establish a planning grant to explore Millennium Schools. (K-12 Science, Technology, Engineering, Math demonstration schools to be piloted in 2011.)

3.9 Equitably allocate and track federal and state categorical programs at the school level for African American students.

OPPORTUNITIES TO COLLABORATE AND LEVERAGE

The following will be critical to reducing the dropout rates and increasing the graduation rates of African American students:

- The collection and review of meaningful and accurate student and course enrollment data through CEDARS – OSPI
- The collection of meaningful student-to-teacher and new and experienced teacher placement data through CEDARS and the new e-certification system – OSPI
- Facilitation of the transfer or expansion of documented best practices in model STEM programs into high need schools – OSPI
- Support of initiatives through the Washington Association of Colleges of Teacher Education (WACTE), and the professional certification standards requirements to expand new and continuing teacher competencies in becoming more effective with African American students
- Support of the recommendation from the Joint Task Force for Basic Education Funding to increase instructional time for students to a six-period day and inclusion of 10 professional development days for staff
- Expand the Special Education monitoring system which screens for disproportionality of special education placements to include gifted/honors/ Advanced Placement/International Baccalaureate, discipline referrals. Coordinate with the School and District Improvement audits – OSPI
- Continue professional development opportunities – like the Anti-Bias grants- that support district efforts to address issues of race and class – OSPI
- Promote and expand Supplemental Education Services, through Title I to engage more students – OSPI
- Support the Office of the Education Ombudsman's efforts to develop a Parent Leadership Center, which would offer training and information to African American families
- Encourage districts to utilize Title I, Part A, and other federal set aside funds to develop active partnerships with families that support academic achievement – OSPI

GOAL 4: POST-SECONDARY EDUCATION AND JOB TRAINING

By 2018, increase the number of African American students entering and completing post-secondary education and/or job training to be at or above parity with the highest-performing demographic group, and to achieve 100 percent participation by 2024.

According to the Higher Education Coordinating Board (HECB), among African American baby-boomers, 32 percent have two years of college or more, but among those ages 25-34, only 24 percent do. This is a devastatingly dangerous trend, and it must be reversed by those under age 25.

In Washington State, the disparity of access to higher education has begun to be addressed by such initiatives as the Washington Achievers Scholars program and the Washington College Bound Scholarships. These are successful but limited initiatives. More needs to be done and done quickly. The strategies and benchmarks that follow are specific, timely, and critical actions that, if adopted, implemented, and evaluated, can provide African American students access to and support for their post-secondary pursuits.

BENCHMARKS:

Increase post-secondary entrance rates

Baseline 2005: *48 percent of African American students enter post-secondary programs (2- or 4-year colleges)*

- **By 2012,** 58 percent of African American students enter post-secondary programs.
- **By 2014,** 63 percent of African American students enter post-secondary programs.
- **By 2016,** 68 percent of African American students enter post-secondary programs.
- **By 2018,** 78 percent of African American students enter post-secondary programs.
- **By 2020,** 88 percent of African American students enter post-secondary programs.
- **By 2024,** 100 percent of African American students enter post-secondary programs.

Increase post-secondary completion rates for 4-year public colleges

Baseline 2005: *47 percent of African American students complete 4-year public college.*

- **By 2012,** 57 percent of African American students complete 4-year public college.
- **By 2018,** 70 percent of African American students complete 4-year public college.
- **By 2020,** 80 percent of African American students complete 4-year public college.
- **By 2022,** 90 percent of African American students complete 4-year public college.
- **By 2024,** 100 percent of African American students complete 4-year public college.

Increase post-secondary completion rates for 4-year private colleges

Baseline 2005: *55 percent of African American students complete 4-year private college.*

- **By 2012,** 60 percent of African American students complete 4-year private college.
- **By 2018,** 68 percent of African American students complete 4-year private college.
- **By 2020,** 80 percent of African American students complete 4-year private college.
- **By 2022,** 90 percent of African American students complete 4-year private college.
- **By 2024,** 100 percent of African American students complete 4-year private college.

Increase post-secondary completion rates for 2-year public colleges

Baseline 2005: *25 percent of African American students complete 2-year public college.*

- **By 2012,** 35 percent of African American students complete 2-year public college.
- **By 2018,** 45 percent of African American students complete 2-year public college.
- **By 2020,** 65 percent of African American students complete 2-year public college.
- **By 2022,** 85 percent of African American students complete 2-year public college.
- **By 2024,** 100 percent of African American students complete 2-year public college.

Increase post-secondary completion rates for 2-year private colleges

Baseline 2005: *60 percent of African American students complete 2-year private college.*

- **By 2012,** 70 percent of African American students complete 2-year private college.
- **By 2018,** 80 percent of African American students complete 2-year private college.
- **By 2020,** 90 percent of African American students complete 2-year private college.
- **By 2024,** 100 percent of African American students complete 2-year private college.

STRATEGIES:

4.1 Expand the state's capacity for post-secondary full-time equivalent opportunities by 35 percent, consistent with Higher Education Coordinating Board recommendations.

4.2 Provide and disseminate information about need-based financial aid and support services programs such as College Bound, College Success and similar programs.

4.3 Create an articulation agreement between high schools and post-secondary institutions to include co-enrollment and co-advisement programs.

4.4 Expand and sustain ongoing student support systems in higher education, including: study groups, culturally-based learning communities, tutoring, and mentoring, provided by programs outlined in Appendix C, page 49.

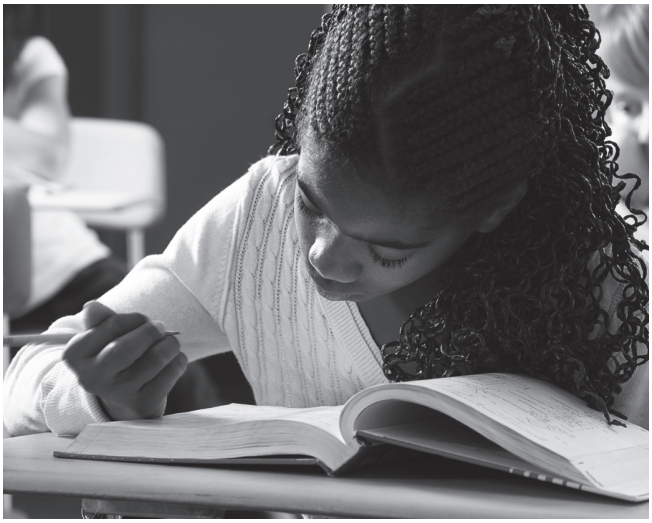
OPPORTUNITIES TO COLLABORATE AND LEVERAGE

Success of goal three will be enhanced by coordination with the following groups:

- New expectations and standards for Career and Technical Education (CTE) educators through the Professional Education Standards Board (PESB) and the Career and Technical Education unit within OSPI (new standards expected to be adopted January 2009)
- Increased participation with programs such as the Math/Science Transition Projects (MTPs), which support the identification of meaningful content and transition from high school to college
- Increased participation with the Higher Education Coordinating Board (HECB) and the two- and four-year undergraduate institutions to ensure specific and consistent access to higher education opportunities
- Coordination with the State Board of Education (SBE) to ensure that the graduation requirements adopted are effectively employed for all students, in all districts
- Continued work with OSPI to sustain alternative assessments which serve to enable all students to meet statewide graduation requirements
- Expanded and meaningful engagement with students on their "graduation portfolio project" (current graduation requirement) to have more focus on how one will move successfully from high school to work or post-secondary education – OSPI

CHAPTER 6

Implementation



This recommended implementation plan is outlined in three phases, spanning three biennia (2009-2015). The plan targets "Achievement Gap" districts – those with 20 percent or more African American students and would direct OSPI to:

1. Provide resources to achievement gap districts to revise and implement district improvement plans. This includes developing specific goals, strategies and monitoring benchmarks to close the achievement gap for African American students.
2. Develop and implement K-12 demonstration Millennium Schools focusing on the science, technology, engineering and mathematics (STEM) areas. The demonstration Millennium Schools will focus on closing the achievement gap for African American students and will showcase rigorous, structured and culturally responsive curriculum; strong leadership; high quality teachers; supplementary student support and parent training (see Appendix G, page 81).

This implementation plan will give districts, schools, and local communities the opportunity to address the four goals and implement strategies listed in the plan.

PHASE I: 2009 – 2011

Focus #1: Provide support to Achievement Gap districts (20 percent or more African American students)

- Select two districts with the highest concentration of African American students with the largest achievement gap.
- Award planning grants to the selected districts to address the achievement gap for African American students in their district improvement plan ($15,000 x 2 Districts).
- Require each district to submit district improvement plan and budget request to OSPI by the end of the school year (reference the P-20 Framework as a guide, Appendix H, page 83).
- Award three-year implementation grants to selected districts (funding from the Focused Assistance – School and District Improvement and Accountability program – OSPI).
- Provide each district with a culturally competent academic coach for technical support (funding from the Focused Assistance – School and District Improvement and Accountability program – OSPI).
- Require each district to submit an annual report to OSPI on its implementation progress.
- OSPI will monitor, research, and conduct an annual evaluation of the Achievement Gap Districts reporting to the Superintendent of Public Instruction, the State Board of Education (SBE), the Professional Educator Standards Board (PESB), the governor, the P-20 council, the education committees of the legislature and the statewide achievement gap oversight committee.

Focus #2: Develop and Establish Millennium Schools

- OSPI will be awarded a one-time, $100,000 planning grant to develop a plan for the implementation of demonstration Millennium Schools in different geographical locations of the state, focusing on the science, technology, engineering and mathematics (STEM) areas. The demonstration schools will showcase rigorous, structured and culturally responsive curriculum; strong leadership; high quality teachers; supplementary student support and parent training (see Appendix G, page 81).
- OSPI will use Focused Assistance – School and District improvement and accountability program funds to selected school districts to implement a pilot of demonstration Millennium Schools with aligned pathways from Pre-K-12 to be implemented in 2010-11.

- Funding will be from the Focused Assistance – School and District Improvement and Accountability program – OSPI, and private sources.
- OSPI will conduct research and an annual evaluation of the pilot demonstration Millennium Schools. The research and evaluation report will be sent to the Superintendent of Public Instruction, SBE, PESB, the governor, the P-20 council, the education committees of the legislature and the statewide achievement gap oversight committee.

PHASE II: 2011 – 2013

Focus #1: Provide support to Achievement Gap Districts and Continue PHASE I

- Phase I schools will continue implementation of achievement gap plans.
- Select two districts for Phase II.
- Award planning grants to the selected districts to develop an achievement gap plan ($15,000 x 2).
- Require each district to submit achievement gap plan and budget request to OSPI by the end of the school year (see Appendix H, page 83).
- Award three-year implementation grants to selected districts.
- Provide each district with a culturally competent academic coach for technical support.
- Require each district to submit an annual report to OSPI on its implementation progress.
- OSPI will monitor schools/districts in phases I and II and will submit a monitoring report to the oversight committee.

Focus #2: Continue implementation of Millennium Schools

- Continue implementation of the pilot demonstration Millennium Schools.
- Expand demonstration Millennium Schools in another selected district.
- OSPI will continue funding (from the Focused assistance – school and district improvement funds and private sources) to the demonstration Millennium Schools.
- OSPI will continue to conduct research and an annual evaluation of the pilot demonstration Millennium Schools.

PHASE III: 2013 – 2015

Focus: Continue PHASES I & II and Demonstration Millennium Schools

- Continue OSPI funding to Phase I & II Achievement Gap districts.
- Continue OSPI funding for established demonstration Millennium Schools.
- Disseminate successes statewide of Phase I & II: Closing the Achievement Gap Schools and demonstration Millennium Schools.
- Provide grant funding to schools/districts to replicate successful strategies from the Achievement Gap Schools (Phase I & II) and demonstration Millennium Schools (Phase I & II).
- OSPI will continue to conduct research and an annual evaluation of the pilot demonstration Millennium Schools.
- OSPI will continue to monitor and conduct research and an annual evaluation of the Achievement Gap Schools.

APPENDIX A

About the Committee

** Committee chairs*

MONA HUMPHRIES BAILEY*

Ms. Bailey retired as the Deputy Superintendent of Seattle Public Schools in 1994 and continues to play a role in education currently as an independent educational consultant. From 1995 to 2006 she served as a Senior Associate with the Institute for Educational Inquiry, a nonprofit, Seattle-based organization focusing on educational renewal in partnership with the National Network for Educational Renewal. Her 32-year career in public education also includes service as junior and high school science teacher, high school counselor, middle school principal, Personnel Administrator, and 12 years as Assistant State Superintendent for OSPI.

DELOIS BROWN

Ms. Brown, a school nurse for 33 years, was Health Services Administrator for the Tacoma School District from 1995 to 2007. She has masters degrees in Child Psychiatric Nursing and Public Administration. She also holds Washington state professional certification as a registered nurse, licensed mental health counselor and principal. She holds national certification as a school nurse. Ms. Brown is a member of the Sigma Theta Tau National Honor Society of Nursing and has been active in the Tacoma community since 1969.

TRISH MILLINES DZIKO*

Ms. Millines Dziko is founder and director of the Technology Access Foundation (TAF). TAF's vision is to make education a priority in underserved communities of color and enhance their educational and professional prospects through delivery of tools for learning in the 21st century. During her 15-year career in high technology, Ms. Millines Dziko served as a software developer, software tester, manager, and database designer. She also served as a Senior Diversity Administrator at Microsoft prior to her retirement in 1996. Ms. Millines Dziko has served on many boards that are focused on children and education. She has also received numerous local and national awards for her work in educating children of color. She and her partner are parents of four school-age children.

DR. DEXTER GORDON

Dr. Gordon is director of the African American Studies program at the University of Puget Sound and a Distinguished professor of Communication Studies. He founded the Race and Pedagogy Initiative at UPS and chaired the Initiative's National Achievement Gap Summit in 2006. Dr. Gordon also is a parent with a child currently attending Tacoma Public Schools.

DR. THELMA JACKSON

Dr. Jackson is president of the Washington Alliance of Black School Educators and the owner of Foresight Consultants. She served for 20 years on the North Thurston School Board. She is the former chair of the Board of Trustees of The Evergreen State College, former chair of the state Legislative Ethics Board and former president of the Washington State School Directors' Association. Dr. Jackson is also actively involved in the Black Education Strategy Roundtable and the Race & Pedagogy Initiative at the University of Puget Sound and its Achievement Gap Summit in 2006 and 2008.

ROSALUND JENKINS

Ms. Jenkins is Executive Director for the Governor's Commission on African American Affairs. Prior to joining the Commission, she served as marketing director for the Employment Security Department, where she earned multiple Governor's Quality Awards and the Governor's Distinguished Management Leadership Award. Ms. Jenkins has also served as a special assistant to former governors Gardner and Lowry. During her career, she has been honored by many national and state associations.

CALVIN LYONS

Mr. Lyons is executive director of Rainier Scholars. He began his career at the Boeing Company and later served as Vice President for Diversity Recruitment at Washington Mutual. He also formerly served as manager of INROADS/Puget Sound, a non-profit organization that places minority youth into business internships and prepares them for corporate and community leadership. He also serves on advisory boards with Seattle University Albers School of Business and the The Merideth Mathews East Madison YMCA.

NATE MILES

Mr. Miles is director of Public Affairs for Eli Lilly and Company, responsible for all government relations, public affairs activities, and legislative analysis in the western United States. He also serves on the board of the African American Prosperity Partnership and volunteers in support of numerous causes in the African American community. Mr. Miles has a distinguished record of service to numerous social, civic and charitable causes.

LEE NEWGENT

Mr. Newgent is Assistant to the Executive Secretary of the Seattle Building and Construction Trades Council. He is active on labor issues, especially apprenticeship and recruiting people of color and women, and participates in Sound Transit's Project Labor Agreement. Mr. Newgent is a member of Washington State Apprenticeship and Training Council. He also sits on the Sound Transit's diversity committee and other advisory committees.

SHELEY J.M. SECREST

Ms. Secrest is an attorney at law and the parent of three children who attend Tacoma public schools. She is the vice president of the Seattle Branch of the NAACP and serves on the City of Seattle's Office of Professional Accountability Review Board.

ADIE SIMMONS, M.ED.

Ms. Simmons is the Governor's Washington State Education Ombudsman. Her office assists parents/guardians of elementary and secondary students to better understand the public school system and resolve conflict with schools. She is a bilingual professional whose career has been dedicated to developing and directing programs that contribute to the education, health, and well-being of children, and to advocating for the involvement of parents in public schools.

DR. JAMES SMITH

Dr. Smith is a retired Fortune-500 corporate executive. He obtained his K-8 teaching credentials in 2003 and began substitute teaching in Auburn public schools. He is also a professional development consultant for Auburn school district, specializing in diversity, multicultural education, cultural competency and children at-risk. He also serves as a mediation officer. Dr. Smith is an adjunct professor at City University of Seattle, is co-chair of the Seattle Breakfast Group's education committee, and is a member of the Seattle and Washington State Alliance of Black School Educators. Dr. Smith is a member of a Washington Education Association team that will develop strategies for recruiting and retaining diverse teachers throughout the state.

DIANE TURNER

Ms. Turner is Chief Communications Officer for the Federal Way Public Schools, serving as the district spokesperson and developing, implementing and directing strategic internal and external communications. Prior to her work in Federal Way, Turner was a public information officer and acting communications director. She is a member of the Tacoma Urban League Board of Directors, Federal Way Lions Club, Washington School Public Relations Association and the National School Public Relations Association.

DOUG WHEELER

Mr. Wheeler recently retired as director of Zion Preparatory Academy, a Christian school in Seattle that serves primarily children of color. Mr. Wheeler began at Zion Prep as director while still holding a full-time job at the Seattle Police Department. During his time at Zion Prep, enrollment grew from six students to more than 400. In 2003, he won the Ernst and Young Entrepreneur Award for educational institutions and non-profit organizations.

DR. DEBORAH WILDS

Dr. Wilds is president and COO of the College Success Foundation, which seeks to reduce inequities in bachelor's degree attainment among low-income students. She was formerly a senior program officer for education at the Bill and Melinda Gates Foundation. She also serves on the boards of the Council of Christian Colleges and Universities and College Spark Washington. Dr. Wilds and her husband are helping to raise their 11-year-old grandnephew.

APPENDIX B

Expert Consultants

DR. JAMES ANDERSON

Dr. Anderson is Gutgsell Professor and head of Educational Policy Studies at University of Illinois at Urbana-Campaign. An expert in educational history, Dr. Anderson's scholarship and teaching explore and interrogate the institutional policy and intellectual trajectory of education in the United States. His in-depth and wide-ranging work examines crucial themes, including the history of African Americans in education in the American. Dr. Anderson is the author of several books and serves a keynote speaker on the achievement gap for African American students.

DR. RONALD FERGUSON

Dr. Ferguson is a Massachusetts Institute of Technology-trained economist whose three decades of work has focused on economic, social and educational challenges in urban America, with particular focus on issues of racial and ethnic inequality. For the past decade, Dr. Ferguson's research at Harvard University has focused on racial achievement gaps, and has appeared in publications of the National Research Council, the Brookings Institution, the U.S. Department of Education, the Educational Research Service and various other books and journals. He is the creator and director of the Tripod Project for school improvement and the faculty co-chair and director of the Achievement Gap Initiative at Harvard (www.agi.harvard.edu).

DR. GENEVA GAY

As Professor of Education at the University of Washington-Seattle, Dr. Gay teaches multicultural education and general curriculum theory. She is nationally and internationally known for her scholarship in multicultural education, particularly as it relates to curriculum design, staff development, classroom instruction and intersections of culture, race, ethnicity, teaching, and learning. Her writings include numerous articles and book chapters. Her

professional service includes membership on several national editorial review and advisory boards. International consultations on multicultural education have taken her to Canada, Brazil, Taiwan, Finland, Japan, England, Scotland, Australia and Benin.

DR. KAREN L. MAPP

Dr. Mapp, a Lecturer on Education at the Harvard Graduate School of Education, has research and practice expertise in educational leadership and educational partnerships among schools, families and community members. Dr. Mapp is the author of a number of books, including the most recent book on family engagement, *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. Dr. Mapp is a favored keynote speaker on issues of parent engagement and developing effective family-school partnerships, with particular interest to communities in poverty and communities whose primary members are people of color.

TOM MURPHY

Since January 2000, Tom Murphy has been the superintendent of the Federal Way Public Schools, the third largest school district in the Puget Sound region. Superintendent Murphy believes that in education, "All Truly Means All": that all children in Federal Way schools deserve equal access to a quality education that prepares them for productive, meaningful lives. His steadfast resolve has inspired teachers, staff, parents and the community to work together to maximize each student's growth. These efforts have put FWPS ahead of the curve in work to close the achievement gap and increase student success.

DR. DORIS MCEWEN HARRIS

Dr. McEwen Harris served as the superintendent for Clover Park School District from July 2000 until 2008, when she resigned to accept a Distinguished P-12 Educator position at the University of Washington in Seattle. At the UW, Dr. McEwen Harris' duties include coordinating the program's community college partnership, overseeing the Zesbaugh Scholars initiative that supports economically disadvantaged students interested in teaching, and working with superintendents, principals and other school leaders to improve teaching and learning. In addition to this work, she speaks at conferences around the state about the achievement gap, with particular emphasis on working with African American students.

DR. PAUL RUIZ

Dr. Ruiz is senior advisor and co-founder of the Education Trust, Inc., and is recognized for his proven ability and extensive knowledge in guiding and helping schools and school districts in their efforts to improve academic achievement and close gaps. He has devoted more than 35 years of professional and advocacy work to the education success of all students. Working from San Antonio, Texas, Dr. Ruiz promotes high academic standards for all students at all levels, especially in schools and colleges serving large concentrations of low income and/or African American, Latino and Native American students.

APPENDIX C

Exemplary programs

* These programs made presentations to Committee members/CISL staff or were referenced by experts consulting with the Committee.

PROGRAMS SPECIFICALLY RECOMMENDED BY THE ADVISORY COMMITTEE

Center for Strengthening the Teaching Profession (CSTP)*

CSTP is an independent, nonprofit organization that supports student achievement through its focus on improving the quality of teaching.
http://www.cstp-wa.org/

Contact: Jeanne Harmon: jeanne@cstp-wa.org

Mathematics Engineering Science Achievement (MESA)*

MESA serves underrepresented youth in encouraging them to pursue careers in science, technology, engineering and mathematics (STEM). MESA programs provide enrichment opportunities for students from elementary to high school using best practices and exemplary curriculum.
http://www.washingtonmesa.org/

Act Six*

Act Six is a leadership and scholarship initiative that selects high-quality urban students who demonstrate leadership potential as a cohort to attend a private institution on full-ride scholarships. These students are trained for approximately six months to develop the academic and social skills to be successful on a predominantly suburban campus. Academic, social and financial supports continue throughout the college experience, providing Act Six students with high retention and completion rates. Ultimately, the program desires to develop leaders who will eventually serve in the urban communities from which they have come.
http://www.actsix.org/ washington@actsix.org (253) 272-0771

Advancement Via Individual Determination (AVID)*

AVID is a national program that targets underrepresented populations – students of color and students in poverty who will be first-generation college students. The program prepares students as a cohort, who travel together from year to year learning the skills they will need to be successful

in college – reading, writing, inquiry and collaboration. AVID provides tutoring and mentorship for students who develop personalized post-secondary plans with their teachers and counselors.
http://www.avidonline.org/ (303) 741-0134, Fax: (303) 741-0135

College Success Foundation*

The College Success Foundation advocates for post-secondary education opportunities in Washington State. The Foundation also provides scholarships and opportunities for mentorship to low-income, high-potential students. Its Washington Achievers program has the greatest impact on African American students providing college-readiness skills, guidance and support, academic support , and course selection.
http://www.collegesuccessfoundation.org/
info@collegesuccessfoundation.org

College Bound

College Bound is a four-year scholarship established by the Higher Education Coordinating Board, which covers the cost of college tuition, fees and books for low-income students who sign a pledge in 7th, 8th or 9th grade promising to graduate from high school and to demonstrate good citizenship. Students who are eligible to receive this scholarship must be eligible for the free and reduced-priced lunch program, the family is receiving TANF benefits or the student is a foster youth.
http://www.hecb.wa.gov/paying/waaidprgm/CollegeBoundScholarship.asp
CollegeBoundScholars@hecb.wa.gov or (888) 535-0747

College Spark

College Spark Washington's mission is to fund programs that help low-income students become college-ready and earn their degrees. The Foundation makes grants to organizations and institutions throughout Washington State that are helping low-income students improve their academic achievement, prepare for college life and graduate from college.
http://www.collegespark.org/ (206) 461-7248

Gaining Early Awareness and Readiness for Undergraduate programs (GEAR UP)

GEAR UP encourages low-income middle and high school students to stay in school, work hard in school have high academic expectations and go to college. This program provides tutoring and mentorship opportunities, as well as college and career planning information for students and parents throughout middle and high school.
http://www.hecb.wa.gov/collegeprep/gu/guindex.asp
kellyk@hecb.wa.gov or (360) 753-7838

Navigation 101*

Navigation 101 is a curriculum for middle and high school students to help them develop a future plan and provides them with one-on-one support to accomplish their academic and personal goals. The program involves student-led conferences to be held with a parent or guardian at least once a year. Students are encouraged to develop a master plan for their coursework throughout high school and are well-informed about the skills and courses they will require to meet their academic and professional goals.

http://www.k12.wa.us/navigation101/ mike.hubert@k12.wa.us or (360) 536-0415

Rainier Scholars*

Rainier Scholars serves underrepresented youth in the greater Seattle area by providing these students with long-term academic enrichment program to provide interventions, rigorous academic preparation programs, support services for families, and continuous educational opportunities. Rainier Scholars provides the mentorship and support necessary to assist these students in the completion of high school, and then entrance into and completion of college.

http://www.rainierscholars.org/ (206) 407-2111

Building Bridges*

Building Bridges is a program created by the Legislature to increase the number of Washington State students who graduate from high school on time and to re-engage students who have already dropped out of school.

http://www.wa.gov/esd/wsc/program/building_bridges.htm (360) 438-3119

Center for the Improvement of Student Learning*

CISL provides tools and services to help educators, parents and community leaders build partnerships to improve schools, engage families and increase student learning. CISL is particularly concerned about the needs of students of color and students in poverty.

www.yourlearningcenter.org cisl@k12.wa.us or (360) 725-6165

Office of the Education Ombudsman(OEO)*

OEO promotes equity in education and the academic success of all students attending elementary and secondary public schools in Washington by providing information to students, families, and communities regarding the school system, promoting family and community involvement in education, helping resolve conflict between families and schools, and by providing policymakers with recommendations to improve the education system.

http://www.governor.wa.gov/oeo/ (866) 297-2597

Parent Academy*

Parent Academy curriculum equips parents with new or additional skills, knowledge and confidence to champion their children's education. Parents become partners with the educational system.
http://www.all4ed.org/about_the_alliance/people/rudy_crew

Parent-Teacher Home Visits Project*

The Home Visits Project is a is an inexpensive and easily replicated model of parent engagement that has been proven to end the cycle of blame between parents and school staff by building trust and respect, instilling cultural competency and increasing personal and professional capacity for all involved. The program trains teachers in a school to do home visits with the families of each of their students.
http://www.pthvp.org (916) 448-5290

Heritage Leadership Camp*

Heritage Leadership Camp targets middle school students of color in the Federal Way Public Schools. The camp strives to teach these young men positive skills -- from conflict resolution to collaborative discussions about key academic and life issues. Students do activities related to teamwork and trust, while encouraged by successful men who look just like them.
http://www.partnership4learning.org/

Project Mister*

Project MISTER is a school based life skills development and intervention program aimed at youth at risk of failing to complete high school and getting involved in gang activity. Through involvement with counselors and mentors, youth are able to decrease gang involvement, reduce the number of arrests for youth on probation and reduce the number of suspensions from school.
http://www.urbanleague.org/projectmr.shtml (206) 461-3792

Lincoln Center*

The Lincoln Center is a small school located at Lincoln High School in Tacoma. It serves incoming freshmen who have demonstrated a need for extra academic support. This model requires that all students take honor-level coursework, and extends the school day to allow students to receive the extra supports they need. Students and their families commit to do more homework, study harder and develop stronger relationships with the school.
www.LincolnAbes.org (253) 571-6700

Technology Access Foundation (TAF)*

TAF serves students through the Academy, which is a 6th – 12th grade public school model and TechStart, a free after-school program for students of color from kindergarten through the 8th grade. The program provides rigorous and relevant K-12 curriculum and aims to build a critical mass of underrepresented minorities and women to become high-impact leaders in Science, Technology, Engineering and Math (STEM) fields and across industries to catalyze positive community and global change.

http://www.techaccess.org/ taf@techaccess.org

Zion Prep Academy*

Zion Prep was designed to ensure academic excellence, PreK-8 th grade, with individualized care for each student. The school is open to all students and does not require admittance testing. The school also provides financial support for those children who lack financial resources. The school is based on state standards, and students from the academy are performing at or above their peers on the WASL and ITBS standardized tests.

http://www.zionprep.org/ (206) 723-0580

ADDITIONAL PROGRAMS

TEACHER QUALITY

National Center for Culturally Responsive Educational Systems

NCCRES works with state and local systems to address ingrained school practices that contribute to perpetuating disparities in access to learning. They provide technical assistance and professional development to schools and their communities, including resources for early intervention, universal screening, progress monitoring, and culturally-responsive response to intervention.

http://www.nccrest.org/ Elizabeth.Kozleski@asu.edu

Pacific Educational Group (PEG)

The Pacific Educational Group designs and delivers individualized, comprehensive support for school districts through leadership training, coaching and consulting. They help educators focus on heightening their awareness of institutional racism and developing effective strategies for closing the achievement gap in their schools.

www.pacificeducationalgroup.com

contacts@pacificeducationalgroup.com
(415) 346-4575, ext 112 or (612) 871-6754

Promising Reform through Science and Mathematics (PRISM)

PRISM provides teacher workshops, summer curriculum institutes, and cultural and career awareness activities for high school faculty in the State of Washington.

http://prism.colvilletribes.com/innovations_workshops.htm

Trudi Zaugg, (509) 634-2777

Safe and Civil Schools

The goal of Safe and Civil Schools is to help educators create positive and proactive behavior management techniques that are tailored to each classroom, school, and district.

http://www.safeandcivilschools.com/authors.php

(800) 323-8819 or (541) 345-1442

Tripod Project

The Tripod Project aims to strengthen content (what teachers teach), pedagogy (multiple and effective ways to communicate material to students) and relationships (ways to motivate and enable students) in ways that raise achievement for all students, while narrowing achievement gaps between racial and ethnic groups.

www.tripodproject.org (617) 864-2425

EARLY LEARNING

Jumpstart

Jumpstart brings at-risk preschool children and caring adults together through one-to-one relationships that focus on building literacy in combination with social and emotional readiness.

http://www.jstart.org/

READY! for Kindergarten

READY! is an adult education program for parents, caregivers and child care providers of children birth to age five. The program offers a series of classes to develop skills in reading, logic, numbers, vocabulary, conversation and relationships.

www.readyforkindergarten.org (509) 396-7700

Thrive by Five

The program gathers people, resources, and proven best practices from around the state and the world to help create the early learning supports, services and systems Washington State families need. The organization establishes models for how to create effective partnerships, supports proven programs, implements public awareness efforts on early learning, leverages partnerships across the state, and supports a quality rating and improvement system so families can make the best decisions about quality childcare.

http://www.thrivebyfivewa.org/ info@thrivebyfivewa.org

Step Ahead*

The Seattle Step Ahead preschool program offers free or low-cost, culturally and linguistically appropriate preschools to eligible four-year-olds. The goal is to help participating children develop the skills they need to be successful in school and acquire a passion for lifelong learning.
http://www.ci.seattle.wa.us/humanservices/children_families/school/preschool.htm

South Sound Reading Foundation

The South Sound Reading Foundation strives to ensure that all children in North Thurston are read to at least 20 minutes a day beginning at birth. The Foundation trains families in the importance of reading for brain development, family bonding and academic success.
http://www.readingfoundation.org/southsound
read2me@nthurston.k12.wa.us

MATH AND SCIENCE

Algebra Project

The Algebra Project seeks to build the demand for math literacy in local sites across the country. Its goal is to address the lack of economic access that face children from communities of poor people and people of color. It aims at bringing about a sea change in the attitude of teachers and young people toward math learning and math achievement.
http://thealgebraproject.org (617) 491-0200

BRIDGE Program

The Bridge Program is for incoming under-represented engineering, math, and science students. It is designed to help the students bridge their previous education with that on the Washington State University campus. This is a partnership with the College of Engineering and Architecture and the College of Sciences.
http://www.cea.wsu.edu/default.asp?PageTextID=374
ceainfo@cea.wsu.ed

First Move Chess Curriculum*

First Move™, from America's Foundation for Chess, is a standards-based curriculum using chess as a learning tool for 2nd and 3rd grade students. The curriculum satisfies NCLB and state standards while giving elementary school students the opportunity to develop essential life skills.
http://af4c.memfirstclubs.net/club/scripts/public/public.asp?NS=PUBLIC (425) 284-3320

Future Business Leaders of America (FBLA)

FBLA is a non-profit educational association of students preparing for careers in business and business-related fields. FBLA holds state and regional conferences and seminars for members and advisors and provides a training program for state and local officers and their advisors.
http://www.fbla-pbl.org general@fbla.org or (800) 325.2946

Junior Achievers (JA)*

JA is a non-profit organization providing a series of business, economics and life skills programs to enhance the education of young people. JA provides hands-on, interactive materials through curriculum that was developed to allow community business leaders to bring economics to life on a daily basis in a local public school classroom.
http://www.myja.org/ jainfo@jaseattle.org or (206) 296-2600

Laboratory Experience for High School Students (LEHSS)

LEHSS encourages diverse students to pursue careers in science and engineering and acquaints them with exciting research in engineered biomaterials at the University of Washington campus. Students involved in this program interact with undergraduate and graduate students, and faculty. They develop teamwork skills and write a report on the duration of a lab experience.
http://www.uweb.engr.washington.edu/education/k-12/lehss.html
Dr. Mehary, mehary@uweb.engr.washington.edu

Moontown Foundation

Moontown Foundation works to prepare low-income, historically disadvantaged teens and young adults for family wage careers in the clean and renewable energy industry sectors.
http://www.moontownfoundation.org/ (206) 201-2314

SET-UP (Scholarship in Engineering Training in the UWEB Program)

SET-UP was established to allow the faculty, staff and graduate students to mentor middle school students from the African American Academy (AAA). These students come to the UW for one quarter to participate in hands-on learning experiences.
http://www.uweb.engr.washington.edu/education/k-12/setup.html
mehary@uweb.engr.washington.edu

Science for Success (SFS)

SFS serves underrepresented minority/economically disadvantaged high school students. The program i encourages to pursue a career in science and to acquaint them with exciting research in the biological sciences, medicine, and the environment at the University of Washington campus.
http://www.uweb.engr.washington.edu/education/k-12/sfs.html
mehary@uweb.engr.washington.edu

Transition Mathematics Project (TMP)*

TMP serves to help students successfully progress from high school math to college-level math and reverse the trend of large percentages of students entering college requiring remediation. TMP has developed practical materials for students, parents, and teachers to develop understanding ofwhat it takes to be prepared for college-level math and quantitative reasoning

http://www.transitionmathproject.org/ bmoore@sbctc.edu

Washington Business Week*

Washington Business Week serves to educate and inspire high school students to realize their potential as responsible employees, employers and citizens in a free enterprise society. This model engages students in a one week simulation that uses community business people as mentors and guides to develop leadership, business and life skills.

http://www.wbw.org/ info@wbw.org or (800) 686-6442

Youth Take Heart (YTH)

The Youth Take Heart program in partnership with the Hope Heart Institute and the Washington MESA (Math Engineering, Science Achievement) program put together a 5-year plan on cardiovascular health aimed at students from grades 6 – 12. This effort introduces students, especially minority students, to careers in health and science, and educates them about good health practices.

http://www.hopeheart.org/education/youth_take_heart.cfm

cwieland@hopeheart.org or (425) 456-8741

STUDENT SUPPORT/POST-SECONDARY PREPARATION

iBEST

The Washington State Board of Community and Technical Colleges (SBCTC) have developed the Integrated Basic Education and Skills Training (I-BEST) initiative to help underserved populations achieve a livable wage. Using an integrated approach, students get the benefit of support from basic skills instructors while earning credit toward a certificate or degree.

http://flightline.highline.edu/ibest/

POSSE Foundation

The Posse Foundation identifies, recruits and trains student leaders from public high schools to form multicultural teams called “Posses.” These teams are then prepared, through an intensive eight-month Pre-Collegiate Training Program, for enrollment at top-tier universities nationwide to pursue their academics and to help promote cross-cultural communication on campus.

http://www.possefoundation.org/ info@possefoundation.org

Tech Prep

Tech Prep is a dual-credit program that combines high school course work with professional technical courses taught at the college level. Tech Prep is a planned sequence of technical study.

Upward Bound

The program aims to increase enrollment and participation in postsecondary education. Upward Bound provides academic instruction to high school students in math, laboratory science, composition, literature and foreign language.

http://www.ed.gov/programs/trioupbound/index.html

(202) 502-7600

FAMILY AND COMMUNITY ENGAGEMENT

Achieving Family Friendly Schools *

In partnership with Family Policy Council Northshore/Shoreline Community Health and Safety Network, and HumanLinks Foundation the Washington Alliance for Better Schools offers this 2-day training to improve academic achievement through effective family and community partnerships. This training is designed for school teams to create an implementation plan. A Guidebook and Resource Kit with a rubric, strategies, research and resources is provided.

http://allianceforbetterschools.org

info@allianceforbetterschools.org or (425) 408-7956

Boys and Girls Club of South Puget Sound HOPE Centers

The center is a place of HOPE (a Home of Opportunity, Possibility and Empowerment), and a one stop shop for a family in crisis or need. Several service providers are housed in the center, all on the same track with the same belief system.

www.bg-clubs.com (253) 502-4600

Center for Parent Leadership (CPL)*

CPL strives to redefine parent engagement in the standards-based context to improve student achievement. CPL offers a variety of services and products to help improve schools.

http://www.prichardcommittee.org/ (859) 233-9849 or (800) 928-2111

Complementary Learning *
Harvard Family Research Project

Complementary Learning is a comprehensive strategy for addressing the many needs students have at home, at school, and in the community. This program works to stimulate national discussion and build knowledge about the needs of students, families and schools. Complementary Learning gathers research and develops publications to share with the public.
http://www.hfrp.org/complementary-learning

hfrp_pubs@gse.harvard.edu

Family Friendly Schools (FFS)*

FFS is dedicated to helping schools and districts around the country to increase student achievement by developing networks of integrated relationships between leadership, staff, and families that creates a culture of high performance and learning outcomes. FFS has developed a Five-Step Family Engagement Process and provides survey tools and technical assistance to support implementation.
www.familyfriendlyschools.com

info@familyfriendlyschools.com or (800) 890-7794

Family Involvement Network of Educators (FINE)*

The Family Involvement Network of Educators (FINE) brings together thousands of stakeholders committed to promoting strong partnerships between schools, families, and communities. FINE strives to strengthen family involvement practices, promote their evaluation , and advance professional development in family involvement.
http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators

Harlem Children's Zone(HCZ)*

HCZ has a comprehensive approach to children and strengthening families. The goal of HCZ is to help communities identify their resources and needs, then organize a coordinated, interdisciplinary strategy.
http://www.hcz.org/

National Network of Partnership Schools (NNPS)*

NNPS invites schools, districts, states, and organizations to join together and use research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in schools. NNPS's tools, guidelines, and action team approach may be used by all elementary, middle, and high schools to increase involvement and improve student learning and development.
http://www.csos.jhu.edu/P2000/

nnps@csos.jhu.edu or (410) 516-8800

Family Support Workers (FSW)

FSW Program, located in Seattle School District Elementary Schools, is committed to eliminating barriers to academic success by linking elementary school children and their families with needed community resources. Family Support Workers team up with other professionals – parents, educators, agencies, and community members – so that students can succeed in school. FSWs assist families with accessing culturally appropriate school and community services.

http://www.seattleschools.org/area/fsw/index.dxml

(206) 252-0950

AFRICAN AMERICAN MALES

4C Coalition Mentor Program

The 4C Coalition Mentor Program is a research-based mentoring program based on the Juvenile Rehabilitation Administration's (JRA) mentoring program has been implemented for locally-sanctioned youth, in partnership with Seattle King County faith communities.

http://www.the4ccoalition.org/research.html

4ccoalition@qwest.net or (206) 354-4139

WHOLE-SCHOOL MODELS

Frederick Douglass Academy (FDA)

FDA provides a rich, vigorous and challenging academic curriculum that will prepare students to enter the college of their choice. College preparation begins in the 6th grade.

http://schools.nycenet.edu/region10/fda/ (212) 491-4107

Knowledge is Power (KIPP)

Knowledge is Power is a national network of free, open-enrollment, college-preparatory public schools with a track record of preparing students in underserved communities for success in college and in life.

http://www.kipp.org/info@kipp.org or (866) 345-KIPP (5477)

LEADERSHIP

National Alliance of Black School Educators

The nation's largest support network for African American educators, NABSE is committed to improve the educational accomplishments of African American students through the development and deployment of instructional and motivational methods that increase levels of inspiration, attendance and overall achievement. Washington State also benefits from the work of the state organization, Washington (State) Alliance of Black School Educators (WABSE) and Seattle Alliance of Black School Educators (SABSE), both of which provide local conferences to African American educators and other educators who serve African American students.

APPENDIX D

Town Hall Summaries

Four town hall-style meetings were held in Seattle, Spokane, Tacoma and Yakima in November 2008 to solicit feedback on the draft strategic plan to address the African American student achievement gap. Participants included educators and members of the general public. A total of 198 people attended the four sessions (103 of them were educators).

In each session, general public participants chose to participate in an in-depth discussion on one of four topics that are central to the strategic plan: early learning, high school graduation, teacher quality and higher education. Educators who attended formed their own small group, and addressed all four topics in their discussion.

Below are summaries of the feedback received in all four subject areas.

EARLY LEARNING

General public feedback

Parents are children's first teachers; they need a "navigation system" to help them be successful in that important job. Many do not understand how early learning influences a child's future success in school. Parents need guidance on the importance of reading to their children, choosing childcare providers that will help prepare their children for school, and understanding what "parent involvement" really entails in building children's social and academic skills. They need to know what kind of resources are out there to support them, and how to begin to navigate the school system before their children enter it. Parents of children just entering school need strong support from teachers and other staff, and they must feel welcome when they walk in the school doors.

Social and health care services should be entwined with early learning opportunities. Children should be assessed on their strengths and weaknesses, so teachers will know how to better individualize instruction. Teachers can help children learn from an early age how to value cultural diversity. They must use creative, innovative ways to capture students' interest in school and learning. They also must help parents overcome their own bad experiences in school, so they can help their children "break out of that cycle."

Educator feedback

Early learning programs clearly make a critical difference to children's academic success, yet too many of them are not "education-focused" enough. Early learning needs to be "integrated into the fabric" of the K-12 system to make transitions for children more seamless. Early learning is as much for parents as it is for children, and parents need community support so they can help their children become better learners. As one assistant principal noted, "We need to dissolve the barriers between community and school."

Use research and data to put the strategies that raise student achievement to work. Create common goals and benchmarks. And raise the cultural competency of teachers. Teachers must be willing to learn from their students, too.

HIGH SCHOOL GRADUATION RATE

General public feedback

Parents are clearly seen as critical role models in motivating their children to succeed. But they need help. Many are ill equipped to help their children navigate school and homework, and cultural and language barriers pose further problems. Parents need help understanding the resources available to support their children, such as tutoring and after-school programs. Partnerships with teachers, community centers, churches, etc. are needed to assist parents. As one parent in Spokane said, "I don't feel like a positive role model when I can't answer my kid's question."

Peer mentoring is a tool that helps students feel engaged. Students need places to go and people to turn to for support and safe expression of the issues and problems they're dealing with. They need to be exposed to role models and to examples of what life beyond high school can lead to.

Teachers need to be culturally competent, sensitive and respectful. More diversity among teachers and administrators would help redefine racial relationships and provide more positive role models for students.

Educator feedback

Too many parents are focused on survival, or have had bad experiences in school. They need help understanding the importance of an education, and sharing that value with their children while those children are still young. Media images speak volumes, and the election of President Obama provides an important, visible role model for African American students.

Students need more academic support. Longer school days, after-school programs, access to a more rigorous curriculum, incentives for strong teachers to work in high-need schools – all are part of the solution to this challenge. Educators need a better understanding of the "transition" years from elementary to middle school, and middle school to high school. Educators need to do a better job of listening to their students; when the adults don't listen, students shut down.

Parents become less involved in school during the high school years. Family involvement is needed throughout the K-12 years. Parents bring their value system to school and need to be an important part of the difficult conversations about race that must occur to help students and educators better connect. Students need to see curriculum and materials that are relevant to their world (they don't see themselves in Advanced Placement materials, for example, so they don't sign up for AP courses).

TEACHER QUALITY

General public feedback

Teachers need to be strong communicators and actively engaged in reaching out to and building relationships with families. More teachers and administrators of color and of diverse backgrounds are needed to better communicate with families and advocate for diverse students. Teachers must partner with students and community advocates to keep students engaged. They need to listen to parent feedback, and be passionate advocates for students. Counselors and community partners (after-school programs, mentors, volunteers, etc.) play a critical supporting role in raising student achievement.

Teachers must be adept at meeting specific needs of students, and be careful not to misidentify an anger or behavioral problem as a learning disability. Good teachers will take extra steps to relate to all of their students; "high quality" teachers have a passion for teaching each student, and take the time to learn the background of their students so they can help overcome challenges those students bring to school.

Cultural competency is critical, because racial issues are prevalent in schools. Most teachers are White, and they relate better to White students. As one Spokane educator stated, "We have kids that are treated with disrespect and teachers don't know they are doing it." Others agree that students of color don't "see themselves" in their schools. Teachers and administrators must better understand how their backgrounds and value systems unconsciously influence how they interact with students. Teachers need to be taught how to work with a community that "doesn't look like them."

Educator feedback

Parents and community members are important "eyes" on teachers. Active parents help improve teaching. But schools are not always welcoming to parents (one educator in Tacoma noted a policy that requires a parent to give a school 24 hours' notice before visiting). Genuine invitations to visit the school and help parents become strong teaching partners are important. And teachers should reach out to parents in their own homes.

"Highly qualified" is a term with different definitions. The federal definition doesn't necessarily fit the "real" definition: teachers who are lifelong learners, culturally responsive, and openly seek mentoring, professional learning communities and other partnerships with their peers. Many teachers come out of college and don't know what is expected of them. Processes to evaluate and remove non-effective teachers are lengthy and contentious. We need overall goals and strategies we stick to; too many people are trying to do too many different things.

POST-SECONDARY AND JOB TRAINING

General public feedback

Participants mentioned the need to be clear about which families and students need more support and encouragement about higher education opportunities. Parents are important role models, and their expectations and encouragement strongly influence their children's college ambitions; they need a better support system to encourage those dreams. Many more community support systems are needed as well. From an early age, children need mentors in churches, classrooms and community organizations who model the importance of education and help point them in a positive direction. They also need to be connected with peers who want to pursue college, and with young adults who have just completed college and can influence their thinking.

Too many students who do enter college are unprepared academically for college-level work. Teachers need more cultural competency training so they can do a better job of connecting with diverse learners, and use different styles of teaching to engage students and deliver content in a manner that will resonate and inspire.

Educator feedback

Students need more college-focused programs, but they also need support and motivation to take advantage of these programs. Such programs should become standard in each school (with stable funding) so that a college-bound culture is created. Visits to college campuses should start earlier in high school. Students who are academically successful can't be made to feel they are "acting White."

APPENDIX E

District Conversation Summaries

HB 2722 Committee members spoke with superintendents in 10 districts: Federal Way, Highline, Kent, North Thurston, Puyallup, Renton, Seattle, Spokane, Tacoma, and Tukwila. This is a summary of these conversations, which helped to inform the Committee's work. Results are based on information presented in conversation or in writing.

	No. of Responses (out of 10)
1. What is your District currently doing to address the gap for African American students?	
Professional development on cultural competency and awareness, knowledge of best institutional practices, issues of poverty	**9**
Use data to see gaps: achievement, demographic, discipline	**8**
Superintendent commitment to high achievement for all students	**8**
Increased enrollment in AP and gifted programs	**7**
District policies that reinforce high expectations at all levels	**7**
Recruitment & retention of staff of color	**6**
Teacher quality enhancements	**6**
Differentiated instruction	**6**
Leadership development of administrators	**6**
Academic coaches	**6**
Engage parents around expectations, program opportunities, achievement gap issues	**5**
Tutoring and more accurate student placement	**5**
Focus on how teachers are grown	**5**
Professional learning communities with adequate tools	**5**
Focus on collection of evidence	**5**
Comprehensive systems approach to expand the instructional skills of teachers (research based)	**5**
Teachers & administrators study history, institutional racism	**4**
Outreach to community/faith-based organizations to mentor students	**4**
Early identification of students in need (4th grade)	**4**

	No. of Responses (out of 10)
Strong student support	4
Encourage the use of student voice (vs. aggression) to express needs	3
Focus on early childhood education	3
All 10th graders take PSAT	3
Provide gifted programs in every elementary school	3
All-day kindergarten in all schools with 80% free/reduced lunch	3
Male mentors for African American students	2
Pyramid of interventions	2
On-time graduation specialists	2
Take home computer program where students teach families how to use technology	1
Partner with parents and churches to teach cultural history	1
Summer school for K readiness (8 weeks)	1
Identified African American males needing special attention	1
Cultural coaches	1
Partnerships with local universities to provide math/science training for teachers	1
Collaborate with teachers' union re: National Board Certification	1
Continue to develop Career & Technical Education offerings	1
Teacher cadres working on math achievement	1
2. Describe your success in closing the gap.	
Hiring African American administrators/teachers	6
Direct conversations about issues of race	6
Dedicated day of staff training	6
Delayed start time days – provide for staff collaboration	6
Looking at data to document the experiences of African American students	5
AVID	5
Full time math and reading/literacy coaches in elementary	4
More personalization for kids via small schools	3
Hold monthly minority administrators' meetings	3
New teacher orientation – 3 days	3
Increased numbers of scholarships for African Americans	3
Transformed gifted program	3
21st Century Learning Center (out of school)	2
Leadership in Math program	2
Teacher leadership teams	2
Grow your own concept for teacher development	2

	No. of Responses (out of 10)
County/City/Community collaboration efforts to address key issues and coordinate services to families	2
Full time social worker and counselor at each elementary	2
Created culture of success for all students	2
Increase student involvement in drama program	1
Conduct Student Summit to help students talk about living in a multicultural world	1
Curriculum audit	1
On-time graduation for 99% of class of 2008	1
Reading and writing gap nearly eliminated	1
More teachers who are outstanding (ensuring student success)	1
Heritage Leadership Camp for African American males – increase in grades/attendance/ relationships, decrease in behavior problems	1
Provide wrap around services: dental care, immunizations	1
Online grade reporting system for students and parents	1

3. Describe your challenges in closing the gap.

Changing institutional practices and mind sets that negatively impact African American students	6
More money to expand successful programs/resources to students	6
Raise expectations of African American students	4
Provide wrap around services to high need students	4
Refine/expidite the process to remove ineffective teachers (today it takes two years)	4
Adequate professional development with limited resources	4
Lack of funding to take successful pilots to scale	4
Helping students to work hard to meet increased expectations	3
Inadequately prepared teachers coming out of teacher prep programs	3
Parent knowledge gap re: graduation requirements	2
Data system is manual and labor intensive	2
Would like a partnership with a school of ed re: professional development	2
Don't have systemic professional development	2
Inflexible teacher contracts that hinder decision-making for the good of students	1
System isn't rigorous enough for AP at the high school level.	1
Math gaps persist and are widening	1

	No. of Responses (out of 10)
4. What recommendations/strategies would you encourage the Advisory Committee to include in its report?	
Teacher development re: cultural competency, cultural relevance	**8**
Grow/hire more African American teachers	**6**
Show deliberate intentionality in closing the gap	**6**
Institutionalize high expectations for all students	**5**
Hold districts accountable and responsive to achievement gap for African American students, recognize success	**4**
Help parents understand they have a role in their child's education and show them what it is	**4**
Provide extended day to enhance student learning	**4**
Recruit teachers who have come from improverished background and have become successful	**4**
Need aligned curriculum to address high mobility	**4**
The committee's recommendations must be funded and support the recommendations in a systemic way.	**4**
Lack of access to quality early learning	**3**
Provide consistent funding for research-based programs that work (i.e. AVID, Navigation 101, full-day K) without overwhelming paper work	**3**
Make student engagement a priority	**2**
Focus on 3- to 5- year olds as the key to learning readiness and student success	**2**
Designated scholarships for minority students interested in teaching careers	**2**
Smaller class size at the secondary level	**2**
Relief from teacher contracts will impact changes to improve student learning	**1**
5. Other comments, suggestions or questions for consideration	
Disaggregate data to determine which African American students are successful and those who need more support	**5**
Full funding of basic education	**5**
State must exhibit belief about student learning for all and model appropriate behavior.	**3**
Include student voice to inform this work	**3**
Lack of political will by local legislators and others in authority prevents bold decisions , especially re: finance	**2**
Educators of distinction awards	**1**
Work with teacher unions re: accountability for student achievement, hiring, tenure	**1**

APPENDIX F

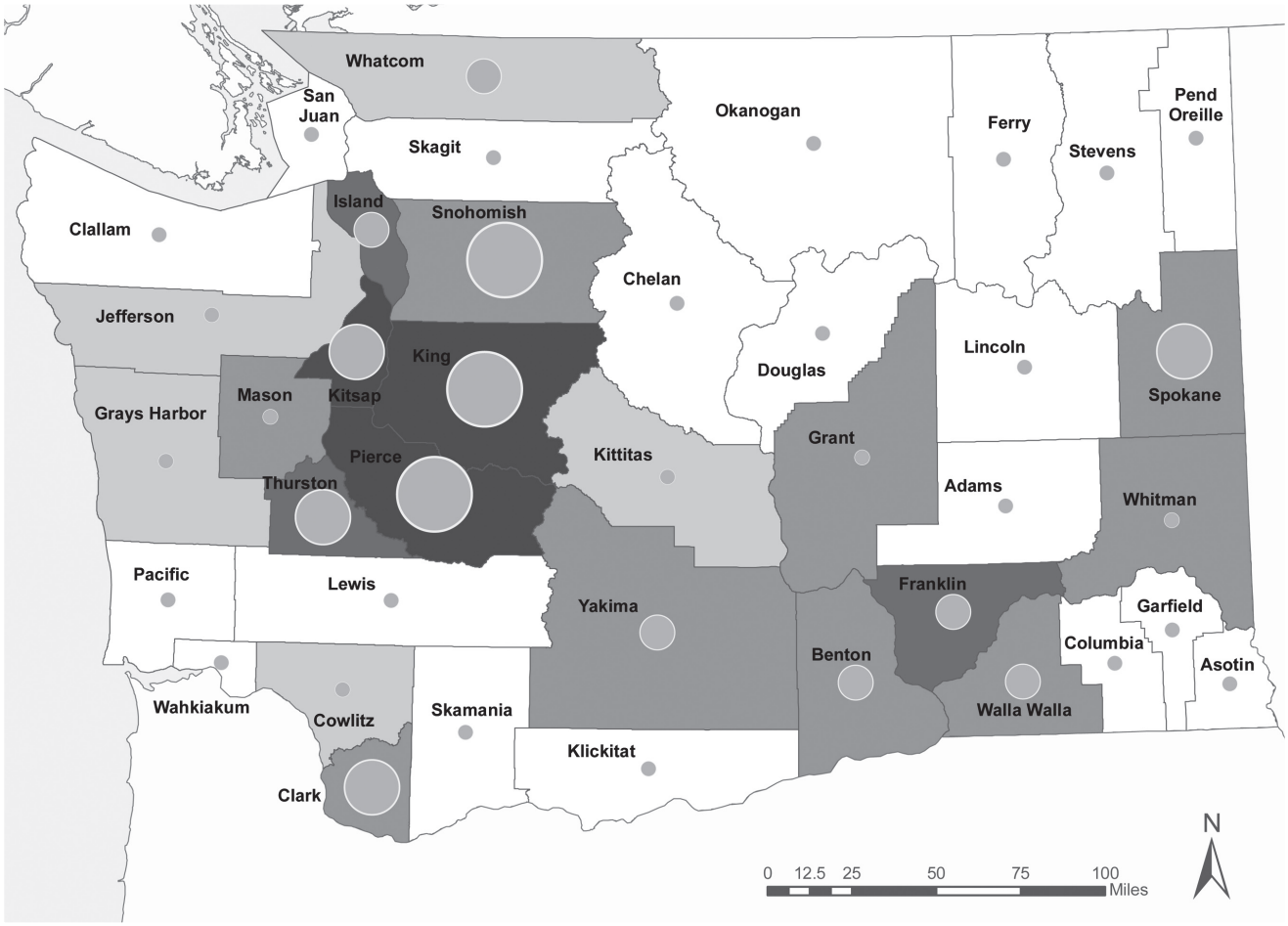
Data

The following series of charts and graphs show the demographics of Washington state, how its African American students compare to other students in the state, the participation in various federal and state programs by ethnicity, and additional analysis done by the Washington State Institute for Public Policy.

WASHINGTON STATE POPULATION, APRIL 1, 2008

County Name	Total Population	Black Population	Percent Share
Adams	17,800	48	0.3
Asotin	21,400	56	0.3
Benton	165,500	1,784	1.1
Chelan	72,100	229	0.3
Clallam	69,200	304	0.4
Clark	424,200	8,274	2.0
Columbia	4,100	10	0.2
Cowlitz	99,000	603	0.6
Douglas	37,000	168	0.5
Ferry	7,700	23	0.3
Franklin	70,200	1,472	2.1
Garfield	2,300	0	0.0
Grant	84,600	892	1.1
Grays Harbor	70,900	555	0.8
Island	79,300	2,266	2.9
Jefferson	28,800	208	0.7
King	1,884,200	114,619	6.1
Kitsap	246,800	8,065	3.3
Kittitas	39,400	329	0.8
Klickitat	20,100	49	0.2
Lewis	74,700	241	0.3
Lincoln	10,400	25	0.2
Mason	56,300	769	1.4
Okanogan	40,100	134	0.3
Pacific	21,800	40	0.2
Pend Oreille	12,800	18	0.1
Pierce	805,400	61,286	7.6
San Juan	16,100	30	0.2
Skagit	117,500	620	0.5
Skamania	10,700	39	0.4
Snohomish	696,600	13,626	2.0
Spokane	459,000	8,180	1.8
Stevens	43,700	128	0.3
Thurston	245,300	6,592	2.7
Wahkiakum	4,100	10	0.3
Walla Walla	58,600	1,047	1.8
Whatcom	191,000	1,523	0.8
Whitman	43,000	751	1.7
Yakima	235,900	2,902	1.2
State	**6,587,600**	**237,917**	**3.6**

WASHINGTON STATE POPULATION, APRIL 1, 2008



Total black population

- Less than 1,000
- 1,000 – 3,000
- 3,001 – 10,000
- More than 10,000

Share of black population

- Less than 0.5%
- 0.5% – 1.0%
- 1.0% – 2.0%
- 2.0% – 3.0%
- More than 3.0%

Source: Office of Financial Management, Forecasting Division

STUDENT DEMOGRAPHICS IN WASHINGTON STATE

OCTOBER 2007 ENROLLMENT

Group	Number	Percent	Dropout rate, 2005-06
American Indian/Alaskan Native	27,616	2.7%	11.2%
Asian/Pacific Islander	86,777	8.7	4.3
African American	56,719	5.7	10.3
Hispanic	151,410	14.6	8.9
White	708,836	65.8	4.8
Total, all students	972,662	100.0	5.7% (Annual Rate)

Source: OSPI

PERCENTAGE OF BLACK STUDENTS, BY GRADE AND GENDER, OCTOBER 2007

		Black students		Males		Females	
Gr.	All	No.	Pct.	No.	Pct.	No.	Pct.
PK	10,012	461	4.6	304	65.9%	157	34.1%
K	72,361	3,768	5.2	1,912	50.7	1,856	49.3
1	76,671	3,940	5.1	1,999	50.7	1,941	49.3
2	76,871	4,140	5.4	2,139	51.7	2,001	48.3
3	76,972	4,411	5.7	2,264	51.3	2,147	48.7
4	76,814	4,388	5.7	2,213	50.4	2,175	49.6
5	76,664	4,369	5.7	2,273	52.0	2,096	48.0
6	76,053	4,257	5.6	2,221	52.2	2,036	47.8
7	77,860	4,352	5.6	2,215	50.9	2,137	49.1
8	78,325	4,524	5.8	2,350	51.9	2,174	48.1
9	89,132	5,617	6.3	2,971	52.9	2,646	47.1
10	85,041	4,752	5.6	2,494	52.5	2,258	47.5
11	80,555	4,175	5.2	2,074	49.7	2,101	50.3
12	78,515	3,620	4.6	1,911	52.8	1,709	47.2

Source: OSPI

WASHINGTON STATE PROGRAM SUMMARIES, BY ETHNICITY

Program/Year	Total # of Students Served	African American	Asian/ Pacific Islander	Hispanic	American Indian / Alaska Native	White	Other[1]
Title I-A: School-wide 2007-08	220,031	15,443 (7.0%)	17,347 (7.9%)	72,932 (33.1%)	12,028 (5.5%)	96,078 (43.7%)	6,203 (2.8%)
Title I-A: School-wide Summer 2007-08	10,719	882 (8.2)	610 (5.7)	5,581 (52.1)	392 (3.6)	2,723 (25.4)	531 (5.0)
Title I – Targeted Assistance 2007-08	30,458	1,142 (3.7)	1,548 (5.1)	6,341 (21)	919 (3.0)	19,419 (63.7)	1,095 (3.5)
Title I- Targeted Assistance Summer 2007-08	1,777	158 (8.9)	165 (9.3)	599 (33.7)	40 (2.2)	779 (43.9)	36 (2.0)
Title I, Part B, Subpart 1 Reading First 2007-08	19,853	9.5%	6.7%	54.4%	2.9%	25.5%	--
Title I, Part B, Subpart 3 Even Start 2007-08	420	15 (3.6)	7 (1.7)	332 (79)	5 (1.2)	40 (9.5)	21 (5.0)
Head Start, 2007 *(Source: Wash. St. Dept. of Early Learning)*	14,451	1,434 (9.92)					
ECEAP, 2007-08 % based on cumulative enrollments[2] *(Source: Wash. St. Dept. of Early Learning)*	8,190	818 (10.0)	608 (7.4)	3309 (40.4)	419 (5.1)	4365 (53.3)	525 (6.4)
Title IV, Part B, 21st Century Learning Centers 2007-08 *(Source: U.S. Dept. of Ed.)*	9,426 regular attendees	5.9%	4.1%	49.8%	4.3%	29.1%	6.8% – including missing data
Special Education 2007	110,188	8,393 (14.8)	5,256 (4.7)	16,082 (14.6)	4,532 (4.0)	75,925 (68.9)	--

Program/Year	Total # of Students Served	African American	Asian/ Pacific Islander	Hispanic	American Indian / Alaska Native	White	Other[1]
LAP – School Year 2007-08	90,055	6,717 (7.5%)	5,179 (5.8%)	26,702 (29.7%)	3,774 (4.2%)	45,764 (50.8%)	1,919 (2.0%)
LAP Summer 2008	7,876	905 (11.5)	479 (6.1)	3,754 (47.7)	332 (4.2)	2,072 (26.3)	334 (4.2)
Readiness To Learn 2006-07	7,938	12%	3%	24%	7%	54%	--
Highly Capable Programs, 2006-07	23,641	2.1%	12.7%	6.0%	1.2%	78%	--
Advanced Placement Candidates, 2007 *(Source: The College Board)*	28,785	617 (2.1)	4,444 (15.4)	1,643 (5.7)	225 (0.8)	19,823 (68.9)	Not stated or other: 2,033 (7.1)
Advanced Placement Actual Exams Taken, 2007 (Source: The College Board)	46,751	947 (2.0)	8,109 (17.3)	2,329 (5.0)	325 0.7)	31,714 (67.8)	Not stated or other: 3,327 (7.1)

Notes:

Unless otherwise specified, source is OSPI data

1. Includes multicultural racial students

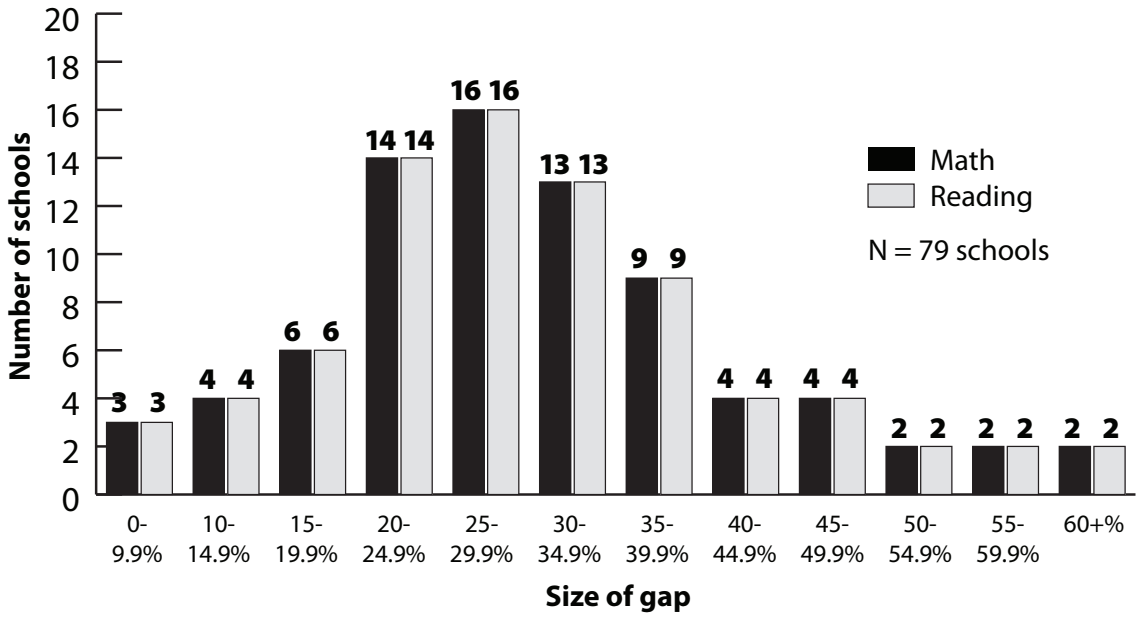
2. The ECEAP data reflects cumulative enrollment numbers, showing ethnicity and race.

ADDITIONAL DATA ANALYSIS

The following three charts were generated by the Washington State Institute for Public Policy as part of their work on the achievement gap study.

WASL ACHIEVEMENT GAP, 2007, 10TH GRADE

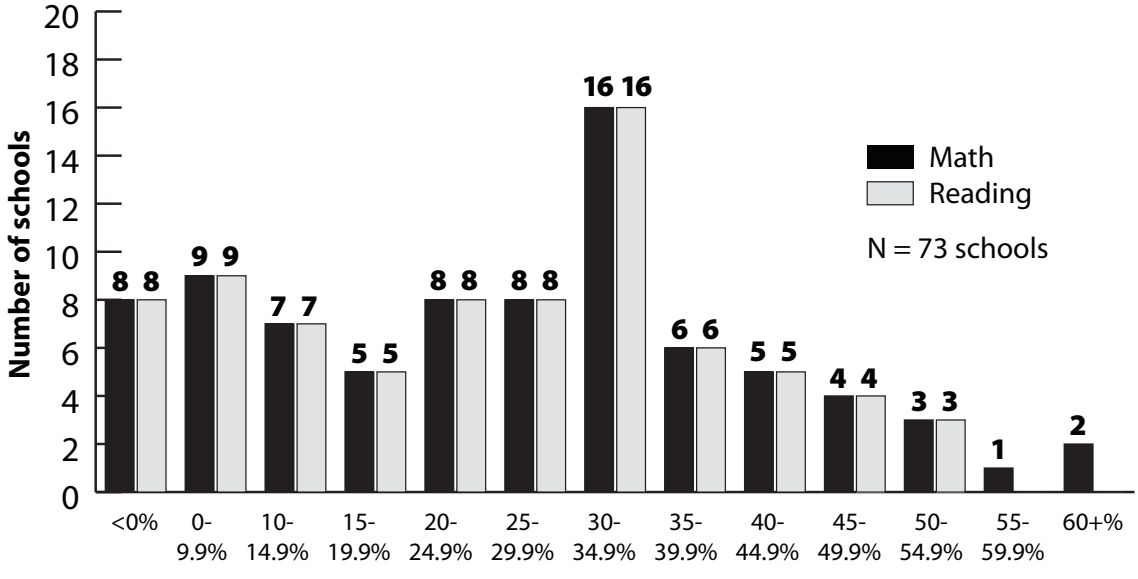
Distribution among schools



(Percent of white students - Percent of African-American students meeting standard)

WASL ACHIEVEMENT GAP, 2007, 4TH GRADE

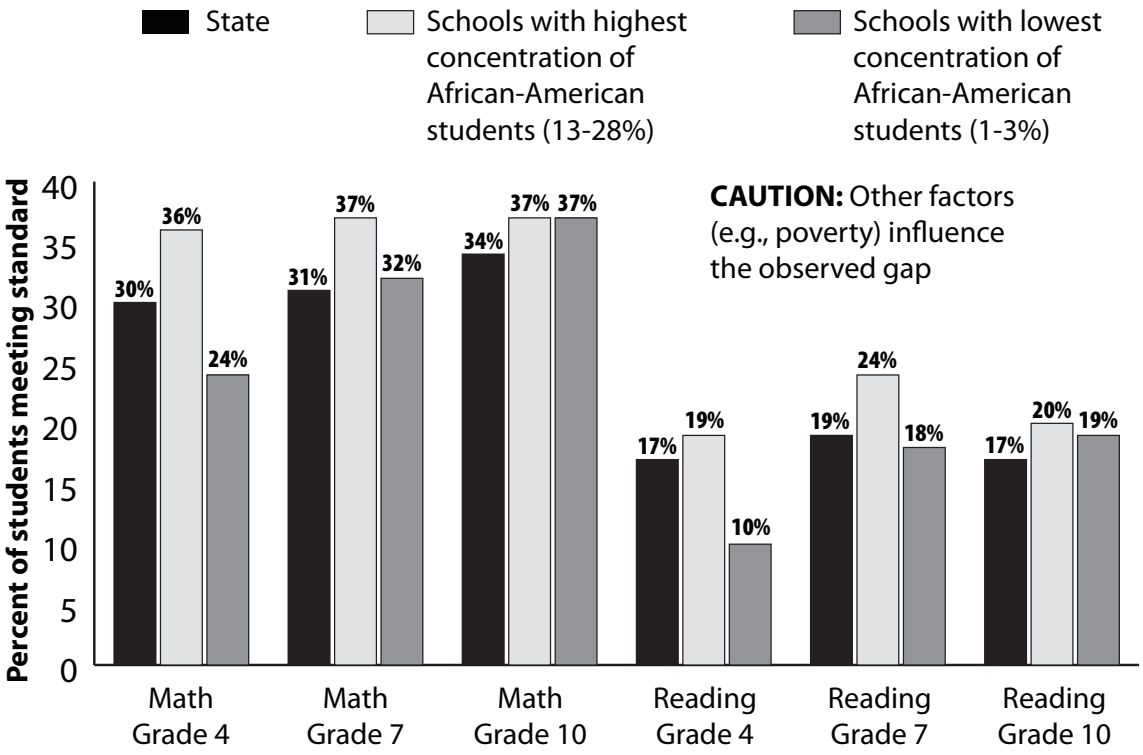
Distribution among schools



(Percent of white students - Percent of African-American students meeting standard)

WASL ACHIEVEMENT GAP, 2007

By percent of African American students in district

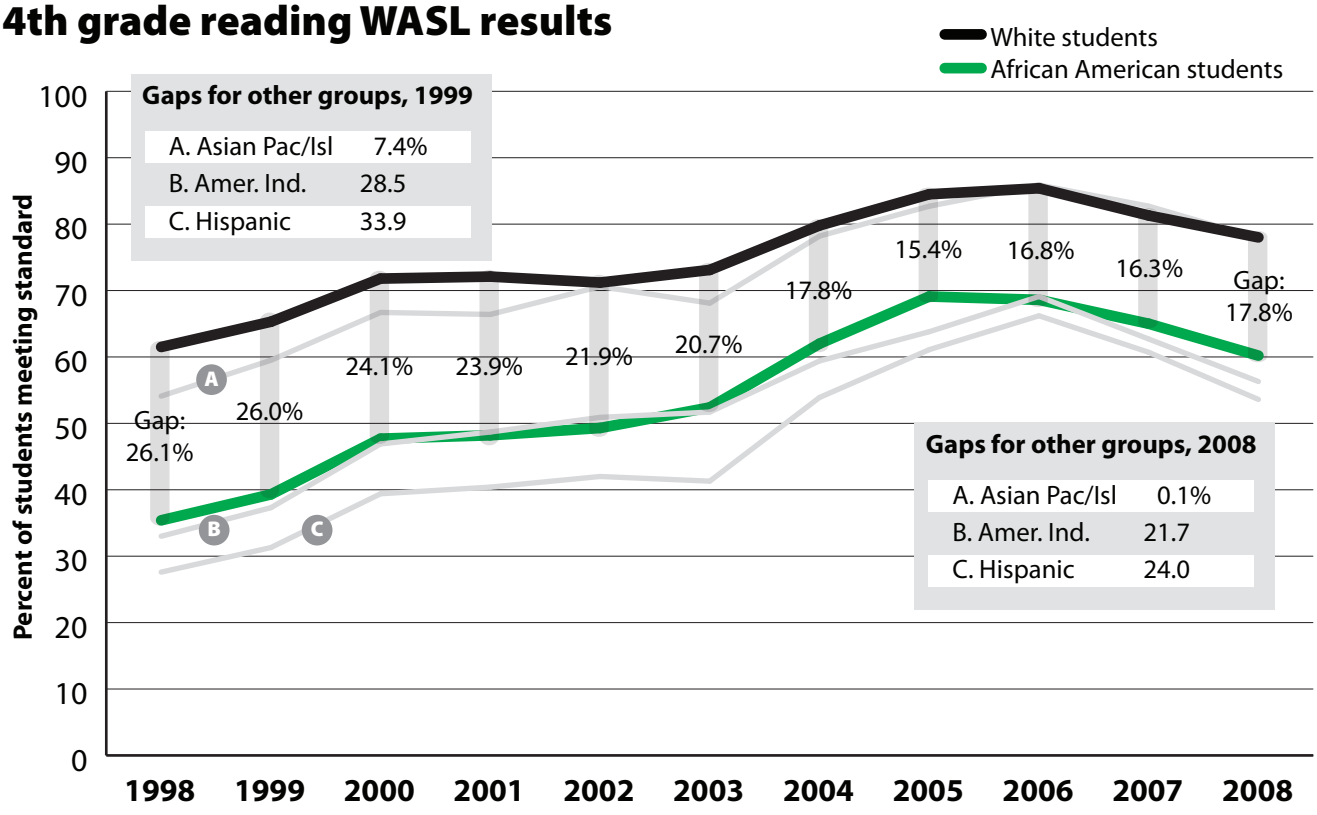


WASL RESULTS

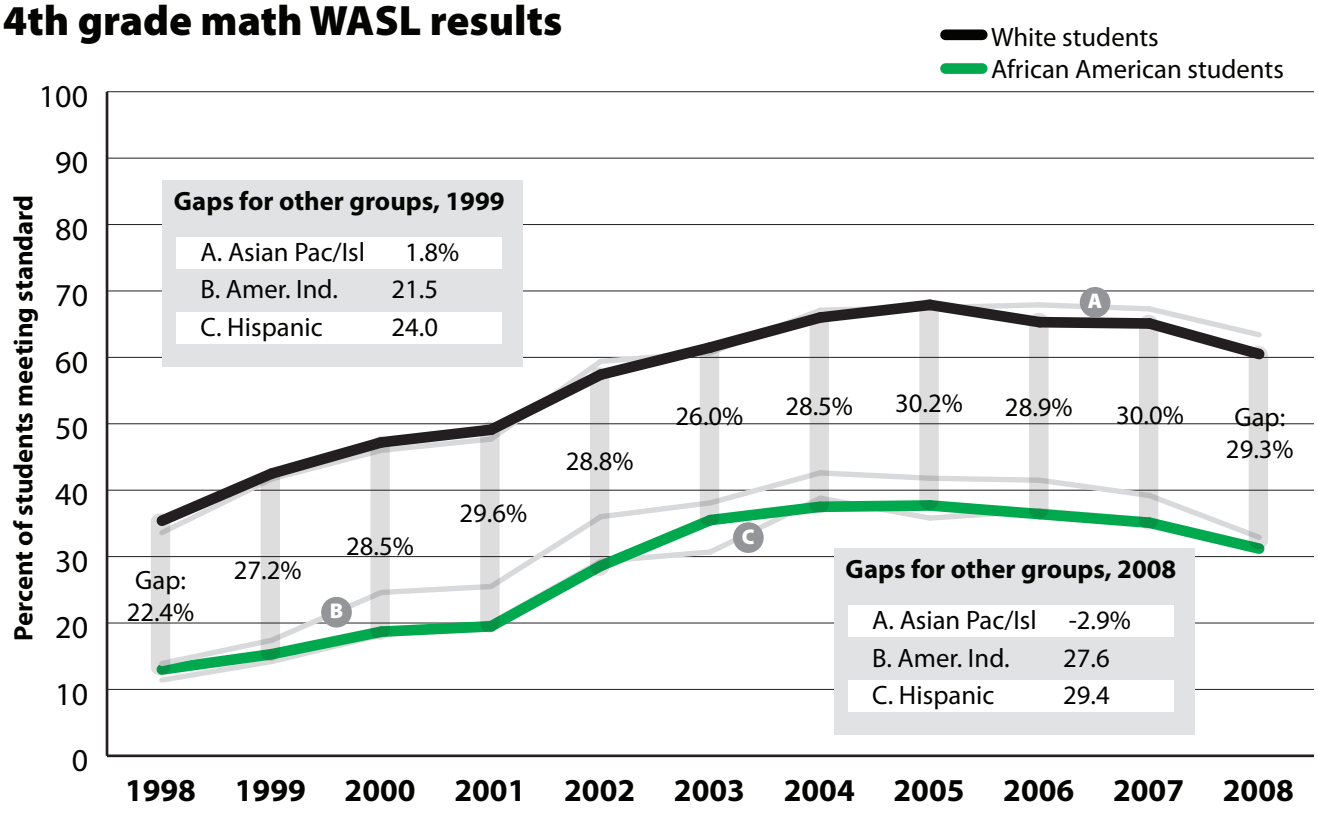
The following nine charts show WASL trends for fourth-, seventh- and 10th-grade students in reading, math, and writing. African American students have improved over time. The gap is decreasing for reading and writing across all grade levels. Math scores have improved, but the gap is increasing at alarming rates.

Source: OSPI

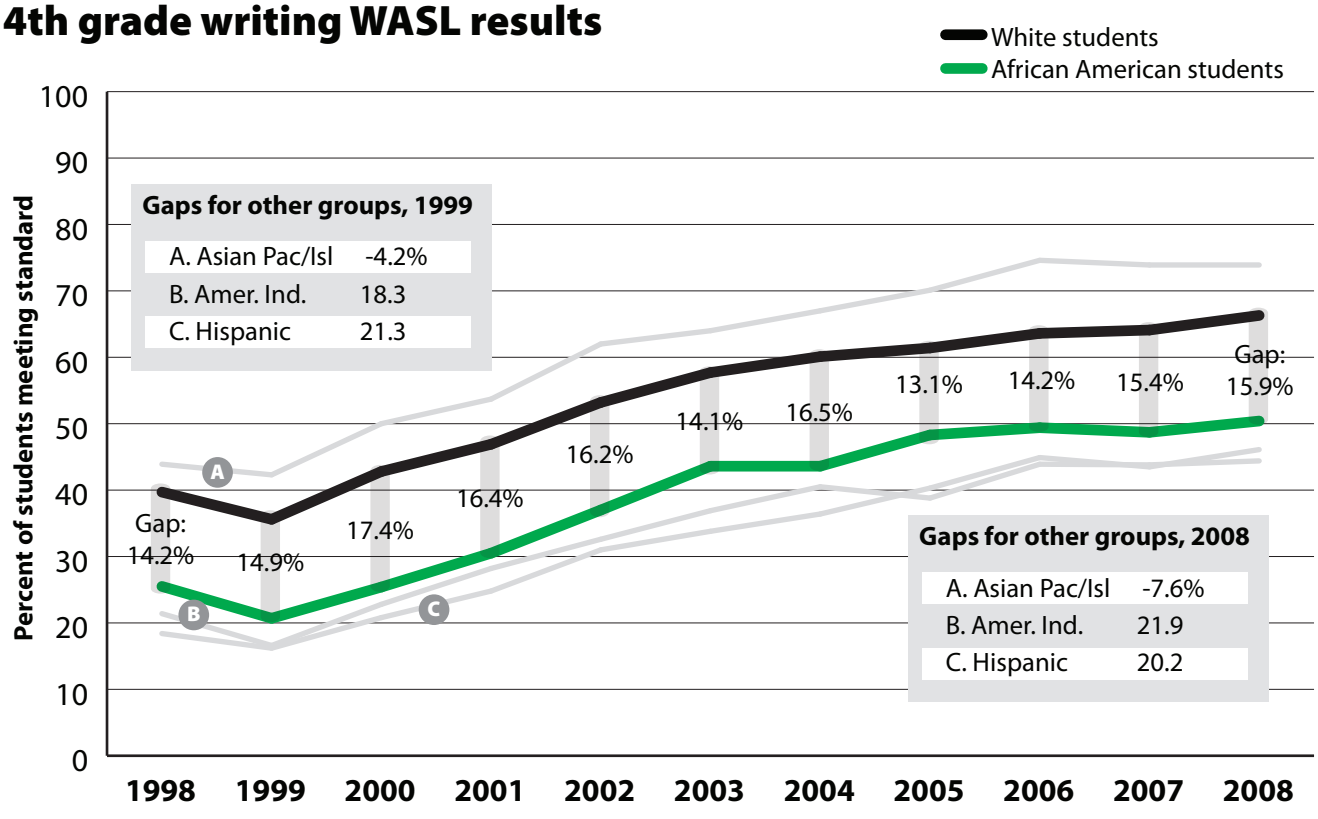
4th grade reading WASL results



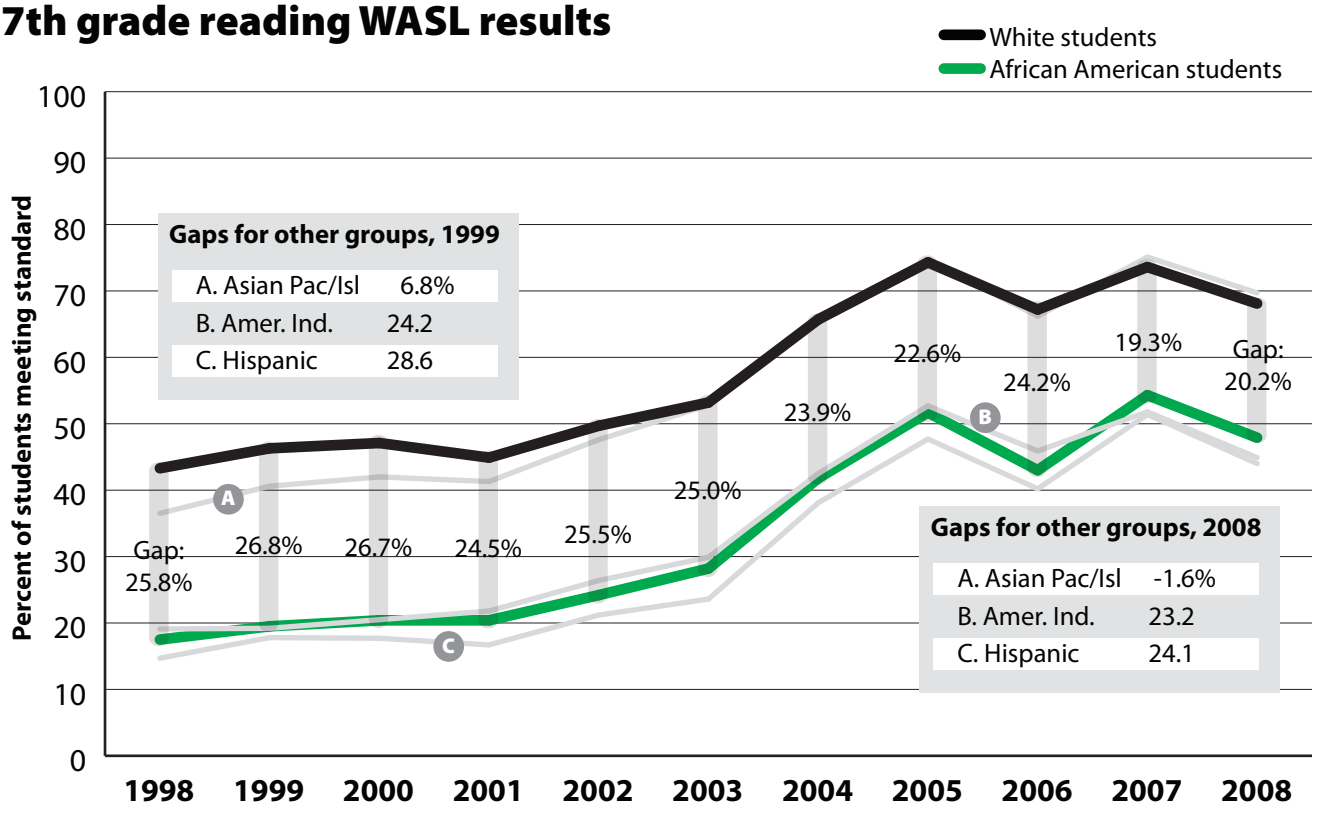
4th grade math WASL results



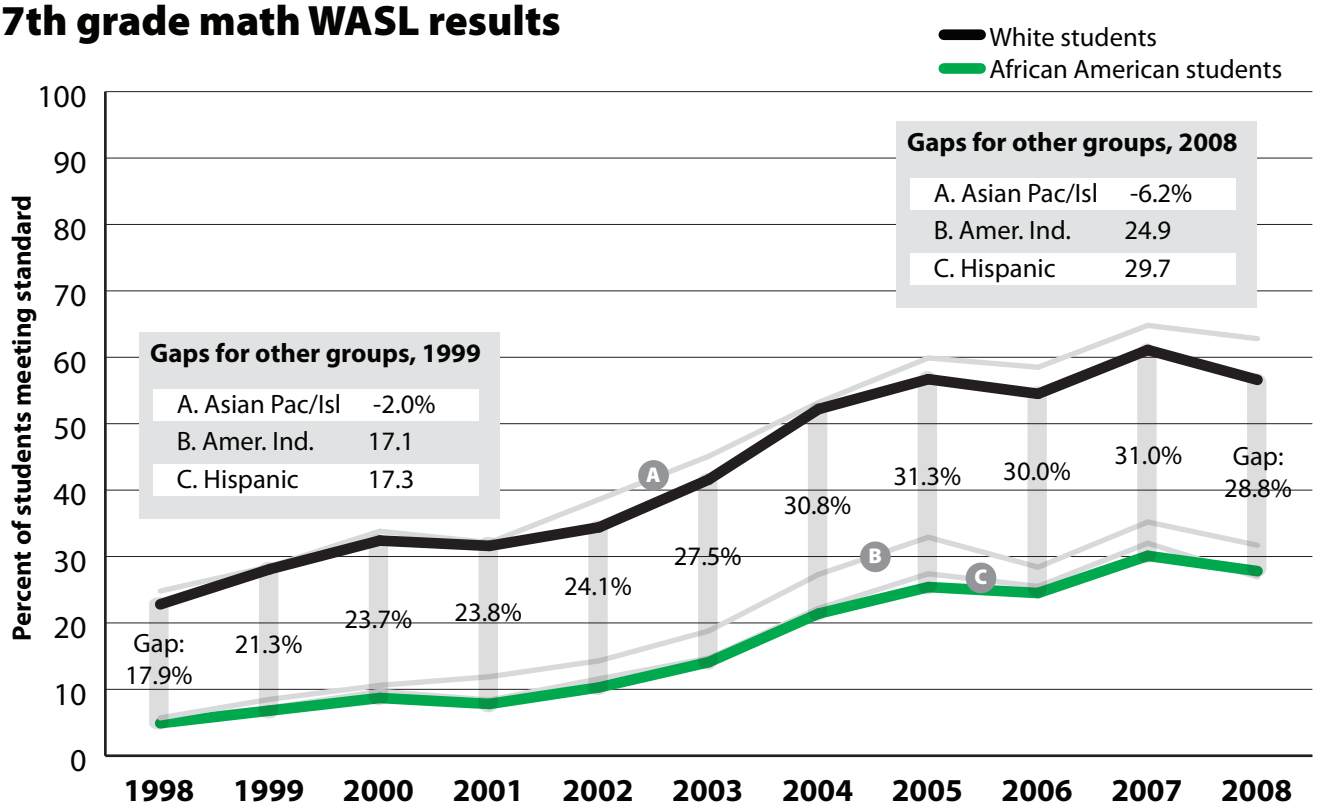
4th grade writing WASL results



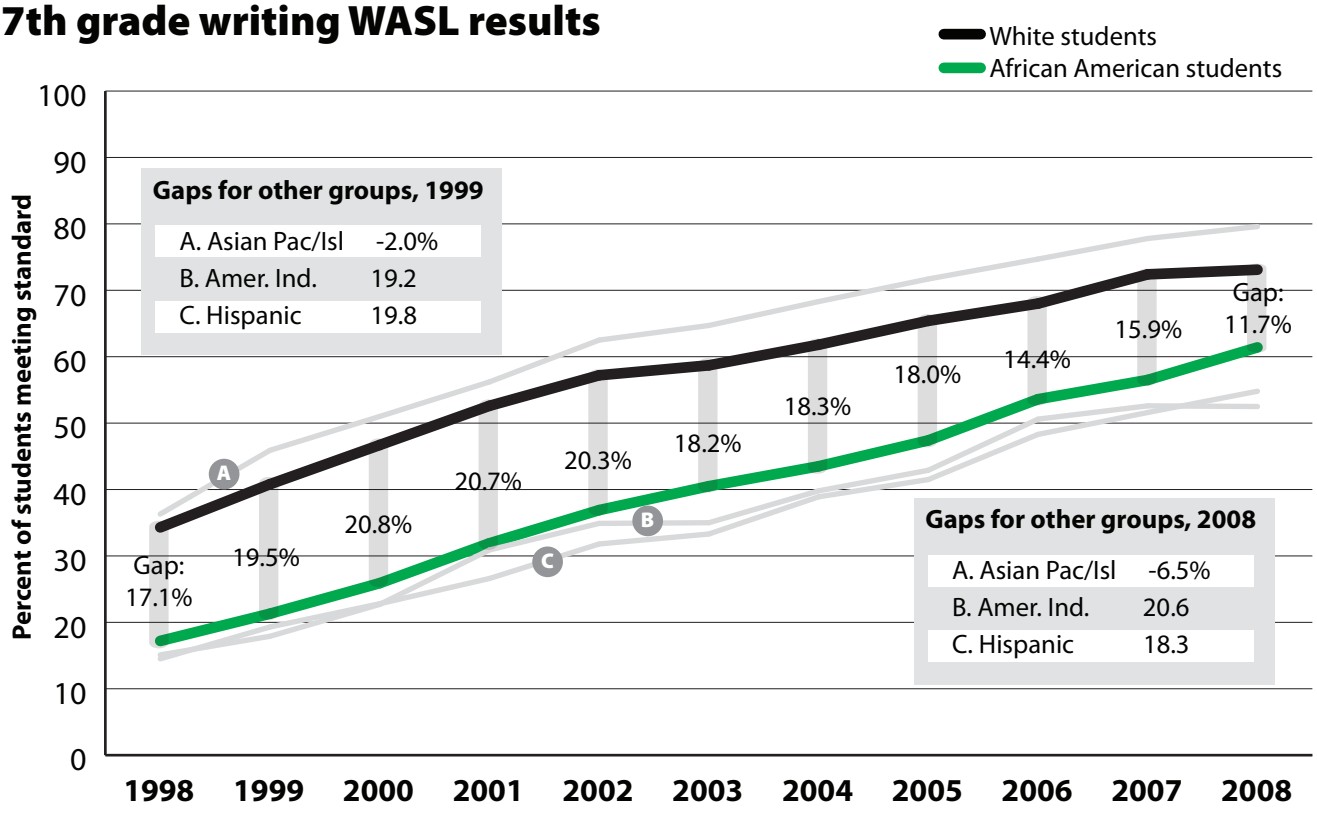
7th grade reading WASL results



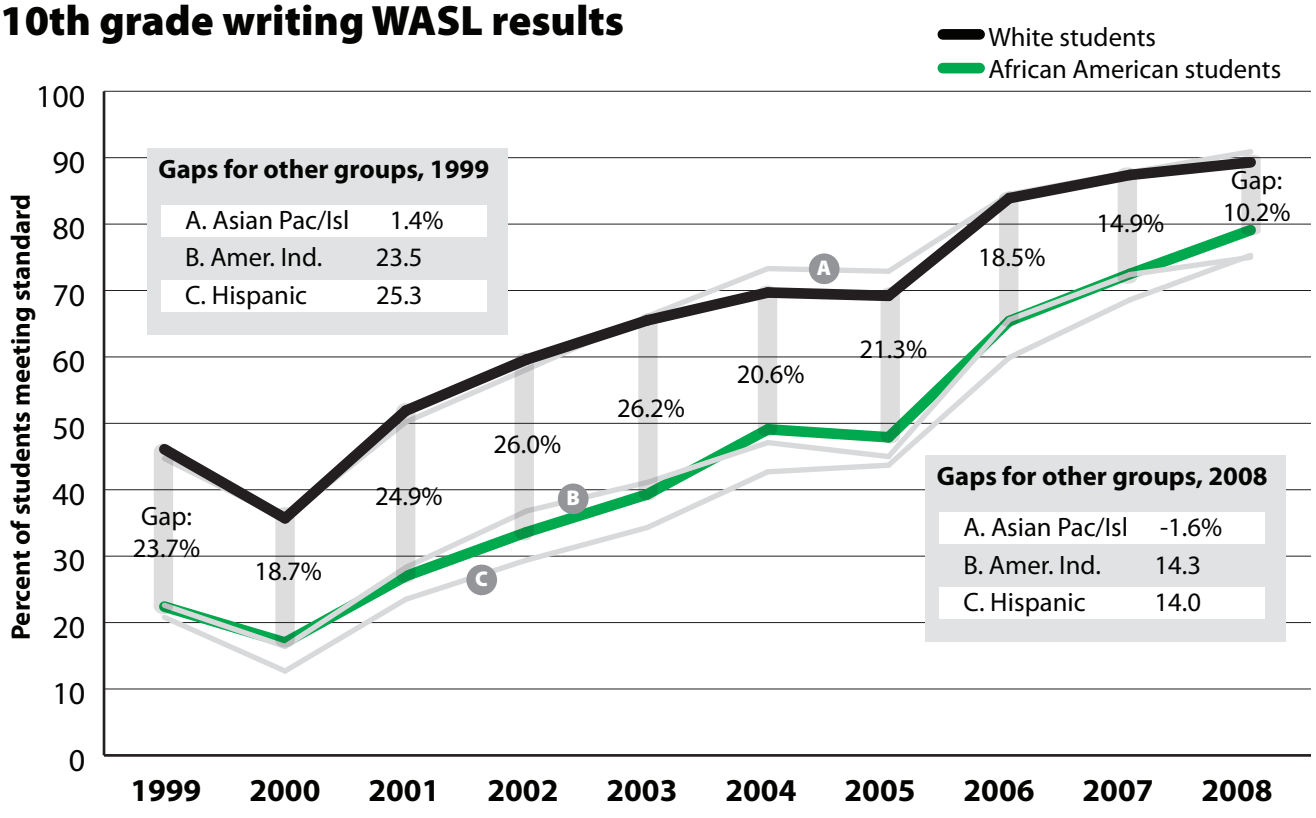
7th grade math WASL results



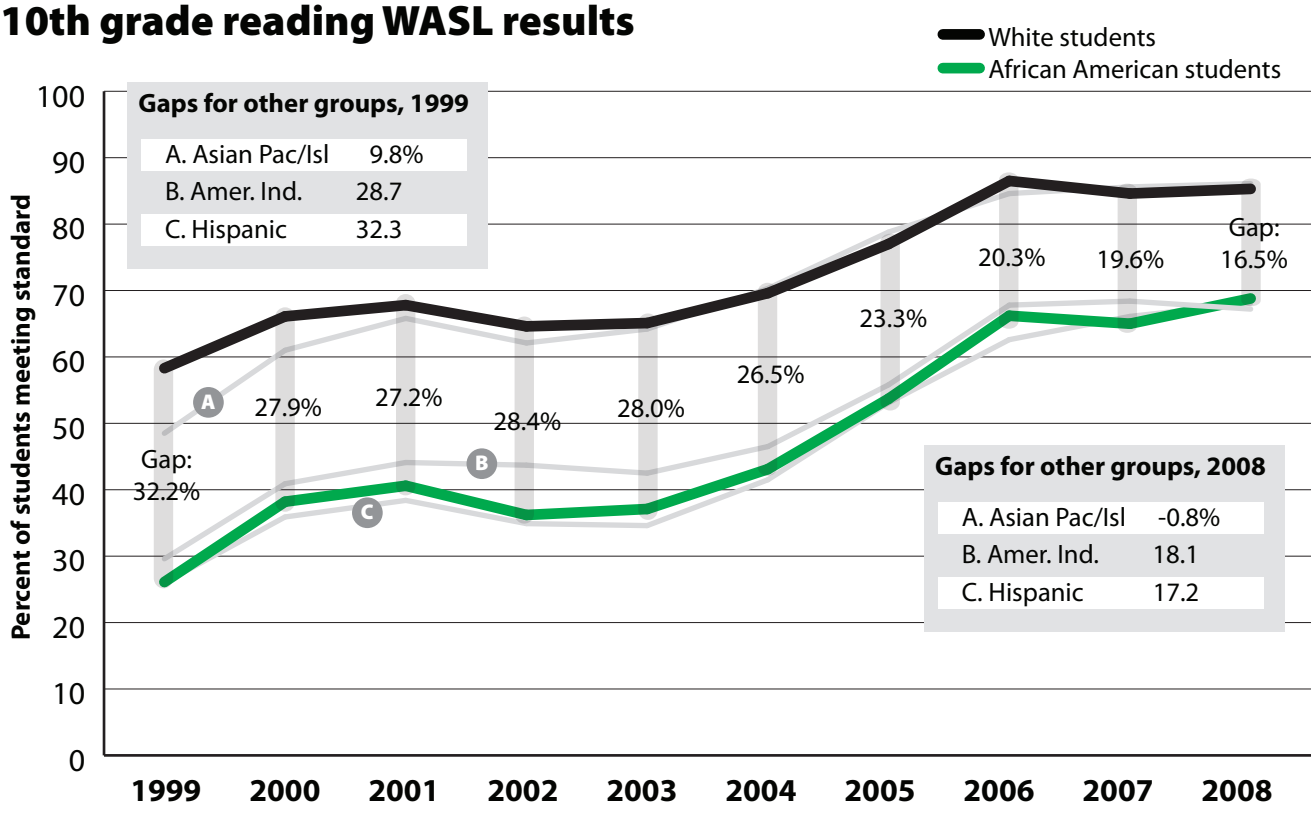
7th grade writing WASL results



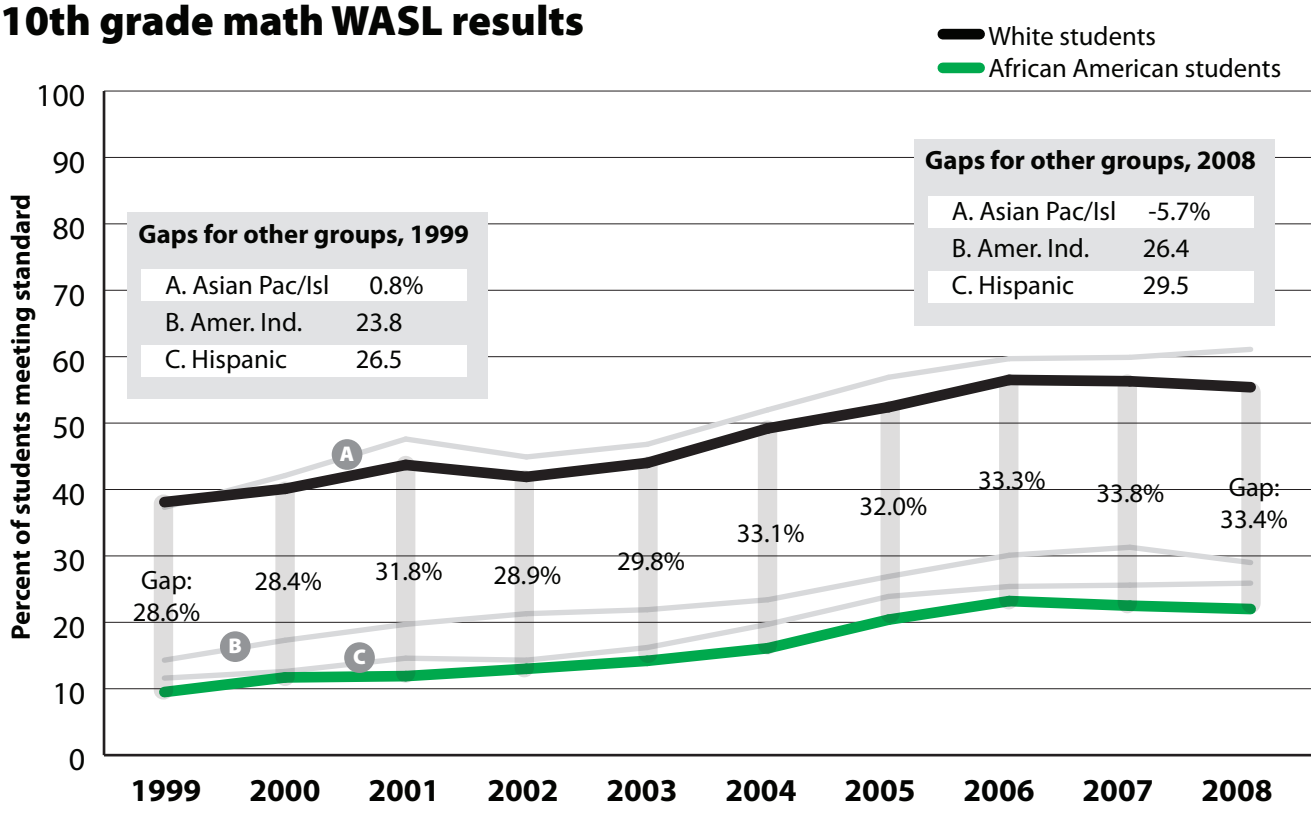
10th grade writing WASL results



10th grade reading WASL results



10th grade math WASL results

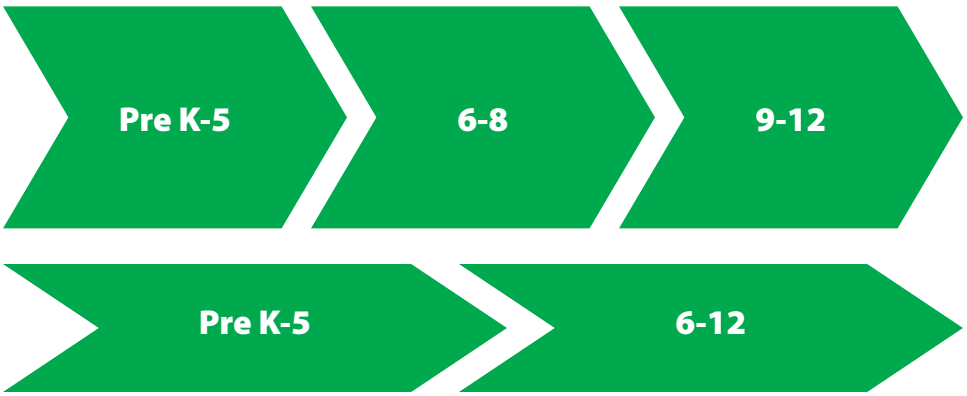


APPENDIX G

Millennium Schools Outline

SCOPE

- Pre K-12
- Theme of Science, Technology, Engineering and Math (STEM) theme
- College ready
- 3 districts – possibly Seattle, Spokane and Tacoma
- Feeder pattern options:



Rooted in best practices

- 21st century teaching and learning (project based learning, authentic intellectual work, culture of achievement)
- MESA
- AVID or Navigation 101
- TAF Academy
- Rainier Scholars

LEGISLATIVE REQUEST

- To provide a planning grant to codify the school model
- Once the model is codified, provide funding for launch of the first school provided there is other funding available to meet the need.

PLANNING GRANT

- Planning team salaries
  - Director
  - Curriculum
  - Teaching
  - Partnership development
  - Administrative and research support
- Travel
- Consultant fees
- Plan must provide budget for:
  - Infrastructure support
  - Professional development
  - Salaries for planning faculty (principal, lead teacher for math, science, social studies/language arts, technology)
  - Marketing
  - Student recruitment
  - Partnership development

PROPOSED SCHEDULE

- 2009-2011: Planning
- 2011-2013: Roll out first school district (elementary, middle, high)
- Roll out subsequent school districts every two years

ISSUES TO ADDRESS

- Scalability – going beyond 3 schools

APPENDIX H

P-20 Framework

The P-20 framework is inteneded to guide the work of the state/districts/ schools in closing the achievement gap for african american students.

EARLY LEARNING

Birth to 5 years

- Publicly Funded Pre Schools/Day Care for all African American Children
  (Review and coordinate with the provisions of the Governor's Early Learning Initiative)
- Parenting Program for Success and High Achievement in Pre-schools and Centers
  - » Training for parents
  - » Emphasis on language development
  - » Public and/or private funding

ELEMENTARY SCHOOL

K – 5th grade

- Rigorous curriculum with strong emphasis on STEM areas and language development
  (Expand MESA: Mathematics, Engineering, Science Applications to the elementary level.)
- Advisory Program implemented a part of the school schedule
- Tutoring and mentoring programs
- Parenting Program for success and high achievement
  - » Training for parents
  - » Presence in schools
  - » Parent Manual with tips and guidelines
  - » Public and/or private funding

MIDDLE SCHOOL

Grades 6-8

- Rigorous curriculum with strong emphasis on STEM areas and language development
- Advisory program implemented as part of the school schedule focusing on personal/character development
- College and career readiness programs
- Tutoring and mentoring programs
- Dropout prevention and retrieval programs
- Parenting Program for success and high achievement
  - » Training for parents
  - » Presence in schools
  - » Parent Manual with tips and guidelines
  - » Public and/or private funding
- AVID, GEAR UP, MESA, Nav.101, TAF and College Success funded, expanded and implemented.

HIGH SCHOOLS

Grades 9 – 12

- Rigorous curriculum with strong emphasis on STEM areas and language development
- Increased access to Advanced Placement Courses
- Strong emphasis on college readiness programs
- Drop-out prevention/intervention/retrieval programs
- Advisory program implemented as a part of the school schedule focusing on personal/character development
- Tutoring and mentoring programs
- Parenting program for success and high achievement
- AVID, GEAR UP, MESA, Nav.101, TAF, College Success and Rainer Scholars funded, expanded and implemented.

POST SECONDARY

College and Careers

- New and Revised Agreements

  Collaboration between the entities below to revise existing and develop new agreements to increase college access and technical career opportunities for African American students:
  - » Higher Education
  - » OSPI
  - » State Board
  - » Work Force Training Board
- Increased Financial Aid and Scholarships

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