Equity Priorities in the Northwest and Pacific
A Regional Dialogue

December 10, 2013

Portland, OR

About Education Northwest

Education Northwest works to transform teaching and learning in the Northwest states, the Pacific region, and across the nation. Our services to states, districts, schools, community-based organizations, and foundations include rigorous research and evaluation of new and existing programs; research-based technical assistance in areas such as equity, school improvement, and distance learning; widely acclaimed professional development in the fields of literacy and mathematics education; and strategic communications that maximize impact.

For nearly 50 years, our experts have worked side-by-side with schools and communities to identify and address their most critical educational needs. Education Northwest is a nonpartisan, nonprofit 501(c)(3) organization headquartered in Portland, Oregon.

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A Commitment to Equity

The promise of a public education is that all students will have access to high-quality learning opportunities, regardless of race, ethnicity, or socioeconomic status. In reality, however, injustice and inequality continue to permeate our public education system. Persistent access and achievement gaps among students remain highly predictable by race, ethnicity, socioeconomic status, and location. National, state, and local data exposing these gaps are clear and compelling. They reveal consistent disparities in student achievement scores and postsecondary success for minority students and students living in poverty compared to their peers. Opportunity gaps abound for these students, often prohibiting them from accessing the educational resources they need to be successful. These gaps include more frequent and severe disciplinary actions (including higher rates of expulsion and suspension), less rigorous course-taking patterns, increased likelihood of being identified for special education, and lack of access to high-quality teachers and resources.

Education Northwest has long been committed to improving equity in the Pacific and Northwest regions, as evidenced by our long-standing work on projects like the Region X Equity Assistance Center and the Oregon Leadership Network. Our mission is to improve learning by building capacity in schools, families, and communities through applied research and development. Equity is essential to carrying out this mission and ensuring that all youth and adults thrive in vibrant learning environments. For us, equity means *each* learner and community has the opportunity to succeed. We believe culture and diversity are assets for our communities that are to be respected for their multiple perspectives on learning, definitions of success, and pathways for self-determination. Accomplishing this equity priority, however, requires collective and coherent action to increase system effectiveness and produce results that are not predictable by race, ethnicity, or socioeconomic status.

We believe equity is achieved by intentionally distributing resources, creating opportunities, ensuring access, and strengthening levels of support in order to maximize fairness, justice, and success for every learner. We work collaboratively with educational and nonprofit organizations to build capacity through our technical assistance and evaluation work to choose and implement equitable policies, programs, and strategies for maximizing opportunity and success for all learners. We work also to remove system barriers and conditions that produce inequity. Our efforts highlight gaps in learner, family, and community access, opportunities, and outcomes and inform policies to address these gaps in our region through evidence and data. We also disseminate promising practices for promoting equity in schools and communities and provide specific professional development and technical assistance to education systems to ensure equity for their students.

To that end, on December 10, 2013, education stakeholders from around the Northwest and Pacific gathered at Education Northwest in Portland, Oregon, to participate in a forum to prioritize equity needs in these regions. The forum aimed to identify common equity-related issues, establish a regional agenda to collaboratively address the most critical issues, build regional relationships, and engage in ongoing dialogue with other educational leaders. The discussions, captured in this document, demonstrate a renewed commitment by education and community leaders to collective and coherent action for educational equity across the Pacific and Northwest.

Contents

Introduction

On December 10, 2013, regional educational and community leaders from as far north as Alaska, as far south as American Samoa, as far east as Montana, and as far west as the Republic of Palau gathered at Education Northwest's headquarters in Portland, Oregon, to identify and prioritize critical educational equity needs in the Northwest and Pacific regions. The event, sponsored by Education Northwest, the Region X Equity Assistance Center (EAC), and the Northwest Comprehensive Center (NWCC), marked the first ever convening of leaders from across all of these jurisdictions.

The daylong event, "Equity Priorities in the Northwest and Pacific: A Regional Dialogue," brought together different perspectives on how to provide equitable opportunities and ensure success for our regions' children and youth. Participants also began to set an agenda for how we can best meet those regional needs through our organizational resources and partnerships. Attendees included 50 Northwest and Pacific regional district, state education agency, and community leaders, along with Education Northwest, EAC, and NWCC staff (see appendix for a full participant list).

The Day's Activities

Participants were welcomed by Education Northwest Chief Executive Officer Steve Fleischman, Region X Equity Assistance Center Director Joyce Harris, and Education Northwest Chief Program Officer Danette Parsley.

The agenda and activities for the day were designed to identify, prioritize, and empower action towards the equity challenges of the participants, using their words, wisdom, contexts, and experiences. Participants captured their priority equity challenges on notecards and then grouped similar challenges. Small groups discussed the sets of similar challenges, naming and summarizing each set. The following nine topics emerged through the process:

- Culturally Responsive Practices
- Policy
- School Improvement
- Family and Community Engagement
- Positive, Culturally Responsive School Environment
- Special Education
- The Essence of Being a Teacher
- Addressing the Needs of English Language Learners
- Distribution of Resources

Participants' categorized needs became the topics for a series of breakout sessions. Each session was facilitated by an Education Northwest staff member and structured around three questions: What are the greatest needs in this area? What strategies or assets currently exist to address this priority? What supports or resources could this group and Education Northwest leverage to positively promote and achieve equity and school improvement for this priority across the region?

The day concluded with opportunities for participants to prioritize the areas of need and to identify actions they would take to connect with others in addressing their equity challenges.

Our Regions

Alaska

Washington

Oregon

Idaho

Montana

Northern
Mariana
Islands

Guam

Palau

Micronesia

Marshall
Islands

Hawaii

American
Samoa

Emerging Themes

The group's themes were common ones in equity discourse, but had the added value of emerging from the unique contexts and challenges the attendees brought to the conversations. The following sections capture the evolution of each theme, key points from the breakout discussions of those themes, and a brief summary of the research and literature base related to each.

Culturally Responsive Practices

A large group of stated needs was bundled into the theme of culturally responsive practices. These needs generally fit into the categories of curriculum and instruction, attitudes and beliefs, and objectives and outcomes. A number of the states and entities in the region have developed explicit policies to ensure that native cultures and cultural responsiveness are part of the curriculum delivered to all students. One state mentioned a desire to train all district and school administrators, teachers, postsecondary faculty, department of education staff, and policymakers in cultural responsiveness, including:

- Curriculum
- Changes in attitudes and beliefs
- Objectives and outcomes

The breakout session on culturally responsive practices was offered twice and was attended by a total of 15 participants. These included stakeholders from American Samoa, Alaska, Palau, Oregon, and Washington. According to the group, support is needed not just in establishing professional development in culturally responsive practices, but also in promoting existing training programs to teachers. Sustainability is also an issue. As participants noted, it's one thing for a teacher to attend a two-day workshop on cultural responsiveness, but continuing those culturally responsive practices throughout the school year and beyond is a challenge.

Though priorities varied from region to region, many participants stated that cultural responsiveness must be modeled by educational and community leaders. Possible strategies to achieve this include implementing cultural standards in teacher evaluation, learning from exemplary schools that are already doing this well, and passing more comprehensive legislation on the issue.

What the Research Says About Culturally Responsive Practices

In our increasingly diverse schools, culturally responsive practices support the achievement of all students by providing effective teaching and learning in a "culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement" (Richards, Brown, & Forde, 2006). Researcher Geneva Gay specifies that culturally responsive teaching uses "the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them" (Gay, 2013). A review by Morrison, Robbins, and Rose synthesizes the culturally relevant practices that teachers use to support their students in the following categories: modeling, scaffolding, and clarification of challenging curriculum; using student strengths as starting points and building on their funds of knowledge; investing and taking personal responsibility for students' success; creating and nurturing cooperative environments; having high behavioral expectations; reshaping the prescribed curriculum; encouraging relationships among schools and communities; promoting critical literacy; engaging students in social justice work; making explicit the power dynamics of mainstream society; and sharing power in the classroom.

Demmert and Towner (2003) further defined culturally based education programs for American Indian, Alaska Native, and Native Hawaiian students as the recognition and use of heritage languages; pedagogy that stresses traditional cultural characteristics and adult-child interactions;

pedagogy in which teaching strategies are congruent with the traditional culture, as well as contemporary ways of knowing and learning; curriculum based on traditional culture that places the education of young children in a contemporary context; strong Native community participation in the planning and operation of school activities; and knowledge and use of the social and political mores of the community.

Although the literature has identified what culturally responsive practices look like, there is a lack of experimental and quasi-experimental research that ties culturally responsive practices to student outcomes (see Demmert & Towner, 2003; Savage et al., 2011). There are some programs, however, that suggest culturally responsive practices have an impact. One example cited by Demmert and Towner is the Kamehameha Early Childhood Education Program and research from the Kamehameha Schools (Hawaii). Other nonexperimental research shows positive outcomes when culturally responsive practices are used (see, for example, the Alaska Rural Systemic Initiative). The lack of experimental studies points more to the difficulty in conducting such studies in public schools than to the validity of culturally responsive practices.

Policy

The theme of policy overlapped with other areas, but was seen as a different entry point into promoting equity in the region. Some participants discussed the implementation of policies that explicitly call out the need for equitable

outcomes. Another stated the need for executive sponsorship of equity-related policies, calling on leaders at the highest levels to go beyond rhetoric and model an equity focus. Some individual policy needs introduced by participants included more research into the reasons why students drop out and the causes of isolation of Native students in urban school districts. The group also suggested a need for policies related to professional development and training focused on equity.

The two participants in the policy breakout session shared many frustrations, mostly around poor implementation. They asked, once a policy is adopted, how do we mandate its implementation? Barriers to implementation include a lack of accountability, follow through, and training around policy. Participants mentioned the challenge of policy compliance in local control states and territories. They suggested building coherence across an agency and breaking down siloes so that different offices can work toward a common goal.

What the Research Says About Equity Policy

Equity in education hinges on fairness and inclusion. Three key policy areas can affect equity: design of education systems, practices in and out of school, and resource allocation. The Organization for Economic Cooperation and Development (OECD) outlines 10 steps that governments can take in these three areas to enhance equity in education:

Design
1. Limit early tracking and streaming and postpone academic selection
2. Manage school choice so as to contain the risks to equity
3. In upper secondary education, provide attractive alternatives, remove dead ends, and prevent dropout
4. Offer second chances to gain from education

Practices

5. Identify and provide systematic help to those who fall behind at school and reduce year repetition
6. Strengthen the links between school and home to assist disadvantaged parents in helping their children to learn
7. Respond to diversity and provide for the successful inclusion of migrants and minorities within mainstream education

Resourcing

8. Provide strong education for all, giving priority to early childhood and basic schooling
9. Direct resources to the students with the greatest needs
10. Set concrete targets for more equity, particularly related to low school attainment and dropouts

The Equity and Excellence Commission in its 2013 report to the U.S. Department of Education recommends specific ways that federal policies can address inequities in educational outcomes. It also lays out elements of a major reform agenda: restructuring school finance systems focusing on equitable resources and their cost-effective use; mitigating poverty's effects by providing critical support for families in accessing schools and social services, and by extending learning time in the classroom; and changing accountability and governance to ensure that equity is advanced in public schools. The Campaign for High School Equity outlines its policy priorities for improving academic and socioeconomic outcomes for students of color, Native students, and low-income students.

School Improvement

Because school improvement includes everything from effective personnel to adequate resources to robust curriculum and instruction, this topic area captured a broad swath of regional needs, though the notion that all students can achieve at high levels was foundational. Other key school improvement challenges were finding effective leaders who reflect student populations in low-performing schools and accessing better data systems. Participants noted a failure to identify and replicate successes of schools in meeting the needs of some subgroups of students, particularly Native students.

The breakout session on school improvement included participants from Washington, Federated States of Micronesia (FSM), American Samoa, Alaska, and Guam, all of whom are involved in school improvement in their respective states. Everyone agreed that school improvement is an ongoing process; as soon as one improvement project is completed there are several more projects needing attention. Participants from the Pacific who relied on external resources (from the continental U.S.) indicated that their needs exceeded their resources for implementation.

Participants shared comments that were largely local, or place based. Representatives of Pacific Island states, for example, talked about the need for a paradigm shift in their educational systems, which are U.S. based, in order to address local education issues such as relevant curriculum, culture, and language. Participants from the Northwest were concerned about equity issues in terms of resource distribution between urban and rural schools, as well as a lack of diversity among school staff.

Although each participant's region has its own school improvement needs, there were significant connections among those who performed more or less similar tasks in their respective states. They all had to work with limited resources to implement school improvement. Administrators, advocates, or lobbyists all have had to fight for their programs and be accountable for their results.

What the Research Says About School Improvement

Research abounds with school improvement strategies and more recently, case studies have been written about school turnaround. However, there is a lack of research on the sustainability of such efforts, and strategies used by turnaround

schools lack the empirical support of rigorous research. A recent review of district and school effectiveness research (Trujillo, 2013) found that older school effectiveness studies had methodological concerns that make the findings of limited value to schools trying to apply specific strategies. One of the main critiques of these studies was overreliance on standardized-test scores as the only indicator of effectiveness. The report *Democratic School Turnarounds: Pushing Equity and Learning From Evidence* outlines six recommendations for more equitable, democratic turnaround processes: increase current federal and state spending; focus school turnaround policies on improving the quality of teaching and learning rather than technical-structural changes; engage a broad cross-section of the school communities in planning turnaround strategies tailored to each school and district; surround struggling schools with wraparound supports that stabilize schools and communities; incorporate multiple indicators of effectiveness; and support ongoing systematic research examining all factors of turnaround processes in schools.

To ensure equitable turnaround processes, school leaders must place equity front and center. The Wallace Foundation cites research that "leadership is second only to classroom instruction among school-related factors that affect student learning in school" (p. 5). A recent *Principal's Research Review*—"Leadership for Equity"—authored by Education Northwest writers, reviews the domains of principal influence on equity, curriculum, instruction, assessment, and community involvement. Strategies that principals can use to help create equity are to encourage staff members to talk about issues of diversity, values, and social justice; model equity beliefs for staff members; clarify misconceptions about equity; and create a safe, affirming school environment.

Family and Community Involvement/Engagement

Participants expressed concern over the degree to which families from diverse cultures are engaged in their schools and in the education of their children. They also noted the need to involve the broader community in the educational process, particularly the business community that has a stake in today's students as tomorrow's workforce. Key barriers to involvement include language and cultural differences, uneven access to technology for communication, and parents' own negative experiences in education.

In the breakout session, the group conveyed a strong passion for empowering families and communities in relation to schooling. According to the participants, this priority outcome is manifested through the authentic engagement of community voice. The group advocated for direct engagement of marginalized communities within the school, the need to address economic realities that serve as barriers to powerful engagement with the school, and the authentic partnership of parents and communities as co-learners and genuine contributors to improved education.

Recommended strategies to realize community empowerment include parent education, reciprocal respect, and collective responsibility. Supports and resources to aid in these strategies span principal coaching on parent engagement of marginalized communities, parent-led support for school participation, and web-based resources for parents.

What the Research Says About Family and Community Involvement

Decades of research consistently links family involvement and engagement to higher student achievement, better attitudes toward school, lower dropout rates, and increased community support (Henderson & Mapp, 2002; Weiss, Bouffard, Bridglall, & Gordon, 2009). Despite these findings, schools have struggled to engage effectively with diverse families, an issue that speaks more to the mismatch between school and home cultures than to the families' interest in being involved. If schools want to engage with diverse families successfully, they need to reevaluate traditional models of engagement that are beyond

fundraising and newsletters, and include families in the ways they wish to be involved (for more discussion and research findings, see Brewster & Railsback, 2003 and SEDL's research syntheses).

A recent literature review by SEDL found several cross-cutting practices to foster school-family connections:

- Creating a welcoming environment that fosters family-school relationships and transcends context, culture, and language

- Identifying misconceptions that teachers and families hold about the motivation, practices, or beliefs of each other that lead to mistrust

- Directing resources and programmatic efforts to help families adopt effective strategies to support student learning

- Understanding the effect of home context on student performance, including home culture, parenting practices, home crises, or significant events

- Creating structures—policy, leadership, procedures, processes, and aligned resources— that encourage family involvement

- Understanding the effect that beliefs, self-efficacy, knowledge, perceived abilities, and previous experience have on the roles that families create and use to support their children's education

Ultimately, for culturally responsive involvement, schools need to consider families as partners in their children's education. For this to occur, the partnership needs to be built on a foundation of mutual respect and trust.

A Positive, Culturally Responsive School Environment Provides Success!

As the heading of this theme suggests, stakeholders shared a variety of ideas related to creating a school culture that values the perspectives and experiences of all students. While many participants spoke of challenges related to preventing bullying and harassment, others highlighted needs related to building cultural awareness, competence, and responsiveness among staff members in school systems. Participants expressed a desire to see more than just tolerance of differences; they aim to celebrate diversity and the uniqueness of different cultures—to honor and preserve them.

Participants in the two breakout sessions on school climate engaged in rich conversations about the issues challenging their schools' ability to provide safe and welcoming learning environments for students. Similar to the large group session, participants in both breakout sessions said school climate was a significant concern for their schools. Both groups identified bullying, harassment, and disproportionate use of discipline as high priorities. In the first session, all participants strongly endorsed the need for a comprehensive assessment that would help identify the challenges in their schools related to school climate. They said their schools need the help of consultants and professional development to implement proven strategies to address these challenges. A representative from Oregon noted that most complaints to the state education agency resulted from situations in which the family believed the school responded to their school discipline concerns in a disrespectful way.

The participants in the second group focused on institutional barriers that hindered their efforts to address school climate concerns. For example, participants agreed that there was a great deal of

variation in suspension and expulsion policies and practices among their schools. They stated that solutions such as developing policies and procedures that increase consistent discipline practices across schools would be helpful. Similar to the first session, the participants said they would appreciate help in providing professional learning opportunities that would increase quality implementation of effective discipline practices. The respondents also noted that recruiting and retaining a diverse workforce that is skilled in culturally responsive education practices is a challenge.

What the Research Says About School Environment

Research on successful schools has linked a positive school climate to student success (see Thapa, Cohen, Higgins-D'Alessandro, & Guffey, 2012; Voight, Austin, & Hanson, 2013). The National School Climate Council defines school climate as "the quality and character of school life" that is based on "patterns of students', parents', and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures." Key aspects of a positive school climate include safety (social, emotional, and physical), respect, and engagement. For a culturally responsive school climate, respecting and valuing students' home culture is key, as well as fully integrating students' culture and language into the curriculum (Klump & McNeir, 2005).

Two important equity issues involving school climate are discipline disparity and harassment and bullying. According to a 2012 report by the U.S. Department of Education Office for Civil Rights, African American, Hispanic, and American Indian students are disciplined more often than their white classmates "who commit similar infractions and who have similar discipline histories"(p. 29). Racial disparities in school discipline also exist in Northwest states, but the pattern of disparity varies. For example, Montana and Idaho were shown to have the smallest suspension gap between African American and white students, but were among eight states in the nation with the highest suspension rates for Native American students (Losen & Gillespie, 2012).

Disproportionate rates of suspension and expulsion for students of color result in a substantial loss of instructional time. A recent summary of the literature discusses school or classroom characteristics that are associated with lower suspension rates for students of color. Leaders of the U.S. Departments of Education and Justice have issued new guidance on how school leaders can ensure that discipline policies are drafted and applied in a manner that does not discriminate against racial or ethnic groups.

Bullying and harassment is a pervasive problem that impacts school culture and student outcomes. A recent review by the American Educational Research Association says that bullying is often aimed at very specific groups. The literature discusses specifically bullying "children with disabilities, African American youth, and lesbian, gay, bisexual, and transgender (LGBTQ) youth" and goes on to say that "historically, the research literature has omitted, distorted, or under-researched these three populations"(p. 15). The authors recommend that antibullying programs begin with a schoolwide assessment of how much bullying is taking place, followed by the implementation of an evidence-based program and regular monitoring to ensure that antibullying policies and practices are effective.

Special Education

Equity in the area of special education emerged as a key theme among participants. The noted challenges represented the entire spectrum of experiences of students with disabilities, from identifying students to providing services to improving key outcomes such as graduation rates. Data show that a disproportionate number of minority and English language learner (ELL) students are identified for special education. Within special education, services and resources are not always equitable, including the qualifications and experience of staff assigned to serve students with disabilities. These issues and others mentioned by stakeholders contribute to graduation rates that are unacceptably low for students with disabilities.

In the breakout session for special education the group offered passionate and urgent recommendations focused on the need for appropriate identification of students who might benefit from special education. Misidentification, over-identification, and disproportionality based on race plague our education system, especially when it comes to special education programs.

Discussants mentioned a need for a new vision of teacher quality that emphasizes successfully teaching every child. Taking effective models to scale, eliminating disproportionality within special education, and supporting educators to elevate the profession were all strategies suggested to more effectively teach children with special needs.

One participant observed, "There are a handful of students in each school [who are] not being reached. The school isn't sure what to do with the kids so they just try and kick them away. Nobody is thinking, 'What's going on, how can we identify his issues?'" Another discussant said, "How do we take care of one kid and still provide needed services within the entire system? Regular teachers aren't prepared for differentiated instruction. It's much easier to have a group all in one spot than to teach them at different levels."

What the Research Says About Special Education

Accountability for equity under No Child Left Behind (NCLB) is measured by student achievement on state assessments and the gap in performance among specific subgroups of students (students with disabilities, low-socioeconomic status students, minority students, and ELL students [NCLB 2001, as cited in Braley, 2012]). Special education is designed to provide students who have disabilities with equal access to education in the least restrictive environment and to provide necessary supportive services. However, the issue of placement in special education can have a profound impact on student outcomes. First, when students have less opportunity to be in the general education classroom, they do not receive the same access to rigorous curriculum and face lower expectations for achieving high standards (Blanton, Pugach, & Florian, 2011; Braley, 2012). Second, when 57 percent of students with disabilities spend more than 80 percent of their time in general education classrooms, teachers say they do not have the skills or training they need to provide effective instruction to these learners (Blanton, Pugach, & Florian, 2011). When students are excluded from opportunities, this is an issue of social justice and inequity, says Obiakor (2011).

Disproportionality of certain groups in special education compounds the issue of equity for diverse students. National data show that certain ethnic and racial groups—African American and Native American students in particular—are disproportionately represented in special education programs (see Hibel, Faircloth, & Farkas, 2008; Skiba et al., 2008). Another study found that after African-American students and ELLs are identified with disabilities, they are more likely to be removed from mainstream classes and educated in more restrictive settings (Albrecht, Skiba, Losen, Chung, & Middelberg, 2011). IDEA issued several provisions for states to address disproportionality: having policies and procedures in place to prevent inappropriate identification, analyzing special education to determine if significant disproportionality is occurring, and reviewing and revising policies and procedures

used in identification and placement (see the IDEA website for more guidance). Skiba et al. (2008) have made recommendations to schools on how to reduce disproportionate representation of diverse students in the classroom. They strongly recommend a comprehensive approach that includes examining current data based on specific indicators, developing a hypothesis for why disproportionality is occurring based on the data, and intervening with culturally responsive practices and assessments.

The Essence of Being a Teacher

The group that synthesized this theme brought together a number of interrelated but separate concerns. Individuals initially raised issues of teacher quality, but further clarification revealed that there were numerous factors at play. The challenges ranged from motivating people to become teachers to providing effective classroom and teacher preparation practices and certification. The group distilled the "essence of being a teacher" as the underlying theme. They explained that, in their view, the essence of being a teacher is the desire to positively impact students' lives by equipping them with critical knowledge and skills through expert practice in a culturally relevant way. This includes the follow key areas of concern:

- Increasing teacher motivation, as well as the proper certification and training

- Replacing a dependence on purchased materials with the use of strategies and techniques that work

- Bridging the generational gap, integrating technology

- Retaining teachers in rural areas

During this breakout session, it became clear that the Pacific Islands had challenges that were very different from those of the continental United States. Remoteness was an overarching theme; participants expressed difficulty in finding teachers for vacant positions, let alone

recruiting and retaining those who are highly effective. Because teaching positions in those regions are so difficult to fill, there seems to be a sense of complacency in these areas. There are contextual challenges, too; for example, teaching is often seen as a temporary position and a stepping stone to a better government job. When teachers are in place, it is difficult for them to access high quality professional development, due to logistical and technological limitations. Participants expressed feeling overwhelmed by challenges related to culture, conditions, and systems. Though much of the frustration around this issue was felt by all participants, issues varied widely from region to region.

Discussants did note some assets to build on: Highly effective and committed teachers sometimes serve as mentors to new teachers. There are opportunities for systems to build their own teacher pipelines by inspiring and working with K–12 students who may pursue careers as teachers. Participants also believe there is unrealized potential to provide better professional development opportunities to teachers by identifying effective content and practices, and by increasing the use of technology.

What the Research Says About the Essence of Being a Teacher

What does it mean to positively impact students in a culturally relevant way? A Center for Great Teachers and Leaders research paper on evaluating teacher effectiveness provides a five-point definition of effective teaching based on current research. These points indicate that being an effective teacher is more than providing subject-matter instruction or focusing on one measure of student achievement. Cultural responsiveness is integral to the "essence" of effective teaching:

- Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures or by alternative measures.

- Effective teachers contribute to positive academic, attitudinal, and social outcomes for students, such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.

- Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.

- Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.

- Effective teachers collaborate with colleagues, administrators, parents, and education professionals to ensure student success, particularly the success of high-risk students or those with special needs.

For additional discussion and references see the essay from the Intercultural Development Research Association (Scott, 2009).

Addressing the Needs of English Language Learners (ELLs)

The stakeholders identified several needs related to second language learners, a multifaceted issue across the region. Some locales are working to revitalize and preserve native languages, while building proficiency in English. Others expressed the need to provide rigorous core instruction and "fair assessment" to ELLs. Participants noted revitalizing native languages, culturally and linguistically responsive pedagogy, and attending to transitions out of ELL programs as specific areas of challenge. While different stakeholders are addressing different aspects of the ELL equity challenge, there was general agreement that adequately meeting the diverse needs of ELL students is a key equity issue across the region.

In the breakout session on ELLs, participants expressed frustration with not knowing how to alleviate the problems they're facing. Some of the Pacific Islands have passed legislation that allows

schools to deliver instruction in native languages, but not all of them have done so. Schools that are able to teach in native languages want to know what the best models are and how to help their teachers and students succeed.

Participants noted the challenge of finding highly qualified teachers, especially bilingual teachers and those trained in best practices for language learners. Communication with some of the remote islands is difficult. This is a barrier to using online courses for increasing the content knowledge of teachers. Many of the content-area secondary teachers are brought in from outside the islands so they are experts in their content areas, but less skilled in best practices for ELLs. Conversely, English is a second language for many native teachers. This, paired with a fragile content knowledge in some subjects, sometimes leads to students not gaining the expertise they need to move forward and be prepared for career and/or college.

ELL breakout attendees also discussed a scarcity of ELL materials to support dual language and bilingual programs. Assessments and instructional resources are not available in many of the native languages. An added challenge is that large numbers of students enter school without command of any language.

Some education systems, such as the Anchorage School District, are taking deliberate action to connect the schools to the immigrant communities they serve. They have also ensured that "vital documents" are translated into all the languages of the immigrant communities they serve. This

narrows the cultural gap between teachers and families by working from both ends. Other entities have leveraged assets such as Peace Corps and Teacher Corps support. The group noted that platforms for connecting teachers to other teachers across regions and for sharing research-based best practices would be helpful in better meeting the needs of their ELL students.

What the Research Says About ELLs

ELL students face the dual challenge of learning all the content that any student has to learn, while at the same time developing proficiency in academic English. Not surprisingly, standardized test results for ELLs confronting this dual challenge lag behind those of non-ELLs. Results from the 2011 National Assessment of Educational Progress show that only 3 percent of Northwest ELL students in eighth grade were proficient in reading and only 3 percent were proficient in mathematics. This compares to 37 percent of non-ELLs who were proficient in reading and 40 percent who were proficient in math.

A recent review by Claude Goldenberg stresses that there is a lack of research validating specific instructional strategies and models for ELLs. There is no one model that works for every situation (for more discussion of the models see Moughamian, Rivera, & Francis, 2009). Bilingual programs provide students with the ability to develop literacy in two languages, but few students are able to receive bilingual instruction because a school may serve students of many different language backgrounds. However,

Goldenberg cites four important principles based on the research: practices that are effective for all students are likely to be effective with ELLs; ELLs require additional instructional supports; the home language can be used to promote academic development; and ELLs need early and ample time to develop English language proficiency.

A review by Education Northwest researchers further specifies that teachers need to provide instruction in academic language for students to learn advanced academic content and to meet the Common Core State Standards. Another important part of providing effective instruction, says this review, is using culturally responsive instruction to build a bridge between home and school. In assessments, teachers should use testing accommodations where appropriate. High-quality instruction, such as that cited above, needs to be provided in a school context where ELLs and their families are respected and supported, and are able to receive information and provide meaningful input in a language and format they can understand.

Distribution of All Resources To Achieve Equitable Outcomes

Equitable distribution of resources was commonly mentioned as a priority among participants. Challenges related to equitable resource distribution ranged from gaps within systems to disparity among systems. Participants noted that resources included fiscal resources, but also human resources and process resources (such as strategic planning). There are disparities in access to core instruction for groups such as students with disabilities, students of color, and ELLs. A representative of one state mentioned disparity in distribution of resources between rural and urban local education agencies. The bottom line seemed to be a desire to more strategically and mindfully allocate resources to achieve more equitable education outcomes.

The breakout session on distribution of resources included both mainland and island stakeholders. The tone of the conversation reflected the complexity of resource distribution to achieve

equitable outcomes for students. There was agreement that each funding source (federal, state, and local) had its own requirements; managing the funds and using them appropriately creates major administrative problems. Some districts may not utilize some of their funds, while others may use all of their funds, leading to inequitable student outcomes. For example, Pacific administrators may not know how much money they will get from the federal government or even whether they will be funded. This creates planning problems and can lead to an inequitable distribution of local funds.

The comments were place-based as participants used their own experiences to respond to this issue. Connections were made among the participants who generally agreed that they have not been able to achieve equitable outcomes because of how resources are distributed. Resource disparities exist between rural and urban schools, poor and wealthy neighborhood schools, and inner and less-accessible outer islands. Staffing disparities are rampant because highly qualified teachers are not evenly distributed.

What the Research Says About Distribution of Resources

Data on district funding across the country have confirmed that high-poverty schools receive less money than more affluent schools within the same district and across districts (Bireda, 2011; Education Trust, 2010; U.S. Department of Education Equity and Excellence Commission, 2013; Hall & Ushomirsky, 2010). Although research is not conclusive about the correlation between funding disparities and student achievement, there is "broad agreement about the clear need for additional resources to deliver rigorous academic standards to students living in high-poverty districts" (Equity and Excellence Commission, 2013, p. 18). School and district leaders need to understand how to allocate resources to meet the most pressing needs of their district. An ECS Education Leadership Policy Toolkit provides some guidelines for doing this.

Lack of access to effective teachers and of high-quality curriculum and coursework are two ways resources are distributed inequitably. For example, data from a biennial survey of 7,000 districts with 72,000 schools showed that 3,000 of these schools didn't offer Algebra II classes. Distribution of effective teachers is another major issue. Schools that primarily serve black students are twice as likely to have teachers with only one or two years of experience, as compared with schools in the same district with mostly white students. This impacts student achievement as indicated in a recent brief from the Institute of Education Sciences. The brief analyzed three studies and found that on average, disadvantaged students receive less effective teaching in a given year than nondisadvantaged students. This average disparity in teaching effectiveness "was equivalent to about four weeks of learning for reading and two weeks for math"(p. 1). A Center for Great Teachers and Leaders brief outlines strategies for schools, districts, and state leaders to ensure equitable distribution of teachers, including attention to equitable recruitment, hiring, and placement of teachers.

Summing Up and Next Steps

After a day of rich conversations, participants reexamined their priorities and voted on what they perceived as the top three equity needs of their communities. The table below summarizes the results.

Priority	Votes
Culturally responsive practices	17
Policy	6
Essence of being a teacher	9
Addressing needs of ELLs	8
School improvement	14
Family/community involvement	12
School environment	16
Special education	3
Distribution of resources	3

The word cloud below represents participants' responses to the open-ended question: What could a regional approach to address our top priorities look like?

Region X Equity Assistance Center Director Joyce Harris built on the participants' reflections, pointing out that the forum had paved the way for ongoing discussion and action to address equity priorities. She asked everyone to identify two people in the room they'd like to have an ongoing interaction with to keep the work going. Participants exchanged contact information with colleagues from other regions so they can share resources and experiences once they return to their home districts.

Stakeholders agreed that the opportunity to collaborate and learn from each other was very useful because it allowed them to discover what issues were shared across the region and to listen to different perspectives on similar issues. One participant said, "Sharing among the entities [was most useful] because it shows that there is a lot we have in common." Above all, the representatives from throughout the Northwest and Pacific are bound together by their passion and commitment to ensuring equitable educational opportunities for every child.

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Education Statistics in the Northwest and Pacific Regions

Alaska

Population (2012 estimate): 731,449
Language other than English spoken at home: 16.2% of population age 5 years and over
Land area (and population density, 2010): 570,641 square miles (1.2 persons per square mile)

School enrollment (*population 3 years and over enrolled in school; 2010-2012 estimate*) Prekindergarten, 9,854 Kindergarten, 10,022 Elementary (grades 1-8), 81,496 High school (grades 9-12), 42,186 College, graduate or professional school, 51,016 Total, 194,574 **Public elementary and secondary school students, by race/ethnicity** (2010-11) American Indian/Alaska Native, 23.0% Asian, 5.9% Native Hawaiian/Pacific Islander, 2.1% Hispanic, 5.9% Black, 3.6% White, 52.2% Two or more races, 7.2%	**Educational attainment for population 25 years and over** (*457,070 total; 2010-2012 estimate*) Less than high school diploma, 8.4% High school graduate (incl. equiv.), 27.3% Some college or associate's degree, 36.8% Bachelor's degree, 17.5% Graduate or professional degree, 10.0% High school graduate or higher, 91.6% Bachelor's degree or higher, 27.5% **Public high school graduation rate, by race/ethnicity** (*averaged freshman graduation rate, 2009-10*) American Indian/Alaska Native, 55.8% Asian/Pacific Islander, 71.9% Hispanic, 85.8% Black, 61.3% White, 78.4%

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American Samoa

Population (2010 Census): 55,519

Language other than English spoken at home: 96.1% of population age 5 years and over (Samoan, 88.6%; Tongan, 2.7%; Other Pacific Island Languages, 3.0%; Asian languages, 1.4%)

Land area (and population density, 2010): 76.46 square miles (726.2 persons per square mile)

School enrollment (population 3 years and over enrolled in school):	*Educational attainment for population 25 years and over* (25,907 total):
Prekindergarten, 1,465	Less than 9th grade, 6.9%
Kindergarten, 1,829	9th to 12th grade, no diploma, 11.1%
Elementary (grades 1-8), 10,151	High school graduate (incl. equiv.), 48.3%
High school (grades 9-12), 5,384	Some college, no degree, 15.3%
College, graduate or professional school, 2,367	Associate's degree, 8.6%
Total, 21,196	Bachelor's degree, 6.4%
Public elementary and secondary school students, by race/ethnicity (2010-11)	Graduate or professional degree, 3.5%
Not reported	

Sources:

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Guam

Population (2010 Census): 159,358

Language other than English spoken at home: 56.4% of population age 5 years and over (Chamorro, 17.8%; Philippine languages, 21.2%; Other Pacific Island languages, 10.0%; Asian languages, 6.3%)

Land area (and population density, 2010): 210 square miles (759.6 persons per square mile)

School enrollment (population 3 years and over enrolled in school):	*Educational attainment for population 25 years and over* (89,253 total):
Prekindergarten, 1,651	Less than 9th grade, 7.8%
Kindergarten, 2,737	9th to 12th grade, no diploma, 12.8%
Elementary (grades 1-8), 22,994	High school graduate (incl. Equiv.), 33.8%
High school (grades 9-12), 12,154	Some college, no degree, 19.7%
College, graduate or professional school, 8,601	Associate's degree, 5.6%
Total, 48,137	Bachelor's degree, 15.1%
Public elementary and secondary school students, by race/ethnicity (2010-11)	Graduate or professional degree, 5.2%
American Indian/Alaska Native, 1.0%	
Asian, 22.1%	
Native Hawaiian/Pacific Islander, 68.8%	
Hispanic, 0.1%	
Black, 0.2%	
White, 1.9%	
Two or more races, 5.9%	

Sources:

U.S. Census Bureau, 2010 Census, Guam. Profile of General Demographic Characteristics: 2010 (DP-1) and Profile of Selected Social Characteristics (DP-2). Retrieved at http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t

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Hawaii

Population (2012 estimate): 1,392,313
Language other than English spoken at home: 25.6% of population age 5 years and over
Land area (and population density, 2010): 6,423 square miles (211.8 persons per square mile)

School enrollment (population 3 years and over enrolled in school; 2010-2012 estimate)	*Educational attainment for population 25 years and over* (941,038; 2010-2012 estimate)
Prekindergarten, 20,194	Less than high school diploma, 9.8%
Kindergarten, 17,661	High school graduate (incl. Equiv.), 28.3%
Elementary (grades 1-8), 129,276	Some college or associate's degree, 32.3%
High school (grades 9-12), 68,883	Bachelor's degree, 19.6%
College, graduate or professional school, 101,327	Graduate or professional degree, 10.0%
Total, 337,341	High school graduate or higher, 90.2%
Public elementary and secondary school students, by race/ethnicity (2010-11)	Bachelor's degree or higher, 29.6%
American Indian/Alaska Native, 0.6%	*Public high school graduation rate, by race/ethnicity* (averaged freshman graduation rate, 2009-10)
Asian, 35.1%	American Indian/Alaska Native, 67.5%
Native Hawaiian/Pacific Islander, 34.5%	Asian/Pacific Islander, 77.0%
Hispanic, 4.5%	Hispanic, 72.4%
Black, 2.5%	Black, 67.3%
White, 14.5%	White, 71.0%
Two or more races, 8.4%	

Sources:

U.S. Census Bureau, Population Division. Annual Estimates of the Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2012 (NST-EST2012-01). Retrieved at http://www.census.gov/popest/data/state/totals/2012/tables/NST-EST2012-01.xls

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U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Completion Data File," School Year 2009–10, Version 1a. Retrieved at http://nces.ed.gov/pubs2013/2013309/tables/table_02.asp

Keaton, P. (2012). Public Elementary and Secondary School Student Enrollment and Staff Counts From the Common Core of Data: School Year 2010–11 (NCES 2012-327). U.S. Department of Education. Washington, DC: National Center for Education Statistics at http://nces.ed.gov/pubsearch

Idaho

Population (2012 estimate): 1,595,728

Language other than English spoken at home: 10.2% of population age 5 years and over

Land area (and population density, 2010): 82,643 square miles (19.0 persons per square mile)

School enrollment (population 3 years and over enrolled in school; 2010-2012 estimate)	*Educational attainment for population 25 years and over* (999,548; 2010-2012 estimate)
Prekindergarten, 23,941	Less than high school diploma, 11.1%
Kindergarten, 23,888	High school graduate (incl. Equiv.), 27.9%
Elementary (grades 1-8), 190,383	Some college or associate's degree, 36.0%
High school (grades 9-12), 91,905	Bachelor's degree, 17.2%
College, graduate or professional school, 120,048	Graduate or professional degree, 7.9%
Total, 450,165	High school graduate or higher, 88.9%
Public elementary and secondary school students, by race/ethnicity (2010-11)	Bachelor's degree or higher, 25.1%
American Indian/Alaska Native, 1.4%	*Public high school graduation rate, by race/ethnicity* (averaged freshman graduation rate, 2009-10)
Asian, 1.3%	
Native Hawaiian/Pacific Islander, 0.4%	American Indian/Alaska Native, 56.7%
Hispanic, 15.9%	Asian/Pacific Islander, 97.5%
Black, 1.0%	Hispanic, 80.4%
White, 78.5%	Black, 75.0%
Two or more races, 1.5%	White, 85.0%

Sources:

U.S. Census Bureau, Population Division. Annual Estimates of the Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2012 (NST-EST2012-01). Retrieved at http://www.census.gov/popest/data/state/totals/2012/tables/NST-EST2012-01.xls

U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, American Community Survey, Census of Population and Housing, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits (Last Revised: Thursday, 27-Jun-2013 13:52:14 EDT). Retrieved at http://quickfacts.census.gov/qfd/index.html

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Marshall Islands

Population: The total population of RMI was 53,158 in 2011, an increase of 2,318 since 1999. About 11,000 more are estimated to have migrated out of the country in recent years. Three-quarters of the population lives on Majuro atoll and Ebeye Island of Kwajalein atoll.

Languages: There are two official languages, Marshallese and English.

Physical geography: RMI consists of 29 atolls (groups of islets) and 5 islands which form two roughly parallel chains known as the Ratak (Sunrise) Chain and the Ralik (Sunset) Chain, in the Pacific Ocean about half way from Hawaii to Australia. The air distance across the country from Enewetak atoll in the northwest to Mili atoll in the southeast is over 750 miles. The total land area is 70 square miles (about the same as the District of Columbia). Most of the land is just above sea level with the highest point rising to just 33 feet.

School-age Population and Enrollment	*Educational Attainment*
In 2011, the number of school-age children and young adults, by age range, and the respective school enrollment ratios were:	For population 25-34 years old in 2011:
	Elementary completion or less, 26.6%
	Some high school, 30.2%
Ages 5-9: 7,009 children, 80.1% enrolled	High school completion or higher, 43.2%
Ages 10-14: 6,464 children, 91.9% enrolled	High school completion only, 26.0%
Ages 15-24: 9,473 children and young adults, 38.0% enrolled	Some college, 10.4%
	College completion or higher, 6.8%
The changes in school enrollment ratios from 1999 to 2011, by age range, were:	For population 25 years old or more in 2011:
	Elementary completion or less, 28.4%
Ages 5-9: Increase from 74.2% to 80.1%	Some high school, 28.6%
Ages 10-14: Increase from 86.8% to 91.9%	High school completion or higher, 42.9%
Ages 15-24: Decrease from 43.4% to 38.0%	High school completion only, 24.8%
There is no gap between boys and girls in school enrollment ratios for any of the three age ranges.	Some college, 9.1%
	College completion or higher, 9.0%
	For population 25 years old or more in 1999:
	Elementary completion or less, 38.3%
	Some high school, 21.6%
	High school completion or higher, 40.1%

Sources:

Republic of the Marshall Islands, Economic Policy, Planning, and Statistics Office. (2012). The RMI 2011 Census of Population and Housing: Summary and Highlights Only. Retrieved at http://www.doi.gov/oia/reports/upload/RMI-2011-Census-Summary-Report-on-Population-and-Housing.pdf

Republic of the Marshall Islands, Embassy to the U.S. Embassy website (Geography and Culture pages): http://www.rmiembassyus.org/

Central Intelligence Agency. The World Factbook: Republic of Marshall Islands. Retrieved at https://www.cia.gov/library/publications/the-world-factbook/geos/rm.html

Micronesia

Population: The total population of FSM is 102,865 (2010 census). The four states that make up the country and their respective populations are: Yap, 11,377; Chuuk, 48,654; Pohnpei, 36,196; and Kosrae, 6,616. The main ethnic groups are Chuukese/Mortlockese, 50,742; Pohnpeian, 30,666; Kosraean, 6,489; Yapese, 5,827; Yapese Outer Islanders, 5,203; Polynesia, 1,600; and Asian, 1,435.

Languages: "English (official and common language), Chuukese, Kosrean, Pohnpeian, Yapese, Ulithian, Woleaian, Nukuoro, Kapingamarangi" (quoted from the World Factbook).

Physical geography: FSM includes four island groups within the Caroline Islands archipelago. The country's 600-plus islands have a total land area of 271 square miles (less than four times the size of the District of Columbia). The capital of FSM, Palikir, is 3,100 miles west-southwest of Honolulu.

School-age Population and School Enrollment	*Educational Attainment*
Number of children and young adults, by age range (2010 census)	Educational attainment for the population age 25 or more (2010 census):
Under 5 years, 12,073	No school and below Grade 1, 8.1%
5 to 9 years, 11,939	Elementary graduate, 72.6%
10 to 14 years, 12,685	High school graduate, 36.2%
15 to 19 years, 11,988	College graduate or higher, 11.8%
20 to 24 years, 9,361	High school graduation rate, by state:
Total, 58,046	Chuuk, 27.9%
The enrollment rate at elementary level is 97.0% and at high school level it is 76.0%.	Kosrae, 55.3%
	Pohnpei, 35.1%
The elementary enrollment rate is lowest in Chuuk (91.9%).	Yap, 59.3%
The high school enrollment rate is higher for females than for males (79.9% compared to 72.5%).	The high school graduation rate is higher for males than for females (40.9% compared to 31.6%).
The high school enrollment rate is highest in the state of Yap (94.6%), followed by Kosrae (92.7%), Pohnpei (82.0%), and Chuuk (65.6%).	The college graduation rate is also higher for males than for females (14.4% compared to 9.3%).
	The college graduation rate, by state, is: Chuuk, 7.0%; Kosrae, 22.0%; Pohnpei, 14.6%; Yap, 16.3%.

Sources:

Federated States of Micronesia, Office of Statistics, Budget and Economic Management. Census 2010. Retrieved at http://www.sboc.fm/index.php?id1=Vm0xMFlXRXlVWGhUYmxKKWFlrVndVbFpyVWtKUFVUMDk

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Northern Mariana Islands

Population (2010 Census): 53,883

Language other than English spoken at home: 83.0% of population age 5 years and over

Land area (and population density, 2010): 182 square miles (295.5 persons per square mile)

School enrollment *(population 3 years and over enrolled in school; 2010 Census):*	**Educational attainment for population 25 years and over** *(32,602 total; 2010 Census):*
Prekindergarten, 701	Less than 9th grade, 7.8%
Kindergarten, 937	9th to 12th grade, no diploma, 9.8%
Elementary (grades 1-8), 7,819	High school graduate (incl. Equiv.), 37.0%
High school (grades 9-12), 3,669	Some college, no degree, 18.4%
College, graduate or professional school, 1,803	Associate's degree, 6.8%
Total, 14,929	Bachelor's degree, 16.5%
Public elementary and secondary school students, by race/ethnicity *(2010-11)*	Graduate or professional degree, 3.7%
American Indian/Alaska Native, 0.0%	
Asian, 38.3%	
Native Hawaiian/Pacific Islander, 60.8%	
Hispanic, 0.0%	
Black, 0.0%	
White, 0.6%	
Two or more races, 0.4%	

Sources:

U.S. Census Bureau, 2010 Census, Commonwealth of the Northern Mariana Islands. Profile of General Demographic Characteristics: 2010 (DP-1) and Profile of Selected Social Characteristics (DP-2). Retrieved at http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t

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Oregon

Population (2012 estimate): 3,899,353

Language other than English spoken at home: 14.6% of population age 5 years and over

Land area (and population density, 2010): 95,988 square miles (39.9 persons per square mile)

School enrollment *(population 3 years and over enrolled in school; 2010-2012 estimate)*	***Educational attainment for population 25 years and over*** *(2,643,922; 2010-2012 estimate)*
Prekindergarten, 52,183	Less than high school diploma, 10.8%
Kindergarten, 47,304	High school graduate (incl. equiv.), 25.0%
Elementary (grades 1-8), 385,341	Some college or associate's degree, 35.0%
High school (grades 9-12), 192,802	Bachelor's degree, 18.5%
College, graduate or professional school, 293,472	Graduate or professional degree, 10.8%
Total, 971,102	High school graduate or higher, 89.2%
Public elementary and secondary school students, by race/ethnicity (2010-11)	Bachelor's degree or higher, 29.3%
American Indian/Alaska Native, 1.9%	***Public high school graduation rate, by race/ethnicity*** *(averaged freshman graduation rate, 2009-10)*
Asian, 3.9%	American Indian/Alaska Native, 58.7%
Native Hawaiian/Pacific Islander, 0.6%	Asian/Pacific Islander, 83.6%
Hispanic, 20.5%	Hispanic, 75.6%
Black, 2.6%	Black, 65.9%
White, 66.3%	White, 77.3%
Two or more races, 4.2%	

Sources:

U.S. Census Bureau, Population Division. Annual Estimates of the Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2012 (NST-EST2012-01). Retrieved at http://www.census.gov/popest/data/state/totals/2012/tables/NST-EST2012-01.xls

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Palau

Population: The total population of the Republic of Palau is 21,108 (2013 estimate) on eight or nine inhabited islands. Two-thirds of the population is in the state of Koror, just south of the largest island, Babeldaob (Babelthuap), which has nearly 30% of the country's population.

Languages: The main languages as reported in the 2000 census are Palauan (64.7%), Filipino (13.5%), English (9.4%), Chinese (5.7%), Carolinian (1.5%), and Japanese (1.5%). English is an official language and Palauan is official on most islands.

Physical geography: The Republic of Palau consists of more than 300 islands in the Pacific Ocean about 500 miles southeast of the Philippines and 4,500 miles west-southwest of Hawaii. The total land area is 177 square miles (2.5 times the area of the District of Columbia). The distance from the southernmost inhabited island (Tobi) to the northernmost (Kayangel) is 428 miles.

School Enrollment	*Educational Attainment*
Enrollment (public and private), by school type	Education attainment of persons 25 years and over:
Preprimary, 469	Elementary only or less, 1,830 (15%)
Elementary (grades 1-8), 2,964	Some high school, 1,845 (15%)
High school (grades 9-12), 1,039	High school completion or higher, 8,706 (70%)
College, 545	High school completion only, 5,231 (42%)
Total, 5,017	Some college, 1,235 (10%)
Enrollment (public only, count and percentage of total enrollment), by school type	Associate degree, 1,083 (9%)
Preprimary, 404 children (86%)	Bachelors degree or higher, 1,157 (9%)
Elementary (grades 1-8), 2,384 students (80%)	High school completion rate for 18 to 24 year olds, by state, for the states with more than 100 students enrolled in school:
High school (grades 9-12), 660 students (64%)	Koror, 69.2%
College, 485 students (89%)	Arai, 68.7% (southern Babeldaob Island)
Total, 3,933 (78%)	Ngaraard, 42.6% (northern Babeldaob Island)
Two-thirds (63%) of total enrollment (public and private) is in the state of Koror (3,205 students in Koror out of 5,017 total in Palau). The next largest state is Airai with 11%.	Ngatpang, 50.0% (west central Babeldaob I.)
	Peleliu, 38.5% (about 30 miles south of Koror)
	Total (all 16 states in Palau), 66.6%

Sources:

Republic of Palau, Ministry of Finance. Website of the Office of Planning and Statistics ("Physical Features" and "Social" sections). Retrieved at: http://www.spc.int/prism/country/pw/stats/PalauStats/PhysicalFeatures/phyfeat.htm and http://www.spc.int/prism/country/pw/stats/PalauStats/Social/Education/Education.htm;

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Central Intelligence Agency. The World Factbook: Palau. Retrieved at https://www.cia.gov/library/publications/the-world-factbook/geos/ps.html

Washington

Population (2012 estimate): 6,897,012

Language other than English spoken at home: 17.8% of population age 5 years and over

Land area (and population density, 2010): 66,456 square miles (101.2 persons per square mile)

School enrollment *(population 3 years and over enrolled in school; 2010-2012 estimate)*	**Educational attainment for population 25 years and over** *(4,577,171; 2010-2012 estimate)*
Prekindergarten, 100,388	Less than high school diploma, 9.9%
Kindergarten, 85,888	High school graduate (incl. equiv.), 23.8%
Elementary (grades 1-8), 690,047	Some college or associate's degree, 34.8%
High school (grades 9-12), 360,415	Bachelor's degree, 20.1%
College, graduate or professional school, 474,386	Graduate or professional degree, 11.4%
Total, 1,711,124	High school graduate or higher, 90.1%
Public elementary and secondary school students, by race/ethnicity *(2010-11)*	Bachelor's degree or higher, 31.5%
American Indian/Alaska Native, 1.7%	**Public high school graduation rate, by race/ethnicity** *(averaged freshman graduation rate, 2009-10)*
Asian, 7.2%	
Native Hawaiian/Pacific Islander, 0.9%	American Indian/Alaska Native, 58.7%
Hispanic, 18.0%	Asian/Pacific Islander, 86.8%
Black, 4.8%	Hispanic, 64.1%
White, 62.8%	Black, 63.0%
Two or more races, 4.6%	White, 77.7%

Sources:

U.S. Census Bureau, Population Division. Annual Estimates of the Population for the United States, Regions, States, and Puerto Rico: April 1, 2010 to July 1, 2012 (NST-EST2012-01). Retrieved at http://www.census.gov/popest/data/state/totals/2012/tables/NST-EST2012-01.xls

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