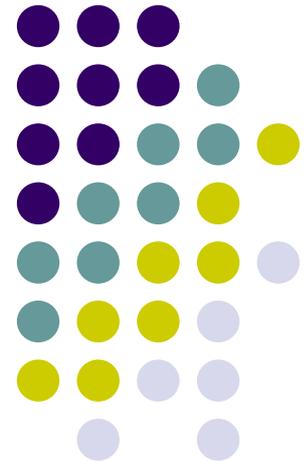
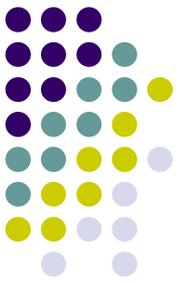


Ethnic Commission Achievement Gap Studies

Chris Alejano
Interagency Council on Health Disparities
September 25, 2008





Legislative Mandate

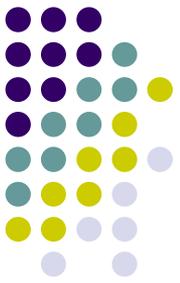
- **2SHB 2722**

- Center for the Improvement of Student Learning (CISL) in the Office of the Superintendent of Public Instruction
- Commission on African-American Affairs (CAA)

- **HB 2687**

- Sec. 131: Commission on Hispanic Affairs (CHA)
- Sec. 119(1 & 2): Commission on Asian Pacific American Affairs (CAPAA)
- Sec. 118(2): Government Office of Indian Affairs (GOIA)

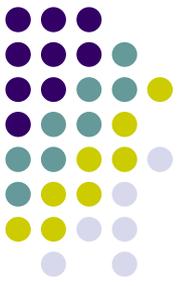
- Sec. 501(1)(aa): Office of the Superintendent of Public Instruction



Progress on Studies

OSPI/CISL/CAA

- **5 Advisory Committee meetings**
- **3 Work Groups:**
 - Best Practices
 - Community Engagement and Communications
 - Data
- **Final product will focus on 5 key areas:**
 1. School, District, and State Education Leadership
 2. Teacher Quality
 3. Curriculum and Instruction
 4. Family and Community Engagement
 5. Student Support



Progress on Studies (cont.)

Best Practices

- Survey of exemplary programs and initiatives

Community Outreach and Communications

- October and November town hall meetings

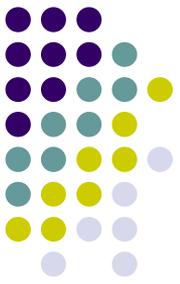
Data

- Collaboration with Washington Institute for Public Policy

The Work Ahead...

- *October 16, November 20, And December 11 meetings*
- *Race and Pedagogy Conference (October 18)*
- *Washington Education Research Association (December 4)*
- *Approval of final plan at the December 11 meeting*

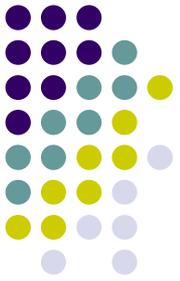
Progress on Studies (cont.)



GOIA

- To what extent is the education system in the State of Washington addressing the needs of Native American students?
- What data are needed to better understand the achievement gap?
- What are the characteristics of exemplary programs and practices serving the needs of Native American students?
- What are the recommendations of key stakeholders to close the achievement gap?

Progress on Studies (cont.)



A Four-phased Approach

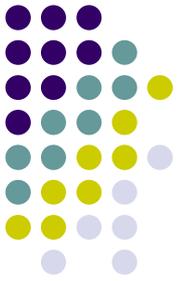
Phase 1 (RQ1)

- Respond to Multi-Ethnic Think Tank recommendations

Phase 2 (RQ1 & RQ2)

- Inventory existing resources
- Access and analyze existing data bases
- Collaborate with WSSDA & TLC to document progress made in government-to-government relations and curriculum

Progress on Studies (cont.)



A Four-phased Approach (cont.)

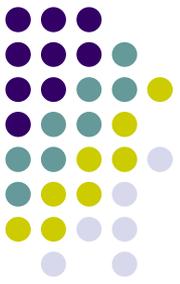
Phase 3 (RQ3 & RQ4)

- Conduct listening sessions
- Continue collaboration with WSSDA & TLC to document progress made in government-to-government agreements and curriculum development & adoption
- Comprehensive plan

Phase 4 (RQ3 & RQ4)

- Reporting

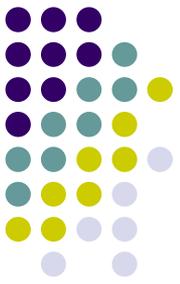
Progress on Studies (cont.)



CHA

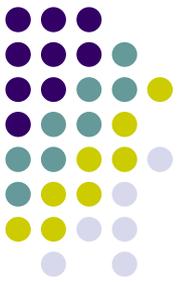
- Do Latino students possess the same opportunities to learn as their peers in both urban and rural contexts?
- What are the perceptions of parents and students with respect to their experience in school with school staff?
What are the perceptions of teachers of Latino students and their own professional development to better serve this bicultural/bilingual population?
- What are the issues and experiences facing English learners in Washington public schools?

Progress on Studies (cont.)



Mixed-methods Approach

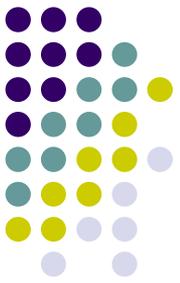
- Secondary data analysis of achievement, demographic and opportunities to learn data
- Surveys and interviews in 10 school districts to understand perceptions of school, college aspirations, course taking patterns, and interactions with teachers and the school



CAPAA

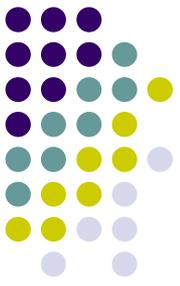
Asian American Study

- Analysis of the achievement gap for Asian American students with attention to subgroups where possible
- Provide recommendations to close the achievement gap that positively impact Asian American Students, including new Americans
- Identify performance measures suitable for personalizing instruction



Pacific Islander Study

- Describe the Pacific Islander community in Washington State that includes analysis of the school, family, community, and related support systems, and student experiences
- Assess if and why there is low educational attainment among Pacific Islanders that includes the transitions to college with a focus on the factors that are associated with achievement, attainment, and transitions
- Identify how educational opportunities can be enhanced by focusing on successful students and best practices in schools



Progress on Studies (cont.)

- **Review of past reports, historical records, research literature, best practices**
- **Data analysis**
 - U.S. Census
 - Washington State educational data
 - Asian and Pacific Islander teachers
- **Meetings w/Asian American and Pacific Islander constituencies**
- **Final reports**

Questions



Chris Alejano
Governor's Executive Policy Advisor
chris.alejano@gov.wa.gov
360.902.0490

Questions



Rosalund Jenkins, Director CAA
rjenkins@caa.wa.gov

Craig Bill, Director GOIA
cbill@goia.wa.gov

Uriel Iniguez, Director CHA
uiniguez@cha.wa.gov

Ellen Abellera, Director CAPAA
eabellera@cappa.wa.gov