

A decorative graphic featuring a central sunburst or mandala design. The design is composed of concentric circles and radiating lines in shades of orange, yellow, and red. The top half of the graphic is partially obscured by a green banner, and the bottom half is partially obscured by a red banner.

Imagine ...

Academic Success for All African-American Students

Final Report of House Bill 2722
African American Achievement Gap Study
Staffed by
Center for the Improvement of Student Learning

House Bill 2722

"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

- Sponsored by Rep. Pettigrew, House Bill 2722 was approved and signed into law by the Legislature on April 1, 2008
 - The bill specifically addresses the needs of African American students
 - Authorized the development of a plan to eliminate the achievement gap
 - Specified that families, schools and community should be key partners to develop the achievement gap plan.

We have a new opportunity

HB 2722 authorized a strategic plan that contains:

- **Goals** that promote change
- Recommended state **policies** with funding needs
- **Strategies** for districts, schools and communities to consider
- **Benchmarks** to monitor progress over time

A large, stylized graphic of a sun or flower, composed of concentric circles and radiating lines in shades of yellow, orange, and red, centered behind a dark blue horizontal bar.

Data & Findings

The numbers paint a picture

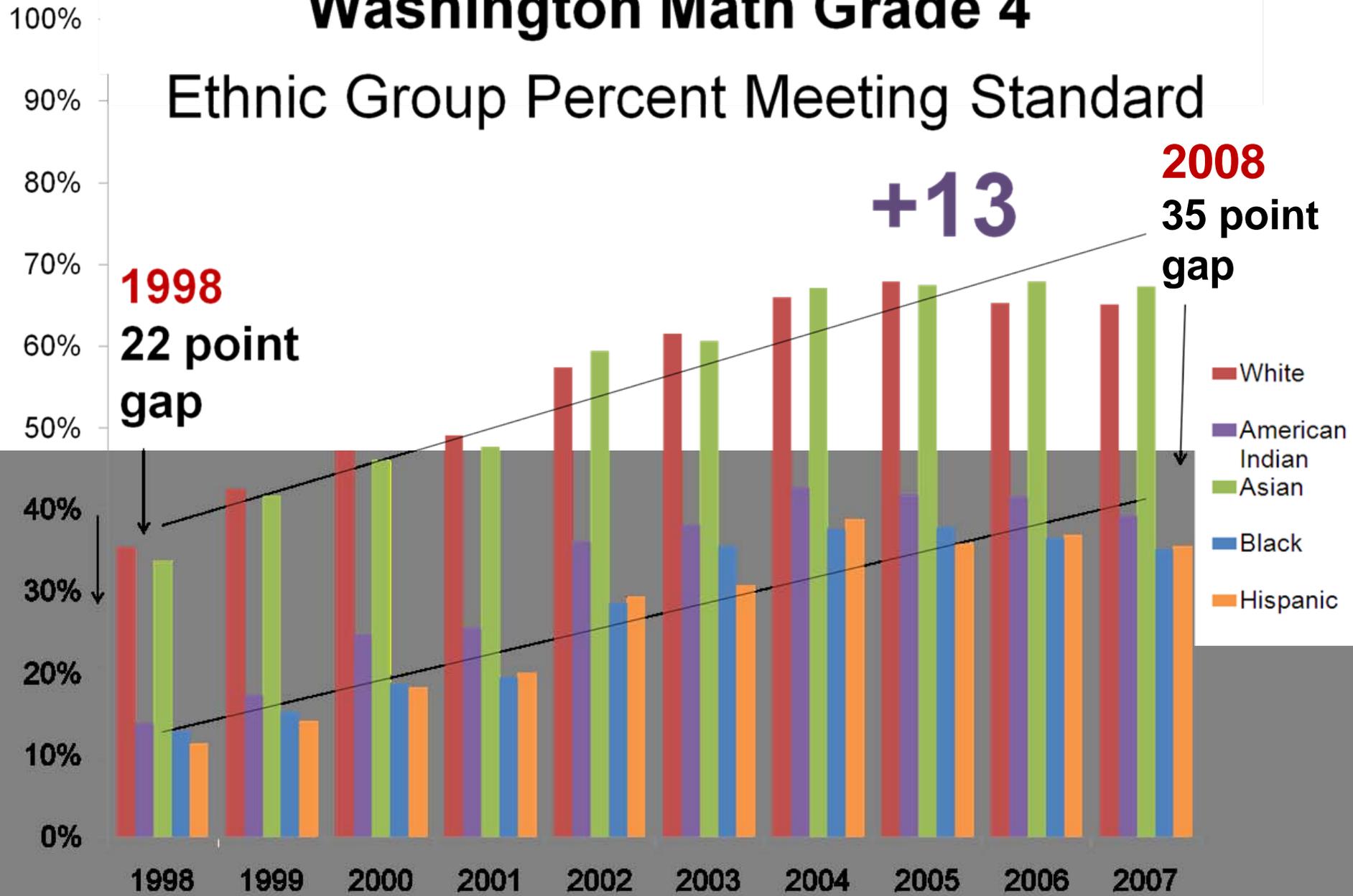
- 56,774 African-American students in WA, six percent of K-12 student enrollment
- African-American students:
 - 3.5 percent are in Spokane County
 - 6.7 percent are in Snohomish County
 - 26.5 percent are in Pierce County
 - 44.9 percent are in King County
- African-American students make up more than 20 percent of the students in Tukwila, Tacoma, Seattle and Clover Park School Districts

We face a growing crisis . . .

- Over 30 percent of African-American students in Washington state are not graduating on time
- 23.6 percent of African-American students drop out of school between 9th and 12th grade
- Although African American students are six percent of Washington's student population:
 - ✓ Only two percent are in gifted programs
 - ✓ Nearly 17 percent are in special education
- Performance on the WASL has improved, but there are still gaps

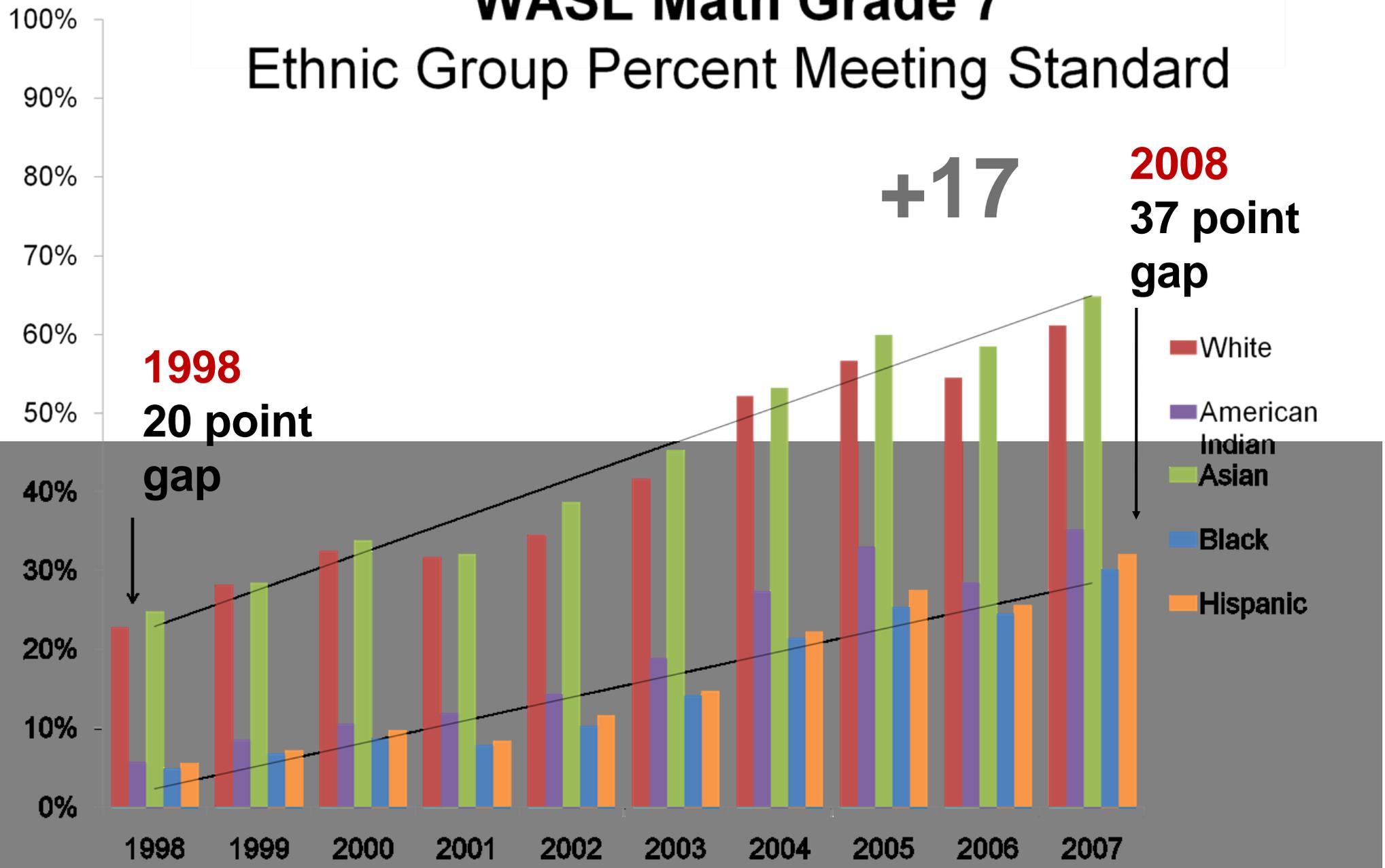
Washington Math Grade 4

Ethnic Group Percent Meeting Standard



WASL Math Grade 7

Ethnic Group Percent Meeting Standard



1998
20 point gap

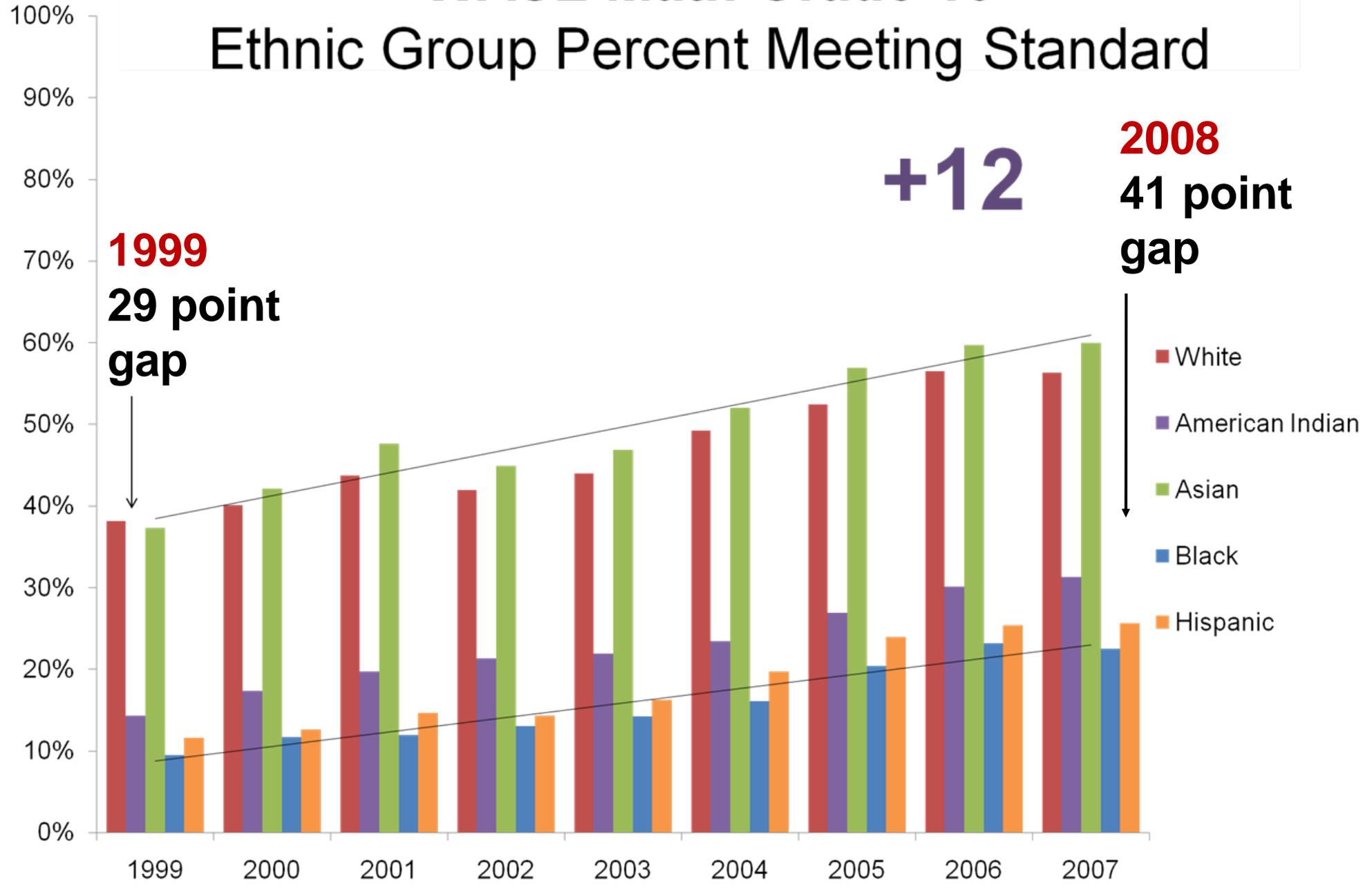
+17

2008
37 point gap

- White
- American Indian
- Asian
- Black
- Hispanic

WASL Math Grade 10

Ethnic Group Percent Meeting Standard



The gaps persist

WASL READING: 18-23 points

WASL WRITING: 12-24 points

SAT READING: 85 points

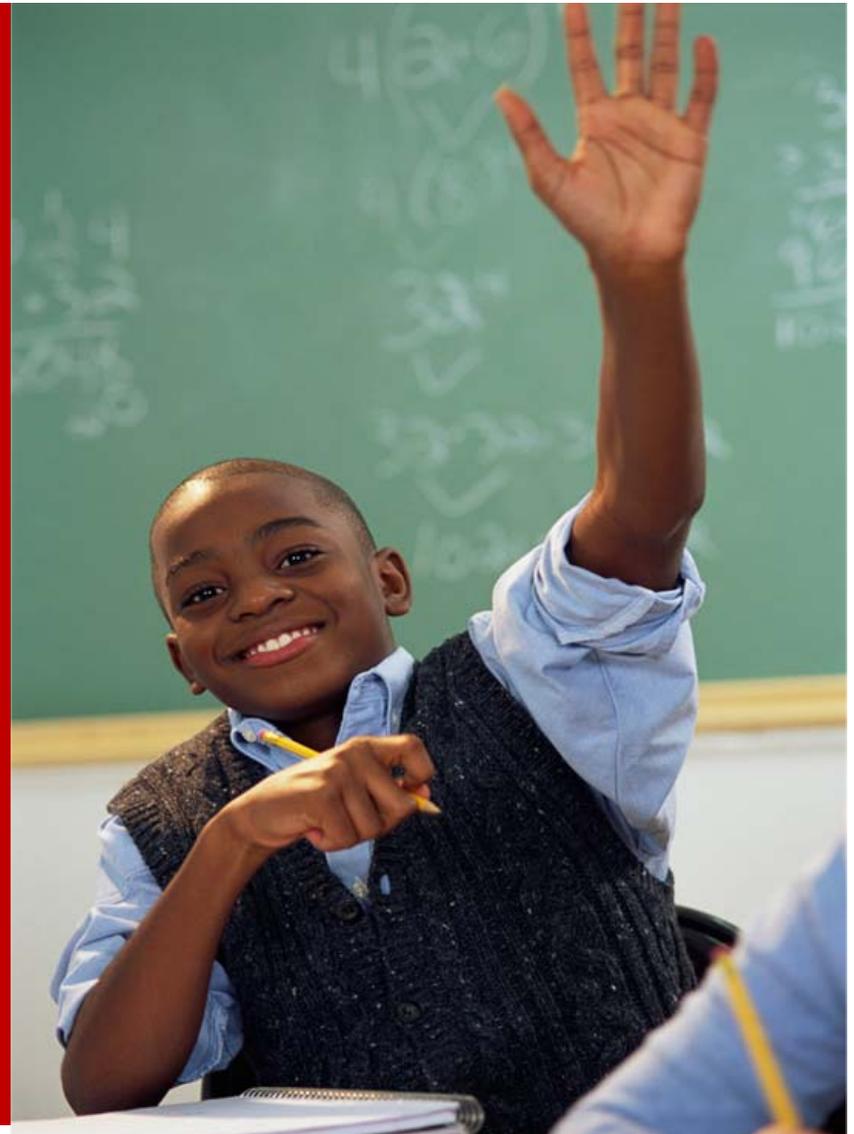
SAT WRITING: 80 points

SAT MATH: 113 points

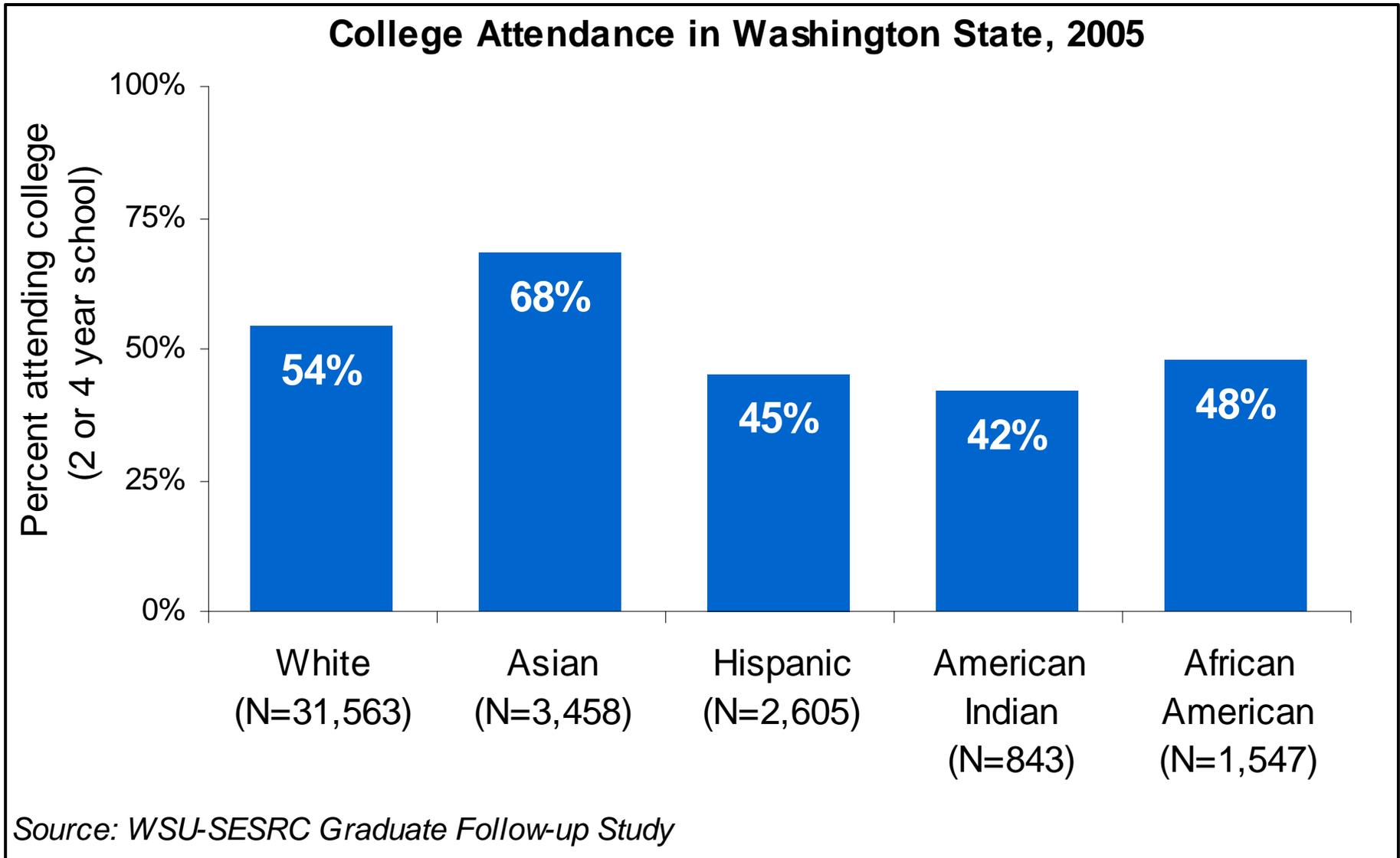
Did you know?

By 2014, 77 percent of jobs paying a livable family wage will require education beyond high school.

Yet, today's high school graduates may not be prepared for post-secondary opportunities.

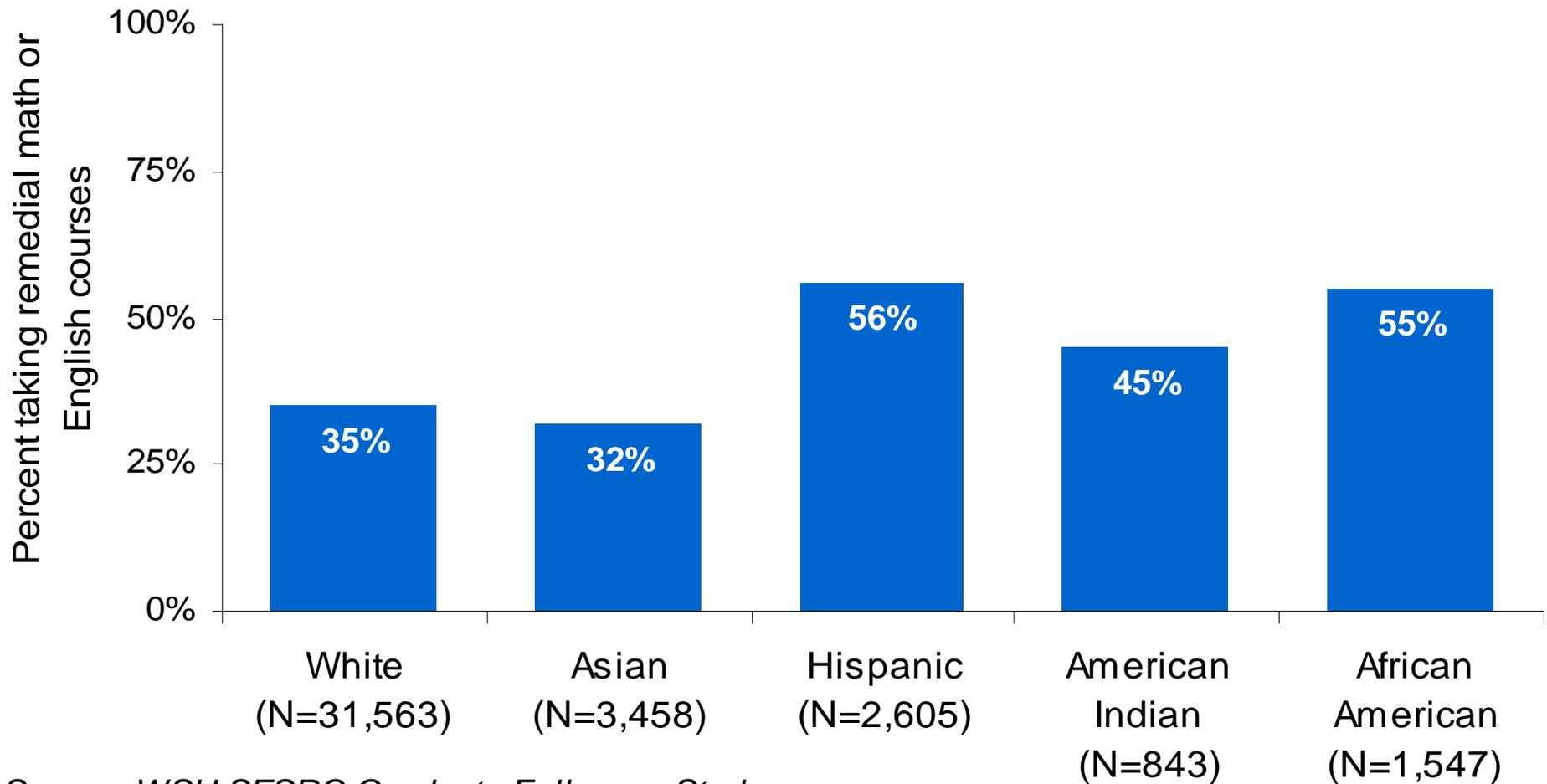


We need more progress



We need better preparation

Remediation in College, Washington State, 2005



Source: WSU-SESRC Graduate Follow-up Study.

NOTE: Percentages are based on those attending college.



Goals

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.

A large, stylized graphic of a sun or flower, composed of concentric circles and radiating lines in shades of yellow, orange, and red, centered behind a dark blue horizontal bar.

Strategies

Key Areas

1. Family & Community Engagement
2. Student Support
3. Teaching & Learning
4. Teacher Quality
5. Leadership



1. Family and Community Engagement

There is a strong correlation between parent involvement and student achievement. When parents are involved, students do better in school. Partnerships are central to high performing schools.

Strategy: Provide training for parents/caregivers to assist them in becoming effective partners with the school.

2. Student Support

Students 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.

Strategy: Provide support systems for students in higher education, including study groups, culturally-based learning communities, tutoring and mentoring.

3. Teaching and Learning

All students need a well-taught, rigorous, world-class curriculum, that prepares them for success in college without the need for remediation. Students need teachers who have high expectations and use rigorous, culturally relevant curriculum that engages, challenges, and connects them to the world they know.

Strategy: Expand access to exemplary programs proven to increase academic achievement for African American students at all levels.

4. Teacher Quality

Diverse, culturally knowledgeable, experienced, and highly qualified teachers can help narrow the achievement gap and serve as models for children who live in multicultural environments.

Strategy: Provide incentives and awards for the recruitment, hiring and retention of qualified teachers and administrators for high-needs schools with a large population of African American students.

5. Leadership

State, school district, and school building leadership can help perpetuate the achievement gap, or be a powerful force for eliminating the gap.

Strategy: Provide 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 programs.

A stylized sunburst graphic with a red outer ring, a yellow inner ring, and a central red circle. The sunburst is composed of several yellow, flame-like rays radiating from the center. A dark blue horizontal bar is overlaid across the middle of the sunburst.

Policy Recommendations

Recommendations

- 1.Include** specific language in Basic Education Act that spells out requirements for “excellent and equitable” education for all students.
- 2.Expand** the definition of Basic Education to include early learning for 3 – 5 yr. old students at risk of not meeting learning standards.

Recommendations (cont.)

- 3. Revise** State Board of Education's School Improvement Plan to require districts and schools to close achievement gaps.
- 4. Establish** a statewide oversight committee to monitor progress through the CISL at OSPI.

Recommendations (cont.)

5. **Direct** Higher Education Coordination Board, OSPI, State Board of Ed and Workforce Training Board to find ways to increase college access and technical career opportunities.
6. **Establish** collaborations between higher education and school districts to provide ongoing trainings for teachers, administrators and staff to meet the needs of African American students.

A stylized sunburst graphic consisting of a circular orange border, a yellow inner circle, and several orange and yellow rays radiating from the center. A dark blue horizontal bar is superimposed over the center of the sunburst.

Implementation

Phase I (2009 – 2011)

- Focus: Lowest-performing school districts
- Develop and establish Millennium Schools

Phase II (2011 – 2013)

- Continue Phase I
- Provide support for moderately-performing school districts
- Continue implementation of Millennium Schools

Phase III (2013 – 2015)

- Continue Phases I & II and demonstration Millennium Schools
- Disseminate and implement successes statewide



The Committee's Request

Requests to the Legislature

- Approve HB 2722 Achievement Gap Plan
- Appropriate necessary funding
- Authorize implementation beginning in the 2009 – 2011 Biennium.



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Our Dream

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”

I Have a Dream speech, Dr. Martin Luther King, Jr.
August 28, 1963
Lincoln Memorial
Washington, DC



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