Update on the work of the Achievement Gap Oversight and Accountability Committee 2010 - 2011

Prepared by
The Center for the Improvement of Student Learning (CISL)
“The urgency for reform has never been greater. Today, American students trail many other nations in reading, math, and science, and a quarter do not graduate high school on time. Many college students do not finish, despite the clear national need for more college-educated workers who can successfully compete in the global economy.”

--Secretary Arne Duncan
US Department of Education
<table>
<thead>
<tr>
<th>Source: OSPI</th>
<th>Number of Students in 1999-2000</th>
<th>Number of Students in 2009-2010</th>
<th>Percentage of increase or decrease in population</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>27,100</td>
<td>25,945</td>
<td>-4.26%</td>
</tr>
<tr>
<td>Asian/Pacific Islander*</td>
<td>72,266</td>
<td>90,644</td>
<td>25.43%</td>
</tr>
<tr>
<td>Black</td>
<td>52,192</td>
<td>57,936</td>
<td>11.01%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>96,355</td>
<td>165,777</td>
<td>72.05%</td>
</tr>
<tr>
<td>White</td>
<td>755,787</td>
<td>661,150</td>
<td>-12.52%</td>
</tr>
<tr>
<td>Transitional Bilingual</td>
<td>55204</td>
<td>84,059</td>
<td>52.27%</td>
</tr>
</tbody>
</table>

*Please note that data for Asian and Pacific Islander students was first reported separately in the 2007-2008 school year. This table may not accurately capture the growth rate of Pacific Islanders in the last decade.*
4th Grade Reading State Test Scores in Washington

Percentage Meeting Standard

- **Asian**
- **White**
- **Pacific Islander**
- **Black**
- **American Indian**
- **Hispanic**
- **English Language Learners**

Source: OSPI

Student demographics
# 4th Grade National Assessment of Educational Progress (NAEP)

## Reading Test Scores 2008-2009 in Washington

<table>
<thead>
<tr>
<th></th>
<th>American Indian</th>
<th>Asian/Pacific Islander</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Limited English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advanced</strong></td>
<td>7%</td>
<td>10%</td>
<td>2%</td>
<td>2%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>20%</td>
<td>26%</td>
<td>19%</td>
<td>12%</td>
<td>30%</td>
<td>3%</td>
</tr>
<tr>
<td><strong>At Basic</strong></td>
<td>33%</td>
<td>32%</td>
<td>32%</td>
<td>31%</td>
<td>36%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>Below Basic</strong></td>
<td>40%</td>
<td>33%</td>
<td>46%</td>
<td>55%</td>
<td>24%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Source: OSPI
10th Grade Math State Test Scores in Washington

Source: OSPI
Percentage of Students Receiving Special Education Services, 2009

Source: OSPI
Students Enrolled in Advanced Placement Classes by Ethnicity, 2010

- **Percentage of Students**

- **Candidates for Advanced Placement Examinations**
- **All Students Statewide**

- **Race/Ethnicity**: American Indian, Asian/Pacific Islander, Black, Hispanic, White

- **Y-axis**: Percentage of Students

- **X-axis**: Race/Ethnicity

- **Graph**: Shows the percentage of students enrolled in Advanced Placement classes by ethnicity for the year 2010.
Washington Teacher Demographics Compared to Student Enrollment, 2010

Source: http://data.pesb.wa.gov/demographics-1/race-ethnicity

One of the priorities of the Committee has been to recruit more people of color into the teaching profession.

Several state-level programs that focus on recruiting people of color into education are:

- Recruiting Washington Teachers
  www.pesb.wa.gov

- Education and Training, Career and Technical Education
  www.k12.wa.us/CareerTechEd

- Alternative Routes to Certification
  pathway.pesb.wa.gov/alternative_routes

Washington State falls 2nd to last in the nation for the reflection of student population in its teaching force.

www.educationnext.org: Winter, 2009
History of the AGOAC:

A variety of groups were involved in discussing the achievement gap at the state level:

• Multi-ethnic Think Tank (METT)

• Ethnic Commissions
2008 Ethnic Studies:

**Native American report**
*From Where the Sun Rises: Addressing the Educational Achievement of Native Americans in Washington State*
  - Governor’s Office on Indian Affairs

**Asian American report**
*Asian Americans in Washington State: Closing Their Hidden Achievement Gaps*
  - Commission on Asian Pacific American Affairs

**Pacific Islander report**
*Growing Presence, Emerging Voices: Pacific Islanders and Academic Achievement in Washington*
  - Commission on Asian Pacific American Affairs

**African American report**
*A Plan to Close the Achievement Gap for African American Students*
  - The Center for the Improvement of Student Learning

**Latino report**
*Understanding Opportunities to Learn for Latino Students in Washington*
  - Commission on Hispanic Affairs
History of the AGOAC:

Completed synthesis of five Achievement Gap Studies and drafted recommendations to:

- Professional Educator Standards Board (PESB) & PESB’s Cultural Competency Work Group
- State Board of Education
- The Quality Education Council
- Data Governance Committee
- The Office of Superintendent of Public Instruction
- The Governor’s Office
- The Legislature
Committee Members:

- Sen. Claudia Kauffman
- Sen. Curtis King
- Sen. Rosemary McAuliffe
- Rep. Dave Quall
- Rep. Kevin Parker
- Rep. Sharon Tomiko Santos

Committee Co-chairs:
- Sen. Curtis King
- Rep. Sharon Tomiko Santos
## Committee Members:

<table>
<thead>
<tr>
<th>Position</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representative for tribal nations</td>
<td>Bernard Thomas</td>
</tr>
<tr>
<td></td>
<td>Sally Brownfield (alternate)</td>
</tr>
<tr>
<td>Representative for the Pacific Islander community</td>
<td>Fiasili Savusa</td>
</tr>
<tr>
<td></td>
<td>Sapina Pele (alternate)</td>
</tr>
<tr>
<td>Representative for the Asian American community</td>
<td>Frieda Takamura</td>
</tr>
<tr>
<td></td>
<td>Ben Kodama (alternate)</td>
</tr>
<tr>
<td>Representative for the Latino community</td>
<td>Dr. Frances Contreras</td>
</tr>
<tr>
<td></td>
<td>Lillian Ortiz-Self (alternate)</td>
</tr>
<tr>
<td>Representative for the African American community</td>
<td>Wanda Billingsly</td>
</tr>
<tr>
<td></td>
<td>James Smith (alternate)</td>
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</tbody>
</table>
Committee Members:

<table>
<thead>
<tr>
<th>Office of the Education Ombudsman</th>
<th>Adie Simmons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Superintendent of Public Instruction</td>
<td>Supt. Randy I. Dorn</td>
</tr>
<tr>
<td></td>
<td>Erin Jones (alternate)</td>
</tr>
</tbody>
</table>
Achievement Gap evokes a deficit model, suggesting that students from certain communities are incapable of achieving at the same level as their white and Asian counterparts.

Opportunity Gap speaks to a system and a community that do not provide equal access to the opportunities required for each and every student to find success in the public school system.
Accomplishments 2010

Formal recommendations to QEC:

• Recruit, develop, place and retain educators who are culturally competent and possess skills and competencies in language acquisition.

• Invest in support for the engagement and partnerships among students, families and communities to deliver personal and differentiated instruction from early childhood through high school graduation.
Accomplishments 2010

More formal recommendations to QEC:

• Support districts and schools in implementing comprehensive and culturally responsive intervention systems in all content areas, inclusive of social and emotional development.

• Enable all students from early childhood through high school to stay at grade level and on track to graduate from high school and be college or career ready by investing in early intervention supports.
Accomplishments 2010

• HB 3026 / Chapter 28A.642 RCW
  Discrimination prohibited in Washington public schools

Representation on Other Committees and Work Groups

Quality Education Council: Adie Simmons
Sally Brownfield (Alternate)

Data Governance Work Group: Lillian Ortiz-Self

Early Childhood: Sally Brownfield

Measuring Family-School

Partnerships Work Group: Adie Simmons

Science Technology Engineering and

Future challenges:

Budget cuts
  • State-level and local

Staffing needs
  • State-level
    • CISL (eliminated in early action supplemental)
    • AGOAC (reduced in early action supplemental)
  • District/building - more educators of color

Inadequate teacher education programs
  • Cultural competence
  • Strategies to address gaps
For updates and more information:
http://www.k12.wa.us/AchievementGap/default.aspx