



Gaining on the Gap: Changing Hearts, Minds and Practice

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GAINING ON THE GAP

CHANGING HEARTS, MINDS, AND PRACTICE

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Authors

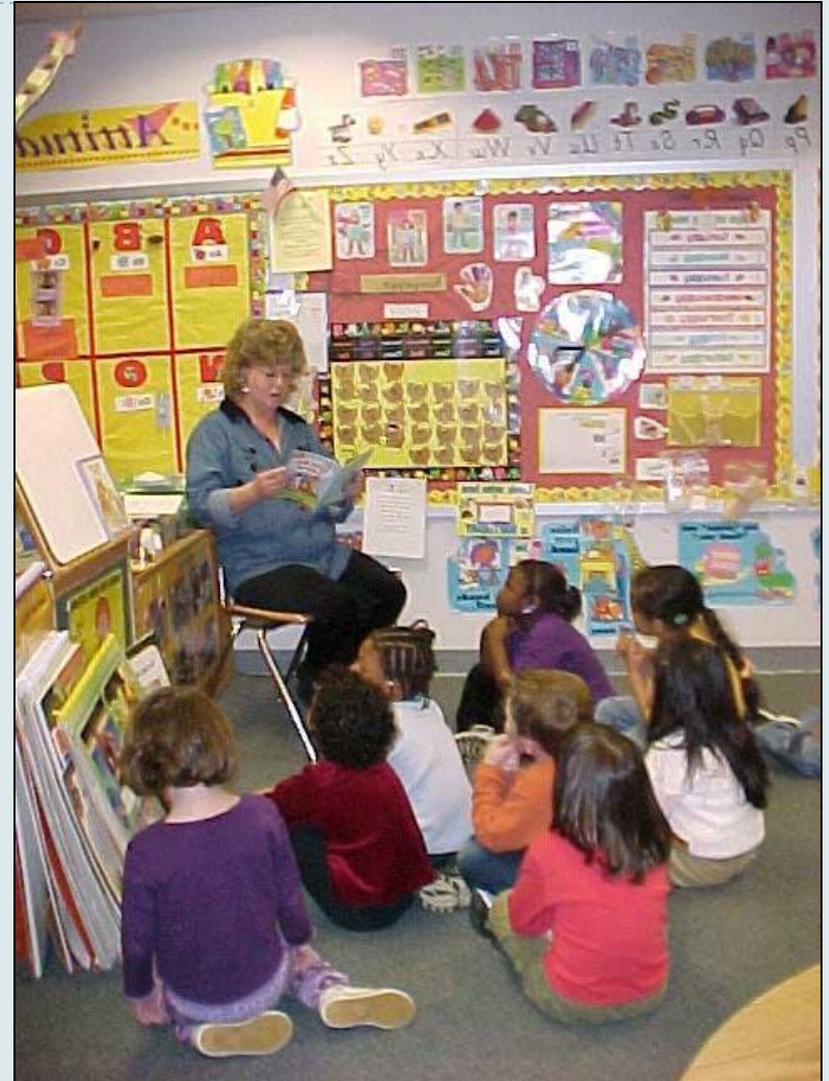
Bottom Row: Cheryl Robinson, Rob Smith, Marty Swaim

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Gaining on the Gap: Overview

- ▶ Introduction and Overview
- ▶ Context
- ▶ Organization Conditions
- ▶ Key Variables for Intervention
- ▶ Cultural Competence
- ▶ Lessons Learned
- ▶ Questions / Discussion



Context: Arlington Students

- ▶ **9/30/10 Enrollment: 21,241**
- ▶ **Students by Civil Rights Category:**
 - ▶ **White: 46%**
 - ▶ **Hispanic: 28%**
 - ▶ **Black: 11%**
 - ▶ **Asian: 10%**
 - ▶ **Multiple: 5%**
- ▶ **126 Countries**
- ▶ **98 Languages**



Context: Arlington Students - continued

- ▶ 32% Receive free/reduced-priced meals
- ▶ 42% Second-language learners



- ▶ 32% Limited English proficiency
 - ▶ 18% Receive ESOL/HILT Services
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Organization Conditions

- ▶ Admit to problem and put the data that demonstrate the problem front-and-center in a form that can be understood easily
- ▶ Measure and report progress consistently



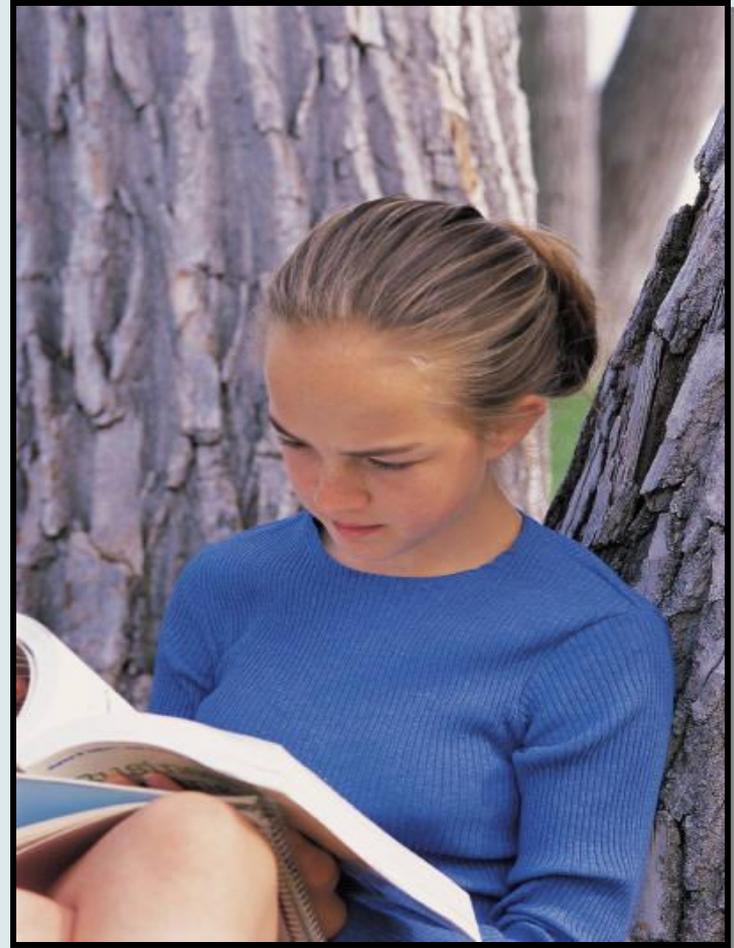
Organization Conditions

- ▶ Make the goal of eliminating or narrowing gaps a priority for everyone in the organization
- ▶ Distribute equitably resources directed toward achieving the goal
- ▶ Implement interventions that focus on key variables early and consistently

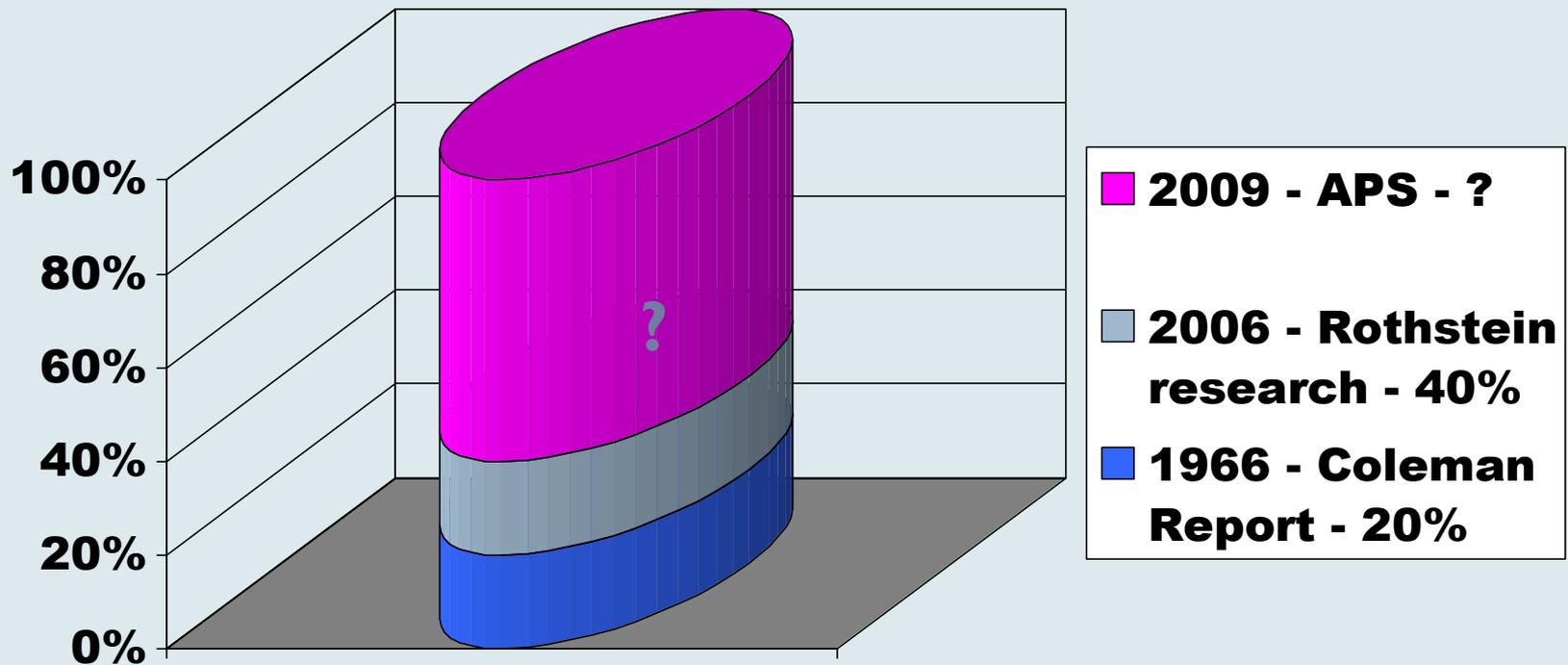


Key Variables

- ▶ Expectations
 - ▶ Of students
 - ▶ Of staff
 - ▶ Of parents
- ▶ Quality of Instruction
 - ▶ Quality of teaching
 - ▶ Quality of relationships
- ▶ Access to Opportunities
- ▶ Parent and Community Involvement



Views of school influences over educational outcomes



Cultural Competence Development

Overview of Topics



- Review of Data
- Cultural Competence and Student Achievement
- Racial Consciousness and Unconsciousness
- Microaggressions
- Equity and Education
- Privilege and White Privilege
- Ally Behavior
- Culturally Responsive Teaching

Selected Results



Percent Passing SOL Tests by Group

	Year	Asian	Black	Hispanic	White	Total
% Passed SOL's	2009	94	77	84	96	90
	2008	95	74	82	96	90
	2007	93	73	79	96	88
	2006	90	72	78	95	87
	2005	93	73	82	96	89
	2004	90	70	75	96	87
	2003	89	67	74	95	85
	2002	87	63	69	93	82
	2001	82	57	66	91	78
	2000	79	50	57	89	75
	1999	73	46	52	86	71
1998	69	37	47	82	65	
Percent Increase 1998-2009		38	108	79	17	38

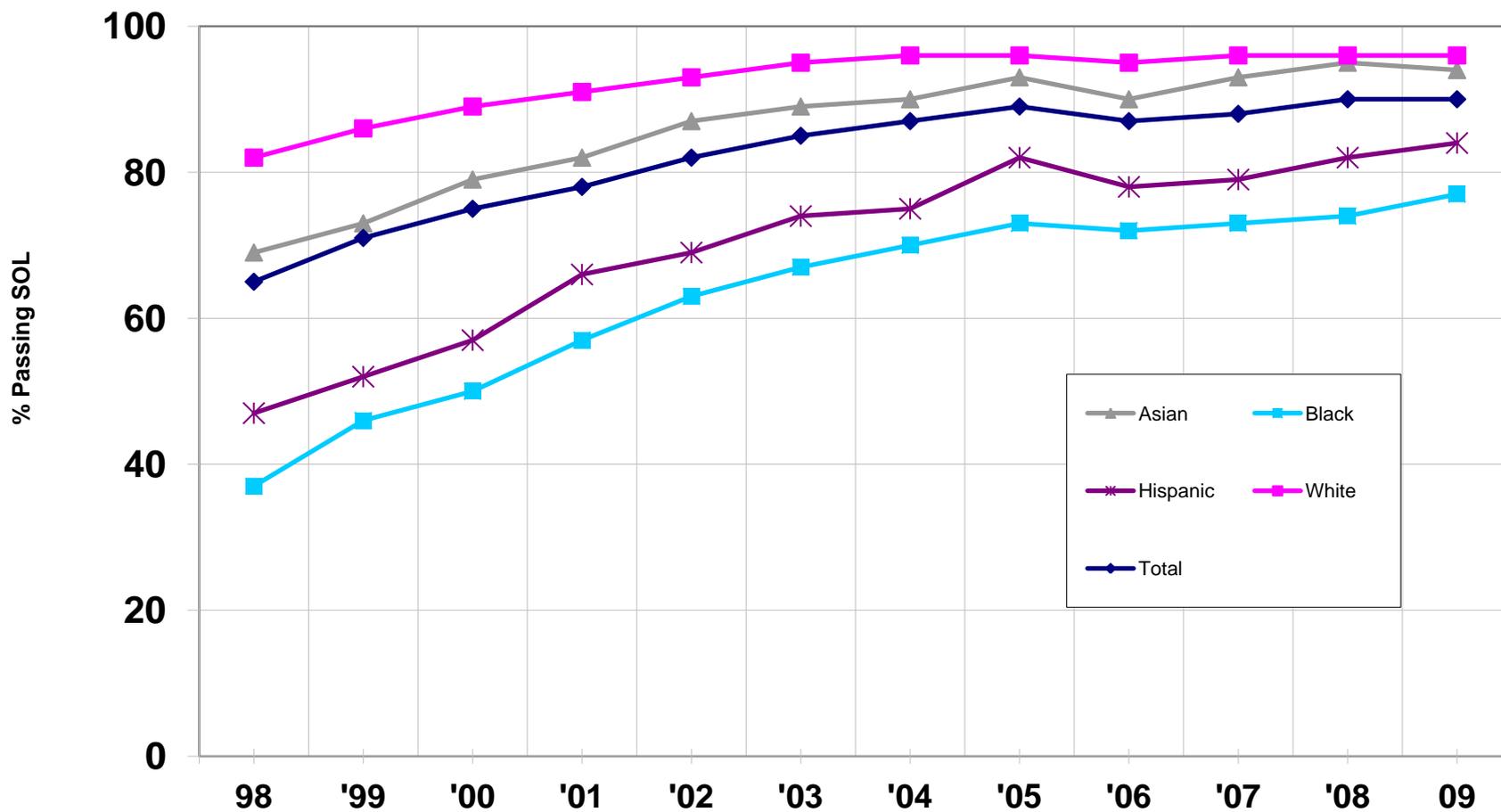


Achievement Gap by Percentage Points Difference by Year

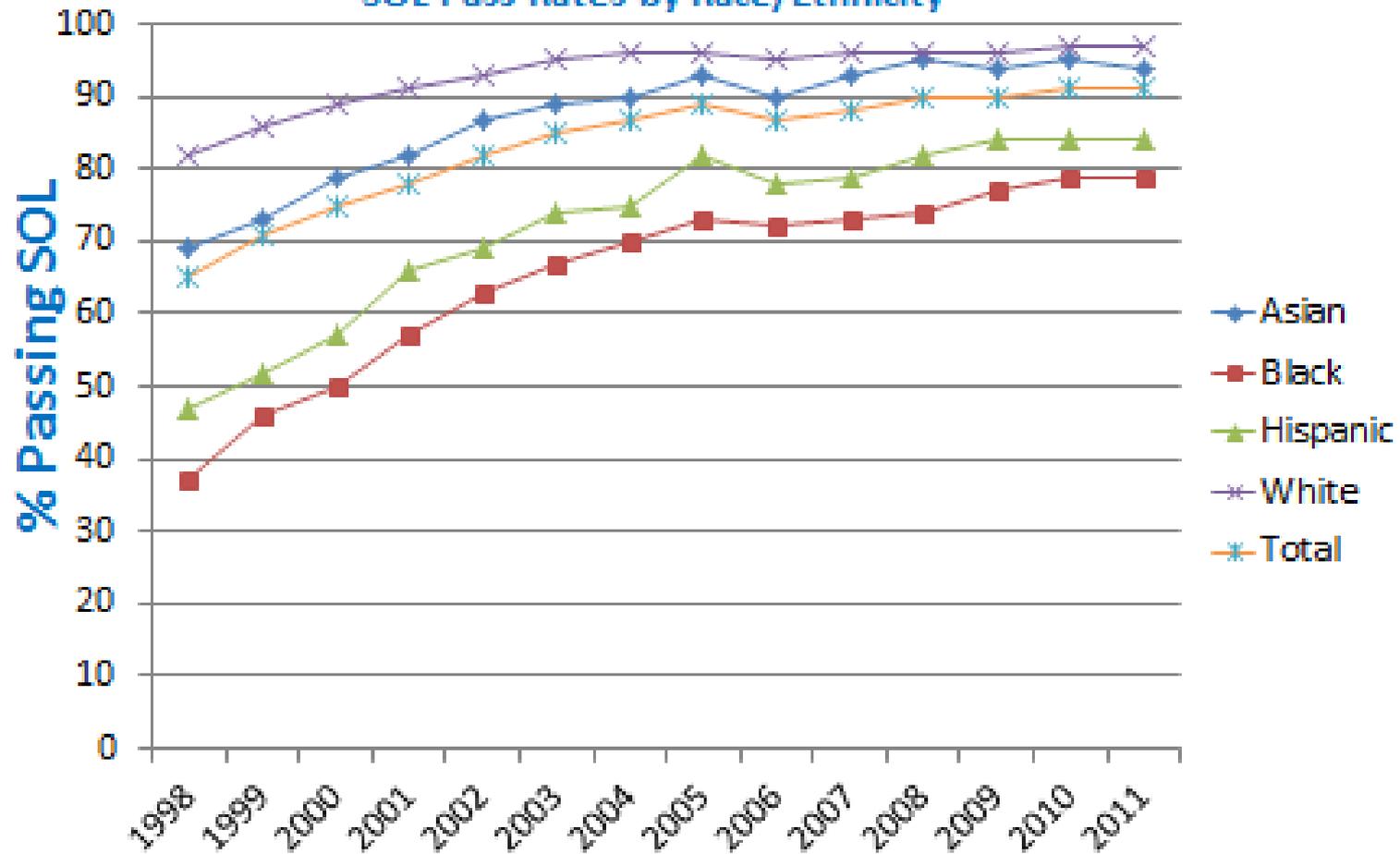
	YEAR	ASIAN	BLACK	HISPANIC
% Point Gap	2009	2	19	12
	2008	1	22	14
	2007	3	23	17
	2006	5	23	17
	2005	3	23	14
	2004	6	26	21
	2003	6	28	21
	2002	6	30	24
	2001	9	34	25
	2000	10	39	32
	1999	13	40	34
	1998	13	45	35
Percent of Gap Removed 1998-2009		85	57	66



SOL Passing Rates *by Race/Ethnicity*



SOL Pass Rates by Race/Ethnicity



Lessons Learned

- ▶ Apply Principles Rather Than Replicate Procedures
- ▶ Good Intentions Necessary but Insufficient



Lessons Learned (2)

- ▶ **Build on Strengths**
- ▶ **Recruit Allies**
- ▶ **Confront Race**
- ▶ **Use the Power of Stories**
- ▶ **Miles to Go**



Six Selected Sources

- Sue, D.W. Capodilupo, C. M. , Torino, G. C. , Bucceri, J. M., Holder, A. M. , Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271-286
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Questions? Discussion

