

Why Standards?



The purpose of standards:

- To establish **expectations** regarding desired outcomes
- To establish **clarity** around non-negotiable actions to increase the likelihood of those outcomes being met
- To convey a sense of **urgency** that warrants the need for standards
- To convey a sense of **entitlement** to the outcomes
- To serve as a means for establishing **priorities**, developing **strategies**, and benchmarking **progress**

Why standards for boys of color?



The statistics for boys of color present a compelling case for urgency, which warrants the commitment to standards for accelerating improvements in outcomes.

- Gr. 4 – 11% black males proficient in reading (38% white);
14% proficient in math (53% white)
- Gr. 8 – 8% black males proficient in reading (33% white);
10% proficient in math (44% white)
- 25% black males repeat a grade in school (11% white)
- 50% of black males grades 6-12 have been suspended (21% white);
17% have been expelled (1% white)
- Incarceration rate for black males is 6x higher than for white males.

Source: *A Strong Start: Positioning Young Black Boys for Educational Success*
(2011 ETS Addressing the Achievement Gap Symposium co-sponsored by the
Children's Defense Fund)

School Factors Influencing Student Learning

1. Curriculum
2. Teacher expectations
3. Adult –student interaction
4. Student-student interaction
5. Disciplinary practices
6. Gifted and talented selection practices
7. Spec. Ed. referral practices
8. Instructional practices
9. Assessment practices
10. Student placement practices (levels, tracking)
11. School/Classroom environment

School factors through a lens of race of gender: boys of color



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COSEBOC Standards

Seven Core Areas

1. Assessment
2. Parent/Family/Community Partnership
3. Curriculum and Instruction
4. School Environment and Climate
5. School Leadership
6. School Counseling and Guidance
7. School Organization

COSEBOC Standards

Several categories for each

Core Area 3: Curriculum and Instruction

Categories:

1. Culturally relevant instruction
2. Multicultural education
3. Gender relevant education
4. Student-centered instruction
5. Rigorous curriculum and instruction
6. Character education
7. Professional development
8. Teacher self-awareness

Multiple indicators for each area

CORE AREA 1

Assessment is the set of protocols used to ascertain the academic and behavioral level of youth.

ASSESSMENT

ASSESSMENT	PERFORMANCE LEVEL				PLAN TO IMPROVE			EVIDENCE
	1	2	3	4	Right Now	This Year	Next Year	
<i>Assessment includes:</i>								<i>Examples, assessment tools; outline of referral process</i>
3. Special Education Assessment and Process that:								
a. Provides teachers with resources on special education evaluation procedures (e.g., guidelines for referral processes; forms for documenting student progress)								
b. Collaborates with the instructional support team or problem-solving team which examines the interventions provided and the nature of response of child's learning to intervention								
c. Follows special education evaluation policy protocol (utilizing IDEA – Individuals with Disabilities Education Act)								
d. Considers the cultural responsiveness of assessment tools used to conduct behavioral, emotional and cognitive assessments								
e. Informs parents of each step of referral and evaluation process								
f. Collaborates with early childhood organizations to conduct screenings for developmental delays and provide early interventions								
g. Conducts consistent and thorough annual re-evaluation including students identified as early as pre-kindergarten								
h. Evaluates program for possible disproportionate representation of marginalized groups in special education classification and placement at each grade level beginning at pre-kindergarten								
i. Adheres to special education students' Individualized Education Plans (IEP's)								
4. Talented/Gifted, Honors/AP Program and Assessment (when applicable) that:								<i>Examples, process for assessing talented/gifted and honors programs; analysis of enrollment patterns</i>
a. Adheres to clearly defined and unanimously understood selection criteria such as sample work, prior course grades, teacher and parent recommendation, standardized test scores, and diagnostic assessment data.								
b. Evaluates program for possible disproportionate representation of certain racial/ethnic/gender groups over others								
c. Examines practices for students to enter and exit program on an annual basis								
d. Ensures that program goals and outcomes parallel the non-talented/gifted programs in order to ensure that all students, regardless of program participation, have access to achieve similar outcomes (e.g. participate in AP/honors classes, graduation with honors/distinction, acceptance into college/university, etc.)								
e. Enables students and parents to petition into talented and gifted, Honors/AP courses, if desired								
f. Provides multiple selection criteria including sample work, prior course grades, teacher and parent recommendations, standardized test scores, and diagnostic assessment data.								

Next steps

- Given this, what are the **implications** for going forward?
- What are some **critical “courageous conversations”** necessary for **starting up**, gaining **traction**, building **momentum** and guaranteeing **sustainability**?
- What needs to be **revisited**, **reframed**, or **revised**?
- What needs to be **added**, **amended** or **abandoned**?